3rd Grade

Week 6: May 4-8

Math

Parent Directions Math/ Instrucciones para padres Mathematicas
3rd Grade Week 6 May 4th-May 8th 2020

Monday:

Chapter 10, Lesson 6 Read and complete pgs. 593-594. Complete practice problem pages 594-596 #1-8.

- Measure Length Reteach page: use a ruler to complete the page. If you don't have a ruler, you may print one online or use the rulers on page 593.
- Pg. 593 and 594 (Measuring Length): read the directions and fill in the blanks as you go.
- Pg. 594-596 #1-8: complete the problems using a ruler. If you have questions about how to solve any of the problems, contact your child's teacher.

Ms. Baruch's Students: Math 10.6 – Measure Length pgs. 593-596, answer questions 1,2,3,5,8

Lunes:

Capítulo 10, Lección 6 Leer y completar las págs. 593-594. Complete el problema de práctica páginas 594-596 # 1-8.

• Medir página Volver a enseñar longitud: use una regla para completar la página. Si no tiene una regla, puede imprimir una en línea o usar las reglas en la página 593.

• Pg. 593 y 594 (Longitud de medición): lea las instrucciones y complete los espacios en blanco a medida que avanza.

• Pg. 594-596 # 1-8: completa los problemas usando una regla. Si tiene preguntas sobre cómo resolver alguno de los problemas, comuníquese con el maestro de su hijo.

Tuesday:

Chapter 10, Lesson 7 Watch the Math on the Spot Video Tutorial (on Frye Educator's corner). Complete practice problems pages 601-602 #1-14. Complete lesson 10.7 reteach.

- You will be estimating (guessing) about liquid volume. Liquid volume is the amount of liquid in a container.
- For problems #1-14, use the measurement *Liters* to find the answers.
- Complete lesson 10.7 reteach at the end.

Ms. Baruch's Students: Math 10.7 – Estimate and Measure Liquid Volume pg. 10-17, answer questions 1-4. Pgs. 601-602 Answer questions 1-10, 14

Martes:

Capítulo 10, Lección 7 Vea el video tutorial de Math on the Spot (en el rincón de Frye Educator). Complete los problemas de práctica páginas 601-602 # 1-14. Completa la lección 10.7 volver a enseñar.

• Estará estimando (adivinando) sobre el volumen del líquido. El volumen de líquido es la cantidad de líquido en un recipiente.

• Para los problemas del 1 al 14, use los litros de medición para encontrar las respuestas.

• Completar la lección 10.7 volver a enseñar al final.

Wednesday:

Chapter 10, Lesson 8 Watch the Math on the Spot Video Tutorial. Complete practice problem pages 606-608 #1-16. Complete Lesson 10.8 reteach.

- You will be estimating (guessing) about mass. Mass is the amount of matter in an object. It is also known as weight.

- You will use grams and kilograms to measure mass. Grams are used to measure smaller, lighter objects (crayons, pencils, buttons, etc.) and Kilograms are used to measure larger, heavier objects (lamps, animals, chairs, etc.)
- **Don't complete the table graph on page 606**
- For problems #1-16 estimate the mass of objects using grams and kilograms.
- Complete Lesson 10.8 reteach at the end.

Ms. Baruch's Students: Math 10.8 pgs. 606-608, answer questions 2-10, 16

Miércoles:

Capítulo 10, Lección 8 Vea el video tutorial de Math on the Spot. Complete el problema de práctica páginas 606-608 # 1-16. Completa la lección 10.8 volver a enseñar.

• Estarás estimando (adivinando) sobre la masa. La masa es la cantidad de materia en un objeto. También se conoce como peso.

• Usarás gramos y kilogramos para medir la masa. Los gramos se usan para medir objetos más pequeños y ligeros (crayones, lápices, botones, etc.) y los kilogramos se usan para medir objetos más grandes y pesados (lámparas, animales, sillas, etc.)

- **No complete el gráfico de la tabla en la página 606**

• Para los problemas del 1 al 16, calcule la masa de los objetos usando gramos y kilogramos.

• Complete la lección 10.8, vuelva a enseñar al final.

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 start Friday's work if they are all caught up.

Jueves:

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

Friday:

ATI Dialogues and Assessments.

- Complete the attached Slides
- Slides 1-6 (pg. 16-17) provide information and examples to assist you and your child
- Slides 7-8 (pg. 18-19) have questions or prompts that require an answer from the multiple choices given
- Slide 9 (pg. 19) is a recap of what has been learned
- The remaining questions (pg. 20-22) are about bar graphs.

Viernes:

Diálogos y evaluaciones de ATI.

• Complete las diapositivas adjuntas

• Las diapositivas 1-6 (pág. 16-17) brindan información y ejemplos para ayudarlo a usted y a su hijo

• Las diapositivas 7-8 (p. 18-19) tienen preguntas o preguntas que requieren una respuesta de las múltiples opciones dadas

• La diapositiva 9 (pág. 19) es un resumen de lo aprendido

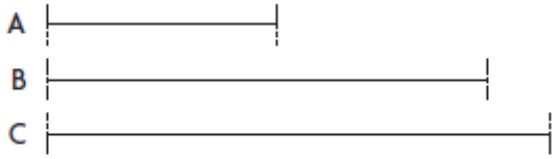
• Las preguntas restantes (pág. 20-22) son sobre gráficos de barras.

Name _____

Measure Length

You can measure length to the nearest half or fourth inch.

Use a ruler to measure lines A–C to the nearest half inch.



Step 1 Line up the left end of Line A with the zero mark on the ruler.

Step 2 The right end of Line A is between the half-inch marks for 1 and $1\frac{1}{2}$.

The mark that is closest to the right end is for $1\frac{1}{2}$ inches.

So, the length of Line A to the nearest half inch is $1\frac{1}{2}$ inches.

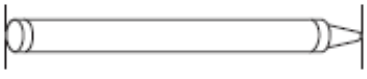
Repeat Steps 1 and 2 for lines B and C.

The length of Line B to the nearest half inch is $2\frac{1}{2}$ inches.

The length of Line C to the nearest half inch is 3 inches.

Measure the length to the nearest half inch. Is the crayon closest to $1\frac{1}{2}$ inches, 2 inches, or $2\frac{1}{2}$ inches?

1.  _____ inches

2.  _____ inches

Name _____

Measure Length

Essential Question How can you generate measurement data and show the data on a line plot?

Common Core — Measurement and Data—3.MD.B.4

MATHEMATICAL PRACTICES

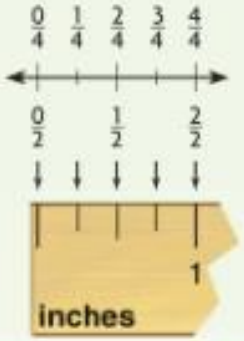
MP3, MP5, MP6

CONNECT You have learned how to measure length to the nearest inch. Sometimes the length of an object is not a whole unit. For example, a paper clip is more than 1 inch but less than 2 inches.

You can measure length to the nearest half inch or fourth inch. The half-inch markings on a ruler divide each inch into two equal parts. The fourth-inch markings divide each inch into four equal parts.

Math Idea

A ruler is like a number line.

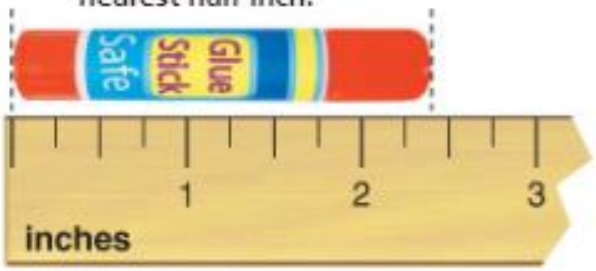


Unlock the Problem

Real World

Example 1

Use a ruler to measure the glue stick to the nearest half inch.

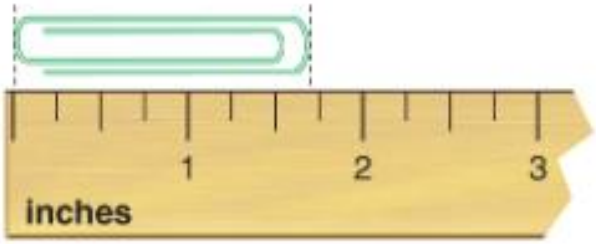


- Line up the left end of the glue stick with the zero mark on the ruler.
- The right end of the glue stick is between the half-inch marks for _____ and _____.
- The mark that is closest to the right end of the glue stick is for _____ inches.

So, the length of the glue stick to the nearest half inch is _____ inches.

Example 2

Use a ruler to measure the paper clip to the nearest fourth inch.



- Line up the left end of the paper clip with the zero mark on the ruler.
- The right end of the paper clip is between the fourth-inch marks for _____ and _____.
- The mark that is closest to the right end of the paper clip is for _____ inches.

So, the length of the paper clip to the nearest fourth inch is _____ inches.

Hands On

Activity Make a line plot to show measurement data.

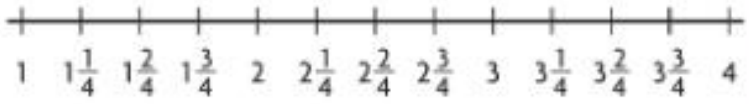
Materials ■ inch ruler ■ 10 crayons

Measure the length of 10 crayons to the nearest half inch. Complete the line plot. Draw an ✗ for each length.

Length of Crayons Measured to the Nearest Half Inch

- Describe any patterns you see in your line plot.

Try This! Measure the length of your fingers to the nearest fourth inch. Complete the line plot. Draw an ✗ for each length.



Length of Fingers Measured to the Nearest Fourth Inch

Math Talk

MATHEMATICAL PRACTICES 3

Compare Representations
How do you think your line plot compares to line plots your classmates made?

Share and Show MATH BOARD

1. Measure the length to the nearest half inch. Is the key closest to $1\frac{1}{2}$ inches, 2 inches, or $2\frac{1}{2}$ inches?

_____ inches

Name _____

Measure the length to the nearest fourth inch.

2.  ____ inches

On Your Own

Use the lines for 3–4.

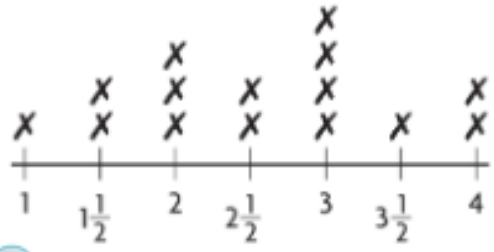
3. Measure the length of the lines to the nearest half inch and make a line plot.

4. Measure the length of the lines to the nearest fourth inch and make a line plot.

Problem Solving • Applications Real World

Use the line plot for 5–7.

5. GO DEEPER Tara has a magnet collection from places she visited. She measures the length of the magnets to the nearest half inch and records the data in a line plot. Are more magnets longer than $2\frac{1}{2}$ inches or shorter than $2\frac{1}{2}$ inches? Explain.

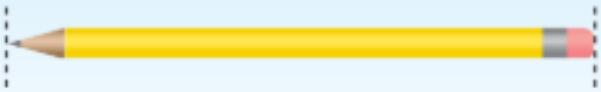


Length of Magnets

6. THINK SMARTER How many magnets measure a whole number of inches? How many magnets have a length between two whole numbers?

7. MATHEMATICAL PRACTICE 6 **Explain** why you think the line plot starts at 1 and stops at 4.

8. THINK SMARTER What is the length of the pencil to the nearest half inch?



____ inches

Explain how you measured the pencil.

Name _____

Estimate and Measure Liquid Volume

Liquid volume is the amount of liquid in a container. You can measure liquid volume using the metric unit **liter** (L).

A water bottle holds about 1 liter. Estimate how much liquid a plastic cup and a fish bowl will hold. Then write the containers in order from the greatest to least liquid volume.

A plastic cup holds less than 1 liter.

A water bottle holds about 1 liter.

A fish bowl holds more than 1 liter.

Think: A plastic cup is *smaller* than a water bottle.

Think: A fish bowl is *larger* than a water bottle.

So, the order of the containers from greatest to least liquid volume is fish bowl, water bottle, plastic cup.

1. A wading pool is filled with water. Is the amount *more than 1 liter, about 1 liter,* or *less than 1 liter*?

_____

Estimate how much liquid volume there will be when the container is filled. Write *more than 1 liter*, *about 1 liter*, or *less than 1 liter*.

2. vase

_____

3. mug

_____

4. bathtub

_____

Name ______________________

Share and Show | MATH BOARD

1. The beaker is filled with water. Is the amount *more than 1 liter, about 1 liter,* or *less than 1 liter*?

____

Estimate how much liquid volume there will be when the container is filled. Write *more than 1 liter, about 1 liter,* or *less than 1 liter.*

2. cup of tea

____

3. kitchen sink

____

4. teapot

____

On Your Own

Estimate how much liquid volume there will be when the container is filled. Write *more than 1 liter, about 1 liter,* or *less than 1 liter.*

Math Talk | MATHEMATICAL PRACTICES 8

Generalize How can you estimate the liquid volume in a container?

5. pitcher

____

6. juice box

____

7. punch bowl

____

Use the pictures for 8–10. Rosario pours juice into four bottles that are the same size.

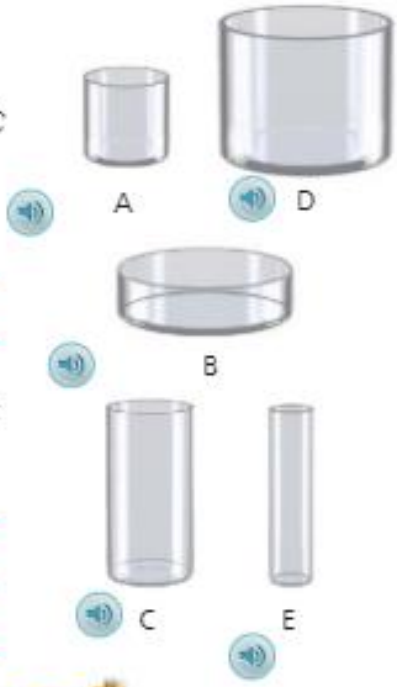
8. Did Rosario pour the same amount into each bottle? ______________

9. Which bottle has the least amount of juice? ______________

10. Which bottle has the most juice? ______________

Problem Solving • Applications

Use the containers for 11–13. Container A is full when 1 liter of water is poured into it.



11. GO DEEPER Estimate how many liters will fill Container *C* and how many liters will fill Container *E*. Which container will hold more water when filled?

12. MATHEMATICAL PRACTICE 6 Name two containers that will be filled with about the same number of liters of water. **Explain.**

13. THINK SMARTER **What's the Error?** Samuel says that you can pour more liters of water into Container *B* than into Container *D*. Is he correct? Explain.

Personal Math Trainer

14. THINK SMARTER+ The bottle of tea holds about 1 liter. For numbers 14a–14e, choose Yes or No to tell whether it will hold more than 1 liter.

14a. teacup	○ Yes	○ No
14b. kitchen trash can	○ Yes	○ No
14c. small pool	○ Yes	○ No
14d. fish tank	○ Yes	○ No
14e. perfume bottle	○ Yes	○ No

Name _____

Estimate and Measure Mass

Mass is the amount of matter in an object. You can measure mass using the metric units **gram** (g) and **kilogram** (kg).

Should you use gram or kilogram to measure the mass of a penny?

The mass of one grape is about 1 gram.

The mass of a book is about 1 kilogram.

Think: The mass of a penny is closer to the mass of a grape than to the mass of a book. So, use grams to measure the mass of a penny.

You can use a pan balance to compare the masses of an eraser and a stapler.

Think: The pan with the stapler is lower.

So, the mass of a stapler is more than the mass of an eraser.

Choose the unit you would use to measure the mass. Write *gram* or *kilogram*.

1. cherry

_____

2. cat

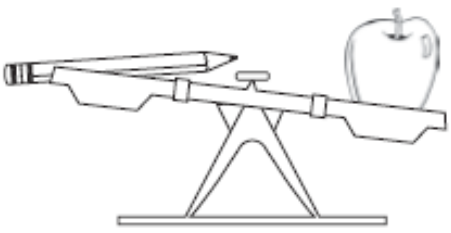
_____

3. pencil

_____

4. Compare the masses of the objects. Write *is less than, is the same as,* or *is more than.*

The mass of the pencil _____ the mass of the apple.



Hands On

Activity 2

Materials ■ pan balance ■ gram and kilogram masses ■ classroom objects

STEP 1 Use the objects in the table. Decide if the object should be measured in grams or kilograms.

STEP 2 Estimate the mass of each object. Record your estimates in the table.

STEP 3 Find the mass of each object to the nearest gram or kilogram. Place the object on one side of the balance. Place gram or kilogram masses on the other side until both sides are balanced.

STEP 4 Add the measures of the gram or kilogram masses. This is the mass of the object. Record the mass in the table.

▲ 189 marbles have a mass of 1 kilogram.

Mass		
Object	Estimate	Mass
crayon		
stapler		
eraser		
marker		
small notepad		
scissors		

Math Talk

MATHEMATICAL PRACTICES 6

Compare How did your estimates compare with the actual measurements?

- Write the objects in order from greatest mass to least mass.

_____, _____, _____,

_____, _____, _____

Share and Show

MATH BOARD

1. Five bananas have a mass of about _____.

Think: The pan balance is balanced, so the objects on both sides have the same mass.

Name _____

Choose the unit you would use to measure the mass. Write *gram* or *kilogram*.

2. strawberry

_____

3. dog

_____

Math Talk

MATHEMATICAL PRACTICES 2

Use Reasoning How do you decide which unit to use when measuring the mass of different objects?

Compare the masses of the objects. Write *is less than, is the same as,* or *is more than*.

4.

The mass of the bowling pin _____ the mass of the chess piece.

5.

The mass of the erasers _____ the mass of the clips.

On Your Own

Choose the unit you would use to measure the mass. Write *gram* or *kilogram*.

6. chair

_____

7. sunglasses

_____

8. watermelon

_____

Compare the masses of the objects. Write *is less than, is the same as,* or *is more than*.

9.

The mass of the pen _____ the mass of the paper clips.

10.

The mass of the straws _____ the mass of the blocks.

Problem Solving • Applications

11. GO DEEPER Put the sports balls shown at the right in order from greatest mass to least mass.


Golf ball


Table tennis ball


Bowling ball


Baseball


Tennis ball

12. MATHEMATICAL PRACTICE 4 **Use Diagrams** Choose two objects that have about the same mass. Draw a balance with one of these objects on each side.

13. MATHEMATICAL PRACTICE 4 **Use Diagrams** Choose two objects that have different masses. Draw a balance with one of these objects on each side.

14. THINK SMARTER **Pose a Problem** Write a problem about the objects you chose in Exercise 13. Then solve your problem.

15. THINK SMARTER **Sense or Nonsense?** Amber is buying produce at the grocery store. She says that a Fuji apple and a green bell pepper would have the same mass because they are the same size. Does her statement make sense? Explain.

16. THINK SMARTER Select the objects with a mass greater than 1 kilogram. Mark all that apply.

(A) skateboard
(B) laptop computer
(C) cell phone
(D) egg
(E) desk
(F) pencil

Construct a Double Bar Graph

Slide 1

What You Will Learn

You will learn how to construct a double bar graph.

Slide 2

Key Words

axis (plural: axes) – a line describing a changing detail on a graph

Slide 3

Why Use a Double Bar Graph?

A double bar graph is used to compare two groups.

Let's look at an example where two groups of numbers are being compared.

Two movies were released on the same day. The total amounts of money each movie made during the first three weekends are listed in the table.

How could we make a double bar graph from the example below?

	Movie #1	Movie #2
1st Weekend	$95 million	$80 million
2nd Weekend	$50 million	$35 million
3rd Weekend	$20 million	$10 million

Slide 5

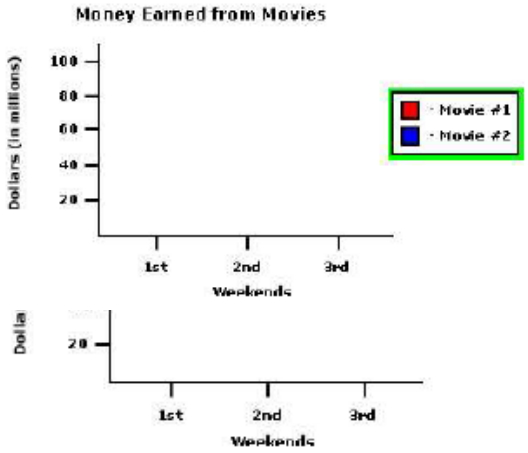
Constructing a Double Bar Graph – Part 2

- Make the key that describes which bars will go with each set of numbers.

The key will help show the differences between the bars.

The key for our example is highlighted in green. It shows us that every red bar will show the money earned for Movie #1 and every blue bar will show the money earned for Movie #2.

	Movie #1	Movie #2
1st Weekend	$95 million	$80 million
2nd Weekend	$50 million	$35 million
3rd Weekend	$20 million	$10 million



Slide 6

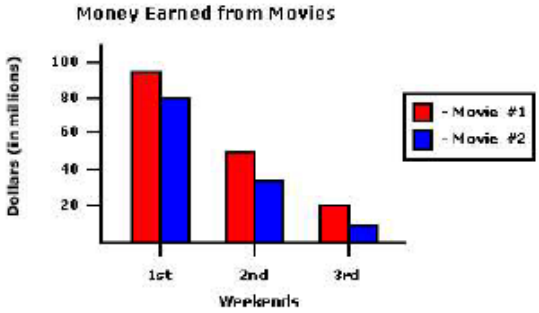
Constructing a Double Bar Graph – Part 3

- Draw the bars for each value on the bar graph.

Be careful that you label the bars correctly.

See how easily you can compare how much each movie made each weekend.

	Movie #1	Movie #2
1st Weekend	$95 million	$80 million
2nd Weekend	$50 million	$35 million
3rd Weekend	$20 million	$10 million



Construct a Double Bar Graph

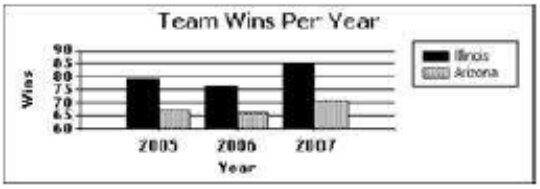
Slide 7

A graph was constructed to compare the number of wins two baseball teams had each year. Which graph was constructed to correctly display the data below?

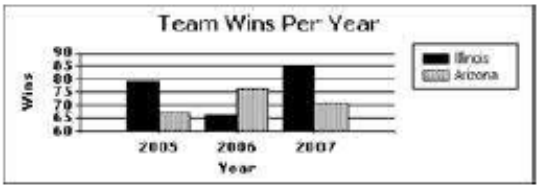
Wins Per Year

	2005	2006	2007
Illinois Baseball Team	79	66	85
Arizona Baseball Team	67	76	71

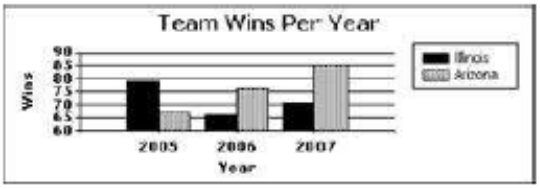
A)



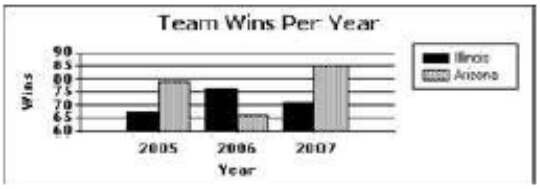
B)



C)



D)



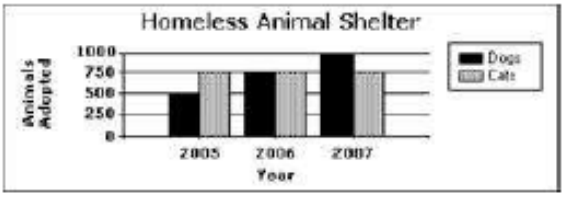
Slide 8

A graph was constructed to compare the number of animal adoptions a homeless shelter had each year. Which graph was constructed to correctly display the data below?

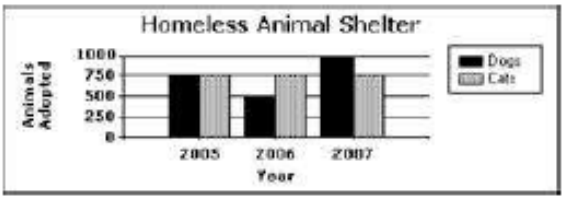
Animal Adoptions Per Year

	2005	2006	2007
dogs	500	750	1,000
cats	750	750	750

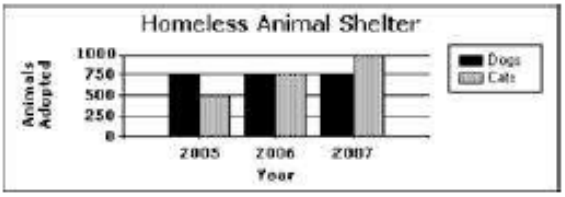
A)



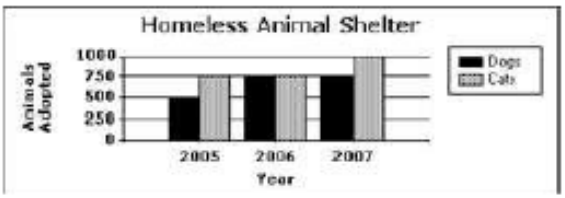
B)



C)



D)



Slide 9

What You Learned

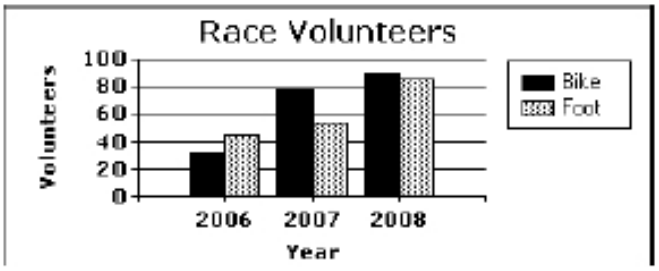
You learned how to construct a double bar graph.

Construct a Double Bar Graph Test

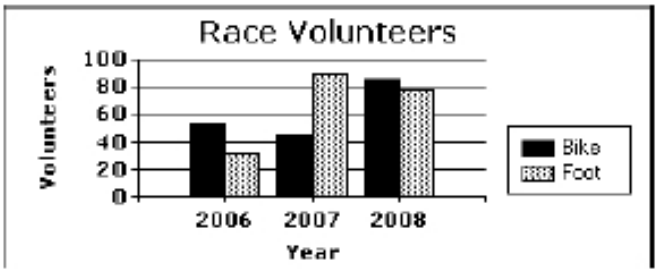
1) A graph was constructed to compare the number of volunteers for a bike race and a foot race each year. Which graph was constructed to correctly display the data below?

	2006	2007	2008
Bike race	45	54	86
Foot race	32	78	90

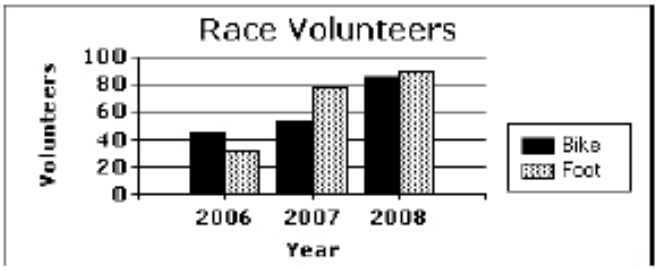
A)



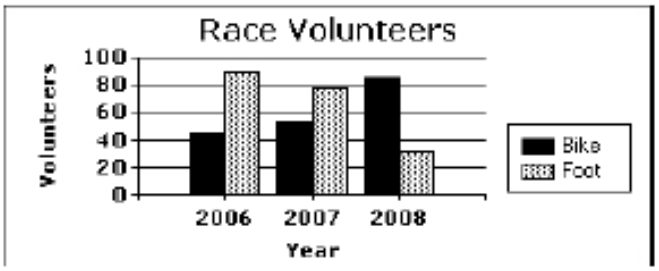
B)



C)



D)

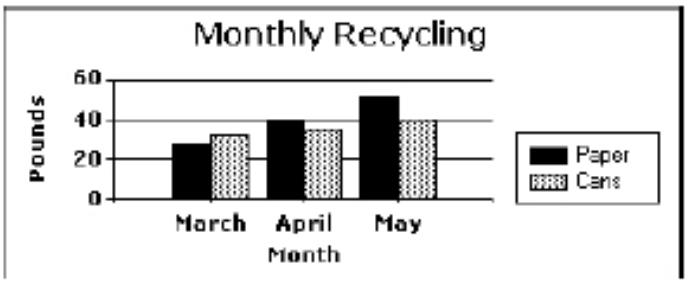


Construct a Double Bar Graph Test

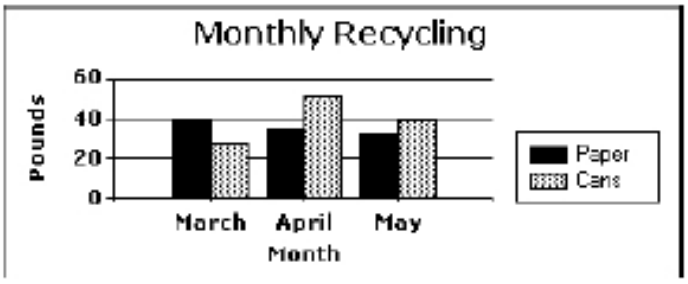
2) A graph was constructed to compare the pounds of recycled paper and cans collected each month. Which graph was constructed to correctly display the data below?

	March	April	May
Paper	27	51	39
Cans	40	35	32

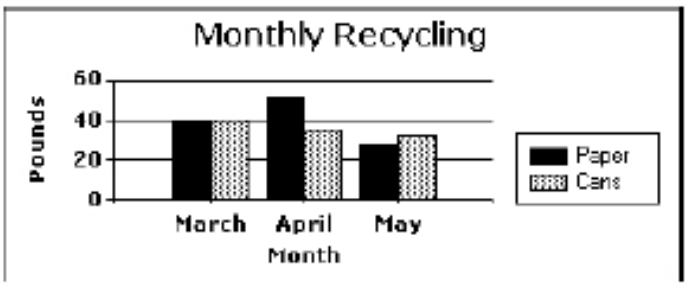
A)



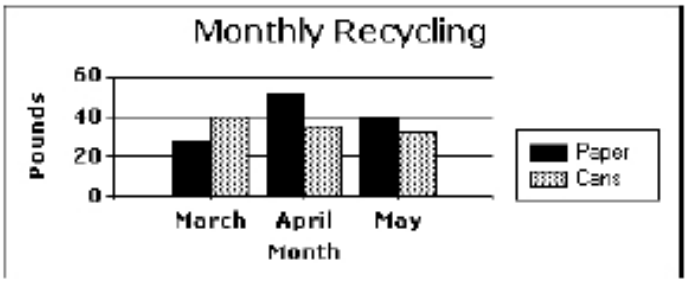
B)



C)



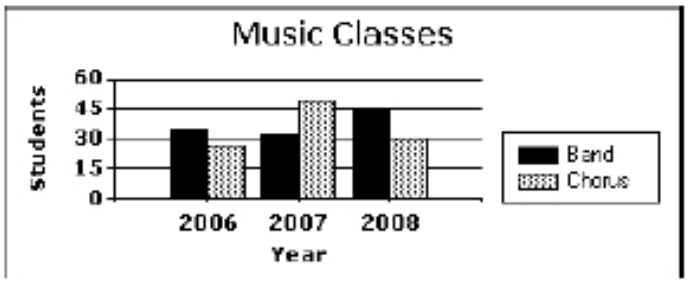
D)



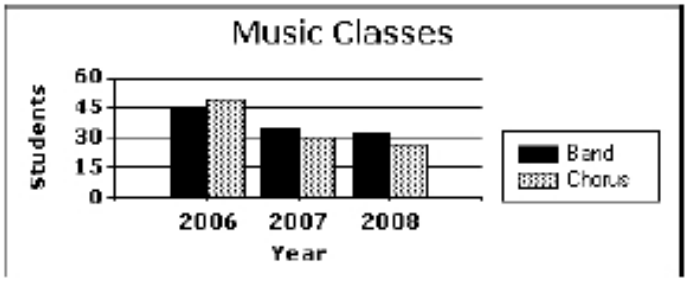
3) A graph was constructed to compare the number of students in band and chorus music classes each year. Which graph was constructed to correctly display the data below?

	2006	2007	2008
Band	35	32	45
Chorus	26	49	30

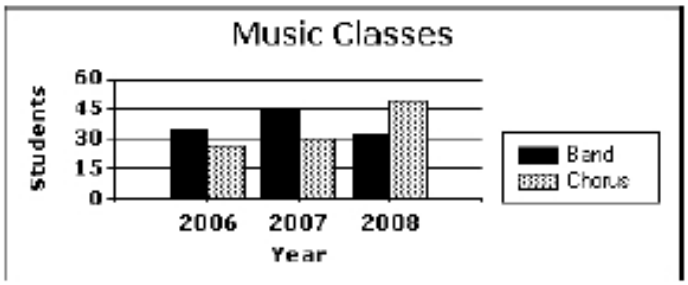
A)



B)



C)



D)