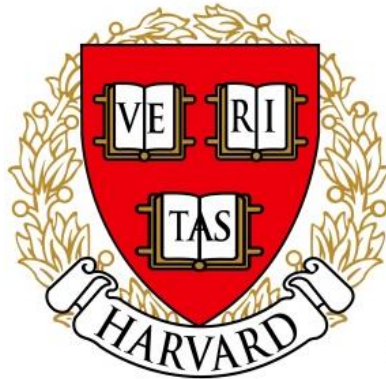




Name _____

3rd Grade Math Remote Learning Packet

Week 13



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.

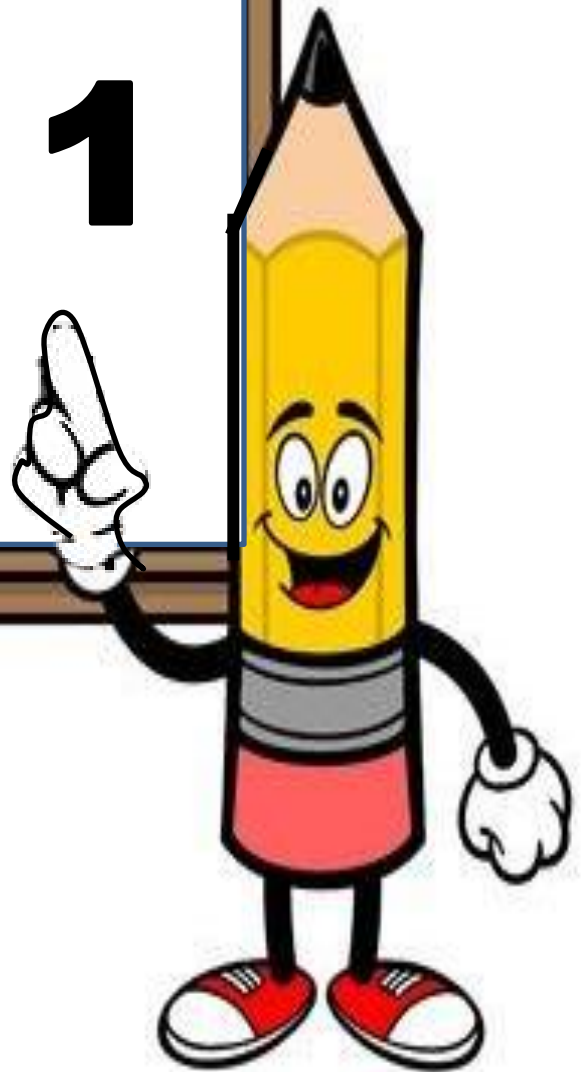
(Parent Signature)

(Date)

Parents please note that all academic packets 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.

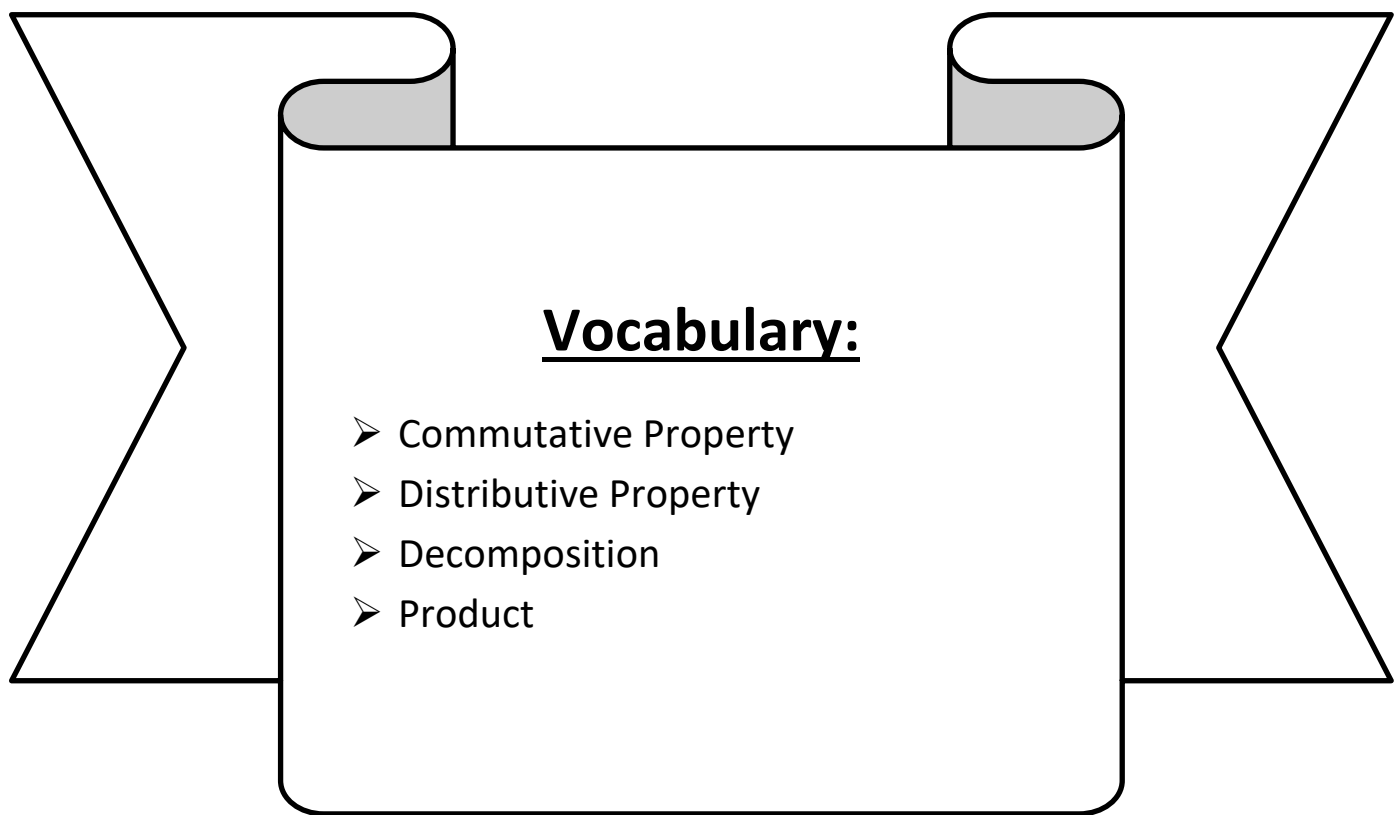


Day # 1



LEQ: How can I find known multiplication facts for 6, 7, 8 and 9?

Objective: I can use my knowledge of the commutative property and decompositions to find known multiplication facts for 6, 7, 8 and 9.



Name: _____

Week 13 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

Do Now: Find each product

$2 \times 1 =$	
$2 \times 2 =$	
$2 \times 3 =$	
$4 \times 1 =$	
$4 \times 2 =$	
$4 \times 3 =$	
$1 \times 6 =$	
$2 \times 6 =$	
$1 \times 8 =$	
$2 \times 8 =$	
$3 \times 1 =$	
$3 \times 2 =$	
$3 \times 3 =$	

$2 \times 7 =$	
$5 \times 5 =$	
$5 \times 6 =$	
$5 \times 7 =$	
$4 \times 5 =$	
$4 \times 6 =$	
$4 \times 7 =$	
$3 \times 5 =$	
$3 \times 6 =$	
$3 \times 7 =$	
$2 \times 7 =$	
$2 \times 8 =$	
$2 \times 9 =$	

Name: _____

Week 13 Day 1 Date: _____

BCCS-B

Harvard

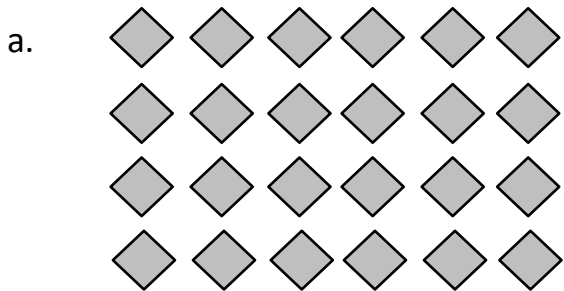
Yale

Princeton

Input (My Turn):

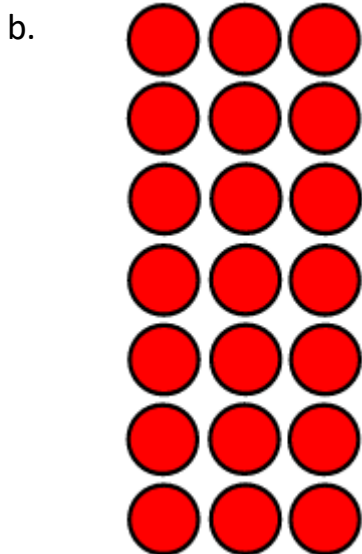
When using arrays to write multiplication sentences, the two _____ are represented by rows and columns. The _____ is the total number of objects. The commutative property of multiplication states that the order of the factor doesn't affect the product. If we know that $7 \times 6 = 42$ then we also know that _____ \times _____ = 42.

1. Use the array to write two different multiplication sentences.



_____ = _____ \times _____

_____ = _____ \times _____



_____ = _____ \times _____

_____ = _____ \times _____

Name: _____

Week 13 Day 1 Date: _____

BCCS-B

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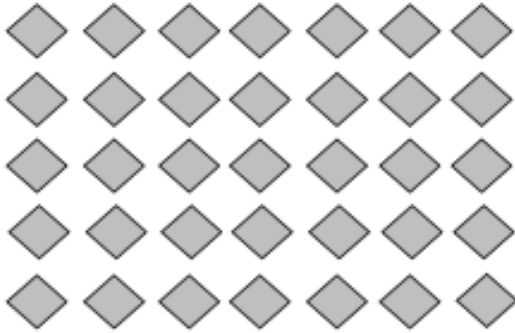
Yale

Princeton

Problem Set (Your Turn):

1. Use the array to write two different multiplication sentences.

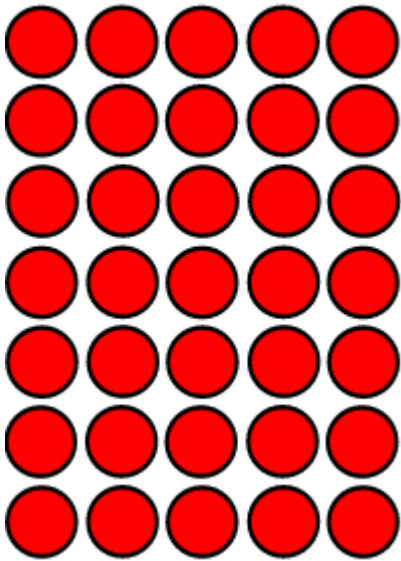
a.



_____ = _____ × _____

_____ = _____ × _____

b.



_____ = _____ × _____

_____ = _____ × _____

c.



_____ = _____ × _____

_____ = _____ × _____

Name: _____

Week 13 Day 1 Date: _____

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Input (My Turn):

When multiplying by 9, we can create 10 equal groups of the other factor and subtract one _____ to find the multiple of 9. For example, when multiplying 9×3 , we can multiply _____ $\times 3$ and subtract one group of 3 or 1×3 to find the product of 9×3 . $10 \times 3 =$ _____. $30 - 3 =$ _____ so 9×3 is also 27. We can also decompose when multiplying with 6, 7, and 8 by creating familiar groups and adding smaller products. For example, 8×4 can be decomposed into 5 fours + 3 fours. $5 \times 4 =$ _____ and $3 \times 4 =$ _____. $20 + 12 =$ _____, so $8 \times 4 = 32$

2. Complete the equations.

a. 3 sevens = _____ threes

= _____

b. 2 _____ = 6 twos

= _____

.....

c. $4 \times 9 = 10$ fours -- _____ four

= _____

.....

d. $8 \times 3 = 5$ threes + _____ threes

= _____

Name: _____

Week 13 Day 1 Date: _____

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Problem Set (Your Turn):

2. Complete the equations.

a. 2 sevens = _____ twos

= _____

b. 3 _____ = 6 threes

= _____

c. $9 \times 3 = 10$ threes – _____ three

= _____

d. $8 \times 6 = 5$ sixes + _____ sixes

= _____

e. 5 fours + 2 fours = _____ x 4

= _____

Name: _____


Week 13 Day 1 Date: _____


BCCS-B



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✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

C Circle key numbers & units
What do I know?

U Underline the question
What am I being asked to solve?

B Box math clue words
Am I going to +, -, x, or ÷?

E Evaluate and Eliminate
What steps do I take?
What information don't I need?

S Solve and Show your work
Does my answer make sense?
How can I double check?

Application:

Gionni brings 3 water jugs to his soccer game to share with teammates. Each jug contains 6 liters of water. How many liters of water does Gionni bring?

Name: _____

Week 13 Day 1 Date: _____

BCCS-B

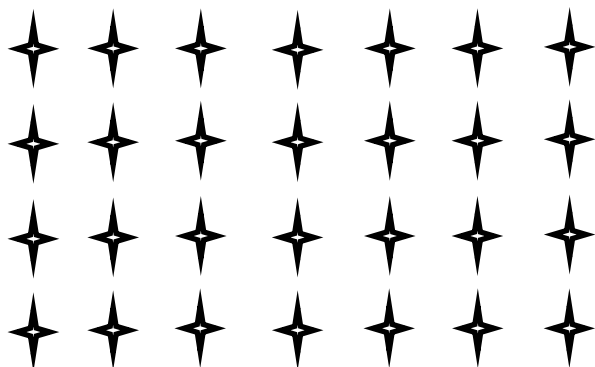
Harvard

Yale

Princeton

Exit Ticket:

1. Use the array to write two different multiplication facts.



_____ = _____ x _____

_____ = _____ x _____

2. Complete the equation.

$8 \times 6 = 5 \text{ sixes} + \underline{\quad} \text{ six}$

= _____

Name: _____

Week 13 Day 1 Date: _____

BCCS-B

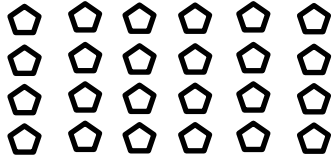
Harvard

Yale

Princeton

Homework:

1. Write two multiplication facts for the array.



_____ = _____ × _____

_____ = _____ × _____

2. Match the expressions.

3×6

7 threes

3 sevens

2×10

2 eights

9×5

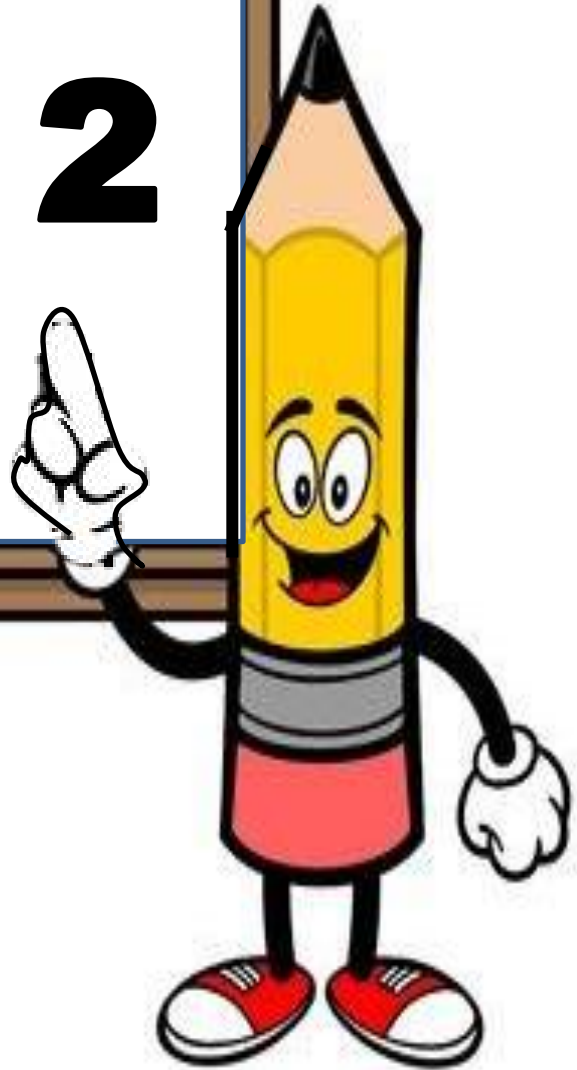
5×9

8×2

3. Mrs. Page reads 9 pages of her favorite book on Monday, Tuesday, and Wednesday. How many pages did Mrs. Page read in all?

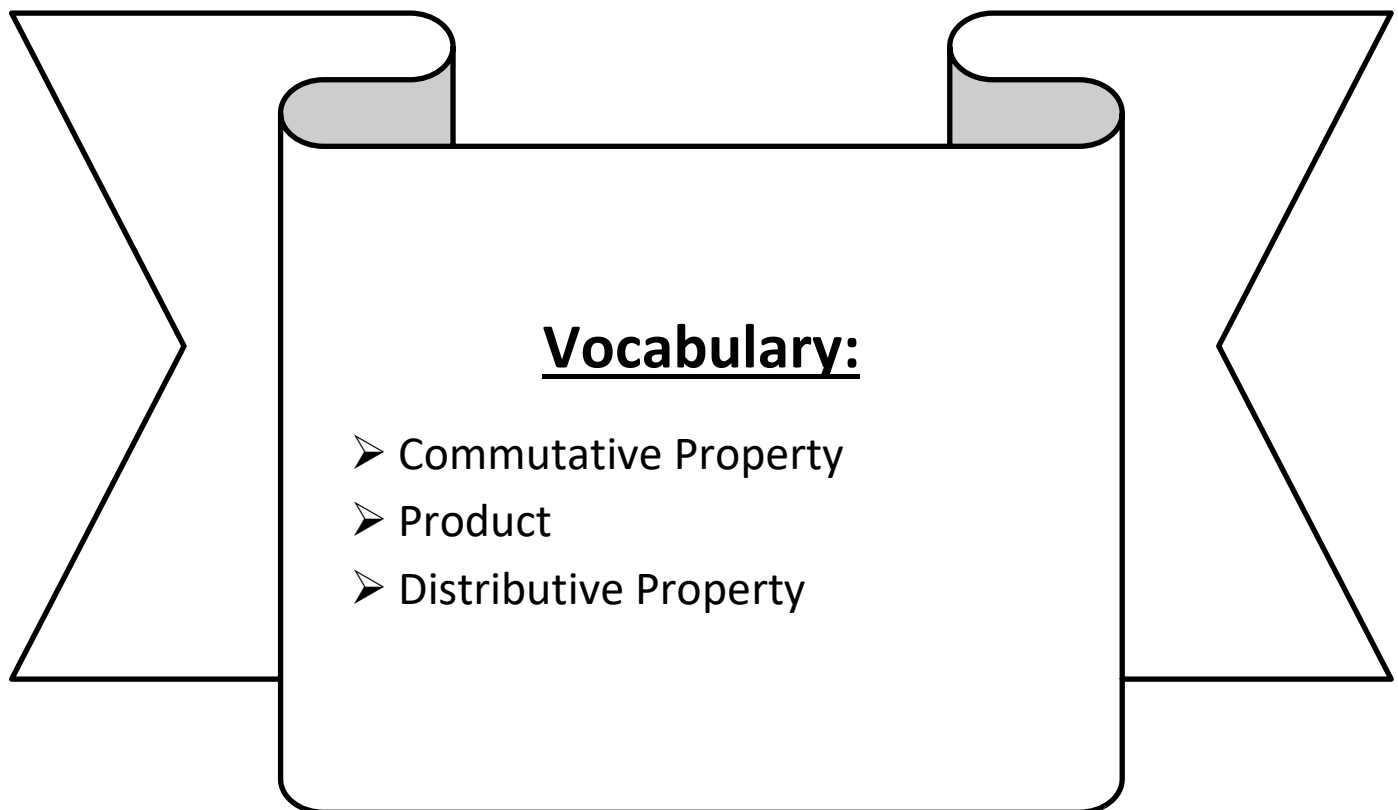


Day # 2



LEQ: How can I relate multiplication facts $5 \times n + n$ to $6 \times n$ and $n \times 6$ where n is the size of the unit?

Objective: I can use the number 5 to apply the distributive and commutative properties to relate multiplication facts $5 \times n + n$ to $6 \times n$ and $n \times 6$ where n is the size of the unit.



Name: _____

Week 13 Day 2 Date: _____

BCCS-B

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Do Now: Use the Commutative Property to Multiply

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

23.	$6 \times 2 =$	
24.	$2 \times 6 =$	
25.	$2 \times 7 =$	
26.	$7 \times 2 =$	
27.	$2 \times 8 =$	
28.	$8 \times 2 =$	
29.	$2 \times 9 =$	
30.	$9 \times 2 =$	
31.	$2 \times 10 =$	
32.	$10 \times 2 =$	
33.	$3 \times 3 =$	
34.	$3 \times 4 =$	
35.	$4 \times 3 =$	
36.	$3 \times 6 =$	
37.	$6 \times 3 =$	
38.	$3 \times 7 =$	
39.	$7 \times 3 =$	
40.	$3 \times 8 =$	
41.	$8 \times 3 =$	
42.	$3 \times 9 =$	
43.	$9 \times 3 =$	
44.	$4 \times 4 =$	

Name: _____

Week 13 Day 2 Date: _____

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Input (My Turn):

The distributive and commutative properties are strategies that help us find larger products. $5 \times n$, where 5 represents the number of groups and n represents the _____ of the group, is a familiar fact we can use to apply the distributive property. $5 \times n + n$ is the same as $6 \times n$ or 6 _____ of the given number. We can then apply the commutative property to find the product of $n \times 6$.

1) Each  has a value of 7.



Unit form: 5 _____

Facts: $5 \times \underline{\quad} = \underline{\quad} \times 5$

Total = _____



Unit form: 6 sevens = _____ sevens + _____ seven

= $35 + \underline{\quad}$

= _____

Facts: _____ \times _____ = _____

_____ \times _____ = _____

Name: _____

Week 13 Day 2 Date: _____

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Problem Set (Your Turn):

1) Each  has a value of 8.



Unit form: 5 _____

Facts: $5 \times \underline{\quad} = \underline{\quad} \times 5$

Total = _____



Unit form: 6 eights = _____ eights + _____ eight

= 40 + _____

= _____

Facts: _____ \times _____ = _____

_____ \times _____ = _____

Name: _____

Week 13 Day 2 Date: _____

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Input (My Turn):

Use a fives fact to help you solve 9×6 . Show your work using pictures, numbers, and words.

Problem Set (Your Turn):

Use a fives fact to help you solve 8×6 . Show your work using pictures, numbers, and words.

Name: _____


Week 13 Day 2 Date: _____


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✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

C Circle key numbers & units
What do I know?

U Underline the question
What am I being asked to solve?

B Box math clue words
Am I going to +, -, x, or ÷?

E Evaluate and Eliminate
What steps do I take?
What information don't I need?

S Solve and Show your work
Does my answer make sense?
How can I double check?

Application:

Ms. Maisenbacher has 7 weeks of packets to grade. Each packet is worth 6 points. If Zaymir handed in all of his packets and completed all of his work, how many points did he earn?

Name: _____

Week 13 Day 2 Date: _____

BCCS-B

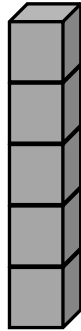
Harvard

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Princeton

Exit Ticket:

1. Each  has a value of 9.



Unit form: _____

Facts: $5 \times \underline{\quad} = \underline{\quad} \times 5$

Total = _____



Unit form: 6 nines = _____ nines + _____ nine

= 45 + _____

= _____

Facts: _____ \times _____ = _____

_____ \times _____ = _____

Name: _____

Week 13 Day 2 Date: _____

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Homework:

1) An author writes 9 pages of her book each week. How many pages does she write in 7 weeks? Use a fives fact to solve.

2) a. Each dot has a value of 8

Unit form: 5 _____



Facts: $5 \times \underline{\quad} = \underline{\quad} \times 5$

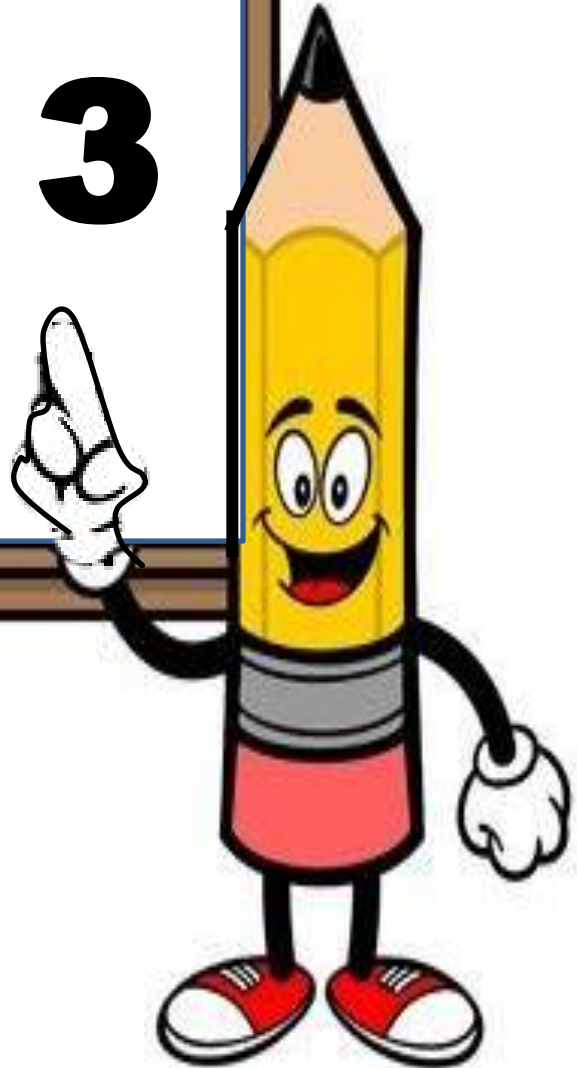


Total = _____

b. Use the fact above to find 8×6 . Show your work using pictures, numbers, or words.

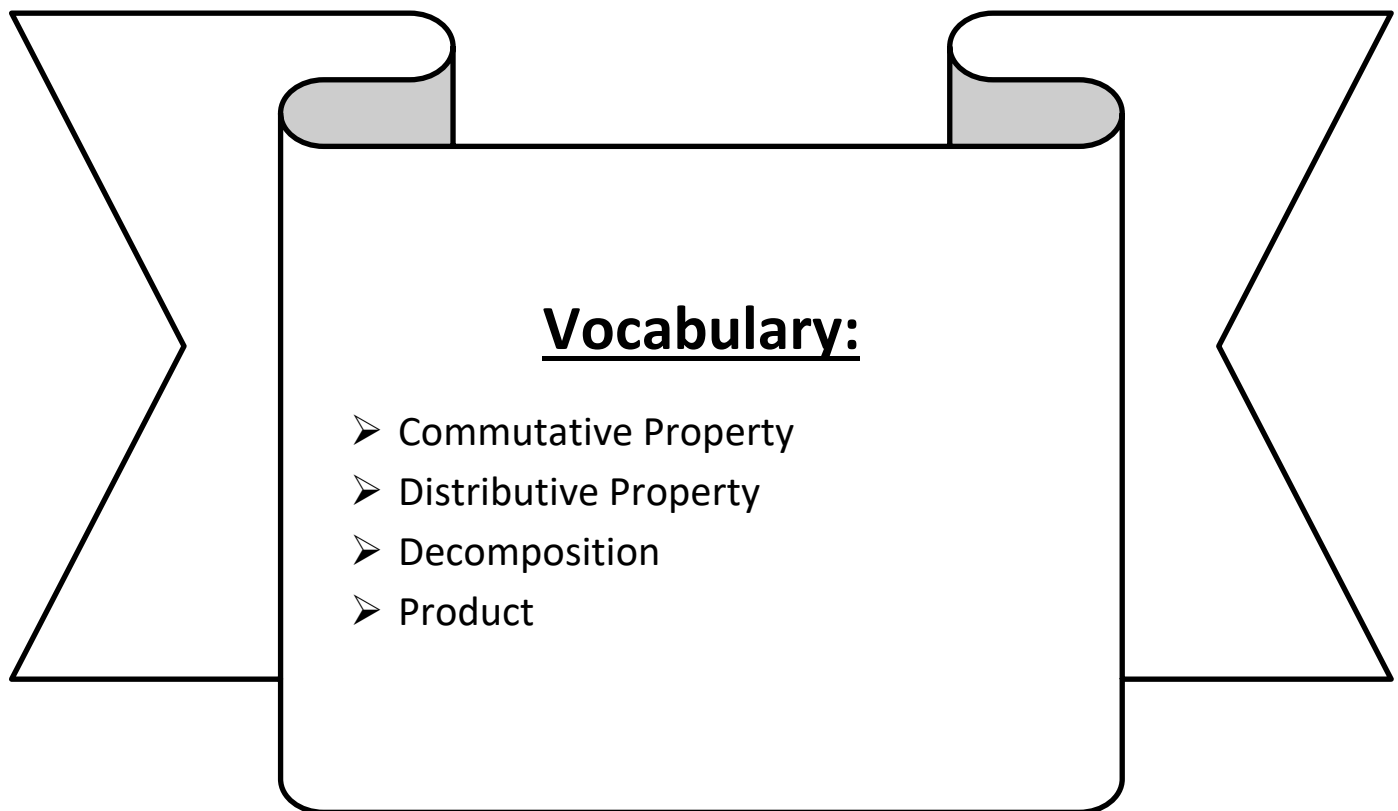


Day # 3



LEQ: How can I review for the end of module assessment?

Objective: I can use CUBES, take notes, participate, and use all learned strategies to review for the end of module assessment.



Name: _____

Week 13 Day 3 Date: _____

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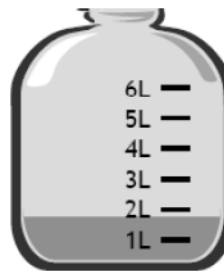
Liters and Milliliters

1) Mrs. Wise's water tank has a leak! She loses 4 liters of water per minute. How many liters of water does she lose in 4 minutes?

- A. 7 L
- B. 1 L
- C. 12 L
- D. 16 L

2) Mrs. Blomgren drinks the amount of water shown below every day at work. About many liters of water does she drink in 5 days?

- A. 14L L
- B. 10 L
- C. 8 L
- D. 2 L

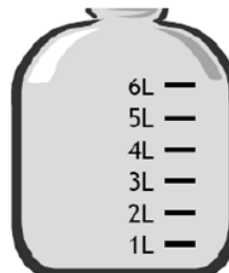


3) A large helicopter uses about 146 liters of fuel every minute. What is 146 L rounded to the nearest ten?

- A. 150 L
- B. 140 L
- C. 260 L
- D. 300 L

4) What is the capacity of the container below?

- A. 6 L
- B. 5 L
- C. 4 L
- D. 3 L



Name: _____

Week 13 Day 3 Date: _____

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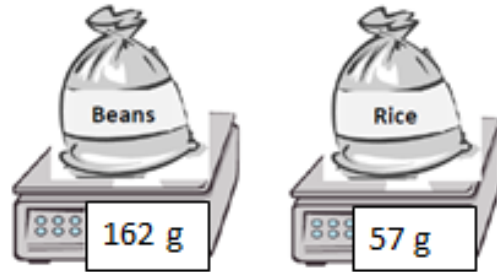
Yale

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Grams and Kilograms

5) What is the difference between the weight of the rice and beans?

- A. 105 g
- B. 115 g
- C. 219 g
- D. 100 g



6) Mr. Thompson buys fruit at the supermarket. He buys an orange that weighs 105 grams and an apple that weigh 149 grams. What is the difference between the weight of the orange and apple?

- A. 44 g
- B. 140 g
- C. 50 g
- D. 146 g

7) What is the weight of the golf ball *to the nearest ten*?

- A. 40 g
- B. 35 g
- C. 20 g
- D. 30 g



Name: _____

Week 13 Day 3 Date: _____

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Rounding

8) The clock below shows Mr. Moore's arrival time. Estimate the time to the nearest 10 minutes.



- A. 1:52
- B. 1:50
- C. 3:00
- D. 2:00

9) Which estimated sum is the most reasonable?

$227 + 96 \approx \underline{\hspace{2cm}}$

- A. 330
- B. 300
- C. 310
- D. 400

10) A large airplane uses about 306 liters of fuel every minute.

a. Calculate exactly how many liters of fuel are used every 2 minutes.

b Round to the nearest ten liters to estimate how many liters of fuel get used every minute.

Name: _____

Week 13 Day 3 Date: _____

BCCS-B

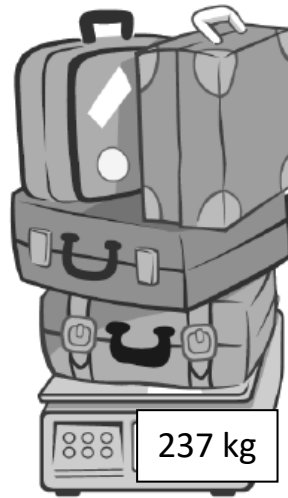
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End Of Module Review Homework:

1) Mrs. Boomhower is going on vacation. The total weight of her 4 suitcases is shown on the scale to the right. Use the vertical number line to round the total weight to the nearest 100 kilograms.



237 kg \approx _____ kg

2) Ms. Sherman has 190 stickers and she gives 155 away to third grade scholars. How many stickers does Ms. Sherman have left?

3) Find the halfway point between each pair of numbers

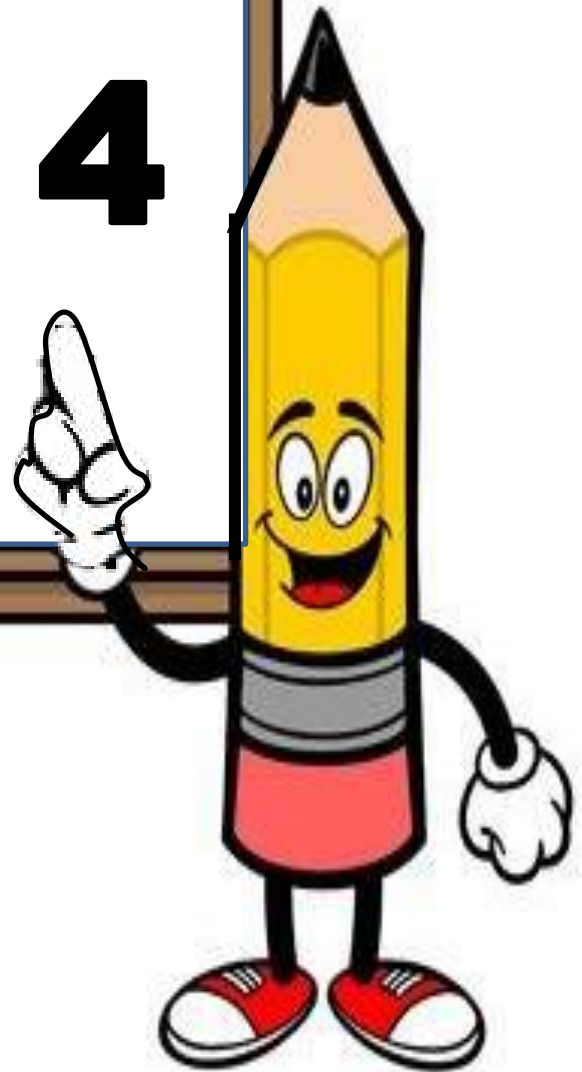
50 _____ 60

200 _____ 300

20 _____ 30



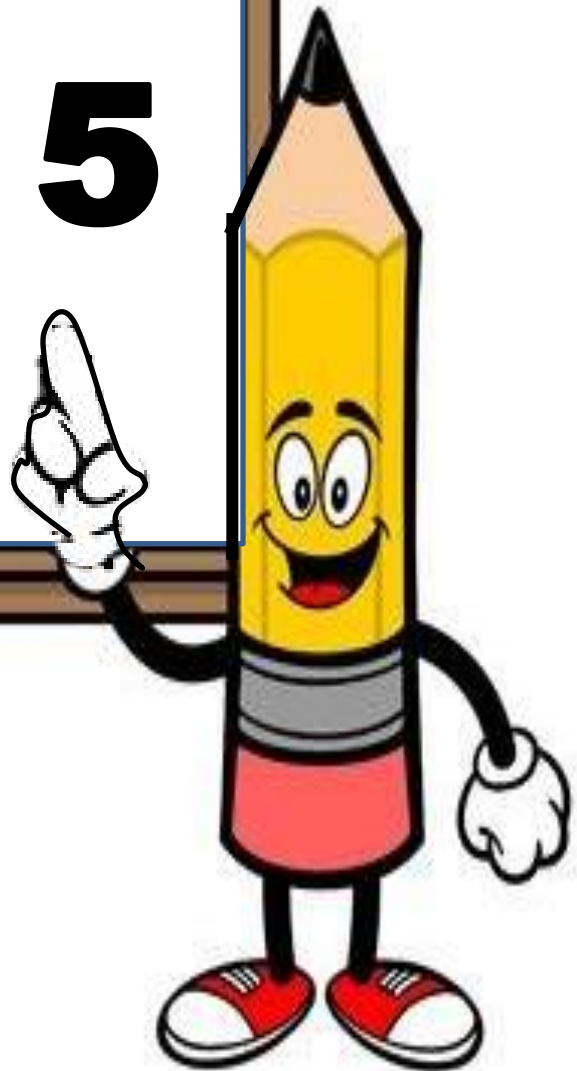
Day # 4



**Scholars will be taking the
End of module Assessment this day.**

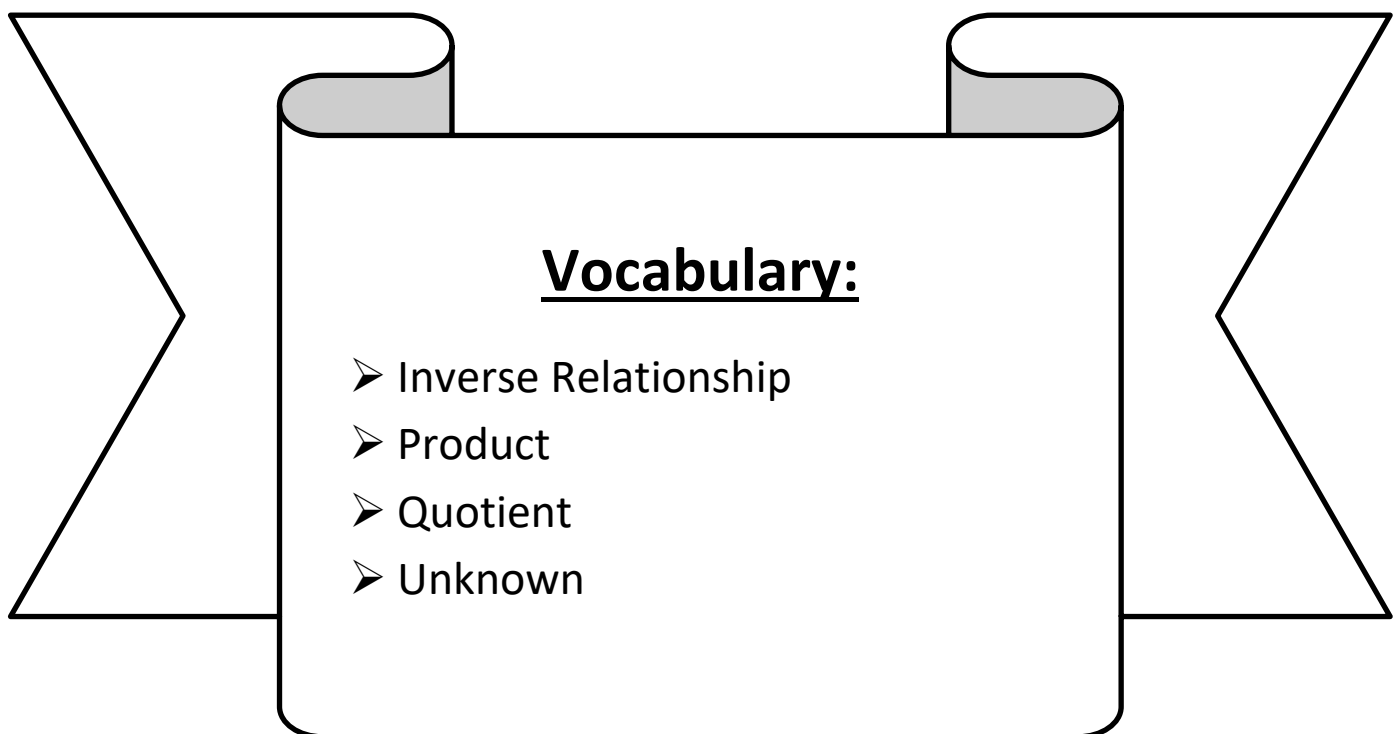


Day # 5



LEQ: How can I represent the unknown in a multiplication and division equation?

Objective: I can use a letter to represent the unknown in a multiplication and division equation.



Name: _____

Week 13 Day 5 Date: _____

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Princeton

Do Now: Use the Commutative Property to Multiply

1.	$2 \times 3 =$	
2.	$3 \times 2 =$	
3.	$2 \times 4 =$	
4.	$4 \times 2 =$	
5.	$2 \times 5 =$	
6.	$5 \times 2 =$	
7.	$2 \times 6 =$	
8.	$6 \times 2 =$	
9.	$2 \times 7 =$	
10.	$7 \times 2 =$	
11.	$2 \times 8 =$	
12.	$8 \times 2 =$	
13.	$2 \times 9 =$	
14.	$9 \times 2 =$	
15.	$2 \times 10 =$	
16.	$10 \times 2 =$	
17.	$5 \times 3 =$	
18.	$3 \times 5 =$	
19.	$5 \times 4 =$	
20.	$4 \times 5 =$	
21.	$5 \times 5 =$	

23.	$6 \times 5 =$	
24.	$5 \times 7 =$	
25.	$7 \times 5 =$	
26.	$5 \times 8 =$	
27.	$8 \times 5 =$	
28.	$5 \times 9 =$	
29.	$9 \times 5 =$	
30.	$5 \times 10 =$	
31.	$10 \times 5 =$	
32.	$3 \times 3 =$	
33.	$3 \times 4 =$	
34.	$4 \times 3 =$	
35.	$3 \times 6 =$	
36.	$6 \times 3 =$	
37.	$3 \times 7 =$	
38.	$7 \times 3 =$	
39.	$3 \times 8 =$	
40.	$8 \times 3 =$	
41.	$3 \times 9 =$	
42.	$9 \times 3 =$	
43.	$4 \times 4 =$	

Name: _____

Week 13 Day 5 Date: _____

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Input (My Turn):

We have used question marks to express _____ values. Today we're going to use letters to represent unknown values. For example, instead of writing $5x ? = 25$ we can write $5 \times p = 25$ or $5 \times f = 25$.

1) Ms. Sherman waters her plants for a total of 30 minutes. She waters each plant for 3 minutes. How many plants does Ms. Sherman water? Represent the problem using multiplication and division sentences and a letter for the unknown. Then, solve the problem.

Groups _____

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

Size _____

Total _____

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

Problem Set (Your Turn):

1) Ms. M used a total of 20 cups of flour to bake some bread. She used 5 cups of flour for each loaf of bread. How many loaves of bread did she bake? Represent the problem using multiplication and division sentences and a letter for the unknown. Then, solve the problem.

Groups _____

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

Size _____

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

Total _____

Name: _____

Week 13 Day 5 Date: _____

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Input (My Turn):

1. $m = 5 \times 7$

$m =$ _____

2. $30 \div 10 = w$

$w =$ _____

3. $4 \times p = 24$

$p =$ _____

4. $a \div 3 = 12$

$a =$ _____

Name: _____

Week 13 Day 5 Date: _____

BCCS-B

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Problem Set (Your Turn):

1. $x = 5 \times 4$

$x =$ _____

2. $20 \div 10 = c$

$c =$ _____

3. $4 \times j = 28$

$j =$ _____

4. $r \div 3 = 15$

$r =$ _____

Name: _____


Week 13 Day 5 Date: _____


BCCS-B



Harvard

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Princeton

✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

C Circle key numbers & units
What do I know?

U Underline the question
What am I being asked to solve?

B Box math clue words
Am I going to +, -, x, or ÷?

E Evaluate and Eliminate
What steps do I take?
What information don't I need?

S Solve and Show your work
Does my answer make sense?
How can I double check?

Application:

Ms. Ogden buys 3 t-shirts for \$8 each. What is the total amount Ms. Ogden spends on 3 t-shirts? Use the letter m to represent the total amount of money she spends, and then solve the problem.

Name: _____

Week 13 Day 5 Date: _____

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Exit Ticket:

Find the value of the unknown in Problems 1–3.

1. $z = 5 \times 9$

$z =$ _____

2. $30 \div 6 = v$

$v =$ _____

3. $8 \times w = 24$

$w =$ _____

4. Mr. Miller waters his rose bushes for a total of 15 minutes. He waters each rose bush for 3 minutes. How many rose bushes does Mr. Miller water? Represent the problem using multiplication and division sentences and a letter for the unknown. Then, solve the problem.

Groups _____

_____ \times _____ = _____

Size _____

_____ \div _____ = _____

Total _____

Name: _____

Week 13 Day 5 Date: _____

BCCS-B

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Yale

Princeton

Homework:

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

$8 \div 2 = n$	$n = \underline{\quad}$
$3 \times a = 12$	$a = \underline{\quad}$
$p \times 8 = 40$	$p = \underline{\quad}$
$18 \div 6 = c$	$c = \underline{\quad}$
$d \times 4 = 24$	$d = \underline{\quad}$
$h \div 7 = 5$	$h = \underline{\quad}$

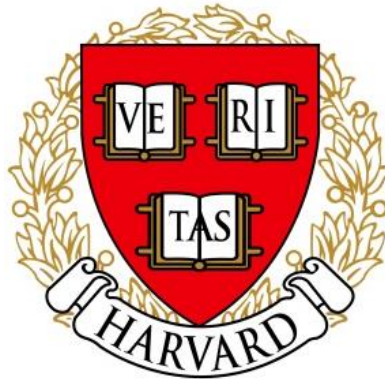
2) Peter buys 4 books at the fair for \$7 each. What is the total amount Peter spends on 4 books? Use the letter b to represent the total amount Pedro spends, and then solve the problem.



Name _____

3rd Grade Math Remote Learning Packet

Week 14



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.

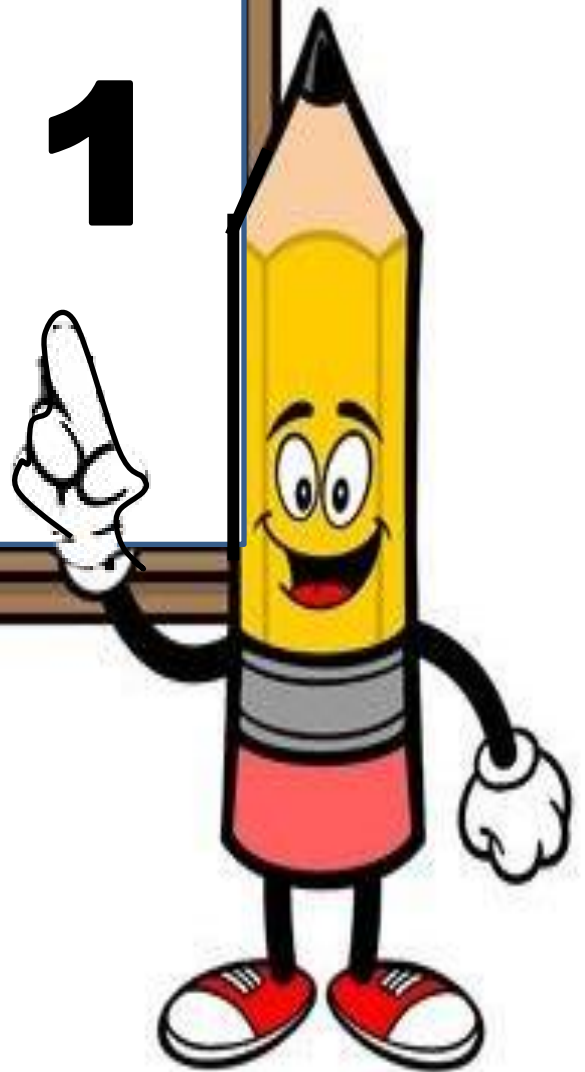
(Parent Signature)

(Date)

Parents please note that all academic packets 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.

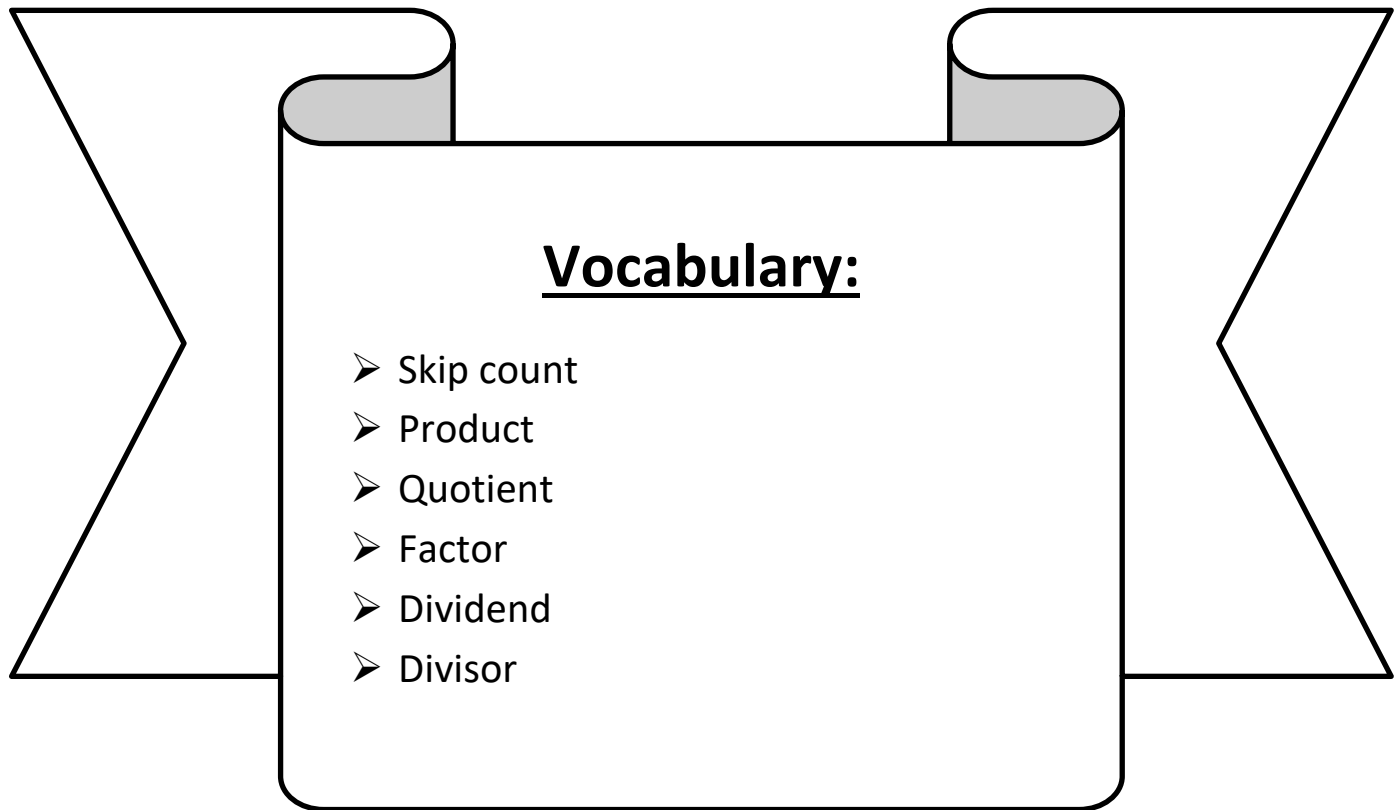


Day # 1



LEQ: How can I multiply and divide by 6?

Objective: I can count by units of 6 (skip count) to multiply and divide.



Name: _____

Week 14 Day 1 Date: _____

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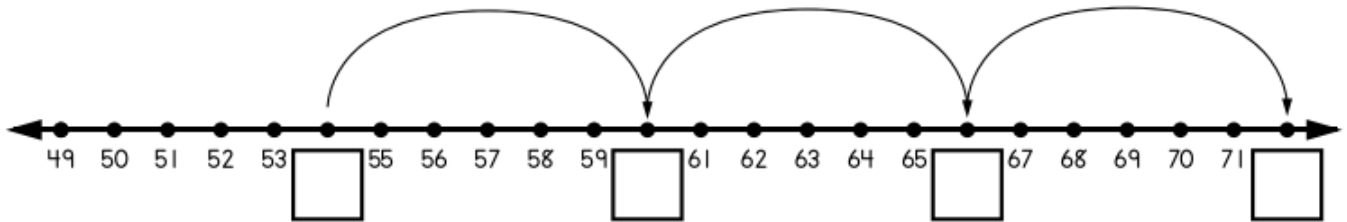
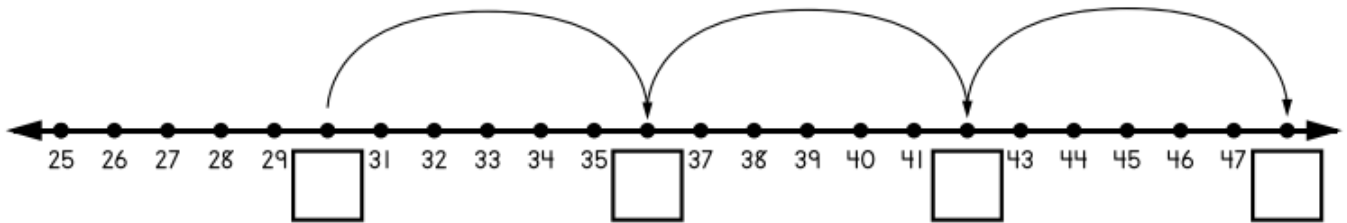
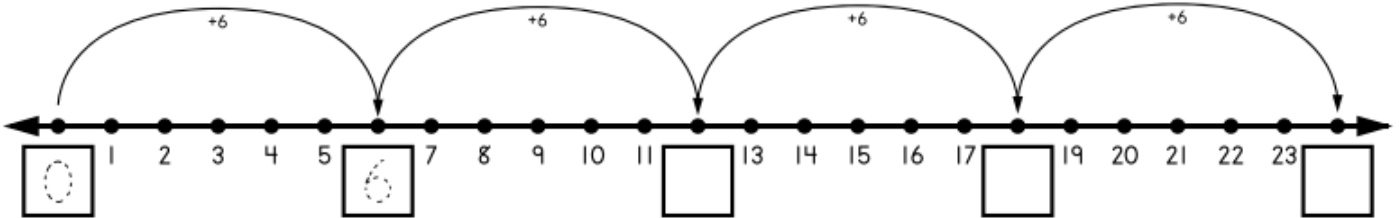
Yale

Princeton

Do Now:

Count by 6s

Count by 6s and fill in the missing numbers on the number lines.



Use the number line above to help you fill in the blanks below:

1) $6 \times \underline{\quad} = 12$

4) $6 \times \underline{\quad} = 30$

2) $6 \times \underline{\quad} = 18$

5) $6 \times \underline{\quad} = 36$

3) $6 \times \underline{\quad} = 24$

6) $6 \times \underline{\quad} = 42$

Name: _____

Week 14 Day 1 Date: _____

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Input (My Turn):

We can skip count to find a _____. When we skip count to find a product, the size of the group is the number that we are skip counting by and the number of groups is the number of jumps.

Example:

$0, 3, 6, 9, 12, 15 = 5 \times 3 \text{ OR } 3 \times 5$

We can find divide the product by the size of each jump to find the _____.

$15 \div 3 = 5$

Product or Dividend Size or Divisor Quotient or groups

1. Count by six to fill in the blanks below.

6, _____, _____

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

$$6 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Complete the division equation that represents your count-by.

$$\underline{\hspace{2cm}} \div 6 = \underline{\hspace{2cm}}$$

2. Count by six to fill in the blanks below.

6, _____, _____, _____

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

$$6 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Complete the division equation that represents your count-by.

$$\underline{\hspace{2cm}} \div 6 = \underline{\hspace{2cm}}$$

Name: _____

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Week 14 Day 1 Date: _____

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Problem Set (Your Turn):

3. Count by six to fill in the blanks below.

6, _____, _____, _____, _____

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

$$6 \times \underline{\quad\quad} = \underline{\quad\quad}$$

Complete the division equation that represents your count-by.

$$\underline{\quad\quad} \div 6 = \underline{\quad\quad}$$

4. Count by six to fill in the blanks below.

6, _____, _____, _____, _____, _____

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

$$6 \times \underline{\quad\quad} = \underline{\quad\quad}$$

Complete the division equation that represents your count-by.

$$\underline{\quad\quad} \div 6 = \underline{\quad\quad}$$

5. Count by six to fill in the blanks below.

6, _____, _____, _____, _____, _____, _____, _____

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

$$6 \times \underline{\quad\quad} = \underline{\quad\quad}$$

Complete the division equation that represents your count-by.

$$\underline{\quad\quad} \div 6 = \underline{\quad\quad}$$

Name: _____

Week 14 Day 1 Date: _____

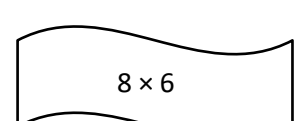
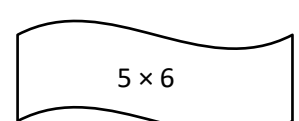
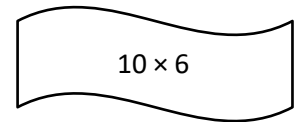
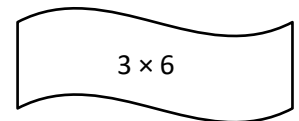
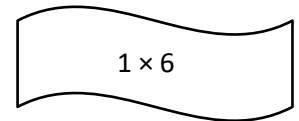
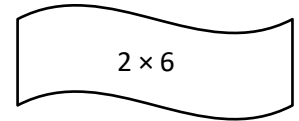
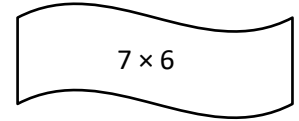
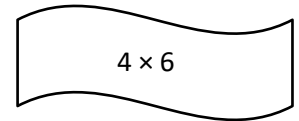
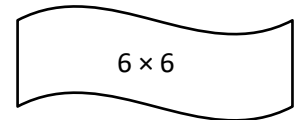
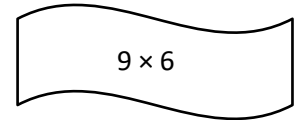
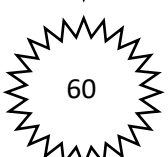
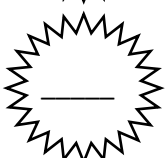
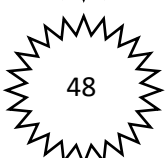
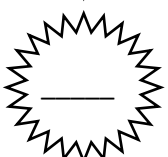
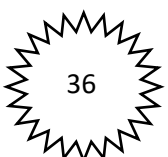
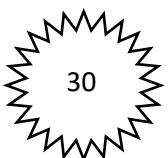
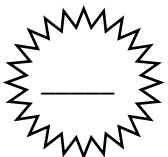
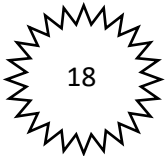
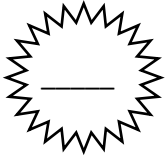
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6. Skip-count by six to fill in the blanks. Match each number in the count-by with its multiplication fact.



Name: _____


Week 14 Day 1 Date: _____


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✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

C Circle key numbers & units
What do I know?

U Underline the question
What am I being asked to solve?

B Box math clue words
Am I going to +, -, x, or ÷?

E Evaluate and Eliminate
What steps do I take?
What information don't I need?

S Solve and Show your work
Does my answer make sense?
How can I double check?

Application:

Jeremiah is moving! He packs his 36 toys into 6 boxes. He puts the same amount of toys in each box. How many toys are in each box?

Name: _____

Week 14 Day 1 Date: _____

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Exit Ticket:

Count by six to fill in the blanks below.

6, _____, _____, _____, _____, _____, _____, _____, _____, _____

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

$$6 \times \underline{\quad\quad} = \underline{\quad\quad}$$

Complete the division equation that represents your count-by.

$$\underline{\quad\quad} \div 6 = \underline{\quad\quad}$$

Name: _____

Week 14 Day 1 Date: _____

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Homework:

1. Skip-count by six to solve the following:

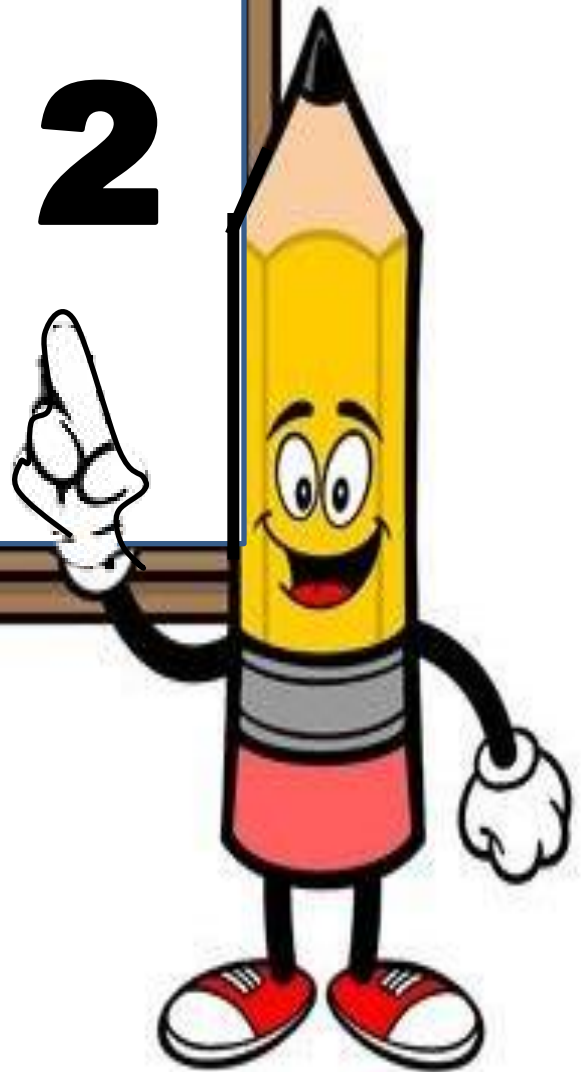
a. $8 \times 6 =$ _____

b. $54 \div 6 =$ _____

2. Julien counts by six to solve 6×7 . He says the answer is 36. Is he right? Explain your answer.

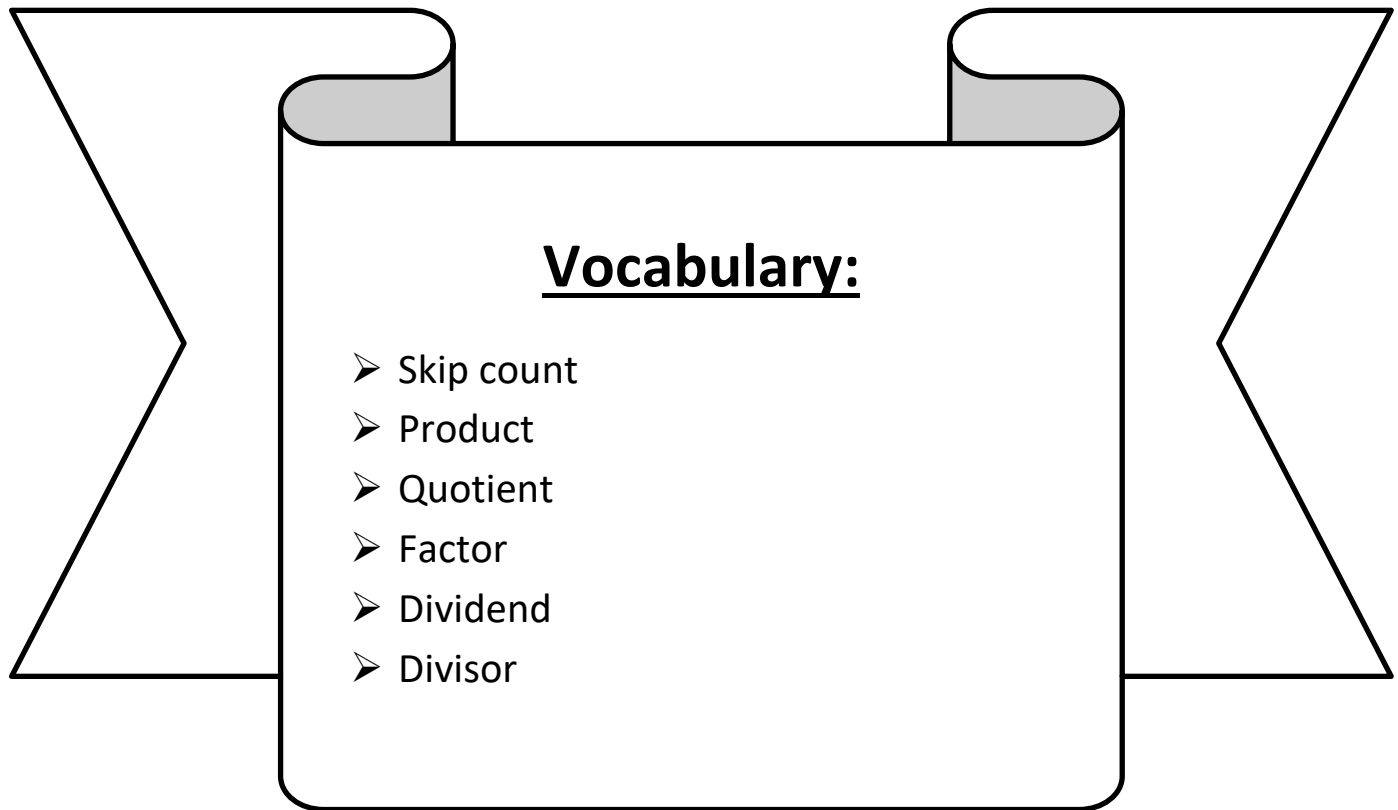


Day # 2



LEQ: How can I multiply and divide by 7?

Objective: I can count by units of 7 (skip count) to multiply and divide.



Name: _____

Week 14 Day 2 Date: _____

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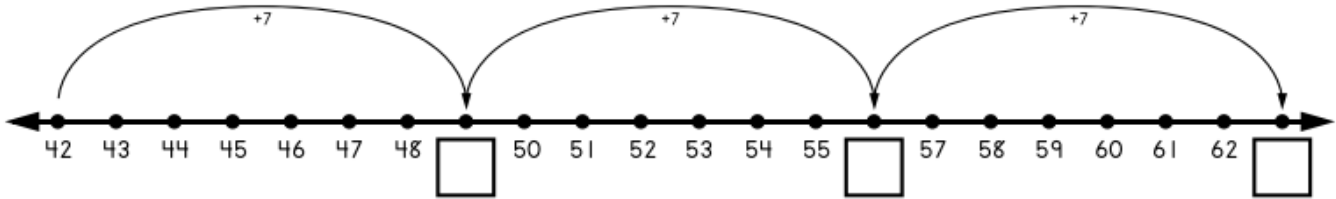
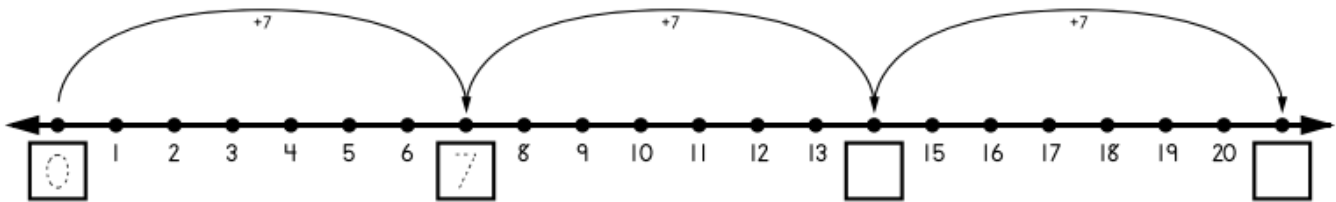
Yale

Princeton

Do Now:

Count by 7s

Count by 7s and fill in the missing numbers on the number lines.



Use the number line above to help you fill in the blanks below:

1) $7 \times \underline{\quad} = 14$

4) $7 \times \underline{\quad} = 35$

2) $7 \times \underline{\quad} = 21$

5) $7 \times \underline{\quad} = 42$

3) $7 \times \underline{\quad} = 28$

6) $7 \times \underline{\quad} = 49$

Name: _____

Week 14 Day 2 Date: _____

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Input (My Turn):

Let's complete the count-by seven sequence below. Then, write a multiplication equation and a division equation for each group of 7.

7, _____, _____, _____

If we know (x)	Then we know (÷)
_____ × 7 = _____	_____ ÷ 7 = _____
_____ × 7 = _____	_____ ÷ 7 = _____
_____ × 7 = _____	_____ ÷ 7 = _____
_____ × 7 = _____	_____ ÷ 7 = _____

Name: _____

Week 14 Day 2 Date: _____

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Problem Set (Your Turn):

1) Complete the count-by seven sequence below. Then, write a multiplication equation and a division equation to represent each group of 7.

7, 14, _____, 28, _____, 42, _____, _____, 63, _____

a. _____ $\times 7 =$ _____

_____ $\div 7 =$ _____

b. _____ $\times 7 =$ _____

_____ $\div 7 =$ _____

c. _____ $\times 7 =$ _____

_____ $\div 7 =$ _____

d. _____ $\times 7 =$ _____

_____ $\div 7 =$ _____

e. _____ $\times 7 =$ _____

_____ $\div 7 =$ _____

f. _____ $\times 7 =$ _____

_____ $\div 7 =$ _____

g. _____ $\times 7 =$ _____

_____ $\div 7 =$ _____

h. _____ $\times 7 =$ _____

_____ $\div 7 =$ _____

j. _____ $\times 7 =$ _____

_____ $\div 7 =$ _____

Name: _____


Week 14 Day 2 Date: _____


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✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

C Circle key numbers & units
What do I know?

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B Box math clue words
Am I going to +, -, x, or ÷?

E Evaluate and Eliminate
What steps do I take?
What information don't I need?

S Solve and Show your work
Does my answer make sense?
How can I double check?

Application:

There are 7 people in Jessica's checkout line at Walmart. Each person has 8 items. How many items does Jessica need to check out in total? Write a multiplication sentence to show your thinking.

Name: _____

Week 14 Day 2 Date: _____

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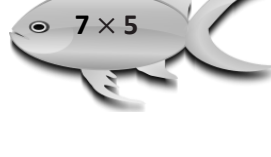
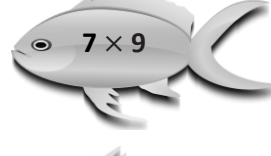
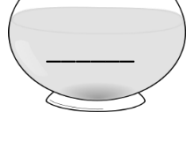
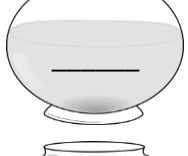
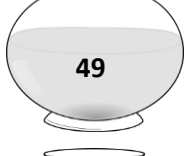
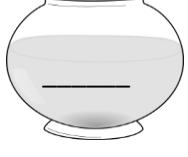
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Exit Ticket:

Skip-count by seven to fill in the blanks in the fish bowls. Match each count-by to its multiplication expression. Then, use the multiplication expression to write the related division fact directly to the right.



42 ÷ 7 = 6

_____ ÷ 7 = _____

_____ ÷ 7 = _____

_____ ÷ 7 = _____

_____ ÷ 7 = _____

_____ ÷ 7 = _____

_____ ÷ 7 = _____

_____ ÷ 7 = _____

_____ ÷ 7 = _____

_____ ÷ 7 = _____

Name: _____

Week 14 Day 2 Date: _____

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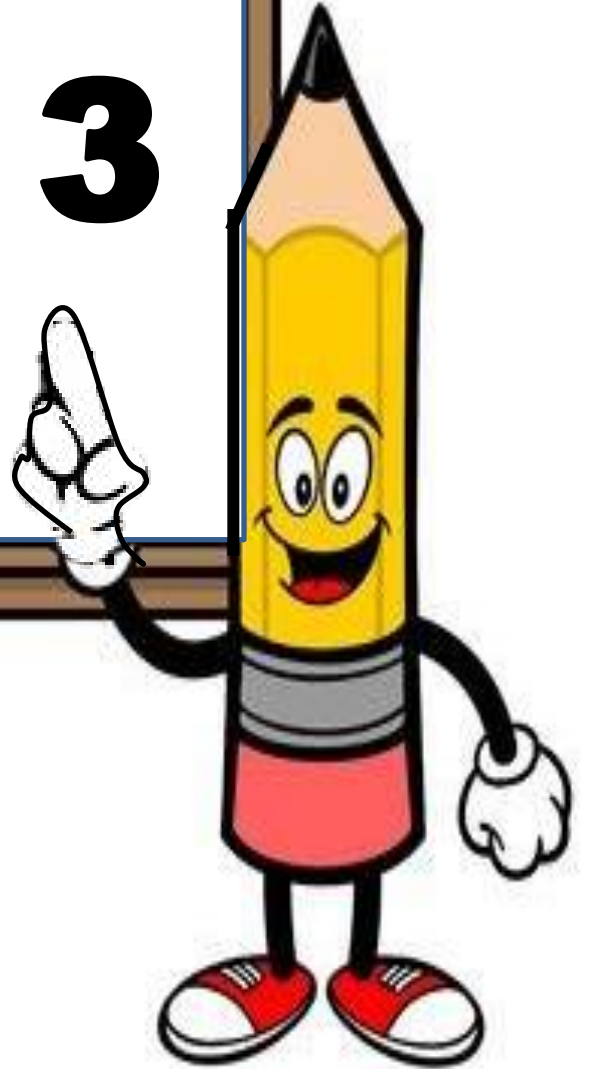
Homework:

1. Mrs. Blomgren draws 7 rows of stars. In each row, she draws 4 stars. How many stars does she draw in all? Draw an array and write a skip counting sequence to show your thinking.

2. Draw a sevens skip-counting sequence to represent a product of 35. Write a multiplication sentence.



Day # 3



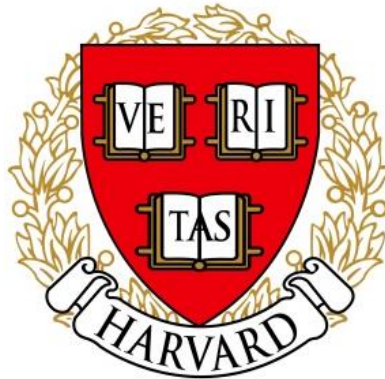
Scholars will be taking the ELA Interim Assessment on this day.



Name _____

3rd Grade Math Remote Learning Packet

Week 15



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)

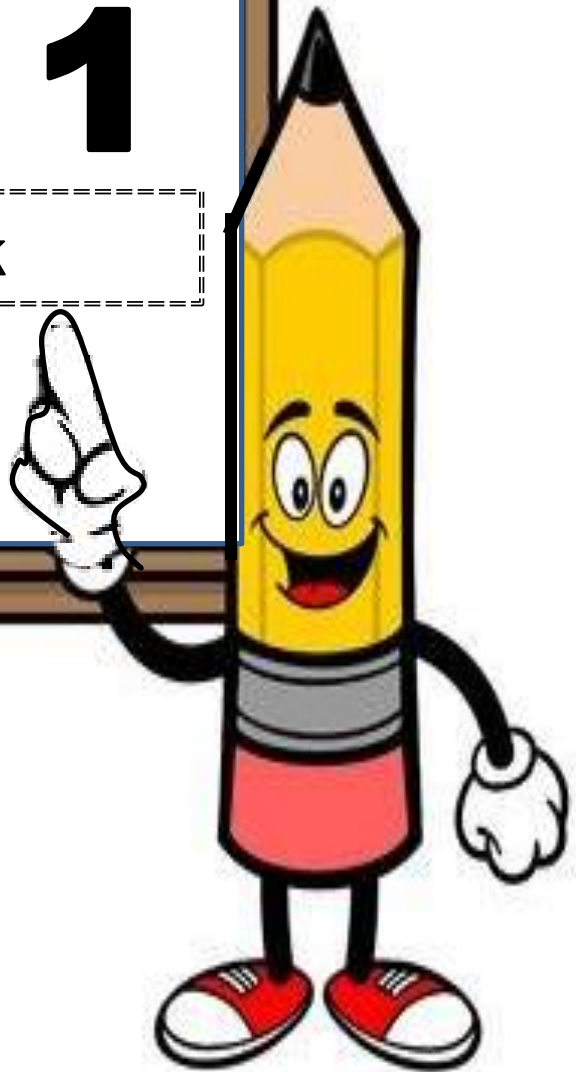
(Date)

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Day # 1

Winter Break



Name: _____ Week 15 Day 1 Date: _____

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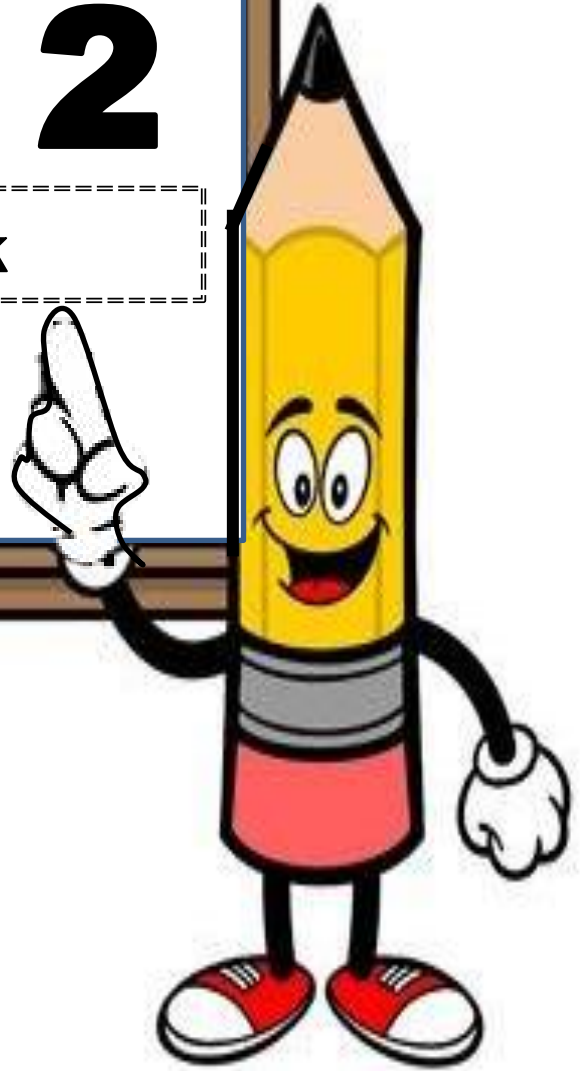
Round each number on the left to the nearest ten and hundred in the chart below.

Number	Rounded to the nearest <u>ten</u>	Rounded to the nearest <u>hundred</u>
194		
835		
109		
1,937		



Day # 2

Winter Break



Name: _____

Week 15 Day 2 Date: _____

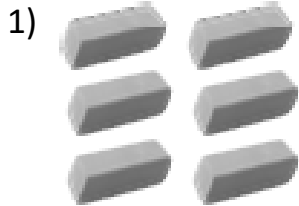
BCCS-B

Harvard

Yale

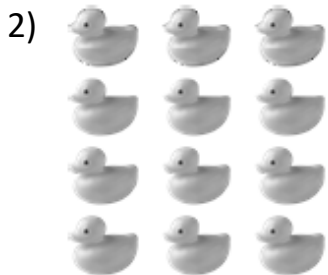
Princeton

Fill in the blanks; please remember that rows go from left to right and columns go up and down.



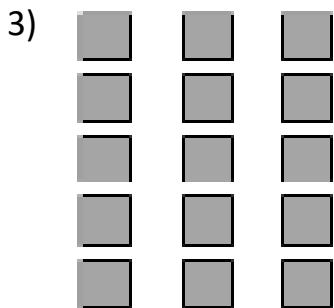
a. How many rows of erasers are there? _____

b. How many erasers are there in each row? _____



a. What is the number of rows? _____

b. What is the number of objects in each row? _____



a. There are 3 squares in each row. How many squares are in 5 rows? _____

b. Write a multiplication expression to describe the array.

_____ X _____ = _____

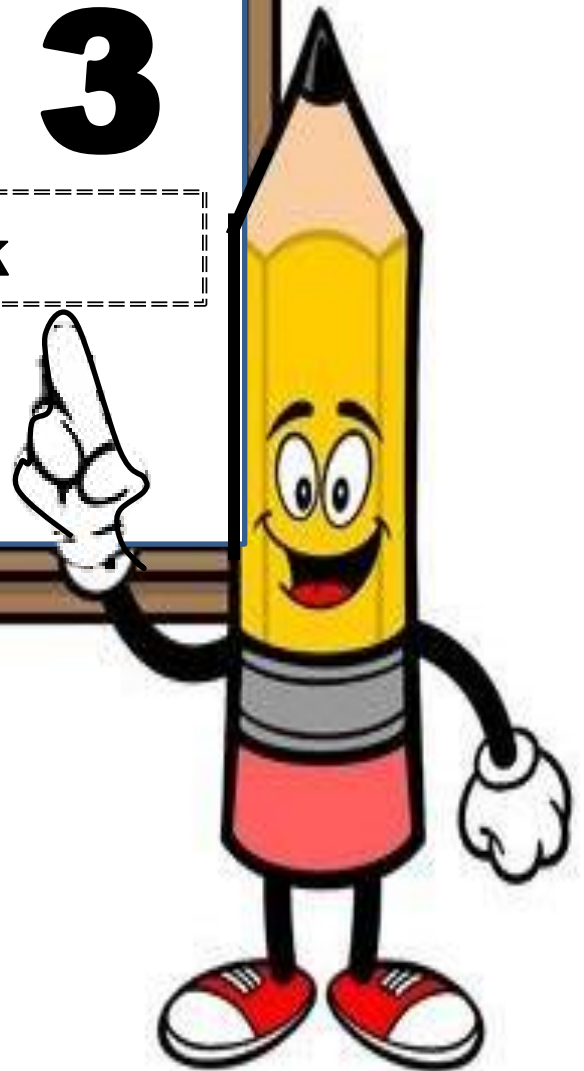


Redraw the triangles as an array that shows 3 rows of four.



Day # 3

Winter Break



Name: _____

Week 15 Day 3 Date: _____

BCCS-B

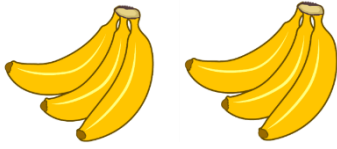
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Solve problems 1-3 using the pictures provided for each problem.

1)



a. number of groups _____ size of each group _____

b. $3 \times 2 =$ _____

c. There are _____ bananas altogether

2)

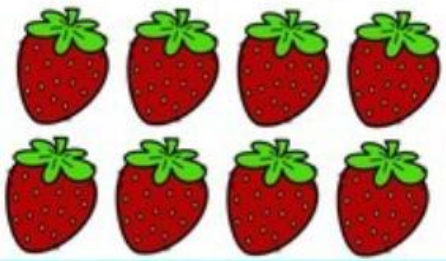


a. number of groups _____ size of each group _____

b. $3 \times 4 =$ _____

c. There are _____ flowers altogether

3) There are four strawberries in each row. How many strawberries are there in _____ rows?



a. Number of rows _____ size of each row: _____

b. _____ $\times 4 =$ _____

c. There are _____ strawberries in all

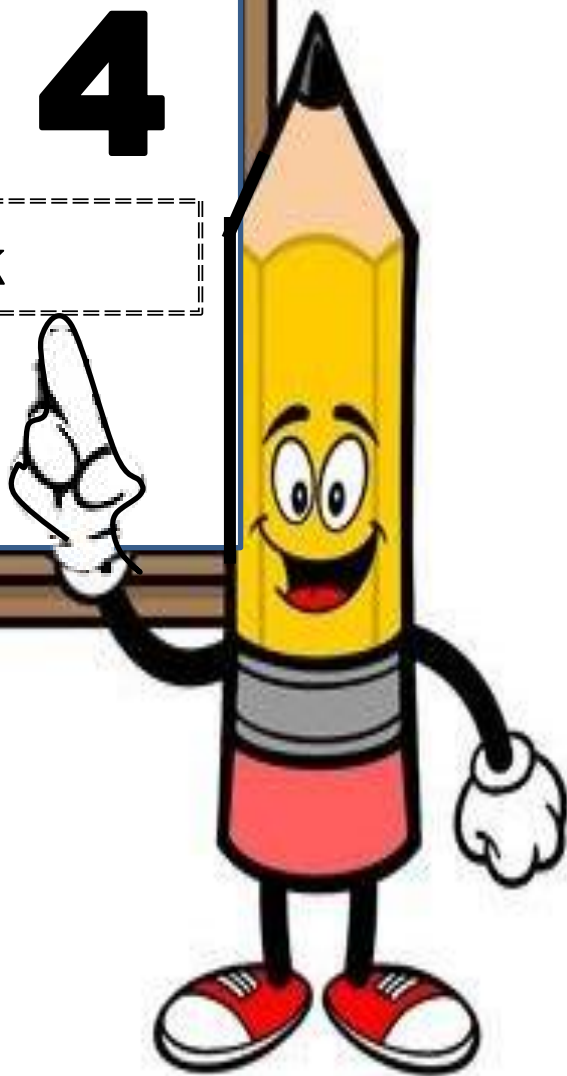
Do you want to build some products?





Day # 4

Winter Break



Name: _____

Week 15 Day 4 Date: _____

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Find the missing addend.

1) $22 + \underline{\quad} = 25$

5) $56 + \underline{\quad} = 60$

2) $42 + \underline{\quad} = 45$

6) $1 + \underline{\quad} = 20$

3) $31 + \underline{\quad} = 35$

7) $29 + \underline{\quad} = 30$

4) $47 + \underline{\quad} = 50$

8) $41 + \underline{\quad} = 45$

*Do you want to build
some addends?*



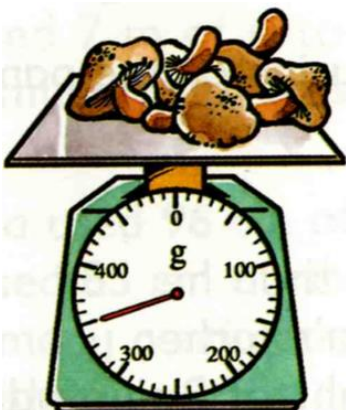
9) How many grams do the carrots shown below weigh?



The carrots weigh _____ g

If each carrot weighs 100 g, how many carrots are on the scale?

10) What do the mushrooms below weigh?

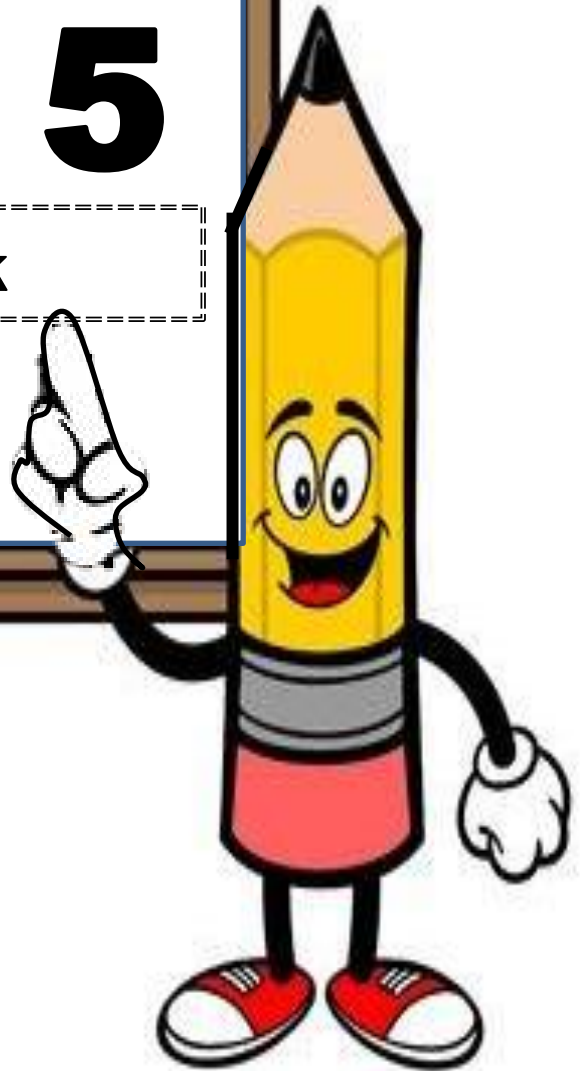


The mushrooms weigh _____ g



Day # 5

Winter Break



Name: _____

Week 15 Day 5 Date: _____

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Subtract

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$



$$14 - 6 = \underline{\quad}$$

$$5 - 2 = \underline{\quad}$$

$$8 - 2 = \underline{\quad}$$

$$18 - 10 = \underline{\quad}$$

$$13 - 4 = \underline{\quad}$$

$$9 - 6 = \underline{\quad}$$

