Name _____

3rd Grade Modified 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.

Brighter Choice
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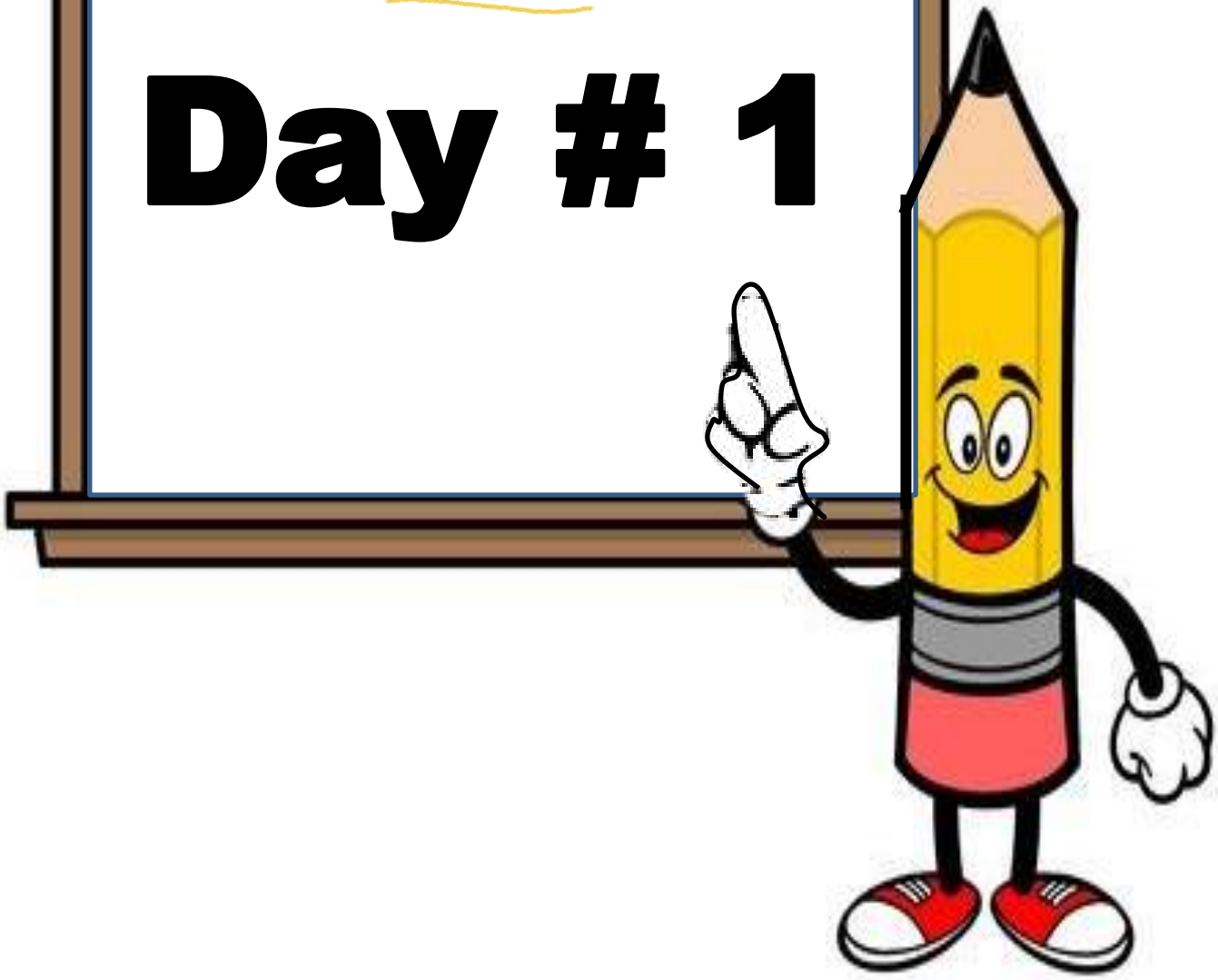
Day # 1



LEQ: How can I understand place value?

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

Vocabulary:

- Hundreds
- Tens
- Ones
- Place value
- Expanded form

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Do Now:

Find the sum.

1. 55 + 31 = 86
2. 18 + 80 =
3. 52 + 14 =
4. 27 + 42 =
5. 11 + 35 =
6. 12 + 86 =
7. 3 + 5 =
8. 60 + 28 =
9. 12 + 44 =
10. 67 + 10 = 77
11. 68 + 10 =
12. 23 + 4 =
13. 22 + 22 =
14. 34 + 10 =
15. 4 + 23 =
16. 72 + 11 =
17. 54 + 15 =
18. 43 + 25 =
19. 60 + 13 =
20. 55 + 11 =

Name: _____ Week 38 Day 1 Date: _____

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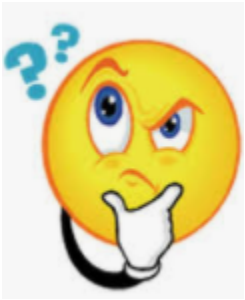
Exploration:

890 > 908



What makes this comparison true or false?

What number is bigger?

Name: _____ Week 38 Day 1 Date: _____

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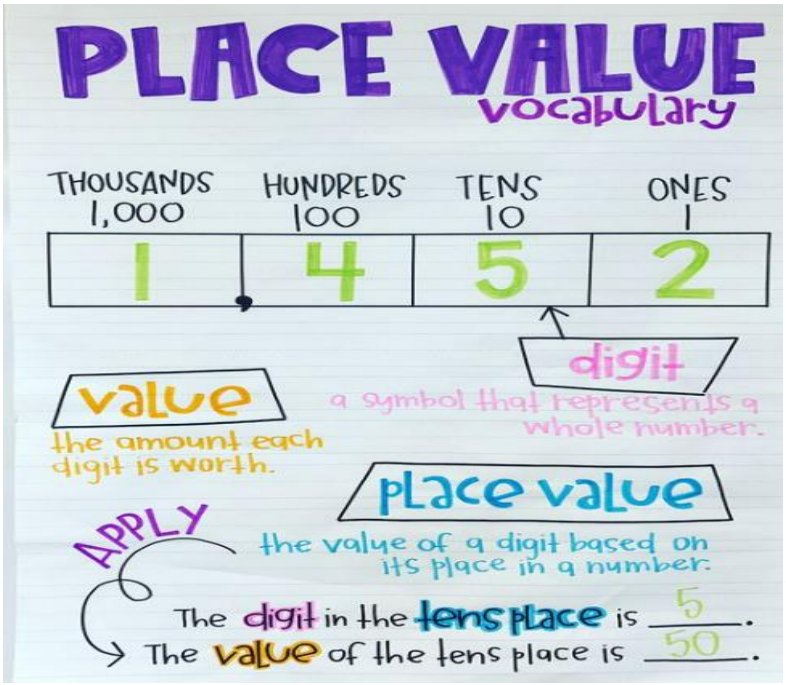
Input (My Turn):

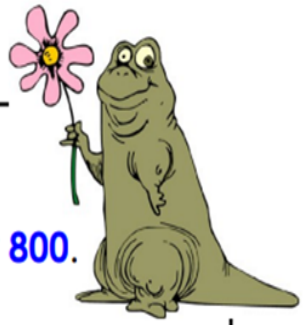
Step 1: Are there any ten thousands? Write the digit and 0000 after
Step 2: Are there any thousands? Write the digit and 000 after
Step 3: Are there any hundreds? Write the digit and 00 after
Step 4: Are there any tens? Write the digit and 0 after
Step 5: Are there any ones? Write the digit

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

1 represents 100, 8 represents _____, and 4 represents _____. We can

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





What is the value of the underlined digit?

8̲14 - The value of the digit 8 is **8 hundreds**, or **800**.

2̲34 - The value of the digit 3 is **3 tens**, or **30**.

64̲7 - The value of the digit 7 is **7 ones**, or **7**.

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Input (My Turn):

Write the value of each underlined digit.

Standard Form	Place Value
1,<u>3</u>07	Hundreds
<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	Nine thousand
495	
735	
1,381	
8,914	
3,599	
622	
2,500	
992	
2,452	
13,944	

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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	

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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:

053 - 530

digits — **largest number you can make with the digits**

a. 213 321

b. 689 _____

c. 657 _____

d. 402 _____

d. 077 _____

e. 673 _____

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

example:

913 - 139

digits — **smallest number you can make with the digits**

f. 197 _____

g. 464 _____

h. 168 _____

i. 752 _____

j. 311 113

k. 948 _____

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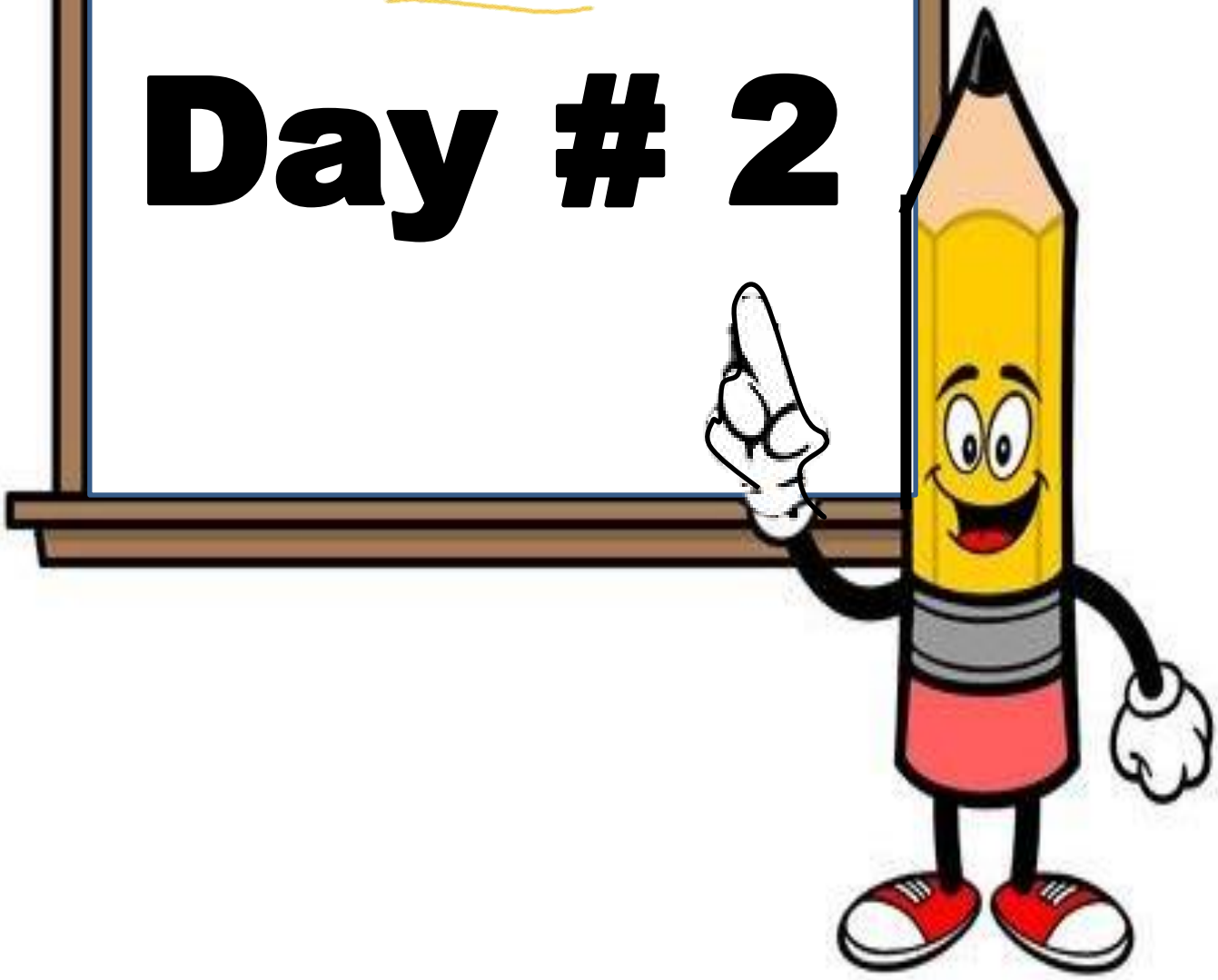
Day # 2



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.

Vocabulary:

- Hundreds
- Tens
- Ones
- Place value
- Expanded form
- Standard form
- Addend
- Sum

Name: _____ Week 38 Day 2 Date: _____

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Do Now:

1. 805 + 170 = 975

2. 581 + 10 =

3. 646 + 203 =

4. 560 + 307 =

5. 241 + 426 =

6. 431 + 323 =

7. 107 + 700 =

8. 835 + 101 =

9. 565 + 310 =

10. 437 + 351 =

11. 130 + 363 =

12. 258 + 230 =

13. 817 + 161 =

14. 600 + 138 =

15. 633 + 163 =

16. 877 + 112 =

17. 801 + 105 =

18. 915 + 22 =

19. 116 + 742 =

20. 444 + 213 =

Name: _____ Week 38 Day 2 Date: _____

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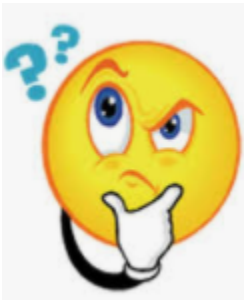
Exploration:

Choose the value of the missing number.

9,701

9,000 + ☐ + 1

7	**70**
700	**7,000**



What is the missing place value?

Name: _____ Week 38 Day 2 Date: _____

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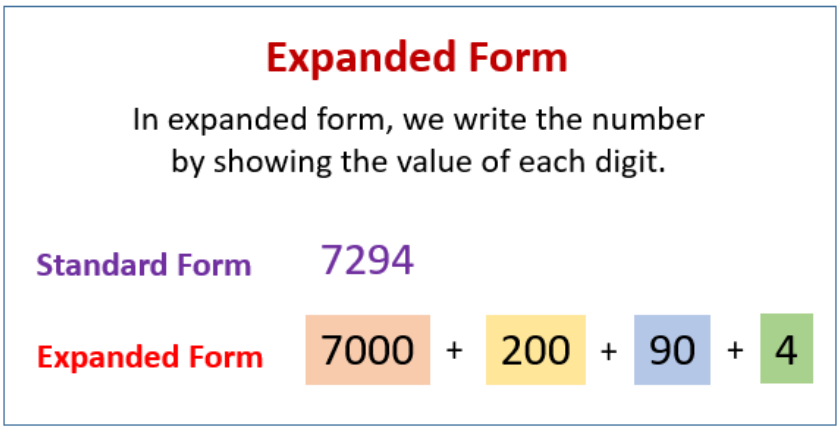
Input (My Turn):

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

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 the number in expanded form:

1. 4,915 → _____



Name: _____ Week 38 Day 2 Date: _____

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Guided Practice (Our Turn):

Write each number in expanded form on the line provided.

1. **7, 241**

7000 + 200 + 40 + 1

_____

2. **4, 019**

_____

3. **962**

_____

4. **8,304**

_____

Name: _____ Week 38 Day 2 Date: _____

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Problem Set (Your Turn):

Write each number in expanded form on the line provided.

1. **1, 285** _____

2. **149** _____

3. **9, 384** 9000 + 300 + 80 + 4

4. **14,029** _____

5. **523** _____

6. **29, 011** _____

Name: _____ Week 38 Day 2 Date: _____

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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

5680

\+ 4308

Name: _____ Week 38 Day 2 Date: _____

BCCS-B Harvard Yale 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: _____

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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 = 600 + 20 + 5 **b.** 356 = _____

c. 791 = _____ **d.** 904 = _____

e. 886 = _____ **f.** 370 = _____

Write each number in standard form.

g. 400 + 20 + 7 = _____ **h.** 500 + 9 = 509

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*** ? _____

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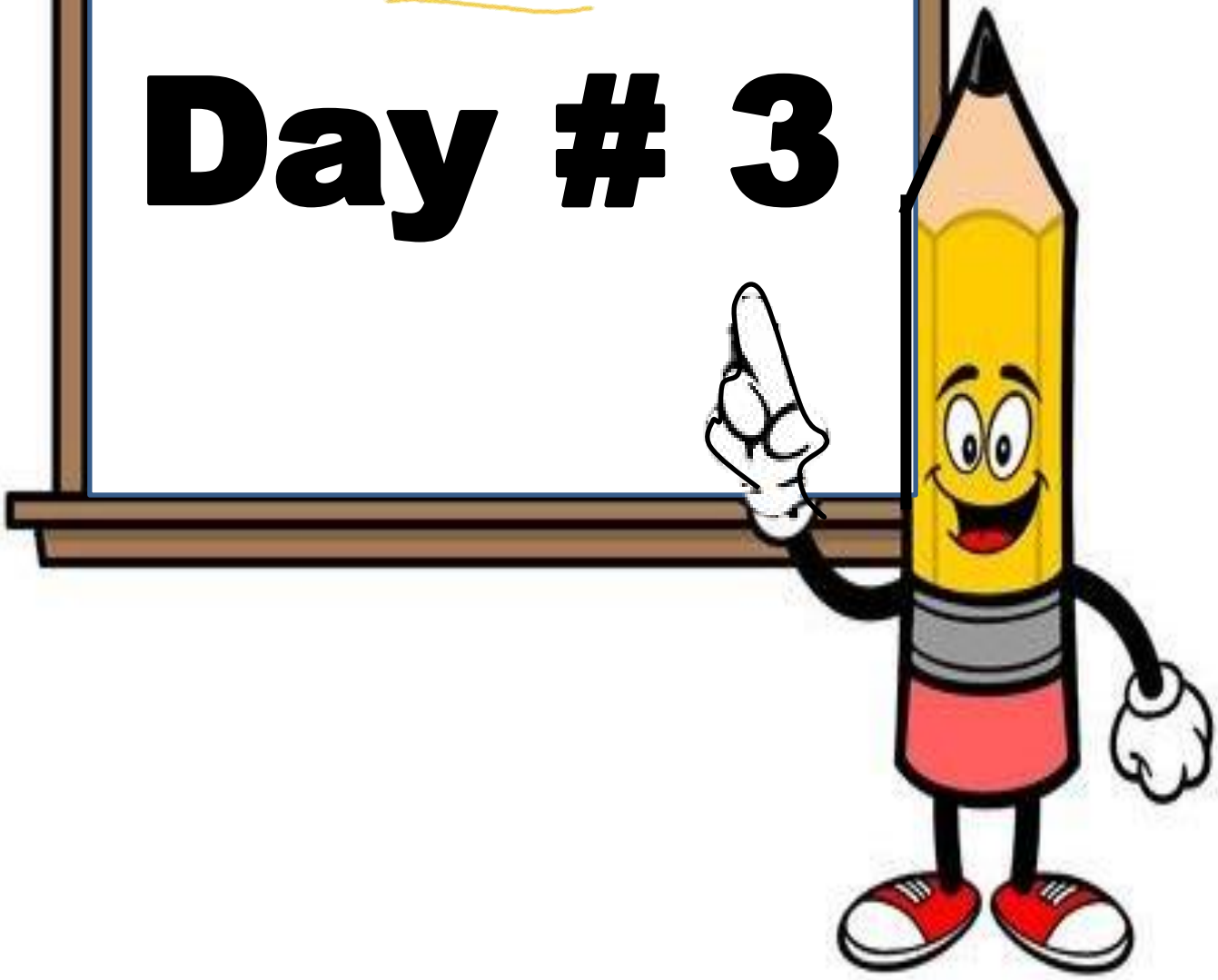
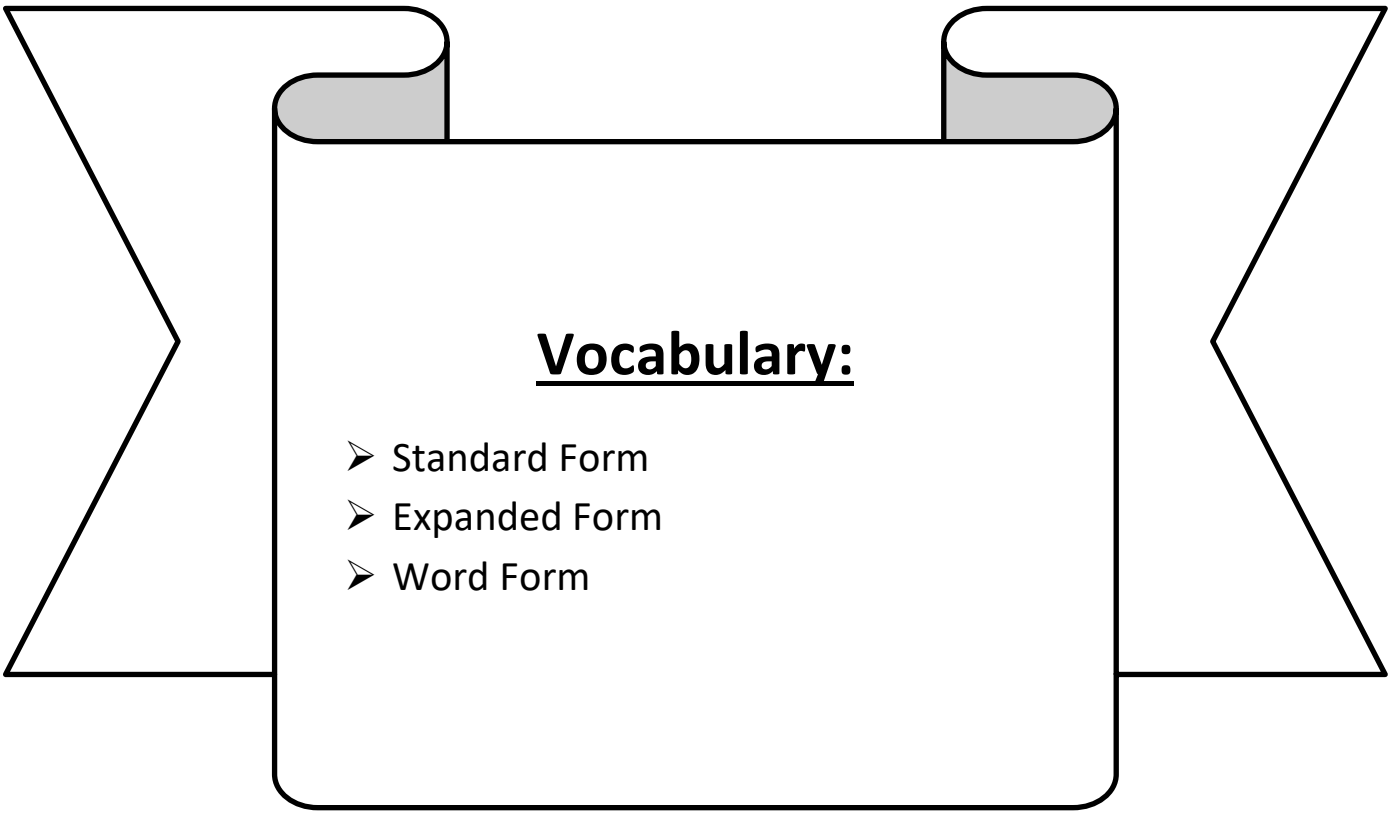
Day # 3



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: _____

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Do Now:

Find the sum.

1. ^{1}770 + 882 + 934 = **2586**

2. 383 + 230 + 679 =

3. 614 + 831 + 934 =

4. 263 + 982 + 673 =

5. 488 + 515 + 370 =

6. 916 + 608 + 493 =

7. 262 + 183 + 780 =

8. 424 + 338 + 871 =

Name: _____ Week 38 Day 3 Date: _____

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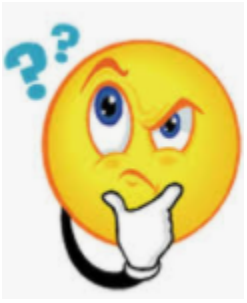
Exploration:

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



Is forty 4 tens or 4 ones?

Name: _____ Week 38 Day 3 Date: _____

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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 _ Three hundred forty five

Let's try some other examples!

Standard Form	Word Form
492	
904	
251	
779	

Name: _____ Week 38 Day 3 Date: _____

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Guided Practice (Our Turn):

Write each number in standard form and word form.

964	**Expanded Form**	900 + 60 + 4
	Word Form	**Nine hundred sixty four**

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**	900 + 10 + 3
	Word Form	**Nine hundred thirteen**

371	**Expanded Form**	
	Word Form	

820	**Expanded Form**	
	Word Form	

389	**Expanded Form**	
	Word Form	

Name: _____ Week 38 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Application:

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

C
U
B
E
S

649

+ 266

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 601

10) 1 hundred + 5 tens _____

11) 8 tens + 7 ones _____

12) 2 hundreds + 5 tens + 9 ones 259

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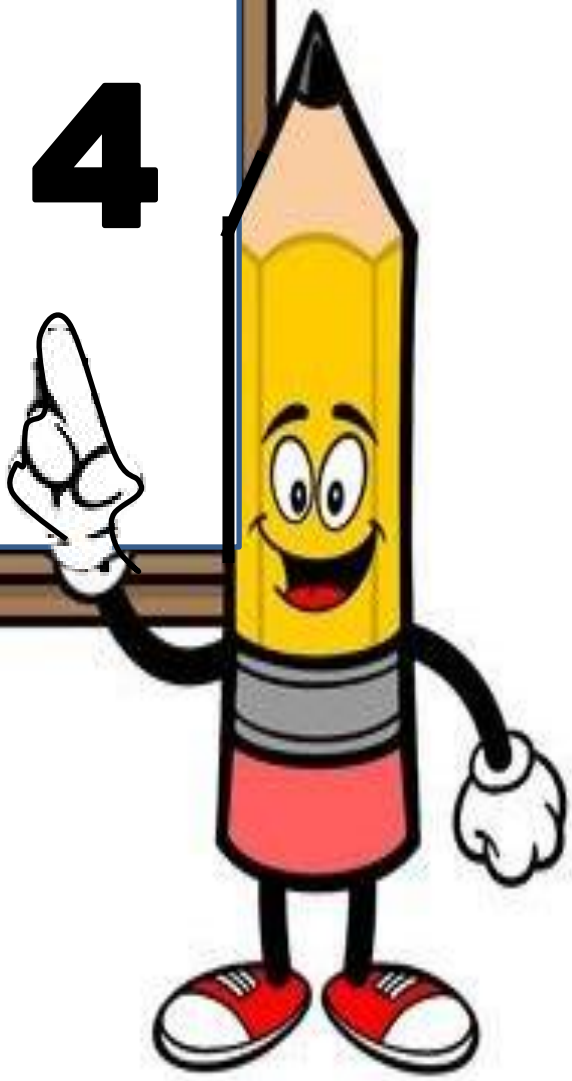
Day # 4



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.

Vocabulary:

- Greater Than >
- Less Than <
- Compare
- Number Line
- Place Value
- Number Sense

Name: _____ Week 38 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Write each number in word form and standard form.

1. 800 + 60 + 4

Word Form Eight hundred sixty four

Standard Form 864

2. 1,000 + 300 + 50 + 2

Word Form _____

Standard Form _____

3. 2,000 + 500 + 10 + 8

Word Form _____

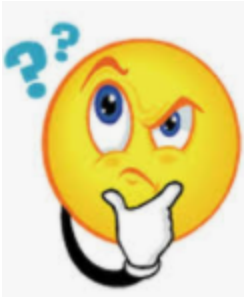
Standard Form _____

Name: _____ Week 38 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Exploration:

Which jar has the most beans?



Name: _____ Week 38 Day 4 Date: _____

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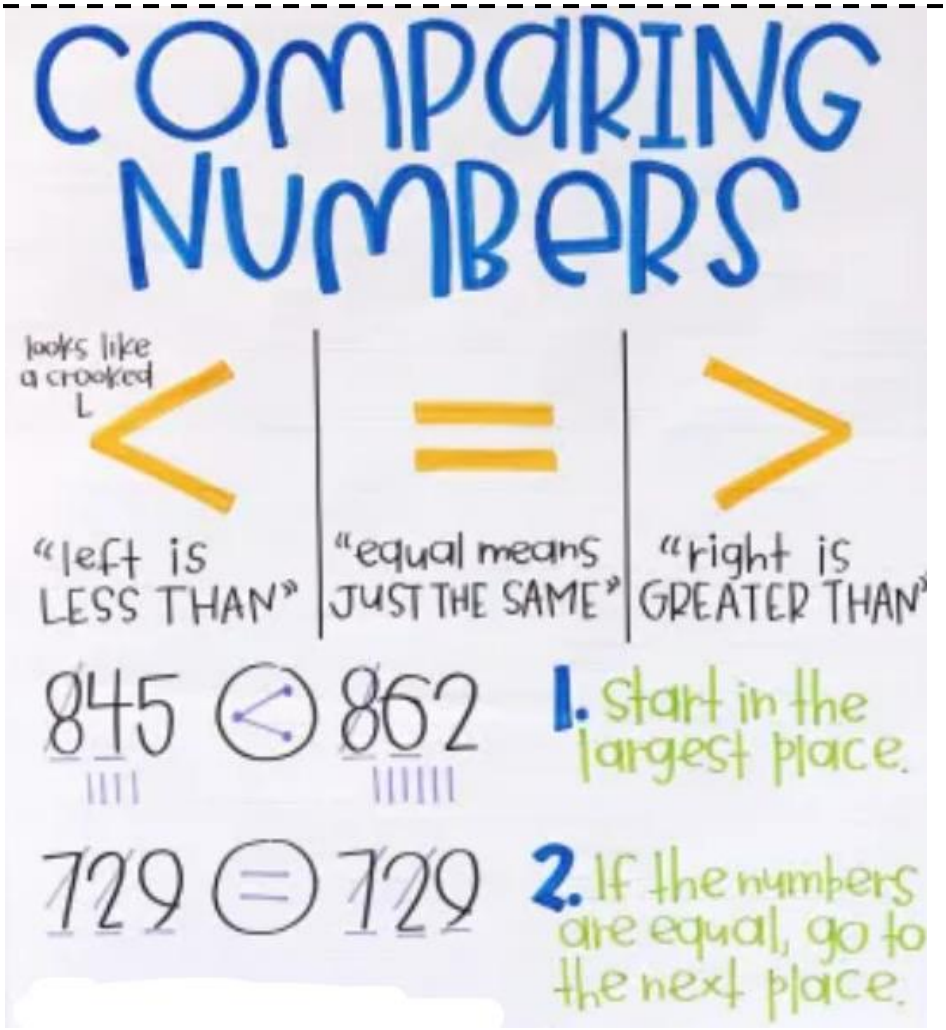
Input (My Turn):

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.



932 ___ 935

Name: _____ Week 38 Day 4 Date: _____

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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.

341 Three Hundred Forty-One	_____	345 Three Hundred Forty-Five
1057 One Thousand Fifty-Seven	_____	1076 One Thousand Seventy-Six
939 Nine Hundred Thirty-Nine	_____	982 Nine Hundred Eighty-Two
3900 Three Thousand Nine Hundred	_____	9064 Nine Thousand Sixty-Four

Name: _____ Week 38 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Application:

$3,004

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

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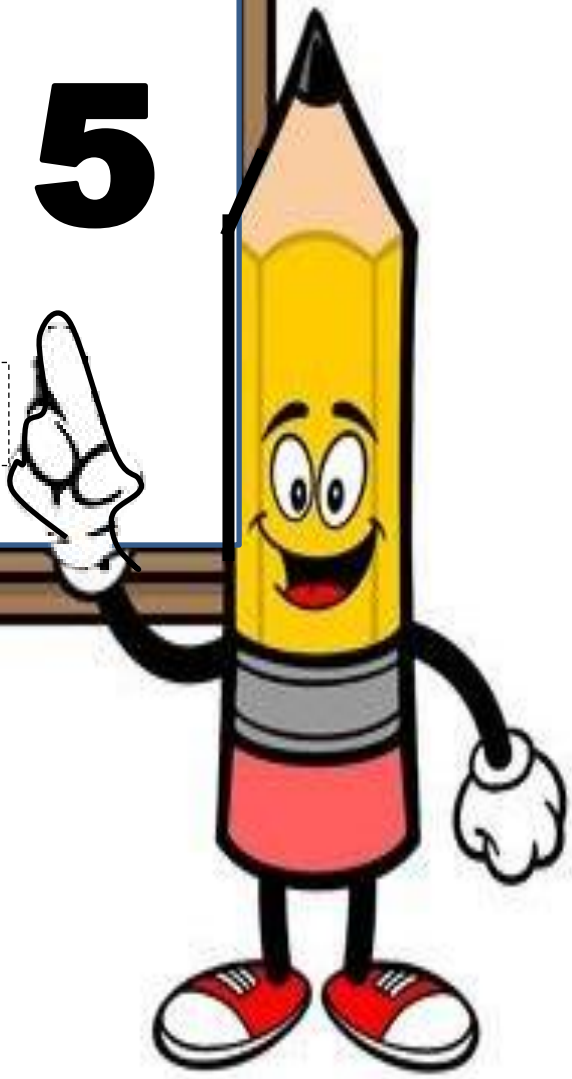
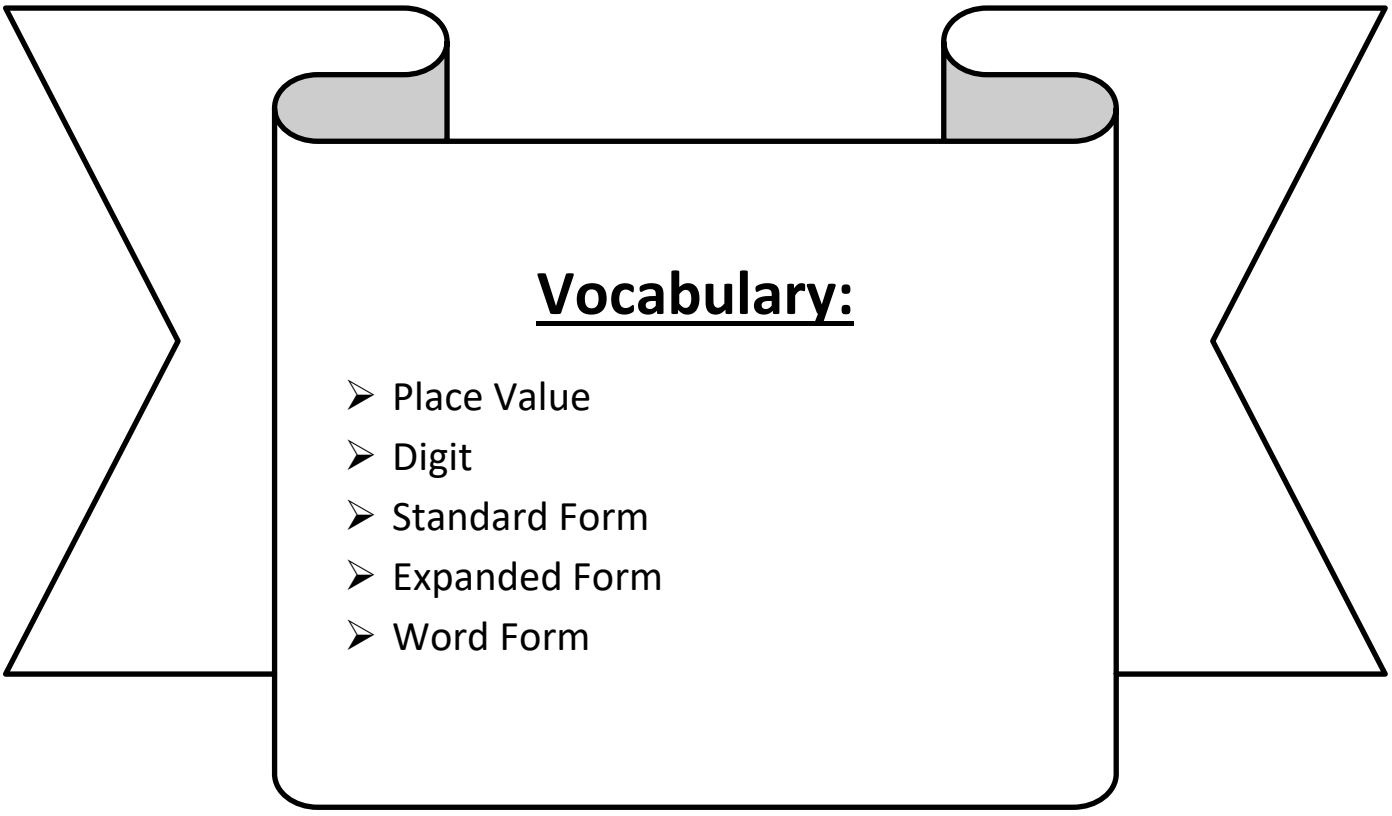
Day # 5

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 Harvard Yale Princeton

Do Now:

Write the value of each underlined digit.

Standard Form	Place Value
7,199	Thousands
882	

Write each number in expanded form on the line provided.

10,308 _____

10,500 _____

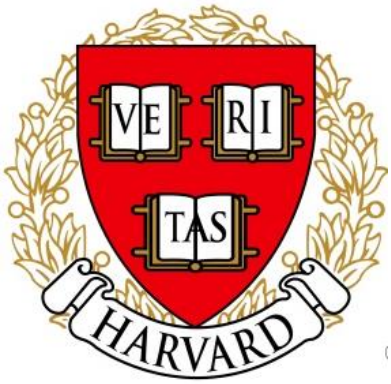
Write each number in standard form and word form.

267	**Expanded Form**	
	Word Form	

Name _____

3rd Grade Modified 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.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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.

Vocabulary:

- Sum
- Addition
- Addend
- Place Value

Name: _____ Week 39 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Do Now: Find the sum.

4 + 7 = 11	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 = 11	8 + 7 =
9 + 3 =	2 + 6 =	5 + 7 =	3 + 5 =	10 + 5 =
10 + 1 =	6 + 6 = 12	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

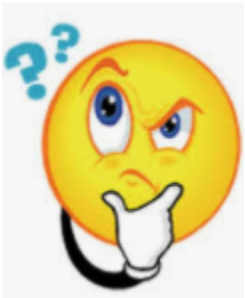
Exploration:

22 + 47 = _____

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: _____

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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	220 + 47
24 + 415	
109 + 41	

Name: _____ Week 39 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Guided Practice (Our Turn):

29 + 120	120 + 29
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	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
U
B
E
S

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:

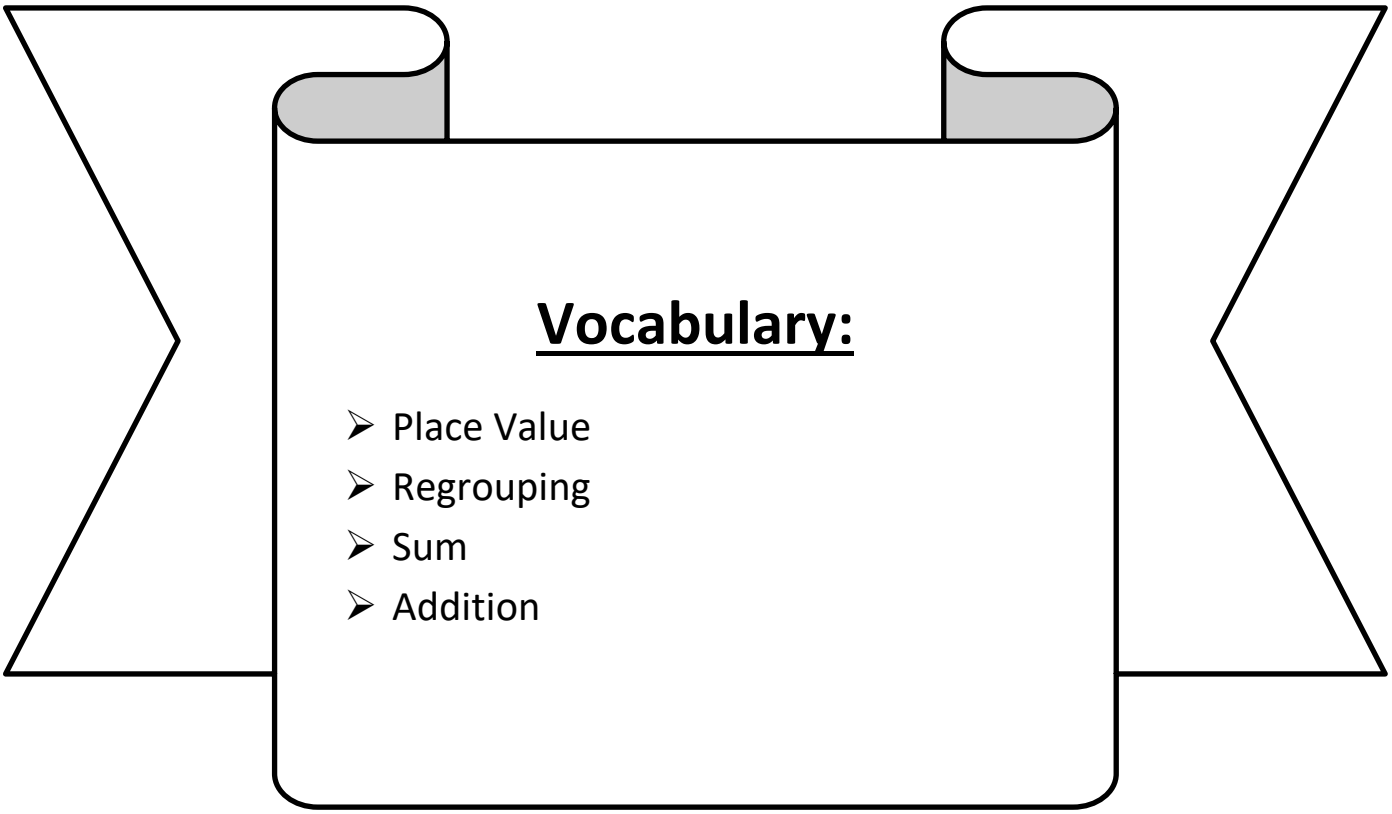
329 + 70	329 + 70
7 + 72 + 100	
92 + 803	

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


Brighter Choice
Charter School for Boys
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 =

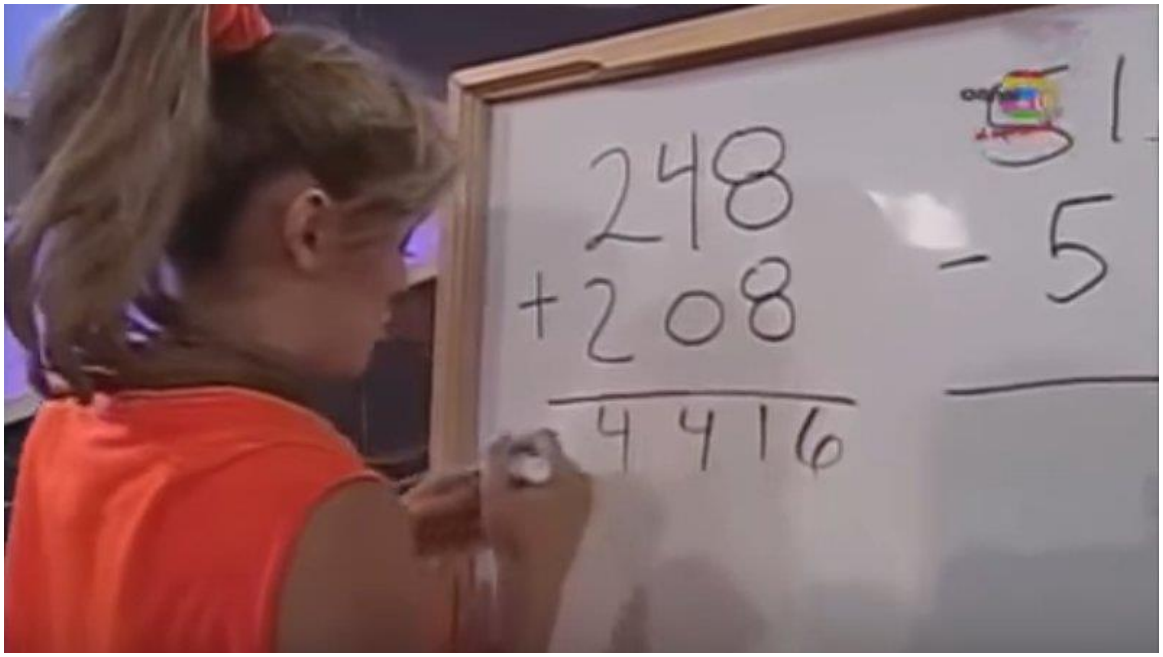
11

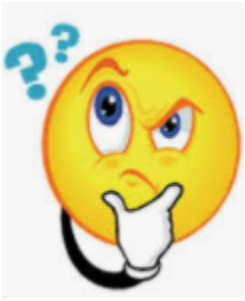
21

Name: _____ Week 39 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Exploration:





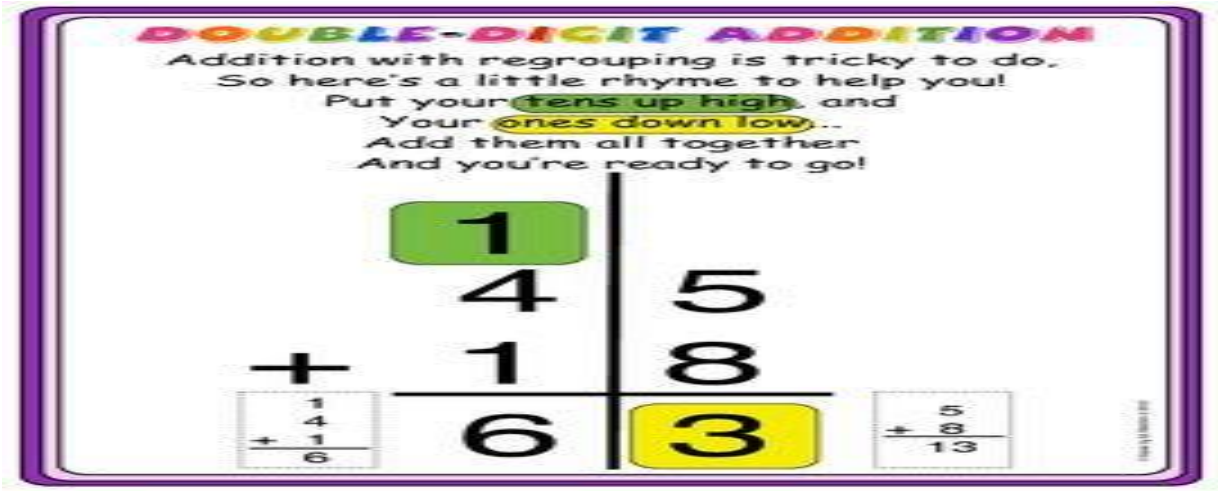
Gabrielle is confident about her sum—are you?

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 = ____**
372 + 39	

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	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
U
B
E
S

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	393 + 77
562 + 84	
111 + 99	

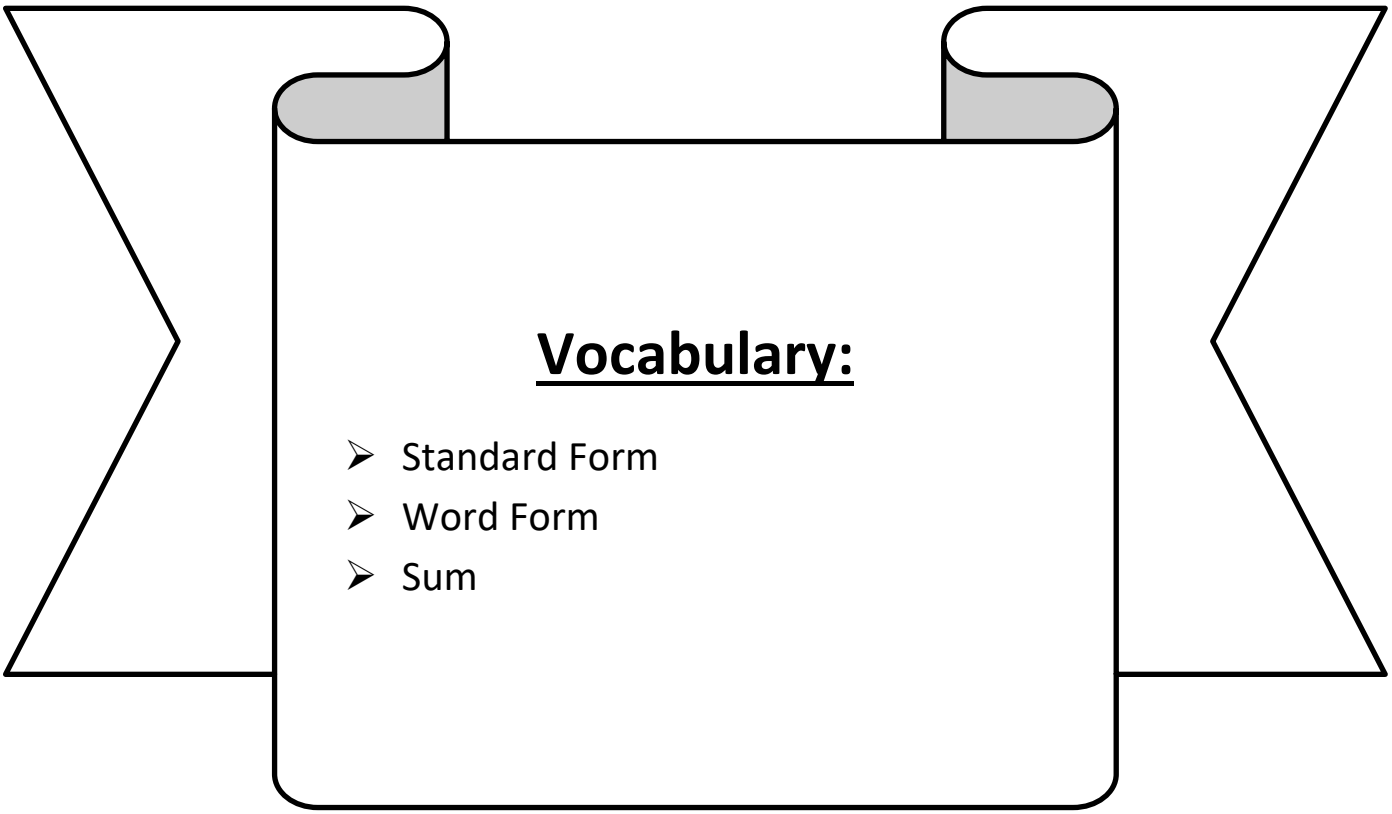
Mrs. Blomgren's egg breakfast sandwich has 744 calories. Her coffee has 79 calories. How many calories did Mrs. Blomgren eat for breakfast?

Brighter Choice
Charter School for Boys

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: _____ Week 39 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Do Now: Find the sum.

1) 3,000 + 5,000 = 8,000

3 + 5 = 8 add three zeros

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 = _____

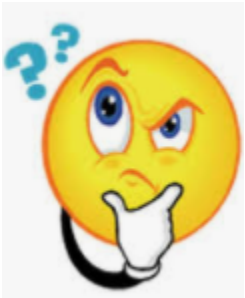
Name: _____ Week 39 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Exploration:

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

How can I add a number with no tens?

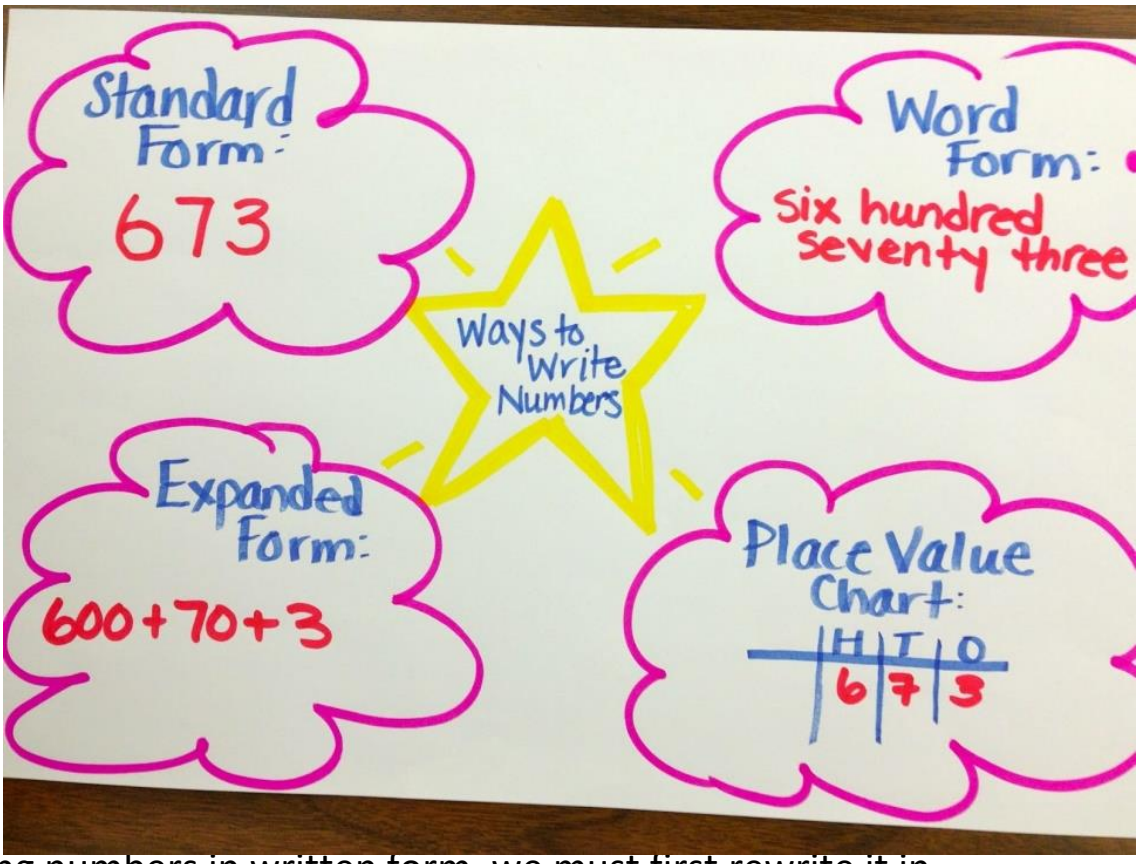


Name: _____ Week 39 Day 3 Date: _____

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 644 + 826	two hundred twenty-two + five hundred eighty-six 222 + 586
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): Set your problems up vertically.

One hundred forty-six + twenty-eight 146 + 28	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
U
B
E
S

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 821 + 59 _____	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?

Brighter Choice
Charter School for Boys

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.

Vocabulary:

- Inverse operation
- Difference
- Sum

Name: _____ Week 39 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Do Now: **Solve each problem.**

1) 17 - 1 = 16

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 = _____

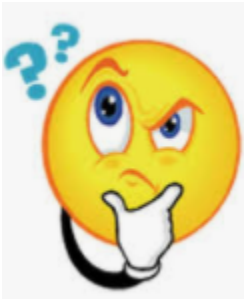
Name: _____ Week 39 Day 4 Date: _____

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

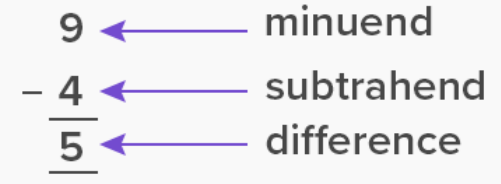
Input (My Turn):

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.



Solve	Check
39-25 = ____	39 - 25
90-49 = ____	

Name: _____ Week 39 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Guided Practice (Our Turn):

Solve	Check
79-25 = ____	
99-38 = ____	
48-18 = ____	
50-12= ____	

Name: _____ Week 39 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

Solve	Check
90-10= ____	90 – 10
69-40 = ____	
91-21 = ____	
88-29 = ____	

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
U
B
E
S

$$\begin{array}{r} 56 \\ -\ 28 \\ \hline \end{array}$$

Name: _____ Week 39 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

Solve	Check
97-27= ____	
92-18 = ____	

Name: _____ Week 39 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

Solve	Check
69-39= ____	69 − 39
52-19 = ____	


Brighter Choice
Charter School for Boys
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.

Vocabulary:

- Inverse operation
- Difference
- Sum

Name: _____ Week 39 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

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

Name: _____ Week 39 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

Solve	Check
833 – 320 = ____	833 − 320 513
499-381 = ____	
402-111 = ____	

Name: _____ Week 39 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Guided Practice (Our Turn):

Solve	Check
640 – 300 = ____	
290-231 = ____	
730-108 = ____	
450-120= ____	

Name: _____ Week 39 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

Solve	Check
950 – 315 = ____	$\begin{array}{r} {}^{4}\not{9}\,{}^{10}\not{5}0 \\ -\ 315 \\ \hline 635 \end{array}$
695-291 = ____	
237-145 = ____	
405-110= ____	

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

U

B

E

S

541 – 119 = Set up vertically

Name: _____ Week 39 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

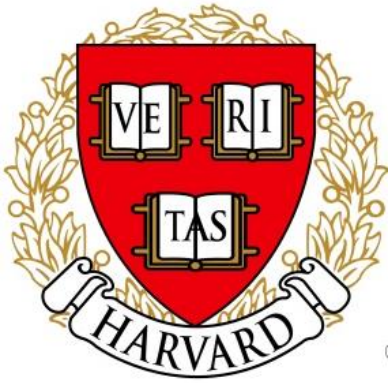
Exit Ticket:

Solve	Check
900 – 300 = ____	
395-196 = ____	

Name _____

3rd Grade Modified 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.

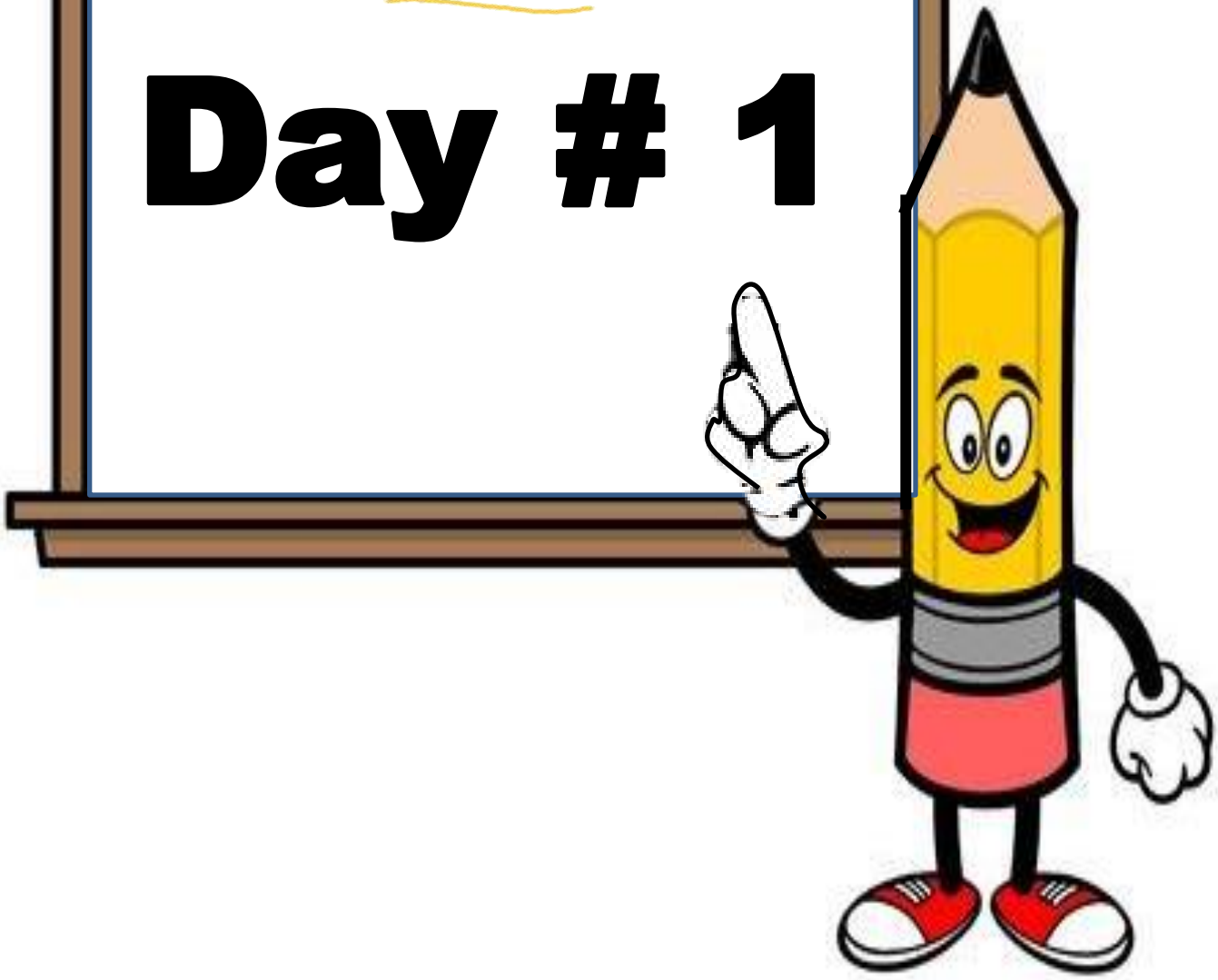
_____ _____

(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.

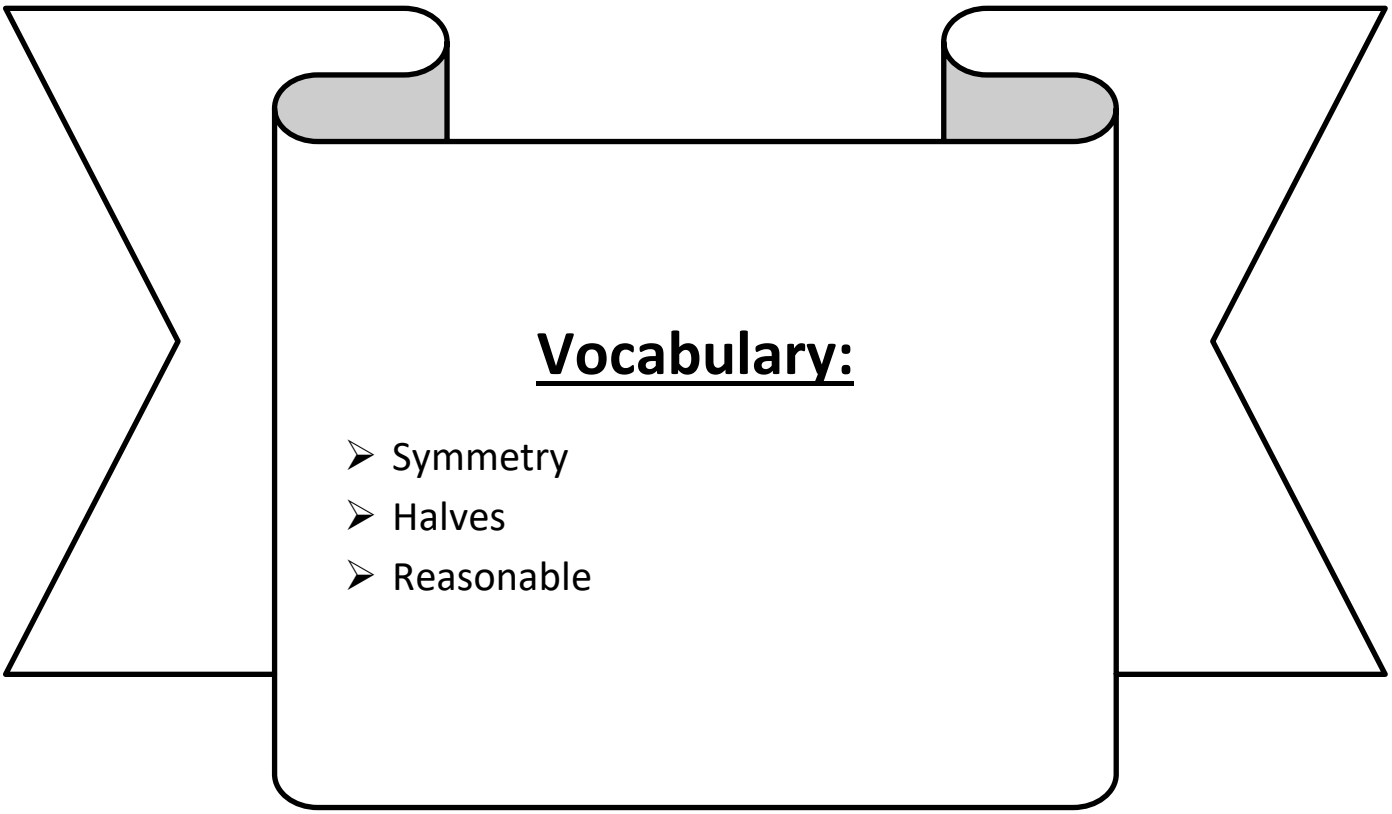
Brighter Choice
Charter School for Boys

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.



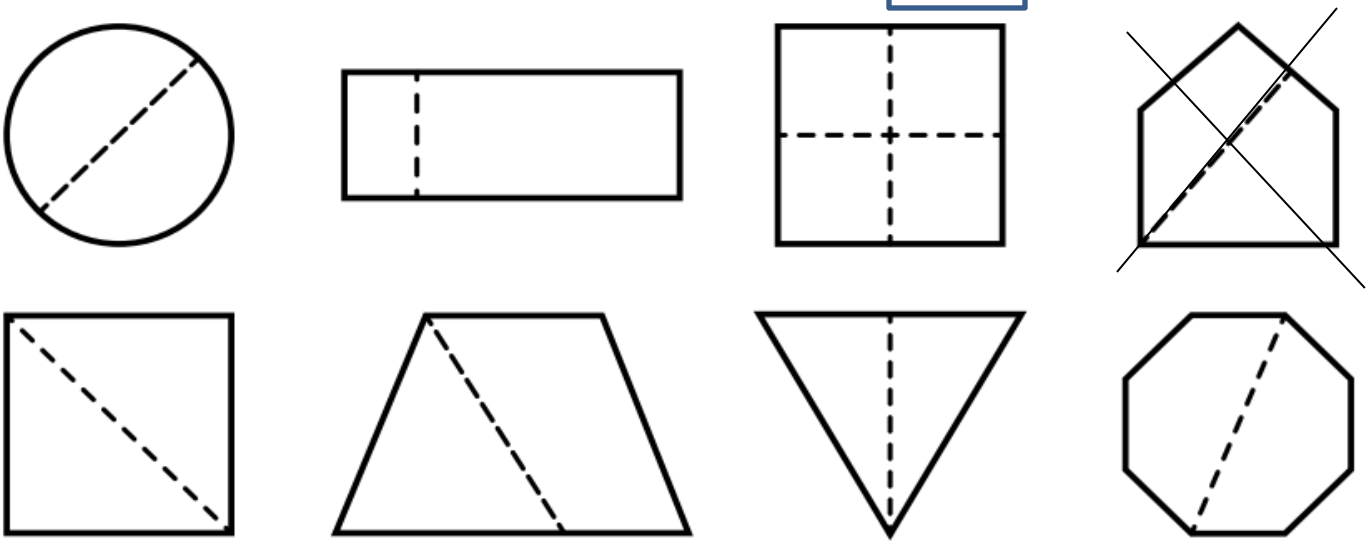
Name: _____ Week 40 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

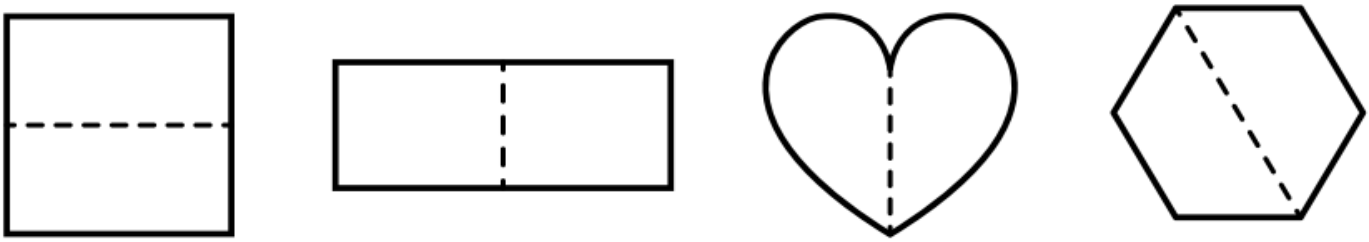
Do Now:

Learning About Halves

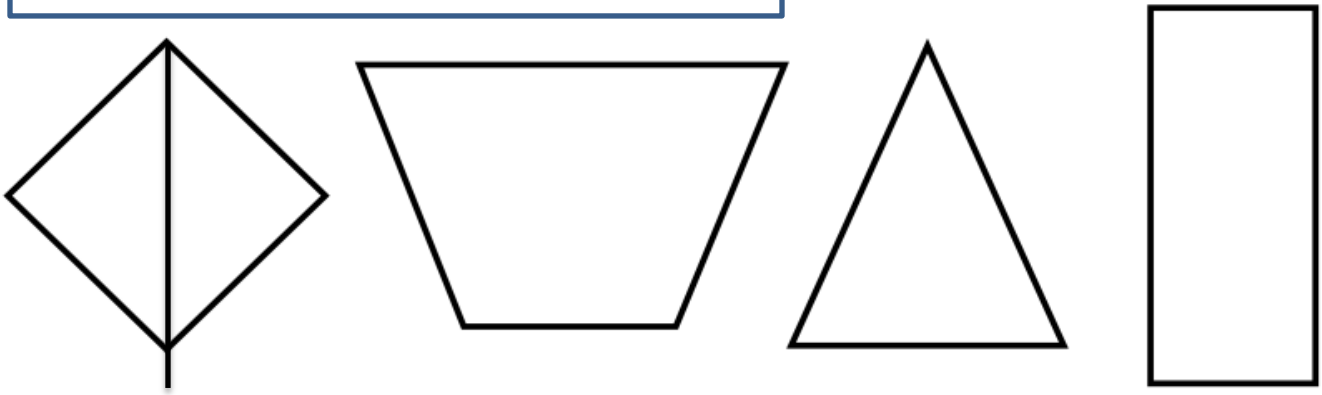
Draw an X over the shapes that are not divided into halves.



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



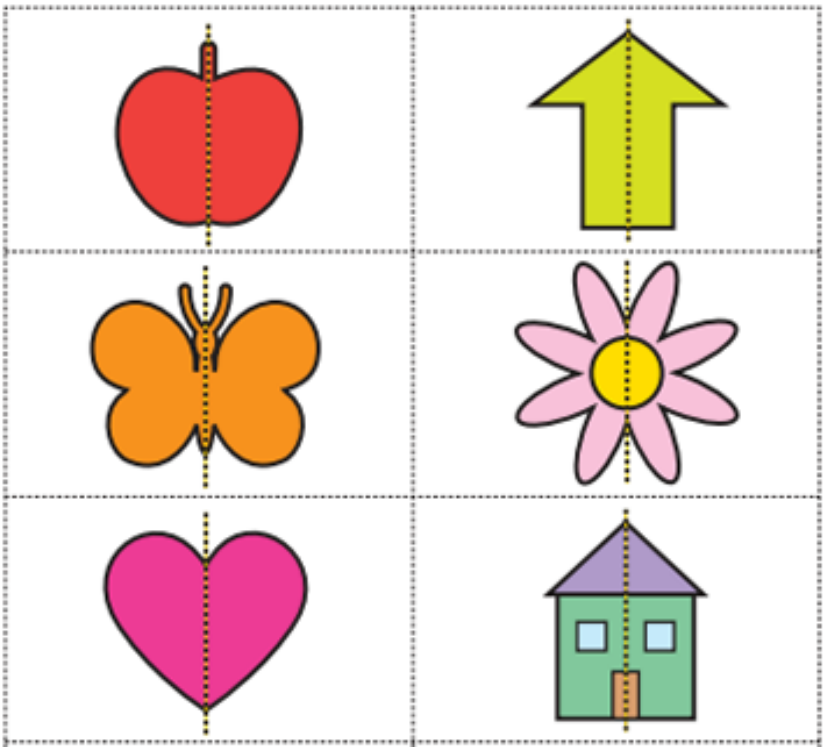
Draw lines to divide each shape into halves.



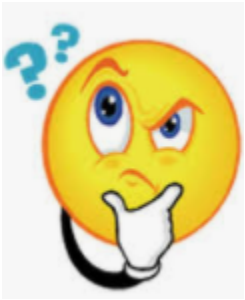
Name: _____ Week 40 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Exploration:



What is the same about all these pictures?



Name: _____ Week 40 Day 1 Date: _____

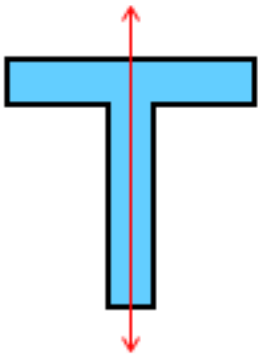
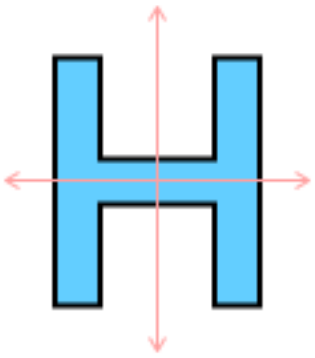
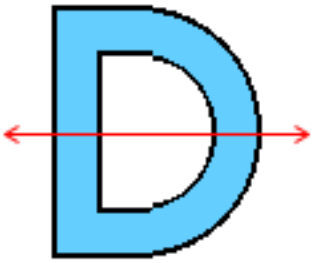
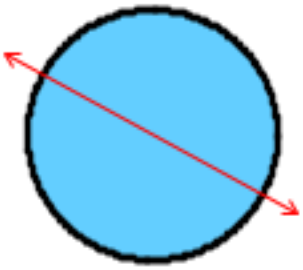
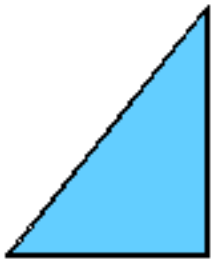
BCCS-B Harvard Yale Princeton

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.

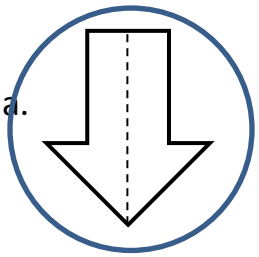
ONE LINE OF SYMMETRY	MANY LINES OF SYMMETRY	NO LINES OF SYMMETRY
One line of symmetry 	Two lines of symmetry 	No lines of symmetry 
One line of symmetry 	An Infinite number of lines of symmetry 	No lines of symmetry 

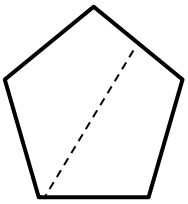
Name: _____ Week 40 Day 1 Date: _____

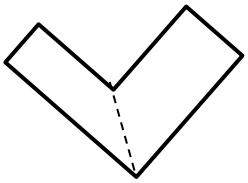
BCCS-B Harvard Yale Princeton

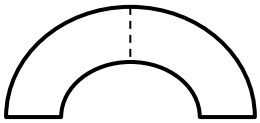
Input (My Turn):

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

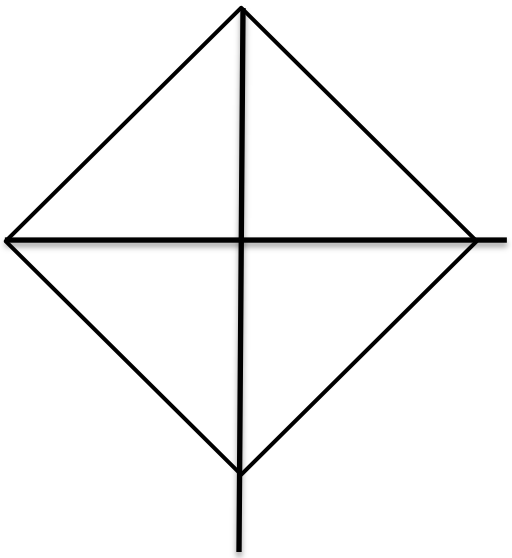
a. 

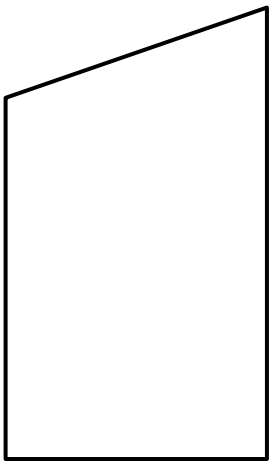
b. 

c. 

d. 

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.



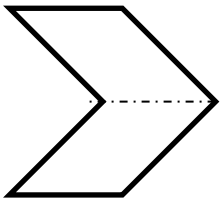


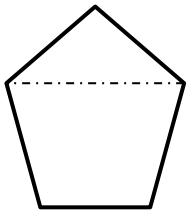
Name: _____ Week 40 Day 1 Date: _____

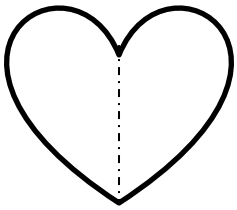
BCCS-B Harvard Yale Princeton

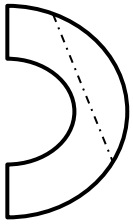
Guided Practice (Our Turn):

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

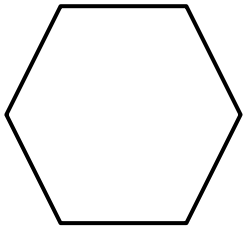
a. 

b. 

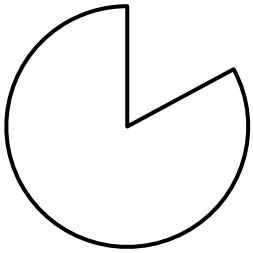
c. 

d. 

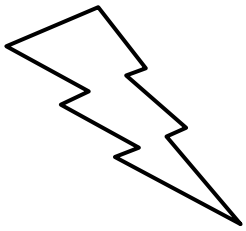
3. Find and draw all lines of symmetry for the following figures. Write the number of lines of symmetry that you found in the blank underneath the shape.



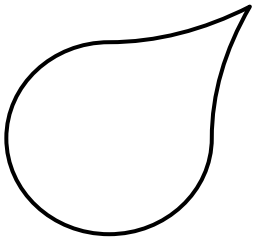
d. _____



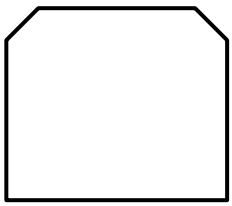
e. _____



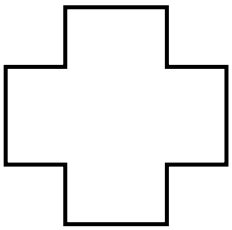
f. _____



g. _____



h. _____



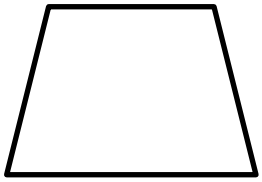
i. _____

Name: _____ Week 40 Day 1 Date: _____

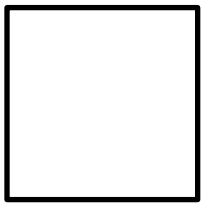
BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

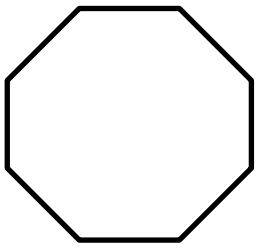
Find and **draw all lines of symmetry** for the following figures. Write the number of lines of symmetry that you found in the blank underneath the shape.



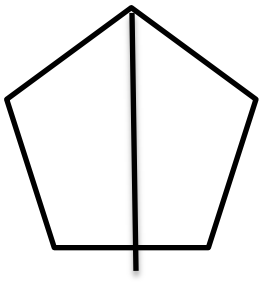
a. _____



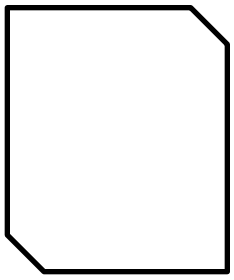
b. _____



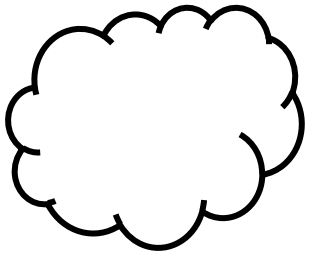
c. _____



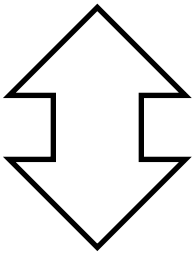
d. _____



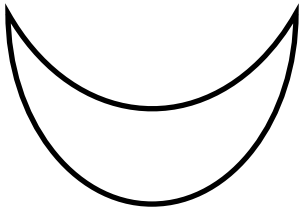
e. _____



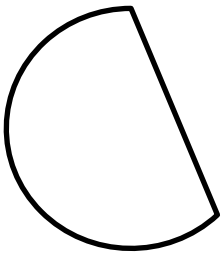
f. _____



g. _____



h. _____



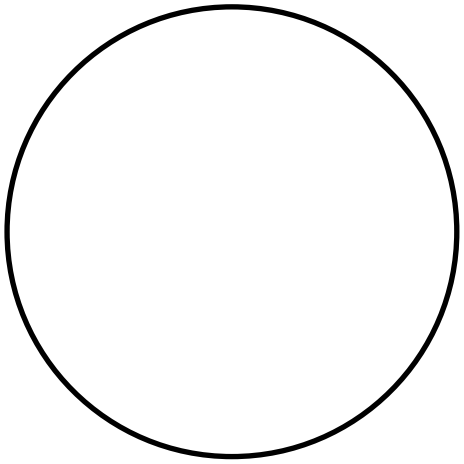
i. _____

Name: _____ Week 40 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Application:

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



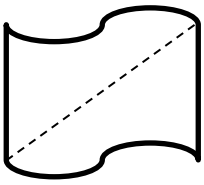
C
U
B
E
S

Name: _____ Week 40 Day 1 Date: _____

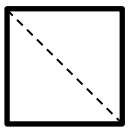
BCCS-B Harvard Yale Princeton

Exit Ticket:

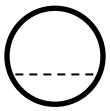
1. Is the line drawn a line of symmetry? Circle your choice.



Yes No

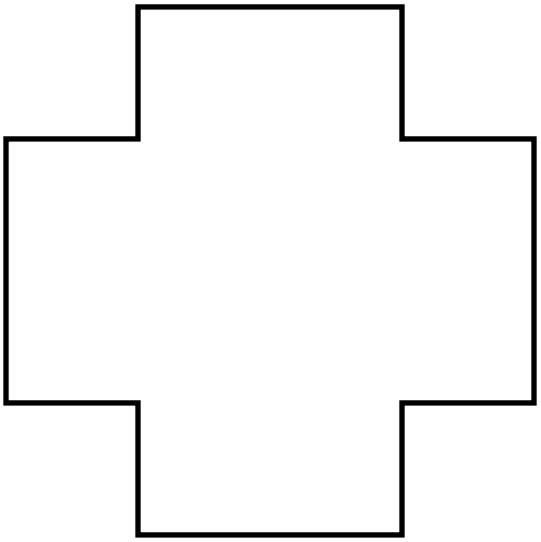


Yes No



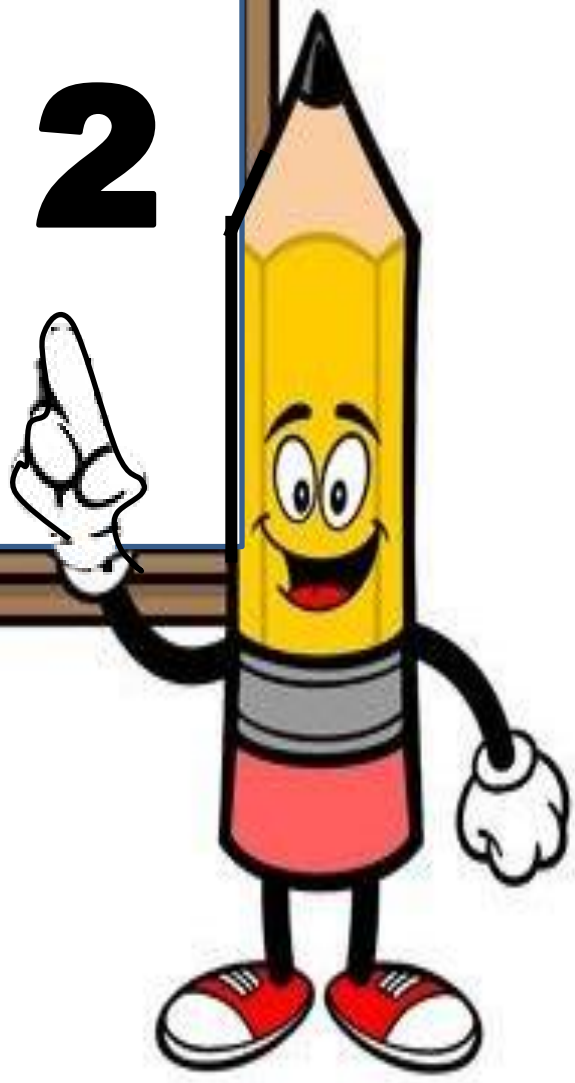
Yes No

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



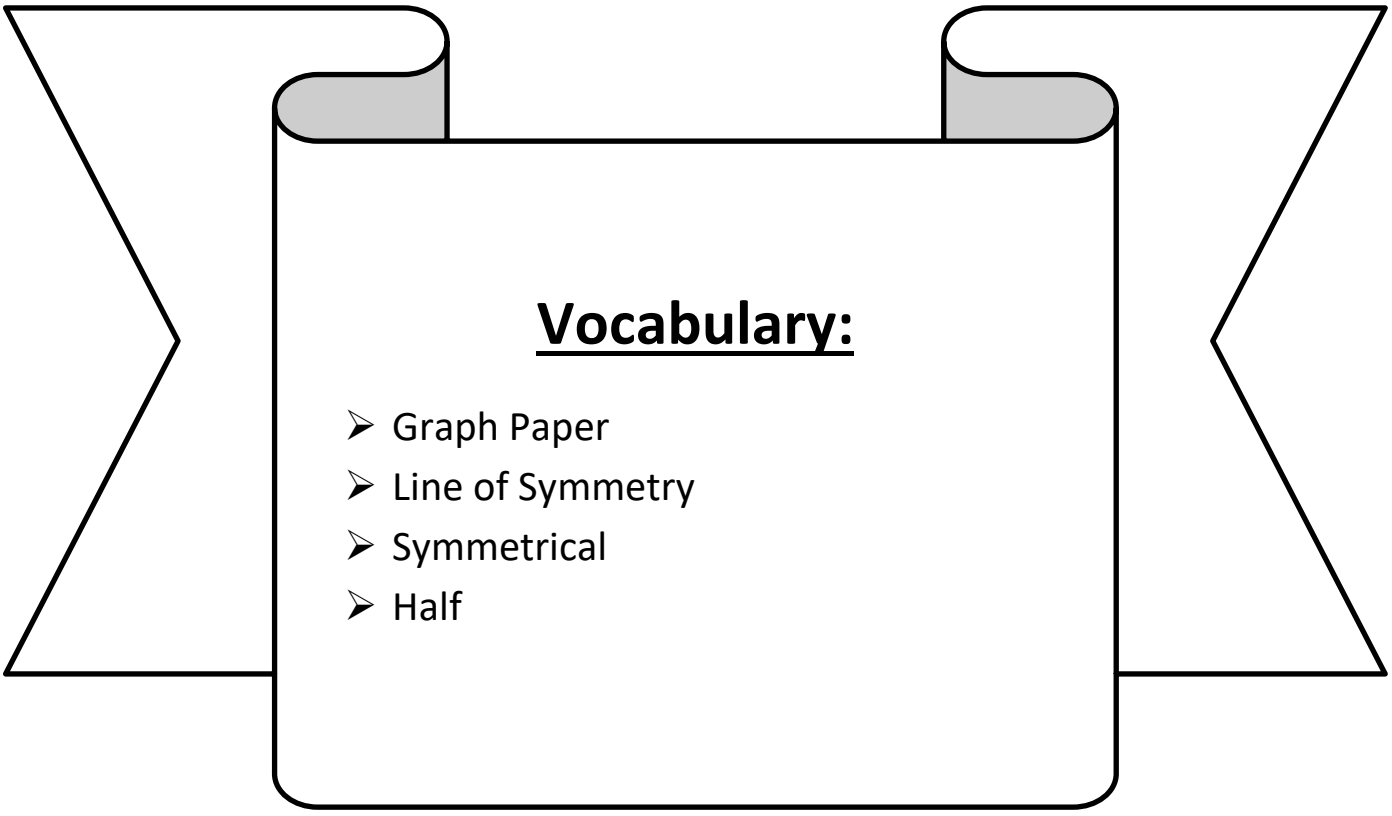
Brighter Choice
Charter School for Boys

Day # 2



LEQ: How can I explore line of symmetry?

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



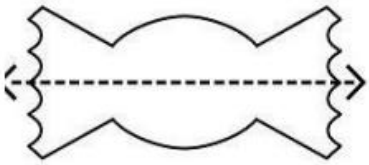
Name: _____ Week 40 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

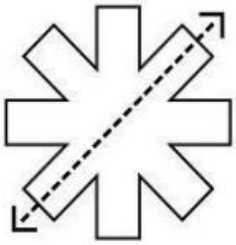
Tell whether the dotted line on each shape represents a line of symmetry. Write yes or no.

a.

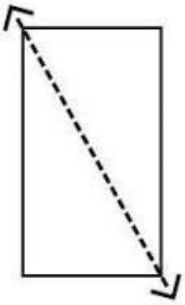


Yes

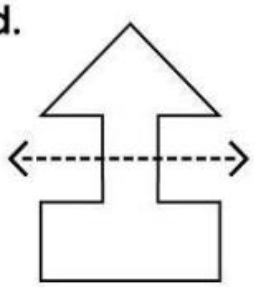
b.



c.

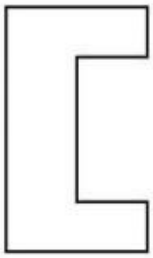


d.

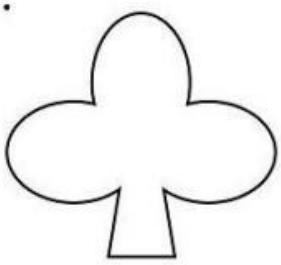


Draw a line of symmetry on each shape.

e.

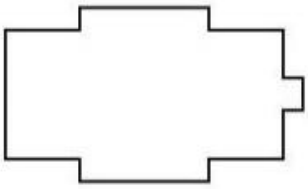


f.



g.

h.

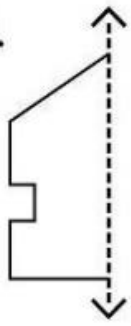


Draw the second half of each symmetrical shape.

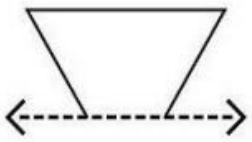
i.

j.

k.



l.

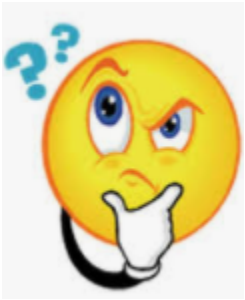


Name: _____ Week 40 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Exploration:

What is the whole shape?



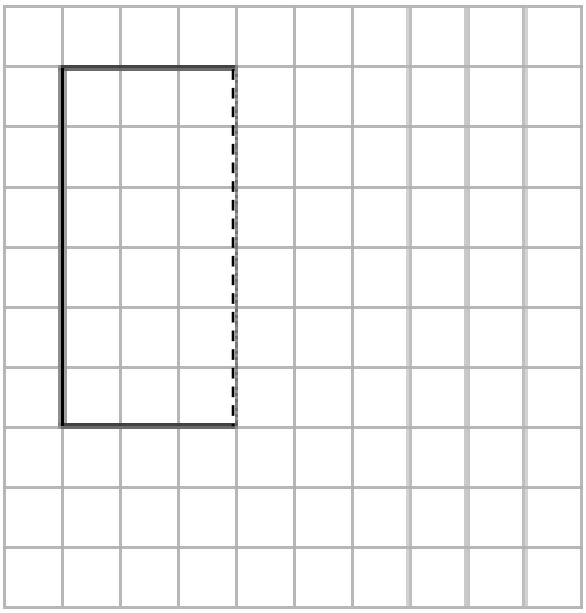
Name: _____ Week 40 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

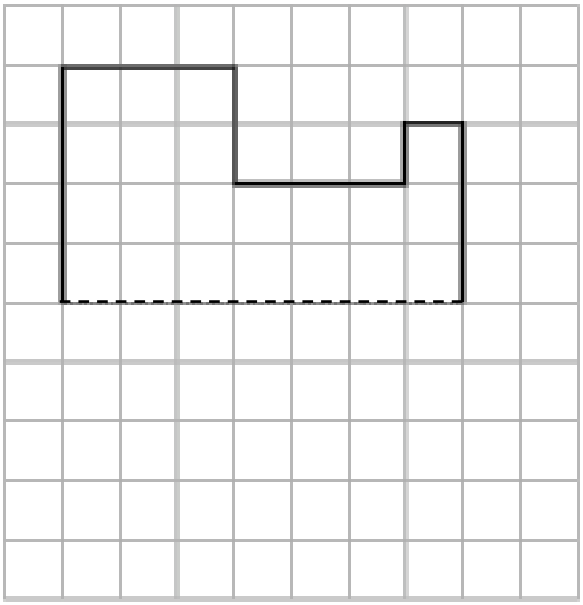
Input (My Turn):

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

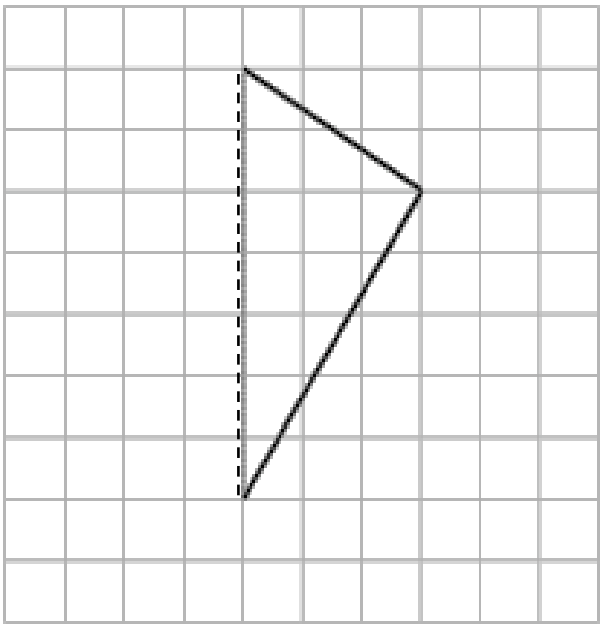
a)



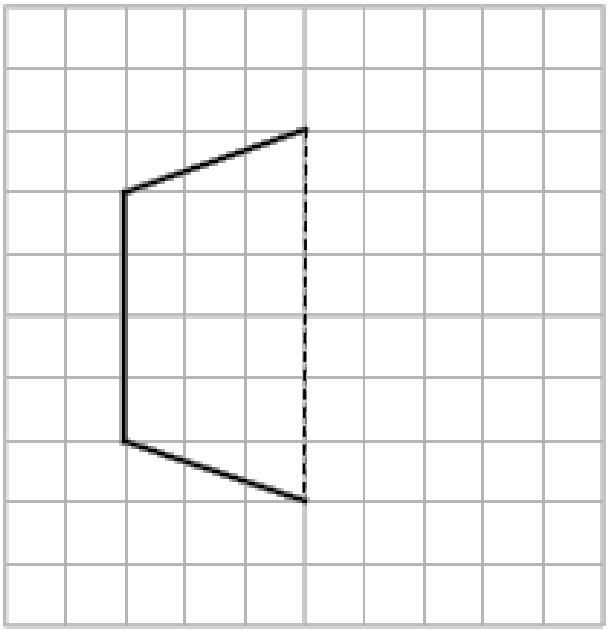
b)



c)



d)



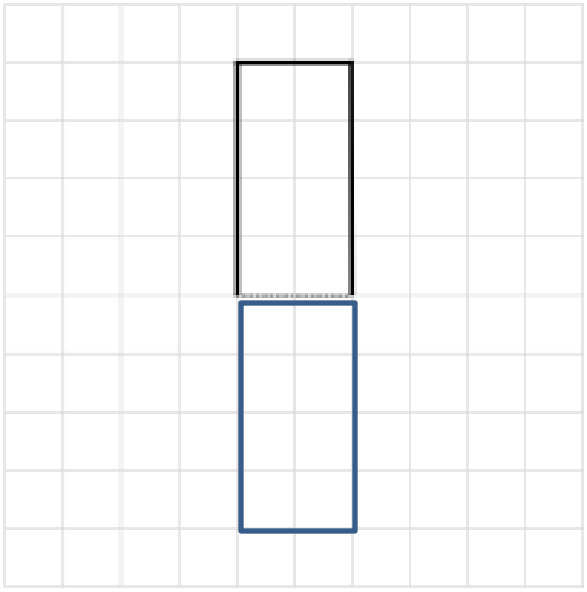
Name: _____ Week 40 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

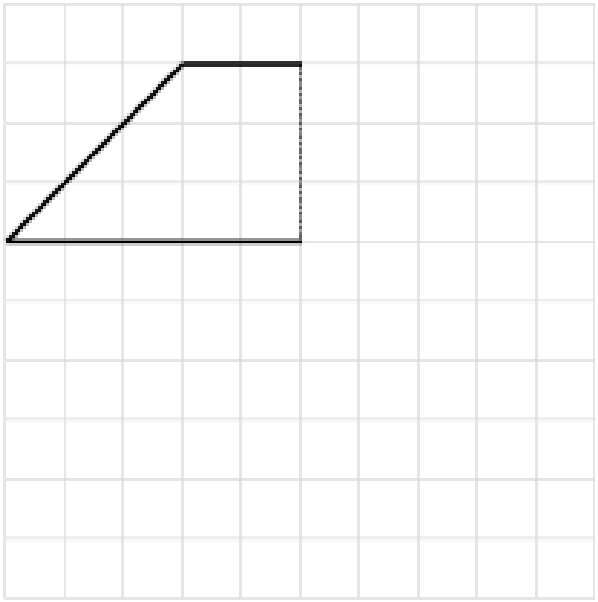
Guided Practice (Our Turn):

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

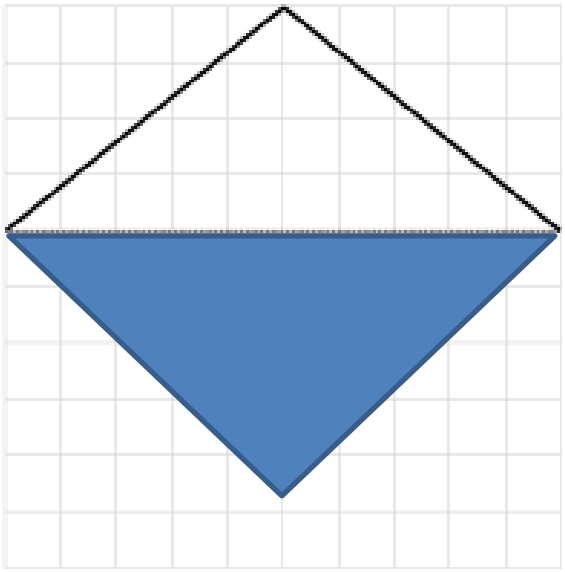
a)



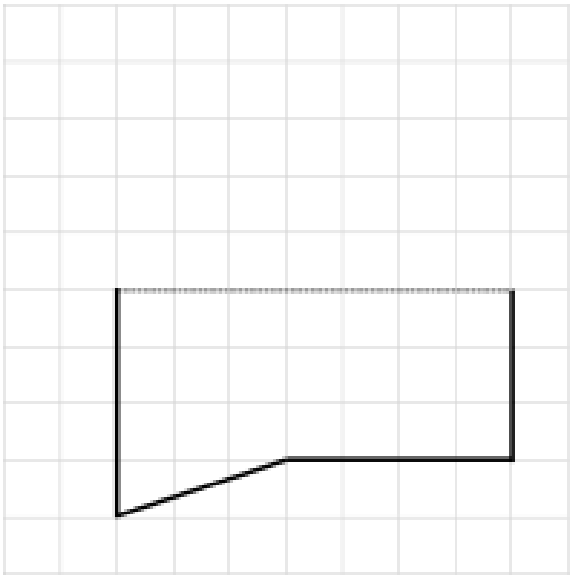
b)



c)



d)

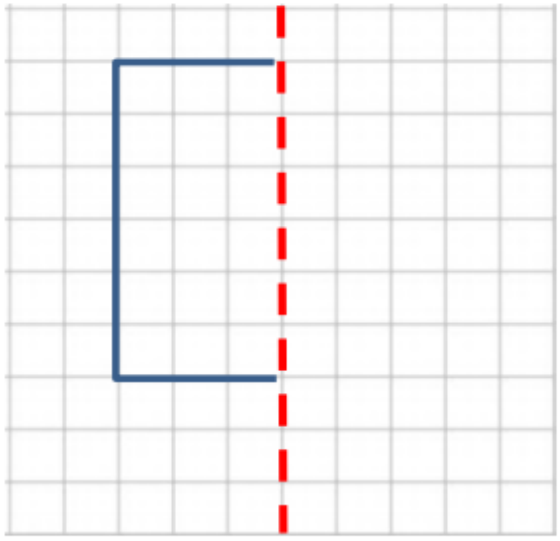


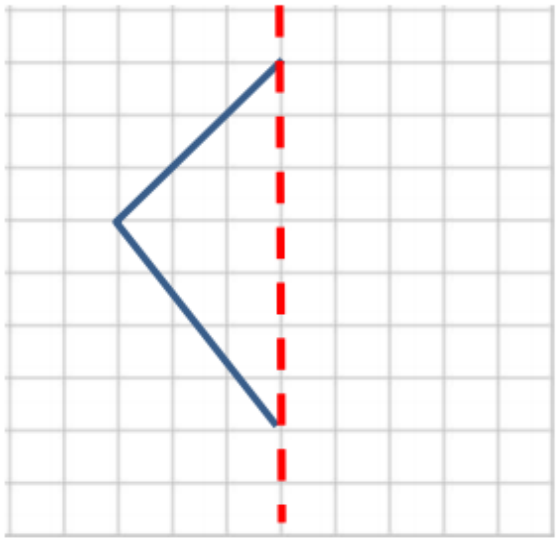
Name: _____ Week 40 Day 2 Date: _____

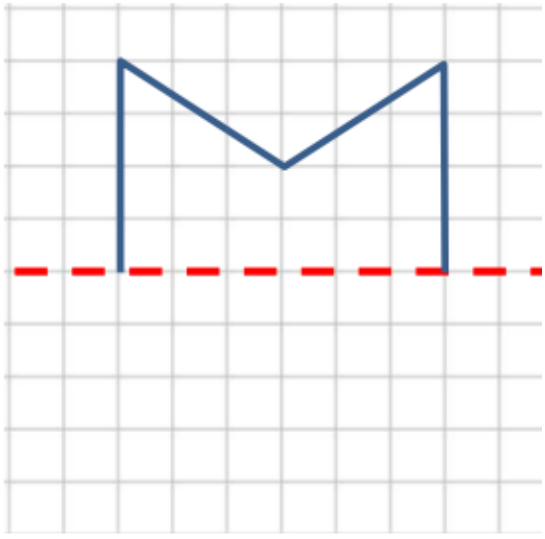
BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

Draw the other half of the following symmetric shapes.







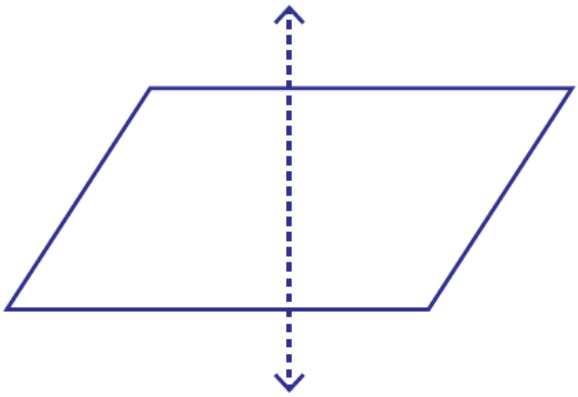
Name: _____ Week 40 Day 2 Date: _____

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



_____

_____

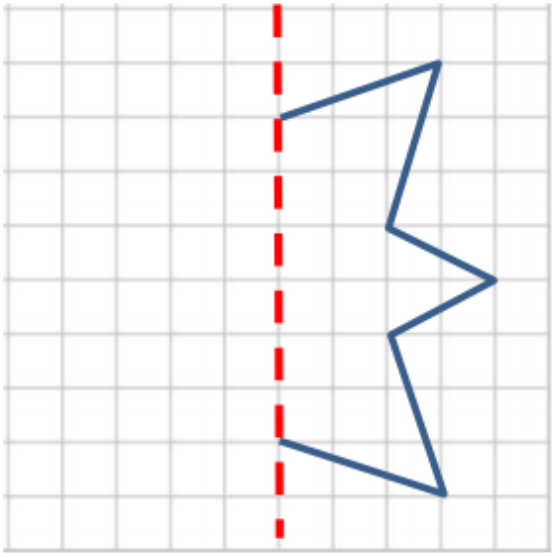
_____

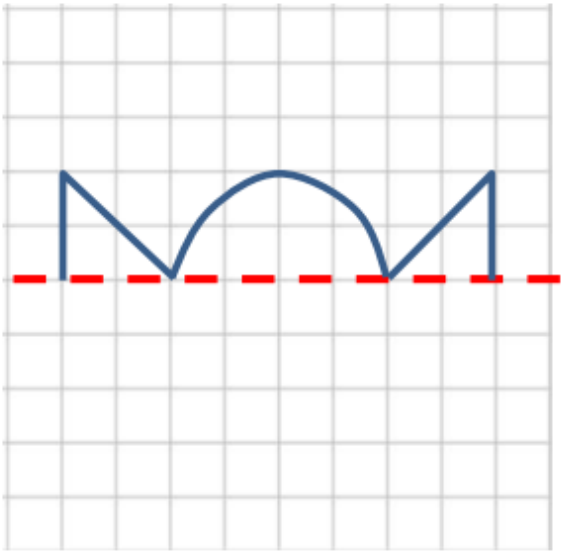
Name: _____ Week 40 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

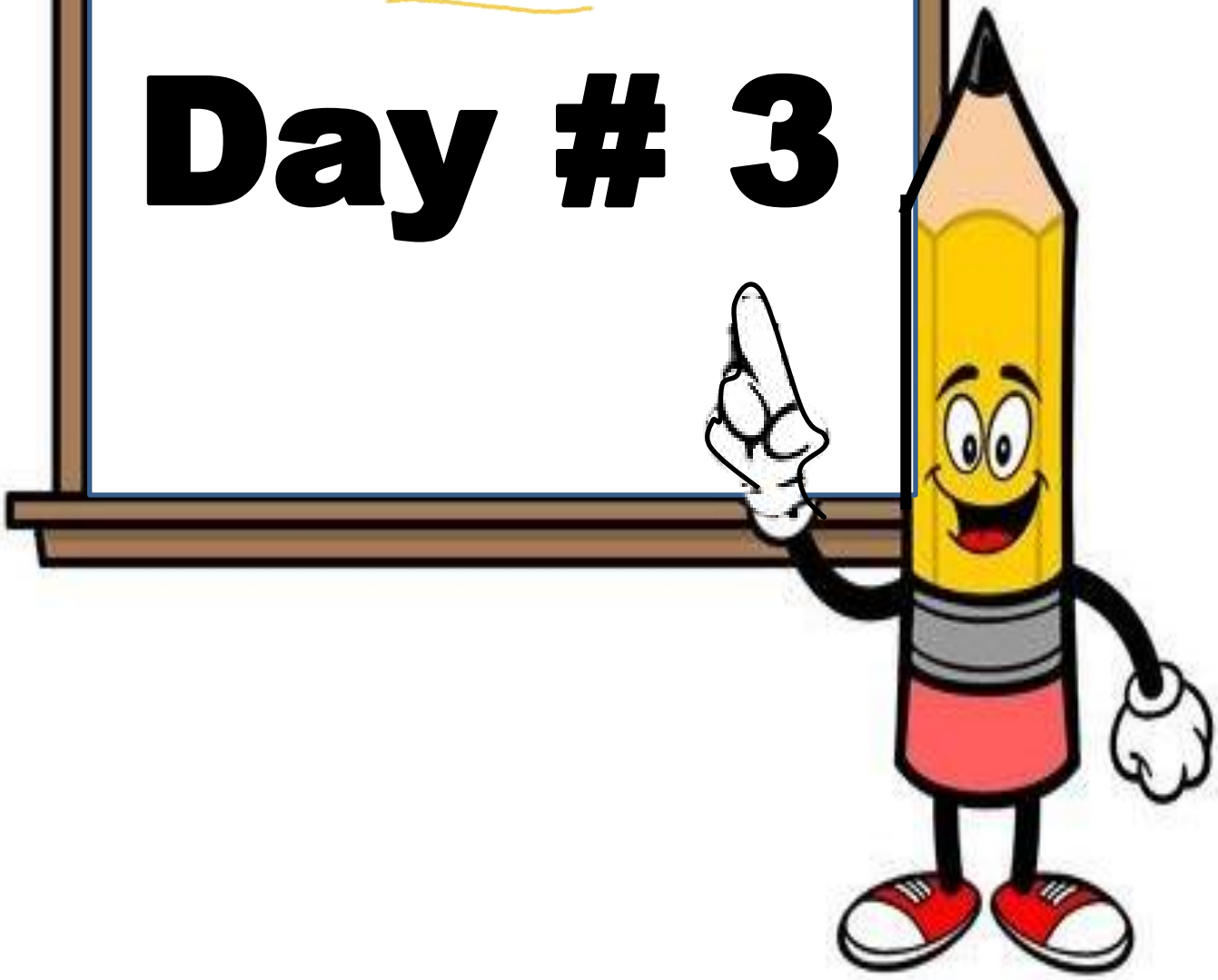
Draw the other half of the following symmetric shapes.





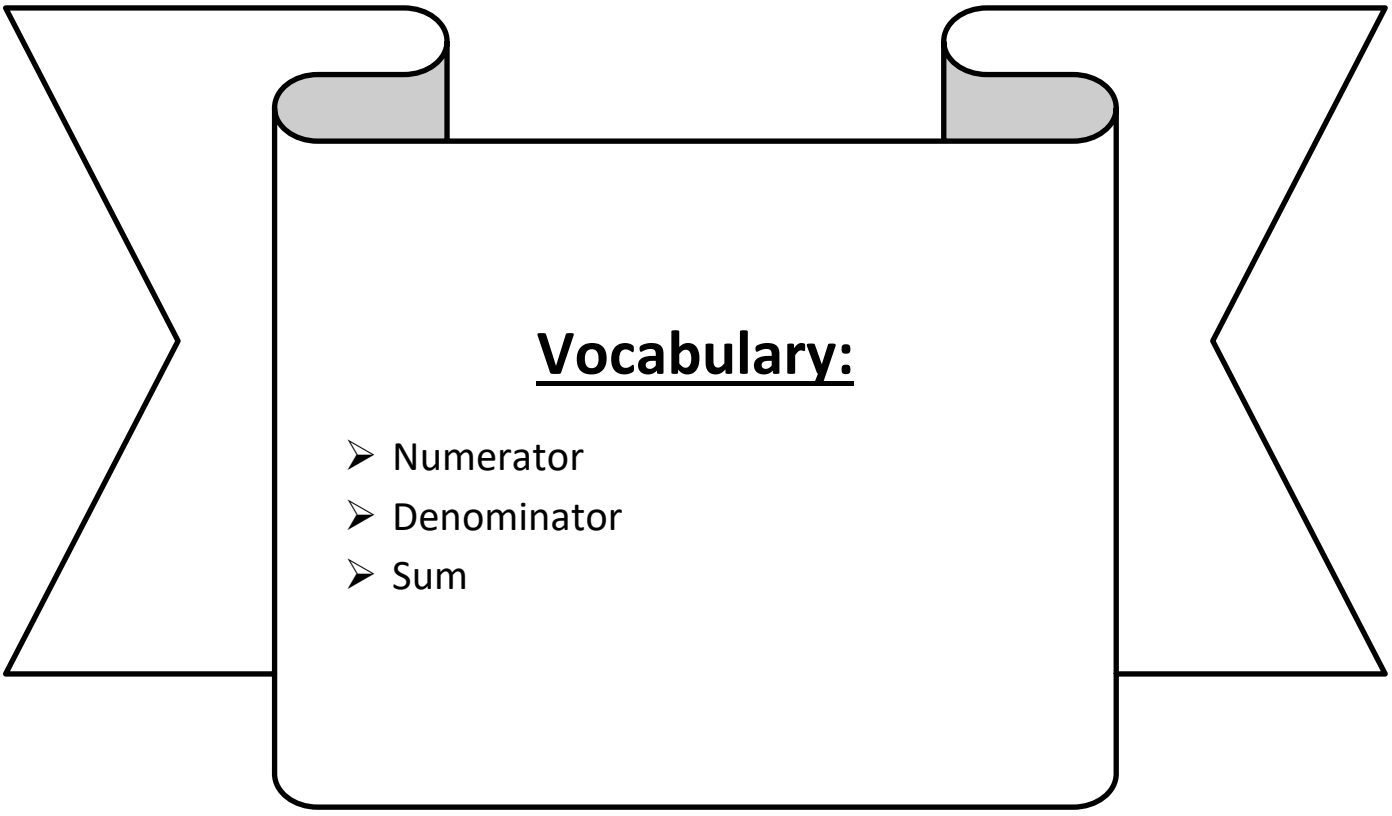
Brighter Choice
Charter School for Boys

Day # 3



LEQ: How do I add fractions with like denominators?

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

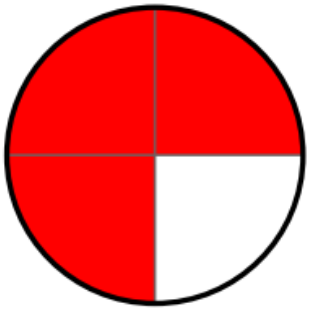


Name: _____ Week 40 Day 3 Date: _____

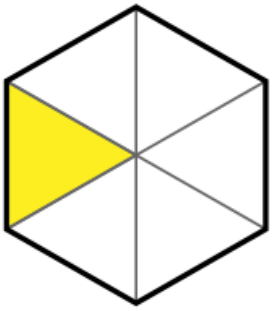
BCCS-B Harvard Yale Princeton

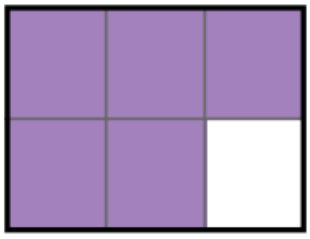
Do Now:

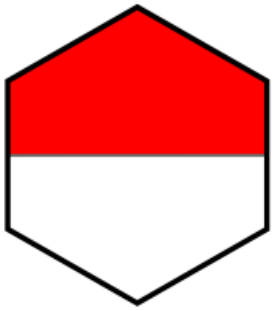
Write the fraction for the shaded area of each shape.

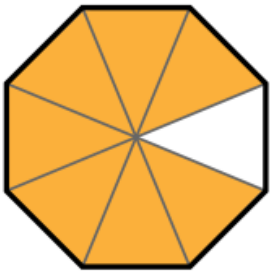


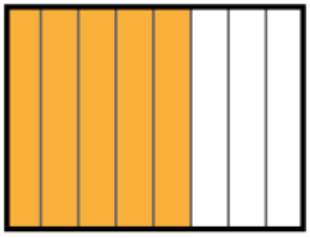
3/4

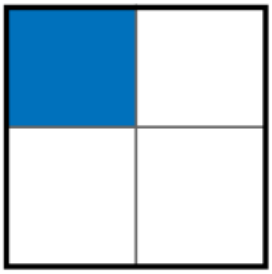


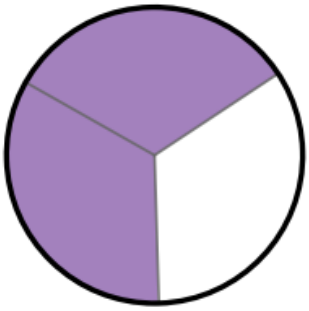












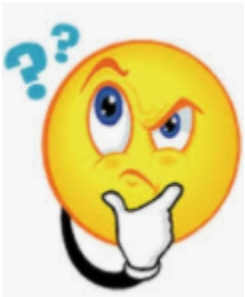
Name: _____ Week 40 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Exploration:

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

What makes this true?



Name: _____ Week 40 Day 3 Date: _____

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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.

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

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

Name: _____ Week 40 Day 3 Date: _____

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

Name: _____ Week 40 Day 3 Date: _____

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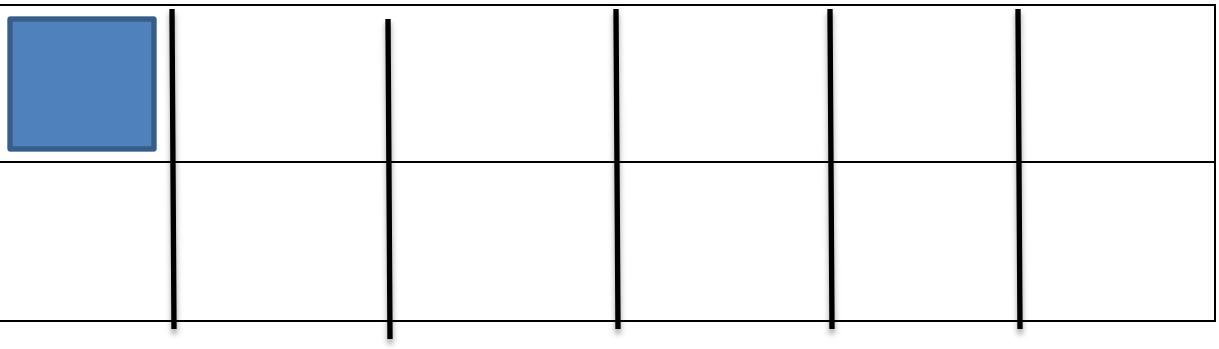
Problem Set (Your Turn):

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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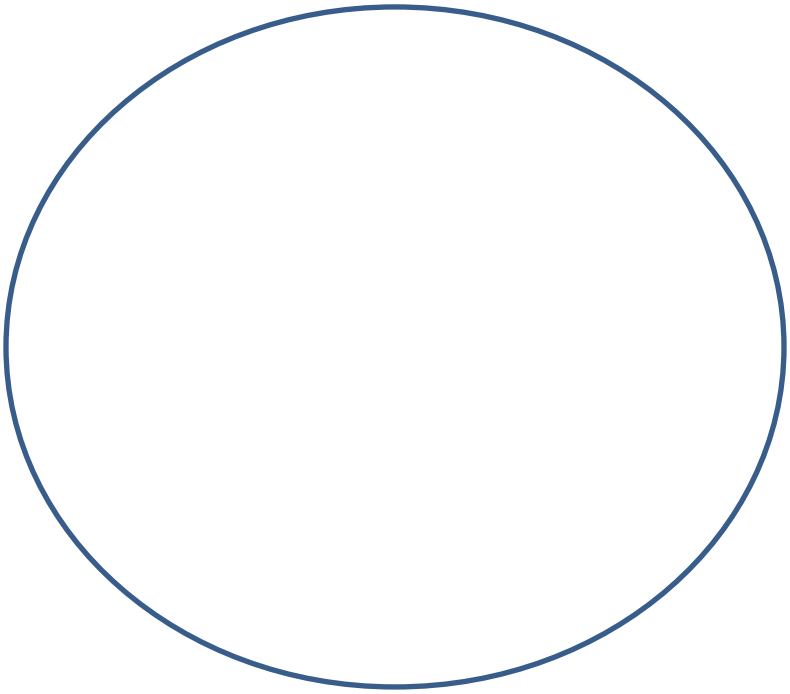
Application:

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

C
U
B
E
S



Name: _____ Week 40 Day 3 Date: _____

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Exit Ticket:

Shade in each fraction to show the sum.

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

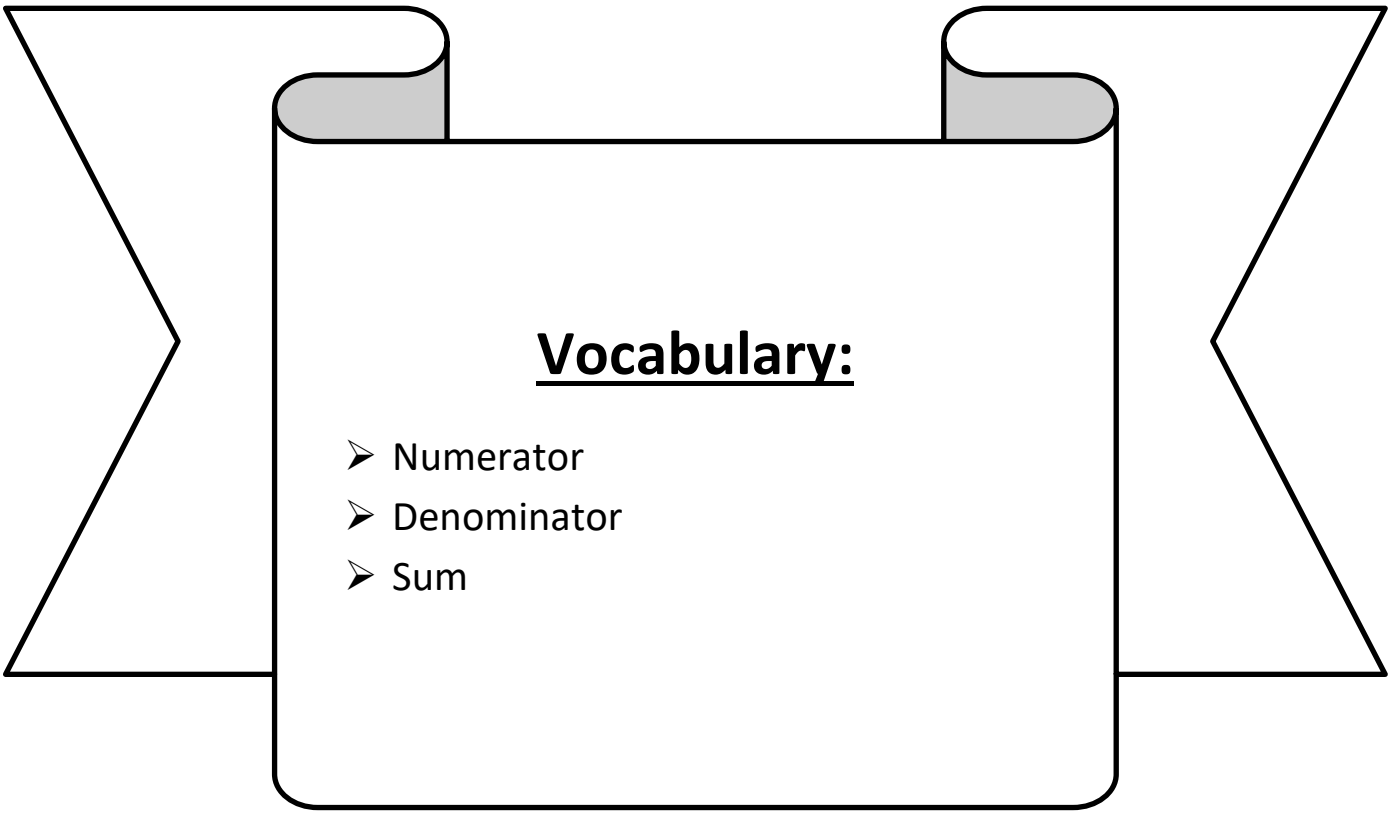
Draw fraction bars to add $\frac{2}{6} + \frac{3}{6}$

Brighter Choice
Charter School for Boys

Day # 4

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

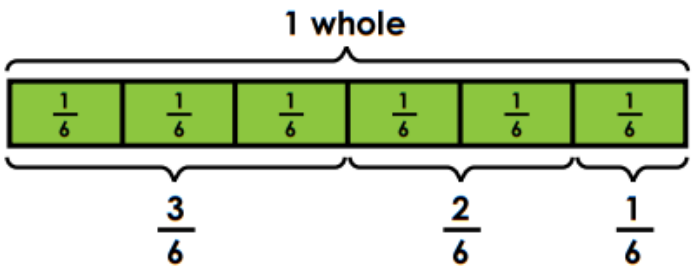
Objective: I can circle the numerators and add them to add fractions with like denominators without a diagram.



Name: _____ Week 40 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

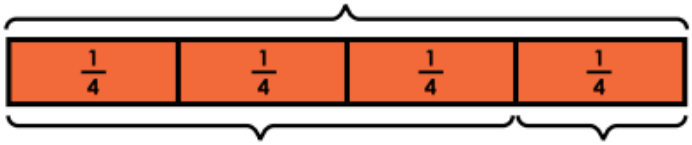
Do Now:



number sentence: $\frac{3}{6} + \frac{2}{6} + \frac{1}{6} = 1$

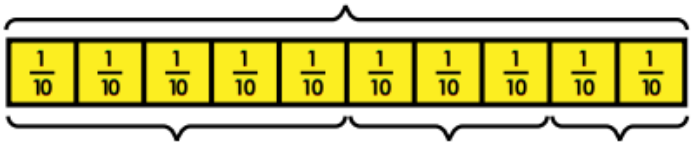
Write the correct fractions for each tape diagram. Then write a number sentence for each.

a.



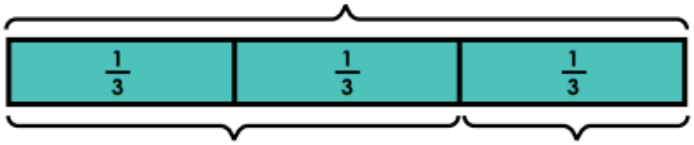
number sentence: 2/4 + 2/4 = 1

b.



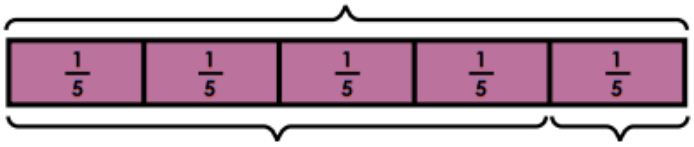
number sentence: _____

c.



number sentence: _____

d.



number sentence: _____

Name: _____ Week 40 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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

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

Name: _____ Week 40 Day 4 Date: _____

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Guided Practice (Our Turn):

1) $\frac{4}{6} + \frac{1}{6} =$ 5/6

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: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

1) $\frac{3}{8} + \frac{4}{8}$

7/8

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

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

4) $\frac{8}{11} + \frac{4}{11}$

5) $\frac{3}{10} + \frac{6}{10}$

6) $\frac{5}{9} + \frac{1}{9}$

7) $\frac{1}{7} + \frac{2}{7}$

8) $\frac{2}{5} + \frac{4}{5}$

9) $\frac{7}{8} + \frac{4}{8}$

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

11) $\frac{2}{4} + \frac{3}{4}$

12) $\frac{3}{7} + \frac{5}{7}$

13) $\frac{3}{5} + \frac{1}{5}$

14) $\frac{1}{3} + \frac{1}{3}$

15) $\frac{5}{11} + \frac{8}{11}$

16) $\frac{2}{9} + \frac{2}{9}$

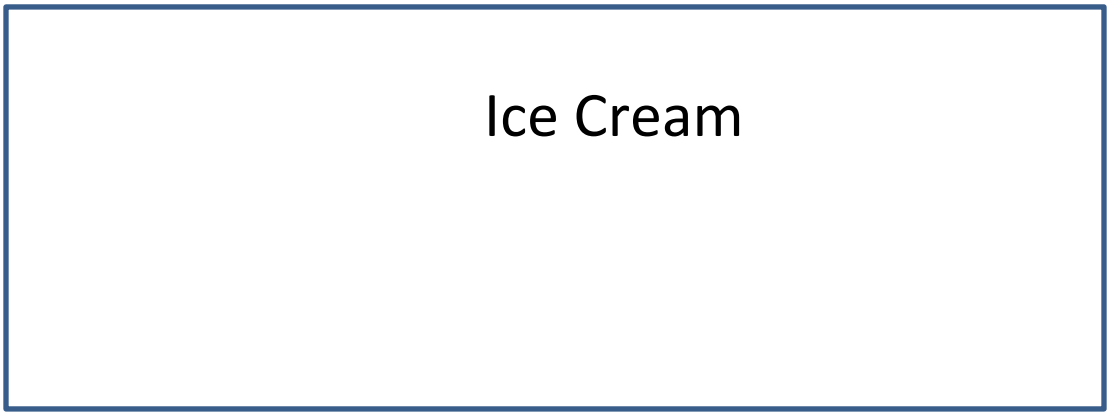
Name: _____ Week 40 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Application:

Uygur eats 1 fifth of his ice cream before falling asleep for a nap. 2 fifths melted while he was asleep. How much frozen ice cream does Uygur have left?

C
U
B
E
S



Name: _____ Week 40 Day 4 Date: _____

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

Brighter Choice
Charter School for Boys

Day # 5

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