3rd Grade

Week 3

ELA and Math

Parent Directions ELA/ Instrucciones para padres ELA
3rd Grade April 13th-April 17th 2020

Monday:

Unit 5 Lesson 25 Read story pg. 347-363. Common Core Writing Handbook- Read pg. 62 (example). Write your own fictional narrative about some unusual weather.

- You will use a blank piece of paper to write your fictional narrative. Fictional means fake, or imaginary.
- A fictional narrative has:
  - a beginning, middle and end
  - characters, a setting, and a problem
  - dialogue that shows characters' feelings
  - details
  - a solution to the problem
- There is no length requirement to this assignment, it can be as long or short as you and your child feel it needs to be

Lunes:

Unidad 5 Lección 25 Leer cuento pág. 347-363. Common Core Writing Handbook- Read pág. 62 (ejemplo). Escribe tu propia narrativa ficticia sobre un clima inusual.

- Utilizará una hoja de papel en blanco para escribir su narrativa ficticia. Ficticio significa falso o imaginario.
- Una narrativa ficticia tiene:
- - un comienzo, medio y final
- - personajes, un entorno y un problema
- - diálogo que muestra los sentimientos de los personajes
- - detalles
- - una solución al problema
- No hay requisitos de longitud para esta tarea, puede ser tan larga o corta como usted y su hijo sientan que debe ser

Tuesday:

Unit 5 Lesson 25. Re-read story pg. 347-363. Reader's Notebook- complete pages 151-152. Edit and revise yesterday's fictional narrative.

- You will answer the questions on pg. 151 using facts and information from the story. The answers should be in complete sentences
- Transfer what you wrote on pg. 151 into the brochure template on pg. 152. You may write the information however you want. Please provide a drawing to go with each section of information.
- Look at yesterday's writing (fictional narrative) and make any corrections or changes you think are needed.

Martes:

Unidad 5 Lección 25. Volver a leer la historia pág. 347-363. Cuaderno del lector: páginas completas 151-152. Edite y revise la narrativa ficticia de ayer.

- Responderá las preguntas en la pág. 151 utilizando hechos e información de la historia. Las respuestas deben estar en oraciones completas
- Transfiera lo que escribió en la pág. 151 en la plantilla del folleto en la pág. 152. Puede escribir la información como quiera. Proporcione un dibujo que vaya con cada sección de información.
- Mire la escritura de ayer (narrativa ficticia) y realice las correcciones o cambios que considere necesarios.

Wednesday:

Unit 5 Lesson 25. Reader's Notebook- complete pages 153-154. Create a final draft of your fictional narrative.

- Pg. 153 is about adjectives and adverbs. Adjectives are describing words such as smart, pretty, soft, shiny, etc. Adverbs are words that tell how, when, where, in what way. (examples: fast, today, inside, usually)
- You and your child will fill in the first blank space in the sentences with a modified version of the word in parentheses, and the second blank space with whether the word is an *adjective* or an *adverb*.
- Example: 1. Jeff explained the day's events **more calmly** than Ella. (calm) **adverb**
- Pg. 154 is about the suffixes -less and -ness. These suffixes are added on to the ends of base words to change their meaning.
- Please fill in the blank spaces in the sentences with the word that makes the most sense from the given word bank.
- Example: 1. The hiker thanked the guide for her help and **kindness.**

Miércoles:

Unidad 5 Lección 25. Cuaderno del lector: complete las páginas 153-154. Crea un borrador final de tu narrativa ficticia.

- Pg. 153 trata de adjetivos y adverbios. Los adjetivos describen palabras como inteligente, bonita, suave, brillante, etc. Los adverbios son palabras que dicen cómo, cuándo, dónde y de qué manera. (ejemplos: rápido, hoy, adentro, generalmente)
- Usted y su hijo completarán el primer espacio en blanco en las oraciones con una versión modificada de la palabra entre paréntesis, y el segundo espacio en blanco con si la palabra es un adjetivo o un adverbio.
- Ejemplo: 1. Jeff explicó los eventos del día con más calma que Ella. (calma) adverbio
- Pg. 154 trata sobre los sufijos -less y -ness. Estos sufijos se agregan a los extremos de las palabras base para cambiar su significado.
- Complete los espacios en blanco en las oraciones con la palabra que tenga más sentido del banco de palabras dado.
- Ejemplo: 1. La excursionista agradeció a la guía por su ayuda y amabilidad.

Thursday:

Use today as a makeup day to complete any assignments that have not been finished on Monday, Tuesday, or Wednesday. You may have your student re-read the story or start Friday's work if they are all caught up.

Úselo hoy como día de recuperación para completar cualquier tarea que no haya terminado el lunes, martes o miércoles. Puede hacer que su estudiante vuelva a leer la historia o comience el trabajo del viernes si todos están atrapados.

Friday:

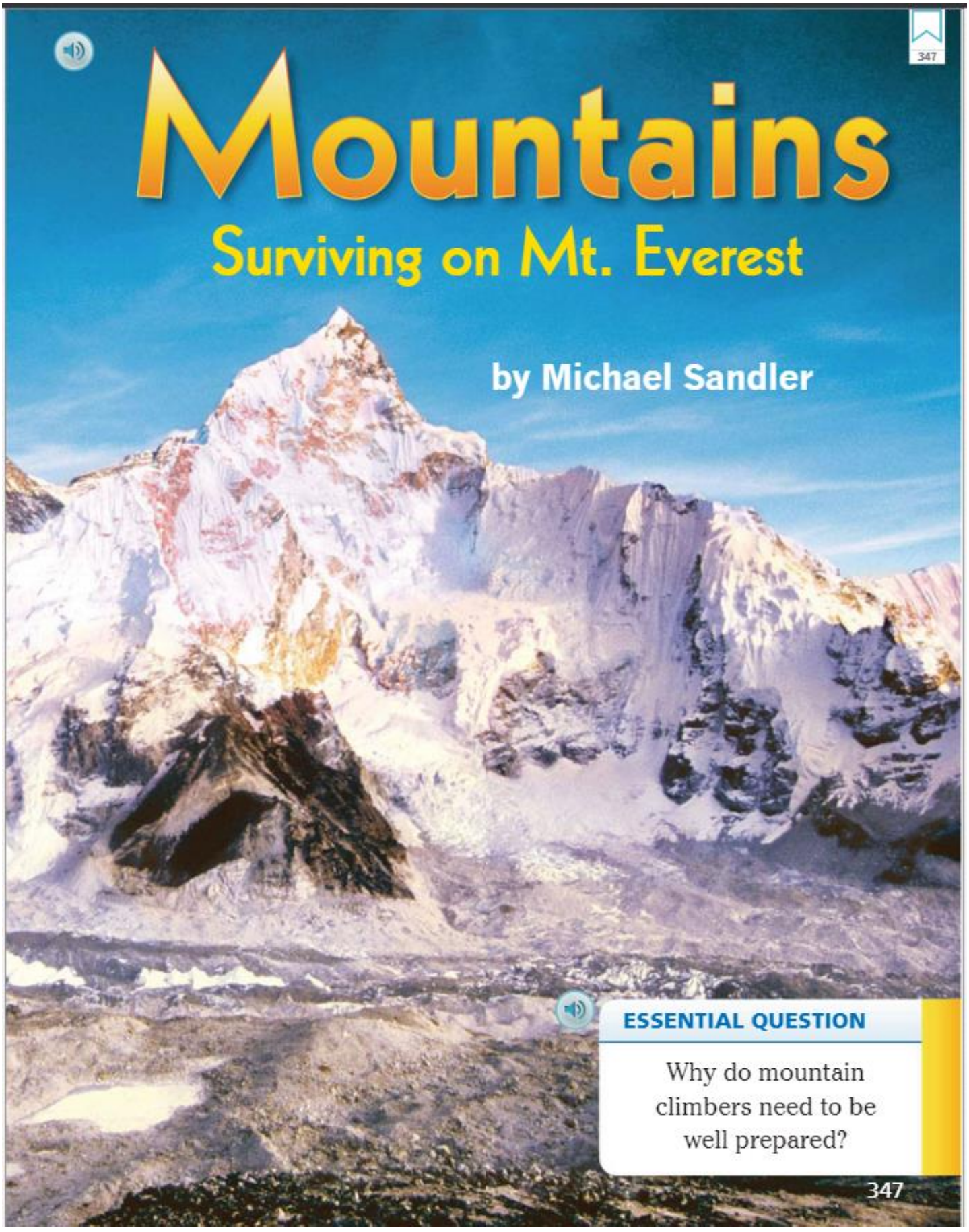
ATI Dialogues and Assessments

- Complete the attached Slides
- Slides 1-4 provide information and examples to assist you and your child
- Slides 5-9 have questions or prompts that require an answer from the multiple choices given
- Slide 10 is a recap of what has been learned
- The remaining passages are to be read with your child. Please answer the question underneath each passage.

Viernes:

Diálogos y evaluaciones de ATI

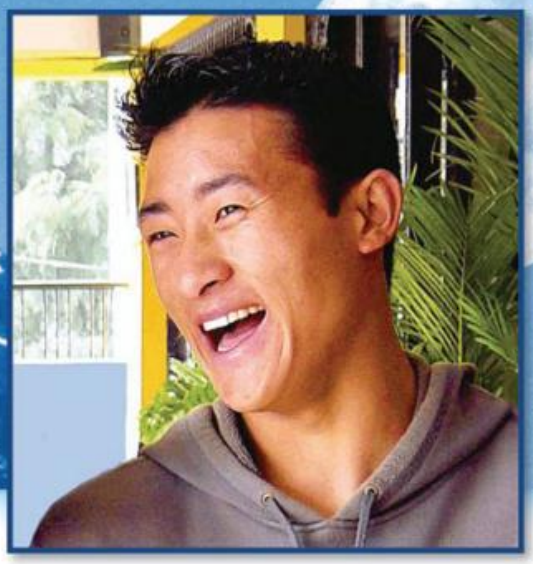
- Complete las diapositivas adjuntas
- Las diapositivas 1-4 proporcionan información y ejemplos para ayudarlo a usted y a su hijo.
- Las diapositivas 5-9 tienen preguntas o indicaciones que requieren una respuesta de las múltiples opciones dadas.
- La diapositiva 10 es un resumen de lo que se ha aprendido.
- Los pasajes restantes deben leerse con su hijo. Responda la pregunta debajo de cada pasaje.


347
Mountains
Surviving on Mt. Everest
by Michael Sandler
ESSENTIAL QUESTION
Why do mountain climbers need to be well prepared?
347

Climbing Mount Everest

The clock showed almost midnight. The temperature was freezing. Icy winds roared by.

A group of people huddled in the darkness on a rocky ridge. In moments, they would begin the final stage of a dangerous journey. They were climbing to the top of Mount Everest, the world's highest mountain.



Among the climbers was Temba Tsheri (SHUHR ee) Sherpa. Just two weeks before, Temba had celebrated his 16th birthday. Now he was trying to survive in one of the world's most extreme places. Making it to the top of Everest was Temba's dream. He would be the youngest person ever to reach the summit, which is 29,035 feet (8,850 meters) high.

What Are Mountains?

Mountains are a type of tall landform. They rise high above the area around them. Mountains are taller than hills. They can rise thousands of feet (kilometers) in the air. They are found all over the world, even beneath the sea.

A group of mountains is called a range. The biggest mountain range in North America is the Rocky Mountains. The Andes (AN deez), in South America, is the world's longest mountain range.

Mount Everest, the mountain Temba was climbing, is part of the Himalaya (hihm uh LAY uh) Mountains. The name "Himalaya" means "home of snow." This Asian range is the world's highest. It includes nine of the ten tallest mountains on Earth.

Mountain Conditions

As Temba approached Everest's summit, survival became harder and harder. Mountain conditions get more extreme the higher a person climbs.

Air contains less and less oxygen as the altitude increases. Breathing becomes nearly impossible. Thin air can cause headaches and dizziness at 10,000 feet (3,048 meters). Higher up, it can be deadly.

Humans cannot survive for long at the top section of mountains like Everest. Hurricane-force winds can reach 130 miles per hour (209 kph). Temperatures can plummet to –100F (–73C) during the night. Blowing snow makes it hard to see. Temba was headed here.

Frostbite can happen when it's so cold that hands, feet, and other parts of the body freeze solid. Frostbite can cause people to lose fingers, toes—even their noses.

Why Do People Climb Mountains?

People climb mountains for many reasons. Some enjoy the thrill of being high above the clouds. Others like the challenge of testing their skills.

For decades, however, reaching the top of Everest was a test that no climber could pass. The first attempts to climb Everest were made during the 1920s. Again and again, the climbing teams stopped short of their goal. Avalanches, storms, sickness, and exhaustion brought them to a halt.

Then, in 1953, two climbers finally succeeded—Sir Edmund Hillary and Tenzing Norgay. Hillary was from New Zealand. Norgay was a Sherpa from Nepal (nuh PAWL).

ANALYZE THE TEXT

Text and Graphic Features These pages include headings, a caption, and a boxed fact. What kinds of information do these text features provide?

Sir Edmund Hillary (left) and Tenzing Norgay (right) show off their survival equipment in 1953.

Temba's Mistake

Temba had tried to climb Everest before. It ended, however, in failure.

"I didn't have enough training or proper equipment," Temba said. He was almost at the summit when his oxygen supply ran out.

Without oxygen, Temba couldn't think clearly. He made a terrible mistake. He took off his gloves to tie his boots. His fingers froze. Temba suffered frostbite on both hands. He had to turn back just 70 feet (21 meters) from his goal.

The next time around, however, Temba was prepared. He had trained hard. He had the right equipment, thanks to his classmates and teachers. They had raised money for his trip.

Survival Equipment

CLIMBING SUIT—to protect against cold

GLOVES—to keep hands warm and dry

GOGGLES—to protect eyes from the sun's harmful rays and from reflection off snow

OXYGEN MASK AND TANK—for breathing at the highest altitudes

ICE AX—to help climb slopes and break up ice

CLIMBING ROPES—to climb up slopes

TREKKING POLES—to help a climber stay balanced

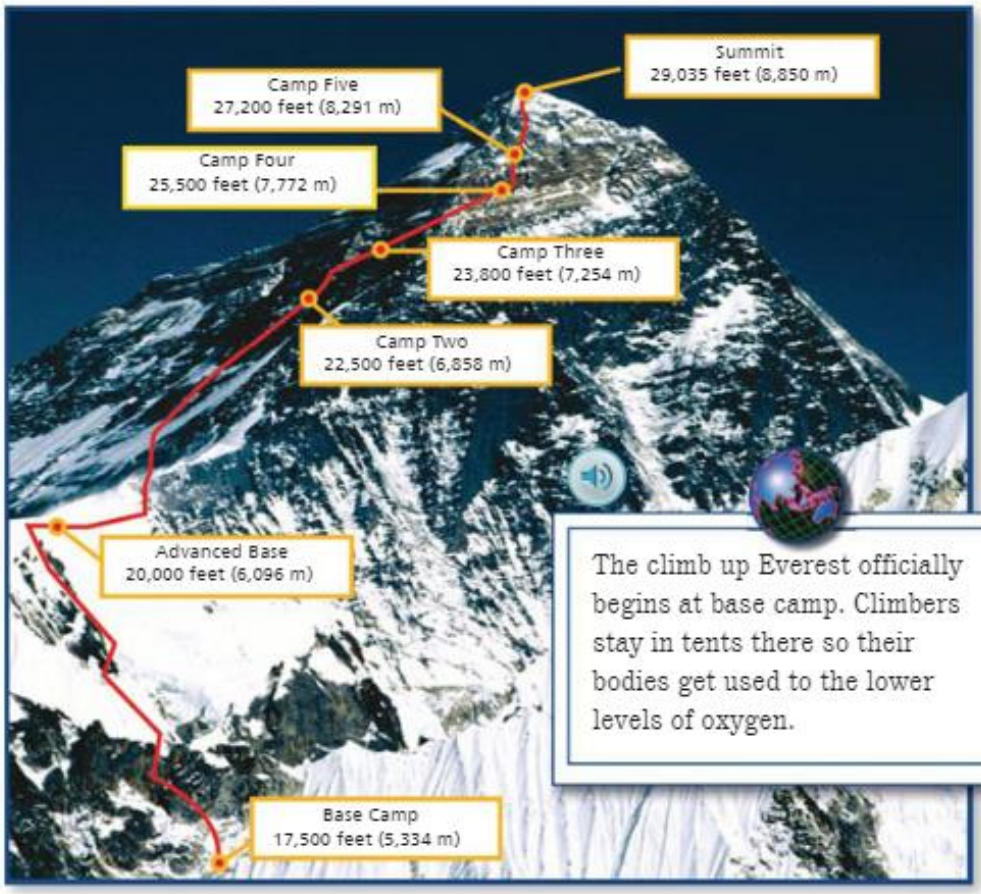
MOUNTAIN BOOTS—with spikes that dig into the snow and ice

Camp-to-Camp

Temba's second try began in April 2001. Mount Everest sits between Nepal and Tibet (tuh BEHT). There are several different routes to the top. Temba would take a route from the north, the Tibetan side.

Climbers move from one camp to the next higher one and then rest for a while. At each camp, their bodies get used to the higher altitudes. Temba spent several weeks moving between camps with his team.

At Camp 3, the team waited for a break in the weather. Winter was over, but there had been a series of severe snowstorms. Getting caught in a snowstorm farther up the mountain would be deadly.



The Climb Along the Ridge

On May 20, Temba's team reached Camp 4. Then the climbers headed out on the great ridge leading to the summit. Temba plunged his ax into ice walls, pulling himself up. He steadied himself against 50-mile-per-hour (80-kph) winds. Yet, he climbed higher and higher.

Temba had to move fast or die. Darkness stopped him before he got to Camp 5. His team had gone ahead. Luckily, Temba found a tent. He spent the night frightened and alone.

The next day, Temba rejoined his team. They reached Camp 6, one day's climb from their goal.

ANALYZE THE TEXT

Main Ideas and Details Which details in the text support the idea that climbing Mount Everest is dangerous and difficult?

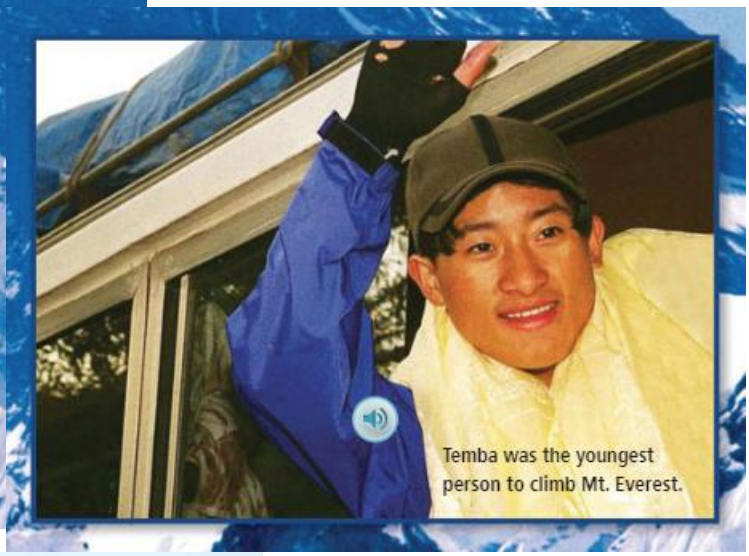
Climbers use aluminum ladders to cross deep cracks in the ice, called crevasses. The crevasses are constantly opening and closing, so it is very dangerous.

Reaching the Top of the World

Just before midnight, Temba began his final climb. A headlamp lit the darkness. An oxygen mask helped Temba to breathe. Sometimes he'd stop to rest or to change oxygen bottles.

Just after sunrise, Temba reached Mount Everest's summit. He was higher than anyone else on the planet. Temba planted two flags. One was for his school. The other was for Nepal. "I felt so happy," he said.

It is dangerous for climbers to spend more than ten minutes at the top of Everest. The body needs to get to a lower altitude where there is more oxygen.



Temba was the youngest person to climb Mt. Everest.

Will the Mountains Survive?

Temba survived in the mountains. Now, he wants to make sure the mountains survive. The world's mountains face many different threats.

Trash is one problem. For a while, Everest was called the "world's highest garbage dump." The mountain was littered with tons of trash that climbers left behind—batteries, bottles, and empty oxygen tanks. Many climbers didn't have the time or strength to carry these things back down with them.

Climbers have left garbage on Everest since 1921. Now, people are trying to clean up the mess.

Global warming is another problem. As Earth gets warmer, mountain glaciers are melting. Himalayan lakes are swelling up with water. When they flood, mountain landscapes will be changed forever.

In 2005, the snowcap on Tanzania's Mount Kilimanjaro melted for the first time in history.

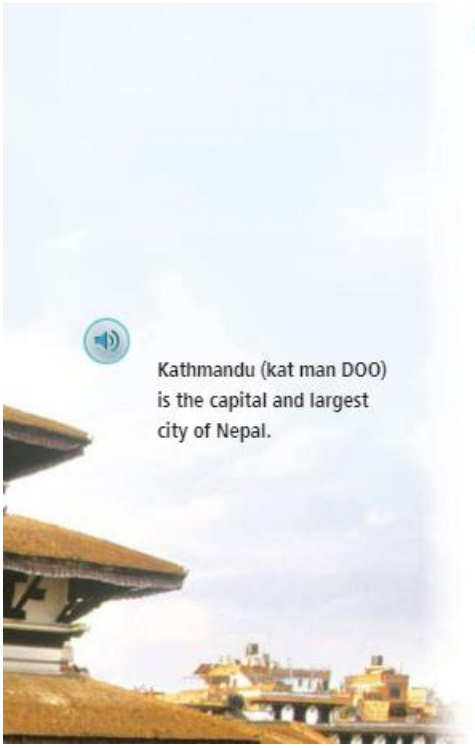
After the Climb

When Temba came down from Everest, he was thinking about food, not fame. After weeks of camping, he was starving for home cooking.

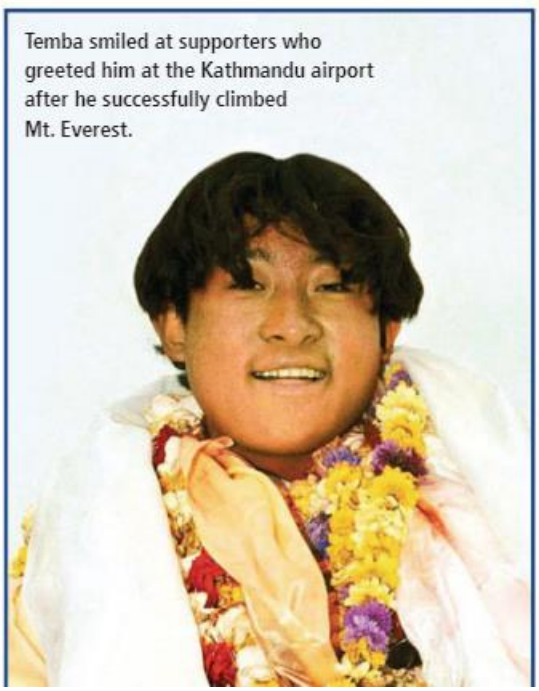
Still, when he flew home to Kathmandu, a huge crowd was waiting. Temba couldn't believe it. "I had never seen so many cameras. . . . All of them were pointed at me," he said.

Despite the attention, Temba focused on his schoolwork. He needed a good education to achieve his other dream, starting a school in Dolakha.

Will Temba succeed? Only time will tell. If you've survived on Everest, however, and reached the top, no goal seems too high!



Kathmandu (kat man DOO) is the capital and largest city of Nepal.



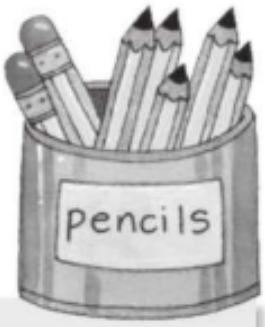
Temba smiled at supporters who greeted him at the Kathmandu airport after he successfully climbed Mt. Everest.

Fictional Narrative

A **fictional narrative** tells about characters who face a problem. The plot is usually told in time order, or sequence, and shows how the characters solve the problem.

Parts of a Fictional Narrative

- A plot with a beginning, a middle, and an end
- Characters, a setting, and a problem that are introduced in the beginning
- Dialogue that shows characters' feelings
- Vivid details to create a clear picture for readers
- An end that shows how the problem is solved



Beginning
Introduces the characters, setting, and problem

Middle
Vivid details show how the characters work to solve the problem

Dialogue
Shows characters' feelings

End
Shows how the problem is solved

A loud, terrible noise from the TV filled Jada's room. "What is that screaming?" she asked.

"It's an emergency signal," Mom explained. **Just then,** a man's deep voice came on. He said there was a tornado warning.

"Oh no! What should we do?" Jada cried.

"We have to get in the closet," her mom said. She grabbed the radio from the kitchen counter. They dashed to Mom's bedroom closet. They huddled together on the floor.

"If there's a tornado, it is best to be away from doors and windows. We need to be in the middle of the house, not by the outside walls," Mom said. **While** they waited, they listened to the radio. **Soon,** the tornado passed.

"I am glad that's over," said Jada. "I would rather curl up on the couch than in the closet!"

Other Transitions
First
Next
After that
As
During
After a while
Meanwhile
Later
Finally

Name _____ Date _____

Reader's Guide

Mountains: Surviving on Mt. Everest

Create a Travel Brochure

You are writing a travel brochure about climbing Mount Everest. First, gather details for the brochure.

Read pages 349 and 351. Write important details about Mount Everest and its mountain range.

Read page 354. What equipment should travelers bring?

Read pages 355 and 360. What should travelers know about the climb? What should they be careful *not* to do?

Name _____ Date _____

Now use all the details from the previous page to write a brochure that will tell climbers what to expect on Mount Everest and what to bring for the climb. Include a title and labeled illustrations on each panel of the brochure to show what that section talks about.

Mountains: Surviving on Mt. Everest
Grammar:
Words That Compare

Name _____ Date _____

Adjectives and Adverbs That Compare

Write an adjective or adverb to complete each sentence. Then write *adjective* or *adverb* to tell about the word or phrase you used.

1. Jeff explained the day's events _____ than Ella. (calm) _____
2. The water at the bottom of the stream was _____ than the water on the surface. (murky) _____
3. Laurie was the _____ worker of them all. (fast) _____
4. Jason had the _____ sneakers in the group. (muddy) _____

Write two sentences. Include an adjective that compares in one sentence and an adverb that compares in the other sentence.

5. _____

_____

6. _____

_____

Name _____ Date _____

The Suffixes *-less* and *-ness*

Mountains: Surviving on Mt. Everest
Spelling:
The Suffixes *-less* and *-ness*

Write the Basic Word that makes sense in the sentence.

1. The hiker thanked the guide for her help and _____.
2. In high mountains, a lack of oxygen can cause _____.
3. Being _____ in the mountains is dangerous.
4. It is not wise to climb mountains in _____.
5. The _____ guide climbed the high cliff.
6. I was amazed at the _____ of the freshly fallen snow.
7. Scientists measured the _____ of the ice at the top.

Challenge: Choose a Challenge Word. Use it in a sentence.

_____

_____

Spelling Words

Basic
1. painless
2. sickness
3. sadness
4. helpless
5. thankless
6. kindness
7. hopeless
8. darkness
9. fearless
10. thickness
11. careless
12. goodness
13. spotless
14. softness

Review
useful
weakly

Challenge
breathless
eagerness

Strong and Amazing Words

Slide 1

What you will learn...

This dialog is about how writers use words to affect your feelings.

Slide 2

Key Words

persuade or influence: to try and make someone do something or feel a certain way

loaded words: words that cause a strong reaction or feeling; the feeling may be good or bad

Strong and Amazing Words

Slide 3

Choosing your words

If you wanted your friend to come to a party, which would you say?

"My party on Saturday is going to be super fun! I hope you can come and have a great time with us."

OR

"My party is on Saturday. I hope you can come."

Which would make your friend more excited to come to your party?

When you use words like "super fun" and "great time," you make your friend feel excited about the party.

You have affected your friend's emotions by choosing certain words.

Strong and Amazing Words

Slide 4

Yucky, stinky words

Think about these words:
terrible
scary
ugly

These words do not give you a good feeling.
They are "loaded" with bad feelings and ideas.

If you do not want a friend to do something, or if you want your friend to think something is bad, you would use words like these.

The spaghetti is terrible.
Playing football was scary!
That house is very ugly.

Strong and Amazing Words

Slide 5

from "Go Mountain Climbing"

Which word does the author use to make the reader feel bad if he or she doesn't go mountain climbing?

A) "fun"

B) "chicken"

C) "brave"

D) "best"

Strong and Amazing Words

Slide 6

Delicious, delightful words

Think about these words:
interesting
special
happy

These are the words that people choose when they want you to feel good about something.

The park is so interesting in the summertime.
We have saved a special place just for you!
He is a very happy dog.

Strong and Amazing Words

Slide 7

from "Go Mountain Climbing"

Which word does the author use to make the reader feel good if he or she does go mountain climbing?

A) "sport"

B) "scary"

C) "everyone"

D) "brave"

Strong and Amazing Words

Slide 8

Our best toy ever!

Think about the words used on TV commericals.

Advertisers choose their words carefully.

They want to make you buy what they sell, so they use words loaded with good feelings.

Then, when you think about their product, you will remember the good feeling you had.

Advertisers think this will make you buy their product.

They might be right!

Slide 9

from "Happy Cat's Holiday"

What words does the author use to convince the reader that he or she should see the movie?

A) movie, new

B) best, fun

C) family, year

D) cat, whole

Strong and Amazing Words

Slide 10

What you learned...

You learned that people choose words to make you feel a certain way.

You learned that some nasty, slimy words can make you feel bad.

You learned that pretty, happy words can make you feel good.

Excellent, super, fantastic job!

Strong and Amazing Words Test

"Moore Park Is Great"

The city has opened Moore Park. It is the best park I have ever been to. It has amazing slides and swings. One slide is over 20 feet tall. There are monkey bars and a swinging rope. There are swings for 10 people to swing at the same time. There is a large sandbox to play in. The large castle to climb on makes it the coolest park ever. If you have not been to the park yet, you should go right now!

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1) from "Moore Park Is Great"

What word does the author use to convince the reader to visit Moore Park?

A) "amazing"

B) "time"

C) "people"

D) "park"

Strong and Amazing Words Test

"AJ's Aquarium Shop"

Sale! Sale! Sale!
Act now!

The world's happiest, healthiest fish
At the year's lowest prices.
Buy one goldfish, get one free.

Keep your fish smiling with our selection
Of playthings, food, and tanks.

Bring home a swimming pet today!

Come to AJ's Aquarium Shop
1649 N. Ocean Road

---

2) from "AJ's Aquarium Shop"

What words does the author use to convince the reader that the fish in this store are better than in other stores?

A) "food and tanks"

B) "Of playthings"

C) "swimming pet"

D) "happiest, healthiest"

Strong and Amazing Words Test

"Mountain Biking"

Mountain biking is a great sport to do if you live near mountains or hills. Mountain biking is different from riding your bike down the street because you are going up and down hills that can be steep. This makes it harder. You are also riding along a path that is made of dirt, rather than pavement. Since it is uneven, the ride can be bumpy. Going mountain biking is a true adventure.

One of the things that makes mountain biking so fun is that you never know what will happen. For example, you may be riding along and come across a huge tree branch that is in your way on the trail. Then, you have to figure out how to get around it. If you are really strong, you can try to ride over the branch. If it's too big, you may have to ride around. You could also lift your bike over it.

Another reason mountain biking is so great is because you get to enjoy the great outdoors. You get a lot of fresh air in the mountains. It's a lot different from riding on a city street where you are breathing in dirty air caused by cars! Being in nature is a lot of fun.

The last reason why mountain biking is the best is because it gives you good exercise. Many kids today sit in front of the television all day. Going for a fun bike ride, though, makes your body stronger. It makes you feel good about yourself.

If you have never been mountain biking, you should try it. It is the best time you'll ever have. Just remember to wear a helmet, ride with an adult, and be careful!

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3) from "Mountain Biking"

What words does the author use to convince the reader that mountain biking is great?

A) fun, best, adventure

B) air, nature, reason

C) true, riding, bumpy

D) trail, outdoors, live

Strong and Amazing Words Test

"Pet Snakes"

Have you ever thought about having a snake for a pet? Well, you should! Many people are afraid of snakes. They think they are creepy and slimy. Snakes, though, are very interesting animals that make good pets. They are a lot more fun than dogs and cats. They are easier to take care of. Plus, you can scare people who are afraid of them! If you are thinking about getting a pet snake, there are some things you will need to know.

Before you buy a snake, you will need to get the right things for it. These include a tank to keep it in and food. You can buy all of these things at a pet store. Your snake will need a large size fish tank to live in. Snakes usually eat mice, which you can also get at a pet store and keep in a small cage. Snakes only need to be fed about once a month, so you won't have to buy food very often.

Once you have everything, it is time to choose a snake. A good kind of snake to start with is a king snake. These are gentle snakes. They are good for people who have never had a snake as a pet before. King snakes can reach up to seven feet long. That's huge and a little scary! They can be different colors, such as yellow, red, orange, or black. They may have stripes. This type of snake can live a long time, up to 20 years, so you will need to be sure that you are ready to care for it for a long time.

Once you get your snake home, be sure to put some bark down in the bottom of the tank. Snakes like to hide under it. You should also put a dish with water in it for your snake. Now, it's time to give your snake a cool name. Have fun and enjoy your new pet!

Strong and Amazing Words Test

4) from "Pet Snakes"

What words does the author use to convince the reader that snakes make good pets?

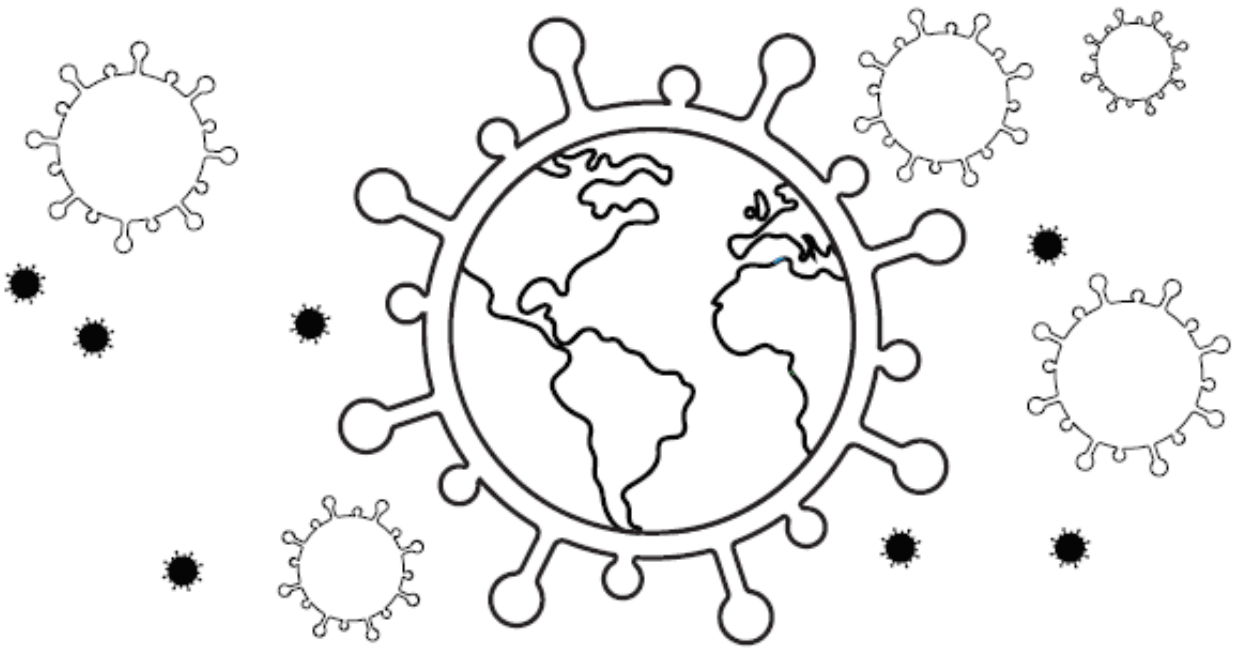
A) creepy, king

B) fun, interesting

C) mice, yellow

D) cool, water

MY 2020 COVID-19 TIME CAPSULE

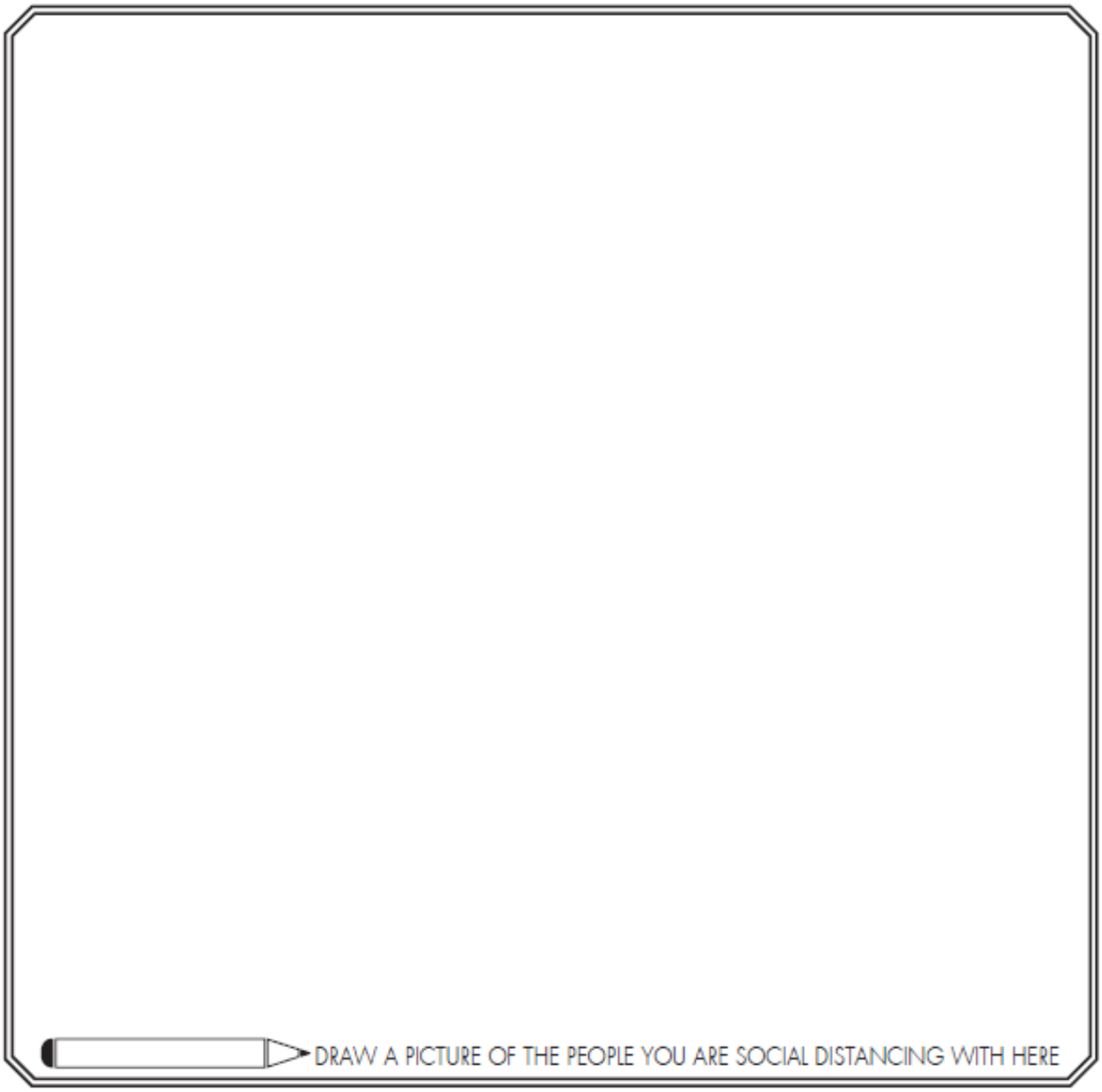


BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- ☐ SOME PHOTOS FROM THIS TIME
- ☐ A JOURNAL OF YOUR DAYS
- ☐ LOCAL NEWSPAPER PAGES OR CLIPPING
- ☐ ANY ART WORK YOU CREATED
- ☐ FAMILY / PET PICTURES
- ☐ SPECIAL MEMORIES



ALL ABOUT ME

I AM

YEARS OLD

I STAND

INCHES TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

MY BEST FRIEND/S:

_____

_____

_____

WHEN I GROW UP I WANT TO BE:

_____

_____

DATE:

PAGES BY LONG CREATIONS

HOW I'M FEELING

WORDS TO DESCRIBE HOW I FEEL:

HOW MY FACE LOOKS

I AM MOST THANKFUL FOR

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

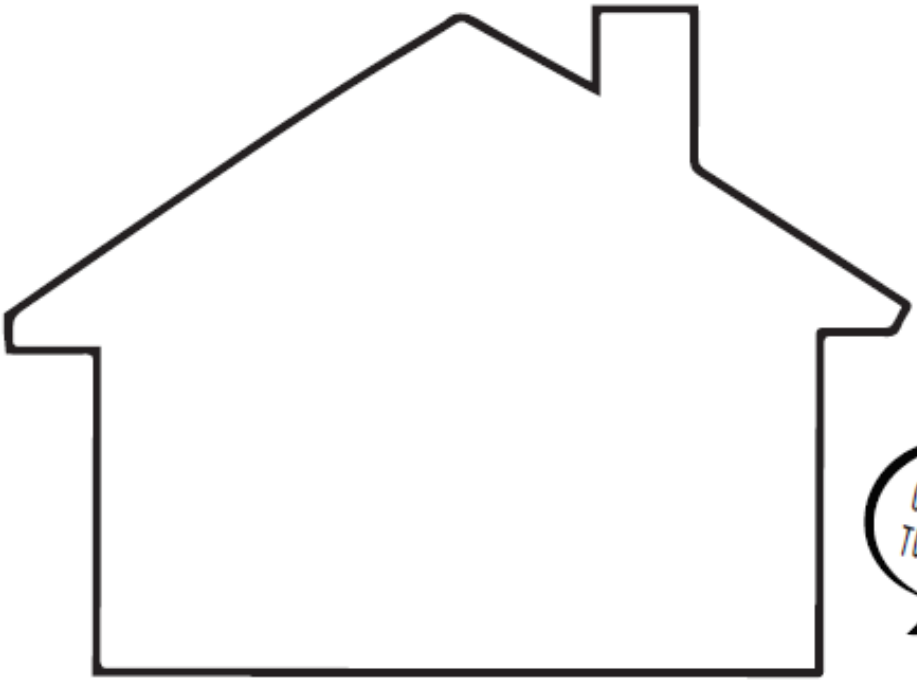
THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY



COLOUR THIS HOUSE TO LOOK LIKE YOURS

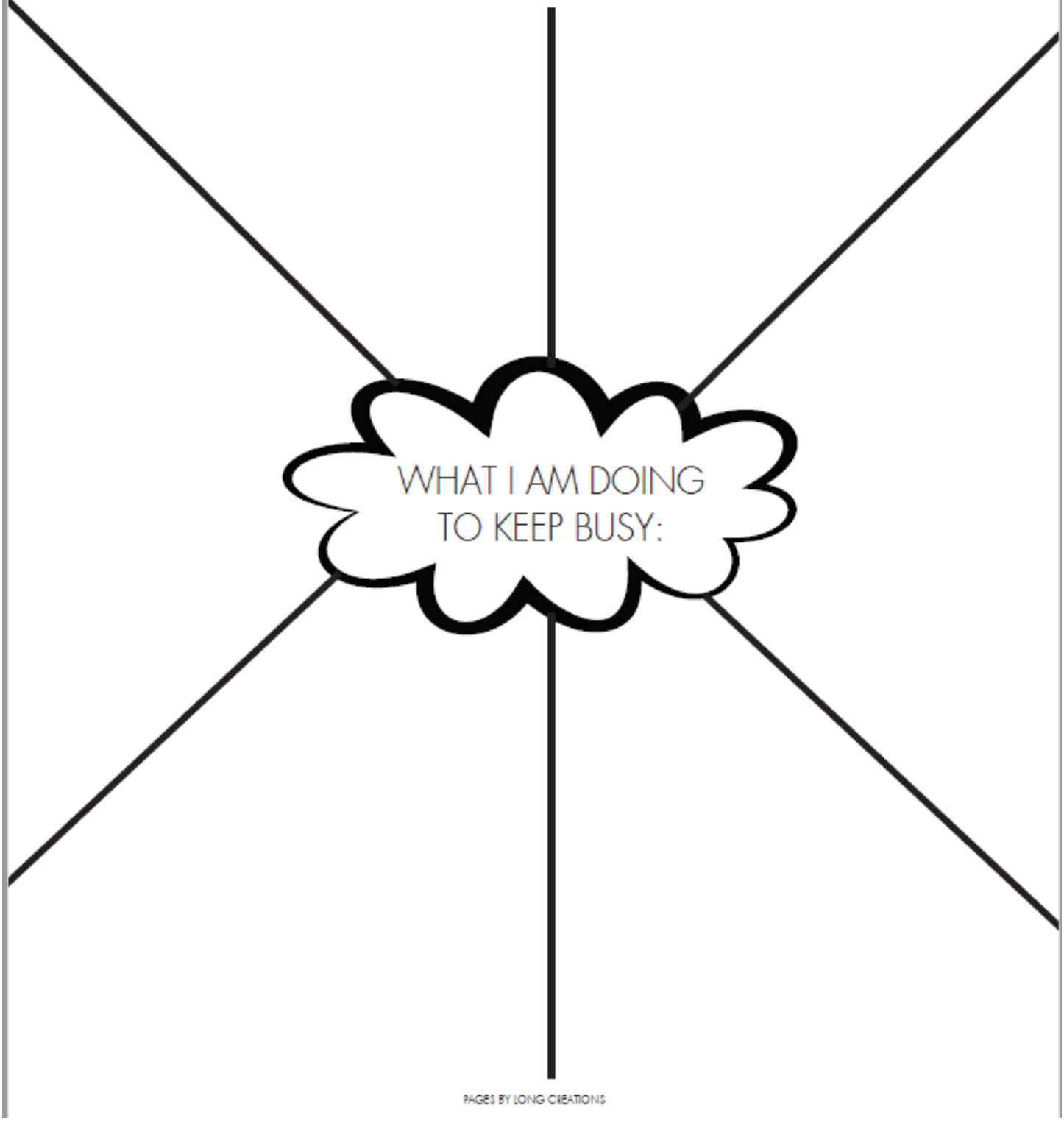
WHERE I AM LIVING DURING THIS TIME:

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?

PAGES BY LONG CREATIONS

YOU ARE NOT STUCK AT HOME, YOU ARE SAFE AT HOME!



OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?

DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____

2. _____

3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

_____

FAVOURITE FOOD TO BAKE:_____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

PAGES BY LONG CREATIONS

LETTER FROM YOUR PARENTS

DEAR,

LOVE,

PAGES BY LONG CREATIONS

Parent Directions for 3rd Grade Math
Instrucciones Para Padres Para Matematicas De 3er Grado
April 13-17

Monday/Lunes
Chapter 11 Lesson 8 Area of Combined Rectangles
In this lesson, your student will demonstrate how they can break apart a figure to find the area.

Have your student watch the following **video**:
https://www.youtube.com/watch?v=JTg8gyQ37pM
Decomposing shapes to find area (add) | Math | 3rd grade | Khan Academy

Have your student do the **Unlock the Problem** on page 669. Ask your student the guiding questions:
• How did you decide where to place the vertical line to break apart the rectangle in Step 3? Answers will vary. *Possible answer: I decided to place the vertical line breaking apart the rectangle into two smaller rectangles.*
• Why do you add the areas of the two smaller rectangles in Step 5? *Each of the smaller areas represents only part of the whole area. Together, they make up the whole area.*

For practice, have your **student do pages 670-672**. Ask your student the following questions:
• How did you decide where to place the horizontal line? *I looked to see how I could break the figure into two separate rectangles.*
• How is using a vertical line to break the figure apart like using a horizontal line? *In both cases, I try to break the figure into two separate rectangles.*

To reinforce this concept, student will complete **Lesson 8 Reteach page**.

Capítulo 11 Lección 8 Área de rectángulos combinados
En esta lección, su estudiante demostrará cómo puede separar una figura para encontrar el área. Haga que su estudiante vea el siguiente video:
https://www.youtube.com/watch?v=JTg8gyQ37pM
Descomponiendo formas para encontrar el área (agregar) | Matemáticas | 3er grado | academia Khan

Haga que su estudiante haga el **Desbloqueo del problema en la página 669**. Pregúntele a su estudiante las preguntas guía:
• ¿Cómo decidiste dónde colocar la línea vertical para separar el rectángulo en el Paso 3? Las respuestas variarán. Posible respuesta: *decidí colocar la línea vertical separando el rectángulo en dos rectángulos más pequeños.*
• ¿Por qué agrega las áreas de los dos rectángulos más pequeños en el Paso 5? *Cada una de las áreas más pequeñas representa solo una parte de toda el área. Juntos, forman toda el área.*

Para practicar, haga que su estudiante **haga las páginas 670-672**. Hágale a su estudiante las siguientes preguntas:
• ¿Cómo decidiste dónde colocar la línea horizontal? *Miré para ver cómo podía romper la figura en dos rectángulos separados.*
• ¿Cómo es usar una línea vertical para separar la figura como si fuera una línea horizontal? *En ambos casos, trato de dividir la figura en dos rectángulos separados.*
Para reforzar este concepto, el alumno completará **la página Lección 8 Reteach**.

Tuesday/Martes
Chapter 11 Lesson 9 Same Perimeter, Different Areas
In this lesson, your student will compare áreas of rectangles that have the same perimeter.

Have your student watch the following **video**:
https://www.youtube.com/watch?v=R4SNnVceMz4
Grade 3 Math #11.9, Same Perimeter Different Area

Have your student do the **Unlock the Problem on pages 675-676**. Ask your student the Guiding Questions:
• Which of the sandboxes has equal side lengths? *What figure is that sandbox? Possible answer: Sandbox 3 has equal side lengths. It is a square.*
• Is it possible for Toby to make a rectangular sandbox that has a perimeter of 12 feet and an area of 12 square feet? Explain. *No; all of the possible rectangles that have a perimeter of 12 feet have areas that are not 12 square feet.*

For practice, have your **student do pages 676-678**.

To reinforce this concept, student will complete **Lesson 9 Reteach page**.

Capítulo 11 Lección 9 Mismo perímetro, diferentes áreas
En esta lección, su estudiante comparará áreas de rectángulos que tienen el mismo perímetro.

Haga que su estudiante vea el siguiente **video**:
https://www.youtube.com/watch?v=R4SNnVceMz4
Grado 3 Matemáticas # 11.9, mismo perímetro Área diferente

Haga que su estudiante haga el **Desbloqueo del problema en las páginas 675-676.** Hágale a su estudiante las preguntas guía:
• ¿Cuál de los sandboxes tiene lados iguales? ¿Qué figura es esa caja de arena? Posible respuesta: Sandbox 3 tiene lados iguales. Es un cuadrado.
• ¿Es posible que Toby haga una caja de arena rectangular que tenga un perímetro de 12 pies y un área de 12 pies cuadrados? Explique. No; Todos los rectángulos posibles que tienen un perímetro de 12 pies tienen áreas que no son de 12 pies cuadrados.

Para practicar, haga que su estudiante haga las **páginas 676-678**.

Para reforzar este concepto, el alumno completará la **página Lección 9 Reteach.**

Wednesday/Miercoles
Chapter 11 Lesson 10 Same Area, Different Perimeters
In this lesson, your student will compare perimeters that have the same area.

Have your student watch the following video:
https://www.youtube.com/watch?v=Y97Mi0pCJQM&t=9s
Grade 3 Math #11.10, Same Area Different Perimeter

Have your student do the **Unlock the Problem on pages 681-682**. Ask your student the Guiding Questions:
• What are all the pairs of numbers that you can multiply together to get a product of 16? *1 and 16, 2 and 8, 4 and 4*
• Look at the rectangle with the least perimeter. How do its side lengths compare to the side lengths of other rectangles? *Possible answer: all 4 side lengths are the same. Other rectangles have side lengths that are not the same.*
• Look at the rectangle with the greatest perimeter. How do its side lengths compare to the side lengths of other rectangles? *Possible answer: the rectangle has one side length of 1 and one side length that is greater than any of the side lengths of other rectangles.*

For practice, have your **student do pages 682-684.**

To reinforce this concept, student will do **Lesson 10 Reteach Page**.

Capítulo 11 Lección 10 Misma área, diferentes perímetros
En esta lección, su estudiante comparará los perímetros que tienen la misma área.

Haga que su estudiante vea el siguiente **video**:
https://www.youtube.com/watch?v=Y97Mi0pCJQM&t=9s
Grado 3 Matemáticas # 11.10, misma área, perímetro diferente

Haga que su estudiante haga el **Desbloqueo del problema en las páginas 681-682**. Hágale a su estudiante las preguntas guía:
• ¿Cuáles son todos los pares de números que puedes multiplicar para obtener un producto de 16? 1 y 16, 2 y 8, 4 y 4
• Mire el rectángulo con el mínimo perímetro. ¿Cómo se comparan sus longitudes laterales con las longitudes laterales de otros rectángulos? Posible respuesta: *las 4 longitudes de los lados son iguales. Otros rectángulos tienen longitudes laterales que no son iguales.*
• Mire el rectángulo con el mayor perímetro. ¿Cómo se comparan sus longitudes laterales con las longitudes laterales de otros rectángulos? Posible respuesta: *el rectángulo tiene una longitud lateral de 1 y una longitud lateral que es mayor que cualquiera de las longitudes laterales de otros rectángulos.*

Para practicar, haga que su **estudiante haga las páginas 682-684**.

Para reforzar este concepto, el alumno realizará la **Lección 10 Página de Reteach**.

Thursday/Jueves

Today, your student will complete any unfinished problems and practice math facts.

Hoy, su estudiante completará cualquier problema inacabado y practicará factos matemáticos.

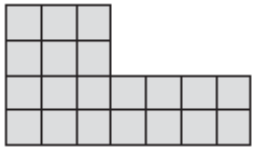
Friday/Viernes
Your student will take the **ATI assessment**.

Su estudiante tomará la **evaluación ATI**.

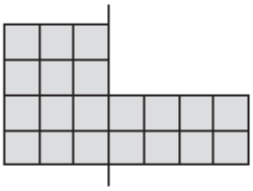
Name _____

Area of Combined Rectangles

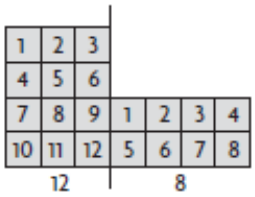
You can break apart a figure into rectangles to find the total area of the figure.



Step 1 Draw a line to break apart the figure into two rectangles.



Step 2 Count the number of unit squares in each rectangle.



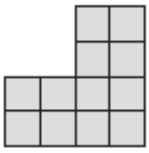
Step 3 Add the number of unit squares in each rectangle to find the total area.

$12 + 8 = 20$ unit squares

So, the area of the figure is 20 square units.

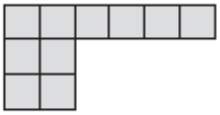
Draw a line to break apart the figure into rectangles. Find the area of the figure.

1.



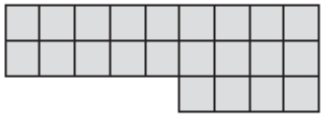
_____

2.



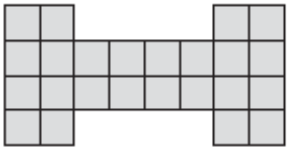
_____

3.



_____

4.



_____

Name ____________________

Area of Combined Rectangles

Essential Question How can you break apart a figure to find the area?

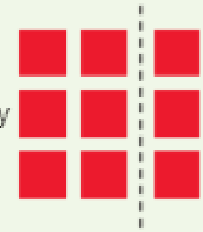
Common Core **Measurement and Data—3.MD.C.7c, 3.MD.C.7d**
Also 3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.7b, 3.OA.A.3, 3.OA.B.5, 3.OA.C.7, 3.NBT.A.2
MATHEMATICAL PRACTICES
MP1, MP4, MP6

Unlock the Problem — Real World — Hands On

Anna's rug has side lengths of 4 feet and 9 feet. What is the area of Anna's rug?

Remember

You can use the Distributive Property to break apart an array.

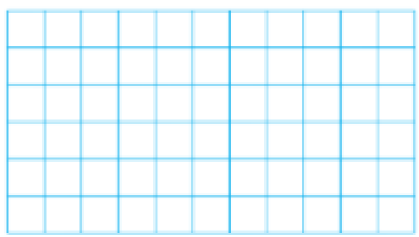


$3 \times 3 = 3 \times (2 + 1)$

Activity **Materials** ■ square tiles

STEP 1 Use square tiles to model 4×9.

STEP 2 Draw a rectangle on the grid paper to show your model.



STEP 3 Draw a vertical line to break apart the model to make two smaller rectangles.

The side length 9 is broken into _____ plus _____.

STEP 4 Find the area of each of the two smaller rectangles.

Rectangle 1: _____ × _____ = _____

Rectangle 2: _____ × _____ = _____

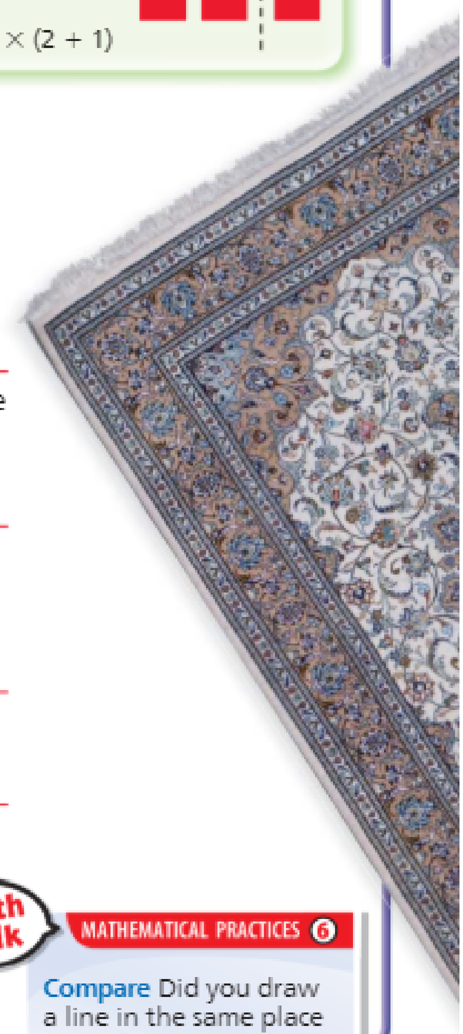
STEP 5 Add the products to find the total area.

_____ + _____ = _____ square feet

STEP 6 Check your answer by counting the number of square feet.

_____ square feet

So, the area of Anna's rug is _____ square feet.

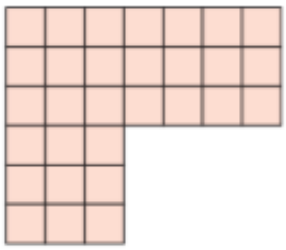


Math Talk MATHEMATICAL PRACTICES 6

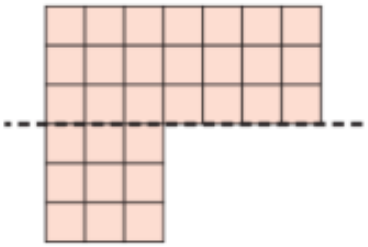
Compare Did you draw a line in the same place as your classmates? Explain why you found the same total area.

CONNECT Using the Distributive Property, you found that you could break apart a rectangle into smaller rectangles, and add the area of each smaller rectangle to find the total area.

How can you break apart this figure into rectangles to find its area?



One Way Use a horizontal line.



STEP 1 Write a multiplication equation for each rectangle.

Rectangle 1: ___ × ___ = ___

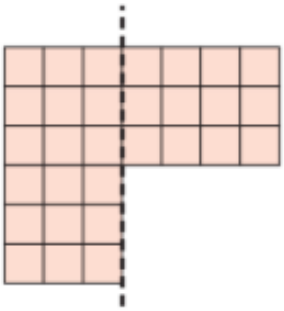
Rectangle 2: ___ × ___ = ___

STEP 2 Add the products to find the total area.

___ + ___ = ___ square units

So, the area is _____ square units.

Another Way Use a vertical line.



STEP 1 Write a multiplication equation for each rectangle.

Rectangle 1: ___ × ___ = ___

Rectangle 2: ___ × ___ = ___

STEP 2 Add the products to find the total area.

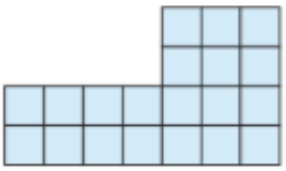
___ + ___ = ___ square units

Math Talk MATHEMATICAL PRACTICES 1

Evaluate How can you check your answer?

Share and Show MATH BOARD

1. Draw a line to break apart the figure into rectangles. Find the total area of the figure.



Think: I can draw vertical or horizontal lines to break apart the figure to make rectangles.

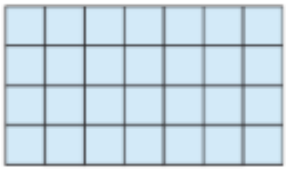
Rectangle 1: ___ × ___ = ___

Rectangle 2: ___ × ___ = ___

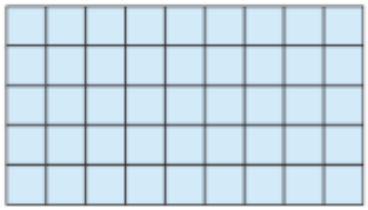
___ + ___ = ___ square units

Name _____

Use the Distributive Property to find the area. Show your multiplication and addition equations.

2. 

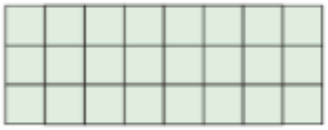
_____ square units

3. 

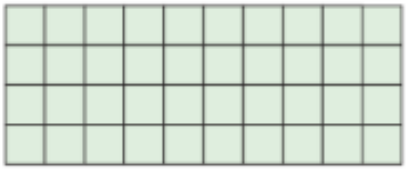
_____ square units

On Your Own

Use the Distributive Property to find the area. Show your multiplication and addition equations.

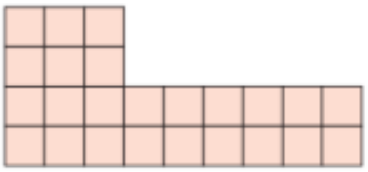
4. 

_____ square units

5. 

_____ square units

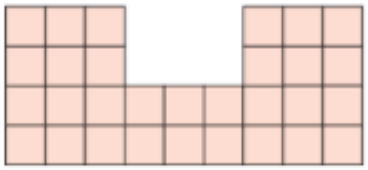
Draw a line to break apart the figure into rectangles. Find the area of the figure.

6. 

Rectangle 1: ___ × ___ = ___

Rectangle 2: ___ × ___ = ___

___ + ___ = ___ square units

7. GO DEEPER 

Rectangle 1: ___ × ___ = ___

Rectangle 2: ___ × ___ = ___

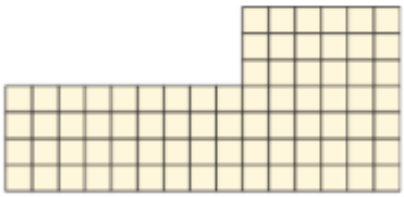
Rectangle 3: ___ × ___ = ___

___ + ___ + ___ = ___ square units

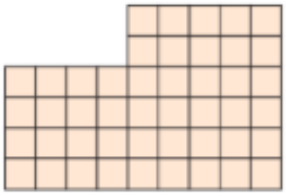
Problem Solving • Applications

Real World

8. GO DEEPER A model of Ms. Lee's classroom is at the right. Each unit square is 1 square foot. Draw a line to break apart the figure into rectangles. What are the areas of the two rectangles? What is the total area of Ms. Lee's classroom?

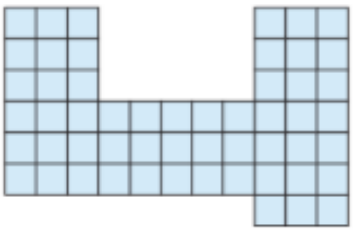


9. David has a rectangular bedroom with a rectangular closet. Each unit square is 1 square foot. Draw a line to break apart the figure into rectangles. What is the total area of David's bedroom?



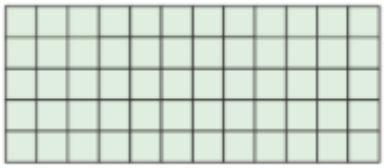
10. THINK SMARTER **Explain** how to break apart the figure to find its area.

Math on the Spot



1 unit square = 1 square meter

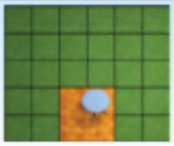
11. MATHEMATICAL PRACTICE 4 **Interpret a Result** Use the Distributive Property to find the area of the figure at the right. Write your multiplication and addition equations.



1 unit square = 1 square centimeter

Personal Math Trainer

12. THINK SMARTER+ Pete drew a diagram of his backyard on grid paper. Each unit square is 1 square meter. The area surrounding the patio is grass. How much more of the backyard is grass than patio? Show your work.



_____ more square meters

Name _____

Same Perimeter, Different Areas

You can use perimeter and area to compare rectangles.

Compare the perimeters of Rectangle *A* and Rectangle *B*.

A

B

Find the number of units around each rectangle.

Rectangle *A*: 3 + 2 + 3 + 2 = 10 units

Rectangle *B*: 4 + 1 + 4 + 1 = 10 units

Compare: 10 units = 10 units

So, Rectangle *A* has the same perimeter as Rectangle *B*.

Compare the areas of Rectangle *A* and Rectangle *B*.

A

B

Find the number of unit squares needed to cover each rectangle.

Rectangle *A*: 2 rows of 3 = 2 × 3, or 6 square units

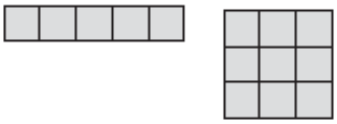
Rectangle *B*: 1 row of 4 = 1 × 4, or 4 square units

Compare: 6 square units > 4 square units

So, Rectangle *A* has a greater area than Rectangle *B*.

Find the perimeter and the area. Tell which rectangle has a greater area.

1. *A* *B*



A: Perimeter = _____;

Area = _____

B: Perimeter = _____;

Area = _____

Rectangle ____ has a greater area.

2. *A* *B*

A: Perimeter = _____;

Area = _____

B: Perimeter = _____;

Area = _____

Rectangle ____ has a greater area.

Name _____

Same Perimeter, Different Areas

Essential Question How can you use area to compare rectangles with the same perimeter?

Common Core

Measurement and Data—3.MD.D.8
Also 3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.7b, 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2

MATHEMATICAL PRACTICES
MP2, MP3, MP4, MP6

Unlock the Problem

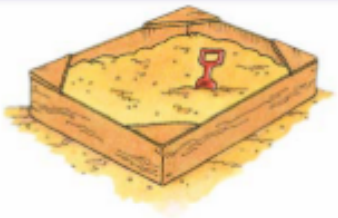
Real World

Hands On

Toby has 12 feet of boards to put around a rectangular sandbox. How long should he make each side so that the area of the sandbox is as large as possible?

- What is the greatest perimeter Toby can make for his sandbox?

_____



Activity

Materials ■ square tiles

Use square tiles to make all the rectangles you can that have a perimeter of 12 units. Draw and label the sandboxes. Then find the area of each.

Sandbox 1

1 ft

5 ft

Sandbox 2

__ ft

__ ft

Sandbox 3

__ ft

__ ft

Find the perimeter and area of each rectangle.

	Perimeter	Area
Sandbox 1	5 + 1 + 5 + 1 = 12 feet	1 × 5 = ___ square feet
Sandbox 2	___ + ___ + ___ + ___ = ___ feet	___ × ___ = ___ square feet
Sandbox 3	___ + ___ + ___ + ___ = ___ feet	___ × ___ = ___ square feet

The area of Sandbox ____ is the greatest.

So, Toby should build a sandbox that is

____ feet wide and ____ feet long.

Math Talk

MATHEMATICAL PRACTICES 6

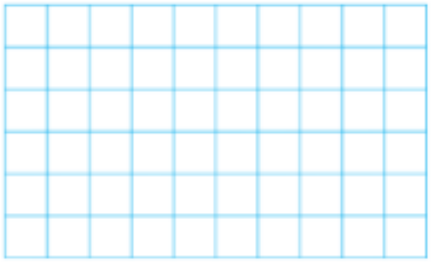
Compare How are the sandboxes alike? How are the sandboxes different?

Examples Draw rectangles with the same perimeter and different areas.

A Draw a rectangle that has a perimeter of 20 units and an area of 24 square units.

The sides of the rectangle measure

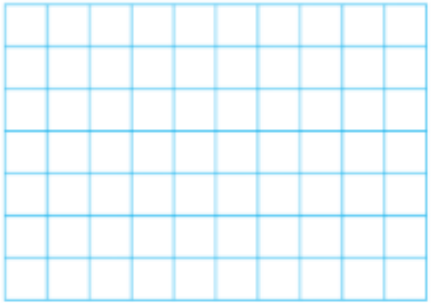
____ units and ____ units.



B Draw a rectangle that has a perimeter of 20 units and an area of 25 square units.

The sides of the rectangle measure

____ units and ____ units.



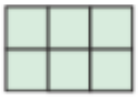
Math Talk MATHEMATICAL PRACTICES 3

Compare Representations
Explain how the perimeters of Example *A* and Example *B* are related. Explain how the areas are related.

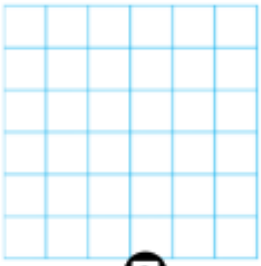
Share and Show MATH BOARD

1. The perimeter of the rectangle at the right is

____ units. The area is ____ square units.



2. Draw a rectangle that has the same perimeter as the rectangle in Exercise 1 but with a different area.



3. The area of the rectangle in Exercise 2 is

____ square units.

4. Which rectangle has the greater area?

_____

5. If you were given a rectangle with a certain perimeter, how would you draw it so that it has the greatest area?

_____

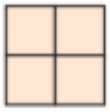
Math Talk MATHEMATICAL PRACTICES 6

Explain how you knew what the rectangle for Exercise 5 would look like.

Name _____

Find the perimeter and the area. Tell which rectangle has a greater area.

6.



A

B

A: Perimeter = _____; Area = _____

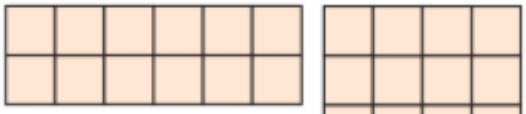
B: Perimeter = _____; Area = _____

Rectangle _____ has a greater area.

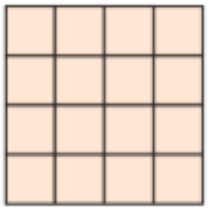
On Your Own

Find the perimeter and the area. Tell which rectangle has a greater area.

7.



A



B

A: Perimeter = _____;

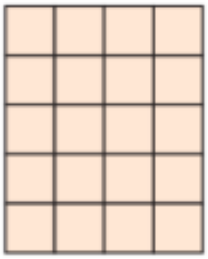
Area = _____

B: Perimeter = _____;

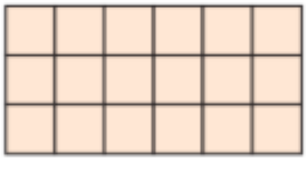
Area = _____

Rectangle ___ has a greater area.

8.



A



B

A: Perimeter = _____;

Area = _____

B: Perimeter = _____;

Area = _____

Rectangle ___ has a greater area.

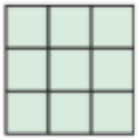
9. MATHEMATICAL PRACTICE 6 **Use Math Vocabulary** Todd's flower garden is 4 feet wide and 8 feet long. If the answer is 32 square feet, what is the question?

_____

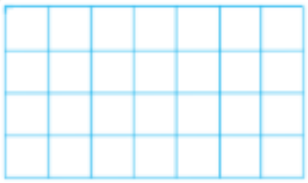
Problem Solving • Applications (Real World)

10. THINK SMARTER Draw a rectangle with the same perimeter as Rectangle *C*, but with a smaller area. What is the area?

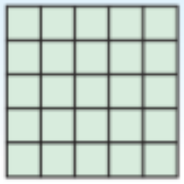
Area = _____



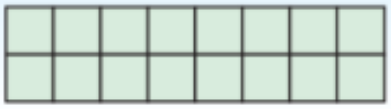
C



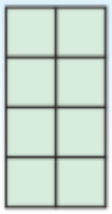
11. THINK SMARTER Which figure has a perimeter of 20 units and an area of 16 square units?



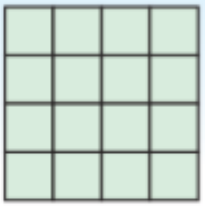
A



B



C



D

Connect to Reading

Cause and Effect

Sometimes one action has an effect on another action. The *cause* is the reason something happens. The *effect* is the result.

12. GO DEEPER Sam wanted to print a digital photo that is 3 inches wide and 5 inches long. What if Sam accidentally printed a photo that is 4 inches wide and 6 inches long?

Sam can make a table to understand cause and effect.

Cause	Effect
The wrong size photo was printed.	Each side of the photo is a greater length.

Use the information and the strategy to solve the problems.

a. What effect did the mistake have on the perimeter of the photo?

_____

_____

b. What effect did the mistake have on the area of the photo?

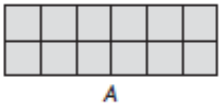
_____

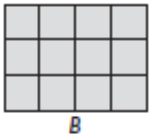
_____

Name _____

Same Area, Different Perimeters

Find the perimeter and area of Rectangles *A* and *B*. Tell which rectangle has a greater perimeter.





Step 1 Find the area of each rectangle. You can multiply the number of unit squares in each row by the number of rows.

Rectangle *A*: $2 \times 6 = 12$ square units

Rectangle *B*: $3 \times 4 = 12$ square units

Step 2 Find the perimeter of each rectangle. You can add the sides.

Rectangle *A*: $6 + 2 + 6 + 2 = 16$ units

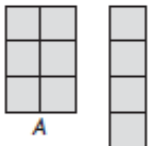
Rectangle *B*: $4 + 3 + 4 + 3 = 14$ units

Step 3 Compare the perimeters. 16 units > 14 units.

So, Rectangle *A* has a greater perimeter.

Find the perimeter and the area. Tell which rectangle has a greater perimeter.

1.



A: Area = _____;

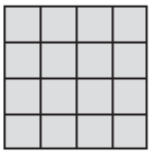
Perimeter = _____

B: Area = _____;

Perimeter = _____

Rectangle ____ has a greater perimeter.

2.



A: Area = _____,

Perimeter = _____

B: Area = _____,

Perimeter = _____

Rectangle ____ has a greater perimeter.

Name _____

Same Area, Different Perimeters

Essential Question How can you use perimeter to compare rectangles with the same area?

Common Core **Measurement and Data—3.MD.D.8**
Also 3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.7b, 3.OA.A.3, 3.OA.C.7, 3.NBT.A.2

MATHEMATICAL PRACTICES
MP2, MP3, MP4, MP6

Unlock the Problem

Real World

Hands On

Marcy is making a rectangular pen to hold her rabbits. The area of the pen should be 16 square meters with side lengths that are whole numbers. What is the least amount of fencing she needs?

- What does the least amount of fencing represent?

_____

Activity

Materials ■ square tiles

Use 16 square tiles to make rectangles. Make as many different rectangles as you can with 16 tiles. Record the rectangles on the grid, write the multiplication equation for the area shown by the rectangle, and find the perimeter of each rectangle.

Math Talk MATHEMATICAL PRACTICES 4

Model Mathematics How did you determine what rectangles to draw?

Area: _____ × _____ = 16 square meters Perimeter: _____ meters

Area: _____ × _____ = 16 square meters Perimeter: _____ meters

Area: _____ × _____ = 16 square meters Perimeter: _____ meters

To use the least amount of fencing, Marcy should make a rectangular pen with side lengths of _____ meters and _____ meters.

So, _____ meters is the least amount of fencing Marcy needs.

Try This!

Draw three rectangles that have an area of 18 square units on the grid. Find the perimeter of each rectangle. Shade the rectangle that has the greatest perimeter.

Share and Show

MATH BOARD

1. The area of the rectangle at the right is _____ square units. The perimeter is _____ units.

2. Draw a rectangle that has the same area as the rectangle in Exercise 1 but with a different perimeter.

3. The perimeter of the rectangle in Exercise 2 is _____ units.

4. Which rectangle has the greater perimeter?

_____

5. If you were given a rectangle with a certain area, how would you draw it so that it had the greatest perimeter?

_____

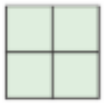
Math Talk MATHEMATICAL PRACTICES 3

Compare Representations
Did you and your classmate draw the same rectangle for Exercise 2?

Name _____

Find the perimeter and the area. Tell which rectangle has a greater perimeter.

6.



A

B

A : Area = _____; Perimeter = _____

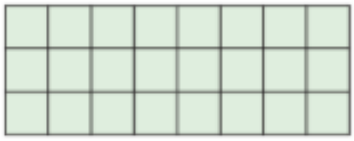
B : Area = _____; Perimeter = _____

Rectangle _____ has a greater perimeter.

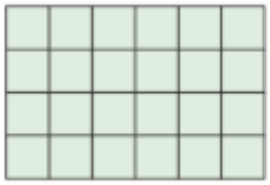
On Your Own

Find the perimeter and the area. Tell which rectangle has a greater perimeter.

7.



A



B

A : Area = _____;

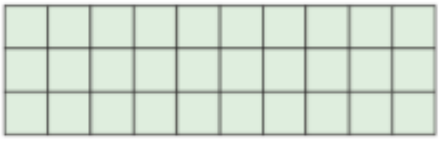
Perimeter = _____

B : Area = _____;

Perimeter = _____

Rectangle ____ has a greater perimeter.

8.



A

B

A : Area = _____;

Perimeter = _____

A : Area = _____;

Perimeter = _____

Rectangle ____ has a greater perimeter.

9. THINK SMARTER **Sense or Nonsense?** Dora says that of all the possible rectangles with the same area, the rectangle with the largest perimeter will have two side lengths that are 1 unit. Does her statement make sense? Explain.

_____

Unlock the Problem

Real World

10. Roberto has 12 tiles. Each tile is 1 square inch. He will arrange them into a rectangle and glue 1-inch stones around the edge. How can Roberto arrange the tiles so that he uses the least number of stones?

a. MATHEMATICAL PRACTICES 6 **Explain a Method** How will you use what you know about area and perimeter to help you solve the problem? _____

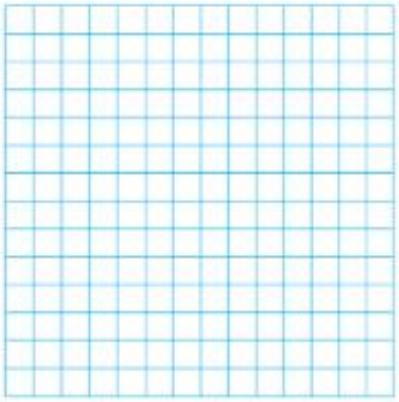
_____

_____

b. GO DEEPER Draw possible rectangles to solve the problem, and label them *A*, *B*, and *C*.

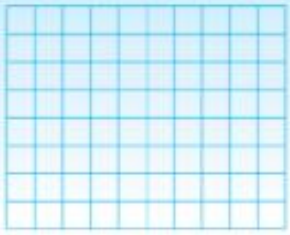
_____

_____



c. So, Roberto should arrange the tiles like Rectangle _____.

11. THINK SMARTER Draw 2 different rectangles with an area of 20 square units. What is the perimeter of each rectangle you drew?



Area = 20 square units

Perimeter = _____ units

Perimeter = _____ units

Name _____

Mixed Facts 0-12

3 x 10	5 x 8	6 x 7	4 x 8	8 x 11	5 x 7	6 x 7	12 x 9	8 x 6	2 x 8
10 x 2	8 x 1	12 x 6	9 x 6	2 x 4	7 x 8	3 x 11	5 x 7	5 x 9	3 x 7
3 x 7	12 x 12	2 x 8	9 x 8	10 x 9	8 x 7	5 x 4	11 x 6	4 x 5	7 x 9
10 x 4	8 x 9	12 x 7	9 x 7	9 x 2	3 x 5	0 x 11	4 x 4	8 x 9	9 x 9
4 x 7	12 x 2	2 x 9	9 x 8	10 x 1	4 x 9	8 x 5	12 x 6	3 x 7	4 x 9
12 x 10	8 x 2	10 x 7	9 x 3	7 x 1	9 x 8	11 x 8	7 x 9	12 x 4	4 x 8
4 x 3	11 x 11	5 x 3	10 x 0	10 x 6	8 x 7	12 x 9	8 x 5	5 x 8	7 x 7
7 x 9	10 x 9	3 x 7	6 x 12	12 x 9	6 x 3	8 x 11	6 x 9	10 x 3	4 x 3
12 x 7	2 x 9	4 x 9	10 x 4	4 x 9	4 x 7	3 x 9	7 x 12	3 x 8	10 x 7
8 x 8	11 x 3	0 x 8	5 x 7	6 x 7	11 x 5	8 x 9	5 x 4	1 x 7	1 x 9

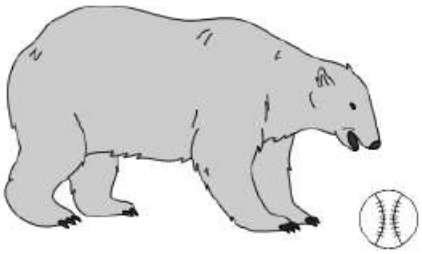
Solving Story Problems

Slide 1

Problems With Story Problems

Let's talk about story problems. One important thing about them - there is no list of rules for solving story problems. Someone can tell you how to add two fractions or multiply decimals. When you ask, "how does one solve problems about areas, or baseball, or cooking, or zoos?" the answer is "it depends on the problem."

Today we will look at several story problems. Pay attention to **how** we will be solving these problems. Chances are these ideas will work for some other problems you will have to solve.



Solving Story Problems

Slide 2

Hanging Wallpaper

On the next two slides you will see two different ways of solving the problem below. Try answering the question in the problem on your own before looking at the solutions.

Claire is working on her summer house. She wants to hang wallpaper on one of the walls in the guest bedroom. The wall is 12 feet wide and 8 feet high and does not have any windows or doors. Claire has three rolls of custom made wallpaper 18 feet long and 2 feet wide each. Does she have enough wallpaper for this project?

Slide 3

Strip By Strip (animated, about 100 seconds)

Often it is a good idea to imagine what is going on in the story. Here Claire will be cutting 8-foot long strips of wallpaper and hanging them on the wall next to each other.

Solving Story Problems

Slide 4

Comparing Areas (animated, about 90 seconds)

There are other ways of solving this problem. For example, Claire can calculate the area of the wall and the total area of the wallpaper.

Slide 5

Ashley is getting ready to wrap presents. She is cutting 2.5-foot long ribbons from a 12-yard roll.

How many ribbon ties of this length can she make from this roll?

A) 4

B) 5

C) 14

D) 30

Solving Story Problems

Slide 6

Serving Salad

"Do I have enough of ...?" is a question many people ask every day. Often, to answer this question you have to **calculate** how much you have and how much you need.

An airline puts 4 olives in each salad it serves for lunch. Soon, a flight with 80 passengers onboard will take off. The crew has 5 jars containing 60 olives each. Do they have enough olives to put in each salad or should they ask for more jars?

Work on the problem before moving to the next slide.

Slide 7

Counting Olives (animated, about 70 seconds)

There are 60 olives in a jar. 4 olives go into each salad. Therefore, each jar has enough olives to put in $60 \div 4 = 15$ salads.

Solving Story Problems

Slide 8

Each bus holds 60 people. There are 210 people going on the trip.

How many buses are needed to go on the trip?

A) 3

B) 3.5

C) 4

D) 4.5

Solving Story Problems

Slide 9

Thinking About Problems

While solving the olive problem, one can think that making some salads with 3 olives instead of 4 is not a big deal. This is a bad way of treating passengers and solving problems. We have to make sure that each person gets 4 olives in the salad.

It is the same with the bus problem. We cannot use 3 buses and stuff 10 extra people in each of them. Even though 210 / 60 = 3.5, we cannot cut a bus in half. We need 4 buses even though there will be 30 empty seats.

Solving Story Problems

Slide 10

Every two weeks Josh makes $7.50 by mowing neighbors' lawn. His goal is to make $40.

How many times does he need to mow the lawn to reach this goal?

A) 6

B) 5.5

C) 5.33

D) 5

Slide 11

Which Roll is Bigger?

The two most common sizes of wallpaper are the American roll and the European roll. Do these rolls cover equal area? If not, which one covers more and how much more?

	Length	Width
American roll	4.5 yards	27 inches
European roll	5.5 yards	20.5 inches

Solving Story Problems

Slide 12

Today You Learned That

- wallpaper comes in different sizes
- making a drawing can help getting the answer
- we do not cut buses in half
- it is important to pay attention to units
- customers need all their olives
- most problems can be solved in different ways; if one idea does not work, you can try another

Solving Story Problems Test

1) Oranges cost $1.00 each. Bananas cost $0.50 each. If Dan bought 3 oranges and 4 bananas, which number sentence could be used to determine the amount of money he needed?

A) (3 x 4) + ($1.00 x $0.50)

B) (3 x $1.00) + (4 x $0.50)

C) (3 x 4) x ($1.00 x $0.50)

D) (3 x $1.00) x (4 x $0.50)

---

2) There were 227 Kindergarteners who wanted a sticker. Stickers came in books of 25. How many books of stickers did the school need to buy?

A) 25 books of stickers

B) 10 books of stickers

C) 9 books of stickers

D) 5 books of stickers

Solving Story Problems Test

3) In football, a field goal earns 3 points and a touchdown earns 6 points. If a football team made 2 field goals and 3 touchdowns, which number sentence below could be used to determine the number of points the team earned?

A) (2 x 3) x (3 x 6) = ____

B) (2 + 3) + (3 + 6) = ____

C) (2 + 3) x (3 + 6) = ____

D) (2 x 3) + (3 x 6) = ____

---

4) The car went 120 miles at a speed of 40 miles each hour.

Which operation would be best to find out how many hours it took to go 120 miles?

A) addition

B) subtraction

C) division

D) multiplication