

#### **3rd Grade Math** Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at <u>www.dclibrary.org</u>.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



#### **3rd Grade Math Preparación Académica para 2020**

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electronico, telefono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor anímalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a <u>www.dclibrary.org</u>.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



#### ትምህርታዊ ዝግጁነት ስ 2020 **3rd Grade Math**

የተከበራቸሁ የሴንተር ሲቲ ወላጆች

በዚህ ፈታፕ ወቅት የሴንተር ሲቲ ሰራተኞፕ ልጅዎ በ 2020 መ7ባጿጃ ላይ ወጿ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋ7ጥ የተቻለንን ሁሉ እያጿረን ነው ፡፡ በዚህ የትምህርት ዓመት የተሸፈኑ መሠረታዊ ይዘቶፕ ላይ የሚያተኩር ይህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል ፡፡ የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንጿ7ና ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ይህንን ስራ መሙላት/መስራት አለበት፡፡

ይህ ፓኬት በግምት የክራት ሳምንታት ሥራን ያካትታል ፡፡ ከግንበት/ሚይ 4 እስከ 22 ኛው ባለው 2ዜ መምህራን በዚህ ፓኬጅ ይዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዋል/በኢንተርንት ለሚደረግ ትምህርት መርሃ ግብር ያዘጋጃሉ ፡፡ እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ ፡፡

በዚህ እሽግ ውስጥ የሚከተሉትን ያንኛሉ፡

- ስእያንዳንዱ ስራዎች የ7ጽ ቁጥሮችን የሚያሳይ የይዘት ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጅ/ኮፒ

የልጅዎ አስተማሪዎች እስከ ሜይ 22 ባለው ግዚ መቼ እንደሚ7ኙ እና እንዴት በአካዳሚክ ሥራ ላይ የተማሪዎን እድ7ት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ ፣ በኢሜል ፣ በስልክ ወይም በክፍል ዶጆ/ በኩል ለማድረስ ጥረት ያደርጋሉ ፡፡

በአሁኑ ሰአት እንዲሁም እስከ ሰመር ባለው 2ዜ የልጅዎን የትምሀርት እድንት ለመደንፍ በርካታ መንንዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጸጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ስመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው ፡፡ መጽሐፍትን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይችላሉ ፡፡
- ሀሳቦቻቸውን ፡ ምልከታዎቻቸውን ፣ ወይም ስዕሎቻቸውን ስመንልበጥ ልጆች ማስታወሻ ደብተር ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የአየር ሁኔታ እንደሚፈቀድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ይውጡ ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪው ጋር ይ7ናኙ ።

በእነዚህ ባልተለመዱ 2ዜያት ስለትዕግስትዎ እና እናመሰግናለን ፡፡ ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመ7ናኘት አያመንቱ ፡፡ ይህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጠቻቸውን ማህበራዊ ልዩነትን /ተራርቀ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን ፡፡

ከሠላምታ ጋር ፡

የሴንተር ሲቲ ቡድን



## **3rd Grade Math Packet**

#### Table of Contents

| Pages | Content   |
|-------|---|
| 1     | Daily Learning Calendar   |
|       | This calendar provides an overview of the content you will work on each day.  |
| 3-4   | Vocabulary List   |
| • ·   | Use this as a reference while you are doing your work each day.   |
|       | Notes & Anchor Charts   |
| 5-10  | Here, you will find copies of notes from a Center City teacher. Use these as a reference  |
|       | when you need an example or some suggestions of how to complete the daily learning.   |
|       | You will see reminders to refer to these throughout your packet.  |
|       | Activities & Games  |
| 11-46 | • Each daily learning assignment includes directions for a specific game. Tou may need to take some of these out of your packets if they need to be out out |
|       | <ul> <li>You can use either the templates provided or blank sheets of paper with them to show</li> </ul>  |
|       | vour work.  |
|       | Daily Learning Assignments - Each assignment is labeled with the date and includes the  |
|       | following sections:   |
|       | Daily Goal: This will tell you what content you are reviewing each day.   |
|       | • Warm-up: This section contains a daily riddle, a fluency game, or a review task. It should  |
|       | take about 15 minutes to complete.  |
|       | <ul> <li>You will see a page number to help you find the game or the notes in the packet.</li> </ul>  |
|       | <ul> <li>Some activities require that you do your work on a separate sheet of</li> </ul>  |
|       | paper.  |
| 47.00 | Hold on to any extra paper you use and give it to your teacher when you turn in your peaket.  |
| 47-98 | LUTTI III YOUL PACKEL.  |
|       | activities for you to review in addition to exercises to complete. It should take you about   |
|       | 25-35 minutes to complete   |
|       | <ul> <li>You may need to refer to the notes and anchor charts section of the packet</li> </ul>  |
|       | Reflection & Brain Growth: This section contains a question that asks you to reflect on   |
|       | your learning for the day. It should take between 10-15 minutes each day.   |
|       | • This section also contains a space to write any questions you need to check in  |
|       | with your teacher about. If you are able to speak with your teacher, you can  |
|       | record your notes from the conversation here as well.   |

| Tabla de Contenido |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|
| Páginas            | Contenido  |  |  |  |  |  |  |
| 1                  | <ul> <li>Calendario Cotidiano de Aprendizaje</li> <li>Este calendario proporciona una vista general del contenido en que va a trabaja cada día.</li> </ul>   |  |  |  |  |  |  |
| 3-4                | <ul> <li>Lista de Vocabulario</li> <li>Use esta como referencia mientras trabaja cada día.</li> </ul>  |  |  |  |  |  |  |
| 5-10               | <ul> <li>Apuntes y Tablas de Información</li> <li>Aquí, va a encontrar copias de los apuntes de un maestro de Center City. Use esto como referencia cuando necesita un ejemplo o algunas sugerencias de cómo cumplir el paquete de aprendizaje. Va a ver recordatorios para referir a esto durante todo el paquete.</li> </ul>   |  |  |  |  |  |  |
| 11-46              | <ul> <li>Actividades y juegos</li> <li>Cada trabajo incluye instrucciones para un juego específico. Tal vez necesita sacar algunas de estas del paquete para cortarlas.</li> <li>Usted puede usar las plantillas o hojas blancas de papel con ellos para mostrar su trabajo</li> </ul>   |  |  |  |  |  |  |
| 47-98              | <ul> <li>Trabajo de Aprendizaje - Cada trabajo está etiquetado con la fecha y incluye las siguientes secciones:</li> <li>Meta del Día: Esta meta va a mostrarle que contenido va a repasar cada día.</li> <li>Para Empezar: Esta sección contiene un acertijo, actividad de fluidez, o un trabajo de repaso. Debe tomar más o menos 15 minutos para cumplirla. <ul> <li>Va a ver un numero de pagina para ayudarle encontrar el jeugo o los apuntes en el paquete.</li> <li>Algunas actividades requieren una hoja separada en que a trabajar</li> <li>Guarde el papel extra que usa y entrégalo a su maestra cuando entregue su paquete</li> </ul> </li> <li>Repaso y Práctica: view &amp; Practice: Esta sección contiene el trabajo para el día. Puede incluir los apuntes o actividades para su repaso además de ejercicos para cumplir. Debe tomar 25-35 minutos para cumplir esta sección.</li> <li>Puede necesitar referir a las sección contiene una pregunta para reflexionar en el trabajo del día. Esta sección debe tomar entre 10-15 minutos cada día.</li> <li>Esta sección contiene un espacio para escribir cualesquiera preguntas que tenga para su maestra acerca del trabajo. Si puede hablar con la maestra, puede anotar la información de la conversación aquí también. If you are able to speak with your teacher you can record your potes from the conversation here as well</li> </ul> |  |  |  |  |  |  |

#### Daily Learning Calendar

| Week 1  |  |  |   |   |  |  |  |  |  |  |
|---|--|--|---|---|--|--|--|--|--|--|
| Day 1   | Day 2  | Day 3  | Day 4   | Day 5   |  |  |  |  |  |  |
| Pages: 47-49<br><b>Goal:</b> I can recognize<br>mathematical patterns<br>in a multiplication<br>table.          | Pages: 50- 51<br><b>Goal:</b> I can estimate<br>and measure an object<br>in different ways to<br>describe how the two<br>measurements relate<br>to the size of the unit<br>chosen. | Pages: 52-54<br><b>Goal:</b> I can recognize<br>mathematical patterns<br>in addition and<br>subtraction function<br>tables to create a rule.   | Pages: 55-56<br><b>Goal:</b> I can recognize<br>mathematical patterns<br>by generating a rule.                                  | Pages: 57-58<br><i>Goal: I can</i> generalize<br>patterns <i>in</i><br><i>multiplication and</i><br><i>division function tables</i><br><i>to fill in missing</i><br><i>numbers.</i> |  |  |  |  |  |  |
| Week 2  |  |  |   |   |  |  |  |  |  |  |
| Day 1   | Day 2  | Day 3  | Day 4   | Day 5   |  |  |  |  |  |  |
| Pages: 59-60  | Pages: 61-63   | Pages: 64-66   | Pages: 67-69  | Pages: 70- 73   |  |  |  |  |  |  |
| <b>Goal:</b> I can measure<br>the length of an object<br>by selecting and using<br>appropriate tools            | <b>Goal:</b> I can estimate<br>and measure an object<br>in different ways to<br>describe how the two<br>measurements relate<br>to the size of the unit<br>chosen.                  | <b>Goal:</b> I can represent<br>the area using square<br>units to cover a shape<br>and use measurement<br>vocabulary to describe<br>the area of<br>measurement with<br>square units. | <b>Goal:</b> I can find the<br>area of a rectangle<br>with whole number<br>side lengths by<br>multiplying the side<br>lengths.  | <b>Goal:</b> I can connect<br>the area of a rectangle<br>to the area model used<br>to represent<br>multiplication.  |  |  |  |  |  |  |
|   |  | Week 3   |   |   |  |  |  |  |  |  |
| Day 1   | Day 2  | Day 3  | Day 4   | Day 5   |  |  |  |  |  |  |
| Pages: 74-76  | Pages: 77-79   | Pages: 80-82   | Pages: 83-84  | Pages: 85-87  |  |  |  |  |  |  |
| <b>Goal:</b> I can use<br>addition to find the<br>total number of objects<br>arranged in<br>rectangular arrays. | <b>Goal:</b> I can connect<br>multiplication and<br>division<br>representations to<br>numeric<br>representations and<br>explain using<br>appropriate<br>vocabulary.                | <b>Goal:</b> I can identify<br>the information given<br>in a real world problem<br>and find a missing<br>factor to solve a<br>division problem.                                      | <b>Goal:</b> I can write a<br>division story to match<br>each expression. Use<br>equations, models and<br>words in your answer. | <b>Goal:</b> I can fluently<br>add and subtract within<br>100 using multiple<br>strategies.   |  |  |  |  |  |  |
|   |  | Week 4   |   |   |  |  |  |  |  |  |
| Memorial Day<br>No School   | Day 1<br>Pages: 88-89<br>Goal: I can use the<br>standard algorithm<br>and a number line to<br>add and subtract   | Day 2<br>Pages: 90-91<br>Goal: I can connect<br>the relationships of<br>addition and<br>subtraction to solve   | Day 3<br>Pages: 92-94<br>Goal: I can explain<br>why the answer to an<br>addition or subtraction<br>problem makes sense          | Day 4<br>Pages: 95-98<br>Goal: I can use what<br>I've learned during<br>distance learning and<br>the year to reflect on   |  |  |  |  |  |  |
|   | within 1000.   | and check my work.   |   | scholar.  |  |  |  |  |  |  |

#### **VOCABULARY LIST**



#### 3.MD.B.3 Represent and interpret data.

The ruler below measures in inches. A symbol for an **inch** is ".





3.OA.B.5 Understand properties of multiplication and the relationship between multiplication and division.

3.NB.T.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.

Multiplication
 inverse
 Division

 
$$3 \times 4 = 12$$
 $12 \div 3 = 4$ 
 $4 \times 3 = 12$ 
 $12 \div 4 = 3$ 

 Addition
 inverse
 Subtraction

  $4 + 2 = 6$ 
 $6 - 4 = 2$ 
 $2 + 4 = 6$ 
 $6 - 2 = 4$ 
 $4 + 2 = 6$ 
 $6 - 79$ 
 $4 + 2 = 6$ 
 $679$ 
 $4 + 2 = 6$ 
 $679$ 
 $4 + 2 = 6$ 
 $679$ 
 $4 + 2 = 6$ 
 $679$ 
 $4 + 2 = 6$ 
 $679$ 
 $4 + 2 = 6$ 
 $679$ 
 $4 + 2 = 6$ 
 $526$ 







MCC3. MD. 5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

MCC3. MD 6. Measure areas by counting unit squares MCC3. MD. 7 Relate area to the

operations of multiplication and addition.

AREA=9 5Q. IN. 3X3=9 5Q. IN 3 IN. length x width 7X3=21 SQUARE UNITS AREA=21

<u>Area</u>: The space INSIDE a shape or object measured in square units

ANCHOR

CHART













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## Brain Games



## **ADDITION &** SUBTRACTION

# **Matching Game**



Addition & Subtraction

# **Matching Game**

**Learning Goal:** I can use strategies to fluently add and subtract within 1,000.

**Directions:** Find the matching cards.

## **ADDITION & SUBTRACTION**

# **Clip Cards**



Addition & Subtraction

# **Clip Cards**

**Learning Goal:** I can use strategies to fluently add and subtract within 1,000.

**Directions:** Solve. Use a clip to select the correct answer(s).

## **ADDITION &** SUBTRACTION Math Sort



904



## Math Sort

Learning Goal: I can use strategies to fluently add and subtract within 1,000.

**Directions:** Solve and sort the cards.












# 502 - 274





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3.NBT.2: Add/Sub





# 529 + 404

3.NBT.2: Add/Sub





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## Week 1: Day 1

**Today's Goal:** I can recognize mathematical patterns in a multiplication table.

#### Part 1: Warm-up

- 1. Riddle of the day: What is the weight of each animal?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet Activities & Games Section)



Part 2: Review

Directions: Write whether each number is odd or even next to each problem.

# Odd numbers end with these digits: 1, 3, 5, 7, or 9

Even numbers end with these digits: 0, 2, 4, 6, or 8

| a. | 6   | <br>b. | 36  |  |
|----|-----|--------|-----|--|
| c. | 23  | <br>d. | 74  |  |
| e. | 54  | <br>f. | 0   |  |
| g. | 98  | <br>h. | 952 |  |
| i. | 100 | <br>j. | 500 |  |

**Directions:** The 12x 12 multiplication table can be very useful for finding patterns in the times tables. Follow the directions to color in the table below and answer the question in the space provided.

- 1.) Highlight the 5s tables in yellow. What do you notice about those numbers?
- 2.) Highlight the 10s tables in pink. What do you notice about those numbers?
- 3.) Put a red circle around the 11s tables. What do you notice about those numbers?
- 4.) Are there any other patterns you can find in this table?

|    | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 1  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
| 2  | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18  | 20  | 22  | 24  |
| 3  | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27  | 30  | 33  | 36  |
| 4  | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36  | 40  | 44  | 48  |
| 5  | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45  | 50  | 55  | 60  |
| 6  | 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54  | 60  | 66  | 72  |
| 7  | 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63  | 70  | 77  | 84  |
| 8  | 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72  | 80  | 88  | 96  |
| 9  | 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81  | 90  | 99  | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90  | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99  | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

1. Review the definition of the Commutative Property of Multiplication below.



2. Remembering this property, are there other patterns that you can identify in the multiplication table?

3. Look at all the numbers in the <u>9 row and column</u>. What patterns do you notice?

# Week 1: Day 2

Today's Goal: I can recognize mathematical patterns by identifying a missing number.

#### Part 1: Warm-up

- 1. Riddle of the day: A word I know, six letters it contains, remove one letter and 12 remains, what is it?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet Activities & Games Section)

Part 2: Review

**Directions**: Determine what is missing based on the pattern and complete the blanks.



6. What did you do to figure out the missing number for each problem? Explain your thinking below.

Directions: Complete each pattern.

11, 17, 23, 29, 35, \_\_\_, \_\_\_, \_\_\_ 1 15, 25, 35, 45, 55, \_\_\_\_, \_\_\_\_ 2. 3, 8, 13, 18, 23, 28, \_\_\_, \_\_\_, \_\_\_ 3 2, 6, 10, 14, 18, 22, \_\_\_\_, \_\_\_\_, \_\_\_\_ 4. 46, 40, 34, 28, 22, \_\_\_, \_\_\_, \_\_\_ 5. 100, 97, 94, 91, 88, \_\_\_\_, \_\_\_\_, \_\_\_\_ 6. 54, 63, 72, 81, 90, \_\_\_\_, \_\_\_\_, \_\_\_\_ 7 22, 33, 44, 55, 66, \_\_\_\_, \_\_\_\_ 8 180, 170, 160, 150, \_\_\_\_, \_\_\_\_ 9 84, 82, 80, 78, 76, \_\_\_\_, \_\_\_\_, \_\_\_\_ 10 11. 4, 7, 10, 13, 16, 19, \_\_\_\_, \_\_\_\_ 12. 19, 23, 27, 31, 35, 39, \_\_\_, \_\_\_, \_\_\_, Bonus: Finish this pattern.

į.

12, 15, 21, 24, 30, 33, \_\_, \_\_, \_\_\_

Part 4: Reflection & Brain Growth

1. After completing your work, what questions do you may have for your teacher?

2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

## Week 1: Day 3

Today's Goal: I can recognize mathematical patterns in addition and subtraction function tables to create a rule.

#### Part 1: Warm-up

- 1. **Riddle of the day:** Mr. Smith has 4 daughters. Each of his daughters has a brother. How many children does Mr. Smith have?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet Activities & Games Section)

Part 2: Review

Directions: Review the definition below. Then write the next number in the sequence and write what the pattern is for that sequence.

A **number pattern** is a sequence of numbers that follow a certain rule. For example:

**Directions:** Find the pattern in the function table. Based on the pattern, write the addition or subtraction rule below the function table.

### Example:

| In | Out |
|----|-----|
| 22 | 36  |
| 33 | 47  |
| 41 | 55  |
| 47 | 61  |
| 50 | 64  |

Add 14 to the IN column to get the number in the OUT column

| 2) | Input | Output |
|----|-------|--------|
|    | 15    | 10     |
|    | 20    | 15     |
|    | 38    | 33     |
|    | 40    | 35     |
|    | 41    | 36     |

| 3) | Input | Output |
|----|-------|--------|
|    | 33    | 28     |
|    | 45    | 40     |
|    | 45    | 40     |
|    | 46    | 41     |
|    | 55    | 50     |

| 4) | Input | Output |
|----|-------|--------|
|    | 13    | 21     |
|    | 17    | 25     |
|    | 20    | 28     |
|    | 38    | 46     |
|    | 41    | 49     |

| 5) | Input | Output |
|----|-------|--------|
|    | 10    | 19     |
|    | 19    | 28     |
|    | 30    | 39     |
|    | 33    | 42     |
|    | 43    | 52     |

6)

| Input | Output |
|-------|--------|
| 28    | 20     |
| 30    | 22     |
| 40    | 32     |
| 41    | 33     |
| 43    | 35     |

| 7) | In | Out | 8) | Input | Output | 9) | In | Out |
|----|----|-----|----|-------|--------|----|----|-----|
|    | 15 | 30  |    | 37    | 29     |    | 22 | 18  |
|    | 31 | 46  |    | 38    | 30     |    | 28 | 24  |
|    | 39 | 54  |    | 44    | 36     |    | 29 | 25  |
|    | 45 | 60  |    | 48    | 40     |    | 33 | 29  |
|    | 50 | 65  |    | 56    | 48     |    | 38 | 34  |

## Part 4: Reflection & Brain Growth

Mrs. Abraham hands out this multiplication table to help her students better understand the products of 9s.

| ×  | 0 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
|----|---|----|----|----|----|----|----|----|----|----|-----|
| 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   |
| 1  | 0 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 2  | 0 | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18 | 20  |
| 3  | 0 | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27 | 30  |
| 4  | 0 | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40  |
| 5  | 0 | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50  |
| 6  | 0 | 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60  |
| 7  | 0 | 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70  |
| 8  | 0 | 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80  |
| 9  | 0 | 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90  |
| 10 | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

Which is true for all the products of  $9 \times 1$  through  $9 \times 10$ ? Circle one answer.

a.) for the products of 9x1 through 9x10, the digit in the tens place gets smaller by 1 each time the factor gets larger by 1.

b.) when you multiply9 and an even number, the product is an odd number.

c.) For all the products of  $9 \times 1$  through  $9 \times 10$ , the digit in the ones place and the digit in the tens place add up to 9.

d.) When you multiply 9 and an odd number, the product is an even number.

# Week 1: Day 4

**Today's Goal:** I can recognize mathematical patterns by generating a rule.

#### Part 1: Warm-up

- 1. Riddle of the day: What has a face and two hands but no arms or legs?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet Activities & Games Section)

| Part 2 | Part 2: Review   |               |  |  |  |  |  |  |
|--------|--|---------------|--|--|--|--|--|--|
| Direct | Directions: Write the next number in each pattern based on the rule. |               |  |  |  |  |  |  |
| 1.     | Add 5  | 55, 60, 65,,, |  |  |  |  |  |  |
| 2.     | Subtract 11  | 88, 77,,,,    |  |  |  |  |  |  |
| 3.     | Add 9  | 0,,,,,,       |  |  |  |  |  |  |
| Part   | 3: Practice  |               |  |  |  |  |  |  |

**Directions:** Read each pattern. Figure out the rule and write it down.

#### Example:

The rule is <u>add 2</u> 2, 4, 6, 8, 10, 12

| 1. 650, 640, 630, 620, 610 | The Rule is: |
|----------------------------|--------------|
| 2. 13, 11, 9, 7, 5, 3      | The Rule is: |
| 3. 20, 26, 32, 38, 44, 50  | The Rule is: |
| 4. 100, 200, 300, 400, 500 | The Rule is: |
| 5. 29, 23, 17, 11, 5       | The Rule is: |
|                            |              |

| 6. 16, 24, 32, 40, 48       | The Rule is: |
|-----------------------------|--------------|
| 7. 5, 9, 13, 17, 21, 25     | The Rule is: |
| 8. 23, 34, 45, 56, 67       | The Rule is: |
| 9. 42, 35, 28, 21, 14       | The Rule is: |
| 10. 28, 30, 32, 34, 36      | The Rule is: |
| 11. 39, 36, 33, 30, 27      | The Rule is: |
| 12. 115, 120, 125, 130, 135 | The Rule is: |

Bonus: Figure out the rule and write it down and continue the pattern. 5, 10, 20, 40, 80, 160, \_\_, \_\_\_, \_\_\_\_

## Part 4: Reflection & Brain Growth

Jane started with 42 and then used a rule to make the pattern below.

42, 35, 28, 21, 14

Why is "b" an incorrect answer? Explain in the space below.

- a.) subtract 7
- b.) add 7
- c.) multiply 7
- d.) divide 7

# Week 1: Day 5

Today's Goal: I can generalize patterns in multiplication and division function tables to fill in missing numbers.

#### Part 1: Warm-up

- 1. Riddle of the day: How did the soccer fan know before the game that the score would be 0-0?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet Activities & Games Section)

#### Part 2: Review

**Directions:** Fill in the missing multiplication or division symbol to make the number sentence true.

| 8  | 2 = 16 | 7  | 9 = 63 | 40 | 8 = 5  |
|----|--------|----|--------|----|--------|
| 3  | 7 = 21 | 64 | 8 = 8  | 56 | 7 = 8  |
| 24 | 4 = 6  | 36 | 4 = 9  | 30 | 5 = 6  |
| 4  | 4 = 16 | 4  | 5 = 20 | 6  | 3 = 18 |

**Directions:** Based on the pattern and the rule, fill in the missing number to complete the table.

2.

### Example:

| 1. | In | Out |
|----|----|-----|
|    | 1  | 4   |
|    | 2  | 8   |
|    | 3  |     |
|    | 4  | 16  |
|    |    | 20  |

| In | Out |
|----|-----|
| 1  | 6   |
| 2  | 12  |
|    | 18  |
| 4  | 24  |
| 5  |     |

| In | Out |
|----|-----|
| 3  | 9   |
|    | 12  |
|    | 15  |
| 6  | 18  |
| 7  |     |

3.

| 4. | In | Out |
|----|----|-----|
|    | 1  | 5   |
|    |    | 30  |
|    | 8  |     |
|    |    | 45  |
|    | 12 | 60  |

| 5. | In | Out |
|----|----|-----|
|    |    | ٩   |
|    | 63 | 7   |
|    | 45 | 5   |
|    | 9  | 1   |
|    | 99 |     |

| 6. | In | Out |
|----|----|-----|
|    | 16 | 8   |
|    |    | 7   |
|    | 12 | 6   |
|    | 10 |     |
|    | 8  |     |

| 7. | In | Out |
|----|----|-----|
|    | 42 |     |
|    | 56 | 8   |
|    | 70 | 10  |
|    |    | 12  |
|    |    | 4   |

| 8. | In | Out |
|----|----|-----|
|    |    | 8   |
|    | 3  |     |
|    |    | 40  |
|    | 7  | 56  |
|    | 9  | 72  |

| 9. | In | Out |
|----|----|-----|
|    | 18 | 9   |
|    |    | 3   |
|    |    | 12  |
|    | 16 |     |
|    | 20 | 10  |

# Week 2: Day 1

Today's Goal: I can measure the length of an object by selecting and using appropriate tools.

#### Part 1: Warm-up

- 1. Riddle of the day: What question can you never answer yes to?
- 2. **Cut out the <u>ruler</u>** from the "Notes & Anchor Chart Section" p.7 Use the ruler for your work this week.

Part 2: Review

**Directions:** Review the rules of reading a ruler.

## The ruler below measures in inches. A symbol for an **inch** is ".





Directions: Use the ruler to measure the objects in inches and centimeters.



# Week 2: Day 2

**Today's Goal:** I can estimate and measure an object in different ways to describe how the two measurements relate to the size of the unit chosen.

## Part 1: Warm-up

- 1. Riddle of the day: How many numbers do you see here?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (*See April Packet Activities & Games Section*)



**Directions**: Use your ruler from yesterday to measure the strings in the students' hands.



**Directions:** Read and solve each problem in both exercise 1 and 2. Use the ruler you cut out yesterday.

**Exercise 1:** Estimate and measure the objects below in both centimeters and inches.

1. Estimate the length of the crayon on the first line. Then measure with your ruler and write the exact measurement on the second line.

|  | : centimeters: inches   |
|--|---|
| Measure the crayon:                        | : centimeters: inches   |
| 2. Estimate the length of the marker. Then | measure with your ruler and write the exact measurement on the second line. |
|  |   |
|  | : centimeters: inches   |
| Measure the marker:                        | : centimeters: inches   |
| 3. Now compare the measurements of the     | marker and the crayon.  |
| =cm<br>Marker Crayon                       | = in<br>Marker Crayon   |
| The marker is ( cm) and                    | ( in) longer than the crayon.   |

**Exercise 2:** Estimate the length of each block in inches first. Write your idea next to each block. Then measure the width of each block in inches and centimeters and write your measurement below.

| 1)                                |       |                        |  |
|-----------------------------------|-------|------------------------|--|
| 2)                                |       |                        |  |
| 3)                                |       |                        |  |
| 4)                                |       |                        |  |
| 1.)<br>3.)                        | cm in | 2.) cm in<br>4.) cm in |  |
| Part 4: Reflection & Brain Growth |       |                        |  |

1. After **completing your work**, what questions do you may have for your teacher?

2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

# Week 2: Day 3

**Today's Goal:** I can represent the area using square units to cover a shape and use measurement vocabulary to describe the area of measurement with square units.

#### Part 1: Warm-up

1. **Riddle of the day:** If 3 cats can catch 3 bunnies in 3 minutes, how long will it take 100 cats to catch 100 bunnies?

2. Review the definitions below.

a. <u>Attribute</u>: a quality or feature regarded as a characteristic of something. In this case, Area is a characteristic or feature of a plane figure or 2D shape.

Example: Two attributes for plane figures are below



b. Plane Figure: a 2 dimensional shape



c. Area: The space inside a closed shape.

# Area tells us just how much space the rectangle takes up.


#### Part 2: Review

**Directions:** Using the ruler from yesterday, measure the width and height of each box below inches. Write the measurement next to each box.

| 1) |                     |                    |
|----|---------------------|--------------------|
|    |                     | Width=in Height=in |
| 2) |                     |                    |
| _  | Width= in Height=in |                    |

Part 3: Practice

**Directions:** Find the area of the shape by counting the square units.

**Example:** We describe the area of a plane figure using square units.





#### Part 4: Reflection & Brain Growth

Using the math vocabulary reviewed today, create your own explanation of what area is and how to find it in a rectangle.

# Week 2: Day 4

Today's Goal: I can find the area of a rectangle with whole number side lengths by multiplying the side lengths.

#### Part 1: Warm-up

- 1. Riddle of the day: How many letters are there in the English alphabet?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet Activities & Games Section)

#### Part 2: Review

Directions: Review the formula for finding area using multiplication by counting the unit squares. Then solve the problem below.



# Area = Length x Width

TRY IT! Janine is a lifeguard at the community pool. Every night she must cover the pool with a tarp that has the same area as the pool.



#### Part 3: Practice

**Directions:** Read each problem to find the area. Write the answer in the space provided.

**Exercise 1:** Find the area of the rectangles by counting the square units of the length and width. Then multiply. Write the multiplication sentence under your answer.

1. Malik built a new sandbox in his backyard. What is the area of the sandbox?



Area=\_\_\_\_\_

2. Leah wants to earn money by mowing lawns. She starts mowing her neighbor's lawn. What is the area of the lawn?



3. Oren is painting a wall a bright shade of yellow. What is the area of the wall?



**Exercise 2**: Find the area of the rectangles below. Write the multiplication sentence below each image with the area in  $cm^{2}$ 



#### Part 4: Reflection & Brain Growth

1. After completing your work, what questions do you may have for your teacher?

2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

# Week 2: Day 5

Today's Goal: I can connect the area of a rectangle to the area model used to represent multiplication.

#### Part 1: Warm-up

- 1. Riddle of the day: What is always in front of you but can't be seen?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet Activities & Games Section)
- 3. Review the term **Distributive Property.** Find the definition in the Vocabulary List of your April Packet.



$$6 \times 7 = \square$$
  
 $6 \times (5 + 2) = \square$   
 $(6 \times 5) + (6 \times 2) = \square$ 

#### Part 2: Review

**Directions:** Read the problem below and explain your thinking next to the rectangle. Then think about the three ideas below in the table. Fill in your ideas under each.

Jacob is trying to find the area of the floor below. He is having trouble because he keeps losing track when he counts the squares across. How can he find the area without counting the squares all the way across?

| Can you split it into 6's? Explain. | Can you split it into 9's? Explain. | Can you split it into smaller rectangles?<br>Explain. |
|-------------------------------------|-------------------------------------|---|
|                                     |                                     |   |
|                                     |                                     |   |

#### Part 3: Practice

**Directions:** Review the example below. Then for each problem, find the area using the distributive property.

# Example:





Use your knowledge of the distributive property to draw and label a rectangle that matches the equation.

# $\underline{6} \times \underline{8} = (\underline{6} \times \underline{3}) + (\underline{6} \times \underline{5})$



#### Part 4: Reflection & Brain Growth

Explain in your own words how the distributive property helps find the area of a rectangle quicker and more efficiently than counting square units.

# Week 3: Day 1

**Today's Goal:** I can use addition to find the total number of objects arranged in rectangular arrays. I can build arrays and write both the addition and multiplication sentences.

#### Part 1: Warm-up

- 1. Riddle of the day: When things go wrong, what can you always count on?
- 2. Choose 4 cards from the Area Task Cards in the Activities and Games section p.11 Show your work on a seperate piece of paper.

#### Part 2: Review

Directions: Review the example and write an addition sentence to represent the array.



Since there are 3 equal groups of 2, the repeated addition sentence is: 2 + 2 + 2 = 6.



#### Part 3: Practice

Directions: Review the example below and









**Exercise 2:** Build a rectangular array from the story. Then write an addition and multiplication sentence.

| Story  | Array | Multiplication & Addition<br>Sentences |
|--|-------|--|
| In the marching band there are 5 rows with 6 people in each row.                           |       |  |
| In Ms. Showalter's dance class<br>students stand in 4 rows with 8<br>students in each row. |       |  |
| Ms. Patterson's students sit in 8 rows of three students to listen to a story.             |       |  |
| Coach Sam stores her basketballs in<br>4 rows with 3 basketballs in each<br>row.           |       |  |

## Week 3: Day 2

**Today's Goal:** I can connect multiplication and division representations to numeric representations and explain using appropriate vocabulary.

#### Part 1: Warm-up

- 1. Riddle of the day: If 7 is transformed into 13 and 11 is changed to 21 then what does 16 become?
- 2. Choose 4 cards from the Area Task Cards in the Activities and Games section p.11 Show your work on a seperate piece of paper.

#### Part 2: Review

**Directions:** Review the concept of inverse relationships. Then **match the multiplication equation** on the left **with the division equation** on the right by drawing a line between them

Multiplication Division inverse  $3 \times 4 = 12$  $12 \div 3 = 4$  $4 \times 3 = 12$  $12 \div 4 = 3$  $6 \ge 5 = 30$  $16 \div 2 = 8$  $3 \times 7 = 21$  $27 \div 3 = 9$  $8 \times 2 = 16$  $30 \div 6 = 5$ 9 x 3 = 27  $42 \div 6 = 7$  $4 \times 4 = 16$  $21 \div 3 = 7$  $7 \times 6 = 42$  $16 \div 4 = 4$ 

### Part 3: Practice

**Directions:** Read and solve exercise 1 and 2 in the space provided.

Exercise 1: Write a multiplication and division sentence that can represent the array.

| Array   | Multiplication AND Division Sentence |
|---|--------------------------------------|
| $1.$ $\Delta \Delta \Delta \Delta \Delta \Delta$      | -<br>-                               |
|   |                                      |
| <b>3. 9.9.9.9</b> |                                      |
| 4.<br>пппппппппппппп<br>пппппппппппп<br>5.<br>5.<br>5.  5.  5.  5.  5.  5.  5.  5.  5.  5.  |                                      |
|   |                                      |

**Exercise 2:** Read the story about Gwen below. Below each question, draw a model to represent the story and both a multiplication and division sentence.

Gwen wants to share 12 cookies with herself and 5 friends. How many cookies will each of her friends get? Draw a model and two number sentences for both questions.

| Array | Multiplication AND Division Sentence |
|-------|--------------------------------------|
|       |                                      |
|       |                                      |
|       |                                      |
|       |                                      |

If Gwen's mom gives her 6 more cookies to share, can she still share them equally? Draw a model and two number sentences for both questions.

| Array | Multiplication AND Division Sentence |
|-------|--------------------------------------|
|       |                                      |
|       |                                      |
|       |                                      |
|       |                                      |
|       |                                      |

#### Part 4: Reflection & Brain Growth

Gwen wants to divide 24 stickers among herself and five friends. How many stickers will each person get? If Gwen's mom gives her six more stickers to share, can she still share them equally? Choose the best answer.

- a. Gwen and her friends each get 6 stickers. If Gwen's mother gives her 6 more, they will not be able to share equally.
- b. Gwen and her friends each get 4 stickers. If Gwen's mother gives her 6 more, they will not be able to share equally.
- c. Gwen cannot share 24 stickers equally, because 24 cannot be divided equally by 5.
- d. Gwen and her friends will get 4 stickers each. If her mother gives her 6 more, they will each get 5 stickers.

# Week 3: Day 3

**Today's Goal:** I can identify the information given in a real world problem and find a missing factor to solve a division problem.

#### Part 1: Warm-up

- 1. Riddle of the day: What's black and white and blue?
- 2. Choose 4 cards from the Area Task Cards in the Activities and Games section p.11 Show your work on a seperate piece of paper.

#### Part 2: Review

**Directions:** Review the division vocabulary below and how to find the inverse of a division problem. Then try it on your own. Use any model you would like to represent the division equation.



To change a division problem into a multiplication problem: **Quotient x Divisor = Dividend** Example: 5 x 8 = 40

Try it: 27 ÷ \_\_\_\_ = 9

1. Rewrite as a multiplication problem

2. Solve

80

#### Part 3: Practice

**Directions:** Review the examples below. Find the missing factor in the division equations below and then model the problem in the space provided.

### Example:



#### Exercise 1:





**Exercise 2:** Read the story about Mr. Nelson's class. Draw a model and write a multiplication and division sentence to represent the model next to Mr. Nelson.

4 students in Mr. Nelson's class will take care of 24 beet plants. What is one way the plants can be divided equally among the 4 students?

Draw a model to show your thinking. Write a multiplication and a division equation for your model.

How would the plants be divided up if 4 more students decided to help?



### Week 3: Day 4

**Today's Goal:** I can write a division story to match each expression. Use equations, models and words in your answer.

#### Part 1: Warm-up

- 1. Riddle of the day: When things go wrong, what can you always count on?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet Activities & Games Section)

#### Part 2: Practice

**Directions:** Choose 2 expressions from the table below to write a division story to match each expression. Use equations, models and words in your answer.

| 16 ÷ 4 | 18 ÷ 3 |
|--------|--------|
| 21 ÷ 3 | 24 ÷ 4 |
| 24 ÷ 6 | 27 ÷ 9 |
| 35 ÷ 5 | 32 ÷ 4 |

#### Example:

I'm writing a division story for the problem <u>56 ÷ 8</u>.

Thomas earned \$56 in 8 weeks working for his uncle. He earned the same amount of money each week. How much money did he earn each week?

My story is a <u>\_\_\_\_\_\_(grouping/sharing)</u> division story because: <u>My quotient represents the amount of</u> <u>money Thomas earned each week.</u>



# You Try it!

I'm writing a division story for the problem \_\_\_\_\_ ÷ \_\_\_\_.

My story is a \_\_\_\_\_\_ (grouping/sharing) division story because:

| Draw a picture to solve your problem. |
|---------------------------------------|
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |
| │÷=                                   |
| Write your answer in a sentence:      |
|                                       |
|                                       |

#### Part 4: Reflection & Brain Growth

- 1. After completing your work, what questions do you may have for your teacher?
- 2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

# Week 3: Day 5

Today's Goal: I can fluently add and subtract within 100 using multiple strategies.

#### Part 1: Warm-up

1. **Riddle of the day:** What is the number of parking space containing the car?



2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet Activities & Games Section)

#### Part 2: Review

**Directions:** Solve the 2 digit addition and subtraction problems below. Review the addition and subtraction strategies in your April Packet "Notes & Anchor Charts" section.



**Directions:** Solve the problems below. Then choose 2 addition and 2 subtraction problems to model in the space provided.

$$43 + 27 =$$
 $87 + 90 =$  $34 - 21 =$  $84 - 36 =$  $91 - 38 =$  $63 + 19 =$ 

| Addition or Subtraction Problem | Model and show your thinking! |
|---------------------------------|-------------------------------|
|                                 |                               |
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### Part 4: Reflection & Brain Growth

Additional Fun! Add these numbers to find the letters that spell out the hidden word.

| G 58   | <b>F</b> 88 | ■ 65        | ₩ 47        |     |
|--------|-------------|-------------|-------------|-----|
| + 39   | + 46        | + 30        | + 46        |     |
| R 54   | <b>1</b> 59 | <b>b</b> 86 | ₩ 37        |     |
| + 89   | + 96        | + 44        | + 81        |     |
| N 60   | <b>H</b> 52 | <b>S</b> 79 | <b>E</b> 19 |     |
| + 38   | + 54        | + 65        | + 66        |     |
| 134 95 | 143 85      | 5 134 130   | 95 85       | 144 |

87

# Week 4: Day 1

Today's Goal: I can use the standard algorithm and a number line to add and subtract within 1000

#### Part 1: Warm-up

1. Riddle of the day: How many circles contain a black dot?



2. Choose from the Brain Games in "Activities and Games" p.23

#### Part 2: Review

Directions: Review the addition and subtraction on a number line below.

1. 585-368=?



**2**. 361 + 544= ?



Directions: Solve the 3 digit addition and subtraction problems below. Then choose 2 problems to show on a number line.



#### Part 4: Reflection & Brain Growth

Which method do you prefer for adding and subtracting 3 digit numbers? The number line or the standard algorithm? Why?

## Week 4: Day 2

Today's Goal: I can connect the relationships of addition and subtraction to solve and check my work.

#### Part 1: Warm-up

- 1. Riddle of the day: Where can you find cities, towns, shops, and streets but no people?
- 2. Choose from the Brain Games in "Activities and Games" p.23

#### Part 2: Review

Directions: Review the chart about addition and subtraction as inverse operations. Then solve the problems to practice.



**Directions:** Use the inverse operation to check your work in the box below each problem. Give yourself a check if you got it correct!

| 742   | 816   | 653   | 989   | 876   |
|-------|-------|-------|-------|-------|
| + 773 | + 218 | - 362 | - 749 | - 589 |

#### Part 4: Reflection & Brain Growth

After completing your work, what questions do you may have for your teacher?

### Week 4: Day 3

**Today's Goal:** I can explain why the answer to an addition or subtraction problem makes sense in a real world problem.

#### Part 1: Warm-up

- 1. **Riddle of the day:** Mr. Blue lives in the Blue house. Mrs. Yellow lives in the Yellow House. Mr. Orange lives in the orange house. Who lives in the White House?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet Activities & Games Section).

#### Part 2: Review

Directions: Review the Eureka Math "Read Draw Write or RDW" strategy to solve word problems.



#### Part 3: Practice

**Directions:**Use Read, Draw, Write to solve these single step and for a challenge **multi-step** addition and subtraction word problems.



#### Exercise 1:

1. Travis lives on the Gulf Coast and is visiting his friend Mindy, who lives hours away. He starts his trip with a half tank of gas, so he has to get gas 190 miles from his house. Then he drives another 45 miles before he gets to Mindy's house. How many miles away does Travis live from Mindy?

| Draw & Label | Write a Number Sentence | Write the Answer |
|--------------|-------------------------|------------------|
|              |                         |                  |
|              |                         |                  |
|              |                         |                  |
|              |                         |                  |

2. Jim lives at exactly the half-way point on the Gulf Coast of Florida, which is 385 miles from the northernmost point of the coast. From his house, how many miles does Jim have to drive to get to the southernmost point of the Florida coast?

| Draw & Label | Write a Number Sentence | Write the Answer |
|--------------|-------------------------|------------------|
|              |                         |                  |
|              |                         |                  |
|              |                         |                  |

Exercise 2: Multi- Step! Take the challenge and show them what you know!

1. A group of friends had money to spend at the store on summer toys. They bought bags of water balloons and bubbles. Each bag of water balloons cost \$2.00 and each bottle of bubbles cost \$1.00. They purchased 3 bags of water balloons and 5 bottles of bubbles. How much money did they spend?

| Draw & Label | Write a Number Sentence | Write the Answer |
|--------------|-------------------------|------------------|
|              |                         |                  |
|              |                         |                  |
|              |                         |                  |
|              |                         |                  |

2. To prepare for swim team tryouts, Leann swam in the pool. On Monday, she swam for 24 minutes. On Tuesday, she swam for 18 minutes. On Wednesday, Thursday, and Friday, she swam for 30 minutes each day. How many minutes did Leann swim this week?

| Draw & Label | Write a Number Sentence | Write the Answer |   |
|--------------|-------------------------|------------------|---|
|              |                         |                  |   |
|              |                         |                  |   |
|              |                         |                  |   |
|              |                         |                  | 1 |

**3**. There were 34 people at the barbecue. 19 people are adults, and they ate hamburgers. The rest of the people are kids. If each kid ate 2 hot dogs, how many hot dogs were eaten?

| Draw & Label | Write a Number Sentence | Write the Answer |
|--------------|-------------------------|------------------|
|              |                         |                  |
|              |                         |                  |
|              |                         |                  |
|              |                         |                  |

### Week 4: Day 4

Today's Goal: I can use what I've learned during distance learning and the year to reflect on my math journey as a scholar.

#### Part 1: Warm-up

- 1. Riddle of the day: What has to be broken before you can use it?
- 2. Pick an "Activity & Game" of your Choice! From either packet.

#### Part 2: Review

**Directions:** Go back through your "Notes & Anchor charts", "Vocabulary List" and "Daily Learning Calendar" from April and May packets. Fill in the chart below with the content from reviewing these past two packets.

| A skill, or concept, I learned since<br>"Distance Learning" started | A skill, or concept, I grew stronger in since "Distance Learning" started | A skill, or concept, I wish I had more time with during "Distance Learning". |
|---|---|--|
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|   |   |  |

#### Part 3: Practice, Reflection & Brain Growth

**Directions:** Reflect on your school year and write your thoughts below.

1. What is something we did this year that you think you will remember for the rest of your life?

2. What is something you accomplished in Math this year that you are proud of?

3. What was the nicest thing someone in our class did for you this year?

4. What was the most challenging part of this year for you?

5. What are the three most important things you learned in Math this year?

6. What is something that was hard in Math for you at the start of the year but is easy now?

7. In what area do you feel you made your biggest improvements in Math?

8. What is something you taught your teacher or classmates this year?

9. What person at our school has made the biggest impact in your life this year? Why?

10. What is something the teacher could have done to make this year better?

11. Knowing what you know now, if you could write a letter to yourself that would travel back in time so that you would receive it at the start of the school year, what advice would you give your younger self?

12. What advice would you give students who will be in this class next year?



Research has shown that if you believe in yourself and you make a mistake, your brain responds with more activity and brain growth than if you don't believe in yourself.