



Birney Elementary School's 3rd Grade Digital Lessons

Week of May 11, 2020

Digital Learning Info

Welcome to our Digital Classroom Experience!

Please visit Birney's website for digital learning resources.

<https://web.cobbk12.org/birney>



If you need passwords and usernames, please refer to the At-Home Learning Resources page of this packet or email your child's teacher.

Follow us on social media for updates and additional resources:



@BirneyBobcats



<https://www.facebook.com/BirneyES/>

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At-Home Learning Websites

Website/App	Website	Class Code	Username	Password
EPIC – Reading	https://www.getepic.com/	*Ask your teacher on ClassDojo	NONE	NONE
Social Studies	https://www.studiesweekly.com/	CLEVER or Directions in next box (Username column)	https://support.studiesweekly.com/hc/en-us/articles/360018916134-How-Students-Login	NONE
IXL – Math/Reading	https://www.ixl.com/signin/cobbk12	NONE	FirstInitialLastName Ex. bswann	abc
Prodigy – Math (more fun based)	https://play.prodigygame.com/	No account created for class. Students may have personal accounts they can use.	Personal Account	Personal Account
Freckle – Math	CLEVER	CLEVER	CLEVER	CLEVER
Common Lit - Reading	CLEVER	CLEVER	CLEVER	CLEVER
Zearn – Math	https://www.zearn.org/	NONE	*Ask your teacher on ClassDojo	*Ask your teacher on ClassDojo
FASTT Math	https://idp-awsprod1.education.scholastic.com/idp/	NONE	Lunch Number	Lunch Number
Mentoring Minds	https://www.mentoringminds.com/	None	Lunch Number	123
Typing Club	CLEVER	CLEVER	CLEVER	CLEVER

Math

Learning target: I can fluently multiply and divide 1-digit numbers.

Word Problem Warm-Up!

Monday

Mark has 49 books on his summer reading list. He has read 12 of those books. How many more books does he have to read from his reading list?

Number Rock Videos for 2's and 3's facts:

<https://www.youtube.com/watch?v=FkAzZoqCJ4E>

<https://www.youtube.com/watch?v=70aG99v704k>

IXL -

F.3, F.4 - Fact practice
Or Freckle Fluency Twice

Workbook – McGraw Hill p.
301, 303, 365, 367

Solve the word problem below using our 5 step plan:

Kimmy's mom is baking cookies for the class for Kimmy's birthday. Kimmy has 24 kids in her class and she wants there to be enough cookies for everyone to have two. So far Kimmy's mom has made 32 cookies. Does she need to make more?

Reading

Learning Target:
I can understand two passages and answer detailed questions

Mentoring Minds Unit 2l p.233-239

Answer 10 questions

Re-read portions of the passage to select the BEST answer

Highlight/underline information if answers are provided in the passage

Writing

Learning Target: I can write a narrative to develop real or imagined events.

Choose a prompt from the choice board below.

Write a narrative that includes:

- Characters
- dialogue
- setting
- beginning with a catchy lead to hook readers
- middle
- end

*Remember your narrative should be at least 3 paragraphs.

*It's okay to just work on paragraph 1 today.

Extension

ESOL support:
Remember to go on Imagine Learning for 10minutes

Name _____

Operations and Algebraic Thinking
3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5,
3.OA.7, 3.OA.9

Multiply by 2

Lesson 2

ESSENTIAL QUESTION
What is the importance of patterns in learning multiplication and division?

Group Project!



Math in My World



Example 1

The students in an art class are working on a project. How many students are there in the art class if there are 8 groups of 2?

Find 8 groups of 2.

Write 8 groups of 2 as 8×2 .

One Way Use an array.

Draw an array with 8 rows and 2 columns.

Another Way Draw a picture.

Draw 8 equal groups of 2.

My Drawing!

Write an addition sentence and multiplication sentence.

_____ + _____ + _____ + _____ + _____ + _____ + _____ + _____ = _____ \times _____ = _____

So, $8 \times 2 =$ _____. There are _____ students in the art class.



You can write it vertically, also.

No matter which way you write a multiplication fact, you still read it the same way.

Name _____

Independent Practice

Write an addition sentence and a multiplication sentence for each.

3.



2 groups of 2 is _____.

$2 +$ _____ $=$ _____

$2 \times$ _____ $=$ _____

$\times 2$
□

4.



6 groups of 2 is _____.

$2 + 2 + 2 +$ _____ $+$ _____ $+$ _____ $=$ _____

$6 \times$ _____ $=$ _____

$\times 2$
□

Draw an array for each. Then write a multiplication sentence.

5. 3 rows of 2

6. 2 rows of 3

_____ \times _____ $=$ _____ _____ \times _____ $=$ _____

7. The arrays in Exercises 5 and 6 show the _____ Property.

Algebra Write a multiplication sentence with a symbol for the unknown. Then solve.

8. How many ears are on 4 dogs?

9. There are a total of 16 legs on 2 spiders. How many legs each?

_____ \times _____ $=$ _____

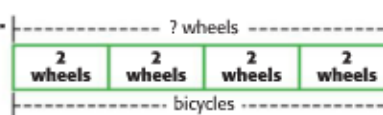
_____ \times _____ $=$ _____

There are _____ ears.

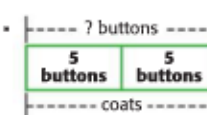
Each spider has _____ legs.

Write a multiplication sentence.

10.



11.





Name _____

Operations and Algebraic Thinking

3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5,
3.OA.7, 3.OA.9



Multiply by 3

Lesson 1

ESSENTIAL QUESTION

What strategies can be used to learn multiplication and division facts?



Math in My World



Example 1

There are 3 dogs. Each dog buried 4 bones in a yard. How many bones are buried in the yard?

Find 3×4 .

Write it like this, also.

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$



One Way Use an array.

Find 3 rows of 4 bones.

The array shows that $3 \times 4 =$ _____.

There are _____ bones buried in the yard.

Use the Commutative Property to write another multiplication sentence for this array.

$$_____ \times _____ = _____$$

Another Way Use a number line.

Skip count to find 3 groups of 4.



The number line shows _____ jumps of 4 is _____.

So, $3 \times 4 =$ _____. There are _____ bones buried in the yard.

Name _____

Independent Practice

Draw an array for each. Then write two multiplication sentences.

3. 3 rows of 4

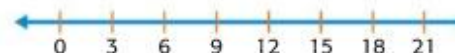
4. 7 rows of 3

5. 3 rows of 8

6. 5 rows of 3

Draw jumps on the number line to find each product.

7.



$$3 \times 6 = _____$$

8.



$$3 \times 9 = _____$$

Algebra Find the unknown factor. Use the Commutative Property.

9. $\blacksquare \times 3 = 24$

10. $3 \times \blacksquare = 15$

11. $3 \times \blacksquare = 6$

$$3 \times \blacksquare = 24$$

$$\blacksquare \times 3 = 15$$

$$\blacksquare \times 3 = 6$$

The unknown is _____.

The unknown is _____.

The unknown is _____.

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Name _____

Beaver Builders and Komodo Dragons

Unit 21 Passage

Read the passages "Beaver Builders" and "Komodo Dragons" and answer questions 1–14.

Beaver Builders

Beavers are furry mammals that are members of the rodent family along with rats, hamsters, and squirrels. These animals live in North America, Europe, and Asia. The beaver is the national symbol of Canada. In the United States, Oregon is known as the Beaver State.

These gnawing mammals are the largest rodents in North America. Most adult beavers weigh about 35 pounds. Some weigh as much as 80 pounds.

Beavers are herbivores. They prefer to eat leaves, bark, twigs, roots, and plants. Beavers' large, sharp, front teeth never stop growing. Stripping bark from tree trunks prevents the teeth from growing too long. Beavers use stripped bark for food and for building homes.

Beavers are busy builders. First, they fell small trees with their powerful front teeth. Next, beavers break the logs into smaller pieces and drag the wood to the place where they will build a dam. After that, they place sticks and rocks on the bottom of the stream. They cover the sticks and rocks with roots, leaves, and branches. This step forms the dam. Finally, beavers coat the dam with mud to make it watertight.

Beavers use more sticks to build a dome-shaped mound on the dam. This home for the beavers is called a lodge. The beavers construct two underwater openings in the lodge. One is for entering the home. The other opening provides a quick escape from their enemies. Beavers clear the inside of the mound to make an air space above the water. They build a shelf in this space to provide an area to remain dry. The rodents use this area to store food and to raise their babies, or kits.



Name _____

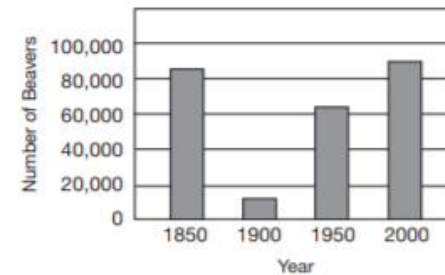
Unit 21 Passage

Beaver Builders and Komodo Dragons

Beavers spend most of their time under the water. They can swim four minutes before returning to the surface for air. The beavers' webbed feet and long, flat tails help them swim quickly. They also use their tails to slap the water to warn of danger. The beavers' eyelids are transparent. This clear layer helps the beavers see underwater while their eyes are closed. It also protects the beavers' eyes from objects floating in the water.

By 1900, beavers were almost extinct in North America. Many were killed for their fur. Programs to protect beavers have been successful, and the beaver population has increased.

Beaver Population in North America



Name _____

Beaver Builders and Komodo Dragons

Unit 21 Passage

Komodo Dragons

Do you enjoy reading fairy tales about dragons? Have you ever wondered if dragons really exist? Dragons that breathe fire and that have wings are imaginary. The Komodo dragon is a type of dragon that is real.

Komodo dragons are found on the island of Komodo and other islands off the coast of Indonesia. These islands are close to the equator. Komodo Island is a dangerous place. Deadly snakes, spiders, and scorpions live there. Komodo dragons live on the island because of its hot climate.

Komodo dragons are large lizards. Lizards are reptiles. Komodo dragons are covered with gray, scaly skin. They have strong, thick legs, muscular tails, **and** sharp claws. Their long tongues constantly flick in and out of their mouths. These dragons can grow to eleven feet in length.



The Komodo's skin is like armor. This thick skin absorbs heat to warm its body, but the lizard's skin does not sweat. When a Komodo dragon becomes too hot, it pants like a dog to cool itself. Sometimes, the Komodo dragon moves out of the sunlight to be more comfortable.

The teeth of the Komodo dragon are about one inch long. Thick gums cover the teeth. These teeth are sharp and jagged like a shark's teeth. They can slice through meat rapidly. If a dragon loses a tooth, it grows back. A Komodo dragon may grow four or five sets of teeth in its lifetime.

The mouth of a Komodo dragon contains bacteria. When this huge lizard attacks, its bite releases bacteria into the prey. If the prey does not die instantly, it develops an infection from the bacteria. The Komodo dragon follows its prey until it dies from the infection.

Name _____

Beaver Builders and Komodo Dragons

Unit 21 Passage

Adult Komodo dragons only eat twelve times each year. A Komodo can eat an entire goat or half a deer in one swallow. When the meal is over, the Komodo often lies in a sunny place. This warmth helps the dragon digest its food.

Baby Komodo dragons hatch from eggs their mothers lay in the ground. Baby Komodos are about eighteen inches in length and weigh about four ounces. Baby dragons live in trees where they find insects to eat and stay safe from larger lizards. As the babies grow, they learn to eat other prey such as geckos and small birds. The Komodo babies begin to live on the ground when they are about three feet in length. By the time the young lizards grow to five feet, they weigh about fifteen pounds.

Komodos are endangered. There are about three thousand Komodo dragons living today. Natural disasters such as earthquakes and floods could cause the dragons to become extinct.

Scientists are concerned that the Komodos may all die. Komodo Island was made a national park so rangers could guard the island and protect the dragons. Zoos in the United States protect the dragons by providing safe habitats. These efforts may help save the Komodo dragons.



Monday Reading Questions

Name _____

Beaver Builders and Komodo Dragons

Unit 21 Assessment

Use "Beaver Builders" to answer questions 1–4.

1. What is the meaning of the word *fell* in this sentence?

First, they fell small trees with their powerful front teeth.

- Ⓐ bend
- Ⓑ bite
- Ⓒ chop
- Ⓓ push

2. Which paragraph from the passage BEST explains how beavers use their bodies to swim and to stay safe?

- Ⓐ paragraph 2
- Ⓑ paragraph 3
- Ⓒ paragraph 4
- Ⓓ paragraph 5

3. Which sentence from the passage BEST explains why the beaver population decreased?

- Ⓐ Beavers are herbivores.
- Ⓑ They also use their tails to slap the water to warn of danger.
- Ⓒ By 1900, beavers were almost extinct in North America.
- Ⓓ Many were killed for their fur.

4. With which statement would the author MOST LIKELY agree?

- Ⓐ Beaver lodges are important.
- Ⓑ Beavers should be protected.
- Ⓒ People should know how to locate beavers.
- Ⓓ People should know how beavers build dams.

Name _____

Unit 21 Assessment

Beaver Builders and Komodo Dragons

Use "Komodo Dragons" to answer questions 5–7.

5. This question has two parts. Answer Part A, and then answer Part B.

Part A

Which sentence BEST explains how often Komodo dragons eat?

- Ⓐ Komodo dragons eat about once per day.
- Ⓑ Komodo dragons eat about once per year.
- Ⓒ Komodo dragons eat about once per week.
- Ⓓ Komodo dragons eat about once per month.

Part B

Which sentence from the passage BEST supports your answer to Part A?

- Ⓐ If the prey does not die instantly, it develops an infection from the bacteria.
- Ⓑ Adult Komodo dragons only eat twelve times each year.
- Ⓒ A Komodo can eat an entire goat or half a deer in one swallow.
- Ⓓ When the meal is over, the Komodo often lies in a sunny place.

6. Which sentence from the passage BEST shows that the habitat of the Komodo dragons would be a difficult place for people to live?

- Ⓐ Komodo dragons are found on the island of Komodo and other islands off the coast of Indonesia.
- Ⓑ Deadly snakes, spiders, and scorpions live there.
- Ⓒ Baby dragons live in trees where they find insects to eat and stay safe from larger lizards.
- Ⓓ Natural disasters such as earthquakes and floods could cause the dragons to become extinct.

7. How are Komodo dragons affected by their thick skin?

- Ⓐ The Komodo dragons flick their tongues.
- Ⓑ The Komodo dragons become overheated.
- Ⓒ The Komodo dragons feel comfortable in the sun.
- Ⓓ The Komodo dragons are protected from predators.

Monday Reading Questions

Name _____

Beaver Builders and Komodo Dragons

Unit 21 Assessment

Use "Beaver Builders" and "Komodo Dragons" to answer questions 8–10.

8. With which sentence would the authors of BOTH articles agree?

- Ⓐ It is important to care for wild animals.
- Ⓑ It is important to learn about animal homes.
- Ⓒ It is important to know how animals behave.
- Ⓓ It is important to protect endangered animals.

9. What is true about BOTH beavers and Komodo dragons?

- Ⓐ Both animals live in hot climates.
- Ⓑ Both animals have sharp teeth.
- Ⓒ Both animals have thick skin.
- Ⓓ Both animals eat plants.

10. Which two sentences BEST explain important differences between beavers and Komodo dragons? Choose two answers.

- Ⓐ Beavers are mammals; Komodo dragons are reptiles.
- Ⓑ Beavers live on islands; Komodo dragons live near streams.
- Ⓒ Beavers eat mainly plants; Komodo dragons eat other animals.
- Ⓓ Beavers have long tongues; Komodo dragons have short tongues.
- Ⓔ Beavers use their teeth to bite their prey; Komodo dragons use their teeth to break logs.

Writing Prompt Board: Personal Narrative

Read the prompts and choose one. Write or discuss your answer to the prompt. Color the checkmark when you are done!

Include feelings and details!



Write about a special person, or animal, in your life.

Include feelings and details!



Write about a time when you learned how to do something new.

Include feelings and details!



Write about a special family event or tradition you remember.

Include feelings and details!



Write about a time when you were successful at doing something.

Include feelings and details!



Write about your most memorable vacation with family or friends.

Include feelings and details!



Write about a time when you lost something.

Include feelings and details!



Write about a day when nothing seemed to go right.

Include feelings and details!



Write about a time when you were a leader.

Include feelings and details!



Write about your most precious possession.

Include feelings and details!



Write about a time when you were able to be helpful to someone else.

Include feelings and details!



Write about the best gift you ever received.

Include feelings and details!



Write about a time when you were embarrassed.

Math

Learning target: I can fluently multiply and divide 1-digit numbers.

Word Problem Warm-Up!

Tuesday

There are 216 third graders and 178 second graders. How many more third graders are there than second graders?

Number Rock Videos for 4's and 5's facts:

https://www.youtube.com/watch?v=UJY1_fzzM6Y

https://www.youtube.com/watch?v=LZAqhF_2vvs

IXL -

F.5, F.6 - Fact practice
Or Freckle Fluency Twice

Workbook – McGraw Hill p.
383, 385, 313, 315

Solve the word problem below using our 5 step plan:

There were many desks in the classroom on the first day. 22 of the desks were being used by students and six desks were extra. How many desks were in the classroom?

Reading

Learning Target:
I can use the RACE strategy to write a constructed response

Mentoring Minds Constructed Response #11, #12 p. 240

Use details from the passage to support answers

Use the RACE Strategy

Social Studies

Writing

Learning Target: I can write a narrative to develop real or imagined events.

Today you will continue working on the same narrative from yesterday.

Work on the second paragraph of your story.

*Remember to include:
-quotation marks when the characters are speaking
-descriptive words so the reader feels like they are in the story with you

Extension

ESOL support:
Remember to go on Imagine Learning for 10minutes.

Day 2



Name _____

Operations and Algebraic Thinking
3.OA.1, 3.OA.3, 3.OA.4, 3.OA.7,
3.OA.9

CCSS

Multiply by 4

Lesson 4

ESSENTIAL QUESTION ?

What strategies can be used to learn multiplication and division facts?



Math in My World

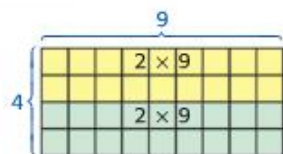


Example 1

A box is packed with 4 rows of oranges. Each row has 9 oranges. How many oranges are in the box?

Find 4×9 .

Decompose 4 into equal addends of $2 + 2$.
Use the **known fact** of 2×9 and double it.



$$\begin{array}{rcl}
 4 \times 9 & = & 2 \times 9 + \quad \times \quad \\
 & & \swarrow \quad \searrow \\
 & & \quad \quad 18 \\
 & & \swarrow \quad \searrow \\
 & & \quad \quad 36
 \end{array}$$

Multiply.

Add.

The array shows that 2×9 plus $\quad \times 9$ equals $\quad \times 9$.

So, $4 \times 9 = \quad$. There are \quad oranges in the box.

Name _____

Independent Practice

Double a known fact to find each product. Draw and label an array.

2. $8 \times 4 = \quad$

3. $5 \times 4 = \quad$

4. $4 \times 6 = \quad$

5. $7 \times 4 = \quad$

Algebra Find each unknown. Double a known fact.

6. $7 \times 4 = \square$

7. $9 \times 4 = \square$

The unknown is \quad .

The unknown is \quad .

8. $\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$

9. $\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$

The unknown is \quad .

The unknown is \quad .

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Name _____

Operations and Algebraic Thinking
3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5,
3.OA.7, 3.OA.9



Multiply by 5

Lesson 4

ESSENTIAL QUESTION
What is the importance
of patterns in learning
multiplication and division?

You can use patterns to multiply by 5.
Multiplying by a number is the same as
skip counting by that number.



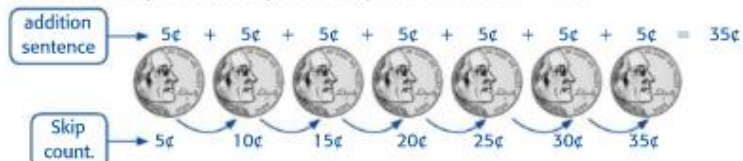
Math in My World



Example 1

Leandro has 7 nickels. How much money does he have?

One nickel equals 5¢. Skip count by fives to find 7×5 ¢.



7 nickels is ____ ¢. $7 \times 5\text{¢} = \text{____} \text{¢}$

So, Leandro has ____ ¢.

Notice the pattern in the products.

$0 \times 5 = 0$
 $1 \times 5 = 5$
 $2 \times 5 = 10$
 $3 \times 5 = 15$

All of the
products end
in 0 or 5.

Extend the pattern.

$4 \times 5 = \text{_____}$
 $5 \times \text{_____} = \text{_____}$
 $6 \times \text{_____} = \text{_____}$
 $7 \times \text{_____} = \text{_____}$

Helpful Hint

When you multiply by
5, the product will
always end in 0 or 5.

Name _____

Independent Practice

Write an addition sentence to help find each product.

5. $2 \times 5 = \text{_____}$

$5 + \text{_____} = \text{_____}$

6. $3 \times 5 = \text{_____}$

$5 + \text{_____} + \text{_____} = \text{_____}$

7. $7 \times 5 = \text{_____}$

$\text{_____} = \text{_____}$

8. $8 \times 5 = \text{_____}$

$\text{_____} = \text{_____}$

9. $5 \times 5 = \text{_____}$

$\text{_____} = \text{_____}$

10. $9 \times 5 = \text{_____}$

$\text{_____} = \text{_____}$

Draw an array for each. Then write a multiplication sentence.

11. 7 rows of 5

12. 3 rows of 5

13. 4 rows of 5

$7 \times \text{_____} = \text{_____}$

$\text{_____} \times \text{_____} = \text{_____}$

$\text{_____} \times \text{_____} = \text{_____}$

Algebra Find each unknown. Use the Commutative Property.

14. $\blacksquare \times 6 = 30$

$6 \times \blacksquare = 30$

The unknown is ____.

15. $5 \times \blacksquare = 10$

$\blacksquare \times 5 = 10$

The unknown is ____.

16. $9 \times 5 = \blacksquare$

$5 \times 9 = \blacksquare$

The unknown is ____.

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Tuesday Constructed Response

Unit 21 Constructed Response

Name _____

Beaver Builders and Komodo Dragons

- 11. If a classmate says that beavers are lazy animals, what information might you share to change his or her mind? Use details from the passage to support your answer. Write your answer on the lines provided.**

- 12. Why might some animals try to hide from Komodo dragons? Use details from the passage to support your answer. Write your answer on the lines provided.**

SHOW! DON'T TELL!

SHOW readers HOW YOU **FEEL**.

IT WAS HOT.	Sweat dripped down my forehead and my clothes clung to my sticky legs.
I WAS HUNGRY.	My stomach growled and my mouth watered as I thought about eating.
I WAS SAD.	My shoulders drooped and I blinked back tears.
I WAS HAPPY.	I jumped up from my seat and a smile spread across my entire face!

I was in the kitchen.	The smell of onion made my eyes water. The sound of the water bubbling in the pot and the timer beeping made my stomach growl.
We were in the car.	My seatbelt clicked into place just as the engine came to life. I could hear my parents discussing the shortest route and the upbeat music on the radio.
I was at the baseball game.	The smell of peanuts and crackerjacks filled the air, and the smack of the bat on the ball could be heard so clearly that I felt like I was on the field.

Math

Learning target: I can fluently multiply and divide 1-digit numbers.

Word Problem Warm-Up!

wednesday

Harrison leaves for school at 7:35. He arrives at school at 7:47. How long does it take Harrison to get to school?

Number Rock Videos for 6's facts:

<https://www.youtube.com/watch?v=zINaIPnOZoY>

IXL -

F.7 - Fact practice
Or Freckle Fluency Twice

Workbook – McGraw Hill p. 429, 431

Solve the word problem below using our 5 step plan:

Sarah had one package of crayons that had 48 crayons in it. She got three more packages of crayons that had 24 crayons in each them. How many crayons does Sarah have in all?

Reading

Learning Target:
I can use the RACE strategy to write an extended constructed response

Mentoring Minds

Extended Constructed Response
p.241

Narrative writing including details from the passage

Use the RACE Strategy
Create at least 3 paragraphs of information

Social Studies

Writing

Learning Target: I can write a narrative to develop real or imagined events.

Today you are going to work on the same narrative from Monday and Tuesday.

Today focus on writing the ending.

*Remember to wrap it up so the reader isn't left wondering

Extension

Practice for Field Day!

ESOL support:
Remember to go on Imagine Learning for 10minutes

Day 3

Name _____

Multiply by 6

Operations and Algebraic Thinking

3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5,
3.OA.7, 3.OA.9

Lesson 1

ESSENTIAL QUESTION
How can multiplication and division facts with smaller numbers be applied to larger numbers?



Math in My World



Example 1

A band marches in 7 rows with 6 members in each row. How many band members are there altogether?

Write 7 rows of 6 as 7×6 .

You can also write 7×6 vertically.

Decompose 6 into equal addends of $3 + 3$.

$$7 \times 6 = 7 \times 3 + \quad \times \quad \text{Multiply.}$$

$$= 21 + \quad \text{Add.}$$

$$= \quad$$

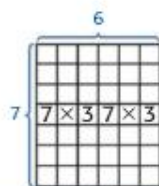
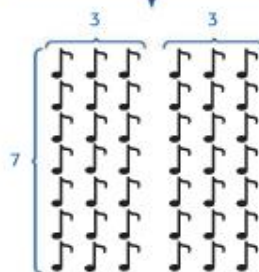
So, $7 \times 6 = \quad$.

There are \quad band members.

Forward,
March

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

7×6 is the double of 7×3 .



Check Shade part of the array yellow to show 7×3 . Shade the remaining part green to show 7×3 . The shaded array shows the known fact doubled.

Name _____

Independent Practice

Double a known fact to find each product. Draw an array.

2. $5 \times 6 = \quad$

3. $9 \times 6 = \quad$

$5 \times 3 = 15$

$\quad \times 3 = \quad$

$15 + \quad = \quad$

4. $\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$

5. $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$

Algebra Find each unknown. Double a known fact.

6. $4 \times \blacksquare = 24$

7. $10 \times \blacksquare = 60$

The unknown is \quad .

The unknown is \quad .

8. $6 \times 6 = \blacksquare$

9. $\blacksquare \times 6 = 42$

The unknown is \quad .

The unknown is \quad .

Multiply. Use the multiplication table.

10. $1 \times 6 = \quad$

11. $7 \times 6 = \quad$

12. $6 \times 4 = \quad$

13. $6 \times 3 = \quad$

14. $2 \times 6 = \quad$

15. $6 \times 0 = \quad$

Wednesday Extended Constructed Response

Name _____

Beaver Builders and Komodo Dragons

Unit 21 Extended Constructed Response

13. Write a narrative in which a beaver and a Komodo dragon meet and become friends. Be sure to include details from the passage. Write your story on the lines provided.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Additional Resources



RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.



ANSWER THE QUESTION

What is being asked?

Answer all parts of the question.



CITE THE SOURCE

Tell where you found examples and details in the text.

In paragraph 2... The text states ... The author says...



EXPLAIN your response. Give evidence from the text to support your answer. Add your thoughts.

For example... This shows... This means... I believe...

ENDING in the Moment

WHEN

Does your story take place?

WHERE

Does your story take place?

**END YOUR STORY IN THAT
TIME AND PLACE!**

Story	Possible Ending
a story about falling off of your bike while riding home from school	limping home while pushing your bike
a story about decorating your Christmas tree	turning on the lights and seeing the tree fully decorated for the first time
a story about scoring your first goal in soccer	your teammates giving you a high five

Math

Learning target: I can fluently multiply and divide 1-digit numbers.

Word Problem Warm-Up!

Thursday

Sandra drew eight rows of stars. There were six stars in each row. How many stars did she draw altogether?

Number Rock Videos for 7's

facts:

https://www.youtube.com/watch?v=WdF_vFAxwas

IXL –

F.8 - Fact practice
Or Freckle Fluency Twice

Workbook – McGraw Hill p.
435, 437

Solve the word problem below using our 5 step plan:

Petey had baseball cards in a binder. He had 8 sleeves and each sleeve had 6 cards in it. He kept other types of cards in the back of the binder. How many baseball cards does Petey have in his binder?

Reading

Learning Target:
I can revise & edit my writing

Mentoring Minds

Revising/Editing
p. 245

Read the multiple
choice questions
Choose the BEST
answer

Critical Thinking
p. 246

Read each question
and carefully explain
your answer.

****Be sure to use
complete sentences
with capitalization
and punctuation.**

Motivation Station
p. 247

Writing

Learning Target: I can write
a narrative to develop
real or imagined events.

Today you are going to
reread your narrative to
revise and edit.

Use the editing checklist
to make sure your
narrative is the absolute
best.

Now you are ready to
publish!

Extension

Practice for Field Day!

ESOL support:
Remember to go on
Imagine Learning for
10 minutes



Name _____

Operations and Algebraic Thinking
3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5,
3.OA.7, 3.OA.9

CCSS

Multiply by 7

Lesson 2

ESSENTIAL QUESTION

How can multiplication and division facts with smaller numbers be applied to larger numbers?

You can decompose larger facts into smaller facts.



Math in My World



Example 1

A museum has a display of 9 kinds of beetles. There are 7 of each kind of beetle. How many beetles are on display? Write a multiplication sentence with a symbol for the unknown.

$$9 \times 7 = \square$$

Decompose the factor 7 into addends of 5 + 2.

Use the known facts of 9×5 and 9×2 .

$$9 \times 7 = 9 \times 5 + 9 \times 2 \quad \text{Multiply.}$$

$$= \quad + \quad \quad \text{Add.}$$

$$= \quad$$

The array shows that $9 \times \quad$ plus $9 \times \quad$ equals

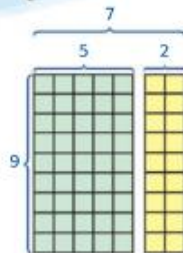
$$\quad \times 7.$$

The unknown is \quad .

So, $9 \times 7 = \quad$. There are \quad beetles on display.



It's SHOWTIME!



Name _____

CCSS

Independent Practice

Algebra Find each unknown. Decompose the factor 7 into 5 + 2.

3. $7 \times 7 = \square$

4. $8 \times 7 = \square$

Known facts: $7 \times 5 = \quad$

Known facts: $8 \times 5 = \quad$

$$7 \times 2 = \quad$$

$$8 \times 2 = \quad$$

The unknown is \quad .

The unknown is \quad .

Use a known fact and the Commutative Property to find each product.

5. $7 \times 1 = \quad$

6. $7 \times 2 = \quad$

7. $7 \times 10 = \quad$

Known fact: \quad

Known fact: \quad

Known fact: \quad

8. $7 \times 0 = \quad$

9. $7 \times 3 = \quad$

10. $7 \times 6 = \quad$

Known fact: \quad

Known fact: \quad

Known fact: \quad

Algebra Find each unknown. Use the Commutative Property.

11. $5 \times \square = 35$

12. $3 \times 7 = \square$

13. $7 \times \square = 70$

$$\square \times 5 = 35$$

$$7 \times 3 = \square$$

$$\square \times 7 = 70$$

The unknown is \quad .

The unknown is \quad .

The unknown is \quad .

Multiply.

$$\begin{array}{r} 14. \quad 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 7 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 7 \\ \times 8 \\ \hline \end{array}$$

Thursday Revising/Editing and Critical Thinking

Name _____

Beaver Builders and Komodo Dragons

Unit 21 Revising/Editing

15. Which sentence does NOT have a spelling error?

- Ⓐ The wolfs saved the princess from the dragon.
- Ⓑ The wolfes saved the princess from the dragon.
- Ⓒ The wolves saved the princess from the dragon.
- Ⓓ The wolvses saved the princess from the dragon.

16. Which sentence is punctuated correctly?

- Ⓐ "I will fight the dragon for your freedom," the prince told the princess.
- Ⓑ "I will fight the dragon for your freedom, the prince told," the princess.
- Ⓒ "I will fight the dragon for your freedom, the prince told the princess."
- Ⓓ I will fight the dragon for your freedom, "the prince told the princess."

17. Which underlined verb in these sentences is NOT the same tense as the other verbs?

I went to see a movie yesterday. After I bought popcorn, I find a seat in the front row of the theater. My favorite part of the movie was when the prince battled the dragon.

- Ⓐ went
- Ⓑ bought
- Ⓒ find
- Ⓓ battled

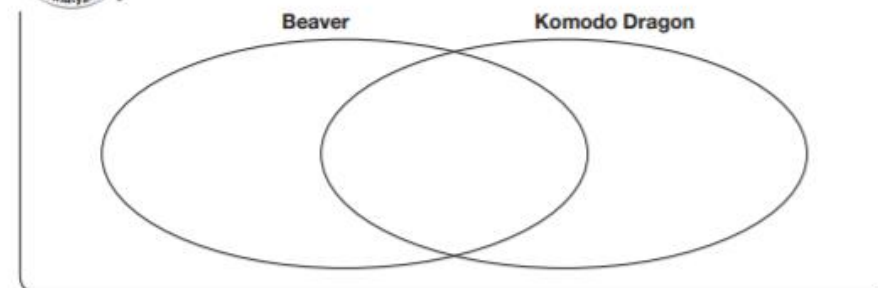
Name _____

Beaver Builders and Komodo Dragons

Unit 21 Critical Thinking



Complete the Venn diagram to show how a beaver and a Komodo dragon are similar and different.



In your opinion, which animal would be more interesting to observe in its natural habitat?

Circle your answer. **Beaver** **Komodo Dragon**

Support your answer using evidence from the passages. _____



What might a beaver and a Komodo dragon say to a predator? Complete each animal's speech bubble.



Name _____

Beaver Builders and Komodo Dragons

Unit 21 Motivation Station/Home Connection

Motivation Molly says, "A skilled reader locates facts and details in texts in order to better comprehend what is read."



Quotation marks (" ") are punctuation marks that are used to show the exact words spoken by a person.

A comma (,) is a punctuation mark that is used to separate a quote from the rest of the sentence.

Read each sentence. Add quotation marks and commas as needed.

1. The queen said There is a dragon in the dungeon.
2. Help said the princess.
3. The prince said I will save you.
4. The princess yelled Run! The dragon is behind you.
5. You are my hero the princess exclaimed.

Write two sentences that correctly use quotation marks and commas.

1. _____

2. _____

Home Connection

1. With your child, locate photographs of beaver dams on the Web and discuss their features.
2. Together with your child, read fairy tales and other stories about dragons or other unusual creatures.
3. With your child, observe print or digital photographs of animals' bodies and discuss how the features help the animals survive.



EDITING CHECKLIST

I AM MAKING MY WRITING LOOK BETTER!

- I read my entire piece to make sure that words are not missing.
- I checked the spelling in my piece. When I am not sure how to spell a word, I have used my resources.
- I made sure that every sentence is capitalized.
- I made sure that proper nouns are capitalized.
- I made sure that every sentence is properly punctuated.
- I made sure that dialogue is properly punctuated.



Math

FREE CHOICE!

Get on Fast Math,
Prodigy, IXL or Zearn!

Or

Play a math game with a
family member!”

Reading

Review your Mentoring Minds
assignment for this week.

Be sure that all writing is
neat with capital letters at the
beginning of sentences and
punctuation at the end.

Read a chapter book or
magazine aloud to someone in
your family or to a stuffed
animal.

When done reading retell your
favorite part of the book in your
own words.

Extension

Catch-Up and Extra Help Fridays

Each Friday will be an opportunity for students to independently review their progress from the week and to catch-up on assignments as needed.

No new work or assignments will be presented to students on Fridays.

All teachers will be available from 9:00 a.m. – 10:30 a.m. on Fridays to assist students with their learning as needed.

Virtual Field Trip Friday May 15, 2020



Third, Fourth, & Fifth Grades **“A Day at the Museum”** **Families tour exhibits at The Smithsonian**

Choose from several natural history options.

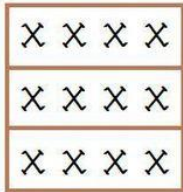
[National Museum of Natural History](https://naturalhistory.si.edu/visit/virtual-tour)
<https://naturalhistory.si.edu/visit/virtual-tour>

Additional Resources

Multiplication Strategies

Array

rows with equal amount in each



$$3 \times 4 = 12$$

Equal Groups



$$3 \times 4 = 12$$

3 groups with 4 in each group

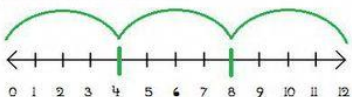
Repeated Addition

$$4 + 4 + 4 = 12$$

$$3 \times 4 = 12$$

Number Line

A bird hops 4 cm each time,
Where does it land?



The bird lands at 12 cm

1 hop of 4 = 4

2 hops of 4 = 8

3 hops of 4 = 12

Multiplication

Array

 $3 \times 4 = 12$
rows with equal amounts in each one

Equal Groups

 $4 \times 3 = 12$
 $\underline{3}$ groups with $\underline{4}$ in each

Repeated Addition
 $4 + 4 + 4 = 12$
 $\underline{4} \times \underline{3} = \underline{12}$

Number Line

4 8 12 16 20 24 28 32 36 40 44 48 52

The Simply Organized Teacher

ESOL Support

<https://www.wilbooks.com/free-resources-free-online-books-third-grade>



Imagine Language & Literacy

- **Username:** your child's student number
- **Password:** 1234
- **Site code:** 1301290
- **Login page:** <http://app.imaginelearning.com>

Please use Google Chrome browser from any computer or

tablet. After you have logged in, select the blue icon.

Make sure you go on Imagine Learning for 30minutes everyday.

Directions For This Week: May 11th-15th

Write the definitions of these words from the passage you read this week in your own words

Use both words on each day to write simple sentences to demonstrate understanding of each word.

For example: Explicit: Something is explicit when it is directly stated or leaves no room for uncertainty.

Monday	Tuesday	Wednesday	Thursday
Answer Ask	Demonstrate explicit	Question refer	Text understanding