

# Third Grade Language Arts 4/27-5/1

Unit 6 Week 3

Video Link: [https://www.youtube.com/playlist?list=PL\\_XTzpfJVMIIXXRccj7cORaP8EcAErB-b](https://www.youtube.com/playlist?list=PL_XTzpfJVMIIXXRccj7cORaP8EcAErB-b)

Required Workbook Pages: p. 416 (Spelling), p. 417 (Grammar), p. 408 (Reading)

Critical Standards Covered This Week:

<b>READING</b>
(12) Describe the relationship between cause and effect.
(21) Students will read grade level text fluently. Students will practice their oral and silent reading fluency as they read Talking Walls: Art for the People
<b>SPELLING</b>
(20) Students will know and apply grade-level phonics and word analysis skills in decoding words and spelling words with the suffixes tion, sion, ture
<b>GRAMMAR</b>
(37) Students will demonstrate a command of the conventions of standard English grammar and usage when writing or speaking. Students will identify and write compound sentences.

Use the following packet to guide your E learning.

Use videos as an additional instructional tool if you have access to the Internet.

## **Spelling**

It is very important that you learn and apply grade-level phonics and word decoding skills. This week you will learn about words with the final syllables tion, sion, ture. Remember these are suffixes that are added to the end of a word. These suffixes add to the meaning, “the action of.”

question	creature	furniture	division	collision
action	direction	culture	vacation	mansion
fiction	feature	sculpture	vision	celebration
fascination	legislature	manufacture	possession	declaration

### **Monday 4/27**

Complete workbook p. 407. **(optional)**

### **Tuesday 4/28**

Practice writing your spelling words in your neatest handwriting today. **(optional)**

### **Wednesday 4/29**

Use the words written yesterday to divide them into syllables. Remember you can clap the syllables to hear them more clearly. Read and spell your words to yourself or a family member. **(optional)**

### **Thursday 4/30**

Complete workbook p. 412 for practice **(optional)**

### **Friday 5/1**

Complete workbook p. 416 for practice. **(required)**

## **GRAMMAR**

A good writer knows when to combine sentences. As third graders, we often write in short, choppy sentences. One subject (who) and one predicate (did what) is a simple sentence. We can make compound sentences by joining two simple sentences with a comma and a conjunctions.

For example: My dog loves to play outside. He also loves to eat treats. (2 simple sent.)

My dog loves to play outside, and he also loves to eat treats. (compound sent.)

### **Monday 4/27**

Read the explanation of joining sentences on workbook p. 411 and complete items 1-3 for **optional** practice.

### **Tuesday 4/28**

Notice compound sentences as you read your textbook, trade books, and things in your home environment. **(optional)**

**Wednesday 4/29**

Write a short paragraph about having school at home. Tell me what you like and don't like about homeschool. Try to write three compound sentences in your paragraph. **(optional)**

**Thursday 4/30**

Complete workbook page 417 by reading the paragraph and choosing the correct sentence structure. **(Required)**

**Friday 5/1**

Write 4 simple sentences, and write 2 compound sentences. **(optional)**

Simple- I like to eat pizza. I like to drink Mountain Dew.

Compound- I like to eat pizza, and I like to drink Mountain Dew.

**READING**

A good reader identifies graphic sources as they read.

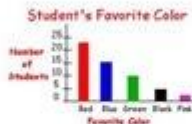
**Graphic Sources**

Text features that can help you find and understand information

Found in Non-Fiction Text



map

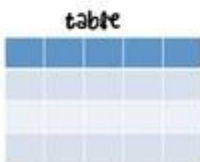


bar graph

caption



The boy types.



table



pictograph

pie graph/chart



They are often found in nonfiction (not made up / informative) text.

Tests often require you to answer questions based off graphic sources in the text.

**Monday 4/27**

Look over the vocabulary for the week. Read Talking Walls: Art for the People.

Remember to look for graphic sources as you read.

Vocabulary	
Encourages	Increases confidence
Expression	Act of putting into words or visual medium
Local	Of a certain place
Native	Belonging to you because of your birth
Settled	Made a home in a new place
Social	About people as a group
Support	To help or assist; to back

**Tuesday 4/28**

Practice answering questions using a map as a graphic source.

**Workbook p. 404 (optional)**

**Wednesday 4/29**

Good readers are constantly learning how to read new words and what they mean. Review the vocabulary for this week and try to explain what they mean in your own words.

**Workbook p. 410 (optional)**

**Thursday 4/30**

Good readers read fluently. They read and sound the same as when they talk. We are aiming for 110-120 words per minute to aid in comprehension. If we read too slowly, we will forget what we have read. Read your story to yourself or a family member as fluently as you can.

**Friday 5/1**

Good readers identify graphic sources as they read. A lot of information can be contained in one graphic source. Remember graphic sources include charts, tables, graphs, captions, maps, etc.

**Workbook p. 408 (Required)**

# Maps

**Maps** are drawings of places that show cities, states, and countries. Maps can show the location of landforms, bodies of water, and other important places.

**Directions** Look at the map of China. Then answer the questions.



1. What are two countries that border China?  
\_\_\_\_\_
2. Which river is located in southern China?  
\_\_\_\_\_
3. The Great Wall runs along the border of which region?  
\_\_\_\_\_
4. The capital of China is located close to which body of water?  
\_\_\_\_\_
5. Is Mongolia a country, or is it part of China? How can you tell?  
\_\_\_\_\_



**Home Activity** Your child answered questions about a map of China. Together, look at maps of different countries. Find countries that are divided into states, provinces, regions, and so on. Look for each country's landforms, bodies of water, cities, and the capital.

Name \_\_\_\_\_

# Final Syllables *-tion, -ion, -ture, -ive, -ize*

**Directions** Circle the correctly spelled word in each pair.

1. commosion      commotion
2. invasion      invation
3. generasion      generation
4. posision      position
5. relaxasion      relaxation
6. division      divition
7. vacasion      vacation
8. explotion      explosion

**Directions** Add **-ture, -ive, or -ize** to complete each word below. Write the complete word on the line. (HINT: there is only one correct choice for each word.)

- |          |       |           |       |
|----------|-------|-----------|-------|
| 9. pas   | _____ | 13. maxim | _____ |
| 10. act  | _____ | 14. real  | _____ |
| 11. rup  | _____ | 15. cap   | _____ |
| 12. mass | _____ | 16. adven | _____ |

**Directions** Choose four words from the above list and write a sentence for each word.

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



**Home Activity** Your child identified and wrote words that end with the syllables *-tion, -ion, -ture, -ive, and -ize*. Work together to write sentences using the words from the page above. Ask your child to underline the final syllable in the words used from this page.

Name \_\_\_\_\_

## Graphic Sources

- **Graphic sources** are ways of showing information visually, or in a way you can see.
- Charts, diagrams, maps, and graphs are examples of graphic sources.

**Directions** Read the following passage.

The principal made an exciting announcement. Students would be allowed to draw on the walls! But they couldn't just scribble any old thing. Each class would submit a plan for a mural that would express school pride.

Mrs. Maki's students held a meeting to decide what to show on their mural. The students suggested a school sports team in action, students working in the media center, or students participating in activities such as drama, choir, or band. After listing the possibilities, the class took a vote. Which idea do you think won?

**Directions:** Use information from the passage to create a graphic source that shows the information in a visual way. Then use the information in your graphic source to help explain the passage.

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**Home Activity** Your child created a graphic source to show information from a passage visually. Read a newspaper or magazine article with your child. Ask your child to make a graphic source that shows information from the passage at a glance.

Name \_\_\_\_\_

# Vocabulary

**Directions** Match each word with its meaning. Draw a line to connect them.

## Check the Words You Know

___encourages	___native
___settled	___social
___local	___expression
___support	

- |               |                                |
|---------------|--------------------------------|
| 1. support    | someone born in a place        |
| 2. native     | a statement of an idea         |
| 3. social     | provide help                   |
| 4. encourages | having to do with other people |
| 5. expression | urges                          |

**Directions** Write the word from the box that best completes each sentence below.

6. We moved to the United States and \_\_\_\_\_ in Houston. \_\_\_\_\_
7. My father always \_\_\_\_\_ me to study hard. \_\_\_\_\_
8. My parents are active in \_\_\_\_\_ neighborhood sports. \_\_\_\_\_
9. My cousin was born in Madrid, so she is a \_\_\_\_\_ of Spain. \_\_\_\_\_
10. My parents \_\_\_\_\_ my team by cheering at all of my games. \_\_\_\_\_

## Write a Description

On a separate sheet of paper describe a painting that you think would look good on the wall of a building in your neighborhood. Use as many vocabulary words as possible.



**Home Activity** Your child has identified and used vocabulary words from *Talking Walls: Art for the People*. Take a walking tour of your neighborhood. Encourage your child to use this week's vocabulary words as you talk about what you see.



Name \_\_\_\_\_

# Combining Sentences

When you **combine sentences**, you join two sentences that are about the same topic. You make them into one sentence.

- You can join two simple sentences and make a compound sentence. Add a comma and a conjunction such as *and*, *but*, or *or*.

Jen drew a tree. I drew a bird. Jen drew a tree, and I drew a bird.

- You can combine two sentences that have the same subject.

Jen got blue paint. Jen painted the sky. Jen got blue paint and painted the sky.

- You can combine two sentences that have the same predicate.

Jen painted. I painted. Jen and I painted.

- You can combine two sentences by using an appositive.

We made a mural. A mural is a wall painting. We made a mural, a wall painting.

- You can combine two sentences by using adjectives or adverbs.

That mural is big. Our mural is bigger. Our mural is bigger than that mural.

We painted the mural. We painted it quickly. We painted the mural quickly.

- You can combine two sentences by using prepositional phrases.

They saw the mural. It was on Main Street. They saw the mural on Main Street.

**Directions** Combine each pair of sentences into a compound sentence. Use a comma and the conjunction in ( ).

- Some murals show famous people. Our mural shows ordinary people. (but)

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- I will show you the mural. You can find it yourself. (or)

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**Directions** Combine the sentences. Use the underlined words only once in the new sentence.

- Diego Rivera came from Mexico. Diego Rivera painted murals in America.

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**Home Activity** Your child learned about combining sentences. Point out two short related sentences in a book you are reading with your child. Have your child combine the sentences.

Name \_\_\_\_\_

# Final Syllables

## Spelling Words

question	creature	furniture	division	collision
action	direction	culture	vacation	mansion
fiction	feature	sculpture	vision	celebration

**Opposites** Write the missing list word. It will be the opposite of the underlined word.

1. The hero in this book lives in a shack. 1. \_\_\_\_\_
2. At first, I had trouble with multiplication. 2. \_\_\_\_\_
3. Let me interrupt with a statement about wind power. 3. \_\_\_\_\_
4. Jed left for his usual job. 4. \_\_\_\_\_
5. This story is true. 5. \_\_\_\_\_

**Context Clues** Write the last word of the sentence.

6. The situation called for quick \_\_\_\_\_ .
7. The school nurse tested everyone's \_\_\_\_\_ .
8. Her cheery smile is her best \_\_\_\_\_ .
9. In art class, Tami made a plaster \_\_\_\_\_ .
10. Please come to my birthday \_\_\_\_\_ .
11. We bought some used \_\_\_\_\_ .
12. An armadillo is an odd \_\_\_\_\_ .
13. We walked in the wrong \_\_\_\_\_ .
14. The toy robots had a \_\_\_\_\_ .
15. Nature was important in the Aztec \_\_\_\_\_ .



**Home Activity** Your child wrote words that end with *-tion*, *-sion*, and *-ture*. Have your child underline these endings in the list words.

Name \_\_\_\_\_

## Final Syllables

### Spelling Words

question	creature	furniture	division	collision
action	direction	culture	vacation	mansion
fiction	feature	sculpture	vision	celebration

**Proofread a Description** Gina's class is studying local history. Circle four spelling errors. Write the words correctly. Then write the two incomplete sentences as one sentence.

Mr. and Mrs. Hill we're very important in the history of our town. They built the Hill manshun in 1880. It still has the original furnichure. Many people tour the house when they are on vacasion. My favorite feature. Is the dolphin sculpture.

### Frequently Misspelled Words

we're  
were

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Proofread Words** Circle the word that is spelled correctly. Write it.

6. I have a question quesion. 6. \_\_\_\_\_
7. It's fun to learn about a new culture culture. 7. \_\_\_\_\_
8. An eagle has excellent vishun vision. 8. \_\_\_\_\_
9. We had a big celebration celebrasion. 9. \_\_\_\_\_
10. Which direction direcsion is the library? 10. \_\_\_\_\_



**Home Activity** Your child identified misspelled words that end with *-tion*, *-sion*, and *-ture*. Give clues about a list word. Ask your child to guess and spell the word.

Name \_\_\_\_\_

# Combining Sentences

**Directions** Read the selection. Then read each question that follows the selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

## Diego Rivera: Muralist

(1) Diego Rivera is a famous Mexican painter. (2) He painted murals. (3) He used bold colors. (4) He used bright colors. (5) Rivera's colors reflected a style. (6) Aztec art had a similar style. (7) The murals often showed Mexico's history. (8) They also showed politics. (9) Sometimes Rivera's murals would upset people. (10) Many people loved them.

- 1 Which answer best combines sentence 1 and sentence 2?
- Diego Rivera is a famous Mexican painter, he painted murals.
- Diego Rivera is a famous Mexican painter of murals.
- Diego River is a famous Mexican painter, and he painted murals.
- Diego Rivera is a famous Mexican painter and, he painted murals.
- 2 Which answer best combines sentence 3 and sentence 4?
- He used bold, bright colors.
- He used bold, or bright colors.
- He used bold colors, bright colors.
- He used bold colors, but he used bright colors.
- 3 Read this combination of sentence 5 and sentence 6: *Rivera's colors reflected a style similar \_\_\_\_\_ Aztec art.* Which word completes the sentence?
- in                       of
- for                       to
- 4 Which answer best combines sentence 7 and sentence 8?
- The murals often showed Mexico's history, politics.
- The murals often showed Mexico's history, or showed politics.
- The murals often showed Mexico's history and politics.
- The murals often showed Mexico's historical politics.
- 5 Read this combination of sentence 9 and sentence 10: *Sometimes Rivera's murals would upset people \_\_\_\_\_ many people loved them.* Which answer completes the sentence?
- , but
- but,
- , and
- or



**Home Activity** Your child learned about combining sentences. Point out two short related sentences in a book you are reading with your child. Have your child combine the sentences.

	Math	Science/Social Studies
Standards	2,3,7,8,13,14,22, 24, 25	SS: 4, 5, 7, 11, 13      Science: 1, 2, 3
Monday 4/27/2020	<p>Daily Warm-up:</p> <ul style="list-style-type: none"> <li>5-A-Day Week 30 (Monday)</li> <li>Word problem #153</li> </ul> <p>(Complete problem marking keywords and important numbers.)</p> <ul style="list-style-type: none"> <li>Homework sheet (Monday)</li> </ul> <p>Math lesson: Topic 14, Lesson 8, Same Area, Different Perimeter *video on pearsonsuccessnet.com</p> <p>Math book pages 358-359</p> <p>Reteaching/Practice workbook page 14-8</p>	<p>Studies Weekly Newspaper: Week 23, Resources and How They are Used</p> <ul style="list-style-type: none"> <li>Read articles and find key vocabulary words.</li> <li>Vocabulary: adobe, aqueduct, capital, conserve, consumer, crops, economy, irrigation, producer, resource</li> </ul>
Tuesday 4/28/2020	<p>Daily Warm-up:</p> <ul style="list-style-type: none"> <li>5-A-Day Week 30 (Tuesday) *video reviewing M/T</li> <li>Word problem #154</li> </ul> <p>(Complete problem marking keywords and important numbers.)</p> <ul style="list-style-type: none"> <li>Homework sheet (Tuesday) *video reviewing M/T</li> </ul> <p>Math lesson: Topic 14, Lesson 9, Equal Areas and Fractions *video on pearsonsuccessnet.com</p> <p>Math book pages 360-361</p> <p>Reteaching/Practice workbook page 14-9</p>	<p>Studies Weekly Newspaper: Week 23 Resources and How They are Used</p> <ul style="list-style-type: none"> <li>Reread articles and complete online activities and/or newspaper activities.</li> <li>Review vocabulary words</li> </ul> <p>Complete <b>Vocabulary Quiz</b></p>
Wednesday 4/29/2020	<p>Daily Warm-up:</p> <ul style="list-style-type: none"> <li>5-A-Day Week 30 (Wednesday)</li> <li>Word problem #155</li> </ul> <p>(Complete problem marking keywords and important numbers.)</p> <ul style="list-style-type: none"> <li>Homework sheet (Wednesday)</li> </ul> <p>Math lesson: Topic 14, Lesson 10, Problem Solving: Selecting Appropriate Measurement Units and Tools *video on pearsonsuccessnet.com</p> <p>Math book pages 362-363</p> <p>Reteaching/Practice workbook page 14-10</p>	<p>Mystery Science Lesson Online: What makes bridges so strong?</p> <ul style="list-style-type: none"> <li>Watch the videos and answers online questions.</li> <li>Science Book: Chapter 1: Lesson 2 How does force affect motion? Read through the lesson on pages 15-21. Complete questions/activities throughout lesson.</li> </ul> <p>Try the Investigate it activity on page 14 if you have the materials!</p> <p><b>**Only one of the science lessons has to be completed.**</b></p>

# 3<sup>rd</sup> grade lesson plans

Week of April 27<sup>th</sup>-May 1st, 2020

<p>Thursday 4/30/2020</p>	<p>Daily Warm-up:</p> <ul style="list-style-type: none"> <li>• 5-A-Day Week 30 (Thursday) *video reviewing W/TH</li> <li>• Word problem #156</li> </ul> <p>(Complete problem marking keywords and important numbers.)</p> <ul style="list-style-type: none"> <li>• <b>Homework sheet</b> (Thursday) *video reviewing W/TH</li> </ul> <p>Math lesson: Topic 15, Lesson 1, Customary Units of Capacity *video on pearsonsuccessnet.com Math book pages 374-375 Reteaching/Practice workbook page 15-1</p>	<p>Mystery Science Lesson Online: What makes bridges so strong?</p> <ul style="list-style-type: none"> <li>• Complete the Bridge challenge activity.</li> </ul> <p>Science Book: Chapter 1: Lesson 3 What is gravity?</p> <ul style="list-style-type: none"> <li>• Read through lesson on pages 23-25. Complete questions/activities throughout lesson.</li> </ul> <p><b>**Only one of the science lessons has to be completed.**</b></p>
<p>Friday 5/1/2020</p>	<p><b>Weekly Assessment</b></p> <p>Additional Activity: Freckle.com: Complete 20 minutes of fact practice and/or complete a lesson.</p>	<p>Studies Weekly Week 23 Questions: Answer questions in complete sentences.</p>

**Assignments to be turned in: Science: Choose 1 activity or lesson to turn in.**

Online Links:

Pine Level Youtube Channel: [https://www.youtube.com/playlist?list=PL\\_XTzpfJVMIIXXRccj7cORaP8EcAErB-b](https://www.youtube.com/playlist?list=PL_XTzpfJVMIIXXRccj7cORaP8EcAErB-b)

Studies Weekly: <https://app.studiesweekly.com/online/>

Mystery Science Lesson Online: What makes a bridge so strong?

<https://mysteryscience.com/forces/mystery-2/balanced-forces-engineering/43?code=NTUyMTI4ODM&t=student>

[Pearson Success Net](#)

Topic 14 Powerpoint/Topic 15 Powerpoint:

This will be available online for parents to access to use to assist in teaching the topic.



EnVisionMathGrade3Topic14.pptx



Grade3EnvisionsMathTopic15CommonC

## Math Book Lesson Guide: April 27<sup>th</sup>-May 1<sup>st</sup>

\*For each lesson review the information at the top of the page and work through the guided practice and practice problems before moving to the workbook. The reteaching side of the workbook reviews the skill as well.

### Lesson 14-8: Same Area, Different Perimeter

In this lesson students will learn that shapes may have the same area, but different perimeter. An example you can use to show them is having them try to draw 3 different rectangles with an area of 12 square units. They can draw a  $6 \times 2$ ,  $3 \times 4$ , or a  $12 \times 1$ . Once they have drawn them. Have them find the perimeter. Once they add the perimeter, they will see they are all different.

### Lesson 14-9: Equal Areas and Fractions

This lesson reviews partitioning (dividing) our shapes into equal areas and representing those areas as unit fractions. A unit fraction represents one part of the whole.

## Lesson 14-10: Selecting Appropriate Measurement Units and Tools

This lesson explains that a good measurement unit is usually smaller than the amount to be measured and is large enough to make it easy to measure. In the lesson they list several measurement tools and steps that help you determine which tool is appropriate.

## Lesson 15-1 Customary Units of Capacity

The capacity of a container is the volume of a container measured in liquid units. Cups, pints, quarts, and gallons are customary units of capacity.





# 5-A-Day Math Review: Week 30

Monday

1

<b>Multiply</b>	60	30
4		
7		
8		

2

$\begin{array}{r} 743 \\ +212 \\ \hline \end{array}$	$\begin{array}{r} 665 \\ -267 \\ \hline \end{array}$	$\begin{array}{r} 46 \\ +398 \\ \hline \end{array}$
--	--	---

3 Complete the fact family.

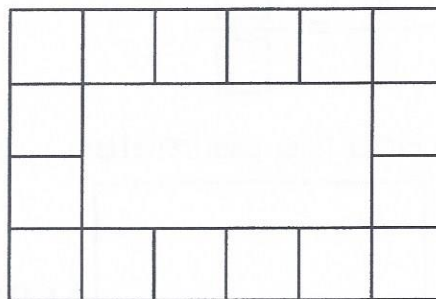
$6 \times 10 = \underline{\hspace{2cm}}$

$10 \times 6 = \underline{\hspace{2cm}}$

$60 \div 6 = \underline{\hspace{2cm}}$

$60 \div 10 = \underline{\hspace{2cm}}$

4 What is the area of this figure?



area = \_\_\_\_\_

5 Complete the table.

octagons	1	3	5	7	9	11
sides	8	24				

Describe the pattern:

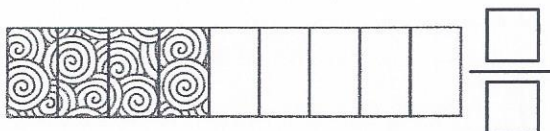
Tuesday

1 Circle the shapes to model:

$24 \div 4 = \underline{\hspace{2cm}}$



2 Name the fraction.



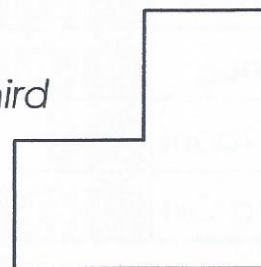
3 Find the missing numbers.

$6 \times \square = 66$        $6 \overline{)66}$

$9 \overline{)45}$        $9 \times \square = 45$

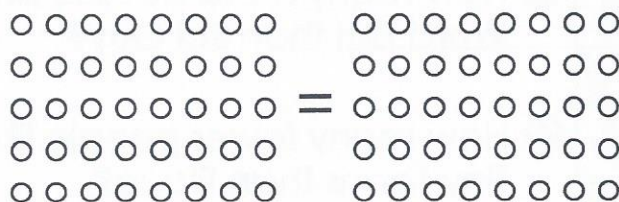
4 Partition and then shade in.

one-third



5 Distributive Property: Solve and circle the shapes to model.

$8 \times 5 = (8 \times 3) + (8 \times \square)$



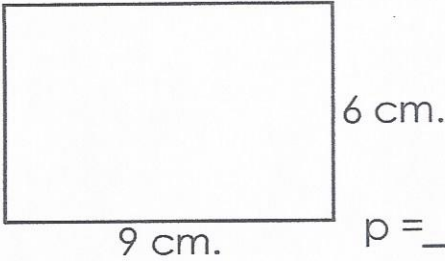
# 5-A-Day Math Review: Week 30

Wednesday

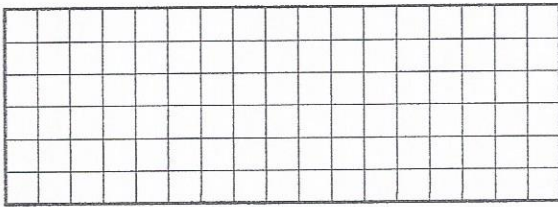
① Write an equivalent fraction.

$$\frac{4}{10} = \frac{\square}{\square}$$

② Find the perimeter.

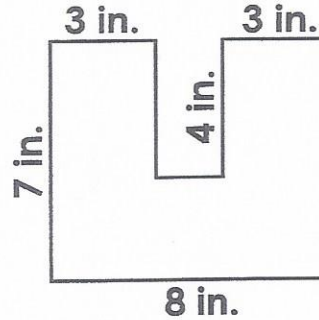


③ Draw a quadrilateral with 4 different side lengths.



④ Mia has 4 pens. She has 7 times as many pencils as she does pens. How many pencils does she have? Draw a model to show your work.

⑤ Find the area.



Thursday

## Favorite TV Show

Sci Guy	
Doug	
Tiny Toons	
Word Girl	

= 16 people

① How many people like to watch Doug?

② How many more people like Word Girl than Sci Guy?

③ How many fewer people like Tiny Toons than Doug?

④ Dale reads 7 pages of a book. Mia reads twice as many pages. How many pages did they read in all?

⑤ Compare the fractions.

$$\frac{6}{8} \bigcirc \frac{7}{8} \quad \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array}$$

153. Michael needs to build a frame around his window. The window is 8 feet tall and 3 feet wide. How many feet of wood does Michael need?

Answer: \_\_\_\_\_

Show Work

154. The family wants to put a gutter on their square house. If one side of the house is 11 m long. How many meters of gutter will the family need?

Answer: \_\_\_\_\_

Show Work

155. The boxing ring is in the shape of an octagon. If one side of the octagon is 8 feet long, what is the perimeter of the octagon?

Answer: \_\_\_\_\_

Show Work

156. The farmer wants to put barbed wire around his farm. If one side of the rectangular farm is 3 miles long and the other side of the farm is 7 miles long. How many miles of barbed wire will the farmer need?

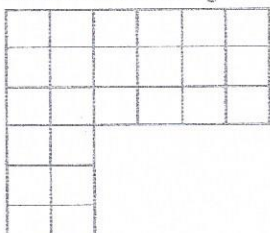
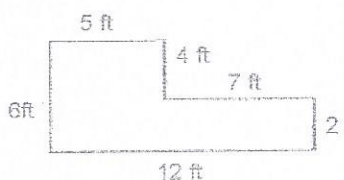
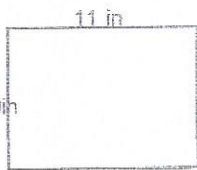
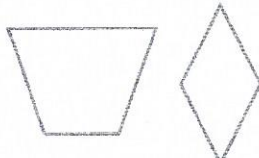
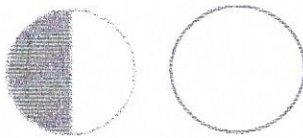


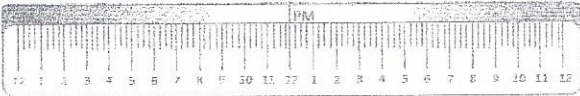

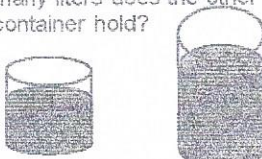

Answer: \_\_\_\_\_

Show Work

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

Weekly Math Review – Q4:3

Date: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday												
<p>Order the numbers from least to greatest.</p> <p>378 99 309</p>	<p>Round each number to the nearest 10 and 100.</p> <table border="1" data-bbox="472 233 699 348"> <tr> <td></td> <td>10</td> <td>100</td> </tr> <tr> <td>35</td> <td></td> <td></td> </tr> <tr> <td>385</td> <td></td> <td></td> </tr> <tr> <td>555</td> <td></td> <td></td> </tr> </table>		10	100	35			385			555			<p>Write the number 948 in each form.</p> <p>Word:</p> <p>Expanded:</p>	<p>At Red Brick Elementary School, there are 278 students in the third grade. Rounded to the nearest hundred, how many students are there in the third grade?</p>
	10	100													
35															
385															
555															
<p>Hailey's sticker collection has 479 stickers. Her best friend has 498 stickers. How many do they have altogether?</p>	<p>There are 24 students in Ms. Crawford's third grade class. She wants to arrange her students' desks in groups of 3. How many groups will she make?</p>	<p>There were 850 pounds of firewood in the garage. 632 pounds of wood were burned in the fireplace during winter. How many pounds of firewood are leftover?</p>	<p>In Ms. Crawford's class she has 4 groups of students with 7 students in each group. How many students does she have in her class?</p>												
<p>Find the product.</p> <p><math>8 \times 5 = \underline{\quad}</math> <math>8 \times 8 = \underline{\quad}</math></p> <table border="0" data-bbox="110 667 358 737"> <tr> <td><math>\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}</math></td> <td><math>\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}</math></td> <td><math>\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}</math></td> </tr> </table>	$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	<p>Find the quotient.</p> <p><math>70 \div 7 = \underline{\quad}</math> <math>110 \div 11 = \underline{\quad}</math></p> <p><math>42 \div 6 = \underline{\quad}</math> <math>64 \div 8 = \underline{\quad}</math></p>	<p>Find the product.</p> <p><math>7 \times 7 = \underline{\quad}</math> <math>4 \times 12 = \underline{\quad}</math></p> <table border="0" data-bbox="824 667 1073 737"> <tr> <td><math>\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}</math></td> <td><math>\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}</math></td> <td><math>\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}</math></td> </tr> </table>	$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$	<p>Find the quotient.</p> <p><math>60 \div 5 = \underline{\quad}</math> <math>56 \div 8 = \underline{\quad}</math></p> <p><math>81 \div 9 = \underline{\quad}</math> <math>96 \div 12 = \underline{\quad}</math></p>						
$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$													
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<p>Jonny's bedroom has an area of 90 square feet. What might the length and width of his bedroom be?</p>	<p>What is the area of the figure?</p> 	<p>Find the total area.</p> 	<p>Find the area of the square.</p> 												
<p>How are the two shapes similar?</p> 	<p>Draw a fraction that is equivalent to <math>\frac{1}{2}</math>.</p> 	<p>Draw a triangle with a right angle.</p>	<p>Fill in the missing number.</p> <p><math>\frac{\square}{4} = 2</math></p> <p><math>\frac{12}{6} = \square</math></p>												
<p>Compare the fractions using <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</p> <p><math>\frac{1}{3}</math>  <math>\frac{1}{2}</math></p>	<p>There are 8 slices of pizza. Joey ate 2 slices of pizza and Chris ate 3 slices. What fraction of the pizza did they eat altogether?</p>	<p>Compare the fractions using <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</p> <p><math>\frac{3}{4}</math>  <math>\frac{1}{4}</math></p>	<p>In Mary's library, <math>\frac{1}{8}</math> of the books are Non-Fiction and <math>\frac{1}{4}</math> of the books are Fantasy. Are there more Non-Fiction books or Fantasy books?</p>												
<p>Every Saturday Jessica has dance class beginning at 11:15am. If her class is 1 hour and 30 minutes long, at what time will her class end?</p> 	<p>Jay has baseball practice for 1 and a half hours. His practice ends at 6:45pm. What time does Jay's baseball practice start?</p> 														
<p>If the container on the left holds 2 liters, about how many liters does the other container hold?</p> 	<p>If the pile of cubes on the left has a mass of 5 grams, about how many grams is the other pile?</p> 	<p>Jonathan is eating a sandwich. The two pieces of bread have a mass of 25 grams total. The meat and cheese have a mass of 85 grams total. What is the mass of Johnathan's sandwich in all?</p>	<p>If a dictionary has a mass of 1 kilogram, what would the mass be of 8 dictionaries?</p>												

Name:

Weekly Math Quiz – Q4:3

Date:

1.

3.NBT.A.2, 3.NBT.A.1

Ms. Rogers started the school year with 775 pencils. She now has 187 pencils left. How many pencils were used this school year?

Round your answer to the nearest 100.

2.

3.OA.A.3, 3.NBT.A.1

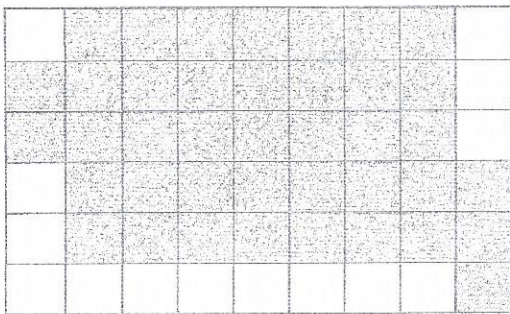
Eight scuba divers explored the Great Barrier Reef. They each brought back 4 samples of coral to study. How many samples of coral did they bring back altogether?

Round your answer to the nearest 10.

3.

3.MD.C.5.A, 3.MD.C.5.B, 3.MD.C.6

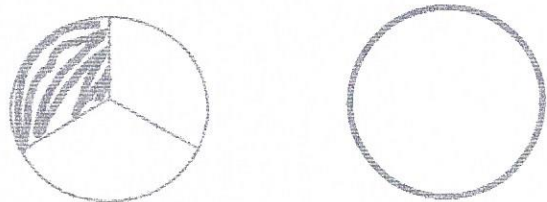
What is the area of the shaded region?



4.

3.NF.A.2.A, 3.NF.A.2.B

Draw a fraction that is equivalent to  $\frac{1}{3}$ .



5.

3.NF.A.3.C

Fill in the missing numbers.

$$\frac{6}{2} = \square \quad \frac{\square}{4} = 2$$

6.

3.NF.A.3.D

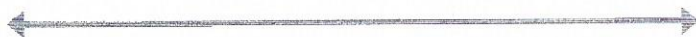
Compare the fractions using  $>$ ,  $<$ , or  $=$ .

$$\frac{2}{3} \bigcirc \frac{2}{5}$$
$$\frac{7}{8} \bigcirc \frac{5}{8}$$

7.

3.MD.A.1

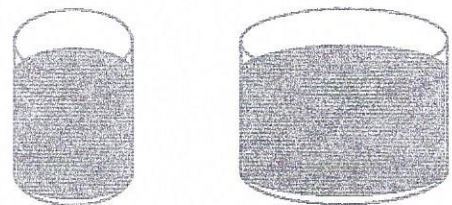
Sofia gets home from school at 3:30 pm. She then goes to dance class at 4:15 pm. How much time has elapsed between school and dance class?



8.

3.MD.A.2

The smaller water measures 3 liters. About how many liters is the larger water?



## Studies Weekly Week 23 Vocabulary

- resource**— a usable supply as in money, raw materials, or energy
- capital**- a supply of any type of resource
- conserve**— to use something wisely so it is not wasted
- economy**— activities involved in the making, buying, and selling of goods and services
- irrigation**— the artificial supply of water to agricultural land
- crops**— plants grown on a farm, often for food
- adobe**— clay bricks used to build
- aqueduct**— a system of carrying water from one place to another
- producer**— a person or group that makes a product sold to consumers
- consumer**— the person who buys a product from a producer

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# Studies Weekly Vocabulary Quiz

## Week 23

Name \_\_\_\_\_

Choose the correct vocabulary word for each definition. Use a capital letter.

- \_\_\_ 1. a system of carrying water from one place to another  
a. aqueduct      b. economy      c. conserve      d. resource
- \_\_\_ 2. clay bricks used to build  
a. adobe      b. crops      c. producer      d. irrigation
- \_\_\_ 3. the person who buys a product from a producer  
a. consumer      b. capital      c. economy      d. producer
- \_\_\_ 4. plants grown on a farm, often for food  
a. irrigation      b. adobe      c. resource      d. crops
- \_\_\_ 5. a supply of any type of resource  
a. economy      b. conserve      c. capital      d. aqueduct
- \_\_\_ 6. to use something wisely so that it is not wasted  
a. consumer      b. resources      c. producer      d. conserve
- \_\_\_ 7. activities involved in the making, buying, and selling of goods and services  
a. crops      b. adobe      c. economy      d. capital
- \_\_\_ 8. the artificial supply of water to agricultural land  
a. aqueduct      b. irrigation      c. conserve      d. consumer
- \_\_\_ 9. a person or group that makes a product sold to consumers  
a. producer      b. consumer      c. adobe      d. capital
- \_\_\_ 10. a usable supply as in money, raw materials, or energy  
a. aqueduct      b. resource      c. irrigation      d. crops



Studies Weekly  
Week 23 Questions

Name \_\_\_\_\_

1. Which of the following is NOT a resource we need to survive?

a. food

b. water

c. oars

d. shelter

2. List two natural resources Paleoamericans and Archaic American Indians depended on.

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

3. Why did ancient people usually settle near water? \_\_\_\_\_

\_\_\_\_\_

Tell which civilization (Chinese, Greek, Roman, Egyptian) matches these descriptions:

4. bought and sold clothes at the marketplace \_\_\_\_\_

5. adobe bricks to build homes \_\_\_\_\_

6. grew crops for food \_\_\_\_\_

7. used aqueducts to bring water to their cities \_\_\_\_\_

8. What is an economy? \_\_\_\_\_

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

Give an example of each type of resource.

9. Natural resource: \_\_\_\_\_

10. Human resource: \_\_\_\_\_

11. Capital resource: \_\_\_\_\_

# Bridge challenge

## The problem:

Using only two sheets of paper, build a strong bridge that will reach across a 6-inch gap. The bridge must be at least 3 inches wide.

## The test:

How many pennies will your bridge hold before it collapses?

## You need:

- paper
- scissors
- pennies
- a pencil
- two stacks of books of about the same height
- a ruler
- a Bridge Designer's Notebook sheet

## Here's what you do:

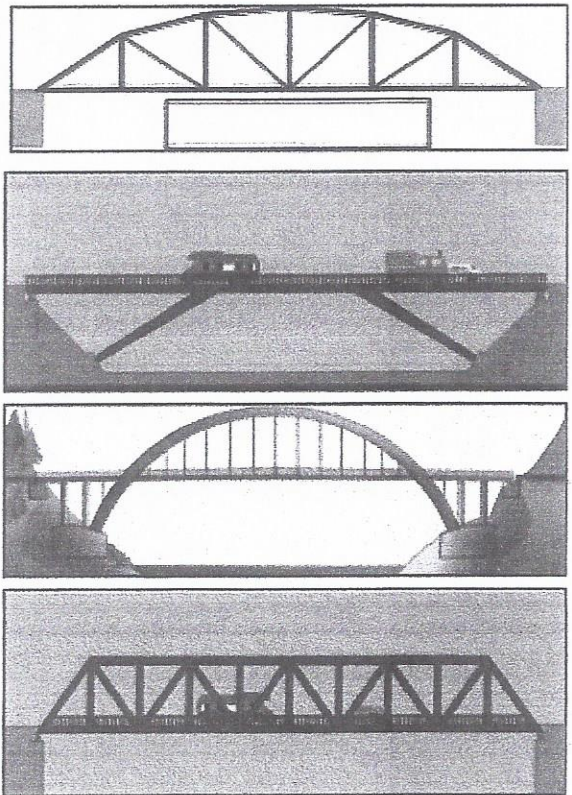
**1** Place the stacks of books 6 inches apart, using your ruler to measure the gap.

**2** Think about bridges that you have seen. Can you make something that has the same shape out of paper?

**3** Experiment!

- Make a paper bridge across the gap between the books.
- Put pennies on your bridge, one by one. Watch what happens when pennies push downward.
- Keep adding pennies until the bridge collapses.
- Think about how you could change your bridge so it's better at fighting the downward push.
- Change your bridge and try again. Build at least three different designs.

**4** Keep track of your experiments on your Bridge Designer's Notebook.



# Bridge Designer's Notebook

<b>My Bridge Design</b> Build a bridge, then draw it here.	<b>Changes</b> Write down what you want to try next.
Bridge #1           How many pennies did this bridge hold? _____	To make a stronger bridge, I will _____ _____ _____ _____ _____
Bridge #2           How many pennies did this bridge hold? _____	To make a stronger bridge, I will _____ _____ _____ _____ _____
Bridge #3           How many pennies did this bridge hold? _____	To make a stronger bridge, I will _____ _____ _____ _____ _____

You can use lots of paper when you are experimenting – as long as your final bridge has only two pieces of paper.