Paramount Academy 2020-2021 Attendance Form WEEK #16

Daily Work Week of: November 16th-20th

Due Date: November 30th-December 1st

Student Name: _____

Grade: 3rd

Teacher Name: Ardon

Date	Daily Work Completed
11/16	
11/17	
11/18	
11/19	
11/20	

**PARENT SIGNATURE REQUIRED, IF ATTENDANCE WAS LOGGED ONLINE PLEASE WRITE ONLINE IN THE DAILY WORK COMPLETED SECTION.

Parent Name (Print): _____ **Parent Signature:** _____

Mrs. Ardon-3rd Grade Packet WEEK 16 Nov 16-Nov 20

Parents/Guardians: Below, is the breakdown of our daily in-class work. This week's story is **A Symphony of Whales**. Please make sure the "Facts" portion of the daily PowerUps, are timed and completed in 1 minute. Your child is required to complete every page in this packet to get full credit.

***For Social Studies this week,** there is a 20-question assignment on this week's reading story, A Symphony of Whales. Answer each question using complete sentences.

MONDAY

Math-Lesson 64-Multiplication Facts: 9s

1) PowerUp 64 p. 345/Complete Worksheet PowerUp 64 (Facts: Timed 1 min.)
2) Read Lesson 64 pp. 346-347; Lesson Practice a-f
3) HW-Multiplication Drill: 9s

Reading- A Symphony of Whales Read Story pp. 476-491

1) Complete Generalize worksheet p. 212

Spelling-Suffixes -ly, -ful, -ness, -less

1) Write Spelling words 5x each. Use your own lined paper
2) Complete Spelling worksheet p. 211

Vocabulary-Complete Worksheet p. 214

Conventions-Past, Present, Future Tenses worksheet p. 215

TUESDAY

Math-Lesson 65-Angles

1)PowerUp 65 pp. 350/Complete Worksheet PowerUp 65 (Facts: Timed 1 min.)
2)Read Lesson 65 pp. 351-352; Lesson Practice a-e
3)Angles Worksheet

Reading- A Symphony of Whales Read Story pp. 476-491

Writing- Complete "Be A Detective" by writing a paragraph in response to the question

Conventions-Past, Present, Future Tenses worksheet p. 221

WEDNESDAY

Math-Lesson 66-Parallelograms

4) PowerUp 66 p. 355/Complete Worksheet PowerUp 66 (Facts: Timed 1 min.)

5) Read Lesson 66 pp. 356-358; Lesson Practice a-f

6) Parallelograms Worksheet

Reading- A Symphony of Whales Read Story pp. 476-491

Spelling- Spelling-Suffixes -ly, -ful, -ness, -less

1) Complete worksheets p. 216 & 220

Vocabulary-

1) Complete Selection Vocabulary worksheet

Writing-Use the 5 Ws and How? Graphic organizer and then write a story on how you would help animals in danger. Once you're done writing your story, draw a picture.

THURSDAY

Math- Lesson 67-Polygons

1) PowerUp 67 p. 361/Complete Worksheet PowerUp 67 (Facts: Timed 1 min.)

2) Read Lesson 67 pp. 362-364; Lesson Practice a-e

3) Polygons Worksheet

Social Studies- Answer questions 1-10 in A Symphony of Whales questionnaire

Study Spelling Words and Vocabulary for tomorrow's tests

FRIDAY

Math- Lesson 68-Congruent Shapes

1) PowerUp 68 p. 334/Complete Worksheet PowerUp 68 (Facts: Timed 1 min.)

2) Read Lesson 68 p. 368

3) Congruent Shapes Worksheet

Social Studies- Answer questions 11-20 in A Symphony of Whales questionnaire

Tests-Sign Test Cover Sheet

Spelling Test

Reading/Writing Tests

MONDAY

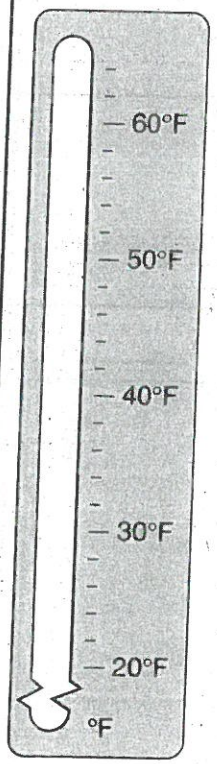
Name _____ Time _____

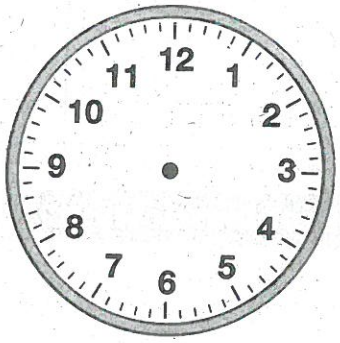
Power Up 64

Facts Subtract:

17 − 8	10 − 4	8 − 6	14 − 8	13 − 8	11 − 8	9 − 2	11 − 2	15 − 9
14 − 5	6 − 4	10 − 2	13 − 6	11 − 7	9 − 3	5 − 3	15 − 7	13 − 4
9 − 5	12 − 6	7 − 3	11 − 6	8 − 3	14 − 7	16 − 9	12 − 5	18 − 9
12 − 4	4 − 2	7 − 5	12 − 9	10 − 7	14 − 6	15 − 8	17 − 9	16 − 7

Jump Start





_____

Mental Math

a.	b.
c.	d.

Problem Solving

LESSON 64

• Multiplication Facts: 9s

Power Up

facts

Power Up 64

jump start

Count down by 3s from 45 to 0.

Count down by 9s from 90 to 0.

It's night. Draw hands on your clock to show 10:48. Write the time in digital form.

The daily high on Monday was 36°F. On Tuesday it was 6 degrees warmer. Mark your thermometer to show the high temperature on Tuesday.

mental math

a. **Number Sense:** 43 + 9

b. **Money:** 90¢ + 90¢

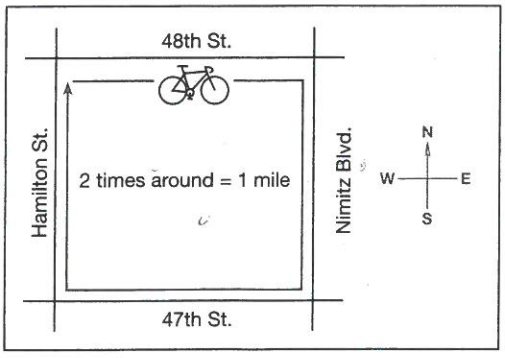
c. **Money:** $10.00 − $2.00

d. **Patterns:** What is the next number in the pattern below?

12	14	13	15	____

problem solving

Juan rides his bike around the block along the path shown. Two times around the block is 1 mile.
How many times around the block must Juan ride to travel 3 miles?



New Concept

Look down the 9s column of a multiplication table for patterns. Starting with the product of 9×2, notice how the digits in the tens place count up and the digits in the ones place count down. Also notice how the two digits of each product have a sum of 9. These two patterns continue through 9×10.

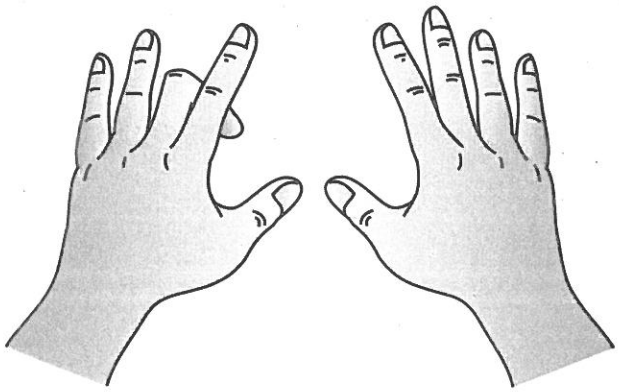
	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

$9 \times 2 = 18$
$9 \times 3 = 27$
$9 \times 4 = 36$
$9 \times 5 = 45$
$9 \times 6 = 54$
$9 \times 7 = 63$
$9 \times 8 = 72$
$9 \times 9 = 81$

Generalize Look at the products from 9×2 through 9×9. Can you find another pattern?

Here is a fun way to find the nines multiplication facts from 9×2 to 9×9 using your fingers. Hold your hands out in front of you and imagine that your fingers are numbered 1 through 10 from left to right.

To find 3×9, fold down the number 3 finger. The fingers to the left of the folded finger count as tens. There are two of them. Two tens is 20. The fingers to the right of the folded finger count as ones. There are seven. Twenty and seven is 27.



Example 1

Find each product:

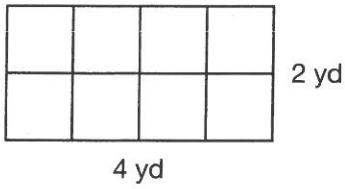
a. 7×9 **b.** 8×9

Until we have learned the nines facts, we can use a multiplication table or patterns to find the products.

a. $7 \times 9 = \mathbf{63}$ **b.** $8 \times 9 = \mathbf{72}$

Example 2

One square yard is 9 square feet. A rug that is 8 square yards covers how many square feet?



Each square yard is 9 square feet, so we multiply 9 square feet by 8.

8×9 square feet = **72 square feet**

Lesson Practice Find each product.

a. 9×3 **b.** 9×4 **c.** 9×6

d. 9×10 **e.** 9×11 **f.** 9×12

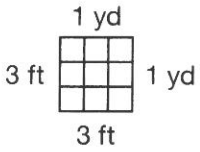
Written Practice

Distributed and Integrated

1. (60, 64) **Formulate** Tickets for the movie were $9 each. Mr. Chen bought 4 tickets. How much did the tickets cost? Write a number sentence. Then write your answer in a complete sentence.

2. (14, 20) Mr. Chen paid for the movie tickets in problem **1** with two $20 bills. How much money should he get back?

3. (63, 64) Using square tiles with sides 1 foot long, Miguel covered one square yard with 9 tiles. How many tiles does Miguel need to cover 3 square yards?



4. (35) **Represent** Draw a square with sides 3 inches long.

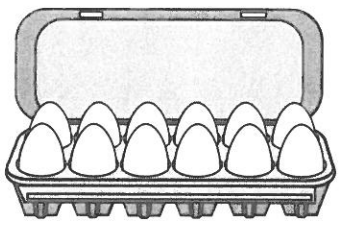
5. (58) What is the perimeter of the square you drew in problem **4?**

6. (62) What is the area of the square you drew in problem **4?**

7. (42, 43) **Represent** Draw two rectangles that are the same size and shape. Shade $\frac{1}{2}$ of one rectangle. Shade $\frac{1}{3}$ of the other rectangle. Then compare these fractions:

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

8. (57) A dozen eggs in a carton is an array. This array illustrates what multiplication fact?



9. (44) If one egg is removed from the carton in problem **8,** then what fraction of a dozen eggs is left?

10. (2) **Conclude** Copy and continue this table to find the number of eggs in 4 dozen:

Number of Dozen	1	2	3	4
Number of Eggs	12	24		

11. (64) Find each product:

a. 9×10 **b.** 7×9 **c.** 9×4

12. (61) Find each product:

a. 9×9 **b.** 8×8 **c.** 7×7

13. (55) Find 77 on a multiplication table. Which two numbers have a product of 77?

14. (35) Use your ruler to find the length of segment *AB*.

15. (16) $\$999 + \$999$

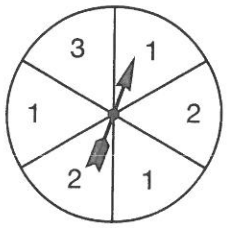
16. (28) $\$100 - \$91$

17. (10, 54) $9 + 9 + 9 + 9 + 9 + 9$

18. (44) How many nickels equal a quarter? A nickel is what fraction of a quarter?

Look at the spinner to answer problems **19** and **20.**

19. (50) The spinner is least likely to stop on which number?

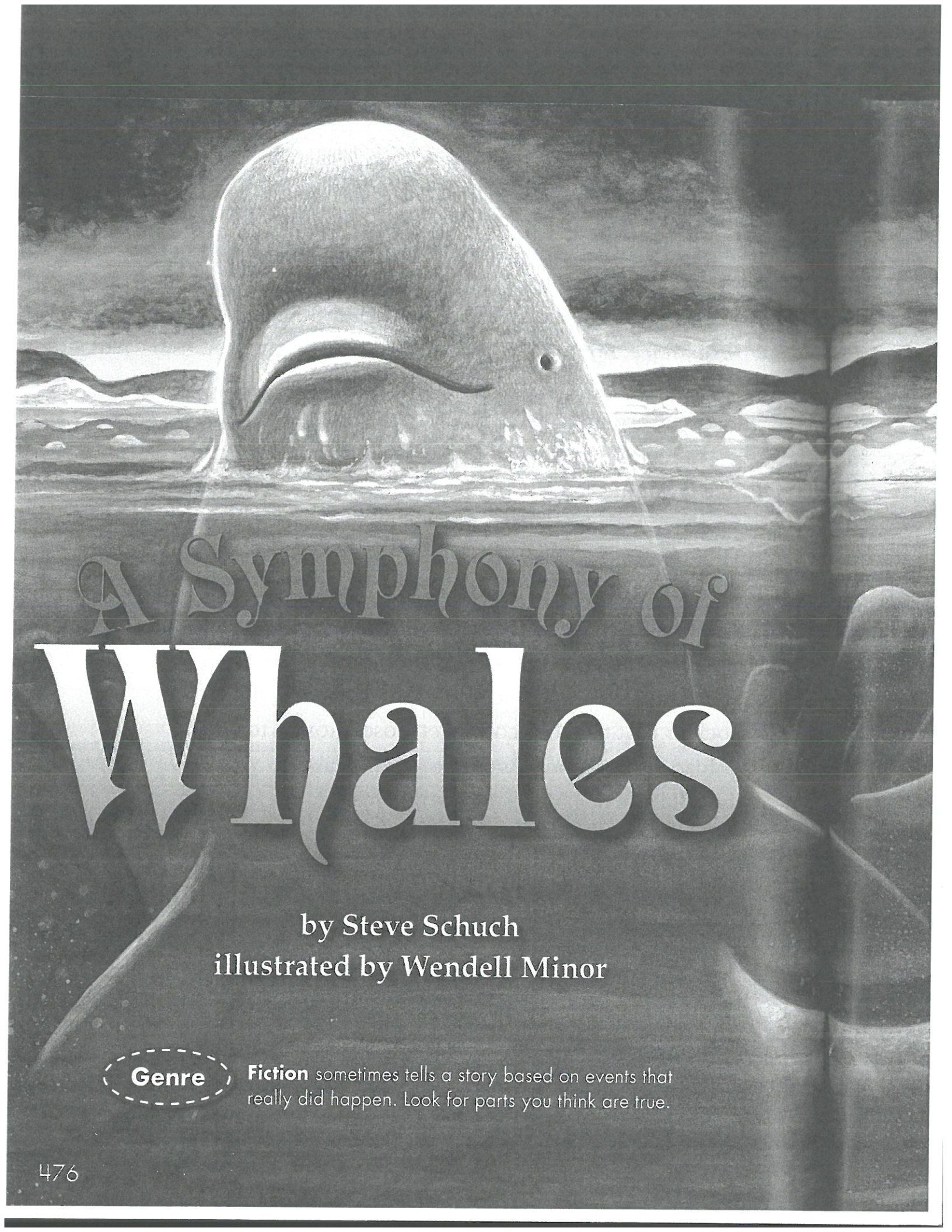


20. (47) **Verify** Todd thinks the sections with 1 are $\frac{3}{6}$ of the spinner. James thinks the sections with 1 are $\frac{1}{2}$ of the spinner. Who is right? Why?

Multiplying By 9 (A)

Find each product.

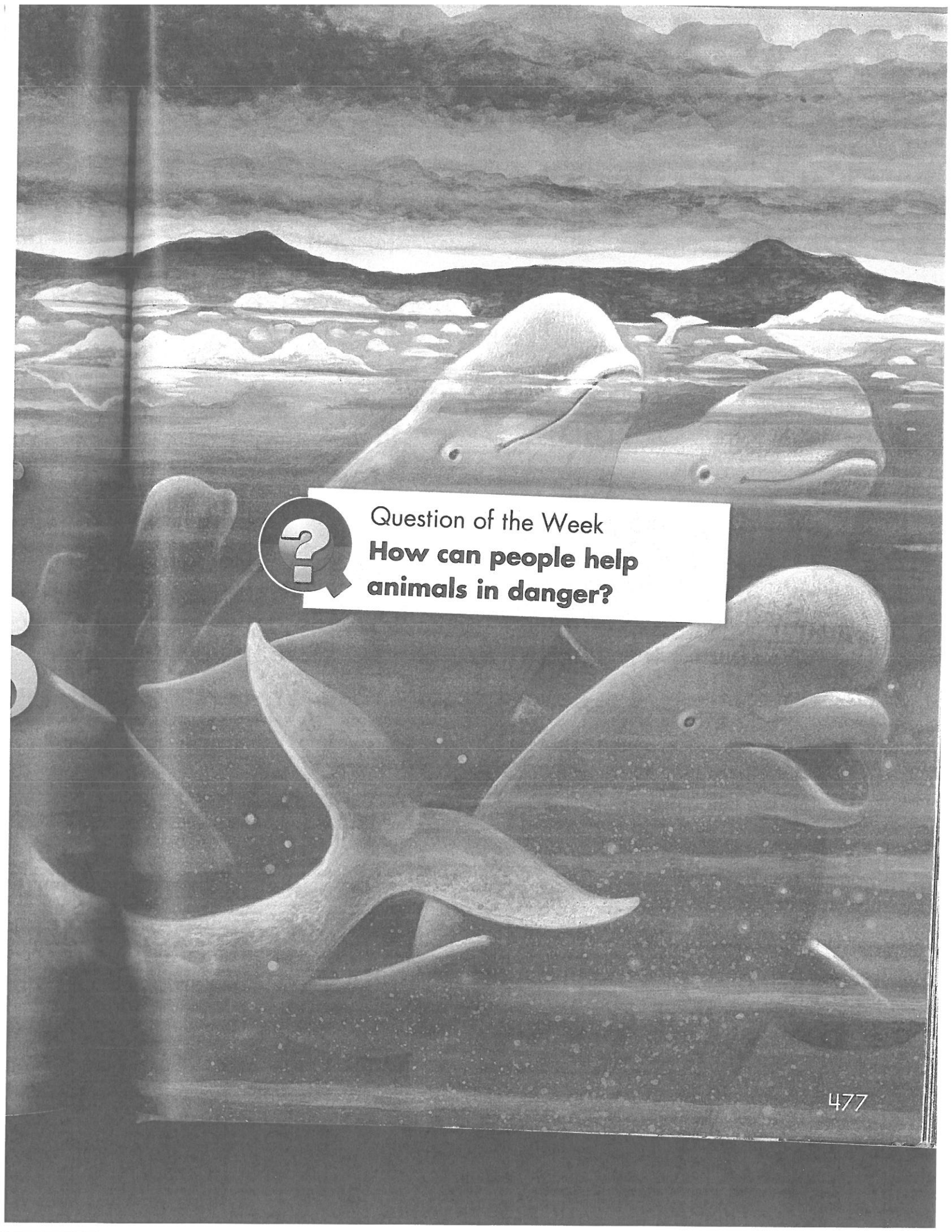
4 × 9	9 × 6	3 × 9	2 × 9	9 × 9	9 × 5	12 × 9	8 × 9	10 × 9	9 × 11
3 × 9	9 × 2	9 × 1	9 × 9	9 × 6	9 × 8	9 × 10	9 × 7	9 × 4	12 × 9
8 × 9	9 × 9	6 × 9	4 × 9	9 × 5	10 × 9	7 × 9	3 × 9	9 × 11	1 × 9
8 × 9	9 × 7	9 × 5	9 × 9	12 × 9	9 × 4	9 × 6	9 × 11	9 × 2	1 × 9
9 × 3	1 × 9	2 × 9	9 × 11	4 × 9	10 × 9	9 × 7	9 × 12	8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



A Symphony of Whales

by Steve Schuch
illustrated by Wendell Minor

Genre **Fiction** sometimes tells a story based on events that really did happen. Look for parts you think are true.


Question of the Week
How can people help animals in danger?

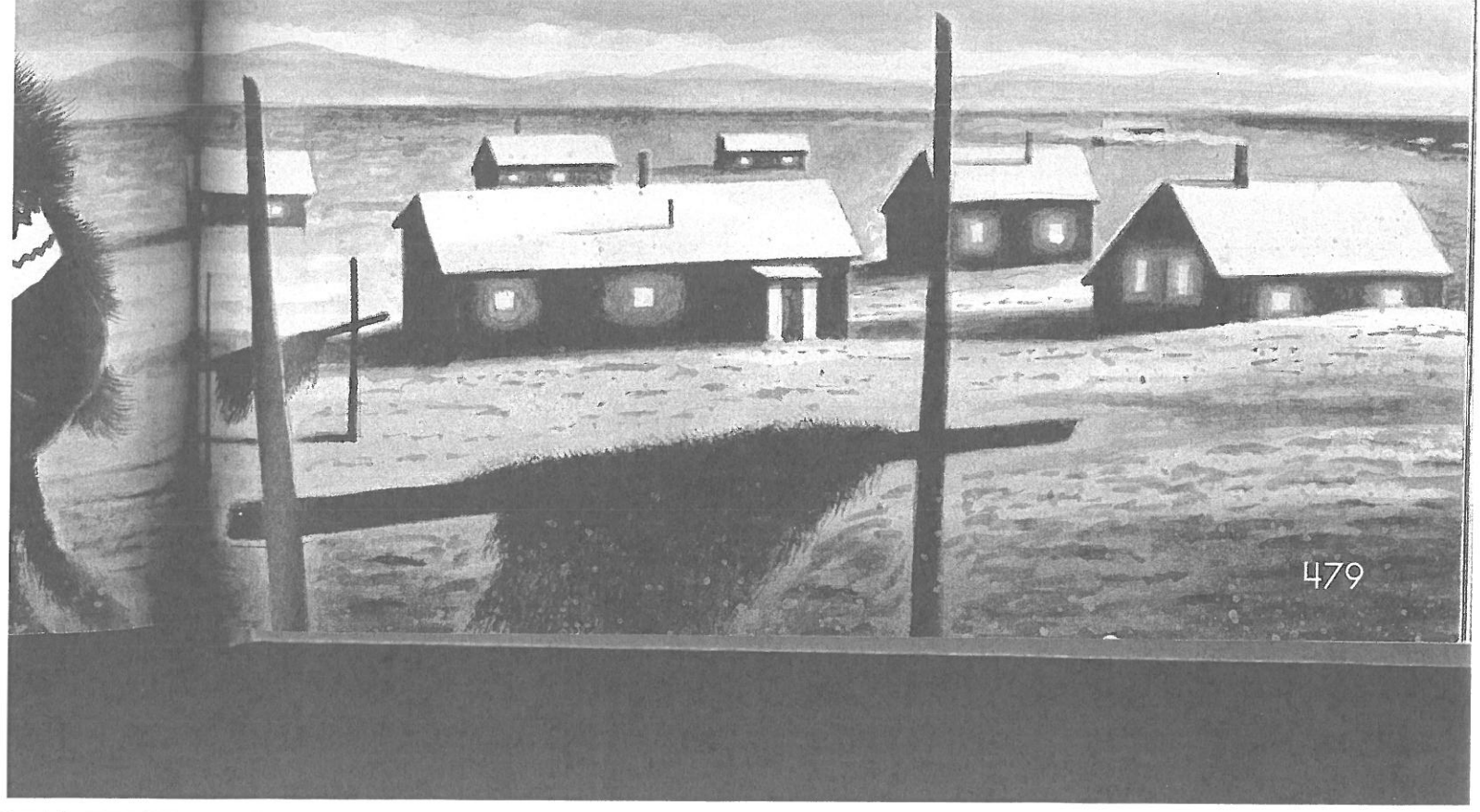
From the earliest time she could remember, Glashka had heard music inside her head. During the long, dark winters, blizzards sometimes lasted for days. Then her family stayed indoors, close to the small fire. Glashka heard the songs calling to her out of the darkness, beyond even the voice of the wind.

The old ones of her village said, "That is the voice of Narna, the whale. Long has she been a friend to our people. She was a friend of our grandparents' grandparents; she was a friend before we saw the boats of strange men from other lands. But it is long now

since one of us has heard her. It is a great gift you have." And Glashka would fall asleep, wrapped in her sealskin blanket, remembering their words.

The sea gave life to Glashka's village. The seals gave meat and warm furs to protect against the winter cold. In summer the people caught salmon and other fish, then salted them to keep for the hard times to come. And from Narna, the whale, the people received food for themselves and their sled dogs, waterproof skins for their parkas and boots, and oil for their lamps in the long winter darkness.

One year the snows came early. For three days a blizzard bore down on the village. When it finally stopped, Glashka's family needed supplies from the next village. Glashka asked if she might help drive the sled dogs. "It is not so easy to drive the sled," her parents said. "The dogs will know if you are uncertain of the way. But you will know the way home. Perhaps on the way back, you may try. Now go to sleep."



That night in her dreams, Glashka drove the dogsled. But the dogs did not follow her commands. Instead they led her to open water surrounded by ice. Glashka heard the singing of Narna, louder than she had ever heard it before. She awoke in the darkness of her sealskins, wondering what the dream had meant.

The morning was clear and cold as the family set out. The dogs made good time to the neighboring village. Before starting back, Glashka's parents packed the supplies into the sled. Glashka checked the dogs' feet for cuts. She rubbed their ears and necks. Glashka's parents gave her the reins. "We'll follow behind you. If your heart

and words are clear, the dogs will listen and take you where you wish to go."

They set off. Across the ice, snow swirled as the wind began to pick up. Suddenly the sled dogs broke from the trail, yelping and twitching their ears. "What is it?" Glashka's parents shouted.

"I think they hear something," Glashka called back.

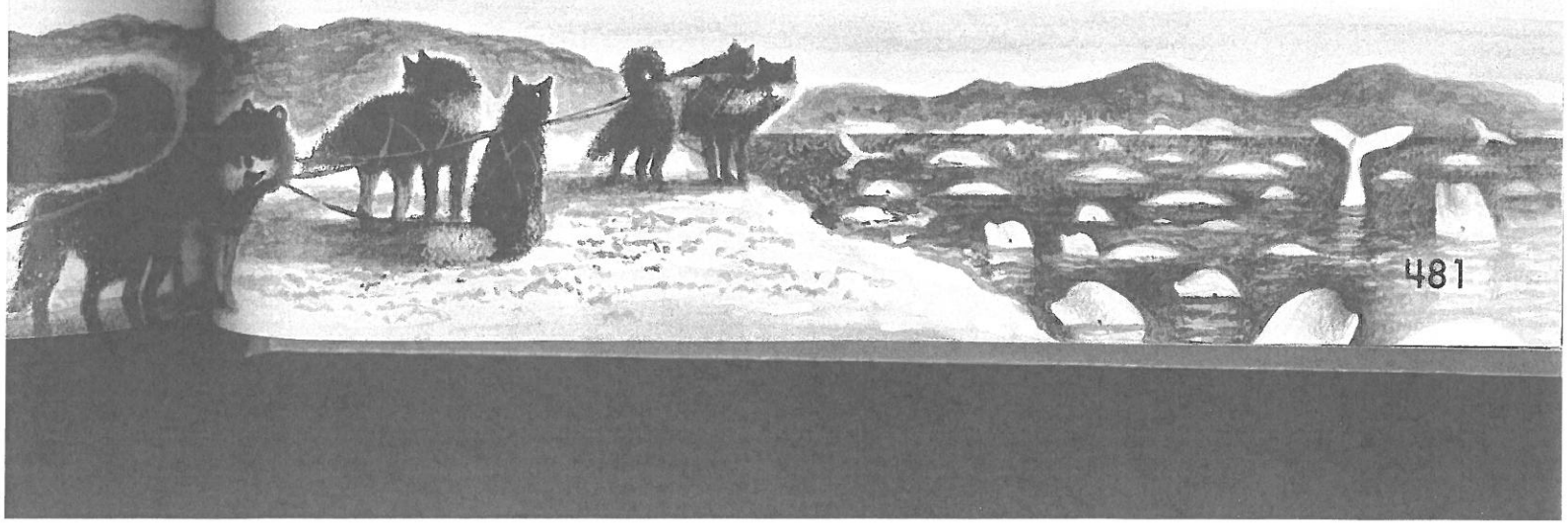
The sled dogs pulled harder. Their keen ears could pick up high-pitched notes that most humans couldn't hear. But Glashka, if she turned just right, could make out the eerie moans and whistles that grew louder until even her parents could hear them.

The dogs stopped short. They were right at the edge of a great bay of open water, surrounded on all sides by ice and snow.

Everywhere Glashka looked, the water seemed to be heaving and boiling, choked with white whales. Her father came up beside her. "Beluga whales," he said softly.

Glashka stared. "There must be more than a thousand of them."

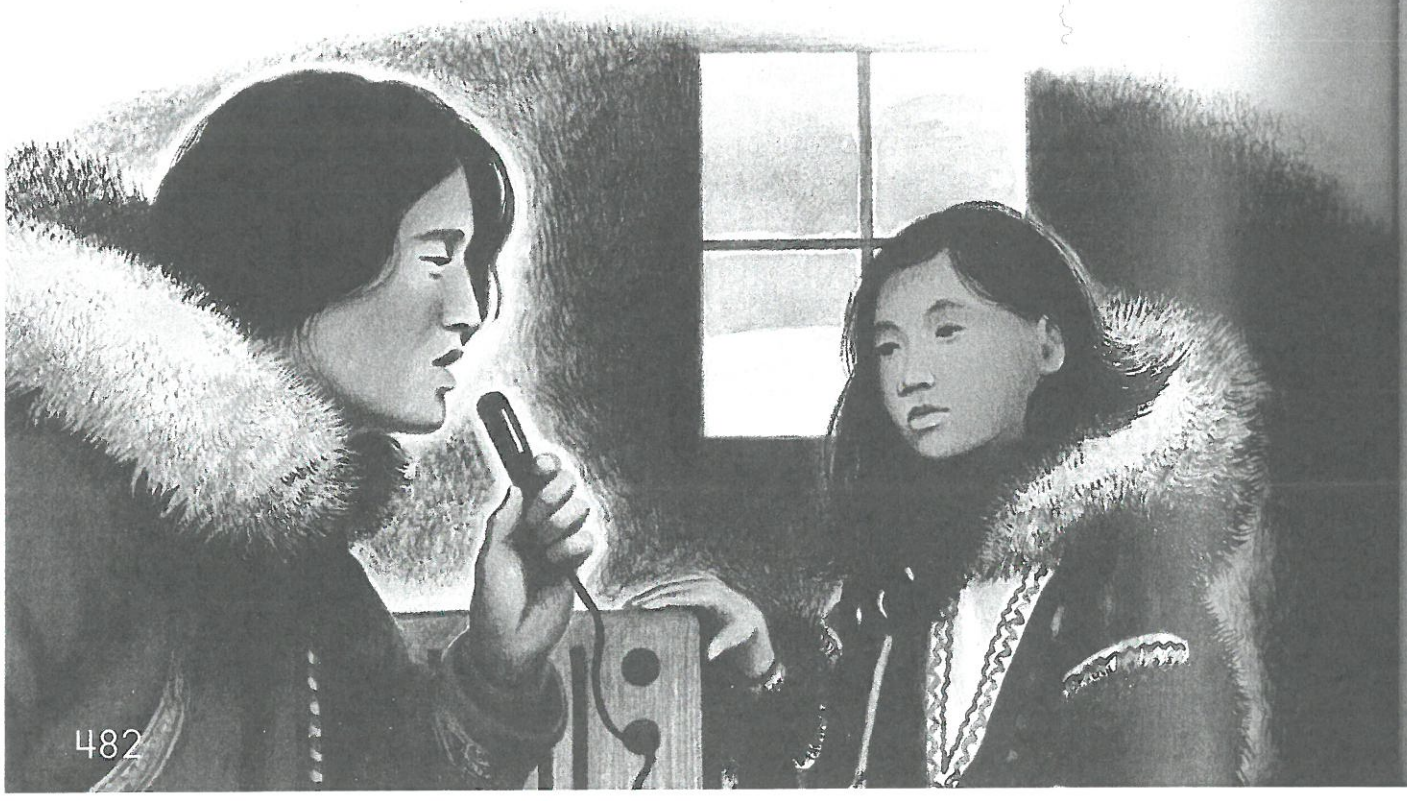
The cries of the whales rose and fell on the wind as they swam slowly about. The dogs whined and pawed anxiously at the ice. "Let's hurry to the village," cried Glashka. "We'll get help!"



Glashka's father, though, knew there was no help. "They must have been trapped when they came here last fall looking for food," he said quietly. "There's nothing we can do to free them. When the last of the water freezes over, the whales will die."

But Glashka's mother remembered that an icebreaker, several winters ago, had rescued a Russian freighter trapped in the sea ice. "Could we call on the emergency radio? Maybe an icebreaker can clear a channel for the whales," she said.

Glashka and her parents raced back to their village. They gathered everyone together and told them what had happened. Glashka's father got on the emergency radio and put out a distress call. "Beluga whales, maybe thousands of them, trapped. We need an icebreaker. Can anyone hear me?"



Far out at sea, a great Russian icebreaker named the *Moskva* picked up the faint signal. "We read you," the captain radioed back. "We're on our way, but it may take us several weeks to reach you. Can you keep the whales alive until then?"

Some of the people from Glashka's village started setting up a base camp near the whales. Others set out by dogsled to alert the surrounding settlements.

Everyone came—young and old, parents, grandparents, and children. Day after day they chipped back the edges of the ice, trying to make more room for the whales to come up to breathe. "Look," said Glashka's grandmother. "See how the whales are taking turns, how they give the younger ones extra time for air."

As Glashka took her turn chipping back the ice, the song of Narna filled her ears again. She sang to the whales while she worked, trying to let them know help was on the way. Each day, Glashka looked anxiously for a ship. But each day, a little more water turned to ice. Each day, the whales got weaker from hunger.

Glashka knew how it felt to be hungry. The year before, her village had caught barely enough fish to make it through to spring. Sometimes the memory still gnawed at her. Even so, she gave the whales part of the fish from her lunch. The other villagers noticed and began to feed some of their own winter fish to the whales too.

One morning Glashka awoke to the sounds of excited voices and barking dogs. The icebreaker had broken through the main channel during the night. "Hurry,

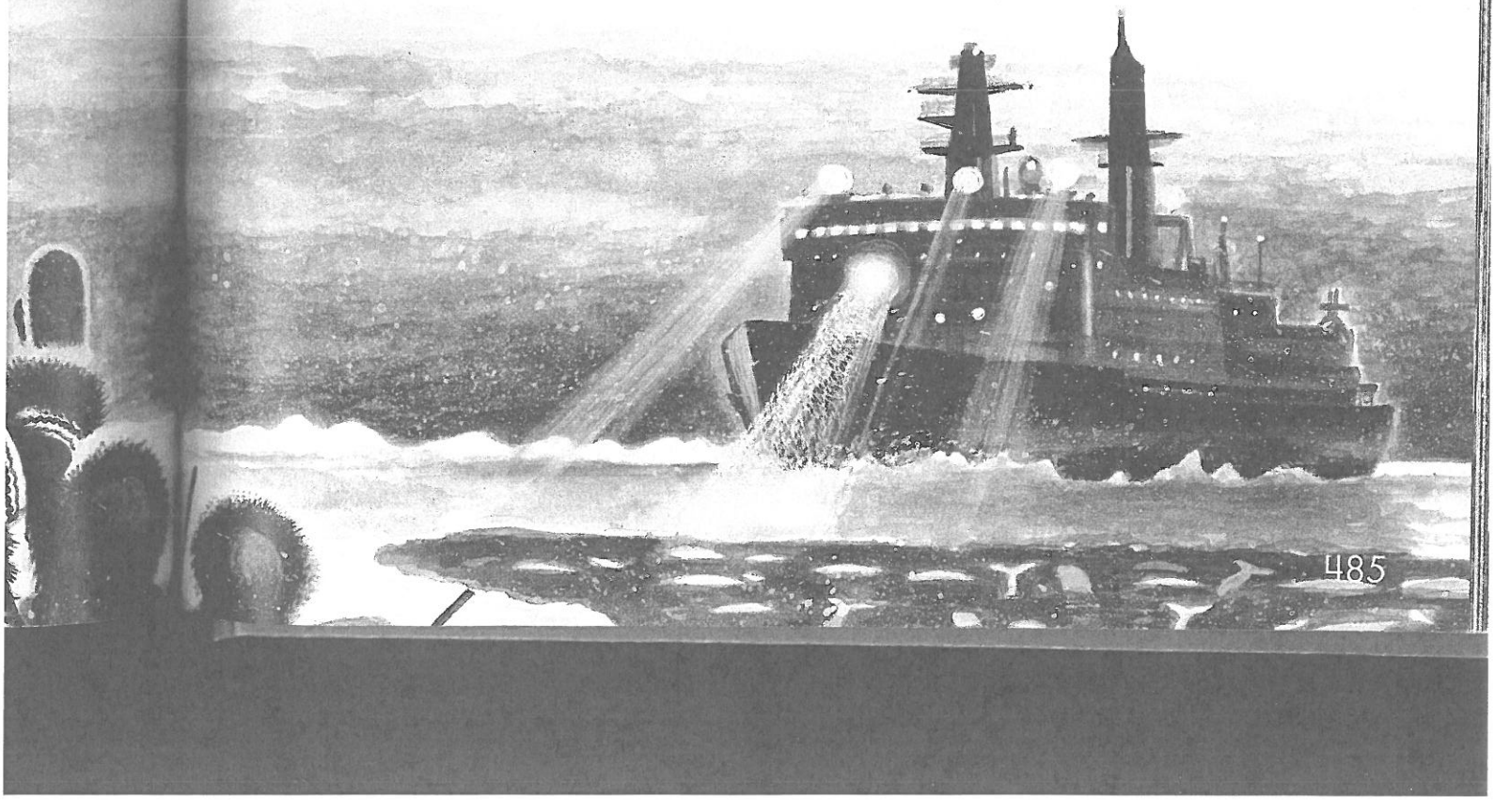
Glashka," her parents called. Glashka pulled on her boots and parka and ran down the path to the water.

Everyone was gathered. Off to one side, the old ones stood, watching. They beckoned Glashka to join them. "Now," they said, "let us see what the whales will do."

The whales crowded together in fear, keeping as far from the icebreaker as possible. On board the ship, the captain gave orders. He hoped the whales would see the pathway cleared through the ice and follow the ship to safety. The icebreaker slowly turned around and faced back out to sea.

But the whales wouldn't follow the ship. "They may be afraid of the noise of our engines," the captain radioed to shore. "I've heard that trapped whales will sometimes follow the singing of other whales. We'll try playing a recording of whale songs."

Glashka felt a shiver down her back. "Narna's songs," she whispered to the sled dogs. "They're going to play Narna's songs."



Then the songs of the whales echoed over the water—deep moans and high whistling calls, ancient sounds from another world.

But the whales would not go near the ship. Again and again, the captain inched the giant icebreaker closer to the whales, then back toward the sea. But the whales stayed as far away as they could.

"It's no use," the captain radioed in despair. "And we can't stay beyond tomorrow. Already the channel is starting to refreeze!"

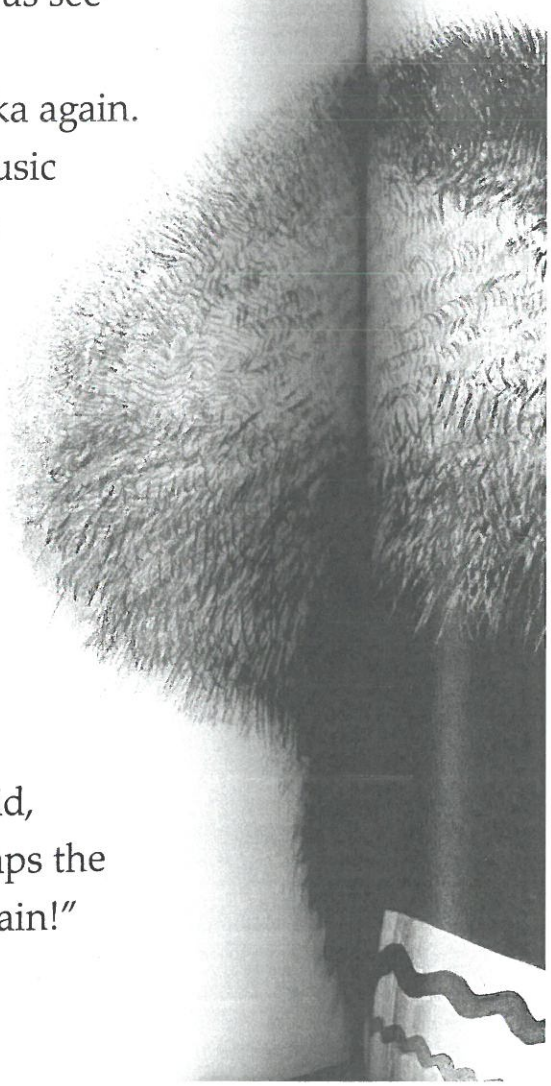
Glashka was near tears as she asked the old ones what could be done now. "Wait," they said. "Let us see what tomorrow brings."

That night the song of Narna came to Glashka again. Only this time it was different. She heard the music and voices of whales, but she heard other music too . . . melodies she'd never heard before. . . .

While it was still dark, Glashka woke her parents. "I've heard Narna again," she said. "And I've heard other music too!"

"You have to tell the old ones," Glashka's parents said.

The old ones of the village listened carefully as Glashka told them what she had heard. "So, it is other music Narna is asking for," they said thoughtfully. "Long is the time, but once, it is said, humans and whales made music together. Perhaps the time has come again. Let us speak with the captain!"

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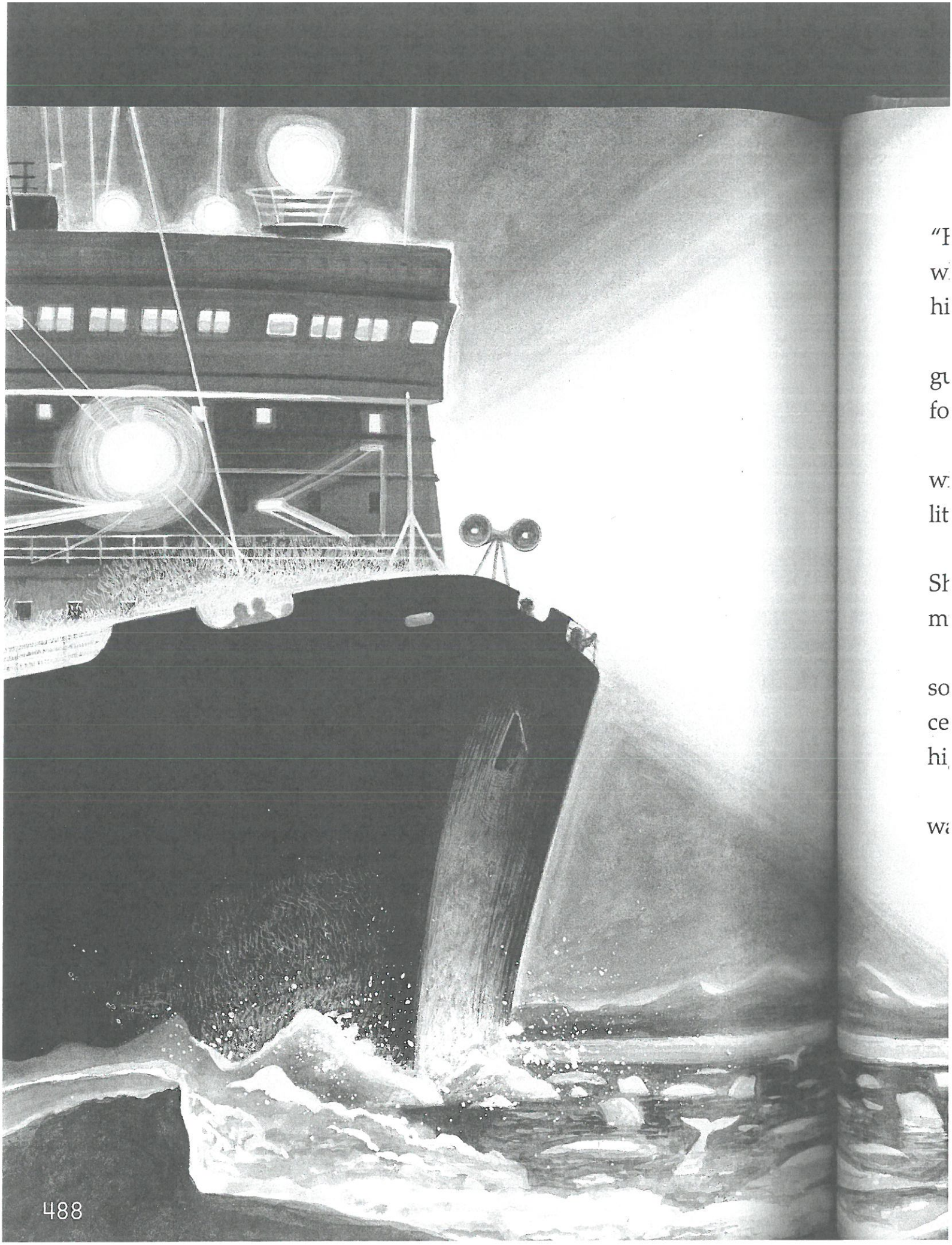

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Quickly Glashka and the old ones radioed the ship. "Have you any other music, people music, to play for the whales?" they asked. The captain said he would see what his crew could find.

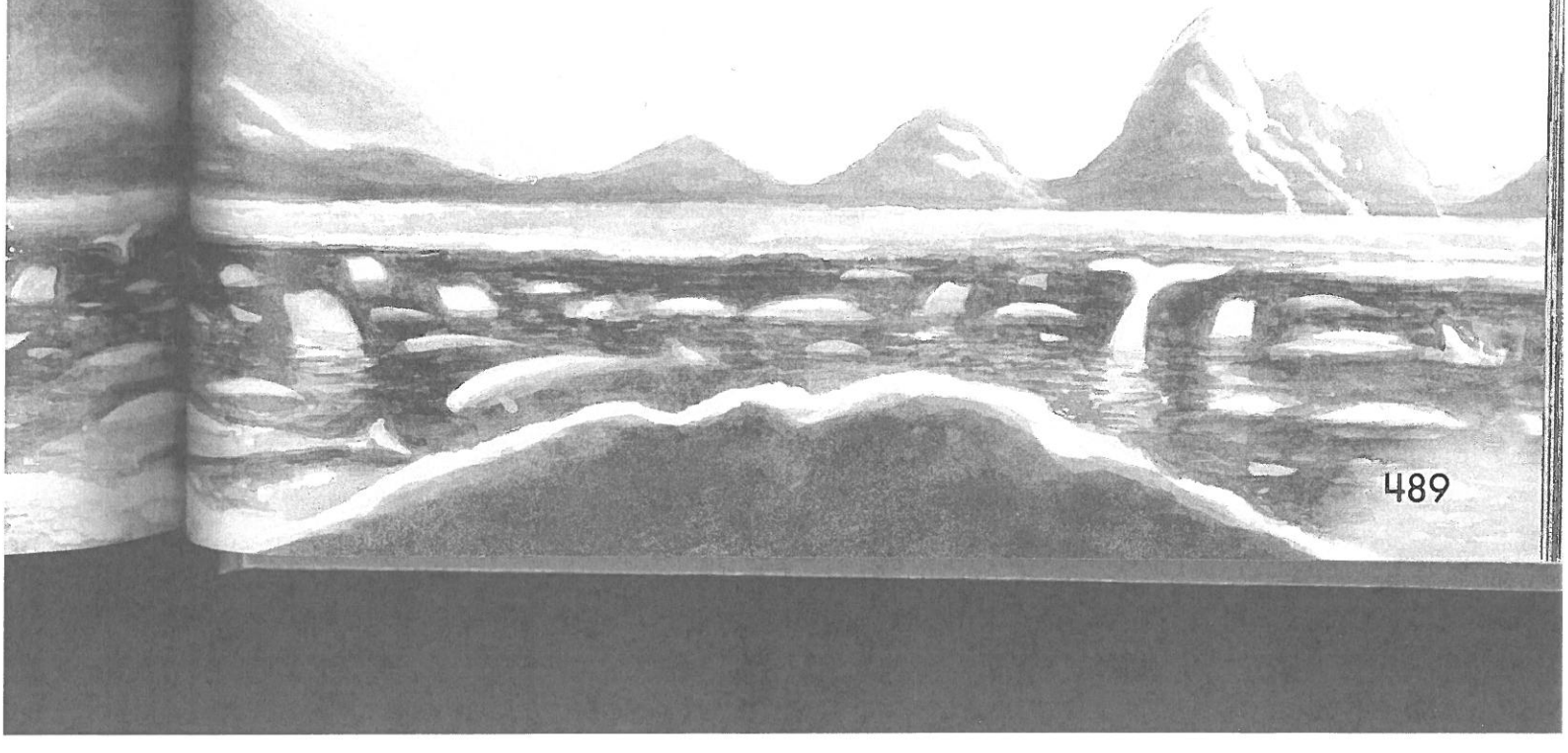
First, they tried playing rock and roll. The electric guitars and drums boomed, but the whales would not follow the ship.

Next, the crew tried Russian folk music. It was softer, with many voices singing together. The whales swam a little closer, but still they would not follow the ship.

On shore, Glashka ran back to the radio transmitter. She had to talk with the captain. "I *know* there's other music that will work. Please keep trying!" she told him.

The crew found some classical music. First the sweet sounds of violins and violas, next the deeper notes of the cellos and, deepest of all, the string basses . . . and way up high, a solo violin. . . .

Everyone fell silent as the melody carried over the water. The whales grew quiet, too, listening.



A few whales started to sing back to the ship and to each other. Gradually more whales joined in.

Then . . . they began to swim toward the ship!

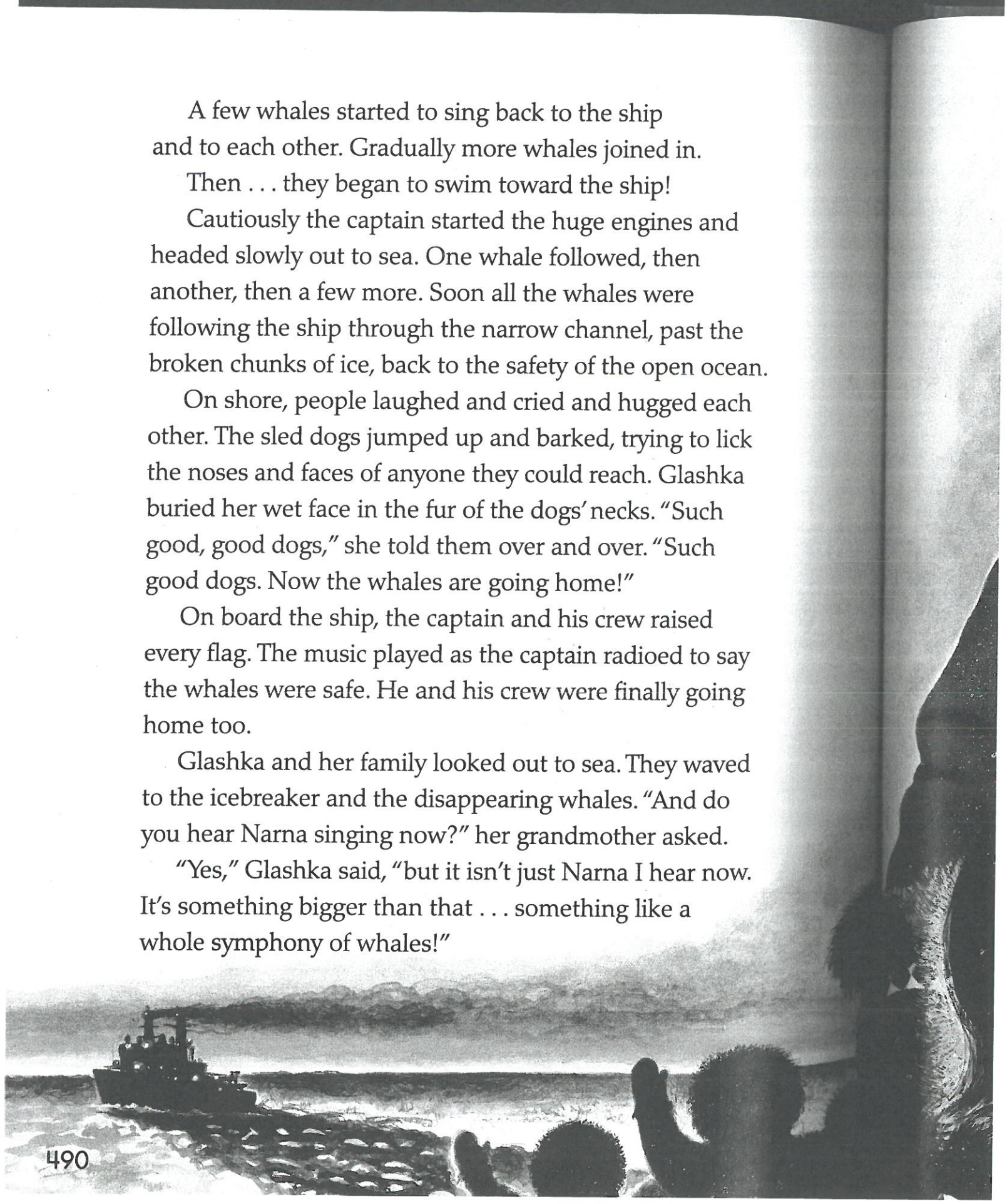
Cautiously the captain started the huge engines and headed slowly out to sea. One whale followed, then another, then a few more. Soon all the whales were following the ship through the narrow channel, past the broken chunks of ice, back to the safety of the open ocean.

On shore, people laughed and cried and hugged each other. The sled dogs jumped up and barked, trying to lick the noses and faces of anyone they could reach. Glashka buried her wet face in the fur of the dogs' necks. "Such good, good dogs," she told them over and over. "Such good dogs. Now the whales are going home!"

On board the ship, the captain and his crew raised every flag. The music played as the captain radioed to say the whales were safe. He and his crew were finally going home too.

Glashka and her family looked out to sea. They waved to the icebreaker and the disappearing whales. "And do you hear Narna singing now?" her grandmother asked.

"Yes," Glashka said, "but it isn't just Narna I hear now. It's something bigger than that . . . something like a whole symphony of whales!"



Name _____

Suffixes *-ly, -ful, -ness, -less, -able, -ible*

Directions Add the suffix **-ly, -ful, -ness, -able, -ible,** or **-less** to each base word. Write the new word on the line.

1. grace + -ful = _____
2. bare + -ly = _____
3. depend + -able = _____
4. fair + -ness = _____
5. convert + -ible = _____
6. wire + -less = _____
7. rare + -ly = _____
8. neat + -ness = _____

Directions Add **-ly, -ful, -ness, -able,** or **-less** to the base word in ( ) to best complete each sentence. Use the word box for help. Write the new word on the line.

careful careless illness quickly safely dependable thickness

_____ 9. A (care) mistake can cause an oil spill at sea.

_____ 10. This can (quick) cause problems for seabirds.

_____ 11. We can all help, by being (depend).

_____ 12. If the oil is not (safe) removed, the birds cannot fly.

_____ 13. If a seabird swallows oil, it can develop an (ill).

_____ 14. The (thick) of a bird's eggshell can also change.

_____ 15. To protect the sea and its wildlife, ships' captains must be (care).

School + Home

Home Activity Your child wrote words with the suffixes *-ly (safely), -ful (playful), -ness (illness),* and *-less (worthless)*. Name some base words such as *slow, thank, harm, kind,* and *help*. Ask your child to make new words using the suffixes he or she practiced on this page.

Name _____

Generalize

- Ideas in what you read are sometimes alike in several ways. To **generalize**, you can make a general statement about them together.
- Look for **clue words** such as *most*, *many*, *all*, *some*, or *few*.

Directions Read the following passage.

Mammals are animals that need to breathe air. Most mammals give birth to live babies. Mammal mothers also give milk to their babies.

Gray whales live in the ocean. Mothers-to-be find a safe place, such as a lagoon, to give birth. After the calf is born, a female helper pushes it up to the surface so it can breathe. Then the mother feeds the baby.

Directions Are gray whales mammals? Complete the chart. Make a generalization.

Example

1. **Do gray whales breathe air?**

Example

2. **Do gray whales give birth to babies?**

Example

3. **Do gray whales nurse their young?**

Generalization

4. Gray whales are _____.

5. How did answering the questions in the examples help you make a generalization?

_____

School + Home

Home Activity Your child made a generalization by finding examples of the ways things are alike. Draw a graphic organizer like the one above. Write examples about the ways dogs are alike in the three example boxes (dogs bark, wag tails, have hair). Then help your child write a generalization about dogs.

Name _____

Vocabulary

Directions Read the pairs of sentences below. Use one word from the box to fill in the blank in each pair of sentences. Use context clues to help you fill in the correct word.

Check the Words You Know

- ___surrounded
- ___bay
- ___supplies
- ___chipped
- ___symphony
- ___channel
- ___blizzards
- ___anxiously
- ___melody

1. This winter was very snowy. We had four _____ in December alone!
2. The bird sang a beautiful tune. The _____ was sweet and sad.
3. The children gathered all around the teacher. She was _____ by her class.
4. She was worried about her grade on the test. She waited _____ as the tests were handed back.
5. The water flowed along a narrow stream. The stream was a _____ that carried the water to the sea.

Directions In each sentence below, two words are underlined. Circle the word that makes sense. Use context clues in the sentence to help you choose the correct word.

6. The ship sailed into the large bay / blizzard that is near our town.
7. Before we went on the hike, I put a big bay / supply of water in my backpack.
8. Dan surrounded / chipped at the wood with a small ax.
9. We heard many musical instruments playing a beautiful symphony / channel together.
10. I heard a song on the radio, and I have been humming the symphony / melody all day.

Write a Scene from a Play

On a separate sheet of paper, write a short scene from a play about a person communicating with an animal. Use as many vocabulary words as possible.

School + Home **Home Activity** Your child identified and used vocabulary words from *A Symphony of Whales*. Read a story or article about animals to your child. Have your child point out unfamiliar words. Work together to try to figure out the meaning of each word by using other words that appear near it.

Present, Past, and Future Tenses

Verbs can show when an action happens. This is called **tense.** Different verb tenses have different forms. Many present tense verbs end in *-s.* Form the past tense of many verbs by adding *-ed.* Add the helping verb *will* to a verb to make it a future tense verb.

Present Tense	A whale stays near the beach.
Past Tense	The whale jumped out of the water.
Future Tense	The other whales will jump out soon.

- When a verb ends with *e,* drop the *e* before adding *-ed: glide glided*
- When a one-syllable verb ends with one vowel followed by one consonant, double the final consonant before adding *-ed: shop shopped*
- When a verb ends with a consonant followed by *y,* change the *y* to *i* before adding *-ed: hurry hurried*

Directions Tell the tense of the underlined verb in each sentence. Write *present, past,* or *future.*

1. I like the humpback whales. _____
2. You will enjoy the whales' music. _____
3. Those whales traveled from the Arctic Ocean. _____
4. They will return next year. _____

Directions Write the verb in ( ) that correctly completes each sentence.

5. Last year Sammy's class (learn, learned) about whales. _____
6. Whales cannot breathe underwater, so they (jump, jumped) out of the water for air. _____
7. Each time a mother whale gives birth, she (stays, stayed) close to the baby for a year. _____
8. After a year, the baby (cared, will care) for itself. _____

School + Home **Home Activity** Your child learned about present, past, and future tenses. Ask your child to make up a sentence about something he or she saw on the way home from school and identify the tense of the sentence's verb.

TUESDAY

Name _____ Time _____

Power Up 65

Facts Multiply:

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

Jump Start

Mental Math

a.	b.
c.	d.

Problem Solving

LESSON 65

• Angles

Power Up

facts

Power Up 65

jump start

Count up by 6s from 0 to 60.
Count up by 12s from 0 to 120.

Write two multiplication facts using the numbers 4, 9, and 36.

Write $714.20 as words.

mental math

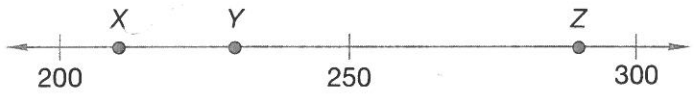
a. Number Sense: Compare these numbers using the symbol <, >, or =.

1,045 ◯ 1,405

b. Number Sense: 3 + 6 + 6 + 3

c. Money: $1.20 + $1.00

d. Number Line: Which point shows the number 210?



problem solving

Chris is hiking along a trail in the mountains. As he hikes, he counts the blue signs that mark the trail. The table at right shows the number of signs he sees along the way.

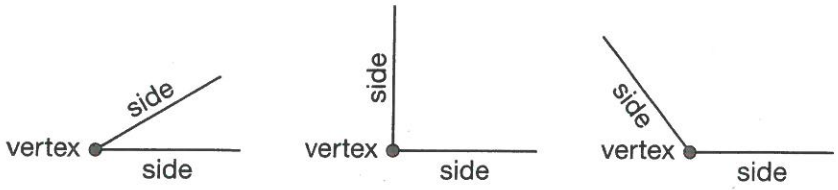
Distance	Total Number of Signs
1 mile	8
2 miles	16
3 miles	24
4 miles	32

Copy the table on your paper. Continue the pattern to predict how many signs Chris will see if he hikes 7 miles.

New Concept

An **angle** is an open figure with two **sides** that meet at a **vertex.**

Angles



Remember that square corners are called right angles. To show that an angle is a right angle, we can draw a small square in its corner.

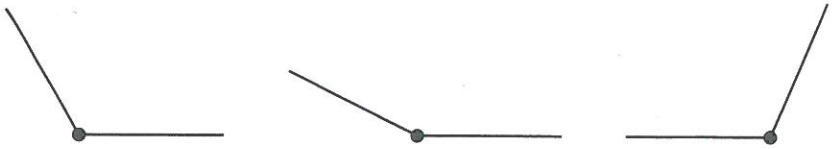
Generalize How many right angles does a rectangle have?

An angle that is smaller than a right angle is an **acute angle.**

Acute Angles

An angle that is larger than a right angle is an **obtuse angle.**

Obtuse Angles



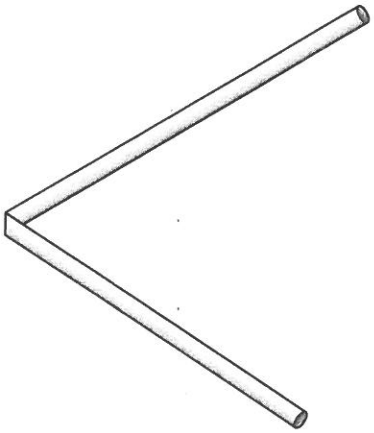
An angle that looks like a straight line is a **straight angle.**

Activity

Angles

Materials: one straw for each student

By bending straws we can make models of angles. The point where the straw bends is the vertex.

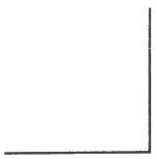


As a class, bend straws to form acute angles, right angles, and obtuse angles as you teacher directs.

Example

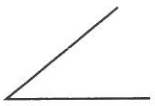
Label each angle as acute, right, or obtuse.

a.



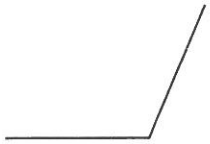
a. right

b.



b. acute

c.



c. obtuse

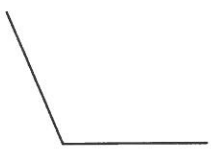
Lesson Practice

a. What is the name of the point where the sides of an angle meet?

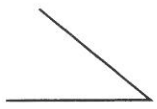
b. What kind of angle is each angle of a rectangle?

Name each type of angle shown below.

c.



d.

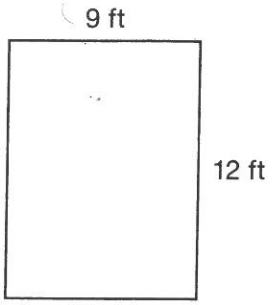


e.

Written Practice

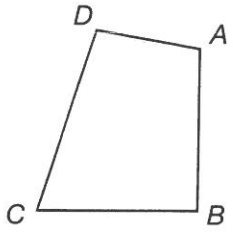
Distributed and Integrated

(62, 63) **1.** Cynthia wants to put tiles on a floor that is 12 feet long and 9 feet wide. Each tile has sides one foot long. What numbers can Cynthia multiply to find how many tiles she needs to cover the entire floor?



(55, 64) **2.** What is the area of the rectangle in problem **1?**

A wading pool at the park has the shape of figure *ABCD.* Look at this picture to answer problems **3–5.**



(65) **3.** Angle *B* is a right angle.

a. Which angle is acute?

b. Which angles are obtuse?

(51, 65) **4.** **Explain** Is the pool the shape of a rectangle? Explain your answer.

(58) **5.** Sides *AB* and *BC* are each 12 feet long. Side *CD* is 13 feet long. Side *AD* is 7 feet long. What is the perimeter of the pool?

(56, 60) **6.** There is a row of tiles along the edge of the pool. There are 3 tiles in one foot. How many tiles are there in 10 feet?

(25) **7.** Deanna saw some coins in the pool. What was the total value of the coins?

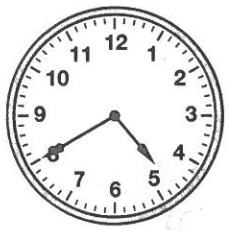
(44) **8.** Three of the 7 children in the pool were girls.

a. What fraction were girls?

b. What fraction were boys?

9. (43) Compare the two fractions in problem **8.**

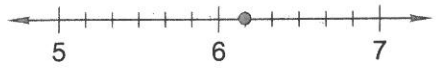
10. (3) Sam looked at the clock. The pool closes at 5:00 o'clock. In how many minutes does the pool close?



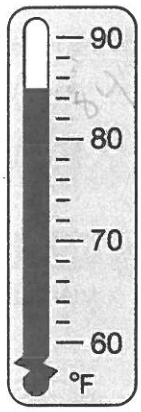
11. (48) Name the fraction or mixed number shown on each number line.

a.

b.



12. (4) **Analyze** Gina looked at the thermometer in the pool to find the temperature of the water. How warm was the water?



13. (35, 52) **Represent** Draw a rectangle $\frac{3}{4}$ inches long and $\frac{1}{2}$ inch wide.

14. (61) Find each product.

a. 3×3 **b.** 4×4 **c.** 6×6

15. (64) Find each product.

a. 3×9 **b.** 9×4 **c.** 9×8

16. (40) $81 - \square = 50$

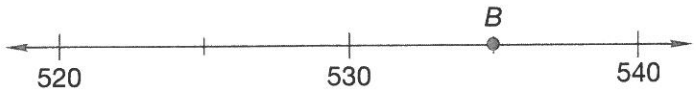
17. (9) $81 + \square = 150$

18. (10) $9 + 9 + 9 + 9 + 9 + 9 + 9$

19. (46) **Multiple Choice** Which fraction does *not* equal 1?

A $\frac{2}{2}$ **B** $\frac{3}{3}$ **C** $\frac{10}{11}$ **D** $\frac{12}{12}$

20. (33) Point *B* represents what number on this number line?



Name : _____ Score : _____

Teacher : _____ Date : _____

Classify each angle as acute, obtuse, right, or straight.

1)  _____

2)  _____

3)  _____

4)  _____

5)  _____

6)  _____

7)  _____

8)  _____

9)  _____

10)  _____

11) 73° _____

12) 145° _____

13) 112° _____

14) 90° _____

15) 24° _____

16) 100° _____

17) 99° _____

18) 46° _____

19) 180° _____

20) 12° _____

Be a Detective!

The old ones talk about "other music." What is "other music," and why is it important? Use story details to support your answer

Name _____

Present, Past, and Future Tenses

Directions Read the selection. Then read each question that follows the selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

Whales

(1) I _____ humpback whales. (2) Last summer, I _____ to the ocean to see them. (3) My jaw _____ when I saw them. (4) The whales traveled from the Arctic Ocean. (5) They _____ thousands of miles every year. (6) They _____ next year.

1 What present tense verb can be used in sentence 1?

- ⬭ like
- ⬭ liked
- ⬭ would like
- ⬭ liking

2 What past tense verb can be used in sentence 2?

- ⬭ travel
- ⬭ traveling
- ⬭ traveled
- ⬭ will travel

3 What past tense verb can be used in sentence 3?

- ⬭ dropping
- ⬭ will drop
- ⬭ dropped
- ⬭ droped

4 What present tense verb can be used in sentence 5?

- ⬭ will swim
- ⬭ swim
- ⬭ swimmed
- ⬭ swimed

5 What future tense verb can be used in sentence 6?

- ⬭ return
- ⬭ returning
- ⬭ returned
- ⬭ will return

School + Home

Home Activity Your child prepared for taking tests on present, past, and future tenses. Point out a sentence in a book you are reading together. Have your child tell whether the sentence is in present, past, or future tense.

WEDNESDAY

Name _____ Time _____

Power Up 66

Facts Multiply:

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

Jump Start

Mental Math

a.	b.
c.	d.

Problem Solving

LESSON 66

• Parallelograms

Power Up

facts

Power Up 66

jump start

Count up by halves from 5 to 10.
Count up by fourths from 2 to 4.

Draw an array to show the multiplication fact 1×4.

Write these numbers in order from least to greatest.

625 695 655 595

mental math

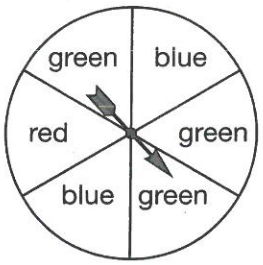
a. **Fractions:** Compare these fractions using the symbol $<$, $>$, or $=$.

$$\frac{1}{2} \bigcirc \frac{2}{4}$$

b. **Number Sense:** $32 - 9$

c. **Number Sense:** $36 - 8$

d. **Probability:** CeeCee spins the spinner one time. What color is the spinner most likely to land on?

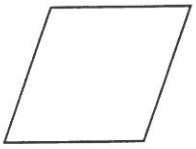


problem solving

Matt likes to solve crossword puzzles. He has a book of puzzles. He started at the beginning of the book and solves one puzzle each day. Matt solved Puzzle #4 on Monday. On what day did Matt solve Puzzle #1?

New Concept

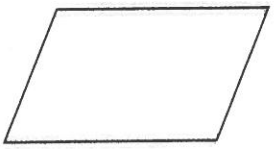
Waylon has some tiles shaped like this:



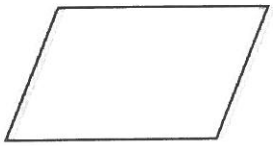
The tile has 4 sides.

Classify Is the shape a rectangle? How do you know?

Recall that a rectangle has four right angles. This shape does not have four right angles, so it is not a rectangle. We call this four-sided shape a parallelogram. A **parallelogram** is a four-sided flat shape that has two pairs of parallel sides.

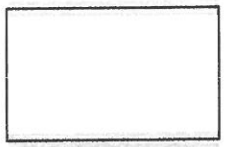


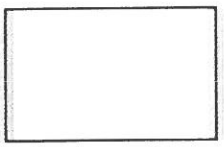
One pair of parallel sides



The other pair of parallel sides

Classify Look at the figures below. Is a rectangle a parallelogram?

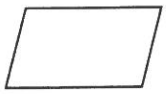




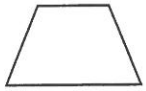
Example 1

Which of these figures is *not* a parallelogram?

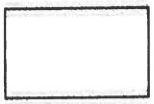
A 

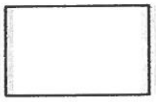
B 

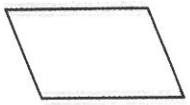
C 

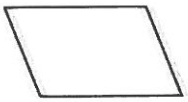
D 

A parallelogram has two pairs of parallel sides. We see two pairs of parallel sides in shapes **A, B,** and **C.**

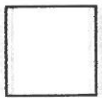
A 



B 



C 

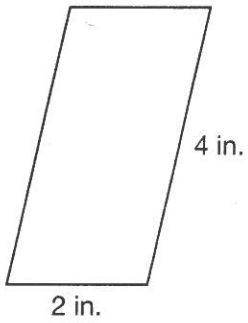


However, shape **D** has only one pair of parallel sides.

Shape D is not a parallelogram.

Example 2

What is the perimeter of this parallelogram?



The parallel sides of a parallelogram are equal in length.

$$2 \text{ in.} + 4 \text{ in.} + 2 \text{ in.} + 4 \text{ in.} = 12 \text{ in.}$$

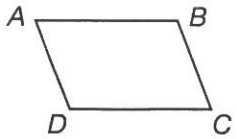
The perimeter of the parallelogram is **12 in.**

We can name an angle of a parallelogram by the letter at its vertex. We can name a side by the letters at the ends of the line segment.

Example 3

a. Which angles of this parallelogram are acute and which are obtuse?

b. Which side is parallel to side *AB*?



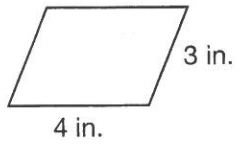
a. Acute angles are less than right angles, so the acute angles are **angle *A*** and **angle *C*.** Obtuse angles are greater than right angles, so the obtuse angles are **angle *B*** and **angle *D*.**

b. The side parallel to side ***AB*** is side ***DC*.**

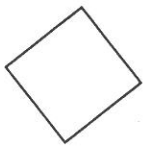
Lesson Practice

a. Draw a parallelogram that does *not* have right angles.

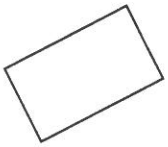
b. What is the perimeter of the parallelogram on the right?

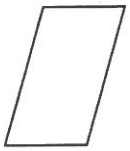


c. **Multiple Choice** Which shape below is *not* a parallelogram?

A 

B 

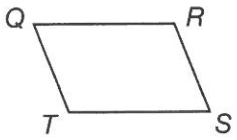
C 

D 

d. Which shapes in problem **c** are rectangles?

e. Which angles in this parallelogram are obtuse?

f. Which side of this parallelogram is parallel to side *QT*?

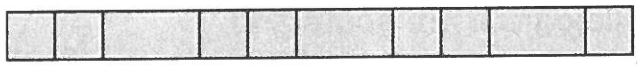


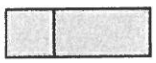
Written Practice

Distributed and Integrated

1. (60, 24) **Formulate** Gwen has 3 boxes of tiles with 40 tiles in each box. Write a number sentence to show how many tiles are in all 3 boxes.

2. (2) **Multiple Choice** Gwen sees this tile pattern around the edge of a shower. What are the next two tiles in the pattern?



A 

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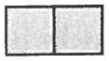
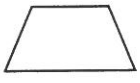
C 

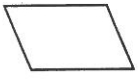
D 

3. (8) Write two addition facts and two subtraction facts using 7, 8, and 15.

4. (66) **Multiple Choice** Which shape is *not* a parallelogram?

A 

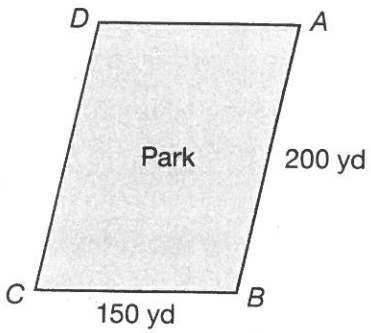
B 

C 

D 

5. (60, 64) One square yard equals 9 square feet. How many square feet is 9 square yards?

For exercise, Sasha walks around the park every day. Look at the picture of the park for problems **6–9.**



6. (66) What is the shape of the park?

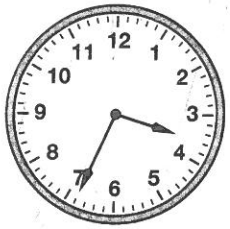
7. (65) **a.** Which angles are acute?

b. Which angles are obtuse?

8. (58) What is the perimeter of the park?

9. (40, 66) Which side of the park is parallel to side *AB*?

10. (38) It takes Sasha 14 minutes to walk around the park twice. She started walking at 3:20 p.m. The clock shows the time she finished. Write the time in digital form.



11. (20) Blaine opened a box of 40 tiles and used 28 of the tiles. How many tiles are left?

12. (35) Use your inch ruler to measure the segments below to the nearest quarter inch.

a. How long is segment *WX*?

b. How long is segment *XY*?

c. How long is segment *WY*?

13. (50) There are three colors of marbles in a bag. Kyle picks one marble without looking. Which color is he least likely to pick?

Marbles in Bag

Color	Number
red	2
blue	3
green	5

14. (44) Look at the table in problem **13** to answer **a** and **b**.

a. How many marbles are in the bag?

b. What fraction of the marbles are blue?

15. (22) $\$3.75 + \$4.29$

16. (28) $\$200 - \$81$

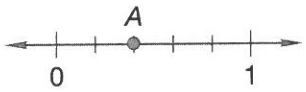
17. (10, 54) $9 + 9 + 9 + 9 + 9 + 9 + 9 + 9$

18. (46) Write a fraction equal to 1 that has a denominator of 10.

19. (47) **Multiple Choice** Which fraction is *not* equal to $\frac{1}{2}$?

A $\frac{2}{4}$ **B** $\frac{3}{6}$ **C** $\frac{4}{7}$ **D** $\frac{5}{10}$

20. (48) Point *A* represents what fraction?



Early Finishers
Real-World Connection

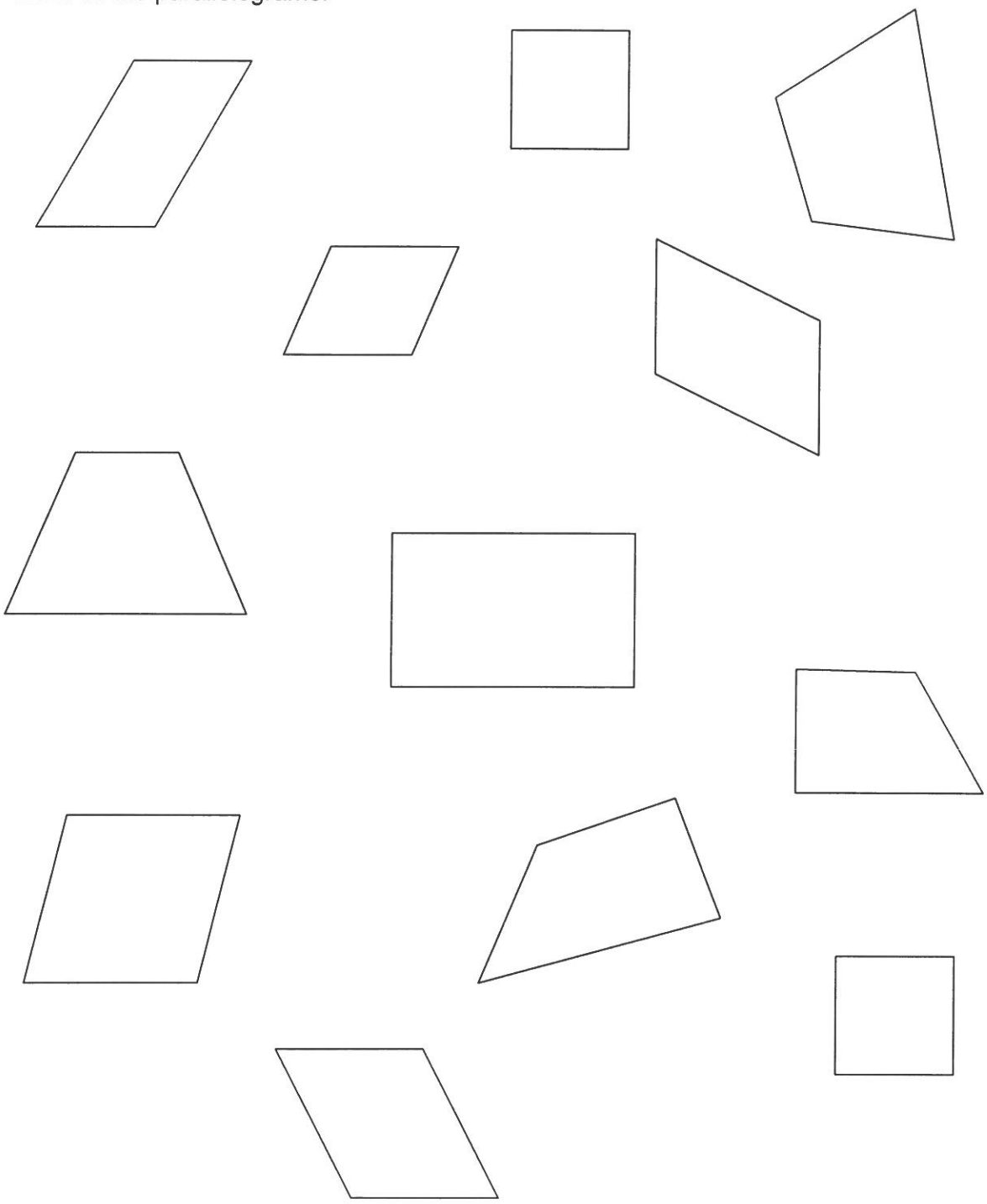
Tammy bought 7 pencils for 25 cents each. Then she bought 4 more pencils and gave 3 to her brother. How many pencils does Tammy have left? How much did she spend on the pencils altogether? You may use your manipulatives to help find the answer.

K5 Learning

Identifying parallelograms

Grade 3 Geometry Worksheet

Color all the parallelograms.



Selection Vocabulary

Word	Definition	Picture	Sentence
anxiously			
bay			
blizzards			
channel			
chipped			
melody			

Selection Vocabulary/Story Words

Word	Definition	Picture	Sentence
supplies			
surrounded			
symphony			

Name _____

Suffixes

Spelling Words				
beautiful	safely	kindness	finally	spotless
worthless	illness	helpful	daily	suddenly
wireless	quietly	fairness	cheerful	painful

Word Endings Add an ending to the underlined word. Then write the list word.

1. Do you floss your teeth <u>day</u>? 1. _____
2. We've <u>final</u> finished our treehouse! 2. _____
3. We sneaked <u>quiet</u> up the steps. 3. _____
4. Cell phones are <u>wire</u>. 4. _____
5. Isn't <u>fair</u> important in any game? 5. _____
6. His bicycle was <u>spot</u>. 6. _____
7. Holding the door open is a <u>help</u> thing to do. 7. _____
8. His broken leg is <u>pain</u>. 8. _____
9. Her <u>kind</u> made everyone feel better. 9. _____
10. Then <u>sudden</u> the boat turned over. 10. _____
11. She is always <u>cheer</u> when she gets up. 11. _____

Context Clues Write a list word to complete the phrase.

12. drive _____
13. _____ as a wooden nickel
14. contagious _____
15. _____ as a swan

School + Home **Home Activity** Your child spelled words with the suffixes *-ly*, *-ful*, *-ness*, and *-less*. Have your child pronounce each list word and identify the suffix.

Suffixes

Spelling Words				
beautiful	safely	kindness	finally	spotless
worthless	illness	helpful	daily	suddenly
wireless	quietly	fairness	cheerful	painful

Proofread a Note Christy sent a note to her neighbor who is in the hospital. Circle four spelling mistakes. Write the words correctly. Add the missing punctuation mark.

Dear Mrs Nelson,

Please get well soon! I hope your illnes is not very painful.

I've been watering your roses dayly. The yellow ones finnally bloomed. They look beautiful and very cheerfull.

Love,
Christy

Frequently Misspelled Words
finally
really

1. _____ 2. _____

3. _____ 4. _____

Proofread Words Fill in the circle next to the word that is spelled correctly. Write the word.

5.	○ suddennly	○ suddenly	○ suddenily	5. _____
6.	○ worthyles	○ worthles	○ worthless	6. _____
7.	○ safly	○ safely	○ safelly	7. _____
8.	○ quietly	○ quietily	○ qiuetly	8. _____
9.	○ kindnes	○ kinness	○ kindness	9. _____
10.	○ spotless	○ spotles	○ spottless	10. _____

School + Home **Home Activity** Your child spelled words with the suffixes *-ly*, *-ful*, *-ness*, and *-less*. Have your child underline the base word in each list word. Remind your child to change *i* back to *y* when necessary.

Name _____

Five Ws and How?

What happened?

Who was there?

Where did it happen?

When did it happen?

Why did it happen?

How did it happen?

Name _____ Date _____

Helping Animals in Danger

Name _____ Date _____

THURSDAY

Name _____ Time _____

Power Up 67

Facts Multiply:

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

Jump Start

Mental Math

a.	b.
c.	d.

Problem Solving

LESSON 67

• Polygons

Power Up

facts

Power Up 67

jump start

Count down by 7s from 70 to 0.

Count up by square numbers from 1 to 144.

Write 6,562 in expanded form.

Draw a $2\frac{1}{4}$-inch segment on your worksheet. Record the length next to the segment.

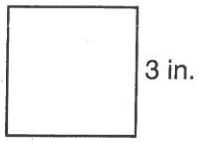
mental math

a. **Number Sense:** 10 + 4 + 7

b. **Number Sense:** 45 + 6

c. **Money:** $10.00 − $4.50

d. **Measurement:** What is the perimeter of the square?



problem solving

Focus Strategy: Work a Simpler Problem

Liz asked her father to download her 3 favorite songs from the Internet. Each song costs 99¢. How much will all 3 songs cost?

Understand We are asked to find the cost of 3 songs that are 99¢ each.

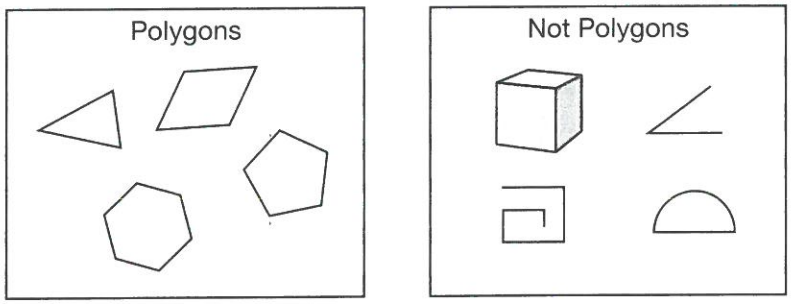
Plan We can *work a simpler problem.*

Solve The price 99¢ is close to $1. We can pretend that each song costs $1. This means 3 songs would cost $3. Each song is 1¢ less than a dollar, so 3 songs is 3¢ less than $3. We count backwards: $2.99, $2.98, **$2.97.**

Check We made our calculation with the amount \$1 because it is a simpler number to work with than 99¢. Our answer makes sense, because $3 \times \$1 = \$3$, and \$2.97 is a little less than \$3.

New Concept

A **polygon** is a closed, flat shape with straight sides.

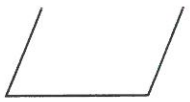


Discuss Is a polygon always a parallelogram? Why or why not?

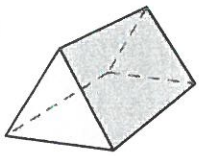
Example 1

Explain why these shapes are *not* polygons.

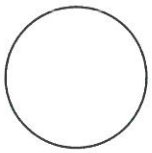
a.



b.



c.



a. The shape is not closed.

b. The shape is not flat.

c. The shape is curved.

In example 1, the figure in part **c** is a special curved figure we may know called a **circle.** A circle is a flat, closed shape, but it does not have straight sides. It is not a polygon.

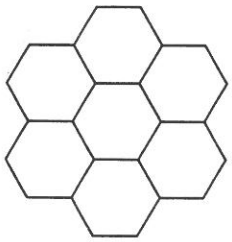
Polygons are named by their number of sides.

Polygons

Name	Example	Number of sides
Triangle		3
Quadrilateral		4
Pentagon		5
Hexagon		6
Octagon		8

Example 2

Kathleen arranged pattern blocks to make the design. What is the shape of each pattern block in the design?



Each pattern block in the design has 6 sides. A 6-sided polygon is a **hexagon.**

Example 3

a. Mrs. Lopez saw this sign and stopped at the intersection. What is the shape of the sign?

b. If each side of the stop sign is 12 inches long, what is the perimeter of the stop sign?

a. The sign has 8 sides. An 8-sided polygon is an **octagon.**

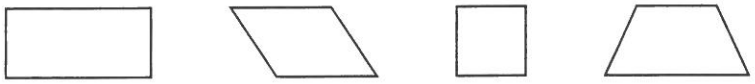
b. We add eight 12-inch sides or we multiply 12 inches by 8.

$$8 \times 12 \text{ in.} = 96 \text{ in.}$$

The perimeter of the stop sign is **96 inches.**

Example 4

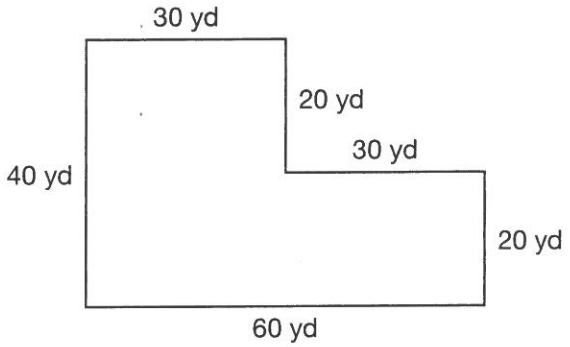
These four shapes are all what type of polygon?



Each polygon has 4 sides. Any polygon with 4 sides is a **quadrilateral.**

Example 5

Simon ran the perimeter of the playground once. How far did he run?



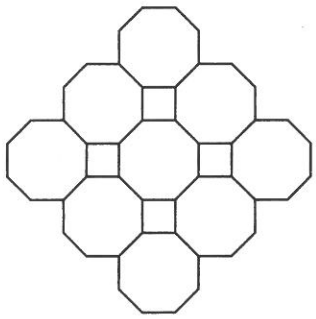
We add the length of each side to find the total distance around the playground.

$$60 \text{ yd} + 20 \text{ yd} + 30 \text{ yd} + 20 \text{ yd} + 30 \text{ yd} + 40 \text{ yd} = 200 \text{ yd}$$

Simon ran **200 yards.**

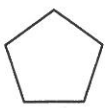
Lesson Practice

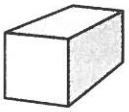
a. Miguel arranged two kinds of polygons to make this pattern. Name the two types of polygons.

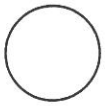


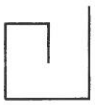
b. Draw a 3-sided polygon. What is the name for a polygon with 3 sides?

c. **Multiple Choice** Which of these figures is a polygon?

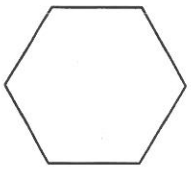
A 

B 

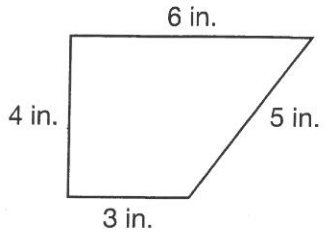
C 

D 

d. Each side of the hexagon is 12 in. What is its perimeter?



e. What is the perimeter of the quadrilateral?



Written Practice

Distributed and Integrated

1. (18) Paul finished two tile jobs. For the first job, he was paid $400. For the second job, he was paid $535. How much was he paid for both jobs?

2. (39) How much more was Paul paid for the second job in problem 1 than for the first job?

3. (30) **Estimate** Madison pays $590 each month for rent and $285 for her car. Estimate the total Madison pays for rent and for her car each month.

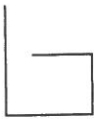
4. (28, 39) Jenny was born in 1998. How old will she be on her birthday in 2008?

5. (25, 40) Gabe bought a postcard and gave the clerk a dollar. He got back two quarters, two dimes, and three pennies.
   a. How much money did Gabe get back?
   b. How much did the postcard cost?

6. (27) Arrange these numbers in order from least to greatest.

   263 326 362 236

7. Multiple Choice Which of these figures is a polygon?
(67)

A 

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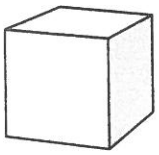
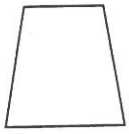
C 

D 

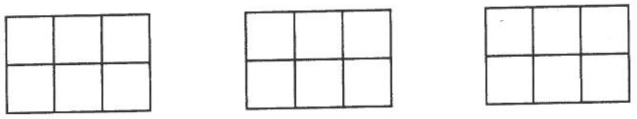
8. a. What fraction of an hour is 15 minutes?
(5)

b. How many minutes is $\frac{3}{4}$ of an hour?

9. a. What is the numerator of $\frac{3}{4}$?
(41)

b. What is the denominator of $\frac{3}{4}$?

10. The picture below shows three equal groups of tiles. Write a multiplication fact that shows the total number of tiles.
(54, 60)



11. Multiple Choice Which number equals 3,000 + 400 + 5?
(32)

A 3,450 **B** 3,405 **C** 3,045 **D** 30,405

12. Conclude What are the next three numbers in this sequence?
(2, 64)

9, 18, 27, 36, 45, ____, ____, ____, ...

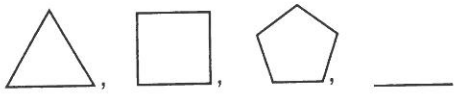
13. Which multiplication fact is shown by this array?
(57)

xxxxxxx
xxxxxxx
xxxxxxx
xxxxxxx

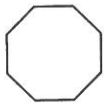
14. 32¢ + 58¢ + 25¢
(22, 24)

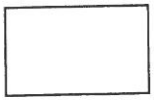
15. $360 − $296
(23)

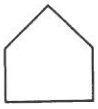
16. Multiple Choice Which polygon is next in this sequence?
(2, 67)



A 

B 

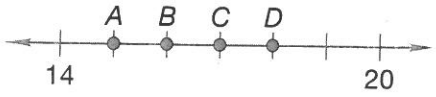
C 

D 

17. (54, 55) Show how to write this addition as multiplication, and then find the total.

$$8 + 8 + 8 + 8 + 8 + 8 + 8$$

18. (33) Which point best represents 16 on the number line?

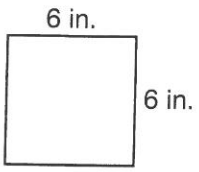


19. (35) Use your inch ruler to find the length of this paper clip to the nearest quarter inch.

20. (58, 62) A square tile has sides 6 inches long.

a. What is the perimeter of the tile?

b. What is the area of the tile?



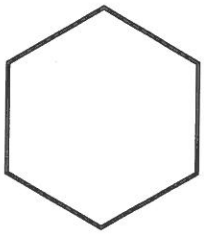
Early Finishers *Real-World Connection*

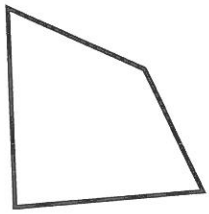
Four friends ran a race. Tony ran faster than Bill. Bill ran faster than CJ. Ryan ran faster than Tony. Who won the race? Who came in last? Draw a picture to show how you got your answer.

Identifying polygons

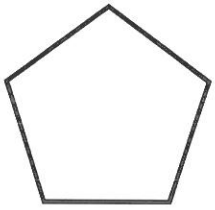
Grade 3 Geometry Worksheet

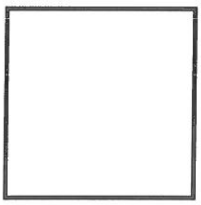
Classify the polygons as one of: squares, rectangles, irregular quadrilateral, pentagon, irregular pentagon, hexagon or irregular hexagon,

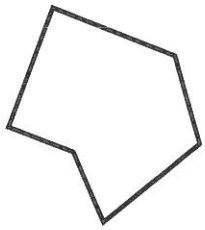
1. 

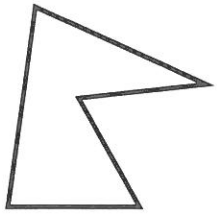
2. 

3. 

4. 

5. 

6. 

7. 

8. 

Social Studies

Name _____ Date _____

"A Symphony of Whales"

1. Reread the first paragraph on page ~~396~~ 478. What can you conclude about the climate and conditions of Glashka's homeland or village?

2. Bore down means to weigh or press down on something. Refer to the second paragraph on page ~~397.~~ 479 The text states "For three days a blizzard bore down on the village." What synonym could be used to replace the phrase bore down? And what can you conclude from the type of blizzard this may have been? (Pg. ~~397~~ 479)

3. On page ~~397~~ 479 the author writes, "The sea gave life to Glashka's village." Provide evidence from the text as to what "sea gave life" means.

4. In the beginning of the story, the old ones refer to Narna as a longtime friend. What have the villagers received from Narna? (~~Pg. 397~~ 479)

5. Why did the villagers need to salt the salmon? (Pg. ~~397~~ 479)

6. Authors often use imagery (sensory words) in their writings to help readers see, hear, and feel what they are writing about, thus allowing the readers to visualize the story. Describe two examples of imagery or sensory words that the author uses and the images they create for you or feelings they give you.

7. Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. Figurative language often uses exaggerations or alterations to make the story more interesting. On page ~~398~~ 481, the author describes the appearance of the sea as if it were choked with white whales. What point was the author trying to make through this figurative language?

8. Refer back to the second paragraph on page ~~398~~ 480. What evidence can you site to support the claim that Glashka cared deeply for her sled dogs?

9. Foreshadowing is a representation of an event or situation in a story before it happens. Using the text, explain how the author uses Glashka's dream on page 398 480 to foreshadow the events on page ~~399~~ 481?

10. On page ~~399~~ 481, why did the dogs whine and paw anxiously at the ice?

FRIDAY

Name _____ Time _____

Power Up 68

Facts Multiply:

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

Jump Start

Mental Math

a.	b.
c.	d.

Problem Solving

LESSON 68

• Congruent Shapes

Power Up

facts

Power Up 68

jump start

Count up by 4s from 0 to 40.
Count up by 8s from 0 to 80.

Write two multiplication facts using the numbers 8, 5, and 40.

Write the greatest 3-digit number that uses each of the digits 7, 5, and 8. What is the value of the digit in the ones place?

mental math

a. **Money:** $2.37 + $1.00

b. **Calendar:** How many days are in 10 weeks?

c. **Number Sense:** 700 + 700

d. **Fractions:** What fraction of the circle is shaded?

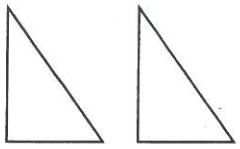
problem solving

The DVDs were priced at $9.99 each. At this price, how much would 2 DVDs cost? Explain how you found your answer.

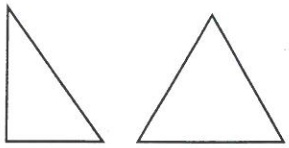
New Concept

If figures are the same size and shape, we say they are **congruent.**

Congruent Triangles



Not Congruent Triangles

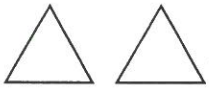


Discuss Two squares have the same perimeter. Will the two squares be congruent? Why or why not?

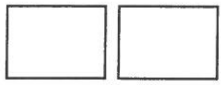
Example 1

Which pair of figures is not congruent?

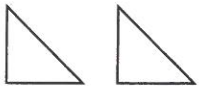
A



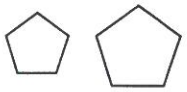
B



C

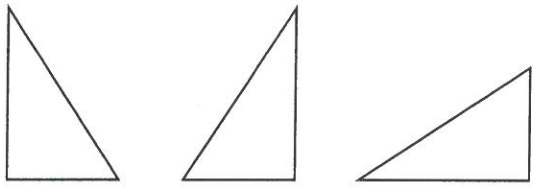


D



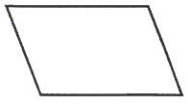
The figures in **A, B,** and **C** are congruent. The figures in **D** are not congruent because they are not the same size.

If congruent figures are turned or flipped, they are still congruent. These three triangles are congruent.



Example 2

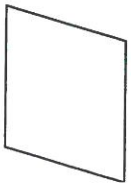
Which parallelogram below is not congruent to this parallelogram?



A

B

C



D

Recall that a parallelogram is a four-sided, flat shape that has two pairs of parallel sides. The parallelograms in A, B, and D are congruent to the figure in example 2 because they are all the same size and the same shape. Choice **C** is not congruent because it is a different size.

Congruent Shapes

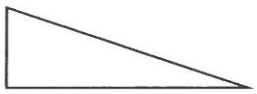
Look around the room for two shapes or objects that are congruent. Name the shapes or objects on your paper. Sketch both of them.

Lesson Practice

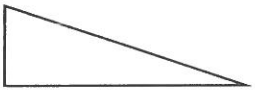
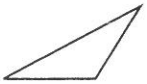
a. What two words complete the definition?

Congruent figures are the same ____ *and* ____.

b. Draw a triangle that is congruent to this triangle.



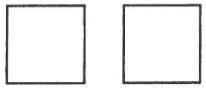
c. **Multiple Choice** Which triangle below is congruent to the triangle in problem **b?**

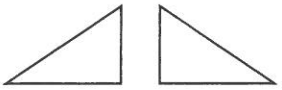
A  **B**  **C**  **D** 

d. **Multiple Choice** Which pair of figures is *not* congruent?

A 

B 

C 

D 

Written Practice

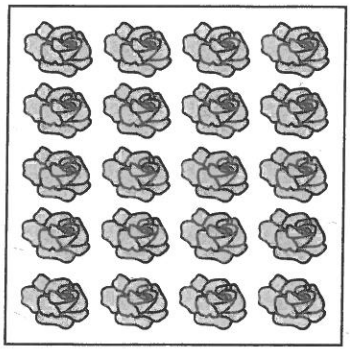
Distributed and Integrated

1. (39) Mary wanted to buy a new rose bush. The red one cost $8.49. The yellow one cost $7.89. The red one cost how much more than the yellow one?

2. (18, 22) Mary decided to buy the yellow rose bush for $7.89. Tax was 55¢. What was the total price including tax?

3. (28, 25) Mary gave the clerk $9.00 to pay for the rose bush in problem **2.** What coins did she probably get back in change?

Mary planted roses in her square rose garden. Look at the picture to help you answer problems **4–6.**



4. (58) What is the perimeter of the garden?

5. (62) What is the area of the garden?

6. (57) The array of rose bushes in the garden represents what multiplication fact?

7. (44) The table below shows the numbers and colors of roses in Mary's garden.

Red	Pink	Yellow	White	Peach
6	5	3	2	4

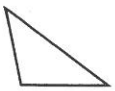
What fraction of the roses in the garden are yellow?

8. (49) Compare the fraction of roses that are red to the fraction that are pink.

9. (38) Mary waters the roses for 20 minutes in the morning. The clock shows when she stopped watering. Write the time in digital form.

10. (67) **Multiple Choice** Which shape below is *not* a polygon?

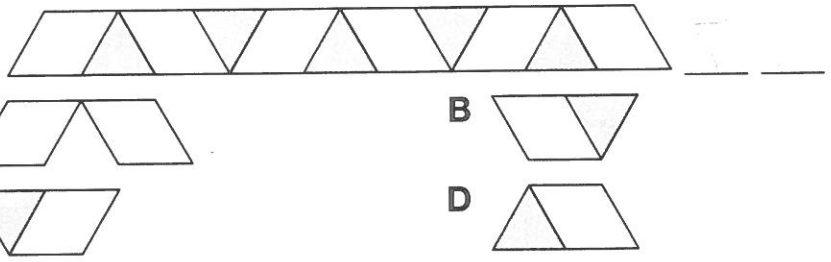
A 

B 

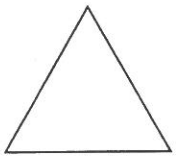
C 

D 

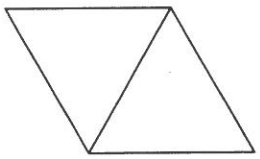
11. (2, 67) **Multiple Choice** Tran used tiles shaped like triangles and parallelograms to make this border. What are the next two tiles in the pattern?



12. (67) What is another name for this three-sided polygon?



13. (66) **Conclude** These two triangles fit together to make what four-sided shape?



14. (46) Use digits and symbols to write a fraction equal to 1 with a denominator of 8. Then write the fraction using words.

15. (56, 59) Find each product.

a. 5×0 **b.** 5×7 **c.** 7×10

16. (54, 61) Write the addition below as multiplication, and then find the total.

$$7 + 7 + 7 + 7 + 7 + 7 + 7$$

17. (24) $78 + 78 + 78$

18. (28) $500 - 234$

19. (35, 52) **Represent** Draw a rectangle that is $1\frac{1}{2}$ inches long and $\frac{3}{4}$ inches wide.

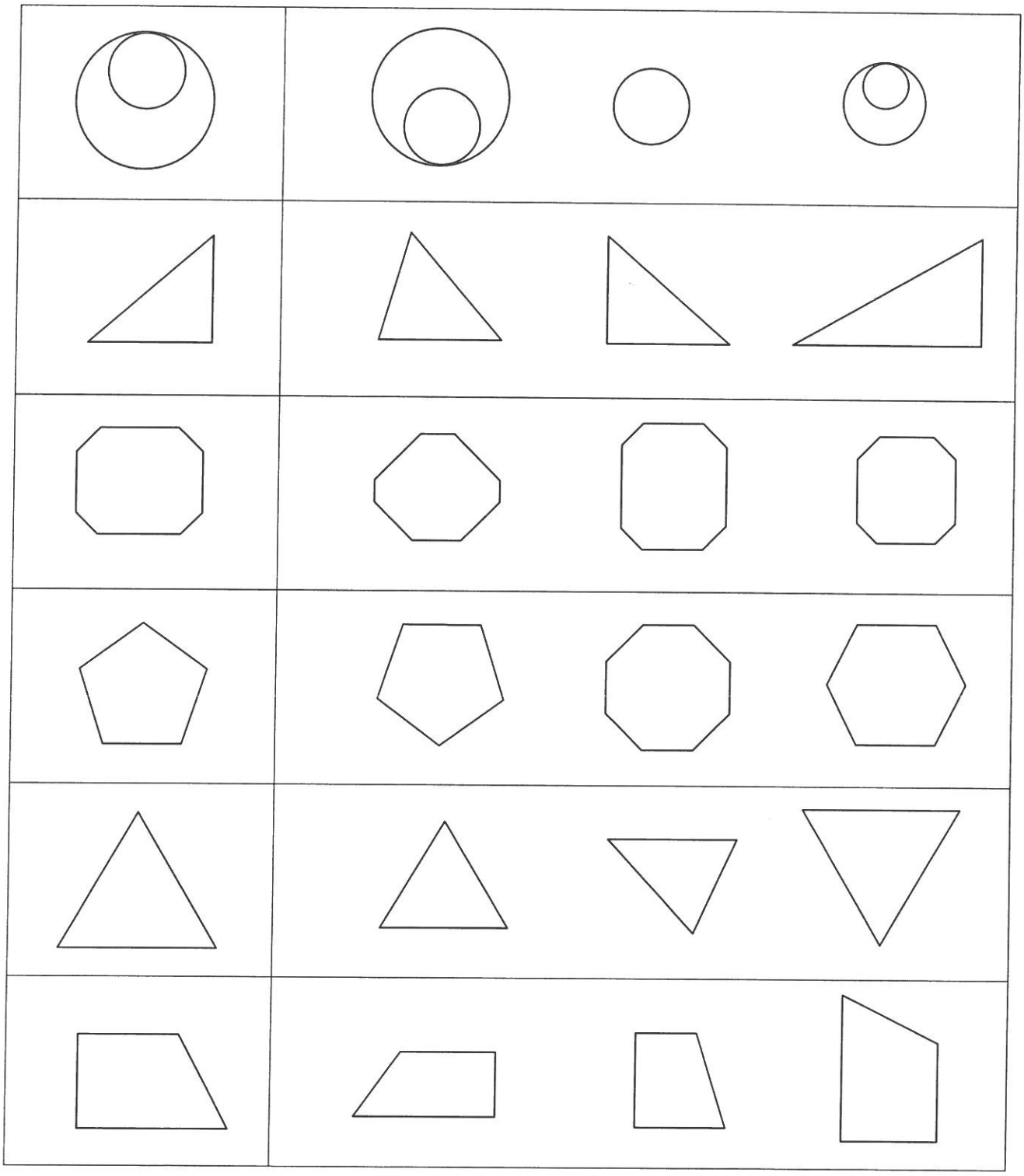
20. (42) **Represent** Divide the rectangle you drew in problem **19** into three equal parts and shade $\frac{2}{3}$ of the rectangle.

K5 Learning

Congruent shapes

Grade 3 Geometry Worksheet

Circle the shapes on the right that are congruent to the shapes on the left.



11. The author writes, "Some of the people from Glashka's village started setting up a base camp near the whales." Why did they do this? (Pg. ~~401~~ 483)

12. Pull details from the text to support the claim that Glashka and her family did everything in their power to help save the distressed whales.

13. Reread page ~~366~~ 484. Find evidence that shows how Glashka and the other villagers displayed compassion for the weak and hungry whales.

14. On page ~~402~~ 484, the author states that "The other villagers noticed and began to feed some of their own ***winter fish*** to the whales too." Find details in the text to explain what the author means by ***winter fish.*** (Hint: You may find a clue on pg. ~~397~~ 479)

15. The villagers shared their winter fish with the whales. Why did the villagers do this and what can you infer about what this says about the villagers and their thoughts and feelings about the whales? (Pg. ~~402~~ 484)

16. Reread page ~~407~~ 487. In this passage, the captain of the boat played various types of music. Why was the captain doing this?

17. Why did the whales begin to sing to the ship and to one another? (Pg. ~~407~~ 489)

18. Reread the third paragraph on page ~~408~~ 490. Use details from the text to explain why Glashka kept saying, "Such good, good dogs."

19. Throughout the text, the author makes reference to a whale, Narna. Using the details from the entire text what can you conclude about Narna?

20. Glashka's community depends on whales and dogs for many things. Find details from the text that supports this claim.

TESTS

Please sign, agreeing you will proctor your child's tests. Your signature confirms you will monitor only and not give your child the answers or do the test for him or her. This will allow me to have an accurate assessment of your child's grasp of the subjects he or she is being tested on.

_____ _____

Parent Signature Date

NAME: _____ DATE _____

SPELLING TEST

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
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13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Name _____

VOCABULARY

Directions **Find the word or words with the same meaning as the underlined word. Fill in the circle next to the answer.**

1 **He waited <u>anxiously</u> by the phone.**

- ○ sleepily
- ○ nervously
- ○ happily
- ○ hopefully

2 **The sun rose over the <u>bay</u>.**

- ○ a dry section of the earth
- ○ a tall range of mountains
- ○ a channel between two seas
- ○ a small part of the ocean

3 **We had three <u>blizzards</u> last year.**

- ○ months that were icy
- ○ different tires with leaks
- ○ storms with a lot of snow
- ○ days that schools were closed

4 **Rachel <u>chipped</u> away the ice.**

- ○ broke off
- ○ grew
- ○ yelled at
- ○ wiggled

5 **Paul could not hear the <u>melody</u>.**

- ○ bell
- ○ whistle
- ○ tune
- ○ alarm

6 **We put the <u>supplies</u> in the closet.**

- ○ materials
- ○ laundry
- ○ books
- ○ yarn

7 **Mrs. Dolan took us to hear the <u>symphony</u>.**

- ○ rock concert
- ○ guest speaker
- ○ orchestra music
- ○ whale songs

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WORD ANALYSIS

Directions **Find the suffix in the underlined word. Fill in the circle next to the answer.**

8 **Josie felt that winning the contest was <u>hopeless</u>.**

- ○ s
- ○ hope
- ○ ess
- ○ less

9 **We are learning to practice <u>kindness</u>.**

- ○ ess
- ○ ness
- ○ kin
- ○ kind

10 **Summer is <u>finally</u> here.**

- ○ ly
- ○ lly
- ○ final
- ○ fin

11 **Those flowers are <u>beautiful</u>.**

- ○ be
- ○ beau
- ○ iful
- ○ ful

12 **Marta <u>kindly</u> offered to help her grandmother.**

- ○ kind
- ○ kin
- ○ ly
- ○ y

Name _____

COMPREHENSION

Rocky Beach

"There's nothing to do," Lisa complained. It was the third day that she was stuck on vacation with her family. They were staying in a small, dark cabin made entirely of wooden logs. There was no radio and no television, but even worse, all of her friends were miles away.

"It's a beautiful day," said Lisa's dad. "I'm sure we can find something fun to do."

"There's nothing but trees, bugs, and more trees," Lisa said.

"Why don't we go to the lake today?" her dad suggested. A short walk from the cabin was a lake with an island in the middle. Lisa's dad had pointed out the lake when they arrived, but it was dark, and she couldn't see anything.

"Fine," said Lisa, "but I promise I'm not going to have any fun."

Lisa and her dad walked down a narrow gravel road and then along a small dirt path. The path stopped at a beach that curved around the edge of the lake.

The beach wasn't like any beach that Lisa had ever seen. Instead of sand, it was all rocks of different sizes, shapes, and colors. Lisa was glad she was wearing sneakers. She walked carefully over the rocks as they shifted under her weight.

"Look, Dad!" she cried, bending to pick up a red, swirled rock. She held it in her palm and then bent down to pick up a flat, black rock.

Lisa's dad followed her down to the rocks. He picked up a brown one and ran his thumb along its smooth outer edge.

"We can walk along the beach," Lisa's dad said, "and look for more rocks." They walked along the edge of the water comparing rocks until it began to grow dark.

"Can we come back tomorrow?" Lisa asked as she scrambled up to the path, still gripping the red rock in her palm.

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Directions

Choose the item that best answers each question about the selection you just read. Fill in the circle next to the answer.

13 **What generalization does Lisa make in paragraph 1?**

- ◯ She is staying in a cabin.
- ◯ There is nothing to do on vacation.
- ◯ She is far away from her friends.
- ◯ She doesn't like to watch television.

14 **Compared to Lisa, her dad is**

- ◯ unhappy to be on vacation.
- ◯ bored by looking at the rocks.
- ◯ able to find fun things to do.
- ◯ more interested in staying in the cabin.

15 **In paragraph 4, what generalization does Lisa's father make?**

- ◯ Lisa needs something to do.
- ◯ Short walks lead to lakes.
- ◯ There's nothing else to do.
- ◯ The weather won't be good later.

16 **Where do Lisa and her father go in paragraph 6?**

- ◯ to the cabin
- ◯ to the woods
- ◯ to a lake
- ◯ to an island

17 **What general statement can be made about the beach in paragraph 7?**

- ◯ It is sandy.
- ◯ It isn't very big.
- ◯ It isn't safe.
- ◯ It is all rocks.

18 **What generalization can you make about Lisa?**

- ◯ Lisa doesn't like to watch television.
- ◯ Lisa likes looking at rocks.
- ◯ Lisa thinks the beach is boring.
- ◯ Lisa thinks the lake is big.

19 **At the end of the passage, what can you conclude about Lisa?**

- ◯ She wants to come back the next day.
- ◯ She wants to go home.
- ◯ She doesn't like the cabin.
- ◯ She likes being on vacation.

20 **What generalization can you make from this vacation?**

- ◯ Vacations in winter are more fun than vacations in summer.
- ◯ There are many things to do in nature.
- ◯ You need television, radio, and friends to have fun.
- ◯ There are rocks at all beaches.

Name _____

WRITTEN RESPONSE TO THE SELECTION

Look Back and Write The old ones talk about "other music." What is the "other music," and why is it important? Use story details to support your answer.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- ☐ explain what the "other music" is and why it is important.
- ☐ use details from the story to support your ideas.
- ☐ make sure that each sentence you write is clear and understandable to the reader.
- ☐ try to use correct spelling, capitalization, punctuation, grammar, and sentences.

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PE Cover Sheet

K-3

Week 16

Monday-Friday we will be doing 10 Mountain Climbers, 10 Push Ups, and 10 squats.

Please make sure to put your name on your paper, and drink lots of water.

Stretches for PE Monday,Tuesday, Wednesday, Thursday and Friday				
Monday	10 Mountain Climbers	10 Push Ups	10 Squats	Parent/Gardian/Teacher Signature:
Tuesday	10 Mountain Climbers	10 Push Ups	10 Squats	Parent/Gardian/Teacher Signature:
Wednesday	10 Mountain Climbers	10 Push Ups	10 Squats	Parent/Gardian/Teacher Signature:
Thursday	10 Mountain Climbers	10 Push Ups	10 Squats	Parent/Gardian/Teacher Signature:
Friday	10 Mountain Climbers	10 Push Ups	10 Squats	Parent/Gardian/Teacher Signature:
Name:		Week 16 K- 3		