March 2020

Hello Parents,

We hope that this letter finds you doing well.   In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Hola padres

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro Portal Familiar Empoderado en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917 .

¡Esperamos que sigan seguros y de buena salud!

Additional Print Resources – March 2020
Week 1 – 3rd Grade

Parent/Guardian Instructions:

You will find learning opportunities for reading, math, science/social studies below. These lessons and activities are intended to provide you with 30–40 minutes of learning support **per subject** for each day. All materials listed in the learning calendar below are provided in these additional print materials. For reading and math, you will find lesson materials as well as "apply it" materials. "Apply it" materials are in the form of games, reader's responses, etc. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

| Day 1	Day 2	Day 3	Day 4	Day 5
Lesson: Lesson 8 – Determining Central Message Part 1, p. 10–11, RL.3.2 • Read the introduction. • Complete the *Think* chart on page 11. • Complete the *Talk* activity with a family member. **Apply It:** • Read a fiction text independently.	**Lesson:** Lesson 8 Part 2, p. 12–14 RL.3.2 • Read *"The Girl and the Apples."* • Complete the *Think* chart and the *Talk* Activity on p. 13 • Do the *Write* activity on p. 14. **Apply It:** • Read a fiction text independently.	**Lesson:** Parent/Guardian Opportunity – From Retelling to Summarizing p. 15–16 RL.3.2 • Have the student practice retelling the events of a recent special day.. • Have them summarize their day by including only the *most important* details. **Apply It:** • Read a fiction text independently.	**Lesson:** Lesson 8, Part 3, p. 17–19 • Read *"Sharing the Crops."* • Complete the *Think and Talk* Activities on p. 18. • Do the *Write* activity on p. 19. **Apply It:** • Read a fiction text independently.	**Lesson:** Lesson 31, p. 20–21 • Read the introduction. • Complete the *Guided* practice on page 20 and the independent practice on p. 21. **Apply It:** • Use the Vocabulary Category Cards to complete the *Word Grouping* activity, and any other ideas from the list.

Math
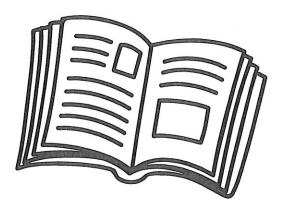
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson: • Complete "Understanding of How Multiplication and Division Are Connected" on pg. 17 in the iReady Student At-Home Activity Packet **Apply It:** • Complete the accompanying <u>Ready Center Activity 3.11</u> • To make number cards for the activity, write numbers 3, 4, 5, 6, and 7 on pieces of small paper.	**Lesson:** • Complete the first 3 rows of "Using a Multiplication Table" on pg. 19 in the iReady Student At-Home Activity Packet. **Apply It:** • Complete the accompanying <u>Ready Center Activity 3.12</u> Possible Options for Counters and Game Markers: -colored cereal -beans -marbles	**Lesson:** • Complete "Solving Problems About Equal Groups" and "Solving Problems About Arrays" on pg. 21 (numbers 1, 2, 3, and 4) and pg. 22 (numbers 3, 4, 5 and 6) in the iReady Student At-Home Activity Packet **Apply It:** • Complete the accompanying <u>Ready Center Activity 3.1</u>	**Lesson:** • Complete "Solving Problems About Area" on pg. 23 in the iReady Student At-Home Activity Packet **Apply It :** • Complete the accompanying <u>Ready Center Activity 3.39</u> • <u>Paper Dice</u>	**Lesson:** • Complete "<u>Multiply to Find Area</u>" lesson 28. Pgs. 307-314. **Apply It:** None

Science/Social Studies

Days 1-5
Complete three activities of your choice from the "<u>Local Community</u>" Choice Board. Use the knowledge you have previously learned this year about Union County to help you complete these activities. If you have access to the internet, you may research additional information as needed to assist you with this project.

Independent Reading!

What is the main topic of this text? How do you know?

Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high–quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Lesson 8
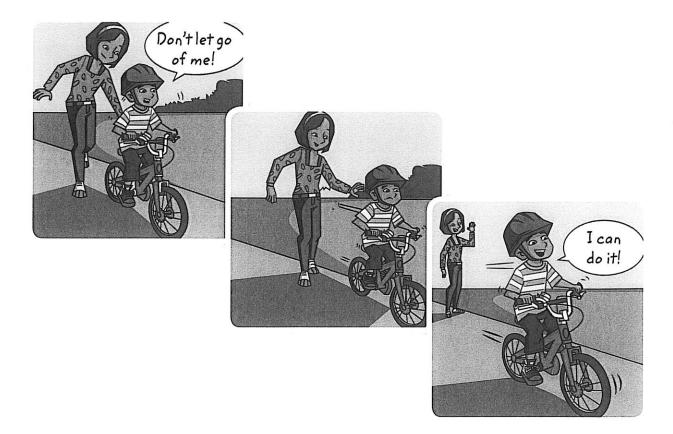## Determining the Central Message

Learning Target

Use the key details and events of a story to figure out the central message, or lesson, that the author wants to share with readers.

▷ Read   Many stories have a **central message,** or lesson, the author wants to share. The story teaches the lesson through the characters, the events that happen, and what the characters learn.
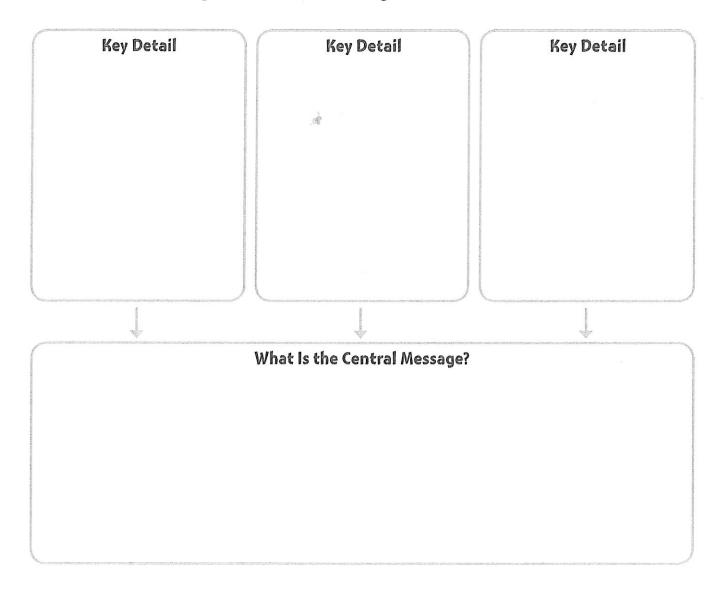
As you read, looking for the **key details** will help you to find the central message and understand what you read.

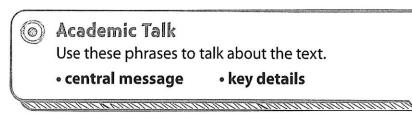**Look at the cartoon. Think about a lesson the boy learns by the end.**

▷ Think The events in the cartoon tell about a problem the boy has and what he does. Complete the chart by adding the key details. Use those details to figure out the central message of the cartoon.

Key Detail	Key Detail	Key Detail

What Is the Central Message?
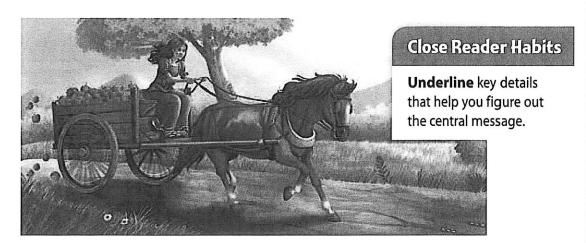
▷ Talk Using the key details in the chart, talk about the central message of the cartoon.

> **Academic Talk**
> Use these phrases to talk about the text.
> • **central message**   • **key details**

The Girl and the Apples

by Tala Rutchel

1   One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.

2   The girl asked the farmer, "Quick, tell me how long you think it will take me to get back home."

3   The farmer thought carefully. Then he said, "Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It's your choice."

4   The girl thought, "How can that be? How can it take so long if I go fast?"

5   The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.

6   And suddenly . . . bump! Off fell some apples.

7   Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.
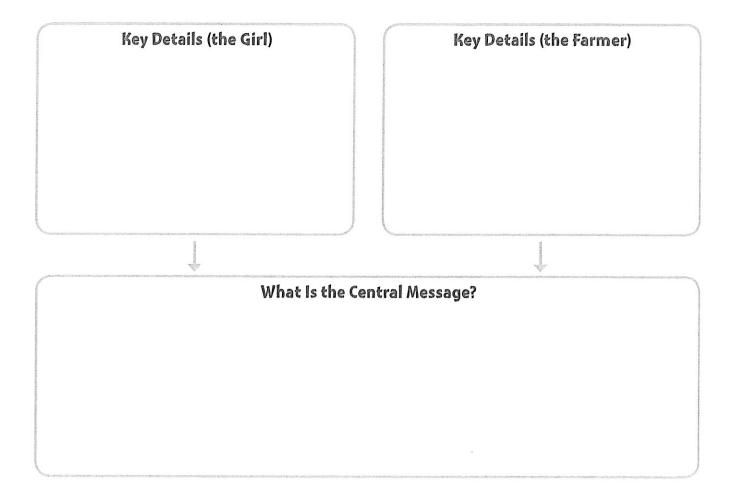

Close Reader Habits

Underline key details that help you figure out the central message.

How can key details help you figure out what lesson the girl in the story learns?

▷ Think

To find the central message, think about what each key character says and does.

1️⃣ Complete the chart by writing some key details about what the characters say and do. Then write the central message, or lesson.

Key Details (the Girl)	Key Details (the Farmer)

↓   ↓

What Is the Central Message?

▷ Talk

2️⃣ Think about the message of the story. Talk about what the girl learned.

▷ Write

3️⃣ **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 126 to write your answer.

HINT What might the girl think about the farmer's advice by the end of the story?

The Girl and the Apples

HINT What might the girl think about the farmer's advice by the end of the story?

3 **Short Response** What is another lesson the girl might learn from what happened?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Don't forget to check your writing.

From Retelling to Summarizing

To retell a story, students recall details or events in order. Summarizing also requires students to recall, but it involves greater understanding of the importance of particular events or details. To summarize, students tie together key events and details to form concise statements. Provide practice with this skill by modeling how to consolidate and categorize—for example, replacing *pencils, paper, notebooks, folders* with the general term *school supplies*. This skill is central to summarizing, and helps students learn how to eliminate unimportant information and capture the main idea from what remains.

Step by Step   30–45 minutes

① Introduce and explain summarizing.

- Introduce summarizing by connecting it to retelling, a skill students have already learned to do. Say, *When you retell a story, you tell details and events in the order they happened.*
- Demonstrate a retelling by recounting the details from a classroom activity that took place earlier in the day.

    This morning I had you all sit on the rug for our morning meeting. We sat in a circle, and we talked about today's weather, and Josh asked a question about snowflakes. Then we talked about the book that we were going to read during story time, and Marissa and Evan shared stories that were related to the topic of the book.

- Then say, *You can use what you know about retelling to summarize. When you summarize, you tell about the details, just like with retelling. But you make it much shorter by only telling the most important details.*
- Use the same information from the retelling to summarize.

    This morning we gathered for our morning meeting. We talked about today's weather and about the book that we were going to read later on at story time.

② Model summarizing text.

- Say, *Summarizing is a good way to remember what you read. Let's summarize a story together.* Then read aloud a story, such as *A Bargain for Frances,* by Russell Hoban.
- As you read, pause occasionally to model how you summarize.

    Frances is on her way to Thelma's, and she is taking her dolls. She sings a silly song along the way. These are interesting details, but I'm not sure I need to remember them all. Since they're all about Frances going to Thelma's, I can summarize these two pages like this: Frances is going to play at Thelma's.

- Record and display summary statements as you generate them.

Support English Learners Summarizing requires that students understand how ideas and details are connected, which requires some background knowledge. Try to select texts that match students' background knowledge, and fill in gaps as needed.

③ Provide guided practice with summarizing text.

- Continue reading, and pause to engage students in summarizing with you. Focus attention on specific summarizing skills, such as combining related information.

  Thelma offers to sell Frances her cups and saucers, sugar bowl, cream pitcher, and teapot. This is a long list to remember! When readers summarize, they think about how lists like this are related. Think about how these things Thelma is selling are alike. What is a name we can give them? (tea set) *So how can we summarize this page?* (Thelma offers to sell Frances her tea set.)

- Continue to record summary statements.
- When you have finished reading, read the summary statements in order for a summary of the entire story.

④ Provide repeated practice with summarizing text.

- Use additional read alouds to provide frequent practice with summarizing.
- Provide these question prompts to help students transfer summarizing to independent reading.

  - What are the most important things about _____?
  - What's interesting about _____ but not so important?
  - Can you think of one word to describe _____, _____, and _____?
  - What is a shorter way to tell what happened when _____?

Connect to Writing Have students divide a sheet of paper into as many boxes as chapters in the book, or into three sections for beginning, middle, and end. As they read independently or listen to read alouds, have students draw and/or write the most important ideas, one per box.

Check for Understanding

If you observe...	Then try...
difficulty distinguishing important ideas and details	using stories from the day to provide practice. Revisit a recent class activity. Provide two details, and have students think about which is more important. As the student demonstrates understanding, transfer the process to practicing with a story or poem.
difficulty determining how ideas or events in a story can be condensed	using relatable examples. You might say, *What's another way to tell what's happening when students tidy up their desks, put on their jackets, and line up by the door?* (It's time to go home.) Relate this to combining events in a story.

Sharing the Crops

a folktale from England

1   Once a farmer rented some land. "How much does it cost to use this land?" the farmer asked the landowner.

2   The owner wanted to get the better part of the deal. So he said, "I'll take the top half of the crop, and you can take the bottom half."

3   But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.

4   The owner knew he had been outsmarted. He said, "Next year, I want the bottom half of your crops."

5   So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That's what the farmer gave to the owner.

6   This time the owner said, "Next year, I'll take the top and the bottom. You can have the middle."

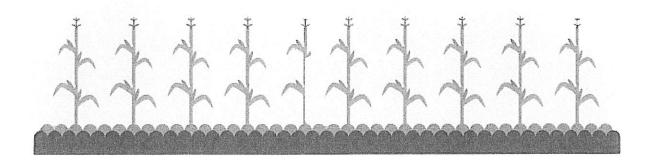7   So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.

8   For a third time, the owner had been outsmarted. Now it was the farmer's turn to suggest a deal. "From now on," he said, "why don't you take half of whatever I grow? Whatever I get, you will get the same."

9   This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

Close Reader Habits

Why does the landowner keep changing the deal he made with the farmer? **Underline** the key details about the first deal between the landowner and the farmer.

1. This question has two parts. Answer Part A. Then answer Part B.

   Part A
   What is the central message of "Sharing the Crops"?

   A   It is wrong to try to cheat others.

   B   Never make a deal with a clever farmer.

   C   The best part of a crop is usually at the top.

   D   If a plan doesn't succeed, keep trying.

   Part B
   Which sentence from the story **best** supports the answer you chose for Part A above?

   A   "Once a farmer rented some land."

   B   "The owner wanted to get the better part of the deal."

   C   "This was a fair deal at last."

   D   "So this time, the farmer planted corn."

To find the central message of a story, think about which character learns a lesson.

▷ Talk

2. Using key details from the text, talk to your partner about how the farmer outsmarts the landowner.

▷ ✏️ Write

3. **Short Response** Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 127 to write your answer.

HINT Reread to look for the character who learns a lesson.

Sharing the Crops

3 **Short Response** Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response.

HINT Reread to look for the character who learns a lesson.

_____

_____

_____

_____

_____

_____

_____

_____

Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?

Lesson 31
Real-Life Connections

Introduction When reading, you can connect the words on the page to your own life or to the wider world. Connecting words with real-life events can make their meaning clearer.

- What do you think of when you read the word *friendly*? You might remember a time when a friendly classmate smiled at you.

  A friendly **classmate smiled and said, "Hi."**

- When you think about the word *friendly*, you might also remember what friendly people and animals in your town or city have done.

  A friendly **lady in town gives neighbors vegetables from her garden.**

  Friendly **dogs wag their tails and want to be patted.**

Guided Practice Circle the correct words to complete each sentence. Then work with a partner to think of more ways to complete each sentence.

HINT To help think of more ways to complete each sentence, ask your partner questions like these.

- When were you helpful?
- What do you do when you are curious about something?

1. A helpful person might _____ .

   do chores   break a glass   trip and fall

2. If a person is curious, she might _____ .

   go to sleep   read a book   wrap a gift

3. It would be selfish to _____ .

   take all the toys   give presents   help others

4. A student could interrupt a class by _____ .

   writing a story   doing math   talking loudly

For numbers 1–5, choose the correct answer to each question.

1. How might a **patient** person act?

   A   tell a friend to hurry up

   B   run to be first in line

   C   refuse to wait for someone

   D   teach a baby something new

2. What might a **stubborn** person say?

   A   "I like this new food after all."

   B   "I won't eat that even if it's good for me."

   C   "I agree with you about that."

   D   "I'll stay home because you need my help."

3. What might a **generous** person do?

   A   help a friend with homework

   B   eat candy without sharing

   C   disobey his parents

   D   scare a friend's dog

4. How might someone cause **confusion**?

   A   by solving a problem

   B   by telling the truth

   C   by giving poor directions

   D   by speaking clearly

5. What is a **rude** thing to do?

   A   invite a friend to a party

   B   talk while others are talking

   C   offer to wash the dishes

   D   help a neighbor plant a garden

Ready® Center Activity 3.11 ★★
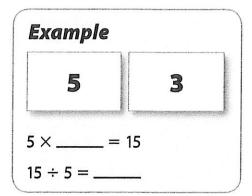
Find the Missing Number

What You Need

- number cards (3–7)
- Recording Sheet

What You Do

1. Take turns. Place all the cards facedown. Choose two cards as factors. **Don't show them to your partner!** If the two cards have already been used together, trade one card in and pick another.

2. Think of the multiplication fact that uses the two numbers as factors. Pick any two of the three numbers from that fact.

3. Fill in a multiplication and a division fact on the **Recording Sheet,** using only those two numbers.

4. Your partner completes each fact.

5. Check. Then put the cards back.

6. Repeat until each partner has had three turns.

Example

| 5 | 3 |

$5 \times \underline{\hspace{1cm}} = 15$

$15 \div 5 = \underline{\hspace{1cm}}$

Go Further!

Choose a pair of facts from the **Recording Sheet.** On another sheet of paper, write the other two facts that belong to the same fact family. Exchange papers with your partner to check.

Understanding of How Multiplication and Division Are Connected

1. There are 24 marbles. Each bag has 4 marbles.

   Write an equation that shows the number of bags.

   _____
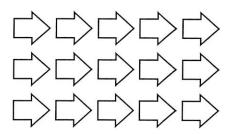
2. There are 24 marbles. An equal number of marbles are in 6 bags.

   Write an equation that shows the number of marbles in each bag.

   _____
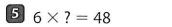
3. There are 6 bags of marbles. 4 marbles are in each bag.

   Write two different equations that show the total number of marbles.

   _____   _____

4. Write 2 multiplication equations and 2 division equations for this array.

   _____   _____

   _____   _____

Find the value of ? to complete each fact.

5. $6 \times ? = 48$

   $48 \div 6 = ?$

   $? = $ _____

6. $? \times 5 = 45$

   $45 \div ? = 5$

   $? = $ _____

7. $63 \div 9 = ?$

   $? \times 9 = 63$

   $? = $ _____

8. $32 \div ? = 8$

   $8 \times ? = 32$

   $? = $ _____

Partner A _____

Partner B _____

Find the Missing Number

Partner A	Partner B
_____ × _____ = _____	_____ × _____ = _____
_____ ÷ _____ = _____	_____ ÷ _____ = _____
_____ × _____ = _____	_____ × _____ = _____
_____ ÷ _____ = _____	_____ ÷ _____ = _____
_____ × _____ = _____	_____ × _____ = _____
_____ ÷ _____ = _____	_____ ÷ _____ = _____

Where does the greatest number go when you write a multiplication fact? Where does the greatest number go when you write a division fact?

Using a Multiplication Table

Name: _____

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Write the missing numbers in the boxes to make each multiplication or division problem true.

$5 \times 7 = \boxed{}$ $32 \div 8 = \boxed{}$ $4 \times 7 = \boxed{}$ $27 \div \boxed{} = 9$

$\boxed{} \div 5 = 7$ $8 \times \boxed{} = 32$ $\boxed{} \div 4 = 7$ $9 \times \boxed{} = 27$

$4 \times 4 = \boxed{}$ $9 \times 6 = \boxed{}$ $6 \times 6 = \boxed{}$ $81 \div \boxed{} = 9$

$\boxed{} \div 4 = 4$ $54 \div \boxed{} = 6$ $63 \div \boxed{} = 9$ $40 \div 8 = \boxed{}$

$\boxed{} \div 8 = 6$ $56 \div \boxed{} = 8$ $45 \div 5 = \boxed{}$ $\boxed{} \div 7 = 7$

1 Write 3 possible answers for the equation $36 \div \boxed{} = \boxed{}$.

Use Multiplication to Solve Division

✓ **Check Understanding**

Find 36 ÷ 6. Tell a related multiplication fact that you can use to solve the problem.

What You Need

- 5 game markers in one color for Partner A
- 5 game markers in another color for Partner B
- 50 counters (optional)
- Recording Sheet and Game Board

What You Do

1. Take turns. Pick a division fact on the **Recording Sheet.**

2. Find a related multiplication fact on the **Game Board** to help you solve it. Write the answer on the **Recording Sheet.**

3. Your partner checks the answer, using counters if helpful.

4. If your answer is correct, cover the related fact with a game marker. If it is not correct, your turn ends.

5. The first player with three markers in a row wins.

How are related division and multiplication sentences alike?

(**Go Further!**)

Choose a fact from the **Recording Sheet.** Tell your partner a related multiplication fact that is not on the **Game Board.**

1

Partner A _____

Partner B _____

Use Multiplication to Solve Division

24 ÷ 6 = _____	48 ÷ 8 = _____	15 ÷ 3 = _____
36 ÷ 9 = _____	21 ÷ 7 = _____	30 ÷ 5 = _____
42 ÷ 7 = _____	40 ÷ 8 = _____	18 ÷ 6 = _____

5 × □ = 30	**□ × 9 = 36**	**6 × □ = 24**
□ × 3 = 15	**□ × 7 = 21**	**7 × □ = 42**
8 × □ = 40	**6 × □ = 18**	**□ × 8 = 48**

Solving Problems About Equal Groups

Name: _____

Read and solve each problem. Show your work.

1 Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be _____ photographs on each wall.

2 There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make _____ teams.

3 At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are _____ paintings.

4 Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for _____ minutes.

5 Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants _____ rows.

6 Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys _____ pencils.

7 Choose one problem. Describe the strategy you used to solve it.

Read and solve each problem. Show your work.

1 A parking lot has 6 rows of parking spaces. There are 5 spaces in each row. How many parking spaces are in the lot?

There are _____ parking spaces.

2 Jack has 36 toy robots. He wants to display 9 on each shelf in his room. How many shelves will Jack need to display all of the robots?

Jack will need _____ shelves.

3 There are 24 dancers. The teacher has them stand in 3 equal rows. How many dancers are in each row?

There are _____ dancers in each row.

4 Emily is putting away plates. She puts 6 plates each in 3 stacks. How many plates does she put away?

Emily puts away _____ plates.

5 A farmer picks 54 pumpkins. She places an equal number of pumpkins in 9 wagons. How many pumpkins are in each wagon?

There are _____ pumpkins in each wagon.

6 The school band marches in rows at the parade. There are 24 band members and they form rows with 4 members in each row. How many rows are there?

There are _____ rows.

7 Choose one problem. Describe and use a strategy to check your answer.

Day 3

Multiplication Vocabulary Match

What You Need

- Recording Sheet

✓ **Check Understanding**

Find 5×4.

Explain how you solved it using the words *factors* and *products*.

What You Do

1. Pick a word on the **Recording Sheet.**

2. Say the word and describe an example.

3. Your partner tells a non-example for the word and explains why it is a non-example.

4. Draw a line to the definition.

5. Take turns until all the words have been used.

> I choose the word product. In multiplication the result is the product. An example of a product is 32 in the equation $32 = 8 \times 4$.
>
> A non-example is 8.

Go Further!

Write how to solve 10×3. Use at least three words from the **Recording Sheet.** Underline those words.

Multiplication Vocabulary Match

Math Words	Definitions
equal groups	combine equal groups
multiply	having the same value
multiplication	factor × factor = product
product	a set of objects arranged in equal rows and equal columns
factor	how you say a multiplication sign when you are reading an equation
equal	groups that have the same amount of an item
array	a number that is multiplied
multiplication equation	the result of multiplication
times	an operation used to find the total number of items in equal-sized groups

Name: _____

Day 4

Read and solve each problem. Show your work.

1. Nya covers a rectangular tray with 1-square-inch tiles. She uses 42 tiles, arranged in 7 rows. How many tiles are in each row?

   There are _____ tiles in each row.

2. Jacob uses tiles to cover a rectangular hallway. Each tile has an area of 1 square foot. He uses 3 rows of tiles, with 8 tiles in each row. What is the area of the hallway?

   The area of the hallway is _____ square feet.

3. Sara covers the top of a box with squares of paper that are 1 square centimeter. She uses 48 squares, with 6 squares in each row. How many rows did she make?

   Sara made _____ rows.

4. There are 64 squares on Rasha's chessboard. Each square is 1 square inch. There are 8 rows of squares on her chessboard. How many squares are in each row?

   There are _____ squares in each row.

5. A rectangular patio at an outdoor restaurant is made of 35 tiles. Each tile is 1 square yard. If there are 5 tiles in each row, how many rows are there?

   There are _____ rows of tiles.

6. Mr. Reilly uses square pieces of fabric that are each 1 square inch for a rectangular wall hanging. He uses 81 squares. If he makes 9 rows of squares, how many squares will be in each row?

   There will be _____ squares in each row.

7. Choose one problem. Describe the strategy you used to solve it.

8. Explain why you chose that strategy to solve the problem.

Day 4

Area

What You Need

- number cube
- 6 game markers
- Game Board

What You Do

1. Take turns. Roll the number cube. Read the area next to that toss in the table. If that number has already been done, your turn ends.

2. Find the rectangle on the **Game Board** that has an area of that size.

3. Your partner checks the area.

4. If you are correct, cover the rectangle with a game marker. If you are not correct, your turn ends.

5. Repeat until all the rectangles are covered. The player with the most rectangles covered wins.

Toss	Area
1	25 square units
2	16 square units
3	18 square units
4	20 square units
5	24 square units
6	21 square units

Go Further!

Draw a smaller rectangle inside each of the rectangles on the **Game Board.** Then write the area for each of the smaller rectangles. Trade papers with your partner. Check each other's work.
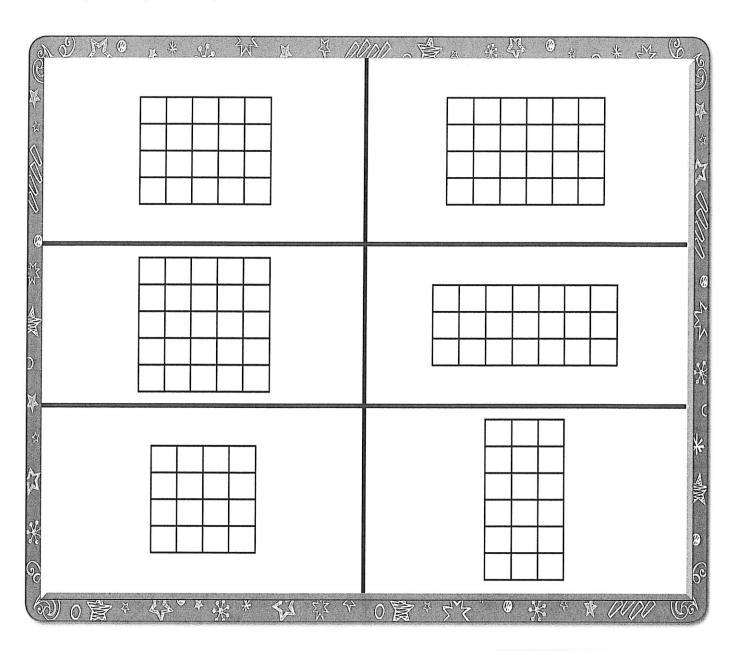
1

Partner A _____

Partner B _____

Area

Each square equals 1 square unit.

I can skip count to find the area.

Multiply to Find Area

Name: _____ **Day 5** ___

Study the example showing how to count square units to find area. Then solve problems 1–6.

Example

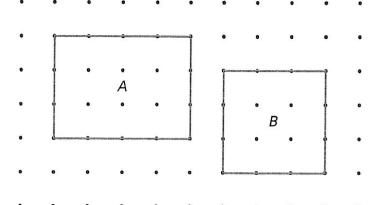What is the area of this rectangle?

There are 4 rows with 5 squares in each row.

You can skip count the rows by 5 to find how many squares there are: 5, 10, 15, 20. Or you can count each square.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Since there are 20 squares, the area is 20 square units.

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1 Each square inside this rectangle is 1 square centimeter. What is the area? Tell how you know.

_____

_____

_____

2 Find the area of each shape.

A

B

Rectangle *A:* Area = _____ square units
Rectangle *B:* Area = _____ square units

Vocabulary

area the amount of space a shape covers.

square unit a square with side lengths of 1 unit that is used to measure the area of a figure.

Solve.

3 Eva and Lin are gluing same-size squares onto pieces of paper. They each have the same size paper. Who will use fewer squares? Explain.

Eva's squares

Lin's squares

_____

_____

_____

_____

4 Shapes *A* and *B* are made of the same-size squares. Which shape has the greater area? Tell how you know.

A

B

_____

_____

_____

5 Draw a rectangle with an area of 10 square units. Draw another rectangle with an area of 11 square units. Label each shape with its area.

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6 Can you make a rectangle that has two rows of squares with an area of 11 square units? Why or why not?

_____

_____

Name: _____

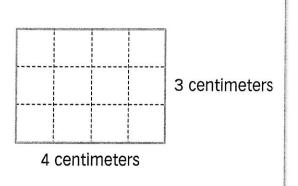**Study the example showing how to multiply to find area. Then solve problems 1–9.**

Example

A rectangle has a length of 4 centimeters and a width of 3 centimeters. What is the area?

Fill the rectangle with 1-centimeter squares. There are 4 squares in a row and 3 rows.

You can multiply to find the total number of squares: $4 \times 3 = 12$.

The area is 12 square centimeters.

3 centimeters

4 centimeters

1 What is the area of this rectangle? Write a number sentence.

length	×	width	=	area
_____ units	×	_____ units	=	_____ square units

6 units

7 units

2 A rectangle has a length of 8 inches and a width of 7 inches. What is the area of the rectangle?

_____

_____

_____

3 A square has sides that are 4 centimeters long. What is the area? Write a number sentence.

_____

_____

_____

Solve.

4 Write a number sentence to find the area of Rectangle A. Then write the area.

number sentence: _____

area: _____

A box labeled A with 9 units on the right side and 3 units on the bottom.

5 A rectangle has a length of 6 centimeters and a width of 5 centimeters. What is the area of the rectangle? Show your work.

_____

_____

6 What is the area of a square with sides that are 8 centimeters long? Show your work.

_____

_____

7 What is the area of Rectangle B? Show your work.

_____

_____

A box labeled B with 8 units on the right side and 4 units on the bottom.

8 Lena draws a square with an area that is greater than the area of Rectangle B. What are two possible side lengths of Lena's square? Explain.

_____

_____

_____

9 Pablo draws Rectangle P. He says that the area is greater than 50 square units. What could the missing side length be? Explain.

_____

_____

A box labeled P with ? units on the right side and 6 units on the bottom.
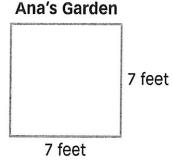
Name: _____

Study the example showing how to solve a word problem about area. Then solve problems 1–6.
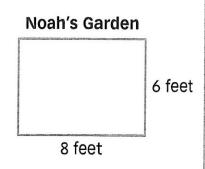

Example

Ana's garden is 7 feet long and 7 feet wide. Noah's garden is 8 feet long and 6 feet wide. Which garden has a smaller area?

You can draw a model. Then multiply length by width to find the area of each garden.

Ana: $7 \times 7 = 49$ square feet
Noah: $8 \times 6 = 48$ square feet

Ana's Garden

7 feet

7 feet

Noah's Garden

6 feet

8 feet

Noah's garden has a smaller area.

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1 Roberto's desk is 4 feet long and 2 feet wide. What is the area of Roberto's desktop? Fill in the blanks.

length	×	width	=	area
____ feet	×	____ feet	=	____ square feet

2 Show how to find the area of this rug.

_____

3 Vera buys a rug like the one in problem 2. Vera's rug is square. It has sides that are 4 feet long. Does Vera's rug cover more or less area than the rug in problem 2? Explain.

5 feet

3 feet

_____

_____

_____

Solve.

4 Aiden prints a rectangular photo that is 4 units wide and 6 units long. Bella prints a square photo. It is 5 units on each side. Draw the photos and label the side lengths. Write the areas.

. . . .

. . . .

. . . .

. . . .

. . . .

. . . .

. . . .

5 Draw and label a rectangle that has a smaller area than the area of a square that is 3 units on each side. Write the area of the rectangle.

_____

_____

6 Ron buys a rug for his room. The rug is 8 feet long and 5 feet wide. His room is 10 feet long and 10 feet wide. How much of the floor in Ron's room will not be covered by the rug?

Show your work.

Solution: _____

_____

Name: _____

Solve the problems.
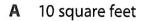
1 What is the area of the rectangle? Circle the letter of the correct answer.

7 feet

3 feet [   ] 3 feet

7 feet

What are the length and width of the rectangle?

A 10 square feet
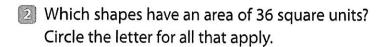
B 21 square feet

C 20 square feet

D 49 square feet

Diego chose **C** as the correct answer. How did he get that answer?

_____

_____

_____

2 Which shapes have an area of 36 square units? Circle the letter for all that apply.

A a square with sides that are 18 units long

B a rectangle with a length of 9 units and a width of 4 units

C a square with sides that are 6 units long

D a rectangle with a length of 8 units and a width of 4 units

You can think about multiplication facts to help you solve the problem.

Solve.

3 Zach is helping his dad tile a shower wall. He has enough tiles to cover an area of 42 square feet. The shower wall is 8 feet high and 4 feet wide. Do they have enough tiles to cover the area?

Show your work.

> You can first find out the area they need to cover with tiles.

Solution: _____

_____

_____

4 Mr. Diaz asks students to draw a shape with an area of 4 square units. Chad says that you can only draw a square. Do you agree? Explain.

> Can you arrange 4 same-sized squares to make a shape that's not a square?

Solution: _____

_____

_____

_____

5 A bulletin board is 8 feet long. It covers an area of 40 square feet. What is the width of the bulletin board?

Show your work.

> I think you can write a number sentence to help you solve the problem.

Solution: _____

Our Local Community- Third Grade

You have spent time this year learning about our local community: Union County. Now, you will demonstrate your knowledge by choosing **_three_** activities from the choice menu below to complete.

Journal Entry	Union County Collage	Law Maker
Choose one of the three branches of government (legislative, executive, judicial). Pretend you are a member of that branch of government in our local community. Write a journal entry detailing what a day working for that branch of government would look like for you. Include responsibilities that relate to that branch of government in your entry.	Use the knowledge you have learned this year about Union County history and government to create a collage of five pictures that represent significant local historical events. Next to your collage, write a one-two paragraph description that explains what each picture represents and why you chose it.	Think about improvements you would like to make in our local community. Create a list of six new laws that you would like to see written for citizens of Union County to abide by. Add a one-two sentence description next to each law explaining what the law means for citizens.
Picture Book	**For Hire**	**City Planner**
Design a picture book that explains to readers different ways that citizens contribute to where we live. Highlight ways that citizens are already contributing to the well being of Union County, and also include new ideas that explain how citizens can be a helpful participant in our local community.	Recall a local government position you have learned about this year. Write a "Help Wanted" advertisement that is hiring for that position. Include a description and picture of the job, along with why this job is important to our community in your "help wanted" advertisement.	Design a new city for Union County. Draw a map of this city, and include a one-two paragraph description explaining how this city allows citizens to work together and also what jobs people will have within the three branches of government.