Student Learning Extension Opportunities
Grade 3-Grade 5
Week Nine

Chromebook Access Information

The Clark County School District will continue educating students through distance education for the remainder of the 2019-2020 school year. If your child needs a Chromebook to continue learning, please contact your school via telephone or e-mail, or call (702) 799-3850 for direct assistance.

For additional information regarding Student Learning Extension Opportunities, please visit ccsdlearns.ccsd.net.

Support for all Clark County School District students is available via telephone. Please call **702-799-6644** to access the **Learning Line**. Educators will be available **Monday through Friday from 8:00 a.m. until 4:00 p.m.** to assist students in both English and Spanish during scheduled school days.

Directions: These learning activities are provided for practice opportunities. Refreshing your memory of the concepts learned and keeping your mind engaged will help you maintain the skills you have learned. These learning activities are designed to provide practice over the course of the week, so spread out the work.

WEEK NINE	
Reading and Writing (Science and Social Studies Integration):	**Online Resources**
Week 9, Day 1 • Read a book at your reading level for twenty minutes. Keep track of your daily reading on the reading log below. • Read the passage, "Magic Tomatoes." • Answer the comprehension questions.	
Week 9, Day 2 • Read a book at your reading level for twenty minutes. Keep track of your daily reading on the reading log below. • Read the passage, "Saguaros in the Sonoran Desert." • Complete the main ideas and details chart and write one paragraph explaining the entire passage's main idea.	
Week 9, Day 3 • Read a book at your reading level for twenty minutes. Keep track of your daily reading on the reading log below. • Read the passage, "Watermelon." • Answer the comprehension questions. • Supplemental learning: Watch the video, "Prefix or Suffix?" using the QR code or URL to support the understanding of identifying and knowing the meaning of common affixes.	bit.ly/week9affix Video: "Prefix or Suffix?"

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Week 9, Day 4 • Read a book at your reading level for twenty minutes. Keep track of your daily reading on the reading log below. • Read the poem, "Roots." • Answer the comprehension questions and write a poem. • Supplemental learning: Watch the video, "eSpark Learning: How stanzas fit together to provide structure to a poem" using the QR code or URL to support the understanding of identifying stanzas and how they build upon the next.	bit.ly/week9stanza Video: "eSpark Learning: How stanzas fit together to provide structure to a poem"
Week 9, Day 5 • Read a book at your reading level for twenty minutes. Keep track of your daily reading on the reading log below. • Read the poem, "Spring into Poetry." • Write two poems about spring.	

bit.ly/pbpflyer BouncePages flyer in English and Spanish	**Pearson BouncePages App** The BouncePages app from Pearson allows students and parents/guardians to watch animated instructional videos by simply scanning the activity page. The linked videos are available in English and Spanish. The activity pages that can be scanned to access the Pearson videos are noted below. Use the QR codes or links in this top section for more information about using the BouncePages app.	bit.ly/usebouncepages How to Download, Install, and Use the Pearson BouncePages App

Mathematics:	**Grade 3 Online Resources**	**Grade 4 Online Resources**	**Grade 5 Online Resources**
Week 9, Day 1 • Complete the appropriate grade-level worksheet(s) labeled *Grade 3, 4, or 5.* • Supplemental learning: Watch the appropriate grade-level video(s).	youtu.be/-18qLbg1Gmk Video: "Addition and subtraction: Mental calculations - addition" youtu.be/ZEvsjZ4BYww Video: "Open number line 3 digit subtraction"	youtu.be/Xe7rP0DyQd4 Video: "Addition Using Standard Algorithm: 4.NBT.4" youtu.be/WoufCsWLLsQ Video: "Subtracting Using Standard Algorithm: 4.NBT.4"	youtu.be/bSsuIP8lR0o Video: "2-Digit by 2 -Digit Standard Algorithm Multiplication"

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Student Learning Extension Opportunities
Grade 3-Grade 5
Week Nine

Mathematics:	**Grade 3 Online Resources**	**Grade 4 Online Resources**	**Grade 5 Online Resources**
Week 9, Day 2 • Complete the appropriate grade-level worksheet(s) labeled *Grade 3, 4, or 5.* • Supplemental learning: Watch the appropriate grade-level video(s).			youtu.be/lybgM1fVjWM Video: "Multiplication standard algorithm method 3 digit by 2 digit"
Week 9, Day 3 • Complete the appropriate grade-level worksheet(s) labeled *Grade 3, 4, or 5.* • Supplemental learning: Watch the appropriate grade-level video(s).	https://youtu.be/3Yc3CPMpX2Q VIdeo: "Division Basics for kids"		
Week 9, Day 4 • Complete the appropriate grade-level worksheet(s) labeled *Grade 3, 4, or 5.* • Supplemental learning: Watch the appropriate grade-level video(s).	youtu.be/EgjCLhol9Mk Video: "Multiplication Mash Up" youtu.be/slez17loMvU VIdeo: "Division Song"	youtu.be/zRgnVbh6psI Video: "Using distributive property when multiplying" youtu.be/3GRARGFHNuc Video: "Using distributive property to multiply"	youtu.be/Okasrw0qNAs Video: "Partial Quotient Division"
Week 9, Day 5 • Complete the appropriate grade-level worksheet(s) labeled *Grade 3, 4, or 5.* • Supplemental learning: Watch the appropriate grade-level video(s).	youtu.be/i31rRt5m1-4 Video: "Multiplication and Division Relationships"	Use BouncePages app to watch videos that support the pages in today's learning activities.	youtu.be/6lOz0gH1Rn8 Video: "Area Model for Division"

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Student Learning Extension Opportunities
Grade 3-Grade 5
Week Nine

Reading Log

Keep track of your daily reading.

Beginning Page	Ending Page	Title

Registro de Lectura

Lleva un registro de tu lectura diaria.

Página Inicial	Página Final	Título

Oportunidades de Continuación para Aprendizaje del Estudiante
del 3er al 5º Grado
Semana Nueve

Información de Acceso Chromebook

El Distrito Escolar del Condado de Clark continuará educando a los estudiantes a través de la educación a distancia para el resto del año escolar 2019-2020. Si su hijo necesita un Chromebook para continuar aprendiendo, por favor contacte a su escuela por teléfono o correo electrónico o llame al (702) 799-3850 para asistencia directa.

Para obtener información adicional sobre las Oportunidades de Continuación de Aprendizaje del Estudiante, por favor visite: ccsdaprende.ccsd.net.

El apoyo a todos los estudiantes del Distrito Escolar del Condado de Clark está disponible por teléfono. Por favor llama al **702-799-6644** para acceder a la **Línea de Aprendizaje**. Los educadores estarán disponibles de **lunes a viernes de 8:00 a.m. a 4:00 p.m.** para ayudar a los estudiantes tanto en inglés como en español durante los días de clases.

Instrucciones: Estas actividades de aprendizaje se ofrecen como oportunidades de práctica. Refrescar tu memoria de los conceptos aprendidos y mantener tu mente ocupada te ayudará a mantener las habilidades que has aprendido. Estas actividades de aprendizaje están diseñadas para proporcionar práctica en el transcurso de la semana, así que distribuye el trabajo.

SEMANA NUEVE	
Lectura y Escritura (Integración de las Ciencias y Estudios Sociales):	**Recursos en Línea**
Semana 9, día 1 • Lee un libro a tu nivel de lectura durante veinte minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. • Lee el texto, "Magic Tomatoes." • Contesta las preguntas de comprensión.	
Semana 9, día 2 • Lee un libro a tu nivel de lectura durante veinte minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. • Lee el texto, "Saguaros in the Sonoran Desert." • Completa el cuadro de ideas principales y detalles y escribe un párrafo explicando la idea principal de todo el texto.	
Semana 9, día 3 • Lee un libro a tu nivel de lectura durante veinte minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. • Lee el texto, "Watermelon." • Contesta las preguntas de comprensión. • Aprendizaje suplementario: Ve el video, "Prefix or Suffix?" usando el código QR o URL para apoyar la comprensión de la identificación y el conocimiento del significado de los afijos comunes.	bit.ly/week9affix Video: "Prefix or Suffix?"

Oportunidades de Continuación para Aprendizaje del Estudiante del 3er al 5º Grado
Semana Nueve

Semana 9, día 4 • Lee un libro a tu nivel de lectura durante veinte minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. • Lee el poema, "Roots." • Contesta las preguntas de comprensión y escribe un poema. • Aprendizaje suplementario: Ve el video, "eSpark Learning: How stanzas fit together to provide structure to a poem" usando el código QR o URL para apoyar la comprensión al identificar las estrofas y cómo se construyen sobre la siguiente.	bit.ly/week9stanza Video: "eSpark Learning: How stanzas fit together to provide structure to a poem"
Semana 9, día 5 • Lee un libro a tu nivel de lectura durante veinte minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. • Lee el poema, "Spring into Poetry." • Escribe dos poemas sobre la primavera.	

Aplicación Pearson BouncePages

bit.ly/pbpflyer
(Los folletos de BouncePages están en inglés y en español)

La aplicación Pearson BouncePages permite que los estudiantes y padres/tutores vean videos educativos animados simplemente escaneando la página de actividad. Los videos conectados están disponibles en inglés y en español.

Las páginas de actividad se pueden escanear para tener acceso a los videos Pearson mencionados a continuación. Use los códigos QR o enlaces en la sección superior para más información sobre cómo usar la aplicación BouncePages.

bit.ly/usebouncepages
Como Descargar, Instalar y Usar la aplicación PearsonBouncePages

Matemáticas:	**3.er Grado Recursos En Línea**	**4.º Grado Recursos En Línea**	**5.º Grado Recursos En Línea**
Semana 9, día 1 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, *3.er, 4.º, o 5.º* Grado. • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado.	youtu.be/-18qLbg1Gmk Video: "Addition and subtraction: Mental calculations - addition" youtu.be/7Evsj74BYww Video: "Open number line 3 digit subtraction"	youtu.be/Xe7rP0DyQd4 Video: "Addition Using Standard Algorithm: 4.NBT.4" youtu.be/WoufCsWLLsQ Video: "Subtracting Using Standard Algorithm: 4.NBT.4"	youtu.be/bSsuIP8lR0o Video: "2-Digit by 2 -Digit Standard Algorithm Multiplication"

Oportunidades de Continuación para Aprendizaje del Estudiante
del 3er al 5º Grado
Semana Nueve

Matemáticas:	**3.er Grado Recursos En Línea**	**4.º Grado Recursos En Línea**	**5.º Grado Recursos En Línea**
Semana 9, día 2 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, *3.er, 4.º, o 5.º* Grado. • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado.			youtu.be/IybgM1fVjWM Video: "Multiplication standard algorithm method 3 digit by 2 digit"
Semana 9, día 3 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, *3.er, 4.º, o 5.º* Grado. • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado.	https://youtu.be/3Yc3CPMpX2Q VIdeo: "Division Basics for kids"		
Semana 9, día 4 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, *3.er, 4.º, o 5.º* Grado. • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado.	youtu.be/EgjCLhol9Mk Video: "Multiplication Mash Up" youtu.be/slez17loMvU VIdeo: "Division Song"	youtu.be/zRgnVbh6psI Video: "Using distributive property when multiplying" youtu.be/3GRARGFHNuc Video: "Using distributive property to multiply"	youtu.be/Okasrw0qNAs Video: "Partial Quotient Division"
Semana 9, día 5 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, *3.er, 4.º, o 5.º* Grado. • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado.	youtu.be/i31rRt5m1-4 Video: "Multiplication and Division Relationships"	Utiliza la aplicación BouncePages para ver videos que apoyen las páginas de las actividades de aprendizaje de hoy.	youtu.be/6lOz0gH1Rn8 Video: "Area Model for Division"

Magic Tomatoes

by Edward I. Maxwell

Luke's father is a farmer. To be more precise, his dad is a fruit-and-vegetable farmer. Instead of cows, pigs, sheep, and horses, Luke's house is surrounded by corn, squash, lettuce, and tomatoes.

Luke does not mind that there are no animals. In fact, he likes living on a fruit-and-vegetable farm much better. If you asked Luke, he would say that a fruit-and-vegetable farm is magical.

"What do you mean, magical?" Luke's friend Tom asked one day.

"Well, it's like this," said Luke. "My dad casts a spell, and soon enough the fruits and vegetables appear where there used to be bare dirt!"

Now, Luke knows that this is not really *magic*. But all the same, he feels it is pretty special that his dad is able to create something as grand as a corn field where there used to be nothing. Sometimes, Luke sets his alarm clock, so he can wake up before the sunrise, too. He eats cereal with his dad and asks him what spells he is going to cast.

"I'm planting tomatoes today, son," Luke's father explained. "Tomatoes ripen best in very hot summer heat,

so I need to plant the seeds early in spring. That way there will be tall, healthy tomato vines once August arrives."

"How do you make sure the vines grow tall and healthy?" Luke asked.

"They grow strong when you give them care and attention and have a little bit of hope," his father laughed.

"Can I help?" Luke begged.

"Of course!" exclaimed his father.

So on days Luke did not have school, he helped his father, and Luke learned more about his dad's magical work.

Luke learned that a tomato plant indeed needs a lot of care. He spent one whole day in the early June sun, sinking wooden stakes into the ground by young tomato sprouts. After the tomato vines had grown a little taller, Luke tied them to the stakes so that they would not topple over and lose their special fruit.

"The tomatoes sure need a lot of attention!" Luke exclaimed one late afternoon. He had been double and triple tying the vines, because the weather forecaster had predicted wind and rain for that night. Luke's father wanted to make sure his tomatoes did not get blown over in the storm.

"Most worthwhile things do require a lot of attention, Luke," replied his father with a smile.

"What do you mean?" asked Luke.

"Well," said his father, standing up straight and wiping the sweat from his forehead. "We should pay close attention to things that make our lives better."

"That is why you pay attention to Mom?" asked Luke.

"Yes," replied his father. "I pay close attention to you and Mom, because you both make my life better. You both make me very happy."

The rest of Luke's work that day went by a lot quicker. Taking care of the tomato plants, Luke imagined he was taking care of his mom and dad. With a little bit of family magic and a lot of attention, Luke was certain these would be the most beautiful tomatoes he had ever seen once August arrived.

“Magic Tomatoes” Comprehension Questions

Answer the following questions.

1) If you asked Luke, how would he describe a fruit-and-vegetable farm?

2) Why is Luke certain that the tomato plants he is working with will become "the most beautiful tomatoes he had ever seen" once August arrives?

3) Based on the story, is farming magical? Explain why or why not, using evidence from the passage.

Name _____

Saguaros in the Sonoran Desert

The saguaro cactus grows only in the Sonoran Desert. This desert covers large parts of the southwestern United States. The desert's soil is rocky. Its temperatures are mild. This makes the Sonoran Desert a perfect place for the saguaro cactus to grow.

The saguaro cactus has special ways of surviving in the desert. One way is for the saguaros to grow beneath "nurse" trees. Nurse trees are larger plants that shade the small saguaro from the desert sun. However, saguaros need protection from more than the sun. Saguaros also grow long spines to stop hungry predators from eating them.

Saguaros can become very old and grow very tall. They have giant trunks with long arms that reach upward. A fully grown cactus can stand up to 80 feet tall. It can take hundreds of years for a saguaro to reach its full size.

Instructions: Complete the chart by identifying a main idea for each paragraph in the passage. Write the details from the passage that support the main ideas you chose. Then, write a paragraph on the back of this paper about the entire passage's main idea. Use evidence from the text to support your conclusion.

Main Idea	Details
Main Idea	Details
Main Idea	Details

Watermelon

Wowser!

A Carolina Cross watermelon—one of the largest types—weighs up to 85 kilograms (187 lb.)!

Watermelons grow on the vine for about three months before they're ready to be picked.

Shape-Shifting Fruit

Imagine biting into a sweet, juicy watermelon. *Yum!* Before this delicious fruit reaches your plate, it grows on a vine. The watermelon plant uses sunlight, water, and carbon dioxide from the air to make its own food through photosynthesis. Then the vine uses some of this food to make fruit. The watermelon fruit is oblong, like a squished circle. No, it's round like a ball. No, wait, it's . . . square?

Actually, watermelons come in all those shapes. The first watermelons were round. But they rolled around and got bruised as they traveled from farms to markets. In 1954, a scientist developed an oblong watermelon that was easier to stack.

In the early 1980s, Japanese farmers began growing square watermelons to save space. The farmers put the melons in square glass cases as they grew. These square watermelons are the perfect size and shape for refrigerator shelves—and they taste just as good as the round ones!

It takes extra work to grow square watermelons.

Credits: left: © iStock/Diamantis Seitanidis; right: © Novoderezhkin Anton/Itar-Tass/Landov

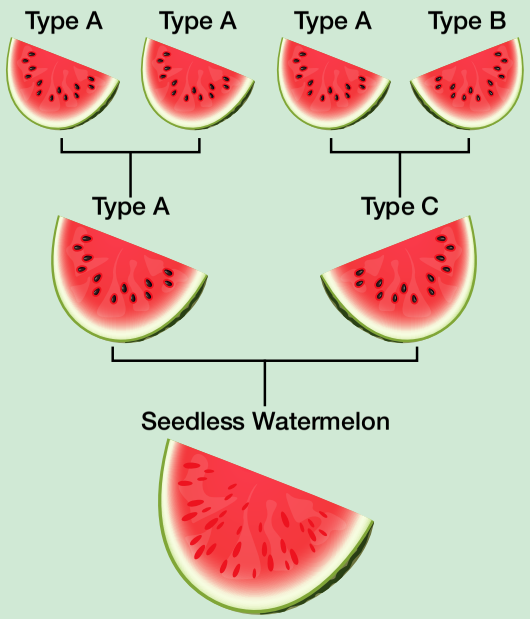
Seeds or No Seeds?

Long ago, all watermelons had big seeds inside. But today, most watermelons at the grocery store don't have seeds. Why not?

Watermelon plants have many kinds of cells. Some cells help the plant grow and develop. But plants also have many cells to help them reproduce. When living things reproduce, the offspring are a little different from their parents. Scientists use these differences to make seedless watermelons.

About fifty years ago, plant scientists took *pollen*, which plants use to reproduce, from one kind of watermelon. Then they put the pollen on the flower of another kind of watermelon. The plant that received the pollen made new watermelon fruits. Those fruits had seeds. Next, scientists planted seeds from these new watermelons. The seeds grew into plants. Scientists found that the fruit of these watermelon plants didn't have seeds. The seedless watermelon was born!

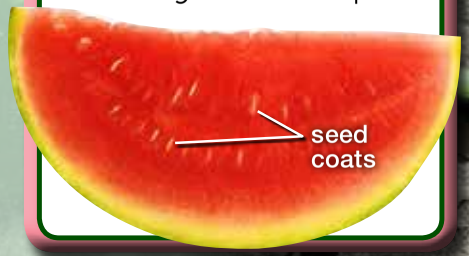
GROWING SEEDLESS WATERMELONS



1. Scientists grow Type A and Type B watermelons and cross them.
2. When two Type A watermelons are crossed, they make more Type A watermelons. When Type A and Type B watermelons are crossed, they make a new kind of watermelon—Type C.
3. Scientists grow Type A and Type C watermelons. They take pollen from a Type A flower. Then the scientists place the pollen on a Type C flower. The Type C plant makes watermelons without seeds.

Do You Know?

Some seedless watermelons have what look like small white seeds. These are called *seed coats*. They are empty inside and can't grow into new plants.



Watermelons with seeds (left) are called *seeded*. Watermelons without seeds (right) are called *seedless*.

Credits: background: © iStock/tchara; top right: © iStock/tilo; center: © Bart Buijs/Dreamstime.com; bottom right: © Suttipon Yakham/123RF

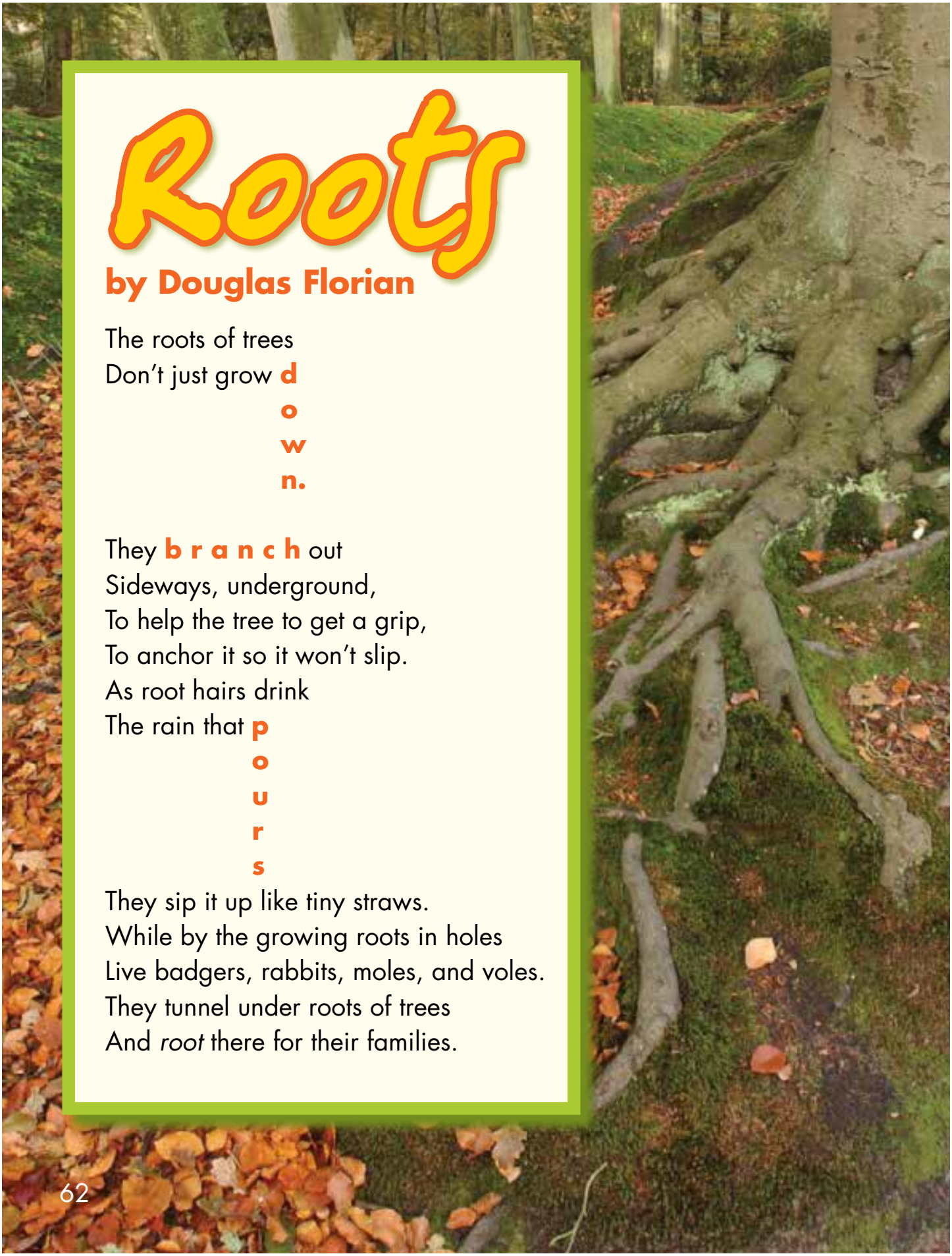
“Watermelon” Comprehension Questions

Answer the following questions.

1) What did you know about watermelons before reading the passage?

2) What did you learn about watermelons from the passage? Cite evidence from the passage.

3) Underline four different words with an affix, either a prefix or suffix, in the passage. Write each word below and its meaning.



Roots

by Douglas Florian

The roots of trees
Don't just grow **d**
o
w
n.

They **b r a n c h** out
Sideways, underground,
To help the tree to get a grip,
To anchor it so it won't slip.
As root hairs drink
The rain that **p**
o
u
r
s
They sip it up like tiny straws.
While by the growing roots in holes
Live badgers, rabbits, moles, and voles.
They tunnel under roots of trees
And *root* there for their families.

“Roots” Comprehension Questions

Answer the following questions.

1) How does stanza two, the second grouping of lines in the poem, build on stanza three, the third grouping of lines in the poem? Cite evidence from the poem.

2) How does the structure of the poem influence the reader to comprehend the poem?

3) Using the same structure of poem the author used, write a poem about your favorite plant or flower.

Spring Into Poetry

Fun With Poetry

Learn about three types of poems.

Let's celebrate the season of spring with poetry! Spring is a time when life begins again. Flowers bloom. Many baby animals are born. Which poem is your favorite?

Rhyming

In a **rhyming** poem, the same sounds of two or more words repeat. The words that rhyme are often at the ends of lines.

The poem below is a **quatrain.** It has four lines in each **stanza.** A stanza is a grouping of lines. In a quatrain, the last words in lines two and four must rhyme. Can you find the rhyming words below?

Juniors Bildarchiv/Photolibrary

Hello Again

Listen! Do you hear it?
The quacking of beaks,
As mallards return
To lakes, ponds, and creeks.

They've come back to build nests,
And sunbathe on rocks,
And raise little ducklings
To add to their flocks.
Marie E.-Cecchini

Acrostic

In an **acrostic** poem, each line describes the topic word. Each letter of the word starts a new line. This poem about a flower uses the letters in the word *flower* to begin each line.

Paul McCormick/Getty Images

Fragrant
Lovely
Opened wide
Wind blows
Eager bee
Ready
Rachelle Kreisman

Haiku

A **haiku** (HIGH-koo) is a type of poem from Japan. It is usually about nature. A haiku has three lines. The first line has five syllables. The second line has seven syllables. The third line has five syllables.

The Colt

Frisky-full of pep.
Galloping through the green grass.
Always moving. Free.
Connie Unsworth

Stephanie Krause-Wieczorek/Photolibrary

“Spring into Poetry” Writing Activity

Write two poems about spring using two types of poetry from “Spring into Poetry.”

Name _____

TOPIC 10

Fluency Practice Activity

Follow the Path

Shade a path from **START** to **FINISH**. Follow the sums or differences that are correct. You can only move up, down, right, or left.

I can ...
add and subtract within 1,000.

Content Standard 3.NBT.A.2

Start

574 + 390 = 964	999 − 632 = 331	123 + 612 = 475	587 + 219 = 736	501 − 444 = 95
914 − 627 = 287	242 + 486 = 568	794 − 632 = 162	497 + 493 = 990	999 − 256 = 743
399 + 469 = 868	687 − 413 = 264	887 − 199 = 688	718 − 256 = 262	378 + 511 = 889
924 − 885 = 39	653 + 342 = 995	242 + 547 = 789	852 − 231 = 651	593 − 528 = 65
374 + 469 = 799	408 − 122 = 530	523 + 304 = 821	315 + 411 = 737	879 − 465 = 414

Finish

Name _____

TOPIC 12

Fluency Practice Activity

Follow the Path

Shade a path from **START** to **FINISH**. Follow the sums and differences where the digit in the hundreds place is greater than the digit in the tens place. You can only move up, down, right, or left.

I can ...
add and subtract within 1,000.

Content Standard 3.NBT.A.2

Start

822 − 514	814 − 128	499 + 182	210 + 484	580 − 434
753 − 536	768 + 29	723 − 461	555 − 320	253 + 234
951 − 96	195 + 474	964 − 532	672 − 127	725 − 314
125 + 424	244 − 147	279 + 531	365 − 97	230 + 757
921 − 614	989 − 239	572 + 346	992 − 539	495 + 485

Finish

Name _____

TOPIC 6

Fluency Practice Activity

Follow the Path

Shade a path from **START** to **FINISH**. Follow the quotients that are odd numbers. You can only move up, down, right, or left.

I can ...
divide within 100.

Content Standard 3.OA.C.7

Start

15 ÷ 5	45 ÷ 5	40 ÷ 8	36 ÷ 4	6 ÷ 3
28 ÷ 7	12 ÷ 2	90 ÷ 9	63 ÷ 9	0 ÷ 8
48 ÷ 8	50 ÷ 5	81 ÷ 9	9 ÷ 3	56 ÷ 7
20 ÷ 5	48 ÷ 6	42 ÷ 6	10 ÷ 5	6 ÷ 1
30 ÷ 3	16 ÷ 8	35 ÷ 7	45 ÷ 9	56 ÷ 8

Finish

Name _____

TOPIC 11

Fluency Practice Activity

Find a Match

Work with a partner. Point to a clue. Read the clue.

Look below the clues to find a match. Write the clue letter in the box next to the match.

Find a match for every clue.

I can ...
multiply and divide within 100.

Content Standard 3.OA.C.7

Clues

A The product is between 55 and 60.

B The product is equal to 10 × 2.

C The quotient has two digits.

D The product is between 50 and 55.

E The quotient is less than 5.

F The product is between 30 and 40.

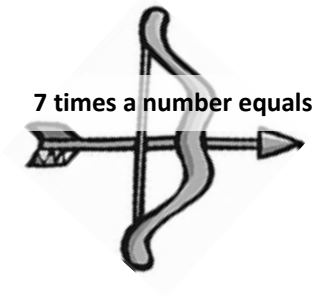
G The quotient is a multiple of 3.

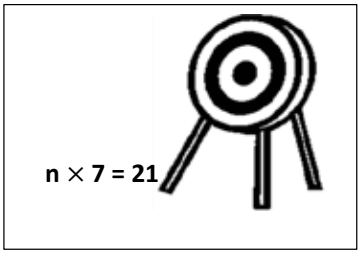
H The quotient is equal to the divisor.

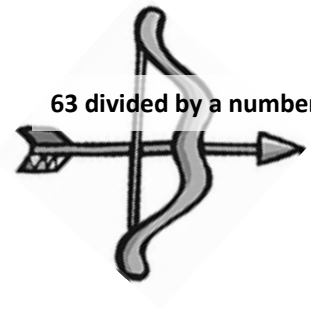
☐ 9×6	☐ $8\overline{)48}$	☐ $36 \div 9$	☐ 4×5
☐ $64 \div 8$	☐ 7×8	☐ $5\overline{)50}$	☐ 5×7

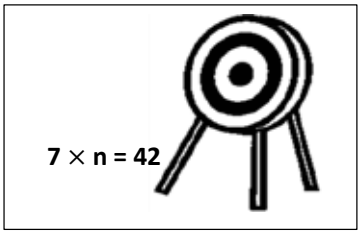
Name _____ Date _____

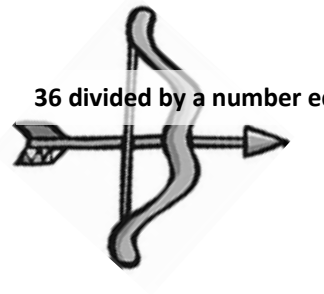
1. Match the words on the arrow to the correct equation on the target.

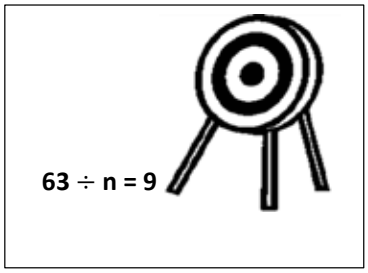


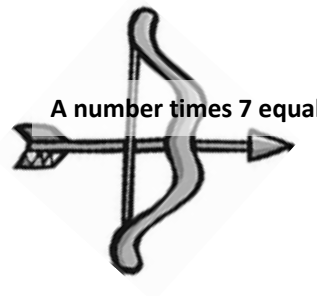


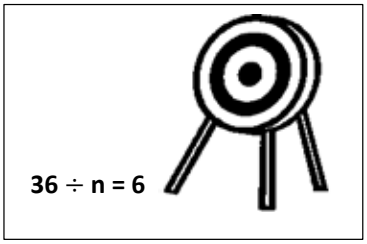












Name _____

TOPIC 15

Fluency Practice Activity

Follow the Path

Shade a path from **START** to **FINISH**. Follow the products and quotients that are even numbers. You can only move up, down, right, or left.

I can ...
multiply and divide within 100.

Content Standard 3.OA.C.7

Start

6 × 2	9 ÷ 1	9 × 5	24 ÷ 4	10 × 0	56 ÷ 7	3 × 8	35 ÷ 5
20 ÷ 5	5 × 8	8 × 2	36 ÷ 6	54 ÷ 6	3 × 5	2 × 3	27 ÷ 3
3 × 7	15 ÷ 3	5 × 7	5 ÷ 1	25 ÷ 5	6 ÷ 6	9 × 8	21 ÷ 7
48 ÷ 8	2 × 9	42 ÷ 7	3 × 5	8 ÷ 2	5 × 4	30 ÷ 5	9 × 9
3 × 6	5 × 1	6 × 10	0 ÷ 6	4 × 6	7 × 1	9 × 1	45 ÷ 9
9 × 6	4 × 8	72 ÷ 8	9 × 3	9 ÷ 3	4 × 4	18 ÷ 9	16 ÷ 2
5 × 5	2 × 7	81 ÷ 9	6 ÷ 2	4 × 7	80 ÷ 8	3 × 9	9 × 4
63 ÷ 9	4 × 3	7 × 8	8 × 9	10 ÷ 5	24 ÷ 8	9 × 7	40 ÷ 5

Finish

Name _____

TOPIC 8

Fluency Practice Activity

Find a Match

Work with a partner. Point to a clue. Read the clue.

Look below the clues to find a match. Write the clue letter in the box next to the match.

Find a match for every clue.

I can ...
divide within 100.

Content Standard 3.OA.C.7

Clues

A The missing number is 9.

B The missing number is 10.

C The missing number is 3.

D The missing number is 6.

E The missing number is 7.

F The missing number is 4.

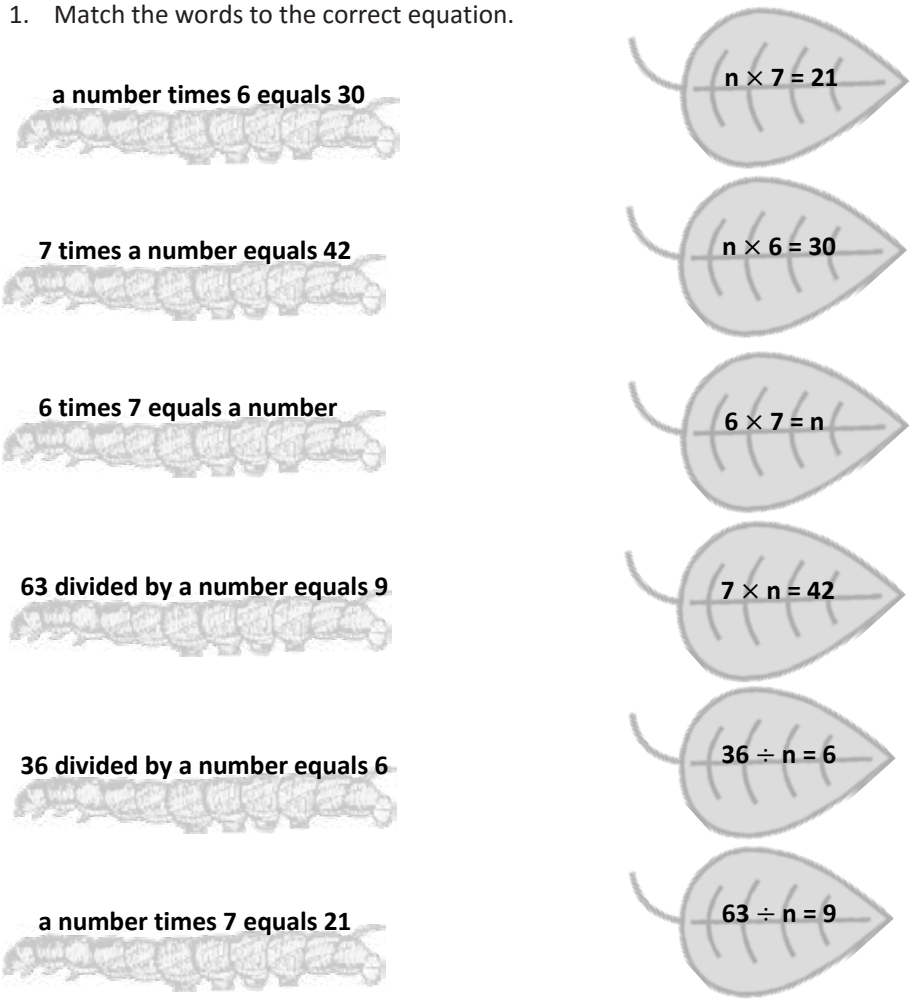
G The missing number is 8.

H The missing number is 5.

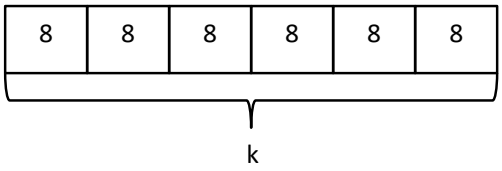
☐ $42 \div \_\_ = 6$	☐ $24 \div 8 = \_\_$	☐ $\_\_ \div 5 = 2$	☐ $18 \div 3 = \_\_$
☐ $\_\_\overline{)30}$ with quotient 6	☐ $\_\_ \div 2 = 4$	☐ $40 \div \_\_ = 10$	☐ $7\overline{)\_\_}$ with dividend 63

Name _____ Date _____

1. Match the words to the correct equation.



2. Write an equation to represent the tape diagram below, and solve for the unknown.



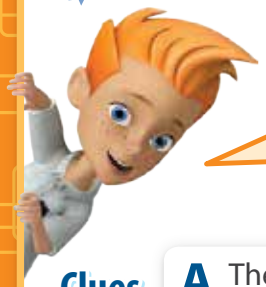
Equation: _____

Name _____

TOPIC 4

Fluency Practice Activity

Find a Match



Work with a partner. Point to a clue. Read the clue.

Look below the clues to find a match. Write the clue letter in the box next to the match.

Find a match for every clue.

I can ...

add and subtract multi-digit whole numbers.

Content Standard 4.NBT.B.4

Clues

A The difference is between 950 and 1,000.

B The difference is exactly 913.

C The sum is between 600 and 700.

D The sum is exactly 500.

E The difference is between 700 and 800.

F The sum is greater than 300 but less than 400.

G The sum is exactly 753.

H The difference is exactly 413.

☐ 571 + 54	☐ 425 − 12	☐ 485 + 15	☐ 283 + 38
☐ 672 + 81	☐ 818 − 93	☐ 994 − 24	☐ 986 − 73

Name _____

TOPIC 7

Fluency Practice Activity

Follow the Path

Shade a path from **START** to **FINISH**. Follow the sums and differences that are correct. You can only move up, down, right, or left.

I can ...
add and subtract multi-digit whole numbers.

Content Standard 4.NBT.B.4

Start

573 + 417 = 990	685 − 559 = 137	808 + 123 = 921	609 − 541 = 48	501 + 469 = 170
491 − 188 = 303	347 + 607 = 954	948 − 558 = 410	505 + 125 = 620	987 − 696 = 311
764 + 346 = 1,000	994 − 405 = 589	874 + 721 = 1,595	894 − 455 = 449	369 + 290 = 669
668 − 485 = 253	762 + 901 = 2,663	941 − 725 = 216	640 + 89 = 729	537 − 271 = 806
119 + 679 = 698	977 − 239 = 642	987 + 111 = 998	812 − 99 = 713	335 + 25 = 360

Finish

Name _____

TOPIC 9

Fluency Practice Activity

I can ...
add and subtract multi-digit whole numbers.

Content Standard 4.NBT.B.4

Find a Match

Work with a partner. Point to a clue. Read the clue.

Look below the clues to find a match. Write the clue letter in the box next to the match.

Find a match for every clue.

Clues

A The sum is exactly 1,000.

B The sum is exactly 1,001.

C The difference is exactly 371.

D The difference is between 40 and 45.

E The difference is exactly 437.

F The difference is between 150 and 160.

G The sum is between 995 and 1,000.

H The sum is exactly 1,899.

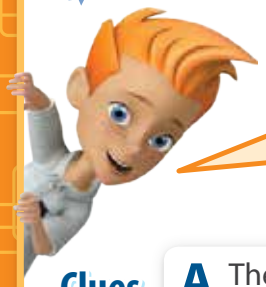
☐ 409 − 252	☐ 900 − 529	☐ 909 + 990	☐ 506 + 494
☐ 580 + 417	☐ 560 − 123	☐ 601 − 560	☐ 309 + 692

Name _____

TOPIC 16

Fluency Practice Activity

Find a Match



Work with a partner. Point to a clue. Read the clue.

Look below the clues to find a match. Write the clue letter in the box next to the match.

Find a match for every clue.

I can ...
add multi-digit whole numbers

Content Standard 4.NBT.B.4

Clues

A The sum is between 650 and 750.

B The sum is between 1,470 and 1,480.

C The sum is exactly 1,550.

D The sum is between 1,350 and 1,450.

E The sum is exactly 790.

F The sum is exactly 1,068.

G The sum is between 1,100 and 1,225.

H The sum is exactly 1,300.

☐ 510 + 240 + 550	☐ 225 + 350 + 125	☐ 400 + 850 + 150	☐ 50 + 390 + 1,110
☐ 125 + 125 + 225 + 315	☐ 475 + 475 + 175	☐ 500 + 425 + 325 + 225	☐ 500 + 250 + 250 + 68

Name _____

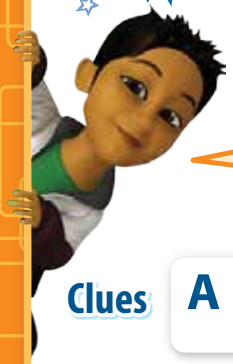
TOPIC 6

Fluency Practice Activity

I can ...
subtract multi-digit whole numbers.

Content Standard 4.NBT.B.4

Find a Match



Work with a partner. Point to a clue.

Read the clue.

Look below the clues to find a match. Write the clue letter in the box next to the match.

Find a match for every clue.

Clues

A The difference is exactly 528.

B The difference is between 550 and 560.

C The difference is between 800 and 900.

D The difference is exactly 614.

E The difference is between 100 and 105.

F The difference is between 470 and 480.

G The difference is exactly 392.

H The difference is between 70 and 80.

☐ 917 − 365	☐ 994 − 137	☐ 647 − 574	☐ 792 − 178
☐ 653 − 125	☐ 865 − 394	☐ 947 − 555	☐ 552 − 448

Name _____

TOPIC 15

Fluency Practice Activity

Follow the Path

Shade a path from **START** to **FINISH**. Follow sums and differences that are between 20,000 and 25,000. You can only move up, down, right, or left.

I can ...

add and subtract multi-digit whole numbers.

Content Standard 4.NBT.B.4

Start

66,149 − 44,297	13,000 + 13,000	11,407 + 13,493	35,900 − 12,605	30,000 − 9,825
40,350 − 20,149	18,890 + 190	13,050 + 11,150	60,000 − 33,900	41,776 − 18,950
89,000 − 68,900	12,175 + 18,125	12,910 + 12,089	67,010 − 42,009	42,082 − 19,582
56,111 − 32,523	22,009 + 991	11,725 + 11,450	75,000 − 45,350	65,508 − 42,158
99,000 − 81,750	9,125 + 9,725	18,517 + 8,588	38,000 − 19,001	37,520 − 16,215

Finish

Name _____

TOPIC 11

Fluency Practice Activity

Find a Match

Work with a partner. Point to a clue.

Read the clue.

Look below the clues to find a match. Write the clue letter in the box next to the match.

Find a match for every clue.

I can ...

add and subtract multi-digit whole numbers.

Content Standard 4.NBT.B.4

Clues

A The sum is between 3,510 and 3,520.

B The difference is exactly 3,515.

C The sum is between 3,560 and 3,570.

D The difference is between 3,530 and 3,540.

E The sum is exactly 3,584.

F The difference is between 3,590 and 3,600.

G The sum is exactly 3,987.

H The difference is between 1,000 and 2,000.

☐ 1,569 + 1,999	☐ 2,462 + 1,525	☐ 1,437 + 2,082	☐ 1,885 + 1,699
☐ 3,499 − 1,635	☐ 5,057 − 1,542	☐ 4,424 − 829	☐ 6,549 − 3,011

Name _____

TOPIC 12

Fluency Practice Activity

Follow the Path

Shade a path from **Start** to **Finish**. Follow the sums or differences that round to 2,000 when rounded to the nearest thousand. You can only move up, down, right, or left.

I can ...
add and subtract multi-digit whole numbers.

Content Standard 4.NBT.B.4

Start

954 + 871	2,000 − 1,876	3,887 + 369	2,195 − 737	2,698 + 400
8,998 − 7,399	1,810 + 789	8,917 − 5,252	6,295 − 3,290	8,506 − 3,282
1,789 + 210	1,340 − 771	2,615 + 347	9,000 − 6,233	5,896 + 5,601
6,726 − 4,309	1,199 + 468	3,300 − 298	9,444 + 9,444	3,922 − 923
3,856 + 1,144	4,239 − 2,239	5,999 − 4,370	5,607 − 3,605	2,203 + 122

Finish

Name _____

Practice Buddy Tools Assessment

Another Example!

Find 7×560 using addition and the Distributive Property.

$560 = 500 + 60$

$7 \times 560 = (7 \times 500) + (7 \times 60)$
$= 3{,}500 + 420$
$= 3{,}920$

Find 7×560 using subtraction and the Distributive Property.

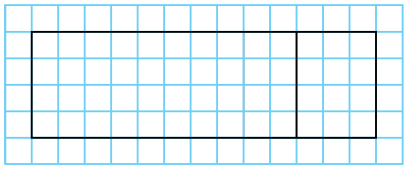
$560 = 600 - 40$

$7 \times 560 = (7 \times 600) - (7 \times 40)$
$= 4{,}200 - 280$
$= 3{,}920$

Guided Practice*

Do You Understand?

1. **MP.4 Model with Math** Shade and label the figure to show $4 \times (10 + 3) = (4 \times 10) + (4 \times 3)$.



Do You Know How?

2. Use the Distributive Property and addition to complete the equation.

$2 \times 308 = 2 \times (300 + 8)$
$= (2 \times \_\_\_\_) + (2 \times \_\_\_\_)$
$= \_\_\_\_ + \_\_\_\_$
$= \_\_\_\_$

Independent Practice

Leveled Practice For **3–10**, use the Distributive Property to find each product.

3. $509 \times 7 = (500 + 9) \times 7$
$= (500 \times \_\_\_\_) + (9 \times \_\_\_\_)$
$= \_\_\_\_ + 63$
$= \_\_\_\_$

4. $2 \times 47 = 2 \times (50 - \_\_\_\_)$
$= (2 \times \_\_\_\_) - (2 \times 3)$
$= 100 - \_\_\_\_$
$= \_\_\_\_$

5. 7×86

6. $5 \times 1{,}242$

7. 9×504

8. 6×312

9. 5×811

10. 4×731

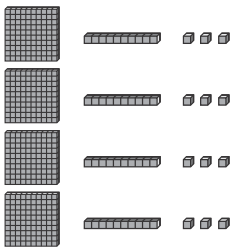
*For another example, see Set C on page 158.

Name _____

Enrichment
3-3

Multiplication Match

Draw lines to match each expression in the first column to the expression or model that represents the same problem in the second column. Then draw a line from the second column to the product in the third column.

1. 2×23		120
2. 3×231	$(6 \times 10) + (6 \times 9)$	452
3. 3×18		117
4. 4×18	$(3 \times 200) + (3 \times 30) + (3 \times 1)$	234
5. 5×24		48
6. 6×39	$(3 \times 30) + (3 \times 9)$	68
7. 4×17		72
8. 4×113	$(4 \times 10) + (4 \times 8)$	115
9. 3×39		114
10. 5×23	$(2 \times 20) + (2 \times 4)$	693
11. 2×24		46
12. 6×19	$(6 \times 30) + (6 \times 9)$	54

Name _____

Practice Video Tools Games

Additional Practice 4-5

Area Models and Partial Products

Another Look!

Find 23×18.

	10	8
20	20×10	20×8
3	3×10	3×8

You can use an area model to show how you break apart the factors because there is more than one way. Then use the Distributive Property to help multiply.

$$\begin{aligned} 23 \times 18 &= (20 + 3) \times (10 + 8) \\ &= (20 + 3) \times 10 + (20 + 3) \times 8 \\ &= (20 \times 10) + (3 \times 10) + (20 \times 8) + (3 \times 8) \\ &= 200 + 30 + 160 + 24 \\ &= 414 \end{aligned}$$

For **1–3**, use the area model to find each product.

1. 14×19

	10	9
10		
4		

2. 12×22

	20	2
10		
2		

3. 21×51

	50	1
20		
1		

For **4–13**, draw an area model to find each product. Use properties of operations.

4. 10×18

5. 28×38

6. 51×12

7. 73×13

8. 99×11

9. 16×14

10. 17×38

11. 56×17

12. 11×13

13. 29×64

Name _____

Practice Video Tools Games

Additional Practice 4-6

Use Partial Products to Multiply by 2-Digit Numbers

Another Look!

Golf balls come in a box of 12. How many golf balls are in 14 boxes? Remember to estimate so you can tell if your answer is reasonable.

	10	2
10	$10 \times 10 = 100$	$10 \times 2 = 20$
4	$4 \times 10 = 40$	$4 \times 2 = 8$

$$\begin{array}{r} 12 \\ \times\ 14 \\ \hline 8 \\ 40 \\ 20 \\ +\ 100 \\ \hline 168 \end{array}$$

$4 \times 2 = 8$ ones
4×1 ten $= 4$ tens
10×2 ones $= 20$
10×1 ten $= 100$

There are 168 golf balls in the boxes.

For **1–8**, estimate. Find all the partial products. Then add to find the final product. Draw area models as needed.

1. $\begin{array}{r} 16 \\ \times\ 15 \\ \hline \end{array}$

2. $\begin{array}{r} 16 \\ \times\ 12 \\ \hline \end{array}$

3. $\begin{array}{r} 19 \\ \times\ 13 \\ \hline \end{array}$

4. $\begin{array}{r} 24 \\ \times\ 12 \\ \hline \end{array}$

5. $\begin{array}{r} 32 \\ \times\ 23 \\ \hline \end{array}$

6. $\begin{array}{r} 79 \\ \times\ 47 \\ \hline \end{array}$

7. $\begin{array}{r} 23 \\ \times\ 46 \\ \hline \end{array}$

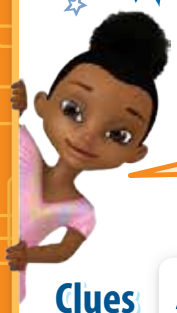
8. $\begin{array}{r} 82 \\ \times\ 74 \\ \hline \end{array}$

Name _____

TOPIC 4

Fluency Practice Activity

Find a Match



Work with a partner. Point to a clue.

Read the clue.

Look below the clues to find a match. Write the clue letter in the box above the match.

Find a match for every clue.

I can ...
multiply multi-digit whole numbers.

Content Standard 5.NBT.B.5

Clues

A The product is 240.

B The product is 100.

C The product is 462.

D The product is 255.

E The product is 400.

F The digit in the thousands place of the product is 9.

G The digit in the thousands place of the product is 3.

H The digit in the hundreds place of the product is 9.

☐ 51 × 63	☐ 10 × 10	☐ 42 × 11	☐ 20 × 12
☐ 15 × 17	☐ 40 × 23	☐ 331 × 29	☐ 25 × 16

Name _____

TOPIC 3

Fluency Practice Activity

Follow the Path

Solve each problem. Then follow multiples of 10 to shade a path from **START** to **FINISH**. You can only move up, down, right, or left.

I can ...
multiply multi-digit numbers fluently.

Content Standard 5.NBT.B.5

Start

53 × 20	70 × 89	84 × 40	35 × 63	241 × 62
19 × 83	55 × 17	30 × 80	77 × 24	57 × 32
60 × 90	10 × 57	80 × 14	526 × 47	64 × 32
50 × 30	73 × 73	45 × 35	47 × 85	17 × 13
70 × 12	15 × 90	20 × 14	70 × 17	100 × 100

Finish

Name _____

TOPIC 9

Fluency Practice Activity

Follow the Path

Solve each problem. Follow problems with an answer of 3,456 to shade a path from **START** to **FINISH**. You can only move up, down, right, or left.

I can ...
multiply multi-digit whole numbers.

Content Standard 5.NBT.B.5

Start

576 × 6	101 × 34	350 × 16	436 × 16	127 × 28
96 × 36	462 × 13	64 × 54	48 × 72	144 × 24
108 × 32	192 × 18	288 × 12	82 × 42	216 × 16
303 × 12	317 × 48	456 × 11	2,586 × 12	128 × 27
66 × 51	286 × 40	360 × 36	230 × 56	384 × 9

Finish

Name _____

TOPIC 6

Fluency Practice Activity

Follow the Path

Solve each problem. Follow products that are multiples of 20 to shade a path from **START** to **FINISH**. You can only move up, down, right, or left.

I can ...
multiply multi-digit whole numbers.

Content Standard 5.NBT.B.5

Start

120 × 35	745 × 30	123 × 37	350 × 63	241 × 67
312 × 40	300 × 80	486 × 40	860 × 36	523 × 28
526 × 45	101 × 57	670 × 35	606 × 90	647 × 27
105 × 50	273 × 73	475 × 85	464 × 65	173 × 23
710 × 71	157 × 86	243 × 42	660 × 16	12,345 × 76

Finish

Name _____

TOPIC 7

Fluency Practice Activity

Find a Match

Work with a partner. Point to a clue.

Read the clue.

Look below the clues to find a match. Write the clue letter in the box next to the match.

Find a match for every clue.

I can ...
multiply multi-digit whole numbers.

Content Standard 5.NBT.B.5

Clues

A The product is exactly 70,500.

B The product is between 65,000 and 70,000.

C The product is exactly 40,000.

D The product is about 40,000.

E The product is between 30,000 and 35,000.

F The product is between 10,000 and 30,000.

G The product is exactly 10,000.

H The product is less than 10,000.

☐ 100 × 99	☐ 100 × 100	☐ 705 × 100	☐ 2,000 × 12
☐ 4,500 × 15	☐ 3,050 × 11	☐ 403 × 100	☐ 400 × 100

Name _____

Practice Buddy Tools Assessment

Guided Practice*

Do You Understand?

1. Show one way of using partial quotients to find 231 ÷ 11.

2. How can you use estimation to check that your answer to Problem 1 is reasonable?

Do You Know How?

In **3–6**, use partial quotients to divide. Show your work.

3. 15)210

4. 13)286

5. 25)575

6. 32)960

Independent Practice

Leveled Practice In **7–16**, use partial quotients to divide. Show your work.

7. 19)247

−190 Multiply ___ by 19.

57

−57 Multiply ___ by 19.

0

Add the partial quotients:

___ + ___ = ___

8. 14)630

−560 Multiply ___ by 14.

70

−70 Multiply ___ by 14.

0

Add the partial quotients:

___ + ___ = ___

9. 11)132

10. 21)840

11. 16)304

12. 32)480

13. 23)713

14. 30)660

15. 43)731

16. 16)608

*For another example, see Set D on page 290.

Name _____

TOPIC 13

Fluency Practice Activity

Find a Match

Work with a partner. Point to a clue. Read the clue.

Look below the clues to find a match. Write the clue letter in the box next to the match.

Find a match for every clue.

I can ...
multiply multi-digit whole numbers.

Content Standard 5.NBT.B.5

Clues

A The product is 3,456.

B The product is 100,000.

C The product is 123,321.

D The product is 225,000.

E The product is 45,432.

F The product has a 6 in the thousands place.

G The product has a 9 in the thousands place.

H The product has a 3 in the hundred thousands place.

☐ 10,000 × 10	☐ 5,000 × 45	☐ 11,211 × 11	☐ 144 × 24
☐ 5,038 × 63	☐ 2,643 × 87	☐ 327 × 21	☐ 1,262 × 36

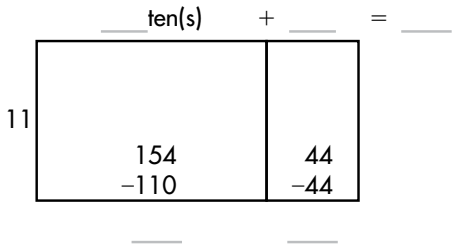
Name _____

Practice Buddy Tools Assessment

Guided Practice*

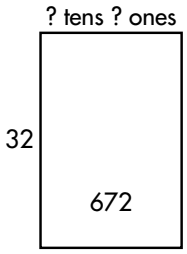
Do You Understand?

1. Write the missing numbers to find 154 ÷ 11.



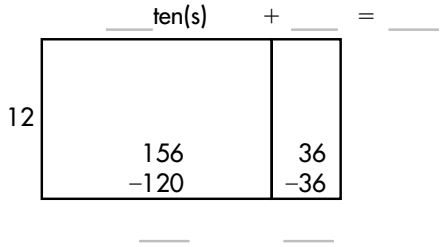
So, 154 ÷ 11 = ___

2. **MP.1 Make Sense and Persevere**
Write a multiplication equation and a division equation that represent the model shown below. Then solve.



Do You Know How?

3. Use the model to find 156 ÷ 12.

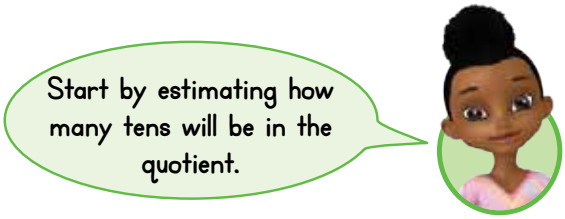


So, 156 ÷ 12 = ___

In **4** and **5**, use grid paper or draw a picture to find each quotient.

4. 682 ÷ 22

5. 143 ÷ 11

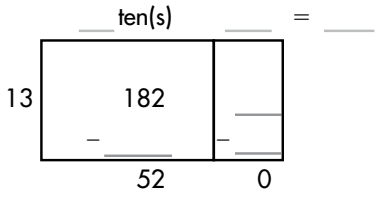


Independent Practice

Leveled Practice In **6–12**, use grid paper or draw a picture to find each quotient.

6. Use the model to find 182 ÷ 13.

So, 182 ÷ 13 = ___.



7. 342 ÷ 38

8. 720 ÷ 16

9. 608 ÷ 19

10. 752 ÷ 47

11. 375 ÷ 25

12. 576 ÷ 24

*For another example, see Set C on page 289.