

Grade 3 Week 2

Close Read: "The Wolf and the Lean Dog"

Grade 3, Unit 3B

INTRODUCTION: This is a Native American Folktale. A traditional story from the Mohawk Indians that has been passed down from one generation to the next.

You will *close read* this text and answer the questions on the following pages. Make sure to follow each of the directions below.

DIRECTIONS:

- (1) **Read to get the gist.** Read the whole text from beginning to end one time to get a sense of what it's about.
- (2) **Reread the text closely.**
 - ☐ **While you reread**, circle any words that you don't know. Try to figure out what the words mean. Can you tell from context clues? Can you look it up? Can you ask someone? Keep a list of the words.
 - ☐ **After you reread**, write the gist in the space provided.
 - ☐ **After you reread**, answer the questions. Write your answers in the chart.
- (3) **Write your analysis of the text.** Complete the chart on page 3. Then, read the question at the top of page 5 and write your paragraph in the space provided.
MAKE SURE TO USE EVIDENCE FROM THE TEXT!

Focus: The Wolf and the Lean Dog

What is the GIST of this section? Why do you think so? (1-2 sentences)

(1) Why did the wolf want to eat a lean dog?	
(2) What are two details in the story that tell you why the wolf agrees to let the dog go?	
(3) Why is the wolf unable to eat the dog when he returns for the feast?	

Write About the Text

DIRECTIONS: A character trait is a word that describes what a character is like on the inside. The Traits Word Bank on the next page has some examples of common character traits. Use the chart to record three character traits for the wolf. Then, record evidence from the text that helps you prove each trait.

Trait	Evidence

TRAITS WORD BANK			
Foolish	Trustworthy	Hard-Working	Active
Active	Generous	Independent	Silly
Loyal	Honest	Quiet	Clumsy

Write About the Text

Prompt: What is the wolf's most important *character trait*? Use your trait and evidence chart from page 3 to help you write a paragraph in which you do the following:

- ☐ Clearly identify the wolf's most important character trait.
- ☐ Give evidence from the text that supports the trait you chose.
- ☐ Explain WHY your evidence shows that the trait you chose is the most important.
- ☐ Check your work for complete sentences (make sure to use capital letters!) and to make sure you used your best spelling.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



“The Wolf and the Lean Dog”

A Wolf prowling near a village one evening met a Dog. It happened to be a very **lean** and bony Dog, and Master Wolf would have turned up his nose at such meager **fare** had he not been more hungry than usual. So he began to edge toward the Dog, while the Dog backed away.

“Let me remind your lordship,” said the Dog, his words interrupted now and then as he dodged a snap of the Wolf’s teeth, “how **unpleasant** it would be to eat me now. Look at my ribs. I am nothing but skin and bone. But let me tell you something in private. In a few days my master will give a wedding feast for his only daughter. You can guess how fine and fat I will grow on the scraps from the table. *Then* is the time to eat me.”

The Wolf could not help thinking how nice it would be to have a fine fat Dog to eat instead of the **scrawny** object before him. So he went away pulling in his belt and promising to return.

Some days later the Wolf came back for the promised feast. He found the Dog in his master’s yard, and asked him to come out and be eaten.

“Sir,” said the Dog, with a grin, “I shall be delighted to have you eat me. I’ll be out as soon as the porter opens the door.”

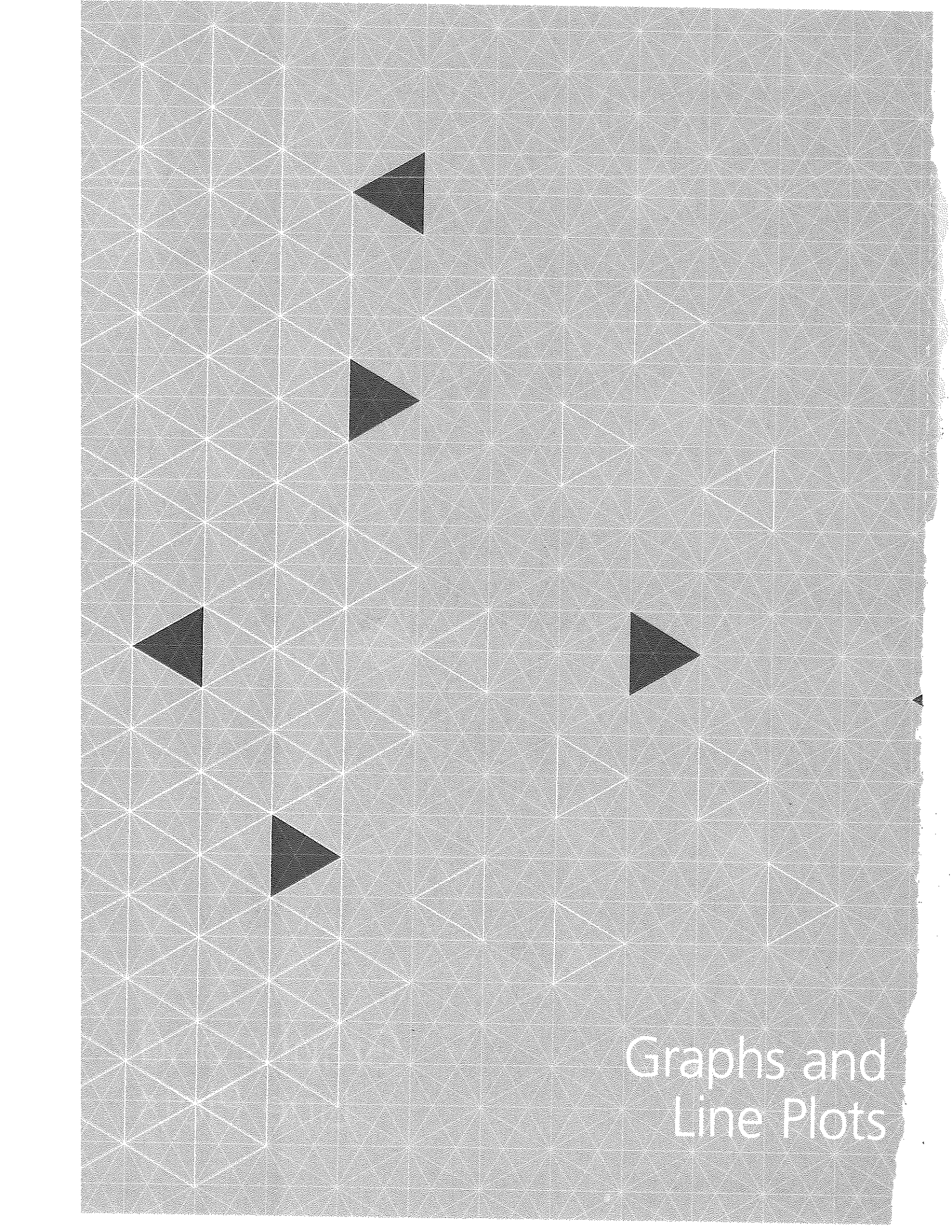
But the “porter” was a huge Dog whom the Wolf knew by painful experience to be very **unkind** toward wolves. So he decided not to wait and made off as fast as his legs could carry him.

Take what you can get when you can get it.

The Project Gutenberg EBook of The Aesop for Children. "The Wolf and the Lean Dog". Project Gutenberg, 2006. 42. Web. 2014.

UNIT 2

Graphs and Line Plots



Graphs and Line Plots

NAME

DATE

What Did You Find Out About Ms. Cutter's Grade 3 Class?

1

What is your question about where Ms. Cutter's students like to eat?

2

List three things you found out from the data.

a.

b.

c.



NAME _____

DATE _____

What's the Missing Factor?

Solve the following sets of related problems.
Think about how to use one problem to solve
the next one.

1

$3 \times \underline{\hspace{2cm}} = 12$

$\underline{\hspace{2cm}} \times 4 = 24$

$\underline{\hspace{2cm}} \times 8 = 24$

2

$4 \times \underline{\hspace{2cm}} = 24$

$\underline{\hspace{2cm}} \times 6 = 48$

$8 \times \underline{\hspace{2cm}} = 56$

3

$\underline{\hspace{2cm}} \times 5 = 25$

$5 \times \underline{\hspace{2cm}} = 35$

$\underline{\hspace{2cm}} \times 7 = 70$

4

$8 \times \underline{\hspace{2cm}} = 72$

$4 \times \underline{\hspace{2cm}} = 36$

$\underline{\hspace{2cm}} \times 2 = 18$

NOTE

Students solve missing factor problems.

MMW Related Multiplication Problems



NAME _____

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About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about data called *Graphs and Line Plots*. During this unit, students collect, represent, describe, and interpret data.

Throughout the unit, students work toward these goals:

Benchmarks/Goals	Examples																					
Organize, represent, and describe categorical data, choosing categories that help make sense of the data.	<p>What is your favorite game?</p> <table border="1"> <tr> <td>Hopscotch</td> <td>Chess</td> <td>Tag</td> </tr> <tr> <td>Jump Rope</td> <td>Mancala</td> <td>Baseball</td> </tr> <tr> <td>Games you can play by yourself</td> <td>Ping Pong</td> <td>Hide and Seek</td> </tr> <tr> <td></td> <td>Crazy Eights</td> <td>Kickball</td> </tr> <tr> <td></td> <td>Games you play with a partner</td> <td>Capture the Flag</td> </tr> <tr> <td></td> <td></td> <td>Red Rover</td> </tr> <tr> <td></td> <td></td> <td>Games you play with a group</td> </tr> </table>	Hopscotch	Chess	Tag	Jump Rope	Mancala	Baseball	Games you can play by yourself	Ping Pong	Hide and Seek		Crazy Eights	Kickball		Games you play with a partner	Capture the Flag			Red Rover			Games you play with a group
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		Red Rover																				
		Games you play with a group																				
Make and interpret a bar graph and a pictograph, including use of scales greater than 1.	<p>How Do You Get to School?</p> <table border="1"> <caption>How Do You Get to School?</caption> <thead> <tr> <th>Type of Transportation</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Bus</td> <td>20</td> </tr> <tr> <td>Walk</td> <td>25</td> </tr> <tr> <td>Car</td> <td>15</td> </tr> <tr> <td>Bike</td> <td>5</td> </tr> </tbody> </table>	Type of Transportation	Number of Students	Bus	20	Walk	25	Car	15	Bike	5											
Type of Transportation	Number of Students																					
Bus	20																					
Walk	25																					
Car	15																					
Bike	5																					
Make a line plot for a set of measurement data, with a scale that includes inches and half-inches.	<table border="1"> <caption>How Many Inches Long Is Your Foot?</caption> <thead> <tr> <th>How Many Inches Long Is Your Foot?</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>2</td> </tr> <tr> <td>7</td> <td>3</td> </tr> <tr> <td>8</td> <td>4</td> </tr> <tr> <td>9</td> <td>5</td> </tr> <tr> <td>11</td> <td>1</td> </tr> </tbody> </table>	How Many Inches Long Is Your Foot?	Frequency	6	2	7	3	8	4	9	5	11	1									
How Many Inches Long Is Your Foot?	Frequency																					
6	2																					
7	3																					
8	4																					
9	5																					
11	1																					




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About the Mathematics in This Unit

Benchmarks/Goals	Examples
Describe and summarize a set of data, describing concentrations of data and what those concentrations mean in terms of the situation the data represent.	<p>More than half of the students in the class have feet measuring longer than 8 inches.</p> <p>Three students have feet that measure less than 7 inches long.</p>
Generate measurement data by measuring lengths to the half-inch.	 <p>0 1 2 3 inches</p>

Please look for more information and activities about *Graphs and Line Plots* that will be sent home in the coming weeks.



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Adding 10s and 100s

Solve the following sets of related problems.
Think about how to use one problem to solve the next one.

1

$275 + 20 = \underline{\hspace{2cm}}$

$275 + 30 = \underline{\hspace{2cm}}$

$275 + 40 = \underline{\hspace{2cm}}$

2

$235 + 100 = \underline{\hspace{2cm}}$

$235 + 120 = \underline{\hspace{2cm}}$

$235 + 130 = \underline{\hspace{2cm}}$

3

$120 + 30 = \underline{\hspace{2cm}}$

$120 + 130 = \underline{\hspace{2cm}}$

$130 + 130 = \underline{\hspace{2cm}}$

4

$264 + 50 = \underline{\hspace{2cm}}$

$264 + 100 = \underline{\hspace{2cm}}$

$264 + 130 = \underline{\hspace{2cm}}$

5

$208 + 40 = \underline{\hspace{2cm}}$

$228 + 40 = \underline{\hspace{2cm}}$

$228 + 80 = \underline{\hspace{2cm}}$

6

$144 + 130 = \underline{\hspace{2cm}}$

$244 + 130 = \underline{\hspace{2cm}}$

$244 + 150 = \underline{\hspace{2cm}}$

NOTE

Students practice adding multiples of 10 or 100 to 3-digit numbers.

MM Adding and Subtracting Tens and Hundreds



NAME _____

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Popular Pets

Here are data from Mr. Garcia's Grade 3 class about the pets that students have at home.

dog	cat	hamster	dog	lizard	cat
hamster	fish	bird	dog	fish	hamster
cat	bird	cat	cat	lizard	dog
dog	fish	dog	bird	hamster	dog

1

On a separate sheet of paper, organize the data above in a way that makes sense to you.

2

What can you say about the pets that students in Mr. Garcia's class have?

NOTE

Students organize data and list what they know from the data.



Categorical Data



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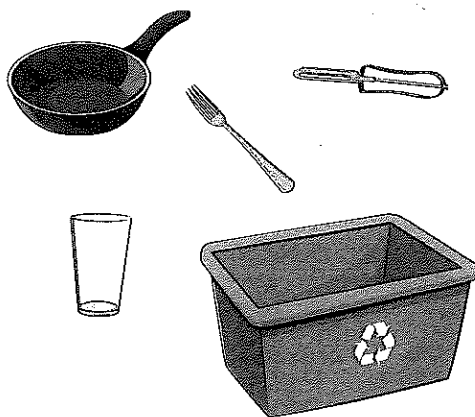
Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the data unit *Graphs and Line Plots*. You can use the activities to enrich your child's mathematical learning experience.

Guess My Rule During this unit, students collect data and learn about how to sort and classify these data. One way to build on this work is to play a guessing game about attributes and categories. One player lists things that belong to a category, and other players try to guess the category. For example, if the secret category is "things that are green," the person may say "grass, inchworms, dollar bills . . ."

You can also play *Guess My Rule* by gradually sorting a collection of 15 to 20 items (such as objects from the kitchen) into two groups. In one group, have objects that fit the rule, and in the other, have objects that do not fit the rule. A rule might be "is made of metal" or "is red." Start with just a few objects. As you continue to put objects into each group, your child tries to guess your rule.



Investigate a Topic Think of a question you want to answer about something in your house or your neighborhood. Collect data that will give you some information about your question. One investigation might be "How many times a day does our family use water?"



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Related Activities to Try at Home

Together with your child, plan your data collection method. Make predictions about what you will find out. After you have collected your data, take some time to look closely at it. Does anything surprise you about the data you have collected? Do the data communicate any useful or interesting information about water use in your family? Your child may want to create some sort of representation of the data. Other questions you might investigate include "How much do we watch television?" or "Do cars stop at the stop sign at the end of our block?"

Data in the Media Look for examples of graphs in newspapers and magazines. Talk with your child about what these graphs represent. What do these graphs communicate? Discuss what choices the graph maker made and why the graph maker might have made these choices. What other choices might you make if you were creating a graph that represented these data?



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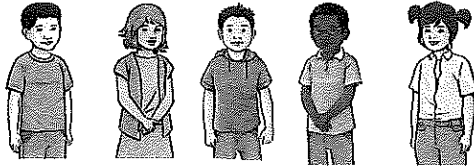
DATE _____

What Is the Rule?

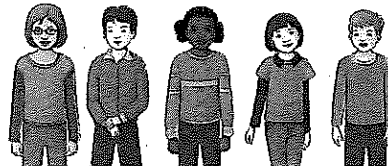
How do the things in the first group go together? Write the rule.

1

Fits the rule



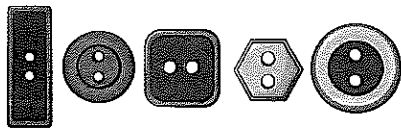
Does not fit the rule



Rule: _____

2

Fits the rule



Does not fit the rule



Rule: _____

3

Fits the rule

Guppy	Octopus
Shark	Starfish

Does not fit the rule

Giraffe	Chicken
Dog	Mouse

Rule: _____

What are some other things that will fit the rule?

NOTE

Students determine the rule by which objects have been sorted.

Categorical Data



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Hundred Pairs

1

Draw lines. Connect the pairs of numbers that make 100.

37	29
48	32
71	73
81	96
68	63
27	52
	19

2

Complete the following.

$$\underline{\hspace{2cm}} + 55 = 100$$

$$15 + \underline{\hspace{2cm}} = 100$$

$$30 + \underline{\hspace{2cm}} = 100$$

$$\underline{\hspace{2cm}} + 45 = 100$$

3

Find other pairs of numbers that make 100.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 100 \quad \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 100$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 100 \quad \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 100$$

NOTE

Students practice finding combinations of 2-digit numbers that add up to 100.

Tools to Represent Addition Problems



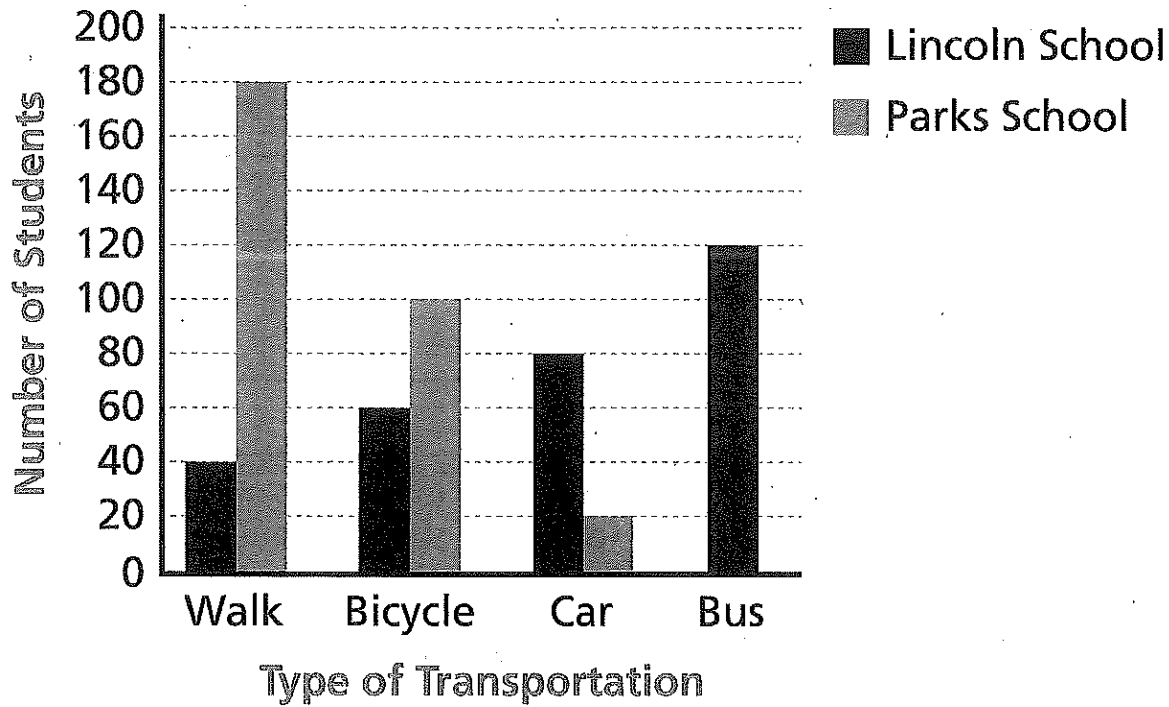
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How Do You Get to School?

How Do You Get to School?



Look at the bar graph above. Write at least 3 things you can tell from looking at this graph.

1

2

3



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DATE _____

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How Do You Get to School?

Now use the bar graph on page 73 to answer these questions:

4

a. How do most students at Parks School get to school?

b. How do you know?

5

At Lincoln School, how many students take the bus?

6

a. How many students at Parks School do **NOT** walk to school?

b. How do you know?

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How Do You Get to School?

7 How many more students ride a bicycle to Parks School than ride a bicycle to Lincoln School?

8 How many fewer students travel by car to Parks School than travel by car to Lincoln School?

9 Compare how students travel to school at Lincoln School and Parks School. Are the ways the same or different? What might be some reasons for the similarities or differences?



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How Many More to 200?

Solve the following problems and show your solutions on the number lines provided.

1

$115 + \underline{\hspace{2cm}} = 200$



2

$72 + \underline{\hspace{2cm}} = 200$



3

$164 + \underline{\hspace{2cm}} = 200$



4

$181 + \underline{\hspace{2cm}} = 200$

**NOTE**

Students practice finding combinations of 2-digit numbers that add up to 200.



Tools to Represent Addition Problems



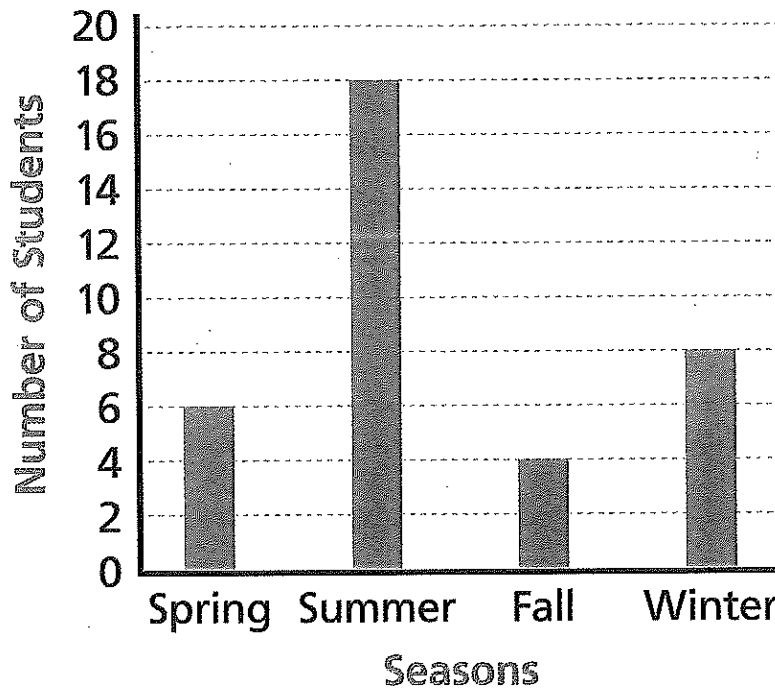
NAME _____

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What Is Your Favorite Season?

Use the bar graph to answer the questions below.

What Is Your Favorite Season?



1

How many students participated in the survey?

2

a. Which season do students favor the most? _____

b. How many students chose this season as their favorite?

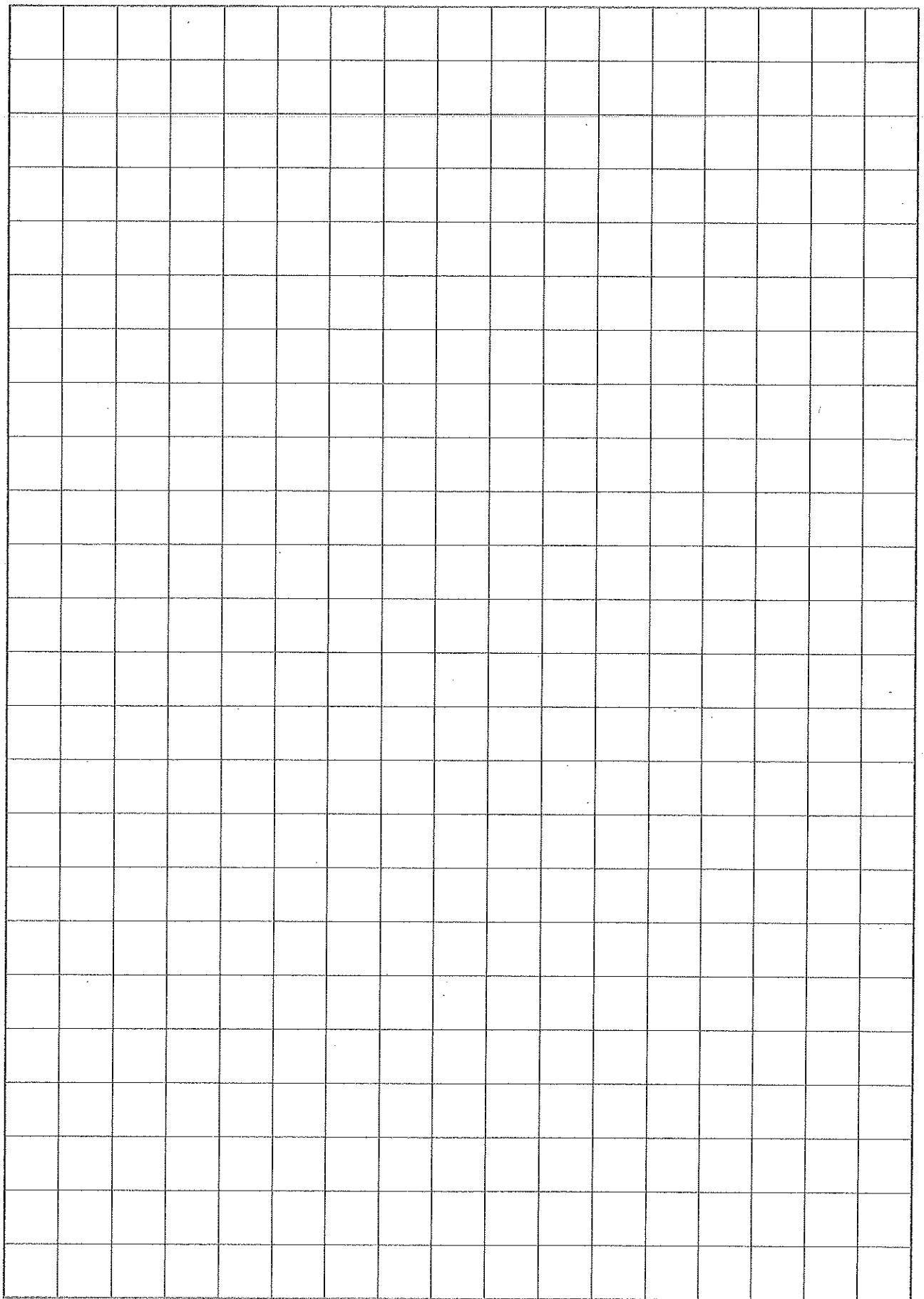
3

How many fewer students chose winter as their favorite season than chose summer? _____

NOTE

Students read and interpret data from a bar graph.

Bar Graphs





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Favorite Seasons

A class of 2nd graders took a survey of students at their school about their favorite season. These were the responses:

Summer	60	Spring	25	Fall	10	Winter	20
--------	----	--------	----	------	----	--------	----

Make a bar graph of these data. Each square on the graph should represent more than 1. Then answer the following questions using your bar graph.

1

How many students participated in the survey?

2

a. Which season is the favorite?

b. How many students chose this season as their favorite?

3

Summer and spring are the warmer seasons. Winter and fall are the colder seasons. Did more students choose warmer seasons or colder seasons? How many more?

4

How many more votes did summer get than the other three seasons put together?



NAME _____

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Making and Interpreting Pictographs

Use the data to make a pictograph. Make each picture represent more than 1.

Favorite Sports Chosen by Students

Sport Chosen	Number of Students
Baseball	8
Basketball	4
Football	12
Soccer	6

Title:

Key: Each _____ = _____

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(PAGE 2 OF 2)

Making and Interpreting Pictographs

Use your pictograph to answer the questions.

- 1 Which sport was chosen by the greatest number of students?
- 2 Which sport was chosen by the least number of students?
- 3 How many more students chose football than basketball?
- 4 Suppose you added another sport to your graph. How many pictures would you draw if you wanted to show that 10 students chose hockey?

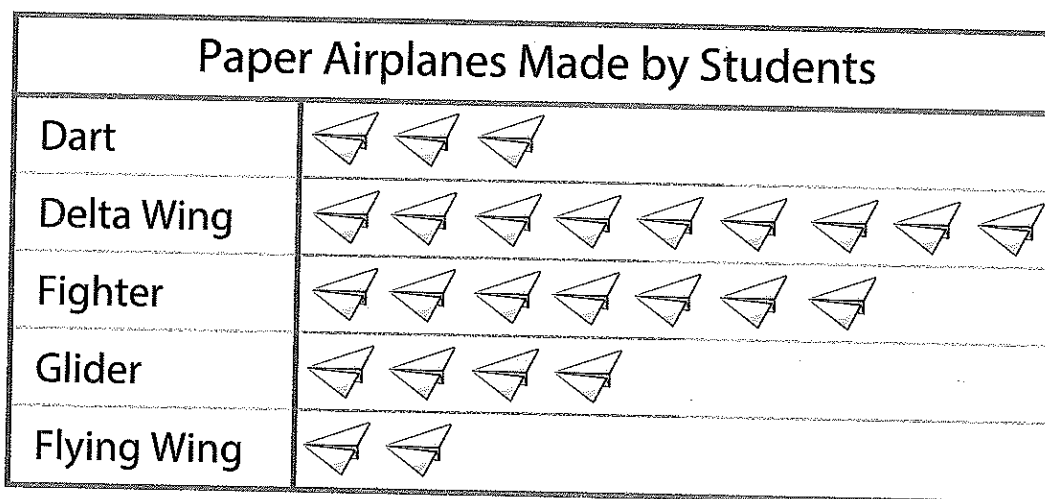



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Pictographs

The pictograph shows the numbers of 5 different paper airplane types made by students in Mr. Miller's class. Use the pictograph to answer the questions.



Each  = 2 planes

- 1 Which type of paper airplane was made the most by Mr. Miller's students?
- 2 How many paper airplanes of this type were made?
- 3 How many more Fighters were made than Darts?
- 4 Students made 4 fewer Flying Wings than what other type of plane?

NOTE

Students interpret a pictograph.

 Pictographs

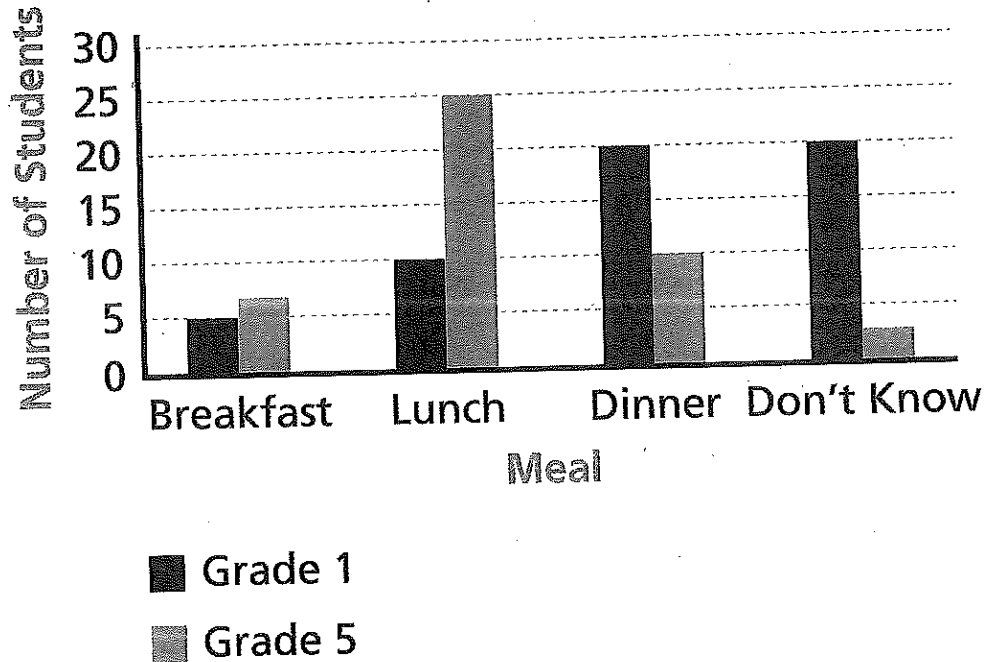
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What Is Your Favorite Mealtime?

What Is Your Favorite Mealtime?



1

Compare the responses of the first graders and the fifth graders. How are they the same or different?



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What Is Your Favorite Mealtime?

Use the data on the previous page to answer the questions.

2

How many more fifth graders said lunch was their favorite mealtime than first graders?

3

How many fewer fifth graders named dinner as their favorite mealtime than first graders?

4

Write three other things you can tell from looking at the graph.

a. _____

b. _____

c. _____



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What is Your Favorite Fruit?

Oranges 8

Strawberries 25

Apples 15

Bananas 32

Make a bar graph of the data above. Make each square represent more than 1.



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What Color Are Your Eyes?

Some first graders took a survey of other students about the color of their eyes. These were their responses:

Brown	28
Blue	10
Green	5

Make a pictograph of the data. Make each picture represent more than 1.



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Subtracting 10s and 100s

Solve the following sets of related problems. Think about how to use one problem to solve the next.

1

$103 - 70 = \underline{\hspace{2cm}}$

$123 - 70 = \underline{\hspace{2cm}}$

$173 - 70 = \underline{\hspace{2cm}}$

2

$200 - 60 = \underline{\hspace{2cm}}$

$212 - 60 = \underline{\hspace{2cm}}$

$222 - 60 = \underline{\hspace{2cm}}$

3

$300 - 90 = \underline{\hspace{2cm}}$

$250 - 90 = \underline{\hspace{2cm}}$

$225 - 90 = \underline{\hspace{2cm}}$

4

$134 - 40 = \underline{\hspace{2cm}}$

$144 - 40 = \underline{\hspace{2cm}}$

$144 - 60 = \underline{\hspace{2cm}}$

5

$167 - 50 = \underline{\hspace{2cm}}$

$167 - 100 = \underline{\hspace{2cm}}$

$267 - 100 = \underline{\hspace{2cm}}$

6

$469 - 200 = \underline{\hspace{2cm}}$

$479 - 200 = \underline{\hspace{2cm}}$

$479 - 300 = \underline{\hspace{2cm}}$

NOTE

Students practice subtracting multiples of 10 from 3 digit numbers.

WWI Adding and Subtracting Tens and Hundreds

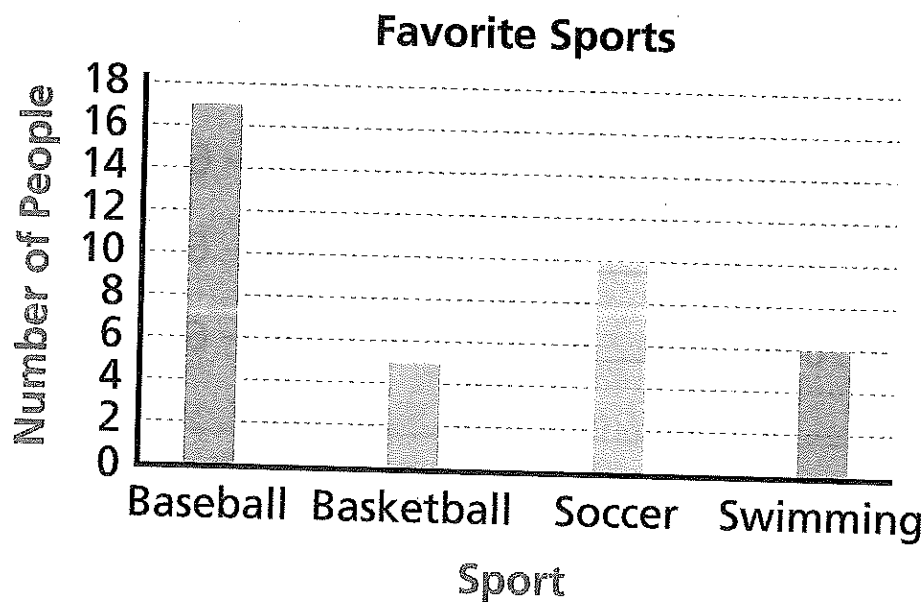


NAME _____

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Favorite Sports

Use the bar graph to answer the questions below.



- 1 How many people picked baseball?
- 2 How many people picked swimming?
- 3 How many more people picked baseball than swimming?
- 4 How many people participated in the survey?
- 5 How many people did **NOT** pick baseball as the sport they like to do the most?

NOTE

Students interpret data on a bar graph to answer questions about the data.

Math Describing and Summarizing Data

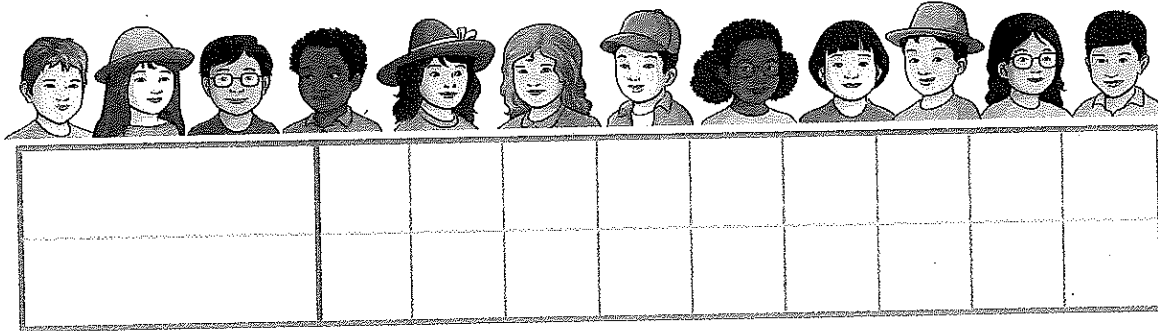


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Displaying Data

- 1 How could you group these students?
Make a pictograph to represent your data.



Each _____ = _____ students.

- 2 How many people are in your first category?

- 3 How many people are in your second category?

- 4 Which category has more people? How many more people?

NOTE

Students group a given set of data, and answer questions about it.

 Categorical Data



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Story Problems

For each problem, write an equation, solve the problem, and show your solution.

1

Deondra has 72 collectible figurines.
She displays them equally on 9 shelves.
How many figurines are displayed on each shelf?

2

Greg made 3 batches of pancakes for breakfast.
There are 6 pancakes in each batch.
How many pancakes did Greg make in all?

3

Liza bought 35 stickers to decorate her school folders.
She put an equal number of stickers on each of 5 folders.
How many stickers did she put on each folder?

NOTE

Students solve multiplication and division story problems.

 Solving Division Problems



NAME _____

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Addition Practice

Solve the following sets of related problems.

Think about how to use one problem to solve the next.

1

$135 + 50 = \underline{\hspace{2cm}}$

$155 + 50 = \underline{\hspace{2cm}}$

$135 + 150 = \underline{\hspace{2cm}}$

2

$305 + 70 = \underline{\hspace{2cm}}$

$335 + 70 = \underline{\hspace{2cm}}$

$435 + 70 = \underline{\hspace{2cm}}$

3

$220 + 30 = \underline{\hspace{2cm}}$

$220 + 130 = \underline{\hspace{2cm}}$

$250 + 130 = \underline{\hspace{2cm}}$

4

$161 + 50 = \underline{\hspace{2cm}}$

$261 + 60 = \underline{\hspace{2cm}}$

$361 + 60 = \underline{\hspace{2cm}}$

5

$318 + 200 = \underline{\hspace{2cm}}$

$368 + 200 = \underline{\hspace{2cm}}$

$218 + 200 = \underline{\hspace{2cm}}$

6

$264 + 200 = \underline{\hspace{2cm}}$

$264 + 250 = \underline{\hspace{2cm}}$

$274 + 250 = \underline{\hspace{2cm}}$

NOTE

Students practice adding multiples of 10 or 100 to 3 digit numbers.

MW Adding and Subtracting Tens and Hundreds



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Familiar Facts

Solve the following sets of related problems. Think about how to use one problem to solve the next one.

1

$2 \times 7 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$14 \div 7 = \underline{\hspace{2cm}}$

$14 \div \underline{\hspace{2cm}} = 7$

2

$3 \times \underline{\hspace{2cm}} = 15$

$\underline{\hspace{2cm}} \times 3 = 15$

$15 \div \underline{\hspace{2cm}} = 3$

$15 \div 3 = \underline{\hspace{2cm}}$

3

$\underline{\hspace{2cm}} \times 8 = 32$

$8 \times 4 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \div 4 = 8$

$32 \div \underline{\hspace{2cm}} = 4$

4

$6 \times \underline{\hspace{2cm}} = 60$

$10 \times \underline{\hspace{2cm}} = 30$

$60 \div \underline{\hspace{2cm}} = 6$

$30 \div 10 = \underline{\hspace{2cm}}$

NOTE

Students practice solving multiplication and division problems.

MA.1.9.1 Relating Multiplication and Division



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How Many Years in This School?

Ms. G's Grade 5 class in King School took a survey about how many years they have been in their school. Here is the list of the students in the class and how many years each student has been in the school.

Name	Years	Name	Years	Name	Years	Name	Years
Jane	1	Greg	2	Kari	5	Frank	3
Elisa	6	Phil	1	Holly	2	Keith	1
Rob	4	Linnea	5	Sam	1	Alice	2
Ann	2	Marie	4	Pete	1	Susan	6
Steve	2	Mel	5	Jeff	3	David	4
Deb	1	Jesse	2	Liza	2		

1

Draw a line plot of the data in the space below or on grid paper.



NAME _____

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(PAGE 2 OF 2)

How Many Years in This School?

2

What can you say about the number of years the students in Ms. G's class have been in King School? Write at least 3 things you can say about the data.

a. _____

b. _____

c. _____



NAME _____

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More Addition Practice

Solve the following sets of related problems. Think about how to use one problem to solve the next.

1

$345 + 50 = \underline{\hspace{2cm}}$

$345 + 60 = \underline{\hspace{2cm}}$

$325 + 60 = \underline{\hspace{2cm}}$

2

$240 + 150 = \underline{\hspace{2cm}}$

$250 + 150 = \underline{\hspace{2cm}}$

$350 + 150 = \underline{\hspace{2cm}}$

3

$110 + 250 = \underline{\hspace{2cm}}$

$120 + 250 = \underline{\hspace{2cm}}$

$120 + 350 = \underline{\hspace{2cm}}$

4

$167 + 300 = \underline{\hspace{2cm}}$

$167 + 200 = \underline{\hspace{2cm}}$

$267 + 100 = \underline{\hspace{2cm}}$

5

$218 + 300 = \underline{\hspace{2cm}}$

$218 + 250 = \underline{\hspace{2cm}}$

$268 + 250 = \underline{\hspace{2cm}}$

6

$274 + 100 = \underline{\hspace{2cm}}$

$274 + 150 = \underline{\hspace{2cm}}$

$274 + 200 = \underline{\hspace{2cm}}$

NOTE

Students practice adding multiples of 10 or 100 to 3-digit numbers.

180 Adding and Subtracting Tens and Hundreds



NAME _____

DATE _____

Multiplication and Division Story Problems

In 1 and 2, write an equation that represents each story problem. Then solve each problem and show your solution.

1

There are 2 flowers in each of 8 flower pots.
How many flowers are there in all?

2

Kenji's dad ran 70 miles in 10 days.
He ran the same distance each day.
How many miles did Kenji's dad run each day?

In 3 and 4, write a math story problem for each expression. Then solve each problem and show your solution.

3

$$4 \times 8$$

4

$$81 \div 9$$

NOTE

Students practice solving and writing multiplication and division story problems.

VAW Solving Multiplication Problems



NAME _____

DATE _____

Measuring

1

Foot Length (to the nearest half inch)**a.** How long is your foot?

b. Is your foot a foot long, or is it shorter or longer than a foot?

2

Pattern Block Distance (to the nearest half inch or feet and nearest half inch)
How far did you blow the pattern block?

3

Classroom Length (in feet and inches)**a.** First time: _____**b.** Second time: _____

4

Jump Distance (in feet and inches and in inches)

How far did you jump?

a. _____ feet and _____ inches**b.** _____ inches

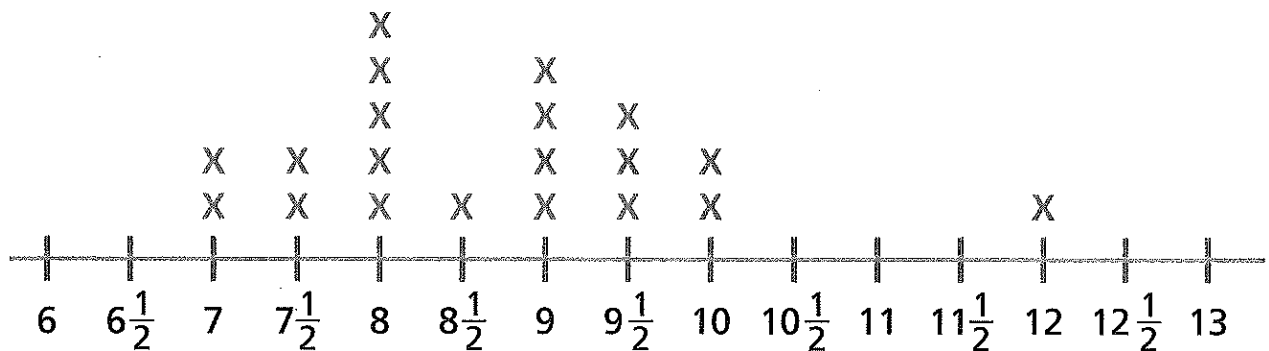


NAME _____

DATE _____

Foot Findings

Colin measured the length of every teacher's foot to the nearest half inch. Here are the data:




- 1 How long was the longest foot measurement? _____
- 2 What was the typical length for all?

- 3 How did you determine the typical length for all feet measured?
- 4 Describe 2 things you notice about the data, including where data are spread out or concentrated, where there are few data, and what the range is.

NOTE

Students analyze data on a line plot.

 Organizing and Representing Data



NAME _____

DATE _____

(PAGE 1 OF 2)

Reach for the Sky!

The students in Mr. Burke's class used inches to measure how high they could reach without standing on their tiptoes. Here are their data:

Keisha	59	Nicholas	60	Gina	$63\frac{1}{2}$	Kim	63
Pilar	60	Kelley	$61\frac{1}{2}$	Kenji	61	Jung	62
Benjamin	63	Jane	61	Oscar	60	Adam	64
Denzel	62	Nancy	$63\frac{1}{2}$	Inez	62	Keith	$61\frac{1}{2}$

1

Use the data to make a line plot.

2

The students' reaches ranged from _____ to _____ inches.

NOTE

Students represent and describe a set of data.

 Organizing and Representing Data



NAME _____

DATE _____

(PAGE 2 OF 2)

Reach for the Sky!

3

Describe 2 things you notice about the data, including where data are spread out or are concentrated, where there are few data, and whether there are outliers.

Ongoing Review

4

Solve the equation. Choose the missing value.

$$49 \div \underline{\hspace{2cm}} = 7$$

(A) 9**(B) 8****(C) 7****(D) 6**



NAME _____

DATE _____

Giant Steps

This data table shows how many giant steps students in Room 222 took to walk the length of their classroom. On a separate sheet of paper, create a line plot to represent the data.

14	11	13	13	18	11	14	15	14	13
13	15	13	14	14	15	15	12	14	

- 1 How many students participated in the survey? _____
- 2 What number of giant steps were taken by more students than any other number of steps? _____
- 3 What were the fewest giant steps taken to walk the length of the classroom? _____
- 4 What were the most giant steps taken to walk the length of the classroom? _____


Ongoing Review

- 5 Which of the following accurately describes the difference between the most giant steps taken and the fewest giant steps taken?

Ⓐ 2 steps Ⓑ 5 steps Ⓒ 7 steps Ⓓ 10 steps

NOTE

Students describe data on a line plot.

 Describing and Summarizing Data

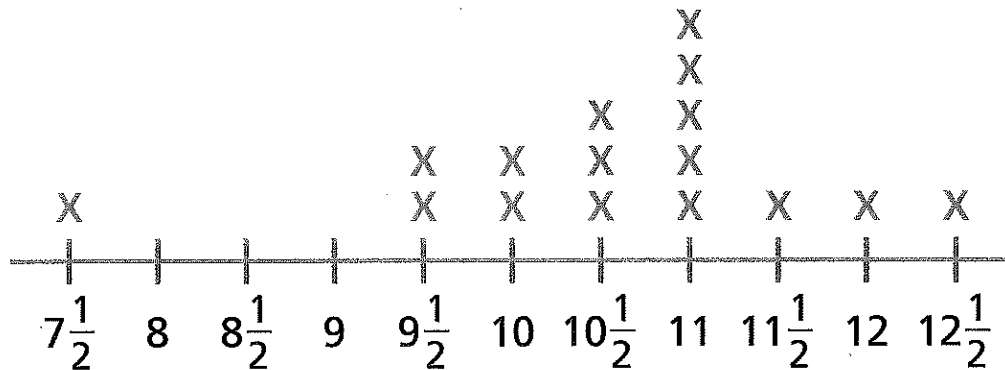


NAME _____

DATE _____

Measurement of Rabbits

A scientist measured the length of some rabbits to the nearest half inch. Here are the data she gathered:



- 1 What was the length of the longest rabbit?
- 2 What was the typical length of the rabbits?
- 3 Is there an outlier in the line plot data? If so, what is it?
- 4 Describe two things you notice about the data, including where data are spread out or concentrated, where there are few data, and what the range is.

NOTE

Students describe data represented in a line plot.

Describing and Summarizing Data



NAME _____

DATE _____

(PAGE 1 OF 2)

Feet and Inches

In a Grade 3 class, some students were playing Blowing a Pattern Block. They measured how far each student blew the block.

Benjamin: 1 ruler and 3 more inches

Jung: 1 ruler and $6\frac{1}{2}$ more inches

Chris: 2 rulers

Elena: 1 ruler and $\frac{1}{2}$ a ruler

1

Use rulers to show how far each student blew the pattern block. How far did each block go in inches, to the nearest $\frac{1}{2}$ inch? How far did each block go in feet and inches?

How far did the students blow the pattern block?

	Inches	Feet and Inches
Benjamin		
Jung		
Chris		
Elena		



NAME _____

DATE _____

(PAGE 2 OF 2)

Feet and Inches

Later, the same students were jumping with both feet. They measured their jumps by putting rulers end to end.

Here is how long the jumps were:

Benjamin: 4 rulers and $2\frac{1}{2}$ more inches

Jung: 3 rulers and 4 more inches

Chris: 5 rulers

Elena: 4 rulers and 11 more inches

2

Use rulers to show how far each student jumped. How far did each student jump in inches? How far did each student jump in feet and inches?

How far did the students jump?

	Inches	Feet and Inches
Benjamin		
Jung		
Chris		
Elena		



NAME _____

DATE _____

Today's Number

Today's Number is 157.

Write 3 equations that equal 157. You must do the following:

- Use both addition and subtraction in each equation.
- Use 2 multiples of 10 in each equation.

Equation 1: _____

Equation 2: _____

Equation 3: _____

NOTE

Students practice creating equations that equal today's number.

MAV Adding and Subtracting Tens and Hundreds



NAME _____

DATE _____

More Multiplication and Division Problems

Solve the following problems and show how you solved them.

- 1 A league has 30 basketball players. Each team has 5 players. How many teams are in the league?


- 2 Jane has 6 bags of apples. Each bag has 8 apples. How many apples does Jane have?

- 3 There are 24 students in Mr. Smith's class. He splits the class into groups of 4. How many groups are there?

- 4 Edwin has 9 bunches of bananas. Each bunch has 5 bananas on it. How many bananas does Edwin have?

NOTE

Students solve multiplication and division word problems.

 Solving Multiplication Problems; Solving Division Problems



NAME _____

DATE _____

How Far Can a Grade 3 Student Blow a Pattern Block?

1

On another sheet of paper, make a line plot to show the data from your class.

2

Write at least 3 things you notice about the data. (If you have more to say, you can write more ideas on a blank sheet of paper.)

a. _____

b. _____

c. _____

3

If someone asked you, "How far can a Grade 3 student blow a pattern block?" what would you say, according to the data?



NAME _____

DATE _____

Making Graphs

The table below shows the number of books read by students in a Grade 3 class in one month.

Name	Number of Books Read	Name	Number of Books Read
Ines	8	Chris	7
Philip	9	Gina	9
Jane	18	Adam	8
Oscar	11	Murphy	9
Edwin	7	Kenji	10
Jung	8	Bridget	6
Nancy	9	Zhang	6
Gil	4	Elena	22
Kim	9	Keisha	12

Make a line plot using the data from the table.

NOTE

Students are able to use data to create a line plot and a bar graph.

 Organizing and Representing Data



NAME _____

DATE _____

Missing Factors and Division Facts

Solve the following sets of related problems. Think about how to use one problem to solve the next one.

1 $2 \times \underline{\hspace{2cm}} = 12$

$12 \div 2 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \times 4 = 12$

$12 \div \underline{\hspace{2cm}} = 4$

2 $4 \times \underline{\hspace{2cm}} = 20$

$20 \div 4 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \times 2 = 20$

$20 \div \underline{\hspace{2cm}} = 2$

3 $6 \times \underline{\hspace{2cm}} = 42$

$42 \div 6 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \times 8 = 48$

$48 \div 8 = \underline{\hspace{2cm}}$

4 $7 \times \underline{\hspace{2cm}} = 21$

$21 \div 7 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \times 7 = 63$

$63 \div 7 = \underline{\hspace{2cm}}$

5 $9 \times \underline{\hspace{2cm}} = 36$

$36 \div 9 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \times 6 = 36$

$36 \div \underline{\hspace{2cm}} = 6$

6 $\underline{\hspace{2cm}} \times 3 = 15$

$15 \div 3 = \underline{\hspace{2cm}}$

$8 \times \underline{\hspace{2cm}} = 24$

$24 \div \underline{\hspace{2cm}} = 8$

NOTE

Students use known multiplication facts to solve division problems.

MW Relating Multiplication and Division

