

3rd Grade  
Distance Learning  
April 13-17

- Students will complete 2 pages of English Language Arts Review each day.
- Math will consist of 12 review problems to solve each day. Friday students will complete a Check-In page with 13 review problems.
- In addition to ELA and Math worksheet pages, we are including several sets of flashcards for students to increase fluency in:
  - Multiplication
  - Prefix and Suffix meaning

# Monday

3rd Grade ELA Review (Informational)

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

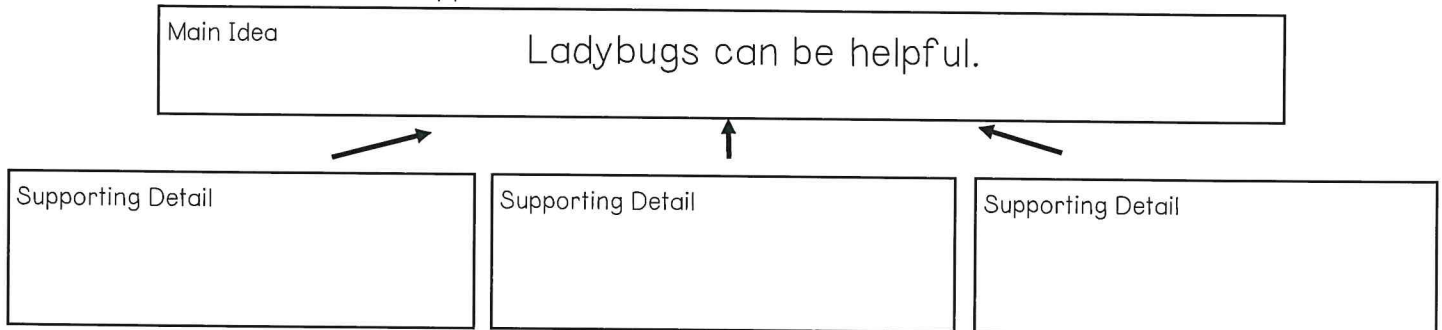
Ladybugs are very cute insects. Many children enjoy ladybugs. But, did you know that some ladybugs have jobs? Some farmers depend on ladybugs to keep their crops, or plants, safe. Ladybugs eat insects that like to eat the farmers' plants. They can eat up to 5,000 insects in a lifetime. Some farmers purchase a lot of ladybugs each year. They release these ladybugs near their crops. Other farmers attract ladybugs to their fields by planting bright flowers or weeds near their crops. Ladybugs are pretty, but they are also very important to farmers. Next time you see a ladybug, remember they are both cute and helpful.

1. Circle the correct genre: **non-fiction (informational)**    **fiction (a story)**
2. Circle the author's purpose for writing the text : **entertain**    **inform**    **persuade**    **describe**
3. The text was mostly about how ladybugs \_\_\_\_\_.
4. Circle the **nouns** (people, places, or things) in the sentence below.

Ladybugs are cute insects that help farmers.

Bright flowers and weeds attract ladybugs.

1. What details from the text support the main idea?



2. According to the text, why are ladybugs helpful to farmers?

- Ⓐ they eat insects that are harmful
- Ⓑ they scare other insects away
- Ⓒ they like to live near bright flowers and weeds.

3. Write one fact and one opinion from the text.

Fact	Opinion

4. Circle the correct verbs for the sentences below.

Last year I (walk / walking / walked ) to school each day.

This year I will (ride / riding / rode) the bus to school each day.

# Monday

Answer the questions using the passage to help you.

1. How does the author probably feel about ladybugs?

- (a) Ladybugs are harmful to plants.
- (b) Ladybugs are not cute, but they are helpful.
- (c) Ladybugs are cute and helpful

2. Why do farmers attract ladybugs to their fields?

- (a) They like the way they look.
- (b) They depend on the ladybugs to keep their crops safe.
- (c) They think ladybugs should be free.

3. Circle the **adjectives** that describe people, places, or things.

The beautiful butterfly flew over the sweet smelling plant.

Answer the questions using the passage to help you.

1. What is a crop?

- (a) an insect that can harm plants
- (b) a helpful insect
- (c) a living plant

2. What does the word attract mean as it is used in the text?

- (a) to lead or bring something to you
- (b) to cause something to go away
- (c) to protect

3. Circle the word that best completes the sentence:    harm    harmful    harmless

Most spiders are \_\_\_\_\_. They will not hurt anyone.

Use the passage to answer the questions.

1. If the reader wanted to learn more about where ladybugs live, which question would be most helpful?

- (a) What is the diet of a ladybug?
- (b) What is the habitat of a ladybug?
- (c) How long do ladybugs live?

2. According to the text, which is true about ladybugs?

- (a) A ladybug doesn't like bright flowers.
- (b) A ladybug can fly up to 5,000 miles a day.
- (c) Ladybugs can eat up to 5,000 insects in a lifetime.

3. Circle the **verb** that best completes each sentence.

The bugs (fly / flies) in the breezy night.

The shoe (is / are) muddy.

# Tuesday

: 3rd Grade ELA Review (Literacy)

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

Sage couldn't wait to go shopping for new shoes this morning. He had been saving his money all month. As he reached into his piggy jar, a frown appeared on his face. He shook the piggy jar three times, but nothing came out. He immediately ran to Ben's room screaming. He started flipping over toys, throwing pillows off the bed, and digging through Ben's dresser. Ben was angry and asked Sage what he was doing. Sage explained that his money was missing. Ben shook his head in disbelief. He led Sage to the kitchen. There on the kitchen table were Sage's coins organized into piles. "Did you do this?" Sage asked Ben. "I wanted you to sleep in. You have \$38," Ben replied. Sage couldn't believe he'd become so angry with Ben. Ben had never stolen from him before. Sage remembered the shoes were only \$25. He started to think he may have an idea for how to apologize to Ben for accusing him of taking his money.

1. I know this is (fiction / non-fiction) because \_\_\_\_\_.

2. Circle the words you find in the passage. Is the passage written in first or third person?

First Person	Third Person
I me we our us my	they her his their he she

3. Circle the author's purpose for writing the text : **entertain**    **inform**    **persuade**    **describe**

4. Circle the **nouns** (people, places, or things) in the sentence below.

**The soup was too hot to eat so we let it cool down on the table.**

1. Summarize the story by telling the beginning, middle, and end.

In the beginning...	In the middle...	In the end....

2. Tell the conflict (problem) and solution of the story.

Conflict	Solution

3. Circle the correct verb for the sentence below.

**The little boy (is / are) happy after school.**



# Tuesday

Answer the questions using the passage to help you.

1. What can be inferred about Ben?

- (a) Ben is greedy.
- (b) Ben is tricky.
- (c) Ben is kind.

2. Why did Ben probably become angry?

- (a) Sage was messing up his bedroom.
- (b) Sage took his money.
- (c) Sage wanted to borrow money again.

3. Circle the **adjectives** that describe people, places, or things.

**My blue bike flies down the dirt path.**

Answer the questions using the passage to help you.

1. What is the meaning of disbelief?

- (a) believing strongly
- (b) not believing
- (c) hoping

2. What does accuse most likely mean?

- (a) saying sorry
- (b) blaming someone for doing something
- (c) asking a person for forgiveness

3. Circle the word that best completes the sentence:    **pain**    **painful**    **painless**

**Breaking my arm was very \_\_\_\_\_ .**

4. Circle the **verb** that best completes each sentence.

**My coaches (ask / asks) us to run a lap every practice.**

**The little baby (cry/ cries) each time his mom leaves.**

What lesson did Sage learn? Explain using evidence from the text.

What will Sage probably do next? Use clues from the text.

# Wednesday

3rd Grade ELA Review (Informational)

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

Rhinoceroses, or rhinos, are large mammals known for their amazing horns. The name *rhinoceros* actually means *nose horn*. Some species of rhinos have one horn. Some species have two horns. While rhinos are big and strong, they do not actually hunt. They are herbivores. Their diet consists of grass, tree leaves, and bushes. They have a large horn, but they do not often use it for protection. This is because they don't have any natural predators. Most animals don't bother to hunt rhinos because of their thick, armor-like skin. However, they are in danger of poachers. Poaching, or illegal hunting, of rhinos is popular. Poachers hunt rhinos for their horns. Scientists try to prevent the hunting of rhinos for their horns. In order to keep rhinos safe, scientists move them to protected areas.

1. Circle the correct genre: **non-fiction (informational)**    **fiction (a story)**
2. Why did the author most likely write the text?
  - (a) To entertain the reader with a story about a rhino's day
  - (b) To inform the reader about rhinos and the dangers that face them
  - (c) To persuade readers to end poaching
3. The text was mostly about \_\_\_\_\_.
4. Circle the **nouns** (people, places, or things) in the sentence below.

**The rhino hid under the shadow of the big tree.**

1. What was the main idea of the passage?

Main Idea  
Rhinos are strong, but they face danger.

Supporting Detail

Supporting Detail

Supporting Detail

2. According to the text, why is the poaching of rhinos popular?

- (a) it is illegal
- (b) they are wanted for their horns
- (c) they have no natural predators

3. Circle the word in the sentence below that shows the author is including an opinion.

**Rhinoceroses, or rhinos, are large mammals known for their amazing horns.**

4. Circle the correct verb for the sentence below.

**This afternoon we (see / saw/ will see ) a movie.**

# Wednesday

Answer the questions using the passage to help you.

1. Why might a scientist move a rhino out of its natural habitat?

- (a) to prevent it from being poached
- (b) to make poaching illegal
- (c) to keep the animal as a pet

2. According to the text, what keeps other animals from hunting rhinos?

- (a) They are too quick.
- (b) They are not a threat because they are herbivores.
- (c) They have thick skin.

3. Circle the **adjectives** that describe people, places, or things.

The sweet, old lady helped me make tasty pies for the holidays.

Answer the questions using the passage to help you.

1. What is a herbivore?

- (a) an animal that hunts other animals
- (b) an animal that is poached
- (c) an animal that doesn't hunt for food

2. What does the word poach mean as it is used in the text?

- (a) to illegally hunt
- (b) to protect an animal
- (c) to keep an animal from danger

3. Circle the word that best completes the sentence:    power    powerful    powerless

The lion used his \_\_\_\_\_ to overcome the gazelle.

Use the passage to answer the questions.

1. If the reader wanted to learn more about animals that do not hunt for food, which Google search would be most helpful?

- (a) different kinds of predators
- (b) different kinds of herbivores
- (c) animals that are poached

2. Re-read the text. What does the Greek word *rhinos* most likely mean in the word, rhinoceros?

- (a) hunted
- (b) plants
- (c) nose

3. Circle the **verb** that best completes each sentence.

The lights (flicker / flickers) during the storm.

The child (is / are) grumpy after a long day.



# Thursday

3rd Grade ELA Review (Literacy)

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

Mom told me to stay near her no matter what. I clung to her arm while clutching my backpack. She explained that the airport would be very busy with many people and loud noises. She said that airports are giant mazes. I squeezed her arm so tightly I thought I may hurt her. After we boarded our flight, I suddenly realized what I hadn't packed. I had been so excited to pack my new sunglasses, bathing suit, and sand toys that I had forgotten Big Blue. How would I sleep a whole week without Big Blue? I told my mom that I had to get off the plane right away. She told me that was impossible. I felt myself begin to sob into my backpack. After Mom realized what was distressing me, she pulled out her own bag from under the seat. With a smile on her face, she plopped Big Blue on my lap. I squeezed him tightly and promised I would never forget him again.

1. Circle the correct genre: **non-fiction (informational)**    **fiction (a story)**
2. Is the passage written in first or third person? \_\_\_\_\_
3. Why did the author most likely write the text?
  - Ⓐ To entertain the reader with a story about a time she flew on an airplane
  - Ⓑ To inform the reader of how airports work
  - Ⓒ To persuade readers to think twice before flying
4. Circle the **nouns** (people, places, or things) in the sentence below.

**We went to the park to feed the ducks.**

1. Summarize the story by telling the beginning, middle, and end.

In the beginning...	In the middle...	In the end....

2. Tell the conflict (problem) and solution of the story.

Conflict	Solution

3. Circle the correct verb for the sentence below.

**The rabbits (hop/ hops) through the forest.**



# Thursday

Answer the questions using the passage to help you.

1. Which word best describes how the character is feeling when she realizes she's forgotten Big Blue?

- (a) down     (b) overjoyed     (c) relieved

2. Which word best describes how the character is feeling at the end of the passage?

- (a) down     (b) angry     (c) relieved

3. What lesson did the main character most likely learn? \_\_\_\_\_

4. Where do you think the boy and his mom are flying? What clues helped you? \_\_\_\_\_

5. Circle the **adjectives** that describe people, places, or things.

**There are delicious candies for sale at the new shop.**

Answer the questions using the passage to help you.

1. What is the meaning of sob?

- (a) to cry strongly  
 (b) to laugh or express happiness  
 (c) to sleep or rest

2. What does clutch most likely mean?

- (a) to find your way  
 (b) to cry or become upset  
 (c) to hold tightly

3. Circle the word that best completes the sentence:    help    helpless    helpful

The little girl felt \_\_\_\_\_ when she was stuck in the tree.

4. Re-read sentence below. The mom is comparing airports to \_\_\_\_\_.

**She said that airports are giant mazes.**

What is Big Blue? What clues from the text help you understand?

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Write three words that best describe the character's mom.

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## Hydropower

### How Water is Used as Energy

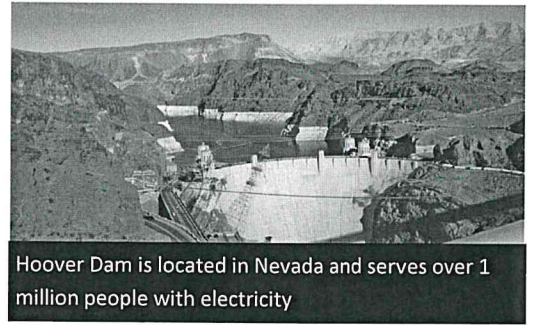
#### *What is Hydropower?*

Hydropower is a renewable energy source. It gets its name from the Greek word, *hydro*, meaning water. Hydropower is energy created by the force of water, and it is renewable because it can never be depleted or used up. Thanks to the water cycle, there is an endless supply of water that can not be exhausted. This makes water an idea source of energy. It is also clean energy meaning that it doesn't create waste or harmful pollution.

Engineers can use the force or movement of water to create energy. Dams, or barriers, can be built to slow and store water. When the water is released the fall and flow of the water can be used to spin machines.

#### *Examples of Hydropower*

In the United States there are more than 2,000 hydroelectric plants. The largest dam in America is the Grand Coulee Dam. The Grand Coulee Dam had been the largest dam in the world until the Three Gorges Dam was built in China. The Grand Coulee Dam has many benefits besides hydropower electricity. One of these benefits is irrigation. The dam irrigates, or supplies water, to a variety of plants and crops.



Hoover Dam is located in Nevada and serves over 1 million people with electricity

1. Highlight the **title** in yellow and the **headings** in pink.
2. Circle a word in **bold print**.
3. Underline a word in **italics**.
4. Draw an arrow to the **caption**.
5. Why did the author most likely write the text?
  - (a) to inform the reader about hydropower
  - (b) to persuade readers to reduce harmful pollution
  - (c) to entertain the readers with a story about how the Hoover Dam was built
6. Underline the prepositional phrase in the sentence below.
 

We went swimming in the neighborhood pool.
7. The ladies ( are / is ) going to see a movie.

1. If I wanted to learn more about the Grand Coulee Dam, under which **heading** should I look?  
\_\_\_\_\_
2. If I wanted to learn how water is turned into energy, under which **heading** should I look?  
\_\_\_\_\_
3. Which sentence best summarizes the main idea of the text?
  - (a) Water is a renewable energy source and can be used to power large plants.
  - (b) Using some types of energy can hurt the environment.
  - (c) The Grand Coulee is the largest dam in the world.
4. Where could you find information about the picture included in the text? \_\_\_\_\_

# Friday

1. If the Greek word *hdyro* means water, what is most likely the meaning of **hydrant**?

- Ⓐ the act of being dehydrated
- Ⓑ a tool used only for emergencies
- Ⓒ a fixture in the street attached to a source of water

2. Which sentence uses the word **exhausted** as it is used in the text?

- Ⓐ I am exhausted after swimming all morning.
- Ⓑ We exhausted our supply of food.
- Ⓒ I am too exhausted to think.

3. A can of beans ( am / are / is ) on the shelf.

4. A pile of books ( sit / sits ) on the floor.

5. Add a conjunction to the sentence below.

We cleaned all morning, \_\_\_\_\_ the house is still a mess.

1. What does the word **renewable** most likely mean?

- Ⓐ something that can be refilled or replenished again.
- Ⓑ something that isn't new
- Ⓒ a source of energy that is very limited

2. What does the word **depleted** most likely mean?

- Ⓐ to be made new over and over again
- Ⓑ to cause harmful pollution
- Ⓒ to be drained or used up

3. If I wanted to learn more about hydropower, which source would be most **relevant** and **reliable**?

- Ⓐ an interview from 1948
- Ⓑ studies conducted by scientists in 2019
- Ⓒ the governor's speech about energy
- Ⓓ an information graphic on Facebook

4. Label the nouns, verbs, adjectives and adverbs in the sentence below.

**We carefully skated near the far edge of the icy pond.**

1. What can be inferred from the text?

- Ⓐ Three Gorges Dam is the largest dam in the world.
- Ⓑ The Grand Coulee Dam is no longer operational.
- Ⓒ The Grand Coulee Dam was the first dam built in America.

2. Using evidence from the text, explain how water is used as a source of energy.

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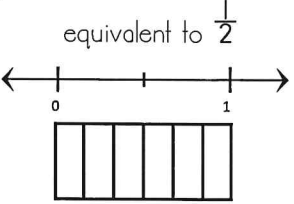
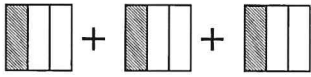
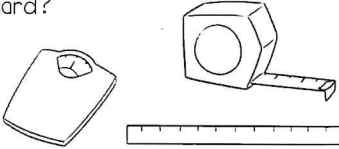

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3. Why did the author most likely include the photograph? Explain your thinking.

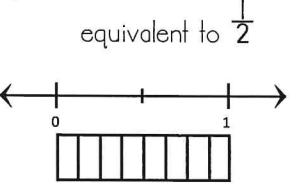
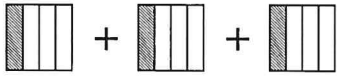
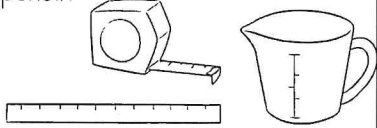

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Monday

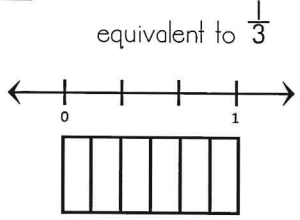

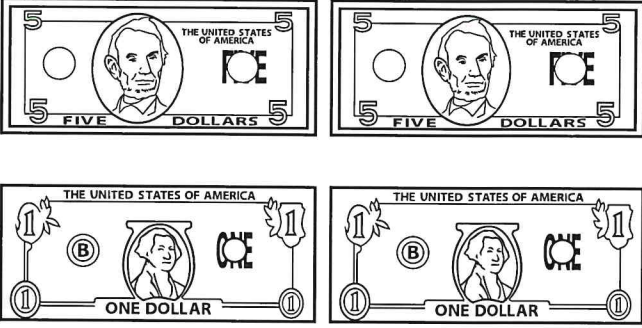
<p>1 We traveled two thousand, eighty-nine miles. Write this number in standard form.</p>	<p>2 Round the following numbers to the nearest hundreds place.</p> <p>4,357 987 1,113</p>	<p>3 Find the product.</p> <p><math>63 \times 6 =</math></p>	<p>4 We spent \$2,383 on vacation, but we received a \$287 discount. How much did we spend after the discount?</p>
<p>5 Shade a fraction that is equivalent to <math>\frac{1}{2}</math></p> 	<p>6 Find the sum.</p> 	<p>7 Which would best help you measure the length of your backyard?</p> 	<p>8 I arrive to school at 8:15. If I was 20 minutes late, what time did school start?</p>
<p>9 What is the fewest number of coins you could use to make 43¢?</p>	<p>10 If the pattern continues, what numbers will come next?</p> <p>135, 140, 145, _____, _____</p>	<p>11 Solve for the unknown.</p> <p><math>45 + \square = 55</math></p>	<p>12 Which shape doesn't belong? Why?</p> 

Tuesday

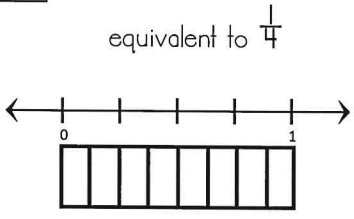

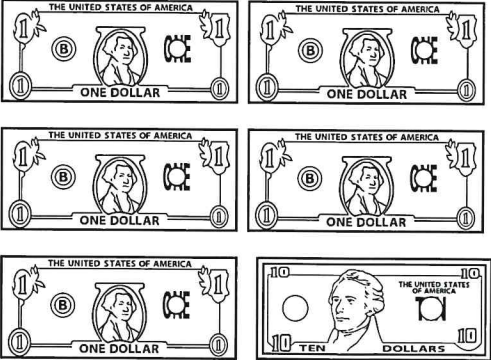
<p>1 The motorbike cost eight thousand, two hundred forty dollars. Write this number in standard form.</p>	<p>2 Round the following numbers to the nearest tens place.</p> <p>4,357 987 1,113</p>	<p>3 Find the product.</p> <p><math>53 \times 4 =</math></p>	<p>4 We spent \$254 on tickets to the amusement park. While there we spent \$89 on food and games. How much did we spend in all?</p>
<p>5 Shade a fraction that is equivalent to <math>\frac{1}{2}</math></p> 	<p>6 Find the sum.</p> 	<p>7 Which would best help you measure the length of your pencil?</p> 	<p>8 We boarded the plane at 2:05. The plane landed at 3:05. How long was the flight?</p>
<p>9 What is the fewest number of coins you could use to make 19¢?</p>	<p>10 If the pattern continues, what numbers will come next?</p> <p>890, 880, 870, _____, _____</p>	<p>11 Solve for the unknown.</p> <p><math>4 \times \square = 36</math></p>	<p>12 Which shape doesn't belong? Why?</p> 



# Wednesday

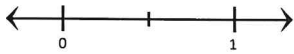

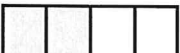






<p>1 My grand parents live one thousand, eight hundred four miles from me. What is this number in standard form?</p>	<p>2 Round the following numbers to the nearest thousands place.</p> <p>4,357 4,987 1,113</p>	<p>3 Find the product.</p> <p><math>25 \times 7 =</math></p>	<p>4 It cost \$3,269 for my family's airplane tickets. We received a \$125 discount. How much is the cost now?</p>
<p>5 Shade a fraction that is equivalent to <math>\frac{1}{3}</math></p> 	<p>6 Find the sum.</p> 	<p>7 What is the total of the bills shown below?</p>  <p>Circle the number sentence that shows another way these could be added:</p> <p><math>\\$5 + \\$5 + \\$5</math>     <math>\\$10 + \\$2</math>     <math>\\$5 + \\$3</math></p>	
<p>8 What is the fewest number of coins you could use to make 35¢?</p>	<p>9 If the pattern continues, what numbers will come next?</p> <p>5, 12, 19, _____, _____</p>		

# Thursday

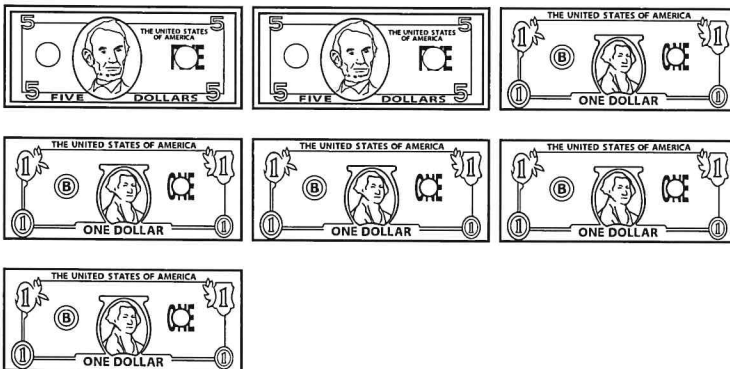
<p>1 Write thirteen thousand, five hundred eight-six in standard form.</p>	<p>2 Round the following numbers to the nearest thousands place.</p> <p>24,293 12,678 49,104 12,507</p>	<p>3 Find the product.</p> <p><math>39 \times 4 =</math></p>	<p>4 There were 590 students in school this year. Then, 67 students moved. How many students are there now?</p>
<p>5 Shade a fraction that is equivalent to <math>\frac{1}{4}</math></p> 	<p>6 Find the sum.</p> 	<p>7 What is the total of the bills shown below?</p>  <p>Circle the number sentence that shows another way these could be added:</p> <p><math>\\$5 + \\$10</math>     <math>\\$4 + \\$1</math>     <math>\\$10 + \\$1 + \\$1 + \\$1 + \\$1</math></p>	
<p>8 I read for 35 minutes. If I started reading at 6:45, what time did I finish reading?</p>	<p>9 Solve for the unknown.</p> <p><math>9 \times \square = 54</math></p>		

# Friday Check-In

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

<p><b>1</b> We traveled four thousand, eight hundred ninety miles. What is this number in standard form?</p> <p>(a) 4,809 (b) 489 (c) 4,890</p>	<p><b>2</b> What is <b>15,478</b> rounded to the nearest thousands place?</p> <p>(a) 15,500 (b) 15,000 (c) 16,000</p>	<p><b>3</b> Solve.</p> <p style="text-align: center;"><math>49 \times 5 =</math></p> <p>(a) 235 (b) 238 (c) 245</p>	<p><b>4</b> We need to save \$4,360. So far we have saved \$1,892. How much more money do we need to save?</p> <p>(a) \$2,468 (b) \$2,463 (c) \$6,252</p>
<p><b>5</b> What fraction is equivalent to <math>\frac{1}{2}</math> ?</p>  <p>(a)  (b)  (c) </p>	<p><b>6</b> Find the sum.</p>  <p>(a) <math>\frac{3}{6}</math> (b) <math>\frac{3}{9}</math> (c) <math>\frac{3}{8}</math></p>	<p><b>7</b> Which tool would best help you measure the length of your shoe?</p> <p>(a) a ruler (b) a yardstick (c) a scale</p>	<p><b>8</b> I started reading at 2:50. I read for twenty minutes. What time did I finish reading?</p> <p>(a) 2:55 (b) 3:10 (c) 3:20</p>
<p><b>9</b> What is the fewest number of coins you can use to make the amount <b>52¢</b> ?</p> <p>(a) 2 (b) 4 (c) 5</p>	<p><b>10</b> If the pattern continues, what numbers will come next?</p> <p>134, 130, 126, 122, _____</p> <p>(a) 120 (b) 118 (c) 116</p>	<p><b>11</b> Solve for the unknown.</p> <p style="text-align: center;"><math>86 - \square = 76</math></p> <p>(a) 10 (b) 15 (c) 20</p>	<p><b>12</b> Which shape doesn't belong?</p>  <p>(a)  (b)  (c) </p>



Use the picture to help you solve the problem.



**13** What number sentence could be used to find the sum?

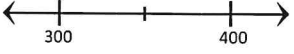
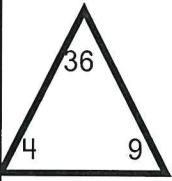
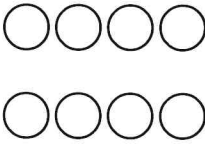
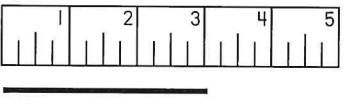
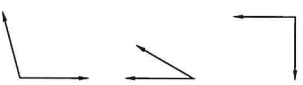
- (a) \$5 + \$5  
(b) \$10 + \$5  
(c) \$5 + \$5 + \$10

# Answer Keys

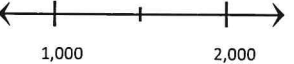
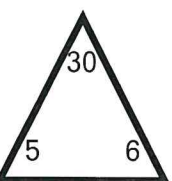
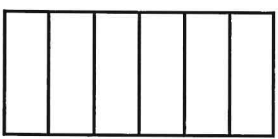
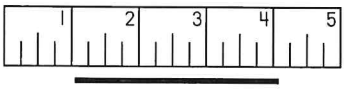

Week	Monday	Tuesday	Wednesday	Thursday	Check-In
<p><b>Week 20</b></p>	<ol style="list-style-type: none"> <li>2,089</li> <li>4,400 / 1,000 / 1,100</li> <li>378</li> <li>2,096</li> <li>3/6 shaded</li> <li>3/3 or 1 whole</li> <li>Tape measure</li> <li>7:55</li> <li>1 quarter, 1 dime, 1 nickel, 3 pennies</li> <li>150, 155</li> <li>10</li> <li>Triangle—It has 3 sides and the other shapes have 4 sides.</li> </ol>	<ol style="list-style-type: none"> <li>8,240</li> <li>4,360, 990, 1,110</li> <li>212</li> <li>\$343</li> <li>4/8</li> <li>3/4</li> <li>ruler</li> <li>1 hour</li> <li>1 dime, 1 nickel, 4 pennies</li> <li>860, 850</li> <li>9</li> <li>trapezoid— it has 4 sides.</li> </ol>	<ol style="list-style-type: none"> <li>1,804</li> <li>4,000 / 5,000 / 1,000</li> <li>175</li> <li>3,144</li> <li>2/6</li> <li>5/5 = 1 whole</li> <li>\$10 + \$2</li> <li>1 quarter, 1 dime</li> <li>27, 34</li> </ol>	<ol style="list-style-type: none"> <li>13,586</li> <li>24,000 / 13,000 / 49,000 / 13,000</li> <li>156</li> <li>523</li> <li>2/8</li> <li>4/4 = 1 whole</li> <li>\$5 + \$10</li> <li>7:20</li> <li>6</li> </ol>	<ol style="list-style-type: none"> <li>C</li> <li>B</li> <li>C</li> <li>A</li> <li>B</li> <li>C</li> <li>A</li> <li>B</li> <li>B</li> <li>A</li> <li>C</li> <li>C</li> <li>B</li> </ol>
<p><del>Week 21</del></p>	<ol style="list-style-type: none"> <li>14,167 / 14,367 / 13,267 / 15,267</li> <li>Martha</li> <li>6</li> <li>3,330</li> <li>3/5</li> <li>&gt;</li> <li>16 units</li> <li>3 1/2 inches</li> <li>51¢</li> <li></li> <li>12, 18, 24, 30, 36</li> <li>Rectangles and squares</li> </ol>	<ol style="list-style-type: none"> <li>9,348 / 9,548 / 8,448 / 10,448</li> <li>Luke</li> <li>3</li> <li>3,796</li> <li>1 whole</li> <li>&gt;</li> <li>20 units</li> <li>4 1/2 inches</li> <li>26¢</li> <li>Add 3</li> <li>14, 21, 28, 35, 42</li> <li>2 circles</li> </ol>	<ol style="list-style-type: none"> <li>62,284 / 62,484 / 61,384 / 63,384</li> <li>April</li> <li>4</li> <li>2,093</li> <li>1 whole</li> <li>&gt;</li> <li>3/8</li> <li>18 units</li> <li>3 1/2 inches</li> </ol>	<ol style="list-style-type: none"> <li>57,220 / 57,420 / 56,320 / 58,320</li> <li>April</li> <li>4</li> <li>515</li> <li>6/9</li> <li>&lt;</li> <li><math>\frac{2}{8}</math> <math>\frac{4}{8}</math> <math>\frac{6}{8}</math> <math>\frac{8}{8}</math></li> <li></li> <li>16, 24, 32, 40, 48</li> </ol>	<ol style="list-style-type: none"> <li>C</li> <li>B</li> <li>C</li> <li>A</li> <li>A</li> <li>C</li> <li>C</li> <li>B</li> <li>C</li> <li>B</li> <li>See below</li> <li>12, 18, 24, 30, 36</li> <li>14, 21, 28, 35, 42</li> <li>16, 24, 32, 40, 48</li> <li>A</li> <li>B</li> </ol>



Monday

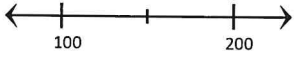
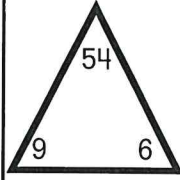
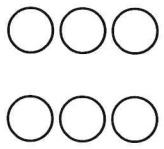













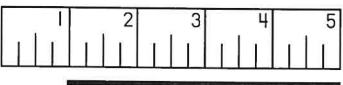
<p>1 Mark the most reasonable location for the 310 on the number line below.</p> 	<p>2 Write the missing equation for the fact family.</p>  <p style="margin-left: 100px;"> <math>4 \times 9 = 36</math>  <math>9 \times 4 = 36</math>  <math>36 \div 9 = 4</math>              _____         </p>	<p>3</p> <p><math>12 \div 4 =</math>                      <math>20 \div 5 =</math></p> <p><math>12 \div 3 =</math>                      <math>20 \div 4 =</math></p> <p><math>16 \div 4 =</math>                      <math>16 \div 2 =</math></p>	<p>4 Find the sum.</p> <p style="text-align: center;"><b><math>328 + 1,016</math></b></p>								
<p>5 Shade <math>\frac{5}{8}</math> of the circles.</p> 	<p>6 Put the fractions in order least to greatest.</p> <p style="text-align: center;"><math>\frac{2}{4}</math>    <math>\frac{1}{4}</math>    <math>\frac{3}{4}</math></p>	<p>7 How many inches long is the line?</p> 	<p>8 The show started at 1:45. I am 20 minutes late. What time do I arrive?</p>								
<p>9 I bought a hot dog for \$3 and a drink for \$2. Then, I bought a t-shirt for \$10. How much did I spend in all?</p>	<p>10 Insert <math>&gt;</math>, <math>&lt;</math>, or <math>=</math> to make the equation true.</p> <p style="text-align: center;"><math>5 \times 0</math> <input type="checkbox"/> <math>5 \times 0</math></p>	<p>11 What is the rule for the input/output table below?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>In</th> <th>Out</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>12</td> </tr> <tr> <td>4</td> <td>13</td> </tr> <tr> <td>5</td> <td>14</td> </tr> </tbody> </table>	In	Out	3	12	4	13	5	14	<p>12 Circle the angles that are greater than a right angle.</p> 
In	Out										
3	12										
4	13										
5	14										

Tuesday

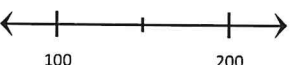
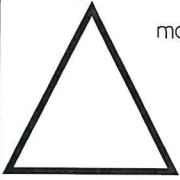













<p>1 Mark the most reasonable location for the 1,800 on the number line below.</p> 	<p>2 Write the missing equation for the fact family.</p>  <p style="margin-left: 100px;"> <math>5 \times 6 = 30</math>  <math>30 \div 6 = 5</math>  <math>30 \div 5 = 6</math>              _____         </p>	<p>3</p> <p><math>8 \div 4 =</math>                      <math>15 \div 5 =</math></p> <p><math>8 \div 2 =</math>                      <math>12 \div 4 =</math></p> <p><math>15 \div 3 =</math>                      <math>16 \div 8 =</math></p>	<p>4 Find the difference.</p> <p style="text-align: center;"><b><math>5,301 - 245</math></b></p>								
<p>5 Shade <math>\frac{3}{6}</math> of the rectangle.</p> 	<p>6 Put the fractions in order least to greatest.</p> <p style="text-align: center;"><math>\frac{8}{9}</math>    <math>\frac{5}{9}</math>    <math>\frac{3}{9}</math></p>	<p>7 How many inches long is the line?</p> 	<p>8 I started walking at 6:20. I walked for 25 minutes. What time is it now?</p>								
<p>9 I have four nickels and a penny. My cousin gives me three dimes. How much money do I have now?</p>	<p>10 Insert <math>&gt;</math>, <math>&lt;</math>, or <math>=</math> to make the equation true.</p> <p style="text-align: center;"><math>100 \times 1</math> <input type="checkbox"/> <math>100 + 0</math></p>	<p>11 What is the rule for the input/output table below?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>In</th> <th>Out</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0</td> </tr> <tr> <td>8</td> <td>0</td> </tr> <tr> <td>9</td> <td>0</td> </tr> </tbody> </table>	In	Out	7	0	8	0	9	0	<p>12 Circle the angles that are less than a right angle.</p> 
In	Out										
7	0										
8	0										
9	0										

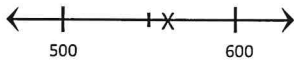
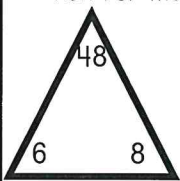



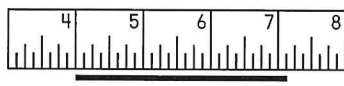
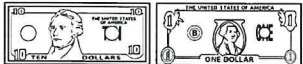
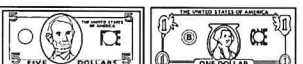

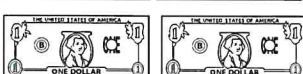
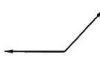




# Wednesday

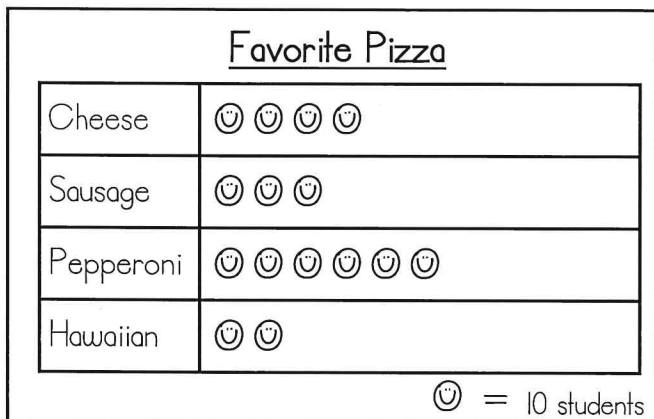
<p>1 Mark the most reasonable location for 205 on the number line below.</p> 	<p>2 Write the missing equation for the fact family.</p>  <p> <math>6 \times 9 = 54</math>  <math>9 \times 6 = 54</math>  <math>54 \div 9 = 6</math> </p>	<p>3</p> <p> <math>18 \div 6 =</math>      <math>18 \div 2 =</math>  <math>18 \div 3 =</math>      <math>15 \div 3 =</math>  <math>18 \div 9 =</math>      <math>10 \div 2 =</math> </p>	<p>4 Find the sum.</p> <p style="text-align: center;"><math>225 + 517</math></p>										
<p>5 Shade <math>\frac{4}{6}</math> of the circles.</p> 	<p>6 Put the fractions in order least to greatest.</p> <p style="text-align: center;"><math>\frac{7}{8}</math>      <math>\frac{2}{8}</math>      <math>\frac{6}{8}</math></p>	<p>7</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Favorite Donut</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Chocolate</td> <td style="text-align: center;"></td> </tr> <tr> <td style="padding: 5px;">Glazed</td> <td style="text-align: center;"></td> </tr> <tr> <td style="padding: 5px;">Maple</td> <td style="text-align: center;"></td> </tr> <tr> <td style="padding: 5px;">Sprinkles</td> <td style="text-align: center;"></td> </tr> </tbody> </table> <p style="text-align: right;"> = 10 people</p> <p>How many people prefer maple donuts?</p> <p>How many people prefer chocolate donuts?</p> <p>What is the most popular type of donut?</p>		Favorite Donut		Chocolate		Glazed		Maple		Sprinkles	
Favorite Donut													
Chocolate													
Glazed													
Maple													
Sprinkles													
<p>8 How many inches long is the line?</p> 	<p>9 Basketball practice starts at 6:15. We practice for 35 minutes. What time do we end practice?</p>												

# Thursday

<p>1 Mark the most reasonable location for the 145 on the number line below.</p> 	<p>2 Create your own fact family and number sentences to match.</p> 	<p>3</p> <p> <math>25 \div 5 =</math>      <math>30 \div 3 =</math>  <math>30 \div 5 =</math>      <math>30 \div 10 =</math>  <math>30 \div 6 =</math>      <math>16 \div 2 =</math> </p>	<p>4 Find the difference.</p> <p style="text-align: center;"><math>782 - 78</math></p>																		
<p>5 Insert <math>&gt;</math>, <math>&lt;</math>, or <math>=</math> to make the equation true.</p> <p style="text-align: center;"><math>5 \times 1 \square 5 \times 0</math></p>	<p>6 What is the rule for the input/output table below?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">In</th> <th style="padding: 5px;">Out</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">7</td> <td style="padding: 5px;">7</td> </tr> <tr> <td style="padding: 5px;">8</td> <td style="padding: 5px;">8</td> </tr> <tr> <td style="padding: 5px;">9</td> <td style="padding: 5px;">9</td> </tr> </tbody> </table>	In	Out	7	7	8	8	9	9	<p>7</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Favorite Donut</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Chocolate</td> <td style="text-align: center;"></td> </tr> <tr> <td style="padding: 5px;">Glazed</td> <td style="text-align: center;"></td> </tr> <tr> <td style="padding: 5px;">Maple</td> <td style="text-align: center;"></td> </tr> <tr> <td style="padding: 5px;">Sprinkles</td> <td style="text-align: center;"></td> </tr> </tbody> </table> <p style="text-align: right;"> = 10 students</p> <p>How many more people like chocolate than glazed?</p> <p>How many more people like sprinkles than maple?</p> <p>How many people like either glazed or sprinkles?</p>		Favorite Donut		Chocolate		Glazed		Maple		Sprinkles	
In	Out																				
7	7																				
8	8																				
9	9																				
Favorite Donut																					
Chocolate																					
Glazed																					
Maple																					
Sprinkles																					
<p>8 My dad gave me 2 quarters. I already had 3 dimes. How much money do I have now?</p>	<p>9 Draw an angle that is greater than a right angle.</p>																				

<p><b>1</b> What number is represented by the X?</p>  <p>(a) 520 (b) 540 (c) 560</p>	<p><b>2</b> What is the missing equation for the fact family?</p>  <p> <math>6 \times 8 = 48</math>  <math>8 \times 6 = 48</math>  <math>48 \div 6 = 8</math> </p> <p>(a) <math>46 \div 8 = 6</math> (b) <math>48 \div 8 = 6</math>                  (c) <math>6 \times 48 = 8</math> (d) <math>6 + 8 = 48</math></p>	<p><b>3</b> Solve.</p> <p><math>64 \div 8 =</math></p> <p>(a) 6 (b) 8 (c) 9</p>	<p><b>4</b> Find the sum.</p> <p><math>443 + 1,207</math></p> <p>(a) 1,640                  (b) 1,649                  (c) 1,650</p>								
<p><b>5</b> Which set has <math>\frac{4}{6}</math> shaded?</p> <p>(a) </p> <p>(b) </p> <p>(c) </p>	<p><b>6</b> Which list puts the fractions in order from least to greatest?</p> <p>(a) <math>\frac{1}{6}</math> <math>\frac{1}{4}</math> <math>\frac{1}{3}</math>                  (b) <math>\frac{1}{3}</math> <math>\frac{1}{4}</math> <math>\frac{1}{6}</math>                  (c) <math>\frac{1}{4}</math> <math>\frac{1}{3}</math> <math>\frac{1}{6}</math></p>	<p><b>7</b> How many inches long is the line?</p>  <p>(a) 2in (b) 3in (c) 4in</p>	<p><b>8</b> Practice starts at 2:30. If I arrive 15 minutes late, what time do I arrive?</p> <p>(a) 2:35                  (b) 2:40                  (c) 2:45</p>								
<p><b>9</b> I buy a hamburger for \$6, popcorn for \$4, and a drink for \$1. Which of the following shows my total spent?</p> <p>(a) </p> <p>(b) </p> <p>(c) </p> <p></p>	<p><b>10</b> Insert <math>&gt;</math>, <math>&lt;</math>, or <math>=</math> to make the equation true.</p> <p><math>9 \times 0</math> <input type="checkbox"/> <math>0 \times 9</math></p> <p>(a) <math>&gt;</math>                  (b) <math>&lt;</math>                  (c) <math>=</math></p>	<p><b>11</b> What is the rule for the input/output table?</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>In</th> <th>Out</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>18</td> </tr> <tr> <td>7</td> <td>21</td> </tr> <tr> <td>8</td> <td>24</td> </tr> </tbody> </table> <p>(a) Add 1                  (b) Multiply by 3                  (c) Add 12</p>	In	Out	6	18	7	21	8	24	<p><b>12</b> Which angle is larger than a right angle?</p> <p>(a) </p> <p>(b) </p> <p>(c) </p>
In	Out										
6	18										
7	21										
8	24										

Use the pictograph to help you answer the questions.



**13** How many more students prefer pepperoni pizza than cheese pizza?

- (a) 2  
 (b) 10  
 (c) 20

# Answer Keys

Week	Monday	Tuesday	Wednesday	Thursday	Check-In
<del>Week 18</del>	<ol style="list-style-type: none"> <li>8,921</li> <li>\$57,450</li> <li>5,192</li> <li>20</li> <li>\$807</li> <li>45, 8, 50 36, 72, 15</li> <li>\$24</li> <li>2</li> <li>2/3</li> <li>Trapezoid</li> <li>See student work.</li> <li>\$8</li> </ol>	<ol style="list-style-type: none"> <li>42,876</li> <li>14,592</li> <li>8,920</li> <li>11</li> <li>\$205</li> <li>20, 30, 32 42, 63, 40</li> <li>72</li> <li>8</li> <li>5/7</li> <li>square</li> <li>See student work.</li> <li>\$15</li> </ol>	<ol style="list-style-type: none"> <li>384</li> <li>3,592</li> <li>7,999</li> <li>10</li> <li>81, 16, 24 48, 64, 12</li> <li>117</li> <li>2/8, 2/6, 2/3</li> <li>1/5</li> <li>Equilateral triangle</li> </ol>	<ol style="list-style-type: none"> <li>20,376</li> <li>4,692</li> <li>12,200</li> <li>81</li> <li>20, 42, 32 36, 40, 21</li> <li>\$28</li> <li>3/8, 3/6, 3/4</li> <li>3/6</li> <li>Student should draw a rectangle or square.</li> </ol>	<ol style="list-style-type: none"> <li>C</li> <li>B</li> <li>A</li> <li>C</li> <li>B</li> <li>C</li> <li>B</li> <li>A</li> <li>A</li> <li>A</li> <li>Check student work</li> <li>C</li> <li>B</li> </ol>
Week 19	<ol style="list-style-type: none"> <li>Check student work</li> <li><math>36 \div 4 = 9</math></li> <li>3, 4, 4 4, 5, 8</li> <li>1,344</li> <li>Check student work</li> <li>1/4, 2/4, 3/4</li> <li>3 inches</li> <li>2:05</li> <li>\$15</li> <li>=</li> <li>Add 9</li> <li>Obtuse angle</li> </ol>	<ol style="list-style-type: none"> <li>Check student work.</li> <li><math>6 \times 5 = 30</math></li> <li>2, 4, 5 3, 3, 2</li> <li>5,056</li> <li>Check student work.</li> <li>3/9, 5/9, 8/9</li> <li>3 inches</li> <li>6:45</li> <li>51¢</li> <li>=</li> <li>multiply by 0</li> <li>TWO acute angles</li> </ol>	<ol style="list-style-type: none"> <li>Check student work.</li> <li><math>54 \div 6 = 9</math></li> <li>3, 6, 2 9, 5, 5</li> <li>742</li> <li>Check student work.</li> <li>2/8, 6/8, 7/8</li> <li>20 / 50 / sprinkles</li> <li>4 inches</li> <li>6:50</li> </ol>	<ol style="list-style-type: none"> <li>Check student work.</li> <li>Answers will vary.</li> <li>5, 6, 5 10, 3, 8</li> <li>704</li> <li>&gt;</li> <li>Multiply by 1 or Add 0</li> <li>20 / 60 / 110</li> <li>80¢</li> <li>Answers will vary.</li> </ol>	<ol style="list-style-type: none"> <li>C</li> <li>B</li> <li>B</li> <li>C</li> <li>C</li> <li>A</li> <li>B</li> <li>C</li> <li>A</li> <li>C</li> <li>B</li> <li>A</li> <li>C</li> </ol>



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

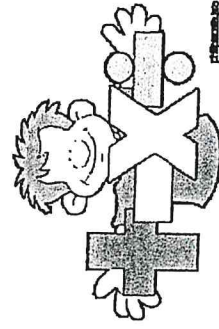
Multiplication/Division Chart

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

# Math Games with a Deck of Cards



Games to play at home to practice math skills





## Tips for playing math card games:

- You can play with a regular deck of cards. Some games may need numbers higher than one, so you can assign values to the Ace, King, Queen, Jack and Joker for more numbers.
- To make a game harder, try adding zeros to answers to make it fact "extensions". For example,  $4 \times 8$  could become  $40 \times 80$ .
- Uno cards work as well! Look around your house and see what kind of numbered cards you have already. If not, most dollar stores carry inexpensive decks of cards.

Find more games at  
<http://www.esc16.net/users/0020/FACES/2013%20FACES/Handouts/Reid%20and%20Stott%20Problem%20Solving%20Math%20Card%20Games.pdf>

Free playing card clip art at  
<http://hubpages.com/~qii0520u86du/hub/playing-cards-clip-art>

## Place Value War

Players : 2

**Materials:** Deck of cards with face cards and 10s removed, Ace worth one

**How to Play:** Turn over 1, 2 or 3 cards. Place them in any position to make the highest number possible. The higher number wins all of the cards for that turn. Try asking your child to compare the numbers out loud.



Player 1 wins all six cards.

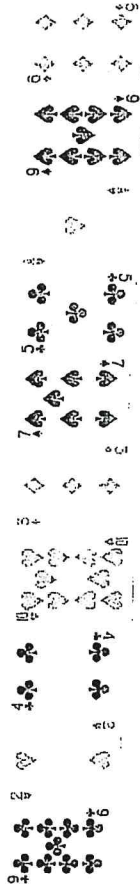
Increase the number of cards to flip if you want to work on larger numbers.

## Give Me 10

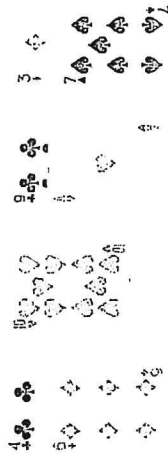
Players 2

**Materials:** Deck of cards, face cards removed, Ace worth one.

**How to Play:** Deal 10 cards face up.



Players take turns finding and removing combinations of cards that add up to 10.



Deal out cards so there are always 10 cards face up.

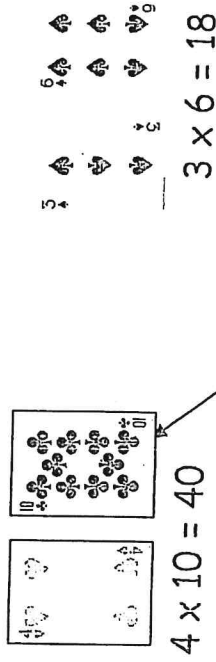
To make it challenging, find three cards that add up to a target number (3 numbers that add up to 20).

## Multiplication Top-It

Players 2

**Materials:** Deck of cards, face cards worth ten, Ace worth 1 or 11.

**How to Play:** Each player turns over two cards and multiplies to get a product. The player with the largest product wins all the cards. Continue until all the cards are gone.



Player 1 wins all four cards.

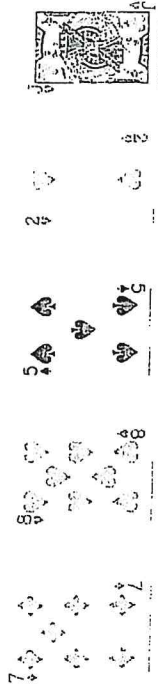
Make the game easier by taking higher digit cards out of the deck. Make the game harder by playing with 2-digit x 1-digit multiplication.

## Hit the Target

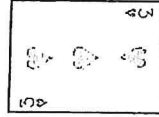
Players 2

**Materials:** Deck of cards, face cards worth ten, Ace worth 1 or 11.

**How to Play:** Lay out five cards face up. Then choose one additional card to be the target number. You may add, subtract, multiply or divide to hit the target number. Try to use all five cards, but you must use at least 2 cards. Winner takes the cards in the equation, plus the target number.



Target number is



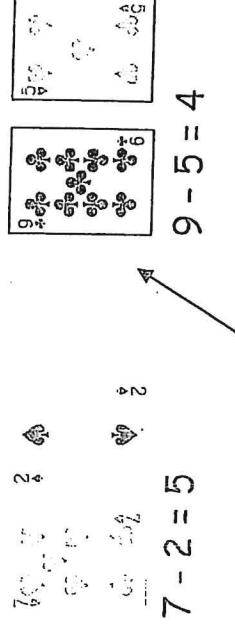
A player could choose:  $5 - 2$  or  $8 - 5$  or  $10 - 5 - 2$  or  $5 \times 2 - 7$  Look for more ways!

## Subtraction Top-It

Players 2

**Materials:** Deck of cards, face cards worth ten, Ace worth 1 or 11.

**How to Play:** Each player turns over two cards and subtracts the smaller digit from the larger digit. The player with the smallest difference wins all the cards. Continue until all the cards are gone.



Player 2 wins all four cards.

Make the game easier by taking higher digit cards out of the deck. Make the game harder by playing with 2-digit - 1-digit subtraction.

## Addition Top-It

Players 2

**Materials:** Deck of cards, face cards worth ten, Ace worth 1 or 11.

**How to Play:** Each player turns over two cards and adds them together. The player with the greatest sum wins all the cards. Continue until all the cards are gone.



$$2 + 10 = 12$$

$$5 + 5 = 10$$

Player 1 wins all four cards.

Make the game easier by taking higher digit cards out of the deck. Make the game harder by add 3 cards.

## Make it BIG

Players 2

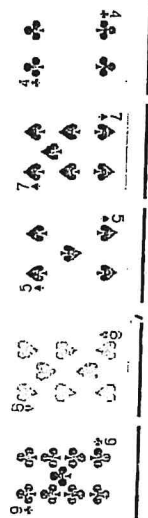
**Materials:** Deck of cards with the 10s removed, Ace worth 1, scratch paper

**How to Play:** Draw a game board like the one shown. Deal 6 cards to each player. Try to create the largest number possible. Players must think carefully about where to place a card. Once placed, a card cannot be moved.



\_\_\_\_\_ / \_\_\_\_\_ Trash Can

Each player flips over one card at a time and decides where to place it to form the largest number possible. All 6 cards must have a place!



\_\_\_\_\_ is 98,574

The player with the largest number wins.

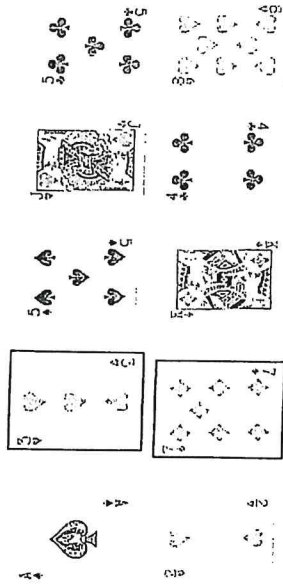


## I Spy

Players 2

**Materials:** Deck of cards, face cards worth ten, Ace worth 1 or 11.

**How to Play:** Deal out the entire deck of cards in a 13 x 4 array. (Example shown not all cards)



Find two cards next to each other, vertically or horizontally, that add to make a number. "I spy two cards with a sum of 10". You can also play the game with multiplication, "I spy two cards with a product of 40".

The other player looks for two cards that multiply to make the sum or product and removes them. After many turns, the array can be reformed to continue play.

## Sort it

Players 2

**Materials:** Deck of cards

**How to Play:** Pick a way to sort the cards (color, suit, or numbers). Deal out the deck and players take turns finding cards that fit their sort. Look for creative ways to sort; even numbers, odd numbers, two cards with a sum of 10, etc.

