



# Whiteriver Unified School District

## Third Grade Packet

Week 1

School:

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Teacher:

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Name: \_\_\_\_\_

This is the list for April, there are 15 words, they need to write them down 5 times each, remember parents in Apache Language, the i in Apache language sounds like the long e sound, will every vowel will have the short sound to it. A, E, O, U, will all have the short sound.

The letter L,l, will look like this ł, you have that slur sound with it.

Since we are in Spring. Apache Grandparents, parents, almost everyone in the family are getting ready to plant, corn, squash, sugar cane, help they would get it done in a day, so I decided to have Aprils Apache words on planting. Here we go!

Write 5 times each, just the Apache words only.

Flower- Chil

Leaf- Bit'aá

Roots= Bike'ghad

Grow- Hajeeh

Soil- łeezh

Farm- Ki'yaa

Seed- K'edilzii

Peel- Binłdeh

Black Corn- Nadá' Dıthıt

Blue Corn- Nadá' Dot'izhi

Yellow Corn- Nadá' łitsogi

White Corn- Nadá' łigai

Red Corn- Nadá' łich'i

Gray Corn- Nadá' łibahi

Spotted or Stripe Corn- Nadá' łik'izhi

## Grade 3 - Lesson 2 Hungarian Dance

Teacher's note:

Dear Parents/Caregivers,

This is a CONNECT lesson, where students will complete a worksheet and send it back to me.

We will worksheets for this purpose, for students to complete and send back to me. You can do this via email. You can send it to [rserrano@wusd.us](mailto:rserrano@wusd.us)

Take care and stay safe,  
Mrs. Serrano

Dear Grade Three students,

Today we will be listening to a piece called "Hungarian Dance No 5" by a composer called Johannes Brahms.

### **Step 1 - Watch this video and listen to the music:**

<https://funmusicmembers.com/at-home/3l2-2/>

### **Step 2 - Complete the worksheet questions.**

I have attached a word-processor file. Please follow the instructions in this and complete it. If you aren't sure of the answers for question one, you can go to this page and press "show answers" to get the solution for the first section.

<https://funmusicmembers.com/at-home/3l2-2/>

For questions in the second section, any answer is acceptable. There isn't really a right or wrong answer to these questions - it is about your impression and what you heard in the music. Watch the video over again a few times if you need to.

When you have completed the worksheet, save it and email it back to me. ([rserrano@wusd.us](mailto:rserrano@wusd.us))

Name: \_\_\_\_\_

This is the list for April, there are 15 words, they need to write them down 5 times each, remember parents in Apache Language, the i in Apache language sounds like the long e sound, will every vowel will have the short sound to it. A, E, O, U, will all have the short sound.

The letter L,l, will look like this ł, you have that slur sound with it.

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Write 5 times each, just the Apache words only.

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Roots= Bike'ghad

Grow- Hajeeh

Soil- łeezh

Farm- Ki'yaa

Seed- K'edilzii

Peel- Binłdeh

Black Corn- Nadá' Dıłhit

Blue Corn- Nadá' Dot'izhi

Yellow Corn- Nadá' Łitsogi

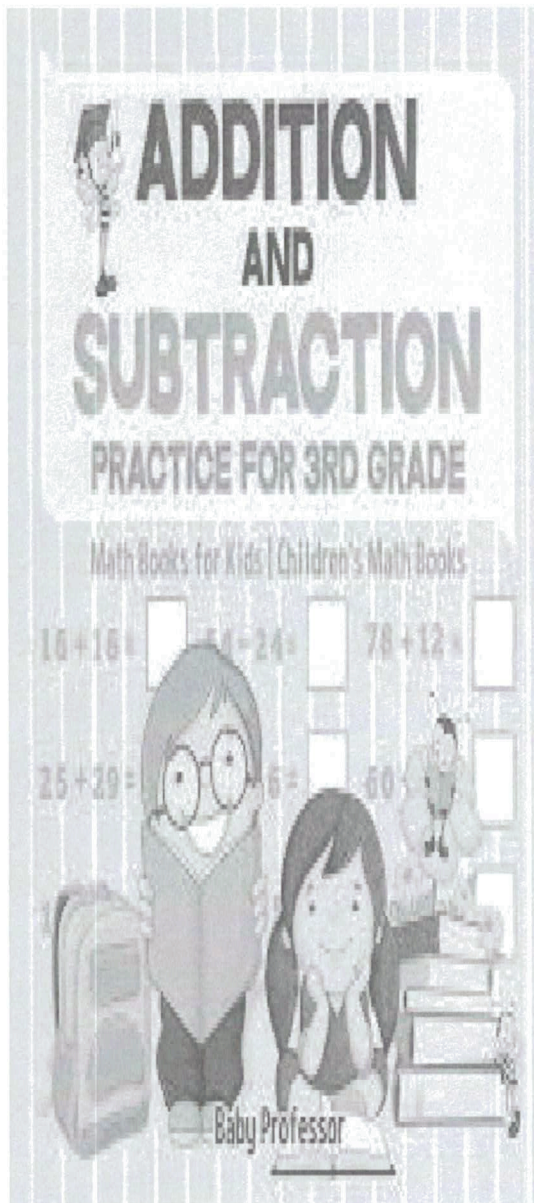
White Corn- Nadá' Łigai

Red Corn- Nadá' Łich'i

Gray Corn- Nadá' Łibahi

Spotted or Stripe Corn- Nadá' Łik'izhi

April 13 - 17, 2020  
3<sup>rd</sup> Grade  
Math Lesson Plan  
Whiteriver Unified S.D.



**Dear parents:**

**Due to the Coronavirus Pandemic**, Governor Ducey and State Superintendent Hoffman announced that school districts will continue school closures through until the end of the 2019-2020 school year. **to control the spread of the virus. Your child's safety and health as well as the school staff safety is of utmost importance during this time.**

Per guidance from the Arizona Department of Education:

"School closure is **NOT** a complete shutdown of school operations and instructional obligations to students. During school closures, staff are still expected to engage in work-related activities, and **students and families are expected to meet the instructional requirements of their teachers and schools.**

School leaders, teachers, staff and parents must work together to plan for continuity in education and critical services during this time. Specifically, during the closure, educators and community leaders are called on to:

Continue to deliver educational opportunities to the extent possible through remote learning and independent study, which may or may not include online learning or printed materials, among other options

Provide school meals..."

Therefore, WUSD will continue to provide meals and instructional support to children through May 22, 2020.

**The packet for the week in 3<sup>rd</sup> Grade MATH is a review on Fluently add and subtract within 1,000 ( Topic 9)**

**Students will work on 2 activities daily from Monday to Friday (1 in the morning and 1 in the after-noon,).**

**Each activity is given with an example on how to work / do the problems.**

**Day 1 Student will work on Adding two 3-digit numbers by breaking apart problems into simpler problems.**

**Day 2 Student will be adding 3-digit numbers using standard algorithm.**

**Day 3 Student will be working adding within 1,000.**

**Day 4 Student will work Adding Numbers rounding to the nearest ten.**

**Day 5 Student will be doing Addition and subtraction Practice Activity**

**Please keep your family safe and in good health. We miss our students dearly. Please give them a big hug**

**from all of us! Thank you so much for your time and understanding.**



## Lesson: Math-EnVisions

Date: Monday April 13, 2020

**Learning Goal: 9.1 - I can use place value to break apart and add numbers.**

Instructions: Dear Caregivers, here is today's lesson. Simply follow the steps given to teach this lesson at home. Be sure that your child is writing their numbers correctly. Today students will review a lesson which was previously taught. Students will be able to understand an open number line can be used to find products when one factor is a multiple of 10.

Fun at home- You can make your own centers. Draw a double ten-frame on a piece of paper, and have your child build teen numbers by using gold fish crackers, or cereal. Simply say a number, and have your child build it.

Vocabulary:

Algorithm-formula

### Daily Common Core Review

Materials: Daily Common Core 9.1 Review

**Step 1:** Have your child complete the Daily Common Core Review page independently. You can read the instructions on the bottom of the page.

### Guided and Independent Practice

Materials: Guided practice page 477 independent practice page 477,

**Step 1:** Give your child the Guided Practice page and read the italic sentences to your child-students answer should be similar or the same as the one in the parenthesis.

Say: *Suppose you were adding  $527+405$ . What numbers would you combine when adding the tens? Why?*

*First you need to break  $527+405$  into smaller problems. Second think about the place value of each number.*

<i>Hundreds</i>	<i>Tens</i>	<i>Ones</i>
500	20	7
<u>+400</u>	<u>+00</u>	<u>+5</u>
900	20	13

Third you add the sum of all the places.

900

20

+13

933

So,  $527 + 405 = 933$

**Step 2:** Read the Directions on the bottom page and have them complete the page.

**Step 3:** Give your child the independent practice page, read the directions on the bottom page and have them complete the page. \*This portion should be done without any guidance - if your child is struggling, read the directions to them again or show them an example on a separate page by using different numbers.

Note to student: Hello boys and girls! Today your parent/guardian will be helping you with your math lesson and you will be able to find the parts for the numbers 17, 18, and 19.

Remember to write your numbers correctly, and count your drawings/objects slowly so you don't get confused.

Name \_\_\_\_\_



## ★ Guided Practice ★

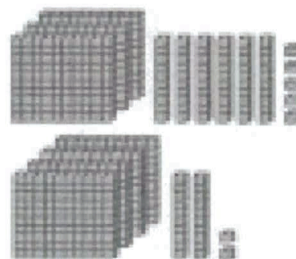
### Do You Understand?

1. **MP.7 Use Structure** Suppose you were adding  $527 + 405$ . What numbers would you combine when adding the tens? Why?
2. Write the smaller problems you could use to find  $623 + 281$ . What is the sum?

### Do You Know How?

In 3, use place value to find the sum.

3.  $365 + 422$

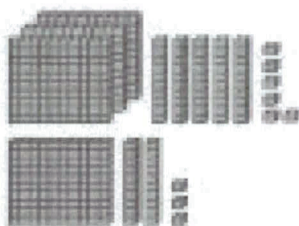


Hundreds	Tens	Ones	Total
300	60	5	_____
<u>+ 400</u>	<u>+ 20</u>	<u>+ 2</u>	_____
			+ _____

## ★ Independent Practice ★

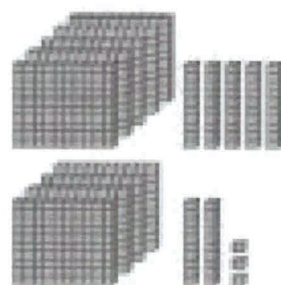
Levelled Practice In 4–11, find each sum.

4.  $356 + 123$



Hundreds	Tens	Ones	Total
300	50	6	_____
<u>+ 100</u>	<u>+ 20</u>	<u>+ 3</u>	_____
			+ _____

5.  $550 + 423$



Hundreds	Tens	Ones	Total
500	50	0	_____
<u>+ 400</u>	<u>+ 20</u>	<u>+ 3</u>	_____
			+ _____

6.  $185 + 613$

7.  $730 + 168$

8.  $546 + 143$

9.  $362 + 524$

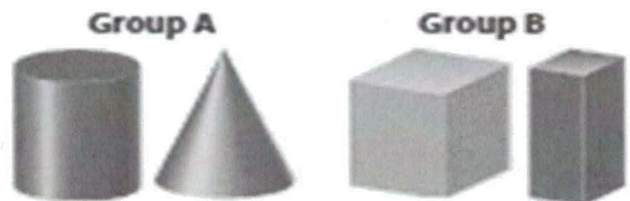
10.  $644 + 101$

11.  $463 + 315$

## ☆ Math Practices and Problem Solving ☆

12. ©MP.4 Model with Math John read a book with 377 pages. Jess read a book with 210 pages. How many pages did John and Jess read? Draw a bar diagram to represent and solve the problem.

13. ©MP.3 Construct Arguments Explain how the solids shown in Group A and Group B could have been sorted.



14. ©MP.3 Critique Reasoning Henry believes the sum of  $275 + 313$  is 598. Is Henry correct? Explain.

?	
275	313

15. Higher Order Thinking A school cafeteria sold 255 lunches on Monday, 140 lunches on Tuesday, and 226 lunches on Wednesday. Did the cafeteria sell more lunches on Monday and Tuesday or on Tuesday and Wednesday? Explain.

### © Common Core Assessment

16. Nina wants to find  $622 + 247$  using place value. Which shows the correct way to break apart this addition problem?
- (A)  $600 + 200; 22 + 40; 2 + 7$   
 (B)  $600 + 300; 20 + 40; 2 + 7$   
 (C)  $600 + 200; 20 + 40; 2 + 7$   
 (D)  $600 + 200; 20 + 47; 2 + 7$
17. Max wants to add  $331 + 516$  using place value. He begins by breaking the problem into smaller problems. He writes  $(300 + 500) + (30 + 10) + (1 + 6)$ . Which shows the correct sums of the hundreds, tens, and ones?
- (A)  $800 + 40 + 6$   
 (B)  $800 + 40 + 7$   
 (C)  $700 + 40 + 8$   
 (D)  $400 + 80 + 8$

## Lesson: Math-EnVisions

Date: Tuesday April 14, 2020

**Learning Goal: 9.2 - I can use different strategies to regroup when adding 3-digit numbers.**

Instructions: Dear Caregivers, here is today's lesson. Simply follow the steps given to teach this lesson at home. Be sure that your child is writing their numbers correctly. Today students will review a lesson which was previously taught. Students will know the standard algorithm for adding 3-digit number is an extension to the standard algorithm for adding 2-digit numbers.

Vocabulary:

Regroup-organized group

### Daily Common Core Review

Materials: Daily Common Core 9-2 Review page & pencil.

**Step 1:** Have your child complete the Daily Common Core Review page independently. You can read the instructions on the bottom of the page.

### Guided and Independent Practice

Materials- Guided practice page 483, independent practice page 483, and a pencil.

**Step 1:** Give your child the Guided Practice page and read the italic sentences to your child-students answer should be similar or the same as the one in the parenthesis. Say: Jayson's family drove 119 miles in the morning and 187 miles in the afternoon. How far did Jason's family drive?

Find  $119 + 187$

First Add the ones.

Second Add the tens

Third Add the hundreds

9 ones + 7 ones = 16 ones

1 ten + 1 ten + 8 tens = 10 tens 1 hundred + 1 hundred + 1 hundred = 3 hundred

Regroup.

Regroup.

11

16 ones = 1 ten 6 ones

10 tens = 1 hundred 0 tens

119

1

11

+187

119

119

306

+187

+187

6

06

Jason's family drove 306 miles.

**Step 2:** Read the Directions on the bottom page and have them complete the page.

**Step 3:** Give your child the independent practice page, read the directions on the bottom page and have them complete the page. \*This portion should be done without any guidance - if your child is struggling, read the directions to them again or show them an example on a separate page by using different numbers.

Note to student: Hello boys and girls! Today your parent/guardian will be helping you with your math lesson and you will be able to compose and decompose teen numbers. Remember to write your numbers correctly, and count your drawings/objects slowly so you don't get co

Name \_\_\_\_\_



## ☆ Guided Practice ☆

### Do You Understand?

1. Sue scored 236 points during the first half of her basketball season. She scored 285 points during the second half. How many points did she score during the entire season?

7 points	
236	285

2. MP.1 Make Sense and Persevere In Exercise 1, how can you tell if your answer is reasonable?

### Do You Know How?

In 3–6, estimate by rounding to the nearest ten. Then find each sum. You may use place-value blocks or drawings to help.

$$\begin{array}{r} 3. \quad 126 \\ + 171 \\ \hline 2 \square \square \end{array}$$

$$\begin{array}{r} 4. \quad \square \square \\ \quad 538 \\ + 429 \\ \hline \square \square 7 \end{array}$$

$$\begin{array}{r} 5. \quad \square \square \\ \quad 415 \\ + 168 \\ \hline \square 8 \square \end{array}$$

$$\begin{array}{r} 6. \quad \square \square \\ \quad 391 \\ + 609 \\ \hline \square \square \square 0 \end{array}$$

## ☆ Independent Practice ☆

**Levelled Practice** In 7–18, estimate by rounding to the nearest ten. Then find each sum.

$$\begin{array}{r} 7. \quad 136 \\ + 252 \\ \hline 3 \square \square \end{array}$$

$$\begin{array}{r} 8. \quad \square \square \\ \quad 678 \\ + 129 \\ \hline \square \square 7 \end{array}$$

$$\begin{array}{r} 9. \quad \square \square \\ \quad 564 \\ + 283 \\ \hline 8 \square \square \end{array}$$

$$\begin{array}{r} 10. \quad \square \square \\ \quad 118 \\ + 335 \\ \hline \square \square 5 \end{array}$$

$$\begin{array}{r} 11. \quad 172 \\ + 534 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 324 \\ + 508 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 309 \\ + 287 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 465 \\ + 285 \\ \hline \end{array}$$

$$15. \quad 582 + 230$$

$$16. \quad 207 + 238$$

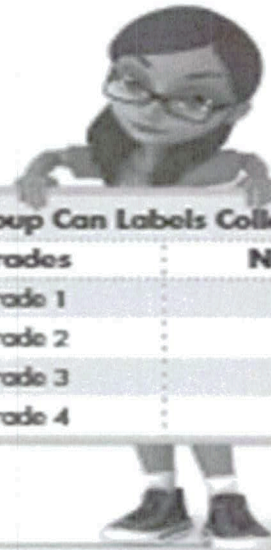
$$17. \quad 424 + 391$$

$$18. \quad 678 + 143$$

# Math Practices and Problem Solving

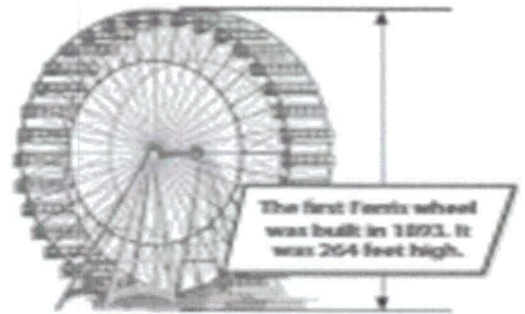
In 19 and 20, use the table at the right.

19. **MP.4 Model with Math** How many soup can labels did Grades 1 and 2 collect? Estimate by rounding to the nearest hundred. Then solve. Write an equation that represents the problem.
20. **MP.1 Make Sense and Persevere** Is your answer to Exercise 19 reasonable? Explain.

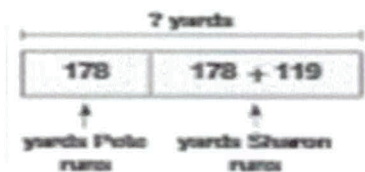


Grades	Number
Grade 1	385
Grade 2	294
Grade 3	479
Grade 4	504

21. **Number Sense** The roller coaster Kingda Ka is 192 feet taller than the first Ferris wheel. Use the symbols  $<$  and  $>$  to compare the heights of the two rides in two different ways.



22. **Higher Order Thinking** Pete can run 178 yards in one minute. Sharon can run 119 more yards than Pete in one minute. How many yards can they both run in one minute?



## Common Core Assessment

23. There were 126 tomato plants at the nursery. The owner planted 229 pepper plants. Complete the problem to find the total number of plants in the nursery. Show regrouping, if necessary.
24. Josh was playing a board game. He scored 248 points in the first game and 273 points in the second game. Complete the problem to find the total number of points Josh scored. Show regrouping, if necessary.

$$\begin{array}{r} \square \\ 126 \\ + 229 \\ \hline \square \end{array}$$

3<sup>rd</sup> Grade Math

$$\begin{array}{r} \square \square \\ 248 \\ + 273 \\ \hline \square \square \square \end{array}$$

Morning Worksheet April 13,2020



## Lesson: Math-EnVisions

Date: Wednesday April 15, 2020

**Learning Goal:** Vocabulary Review/Fluently add and subtract within 1,000 - I can add and subtract within 1,000 fluently. I can regroup numbers.

Instructions: Dear Caregivers, here is today's lesson. Simply follow the steps given to teach this lesson at home. Be sure that your child is writing their numbers correctly. Today students will review a lesson which was previously taught. Students will be practicing addition and subtraction fluency. Students will be able to compose and decompose teen numbers.

Fun at home- You can make your own centers. Students can practice addition and subtraction fluency by making addition and subtraction flash cards up to 5 or 10. (Or challenge them with equations to add and subtract ex.  $237+186=$  \_\_\_  $345 + 276$  \_\_\_ =  $542+109 =$  \_\_\_ )

Vocabulary:

Regroup-organized group

### Topic 9 Fluency Practice Activity and Topic 9 Vocabulary Review

Materials- Fluency practice activity page 523, Vocabulary review page 524, and a pencil.

**Step 1:** Give your child the Fluency practice page. Students are to work with a partner, but since we are not in the classroom they can work independently.

**Step 2:** Read the Directions on the bottom page and have them complete the page.

**Step 3:** You complete this Extra Challenge- Create your own Find a Match activity. Use the same clues on your page. Write a new problem for each clue.

**Step 4:** Give your child the Vocabulary Review page, read the Directions on the bottom page and have them complete the page.

Note to student: Hello boys and girls! Today your parent/guardian will be helping you with your math lesson and you will be able to practice addition and subtraction fluency, and composing and decomposing teen numbers.

Name \_\_\_\_\_

TOPIC  
9

## Fluency Practice Activity

Find a partner. Get paper and a pencil. Each partner chooses a different color: light blue or dark blue.

Partner 1 and Partner 2 each point to a black number at the same time. Both partners add those numbers.

If the answer is on your color, you get a tally mark. Work until one partner has seven tally marks.

I can ...  
add within 1,000.

Content Standard 3.NBT.A.2

Partner 1

400

120

233

275

412

812

591

520

687

758

824

800

240

353

675

508

532

645

770

633

395

550

478

Partner 2

358

275

412

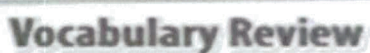
400

120

Tally Marks for Partner 1

Tally Marks for Partner 2


 TOPIC  
9


 Vocabulary Review


## Word List

- conjecture
- estimate
- inverse operations
- place value
- regroup
- round

## Understand Vocabulary

Draw a line to match each term to an example.

- |                       |                                            |
|-----------------------|--------------------------------------------|
| 1. place value        | $515 + 141$ is about 660.                  |
| 2. estimate           | $305 + 299 = 604$ and<br>$604 - 299 = 305$ |
| 3. regroup            | $232 = 2$ hundreds 3 tens 2 ones           |
| 4. inverse operations | $47 = 3$ tens 17 ones                      |

 Write *always*, *sometimes*, or *never*.

5. When *rounding* to the nearest ten, a number with a 5 in the ones digit \_\_\_\_\_ rounds to the next ten.
6. A *conjecture* is \_\_\_\_\_ true.
7. A digit with a greater *place value* is \_\_\_\_\_ written to the right of a digit with a lesser place value.
8. A ten can \_\_\_\_\_ be *regrouped* as 10 hundreds.

## Use Vocabulary In Writing

9. Explain how to find  $600 - 281$ , and then explain how to check that the difference is correct. Use at least 2 terms from the Word List in your explanation.

## Lesson: Math-EnVisions

Date: Thursday April 16, 2020

**Learning Goal:** Topic 9 Reteaching- I can fluently add and subtract within 1,000.

Instructions: Dear Caregivers, here is today's lesson. Simply follow the steps given to teach this lesson at home. Be sure that your child is writing their numbers correctly. Today students will review a lesson which was previously taught. Students will be able to fluently add and subtract within 1,000.

Fun at home- You can make your own centers. Students can practice addition and subtraction fluency by making addition and subtraction flash cards up to 5 or 10. (Or challenge them with equations to compose teen numbers ex.  $237+186=$  \_\_\_  $345 + 276=$  \_\_\_  $542+109 =$  \_\_\_ ) \*same as yesterday

Vocabulary:

Regroup-organized group

### Topic 9 Reteachig

Materials- Reteaching pages 525-526, and a pencil.

**Step 1:** Give your child the Reateaching page.

**Step 2:** Read the Directions on the bottom page and have them complete the page.

**Step 3:** Give your child the independent practice page, read the directions on the bottom page and have them complete the page. \*This portion should be done without any guidance - if your child is struggling, read the directions to them again or show them an example on a separate page by using different numbers.

Note to student: Hello boys and girls! Today your parent/guardian will be helping you with your math lesson and you will be composing teen numbers. Remember to look at the two parts (ten-frames) to make the teen numbers.

Name \_\_\_\_\_

TOPIC  
9**Set A** pages 475–480Find the sum of  $257 + 186$ .

You can break  
 $257 + 186$  into smaller  
addition problems.

Break each number by place value  
and find the sum of the numbers  
in each place.

Hundreds	Tens	Ones
200	50	7
<u>+ 100</u>	<u>+ 80</u>	<u>+ 6</u>
300	130	13

Then add the sums.

$$\begin{array}{r} 300 \\ 130 \\ + 13 \\ \hline 443 \end{array}$$

So,  $257 + 186 = 443$ .**Set B** pages 481–486Find  $235 + 187$ .

Estimate by rounding to the nearest ten:  
 $240 + 190 = 430$ .

Add the ones.  
Regroup if needed.

$$\begin{array}{r} \overset{1}{2}35 \\ + 187 \\ \hline 2 \end{array}$$

Add the tens.  
Regroup if needed.

$$\begin{array}{r} \overset{1}{2}35 \\ + 187 \\ \hline 22 \end{array}$$

Add the hundreds.

$$\begin{array}{r} \overset{1}{2}35 \\ + 187 \\ \hline 422 \end{array}$$

The answer is  
reasonable since 422  
is close to 430.

So,  $235 + 187 = 422$ .

Remember you can use place  
value to add numbers by  
breaking large addition  
problems into smaller addition problems.

**Reteaching**

In 1–5, find each sum. Break each  
problem into smaller problems.

1.  $135 + 152$

2.  $650 + 138$

3.  $535 + 423$

4.  $475 + 264$

5. Yvette takes 137 photographs on Friday.  
She takes 248 photographs on Saturday.  
How many did she take on both days?

Remember that an estimate can help you  
check whether your answer is reasonable.

In 1–6, estimate by rounding to the nearest  
ten. Then find each sum.

1.  $\begin{array}{r} 236 \\ + 217 \\ \hline \end{array}$

2.  $\begin{array}{r} 407 \\ + 436 \\ \hline \end{array}$

3.  $235 + 59$

4.  $584 + 326$

5.  $196 + 243$

6.  $465 + 357$

**Set C** pages 487–492

Chad has a new video game. He scores 128 points on the first level. He scores 218 points on the second level. How many points does Chad score on both levels?

You can use a bar diagram.



Estimate and solve.

$$130 + 220 = 350$$

$$\begin{array}{r} 128 \\ + 218 \\ \hline 346 \end{array}$$

The sum is reasonable. It is close to the estimate.



Chad scores 346 points on both levels.

**Set D** pages 493–498

Find  $124 + 32 + 238$ .

Estimate by rounding to the nearest ten:  
 $120 + 30 + 240 = 390$ .

Add the ones.  
Regroup if needed.

$$\begin{array}{r} 124 \\ 32 \\ + 238 \\ \hline 4 \end{array}$$

Add the tens.  
Regroup if needed.

$$\begin{array}{r} 124 \\ 32 \\ + 238 \\ \hline 94 \end{array}$$

Add the hundreds.

$$\begin{array}{r} 124 \\ 32 \\ + 238 \\ \hline 394 \end{array}$$

The answer is reasonable since 394 is close to 390.



So,  $124 + 32 + 238 = 394$ .

Remember to regroup when you have more than 10 in a place value.

In 1 and 2, estimate. Then find each sum.

1. Mike's Café sells 237 sandwiches on Friday. It sells 448 sandwiches on Saturday. How many sandwiches are sold on both days?
2. 2 planes leave an airport. Each plane has 239 seats. The first plane has 224 passengers. The second plane has 189 passengers. How many passengers are on both planes?

Remember that adding three numbers is like adding two numbers. Line up the digits and add by place value.

In 1–5, estimate by rounding to the nearest ten. Then find each sum.

$$\begin{array}{r} 1. \quad 209 \\ \quad 48 \\ \hline + 312 \end{array}$$

$$\begin{array}{r} 2. \quad 412 \\ \quad 273 \\ \hline + 139 \end{array}$$

$$3. \quad 146 + 86 + 53$$

$$4. \quad 125 + 224 + 306$$

5. A flower shop has 124 tulips, 235 roses, and 85 carnations. How many flowers does the flower shop have?

## Lesson: Math-EnVisions

Date: Friday April 17, 2020

**Learning Goal: Topic 9 Reteaching- I can fluently add and subtract within 1,000.**

Instructions: Dear Caregivers, here is today's lesson. Simply follow the steps given to teach this lesson at home. Be sure that your child is writing their numbers correctly. Today students will review a lesson which was previously taught. Students will be able to to fluently add and subtract within 1,000.

Fun at home- You can make your own centers. Students can practice addition and subtraction fluency by making addition and subtraction flash cards up to 5 or 10. (Or challenge them with equations to compose teen numbers ex.  $(237+186= \underline{\quad} \quad 345 + 276 \underline{\quad} = 542+109 = \underline{\quad})$  \*same as yesterday

Vocabulary:

Compose- to combine

Decompose- to take apart

How many more

### Topic 10 Reteachig

Materials- Reteaching pages 527-528, and a pencil.

**Step 1:** Give your child the Reateaching page.

**Step 2:** Read the Directions on the bottom page and have them complete the page.

**Step 3:** Give your child the independent practice page, read the directions on the bottom page and have them complete the page. \*This portion should be done without any guidance - if your child is struggling, read the directions to them again or show them an example on a separate page by using different numbers.

Note to student: Hello boys and girls! Today your parent/guardian will be helping you with your math lesson as we finish reviewing for Topic 10. Keep practicing at home using your flash cards.

Name \_\_\_\_\_

TOPIC  
9**Set E** pages 499–504Use place value to help find  $548 - 263$ .Subtract the hundreds.  $548 - 200 = 348$ Subtract the tens.  $348 - 40 = 308$   
Start with 348.  
There are not enough tens in the tens place.  
So, first subtract 4 tens.Then subtract 2 more tens.  $308 - 20 = 288$ Subtract the ones.  $288 - 3 = 285$ So,  $548 - 263 = 285$ .

Remember that place value can help you break a subtraction problem into smaller problems.

**Reteaching**  
Continued

In 1–6, find each difference. Break each problem into smaller problems.

- |                |                |
|----------------|----------------|
| 1. $489 - 253$ | 2. $544 - 162$ |
| 3. $856 - 328$ | 4. $349 - 98$  |
| 5. $873 - 184$ | 6. $526 - 207$ |

**Set F** pages 505–510Find  $416 - 243$ .Estimate by rounding to the nearest ten:  
 $420 - 240 = 180$ .Subtract the ones.  
Regroup if needed.

$$\begin{array}{r} 416 \\ - 243 \\ \hline 3 \end{array}$$

Subtract the tens.  
Regroup if needed.

$$\begin{array}{r} \overset{111}{416} \\ - 243 \\ \hline 73 \end{array}$$

Subtract the hundreds.

$$\begin{array}{r} \overset{111}{416} \\ - 243 \\ \hline 173 \end{array}$$

So,  $416 - 243 = 173$ .

The answer is reasonable since 173 is close to 180.



Remember to regroup if necessary.

In 1–5, estimate by rounding to the nearest ten. Then find each difference.

- |                                                          |                                                          |
|----------------------------------------------------------|----------------------------------------------------------|
| 1. $\begin{array}{r} 458 \\ - 176 \\ \hline \end{array}$ | 2. $\begin{array}{r} 236 \\ - 79 \\ \hline \end{array}$  |
| 3. $\begin{array}{r} 863 \\ - 526 \\ \hline \end{array}$ | 4. $\begin{array}{r} 748 \\ - 279 \\ \hline \end{array}$ |
| 5. $400 - 227$                                           | 6. $306 - 198$                                           |



**Set G** pages 511–516

273 people have finished a marathon.  
A total of 458 people entered the marathon.  
How many people are still running?

You can use a bar diagram.



Estimate and solve.

$$460 - 270 = 190$$

$$\begin{array}{r} 458 \\ -273 \\ \hline 185 \end{array}$$

The difference is reasonable. It is close to the estimate.

185 people are still running.



Remember to regroup when subtracting across zeros.

In 1 and 2, estimate. Then find each difference.

1. Damian's conservation club wants to plant 640 seedlings. They have 172 seedlings that they still need to plant to meet their goal. How many seedlings have they planted so far?
2. The Smith family is driving to Dallas. The trip is 450 miles. So far, they have driven 315 miles. How many miles are left in the trip?

**Set H** pages 517–522

Think about these questions to help you construct arguments.

**Thinking Habits**

- How can I use numbers, objects, drawings, or actions to justify my argument?
- Am I using numbers and symbols correctly?
- Is my explanation clear and complete?



Remember that a conjecture needs to be proved to be true.

Emma has \$191. She spends \$105. She donates \$52 to charity. Can Emma save \$30?

**Conjecture:** Emma can save \$30.

1. Draw a diagram to justify the conjecture.
2. Use your diagram to justify the conjecture.

### 3<sup>rd</sup> Grade ELA April 13<sup>th</sup> – 17<sup>th</sup> 2020

Dear parents/guardians:

**Due to the Coronavirus Pandemic**, Governor Ducey and State Superintendent Hoffman announced that school districts will continue school closures through until the end of the 2019-2020 school year. **To control the spread of the virus. Your child's safety and health as well as the school staff safety is of utmost importance during this time.**

Per guidance from the Arizona Department of Education:

"School closure is **NOT** a complete shutdown of school operations and instructional obligations to students. During school closures, staff are still expected to engage in work-related activities, and **students and families are expected to meet the instructional requirements of their teachers and schools.** School leaders, teachers, staff and parents must work together to plan for continuity in education and critical services during this time. Specifically, during the closure, educators and community leaders are called on to: Continue to deliver educational opportunities to the extent possible through remote learning and independent study, which may or may not include online learning or printed materials, among other options provide school meals..."

Therefore, WUSD will continue to provide meals and instructional support to children through May 22, 2020.

**The ELA Packet includes 5 reading passages with comprehensions question and a choice board. The student will need to pick two activities from the choice board to complete. They can read the story and answer the comprehension question in the morning and do the choice board activities in the afternoon.**

**Day 1 Narrative: My New Scooter**

**Day 2 Informational: Saving the World from Small Pox**

**Day 3 Narrative: The Swift Runner**

**Day 4 Informational: China: The Giant Panda**

**Day 5 Poetry: Fireflies in the Garden**

**Please keep your family safe and in good health. We miss our students dearly. Please give them a big hug from all of us! Thank you so much for your time and understanding.**

Read the short story. Then answer each question.

### **My New Scooter**

It was amazing. I couldn't keep my eyes off it. The way it shone in the light kept drawing my eye back to it. My dad noticed.

"Sophie, you have a scooter already, a really nice one!"

"I know, but look at this one! It's so shiny and new," I said.

"It is great, but we have to get going. Come on," said Dad.

We left the store, with me taking one last glance back at the new scooter. I knew my scooter was nice, and it still worked even though I'd gotten it for my birthday 3 years ago. I just couldn't stop thinking of that new scooter!

A few weeks later, Dad and I were back in the store. The scooter wasn't on display where it was before, but as we passed the toy section, I kept my eyes open for it. There it was, with a big sale sign on it! I couldn't help myself, I ran right over to it. Dad looked at the price.

"I know you've been thinking about this scooter a lot, Sophie, and you haven't asked for much from me or mom lately. You've been helpful around the house, too. The sale price is pretty good, though it's still a lot of money. I can't just buy this for you, but what if I pay for part of it, then lend you the money for the rest of the scooter, and you promise to pay me back?" Dad asked.

"Would you really?" I said excitedly. "I promise I will pay you back, I will!"

"Sure, let's get it," said Dad as he picked up the box. As we were walking toward the registers, Dad asked me if I knew what it meant to borrow money.

"Yes, it means that I have to give it back to you," I answered.

Dad responded, "You're right, but you can give it back to me a little at a time. Right now you get five dollars a week for your allowance. Instead of using it for a little treat, you could pay it back to me until you pay off your part of the scooter. It will take a couple of months for you to be done paying me back for it if you do that. Does that work for you?"

"Sure, Dad! Thank you so much, I can't wait to use my new scooter! I will pay you back with my allowance until I return all the money I'm borrowing from you today. You're the best!"

Questions:

1. Recount the story in your own words.

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2. How do you think Sophie will feel when she gives her dad her allowance each week? Why?

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3. Sophie borrowed money for her new scooter. When are other times people might borrow money?

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4. What does "glance" mean in the 5th paragraph? How do you know?

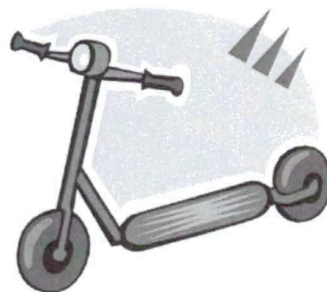
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5. What do you think Sophie will do with her old scooter? Why?

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### Choice Board

Students will need to pick two activities below and complete it.

<p><b><u>Story #1</u></b> Write about a time you wanted something and what you did to get it.</p>	<p><b><u>Story #2</u></b> Write another story using the same characters from My New Scooter.</p>	<p><b><u>Comic Strip</u></b> Create a comic strip with pictures and dialogue from the story. Use at least 5 drawings.</p>
<p><b><u>Character Description</u></b> Draw a picture of the main character and write at least 5 sentences describing the main character.</p>	<p><b><u>Compare and Contrast</u></b> Read another fiction story and compare and contrast the two stories.</p>	<p><b><u>Timeline</u></b> Create a timeline showing the sequence of events in the story.</p>
<p><b><u>Friendly Letter</u></b> Write a friendly letter to one of the characters in the story. Talk to them about events that happen in the story. You can also ask them questions.</p>	<p><b><u>Poem or Song</u></b> Create a poem or song that summarizes the story. Include the title, author, illustrator, setting, characters, and summary.</p>	<p><b><u>Dictionary Skills</u></b> Find 10 new words in the dictionary and write the definition of the word and write a sentence using the new word.</p>

## Saving the World from Smallpox

by ReadWorks

Sometimes to solve a tough problem, you have to ask the right questions. If you look carefully, you can find the right questions to ask. Edward Jenner was a doctor who lived hundreds of years ago. He solved one of the toughest problems around and saved thousands of lives by preventing a disease called smallpox.

For hundreds of years, smallpox was one of the worst diseases you could catch. "Pox" are bumps filled with pus, and they showed up on sick people's skin. Thousands of people died from smallpox every year. Smallpox was around for a long time - even Egyptian pharaohs caught it. A lot of the people who caught smallpox died, but most of the people killed by smallpox were children. People who didn't die had ugly scars afterwards.

No one knew how to prevent people from catching smallpox. Doctors knew that if you had smallpox and didn't die, you couldn't catch it again. Some doctors thought you could inoculate against smallpox. That meant that if you gave people a mild version of the disease, they would be protected from getting the bad version. But it was very dangerous to inoculate people with smallpox. Sometimes it worked, but other times people who were given the mild version still got very sick with smallpox. Sometimes they died. Edward Jenner was interested in stopping people from catching smallpox, but he didn't know how such a bad disease could be prevented. He wondered if there could be a way to inoculate people safely. One day, Dr. Jenner was talking with a dairymaid, a girl who milked cows. She told him that she never worried about catching smallpox. Why? Because she had already caught cowpox. Cowpox was a similar disease that people could catch from cows. But cowpox was much less dangerous and never killed anyone.

Dr. Jenner heard many more stories about how people believed dairymaids were immune to smallpox because they had already caught cowpox, so he decided to do an experiment with cowpox. This experiment was done at a time when people had not yet figured out how to safely do experiments with diseases to find treatments. While Dr. Jenner's experiment wasn't very safe, he was able to learn some very important information about smallpox.

For his experiment, Dr. Jenner found a dairymaid with cowpox and took pus from one of the pox on her arm. Then he made a cut on the arm of a boy named James Phipps and put some of the pus into the cut. Soon James Phipps caught cowpox. A few weeks later Dr. Jenner gave James a mild dose of smallpox. If James got sick, they would know that the inoculation didn't work. But James didn't catch smallpox! Dr. Jenner had solved the smallpox problem.

At first other people didn't believe Dr. Jenner. Lots of people made fun of him. People didn't know much about germs yet and thought he might be crazy. But Dr. Jenner continued to try his experiment with other children and to observe what happened. Over and over again, giving children cowpox helped keep them safe from smallpox. Dr. Jenner became a world hero. Fewer and fewer people got smallpox, and now no one gets it.

1. What is smallpox?

- A. the act of giving people a mild version of a disease to prevent them from catching a bad version
- B. a disease that gave people bumps on their skin and sometimes killed them
- C. a disease some people used to catch from cows but never died from
- D. a name that people called Dr. Jenner after he began experimenting on children

2. Smallpox used to be a problem. How did Dr. Jenner solve this problem?

- A. Dr. Jenner gave children mild versions of smallpox to prevent them from getting the bad version.
- B. Dr. Jenner talked to doctors that inoculated people against smallpox by giving them mild versions of the disease.
- C. Dr. Jenner studied the writings of Egyptian pharaohs who had caught smallpox.
- D. Dr. Jenner came up with the idea of giving people cowpox to protect them from smallpox.

3. Why was the dairymaid Dr. Jenner talked to not worried about catching smallpox?

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4. What is cowpox?

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5. The passage states, "Sometimes to solve a tough problem, you have to ask the right questions. If you look carefully, you can find the right questions to ask." What is a question Dr. Jenner might have asked as he worked on solving the problem of smallpox? Support your answer with evidence from the passage.

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## Choice Board

Students will need to pick two activities below and complete it.

<p><b><u>Research #1</u></b> Research Small Pox and write a paragraph about what is not included in this article.</p>	<p><b><u>Brochure</u></b> Create a brochure (fold a paper into 3rds) about small pox and what people need to know about it.</p>	<p><b><u>Friendly Letter</u></b> Write a letter to your friend about what you've learned about small pox.</p>
<p><b><u>Text Features</u></b> Create text features for this story. Include bold print, headings, table of content, glossary, maps/charts/diagrams, and pictures with captions.</p>	<p><b><u>Compare and Contrast</u></b> Read another article about a disease and compare and contrast the two.</p>	<p><b><u>Research #2</u></b> Research another disease and write about what you have learned.</p>
<p><b><u>Connect</u></b> Make a connection between the article Small Pox and something from your life, another text, or the world around you.</p>	<p><b><u>Questions</u></b> Write 5 questions about the text with the answers included.</p>	<p><b><u>Dictionary Skills</u></b> Find 10 new words in the dictionary and write the definition of the word and write a sentence using the new word.</p>



Read the short story. Then answer each question.

### The Swift Runner

In the olden times, the animals were fond of sports. They often held contests with prizes for those that won.

One time a prize was offered for the animal who could prove himself the swiftest runner.

The reward was to be a pair of great antlers. Each animal was to carry the antlers on his head while running the race. The animal who won would receive the antlers.

A path through the woods was chosen for the race course. There were many bushes and brambles along the way.

All the animals gathered at the meeting place. They chose Black Bear to be judge of the race. It was decided that the rabbit and the deer alone should try for the prize.

“They are the best runners. None of the rest of us could hope to win,” said the other animals.

White Rabbit was given the first chance.

“I am willing to try for the prize,” White Rabbit said, “but I would like first to look over the ground where I am to run.”

So White Rabbit disappeared in the woods. He was gone so long that Red Fox was sent to look for him. Red Fox found the rabbit hard at work cutting off twigs to clear a path to run on. Red Fox went back and told the other animals what White Rabbit was doing. Pretty soon White Rabbit came out of the woods. He was all ready to put on the antlers and begin the race for the great prize.

“Oh, no,” said Judge Bear. “We cannot allow you to enter the great race.

You are too fond of gnawing twigs. You may keep on gnawing twigs instead of trying for the prize.”

So little White Rabbit was not allowed to run for the prize.

Red Fox placed the horns upon the head of the deer and said, “It is your turn to try to win the race.”

Then the animals gave three loud cheers and told the deer to do his best. The deer ran swiftly along the woodland path. He carried the antlers so skillfully that they were not once caught in the bushes. When the deer returned to the meeting place, Judge Bear proclaimed him winner of the race.

As Black Bear gave the prize to the deer, he said, “Henceforth you shall wear the antlers on your head. You shall always be called the Swift Runner.”

**Questions:**

1. What could slow the runners down on the path?

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2. Why is White Rabbit not allowed to run?

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3. Why do you think the other animals did not want to race?

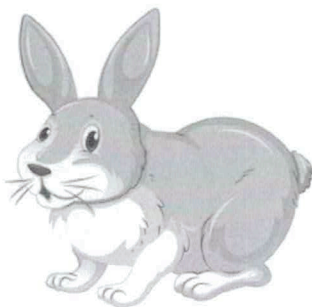
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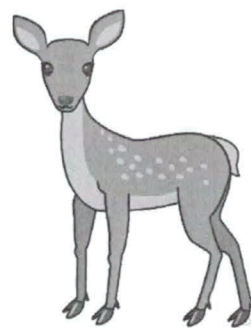
4. Which word best describes Judge Bear?

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Choice Board

Students will need to pick two activities below and complete it.

<p><b><u>Animal Features</u></b> Write a story about how an animal got a physical feature. For example, how an elephant got its tusk or how a tiger got its stripes.</p>	<p><b><u>Story</u></b> Write another story using the same characters from the swift runner.</p>	<p><b><u>Comic Strip</u></b> Create a comic strip with pictures and dialogue from the story. Use at least 5 drawings.</p>
<p><b><u>Character Description</u></b> Draw a picture of the main character and write at least 5 sentences describing the main character.</p>	<p><b><u>Compare and Contrast</u></b> Read another story about animals and compare and contrast the two stories.</p>	<p><b><u>Timeline</u></b> Create a timeline showing the sequence of events in the story.</p>
<p><b><u>Friendly Letter</u></b> Write a friendly letter to one of the characters in the story. Talk to them about events that happen in the story. You can also ask them questions.</p>	<p><b><u>Poem or Song</u></b> Create a poem or song that summarizes the story. Include the title, author, illustrator, setting, characters, and summary.</p>	<p><b><u>Dictionary Skills</u></b> Find 10 new words in the dictionary and write the definition of the word and write a sentence using the new word.</p>

## China: The Giant Panda

by ReadWorks



Deep in a forest, a black-and-white bear sits peacefully. It chews the green leaves of a plant. The bear is alone, but there are others not too far away. Later, it might amble over to find them. They may play together. This is the giant panda in nature.

The giant panda is a bear native to China. It is unusual for a bear to be found only in one place. For over a hundred years, scientists thought that giant pandas might belong to the raccoon family. Then research in the 1980s showed that giant pandas are bears after all. These bears are black and white, with black patches of fur around their eyes.

Giant pandas live in bamboo forests, high in the mountains in the western part of China. This is their habitat. Here they eat bamboo. Bamboo is a grass that can grow 100 feet high. It has hollow green stalks. Giant pandas peel off the leaves and stems to eat. Their paws are well adapted to this task. They have a special thumb that helps them grasp the bamboo. Giant pandas spend about 10-15 hours a day eating this plant. Giant pandas are an endangered species. Based on a survey completed in the mid-1980s, researchers determined there were only 1,000 giant pandas left in the wild. This was the lowest number ever recorded. One reason the population of giant pandas had declined is that they had less bamboo to eat. A lot of the bamboo forests where giant pandas lived had been wiped out by logging. Logging is the practice of cutting down trees for lumber. Loggers had cut down the forests for fire wood, and the cleared land was used for farming.

In 1998, the Chinese government banned logging in the giant panda habitats in order to protect giant pandas. However, there are still some threats to giant pandas, and giant pandas are killed each year. China has more people than any country in the world, and these people need food, clothing, and homes. People still illegally log in the giant panda habitats. In addition, sometimes giant pandas get killed by getting caught in traps that people set to hunt other animals, such as deer and takins.

Conservationists and the Chinese government have tried to eliminate the threats to giant pandas. Thanks to their efforts, the giant panda population overall has been increasing. In 2004, the giant panda population reached 1,600, and it continues to grow. Many people are working hard to strengthen the protection of giant panda habitats, learn more about the bears, and end the remaining threats. Thus, the future looks hopeful for giant pandas.

1. According to the passage, what helps pandas eat bamboo?

- A. sharp teeth
- B. long arms and legs
- C. a tail that can wrap around the stalks
- D. a special thumb

2. What is the purpose of the first paragraph in this passage?

- A. to introduce the reader to giant pandas by describing one
- B. to prove to the reader that giant pandas are in danger of dying out
- C. to explain why bamboo is so important to giant pandas
- D. to argue that giant pandas actually belong to the raccoon family

3. The main purpose of this passage is to

- A. convince people that they should take action to protect giant pandas
- B. describe giant pandas and the dangers facing them
- C. list the reasons that giant pandas have become an endangered species
- D. show that giant pandas and black bears are closely related

4. According to the text, how does logging affect the giant panda population in China?

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5. The text concludes with the following statement: "the future looks hopeful for giant pandas." What information does the text provide that supports this statement?

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## Choice Board

Students will need to pick two activities below and complete it.

<p><b><u>Research #1</u></b> Research Pandas and write a paragraph about what is not included in this article.</p>	<p><b><u>Brochure</u></b> Create a brochure (fold a paper into 3rds) about Panda's and why it's important to protect them.</p>	<p><b><u>Friendly Letter</u></b> Write a letter to your friend about what you've learned about pandas.</p>
<p><b><u>Text Features</u></b> Create text features for this story. Include bold print, headings, table of content, glossary, maps/charts/diagrams, and pictures with captions.</p>	<p><b><u>Compare and Contrast</u></b> Read another article about an endangered animal and compare and contrast the two species.</p>	<p><b><u>Research #2</u></b> Research another endangered animals and write about their habitat, diets, and physical characteristics.</p>
<p><b><u>Connect</u></b> Make a connection between the article Pandas and something from your life, another text, or the world around you.</p>	<p><b><u>Questions</u></b> Write 5 questions about the text with the answers included.</p>	<p><b><u>Dictionary Skills</u></b> Find 10 new words in the dictionary and write the definition of the word and write a sentence using the new word.</p>

## Fireflies in the Garden

by Robert Frost

Here come real stars to fill the upper skies,  
And here on earth come emulating flies,  
That though they never equal stars in size,  
(And they were never really stars at heart)  
Achieve at times a very star-like start.  
Only, of course, they can't sustain the part.

### Fireflies in the Garden - Comprehension Questions

1. What kind of insect is this poem about?

- A. dragonflies
- B. ants
- C. fireflies
- D. grasshoppers

2. What does the poet compare and contrast fireflies with in this poem?

- A. planes
- B. planets
- C. comets
- D. stars

3. What is the main idea of this poem?

- A. Fireflies can seem very star-like, but only for a short time.
- B. Although stars are larger in size, fireflies are more beautiful than stars.
- C. Fireflies live in the garden, while stars appear in the sky.
- D. Fireflies and stars are both interesting things to study.

4. Why might the poet have chosen to use the word "achieve" in the last of these lines?

- A. to make it seem like fireflies do not want to look like stars
- B. to make it seem like fireflies sometimes look like stars by accident
- C. to make it seem like fireflies are very intelligent insects
- D. to make it seem like fireflies are trying and succeeding at looking like stars

5. What does the word "they" refer to throughout the poem?

- A. stars
- B. skies
- C. flies
- D. parts

6. What are two ways that the poet contrasts flies and stars in this poem?

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7. In what way are flies similar to stars, based on the poem?

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8. "Emulating" means imitating, or trying to be like something else. Why might the poet have called fireflies "emulating flies" in this poem? Use evidence from the text to support your answer.

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## Choice Board

Students will need to pick two activities below and complete it.

<p><b><u>Compare and Contrast #1</u></b> Read another poem and compare and contrast it to Fireflies in the Garden.</p>	<p><b><u>Research #1</u></b> Research fireflies and write a paragraph about your findings.</p>	<p><b><u>Poem #1</u></b> Add 5 more lines to the poem.</p>
<p><b><u>Research #2</u></b> Research stars and write a paragraph about your findings.</p>	<p><b><u>Compare and Contrast #2</u></b> Read another poem by Robert Frost and compare and contrast it.</p>	<p><b><u>Poem #2</u></b> Write and Acrostic Pome using STARS and FIREFLIES.</p>
<p><b><u>Friendly Letter</u></b> Write a friendly letter to the author and ask him questions about the poem.</p>	<p><b><u>Poem #3</u></b> Write a new poem about a different animal.</p>	<p><b><u>Dictionary Skills</u></b> Find 10 new words in the dictionary and write the definition of the word and write a sentence using the new word.</p>