

Distance Learning Packet

Week 5

Name: _____

(First and Last Name)

Teacher: _____

3RD GRADE

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Mrs. [Redacted]

Grade: 3 Week 5: May 18th - May 22nd

Weekly Planner

Welcome to our Virtual Classroom!

Student Time Expectation per day: 2-3 hours

Daily Routine Practice and Rehearsal (In any order that fits your family's home routine) Times are approximate.

- 20 min. Reading Independently (Reading aloud, being read to, or reading silently)
- 20 min. Writing- Daily Prompt: See Calendar / Criteria: Thoughtful response with main idea supported by details, connections to self/other texts/the world, proper capitalization and punctuation.
- 10 Min. Multiplication Practice
- 20 Scientific Observation: Information Processing of field work, virtual field trips, Mystery Science or articles through Sense Making Notebooks
- 30 minutes Reading / ELA, 30 Minutes Math,

Content Area	Learning Objectives	Assignments: Daily Routines + These Tasks
Language Arts <i>Vehicles may be Science or Social Studies</i> Wonders/ Read Works Provided Passages & Graphic Organizers for Writing	<ul style="list-style-type: none"> • I can ask and answer questions about text that I read. • I can determine the main idea of a text and recount key details and explain how they support the main idea. 	<input type="checkbox"/> Read the Read Works passages a few times and answer questions. <input type="checkbox"/> "Friendship Problems Solved" <input type="checkbox"/> Social Studies, read the passage and answer the questions throughout. "How do California Indians groups function?" pages 41-46 <input type="checkbox"/> Social Studies, read the passage and answer the questions throughout. "How do Europeans change life for California Indians?" pages 53- 56 Read page 60
Mathematics Connect Ed/MyMath Prodigy Provided Activities	<ul style="list-style-type: none"> • I can relate area to the operations of multiplication and addition. • I can tile or use a formula. • I can solve area and perimeter word problems. 	<input type="checkbox"/> Worksheets pages: 21 - 23, 28, 32, 37, 52
Science District Adopted Materials, Twig Packets and/or Other Activities	<ul style="list-style-type: none"> • I can obtain and combine info to describe climates in different regions of the world. 	<input type="checkbox"/> Optional: Choose a virtual fieldtrip and write about it. (Link in newsletter) Write a paragraph about your observations. <input type="checkbox"/> "Converting Energy to Motion" and "Competing for Resources" - Read and answer questions

Teacher Office Hours

I have two hours scheduled every day for emails, phone calls, conference calls, and virtual experience.

Please see the newsletter for office hours. If your student needs additional help, please reach out and we will find a way.

Submission of Work: Assignments can be turned in digitally sooner, but the paper drop off is scheduled at our site for Fri., 5/8/20

Submit Logs & Products: Scan / photo /upload/or deliver

Our Daily Routines

Log for May 11 th – 15 th	Log Your Reading	Writing	Math Games or Fluency
Monday	Title: Parent initial _____ to verify reading	Prompt: What is one food you do not like and why? Parent initial _____ to verify	Game: Parent initial _____ to verify play
Tuesday	Title: Parent initial _____ to verify reading	Prompt: What is one thing you are really good at? What makes you good at this activity? Parent initial _____ to verify	Game: Parent initial _____ to verify play
Wednesday	Title: Parent initial _____ to verify reading	Prompt: Would you rather play outside or play video games inside? Why? Parent initial _____ to verify	Game: Parent initial _____ to verify play
Thursday	Title: Parent initial _____ to verify reading	Prompt: Describe the perfect day. Parent initial _____ to verify	Game: Parent initial _____ to verify play
Friday	Title: Parent initial _____ to verify reading	Prompt: What do you like most about school and why? Parent initial _____ to verify	Game: Parent initial _____ to verify play

Friendship Problems Solved!

by Beverly K. Bachel



How to resolve some of the most common conflicts with friends

Your best bud ditches you for someone else. A teammate won't talk to you. A classmate picks a fight with you. A friend makes fun of your haircut.

Conflict is a normal part of all relationships. "Conflict happens when people have differing points of view or sets of needs," says Naomi Drew, the author of *The Kids' Guide to Working Out Conflicts*. "You can't avoid conflict, but you can choose how you handle it."

Current Health readers sent us their questions. We asked for advice from Drew and from William Bukowski, a psychology professor at Concordia University in West Montreal, Quebec, on how to keep cool and get along.

Q: My friends accuse me of things I didn't do. How should I respond?

A: "First, ask yourself if there's anything you might have done to upset them," Drew advises. If so, own up. Good friends are honest with one another and themselves. If there's no truth to what they say, they may lack the facts. Calmly explain your side of the story. Also make sure they know you're happy to answer questions. You might say, "I'm always here to talk. Just ask me next time."

Q: A friend at school is trying to steal my other friends. How should I handle that?

A: Don't be afraid to talk to a friend who's doing something you don't like. Make sure you don't

blame or accuse your friend. Instead say, "I feel frustrated when you hang out with my friends and don't invite me." Make sure your friend understands how you feel so you can work through it together.

Q: My friend doesn't want me to hang out with another classmate. He makes fun of us. I think he's jealous. What should I do?

A: Talk to your friend. Try to understand his feelings, and explain yours. You might say, "I think you're feeling bad because I sometimes hang out with _____. I'm still your friend, but I want to be his friend too. It's not OK to make fun of us. Please stop." If your friend continues to make fun of you, you might have to walk away to remove yourself from the situation.

Q: A new student started at my school, and my best friend ditched me to hang out with her. What should I do?

A: "Relationships don't come from out of nowhere," says Bukowski. Remember, the best way to have a friend is to be a friend. Rather than feeling rejected, take the initiative; get to know the new student.

Q: My friend is popular, but she's rude to other people. She said if I don't starting acting mean, she'll stop being my friend.

A: Never "sell out" just to be popular. Just because your friend is rude, you don't have to be. Rather than following her lead, treat people the way you want to be treated. By standing up for your beliefs, you'll be a role model-and you might even find some new friends.

Q: My friend and I fight a lot. One minute we're arguing, and the next we're friends again. I don't like it. How should I handle it?

A: Good friends know when to back down. They know that "winning an argument" isn't always worth it. The next time you see a fight coming, ask yourself how strongly you feel. If the issue isn't important to you, let your friend "win" the argument. If you give a little, so may your friend. And remember, your point of view isn't the only one. "It's important to try to understand the perspective of the other person," says Bukowski. He or she "may see things differently."

Q: A kid at school keeps trying to steal my bike. What should I do?

A: Stealing is never OK. "It's against the law, and you need to stand up for yourself," says Drew. "If you've already tried making the person stop, tell a teacher or parent. This isn't tattling; it's getting help [with] a problem." You might keep the person from breaking the law in the future.

Q: My friends want me to smoke cigarettes. I don't want to, but how can I say no?

A: Think about all the reasons you don't want to smoke: It makes you smell bad, turns your teeth yellow, and can even cause cancer. "Stop, breathe, and chill out in your mind before you respond to your friends," Drew advises. Calmly tell them your reasons for not smoking. If your friends pressure you, don't give in. Only you have the right to decide how to treat your body. If they keep pressuring you, find new friends who respect your choices.

How to Make Up And Move On

Try these tips next time you fight with a friend.

Cool off. Calm down. Take deep breaths. Wait until you stop feeling angry before saying something you might regret.

Figure out what's really bothering you. Did you disagree? Did a friend say something that hurt you? Be specific about what's bothering you.

Use "I" statements. Instead of saying accusing statements (for example, "You're so stupid for hanging out with Sam", focus on how your friend's behavior makes you feel ("I feel left out when you hang out with Sam").

Listen. Your friend might see things differently than you do. Listen before launching into your own viewpoint.

Move on. Once the fight is over, look to the future.


Know when to walk away. Not all conflicts can be solved. If things get out of hand or turn violent, walk away.

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Name: _____

 **H-SS 3.2.3** Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.

How do California Indian groups function?

CONNECT TO YOU Do you have rules at home? Many American Indian groups have a written plan that explains the rules for their members.

Preview the Lesson

Vocabulary

reservation (*n.*) an area of land owned by an American Indian group

government (*n.*) the people who run a state or country, or the laws of a state or country

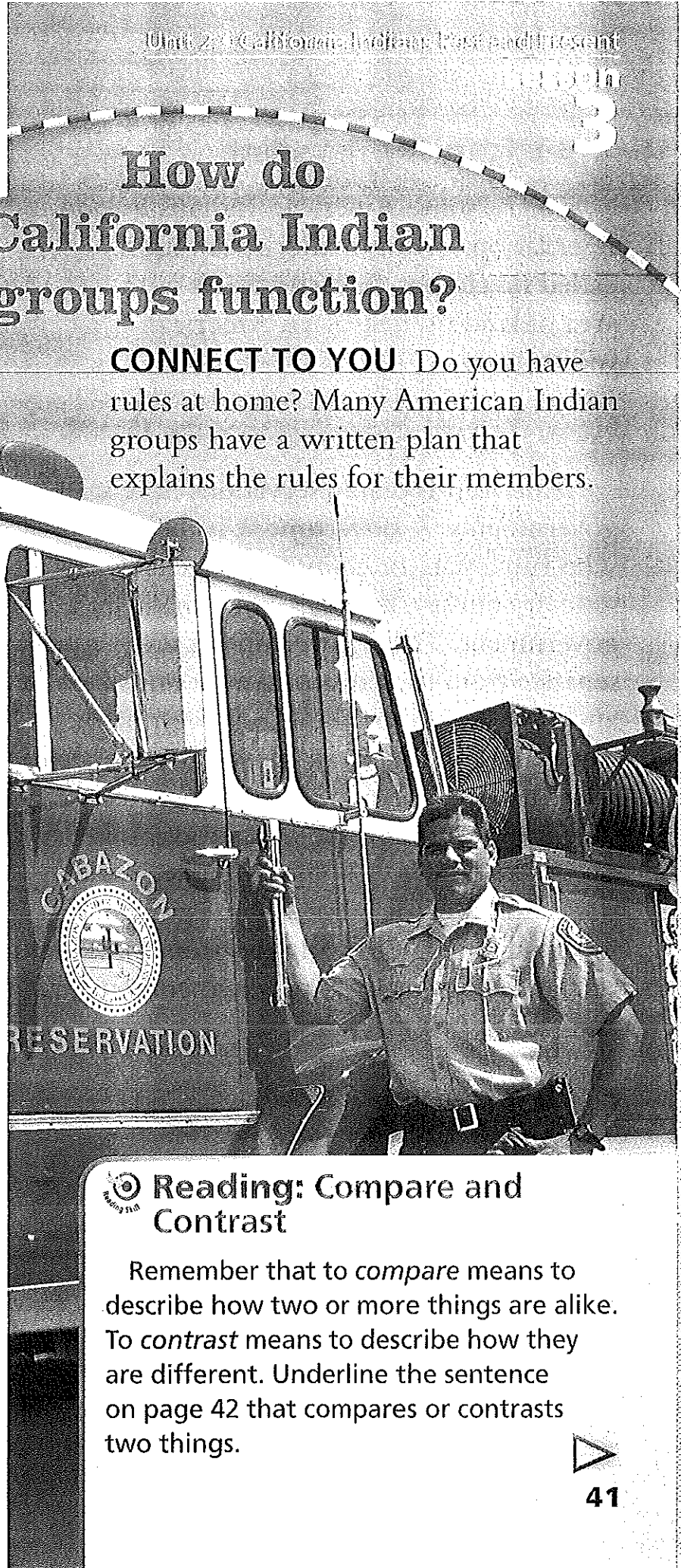
laws (*n.*) rules made by a government

constitution (*n.*) a written plan for a government

economy (*n.*) the way things are made and are bought and sold in a country, region, state, or local area

Vocabulary Activity Choose the vocabulary words above that best complete the sentence below.

The _____ of a country
_____ are made by people who run the



Reading: Compare and Contrast

Remember that to *compare* means to describe how two or more things are alike. To *contrast* means to describe how they are different. Underline the sentence on page 42 that compares or contrasts two things.

American Indian Land


Today, some American Indians live on reservations or on smaller reservations called rancherias. A **reservation** is an area of land owned by an American Indian group.

How Tribal Governments Work

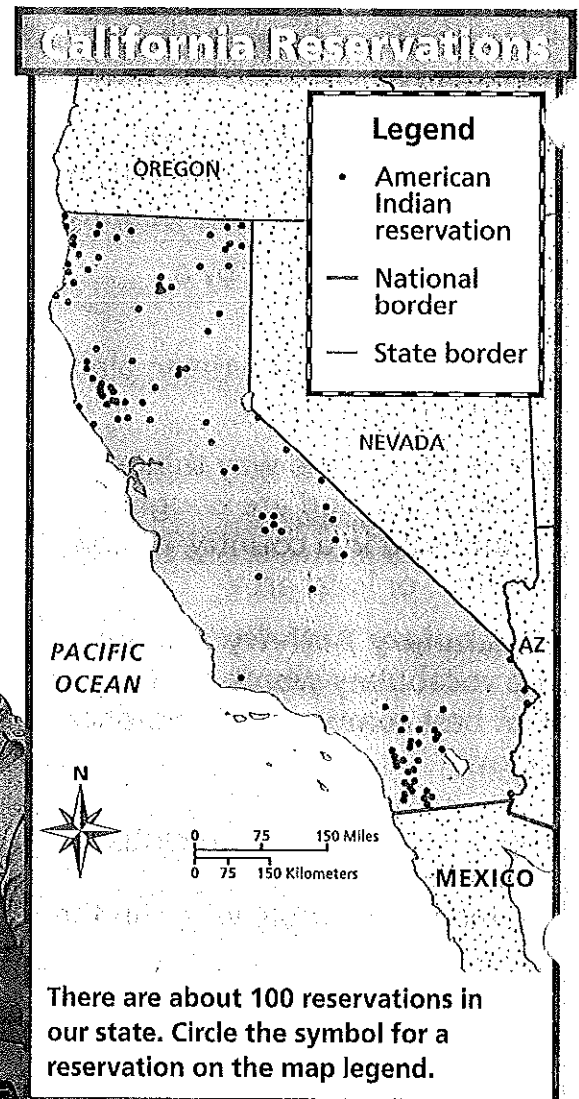
American Indian reservations have tribal governments. A **government** is the people who run a state or country, or the laws of a state or country. **Laws** are rules made by a government. Tribal governments are separate from the government of our state and are overseen by the U.S. government. Two kinds of American Indian governments are tribal councils and general councils. They make laws for the reservation. Like our cities and states, some councils provide police forces, which make sure laws are followed, and firefighting services. Some reservations also have their own courts and judges.

This California Indian police officer works on a reservation near Indio.



1.  Compare and Contrast
How are reservations and rancherias different?

2. What function do tribal and general councils have?






A California Indian leader speaks to a group of Latino and California Indian leaders at the Viejas Indian Reservation in Alpine.

Some American Indian tribal governments make laws much like our state government does. These laws make sure that people are kept safe. They also make sure that people have a right to vote and to own land.

Written Plans for Government

Many tribal governments, such as the Cahuilla, have their own constitutions. A **constitution** is a written plan for a government. These constitutions have a preamble, just like the U.S. and California Constitutions. A preamble is an introduction. These constitutions also have parts, called articles, that give more details about the laws.

3.  Compare and Contrast
How is the Cahuilla constitution like the U.S. Constitution?

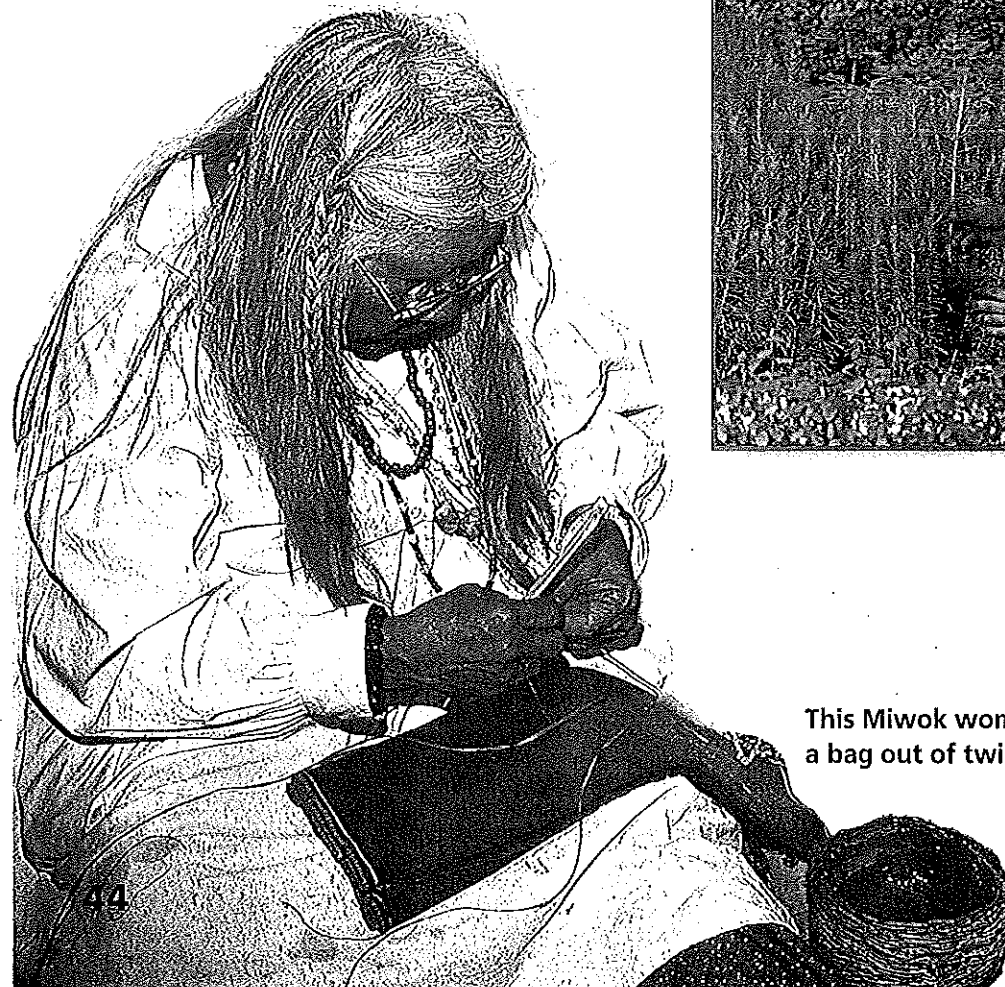
Reservations Make Money

California Indians help our state's economy in many ways. An **economy** is the way that things are made and are bought and sold in a country, region, state, or local area. Some groups run farms or stores. Many groups welcome visitors to their reservations and rancherias. These visitors may spend money on camping or arts and crafts, such as baskets and jewelry. They may come to enjoy entertainment, such as dancing, singing, and storytelling.

Some groups, such as the Yuroks, fish. They keep some of their catch for themselves and sell the rest to people outside the reservation.

4. Name three things visitors to a reservation or rancheria might buy.

from the reservation



This Hupa man is caring for young trees in a greenhouse.

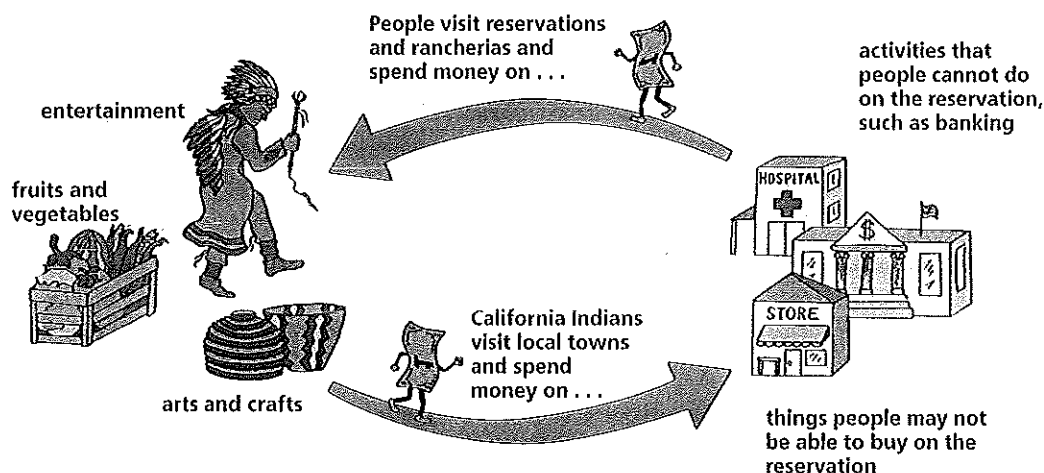
This Miwok woman is making a bag out of twine.

Helping the Economy

The money that people spend on reservations and rancherias helps our economy. California Indians can then spend this money outside the reservation or rancheria. They buy things they need and want and pay for activities, such as banking, in nearby towns. The businesses in the towns also pay money to our state government and the U.S. government. The government uses the money to build or improve schools, roads, and parks, among other things.

5. Describe the flow of money out of a reservation or rancheria.

How Money Flows Between California Indian Groups and California Towns



In the chart, circle the places where people from the reservation spend money.

Summary

Tribal governments use constitutions to set up rules for reservations. How are tribal governments like state and national governments?

Relative Location and Absolute Location

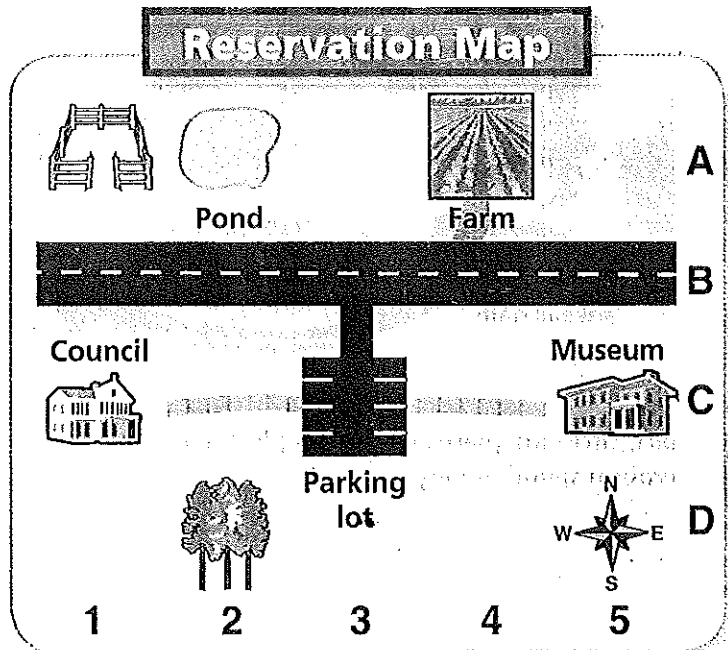
Learn More You can describe where most places are by using relative or absolute location. Relative location tells you where something is by comparing it with the location of another place. To describe the tribal council building's relative location on the map grid below, you could say that it is close to the parking lot.

Try It


1. Circle the place with an absolute location of A1.
2. What is the relative location of the parking lot compared with the tribal council building and the tribal museum?

3. What is the absolute location of the trees?

4. Draw a house in the relative location between the pond and the farm.



Name: _____

 **H-SS 3.2.4** Discuss the interaction of new settlers with the already established Indians of the region.

How did Europeans change life for California Indians?

SET THE SCENE What would you do if you were moving into a new house, but someone already lived there? That is what happened when Europeans came to North America. The land they wanted to live on was already home to many American Indian groups.

Preview the Lesson

Vocabulary

interact (v.) to talk to other people and work with them

settler (n.) someone who goes to live in a new place

cooperate (v.) to work together

conflict (n.) a struggle or disagreement

mission (n.) a settlement set up by a religious group to teach religion and other ways of life to native people

religion (n.) a system of faith and worship

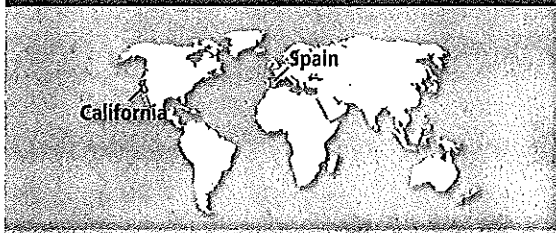
Vocabulary Activity Draw a line to connect the two vocabulary words above that have almost the same meaning.



Reading: Cause and Effect

Remember that a *cause* is why something happens. An *effect* is what happens as a result of the cause. Underline the sentence on page 54 that tells the effect on California Indians of diseases brought over by Spanish settlers.





1767 Spain sends Gaspar de Portolá to run its land in California.

1775 A few California Indians destroy a mission.

The Spanish Arrive

The Spanish came to what is now California in the 1700s. Many were looking for land and riches. About 300,000 California Indians lived in the region at that time. The Spanish interacted with them. To **interact** means to talk to other people and work with them. In 1767 Spain sent Gaspar de Portolá to run its land in California.

The arrival of these settlers changed the lives of many California Indians. A **settler** is someone who goes to live in a new place. Some Spanish settlers wanted California Indians to build and work on missions. **Missions** are settlements set up by religious groups to teach religion and other ways of life to native people. **Religion** is a system of faith and worship.

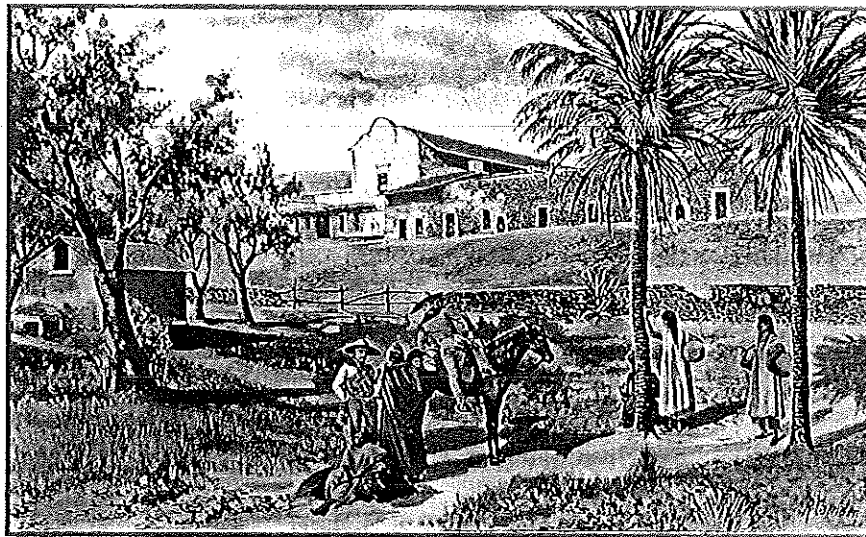
Many California Indians had lived by hunting and gathering before the Spanish came. But some settlers made some of them farm and look after the animals. Many of them also had to speak Spanish instead of their own languages. Some got sick from diseases that the settlers had brought over with them from Spain. This caused the California Indian population to go down.

1. Write one effect for the cause below.

Cause
The Spanish settled in present-day California.

Effect

1800s




Some Spanish settlers made many California Indians work on farms at the missions.

Trying to Get Along

Sometimes the Spanish settlers got along with the California Indians. At other times, they did not get along. One way they got along was through trade. They **cooperated**, or worked together, when they traded.

Spanish settlers wanted more land during the 1800s. One reason why the settlers needed land was for their animals. This was land that the California Indians had been living on for a long time. The need for land soon led to conflicts between the settlers and the California Indians. A **conflict** is a struggle or disagreement. In 1775 a few California Indians fought back by destroying a mission in San Diego.

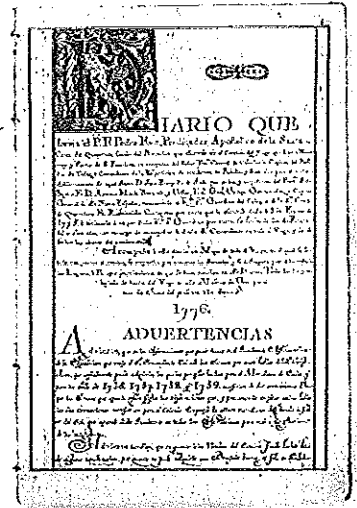
2.  Compare and Contrast
Underline one way California Indians and Spanish settlers got along and one way they did not.

Summary

When Europeans arrived, life changed for many of the California Indians. How did the two groups interact?

Diaries: Father Pedro Font

Learn More A primary source is a description of an event by someone who was there when the event happened. Primary sources can be diaries, letters, documents, interviews, and even paintings and photographs. The primary source below is from the diary of Father Pedro Font. Diaries can tell us about the thoughts and feelings of people who lived long ago.



Father Font traveled to California with Spanish settlers in the late 1700s. He wrote in his diary about meeting American Indians from many different groups. Below, read Father Font's diary entry. Then answer the questions.

1. Underline the things that the Cajuenche Indians brought to trade with the Spanish.
2. Why did Father Font and the other settlers stay at the lake?

In order that the horses and mules, which were in bad condition, might be refreshed with the good grass around this pond, it was determined that we should remain here. Many Indians of the Cajuenche nation, who live from here on farther down the river, came joyfully, and brought to the camp a great many watermelons, pumpkins, and other provisions [food supplies], which they traded for beads.

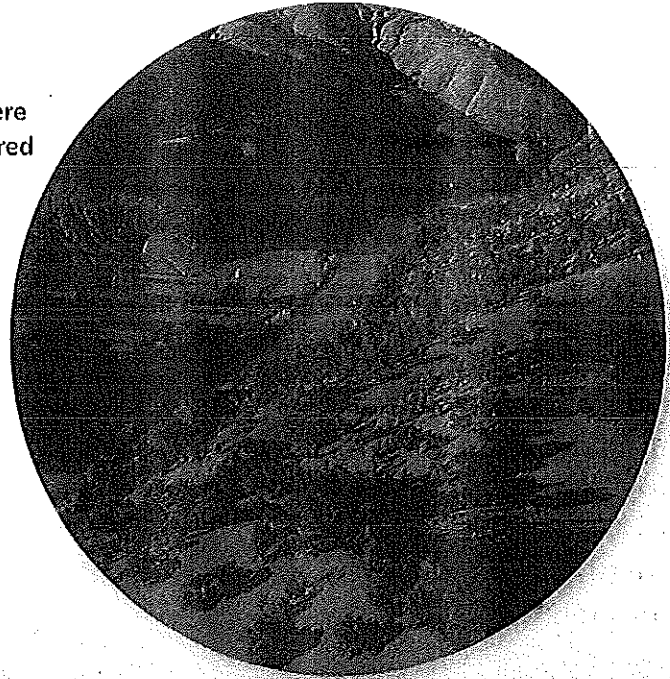
—December 7, 1775

Valley

Forced to Move

The Yokuts first met the Spanish in 1772. They were friendly to the Spanish. But in the early 1800s, some settlers came back with Spanish soldiers. They needed more people to work at their missions on the coast. The Spanish took many Yokuts to these missions. Many had to change the way they lived.

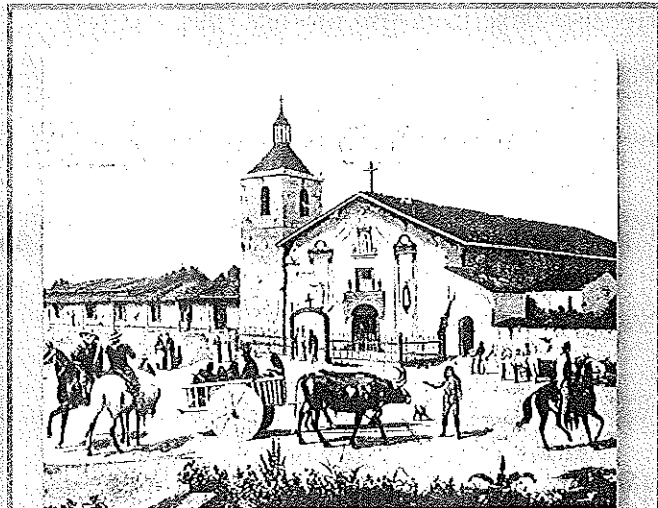
The Yokuts lived in the San Joaquin Valley. There they hunted and gathered their food.



California Indians made ropes at missions.

A Different Way of Life

Many Yokuts were unhappy at the missions. They had to learn a new religion. They could no longer hunt and fish and gather food. Instead, Spanish priests made them work on farms. Some Yokuts became very good at training horses and raising cattle. They lived in crowded tiny cabins. Hundreds of Yokuts became sick and died. Yet some of them escaped from the missions. They lived in freedom far from the coast.



The Mission Santa Clara de Asis was one of the missions where some Yokuts were brought to work and live.

Underline two things in the text that changed the way of life for the Yokuts.



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Model 3-Digit Subtraction

Use base-ten blocks to find each difference.

1. $494 - 271 = \underline{\quad}$ 2. $324 - 147 = \underline{\quad}$ 3. $549 - 255 = \underline{\quad}$

4. $311 - 205 = \underline{\quad}$ 5. $757 - 483 = \underline{\quad}$ 6. $623 - 197 = \underline{\quad}$

7. $388 - 265 = \underline{\quad}$ 8. $267 - 183 = \underline{\quad}$ 9. $706 - 258 = \underline{\quad}$

Find each difference.

10.
$$\begin{array}{r} 765 \\ -154 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 821 \\ -143 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 665 \\ -327 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 821 \\ -581 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 387 \\ -198 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 309 \\ -212 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 485 \\ -276 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 784 \\ -359 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 319 \\ -236 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 418 \\ -276 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 189 \\ -178 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 548 \\ -318 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 707 \\ -629 \\ \hline \end{array}$$

23.
$$\begin{array}{r} 845 \\ -563 \\ \hline \end{array}$$

24.
$$\begin{array}{r} 956 \\ -127 \\ \hline \end{array}$$

25.
$$\begin{array}{r} 752 \\ -382 \\ \hline \end{array}$$

26.
$$\begin{array}{r} 607 \\ -199 \\ \hline \end{array}$$

27.
$$\begin{array}{r} 387 \\ -225 \\ \hline \end{array}$$

28.
$$\begin{array}{r} 900 \\ -459 \\ \hline \end{array}$$

29.
$$\begin{array}{r} 765 \\ -150 \\ \hline \end{array}$$

30.
$$\begin{array}{r} 777 \\ -444 \\ \hline \end{array}$$

31.
$$\begin{array}{r} 228 \\ -116 \\ \hline \end{array}$$

32.
$$\begin{array}{r} 939 \\ -540 \\ \hline \end{array}$$

33.
$$\begin{array}{r} 442 \\ -378 \\ \hline \end{array}$$

34.
$$\begin{array}{r} 808 \\ -102 \\ \hline \end{array}$$

Subtract 3- and 4-Digit Numbers

Estimate. Then find the difference.

$$\begin{array}{r} 1. \quad 593 \\ - 282 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 377 \\ - 188 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 732 \\ - 489 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 654 \\ - 386 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 534 \\ - 175 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 4,657 \\ - 2,132 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 3,673 \\ - 1,583 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 7,526 \\ - 5,649 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 6,812 \\ - 2,309 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 3,476 \\ - 967 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 2,478 \\ - 626 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 7,388 \\ - 6,374 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 4,172 \\ - 2,381 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 5,672 \\ - 825 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 3,477 \\ - 1,298 \\ \hline \end{array}$$

$$16. \quad 784 - 547 = \underline{\hspace{2cm}}$$

$$17. \quad 5,368 - 3,392 = \underline{\hspace{2cm}}$$

$$18. \quad 5,265 - 389 = \underline{\hspace{2cm}}$$

Problem Solving and Test Prep

19. **Fast Fact** There are 1,785 Indo-Chinese tigers left in the wild and 500 Sumatran tigers left in the wild. What is the difference in the number of Indo-Chinese tigers and the number of Sumatran tigers left in the wild?

20. There are 712 African mountain gorillas left in the wild. Ten years ago there were 581 of these gorillas left in the wild. How many more African mountain gorillas are in the wild today than there were 10 years ago?

21. Which is the difference between 3,945 and 2,194?

A 2,651

C 1,751

B 1,741

D 1,851

22. Which is the difference?

$$\begin{array}{r} 5,352 \\ - 674 \\ \hline \end{array}$$

A 5,788

C 4,788

B 5,322

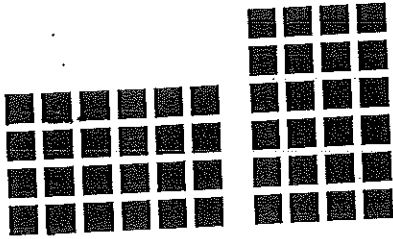
D 4,678

Name _____

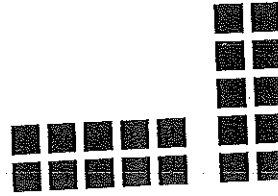
Model with Arrays

Write a multiplication sentence for each array.

1.



2.

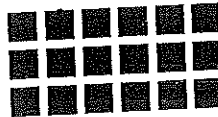


Write the multiplication sentence for each array. Then draw the array that shows the Commutative Property.

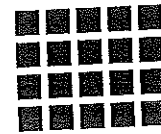
3.



4.



5.



Problem Solving and Test Prep

6. Jerry put 30 cans of tomatoes in 6 rows. How many cans were in each row?

7. Maya pulled 6 carrots each, from 2 rows in her garden. She used 4 carrots to make soup. How many carrots does Maya have left?

8. Kayla planted carrot seeds in 5 rows. She planted 9 seeds in each row. Which number sentence shows how many carrot seeds Kayla planted?

9. Chet stacked blocks to make a wall. He used 32 blocks. He put 8 blocks in each row. How many rows did Chet make?

A $9 + 5 = 14$

C $5 \times 5 = 25$

A 8

C 6

B $5 \times 9 = 45$

D $9 \times 9 = 81$

B 5

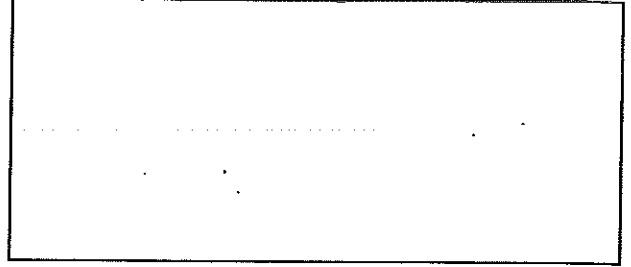
D 4

Problem Solving Workshop Strategy: Draw a Picture

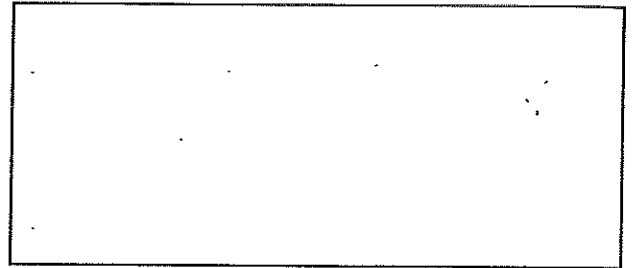
Problem Solving Strategy Practice

Draw a picture to solve.

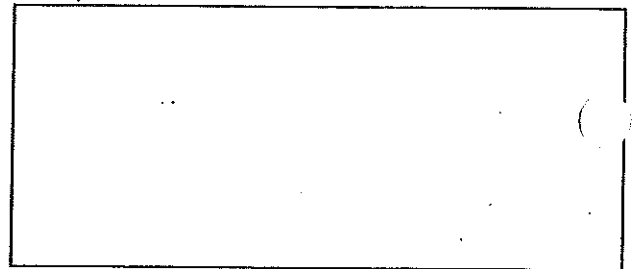
1. Mr. Jardin has 8 tomato plants. On each tomato plant there are 7 ripe tomatoes. How many ripe tomatoes does Mr. Jardin have?
- _____



2. In a marching band, there are 4 rows of horn players. Each row is made up of 9 horn players. How many horn players are in the marching band?
- _____



3. Four students have apple slices in their lunches. If each student receives 6 slices, how many apple slices do the 4 students have?
- _____



Mixed Strategy Practice

4. There are 8 drummers in a marching band. Each drummer has 2 drum sticks. How many drum sticks are there?
- _____
5. Matthew is making a large pizza for his party. There are 8 people at the party. Each person will eat 1 slice. How many slices should Matthew cut the pizza into?
- _____
6. At Adam's lunch table, 7 students have peas and no one has spinach. How many servings of peas and spinach are at Adam's lunch table?
- _____
7. **Pose a Problem** If two times as many students had eaten peas in exercise 6, then how many servings of peas and spinach would be at Adam's lunch table?
- _____

Problem Solving Workshop Strategy: Act It Out

Problem Solving Strategy Practice

Act out the problem to solve.

- Luis puts ice cubes into glasses for his friends' drinks. He puts 3 ice cubes into each glass. How many ice cubes does Luis need if he has 9 friends?

- Rebecca hands out coupons. She gives 4 coupons to each customer. How many coupons does Rebecca hand out if she has 6 customers?

- Four men are in a line. Fred is in front of Rex. Ken is behind Rex. William is in front of Fred. Who is first in line?

- Vic is handing out colored pencils for drawing. Each student receives 5 colors. How many colored pencils does Vic hand out if there are 9 students?

Mixed Strategy Practice

- Donald rolls sushi. It takes him 5 minutes to make each roll. How many minutes would it take Donald to make 7 rolls?

- Tina has 4 dimes, 5 nickels, and 4 pennies. How many coins does Tina have in all?

USE DATA for 7–8, use the table below.

- Jenny bought 3 packages of T-shirts. How many T-shirts did she buy in all?

- Which contains more items, 3 packages of socks or 3 packages of headbands?

Clothing Packages	
Item	Number in Package
Socks	6
T-shirts	2
Headbands	4

Algebra: Fact Families

Write the fact family for each set of numbers.

1. 4, 6, 24 _____

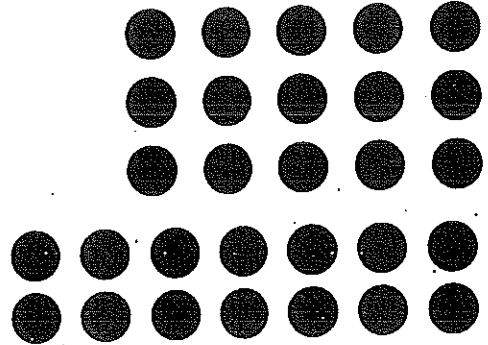
2. 2, 9, 18 _____

3. 5, 7, 35 _____

Write the fact family for each array.

4. _____

5. _____



Complete each fact family.

6. $7 \times \underline{\quad} = 42$ 7. $9 \times 6 = \underline{\quad}$ 8. $8 \times 3 = \underline{\quad}$ 9. $\underline{\quad} \times 4 = 20$

$6 \times 7 = \underline{\quad}$ $6 \times \underline{\quad} = 54$ $\underline{\quad} \times 8 = 24$ $\underline{\quad} \times 5 = 20$

$42 \div \underline{\quad} = 6$ $54 \div 9 = \underline{\quad}$ $24 \div 3 = \underline{\quad}$ $\underline{\quad} \div 5 = 4$

$42 \div 6 = \underline{\quad}$ $54 \div \underline{\quad} = 9$ $\underline{\quad} \div 8 = 3$ $20 \div 4 = \underline{\quad}$

Problem Solving and Test Prep

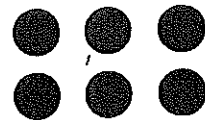
10. Al buys a pack of watercolor paints that includes 12 colors. There are 2 colors in each of 6 rows. What is the fact family for the numbers 2, 6, and 12?

11. There are 18 cookies on a dish. There are 6 cookies in each of 3 rows on the dish. What is the fact family for the numbers 3, 6, and 18?

12. Which number sentence is NOT included in the same fact family as $7 \times 3 = 21$?

A. $21 \div 3 = 7$ C. $21 \div 7 = 3$
 B. $21 \times 3 = 7$ D. $3 \times 7 = 21$

13. Which division sentence describes the array?



A. $2 \div 3 = 6$ C. $3 \div 2 = 6$
 B. $6 \div 3 = 2$ D. $6 \div 6 = 1$

Converting Energy to Motion

Cross-Curricular Focus: Physical Science



You use energy every day. Energy is the ability to cause change. Any time you move, you are using energy. When you bounce a ball or ride a bike, you use energy from your body to make the ball or the bike move. Your parents cook food for you to eat. They use heat energy to change the food from raw to cooked.

Not all energy is used as soon as you get it. Sometimes energy is stored to be used later. Stored energy can be chemical energy stored in a battery or in your body. It can also be **potential** energy. Potential energy is based on the position of the object. A ball at the top of a hill has potential energy. A soccer player standing ready to kick a ball has potential energy, too.

Energy of motion is also called kinetic energy. Potential energy converts, or changes into, kinetic energy when the thing or person begins to move. When the ball starts rolling down hill, kinetic energy is at work. When the soccer player kicks the ball, kinetic energy is at work there, too.

Energy often changes forms. When you switch on the light, electricity converts into light. When you eat, chemical energy from your food converts into thermal and mechanical energy that allows you to move and work.

When you switch on a cell phone, chemical energy from the cell phone's battery converts into sound energy and light energy.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is energy?

2) Energy that is based on an object's position is called

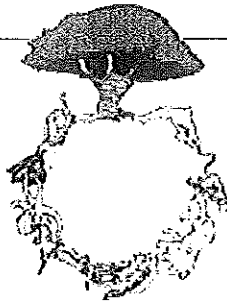
3) What is another name for energy of motion?

4) What is another way to say "changes into"?

5) What is kinetic energy?

Competing for Resources

Cross-Curricular Focus: Life Science



The resources of any one environment are limited. Depending on which plants and animals share the environment, there may not be enough of everything to go around. All organisms need water, food and shelter to stay alive. These resources are **beneficial**, which means they are good for the organisms. When an environment is low on any of these things, organisms must compete for them. Those who get to the resources first have the best chance of survival. Being without water, food or shelter for very long is **detrimental**, which means it is harmful to organisms.

The resources in an area determine how big the plant and animal populations can be. Sometimes there are too many living things in an area. The weakest of the populations will not be able to get the resources they need. As the weak die out, the populations get smaller. Finally, the area's resources recover and can support them again.

Sometimes people will capture members of large animal populations and move them. They take them to another location with less competition. This helps them the animals survive.

Sometimes the government will allow hunting of large animal populations. Deer and rabbits can be a good food source for people. When there are too many of these animals in an area, they sometimes come into the cities looking for food. They often cause trouble. Hunting keeps the number of animals under control.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Why do organisms sometimes have to compete for resources?

2) What kinds of things are beneficial for organisms?

3) What kinds of things are detrimental for organisms?

4) What happens when populations grow too large for an area?

5) Do you think hunting or relocation is a better solution for over-sized animal populations? Why?

Writing Prompts

Write 2-3 sentences per prompt, please use complete sentences and punctuation.

Monday: What is one food you do not like and why?

Tuesday: What is one thing you are really good at? What makes you good at this activity?

() **Wednesday:** Would you rather play outside or play video games inside? Why?

Thursday: Describe the perfect day.

Friday: What do you like most about school and why?

()

