GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-6 Instruction

GRADE 3

AT HOME LEARNING

MARCH 2020

Name _____

Bobbie Likes Bugs

Bobbie likes to read about insects. He thinks the cricket is a great bug. One kind of cricket is the House Cricket. A House Cricket happens to live in the kitchen of Bobbie's house. Crickets will go inside a house during a cold winter.

In the summer at night, Bobbie hears crickets chirping outside. They make chirps by rubbing the top of one wing along the bottom of the other wing. Only the male cricket can make sounds.

Crickets don't fly. But they can jump great distances. Crickets hear and see well. They have big eyes called compound eyes. Sometimes huge groups of crickets eat crops and garden plants. These crickets become pests.

Bobbie knows many facts about crickets. Next he wants to learn about hornets.

The Black Mamba

Wanda heard about a writing contest. The subject of the writing had to be a reptile. The winner of the contest would win a ticket to a film about reptiles.

Wanda wrote about a snake called the black mamba. The black mamba is a brown snake. Only the inside of its mouth is black.

Black mambas live in Africa. Most are eight feet long. But some black mambas are fourteen feet long! The black mamba has a deadly bite. Sometimes it will attack a person or animal. But it really is shy and will try to escape.

Wanda told these facts and more in her writing. Wanda did not expect to win the contest. But she did win! The ticket in her mail was a big surprise.

☆ACTIVITY Choose an insect or a reptile and write about it. ☆

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words

Challenge Words

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

1. scrubs
2. screams
3. scratch
4. scrape
5. screen
6. spread
7. splash
8. spray
9. streak
10. strength
11. strong
12. squeak
13. three
14. throw
15. thread
16. wrote
17. knife
18. sign
19. streamer
20. scribble

Name _____

screen	throw	thread	strength	three
screams	scrubs	spray	strong	scrape
squeak	spread	streak	scratch	splash

Write the missing letters to make a spelling word. Then write the spelling word on the line.

1. ___ ___ ___ ubs _____
2. ___ ___ ___ eams _____
3. ___ ___ ___ atch _____
4. ___ ___ ___ ape _____
5. ___ ___ ___ een _____
6. ___ ___ ___ ead _____
7. ___ ___ ___ ash _____
8. ___ ___ ___ ay _____
9. ___ ___ ___ eak _____
10. ___ ___ ___ ength _____
11. ___ ___ ___ ong _____
12. ___ ___ ___ eak _____
13. ___ ___ ___ ee _____
14. ___ ___ ___ ow _____
15. ___ ___ ___ ead _____

Name _____

population	recognized	success	resources
caretakers	relatives	survive	threatened

Use a word from the box to answer each question. Then use the word in a sentence.

1. What word might describe a great performance? _____

_____

2. What word describes all the people living in the same place?

_____

3. What is another word for *in danger of being hurt*? _____

_____

4. Who are the people at a zoo that keep the animals safe? _____

_____

5. What are your cousins, aunts, and uncles? _____

_____

6. What is another word for *remembered a person from the past?*

_____

7. What word might describe staying alive after a dangerous event?

_____

8. What are the things that are available to be used when needed?

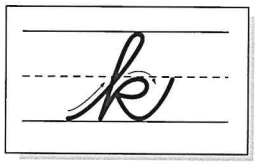
_____

Name _____ Date _____

h k

Trace and write the letters. Then write the words.

h h h h h h h h h



k k k k k k k k k

chick hatch kickball

hook kilt luck kite

Name _____

Reteaching
4-3

The Commutative Property

An array shows objects in equal rows.
This array shows 3 rows of 6 pennies.

The multiplication sentence for this array is $3 \times 6 = 18$.

You can use the Commutative (Order) Property of Multiplication to multiply the numbers in any order:
$3 \times 6 = 18$ and $6 \times 3 = 18$.

Write a multiplication sentence for each array.

1. ○○○○○○○○
○○○○○○○○

_____

2. □□□□
□□□□
□□□□
□□□□

_____

Complete each multiplication sentence. You may use counters or draw a picture to help.

3. $3 \times 4 = 12$ _____ $\times 3 = 12$

4. $5 \times 2 = 10$ $2 \times$ _____ $= 10$

5. Number Sense How can you use the Commutative Property to know that

○○○○○○
○○○○○○
○○○○○○

is equal to

○○○
○○○
○○○
○○○
○○○
○○○

?

_____

_____

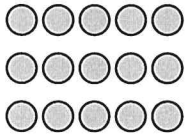
_____

Name _____

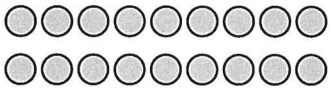
Practice
4-3

The Commutative Property

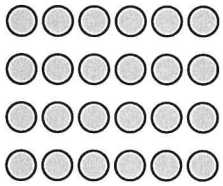
Write a multiplication sentence for each array.

1. 

_____

2. 

_____

3. 

_____

Draw an array to find each multiplication fact. Write the product.

4. $3 \times 6 =$ _____

5. $4 \times 7 =$ _____

Complete each multiplication sentence.
Use counters or draw an array to help.

6. $3 \times$ ____ $= 21$

$7 \times$ ____ $= 21$

7. $4 \times 9 =$ ____

$9 \times 4 =$ ____

8. $5 \times 6 =$ ____

$6 \times 5 =$ ____

9. $4 \times 7 =$ ____

$7 \times 4 =$ ____

10. $6 \times 8 =$ ____

$8 \times 6 =$ ____

11. $9 \times 5 =$ ____

$5 \times 9 =$ ____

12. **Explain It** If you know that $7 \times 8 = 56$, how can you use the Commutative (Order) Property of Multiplication to find the product of 8×7?

_____

_____

_____

_____

13. Which of the following is equal to 8×4?

A 4×8 **B** $4 + 8$ **C** $8 - 4$ **D** $8 + 4$

Name _____

strength	scrape	squeak	screams	three
scrubs	throw	spray	strong	screen
splash	spread	streak	scratch	thread

A. Write the spelling words that contain the three-letter blends below.

scr

1. _____
2. _____
3. _____
4. _____
5. _____

spr

6. _____
7. _____

spl

8. _____

str

9. _____
10. _____
11. _____

thr

12. _____
13. _____
14. _____

squ

15. _____

B. Compare the words *spray* and *streak*. How are they alike? How are they different?

_____

_____

Name _____

Read the passage. Use the reread strategy to make sure you understand the text.

The Sound of Elephants

A Love of Sounds

Katy Payne loves to listen to all kinds of sounds. She loves to listen to music, of course. But mostly, she listens to animals. And she has spent most of her life doing it. By listening to them she has helped them live on.

Katy first studied whales and the wonderful sounds they make under the water. Some people call them "whale songs." They sound like strange music. Katy knew that elephants were like whales in some ways. They were both large creatures. And they both cared for their young. Katy wanted to study elephants, too.

Hidden Sounds

Katy went to a zoo to see and hear the elephants. She watched and listened. She liked to hear the sounds they made. There were loud sounds and soft sounds. They hummed and made trumpet sounds. The sounds made Katy think of whale songs. She knew that whales sometimes made sounds that she could not hear. That gave Katy a great idea. What if elephants make hidden sounds too? She went to find out.

Name _____

First, Katy taped the sounds of elephants. Then she took the tapes to a lab. She used a computer to make pictures of the sound waves. The pictures showed sounds that Katy could not hear. The elephants were making hidden sounds! No one had ever seen hidden sounds from elephants. Katy had found something special.

Helping by Hearing

Katy became worried about elephants. People and elephants do not always live well near each other. Sometimes elephants eat people's crops, and people get angry. Sometimes careless people build homes on land that elephants use. It is hard for these elephants to survive. Katy wanted the two to be able to live near each other.

Elephants live in the wild in Africa and Asia.

Katy started a project with some friends. They listen to the sounds of elephants to get to know them better. This helps people know more. They are hopeful that the more people understand elephants, the more they will want to help.

Katy also uses the sounds to count the elephants. She has found that there are fewer now than there used to be. Some people have heard about this. They have started helpful projects of their own. Now more people are helping elephants. And it's all because of good people like Katy Payne!

Name _____

A. Reread the passage and answer the questions.

1. **How does the author feel about Katy Payne's idea in paragraph three?**

_____

_____

2. **How does the author feel about Katy's discovery that elephants were making hidden sounds?**

_____

_____

_____

3. **What is the author's point of view about Katy?**

_____

_____

_____

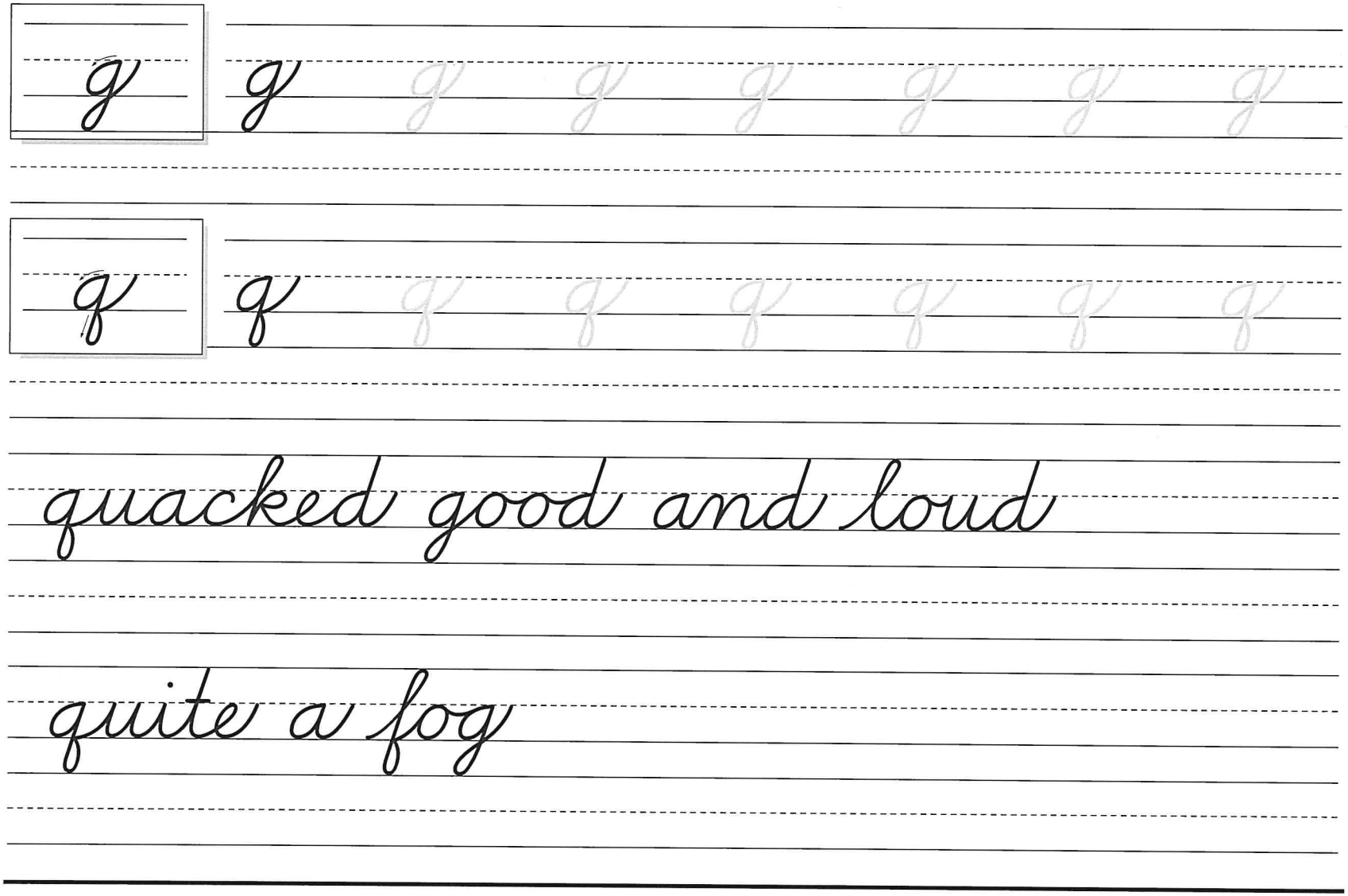
B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____ Date _____

g q

Trace and write the letters. Then write the phrases.



Name _____

Reteaching
4-4

Writing Multiplication Stories

When you write a multiplication story you should:

- Always end the story with a question.
- Draw a picture to show the main idea.

Example:
Write a multiplication story for 5×9.

Josephine has 5 friends over for a snack. She gives each friend 9 grapes. How many grapes did Josephine give all together?

Josephine gave 45 grapes all together.

Write a multiplication story for each exercise. Draw a picture to find each product.

1. 4×3

_____

_____

2. 5×2

_____

_____

3. 4×6

_____

_____

4. Model Leshon has seven $5 bills. How much money does Leshon have? Write a multiplication sentence to show the answer.

_____

Name _____

Practice
4-4

Writing Multiplication Stories

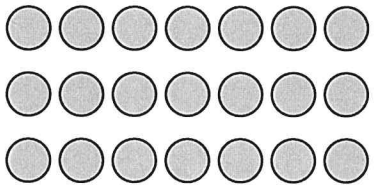
Write a multiplication story for each.

Draw a picture to find each product.

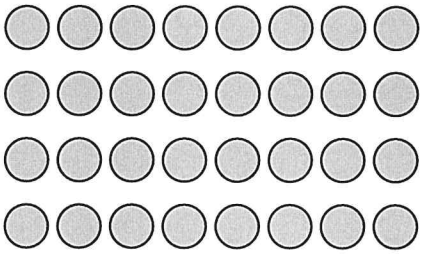
1. 3×6 **2.** 2×8 **3.** 4×3

Write a multiplication story for each picture.

4.



5.



6. Model Hot dog buns come in packages of 8. Mrs. Wilson has a total of 40 hot dog buns. Draw a picture to find how many packages of hot dog buns Mrs. Wilson has.

7. There are 9 players on a baseball team. At the park, 4 teams are playing. How many baseball players are playing at the park?

A 27 **B** 32 **C** 36 **D** 40

Name _____

scrubs	scrape	splash	strength	three
screams	screen	spray	strong	throw
scratch	spread	streak	squeak	thread

A. Write the spelling word that goes with the other two words.

1. washes, cleans, _____
2. powerful, mighty, _____
3. pitch, toss, _____
4. needle, scissors, _____
5. peep, squeal, _____

B. Write the spelling word that best completes each sentence.

6. The excited fan _____ when her team wins.
7. He had to teach his cat not to _____ the sofa.
8. I helped Dad _____ the old paint off the door.
9. Our tent flap has a _____ that keeps the bugs out.
10. I will _____ frosting on the cake.
11. We can use the water hose to _____ the sand off our feet.
12. The prize winner said that he had a _____ of good luck.
13. He used his _____ to lift the heavy box.
14. I will need _____ more dollars to buy that book.
15. When he stepped in the puddle, there was a huge _____!

Name _____

PAWS: People Helping Animals

PAWS is a group of people that helps animals. They care for homeless pets and find new homes for them. They care for hurt wild animals and return the animals to the wild when they are healthy. PAWS also teaches people how to care for pets and wild animals. They work to pass laws that are good for animals.

You Can Help, Too!

Read books that tell you how to care for pets and other animals.

Lawrence M. Sawyer/Getty Images

A PAWS worker cares for a homeless animal at a shelter.

Answer the questions about the text.

1. **How can you tell this is expository text?**

_____

2. **What two text features does the text include?**

_____

3. **What is the text's heading? What does it tell you about the text?**

_____

4. **What does the sidebar tell you about PAWS? What other information does it give?**

_____

_____

Name _____

- Use a comma between the day and year in a date.
- Use a comma between the names of a city or town and a state and between the names of a street address, a town, and a state.
- Use commas to separate three or more words in a series. Do not use a comma after the last word.
- Use a comma after the name of a person being spoken to and after words such as *yes* and *no* when beginning a sentence.

Rewrite each sentence. Add commas in the correct places.

1. Our new address is 24 Elm Street Madison Ohio.

_____

2. I got books some toys and a basketball for my birthday.

_____

3. George Washington was born on February 22 1732.

_____

4. Mr. Miller do you need someone to rake your leaves?

_____

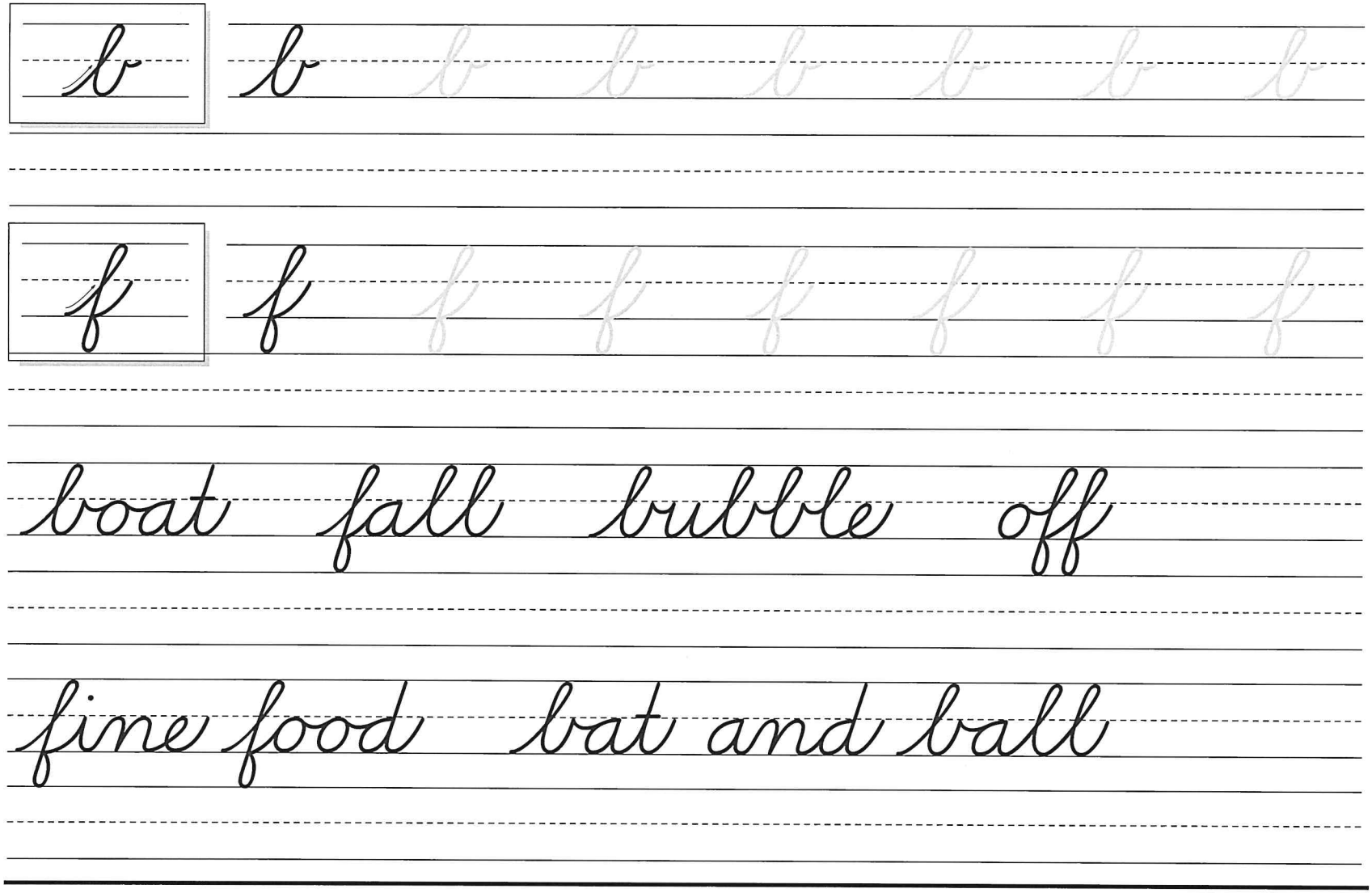
5. Yes I would be happy for you to help me today.

_____

Name _____ Date _____

b f

Trace and write the letters. Then write the words and the phrases.

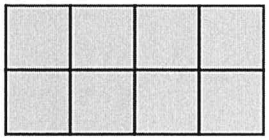


Name _____

Reteaching
14-1

Covering Regions

Area is the number of square units

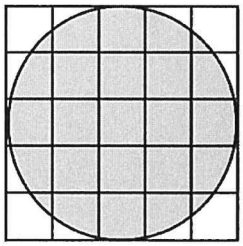


In the shape above, you can find the exact area by counting the number of square units that make up the rectangle.

There are 8 squares in the shape.

So, the area of the shape is 8 square units.

Sometimes you can estimate the area.

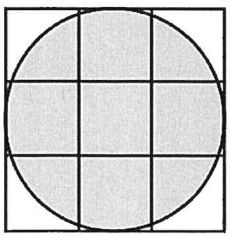


There are about 20 squares in the shape.

So, the area of the shape is about 20 square units.

Count to find the area of the shapes below.
Tell if the area is exact or an estimate.

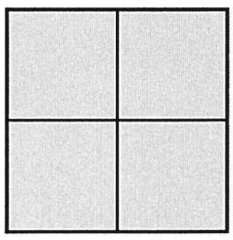
1.



_____

_____

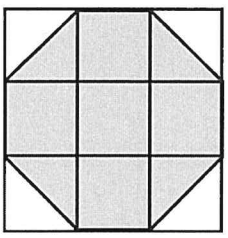
2.



_____

_____

3.



_____

_____

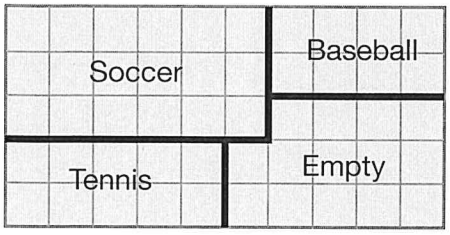
Name _____

Practice
14-1

Covering Regions

For **1** through **4**, use the diagram below.

Athletic Field



1. What is the area of the soccer section of the field? _____

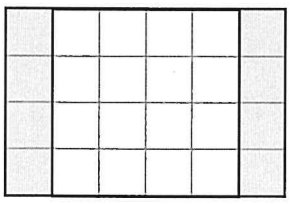
2. What is the area of the field that is NOT being used? _____

3. How many square units of the field are being used? _____

4. If the school used the soccer and baseball fields to build a football stadium, how large could the area of the stadium be?

_____

5. What is the area of the shaded section?

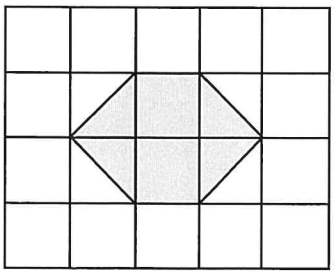


A 16 square units **B** 12 square units **C** 8 square units **D** 4 square units

6. What is the area of the hexagon shown below? Explain.

_____

_____



Name _____

A. There are six spelling mistakes in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.

An eagle is a very shtrong bird. They spred their wings wide to fly high into the air. They fly so fast they look like a streek against the sky.

I saw theree whales on our island tour. I watched one blue whale shpray water into the air. Whales have a lot of srength to be able to swim so fast.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Writing Activity

B. Write an article about an animal that is very strong. Use at least four spelling words.

Th

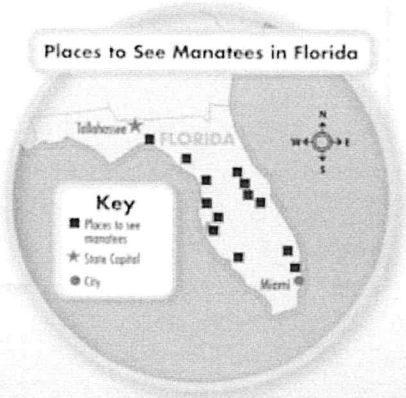
Help the Manatees!

Why Are Manatees in Trouble?

1 People in Florida are worried. The manatees are in trouble. Hundreds of these super-sized marine mammals are dying every year. The population dropped from 3,000 to 2,500 in just twelve months. What caused the problem? People.

2 Manatees make their home in warm, shallow water. They live in Florida rivers and bays and in the ocean. They eat weeds and grasses that grow in water.

3 Manatees don't have many enemies because they are so large. After all, they're related to elephants! However, people have threatened their habitat. Many people live in Florida now. Lots of people take vacations there, too. More people than ever are using the manatees' habitat.



Manatees can be seen throughout Florida. They live along the coast, and in rivers, springs, and bays.

Reread and use the prompts to take notes in the text.

Circle clues in paragraph 1 that tell why people are worried about manatees. Write the reason here:

Underline the sentence in paragraph 3 that helps you understand how big manatees are. Write it here:

Talk with a partner about what people are doing that threatens the manatee. How does the map help you understand that better? Circle clues in the map.

Taking Action

1 The Save the Manatee Club has taken action to help manatees. The group educates people about these gentle giants. They teach kids and grown-ups how to keep the manatees safe and healthy. They rescue injured manatees. They work to change laws to help manatees.

2 The club gives away banners and signs. These remind boaters to go slow around manatees. The group also teaches people to use less water. Manatees need resources such as clean water.

3 Now people in Florida are more careful when they use the manatees' habitat. Manatees have a better chance to survive. They can thank their friends in the Save the Manatee Club!

Reread paragraphs 1 and 2. Underline the ways the Save the Manatee Club is working to help manatees.

Reread paragraph 3. Talk with a partner about how you know the club is successful. Circle the text evidence and write it here:

Draw a box around the sentence that goes with the photograph.

How does the author use text features to help you understand that people need to protect the manatees?

Talk About It Look at the text features on pages 58 and 59. Talk with a partner about what they help you understand.

Cite Text Evidence What clues help you understand why the author uses text features? Write the evidence here.

Map	Photograph	How They Help

Write The author uses text features to help me understand _____

_____

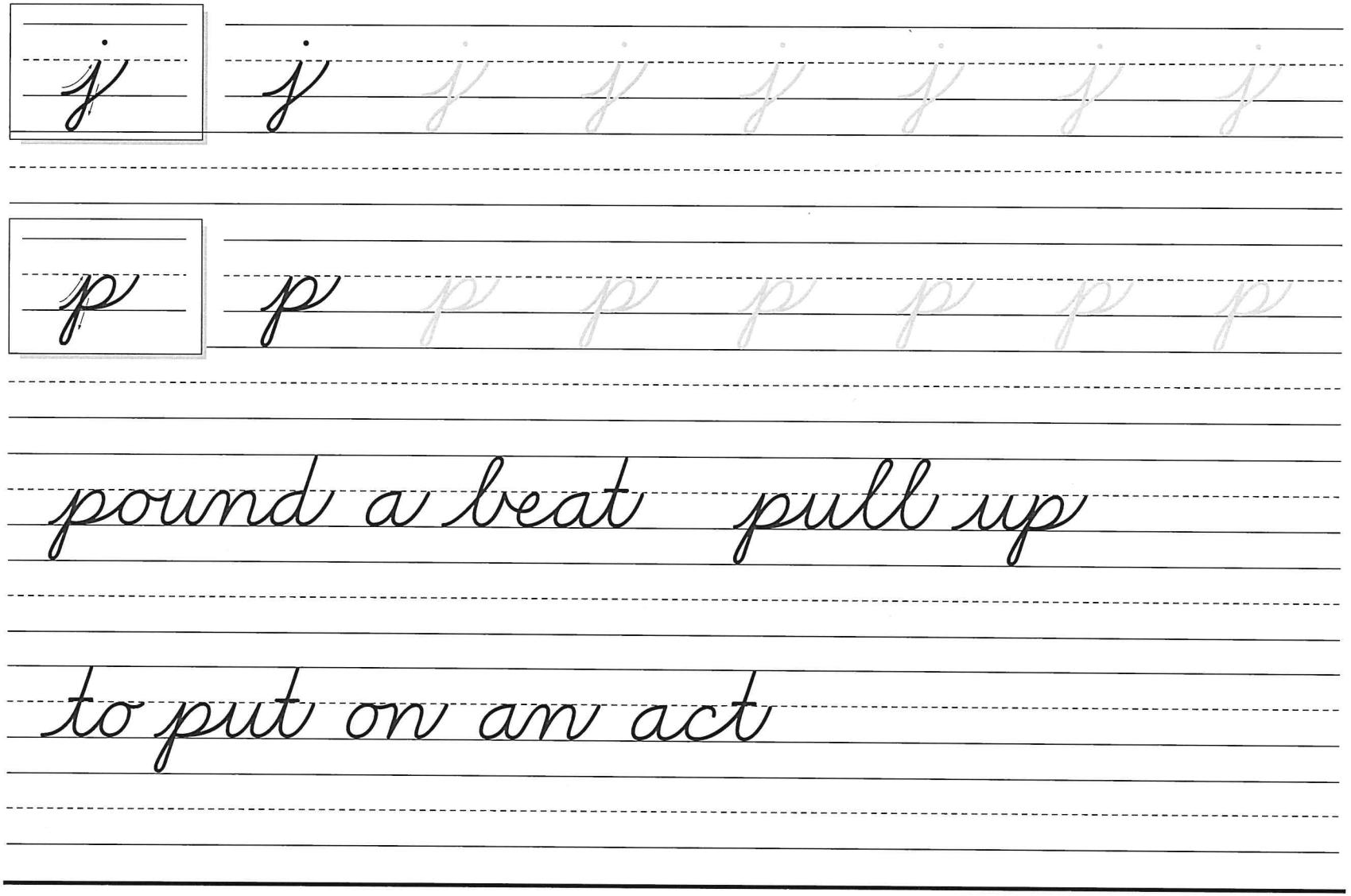
QUICK TIP

When I reread, I use text features to help me understand more about the topic.

Name _____ Date _____

j p

Trace and write the letters. Then write the phrases.



Name _____

Reteaching
14-2

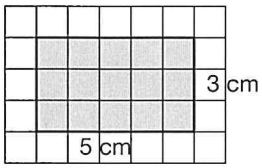
Area and Units

A square unit is a square with sides that are each 1 unit long.

□ = 1 square unit

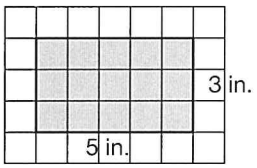
The number of square units needed to cover the region inside a figure is its area.

Pam wants to make flash cards for her study group. She wants each flash card to have an area of 15 square units. Should she use square centimeters or square inches as a unit?



□ = 1 square centimeter

A square centimeter is a square that has a length of 1 cm on each side. If Pam uses square centimeters the area would be 15 square centimeters. That seems too small for a flash card.



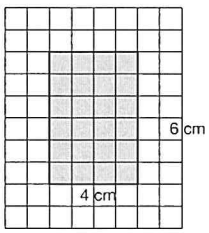
□ = 1 square inch

A square inch is a square that has a length of 1 inch on each side. If Pam uses square inches the area would be 15 square inches. That seems a reasonable size for a flash card.

Pam should use square inches as the unit.

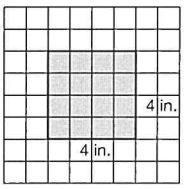
What is the area of each figure shown below?

1.



_____

2.



_____

3. Is the area of a paperback book cover closer to 28 square inches or 28 square centimeters? Tell how you decided.

_____

_____

_____

4. Maria wants to draw a painting with an area of 40 square inches. If she drew her painting on 1-inch grid paper how many squares would the painting cover? Tell how you know.

_____

_____

Name _____

Practice
14-2

Area and Units

1. Use a ruler to draw a figure with an area of 3 square centimeters.

2. Which of these figures has an area of 16 square inches?

 = 1 square inch

Figure A

Figure B

Figure _____

3. **Draw a Picture** Maya made a sign with an area of 48 square centimeters. Use centimeter grid paper to draw a shape that shows what her sign could look like.

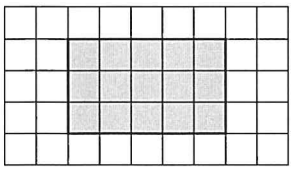
4. Suppose Maya made another sign with an area of 48 square inches. Would this sign be larger or smaller than the sign with an area of 48 square centimeters? Explain how you know.

_____

_____

_____

5. What is the area of this figure in square centimeters?



☐ = 1 square centimeter

A 12 **B** 14 **C** 15 **D** 17

Name _____

A. Circle the word with a three-letter blend to complete each sentence.

1. Please use a _____ to drink your orange juice.

   cup straw glass

2. Dad _____ the car with soap and water to clean it.

   washes soaks scrubs

3. We should go outside and _____ the ball around.

   throw toss kick

4. Our hamster likes to _____ when he is hungry.

   chatter squeak click

5. I will _____ this orange in half if you want to share it.

   divide slice split

B. Write the word that has two closed syllables. Draw a slanted line (/) between the syllables.

1. basket bonus _____
2. sudden acorn _____
3. baby mitten _____
4. napkin pilot _____
5. major magnet _____

Name _____

A. Combine sentences that share the same subject nouns or predicate nouns. Write the new sentence on the line.

1. Our class visited the fire station. Our class visited the post office.

_____

2. The trees have red leaves. The trees have yellow leaves.

_____

3. Mr. Timmons is a coach. Miss Lange is a coach.

_____

4. Liberty got four inches of snow. Stanton got four inches of snow.

_____

B. Correct each sentence by adding commas where they belong.

5. We will need sugar flour and butter for the cake.

6. My friend moved to Denver Colorado.

7. No we can't make it to the party this weekend.

8. My grandmother was born on May 25 1950.

9. The pet store is located at 127 Green Street Mason Iowa.

10. Sarah did you study for the spelling test?

Name _____ Date _____

Review

Trace and write the phrases. Most of the 26 letters are included.

very huge signs on bus

puppy at the end zone

quickly at second exit

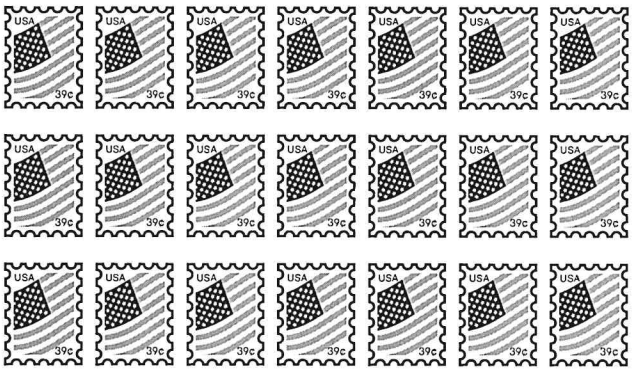
are going home with jam

Circle your best letter

Name _____

Quick Check
4-3

1. Casey bought the stamps shown below. Which number sentence shows how many stamps Casey bought?



A $3 + 7 = \blacksquare$

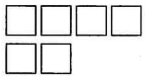
B $3 \times 7 = \blacksquare$

C $7 + 3 = \blacksquare$

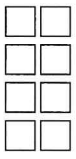
D $7 - 3 = \blacksquare$

2. Which is an array for $4 \times 2 = 8$?

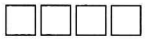
A



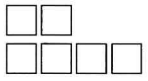
B



C



D



3. **Writing to Explain** What is an array? Draw an array for 3×5. Then use a related array to show your understanding of the Commutative (Order) Property of Multiplication.

Name _____

Quick Check
4-4

1. Neela's class went on a trip. They went in 6 cars. Each car carried 4 students, with 1 adult driving. How many students went on the trip?

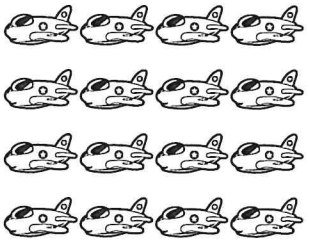
   A 28

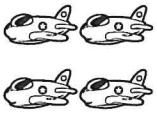
   B 24

   C 22

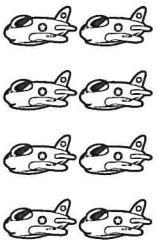
   D 11

2. Benjy bought a pack of stickers. Each sheet in the pack had 4 rows with 2 stickers in each row. Which array shows this situation?

   A 

   B 

   C 

   D 

3. **Writing to Explain** Suki wrote this multiplication story for 3×6:
   I have 3 brothers. I am 6 years older than Akira.
   How old am I?
   What is wrong with Suki's problem? Explain your thinking.
   Rewrite the multiplication story so that it works with 3×6.

Follow the directions to complete the notebook.

Through your research, you are sure to uncover lots of fascinating facts and great stories. You can share them with your class and with family members.

History

Geography

READ & DO

Explorers Find New Lands

Many of our towns and cities were started by people from Europe, but at one time, North America wasn't even on their maps. They didn't know our continent was here. How did they learn about it?

Five hundred years ago, people knew much less about Earth than you do. They didn't know Earth had seven continents or that it had five oceans. People slowly learned these things from explorers. Explorers sailed the oceans and crossed mountains, deserts, and plains. They talked and wrote about the lands they had seen. Often, other people decided to go there, too.

Explorers Come to North America

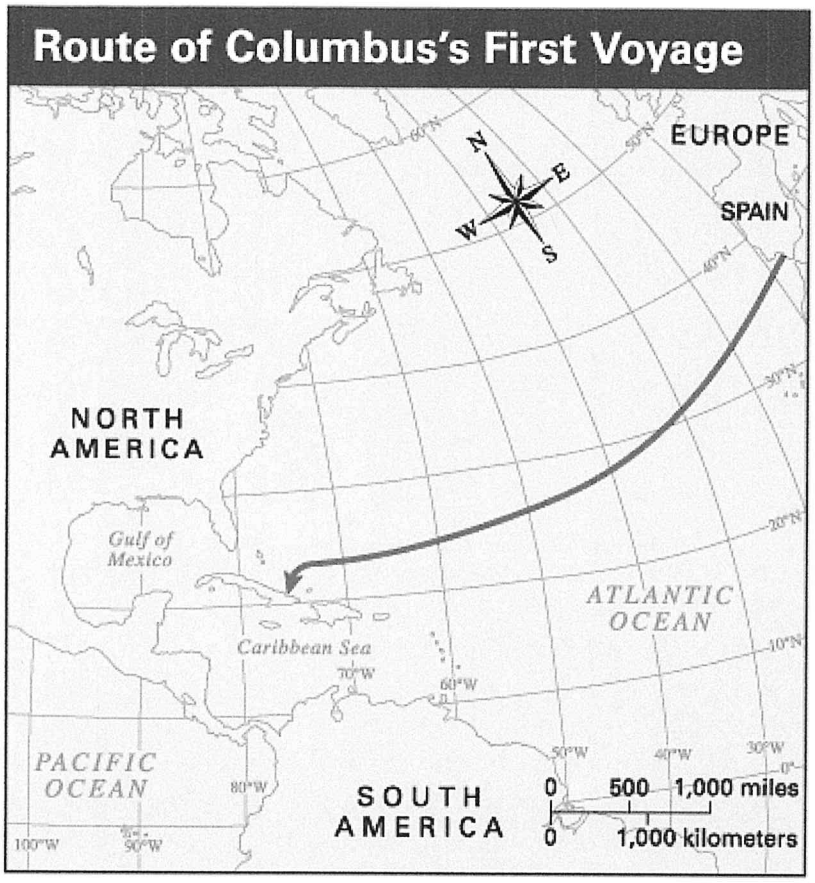
On October 1492, three small ships tossed in the waves of the Atlantic Ocean. Many of the sailors on the ships were angry and frightened. They were trying to do something no one had done before. They were trying to sail west from Europe all the way to Asia. But they had been at sea for ten long weeks, and still there was no sign of land. The men were afraid they might never see their homes again.

The sailors' leader was an explorer named Christopher Columbus. Columbus was sure that Asia wasn't far away, so he told his sailors to be patient.

Then, on October 12, a sailor shouted, "Land!" Ahead lay a green island. That morning, Columbus excitedly led his men ashore. He always said later that he had reached Asia. But he had really come to North America.

Columbus would make three more trips to North America. He would explore many more islands in North America.

For Europeans, this was a new land, but millions of people already lived here. They were the American Indians. Now their land had been found by Europeans.



Soon more explorers came. Some explored the west coast of North America. One of them was Juan Rodríguez Cabrillo (keh-BREE-yoh), who worked for Spain. In 1542, he sailed north from Mexico. He was the first European to see California.

Cabrillo never made it home. He died after he was hurt in a fight with some American Indians. But his men did get back and told what they had seen. Later, Spain sent people to live in California.

People also sailed to the east coast of North America.

Some came looking for riches like fur, while others came looking for religious freedom. Many stayed and started new communities.

Explorer	Country	Places Explored	Years
Christopher Columbus	Spain	Islands in the Caribbean Sea	1492–1504
John Cabot	England	Parts of the east coast of North America	1497–1498
Juan Ponce de León	Spain	Florida	1513–1521
Jacques Cartier	France	Parts of eastern Canada	1534–1542
Hernando de Soto	Spain	Southern parts of what is now the United States, from North Carolina to Louisiana	1539–1542
Juan Rodríguez Cabrillo	Spain	The coast of California	1542
Henry Hudson	Holland and England	Parts of eastern Canada and what is now New York State	1607–1611
Robert de la Salle	France	The Mississippi Rivier	1679–1682

Crossing North America

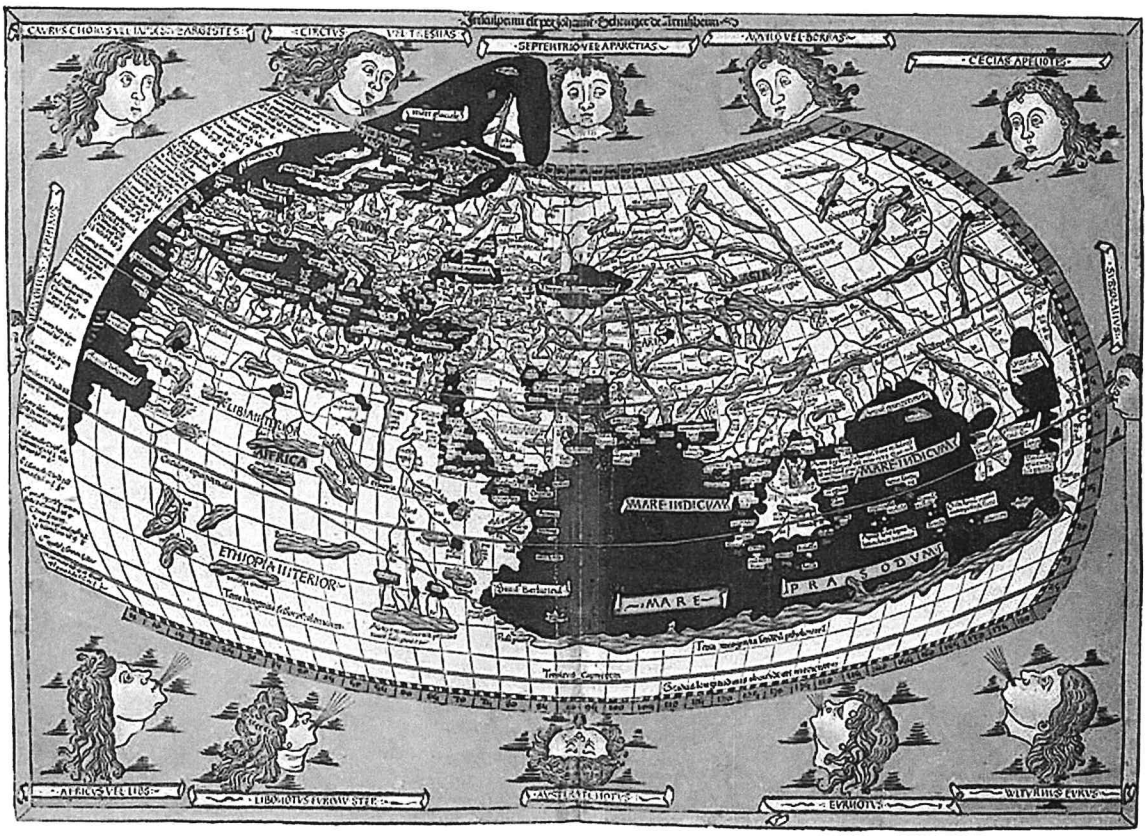
In 1776, people on the east coast formed a new country, which we now call the United States. Americans soon began pushing west. But they knew very little about the vast land ahead of them.

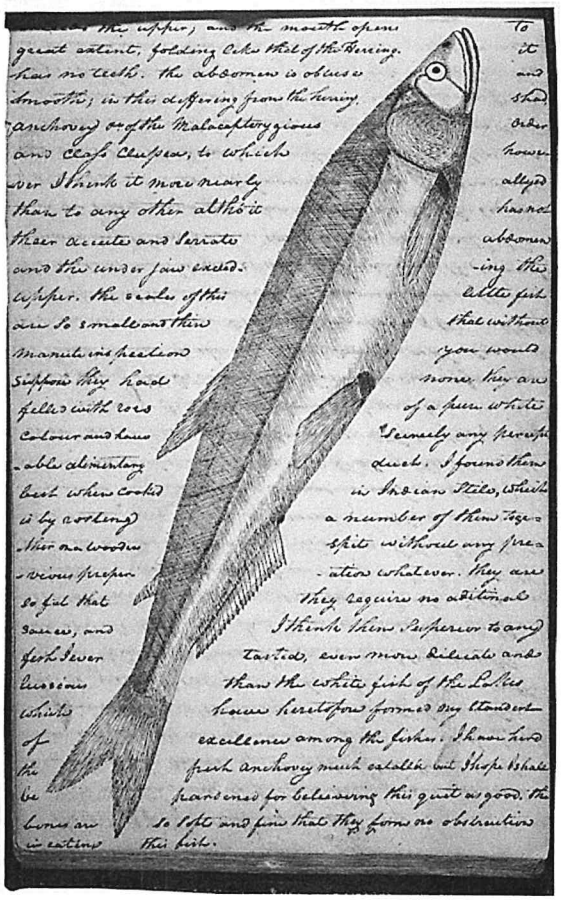
In 1804, President Thomas Jefferson sent a team of men to explore this land. Two friends, Meriwether Lewis and

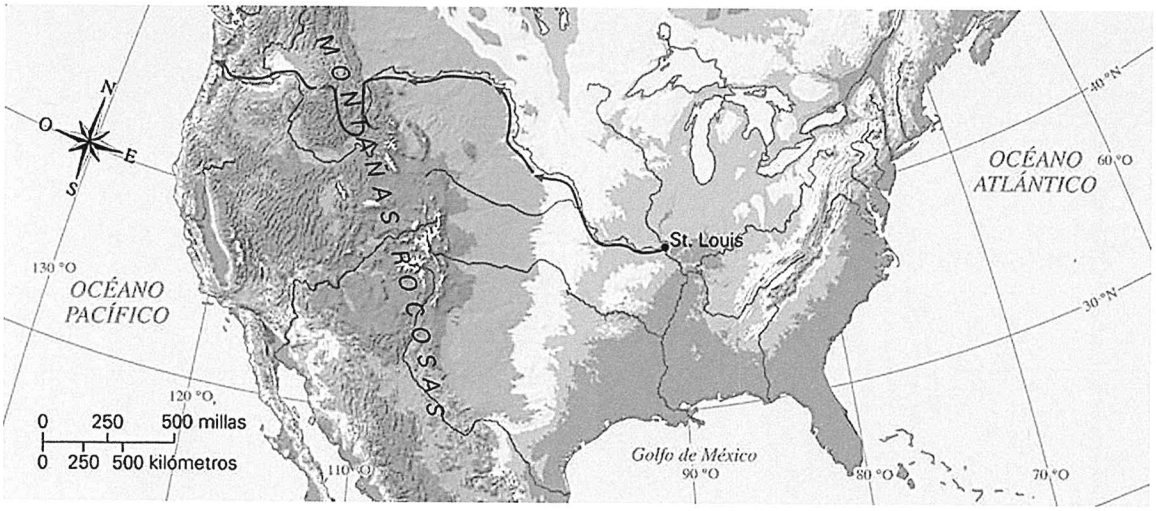
William Clark, led the team.

The men started their trip in the middle of the continent. They paddled up rivers, crossed grassy plains, and climbed snow-topped mountains. American Indians helped to guide and feed them along the way.

The team made it all the way to the Pacific Ocean and back. Americans were thrilled and cheered Lewis and Clark as heroes. Now people knew much more about "the West." In the years to come, many Americans would decide that the West was a fine place to live.







Picture yourself as one of the explorers you have read about. Write a diary page about one day of your trip to North America. Who or what do you see on this day? What happens to you?

In your writing, be sure to:

- introduce the narrator and/or characters.
- organize an event sequence that unfolds naturally.
- use dialogue and descriptions to develop experiences or show character responses.
- use words and phrases to signal event order.
- provide a sense of closure to your letter.

Grade 3 Twig Science
Week 1

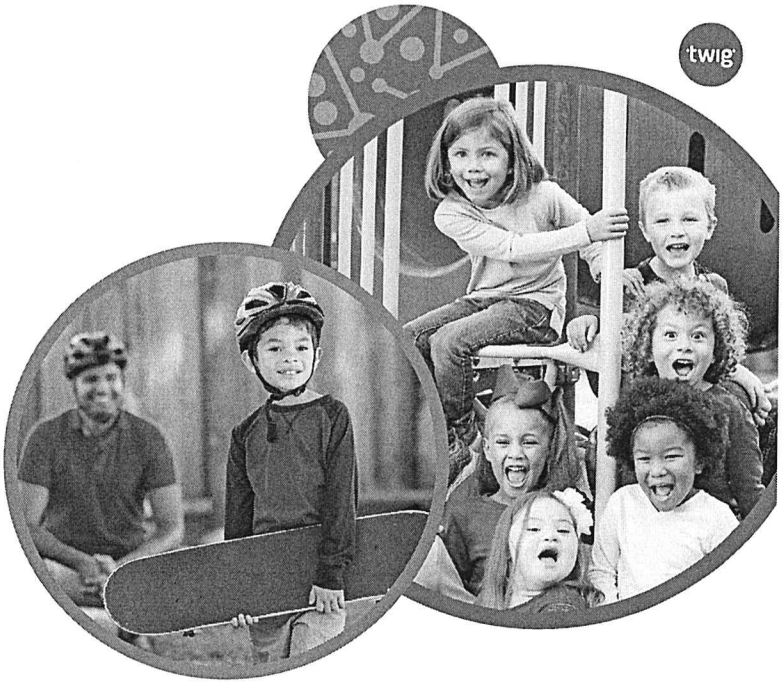
Module 1: The Ultimate Playground

This week you will read an exciting text and respond to some questions.

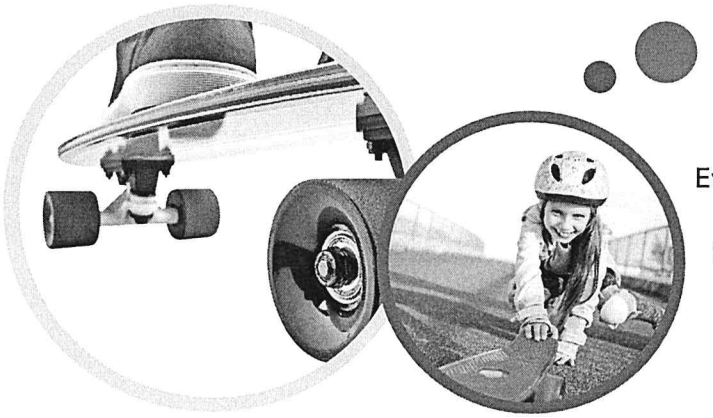
Directions	
Read the Prior-Knowledge Read-Aloud	"Skateboarding" "Andar En Patineta"
Answer these questions after reading:	1. What are the main ideas? 2. What is something interesting that you learned? 3. What is something you are wondering about?

Skateboarding

It's a sunny Saturday afternoon and you're playing in the park. There's a lot to do. Some kids are playing basketball. You can hear their jump shots rattling off the rim behind you. You like basketball, but you're not playing today. Another group of your friends is running around the playground playing tag. You think maybe you'd like to play with them. You're very good at tag—a super fast runner. But, no, today you're determined to learn how to skateboard.

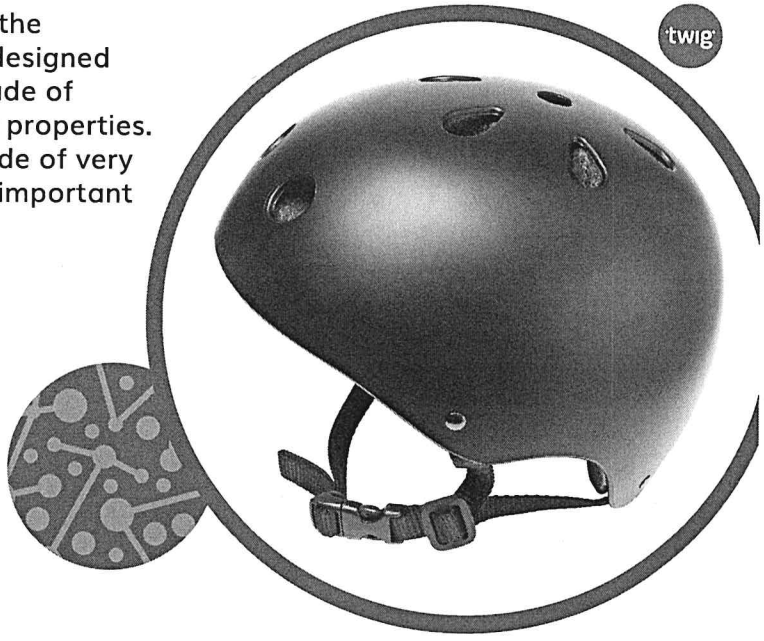


Skateboarding is not an easy thing to learn. A skateboard looks simple enough: a small platform resting a few inches off the ground on four wheels (and yours is one of the coolest looking ones you've seen). But anyone who says skateboarding is easy probably hasn't tried to get around on one. It's hard to balance on a skateboard.



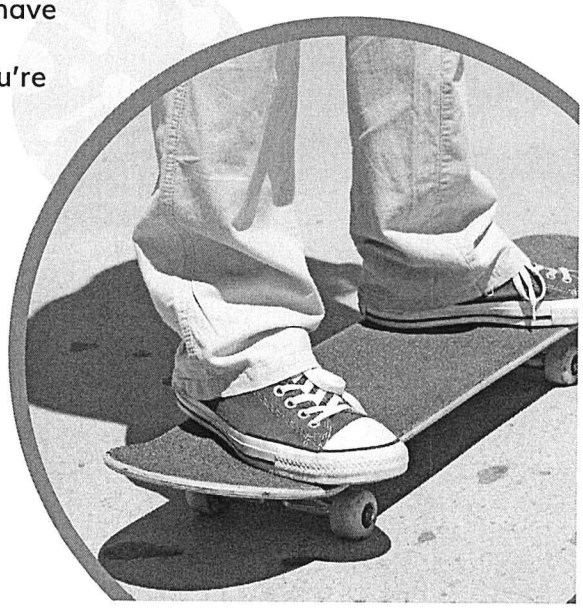
In fact, it takes a lot of practice. Even really good skateboarders fall off sometimes. To be safe, you've got your protective gear on—your helmet, wrist guards, and knee pads. Your parents say you can't skateboard without them.

Your parents are smart because the gear you're wearing is specially designed to protect you. To do this, it's made of different materials with different properties. The outside of your helmet is made of very hard plastic. If you fall, it has an important job to do—it protects your head.

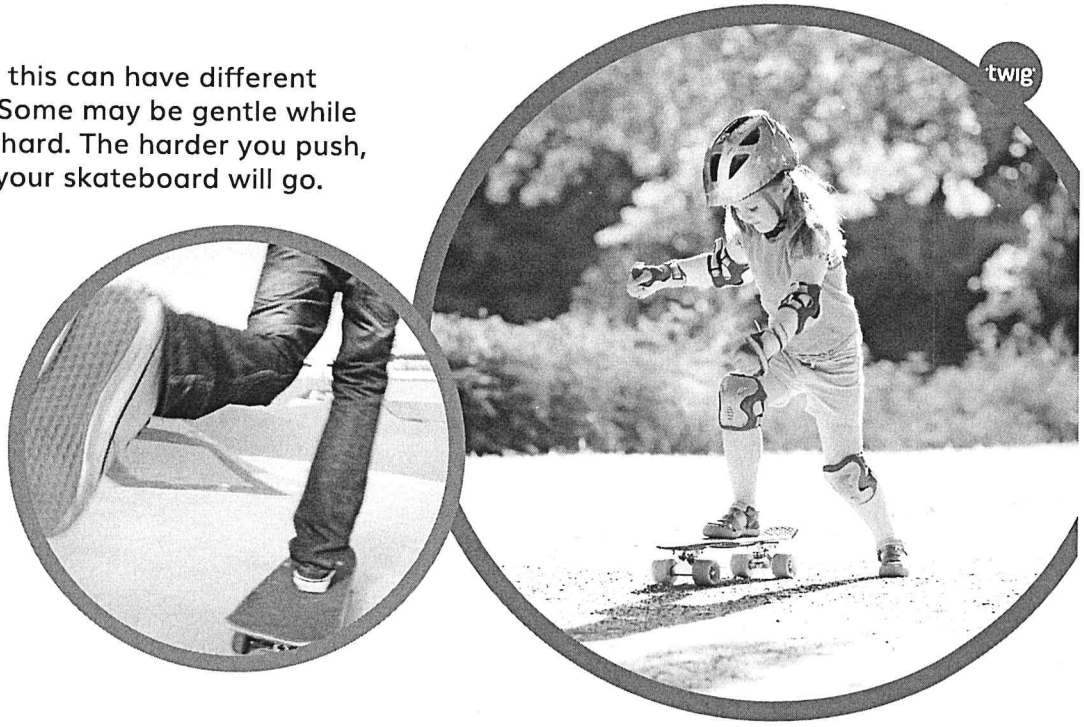


Your knee pads and wrist guards also have hard material on the outside. But they have to be flexible enough to bend with your wrists and knees when you show off your fancy skateboarding moves. As a result, the inside of these pads is made of a spongy, more bendable material.

So how do you get started with your skateboarding? It helps if you know a little bit about how this stuff works. In order to skateboard, you're going to have to push or pull. If you want to go forward, you simply push your foot along the ground and you're off. The skateboard starts rolling.

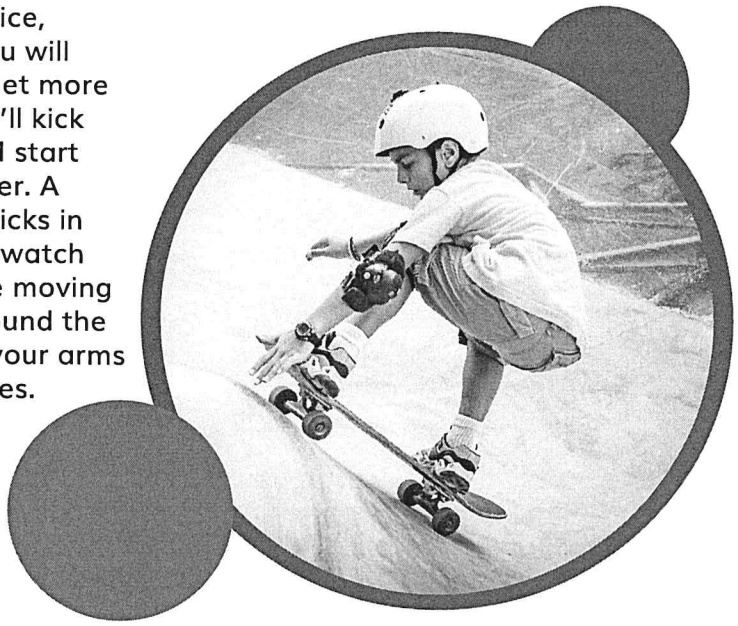


A push like this can have different strengths. Some may be gentle while others are hard. The harder you push, the faster your skateboard will go.



At first, though, you may go pretty slowly on your skateboard. That's probably the smart thing to do. You're just getting the hang of it, and you don't want to fall off if you can avoid it. So you just give a gentle kick and the board only goes a few feet forward. You hold your arms up to steady yourself as the board wobbles. You must look a bit like a tightrope walker at the circus, you think.

With practice, though, you will probably get more brave. You'll kick harder and start to roll faster. A few hard kicks in a row and watch out! You're moving quickly around the blacktop, your arms at your sides.



Perhaps you see your friends over on the playground playing tag and decide to roll over and show them your skills. To get there, you just have to direct your pushes their way.

There are other fun things you can do with your skateboard. Maybe your younger brother wants a ride. If he sits down on the board and holds on with his hands, you can push or pull him where he wants to go.

Don't get overconfident, though. Even the best skateboarders in the world fall off sometimes. When you skateboard, you may lose your balance or collide with the curb. When that happens, you'll be happy you were wearing your protective gear. You can get up on the board and try again.

Clip and Cover

Get Started (or)
Get 10 squares in one color and 10 in another color, two paper clips, and two number cubes. Take turns.

At Your Turn
Toss two cubes to find your ovals. **EXAMPLE:**  Choose the 3rd oval on the left and the 5th oval on the right, **or** choose the 5th oval on the left and the 3rd oval on the right. Mark your ovals with paper clips.

How to Play
Tell a story to explain why someone might need to multiply those numbers. Explain how to find the product.
Cover the product. Lose your turn if the answer is taken.

How to Win
The first player or team to get any three connected squares in a row or column wins.

2	18	32	14	30
3	36	24	40	24
4	27	12	21	18
5	16	45	28	35
2				9
4				6
				8
				6
				7
				8

If you have more time
Play again! Talk about how and why you multiply.

Teamwork

Partner Talk

Share your thinking while you work.

Get Started (or)

Put 1 2 3 4 in a bag.
Get grid paper and a pencil.

Repeat for Each Round

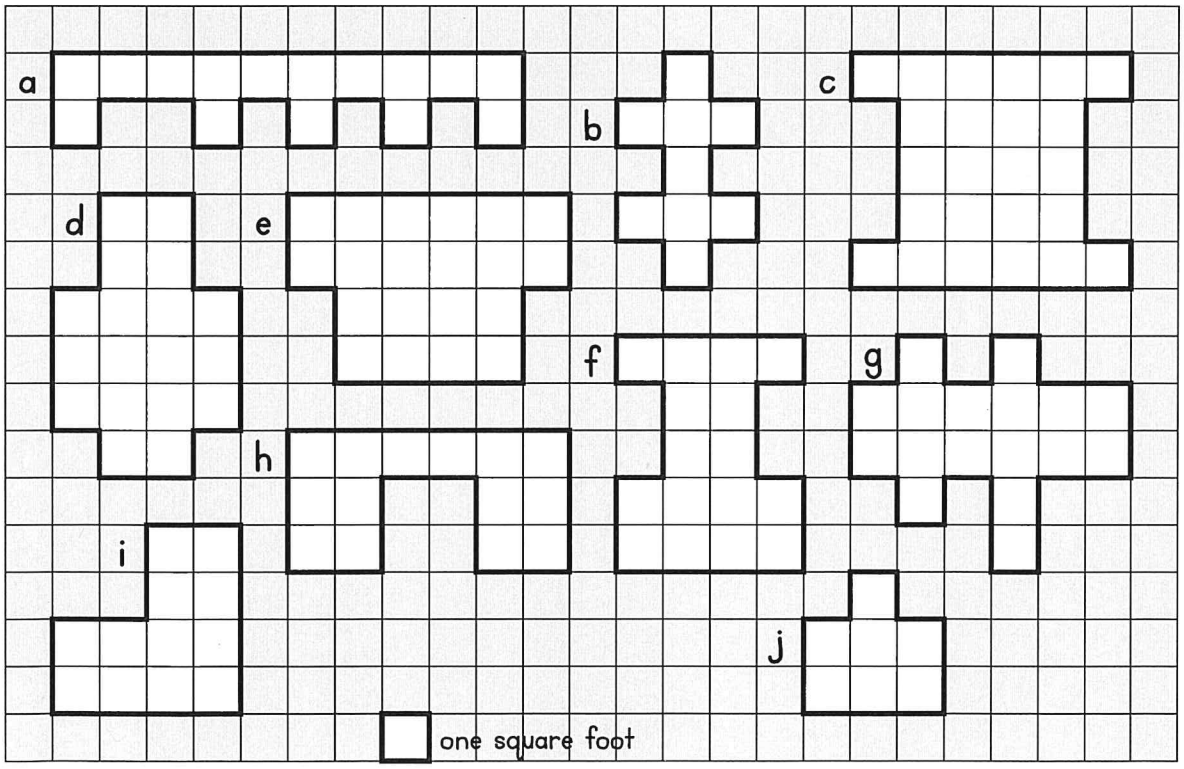
Choose **a**, **b**, **c**, **d**, **e**, **f**, **g**, **h**, **i**, or **j**.
Pick a tile. Pick two tiles if your group has only two students.
Take turns finding the area of the polygon in square feet.
Use the method next to your tile number.

1 **Count the squares. Begin at the bottom of the figure.**

2 **Count the squares. Begin at the top of the figure.**

3 **Count the squares. Begin on the left side of the figure.**

4 **Count the squares. Begin on the right side of the figure.**



If you have more time

Use grid paper. Choose one of the polygons on this page.
Draw a different polygon that has the same area.

Learning with Games

What's the Ending?

Materials

- S-shaped board (p. 80)
- Cards (p. 82)
- 4-part spinner (p. 78)
- game markers
- pencils

Skill: word endings

Prepare: This game is for two players. Use the S-shaped board. Write *begin* in the first square and *end* in the last square. In the remaining squares, alternate writing the endings *-s, -ed,* and *-ing*.

Write spelling words on the cards. Use verbs, such as *chase, watch,* and *carry.*

Players also use the four-part spinner. Write in the numbers 0, 1, 2, and 3.

Play: The first player spins the spinner and moves his or her marker that number of spaces. Then that player chooses a word card and says, then spells, the word with the ending the marker landed on. Players miss a turn by spinning a 0 or by spelling the word and ending incorrectly. The first player to get to the end is the winner.

Time for Order

Materials

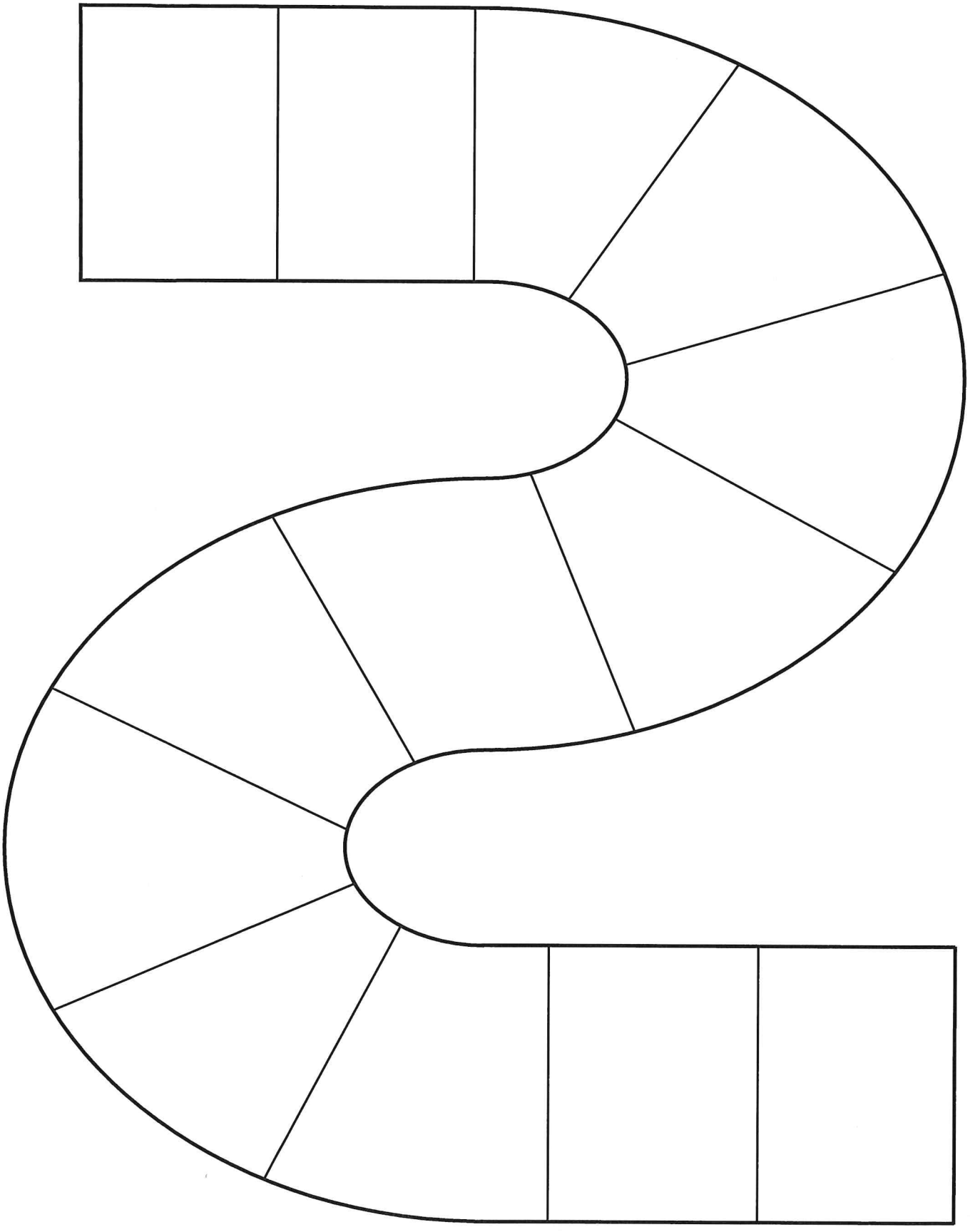
- old magazines and newspapers
- Cards (p. 82)
- scissors
- glue
- timer

Skill: alphabetical order

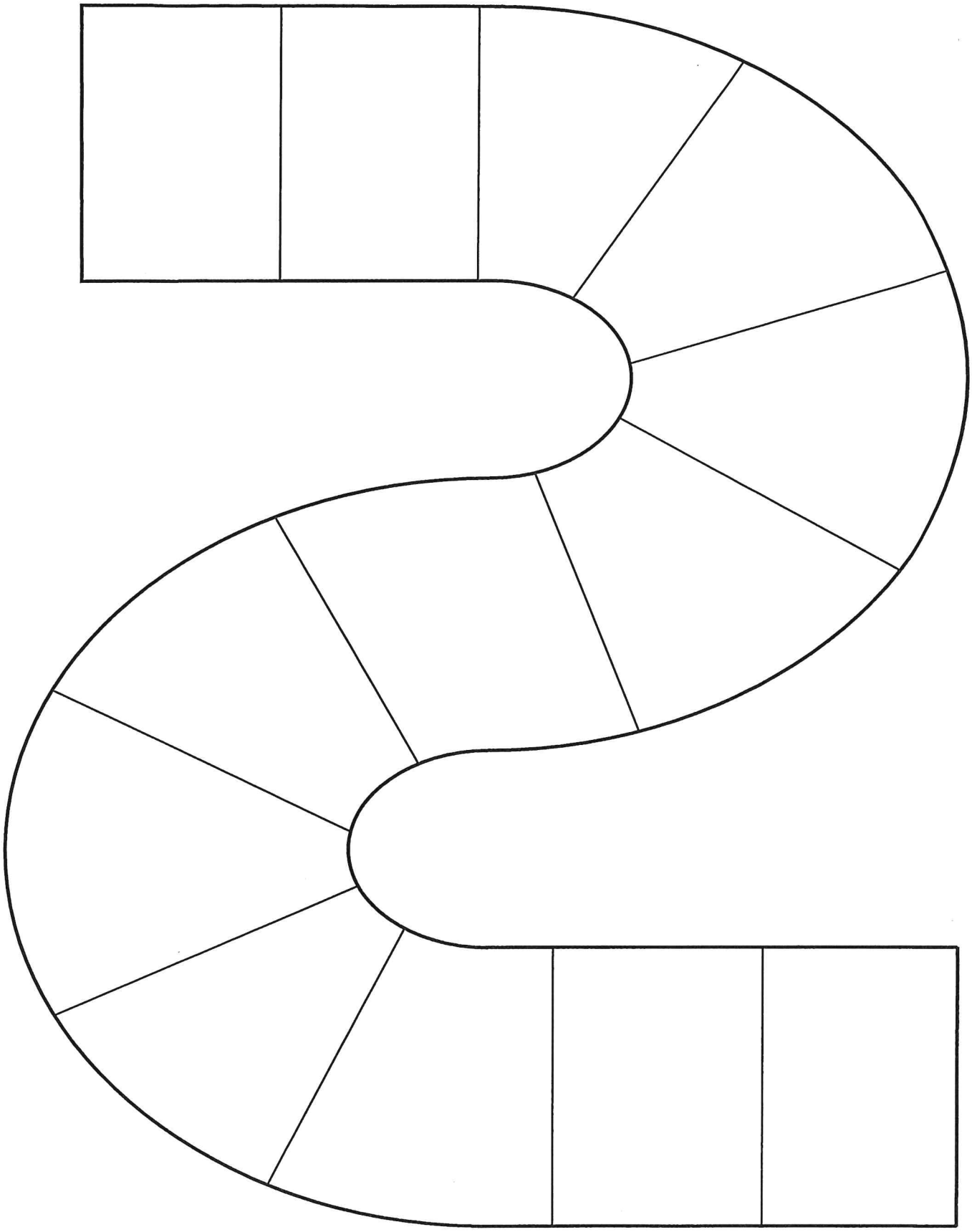
Prepare: This game is for two players. Have players find and cut out interesting words from old magazines and newspapers. Have players glue each word on a card. Each player needs eight words.

Play: The first player must put all of the word cards in alphabetical order. The second player times the first as he or she organizes the words. The players then switch roles. They compete to see who is faster at alphabetizing the words.

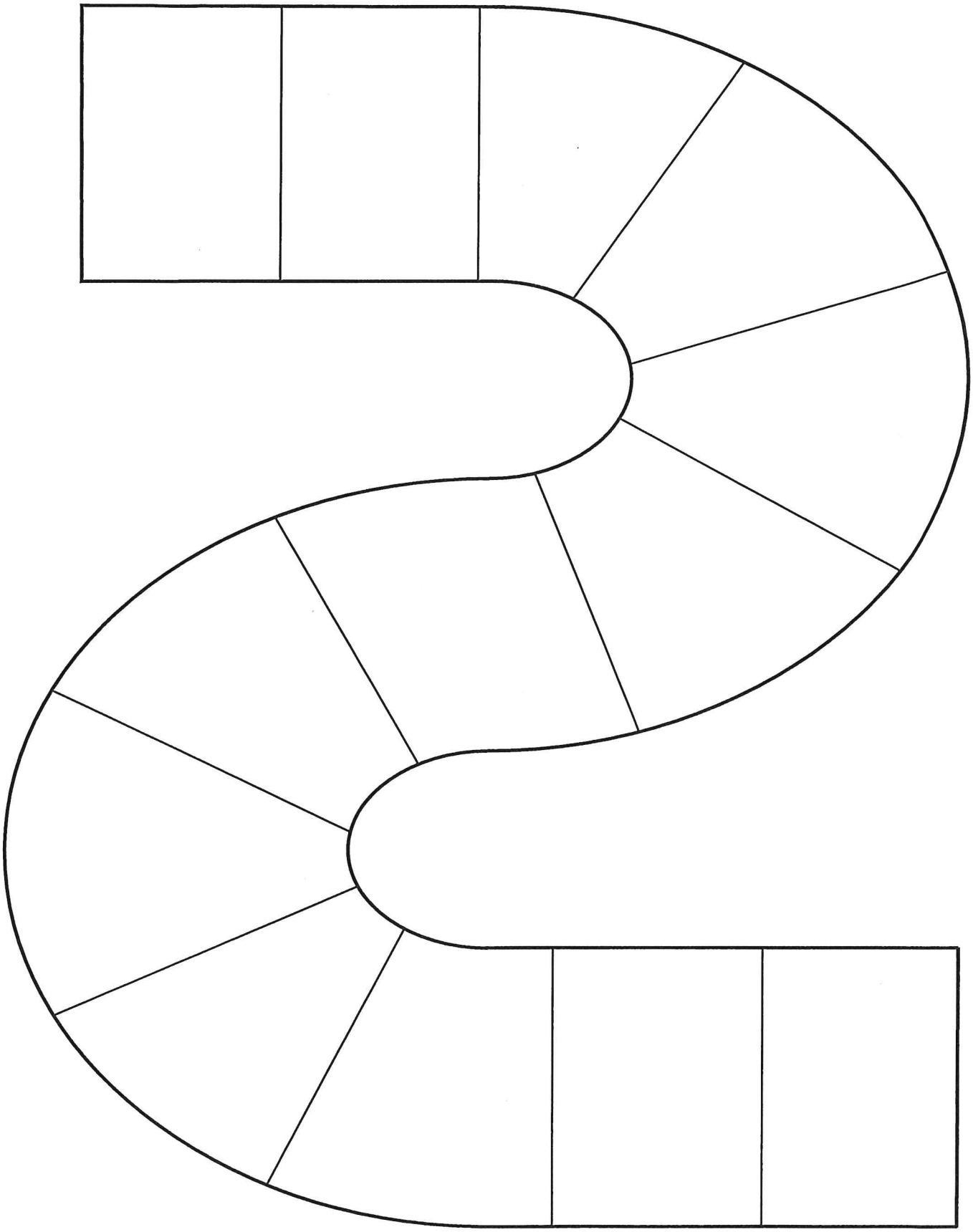
S-shaped Game Board



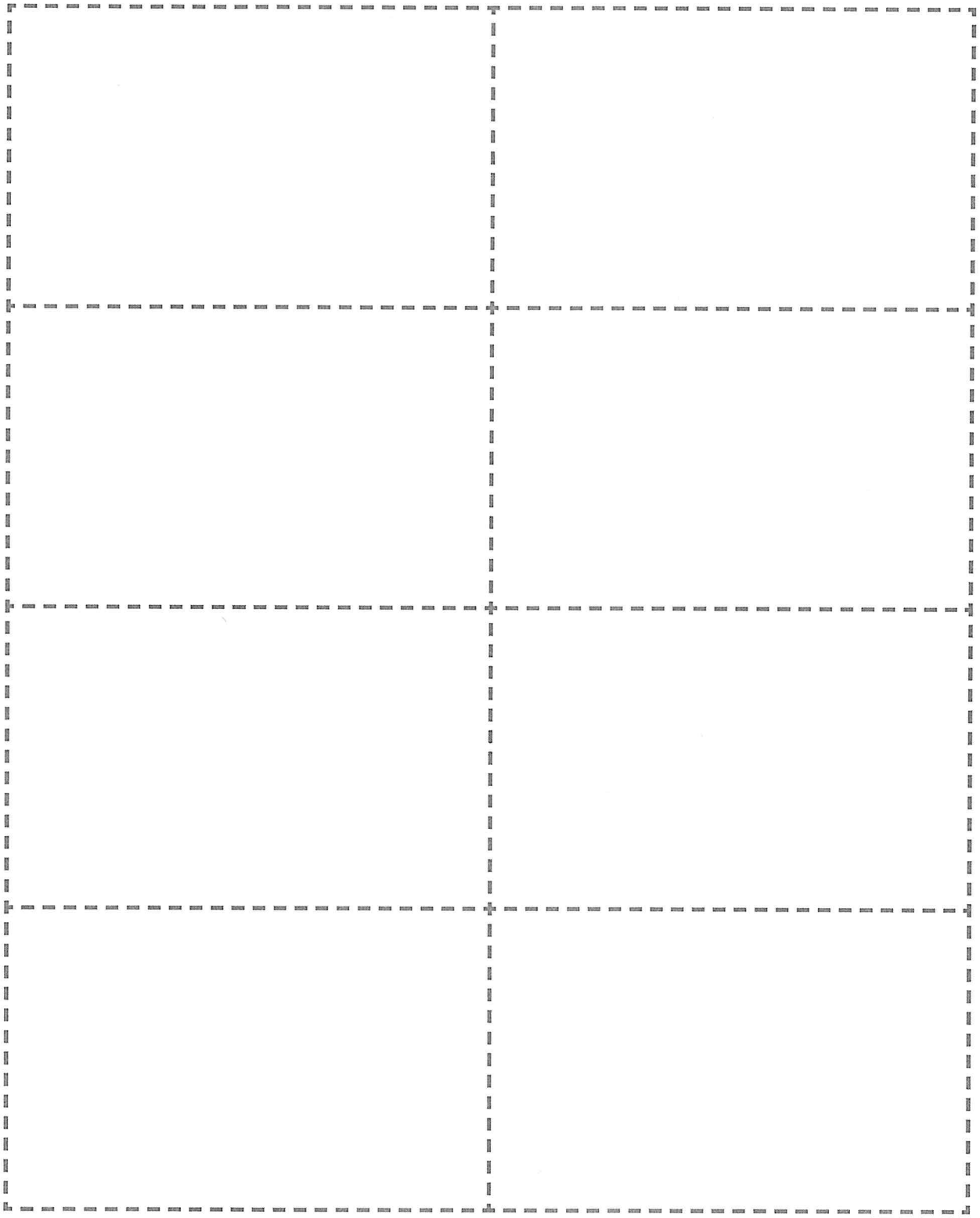
S-shaped Game Board



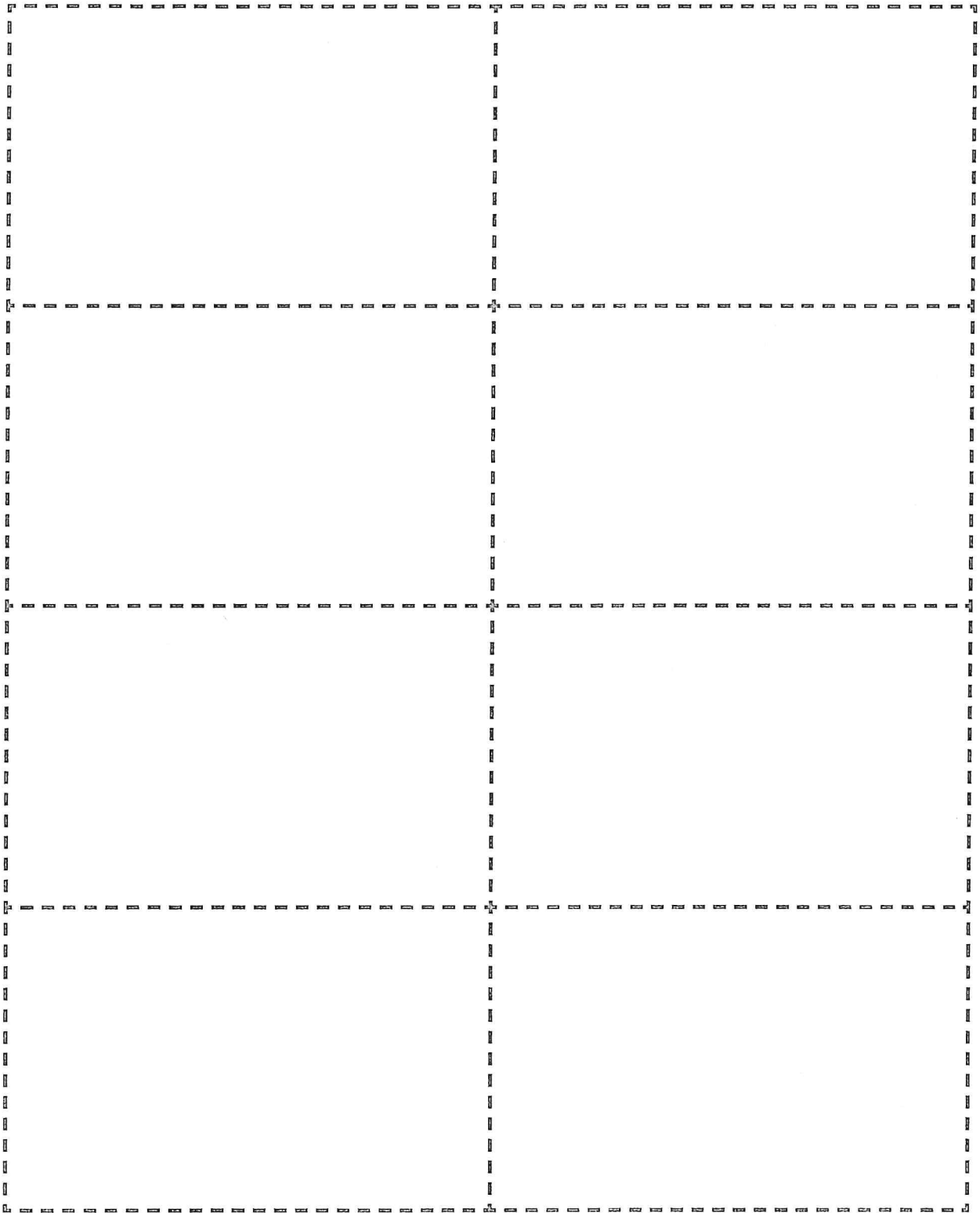
S-shaped Game Board



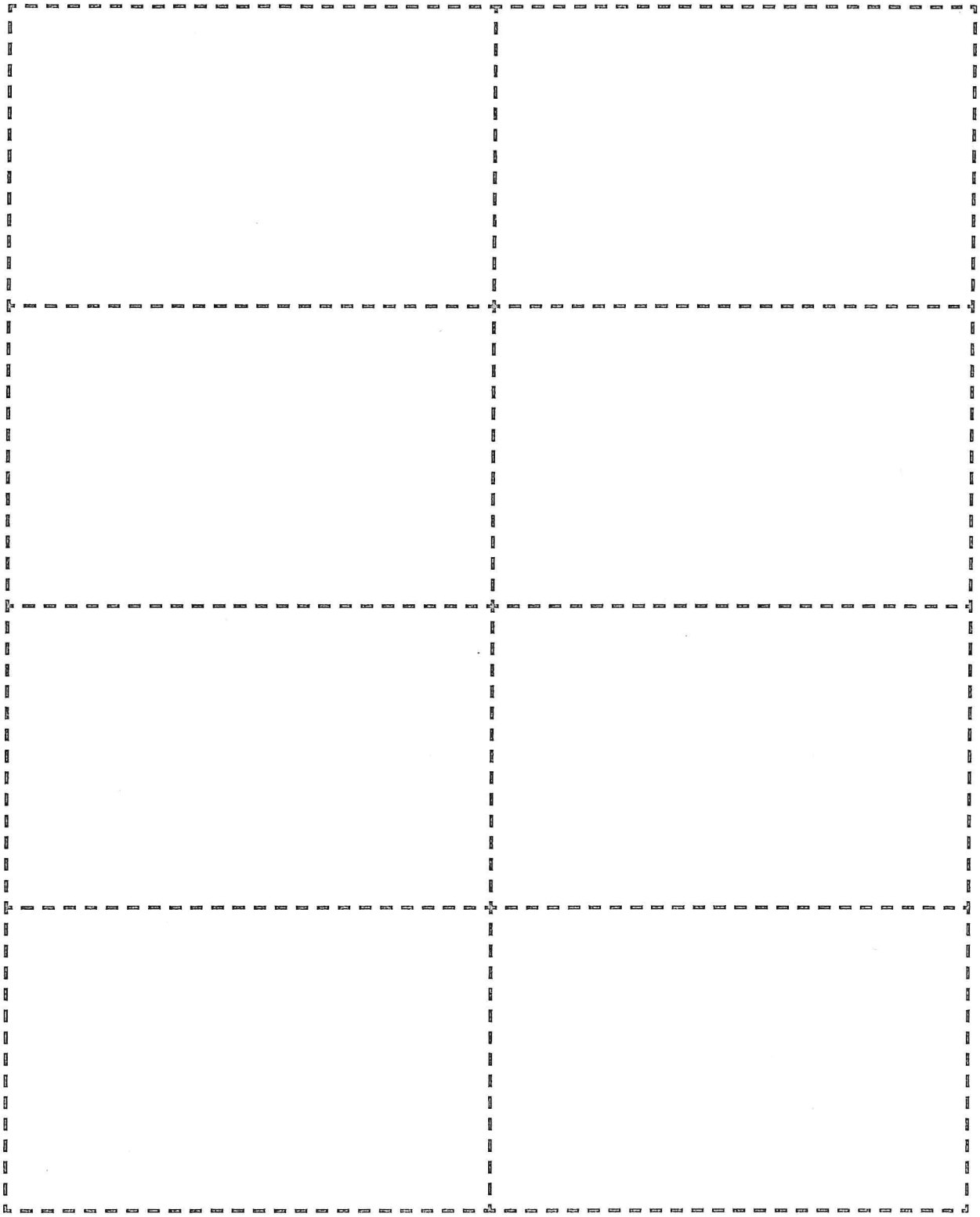
Cards



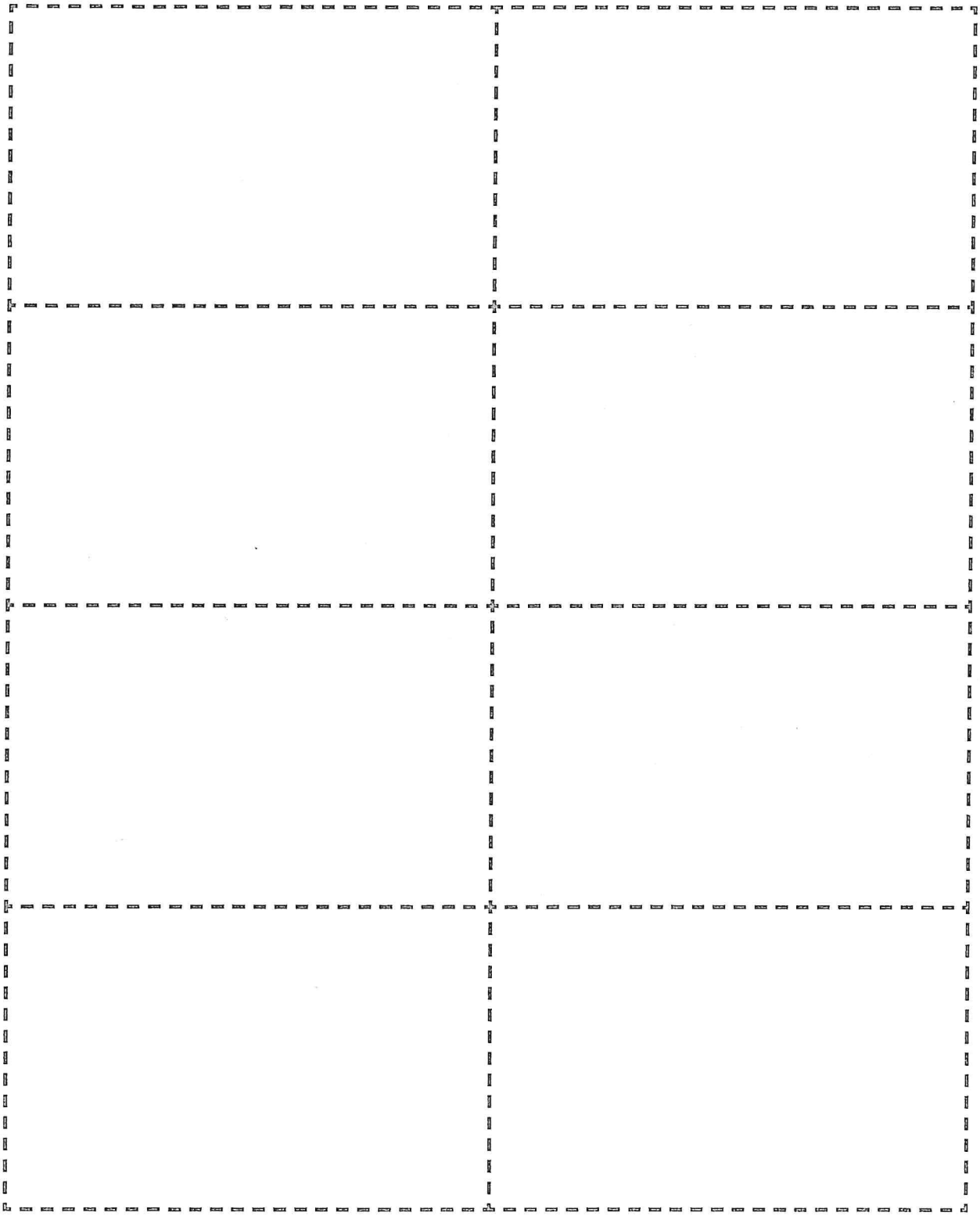
Cards



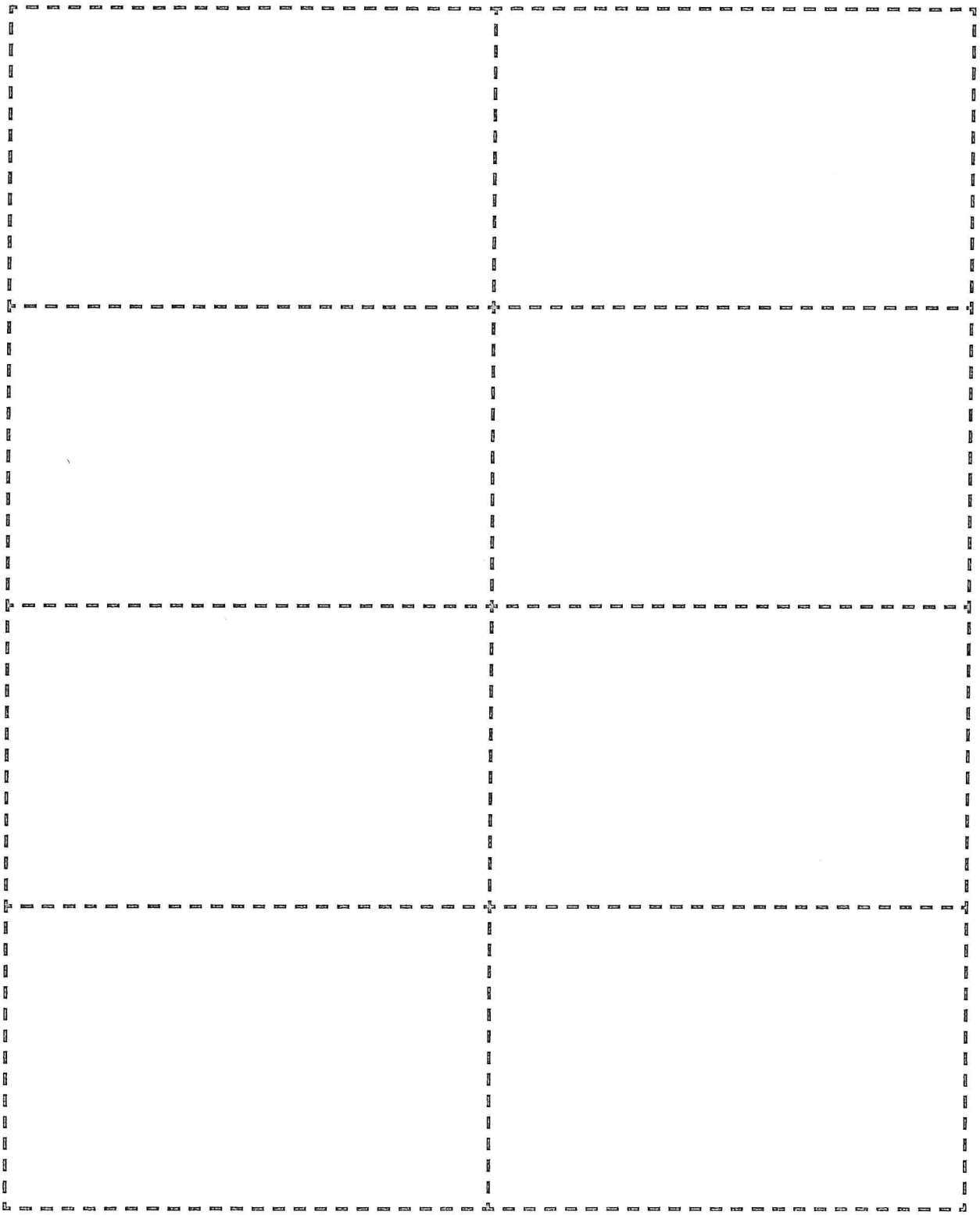
Cards



Cards



Cards

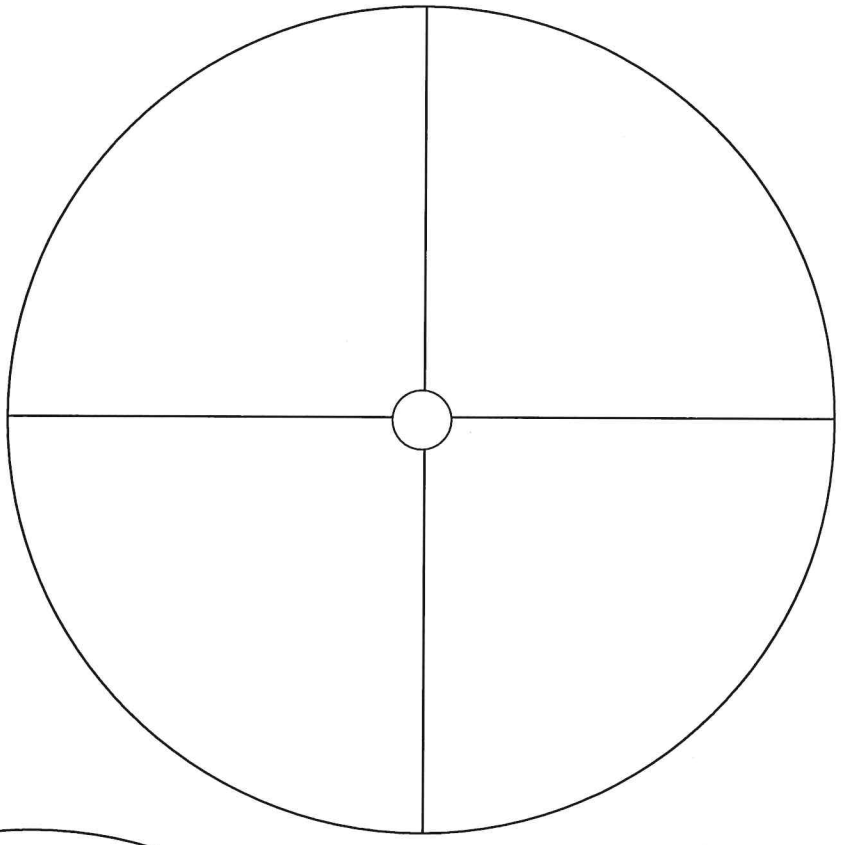


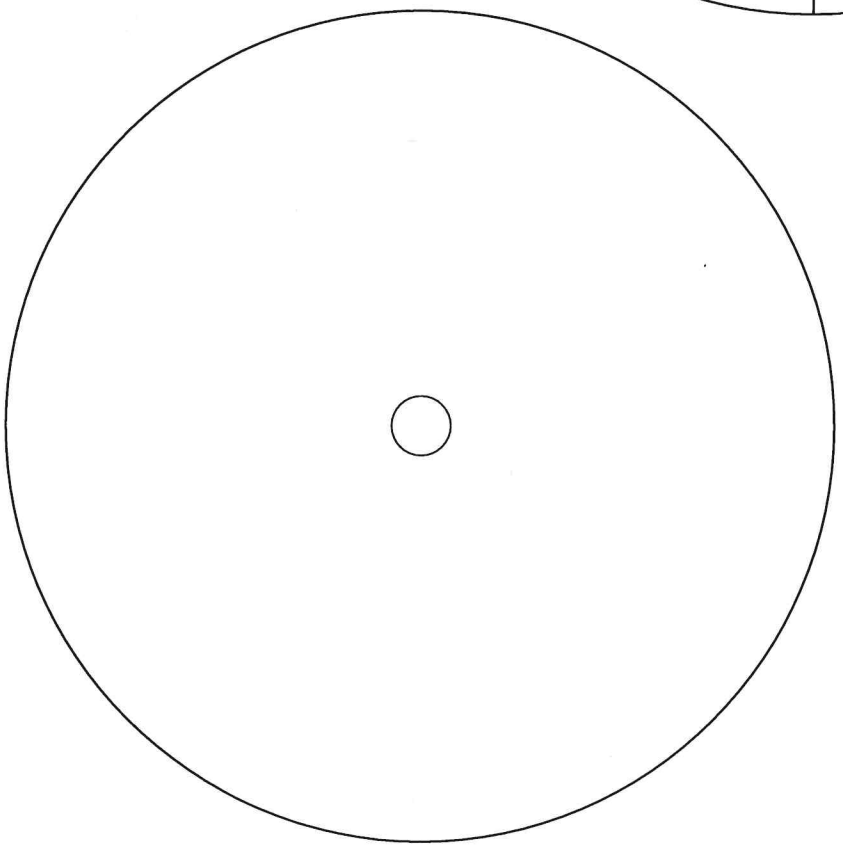
Spinners

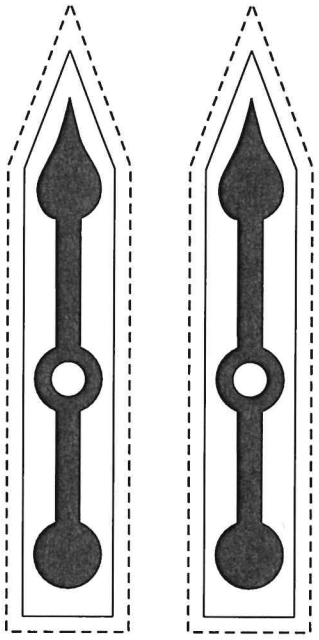
1. Cut out and complete a spinner.

2. Mount it on heavy paper.

3. Attach arrow with a brad.







Spinners

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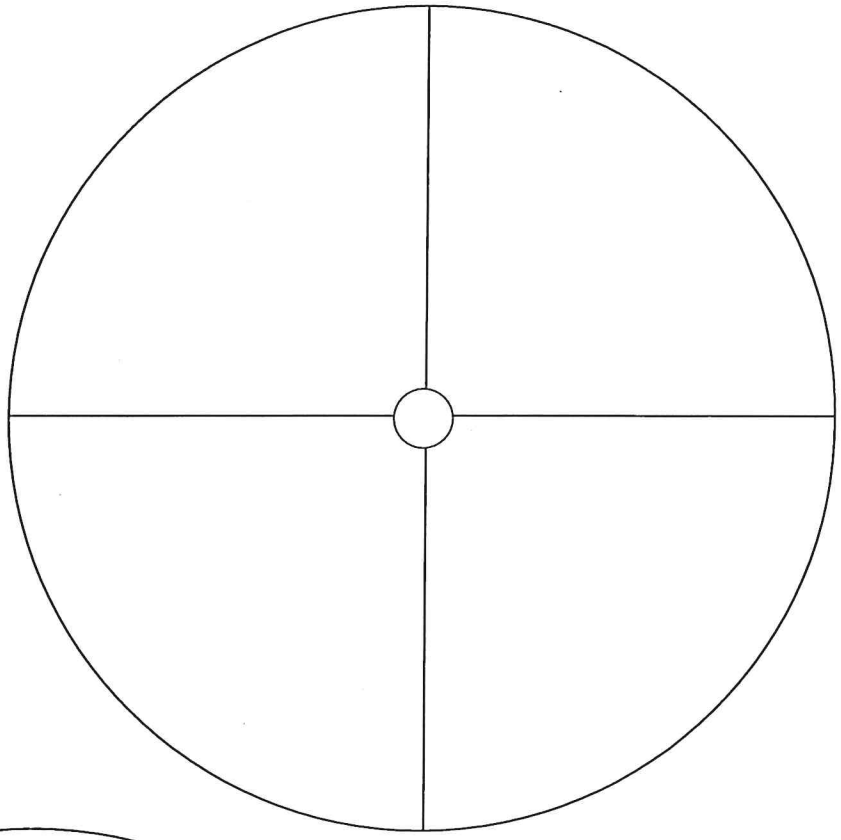
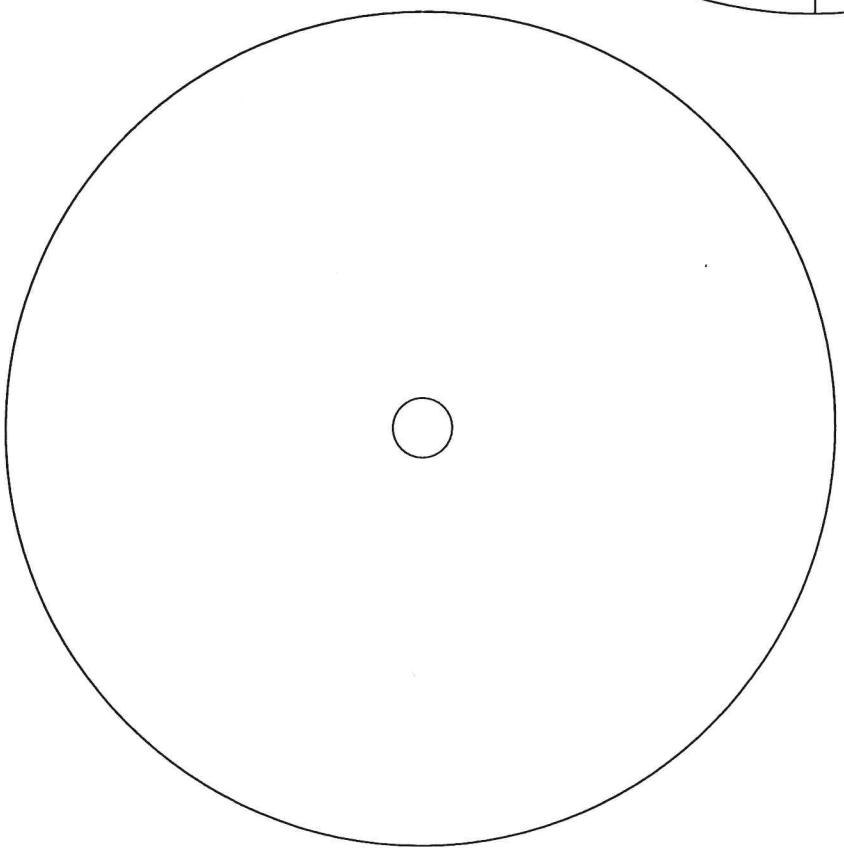
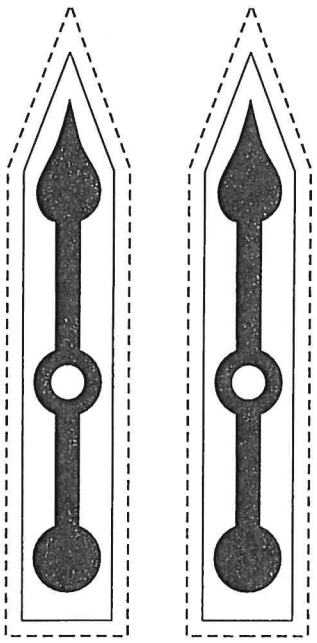
3. Attach arrow with a brad.





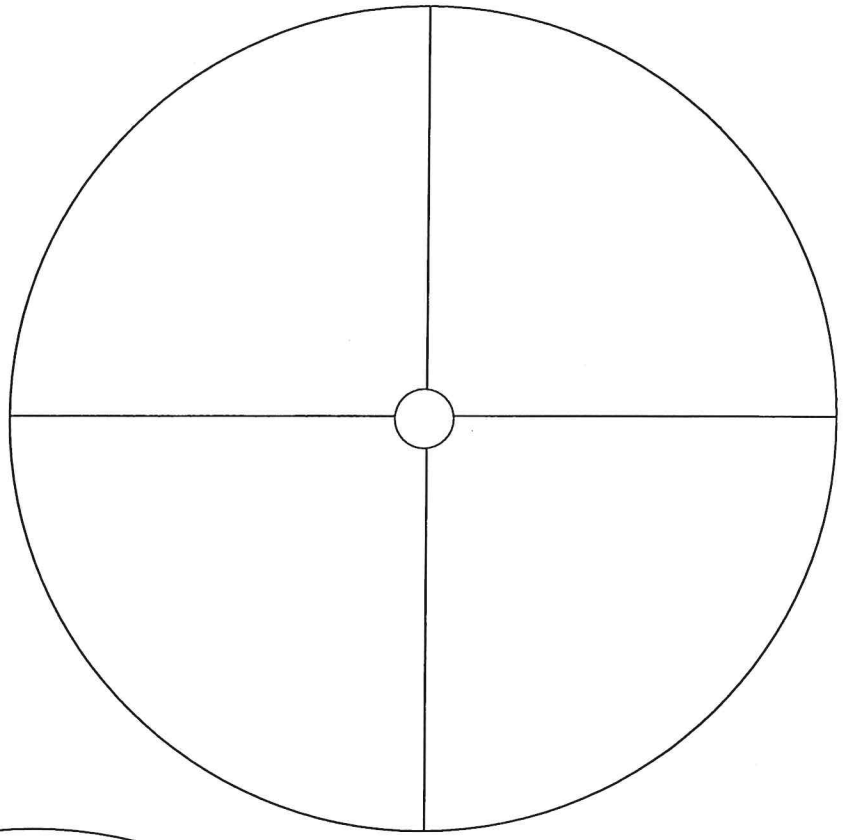


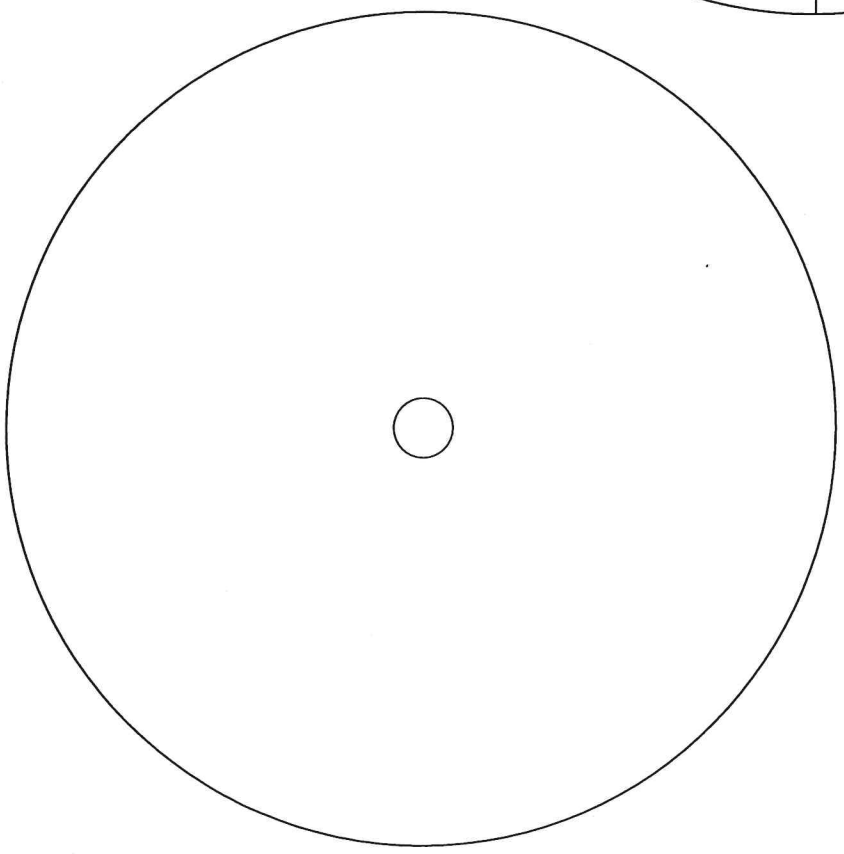
Spinners

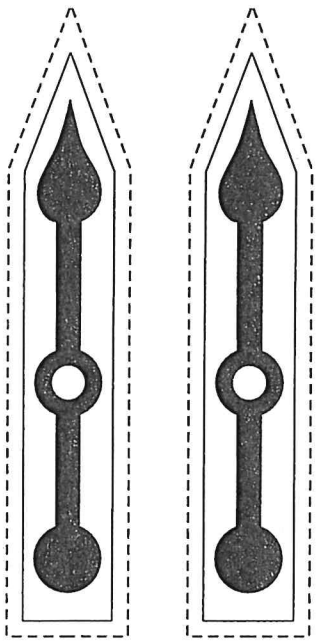
1. Cut out and complete a spinner.

2. Mount it on heavy paper.

3. Attach arrow with a brad.







Put It Together

Materials

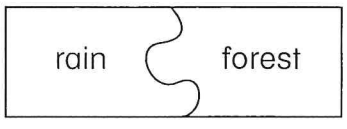
Puzzle Pieces, two pieces (p. 87)
plastic bags
timer

Skill: compound words

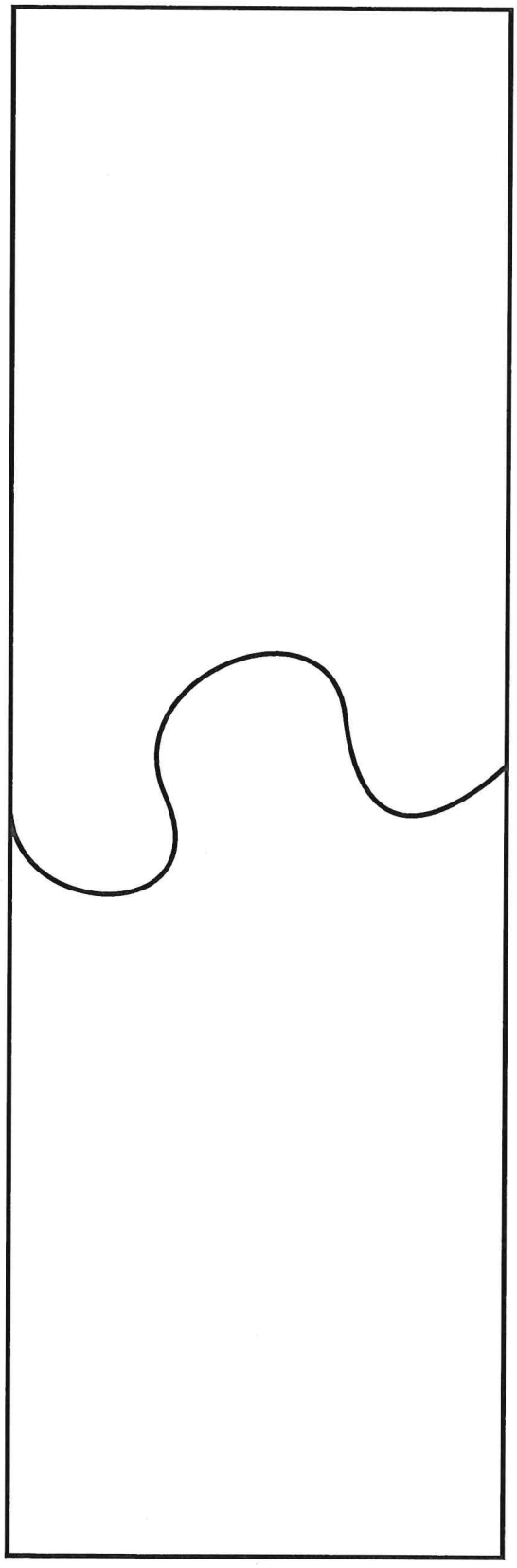
Prepare: Players need five copies each of the puzzle pieces with two interlocking pieces. Ask them to write five different compound words with the first part of the word on the first puzzle piece, and the second part of the word on the second puzzle piece. You may want to suggest compound words to use, such as *schoolhouse, dollhouse, grasshopper, uproot, grassland, raincoat,* and *inchworm*.

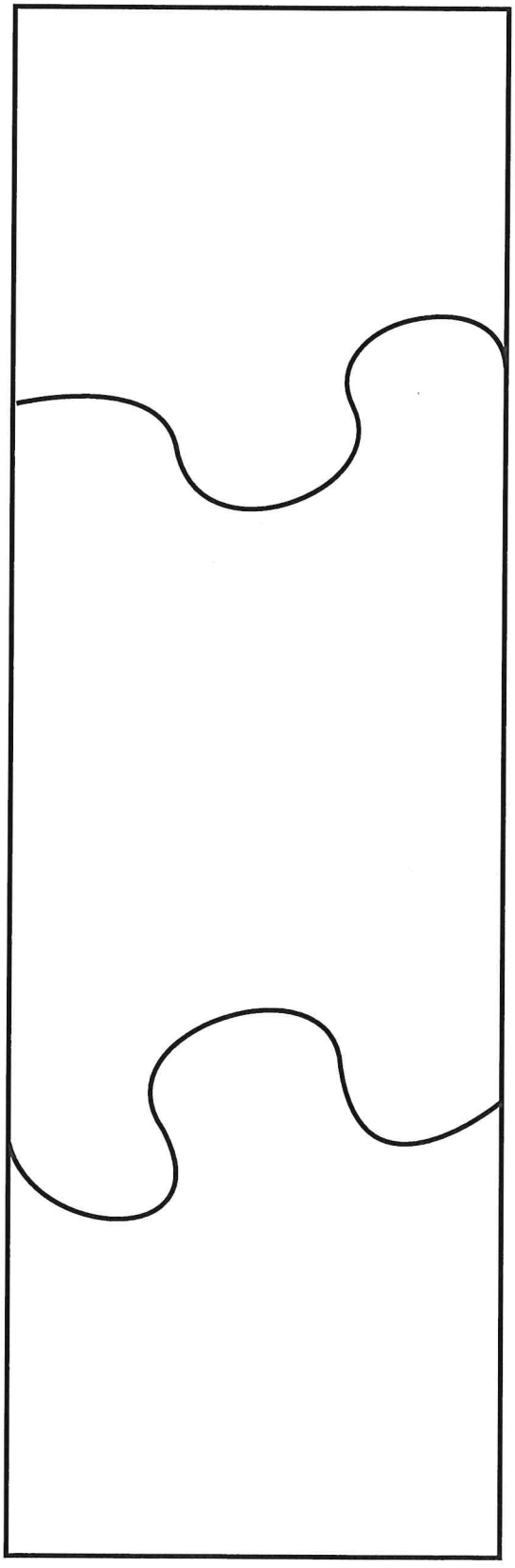
Players then cut out their puzzle pieces and place them in plastic bags.

Play: Have players exchange their bag with another player. Set the timer at one minute. Challenge players to build all five of their partner's compound words in a minute. Continue by having players exchange with other players in the classroom.

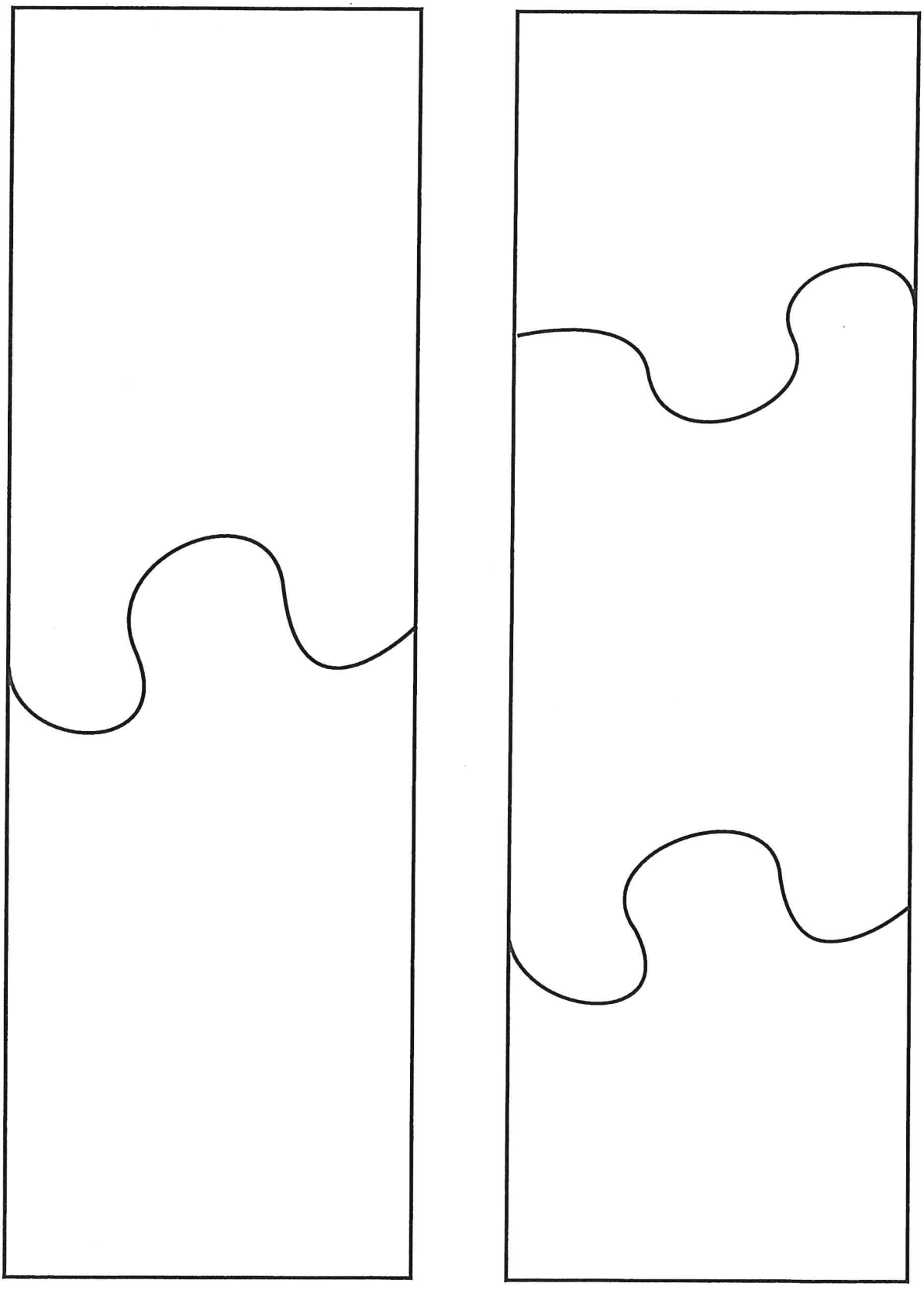


Puzzle Pieces

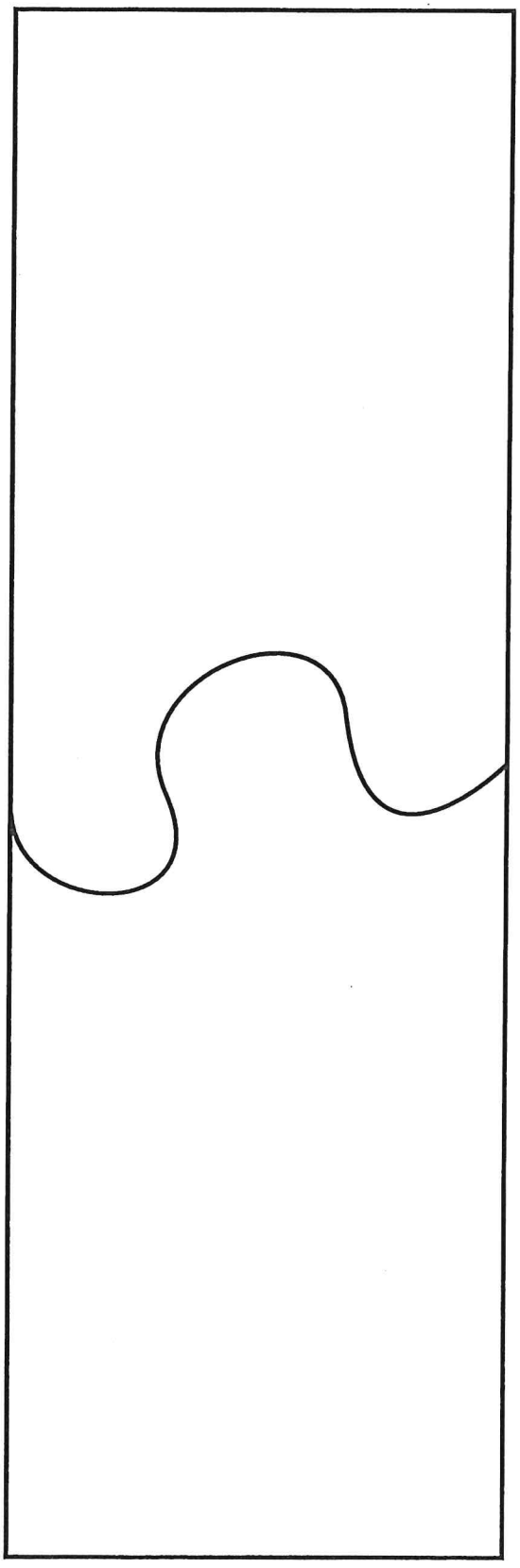


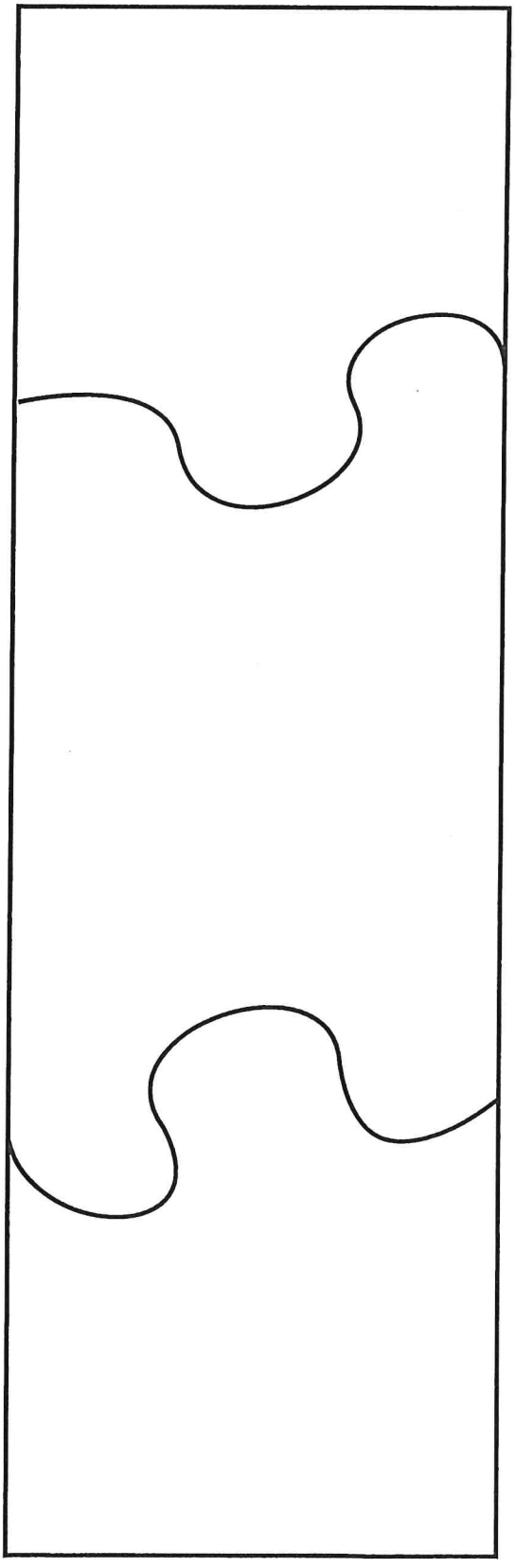


Puzzle Pieces

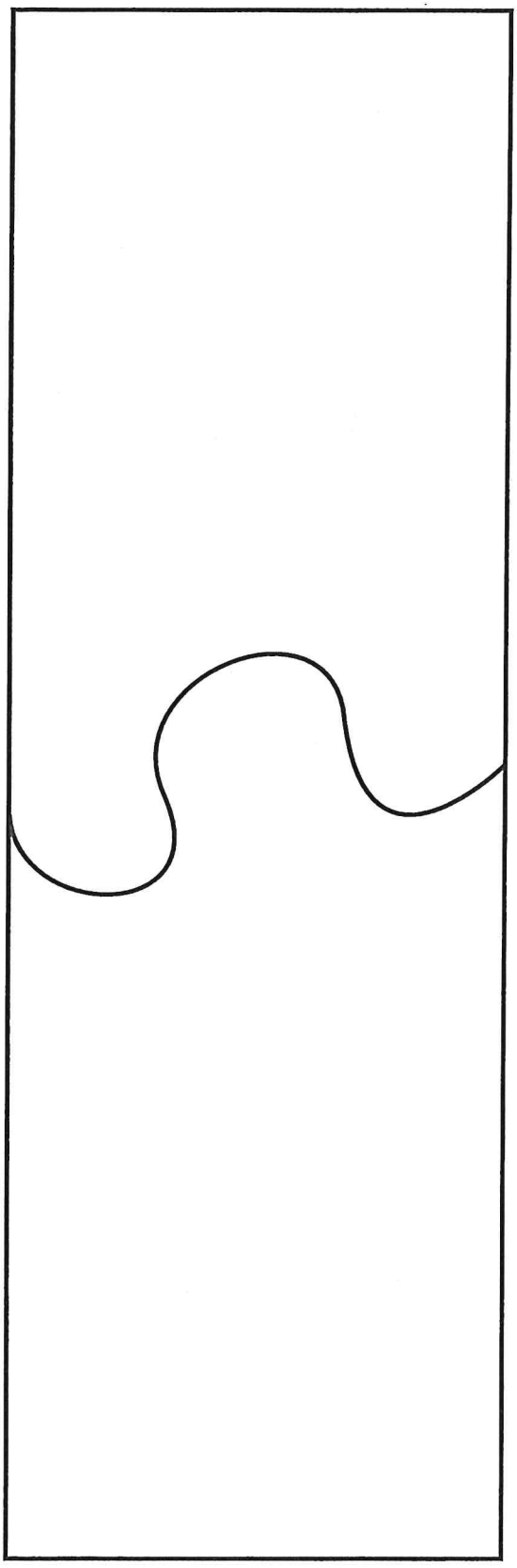


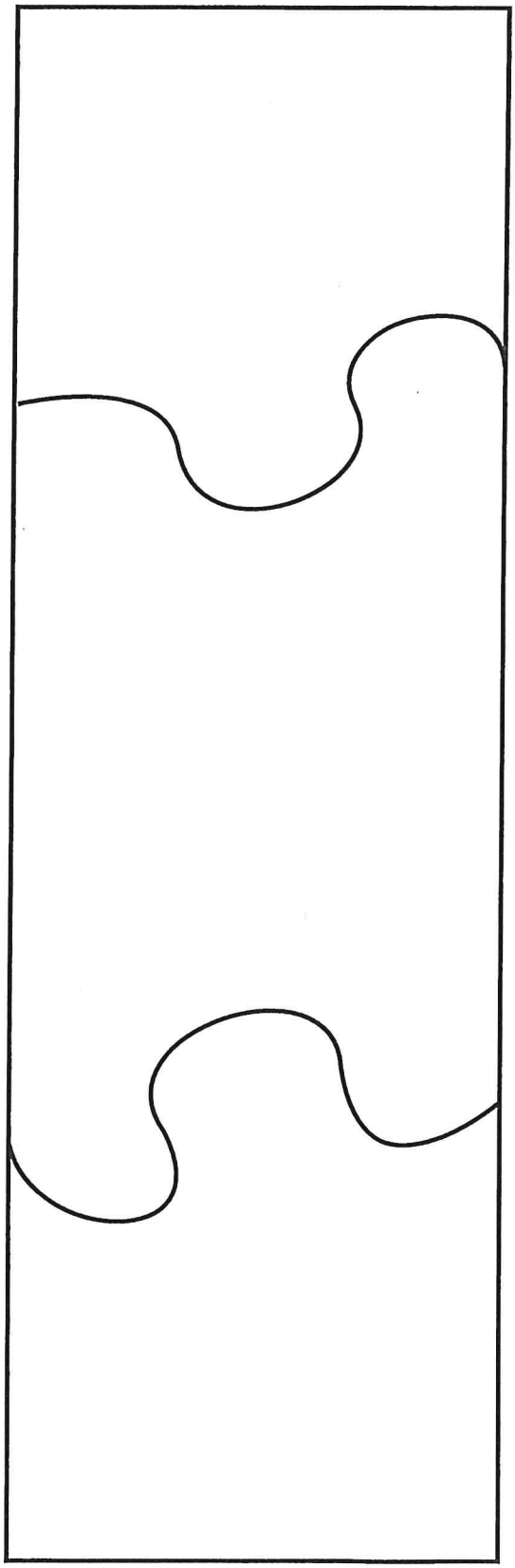
Puzzle Pieces



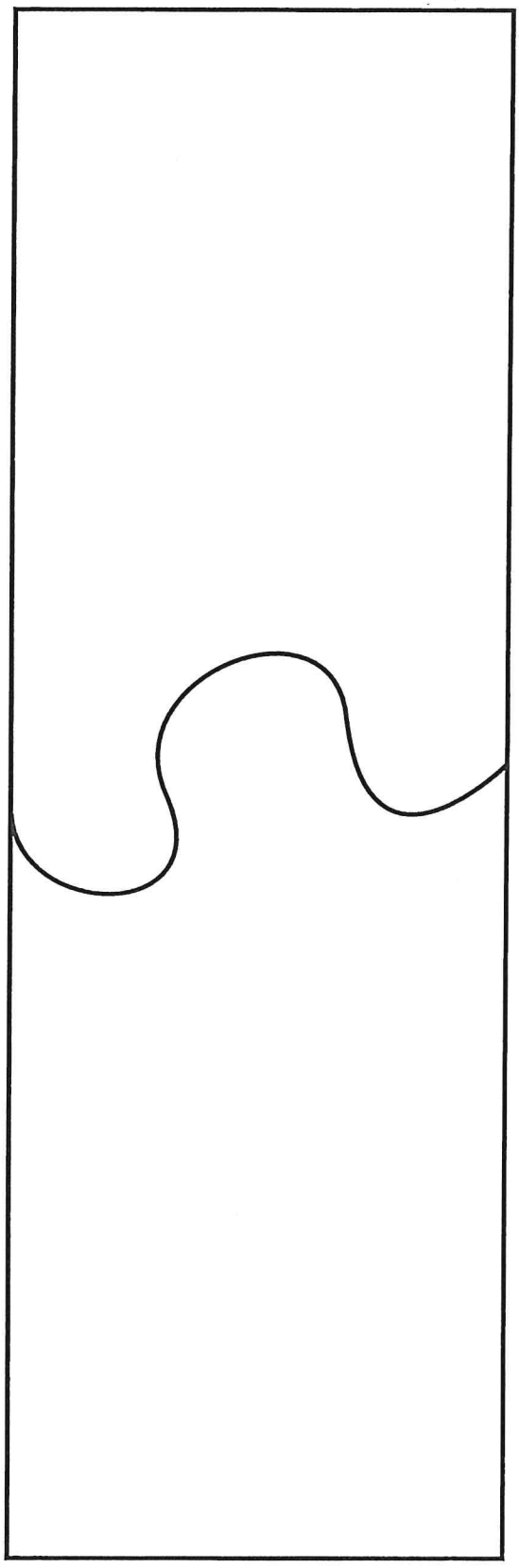


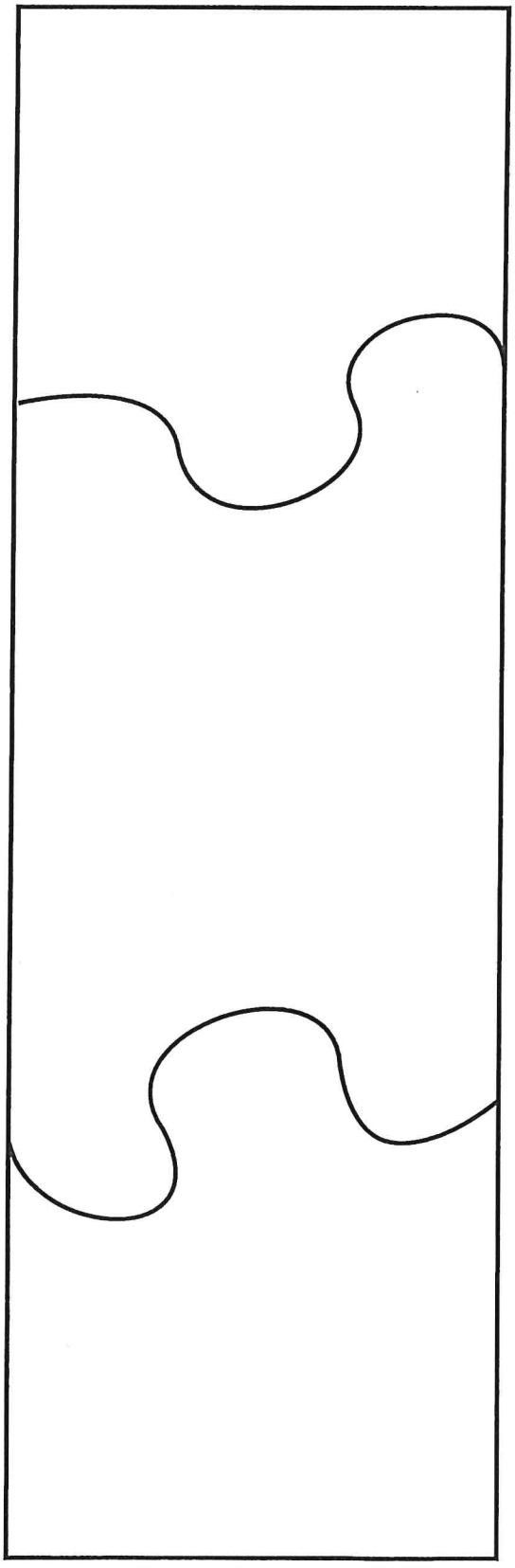
Puzzle Pieces



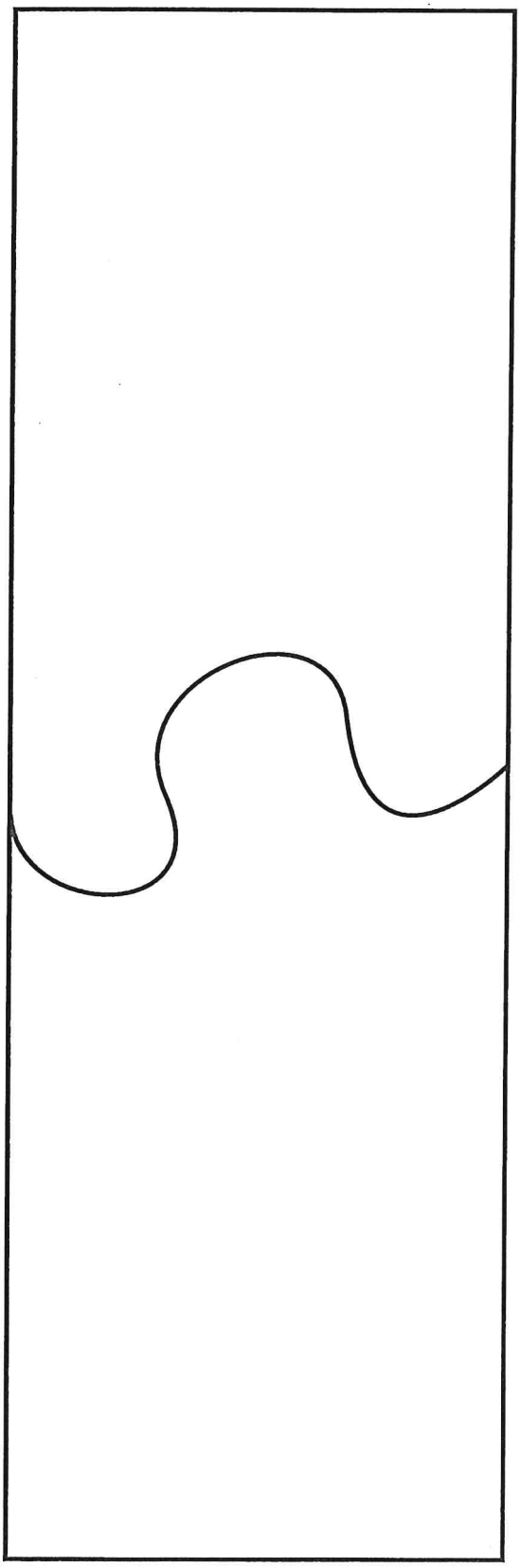


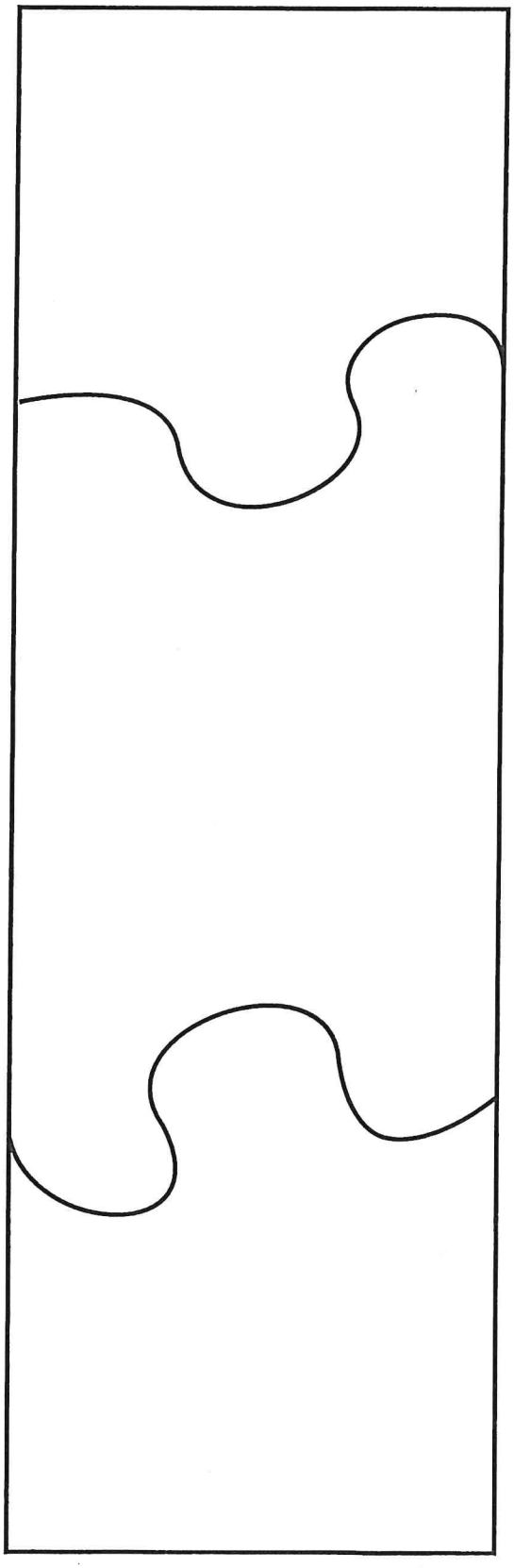
Puzzle Pieces





Puzzle Pieces





Sounds

One morning Seth listened for sounds around his house. He made a list of the sounds he heard. He was on a mission to record ten sounds.

First Seth went into the den. There he heard his cat scratching on a cloth chair. He chased the cat out the cat door and heard the door shut.

Next Seth heard the banging of pans coming from the kitchen. At the same time, the phone rang. Then Seth heard laughing and shouting and opened the kitchen window. Children were playing with a basketball. The ball was landing with a thump. Birds were chirping. And a bell was clanging.

Then Seth saw his puppy Shadow behind a hedge. Shadow started to whine. And Seth added this last sound to his list.

Sharks

Have you seen a photo of a shark with an open mouth? Its mouth would have been full of teeth with sharp edges. Scientists have measured the pressure of shark jaws to learn about its bite. Some sharks have a very strong bite!

The ears of a shark are inside its head. There are hairs in each ear. These hairs help a shark sense sounds with a low pitch.

A shark's best sense is smell. A shark moves its head back and forth when swimming. This helps it find a scent. Then the shark knows which way to swim for food. Its tough skin helps it swim quickly.

Sharks can't see far ahead. Mostly they see changes in light and shadow. That's why sight is not an important sense.

☆ACTIVITY Describe something you have heard or smelled.☆

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words

Challenge Words

1. _____	**1.** chick
2. _____	**2.** much
3. _____	**3.** pitch
4. _____	**4.** teacher
5. _____	**5.** lunch
6. _____	**6.** hatch
7. _____	**7.** cheese
8. _____	**8.** stretch
9. _____	**9.** thick
10. _____	**10.** truth
11. _____	**11.** pathway
12. _____	**12.** them
13. _____	**13.** fish
14. _____	**14.** whales
15. _____	**15.** what
16. _____	**16.** spray
17. _____	**17.** streak
18. _____	**18.** thread
19. _____	**19.** sandwich
20. _____	**20.** weather

Name _____

them	teacher	hatch	truth	pitch
thick	what	pathway	stretch	whales
fish	cheese	much	chick	lunch

Fill in the missing letters to make a spelling word. Then write the spelling word on the line. Use each word once.

1. ____ ____ ick _____

2. mu ____ ____ _____

3. pit ____ ____ _____

4. tea ____ ____ er _____

5. lun ____ ____ _____

6. hat ____ ____ _____

7. ____ ____ eese _____

8. stret ____ ____ _____

9. ____ ____ ick _____

10. tru ____ ____ _____

11. pa ____ ____ way _____

12. ____ ____ em _____

13. fi ____ ____ _____

14. ____ ____ ales _____

15. ____ ____ at _____

Name _____

inventor	observer	bounce	imagine

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

Lawrence was fascinated as he watched the crew at the construction site in town. A new office building was being built, and Lawrence had been an _____ all summer.

"Today's the day it is finally done," he told his friend Walter, standing next to him.

"Wow!" said Walter. "It's been so long."

They gazed up at the tall glass building. "Yes, when I first saw them knocking the old building down with a wrecking ball, I thought the ball would _____ right off the brick!" Lawrence said. "But that was just the beginning of the fun."

Lawrence loved to _____ himself wearing a hard hat, hammering, and putting up walls. He admired the skill of the workers and the tools they used. "The _____ of all of those tools must have been very smart," he said. "They are all so useful."

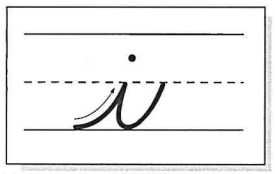
"And look at the results," Walter said. "The building is beautiful."

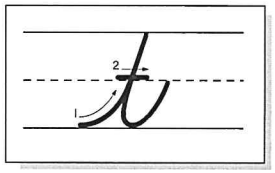
"Yes it is," Lawrence said as he smiled. "Maybe one day, I'll be out there helping."

Name _____ Date _____

i t

Trace and write the letters. Then trace and write the word.





Name _____

Reteaching
14-3

Standard Units

You can use the standard units of length shown below to measure area.

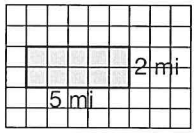
Customary Units of Length

Unit	Square Unit
inch (in.)	square inch
foot (ft)	square foot
yard (yd)	square yard
mile (mi)	square mile

Metric Units of Length

Unit	Square Unit
centimeter (cm)	square centimeter
meter (m)	square meter
kilometer (km)	square kilometer

Count how many square units this figure covers.

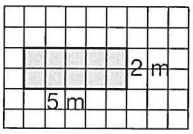


☐ = 1 square mile

- The figure covers 10 square units.
- Each unit equals 1 square mile.

The area of the figure is 10 square miles.

Count how many square units this figure covers.



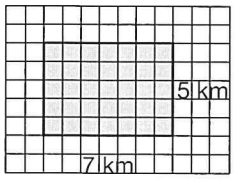
☐ = 1 square meter

- The figure covers 10 square units.
- Each unit equals 1 square meter.

The area of the figure is 10 square meters.

For **1** through **3**, count the square units. Then write the area.

1.

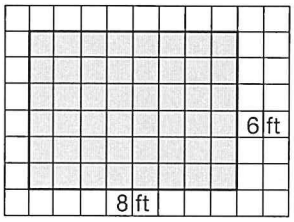


☐ = 1 square kilometer

_____

_____

2.

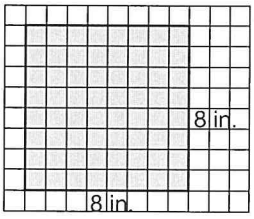


☐ = 1 square foot

_____

_____

3.



☐ = 1 square inch

_____

_____

4. Use Tools Use grid paper to show how to find the area of a garden that measures 6 feet by 4 feet.

_____

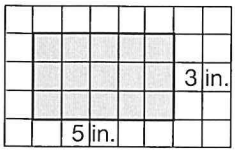
Name _____

Practice
14-3

Standard Units

For **1** through **3**, count the square units. Then write the area.

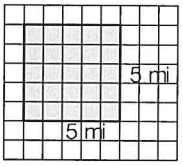
1.



_____

_____

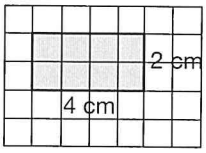
2.



_____

_____

3.



_____

_____

Use the diagram of the bulletin board for **4** through **6**.

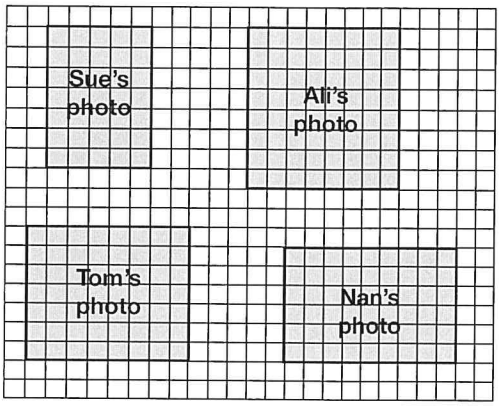
4. What is the area of each student's photo?

_____

_____

_____

_____



□ = 1 square inch

5. What is the area of Sue's photo and Tom's photo?

A 80 square inches

B 81 square inches

C 90 square inches

D 91 square inches

6. Colleen's photo is 9 inches long and 7 inches wide. Is it larger or smaller than Ali's photo? Explain how you know.

_____

_____

_____

Name _____

them	teacher	hatch	truth	pitch
thick	what	pathway	stretch	whales
fish	cheese	much	chick	lunch

A. Write the spelling words that contain the digraphs below.

ch

1. _____
2. _____
3. _____
4. _____
5. _____

tch

6. _____
7. _____
8. _____

th

9. _____
10. _____
11. _____
12. _____

sh

13. _____

wh

14. _____
15. _____

B. Compare the words *lunch* and *pitch*. How are they alike? How are they different?

_____

_____

_____

_____

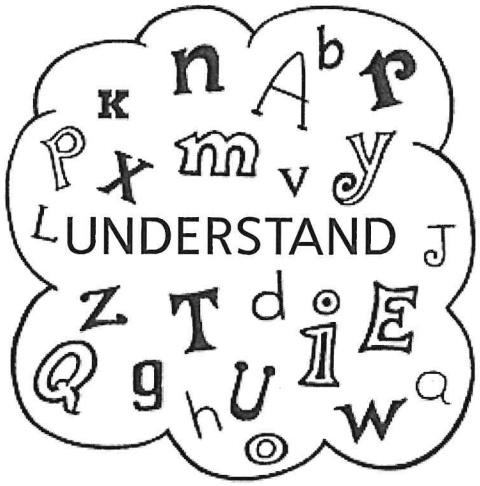
_____

Name _____

Read the poem. Check your understanding by asking yourself how the narrator thinks or feels.

Learning to Read

When I began reading,
a book was like a bowl
of letter soup.
As and Bs mixed with Ps and Qs.



The letters stirred together
like a thick, messy mush.
Not one word spoke to me
in any language I understood.

So I brought books to my mom and dad
like gifts for a long time. They cut out hours
for me from their days and nights. They knew
I needed to know what every word meant

so the words could be part of my life. Not right
away, but sooner than I thought,
letters let themselves be led into lines
that looked like the words I heard in my head.

Now the world seems smaller, somehow.
I figured out how to read and the words bring
the whole world of incredible things
into my open hands, curious as cats.

Name _____

A. Reread the passage and answer the questions.

1. Who is the narrator of this poem?

_____

_____

_____

2. What is the narrator's point of view?

_____

_____

_____

3. How do you know what the narrator's point of view is?

_____

_____

_____

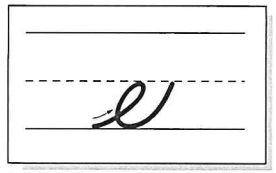
B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

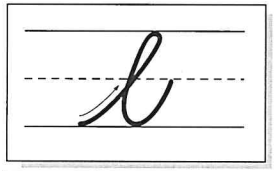
Name _____ Date _____

e l

Trace and write the letters. Then write the words.



e e e e e e e e



l l l l l l l l

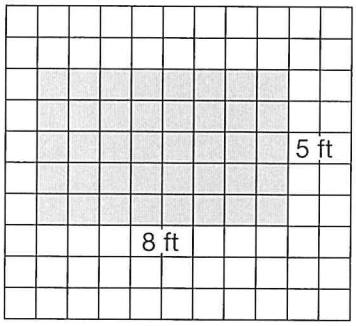
ill lit tie let tile

Name _____

Reteaching
14-4

Area of Squares and Rectangles

What is the area of this rectangle?



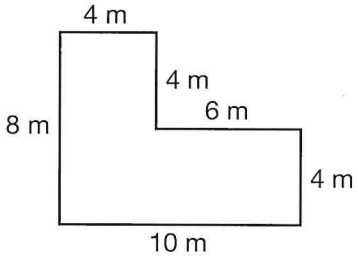
Use the formula $A = \ell \times w$:

$A = 8 \times 5$

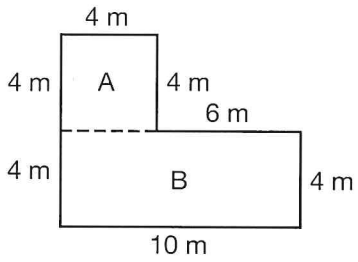
$A = 40$

The area is 40 square feet.

What is the area of this figure?



You can draw segments to divide the figure into rectangles. Then find the area of each rectangle and add.



Rectangle A

$A = \ell \times w$

$A = 4 \times 4$

$= 16$

Rectangle B

$A = \ell \times w$

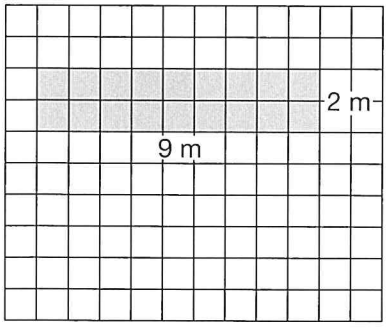
$A = 4 \times 10$

$= 40$

$16 + 40 = 56$, so the area of the original figure is 56 square meters.

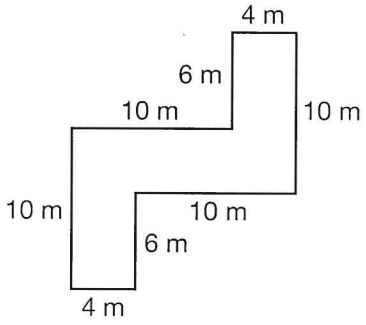
Find the area of each figure.

1.



_____

2.



_____

3. Reason The area of a rectangle is 56 square inches. The width of the rectangle is 7 in. What is the length? _____

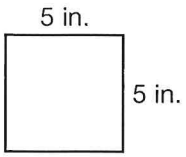
Name _____

Practice
14-4

Area of Squares and Rectangles

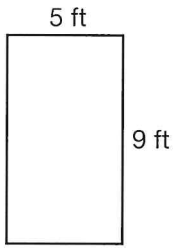
Find the area of each figure.

1.



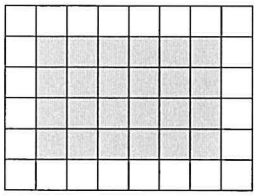
_____

2.



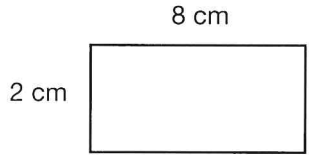
_____

3.



_____

4.



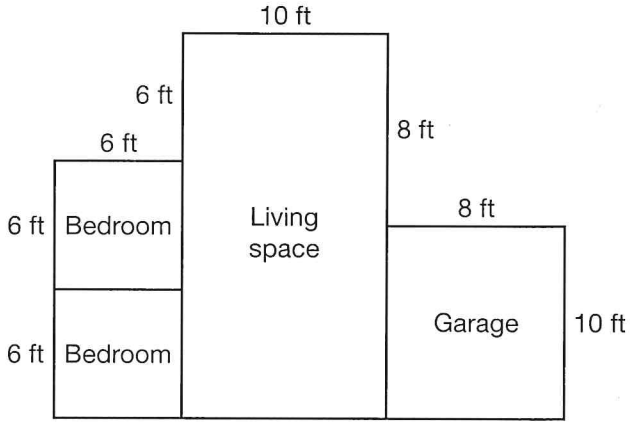
_____

5. What is the area of one bedroom?

_____

6. What is the area of the garage?

_____



7. Which is the area of a rectangle with a length of 6 cm and a width of 9 cm?

A 63 square cm **B** 54 square cm **C** 45 square cm **D** 36 square cm

8. Writing to Explain Explain how you would find the length of one side of a square if the area is 16 square units.

_____

Name _____

chick	teacher	cheese	truth	fish
much	lunch	stretch	pathway	whales
pitch	hatch	thick	them	what

A. Write the spelling word that matches each definition below.

1. a baby bird _____
2. an honest story _____
3. a kind of dairy food _____
4. a meal eaten in the middle of the day _____
5. the largest mammals in the sea _____

B. Write the spelling word that best completes each sentence.

6. We had so _____ snow that our schools closed.
7. I can _____ well, but I'm not a good catcher.
8. Our _____ asked us to open our books.
9. Did the turtle eggs _____ yet?
10. After the long test, we walked around to _____ our legs.
11. The ice on the pond is never _____ enough to walk on.
12. We walked down the curving _____ in the park.
13. Apples are my favorite fruit, but I like _____ peeled first.
14. We saw turtles on a log and _____ swimming in the pond.
15. Do you know _____ book we are supposed to read?

Name _____

Missing Glasses

I looked in the pile of clothes.
I checked the case where it usually goes.
I searched all around
but I finally found
that my glasses were right on my nose.

Answer the questions about the poem.

1. **What literary element of this poem makes it a limerick?**

_____

2. **Which lines rhyme?**

_____

_____

3. **What is the poem about?**

_____

4. **Where does the speaker find her glasses?**

_____

Name _____

Read the lines of free verse below. Then answer the questions.

Learning to Read

So I brought books to my mom and dad
like gifts for a long time. They cut out hours
for me from their days and nights. They knew
I needed to know what every word meant

so the words could be part of my life. Not right
away, but sooner than I thought,
letters let themselves be led into lines
that looked like the words I heard in my head.

Now the world seems smaller, somehow.
I figured out how to read and the words bring
the whole world of incredible things
into my open hands, curious as cats.

1. Find an example of rhyme in the poem.

_____

2. Write an example of alliteration from the poem on the lines below.

_____

_____

3. Write another line for this poem that includes alliteration or rhyme.

_____

_____

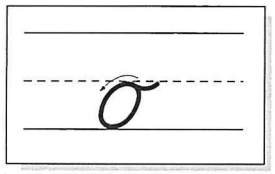
_____

_____

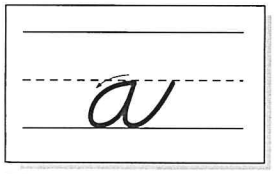
Name _____ Date _____

o a

Trace and write the letters. Then write the words.



o o o o o o o o



a a a a a a a a

toe toll toil tail ate

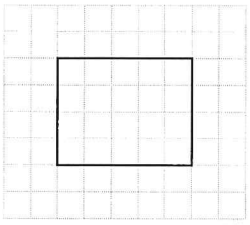
tote late oil oat lot

Name _____

Reteaching
14-5

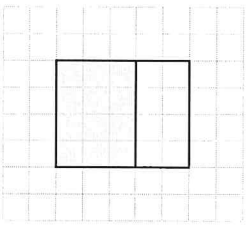
Area and the Distributive Property

Suppose you separate a rectangle into two smaller rectangles. The area of the large rectangle is equal to the sum of the areas of the two small rectangles. You can use the Distributive Property to break apart facts to find the product.



Write the multiplication fact that represents the area of the large rectangle.

$4 \times 5 = 20$



Write multiplication facts that represent the areas of each of the smaller rectangles.

$4 \times 3 = 12$ $\quad$ $4 \times 2 = 8$

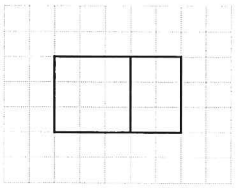
$12 + 8 = 20$

You can write an equation to show that the area of the large rectangle is equal to the sum of the areas of the two small rectangles.

$4 \times 5 = 4 \times (3 + 2) = (4 \times 3) + (4 \times 2)$

Write the equation that represents the picture.

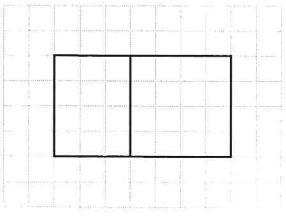
1.



$\_3\_ \times \_\_\_\_ = \_\_\_\_ \times (\_2\_ + \_\_\_\_) =$

$(\_3\_ \times \_\_\_\_) + (\_\_\_\_ \times \_3\_)$

2.



$\_\_\_\_ \times \_7\_ = \_\_\_\_ \times (\_\_\_\_ + \_4\_) =$

$(\_\_\_\_ \times \_3\_) + (\_4\_ \times \_\_\_\_)$

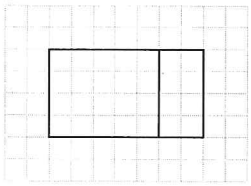
Name _____

Practice
14-5

Area and the Distributive Property

Write the equation that represents the picture.

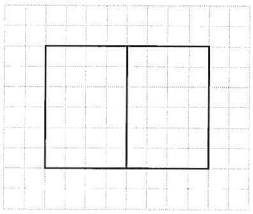
1.



_____

_____

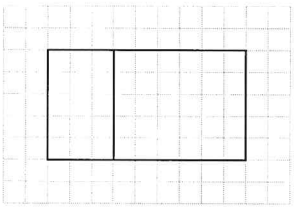
2.



_____

_____

3.



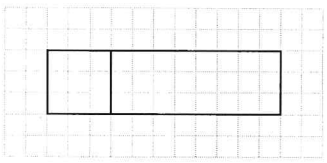
_____

_____

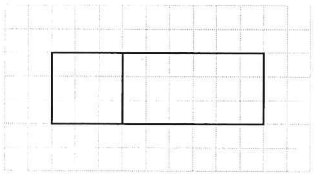
Choose the picture the equation represents.

4. $3 \times 9 = 3 \times (3 + 6) = (3 \times 3) + (3 \times 6)$

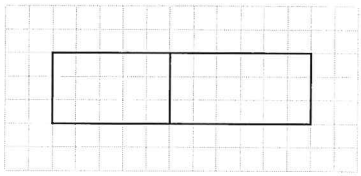
A



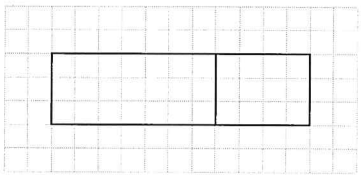
B



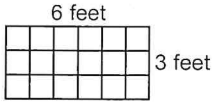
C



D



5. Reason Lee wants to cut this piece of canvas into two rectangles that are 3×2 and 3×5. He wants the sum of the areas of the two small rectangles to be the same as the area of the large rectangle. Can he do this? Explain.



_____

_____

_____

Name _____

A. There are six misspelled words in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.

Once there were three wales who were best friends. Every day they met for luntch. Then they played games in the wide open sea. One day, a small fisch swam nearby.

He asked if he could join theam. "Sure!" they said and asked him wat he liked to play. He said he liked to pich seashells. So the rest of the day the four friends played together.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Writing Activity

B. Write a story telling what you like to play with friends. Use at least four spelling words.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

A Plan for the People

A Summer of Arguments

1 The meetings began on a hot day in May 1787. The delegates gathered together in the Philadelphia State House. They closed the windows because the meetings were secret. It was hot in the State House. When they opened the windows to cool off, bugs flew in. The delegates argued all summer in the hot, buggy rooms. Making a new plan for government was not easy or fun.

2 Some delegates wanted one person to run the new government. Others thought a group should be in charge. They all agreed on one thing. A group should make laws for the country. But they disagreed on how to pick these leaders. The famous inventor and statesman Benjamin Franklin attended the meetings. He wondered how the groups could ever make any decisions.

Reread and use the prompts to take notes in the text.

Reread paragraph 1. Underline words that help you visualize what the Philadelphia State House was like during the meetings.

Talk with a partner about what the delegates agreed and disagreed about in paragraph 2. Circle the things they disagreed about.

Why is "A Summer of Arguments" a good heading for this section? Use your annotations to explain.

Making a Plan

3 The delegates wrote their plan and called it the United States Constitution. The Constitution was only a few pages long, but it was full of big ideas. The Constitution shows how our government works. It says that people are in charge of the government. People vote to pick their leaders. These leaders run the government for the people.

A Government That's Fair to All

4 The delegates planning the Constitution met for four months. They thought the Constitution was a good plan. But not all delegates signed it on September 15, 1787. Some of them wanted to make sure the government protected people's rights, too. A right is something you are allowed to have or do. In 1791, Congress changed the Constitution to protect the rights of American citizens. One right allows people to speak freely. These changes were called the Bill of Rights.

Underline the sentences in paragraph 3 that help you understand more about the Constitution.

Reread paragraph 4. Talk with a partner about how the author uses cause and effect to explain how the Bill of Rights was created.

Circle what happened when some delegates decided not to sign the Constitution.

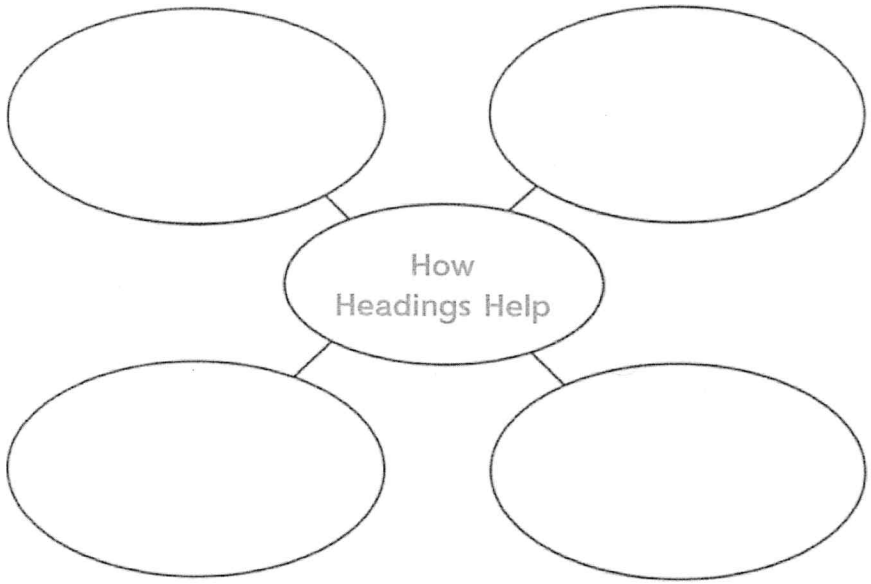
What was the effect? Circle it and write it here.

Opens Fill in the blank Dialog

How does the author use headings to help you understand how America's leaders wrote the Constitution?

Talk About It Reread the headings on pages 51-52. Talk with a partner about why the author uses the headings to organize the text.

Cite Text Evidence How do the headings help organize and explain the topic? Write text evidence in the web.



Write The author uses headings to help me understand _____

_____

_____

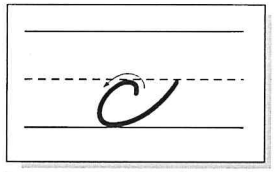
QUICK TIP

When I reread, I use headings to help me understand details about the topic.

Name _____ Date _____

c d

Trace and write the letters. Then write the words and the phrases.



coat deed load code

moon dance note time

Name _____

Reteaching
6-1

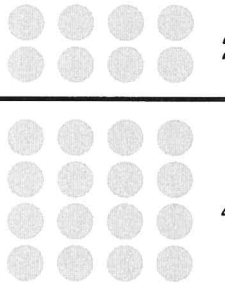
The Distributive Property

With the Distributive Property, you can break apart a multiplication fact into the sum of two other facts.

The array below shows 6×4 or 6 rows of 4 circles.

6×4

You can draw a line to break apart **6** rows of 4 circles into **2** rows of 4 circles *and* **4** rows of 4 circles.



2×4

4×4

The new facts that stand for the two smaller arrays are (2×4) and (4×4).

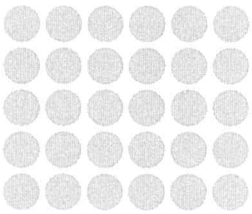
You can write a number sentence to show this relationship:
$6 \times 4 = (2 \times 4) + (4 \times 4)$.

Draw a line to separate each array into two smaller arrays. Write the new facts.

1.

(____ × ____) and (____ × ____)

2.



(____ × ____) and (____ × ____)

3. Model Don breaks a 4×7 array into a 2×7 array and another array. What is the fact for Don's second array? Write a number sentence that models the relationship of the 4×7 array to the other two arrays.

_____

_____

Name _____

Practice
6-1

The Distributive Property

Draw a line to separate each array into two smaller arrays. Write the new facts.

1.

(____ × ____) and (____ × ____)

2.

(____ × ____) and (____ × ____)

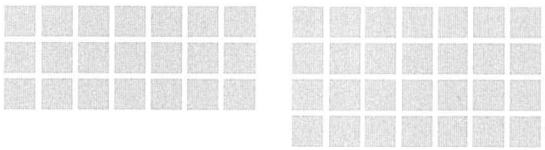
Use the smaller arrays and the Distributive Property to find each missing factor. You may use counters to help.

3.

8 × 3 =

(2 × ____) + (____ × 3)

4.



7 × ____ =

(____ × 7) and (____ × ____)

5. Tony broke a larger array into a 2 × 9 array and a 4 × 9 array. What did the larger array look like? Draw a picture. Write a number sentence to show the relationship between the larger array and the two smaller arrays.

6. Use Structure Which number makes this number sentence true?

7 × 5 = (■ × 5) + (2 × 5)

A 2 **B** 3

C 4 **D** 5

Name _____

A. Circle the word with a digraph to complete each sentence. Underline the digraph in that word. Write the word on the line.

1. I got a new _____ for my birthday.

   coat watch bike

2. We fed the baby _____ at the farm.

   chicks ponies cows

3. This year for the talent show, I plan to _____.

   juggle dance sing

4. My grandpa has a huge _____ collection.

   coin shell art

5. I got purple paint on my _____.

   thumb elbow face

B. An open syllable has a CV pattern and usually has a long vowel sound. Circle the word that has one or more open syllables. Then write the syllables on the lines.

1. private rabbit _____ _____

2. napkin fable _____ _____

3. moment minute _____ _____

4. follow tiger _____ _____

Name _____

Read each passage. Write the simile on the line. Then write the two things that are being compared.

1. The letters stirred together
like a thick, messy mush.

_____

_____

_____

2. When I began reading,
a book was like a bowl
of letter soup.

_____

_____

_____

3. So I brought books to my mom and dad
like gifts for a long time.

_____

_____

_____

Name _____ Date _____

Words to Write

Write the words.

Circle your best words.

tell title tie it

tell title tie it

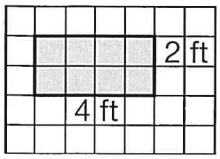
let tilt lie little

Write a silly title for a book. Use some of the words above.

Name _____

Quick Check
14-3

1. Ahmed has a corkboard on his bedroom wall that measures 2 feet by 4 feet as shown below. What is the area of the corkboard?



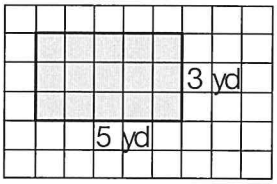
A 6 feet

B 8 feet

C 6 square feet

D 8 square feet

2. Ms. Santiago has a piece of fabric that is 5 yards long and 3 yards wide as shown below. What is the area of the fabric?



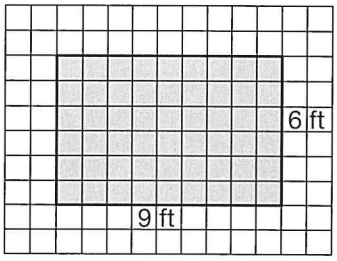
A 16 square yards

B 15 square yards

C 16 yards

D 15 yards

3. Laura has a rectangular patio that measures 9 feet by 6 feet, as shown at the right. What is the area of her patio?



A 54 feet

B 16 feet

C 54 square feet

D 16 square feet

4. Writing to Explain Jamal has a square mirror on his wall that has a width of 12 inches. Use grid paper to show how to find the area of the mirror. Then explain how your diagram shows the area of the mirror.

Name _____

Quick Check
14-4

1. A chess board is 8 units by 8 units. What is the area of the chess board?

   A 74 square units

   B 72 square units

   C 70 square units

   D 64 square units

2. Greg made a card that is 6 inches by 5 inches. What is the area of the card?

   A 22 square inches

   B 30 square inches

   C 52 square inches

   D 64 square inches

3. Mrs. Rivera owns a company that makes ceiling tiles. She charges $2 per square foot. How much would it cost to make ceiling tiles for a room that measured 6 feet by 8 feet?

   A $106

   B $100

   C $96

   D $92

4. **Writing to Explain** The length of one side of a square is 8 inches. What is the area?

Let's apply what you learned to your own community. Follow the directions to complete the notebook.

Through your research, you are sure to uncover lots of fascinating facts and great stories. You can share them with your class and with family members.

History

Civics

READ & DO

Eagles, Flags, and Midnight Parades

Your community is one of many in the country. Some are east of the Rocky Mountains, and others are west. But people all over the United States feel connected. What makes us feel part of one big community?

“Let's hurry,” Marisa said to her friend Jacob as she ran up the steps of her school. Marisa was excited because her school was helping to plan her town's Fourth of July celebration. Her class had chosen Jacob and Marisa to go to the planning meeting.

Marisa is from a town called Hollister in the state of California. People there love to make the Fourth of July a special day.

The meeting was in the school library. As Marisa and Jacob took their seats, Ms. Lundstrom stood up. She was the school's principal.

"Welcome!" she said. "As you know, the Fourth of July is a very important day. On that day in 1776, the **Declaration of Independence** was approved. This great document was written by Thomas Jefferson. It said that our country would be free from the rule of Great Britain, so July fourth is the birthday of the United States. How can our town make this year's Fourth of July the best ever? Let's hear your ideas."

A boy named Amir spoke first. "We've got to have the Midnight Parade," he said. "That way we have the very first parade of the day. It's a big tradition in some communities." A **tradition** is something that people do together year after year. A common tradition on the Fourth of July is to watch a fireworks show.

"But how can we make the parade special?" Ms. Lundstrom asked.

"We could have giant balloons that are shaped like bald eagles," Marisa said.

Everyone liked that idea because the bald eagle is

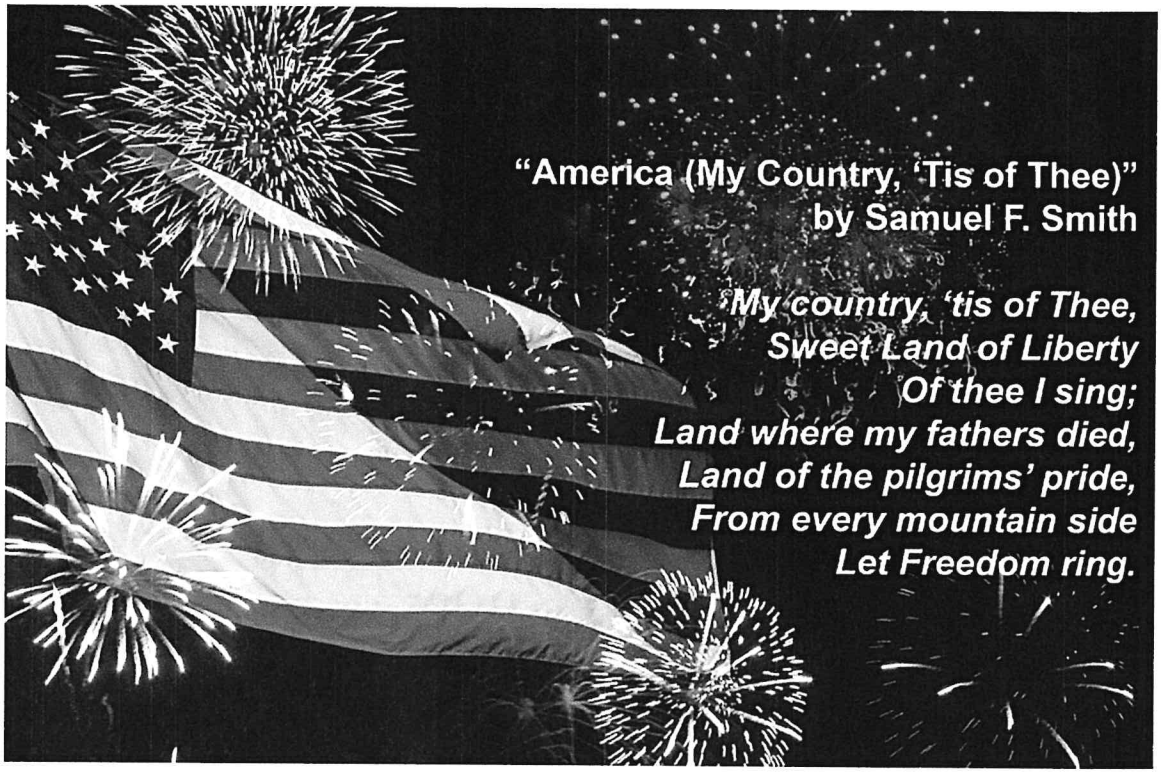
the national bird. It is a **symbol** of courage and freedom. A symbol is something that stands for an idea.

Then Tina spoke. “There should be a band that plays patriotic songs while leading the parade,” she said.

“The band should play ‘The Star-Spangled Banner,'” Marisa added. “It's the national anthem.”

“We learned some other good songs,” Amir said. “I like ‘America the Beautiful,' ‘America,' and, ‘The Pledge of Allegiance.'”

“That's a great idea!” said Mrs. Lundstrom. “These songs tell about American symbols. The flag stands for our strength and for everything that makes us one country.”



"We should give flags to everyone," said Tina. "Every country has its own flag. The American flag is one of the most important symbols for our country."

"Everyone, make sure to wear red, white, and blue!" said Amir. "Those are the colors on our flag and also are our country's colors. It is a good way to show support of the United States."

"Ms. Lundstrom, what does the Liberty Bell stand for?" asked Jacob.

"It stands for freedom," responded Ms. Lundstrom.

"I saw it once in the city of Philadelphia," Marisa said. "People rang it in 1776 when they were going

to read the Declaration of Independence out loud. They wanted everyone to come and hear it being read."

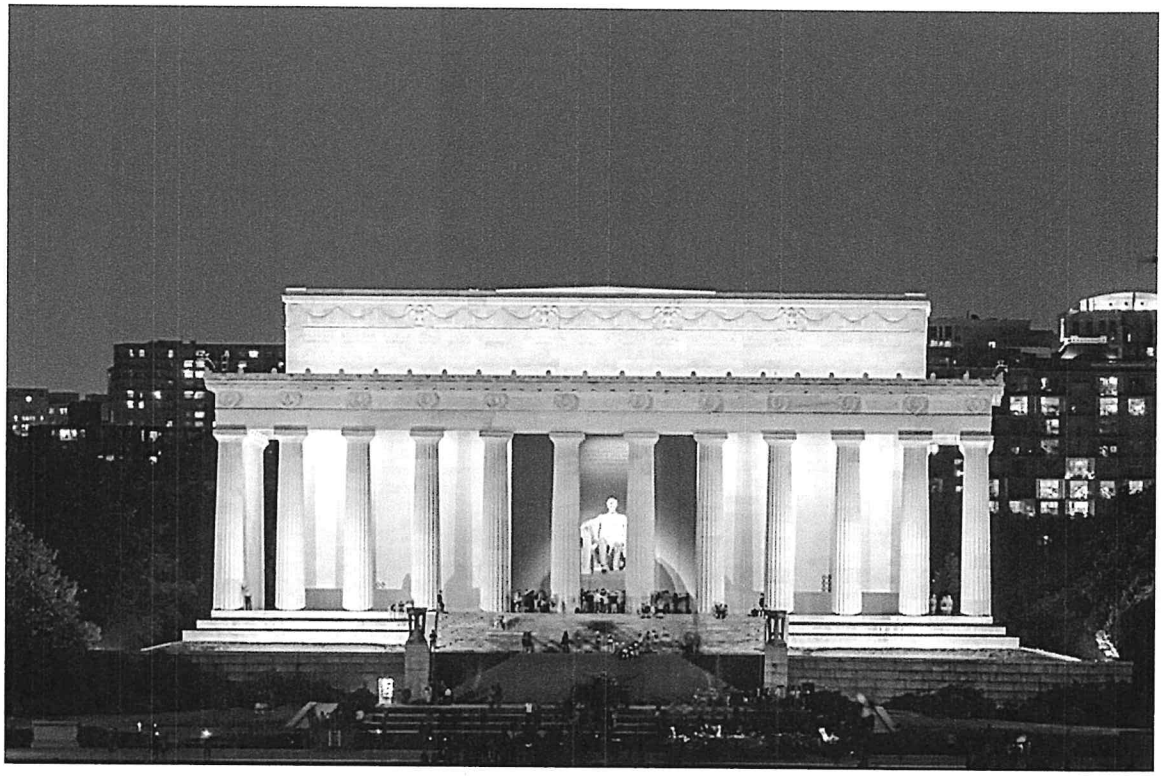
"We could have somebody dress up as the Statue of Liberty," Tina said. "The statue welcomes people who come to America from other countries."

"The Statue of Liberty is a great symbol," said Ms. Lundstrom. "It represents freedom and opportunity."

"Our country has many other symbols," continued Ms. Lundstrom. "The Washington Monument is one. It is in Washington, D.C., and built in honor of our first president, George Washington."

"I saw it when I visited Washington, D.C.," said Tina. "There are a lot of symbols there because it is our country's capital."

"Yes, there are," Amir agreed. "It has the Lincoln Memorial, which honors President Abraham Lincoln, and other memorials to remember famous wars. The memorials for the Vietnam War and World War II are in Washington, D.C."



"I have another idea for the parade," Tina said. "Let's set up a booth to tell about our history. Someone can read the Declaration, and we can show a copy of the Constitution. Then people can see the words that helped form our government."

"And we could have pictures of the U.S. Capitol building," Jacob said. "It's also in Washington, D.C., and people write our laws there."

The Fourth of July plan was sounding better and better. Marisa smiled as she thought about herself marching down the street at midnight. She could even hear the band playing!

Teresa lives in another country. She has heard that the Fourth of July is special in the United States, but she doesn't know why. She wants to know more about it. Tell her about this day by filling in the blanks in the letter below.

_____

(date)

Dear Teresa,

On the Fourth of July, Americans celebrate

_____.

People like to show American flags on this day.

That's because the flag stands for _____

_____.

We also have other Fourth of July traditions,

like _____

and _____.

As you can see, it's a big day for us!

Your pal,

_____

Think of a tradition that you like. It can be anything that people do together year after year. On the lines below, tell what the tradition is.

Draw a picture of this tradition in the box.

Grade 3 Twig Science

Week 2

Module 1: The Ultimate Playground

This week you will read an exciting text and respond to some questions. It's only available online.

	To access science reading online:
Step 1	Type this in your Internet browser: Bitly link https://www.go.twigscience.com/svmodule/3/1
Step 2	Scroll to the bottom
Step 3	Choose your reading level: Diamond: ◆ On Level (available in Spanish) Triangle: ▲ Advanced Level Circle: ● Below Level Square: ■ English Learner
Step 4	Click on the word "Read" or "Español"

Book Title: "Roller-Coaster Ride"	
Read Chapter 1 and Chapter 2	
Answer these questions after reading:	What are the main ideas? What was something interesting that you learned? What is something you are wondering about?

Clip and Cover

Partner Talk

Share your thinking while you work.

Get Started (or)

Get 10 squares in one color and 10 in another color, two paper clips, and two number cubes. Take turns.

At Your Turn

Toss two cubes to find your ovals. **EXAMPLE:**  Choose the 3rd oval on the left and the 5th oval on the right, **or** choose the 5th oval on the left and the 3rd oval on the right. Mark your ovals with paper clips.

How to Play

The number on the left is the length of a rectangle.
The number on the right is the width of that rectangle.
Explain how to find the area of the rectangle.
Cover the answer. Lose your turn if the answer is taken.

How to Win

The first player or team to get any three connected rectangles in a row or column wins.

2 in.	14 square inches	12 square inches	20 square inches	18 square inches	3 in.
4 in.	10 square inches	6 square inches	28 square inches	54 square inches	5 in.
6 in.	42 square inches	40 square inches	72 square inches	24 square inches	7 in.
8 in	18 square inches	56 square inches	30 square inches	36 square inches	9 in.
2 in.					5 in.
4 in.					7 in.

If you have more time

Play again! Talk about why the area is given in square inches.

Display the Digits

0 1 2 3 4 5 6 7 8 9

Get Started or

Explain how to find the area and the perimeter of each shape.
Display each 0 – 9 tile exactly once. If you have a partner, take turns.

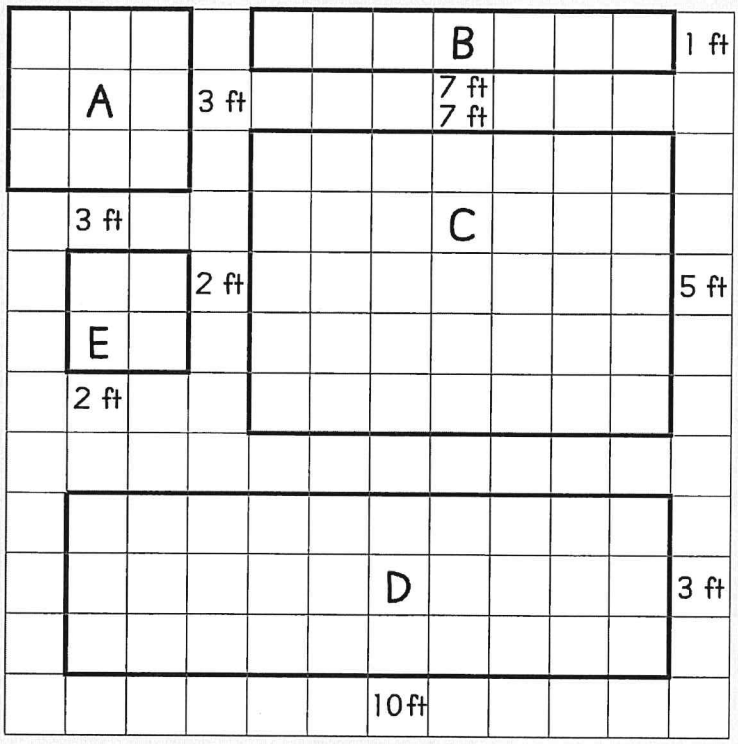
Rectangle A has an area of [a] square feet and a perimeter of 1[b] feet.

Rectangle B has an area of [c] square feet and a perimeter of [d]6 feet.

Rectangle C has an area of [e][f] square feet and a perimeter of 24 feet.

Rectangle D has an area of 3[g] square feet and a perimeter of 2[h] feet.

Rectangle E has an area of [i] square feet and a perimeter of [j] feet.



a	b	c	d	e
f	g	h	i	j

If you have more time

Make up an area puzzle.
Ask your partner to display the answers with 0–9 tiles.

A Good Plan

"We're off to the pond," Jake called. "Come on!"

"That's a great idea," said Barb. "We'll play ball there."

"I can't go," Reg spoke up. "I have to ask my mom."

Barb knew what to say about that. "We'll just stop by your house and ask her."

"She's at work. There's no way to ask her." Reg looked down at his feet.

"That's not right!" cried out Barb. "I can go."

Reg mumbled, "I'm sorry."

"Let's go this one time! We aren't going to swim." Barb did not want to give up.

"That's not a good idea," said Jake. "We can play tag here now. We'll go to the pond tomorrow."

"You're right. That's a good plan. You're it!" she called out.

Kia and Mia at Home

Kia and Mia are at home. As always, Kia has an idea.

"I'm hungry," she said. "Let's make a snack."

"But we don't know how to make food! We'll need to learn the rules first," Mia says.

"That isn't a problem. It'll be a breeze. Who needs to learn rules?" Kia was happy with her idea.

Mia was not as sure, "Well.... I don't know. It does not seem safe, but we can give it a try."

Kia looks around. "Is this the stove?"

"Uh-oh. I'm not happy about this so far" says Mia. "Let's forget the stove. We'll have tea. What is this bag for? I can't tell! I think we're making a mistake."

"Well, you are right! Let's have an apple." Kia laughed.

☆ACTIVITY Write about a time when you followed rules.☆

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words

Challenge Words

1. _____	**1.** whirl
2. _____	**2.** third
3. _____	**3.** girls
4. _____	**4.** firm
5. _____	**5.** fern
6. _____	**6.** herds
7. _____	**7.** stern
8. _____	**8.** serve
9. _____	**9.** hurt
10. _____	**10.** nurse
11. _____	**11.** turns
12. _____	**12.** learn
13. _____	**13.** pearl
14. _____	**14.** word
15. _____	**15.** world
16. _____	**16.** stretch
17. _____	**17.** thick
18. _____	**18.** whales
19. _____	**19.** perfect
20. _____	**20.** Thursday

Name _____

whirl	firm	stern	nurse	pearl
third	fern	serve	turns	word
girls	herds	hurt	learn	world

Write the missing letters to make a spelling word. Then write the spelling word on the line.

1. l ____ ____ ____ n _____

2. f ____ ____ n _____

3. wh ____ ____ l _____

4. f ____ ____ m _____

5. h ____ ____ t _____

6. w ____ ____ d _____

7. st ____ ____ n _____

8. s ____ ____ ve _____

9. th ____ ____ d _____

10. n ____ ____ se _____

11. w ____ ____ ld _____

12. g ____ ____ ls _____

13. p ____ ____ ____ l _____

14. h ____ ____ ds _____

15. t ____ ____ ns _____

Name _____

disbelief	dismay	fabulous	features
offered	splendid	unique	watchful

Use the context clues in each sentence to help you decide which vocabulary word fits best. Write the word in the blank.

Mom was in _____ when she saw the state of the living room, unable to understand what had happened. She looked around with _____ at the broken lamp, the stains on the _____, one-of-a-kind carpet, and the footprints on the sofa.

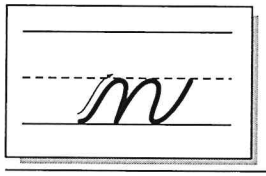
My brother and I _____ her some stories about what had happened. We described the _____ of the animal that had done the damage. "Um, it had a _____, beautiful coat like a Golden Retriever and a _____, curled tail like a snake! It was the most incredible thing we had ever seen!"

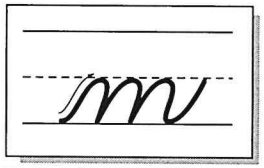
Finally, under Mom's _____ eye, we cleaned up. There was no creature, just us, playing outdoor games in the living room.

Name _____ Date _____

n m

Trace and write the letters. Then write the words.





name note moat mitten

tame mail melt nine

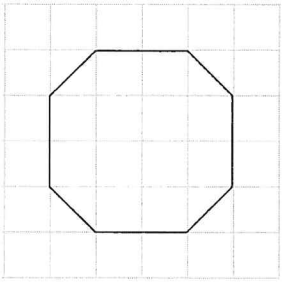
Name _____

Reteaching
14-7

Area of Irregular Shapes

To estimate the area of an irregular shape, you can add squares on a grid, or you can subtract squares from a larger area.

Adding Squares



First, count the number of whole squares. There are 12 whole squares.

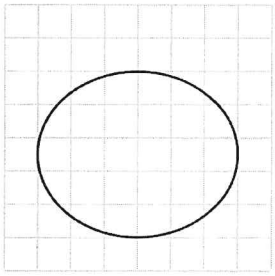
Then count the partial squares. There are 4 partial squares.

Estimate how many whole squares the partial squares would equal. They equal about 2 whole squares.

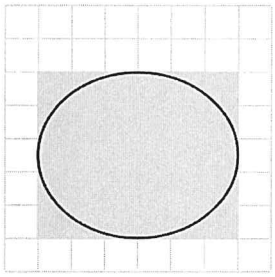
Finally, add the whole squares and the estimate for the partial squares to find the total estimated area.

$12 + 2 = 14$. The area is about 14 square units.

Subtract from a Larger Area



First, find the area of a regular shape that is larger than the irregular shape.



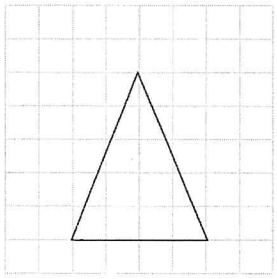
The gray rectangle has an area of 30 square units.

Subtract the squares that are not part of the irregular shape. There is about 1 square subtracted at each corner, so subtract 4 squares.

$30 - 4 = 26$. The area is about 26 square units.

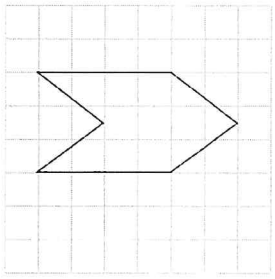
Find the area of each shape.

1.



_____

2.



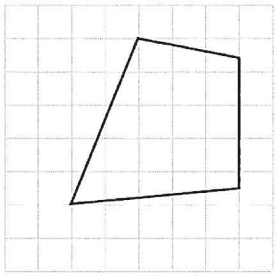
_____

Name _____

Practice
14-7

Area of Irregular Shapes

Find the area of each shape.

1. 

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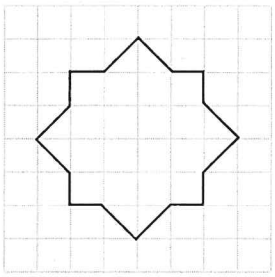
2. 

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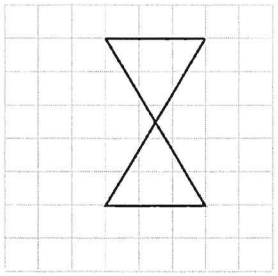
3. 

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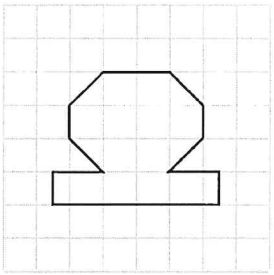
4. 

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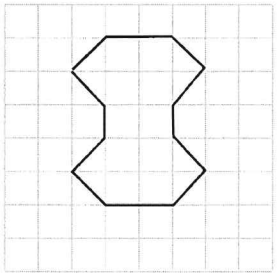
5. 

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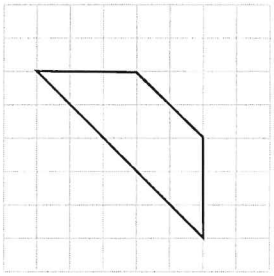
6. 

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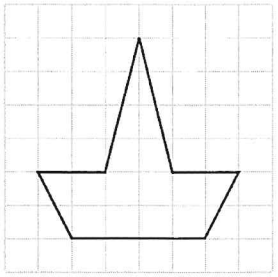
7. 

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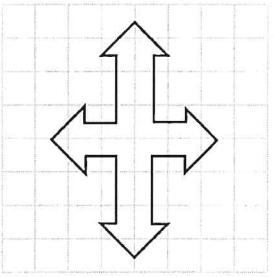
8. 

_____

Name _____

fern	hurt	stern	third	herds
nurse	whirl	serve	turns	learn
girls	pearl	firm	word	world

A. Write the spelling words that contain the matching spellings for the vowel sounds.

/ûr/* spelled *ir

1. _____
2. _____
3. _____
4. _____

/ûr/* spelled *er

5. _____
6. _____
7. _____
8. _____

/ûr/* spelled *ur

9. _____
10. _____
11. _____

/ûr/* spelled *ear

12. _____
13. _____

/ûr/* spelled *or

14. _____
15. _____

B. Compare the words *stern* and *learn*. How are they alike? How are they different?

_____

_____

Name _____

Read the passage. Use the visualize strategy to help you understand what you are reading.

How Zebras Got Their Stripes

This story happened a long time ago in Africa. One day, Baboon, who was very fierce, decided to leave the jungle tree where he lived. He wanted to live next to the river. He was so mean that he told all the other animals that the land belonged to him. Baboon stated he was the only one allowed to drink from the river.

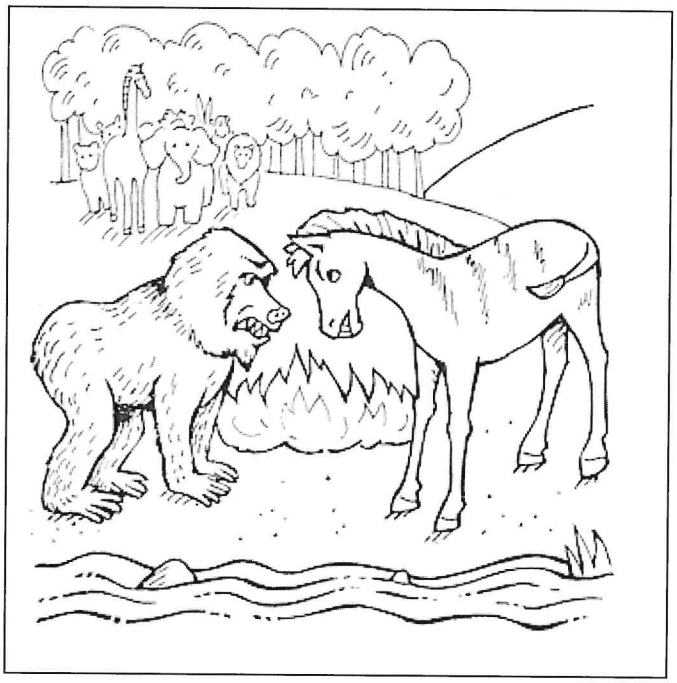
The animals were upset. They were sad because they needed water to survive. But all of them were afraid of Baboon. He had a big head with thick eyebrows and long teeth. He showed his teeth every chance he got to scare the other animals. They didn't know what to do.

Zebra was young and brave. He was fearless and handsome in his pure white coat. In the old days, zebras had all white coats. Zebra said to the other animals, "I am not afraid of Baboon. I will tell him we are going to drink from the river." The next day, Zebra met with Baboon, but Baboon refused to talk to Zebra. So Zebra challenged Baboon to a fight. Baboon laughed. It had been a long time since he had lost a fight.

They agreed that the loser of the fight would have to leave the jungle and river. He would have to live on the barren hill. The empty hill was not a place anyone wanted to live. They would meet the next morning in Baboon's yard next to the river.

Name _____

The next day, Zebra came to Baboon's yard. Baboon had built a bonfire. Zebra's white coat glowed in the sun. It looked like Zebra was lit from inside his body. All the animals came to watch the fight. They knew that it would be difficult to beat Baboon.



Baboon and Zebra were both strong and used all of their skills. They knew what they were good at. Zebra used his powerful legs to run at Baboon. But Baboon was very swift. He used his quickness to jump out of Zebra's way. Before Zebra could stop, he was suddenly close to the bonfire. He was so close that the heat from the fire began to burn him.

Zebra turned around and kicked Baboon over the river and onto the empty hill. He wasn't injured, but his pride was hurt. He knew he had lost. The animals could drink from the river.

Zebra won, but he was left with marks. The fire had burned long black stripes on his white coat. From that day on, all zebras had black stripes and were proud of them. They were a symbol that Zebra had fought and won to keep water free for all animals.

Name _____

A. Reread the passage and answer the questions.

1. What is the problem in this story?

_____

_____

_____

2. What solution does Zebra come up with?

_____

_____

_____

3. What are the results of this solution?

_____

_____

_____

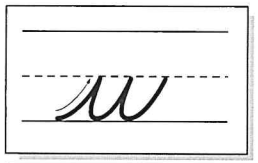
B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

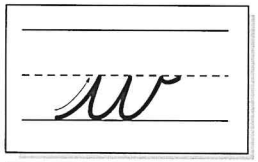
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____ Date _____

u w

Trace and write the letters. Then write the words.





wait wit could would

umm undo uncle lute

Name _____

Reteaching
8-1

Relating Multiplication and Division

You can use multiplication facts to understand division.
Fact families show how multiplication and division are related.

Here is the fact family for 3, 8, and 24:

$3 \times 8 = 24$ $\quad$ $24 \div 3 = 8$

$8 \times 3 = 24$ $\quad$ $24 \div 8 = 3$

Complete. Use counters or draw a picture to solve.

1. $3 \times \square = 6$

$6 \div 3 = \square$

2. $7 \times \square = 14$

$14 \div 7 = \square$

3. $5 \times \square = 20$

$20 \div 5 = \square$

4. $4 \times \square = 24$

$24 \div 4 = \square$

5. Reason What other number is a part of this fact family? 3, 4, _____

6. There are 28 days in 4 weeks. What fact family would you use to find the number of days in 1 week?

_____

7. There are 12 inches in 1 foot. What fact family would you use to find the number of inches in 2 feet?

_____

Name _____

Practice
8-1

Relating Multiplication and Division

Complete. Use counters or draw a picture to help.

1. $5 \times \square = 15$

$15 \div 5 = \square$

2. $6 \times \square = 24$

$24 \div 6 = \square$

3. $7 \times \square = 35$

$35 \div 7 = \square$

4. $5 \times \square = 25$

$25 \div 5 = \square$

5. $3 \times \square = 12$

$12 \div 3 = \square$

6. $3 \times \square = 27$

$27 \div 3 = \square$

7. Write a fact family for 3, 6, and 18.

_____

_____

8. Patrick purchased 12 books. He needed 4 books for each of his projects at school. How many projects did he have?

_____

9. Model Draw an array. Then write a fact family to describe your array.

_____

_____

10. Critique Reasoning Evan told his class that the people in his family have 14 legs in all. Quinton said that there must be 7 people in Evan's family. Is Quinton correct? Explain.

_____

_____

11. Which number makes this number sentence true? ■ ÷ 6 = 8

A 2 **B** 14 **C** 24 **D** 48

Name _____

whirl	firm	stern	nurse	pearl
third	fern	serve	turns	word
girls	herds	hurt	learn	world

A. Write the spelling word that matches each definition below.

1. after second _____

2. a leafy, low-growing plant _____

3. a trained medical worker _____

4. a small, hard mass grown inside an oyster _____

5. all of the earth _____

B. Write the spelling word that best completes each sentence.

6. The wind blew and the dry leaves began to _____ around.

7. The boys lined up on the left and the _____ on the right.

8. This is a soft cheese, but that one is very _____.

9. The film showed _____ of grazing elephants.

10. Our principal is kind, but can be _____ when she needs to be.

11. He will _____ as class president this year.

12. When I fell on the icy sidewalk, I _____ my elbow.

13. How many left _____ do we make to get to your house?

14. I want to _____ how to build a model spaceship.

15. Which _____ did you miss on the spelling test?

Name _____

How Bear Lost His Tail

Long ago, Bear had a long, shiny tail. He was proud of his tail and bragged, "No other tail in the forest can compare with mine!"

Fox got tired of Bear's bragging. One winter day, Fox went to a frozen lake and sat by a hole in the ice. When he heard Bear coming, Fox said loudly to himself, "My tail just isn't shiny enough to catch that juicy fish under the ice." Then he hid behind a tree.

"My shiny tail could catch that fish!" Bear thought, licking his lips. He dipped his tail into the icy water. While waiting, Bear fell asleep.

Fox watched Bear sleep. Then Fox crept up behind him and shouted as loud as he could, "Wake up, Bear! The fish is biting your tail!" Bear woke with such a start that his frozen tail snapped clean off.

Answer the questions about the text.

1. **How do you know this text is a folktale?**

_____

2. **What problem does Fox face?**

_____

3. **How does Fox solve his problem?**

_____

4. **What do you think the lesson of this text is?**

_____

Name _____

- Use **quotation marks** to show that someone is speaking. Quotation marks come at the beginning and end of a person's exact words. The end punctuation goes inside the quotation mark.
- Use a **colon** between the hour and minutes when writing time.

Rewrite each sentence. Add quotation marks at the beginning and end of a speaker's exact words. Put a colon between the hour and minutes in times.

1. I'd like to see the new movie about penguins, said Mom.

   _____

2. Let's all go this afternoon, Dad suggested.

   _____

3. I'll check the paper to see what time it starts, I told them.

   _____

4. Do you want to see the one at 230 or the one at 500? I asked.

   _____

5. Let's go at 230 since we're having company over about 615, Mom said.

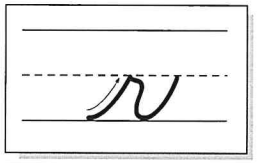
   _____

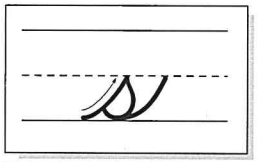
   _____

Name _____ Date _____

r s

Trace and write the letters. Then write the phrases.





pride and joy set sail

rose blossom rings a bell

Name _____

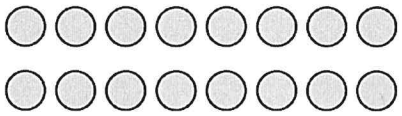
Reteaching
8-2

Fact Families with 2, 3, 4, and 5

You can use multiplication facts to help you find quotients.

Example 1

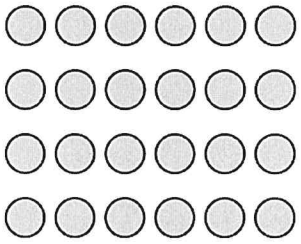
Darren and Molly have 16 sheets of paper to share. Each will get the same number of sheets of paper. How many sheets will each get?



What You Think	What You Write
2 times what number equals 16? $2 \times \mathbf{8} = 16$	$16 \div 2 = \mathbf{8}$ Darren and Molly will each get 8 sheets of paper.

Example 2

Peter has 24 pennies. He puts the pennies into 4 equal rows. How many pennies are in each row?



What You Think	What You Write
4 times what number equals 24? $4 \times \mathbf{6} = 24$	$24 \div 4 = \mathbf{6}$ Peter has 6 pennies in each row.

Find each quotient.

1. $14 \div 2$ _____

2. $35 \div 5$ _____

3. $15 \div 3$ _____

4. $32 \div 4$ _____

5. $24 \div 3$ _____

6. $2\overline{)12}$

7. $3\overline{)27}$

8. $5\overline{)25}$

9. $4\overline{)20}$

10. $4\overline{)36}$

11. Write a fact family using the numbers 5, 6, and 30.

_____

_____

Name _____

Practice
8-2

Fact Families with 2, 3, 4, and 5

Find each quotient.

1. $14 \div 2$ _____

2. $12 \div 3$ _____

3. $16 \div 4$ _____

4. $30 \div 5$ _____

5. $20 \div 2$ _____

6. $3\overline{)21}$

7. $4\overline{)32}$

8. $5\overline{)40}$

9. $3\overline{)18}$

10. $5\overline{)45}$

11. Find 18 divided by 3. _____

12. Divide 36 by 4. _____

13. Find 35 divided by 5. _____

Find each missing number.

14. $27 \div \square = 3$

15. $30 \div 3 = \square$

16. $\square \div 2 = 7$

Reason Write $<$ or $>$ to compare.

17. $5 \times 2 \bigcirc 8 \div 2$

18. $3 \times 6 \bigcirc 6 \div 3$

19. $4 + 8 \bigcirc 4 \times 8$

20. Gabriella and 3 friends shared a pack of 12 stickers equally. How many stickers did each person get?

_____

21. Erica counted 45 fingers when the students were asked who wants to play kickball. How many hands went up?

_____

22. Franklin says that if he divides 40 by 5, he will get 8. Jeff says he should get 9. Who is correct? Explain.

_____

_____

23. Which fact does **NOT** belong in the same fact family as $24 \div 4 = 6$?

A $4 \times 6 = 24$ **B** $6 + 4 = 10$ **C** $24 \div 6 = 4$ **D** $6 \times 4 = 24$

Name _____

A. There are six spelling mistakes in the paragraphs below. Underline the misspelled words. Write the words correctly on the lines.

Long ago there were three gurls who took a walk in the woods. They stopped to rest near a tree when a small fairy flew out from under a green furn. She was crying because she had hirt her wing.

The girls said they would nerse the fairy back to health. They took her home and put a bandage on her wing. When she was better, she told her new friends to close their eyes and count to three. On the theard count, they opened their eyes. Around each of their necks hung a beautiful purle necklace.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Writing Activity

B. Write a story about helping someone. Use at least four spelling words.

_____

_____

_____

_____

_____

_____

_____

_____

_____

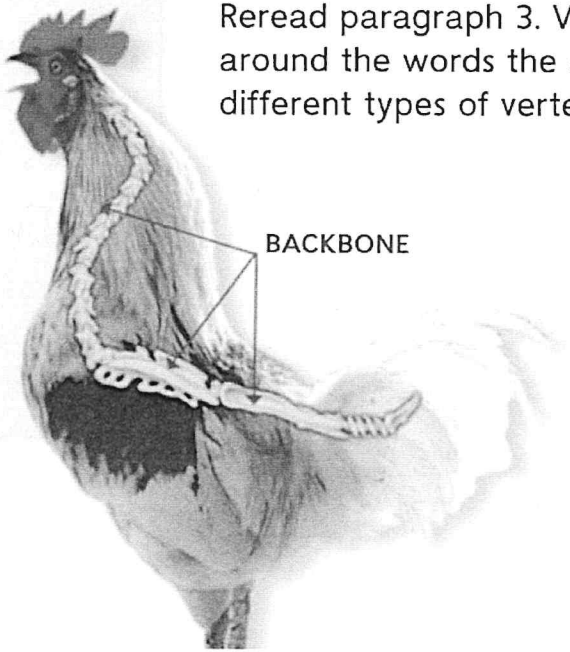
Get a Backbone!

1 Most animals in the world fit in one of two groups. Some have backbones. The others do not. People, lizards, owls, frogs, and sharks all have backbones. Touch the back of your neck. That's where your backbone starts. It's a string of bones that goes all the way down your back to your tailbone.

2 What would you be like without a backbone? You couldn't walk or sit up. You'd have to slither around like a worm or swim like an octopus. Those animals have no backbones.

3 Animals with backbones are called vertebrates. All vertebrates have backbones. However, not all vertebrates are alike. They have different features. Some are tiny. Others are huge. Some swim, while others fly.

4 Vertebrates can be birds, amphibians, fish, reptiles, or mammals. Animals in each group share a unique quality that makes them special.



Reread and use the prompts to take notes in the text.

Underline how the author helps you understand what a backbone is in paragraph 1. Look at the photograph and label. How does it help you understand more about what a backbone looks like? Use text evidence to write your answer:

Reread paragraph 2. Circle words that help you visualize how animals without backbones move.

COLLABORATE

Reread paragraph 3. With a partner, draw a box around the words the author uses to describe the different types of vertebrates.

Birds

5 Most birds can fly, but bees and bats can, too! Some birds, like ostriches and penguins, can't fly at all. Ostriches run. Penguins walk and swim. So what makes birds special?

6 Feathers, of course! Feathers keep birds warm. They can help birds to fly and steer through the air. The color of a bird's feathers can help it hide from predators or attract other birds.

Reptiles

7 Lizards and snakes are reptiles. All reptiles have scales covering their bodies.

8 Because reptiles are cold-blooded, they must live in warm places. Some snakes, turtles, and crocodiles live mostly in warm water. Some reptiles live in dry deserts. Most reptiles have low bodies, four short legs, and a tail. Only snakes have no legs at all.

Reread paragraphs 5 and 6. Number in the margins the ways that birds can be different from each other. Then, underline the sentence that states what all birds have in common.

Reread paragraph 8. Talk with a partner about what the word *cold-blooded* means. Circle how the author helps you understand what that means.

Then, draw a box around the places that reptiles live. Write them here:

1. _____

2. _____

How does the author organize the information to help you understand more about backbones?

Talk About It Reread the excerpt on page 70. Talk with a partner about what the author does to make the information easier to understand.

Cite Text Evidence How does the author organize the information? Write evidence in the chart.

Text Evidence	How It Helps

Opens Fill in the blank Dialog

Write The author helps me understand about backbones by _____

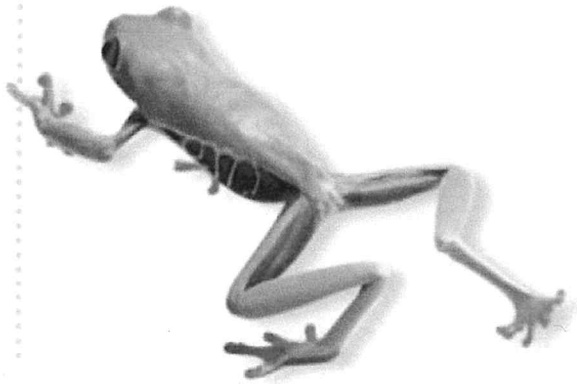
_____

_____

_____

QUICK TIP

When I reread, I can use the way the author organizes information to understand the topic better.

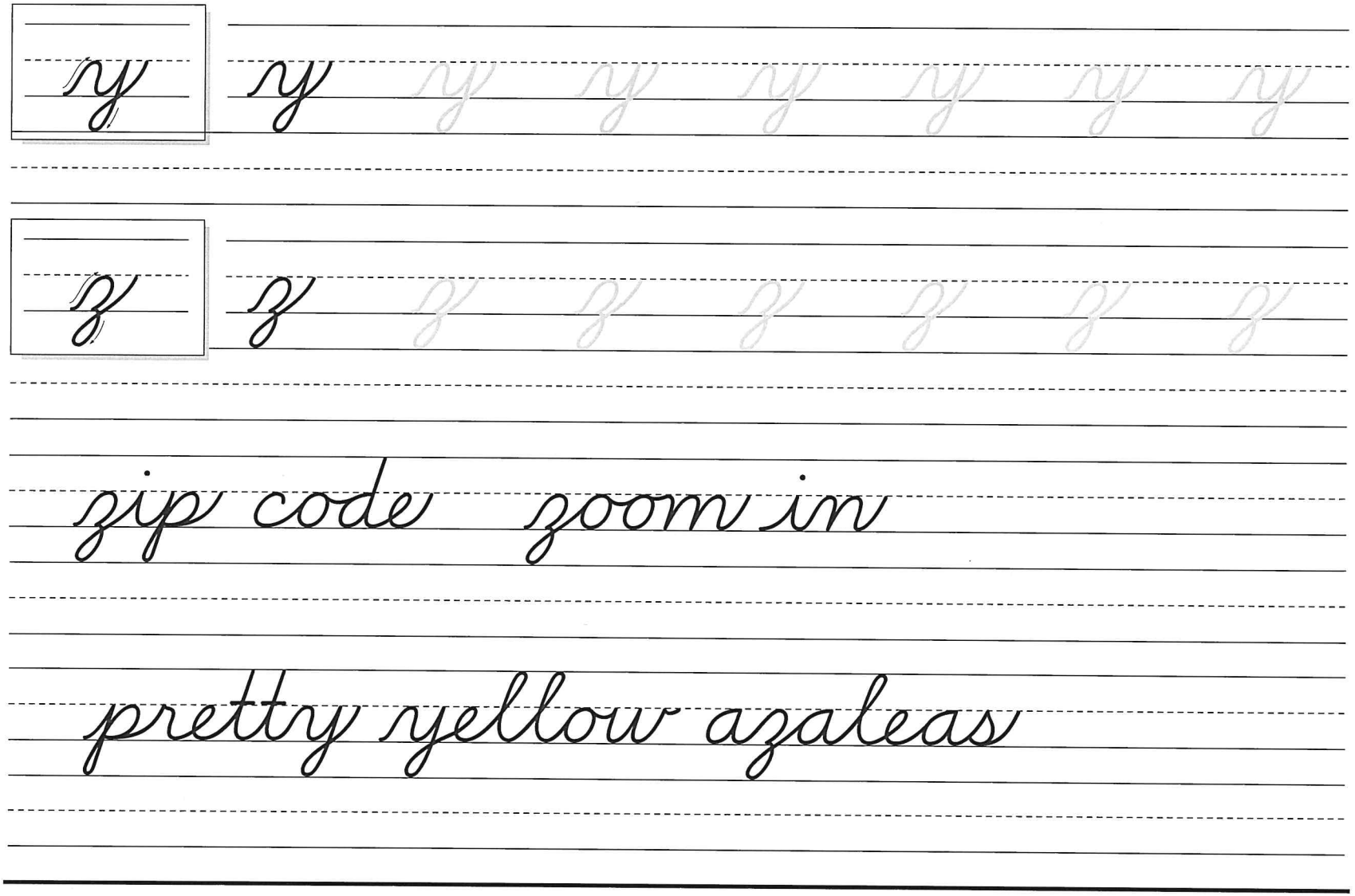


Steve Williams Photo/Stone/Getty Images

Name _____ Date _____

y z

Trace and write the letters. Then write the phrases.



Name _____

Reteaching
8-8

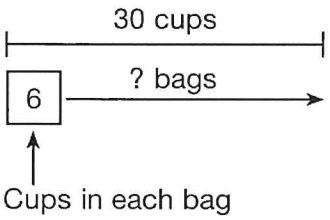
Multiplication and Division Facts

A class is making popcorn for a carnival. Each batch makes 30 cups. They put the popcorn in bags that hold 6 cups each. How many bags of popcorn does one batch make?

You can solve the problem using division or multiplication.

Division

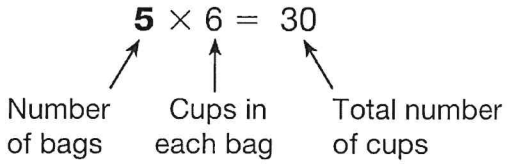
How many groups of 6 are in 30?



Divide the total number of cups by the number of cups in each bag:
$30 \div 6 = \mathbf{5}$ ← Number of bags

Multiplication

What number times 6 equals 30?



Each batch of popcorn makes 5 bags.

Complete the equations.

1. $21 \div 3 = \square$; $3 \times \square = 21$

2. $36 \div 6 = \square$; $6 \times \square = 36$

3. $18 \div 9 = \square$; $9 \times \square = 18$

4. $54 \div 9 = \square$; $9 \times \square = 54$

5. There are 24 students running in a relay race. Each relay team needs 4 students. How many teams will they make? Write a division sentence and a multiplication sentence.

_____ _____

6. Writing to Explain The same number makes both of these equations true. What number is it? Explain.

$56 \div 8 = \blacksquare$ $8 \times \blacksquare = 56$

_____

_____

Name _____

Practice
8-8

Multiplication and Division Facts

Complete the number sentences.

1. $35 \div 5 = \square$; $\square \times 5 = 35$

2. $27 \div \square = 3$; $3 \times \square = 27$

3. $42 \div 7 = \square$; $\square \times 7 = 42$

4. $32 \div \square = 4$; $4 \times \square = 32$

Find each product or quotient.

5. $16 \div 4$ _____

6. 9×7 _____

7. $30 \div 5$ _____

8. 8×3 _____

9. 4×9 _____

10. $25 \div 5$ _____

11. $45 \div 9$ _____

12. 8×8 _____

13. 7×4 _____

14. $54 \div 6$ _____

15. Find 36 divided by 6. _____

16. Multiply 8 and 9. _____

17. Divide 48 by 8. _____

18. A music store has 5 guitars for sale. Each guitar has 6 strings. The manager wants to replace all the strings. How many new strings does he need?

A 6

B 18

C 24

D 30

19. Tolen has 18 dog treats. He gives the same number of treats to the 6 dogs at the pet store where he works. Which equation can be used to find the number of treats each dog gets?

A $18 + 6 = 24$

B $18 \div 6 = 3$

C $18 - 6 = 12$

D $18 \div 18 = 1$

20. Communicate Jason has 3 bags with 5 mangos in each bag. Maria has 5 bags with 4 mangos in each bag. Explain how you can tell who has more without finding the total number of mangos each person has.

_____

_____

Name _____

A. Read each sentence and underline the word with an *r*-controlled vowel sound. Write the word on the line and circle the vowel + *r* combination that makes the sound.

1. Today is the third day of my vacation. _____
2. At camp we will learn to row a canoe. _____
3. Will you help me serve lunch today? _____
4. It hurt to find out that the team lost again. _____
5. I plan to move the fern to a sunny window. _____

B. Read each pair of words below. Then write the contraction from the box that matches each pair.

didn't	can't	I'm	he's	isn't	we'll

1. is not _____
2. we will _____
3. can not _____
4. I am _____
5. did not _____
6. he is _____

Name _____

Read the sentences from the passage. Circle the synonyms in the sentences that help you define each word in bold. Then in your own words, write the definition of the word on the line.

1. The animals were **upset**. They were sad because they needed water to survive.

   _____

2. Zebra was young and **brave**. He was fearless and handsome in his pure white coat.

   _____

3. He would have to live on the **barren** hill. The empty hill was not a place anyone wanted to live.

   _____

4. But Baboon was very **swift**. He used his quickness to jump out of Zebra's way.

   _____

5. He wasn't **injured**, but his pride was hurt. He knew he had lost. The animals could drink from the river.

   _____

Name _____ Date _____

Practice

Trace these connectives. Then write the words.

ball oats van wait boat

bird once very when

cut its day nut can

join yard flash pick

Circle your best joinin

Name _____

Quick Check
8-2

1. Which number sentence is in the same fact family as $6 \times 5 = 30$?

   A $3 \times 10 = 30$

   B $6 \div 3 = 2$

   C $6 - 5 = 1$

   D $30 \div 5 = 6$

2. Which symbol correctly compares the quotients below?

   $14 \div 2 \bigcirc 20 \div 4$

   A $<$

   B $>$

   C $=$

   D $\div$

3. Which number completes the number sentence below?

   $\blacksquare \times 9 = 36$

   A 4

   B 5

   C 6

   D 7

4. Lorenzo has 12 shirts. He puts them in 4 equal stacks in his drawer. Which number sentence can be used to find the number of shirts in each stack?

   A $12 + 4 = 16$

   B $12 - 4 = 8$

   C $4 \times 12 = 48$

   D $12 \div 4 = 3$

5. **Writing to Explain** Write two division number sentences using the three numbers: 7, 28, and 4. Then use the same numbers to write two other number sentences. Label each number with its special math name.

Name _____

Quick Check
8-8

1. Five nickels have the same value as one quarter. Mark has 10 nickels. He wants to trade them for quarters. How many quarters can Mark get? Which equation below could NOT be used to solve the problem?

A $10 + 5 = 15$

B $2 \times 5 = 10$

C $10 \div 5 = 2$

D $5 \times 2 = 10$

2. Rafael has 36 toy cars. He stores them in boxes that hold 6 cars each. How many boxes does he use to store his cars?

$36 \div 6 = \blacksquare$ $6 \times \blacksquare = 36$

A 4

B 5

C 6

D 7

3. Sasha has exactly 27 feet of rope. She wants to make jump ropes that are each 9 feet long. How many jump ropes can she make?

$27 \div 9 = \blacksquare$ $9 \times \blacksquare = 27$

A 2

B 3

C 4

D 5

4. It takes 4 lemons to make 1 quart of lemonade. Which equation below can be used to find how many lemons it takes to make 8 quarts of lemonade?

A $4 \times 1 = \blacksquare$

B $4 + 8 = \blacksquare$

C $8 \div 4 = \blacksquare$

D $4 \times 8 = \blacksquare$

5. Writing to Explain There are 4 quarters in one dollar. Catherine has 12 quarters. She wants to trade them for dollars. How many dollars will she get? Write two different equations to solve the problem. Explain why you can use either multiplication or division to solve the problem.

Study Your Community - How Do Natural Features and Resources Affect Our Community?

Let's apply what you learned to your own community. Follow the directions to complete the notebook.

Through your research, you are sure to uncover lots of fascinating facts and great stories. You can share them with your class and with family members.

Geography

READ & DO

Telling Stories with Maps

Your community may be near a lake or a desert. The land in and around your community may be flat or hilly. You might have natural resources nearby, such as trees or fish. Maps can show all these things, but how do maps get made?

My name is Belinda, and I tell stories about places. Because I'm a cartographer, I use maps instead of words. “Cartographer” is a fancy name for a person who makes maps.

I can tell many kinds of stories with my maps. How do I decide what story to tell? The answer depends on two things: the purpose of the map and who is going to be reading it.

Let's say that the map's purpose is to show the main physical features of California. Students like you will study the map to learn about these features.

As a cartographer, my job is to create a map that shows you these things. I need to show features like rivers, lakes, and mountains. But on this map, I won't show lots of other things, like roads and cities.

They would be important on a different kind of map, but not this one. On this map, I want people to look just at physical features.

My first step is making sure I have gathered all the necessary information. I have to be sure that I include important features on my map and put them in the correct locations.

How I Gather Information

Where do I get my information? I read books and also study other maps.

Sometimes I use aerial photographs, which are photos taken from a plane. I can put several of

these photographs together to see a large area.

I can also look at photographs taken from space. Space shuttles and satellites (spacecraft that go around Earth) carry the cameras into space so that they can be used. Photographs taken from space are very useful for showing Earth's physical features.

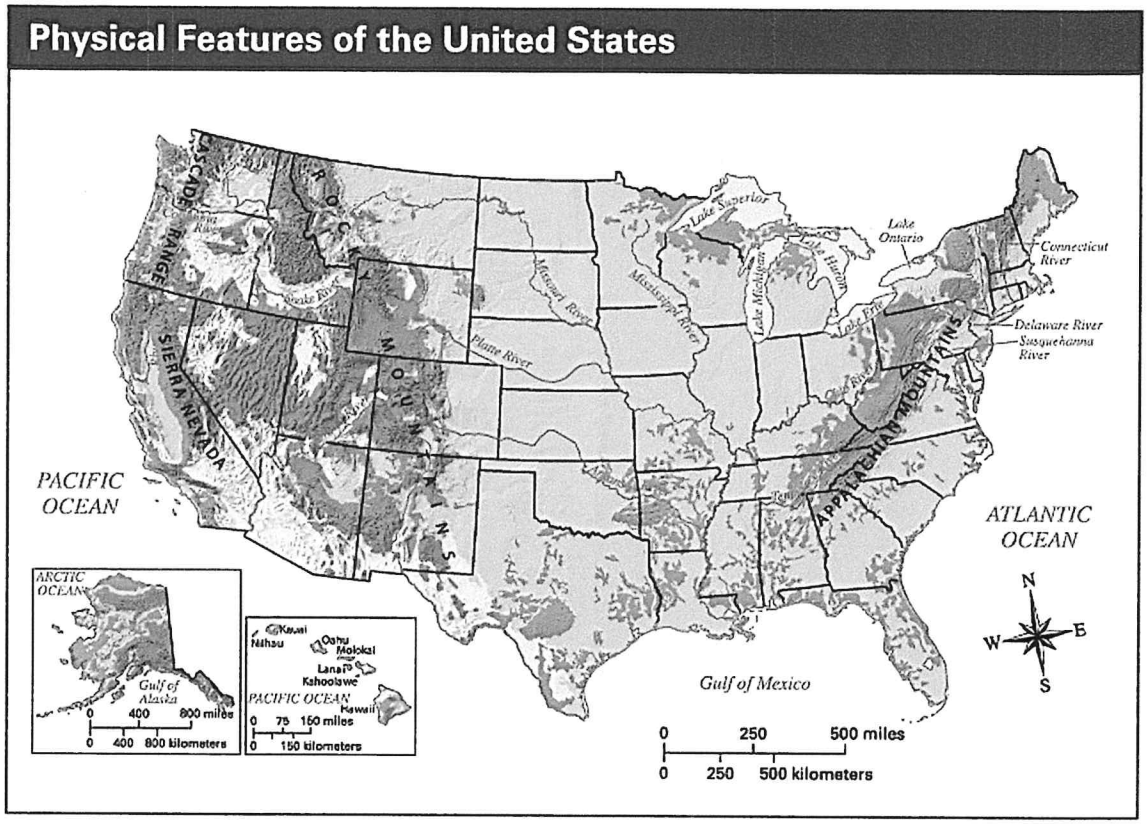
Next, I have to choose a type of map to draw on. Such a map is called a base map. This time, I will use a base map that shows the outline of the entire United States. The base map will also show state borders. These lines will help you see where different features are.

How I Put Information on a Map

The mainland of the United States is about 3,000 miles wide. I have to show this huge area in a space that will fit in a book, while also squeezing in Alaska and Hawaii. So, I need to figure out how many miles each inch of my map will stand for. Then I draw a scale on the map, which helps measure the distances between places. I also draw a compass rose so you can tell directions.

Next, I select colors for the map, choosing ones that help you see things quickly and easily. For instance, I might use shades of green for most land

areas. But I might use brown for mountains and other high places.



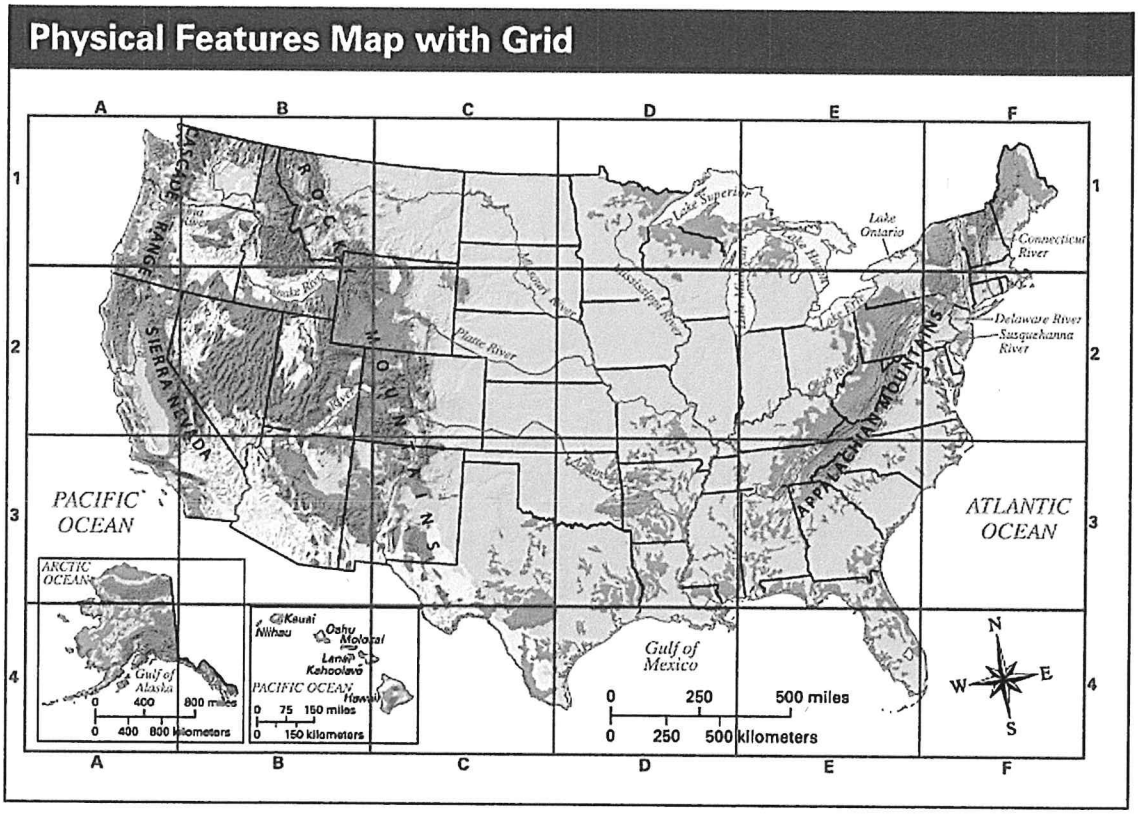
How I Help You Locate Features

As a cartographer, I want you to be able to tell the location of places on the map. One way to do this is to draw a grid on the map. A grid is made up of squares in columns and rows, like the squares in a game of tic-tac-toe.

I give each column a letter and each row a number so we can name every square on the grid. For example, find the column labeled D in the grid to the left, then move a finger straight down this

column to the second row. You have found the square D2.

We can use grids like this one to say exactly where a place is. In which square can you find the Sacramento River?



How I Make a Special-purpose Map

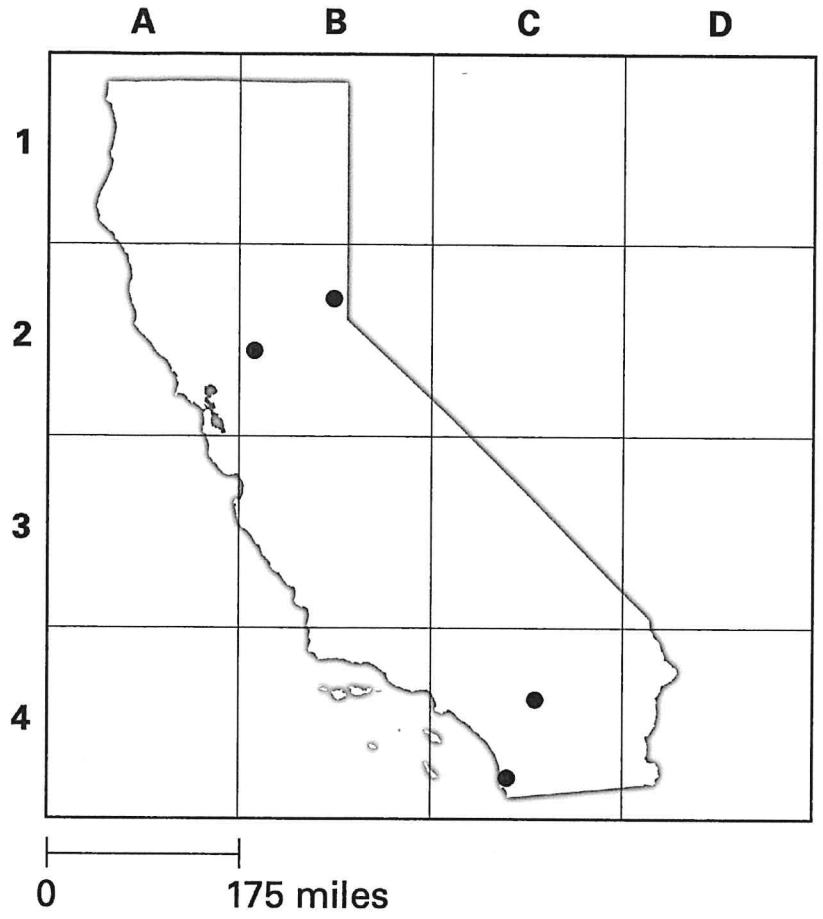
Sometimes maps tell a story about a single topic. This kind of map is called a **special-purpose map**.

In California, water is an important resource. Many people use water for drinking and farming. But in some places, water is very far away. Maps can help

us keep track of water so that we can protect this resource and bring water to those who need it. We use **dams**, **reservoirs**, and aqueducts to save water and bring it from place to place. Sometimes building dams changes or damages the environment. For example, the Hetch Hetchy Valley in California was filled with water when a nearby dam was built.

I can make a special-purpose map to show where water is. First, I gather facts about water features in California. Then, I use symbols to show this information on a map. I put a key, or legend, on the map to tell what the symbols mean.

I love telling stories with maps. I know that my maps help people learn more about their world.



1. Use your ruler to measure the map scale. How many miles is one inch on the scale? _____

2. Use your ruler to measure the side of one of the squares on the grid. How long is the side of one square in miles? _____

3. The dots stand for the locations you've read about. Write the location names next to the correct dots.

4. Draw a dot where your community is. Write the name of your community next to the dot.

5. What square of the map grid is your community in? _____

6. What square of the map grid is Truckee in? _____

7. What square of the map grid is San Diego in? _____

8. What square of the map grid is Davis in? _____

9. What square of the map grid is Palm Springs in? _____

10. Use your ruler to measure the distance between Truckee and San Diego. About how many miles is this? _____

11. About how many miles is it from Truckee to Davis? _____

12. Which location is farthest from your community—Truckee, San Diego, Davis, or Palm Springs? _____

13. About how many miles is it from your community to that location? _____

Grade 3 Twig Science

Week 3

Module 1: The Ultimate Playground

This week you will read an exciting text and respond to some questions. It's only available online.

	To access science reading online:
Step 1	Type this in your Internet browser: Bitly link
Step 2	Scroll to the bottom
Step 3	Choose your reading level: Diamond: ◆ On Level (available in Spanish) Triangle: ▲ Advanced Level Circle: ● Below Level Square: ■ English Learner
Step 4	Click on the word "Read" or "Español"

Book Title: "Roller-Coaster Ride"	
Read Chapter 3	
Answer these questions after reading:	What are the main ideas? What is something interesting that you learned? What is something you are wondering about?
Optional:	What's Next on page 32 (only if materials are available at home)

Display the Digits

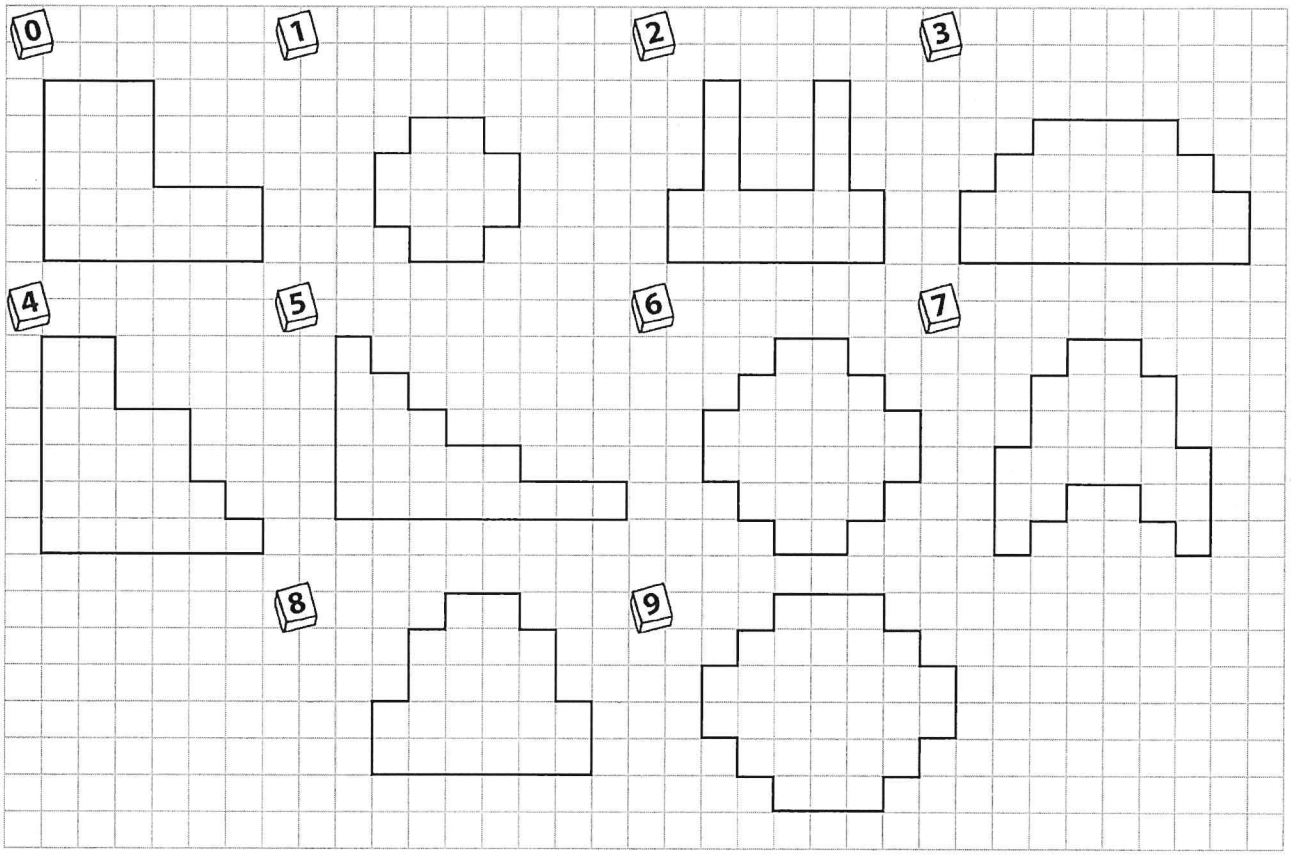
0 1 2 3 4 5 6 7 8 9

Partner Talk

Share your thinking while you work.

Get Started or

Pick a tile. Find the area of the polygon next to your tile number.
Use your tile to cover the area in square units below the grid.
Display each 0–9 tile exactly once. If you have a partner, take turns.

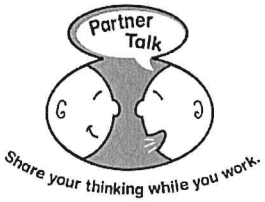


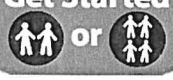
22 square units	18 square units	21 square units	30 square units	23 square units
12 square units	22 square units	26 square units	24 square units	19 square units

If you have more time

Make up another puzzle like this one.
Ask your partner to display the answers with 0–9 tiles.

Tic Tac Toe



Get Started 

Get 20 squares in one color and 20 in another color.

Put tiles  in a bag.

Get one number cube for players to share. Take turns.

For Each Round

Pick one tile from the bag. That number is the number of groups.
Toss one cube. Add the dots to find the number in each group.
Say the multiplication fact. Say and cover a division problem from the same fact family. If the answer is taken, lose your turn.

Example

 and 5 groups of 3.

Say: 5 times 3 is 15. A related division problem is 15 ÷ 3.

How to Win

The first player or team to cover a row, column, or diagonal in one of the four sections of the game board wins.

24 ÷ 6	48 ÷ 6	15 ÷ 3	6 ÷ 6	20 ÷ 5	16 ÷ 2
10 ÷ 2	4 ÷ 4	28 ÷ 4	21 ÷ 3	36 ÷ 6	45 ÷ 5
12 ÷ 2	30 ÷ 5	8 ÷ 1	9 ÷ 1	27 ÷ 3	32 ÷ 4
54 ÷ 6	35 ÷ 5	20 ÷ 4	8 ÷ 2	18 ÷ 3	24 ÷ 4
16 ÷ 4	14 ÷ 2	24 ÷ 3	25 ÷ 5	36 ÷ 4	7 ÷ 1
30 ÷ 6	40 ÷ 5	5 ÷ 1	42 ÷ 6	12 ÷ 3	18 ÷ 2

If you have more time Play again!

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-6 Curriculum

At Home Learning - Digital Resources

Note: some of these free resources require a login. If you see a login button for Google, your child should be able to use their Google login.

ClassLink
Access GGUSD curriculum textbooks and resources Online. See attached instructions on how to log-in at home.
portal.ggusd.us

Orange County Department of Education
These webpages have been curated by the Orange County Department of Education to help families transition from a learning in a classroom setting to an online learning environment.
https://ocde.instructure.com/courses/224/pages/start-here

Learning Heroes
Resources from trusted organizations to help your child succeed in school.
https://bealearninghero.org/learning-tools/students/

Khan Academy
Offers practice exercises and instructional videos in math, science, computer programming, history, art history, economics, and more that empower learners to study at their own pace.
https://www.khanacademy.org/

Splash Learn
Personalized learning path for catching up, enrichment or practice of grade level standards.
https://www.splashlearn.com/

Prodigy
Curriculum-aligned math content designed by trained, certified educators.
https://www.prodigygame.com/

Design Squad Global
Teaches kids about science and engineering through fun games and activities.
https://pbskids.org/designsquad

PBS KIDS
An educational site with games, videos, and quests featuring PBS television show characters that provide information on animals, math, habitats and other topics.
https://pbskids.org/

ClassLink Quick Guide

portal.ggusd.us

1. Sign In

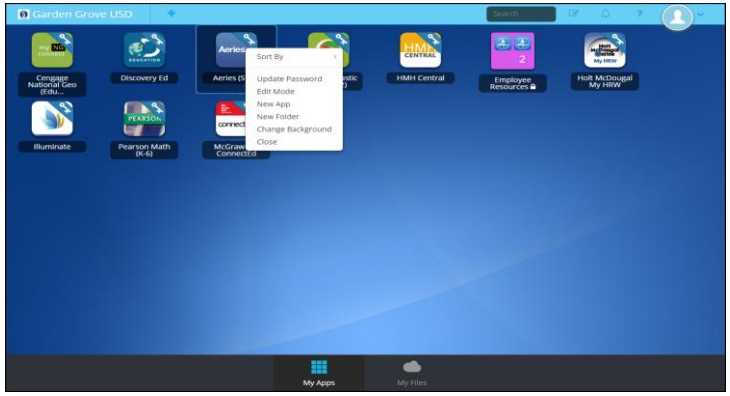
Sign in by using your school login.

2. My Apps

The My Apps screen is where all of your online resources will be located. Enter your username and password once (if prompted) and ClassLink will remember it for you!

3. Update Password

Right click an app and choose 'Update Password' to update or change your stored username and passwords for your applications. This is if you have entered your username or password incorrectly or if something has changed/updated.



4. App Library

The library contains many educational resources to choose from. Click the Plus **(+)** on the top left of the My Apps screen. Click Add on any app to place it on your My Apps screen.