Hazelwood School District  
Barrington Third Grade Activities

Directions: Beginning on the first day of school closures, students should complete activities for each day.
- e-learning option- Students have accounts on flocabulary.com, freckle.com, kidsa-z.com, readworks.org, spellingcity.com, and prodigy.

As always, students should be reading 30 minutes daily and practicing math facts.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Math- Complete day 1 pages</td>
<td>Reading- Read p 258-259 &amp; answer the “Quick Write” on p 259</td>
<td>Other- Youtube HEV Cursive Lesson 1</td>
</tr>
<tr>
<td>Day 2</td>
<td>Math- Complete day 2 pages</td>
<td>Reading- Read p 260- 261 &amp; answer the “My Purpose” on p 260.</td>
<td>Other- Youtube HEV Cursive Lesson 2</td>
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<tr>
<td></td>
<td></td>
<td>Read the Frederick Douglas story on p 262-275</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td>Math- Complete day 3 pages</td>
<td>Reading- Reread story, then do p276-277</td>
<td>Other- Youtube HEV Cursive Lesson 3</td>
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<tr>
<td>Day 4</td>
<td>Math- Complete day 4 pages</td>
<td>Reading- Complete “Close Read- underline” pages 265, 267, 268,</td>
<td>Other- Youtube HEV Cursive Lesson 4</td>
</tr>
<tr>
<td></td>
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<td>270, 272, 274, and 275.</td>
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<tr>
<td>Day 5</td>
<td>Math- Complete day 5 pages</td>
<td>Reading- Complete the “Make Inferences- highlights” 264, 266,</td>
<td>Other- Youtube HEV Cursive Lesson 5</td>
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<tr>
<td></td>
<td></td>
<td>269, 271, and 273.</td>
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<td></td>
<td></td>
<td>Also complete p285 &amp; 286 Reading-Writing Bridge.</td>
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<td></td>
<td></td>
<td>Spelling Activities- Look for “Emergency Word List” on Spelling City.</td>
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<tr>
<td>Day 6</td>
<td>Math- Complete day 6 pages</td>
<td>Reading- Read p 370 &amp; 371 and answer the “Freewrite” on page 371.</td>
<td>Other- Youtube HEV Cursive Lesson 6</td>
</tr>
<tr>
<td>Day 7</td>
<td>Math- Complete day 7 pages</td>
<td>Reading- p 372-373, complete the “My Notes” on p 372; Read p 374-389</td>
<td>Other- Youtube HEV Cursive Lesson 7</td>
</tr>
</tbody>
</table>
Hazelwood School District  
Barrington Third Grade Activities

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
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</table>
| Day 8 | • Math- Complete day 8 pages  
       | • Reading- Reread the story and then complete p 390-391 Vocab & Comprehension questions  
       | • Other- Youtube HEV Cursive Lesson 8 |
| Day 9 | • Math- Complete day 9 pages  
       | • Reading- “Close Read- underline” pages 376, 378, 380, 381, 382, 384, 386, and 389  
       | • Other- Youtube HEV Cursive Lesson 9 |
| Day 10| • Math- Complete day 10 pages  
      | • Reading- “Close Read- highlight” pages 377, 379, 383, 385, 387, and p 388; Complete Reading-Writing Bridge pages 399 & 400  
      | • Other- Youtube HEV Cursive Lesson 10 |
Sojourner Truth was born in New York in 1797. She was an enslaved person for many years, but in the 1820s she ran away to gain her freedom. As the years passed, she worked hard to end slavery. She also worked for women to have equal rights with men.

In 1851, Sojourner Truth went to Ohio for a meeting about women’s rights. She told about her own hard work as an enslaved person and as a woman. In this excerpt of Sojourner Truth’s speech, called “Ain’t I a Woman?” she responds to a man who claimed that women were treated so well that they did not need equal rights.

“That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered [farm crops] into barns, and no man could [do better than] me! And ain’t I a woman?”

This statue is part of the Sojourner Truth Memorial in Florence, Massachusetts, where Truth lived from 1843 to 1856.
People who knew Sojourner Truth said these things about her:

“There was both power and sweetness in that great warm soul and that vigorous [strong] frame.”
— Antislavery author Harriet Beecher Stowe

“Wise, unselfish, brave, and good”
— Women’s rights leader Lucy Stone

 “[A] weird, wonderful creature, who was at once a marvel and a mystery.”
— friend Frances D. Gage

Quick Write Sojourner Truth told people what her life as a woman was like. How might stories such as hers help people change the way they think? How can the way people think change society? Freewrite your ideas.
Biography

A biography tells the story of a real person’s life, written by another person. A biography may cover a person’s whole life or only parts of it. The author of a biography conducts research to gather information about the person. A biography usually includes:

- A sequence of true events, especially key events from the subject’s life, including challenges, problems, and successes
- Photographs or other historical documents
- A third-person point of view, or outside perspective

Establish Purpose The purpose, or reason, for reading a biography is often to learn facts about a person’s life or for enjoyment.

**My PURPOSE**

<p>| | |</p>
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**TURN and TALK** With a partner, discuss different purposes for reading *Frederick Douglass*. For example, after previewing the text, you may want to find out what role Douglass played in the abolitionist movement.
Biography Anchor Chart

- The subject is a real person.

- The setting is a real time and a real place, and there are often multiple settings.

- Events are told as a narrative and based on facts gathered from sources.

- The narrative is written from a third-person point of view.
from

Frederick Douglass

---

Preview Vocabulary

As you read Frederick Douglass, pay attention to these vocabulary words. Notice how they give you clear ideas about the sequence of events.

<table>
<thead>
<tr>
<th>slavery</th>
<th>abolitionist</th>
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<tbody>
<tr>
<td>violence</td>
<td>equality</td>
</tr>
<tr>
<td></td>
<td>influential</td>
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</table>

Read

Before you begin, look at the headings, images, and captions and establish a purpose for reading. The following strategies can help you when you read a biography the first time.

First Read

- Notice what you would like to know more about.
- Generate Questions by asking yourself what seems different from what you already know.
- Connect this text to other texts you have read.
- Respond by discussing with classmates how this text answers the weekly question.
Background
Frederick Douglass faced many hardships growing up enslaved in Maryland. As a young man, he escaped from slavery and began a new life with his wife, Anna Murray, in New Bedford, Massachusetts. In this excerpt, we learn how Douglass became a national leader who worked to end slavery and gain equal rights for all people.
Spreading a Message

1. In Massachusetts, Douglass began to build a new life with Anna. They soon started a family, eventually having five children. To support them, Douglass worked a variety of odd jobs. It was sometimes difficult to find work. Even though slavery was illegal in the North, black people living there were still not always treated fairly. Many white people would not hire them for jobs.

Joining the Movement

2. As a free man, Douglass was able to read whatever he wanted, whenever he wanted. He began subscribing to abolitionist newspapers. In them, he read about the ways people were working to end slavery completely. He also started attending local abolitionist meetings, where people shared their ideas for ways to help.
At these meetings, Douglass became friends with important abolitionist leaders such as William Lloyd Garrison. They wanted Douglass to share his story with others. At first, he was unsure. He did not want to draw too much attention to himself. But one day in 1841, he stood up and spoke to a crowd in the town of Nantucket. The audience was awed by his remarkable tale and his impressive way with words.

**Speaking Out**

Douglass was still afraid of being caught. However, he knew that his life story and speaking skills could help spread the abolitionist cause. He toured the northern states, giving speeches about his experiences as a slave. He became famous for his passionate arguments against slavery. Though he was sometimes met with harsh treatment from proslavery whites, he never gave up.
Sharing His Story

5 In 1845, Frederick published the first of his three autobiographies. The book became a best seller. In it, Douglass included detailed descriptions of the violence and mistreatment he had experienced while a slave. The book was the first time many readers were exposed to the true horrors of slavery.

Traveling Abroad

6 Because he included the names of his former owners in his book, Douglass was more afraid than ever that they would find him. To avoid being captured, he traveled to Europe. There, he continued giving speeches and gathering support for the effort to end slavery. He made many friends and was amazed at how well people treated him overseas.

Abolitionists in Europe did everything they could to support Douglass after hearing his story.
Finally Free

7 Though he was successful in Europe, Douglass knew he needed to return home. He wanted to be with his family and continue fighting to end slavery. To help, his European supporters raised the money he needed to pay his former owners for his freedom. This made him legally free. An escaped slave could be captured and returned to slavery. A free person could not. In 1847, he returned home, able to speak and write without fear.

Vocabulary in Context

The word raised can mean "lifted up" or "collected funds." Use context clues within the sentence to determine the meaning of the word raised in the text.

Underline the context clues that support your definition.
THE ABOLITIONIST MOVEMENT

Frederick Douglass was only one of many people working to end slavery in the United States. From the earliest days of the nation, people spoke out against this horrible practice. Here are some of the most famous of them.

William Lloyd Garrison

An early supporter of Douglass, William Lloyd Garrison began publishing the antislavery newspaper *The Liberator* in 1831. Garrison was known for his controversial political opinions. While many abolitionists argued only for slaves' freedom, Garrison also argued for equality for African Americans.

equality the right for all people to be treated the same
Harriet Tubman

After escaping slavery when she was about 29 years old, Harriet Tubman dedicated herself to helping others do the same on the Underground Railroad. Slave owners offered rewards for her capture, while abolitionists praised her heroic deeds.

Sojourner Truth

Like Frederick Douglass, Sojourner Truth was a former slave who became famous for her powerful antislavery speeches. Later in life, she dedicated herself to the cause of women’s rights and provided advice to recently freed slaves.

John Brown

Unlike most abolitionists, John Brown believed that violence was the only way to end slavery. In October 1859, he and an armed group of followers took about 60 people hostage in Harpers Ferry, Virginia, which is now part of West Virginia. Brown hoped to inspire slaves to join him in rebellion. However, his plan was unsuccessful. He was convicted of treason, or betraying the country, and hanged.
A National Leader

8 After returning to the United States, Douglass decided to start his own abolitionist newspaper. Called The North Star, its first issue was published on December 3, 1847. Unlike other similar newspapers, it was owned, written, and edited by African Americans. It included everything from news articles to poems and book reviews. Douglass himself wrote many of the paper's articles.

Freedom and Equality for All

9 In addition to wanting to end slavery, Douglass believed in equality for all Americans. In The North Star, his other writings, and his speeches, he often discussed the importance of equal rights for women. He also wrote often about the necessity of education for all Americans.

The North Star was named for the bright star in the night sky that escaped slaves used as a guide toward freedom.
A Spectacular Speech

On July 5, 1852, Frederick Douglass delivered one of the best-known speeches of his career. He spoke at a Fourth of July celebration in Rochester, New York. In front of a crowd of about 500 people, he pointed out that Independence Day did not mark freedom for African Americans. It only stood for the freedom of the nation’s white residents. He called for the country to embrace its founding principles of freedom and equality by ending slavery.
CLOSE READ

Vocabulary in Context
Use context clues in paragraph 10 to determine the meaning of the word conflict.

Underline the context clues that support your definition.

The End of Slavery
10 In the 1850s, the national debate over slavery became more and more heated. Many people in the northern states wanted abolition. However, plantation owners in the southern states did not want to give up their source of free labor. Finally, the Civil War broke out between the North and the South in 1861. Douglass hoped that the conflict could bring an end to slavery once and for all.
1845
Douglass publishes his first autobiography and travels to Europe.

1865
The 13th Amendment abolishes slavery in the United States.

11 During the Civil War, Douglass encouraged free black men to join the military and fight against the South. He even met with President Abraham Lincoln to discuss the way black soldiers were treated. He wanted to make sure they received fair payment for their services.

12 The North defeated the South in 1865. Later that year, Congress approved the 13th Amendment to the U.S. Constitution, which officially ended slavery throughout the country.

CLOSE READ

Make Inferences
Highlight facts that help you make an inference about how Douglass worked with other leaders to improve the lives and treatment of African Americans.
CLOSE READ

Identify Main Idea and Key Details
Underline evidence that Douglass was an important leader to help you identify the main idea.

More to Do
13 Even after slavery was abolished, Douglass kept fighting for equality. He argued for the importance of voting rights and other fair treatment for African Americans and women. Beginning in the early 1870s, he was appointed to several positions in the U.S. government. Among them were marshal in the District of Columbia and U.S. minister and consul general to Haiti. These positions made him the first African American to hold high rank in the government.
Remembering a Hero

In 1895, at about the age of 77, Frederick Douglass died of heart failure. Around the world, people celebrated the life of this great man. With strength and determination, he had risen up from slavery to become one of the nation’s most influential figures. He is remembered as a hero who fought bravely to end slavery and promote equality. His work continues to inspire people to this day.
Develop Vocabulary

The author of a historical biography uses specific words that help readers understand the main idea and key details. You can use this newly acquired vocabulary to discuss the fight against slavery in America.

**My TURN** Write the word from the word bank next to its definition. Then use the vocabulary word in a sentence about the text.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
<th>Sentence Featuring the Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>equality</td>
<td>the right for all people to be treated the same</td>
<td>Douglass believed in equality for all Americans.</td>
</tr>
<tr>
<td>abolitionist</td>
<td>a person who believes that slavery should be stopped</td>
<td></td>
</tr>
<tr>
<td>equality</td>
<td>having a great effect on someone or something</td>
<td></td>
</tr>
<tr>
<td>slavery</td>
<td>a system in which some people are owned by others</td>
<td></td>
</tr>
</tbody>
</table>
Check for Understanding

**My Turn** Look back at the text to answer the questions.

1. What characteristics help you recognize that the text is a biography?

2. What is the most likely reason that the author included the section titled "The Abolitionist Movement" in this biography?

3. Why was Douglass at risk when he spoke in public against slavery? Cite relevant text evidence to support your response.

4. Which evidence from the text can be used to prove that Douglass was an influential leader of the abolition of slavery?
VCVCV Syllable Pattern

VCVCV Syllable Pattern Some words have three consonants in the middle. If two consonants form a blend or a digraph, divide the word before or after the blend or digraph. For example, the word complete would divide like this: com /plete; the word instant would divide like this: in /stant. Knowing where to divide a word with a VCVCV syllable pattern will help you spell it correctly.

My TURN Sort the words by the number of letters in their first syllable. Then alphabetize each list, using the third letter, or beyond, as needed.

<table>
<thead>
<tr>
<th>Two Letters</th>
<th>Three Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>surprise</td>
<td>sample</td>
</tr>
<tr>
<td>pilgrim</td>
<td>inspect</td>
</tr>
<tr>
<td>subtract</td>
<td>contrast</td>
</tr>
<tr>
<td>control</td>
<td>employ</td>
</tr>
<tr>
<td></td>
<td>exclaim</td>
</tr>
<tr>
<td></td>
<td>athlete</td>
</tr>
</tbody>
</table>

High-Frequency Words

Write the following high-frequency words on the lines.

common
though
Contraction

A contraction is a word made by putting two words together. When words are joined in a contraction, an apostrophe replaces a letter or letters. Pronouns can be used with linking verbs or helping verbs to make contractions. For example:

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Verb</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, he, she, we, you</td>
<td>will</td>
<td>I'll, he'll, she'll, we'll, you'll</td>
</tr>
<tr>
<td>he, she</td>
<td>is</td>
<td>he's, she's</td>
</tr>
<tr>
<td>you, we, they</td>
<td>are</td>
<td>you're, we're, they're</td>
</tr>
</tbody>
</table>

**My Turn** Edit this draft by replacing each underlined pronoun and verb with a contraction.

Amir put on his coat. "I am ready," he told his brother.

"If we do not go now, we will be late," his brother said.

"We are late!" Amir said. "Now they will be upset."

"You are the one who is always late," his brother said.
Favorite Sports

Use the bar graph to answer the questions below.

**Favorite Sports**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>18</td>
</tr>
<tr>
<td>Basketball</td>
<td>4</td>
</tr>
<tr>
<td>Soccer</td>
<td>8</td>
</tr>
<tr>
<td>Swimming</td>
<td>2</td>
</tr>
</tbody>
</table>

1. How many people picked baseball?
2. How many people picked swimming?
3. How many more people picked baseball than swimming?
4. How many people participated in the survey?
5. How many people did **NOT** pick baseball as the sport they like to do the most?

**NOTE**

Students interpret data on a bar graph to answer questions about the data. Describing and Summarizing Data.
Hundred Pairs

1. Draw lines. Connect the pairs of numbers that make 100.
   37  29
   48  32
   71  73
   81  96
   68  63
   27  52
   19

2. Complete the following.
   \[
   \_\_\_\_\_ + 55 = 100
   \]
   \[
   15 + \_\_\_\_\_\_ = 100
   \]
   \[
   30 + \_\_\_\_\_\_ = 100
   \]
   \[
   \_\_\_\_\_ + 45 = 100
   \]

3. Find other pairs of numbers that make 100.
   \[
   \_\_\_\_\_ + \_\_\_\_\_\_ = 100
   \]
   \[
   \_\_\_\_\_ + \_\_\_\_\_\_ = 100
   \]
   \[
   \_\_\_\_\_ + \_\_\_\_\_\_ = 100
   \]
   \[
   \_\_\_\_\_ + \_\_\_\_\_\_ = 100
   \]

NOTE
Students practice finding combinations of 2-digit numbers that add up to 100.

M&F Tools to Represent Addition Problems
Spiders, Cats, and People

Solve the problems and show your solutions.

In an old house, there live some spiders, cats, and people.

<table>
<thead>
<tr>
<th>Cats have 4 legs.</th>
<th>Spiders have 8 legs.</th>
<th>People have 2 legs.</th>
</tr>
</thead>
</table>

1. In one room, there are 4 cats and 3 spiders. How many legs are there altogether?

2. In another room, there are 3 people and 5 cats. How many legs are there altogether?

3. In another room, there are 16 legs. What could be in that room? Can you find more than one possibility? Explain your thinking.

NOTE

Students practice multiplying by 2s, 4s, and 8s.

Learning Multiplication Facts
More Related Problems

Solve these problems and show your solutions.

1. $3 \times 7 = \Box$

2. $6 \times 7 = \Box$

3. $3 \times 5 = \Box$

4. $6 \times 5 = \Box$

5. $4 \times 6 = \Box$

6. $9 \times 6 = \Box$

NOTE
Students use what they know to solve multiplication problems. For example, the answer to the first problem may help them solve the second problem.

Related Multiplication Problems
Stickers, Bottles, and Marbles

Write an equation that represents the problem. Then solve the problem, and show your work.

1. Seth went to Sticker Station. He bought 3 strips of 10 and 6 single soccer stickers, and he bought 8 strips of 10 and 3 single animal stickers. How many stickers did Seth buy?

2. Janelle collected bottles to bring to the recycling center. She collected 64 bottles on Saturday and 55 bottles on Sunday. How many bottles did she bring to the recycling center?

3. James had 67 marbles. He gave 30 of the marbles to his sister. How many marbles does he have now?

NOTE
These problems provide practice for adding and subtracting 2-digit numbers. Ask your child to explain how he or she solved each problem.

Subtraction Strategies: Adding Up and Subtracting Back
More Multiplication and Division Problems

Solve the following problems and show how you solved them.

1. A league has 30 basketball players. Each team has 5 players. How many teams are in the league?

2. Jane has 6 bags of apples. Each bag has 8 apples. How many apples does Jane have?

3. There are 24 students in Mr. Smith’s class. He splits the class into groups of 4. How many groups are there?

4. Edwin has 9 bunches of bananas. Each bunch has 5 bananas on it. How many bananas does Edwin have?

NOTE
Students solve multiplication and division word problems.
Measurement of Rabbits

A scientist measured the length of some rabbits to the nearest half inch. Here are the data she gathered:

\[ 7\frac{1}{2}, 8, 8\frac{1}{2}, 9, 9\frac{1}{2}, 10, 10\frac{1}{2}, 11, 11\frac{1}{2}, 12, 12\frac{1}{2} \]

1. What was the length of the longest rabbit?

2. What was the typical length of the rabbits?

3. Is there an outlier in the line plot data? If so, what is it?

4. Describe two things you notice about the data, including where data are spread out or concentrated, where there are few data, and what the range is.

NOTE

Students describe data represented in a line plot.

Describing and Summarizing Data
Familiar Facts

Solve the following sets of related problems. Think about how to use one problem to solve the next one.

1. \(2 \times 7 = \underline{\hspace{1cm}}\)
   \(7 \times 2 = \underline{\hspace{1cm}}\)
   \(14 \div 7 = \underline{\hspace{1cm}}\)
   \(14 \div \underline{\hspace{1cm}} = 7\)

2. \(3 \times \underline{\hspace{1cm}} = 15\)
   \(\underline{\hspace{1cm}} \times 3 = 15\)
   \(15 \div \underline{\hspace{1cm}} = 3\)
   \(15 \div 3 = \underline{\hspace{1cm}}\)

3. \(\underline{\hspace{1cm}} \times 8 = 32\)
   \(8 \times 4 = \underline{\hspace{1cm}}\)
   \(\underline{\hspace{1cm}} \div 4 = 8\)
   \(32 \div \underline{\hspace{1cm}} = 4\)

4. \(6 \times \underline{\hspace{1cm}} = 60\)
   \(10 \times \underline{\hspace{1cm}} = 30\)
   \(60 \div \underline{\hspace{1cm}} = 6\)
   \(30 \div 10 = \underline{\hspace{1cm}}\)

NOTE

Students practice solving multiplication and division problems.

MWR Relating Multiplication and Division
Adding and Subtracting Multiples of 10 and 100

Solve each set of problems below.

1. \(125 + 100 = \) 
   \(125 + 200 = \) 
   \(125 + 300 = \)

2. \(346 - 100 = \)
   \(346 - 200 = \)
   \(346 - 300 = \)

3. \(207 + 40 = \)
   \(207 + 60 = \)
   \(207 + 80 = \)

4. \(172 - 50 = \)
   \(172 - 70 = \)
   \(172 - 90 = \)

NOTE

Students practice adding and subtracting multiples of 10 and 100.
Adding and Subtracting Tens and Hundreds
Problems for 78 Stickers

Solve the problems below, and show your work. Write an equation for each combination of strips and singles.

1. Emma bought 78 stickers at Sticker Station. She bought 7 strips of 10 and some singles. How many singles did she buy?

\[ 70 + \underline{\text{\_\_\_\_\_\_\_\_\_\_}} = 78 \]

2. Kiara bought 78 stickers as well. She bought 6 strips of 10 and some singles. How many singles did she buy?

3. Joshua bought 78 stickers, too. He bought 4 strips of 10 and some singles. How many singles did he buy?

4. David also bought 78 stickers. He bought 2 strips of 10 and many singles. How many singles did he buy?

NOTE

Students practice making different combinations of 10s and 1s for a number.

MWZ Many Ways to Make 145
Addition Practice

For each problem, write an equation, solve the problem, and show your solution.

1. Last summer, the Smith family traveled to their cousins' house. The trip took two days. They drove 246 miles on the first day of their trip and 318 miles on the second day. How far did they travel in all?

2. The West Side Toy Museum has 372 toy cars in its collection. Mr. Jones is donating his collection of 153 toy cars to the museum. How many cars will the West Side Toy Museum have then?

3. The students in a third-grade class at Beech Street School collected 298 pennies the first week of their class collection. They collected 282 pennies the second week. How many pennies in total did the students collect in the first two weeks of their class collection?

NOTE

Students practice solving story problems involving the addition of 3-digit numbers. Ask your child to explain how he or she solved each problem.

FAW Addition Strategies: Adding One Number in Parts

UNIT 3 | 181 | SESSION 4.3
Addition Story Problems

For each problem, write an equation, solve the problem, and show your solution.

1. The South City Soccer League has 133 players on all of the teams. The Rivertown Soccer League has 148 players. When all of the players in both leagues get together for a tournament, how many players will there be?

2. The South City Soccer League bought 140 small T-shirts and 85 large T-shirts to give to the players, the parents, and the coaches. How many T-shirts did the league buy?

3. To pay for new equipment, the Rivertown Soccer League raised $161 from a bake sale and $244 from a car wash. How much money did the league raise in total?

NOTE

Students practice solving addition story problems with 2- and 3-digit numbers.

Addition Strategies: Adding by Place
Addition and Subtraction Practice

Solve the following problems and show your solutions.

1. $145 + 68 = \underline{\hspace{2cm}}$

2. $227 + 114 = \underline{\hspace{2cm}}$

3. $171 - 83 = \underline{\hspace{2cm}}$

4. $250 - 166 = \underline{\hspace{2cm}}$

NOTE

Students practice solving addition and subtraction problems with 2- and 3-digit numbers.

**MWT** Subtraction Strategies: Adding Up and Subtracting Back

UNIT 3 | 203 | SESSION 5.5 © Pearson Education 3
**All About the Number**

Answer the following questions about the number 432. You may use your 1,000 Chart to help you.

1. Is 432 closer to 400 or 500? _______
   How do you know?

2. Choose a landmark number that is close to 432.

3. Is 432 more or less than that landmark number?

4. How many 100s are in 432? _______

5. How many 10s are in 432?

6. What number is 30 more than 432? _______

7. What number is 20 less than 432? _______

**NOTE**

Students use a 1,000 Chart to answer questions about a given 3-digit number.
Multiplication and Division Problems

Solve each problem. Show your solution.

1. Ms. Smith bought a sheet of stickers. There are 7 rows with 11 stickers in each row. How many stickers are on the sheet?

2. There are 67 students outside. The teachers want to split the students into 4 equal groups. How many students will be in each group?

3. Each basketball team has 5 players. There are 9 teams. How many basketball players are on all of the teams?

4. There are 80 plates in a cabinet. There are 4 different sizes of plates. There are the same number of each size plate. How many plates are there of each size?

NOTE

Students solve multiplication and division problems.

MWT Solving Division Problems
More Practice with Multi-Step Problems

Solve each problem. Show your solution.

1. There are four 3rd grade classes. Each class has 24 students. The teachers want to split all the students evenly into 3 groups. How many students will be in each group?

2. There are 3 groups of students. One group has 12 students, the next has 14, and the last has 16. If each student gets 3 cookies, how many cookies are there altogether?

3. There are 5 frogs in the pond. 8 more hop over. Each frog has 4 spots. How many spots are there on all the frogs?

4. There are 10 ladybugs. Three have 8 spots, 4 have 12 spots, and 3 have 10 spots. How many spots are on all the ladybugs?

5. Deondra has 3 bags of apples: one with 10 apples, one with 13 apples, and one with 14 apples. She wants to give them all out equally to 6 of her friends. How many apples will each friend get?

NOTE

Students solve multi-step problems involving more than one operation.

Solving a Multi-Step Problem
Frog Jumps

Frogs E, F, G, and H are bullfrogs. How many centimeters did they jump altogether?

How much farther did Frogs E, F, G, and H jump than Frogs A, B, C, and D?

NOTE
Students practice adding and subtracting centimeters.
Adding More Than Two Numbers
Frog Jumps

Frogs A, B, C, and D had a jumping relay race. How many centimeters did they jump altogether?

Combine the jumps of frogs A and B and the jumps of frogs C and D. Which pair of frogs jumped farther? How much farther?
Make Some Frog Jumps

Answer the questions below, and explain how you solved the problem.

1. Three frogs jumped a total of 115 centimeters. How far could each frog have jumped?

How did you solve it?

2. Four frogs jumped a total of 185 centimeters. How far could each frog have jumped?

How did you solve it?

NOTE
Students practice solving addition problems by finding 3 or 4 addends that equal the given sum.

Adding More Than Two Numbers
More Missing Side Lengths

For each shape, write an equation or draw a picture to find the missing side lengths. Show your solutions.

1. Triangle D has a perimeter of 64 meters. Two of its side lengths are 32 meters and 16 meters. What is its missing side length?

2. Triangle E has a perimeter of 125 inches. Two of its side lengths are 26 inches and 55 inches. What is its missing side length?

3. Quadrilateral M has a perimeter of 79 yards. Three of its side lengths are 30 yards, 17 yards, and 17 yards. What is its missing side length?

4. Rectangle L has a perimeter of 108 centimeters. Opposite sides of the rectangle have lengths of 27 centimeters each. What are its missing side lengths?

NOTE

Given the perimeter and some side lengths, students find the missing side length. Solving Perimeter Problems
Related Problems

Solve the following sets of related problems. Think about how you can use one problem to solve the next one.

1. \(250 - 100 = \) _____
   \(250 - 90 = \) _____
   \(250 - 95 = \) _____
   \(250 - 105 = \) _____

2. \(280 + \) _____ = 283
   \(270 + \) _____ = 283
   \(250 + \) _____ = 283
   \(220 + \) _____ = 283

3. \(53 + 47 = \) _____
   \(153 + 147 = \) _____
   \(253 + 147 = \) _____
   \(253 + 247 = \) _____

4. \(400 \) _____ \(401 \) _____ \(401 \) _____
   \(-25 \) _____ \(-25 \) _____ \(-26 \) _____

NOTE
Students practice solving addition and subtraction problems in related sets.
MW: Subtraction Strategies: Adding Up and Subtracting Back
Area of Irregular Shapes

Find the area of each shape. Show your solutions.

1. 
   7 cm
   3 cm
   6 cm
   2 cm
   3 cm
   5 cm

2. 
   3 cm
   3 cm
   3 cm
   2 cm
   3 cm
   8 cm

3. 
   5 cm
   2 cm
   3 cm
   6 cm
   4 cm
   8 cm

NOTE

Students find the area of shapes that can be divided into rectangles.
THANK YOU for Understanding

TOGETHER

“Oh, Buddy! Buddy!
Where can you be?”
My new little pup
Had found his way free.
Quickly mom came,
and soon sister too.
The neighbors called out,
“What can we do?”
The doors swung open
And people came out.
We searched down the street,
Together we’d scout.
Mom pointed and called,
“Look there in the shade!”
I ran over and saw him,
asleep where he’d played.
WANTED: A FRIEND

Walking into school one day,
My feet would hardly move.
Being new was painful—
I hoped you’d all approve.
You came to me at recess,
said you were new once too.
“It’s hard to leave your friends,”
you said,
“But, you will find some new.”
At first, I’d felt so all alone,
But then, you changed it all.
You took me by the hand and said.
“Let’s go and play some ball!”

SILENT BOND

My feelings were hurt,
My heart was not light.
But you gave me comfort,
And held me so tight.

Weekly Question

How do people support each other in difficult times?

Freewrite What kind of support did the speaker in each poem receive? When has someone supported you during a difficult time? When have you supported someone else? Write your ideas.
Drama

Learn to recognize the literary elements of drama. A drama is a story written to be acted out for an audience. A drama is also called a play.

The text structure of drama is different from other genres. In a drama, the action of the story is organized into

- **Acts**: major divisions of the action
- **Scenes**: smaller divisions of the action
- **Lines**: words spoken by characters or stage directions related to the setting and action

**TURN and TALK** Discuss with a partner how a drama is similar to and different from a biography. Use the Drama Anchor Chart to compare and contrast the genres. Take notes on your discussion.

---

**My NOTES**

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372
Drama Anchor Chart

Purpose: To entertain or tell a story

Structure: Acts and scenes performed by actors in front of an audience

Elements:
- Cast of Characters: List of characters in the drama
- Setting: Time and place of the story
- Dialogue: Words the actors say
- Stage Directions: Descriptions of how to move or act out dialogue
Meet the Author

Rich Lo is a writer and artist who lives in Chicago, Illinois. His family emigrated from China in 1964 to live in the United States. Rich Lo has written two children's books and illustrated a third one. One of his books tells about his experiences growing up in China.

Grace and Grandma

Preview Vocabulary

As you read Grace and Grandma, pay attention to these vocabulary words. Notice how they provide clues to what the drama is about.

<table>
<thead>
<tr>
<th>heritage</th>
<th>immigrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>interview</td>
<td>permission</td>
</tr>
</tbody>
</table>

Read

Before you begin, skim the text to identify the characters. Follow these strategies when you read this drama the first time.

<table>
<thead>
<tr>
<th>Notice</th>
<th>Generate Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>who and what the text is about.</td>
<td>to determine what the author wants you to understand.</td>
</tr>
</tbody>
</table>

Connect this text to what you know about other cultures.

Respond by discussing with classmates how this text answers the weekly question.
Genre: Drama

Grandma and Grandson

by Rich Lo
CLOSE READ

Identify Play Elements

Underline words that help you identify all of the characters who will appear in the play. Use this text evidence to discuss this element of the drama.

Characters

DAD: Mom
GRACE LIU, Age 8: WENDI ZHANG, Age 8
GRANDMA MEI

1 Setting: Chicago, Illinois, in the year 2006

Scene 1

2 It's Monday afternoon. GRACE has just come home from school and is talking to DAD in the kitchen of their home.

3 DAD (to GRACE): How was school today, Grace?

4 GRACE: It was good—except for Chinese class. As usual.

5 DAD: Shhh! Don't let your grandmother hear you say that!

6 GRACE (lowering her voice): I don't know why I have to take Chinese.

7 DAD: Yes, you do know why. Everyone in our family speaks Chinese. It's an important part of our heritage.

8 GRACE: But you hardly ever speak Chinese at home! Except when you're saying something you don't want me to understand. You know, like, "Let's make Grace go to bed early tonight so we can have some peace and quiet."
9 DAD (laughing): If you understand that, you must be learning something in Chinese class.

10 GRACE: I don’t understand the words. I hear my name, and then I can guess the rest from the look on your face.

11 DAD: That means you’re pretty bright. Bright enough to learn Chinese. When you do, Mom and I won’t be able to keep secrets from you anymore.

12 GRACE: That’d be nice, but . . . Chinese is so hard. Our teacher is strict, too. Really, Dad, what’s the point? I’m an American! I don’t speak Chinese with any of my friends. We all speak English! Chinese is what the older Chinese people speak.

13 GRANDMA MEI (entering the room): Older, eh?

14 GRACE (hugging GRANDMA MEI): I didn’t mean it that way, Grandma! I just—

15 GRANDMA MEI: It’s all right, Grace. I know I’m no spring chicken. (She laughs. GRACE looks confused.)

16 DAD: Spring chicken means someone young, like a chicken that just hatched in the spring.
17 It's dinner time on the same day.

18 GRANDMA MEI: That was one of the first phrases I learned when I came to this country. I was a spring chicken back then, just like you are now, Grace. Back then, I didn't want to learn English any more than you want to learn Chinese.

19 GRACE (frowning): But you had to learn English to live here. I don't have to learn Chinese to live here! I just want to speak English. I'm going to go do my English homework.

20 (GRACE picks up her backpack and heads to her room.)

**Scene 2**

21 It's early Monday evening of the same day. MOM has just come home from work. She joins GRACE, DAD, and GRANDMA MEI at the dinner table.

22 MOM (speaking excitedly): Guess what happened at work today?

23 DAD: Hmm. You discovered a cure for the common cold?

24 GRANDMA MEI: We already have the cure. It's Chinese hot and sour soup, from Great-Grandma Ni Ni's recipe.

25 DAD: True, true. Okay, so what happened?
26 **MOM:** I met a woman whose family just moved from China. Her daughter is starting at your school next week, Grace. She's just a month younger than you.

27 **GRACE:** What's her name? Does she speak English?

28 **MOM:** Wendi Zhang, and yes. Her mom says Wendi started learning English when she was 2!

29 **GRANDMA MEI:** I'm not surprised. In China, people think it's very important to learn English.

30 **MOM:** Wendi's grandfather came to America around the same time you did, Mei! Wendi's dad was born here in Chicago.

31 **GRACE:** I thought you said Wendi just moved here.

32 **MOM:** Yes. Her dad went to China to become a teacher. Then he got married, and now the family has come to live in America. You'll help Wendi find her way around school, won't you?

33 **GRACE:** Okay, I guess so, but I have a lot to do tomorrow! I don't see why someone else can't—
34 **MOM** *(in a serious tone)*: Wendi shares your heritage, Grace. I thought you’d be excited!

35 **GRACE**: Why should I care about my heritage? *(Pulls back her chair from the dining room table.)* I’m not hungry anymore. May I go to my room?

36 *(MOM nods, and GRACE leaves the table and goes to her room.)*

37 **MOM**: What’s the matter with her?

38 **DAD**: I don’t know. Every time we mention the word *China* lately, she turns into a storm cloud.

39 **GRANDMA MEI** *(laughing)*: She doesn’t seem to like the word *heritage*, either! Oh, well. Let’s not allow this pasta to go to waste. *(She takes the pasta GRACE left on her plate.)*

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**Scene 3**

40 It’s later on Monday evening. **GRACE** is lying on her bed, doing homework. **GRANDMA MEI** knocks on her door and peers around the corner. She’s carrying leftover spaghetti and salad on a tray.

41 **GRANDMA MEI**: Mind if I come in for a moment, Grace?

42 **GRACE** *(sitting up)*: Of course not.

43 **GRANDMA MEI**: I brought you some leftovers. The pasta is cold, but I know you like it that way!
44 GRACE (laughing): True! I guess you’ve seen me eating straight from the refrigerator! Thanks, Grandma. I’m sorry about how I acted before. I was rude.

45 GRANDMA MEI: It’s okay. I think I know a little bit about how you’re feeling. When I came to this country, in 1939, I was the same age you are now. I didn’t want to come here. I wanted to stay in China. There I didn’t have to think about being Chinese all the time. Everyone there was Chinese! So I just felt like a person. But here, being Chinese made me stand out.

46 GRACE: What do you mean?
47 **GRANDMA MEI:** When my family came to America, we had a difficult time at first. There was so much we had to learn—and so many questions we had to answer.

48 **GRACE:** I don't understand. Why was it so hard?

49 **GRANDMA MEI:** Well, it's complicated. All ships carrying Chinese immigrants had to land at a place called Angel Island, so that's where my family went. We were frightened. It was all so new to us.

50 **GRACE:** What happened there?

51 **GRANDMA MEI:** We stayed in a crowded building. We had to sleep on bunk beds. I didn't even know what a bunk bed was! I remember they gave us oatmeal for breakfast—I thought it was the worst thing I'd ever tasted! I wanted rice and eggs, like we had at home.

52 **GRACE:** I don't understand. Why did you have to stay at Angel Island?
GRANDMA MEI: The law said that all Chinese immigrants had to go to Angel Island. We were all assigned numbers. When they called my number, I had to go to an interview. At the interview, American officials asked us a lot of questions. I remember they asked me strange things like, "How many windows are in your house in China?"

GRACE: Why would they need to know that?

GRANDMA MEI: They wanted to make sure we were who we claimed to be. If I said there were 10 windows in our house, and my mother said there were 16 windows in our house, they might think we weren't really related to each other. Of course, I was only 8. I didn't even know how many windows were in our house, but I knew I wanted permission to stay in the U.S.
56 **GRACE:** But they let you stay in Amer. anyway, right?

57 **GRANDMA MEI:** Yes. We were at Angel Isl. for two long weeks. We waited and answered questions and more questions. And we got medical exams. Finally, we were allowed to come to Chicago. We were so excited. Can you imagine?

58 **GRACE:** That's quite a story. You went through a lot to become an American, Grandma.

59 **GRANDMA MEI:** Well, it happened a long time ago. We settled into our new lives here, and after a while we started to feel at home. I'm just telling you all this now because—

60 **GRACE:** Grandma, I know why you're telling me. It's part of my heritage.

61 **GRANDMA MEI:** I know you don't like that word, but yes, that's partly why. We went through a great deal to make our home here. I'm proud and happy that you consider yourself American. But I want you to be proud of your background, too.
GRACE: I am, Grandma! It's just that sometimes it seems as though everyone wants me to be more Chinese than American.

GRANDMA MEI (quietly): We just don't want you to forget that you're both.

GRACE: I know.

GRANDMA MEI: I told you about Angel Island for another reason, too. Remember that girl who's starting at your school tomorrow—the one who just moved here from China?

GRACE: Wendi. Did she have to stay at Angel Island, too?

GRANDMA MEI: No! Wendi didn't have to go through Angel Island, but coming to live in a new country is always difficult. America is a land of opportunity, but it's still hard in many ways. Take it from me!

GRACE: You're right, Grandma. I promise I'll help Wendi feel at home in Chicago. It'll be fun! I wonder if she's ever eaten American food before.

GRANDMA MEI: Probably. American fast food is all over China now, but she's never had Chicago pizza! And as we both know—

GRACE and GRANDMA MEI (together): Chicago pizza is the BEST!
Scene 4

71 It's Monday, one week later. Grace is outside her school at recess. She is talking to Wendi in the schoolyard.

72 Grace: My mom told me you'd be starting school today. I'm glad you're in my class!

73 Wendi: My mother told me about you, too! I almost feel as if I know you already. We are the same in many ways.

74 Grace: Yup! We both have moms who are doctors. And we both have grandparents who moved here a long time ago.

75 Wendi: What is yup? My English is not as good as yours.

76 Grace: It means "yes." Your English sounds perfect to me! Anyway, I was born here, so I had a head start.

77 Wendi: Head start? What is that?

78 Grace: It just means I had more time to learn English. I grew up speaking it, but I can't speak much Chinese at all.

79 Wendi: I can help you learn Chinese if you like!

80 Grace: That would be great. And I can help you—umm—
81 WENDI (pointing to some students playing a game in the corner of the playground): You can help me understand what those children are doing!

82 GRACE: Oh, that’s a game called Four Square. Let’s go check it out!

83 WENDI: Check it out?

84 (GRACE smiles, takes WENDI’s arm, and leads her over to the game.)

85 WENDI (as she watches the students play): I wonder if our grandparents were at Angel Island at the same time. We should have them meet!

86 GRACE: That’s a great idea. Maybe your family can come over for dinner some night. I’ll ask my parents.

87 WENDI: Or you can come to our house! This weekend, my grandfather is making a big Chinese feast. He wants to celebrate our arrival in America. I will ask if your family can come!
Scene 5

88 It's Monday afternoon. Grace has just come home from school. She is talking to Grandma Mei on the front steps of their apartment building.

89 Grandma Mei: Did you meet Wendi Zhang today, Grace?

90 Grace: Yes! She's in my class! She's really nice. She speaks English so well, too! Maybe someday I can speak Chinese that well.

91 Grandma Mei (smiling): There's an old Chinese saying, Wàn shì kāi tóu nán. It means "all things are difficult before they are easy." You will learn Chinese if you put your mind to it.

92 Grace: It would be fun to speak Chinese with you, Grandma—and with Wendi, too.

93 Grandma Mei: I'm glad you have a new friend. She's lucky to have met you! I'm sure she must feel overwhelmed.

94 Grace: She seemed pretty calm for someone who just moved to a new country. I don't think she had to go through the same interview you did, Grandma.

95 Grandma Mei: Yes, I'm glad she didn't have to remember how many windows are in her old home! Now when are you going to bring her over for pizza?
GRACE: Oh, that reminds me! Wendi wants to invite us over to her house. She said her grandfather is making a Chinese feast this weekend. It’s going to be a party!

GRANDMA MEI: Wendi’s grandfather, eh? He is the one who came to America around the same time I did—is that right?

GRACE: That’s him! I think you two might have a lot to talk about, Grandma. (GRACE winks.)

GRANDMA MEI: I hope you’re winking because you have something in your eye, Grace.

GRACE: Maybe, maybe not!
Develop Vocabulary

In plays and other works of fiction, authors choose precise words to describe events. These words help readers imagine what is described.

MyTURN Write the correct vocabulary word from the word bank in the first column, using the synonym or antonym clue provided. Then fill in the missing synonym or antonym and use the vocabulary word in a sentence about the play.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Synonym</th>
<th>Antonym</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>immigrants</td>
<td>newcomers</td>
<td>natives</td>
<td>Many immigrants had to stay on Angel Island.</td>
</tr>
<tr>
<td>denial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>departure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>questioning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check for Understanding

My TURN Look back at the text to answer the questions.

1. What identifies Grace and Grandma as a drama?

2. Why does the author have Wendi asking questions about the meanings of words or phrases in paragraphs 75, 77, and 83?

3. What can you conclude about how Grandma Mei feels about her Chinese heritage?

4. How can you connect the Chinese saying “All things are difficult before they are easy” to Grace’s challenges?
Spell Homophones

Homophones are words that sound alike but have different spellings and meanings. You have to remember how to spell the correct homophone based on how it is used.

My TURN Sort the words into homophone pairs. Write each pair on the lines, alphabetizing the words. If a pair of homophones starts with the same two letters, use the third letter in each word to alphabetize the words. Then, on a separate sheet of paper, choose a homophone pair, explain the words' meanings, and use each word in a sentence.

<table>
<thead>
<tr>
<th>SPELLING WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate</td>
</tr>
<tr>
<td>cell</td>
</tr>
<tr>
<td>dear</td>
</tr>
<tr>
<td>pause</td>
</tr>
<tr>
<td>sell</td>
</tr>
<tr>
<td>duel</td>
</tr>
<tr>
<td>eight</td>
</tr>
<tr>
<td>deer</td>
</tr>
<tr>
<td>paws</td>
</tr>
<tr>
<td>dual</td>
</tr>
</tbody>
</table>

High-Frequency Words

Write the following high-frequency words on the lines.

government

material
Adverbs

An adverb is a word that can tell how, when, or where something happens. Adverbs tell more about the actions named by verbs. Adverbs can come before or after the verbs they describe. Adverbs that tell how something happens or happened often end in -ly.

<table>
<thead>
<tr>
<th>Adverbs That Tell</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>How</td>
<td>carefully, easily, extremely, fast</td>
</tr>
<tr>
<td>When</td>
<td>again, always, later, never, now</td>
</tr>
<tr>
<td>Where</td>
<td>behind, far, inside, out, there</td>
</tr>
</tbody>
</table>

**My TURN** Edit this draft by adding four adverbs to make the paragraph more descriptive.

I was tired. I did not want to go to the store to help my abuela talk to the manager. We had to walk to get there.

I did not understand why she could not learn English. I had learned it. I asked her in English, “Why don’t you try to go on your own this time?”
Solving More Division Problems

Solve the problems and show your solutions, including what you decide to do if there are extras left over.

1. Elena had 81 grapes. She wanted to give an equal number of grapes to each of her 9 friends. How many grapes did each friend get?

2. There are 80 third grade students. The teachers want to split them into groups of 3. How many groups will there be?

3. The library just received 102 books. The librarian wants to make 4 piles of books with the same number of books in each pile. How many books will be in each pile?

4. Zhang has 112 crayons. He wants to separate them into groups of 7. How many groups will he have?

Write a word problem for Problems 5–6 and solve.

5. 120 ÷ 6

6. 79 ÷ 3

NOTE
Students solve division problems. Some of the problems have remainders.

M.W.I. Remainders: What Do You Do With the Extras?
More Multi-Step Problems

Solve the problems and show your solutions.

1. Jane has 3 bags of apples. Each bag has a different number of apples: 12, 13, 15. She wants to split them into 5 equal groups. How many apples will be in each group?

2. Each bag has 10 oranges. Adam buys 8 bags and wants to split the oranges between 4 friends. How many oranges does each friend get?

3. There are 12 pens in each box. On Tuesday, Dwayne bought 4 boxes of pens. On Friday, he went back to the store and bought 3 more boxes. How many pens did Dwayne buy?

4. Ms. Smith’s class is planting a garden. There are 21 students in her class. She splits the class into groups of 3. Each group plants 2 packets of seeds. How many packets of seeds did the class plant?

5. Each of the 4th grade classes has 20 students. There are 4 classes. The teachers want to split the students into groups of 8. How many groups will there be?

NOTE

Students solve multi-step problems involving more than one operation.

Solving a Multi-Step Problem
Greens in the 5-Train

1. What are the numbers for the first 10 green cubes?

1st green ______ 6th green ______
2nd green ______ 7th green ______
3rd green ______ 8th green ______
4th green ______ 9th green ______
5th green ______ 10th green ______

2. What are you noticing about the numbers that are matched with the green cubes? Why does it work this way?

NOTE

Students work on multiplication as they determine the color of cubes associated with particular numbers.

MWI Cube Train Patterns
How Much Taller? How Much Longer?

For each problem, write an equation, solve the problem, and show your solution. You may use number lines or drawings to help you explain your thinking.

1. Mr. Vega is 185 centimeters tall. Oscar is 129 centimeters tall. How much taller is Mr. Vega than Oscar?

2. A basketball player is 216 centimeters tall. How much taller is the basketball player than Mr. Vega?

3. The Burmese python at the Midtown Zoo is 330 centimeters long. The boa constrictor is 217 centimeters long. How much longer is the Burmese python?

NOTE

Students compare heights and lengths in centimeters. 
MWT Subtraction Situations
More Multiplication and Division Problems

Solve each problem. Show how you solved the problem.

1. Sam planted tomato plants in his garden. He has 9 rows of tomato plants. He planted 6 tomato plants in each row. How many tomato plants are in Sam’s garden?

2. $72 \div 8 = \underline{\phantom{00}}$

3. Chantelle bought 36 small toys to give out at her birthday party. She invited 9 friends to her party and wants to give them each the same number of toys. How many toys can she give to each friend?

4. $9 \times 9 = \underline{\phantom{00}}$

NOTE

Students solve multiplication and division problems.

Solving Division Problems
Counting Around the Class

1. Mr. Brown’s class counted by 4s. The 1st person said 4, the 2nd said 8, and the 3rd said 12. How many people counted to get to 36? How do you know?

2. Ms. Wilson’s class counted by 6s. The 1st person said 6, the 2nd said 12, and the 3rd said 18.
   a. What number did the 6th person say? How do you know?
   b. What number did the 12th person say? How do you know?

3. Ms. Ross’s class counted by 5s. The 1st person said 5, the 2nd said 10, and the 3rd said 15.
   a. How many people counted to get to 100? How do you know?
   b. When Ms. Ross’s class was counting by 5s, did anyone say the number 72? How do you know?

NOTE

Students find the multiples of a given number and solve multiplication problems.

Skip Counting
Multiplying with Arrays

Label the dimensions of each of the arrays. Find the area, and show how you found it.

1

2

NOTE

Students find the product of arrays with one dimension greater than 10.

Using Arrays to Solve Multiplication Problems
Multiplying with Arrays

3

4
## Related Multiplication Problems

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>2 × 9 = ___</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>4 × 9 = ___</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2 × 6 = ___</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4 × 6 = ___</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 × 6 = ___</td>
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</tbody>
</table>

### NOTE
Students practice multiplication facts in related sets.

**MWT** Doubling One Factor
Related Multiplication Problems

Solve the following related multiplication problems.

Explain how you can use one problem to solve the next one.

1. \(3 \times 4 = \) 
   \(6 \times 4 = \)

2. \(7 \times 3 = \) 
   \(7 \times 6 = \)

3. \(6 \times 3 = \) 
   \(9 \times 3 = \)

4. \(5 \times 4 = \) 
   \(5 \times 8 = \)

5. \(8 \times 5 = \) 
   \(8 \times 7 = \)

6. \(2 \times 8 = \) 
   \(3 \times 8 = \) 
   \(4 \times 8 = \)

NOTE

Students practice multiplication facts in related sets.

Related Multiplication Problems
How Many Students?
For each problem, write an equation, solve the problem, and show your solution.

1. South City School has 427 girls and 353 boys. How many students does the school have altogether?

2. Riverside School had 517 students last year. This year, 60 students moved away before school started. How many students does the school have now?

3. Westburg School has 284 students altogether. There are 136 girls. How many boys are there in the school?

4. Ocean View School had 641 students last year. This year, there are 168 more students. How many students does the school have now?
Boxes of Crayons

Solve these problems. Show your solutions. Each box of crayons contains 100 crayons.

1. The art teacher had 400 crayons in his classroom. He bought 3 more boxes. How many crayons does he have?

   a. At the end of the day, 34 crayons were broken. How many whole crayons does the art teacher have left?

2. Emily and Marshall each have 2 boxes of crayons. Emily gave 58 crayons to her younger sister.

   a. How many crayons does Emily have left?

   b. How many crayons does Marshall have?

   c. How many crayons do they have all together?

NOTE

Students solve problems that involve combining and then subtracting from groups of 100. 

MWF Subtraction Strategies: Adding Up and Subtracting Back
Dividing at the Toy Factory

Write an equation for each problem. Solve each problem and show how you solved it.

1. A carnival ordered 54 toy animals from The Toy Factory. How many 6-packs did the carnival order?

2. Annabelle bought 32 toy people to make a tiny town display. How many 8-packs of toy people did she buy?

3. The gym teacher ordered 90 new jump ropes from The Toy Factory. How many 10-packs did she order?
More Toy Factory Problems

Write an equation for each problem. Solve each problem and show your work.

1. Party Plaza ordered nine 70-packs of balloons from The Toy Factory. How many balloons did Party Plaza order?

2. The Toy Factory sometimes does special orders. Mr. Jenkins ordered seven 20-packs of whistles with the Tesla Academy logo on them. How many custom whistles did he order?

3. Abel ordered five 90-packs of marbles to make a marble sculpture. How many marbles did he order?

NOTE

Students multiply single-digit numbers by multiples of 10.
Multiplying Groups of 10
More Story Problems

Write an equation. Solve the problem. Show your work.

1. a. Kim is packing cookies into bags. She packs 8 cookies into each of 8 bags. How many cookies does she pack?

b. What if Kim wanted to fill 9 bags with 9 cookies each? How many cookies would she need?

2. Mr. Reid's class was counting around the class by 30s. What number did the 7th person say?

3. The next day, Mr. Reid's class counted around the class by 60s. What number did the 7th person say?

NOTE

Students solve multiplication story problems.

MWI Solving Multiplication Problems
Least to Greatest

For each set of rectangles below, label the shaded part as a fraction of the rectangle. Then write the fractions in order from least to greatest.

Set 1

From least to greatest: _______ _______ _______

Set 2

From least to greatest: _______ _______ _______

Choose one of the sets above and tell how you figured out the order from least to greatest.

NOTE

Students practice putting fractions in order from least to greatest.

Comparing Fractions with the Same Numerator or Denominator
Addition Practice
Solve each addition problem. Show your work.

1. $447 + 328 = \underline{775}$

2. $251 + 779 = \underline{1030}$

3. $388 + 344 = \underline{732}$

4. $623 + 459 = \underline{1082}$

NOTE
Students practice solving addition problems with 3-digit numbers.
MWT Addition Strategies: Adding by Place
**Addition and Subtraction: Related Problems 1**

As you work, think about how the problems in each set are related and how some of the problems help you solve others.

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>250 − 60 = _____</td>
<td>130 + 200 = _____</td>
</tr>
<tr>
<td>250 − 65 = _____</td>
<td>130 + 190 = _____</td>
</tr>
<tr>
<td>250 − 67 = _____</td>
<td>130 + 180 = _____</td>
</tr>
<tr>
<td>255 − 67 = _____</td>
<td>132 + 180 = _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set 3</th>
<th>Set 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 + 90</td>
<td>420 − 20 = _____</td>
</tr>
<tr>
<td>170 + 90</td>
<td>415 − 20 = _____</td>
</tr>
<tr>
<td>370 + 90</td>
<td>415 − 120 = _____</td>
</tr>
<tr>
<td>370 + 290</td>
<td>415 − 220 = _____</td>
</tr>
</tbody>
</table>

**NOTE**

Students use what they know from solving one problem to help them solve related addition and subtraction problems.

Subtraction Strategies: Subtracting One Number in Parts
More Division Problems

Solve the problems.

1. Ms. Smith has 64 apples. She can put 8 apples in each bag. How many bags can she fill?

2. Gina has 27 bottles of water. She wants to give them out equally to 9 of her friends. How many water bottles will each friend get?

3. Edwin has 36 crayons. He gives an equal number to 4 of his friends. How many crayons does each friend get?

4. There are 49 third grade students. The teachers want to split them into 7 equal groups. How many students are in each group?

5. There are 20 students in Mr. Jones's class. He wants to split them into 5 equal groups. How many students will be in each group?

NOTE
Students solve word problems that involve division.

MWK Solving Division Problems
Problems About Money

Solve these problems. Show your solutions.

1. Eve had $4.75 in her piggy bank. She earned $2.50 babysitting. How much money does Eve have now?

2. $3.28 + $7.46 =

3. Marcus had $5.98 in his wallet. He bought a notebook for $2.68. How much money does Marcus have now?

4. $6.00 − $1.49 =

NOTE

Students practice solving addition and subtraction problems in the context of money.

Subtraction Strategies: Adding Up and Subtracting Back
Solving More Multiplication Problems

Solve each problem. Show your solution.

1. A package of crackers has 12 crackers. Adam buys 5 packages. How many crackers does he have?

2. There are 30 oranges on each tree. How many oranges are on 4 trees?

3. A book has 8 chapters. Each chapter has 20 pages. How many pages are in the book?

4. There are 6 groups of students. Each group has 14 students. How many students are there?

5. $16 \times 7 = \underline{\hspace{1cm}}$

6. $14 \times 8 = \underline{\hspace{1cm}}$

7. $50 \times 3 = \underline{\hspace{1cm}}$

8. $17 \times 4 = \underline{\hspace{1cm}}$

NOTE

Students multiply 2-digit numbers by 1-digit numbers.

Solving Multiplication Problems
Liquid Volume, Mass, and Multiplication

Solve each problem. Show how you got your answer.

1. A water jug holds 3 liters of water. How many liters are there in 8 jugs?

2. A watermelon has a mass of 2 kilograms. What is the mass of 9 watermelons?

3. Keisha has 7 coins that each have a mass of 5 grams. What is the mass of all the coins?

4. Each day, Ms. Ruiz drinks 2 liters of water. How much water does she drink in 7 days?

5. \[ 4 \times 6 = \] 

6. \[ 5 \times 9 = \] 

NOTE

Students solve multiplication problems including some word problems about liquid volume and mass.

[Math] Solving Multiplication Problems