

# 3rd Grade Distance Learning

## Week 4

Use this calendar to help keep yourself organized during 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 Classkick while hard copies are available as well.

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read 20 minutes</li> <li><input type="checkbox"/> Complete Reading Log handwritten <b>or</b> digitally using Classkick.</li> <li><input type="checkbox"/> Read and review "Nonfiction Text Features" posters</li> <li><input type="checkbox"/> Read "The Power of Reading" passage and answer questions digitally on Classkick or by hand.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read 20 minutes</li> <li><input type="checkbox"/> Complete Reading Log handwritten <b>or</b> digitally using Classkick.</li> <li><input type="checkbox"/> Read and review "Nonfiction Text Features" posters- as needed.</li> <li><input type="checkbox"/> Read "Arbor Day" passage and answer questions digitally on Classkick or by hand.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read 20 minutes</li> <li><input type="checkbox"/> Complete Reading Log handwritten <b>or</b> digitally using Classkick.</li> <li><input type="checkbox"/> Read and review "Nonfiction Text Features" posters- as needed.</li> <li><input type="checkbox"/> Read "Bottlenose Dolphins" passage and answer questions digitally on Classkick or by hand.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read 20 minutes</li> <li><input type="checkbox"/> Complete Reading Log handwritten <b>or</b> digitally using Classkick.</li> <li><input type="checkbox"/> Read and review "Nonfiction Text Features" posters- as needed.</li> <li><input type="checkbox"/> Read "How to Read a Nutrition Label" and answer questions digitally on Classkick or by hand.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read 20 minutes</li> <li><input type="checkbox"/> Complete Reading Log handwritten <b>or</b> digitally using Classkick.</li> </ul>
Writing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paragraph of the Week: MONDAY Handwritten on hard copy or digitally in Classkick.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paragraph of the Week: TUESDAY Handwritten on hard copy or digitally in Classkick.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paragraph of the Week: WEDNESDAY Handwritten on hard copy or digitally in Classkick.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paragraph of the Week: THURSDAY Handwritten on hard copy or digitally in Classkick.</li> </ul>	
Math	<ul style="list-style-type: none"> <li><input type="checkbox"/> My Math Lesson Unit 3 Lesson 5 or Khan Academy assignments on subtraction</li> <li><input type="checkbox"/> Use flashcards or Quizlet to study 0-9s.</li> <li><input type="checkbox"/> Complete 0-9s TEST by Friday handwritten or digitally using Classkick</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continued My Math Lesson Unit 3 Lesson 5 or Khan Academy assignments on subtraction</li> <li><input type="checkbox"/> Use flashcards or Quizlet to study 0-9s.</li> <li><input type="checkbox"/> Complete 0-9s TEST by Friday handwritten or digitally using Classkick</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> My Math Lesson Unit 3 Lesson 6 or Khan Academy assignment on subtraction</li> <li><input type="checkbox"/> Use flashcards or Quizlet to study 0-9s.</li> <li><input type="checkbox"/> Complete 0-9s TEST by Friday handwritten or digitally using Classkick</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continued My Math Lesson Unit 3 Lesson 6 or Khan Academy assignments on subtraction</li> <li><input type="checkbox"/> Use flashcards or Quizlet to study 0-9s.</li> <li><input type="checkbox"/> Complete 0-9s TEST by Friday handwritten or digitally using Classkick</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use flashcards or Quizlet to study 6s or 7s</li> <li><input type="checkbox"/> Spiral Math Review</li> <li><input type="checkbox"/> Multiplication 0-9s TEST REVIEW due today</li> </ul>
Optional	<ul style="list-style-type: none"> <li><input type="checkbox"/> Visit multiplication.com and test yourself on a challenging set of facts.</li> <li><input type="checkbox"/> Work on a puzzle at home or some brain teasers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Call a friend, cousin, or classmate. Check in to see how they are doing and what they've been up to!</li> <li><input type="checkbox"/> Make a list of 10 things you are thankful for. Share it with your teacher.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Play some fun music. Dance party!</li> <li><input type="checkbox"/> Read an informational book on any topic of choice on GetEpic!</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Play Tic-Tac-Toe with a family member of choice.</li> <li><input type="checkbox"/> Recreate a scene from a book you are reading by using puppets or drawing a picture.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make a collage in powerpoint that tells us who and what you love! Share it with your teacher!</li> </ul>

# 3rd Grade Packet Instructions

May 11th – May 15th

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](http://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 Text Feature posters included in the path packet. Make sure you understand what each feature is. We will be working on this skill throughout the week. Read the passage sheet titled "The Power of Reading". Answer the questions on the next page about the text features. Underline or highlight your evidence with the crayon color next to the question.

### Math

Unit 3 Lesson 5 – Pages 159 – 164

Read and review the **Math in My World** and **Guided Practice** sections (you may complete, but this is optional). Complete the **Homework Page**- pages 163 - 164. This is the only "must do" math page to turn in for this lesson. **Independent Practice** and **Problem Solving** 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-9s for 10 minutes using the multiplication chart provided in the packet, flashcards, Multiplication.com, or Mrs. Cody's Quizlet web page.

Complete Multiplication Test 0-9s 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](http://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.

Read the Text Feature posters included in the path packet. Make sure you understand what each feature is. Read the passage sheet titled "Arbor Day". Answer the questions on the next page about the text features. Underline or highlight your evidence with the crayon color next to the question.

### **Math**

Continue Unit 3 Lesson 5 – Pages 159 – 164

Practice Multiplication 0s-9s 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](http://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.

Read the Text Feature posters included in the path packet. Make sure you understand what each feature is. Read the passage sheet titled "Bottlenose Dolphins". Answer the questions on the next page about the text features. Underline or highlight your evidence with the crayon color next to the question.

## Math

Unit 3 Lesson 6 – Pages 165 – 170

Read and review the **Math in My World** and **Guided Practice** sections (you may complete, but this is optional). Complete the **Homework Page**- pages 169 - 170. This is the only “must do” math page to turn in for this lesson. **Independent Practice** and **Problem Solving** 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-9s 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](http://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.

Read the Text Feature posters included in the path packet. Make sure you understand what each feature is. Read the passage sheet titled "How to Read a Nutrition Label". Answer the questions on the next page about the text features. Underline or highlight your evidence with the crayon color next to the question.

## Math

Continue Unit 3 Lesson 6 – Pages 165 – 170

Practice Multiplication 0s-9s 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](http://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.


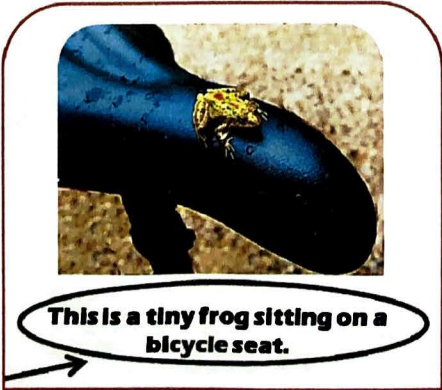
## Math

Turn in complete Multiplication Test 0-9s REVIEW today!

Complete the Spiral review in this packet.

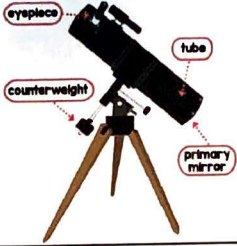
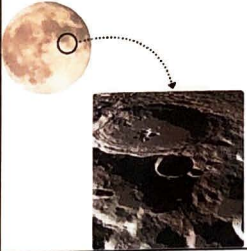
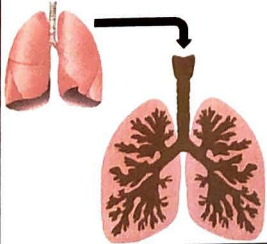
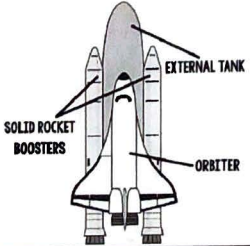


# Nonfiction Text Features: Images

<b>Text Feature</b>	<b>Example</b>	<b>Purpose</b>
Photograph		-Shows a real-life image
Caption	 <p data-bbox="566 1702 974 1784"><b>This is a tiny frog sitting on a bicycle seat.</b></p>	-Tells what a photograph or illustration is about



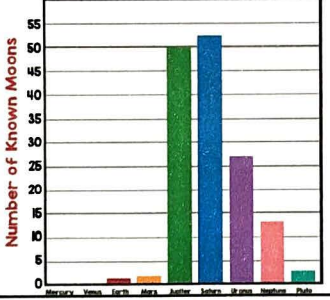

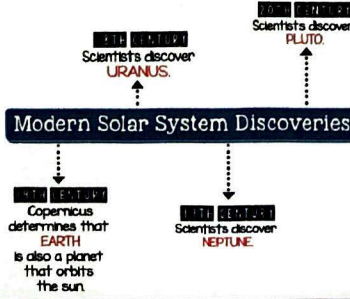
# Nonfiction Text Features: Images

Text Feature	Example	Purpose
Label		-Tells what a part of an image is
Close-up		-Shows what a piece of an image looks like up close
Cutaway		-Shows what something looks like on the inside
Diagram		-Many labels that show the parts of an image



# Nonfiction Text

## Features: Images

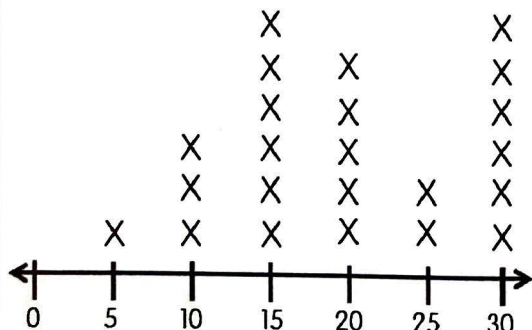
Text Feature	Example	Purpose																				
Chart/ Table	<table border="1"> <thead> <tr> <th>PLANET</th> <th>AVERAGE TEMPERATURE</th> </tr> </thead> <tbody> <tr> <td>MERCURY</td> <td>-297°F TO 800°F</td> </tr> <tr> <td>VENUS</td> <td>896°F</td> </tr> <tr> <td>EARTH</td> <td>57°F</td> </tr> <tr> <td>MARS</td> <td>-81°F</td> </tr> <tr> <td>JUPITER</td> <td>-202°F</td> </tr> <tr> <td>SATURN</td> <td>-202°F</td> </tr> <tr> <td>URANUS</td> <td>-328°F</td> </tr> <tr> <td>NEPTUNE</td> <td>-328°F</td> </tr> <tr> <td>PLUTO</td> <td>-378°F</td> </tr> </tbody> </table>	PLANET	AVERAGE TEMPERATURE	MERCURY	-297°F TO 800°F	VENUS	896°F	EARTH	57°F	MARS	-81°F	JUPITER	-202°F	SATURN	-202°F	URANUS	-328°F	NEPTUNE	-328°F	PLUTO	-378°F	-Organizes data
PLANET	AVERAGE TEMPERATURE																					
MERCURY	-297°F TO 800°F																					
VENUS	896°F																					
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MARS	-81°F																					
JUPITER	-202°F																					
SATURN	-202°F																					
URANUS	-328°F																					
NEPTUNE	-328°F																					
PLUTO	-378°F																					
Graph		-Shows data in a visual format -Different types of graphs include bar graphs, line graphs, and pie charts																				
Map		-Shows locations																				
Timeline		-Tells when events occurred -Chronological order																				

## The Power of Reading

Reading is powerful. There are many benefits to reading every day. Reading improves language. Readers have a larger vocabulary than non readers. Reading increases comprehension. It improves concentration. Reading helps memory. Readers communicate better. Children develop skills when parents read aloud. Reading prepares children for school. Readers tend to do well in all subjects. Children who read make more money when they grow up. For all of these benefits, read 20 minutes each day!

Minutes Spent Reading Each Day	Minutes Read in a School Year	# of Words Read Each Year	School Days Read by the End of 6 <sup>th</sup> Grade
20 minutes	3,600	1,800,000	60 days
5 minutes	900	282,000	12 days
1 minute	180	8,000	3 days

Minutes Spent Reading Per Day in Mrs. Smith's Class



Children read 2,151 books in 30 days in the Wild About Reading Read-A-Thon

## Nonfiction Images

1. How long does the author suggest children read every day? Use the text and the text features to help you.



Image that helped me: \_\_\_\_\_

2. Why is it important for children to read every day? (Choose all that apply.)



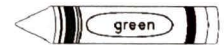
- a. Reading improves memory.
- b. Reading improves vocabulary.
- c. Reading increases comprehension.
- d. Reading prepares children for school.

3. Which statement could you conclude based on the chart?



- a. If you read 20 minutes every day, you will read 900 minutes in a school year.
- b. If you skip your reading for a few days a week, it won't affect your total reading time.
- c. Increasing your reading time each day makes a big difference in your total reading time for the year.
- d. There isn't a big difference in the total days you read if you read one minute per day or five minutes per day.

4. If you read 20 minutes every day, how many total minutes will you have spent reading in a school year?



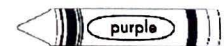
\_\_\_\_\_

5. How many books did children read in the Wild About Reading Read-A-Thon?



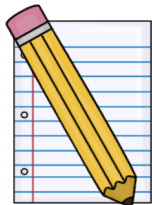
\_\_\_\_\_

6. How many children read for 20 minutes or more per day in Mrs. Smith's class? According to the article, what could you conclude about these students?



\_\_\_\_\_





# Paragraph of the Week<sup>®</sup>

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 life would be like if there was no television, YouTube, iPads or other entertainment viewing screens? What would you do with your time? How would people be entertained? Think of alternative forms of entertainment, what you would do with your time, and how the lack of all of these screens would affect everyone over time. Be sure to include every detail you can think of about that topic.

## Tuesday

Using the brainstorm you created yesterday, choose 3 of the most intriguing things you think would happen if there were no screens for entertainment. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

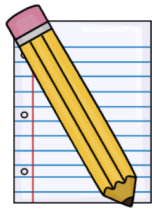
## Wednesday

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.

## 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.



# Paragraph of the Week®

Level 1

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## Monday

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What would life be like with no screens for entertainment?

Large empty rounded rectangular box for writing the paragraph.

# Subtraction Strategies

There are a variety of strategies you can use to subtract numbers.

## Break Apart

You break apart each number into expanded form. This allows you to easily subtract the smaller number from the greater number.

$$\begin{array}{r} 537 = 500 + 30 + 7 \\ - 215 = 200 + 10 + 5 \\ \hline 300 + 20 + 2 = 322 \end{array}$$

$$537 - 215 = 322$$

## Place Value

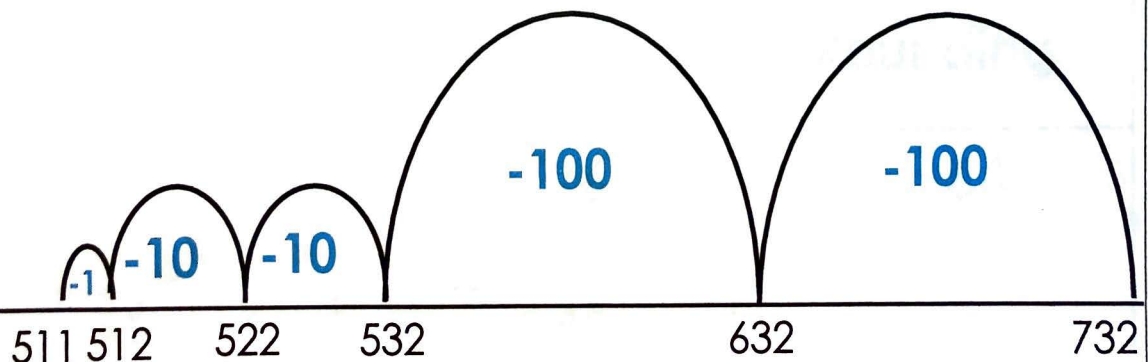
You can stack the two numbers according to place value. You must place the greater number on top and the smaller number under it.

$$\begin{array}{r} \phantom{0} 3 \phantom{0} 12 \\ \phantom{0} \cancel{4} \cancel{2} \cancel{7} \\ - \phantom{0} 234 \\ \hline \phantom{0} 193 \end{array}$$

## Number Line

You can use an open number line to help you solve any subtraction problem. The largest number gets placed on the right side and the other number is broken into expanded form. You can use the expanded form to count backwards from the larger number.

$$732 - 221 = 511$$



# Compatible Numbers

You can use compatible numbers or rounding to help you estimate solutions to addition or subtraction problems.

## Compatible Numbers

Compatible numbers are sometimes called friendly numbers. These are numbers that are easy to put together.

<b>Numbers that end in 0</b> 10, 100, 1000	<b>Numbers that end in 5</b> 5, 15, 105
<b>Doubles Facts</b> $8+8 = 16$ $20 + 20 = 40$	<b>Numbers that Make 10</b> $1 + 9 = 10$

## Rounding

Rounding helps you estimate numbers to the nearest group of 10. There are specific rules to rounding.

Rules to Rounding:

**4 or less, let it rest**  
(stay the same)

**5 or more, add 1 more**  
(add 1 to the place you are rounding)

## Estimating to Find Solutions

When you estimate to find a solution you always want to estimate first. The goal is not to estimate the actual answer, but to estimate to help you find a number close to the answer. You can use **Compatible Numbers** or **Rounding** to help you find the solution.

Compatible Numbers	Actual Numbers	Rounding
$\begin{array}{r} 75 \\ + 65 \\ \hline 140 \end{array}$	$\begin{array}{r} 76 \\ + 66 \\ \hline 142 \end{array}$	$\begin{array}{r} 80 \\ + 70 \\ \hline 150 \end{array}$

For this set of numbers, which estimation strategy worked the best? Why?



# Subtract Three-Digit Numbers

## Lesson 5

### ESSENTIAL QUESTION

How are the operations of subtraction and addition related?



## Math in My World



### Example 1

How many more sheets of craft paper does Will have than Liseta?

Find the unknown.  $265 - 79 = \square$

Estimate  $265 \rightarrow 300$   
 $79 \rightarrow 100$



### 1 Subtract ones.

Regroup 1 ten as 10 ones.

$$\begin{array}{r}
 \square \square \square \\
 \leftarrow 5 \text{ ones} + 10 \text{ ones} = 15 \text{ ones} \\
 2 \quad 6 \quad 5 \\
 - 7 \quad 9 \\
 \hline
 \square \square \square \\
 \leftarrow \text{Subtract.}
 \end{array}$$

### Check

$$\begin{array}{r}
 265 \\
 - 79 \\
 \hline
 \square \square \square
 \end{array}
 \quad
 \begin{array}{r}
 \text{same} \\
 186 \\
 + 79 \\
 \hline
 \square \square \square
 \end{array}$$

### 2 Subtract tens and hundreds.

Regroup 1 hundred as 10 tens.

$$\begin{array}{r}
 \square \square \square \\
 \leftarrow 5 \text{ tens} + 10 \text{ tens} = 15 \text{ tens} \\
 \square \square \square \quad 15 \\
 2 \quad 6 \quad 5 \\
 - 7 \quad 9 \\
 \hline
 \square \square \square \quad 6 \\
 \leftarrow \text{Subtract.}
 \end{array}$$

Addition shows the subtraction answer is correct.

\_\_\_\_\_ is close to the estimate  
 Estimation shows the answer is reasonable.

So,  $265 - 79 = \square$ . Will has \_\_\_\_\_ more sheets of craft paper.

## Example 2

Denzel wants to buy a remote control airplane for \$125. He has \$354. How much money will he have left?

Find the unknown.  $\$354 - \$125 = \square$ . ← unknown



**Estimate**  $\$354 - \$125 \rightarrow \$350 - \$130 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 4 \quad 14 \\ \$ \quad 3 \quad \cancel{5} \quad \cancel{4} \\ - \$ \quad 1 \quad 2 \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \$ \quad \square \quad \square \quad \square \\ \leftarrow \square + 5 = 14 \\ \square + 2 = 4 \\ \square + 1 = 3 \end{array}$$

### Helpful Hint

Use addition to help you subtract by thinking of a related fact.

### Check

$$\begin{array}{r} \$ \quad 3 \quad 5 \quad 4 \\ - \$ \quad 1 \quad 2 \quad 5 \\ \hline \square \quad \square \quad \square \end{array}$$

← same

$$\begin{array}{r} \$ \quad 2 \quad 2 \quad 9 \\ + \$ \quad 1 \quad 2 \quad 5 \\ \hline \square \quad \square \quad \square \end{array}$$

Addition shows the answer is correct.

$\underline{\hspace{2cm}}$  is close to the estimate  $\underline{\hspace{2cm}}$ .  
The answer is reasonable.

So,  $\$354 - \$125 = \underline{\hspace{2cm}}$ . Denzel will have  $\underline{\hspace{2cm}}$  left.

## Talk MATH

Why do you need to rename the tens place twice in Exercise 2?

## Guided Practice



**Subtract. Use addition to check your answer.**

1.

$$\begin{array}{r} \square \quad \square \\ \$ \quad 7 \quad 6 \quad 4 \\ - \$ \quad 1 \quad 3 \quad 8 \\ \hline \$ \quad \square \quad \square \quad \square \end{array}$$

**Check:**

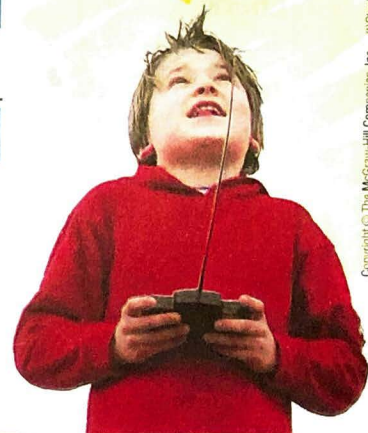
$$\begin{array}{r} \$ \\ + \$ \\ \hline \$ \end{array}$$

2.

$$\begin{array}{r} \square \\ \square \quad \square \quad \square \\ \$ \quad 6 \quad 1 \quad 4 \\ - \$ \quad 4 \quad 5 \quad 7 \\ \hline \$ \quad \square \quad \square \quad \square \end{array}$$

**Check:**

$$\begin{array}{r} \$ \\ + \$ \\ \hline \$ \end{array}$$



## Independent Practice

**Subtract. Use addition to check your answer.**

3.

	\$	6	8	7
-	\$	3	5	3

Check:

+ \_\_\_\_\_

4.

	1	7	7
-		9	4

Check:

+ \_\_\_\_\_

5.

	\$	8	4	3
-	\$	1	8	7

Check:

+ \_\_\_\_\_

**Algebra** Subtract to find the unknown.

6.  $\$769 - \$359 = \square$

7.  $267 - 178 = \square$

8.  $492 - 383 = \square$

The unknown is \$ \_\_\_\_\_. The unknown is \_\_\_\_\_. The unknown is \_\_\_\_\_.

**Algebra** Use addition to find each unknown.

9.

	6	1	$\square$
-	4	1	7
	$\triangle$	0	2

$\square =$  \_\_\_\_\_

$\triangle =$  \_\_\_\_\_

10.

	$\square$	9	9
-	1	$\triangle$	0
	2	1	9

$\square =$  \_\_\_\_\_

$\triangle =$  \_\_\_\_\_

11.

	7	9	8
-	$\square$	9	7
	4	$\triangle$	1

$\square =$  \_\_\_\_\_

$\triangle =$  \_\_\_\_\_



# Problem Solving

Glenwood Elementary students were asked to vote for their choice of a field trip destination. The table shows the results.

Field Trip Choices	
Field Trip	Votes
Aquarium	233
Museum	105
Lighthouse	269
Science Center	298

12. How many more students voted for the lighthouse than for the aquarium? Write a number sentence to solve. Then check with an addition sentence.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

13. **Mathematical PRACTICE 1** **Check for Reasonableness** How many more students voted for the science center than for the lighthouse? Write a number sentence to solve. Then check with an addition sentence.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

## HOT Problems

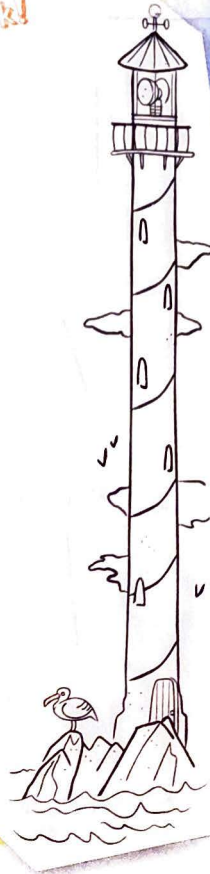
14. **Mathematical PRACTICE 3** **Find the Error** When Federico subtracted 308 from 785, he got 477. To check his answer, he added 308 and 785. What did he do wrong?

---

15. **?** **Building on the Essential Question** Why can you use addition to check your answer to a subtraction problem?

---

My Work!





# MY Homework

## Lesson 5

### Subtract Three-Digit Numbers

## Homework Helper



Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Chloe jumped rope 631 times without stopping. Addison jumped 444 times. How many more jumps did Chloe make?

Find  $631 - 444$ .

1 Subtract ones.

$$\begin{array}{r} 211 \\ 631 \\ - 444 \\ \hline 7 \end{array}$$

Regroup 1 ten as 10 ones.  
10 ones + 1 one = 11 ones  
11 ones - 4 ones = 7 ones

2 Subtract tens and hundreds.

$$\begin{array}{r} 12 \\ 5211 \\ 631 \\ - 444 \\ \hline 187 \end{array}$$

Regroup 1 hundred as 10 tens.  
10 tens + 2 tens = 12 tens  
12 tens - 4 tens = 8 tens  
5 hundreds - 4 hundreds = 1 hundred

Check

$$\begin{array}{r} 631 \\ - 444 \\ \hline 187 \end{array} \quad \begin{array}{r} 187 \\ + 444 \\ \hline 631 \end{array}$$

← same →

Addition shows the subtraction answer is correct.

Since,  $631 - 444 = 187$ , Chloe made 187 more jumps.

## Practice

Subtract. Use addition to check your answer.

1.

$$\begin{array}{r} \phantom{\$} \phantom{0} \phantom{0} \phantom{0} \\ \phantom{\$} \phantom{0} \phantom{0} \phantom{0} \\ \phantom{\$} \phantom{0} \phantom{0} \phantom{0} \\ \phantom{\$} \phantom{0} \phantom{0} \phantom{0} \\ \hline \$ \phantom{0} \phantom{0} \phantom{0} \end{array}$$

Check:

2.

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ \phantom{0} \phantom{0} \phantom{0} \\ \phantom{0} \phantom{0} \phantom{0} \\ \phantom{0} \phantom{0} \phantom{0} \\ \hline \phantom{0} \phantom{0} \phantom{0} \end{array}$$

Check:

**Subtract. Use addition to check your answer.**

3. 
$$\begin{array}{r|c|c|c} \$ & 7 & 6 & 4 \\ - \$ & 3 & 5 & 3 \\ \hline \$ & & & \end{array}$$

**Check:**

4. 
$$\begin{array}{r|c|c} & 5 & 4 & 2 \\ - & 2 & 6 & 5 \\ \hline & & & \end{array}$$

**Check:**

**Algebra Subtract to find the unknown.**

5.  $599 - 284 = \blacksquare$

6.  $436 - 377 = \blacksquare$


7.  $514 - 175 = \blacksquare$

The unknown is \_\_\_\_\_. The unknown is \_\_\_\_\_. The unknown is \_\_\_\_\_.



## Problem Solving

**Write a number sentence to solve.**

8. **PRACTICE**  **Model Math** Tanisha bought a pack of 225 sheets of paper for her homework. After a week, she had 198 sheets of paper left. How many sheets of paper did she use?

\_\_\_\_\_

9. The school library would like to raise \$915 for new books. So far, \$475 has been raised. How much more does the library need to raise to reach its goal?

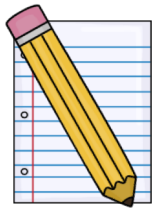
\_\_\_\_\_

## Test Practice

10. A crate has 272 red and green apples. How many green apples are there?

- (A) 149 green apples    (C) 159 green apples  
(B) 150 green apples    (D) 395 green apples





# Paragraph of the Week<sup>®</sup>

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 the most intriguing things you think would happen if there were no screens for entertainment. 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 : \_\_\_\_\_  
\_\_\_\_\_



# Arbor Day

Arbor Day is a holiday to plant and care for trees. Trees are important. They give us oxygen. Trees also give food and shelter to living things. Arbor Day happens all around the world. The first Arbor Day was in Spain. There was a big festival. It began with planting a tree. Afterwards, there was a large feast.

The first Arbor Day in America was on April 10, 1872. One million trees were planted in Nebraska. Birdsey Northrop spread the tradition of Arbor Day across the world. He brought this holiday to Japan in 1883. Soon after, he spread Arbor Day to Australia, Canada, and Europe.

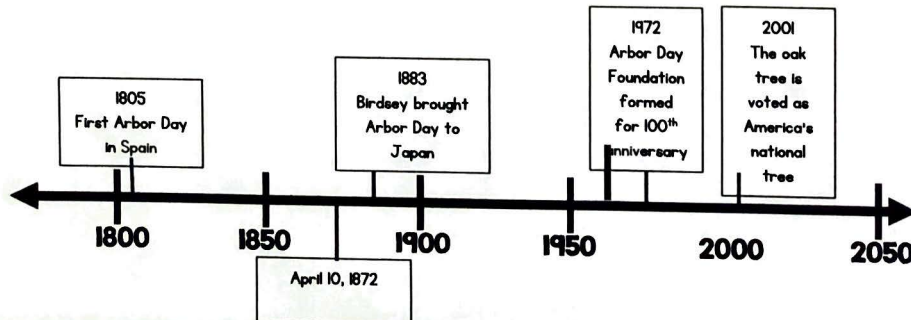
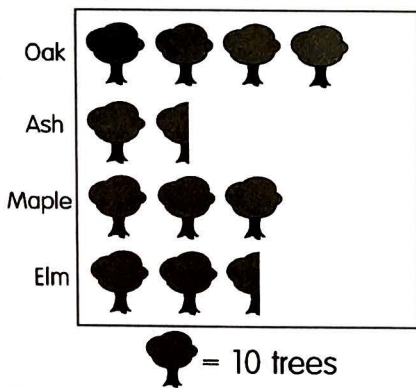


Arbor Day in Korea

Today, Arbor Day is celebrated in many countries. In Belgium, International Day of Tree Planting is celebrated on March 21. In Brazil, Arbor Day is on September 21. School children plant trees and help the environment. In China, March 12 is Arbor Day. Every Chinese citizen is expected to plant 3-5 trees each year.

It is important to remember the importance of trees every day. Celebrate Arbor Day by planting trees in your community.

## Arbor Day Tree Planting in California 2011



**Nonfiction Images**

1. When was the first Arbor Day? How was it celebrated? Use the text and the text features to help you.



Image that helped me: \_\_\_\_\_

2. Which event belongs in the timeline box under April 10, 1872?



- a. The first Arbor Day was celebrated in Spain.
- b. America had its first Arbor Day in Nebraska
- c. Birdsey Northrop brought Arbor Day to Japan
- d. Birdsey Northrop brought Arbor Day to Australia, Canada, and Europe

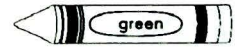
3. When was the Arbor Day Foundation formed?



\_\_\_\_\_

\_\_\_\_\_

4. What tree was planted the most in California on Arbor Day in 2011?



\_\_\_\_\_

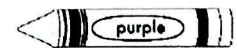
\_\_\_\_\_

5. How many elm trees were planted in California on Arbor Day in 2011?



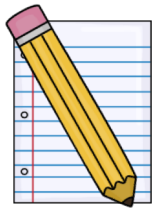
- a. 2
- b. 2 ½
- c. 25
- d. 30

6. According to the photograph, how do children celebrate Arbor Day in Korea?



\_\_\_\_\_

\_\_\_\_\_



# Paragraph of the Week<sup>®</sup>

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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Bottlenose Dolphins

Bottlenose dolphins are the most common members of the dolphin family. The bottlenose dolphin is a favorite marine mammal of many people. They are known for being graceful, friendly, and intelligent.

Bottlenose dolphins are grey. They are usually 2-4 meters long. Bottlenose dolphins weigh between 330-1,430 pounds. Their habitat affects their size. Dolphins that live in warmer waters tend to be smaller. The bottlenose dolphin gets its name from its snout that is shaped like a bottle. They have blowholes on the tops of their heads for breathing.

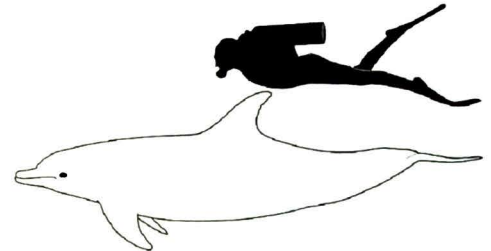
Bottlenose dolphins eat fish. They often hunt together to catch schools of fish. They are able to find fish by using echolocation. Echolocation is when dolphins release sounds and listen for the return echoes. This helps them know where the fish are located.

Bottlenose dolphins use sound to communicate. They squeak and whistle to each other. They also use body language to communicate. They jump from the water and slap their tails. Bottlenose dolphins are very smart. Their intelligence is close to humans and apes. They are also very emotional animals.

Bottlenose dolphins are fascinating mammals. We still have a lot to learn about these intelligent creatures.

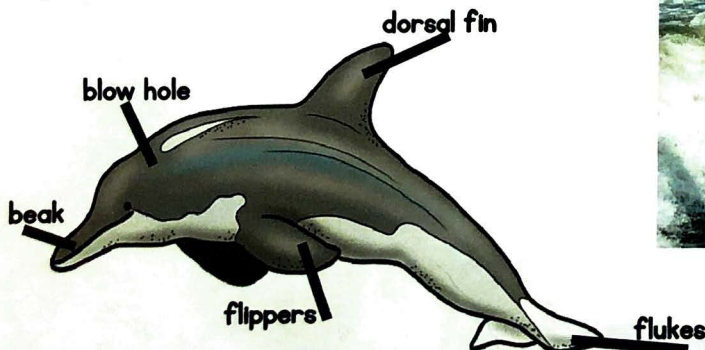


Bottlenose dolphins live in the dark areas.



Bottlenose size compared to humans

blowhole



## Nonfiction Images

1. How does the bottlenose dolphin's size compare to a human? How does their habitat affect their size?

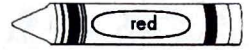


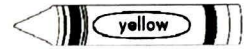
Image that helped me: \_\_\_\_\_

2. Where do bottlenose dolphins live?

- a. around Australia
- b. around the North Pole
- c. around the South Pole
- d. in oceans all around the world, except far north and south



3. How did the bottlenose dolphin get its name?



4. Where is the blowhole located? What is the purpose of the blowhole?

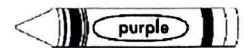


5. According to the article and the text features, which body part does the bottlenose dolphin use to communicate?

- a. eyes
- b. heart
- c. flukes
- d. dorsal fin



6. Explain how dolphins catch their prey.





# Subtract Four-Digit Numbers

## Lesson 6

### ESSENTIAL QUESTION

How are the operations of subtraction and addition related?



## Math in My World



### Example 1

What is the difference in height between Ribbon Falls and Kalambo Falls?

Find the unknown.  $1,612 - 726 =$

**Estimate**  $1,612 - 726 \rightarrow 1,600 -$  \_\_\_\_\_  $= 900$

### 1 Subtract the ones.

Regroup 1 ten as 10 ones.  
2 ones + 10 ones = 12 ones

$$\begin{array}{r} \phantom{1,} \phantom{6} \phantom{1} \phantom{2} \\ - \phantom{1,} \phantom{6} \phantom{1} \phantom{2} \phantom{6} \\ \hline \phantom{1,} \phantom{6} \phantom{1} \phantom{2} \phantom{6} \end{array}$$

### 2 Subtract the tens.

Regroup 1 hundred as 10 tens.  
0 tens + 10 tens = 10 tens

$$\begin{array}{r} \phantom{1,} \phantom{6} \phantom{1} \phantom{2} \\ - \phantom{1,} \phantom{6} \phantom{1} \phantom{2} \phantom{6} \\ \hline \phantom{1,} \phantom{6} \phantom{1} \phantom{2} \phantom{6} \end{array}$$

### 3 Subtract the hundreds and thousands.

Regroup 1 thousand as 10 hundreds.

$$\begin{array}{r} \phantom{1,} \phantom{6} \phantom{1} \phantom{2} \\ - \phantom{1,} \phantom{6} \phantom{1} \phantom{2} \phantom{6} \\ \hline \phantom{1,} \phantom{6} \phantom{1} \phantom{2} \phantom{6} \end{array}$$

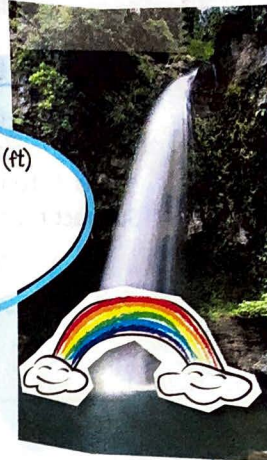
### Check

886 is close to the estimate 900.  
Estimation shows the answer is reasonable.

So,  $1,612 - 726 =$  \_\_\_\_\_.

Ribbon Falls is \_\_\_\_\_ feet taller than Kalambo Falls.

NAME	HEIGHT (ft)
Ribbon	1,612
Angel	3,212
Yosemite	2,425
Kalambo	726





## Example 2

**Bike Route A is 1,579 miles. Bike Route B is 3,559 miles.  
How much longer is Bike Route B?**

Find the unknown.  $3,559 - 1,579 = ?$

A ? is a symbol that can be used for the unknown.

**Estimate**

$$\begin{array}{r} 3,559 \rightarrow 3,600 \\ -1,579 \rightarrow -1,600 \\ \hline \end{array}$$

### 1 Subtract the ones and tens.

Subtract the ones.  
Regroup 1 hundred as 10 tens.  
 $5 \text{ tens} + 10 \text{ tens} = 15 \text{ tens}$   
Subtract the tens.

$$\begin{array}{r} \square \square \\ 3, \cancel{5} \cancel{5} 9 \\ - 1, 5 \color{red}{7} \color{red}{9} \\ \hline \square \square \end{array}$$

### 2 Subtract the hundreds and thousands.

Regroup 1 thousand as 10 hundreds.  
 $10 \text{ hundreds} + 4 \text{ hundreds} = 14 \text{ hundreds}$   
Subtract the hundreds.  
Subtract the thousands.

$$\begin{array}{r} \square \\ \square \cancel{4} 15 \\ - \cancel{1}, \color{red}{5} \cancel{5} 9 \\ \hline \square \square 8 0 \end{array}$$

You can check by adding from the bottom up. Did you get the top number?

Bike Route B is \_\_\_\_\_ miles longer. The unknown is \_\_\_\_\_.

**Check** 1,980 is close to the estimate of 2,000. The answer is reasonable.

## Guided Practice



1. Subtract. Use addition to check your answer.

$$\begin{array}{r} \square \square \\ \$ 7, 3 7 1 \\ - \$ 3 6 5 \\ \hline \$ \square \square \square \square \end{array}$$

**Check:**

## Talk MATH

Explain the steps to find  $8,422 - 5,995$ .





## Independent Practice

Subtract. Use addition to check your answer.

2.

1,	3	9	2
-	2	3	8
_____	_____	_____	_____

Check:

3.

3,	2	9	8
-	8	5	8
_____	_____	_____	_____

Check:

4.

3,	4	7	5
-	1,	2	6
_____	_____	_____	_____

Check:

**Algebra** Subtract to find the unknown.

5.  $\$4,875 - \$3,168 = ?$     6.  $\$6,182 - \$581 = ?$     7.  $6,340 - 3,451 = ?$

The unknown is \_\_\_\_\_. The unknown is \_\_\_\_\_. The unknown is \_\_\_\_\_.

**Algebra** Compare. Use  $>$ ,  $<$ , or  $=$ .

8.  $1,543 - 984$    $5,193 - 4,893$     9.  $2,116 - 781$    $5,334 - 3,999$



# Problem Solving

- 10. PRACTICE 2** **Mathematical Use Algebra** Of the 2,159 pre-sold concert tickets, only 1,947 tickets were used. Write a number sentence to show how many tickets were not used.

\_\_\_\_\_

- 11.** Belinda is buying one of two cars. One costs \$8,463 and the other costs \$5,322. How much money would Belinda save if she bought the less expensive car?

\$ \_\_\_\_\_ - \$ \_\_\_\_\_ = \$ \_\_\_\_\_

My Work!

## HOT Problems

- 12. PRACTICE 2** **Mathematical Reason** A group of students used 6,423 cans to create a sculpture. Another group made a sculpture using 2,112 cans. What is the difference in the number of cans used for the sculptures? How do you know your answer is correct?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 13. ? Building on the Essential Question** Explain how subtracting four-digit numbers is like subtracting three-digit numbers.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# MY Homework

## Lesson 6

### Subtract Four-Digit Numbers

## Homework Helper



Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Find  $4,453 - 2,474$ .

### 1 Subtract ones.

Regroup 1 ten as 10 ones.

$$\begin{array}{r}
 4,4\cancel{5}\cancel{3} \\
 -2,474 \\
 \hline
 \phantom{4,}9
 \end{array}$$

10 ones + 3 ones = 13 ones

### 2 Subtract tens.

Regroup 1 hundred as 10 tens.

$$\begin{array}{r}
 \phantom{4,}14\cancel{3} \\
 -2,4\cancel{5}\cancel{3} \\
 \hline
 \phantom{4,}79
 \end{array}$$

4 tens + 10 tens = 14 tens

### 3 Subtract hundreds and thousands.

Regroup 1 thousand as 10 hundreds.

$$\begin{array}{r}
 \phantom{4,}13\phantom{0}14 \\
 -2,4\cancel{5}\cancel{3} \\
 \hline
 1,979
 \end{array}$$

3 hundreds + 10 hundreds = 13 hundreds

### Check

$$\begin{array}{r}
 4,453 \\
 -2,474 \\
 \hline
 1,979
 \end{array}$$

same

$$\begin{array}{r}
 1,979 \\
 +2,474 \\
 \hline
 4,453
 \end{array}$$

Addition shows the answer is correct.

So,  $4,453 - 2,474 = 1,979$ .

## Practice

1. Subtract. Use addition to check your answer.

$$\begin{array}{r}
 \phantom{0} \\
 \phantom{0} \\
 \phantom{0} \\
 6,217 \\
 - \phantom{0}860 \\
 \hline
 \phantom{0} \\
 \phantom{0} \\
 \phantom{0} \\
 \phantom{0}
 \end{array}$$

Check:

$$\begin{array}{r}
 | \\
 | \\
 | \\
 + \\
 \hline
 | \\
 | \\
 |
 \end{array}$$



Subtract. Use addition to check your answer.

2.

	5,	9	6	3
-		2	3	8
-----				

Check:

+				
-----				

3.

	5,	7	6	9
-		9	4	1
-----				

Check:

+				
-----				

4.

	9,	8	7	1
-	1,	2	1	4
-----				

Check:

+				
-----				

**Algebra** Subtract to find the unknown.

5.  $\$3,958 - \$1,079 = ?$

6.  $\$8,337 - \$483 = ?$

7.  $6,451 - 2,378 = ?$

-				
-----				

-				
-----				

-				
-----				

The unknown is \$ \_\_\_\_\_. The unknown is \$ \_\_\_\_\_. The unknown is \_\_\_\_\_.



## Problem Solving

Write a number sentence to solve.

8. Pittsburg University won the college football championship in 1937. They won again in 1976. How many years were there between championships?

9. **Mathematical PRACTICE 4 Model Math** A library has 2,220 books about sports and 1,814 books about animals. How many more sports books are there than animal books?

## Test Practice

10. How much less money did Selena's school raise this year at the pancake breakfast?

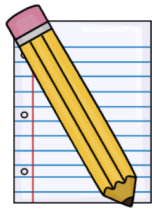
- (A) \$900                      (C) \$1,905  
 (B) \$905                      (D) \$8,145



LAST YEAR  
\$4,525



THIS YEAR  
\$3,620



# Paragraph of the Week<sup>®</sup>

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.

Writing area with a dashed border and horizontal lines for text.

## How to Read a Nutrition Label

Your health is important. One of the major factors of health is the food you eat. You can make good food choices if you know how to read a nutrition label.

1. **Serving Size:** Pay attention to the serving size.

The serving size tells you how much food is included in the nutrition facts. If you eat more than one serving, you will have to increase the nutrition facts below.

2. **Calories:** Check how many calories are in your food. You want to make sure that you eat the right amount of calories for your size.

3. **"Bad" Nutrients:** Limit these nutrients. If these numbers are high, this food is unhealthy. Only eat a small amount as a special treat.

4. **"Good" Nutrients:** These nutrients are healthy. You want to eat enough of these every day.

5. **% Daily Value:** This category tells you the percentage of each nutrient that the food contains. This is based on how much you should have in a day. You want the "bad" nutrients to have low percentages. The "good" nutrients should have high percentages.

### Nutrition Facts

Serving Size 2/3 cup (55g)  
Servings Per Container About 8

**Amount Per Serving**

**Calories** 230      Calories from Fat 40

**% Daily Value\***

**Total Fat** 8g      **12%**

Saturated Fat 1g      **5%**

Trans Fat 0g

**Cholesterol** 0mg      **0%**

**Sodium** 160mg      **7%**

**Total Carbohydrate** 37g      **12%**

Dietary Fiber 4g      **16%**

Sugars 1g

**Protein** 3g

Vitamin A      10%

Vitamin C      8%

Calcium      20%

Iron      45%

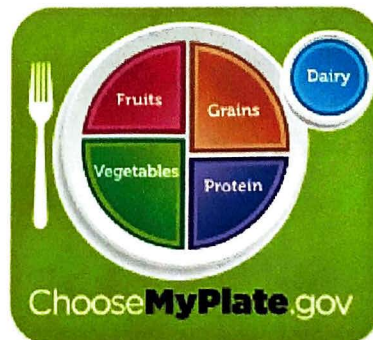
\* Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs.

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Knowing how to read a nutrition label can help you make important choices about your health. Pay attention to what you eat!

Age	Calories Per day	
	Females	Males
4-8	1,400-1,600	1,400-1,600
9-13	1,600-2,000	1,800-2,200
14-18	2,000	2,400-2,800

recommended  
food intake by  
food groups





**Nonfiction Images**

1. Why is it important to look at the serving size? What is the serving size on the food label shown?



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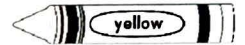
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2. Which of the following are considered "bad" nutrients? (Choose all that apply.)

- a. iron
- b. calcium
- c. cholesterol
- d. saturated fat

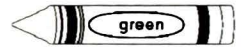


3. What is the percent daily value of calcium that the food displayed on the label has?



---

4. Is the food shown a healthy food or an unhealthy food? Use evidence from the text and food label to support your answer.



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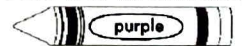
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5. Which of the following food groups should you eat the most of every day?

- a. fruit
- b. dairy
- c. protein
- d. vegetables



6. How many calories should you eat each day? Which text feature helped you locate this information?



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# Spiral Math Review

Quarter 4

Week 4 \* Monday

Name:

Date:

3. A small cake is cut into 12 slices. If Shelley ate five slices, what fraction of the cake did she eat?

6. Complete the table below.

2	
	80
80	
	48

Rule = multiply 4

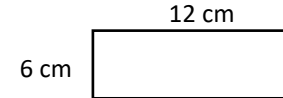
3.NF.1

3.OA.7

1. If  $\frac{2}{3}$  of the cars in the parking lot have four doors, what fraction of the cars in the parking lot do NOT have four doors?

4. Create a picture with 5 shapes in which  $\frac{1}{5}$  of the shapes are circles.

7. What is the area of the figure below?

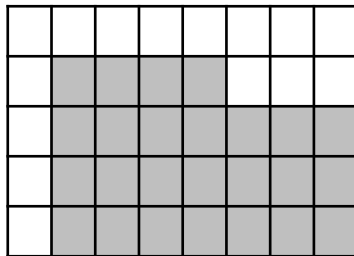


3.NF.1

3.OA.1

3.MD.7b

2. What is the area of the figure below?



= 1 square unit

3.MD.6

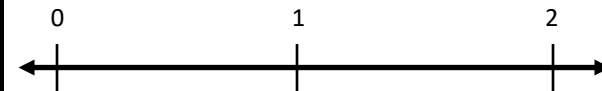
5. Compare the numbers. Use  $<$ ,  $>$ , or  $=$ .

$32 + 65$  ○  $292 - 158$

$32 \div 4$  ○  $401 - 392$

$603 - 586$  ○  $5 \times 9$

8. Place  $\frac{2}{4}$  on the number line below.



3.NBT.2

3.NF.2