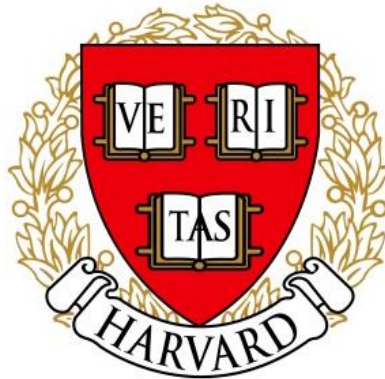




Name _____

3rd Grade Math Remote Learning Packet

Week 38



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.

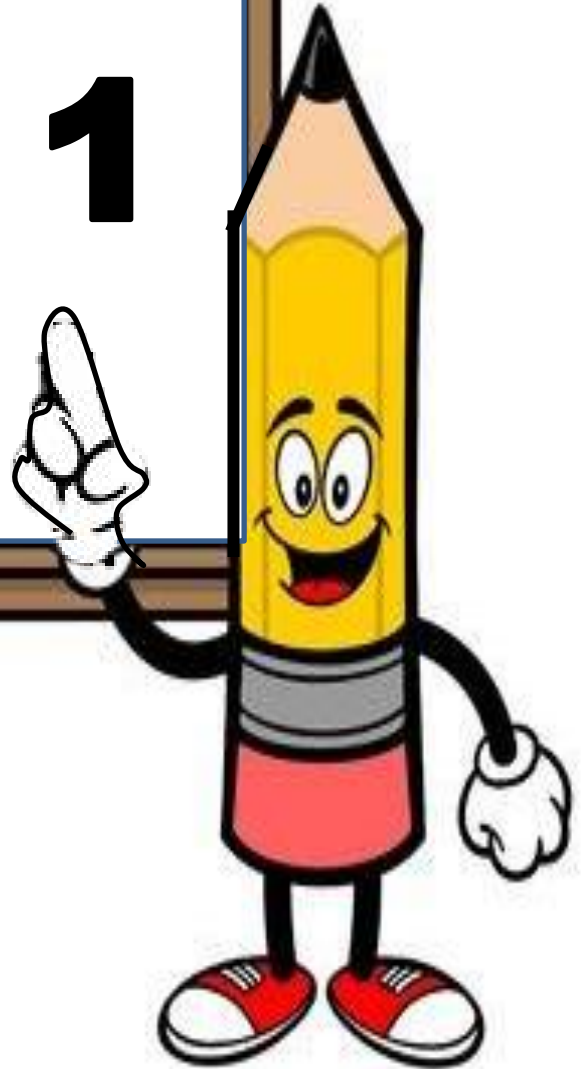
(Parent Signature)

(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.

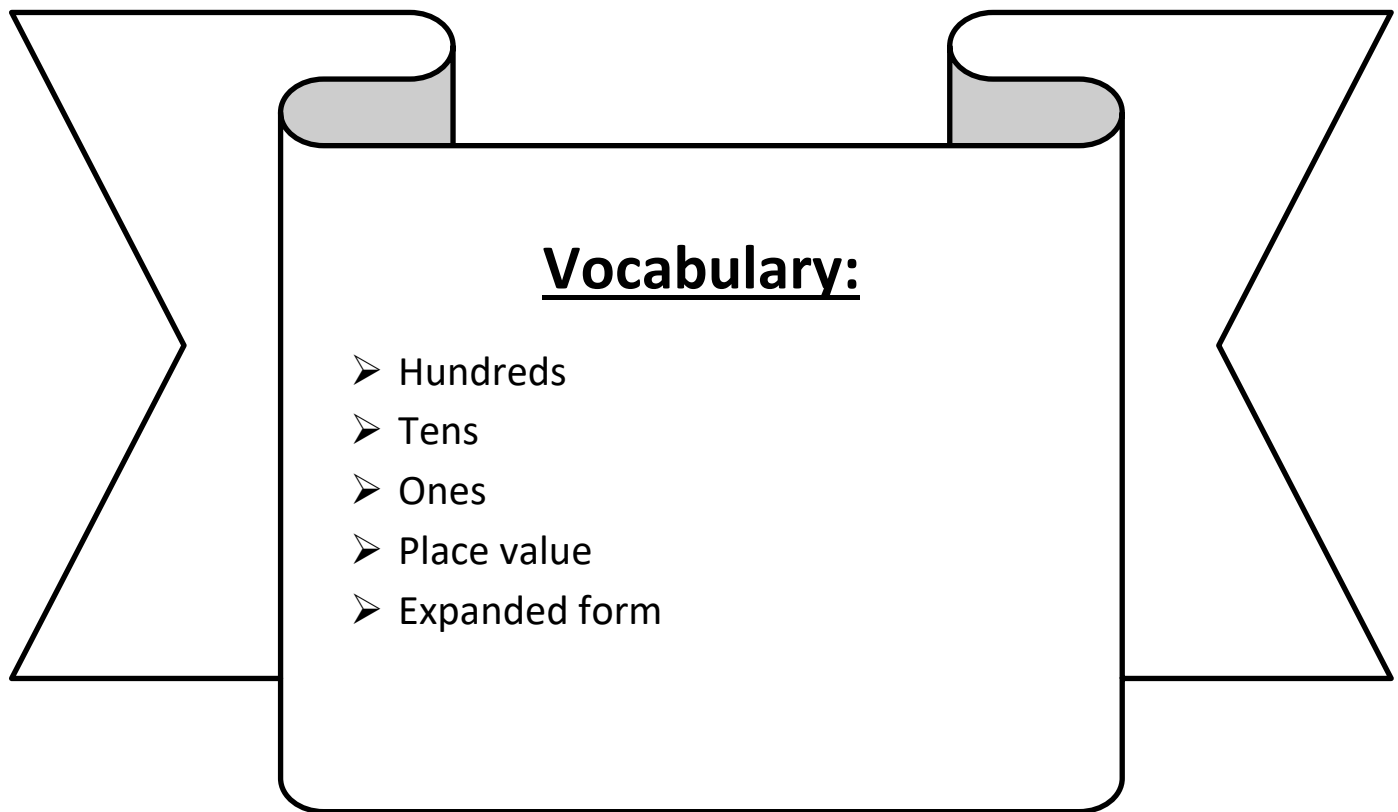


Day # 1



LEQ: How can I understand place value?

Objective: I can underline the ones, tens, and hundreds place and identify its value.



Name: _____

Week 38 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

Do Now:

Find the sum.

$$\begin{array}{r} 1. \quad 55 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 18 \\ + 80 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 52 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 27 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 11 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 12 \\ + 86 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 60 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 12 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 67 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 68 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 23 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 22 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 34 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 4 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 72 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 54 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 43 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 60 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 55 \\ + 11 \\ \hline \end{array}$$

Name: _____

Week 38 Day 1 Date: _____

BCCS-B

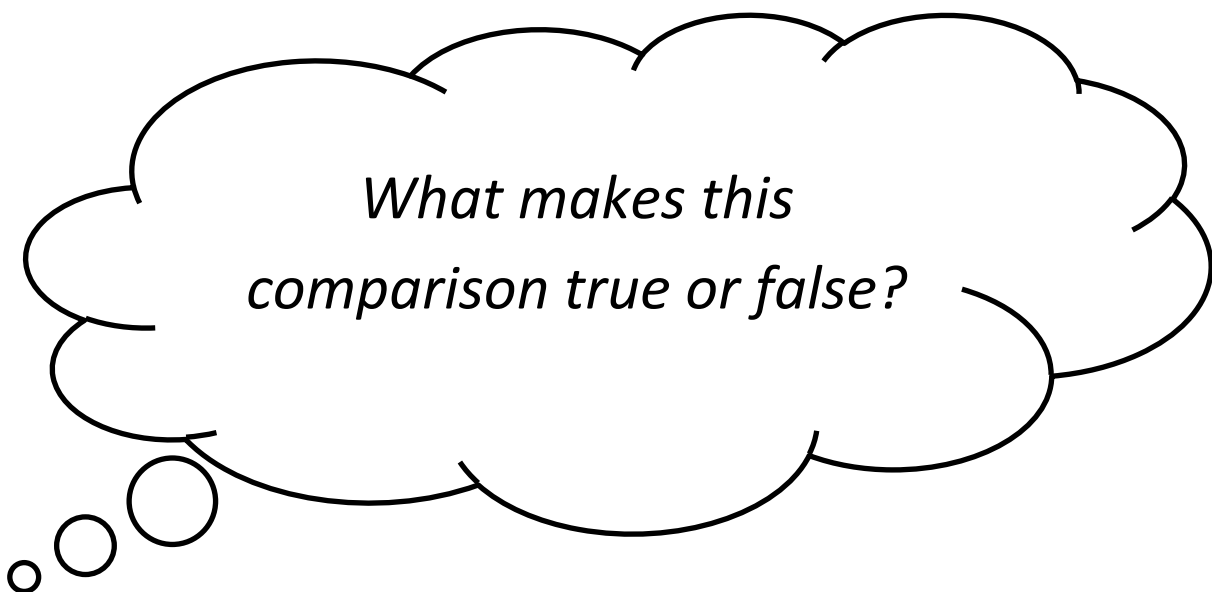
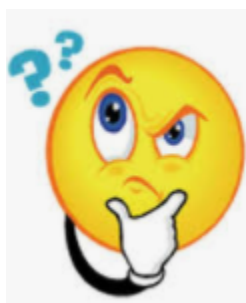
Harvard

Yale

Princeton

Exploration:

$$890 > 908$$



Name: _____

Week 38 Day 1 Date: _____

BCCS-B

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Princeton

Input (My Turn):

- Step 1: Are there any ten thousands? Write the digit and 0000 after
- Step 2: Are there any thousands? Write the digit and 000 after
- Step 3: Are there any hundreds? Write the digit and 00 after
- Step 4: Are there any tens? Write the digit and 0 after
- Step 5: Are there any ones? Write the digit

Place value is the value of each digit in a number. For example, in the number 184,

1 represents _____, 8 represents _____, and 4 represents _____. We can

write an addition sentence to represent a number in expanded form.

PLACE VALUE

vocabulary

THOUSANDS 1,000	HUNDREDS 100	TENS 10	ONES 1
1	4	5	2

value the amount each digit is worth.

digit a symbol that represents a whole number.

place value the value of a digit based on its place in a number.

APPLY

The digit in the tens place is 5.
The value of the tens place is 50.



What is the value of the underlined digit?

814 - The value of the digit 8 is **8 hundreds**, or **800**.

234 - The value of the digit 3 is **3 tens**, or **30**.

647 - The value of the digit 7 is **7 ones**, or **7**.

Name: _____

Week 38 Day 1 Date: _____

BCCS-B

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Princeton

Input (My Turn):

Write the value of each underlined digit.

Standard Form	Place Value
1, <u>3</u> 07	
<u>4</u> 98	
5,0 <u>9</u> 3	
<u>4</u> ,103	
<u>6</u> 32	
1,4 <u>5</u> 4	
<u>9</u> 31	
1 <u>2</u> ,488	
7 <u>7</u> 3	
<u>4</u> ,624	
8,3 <u>0</u> 5	

Name: _____

Week 38 Day 1 Date: _____

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Guided Practice (Our Turn):

Write the value of each underlined digit.

Standard Form	Place Value
9,002	
495	
735	
1,381	
8,914	
3,599	
622	
2,500	
992	
2,452	
13,944	

Name: _____

Week 38 Day 1 Date: _____

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Princeton

Problem Set (Your Turn):

Write the value of each underlined digit.

Standard Form	Place Value
4,923	
194	
842	
1,762	
596	
674	
3,020	
900	
461	
4,477	
312	
9,911	

Name: _____

Week 38 Day 1 Date: _____

BCCS-B

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Application:

Mrs. Blomgren writes the number eight thousand forty on the board. Prince writes 8,400 and Saveon writes 8,040. Who is correct? How do you know?

C

U

B

E

S

Name: _____

Week 38 Day 1 Date: _____

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Exit Ticket:

Write the value of each underlined digit.

Standard Form	Place Value
1,090	
882	
3,154	
544	
7,121	
613	

Name: _____

Week 38 Day 1 Date: _____

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Homework:

Rearrange each set of digits to make the largest number possible.

example:	
0 5 3	- <u>530</u>
digits	largest number you can make with the digits

a. **2 1 3** _____

b. **6 8 9** _____

c. **6 5 7** _____

d. **4 0 2** _____

d. **0 7 7** _____

e. **6 7 3** _____

Rearrange each set of digits to make the smallest number possible.

example:	
9 1 3	- <u>139</u>
digits	smallest number you can make with the digits

f. **1 9 7** _____

g. **4 6 4** _____

h. **1 6 8** _____

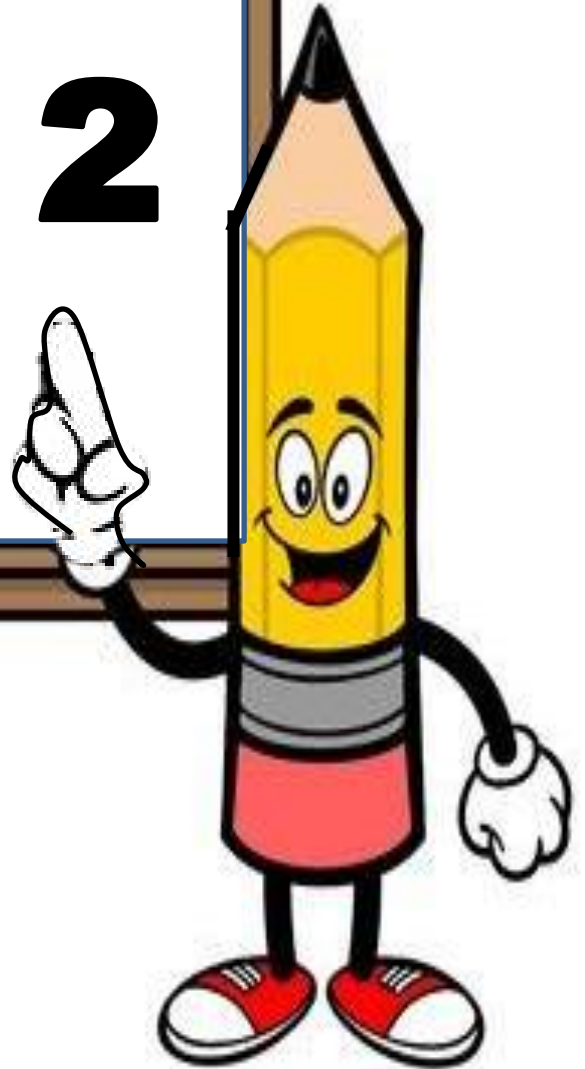
i. **7 5 2** _____

j. **3 1 1** _____

k. **9 4 8** _____

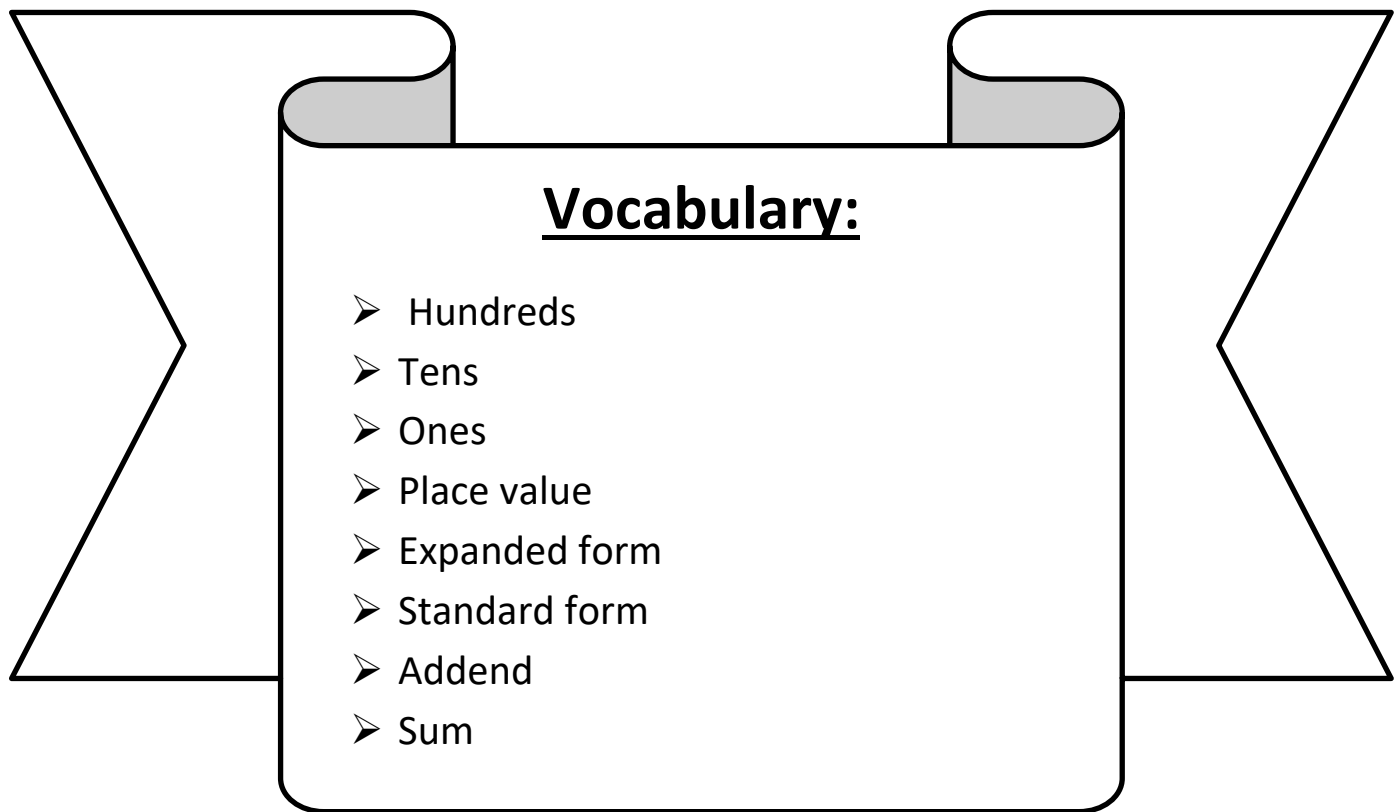


Day # 2



LEQ: How can I write a number in expanded form?

Objective: I can use place value to write a number as an addition sentence to write a number in expanded form.



Name: _____

Week 38 Day 2 Date: _____

BCCS-B

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Yale

Princeton

Do Now:

$$\begin{array}{r} 1. \quad 805 \\ + 170 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 581 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 646 \\ + 203 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 560 \\ + 307 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 241 \\ + 426 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 431 \\ + 323 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 107 \\ + 700 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 835 \\ + 101 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 565 \\ + 310 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 437 \\ + 351 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 130 \\ + 363 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 258 \\ + 230 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 817 \\ + 161 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 600 \\ + 138 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 633 \\ + 163 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 877 \\ + 112 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 801 \\ + 105 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 915 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 116 \\ + 742 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 444 \\ + 213 \\ \hline \end{array}$$

Name: _____

Week 38 Day 2 Date: _____

BCCS-B

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Exploration:

Choose the value of the missing number.

9,701

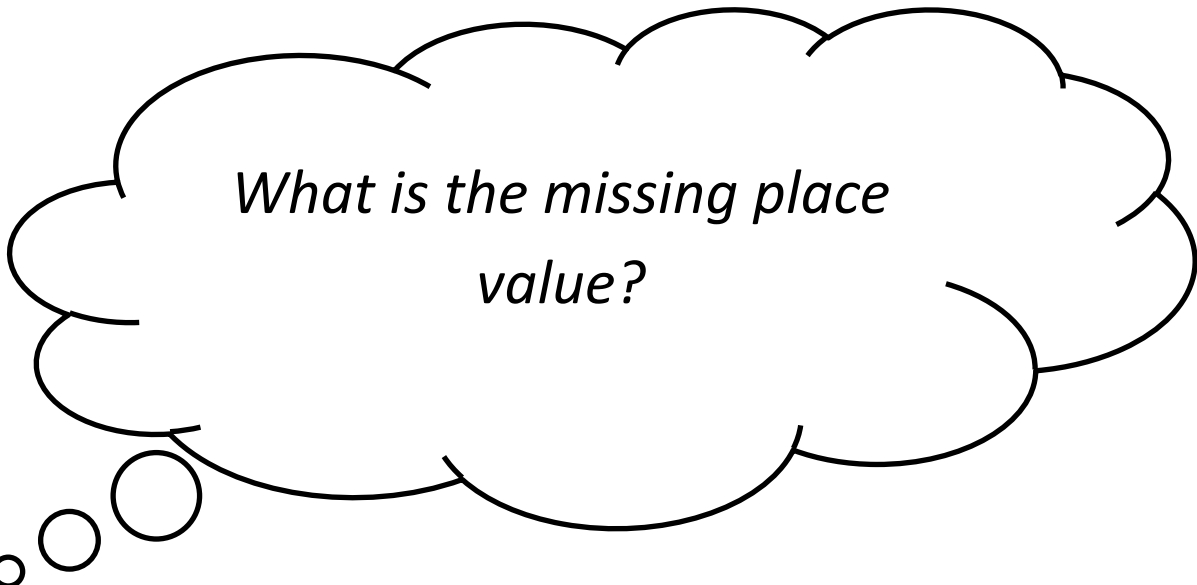
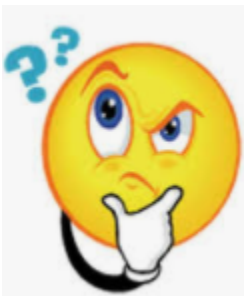
$$9,000 + \boxed{} + 1$$

7

70

700

7,000



What is the missing place value?

Name: _____

Week 38 Day 2 Date: _____

BCCS-B

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Princeton

Input (My Turn):

- Step 1: Are there any ten thousands? Write the digit and 0000 + after
- Step 2: Are there any thousands? Write the digit and 000 + after
- Step 3: Are there any hundreds? Write the digit and 00 + after
- Step 4: Are there any tens? Write the digit and 0 + after
- Step 5: Are there any ones? Write the digit

Expanded Form

In expanded form, we write the number by showing the value of each digit.

Standard Form 7294

Expanded Form 7000 + 200 + 90 + 4

Standard form is a number written out numerically. Expanded form is when we find the value of each number and write each as an _____

to represent the number in expanded form.

Write each number in expanded form:

1. 4,915 → _____

2. 871 → _____

3. 1,642 → _____

Name: _____

Week 38 Day 2 Date: _____

BCCS-B

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Princeton

Guided Practice (Our Turn):

Write each number in expanded form on the line provided.

1. **7,241**

2. **4,019**

3. **962**

4. **8,304**

Name: _____

Week 38 Day 2 Date: _____

BCCS-B

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Princeton

Problem Set (Your Turn):

Write each number in expanded form on the line provided.

1. **1, 285** _____

2. **149** _____

3. **9, 384** _____

4. **14,029** _____

5. **523** _____

6. **29, 011** _____

Name: _____

Week 38 Day 2 Date: _____

BCCS-B

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Princeton

Application:

Is the sum of 5, 680 and 4, 308 greater than or less than 10,000? Write each number in standard form and add each addend to prove your thinking.

C
U
B
E
S

Name: _____

Week 38 Day 2 Date: _____

BCCS-B

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Princeton

Exit Ticket:

Write each number in expanded form on the line provided.

1. **14,395** _____

2. **3,560** _____

3. **10,527** _____

Name: _____

Week 38 Day 2 Date: _____

BCCS-B

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Yale

Princeton

Homework:

Expanded Form

When you write a number in expanded form, you write a number in the form of an addition statement that shows place value.



The number 349 in expanded form looks like this:

$$300 + 40 + 9$$

The number 205 in expanded form looks like this:

$$200 + 5$$

Write each number in expanded form.

a. $625 =$ _____

b. $356 =$ _____

c. $791 =$ _____

d. $904 =$ _____

e. $886 =$ _____

f. $370 =$ _____

Write each number in standard form.

g. $400 + 20 + 7 =$ _____

h. $500 + 9 =$ _____

i. $100 + 80 + 2 =$ _____

j. $200 + 60 =$ _____

k. $900 + 10 + 9 =$ _____

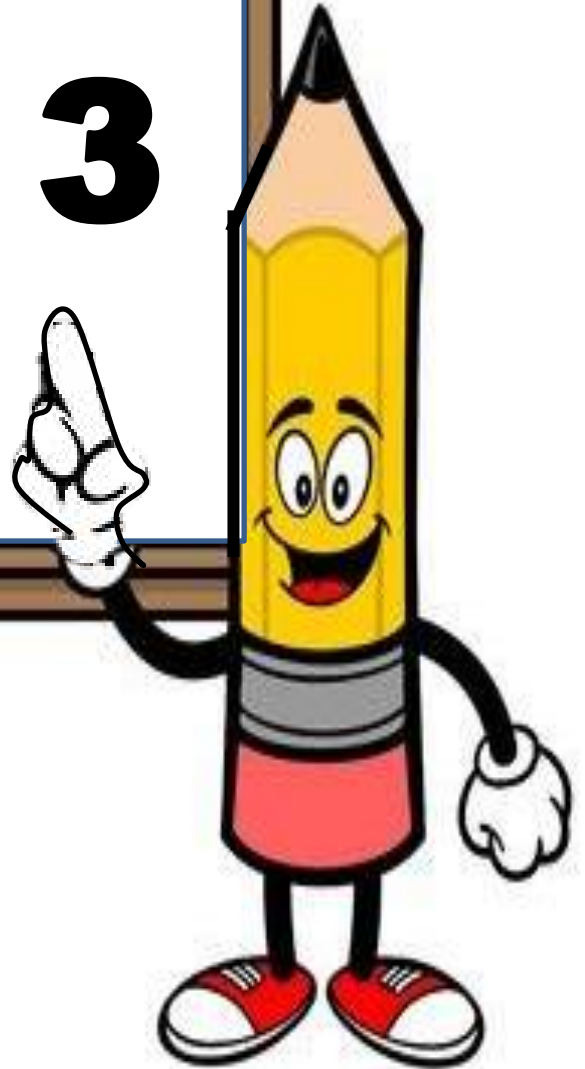
l. $300 + 7 =$ _____

m. Which is larger: $400 + 50 + 6$ or $400 + 60 + 5$? _____

n. Which is smaller: 736 or $700 + 60 + 3$? _____

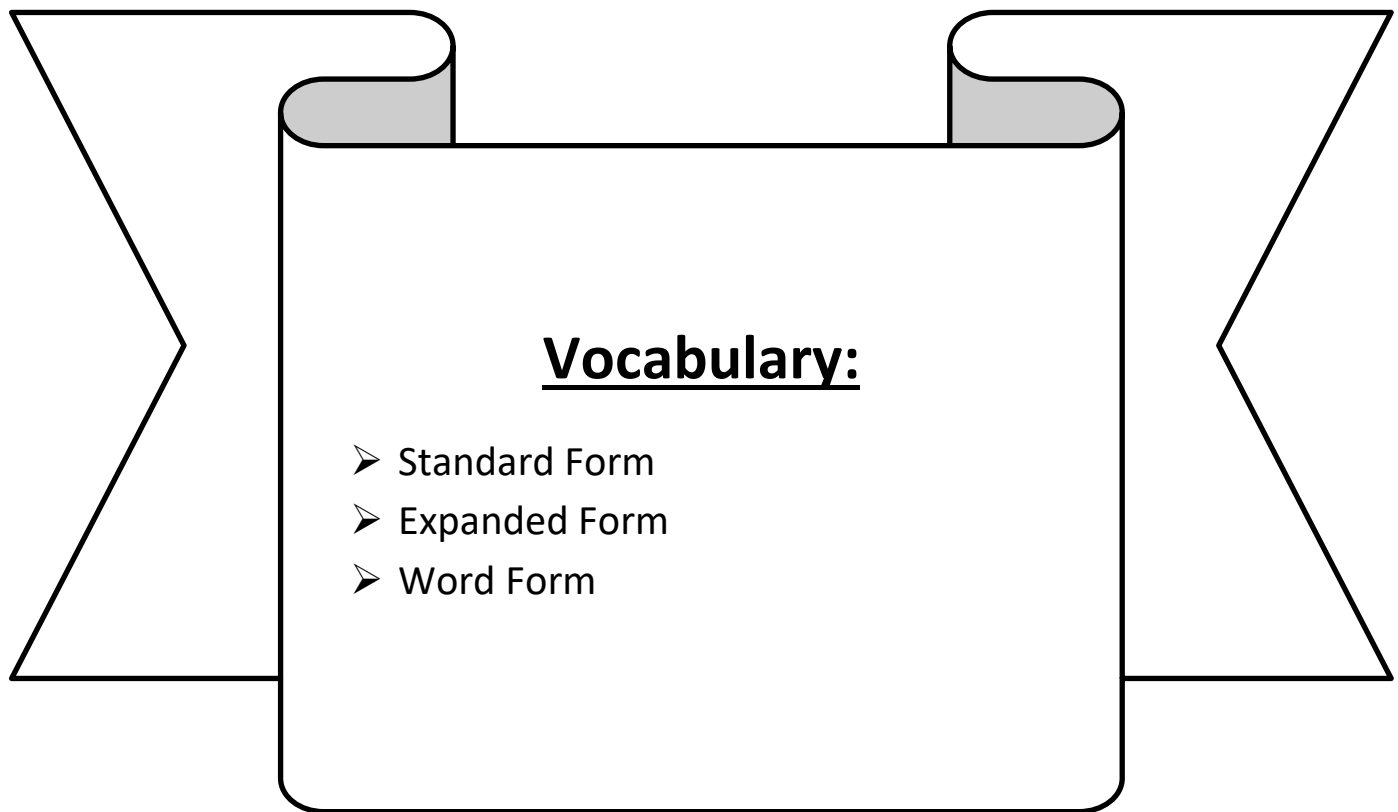


Day # 3



LEQ: How can I write numbers in word form?

Objective: I can use place value and a graphic organizer to write numbers in word form.



Name: _____

Week 38 Day 3 Date: _____

BCCS-B

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Princeton

Do Now:

Find the sum.

$$\begin{array}{r} 1. \quad 770 \\ \quad 882 \\ + 934 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 383 \\ \quad 230 \\ + 679 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 614 \\ \quad 831 \\ + 934 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 263 \\ \quad 982 \\ + 673 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 488 \\ \quad 515 \\ + 370 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 916 \\ \quad 608 \\ + 493 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 262 \\ \quad 183 \\ + 780 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 424 \\ \quad 338 \\ + 871 \\ \hline \end{array}$$

Name: _____

Week 38 Day 3 Date: _____

BCCS-B

Harvard

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Princeton

Exploration:

Place Value
Hundreds Tens Ones

1	3	7
---	---	---

Standard Form
1 3 7

Word Form
One hundred and thirty-seven

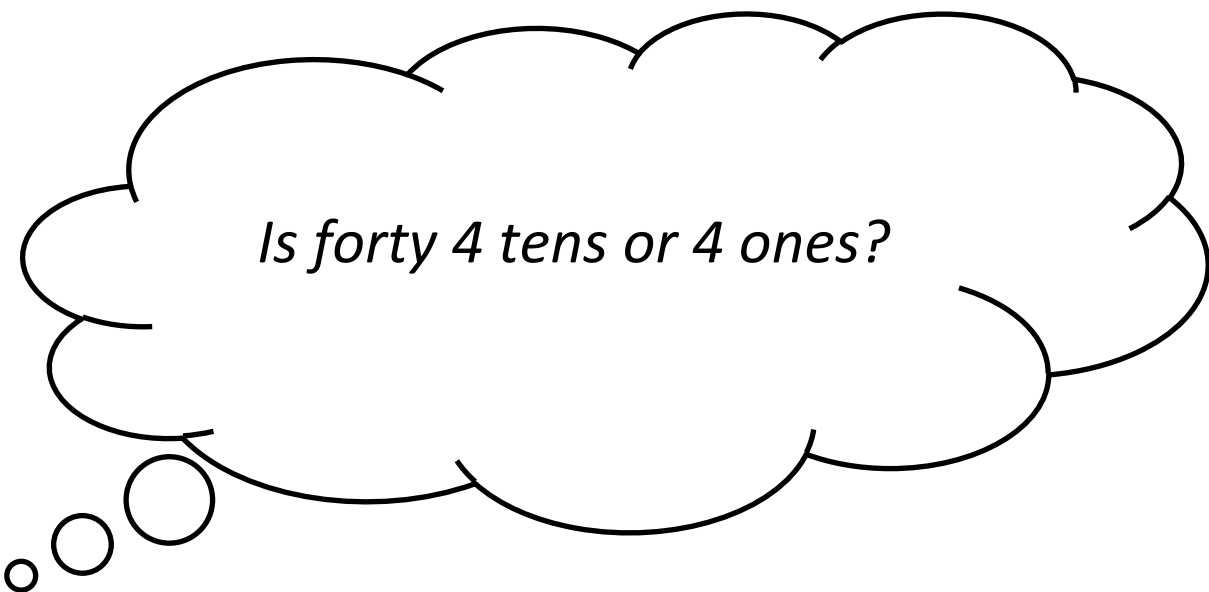
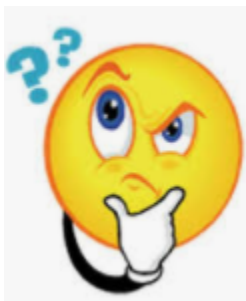
Mrs. Page says a number out loud: *five thousand, three hundred forty*. Which scholar wrote the number in standard form correctly?

Ahmed

Jeremiah

5, 340

5, 304



Name: _____

Week 38 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Input (My Turn):

- Step 1: Are there any hundreds? Write it 1st
- Step 2: Are there any tens? Write it 2nd
- Step 3: Are there any ones? Put a hyphen – and write it 3rd

Hundreds	
100	one hundred
200	two hundred
300	three hundred
400	four hundred
500	five hundred
600	six hundred
700	seven hundred
800	eight hundred
900	nine hundred

Tens	
10	ten
20	twenty
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety

–

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten

For example, 345 in word form is _____.

Let's try some other examples!

Standard Form	Word Form
492	
904	
251	
779	

Name: _____

Week 38 Day 3 Date: _____

BCCS-B

Harvard

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Princeton

Guided Practice (Our Turn):

Write each number in standard form and word form.

964	Expanded Form	
	Word Form	

627	Expanded Form	
	Word Form	

503	Expanded Form	
	Word Form	

162	Expanded Form	
	Word Form	

849	Expanded Form	
	Word Form	

Name: _____

Week 38 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Problem Set (Your Turn):

Write each number in standard form and word form.

566	Expanded Form	
	Word Form	

913	Expanded Form	
	Word Form	

371	Expanded Form	
	Word Form	

820	Expanded Form	
	Word Form	

389	Expanded Form	
	Word Form	

Name: _____

Week 38 Day 3 Date: _____

BCCS-B

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Application:

What is the sum of six hundred forty-nine and two hundred sixty-six?

C

U

B

E

S

Name: _____

Week 38 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exit Ticket:

Write each number in standard form and word form.

639	Expanded Form	
	Word Form	

720	Expanded Form	
	Word Form	

Name: _____

Week 38 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Homework:

Write in standard form.

1) 2 tens + 7 ones

27

2) 8 hundreds + 1 ten + 1 one

3) 3 hundreds + 8 tens + 3 ones

4) 4 tens + 5 ones

5) 9 hundreds + 8 ones

6) 7 tens + 6 ones

7) 9 tens + 4 ones

8) 5 hundreds + 3 tens + 3 ones

9) 6 hundreds + 1 one

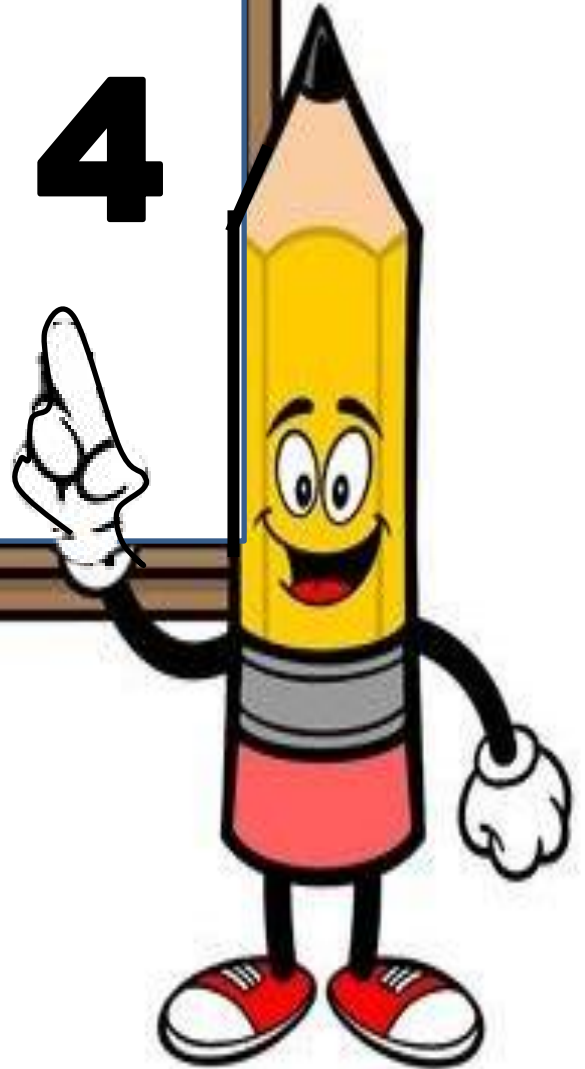
10) 1 hundred + 5 tens

11) 8 tens + 7 ones

12) 2 hundreds + 5 tens + 9 ones

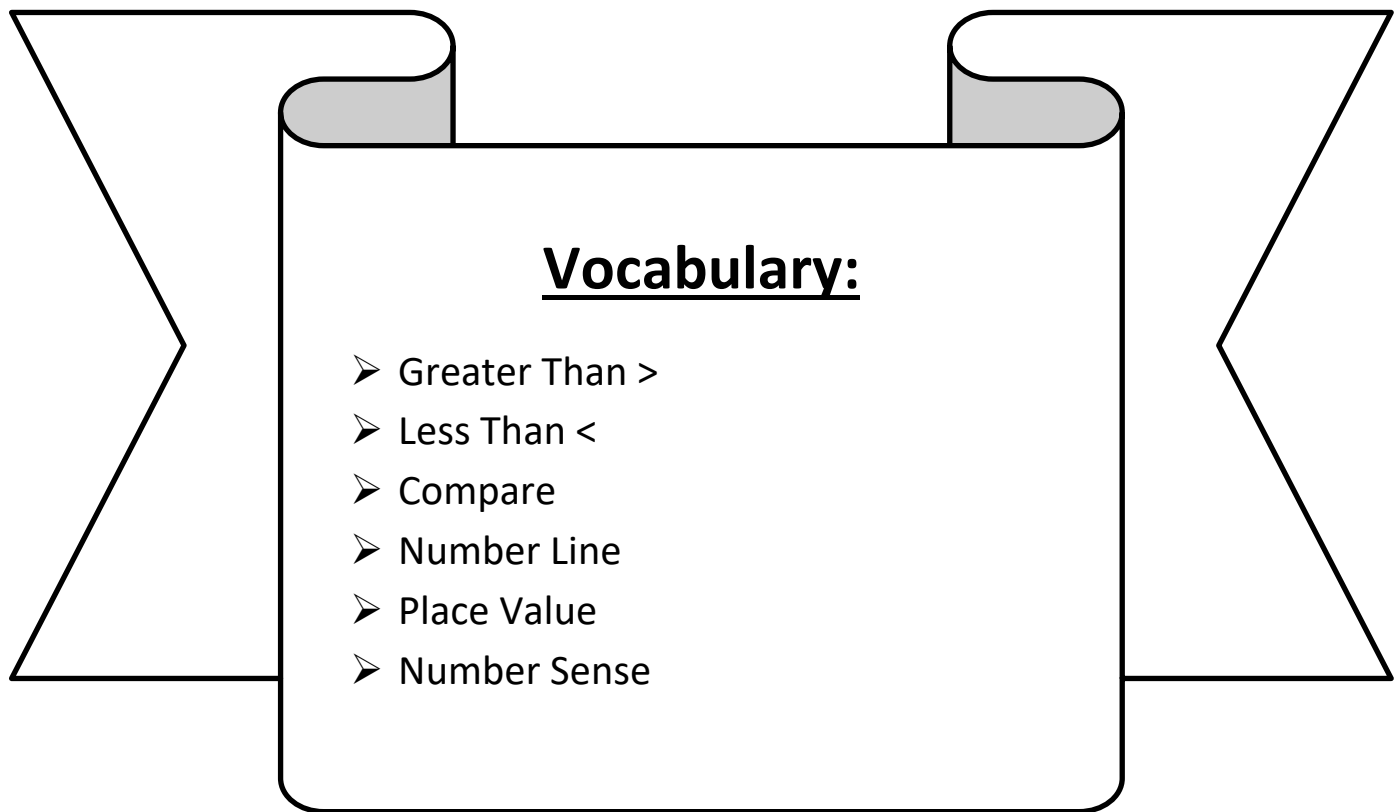


Day # 4



LEQ: How can I compare numbers up to 1,000?

Objective: I can underline one digit at a time and use a number line to compare numbers up to 1,000.



Name: _____

Week 38 Day 4 Date: _____

BCCS-B

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Princeton

Do Now:

Write each number in word form and standard form.

1. $800 + 60 + 4$

Word Form _____

Standard Form _____

2. $1,000 + 300 + 50 + 2$

Word Form _____

Standard Form _____

3. $2,000 + 500 + 10 + 8$

Word Form _____

Standard Form _____

Name: _____

Week 38 Day 4 Date: _____

BCCS-B

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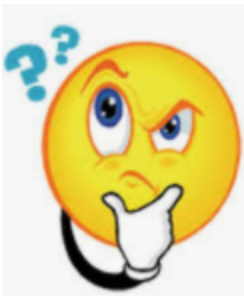
Yale

Princeton

Exploration:



*Which jar has the most
beans?*



Name: _____

Week 38 Day 4 Date: _____

BCCS-B

Harvard




Yale

Princeton

Input (My Turn):

- Step 1:** Start at the largest place value of each number. (Farthest to the left ←)
- Step 2:** If the numbers are equal, go to the next number. (From left to right)
- Step 3:** When you find a greater and lesser number, insert the correct symbol.

COMPARING NUMBERS

looks like a crooked L 		
"left is LESS THAN"	"equal means JUST THE SAME"	"right is GREATER THAN"

845 < 862
 | |
 | |
 | |

729 = 729
 | |
 | |
 | |

1. Start in the largest place.
2. If the numbers are equal, go to the next place.

932

935

Name: _____

Week 38 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Guided Practice (Our Turn):

Use > or < to make each comparison sentence true.

309	_____	362
297	_____	300
983	_____	893
550	_____	505
424	_____	442
690	_____	681
349	_____	449
600	_____	601
933	_____	399
505	_____	502

Name: _____

Week 38 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Problem Set (Your Turn):

Use > or < to make each comparison sentence true.

1,040	_____	1,005
8,224	_____	8,203
604	_____	620
3,044	_____	3,449

Use > or < to make each comparison sentence true.

Three Hundred Forty-One	_____	Three Hundred Forty-Five
One Thousand Fifty-Seven	_____	One Thousand Seventy-Six
Nine Hundred Thirty-Nine	_____	Nine Hundred Eighty-Two
Three Thousand Nine Hundred	_____	Nine Thousand Sixty-Four

Name: _____

Week 38 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Application:

Mrs. Lewis bought a car for \$4,499 and accessories for three thousand four hundred dollars. What did she spend more money on and by how much?

C

U

B

E

S

Name: _____

Week 38 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exit Ticket:

Use $>$ or $<$ to make each comparison sentence true.

1,501	_____	One Thousand Five Hundred
$1,000 + 400 + 20 + 2$	_____	1, 432
820	_____	$800 + 10 + 2$
Six Thousand Forty-Four	_____	$6,000 + 400 + 4$

Name: _____

Week 38 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Homework:

Compare the numbers. Add: > or < or =

1. 828 ___ 309

2. 900 ___ 876

3. 73 ___ 429

4. 432 ___ 574

5. 817 ___ 795

6. 529 ___ 971

7. 817 ___ 203

8. 711 ___ 787

9. 540 ___ 407

10. 554 ___ 134

11. 583 ___ 313

12. 369 ___ 686

13. 743 ___ 401

14. 65 ___ 799

15. 592 ___ 351

16. 977 ___ 783

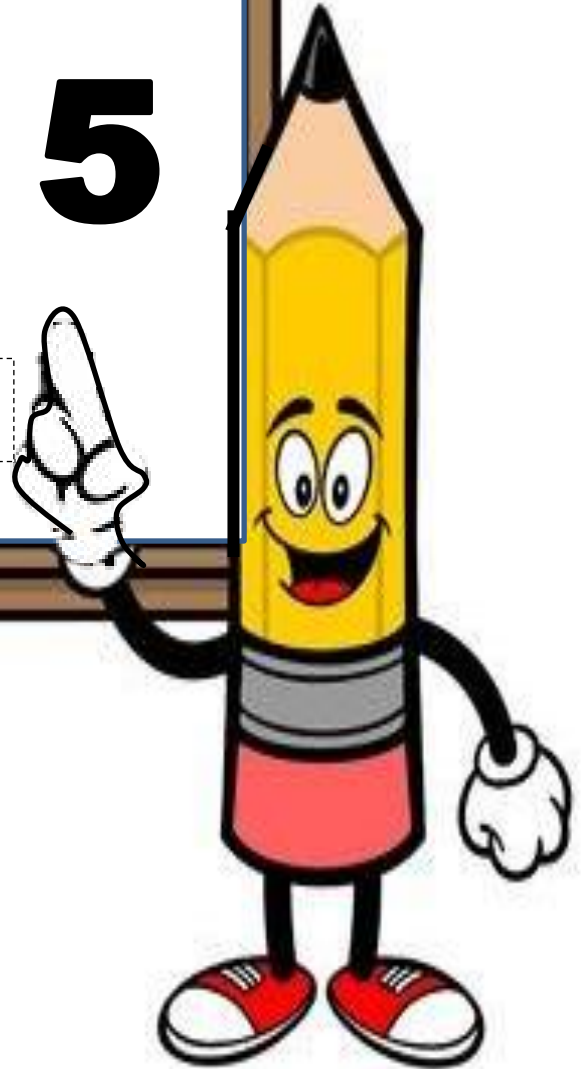
17. 89 ___ 183

18. 909 ___ 206



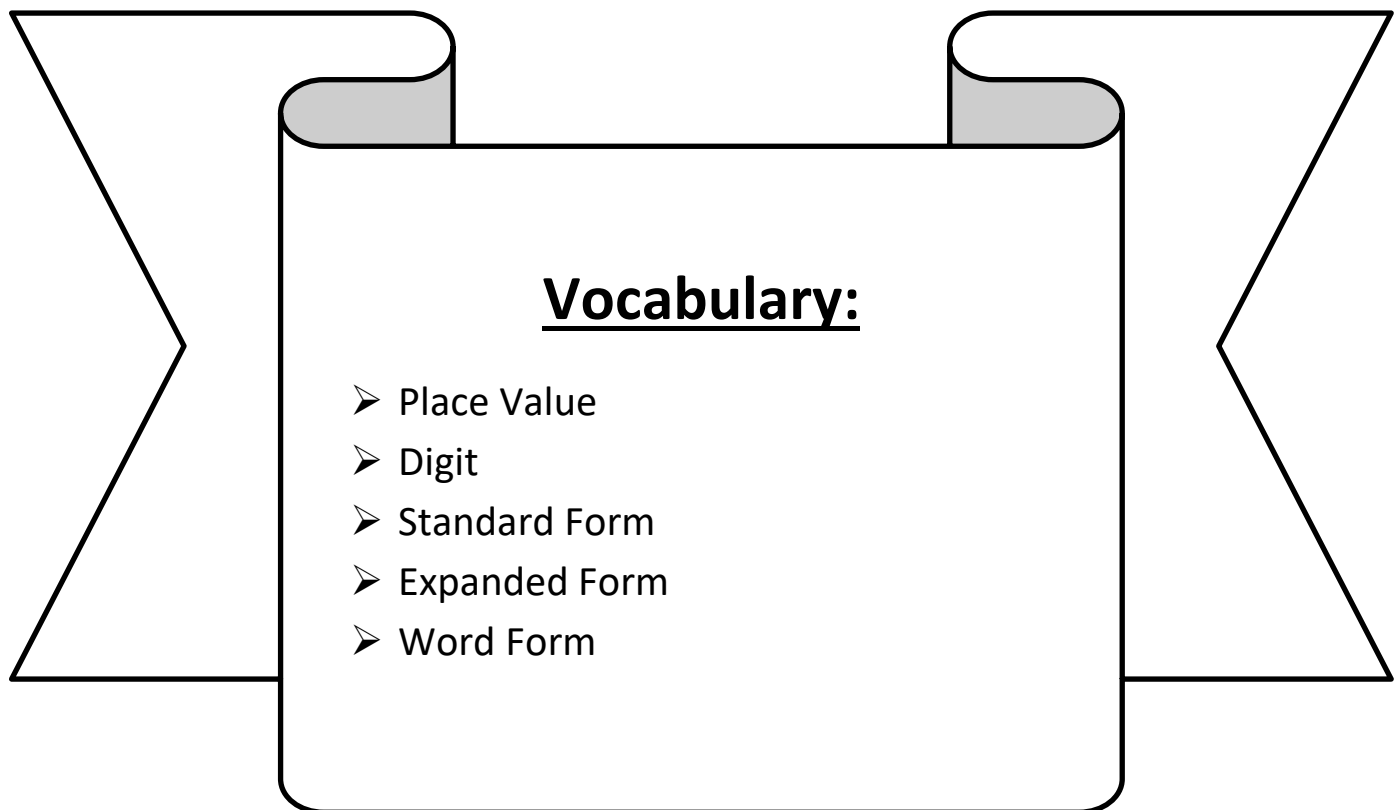
Day # 5

Teacher-created Jeopardy Game



LEQ: How can I review place value?

Objective: I can complete a Jeopardy game to review place value.



Name: _____

Week 38 Day 5 Date: _____

BCCS-B

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Yale

Princeton

Do Now:

Write the value of each underlined digit.

Standard Form	Place Value
<u>7</u> ,199	
8 <u>8</u> 2	

Write each number in expanded form on the line provided.

10,308

10,500

Write each number in standard form and word form.

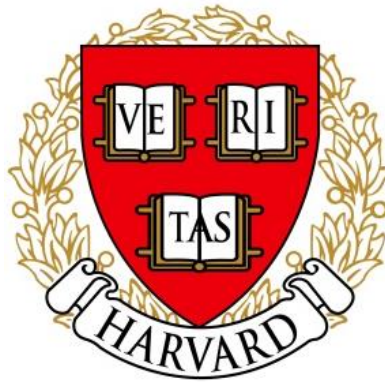
267	Expanded Form	
	Word Form	



Name _____

3rd Grade Math Remote Learning Packet

Week 39



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.

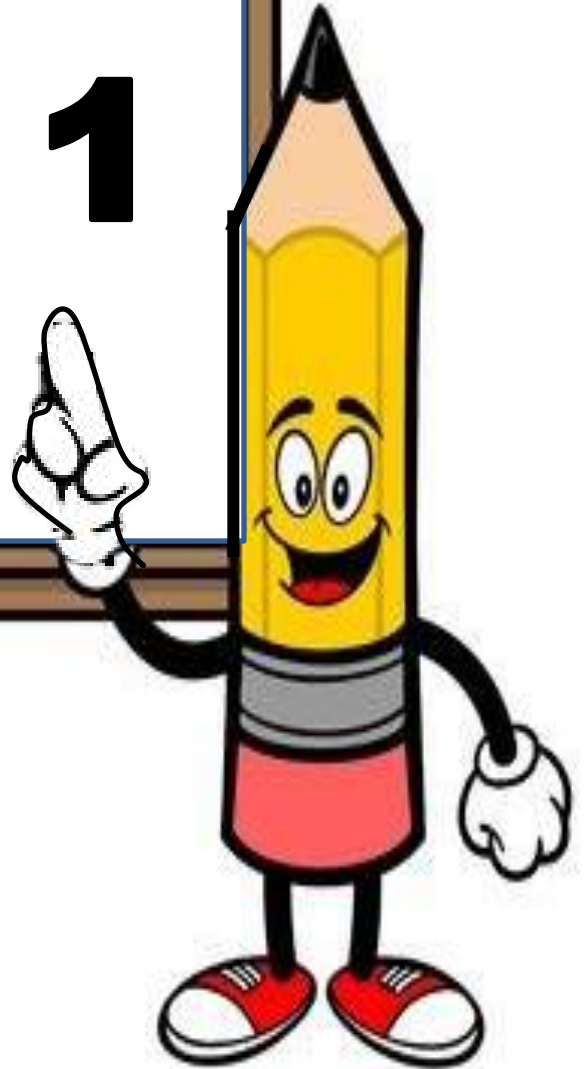
(Parent Signature)

(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.

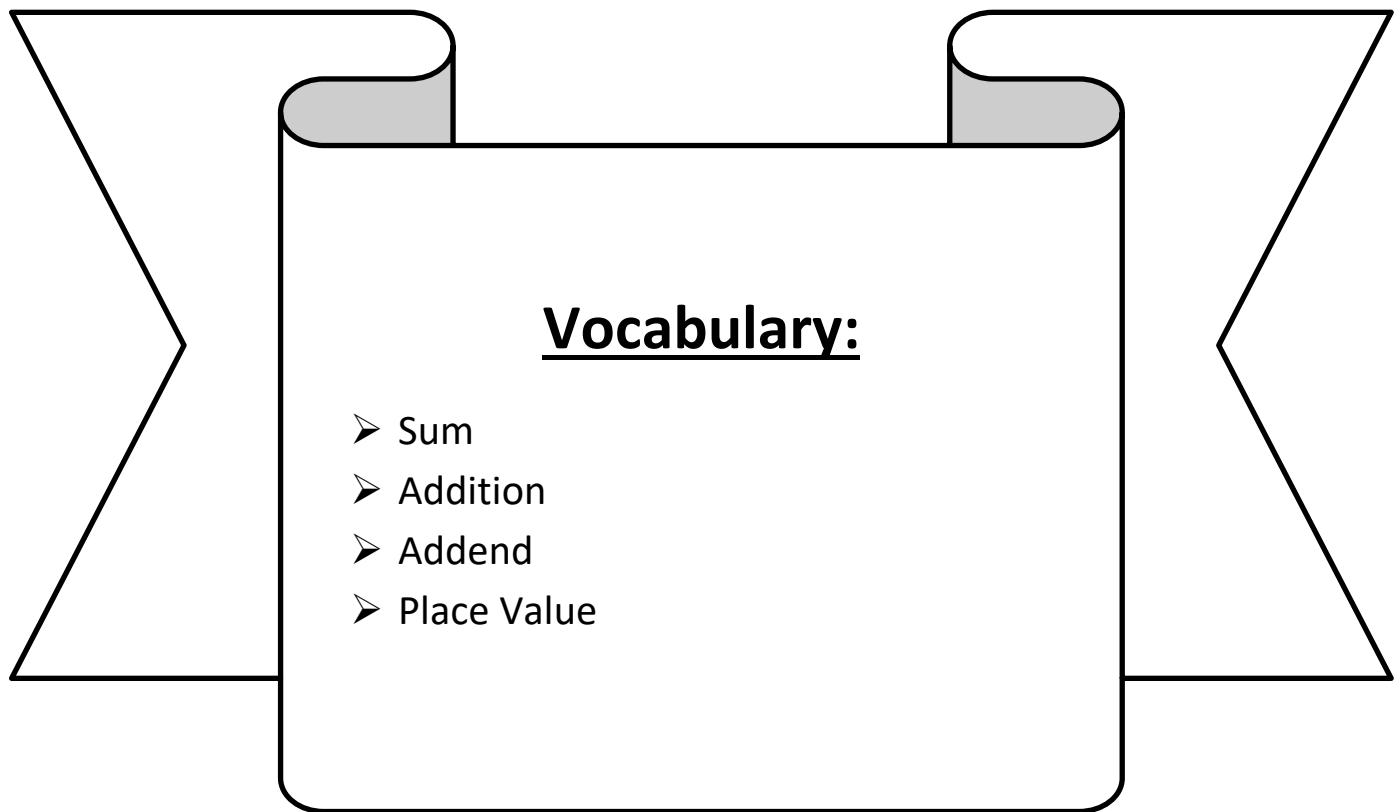


Day # 1



LEQ: How can I add 2 and 3 digit numbers with no regrouping?

Objective: I can set up the addition problem vertically and each digit to add 2 digit numbers with no regrouping.



Name: _____

Week 39 Day 1 Date: _____

BCCS-B

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Yale

Princeton

Do Now: Find the sum.

$4 + 7 =$	$1 + 2 =$	$7 + 7 =$	$3 + 1 =$	$10 + 1 =$
$10 + 6 =$	$6 + 6 =$	$5 + 6 =$	$2 + 5 =$	$0 + 6 =$
$6 + 4 =$	$1 + 1 =$	$9 + 7 =$	$5 + 6 =$	$8 + 7 =$
$9 + 3 =$	$2 + 6 =$	$5 + 7 =$	$3 + 5 =$	$10 + 5 =$
$10 + 1 =$	$6 + 6 =$	$4 + 7 =$	$0 + 1 =$	$5 + 6 =$
$5 + 2 =$	$3 + 1 =$	$7 + 2 =$	$10 + 7 =$	$4 + 1 =$
$4 + 5 =$	$8 + 5 =$	$0 + 5 =$	$9 + 5 =$	$1 + 6 =$
$0 + 6 =$	$4 + 6 =$	$2 + 7 =$	$1 + 1 =$	$5 + 5 =$
$2 + 4 =$	$6 + 2 =$	$9 + 3 =$	$8 + 6 =$	$1 + 4 =$
$1 + 7 =$	$2 + 4 =$	$6 + 3 =$	$4 + 3 =$	$8 + 4 =$
$4 + 3 =$	$10 + 3 =$	$3 + 7 =$	$8 + 4 =$	$2 + 7 =$
$7 + 3 =$	$0 + 5 =$	$6 + 4 =$	$10 + 5 =$	$8 + 7 =$
$6 + 1 =$	$5 + 5 =$	$2 + 4 =$	$7 + 4 =$	$3 + 5 =$
$3 + 2 =$	$8 + 4 =$	$5 + 3 =$	$10 + 4 =$	$6 + 2 =$
$9 + 5 =$	$0 + 5 =$	$10 + 7 =$	$7 + 1 =$	$8 + 2 =$
$3 + 6 =$	$5 + 4 =$	$7 + 3 =$	$4 + 2 =$	$2 + 6 =$
$0 + 5 =$	$10 + 4 =$	$3 + 7 =$	$1 + 6 =$	$7 + 5 =$
$2 + 1 =$	$0 + 6 =$	$10 + 5 =$	$4 + 3 =$	$1 + 4 =$
$8 + 3 =$	$1 + 7 =$	$5 + 1 =$	$6 + 6 =$	$3 + 3 =$
$6 + 6 =$	$5 + 4 =$	$10 + 6 =$	$7 + 7 =$	$9 + 1 =$

Name: _____

Week 39 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exploration:

$$22 + 47 = \underline{\quad}$$

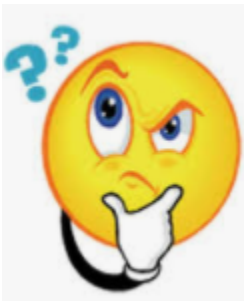


Option 1

$$\begin{array}{r} 22 \\ + 47 \\ \hline \end{array}$$



Option 2



Which set-up is the best to use for 2-digit addition?

Name: _____

Week 39 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

Input (My Turn):

Step 1: Put the addend with the most digits on the top

Step 2: Put the second addend right below, lining up ones, tens and hundreds

Step 3: Add the ones

Step 4: Add the tens

Step 5: Add the hundreds

When adding multi-digit numbers, we put the number with the most digits on top and set up vertically using the _____.

If both numbers have the same amount of digits, order does not matter. Once lined up, we solve from right to left, starting at the _____ place.

$47 + 220$	
$24 + 415$	
$109 + 41$	

Name: _____

Week 39 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

Guided Practice (Our Turn):

$$29 + 120$$

$$824 + 35$$

$$103 + 11$$

$$92 + 306$$

$$212 + 74$$

$$73 + 124$$

Name: _____

Week 39 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

Problem Set (Your Turn):

122 + 77	
848 + 51	
13 + 912	

1. Mrs. Mclean gave 3rd graders at brighter choices 52 stickers on Monday and a total of 436 the rest of the week. How many stickers did Mrs. Mclean give to 3rd graders that week?

2. Ms. Morton collects stamps. She has 624 at her house and keeps 55 stamps in her desk at school. How many stamps does Ms. Morton have in all?

Name: _____

Week 39 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

Application:

Josiah is giving away his Pokémon cards. He gives Gaius 32 cards, Cameron 113, and Bari 51 cards. Josiah has no more Pokémon cards left. How many Pokémon cards did Josiah start with?

C

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Name: _____

Week 39 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exit Ticket:

312 + 81	
407 + 71	
133 + 64	

Mrs. Mercado bought her kids Lego pieces. She buys her twins 34 pieces each and Joselyn 110 pieces. How many Lego pieces did Mrs. Mercado buy in all?

Name: _____

Week 39 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

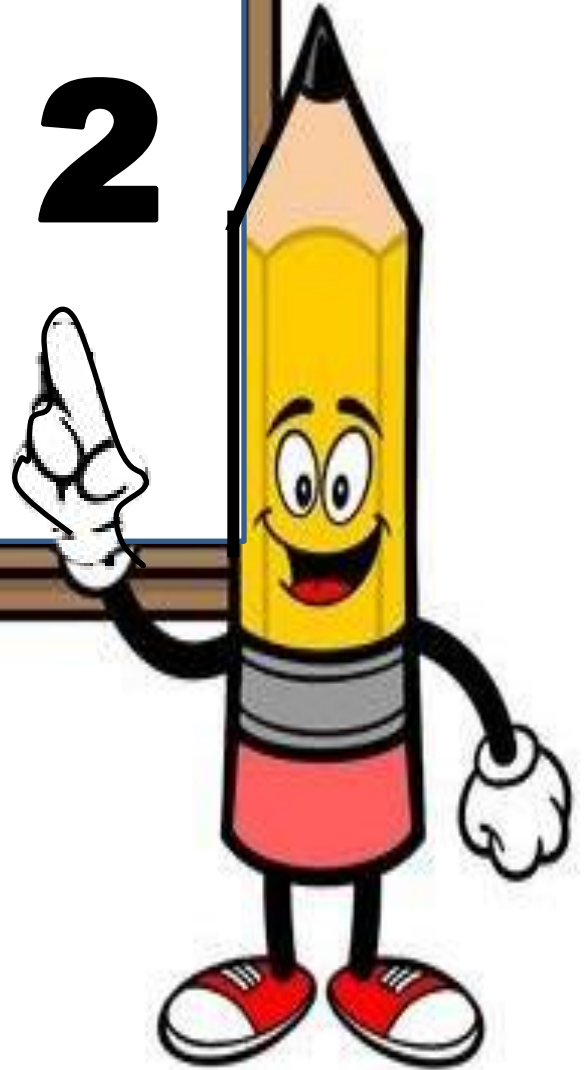
Homework:

$329 + 70$	
$7 + 72 + 100$	
$92 + 803$	

Ms. Maisenbacher buys 48 Rubik's cubes and 130 fidget spinners. How many toys did Ms. Maisenbacher buy?

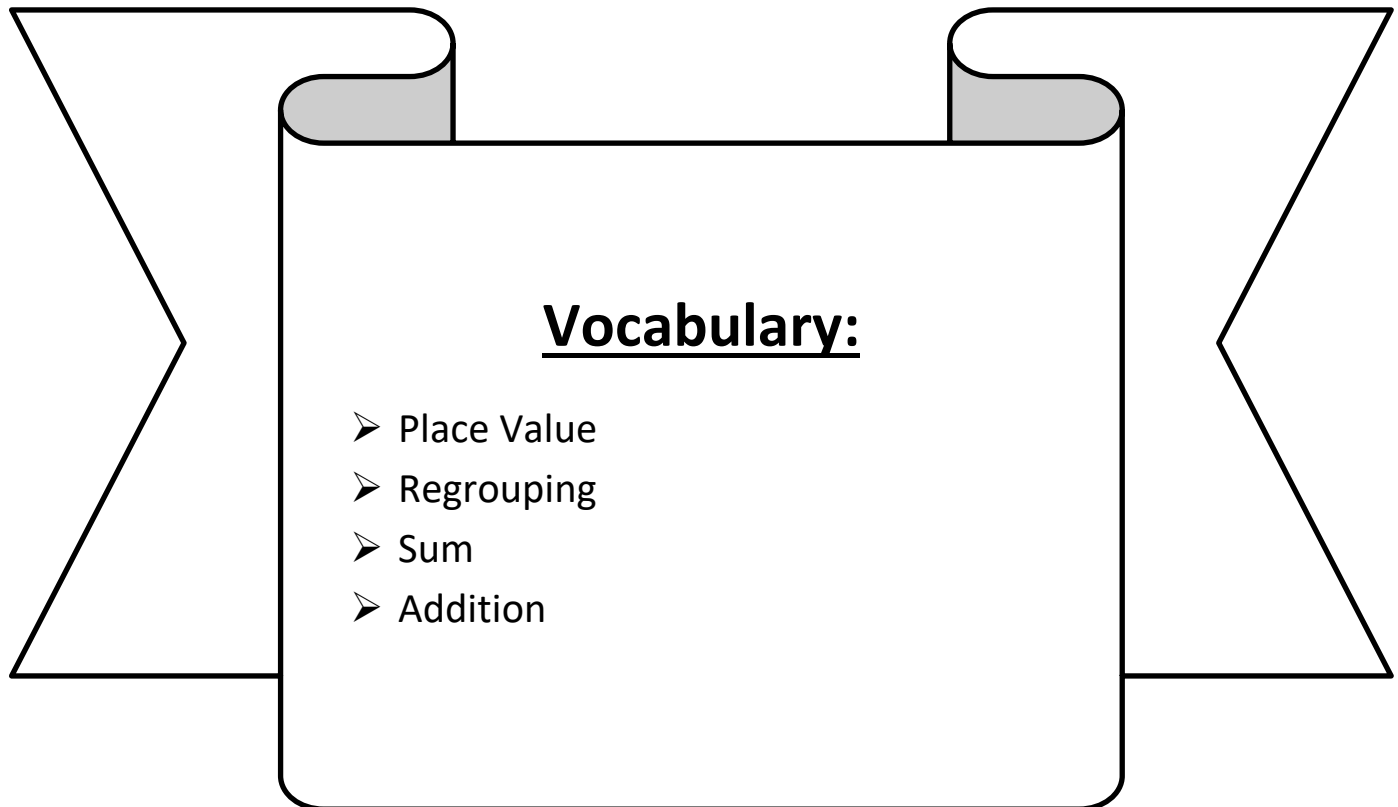


Day # 2



LEQ: How can I add 2 and 3 digit numbers with regrouping?

Objective: I can regroup to add 2 and 3 digit numbers with regrouping.



Name: _____

Week 39 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Do Now: Find each sum.

$10 + 1 =$

$15 + 1 =$

$11 + 5 =$

$20 + 5 =$

$17 + 4 =$

$17 + 5 =$

$18 + 3 =$

$12 + 1 =$

$16 + 2 =$

$19 + 2 =$

$19 + 7 =$

$10 + 7 =$

$14 + 7 =$

$11 + 2 =$

$16 + 8 =$

$20 + 2 =$

$19 + 3 =$

$18 + 3 =$

$15 + 2 =$

$10 + 5 =$

$15 + 1 =$

$16 + 9 =$

$11 + 3 =$

$17 + 4 =$

$14 + 4 =$

$11 + 7 =$

$14 + 8 =$

$12 + 9 =$

$13 + 3 =$

$20 + 1 =$

$18 + 6 =$

$20 + 3 =$

$15 + 1 =$

$19 + 9 =$

$11 + 5 =$

$16 + 6 =$

$13 + 5 =$

$18 + 7 =$

$11 + 5 =$

$17 + 8 =$

$10 + 8 =$

$20 + 2 =$

$17 + 6 =$

$19 + 2 =$

$11 + 6 =$

$17 + 2 =$

$18 + 6 =$

$11 + 6 =$

$13 + 4 =$

$16 + 5 =$

$14 + 7 =$

$10 + 9 =$

$15 + 1 =$

$19 + 6 =$

$12 + 2 =$

$15 + 6 =$

$18 + 8 =$

$13 + 8 =$

$10 + 1 =$

$17 + 1 =$

$10 + 4 =$

$17 + 7 =$

$19 + 6 =$

$12 + 7 =$

$15 + 4 =$

$17 + 1 =$

$13 + 2 =$

$18 + 2 =$

$16 + 1 =$

$12 + 1 =$

$13 + 8 =$

$17 + 1 =$

$15 + 3 =$

$18 + 5 =$

$10 + 4 =$

$11 + 3 =$

$20 + 3 =$

$17 + 2 =$

$10 + 6 =$

$12 + 8 =$

$10 + 2 =$

$19 + 4 =$

$18 + 7 =$

$14 + 8 =$

$13 + 7 =$

$18 + 2 =$

$17 + 8 =$

$15 + 5 =$

$19 + 7 =$

$11 + 2 =$

Name: _____

Week 39 Day 2 Date: _____

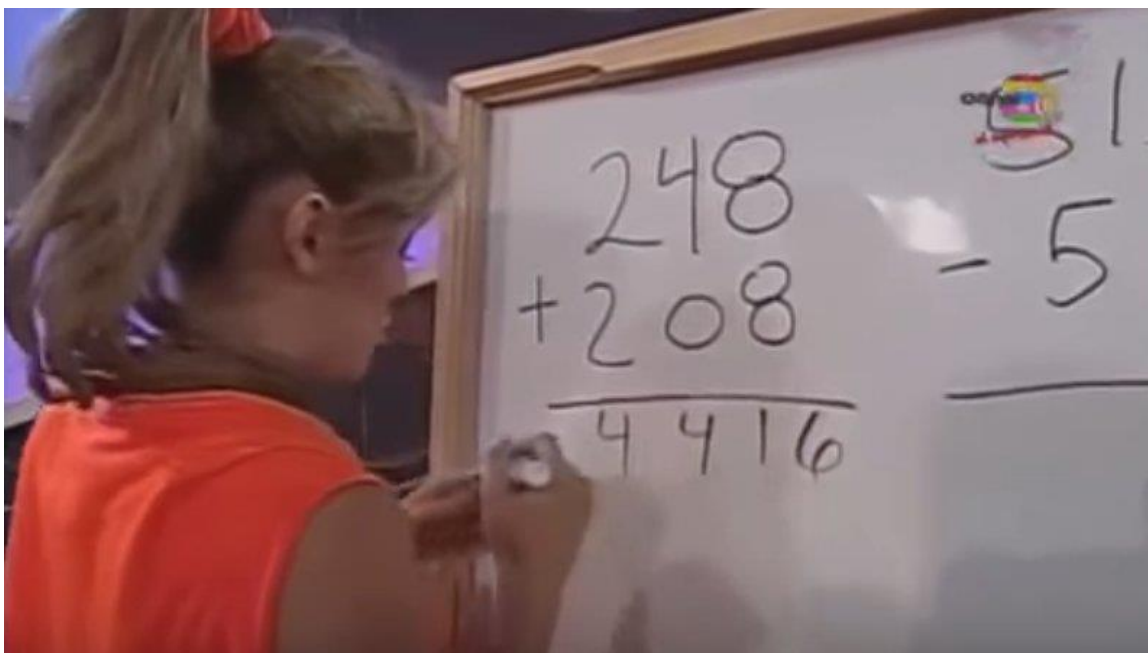
BCCS-B

Harvard

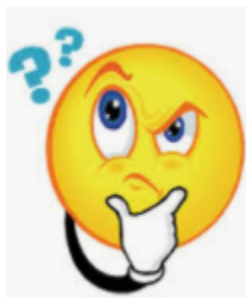
Yale

Princeton

Exploration:



*Gabrielle is confident about
her sum—are you?*



Name: _____

Week 39 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Input (My Turn):

- Step 1:** Put the addend with the most digits on the top
- Step 2:** Put the second addend right below, lining up ones, tens and hundreds
- Step 3:** Add the ones, regrouping to tens if necessary
- Step 4:** Add the tens, regrouping to hundreds if necessary
- Step 5:** Add the hundreds and bring down all digits



When adding 2 and 3 digit numbers with regrouping, we _____

units while working from the ones to the hundreds. The only time we write a

2 digit sum is when there are no more digits to the left.

39 + 372 = _____

544 + 68 = _____

Name: _____

Week 39 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Guided Practice (Our Turn):

$$193 + 742$$

$$145 + 778$$

$$114 + 388$$

$$592 + 306$$

$$299 + 170$$

$$720 + 89$$

Name: _____

Week 39 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Problem Set (Your Turn):

$823 + 117$	
$355 + 276$	
$141 + 89$	

Ms. Sherman drives 68 miles on the weekend and 463 miles during the week. How many miles does Ms. Sherman drive in a week?

Name: _____

Week 39 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Application:

Ms. Young is baking a cake. She uses 293 grams of brown sugar and 707 grams of white sugar. How many total grams of sugar did Ms. Young use for the cake?

C

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Name: _____

Week 39 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exit Ticket:

882 + 73	
57 + 284	
145 + 65	

Mr. Young gives TMT \$119 on Monday and \$93 on Tuesday. How much money does Mr. Young give the TMT?

Name: _____

Week 39 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

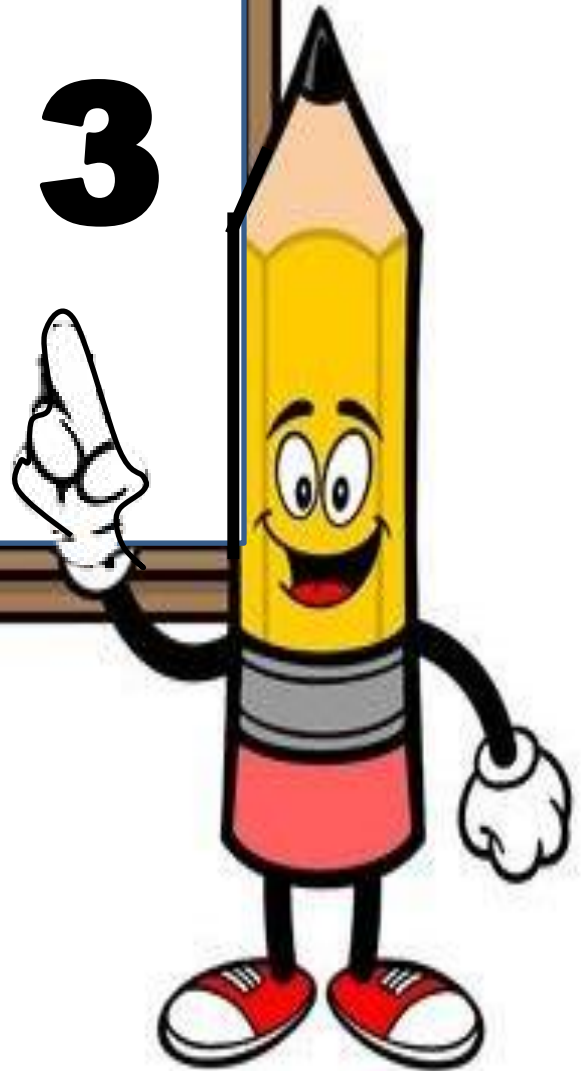
Homework:

$393 + 77$	
$562 + 84$	
$111 + 99$	

Mrs. Blomgren's egg breakfast sandwich has 744 calories. Her coffee has 79 calories. How many calories did Mrs. Blomgren eat for breakfast?

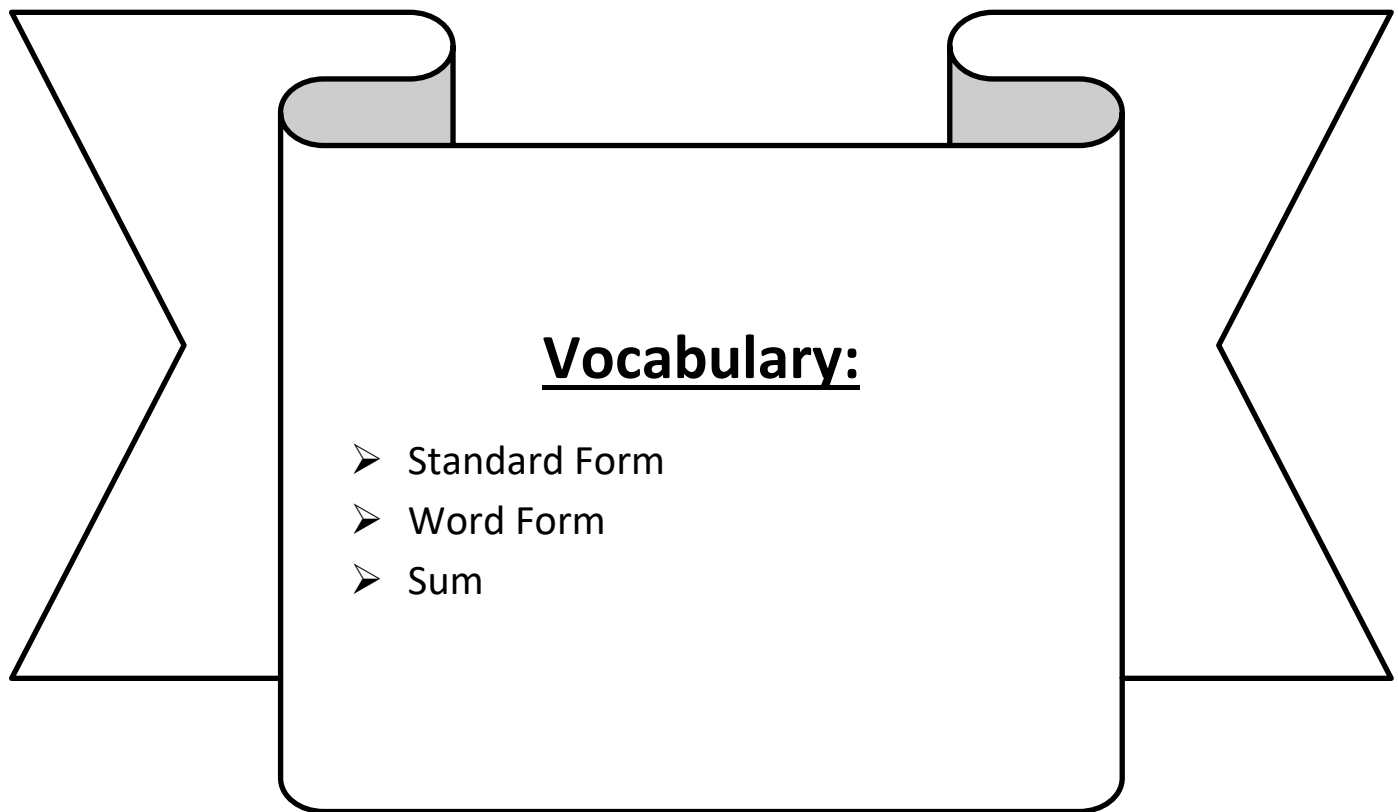


Day # 3



LEQ: How can I add numbers written in word form?

Objective: I can rewrite numbers written in word form in standard form to add them.



Name: _____

BCCS-B

Week 39 Day 3 Date: _____

Harvard

Yale

Princeton

Do Now: Find the sum.

1) $3,000 + 5,000 =$ _____

2) $2,000 + 700 =$ _____

3) $6,000 + 400 =$ _____

4) $5,000 + 100 =$ _____

5) $6,000 + 300 =$ _____

6) $200 + 3,000 =$ _____

7) $7,000 + 2,000 =$ _____

8) $1,000 + 300 =$ _____

9) $200 + 5,000 =$ _____

10) $2,000 + 100 =$ _____

11) $700 + 4,000 =$ _____

12) $4,000 + 500 =$ _____

13) $5,000 + 900 =$ _____

14) $2,000 + 300 =$ _____

15) $6,000 + 100 =$ _____

16) $5,000 + 700 =$ _____

Name: _____

Week 39 Day 3 Date: _____

BCCS-B

Harvard

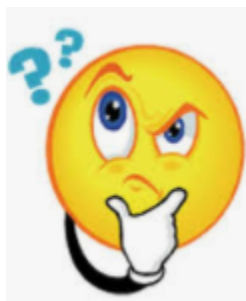
Yale

Princeton

Exploration:

Four Hundred-Two + Three Hundred Twenty-Nine = _____

*How can I add a number
with no tens?*



Name: _____ Week 39 Day 3 Date: _____

BCCS-B

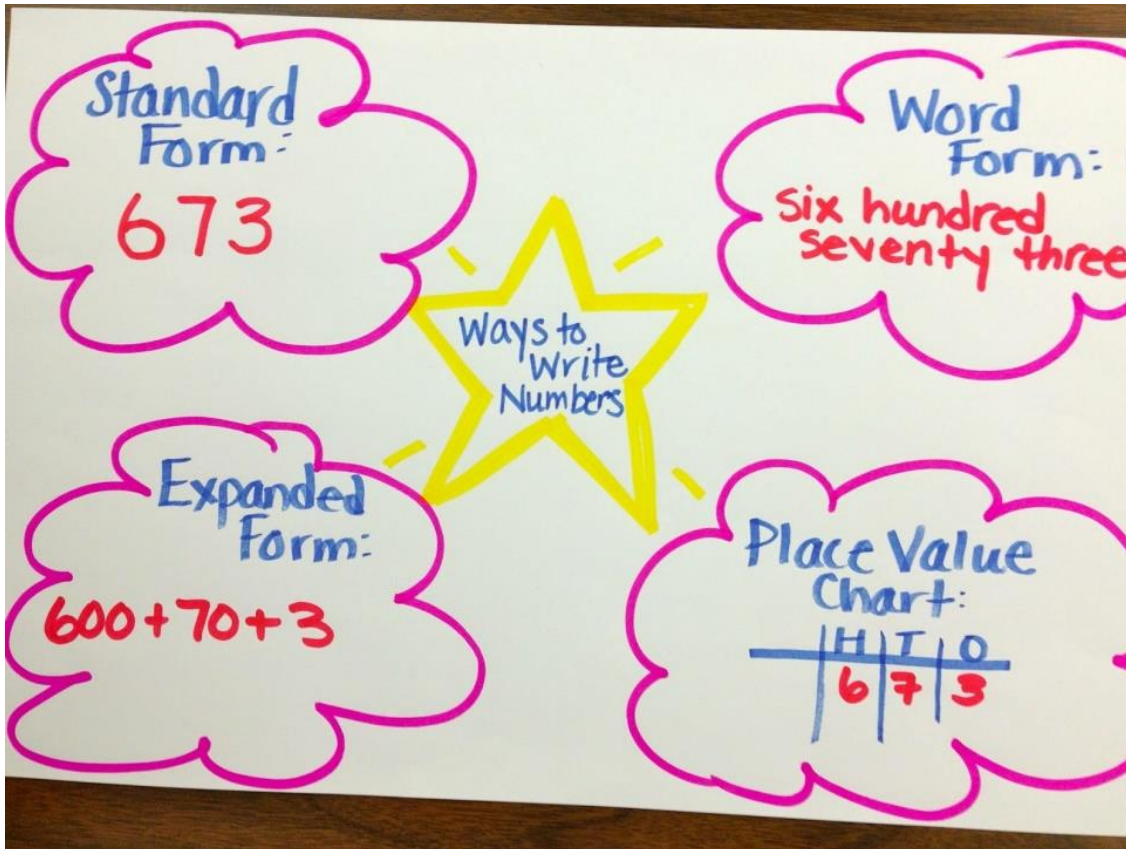
Harvard

Yale

Princeton

Input (My Turn):

- Step 1: Rewrite the number in word form
- Step 2: Put the addend with the most digits on top
- Step 3: Use place value to set up vertically
- Step 4: Add the ones, regrouping to tens if necessary
- Step 5: Add the tens, regrouping to hundreds if necessary
- Step 6: Add the hundreds, regrouping to thousands if necessary
- Step 7: Add the hundreds and bring down all digits



When adding numbers in written form, we must first rewrite it in _____ form and then use place value to add vertically.

Remember, when adding numbers with different amount of digits, the addend with the _____ amount goes on top.

Name: _____

Week 39 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Guided Practice (Our Turn):

six hundred forty-four + eight hundred twenty-six	two hundred twenty-two + five hundred eighty-six
one hundred ninety-five + seven hundred	fifty-four + three thousand ninety-eight
one hundred forty-three + four hundred eighty	seventy-five one thousand two + eighty-six

Kenny had ninety-seven crayons. His brother Sai'Ziere gave him two hundred sixty-four more. How many crayons does Kenny have now?

Name: _____

Week 39 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Problem Set (Your Turn):

One hundred forty-six + twenty-eight	nine hundred twenty-nine + eighty-one
ninety-five + seven hundred twenty-nine	five thousand fifty-four + ninety-six

Asante has four hundred ninety-four dollars. His father gives him fifty-nine more. How much money does Asante have now?

Name: _____

Week 39 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Application:

What is the sum of fifty-three, six hundred forty-six, and two hundred-righty-one?

C
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Name: _____

Week 39 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exit Ticket:

seventy-six + five hundred twenty-two

six thousand fifty-four + two hundred

Jacky plays Fortnite for seven-eight minutes. Emperor plays Fortnite for ninety-nine minutes. Xavi plays Fortnite for one hundred seventy-two minutes. How long do the three friends play Fortnite in all?

Name: _____

Week 39 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Homework:

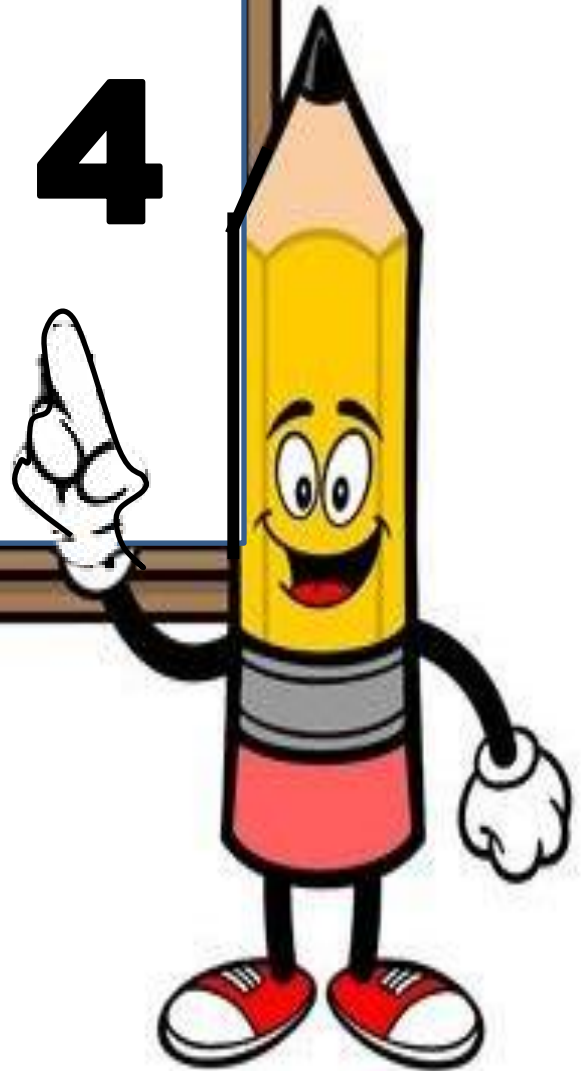
fifty-nine + eight hundred twenty-one

six thousand thirty-four + one hundred ten

Jeremiah plays Minecraft for forty-nine minutes. Eric plays Minecraft for ninety-six minutes. Myson plays Minecraft for two hundred seventy-two minutes. How long do the three friends play Minecraft in all?

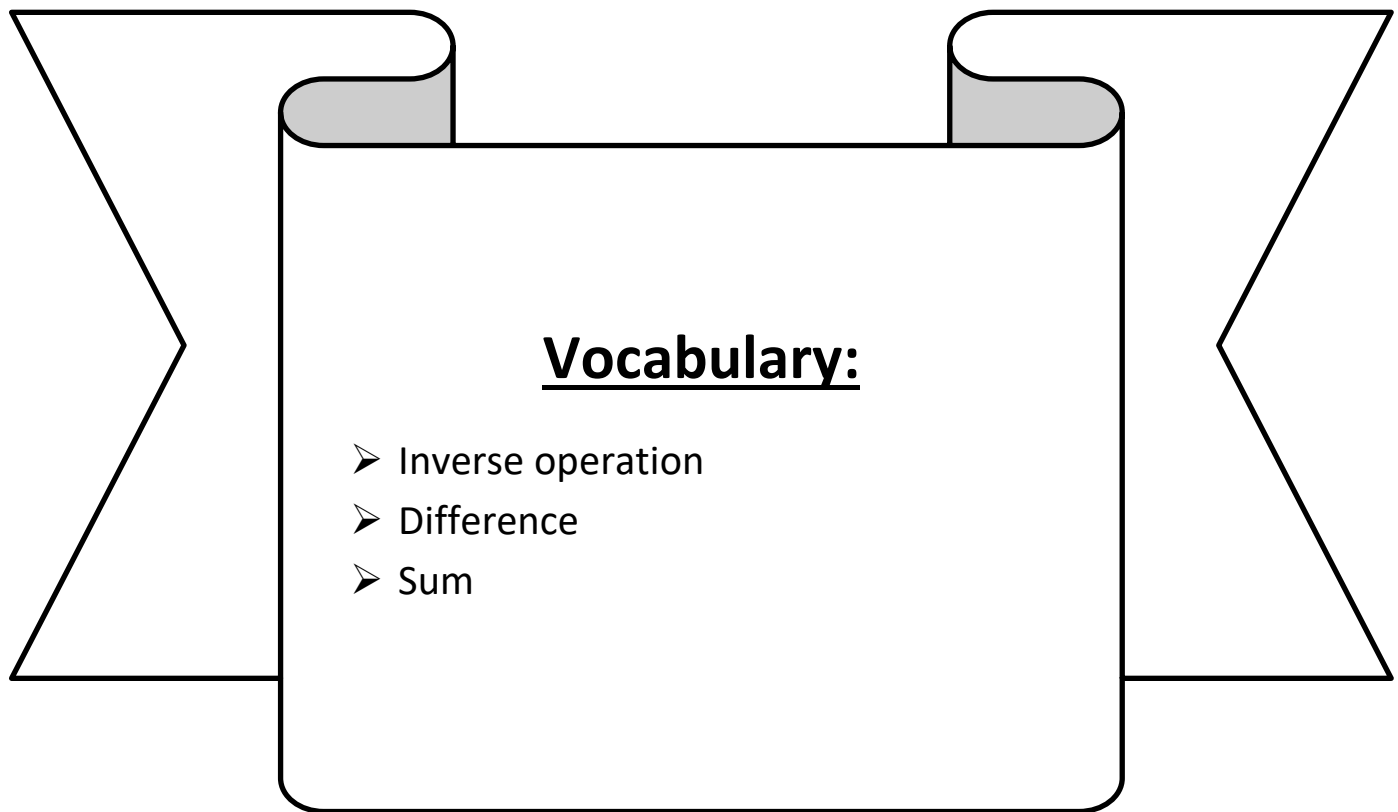


Day # 4



LEQ: How do I subtract two-digit numbers and check my answer?

Objective: I can use addition to subtract two-digit numbers and check my answer.



Name: _____

Week 39 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Do Now: Solve each problem.

1) $17 - 1 =$ _____

2) $11 - 7 =$ _____

3) $4 - 2 =$ _____

4) $20 - 18 =$ _____

5) $14 - 12 =$ _____

6) $20 - 7 =$ _____

7) $5 - 4 =$ _____

8) $16 - 2 =$ _____

9) $14 - 6 =$ _____

10) $18 - 7 =$ _____

11) $17 - 10 =$ _____

12) $19 - 16 =$ _____

13) $17 - 8 =$ _____

14) $17 - 3 =$ _____

15) $18 - 2 =$ _____

16) $8 - 5 =$ _____

17) $18 - 17 =$ _____

18) $20 - 4 =$ _____

19) $6 - 1 =$ _____

20) $13 - 3 =$ _____

Name: _____

Week 39 Day 4 Date: _____

BCCS-B

Harvard

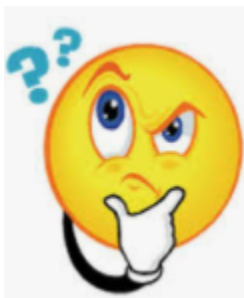
Yale

Princeton

Exploration:

$$15 - 4 = 11 \quad \rightarrow \quad 4 + 11 = 15$$

*What is the relationship of
these 3 numbers?*



Name: _____

Week 39 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Input (My Turn):

Step 1: Put the addend with the most digits on top

Step 2: Put the second addend on the bottom

Step 3: Subtract the ones

Step 4: Subtract the tens

Step 5: Use inverse operation to check your work by adding the subtrahend and difference

Step 6: If the sum equal the minuend, your difference is correct

When subtracting, we can check our work by adding the _____

and the difference. If the answer is equal to the _____, then

we subtracted correctly. This is called _____ operations.

$$\begin{array}{r} 9 \\ - 4 \\ \hline 5 \end{array}$$

← minuend
← subtrahend
← difference

Solve	Check
$39 - 25 = \underline{\quad}$	
$90 - 49 = \underline{\quad}$	

Name: _____

Week 39 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Guided Practice (Our Turn):

Solve	Check
$79-25 = \underline{\quad}$	
$99-38 = \underline{\quad}$	
$48-18 = \underline{\quad}$	
$50-12 = \underline{\quad}$	

Name: _____

Week 39 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Problem Set (Your Turn):

Solve	Check
$90-10= \underline{\quad}$	
$69-40 = \underline{\quad}$	
$91-21 = \underline{\quad}$	
$88-29 = \underline{\quad}$	

Name: _____

Week 39 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Application:

Caleb says that the difference between 56 and 28 is 28. Bari says that it's 38. Who is correct? Use inverse operations to show your thinking.

C
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Name: _____

Week 39 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exit Ticket:

Solve	Check
$97-27= \underline{\quad}$	
$92-18 = \underline{\quad}$	

Name: _____

Week 39 Day 4 Date: _____

BCCS-B

Harvard

Yale

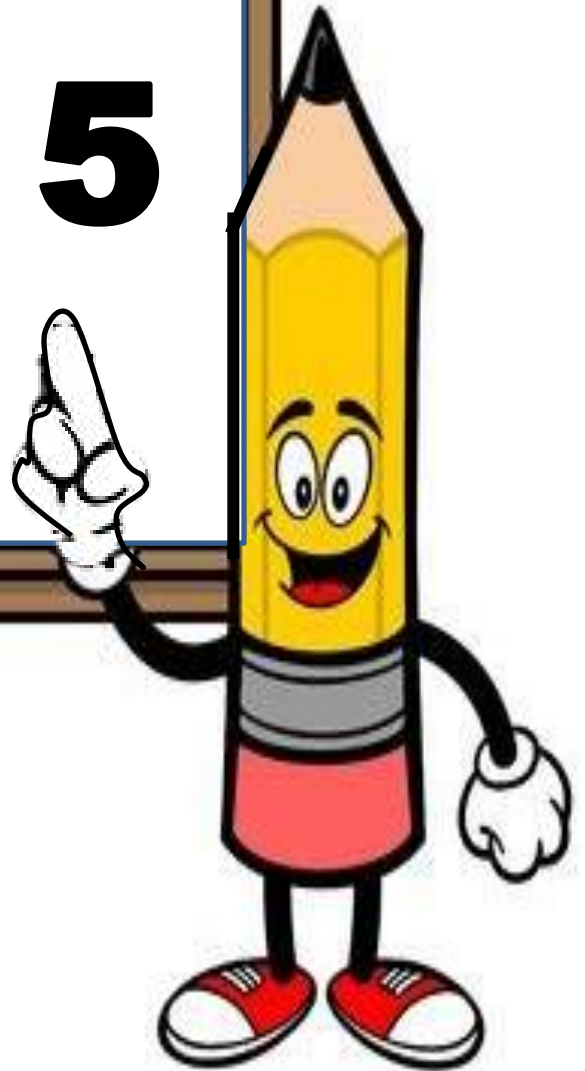
Princeton

Homework:

Solve	Check
$69 - 39 = \underline{\quad}$	
$52 - 19 = \underline{\quad}$	

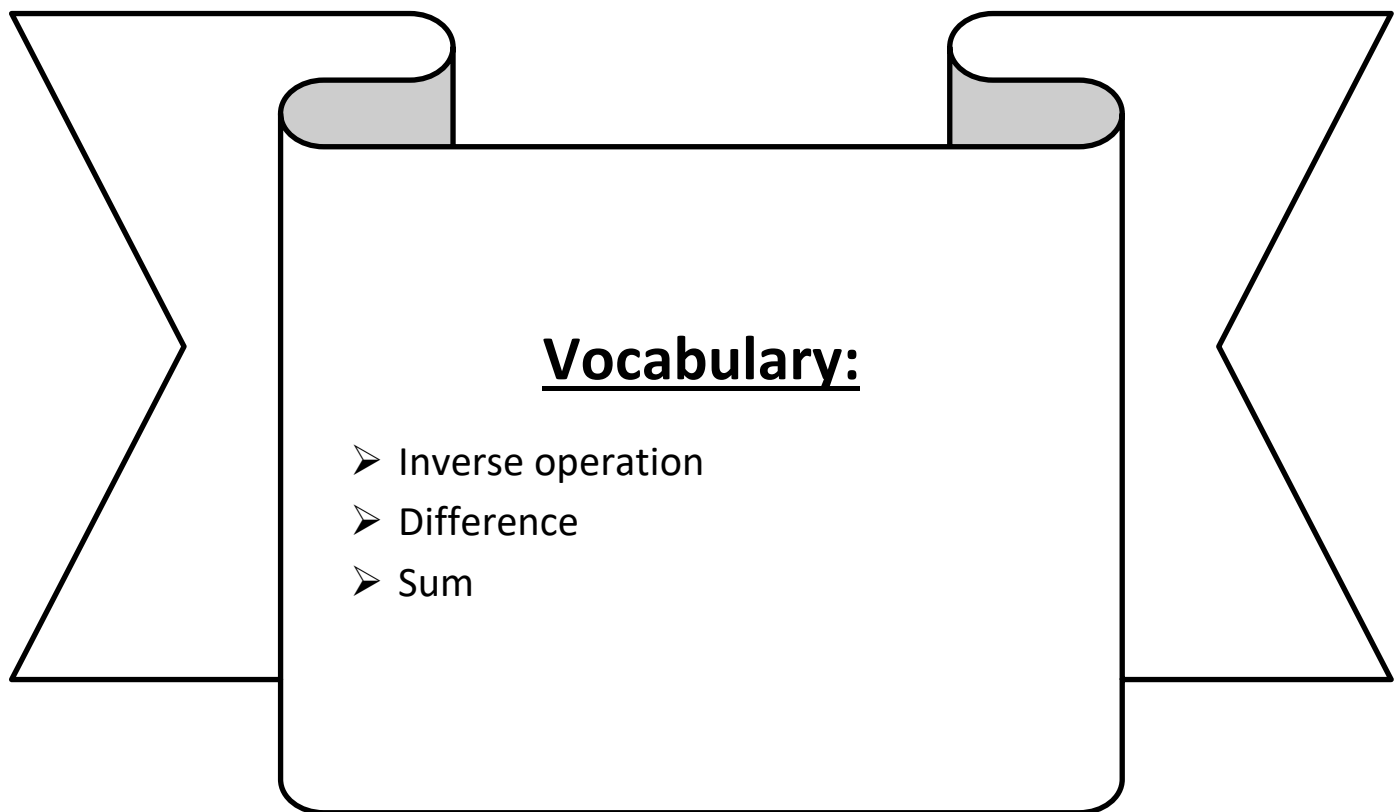


Day # 5



LEQ: How do I subtract three-digit numbers with no regrouping and check my answer?

Objective: I can use addition to subtract two-digit numbers with no regrouping and check my answer.



Name: _____

Week 39 Day 5 Date: _____

BCCS-B

Harvard

Yale

Princeton

Do Now:

$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$
---	---	---	---	---

$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$
---	---	---	---	---

$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$
--	---	---	---	---

$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$
---	---	--	---	---

$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$
---	---	---	---	---

$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$
---	---	---	---	--

$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$
---	---	---	---	---

$\begin{array}{r} 0 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$
---	---	---	---	---

$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$
---	---	---	---	---

$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$
---	---	--	---	---

Name: _____

Week 39 Day 5 Date: _____

BCCS-B

Harvard

Yale

Princeton

Input (My Turn):

Solve	Check
$833 - 320 = \underline{\quad}$	
$499 - 381 = \underline{\quad}$	
$402 - 111 = \underline{\quad}$	

Name: _____

Week 39 Day 5 Date: _____

BCCS-B

Harvard

Yale

Princeton

Guided Practice (Our Turn):

Solve	Check
$640 - 300 = \underline{\quad}$	
$290 - 231 = \underline{\quad}$	
$730 - 108 = \underline{\quad}$	
$450 - 120 = \underline{\quad}$	

Name: _____

Week 39 Day 5 Date: _____

BCCS-B

Harvard

Yale

Princeton

Problem Set (Your Turn):

Solve	Check
$950 - 315 = \underline{\quad}$	
$695 - 291 = \underline{\quad}$	
$237 - 145 = \underline{\quad}$	
$405 - 110 = \underline{\quad}$	

Name: _____

Week 39 Day 5 Date: _____

BCCS-B

Harvard

Yale

Princeton

Application:

Elias has 541 pennies. He gives his best friend 119 pennies to start his own collections. How many pennies does Elias still have?

C

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Name: _____

Week 39 Day 5 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exit Ticket:

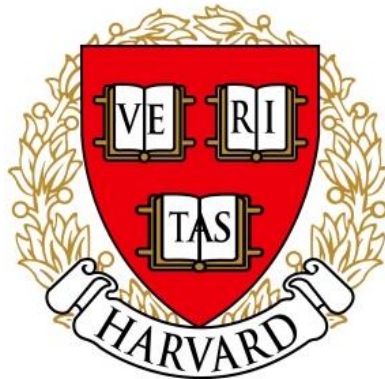
Solve	Check
$900 - 300 = \underline{\quad}$	
$395 - 196 = \underline{\quad}$	



Name _____

3rd Grade Math Remote Learning Packet

Week 40



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.

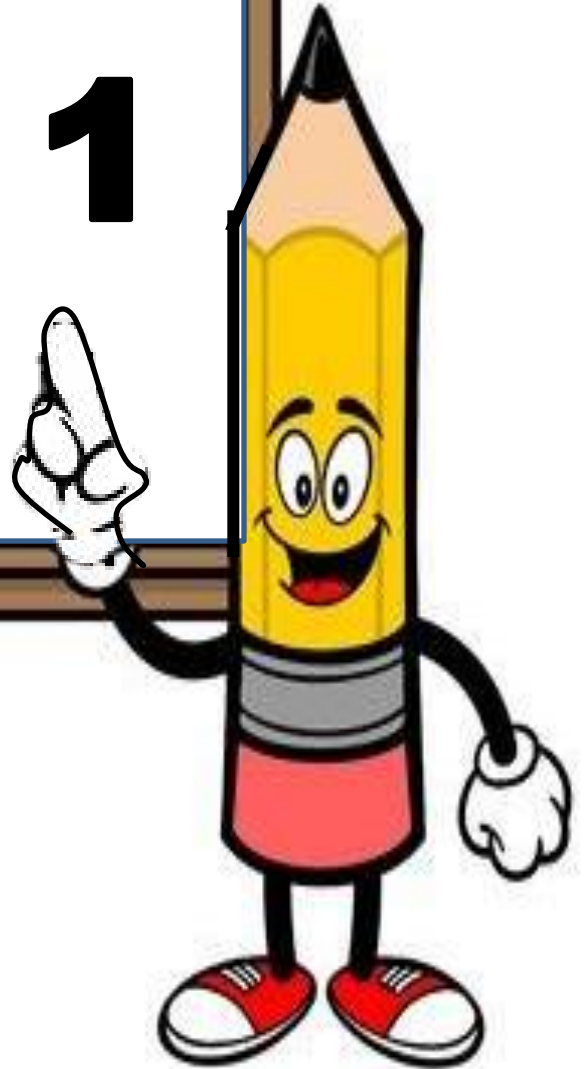
(Parent Signature)

(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.

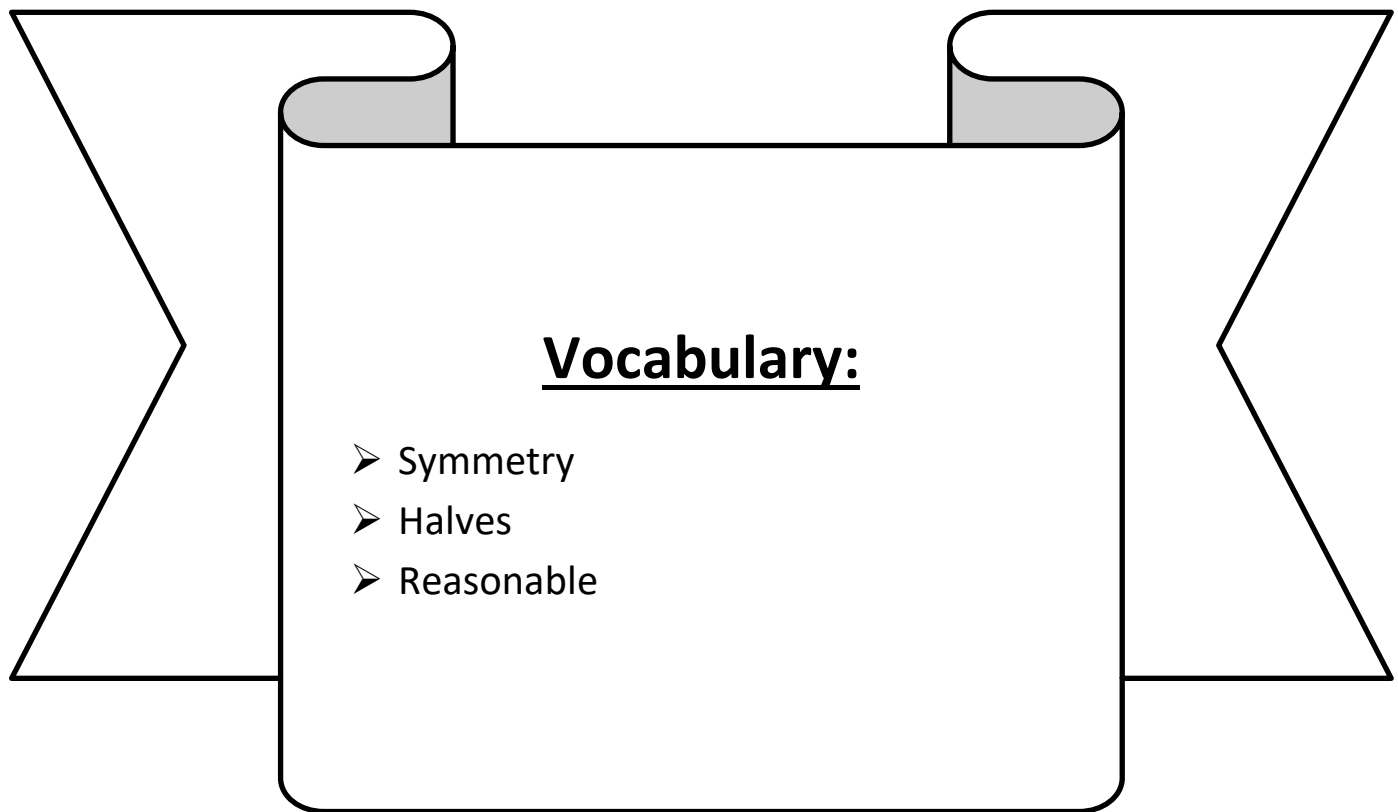


Day # 1



LEQ: How can I recognize and explore symmetry?

Objective: I can draw lines of symmetry on various shapes to recognize and explore symmetry.



Name: _____

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BCCS-B

Harvard

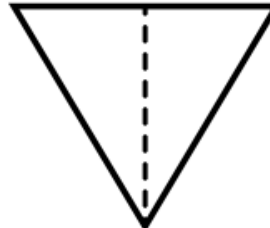
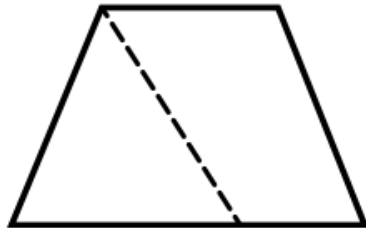
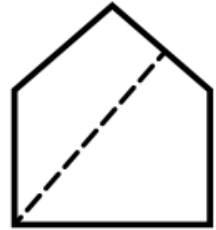
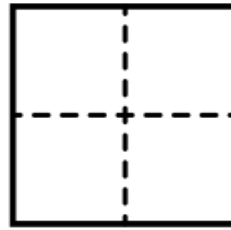
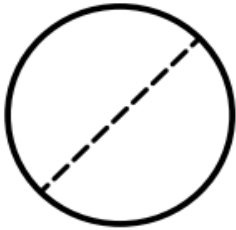
Yale

Princeton

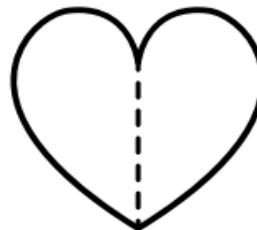
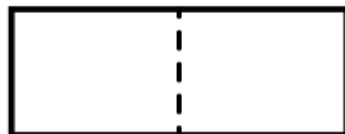
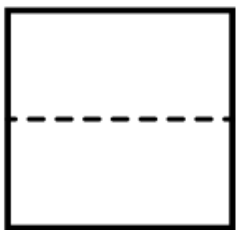
Do Now:

Learning About Halves

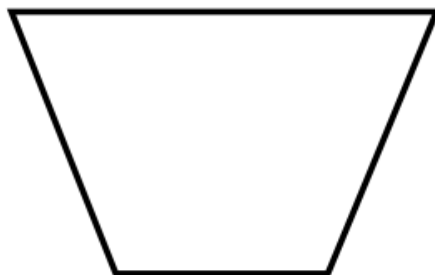
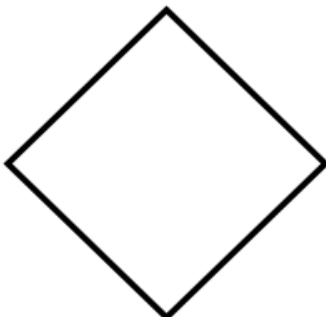
Draw an X over the shapes that are not divided into halves.



Color $\frac{1}{2}$ of each shape.



Draw lines to divide each shape into halves.



Name: _____

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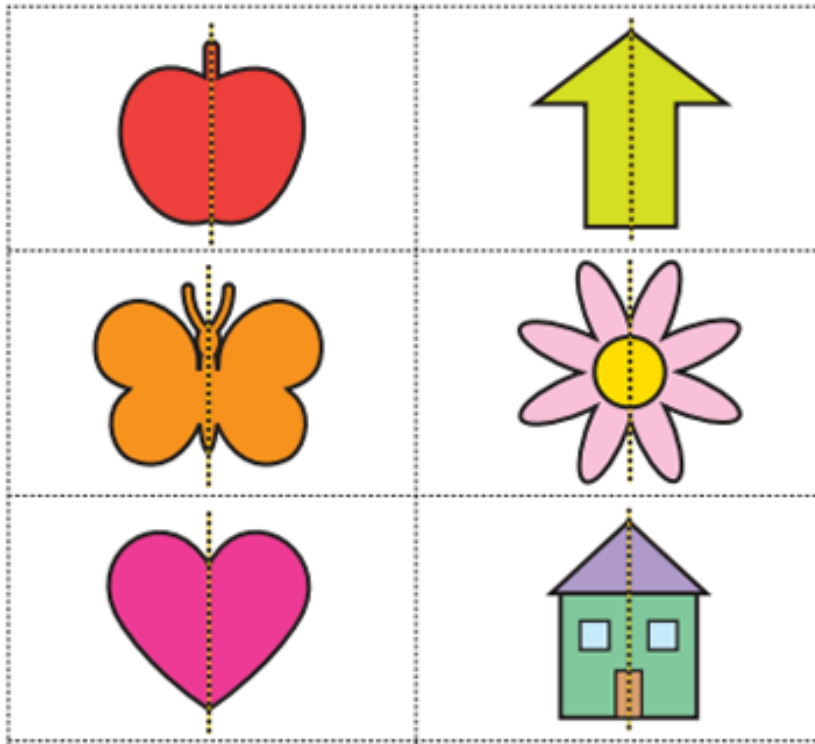
BCCS-B

Harvard

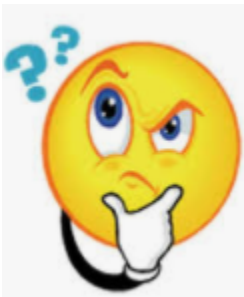
Yale

Princeton

Exploration:



*What is the same about all
these pictures?*



Name: _____

Week 40 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

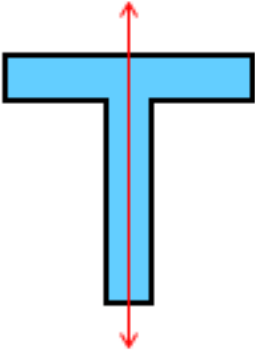
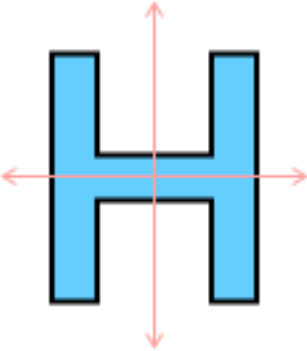

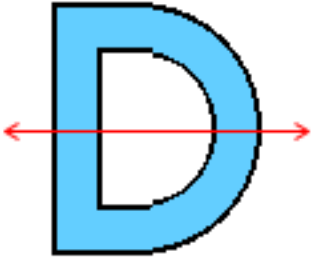
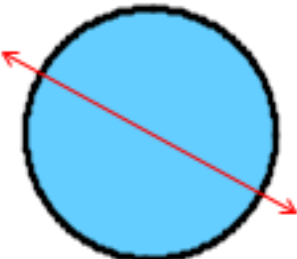
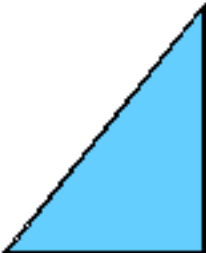
Input (My Turn):

- Step 1: Draw one line to partition the shape in two equal halves
- Step 2: Make your halves touch by lightly folding your paper
- Step 3: If the perimeters of the halves match, the shape is symmetrical
- Step 4: If the perimeters of the halves do not match, the shape is not symmetrical

A line of symmetry is a line that cuts a shape exactly in _____. This means

that if you were to fold the shape along the line, both halves would match exactly.

Some shapes have just one line of symmetry and others shapes have many.

ONE LINE OF SYMMETRY	MANY LINES OF SYMMETRY	NO LINES OF SYMMETRY
One line of symmetry 	Two lines of symmetry 	No lines of symmetry 
One line of symmetry 	An Infinite number of lines of symmetry 	No lines of symmetry 

Name: _____

Week 40 Day 1 Date: _____

BCCS-B

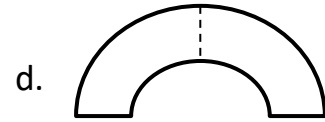
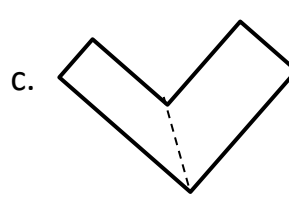
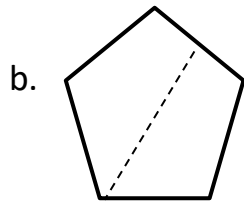
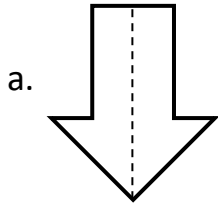
Harvard

Yale

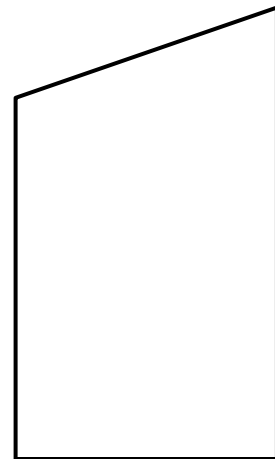
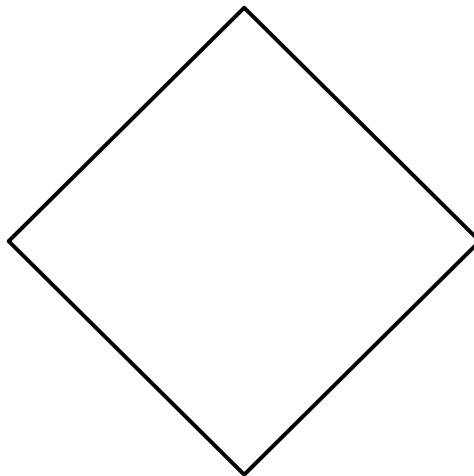
Princeton

Input (My Turn):

1. Circle the figures that have a correct line of symmetry drawn.



2. Find and draw all lines of symmetry for the following figures. Write the number of lines of symmetry that you found in the blank underneath the shape.



Name: _____

Week 40 Day 1 Date: _____

BCCS-B

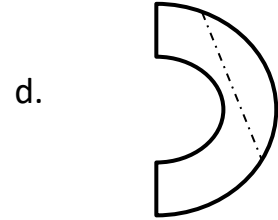
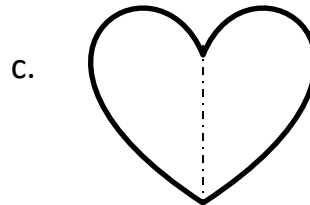
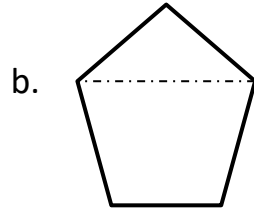
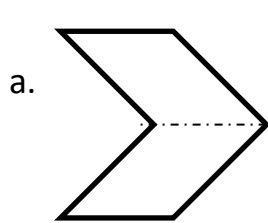
Harvard

Yale

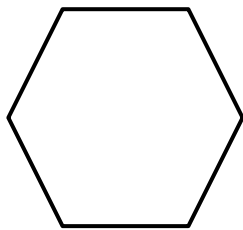
Princeton

Guided Practice (Our Turn):

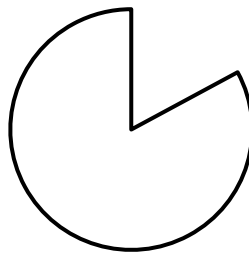
1. Circle the figures that have a correct line of symmetry drawn.



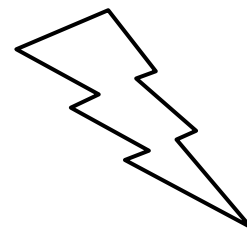
3. Find and draw all lines of symmetry for the following figures. Write the number of lines of symmetry that you found in the blank underneath the shape.



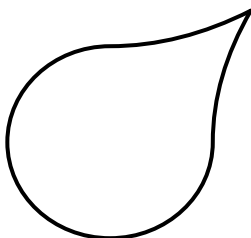
d. _____



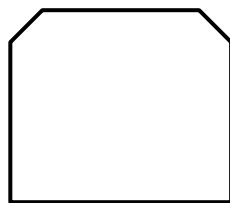
e. _____



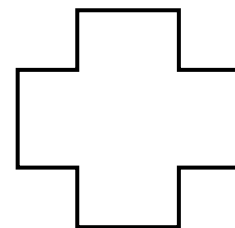
f. _____



g. _____



h. _____



i. _____

Name: _____

Week 40 Day 1 Date: _____

BCCS-B

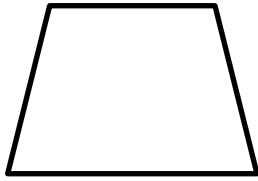
Harvard

Yale

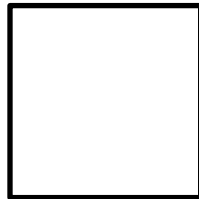
Princeton

Problem Set (Your Turn):

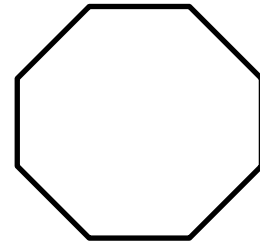
Find and draw all lines of symmetry for the following figures. Write the number of lines of symmetry that you found in the blank underneath the shape.



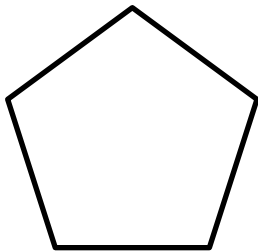
a. _____



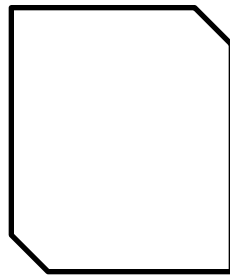
b. _____



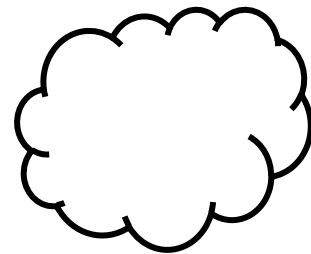
c. _____



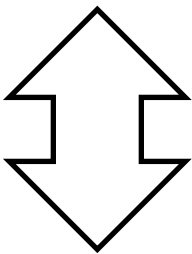
d. _____



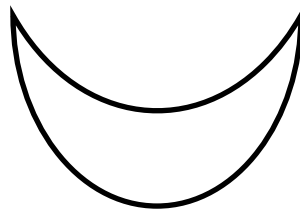
e. _____



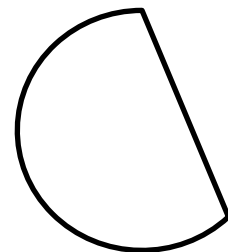
f. _____



g. _____



h. _____



i. _____

Name: _____

Week 40 Day 1 Date: _____

BCCS-B

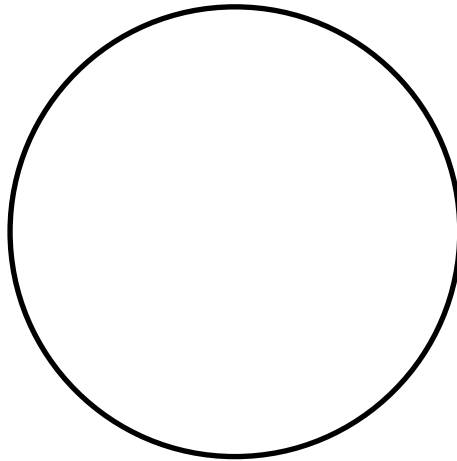
Harvard

Yale

Princeton

Application:

How many lines of symmetry does the figure below have? Explain.



C
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E
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Name: _____

Week 40 Day 1 Date: _____

BCCS-B

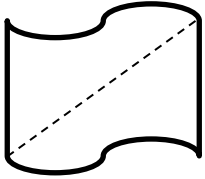
Harvard

Yale

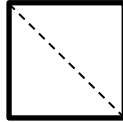
Princeton

Exit Ticket:

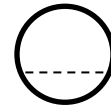
1. Is the line drawn a line of symmetry? Circle your choice.



Yes No

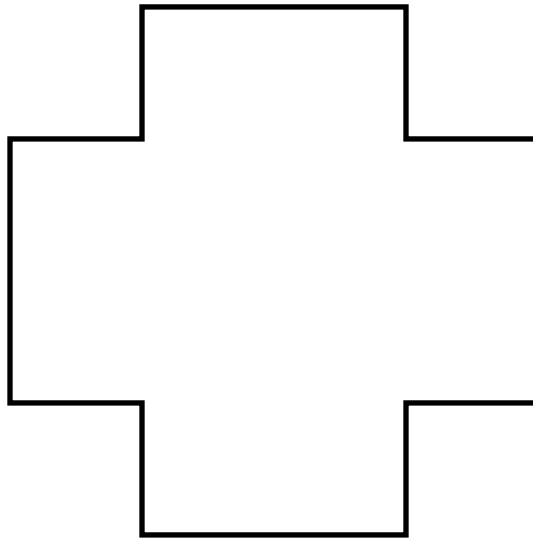


Yes No



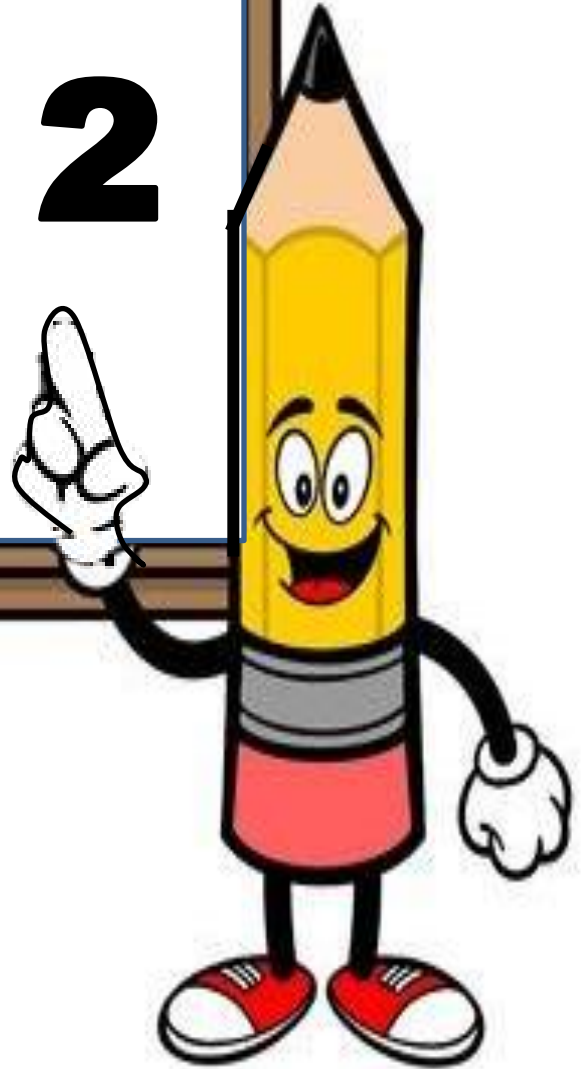
Yes No

2. Draw as many lines of symmetry as you can find in the figure below.



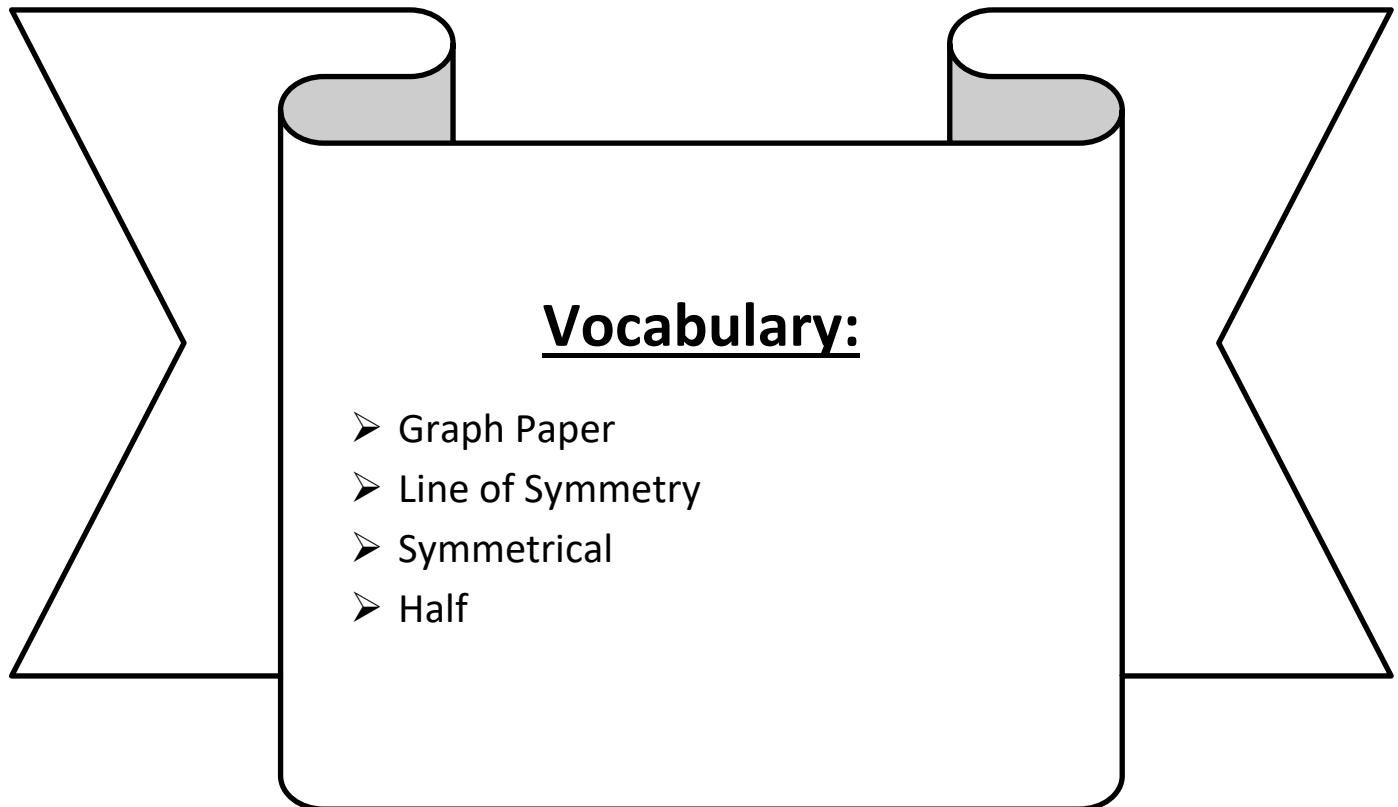


Day # 2



LEQ: How can I explore line of symmetry?

Objective: I can use graph paper to explore line of symmetry.



Name: _____

Week 40 Day 2 Date: _____

BCCS-B

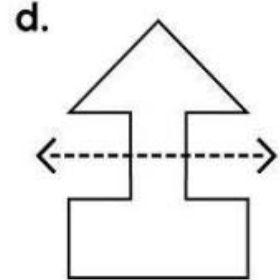
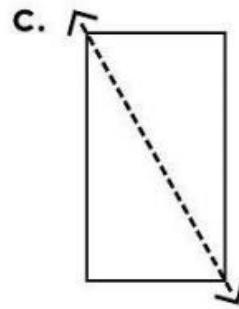
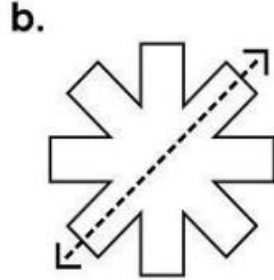
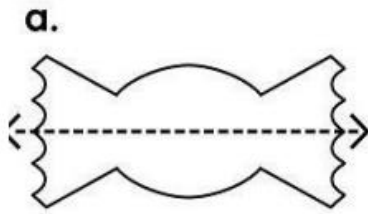
Harvard

Yale

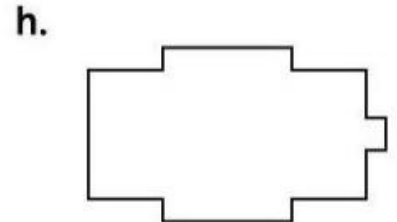
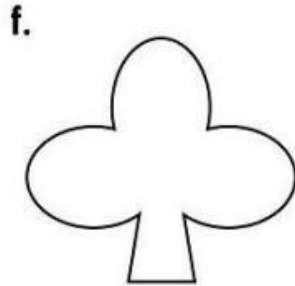
Princeton

Do Now:

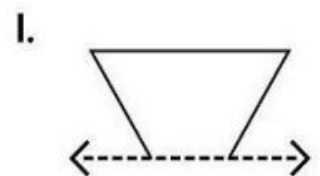
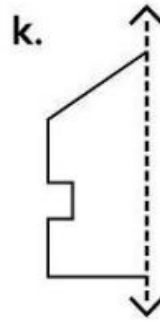
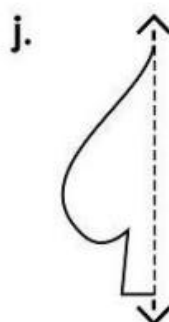
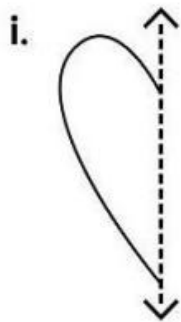
Tell whether the dotted line on each shape represents a line of symmetry. Write yes or no.



Draw a line of symmetry on each shape.



Draw the second half of each symmetrical shape.



Name: _____

Week 40 Day 2 Date: _____

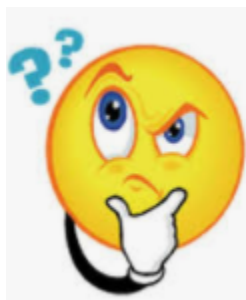
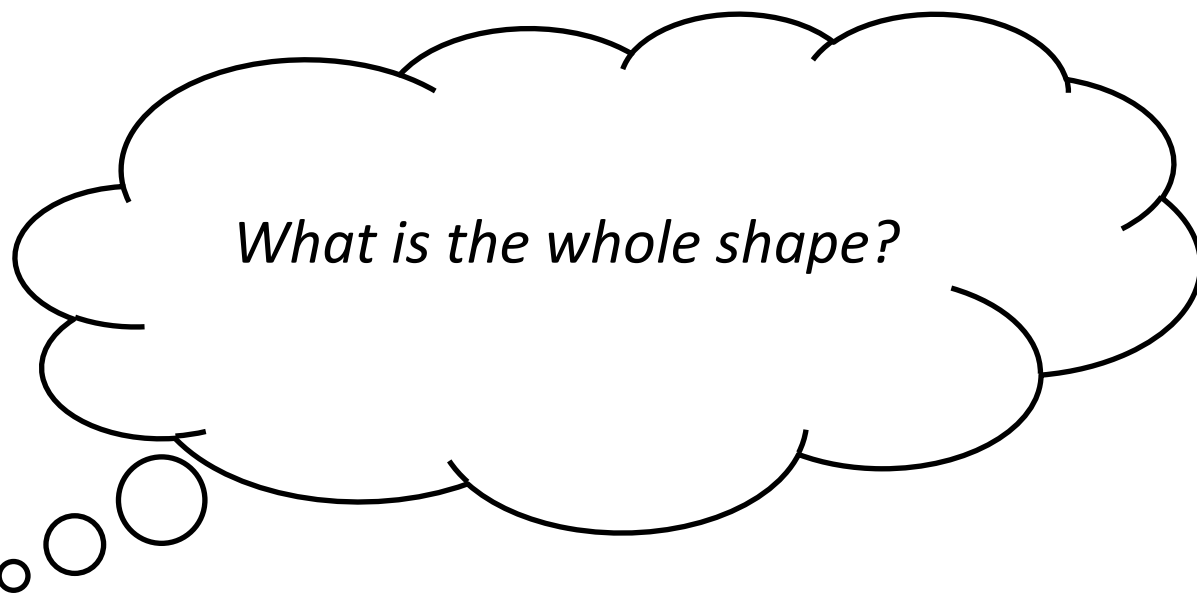
BCCS-B

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Exploration:



Name: _____

Week 40 Day 2 Date: _____

BCCS-B

Harvard

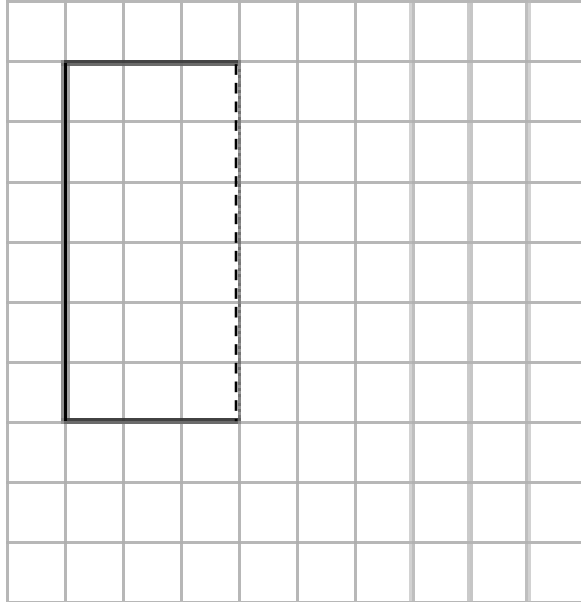
Yale

Princeton

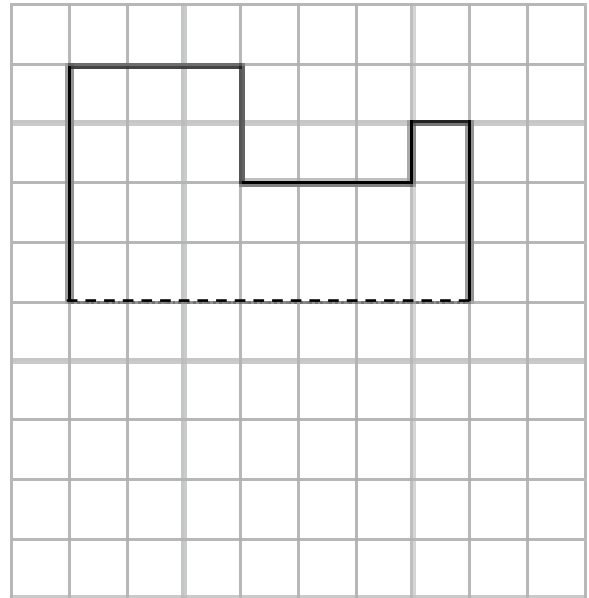
Input (My Turn):

Half of each figure below has been drawn. Use the line of symmetry, represented by the dashed line, to complete each figure.

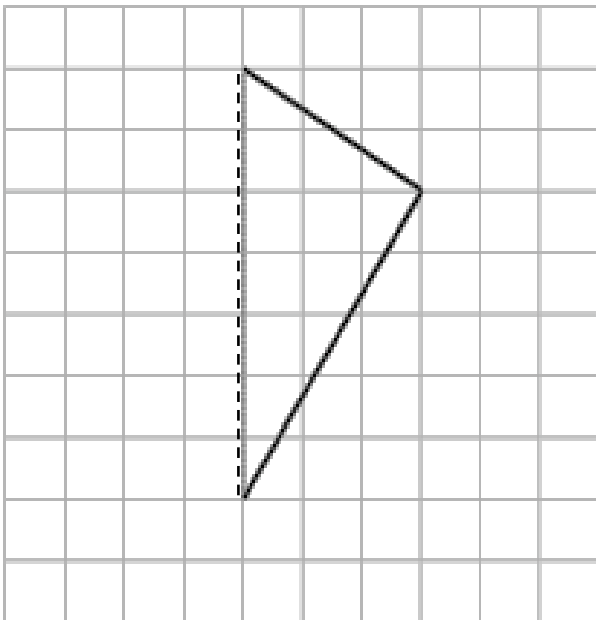
a)



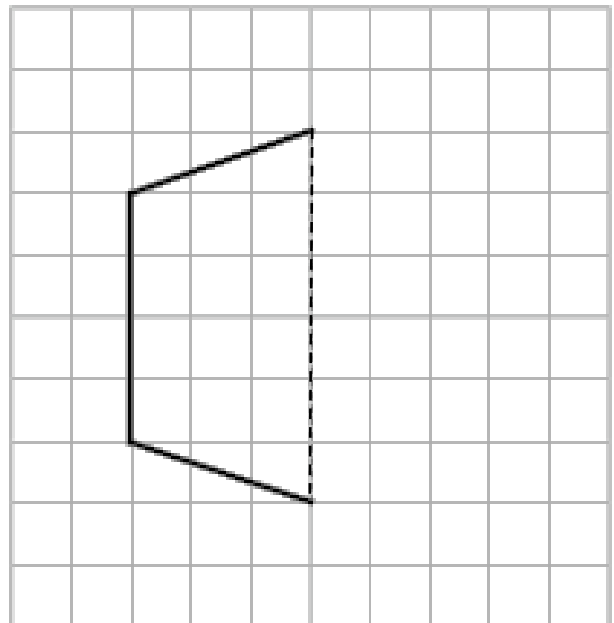
b)



c)



d)



Name: _____

Week 40 Day 2 Date: _____

BCCS-B

Harvard

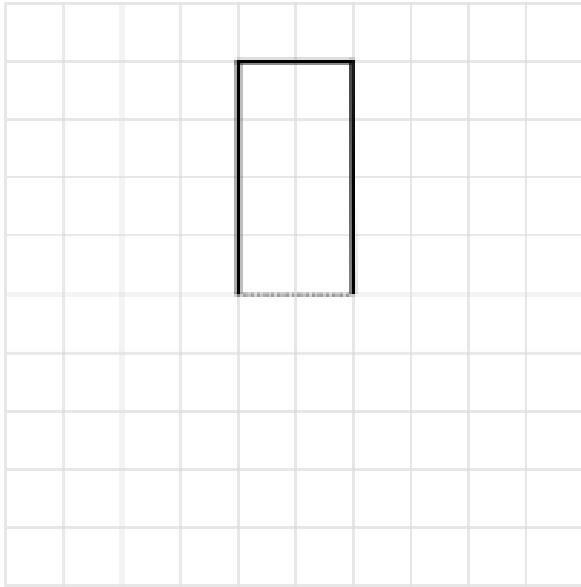
Yale

Princeton

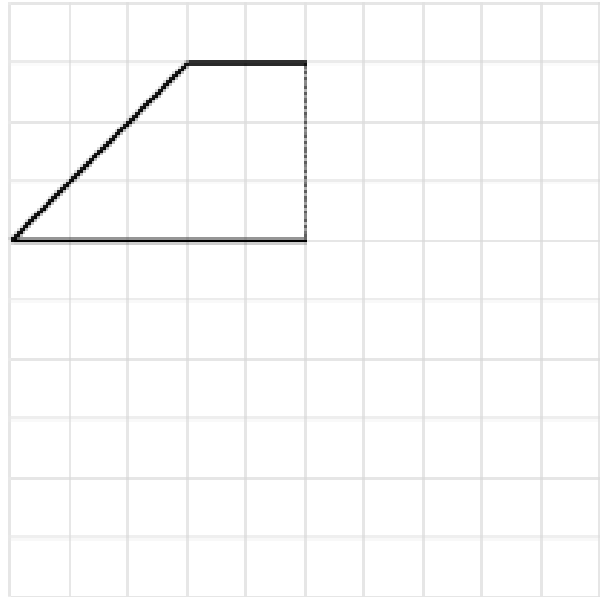
Guided Practice (Our Turn):

Half of each figure below has been drawn. Use the line of symmetry, represented by the dashed line, to complete each figure.

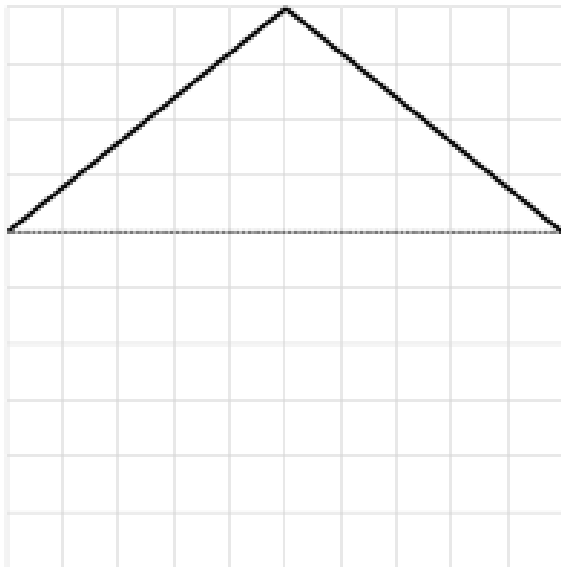
a)



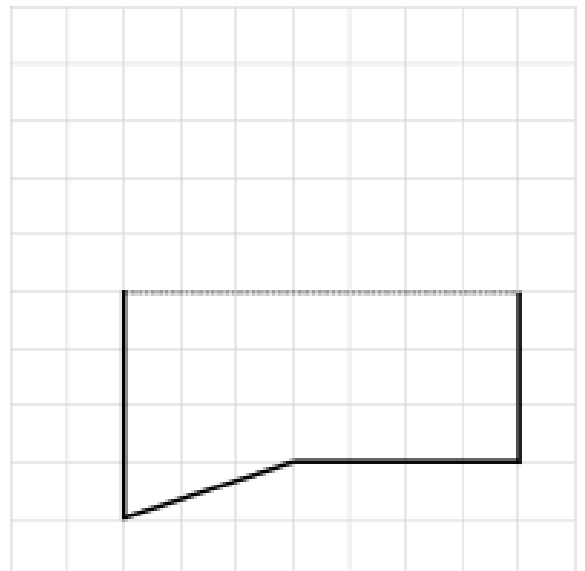
b)



c)



d)



Name: _____

Week 40 Day 2 Date: _____

BCCS-B

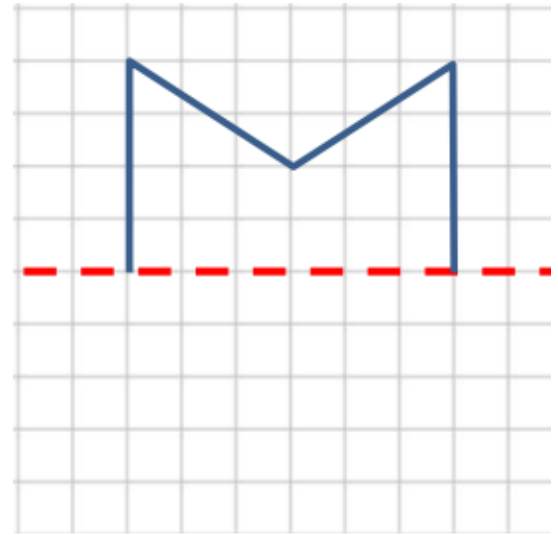
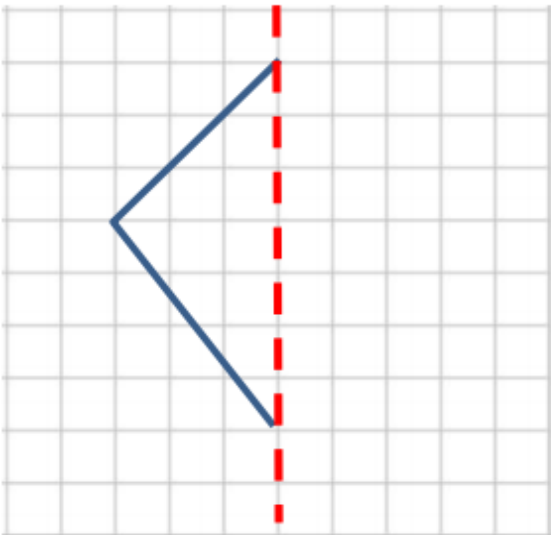
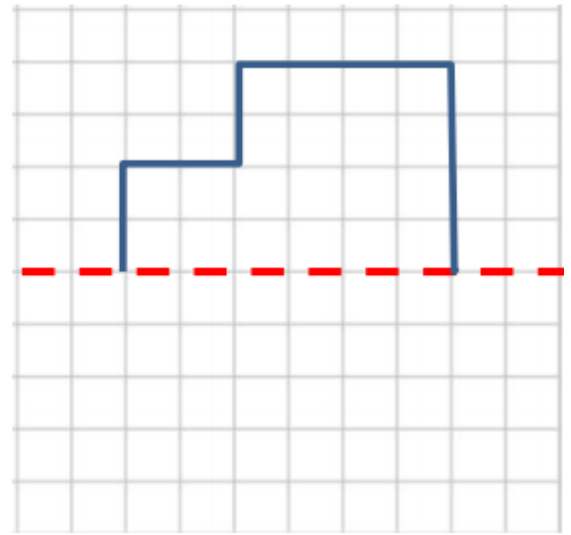
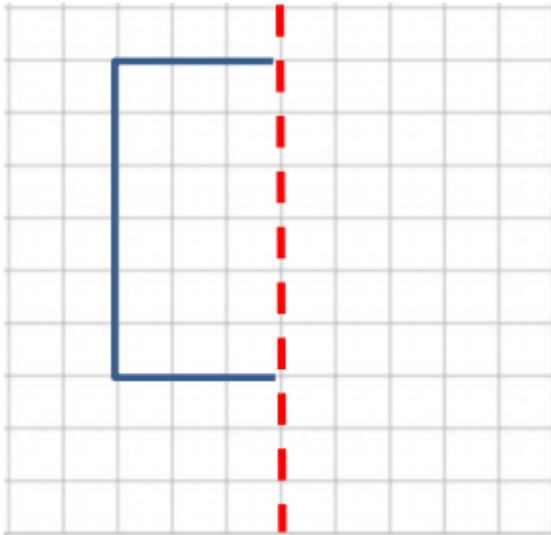
Harvard

Yale

Princeton

Problem Set (Your Turn):

Draw the other half of the following symmetric shapes.



Name: _____

Week 40 Day 2 Date: _____

BCCS-B

Harvard

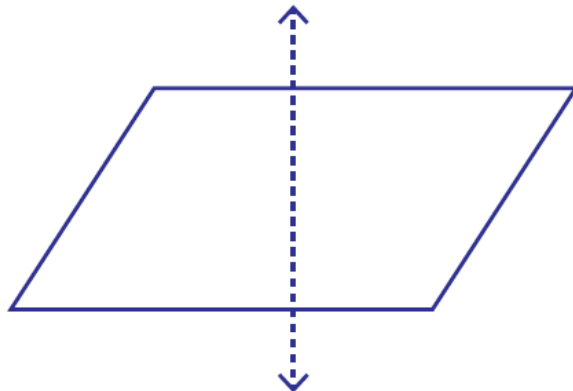
Yale

Princeton

Application:

Use what you know about the properties of a parallelogram to explain why the line below does not show a line of symmetry.

C
U
B
E
S



Name: _____

Week 40 Day 2 Date: _____

BCCS-B

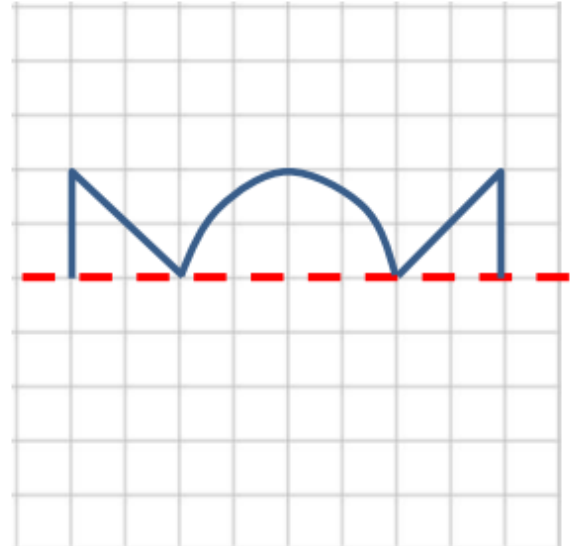
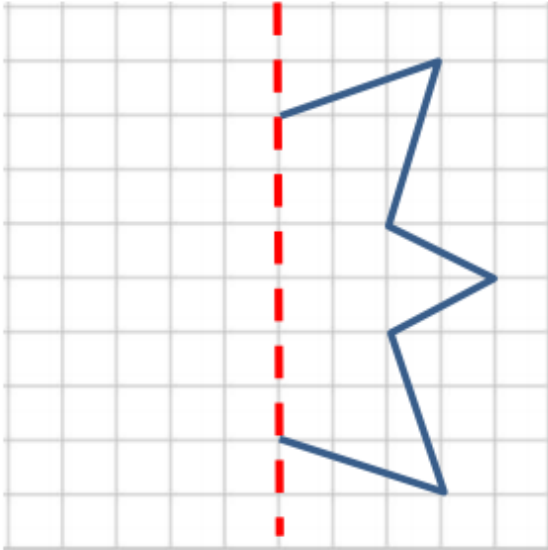
Harvard

Yale

Princeton

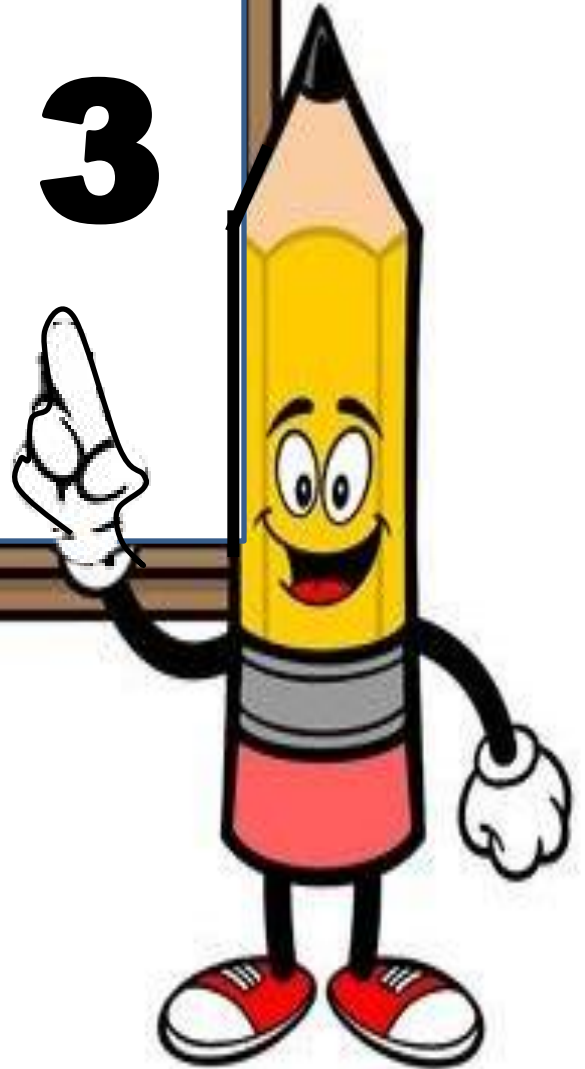
Exit Ticket:

Draw the other half of the following symmetric shapes.



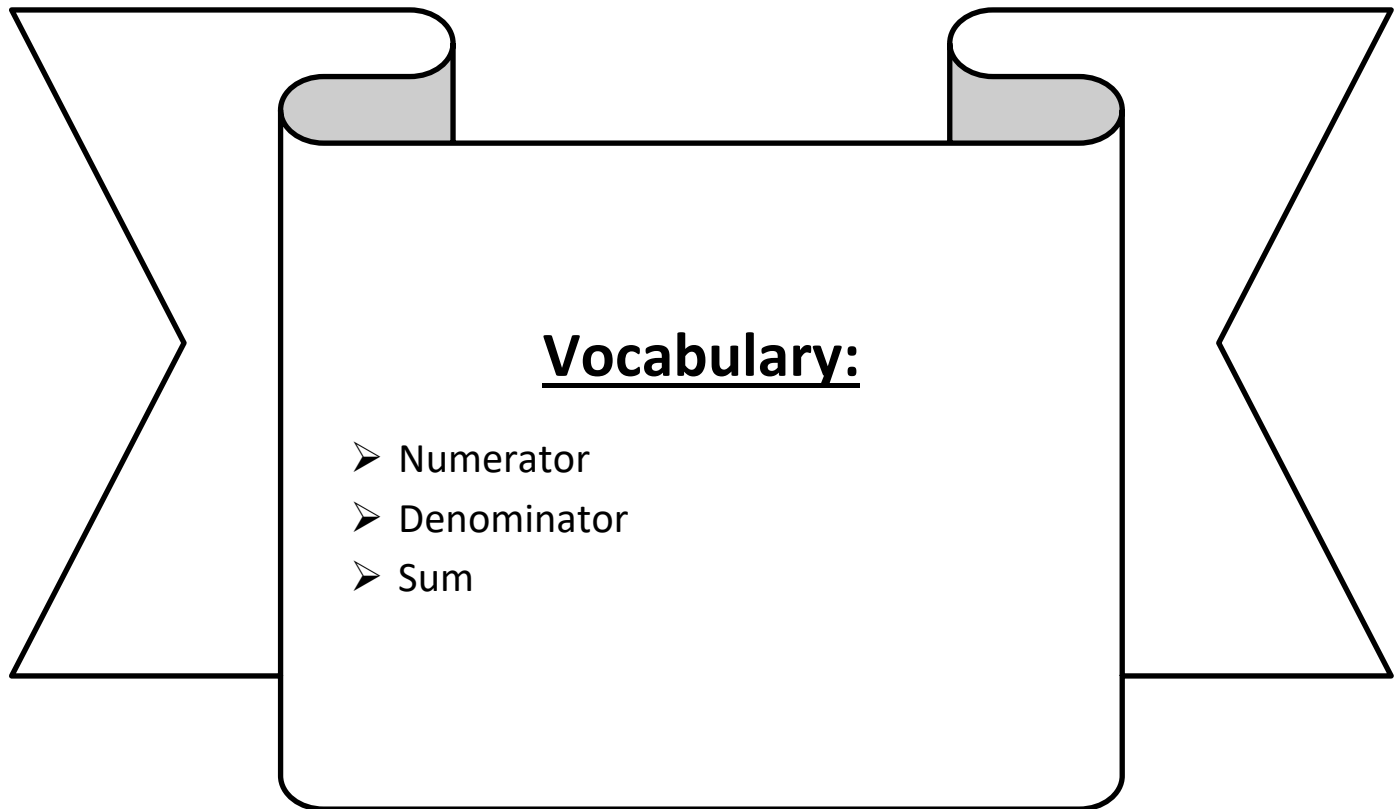


Day # 3



LEQ: How do I add fractions with like denominators?

Objective: I can a diagram to add fractions with like denominators.



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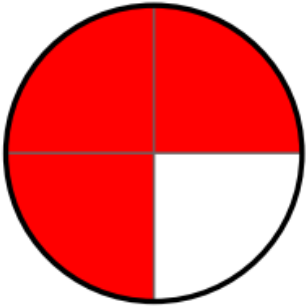
Harvard

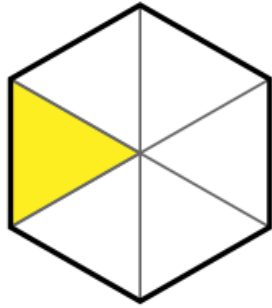
Yale

Princeton

Do Now:

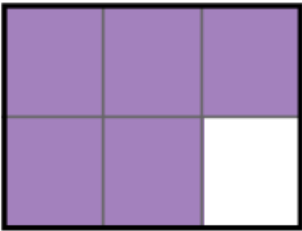
Write the fraction for the shaded area of each shape.



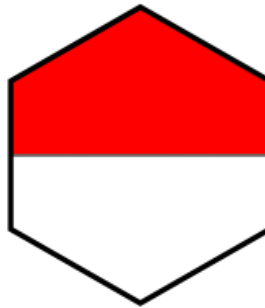


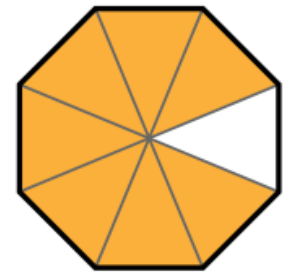


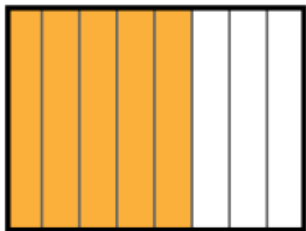


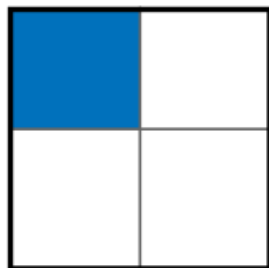


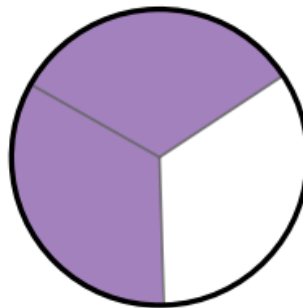


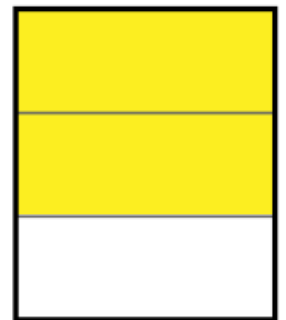












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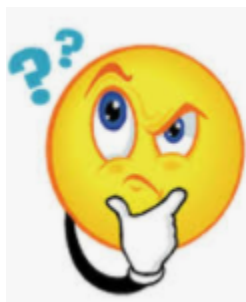
Yale

Princeton

Exploration:

$$\frac{2}{9} + \frac{5}{9} = \frac{7}{9}$$

What makes this true?



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Input (My Turn):

- Step 1: Partition fraction strips into fractional units
- Step 2: Shade each fractional unit
- Step 3: Add shaded parts—that is your numerator
- Step 4: Keep the same denominator

When adding fractions with like or the _____ denominators, we

can add the numerators and keep the denominator. For example:

Shade in each fraction to show the sum.

$\frac{1}{5}$					
$\frac{2}{5}$					

$\frac{2}{4}$				
$\frac{3}{4}$				

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Guided Practice (Our Turn)

Shade in each fraction to show the sum.

$\frac{1}{8}$								
$\frac{4}{8}$								

$\frac{1}{3}$			
$\frac{2}{3}$			

Draw fraction bars to add $\frac{2}{5} + \frac{1}{5}$

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Problem Set (Your Turn):

Partition the bar to show each sum.

$\frac{1}{6}$	
$\frac{4}{6}$	

$\frac{1}{3}$	
$\frac{1}{3}$	

Draw fraction bars to add $\frac{2}{8} + \frac{3}{8}$

Name: _____

Week 40 Day 3 Date: _____

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Application:

Mrs. Blomgren bought a pizza pie for her nephew's birthday. She had 2 eighths of the pie and her nephew ate 3 eighths. How many slices did they eat in total?

C

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Name: _____

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Exit Ticket:

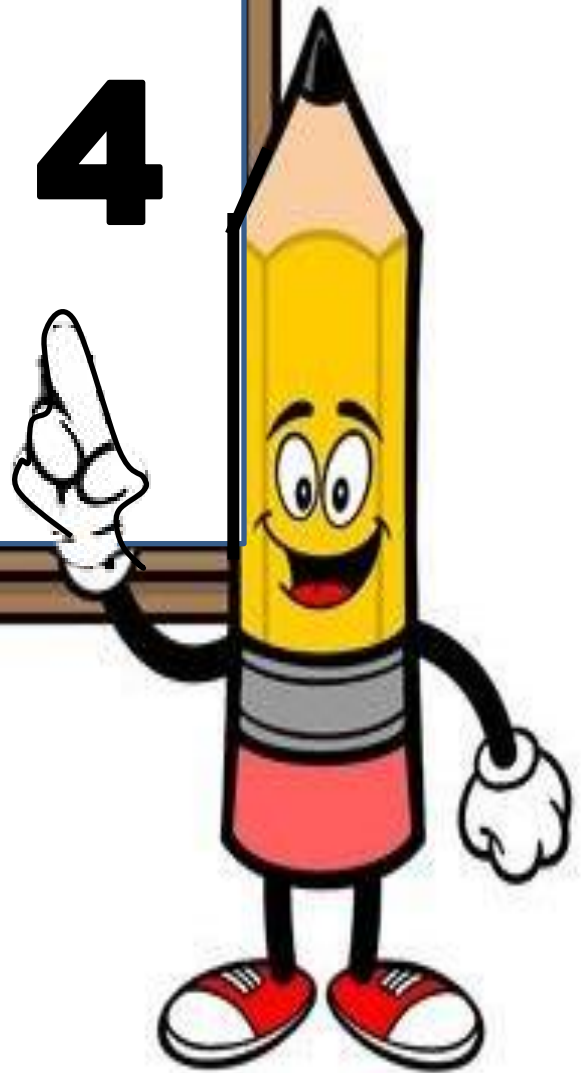
Shade in each fraction to show the sum.

$\frac{1}{8}$								
$\frac{4}{8}$								

Draw fraction bars to add $\frac{2}{6} + \frac{3}{6}$

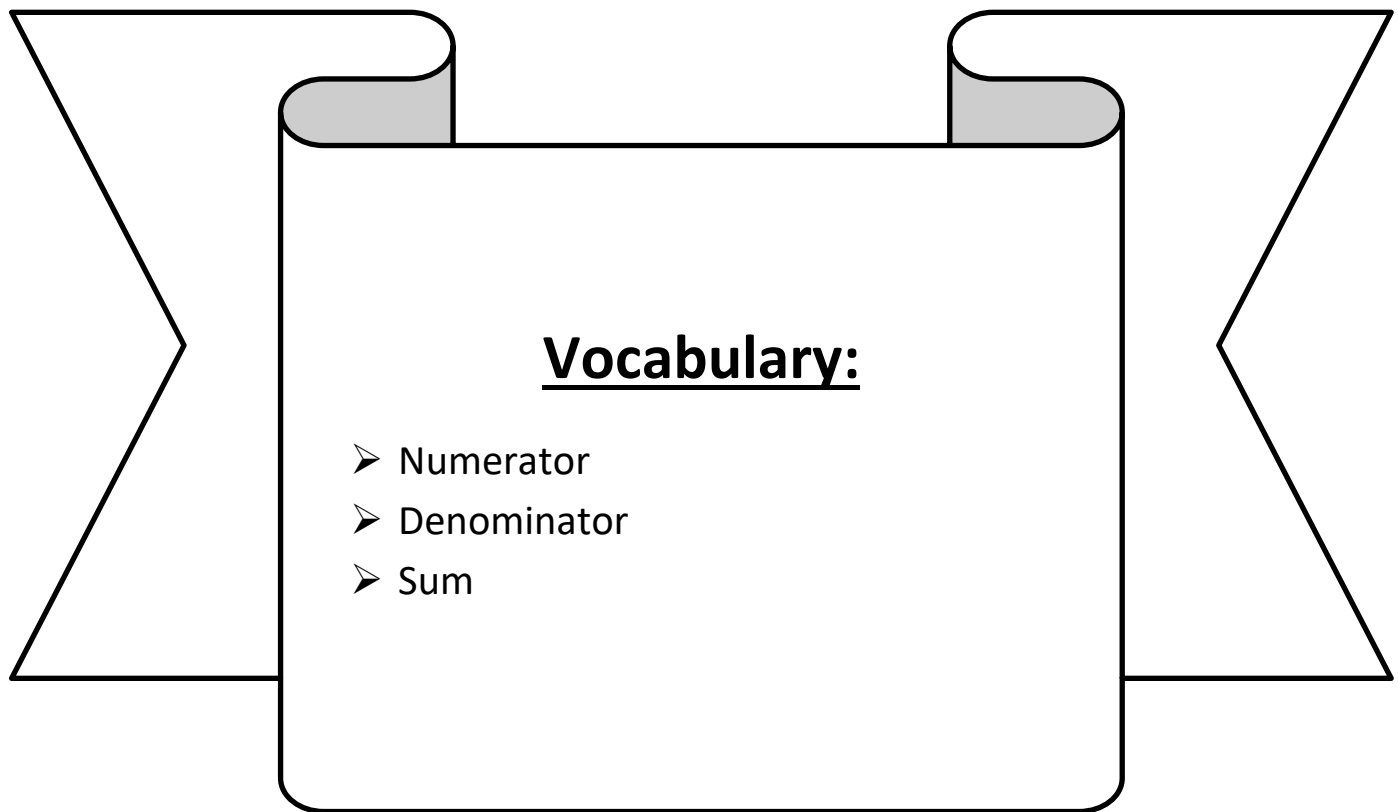


Day # 4



LEQ: How can I add fractions with like denominators without a diagram?

Objective: I can circle the numerators and add them to add fractions with like denominators without a diagram.



Name: _____

Week 40 Day 4 Date: _____

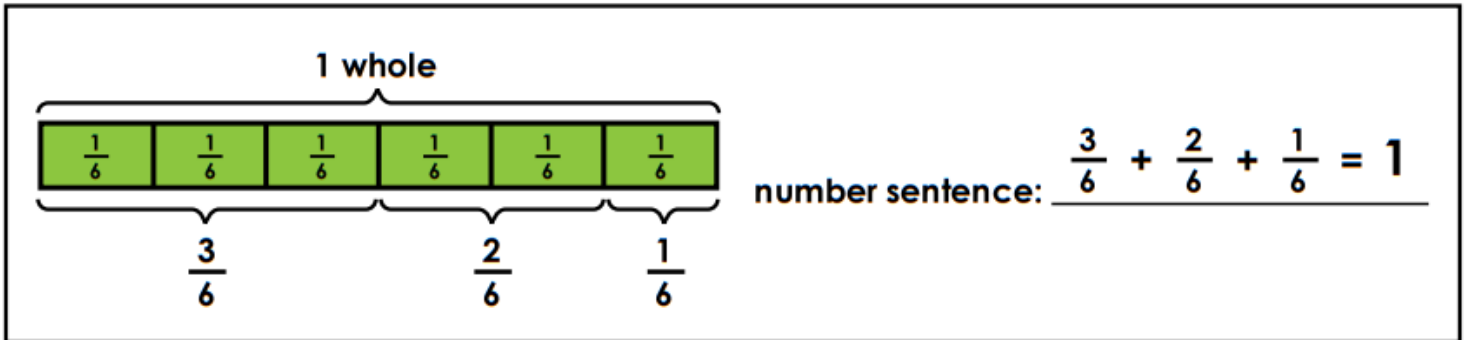
BCCS-B

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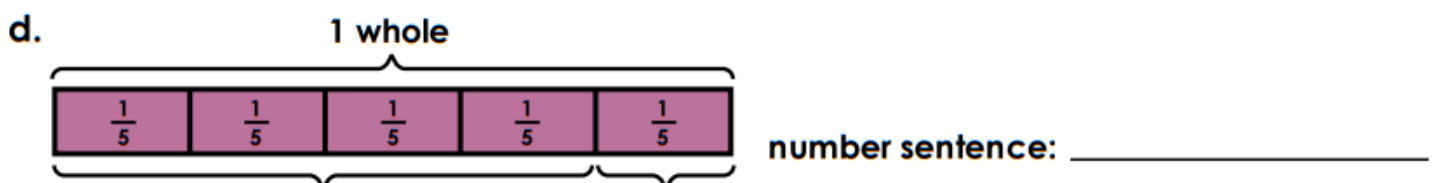
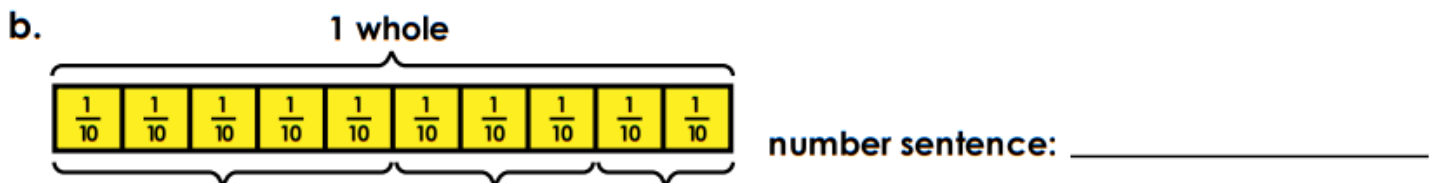
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Do Now:



Write the correct fractions for each tape diagram. Then write a number sentence for each.



Name: _____

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Input (My Turn):

a. $\frac{3}{7} + \frac{2}{7} =$

b. $\frac{6}{10} + \frac{1}{10} =$

c. $\frac{1}{5} + \frac{2}{5} =$

d. $\frac{3}{4} + \frac{2}{4} =$

e. $\frac{3}{8} + \frac{4}{8} =$

f. $\frac{1}{6} + \frac{5}{6} =$

g. $\frac{3}{9} + \frac{2}{9} =$

h. $\frac{5}{12} + \frac{4}{12} =$

i. $\frac{2}{3} + \frac{2}{3} =$

j. $\frac{2}{8} + \frac{3}{8} =$

k. $\frac{4}{11} + \frac{5}{11} =$

l. $\frac{1}{4} + \frac{2}{4} =$

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Guided Practice (Our Turn):

1) $\frac{4}{6} + \frac{1}{6} =$

2) $\frac{2}{9} + \frac{3}{9} =$

3) $\frac{4}{8} + \frac{7}{8} =$

4) $\frac{10}{12} + \frac{6}{12} =$

5) $\frac{9}{10} + \frac{5}{10} =$

6) $\frac{1}{4} + \frac{2}{4} =$

7) $\frac{2}{5} + \frac{4}{5} =$

8) $\frac{6}{7} + \frac{3}{7} =$

9) $\frac{8}{11} + \frac{9}{11} =$

10) $\frac{1}{2} + \frac{1}{2} =$

11) $\frac{3}{7} + \frac{5}{7} =$

12) $\frac{9}{10} + \frac{8}{10} =$

13) $\frac{1}{3} + \frac{1}{3} =$

14) $\frac{5}{8} + \frac{4}{8} =$

Name: _____

Week 40 Day 4 Date: _____

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Problem Set (Your Turn):

$$\begin{array}{r} 1) \quad \frac{3}{8} \\ + \quad \frac{4}{8} \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad \frac{4}{7} \\ + \quad \frac{5}{7} \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad \frac{2}{3} \\ + \quad \frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad \frac{8}{11} \\ + \quad \frac{4}{11} \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad \frac{3}{10} \\ + \quad \frac{6}{10} \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad \frac{5}{9} \\ + \quad \frac{1}{9} \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad \frac{1}{7} \\ + \quad \frac{2}{7} \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad \frac{2}{5} \\ + \quad \frac{4}{5} \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad \frac{7}{8} \\ + \quad \frac{4}{8} \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad \frac{9}{12} \\ + \quad \frac{10}{12} \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad \frac{2}{4} \\ + \quad \frac{3}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad \frac{3}{7} \\ + \quad \frac{5}{7} \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad \frac{3}{5} \\ + \quad \frac{1}{5} \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad \frac{1}{3} \\ + \quad \frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad \frac{5}{11} \\ + \quad \frac{8}{11} \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad \frac{2}{9} \\ + \quad \frac{2}{9} \\ \hline \end{array}$$

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Application:

Uygur eats $\frac{1}{5}$ of his ice cream before falling asleep for a nap. $\frac{2}{5}$ of the ice cream melted while he was asleep. How much frozen ice cream does Uygur have left?

C

U

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Exit Ticket:

Find the sum.

1. $\frac{4}{5} + \frac{4}{5} =$ _____

2. $\frac{2}{3} + \frac{2}{3} =$ _____

3. $\frac{1}{3} + \frac{1}{3} =$ _____

4. $\frac{5}{6} + \frac{4}{6} =$ _____

5. $\frac{3}{4} + \frac{3}{4} =$ _____

6. $\frac{3}{8} + \frac{3}{8} =$ _____

7. $\frac{3}{5} + \frac{2}{5} =$ _____

8. $\frac{2}{3} + \frac{1}{3} =$ _____

9. $\frac{3}{4} + \frac{1}{4} =$ _____

10. $\frac{2}{4} + \frac{2}{4} =$ _____

11. $\frac{4}{5} + \frac{3}{5} =$ _____

12. $\frac{4}{8} + \frac{1}{8} =$ _____



Day # 5

*Scholars will be writing letters
to their 4th grade teacher.*

