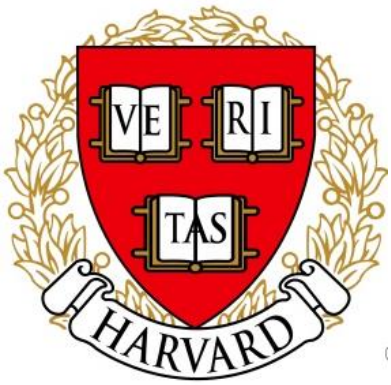
Name _____

3rd Grade Modified Math Remote Learning Packet

Week 3



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 find related multiplication facts using addition?

Objective: I can add equal groups to an array model to find related multiplication facts.

Vocabulary:

- **Array:** the way to represent multiplication or division using rays or columns.
- **Sum:** the answer in an addition problem.
- **Product:** the answer in a multiplication problem.

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Do Now:

Multiply by 2 to find the missing products below.

2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8
2 x 5 = 10	2 x 1 = _____	2 x 2 = _____	2 x 1 = _____
2 x 3 = _____	2 x 1 = _____	2 x 4 = _____	2 x 1 = _____
2 x 5 = _____	2 x 1 = _____	2 x 2 = _____	2 x 3 = _____
2 x 2 = _____	2 x 4 = _____	2 x 2 = _____	2 x 5 = _____
2 x 2 = _____	2 x 1 = _____	2 x 2 = _____	2 x 3 = _____
2 x 1 = _____	2 x 3 = _____	2 x 2 = _____	2 x 3 = _____
2 x 4 = _____	2 x 3 = _____	2 x 5 = _____	2 x 3 = _____
2 x 4 = _____	2 x 1 = _____	2 x 4 = _____	2 x 2 = _____
2 x 4 = _____	2 x 3 = _____	2 x 4 = _____	2 x 5 = _____
2 x 4 = _____	2 x 5 = _____	2 x 1 = _____	2 x 5 = _____
2 x 2 = _____	2 x 5 = _____	2 x 3 = _____	2 x 5 = _____
2 x 4 = _____	2 x 2 = _____	2 x 4 = _____	2 x 3 = _____
2 x 5 = _____	2 x 3 = _____	2 x 2 = _____	2 x 4 = _____
2 x 3 = _____	2 x 5 = _____	2 x 2 = _____	2 x 4 = _____

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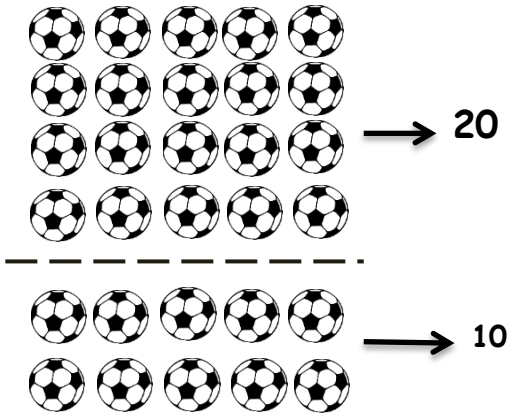
Input:

We can use _____ multiplication facts to help us with more complicated ones. Some familiar facts include **twos, fives, and tens.** In an array, we can add additional _____ groups or _____ to our familiar facts. We find the _____ of the two smaller products to find a larger product.

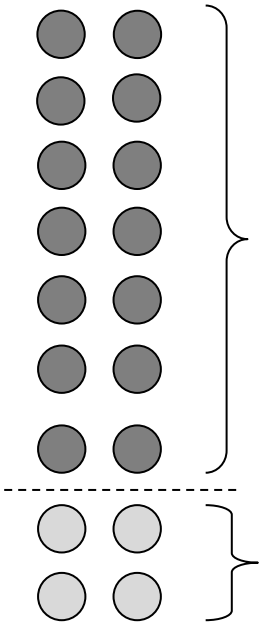
1. The team organizes soccer balls into 4 rows of 5. The coach adds 2 rows of 5 soccer balls. Complete the equations to describe the total array.



4 fives + 2 fives = _____ fives (5,10,15,20,25,30)

_____ × 5 = _____

2.

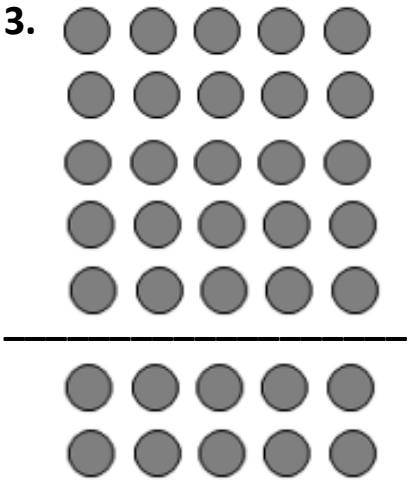


7 × 2 = ___

Add the total circles to get the product

2 × 2 = ___

3.



5x5=_____

2x5=_____

14 + 4 = _____

_____ × 2 = ____

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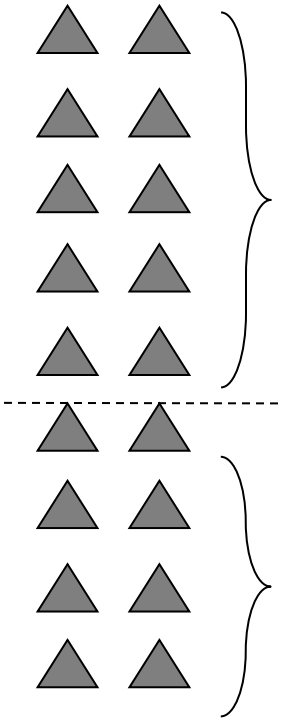
Problem Set

1)



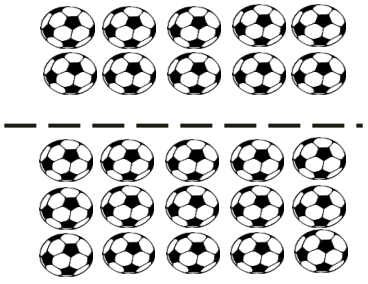
5 × 2 = ___

4 × 2 = ___

9 × 2 = _____

Draw an array that shows 9x2

2) The team organizes soccer balls into *2 rows of 5*. The coach adds *3 rows of 5* soccer balls. Complete the equations to describe the total array.



a. (5 + 5) + (5 + 5 + 5) = _____

b. 2 fives + 3 fives = _____ fives

c. _____ × 5 = _____

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3**. Franklin collects stickers. He organizes his stickers in *5 rows of four*.**

a. Draw an **array** to represent Franklin's stickers. Use an **x** to show each sticker.

X X X X ⟵ First row done for you.

Add two more rows

b. Solve the equation to find Franklin's total number of stickers. 5 × 4 = _____

c. Franklin ***adds 2 more rows***. Use circles to show his new stickers on the array in above.

d. Complete the equation to show how you add the totals of 2 multiplication facts to find Franklin's total number of stickers.
_____ + _____ = 28

e. Complete the unknown to show Franklin's total number of stickers.

_____ × 4 = 28

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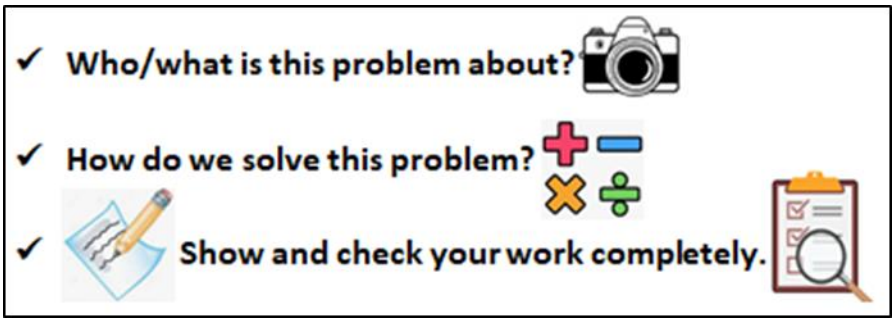

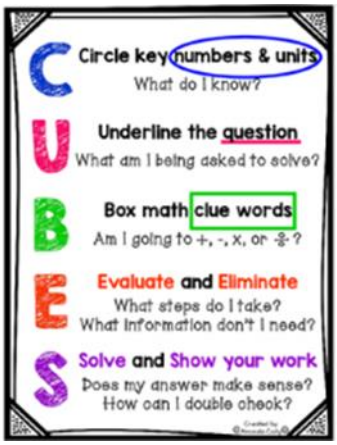

Application:

Mr. Mercado puts his work tools in an **array of 6x5**. His friend Mr. John adds his tools in an array of ***3 rows of 5***. How many tools do they have **together**? Write a complete multiplication sentence.

add

Array 6x5

Array 3 rows of 5

Total tools_____

_____ x_____ = _____

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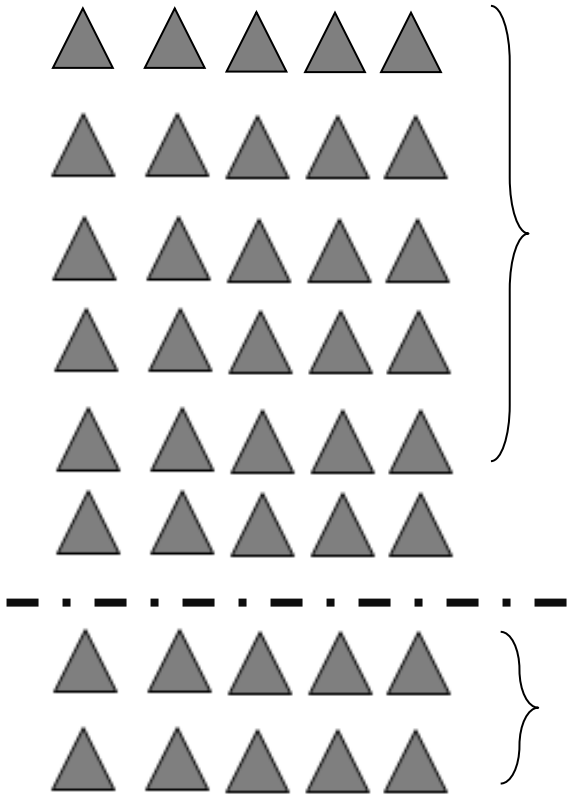
Exit Ticket:

Add equal group of five to fill in the blanks below.



6 × 5 = ___

8 x 5 = _____

2 × 5 = ___

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Homework

3×4

1. Dan organizes his stickers into *3 rows of four*. Irene *adds 2 more rows* of stickers. Complete the equations to describe the total number of stickers in the array.

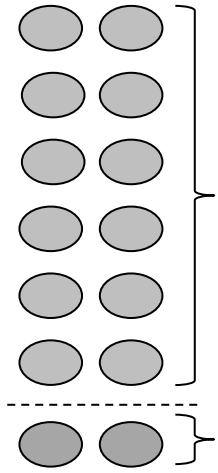
a. (4 + 4 + 4) + (4 + 4) = _____

(12) **(8)**

b. 3 fours + __2____ fours = _____ fours

c. _____ × 4 = _____

2. 7x2= _____



6 × 2 = ___

1 × 2 = ___

12 + 2 = _____

_____ × 2 = 14

3. Mrs. Mclean puts her make-up brushes in an **array of 7x5**. Her sister Jess **adds** her make-up brushes in an array of **3 rows of 5**. How many make-up brushes do they have **together**? Write a complete multiplication sentence. **(this problem has 4 steps)**

_____ + _____ = _____

_____ x _____ = _____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Day # 2

Name: _____ Week 3 Day 2 Date: _____

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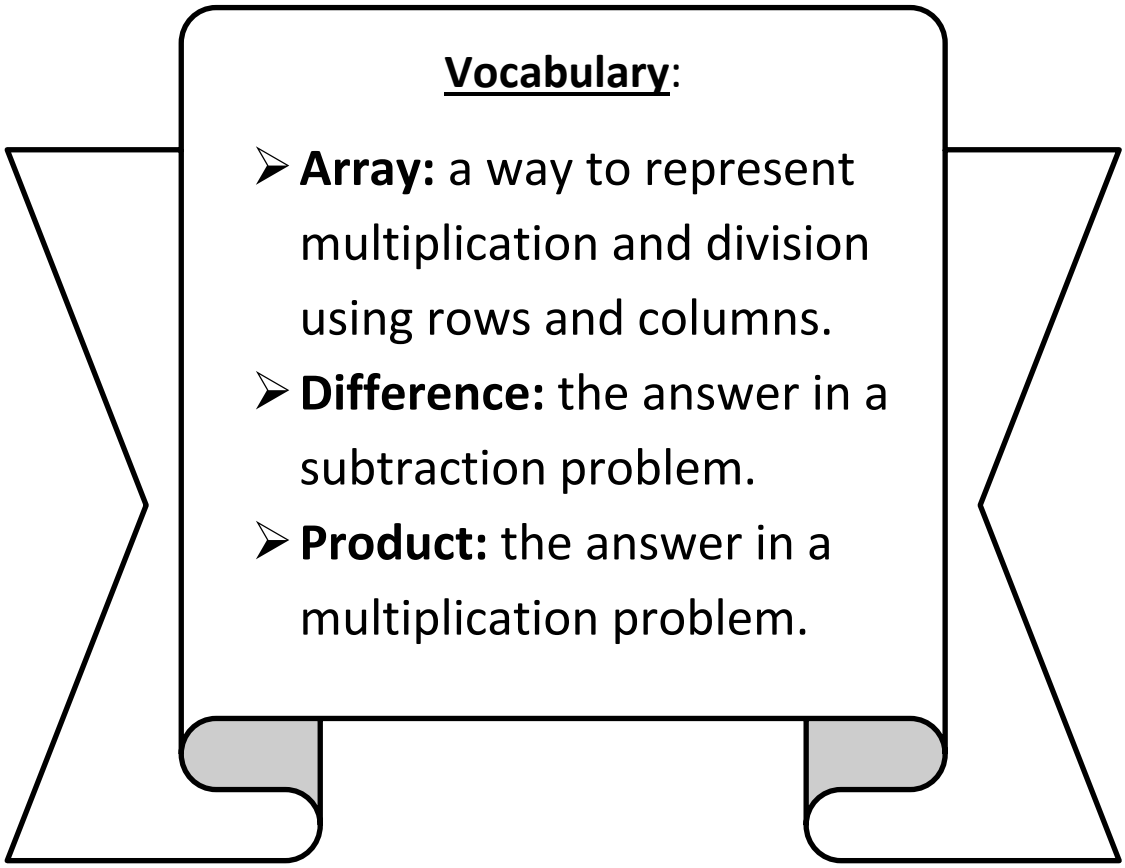
LEQ: How can I find related multiplication facts using subtraction?

Objective: I can subtract equal groups in array models to find related multiplication facts.



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Do Now:

2 x 1 = _____	2 x 2 = _____	2 x 3 = _____	2 x 4 = _____
2 x 5 = _____	2 x 1 = _____	2 x 2 = _____	2 x 1 = _____
2 x 3 = _____	2 x 1 = _____	2 x 4 = _____	2 x 1 = _____
2 x 5 = _____	2 x 1 = _____	2 x 2 = _____	2 x 3 = _____
2 x 2 = _____	2 x 4 = _____	2 x 2 = _____	2 x 5 = _____
2 x 2 = _____	2 x 1 = _____	2 x 2 = _____	2 x 3 = _____
2 x 1 = _____	2 x 3 = _____	2 x 2 = _____	2 x 3 = _____
2 x 4 = _____	2 x 3 = _____	2 x 5 = _____	2 x 3 = _____
2 x 4 = _____	2 x 1 = _____	2 x 4 = _____	2 x 2 = _____
2 x 4 = _____	2 x 3 = _____	2 x 4 = _____	2 x 5 = _____
2 x 4 = _____	2 x 5 = _____	2 x 1 = _____	2 x 5 = _____
2 x 2 = _____	2 x 5 = _____	2 x 3 = _____	2 x 5 = _____
2 x 4 = _____	2 x 2 = _____	2 x 4 = _____	2 x 3 = _____
2 x 5 = _____	2 x 3 = _____	2 x 2 = _____	2 x 4 = _____
2 x 3 = _____	2 x 5 = _____	2 x 2 = _____	2 x 4 = _____

Name: _____ Week 3 Day 2 Date: _____

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Input:

I can subtract _____ known smaller facts in array models to solve a_____known fact. For example, 9x3 is very close to _____**.**

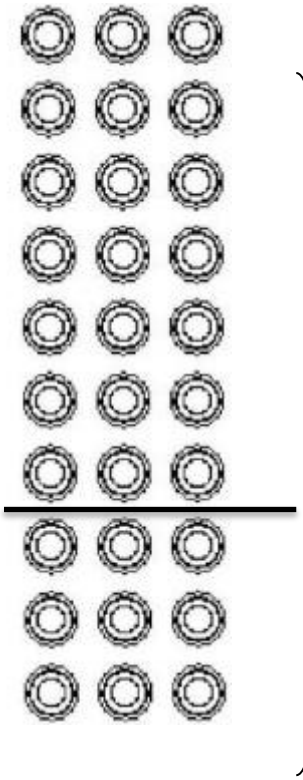
10x3 is easier to solve because it's easier to count by _____ than it is to count by 9.

We can use 10x3= _____ to solve for 9x3.

10 threes- 1 three= 9 threes

30 – ____ **=** _____

1.



10 × 3 = ___

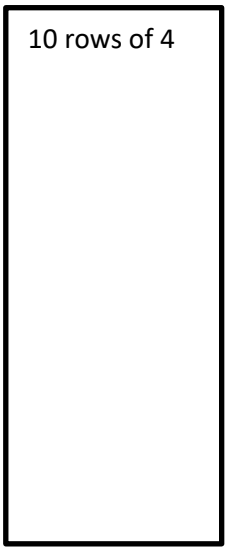
3 × 3 = ___

30 – _____ = ____

7 x 3 = ____

2.

Mr. Thompson organizes his shirts into an array of **10 rows of 4**. He **removes 1 row of 4** shirts to set up his outfits for work. How many shirts did Mr. Thompson leave organized in the array? (**removes means to take away**)



9 x 4 =_____

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Mrs. Stines slices potatoes for chips. She places **10 rows of two potato slices** on a baking sheet.

1. Write an equation to describe the number of potato slices Mrs. Stines bakes.

_____ × ___2____ = _____

2. When the potatoes are baked, Mrs. Stines uses some for a recipe. **There are 3 rows of two potato slices left on the pan. (subtraction, cross out all the potatoes used)**

a. Complete the equation below to show how many potato slices Mrs. Stines uses.

_____ twos – _____ twos = _____twos

b. 20 – _____ = 14

c. Write an equation to describe the number of potato slices Mrs. Stines **uses.**

_____ × 2 = _____

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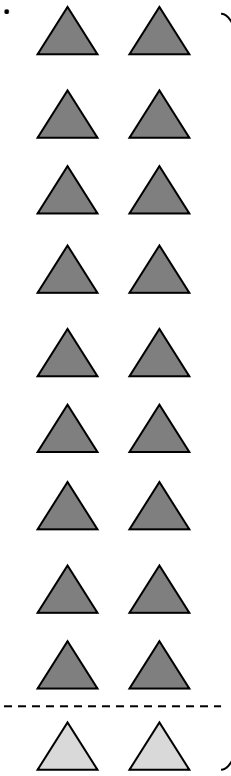
Problem Set:

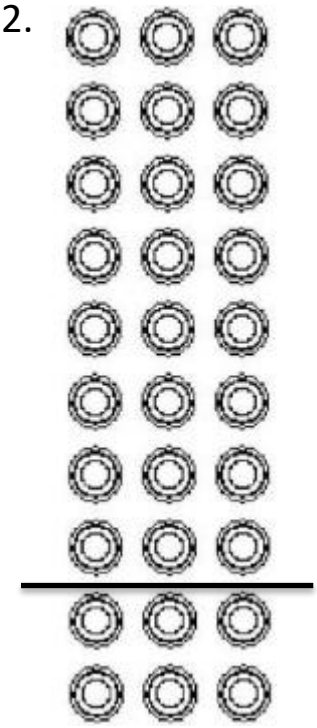
1.



10 × 2 = ___

1 × 2 = ___

2.



10 × 3 = ___

2 × 3 = ___

20 – _____ = 18

9 × 2 = _____

9 + 9=_____

30 – 6 = ____

8 ×3 = _____

subtract

3) Mr. Young organizes his sneakers into an **array of 10 rows of 5**. He **removes 1 row of 5 sneaker**s to set up his outfits for work. How many sneakers did Mr. Young leave organized in the array? (add what he has left)

X X X X X ⟵ First row done

9 x 5 = _____

Name: _____ Week 3 Day 2 Date: _____

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Mrs. Mercado slices oranges for breakfast. She places 10 rows of two orange slices on a tray.

1. Write an equation to describe the number of orange slices Mrs. Mercado cuts.

_____ × _____ = _____

2. Mrs. Mercado uses some orange slices for a recipe. There are **4 rows of two orange slices left** on the tray. (subtract what was used)

a. Complete the equation below to show how many orange slices Mrs. Mercado uses.

_____ twos – _____ twos = _____twos

b. 20 – _____ = 12

c. Write an equation to describe the number of orange slices Mrs. Mercado uses.

_____ × 2 = _____

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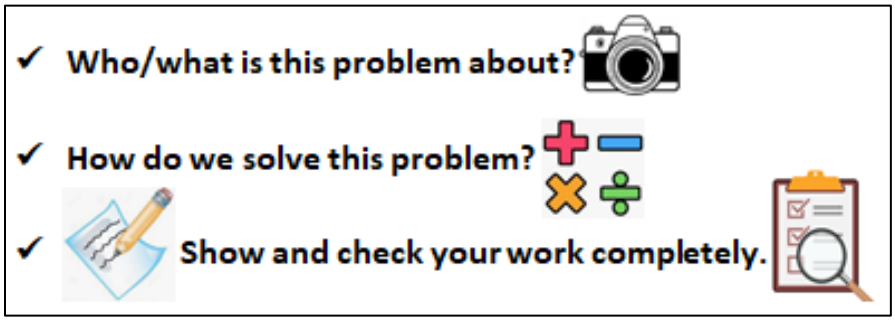

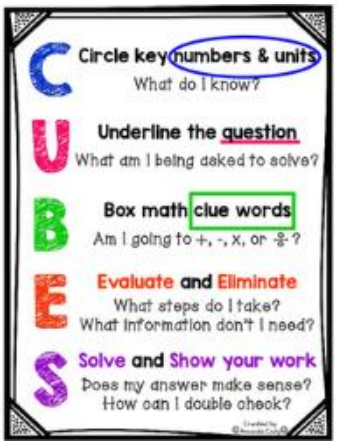

Application:

Jenny has an array of **3 by 10** pieces of chocolate. She **eats one row and gives another row to her mother**. (Two rows are now missing)

How many pieces of chocolate does Jenny **have left**?

Draw 3 by 10 or 3x10

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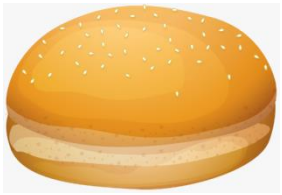
Exit Ticket:



Mrs. Stern roasts bread. She places *10 rows of two* buns on a baking sheet.

1. Write an equation to describe the number of buns Mrs. Stern bakes.

_____ × ___2____ = ___20____

2. When the bread is baked, Mrs. Stern uses some for a recipe. **There are 2 rows of two buns left on the pan. Cross out all but 2 rows of two buns.**

a. Complete the equation below to show how many garlic cloves Mrs. Stern uses.

_____ twos – _____ twos = _____twos

b. 20 – _____ = 16

c. Write an equation to describe the number of garlic cloves Mrs. Stern uses.

_____ × 2 = _____

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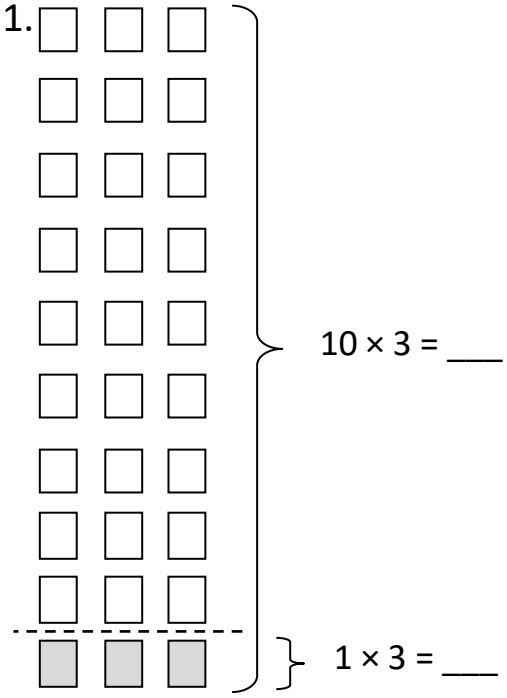
Homework:

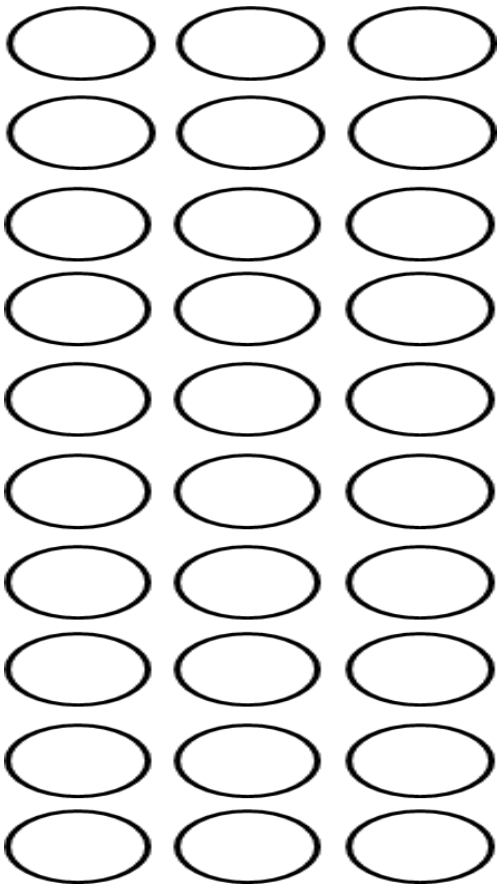
1. 

30 – 3 = _____

9 x 3 = _____

2. **Shade** in 8x3. (color in)

8 x 3 = ____



3. Kenny has an array of **6 by 10** cookies. **He eats one row and gives another row to his mother**. How many pieces of chocolate does Kenny **have left**?

XXXXXXXXXX


Brighter Choice
Charter School for Boys
Day # 3

Name: _____ Week 3 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

LEQ: How can I review my skills in topics A-C to prepare for the Mid Module Assessment?

Objective: I can take good notes, and ask/answer questions to review my skills in topics A-C to prepare for the Mid Module Assessment.

Third Grade

Mid-Module Math Assessment

REVIEW

Name: _____ Week 3 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Choose *one answer* for each problem below. Please make sure that your bubble sheet matches your answer for each question.

1) Mrs. Clute organizes her <u>10 strawberries equally into 2</u> shelves. How many strawberries did Mrs. Clute put on each shelf?

~~a. 4~~

b. 5

c. 10

d. 2

Draw it

2) What is the product of 4 sixes? 4x6

a. 10

b. 24

~~c. 12~~

d. 18

Draw it

3) Ms. Sherman, Mrs. Boomhower, Mrs. Blomgren, and Mr. Moore each write a multiplication equation for the array below. Who do you agree with?

a. Ms. Sherman: 3x4=12

b. Mrs. Boomhower: 4x3=12

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4) Which array shows 4x6?

a. b. c. d.

5) Mrs. Wise has a home garden. She plants <u>4 rows of 3</u> tomato plants. How many tomato plants did Mrs. Mercado plant in all?

a. 9

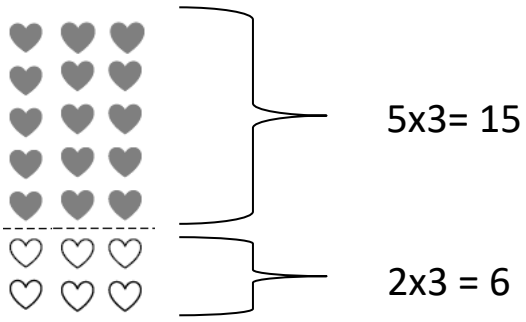
b. 3

c. 12

d. 18

Draw it

6) Which multiplication sentence does the diagram below represent?



a. 7x3= 21

b. 5x3= 15

c. 2x3=6

d. 3x2= 6

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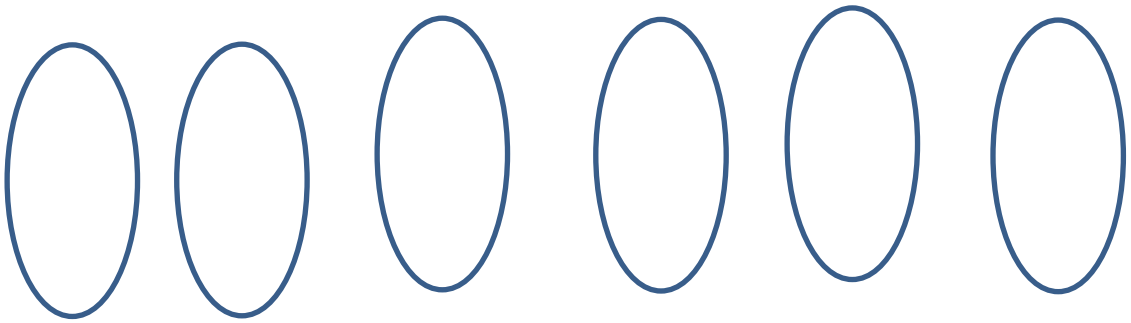
7) Mr. Young organizes *30* markers into bags equally. If Mr. Young used *6 bags*, how many markers did he put in each bag?

a. 30

b. 4

c. 5

D. 36



Draw how many markers go into each bag evenly.

8) Which expression below can be used to find the total number of hot dogs?

a. 2x3

b. 3x3

9) Which equations below show the *commutative property*?

a. 4x2=8 and 8x1=8

b. 4x3=12 and 3x4=12

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10) Use the array to the right to solve for 9x2=_____

a. 20

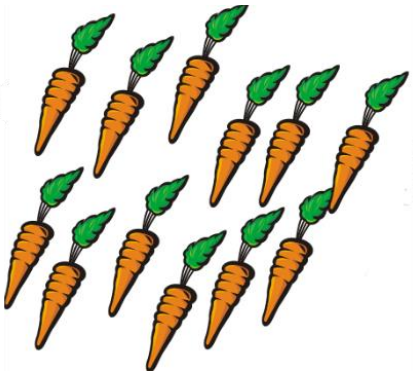
b. 18

c. 11

d. 9

Answer the problems below directly on your packet:

11) Xavier makes 6 equal groups of carrots using the image below. .



12 total

a. Make **6 equal groups** of carrots to show Xavier's work.

b. What is the size of each group? (how many carrots are in each group)

Each group has _____ carrots.

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12) Mrs. Page draws ducks. She *draws 2 feet on each duck for a total of 16 feet.*

a. **Skip count** to find the number of ducks Mrs. Page draws. Make a drawing to match your counting. 2, 4, ____, _____, _____, _____, _____, _____

b. Write a division or multiplication sentence to represent the problem.

13) Ms. Morton and her family are going apple picking. They placed equal amounts of apples in *6 bags*. Ms. Morton and her family collected a *total of 24* apples.

a. draw a model to represent the problem above.

b. write a division sentence to find the number of apples in each bag

24 ÷ _____ = _____


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Day # 4

Name: _____ Week 3 Day 4 Date: _____

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Third Grade
Mid-Module Math Assessment

Name: _____ Week 3 Day 4 Date: _____

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Choose *one answer* for each problem below. Please make sure that your bubble sheet matches your answer for each question.

1) What is the product of 3 sevens? 3x7 Draw an array.

a. 10

b. 20

c. 21

2) Ms. Sherman organizes her *12 teddy bears equally into 3 shelves*. <u>How many teddy bears did Ms. Sherman put on each shelf?</u>

a. 4

b. 3

c. 12

_____

_____

_____

3) Ms. Young organizes *20 markers* into bags equally. If Ms. Young used *5 bags*, <u>how many markers did she put in each bag?</u>

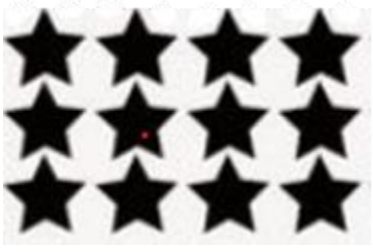
a. 10

b. 4

c. 5

4) Which array shows 3x4?

a. b. c. d.



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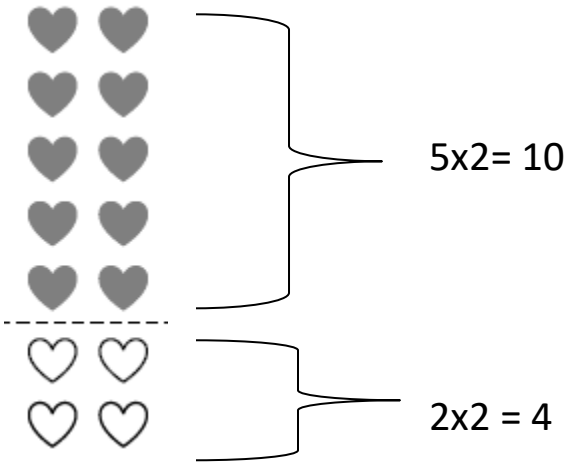
5) Which *multiplication* sentence does the diagram below represent?



a. 7x2= 14

b. 5x2= 10

c. 2x2=4

6) Ms. Neville, Mrs. Mercado, and Mrs. Blomgren each write a multiplication equation for the array below. Who do you agree with?

a. Ms. Neville: 2x4=8

b. Mrs. Mercado: 4x2=8

c. Mrs. Blomgren: 8÷2=4

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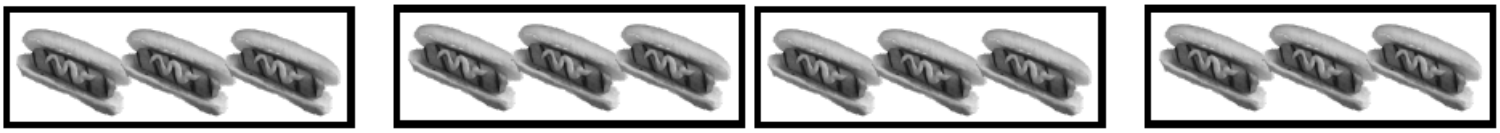
7) Which expression below can be used to find the total number of hot dogs?



a. 3+4

b. 3x3

c. 3x4

8) Which equations below shows the *commutative property*? More than one answer.

a. 4x2=8 and 2x4=8

b. 4x3=12 and 12x1=12

d. 8x2=16 and 2x8=16

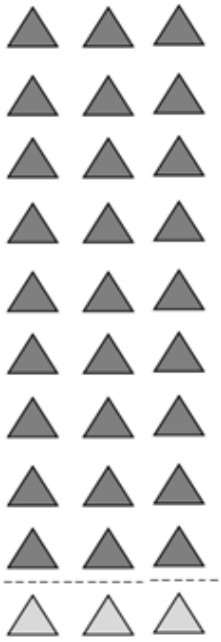
9) Mrs. Mercado has a home garden. She plants *3 rows of 6* tomato plants. How many tomato plants did Mrs. Mercado plant in all?

a. 9

b. 3

c. 18

10) Use the array to the right to solve for 9x3 =_____



a. 30

b. 27

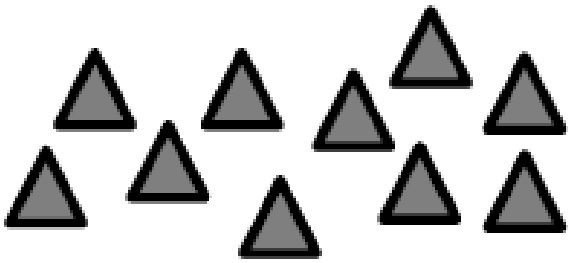
c. 3

Name: _____ Week 3 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Answer the problems below directly on your packet:

11) Jaivion makes *5 equal groups* of triangles.



10 total triangles

a. Make 5 equal groups of triangles to show Jaivion's work.

b. What is the **size** of each group?

Each group has _____ triangles.

12) Mrs. Blomgren draws chickens. She draws *2 feet* on each chicken for a total of *10 feet*.

a. Skip count to find the number of chickens Mrs. Blomgren draws. Make a drawing to match your counting. 2,4 ____,_____,_____

Draw

b. Write a division or multiplication sentence to represent the problem.

Name: _____ Week 3 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

13) Anthony and his family are going pumpkin picking. They placed equal amounts of pumpkins in 4 bags. Anthony and his family collected a total of 28 pumpkins.

a. draw a model to represent the problem above.

b. write a division sentence to find the number of pumpkins in each bag

28 ÷ _____ = _____


Brighter Choice
Charter School for Boys
Day # 5

Name: _____ Week 3 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

LEQ: How can I model the distributive property with arrays?

Objective: I can decompose arrays into two groups and add the product of each new array to model the distributive property.

Vocabulary:

- Distributive property
- Decompose: to take apart a math problem
- Parentheses ( )

Name: _____ Week 3 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

2 x 1 = _____	2 x 2 = _____	2 x 3 = _____	2 x 4 = _____
2 x 5 = _____	2 x 6 = _____	2 x 7 = _____	2 x 8 = _____
2 x 9 = _____	2 x 10 = _____	2 x 5 = _____	2 x 6 = _____
2 x 5 = _____	2 x 7 = _____	2 x 5 = _____	2 x 8 = _____
2 x 5 = _____	2 x 9 = _____	2 x 5 = _____	2 x 10 = _____
2 x 6 = _____	2 x 5 = _____	2 x 6 = _____	2 x 7 = _____
2 x 6 = _____	2 x 8 = _____	2 x 6 = _____	2 x 9 = _____
2 x 6 = _____	2 x 7 = _____	2 x 6 = _____	2 x 7 = _____
2 x 8 = _____	2 x 7 = _____	2 x 9 = _____	2 x 7 = _____
2 x 8 = _____	2 x 6 = _____	2 x 8 = _____	2 x 7 = _____
2 x 8 = _____	2 x 9 = _____	2 x 9 = _____	2 x 6 = _____
2 x 9 = _____	2 x 7 = _____	2 x 9 = _____	2 x 8 = _____
2 x 9 = _____	2 x 8 = _____	2 x 6 = _____	2 x 9 = _____
2 x 7 = _____	2 x 9 = _____	2 x 6 = _____	2 x 8 = _____
2 x 9 = _____	2 x 7 = _____	2 x 6 = _____	2 x 8 = _____

Name: _____ Week 3 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Input:

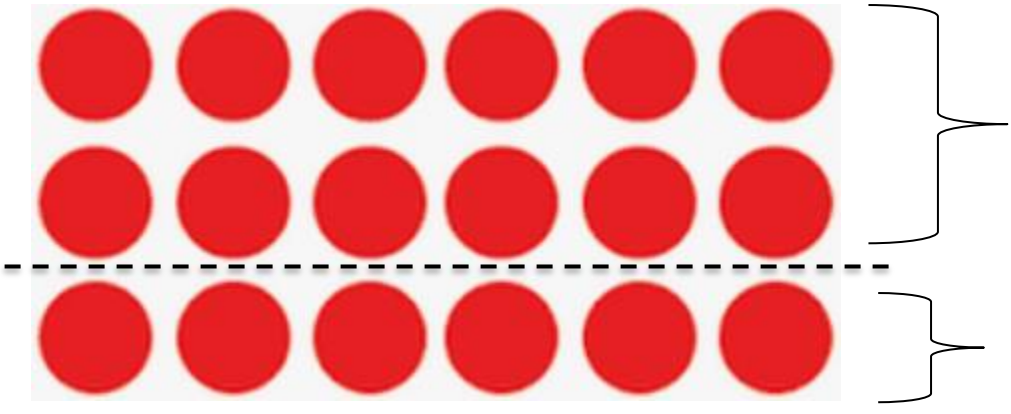
6+12= **3** sixes

In the equation above, both sides of the equal sign must be the _____ for the equation to be true. There is _____ six in 6 and _____ sixes in 12. 12 + 6 = 18. 3 sixes = 18, so the equation is true. Another way to write this equation is by using the **distributive property** to make groups of 6 with **parentheses** and add the sums to find the product of 3 sixes.

(1 × 6) + (2 × 6) = ____)

Add 1 and 2

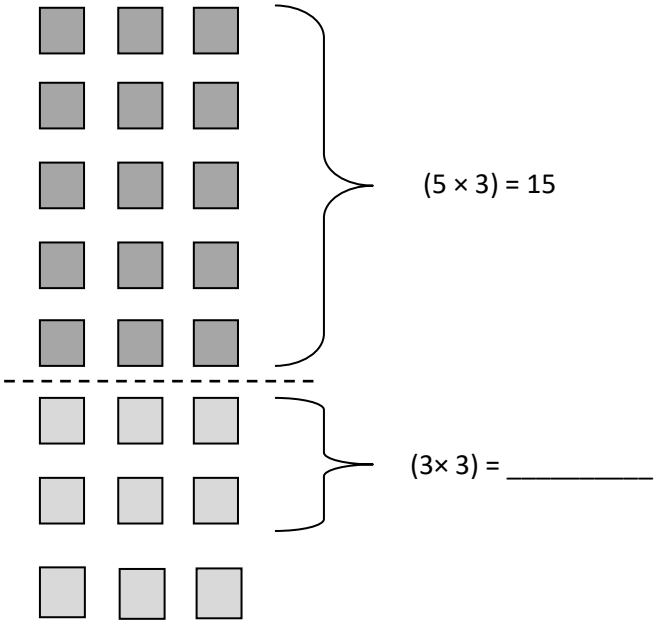
3 x 6 = _____



Name: _____ Week 3 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

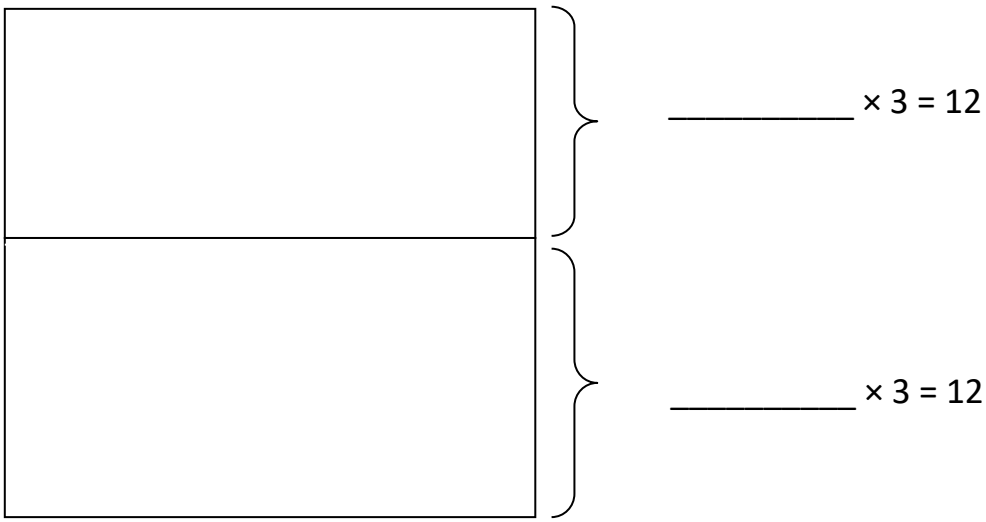
1. 8 × 3 = (5 × 3) + (3 × 3) = _____



(5 × 3) + (3 × 3) = 15 + _____

15 + _____ = _____

2. Ms. Morton makes a photo album. One page is shown below. Ms. Morton puts ***3 photos in each row***. Fill in the equations on the right. Use them to help you draw arrays that show the photos on the top and bottom parts of the page.

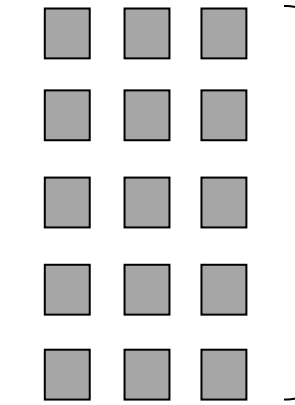


Name: _____ Week 3 Day 5 Date: _____

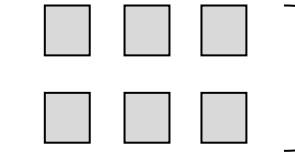
BCCS-B Harvard Yale Princeton

Problem Set:

1. 7 × 3 = (5 × 3) + (2 × 3) = _____



(5 × 3) = 15

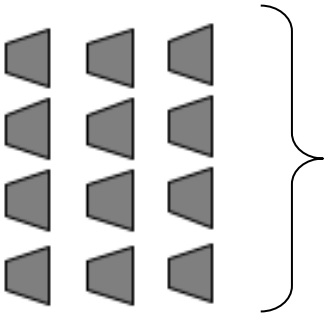


(2 × 3) = _____

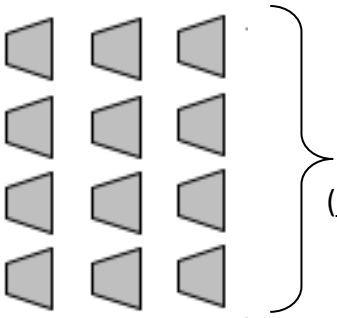
(5 × 3) + (2 × 3) = 15 + _____

15 + _____ = _____

2. 8 × 3 = (4 × 3) + (4 × 3) = _____



(_____ × 3) = _____



(_____ × 3) = _____

(4 × 3) + (4 × 3) = 12 + 12=24

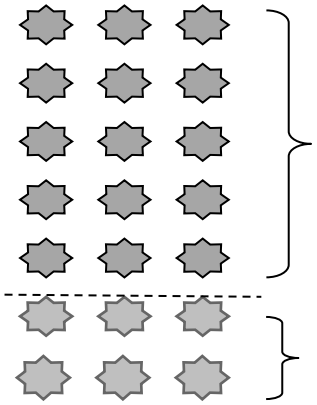
12 12

8 × 3=

Name: _____ Week 3 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

3. **7 × 3 = _____**



(_____ × 3) = _____

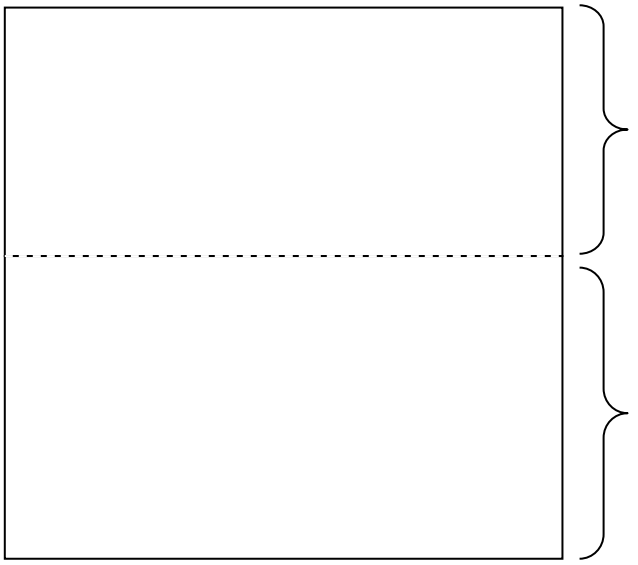
(_____ × 3) = _____

(5 × 3) + (2 × 3) = 15 + _____

7 × 3 = _____ + _____

7 × 3 = _____

4. Ruby makes a photo album. One page is shown below. Ruby *puts 3 photos in each row.* Fill in the equations on the right. Use them to help you draw arrays that show the photos on the top and bottom parts of the page.

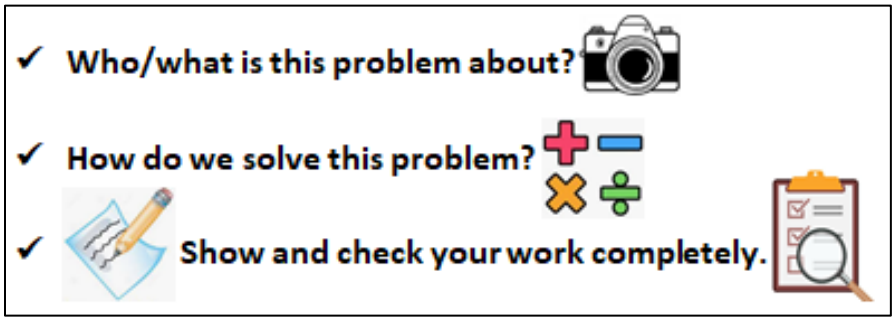


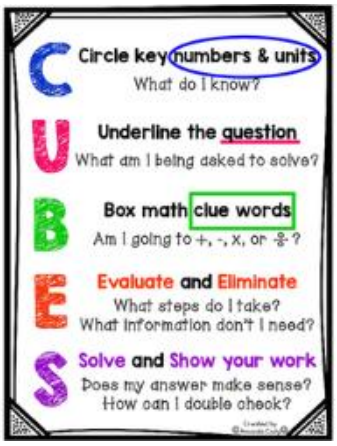
_____ × 3 = 6

_____ × 3 = 9

Name: _____ Week 3 Day 5 Date: _____

BCCS-B Harvard Yale Princeton





Application:

A guitar has **6** strings. How many strings are there on **4** guitars?

Write a multiplication equation to solve.

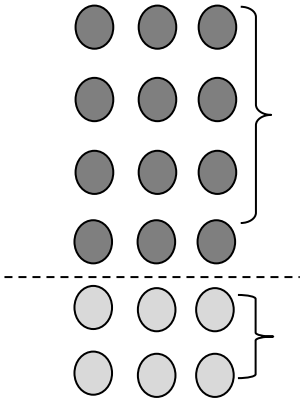
_____ x_____ = _____

Name: _____ Week 3 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

1. 6 × 3 = _____



(4 × 3) = _____

(2 × 3) = _____

(4 × 3) + (2 × 3) = 12+ 6 =

6 × 3 = _____ + _____

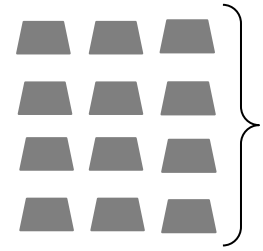
6 × 3 = _____

Name: _____ Week 3 Day 5 Date: _____

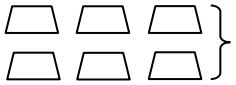
BCCS-B Harvard Yale Princeton

Homework :

1. 6 × 3 = _____



(4 × 3) = 12

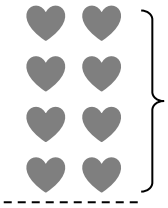


(2 × 3) = _____

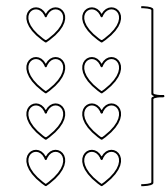
12 + 6 = _____

6 × 3 = _____

2. 8 × 2 = _____



(____ × 2) = _____



(____ × 2) = _____

(4 × 2) + (4 × 2) = _____ + _____

____ × 2 = _____

A guitar has 6 strings. How many strings are there on 6 guitars?
Write a multiplication equation to solve.

_____ x _____ = _____

Name _____

3rd Grade Modified Math Remote Learning Packet

Week 4

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.

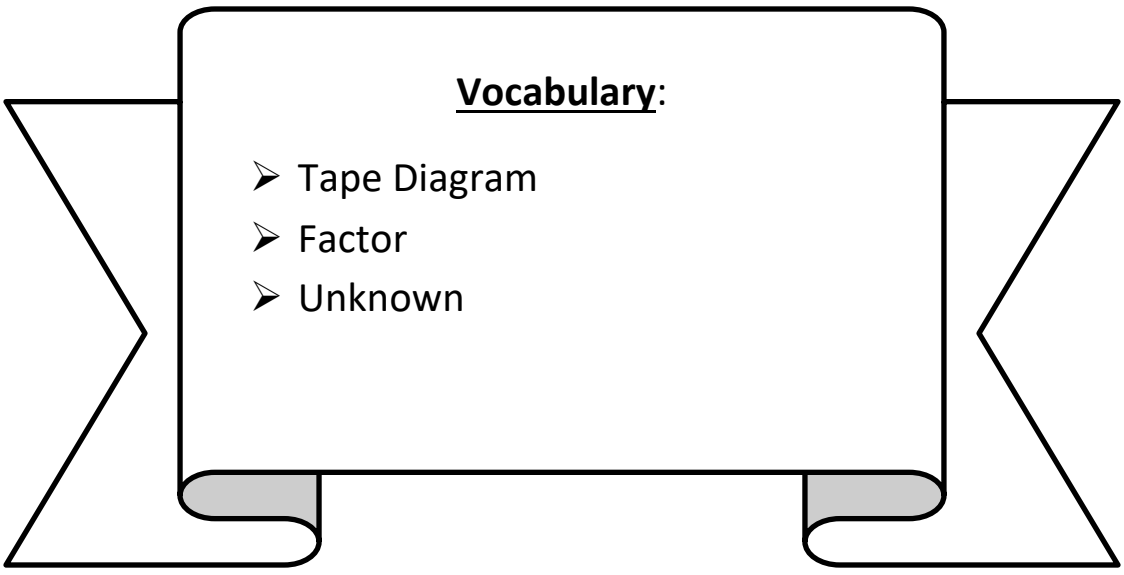

Brighter Choice
Charter School for Boys
Day # 1

Name: _____ Week 4 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

LEQ: How can I model division as the unknown factor in multiplication?

Objective: I can use a tape diagrams to model division as the unknown factor in multiplication (the size of the group OR the number of groups).



Name: _____ Week 4 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

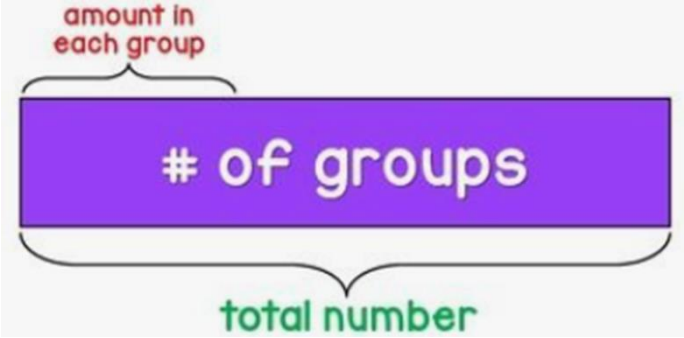
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12
3 x 5 = _____	3 x 1 = _____	3 x 2 = _____	3 x 1 = _____
3 x 3 = _____	3 x 1 = _____	3 x 4 = _____	3 x 1 = _____
3 x 5 = _____	3 x 1 = _____	3 x 2 = _____	3 x 3 = _____
3 x 2 = _____	3 x 4 = _____	3 x 2 = _____	3 x 5 = _____
3 x 2 = _____	3 x 1 = _____	3 x 2 = _____	3 x 3 = _____
3 x 1 = _____	3 x 3 = _____	3 x 2 = _____	3 x 3 = _____
3 x 4 = _____	3 x 3 = _____	3 x 5 = _____	3 x 3 = _____
3 x 4 = _____	3 x 1 = _____	3 x 4 = _____	3 x 2 = _____
3 x 4 = _____	3 x 3 = _____	3 x 4 = _____	3 x 5 = _____
3 x 4 = _____	3 x 5 = _____	3 x 1 = _____	3 x 5 = _____
3 x 2 = _____	3 x 5 = _____	3 x 3 = _____	3 x 5 = _____
3 x 4 = _____	3 x 2 = _____	3 x 4 = _____	3 x 3 = _____
3 x 5 = _____	3 x 3 = _____	3 x 2 = _____	3 x 4 = _____
3 x 3 = _____	3 x 5 = _____	3 x 2 = _____	3 x 4 = _____

Name: _____ Week 4 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

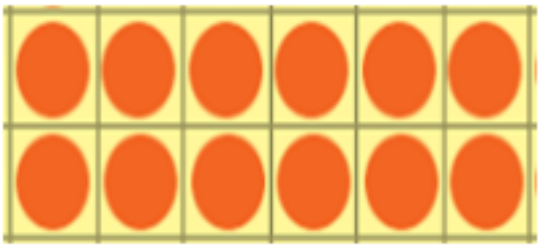
Input:

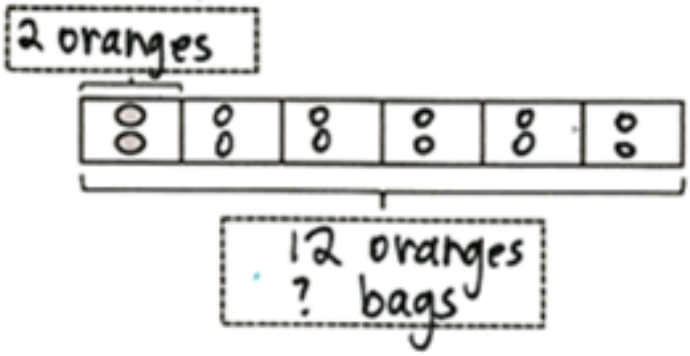
A Tape Diagram is a _____ that helps us see what's happening in a problem. Tape diagrams are similar to arrays in that **they have 3 parts: the total number, group size, and number of groups.** This is similar to an array where the rows show _____and the columns show _____**.**



To model division as the unknown factor in multiplication, we need at least one _____ (group size OR number of groups) and the _____**.**

Mrs. Clute has 12 oranges. She puts 2 oranges in each bag. How many bags does she have?





Mrs. Clute has _____ bags of oranges.

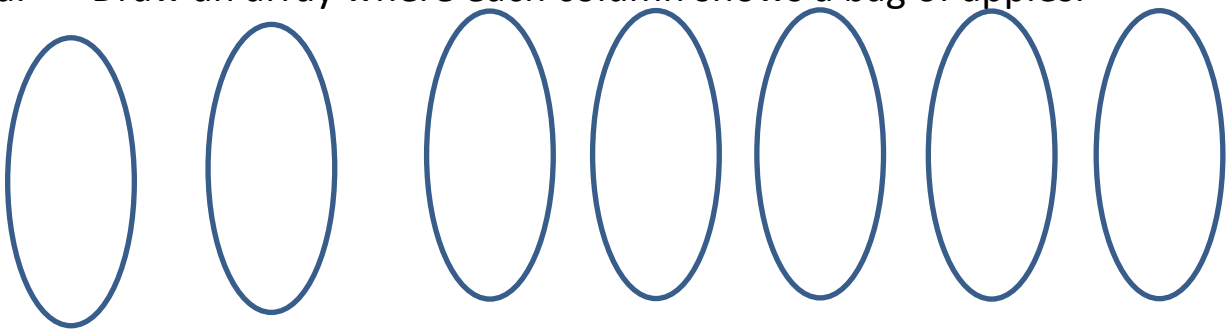
Unknown Factor (x)	Quotient (÷)
2 x ___ = 12	12 ÷ ____= 2

Name: _____ Week 4 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

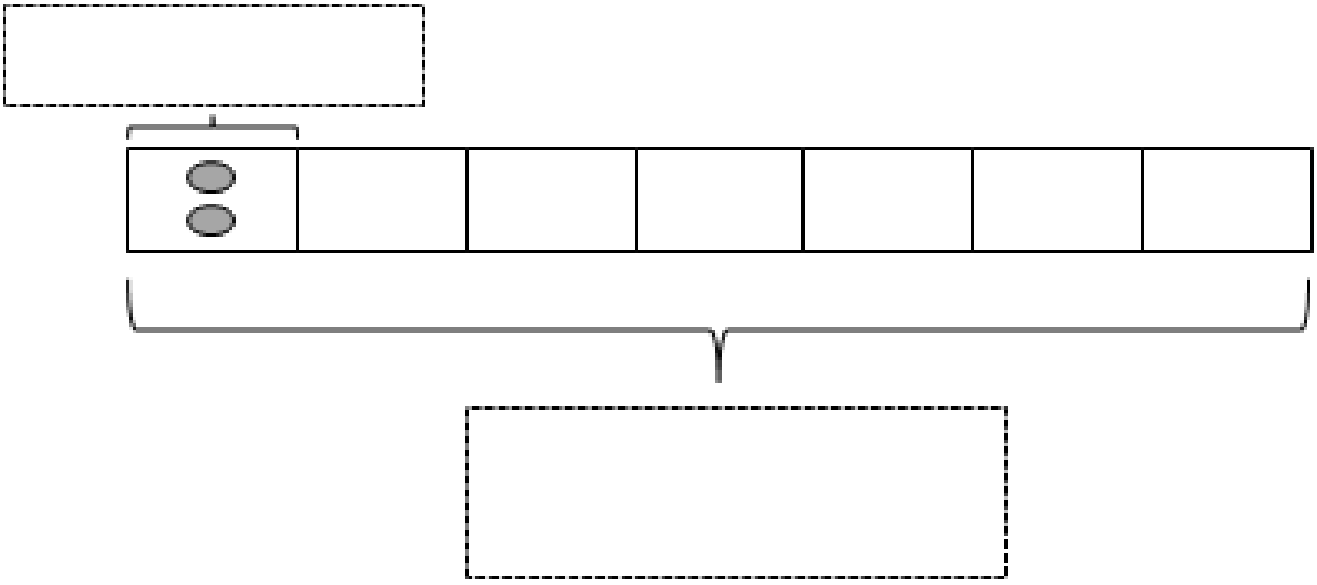
1. Mrs. Blomgren has <u>14 apples</u>. She puts <u>2 apples</u> in each bag. <u>How many bags does she have?</u>

a. Draw an array where each column shows a bag of apples.



_____ ÷ 2 = _____

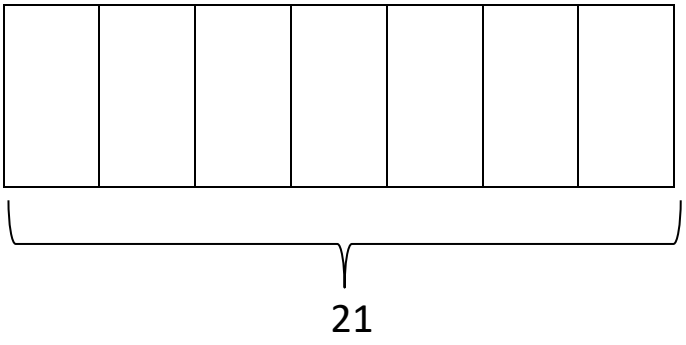
b. **<u>Redraw</u>** the apples in each bag as a unit in the tape diagram. The first unit is done for you. As you draw, label the diagram with known and unknown information from the problem.



Name: _____ Week 4 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

2. Twenty-one (21) shopping baskets are stacked equally in 7 piles. *How many baskets are in each pile?* Model the problem with both an array and a labeled tape diagram. Show each column as the number of baskets in each pile.

Array	Tape Diagram
7 x ___ 21	 21 ÷ 7= ____

3. Ms. Sherman saves *$2* a week to buy a purse. The purse costs *$18*. How many weeks will it take her to save enough to buy the purse?

The first three have been done for you. How many more weeks are needed to have $18.00?

I week	2 weeks	3 Weeks
$2.00	$2.00	$2.00

Name: _____ Week 4 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

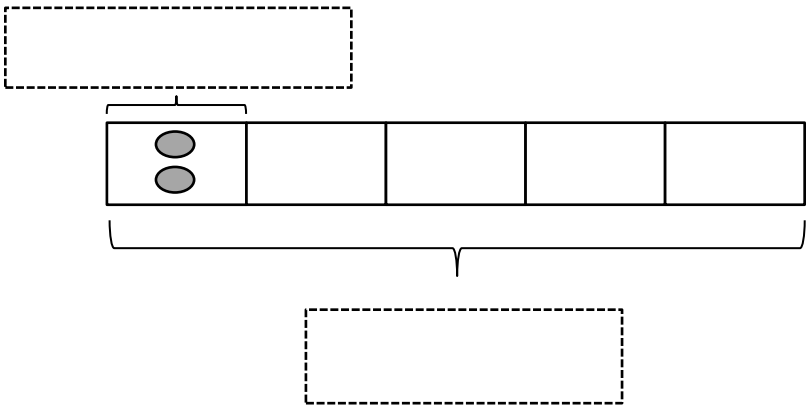
Problem Set:

1. **Mrs. King has *10* pumpkins. She puts 2 pumpkins in each basket. How many baskets does she have?**

   a. Draw an array where each **column** shows a basket of pumpkins.

_____ ÷ 2 = ____5____

   b. Redraw the pumpkins in each bag as a unit in the tape diagram. The first unit is done for you. As you draw, label the diagram with known and unknown information from the problem.



Name: _____ Week 4 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

1. Mrs. Page arranges *18 plums into 6 bags*. How many plums are in each bag? Model the problem with both an array and a labeled tape diagram. Show each column as the number of plums in each bag.

Array Draw 6 bags. How many plums in each bag?	**Tape Diagram**

There are _____ plums in each bag.

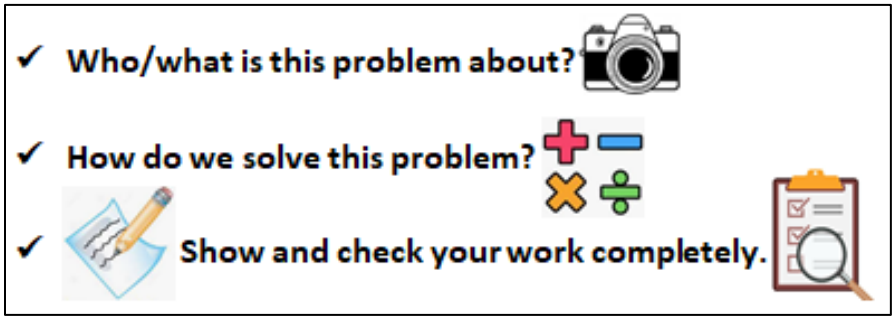
2. *Fourteen (14*) shopping baskets are stacked equally in *7 piles*. How many baskets are in each pile? Model the problem with both an array and a labeled tape diagram. Show each column as the number of baskets in each pile.

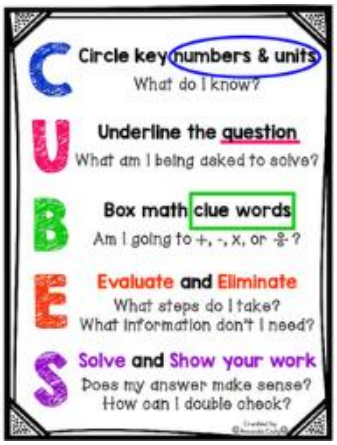
Array: Draw seven columns. How many baskets are in each column?	**Tape Diagram**

There are _____ baskets in each pile.

Name: _____ Week 4 Day 1 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Ms. Maisenbacher packs ***24 bell peppers*** equally into ***8 bags***. How many bell peppers are in each bag? Model the problem with both an array and a labeled tape diagram. Show each ***column*** as the number of bell peppers in each bag.

Array

Tape Diagram

Name: _____ Week 4 Day 1 Date: _____
BCCS-B Harvard Yale Princeton

Exit Ticket:

Ms. Moise has ***18 stickers***. She puts **2 stickers** on each homework paper and has no more left. **How many homework papers does she have?** Model the problem with both an array and a labeled tape diagram.

Array	**Tape Diagram**

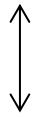
Name: _____ Week 4 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

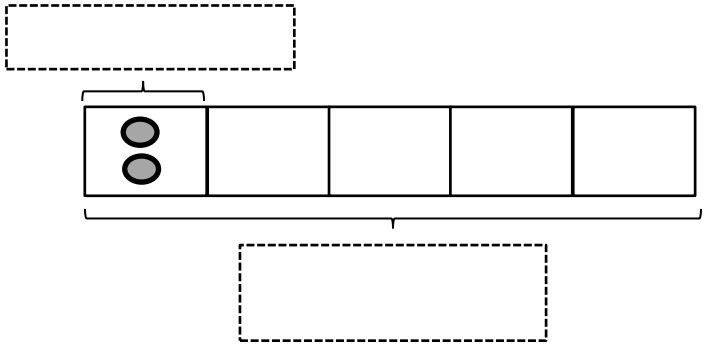
1. Fred has *10 pears*. *He puts 2 pears in each basket*. How many baskets does he have?

a. Draw an array where each **column** represents the number of pears in each basket.

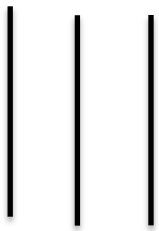


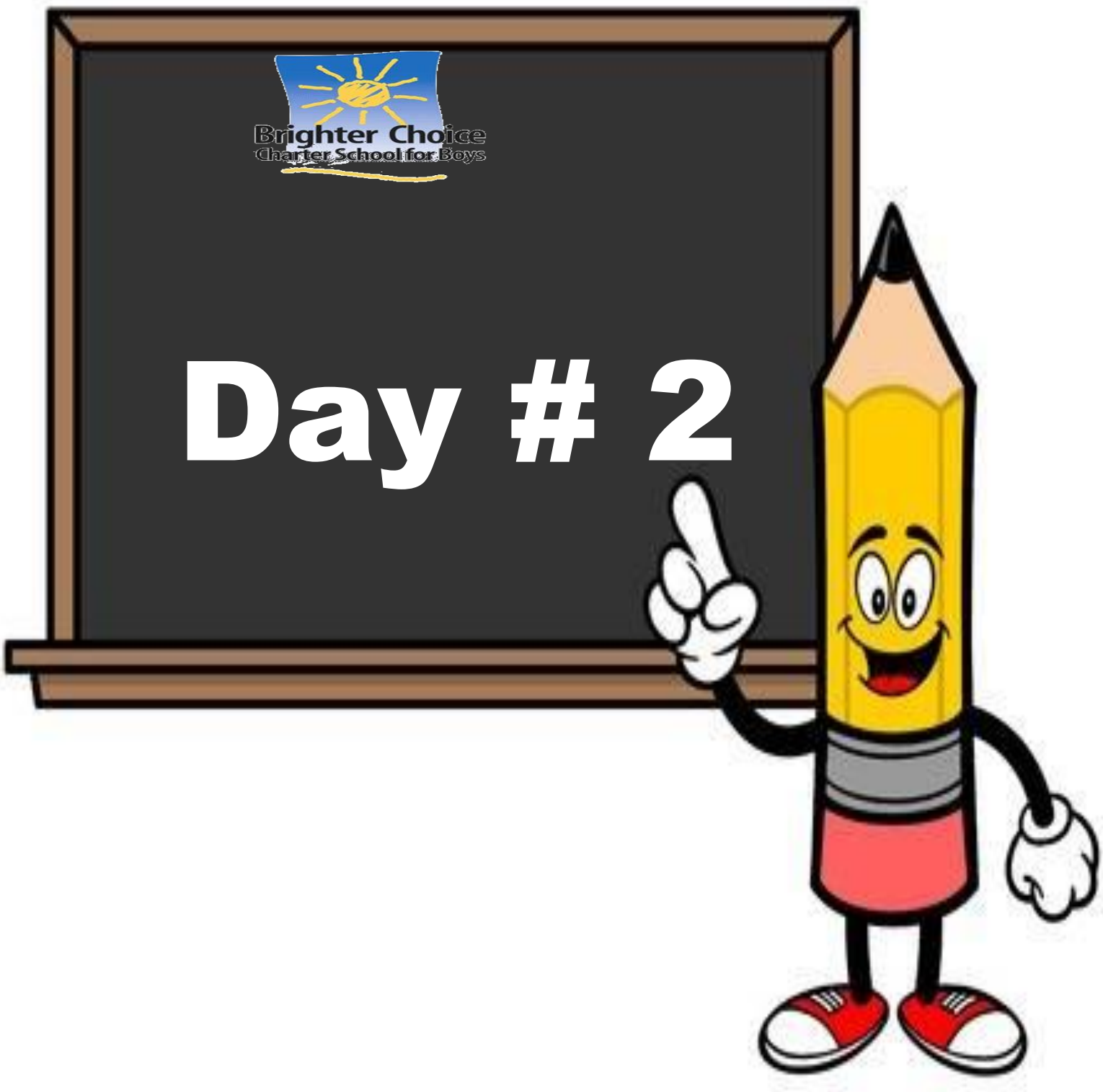
___10____ ÷ 2 = _____

b. Redraw the pears in each basket as a unit in the tape diagram. Label the diagram with known and unknown information from the problem.



2. Ms. Meyer organizes ***15 clipboards*** equally into ***3*** boxes. ***How many clipboards are in each box?*** Model the problem with both an array and a labeled tape diagram. Show each column as the number of clipboards in each box.

Array	**Tape Diagram**
	


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 4 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

LEQ: How can I interpret the quotient as the number of groups using units of 2 and 3?

Objective: I can interpret the quotient using the number of objects given to create equal groups.

Vocabulary:

- Tape diagram
- Quotient
- Dividend
- Divisor
- Quotient

Name: _____ Week 4 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12
3 x 5 = _____	3 x 6 = _____	3 x 7 = _____	3 x 8 = _____
3 x 9 = _____	3 x 10 = _____	3 x 5 = _____	3 x 6 = _____
3 x 5 = _____	3 x 7 = _____	3 x 5 = _____	3 x 8 = _____
3 x 5 = _____	3 x 9 = _____	3 x 5 = _____	3 x 10 = _____
3 x 6 = _____	3 x 5 = _____	3 x 6 = _____	3 x 7 = _____
3 x 6 = _____	3 x 8 = _____	3 x 6 = _____	3 x 9 = _____
3 x 6 = _____	3 x 7 = _____	3 x 6 = _____	3 x 7 = _____
3 x 8 = _____	3 x 7 = _____	3 x 9 = _____	3 x 7 = _____
3 x 8 = _____	3 x 6 = _____	3 x 8 = _____	3 x 7 = _____
3 x 8 = _____	3 x 9 = _____	3 x 9 = _____	3 x 6 = _____
3 x 9 = _____	3 x 7 = _____	3 x 9 = _____	3 x 8 = _____
3 x 9 = _____	3 x 8 = _____	3 x 6 = _____	3 x 9 = _____
3 x 7 = _____	3 x 9 = _____	3 x 6 = _____	3 x 8 = _____
3 x 9 = _____	3 x 7 = _____	3 x 6 = _____	3 x 8 = _____

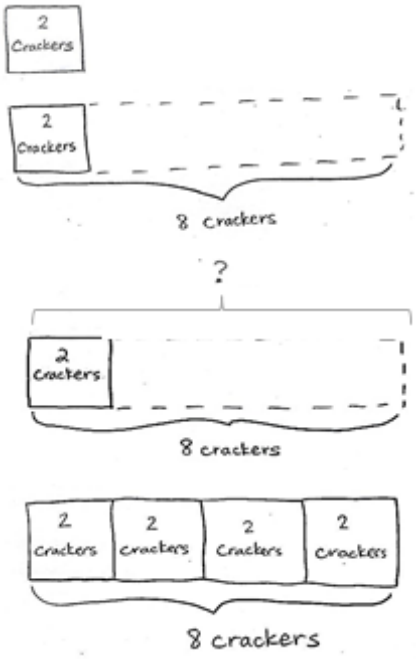
Name: _____ Week 4 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Input:

When given a total number of objects and the _____ of each group, we can create equal groups to find the number of groups or quotient**.**

There are 8 crackers, each student gets 2. How many students get crackers?



Mr. Young bakes oatmeal raisin cookies. He puts 3 raisins on each cookie. If he uses **21** raisins, how many cookies did he bake?

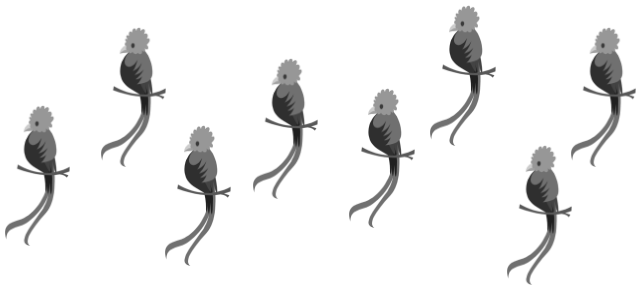
Draw 21 raisins!

Name: _____ Week 4 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

1. There are ***8*** birds at the pet store. **Two birds** are in each cage. Circle to show how many cages there are.



8 ÷ 2 = _____

There are _____ cages of birds.

---

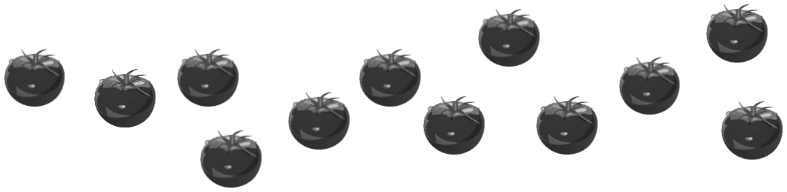
2. Peter eats ***2*** cereal bars every morning. Each box has a total of ***12*** bars. How many days will it take Peter to finish 1 box?

   One bar is drawn for you.

---

3. Mr. Dan picks tomatoes from his garden. He divides the tomatoes into ***bags of 3***.

   a. **Circle** to show how many bags he packs. Then, skip-count to show the total number of tomatoes.



   b. Draw and label a tape diagram to represent the problem.

Name: _____ Week 4 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

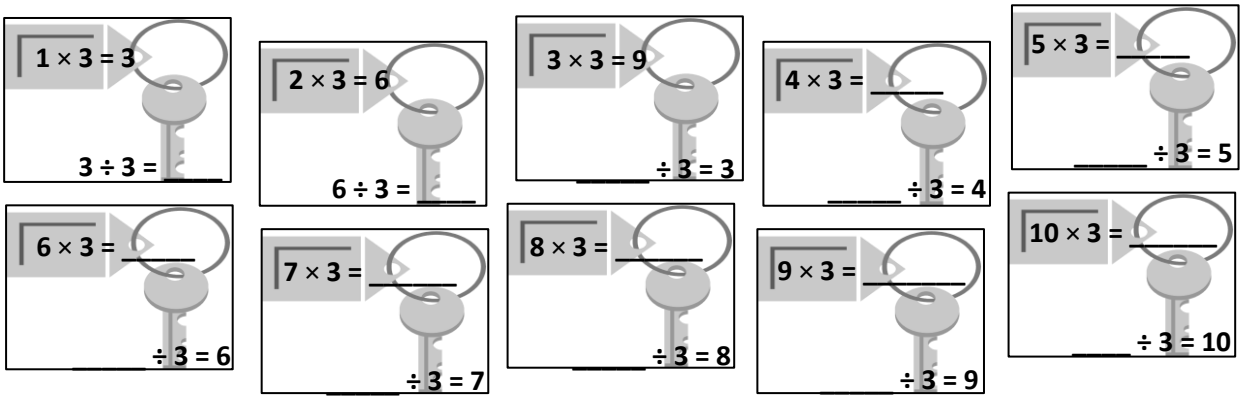
4. Ms. Maisenbacher buys a sheet of stamps that measures ***15 centimeters*** long. Each stamp is ***3 centimeters*** long. How many stamps does Ms. Maisenbacher buy? Draw and label a tape diagram to solve.

Ms. Maisenbacher buys _____ stamps.

5. Susan buys ***10 flowers*** with ***3 petals*** each. **How many petals are there in all**? Draw and label a tape diagram to solve. Hint: you are multiplying.

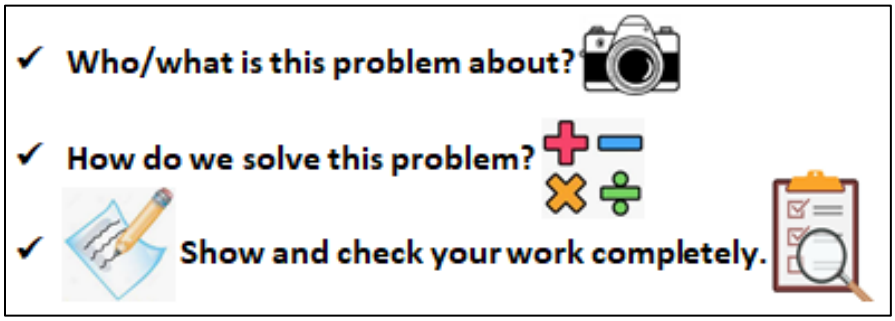
There are _____ petals in all.

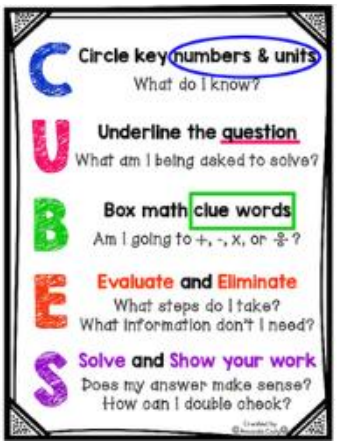
6. Fill in the blanks to make true number sentences.



Name: _____ Week 4 Day 2 Date: _____

BCCS-B Harvard Yale Princeton





3. Application:

A chef arranges ***4 rows of 3 red peppers*** on a tray. He ***adds 2 more rows*** of ***3*** yellow peppers. **How many peppers are there altogether?**

_____

_____

_____

_____

_____

_____

_____ + _____ = _____

Name: _____ Week 4 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

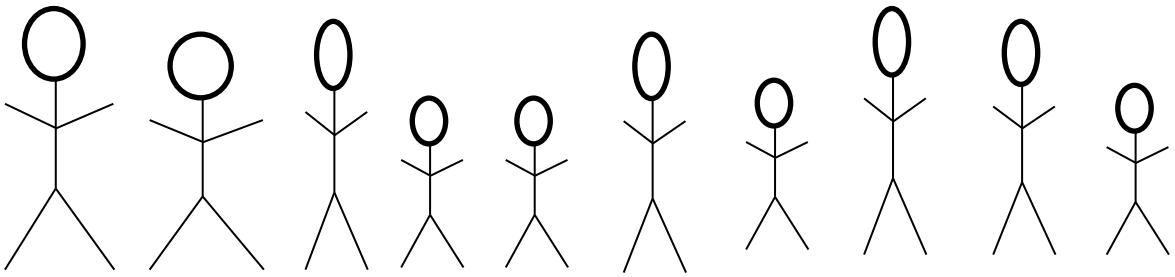
Saad's mom has ***21 apple slices***. She uses ***3 apple slices*** to decorate 1 pie. How many pies does Saad's mom make? Draw and label a tape diagram to solve.

Name: _____ Week 4 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Homework :

Ten (10) people wait in line for the roller coaster. *Two (2)* people sit in each car. Circle to find the total number of cars needed.



10 ÷ 2 = _____

There are _____ cars needed.

---

2. An earthworm digs ***3 centimeters*** into the ground each day. The earthworm tunnels at the same pace every day. How many days will it take the earthworm to dig **15 centimeters**? 15 ➗ 3 =


Brighter Choice
Charter School for Boys
Day # 3

Name: _____ Week 4 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

LEQ: How can I interpret the quotient as the objects in each group using units of 2 and 3?

Objective: I can interpret the quotient by putting one object in each of the given groups until I reach the total (dividend).

Vocabulary:

- Tape diagram
- Quotient
- Dividend
- Divisor
- Quotient

Name: _____ Week 4 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Multiply or Divide by 2

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

23.	__ × 2 = 20	10
24.	__ × 2 = 4	2
25.	__ × 2 = 6	
26.	20 ÷ 2 =	
27.	10 ÷ 2 =	
28.	2 ÷ 1 =	
29.	4 ÷ 2 =	
30.	6 ÷ 2 =	
31.	__ × 2 = 12	
32.	__ × 2 = 14	
33.	__ × 2 = 18	
34.	__ × 2 = 16	
35.	14 ÷ 2 =	
36.	18 ÷ 2 =	
37.	12 ÷ 2 =	
38.	16 ÷ 2 =	
39.	11 × 2 =	
40.	22 ÷ 2 =	
41.	12 × 2 =	
42.	24 ÷ 2 =	
43.	14 × 2 =	
44.	28 ÷ 2 =	

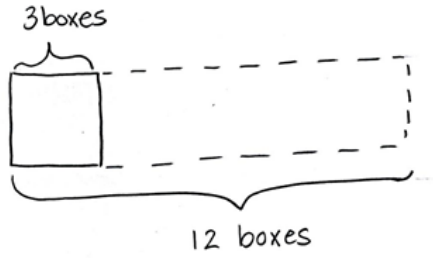
Name: _____ Week 4 Day 3 Date: _____

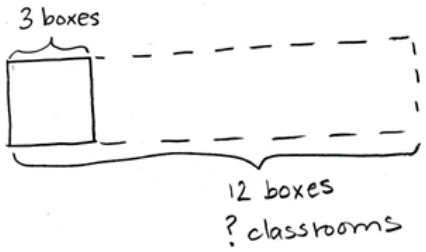
BCCS-B Harvard Yale Princeton

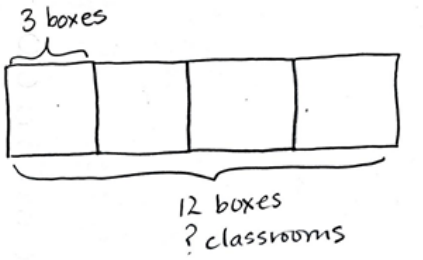
Input:

When given a total number of objects and _____,
we can put the same number of objects in each group to find the group size or quotient.

A school buys 12 boxes of pencils. Each classroom gets 3 boxes. How many classrooms get boxes of pencils?







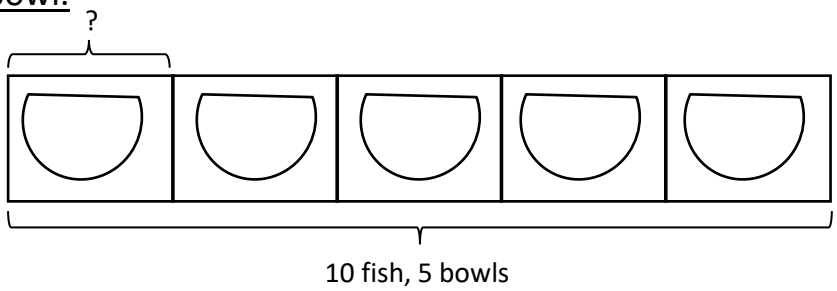
Mr. Banks makes treat bags for his son's birthday party. He places the same number of toys in each treat bag. If he uses a ***total of 20 toys and 10 bags***, how many toys are in each bag?

Name: _____ Week 4 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

1. The pet store ***sells 10 fish***. They equally ***divide the fish into 5 bowls***. Draw fish to find the number in each bowl.



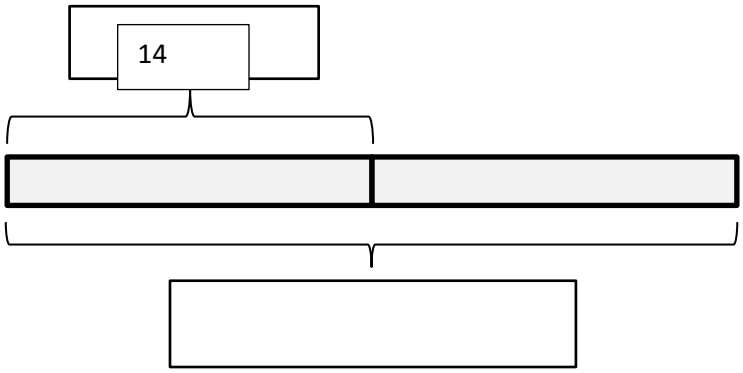
5 × _____ = 10

10 ÷ 5 = _____

There are _____ fish in each bowl.

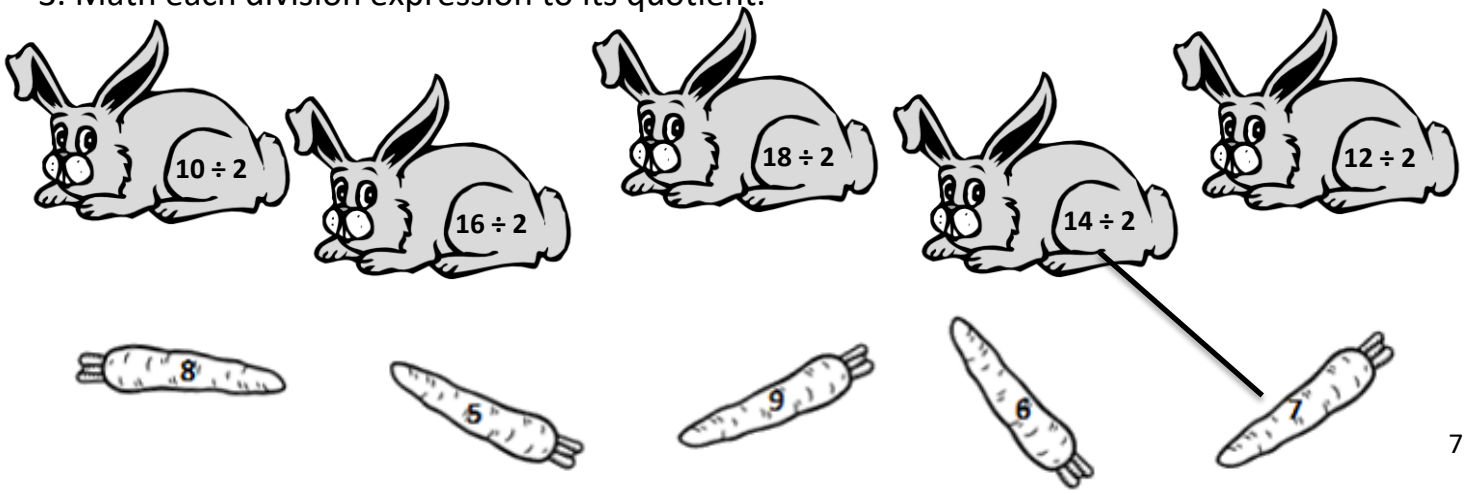
---

2. Mrs. Modest buys ***14 meters*** of ribbon. She ***cuts her ribbon into 2 equal pieces***. How many meters long is each piece? Label the tape diagram to represent the problem, including the unknown.



Each piece is _____ meters long.

3. Math each division expression to its quotient.



Name: _____ Week 4 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

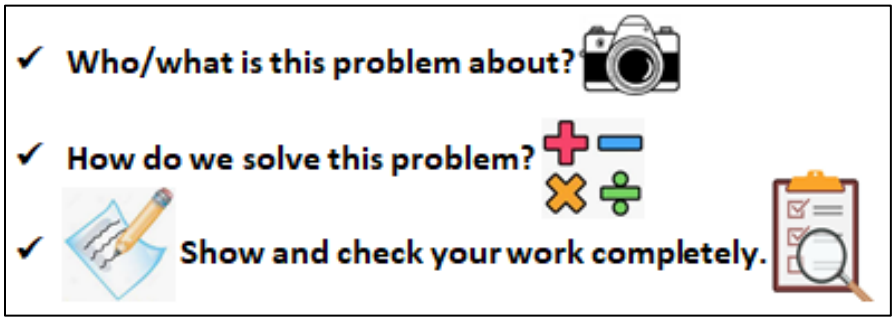
4. **Sarah and Esther** equally share the cost of a present. The present costs ***$16***. How much does **Sarah** pay?

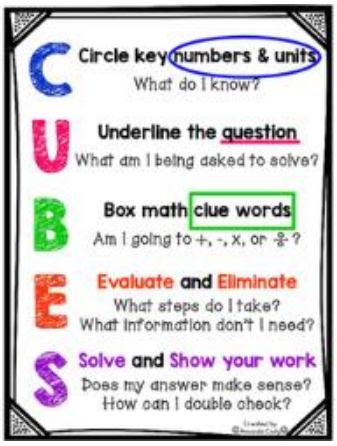
_____

5. Mrs. Mclean has **24 books.** She places the same amount of books on each of the ***8 shelves*** of her bookcase. How many books are on each shelf?

Name: _____ Week 4 Day 3 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Ahmed ***spends $15 on 3 video*** games. Each game costs the same amount. Find the cost of each game.

_____ ÷ _____ =_____

Name: _____ Week 4 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

The two tickets cost $16.00

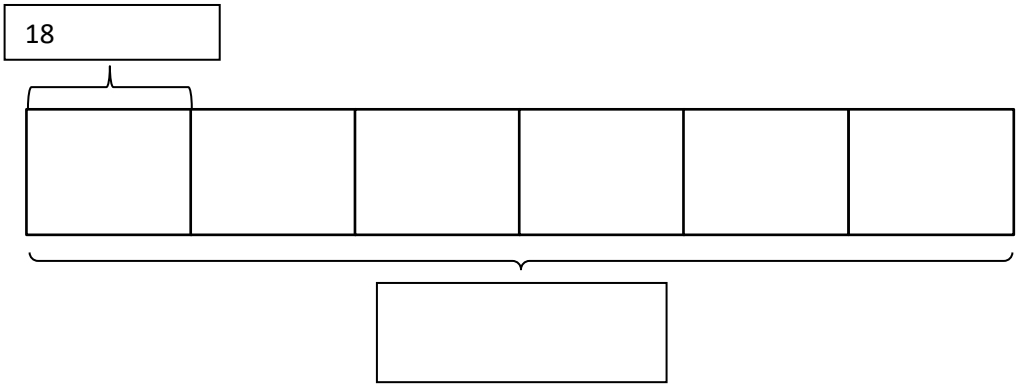
1. ***Sebastian and Teshawn*** go to the movies. The tickets cost ***$16*** in total. The boys share the cost equally. How much does Teshawn pay?

Name: _____ Week 4 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Homework :

1. Mr. Ramirez ***divides 18 frogs*** equally into ***6 groups*** for students to study. Draw frogs to find the number in each group. Label known and unknown information on the tape diagram to help you solve.



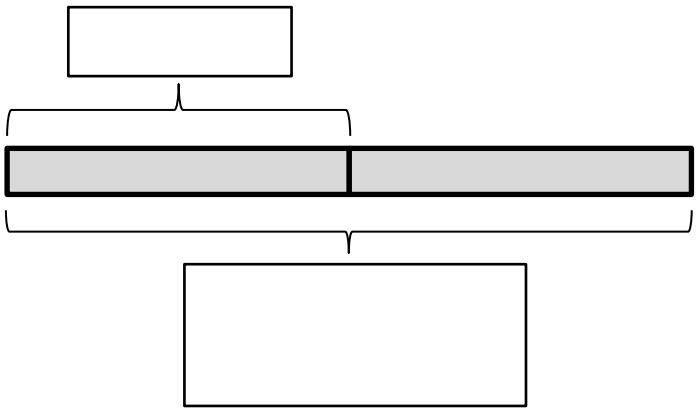
6 × _____ = 12

12 ÷ 6 = _____

There are _____ frogs in each group.

---

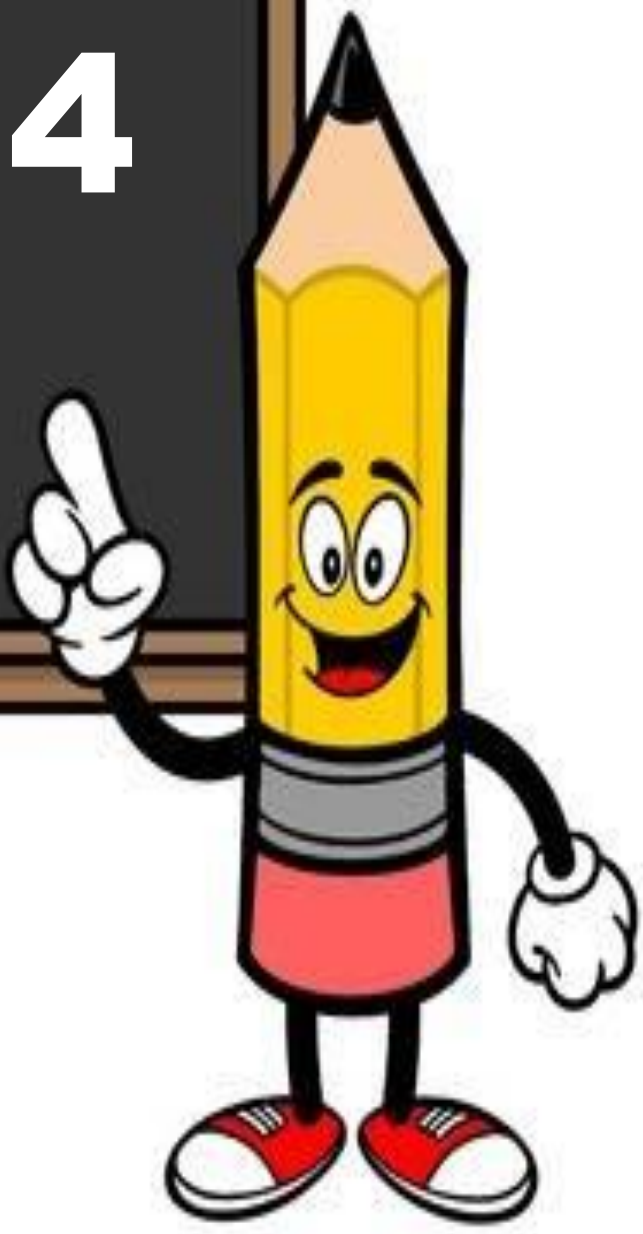
2. Betsy ***pours 16 cups*** of water to ***equally fill 2*** bottles. How many cups of water are in each bottle?



There are _____ cups of water in each bottle.

Brighter Choice
Charter School for Boys

Day # 4



Name: _____ Week 4 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

LEQ: How can I build fluency with multiplication using units of 4?

Objective: I can skip-count objects in models to build fluency with multiplication using units of 4.

Vocabulary:

- Rows
- Columns
- Repeated addition
- Multiple

Name: _____ Week 4 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Skip-count by 4 to circle every fourth number on the hundreds chart below. The first three numbers of the fours skip-counting sequence (4, 8, and 12) have been circled for you.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

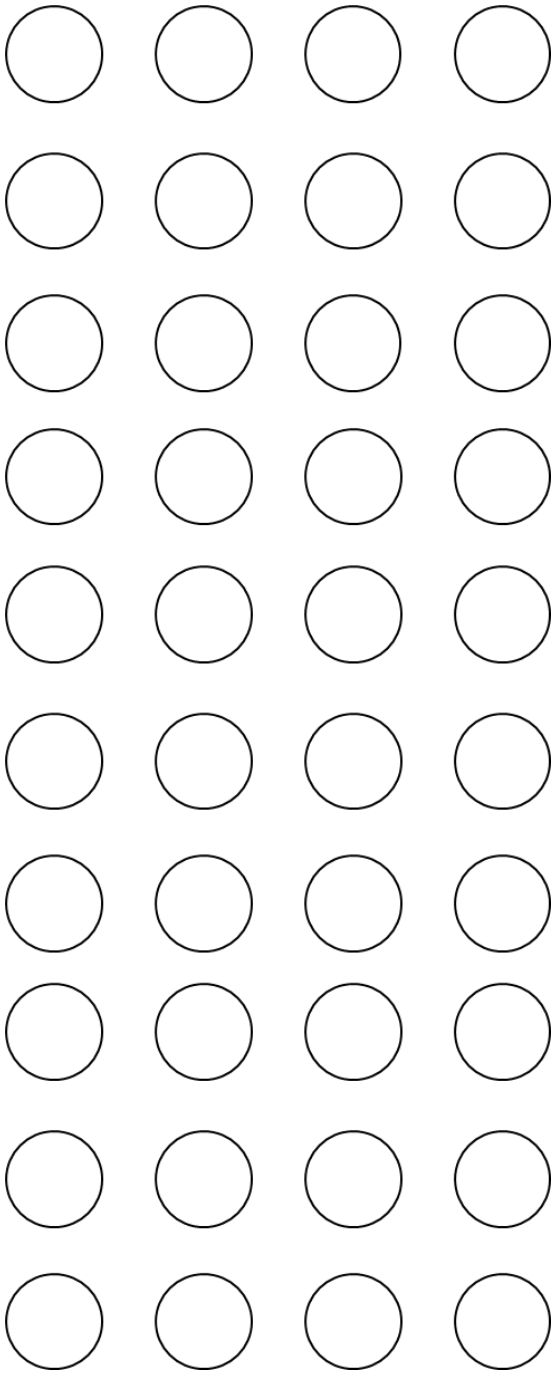
Name: _____ Week 4 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input:

Let's skip count by four to label the last circle in each group as a _____ of 4. Each row represents: Row Number x 4

1 x 4 = 4

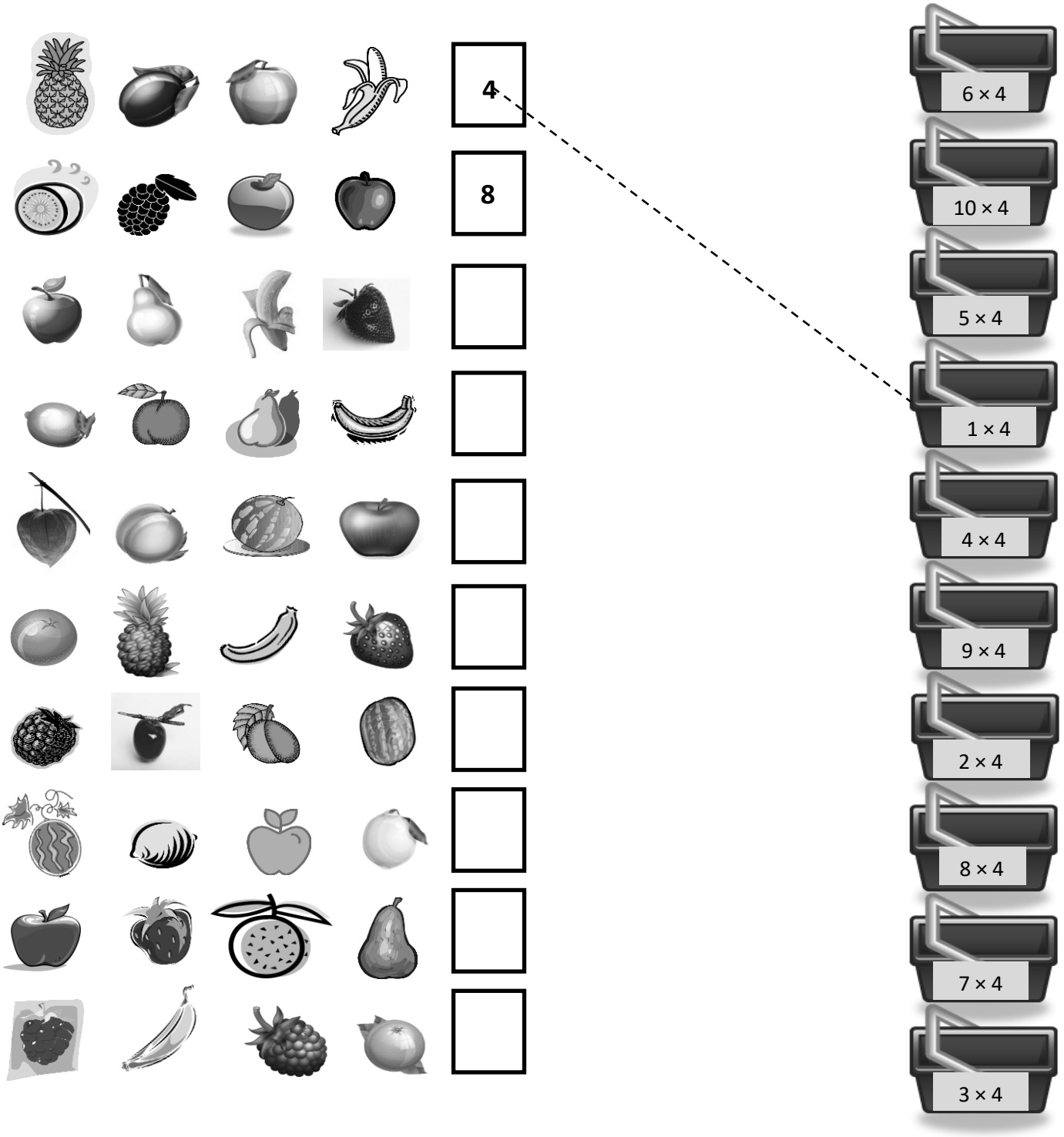


Name: _____ Week 4 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

1. ***Skip-count by fours***. Match each answer to the appropriate expression.



Name: _____ Week 4 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

2. Mr. Schmidt replaces each of the ***4 wheels on 7 cars***. How many wheels does he replace? Draw and label a tape diagram to solve.

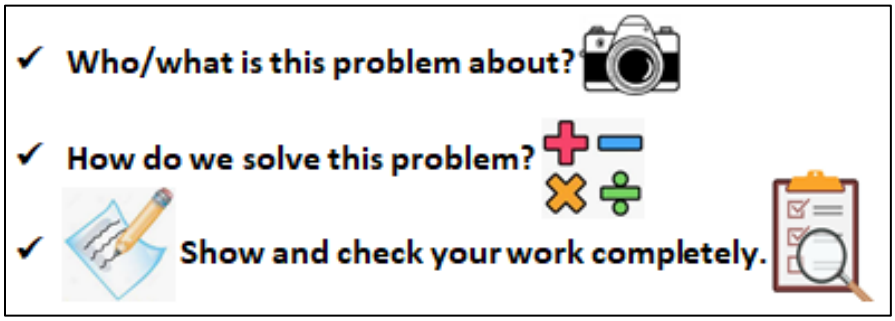
Mr. Schmidt replaces _____ wheels.

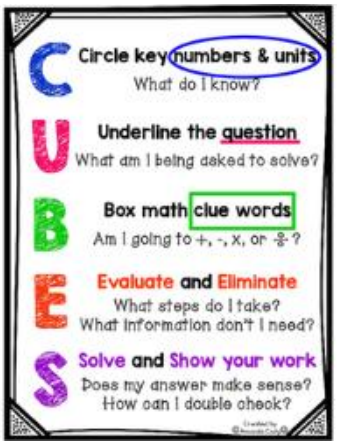
3. Trina makes ***4 bracelets***. Each bracelet ***has 6 beads***. Draw and label a tape diagram to show the total number of beads Trina uses.

4. Find the total number of sides on 5 rectangles.

Name: _____ Week 4 Day 4 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Jacky buys ***40 pizzas*** for a party. He places ***4 pizzas on each table***. How many tables are there?

Name: _____ Week 4 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

1. Arthur has ***4 boxes of chocolates***. ***Each box has 6*** chocolates inside. How many chocolates does Arthur have altogether? Draw and label a tape diagram to solve.

2. Lisa places ***5 rows of 4 juice boxes*** in the refrigerator. Draw an **array** and skip-count to find the total number of juices.

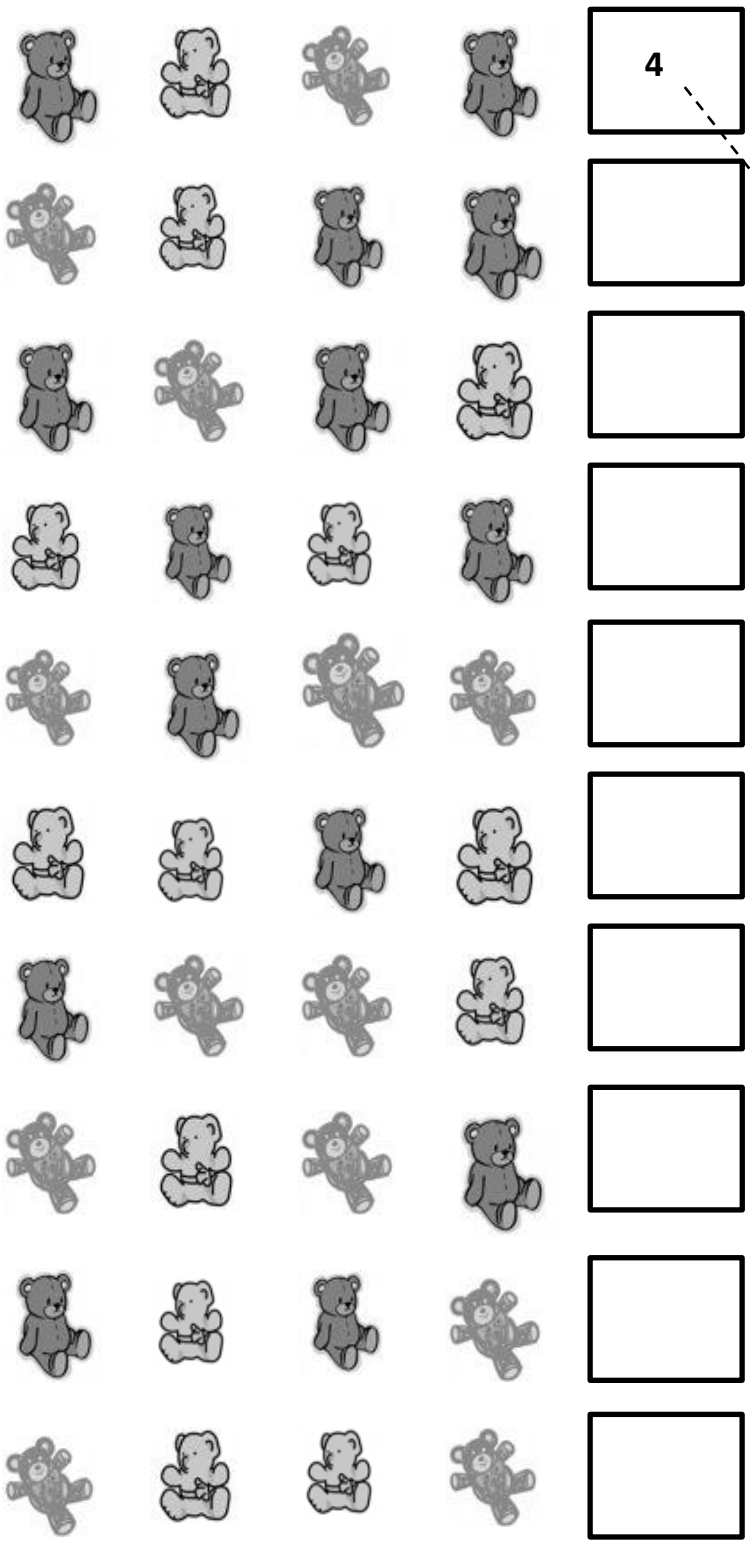
There are _____ juice boxes in total.

Name: _____ Week 4 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Homework :

1. Skip-count by fours. Match each answer to the appropriate expression.



2 × 4

7 × 4

4 × 4

8 × 4

10 × 4

1 × 4

9 × 4

3 × 4

6 × 4

5 × 4

Name: _____ Week 4 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

2. Mrs. Blomgren has four boxes of pencils. There are 4 pencils in each box. How many pencils does Mrs. Blomgren have in all?