Name _____

3rd Grade Modified Math Remote Learning Packet

Week 7

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

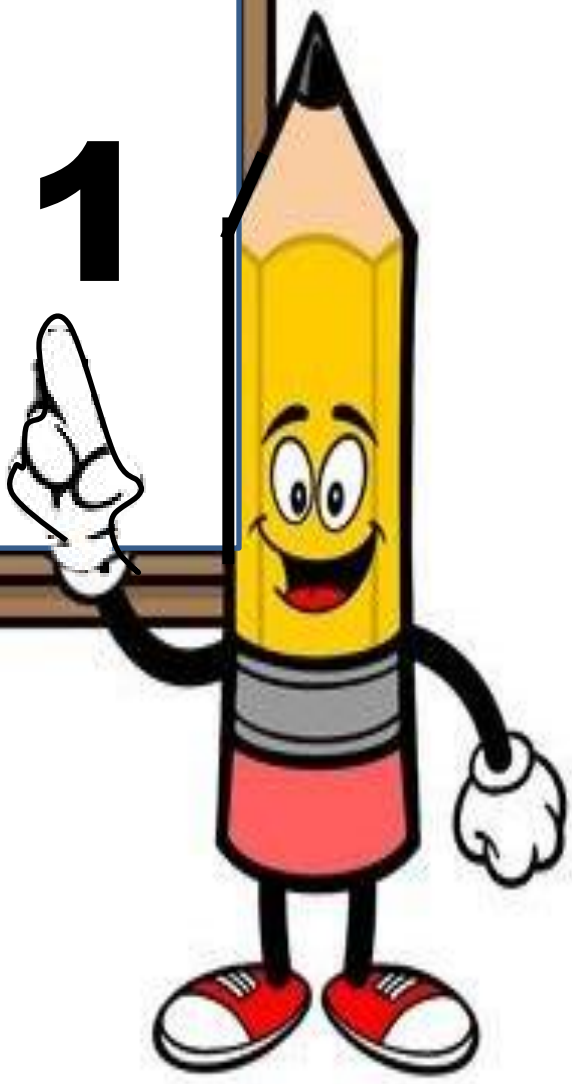
_____ _____

(Parent Signature) (Date)

Parents please note that all academic are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

Brighter Choice
Charter School for Boys

Day # 1



LEQ: How does a number line support me with telling time?

Objective: I can skip-count by fives to tell time on the number line.

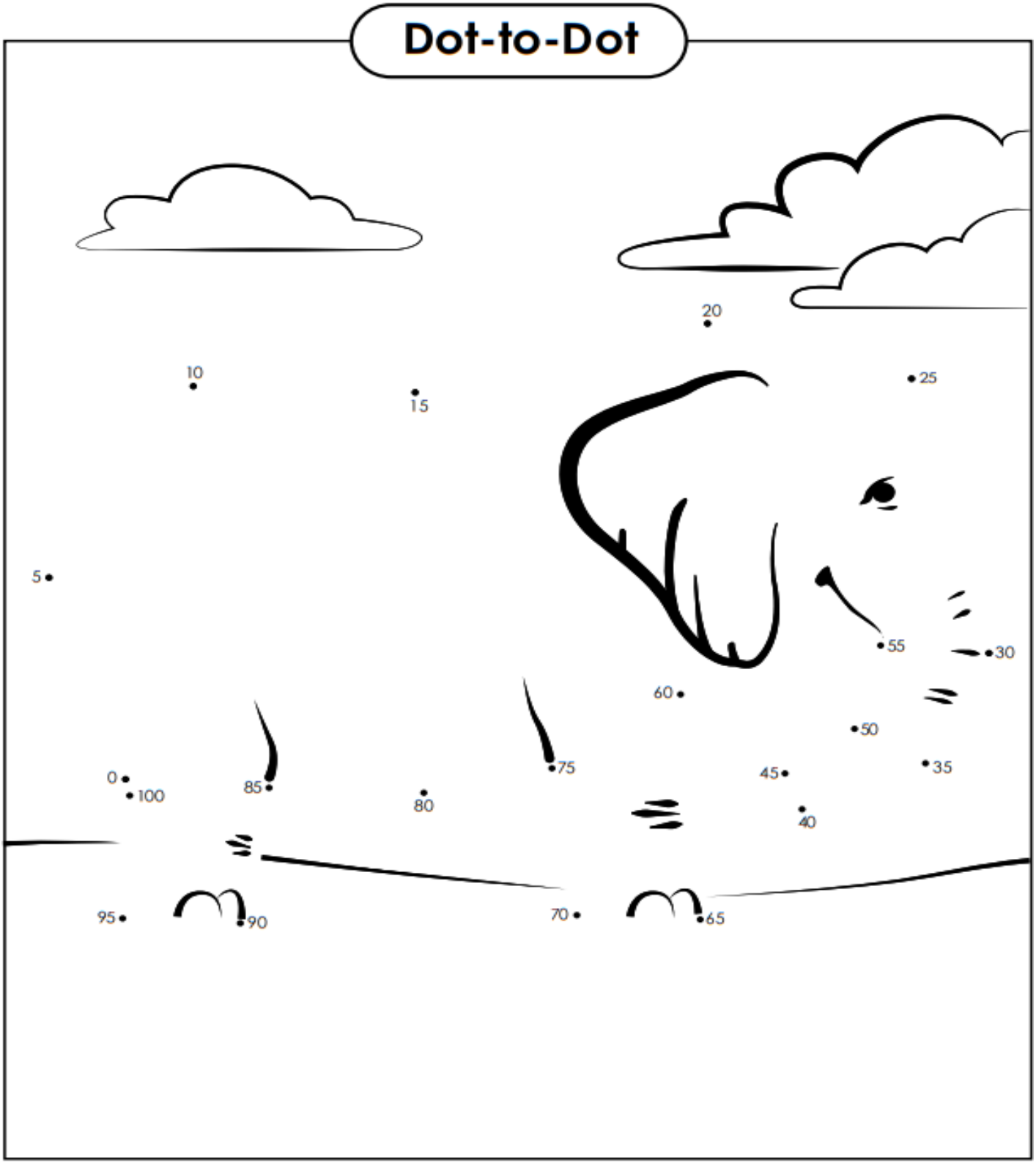
Vocabulary:

- Number Line
- Plotting
- Tick Mark
- Interval

Name: _____ Week 7 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Do Now: **Skip count by fives** to connect the dots and reveal the picture.



Name: _____ Week 7 Day 1 Date: _____

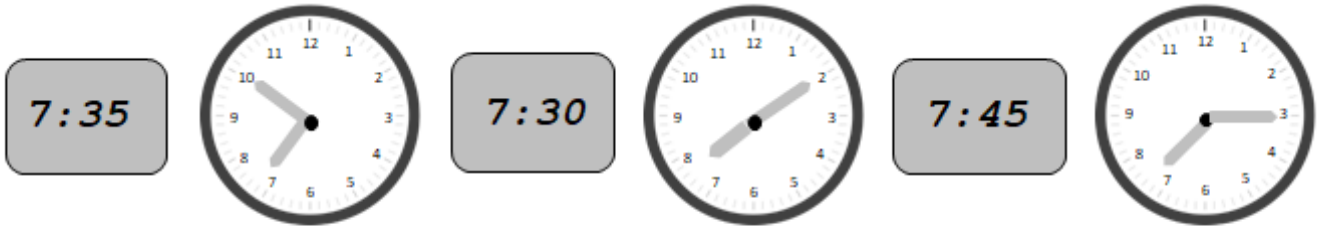
BCCS-B Harvard Yale Princeton

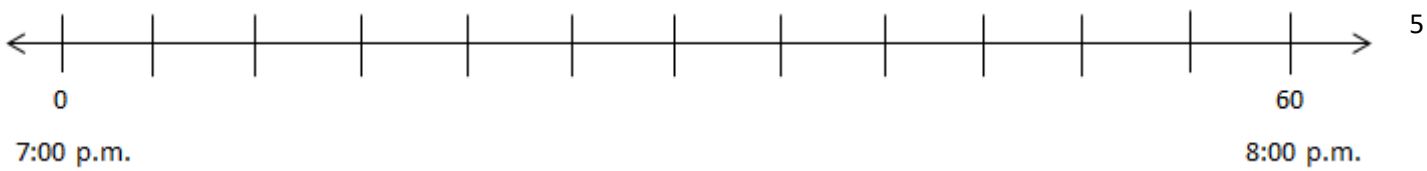
Input:

We can use a _____ _____to help tell time. There are _____ minutes on a clock and that's too many tick marks to draw. If we use _____of 5 we can skip-count to show 60 minutes on the number line. 5 x ___ = 60. We need twelve tick marks.

The **number line** above represents 60 minutes or __1__ **hour.** We can use a dot to mark or _____a time between 1:00 p.m. and 2:00 p.m. Let's plot 1:20 p.m., 1:35 p.m. and 1:50 p.m.

Label every **5 minutes** below the number line shown. Draw a line from each clock to the point on the number line which shows its time. Not all of the clocks have matching points.



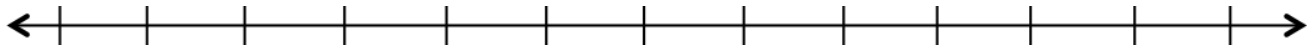


Name: _____ Week 7 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Input:

Follow the directions to label the number line below.



a. Mic'Ky gets ready for school between 7:00 a.m. and 8:00 a.m. **Label the first and last tick marks as 7:00 a.m. and 8:00 a.m.**

b. Each interval represents 5 minutes. Count by fives starting at 0, or 7:00 a.m. **Label each 5-minute interval below the number line up to 8:00 a.m.**

c. Mic'Ky starts getting dressed at 7:20 a.m. **Plot a point on the number line to represent this time. Above the point, write *D*.**

d. Mic'Ky starts eating breakfast at 7:45 a.m. **Plot a point on the number line to represent this time. Above the point, write *E*.**

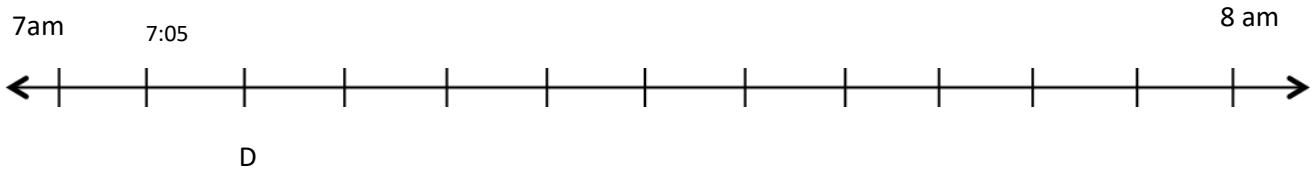
e. Mic'Ky starts waiting for the bus at 7:55 a.m. **Plot a point on the number line to represent this time. Above the point, write *W*.**

Name: _____ Week 7 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

1. Follow the directions to label the number line below.



a. Peter gets ready for school between 7:00 a.m. and 8:00 a.m. **Label the first and last tick marks as 7:00 a.m. and 8:00 a.m.**

Done

b. Each interval represents 5 minutes. Count by fives starting at 0, or 7:00 a.m. **Label each 5-minute interval below the number line up to 8:00 a.m.**

First one done for you

c. Peter starts getting dressed at 7:10 a.m. **Plot a point on the number line to represent this time. Above the point, write *D*.**

Done for you. Your turn.

d. Peter starts eating breakfast at 7:35 a.m**. Plot a point on the number line to represent this time. Above the point, write *E*.**

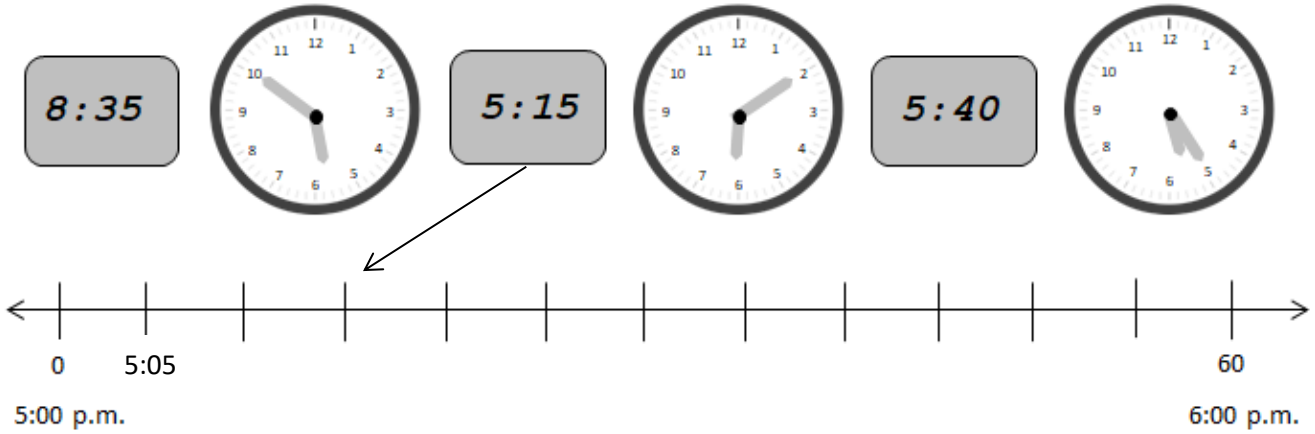
e. Peter starts brushing his teeth at 7:40 a.m. **Plot a point on the number line to represent this time. Above the point, write *T*.**

f. Peter starts waiting for the bus at 7:55 a.m**. Plot a point on the number line to represent this time. Above the point, write *W*.**

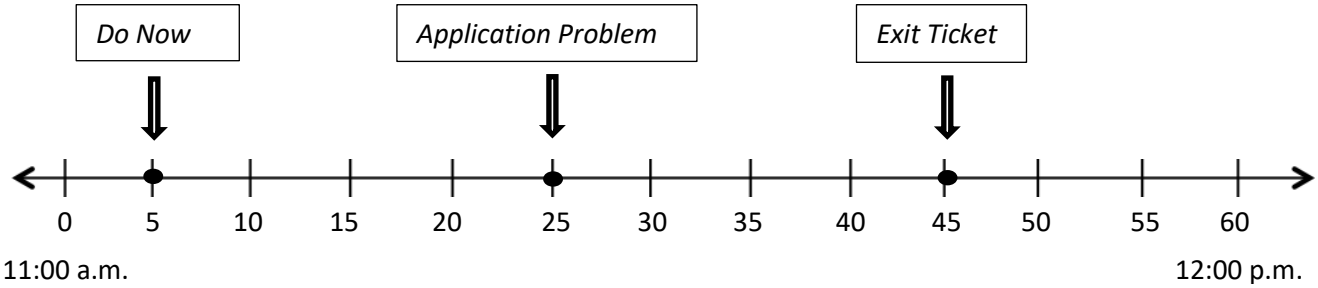
Name: _____ Week 7 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

2. <u>Label every 5 minutes below the number line shown.</u> Draw a line from each clock to the point on the number line which shows its time. Not all of the clocks have matching points.



3. The number line below shows an ELA class that begins at 11:00 a.m. and ends at 12:00 p.m. Use the number line to answer the following questions.



a. What time is the do now? _11:05_____ a.m.

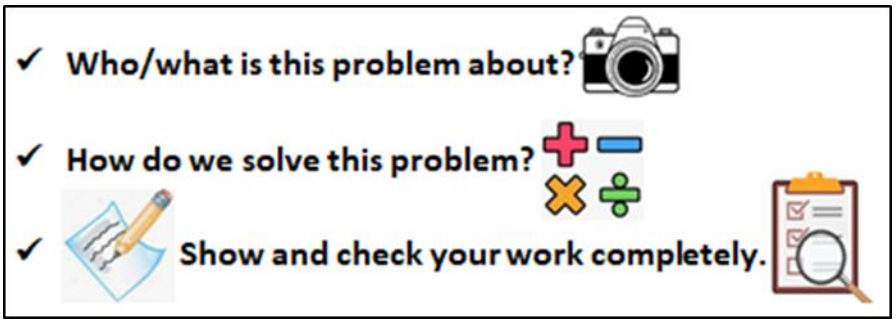
b. What time do students begin the Application Problem? _____ a.m.

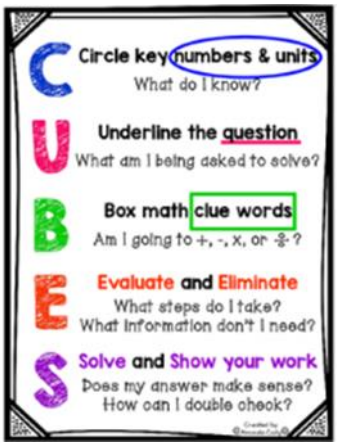
c. What time do students work on the Exit Ticket? _____ a.m.

d. How long is math class? Math class is _____ minutes long

Name: _____ Week 7 Day 1 Date: _____

BCCS-B Harvard Yale Princeton





Application:

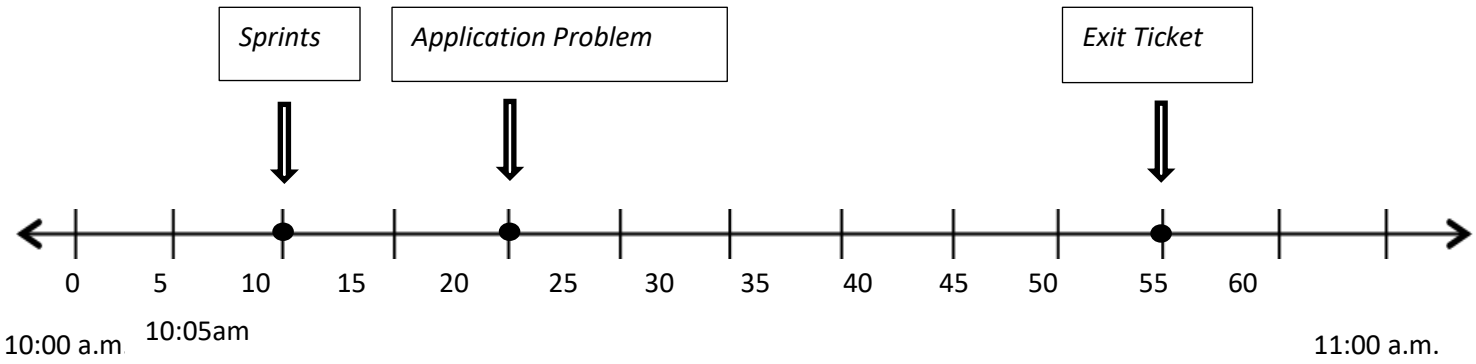
Beloved has 12 math problems for homework. It takes him 5 minutes to complete each problem. How many minutes does it take Beloved to finish all 12 problems?

Name: _____ Week 7 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

The number line below shows a math class that begins at 10:00 a.m. and ends at 11:00 a.m. Use the number line to answer the following questions.



a. What time do Sprints begin? 10:10am a.m.

b. What time do students begin the Application Problem? _____ a.m.

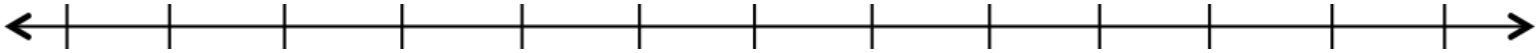
c. What time do students work on the Exit Ticket? _____ a.m.

d. How long is math class? _____ Minutes long.

Name: _____ Week 7 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Homework: Follow the directions to label the number line below.



4:00pm 5:00pm

a. The basketball team practices between 4:00 p.m. and 5:00 p.m**. Label the first and last tick marks as 4:00 p.m. and 5:00 p.m.**

Done for you.

b. Each interval represents 5 minutes. Count by fives starting at 0, or 4:00 p.m. **Label each 5-minute interval below the number line up to 5:00 p.m.**

c. The team warms up at 4:05 p.m. **Plot a point on the number line to represent this time. Above the point, write *W*.**

d. The team shoots free throws at 4:15 p.m. **Plot a point on the number line to represent this time. Above the point, write *F*.**

e. The team plays a practice game at 4:25 p.m. **Plot a point on the number line to represent this time. Above the point, write *G*.**

f. The team has a water break at 4:50 p.m. **Plot a point on the number line to represent this time. Above the point, write *B*.**

g. The team reviews their plays at 4:55 p.m. **Plot a point on the number line to represent this time. Above the point, write P.**

Brighter Choice
Charter School for Boys

Day # 2

LEQ: How can I tell time to the nearest minute on the clock?

Objective: I can count by fives and then ones to tell time to the nearest minute on the clock.

Vocabulary:

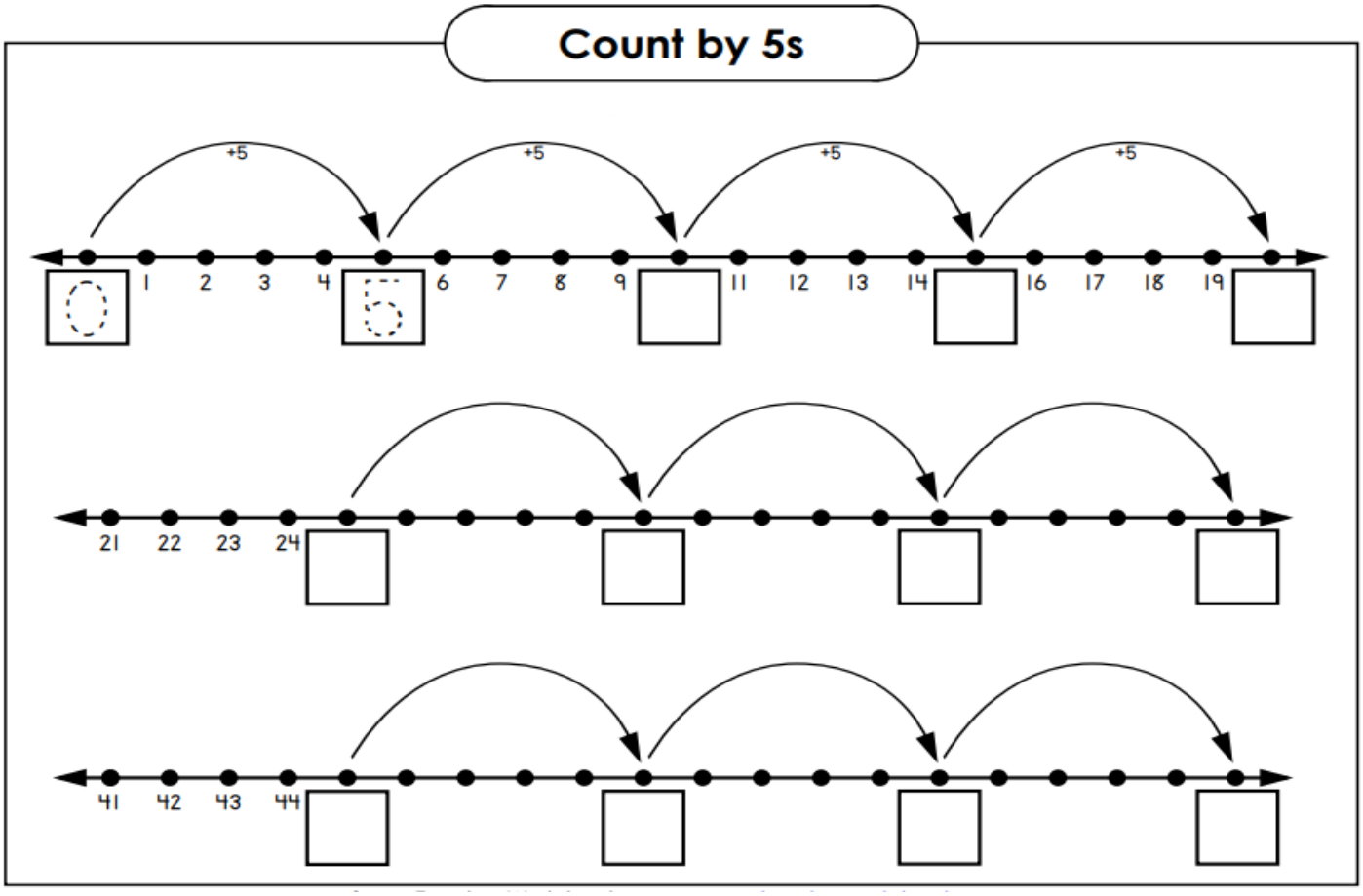
- Analog Clock
- Digital Clock
- Interval
- Minute and Hour Hand

Name: _____ Week 7 Day 2 Date: _____

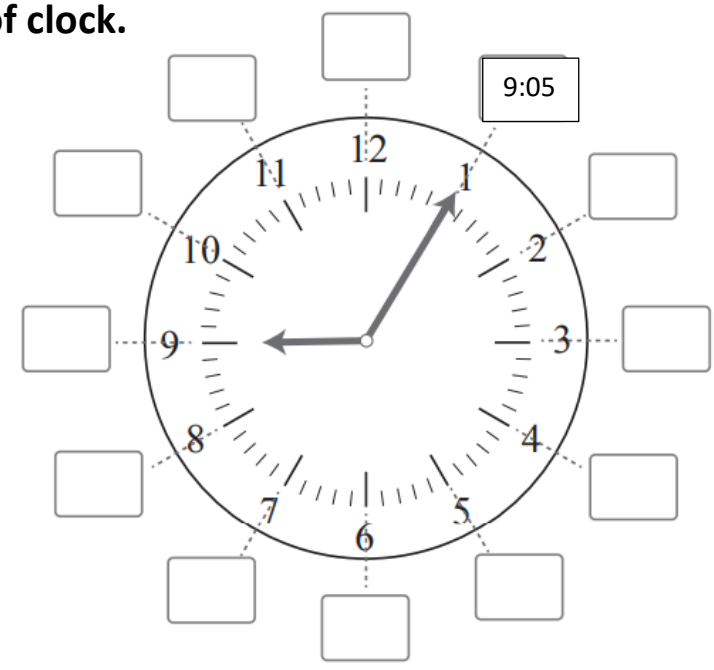
BCCS-B Harvard Yale Princeton

Do Now:

1. Count by fives to fill in the boxes. Then fill in the ones in between.



2. Fill in the blanks with the minutes of clock.



Name: _____ Week 7 Day 2 Date: _____

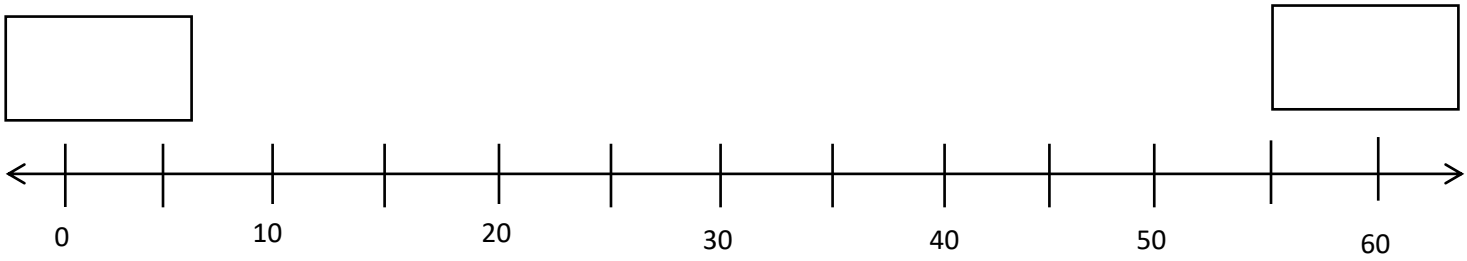
BCCS-B Harvard Yale Princeton

Input:

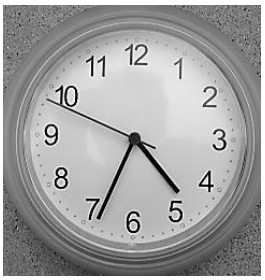
In a _____clock, the time is shown using numbers.

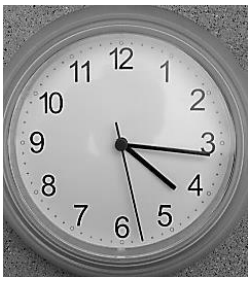
In an_____clock, the time is show using **minute** and **hour** hands. To tell the time to the nearest minute on a digital clock, we just read it. To tell the time to the nearest minute on an analog clock, we count by fives and then ones just as we would on a number line.

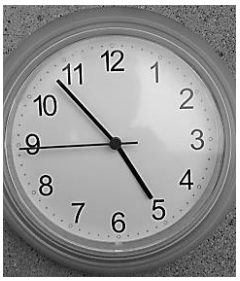
Time Now: _____ a.m.

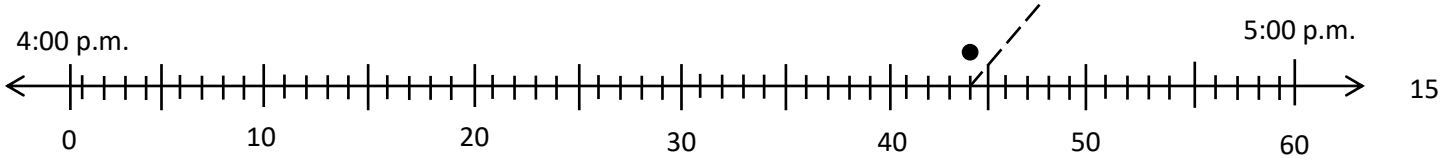


1. Plot points on the number line for each time shown on a clock below. Then, draw lines to match the clocks to the points.





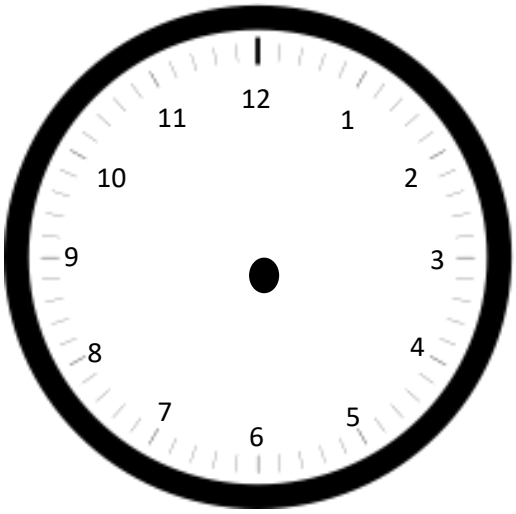




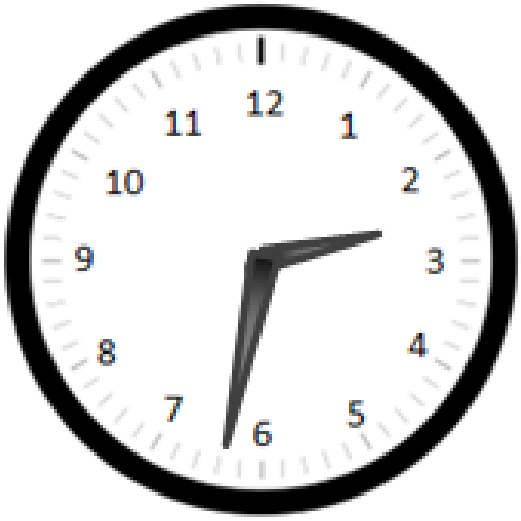
Name: _____ Week 7 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

2. Jessie woke up this morning at 6:48 a.m. Draw hands on the clock below to show what time Jessie woke up.



3. Mrs. Blomgren's phone rings at the time shown below. What time does Mrs. Blomgren's phone ring?

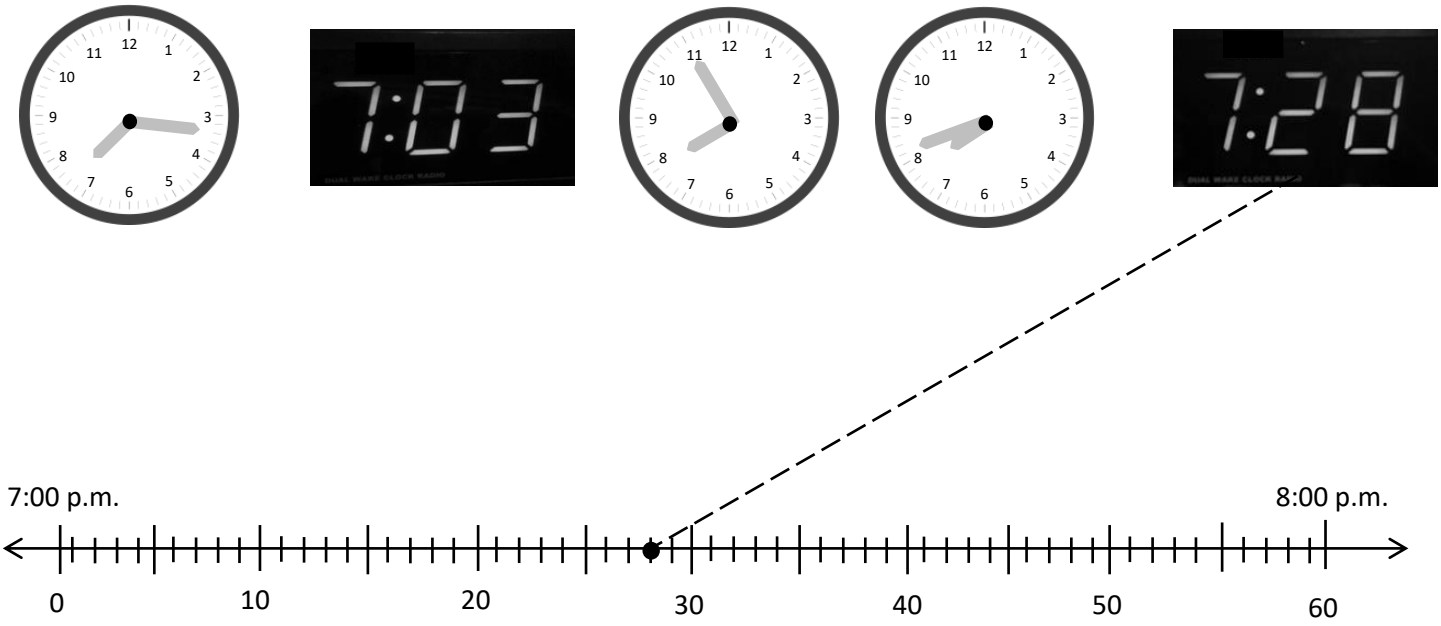


Name: _____ Week 7 Day 2 Date: _____

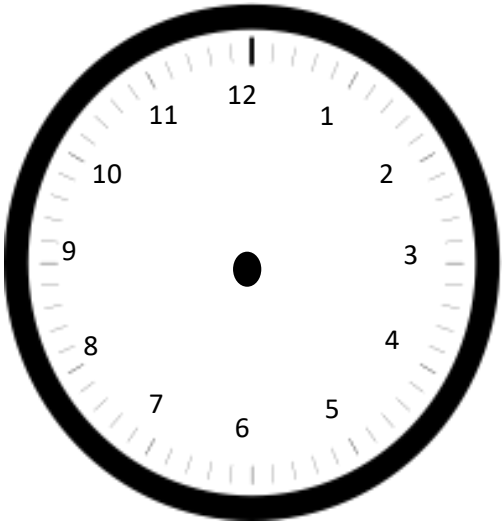
BCCS-B Harvard Yale Princeton

Problem Set:

1. Plot a point on the number line for the times shown on the clocks below. Then, draw a line to match the clocks to the points.



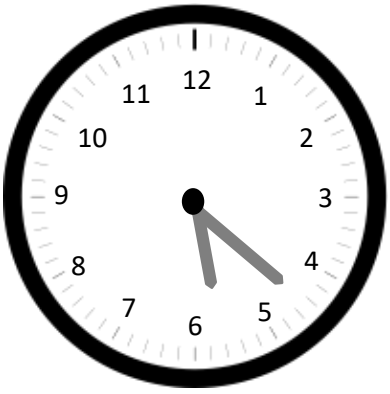
2. Mrs. Page starts teaching math at 8:23 a.m. Draw hands on the clock below to show what time Mrs. Page starts teaching math.



Name: _____ Week 7 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

3. The clock shows what time Elias finishes his homework. What time does Elias finish his homework?



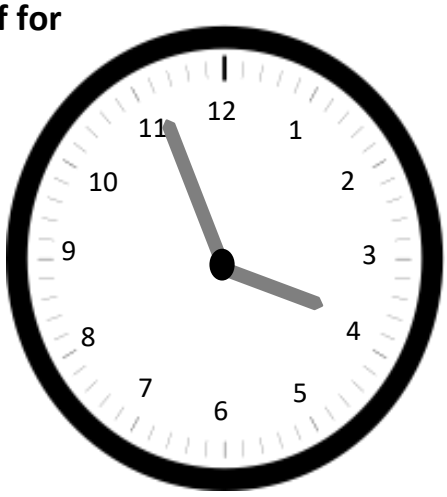
Elias finishes his homework at 5: _____.

---

4. The clock below shows what time Mason's mom drops him off for practice.

a. What time does Mason's mom drop him off?

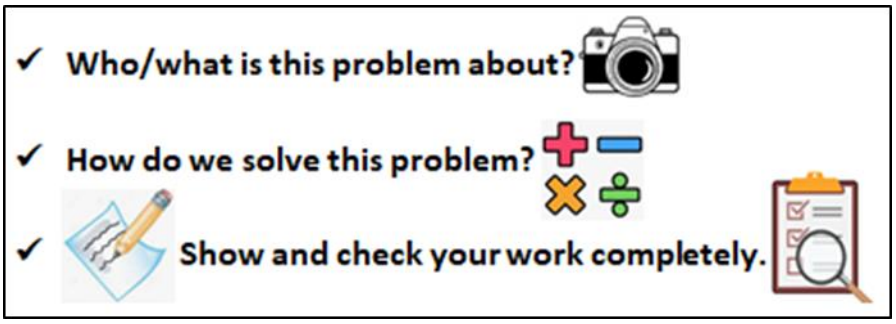
Masons mom drops him off at 3:_____

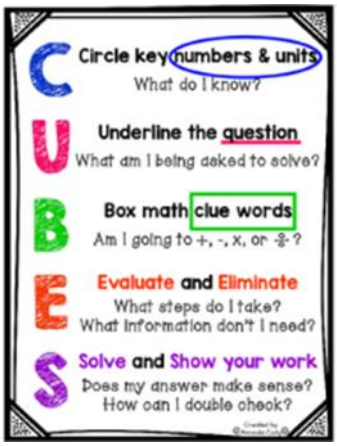


b. Mason's coach arrived 11 minutes before Mason. What time did Mason's coach arrive?

Name: _____ Week 7 Day 2 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Jonathan gets to his house at **3:15 p.m.** and eats a snack. He is finished at **3:32 p.m.** How long did it take Jonathan to eat his snack? Show your work.

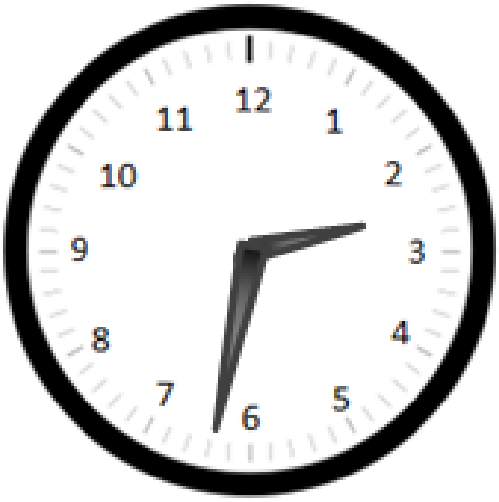
3:15 pm ⟶ 3:20pm ⟶ 3:25pm ⟶ 3:30pm ⟶ 3:32 pm

Name: _____ Week 7 Day 2 Date: _____

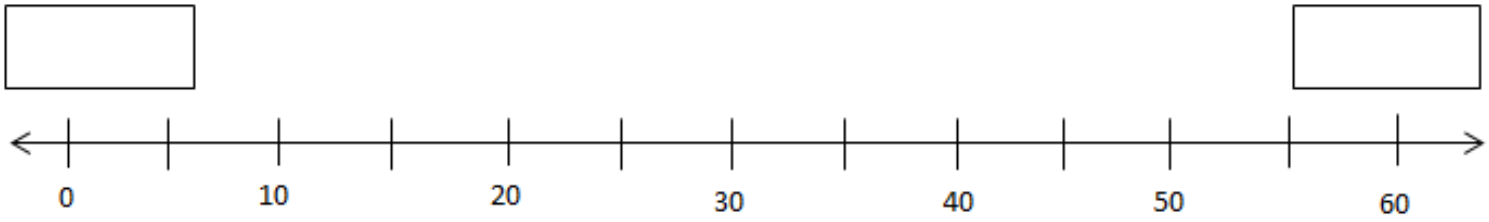
BCCS-B Harvard Yale Princeton

Exit Ticket:

1. The clock shows what time Caleb starts playing with his action figures. What time does he start playing with his action figures?



2. Label the first and last tick marks with 2:00 p.m. and 3:00 p.m. Then, plot Zachary's start time. Label his start time with a *B*.



Name: _____ Week 7 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

The clock shows what time Jason gets to school in the morning.

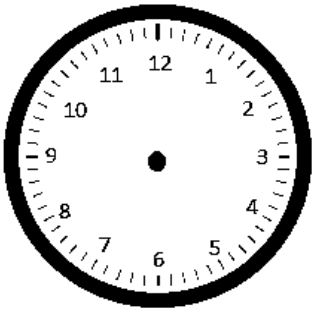
Arrival at School

a. What time does Jason get to school? Look at the little hand first.

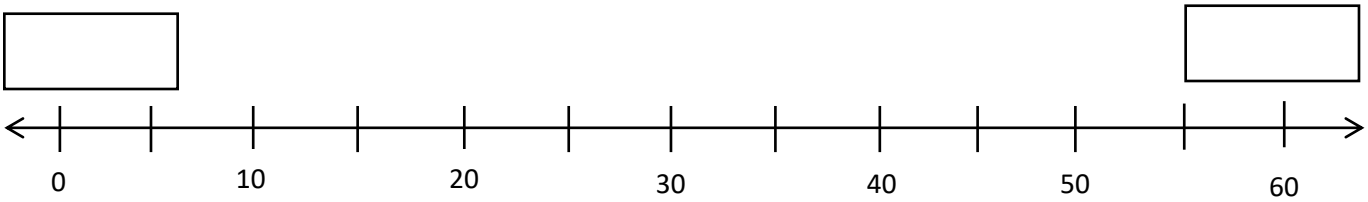
_____ :_____

b. The first bell rings at **8:23 a.m.** Draw hands on the clock to show when the first bell rings.

First Bell Rings

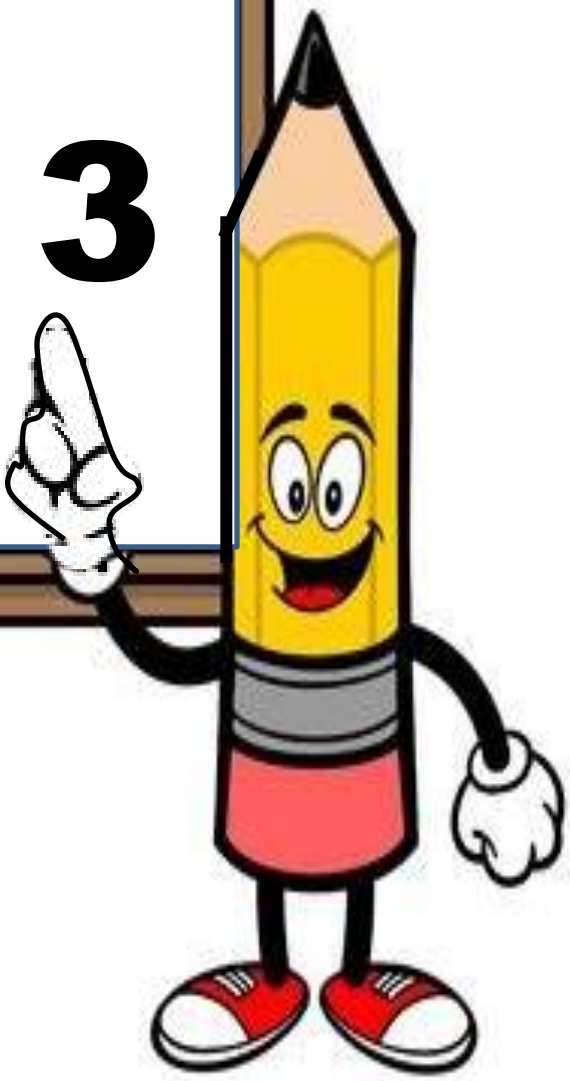


c. Label the first and last tick marks **8:00 a.m**. and **9:00 a.m.** Plot a point to show when Jason arrives at school. Label it *A*. Plot a point on the line when the first bell rings and label it *B*.



Brighter Choice
Charter School for Boys

Day # 3



LEQ: How can I solve word problems involving time intervals within 1 hour?

Objective: I can count forward or backwards on number line and clock to solve word problems involving time intervals within 1 hour.

Vocabulary:

- Forward
- Backwards
- Sum
- Difference
- Elapsed Time

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Do Now: Find the sum or difference

Addition and Subtraction

a. $2 + 7$ $\quad$ $1 + 4$ $\quad$ $0 + 8$ $\quad$ $18 - 8$ $\quad$ $2 + 9$

b. $9 - 7$ $\quad$ $8 + 6$ $\quad$ $17 - 2$ $\quad$ $5 + 4$ $\quad$ $14 - 3$

c. $8 - 2$ $\quad$ $16 - 4$ $\quad$ $7 - 0$ $\quad$ $3 + 4$ $\quad$ $6 + 5$ $\quad$ $19 - 7$ $\quad$ $12 - 2$

d. $6 + 6$ $\quad$ $18 - 7$ $\quad$ $19 - 4$ $\quad$ $3 + 9$ $\quad$ $1 + 4$ $\quad$ $7 + 3$ $\quad$ $3 - 2$

e. $18 - 2$ $\quad$ $9 - 3$ $\quad$ $6 + 7$ $\quad$ $8 + 5$ $\quad$ $17 - 3$ $\quad$ $1 + 9$ $\quad$ $8 + 4$

f. $3 + 7$ $\quad$ $15 - 3$ $\quad$ $8 + 9$ $\quad$ $2 + 7$

g. $4 + 6$ $\quad$ $2 + 5$ $\quad$ $10 - 5$ $\quad$ $16 - 3$

Name: _____ Week 7 Day 3 Date: _____

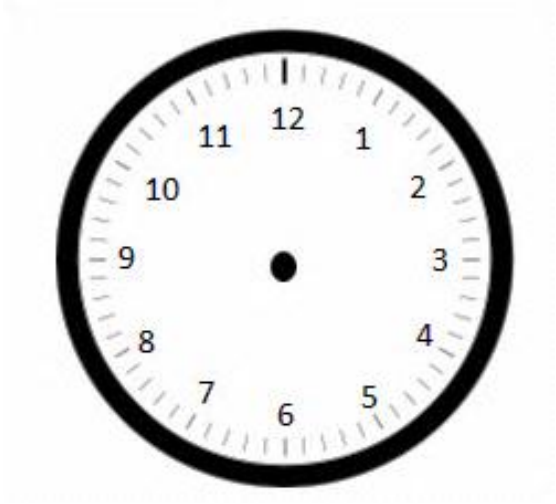
BCCS-B Harvard Yale Princeton

Input:

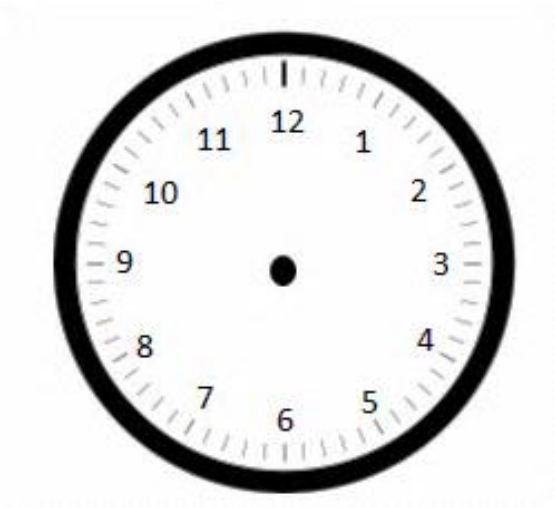
We can measure passed or _____**time** by adding or subtracting two intervals. To add or subtract time, we count forwards or backwards on a number line or clock. We need three pieces of information to solve a word problem about elapsed time: 1) _____ time, 2) _____ time, and 3) elapsed time.

Guided reading starts at 11:14 a.m. It ends at 12:56 p.m.

1. Draw the start time on the clock below.



2. Draw the end time on the clock below.



3. How many minutes does guided reading time last?

Start time: _____

End time: _____

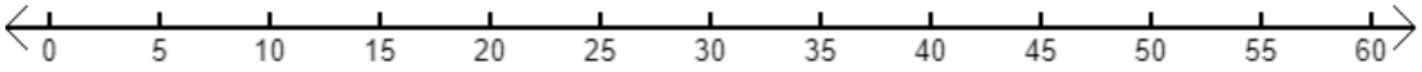
Elapsed Time: _____ *minutes*

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

<u>Input:</u> Use a number line to answer the following problems

4. Gaius finishes his homework at 4:47 p.m. after working on it for 38 minutes. What time did Gaius start his homework?



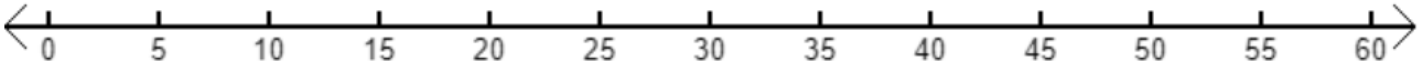
Start time: _____

End time: _____

Elapsed Time: _____ *minutes*

Gaius started his homework at _____ p.m.

5. Chamar plays video games from 10:34 a.m. to 10:58 a.m. How long does Chamar spends playing video games?



Start time: _____

End time: _____

Elapsed Time: _____ *minutes*

Chamar spends _____minutes playing video games.

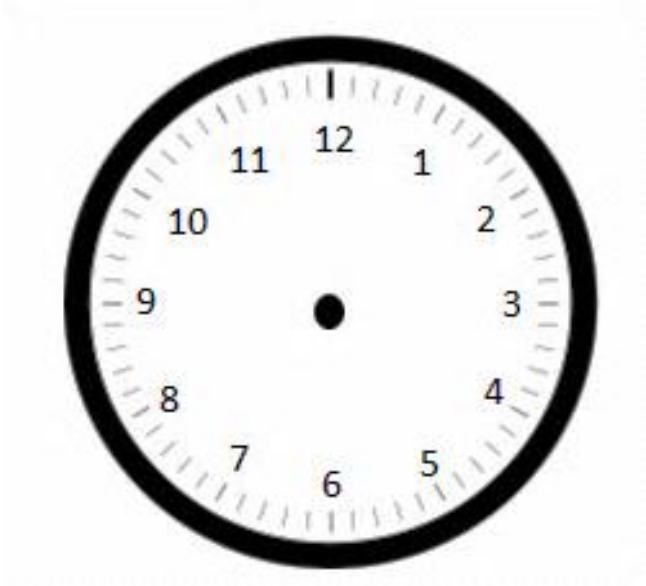
Name: _____ Week 7 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

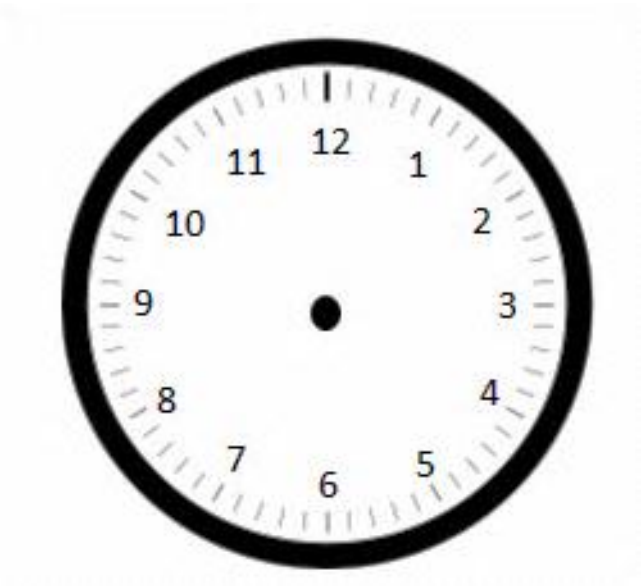
Problem Set:

Guided reading starts at 10:22 a.m. It ends at 10:59 a.m.

1. Draw the start time on the clock below.



2. Draw the end time on the clock below.



3. How many minutes does guided reading time last?

Start time: _____

End time: _____

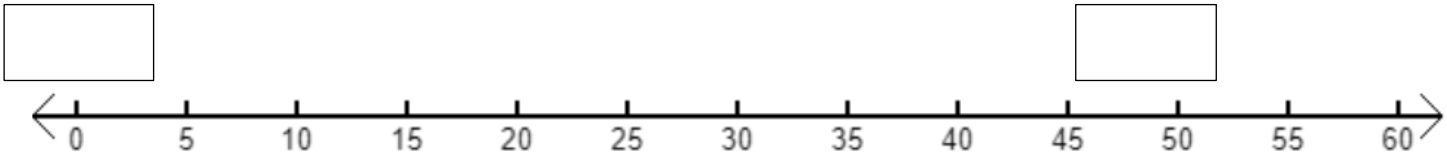
Elapsed Time: _____ *minutes*

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set: Use a number line to answer the problems below.

4. Jacky starts reading at **6:23 p.m.** He stops at **6:49 p.m.** How many minutes does Jacky read?



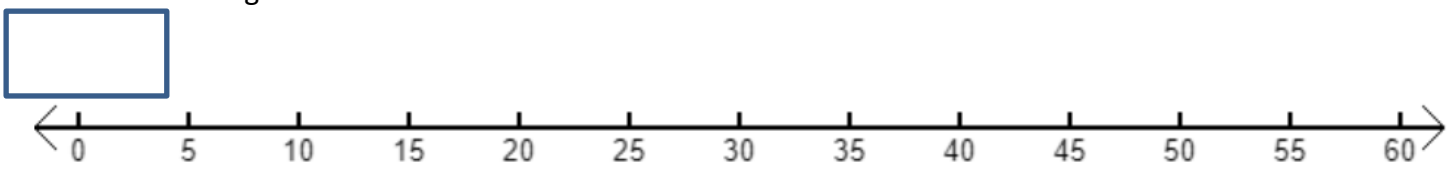
Start time: _____

End time: _____

Elapsed Time: _____ *minutes (How many minutes have passed)*

Jacky reads for _____ minutes.

5. Ms. Maisenbacher goes fishing at 9:03 a.m. She fishes for 49 minutes. What time is Mr. Maisenbacher done fishing?



Start time: 9:03am

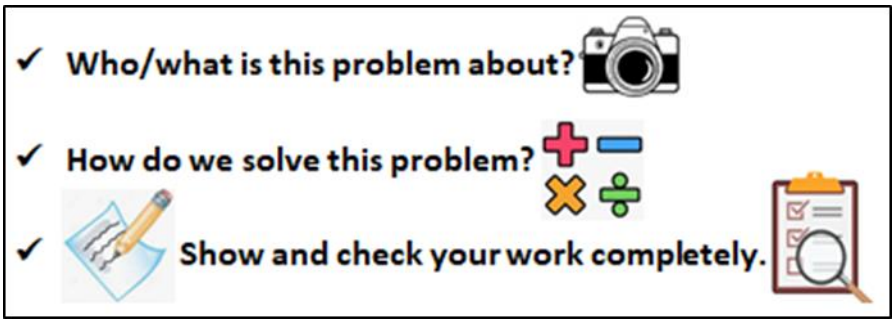
End time: _____

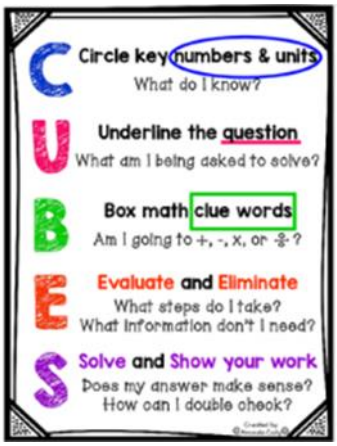
Elapsed Time: _____ *minutes*

Ms. Maisenbacher is done fishing at _____ a.m.

Name: _____ Week 7 Day 3 Date: _____

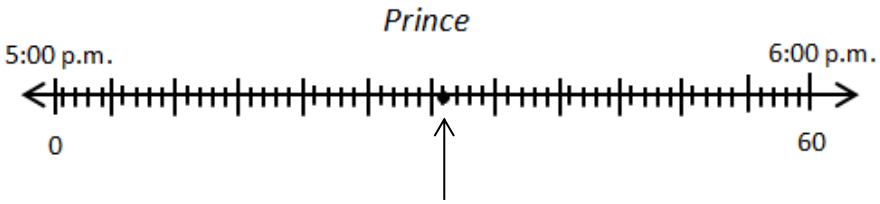
BCCS-B Harvard Yale Princeton





Application:

Prince and Lenny start their chores at **5:00 p.m**. The **clock** shows what time Lenny finishes. The **number line** shows what time Prince finishes. **Who finishes first**? Explain how you know.



Lenny

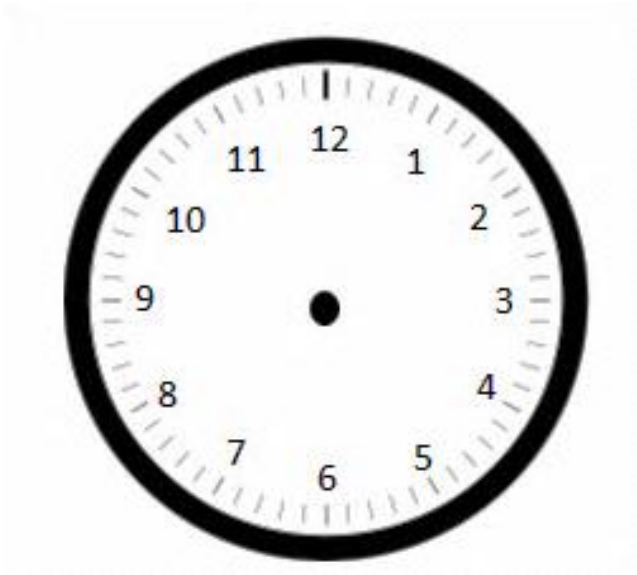
Name: _____ Week 7 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

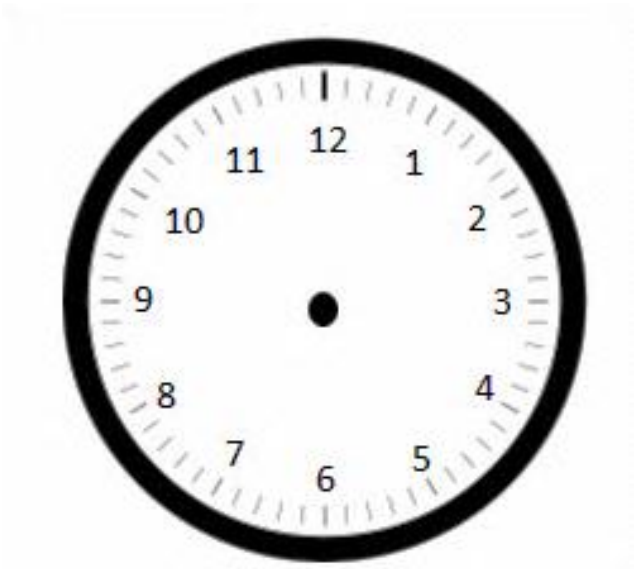
Exit Ticket:

Independent reading time starts at 1:34 p.m. It ends at 1:56 p.m.

1. Draw the start time on the clock below.



2. Draw the end time on the clock below.



3. How many minutes does independent reading time last?

Start time: _____

End time: _____

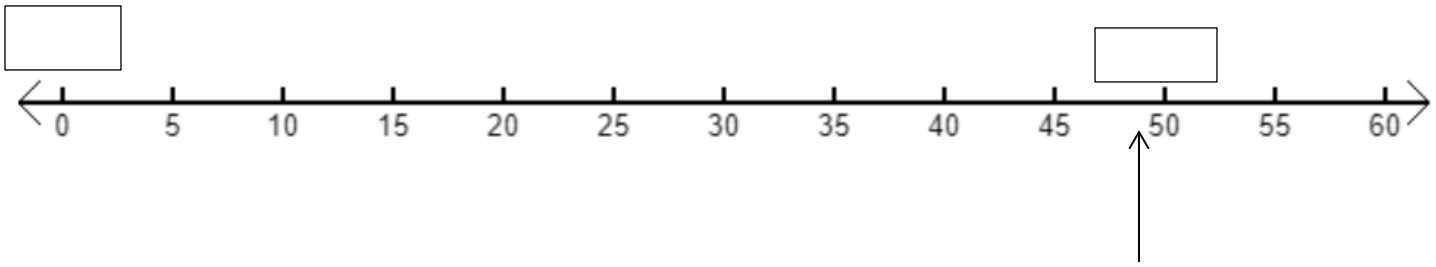
Elapsed Time: _____ *minutes*

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. Christopher starts walking at **5:26 p.m.** He stops at **5:49 p.m.** How many minutes does Christopher walk?



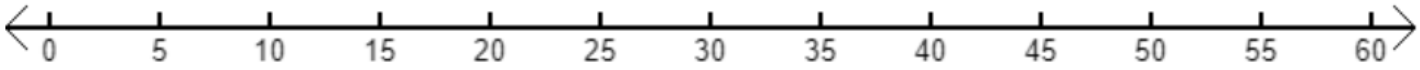
Start time: _____

End time: _____

Elapsed Time: _____ *minutes*

Christopher walks for _____ minutes.

2. Jenny stops swimming at **3:49 p.m.** after swimming for **30 minutes.** What time did Jenny start swimming?



Start time: _____

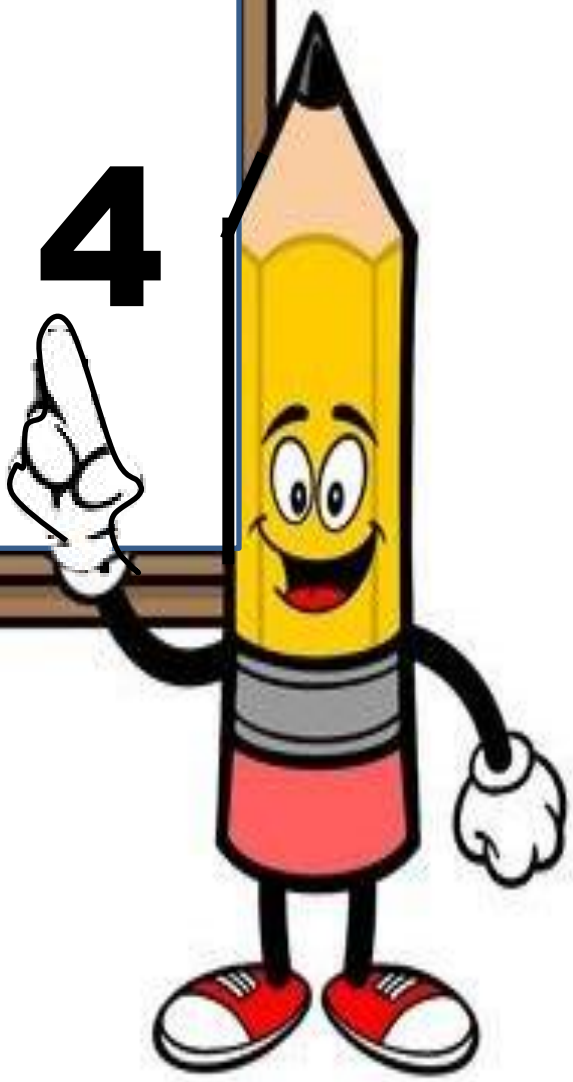
End time: _____

Elapsed Time: _____ *minutes*

Jenny started swimming at _____ p.m.

Brighter Choice
Charter School for Boys

Day # 4



LEQ: How can I solve word problems involving time intervals within 1 hour?

Objective: I can add or subtract on the number line to solve word problems involving time intervals within 1 hour.

Vocabulary:

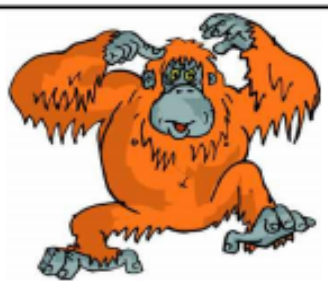
- Forward
- Backwards
- Sum
- Difference
- Elapsed Time

Name: _____ Week 7 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Do Now: Subtract to find the difference.

Subtraction



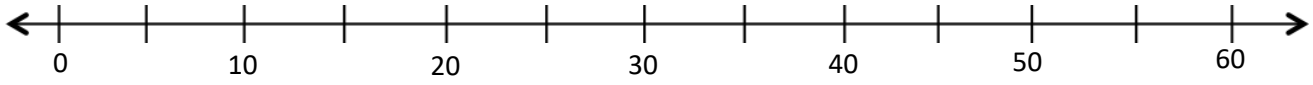
a.	20 − 10	16 − 9	19 − 9	9 − 6	13 − 10		
b.	8 − 4	17 − 8	19 − 10	15 − 6	5 − 5	6 − 3	11 − 4
c.	18 − 8	10 − 5	12 − 4	8 − 6	14 − 8	13 − 6	18 − 9
d.	7 − 2	11 − 8	18 − 10	14 − 5	15 − 6	5 − 4	1 − 0
e.	11 − 9	12 − 6	13 − 9	14 − 9	9 − 4	14 − 7	11 − 2
f.	14 − 4	13 − 7	5 − 2			12 − 5	7 − 4
g.	16 − 8	11 − 5	17 − 9			10 − 3	4 − 2

Name: _____ Week 7 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

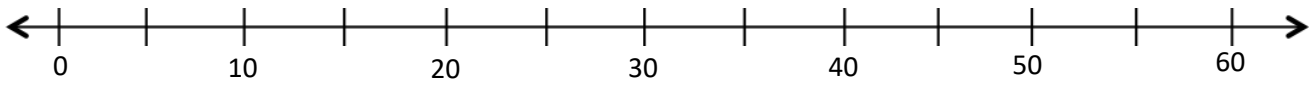
Input:

1. Caleb spends 17 minutes on his math homework and 23 minutes on his ELA homework. How many minutes does Caleb spend doing his homework? Model the problem on the number line, and write an equation to solve.



Caleb spends _____ minutes on his homework.

2. Mrs. Blomgren spends 24 minutes washing dishes. It takes her 15 minutes to scrub and rinse and the rest of the time to dry the dishes. How many minutes does Mrs. Blomgren spend washing dishes? Draw a number line to model the problem, and write an equation to solve.



Name: _____ Week 7 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input:

3. Ms. Bryan's dog sleeps for 18 minutes. It wakes up at the time shown on the clock below. What time did the dog go to sleep? Think backwards.

4. It takes Jeremiah 3 minutes to take out the garbage, 15 minutes to wash the dishes, and 14 minutes to mop the kitchen floor.

a. How long does it take Jeremiah to do his chores?

b. Jeremiah's bus arrives at **7:55 a.m**. If he starts his chores at **7:30 a.m**., will he be done in time to meet his bus? Explain your reasoning.

Jeremiah will _____

_____

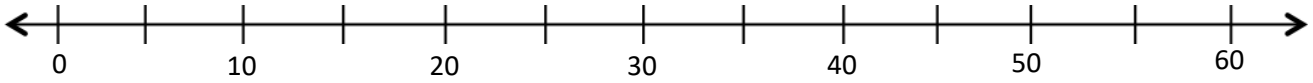
_____

Name: _____ Week 7 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

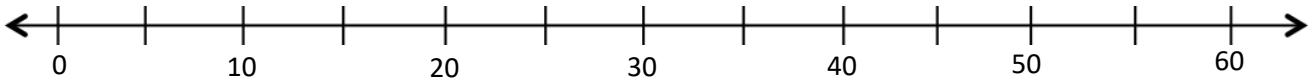
Problem Set:

1. **Jaylan read his book for 25 minutes yesterday and for 18 minutes today. How many minutes did Jaylan read altogether? Model the problem on the number line, and write an equation to solve.**



Jaylan read for _____ minutes.

2. Tamim spends 34 minutes washing his dog. It takes him 12 minutes to shampoo and rinse and the rest of the time to get the dog in the bathtub! How many minutes does Tamim spend getting his dog in the bathtub? Draw a number line to model the problem, and write an equation to solve.



Name: _____ Week 7 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

3. Mrs. Blomgren's cat sleeps in the sun for 23 minutes. He wakes up at the time shown on the clock below. What time did the cat go to sleep?

11:_____

4. It takes Ahmed 4 minutes to take out the garbage, 12 minutes to wash the dishes, and 13 minutes to mop the kitchen floor.

a. How long does it take Ahmed to do his chores?

c. Ahmed's bus arrives at **7:55 a.m**. If he starts his chores at **7:30 a.m**., will he be done in time to meet his bus? Explain your reasoning.

Ah

Ahmed will

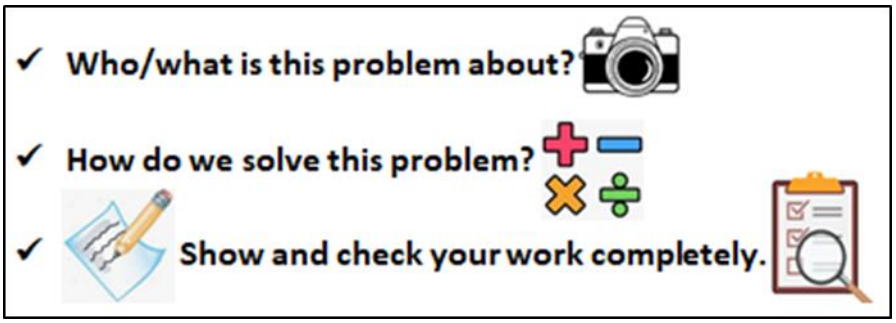
_____

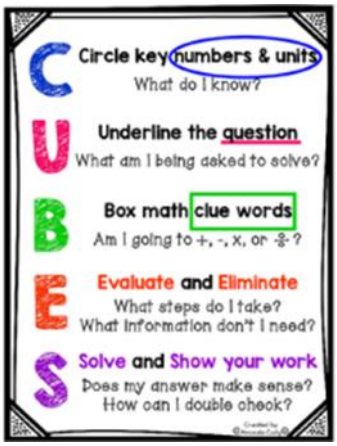
_____

_____

Name: _____ Week 7 Day 4 Date: _____

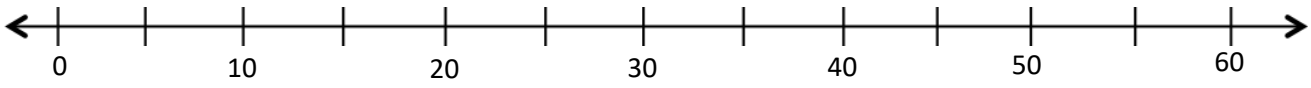
BCCS-B Harvard Yale Princeton





Application:

Carlos gets to class at **9:08 a.m**. He has to write down homework assignments and complete morning work before math begins at **9:30 a.m**. How many minutes does Carlos have to complete his tasks before math begins?

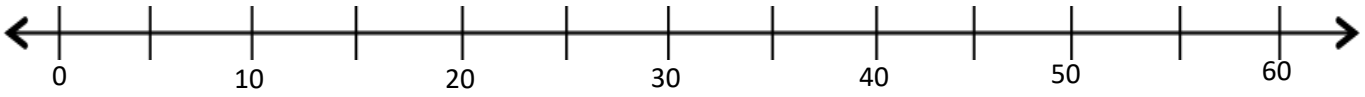


Name: _____ Week 7 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

Michael spends 19 minutes on his math homework and 17 minutes on his science homework. How many minutes does Michael spend doing his homework? Model the problem on the number line, and write an equation to solve.



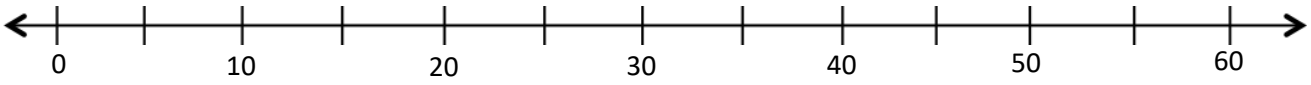
Michael spends _____ minutes on his homework.

Name: _____ Week 7 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. Abby spent **22 minutes** working on her science project yesterday and **34 minutes** working on it today. How many minutes did Abby spend working on her science project altogether? Model the problem on the number line, and write an equation to solve.

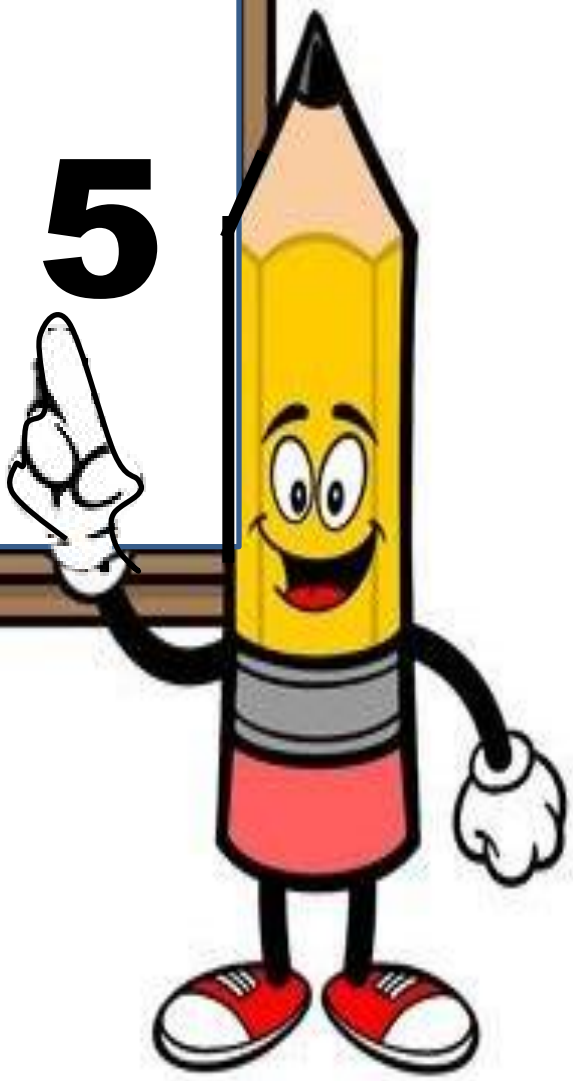


Abby spent _____ minutes working on her science project.

2. Peter practices violin for a total of **55 minutes** over the weekend. He practices **25 minutes** on Saturday. How many minutes does he practice on Sunday? Subtraction

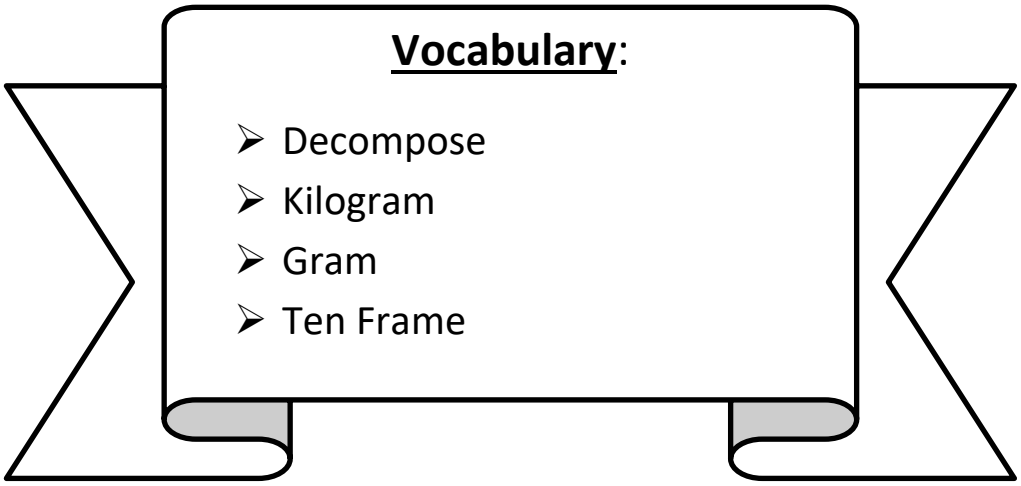
Brighter Choice
Charter School for Boys

Day # 5



LEQ: How can I build and decompose a kilogram to reason about the size and weight of 1 kilogram using grams?

Objective: I can use a ten frame to build and decompose a kilogram to reason about the size and weight of 1 kilogram in grams.



Name: _____ Week 7 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

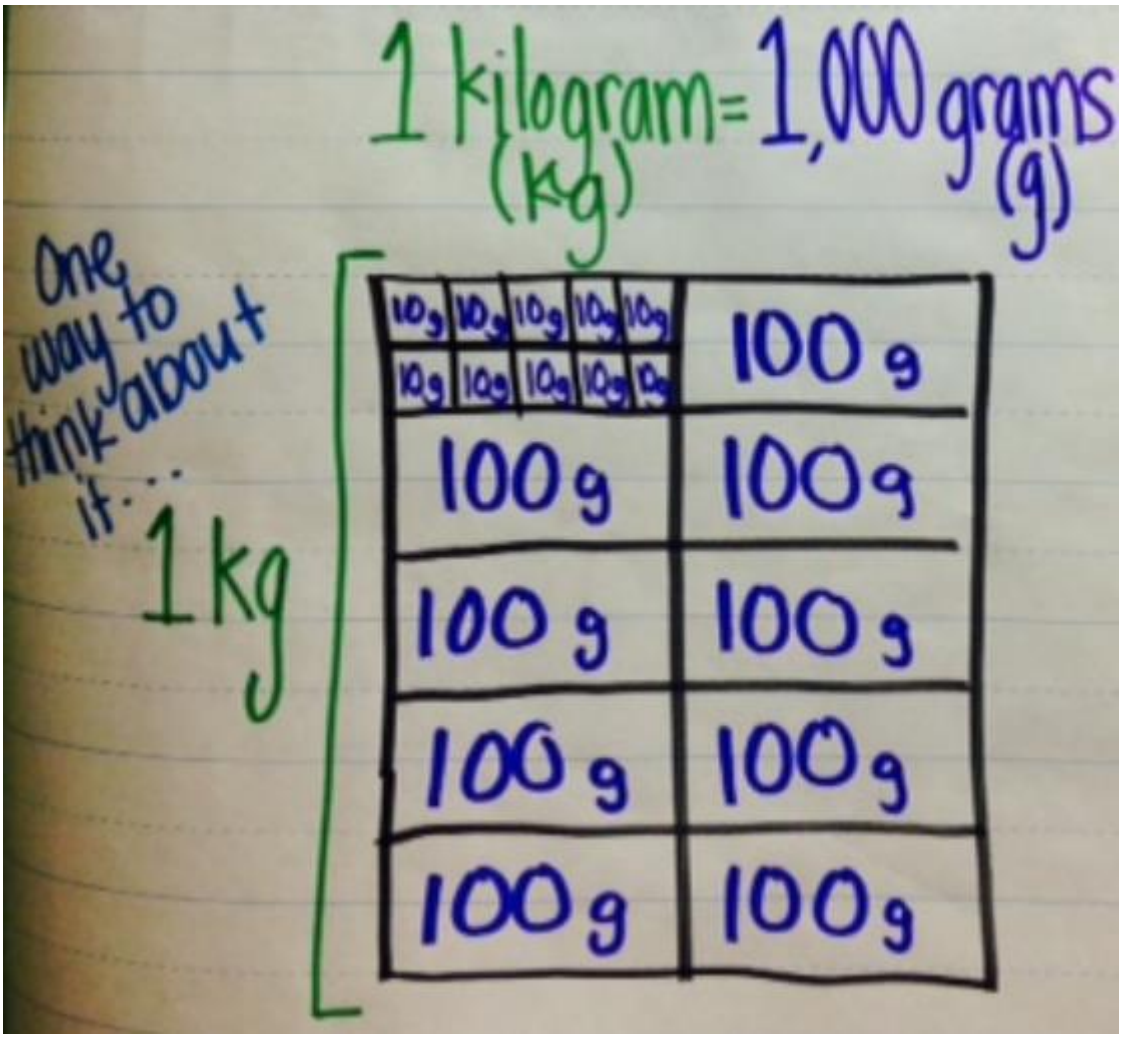
1. 5 x 4 = _____	**26.** 3 x 3 = _____
2. 4 x 10 = _____	**27.** 5 x 8 = _____
3. 3 x 1 = _____	**28.** 2 x 9 = _____
4. 5 x 6 = _____	**29.** 3 x 4 = _____
5. 0 x 2 = _____	**30.** 2 x 5 = _____
6. 10 x 3 = _____	**31.** 5 x 1 = _____
7. 4 x 9 = _____	**32.** 3 x 8 = _____
8. 2 x 6 = _____	**33.** 5 x10 = _____
9. 10 x 1 = _____	**34.** 1 x 1 = _____
10. 5 x 5 = _____	**35.** 2 x10 = _____
11. 3 x 7 = _____	**36.** 5 x 0 = _____
12. 4 x 0 = _____	**37.** 2 x 1 = _____
13. 2 x 8 = _____	**38.** 5 x 2 = _____
14. 4 x 6 = _____	**39.** 4 x 8 = _____
15. 2 x 7 = _____	**40.** 0 x 10 = _____
16. 4 x 1 = _____	**41.** 4 x 7 = _____
17. 0 x 9 = _____	**42.** 3 x 9 = _____
18. 3 x 5 = _____	**43.** 0 x 6 = _____
19. 2 x 4 = _____	**44.** 8 x 1 = _____
20. 0 x 8 = _____	**45.** 2 x 2 = _____
21. 4 x 4 = _____	**46.** 7 x 3 = _____
22. 0 x 3 = _____	**47.** 9 x 1 = _____
23. 3 x 6 = _____	**48.** 0 x 7 = _____
24. 1 x 7 = _____	**49.** 6 x 1 = _____
25. 0 x 1 = _____	**50.** 5 x 10 = _____

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Input:

_____and _____are units used to measure weight. We abbreviate or shorten kilograms as_____ and grams as_____**.** The prefix "*kilo"* means one thousand, which is why 1,000 grams are equal to 1 kilogram. I can use a ten frame to decompose a kilogram into ten groups of _____ g.



Name: _____ Week 7 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Input:

1 Kilogram (kg) = 1,000 grams (g)

- 1,000 g x 1 = 1,000 g
- 100 g x 10 = 1,000 g
- 10 g x 100 = 1,000 g

What do you notice about the numbers of zeros on each side of the equations?

Fill in the Blanks to balance the beams

_____ groups of _____ g weights
_____ groups of _____ g weights
_____ groups of _____ g weights

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

1. Decompose 1 kilogram into groups of 100 grams.

1 kg = __10____ x 100g

_____ g	_____ g	_____ g	_____ g	_____ g
_____ g	_____ g	_____ g	_____ g	_____ g

2. Decompose 100 grams into groups of 10 grams.

100 g = _____ x 10g

_____ g	_____ g	_____ g	_____ g	_____ g
_____ g	_____ g	_____ g	_____ g	_____ g

3. Decompose 10 grams into groups of 1 gram.

10 g = _____ x 10g

_____ g	_____ g	_____ g	_____ g	_____ g
_____ g	_____ g	_____ g	_____ g	_____ g

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

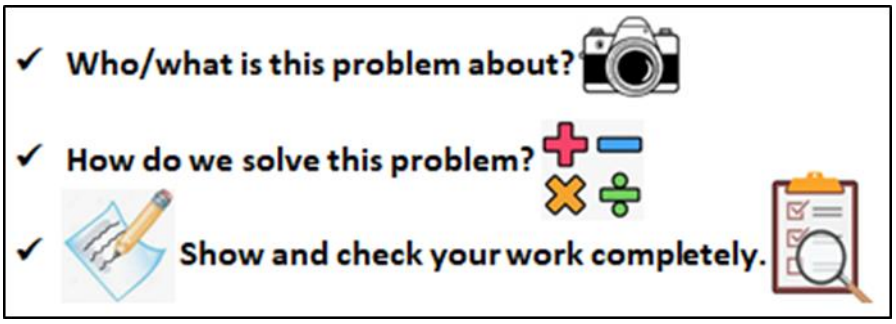
Problem Set:

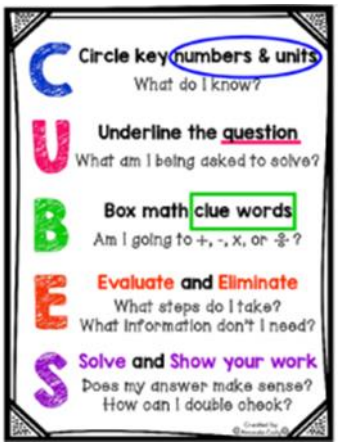
4. Ten bags of flour weigh 1 kilogram. How many grams does each bag of sugar weigh?

5. One hundred bags of rice weigh 1 kilogram. How many grams does each bag of rice weigh?

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Ten bags of salt weigh 1 kilogram. How many grams does each bag of salt weigh?

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

Ten bags of sugar weigh 1 kilogram. How many grams does each bag of sugar weigh?

_____ g				

Each square represents 1 bag of sugar

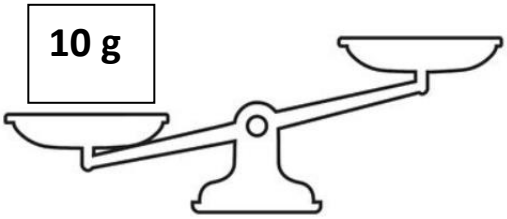
Name: _____ Week 7 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

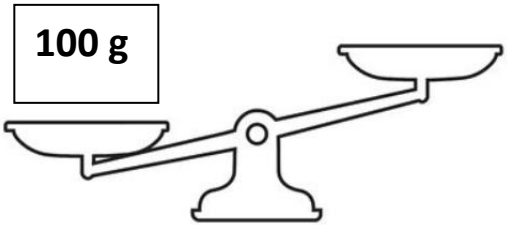
Homework:

1. Balance the scales.

a. Isaiah puts a **10-gram** weight on a pan balance. How many 1-gram weights does he need to balance the scale?

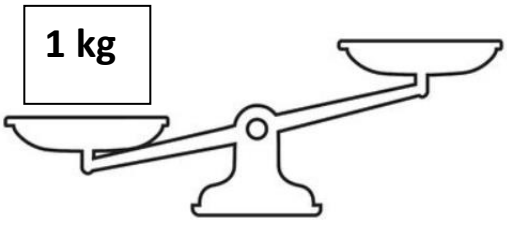


b. Next, Isaiah puts a **100-gram** weight on a pan balance. How many **10-gram** weights does he need to balance the scale?



c. Isaiah then puts **a kilogram** weight on a pan balance. How many **100-gram** weights does he need to balance the scale?

1



Name _____

3rd Grade Modified Math Remote Learning Packet

Week 8

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

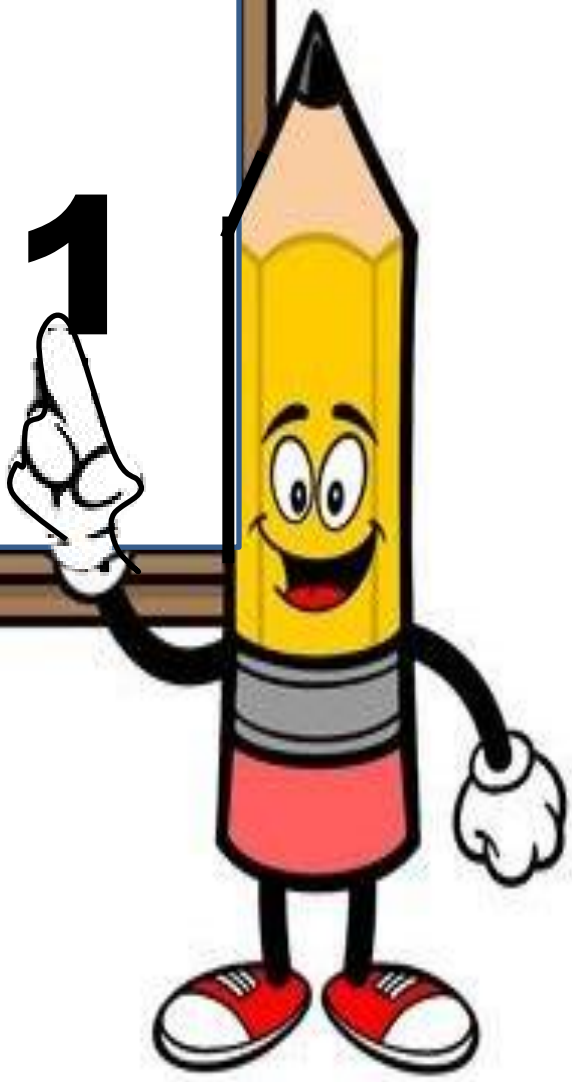
_____ _____

(Parent Signature) (Date)

Parents please note that all academic are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

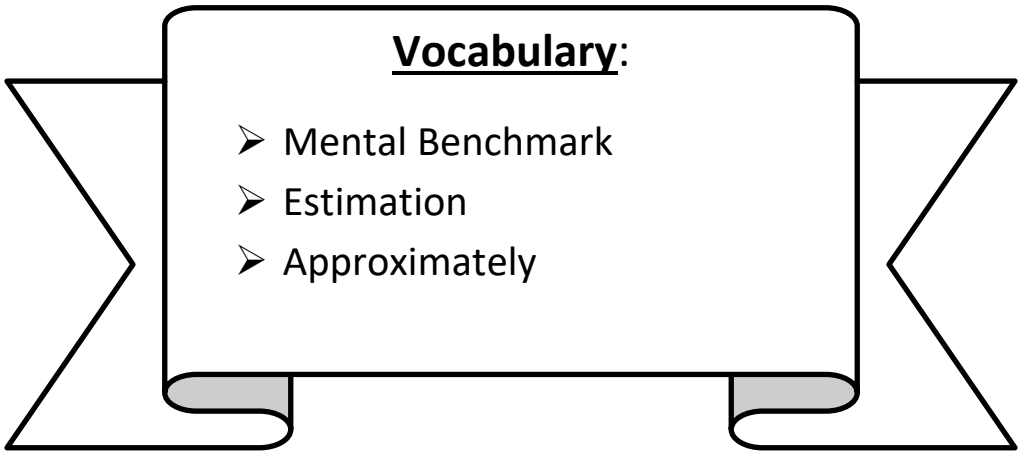
Brighter Choice
Charter School for Boys

Day # 1



LEQ: How can I establish mental benchmarks for kilograms?

Objective: I can develop estimation strategies from a series of familiar objects to establish mental benchmarks for kilograms.



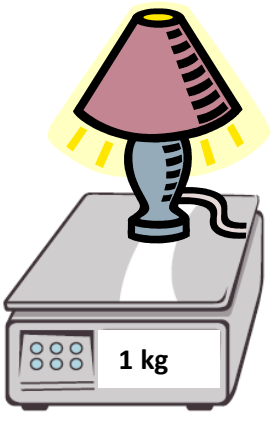
Name: _____ Week 8 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

<u>Do Now:</u> Read each digital scale. Write each weight using the word *kilogram* or *gram* for each measurement.

3 Kilogram

_____ _____ _____



907 grams

_____ _____ _____

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Input:

We don't always have access to a scale to measure weight, which is why there are _____objects we can use to develop _____strategies for grams and kilograms. These mental benchmarks will help us make an educated guess about how much an object _____ weighs.

Circle the correct unit of weight for each estimation.

1. A box of cereal weighs about 350 (grams / kilograms).
2. A watermelon weighs about 3 (grams / kilograms).
3. A postcard weighs about 6 (grams / kilograms).
4. A cat weighs about 4 (grams / kilograms).
5. A bicycle weighs about 15 (grams / kilograms).

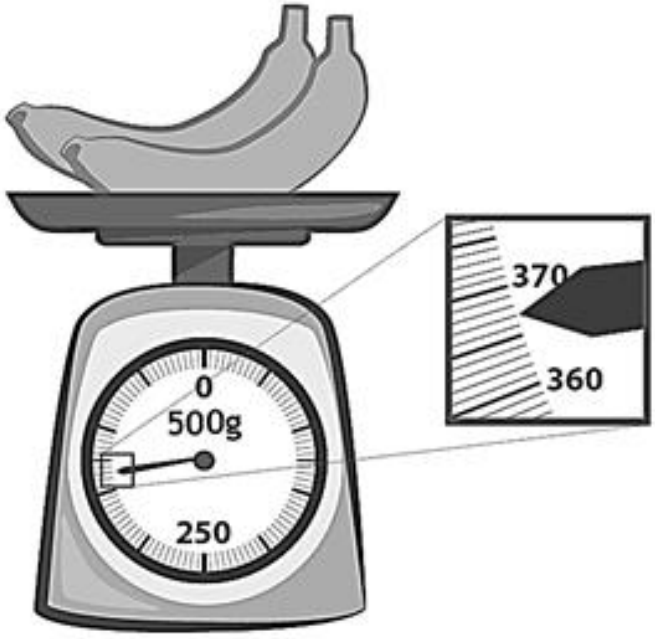
Name: _____ Week 8 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Input:

Read and write the weights below. Write the word ***kilogram* or *gram*** with the measurement

_____

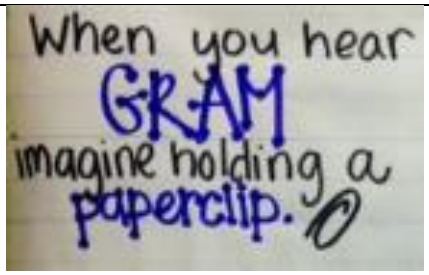
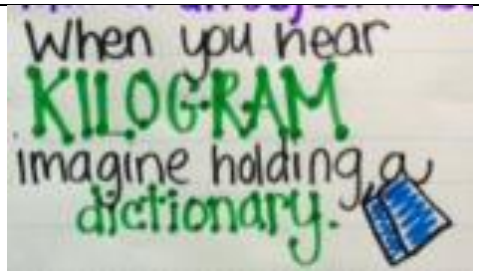


_____

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

<u>Problem Set:</u> Circle the correct unit of weight for each estimation.

Mental Benchmarks	
1 kg	**1 g**
	

1. A lemon weighs about 58 (**grams** / kilograms).
2. An orange weighs about 200 (grams / kilograms).
3. A basketball weighs about 624 (grams / **kilograms**).
4. A brick weighs about 2 (grams / kilograms).
5. A small packet of sugar weighs about 4 (grams / kilograms).
6. A tiger weighs about 190 (grams / kilograms).
7. A cellphone weighs about 800 (grams / kilograms).
8. A bag of apples weighs approximately 1 (gram / kilogram).
9. A pack of chewing gum weighs approximately 10 (grams / kilograms).

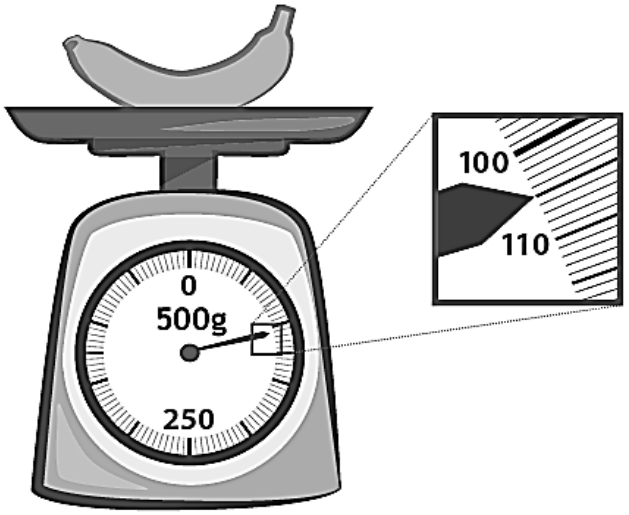
Name: _____ Week 8 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

Read and write the weights below. Write the word ***kilogram*** **or** ***gram*** with the measurement

10.



_____

11.

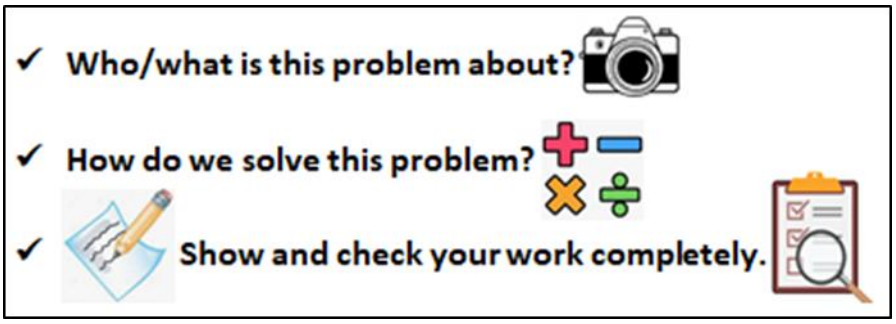
_____

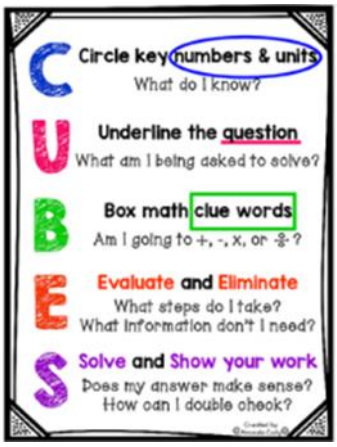
12.

_____

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Harvard Yale Princeton





Application:

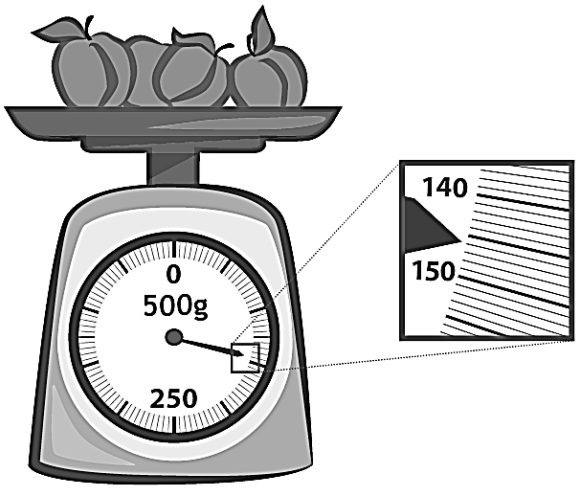
Justin put a **1-kilogram** bag of flour on one side of a pan balance. How many **100-gram** bags of flour does he need to put on the other pan to balance the scale?

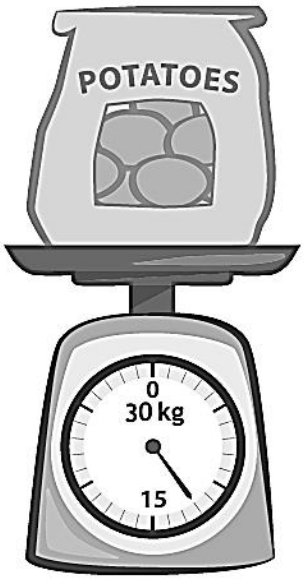
Name: _____ Week 8 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

1. **Read and write the weights below. Write the word *kilogram* or *gram* with the measurement.**





_____ _____

2. **Circle the correct unit of weight for each estimation.**

   a. A banana weighs about 500 (grams / kilograms).

   b. A baseball weighs about 650 (grams / kilograms).

   c. A book weighs about 900 (grams / kilograms).

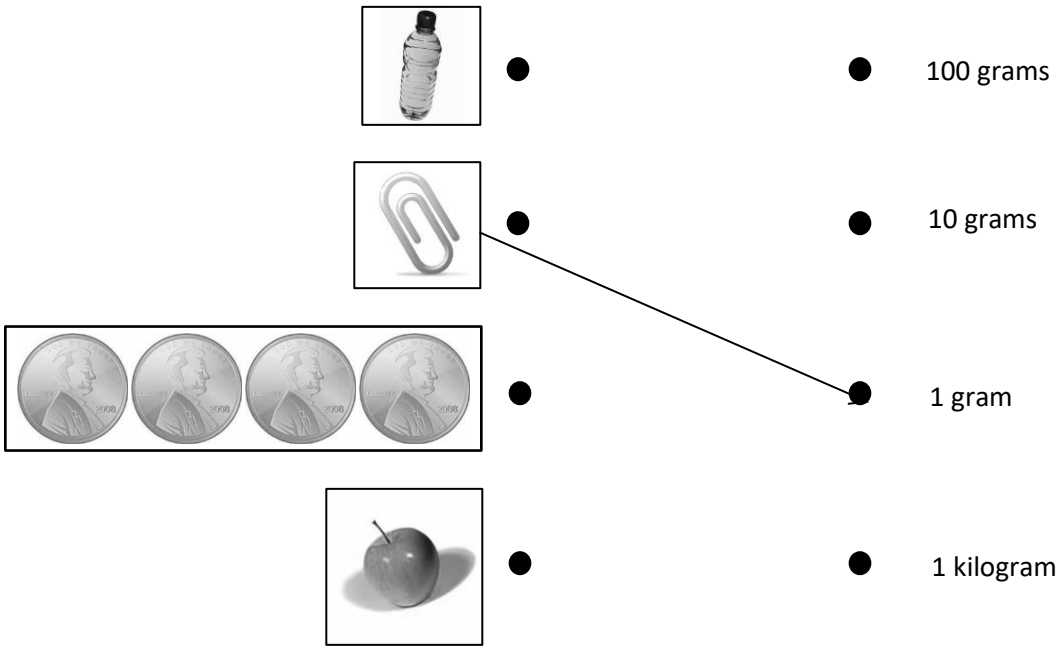
   d. A small child weighs about 30 (grams / kilograms).

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. Match each object with its approximate weight.



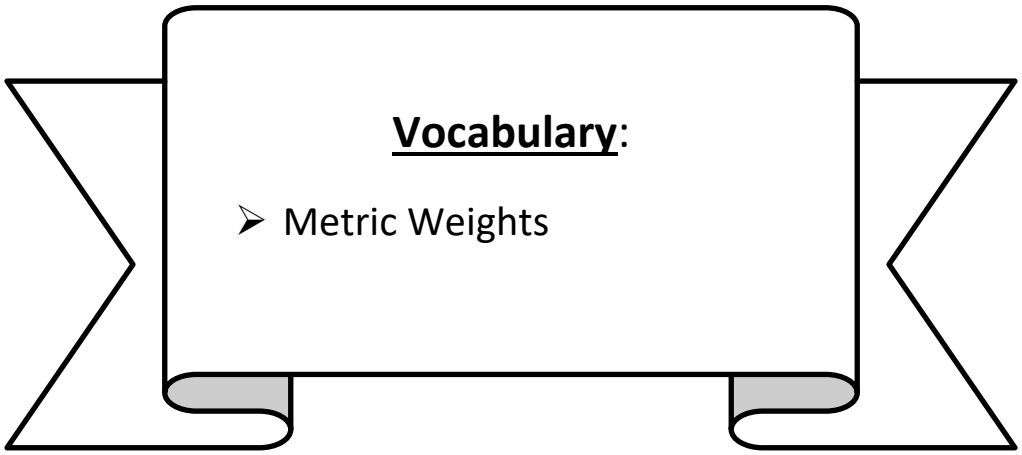
2. Alicia and Jeremy weigh a cell phone on a digital scale. They write down 113 but forget to record the unit. Which unit of measurement is correct, grams or kilograms? How do you know?

Brighter Choice
Charter School for Boys

Day # 2

LEQ: How can I solve one-step word problems involving metric weights within 100?

Objective: I can use CUBES and write an answer sentence to solve one-step word problems involving metric weights within 100.



Name: _____ Week 8 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

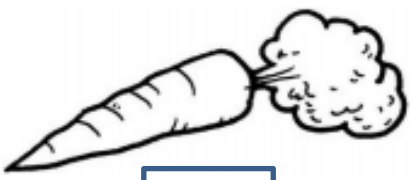
Estimating Grams and Kilograms

A **gram** (g) is used to measure the weight or mass of very light objects.
A small paperclip weighs about a gram.

A **kilogram** (kg) is used to measure the weight of heavier objects.
A one-liter bottle of water weighs about a kilogram.

Choose the best estimate for each object or animal shown.

1.

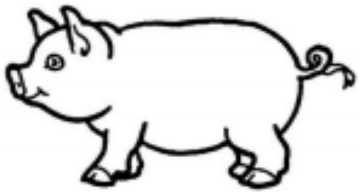


18 grams
4 kilograms
8 kilograms

2.

20 grams
500 grams
18 kilograms

3.

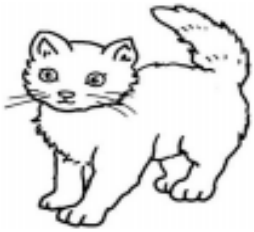


900 grams
9 kilograms
90 kilograms

4.

960 grams
18 kilograms
3 kilograms

5.



570 grams
7 kilograms
37 kilograms

6.

3 grams
300 grams
3 kilograms

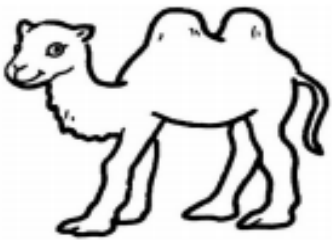
7.

100 grams
1 kilogram
100 kilograms

8.

1 gram
50 grams
1 kilogram

9.



600 kilograms
60,000 kilograms
6,000 grams

Name: _____ Week 8 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Input:

1. Use tape diagrams to model the following problems. Ken and his brother Jiro get weighed at the doctor's office. Ken weighs 35 kilograms, and Jiro weighs 43 kilograms.

a. What is Ken and Jiro's **total** weight?

Ken and Jiro weigh _____ kilograms.

b. How much heavier is Jiro than Ken? Subtraction

Jiro is _____ kilograms heavier than Ken.

Name: _____ Week 8 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Input:

2. The weights of a backpack and suitcase are shown below.

5 kg

15 kg

a. How much heavier is the suitcase than the backpack? Subtraction

b. What is the **total** weight of **4** identical backpacks?

c. How many backpacks weigh the same as one suitcase?

Name: _____ Week 8 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

1. Use tape diagrams to model the following problems. Jenny and her brother Dylan get weighed at the doctor's office. Jenny weighs 35 kilograms, and Dylan weighs 41 kilograms. In kilograms

a. What is Jenny and Dylan's total weight?

Jenny and Dylan's weigh _____ kilograms.

b. How much heavier is Dylan than Jenny? Subtraction

Dylan is _____ kilograms heavier than Jenny.

Name: _____ Week 8 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

2. The weights of a backpack and suitcase are shown below.

4 kg

12 kg

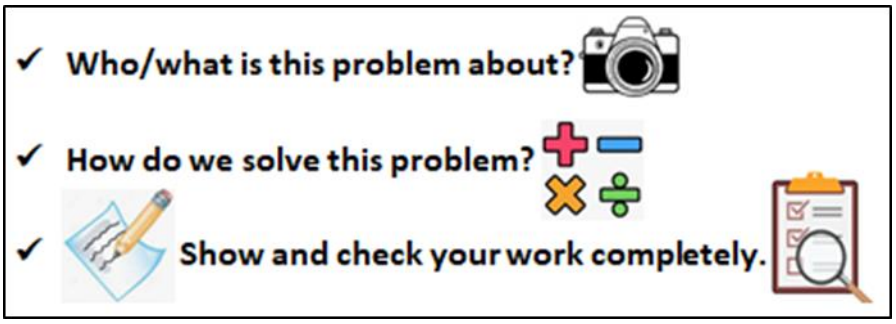
a. How much heavier is the suitcase than the backpack? Subtraction

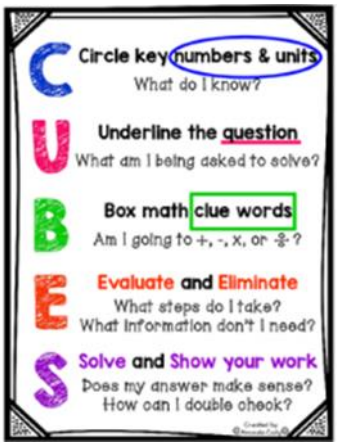
b. What is the **total** weight of 4 identical backpacks? Add

c. How many backpacks weigh the same as one suitcase?

Name: _____ Week 8 Day 2 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Jared estimates that his houseplant is as heavy as a **5-kilogram** bowling ball. Draw a tape diagram to estimate the weight of 3 houseplants.

Name: _____ Week 8 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket: The weights of a backpack and suitcase are shown below.

7 kg

21 kg

a. How much heavier is the suitcase than the backpack?

b. What is the total weight of 4 identical backpacks?

c. How many backpacks weigh the same as one suitcase?

Name: _____ Week 8 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. The weights of 3 fruit baskets are shown below.

Basket A
12 kg

Basket B
8 kg

Basket C
16 kg

   a. Basket ___**C**___ is the heaviest.

   b. Basket _____ is the lightest.

   c. Basket A is _____ kilograms heavier than Basket B.

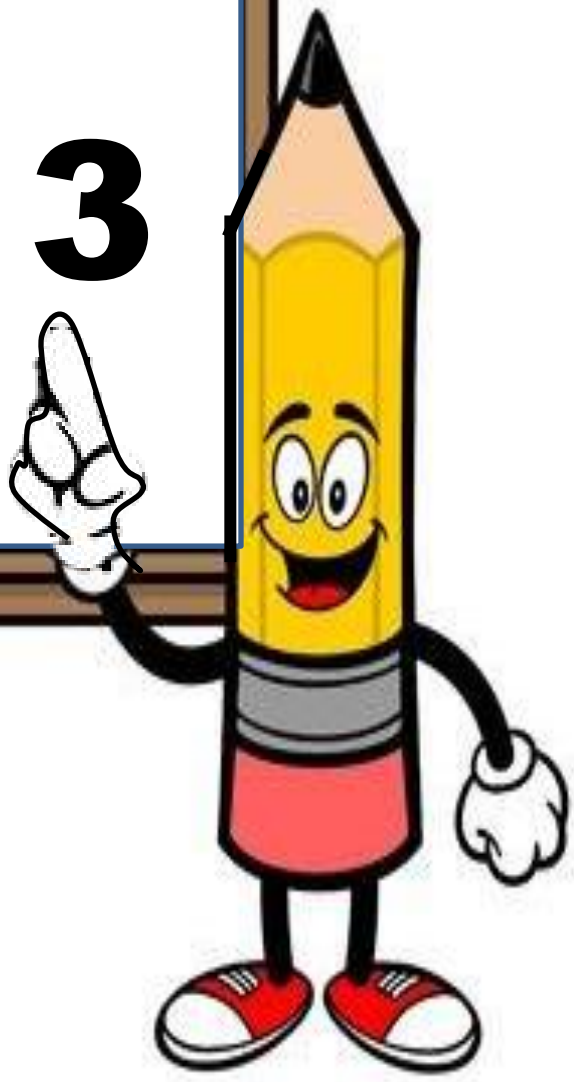
   d. What is the total weight of all three baskets?

2. Each journal weighs about **280 grams**. What is **total** weight of **3** journals?

3. Ms. Rios buys **453 grams** of strawberries. She has **23 grams** left after making smoothies. How many grams of strawberries did she use?

Brighter Choice
Charter School for Boys

Day # 3



LEQ: How can I build and decompose a liter to reason about the size and weight of 1 liter in milliliters?

Objective: I can use my notes to build and decompose a liter to reason about the size and weight of 1 liter in milliliters.

Vocabulary:

- Liter
- Milliliter
- Capacity
- Liquid Volume
- Decompose

Name: _____ Week 8 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Do Now: Find the sum.

4 + 3 = 7	5 + 9 =	6 + 6 =	7 + 10 =	3 + 1 =
7 + 2 =	6 + 4 =	7 + 8 =	9 + 9 =	5 + 0 =
8 + 9 =	5 + 10 =	9 + 3 =	2 + 4 =	10 + 1 =
7 + 5 =	3 + 8 =	2 + 3 =	10 + 10 =	8 + 4 = 12
5 + 5 =	6 + 3 =	9 + 7 =	1 + 1 =	9 + 2 =
6 + 8 =	7 + 4 =	3 + 3 =	10 + 6 =	7 + 7 =
3 + 10 =	5 + 6 =	7 + 2 =	1 + 4 =	0 + 2 =
4 + 4 =	5 + 8 =	9 + 6 =	4 + 5 =	7 + 3 =
8 + 10 =	6 + 7 =	10 + 4 =	8 + 8 =	6 + 10 =
5 + 6 =	9 + 1 =	10 + 2 =	7 + 6 =	5 + 1 =

Name: _____ Week 8 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input:

The amount of liquid a container holds is called its _____.
A _____ is a unit we use to measure amounts of liquid. We call an amount of liquid, ***liquid volume***. To abbreviate the word liter, use a capital_____. We're going to decompose 1 liter into smaller units called _____.
To abbreviate milliliter we write _____.

Decomposing a liter (L) into a milliliter (mL)

1 L = 1,000 mL

1 x 1,000 mL = 1L
10 x 100 mL = 1L
100 x 10 mL = 1L
1,000 x 1mL = 1L

Decompose 1 Liter into groups of 100 Milliliters.

1 L = ___100___ x 10 mL

10 _____ mL	_____ mL	_____ mL	_____ mL	_____ mL
_____ mL	_____ mL	_____ mL	_____ mL	_____ mL

1 L

A **liter** (L) and a **milliliter** (mL) are two units for measuring capacity in the metric system.

This bottle holds 1 liter of water.

A milliliter is about 20 drops of water.

Name: _____ Week 8 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input:

1.Mrs. Mercado fills a 1-liter jar with water from the lake. She uses a 100-milliliter cup to scoop water out of the lake and pour it into the jar. How many times will Mrs. Mercado scoop water from the lake to fill the jar?

Decomposing a liter (L) into a milliliter (mL)

1 L = 1,000 mL

1 x 1,000 mL = 1L

10 x 100 mL = 1L

100 x 10 mL = 1L

1,000 x 1mL = 1L

C U B E S

2. How many groups of 10 milliliters are in 1 liter? Explain.

There are _____ groups of 10 milliliters in 1 liter.

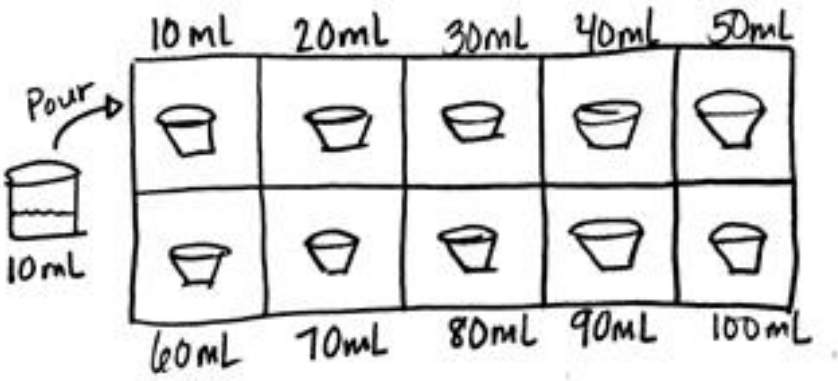
Name: _____ Week 8 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input:

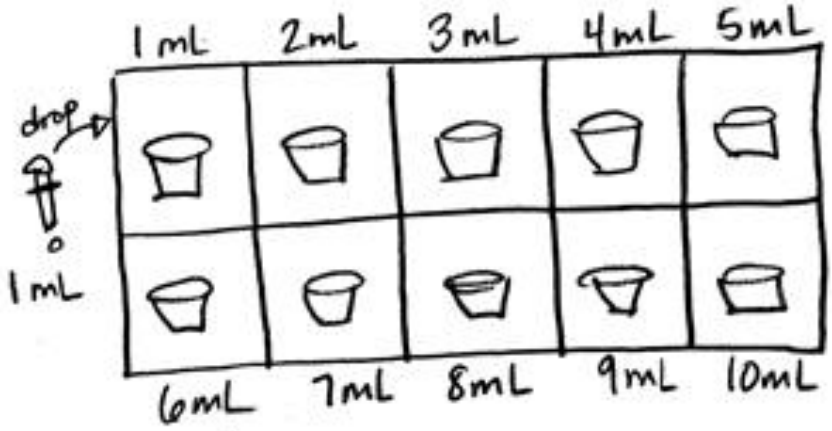
Write an equation to represent **100 mL** of water decomposed into **10** parts.

10 x ____ mL = 100 mL	**100 mL ÷ 10 = ____ mL**



Write an equation to represent **10 mL** of water decomposed into **10** parts.

10 x ____ mL = 10 mL	**10 mL ÷ 10 = ____ mL**



Name: _____ Week 8 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

1. Mrs. Mclean fills a 1-liter bottle with water from the tub. She uses a **100-milliliter** cup to scoop water out of the tub and pour it into the jar. How many times will Mrs. Mclean scoop water from the tub to fill the jar?

Decomposing a liter (L) into a milliliter (mL)
1 L = 1,000 mL
1 x 1,000 mL = 1L
10 x 100 mL = 1L
100 x 10 mL = 1L
1,000 x 1mL = 1L

C

U

B

E

S

2. How many groups of **10 milliliters** are in **1 liter**? Explain.

In one liter there are

_____

_____

There are _____ groups of 10 milliliters in 1 liter.

Name: _____ Week 8 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

3. Daniel's fish tank holds **24 liters** of water. He uses a **4-liter** bucket to fill the tank. How many buckets of water are needed to fill the tank?

Decomposing a liter (L) into a milliliter (mL)

1 L = 1,000 mL

1 x 1,000 mL = 1L

10 x 100 mL = 1L

100 x 10 mL = 1L

1,000 x 1mL = 1L

C

U

B

E

S

---

4. Sheila buys **15 liters** of paint to paint her house. She pours the paint equally into **3** buckets. How many liters of paint are in each bucket?

C

U

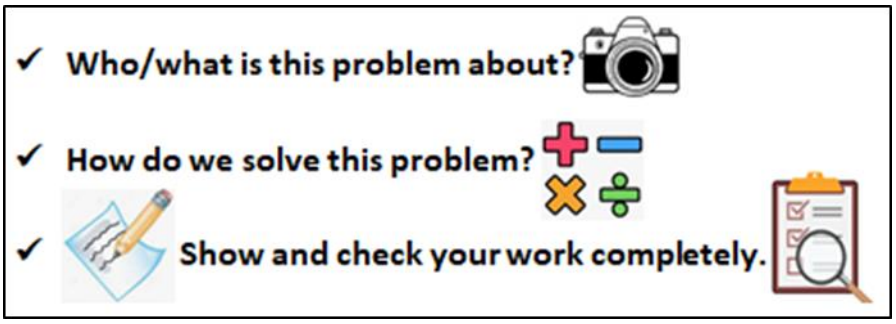
B

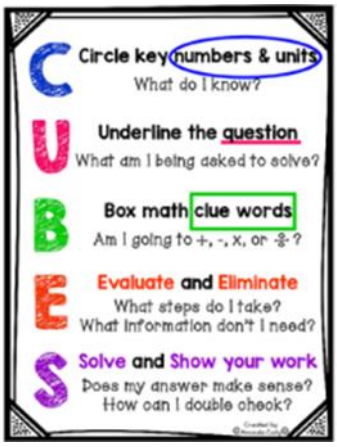
E

S

Name: _____ Week 8 Day 3 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Mrs. Goldstein pours **3** juice boxes into a bowl to make punch. Each juice box holds **236 milliliters**. How much juice does Mrs. Goldstein pour into the bowl?

Name: _____ Week 8 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

1. **Morgan fills a 1-liter jar with water from the pond. She uses a 100-milliliter cup to scoop water out of the pond and pour it into the jar. How many times will Morgan scoop water from the pond to fill the jar?**

Decomposing a liter (L) into a milliliter (mL)

1 L = 1,000 mL

1 x 1,000 mL = 1L

10 x 100 mL = 1L

100 x 10 mL = 1L

1,000 x 1mL = 1L

C U B E S

2. **How many groups of 10 milliliters are in 1 liter? Explain.**

There are _____ groups of 10 milliliters in 1 liter.

Name: _____ Week 8 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. Find containers at home that have a capacity of about 1 liter. Use the labels on containers to help you identify them.

a.

Name of Container
Example: Carton of orange juice

b. Draw the containers. How do their sizes and shapes compare?

2.The doctor prescribes Mrs. Larson 5 milliliters of medicine each day for 3 days. How many milliliters of medicine will she take altogether?

C U B E S


Brighter Choice
Charter School for Boys
Day # 4

LEQ: How can I estimate and measure liquid volume in liters and milliliters?

Objective: I can use the vertical number line to estimate and measure liquid volume in liters and milliliters.

Vocabulary:

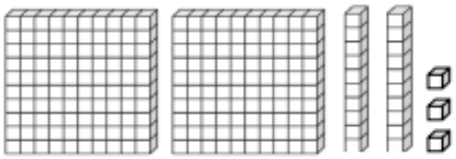
- Halfway Point
- Vertical Number Line

Name: _____ Week 8 Day 4 Date: _____

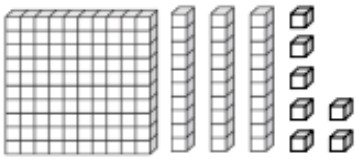
BCCS-B Harvard Yale Princeton

Do Now: Use place value to write the numbers shown by the blocks.

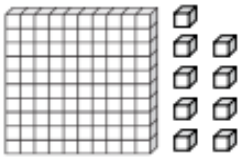
Place Value

a. 

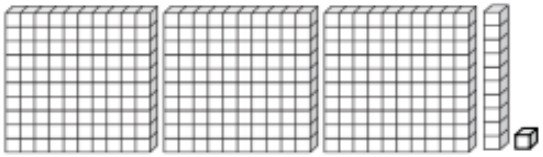
hundreds	tens	ones	number
2	2	3	223

b. 

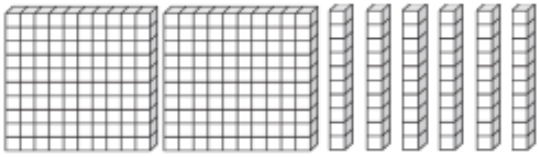
hundreds	tens	ones	number

c. 

hundreds	tens	ones	number

d. 

hundreds	tens	ones	number

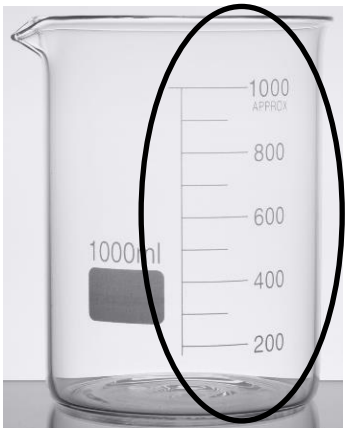
e. 

hundreds	tens	ones	number

Name: _____ Week 8 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

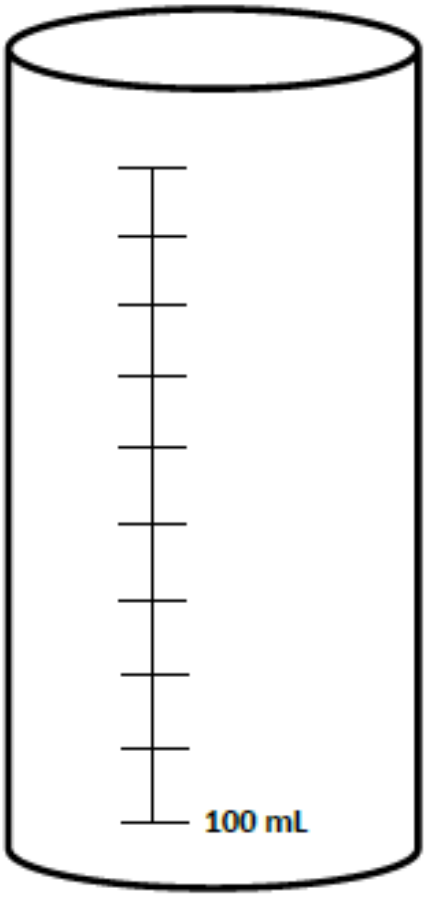
Input:



This is a beaker. Stop and think: what does the circled portion remind you of?

The number lines that we've been working with are horizontal. This means that they go from left to right. The number line on this beaker runs up and down—we call this a _____number line. The capacity of this beaker is _____mL or 1 _____. The more liquid you pour, the greater the number and the _____ you'll be on the vertical number line.

The _____ is right in the middle.



What To Do:

- Label each line on the vertical number line
- Shade in 500 mL
- Determine how many more mL need to be filled to reach capacity

Name: _____ Week 8 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

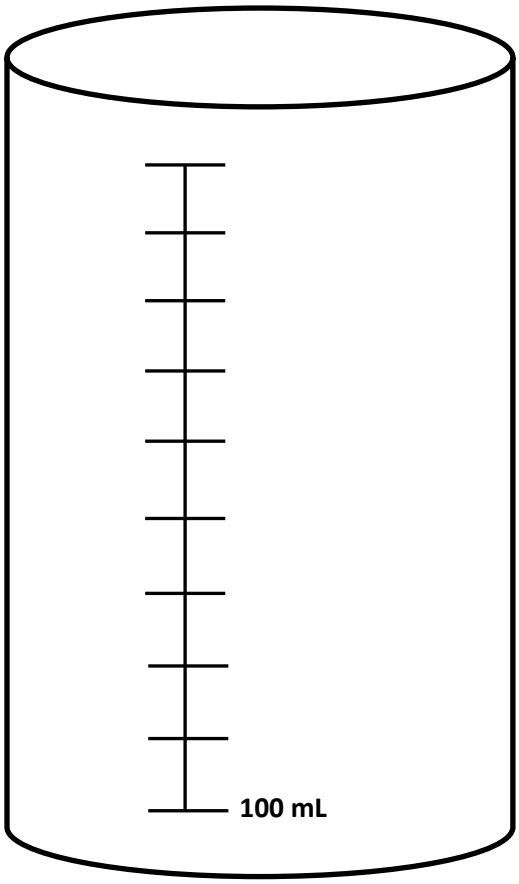
Input:

Label the vertical number line on the container to the right. Answer the questions below.

a. What did you label as the halfway mark? Why?

b. If you pour out 300 mL of water, how many **mL** are left in the container?

c. If you pour out **400 mL** of water, how many **mL** are left in the container?

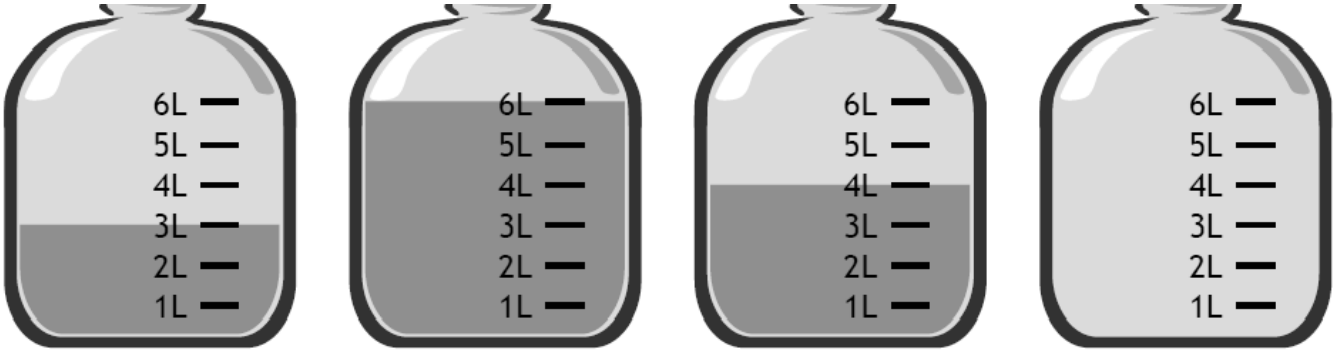


Name: _____ Week 8 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

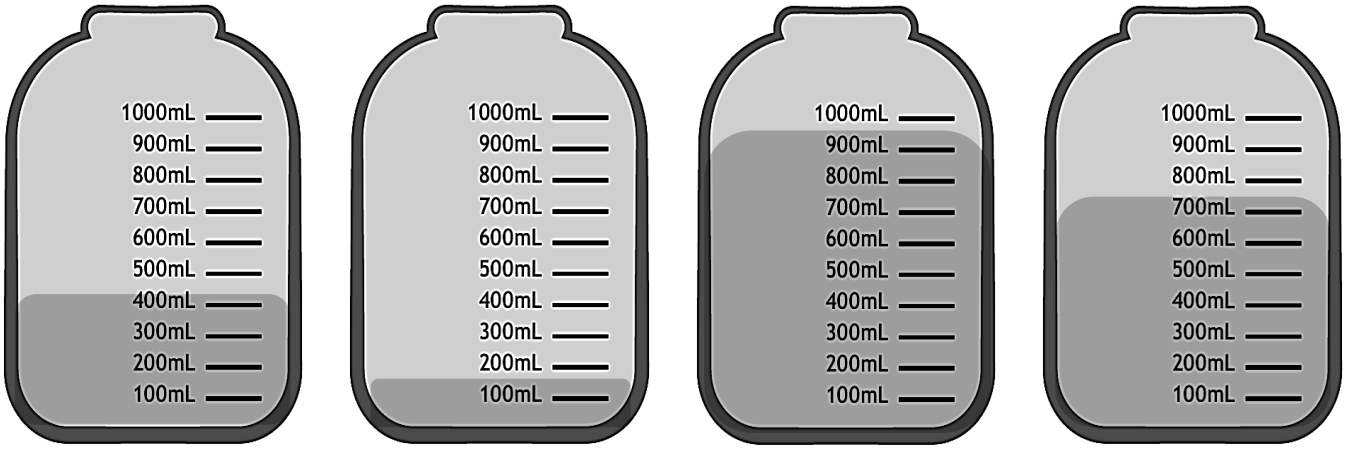
Problem Set:

1. How much liquid is in each container?



3 liters _____ _____ _____

2. Estimate the amount of liquid in each container to the nearest hundred milliliters.



400 mL _____ _____ _____

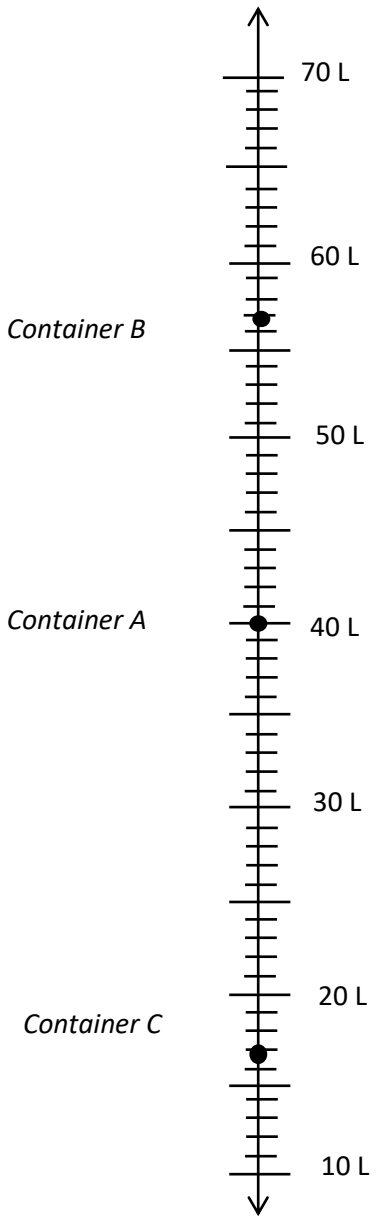
Name: _____ Week 8 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set:

3. Use the number line to record the capacity of the containers.

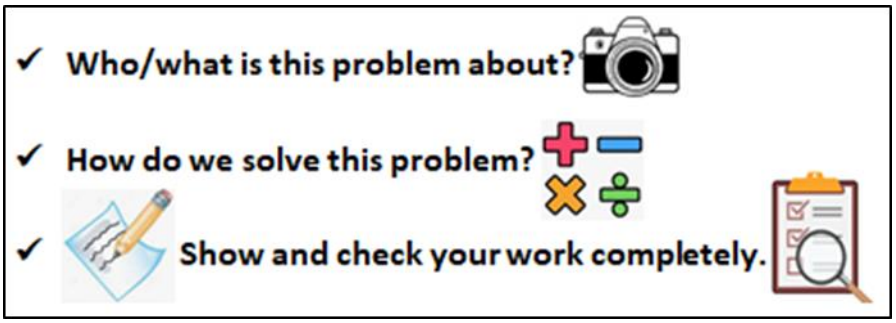
Container	Capacity in Liters
A	40 liters
B	
C	

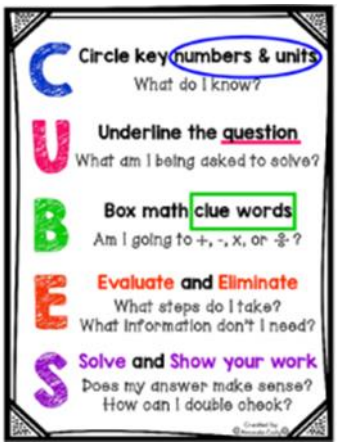


1. What is the difference between the capacity of Container **B** and Container **C**? Subtract B from C

Name: _____ Week 8 Day 4 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Noorullah drinks **4 Liters** of water each day. How many **mL** does he drink in 2 days?

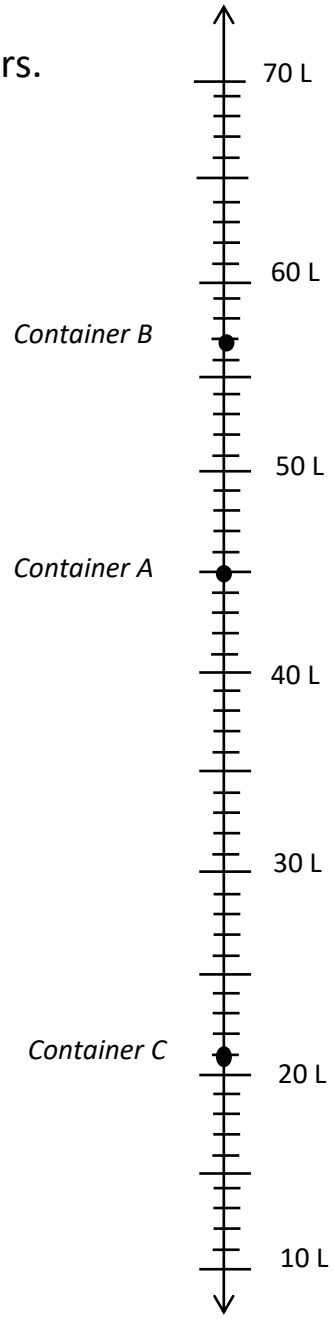
Name: _____ Week 8 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

1. Use the number line to record the capacity of the containers.

Container	Capacity in Liters
A	
B	
C	



2. What is the difference between the capacity of Container A and Container C?

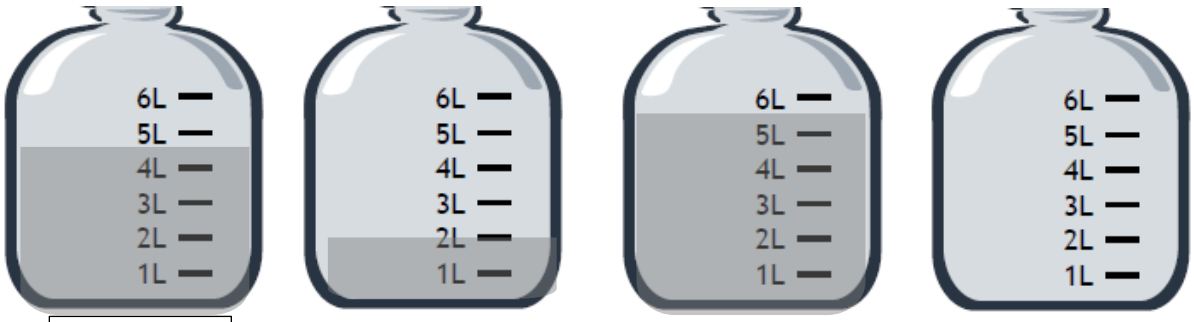
Name: _____ Week 8 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. How much liquid is in each container?

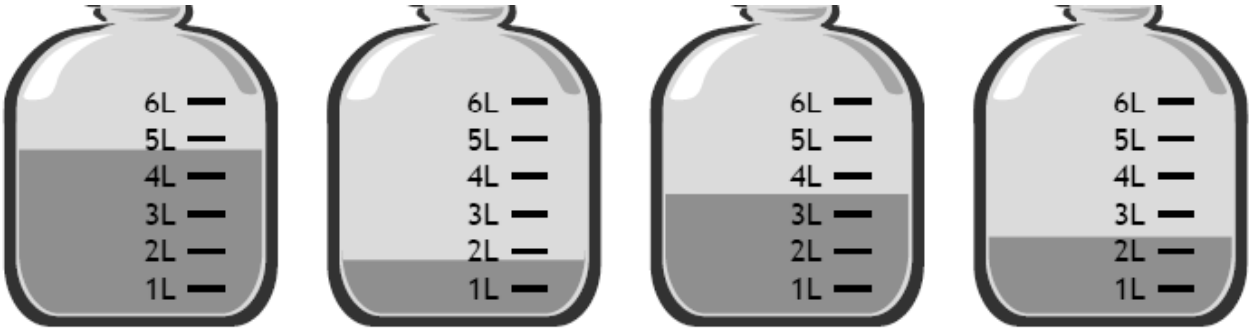
Container 1 *Container 2* *Container 3* *Container 4*



4 liters _____ _____ _____

2. Jonathan pours the contents of Container 1 and Container 3 above into an empty bucket. How much liquid is in the bucket after he pours the liquid?

3. Estimate the amount of liquid in each container to the nearest liter.



_____ _____ _____ _____