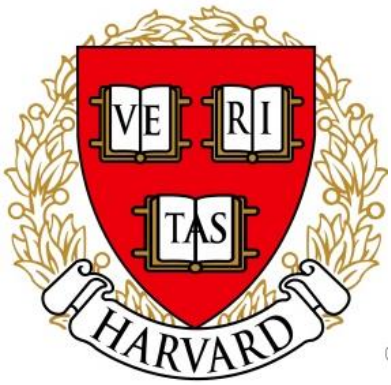
Name _____

3rd Grade Modified 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 under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
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.

Vocabulary:

- Tape Diagram
- Product : an answer in a multiplication problem

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

4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16
4 x 5 = 20	4 x 1 = _____	4 x 2 = _____	4 x 1 = _____
4 x 3 = _____	4 x 1 = _____	4 x 4 = _____	4 x 1 = _____
4 x 5 = _____	4 x 1 = _____	4 x 2 = _____	4 x 3 = _____
4 x 2 = _____	4 x 4 = _____	4 x 2 = _____	4 x 5 = _____
4 x 2 = _____	4 x 1 = _____	4 x 2 = _____	4 x 3 = _____
4 x 1 = _____	4 x 3 = _____	4 x 2 = _____	4 x 3 = _____
4 x 4 = _____	4 x 3 = _____	4 x 5 = _____	4 x 3 = _____
4 x 4 = _____	4 x 1 = _____	4 x 4 = _____	4 x 2 = _____
4 x 4 = _____	4 x 3 = _____	4 x 4 = _____	4 x 5 = _____
4 x 4 = _____	4 x 5 = _____	4 x 1 = _____	4 x 5 = _____
4 x 2 = _____	4 x 5 = _____	4 x 3 = _____	4 x 5 = _____
4 x 4 = _____	4 x 2 = _____	4 x 4 = _____	4 x 3 = _____
4 x 5 = _____	4 x 3 = _____	4 x 2 = _____	4 x 4 = _____
4 x 3 = _____	4 x 5 = _____	4 x 2 = _____	4 x 4 = _____

Name: _____ Week 5 Day 1 Date: _____

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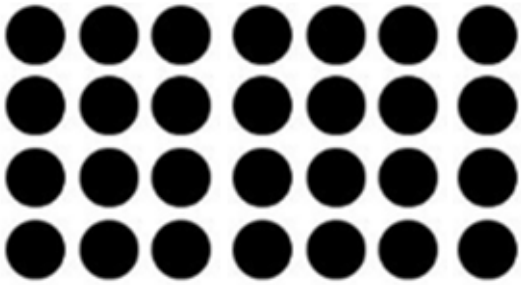
Input:

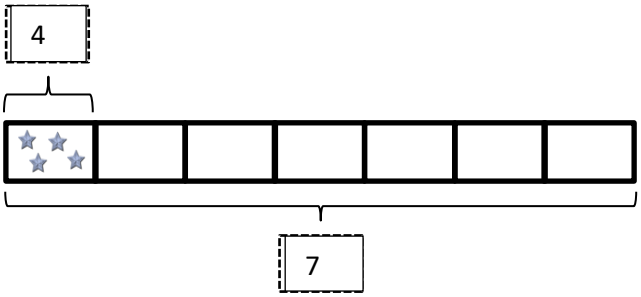
In an array, each row is one _____. In a tape diagram, each _____is one group. In an array, the number of columns is the _____ _____.
In a tape diagram, the number of objects in _____ box tells the group size.



__4___ Rows → __7___ groups

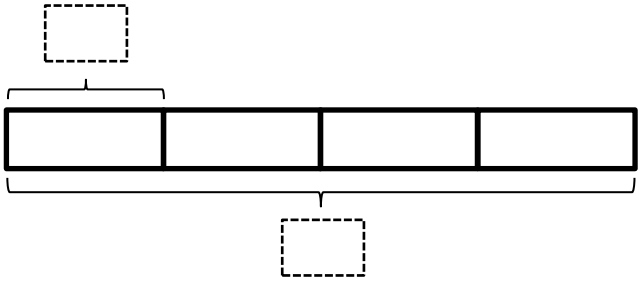
_____ Columns → _____ objects per group

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



7 × 4 = 28

Array



_____ × _____ = 28

Array

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 × 3 = 3 × 4

Tape Diagram #1	Tape Diagram #2
The tape diagram was started for you 	

Name: _____ Week 5 Day 1 Date: _____

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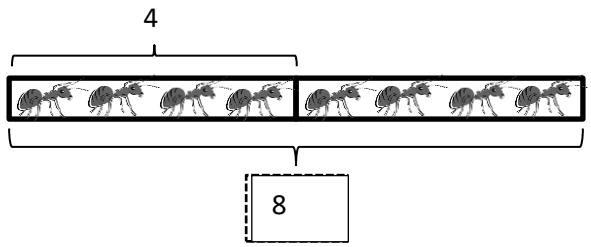
Problem Set:

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

a.

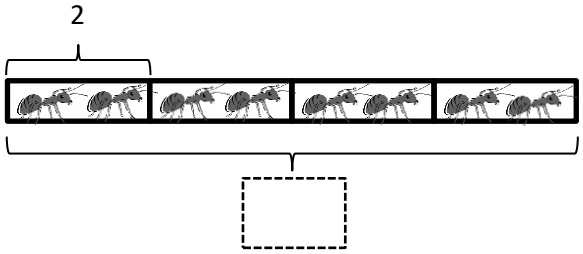


2 × 4 = 8

Array

_____

_____



4 × 2 = _____

Array

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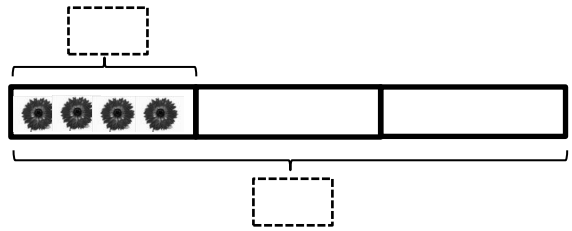
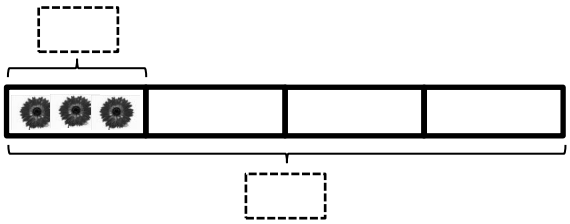
b.



_____ × 4 = _____

Array



4 × _____ = _____

Array

Name: _____ Week 5 Day 1 Date: _____

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Problem Set:

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

4 × 6 = 6 × 4

Tape Diagram #1	Tape Diagram #2
	

Name: _____ Week 5 Day 1 Date: _____

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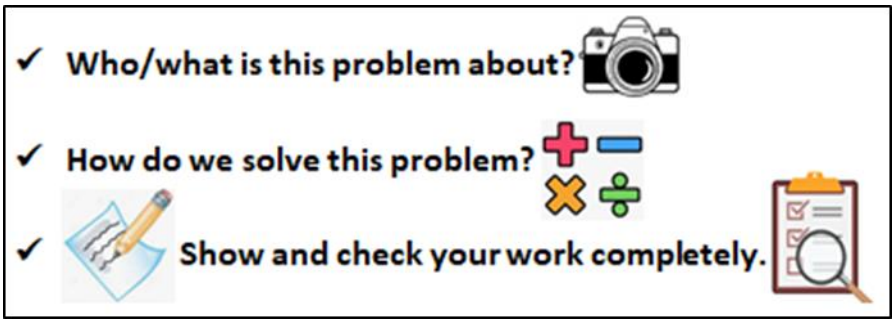

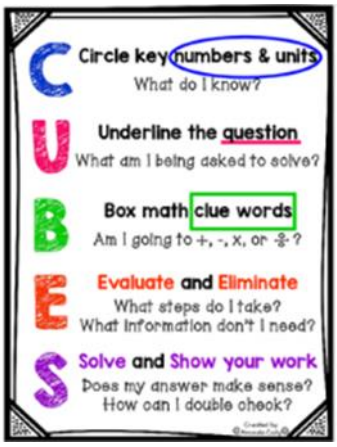

Application:

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 × 7 = 7 × 4

Tape Diagram #1	Tape Diagram #2

Name: _____ Week 5 Day 1 Date: _____

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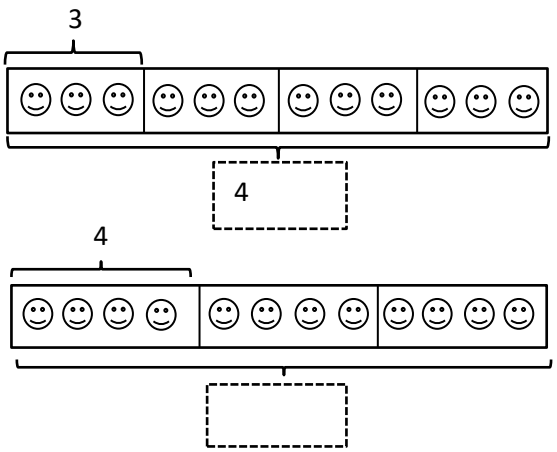
Homework Page 1

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

a.



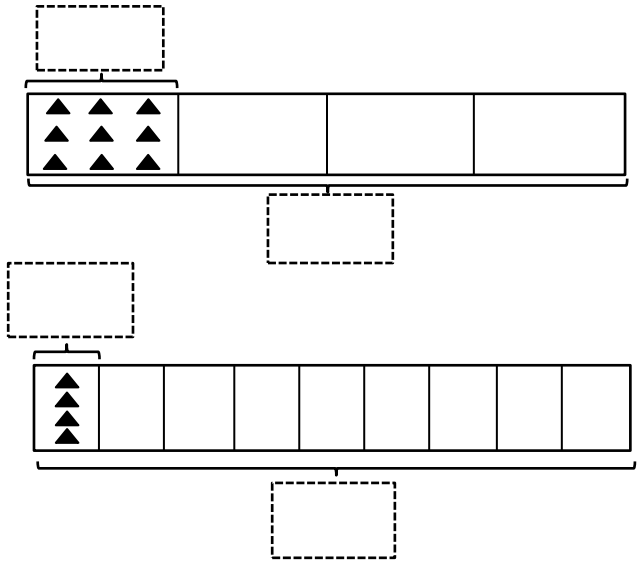
4 × 3= 12

3 × 4 = _____

Array

Array

b.



4 × _____ = _____

_____ × 4 = _____

Array

Array

Name: _____ Week 5 Day 1 Date: _____

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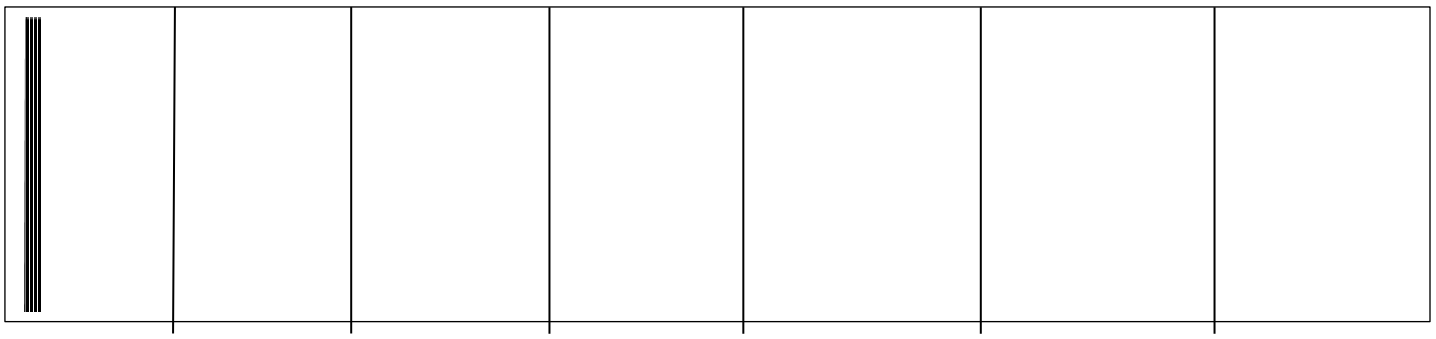
Homework Page 2

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.



How many balloons are in each box?

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


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Day # 2

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

Objective: I can apply my knowledge of 5x4 and add smaller familiar products and use the distributive property to find related multiplication facts.

Vocabulary:

- Distribute
- Product
- Segment

Name: _____ Week 5 Day 2 Date: _____

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Do Now: Multiply to find the product.

4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16
4 x 5 = 20	4 x 6 = 24	4 x 7 = 28	4 x 8 = _____
4 x 9 = _____	4 x 10 = _____	4 x 6 = _____	4 x 7 = _____
4 x 6 = _____	4 x 8 = _____	4 x 6 = _____	4 x 9 = _____
4 x 6 = _____	4 x 10 = _____	4 x 6 = _____	4 x 7 = _____
4 x 6 = _____	4 x 7 = _____	4 x 8 = _____	4 x 7 = _____
4 x 9 = _____	4 x 7 = _____	4 x 10 = _____	4 x 7 = _____
4 x 8 = _____	4 x 6 = _____	4 x 8 = _____	4 x 7 = _____
4 x 8 = _____	4 x 9 = _____	4 x 8 = _____	4 x 10 = _____
4 x 8 = _____	4 x 9 = _____	4 x 6 = _____	4 x 9 = _____
4 x 7 = _____	4 x 9 = _____	4 x 8 = _____	4 x 9 = _____
4 x 10 = _____	4 x 9 = _____	4 x 10 = _____	4 x 6 = _____
4 x 10 = _____	4 x 7 = _____	4 x 10 = _____	4 x 8 = _____
4 x 10 = _____	4 x 9 = _____	4 x 10 = _____	4 x 6 = _____
4 x 8 = _____	4 x 10 = _____	4 x 7 = _____	4 x 9 = _____

Name: _____ Week 5 Day 2 Date: _____

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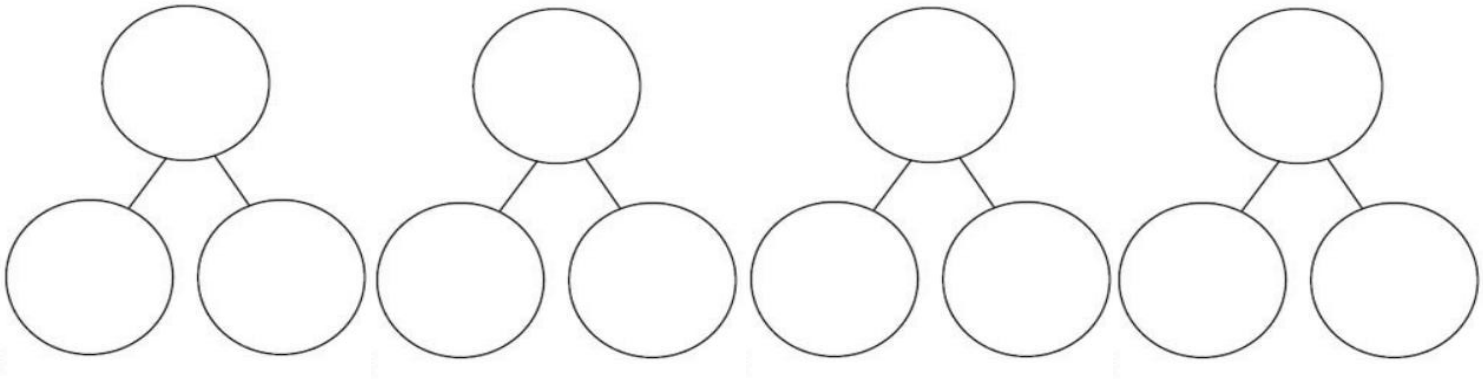
Input:

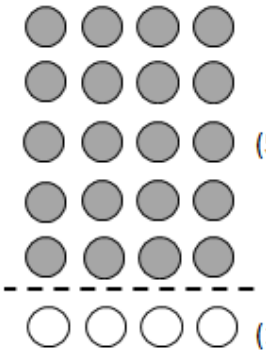
When using an array to multiply by 4, I can use 5x4= 20 as a familiar fact to help me _____ or break apart the rows into smaller parts.

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 × 4 =** 24



(5 × 4) = 20

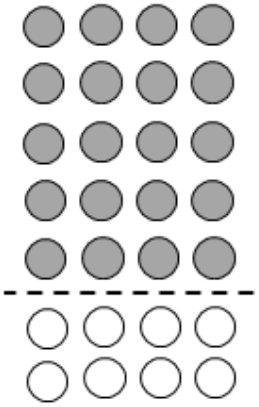
(1 × 4) = 4

(6 × 4) = (5 × 4) + (1 × 4)

= 20 + 4

= 24

b. **7 × 4 =** _____



(5 × 4) = _____

(2 × 4) = _____

(7 × 4) = (5 × 4) + (2 × 4)

= _____ + _____

= 28

Name: _____ Week 5 Day 2 Date: _____

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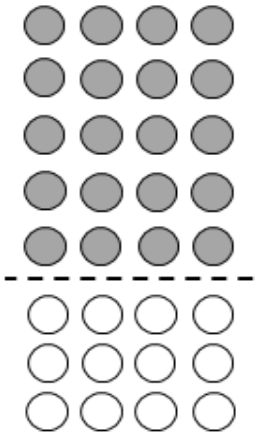
Problem Set:

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

a. **8 × 4 = _____**



(5 × 4) = _____

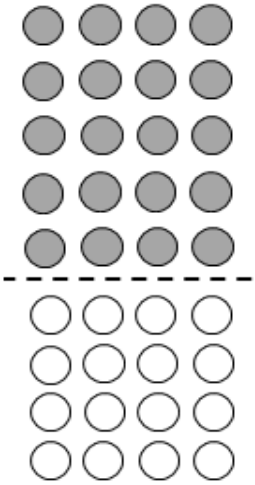
(3 × 4) = _____

(8 × 4) = (5 × 4) + (____ × 4)

= _____ + _____

= _____

b. **9 × 4 = _____**



(5 × 4) = _____

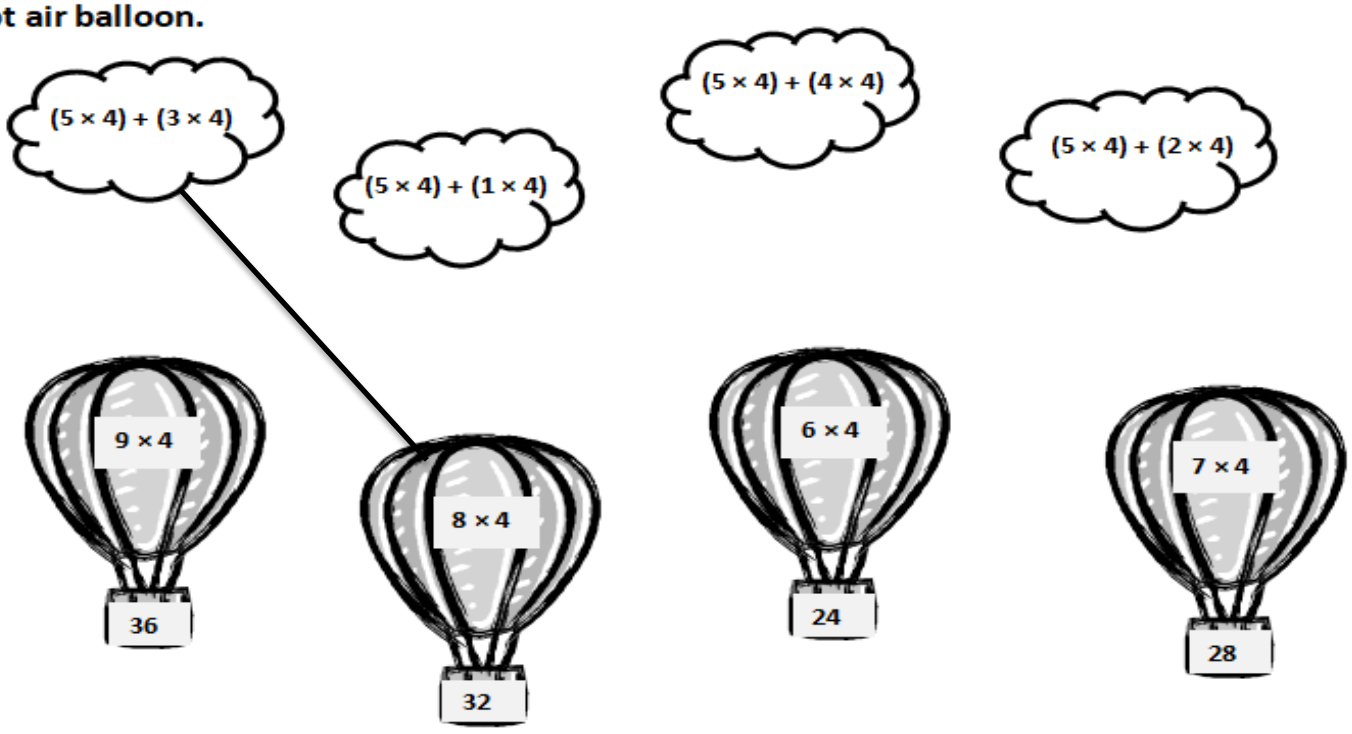
(____ × 4) = _____

(9 × 4) = (5 × 4) + (____ × 4)

= _____ + _____

= _____

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



Name: _____ Week 5 Day 2 Date: _____

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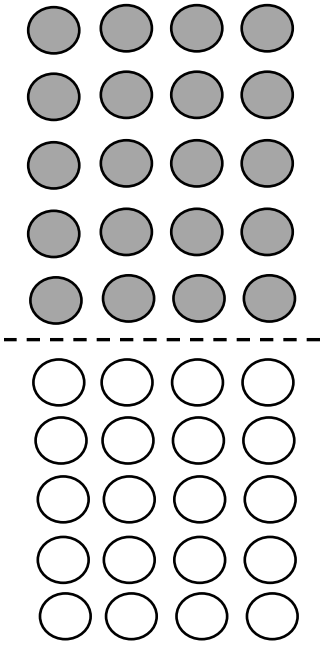
3. Jonathan draws the array below to find the answer to the multiplication expression 10 × 4. He says, "10 × 4 is just double 5 × 4." <u>Explain Jonathan's strategy</u>



Jonathan's strategy works because

_____

_____

_____

_____

_____.

Name: _____ Week 5 Day 2 Date: _____

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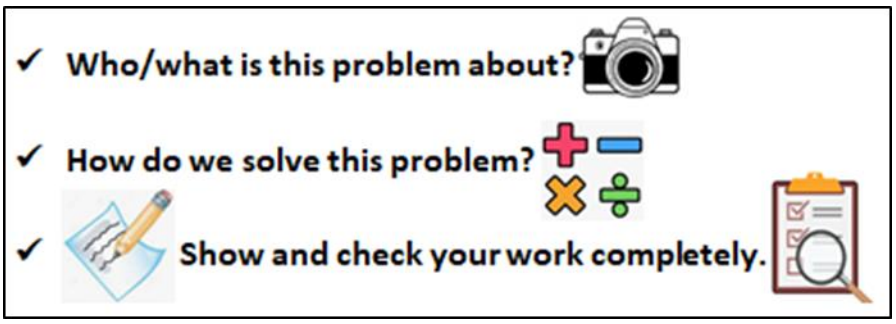

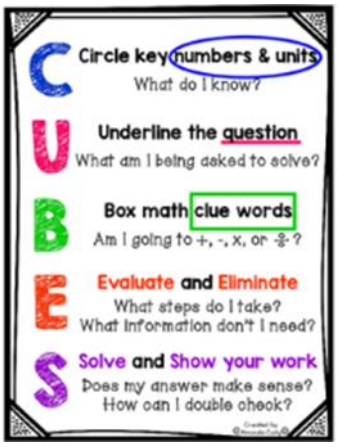

Application:

minus

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

Make an array 4 x 7

_____ students in class on Monday.

Name: _____ Week 5 Day 2 Date: _____
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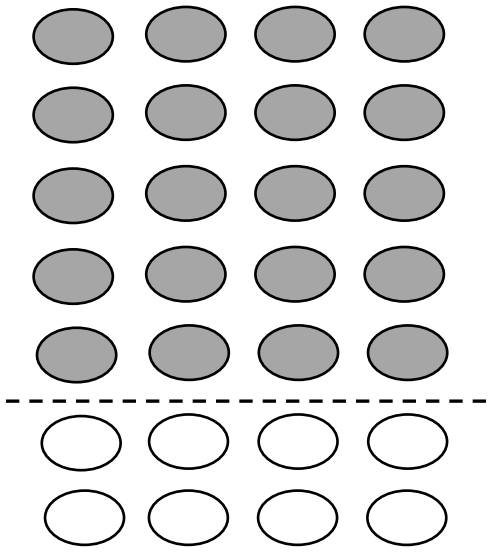
Exit Ticket:

7 x 4 = _____



(7 × 4) = (5 × 4) + (2 × 4)

= 20 + 8

= _____

Name: _____ Week 5 Day 2 Date: _____
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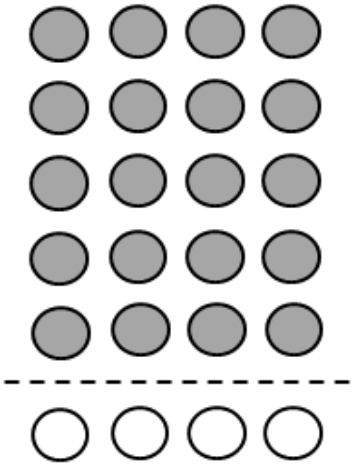
Homework:

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

a. **6 × 4 = _____**



(5 × 4) = 20

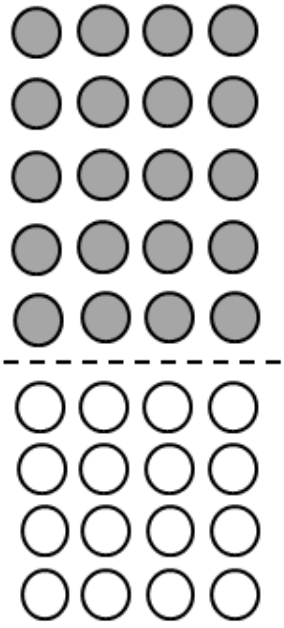
(1 × 4) = _____

(6 × 4) = (5 × 4) + (1 × 4)

= 20 + _____

= _____

2. The array below shows one strategy for solving 9 × 4. Explain the strategy using your own words.



(5 × 4) = _____

(4 × 4) = _____

_____

_____

_____

_____

_____

_____

_____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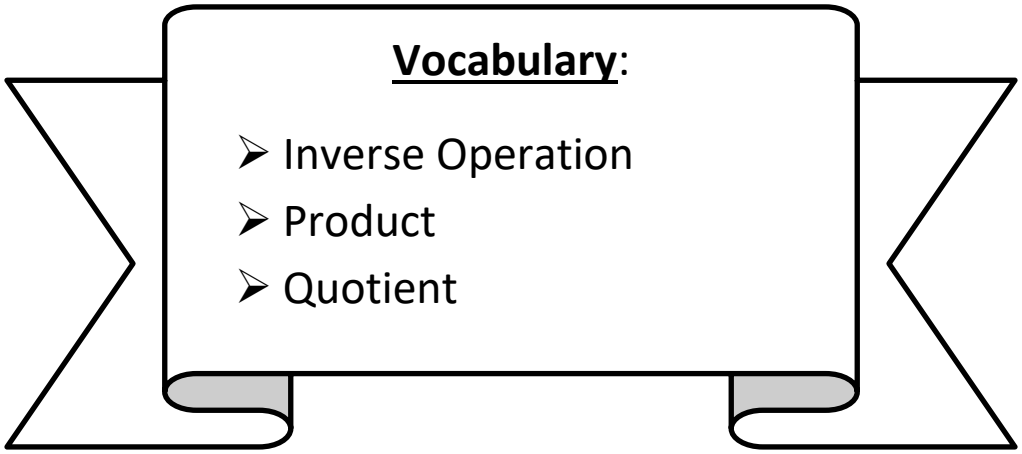
Day # 3

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: _____ Week 5 Day 3 Date: _____

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Do Now: Multiply or Divide by 4

1.	2 × 4 =	8
2.	3 × 4 =	12
3.	4 × 4 =	16
4.	5 × 4 =	20
5.	1 × 4 =	4
6.	8 ÷ 4 =	2
7.	12 ÷ 4 =	3
8.	20 ÷ 4 =	5
9.	4 ÷ 1 =	4
10.	16 ÷ 4 =	
11.	6 × 4 =	
12.	7 × 4 =	
13.	8 × 4 =	
14.	9 × 4 =	
15.	10 × 4 =	
16.	32 ÷ 4 =	
17.	28 ÷ 4 =	
18.	36 ÷ 4 =	
19.	24 ÷ 4 =	
20.	40 ÷ 4 =	
21.	__ × 4 = 20	
22.	__ × 4 = 24	

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

Name: _____ Week 5 Day 3 Date: _____
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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 × 4 = 4	4 ÷ 4 = 1
2 x 4 = __8___	__8___ ÷ 4 = 2
3 x 4 = __12___	__12___ ÷ 4 = 3
4 x 4 = _____	_____ ÷ 4 = 4
5 x 4 = _____	_____ ÷ 4 = 5
6 x 4 = _____	_____ ÷ 4 = 6
7 x 4 = _____	_____ ÷ 4 = 7
8 x 4 = _____	_____ ÷ 4 = 8
9 x 4 = _____	_____ ÷ 4 = 9
10 x 4 = _____	_____ ÷ 4 = 10

Name: _____ Week 5 Day 3 Date: _____
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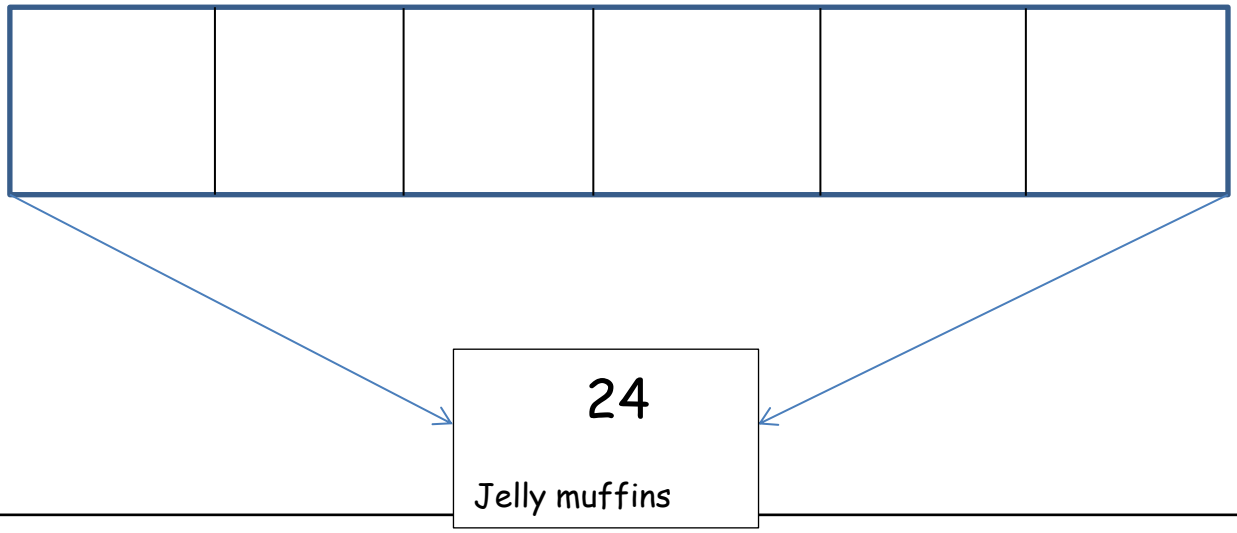
1. **The chef packs 24 jelly muffins in boxes of 4. Draw and label a tape diagram to find the number of boxes he packs.**



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: _____ Week 5 Day 3 Date: _____

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Problem Set:

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

$1 \times 4 = \_\_4\_\_$ $\_\_4\_\_ \div 4 = 1$

$2 \times 4 = \_\_\_\_\_$ $\_\_\_\_\_ \div 4 = 2$

$\_\_\_\_\_ \times 4 = 12$ $12 \div 4 = \_\_\_\_\_$

$\_\_\_\_\_ \times 4 = 16$ $16 \div 4 = \_\_\_\_\_$

$\_\_\_\_\_ \times \_\_\_\_\_ = 20$ $20 \div \_\_\_\_\_ = \_\_\_\_\_$

$\_\_\_\_\_ \times \_\_\_\_\_ = 24$ $24 \div \_\_\_\_\_ = \_\_\_\_\_$

$\_\_\_\_\_ \times 4 = \_\_\_\_\_$ $\_\_\_\_\_ \div 4 = \_\_\_\_\_$

$\_\_\_\_\_ \times 4 = \_\_\_\_\_$ $\_\_\_\_\_ \div 4 = \_\_\_\_\_$

$\_\_\_\_\_ \times \_\_\_\_\_ = \_\_\_\_\_$ $\_\_\_\_\_ \div \_\_\_\_\_ = \_\_\_\_\_$

$\_\_\_\_\_ \times \_\_\_\_\_ = \_\_\_\_\_$ $\_\_\_\_\_ \div \_\_\_\_\_ = \_\_\_\_\_$

Name: _____ Week 5 Day 3 Date: _____
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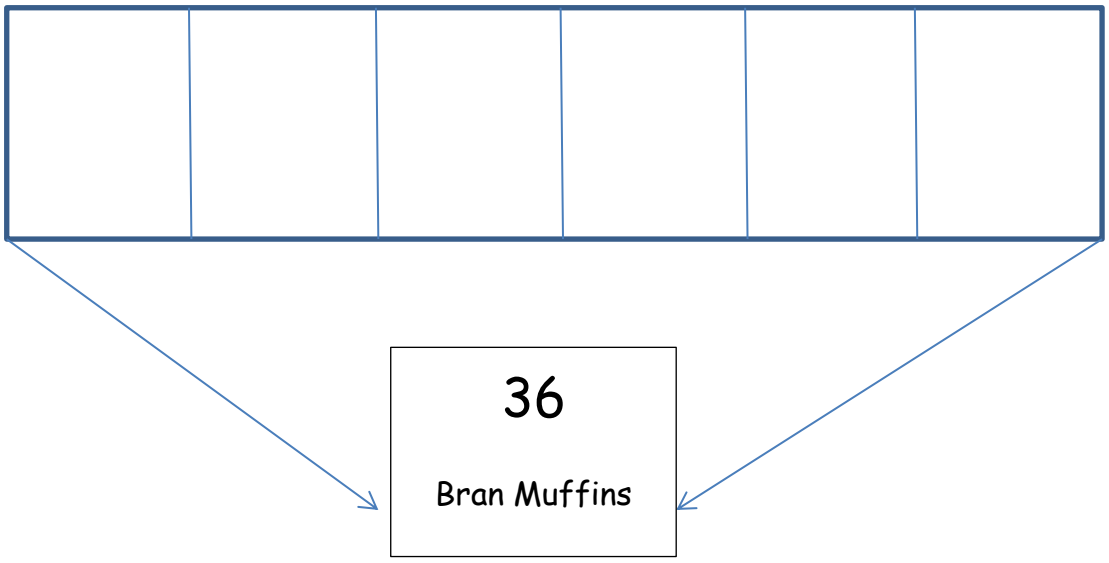
2. The baker packs 36 bran muffins in boxes of 4. Draw and label a tape diagram to find the number of boxes he packs.



C
U
B
E
S

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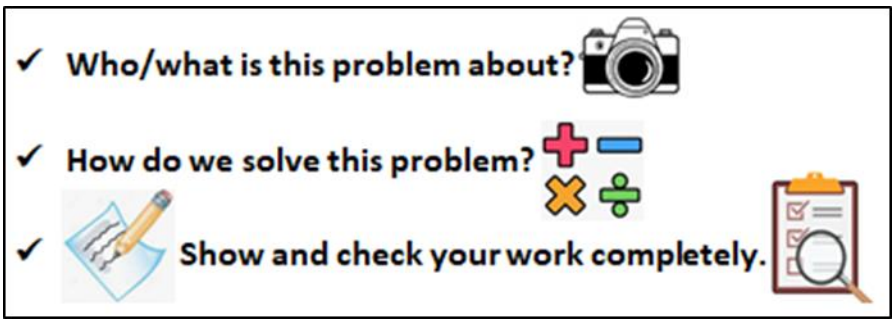
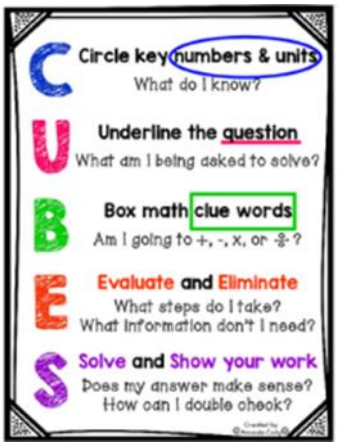
3. The waitress arranges 32 glasses into 4 equal rows. How many glasses are in each row?

C
U
B
E
S

Name: _____ Week 5 Day 3 Date: _____

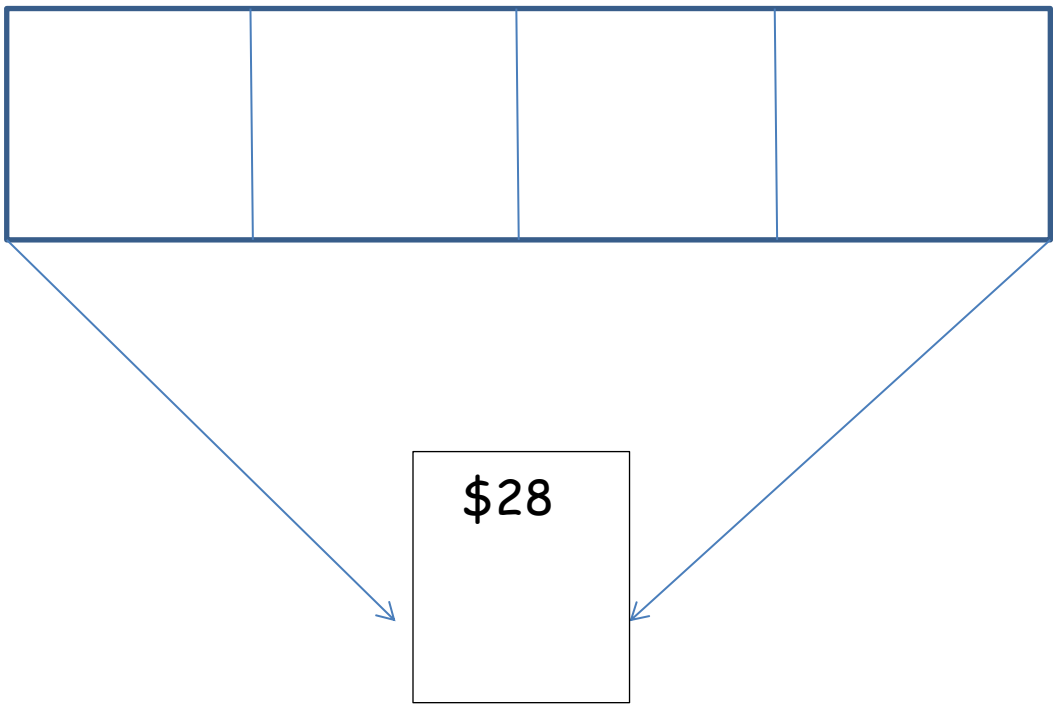
BCCS-B Harvard Yale Princeton





Application:

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



Name: _____ Week 5 Day 3 Date: _____
BCCS-B Harvard 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.

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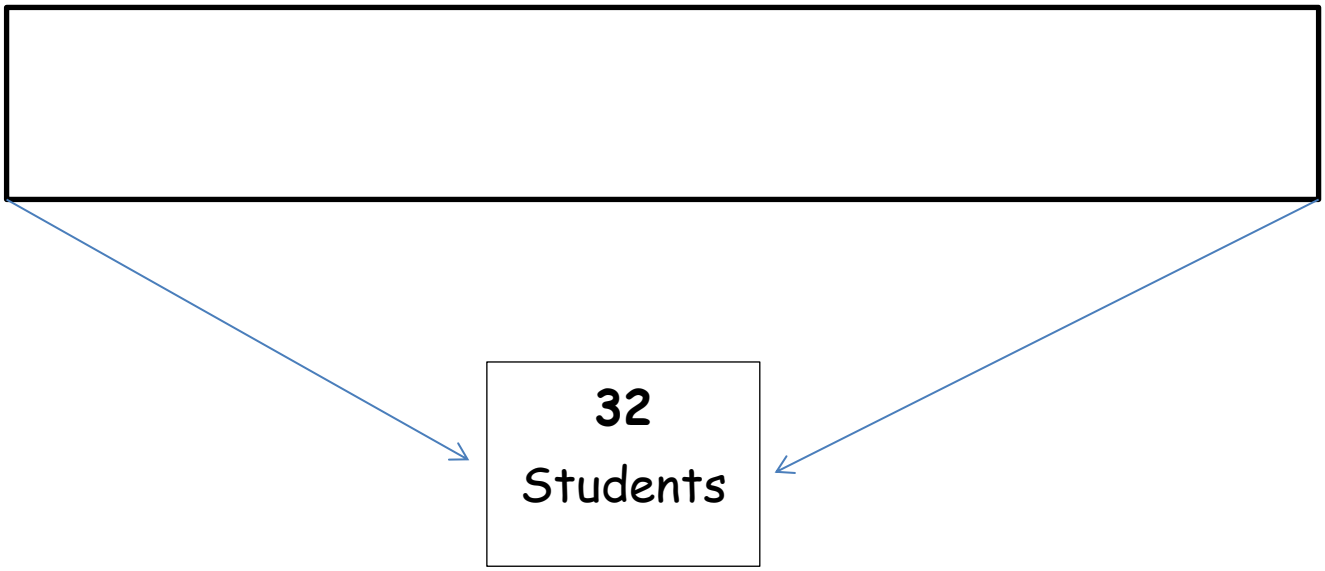
Name: _____ Week 5 Day 3 Date: _____
BCCS-B Harvard Yale Princeton

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?


Brighter Choice
Charter School for Boys
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.

Vocabulary:

- Number bond
- Distributive property
- Decompose

Name: _____ Week 5 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

<u>Do Now:</u> Add or subtract using 5.

1.	5 + 0 =	5
2.	5 + 5 =	10
3.	5 + 10 =	15
4.	5 + 15 =	20
5.	5 + 20 =	25
6.	5 + 25 =	30
7.	5 + 30 =	35
8.	5 + 35 =	40
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 =	50
37.	5 + 60 =	65
38.	5 + 65 =	
39.	70 – 5 =	
40.	65 – 5 =	
41.	50 + 100 =	
42.	50 + 150 =	
43.	200 – 50 =	
44.	150 – 50 =	

Name: _____ Week 5 Day 4 Date: _____

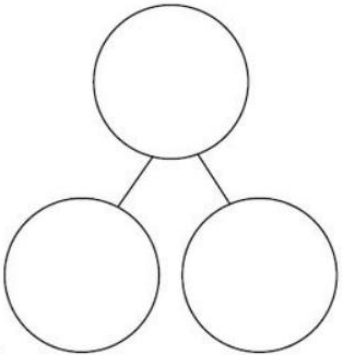
BCCS-B Harvard Yale Princeton

Input:

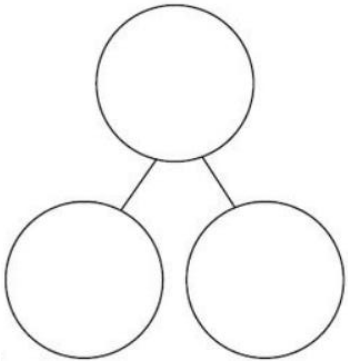
I can use the **break apart** and distribute strategy to _____ units.

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

8 x 3 = _____



11 x 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.

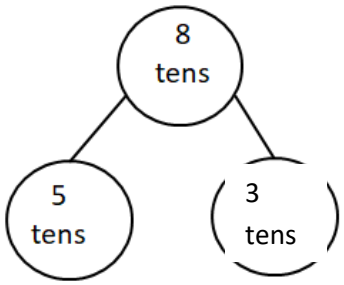
2. What is the total number of sides on 8 squares?

Name: _____ Week 5 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

1. 8 × 10 = _____



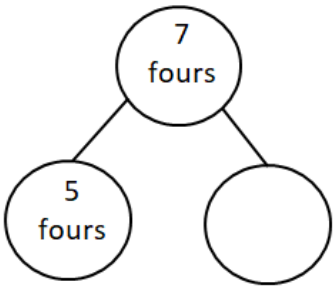
5 tens + 3 tens = 8 tens

(5 × 10) + (3 × 10) = 8 × 10

50 + 30 = 80

8 × 10 = 80

2. 7 × 4 = _____



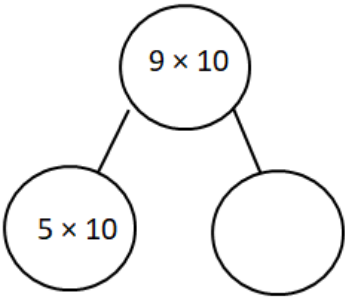
5 fours + _____ = 7 fours

(5 × 4) + (_____ × 4) = 7 × 4

20 + _____ = _____

7 × 4 = _____

3. 9 × 10 = _____



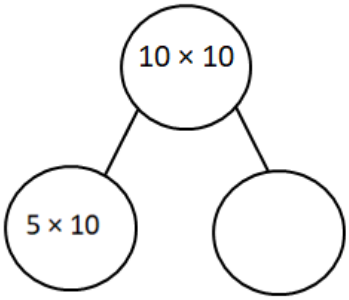
5 tens + _____ = 9 tens

(5 × 10) + (_____ × 10) = 9 × 10

_____ + _____ = _____

9 × 10 = _____

4. 10 × 10 = _____



5 tens + _____ = 10 tens

(5 × 10) + (_____ × 10) = 10 × 10

_____ + _____ = _____

10 × 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.

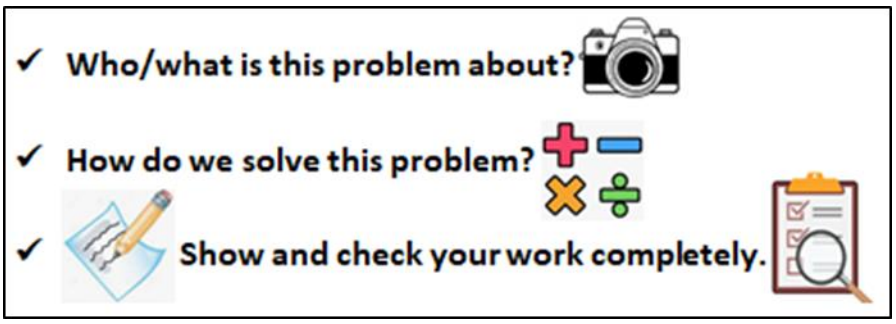
There are _____ children playing in the tournament.

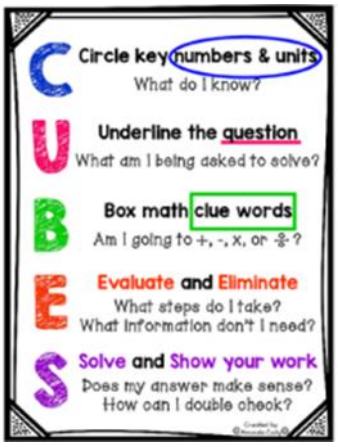
6. What is the total number of sides on 8 triangles?

The total number of sides on 8 triangles is _____ sides

Name: _____ Week 5 Day 4 Date: _____

BCCS-B Harvard Yale Princeton





Application:

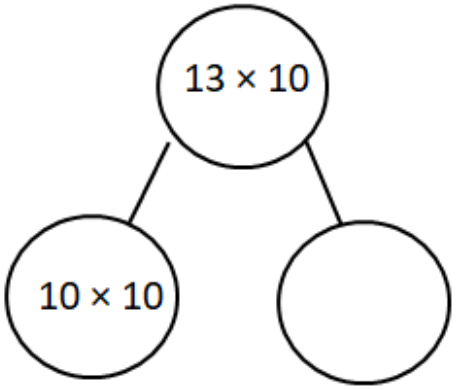
A parking lot has 11 floors. There are 3 cars parked on each level. **How many cars are parked in the lot? Draw an array.**

Name: _____ Week 5 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

13 × 10 = _____



10 tens + _____ = 13 tens

(10 × 10) + (_____ × 10) = 13 × 10

_____ + _____ = _____

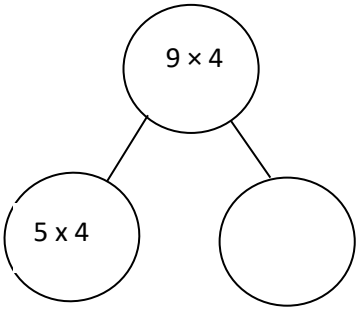
13 × 10 = _____

Name: _____ Week 5 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. 9 × 4 = ____



(5 × 4) + (_____ × 4) = 9 × 4

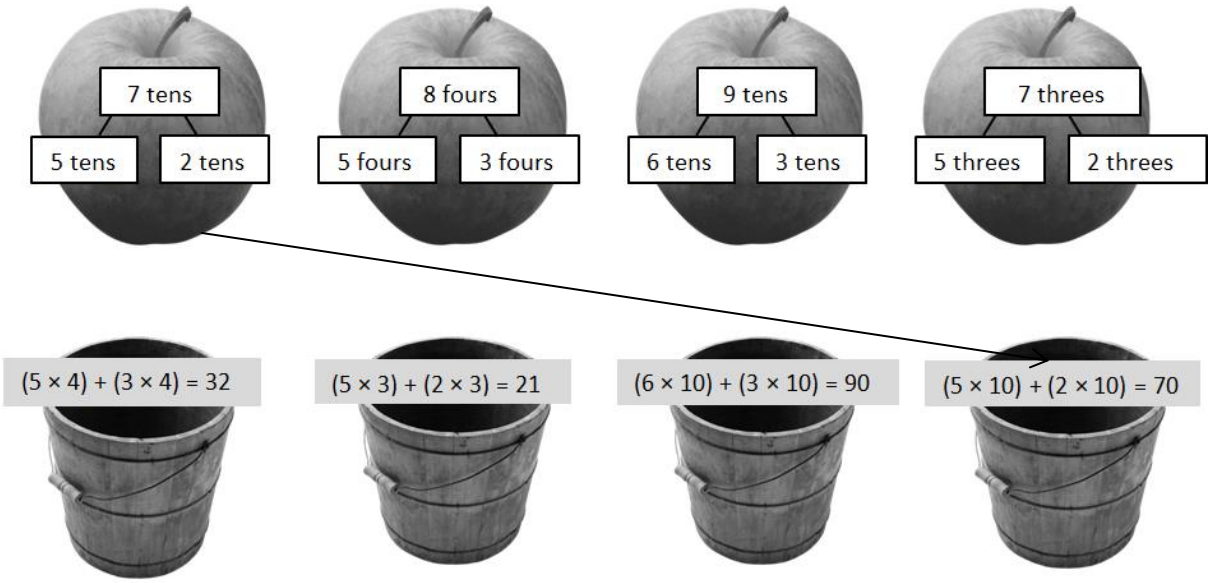
_____ + _____ = _____

9 × 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.




Brighter Choice
Charter School for Boys
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.

Vocabulary:

- Inverse Operation
- Quotient
- Distributive property
- Decompose
- Segment
- Dividend

Name: _____ Week 5 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Multiplication: 0 - 5

a. 5 x 5 = 25 | 4 x 7 = 28 | 2 x 2 | 1 x 10 | 4 x 0

b. 3 x 3 | 1 x 0 | 5 x 8 | 2 x 4 | 3 x 6 | 5 x 9 | 3 x 7

c. 2 x 9 | 4 x 8 | 4 x 4 | 5 x 7 | 4 x 10 | 3 x 9 | 1 x 8

d. 0 x 5 | 3 x 8 | 2 x 6 | 3 x 1 | 4 x 6 | 2 x 5 | 6 x 0

e. 2 x 3 | 3 x 6 | 5 x 4 | 4 x 9 | 2 x 8 | 3 x 7 | 5 x 3

f. 5 x 10

5 x 6 | 4 x 3 | 0 x 10

g. 2 x 2 | 4 x 7 | 9 x 1 | 2 x 4

Name: _____ Week 5 Day 5 Date: _____

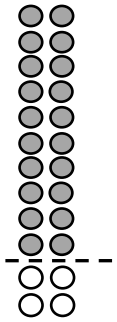
BCCS-B Harvard Yale Princeton

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 ÷ 2 =



(20 ÷ 2) = 10___

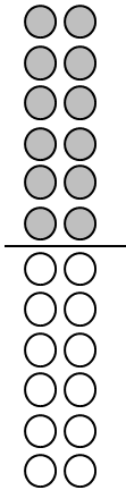
(4 ÷ 2) = _____

(20 ÷ 2) = (20 ÷ 2) + (4 ÷ 2)

= 10 +_____

= 12

b. Tamim draws the array below to find the answer to 24 ÷ 2. Explain his strategy.



_____

_____

_____

_____

_____

_____

Review of Inverse operations:

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

30 ÷ 3 = _____ → 3 x __10___ = 30

6 ÷ 3 = _____ → 3 x _____ = 6

20 ÷ 5= _____ → 5 x _____ = 20

5 ÷ 5= _____ → 5 x _____= 5

20 ÷ 4 = _____ → 4 x _____ =20

8 ÷ 2 = _____ → 2 x _____ = 8

12 ÷ 4= _____ → 4 x _____ =12

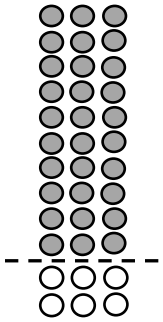
Name: _____ Week 5 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

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

a. 36 ÷ 3 =



(30 ÷ 3) = 10

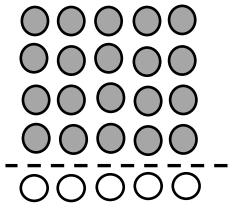
(6 ÷ 3) = 2

(36 ÷ 3) = (30 ÷ 3) + (6 ÷ 3)

= 10 + 2

= 12

b. 25 ÷ 5 =



(20 ÷ 5) = 4

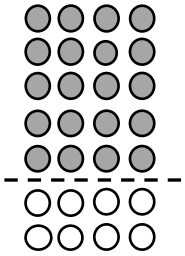
(5 ÷ 5) = _____

(25 ÷ 5) = (20 ÷ 5) + (5 ÷ 5)

= 4 + _____

= ____

c. 28 ÷ 4 = _____



(20 ÷ 4) = _____

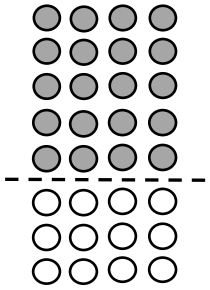
(____ ÷ 4) =

(28 ÷ 4) = (20 ÷ 4) + (____ ÷ 4)

= _____ + _____

= _____

d. 32 ÷ 4 = _____



(20 ÷ 4) = _____

(____ ÷ 4) =

(32 ÷ 4) = (20 ÷ 4) + (____ ÷ 4)

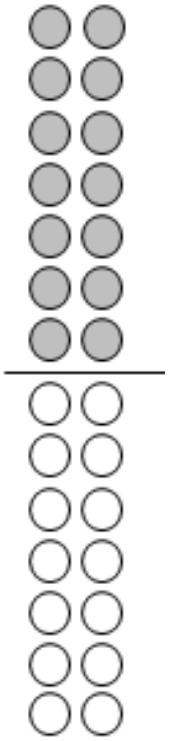
= _____ + _____

= _____

Name: _____ Week 5 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

2. Mrs. Blomgren draws the array below to find the quotient for 28 ÷ 2. Explain her strategy.



_____

_____

_____

_____

_____

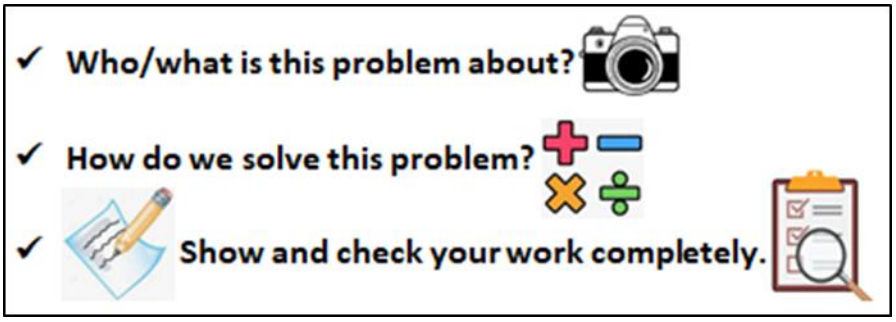
_____

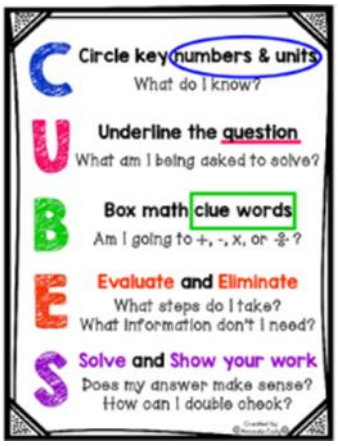
_____

_____

Name: _____ Week 5 Day 5 Date: _____

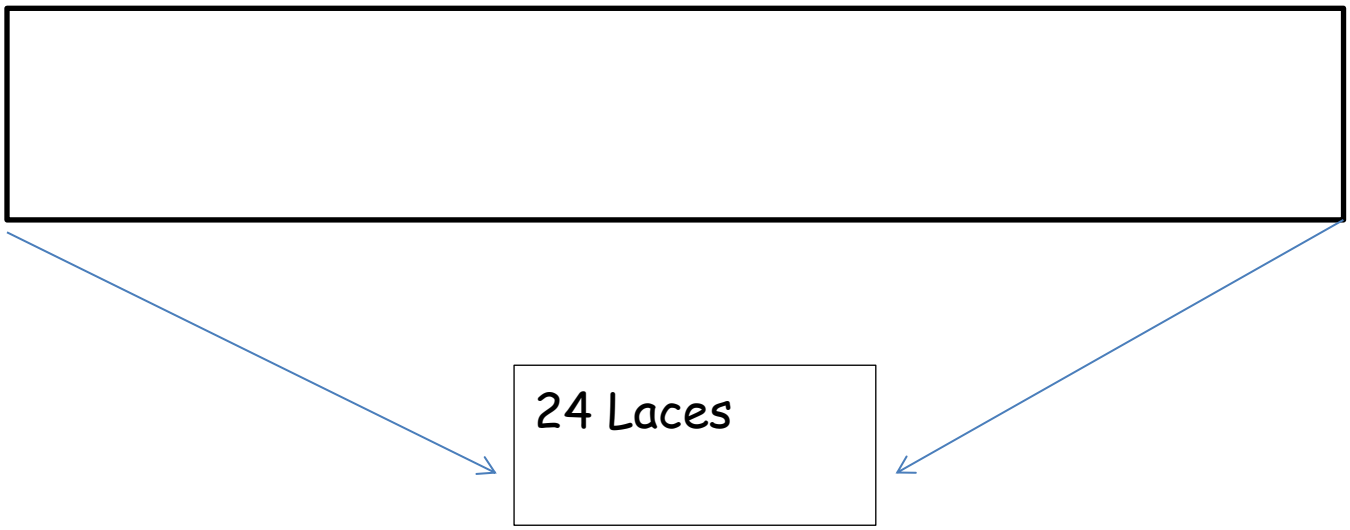
BCCS-B Harvard Yale Princeton





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?**



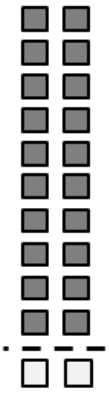
Name: _____ Week 5 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

Complete the equations below to solve 22 ÷ 2 = _____.

10



(20 ÷ 2) = _____

(_____ ÷ 2) = _____

(22 ÷ 2) = (20 ÷ 2) + (_____ ÷ 2)

= _____ + _____

= _____

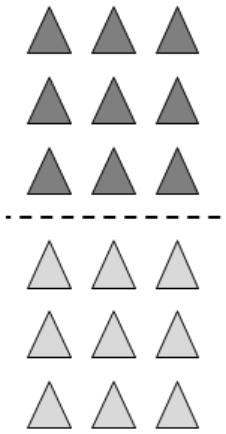
Name: _____ Week 5 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

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

a. $18 \div 3 =$ _____



$(9 \div 3) = 3$

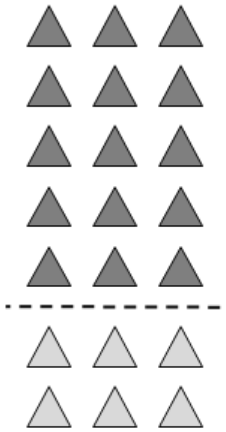
$(9 \div 3) =$ _____

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

$= \underline{3} +$ _____

$= \underline{6}$

b. $21 \div 3 =$ _____



$(15 \div 3) = 5$

$(6 \div 3) =$ _____

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

$= \underline{5} +$ _____

$=$ _____

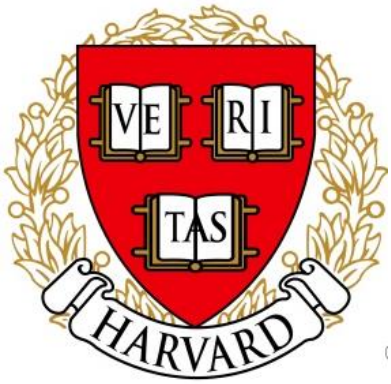
2. Max divides 36 pencils equally into 9 groups. How many pencils are in each group? Draw a tape diagram or an array.

Brighter Choice Charter School for Boys

Name _____

3rd Grade Modified Math Remote Learning Packet

Week 6



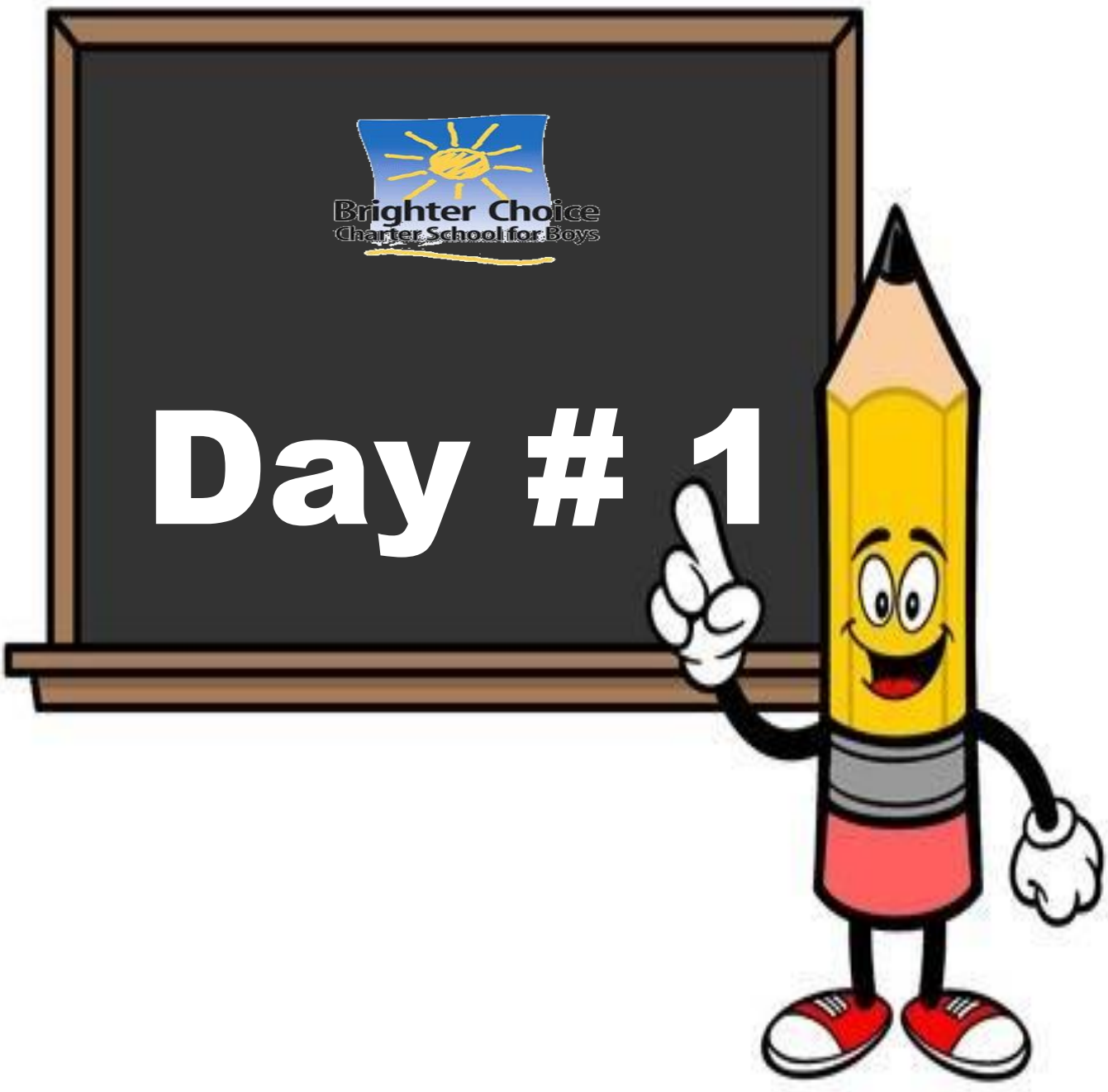
Dear Educator,

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 under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
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.

Vocabulary:

- Reasonableness
- Product
- Quotient

Name: _____ Week 6 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

<u>Do Now</u>: Skip-count by 5 forward or backwards to fill in the blank.

5, 10, _15___	15, ____, 25
10, 15, _20___	35, ____, 45
15, 20, _25___	20, ____, 30
20, 25, _30___	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: _____

BCCS-B Harvard Yale Princeton

Input:

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

C ircle

U _____

B _____

E _____

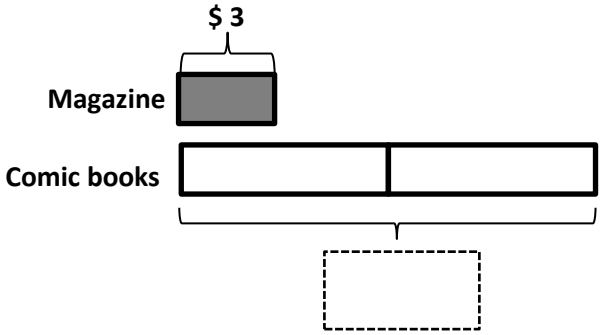
S _____

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

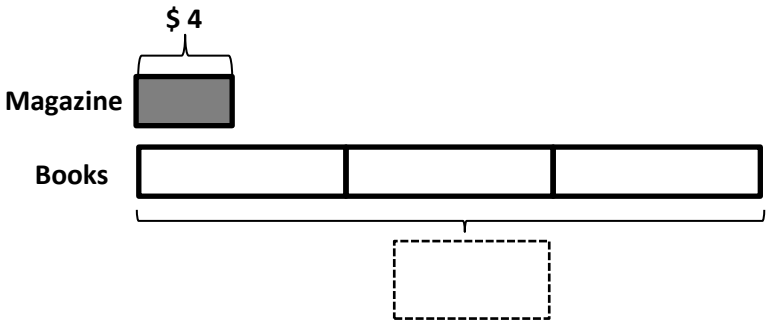
S

Name: _____ Week 6 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

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?

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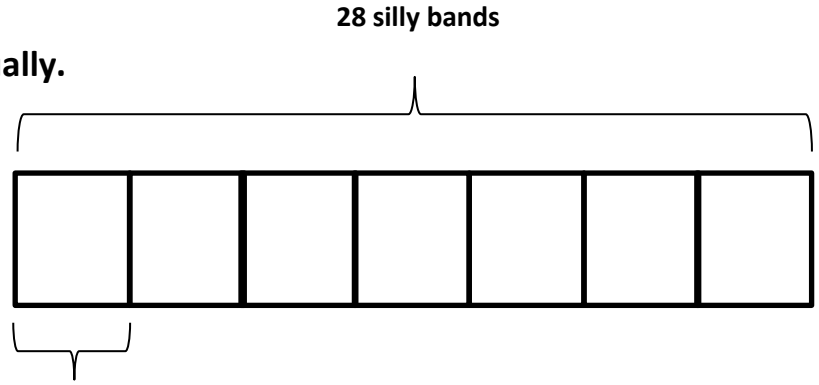
2. **Seven children share 28 silly bands equally.**



a. How many silly bands does each child get?

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

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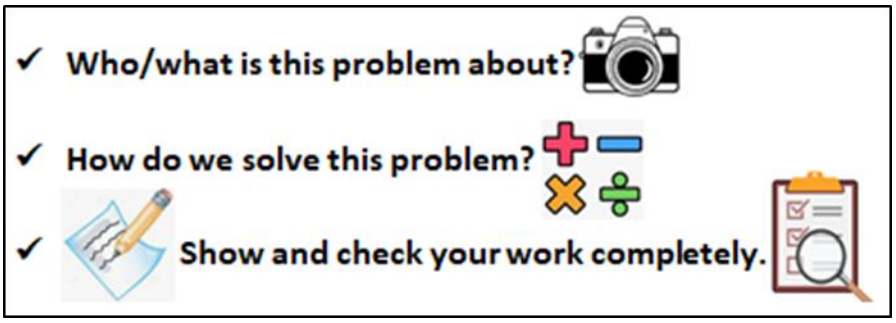
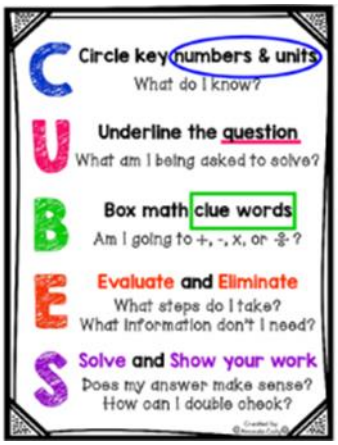
4. There are 25 blue balloons and 15 red balloons at a party. Five children are given an equal number of each color balloon. How many blue and red balloons does each child get?

C
U
B
E
S

Name: _____ Week 6 Day 1 Date: _____

BCCS-B Harvard Yale Princeton





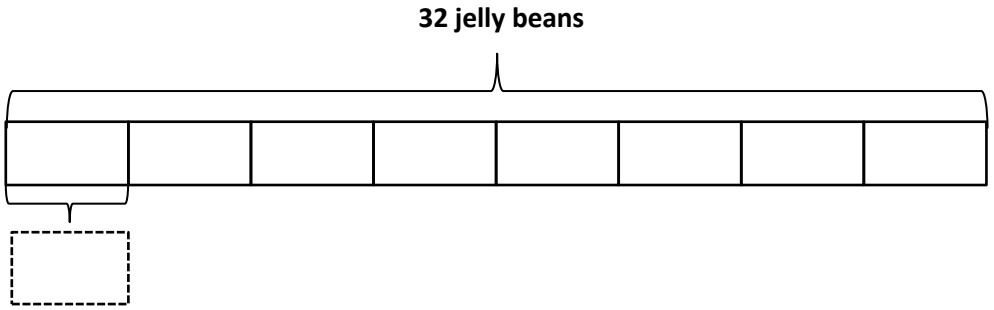
Application:

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: _____ Week 6 Day 1 Date: _____
BCCS-B Harvard 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?

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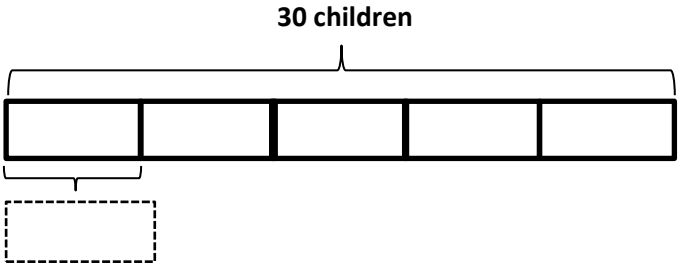
Name: _____ Week 6 Day 1 Date: _____
BCCS-B Harvard Yale Princeton

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
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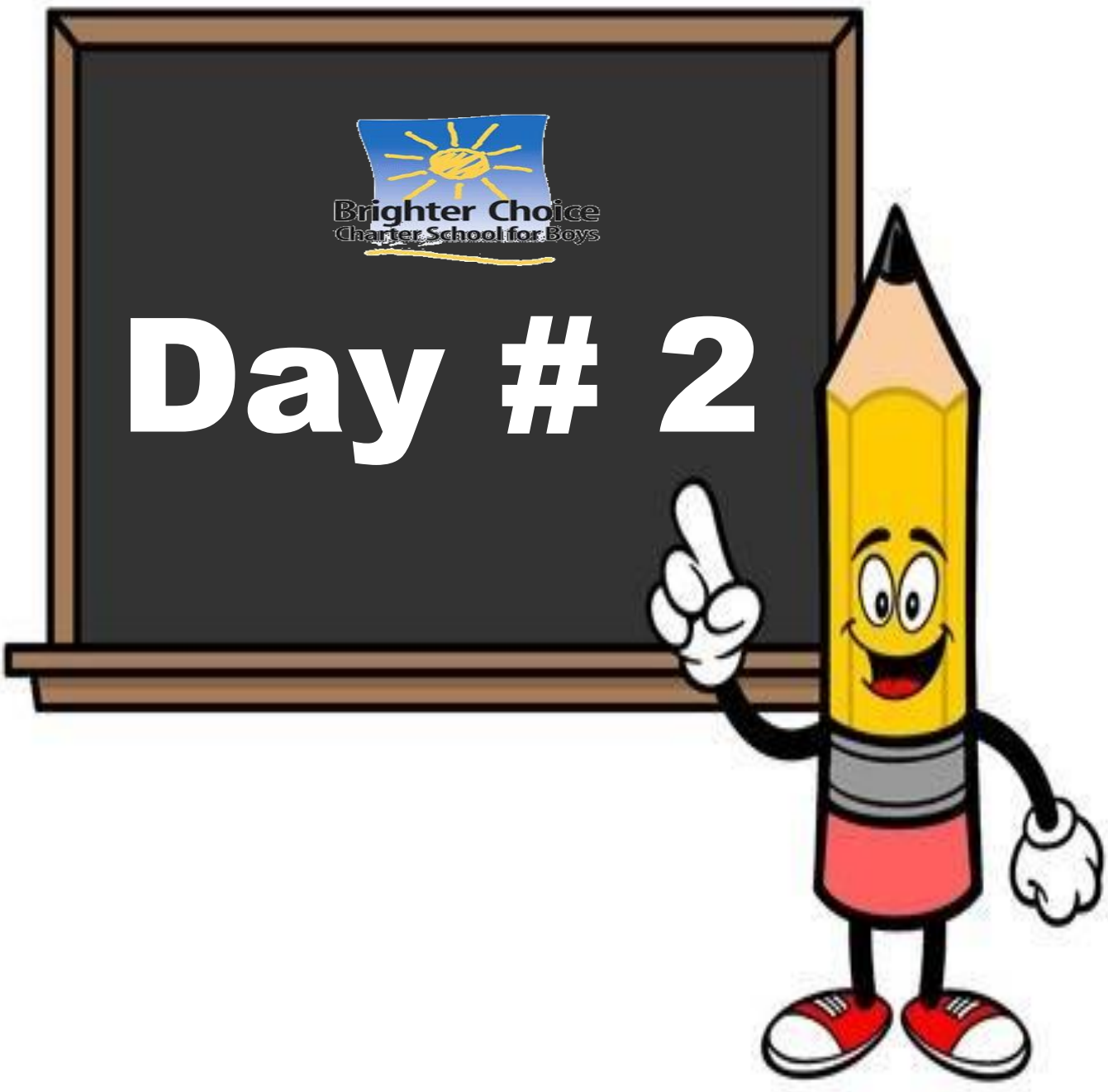

Brighter Choice
Charter School for Boys
Day # 2

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.

Vocabulary:

- Reasonableness
- Product
- Quotient
- Sum
- Difference

Name: _____ Week 6 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Do Now: Multiply to find the product

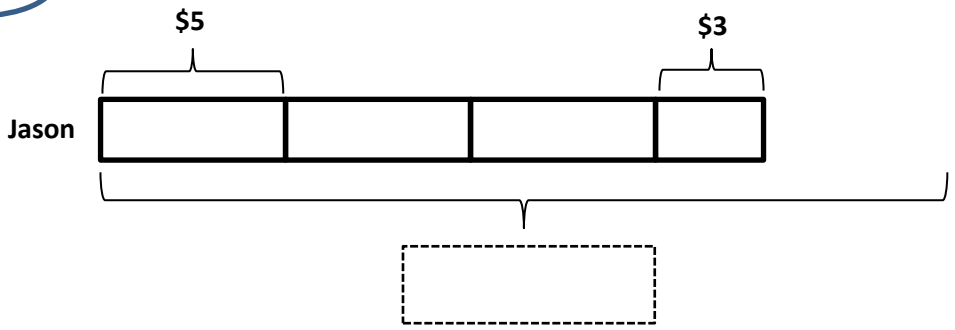
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20
5 x 5 = _____	5 x 1 = _____	5 x 2 = _____	5 x 1 = _____
5 x 3 = _____	5 x 1 = _____	5 x 4 = _____	5 x 1 = _____
5 x 5 = _____	5 x 1 = _____	5 x 2 = _____	5 x 3 = _____
5 x 2 = _____	5 x 4 = _____	5 x 2 = _____	5 x 5 = _____
5 x 2 = _____	5 x 1 = _____	5 x 2 = _____	5 x 3 = _____
5 x 1 = _____	5 x 3 = _____	5 x 2 = _____	5 x 3 = _____
5 x 4 = _____	5 x 3 = _____	5 x 5 = _____	5 x 3 = _____
5 x 4 = _____	5 x 1 = _____	5 x 4 = _____	5 x 2 = _____
5 x 4 = _____	5 x 3 = _____	5 x 4 = _____	5 x 5 = _____
5 x 4 = _____	5 x 5 = _____	5 x 1 = _____	5 x 5 = _____
5 x 2 = _____	5 x 5 = _____	5 x 3 = _____	5 x 5 = _____
5 x 4 = _____	5 x 2 = _____	5 x 4 = _____	5 x 3 = _____
5 x 5 = _____	5 x 3 = _____	5 x 2 = _____	5 x 4 = _____
5 x 3 = _____	5 x 5 = _____	5 x 2 = _____	5 x 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?

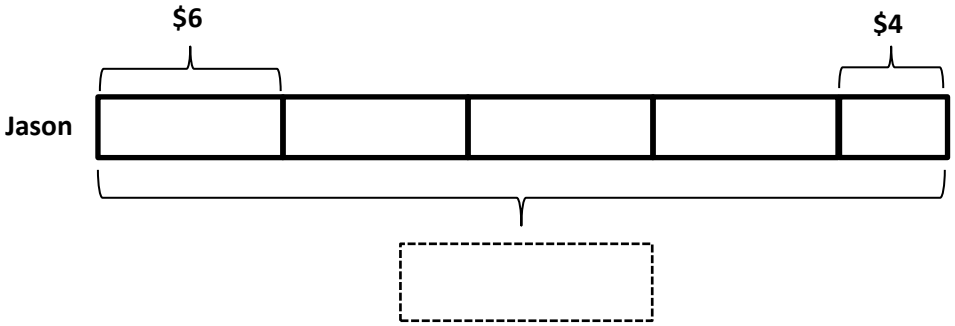
C
U
B
E
S

Name: _____ Week 6 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

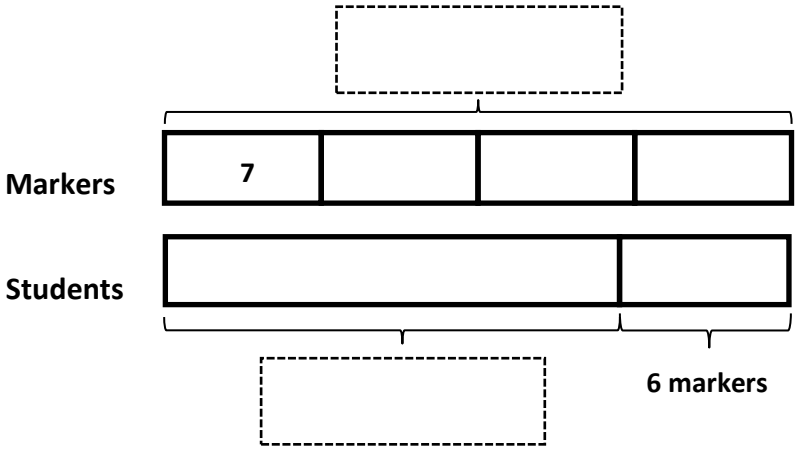
1. Chamar earns $6 per week for doing all his chores. On the fifth week, he forgets to take out the trash, so he only earns $4. Write and solve an equation to show how much Chamar earns in 5 weeks.



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.

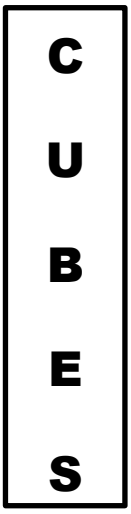


There are _____ students in Ms. Maisenbacher's class.

Name: _____ Week 6 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

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?



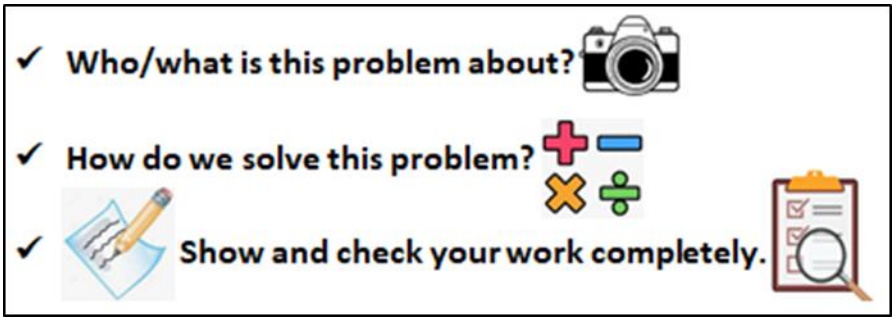
4. Elias buys 21 meters of ribbon. He cuts the ribbon so that each piece measures 3 meters in length.

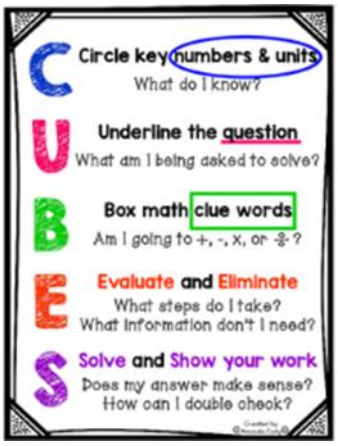
a. How many pieces of ribbon does he have?

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: _____

BCCS-B Harvard Yale Princeton

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
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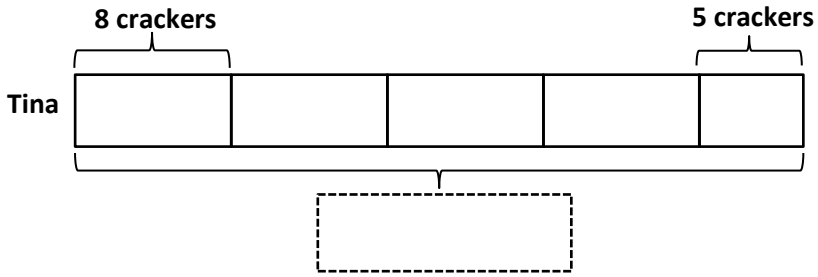
Name: _____ Week 6 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

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.**

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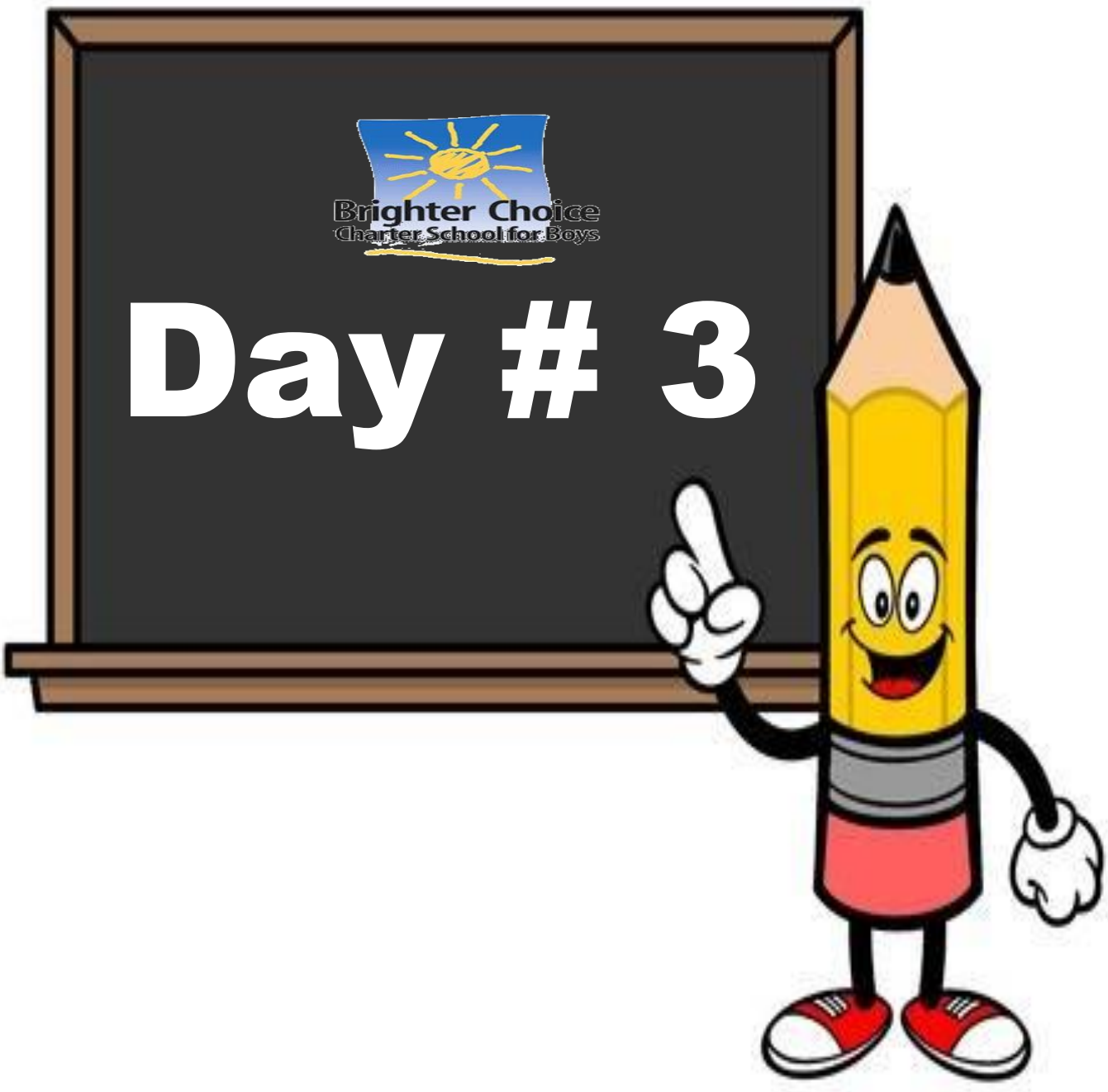

Brighter Choice
Charter School for Boys
Day # 3

Name: _____ Week 6 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

End of Module 1 Assessment Task

PRACTICE

Name: _____ Week 6 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

1) Which equation below is the corresponding inverse equation to 4x6=24?

a) 4x6= 24
b) 24x1=24
c) 24÷4=6
d) 1x24=24

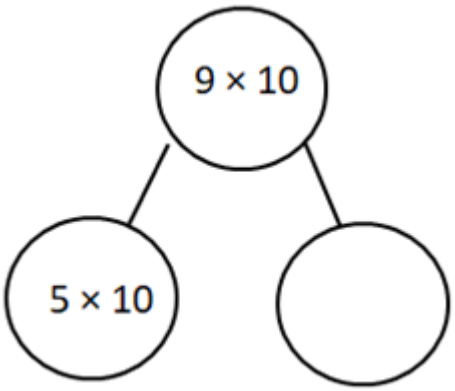
---

2) Which expression below is equivalent to 5x9 as stated in the commutative property?

a) 45x1
b) 9x5
c) 5x5
d) 5x4

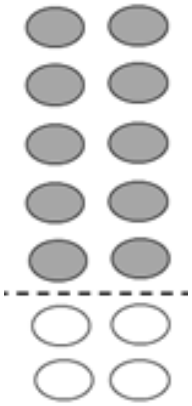
3**) Which number makes the number bond true?**

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



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 5x6=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 5x6 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 ÷ 6?

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

Name: _____ Week 6 Day 3 Date: _____

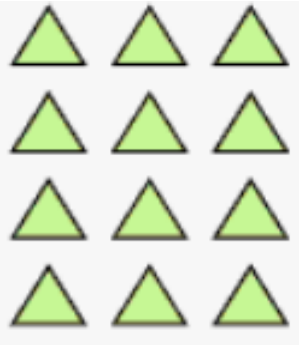
BCCS-B Harvard Yale Princeton

9) Which is equivalent to 40?

a) 8 fives
b) 9x4
c) 4 fours
d) 5x7

---

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?

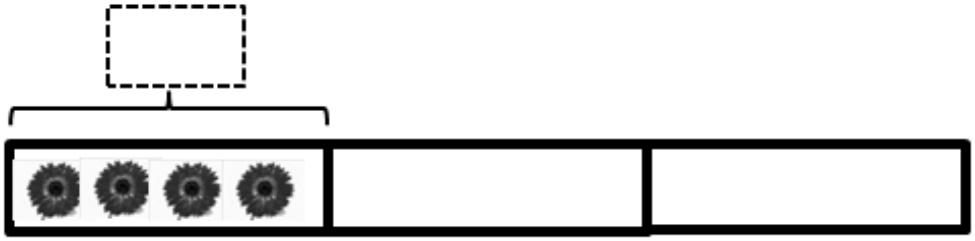
5 x 4

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 Harvard Yale 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: _____

BCCS-B Harvard Yale Princeton

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 x 3 = 3 × 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: _____

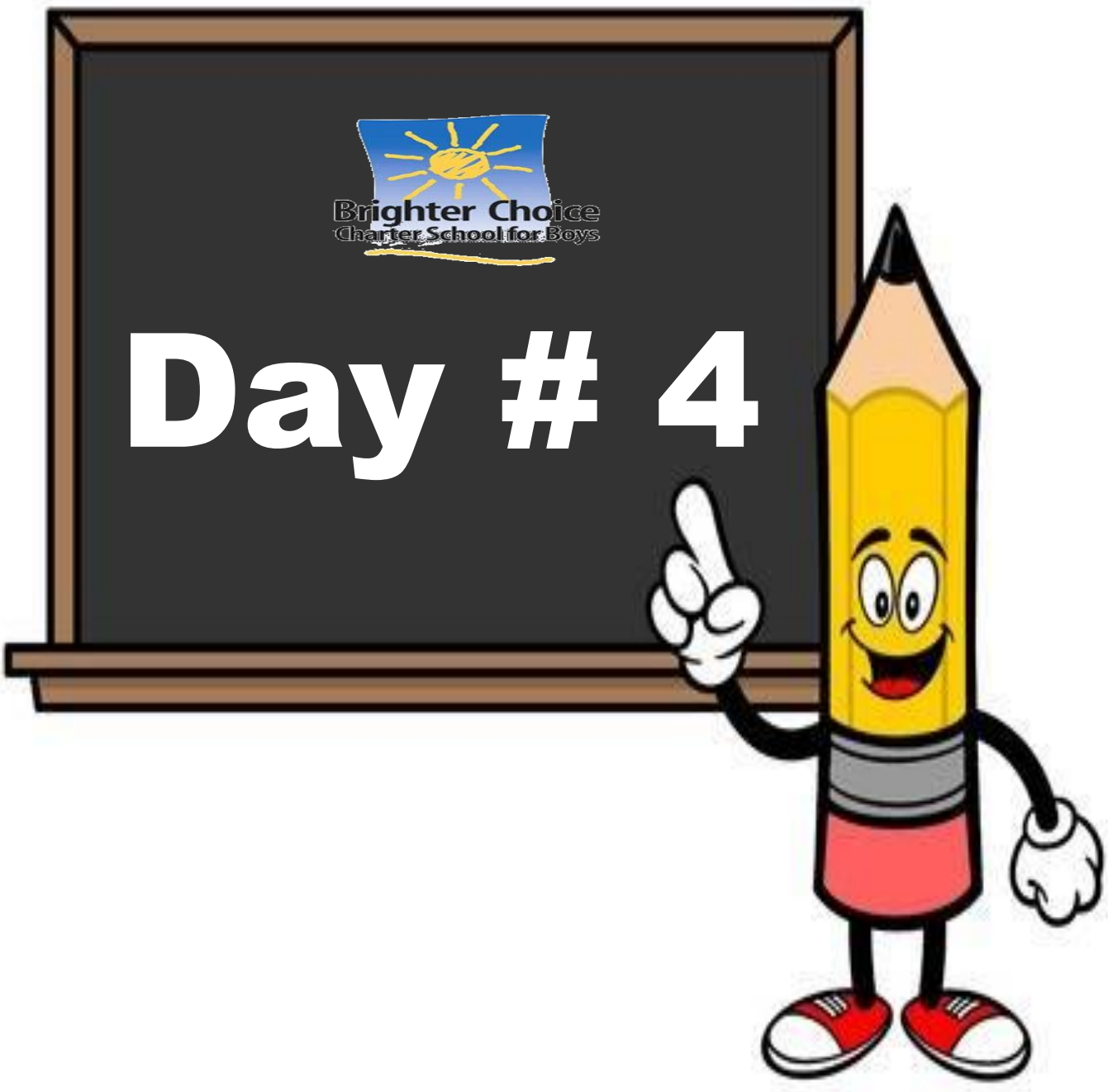
BCCS-B Harvard Yale Princeton

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

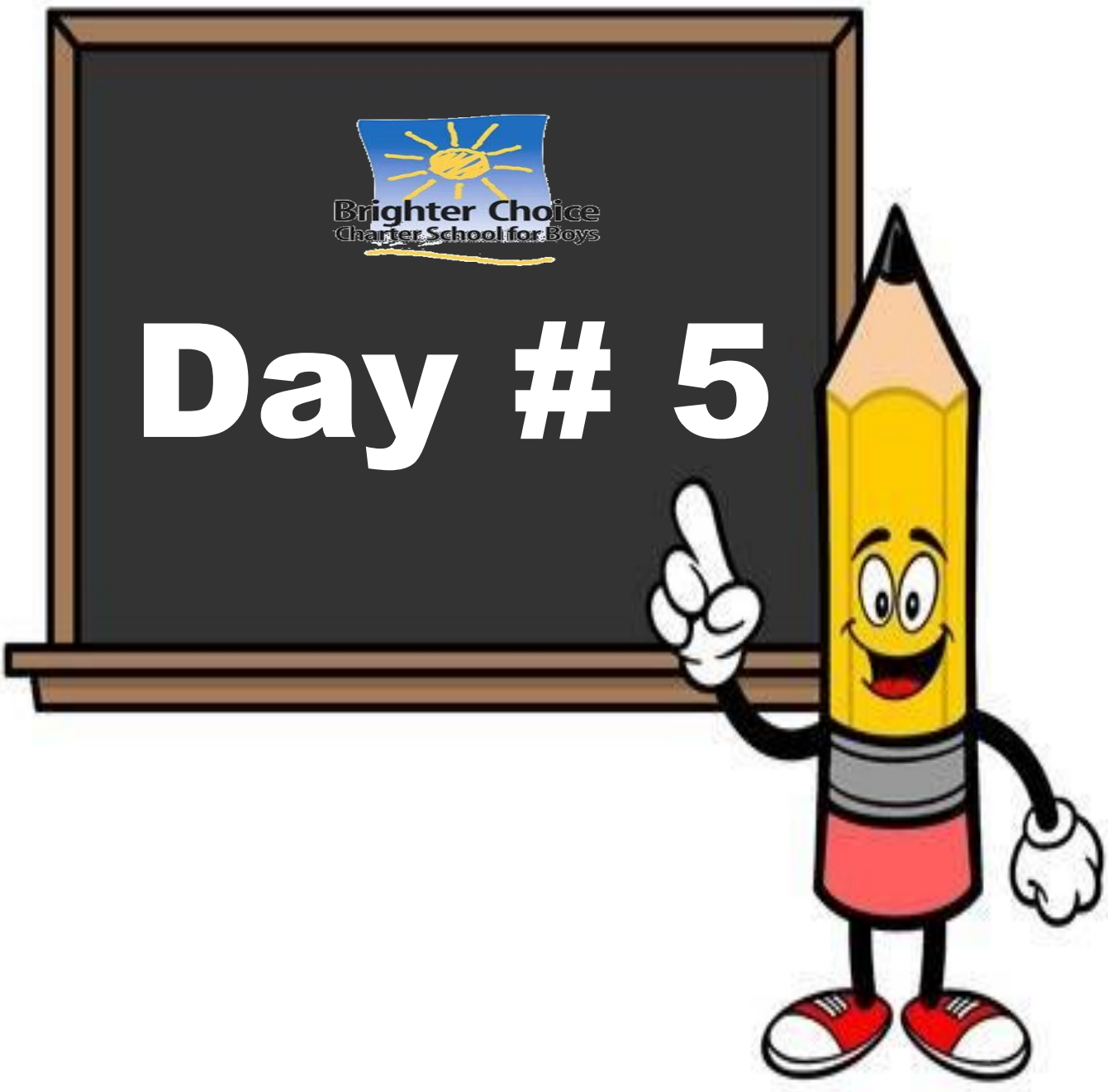
a. How many pumpkins did they pick in all?

b. Draw a tape diagram to show the problem.

c. How many pumpkins does each person get?

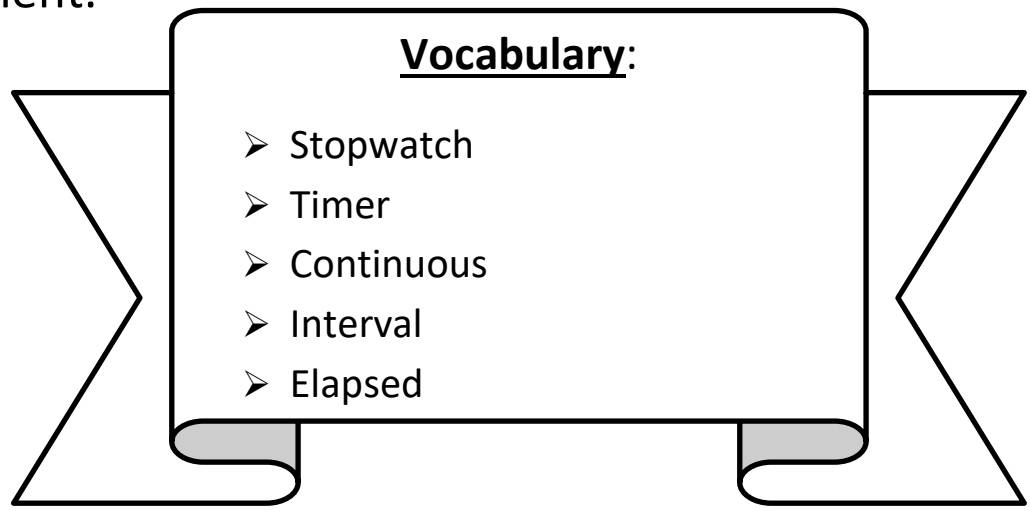

Brighter Choice
Charter School for Boys
Day # 4

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


Brighter Choice
Charter School for Boys
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.



Name: _____ Week 6 Day 5 Date: _____

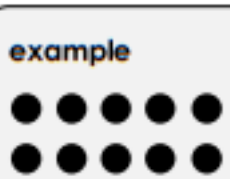
BCCS-B Harvard Yale Princeton

Do Now:

Multiplication Arrays

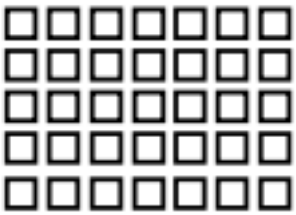
Write the multiplication fact shown by each array.

example



2 X 5 = 10

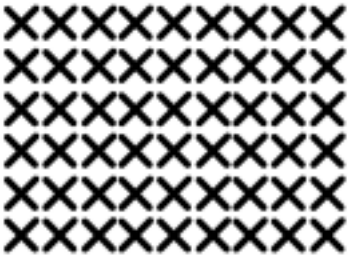
a.



b.

c.

d.

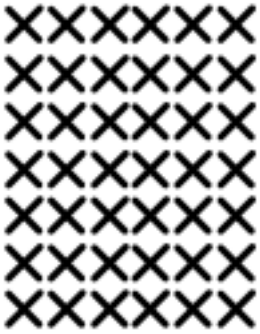


e.

f.

g.

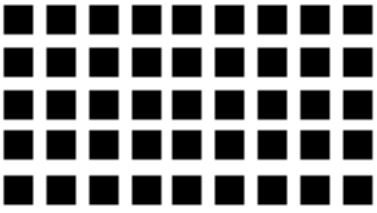
h.



i.

j.

k.



Name: _____ Week 6 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

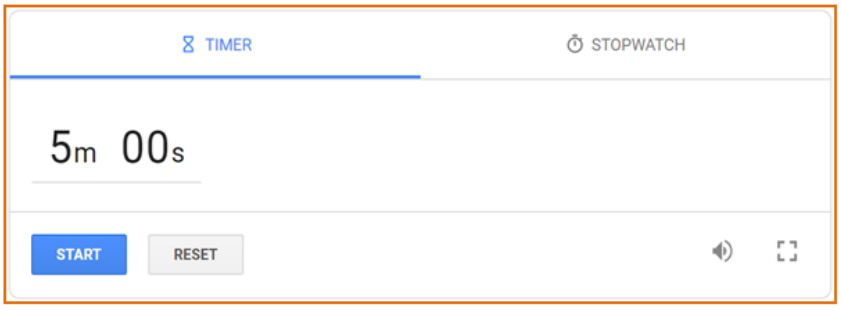
Input:

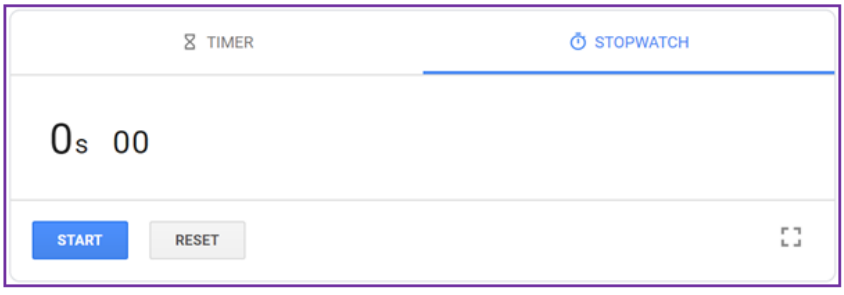
Time is a _____ measurement, which means that it does not stop. We use a _____or a _____ to time specific events. A timer counts down and a stopwatch counts up. A timer uses a specific interval and a stopwatch measures _____time or the passing of time.

How do we measure time?

Timer	Stopwatch
A **timer** counts down from a specified time interval ↓  *An interval represents the "start" and "stop" times.*	A **stopwatch** counts upwards ↑ from zero for measuring elapsed time.  *Elapsed time represents the time passed between two events.*

Understanding the timer and stopwatch we are using today





Name: _____ Week 6 Day 5 Date: _____

BCCS-B Harvard 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: _____ Week 6 Day 5 Date: _____

BCCS-B Harvard 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?

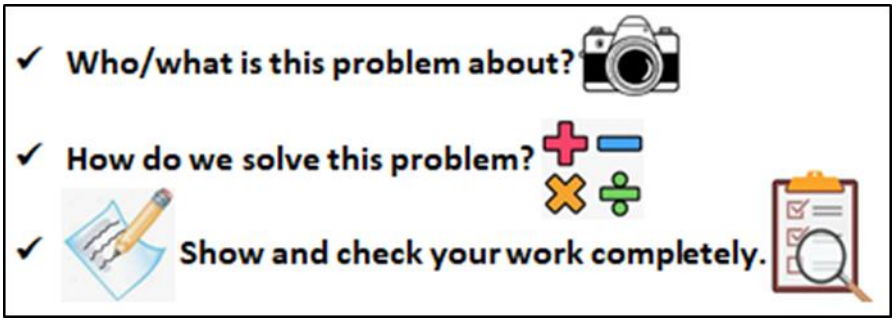
Maya	**16 seconds**
Riley	**15 seconds**
Jake	**14 seconds**
Nicholas	**15 seconds**
Adeline	**17 seconds**

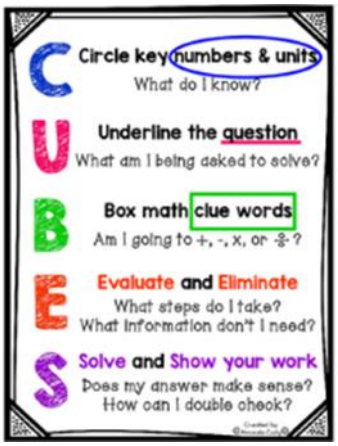
b. Who finished their jumping jacks in the exact same amount of time?

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: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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

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

   a. Who is the fastest runner?

   b. Who is the slowest runner?

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

Name: _____ Week 6 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

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?