

2020

Erie Rise Leadership  
Academy Charter School

Parent Lesson Plan

## [ PARENT LESSON PLAN ]

3RD GRADE GIRLS WEEK 2 March 30-April 3

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## INTRODUCTION

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Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on YouTube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours,

Mrs. Veronica Will

## HELPFUL INFORMATION

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### **Distribution Sites/Information**

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School  
1006 West 10<sup>th</sup> Street  
Erie, PA 16502

### **Leadership Team**

Mr. Terry Lang, CEO: 814 812-0503  
Mrs. Veronica Will, Principal: 814 873-5158  
Mr. Aubrey Favors, HR: 814 812-3026  
Mr. Kirk Paskell, Transportation: 814 566-0002  
Mr. Homer Smith, PR: 814 392-3413  
Mrs. Pearl Jeffries, Social Services: 814 722-5056

## DIGITAL LESSON PACING GUIDE

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### ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

### USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

### USA Test Prep Week 1 Assignments:

**Math Assignments:** *Math 3/30, Math 3/31, Math 4/1, Math 4/2, Math 4/3*

**ELA Assignments:** *ELA 3/30, ELA 3/31, ELA 4/1, ELA 4/2, ELA 4/3*

### Pacing Guide for Online Curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>ELA/Writing</b>	<u>Lesson:</u> Unit 4 Lesson 3 Day 1 <u>Assignment:</u> Week 1 Day 1 1 March 23	<u>Lesson:</u> Unit 4 Lesson 3 Day 2 <u>Assignment:</u> Week 1 Day 2 2 March 24	<u>Lesson:</u> Unit 4 Lesson 3 Day 3 <u>Assignment:</u> Week 1 Day 3 3 March 25	<u>Lesson:</u> Unit 4 Lesson 3 Day 4 <u>Assignment:</u> Week 1 Day 4 4 March 26	<u>Lesson:</u> Unit 4 Lesson 3 Day 5 <u>Assignment:</u> Week 1 Day 5 5 March 27
<b>Math</b>	<u>Lesson:</u> Shapes <u>Assignment:</u> Week 2 Day 1	<u>Lesson:</u> Shapes <u>Assignment:</u> Week 2 Day 2	<u>Lesson:</u> Draw a Diagram <u>Assignment:</u> Week 2 Day 3	<u>Lesson:</u> Area <u>Assignment:</u> Week 2 Day 4	<u>Lesson:</u> Time <u>Assignment:</u> Week 2 Day 5
<b>Science</b>	Lesson: Rocks <i>Printed</i>	Lesson: Minerals <i>Printed</i>	Lesson: Soil <i>Printed</i>	Lesson: Erosion and Weathering <i>Printed</i>	Lesson: Fossils <i>Printed</i>

## **ELA PRINT MATERIAL**

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### **Day 1-**

Complete grammar review 1 (pg. 1)

### **Day 2-**

Complete grammar review 1 (pg. 2)

### **Day 3-**

Complete sentence of the day sheet (pg. 1)

### **Day 4-**

Complete sentence of the day sheet (pg. 2)

### **Day 5-**

Complete sentence of the day sheet (pg.3)

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## **MATH PRINT MATERIALS**

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**Day 1-**

Complete chapter 12 lesson 1 reteach

**Day 2-**

Complete chapter 12 lesson 2 reteach

**Day 3-**

Complete chapter 12 lesson 2 reteach (pg. 2)

**Day 4-**

Complete chapter 12 lesson 4 reteach

**Day 5-**

Complete multiplication fluency practice

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## SCIENCE/SOCIAL STUDIES PRINT MATERIAL

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### Day 1:

- Read "Rocks" 3 times aloud to someone in your house
- Answer the corresponding comprehension questions for the passage

### Day 2:

- Read "Minerals" 3 times aloud to someone in your house
- Answer the corresponding comprehension questions for the passage

### Day 3:

- Read "Soil" 3 times aloud to someone in your house
- Answer the corresponding comprehension questions for the passage

### Day 4:

- Read "Erosion and Weathering" 3 times aloud to someone in your house
- Answer the corresponding comprehension questions for the passage

### Day 5:

- Read "Fossils" 3 times aloud to someone in your house
- Answer the corresponding comprehension questions



## **ADDITIONAL RESOURCES (EDUCATIONAL)**

Included are a list of hand selected resources for students with internet to use at home.

### **Virtual Fieldtrips**

[https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoGIkgE3iExmi3qh2KRRku\\_w/mo bilebasic](https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoGIkgE3iExmi3qh2KRRku_w/mo bilebasic)

### **VOOKS- storybooks brought to life**

[www.vooks.com/parent-resources](http://www.vooks.com/parent-resources)

### **XtraMath- basic math facts**

<https://xtramath.org/#/home/index>

### **GoNoodle**

<https://www.gonoodle.com/>

### **ABCYa**

<https://www.abcya.com/grades/3>

### **StudyJams**

<http://studyjams.scholastic.com/studyjams/>

### **Fact Monster**

<https://www.factmonster.com/>

### **Pittsburgh Zoo**

<https://mailchi.mp/pittsburghzoo/bringing-the-zoo-to-you?e=539ac1d9bb>

### **Education.com**

<https://www.education.com/games/ela/writing/>

### **Khan Academy**

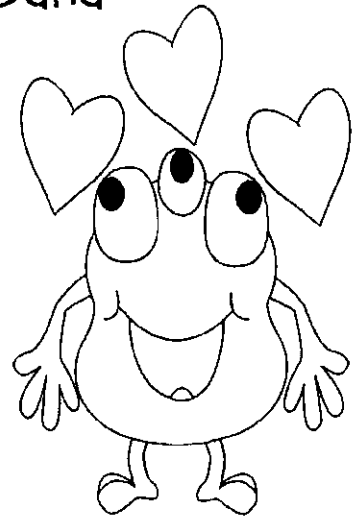
<https://www.khanacademy.org/>

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

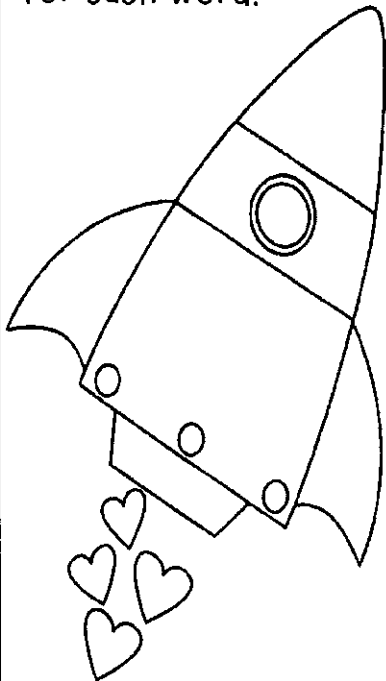
# Third Grade - Weekly Grammar Review #1

I can form and use regular and irregular verbs. I can use simple verb tenses.

Yesterday, Jeff \_\_\_\_\_ (give) Dana  
chocolates. She \_\_\_\_\_ (love)  
them! A week ago, she \_\_\_\_\_  
(make) him a Valentine's Day card. He  
\_\_\_\_\_ (like) it.



I know the meaning of adjectives and can use them properly. Write an adjective for each word.



Valentine Card: \_\_\_\_\_

Chocolate: \_\_\_\_\_

Candy: \_\_\_\_\_

Groundhog: \_\_\_\_\_

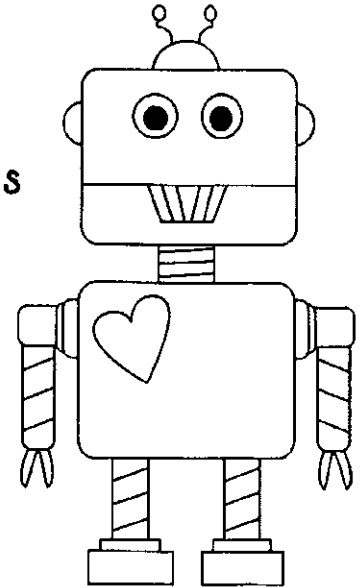
President: \_\_\_\_\_

Abe Lincoln: \_\_\_\_\_

# Third Grade - Weekly Grammar Review #1

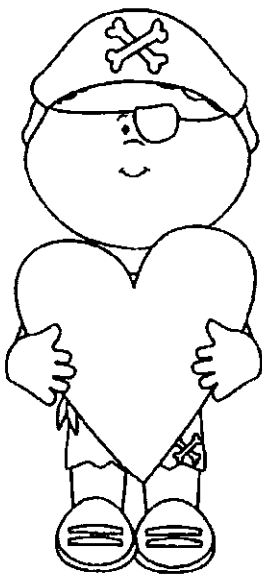
I can form and use regular and irregular plural nouns. Underline the common nouns. Circle the proper nouns.

My friends all make Valentine's Day cards. Each kid also makes a box to put their cards in it. I like the cards with candy on them. Nerds are really yummy. So are Hershey Kisses. Our teacher, Mrs. Evans even gives each kid a card and candy!



I can explain nouns, pronouns, verbs, adjectives, and adverbs. Add the correct pronouns to make the story sound right.

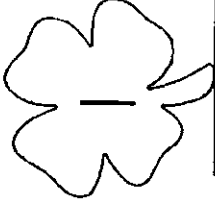
Abby loves Valentine's Day. \_\_\_\_\_ is \_\_\_\_\_ favorite holiday. \_\_\_\_\_ loves to give candy and eat \_\_\_\_\_. \_\_\_\_\_ class has a celebration. \_\_\_\_\_ all make cards for each other. \_\_\_\_\_ is a fun day!



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

Date: \_\_\_\_\_

# \_\_\_\_\_



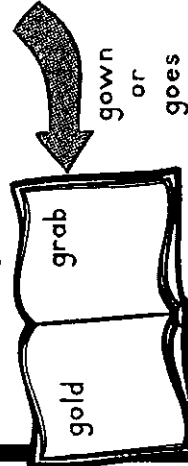
1. Find the noun(s) in the sentence.

2. Which word in the sentence is a verb?

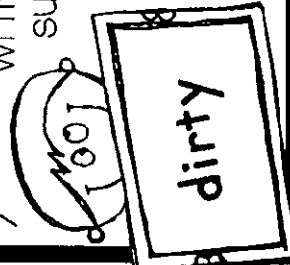
3. Which word in the sentence is an adjective?

**Jenna quickly skipped down the brick path.**

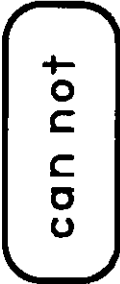
4. Which word would be found on a dictionary page with these guide words?



7. Write the superlative of the adjective.



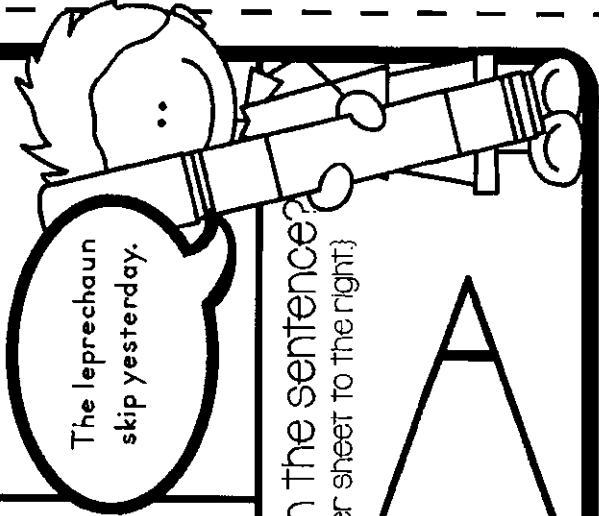
5. Write the words as a contraction.



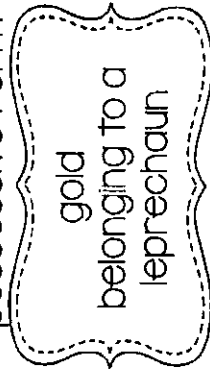
6. Which word is spelled correctly?

**was or wus**

9. Correct the verb tense.

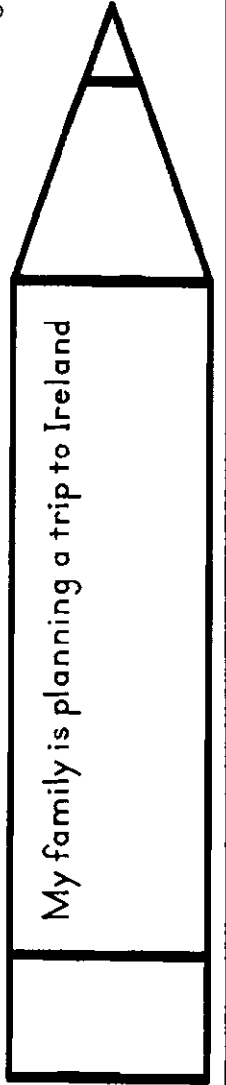


8. Rewrite in the possessive form:



10. Which punctuation mark is missing from the sentence?

(Add the punctuation mark below and write it on the answer sheet to the right.)



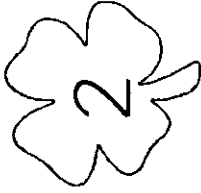
My family is planning a trip to Ireland

#	answer
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# \_\_\_\_\_



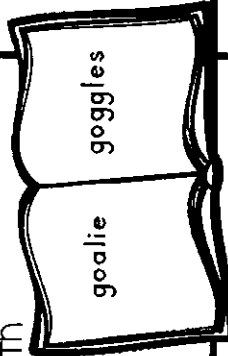
1. Which word in the sentence is a pronoun?

2. Which word in the sentence is a verb?

3. Which word in the sentence is an adverb?

**He is happily frolicking in the green grass.**

4. Would the word gold be found on a dictionary page with these guide words?



7. Write the superlative of the adjective.



**funny**

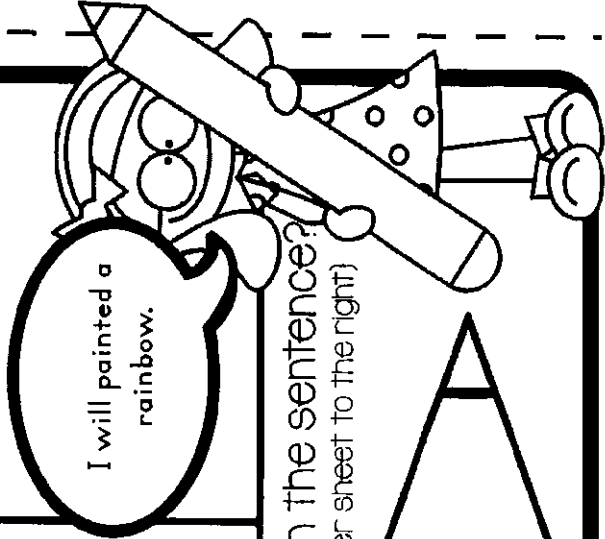
5. Write the words as a contraction.

**that is**

6. Which word is spelled correctly?

**wich or which**

9. Correct the verb tense.



8. Rewrite in the possessive form:

**a buckle belonging to Kaitlyn**

10. Which punctuation mark is missing from the sentence?

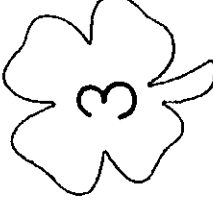
(Add the punctuation mark below and write it on the answer sheet to the right)

**Have you ever been to Ireland**

#	answer
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Name: \_\_\_\_\_

Date: \_\_\_\_\_ # \_\_\_\_\_



1. Which word in the sentence is a compound word?

2. Which word in the sentence is a contraction?

3. Which word in the sentence is a verb?

**He couldn't see the rainbow.**

4. Which word comes first in alphabetical order?

- lunch
- luckily
- lullaby

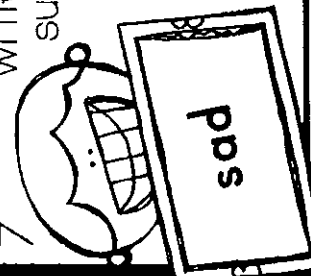
5. Write the words as a contraction.

**does not**

6. Which word is spelled correctly?

**their or thier**

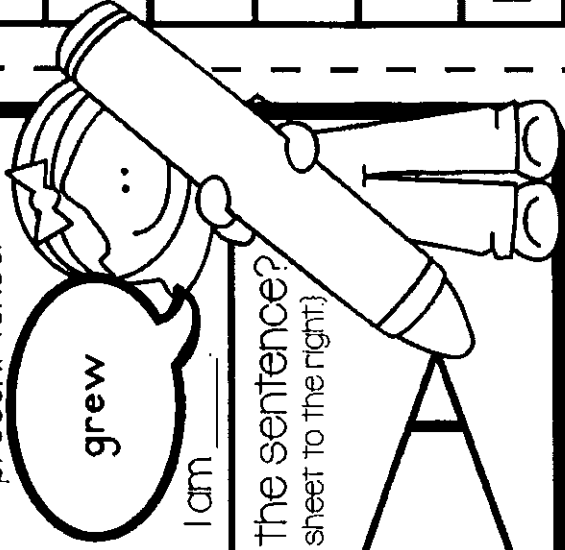
7. Write the superlative of the adjective.



8. Rewrite in the possessive form:

a rainbow belonging to Olivia

9. Write the verb in the present tense.



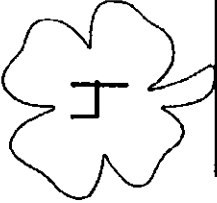
10. Which punctuation mark is missing from the sentence? (Add the punctuation mark below and write it on the answer sheet to the right.)

The leprechaun said, Happy St. Patrick's Day!

#	1	2	3	4	5	6	7	8	9	10	answer

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

Date: \_\_\_\_\_ # \_\_\_\_\_



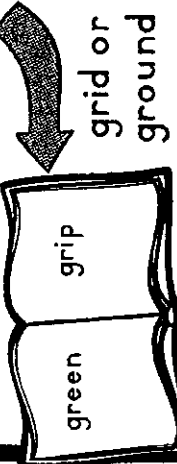
1. Which word in the sentence is a proper noun?

2. Which word in the sentence is an adverb?

3. Which word in the sentence is a pronoun?

Lucy gently pounced on the pot of gold when she saw it.

4. Which word would be found on a dictionary page with the guide words?



7. Write the superlative of the adjective.



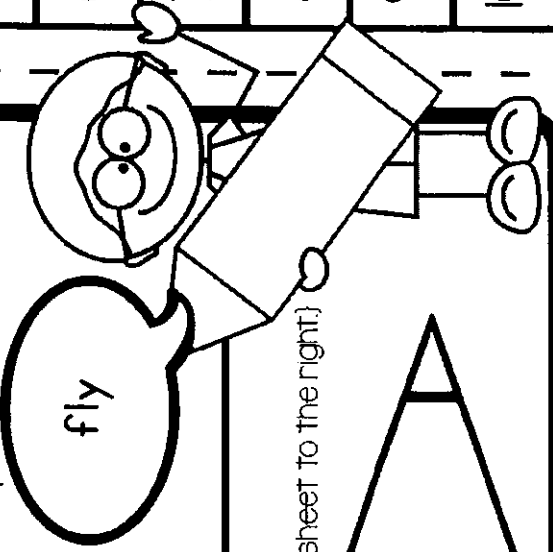
5. Write the words as a contraction.

they will

6. Which word is spelled correctly?

wil or will

9. Write the verb in the past tense.

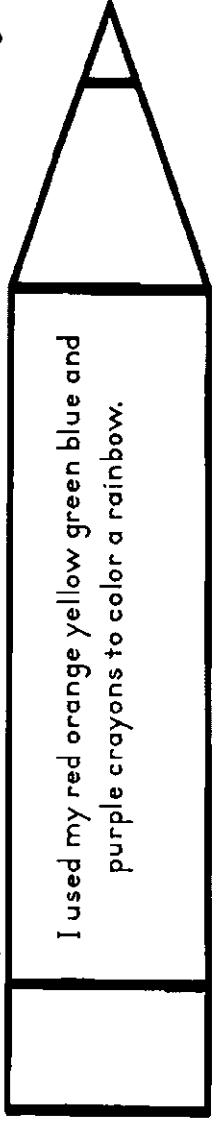


8. Rewrite in the possessive form:

a basketball belonging to Lia

10. Which punctuation mark is missing?

(Add the punctuation mark below and write it on the answer sheet to the right.)

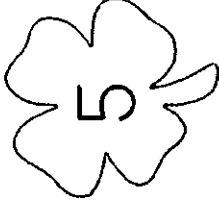


I used my red orange yellow green blue and purple crayons to color a rainbow.

#	answer
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Name: \_\_\_\_\_

Date: \_\_\_\_\_ # \_\_\_\_\_



1. Which word in the sentence is a possessive noun?

2. Which word in the sentence is an adjective?

3. Which word in the sentence is a plural noun?

**Sean's loud bagpipes provide music in the parade.**

4. Which word comes first in alphabetical order?

- glow
- gnome
- gold

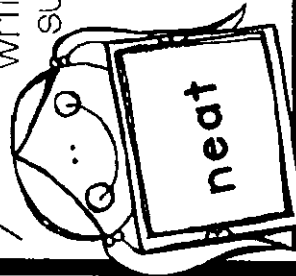
5. Write the words as a contraction.

had not

6. Which word is spelled correctly?

other or urther

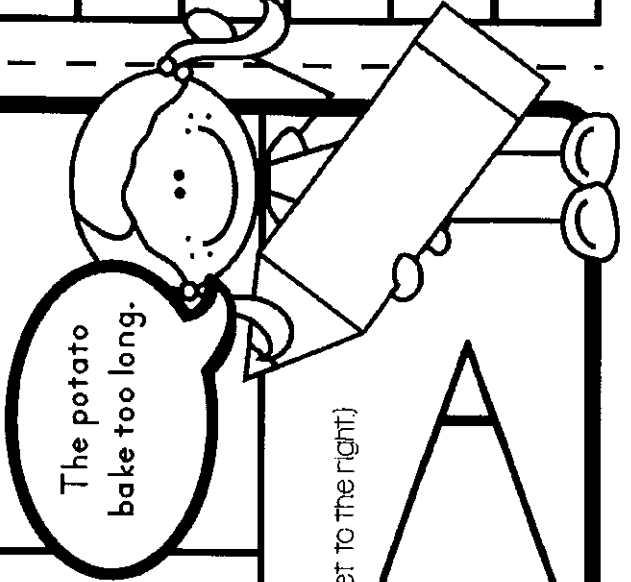
7. Write the superlative of the adjective.



8. Rewrite in the possessive form:

a potato belonging to Seamus

9. Correct the verb tense.



10. Which punctuation mark is missing?

(Add the punctuation mark below and write it on the answer sheet to the right.)

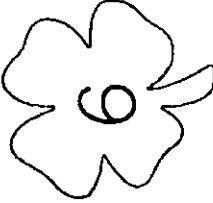
There is a big St. Patrick's Day parade every year in Chicago Illinois.

#	answer
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Name: \_\_\_\_\_

Date: \_\_\_\_\_ # \_\_\_\_\_



#	answer
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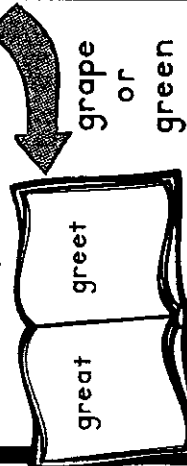
1. Find the noun(s) in the sentence.

2. Which word in the sentence is a verb?

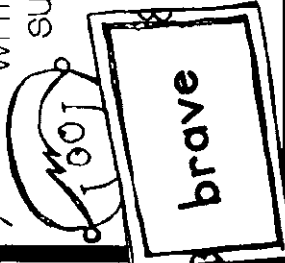
3. Which word in the sentence is an adjective?

**Clever leprechauns capture the gold.**

4. Which word would be found on a dictionary page with these guide words?



7. Write the superlative of the adjective.



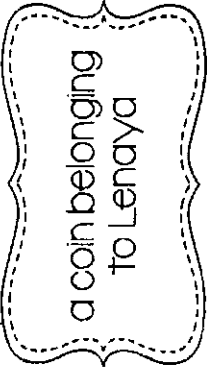
5. Write the words as a contraction.



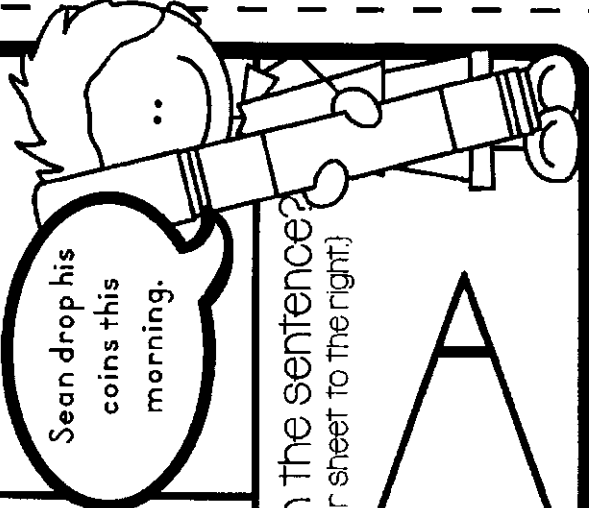
6. Which word is spelled correctly?

**these or these**

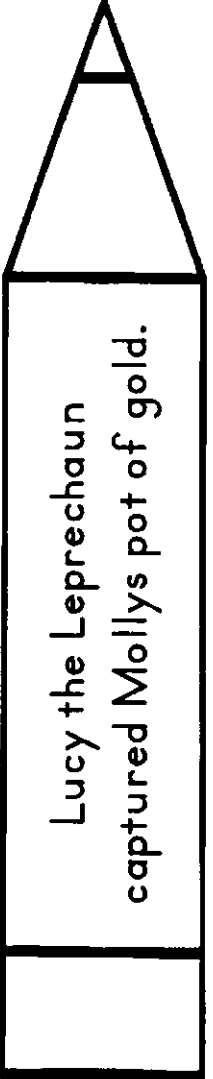
8. Rewrite in the possessive form:



9. Correct the verb tense.



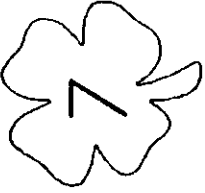
10. Which punctuation mark is missing from the sentence?  
(Add the punctuation mark below and write it on the answer sheet to the right.)



**Lucy the Leprechaun captured Mollys pot of gold.**

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

Date: \_\_\_\_\_ # \_\_\_\_\_



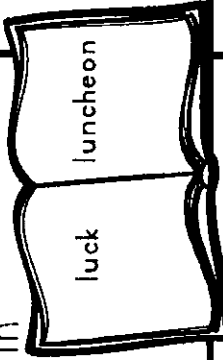
1. Which word in the sentence is a pronoun?

2. Which word in the sentence is a verb?

3. Which word in the sentence is an adverb?

**We usually eat delicious potatoes.**

4. Would the word lucky be found on a dictionary page with these guide words?



luck

luncheon

he is

5. Write the words as a contraction.

siad or said

6. Which word is spelled correctly?

7. Write the superlative of the adjective.



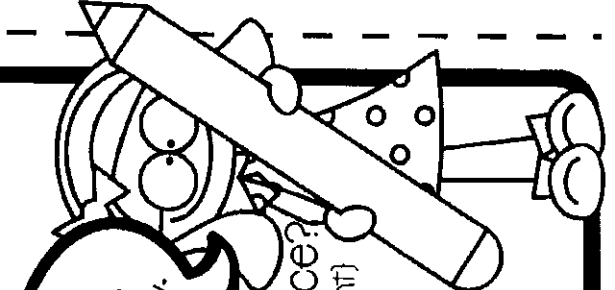
smart

8. Rewrite in the possessive form:

a trap belonging to Jed

9. Correct the verb tense.

I will wore green on St. Patrick's Day.



10. Which punctuation mark is missing from the sentence?  
(Add the punctuation mark below and write it on the answer sheet to the right)

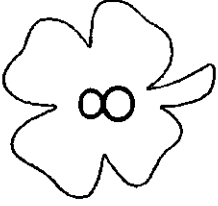
Mrs Santos said we could bring a jumprope out to recess today

#	1	2	3	4	5	6	7	8	9	10	answer

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

Date: \_\_\_\_\_

# \_\_\_\_\_



1. Which word in the sentence is a compound word?

2. Which word in the sentence is a contraction?

3. Which word in the sentence is a verb?

**She would've arrived on time, but her backpack had a hole in it.**

4. Which word comes first in alphabetical order?

- green
- grim
- grit

5. Write the words as a contraction.

**we are**

6. Which word is spelled correctly?

**therr or there**

7. Write the superlative of the adjective.

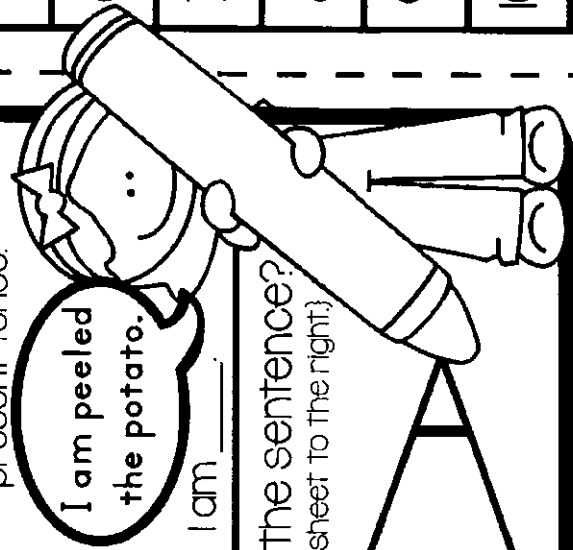


**close**

8. Rewrite in the possessive form:

**bagpipes belonging to Avery**

9. Write the verb in the present tense.



10. Which punctuation mark is missing from the sentence?

(Add the punctuation mark below and write it on the answer sheet to the right.)

**It is raining but it is supposed to stop this afternoon.**

#	1	2	3	4	5	6	7	8	9	10	answer

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

Date: \_\_\_\_\_ # \_\_\_\_\_



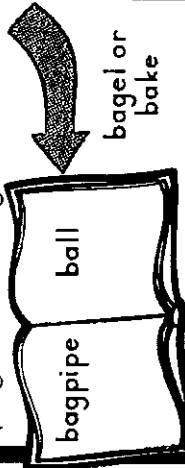
1. Which word in the sentence is a proper noun?

2. Which word in the sentence is an adverb?

3. Which word in the sentence is a pronoun?

**Target quickly sold all the green decorations it had in the store.**

4. Which word would be found on a dictionary page with the guide words?



7. Write the superlative of the adjective



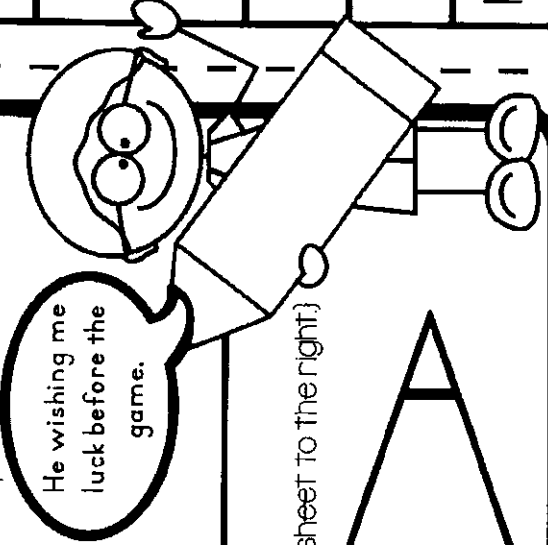
5. Write the words as a contraction.

**I would**

6. Which word is spelled correctly?

**each or eech**

9. Write the verb in the past tense.



8. Rewrite in the possessive form:

a blanket belonging to Linus

10. Which punctuation mark is missing?

(Add the punctuation mark below and write it on the answer sheet to the right.)

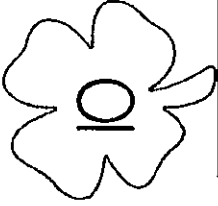
**We are having a St. Patrick's Day party at school today**

#	answer
1	
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5	
6	
7	
8	
9	
10	

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

Date: \_\_\_\_\_

# \_\_\_\_\_



1. Which word in the sentence is a possessive noun?

2. Which word in the sentence is an adjective?

3. Which word in the sentence is a plural noun?

**Jen gave Sheila's adorable puppies a bath.**

4. Which word comes first in alphabetical order?

- clever
- cloud
- clown

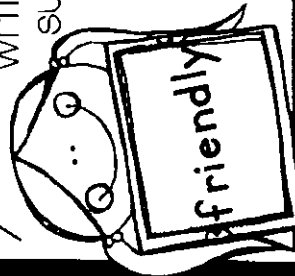
5. Write the words as a contraction.

**were not**

6. Which word is spelled correctly?

**woud or would**

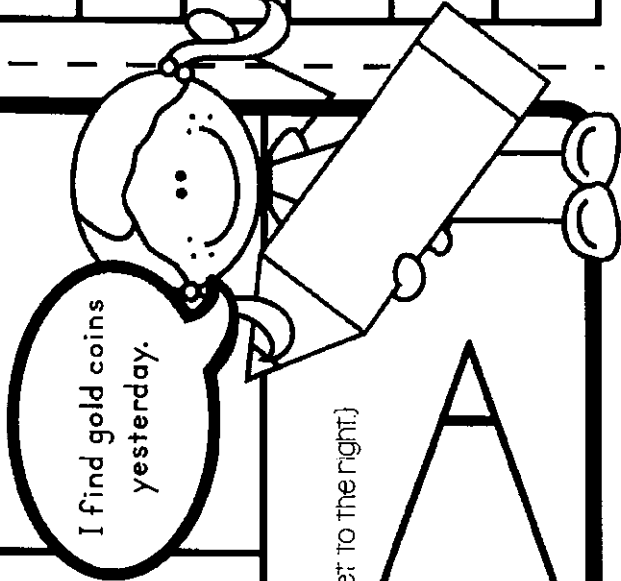
7. Write the superlative of the adjective.



8. Rewrite in the possessive form:

a crayon belonging to Shannon

9. Correct the verb tense.



10. Which punctuation mark is missing?

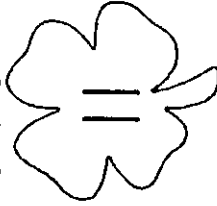
(Add the punctuation mark below and write it on the answer sheet to the right.)

Have you ever tried to capture a leprechaun

#	1	2	3	4	5	6	7	8	9	10	answer

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

Date: \_\_\_\_\_ # \_\_\_\_\_



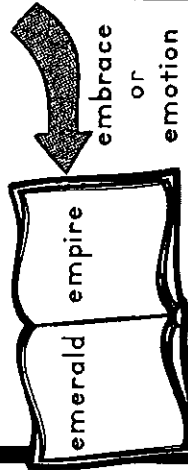
1. Find the noun(s) in the sentence.

2. Which word in the sentence is a verb?

3. Which word in the sentence is an adjective?

**Olivia quickly ran to the festive parade.**

4. Which word would be found on a dictionary page with these guide words?



7. Write the superlative of the adjective.



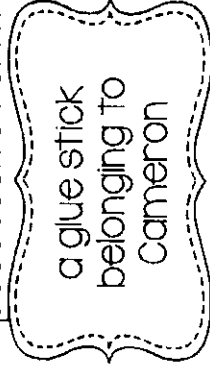
5. Write the words as a contraction.



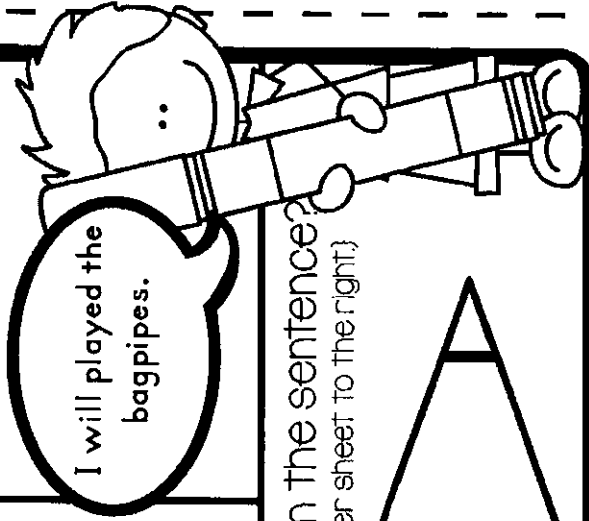
6. Which word is spelled correctly?

write or wriet

8. Rewrite in the possessive form:

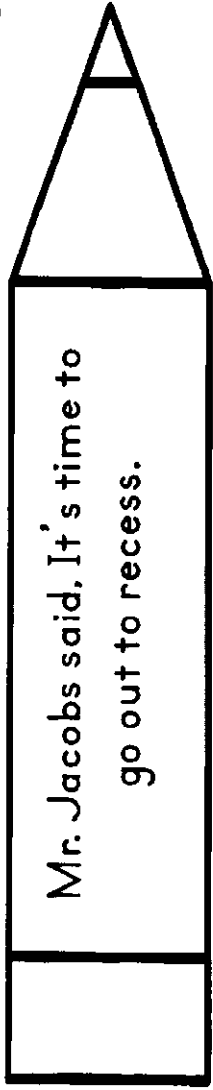


9. Correct the verb tense.



10. Which punctuation mark is missing from the sentence?

{Add the punctuation mark below and write it on the answer sheet to the right.}



#	answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

## Comparative and Superlative Adjectives and Adverbs

- FOCUS**
- **Comparative adjectives** compare two items. They are often formed by adding *-er* or the word *more*.  
**Examples:** Yesterday was **colder** than today.  
Gold is *more expensive* than silver.
  - **Superlative adjectives** compare three or more items. They are often formed by adding *-est* or the word *most*.  
**Examples:** Ryan is the **fastest** runner in our town.  
I saw the *most beautiful* painting at the museum.
  - Some comparative and superlative adjectives do not follow these rules. They have special forms.  
**Examples:** I think grapes have a *better* flavor than bananas. Which is the *least* expensive car?
  - **Comparative and superlative adverbs** compare actions. For short adverbs, add *-er* and *-est*.  
**Example:** Ian arrived *latest* of all the guests.
  - Use *more* and *most* with adverbs ending in *-ly*.  
**Example:** I ride my bike *more carefully* now.

**PRACTICE** Read each sentence. Write **Adj.** if the sentence contains a comparative or superlative adjective and **Adv.** if it contains a comparative or superlative adverb.

1. You mom is the most generous person I know. \_\_\_\_\_
2. Jacob jumped higher than Gavin. \_\_\_\_\_
3. Ken played the most skillfully and won the contest. \_\_\_\_\_
4. Your outfit is more colorful than mine. \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Nouns

**FOCUS** Nouns name a person, place, thing, or idea.

### Rule

- A **common noun** names *any* person, place, thing, or idea.
- A **proper noun** names a *specific* person, place, thing, or idea. A proper noun always begins with a capital letter.

### Example

- **teacher, saxophone, friendship**
- **Eleanor Roosevelt, Statue of Liberty, San Antonio**

**PRACTICE** Write eight common nouns that name people or things in your school and eight common nouns that name people or things in your home.

### School

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Home

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



## Verbs and Verb Phrases

**FOCUS** Verbs show the action, condition, or state of being of a subject. There are different types of verbs.

Rule	Example
<ul style="list-style-type: none"> <li>• <b>Action verbs</b> show the actions of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Sofia <b>ran</b>.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>State-of-being verbs</b> show the condition or state of being of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>am</b> ready to go.</li> </ul>
<ul style="list-style-type: none"> <li>• When a state-of-being verb connects the subject with a word in the predicate, it is called a <b>linking verb</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• He <b>is</b> a student.</li> </ul>
<ul style="list-style-type: none"> <li>• A <b>verb phrase</b> is a verb with two or more words.</li> </ul> <p>The last verb in a verb phrase is the <b>main verb</b>.</p> <p><b>Helping verbs</b> come before the main verb.</p>	<ul style="list-style-type: none"> <li>• Danny <b>could have flown</b>.</li> <li>• Danny could have <b>flown</b>.</li> <li>• Danny <b>could have</b> flown.</li> </ul>

**PRACTICE** Read each sentence. Circle *Action Verb* if the sentence has an action verb. Circle *Verb Phrase* if the sentence has a verb phrase.

- |                              |             |             |
|------------------------------|-------------|-------------|
| 1. The band played a polka.  | Action Verb | Verb Phrase |
| 2. Rick has been a jockey.   | Action Verb | Verb Phrase |
| 3. I will be home soon.      | Action Verb | Verb Phrase |
| 4. Ms. White teaches ballet. | Action Verb | Verb Phrase |

## Subject and Predicate

### FOCUS

Rule	Example
<ul style="list-style-type: none"><li>• The <b>simple subject</b> names who or what the sentence is about.</li></ul>	<ul style="list-style-type: none"><li>• My <b>mother</b> is a doctor. <b>She</b> works at a hospital.</li></ul>
<ul style="list-style-type: none"><li>• The <b>simple predicate</b> is the verb that tells what the subject is or does.</li></ul>	<ul style="list-style-type: none"><li>• My mother <b>is</b> a doctor. She <b>works</b> at a hospital.</li></ul>
<ul style="list-style-type: none"><li>• The <b>complete subject</b> is all of the words that tell who or what the sentence is about.</li></ul>	<ul style="list-style-type: none"><li>• <b>My youngest daughter</b> visits her grandmother once a month.</li></ul>
<ul style="list-style-type: none"><li>• The <b>complete predicate</b> is all of the words that tell what the subject is or does.</li></ul>	<ul style="list-style-type: none"><li>• My youngest daughter <b>visits her grandmother once a month.</b></li></ul>

**PRACTICE** Underline the complete subject once in each sentence below. Underline the complete predicate twice.

1. Abraham Lincoln was born in 1809.
2. Lincoln first lived in Kentucky.
3. Abraham was married in 1842.
4. Lincoln was elected president in 1860.
5. He wrote many important speeches.
6. Lincoln was president until 1865.

## Complete Simple Sentences

**FOCUS** A **complete simple sentence** has one subject and one predicate.

Rule	Example
<ul style="list-style-type: none"><li>• The <b>subject</b> can be simple or compound.</li></ul>	<ul style="list-style-type: none"><li>• <u>Henry</u> skates. or <u>Henry and Eben</u> skate.</li></ul>
<ul style="list-style-type: none"><li>• The <b>predicate</b> can be simple or compound.</li></ul>	<ul style="list-style-type: none"><li>• Henry <u>skates</u>. or Henry <u>skates and glides</u>.</li></ul>
<ul style="list-style-type: none"><li>• One sentence can have a <b>compound subject</b> and a <b>compound predicate</b>.</li></ul>	<ul style="list-style-type: none"><li>• <u>Henry and Eben</u> skate and <u>glide</u>.</li></ul>
<ul style="list-style-type: none"><li>• A simple sentence can be very long.</li></ul>	<ul style="list-style-type: none"><li>• Henry and Eben skate and glide across the smooth, shining ice for hours.</li></ul>

**PRACTICE** Decide whether each sentence below has a simple or compound subject. Write *simple* or *compound*.

1. Whales are interesting mammals. \_\_\_\_\_
2. Krill and small fish are the food of many whales. \_\_\_\_\_
3. The biggest animal on Earth is the blue whale. \_\_\_\_\_
4. Shortfin pilot whales and killer whales are the fastest swimmers. \_\_\_\_\_
5. The blue whale weighs two hundred tons. \_\_\_\_\_
6. Small fish and whales swim together. \_\_\_\_\_

## Quotation Marks, Commas, and Capitalization

**FOCUS** **Quotation marks** show when someone is speaking. They are also used with the titles of short pieces of writing, like short stories.

- Use quotation marks before and after the words a character speaks.
- Use quotation marks around the titles of short stories, poems, and songs.
- “That doctor is a quack,” said the duck.
- We read the poem “Janey” in class.

Use a **comma** to separate a speaker’s words from the rest of the sentence. Use commas to separate a series of items.

- The comma goes inside the quotation marks.
- “Do not cross the street,” Mr. Shabazz said.

**Capitalize** titles of movies, plays, and television shows.

Capitalize a speaker’s first word in a quotation. Capitalize geographical names, places, and historical periods.

- The main words of a title are capitalized. Words like *the* and *on* are lowercase.
- Capitalize a speaker’s first word.
- I read the short story “Sun on the Sand.”
- He said, “The boat is too slow.”

**PRACTICE** Write *yes* if the quotation marks and comma are used correctly. Write *no* if the quotation marks and comma are not used correctly.

1. “I can fly over the tallest building, stated the hawk. \_\_\_\_\_
2. “I can sit on the highest building ledge,” the eagle said. \_\_\_\_\_
3. People feed me bits of bread,” cooed the pigeon. \_\_\_\_\_

## Possessive Nouns and Pronouns

**FOCUS** A **possessive noun** shows ownership.

- To make a singular noun possessive, add 's.  
girl + 's = girl's
- To make a plural noun ending in s possessive, add an apostrophe (').  
boys + ' = boys'
- To make a plural noun not ending in s possessive, add 's.  
children + 's = children's

A **possessive pronoun** also shows ownership. It takes the place of a possessive noun. Some possessive pronouns are *my*, *our*, *your*, and *its*.

**PRACTICE** Rewrite each phrase below using a possessive noun or pronoun.

1. the car that Jerry owns \_\_\_\_\_
2. the tail of the elephant \_\_\_\_\_
3. the food of the children \_\_\_\_\_
4. the laces of the shoes \_\_\_\_\_
5. the book that belongs to her \_\_\_\_\_
6. the tires on the bike \_\_\_\_\_
7. the horses belonging to Sue \_\_\_\_\_
8. the dog belonging to the boys \_\_\_\_\_
9. the feathers of the bird \_\_\_\_\_

## Regular and Irregular Plural Nouns

**FOCUS** A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.

### Rules

- Most regular nouns form the plural by adding -s.
- For regular nouns ending with *s*, *ch*, *sh*, *ss*, *z*, *zz*, or *x*, add -es.
- For regular nouns ending with a consonant and *y*, change the *y* to *i* and add -es.
- Some nouns do not follow these rules. They are irregular plurals. Check a dictionary for the spelling.

### Examples

- The **carpenters** cut boards for the house.
- These **bushes** need to be cut down.
- The **babies** slept all afternoon.
- The **mice** ran around while the **oxen** stayed in the barn.

**PRACTICE** Circle the regular plural nouns in the passage.

The Chen family likes to go to amusement parks. The children love to ride on the Ferris wheels, glide down the water slides, and drive the bumper cars. They play games with toys for prizes. Last year, Ming was tall enough to ride the roller coasters. This year the Chen family went to a new amusement park. They rode all of the new rides, and each of the Chen children won a prize in the games. It was a wonderful vacation.

## Types of Sentences

**FOCUS** A sentence is a group of words that expresses a complete thought about something. The first letter of the first word of a sentence is capitalized.

- **Declarative sentences** make a statement. They end with a period.
- **Interrogative sentences** ask a question. They end with a question mark.
- **Imperative sentences** give a command or make a request. They end with a period.
- **Exclamatory sentences** show strong emotion. They end with an exclamation point.

**Examples:**

- Letters are a good way to communicate.
- Did you mail the letter?
- Check the mailbox again.
- I love getting postcards!

**PRACTICE** Identify each sentence as declarative, exclamatory, interrogative, or imperative.

1. That behavior needs to stop! \_\_\_\_\_
2. How many tickets did Marcella buy? \_\_\_\_\_
3. We are having fish for dinner. \_\_\_\_\_
4. Take me down the Mississippi River. \_\_\_\_\_

## Subjects and Direct Objects

**FOCUS** Remember that a **subject** is whom or what a sentence is about. A **direct object** receives the action of the verb.

### Rule

- A noun can be the **subject** of a sentence.
- A noun can also be the **direct object** of a sentence.
- A **pronoun** can replace the object in a sentence.

### Example

- The dog ate.
- The dog ate the food.
- The dog ate it. (It replaces the object noun food.)

**PRACTICE** Draw a line under the subject noun or nouns in each sentence. Circle the direct object noun.

1. Beatrix Potter wrote many children's books.
2. Potter lived an interesting life.
3. Potter kept several pets while growing up.
4. Her family took trips to a place called the Lake District.
5. Potter and her brother loved animals.
6. Both children enjoyed wildlife.



# Pronouns

## FOCUS

### Rules

- A **subject pronoun** can replace the subject noun in a sentence.
- A **possessive pronoun** shows ownership. It can be used to replace a possessive noun.
- An **object pronoun** can be used in place of a direct object noun.

### Examples

Queen Elizabeth ruled England.

She ruled England.

Luis borrowed Ms. Jones's pencil.

Luis borrowed her pencil.

Charley kicked the ball.

Charley kicked it.

**PRACTICE** Circle each pronoun. Write **S** if it is a subject pronoun, **P** if it is a possessive pronoun, and **O** if it is an object pronoun.

1. Mr. Swenson painted their front door. \_\_\_\_\_
2. They rode on a bus. \_\_\_\_\_
3. The class thanked her after the performance. \_\_\_\_\_
4. Our teacher drew a picture. \_\_\_\_\_
5. He did not play the piano. \_\_\_\_\_

## Abstract Nouns

**FOCUS** An **abstract noun** is something that does not exist physically. Abstract nouns are feelings, concepts, and ideas, such as *bravery, faith, friendship, liberty, peace, and love*. In contrast, a concrete noun is something you can touch or observe, such as a kitten or a shoe.

**Example:** Mrs. Hashimoto was impressed with your courage and generosity.

**PRACTICE** Underline the abstract noun or nouns in the sentences below.

1. I know that I can always rely on my grandmother's wisdom when I need it.
2. Hanna's joy and amazement about getting a new bike made everyone smile.
3. Samir has firm beliefs that his dreams will come true.
4. Dylan played the piece with confidence at his violin recital.
5. Your loyalty and friendship are very important to me.
6. Mr. Darling encourages us to take pride in our work.
7. The cashier thanked Emma for her patience.
8. Worry and sorrow kept me awake all night when my dog, Boseley, was missing.

## Irregular Comparatives and Superlatives

**Focus** Some **comparatives** and **superlatives** are irregular. This means they do not follow the normal rules.

- Irregular comparatives do not add *-er* or *more*.
- Irregular superlatives do not add *-est* or *most*.

<b>Adjective</b>		<b>Comparative</b>		<b>Superlative</b>
good	→	better	→	best
<b>Adverb</b>		<b>Comparative</b>		<b>Superlative</b>
far	→	farther	→	farthest

**PRACTICE** Choose a comparative adjective or adverb from the box to complete each sentence.

farther	less	worse	more	better
---------	------	-------	------	--------

1. The weather was nice yesterday, but today it is even \_\_\_\_\_.
2. Coffee is bad for teeth, and soda is even \_\_\_\_\_.
3. Many ducks sat on the shore, but still \_\_\_\_\_ ducks were on the pond.
4. Brent lives next door to Mac, but his other friends live \_\_\_\_\_ away.
5. I already had little energy this morning, and now I have even \_\_\_\_\_.

## Adjectives

**FOCUS** An **adjective** describes a noun or a pronoun. It tells what kind, how many, or which one.

Example: Katie held the tiny frog. She has three frogs. Pick up that frog.

**Comparative adjectives** compare two nouns.

- Add *-er* to most short adjectives to make them comparative. Use the word *more* before some longer adjectives.

Example: Katie's snake is smoother than the frog. Her bird is more colorful than the snake.

**Superlative adjectives** compare three or more nouns.

- Add *-est* to most short adjectives to make them superlative. Use the word *most* before some longer adjectives.

Example: The striped frog is the smallest and the most special frog of all.

**PRACTICE** Read each sentence. If it has a comparative adjective, write **C** on the line. If it has a superlative adjective, write **S**.

1. An ocean is bigger than a lake. \_\_\_\_\_
2. That was the most terrible storm I have ever seen. \_\_\_\_\_
3. Ally's eyes are bluer than her mother's. \_\_\_\_\_
4. Colby is wearing his warmest jacket today. \_\_\_\_\_

## Adverbs

**FOCUS** **Adverbs** are words that describe a verb, an adjective, or another adverb. Adverbs tell *how*, *when*, *where*, or *how much* something happens. Many adverbs end with the suffix *-ly*. Adverbs can be placed before or after the word they describe, and they can appear anywhere in a sentence.

**Example:** Alyssa quickly jumped on her bike and rode to Jake's house.  
Roberto turned nine yesterday.  
We arrived at the airport too late to see the plane touch down.

**PRACTICE** Circle the adverb in each sentence below.

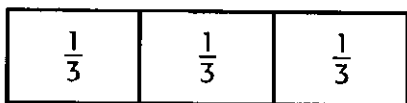
1. Lia was terribly worried about her grandmother.
2. The paint splattered everywhere when the bucket fell over.
3. Mrs. Rozick looked suspiciously at her three children.
4. Amira chased her sister upstairs.
5. The sky was completely filled with a soft orange glow as the sun set.
6. A car door slammed outside.

## Lesson 1 Reteach

### Unit Fractions

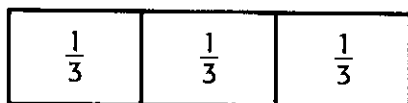
A unit fraction is one part of a whole. The top number of a unit fraction is always 1. The bottom number of a unit fraction is the number of equal parts in the whole.

**Label each part of the whole with its unit fraction.**



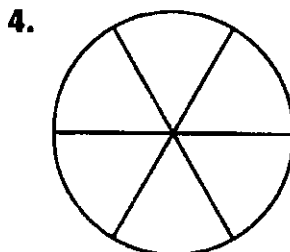
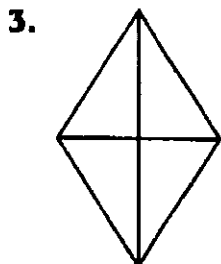
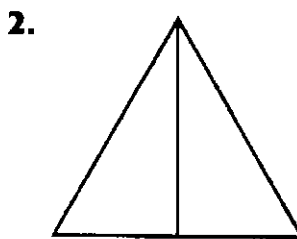
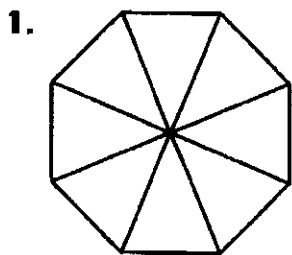
- 1 Count the number of equal parts.**  
There are 3 equal parts.

- 2 Make the unit fraction.**  
You know that the top number of a unit fraction is always 1. The bottom number is the number of equal parts. So, the unit fraction is  $\frac{1}{3}$ .



- 3 Label the parts.**  
Write the unit fraction in each part to show that each part is  $\frac{1}{3}$  of the whole.

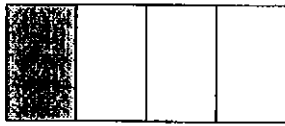
**Label each part with its unit fraction.**



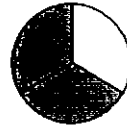
## Lesson 2 Reteach

### Part of a Whole

A fraction is a number that names part of a whole. To write a fraction, each part of the whole must be the same size.



1 part shaded  $\longrightarrow$   $\frac{1}{4}$  is shaded.  
4 parts in all  $\longrightarrow$   $\frac{1}{4}$  is shaded.



2 parts shaded  $\longrightarrow$   $\frac{2}{3}$  is shaded.  
3 parts in all  $\longrightarrow$   $\frac{2}{3}$  is shaded.

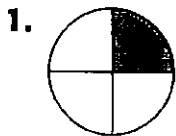


4 unequal parts  
You cannot write a fraction.



3 unequal parts  
You cannot write a fraction.

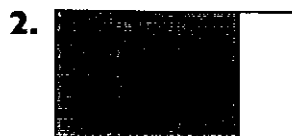
### Write a fraction for the part that is shaded.



\_\_\_\_\_ parts shaded

\_\_\_\_\_ parts in all

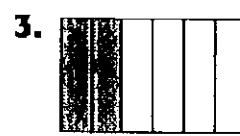
fraction \_\_\_\_\_



\_\_\_\_\_ parts shaded

\_\_\_\_\_ parts in all

fraction \_\_\_\_\_



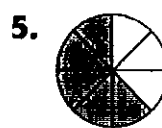
\_\_\_\_\_ parts shaded

\_\_\_\_\_ parts in all

fraction \_\_\_\_\_



\_\_\_\_\_

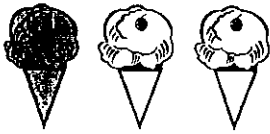


\_\_\_\_\_

## Lesson 3 Reteach

### Part of a Set

You can use a fraction to describe part of a group or set.



1 cone shaded

3 cones in all

One-third, or  $\frac{1}{3}$  are shaded.



5 cones shaded

6 cones in all

Five-sixths, or  $\frac{5}{6}$  are shaded.

**Write the fraction for the part of the set that is shaded.  
Then write the fraction for the part of the set that is *not* shaded.**



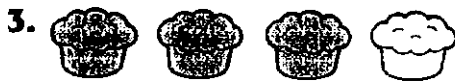
\_\_\_\_\_ are shaded.

\_\_\_\_\_ are not shaded.



\_\_\_\_\_ are shaded.

\_\_\_\_\_ are not shaded.



\_\_\_\_\_ are shaded.

\_\_\_\_\_ are not shaded.



\_\_\_\_\_ are shaded.

\_\_\_\_\_ are not shaded.



\_\_\_\_\_ are shaded.

\_\_\_\_\_ are not shaded.



\_\_\_\_\_ are shaded.

\_\_\_\_\_ are not shaded.



## Lesson 4 Reteach

### Problem Solving: Draw a Diagram

A roller coaster has 6 cars. The cars are red, blue, and yellow. Two-sixths of the cars are red and three-sixths of the cars are blue. How many cars are yellow?

<p><b>Step 1</b> Understand</p>	<p><b>What facts do you know?</b></p> <p>A roller coaster has 6 cars.</p> <p>The cars are red, blue, and yellow.</p> <p><math>\frac{2}{6}</math> of the cars are red.</p> <p><math>\frac{3}{6}</math> of the cars are blue.</p> <p><b>What do you need to find?</b></p> <p>I need to find the number of cars that are yellow.</p>
<p><b>Step 2</b> Plan</p>	<p><b>Make a plan.</b></p> <p>I will draw a picture to show what I know and help me solve the problem.</p>
<p><b>Step 3</b> Solve</p>	<p><b>Carry out your plan.</b></p> <p>Draw six roller coaster cars. Label <math>\frac{2}{6}</math> of the cars red and <math>\frac{3}{6}</math> of the cars blue.</p> <p> <input type="text" value="red"/> <input type="text" value="red"/> <input type="text" value="blue"/> <input type="text" value="blue"/> <input type="text" value="blue"/> <input type="text"/> </p> <p>Count the number of cars that are not labeled. There is 1 car left. So, there is 1 yellow car.</p>
<p><b>Step 4</b> Check</p>	<p><b>Make sure your answer is reasonable.</b></p> <p>My drawing matches the information in the problem. So, my answer makes sense.</p>

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## Lesson 4 Reteach

### Problem Solving: Draw a Diagram (continued)

**Solve each problem by making a diagram.**

1. A quesadilla was cut into eight equal pieces. Christa ate  $\frac{3}{8}$ , Oliver ate  $\frac{2}{8}$ , and Luther ate one piece. How many pieces are left?

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2. There are 3 rows of 5 mini pizzas on a tray. Each mini pizza has 2 pepper slices on it. How many pepper slices are there in all?

---

3. The pencil cup needs to be cleaned out. Of the 25 pencils in the cup, 12 are broken, 5 do not have an eraser, and the rest can be sharpened and used. How many pencils will be put back in the cup?

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4. Kara kept track of the weather for eight days. It rained during four of the days. Half of the days that it did not rain, it was sunny. Write a fraction to represent the part of the days that it did not rain and it was not sunny.

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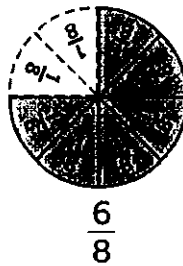
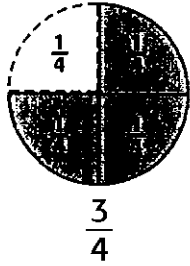
5. Jessica has a 40-inch board. She cuts off a 10-inch piece. She wants to make more cuts to get 6-inch pieces. How many 6-inch pieces can she get?

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## Lesson 6 Reteach

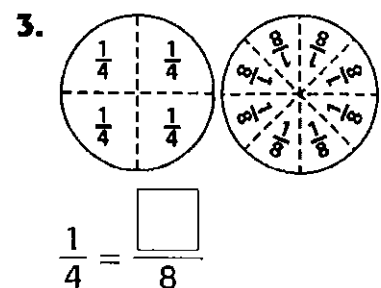
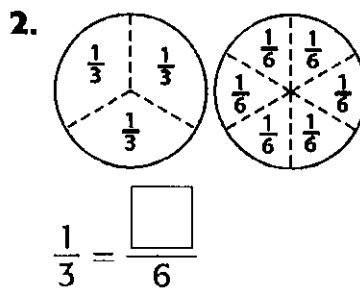
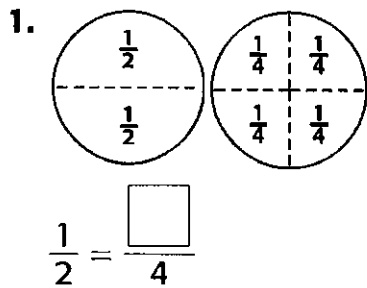
### Equivalent Fractions

Fraction models can help you find fractions that name the same number, or **equivalent fractions**.



$\frac{3}{4}$  and  $\frac{6}{8}$  are equivalent fractions.

Complete each number sentence with equivalent fractions.



4.  $\frac{1}{4} = \frac{\square}{8}$

5.  $\frac{2}{4} = \frac{\square}{8}$

6.  $\frac{3}{6} = \frac{\square}{2}$

7.  $\frac{6}{8} = \frac{\square}{4}$

8.  $\frac{1}{3} = \frac{\square}{6}$

9.  $\frac{4}{8} = \frac{\square}{2}$

10.  $\frac{2}{8} = \frac{\square}{4}$

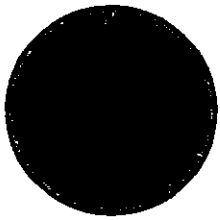
11.  $\frac{4}{6} = \frac{\square}{3}$

## Lesson 7 Reteach

### Fractions as One Whole

The numeral 1 can be written as many different fractions. Any time the numerator and denominator are the same, the fraction equals 1.

**Write the fraction that represents the whole shown.**



The circle is divided into 3 equal parts.  
All 3 parts of the circle are shaded.

The fraction that represents the whole is  $\frac{3}{3}$ .

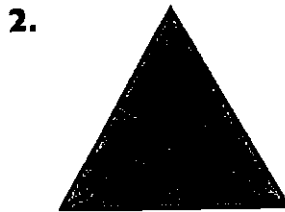
shaded parts ←  
number of parts ←

$\frac{3}{3} = 1$

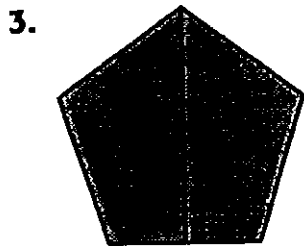
**Write the fraction that represents the whole.**



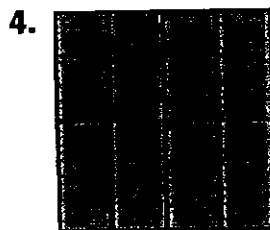
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

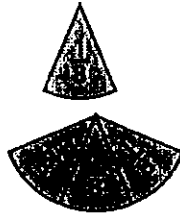
## Lesson 8 Reteach

### Compare Fractions

You can use models to compare fractions to see which fraction is *greater than* ( $>$ ), *is less than* ( $<$ ), or is *equivalent* ( $=$ ).

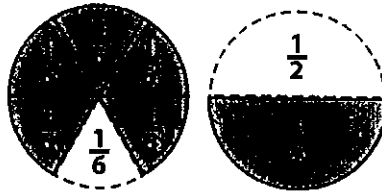
$\frac{1}{8}$  is less than  $\frac{3}{8}$

$$\frac{1}{8} < \frac{3}{8}$$



$\frac{5}{6}$  is greater than  $\frac{1}{2}$

$$\frac{5}{6} > \frac{1}{2}$$



Use models to compare. Use  $>$ ,  $<$ , or  $=$ .

1.  $\frac{2}{6} \bigcirc \frac{1}{3}$

2.  $\frac{1}{2} \bigcirc \frac{1}{6}$

3.  $\frac{4}{8} \bigcirc \frac{7}{8}$

4.  $\frac{1}{4} \bigcirc \frac{1}{8}$

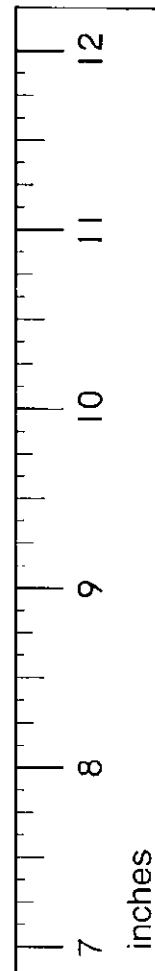
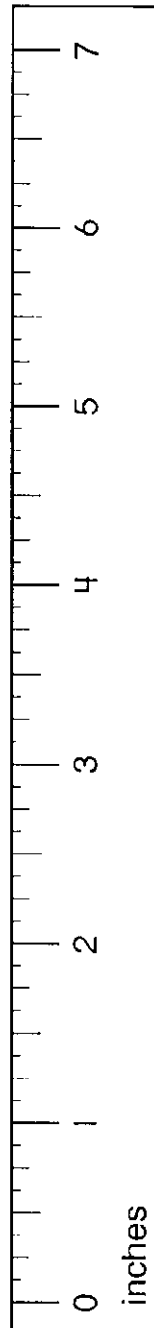
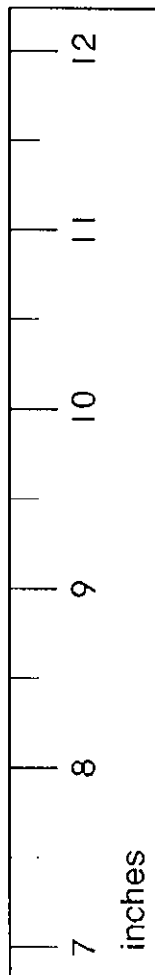
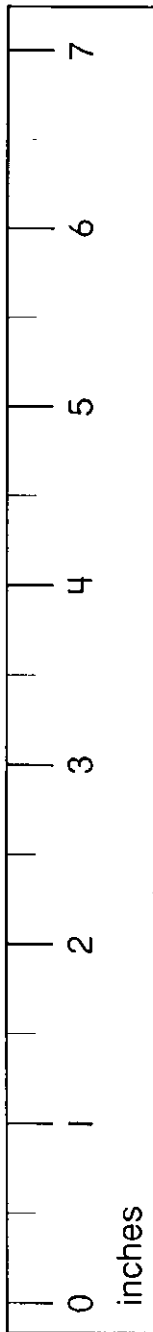
5.  $\frac{2}{3} \bigcirc \frac{4}{6}$

6.  $\frac{1}{6} \bigcirc \frac{3}{6}$

7. Kerry is making muffins. The recipe calls for  $\frac{1}{2}$  cup of blueberries and  $\frac{1}{3}$  cup of walnuts. Are there more blueberries or walnuts in the muffins? \_\_\_\_\_

8. Layla walks  $\frac{3}{4}$  of a mile home after school. Jaxon walks  $\frac{1}{2}$  of a mile home. Who walks farther? \_\_\_\_\_

# Inch Rulers



1. Cut out strips.
2. Tape together to form an inch ruler.

# Lesson 1 Reteach

## Collect and Record Data

Marcia counted the number of letters in each word in a story. The data is shown below.

**Number of Letters in Words in a Story**

3 3 5 6 4 2 1 5 6 3 4 7  
 3 2 3 5 2 8 4 5 3 3 5 2  
 5 6 3 5 1 4

You can organize the data in a **tally chart** or a **frequency table**.

Example: For the first number, 3, make a tally mark in the table.

Cross out the 3 in the data above. Then record and cross out the remaining 3s. In the frequency table, record the number of occurrences you recorded in the tally chart.

**Complete the tally chart and the frequency table.**

Number of Letters in Words	Tally
1	
2	
3	
4	
5	
6	
7	
8	

Number of Letters in Words	Frequency
1	
2	
3	
4	
5	
6	
7	
8	

Use the frequency table. How many words had:

- 3 letters? \_\_\_\_\_
- 2 letters? \_\_\_\_\_
- 8 letters? \_\_\_\_\_
- more than 3 letters? \_\_\_\_\_
- less than 3 letters? \_\_\_\_\_

## Lesson 2 Reteach

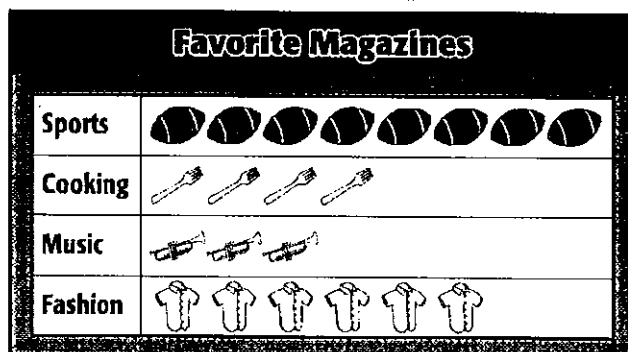
### Draw Scaled Picture Graphs

Debbie is selling magazine subscriptions to raise money for her school. She wants to find the kinds of magazines people like to read, so she takes a survey of her neighbors. She shows her results in a **picture graph** and a **pictograph**.

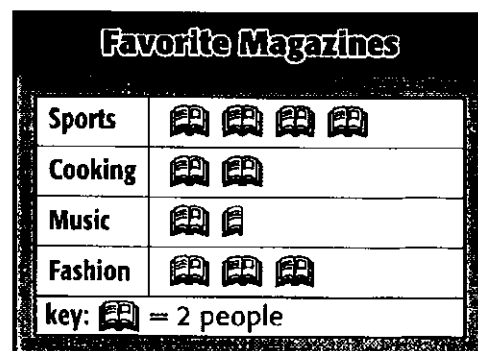
A **picture graph** uses different pictures to display or show data. Usually the picture is a representation of what you are tallying.

A **pictograph**, or scaled picture graph, uses one picture or symbol to represent more than one tally. A **key** is needed to show what each symbol represents.

**Picture Graph**



**Pictograph**



Use the data in the pictograph to answer the questions.

- How many people like fashion magazines?  
\_\_\_\_\_
- How many more people like sports magazines than music magazines?  
\_\_\_\_\_
- Which type of magazine is the most popular?  
\_\_\_\_\_
- How many people took part in the survey?  
\_\_\_\_\_
- Do more or less than 5 people like cooking magazines?  
\_\_\_\_\_
- Which two types of magazines do people like the least?  
\_\_\_\_\_



## Lesson 2 Reteach

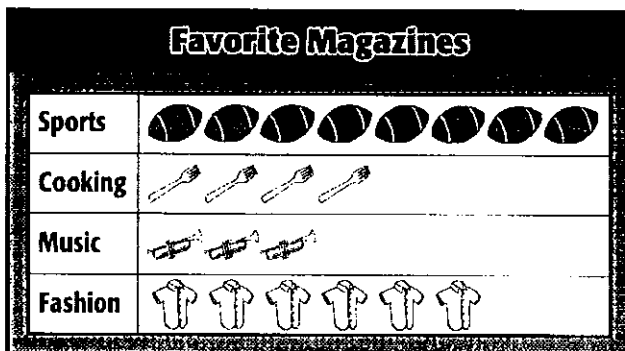
### Draw Scaled Picture Graphs

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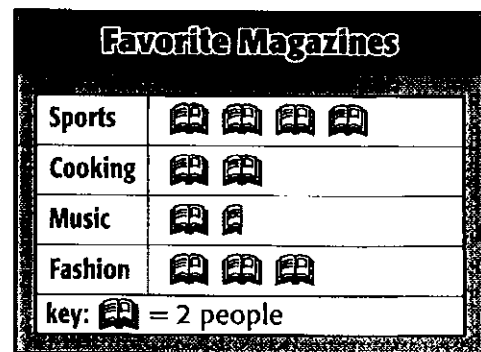
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**Picture Graph**



**Pictograph**



Use the data in the pictograph to answer the questions.

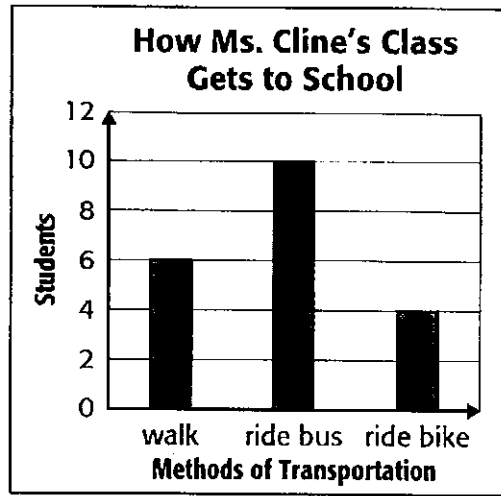
- How many people like fashion magazines?  
\_\_\_\_\_
- How many more people like sports magazines than music magazines?  
\_\_\_\_\_
- Which type of magazine is the most popular?  
\_\_\_\_\_
- How many people took part in the survey?  
\_\_\_\_\_
- Do more or less than 5 people like cooking magazines?  
\_\_\_\_\_
- Which two types of magazines do people like the least?  
\_\_\_\_\_

## Lesson 3 Reteach

### Draw Scaled Bar Graphs

A **bar graph** shows data using bars that are different lengths or heights. You read a bar graph by finding the number that represents the length or height of each bar.

This bar graph shows data about how students get to school.



#### How many students ride the bus to school?

The second bar in the graph tells how many students ride the bus. The bar reaches the number 10. So, 10 students ride the bus.

#### Answer more questions about the bar graph above.

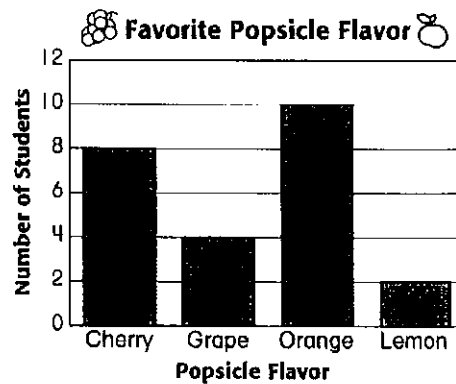
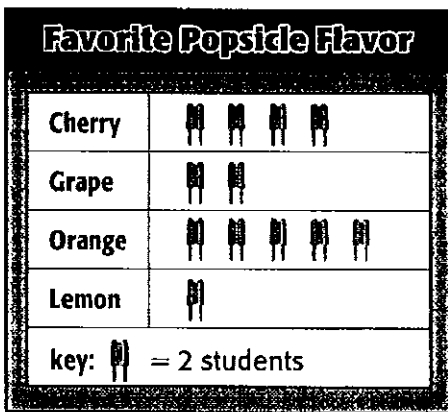
- Do more students walk or ride their bike?  
\_\_\_\_\_
- What is the total number of students who ride the bus or ride a bike?  
\_\_\_\_\_
- How many more students ride the bus than walk?  
\_\_\_\_\_
- Suppose there are 23 students in Ms. Cline's class. How many students do not walk, ride the bus, or ride their bike to school?  
\_\_\_\_\_

## Lesson 4 Reteach

### Relate Bar Graphs to Scaled Picture Graphs

Martin takes a survey of some third-grade students to find which flavor of popsicle they like best. He shows the results in a scaled picture graph. Then Martin uses the scaled picture graph to make a bar graph.

The first bar in the graph tells you that 8 students like cherry popsicles.



Use the set of data in the bar graph to answer the questions.

1. How many students like grape flavored popsicles?

\_\_\_\_\_

2. Which popsicle flavor is the students' least favorite?

\_\_\_\_\_

3. How many more students like orange than lemon flavored popsicles?

\_\_\_\_\_

4. Which two popsicle flavors do the students like the best?

\_\_\_\_\_

5. Which popsicle flavor did the students like the most? How can you tell?

\_\_\_\_\_

6. How many students were in this survey? How do you know?

\_\_\_\_\_

Name \_\_\_\_\_

Measurement and Data  
3.MD.4

# Homework

## Lesson 6

Hands On: Measure to Halves and Fourths of an Inch

### Homework Helper

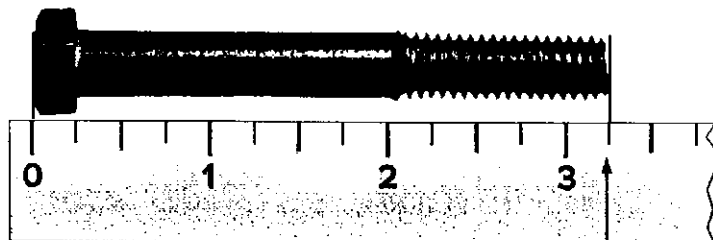


Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Measure the length of the bolt to the nearest quarter inch.

#### 1 Measure the length.

The length of the bolt is greater than 3 whole inches.



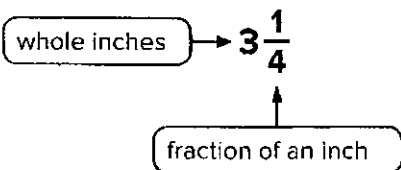
It measures even with the first mark after 3 inches.

Count the one quarter-inch spaces after 3 inches.  
one quarter-inch space =  $\frac{1}{4}$  inch

#### 2 Write the length.

Write a number to represent the whole inches.

Write a fraction to represent the remaining part of an inch.



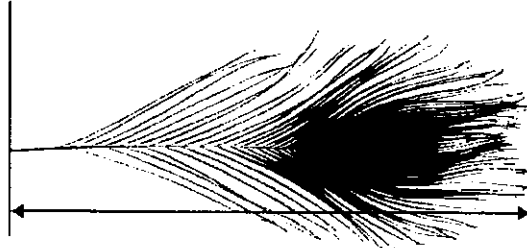
The length is closer to  $3\frac{1}{4}$  inches than it is to 3 inches or  $3\frac{1}{2}$  inches.

To the nearest quarter inch, the length is  $3\frac{1}{4}$  inches.

# Practice

1. Measure the length to the nearest  $\frac{1}{2}$ -inch.

Length: \_\_\_\_\_



2. Measure the length to the nearest  $\frac{1}{4}$ -inch.

Length: \_\_\_\_\_




## Problem Solving

3. Measure the length of the marker to the nearest half inch.



Length: \_\_\_\_\_

4. **Mathematical PRACTICE**  **Be Precise** Measure the length of the spool of thread to the nearest quarter inch.

Length: \_\_\_\_\_



## Vocabulary Check



5. How many half inches are in one inch? \_\_\_\_\_
6. How many quarter inches are in one inch? \_\_\_\_\_

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

Directions: Write how many inches for each item.



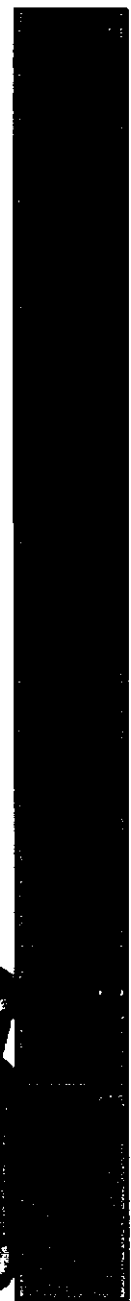
\_\_\_\_\_ inches



\_\_\_\_\_ inches



\_\_\_\_\_ inches



\_\_\_\_\_ inches



\_\_\_\_\_ inches

Name \_\_\_\_\_

## Fluency Practice



Divide.

1.  $84 \div 12 = \underline{\quad}$     2.  $56 \div 8 = \underline{\quad}$     3.  $36 \div 6 = \underline{\quad}$     4.  $63 \div 7 = \underline{\quad}$

5.  $45 \div 9 = \underline{\quad}$     6.  $44 \div 4 = \underline{\quad}$     7.  $54 \div 6 = \underline{\quad}$     8.  $27 \div 3 = \underline{\quad}$

9.  $30 \div 6 = \underline{\quad}$     10.  $32 \div 4 = \underline{\quad}$     11.  $44 \div 11 = \underline{\quad}$     12.  $72 \div 9 = \underline{\quad}$

13. 
$$\begin{array}{r} 7 \overline{) 35} \end{array}$$

14. 
$$\begin{array}{r} 9 \overline{) 54} \end{array}$$

15. 
$$\begin{array}{r} 5 \overline{) 45} \end{array}$$

16. 
$$\begin{array}{r} 12 \overline{) 96} \end{array}$$

17. 
$$\begin{array}{r} 7 \overline{) 49} \end{array}$$

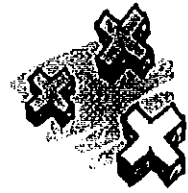
18. 
$$\begin{array}{r} 7 \overline{) 28} \end{array}$$

19. 
$$\begin{array}{r} 8 \overline{) 48} \end{array}$$

20. 
$$\begin{array}{r} 12 \overline{) 60} \end{array}$$

Name \_\_\_\_\_

## Fluency Practice



Multiply.

1. 
$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$$

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

7. 
$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

13.  $2 \times 8 =$  \_\_\_\_\_ 14.  $7 \times 4 =$  \_\_\_\_\_ 15.  $4 \times 1 =$  \_\_\_\_\_ 16.  $2 \times 10 =$  \_\_\_\_\_

17.  $2 \times 0 =$  \_\_\_\_\_ 18.  $8 \times 3 =$  \_\_\_\_\_ 19.  $10 \times 7 =$  \_\_\_\_\_ 20.  $1 \times 8 =$  \_\_\_\_\_



Name \_\_\_\_\_

## Fluency Practice



Divide.

1.  $72 \div 9 =$  \_\_\_\_\_ 2.  $63 \div 7 =$  \_\_\_\_\_ 3.  $45 \div 9 =$  \_\_\_\_\_ 4.  $35 \div 7 =$  \_\_\_\_\_

5.  $56 \div 8 =$  \_\_\_\_\_ 6.  $48 \div 6 =$  \_\_\_\_\_ 7.  $24 \div 4 =$  \_\_\_\_\_ 8.  $36 \div 6 =$  \_\_\_\_\_

9.  $27 \div 9 =$  \_\_\_\_\_ 10.  $80 \div 10 =$  \_\_\_\_\_ 11.  $35 \div 5 =$  \_\_\_\_\_ 12.  $54 \div 6 =$  \_\_\_\_\_

13. 
$$\begin{array}{r} 9 \overline{) 36} \end{array}$$

14. 
$$\begin{array}{r} 8 \overline{) 24} \end{array}$$

15. 
$$\begin{array}{r} 9 \overline{) 81} \end{array}$$

16. 
$$\begin{array}{r} 6 \overline{) 18} \end{array}$$

17. 
$$\begin{array}{r} 9 \overline{) 54} \end{array}$$

18. 
$$\begin{array}{r} 4 \overline{) 32} \end{array}$$

19. 
$$\begin{array}{r} 7 \overline{) 70} \end{array}$$

20. 
$$\begin{array}{r} 7 \overline{) 56} \end{array}$$

Name \_\_\_\_\_

## Fluency Practice



Multiply.

1. 
$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

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

6. 
$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

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

8. 
$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

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

11. 
$$\begin{array}{r} 0 \\ \times 8 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

13.  $7 \times 7 = \underline{\quad}$  14.  $6 \times 5 = \underline{\quad}$  15.  $7 \times 0 = \underline{\quad}$  16.  $1 \times 10 = \underline{\quad}$

17.  $7 \times 6 = \underline{\quad}$  18.  $0 \times 4 = \underline{\quad}$  19.  $7 \times 1 = \underline{\quad}$  20.  $6 \times 8 = \underline{\quad}$

← Virtual Field Trips

# Over 30 Virtual Field Trips with Links

(Click on colored text for links. Safe Travels!)

<h2>San Diego Zoo</h2>		<p>The <a href="#">San Diego Zoo</a> has a website just for kids with amazing videos, activities, and games. Enjoy the tour!</p>
<h2>Yellowstone National Park Virtual Field Trip</h2>		<p><a href="#">Mud Volcano</a>, <a href="#">Mammoth Hot Springs</a>, and so much more. Tour <a href="#">Yellowstone National Park!</a></p>
<h2>MARS!!!</h2>		<p><a href="#">Explore the surface of Mars</a> on the Curiosity Rover. They are updating from WEBVR to WEBXR now, but <a href="#">360 Mode</a> offers a digital view!</p>
<h2>Animal Cameras</h2>		<p><a href="#">Live Cams at the San Diego Zoo</a>  <a href="#">Monterey Bay Aquarium live cams</a>  <a href="#">Panda Cam at Zoo Atlanta</a>  <a href="#">6 Animal Cams at Houston Zoo</a>  <a href="#">Georgia Aquarium</a> has <a href="#">Jellyfish</a>, <a href="#">Beluga Whales</a>, and <a href="#">more</a></p>
<h2>Virtual Farm Tour</h2>		<p>This Canadian site <a href="#">FarmFood 360</a> offers <a href="#">11 Virtual Tours</a> of farms from minks, pigs, and cows, to apples and eggs.</p>

← Virtual Field Trips

		<p>more on this tour thanks to a real father/son outing.</p>
<p>Discovery Education Virtual Field Trips</p>		<p>A few of the field trip topics include <b>Polar Bears and the Tundra</b> <b>Social Emotional Skills</b> <b>STEM</b> <b>manufacturing</b></p>
<p>The Louvre</p>		<p>Travel to Paris, France to see amazing works of art at <b>The Louvre</b> with this virtual field trip.</p>
<p>The Great Wall of China</p>		<p>This <b>Virtual Tour</b> of the <b>Great Wall of China</b> is beautiful and makes history come to life.</p>
<p>Boston Children's Museum</p>		<p>Walk through the <b>Boston Children's Museum</b> thanks to Google Maps! This virtual tour allows kids to explore 3 floors of fun.</p>

Have fun learning at home!

-Mrs. Fahrney