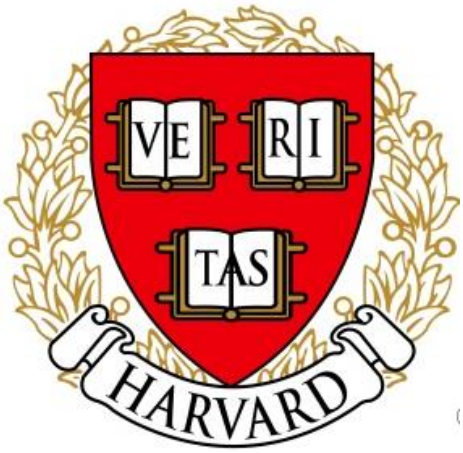
Name: _____

3rd Grade Math Remote Learning Packet

Week 10

June 1st -June 5th



Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading “Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

Math Scope and Sequence

Week 10

June 1st – June 5th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
6.1	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram and read weight on a scale. Challenge: Ten bags of sugar weigh 1 kilogram. How many kilograms do 50 bags of sugar weigh?	**YouTube** **1) Decomposing Kilograms into Grams** https://www.youtube.com/watch?v=WyIAxJ356xQ **Khan Academy** **2) Understanding Mass: Kg and g** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-mass/v/intuition-for-grams **Study** **3) Grams and Kilograms** https://study.com/academy/lesson/grams-kilograms-lesson-for-kids.html
6.2	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures. Challenge: Ms. Neville put a 1-kilogram bag of flour on one side of a pan balance. How many 100-gram bags of flour does she need to put on the other pan to balance the scale?	**YouTube** **1) Estimate and measure mass** https://www.youtube.com/watch?v=VejovPri9kg **2) Estimation of Mass in g and Kg** https://www.youtube.com/watch?v=aWICncTpiC4 **SpashLearn** **3) Estimation game (weight)** https://www.splashlearn.com/measurement-games **IXL** **4) Which metric unit is appropriate?** https://www.ixl.com/math/grade-3/which-metric-unit-is-appropriate
6.3	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will solve one-step word problems involving metric weights within 100 and estimate to reason about solutions. Challenge: A bicycle weighs 8 kilograms. The delivery truck is almost full but can hold 40 kilograms more. How many more bicycles can the truck hold?	**IXL** **1) Measurement word problems** https://www.ixl.com/math/grade-3/measurement-word-problems **Khan Academy** **2) Word problems with mass (video)** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-mass/v/mass-problems **3) Word problems with mass (practice)** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-mass/e/measure-mass

6.4	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will solve word problems involving liters and milliliters Challenge: Ms. Morton buys 20 liters of paint to paint her house. She divided the pain in half. How many liters of paint are in each bucket?	**YouTube** **1) Decomposing a liter in milliliters** https://www.youtube.com/watch?v=rVjEEKXvUbU **Khan Academy** **2) Understanding volume (liters)** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-volume/v/liter-intuition
6.5	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will estimate and measure liquid volume in liters and milliliters using the vertical number line and reason about capacity. Challenge: Juan pours a container with of lemon juice 450 milliliters into a bottle with 785 milliliters of water to make lemonade. How much lemonade did Juan make?	**YouTube** **1) Volume and capacity** https://www.youtube.com/watch?v=GKCE8ohIBqE

Name: _____ **Date:** June 1, 2020

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1 Kilogram (kg) = 1,000 grams (g)

- 1,000 g x 1 = 1,000 g
- 100 g x 10 = 1,000 g
- 10 g x 100 = 1,000 g

1. Decompose 1 kilogram into groups of 100 grams.

_____ g	_____ g	_____ g	_____ g	_____ g
_____ g	_____ g	_____ g	_____ g	_____ g

2. Decompose 100 grams into groups of 10 grams.

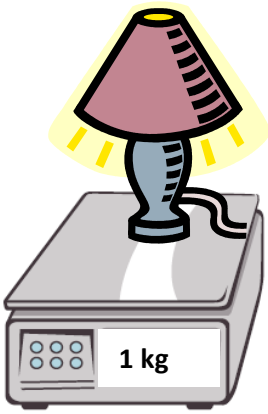
_____ g	_____ g	_____ g	_____ g	_____ g
_____ g	_____ g	_____ g	_____ g	_____ g

3. Decompose 10 grams into groups of 1 gram.

_____ g	_____ g	_____ g	_____ g	_____ g
_____ g	_____ g	_____ g	_____ g	_____ g

4. Read each digital scale. Write each weight using the word *kilogram* or *gram* for each measurement.

3 kilograms



Challenge: Ten bags of sugar weigh 1 kilogram. How many kilograms do 50 bags of sugar weigh?

Name: _____ **Date:** June 2, 2020

BCCS-Boys **College:** _____

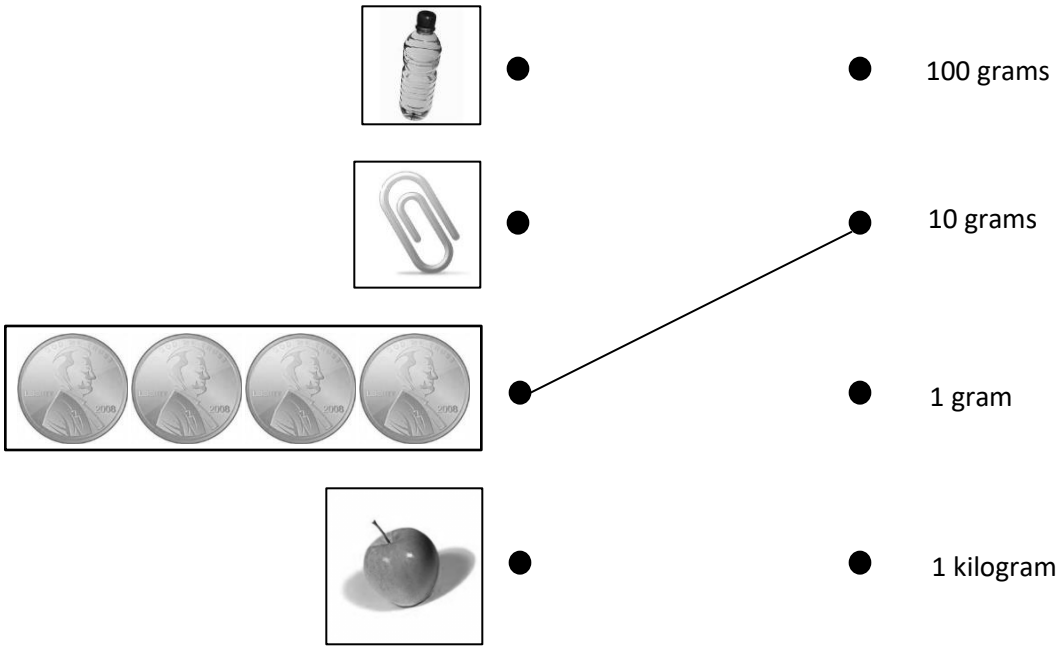
Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

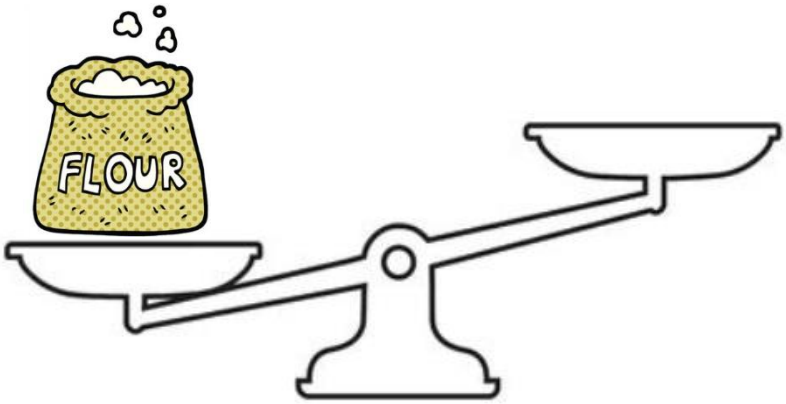
Circle the correct unit of weight for each estimation.

1. A box of cereal weighs about 350 (grams / kilograms).
2. A watermelon weighs about 3 (grams / kilograms).
3. A postcard weighs about 6 (grams / kilograms).
4. A cat weighs about 4 (grams / kilograms).
5. A bicycle weighs about 15 (grams / kilograms).
6. A lemon weighs about 58 (grams / kilograms).
7. An orange weighs about 200 (grams / kilograms).
8. A basketball weighs about 624 (grams / kilograms).
9. A brick weighs about 2 (grams / kilograms).
10. A small packet of sugar weighs about 4 (grams / kilograms).
11. A tiger weighs about 190 (grams / kilograms).
12. A cellphone weighs about 800 (grams / kilograms).
13. A bag of apples weighs approximately 1 (gram / kilogram).
14. A pack of chewing gum weighs approximately 10 (grams / kilograms).

15. Match each object with its approximate weight.



Challenge: Ms. Neville put a 1-kilogram bag of flour on one side of a pan balance. How many 100-gram bags of flour does she need to put on the other pan to balance the scale?



_____

_____

_____

Name: _____ **Date:** June 3, 2020

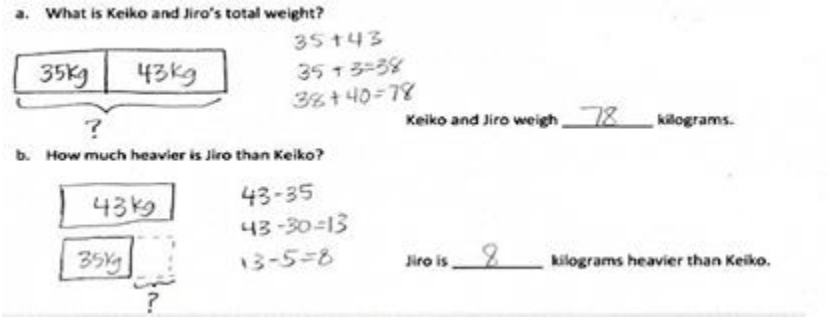
BCCS-Boys **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Use tape diagrams to model the following problem.

Example: Keiko and her brother Jiro get weighed at the doctor's office. Keiko weighs 35 kilograms, and Jiro weighs 43 kilograms.



1. Jeremiah and his cousin get weighed at the doctor's office. Jeremiah weighs 41 kilograms, and his cousin weighs 36 kilograms.

a. What is Jeremiah and his cousin's total weight?

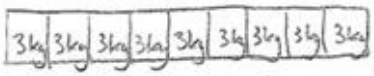
Jeremiah and his cousin weigh _____kilograms

b. How much heavier is Jeremiah than his cousin?

Jeremiah is _____ kilograms heavier than his cousin

Example: Jane and her 8 friends go apple picking. They share what they pick equally. The total weight of the apples they pick is shown to the right.

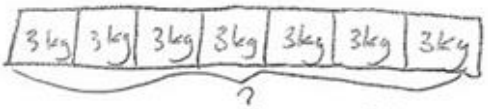
a. About how many kilograms of apples will Jane take home?



27 kg ÷ 9 = 3kg

Jane will take about 3kg of apples home.

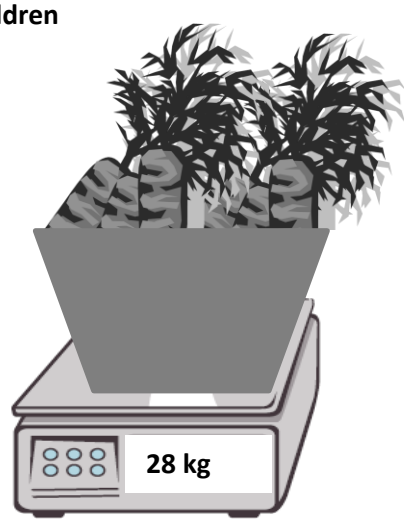
b. Jane estimates that a pumpkin weighs about as much as her share of the apples. About how much do 7 pumpkins weigh altogether?



7 pumpkins weigh about 21kg altogether.

7 x 3kg = 21 kg

2. Mrs. Blomgren's grandmother buys carrots at the farm stand. She and her 3 grandchildren equally share the carrots. The total weight of the carrots she buys is shown below.



a. How many kilograms of carrots will Mrs. Blomgren get?

b. Mrs. Blomgren uses 2 kilograms of carrots to bake muffins. How many kilograms of carrots does she have left?

3. The weights of 3 fruit baskets are shown below.

Heaviest= the one that weighs the most or the largest measurement

Lightest=the one that weighs the least or the smallest measurement

Basket A
12 kg

Basket B
8 kg

Basket C
16 kg

a. Basket _____ is the heaviest.

b. Basket _____ is the lightest.

c. Basket A is _____ kilograms heavier than Basket B.

d. What is the total weight of all three baskets?

4. The weights of a backpack and suitcase are shown below.

7 kg

21 kg

a. How much heavier is the suitcase than the backpack? ***(suitcase – backpack)***

_____ kg - _____ kg = _____ kg

b. What is the total weight of 4 identical backpacks? ***(identical= exactly the same)***

_____ kg X 4= _____ kg **OR** _____ kg +_____ kg + _____ kg + _____ kg = _____ kg

c. How many backpacks weigh the same as one suitcase?

Challenge: A bicycle weighs 8 kilograms. The delivery truck is almost full but can hold 40 kilograms more. How many more bicycles can the truck hold?

Name: _____ **Date:** June 4, 2020

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Decomposing a liter (L) into a milliliter (mL)

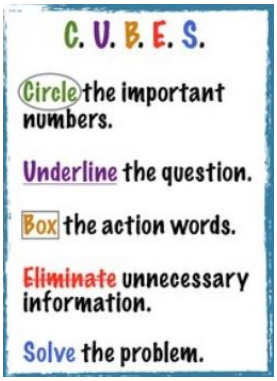
1 L = 1,000 mL

1 x 1,000 mL = 1L

10 x 100 mL = 1L

100 x 10 mL = 1L

1,000 x 1mL = 1L



1. The vet prescribes Mrs. Blomgren's puppy 5 milliliters of medicine each day for 3 days. How many milliliters of medicine will the puppy take altogether?

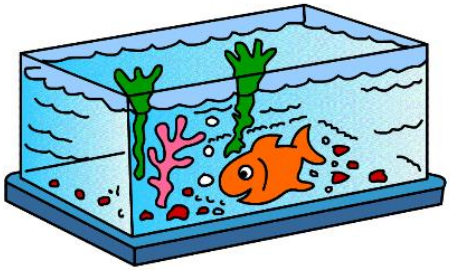
The puppy will take _____ mL of medicine altogether.

2. Mrs. McLean pours 3 juice boxes into a bowl to make punch. Each juice box holds 236 milliliters.

How much juice does Mrs. Mclean pour into the bowl?

Mrs. Mclean pours _____ mL of juice into the bowl.

3. Daniel's fish tank holds 24 liters of water. He uses a 4-liter bucket to fill the tank. How many buckets of water are needed to fill the tank?



_____ buckets of water are needed to fill the tank.

4. Mrs. Capone buys 15 liters of paint to paint her house. She pours the paint equally into 3 buckets. How many liters of paint are in each bucket?

There are _____ liters of pain in each bucket.

Challenge: A bicycle weighs 8 kilograms. The delivery truck is almost full but can hold 40 kilograms more. How many more bicycles can the truck hold?

Name: _____ **Date:** June 5, 2020

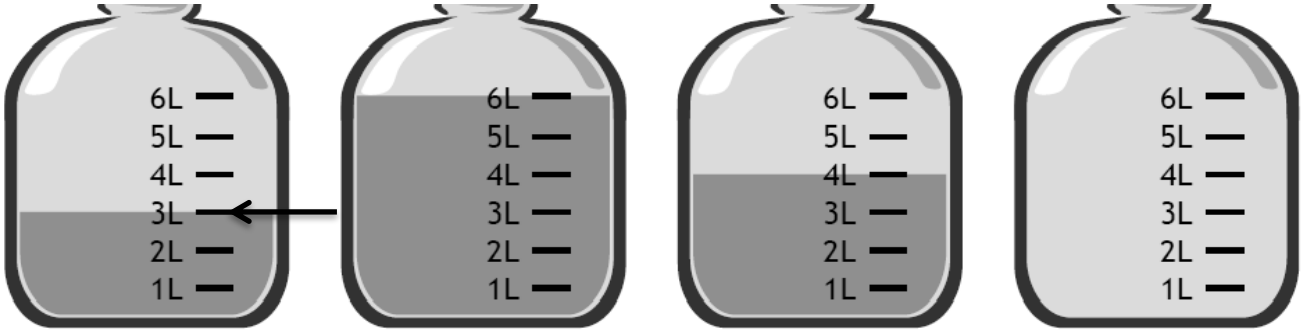
BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

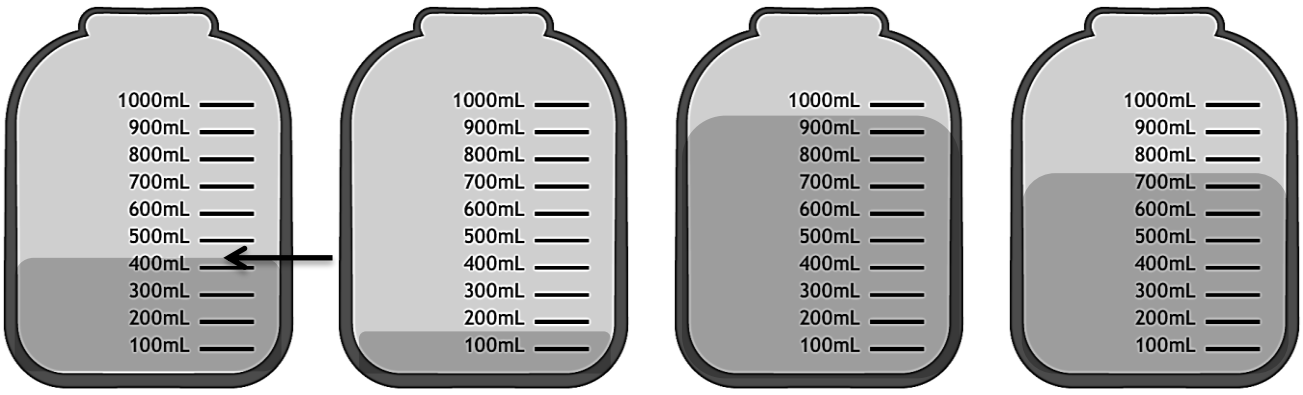
1. How much liquid is in each container?



3 L _____ _____ _____ _____

An estimate is not an exact amount. Choose the measurement that is closest to the fill line.

2. Estimate the amount of liquid in each container to the nearest hundred milliliters.



400 mL _____ _____ _____ _____

Example: The chart below shows the capacity of 4 barrels.

Barrel A	75 liters
Barrel B	68 liters
Barrel C	96 liters
Barrel D	52 liters

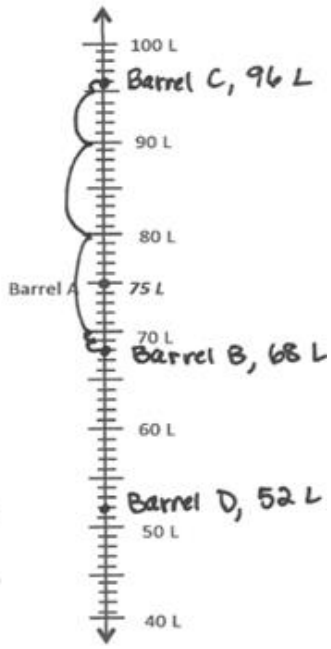
a. Label the number line to show the capacity of each barrel. Barrel A has been done for you.

b. Which barrel has the greatest capacity?
Barrel C

c. Which barrel has the smallest capacity?
Barrel D

d. Ben buys a barrel that holds about 70 liters. Which barrel did he most likely buy? Explain why.
He might buy Barrel B because it's closest to 70 liters.

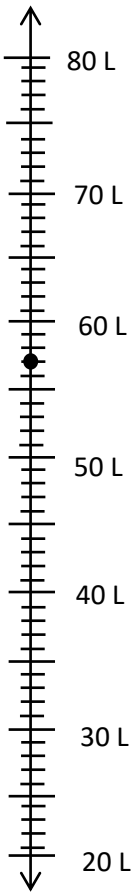
e. Use the number line to find how many more liters Barrel C can hold than Barrel B.
96 L - 68 L = 28 L It can hold 28 L more.



3. Ms. Sherman is comparing the capacity of gas tanks in different size cars. Use the chart below to answer the questions.

Size of Car	Capacity in Liters
Large	74
Medium	57
Small	42

Medium



a. Label the number line to show the capacity of each gas tank. The medium car has been done for you.

b. Which car's gas tank has the greatest capacity? _____ L

c. Which car's gas tank has the smallest capacity? _____

d. Ms. Sherman's car has a gas tank capacity of about 60 liters. Which car from the chart has about the same capacity as Ms. Sherman's car? _____

e. Use the number line to find how many more liters the large car's tank holds than the small car's tank.

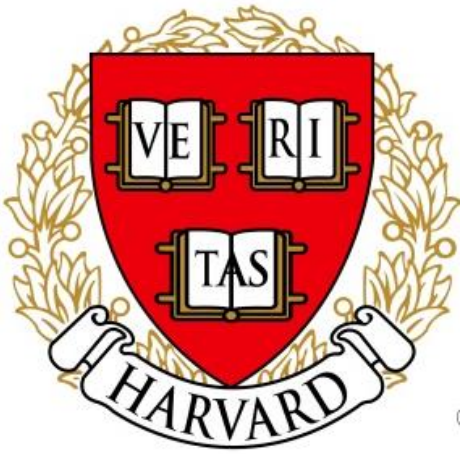
Challenge: Juan pours a container with of lemon juice 450 milliliters into a bottle with 785 milliliters of water to make lemonade. How much lemonade did Juan make?

Name: _____

3rd Grade Math Remote Learning Packet

Weeks 11-13

June 8th -June 26th



Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading “Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

Math Scope and Sequence

Week 11

June 8th – June 12th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
6.8	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will solve mixed word problems involving all four operations with liters, and milliliters and reason about capacity. Challenge: Oziah squeezes 140 milliliters of lemon juice to make 1 liter of lemonade. How many milliliters of lemon juice are in 2 liters of lemonade?	**Khan Academy** **1) Word problems with volume (video)** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-volume/v/arithmetic-word-problems-with-volume **2) Word problems with volume (practice)** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-volume/e/volume-word-problems-1
6.9	**3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100. 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Scholars will round 2-digit measurements (minutes, mL, L, kg, g, etc.) to the nearest Challenge: Mr. Banks goes grocery shopping at about 11:30 a.m. Which of the four times below could be the actual time Mr. Banks went shopping? a. 10: 27, b. 11:15, c. 11:43, d. 11:27	**YouTube** **1) Rounding to the nearest 10** https://www.youtube.com/watch?v=Yiu9NuelKKo **Study** **2) How to Round Whole Numbers (video)** https://study.com/academy/lesson/how-to-round-whole-numbers.html **3) How to Round Whole Numbers (quiz)** https://study.com/academy/practice/quiz-worksheet-rounding-whole-numbers.html
6.10	**3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Scholars will add measurements (mL, L, kg, g, etc.) using the standard algorithm to compose larger units once. Josiah and Nymir buy a small bag of popcorn and a pretzel at the movie theater. The pretzel weighs 63 grams more than the popcorn. What is the weight of the pretzel?	**LearnZillion** **1) Add and subtract grams and kilograms** https://learnzillion.com/lesson_plans/2215-9-add-and-subtract-grams-and-kilograms-fp/ **Study** **2) Standards algorithm (addition)** https://study.com/academy/lesson/standard-algorithm-for-addition.html

6.11	**3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Scholars will subtract measurements including three-digit minuends with zeros in the tens or ones place. Challenge: Aaron buys 714 grams of grapes at the market on Tuesday. On Thursday, he buys 345 grams of grapes. How many more grams of grapes did Aaron buy on Tuesday than on Thursday?	**IXL** **1) Subtract numbers up to three digits** https://www.ixl.com/math/grade-3/subtract-numbers-up-to-three-digits **Khan Academy** **2) Methods for subtracting 2-digt numbers** https://www.khanacademy.org/math/arithmetic/arith-review-add-subtract/arith-review-regrouping-3-dig/v/methods-for-subracting-3-digit-numbers
6.12	**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	Scholars will multiply and divide with familiar facts using a letter to represent the unknown. Challenge: Mrs. Howard used a total of 28 cups of flour to bake some bread. She used 4 cups of flour for each loaf of bread. How many loaves of bread did she bake? Represent the problem using multiplication and division sentences and a letter for the unknown. Then, solve the problem. _____ × _____ = _____ _____ ÷ _____ = _____	**Khan Academy** **1) Unknowns in multiplication and division (video)** https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/imp-more-with-1-digit-multiplication-and-division/v/unknowns-with-multiplication-and-division **2) Unknown in multiplication (practice)** https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/imp-more-with-1-digit-multiplication-and-division/e/finding-missing-factors--1-digit-multiplication- **3) Unknown in division (practice)** https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/imp-more-with-1-digit-multiplication-and-division/e/division_1

Name: _____ **Date:** June 8, 2020

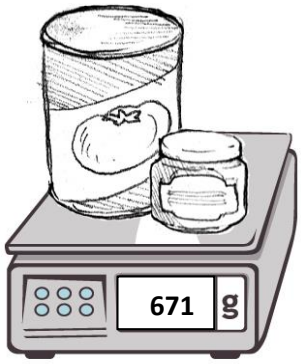
BCCS-Boys **College:** _____

Parent Signature: _____

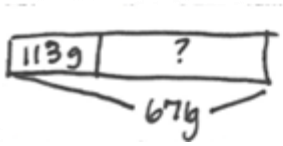
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Example: **The total weight in grams of a can of tomatoes and a jar of baby food is shown to the right.**

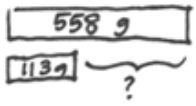


a. The jar of baby food weighs 113 grams. How much does the can of tomatoes weigh?



671 − 113 = 558 The can of tomatoes weighs 558 grams.

b. How much more does the can of tomatoes weigh than the jar of baby food?



558 − 113 = 445 The can of tomatoes weighs 445 grams more than the jar of baby food.

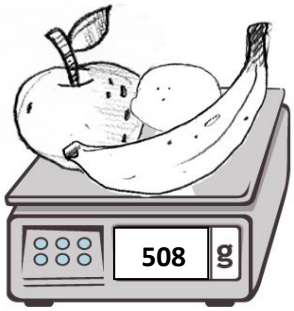
---

1. The weight of a pen in grams is shown to the right.

a. What is the total weight of 10 pens? ____ ***x 6 =*** ____ ***pens***

b. An empty box weighs 82 grams. What is the total weight of a box of 10 pens?
82 + _____ ***=*** _____ ***g***

2. The total weight of an apple, lemon, and banana in grams is shown to the right.



a. If the apple and lemon together weigh 317 grams, what is the weight of the banana?

b. If we know the lemon weighs 68 grams less than the banana, how much does the lemon weigh?

The capacities of three cups are shown below.

Cup A
160

Cup B
280

Cup C
237

a. Find the total capacity of the three cups. ***(add)***

b. Brandon drinks exactly half of Cup B. How many milliliters are left in Cup B? ***(2 x ___ = 280mL OR 280mL ÷2= __)***

c. Ms. Schmidt drinks 3 cups of tea from Cup A. How much tea does she drink in total? ***(160 + 160 + 160 = _____)***

Challenge: Oziah squeezes 140 milliliters of lemon juice to make 1 liter of lemonade. How many milliliters of lemon juice are in 2 liters of lemonade?

Name: _____ **Date:** June 9, 2020

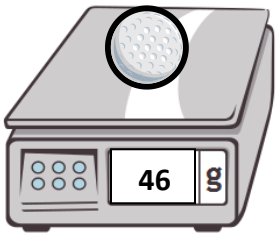
BCCS-Boys **College:** _____

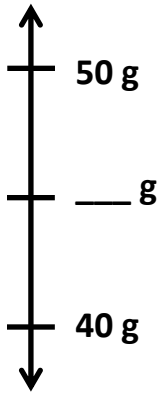
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. The weight of a golf ball is shown below.





← think: "what is the halfway point?"

a. The golf ball weighs _____. ***(exact amount)***

b. Round the weight of the golf ball to the nearest ten grams. Model your thinking on the number line.

c. The golf ball weighs about _____. ***(estimate or approximate ammount)***

d. Explain how you used the halfway point on the number line to round to the nearest ten grams.

_____

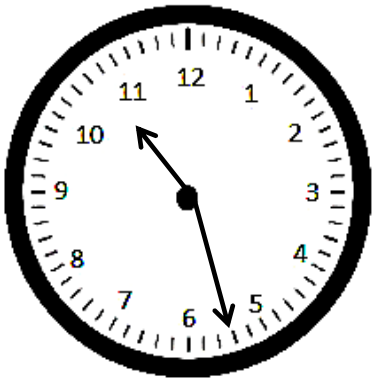
_____

_____

2. Complete the chart.

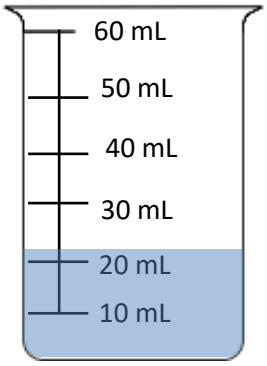
Object	**Measurement (in cm)**	**The object measures between (which two tens)…**
Length of desk	66 cm	**60** and **70** cm
Width of desk	48 cm	_____ and _____ cm
Width of door	81 cm	_____ and _____ cm

3. Gym class ends at 10:27 a.m. Round the time to the nearest 10 minutes.



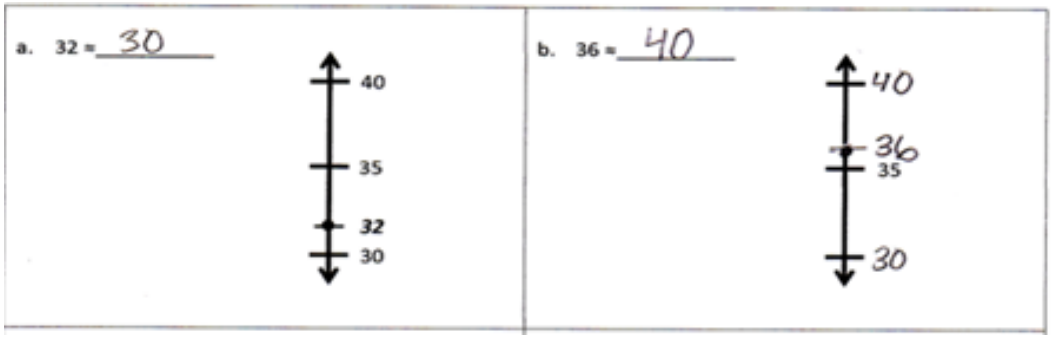
Gym class ends at about _____ a.m.

4. Measure the liquid in the beaker to the nearest 10 milliliters.

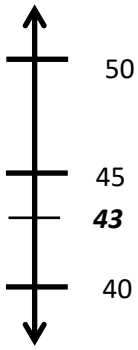


There are about _____ milliliters in the beaker.

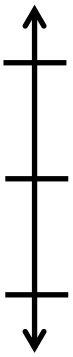
Example:



5. 43 ≈ _____



6. 35 ≈ _____



Challenge: Mr. Banks goes grocery shopping at about 11:30 a.m. Which of the four times below could be the actual time Mr. Banks went shopping? Circle one answer.

a. 10:27
b. 11:15
c. 11:43
d. 11:27

Name: _____ **Date:** June 10, 2020

BCCS-Boys **College:** _____

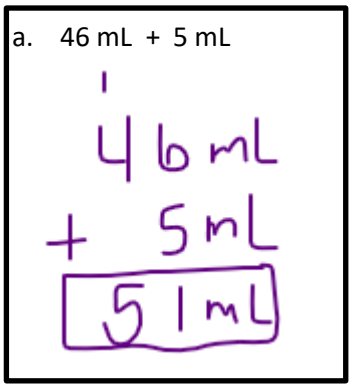
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. Find the sums below using the standard algorithm.

a. 46 mL + 5 mL



b. 46 mL + 25 mL

c. 46 mL + 125 mL

d. 59 cm + 30 cm

e. 509 cm + 83 cm

f. 597 cm + 30 cm

g. 29 g + 63 g

h. 345 g + 294 g

i. 480 g + 476 g

j. 75 cm + 7 cm

k. 39 kg + 56 kg

l. 362 mL + 229 mL

m. 283 g + 92 g

n. 451 mL + 339 mL

f. 149 L + 331 L

Challenge: Josiah and Nymir buy a small bag of popcorn and a pretzel at the movie theater. The pretzel weighs 63 grams more than the popcorn. What is the weight of the pretzel?

___ *grams*

44 grams

Name: _____ **Date:** June 11, 2020

BCCS-Boys **College:** _____

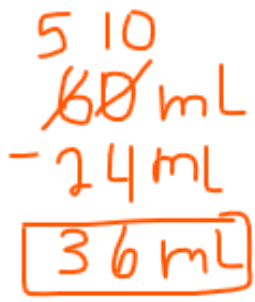
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Solve the subtraction problems below**.**

a. 60 mL – 24 mL



b. 360 mL – 24 mL

c. 360 mL – 224 mL

d. 518 cm – 21 cm

e. 629 cm – 268 cm

f. 938 cm – 440 cm

g. 307 g – 130 g

h. 307 g – 234 g

i. 807 g – 732 g

j. 607 cm − 32 cm

k. 763 g − 82 g

l. 837 km − 645 km

m. 370 L – 46 L

n. 592 cm − 258 cm

o. 803 g − 542 g

Challenge: Aaron buys 714 grams of grapes at the market on Tuesday. On Thursday, he buys 345 grams of grapes. How many more grams of grapes did Aaron buy on Tuesday than on Thursday?

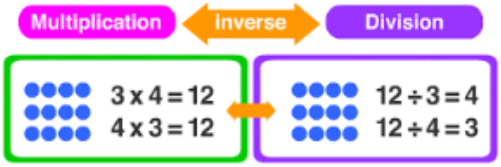
Name: _____ **Date:** June 12, 2020

BCCS-Boys **College:** _____

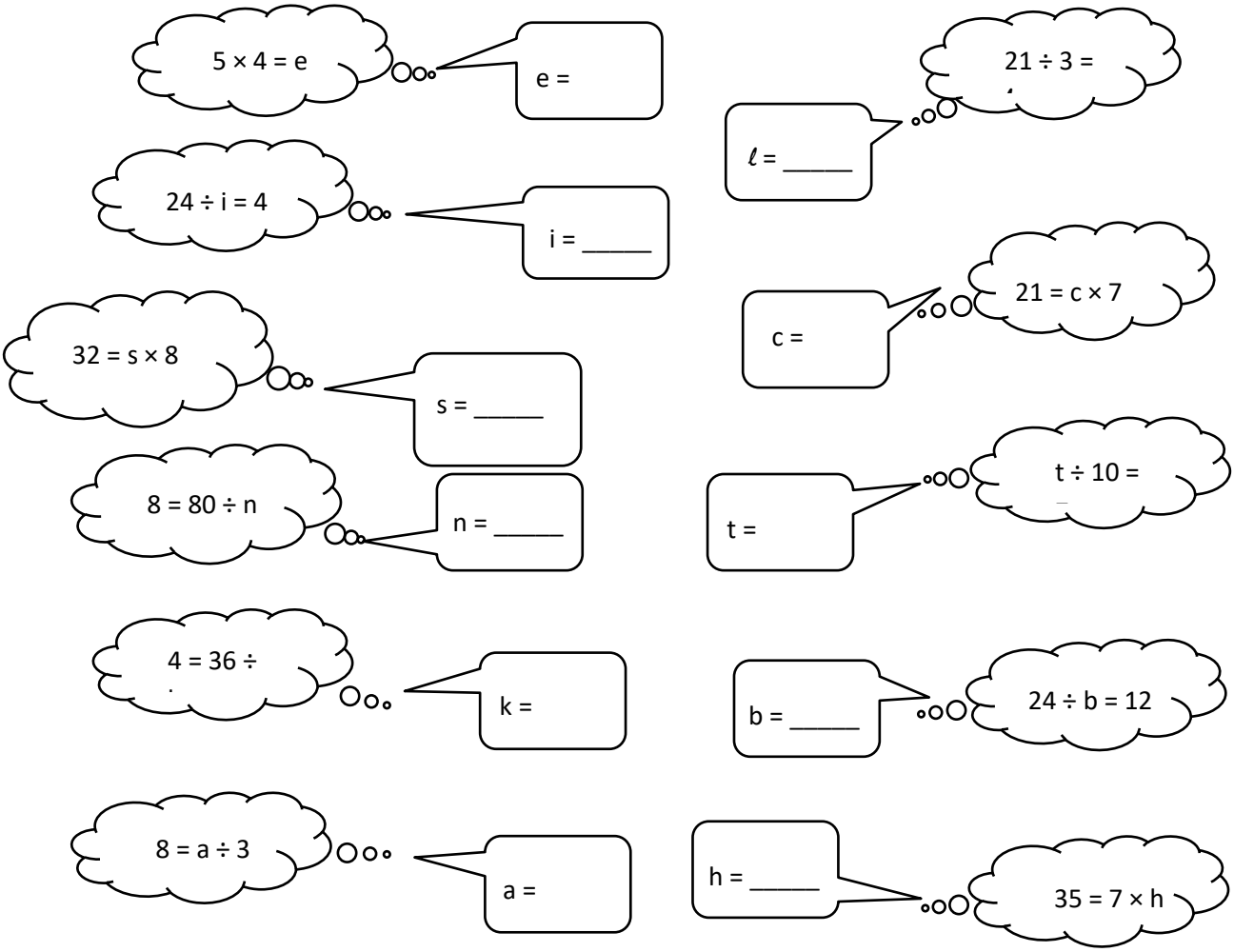
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…



1. Each equation contains a letter representing the unknown. Find the value of the unknowns, and then write the letters that match the answers to solve the riddle.



Which tables do you NOT have to learn?

_____	_____	_____	_____	_____	_____	_____		_____	_____	_____	_____	_____	_____
9	6	70	3	5	20	10		70	24	2	7	20	4

2. Each equation contains a letter representing the unknown. Find the value of the unknown.

8 ÷ 2 = n	***n = 20***
3 × a = 12	a = _____
p × 8 = 40	p = _____
18 ÷ 6 = c	c = _____
d × 4= 24	d = _____
h ÷ 7 = 5	h = _____
6 × 3 = f	f = _____
32 ÷ y = 4	y = _____

Challenge: Mrs. Howard used a total of 28 cups of flour to bake some bread. She used 4 cups of flour for each loaf of bread. How many loaves of bread did she bake? Represent the problem using multiplication and division sentences and a letter for the unknown. Then, solve the problem.

_____ × _____ = _____

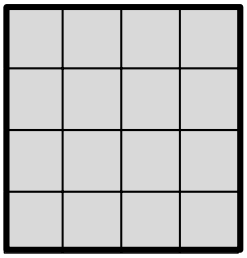
_____ ÷ _____ = _____

Math Scope and Sequence

Week 12

June 15th – June 19th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
6.15	**3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	Scholars will count by units of 6 to multiply and divide. Challenge: Amere solves 6 × 9 by adding 48 + 6. Show how Amere decomposed to multiply. Then, solve.	**Khan Academy** **1) Multiplication as repeated addition** https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult-intro/v/multiplication-as-repeated-addition **2) Multiply by 6** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/mult-facts/e/multiplying-by-6
6.16		Scholars will count by units of 7 to multiply and divide. Challenge: Jovan says he can count by seven 6 times to solve 7 × 6. Brandon says he can count by six 7 times to solve this problem. Who is right? Explain your answer.	**Khan Academy** **1) Multiply by 7** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/mult-facts/e/multiplying-by-7 **SplashLearn** **2) Divide by 7** https://www.splashlearn.com/math-skills/third-grade/division-facts/divide-by-7
6.17	**3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	Scholars will reason about and explain arithmetic patterns using units of 0 and 1 as they relate to multiplication and division Challenge: Kyri divides 8 by 0 and says it equals 0. Is he correct? Explain why or why not.	**Khan Academy** **1) Dividing by 1** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/division-facts/e/dividing-by-1 **2) Multiplying by 1 or 0** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/mult-facts/e/multiplying-by-0-or-1

6.18	**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement: a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Scholars will understand area as the number of square units it takes to cover a two-dimensional figure Challenge: Each  is a square unit. Count to find the area of the rectangle below. Then, draw a different rectangle that has the same area. 	**LearnZillion** **1) Use equal squares to find the area** https://learnzillion.com/lesson_plans/7512-use-equal-square-units-to-find-the-area/ **2) Find the area of a square or rectangle by counting unit squares** https://learnzillion.com/lesson_plans/5206-find-the-area-of-a-square-or-rectangle-by-counting-unit-squares/
6.19		Scholars will find the area of rectangles on a grid and draw a different rectangle with the same area.	**KhanAcademy** **1) Area review** https://www.khanacademy.org/math/cc-third-grade-math/imp-geometry/imp-multiply-to-find-area/a/area-rectangles-review **IXL** **2) Multiply to find the area of a rectangle made of unit squares** https://www.ixl.com/math/grade-3/multiply-to-find-the-area-of-a-rectangle-made-of-unit-squares

Name: _____ **Date:** June 15, 2020

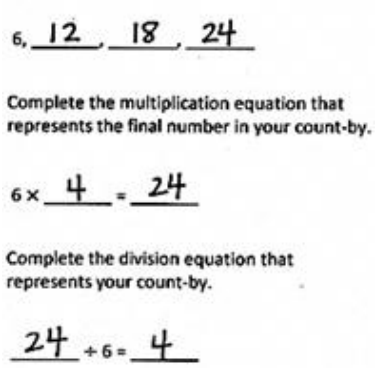
BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

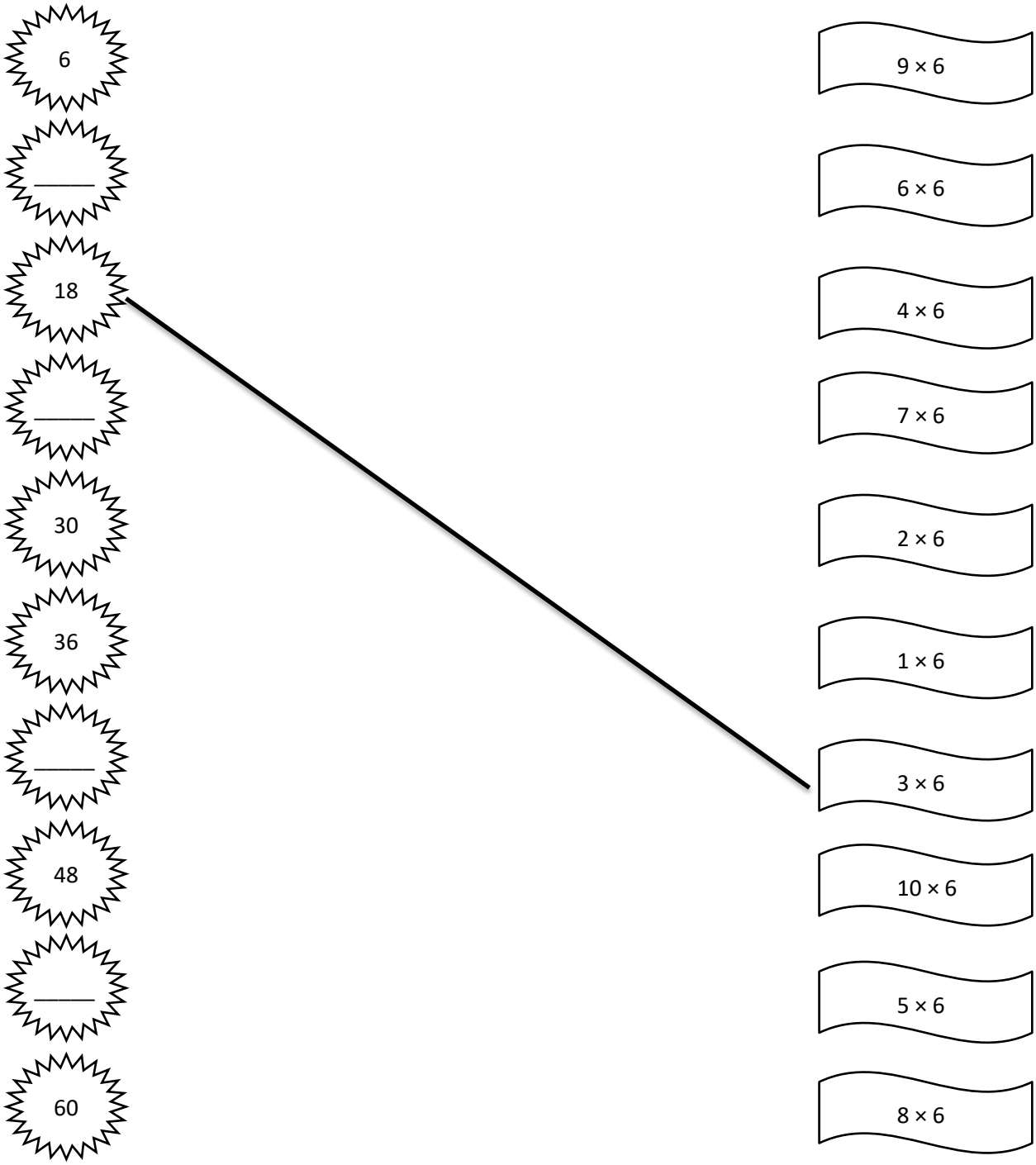
Example:



1. Skip-count by six to fill in the blanks.

a. 6, _____, _____ Complete the multiplication equation that represents the final number in your count-by. 6 × _____ = _____ Complete the division equation that represents your count-by. _____ ÷ 6 = _____	**b.** 6, _____, _____, _____, _____ Complete the multiplication equation that represents the final number in your count-by. 6 × _____ = _____ Complete the division equation that represents your count-by. _____ ÷ 6 = _____
c. 6, _____, _____, _____, _____, _____ Complete the multiplication equation that represents the final number in your count-by. 6 × _____ = _____ Complete the division equation that represents your count-by. _____ ÷ 6 = _____	**d.** 6, _____, _____, _____, _____, _____, _____ Complete the multiplication equation that represents the final number in your count-by. 6 × _____ = _____ Complete the division equation that represents your count-by. _____ ÷ 6 = _____

2. Skip-count by six to fill in the blanks. Match each number in the count-by with its multiplication fact.



Challenge: Amere solves 6 × 9 by adding 48 + 6. Show how Amere decomposed to multiply. Then, solve.

Name: _____ **Date:** June 16, 2020

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. Skip-count by seven to fill in the blanks below.

a. 7, _____

Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

b. 7, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

c. 7, _____, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

d. 7, _____, _____, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

e. 7, _____, _____, _____, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

f. 7, _____, _____, _____, _____, _____, _____

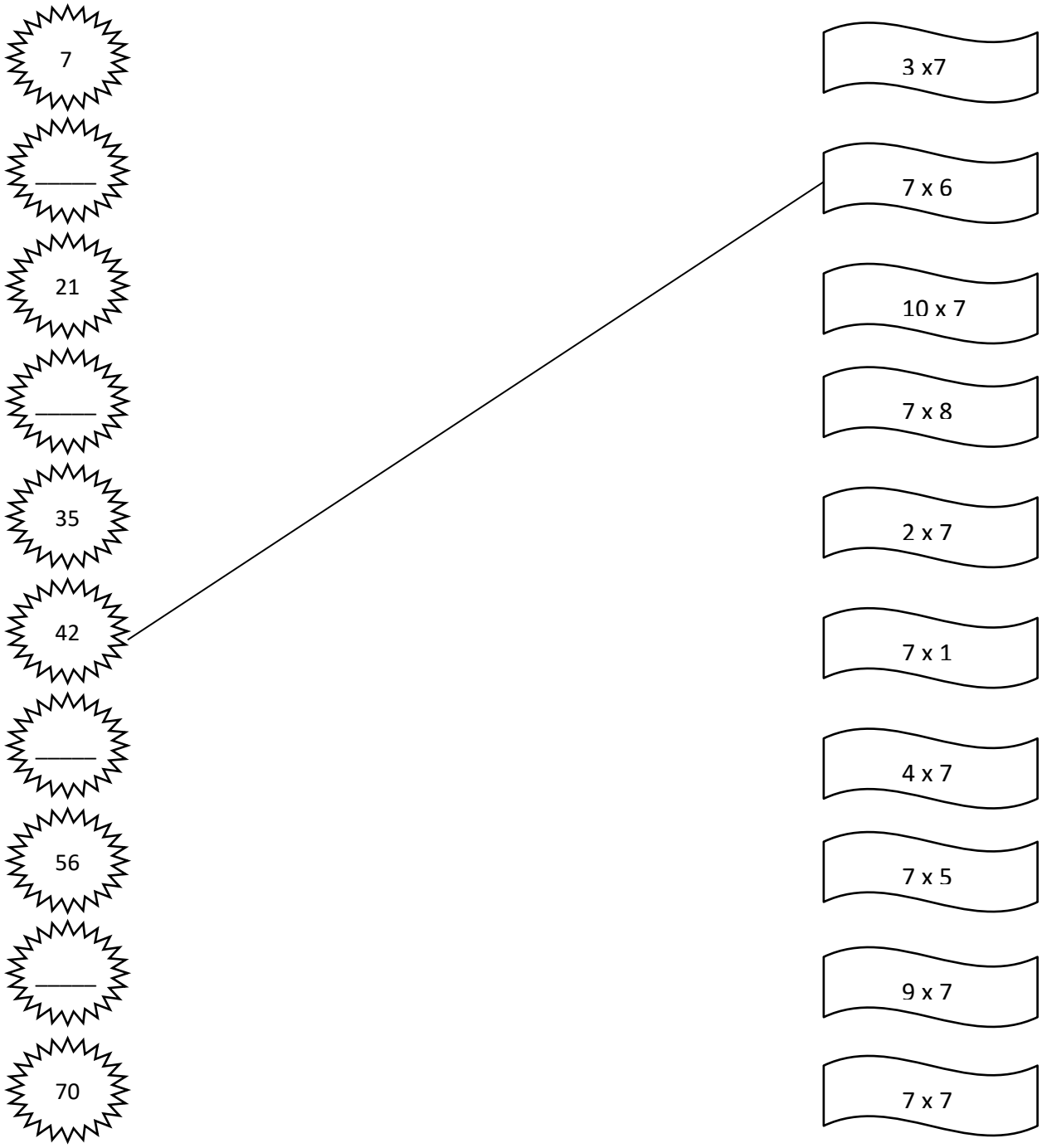
Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

3. Skip-count by six to fill in the blanks. Match each number in the count-by with its multiplication fact.



Challenge: Jovan says he can count by seven 6 times to solve 7 × 6. Brandon says he can count by six 7 times to solve this problem. Who is right? Explain your answer.

_____
_____
_____
_____

Name: _____ **Date:** June 17, 2020

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Rules for Dividing and Multiplying by 1	
Rule: when you multiply a number by one, the product is always *that number* Examples: 4x1 =4 1x9 =9 12x1=12	Rule: dividing a number by 1 does not change the value of that number Examples: 4÷1=4 9÷1=9 12÷1=12

Multiply by 1 to find the product.	**Fill in the blank to find the missing factor.**	**Fill in the black to find the missing dividend, quotient, or divisor.**
7x1= _____	_____x 1=10	50÷1= _____
25x1=_____	20x _____=20	_____÷3=1
1x8= _____	9x 1=_____	4÷_____=4
12x1=_____	_____x100= 100	9÷1= _____
1x100= _____	50x _____= 50	10÷10= _____
1x34= _____	_____ x11= 11	_____÷1=1
4x1= _____	6x _____ =6	12÷1= _____

Rules for Dividing and Multiplying by 0	
Rule: when you multiply a number by zero, the product is always 0 Examples: 0x1 =0 6x0 =0 0x100=0 	Rules: zero divided by any number is zero, EXCEPT for zero because no number can be divided by 0. Examples: 8÷0= undefined 0÷12=0 0÷4=0 

Fill in the blanks to find the missing factor or product.	**Fill in the black to find the missing dividend, quotient, or divisor. Write "undefined for any number÷0**
1x_____= 0	0÷5= _____
0x2= _____	9÷_____= undefined
10x0= _____	50÷0= _____
5x_____= 0	0÷18= _____
0x100= _____	0÷1=_____
8x0= _____	25÷0=_____

Challenge: Kyri divides 8 by 0 and says it equals 0. Is he correct? Explain why or why not.

Name: _____ **Date:** June 18, 2020

BCCS-Boys **College:** _____

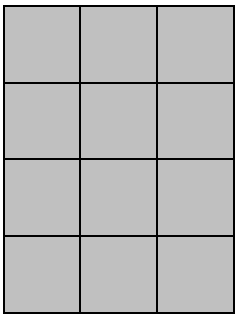
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. Davion uses squares to find the area of a rectangle. His work is shown below.

a. How many squares did he use to cover the rectangle?

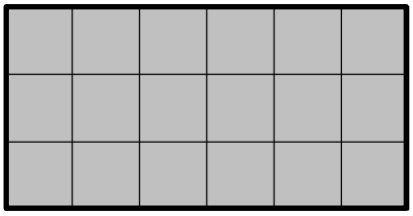


_____ squares

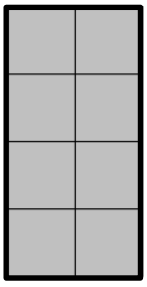
b. What is the area of the rectangle in square units? _____ square units

_____

2. Each  **is 1 square unit. Which rectangle has the largest area? How do you know?**



Rectangle A



Rectangle B

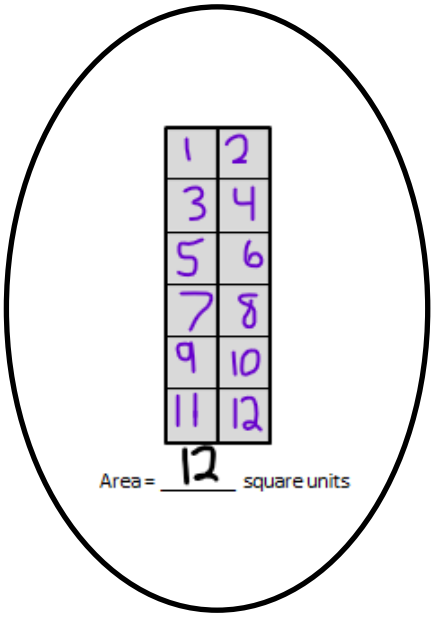
Rectangle C

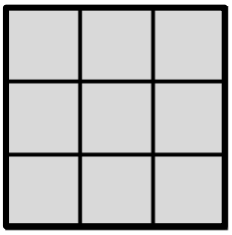
Rectangle _____ has the largest area. I know this because _____

_____

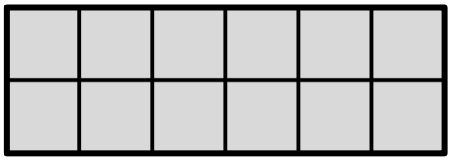
_____

3. Each  is a square unit. Count to find the area of each rectangle. Then, circle all the rectangles with an area of 12 square units.

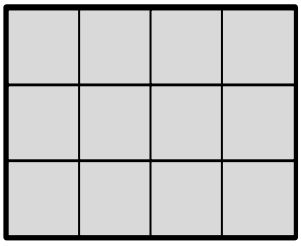




Area = _____ square units

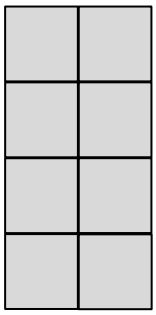


Area = _____ square units



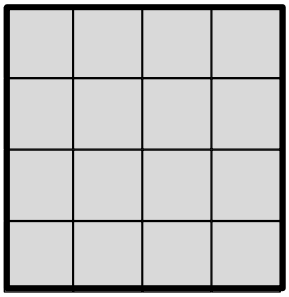
Area = _____ square units

Area = _____ square units



Area = _____ square units

Challenge: Each  is a square unit. Count to find the area of the rectangle below. Then, draw a different rectangle that has the same area in the space provided.



Area = _____ square units

Name: _____ **Date:** June 19, 2020

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Hint: when drawing a different rectangle with the same area, list all the factors and choose a different combination of sides.

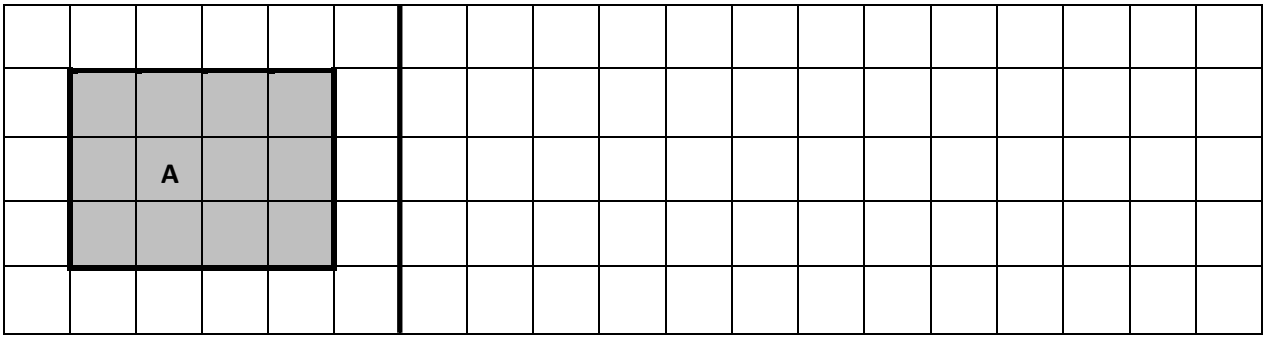
Example:

12 square units → 1, 2, 3, 4, 6, 12

Possible side lengths: 1x12, 12x1, 2x6, 6x2, 3x4, 4x3

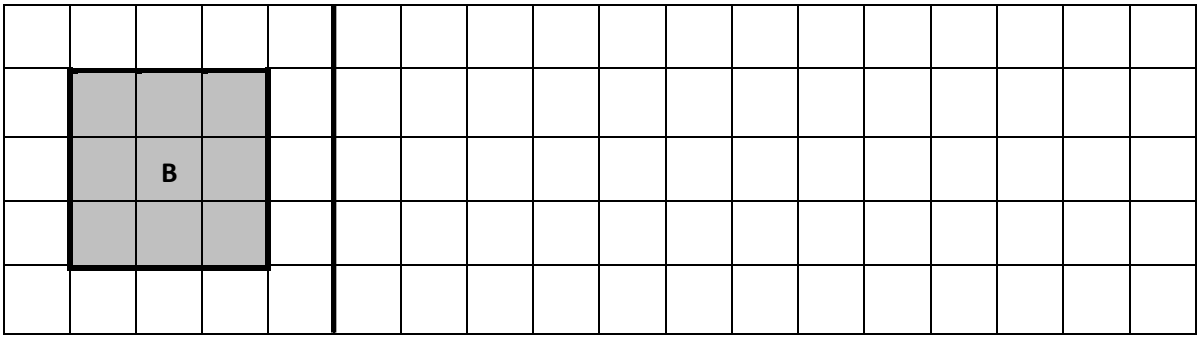
1. **Each ▢ is 1 square unit. Write the area of Rectangles A and B. Then, draw a different rectangle with the same area for both A and B in the space provided.**

a.



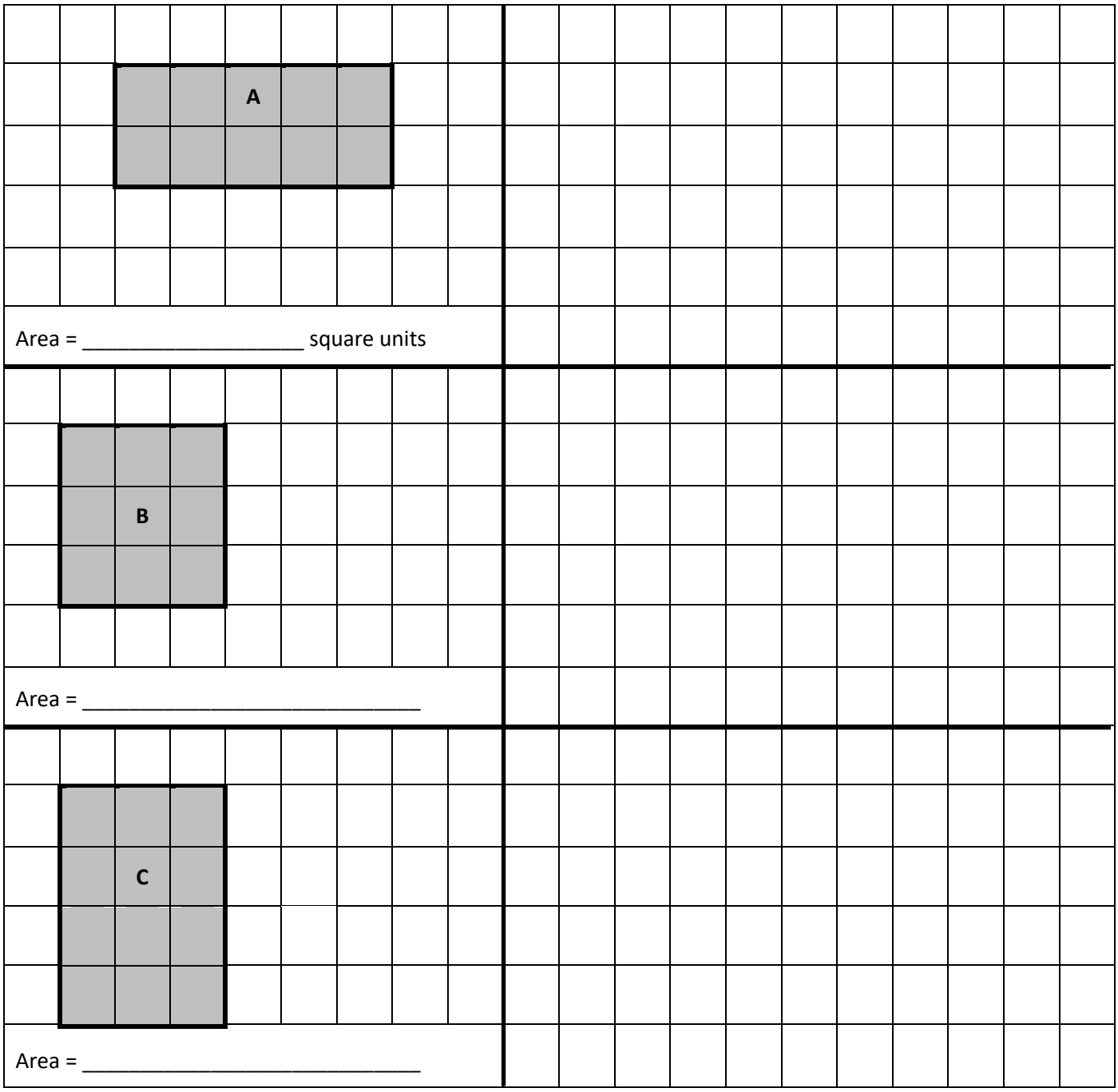
Area = _____

b.



Area = _____

2. Each ☐ is 1 square unit. Write the area of each rectangle. Then, draw a different rectangle with the same area in the space provided.

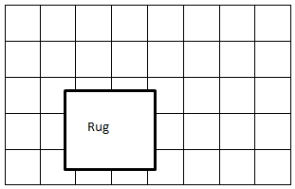


Challenge: To find the area of a rectangle, we multiply its length and width. Write 3 different possible side lengths for a triangle with an area of 24 square inches.

Triangle 1	Triangle 2	Triangle 3
_____ X _____= 24 square inches	_____ X _____= 24 square inches	_____ X _____= 24 square inches

Math Scope and Sequence

June 22nd – June 26th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
6.22	**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement: a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Scholars will interpret area models to form rectangular arrays. Challenge: Ms. Quance wants to replace the square tiles on her bathroom floor. The square tiles are sold in boxes of 8 square tiles. Ms. Quance buys 4 boxes of tiles. Does she have enough to replace all of the tiles, including the tiles under the rug? Explain your answer.  	**YouTube** **1) Area model** https://www.youtube.com/watch?v=mZWk8XNgvG8 **Khan Academy** **2) Array model to the area model** https://www.khanacademy.org/math/basic-geo/basic-geo-area-and-perimeter/area-formula-intuition/v/transitioning-from-counting-to-multiplying-to-find-area-3rd-grade-khan-academy
6.23	**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement: a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Scholars will find the area of a rectangle through multiplication of the side lengths. Challenge: Ms. Neville and Mr. Confesor both skip-count square units to find the area of the same rectangle. Ms. Neville counts, "3, 6, 9, 12, 15, 18, 21." Mr. Confesor counts, "7, 14, 21." Draw what the rectangle might look like, and then label the side lengths and find the area.	**IXL** **1) Multiply to find the area** https://www.ixl.com/math/grade-3/find-the-area-of-rectangles-and-squares **2) Finding the area of a rectangle** https://www.youtube.com/watch?v=CgqgY7a630Q
6.24	**3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	Scholars will partition a whole into equal parts and define the equal parts to identify the unit fraction numerically. Challenge: Ms. Moise cut a 6-meter rope into 3 equal-size pieces to make jump ropes. Mr. Thompson cut a 5-meter rope into 3 equal size pieces to make jump ropes. Which class has longer jump ropes?	**Khan Academy** **1) Numerator and Denominator** https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-fractions-intro/v/numerator-and-denominator-of-a-fraction **2) Identifying unit fractions** https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/fractions-intro/e/cutting-shapes-into-equal-parts

6.25	**3.NF.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Scholars will build and identify non-unit fractions less than one whole from unit fractions. Challenge: Michael's dad partitions his garden into 4 equal-sized sections to plant tomatoes, squash, peppers, and cucumbers. What fraction of the garden is available for growing tomatoes?	**YouTube** **1) Build non-unit fractions less than one whole from unit fractions** https://www.youtube.com/watch?v=MFz3pYcCZHM https://www.youtube.com/watch?v=h9ObSlHbTN4
6.26	**3.NF.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Scholars will identify and represent shaded and non-shaded parts of one whole as fractions. Challenge: Mr. Mercado ate half of the applesauce in a container. He split the remaining applesauce equally into 2 bowls for his twin boys. Mr. Mercado said, "I ate 1 half, and each of you gets 1 half." Is Mr. Mercado right? Draw a picture to prove your answer.	**IXL** **1) Match the models and fractions** https://www.ixl.com/math/grade-3/match-fractions-to-models https://www.ixl.com/math/grade-3/match-unit-fractions-to-models

Name: _____ **Date:** June 22, 2020

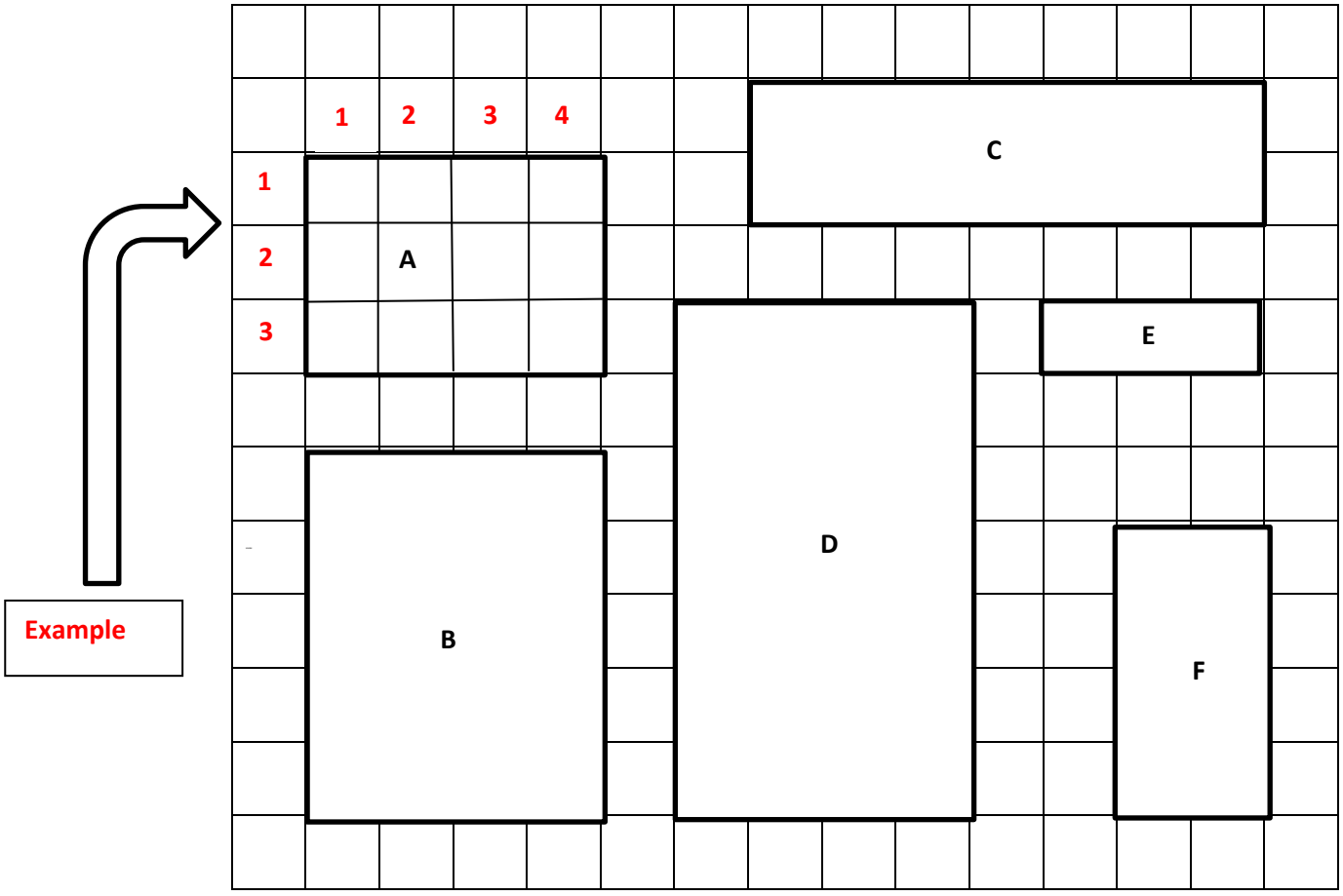
BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. Use a straight edge to draw a grid of equal size squares within the rectangle. Find and label the side lengths. Then, multiply the side lengths to find the area.



a. Area A: 3 units × 4 units = 12 square units

b. Area B: ____ units × ____ units = ____ square units

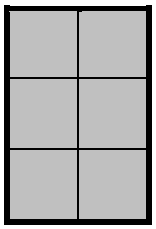
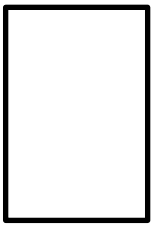
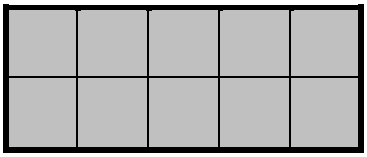
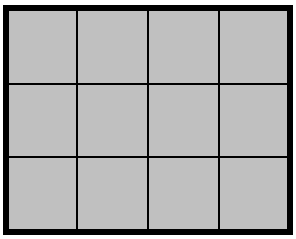
c. Area C: ____ units × ____ units = ____ square units

d. Area D: ____ units × ____ units = ____ square units

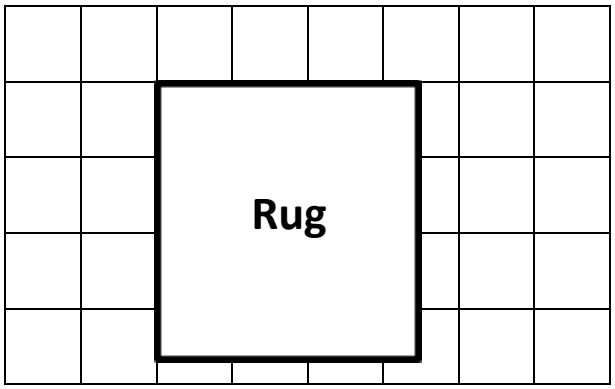
e. Area E: ____ unit × ____ units = ____ square units

f. Area F: ____ units × ____ units = ____ square units

2. Find the area of each rectangular array. Label the side lengths of the matching area model, and write a multiplication equation for each area model.

Rectangular Arrays	Area Models
a.  _____ square units	3 units  2 units 3 units × _____ units = _____ square units
b.  _____ square units	 _____ units × _____ units = _____ square units
c.  _____ square units	 _____ units × _____ units = _____ square units

Challenge: Ms. Quance wants to replace the square tiles on her bathroom floor. The square tiles are sold in boxes of 8 square tiles. Ms. Quance buys 4 boxes of tiles. Does she have enough to replace all of the tiles, including the tiles under the rug? Explain your answer.



Name: _____ **Date:** June 23, 2020

BCCS-Boys **College:** _____

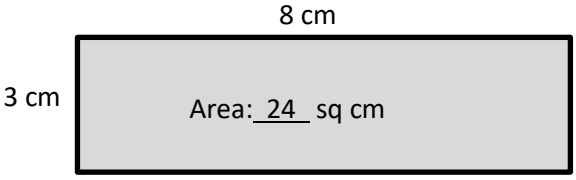
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

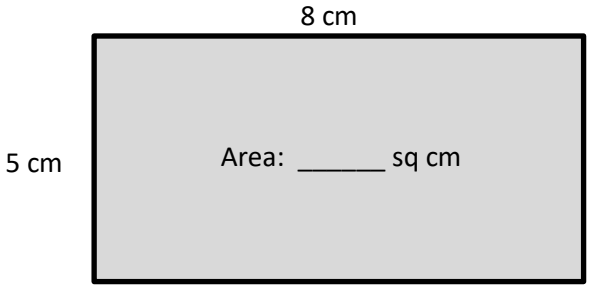
1. Write a multiplication equation to find the area of each rectangle.

a. ***Example***



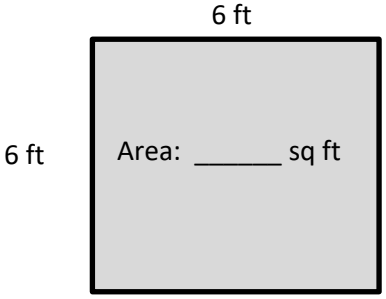
__3__ × __8__ = 24 square cm

b.



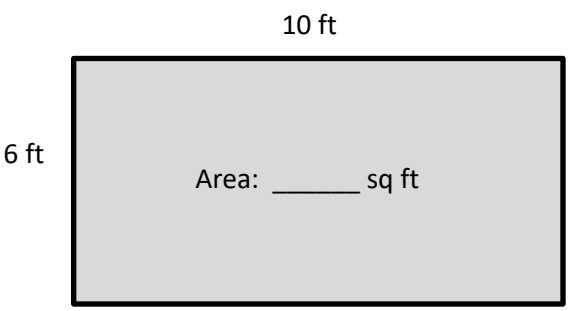
_____ × _____ = _____

c.



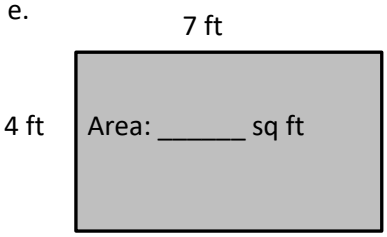
_____ × _____ = _____

d.



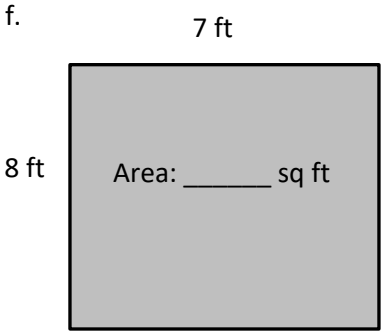
_____ × _____ = _____

e.



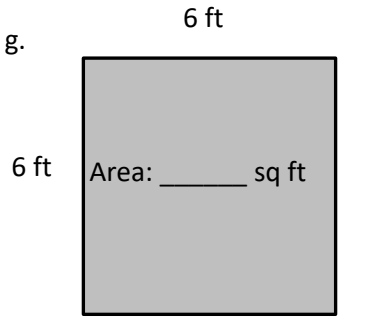
_____ × _____ = _____

f.



_____ × _____ = _____

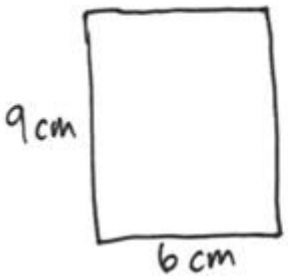
g.



_____ × _____ = _____

Example

Ursa draws a rectangle that has side lengths of 9 centimeters and 6 centimeters. What is the area of the rectangle? Explain how you found your answer.



$9 \times 6 = 54$

The area of the rectangle is 54 sq cm. I found the area by multiplying the side lengths.

2. Ms. Young draws a rectangle that has side lengths of 8 inches and 6 inches. What is the area of the rectangle? Explain how you found your answer.

3. Mr. Moore draws a rectangle that has side lengths of 9 centimeters and 4 centimeters. What is the area of the rectangle? Explain how you found your answer.

Challenge: Ms. Neville and Mr. Confesor both skip-count square units to find the area of the same rectangle. Ms. Neville counts, "3, 6, 9, 12, 15, 18, 21." Mr. Confesor counts, "7, 14, 21." Draw what the rectangle might look like, and then label the side lengths and find the area.

Name: _____ **Date:** June 24, 2020

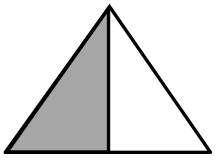
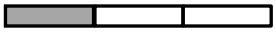
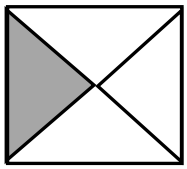
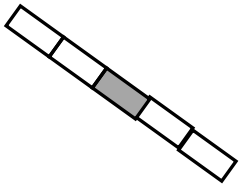
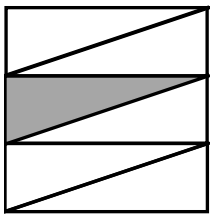
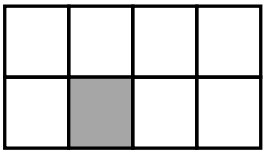
BCCS-Boys **College:** _____

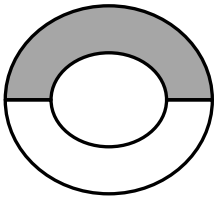
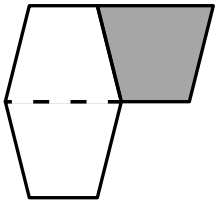
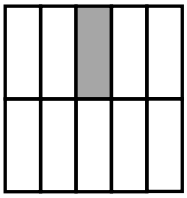
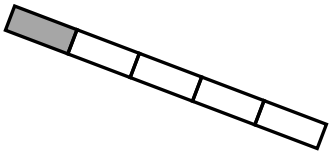
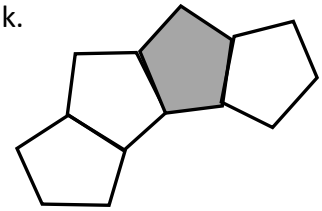
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. Fill in the chart. Each image is one whole.

	Total Number of Equal Parts	**Total Number of Equal Parts Shaded**	**Unit Form**	**Fraction Form**
a. 	**2**	**1**	**1 half**	$\frac{1}{2}$
b. 				
c. 				
d. 				
e. 				
f. 				

	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
g. 				
h. 				
i. 				
j. 				
k. 				

Challenge: Ms. Moise cut a 6-meter rope into 3 equal-size pieces to make jump ropes. Mr. Thompson cut a 5-meter rope into 3 equal size pieces to make jump ropes. Which class has longer jump ropes?

Name: _____ **Date:** June 25, 2020

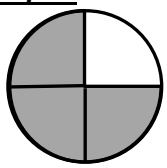
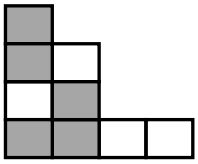
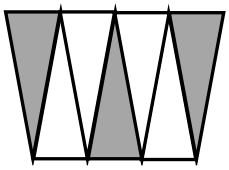
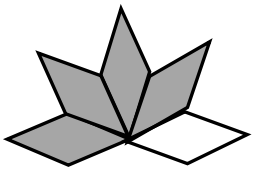
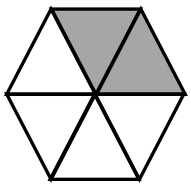
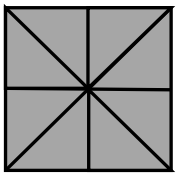
BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

1. Fill in the chart.

	Total Number of Equal Parts	**Total Number of Shaded Equal Parts**	**Unit Fraction**	**Fraction Shaded**
Example: 	**4**	**3**	$\frac{1}{4}$	$\frac{3}{4}$
a. 				
b. 				
c. 				
d. 				
e. 				

2. Complete the number sentence. Estimate to partition each strip equally, write the unit fraction inside each unit, and shade the answer.

Example:

3 fourths = $\frac{3}{4}$

a. 2 thirds =

b. 5 sevenths =

c. 3 fifths =

d. 2 eighths =

Challenge: Michael's mom partitions her garden into 4 equal-sized sections to plant tomatoes, squash, peppers, and cucumbers. What fraction of the garden is available for growing tomatoes?

Name: _____ **Date:** June 26, 2020

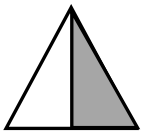
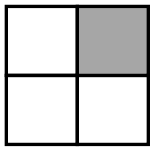
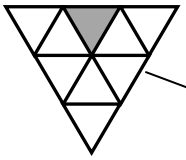
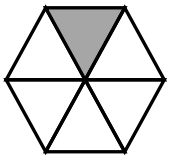
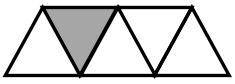
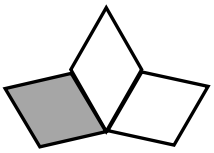
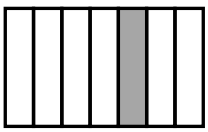
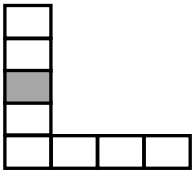
BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

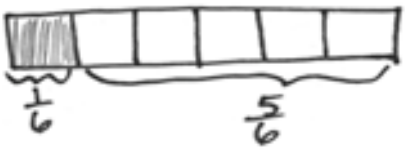
Match the shape to the amount that is <u>not</u> shaded.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

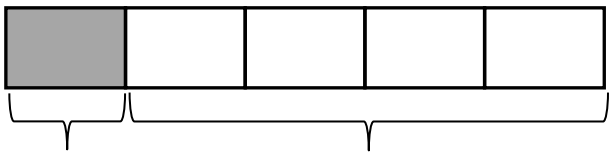
- 2 thirds
- 6 sevenths
- 4 fifths
- 8 ninths
- 1 half
- 5 sixths
- 7 eighths

Each strip represents 1 whole. Write a fraction to label the shaded and unshaded parts.

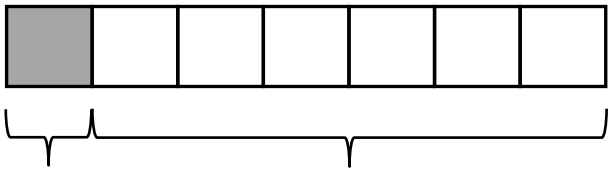
Example:



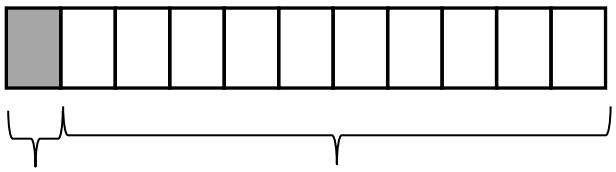
a.



b.



c.



Challenge: Mr. Mercado ate half of the applesauce in a container. He split the remaining applesauce equally into 2 bowls for his twin boys. Mr. Mercado said, "I ate 1 half, and each of you gets 1 half." Is Mr. Mercado right? Draw a picture to prove your answer.