INDEPENDENT STUDY CONTRACT

Week 20

January 10th-January 14th

Student and Parent

Student Signature:_____ Parent Signature: _____

Attached you will find your student's contract for independent study. Your student's teacher has included work that we will be covering during your child's absence. Please be sure to have your student complete this packet and bring it back to school when your student returns. Please reach out if you have any questions.

DONE? ✓ CHECK IT OFF!

☐

STEP ONE...

Sign the Independent Study contract.

Mrs. Driscoll in the front office can give you a hard copy or she can send you a digital soft copy.

☐

STEP TWO...

Complete the Packet Work.

The packets are available from your student's teacher. She can provide a hard copy or send you a digital hard copy that can be printed at home.

☐

STEP THREE...

Return the completed work back to school.

Please make sure that all completed work is returned to the office or teacher within 24 hours.

Week 20 Jan. 10th-Jan. 14th	M	Tu	W	Th	F
Math	**Reflex Math - Go Green 3 times per week!**				
GoMath Chapter 8 Review	ReTeach 8.6	Chapter 8 Review	Chapter 8 Review	ReTeach 5.3	ReTeach 5.4
ELA	**Read for 20+ minutes daily**				
Read Naturally "King Cobra"	Review Key Words & then Write Prediction	Parent Reads & Student Reads	Student Reads Passage for a 2nd time & answers ?'s	Read Passage for a 3rd time and write retell paragraph	Read Passage & record time for final read
Morning Work		30.1	30.2	30.3	30.4
Grammar/ Spelling		Winter #19	Winter #20	Winter #21	Winter #22
Benchmark/ Reading	Think of an animal for your animal report!		"Trouble in the Rainforest" Read and Respond		
Writing and cursive	Brainstorm: Should kids choose their own bedtime?	Sentences and details-write sentences and supporting details "h" cursive	Intro & Conclusion Revise & Edit	Final Copy H & h cursive	
Online Work	Reflex Math iXL - ELA	Reflex Math iXL - Diagnostic	Reflex Math iXL - ELA Storyline Online	Reflex Math iXL - Math	Reflex Math RC Quiz
Parent Help	Review Packet				Review Work with Child

Name: _____ Parent/Guardian signature:

#:_____ Date:_____ _____

READ NATURALLY WEEK 20

King Cobra

DONE? ✓ CHECK IT OFF!

☐

Monday

Review key words with an adult & write a prediction.

☐

Tuesday

Parent reads & then student reads. Record student cold read time.

☐

Wednesday

Student reads passage for a second time & then answers comprehension questions.

☐

Thursday

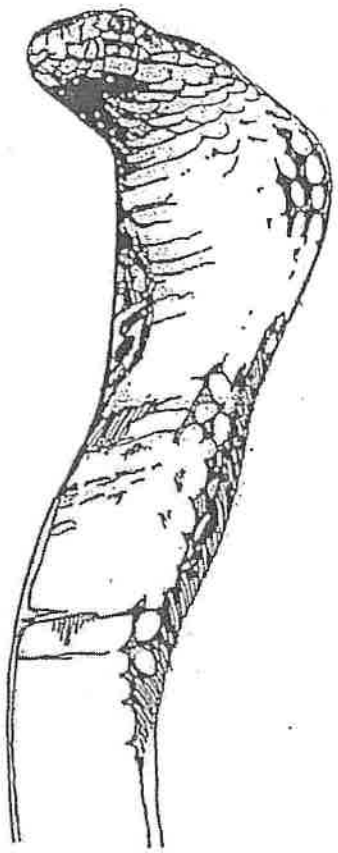
Student reads passage for a third time & then writes retell paragraph.

☐

Friday

Student reads passage for a final time & Record student final read time.

"ing Cobra



Review Key Words

attack	to move suddenly in order to cause harm
bite	to grip or tear off with teeth
inject	to force into the body
raise	to move upward

Write a Prediction

_____

_____

_____

_____

_____

Read the Story

	If you're ever walking through the
6	forest in Southeast Asia, you might
12	see a big, 18-foot-long snake. If you
21	do, don't go near it or look too
29	closely. It might be a king cobra.
36	The king cobra is the biggest
42	poisonous snake in the world.
47	If you're lucky, you'll see the
53	cobra before it sees you. Then you
60	can stay clear. If it sees you first,
68	watch out. It may attack. The cobra
75	is one of the few snakes that will
83	attack people. They attack even if
89	they haven't been stepped on or hurt.
96	All of a sudden, they raise their
103	heads so they're about as tall as you
111	are. Then—zap—they bite you.
117	People who are bitten by cobras are
124	killed quickly. Cobras inject a lot of
131	poison when they bite. This snake
137	may be very poisonous, but some
143	people in Burma still worship it.
149	They even kiss it on the head!
156	

Cold Timing Score: _____ Final Timing Score: _____

Answer the Questions

1. What is the main idea of this story?
   a. King cobras are large, poisonous snakes.
   b. King cobras can raise their heads high.
   c. King cobras attack people for no reason.

2. What do some people in Burma do with king cobras?
   a. They kill the king cobras.
   b. They worship the king cobras.
   c. They eat the king cobras.

3. What does **stay clear** mean in this story?
   a. easy to understand
   b. not cloudy
   c. keep away from

4. What should you do if you see a king cobra?
   a. step on it
   b. kiss it on the head
   c. get away from it

5. List three reasons the king cobra is very dangerous.

_____

_____ Number Correct: _____

Write a Retell of "King Cobra"

_____

_____

_____

_____

_____

_____

_____

_____

_____ Number of Words Written: _____

Read Naturally Daily Schedule (5-10 min)

Monday-Go Over Key Words With Your Student:

Discuss these vocabulary words and try to give an every day example.

Write a Prediction:

Have your student look at the title and picture and predict what this story is going to be about without reading the story ☺.

Tuesday-Parent reads the story to model fluency.

Student reads the story to the parent.

Wednesday-Student re-reads the story to the parent.

Student answers comprehension questions.

Thursday-Student re-reads the story and writes a one paragraph retell of the story. Please see attached example ☺.

Retell

Answer these questions in paragraph form.

What was the story about?

Identify the story, choose a summary word (verb): explain, describes, gives, tells, provides, shows, presents, or lists, and then finish your thought.

What did you learn about the story?
What else did you learn about the story?
What was an interesting fact in the story?
Did you like the story?

Your paragraph might look like this:

The story describes the history and interesting facts about knitting. I learned that knitting is done with knitting needles and yarn. I also learned that many articles of clothing are knitted like socks, sweaters, scarves and hats. The most interesting thing I learned from the story was years ago women would participate in knitting circles as a social and productive part of their daily lives. I really liked learning about the craft of knitting. I would recommend that you read this story too.

Name: _____ Parent/Guardian signature:

#:_____ Date:_____ _____

MONDAY WEEK 20

DONE? ✓ CHECK IT OFF!

- ☐ Go Math 8.6 ReTeach
- ☐ Read Naturally
- ☐ Think of an animal for your animal report
- ☐ Writing-Brainstorm

MINUTE MAKERS:

DONE? ✓ CHECK IT OFF!

Reflex Math

☐ I went green!

iXL

☐ Language Arts

10 minutes

Name _____

Relate Fractions and Whole Numbers

Essential Question When might you use a fraction greater than 1 or a whole number?

Number and Operations—Fractions—3.NF.3c *Also 3.NF.2, 3.NF.2b, 3.G.2*

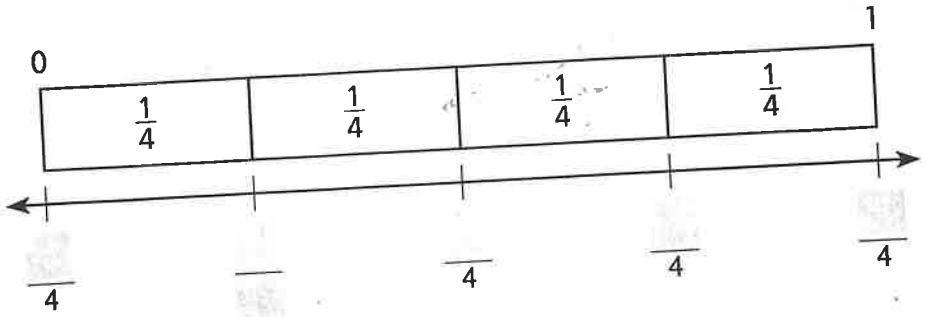
MATHEMATICAL PRACTICES
MP.1, MP.4, MP.6, MP.7

Unlock the Problem (Real World)

Steve ran 1 mile and Jenna ran $\frac{4}{4}$ of a mile. Did Steve and Jenna run the same distance?

Locate 1 and $\frac{4}{4}$ on a number line.

- Shade 4 lengths of $\frac{1}{4}$ and label the number line.
- Draw a point at 1 and $\frac{4}{4}$.



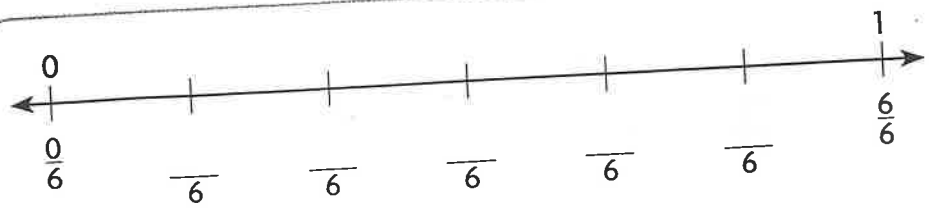
Since the distance _____ and _____ end at the same point, they are equal.

So, Steve and Jenna ran the _____ distance.

Math Idea

If two numbers are located at the same point on a number line, then they are equal and represent the same distance.

Try This! Complete the number line. Locate and draw points at $\frac{3}{6}$, $\frac{6}{6}$, and 1.



A Are $\frac{3}{6}$ and 1 equal? Explain.

Think: Do the distances end at the same point?

_____

_____

So, $\frac{3}{6}$ and 1 are _____.

B Are $\frac{6}{6}$ and 1 equal? Explain.

Think: Do the distances end at the same point?

_____

_____

So, $\frac{6}{6}$ and 1 are _____.

CONNECT The number of equal parts the whole is divided into is the denominator of a fraction. The number of parts being counted is the numerator. A **fraction greater than 1** has a numerator greater than its denominator.

Examples

Each shape is 1 whole. Write a whole number and a fraction greater than 1 for the parts that are shaded.

Remember

$\frac{4}{1}$ ← numerator
$\frac{4}{1}$ ← denominator

A

There are 2 wholes.

Each whole is divided into 4 equal parts, or fourths.

$2 = \frac{8}{4}$

There are _____ equal parts shaded.

B

There are 3 wholes.

Each whole is divided into 1 equal part.

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

There are _____ equal parts shaded.

1. Explain what *each whole is divided into 1 equal part* means in Example B.

_____

_____

Read Math

Read $\frac{3}{1}$ as *three ones.*

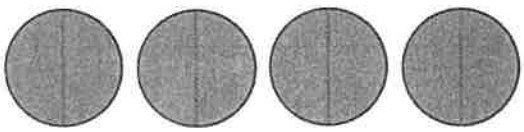
2. How do you divide a whole into 1 equal part?

_____

_____

Try This!

Each shape is 1 whole. Write a whole number and a fraction greater than 1 for the parts that are shaded.



= ___

Name _____

Share and Show

MATH BOARD

1. Each shape is 1 whole. Write a whole number and a fraction greater than 1 for the parts that are shaded.

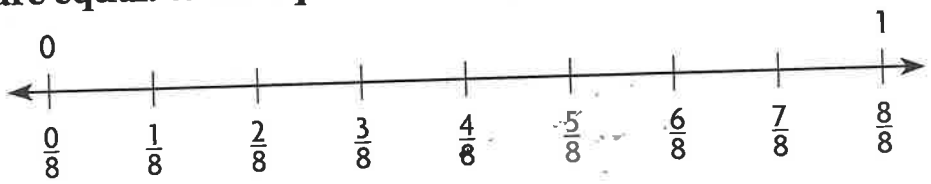
There are ____ wholes.

Each whole is divided into ____ equal parts.

There are ____ equal parts shaded.

= ___

Use the number line to find whether the two numbers are equal. Write *equal* or *not equal*.



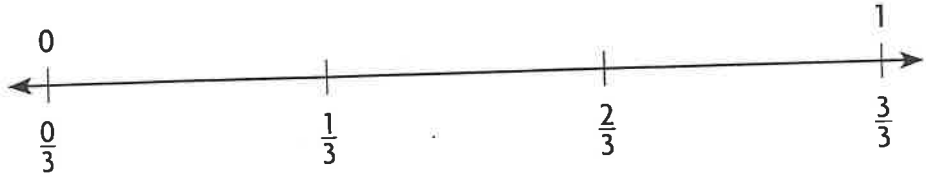
2. $\frac{1}{8}$ and $\frac{8}{8}$ _____

3. $\frac{8}{8}$ and 1 _____

4. 1 and $\frac{4}{8}$ _____

On Your Own

Use the number line to find whether the two numbers are equal. Write *equal* or *not equal*.



5. $\frac{0}{3}$ and 1 _____

6. 1 and $\frac{2}{3}$ _____

7. $\frac{3}{3}$ and 1 _____

Math Talk — **Mathematical Practices**

Explain how you know whether the two fractions are equal or not equal in Exercise 4.

Each shape is 1 whole. Write a fraction for the parts that are shaded.

8. 

2 = ____

9. 

1 = ____

10. 

3 = ____

11. 

2 = ____

MATHEMATICAL PRACTICE 6 Make Connections **Draw a model of the fraction or fraction greater than 1. Then write it as a whole number.**

12. $\frac{8}{4} =$ _____

13. $\frac{6}{6} =$ _____

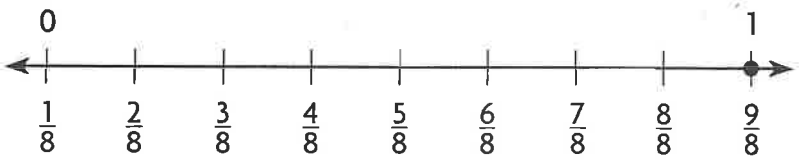
14. $\frac{5}{1} =$ _____

Problem Solving • Applications Real World

15. **GO DEEPER** Jeff rode his bike around a bike trail that was $\frac{1}{3}$ of a mile long. He rode around the trail 9 times. Write a fraction greater than 1 for the distance. How many miles did Jeff ride?

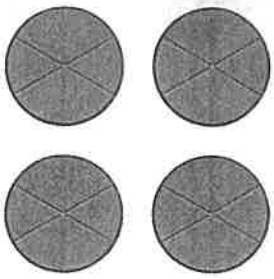
_____

16. **THINK SMARTER** **What's the Error?** Andrea drew the number line below. She said that $\frac{9}{8}$ and 1 are equal. Explain her error.



_____

17. **THINK SMARTER** Each shape is 1 whole. Which numbers name the parts that are shaded? Mark all that apply.



Ⓐ 4 Ⓒ $\frac{26}{6}$ Ⓔ $\frac{6}{4}$

Ⓑ 6 Ⓓ $\frac{24}{6}$

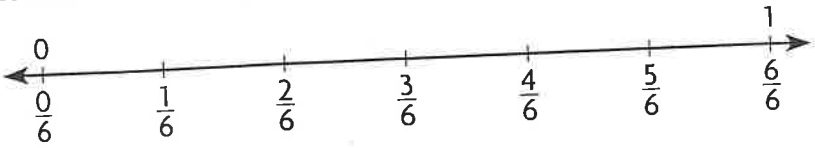
FOR MORE PRACTICE: Standards Practice Book

Name _____

Relate Fractions and Whole Numbers

COMMON CORE STANDARD—3.NF.3c
Develop an understanding of fractions as numbers.

Use the number line to find whether the two numbers are equal. Write *equal* or *not equal*.

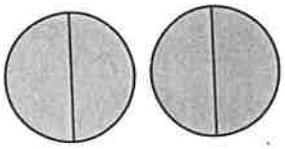


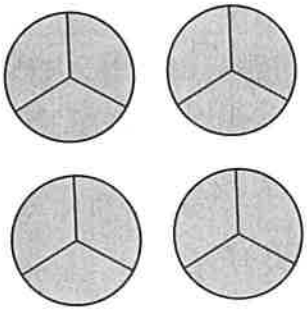
1. $\frac{0}{6}$ and 1 — not equal

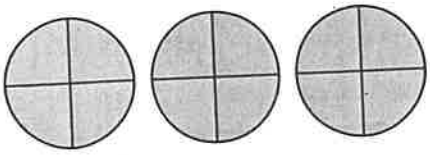
2. 1 and $\frac{6}{6}$ — _____

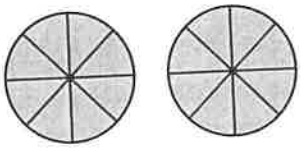
3. $\frac{1}{6}$ and $\frac{6}{6}$ — _____

Each shape is 1 whole. Write a fraction greater than 1 for the parts that are shaded.

4.  2 = _____

5.  4 = _____

6.  3 = _____

7.  2 = _____

Problem Solving Real World

8. Rachel jogged along a trail that was $\frac{1}{4}$ of a mile long. She jogged along the trail 8 times. How many miles did Rachel jog?

_____

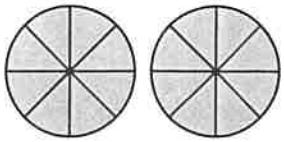
9. Jon ran around a track that was $\frac{1}{8}$ of a mile long. He ran around the track 24 times. How many miles did Jon run?

_____

Lesson Check (3.NF.3c)

1. Each shape is 1 whole. What fraction greater than 1 names the parts that are shaded?

2. Each shape is 1 whole. What fraction greater than 1 names the parts that are shaded?



Spiral Review (3.OA.3, 3.OA.7, 3.NBT.2, 3.NF.1)

3. Tara has 598 pennies and 231 nickels. How many pennies and nickels does she have?

$$\begin{array}{r} 598 \\ +\ 231 \\ \hline \end{array}$$

4. Dylan read 6 books. Kylie read double the number of books that Dylan read. How many books did Kylie read?

5. Alyssa divides a granola bar into halves. How many equal parts are there?

6. There are 4 students in each small reading group. If there are 24 students in all, how many reading groups are there?

Paragraph of the Week

★ WEEKLY SCHEDULE !

Persuasive

Topic: Should kids be allowed to choose their bedtime? What time do you think you should go to bed? Why? Write a paragraph about whether or not kids should be allowed to choose their own bedtime.

Monday **Brainstorm**: Think about everything you know about the topic. Write down words or phrases or draw your ideas. Circle your three favorite ideas.

Tuesday **Sentences & Details**: Write three complete sentences using your favorite ideas from Monday. Then, write a supporting detail for each sentence.

Wednesday **Introduction & Conclusion**: The introduction tells the reader what the paragraph will be about. Make sure it includes important words from the topic. The conclusion reviews what the paragraph was about. It restates your introduction using different words. **Revise & Edit**: Read over all of your sentences and make sure they make sense. Check for the following:

- ❑ Do all of my sentences begin with a capital letter?
- ❑ Do all of my sentences end with a punctuation mark?
- ❑ Do all of my sentences relate to the topic?
- ❑ Do most of my sentences have different beginnings?
- ❑ Are all proper nouns capitalized?
- ❑ Have I spelled everything correctly?
- ❑ Have I included descriptive words that improve my sentences?

Thursday **Final Copy**: Using your best handwriting, put all of your sentences together to form a paragraph. The introduction goes first, followed by the sentences and details, then write your conclusion. Remember to indent your first sentence.

Name: _____ Date: _____

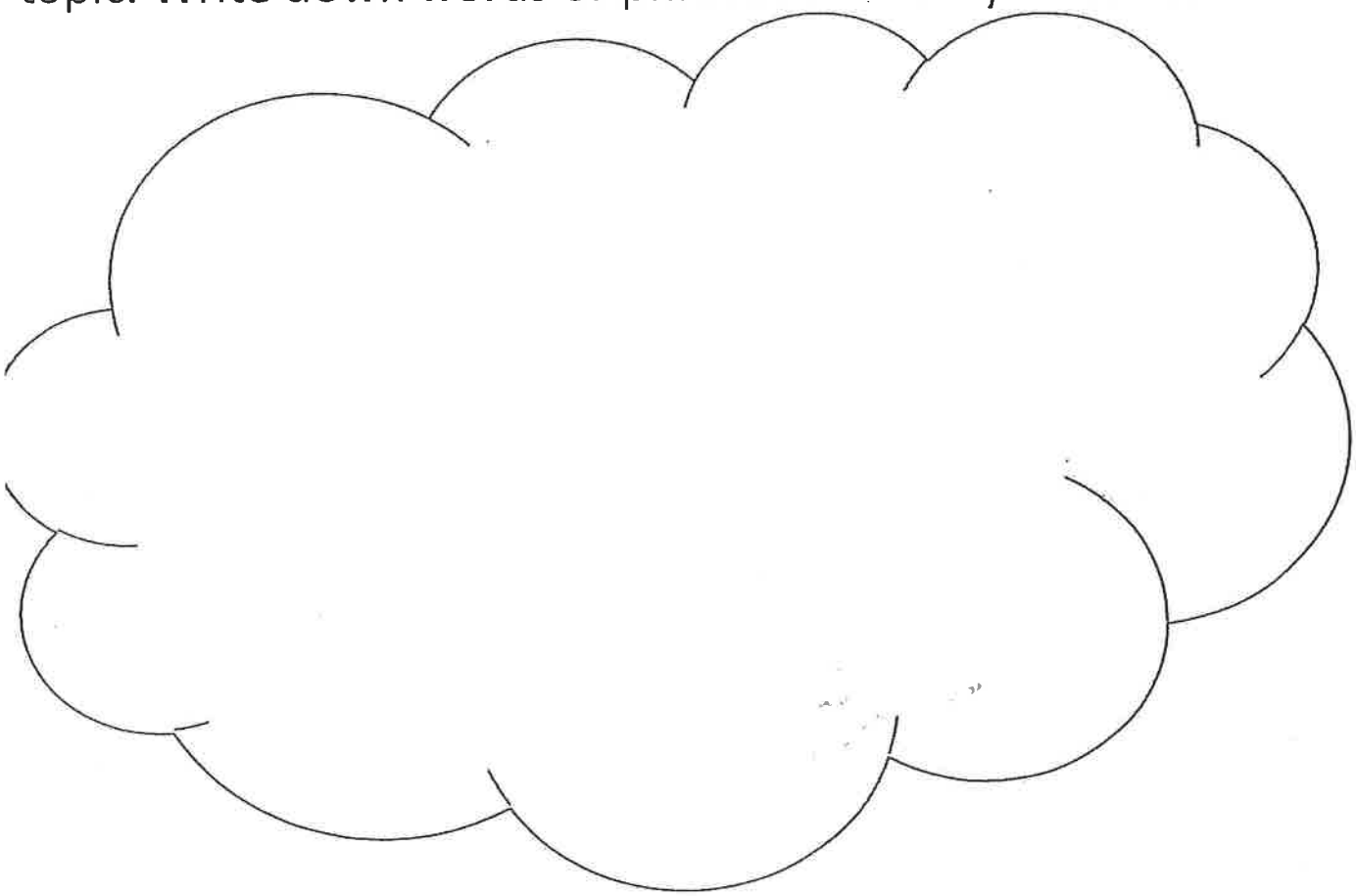
Paragraph of the Week

Monday

Persuasive

Topic: Should kids be allowed to choose their bedtime? What time do you think you should go to bed? Why? Write a paragraph about whether or not kids should be allowed to choose their own bedtime.

Brainstorm: Think about everything you know about the topic. Write down words or phrases or draw your ideas.



What are your three favorite ideas? Write them on the lines below. You do not have to use complete sentences.

1. _____

2. _____

3. _____

Name: _____ Parent/Guardian signature:

#:_____ Date:_____ _____

TUESDAY WEEK 20

DONE? ✓ CHECK IT OFF!

- ☐ Go Math Chapter 8 Review -3 pages
- ☐ Read Naturally
- ☐ Morning Work
- ☐ Grammar
- ☐ Language Review
- ☐ Writing
- ☐ Cursive

MINUTE MAKERS:

DONE? ✓ CHECK IT OFF!

Reflex Math

☐ I went green!

iXL

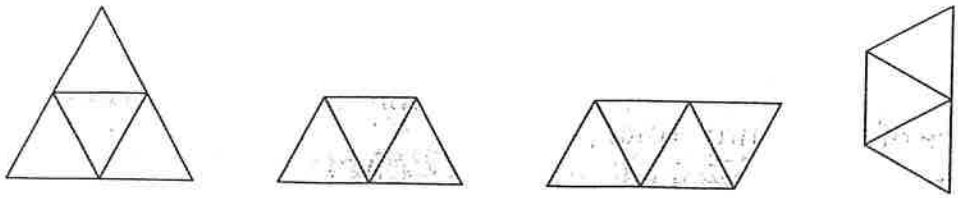
☐ Language Arts

10 minutes

Name _____

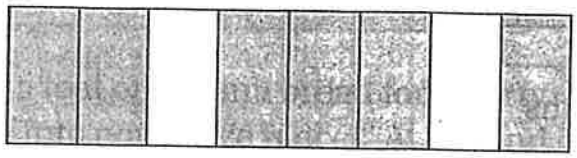
Chapter 8 Review/Test

1. Each shape is divided into equal parts. Select the shapes that show thirds. Mark all that apply.



Ⓐ Ⓑ Ⓒ Ⓓ

2. What fraction names the shaded part of the shape?



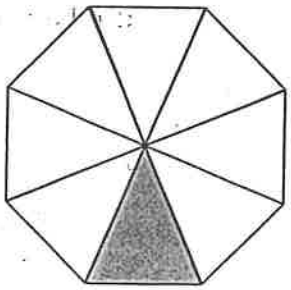
Ⓐ 8 sixths

Ⓑ 8 eighths

Ⓒ 6 eighths

Ⓓ 2 sixths

3. Omar shaded a model to show the part of the lawn that he finished mowing. What fraction names the shaded part? Explain how you know how to write the fraction.

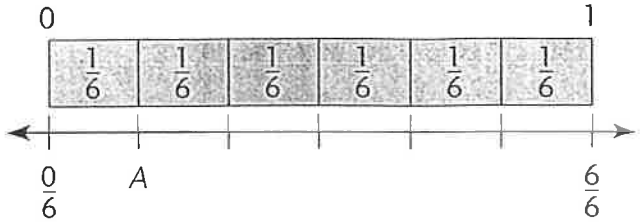


_____

_____

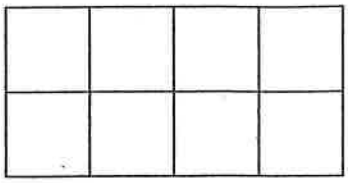
GO DIGITAL Assessment Options
Chapter Test

4. What fraction names point *A* on the number line?



_____

5. Jamal folded this piece of paper into equal parts. Circle the word that makes the sentence true.



The paper is folded into

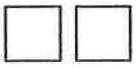
sixths
eighths
fourths

.

6. Caleb took 18 photos at the zoo. One sixth of his photos are of giraffes. How many of Caleb's photos are of giraffes?

_____ photos

7. Three teachers share 2 packs of paper equally.



How much paper does each teacher get? Mark all that apply.

(A) 3 halves of a pack

(B) 2 thirds of a pack

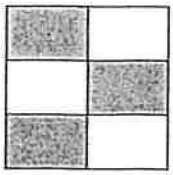
(C) 3 sixths of a pack

(D) 1 half of a pack

(E) 1 third of a pack

Name _____

8. Lilly shaded this design.



Select one number from each column to show the part of the design that Lilly shaded.

Numerator	Denominator
○ 1	○ 3
○ 3	○ 4
○ 5	○ 5
○ 6	○ 6

9. Marcus baked a loaf of banana bread for a party. He cut the loaf into equal size pieces. At the end of the party, there were 6 pieces left. Explain how you can find the number of pieces in the whole loaf if Marcus told you that $\frac{1}{3}$ of the loaf was left. Use a drawing to show your work.

_____

_____

_____

_____

Name _____ **Morning Work 30.1**

Subtract.

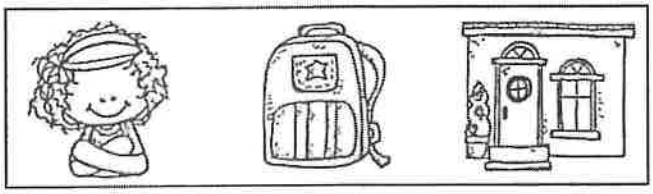
678	765	876	543
− 213	− 424	− 741	− 321

Use a ruler to draw a 3 inch line below .

Diane has 455 beads in her jewelry box. She uses 344 to make a necklace. How many beads does she have left? _____

_____ beads

Circle the sentence below that tells about the picture sentence.



The naughty girl was caught eating all of the doughnuts.

My daughter left her knapsack at the neighbor's house.

Read. At midnight, I saw the knight riding his horse.

Answer. 

knight	it	night.	the	Although	is	cold,	at	riding	enjoys

WINTER day 19

Name: _____

1 Choose the correct word to complete the sentence:

We practiced _____ in math class.

Circle correct answer:

division

divition

2 Circle the possessive:

That phone is mine.

3 Circle the vowel sound for: **toad**

LONG O LONG A

4 ☑ Check the correct way to write a city and a state in an address:

☐ Chicago Illinois

☐ Chicago, Illinois

Name: _____ Date: _____

Paragraph of the Week

Tuesday Persuasive

Topic: Should kids be allowed to choose their bedtime? What time do you think you should go to bed? Why? Write a paragraph about whether or not kids should be allowed to choose their own bedtime.

Sentences & Details: Write three complete sentences using your favorite ideas from Monday. Then, write a supporting detail for each sentence.

Sentence 1: _____

_____

Detail: _____

_____

Sentence 2: _____

_____

Detail: _____

_____

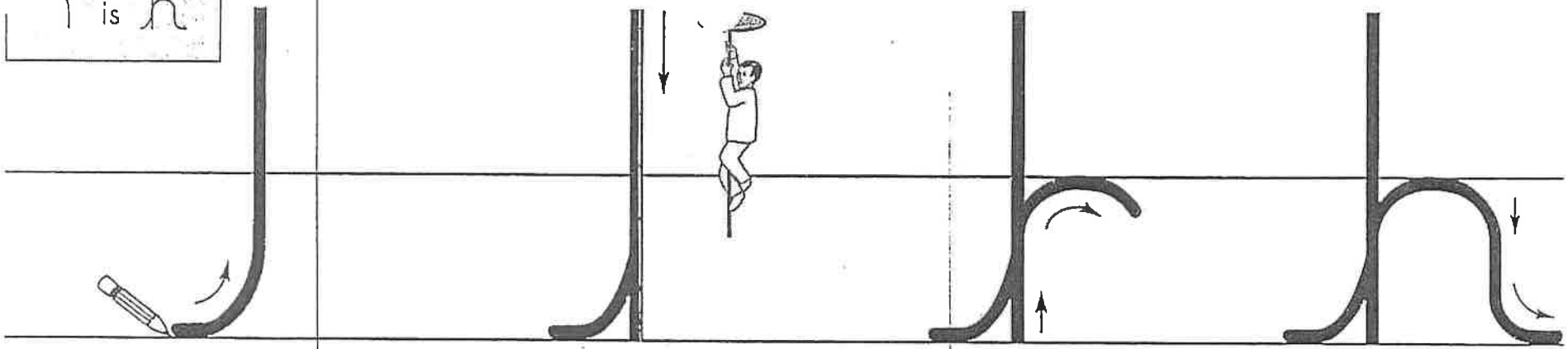
Sentence 3: _____

_____

Detail: _____

_____

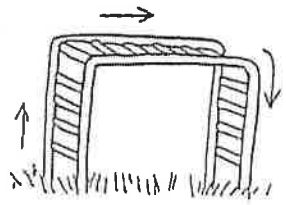
h is h



travel up like a

slide down bump!

climb back up and over



and do bump travel c

Can you climb up + over + down?

Start on the dot. Copy h.

☐ Write & Chec

Copy words.

hag hag

had had

☐ Check h

Name: _____ Parent/Guardian signature:

#:_____ Date:_____ _____

WEDNESDAY WEEK 20

DONE? ✓ CHECK IT OFF!

- ☐ Go Math Chapter 8 Review -3 pages
- ☐ Read Naturally
- ☐ Morning Work
- ☐ Grammar
- ☐ "Trouble in the Rainforest" Read & Respond
- ☐ Intro & Conclusion
  Revise & Edit

MINUTE MAKERS:

DONE? ✓ CHECK IT OFF!

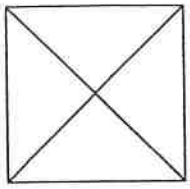
Reflex Math

☐ I went green!

iXL

☐ Language Arts
10 minutes

10. The model shows one whole. What fraction of the model is NOT shaded?



_____

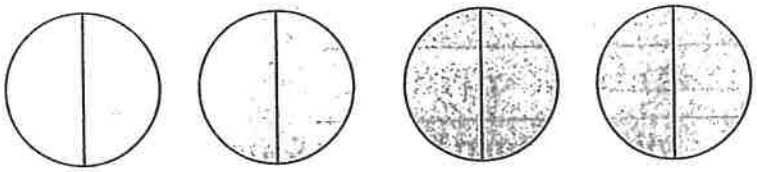
11. Together, Amy and Thea make up $\frac{1}{4}$ of the midfielders on the soccer team. How many midfielders are on the team? Show your work.

_____ midfielders

12. Six friends share 4 apples equally. How much apple does each friend get?

_____

13. Each shape is 1 whole.



For numbers 13a–13e, choose Yes or No to show whether the number names the parts that are shaded.

13a. 4	○ Yes	○ No
13b. 8	○ Yes	○ No
13c. $\frac{8}{2}$	○ Yes	○ No
13d. $\frac{8}{4}$	○ Yes	○ No
13e. $\frac{2}{8}$	○ Yes	○ No

Name _____

14. Alex has 3 baseballs. He brings 2 baseballs to school. What fraction of his baseballs does Alex bring to school?

_____

15. Janeen and Nicole each made fruit salad for a school event.

Part A

Janeen used 16 pieces of fruit to make her salad. If $\frac{1}{4}$ of the fruits were peaches, how many peaches did she use? Make a drawing to show your work.

_____ peaches

Part B

Nicole used 24 pieces of fruit. If $\frac{1}{6}$ of them were peaches, how many peaches in all did Janeen and Nicole use to make their fruit salads? Explain how you found your answer.

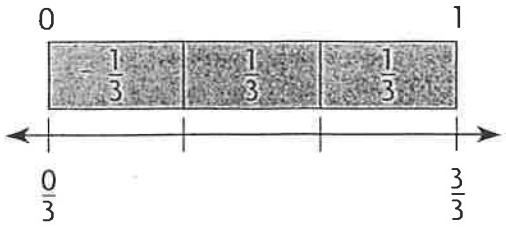
_____

_____

16. There are 8 rows of chairs in the auditorium. Three of the rows are empty. What fraction of the rows are empty?

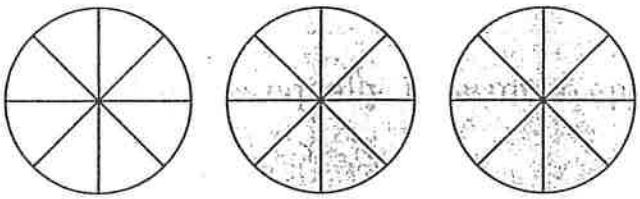
_____

17. Tara ran 3 laps around her neighborhood for a total of 1 mile yesterday. Today she wants to run $\frac{2}{3}$ of a mile. How many laps will she need to run around her neighborhood?



_____ laps

18. Gary painted some shapes.



Select one number from each column to show a fraction greater than 1 that names the parts Gary painted.

Numerator	Denominator
○ 3	○ 3
○ 4	○ 4
○ 8	○ 8
○ 24	○ 24

19. Angelo rode his bike around a bike trail that was $\frac{1}{4}$ of a mile long. He rode his bike around the trail 8 times. Angelo says he rode a total of $\frac{8}{4}$ miles. Teresa says he is wrong and that he actually rode 2 miles. Who is correct? Use words and drawings to explain how you know.

Name _____ **Morning Work 30.2**

Subtract.

768	876	321	539
− 626	− 452	− 120	− 212

Use a ruler to draw a line 7 cm. long.

The school carnival had 656 children attend. 332 children already left. How many children are still at the carnival?

— _____

_____ children

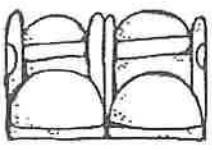
Write the antonym for the words below.

stand	elbow	low
brush	loose	wrong

right _____ kneel _____ high _____

knee _____ comb _____ tight _____

Read. I don't know how to tie a knot with my laces.



Answer.  

me," might said to show be Knox. "I able you thought

WINTER day 20

Name: _____

1 What is the meaning of the underlined word?

Beth was <u>unhappy</u> that her mom would not let her eat candy.

Circle correct answer:

very happy

not happy

2 The following is a complete sentence. True or false?

Rylie to the park.

Circle correct answer:

TRUE FALSE

3 Circle the suffix of the underlined word:

Sophia looked <u>beautiful</u> in her dress.

Circle one

beau

ful

4 Circle the part of speech of the underlined word:

Grace saw a <u>brown</u> leaf fall from the tree.

ADJECTIVE

VERB

Name: _____ Date: _____

Paragraph of the Week

Wednesday Persuasive

Topic: Should kids be allowed to choose their bedtime? What time do you think you should go to bed? Why? Write a paragraph about whether or not kids should be allowed to choose their own bedtime.

Introduction & Conclusion: The introduction tells the reader what the paragraph will be about. Make sure it includes important words from the topic. The conclusion reviews what the paragraph was about. It restates your introduction using different words.

Introduction: _____

_____

_____

Conclusion: _____

_____

_____

Revise & Edit: Read over all of your sentences and make sure they make sense. Check for the following:

- ❑ Do all of my sentences begin with a capital letter?
- ❑ Do all of my sentences end with a punctuation mark?
- ❑ Do all of my sentences relate to the topic?
- ❑ Do most of my sentences have different beginnings?
- ❑ Are all proper nouns capitalized?
- ❑ Have I spelled everything correctly?
- ❑ Have I included descriptive words that improve my sentences?

Trouble in the Amazon

Why is this rain forest shrinking so quickly?

photos.com

Macaws live in the tallest trees.

Bright-colored birds fly through the air. Monkeys leap from tree to tree. Jaguars creep on the ground below. Those are just a few of the thousands of animals that live in the Amazon rain forest.

The Amazon in South America is the largest tropical rain forest in the world. A tropical rain forest is a thick forest in a warm region with heavy rainfall.

People are destroying the Amazon. Each year, farmers and loggers cut down rain forest trees to make room for farms, homes, and roads. Scientists have recently discovered that the Amazon is shrinking twice as quickly as they once thought.

Cause for Concern

The Amazon rain forest is one of the richest areas of the world in animal and plant diversity, or variety. Many of the foods, spices, and medicines people need come from the Amazon.

The Amazon rain forest also helps recycle Earth's air. The trees give off oxygen for people to

breathe. Trees also clean the air by taking in carbon dioxide. Too much carbon dioxide in the air is harmful to humans.

Fixing the Problem

Stopping people from destroying the rain forest is not an easy task. "Almost 2 million people make the forest their home," scientist Jim Bowyer told *Weekly Reader.* "All these people need land for farming and wood for heat and cooking. They are looking for a way to survive. Solutions need to involve the very people who destroy the forest. "

Did You Know?

- Rain forest trees stay green all year long.
- The tallest trees may grow up to 200 feet!
- When leaves and branches fall, they break down and release nutrients into the soil.

Name: _____ Date: _____

1. The main idea of this passage is that

A. jaguars live in the Amazon.

B. loggers are cutting down the trees in the Amazon.

C. the Amazon is important, but it is being destroyed.

D. people get medicine from the Amazon.

2. A detail from the passage is that

A. brightly colored birds live in the Amazon.

B. trees grow up to 200 feet.

C. 2 million people live in the Amazon.

D. all of the above.

3. Read this sentence from the text:

"Scientists have recently discovered that the Amazon is shrinking twice as quickly as they once thought."

Who or what does "they" refer to?

A. trees

B. monkeys

C. scientists

D. loggers

4. Another detail from the passage is

A. elephants are living in the Amazon.

B. the Amazon is very dry.

C. the Amazon recycles the Earth's air.

D. people need a lot of carbon dioxide.

5. Why do farmers cut down trees in the Amazon?

Name: _____ Parent/Guardian signature:

#:_____ Date:_____ _____

THURSDAY WEEK 20

DONE? ✓ CHECK IT OFF!

- ☐ Re-Teach 5.3
- ☐ Read Naturally
- ☐ Morning Work
- ☐ Grammar
- ☐ Language Review
- ☐ Cursive
- ☐ Writing Final Copy

MINUTE MAKERS:

DONE? ✓ CHECK IT OFF!

Reflex Math

☐ I went green!

iXL

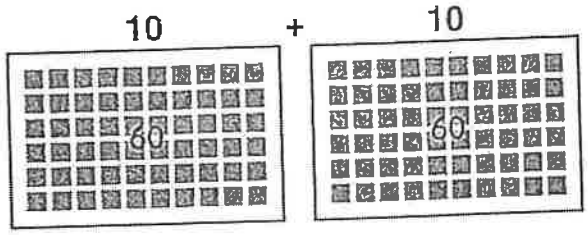
☐ Language Arts

10 minutes

Name _____

Problem Solving • Use the Distributive Property

There are 6 rows of singers in a performance. There are 20 singers in each row. How many singers are in the performance?

Read the Problem	Solve the Problem
What do I need to find? I need to find how many singers are in the performance	**Record the steps you used to solve the problem.** 
What information do I need to use? There are 6 rows of singers. Each row has 20 singers.	First, I draw and label a diagram to show 6 rows of 20 singers. Next, I break apart 20 into 10 + 10 and find the products of the two smaller rectangles. $6 \times 10 =$ _____ $6 \times 10 =$ _____ Then, I find the sum of the two products. _____ + _____ = _____ $6 \times 20 =$ _____ So, there are _____ singers.
How will I use the information? I can draw a diagram and use the Distributive Property to break apart the factor 20 into 10 + 10 to use facts I know.	

1. Eight teams play in a Little League series. Each team has 20 players. How many players are in the series?

2. The assembly room has 6 rows with 30 chairs in each row. If third graders fill 3 rows, how many third graders are in the room?

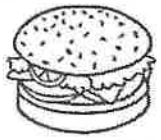
Name _____ **Morning Work 30.3**

Subtract.

678	765	876	543
− 213	− 424	− 701	− 321

Use a ruler to draw a line 2 inches long. Draw a second line 1 inch longer.

We made 376 hamburgers at the barbecue and 154 hotdogs. How many more hamburgers were cooked than hotdogs? _____



_____ hamburgers

Find the hidden words.

w	b	r	i	g	h	t	m	p	a	s
a	e	r	u	n	c	e	u	o	t	d
a	e	i	e	a	s	r	r	w	h	o
r	k	l	g	p	t	t	u	e	u	u
r	n	n	b	h	e	e	z	m	m	g
s	o	t	a	e	t	a	t	f	b	h
w	c	s	l	e	i	g	h	b	e	e
t	k	e	n	e	c	t	k	n	o	w

WORD BANK

bright	knock
weight	crumb
dough	thumb
know	sleigh

Read. You might knock on the door to see if she's home.

Answer. 

if	answered	doubt	home	I	yet.	she	hasn't	Sarah	is

WINTER day 21

Name _____

1 Read the words in the box. Choose one and write a sentence.

hard	those
thought	food

_____

2 Read the words. Circle the word with one syllable:

color ago about hurt

3 Print the contraction:

he had ⇨ _____

4 ☑ Check the past tense sentence:

☐ I grow plants in my garden.

☐ I grew plants in my garden.

Paragraph of the Week

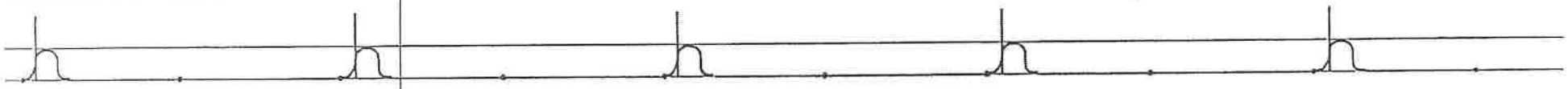
Thursday — Persuasive

Topic: Should kids be allowed to choose their bedtime? What time do you think you should go to bed? Why? Write a paragraph about whether or not kids should be allowed to choose their own bedtime.

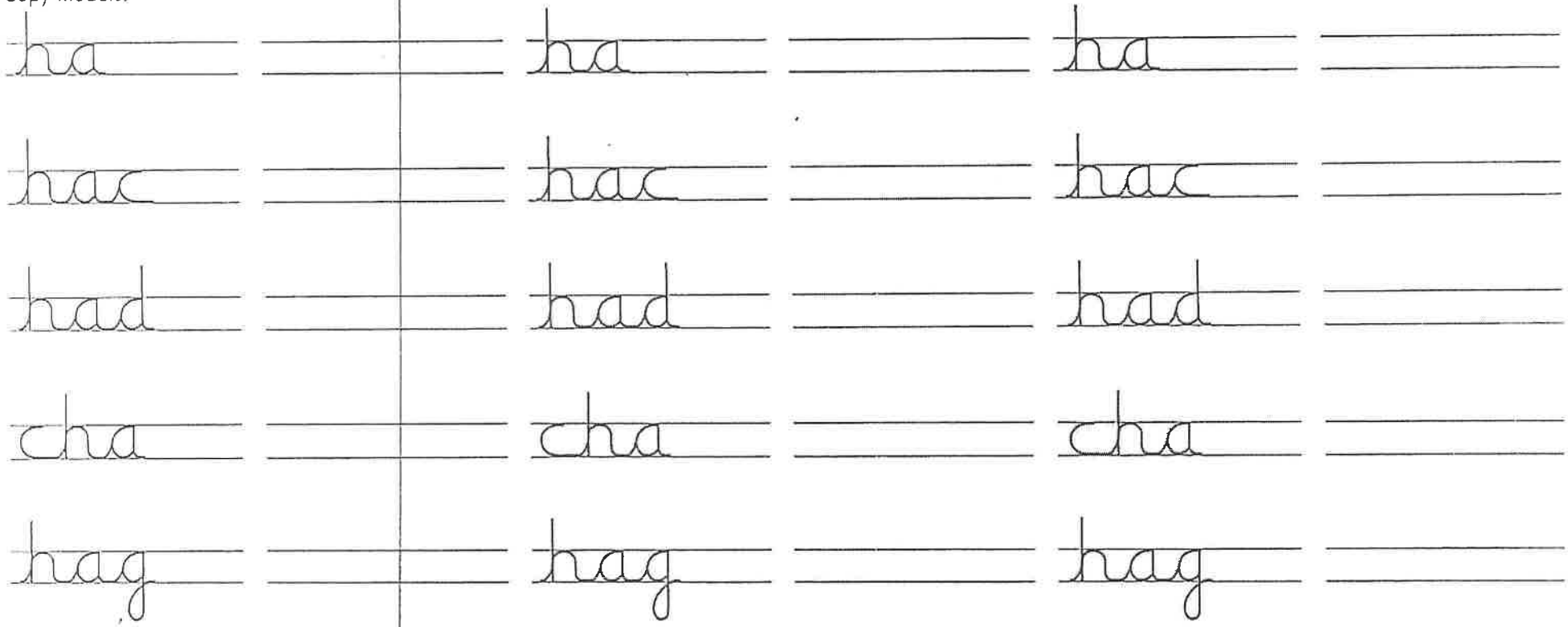
Final Copy: Using your best handwriting, put all of your sentences together to form a paragraph. The introduction goes first, followed by the sentences and details, then write your conclusion. Remember to indent your first sentence.

INDENT! →

Start on the dot. Copy h.



Copy models.



Next to capital H, write lowercase h. Start on the dot.

Name: _____ Parent/Guardian signature:

#:_____ Date:_____ _____

FRIDAY WEEK 20

DONE? ✓ CHECK IT OFF!

- ☐ Math Review 5.4
- ☐ Read Naturally
- ☐ Morning Work
- ☐ Language Review
- ☐ Catch Up Day!

MINUTE MAKERS:

GOT EXTRA TIME? ✓ CHECK IT OFF!

Reflex Math

☐ I went green!

Reading Counts

☐ I passed a quiz!

Name _____

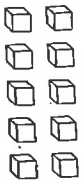
Multiplication Strategies with Multiples of 10

You can use place value to multiply with multiples of 10.

Find 5 × 20.

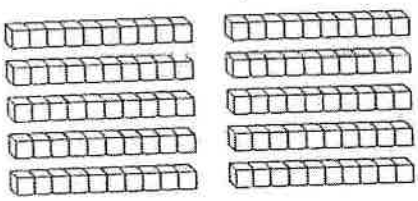
Step 1 Use a multiplication fact you know.

Think: 5 × 2 = 10, so
5 × 2 ones = 10 ones



Step 2 Use place value to find the product.

Think: 5 × 2 tens = 10 tens, or 100

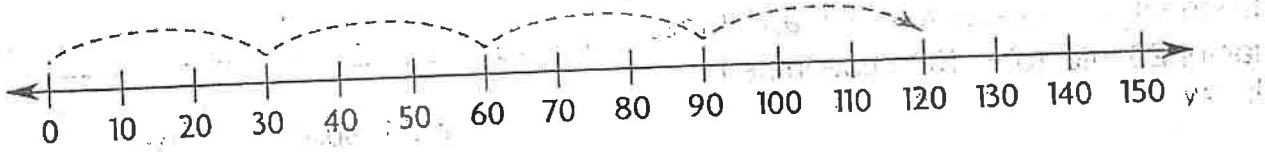


So, 5 × 20 = **100**.

You can also use a number line to multiply with multiples of 10.

Find 4 × 30.

Think: There are 4 groups of 30. Draw 4 jumps of 30.



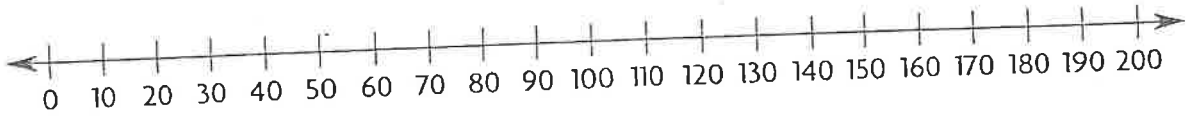
So, 4 × 30 = **120**.

Use place value to find the product.

1. 6 × 40 = 6 × _____ tens
   = _____ tens = _____

2. 50 × 7 = _____ tens × 7
   = _____ tens = _____

3. Use a number line to find the product. 3 × 50 = _____



Name _____ **Morning Work 30.4**

Subtract.

544	797	916	308
− 424	− 336	− 205	− 306

Use a ruler to draw a line 8 cm. long. Draw a second line 2 cm. shorter.

The library has 875 books. There are 244 books checked out to students. How many books are left in the library?

_____ books

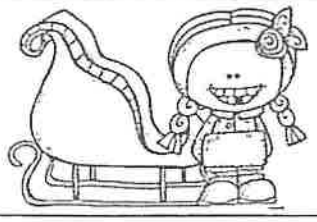
Read each word as you clap the syllables. Circle the number of syllables each word has.

Example: knife (1) 2 3

lamb	1 2 3	unknowing	1 2 3	knowledge	1 2 3
reminder	1 2 3	drought	1 2 3	climb	1 2 3

Read. My grandmother knit me a blanket.

Answer. 



You	on	might	the	sleigh	ride	bring	blanket	tonight.	the		

WINTER day 22

Name _____

1. Use details to expand the following sentence: I played.

_____

2. Circle the possessive that can replace the underlined word:

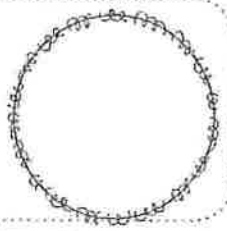
Emily saw <u>Emily's</u> grandma during the summer.

Circle correct answer:

ITS HER

3. Print the number of syllables in the word:

tree



4. Check the word with the same vowel sound as: **whale**

◯ tail ◯ sat ◯ land