



Whiteriver Unified School District

Third Grade Packet

Week 2

School:

Teacher:

's ELA Choice Board


CHOOSE 5 ACTIVITIES FOR THE WEEK OF 4/20 - 4/24

<p style="text-align: center;"><u>Adjectives</u></p> <p>Create a poster with a picture of your best friend in the middle. All around the picture write all the adjectives that describe you. (Example: helpful, funny, silly, tall, or any other words that describe you)</p>	<p style="text-align: center;"><u>Poetry Picture</u></p> <p>Read the poem “An Ogre Came Over for Dinner” and draw a picture of what is happening in the poem. There is no picture to go with the poem, so draw one that could go with it.</p>	<p style="text-align: center;"><u>Comic Strip</u></p> <p>Come up with a story that has characters, setting, problem and a way to solve it. Create a comic strip or book that tells your story. You can do this using paper or on the computer.</p>
<p style="text-align: center;"><u>Epic!/read for 20 mins.</u></p> <p>Using a book from home or Epic, read a book for at least 20 mins and write a short summary on what the book was about and who the characters are.</p>	<p style="text-align: center;"><u>Sequencing</u></p> <p>Choose a book from home or online. Use the graphic organizer #5 to sequence all of the main events in the story. On the left side write the events. On the right side, draw a picture to match what happened on the left.</p>	<p style="text-align: center;"><u>Vocabulary 4 Square</u></p> <p>Choose 4 words from the list below and create a 4 square for each word. You can then cut on the lines and create a puzzle to put back together!</p>
<p style="text-align: center;"><u>Spelling Sentences</u></p> <p>Use the spelling words below and write 7 sentences using 2 or more words in each sentence. OR Write a story using all of the spelling words.</p>	<p style="text-align: center;"><u>Biography</u></p> <p>Interview someone in your family. Ask them to tell you 7 important moments in their life. Put them in order of when they happened and write a short biography on that person. (You can get as creative as you want and even turn it into a book)</p>	<p style="text-align: center;"><u>Write a Letter</u></p> <p>Write a letter to someone you have not been able to see or talk to. Tell them all about what you have been doing and anything you want them to know. Make sure to ask them some questions as well. This should be in letter form including date.</p>


Spelling Words		Vocabulary Words	
Apple	Later	▪ Landscapes	▪ Partners
River	November	▪ Survival	▪ Excitement
Little	Giggle	▪ Equipment	▪ Worried
October	Uncle	▪ Contribute	▪ Guided
Ladder	Winter	▪ Succeed	▪ Anxiously
Summer	Center		
Purple	Double		

Name _____

Definition:	Picture:
Examples:	Sentence:

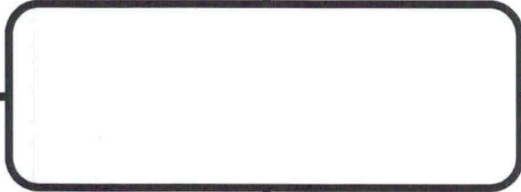


Definition:	Picture:
Examples:	Sentence:




Name _____

Definition:	Picture:
Examples:	Sentence:



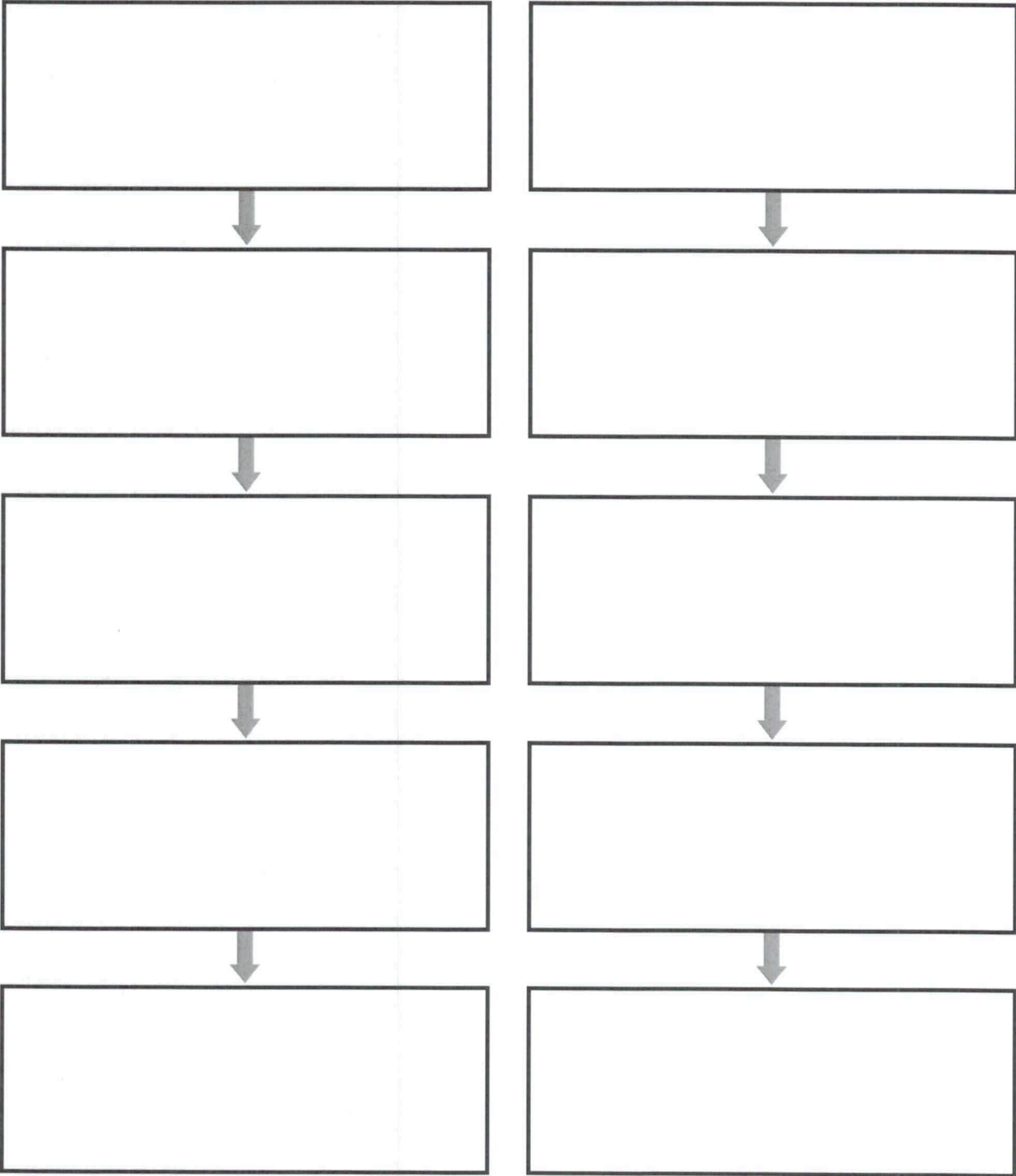
Definition:	Picture:
Examples:	Sentence:



Name _____ Date _____

Flow Chart: _____

Title or Topic _____



An Ogre Came over for Dinner

By Kenn Nesbitt

An ogre came over for dinner.
He showed up with ice cream and cake.
 We thought, "It can't hurt,
 since he brought us dessert,"
so we asked him to join us for steak.

He crushed the first chair that he sat on.
 He busted the table in two.
 He ranted and raved
 and was badly behaved,
like a rhino escaped from the zoo.

He smashed every plate in the kitchen.
 He shattered each saucer and cup.
 He broke every bowl.
 He was out of control
as he ran around tearing things up.

He broke all the beds in our bedrooms.
 He even demolished a door.
 He cracked all the walls
 in the stairways and halls,
and he left several holes in the floor.

And when he was done causing damage,
 although we all wanted to scream,
 he said, "That was fun
 but I really must run.
I hope you enjoy the ice cream."

What's the Big Idea about Water? Protecting Our Water

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

Humans Put Water to Work

You've probably had a drink of water or washed your hands today. But people use water for so many other purposes, like

cleaning stuff, transportation, and generating hydroelectric power. Just as nothing can live without water, not much can be made without it, from cotton candy to cotton T-shirts.

Because water is so useful, most people live along coastlines, rivers, and lakes. Where fresh water is limited, people have used many technologies-like wells, dams, and canals-to store and move it.

Sometimes these technologies damage habitats. Other species have to compete with humans for water. This may help explain why so many creatures that live in fresh water are endangered.

We need to be smarter and more careful about how we use water in order to make sure that there's enough for all life on Earth.

We Need to Take Care of the Water Planet

Water is precious. We can't get more. How do we make sure there is enough clean, fresh water to share with all living things?

Remember that every drop we use-or waste-continues through the water cycle. Stuff we put down the drain ends up in



Photo Credit: BPA



Photo Credit: USDA (top); R. Friedman (bottom)

someone-or something-else's water. Chemicals like fertilizers and pesticides pollute lakes and oceans, harming the organisms that live in them.

We need to protect swamps and riverbanks. These wetlands clean water naturally and provide important habitats for many wild birds, fish, and other species. People are working to restore damaged or lost wetlands.

We can use water more wisely. For example, it takes a lot of energy to produce bottled water, and not everyone recycles the plastic bottles. We can use less, too, in simple ways like drinking tap water and turning off the faucet while we brush our teeth.

Together, we can protect fresh water now and for the future.

Name: _____ Date: _____

1. People use water for many purposes, like drinking, washing their hands, and cleaning stuff. What is one other purpose for which people use water?

2. People are working to protect our wetlands. Why are wetlands important for people to protect?

Support your answer with at least two pieces of information from the text.

3. What is the main idea of this text?

The Big Hike

by ReadWorks



Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once

they left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water.

"Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.

Name: _____ Date: _____

1. In the story, Tamara goes on her first hike?

- A. bike ride
- B. school trip
- C. hike
- D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?

- A. Tamara wants to keep her mind off of how tired she feels.
- B. Tamara wants to study the plants for a test at school.
- C. Tamara wants to try to find a rabbit in the plants and bushes.
- D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?

- A. Tamara's mother talks about the other times the family has gone hiking.
- B. Tamara hikes on a trail that is far away from the city where she lives.
- C. Tamara and her family end up at a pool at the bottom of a waterfall.
- D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?

- A. Tamara dislikes her brother.
- B. Tamara trusts her brother.
- C. Tamara thinks her brother is cool.
- D. Tamara doesn't trust her brother.

5. What is this story mostly about?

- A. Tamara sees a rabbit on the trail.
- B. Tamara has a picnic with her family.
- C. Tamara goes on her first hike.
- D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara **gaped** with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gaped**" most nearly mean?

- A. took in and let out a long breath to show boredom
- B. said something quietly so that only one person would hear
- C. said something very loudly because of anger
- D. breathed in suddenly and loudly because of surprise or shock

7. Choose the answer that best completes the sentence below.

Tamara gets tired after hiking for an hour, _____ she keeps hiking anyway.

- A. but
- B. so
- C. after
- D. like

8. How does Tamara feel when she wakes up?

9. Most days Tamara hates getting up early, but today is different. Why does Tamara feel differently today?

10. The author states at the end of the passage that Tamara "decided that she liked hiking." What may have made Tamara feel this way? Use information from the passage to support your answer.

care of Earth all year long." Here are some ways people can help.

Earth Helpers



Clean Up Litter

People will clean up beaches and parks this year. They will pick up **litter**, or trash. Animals can mistake litter for food and choke on it. In 2014, volunteers for the Great American Cleanup collected more than 37 million pounds of litter and debris.

Plant a Tree

Many people will plant trees. Volunteers planted more than 41,000 trees in 2014. Trees are very important. They help clean the air. They also give off a gas called **oxygen**. People and animals need oxygen to live.

Recycle

People will **recycle** paper, bottles, and cans. When something is recycled, it is made into something new. Volunteers collected more than 250 million pounds of items to be used for recycling or reusing in 2014. Many of these items were bottles, which a company used to make backpacks for kids.

Take Care of Earth. People work together to help our planet.

April 22 is Earth Day! That day reminds people to take care of our planet. Many kids and adults will take part in the Great American Cleanup. It is held each year from March 1 to May 31.

Weekly Reader spoke with Gail Cunningham. She is in charge of the Great American Cleanup. She says, "People should get into the habit of taking

Name: _____ Date: _____

1. What does Earth Day remind people to do?

2. Trees are very important. They give off a gas called oxygen. What else do they do, according to the passage?

3. Picking up litter helps animals. Support this conclusion with evidence from the passage.

4. What is this passage mostly about?

5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Earth Day happens once a year, _____ you can follow the three Rs every day.

- A. but
- B. because
- C. so

A Tricky Monkey

Kojo the monkey lived in the rain forest. There were lots of monkeys in Kojo's part of the forest. Kojo had many brothers and sisters. That was good, because Kojo had many monkeys to play with. But Kojo liked to get attention, too. That was hard to do with so many monkeys around.

One day Kojo decided to play a trick on the other monkeys. "Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled. They climbed up to the highest tree branches. They shook with fear. Leopards like to eat monkeys.

Kojo laughed. "Ha! Just kidding," he said. Kojo's Aunt Ama scolded him. "Nobody likes a liar, Kojo." Kojo felt bad for a little while. But he soon got bored. A few days later, he did it again.

"Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled again. Kojo laughed. "Ha! Just kidding again," he said. Aunt Ama shook her head. "Be careful, Kojo. Nobody will believe anything you say if you keep this up." The monkeys were all pretty upset with Kojo. They ignored him. Kojo sat in a tree branch, bored and lonely.

Then he saw a shadow on the ground below. A hungry-looking leopard padded across the rain forest floor. "Leopard! A leopard is coming for real this time!" Kojo yelled. None of the monkeys paid any attention. The leopard was headed right for them. Kojo knew what he had to do.

"Here, leopard! Over here!" he yelled. The leopard chased Kojo. Kojo climbed up to the highest branches. The other monkeys now saw the leopard and they climbed into the trees, too. The leopard could not climb as high as the monkeys. She gave up and walked away.

Kojo was relieved. The other monkeys were glad that Kojo had tried to save them. They forgave him for lying and played with him again. And Kojo became someone they could trust.

Name: _____ Date: _____

1. What kind of animal is Kojo?

- A. a parrot
- B. a leopard
- C. a monkey
- D. a snake

2. Kojo faces a problem when a leopard comes and the other monkeys do not listen to his warning. How does he solve this problem?

- A. by throwing sticks and rocks at the leopard
- B. by getting the leopard to chase him
- C. by leading the leopard to the other monkeys
- D. by asking Aunt Ama for help

3. Read this paragraph from the text:

"One day Kojo decided to play a trick on the other monkeys. 'Leopard!' Kojo cried. 'A leopard is coming!' The monkeys scrambled. They climbed up to the highest tree branches. They shook with fear. Leopards like to eat monkeys."

Based on this evidence, why might the monkeys have climbed up to the highest tree branches?

- A. The monkeys were afraid that a leopard would eat them.
- B. The monkeys were afraid that Kojo would hurt them.
- C. The monkeys wanted to get a better view of the leopard that Kojo was shouting about.
- D. The monkeys wanted to get a better view of Kojo.

4. Read these sentences from the text:

"Kojo laughed. 'Ha! Just kidding,' he said. Kojo's Aunt Ama scolded him. 'Nobody likes a liar, Kojo.' Kojo felt bad for a little while."

Based on this evidence, why might Aunt Ama have scolded Kojo?

- A. to make him spend more time with her
- B. to praise his behavior
- C. to encourage him to play more tricks
- D. to discourage him from lying

5. What is the main message of this passage?

- A. Family is more important than battling enemies.
- B. Nobody trusts a trickster and never will.
- C. Tricksters never get what they want.
- D. Tricking others can cause them to lose trust in you.

6. How did Kojo get the other monkeys to notice the leopard in the end?

7. What might happen in the future when Kojo warns the other monkeys about a leopard? Use evidence from the text to support your prediction.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Kojo tricks the other monkeys _____ he saves them.

- A. after
- B. before
- C. when
- D. because

Name: _____ Date: _____

1. The theme of this passage is

- A. trust.
- B. lying.
- C. fear.
- D. danger.

2. Which of the following statements supports the theme?

- A. Kojo got bored.
- B. Kojo got in trouble.
- C. A leopard came near the monkeys.
- D. Kojo saved the monkeys.

3. What is the main problem in this passage?

- A. The monkeys got mad at Kojo.
- B. Kojo lost the monkeys' trust.
- C. Leopards eat monkeys.
- D. Kojo tricked the leopard.

4. This passage teaches the reader

- A. to stay away from leopards.
- B. to not listen to liars.
- C. that trust is important.
- D. that scaring others is a problem.

5. How would you describe Kojo?

All in a Week

On Monday I rode a rocket ship away to outer space.

On Tuesday I ran my heart out in a mile-long foot race.

On Wednesday I taught a purple baby dragon how to fly.

On Thursday I flew in a big balloon across the sunny sky.

On Friday I swam the ocean blue atop a friendly whale.

On Saturday I climbed a mountain up a rocky trail.

How did I go on a great adventure every day?

Easy-I just read a book, and words took me away!

Name: _____ Date: _____

1. This passage is a poem. We know this because

- A. it has rhythm and rhyme.
- B. it is about reading.
- C. the author mentions something for everyday of the week.
- D. it is imaginative.

2. The theme of this passage is

- A. reading is relaxing.
- B. reading is difficult.
- C. reading is exhausting.
- D. reading is adventurous.

3. Which of the following sentences supports the theme of the poem?

- A. Reading lets you experience many things.
- B. Once you start reading a book, you are forced to travel.
- C. You will be tired after you read a book.
- D. You can travel to a new place everyday.

4. This poem is written in the

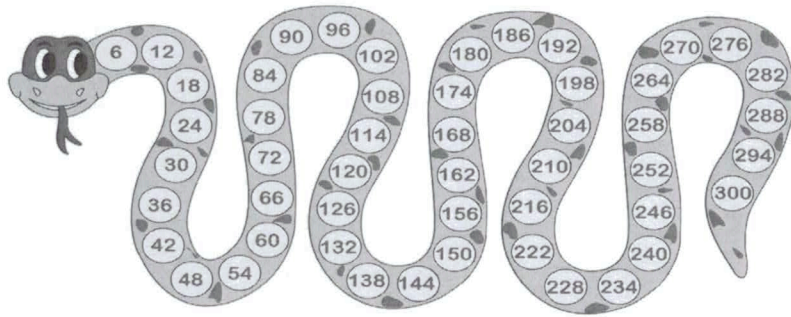
- A. second person.
- B. third person.
- C. first person.
- D. None of the above.

5. What could someone learn from this poem? Explain.

3RD GRADE MATH

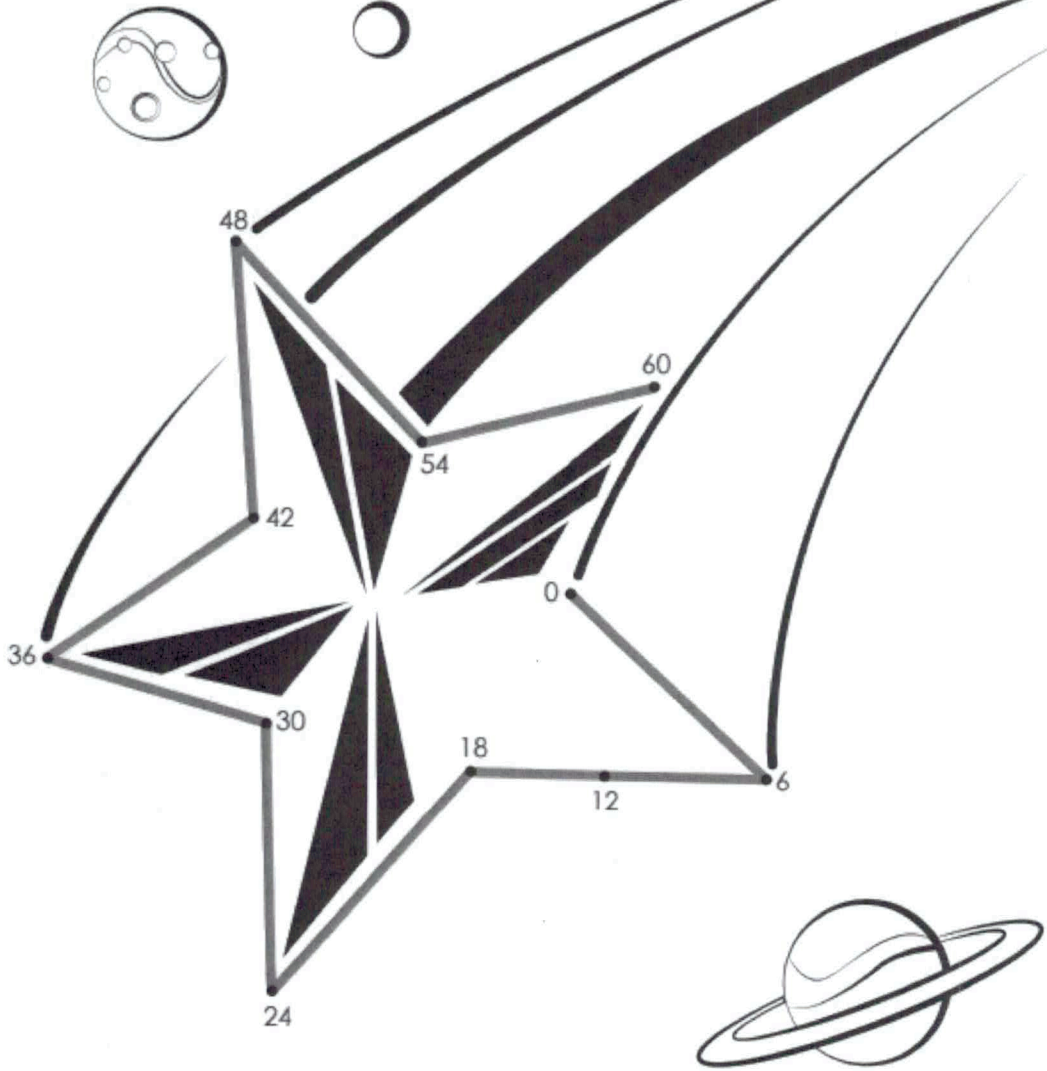
Topic	April 20	April 21	April 22	April 23	April 24
Skip Counting	Worksheet 1: <ul style="list-style-type: none"> • Skip Counting by 5 • Skip Counting by 6 	Worksheet 2: <ul style="list-style-type: none"> • Rounding Numbers • Estimating Sum 			
Rounding Numbers					
Properties of Addition			Worksheet 3: <ul style="list-style-type: none"> • Properties of Addition: Commutative, Associative, Identity Property 		
Properties of Multiplication				Worksheet 4: <ul style="list-style-type: none"> • Properties of Multiplication: Commutative Property • Properties of Multiplication: Associative Property 	
Properties of Multiplication					Worksheet 5: <ul style="list-style-type: none"> • Properties of Multiplication: Distributive Property

3RD GRADE MATH
Skip Counting by 6

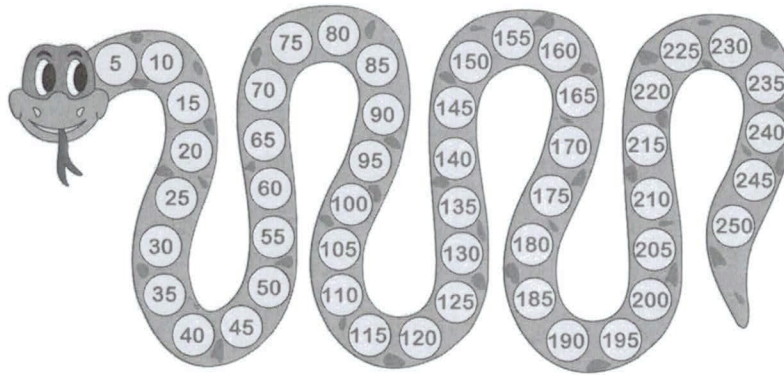


Dot-to-Dot

Count by 6s. Connect the dots and color.



3RD GRADE MATH
Skip Counting by 5



Dot-to-Dot

Count by 5s. Connect the dots and color.



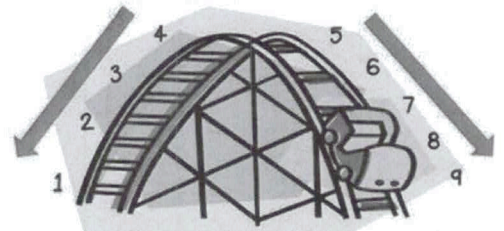
3RD GRADE MATH

Rounding Numbers

The steps for rounding are:

1. Look at the digit one place to the right of the digit you wish to round.
2. If the digit is less than 5, leave the digit in the rounding place as it is, and change the digits to the right of the rounding place to zero.
3. If the digit is 5 or greater, add 1 to the digit in the rounding place, and change the digits to the right of the rounding place to zero.

Rounding Rollercoaster



- 4 or less- STAY THE SAME
- 5 or more- GO HIGHER

Round 5,432 to the nearest hundred. 4 is in the hundreds place. Look at the 3. Do not change the 4. 5,432 rounded to the nearest hundred is 5,400.

Round each number to the nearest ten

- | a | b | c | d |
|--------------|-------------|-------------|-------------|
| 1. 963 _____ | 154 _____ | 186 _____ | 4,031 _____ |
| 2. 125 _____ | 3,452 _____ | 8,657 _____ | 7,987 _____ |

Round each number to the nearest hundred.

- | a | b | c | d |
|----------------|-------------|-------------|-------------|
| 3. 8,765 _____ | 986 _____ | 3,250 _____ | 7,913 _____ |
| 4. 507 _____ | 1,349 _____ | 842 _____ | 4,370 _____ |

Round each number to the place named.

- | | a | b | c | d |
|----|----------------------------|----------------------------|--------------------------|----------------------------|
| 5. | 8,576
hundreds
_____ | 1,930
hundreds
_____ | 364
tens
_____ | 1,543
tens
_____ |
| 6. | 1,886
hundreds
_____ | 765
tens
_____ | 863
hundreds
_____ | 86
tens
_____ |
| 7. | 451
tens
_____ | 8,713
tens
_____ | 472
hundreds
_____ | 5,325
tens
_____ |
| 8. | 3,651
hundreds
_____ | 123
tens
_____ | 486
tens
_____ | 2,356
hundreds
_____ |

3RD GRADE MATH

Estimating Addition

Round each number to the highest place value the numbers have in common. Then, add from right to left.

$$\begin{array}{r} 194 \longrightarrow 190 \\ + 76 \longrightarrow + 80 \\ \hline 270 \end{array}$$

The highest place value for 194 and 76 is the tens place. Round 194 and 76 to the tens place. Add.

$$\begin{array}{r} 203 \longrightarrow 200 \\ + 196 \longrightarrow + 200 \\ \hline 400 \end{array}$$

The highest place value for 203 and 196 is the hundreds place. Round 203 and 196 to the hundreds place. Add.

Estimate each sum.

	a	b	c	d
1.	$\begin{array}{r} 25 \quad 30 \\ + 36 \quad +40 \\ \hline 70 \end{array}$	$\begin{array}{r} 23 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ +51 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ +92 \\ \hline \end{array}$
2.	$\begin{array}{r} 92 \\ +51 \\ \hline \end{array}$	$\begin{array}{r} 131 \\ +42 \\ \hline \end{array}$	$\begin{array}{r} 165 \\ +92 \\ \hline \end{array}$	$\begin{array}{r} 147 \\ +97 \\ \hline \end{array}$
3.	$\begin{array}{r} 147 \quad 100 \\ +362 \quad +400 \\ \hline 500 \end{array}$	$\begin{array}{r} 175 \\ +302 \\ \hline \end{array}$	$\begin{array}{r} 457 \\ +603 \\ \hline \end{array}$	$\begin{array}{r} 543 \\ +261 \\ \hline \end{array}$
4.	$\begin{array}{r} 1132 \\ +436 \\ \hline \end{array}$	$\begin{array}{r} 1250 \\ +347 \\ \hline \end{array}$	$\begin{array}{r} 5786 \\ +432 \\ \hline \end{array}$	$\begin{array}{r} 4679 \\ +578 \\ \hline \end{array}$
5.	$\begin{array}{r} 1562 \quad 2000 \\ +3492 \quad +3000 \\ \hline 5000 \end{array}$	$\begin{array}{r} 6054 \\ +6542 \\ \hline \end{array}$	$\begin{array}{r} 3541 \\ +7987 \\ \hline \end{array}$	$\begin{array}{r} 2795 \\ +2454 \\ \hline \end{array}$

3RD GRADE MATH

Properties of Addition

Commutative Property of addition

No matter which order the addends are in the sum is the same.

$7 + 6 = 13$ $6 + 7 = 13$

Identity Property

4 + 0 = 4 *26 + 0 = 26*

"All About Me Property"

13 + 0 = 13 *a + 0 = a*

When you add 0 to any number the sum is the same.

Associative Property

the way numbers are grouped will not change the sum

$(9 + 1) + 5 = 9 + (5 + 1)$

Identity Property of Addition (Zero Property of addition)	Commutative Property of Addition	Associative Property of Addition
<p>When you add zero to any number, the sum is that number.</p> <p>example: $29 + 0 = 29$</p>	<p>You can add numbers in any order.</p> <p>example: $2 + 3 + 7 = 12$ $7 + 3 + 2 = 12$</p> <p style="text-align: center;">$2 + 3 + 7 = 7 + 3 + 2$</p>	<p>You can group addends different ways, and the sum will not change. Addends are grouped with parenthesis. (You add the part in parenthesis first.)</p> <p>example: $(4 + 3) + 9 = 16$ $4 + (3 + 9) = 16$</p> <p style="text-align: center;">$(4 + 3) + 9 = 4 + (3 + 9)$</p>

Find the value of the variables. Also, tell which property is used.

1.
 $6 + 3 + 9 = a$
 $3 + b + 6 = 18$

2.

$10 + (10 + 5) = c$
 $(10 + d) + 5 = 25$

a = _____

c = _____

b = _____

d = _____

property: _____

property: _____

3.

$(12 + e) + 7 = 21$
 $12 + (2 + 7) = f$

4.

$102 + g = 102$
 $h + 0 = 102$

3RD GRADE MATH
Properties of Addition

5.

$$7 + 9 + 7 + 3 + 8 + 2 = i$$

$$2 + 3 + j + 9 + 7 + 8 = i$$

$i =$ _____

$j =$ _____

property: _____

6.

$$(11 + 4) + (9 + 4) = k$$

$$11 + (m + 9) + m = 28$$

$k =$ _____

$m =$ _____

property: _____

7.

$$27 + n = 27$$

$$n + 27 = p$$

$n =$ _____

$p =$ _____

property: _____

8.

$$(q + q) + 2 = r$$

$$7 + (7 + 2) = r$$

$q =$ _____

$r =$ _____

property: _____

★★★ Challenge ★★★

9.

$$(s + 3) + (s + 3) = u$$

$$8 + (t + 8) + t = u$$

10.

$$v + 3 + v + 3 + v + 3 = x$$

$$w + 4 + w + 4 + w + 4 = x$$

3RD GRADE MATH
Properties of Multiplication

Associative Property

You can use this property to multiply 3 or more numbers. If you change the grouping of the factors, the **product** will remain the **same**!

$$5 \times (4 \times 1) = 20 \quad \text{and} \quad (5 \times 4) \times 1 = 20$$

The **Associative Property of Multiplication** states that the product of a set of numbers is the same, no matter how they are grouped.

example:

$$\begin{aligned} (2 \times 3) \times 4 &= 2 \times (3 \times 4) \\ 6 \times 4 &= 2 \times 12 \\ 24 &= 24 \end{aligned}$$

Find the products for each. First solve the part in parenthesis and write a new multiplication fact on the first line. Then write the product on the bottom line.

a. $(4 \times 2) \times 6 = 4 \times (2 \times 6)$

_____ = _____

_____ = _____

b. $(2 \times 5) \times 3 = 2 \times (5 \times 3)$

_____ = _____

_____ = _____

c. $(4 \times 5) \times 2 = 4 \times (5 \times 2)$

_____ = _____

_____ = _____

d. $(4 \times 7) \times 1 = 4 \times (7 \times 1)$

_____ = _____

_____ = _____

e. $(6 \times 2) \times 5 = 6 \times (2 \times 5)$

_____ = _____

_____ = _____

f. $(3 \times 3) \times 4 = 3 \times (3 \times 4)$

_____ = _____

_____ = _____

g. $(3 \times 2) \times 2 = 3 \times (2 \times 2)$

_____ = _____

_____ = _____

★ $(2 \times 2) \times (4 \times 1) = 2 \times (2 \times 4) \times 1$

_____ = _____

_____ = _____

3RD GRADE MATH
Properties of Multiplication

**COMMUTATIVE
PROPERTY**
change the ORDER of 2 factors
and the PRODUCT will be the same
 $4 \times 2 = 8$
 $2 \times 4 = 8$

The **Commutative Property of Multiplication** states that the product of a multiplication problem does not change when you change the order of the numbers.

example 1: $2 \times 3 = 3 \times 2$

example 2: $5 \times 7 \times 9 = 9 \times 5 \times 7$

Rewrite each multiplication fact another way by rearranging the numbers. Then write the product.

example: $2 \times 6 \times 4 = \underline{6 \times 4 \times 2} = \underline{48}$

a. $4 \times 5 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

b. $5 \times 5 \times 2 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

c. $7 \times 2 \times 3 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

d. $7 \times 1 \times 11 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

e. $5 \times 4 \times 3 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

f. $1 \times 2 \times 3 \times 4 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

g. $5 \times 2 \times 5 \times 2 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

h. $6 \times 2 \times 1 \times 4 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

i. $3 \times 2 \times 5 \times 2 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

3RD GRADE MATH
Properties of Multiplication

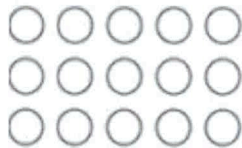
Distributive Property

A multiplication fact can be decomposed into the sum of two smaller facts.

$7 \times 4 = (5 \times 4) + (2 \times 4)$

The **Distributive Property of Multiplication** is used when we divide a multiplication array into two parts, making two smaller multiplication facts. When you add to find the sum of the two smaller products, you have the amount of the original array.

This array shows 3×5



What is 3×5 ?

$3 \times 5 =$ _____

The array was broken into two smaller parts. It shows $3 \times 3 = 9$ and $3 \times 2 = 6$.



What is $9 + 6$? _____

What is $3 \times (3 + 2)$? _____



The array above shows the multiplication fact _____ x _____ = _____.

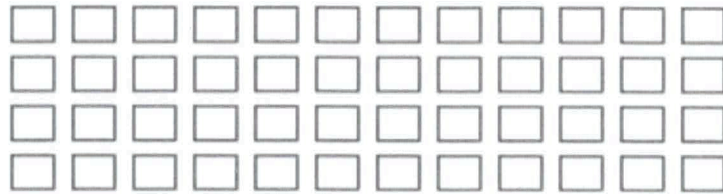


Now the array shows two facts.

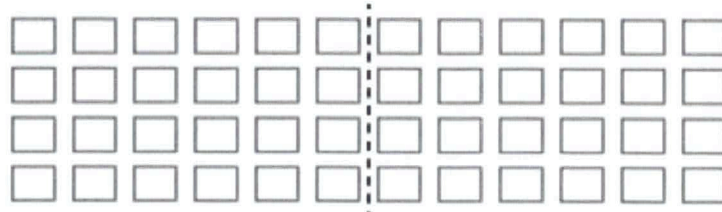
The facts are _____ x _____ = _____ and _____ x _____ = _____.

Add to find the sum of the two products. Your answer is _____.

3RD GRADE MATH
Properties of Multiplication



The array above shows the multiplication fact _____ x _____ = _____.



Now the array shows two facts.

The facts are _____ x _____ = _____ and _____ x _____ = _____.

Add to find the sum of the two products. Your answer is _____.

Make an array to show 3×8 . Be sure your symbols are arranged in neat rows and columns.

Now draw a dotted line on your illustration to divide the array into two arrays.

What two multiplication facts do you see?

_____ x _____ = _____ and _____ x _____ = _____

Add to find the sum of the two products. Your answer is _____.

Hello WUSD Students!

This is Mr. Taylor again. Here with some fun activities you can do from home. Spring is here and I hope you are going outside, staying in your yard and being safe and healthy. These assignments and activities are for 3rd through 5th grade students. Have fun with these activities and be safe.

1. I want you to find two dice, roll them and multiply the numbers. Whatever the sum is, I want you to find it on the next sheet. The number will be in a box and it will tell you what exercise you are to do. If it says for you to run laps, I want you to run around the outside of your house. That isH considered one lap. The pictures in the boxes will help you figure out what to do. If you do not have dice, write down the numbers of one to six twice, tear off each number, and put them in a bag and draw the number out one at a time.
2. Here is a game you can play inside your home which emphasizes the skills of accuracy, multiplication and throwing. I want you to take 50 pieces of paper and put a large red dot on 10 pieces of paper. Put a blue dot on 10 pieces of paper. Put a green dot on 10 pieces of paper. Put a yellow dot on 10 pieces of paper. Put an orange dot on 10 pieces of paper. Put a small garbage can about 6 feet away from you. You are going to throw each piece of paper. If you throw the paper in the trash you will get some points.
Red dot paper= 5 points
Blue dot paper= 4 points
Green dot paper= 3 points
Yellow dot paper= 2 points
Orange dot paper=1 point
You will add up your points after 50 throws. For example, you make 3 out of 10 shots of the paper with the red dot you get $3 \times 5 = 15$ points. Have fun and challenge your family members to a game.

3. Here is a nutrition game. An average 4th graders should have no more that 500 calories per meal. Anything that is too much higher than this is unhealthy. Follow the directions on the worksheet.

Lunchtime Math - Calorie Count

Find the calories for each lunch item. Add up the total to see how many calories in these lunch meals. Cross out the meals that are too high in calories.

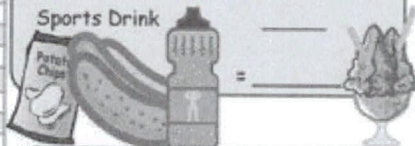
Food	Amount	Calories
Apple	1 medium	93
Baby Carrots	6	21
Chips	1 oz bag	160
Chocolate Chip Cookie	2 medium	118
Grilled Cheese	1	410
Hamburger	1 small	250
Hot Fudge Sundae	1 small	306
Hotdog and Bun	1	280
Large French Fries	1	500
Lowfat Dip	2 Tbsp	60
Salad Dressing, LF	1 Tbsp	18
Milk 1% Fat	8 oz	105
Orange slices	4	62
Soda	12 oz can	143
Sports Drink	12 oz	90
Taco, Beef	1	170
Turkey/LF Cheese Sandwich	2 slices of each	260
Veggie Salad	1 cup	10
Water	12 oz bottle	0

LF = low fat

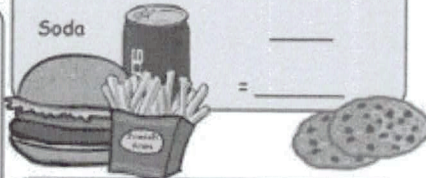
Veggie Salad with dressing _____
 Orange slices _____ +
 Water _____
 Turkey and Lowfat Cheese Sandwich _____
 = _____



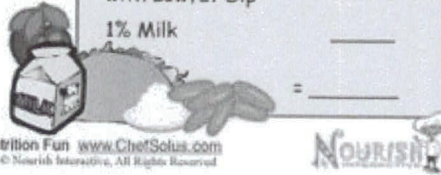
Hotdog with Bun _____
 Chips _____ +
 Hot Fudge Sundae _____
 Sports Drink _____
 = _____



Hamburger _____
 French Fries _____ +
 Chocolate Chip Cookies _____
 Soda _____
 = _____



Beef Taco _____
 Apple _____ +
 Baby Carrots with Lowfat Dip _____
 1% Milk _____
 = _____



More Nutrition Fun www.ChefSolus.com
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4.

Double Dice Multiplication - Template #1

1



"4" Stretch
10 secs each

2



20 Arm Circles

3



15 Crunches

4



10 Chest
Raises

5



Quad Stretch
10 secs each

6



25 Jumping
Jacks

7



No Homework
for a Month!

8



Straddle Stretch
20 secs

9



Knee Hugs
10 secs each

10



Jog
2 Laps

11



Free Trip to
Hawaii

12



Leg Stretch
10 secs each

13



Free Tickets to
NFL Game!

14



Unlimited
Recess!

15



15 Modified
Push-Ups

16



Shoulder Stretch
10 secs each

17



Free Pizza for
Everyone!

18



Slide 1 Lap

19



Free Soda for
Everyone!

20



6 Push-Ups

21



Do 100
Cartwheels!

22



Chew Gum All
Day!

23



Ice Cream!

24



"V" Seat for 20
secs

25



Crab Walk 24
Steps

26



Automatic "A" on
Your Next Test!

27



Do 1,000
Cartwheels!

28



Free Candy for
a Week!

29



Win a CD of
Your Choice!

30



Butterfly Stretch
20 secs

31



Win 2 Movie
Tickets!

32



Sing "Alphabet
Song" 3 times!

33



1,000,000
Curl-Ups!

34



Jog 75 Laps!

35



Free Lunch!

36



Jog in Place
40 Steps

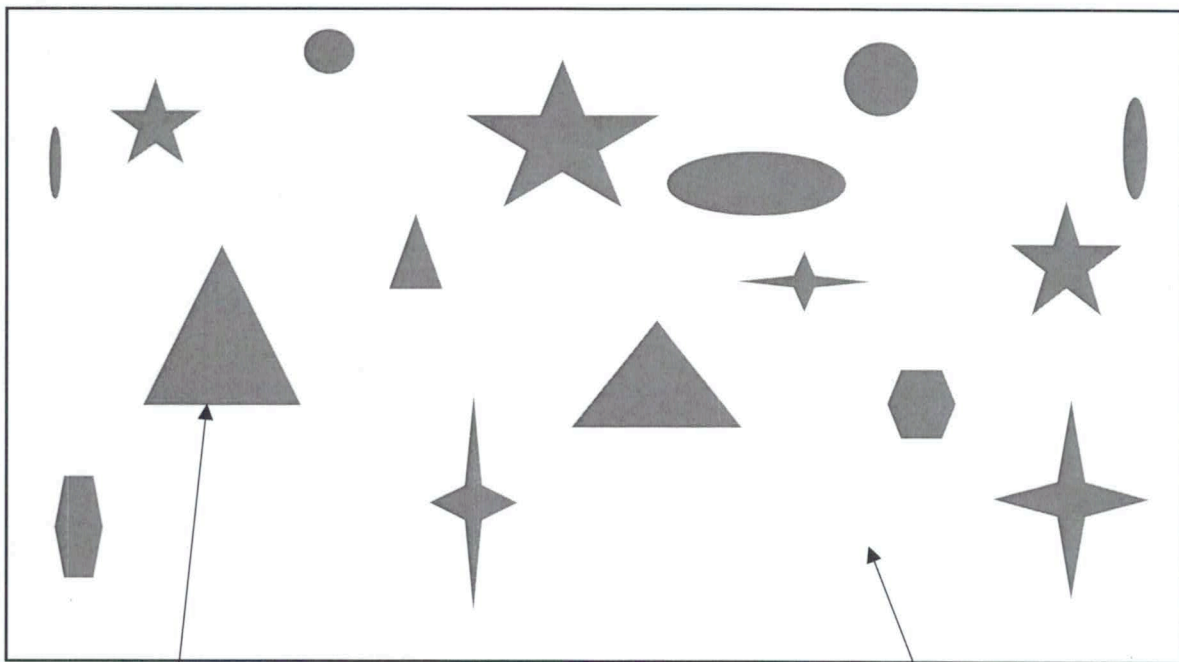
Secondary Grades Art Lesson for April

Title: Colorful city scape

Materials: White construction paper, Markers or crayons, Black construction paper, Scissors, Glue

Lesson: Students, remember two episodes ago in "Art at home" we made a silhouette of trees in front of a moonlit sky. Today we will be doing something similar, but instead of trees we will use a cityscape. Many artists have used cityscapes in their paintings and other artworks as they are some of the best artwork mankind has created. Every building you see is a work of art created by human beings. Putting them together in a picture makes a masterpiece. Combine the buildings with a background of nature and you have a beautiful picture.

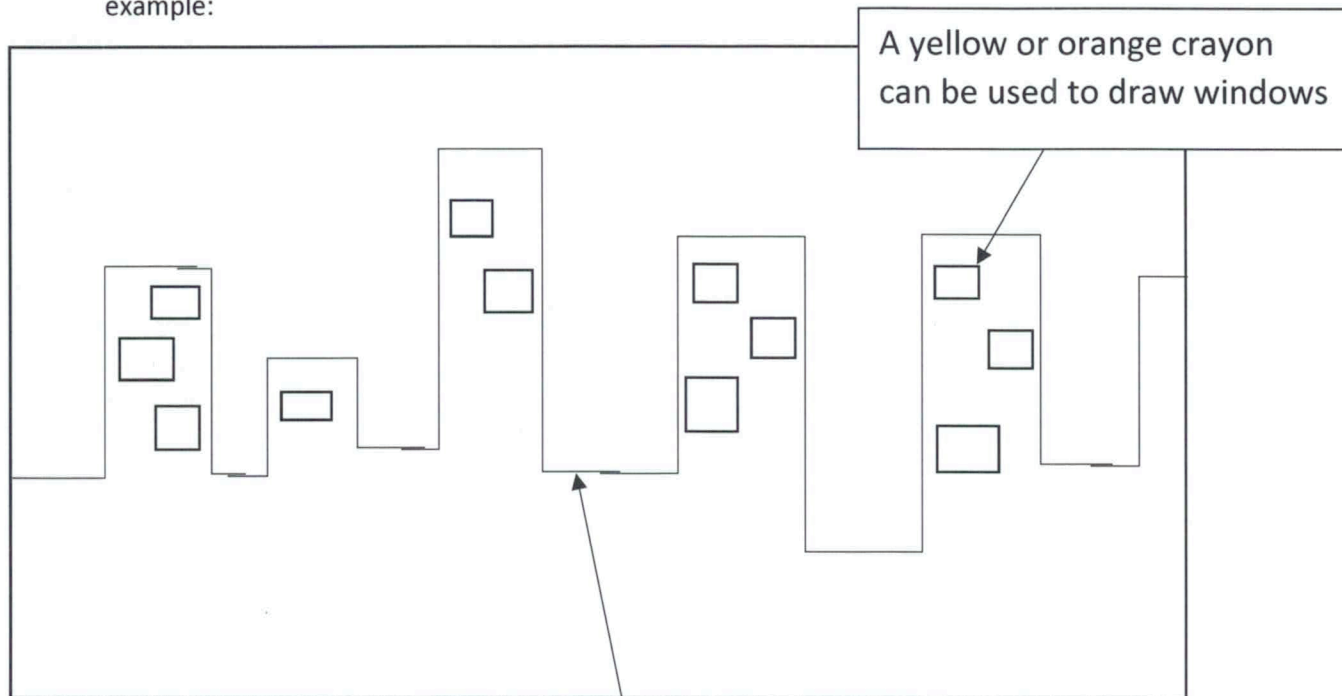
Step 1: Start out by designing the background on your white paper. Feel free to color the whole thing as we will be making our cityscape with a different paper. Use as many elements of art as you can such as shapes and lines as well as vibrant colors like those of the color wheel. Avoid using black for now because our cityscape will be black.



Color your shapes in boldly!
Darker than the rest of the
paper.

Color this area with all colors.
Like a rainbow!

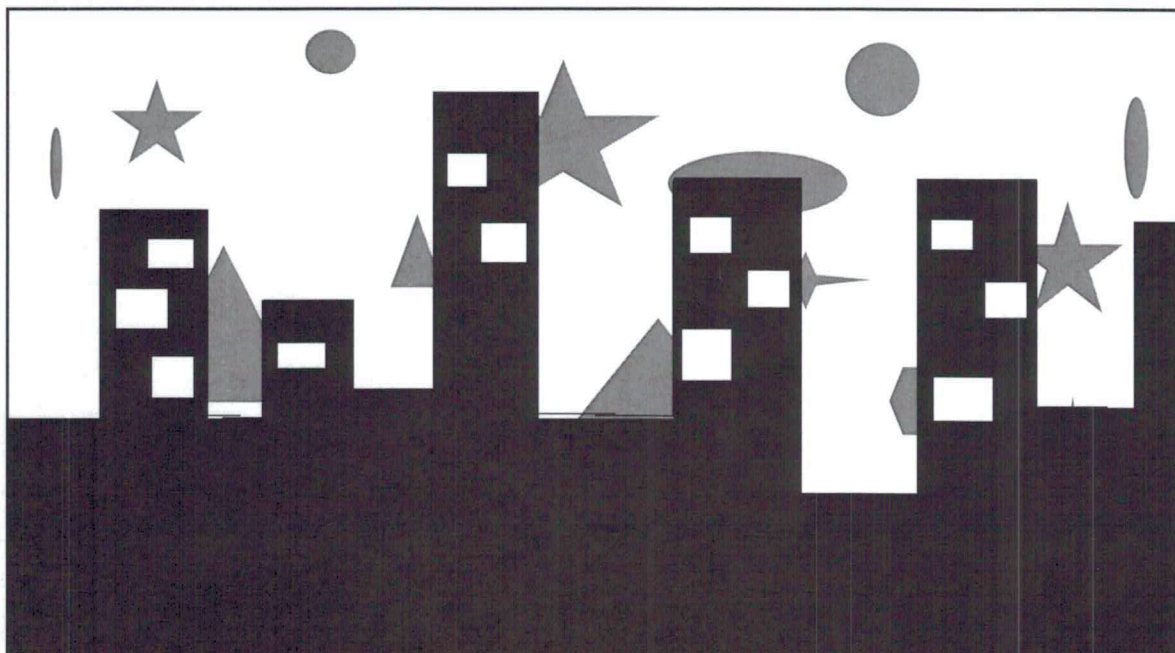
Step 2: Now for the cityscape. It would be best to use a white color pencil for this step. On the black construction paper draw the top of a few skyscrapers connected by one line. Here is an example:



Step 3: Now cut out the cityscape.



Step 4: Finally, it is time to combine our cityscape with our colorful background. Put glue on the back of the cityscape and place it at the bottom of the first paper you drew. Now we're finished! Remember to sign your work artists! Great Job!



APACHE LANGUAGE LESSON PLAN

Teacher: M. Alsenay

THE Week of: April 13-17, 2020

Materials needed: one extra piece of white paper

5 th -3 rd grade	2 nd -Kindergarten	
<p>Spiral: Phrases and words say everyday by student as much as they can remember is sufficient Da'gote-(how are you)? Da'gostig-(I am okay). Shii' Indee is'shlee shil nzhoo-(I love being Apache). In Apache Language-The Pledge of Allegiance (hanging up by the flag). Body Parts in Apache, Counting in Apache, Colors in Apache, Days of the Week in Apache,</p>		
<p>LEARNING GOAL: Students will learn and/or demonstrate their mastery of the Apache Language lesson by reading, speaking, writing, or listening via vocabulary words, and/or phrases rehearsed: Students should be able to know the following vocabulary words for a scenery page.</p>		
Yaa-Sky,	Yaak'os-clouds,	Dzil Ligai Si'an-White Mountain
Zas-snow	tunlii-river	dzil K'ee-aspen tree
Dilchi-pine tree	gad-cedar tree	t'iis-cottonwood tree
Gowa-wickiup	kih-house	tal'toh-ramada
<p><u>I DO/TEACHER/PARENT OR GRANDPARENTS:</u></p>		
<p>I will demonstrate how to say each word. The student should try and help along with someone to read and say words.</p>		
<p>I will demonstrate: write each Apache word under each picture on a paper that is enclosed.</p>		
<p><u>YOU DO TOGETHER:</u> Say each word together and/or with other siblings at home.</p>		
<p>I Do (Independent)</p>		
<p>Student will draw a scene using these words in the picture.</p>		
<p><i>Example: will draw a mountain with snow and put the Apache words: Dzil Ligai Si'an-White Mountain</i></p>		
<p>Write each Apache word that goes with a picture, then the student will color with crayons or what is available at home.</p>		
<p>Parents/Guardians: please use these words while at home as much as possible. Or pick a certain time of day to have the child repeat the words or phrases to you, sibling, or grandparent. So they can keep up and not loose what we have learned this year.</p>		
<p>End of the lesson ask the student: Two ways to say <i>Thank-you in Apache Language?</i> And How do you say: <i>See you later in Apache Language?</i></p>		

Yaa-Sky,

Zas-snow

Dilchi-pine tree

Gowa-wickiup

Yaak'os-clouds,

tunlii-river

gad-cedar tree

kih-house

Dzil Ligai Si'an-White Mountain

dzil K'ee-aspen tree

t'iis-cottonwood tree

tal'toh-ramada