SALT RIVER SCHOOLS

Monday 5-11-2020	Tuesday 5-12-2020	Wednesday 5-13-20	Thursday 5-14-20	Friday 5-15-20
Essential Standard Focus: **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.WF.3** d. Spell regular two and three-syllable words that: Combine all basic syllable types. **3.W.10** Write routinely over extended time frames (time for research, reflection, and revision).	Essential Standard Focus: **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.WF.3** d. Spell regular two and three-syllable words that: Combine all basic syllable types. **3.W.10** Write routinely over extended time frames (time for research, reflection, and revision).	Essential Standard Focus: **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.WF.3** d. Spell regular two and three-syllable words that: Combine all basic syllable types. **3.W.10** Write routinely over extended time frames (time for research, reflection, and revision).	Essential Standard Focus: **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.WF.3** d. Spell regular two-and three-syllable words that: Combine all basic syllable types. **3.W.10** Write routinely over extended time frames (time for research, reflection, and revision).	Essential Standard Focus: **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.WF.3** d. Spell regular two and three-syllable words that: Combine all basic syllable types. **3.W.10** Write routinely over extended time frames (time for research, reflection, and revision).

Monday 5-18-20	Tuesday 5-19-20	Wednesday 5-20-20	Thursday 5-21-20	Friday 5-22-20
Essential Standard Focus: **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.WF.3** d. Spell regular two and three-syllable words that: Combine all basic syllable types. **3.W.10** Write routinely over extended time frames (time for research, reflection, and revision).	Essential Standard Focus: **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.WF.3** d. Spell regular two and three-syllable words that: Combine all basic syllable types. **3.W.10** Write routinely over extended time frames (time for research, reflection, and revision).	Essential Standard Focus: **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.WF.3** d. Spell regular two and three-syllable words that: Combine all basic syllable types. **3.W.10** Write routinely over extended time frames (time for research, reflection, and revision).	Essential Standard Focus: **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.WF.3** d. Spell regular two and three-syllable words that: Combine all basic syllable types. **3.W.10** Write routinely over extended time frames (time for research, reflection, and revision).	Essential Standard Focus: **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.WF.3** d. Spell regular two and three-syllable words that: Combine all basic syllable types. **3.W.10** Write routinely over extended time frames (time for research, reflection, and revision).
https://thewordsearch.com/cat/kids-puzzles/	https://www.funbrain.com/games/tinybop-schools-mammals	https://www.funbrain.com/games/spell-check	https://www.funbrain.com/books/diary-of-a-wimpy-kid/page/1	https://www.funbrain.com/videos/highlights-every-day/make-it-summer-salsa

Monday 5-11-27-2020	Tuesday 5-12-28-2020	Wednesday5-13-29-20	Thursday 5-14-30-20	Friday 5-15-20
Concept Review: Compare unit fractions by reasoning about their size using fraction strips.	Concept Practice: Identify a shaded fractional part in different ways depending on the designation of the whole.	Fluency Practice: Place fractions on a number line with endpoints 0 and 1.	Real world Math: Place any fraction on a number line with endpoints 0 and 1	Real world Math: Objective: Place whole number fractions and fractions between whole numbers on the number line.
Essential Standard Focus: 3.NF.2a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Essential Standard Focus: 3. NF.3A. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Essential Standard 3. NF3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form of 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	Essential Standard MP.2. Students also represent word problems involving fractions pictorially and then express the answer in the context of the problem.	Essential Standard 3. NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

Monday 5-18-20	Tuesday 5-19-20	Wednesday 5-20-20	Thursday 5-21-20	Friday, 5-22-20
Concept Review: Place any fraction on a number line with endpoints 0 and 1	Concept Practice: Use math online resources for more practice Build non-unit fractions less than one whole from unit fractions.	Fluency Practice: Objective: Place whole number fractions and fractions between whole numbers on the number line.	Real world Math: Use math online resources for more practice. Place any fraction on a number line with endpoints 0 and 1	Quick Math: Completing the math provided in the handout. Calculate how many hours you spent on schoolwork this week. Total all minutes and multiply by 50 ☺
Essential Standard Focus: 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	Essential Standard Focus: 3. NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Essential Standard 3. NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	Essential Standard 3. NF.2. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Essential Standard MP.2. Students also represent word problems involving fractions pictorially and then express the answer in the context of the problem.
https://www.youtube.com/watch?v=UQ8AzrOPFfI&feature=emb_logo	https://www.youtube.com/watch?time_continue=2&v=VjqbRZ0oAag&feature=emb_logo	https://www.coolmathgames.com/	https://e2t2dwn1mz-flywheel.netdna-ssl.com/wp-content/uploads/2014/11/the-race-route.png	https://www.coolmathgames.com/

Phonics (Week 1 and week 2)

Word of the day is: *swiftly* (define and use in a sentence).
Correct the Sentences and Rewrite (you may use a separate piece of paper):
1. Iz that plum fresh

   _____

2. the duk will blend in with the flock

   _____

On a separate piece of paper, rearrange these words in alphabetical order.
wax shack whip chick kept clap melt slush scrap fun
Unscramble the Unit Words:
1. pculm _____   2. tekp_____ 3. kicht_____ 4. klim_____

Word of the day is: *pluck* (define and use in a sentence).
Correct the Sentences and Rewrite (you may use a separate piece of paper):
1. the raft is in da pond

   _____

2. will dad help us hunt for the lost dog

   _____

Unscramble the Unit Words:
2. octs _____   2. kolcc_____ 3. kist_____ 4. dlebn_____

: **Word of the day is:** *stash* (define and use in a sentence).
Correct the Sentences and Rewrite (you may use a separate piece of paper):
3. are you in the cast of that skit.

   _____

4. ted kep the dog in a pen

   _____

Circle the correct o sound for each word below.
1. hot   ----long o   ----short o
2. only   ----long o   ----short o
3. home   ----long o   ----short o
4. honest   ----long o   ----short o
5. long   ----long o   ----short o
6. tone   ----long o   ----short o
Unscramble the Unit Words:
3. nylo _____   2. kcsi_____ 3. exnt_____ 4. brac_____

Word of the day is: *flocked* (define and use in a sentence).
Correct the Sentences and Rewrite (you may use a separate piece of paper):
5. mi snack is in that bag

   _____

6. they has fun with the pup

_____
Unscramble the Unit Words:
4. timn _____   2. kams_____ 3. oskc_____ 4.rmuds_____

Word of the day is: *careful* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):
1. kim had milck with her snack
   _____
2. they had to pack won bag
   _____

On a separate piece of paper, rearrange these words in alphabetical order.
vest belt self check crash gulf flash mug red bath

Unscramble the Unit Words:
5. tpsirn _____   2. letm_____   3. ift_____   4. hamt_____

Word of the day is: *stall* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):
1. peg got a vest at the shop
   _____
2. mom kept the quilt on brads bed
   _____

On a separate piece of paper, rearrange these words in alphabetical order.
quiz deck end pump crunch fish twin quit but sip

Unscramble the Unit Words:
6. plic _____   2. misws_____   3. fitg_____   4.tols_____

Word of the day is: *skilled* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):
1. the box in the rom is full
   _____
2. the vet got the quill off the dawg
   _____

Unscramble the Unit Words:
7. lhla _____   2. roscs_____   3. sedk_____   4. plam_____

Word of the day is: *loyal* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):
1. i will compete against mike at chess
   _____
2. Pull of the lid
   _____

Circle the words that <u>ends</u> with a long vowel sound. (Ex: dusty, no, we).
A.) hope elbow   B.) juicy coat   C.) weekly old   D.) happy   otter   E.) skip sky
F.) open fishy G.) yak yellow   H.) so oxen   I.) took puppy   J.) over solo

Unscramble the Unit Words:
8. silpl_____   2.gusn_____   3. bniac_____   4.rgin_____

Word of the day is: *thicker* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):
1. the kid fell of the bed
   _____
2. Shall i come with you.
   _____

Unscramble the Unit Words:
9. sett_____   2. nadbr_____   3. fubf_____   4. maphc_____

Word of the day is: *kindest* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):

1. dad used the cloth to dust the shelf

   _____

2. I think rick is the fastest kid in class

   _____

On a separate piece of paper, rearrange these words in alphabetical order.

flossed wished twinkle glass maybe summer swim camped graze sand

Unscramble the Unit Words:

10. gnusl _____   2.neod_____   3. ilml_____   4. hnatk_____

Cursive Practice:

What day of the week do dinosaurs

eat their food? On Chewsday.

Why did the soccer ball quit the team?

It was tired of getting kicked around.

Miles

Miles laughs as loud as thunder.
HaHa!
Make him laugh, he will wonder.
Hmmm?
What joke can he tell to make you laugh?
HaHa!
So good you will want his autograph.

Directions:
Read the poem and answer the questions below.

1. Who is the main character in this poem?

_____

2. How can you describe Miles?

_____

_____

3 Highlight the rhyming words.
4 What two lines are repeated?

_____

_____

5. How many lines does this poem have?

_____

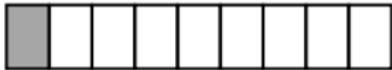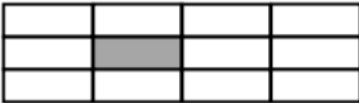Use >, <, or = to compare.

a. 1 third ◯ 1 fifth   b. 1 seventh ◯ 1 fourth

c. 1 sixth ◯ $\frac{1}{6}$ d. 1 tenth ◯ $\frac{1}{12}$

e. $\frac{1}{16}$ ◯ 1 eleventh   f. 1 whole ◯ 2 halves

Extension:

g. $\frac{1}{8}$ ◯ 1 eighth ◯ $\frac{1}{6}$ ◯ $\frac{1}{3}$ ◯ 2 halves ◯ 1 whole

Your friend Eric says that $\frac{1}{6}$ is greater than $\frac{1}{5}$ because 6 is greater than 5. Is Eric correct? Use words and pictures to explain what happens to the size of a unit fraction when the number of parts gets larger.

Label the unit fraction. In each blank, draw and label the same whole with a shaded unit fraction that makes the sentence true. There is more than 1 correct way to make the sentence true.

5.	is greater than	
6.	is less than	
7.	is greater than	

Debbie ate $\frac{1}{8}$ of a large brownie. Julian ate $\frac{1}{2}$ of a small brownie. Julian says, "I ate more than you because $\frac{1}{2} > \frac{1}{8}$."

a. Use pictures and words to explain Julian's mistake.

b. How could you change the problem so that Julian is correct? Use pictures and words to explain.

Robert ate $\frac{1}{2}$ of a small pizza. Elizabeth ate $\frac{1}{4}$ of a large pizza. Elizabeth says, "My piece was larger than yours, so that means $\frac{1}{4} > \frac{1}{2}$." Is Elizabeth correct? Explain your answer.
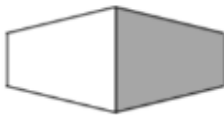
Manny and Daniel each ate $\frac{1}{2}$ of his candy, as shown below. Manny said he ate more candy than Daniel because his half is longer. Is he right? Explain your answer.
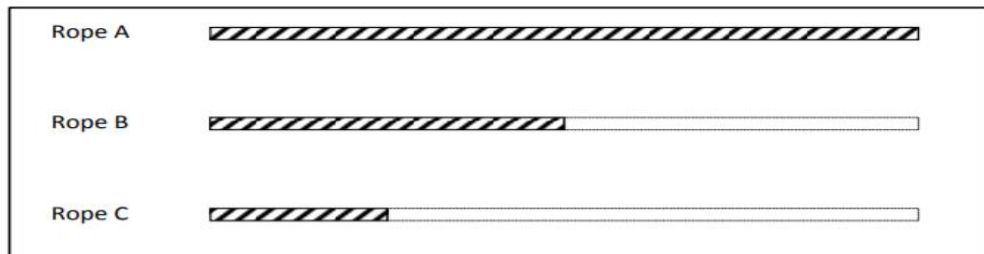
Manny's Candy Bar

Daniel's Candy Bar

2. Tatiana ate 1/2 of a small carrot. Louis ate 1/4 of a large carrot. Who ate more? Use words and pictures to explain your answer.

Use the diagram below to complete the following statements.

Rope A

Rope B

Rope C

a. Rope _____ is $\frac{1}{2}$ the length of Rope B.

b. Rope _____ is $\frac{1}{2}$ the length of Rope A.

c. Rope C is $\frac{1}{4}$ the length of Rope _____.

d. If Rope B measures 1 m long, then Rope A is _____ m long, and Rope C is _____ m long.

e. If Rope A measures 1 m long, Rope B is _____ m long, and Rope C is _____ m long.

Ms. Fan drew the figure below on the board. She asked the class to name the shaded fraction. Charlie answered $\frac{3}{4}$. Janice answered $\frac{3}{2}$. Jenna thinks they're both right. With whom do you agree? Explain your thinking.

1. Draw a number bond for each fractional unit. Partition the fraction strip to show the unit fractions of the number bond. Use the fraction strip to help you label the fractions on the number line. Be sure to label the fractions at 0 and 1.
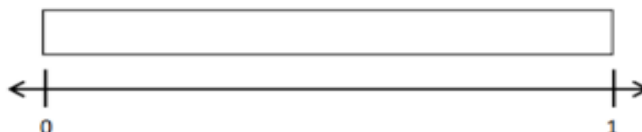
   a. Halves
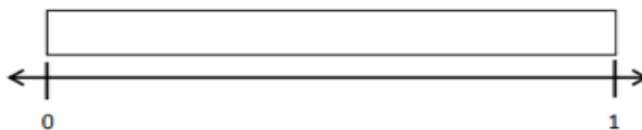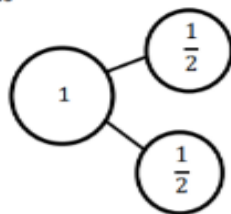
   b. Thirds
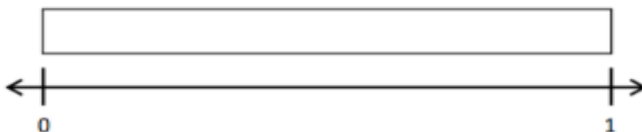
   c. Fourths

2. Trevor needs to let his puppy outside every quarter (1/ fourth) hour to potty train him. Draw and label a number line from 0 hours to 1 hour to show every 1/ fourth hour. Include 0 fourths and 4 fourths hour. Label 0 hours and 1 hour, too.

3. A ribbon is 1 meter long. Mrs. Lee wants to sew a bead every 1 5 meter. The first bead is at 1 5 meter. The last bead is at 1 meter. Draw and label a number line from 0 meters to 1 meter to show where Mrs. Lee will sew beads. Label all the fractions, including 0 fifths and 5 fifths. Label 0 meters and 1 meter, too.

1. Estimate to label the given fractions on the number line. Be sure to label the fractions at 0 and 1. Write the fractions above the number line.

3. Partition each whole into thirds. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.

$\frac{0}{3}$

a. $\frac{2}{3}$

0

1   2   3   4

b. $\frac{3}{4}$

0

4. Draw a number line with endpoints 0 and 3. Label the wholes. Partition each whole into fourths. Label all the fractions from 0 to 3. Box the fractions that are located at the same points as whole numbers. Use a separate paper if you need more space.

c. $\frac{3}{5}$

0

1

2.	$2 \times 9 =$		24.	___ $\times 9 = 90$	
3.	$3 \times 9 =$		25.	___ $\times 9 = 27$	
4.	$4 \times 9 =$		26.	$18 \div 9 =$	
5.	$5 \times 9 =$		27.	$9 \div 9 =$	
6.	$27 \div 9 =$		28.	$90 \div 9 =$	
7.	$18 \div 9 =$		29.	$45 \div 9 =$	
8.	$36 \div 9 =$		30.	$27 \div 9 =$	
9.	$9 \div 9 =$		31.	___ $\times 9 = 27$	
10.	$45 \div 9 =$		32.	___ $\times 9 = 36$	
11.	$10 \times 9 =$		33.	___ $\times 9 = 81$	
12.	$6 \times 9 =$		34.	___ $\times 9 = 63$	
13.	$7 \times 9 =$		35.	$72 \div 9 =$	
14.	$8 \times 9 =$		36.	$81 \div 9 =$	
15.	$9 \times 9 =$		37.	$54 \div 9 =$	
16.	$63 \div 9 =$		38.	$63 \div 9 =$	
17.	$54 \div 9 =$		39.	$11 \times 9 =$	
18.	$72 \div 9 =$		40.	$99 \div 9 =$	
19.	$90 \div 9 =$		41.	$12 \times 9 =$	
20.	$81 \div 9 =$		42.	$108 \div 9 =$	
21.	___ $\times 9 = 9$		43.	$13 \times 9 =$	