3rd Grade Distance Learning
Week 3

Use this calendar to keep yourself organized our days of off site learning. Each day, follow the schedule. Check off each item as you do it. Digital learning assignments can be completed on Khan Academy or Classkick while hard copies are available as well.

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	❑ Read 20 minutes ❑ Complete Reading Log handwritten **or** digitally using Classkick. ❑ Visit Into the Book website to learn about inferences **or** read inference posters in paper path.	❑ Read 20 minutes ❑ Complete Reading Log handwritten **or** digitally using Classkick. ❑ Complete "Where am I?" handwritten **or** digitally using Classkick.	❑ Read 20 minutes ❑ Complete Reading Log handwritten **or** digitally using Classkick. ❑ Complete "Making Inferences: Character Traits" handwritten **or** digitally using Classkick.	❑ Read 20 minutes ❑ Complete Reading Log handwritten **or** digitally using Classkick. ❑ Complete "Making Inferences In Reading: Scavenger Hunt" handwritten or digitally using Classkick.	❑ Read 20 minutes ❑ Complete Reading Log handwritten **or** digitally using Classkick.
Writing	❑ Paragraph of the Week: MONDAY Handwritten on hard copy or digitally in Classkick.	❑ Paragraph of the Week: TUESDAY Handwritten on hard copy or digitally in Classkick.	❑ Paragraph of the Week: WEDNESDAY Handwritten on hard copy or digitally in Classkick.	❑ Paragraph of the Week: THURSDAY Handwritten on hard copy or digitally in Classkick.	
Math	❑ My Math Lesson Unit 13 Lesson 3 **or** Khan Academy assignments on area ❑ Use flashcards, Quizlet, or multiplication table to study 0-5s ❑Complete Multiplication 0-5s TEST by Friday handwritten or digitally using Classkick	❑ Continued My Math Lesson Unit 13 Lesson 3 **or** Khan Academy assignments on area ❑ Use flashcards, Quizlet, or multiplication table to study 0-5s ❑Complete 0-5s Test by Friday handwritten or digitally using Classkick	❑ "Multiples of 10" Reteach Lesson 8 **or** Khan Academy assignments on same topic ❑ Use flashcards, Quizlet, or multiplication table to study 0-5s ❑ Complete 0-5s TEST by Friday handwritten or digitally using Classkick	❑ "Evaluating Expressions "Reteach Lesson 6 **or** Khan Academy Assignments on same topc ❑ Use flashcards, Quizlet, or multiplication table to study 0-5s ❑ Complete 0-5s TEST by Friday handwritten or digitally using Classkick	❑ Use flashcards, Quizlet, **or** multiplication table to study 5s-9s ❑ Multiplication 0-5s TEST REVIEW due today ❑Spiral Math Review
Optional	❑Explore area on Brainpop Jr.https://jr.brainpop.com/math/measurement/area/ Do an activity after! ❑ Play Hangman with a friend or family member!	❑Visit https://www.artforkidshub.com and complete a guided drawing video ❑ Go on a nature walk in your backyard or outside. Take pictures or sketch 5 things you see.	❑ Research a topic of your choice. Create a ppt presentation about what you learn and share it with your teacher.	❑Write down the schedule of a typical day at home. Figure out the elapsed time between two different activities in your day. ❑ Practice your best print or cursive penmanship.	❑ Free write a paragraph on a topic of your choice. ❑ Visit https://www.getepic.com and read a book of choice.

3rd Grade Packet Instructions

May 4th – May 8th

Parents,

This packet is paced for students to be working 1 ½ to 2 hours each day in accordance to district and state guidelines. However, it is just a suggestion. The work can be done at the student's own pace within the week.

If your student need assistance with this work, please refer to your teacher's office hours for a quick response time. Other times of the day we will do our best to back to you in a timely manner. We understand that these are unprecedented times and appreciate your patience. Stay safe and healthy.

Your Teachers,
Mrs. Cody, Ms. Rieman and Mr. Thomas

Monday

Reading

Complete 20 minutes of independent reading - Reading may be a picture book or a chapter book that you read over multiple days. www.getepic.com is another way to find 1000's of books to choose from.

Write a reflection on the Reading Log in the packet for your 20 minutes of reading.

- you are **required** to do three total reflections on the Form for the week, although you may choose to do all five.

Read the inference posters included in the path packet pdf. Make sure you understand what an inference is. We will be working on this skill throughout the week.

Math

Unit 13 Lesson 3 – Pages 765-770

Read all the definitions on page 765. Read and review the **Draw It**, **Try It,** and **Talk About It** sections (you may complete, but this is optional). Complete the **Homework Page-** pages 769 - 770. This is the only "must do" math page to turn in for this lesson. **Practice It** and **Apply it** sections are optional. However, they are highly recommended for extra practice and understanding.

You will have two days to complete the assignment.

Practice Multiplication 0s-5s for 10 minutes using the multiplication chart provided in the packet, flashcards, Multiplication.com, or Mrs. Cody's Quizlet web page.

Complete Multiplication Test 0-5s by FRIDAY. Please use the multiplication chart as needed and to ensure you complete accurately. You may choose to do some of this each day or complete the whole thing at once. As long as it's turned in by Friday, it's up to you how much you do each day!

Writing
PARAGRAPH OF THE WEEK – we will be completing a paragraph each week. Follow the daily graphic organizers found in the packet.

Tuesday

Reading
Complete 20 minutes of independent reading - Reading may be a picture book or a chapter book that you read over multiple days. www.getepic.com is another way to find 1000's of books to choose from.

Write a reflection on the Reading Log in the packet for your 20 minutes of reading.

Yesterday you learned about how to make inferences. Today read the activity sheet titled "Where am I?". See if you can infer the setting based on the clues and your own background knowledge. Write the setting in each box. Use a highlighter (or just underline with a pencil) any clues in the reading that helped you determine the setting.

Math
Continue Unit 13 Lesson 3 – Pages 765-770

Practice Multiplication 0s-5s for 10 minutes using the multiplication chart provided in the packet, flashcards, Multiplication.com, or Mrs. Cody's Quizlet web page.

Writing
PARAGRAPH OF THE WEEK – we will be completing a paragraph each week. Follow the daily graphic organizers found in the packet.

Wednesday

Reading
Complete 20 minutes of independent reading - Reading may be a picture book or a chapter book that you read over multiple days. www.getepic.com is another way to find 1000's of books to choose from.

Write a reflection on the Reading Log in the packet for your 20 minutes of reading.

Yesterday you practiced inferring the setting. Today you will practice making inferences about a character's traits. Read each paragraph on "Inferring Character Traits". After reading, determine what trait the character has and explain your evidence in complete sentences. Be sure to begin with capital letters and end with periods.

Math
Read through "Multiples of 10" (Lesson 8 Reteach) teaching portion at the top and then complete numbers 1-18.
Practice Multiplication 0s-5s for 10 minutes using the multiplication chart provided in the packet, flashcards, Multiplication.com, or Mrs. Cody's Quizlet web page.

Writing
PARAGRAPH OF THE WEEK – we will be completing a paragraph each week. Follow the daily graphic organizers found in the packet.

Thursday

Reading
Complete 20 minutes of independent reading - Reading may be a picture book or a chapter book that you read over multiple days. www.getepic.com is another way to find 1000's of books to choose from.

Write a reflection on the Reading Log in the packet for your 20 minutes of reading.

This week you have learned what it means to make an inference, and you've practiced inferring the setting and a character's traits. Today, you are going to put all of your learning together by reading an entire passage and answering questions-- that may be inference based-- about the text. Complete "Making Inferences in Reading: Scavenger Hunt".

Math
Read through "Evaluate Expressions" (Lesson 6 Reteach) teaching portion at the top and then complete numbers 1-8.

Practice Multiplication 0s-5s for 10 minutes using the multiplication chart provided in the packet, flashcards, Multiplication.com, or Mrs. Cody's Quizlet web page.

Writing
PARAGRAPH OF THE WEEK – we will be completing a paragraph each week. Follow the daily graphic organizers found in the packet.

Friday

Reading
Complete 20 minutes of independent reading - Reading may be a picture book or a chapter book that you read over multiple days. www.getepic.com is another way to find 1000's of books to choose from.

Write a reflection on the Reading Log in the packet for your 20 minutes of reading.

Math

Turn in complete Multiplication Test 0-5s REVIEW today!

Complete the Spiral review in this packet.

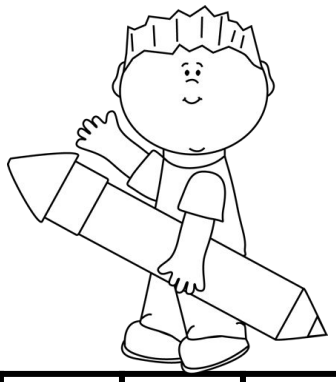
Practice Multiplication 0s-5s for 10 minutes using the multiplication chart provided in the packet, flashcards, Multiplication.com, or Mrs. Cody's Quizlet web page.

Multiplication Test 0-5 Review

Name _____ Date _____ Score 100

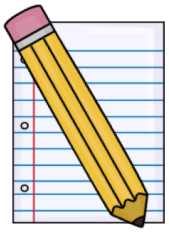
1.	8 x4	6 x0	1 x3	7 x4	9 x3	9 x2	0 x1	4 x3	4 x0	5 x4
2.	7 x1	6 x3	8 x1	8 x3	9 x1	3 x0	3 x1	4 x4	0 x3	6 x4
3.	8 x2	0 x0	1 x2	7 x2	1 x1	5 x2	5 x0	4 x2	0 x2	4 x1
4.	2 x3	6 x1	5 x3	7 x0	3 x2	2 x4	3 x4	3 x3	7 x3	2 x0
5.	1 x0	1 x4	6 x2	5 x1	9 x0	2 x2	0 x4	2 x1	9 x4	8 x0
6.	7 x5	0 x5	6 x4	1 x5	8 x5	5 x3	5 x4	0 x5	4 x4	4 x5
7.	1 x2	9 x2	5 x5	9 x4	7 x2	0 x4	8 x3	6 x2	6 x3	5 x2
8.	8 x5	4 x5	8 x4	1 x3	8 x2	3 x3	6 x5	9 x3	7 x5	2 x3
9.	1 x4	3 x5	3 x2	9 x5	3 x4	6 x5	7 x4	9 x5	2 x4	5 x5
10.	7 x3	0 x3	2 x5	4 x2	1 x5	2 x2	3 x5	4 x3	2 x5	0 x2

Multiplication Chart 1-12



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

Name #: _____ Date: _____



Paragraph of the Week®

Level 1

Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

Monday

What do you think would happen if it actually did rain cats and dogs, like the idiom says? Where would all the animals go after the rain? How would they get in the sky? What would be the positives? The negatives? Be sure to include every detail you can think of about that topic.

What if it actually did rain cats and dogs?

Name _____

Measurement and Data

3.MD.5, 3MD.5a, 3.MD.5b, 3.MD.6, 3.MD.8

Hands On
Understand Area

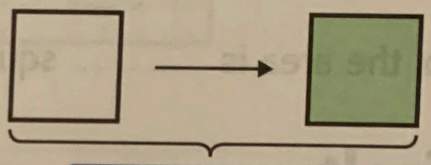
Lesson 3

ESSENTIAL QUESTION

How are perimeter and area related and how are they different?

A square with a side length of one unit is called a **unit square**.

A unit square has one **square unit** of area and can be used to measure area. **Area** is the number of square units needed to cover a figure without overlapping.

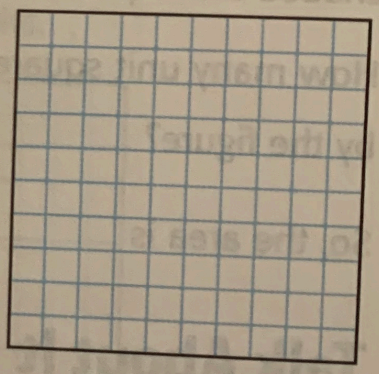


Shading or covering a unit square results in one square unit.

Draw It

Tools

Draw and shade two different rectangles that each have an area of 20 square units.



Use the 10-by-10 grid.

To shade a rectangle with 20 square units, you need to shade a rectangle made up of 20 unit squares.

1. Shade 20 unit squares so that they form a rectangle.

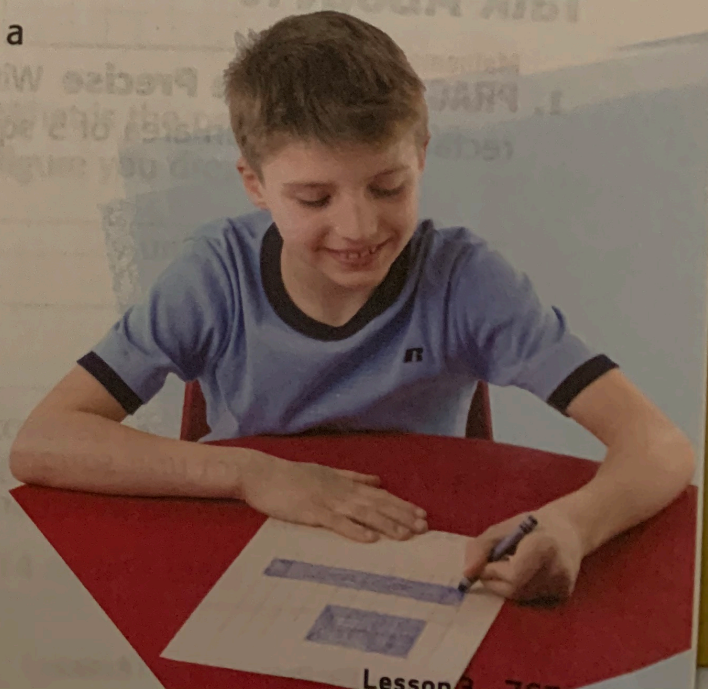
   What is the perimeter of your rectangle?

   _____

2. Shade another 20 unit squares so that they form a different rectangle.

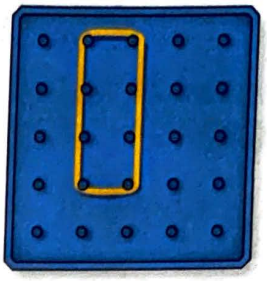
   What is the perimeter of your rectangle?

   _____



Try It

Use a rubber band and a geoboard to make the rectangle shown. What is the area of the rectangle in square units?

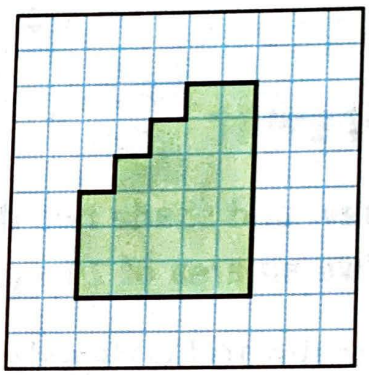


How many unit squares are enclosed by the rubber band? _____

So, the area is _____ square units.

Try It

What is the area of the figure at the right?



The figure has no gaps or overlaps. So, count the shaded unit squares.

How many unit squares are enclosed, or covered, by the figure? _____

So, the area is _____ square units.

Talk About It

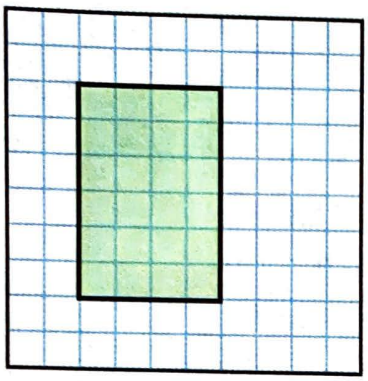
1. Mathematical PRACTICE 6 **Be Precise** Without drawing, tell how many different rectangles have an area of 5 square units. Explain.

2. How can the term *unit square* help you to remember that area is measured in square units?

Practice It

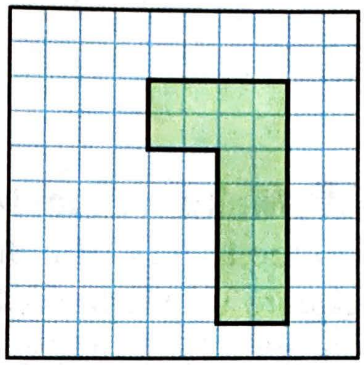
Count unit squares to find the area of each figure.

3.



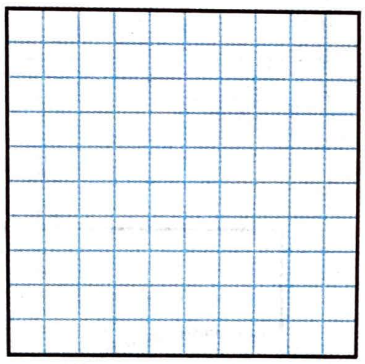
Area: _____

4.



Area: _____

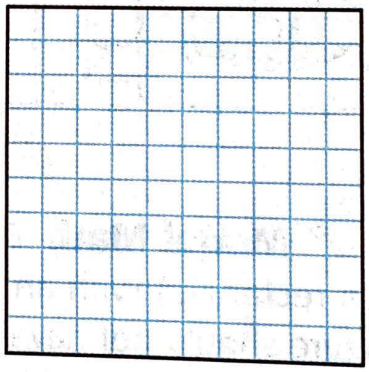
5. Draw and shade a rectangle with an area of 36 square units.



What is the perimeter of the figure you drew?

_____ units

6. Draw and shade a different rectangle with an area of 36 square units.



What is the perimeter of the figure you drew?

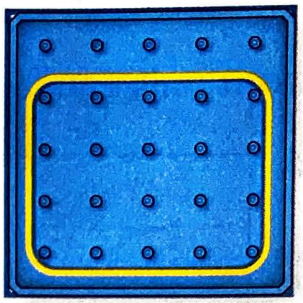
_____ units

7. A figure without gaps or overlaps can be covered by 14 unit squares. Circle the correct area of the figure.

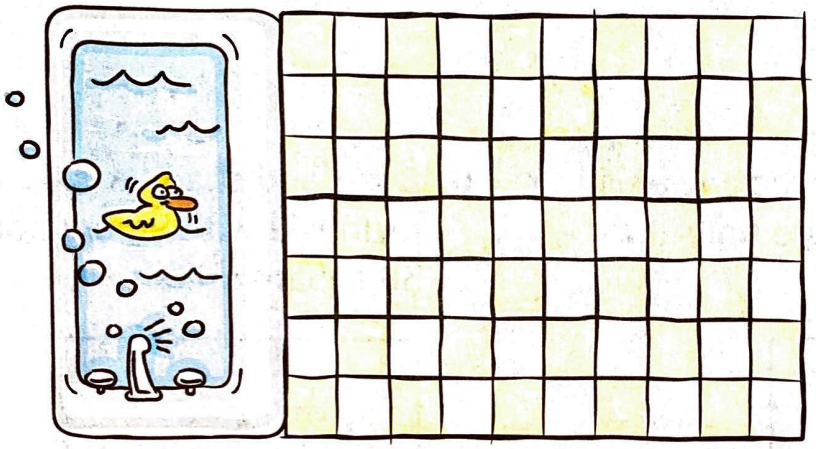
4 square units 7 square units 14 square units

Apply It

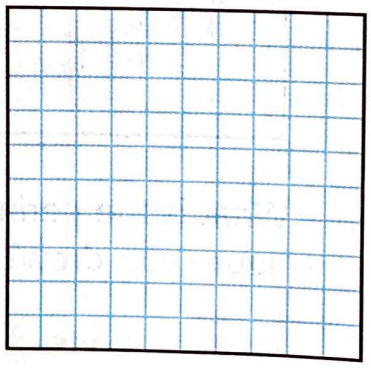
8. Jared used a rubber band and geoboard to create the rectangle at the right. What is the area of the rectangle?



9. Mathematical PRACTICE 1 **Make a Plan** Morgan will help her parents tile a new bathroom floor. She drew a sketch of the bathroom floor. Each square unit represents one tile. How many tiles are needed to tile the floor?



10. Mathematical PRACTICE 4 **Model Math** Draw and shade a figure (not a rectangle) with an area of 21 square units. The figure should not have any gaps or overlaps.



11. Find the perimeter of the figure you drew in Exercise 10.

Write About It

12. Describe one way that area can be measured.

MY Homework

Lesson 3

Hands On: Understand Area

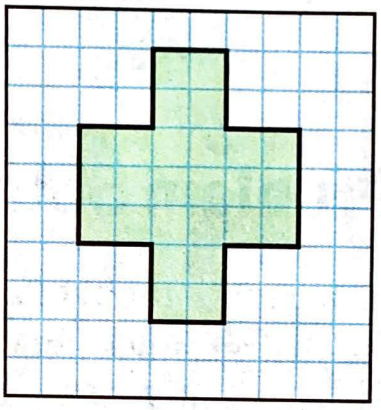
Homework Helper

eHelp

Need help? connectED.mcgraw-hill.com

What is the area of the figure at the right?

The figure has no gaps or overlaps. So, count the shaded unit squares.



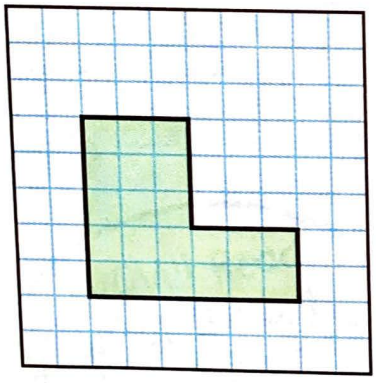
There are 26 unit squares covering, or enclosing, the figure.

So, the area is 26 square units.

Practice

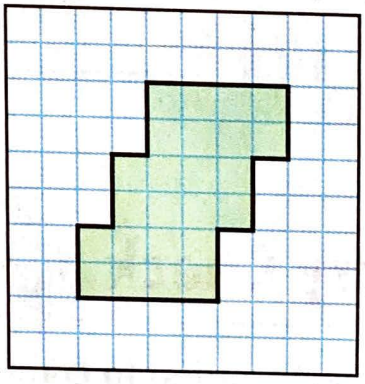
Count unit squares to find the area of each figure.

1.



Area: _____

2.

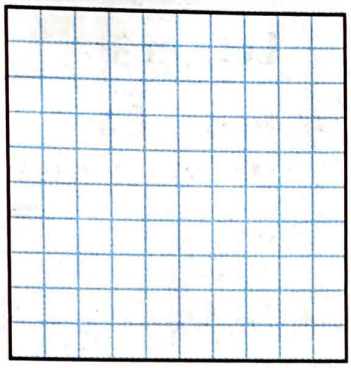


Area: _____

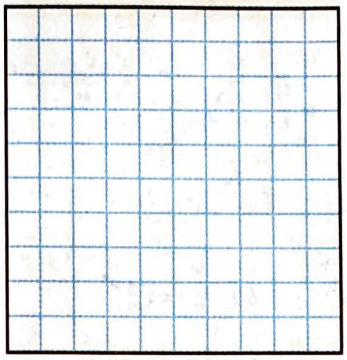
3. A shape is covered by 40 unit squares. What is the area of the shape?

_____

4. Draw and shade a rectangle with an area of 30 square units.

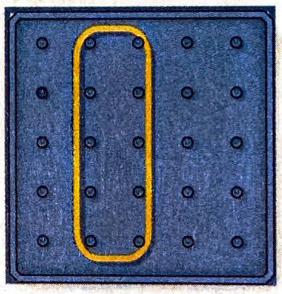


5. Draw and shade a different rectangle with an area of 30 square units.



Problem Solving

6. Caitlyn used a rubber band and geoboard to make the rectangle shown. What is the area of the rectangle?



_____

Mathematical PRACTICE 1 **Plan Your Solution**

7. A figure can be covered by 28 unit squares, without any gaps or overlaps. What is the area of the figure?

_____

Vocabulary Check

Vocab

Choose the correct word(s) to complete each sentence.

area square units unit square

8. _____ is measured in _____ and represents the number of those needed to cover a figure without overlapping.

9. A square with a side length of one unit is called a _____.

HOW DO I INFER?

What I know

+

Clues from the text or picture

=

What is probably true

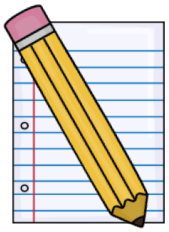
I **infer** when I think about what is probably true in a text, even though the author doesn't say it.

I infer ___ from ___ (picture clue).

___ makes me think ___.

Since the text says ____, and I know ____, I infer ____.

Name #: _____ Date: _____



Paragraph of the Week®

Level 1

Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.

Tuesday

Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen if it rained cats and dogs. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Detail One : _____

_____

_____

Explanation : _____

_____

_____

Detail Two : _____

_____

_____

Explanation : _____

_____

_____

Detail Three : _____

_____

_____

Explanation : _____

_____

_____

Name:

Date:

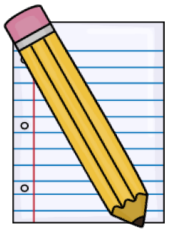
Where Am I?

Inferring the Setting

Directions: Using clues from the text and what you already know, infer where each person is.

1. I picked up my books and put them in my backpack along with my lunch. I tied my shoes and sat down to eat breakfast.	Where am I?
2. I walked along the path with my parents and saw lots of different animals. Some of them were in cages and some were in large, open spaces with a fence.	Where am I?
3. I asked my mom if we could buy some fruit and when she said yes, I put some apples into our cart. We were looking for the rest of the ingredients for our dinner. When we had collected everything, we went to the cashier to pay.	Where am I?
4. I dried off with my towel as quickly as I could. The air felt so cold on my skin! My sister had stayed under the umbrella and was applying more sunscreen to her face. The sand was hot under my feet.	Where am I?
5. Some of my friends were playing tag, while others were playing a game of soccer. I decided to sit under a tree and read until the teacher blew the whistle for us to line up.	Where am I?

Name #: _____ Date: _____



Paragraph of the Week®

Level 1

Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details. Closing sentences sum up what you have already written. They are the "frame" for your paragraph.

Wednesday

Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

Topic Sentence: _____

_____

_____

_____

Closing Sentence: _____

_____

_____

_____

Inferring Character Traits

	I infer the character is...	Evidence
After waiting for more than 15 minutes, it was finally Joe's turn. He requested the book he wanted to check out from the library, but the librarian said it wouldn't be available for another week. Joe shrugged and asked if she had other suggestions for a book he might like.		
Roberta's mom bought her some of her favorite candy to share with her sister. But she didn't want to share. Instead, Roberta pretended to split the candy equally between the two of them. Then, when her sister wasn't looking, Roberta took back some of her sister's candy.		
Marta's project didn't turn out quite the way she wanted. Even though she'd spent hours working on it, she decided to start over. When she began to write the report to go along with it, she decided to use a different book as her main source. But she had to look for it on the internet for quite a long time before she finally found it and ordered it.		

Name _____ Date _____

Lesson 8 Reteach

Multiples of 10

A multiple of 10 is any product that has 10 as a factor. When you multiply multiples of 10, it is helpful to use basic facts and patterns.

Find 2×60.

60 is the multiple of 10.
$6 \times 10 = 60$

The basic fact you know is: $2 \times 6 = 12$
The basic fact you know is: $2 \times 6\underline{0} = 12\underline{0}$

Be careful when using a basic fact that ends in 0! Remember that you need to write another 0 to apply the pattern.

Now find 5×40
The basic fact you know is: $5 \times 4 = 20$
Apply the pattern: $5 \times 4\underline{0} = 20\underline{0}$

Use basic facts and patterns to multiply.

1. $2 \times 70 =$ _____

2. $5 \times 80 =$ _____

3. $5 \times 50 =$ _____

4. $6 \times 20 =$ _____

5. $9 \times 50 =$ _____

6. $5 \times 70 =$ _____

7. $3 \times 20 =$ _____

8. $4 \times 20 =$ _____

9. $6 \times 50 =$ _____

10. $9 \times 10 =$ _____

11. $3 \times 50 =$ _____

12. $7 \times 20 =$ _____

13. $8 \times 20 =$ _____

14. $5 \times 40 =$ _____

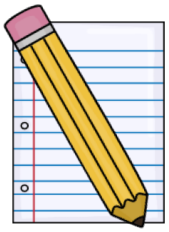
15. $2 \times 30 =$ _____

16. $4 \times 60 =$ _____

17. $4 \times 10 =$ _____

16. $2 \times 90 =$ _____

Name #: _____ Date: _____



Paragraph of the Week®

Level 1

A paragraph talks about one topic, with many sentences all supporting that topic.
This is when you will construct that paragraph.

Thursday

It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail, explanation combo sentences. The last sentence is your closing sentence.

Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

Name: _____ Date: _____

Making Inferences in Reading

Directions: Read the passage below and answer the questions from details in the text.

Scavenger Hunt

The teacher gave her students the challenge to find ten items in the classroom, with only a few clues written on paper. Students were paired in teams of three, and it was the first day of school, so no one really knew their partners.

"What do you think this first clue means?" Martin asked his partner.

"I have an idea! Let's go look over there!" whispered Steph.

Other students were talking animatedly with each other, and no one remembered that only a few minutes before, they were nervous about beginning a new school year with kids they didn't know.

"I found the first thing on the list!" one student exclaimed.

Everyone continued the search, and the teacher smiled proudly. It only took another five minutes for students to effectuate the scavenger hunt, and then everyone came together to share what they'd found.

1. Why do you think the teacher asked her students to do this scavenger hunt?

_____

2. How do you know? (Use text evidence to support your answer.)

_____

_____

3. How does Steph feel about the scavenger hunt?

_____

4. How do you know? (Use text evidence to support your answer.)

_____

_____

5. Why is the teacher smiling?

_____

_____

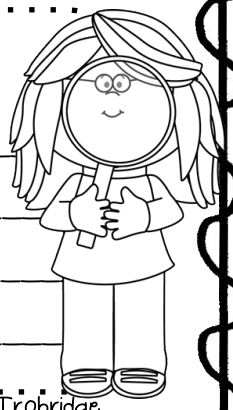
Vocabulary Inferences

I can infer the word animatedly means _____

because _____

I can infer the word effectuate means _____

because _____



Name _____ Date _____

Lesson 6 Reteach

Evaluate Expressions

Sometimes an expression is written with a *variable*. The variable might be a symbol (such as ? or ☐) or a letter (such as x or y). When you replace the variable with a number, you find the value of the expression or evaluate the expression.

Nora's song is 2 minutes shorter than Phillip's.

Write the expression:

$y - 2$ ← The unknown is the length of Phillip's song. The variable y is used to represent the unknown.

Evaluate the expression if Phillip's song, $y = 5$ minutes:

$5 - 2$

Solve:

$5 - 2 = 3$

So, Nora's song is 3 minutes long.

Evaluate each expression if $x = 3$.

1. $6 + x$

$6 +$ _____ = _____

2. $15 \div x$

$15 \div$ _____ = _____

3. $x \times 7$

_____ $\times 7 =$ _____

4. $x - 3$

_____ $- 3 =$ _____

Evaluate each expression if $y = 10$.

5. $y \div 5$

_____ $\div 5 =$ _____

6. $y \times 8$

_____ $\times 8 =$ _____

7. $21 - y$

$21 -$ _____ = _____

8. $14 + y$

$14 +$ _____ = _____

Spiral Math Review

Quarter 4

Week 1 * Wednesday

Name:

Date:

3. Solve the multiplication problems below.

3 x 5 = 7 x 7 =

1 x 3 = 3 x 6 =

9 x 8 = 2 x 10 =

3.OA.7

6. 453 + 226 =

3.NBT.2

1. Last night, 829 people attended the 3rd grade science night. 372 of them were parents of the students. The rest were all students. How many of the science night attendees were students?

3.NBT.2

4. How many sides are on 8 hexagons?

3.OA.3

7. There are 724 grapes in the bunch Sally bought at the store. If she used 562 grapes in her fruit salad, how many grapes were left in the bunch?

3.NBT.2

2. Round each number below to the hundreds place.

7,039 6,302 5,128

3.NBT.1

5. 792 – 137 =

3.NBT.2

8. Complete the table below.

Rule = divide 3

6	
9	
	5
	9

3.OA.7