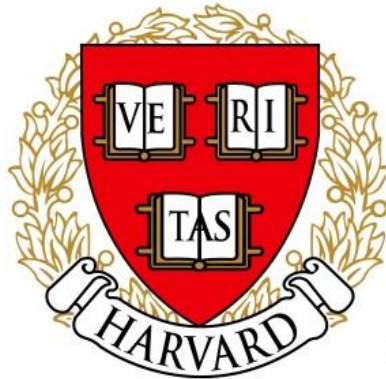


Name \_\_\_\_\_

## 3<sup>rd</sup> Grade Math Remote Learning Packet

### Week 5



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

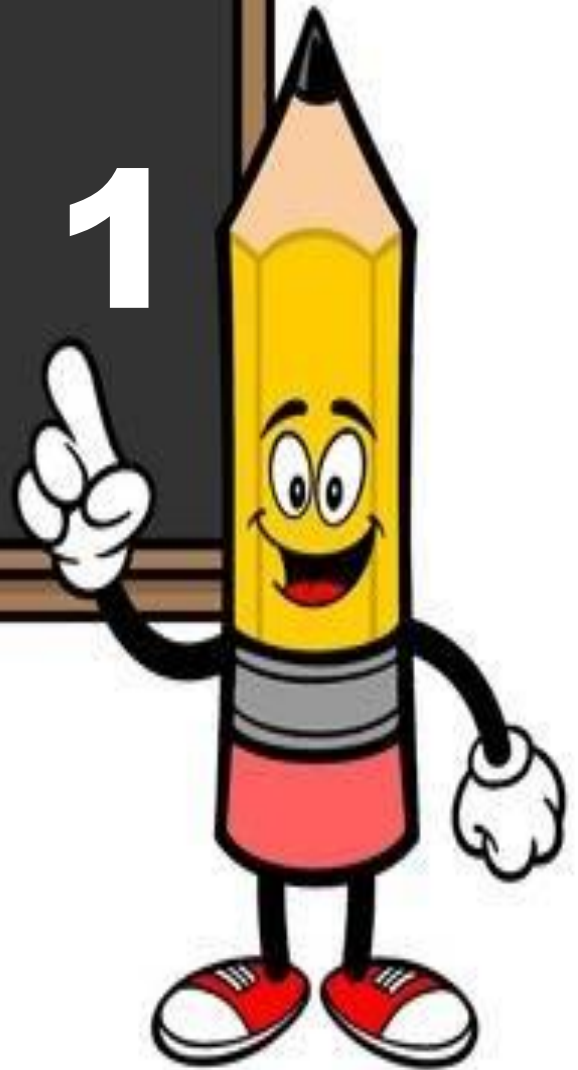
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

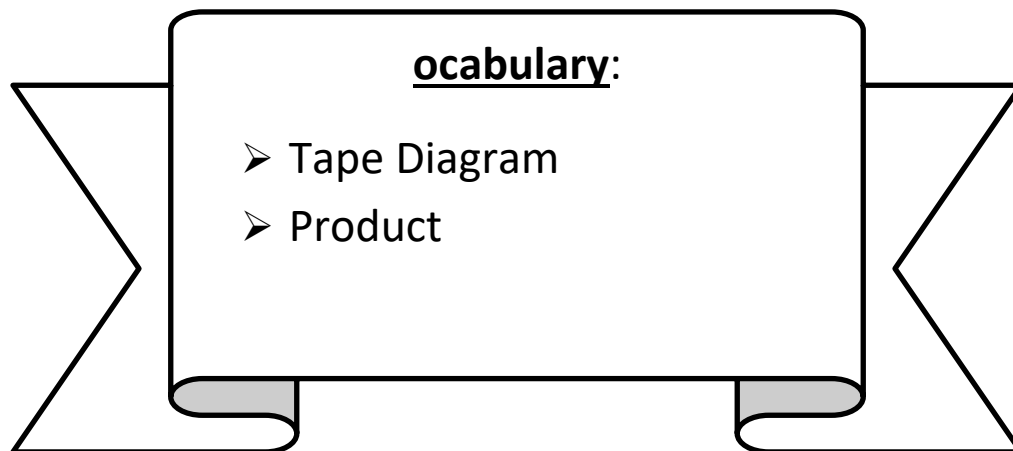


# Day # 1



**LEQ:** How can I relate arrays to tape diagrams to model the commutative property of multiplication?

**Objective:** I can think of the number of groups in a tape diagram as number of rows, and the size of each group in a tape diagram as the number of columns, to model the commutative property of multiplication.



Name: \_\_\_\_\_ Week 5 Day 1 Date: \_\_\_\_\_

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**Do Now: Multiply to find the product.**

$4 \times 1 = \underline{\hspace{2cm}}$      $4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$      $4 \times 4 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$      $4 \times 1 = \underline{\hspace{2cm}}$      $4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 1 = \underline{\hspace{2cm}}$

$4 \times 3 = \underline{\hspace{2cm}}$      $4 \times 1 = \underline{\hspace{2cm}}$      $4 \times 4 = \underline{\hspace{2cm}}$      $4 \times 1 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$      $4 \times 1 = \underline{\hspace{2cm}}$      $4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$

$4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 4 = \underline{\hspace{2cm}}$      $4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 5 = \underline{\hspace{2cm}}$

$4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 1 = \underline{\hspace{2cm}}$      $4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$

$4 \times 1 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$      $4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$      $4 \times 5 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$      $4 \times 1 = \underline{\hspace{2cm}}$      $4 \times 4 = \underline{\hspace{2cm}}$      $4 \times 2 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$      $4 \times 4 = \underline{\hspace{2cm}}$      $4 \times 5 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$      $4 \times 5 = \underline{\hspace{2cm}}$      $4 \times 1 = \underline{\hspace{2cm}}$      $4 \times 5 = \underline{\hspace{2cm}}$

$4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 5 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$      $4 \times 5 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$      $4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 4 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$      $4 \times 3 = \underline{\hspace{2cm}}$      $4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 4 = \underline{\hspace{2cm}}$

$4 \times 3 = \underline{\hspace{2cm}}$      $4 \times 5 = \underline{\hspace{2cm}}$      $4 \times 2 = \underline{\hspace{2cm}}$      $4 \times 4 = \underline{\hspace{2cm}}$

Name: \_\_\_\_\_

Week 5 Day 1 Date: \_\_\_\_\_

BCCS-B

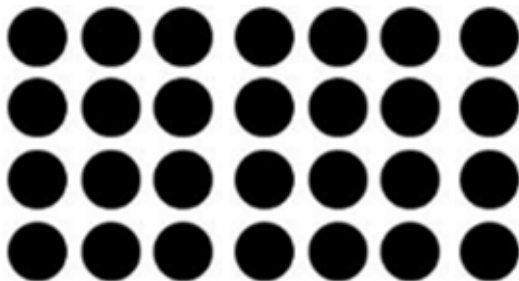
Harvard

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### Input:

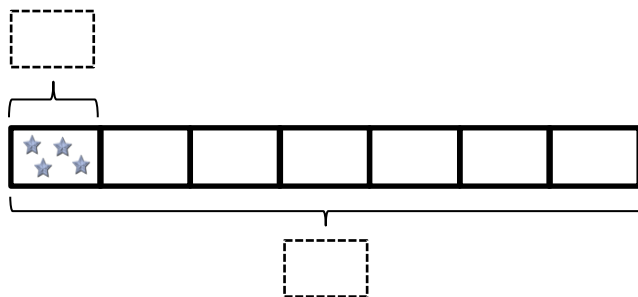
In an array, each row is one \_\_\_\_\_. In a tape diagram, each \_\_\_\_\_ is one group. In an array, the number of columns is the \_\_\_\_\_. In a tape diagram, the number of objects in \_\_\_\_\_ box tells the group size.



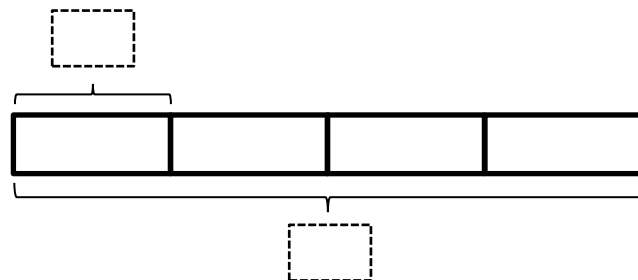
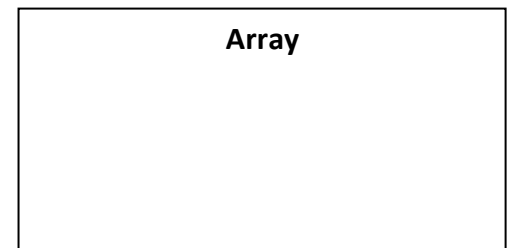
\_\_\_\_\_ Rows → \_\_\_\_\_ groups

\_\_\_\_\_ Columns → \_\_\_\_\_ objects per group

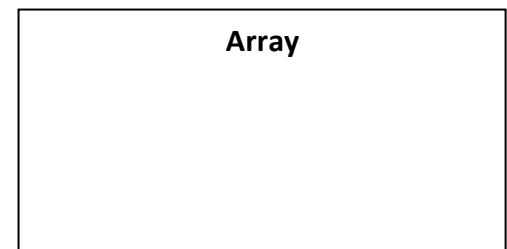
1. Label the tape diagrams and complete the equations. Then, draw an array to represent *each* tape diagram.



$$\text{_____} \times \text{_____} = 28$$



$$\text{_____} \times \text{_____} = 28$$



Name: \_\_\_\_\_ Week 5 Day 1 Date: \_\_\_\_\_

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**Input:**

**2. Draw and label 2 tape diagrams to model why the statement in the box is true.**

$4 \times 3 = 3 \times 4$
---------------------------

Tape Diagram #1	Tape Diagram #2

Name: \_\_\_\_\_

Week 5 Day 1 Date: \_\_\_\_\_

BCCS-B

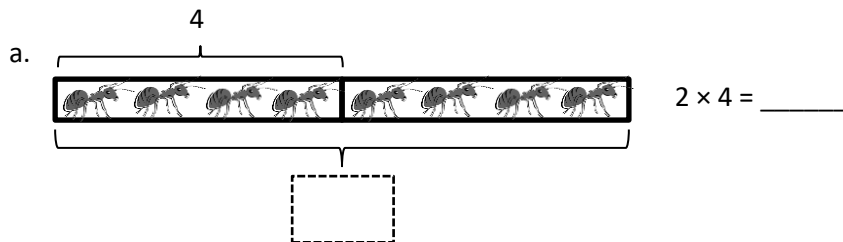
Harvard

Yale

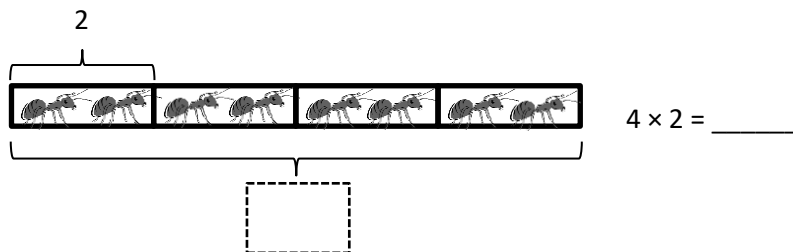
Princeton

### Problem Set:

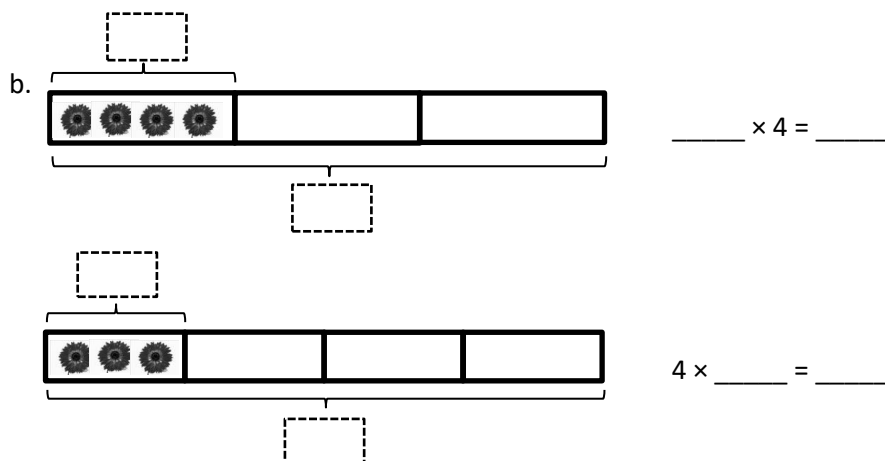
1. Label the tape diagrams and complete the equations. Then, draw an array to represent *each* tape diagram.



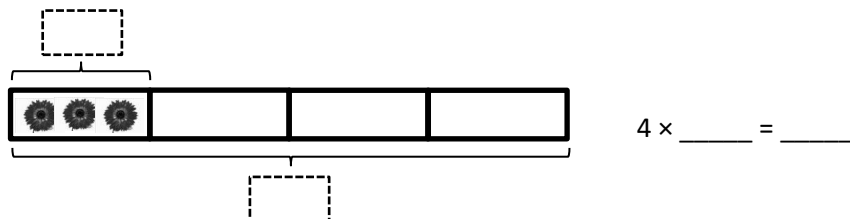
Array



Array



Array



Array

Name: \_\_\_\_\_ Week 5 Day 1 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

**Problem Set:**

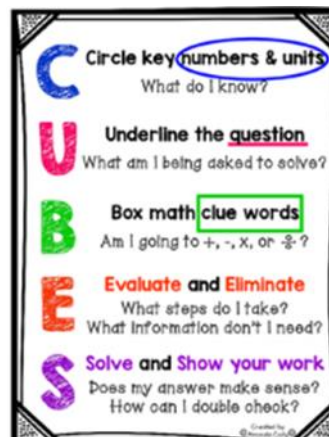
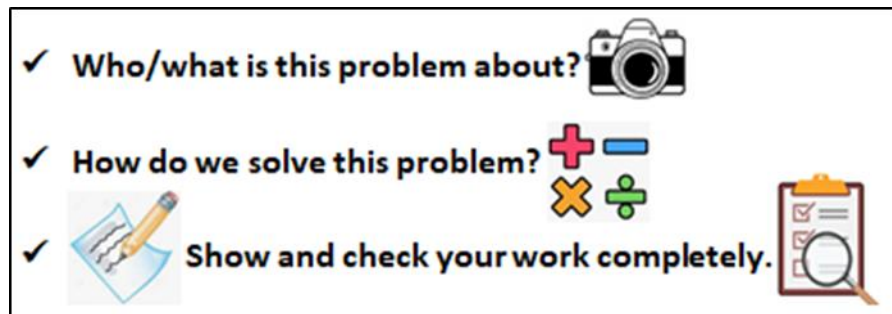
**2. Draw and label 2 tape diagrams to model why the statement in the box is true.**

$$4 \times 6 = 6 \times 4$$

Tape Diagram #1	Tape Diagram #2



Name: \_\_\_\_\_ Week 5 Day 1 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton



**Application:**

A cell phone is about 4 inches long. About how long are 8 cell phones laid end to end? Use a tape diagram to show your thinking.

8 cell phones are about \_\_\_\_\_ inches long when laid end to end.

Name: \_\_\_\_\_ Week 5 Day 1 Date: \_\_\_\_\_

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**Exit Ticket:**

1. Draw and label 2 tape diagrams to model why the statement in the box is true.

$$4 \times 7 = 7 \times 4$$

Tape Diagram #1	Tape Diagram #2

Name: \_\_\_\_\_

Week 5 Day 1 Date: \_\_\_\_\_

BCCS-B

Harvard

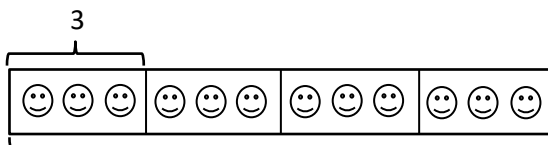
Yale

Princeton

# Homework Page 1

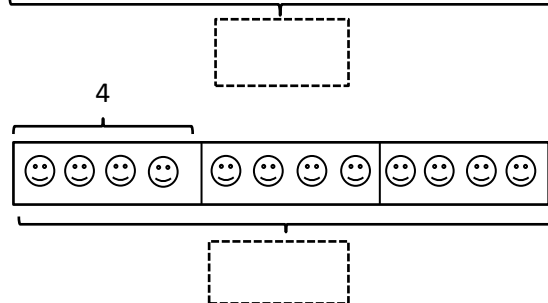
1. Label the tape diagrams and complete the equations. Then, draw an array to represent the problems.

a.



$$4 \times 3 = \underline{\quad}$$

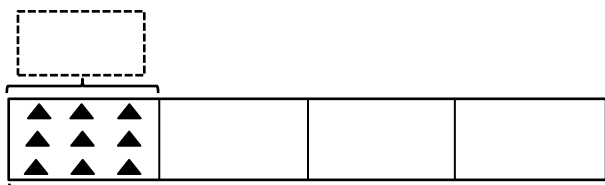
Array



$$3 \times 4 = \underline{\quad}$$

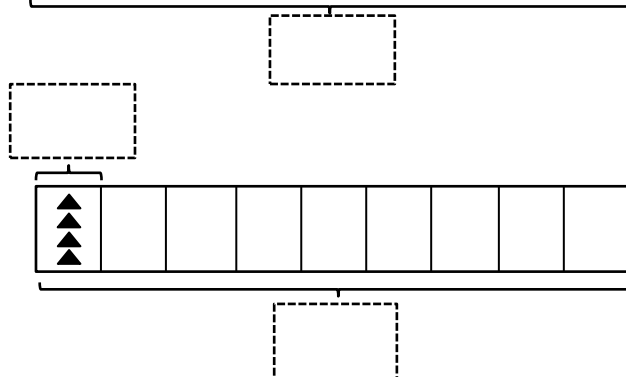
Array

b.



$$4 \times \underline{\quad} = \underline{\quad}$$

Array



$$\underline{\quad} \times 4 = \underline{\quad}$$

Array

Name: \_\_\_\_\_

Week 5 Day 1 Date: \_\_\_\_\_

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Yale

Princeton

**Homework Page 2**

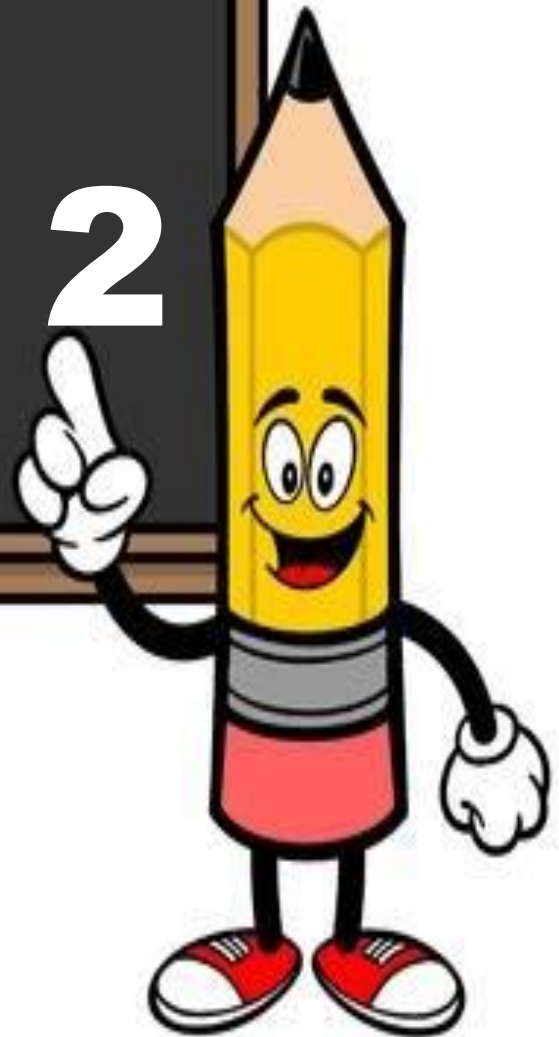
2. Seven clowns hold 4 balloons each at the fair. Draw and label a tape diagram to show the total number of balloons the clowns hold.

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3. George swims 7 laps in the pool each day. How many laps does George swim after 4 days?

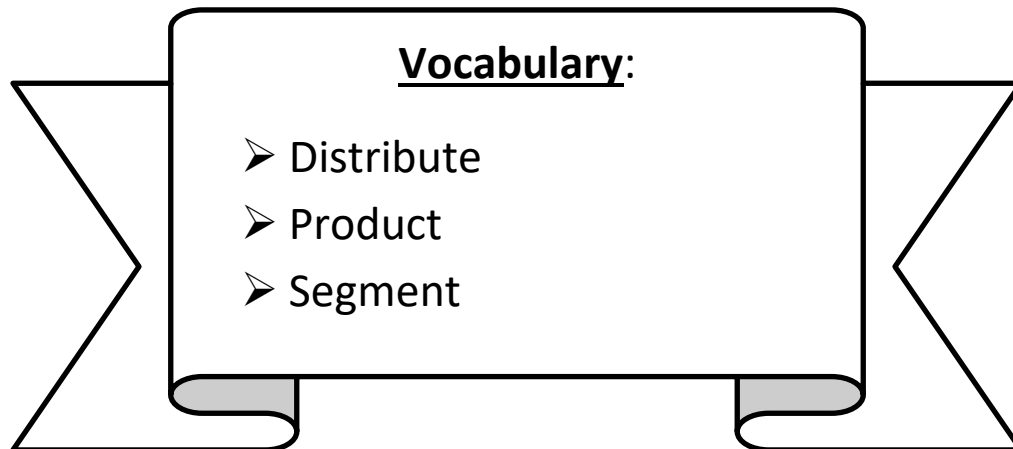


# Day # 2



**LEQ:** How can I use the distributive property to find related multiplication facts?

**Objective:** I can apply my knowledge of  $5 \times 4$  and add smaller familiar products and use the distributive property to find related multiplication facts.



Name: \_\_\_\_\_ Week 5 Day 2 Date: \_\_\_\_\_  
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**Do Now:** Multiply to find the product.

$4 \times 1 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_  $4 \times 4 =$  \_\_\_\_\_

$4 \times 5 =$  \_\_\_\_\_  $4 \times 6 =$  \_\_\_\_\_  $4 \times 7 =$  \_\_\_\_\_  $4 \times 8 =$  \_\_\_\_\_

$4 \times 9 =$  \_\_\_\_\_  $4 \times 10 =$  \_\_\_\_\_  $4 \times 6 =$  \_\_\_\_\_  $4 \times 7 =$  \_\_\_\_\_

$4 \times 6 =$  \_\_\_\_\_  $4 \times 8 =$  \_\_\_\_\_  $4 \times 6 =$  \_\_\_\_\_  $4 \times 9 =$  \_\_\_\_\_

$4 \times 6 =$  \_\_\_\_\_  $4 \times 10 =$  \_\_\_\_\_  $4 \times 6 =$  \_\_\_\_\_  $4 \times 7 =$  \_\_\_\_\_

$4 \times 6 =$  \_\_\_\_\_  $4 \times 7 =$  \_\_\_\_\_  $4 \times 8 =$  \_\_\_\_\_  $4 \times 7 =$  \_\_\_\_\_

$4 \times 9 =$  \_\_\_\_\_  $4 \times 7 =$  \_\_\_\_\_  $4 \times 10 =$  \_\_\_\_\_  $4 \times 7 =$  \_\_\_\_\_

$4 \times 8 =$  \_\_\_\_\_  $4 \times 6 =$  \_\_\_\_\_  $4 \times 8 =$  \_\_\_\_\_  $4 \times 7 =$  \_\_\_\_\_

$4 \times 8 =$  \_\_\_\_\_  $4 \times 9 =$  \_\_\_\_\_  $4 \times 8 =$  \_\_\_\_\_  $4 \times 10 =$  \_\_\_\_\_

$4 \times 8 =$  \_\_\_\_\_  $4 \times 9 =$  \_\_\_\_\_  $4 \times 6 =$  \_\_\_\_\_  $4 \times 9 =$  \_\_\_\_\_

$4 \times 7 =$  \_\_\_\_\_  $4 \times 9 =$  \_\_\_\_\_  $4 \times 8 =$  \_\_\_\_\_  $4 \times 9 =$  \_\_\_\_\_

$4 \times 10 =$  \_\_\_\_\_  $4 \times 9 =$  \_\_\_\_\_  $4 \times 10 =$  \_\_\_\_\_  $4 \times 6 =$  \_\_\_\_\_

$4 \times 10 =$  \_\_\_\_\_  $4 \times 7 =$  \_\_\_\_\_  $4 \times 10 =$  \_\_\_\_\_  $4 \times 8 =$  \_\_\_\_\_

$4 \times 10 =$  \_\_\_\_\_  $4 \times 9 =$  \_\_\_\_\_  $4 \times 10 =$  \_\_\_\_\_  $4 \times 6 =$  \_\_\_\_\_

$4 \times 8 =$  \_\_\_\_\_  $4 \times 10 =$  \_\_\_\_\_  $4 \times 7 =$  \_\_\_\_\_  $4 \times 9 =$  \_\_\_\_\_

Name: \_\_\_\_\_

Week 5 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

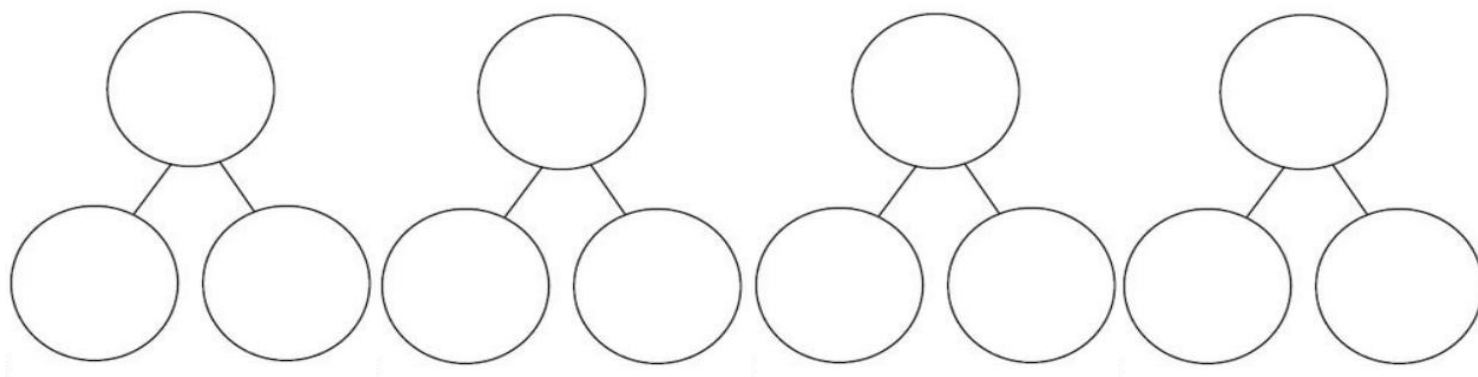
Yale

Princeton

**Input:**

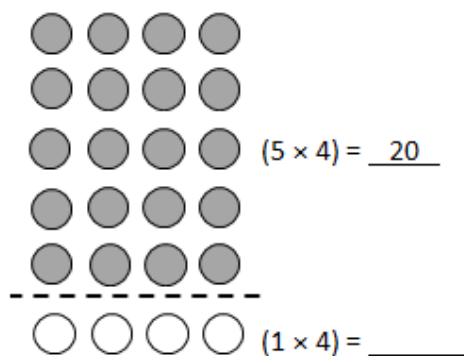
When using an array to multiply by 4, I can use  $5 \times 4 = 20$  as a familiar fact to help me \_\_\_\_\_ or break apart the rows into smaller parts.

I can \_\_\_\_\_ an array after \_\_\_\_\_ rows. Finally, I can add the smaller bottom product to 5 fours or 20.



1. Label the array. Then, fill in the blanks below to make true number sentences.

a.  $6 \times 4 = \underline{\quad}$

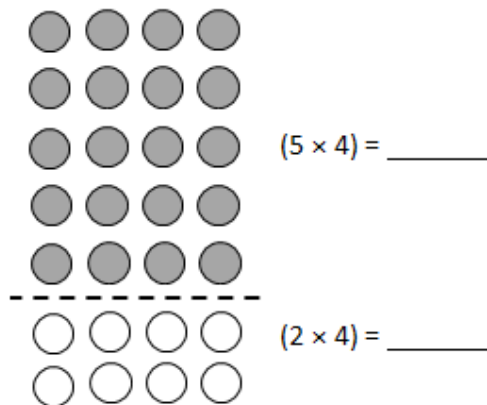


$$(6 \times 4) = (5 \times 4) + (1 \times 4)$$

$$= \underline{20} + \underline{\quad}$$

$$= \underline{\quad}$$

b.  $7 \times 4 = \underline{\quad}$



$$(7 \times 4) = (5 \times 4) + (2 \times 4)$$

$$= \underline{\quad} + \underline{\quad}$$

$$= \underline{28}$$



Name: \_\_\_\_\_

Week 5 Day 2 Date: \_\_\_\_\_

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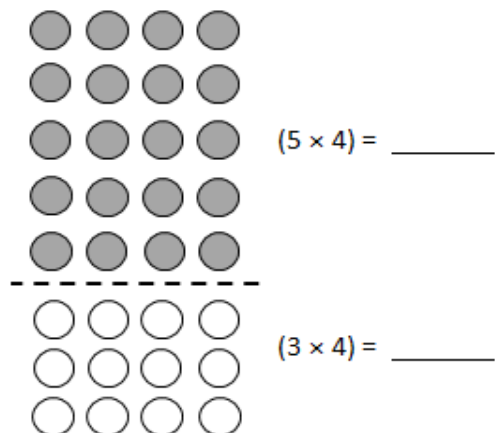
Yale

Princeton

**Problem Set:**

1. Label the array. Then, fill in the blanks below to make true number sentences.

a.  $8 \times 4 = \underline{\hspace{2cm}}$

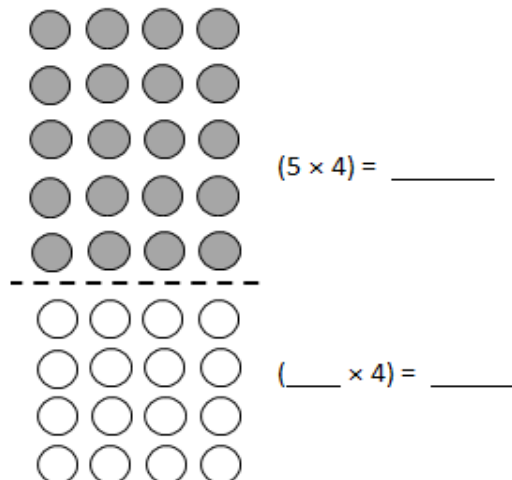


$$(8 \times 4) = (5 \times 4) + (\underline{\hspace{1cm}} \times 4)$$

$$= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

b.  $9 \times 4 = \underline{\hspace{2cm}}$



$$(9 \times 4) = (5 \times 4) + (\underline{\hspace{1cm}} \times 4)$$

$$= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

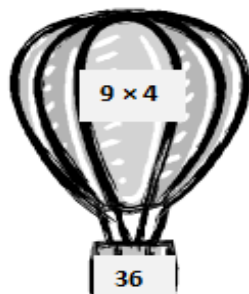
2. Match the equal expressions with a line connecting a cloud to its corresponding hot air balloon.

$(5 \times 4) + (3 \times 4)$

$(5 \times 4) + (1 \times 4)$

$(5 \times 4) + (4 \times 4)$

$(5 \times 4) + (2 \times 4)$



Name: \_\_\_\_\_

Week 5 Day 2 Date: \_\_\_\_\_

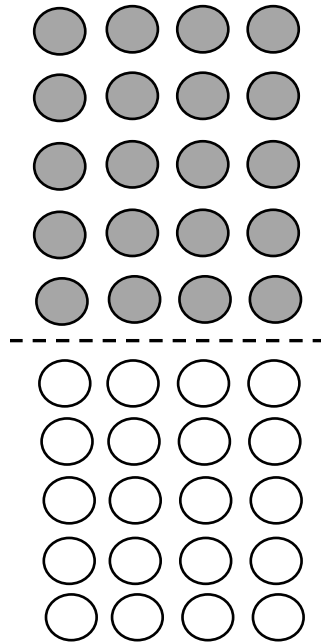
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**3. Jonathan draws the array below to find the answer to the multiplication expression  $10 \times 4$ . He says, “ $10 \times 4$  is just double  $5 \times 4$ .” Explain Jonathan’s strategy**



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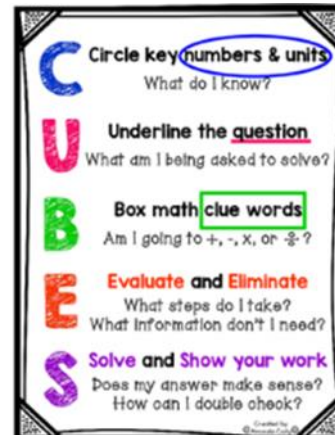
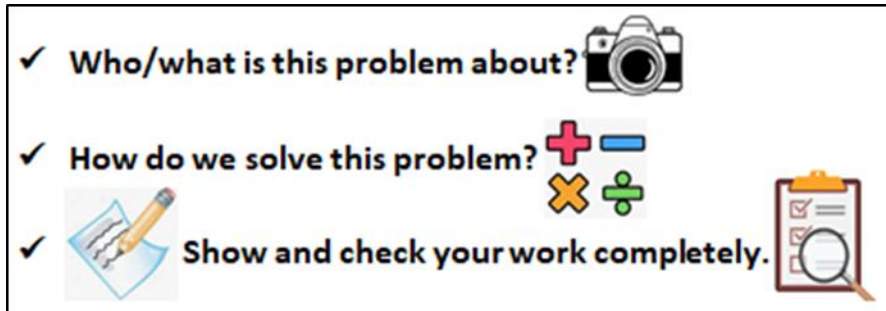
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Name: \_\_\_\_\_ Week 5 Day 2 Date: \_\_\_\_\_  
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### Application:

Ms. Maisenbacher sits scholars in 4 rows of 7. On Monday, 6 students are absent. How many students are in class on Monday?

Name: \_\_\_\_\_

BCCS-B

Week 5 Day 2 Date: \_\_\_\_\_

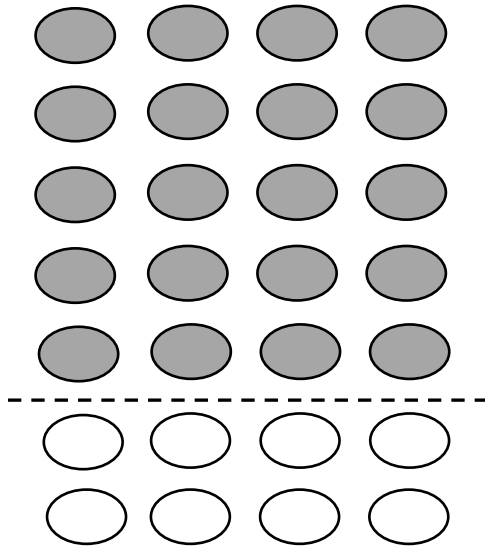
Harvard

Yale

Princeton

**Exit Ticket:**

**$7 \times 4 =$**  \_\_\_\_\_



$$(7 \times 4) = (5 \times 4) + (2 \times 4)$$

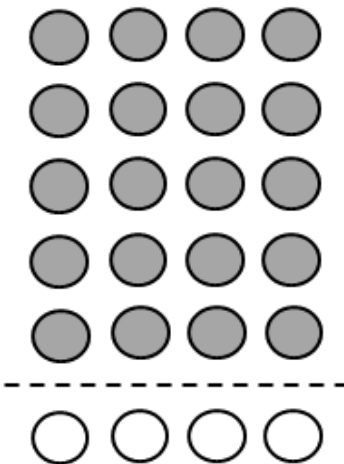
$$= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

**Homework:**

**1. Label the array. Then, fill in the blanks below to make true number sentences.**

a.  $6 \times 4 = \underline{\hspace{2cm}}$



$(5 \times 4) = \underline{20}$

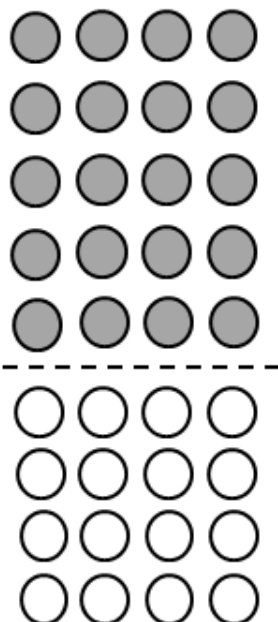
$(1 \times 4) = \underline{\hspace{2cm}}$

$(6 \times 4) = (5 \times 4) + (1 \times 4)$

$= \underline{20} + \underline{\hspace{2cm}}$

$= \underline{\hspace{2cm}}$

**2. The array below shows one strategy for solving  $9 \times 4$ . Explain the strategy using your own words.**



$(5 \times 4) = \underline{\hspace{2cm}}$

$(4 \times 4) = \underline{\hspace{2cm}}$

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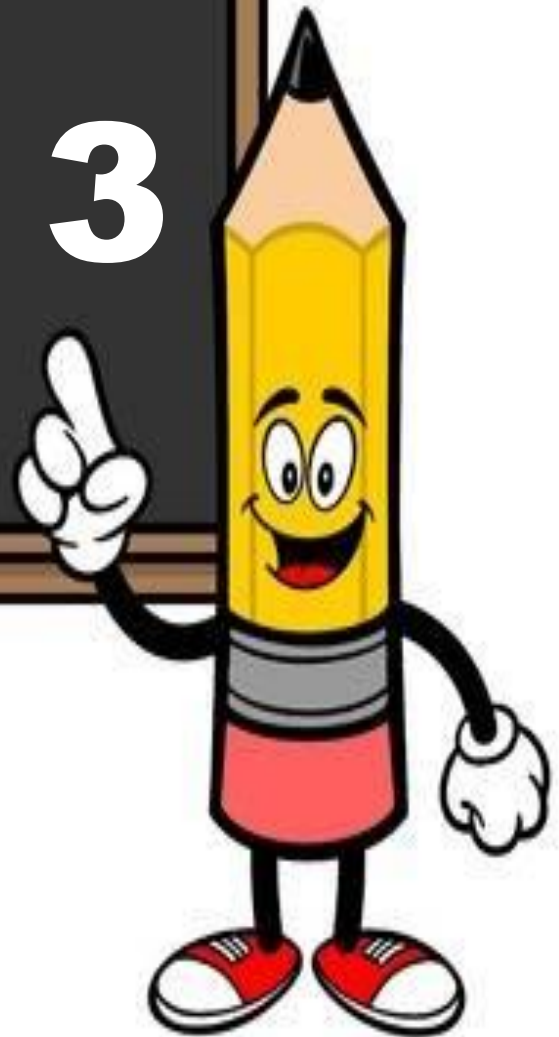
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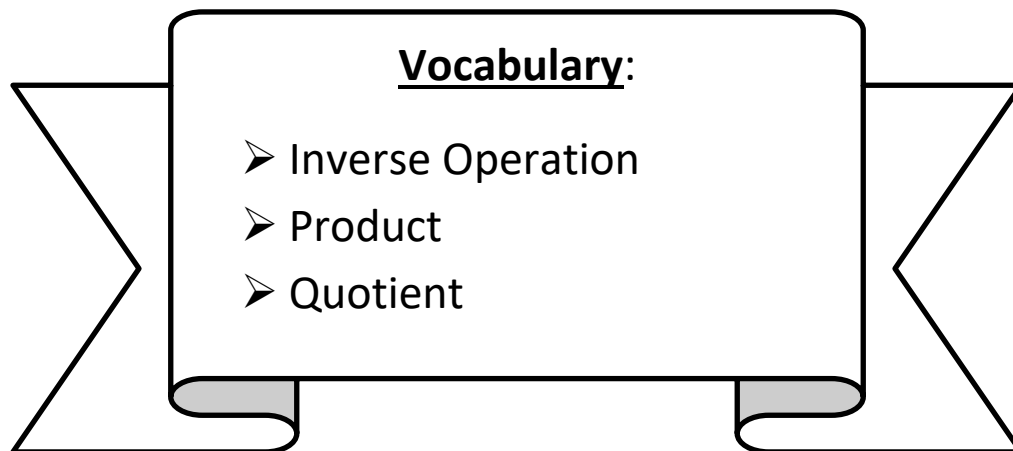


# Day # 3



**LEQ:** How can I model the relationship between multiplication and division?

**Objective:** I can use inverse operation to model the relationship between multiplication and division.



Name: \_\_\_\_\_

BCCS-B

Week 5 Day 3 Date: \_\_\_\_\_

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**Do Now: Multiply or Divide by 4**

1.	$2 \times 4 =$	
2.	$3 \times 4 =$	
3.	$4 \times 4 =$	
4.	$5 \times 4 =$	
5.	$1 \times 4 =$	
6.	$8 \div 4 =$	
7.	$12 \div 4 =$	
8.	$20 \div 4 =$	
9.	$4 \div 1 =$	
10.	$16 \div 4 =$	
11.	$6 \times 4 =$	
12.	$7 \times 4 =$	
13.	$8 \times 4 =$	
14.	$9 \times 4 =$	
15.	$10 \times 4 =$	
16.	$32 \div 4 =$	
17.	$28 \div 4 =$	
18.	$36 \div 4 =$	
19.	$24 \div 4 =$	
20.	$40 \div 4 =$	
21.	$\_\_ \times 4 = 20$	
22.	$\_\_ \times 4 = 24$	

23.	$\_\_ \times 4 = 40$	
24.	$\_\_ \times 4 = 8$	
25.	$\_\_ \times 4 = 12$	
26.	$40 \div 4 =$	
27.	$20 \div 4 =$	
28.	$4 \div 1 =$	
29.	$8 \div 4 =$	
30.	$12 \div 4 =$	
31.	$\_\_ \times 4 = 16$	
32.	$\_\_ \times 4 = 28$	
33.	$\_\_ \times 4 = 36$	
34.	$\_\_ \times 4 = 32$	
35.	$28 \div 4 =$	
36.	$36 \div 4 =$	
37.	$24 \div 4 =$	
38.	$32 \div 4 =$	
39.	$11 \times 4 =$	
40.	$44 \div 4 =$	
41.	$12 \div 4 =$	
42.	$48 \div 4 =$	
43.	$14 \times 4 =$	
44.	$56 \div 4 =$	



Name: \_\_\_\_\_

Week 5 Day 3 Date: \_\_\_\_\_

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Yale

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**Input:**

Multiplication and division are \_\_\_\_\_.

The product of the multiplication equation will always be equal to the dividend in the corresponding inverse relationship. The divisor and dividend in the division equation will always be equal to the \_\_\_\_\_ in the corresponding inverse relationship.

$1 \times 4 = \underline{4}$	$\underline{4} \div 4 = 1$
$2 \times 4 = \underline{\quad}$	$\underline{\quad} \div 4 = 2$
$3 \times 4 = \underline{\quad}$	$\underline{\quad} \div 4 = 3$
$4 \times 4 = \underline{\quad}$	$\underline{\quad} \div 4 = 4$
$5 \times 4 = \underline{\quad}$	$\underline{\quad} \div 4 = 5$
$6 \times 4 = \underline{\quad}$	$\underline{\quad} \div 4 = 6$
$7 \times 4 = \underline{\quad}$	$\underline{\quad} \div 4 = 7$
$8 \times 4 = \underline{\quad}$	$\underline{\quad} \div 4 = 8$
$9 \times 4 = \underline{\quad}$	$\underline{\quad} \div 4 = 9$
$10 \times 4 = \underline{\quad}$	$\underline{\quad} \div 4 = 10$

Name: \_\_\_\_\_  
BCCS-B

Week 5 Day 3  
Harvard

Date: \_\_\_\_\_  
Yale Princeton

1. The chef packs 24 jelly muffins in boxes of 4. Draw and label a tape diagram to find the number of boxes he packs.

**C**  
**U**  
**B**  
**E**  
**S**

2. The waitress arranges 36 cups into 4 equal rows. How many glasses are in each row?

**C**  
**U**  
**B**  
**E**  
**S**

Name: \_\_\_\_\_

BCCS-B

Week 5 Day 3 Date: \_\_\_\_\_

Harvard

Yale

Princeton

**Problem Set:**

**1. Use the array to complete the related equations.**



$1 \times 4 = \underline{4}$

$\underline{4} \div 4 = 1$



$2 \times 4 = \underline{\quad}$

$\underline{\quad} \div 4 = 2$



$\underline{\quad} \times 4 = 12$

$12 \div 4 = \underline{\quad}$



$\underline{\quad} \times 4 = 16$

$16 \div 4 = \underline{\quad}$



$\underline{\quad} \times \underline{\quad} = 20$

$20 \div \underline{\quad} = \underline{\quad}$



$\underline{\quad} \times \underline{\quad} = 24$

$24 \div \underline{\quad} = \underline{\quad}$



$\underline{\quad} \times 4 = \underline{\quad}$

$\underline{\quad} \div 4 = \underline{\quad}$



$\underline{\quad} \times 4 = \underline{\quad}$

$\underline{\quad} \div 4 = \underline{\quad}$



$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$



$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Name: \_\_\_\_\_ Week 5 Day 3 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

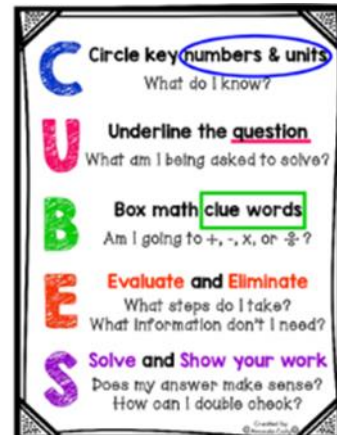
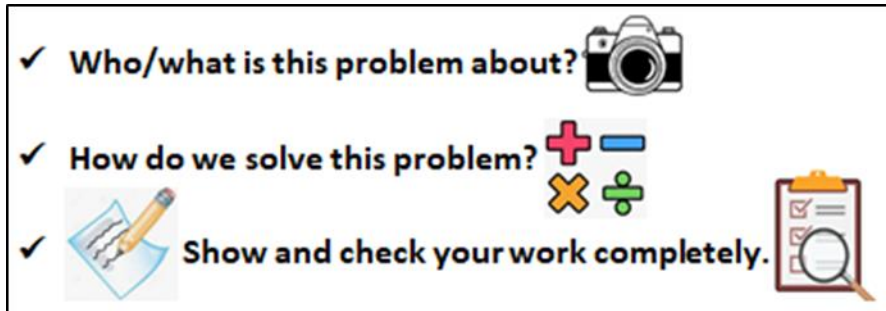
2. The baker packs 36 bran muffins in boxes of 4. Draw and label a tape diagram to find the number of boxes he packs.

**C**  
**U**  
**B**  
**E**  
**S**

3. The waitress arranges 32 glasses into 4 equal rows. How many glasses are in each row?

**C**  
**U**  
**B**  
**E**  
**S**

Name: \_\_\_\_\_ Week 5 Day 3 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton



### Application:

Janet paid \$28 for 4 notebooks. Each notebook costs the same amount. What is the cost of 3 notebooks?

Name: \_\_\_\_\_

BCCS-B

Week 5 Day 3

Harvard

Date: \_\_\_\_\_

Yale

Princeton

**Exit Ticket:**

1. The cook uses 28 pepperonis to make 4 slices of pizza. How many pepperonis are in 2 slices of pizza? Draw and label a tape diagram to solve.

**C  
U  
B  
E  
S**

Name: \_\_\_\_\_

BCCS-B

Week 5 Day 3

Harvard

Date: \_\_\_\_\_

Yale

Princeton

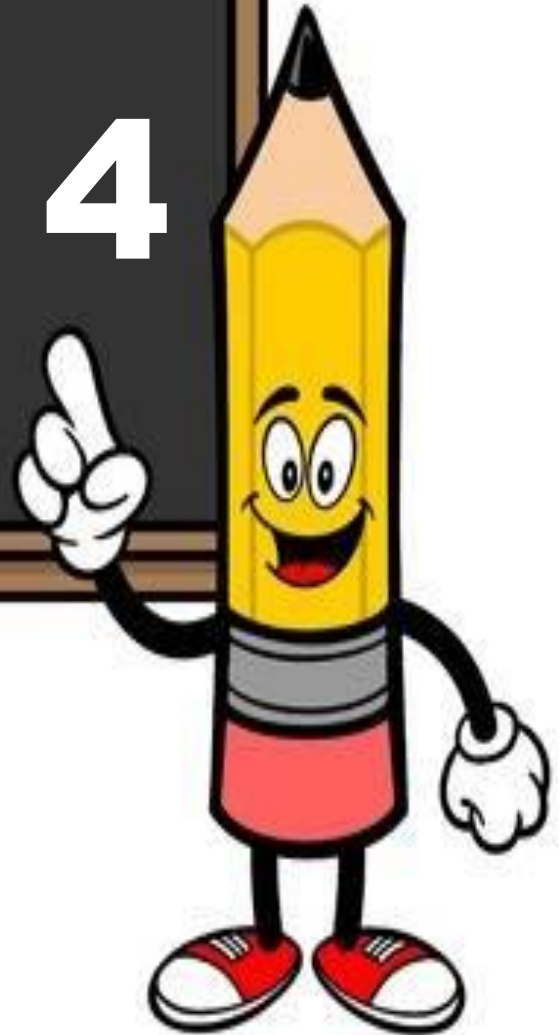
**Homework:**

**1. The teacher puts 32 students into groups of 4. How many groups does she make? Draw and label a tape diagram to solve.**

**2. The store clerk arranges 24 toothbrushes into 4 equal rows. How many toothbrushes are in each row?**



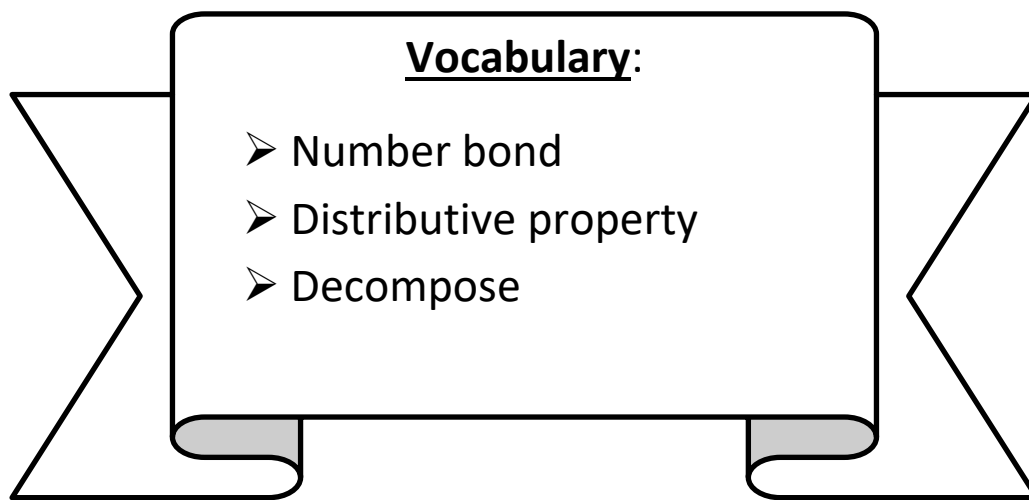
# Day # 4





**LEQ:** How can I apply the distributive property to decompose units?

**Objective:** I can create a number bond for the given expression and segment its corresponding array to decompose units using the distributive property.



Name: \_\_\_\_\_

BCCS-B

Week 5 Day 4

Harvard

Date: \_\_\_\_\_

Yale

Princeton

**Do Now: Add or subtract using 5.**

1.	$5 + 0 =$	
2.	$5 + 5 =$	
3.	$5 + 10 =$	
4.	$5 + 15 =$	
5.	$5 + 20 =$	
6.	$5 + 25 =$	
7.	$5 + 30 =$	
8.	$5 + 35 =$	
9.	$5 + 40 =$	
10.	$5 + 45 =$	
11.	$50 - 5 =$	
12.	$45 - 5 =$	
13.	$40 - 5 =$	
14.	$35 - 5 =$	
15.	$30 - 5 =$	
16.	$25 - 5 =$	
17.	$20 - 5 =$	
18.	$15 - 5 =$	
19.	$10 - 5 =$	
20.	$5 - 5 =$	
21.	$0 + 5 =$	
22.	$5 + 5 =$	

23.	$10 + 5 =$	
24.	$15 + 5 =$	
25.	$20 + 5 =$	
26.	$25 + 5 =$	
27.	$30 + 5 =$	
28.	$35 + 5 =$	
29.	$40 + 5 =$	
30.	$45 + 5 =$	
31.	$50 + 0 =$	
32.	$50 + 50 =$	
33.	$5 + 50 =$	
34.	$5 + 55 =$	
35.	$60 - 5 =$	
36.	$55 - 5 =$	
37.	$5 + 60 =$	
38.	$5 + 65 =$	
39.	$70 - 5 =$	
40.	$65 - 5 =$	
41.	$50 + 100 =$	
42.	$50 + 150 =$	
43.	$200 - 50 =$	
44.	$150 - 50 =$	

Name: \_\_\_\_\_

BCCS-B

Week 5 Day 4

Harvard

Date: \_\_\_\_\_

Yale

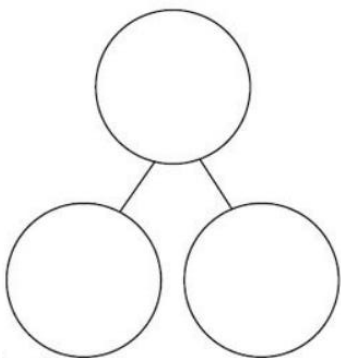
Princeton

**Input:**

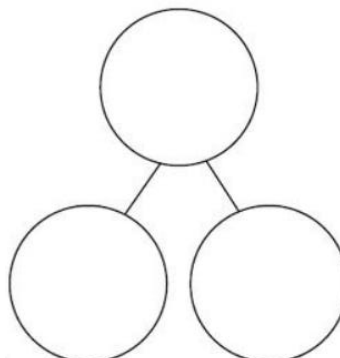
I can use the break apart and distribute strategy to \_\_\_\_\_ units.

I can decompose the first factor into equal groups of 5 or 10, when possible.

**$8 \times 3 =$  \_\_\_\_\_**



**$11 \times 10 =$  \_\_\_\_\_**



**1. There are 8 teams in the tennis tournament. Ten children play on each team. How many children are playing in the tournament? Use the break apart and distribute strategy, and draw a number bond to solve.**

**2. What is the total number of sides on 8 squares?**

Name: \_\_\_\_\_

Week 5 Day 4 Date: \_\_\_\_\_

BCCS-B

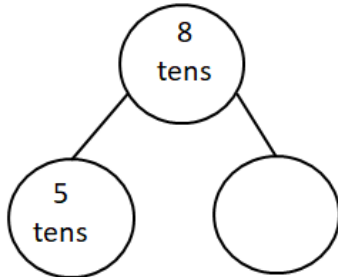
Harvard

Yale

Princeton

**Problem Set:**

1.  $8 \times 10 =$  \_\_\_\_\_



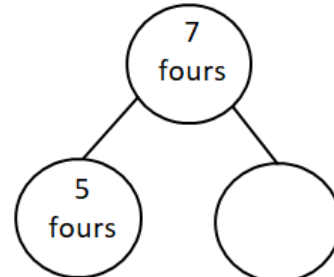
5 tens + \_\_\_\_\_ = 8 tens

$(5 \times 10) + (\text{_____} \times 10) = 8 \times 10$

50 + \_\_\_\_\_ = \_\_\_\_\_

$8 \times 10 =$  \_\_\_\_\_

2.  $7 \times 4 =$  \_\_\_\_\_



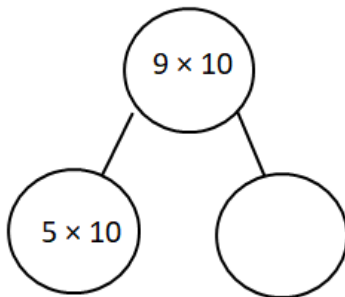
5 fours + \_\_\_\_\_ = 7 fours

$(5 \times 4) + (\text{_____} \times 4) = 7 \times 4$

20 + \_\_\_\_\_ = \_\_\_\_\_

$7 \times 4 =$  \_\_\_\_\_

3.  $9 \times 10 =$  \_\_\_\_\_



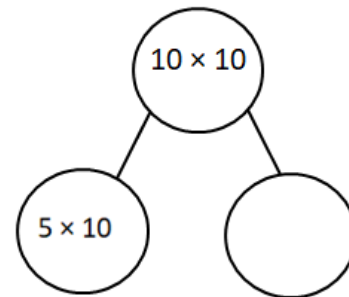
5 tens + \_\_\_\_\_ = 9 tens

$(5 \times 10) + (\text{_____} \times 10) = 9 \times 10$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$9 \times 10 =$  \_\_\_\_\_

4.  $10 \times 10 =$  \_\_\_\_\_



5 tens + \_\_\_\_\_ = 10 tens

$(5 \times 10) + (\text{_____} \times 10) = 10 \times 10$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$10 \times 10 =$  \_\_\_\_\_

Name: \_\_\_\_\_ Week 5 Day 4 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

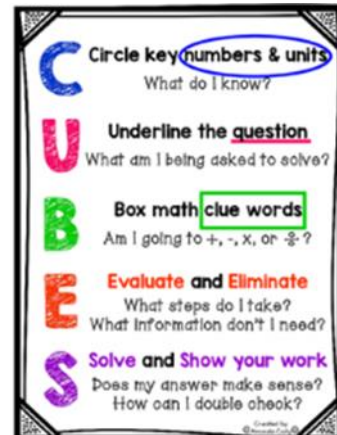
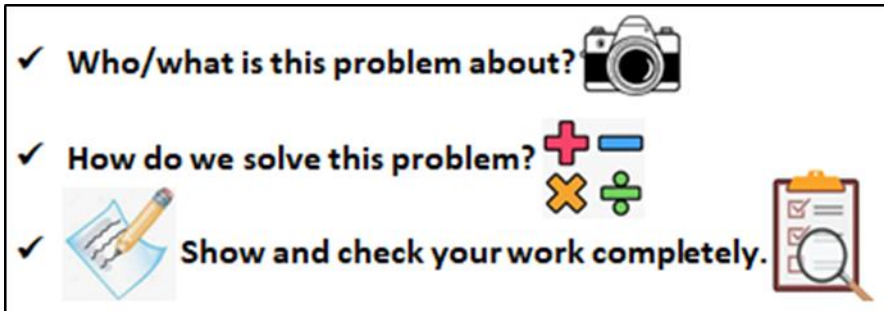
**5. There are 7 teams in the soccer tournament. Ten children play on each team. How many children are playing in the tournament? Use the break apart and distribute strategy, and draw a number bond to solve.**

There are \_\_\_\_\_ children playing in the tournament.

**6. What is the total number of sides on 8 triangles?**

The total number of sides on 8 triangles is \_\_\_\_\_ sides

Name: \_\_\_\_\_ Week 5 Day 4 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton



### Application:

A parking lot has 11 floors. There are 3 cars parked on each level. How many cars are parked in the lot?

Name: \_\_\_\_\_

BCCS-B

Week 5 Day 4

Harvard

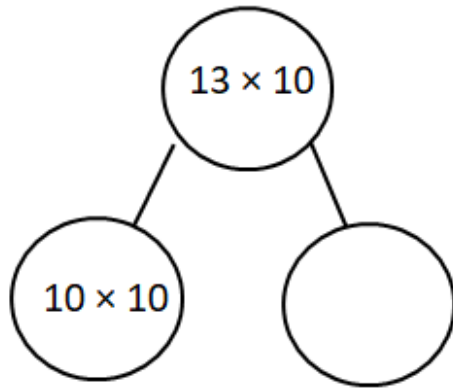
Date: \_\_\_\_\_

Yale

Princeton

**Exit Ticket:**

**$13 \times 10 =$  \_\_\_\_\_**



10 tens + \_\_\_\_\_ = 13 tens

$(10 \times 10) + (\text{_____} \times 10) = 13 \times 10$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$13 \times 10 =$  \_\_\_\_\_

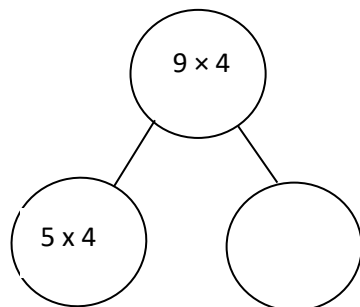
Name: \_\_\_\_\_  
BCCS-B

Week 5 Day 4  
Harvard

Date: \_\_\_\_\_  
Yale Princeton

### Homework:

1.  $9 \times 4 =$  \_\_\_\_\_



$(5 \times 4) + (\text{_____} \times 4) = 9 \times 4$

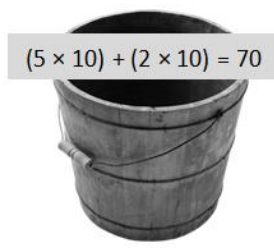
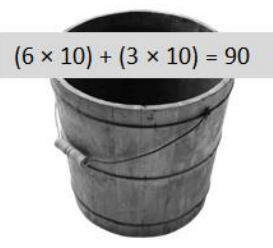
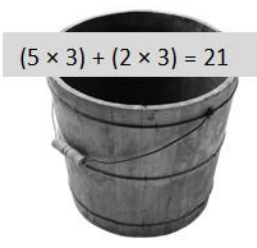
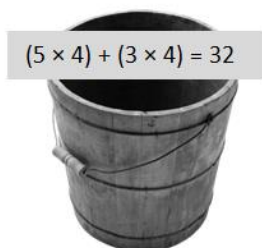
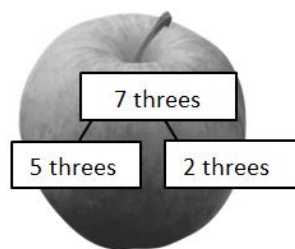
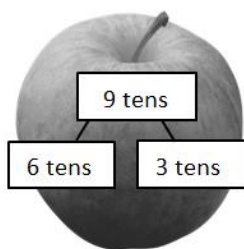
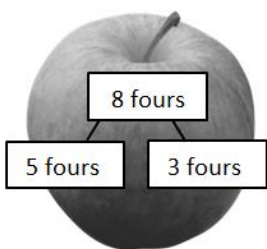
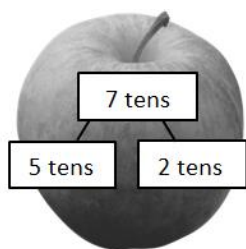
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$9 \times 4 =$  \_\_\_\_\_

2. Mr. Stallings makes 10 pancakes. He tops each pancake with 4 blueberries. How many blueberries does he use in all? Use the break apart and distribute strategy, and draw a number bond to solve.

Mr. Stallings uses \_\_\_\_\_ blueberries in all.

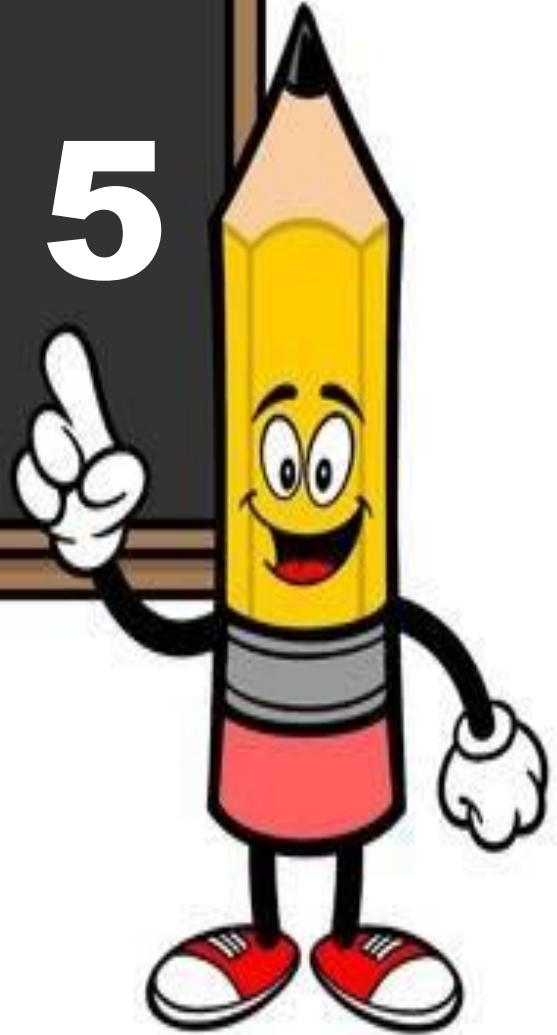
### 3. Match.





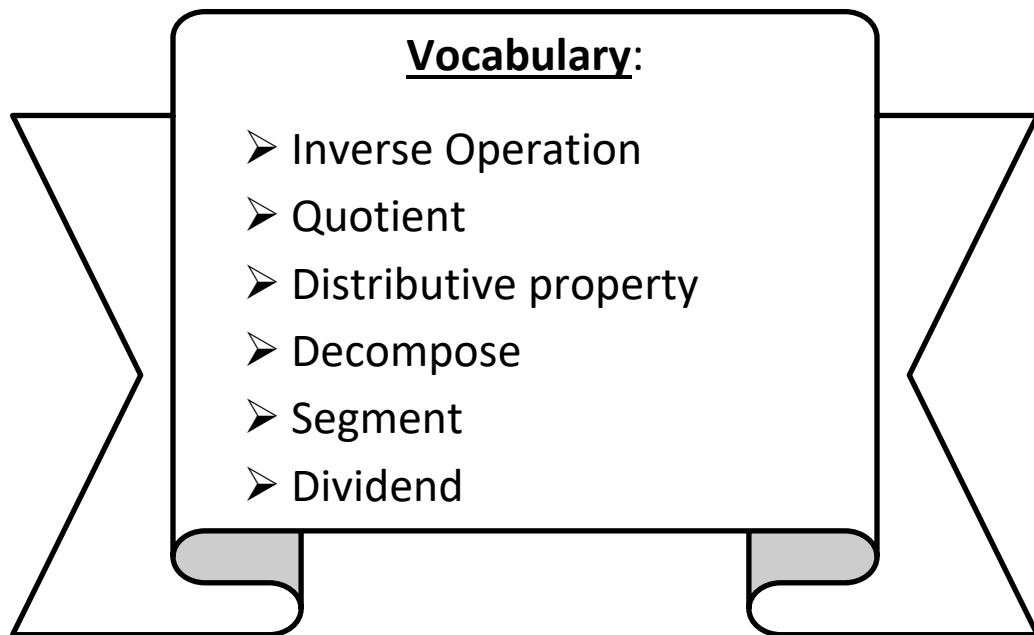


# Day # 5



**LEQ:** How can I apply the distributive property to decompose units?

**Objective:** I can segment an array into two familiar parts and add each part's quotient to decompose units.



Name: \_\_\_\_\_

BCCS-B

Week 5 Day 5 Date: \_\_\_\_\_

Harvard

Yale

Princeton

**Do Now:****Multiplication: 0 - 5**

a.  $\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$   $\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$



b.  $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$   $\begin{array}{r} 1 \\ \times 0 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$

c.  $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$   $\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$

d.  $\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$

e.  $\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$

f.  $\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$   $\begin{array}{r} 0 \\ \times 10 \\ \hline \end{array}$



g.  $\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$   $\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$

Name: \_\_\_\_\_

Week 5 Day 5 Date: \_\_\_\_\_

BCCS-B

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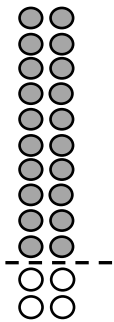
**Input:**

In multiplication, we break up the number of groups (or rows) to find non-familiar products.

When we break apart to divide, we decompose the total or \_\_\_\_\_ to

find larger quotients.

a.  $24 \div 2 =$



$(20 \div 2) = \underline{\quad}$

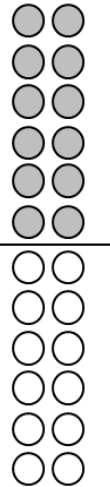
$(4 \div 2) = \underline{\quad}$

$(20 \div 2) = (20 \div 2) + (4 \div 2)$

$= \underline{10} + \underline{\quad}$

$= \underline{12}$

b. Tamim draws the array below to find the answer to  $24 \div 2$ . Explain his strategy.




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**Review of Inverse operations:**

The missing quotient in a division equation is one of the factors of its **inverse**, corresponding multiplication equation.

$30 \div 3 = \underline{\quad} \rightarrow 3 \times \underline{\quad} = 30$

$6 \div 3 = \underline{\quad} \rightarrow 3 \times \underline{\quad} = 6$

$20 \div 5 = \underline{\quad} \rightarrow 5 \times \underline{\quad} = 20$

$5 \div 5 = \underline{\quad} \rightarrow 5 \times \underline{\quad} = 5$

$20 \div 4 = \underline{\quad} \rightarrow 4 \times \underline{\quad} = 20$

$8 \div 2 = \underline{\quad} \rightarrow 2 \times \underline{\quad} = 8$

$12 \div 4 = \underline{\quad} \rightarrow 4 \times \underline{\quad} = 12$

Name: \_\_\_\_\_

Week 5 Day 5 Date: \_\_\_\_\_

BCCS-B

Harvard

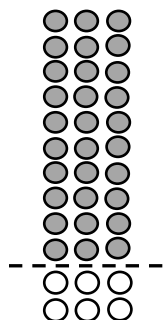
Yale

Princeton

**Problem Set:**

**1. Label the array. Then, fill in the blanks to make true number sentences.**

a.  $36 \div 3 =$



$(30 \div 3) = \underline{\hspace{2cm}}$

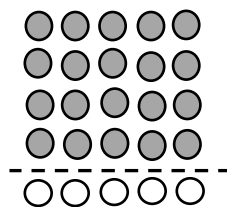
$(6 \div 3) = \underline{\hspace{2cm}}$

$(36 \div 3) = (30 \div 3) + (6 \div 3)$

$= \underline{10} + \underline{\hspace{2cm}}$

$= \underline{12}$

b.  $25 \div 5 =$



$(20 \div 5) = \underline{4}$

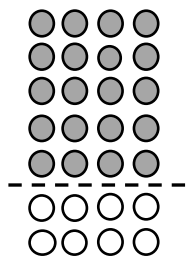
$(5 \div 5) = \underline{\hspace{2cm}}$

$(25 \div 5) = (20 \div 5) + (5 \div 5)$

$= \underline{4} + \underline{\hspace{2cm}}$

$= \underline{\hspace{2cm}}$

c.  $28 \div 4 = \underline{\hspace{2cm}}$



$(20 \div 4) = \underline{\hspace{2cm}}$

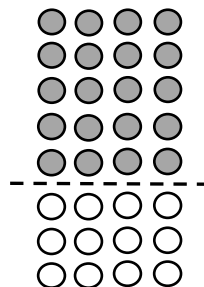
$(\underline{\hspace{2cm}} \div 4) =$

$(28 \div 4) = (20 \div 4) + (\underline{\hspace{2cm}} \div 4)$

$= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

$= \underline{\hspace{2cm}}$

d.  $32 \div 4 = \underline{\hspace{2cm}}$



$(20 \div 4) = \underline{\hspace{2cm}}$

$(\underline{\hspace{2cm}} \div 4) =$

$(32 \div 4) = (20 \div 4) + (\underline{\hspace{2cm}} \div 4)$

$= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

$= \underline{\hspace{2cm}}$

Name: \_\_\_\_\_

Week 5 Day 5 Date: \_\_\_\_\_

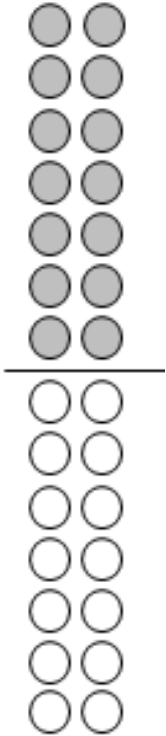
BCCS-B

Harvard

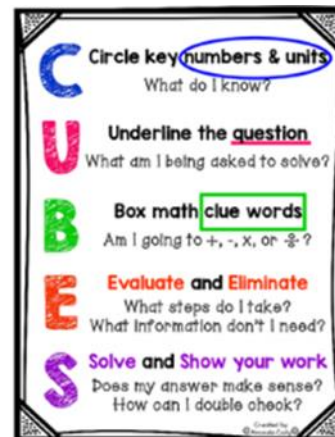
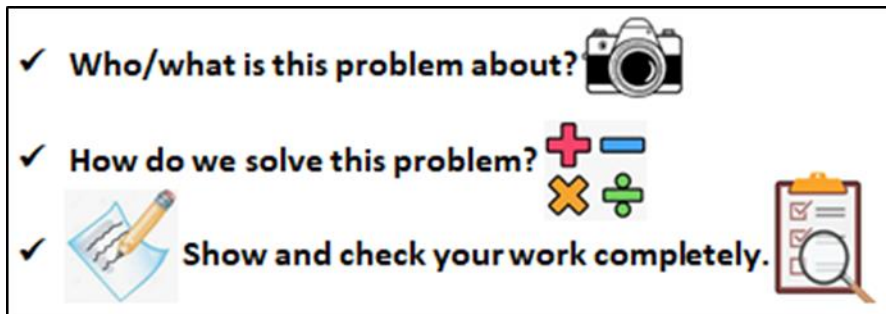
Yale

Princeton

**2. Mrs. Blomgren draws the array below to find the quotient for  $28 \div 2$ . Explain her strategy.**




Name: \_\_\_\_\_ Week 5 Day 5 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton



### Application:

Henry works at Footlocker lacing shoes. He uses 2 shoelaces to lace each pair of shoes. He has a total of 24 laces. How many pairs of shoes can Henry lace?

Name: \_\_\_\_\_

Week 5 Day 5 Date: \_\_\_\_\_

BCCS-B

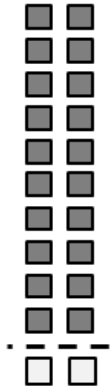
Harvard

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**Exit Ticket:**

Complete the equations below to solve  $22 \div 2 = \underline{\hspace{2cm}}$ .



$$(20 \div 2) = \underline{\hspace{2cm}}$$

$$(\underline{\hspace{2cm}} \div 2) = \underline{\hspace{2cm}}$$

$$(22 \div 2) = (20 \div 2) + (\underline{\hspace{2cm}} \div 2)$$

$$= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$



Name: \_\_\_\_\_

BCCS-B

Week 5 Day 5 Date: \_\_\_\_\_

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## Homework:

1. Label the array. Then, fill in the blanks to make true number sentences.

a.  $18 \div 3 = \underline{\hspace{2cm}}$



$(9 \div 3) = 3$



$(9 \div 3) = \underline{\hspace{2cm}}$



$(18 \div 3) = (9 \div 3) + (9 \div 3)$

$= \underline{3} + \underline{\hspace{2cm}}$

$= \underline{6}$

b.  $21 \div 3 = \underline{\hspace{2cm}}$



$(15 \div 3) = 5$



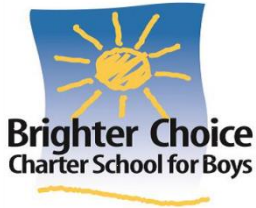
$(6 \div 3) = \underline{\hspace{2cm}}$

$(21 \div 3) = (15 \div 3) + (6 \div 3)$

$= \underline{5} + \underline{\hspace{2cm}}$

$= \underline{\hspace{2cm}}$

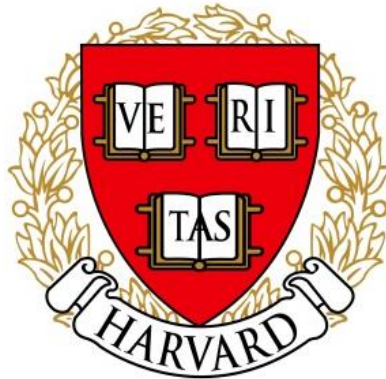
2. Max divides 36 pencils equally into 9 groups. How many pencils are in each group?



Name \_\_\_\_\_

## 3<sup>rd</sup> Grade Math Remote Learning Packet

### Week 6



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

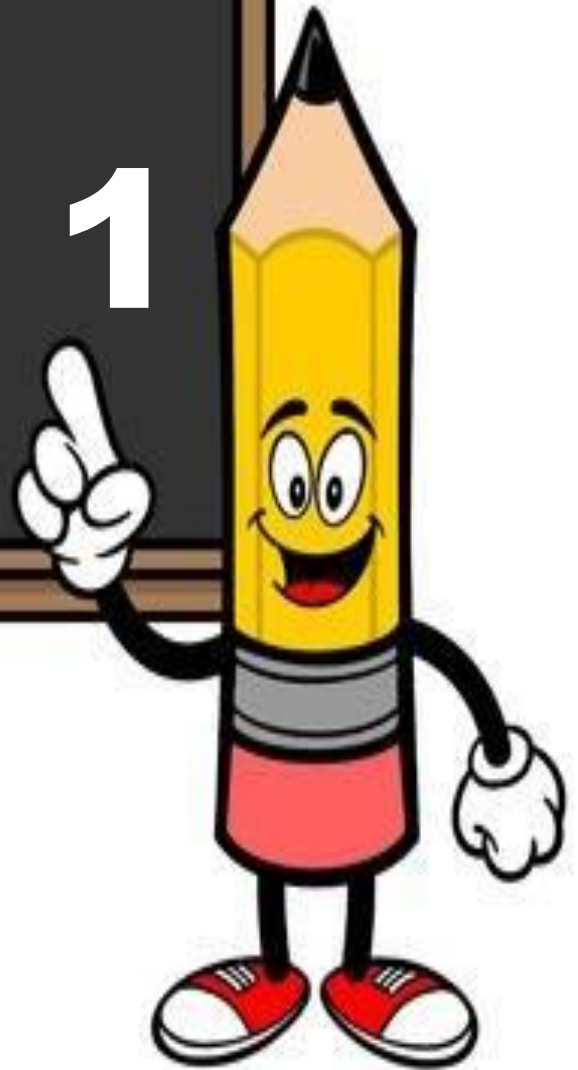
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

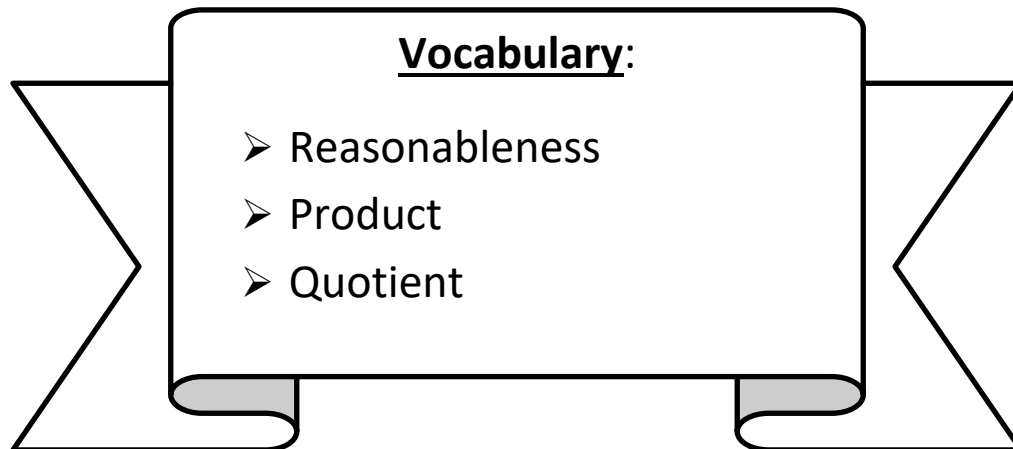


# Day # 1



**LEQ:** How can I solve two-step word problems involving division and multiplication and assess the reasonableness of the answers?

**Objective:** I can use CUBES, write an answer sentence with units, and draw a diagram to solve two-step word problems involving division and multiplication and assess the reasonableness of the answers.



Name: \_\_\_\_\_ Week 6 Day 1 Date: \_\_\_\_\_

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Yale

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**Do Now: Skip-count by 5 forward or backwards to fill in the blank.**

5, 10, ____	15, ____, 25
10, 15, ____	35, ____, 45
15, 20, ____	20, ____, 30
20, 25, ____	25, ____, 15
25, 30, ____	50, ____, 60
30, 35, ____	20, ____, 10
35, 40, ____	45, ____, 35
40, 45, ____	15, ____, 5
50, 45, ____	35, ____, 25
45, 40, ____	10, ____, 0
40, 35, ____	35, ____, 25
35, 30, ____	____, 15, 10
30, 25, ____	____, 40, 35
25, 20, ____	____, 20, 15
20, 15, ____	____, 45, 40
15, 10, ____	____, 10, 5
0, ____, 10	____, 35, 30
25, ____, 35	45, 50, ____
5, ____, 15	50, 55, ____
30, ____, 40	55, 60, ____
10, ____, 20	65, ____, 55
35, ____, 45	____, 60, 55

Name: \_\_\_\_\_ Week 6 Day 1 Date: \_\_\_\_\_

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**Input:**

When solving word problems we use the math tool \_\_\_\_\_ to make sure we solve the problem completely.

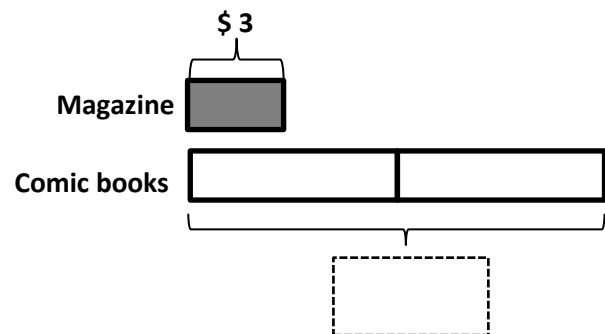
C	_____
U	_____
B	_____
E	_____
S	_____

We make a mental movie of the problem before and after solving it to see if it makes sense. When we check if our answer makes sense, we call that assessing the \_\_\_\_\_ of the answer.

**1. Gaius buys 2 comic books and a magazine at the book store. Each comic book costs \$6. A magazine costs \$3.**

a. What is the total cost of the comic books?

b. How much does Gaius spend altogether?



**2. Ms. Millin has 40 apple slices and 10 peach slices. Five children equally share all of the fruit slices. How many fruit slices does each child get?**

C
U
B
E
S

Name: \_\_\_\_\_

BCCS-B

Week 6 Day 1

Harvard

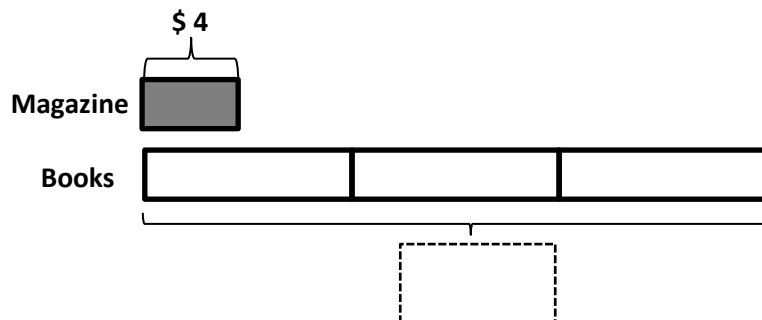
Date: \_\_\_\_\_

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**Problem Set:**

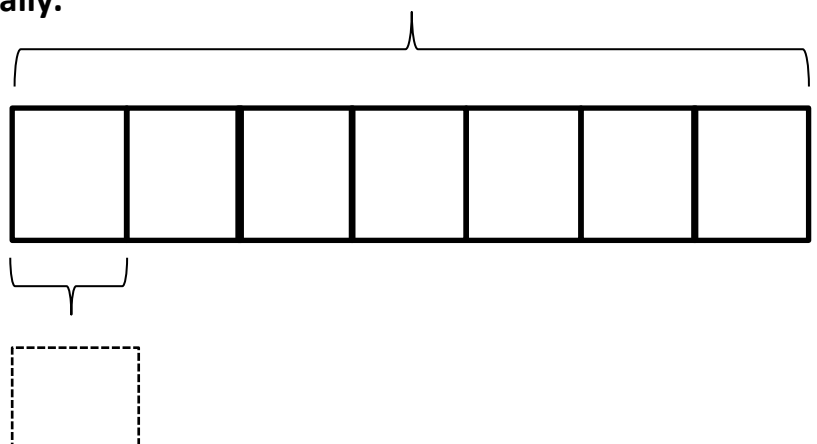
1. Caleb buys 3 books and a magazine at the book store. Each book costs \$8. A magazine costs \$4.



- c. What is the total cost of the books?
- d. How much does Caleb spend altogether?

28 silly bands

2. Seven children share 28 silly bands equally.



- b. How many silly bands do 3 children get?

Name: \_\_\_\_\_

Week 6 Day 1 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

3. Eighteen cups are equally packed into 6 boxes. Two boxes of cups break. How many cups are unbroken?

**C  
U  
B  
E  
S**

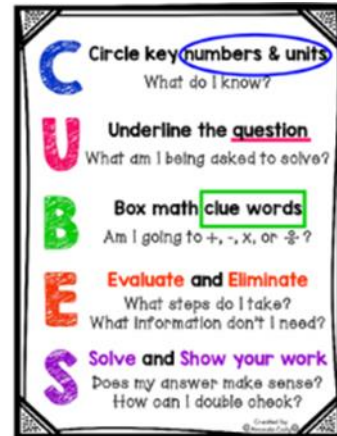
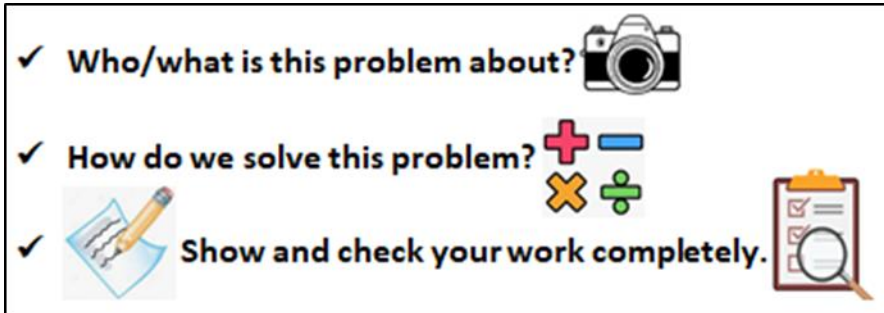
---

4. There are 25 blue balloons and 15 red balloons at a party. Five children are given an equal number of each color balloon. How many blue and red balloons does each child get?

**C  
U  
B  
E  
S**



Name: \_\_\_\_\_ Week 6 Day 1 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton



### Application:

Red, orange, and blue scarves are on sale for \$4 each. Ms. Sherman buys 2 scarves of each color. How much does she spend altogether?

Name: \_\_\_\_\_  
BCCS-B

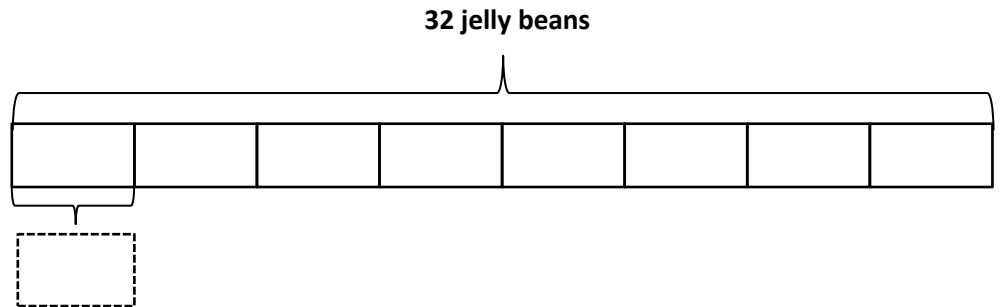
Week 6 Day 1  
Harvard

Date: \_\_\_\_\_  
Yale

Princeton

**Exit Ticket:**

**1. Thirty-two jelly beans are shared by 8 students.**



- a. How many jelly beans will each student get?
  
  
- b. How many jelly beans will 4 students get?

**2. The teacher has 30 apple slices and 20 pear slices. Five children equally share all of the fruit slices. How many fruit slices does each child get?**

**C  
U  
B  
E  
S**

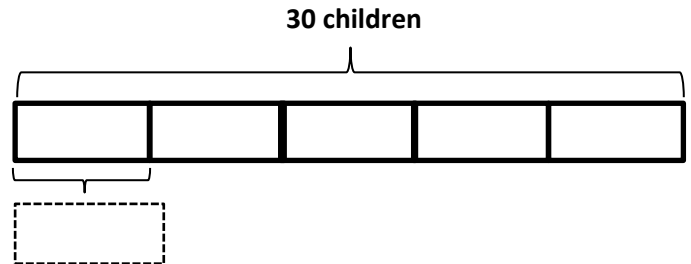
Name: \_\_\_\_\_  
BCCS-B

Week 6 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

**Homework:**

**1. Thirty students are eating lunch at 5 tables. Each table has the same number of students.**

a. How many students are sitting at each table?



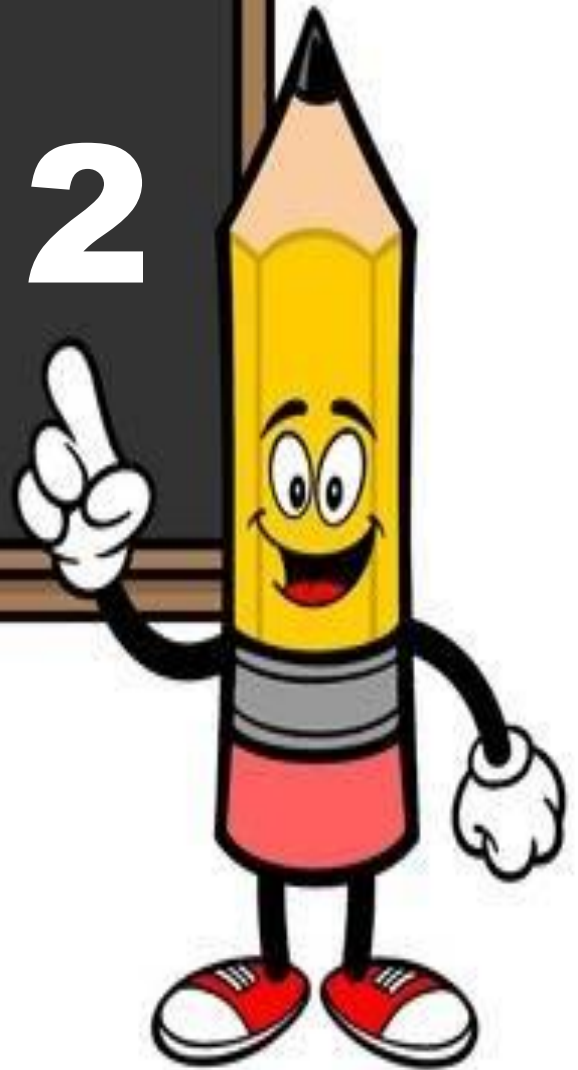
b. How many students are sitting at 4 tables?

**2. The teacher has 12 green stickers and 15 purple stickers. Three students are given an equal number of each color sticker. How many green and purple stickers does each student get?**

**C  
U  
B  
E  
S**

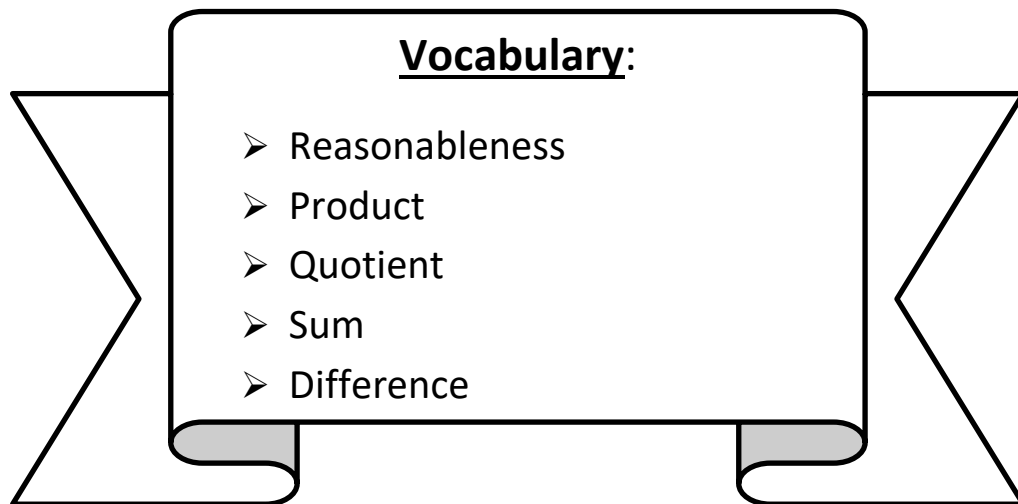


# Day # 2



**LEQ:** How can I solve two-step word problems involving all four operations and assess the reasonableness of the answers?

**Objective:** I can use CUBES, write an answer sentence with units, and draw a diagram to solve two-step word problems involving all four operations and assess the reasonableness of the answers.



Name: \_\_\_\_\_ Week 6 Day 2 Date: \_\_\_\_\_

BCCS-B

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**Do Now: Multiply to find the product**

$5 \times 1 =$  \_\_\_\_\_  $5 \times 2 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_  $5 \times 4 =$  \_\_\_\_\_

$5 \times 5 =$  \_\_\_\_\_  $5 \times 1 =$  \_\_\_\_\_  $5 \times 2 =$  \_\_\_\_\_  $5 \times 1 =$  \_\_\_\_\_

$5 \times 3 =$  \_\_\_\_\_  $5 \times 1 =$  \_\_\_\_\_  $5 \times 4 =$  \_\_\_\_\_  $5 \times 1 =$  \_\_\_\_\_

$5 \times 5 =$  \_\_\_\_\_  $5 \times 1 =$  \_\_\_\_\_  $5 \times 2 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_

$5 \times 2 =$  \_\_\_\_\_  $5 \times 4 =$  \_\_\_\_\_  $5 \times 2 =$  \_\_\_\_\_  $5 \times 5 =$  \_\_\_\_\_

$5 \times 2 =$  \_\_\_\_\_  $5 \times 1 =$  \_\_\_\_\_  $5 \times 2 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_

$5 \times 1 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_  $5 \times 2 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_

$5 \times 4 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_  $5 \times 5 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_

$5 \times 4 =$  \_\_\_\_\_  $5 \times 1 =$  \_\_\_\_\_  $5 \times 4 =$  \_\_\_\_\_  $5 \times 2 =$  \_\_\_\_\_

$5 \times 4 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_  $5 \times 4 =$  \_\_\_\_\_  $5 \times 5 =$  \_\_\_\_\_

$5 \times 4 =$  \_\_\_\_\_  $5 \times 5 =$  \_\_\_\_\_  $5 \times 1 =$  \_\_\_\_\_  $5 \times 5 =$  \_\_\_\_\_

$5 \times 2 =$  \_\_\_\_\_  $5 \times 5 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_  $5 \times 5 =$  \_\_\_\_\_

$5 \times 4 =$  \_\_\_\_\_  $5 \times 2 =$  \_\_\_\_\_  $5 \times 4 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_

$5 \times 5 =$  \_\_\_\_\_  $5 \times 3 =$  \_\_\_\_\_  $5 \times 2 =$  \_\_\_\_\_  $5 \times 4 =$  \_\_\_\_\_

$5 \times 3 =$  \_\_\_\_\_  $5 \times 5 =$  \_\_\_\_\_  $5 \times 2 =$  \_\_\_\_\_  $5 \times 4 =$  \_\_\_\_\_

Name: \_\_\_\_\_

Week 6 Day 2 Date: \_\_\_\_\_

BCCS-B

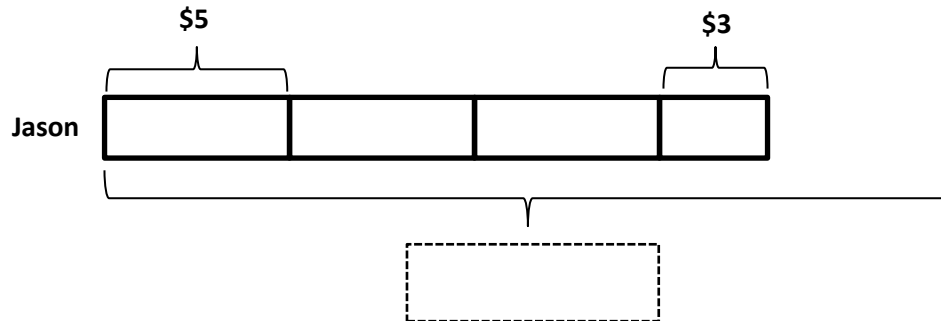
Harvard

Yale

Princeton

**Input:**

1. Peter earns \$5 per week for doing all his chores. On the fourth week, he forgets to take out the trash, so he only earns \$3. Write and solve an equation to show how much Peter earns in 4 weeks.



Peter earns \_\_\_\_\_.

2. Mrs. Boomhower buys a box of 21 fruit snacks. Each box comes with an equal number of berry-, apple-, and grape-flavored snacks. She eats all of the grape-flavored snacks. How many fruit snacks does she have left?

**C  
U  
B  
E  
S**

Name: \_\_\_\_\_

Week 6 Day 2 Date: \_\_\_\_\_

BCCS-B

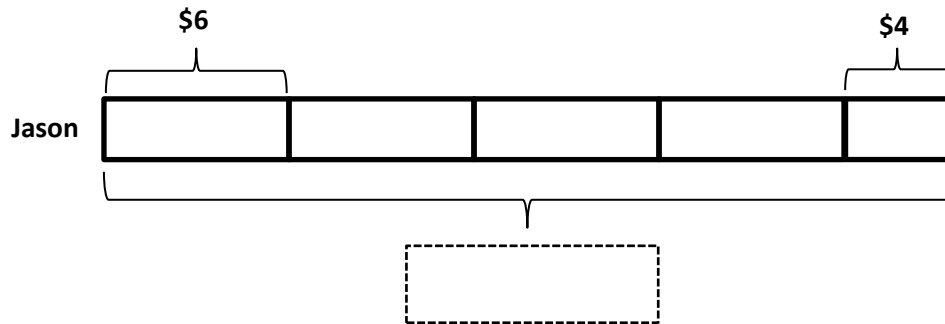
Harvard

Yale

Princeton

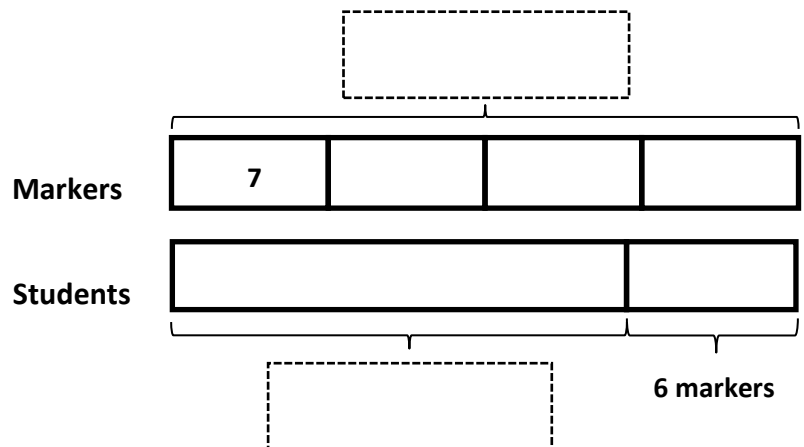
**Problem Set:**

1. Chamar earns \$6 per week for doing all his chores. On the fifth week, he forgets to take out the trash, so he only earns \$4. Write and solve an equation to show how much Chamar earns in 5 weeks.



Chamar earns \_\_\_\_\_.

2. Ms. Maisenbacher orders 4 packs of 7 markers. After passing out 1 marker to each student in her class, she has 6 left. Label the tape diagram to find how many students are in Ms. Maisenbacher's class.



There are \_\_\_\_\_ students in Ms. Maisenbacher's class.



Name: \_\_\_\_\_ Week 6 Day 2 Date: \_\_\_\_\_

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**3. Mrs. Blomgren buys a box of 18 fruit snacks. Each box comes with an equal number of strawberry-, cherry-, and grape-flavored snacks. She eats all of the grape-flavored snacks. How many fruit snacks does she have left?**

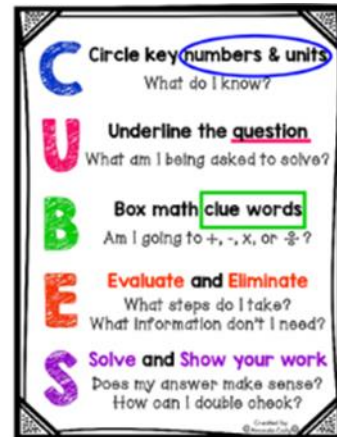
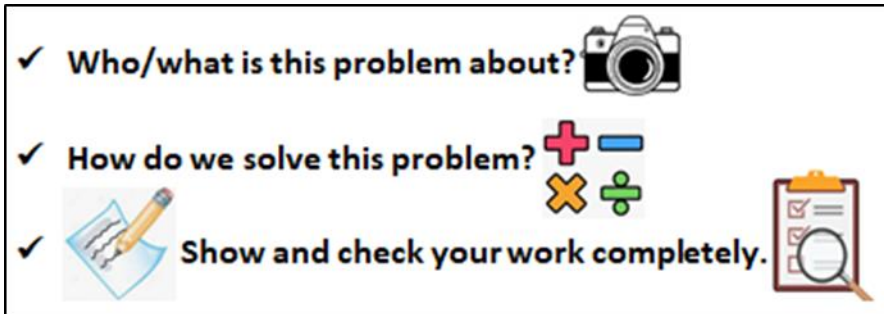
**C  
U  
B  
E  
S**

**4. Elias buys 21 meters of ribbon. He cuts the ribbon so that each piece measures 3 meters in length.**

a. How many pieces of ribbon does he have?

b. If Elias needs a total of 12 pieces of the shorter ribbon, how many more pieces of the shorter ribbon does he need?

Name: \_\_\_\_\_ Week 6 Day 2 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton



### Application:

There are 4 boxes with 6 binders in each one. Three brothers share the binders.  
How many binders does each brother get?

Name: \_\_\_\_\_

Week 6 Day 2 Date: \_\_\_\_\_

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**Exit Ticket:**

Mrs. Mercado buys 27 books for her classroom library. She buys an equal number of fiction, nonfiction, and poetry books. She shelves all of the poetry books first. Draw and label a tape diagram to show how many books Mrs. Mercado has left to shelve.

**C  
U  
B  
E  
S**

Name: \_\_\_\_\_

Week 6 Day 2

Date: \_\_\_\_\_

BCCS-B

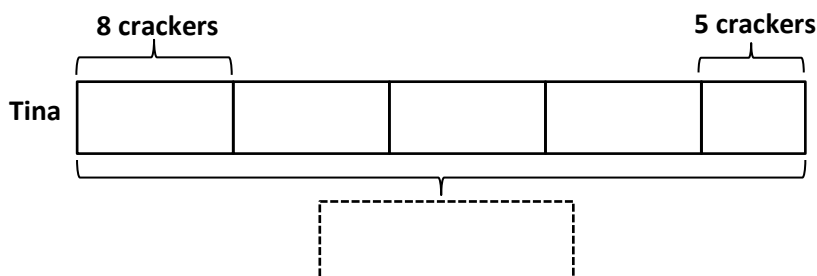
Harvard

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**Homework:**

1. Ms. Neville eats 8 crackers for a snack each day at school. On Friday, she drops 3 and only eats 5. Write and solve an equation to show the total number of crackers Ms. Neville eats during the week.



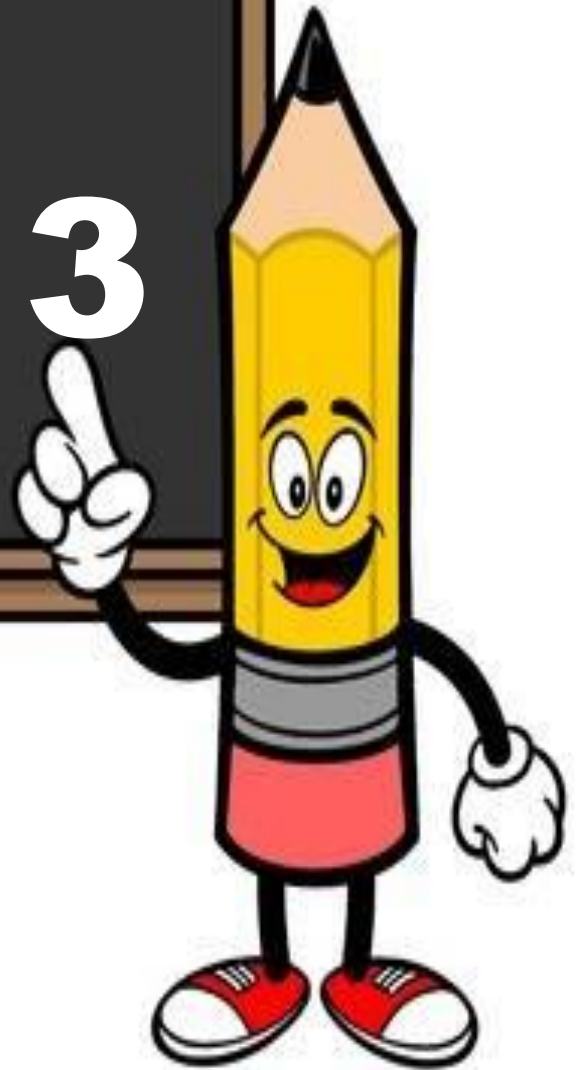
Ms. Neville eats \_\_\_\_\_ crackers.

2. Mr. Thompson plants 24 trees around the neighborhood pond. He plants equal numbers of maple, pine, spruce, and birch trees. He waters the spruce and birch trees before it gets dark. How many trees does Mr. Thompson still need to water? Draw and label a tape diagram.

**C  
U  
B  
E  
S**



# Day # 3



Name: \_\_\_\_\_

Week 6 Day 3 Date: \_\_\_\_\_

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Yale

Princeton

# End of Module 1 Assessment Task

**PRACTICE**

Name: \_\_\_\_\_

Week 6 Day 3 Date: \_\_\_\_\_

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**1) Which equation below is the corresponding inverse equation to  $4 \times 6 = 24$ ?**

- a)  $4 \times 6 = 24$
- b)  $24 \times 1 = 24$
- c)  $24 \div 4 = 6$
- d)  $1 \times 24 = 24$

---

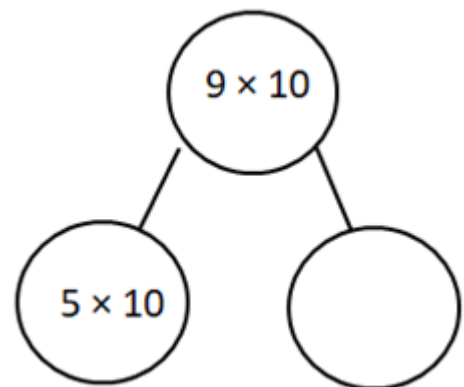
**2) Which expression below is equivalent to  $5 \times 9$  as stated in the commutative property?**

- a)  $45 \times 1$
- b)  $9 \times 5$
- c)  $5 \times 5$
- d)  $5 \times 4$

---

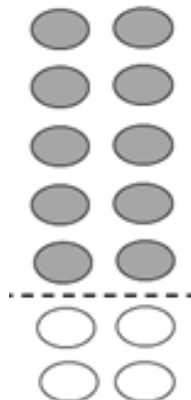
**3) Which number makes the number bond true?**

- a) 40
- b) 90
- c) 50
- d) 100



**4) What is the product of the array below?**

- a) 10
- b) 14
- c) 4
- d) 8



Name: \_\_\_\_\_ Week 6 Day 3 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

**5) Ms. Greco is making cheeseburgers. She puts 3 slices on cheese on each cheeseburger. If she uses 27 slices of cheese, how many cheeseburgers does Ms. Greco make?**

- a) 30
- b) 27
- c) 9
- d) 20

**6) An array is represented by  $5 \times 6 = 30$ . Which statement below is true?**

- a) the array has 5 rows
- b) the array has 5 columns
- c) the array has 6 rows of 5
- d) the quotient of the  $5 \times 6$  is 30

---

**7) Mr. Young arranges all the desks in his classroom into 4 equal groups of 7. How many desks are in his classroom?**

- a) 28
- b) 9
- c) 11
- d) 35

---

**8) What is  $18 \div 6$ ?**

- a) 4
- b) 3
- c) 24
- d) 12



Name: \_\_\_\_\_

Week 6 Day 3 Date: \_\_\_\_\_

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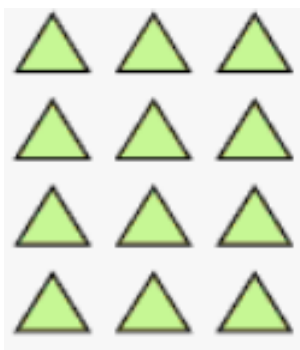
Princeton

**9) Which is equivalent to 40?**

- a) 8 fives
- b)  $9 \times 4$
- c) 4 fours
- d)  $5 \times 7$

---

**10) What is the size of the group in the array below?**



- a) 3
- b) 4
- c) 12
- d) 15

---

**11) Which repeated addition expression matches the multiplication equation below?**

**$5 \times 4$**

- a)  $4+4+4+4+4$
- b)  $5+5+5$
- c)  $5+4$
- d)  $4+4+5$

Name: \_\_\_\_\_

Week 6 Day 3

Date: \_\_\_\_\_

BCCS-B

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Princeton

Use the diagram below *to answer questions 12-14*



**12) What is the group size?**

- a) 7
- b) 4
- c) 8
- d) 12

**13) What is the number of groups?**

- a) 3
- b) 10
- c) 12
- d) 6

**14) What is the product?**

- a) 12
- b) 6
- c) 9
- d) 16

Name: \_\_\_\_\_ Week 6 Day 3 Date: \_\_\_\_\_

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**15) Mrs. Mercado bought 40 stickers and she shared them equally among 4 students. How many stickers did each student get?**

- a) 4
- b) 10
- c) 36
- d) 28

**16) Draw and label 2 tape diagrams to model why the statement in the box is true.**

$$6 \times 3 = 3 \times 6$$

Tape Diagram #1	Tape Diagram #2

**17) Draw an array for the tape diagram below in the box provided.**

2	2	2	2	2
---	---	---	---	---

--

Name: \_\_\_\_\_ Week 6 Day 3 Date: \_\_\_\_\_

BCCS-B

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Yale

Princeton

**18) Three friends go pumpkin picking. They pick 12 apples on Saturday and 9 pumpkins on Sunday. They share the pumpkins equally.**

a. How many pumpkins did they pick in all?

b. Draw a tape diagram to show the problem.

c. How many pumpkins does each person get?



# Day # 4



The End of Module 1 Assessment Task will be administered in person for hybrid scholars and online through Google Forms for remote scholars.

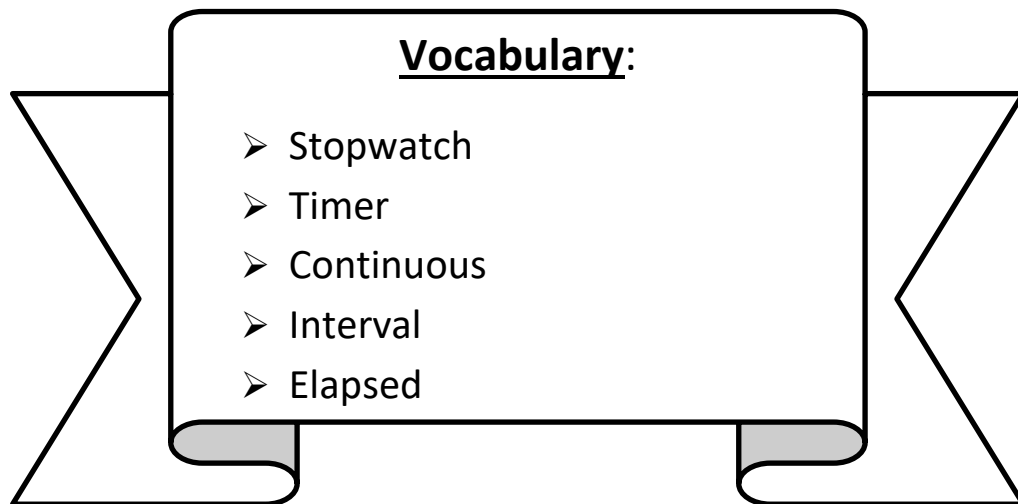


# Day # 5



**LEQ:** How can I explore time as a continuous measurement?

**Objective:** I can use a timer and a stopwatch to time myself completing different tasks to explore time as a continuous measurement.





**Do Now:**

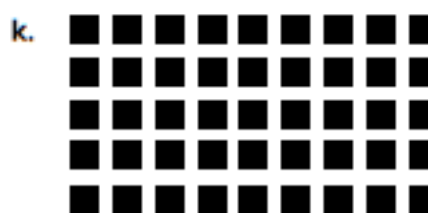
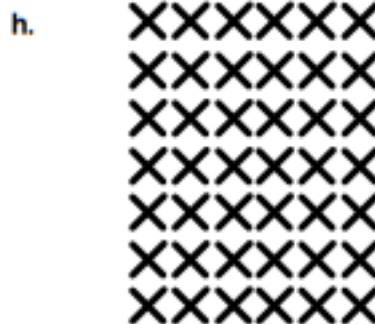
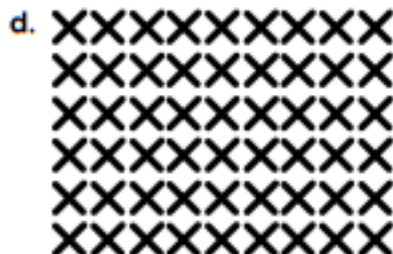
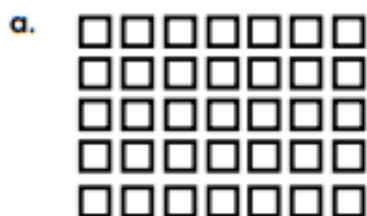
## Multiplication Arrays

Write the multiplication fact shown by each array.

example



$$2 \times 5 = 10$$







Name: \_\_\_\_\_ Week 6 Day 5 Date: \_\_\_\_\_  
 BCCS-B Harvard Yale Princeton

**Input:**

Time is a \_\_\_\_\_ measurement, which means that it does not stop. We use a \_\_\_\_\_ or a \_\_\_\_\_ to time specific events. A timer counts down and a stopwatch counts up. A timer uses a specific interval and a stopwatch measures \_\_\_\_\_ time or the passing of time.

## How do we measure time?

Timer	Stopwatch
<p>A <b>timer</b> counts down from a specified time  interval</p>  <p><i>An interval represents the "start" and "stop" times.</i></p>	<p>A <b>stopwatch</b> counts upwards  from zero for measuring elapsed time.</p>  <p><i>Elapsed time represents the time passed between two events.</i></p>

### Understanding the timer and stopwatch we are using today

⌘ TIMER
⌚ STOPWATCH

---

5m 00s

---

START
RESET
🔊
🔍

⌘ TIMER
⌚ STOPWATCH

---

0s 00

---

START
RESET
🔍

Name: \_\_\_\_\_  
BCCS-B

Week 6 Day 5  
Harvard

Date: \_\_\_\_\_  
Yale

Princeton

⌘ TIMER

## 30 seconds



*Example: How many math vocabulary words can Mrs. Blomgren write in 30 seconds?*



- How many triangles can you draw in 30 seconds?
- How many times can you snap your fingers (or clap your hands) in 30 seconds?
- How many colors can you write in 30 seconds?

🕒 STOPWATCH

## How long does it take you to:



- Write the names of all your teachers this year, including specials?
- Write the numbers 1 through 20?
- Give the nearest person to you a high five?

Name: \_\_\_\_\_  
BCCS-B

Week 6 Day 5  
Harvard

Date: \_\_\_\_\_  
Yale Princeton

**Problem Set:**

The table to the right shows how much time it takes each of the 5 students to do 15 jumping jacks.

- a. Who finished 15 jumping jacks the fastest?

Maya	16 seconds
Riley	15 seconds
Jake	14 seconds
Nicholas	15 seconds
Adeline	17 seconds

- b. Who finished their jumping jacks in the exact same amount of time?

- c. How many seconds faster did Jake finish than Adeline?

Name: \_\_\_\_\_

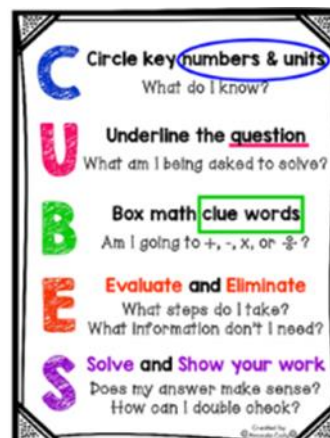
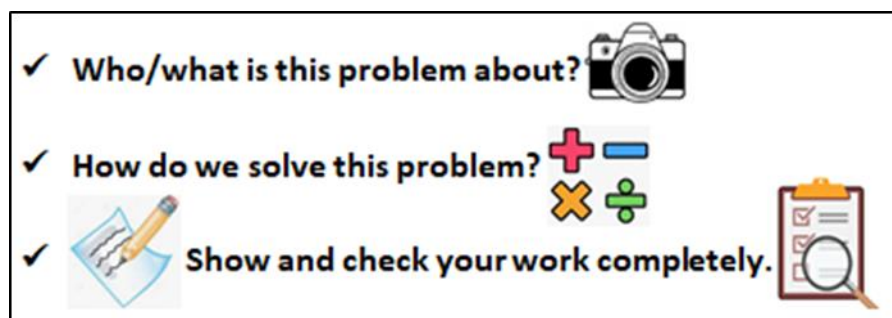
Week 6 Day 5 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton



### Application:

Ms. Moise helps her scholars tie their shoes. It takes her 5 seconds to tie 1 shoe.  
How many seconds does it take Ms. Moise to tie 8 shoes?

Name: \_\_\_\_\_

Week 6 Day 5

Date: \_\_\_\_\_

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**Exit Ticket:**

1. The table to the right shows how much time it takes each of the 5 students to run 100 meters.

- a. Who is the fastest runner?

Samantha	19 seconds
Melanie	22 seconds
Chester	26 seconds
Dominique	18 seconds
Louie	24 seconds

- b. Who is the slowest runner?

- c. How many seconds faster did Samantha run than Louie?

Name: \_\_\_\_\_

Week 6 Day 5 Date: \_\_\_\_\_

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**Homework:**

**1. List activities at home that take about the following amounts of time to complete. If you do not have a stopwatch, you can use the strategy of counting by *1 Mississippi, 2 Mississippi, 3 Mississippi*,**

Time	Activities at home
30 seconds	Example: Tying shoelaces
45 seconds	
60 seconds	

**2. Jenny can list 13 colors in 1 minute. Jessie can list 25 colors in 1 minute. How many more colors can Jessie list than Jenny?**