3RD TO 4TH SUMMER PACKET

Unit 2

Family Letter

Reveal MATH®

Dear Family,

In this Unit, Use Place Value to Fluently Add and Subtract with 1,000, your child will learn how to represent 3-digit numbers. Your child will also learn strategies to add and subtract 3-digit numbers.

STEM Career Kid for this Unit

Hi, I'm Saffron.

I want to be a chef. I will use math in my job when I adjust measurements in recipes. I'll show students how I will use addition and subtraction in my work.

What math terms will your child use?

Term	Student Understanding
compatible numbers	numbers that are easy to work with, such as numbers that end in 0 or 5
bar diagram	a visual representation of the components of an addition or subtraction problem
partial sums	the sums you get in each step of an addition equation 423 + 256 600 70 + 9 679

What can your child do at home?

Help your child develop fluency in adding and subtracting 3-digit numbers. Write a different 3-digit number on each of ten index cards. Have your child draw two or three cards and find the sum or difference of the numbers.

What Will Students Learn in This Unit?

Representing Greater Numbers

Your child will learn how to represent 4-digit numbers using expanded form, word form, and standard form.

4,562	4,000 + 500 + 60 + 2	four thousand, five hundred sixty-two
standard form	expanded form	word form

Properties of Addition

Your child will learn that the order of addends does not affect the sum. For example, when finding the sum of 193 + 409 + 207, you can add 193 and 207 first to get 400, which can easily be added to 409. This strategy helps students begin to recognize the benefit of using compatible number in addition problems.

Strategies for Adding and Subtracting 3-digit Numbers

Your child will learn how to add and subtract 3-digit numbers using decomposition, adjusting numbers, and using related addition and subtraction equations. Your child will also learn to use letters for the unknown number in an equation.

For example, the number 678 can be decomposed using place value as 600 + 70 + 8. This is often easier to work with since several of the values are compatible numbers. The number 678 can also be decomposed as 675 + 3, as 650 + 28, or in many other ways.

Examples:

Adjusting Numbers to Add

513 + 172 = ?
−3 +3

510 + 175 = 685

Subtract from one addend and add that amount to the other addend.

Related Addition and Subtraction Equations

$745 - 269 = a$ $745 - a = 269$

$269 + a = 745$ $a + 296 = 745$

A subtraction equation can be written as an addition equation using the same numbers.

Adjust Numbers to Subtract

369 − 125 = ?
−4 −4

365 − 121 = 244

Subtract the same number from or add the same amount to both numbers.

Decomposing Numbers

Numbers can be decomposed into compatible numbers that are easier to add or subtract.

678

600 + 70 + 8 or 675 + 3 or 650 + 28

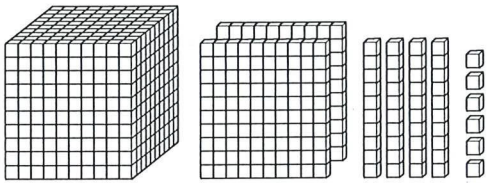
Lesson **2-1**

Additional Practice

Name _____

Review

You can use base-ten blocks and place-value charts to represent numbers.



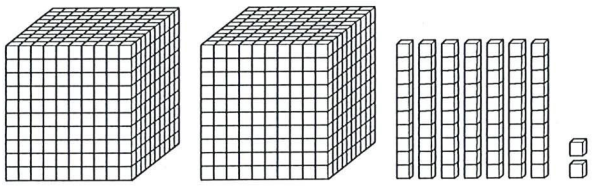
thousands	hundreds	tens	ones
1	2	4	6

Numbers can be written in different forms.

standard form	1,246
expanded form	1,000 + 200 + 40 + 6
word form	one thousand, two hundred forty-six

What number is represented by the base-ten blocks?

1.



thousands	hundreds	tens	ones

Represent the number in expanded form and standard form.

2. four thousand, seven hundred sixty-five

_____ _____

3. seven thousand, nine hundred six

_____ _____

4. six thousand, twenty-three

_____ _____

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5. Mr. Chen has a bucket containing 2,721 nails that he can use for a home improvement project. What is the number of nails written in word form?

_____

6. Francine and her family drive 1,312 miles for a vacation. Emily and her family drive 1,212 miles for vacation. How can you use place value to determine the difference in the number of miles Francine and Emily's families drive on vacation?

7. How can you use the digits shown to write a number with the greatest possible value? Justify your reasoning.

4 8 6 2

Look for situations around your home where you can ask your child to write a number in expanded form. For example, if a book has 356 pages, you can ask your child how many hundreds, tens, and ones are in the number. Then, have him or her write the number in expanded form: 300 + 50 + 6.

Lesson **2-2**

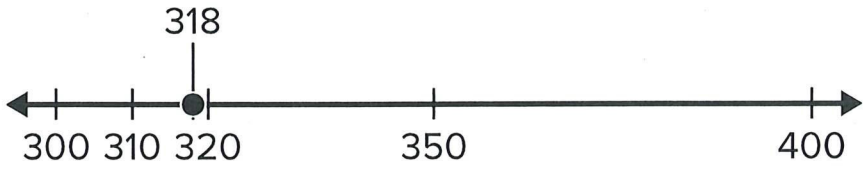
Additional Practice

Name _____

Review

You can round numbers to the nearest 10 or 100.

Use a Number Line



318 is to the right of the halfway point between 310 and 320. Round to 320 to the nearest 10.

318 is to the left of the halfway point between 300 and 400. Round to 300 to the nearest 100.

Use Place Value

3**18** → **320** The digit in the ones place is greater than 5. Round up to the nearest 10.

3**18** → 300 The digit in the tens place is less than 5. Round down to the nearest 100.

How can you use a number line to round?

1. Round 17 to the nearest ten. _____

2. Round 576 to the nearest hundred. _____

How can you use place value to round?

3. Round 525 to the nearest ten. _____

4. Round 415 to the nearest hundred. _____

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5. How can you use a number line to round 137 to the nearest ten? Show your work.

6. Archie says that the number 654 can round to 660 and 600. Is his statement correct? Explain your reasoning.

7. A number rounded to the nearest ten is 820. Which numbers could it be? Choose all that apply.

A. 813 **B.** 815 **C.** 818

D. 824 **E.** 826 **F.** 827

Math @ Home Activity

Find different 2- and 3-digit numbers around your home by randomly flipping open to find a page in a book. Have your child practice rounding that page number to the nearest 10 and 100.

Lesson **2-3**

Additional Practice

Name _____

Review

You can estimate a sum or difference by using compatible numbers or rounding. You can find compatible numbers by using numbers close to the exact number.

Estimate the sum of 156 and 228.

One Way	*Another Way*
156 rounds to 160.	156 is close to 150.
228 rounds to 230.	228 is close to 225.
160 + 230 = 390	150 + 225 = 375

How can you round to estimate the sum or difference? Write or draw to show your thinking.

1. 681 + 189 = ?

2. 248 + 354 = ?

3. ? = 555 − 317

4. ? = 713 − 294

5. How can you use compatible numbers to find the estimated sum of 346 + 472?

6. Quinn is reading a book with 788 pages. She is on page 329. About how many more pages does Quinn have left to read?

   Explain your reasoning.

7. The three books in a series have 234 pages, 301 pages, and 293 pages. About how many pages are in the series? Explain your work.

8. Arica estimates she planted 400 seeds in her garden on Wednesday and Thursday. On Thursday, she planted 152 seeds. About how many seeds could she have planted on Wednesday?

   Choose all that apply.

   A. She could have planted 100 seeds on Wednesday.

   B. She could have planted 150 seeds on Wednesday.

   C. She could have planted 200 seeds on Wednesday.

   D. She could have planted 250 seeds on Wednesday.

Math @ Home Activity

While planning a trip, have your child estimate the difference, in miles, between two cities. Your child can also estimate differences during visits to the grocery store by comparing prices between two different brands or estimating how much change should be received from the cashier.

Lesson **2-4**

Additional Practice

Name _____

Review

You can add two or more numbers in any order and get the same sum.

You can find 112 + 218 + 132 by adding 112 + 218 first, 112 + 132 first, or 218 + 132 first.

112 + 218 + 132 = **112** + **218** + 132 = **330** + 132 = 462

112 + 218 + 132 = **112** + **132** + 218 = **244** + 218 = 462

112 + 218 + 132 = **218** + **132** + 112 = **350** + 112 = 462

How can you make the equation true?

1. 111 + 222 = _____ + 111

2. _____ + 423 = 423 + 108

3. 289 + _____ = 71 + 289

4. 912 + 378 = 378 + _____

5. 465 + 512 + 306 = 512 + _____ + 465

6. 96 + 213 + _____ = 213 + 55 + 96

7. Mitchell collects post cards. He has 169 post cards from California, 273 post cards from New York, and 47 post cards from Iowa. Which expressions show how to find the total number of postcards? Choose all that apply.

A. 169 + 273 + 47 **B.** 273 + 47 − 169 **C.** 169 + 273 − 47

D. 273 + 47 + 169 **E.** 47 + 273 + 169 **F.** 74 + 273 + 169

How can you show one way to group these addends to solve?

8. 487 + 104 + 13

9. 178 + 234 + 522

10. 239 + 124 + 346

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11. Rod adds the prices of three grocery bills to get a total of **$38** + **$44** + $52 = **$82** + $52 = $134. What is another way that Rod can add the bills and get the same total?

12. Two ropes have lengths of 34 feet and 52 feet. Jimmy uses 34 + 52 to find the total length of the ropes, and Camille uses 52 + 34 to find the total length of the ropes. Will Jimmy and Camille both find the correct total length? Explain.

13. Tina is adding 205 + 413 + 147 to find the total cost of three flights for her vacation. How could you arrange the addends differently? Explain your reasoning.

Math @ Home Activity

Have your child write 2- and 3-digit numbers on index cards. Then have him or her choose two or three index cards and find the sum of the numbers with the addends in different orders to show that the order of addends does not affect the sum.

Lesson **2-5**

Additional Practice

Name _____

Review

There are patterns in sums when the addends are even and odd numbers.

When you add two even numbers, the sum is even.

348 + 204 = 552 124 + 236 = 360 572 + 420 = 992

When you add two odd numbers, the sum is even.

421 + 123 = 544 615 + 187 = 802 259 + 301 = 560

When you add an even number and an odd number, the sum is odd.

602 + 157 = 759 517 + 322 = 839 243 + 406 = 649

What makes the statement true? Write *even* or *odd*. Then write 2 equations using 3-digit numbers to support your answer.

1. _____ + odd = even

2. odd = odd + _____

3. even + _____ = even

What is the sum? Use patterns to help justify your answer.

4. $312 + 287 =$ _____

5. $135 + 453 =$ _____

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6. A piece of David's homework accidentally tore off. As his teacher was grading his work, she could see only that David wrote 43 as the last two digits of the sum $532 + 100$. How can the teacher know that David's work is incorrect without looking at the hundreds place?

7. A screen on Evelyn's cell phone can hold an odd or an even number of apps. If she has an odd number of apps, how can she arrange them on 2 screens?

Roll three dice (or one die three times) and record the die values as a 3-digit number. For example, if 4, 6, and 2 are rolled, record 462. Do this twice. Have your child determine if the sum of the two numbers is even or odd.

Lesson **2-6**

Additional Practice

Name _____

Review

You can decompose addends by place value to find partial sums. Add partial sums to find the sum.

You can write the addends in a row.

$$417 + 266 = ?$$
$$400 + 200 = 600$$
$$10 + 60 = 70$$
$$7 + 6 = 13$$
$$600 + 70 + 13 = 683$$

You can stack the addends in the equation.

$$\begin{array}{rr} & 417 \\ & +\ 266 \\ \hline 400 + 200 & 600 \\ 10 + 60 & 70 \\ 7 + 6 & +\ 13 \\ \hline & 683 \end{array}$$

How can you decompose each addend? What is the sum?

1. $337 + 542 = ?$

2. $709 + 173 = ?$

3.
$$\begin{array}{r} 654 \\ +\ 97 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 259 \\ +\ 111 \\ \hline \end{array}$$

5. A trucking company transports 628 tons of cargo long distance and 189 tons of cargo locally. How many tons does the company transport? Decompose the addends to find the sum.

6. Asha donated $354 to charities last year and another $422 this year. Did she meet her goal of donating $800? Explain how you know.

7. Miguel uses partial sums to add. Look at his work. What two numbers might have been the addends in his original equation?

$$\_\_\_\_\_ + \_\_\_\_\_ = ?$$

$$200 + 500 = 700$$

$$20 + 10 = 30$$

$$8 + 9 = 17$$

$$700 + 30 + 17 = 747$$

Math @ Home Activity

Write 100 on 10 index cards, 10 on 20 cards, and 1 on 20 cards. Choose two 3-digit numbers to add. Have your child use the cards to decompose and add the numbers.

Lesson **2-7**

Additional Practice

Name _____

Review

You can decompose one number in a subtraction problem to find the difference.

Decompose using place value.

$417 - 266 = ?$
$417 - 200 = 217$
$217 - 60 = 157$
$157 - 6 = 151$

Decompose another way.

$417 - 266 = ?$
$417 - 217 = 200$
$200 - 40 = 160$
$160 - 9 = 151$

How can you decompose the number in 2 ways?

1. 629

2. 583

How can you decompose one number to subtract? Why did you choose that way?

3. $696 - 275$

4. $726 - 340$

How can you find the difference? Show the strategy you used.

5. 536 − 234 = _____

6. 854 − 426 = _____

7. 904 − 684 = _____

8. 623 − 363 = _____

9. A baker bakes 487 muffins for an order. 273 are banana muffins. The rest are blueberry muffins. How many blueberry muffins does she bake?

10. Ryan subtracts 739 − 574 by decomposing 574. She subtracts 4, then subtracts 500, and then subtracts 70. Will her answer be correct? Explain your reasoning.

Math @ Home Activity

Identify two house or building numbers in your neighborhood. Have your child subtract the two numbers using decomposition (using only the last 3 digits of the numbers if necessary).

Lesson **2-8**

Additional Practice

Name _____

Review

You can adjust numbers in addition and subtraction equations to make the equation easier to work with.

Adjust Addition Equations

$513 + 172 = ?$

-3 $+3$

$510 + 175 = 685$

Subtract from one addend and add that amount to the other addend.

Adjust Subtraction Equations

$369 - 125 = ?$

-5 -5

$364 - 120 = 244$

Subtract from or add the same amount to both numbers.

How can you adjust the equation by the given amount and solve it?

1. $362 - 142 = ?$ Adjust by adding 3.

2. $654 + 261 = ?$ Adjust by adding and subtracting 4.

How can you adjust the equation to solve?

3. $524 - 219 = ?$

4. $622 + 207 = ?$

5. $873 - 528 = ?$

6. $432 + 534 = ?$

7. Tianyu and Marissa are finding $477 + 239$. Tianyu finds the sum by rewriting the expression as $480 + 236$. Marissa claims that Tianyu's expression is incorrect. She says the sum should be found by rewriting the expression as $476 + 240$. Is Marissa correct? Explain.

Math @ Home Activity

Provide your child with subtraction and addition problems that use page numbers of a book he or she is reading. Encourage your child to explain the strategy used to find the difference or the sum.

Lesson **2-9**

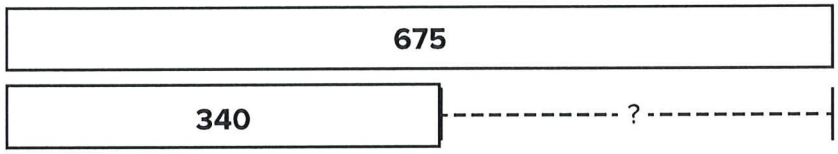
Additional Practice

Name _____

Review

You can use bar diagrams to represent situations involving addition and subtraction.

Brooke makes programs for a school play. She needs a total of 675 programs. She has made 340 programs. Use a bar diagram to represent this situation. How many more programs does Brooke need to make?



Write a subtraction and addition equation to represent the situation.

$675 - 340 = ?$ $340 + ? = 675$

$675 - 340 = 335$ $340 + 335 = 675$

Complete the problem.

1. Which equations are related to $736 - 314 = 422$? Circle all that apply.

A. $422 + 736 = 314$ **C.** $314 + 422 = 736$

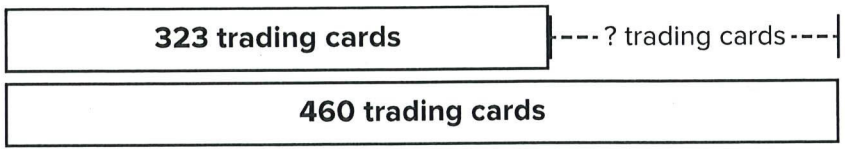
B. $736 - 422 = 314$ **D.** $736 + 314 = 422$

2. Which equations are related to $672 - 230 = 442$? Circle all that apply.

A. $230 + 442 = 672$ **C.** $672 - 442 = 230$

B. $672 + 230 = 442$ **D.** $442 + 230 = 672$

3. Braxton has 460 trading cards. He gives 323 cards to his brother. Which equation can Braxton use to find how many trading cards he has left?



A. $460 + ? = 323$

B. $460 + 323 = ?$

C. $323 - ? = 460$

D. $460 - 323 = ?$

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4. A pet store has 235 fish for sale. In one day, they sell 140 fish. How many fish are left?

What subtraction equation represents the problem? What is an addition equation related to your subtraction equation?

_____ − _____ = _____

_____ + _____ = _____

5. Mrs. Walker has 480 books in her classroom. She gives 185 books to a new teacher. How many books does Mrs. Walker have left?

What subtraction equation represents the problem? What is an addition equation related to your subtraction equation?

_____ − _____ = _____

_____ + _____ = _____

Math @ Home Activity

Give your child two small handfuls of coins. Count the number of coins in each handful with your child. Have him or her write an addition equation to represent the total, followed by a related subtraction equation.

Lesson **2-10**

Additional Practice

Name _____

Review

You can use different strategies to find the sum when adding.

Partial Sums Use place value to decompose each addend.

$527 + 288 = ?$

$500 + 200 = 700$

$20 + 80 = 100$

$7 + 8 = 15$

$700 + 100 + 15 = 815$

$500 + 200$

$20 + 80$

$7 + 8$

$$\begin{array}{r} 527 \\ +\ 288 \\ \hline 700 \\ 100 \\ 15 \\ \hline 815 \end{array}$$

Adjust Addends Adjust addends to make them easier to add. Subtract from one addend and add that amount to the other.

$$\begin{array}{r} 527 + 288 \\ -2 \quad +2 \\ \hline 525 + 290 = 815 \end{array}$$

How can you find the sum?

1. $172 + 399 =$ _____

2. $509 + 411 =$ _____

3.
$$\begin{array}{r} 667 \\ +\ 219 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 574 \\ +\ 406 \\ \hline \end{array}$$

How can you find the sum? Explain your strategy choice.

5. 692 + 265 = _____

6. 443 + 534 = _____

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7. Jacob and Raul race to a tree 359 feet away and then to a fence 242 feet away. How far do they race in all? Show how you found your answer.

8. Sarah is adding 171 + 258. She adds 2 to 258 to add 260 + 171. Then she adds 2 to the sum. Do you agree with her strategy? Explain.

9. Nikki biked 315 miles in June and 387 miles in July. How far did Nikki bike in June and July combined? Show how you found your answer.

On three index cards write *Decompose Both Addends Using Place Value, Adjust the Addends* and *Any Strategy.* Give your child two 3-digit numbers to add. Have your child chose one of the strategies to find the sum, then explain why he or she used that strategy.

Lesson **2-11**

Additional Practice

Name _____

Review

You can use different strategies to find the difference when subtracting.

Decompose One Number

$527 - 288 = ?$
$527 - 200 = 327$
$327 - 80 = 247$
$247 - 8 = 239$

Adjust Numbers

$527 - 288$
$+2 \quad +2$
$529 - 290 = 239$

Related Addition Equation

$527 - 288 = ?$
$527 - 288 = \mathbf{239}$

$288 + ? = 527$
$288 + \mathbf{239} = 527$

How can you find the difference? Explain your strategy.

1. $856 - 623 =$ _____

2. $719 - 321 =$ _____

3. At a bookstore, there are 387 fiction books and 652 history books. What equation could you use to find the difference between the number of fiction books and history books? Use the strategy of your choice to find the solution to your equation.

   Your equation: _____

4. There are 514 adults and 301 children at a water park. What equation could you use to find the difference between the number of adults and the number of children? Use the strategy of your choice to find the solution to your equation.

   Your equation: _____

5. Russell and Beth are asked to solve the equation 267 − 112. Russell rewrites the equation as 112 + _____ = 267. Beth rewrites the equation as 265 − 110 = _____. Which strategy is more efficient? Justify your answer.

Math @ Home Activity

Use a number cube to help your child practice subtracting 3-digit numbers at home. Have him or her roll a number cube three times to make a 3-digit number, and then make a second 3-digit number. Supply a dry erase board or piece of paper for your child to use to write and solve the subtraction.

Lesson **2-12**

Additional Practice

Name _____

Review

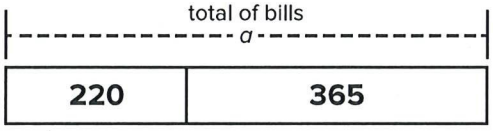
You can use bar diagrams to solve two-step problems.

Charlie has $810. He pays a $220 bill and a $365 bill. How much money does Charlie have left after he pays these two bills?

Step 1 Determine how much money Charlie needs to pay bills.

You can use an addition equation.

$220 + 365 = a$



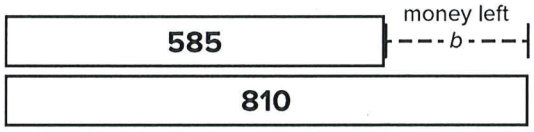
$220 + 365 = 585$

Charlie pays $585.

Step 2 Determine how much money Charlie has left.

You can use a subtraction equation.

$810 - 585 = b$

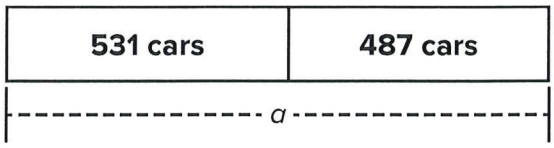


$810 - 585 = 225$

Charlie will have $225 left.

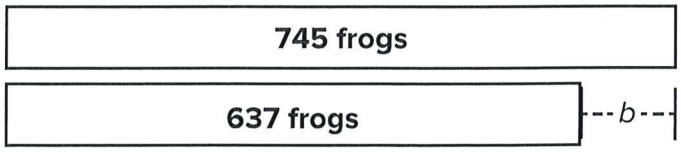
How can you write an equation to represent the bar diagram?

1.



_____

2.



_____

Represent and solve the problem. Use letters for the unknowns.

3. Blakely grows 847 zucchini. She sells 215 zucchini. She gives away 140 zucchini. How many zucchini does she have left?

4. Tisha collects stamps. She has 612 stamps. Her mother gives her 131 more stamps. She then sells 107 of her stamps. How many stamps does she have now?

5. Victor is giving out flyers for a sporting event. He gave out 368 flyers. Then, he was given 248 more flyers to give out. If Victor now has 875 flyers, how many flyers did he start with?

Math @ Home Activity

Write a two-step word problem for your child involving a family task such as shopping or paying bills. Have him or her explain the steps needed to find the solution.

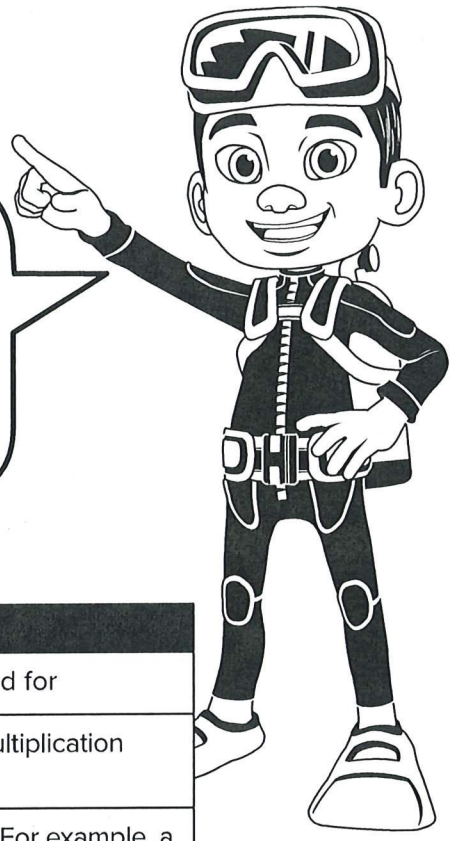
Unit 10

Family Letter

Reveal MATH®

Dear Family,

In this unit, Use Properties and Strategies to Multiply and Divide, your child will learn strategies to multiply three factors or multiples of 10. Your child will also learn how to solve two-step problems involving any of the four operations and how to determine if an answer is reasonable.



STEM Career Kid for this Unit

Hi, I'm Hiro.

I want to be an ocean engineer. I will use math in my job when I determine how far sea turtles travel. I'll show students how I use strategies and properties of multiplication and division in my work.

What math terms will your child use?

Term	Student Understanding
unknown	a missing number, or the number to be solved for
factor	one of the numbers multiplied together in a multiplication equation
multiple	the product of a number and another number; For example, a multiple of 10 is the product of 10 and another number.

Math @ Home Activity

What can your child do at home?

Help your child become comfortable with solving two-step word problems involving any of the four operations. When reading word problems, encourage your child to identify the first and second step of the word problem. Help them look for clues to determine which operation to use.

What Will Students Learn in This Unit?

Identifying and Applying Patterns in Multiplication

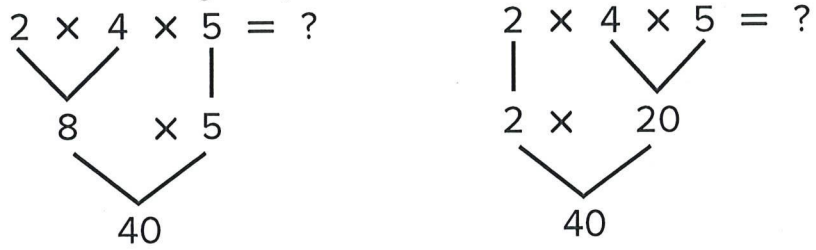
Your child will look for patterns on the multiplication fact table. Students will identify patterns and the relationship between products and factors. They will use patterns to determine if a product is even or odd. They will look for doubles.
For example, the product of 6×5 can be found by doubling the product of 3×5. The multiplication fact table shows that $6 \times 5 = 3 \times 5 + 3 \times 5$.

×	0	1	2	3	4	5
0	0	0	0	0	0	0
1	0	1	2	3	4	5
2	0	2	4	6	8	10
3	0	3	6	9	12	15
4	0	4	8	12	16	20
5	0	5	10	15	20	25
6	0	6	12	18	24	30

Multiplying Three Factors

Your child will practice grouping three factors in different ways. Grouping the factors in different ways does not change the product.

Example:



Finding Products of Multiples of 10

Your child will multiply by multiples of 10. Students will use place value, known facts, decomposition, and patterns to find the product of a 1-digit number and a multiple of 10.

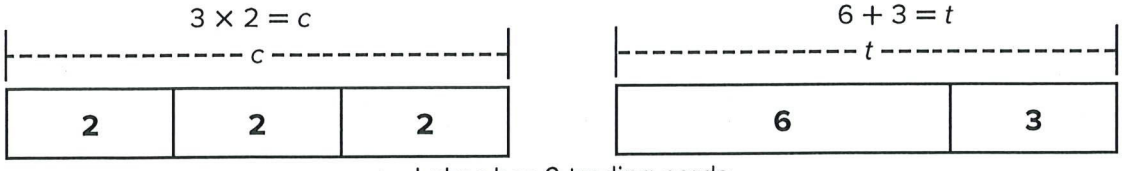
Example:

$8 \times 80 = ?$ 8×8 tens $= 64$ tens, or 640 So, $8 \times 80 = 640$.

Solving Two-Step Word Problems with Any Operation

Your child will solve two-step word problems involving any of the four operations. Students learn how to use equations and representations to aid in solving problems. They will use letters to represent the unknown number in equations.

Example:
Lukas buys 3 envelopes with 2 trading cards in each envelope. He has 3 trading cards at home. How many trading cards does he have in all?



Lukas has 9 trading cards.

Lesson **10-1**

Additional Practice

Name _____

Review

You can multiply by multiples of 10 by using basic facts, place-value understanding, and patterns.

Phil uses 40 beads for each necklace he makes. Phil makes 6 necklaces. How many beads will he use?

Place Value

$6 \times 40 = ?$

6×4 tens $= 24$ tens

So, $6 \times 40 = 240$.

Decompose

$6 \times 40 = ?$

$6 \times 4 \times 10 = ?$

$24 \times 10 = 240$

Phil uses 240 beads.

How can you use place value to multiply?

1. $7 \times 50 = ?$

_____ $\times$ _____ tens

$=$ _____ tens

So, $7 \times 50 =$ _____.

2. $8 \times 30 = ?$

_____ $\times$ _____ tens

$=$ _____ tens

So, $8 \times 30 =$ _____.

3. $7 \times 70 = ?$

_____ $\times$ _____ tens

$=$ _____ tens

So, $7 \times 70 =$ _____.

4. $5 \times 80 = ?$

_____ $\times$ _____ tens

$=$ _____ tens

So, $5 \times 80 =$ _____.

How can you decompose the multiple of 10 to multiply?

5. $4 \times 80 = \square$

$4 \times \_\_\_\_ \times 10 = \square$

$\_\_\_\_ \times 10 = \_\_\_\_$

6. $9 \times 60 = \square$

$9 \times \_\_\_\_ \times 10 = \square$

$\_\_\_\_ \times 10 = \_\_\_\_$

---

7. Judy uses 70 buttons for each art project she makes. She makes 8 art projects. How can you decompose the multiple of 10 to find the number of buttons she uses?

8. Ralph uses 40 gallons of water a day to water his garden. How can you use place value to find how many gallons of water he uses for 5 days?

9. What are two multiplication sentences that use a multiple of 10 and have a product of 120?

_____ × _____ = _____

_____ × _____ = _____

Math @ Home Activity

Give your child a basic multiplication fact, such as 9 × 3, and have him or her write two related multiplication equations involving multiples of 10: 9 × 30 = 270 and 90 × 3 = 270. Repeat with other basic multiplication facts.

Lesson **10-2**

Additional Practice

Name _____

Review

You can find multiplication patterns with factors and products on the multiplication fact table.

The products of 6 × 5 and 5 × 6 are the same.

×	0	1	2	3	4	5	6
0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6
2	0	2	4	6	8	10	12
3	0	3	6	9	12	15	18
4	0	4	8	12	16	20	24
5	0	5	10	15	20	25	**30**
6	0	6	12	18	24	**30**	36

$6 \times 5 = 30$ $5 \times 6 = 30$

Factors can be multiplied in any order and the product does not change. This is a property of multiplication.

The product of 6 × 5 is double the product of 3 × 5.

×	0	1	2	3	4	5
0	0	0	0	0	0	0
1	0	1	2	3	4	5
2	0	2	4	6	8	10
3	0	3	6	9	12	**15**
4	0	4	8	12	16	20
5	0	5	10	15	20	25
6	0	6	12	18	24	**30**

$6 \times 5 = 3 \times 5 + 3 \times 5$

$6 \times 5 = 15 + 15 = 30$

You can decompose 6s facts into two 3s facts using a property of multiplication.

1. Which products are Even, and which are Odd?

	Even	Odd
$2 \times 9 = ?$		
$7 \times 3 = ?$		
$8 \times 8 = ?$		
$5 \times 7 = ?$		

2. Why are some products even and some products odd?

Use the multiplication table for 3–5.

3. Setia notices a pattern in the multiplication table and highlights it. How can you explain why the products in the column are the same as the products in the row?

×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	**49**	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

4. Find the products of 2 facts. What pattern do you notice?

5. How do the products of 8s facts relate to products of 4s facts? Explain.

Math @ Home Activity

Have your child create a short story, poem, or song that include the multiplication patterns he or she has learned.

Lesson **10-3**

Additional Practice

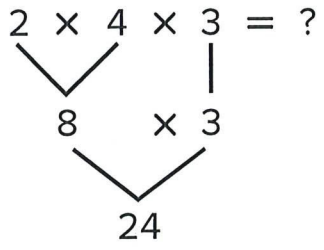
Name _____

Review

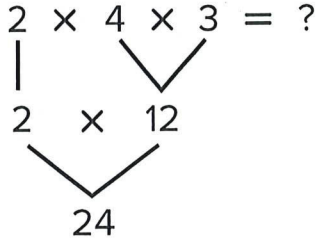
You can group factors in different ways to solve a multiplication equation. The product will be the same. This is a property of multiplication.

$2 \times 4 \times 3 = ?$

One Way

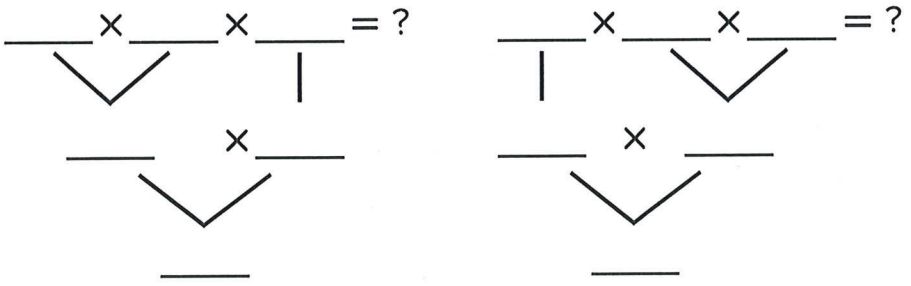


Another Way

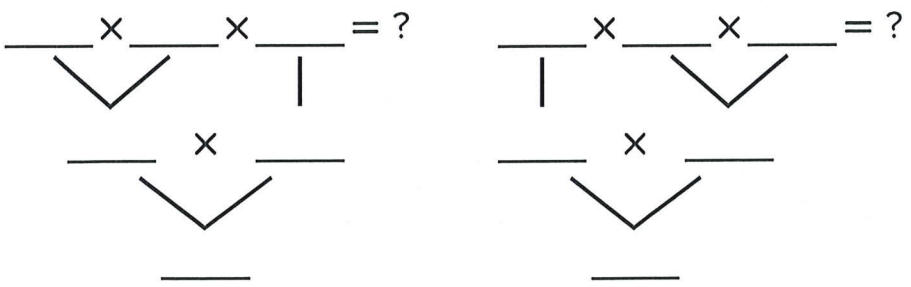


How can you group factors two ways to find the product?

1. $2 \times 5 \times 4 = ?$



2. $2 \times 5 \times 6 = ?$



3. Kondo solves the equation and shows his work. Do you agree with his solution? Why or why not?

$4 \times 2 \times 4 = ?$

$4 \times 2 = 8$ $\qquad$ $4 \times 2 = 8$

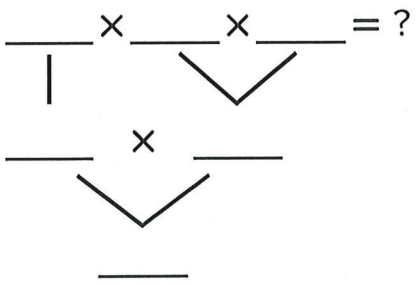
$8 \times 8 = 64$

$4 \times 2 \times 4 = 64$

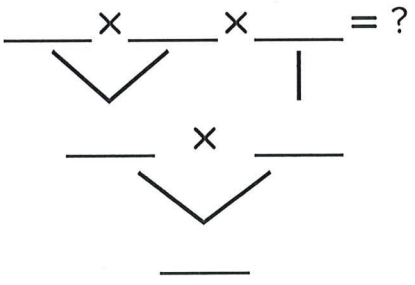
---

4. Three friends are playing a board game. Each friend earns 5 cards. Each card is worth 2 points. How many points did the 3 friends earn? How can you group the factors in two different ways to solve.

One Way



Another Way



Math @ Home Activity

Have your child roll a number cube three times to produce factors to use in a multiplication equation. Then have him or her group the factors in at least two different ways to find the product.

Lesson **10-4**

Additional Practice

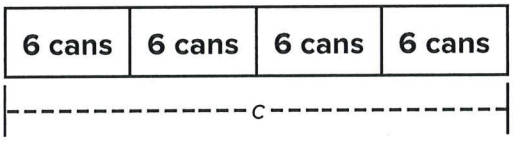
Name _____

Review

You can represent two-step word problems using bar diagrams and equations with a letter for the unknown.

A pet store owner has 4 boxes of dog food. Each box has 6 cans of dog food. They feed the dogs 8 cans each day. How many days will the dog food last?

Step 1 Use a bar diagram to represent the total number of cans. Use a letter to represent the unknown. Write an equation to represent the bar diagram.

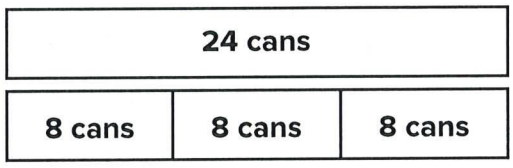


total number of cans

$4 \times 6 = c$

$24 = c$

Step 2 Then find the number of days the dog food will last. Use a bar diagram and equation to represent the second step in the equation.

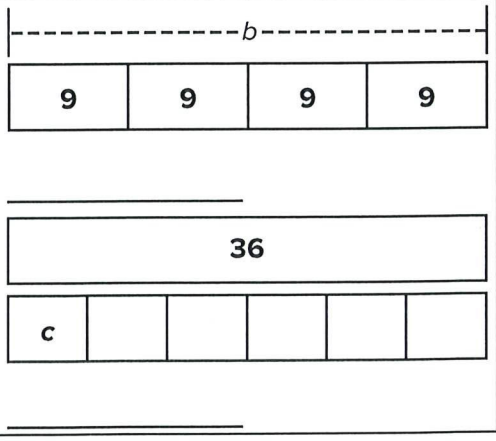


$24 \div 8 = d$

$d = 3$

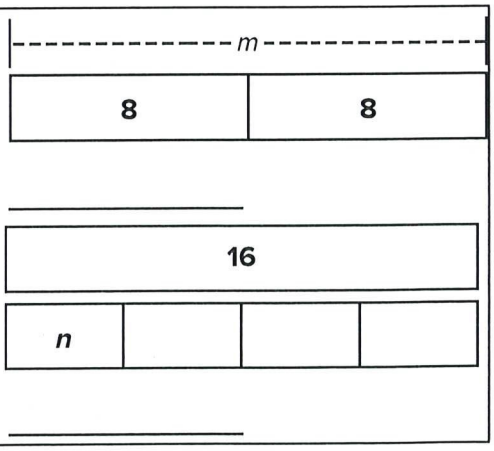
What equation is represented by the bar diagram?

1.



_____

2.



_____

How can you use equations with a letter for the unknown to solve the problems?

3. An art teacher sets up 3 tables with 3 easels each for a preschool class. Her first-grade class needs double the amount of easels. How many easels are there for the first-grade class?

4. Laozi organizes her stamps in an album with 4 pages. Each page has 10 stamps. She then decides to organize all the stamps already in her album on 5 pages. Laozi puts the same number of stamps on each of the 5 pages. How many stamps will she put on each page?

5. Cassandra has 32 rocks in her rock collection. She divides the rocks into 8 equal groups. She gives 7 groups to the museum. She keeps one group for herself. She gives half of her group to her friend. How many rocks does Cassandra have left for herself?

6. A math teacher has 10 math performance tasks to grade. Each performance task has 3 parts. She spends 5 hours grading the performance tasks. She grades the same number of parts each hour. How many parts does she grade in an hour?

Math @ Home Activity

Provide your child with objects like pennies or paper clips. Use the objects to solve two-step word problems. For example, there are 6 socks in a package, and you buy 3 package. You organize the socks with 9 socks in each bin. How many bins do you need?

Lesson **10-5**

Additional Practice

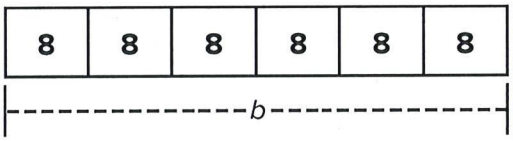
Name _____

Review

You can represent two-step word problems using bar diagrams and equations with a letter for the unknown.

A flower shop sells bouquets with 8 flowers in each bouquet. Coleman buys 6 bouquets and 14 additional flowers. How many flowers does he buy in all ?

Step 1 Use a bar diagram to represent the total number of flowers in the bouquets. Use a letter to represent the unknown. Write an equation to represent the bar diagram.



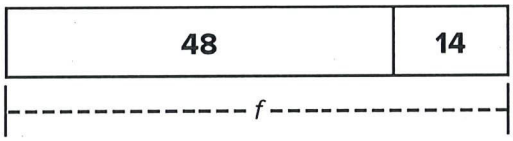
total number of flowers in bouquets

$6 \times 8 = b$

$48 = b$

Step 2 Then find the total number of flowers Coleman buys.

Use a bar diagram and equation to represent the second step in the equation.

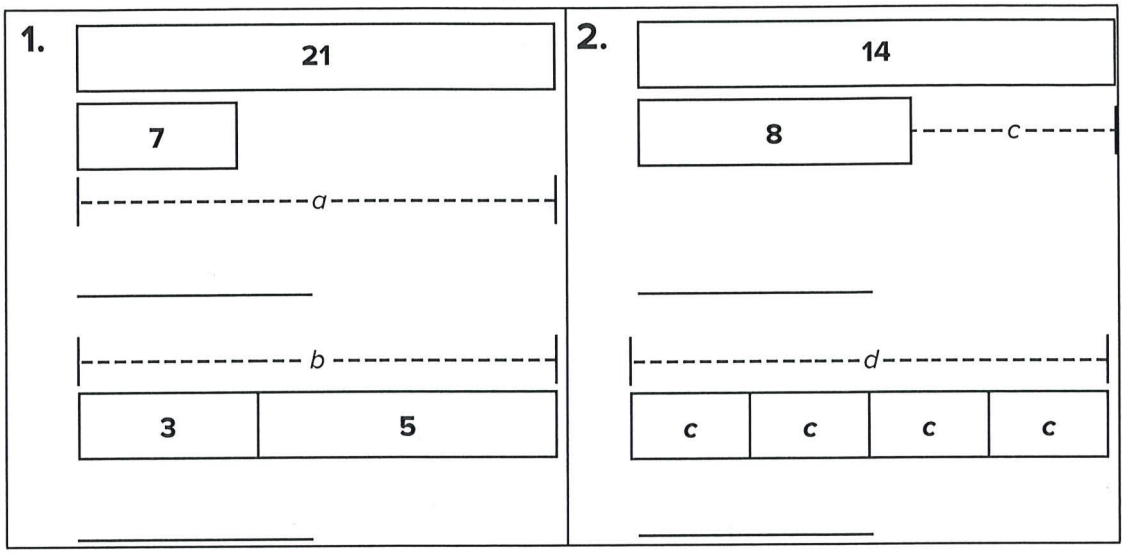


total number of flowers

$48 + 14 = f$

$62 = f$

What equation is represented by the bar diagram?



How can you use equations with a letter for the unknown to solve the problems?

3. Al needs to make 64 favors for a party. He has already made 10 favors. He has 6 weeks to make the remaining favors. He makes the same number of favors in each of the 6 weeks. How many favors will Al make each week?

4. Mrs. Tice buys pencils in packs of 8. She buys 9 packs and 12 additional pencils. How many pencils does she buy in all?

5. Don divides 45 tickets among 5 friends. He gives each friend 4 more tickets. How many tickets does each friend receive?

6. Steve has 6 boxes of trading cards. There are 6 cards in each box. He buys 11 more cards. How many cards does he have?

Math @ Home Activity

Ask your child to divide a group of paper clips into equal groups and then add or subtract a certain number for each group. Then have him or her write the equations with a letter for the unknown to represent the situation. Repeat the activity with different numbers.

Lesson **10-6**

Additional Practice

Name _____

Review

You can use mental math and estimation to determine whether an answer is reasonable.

A pet store has 7 fish tanks with 8 fish in each tank. The store sells 13 fish. Nam thinks the store has 28 fish left. Is his answer reasonable?

You can use mental math.	You can estimate.
$7 \times 8 = f$ $\mathbf{56} = f$ The store starts with 56 fish.	$56 - 13 = l$ $\downarrow \quad \downarrow$ $55 - 10 = 45$ The pet store has about 45 fish left.
Estimate: 45	Nam's Answer: 28
Nam's answer is not reasonable because it is not close to the estimate.	

How can you estimate to determine the reasonableness of an answer? Choose the reasonable answer.

1. Parvati is at school 8 hours a day, 4 days a week. On Wednesdays, she is at school for 6 hours. How many hours does Parvati spend at school each week?

A. 24 hours

B. 38 hours

C. 48 hours

D. 52 hours

How can you determine and explain whether the answer is reasonable?

2. Westly can use the family computer for 295 minutes each week. Five days of the week, she uses the computer 30 minutes each day. She thinks she has 265 minutes of computer time left for Saturday and Sunday.

3. Ms. Gregg buys 7 packages of scissors. There are 6 scissors in each package. Then she buys 11 individual scissors. She thinks she has 53 scissors.

Find the solution. Then show an estimate to check the reasonableness of your answer.

4. Quentin builds 4 robots with his construction blocks set. He needs 80 construction blocks to build one robot. He has 463 construction blocks. He thinks he will have 143 construction blocks left. Is his answer reasonable?

5. Haley has 27 bottles of paint. She buys 2 packages of paint. There are 8 bottles of paint in each package. She thinks she has 35 bottles of paint. Is her estimate close to the answer?

Help your child make a list of everyday activities that use math. Then have him or her decide when using a reasonable answer would be a good idea and when it would not.

Unit **11**

Family Letter

Reveal MATH®

Dear Family,

In this unit, Perimeter, your child will learn how to find the perimeter of a figure using addition and multiplication equations. He or she will learn how to determine an unknown side length of a figure when the perimeter and some side lengths are given. Your child will learn that figures can have the same area and different perimeters, or the same perimeter and different areas. Your child will solve real-world problems dealing with length measurements.

STEM Career Kid for this Unit

Hi, I'm Sam.

I want to be an architectural drafter. I will use math in my job when I design and draw buildings. I'll show students how I will use perimeter in my work.

What math terms will your child use?

Term	Student Understanding
perimeter	the distance around the outside of a 2-dimensional figure
area	the amount of surface inside a 2-dimensional shape
unknown	a missing number, or the number to be solved for

Math @ Home Activity

What can your child do at home?

Search the home with your child for rectangles and rectilinear figures. Have your child use the skills he or she learns in this unit to find the perimeter of the shapes you find. Try using various units as you measure the dimensions of each shape.

Division Facts Worksheet 1, Set 2
Item 3722

Name _____
Date _____ Score _____ /100

Minute Marker

1	2	3	4	5

Division Facts 0-12

Timed division drill with 100 problems.

$2\overline{)6}$	$3\overline{)9}$	$4\overline{)24}$	$7\overline{)35}$	$2\overline{)22}$	$1\overline{)9}$	$6\overline{)72}$	$5\overline{)20}$	$4\overline{)32}$	$10\overline{)80}$
$11\overline{)99}$	$8\overline{)32}$	$9\overline{)27}$	$12\overline{)84}$	$2\overline{)22}$	$9\overline{)72}$	$6\overline{)36}$	$2\overline{)16}$	$5\overline{)50}$	$12\overline{)120}$
$11\overline{)121}$	$7\overline{)84}$	$8\overline{)8}$	$3\overline{)21}$	$9\overline{)45}$	$11\overline{)132}$	$1\overline{)11}$	$6\overline{)60}$	$8\overline{)96}$	$10\overline{)20}$
$5\overline{)45}$	$3\overline{)36}$	$3\overline{)18}$	$6\overline{)12}$	$11\overline{)44}$	$8\overline{)72}$	$4\overline{)48}$	$6\overline{)54}$	$4\overline{)12}$	$7\overline{)56}$
$4\overline{)24}$	$5\overline{)30}$	$1\overline{)4}$	$9\overline{)0}$	$9\overline{)99}$	$3\overline{)15}$	$2\overline{)12}$	$12\overline{)36}$	$11\overline{)77}$	$7\overline{)14}$
$2\overline{)0}$	$1\overline{)7}$	$8\overline{)48}$	$10\overline{)60}$	$11\overline{)22}$	$12\overline{)144}$	$10\overline{)100}$	$8\overline{)16}$	$6\overline{)42}$	$12\overline{)60}$
$12\overline{)12}$	$10\overline{)0}$	$3\overline{)27}$	$7\overline{)70}$	$9\overline{)36}$	$6\overline{)30}$	$9\overline{)63}$	$3\overline{)24}$	$7\overline{)49}$	$12\overline{)0}$
$1\overline{)3}$	$5\overline{)10}$	$9\overline{)18}$	$2\overline{)24}$	$10\overline{)30}$	$4\overline{)8}$	$7\overline{)28}$	$12\overline{)108}$	$8\overline{)64}$	$8\overline{)88}$
$6\overline{)6}$	$11\overline{)55}$	$9\overline{)81}$	$12\overline{)96}$	$4\overline{)36}$	$2\overline{)10}$	$5\overline{)0}$	$7\overline{)7}$	$1\overline{)1}$	$11\overline{)33}$
$4\overline{)44}$	$11\overline{)66}$	$10\overline{)110}$	$2\overline{)18}$	$10\overline{)40}$	$8\overline{)40}$	$10\overline{)50}$	$5\overline{)25}$	$1\overline{)8}$	$11\overline{)0}$

Name : _____ Score : _____

Teacher : _____ Date : _____

5 Minute Drill

20 ÷ 5 = 4	30 ÷ 10 = 3	7 ÷ 7 = 1	7 ÷ 7 = 1	60 ÷ 10 = 6
30 ÷ 6 = 5	15 ÷ 5 = 3	6 ÷ 6 = 1	80 ÷ 10 = 8	20 ÷ 5 = 4
6 ÷ 6 = 1	90 ÷ 10 = 9	54 ÷ 9 = 6	56 ÷ 8 = 7	70 ÷ 10 = 7
4 ÷ 2 = 2	8 ÷ 8 = 1	2 ÷ 2 = 1	30 ÷ 6 = 5	50 ÷ 10 = 5
18 ÷ 6 = 3	14 ÷ 7 = 2	48 ÷ 8 = 6	49 ÷ 7 = 7	56 ÷ 8 = 7
21 ÷ 7 = 3	16 ÷ 4 = 4	30 ÷ 6 = 5	64 ÷ 8 = 8	56 ÷ 8 = 7
72 ÷ 9 = 8	36 ÷ 9 = 4	48 ÷ 8 = 6	2 ÷ 2 = 1	10 ÷ 5 = 2
24 ÷ 8 = 3	40 ÷ 8 = 5	15 ÷ 5 = 3	30 ÷ 10 = 3	8 ÷ 4 = 2
64 ÷ 8 = 8	40 ÷ 10 = 4	36 ÷ 6 = 6	28 ÷ 7 = 4	21 ÷ 7 = 3
16 ÷ 4 = 4	20 ÷ 10 = 2	30 ÷ 6 = 5	48 ÷ 8 = 6	40 ÷ 8 = 5
60 ÷ 10 = 6	6 ÷ 3 = 2	5 ÷ 5 = 1	12 ÷ 4 = 3	35 ÷ 7 = 5
20 ÷ 10 = 2	20 ÷ 5 = 4	54 ÷ 9 = 6	36 ÷ 9 = 4	30 ÷ 10 = 3
5 ÷ 5 = 1	14 ÷ 7 = 2	10 ÷ 10 = 1	56 ÷ 8 = 7	50 ÷ 10 = 5
90 ÷ 10 = 9	24 ÷ 6 = 4	54 ÷ 9 = 6	56 ÷ 8 = 7	27 ÷ 9 = 3
40 ÷ 8 = 5	32 ÷ 8 = 4	32 ÷ 8 = 4	8 ÷ 8 = 1	63 ÷ 9 = 7
12 ÷ 6 = 2	40 ÷ 10 = 4	7 ÷ 7 = 1	40 ÷ 8 = 5	32 ÷ 8 = 4
3 ÷ 3 = 1	48 ÷ 8 = 6	12 ÷ 4 = 3	32 ÷ 8 = 4	90 ÷ 10 = 9
36 ÷ 9 = 4	72 ÷ 9 = 8	7 ÷ 7 = 1	5 ÷ 5 = 1	16 ÷ 8 = 2
42 ÷ 7 = 6	5 ÷ 5 = 1	63 ÷ 9 = 7	12 ÷ 6 = 2	30 ÷ 10 = 3
40 ÷ 8 = 5	4 ÷ 4 = 1	5 ÷ 5 = 1	4 ÷ 2 = 2	40 ÷ 10 = 4

Multiplication Facts 0-12 Worksheet D
Item 4007-D

Name_____
Date _____ Score _____/100

Minute Marker

1	2	3	4	5

Multiplication Facts 0 - 12

Five minute timed drill with 100 problems.

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

Multiplication Facts 0 - 12 worksheet C

Name_____

Date _____ Score _____/100

Minute Marker

1	2	3	4	5

Multiplication Facts 0 -12

Five minute timed drill with 100 problems

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

Fundations
Summer Review
3rd Grade

SUMMER READING CHALLENGE!

Name _____ Date _____

Directions:
As you complete each challenge, color in the square. When all the challenges are completed, it's time to celebrate! YOU ARE a READING SUPERSTAR!

Read for 20 minutes.	Read 2 books by the same author.	Read outside for 30 minutes.
Read with a flashlight for 20 minutes.	Read out loud to someone for 10 minutes.	Read a nonfiction book.
Read a fiction book.	Free choice	Read a newspaper article
Read a recipe. (Maybe try it, too!)	Read everything on a cereal box out loud.	Read to a pet, sibling, or stuffed animal.
Read an online article.	Read a book about an animal.	Read 4 poems aloud.

3rd Grade Spelling Master List

Unit 1: The First Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5
Short Vowels: a, e	Short Vowels: i, o, u	Long Vowels: a, e	Long Vowels: i, o, u	Words with: st and str
1. grand 2. stand 3. best 4. next 5. else 6. every 7. fed 8. stack 9. dress 10. active 11. mess 12. fan 13. tend 14. lesson 15. track	1. pond 2. lunch 3. inch 4. stock 5. plug 6. slip 7. mist 8. plot 9. full 10. kick 11. upper 12. trick 13. mossy 14. font 15. stun	1. grade 2. theme 3. easy 4. save 5. reach 6. raise 7. plate 8. keep 9. cheap 10. play 11. steak 12. leaf 13. speak 14. pain 15. eight	1. broke 2. hope 3. fine 4. tiny 5. cube 6. music 7. stone 8. sign 9. follow 10. hike 11. few 12. confuse 13. blind 14. slow 15. mule	1. story 2. stream 3. street 4. stamp 5. stick 6. step 7. strict 8. strap 9. stray 10. stem 11. strike 12. stain 13. style 14. string 15. straw
Week 6	**Week 7**	**Week 8**	**Week 9**	
Words with: sh	Words with: ch and tch	Words with: kn and wr	Words with: /f/ sound	**Please NOTE:** Each week's list is normally comprised of 15 words following a given rule or pattern. A master list of third grade challenge words is provided on page 2.
1. shall 2. pushed 3. shy 4. shout 5. sharp 6. shower 7. mashed 8. splash 9. shady 10. shine 11. cash 12. leash 13. shoulder 14. crash 15. finish	1. chance 2. child 3. batch 4. speech 5. cheer 6. ditch 7. watch 8. choose 9. catch 10. kitchen 11. itch 12. chew 13. match 14. check 15. chin	1. knee 2. knot 3. wrinkle 4. write 5. wrap 6. knock 7. know 8. wrist 9. knife 10. wring 11. knew 12. wrestle 13. wreath 14. knit 15. knight	1. life 2. staff 3. rough 4. nephew 5. phone 6. graph 7. fearful 8. half 9. laugh 10. enough 11. safari 12. perfume 13. stuff 14. tough 15. raffle	

3rd Grade Spelling Challenge Words

achieve
adage
addition
additionally
adventure
against
annually
antonym
attract
average
bandage
banquet
basin
boulder
building
bureau
cable
career
carriage
caution
centimeter
challenging
character
closely
comment
commitment
communication
community
compass
compassion
composure
compound
conclusion
confidence
conflict
congruent
continent
damage
decimal
denominator
departure
deposit
despair
distraction
division
duet
ecology
economy
eighty
element
elephant
emotion
engineer
engineering
environment
erosion
excellent
except
excitedly
exercise
factor
features
finally
flooding
fourteen
fraction
furthermore
future
garbage
geography
geometry
habitat
hazard
homophone
hundredth
imitate
immigration
intersecting
invention
inverse
juvenile
knuckle
latitude
length
longitude
magnetism
marvelous
mathematics
measurement
median
mental
metaphor
millimeter
multiple
multiplication
multiply
natural
neighbor
numerator
numerical
onion
opinion
origin
parallel
parentheses
partial
passage
perseverance
persistence
physical
pioneer
portion
product
quotient
region
relationship
remainder
remember
repair
repel
resolution
resources
responsibility
science
segment
smear
software
somehow
spectacular
spinach
standard
subtraction
synonym
technology
tenth
theme
therefore
thesaurus
thousandth
ultimately
value
vertex
weather
whole

Name: _____ Due Date: _____

Directions: Choose 3 boxes to complete. Color in the box when completed.

Unit 1

1 Write the words from the WORD BANK below in alphabetical order then backwards.	2 Pick 10 words from the word bank and write a sentence for each word chosen. *Circle or highlight the word used in each sentence.	3 Write a synonym for 12 words picked from the listed words below. *You might need to use Google, a dictionary or someone's assistance for this activity. Ex: small = little
4 "Mark up" the words that aren't in bold print in your notebook.	5 *Pick 10 words (not in bold print) from the word bank and write a rhyming word for it.*	6 **Find all "closed syllable words," below, list them in alphabetical order to make a list titled: Closed Syllable Words, Unit 1**
7 CHOOSE 10-12 WORDS. WRITE THE WORD IN PRINT FORM THEN WRITE THE SAME WORD IN CURSIVE FORM.	8 *Using 10 of the words listed below, write a tongue twister for words chosen.* *Ex: Chatty Chuck chose cheese and cherries for the children.*	9 Using 10-12 words from the word bank then write a friendly letter to a friend or family member.

band	quack	squat	cramp	plan	blank
stump	snatch	lamp	chomp	scold	grind
shock	bolt	prong	rung	**which**	**witch**

***Words in bold print are your "Sound Alike Words."**

Name: _____ Due Date: _____

Directions: Choose 3 boxes to complete. Color in the box when completed.

Unit 2

1 Write each spelling word in the first column then again in the second column with green vowels and red consonants.	2 PICK 10 WORDS FROM THE WORD BANK BELOW, CUT INDIVIDUAL LETTERS FROM NEWSPAPERS OR MAGAZINES TO SPELL THEM OUT AND GLUE THEM IN YOUR NOTEBOOK.	3 Write a synonym for 12 words picked from the listed words below. *You might need to use Google, a dictionary or someone's help for this activity. Ex: small = little
4 "Mark up" the words that aren't in bold print with a suffix of your choice in your notebook.	5 ***Pick 10 words from the word bank and write a sentence for each word picked.*** ****Circle or highlight the word used in each sentence.***	6 **Generate a list of 10 words from the word bank below, then write it using a different suffix. Identify if your new suffix is a vowel or consonant suffix** **Ex: bake, baked, /t/ sound**
7 WRITE AN ANTONYM FOR 10 WORDS FROM THE LISTED WORDS BELOW. *YOU MIGHT NEED TO USE GOOGLE, A DICTIONARY OR SOMEONE'S HELP FOR THIS ACTIVITY. EX: SMALL - BIG	8 ***Using 10 of the words listed below, in one column write the base word then in a second column write its plural form.***	9 Using 10-12 words from the word bank, write a five sentence paragraph about a topic you would want your classmates to learn about.

stuff	trip	strong	plump	blink	bash
fresh	fist	hem	swing	slush	grip
shock	tax	brag	grin	**mist**	**missed**

***Words in bold print are your "Sound Alike Words."**

Name: _____ Due Date: _____

Directions: Choose 3 boxes to complete. Color in the box when completed.

Unit 3

1 Write the words from the WORD BANK below in alphabetical order then backwards.	2 Pick 10 words from the word bank and write a sentence for each word picked. *Circle or highlight the word used in each sentence.	3 Draw a simple picture to illustrate 10 word from the list below. Be sure to write the word with your illustration.
4 "Mark up" the words that aren't in bold print in your notebook.	5 *Choose 12 words (not in bold print) from the word bank and write a rhyming word for it.*	6 **Type the words listed below then print it out to hand in. Make sure to use different fonts. Try to keep your fingers in the correct positions on the keyboard.**
7 WRITE AN ANTONYM AND SYNONYM FOR 8 WORDS FROM THE LISTED WORDS BELOW. *YOU MIGHT NEED TO USE GOOGLE, A DICTIONARY OR SOMEONE'S HELP FOR THIS ACTIVITY. EX: MISTAKE/ERROR/CORRECT	8 *Using 10 of the words listed below, write a tongue twister for words chosen.* *EX: Barbara bounces a baseball between Bonnie and Barry.*	9 Do "rainbow words" with 10 words from the list below using your 3 favorite colors. *First in pencil then whichever colors you'd like.

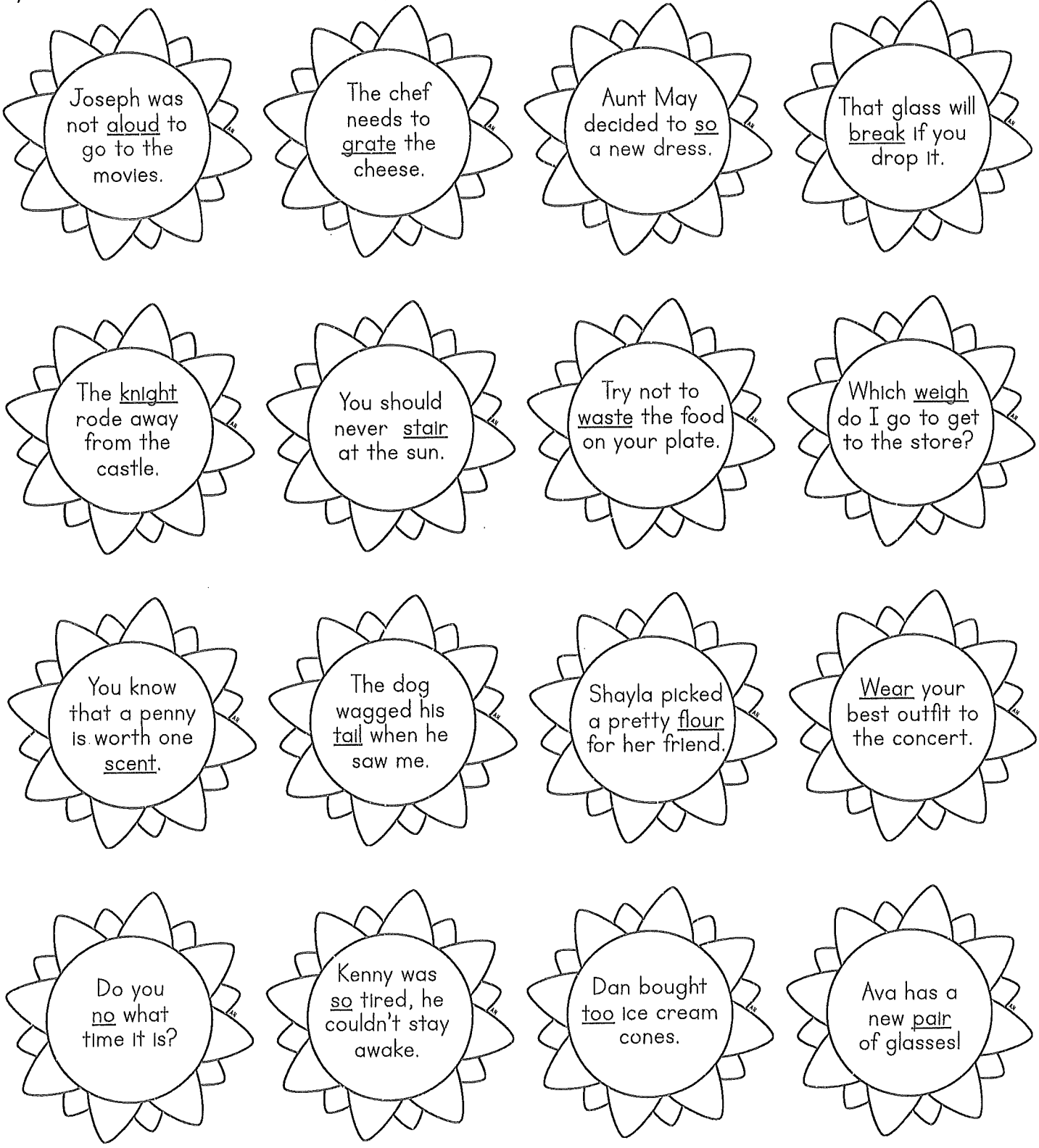
sack	sake	sham	shame	whine	doze
grape	instruct	quake	construct	exclude	splendid
postpone	tadpole	costume	reptile	**plane**	**plain**

***Words in bold print are your "Sound Alike Words."**

HOT HOMOPHONES

Name _____ Date _____

Directions: If the underlined word is used correctly in the sentence, color the sun yellow. If it is not used correctly, color the sun orange.



SUMMERTIME CAUSE & EFFECT

Name _____ Date _____

Directions:
For each cause, write a possible effect. For each effect, give a possible cause.

CAUSE	EFFECT
	so the popsicle melted.
The boy practiced hard every day,	
The sun shone brightly at the beach,	
	and the team won the game.
	so the sand became extremely hot.
Jenny forgot to put on sunscreen,	
	causing a yellow stain to form on his shirt.
	so the beach was empty.
Andrew dropped the fly ball,	
My mom forgot to turn on the air conditioner,	
When he opened the door,	
	causing a loud boom.
	so the picnic was ruined.
My brother ate so many cookies,	
It was so hot outside,	
	so he couldn't buy the ice cream.
The pool was closed,	

PROOFREAD AND REVISE

Name _____ Date _____

Directions: Find and mark the errors. Rewrite the sentences correctly.

1. The player through the baseball two the katcher at home plate

_____

_____

2. will you're coach bee able to help you learn how to hit the ball.

_____

_____

there are nine players on a baseball teem. Each team has a picher, who throws the ball to the catcher? some of the other players play on the infield others cover the outfield. Baseball is a reely fun sport to wach during the summertime. So, put on you're baseball hat grab you're glove and head to the field today

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PROOFREAD AND REVISE

Name _____ Date _____

Directions: Find and mark the errors. Rewrite the sentences correctly.

1. She couldnt weight to get to the beach

_____

_____

2. I am exited to kollect lots of beautiful shells?

_____

_____

the ocean is a wonderful plase to visit. I love to stand on the beach and wach the waves crash onto the shor? Sometimes I can see dolfins swimming and waving they're fins at me they are such smart creachures. Do you love the ocean as mutch as i do.

_____

_____

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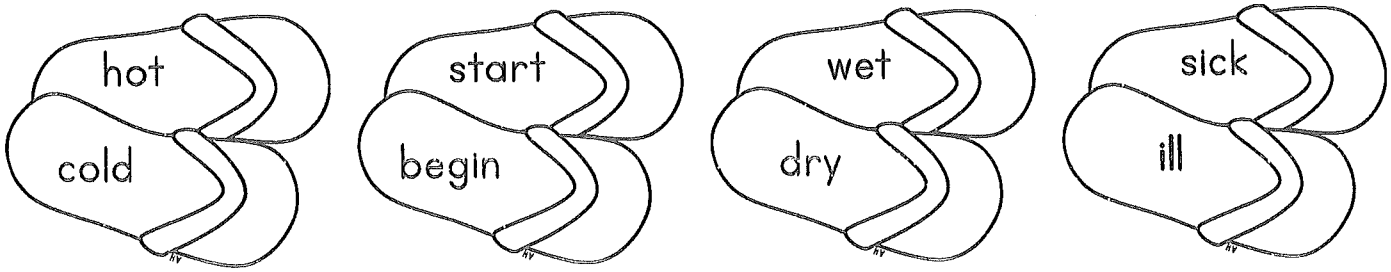
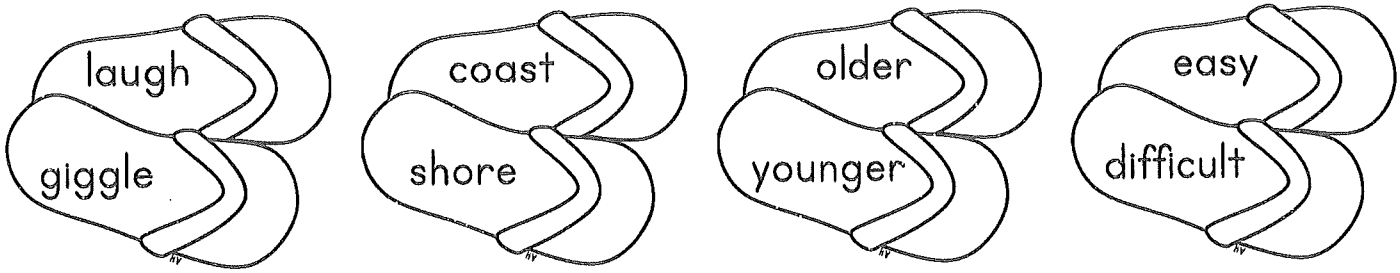
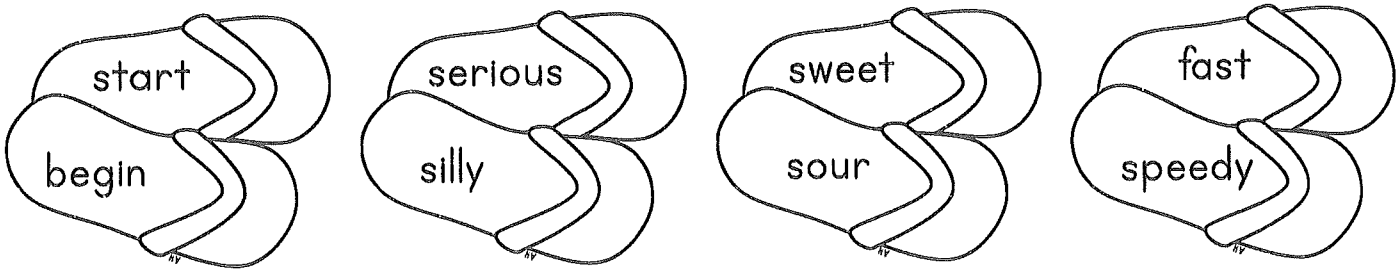
SYNONYMS & antonyms

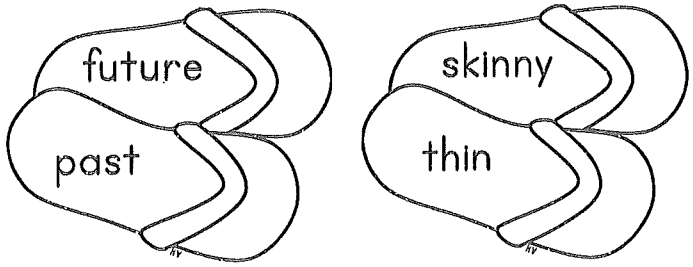
Name _____ Date _____

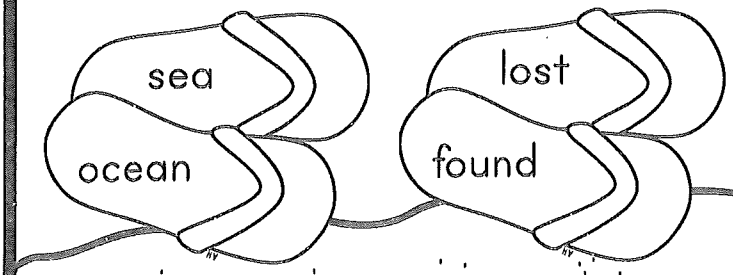
Directions: If the flip flop pair gives synonyms, color them orange. If they are antonyms, color them green.

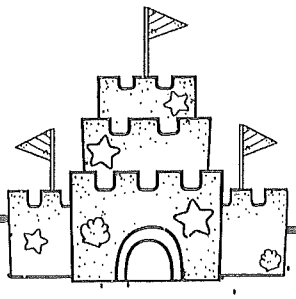


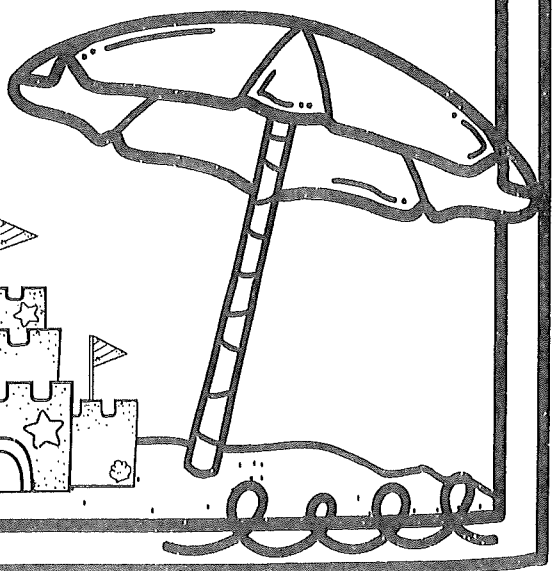








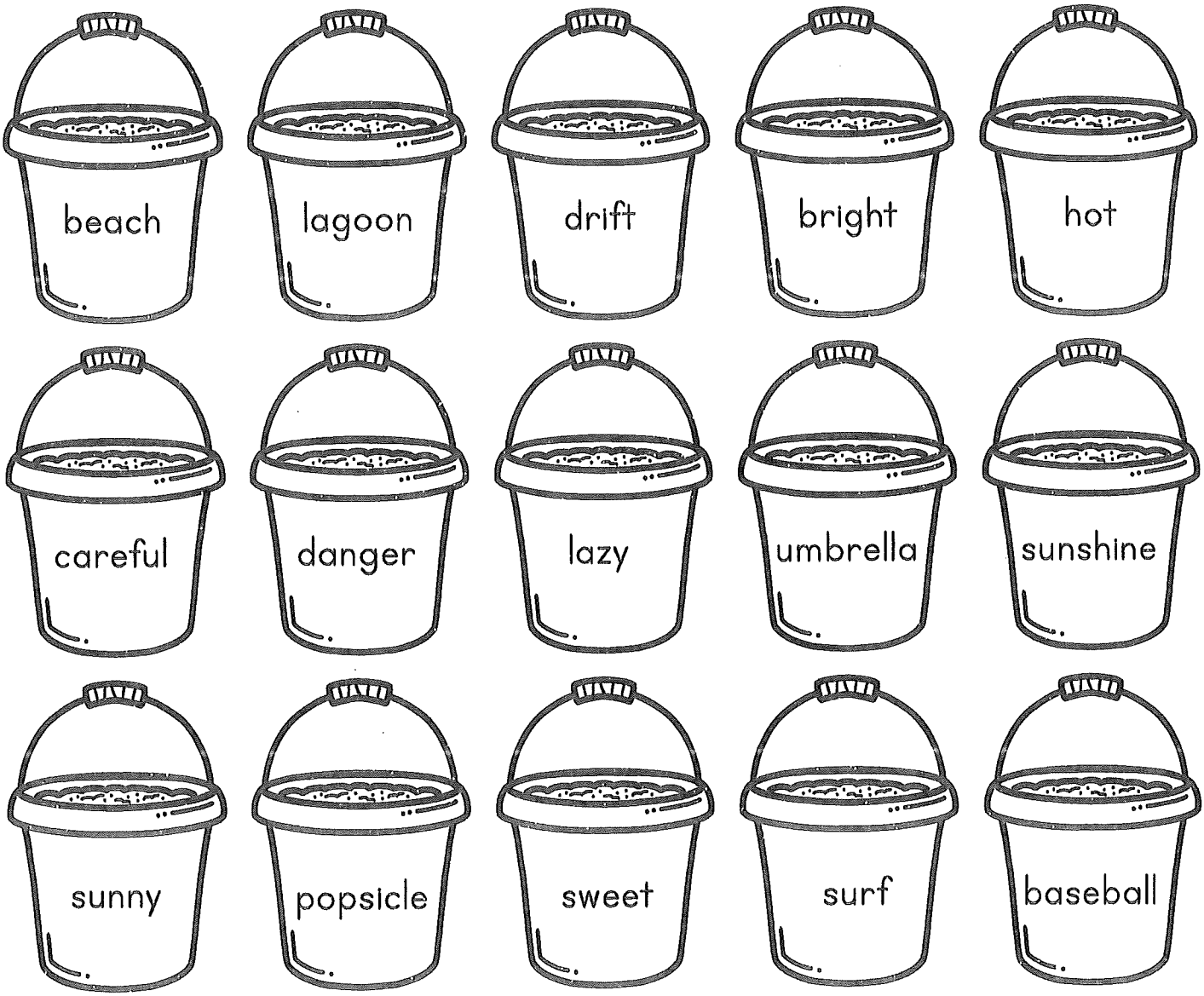




ORDERING THE WORDS

Name _____ Date _____

Directions: Write the words in alphabetical order at the bottom of the page.

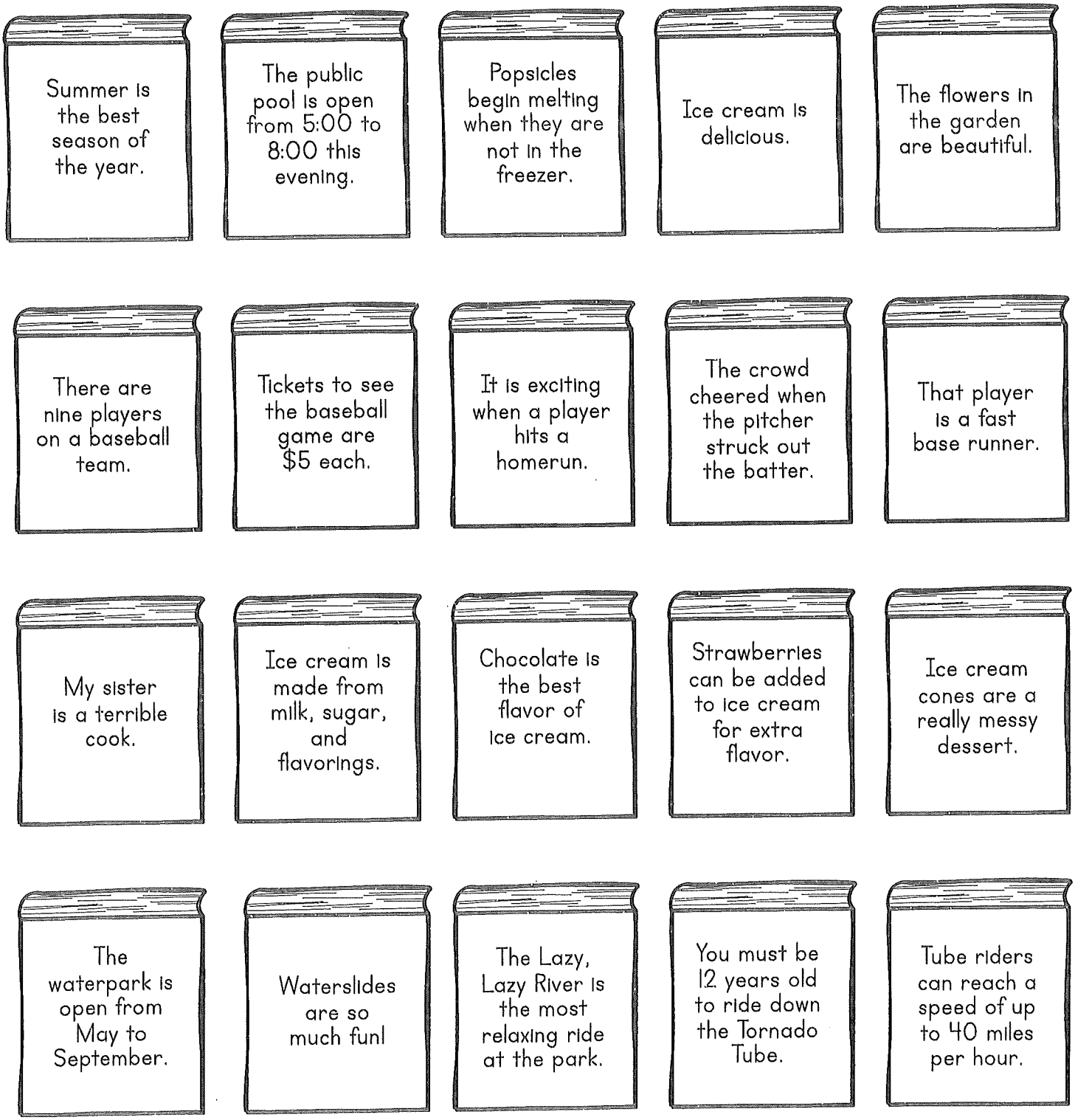


1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.

FACT OR OPINION?

Name _____ Date _____

Directions: Read each statement. If it is a fact, color the book green. If it is an opinion, color the book blue.

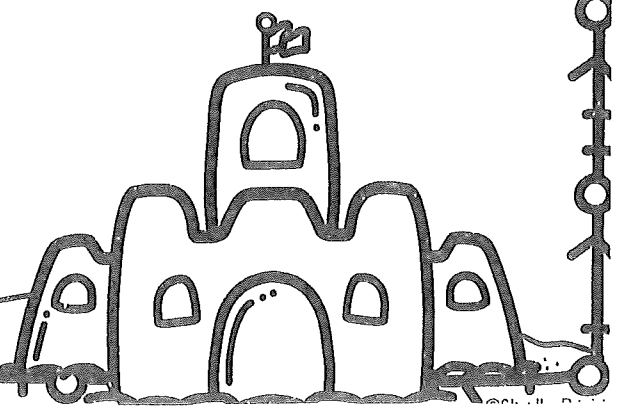


IS IT COMPLETE?

Name _____ Date _____

Directions: Read each sentence. If it is a complete sentence, write C on the line. If it is not a complete sentence, write N.

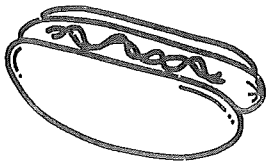
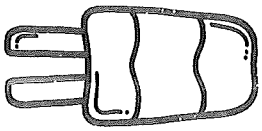
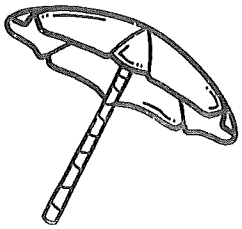
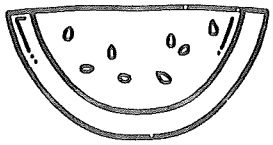
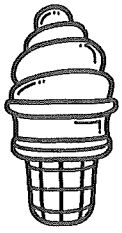
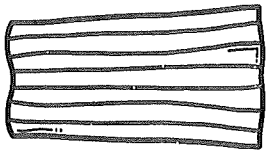
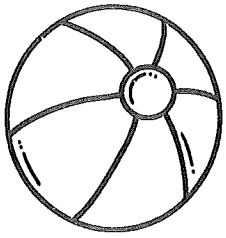
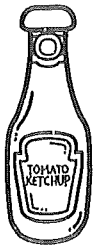
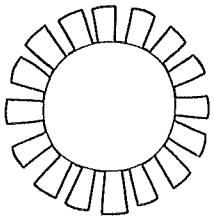
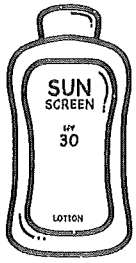
1. ____ The wind was so strong that.
2. ____ The player ran to second base as fast as a cheetah.
3. ____ To clean your room!
4. ____ Baking in the hot, summer sun.
5. ____ The flower was beautiful.
6. ____ The "Choo Choo!" of the train awoke me from my sleep.
7. ____ By the end of summer.
8. ____ To wear sunscreen.
9. ____ Thundered through the sky.
10. ____ After a long day of hiking.
11. ____ The warm sun peeked out from behind the grey clouds.
12. ____ Bees busily buzzed through the blossoms.
13. ____ When she won the contest.
14. ____ Running smoothly down the road.
15. ____ The cookies were delicious, so I ate a million of them!
16. ____ The cereal popped and cracked in my bowl.
17. ____ Many days passed before summer arrived.
18. ____ A million things to do before we go to the beach.
19. ____ Blew some bubbles.
20. ____ He was a hero to all the baseball fans.
21. ____ At the baseball game.
22. ____ We watched the fireworks.



DESCRIBE with adjectives

Name _____ Date _____

Directions: Use 3 powerful adjectives to describe each summer object.
The first one is done for you.

 sizzling delicious mouth-watering hot dog	 _____ _____ _____ popsicle	 _____ _____ _____ umbrella	 _____ _____ _____ watermelon
 _____ _____ _____ grill	 _____ _____ _____ ice cream	 _____ _____ _____ beach towel	 _____ _____ _____ beach ball
 _____ _____ _____ tree	 _____ _____ _____ ketchup	 _____ _____ _____ sun	 _____ _____ _____ lotion

ADD AN ACTION VERB

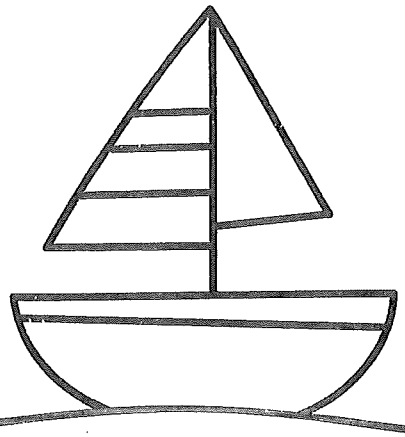
Name _____ Date _____

Directions: Picture a busy beach. What kinds of activities are happening? Write an action verb for each activity you think of on each line below. Then, illustrate each verb, if desired. The first one is done for you.

sail _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

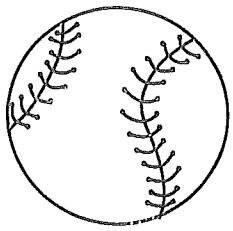
_____ _____ _____ _____ _____ _____



SUMMERTIME NOUNS

Name _____ Date _____

Directions: Think about summertime. What kinds of people, places, and things are associated with summer? Write each noun you think of on each line below. Then, illustrate each noun, if desired. The first one is done for you.

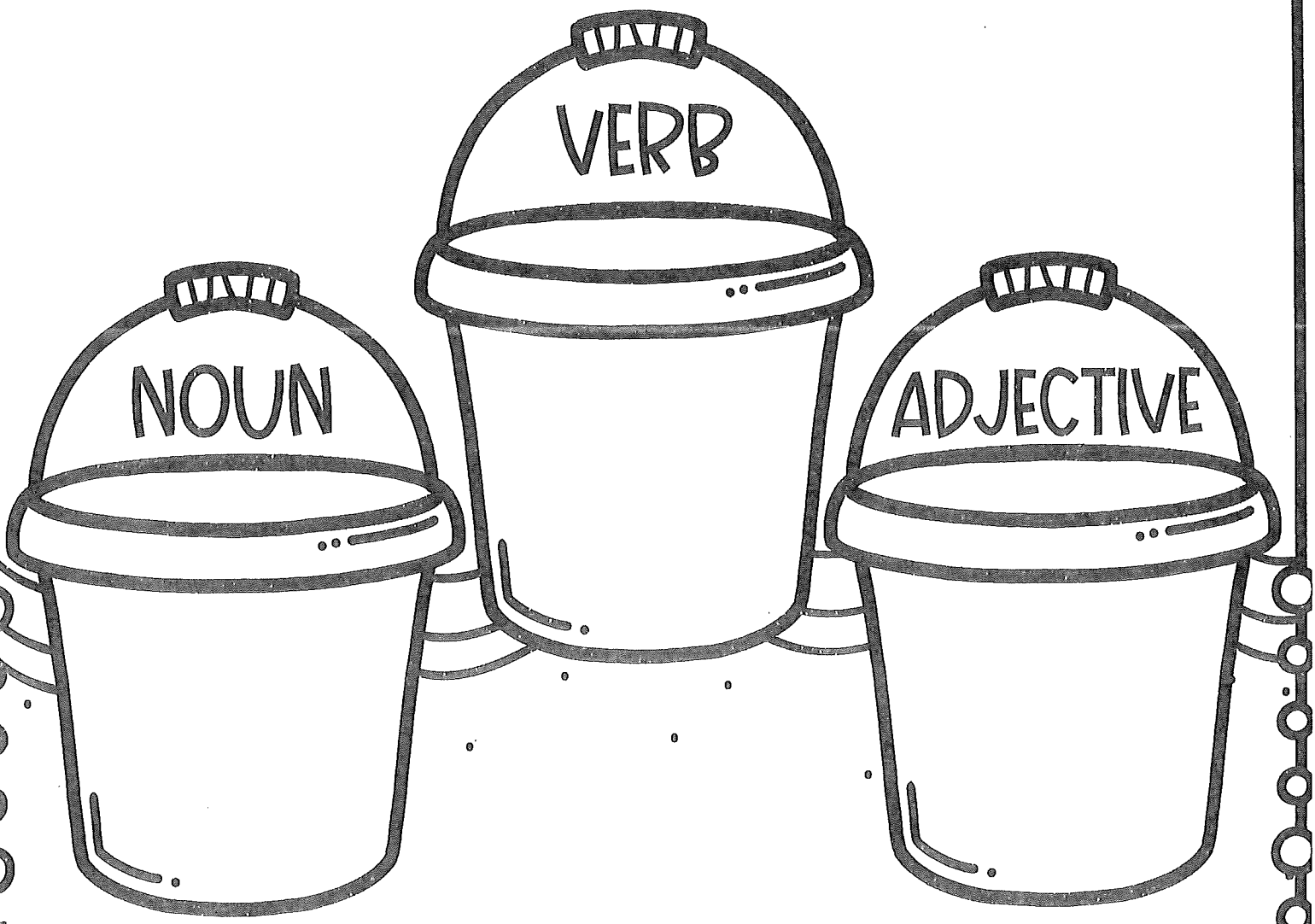
 baseball	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

PARTS OF SPEECH SORTING

Name _____ Date _____

Directions: Decide which part of speech each word below is. Write each word on the correct pail.

baseball	swim	ice cream	melt	sunny	sizzling
beach	float	humid	hot dog	beautiful	cookout
camp	tent	swimsuit	lifeguard	devour	hungry
popsicle	dive	scorching	fan	delicious	travel

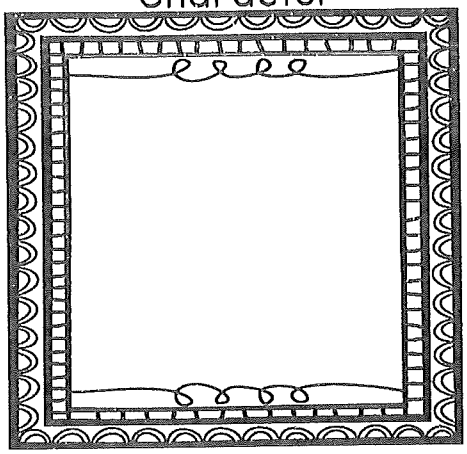


a BOOk REPORT

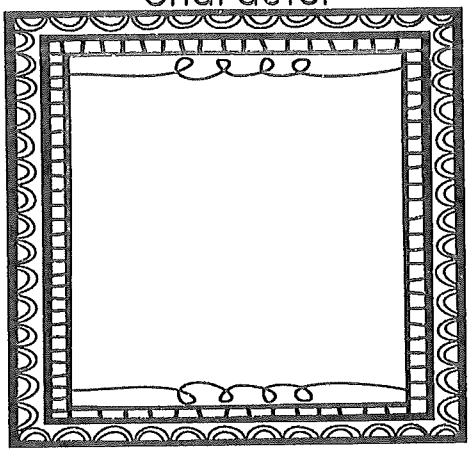
Title and Author

Setting

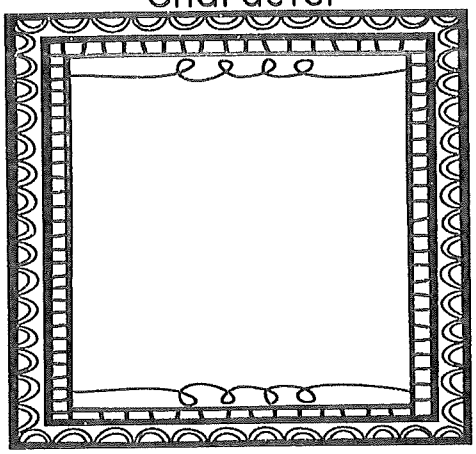
Character



Character



Character



Problem (Conflict)

Event 1	
Event 2	
Event 3	
Event 4	

Solution (Resolution)

VOCABULARY BUILDER

Name: _____ Day: _____

Directions: Use a thesaurus, dictionary, or other source to complete the Word Study Boxes below.

ATTEMPT

DEFINITION

SENTENCE

SYNONYM

PICTURE

HABIT

DEFINITION

SENTENCE

SYNONYM

PICTURE

SHORE

DEFINITION

SENTENCE

SYNONYM

PICTURE

FLUTTER

DEFINITION

SENTENCE

SYNONYM

PICTURE

VOCABULARY BUILDER 2

Name: _____ Day: _____

Directions: Use a thesaurus, dictionary, or other source to complete the Word Study Boxes below.

WORD	DEFINITION	SENTENCE
carnival		
haste		
confess		
crew		
nectar		

VOCABULARY BUILDER 3

Name: _____ Day: _____

Directions: Use a thesaurus, dictionary, or other source to complete the Word Study Boxes below.

DEFINITION	SYNONYM
DANGLE	
EXAMPLE SENTENCE	

DEFINITION	SYNONYM
EVENT	
EXAMPLE SENTENCE	

DEFINITION	SYNONYM
EXAMINE	
EXAMPLE SENTENCE	

DEFINITION	SYNONYM
NECTAR	
EXAMPLE SENTENCE	

VOCABULARY BUILDER 4

Name: _____ Day: _____

Directions: Use a thesaurus, dictionary, or other source to complete the Word Study Boxes below.

WORD: INJURE	ILLUSTRATION:
DEFINITION:	
MY SENTENCE:	

WORD: INTELLIGENT	ILLUSTRATION:
DEFINITION:	
MY SENTENCE:	

WORD: LAUNCH	ILLUSTRATION:
DEFINITION:	
MY SENTENCE:	

WORD: CRUMPLE	ILLUSTRATION:
DEFINITION:	
MY SENTENCE:	

THE VALUE OF WORK

Name _____ Date _____

Directions: Read the fable. Then answer the questions.

THE ANT AND THE GRASSHOPPER

One summer day, Grasshopper was hopping about, happily chirping and singing. Meanwhile, Ant marched slowly by, carrying a heavy load of corn to his nest.

"Why don't you sit and visit with me?" asked the Grasshopper. "You work so hard all the time."

"I am working hard to store and save food for the winter," said the Ant. "You would be wise to do the same thing."

"Why should I worry about winter?" questioned the Grasshopper. "We have plenty of food for today." Ant just shook his head and kept marching along.

When winter arrived, Ant was able to eat well. He had saved enough food. He could feast upon the corn he had worked so hard to save all summer long. Meanwhile, Grasshopper had no food. He was very hungry and wished he had listened to Ant.

What lesson did Grasshopper learn from this experience?

_____

_____

What did Ant do that was wise?

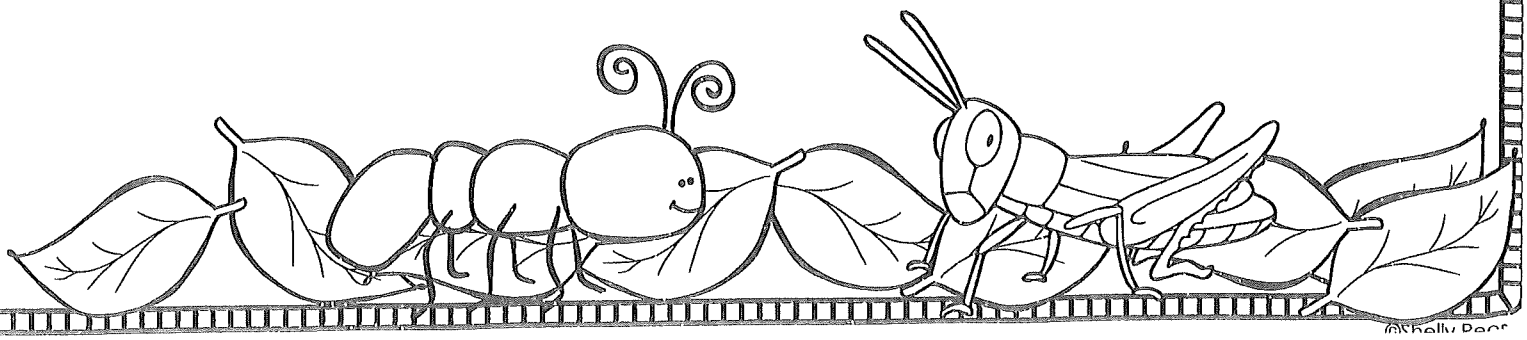
_____

_____

Describe a time when you wished you had listened to someone's wise advice.

_____

_____



THE BIG RACE

Name _____ Date _____

Directions: Read the fable. Then answer the questions.

THE TORTOISE AND THE RABBIT

The Rabbit liked to brag of his speed to all the other animals. "I have never lost a race," he said. "I challenge anyone here to beat me in a race!"

The Tortoise said quietly, "I accept your challenge."

"That is a good joke," laughed the Rabbit. "I can easily win against you."

"I wouldn't be so sure," answered the Tortoise. "Shall we race?"

So a race course was set up, and the day of the race came. The Tortoise and the Rabbit lined up on the starting line. Ready, set, go! The Rabbit sprinted almost out of sight at once, but soon stopped so that he might show off a bit. He laughed at the Tortoise's slow speed. Still laughing, he sat down beneath a tree and decided to take a short nap. The Tortoise continued to slowly plod on and on. When the Rabbit awoke from his nap, he saw the Tortoise just near the finish line. He jumped up and hopped as quickly as he could toward the finish. He could not catch up in time to win the race. The Tortoise crossed the line first and was named as the winner!

What is the lesson of this fable? _____

_____

Why did the Rabbit think it wasn't a problem to sit down and take a nap?

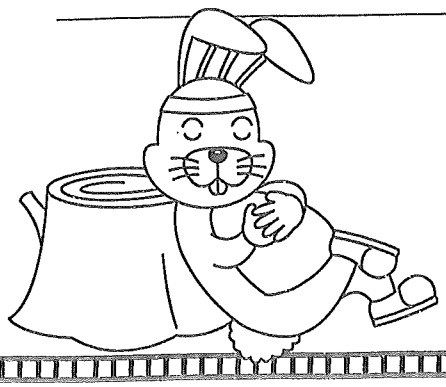
_____

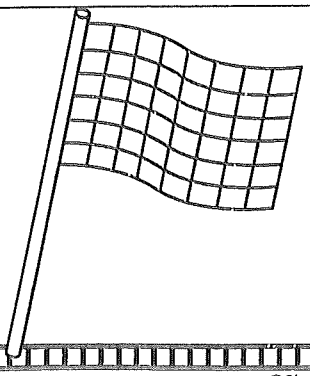
_____

Why do you think that the Tortoise thought he had a chance to win against the Rabbit?

_____

_____





Name: _____ Date: _____

UNIT 1 WEEK 1

Guess Which One Sentences

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below. Read the sentence again, scooping into phrases.

know	no	write	right

1 I did not _____ that fact.

2 I was _____ about the text.

3 Did you _____ your answer on the quiz?

4 Mom told us there would be _____ dog!

5 There is _____ lunch in my bag!

6 I _____ I left my hat in here.

7 That box has _____ gift in it!

8 Can you _____ down what I say?

9 At the end of the path, walk to the _____.

10 There is _____ milk to drink with my snack.

Name: _____ Date: _____

UNIT 2 WEEK 1

Guess Which One Sentences

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below. Read the sentence again, scooping into phrases.

some	sum	son	sun

1 What is the _____ of the new glasses?

2 _____ of the cash will be used for the trip.

3 My _____ is a welder.

4 The _____ of 3 plus 3 is 6.

5 That is a big _____ of cash to send in the post!

6 _____ kids dented the van with the ball.

7 The _____ is blocked by a tent.

8 His _____ often camps with us.

9 _____ people are stronger than me.

10 The _____ is hotter in July.

Name: Date:

UNIT 3 WEEK 1

Match the Sound Alike Words

Read the words. Draw a line to connect the sound alike words.

witch	guest
missed	which
guessed	mist

plain	banned
band	write
right	plane

Select three words and write a sentence.

1 _____

_____

2 _____

_____

3 _____

_____

Name: _____ Date: _____

UNIT 4 WEEK 1

Pick the Right Word

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence and scoop into phrases. Use each word in the box only once.

included	demonstrated	bravely	theme
completed	broken	active	graded

1 Abe must think of a _____ for the bash.

2 Jack _____ jumped into the smelly cave.

3 The man _____ his thinking well.

4 Have you _____ your homework?

5 The child is _____ and runs a lot.

6 Were the kids _____ in the game?

7 Should we pick up the _____ glass?

8 She _____ all of the tests.

Name: Date:

UNIT 5 WEEK 2

Match the Sound Alike Words

Read the words. Draw a line to connect the sound alike words.

father	mind
mail	male
mined	farther

weather	find
some	whether
fined	sum

Select three words and write a sentence.

1 _____

_____

2 _____

_____

3 _____

_____

Name: _____ Date: _____

UNIT 6 WEEK 3

Guess Which One Sentences

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below. Read the sentence again, scooping into phrases.

oh	owe

1 I _____ him cash for lunch.

2 What do I_____ for this sandwich?

3 "_____, what a shock!" said Tim.

4 She said, "_____," when I gave the answer.

5 Send the bill on time, or _____ more cash.

6 I _____ you for the ride to school.

7 She will _____ the child a new doll.

8 _____, no! He did not set the reminder.

9 Never _____ more cash than you can make.

10 "_____no!" Dad yelled.

Name: _____ Date: _____

UNIT 7 WEEK 2

Syllable Division

Read each word. Scoop the word into syllables and circle the suffix. Then, write the base word on the lines as it was *before* the suffix was added, and add the suffix to the final line.

copier	=	cop	y	+	er	
emptiness	=	_____	_____	+	_____	
tidiness	=	_____	_____	+	_____	
cozier	=	_____	_____	+	_____	
rubies	=	_____	_____	+	_____	
lumpier	=	_____	_____	+	_____	
luckiest	=	_____	_____	+	_____	
silliness	=	_____	_____	+	_____	
happier	=	_____	_____	+	_____	
studies	=	_____	_____	+	_____	

Name: _____ Date: _____

UNIT 8 WEEK 1

Guess Which One Sentences

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below. Read the sentence again, scooping into phrases.

principal	principle

1 We will have a new _____ at our school.

2 Our _____ has new kindness rules.

3 He will vote against that bill based on _____.

4 It is my _____ to be on time.

5 Our school has sixty kids and one able _____.

6 We will have a quiz on that _____ of math.

7 In _____, his plan is stable.

8 I saw our new _____ in a squabble.

9 The _____ watches the door for late students.

10 The _____ concept is the most important.

Name: Date:

UNIT 9 WEEK 1

Match the Sound Alike Words

Read the words. Draw a line to connect the sound alike words.

heard	week
meet	herd
weak	meat

wear	weight
principal	where
wait	principle

Select three words and write a sentence.

1 _____

_____

2 _____

_____

3 _____

_____

Name: _____ Date: _____

UNIT 10 WEEK 1

Guess Which One Sentences

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below. Read the sentence again, scooping into phrases.

sale	sail

1 The big _____ starts next Monday.

2 The wind seems perfect for a _____.

3 The red _____ has a rip in it.

4 Help me boost up the _____.

5 These must go on _____ before they spoil.

6 I took those cupcakes to the bake _____.

7 Drop the _____ once we get close to shore.

8 Winter coats will be on _____.

9 Those pears are not for _____.

10 The best time to _____ is at sunset.

Name: Date:

Syllable Division

Read each word. Divide the contraction into its word sets on the lines.

aren't = are not

what's = _____ _____

shouldn't = _____ _____

she's = _____ _____

where's = _____ _____

weren't = _____ _____

who's = _____ _____

it's = _____ _____

couldn't = _____ _____

didn't = _____ _____

Name: Date:

UNIT 12 WEEK 1

Match the Sound Alike Words

Read the words. Draw a line to connect the sound alike words.

break	brake
pail	sell
cell	pale

peace	its
it's	their
there	piece

Select three words and write a sentence.

1 _____

_____

2 _____

_____

3 _____

_____

Name: Date:

UNIT 13 WEEK 1

Match the Sound Alike Words

Read the words. Draw a line to connect the sound alike words.

knew	scent
knight	new
sent	night

scene	cent
scent	sell
cell	seen

Select three words and write a sentence.

1 _____

_____

2 _____

_____

3 _____

_____

Name: Date:

UNIT 14 WEEK 1

Match the Sound Alike Words

Read the words. Draw a line to connect the sound alike words.

stationary	new
knew	nose
knows	stationery

eight	scent
cent	peace
piece	ate

Select three words and write a sentence.

1 _____

_____

2 _____

_____

3 _____

_____

Main Idea and Details

Grouping Words

Cut each of the words out, and then sort the words into 3 different groups. Glue the groups onto your other paper. Come up with an appropriate title for each of the groups.

pineapple	net	referee
free kick	plum	eyelash
lemon	fingernail	offside
defense	cherry	thigh
elbow	ankle	kiwi
grape	field	shoulder
pear	earlobe	penalty
goalie	knuckle	mango

Main Idea and Details

Grouping Words

Glue each of your groups below. Come up with a title for each of the groups.

_____	_____	_____
title	title	title

Main Idea and Details

Grouping Words

Cut each of the words out, and then sort the words into 3 different groups. Glue the groups onto your other paper. Come up with an appropriate title for each of the groups.

dentist	orange juice	bracelet
Dr. Pepper	toothpaste	molar
pearls	ring	water
milk	floss	lemonade
cavity	pendant	anklet
gums	toothbrush	iced tea
earring	diamond	plaque
necklace	coffee	hot chocolate

Main Idea and Details

Grouping Words

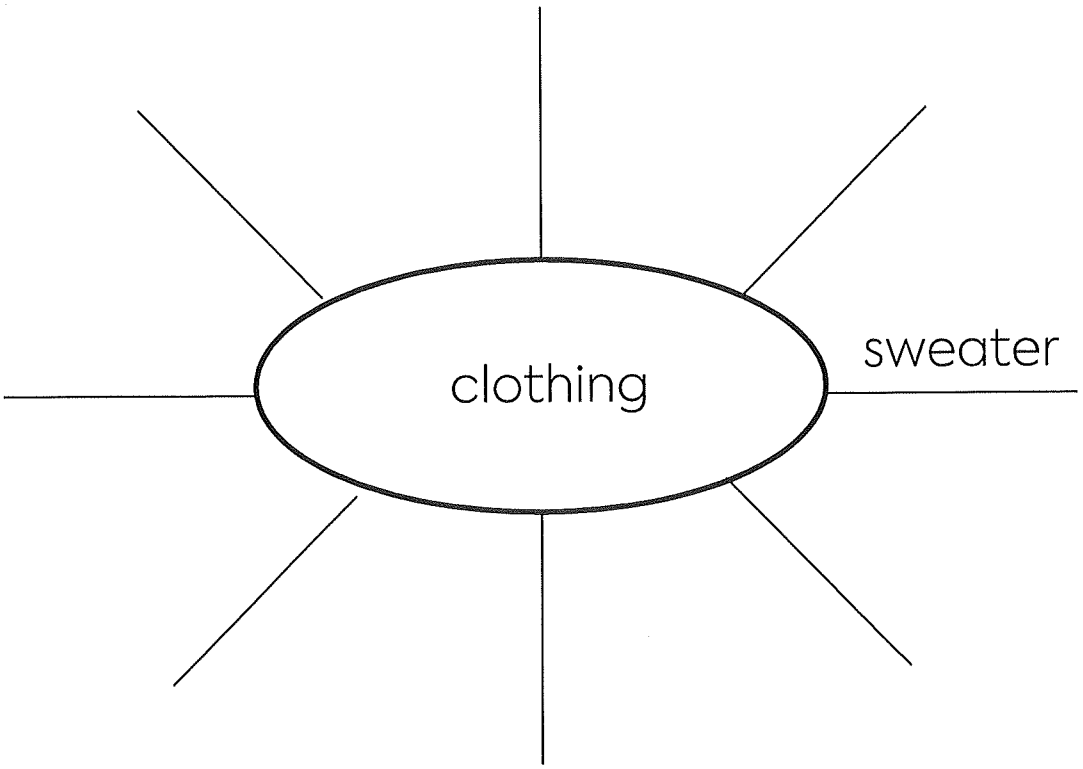
Glue each of your groups below. Come up with a title for each of the groups.

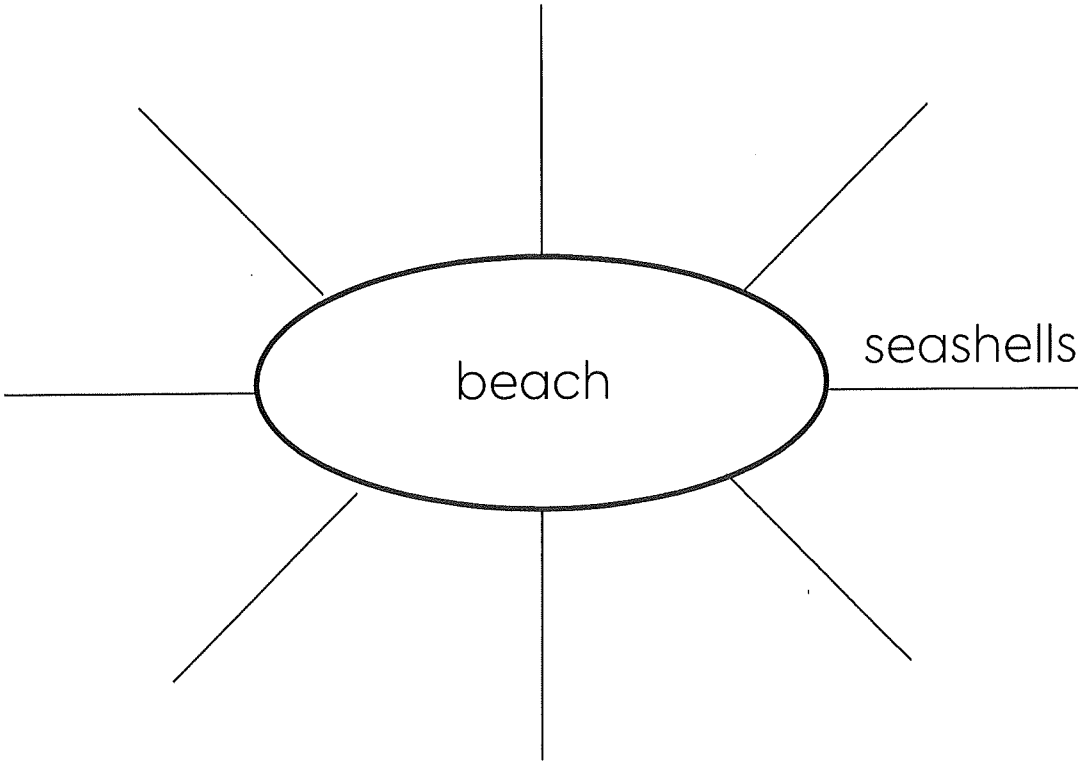
_____	_____	_____
title	title	title

Main Idea and Details

Web Graphic Organizers

The topic is given. Come up with details that support the topic. An example is given.

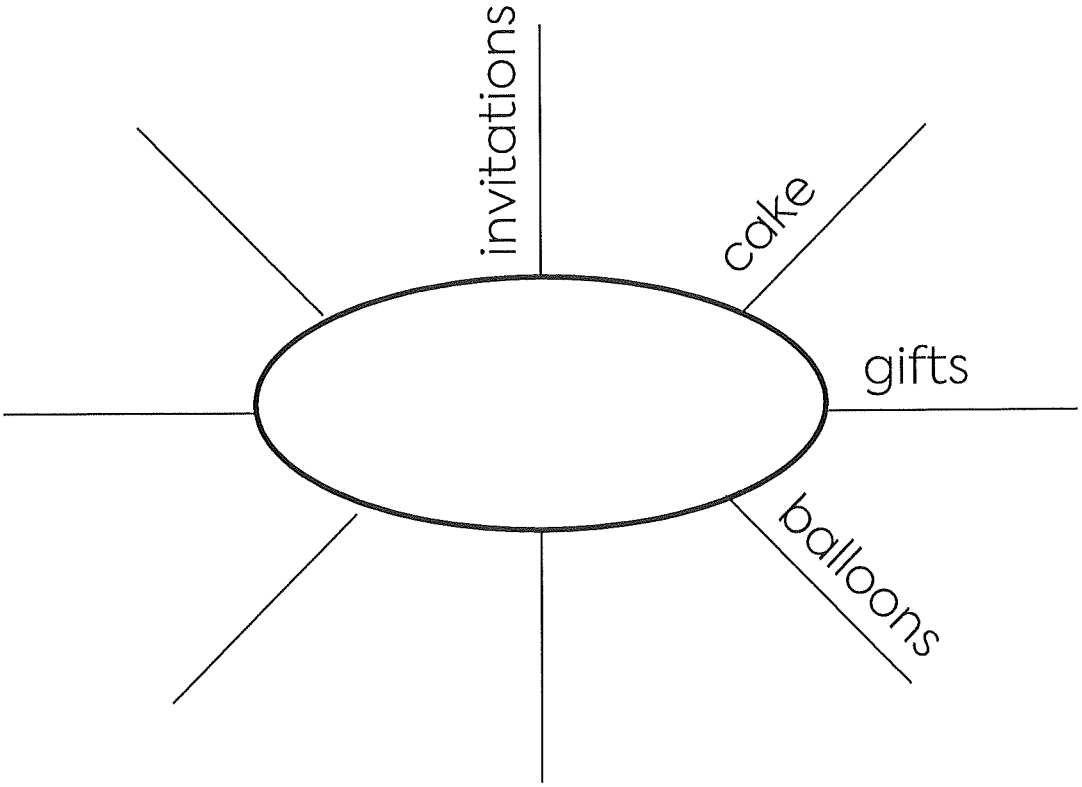


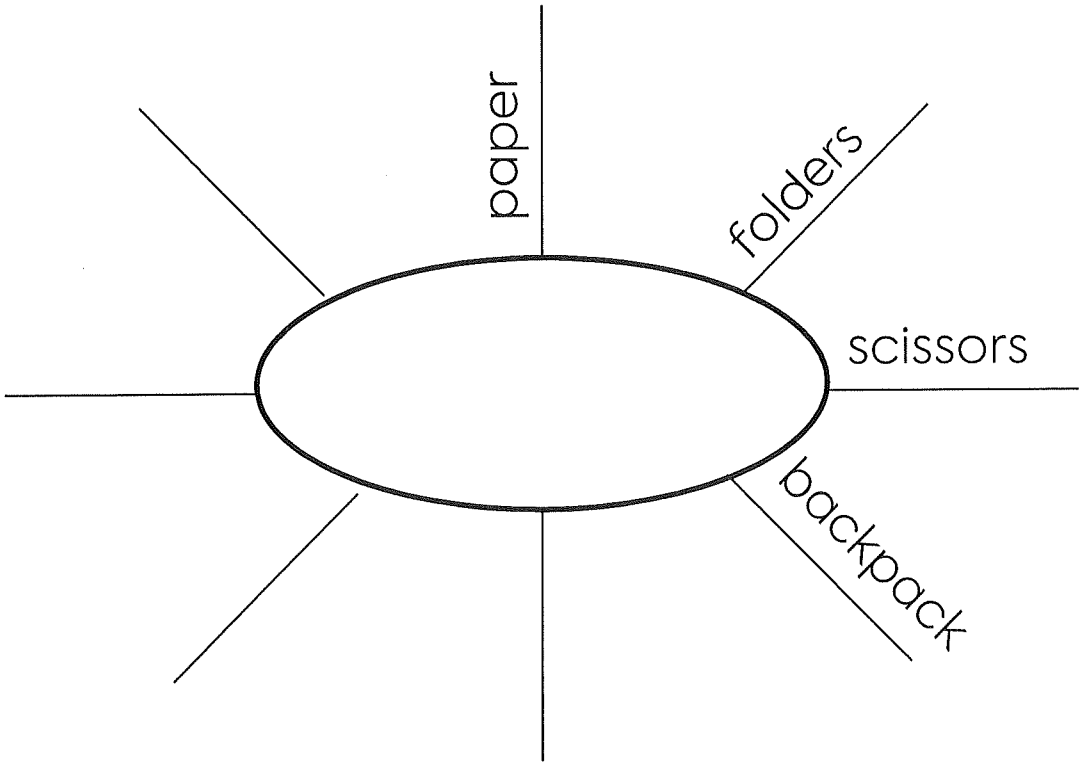


Main Idea and Details

Web Graphic Organizers

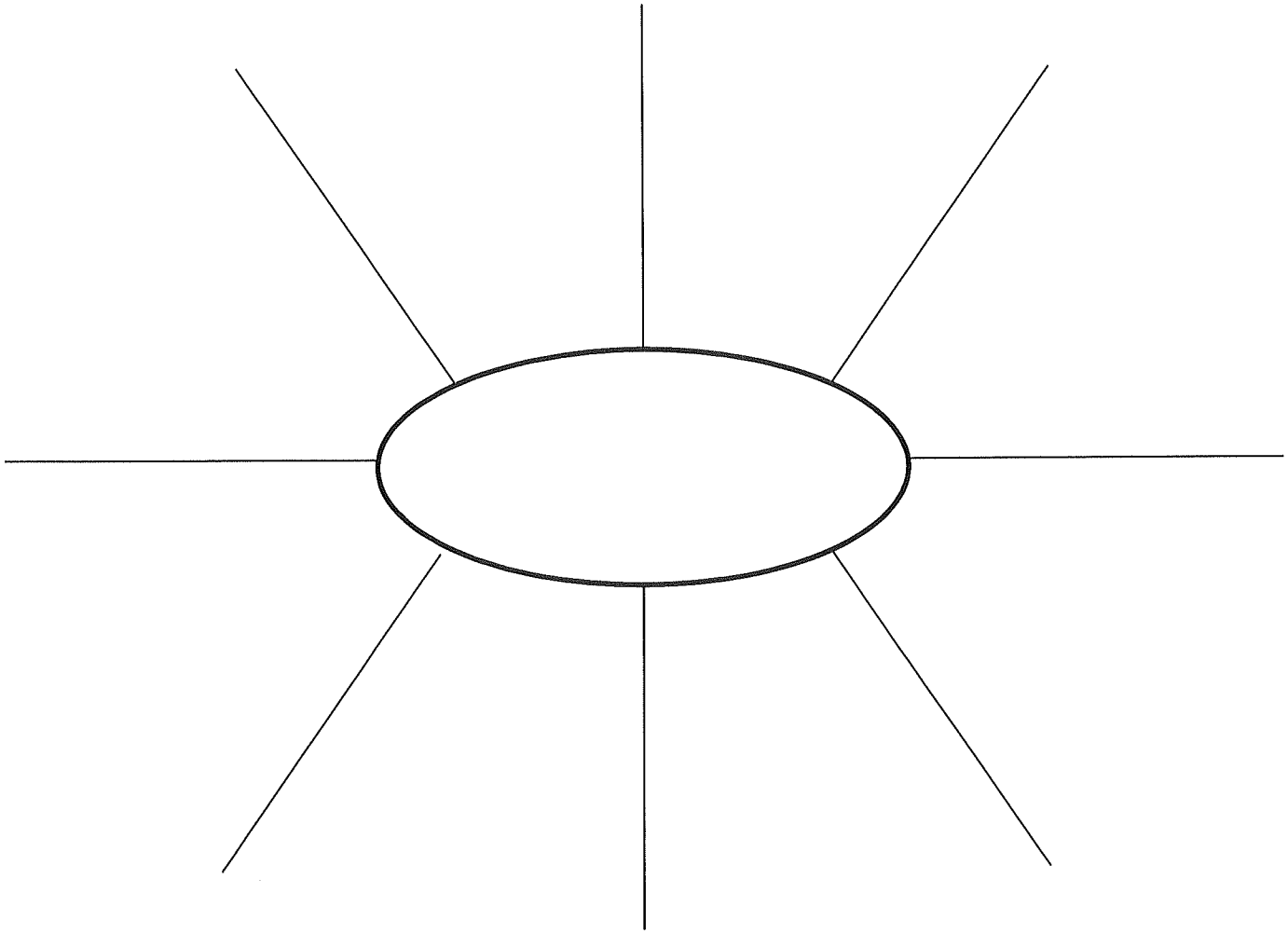
Some supporting details are given. Come up with the topic and the rest of the supporting details!





Main Idea and Details

Web Graphic Organizers



1. Cut and paste the words into the web.
2. The topic belongs in the center of the web. The supporting details belong around the center of the web.

balance beam	vault	cartwheels
gymnastics	handstand	back handspring
splits	uneven bars	straddle

Main Idea and Details

Thinking About Titles

Read the paragraphs below. Cut out the titles at the bottom of the page, and then match them to the appropriate paragraph.

Kitchens usually contain a variety of different appliances. Toasters are useful when you are eating a bagel or sliced bread. Soups are often made in slow cookers. Coffee lovers will usually have a coffee maker on their countertop.

Cooking in the kitchen can be fun, but it can also be dangerous. In order to stay safe in the kitchen, you should take some precautions. Blenders, food processors, and knives all have sharp edges and should be treated carefully. Also, food and pans that come out of the oven will be very hot and should be taken out with an oven mitt.

People have not always had refrigerators in their kitchen. Before there were refrigerators, people used ice or snow to cool their food. Some people kept food cold for long periods of time by storing it underground and packed in ice. Iceboxes, wooden boxes packed with ice and insulating materials, used to be very common. Now, most people use the modern refrigerator to keep food cool.

Vegetables can be cooked in the kitchen in a variety of ways. A popular method for cooking vegetables is called steaming. Steaming vegetables is healthier than boiling or roasting vegetables because it helps lock in nutrients. Asparagus, carrots, and green beans are all excellent when steamed.

Steaming Vegetables	**History of the Refrigerator**
Kitchen Safety	**Kitchen Appliances**

Main Idea and Details

Thinking About Titles

Read the paragraphs below. Think about the main idea. Then, write an appropriate title for each of the paragraphs.

Labrador retrievers are very popular dogs. They are friendly, loyal, and eager to please. Also, Labradors are very intelligent and are very easy to train. Because of this, Labradors are sometimes used as guide dogs, rescue dogs, and as a helper while hunting. A Labrador is a great type of dog to have as a pet.

Before you get a dog, there are a lot of factors to consider. Dogs need to be fed regularly. Furthermore, dogs need a lot of positive attention either through walks or playing. If you want a dog, you should contemplate whether or not you will have the time and money to take care of all of a dog's needs.

Although many people love having a dog as a pet, there are some adults and children that are very frightened of dogs. Sometimes people are afraid of dogs because they have had a bad experience in the past, like being bitten or growled at by a dog. Having an irrational fear of dogs is called cynophobia. It is possible to get over a fear of dogs, but it is difficult.

Many dogs are domesticated and live with humans. However, there are some dogs that roam wild. One such dog is called the African wild dog. Some people call these dogs painted dogs because their coat is made of patches of red, yellow, black, brown, and white. These dogs roam the African plains. They hunt for larger prey like antelope in packs of six or more. Unfortunately, these dogs are endangered.