Marysville School District

Lets Learn Grade 3

Marysville School District

Families:
Education has shifted significantly for everyone in the last few weeks, and we are working hard to help ensure that each student receives instruction to help them continue to grow despite school closures.

These printed learning resource packets have been designed to provide alternatives to the online learning opportunities that we are providing; our goal is to provide alternative assignments that give students and families flexibility, allow for creativity, and increase interest and motivation.

Included in this packet, you will find academic materials that align with the learning targets at each grade level, as well as some tips and information for families who are supporting learning at home. If your student is unable to access the online platforms, they may use these materials for our distance learning platform.

Our recommendation for learning time for students is in between 60-90 minutes each day; however, we know that all families are different, so we want you to adjust times and routines to best meet your family needs.

This packet contains materials that will cover learning from 4/17/2020 through the end of April. In the first week of May, you will receive another packet of learning resources for that month.

What if my student received support services in school (English Learners, LAP/Title, Special Education services, etc.)?
Our support services staff are working closely with the general classroom teachers to assist students who need more time and support in their learning. Teachers should be reaching out to students and families to support, monitor and adjust how students are engaging in the work.

What if the work is too difficult for my student to do independently?
In the printed resources are family support resources (tips to help your student). If you need additional support in helping your student(s) to be successful, please contact your student's teacher via email or phone. Additionally, if your child is eligible for special education, your child's case manager will assist you with questions about individualized learning resources to meet your child's needs. Contact information is located on the school website. If you are unable to access the school website, please call (360) 965- 0000 for staff contact information.
In the meantime, families may adjust the workload as it fits your student's best interest.

What if my student can access some of the online learning, but not all of it? Can we use some of this packet, and some of the online materials?
Certainly. We want families to be able to select the method of instruction that best fits their family needs. Work with your student's classroom teacher to develop a plan that works best for your family.

Reading & Writing

Name _____

Vowel Patterns *ei, eigh*

DIRECTIONS Read each sentence. Underline the word that has ***ei*** or ***eigh***. Write ***long a, long e,*** or ***long i*** on the line to tell what sound the vowel pattern stands for.

_____ **1.** We enjoy shopping at our neighborhood bakery.

_____ **2.** We always go on either Friday or Saturday.

_____ **3.** Shelves of baked goods reach from floor to ceiling.

_____ **4.** I'm not the right height to reach the top shelf.

_____ **5.** That shelf must be eight feet high!

_____ **6.** We weigh all our choices and make up our minds.

_____ **7.** At last, we receive our package from the baker.

DIRECTIONS Choose a word from the Word Bank to match each clue. Write the word on the line. You will use each word just once.

Word Bank

deceive	freight	height	leisure
neighbor	rein	seize	vein

_____ **8.** a strap used to control a horse

_____ **9.** to grab an object

_____ **10.** free time

_____ **11.** a person who lives nearby

_____ **12.** the distance up from the ground

_____ **13.** cargo a truck carries from one place to another

_____ **14.** not tell the truth

_____ **15.** a blood vessel in a living creature's body

Name _____

Don't Give Up!

What do Sonia Sotomayor, Walt Disney, Dr. Seuss, and Thomas Edison have in common? They have become famous, successful people—but they didn't start out that way!

Sonia Sotomayor has overcome many challenges. She grew up poor and lost her father when she was young. She spoke only Spanish as a child. However, she studied hard in school and became a lawyer. Today she serves on the United States Supreme Court. She is only the third woman to do so.

Walt Disney was fired from his newspaper job and told he had a poor imagination. Today, Disney's ideas inspire theme parks and a movie company.

Theodor Geisel, also known as Dr. Seuss, wrote his first book called *And to Think That I Saw It on Mulberry Street*. After many different book companies turned it down, one company printed it. He went on to write over 40 children's books.

These people might have just given up, but they *didn't*. They kept trying and became successful.

Thomas Edison didn't give up, either. He invented many things, including a long-lasting light bulb. It took him hundreds of tries before he found the materials that worked best for this invention. He never thought of himself as a failure. He said, "I have not failed. I've just found ten thousand ways that won't work."

Every time Edison tried something that didn't work, he got one step closer to finding a way that *would* work.

So the next time you're trying to learn something new or solve a problem, don't stop trying. You may be just one step away from success!

Students read text closely to determine what the text says.

Sleuth Work

Name _____

Gather Evidence Box phrases and sentences in the article that explain how the author feels about failure.

Gather Evidence: Extend Your Ideas Did you box "These people might have just given up, but they didn't. They kept trying and became successful"? How are the clues you boxed good signs the author feels strongly about not giving up? Write one or two sentences explaining how.

_____

_____

Ask Questions Underline two facts about one of the people in this article. Write a question that can be answered by the facts you chose.

_____

Ask Questions: Extend Your Ideas If you could talk to one of the famous people mentioned in this article, with whom would you talk and what would you ask? Make a list of the questions you would like to ask.

_____

_____

Make Your Case Circle what you think is the most important reason the writer gives to support the conclusion to this selection. Explain your choice below.

_____

_____

Make Your Case: Extend Your Ideas On a separate sheet of paper, write a paragraph that tells another way the conclusion to the selection could have been reached. Make sure to use the important reason you circled.

Name _____

Suffixes *-y, -ish, -hood, -ment*

DIRECTIONS Combine the base word and the suffix. Write the new word on the line.

1. pay + -ment = _____

2. cloud + -y = _____

3. self + -ish = _____

4. child + -hood = _____

5. storm + -y = _____

6. excite + -ment = _____

7. false + -hood = _____

8. baby + -ish = _____

DIRECTIONS Add ***-y, -ish, -hood,*** or ***-ment*** to the base word in parentheses to best complete each sentence. Write the new word on the line.

_____ **9.** During my (child), we moved often.

_____ **10.** We live in one (neighbor) with woods and a pond.

_____ **11.** Playing outdoors provided lots of (entertain).

_____ **12.** One (snow) day, we decided to go skating on the pond.

_____ **13.** A (move) at the edge of the pond frightened us.

_____ **14.** How (fool) we felt when we saw it was our neighbor.

_____ **15.** Soon we were all skating in the (frost) air.

Students apply grade-level phonics and word analysis skills.

Writing

Name _____

Provide Reasons to Support an Opinion Write sentences stating three reasons that support your opinion about what makes a good citizen.

_____

_____

_____

_____

_____

_____

Conventions

Prefixes and Base Words

DIRECTIONS Add the prefix *dis-, un-, over-,* or *under-* to the base words. Write the new word and a definition on the line.

1. afraid _____

2. do _____

3. fed _____

4. pay _____

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.

Name _____

Honoring Code Talkers

On July 26, 2001, four Native Americans received the Congressional Gold Medal. It is the highest civilian award the U.S. Congress can give. These men were survivors of the Navajo Code Talkers. The Code Talkers used their native language to send secret messages during World War II. It took about 60 years for them to be recognized for their service.

Inside the Capitol in Washington, D.C., President George W. Bush addressed the audience. He said, "Today, America honors 21 Native Americans who, in a desperate hour, gave their country a service only they could give."

Bill Toledo was a Code Talker for three years. On the island of Guam, he barely missed being hit by sniper bullets. Thanks to his quick feet, he escaped unharmed. Later, while marching through the jungle, he was mistaken for a Japanese soldier. He was taken prisoner at gunpoint. The mistake was soon realized. He was given a bodyguard so it would not happen again. The Code Talkers were very important to the war effort.

Mr. Toledo said that it's important to share his experiences with younger generations. He wants them to understand that freedom comes at a cost. He wants them to appreciate the sacrifices that service people have made. It is these sacrifices that have helped Americans keep our freedom.

Students read text closely to determine what the text says.

Sleuth Work

Name _____

Gather Evidence Circle phrases and sentences in the article that tell how the author feels about the Code Talkers.

Gather Evidence: Extend Your Ideas Do you agree with the author? Explain why or why not in two or three sentences.

_____

_____

Ask Questions Underline two sentences in the selection that you have questions about. Using the Internet or an encyclopedia, research the questions and write the answers you find.

_____

_____

Ask Questions: Extend Your Ideas Write two factual questions and two opinion questions you would ask a Code Talker about his experience.

_____

_____

_____

Make Your Case What do you think is most important for a reader to know about World War II to better understand this selection? How does knowing about history help you better understand selections such as this one? Draw a box around a sentence in the article that you think you would understand better if you had more historical knowledge.

_____

_____

Make Your Case: Extend Your Ideas On a separate sheet of paper, work with a partner to write any historical information you can remember that would help answer your questions. Then research your questions using an encyclopedia or the Internet.

Students read text closely to determine what the text says.

Name _____

Schwa

DIRECTIONS Choose the word with a vowel that has the same sound as the underlined vowels in **<u>a</u>bout, take<u>n</u>, penc<u>i</u>l, lem<u>o</u>n,** and **circ<u>u</u>s** to complete each sentence. Write the word on the line.

_____ **1.** Kim was too (afraid/lazy) to walk the dog.

_____ **2.** If Kim opened the door, the (rascal/dog) would run off.

_____ **3.** Kim usually took the dog to a (nearby/local) dog park.

_____ **4.** All the (animals/pets) were fetching and running.

_____ **5.** Kim could let the dog run (freely/happily) there.

_____ **6.** Kim kept dog treats in a (paper/plastic) bag.

_____ **7.** The dog (hurried/ran) back for a treat.

_____ **8.** In fact, the dog was always (ready/eager) for a treat.

DIRECTIONS Circle the letter in each word that stands for the same sound as the underlined vowels in **<u>a</u>bout, take<u>n</u>, penc<u>i</u>l, lem<u>o</u>n,** and **circ<u>u</u>s**.

9. kitchen	**12.** family	**15.** level	**18.** ago
10. river	**13.** melon	**16.** dollar	**19.** open
11. surprise	**14.** sugar	**17.** bushel	**20.** canyon

Students apply grade-level phonics and word analysis skills.

Benchmark Vocabulary

Name _____

DIRECTIONS Write a sentence using each word.

imagined patience hazardous decks longingly abandon

Write in Response to Reading

Recall the main events in *Brave Girl* and *Below Deck: A* Titanic *Story*. How are Clara's and Grace's actions similar and different? Use text evidence in your response.

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.

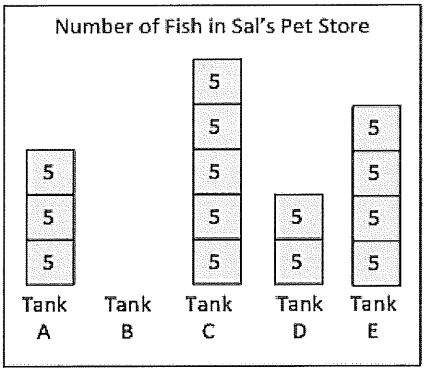
MATH

Eureka Math™ Tips for Parents

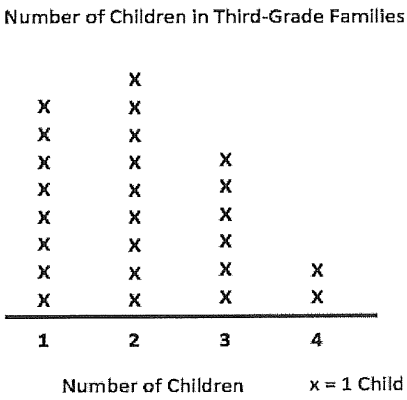
Grade 3
Module 6

Collecting and Displaying Data

In Module 6, we build on Grade 2 concepts about data, graphing, and line plots. We focus on generating and analyzing different types of data. By the end of the module, students are working with a mixture of scaled picture graphs, bar graphs, and line plots to problem solve using categorical and measurement data.



A vertical tape diagram, similar to a bar graph



A line plot

What Came Before this Module:

Students extended and deepened understanding of fractions as equal parts of a whole, using area models and the number line.

What Comes After this Module:

In Module 7, students get intensive practice with word problems, as well as hands-on investigation experiences with geometry and perimeter.

Key Terms and Ideas

Axis: vertical or horizontal scale in a graph

Bar graph: graph generated from categorical data with bars to represent a quantity

Fraction: numerical quantity that is not a whole number, e.g., 1/3

Frequent: most common measurement on a line plot

Line plot: display of measurement data on a horizontal line

Measurement data: e.g., length measurements of a collection of pencils

Picture graph: graph generated from categorical data with graphics to represent a quantity

Scaled graphs: bar or picture graph in which the scale uses units with a value greater than 1

Survey : collecting data by asking a question and recording responses

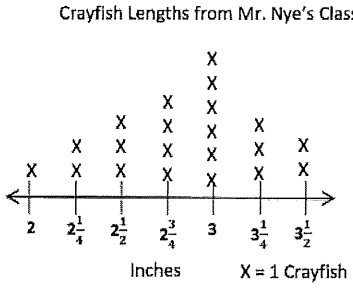
+ How You Can Help at Home:

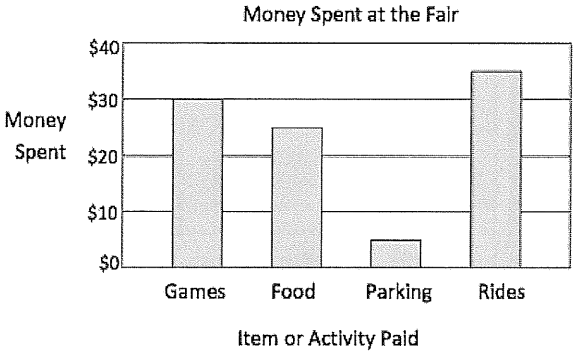
- Ask your student to help interpret the data when you see simple graphs and charts in books, newspapers, or product packaging.
- Continue to practice and encourage measurement around the house, especially with inches, and parts of an inch.

Key Common Core Standards:

- ***Represent and Interpret Data.***
  - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
  - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units.

Prepared by Erin Schweng, Math Coach





Students will learn when a line plot or a bar graph is a more appropriate way to display data.

Spotlight on Math Skills:

Displaying Data

Students will work with data in various ways in *A Story of Units*.

A Story of Units exposes students to several key skills that will be used throughout the elementary years.

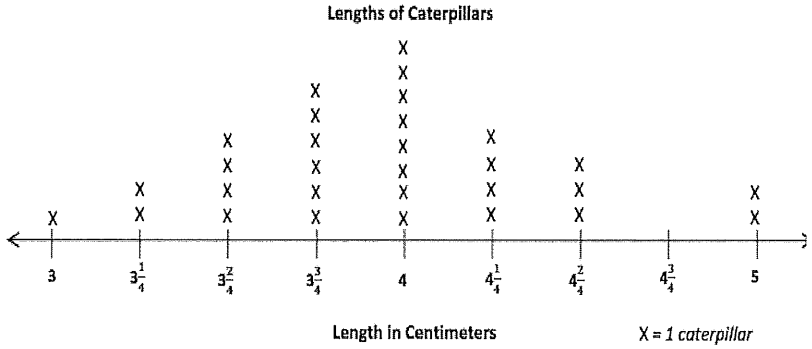
Learning how to gather, record, and display data is an important group of mathematical skills that students will use their whole lives. Our work with data in *A Story of Units* began in kindergarten with simple bar graphs of categorical data. Now, we gather more complex data, both categorical and measurement, and display it in more sophisticated ways.

This module will also include a discussion of when either bar graphs or line plots are a good choice to display a particular set of data. Students will learn that bar graphs are used to compare things between different groups, and line plots are used to show frequency of data (how many times a certain thing happens) along a number line.

Sample Problem from Module 6:
(Example taken from Module 6, Lesson 6)

Using the line plot to the right, students answer various questions:

1. How many caterpillars did the class measure? How do you know?
2. Cara says that there are more caterpillars $3\frac{3}{4}$ centimeters long than caterpillars that are $3\frac{2}{4}$ and $4\frac{1}{4}$ centimeters long combined. Is she correct?



G3-M6-Lesson 1

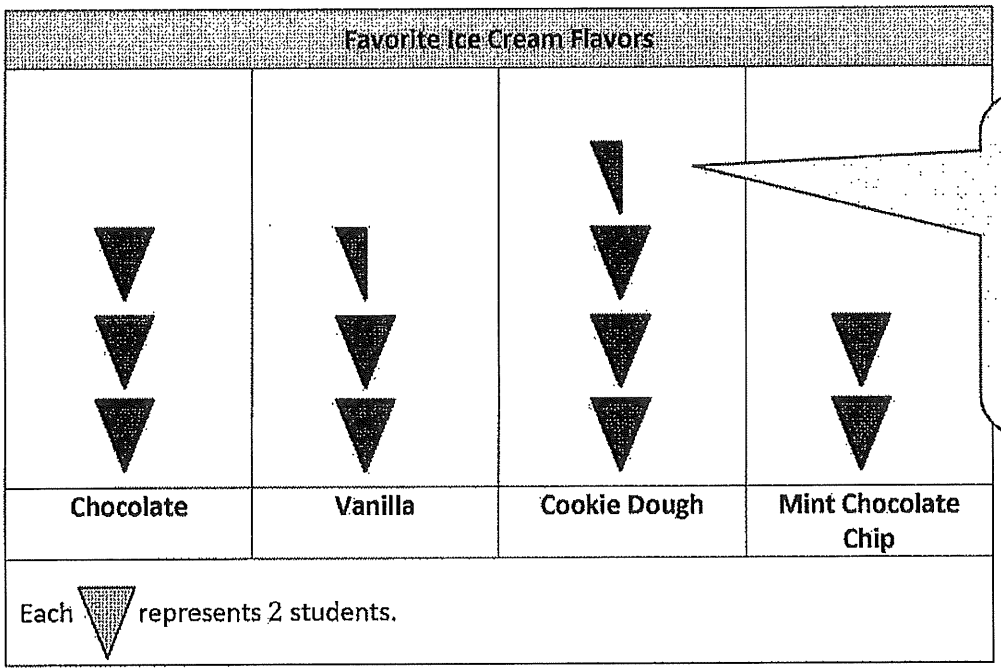
1. The tally chart below shows a survey of students' favorite ice cream flavors. Each tally mark represents 1 student.

Favorite Ice Cream Flavors	
Flavors	Number of Students
Chocolate	~~////~~ /
Vanilla	~~////~~
Cookie Dough	~~////~~ //
Mint Chocolate Chip	////

I can count the tally marks by fives and ones to find the total number of students.

The chart shows a total of 22 students.

2. Use the tally chart in Problem 1 to complete the picture graph below.



I can draw 3 whole symbols and one half symbol to represent the 7 students who picked cookie dough.

I can use the key to tell me what each symbol represents. Since each symbol represents 2 students, I can draw half a symbol to represent 1 student.

a. What does each  represent?

I can look at the key in the picture graph to find this information.

Each  represents 2 students.

b. How many students picked vanilla as their favorite ice cream flavor?

Five students picked vanilla as their favorite ice cream flavor.

I can look at the picture graph or the tally chart to figure out how many students picked vanilla. The picture graph shows 2 whole symbols and a half symbol, so that's 5 students.

c. How many more students chose cookie dough than mint chocolate chip as their favorite ice cream flavor?

$7 - 4 = 3$

Three more students chose cookie dough than mint chocolate chip.

I can find the total for each flavor and subtract to find the difference.

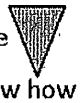
d. How many students does  represent? Write a number sentence to show how you know.

$3 \times 2 = 6$

$6 + 1 = 7$

It represents 7 students.

I can multiply 3 × 2 because there are 3 whole symbols, and each symbol stands for 2 students. Then, I can add 1 more because there is a half symbol, which represents 1 student.

e. How many more  did you draw for chocolate than for mint chocolate chip? Write a number sentence to show how many more students chose chocolate than mint chocolate chip.

$6 - 4 = 2$

I drew 1 more symbol for chocolate than for mint chocolate chip.

I can subtract to find the difference between the number of students who picked each flavor. The difference is 2 students. Since each symbol represents 2 students, that means I drew 1 more symbol for chocolate than for mint chocolate chip. I could also find the answer by looking at the chart and recognizing that 3 symbols for chocolate is 1 more than the 2 symbols I drew for mint chocolate chip.

Name _____ Date _____

1. "What is your favorite color?" Survey the class to complete the tally chart below.

Color	Number of Students
Green	
Yellow	
Red	
Blue	
Orange	

2. Use the tally chart to answer the following questions.

   a. How many students chose orange as their favorite color?

   b. How many students chose yellow as their favorite color?

   c. Which color did students choose the most? How many students chose it?

   d. Which color did students choose the least? How many students chose it?

   e. What is the difference between the number of students in (c) and (d)? Write a number sentence to show your thinking.

   f. Write an equation to show the total number of students surveyed on this chart.

3. Use the tally chart in Problem 1 to complete the picture graphs below.

a.

Favorite Colors				
Green	**Yellow**	**Red**	**Blue**	**Orange**
Each ♡ represents 1 student.				

b.

Favorite Colors				
Green	**Yellow**	**Red**	**Blue**	**Orange**
Each ♡ represents 2 students.				

4. Use the picture graph in Problem 3(b) to answer the following questions.

   a. What does each  represent?

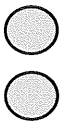
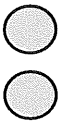
   b. Draw a picture and write a number sentence to show how to represent 3 students in your picture graph.

   c. How many does  represent? Write a number sentence to show how you know.

   d. How many more  did you draw for the color that students chose the most than for the color that students chose the least? Write a number sentence to show the difference between the number of votes for the color that students chose the most and the color that students chose the least.

Name _____ Date _____

The picture graph below shows data from a survey of students' favorite sports.

Favorite Sports			
			
Football	**Soccer**	**Tennis**	**Hockey**
Each  represents 3 students.			

a. The same number of students picked _____ and _____ as their favorite sport.

b. How many students picked tennis as their favorite sport?

c. How many more students picked soccer than tennis? Use a number sentence to show your thinking.

d. How many total students were surveyed?

Name _____ Date _____

1. The tally chart below shows a survey of students' favorite pets. Each tally mark represents 1 student.

Favorite Pets	Number of Students
Cats	~~////~~ /
Turtles	////
Fish	//
Dogs	~~////~~ ///
Lizards	//

The chart shows a total of _____ students.

2. Use the tally chart in Problem 1 to complete the picture graph below. The first one has been done for you.

Favorite Pets				
○ ○ ○ ○ ○ ○				
Cats	Turtles	Fish	Dogs	Lizards
Each ○ represents 1 student.				

a. The same number of students picked _____ and _____ as their favorite pet.

b. How many students picked dogs as their favorite pet?

c. How many more students chose cats than turtles as their favorite pet?

3. Use the tally chart in Problem 1 to complete the picture graph below.

Favorite Pets				
Cats	Turtles	Fish	Dogs	Lizards
Each ☐ represents 2 students.				

a. What does each ☐ represent?

b. How many does ☐☐☐☐☐ represent? Write a number sentence to show how you know.

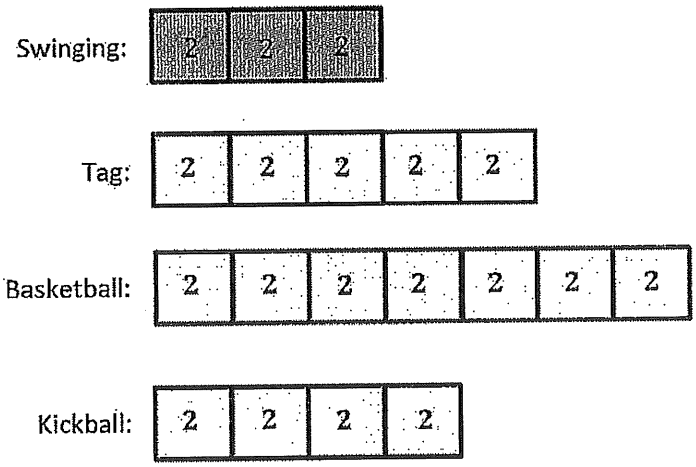
c. How many more ☐ did you draw for dogs than for fish? Write a number sentence to show how many more students chose dogs than fish.

G3-M6-Lesson 2

1. Lenny surveys third graders to find out their favorite recess activities. The results are in the table below.

Favorite Recess Activities	
Recess Activity	Number of Student Votes
Swinging	6
Tag	10
Basketball	14
Kickball	8

Draw units of 2 to complete the tape diagrams to show the total votes for each recess activity. The first one has been done for you.

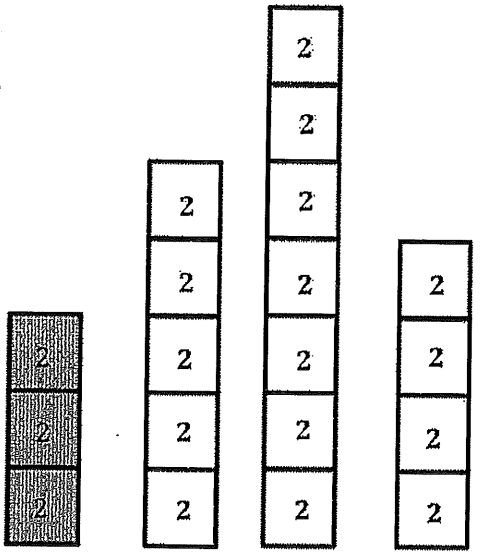


I can do my best to draw all of my units the same size because they all represent the same thing, 2 students. I can also make sure to line up each tape diagram with the one above it.

When I make my units the same size and line up my tape diagrams, it makes it easy to compare the number of votes for each activity. I can easily see that most third graders picked basketball as their favorite recess activity.

2. Complete the vertical tape diagrams below using the data from Problem 1.

a.



I can rotate my tape diagrams from Problem 1 to create vertical tape diagrams. I still need to make sure my units are the same size and that the tape diagrams are lined up with each other.

b. What is a good title for the vertical tape diagrams?

A good title for the vertical tape diagrams is Favorite Recess Activities.

I can use the title from the table in Problem 1 as the title for the vertical tape diagrams because they both show the same information, just in different ways.

c. Write a multiplication sentence to show the total number of votes for basketball.

$7 \times 2 = 14$

There are 7 units of 2 for basketball, so I can represent the total with the multiplication sentence $7 \times 2 = 14$.

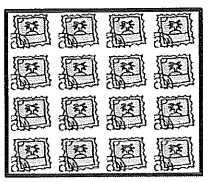
d. If the tape diagrams in Problem 1 were made with units of 1, how would your multiplication sentence in Problem 2(c) change?

If my tape diagrams were made with units of 1 instead of 2, the multiplication sentence for Problem 2(c) would be $14 \times 1 = 14$ *because there would be 14 units of 1.*

Since the value of each unit is less, I need a greater number of units to represent the same total.

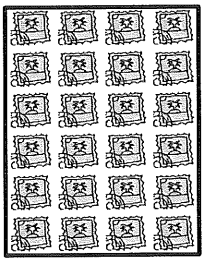
Name _____ Date _____

1. Find the total number of stamps each student has. Draw tape diagrams with a unit size of 4 to show the number of stamps each student has. The first one has been done for you.

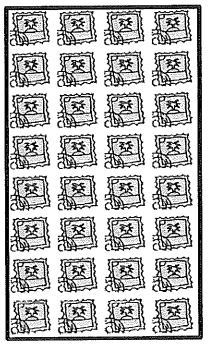


Dana

Tanisha



Raquel



Anna

Each  represents 1 stamp.

Dana:

4	4	4	4

Tanisha:

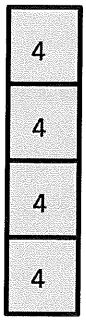
Raquel:

Anna:

2. Explain how you can create vertical tape diagrams to show this data.

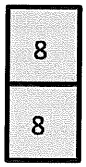
3. Complete the vertical tape diagrams below using the data from Problem 1.

a.



Dana Tanisha Raquel Anna

b.



Dana Tanisha Raquel Anna

c. What is a good title for the vertical tape diagrams?

d. How many total units of 4 are in the vertical tape diagrams in Problem 3(a)?

e. How many total units of 8 are in the vertical tape diagrams in Problem 3(b)?

f. Compare your answers to Parts (d) and (e). Why does the number of units change?

g. Mattaeus looks at the vertical tape diagrams in 3(b) and finds the total number of Anna and Raquel's stamps by writing the equation, $7 \times 8 = 56$. Explain his thinking.

Name _____ Date _____

The chart below shows a survey of the book club's favorite type of books.

Book Club's Favorite Type of Books	
Type of Book	**Number of Votes**
Mystery	12
Biography	16
Fantasy	20
Science Fiction	8

a. Draw tape diagrams with a unit size of 4 to represent the book club's favorite type of books.

b. Use your tape diagrams to draw vertical tape diagrams that represent the data.

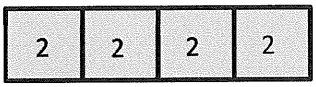
Name _____ Date _____

1. Adi surveys third graders to find out their favorite fruits. The results are in the table below.

Favorite Fruits of Third Graders	
Fruit	**Number of Student Votes**
Banana	8
Apple	16
Strawberry	12
Peach	4

Draw units of 2 to complete the tape diagrams to show the total votes for each fruit. The first one has been done for you.

Banana:



Apple:

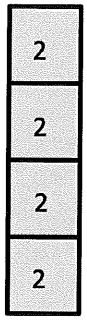
Strawberry:

Peach:

2. Explain how you can create vertical tape diagrams to show this data.

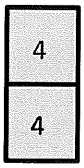
3. Complete the vertical tape diagrams below using the data from Problem 1.

a.



Banana Apple Strawberry Peach

b.



Banana Apple Strawberry Peach

c. What is a good title for the vertical tape diagrams?

d. Compare the number of units used in the vertical tape diagrams in Problems 3(a) and 3(b). Why does the number of units change?

e. Write a multiplication number sentence to show the total number of votes for strawberry in the vertical tape diagram in Problem 3(a).

f. Write a multiplication number sentence to show the total number of votes for strawberry in the vertical tape diagram in Problem 3(b).

g. What changes in your multiplication number sentences in (e) and (f)? Why?

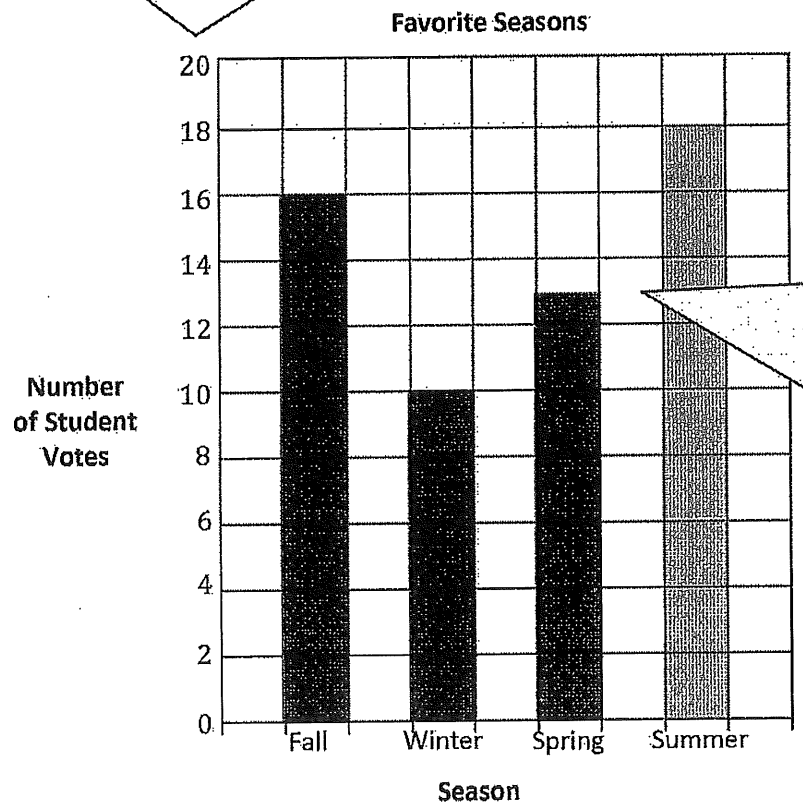
G3-M6-Lesson 3

1. This table shows the favorite seasons of third graders.

Favorite Seasons	
Season	Number of Student Votes
Fall	16
Winter	10
Spring	13
Summer	?

Use the table to color the bar graph.

The scale on the graph tells me that each square in the grid represents 2 students. To represent the number of students who picked fall, I can color 8 squares in the grid because $8 \times 2 = 16$.



I can represent the number of students who picked spring by coloring 6 whole squares and a half square in the grid. Since each square represents 2 students, I can color half a square to represent 1 student.

$6 \times 2 = 12$

$12 + 1 = 13$

a. How many students voted for summer?

18 students voted for summer.

I can count by two on the bar graph to figure out how many students voted for summer.

b. How many more students voted for fall than for spring? Write a number sentence to show your thinking.

$16 - 13 = 3$

I can subtract the number of students who voted for spring from the number of students who voted for fall.

3 more students voted for fall than for spring.

c. Which combination of seasons gets more votes, fall and winter together or spring and summer together? Show your work.

Fall and winter: $16 + 10 = 26$

Spring and summer: $13 + 18 = 31$

The combination of spring and summer together gets more votes than fall and winter together.

I can add the votes for fall and winter to figure out how many students voted for those two seasons. Then I can do the same thing for spring and summer. I can compare the totals to figure out which combination of seasons gets more votes.

d. How many third graders voted in all? Show your work.

$16 + 10 + 13 + 18$

$26 + 13 + 18$

$39 + 18$

1 17

$39 + 1 = 40$

$40 + 17 = 57$

I can add the votes for all 4 seasons to find the total number of third graders who voted. Or, I can add the totals of fall and winter and spring and summer from Problem 1(c).

$26 + 31 = 57$

Either way, I get the same answer!

57 third graders voted in all.

Number Correct: _____

A

Multiply or Divide by 6

1.	2 × 6 =	
2.	3 × 6 =	
3.	4 × 6 =	
4.	5 × 6 =	
5.	1 × 6 =	
6.	12 ÷ 6 =	
7.	18 ÷ 6 =	
8.	30 ÷ 6 =	
9.	6 ÷ 6 =	
10.	24 ÷ 6 =	
11.	6 × 6 =	
12.	7 × 6 =	
13.	8 × 6 =	
14.	9 × 6 =	
15.	10 × 6 =	
16.	48 ÷ 6 =	
17.	42 ÷ 6 =	
18.	54 ÷ 6 =	
19.	36 ÷ 6 =	
20.	60 ÷ 6 =	
21.	___ × 6 = 30	
22.	___ × 6 = 6	
23.	___ × 6 = 60	
24.	___ × 6 = 12	
25.	___ × 6 = 18	
26.	60 ÷ 6 =	
27.	30 ÷ 6 =	
28.	6 ÷ 6 =	
29.	12 ÷ 6 =	
30.	18 ÷ 6 =	
31.	___ × 6 = 36	
32.	___ × 6 = 42	
33.	___ × 6 = 54	
34.	___ × 6 = 48	
35.	42 ÷ 6 =	
36.	54 ÷ 6 =	
37.	36 ÷ 6 =	
38.	48 ÷ 6 =	
39.	11 × 6 =	
40.	66 ÷ 6 =	
41.	12 × 6 =	
42.	72 ÷ 6 =	
43.	14 × 6 =	
44.	84 ÷ 6 =	

B

Number Correct: _____

Improvement: _____

Multiply or Divide by 6

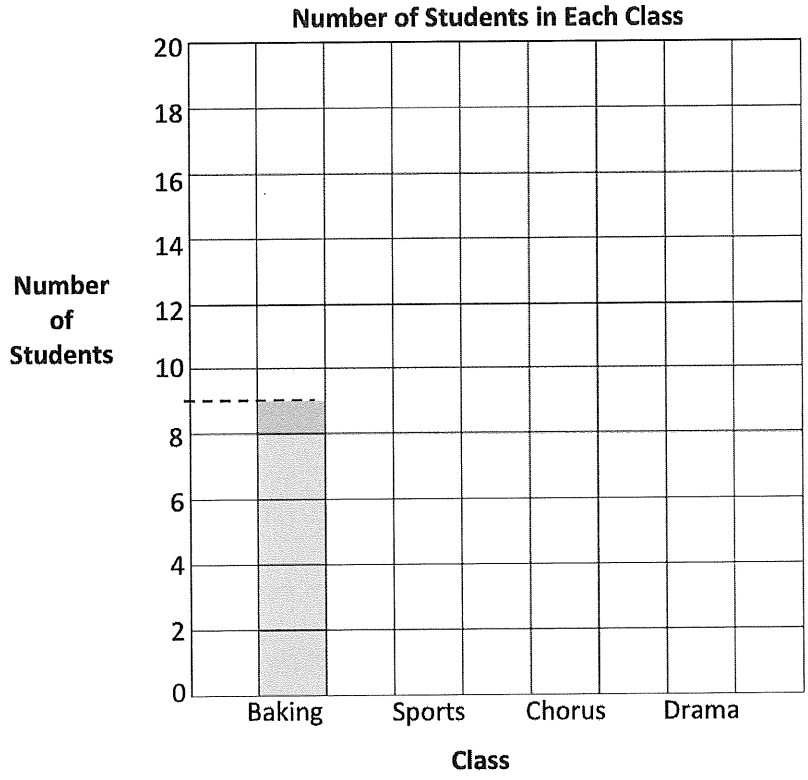
1.	1 × 6 =	
2.	2 × 6 =	
3.	3 × 6 =	
4.	4 × 6 =	
5.	5 × 6 =	
6.	18 ÷ 6 =	
7.	12 ÷ 6 =	
8.	24 ÷ 6 =	
9.	6 ÷ 6 =	
10.	30 ÷ 6 =	
11.	10 × 6 =	
12.	6 × 6 =	
13.	7 × 6 =	
14.	8 × 6 =	
15.	9 × 6 =	
16.	42 ÷ 6 =	
17.	36 ÷ 6 =	
18.	48 ÷ 6 =	
19.	60 ÷ 6 =	
20.	54 ÷ 6 =	
21.	___ × 6 = 6	
22.	___ × 6 = 30	
23.	___ × 6 = 12	
24.	___ × 6 = 60	
25.	___ × 6 = 18	
26.	12 ÷ 6 =	
27.	6 ÷ 6 =	
28.	60 ÷ 6 =	
29.	30 ÷ 6 =	
30.	18 ÷ 6 =	
31.	___ × 6 = 18	
32.	___ × 6 = 24	
33.	___ × 6 = 54	
34.	___ × 6 = 42	
35.	48 ÷ 6 =	
36.	54 ÷ 6 =	
37.	36 ÷ 6 =	
38.	42 ÷ 6 =	
39.	11 × 6 =	
40.	66 ÷ 6 =	
41.	12 × 6 =	
42.	72 ÷ 6 =	
43.	13 × 6 =	
44.	78 ÷ 6 =	

Name _____ Date _____

1. This table shows the number of students in each class.

Number of Students in Each Class	
Class	Number of Students
Baking	9
Sports	16
Chorus	13
Drama	18

Use the table to color the bar graph. The first one has been done for you.

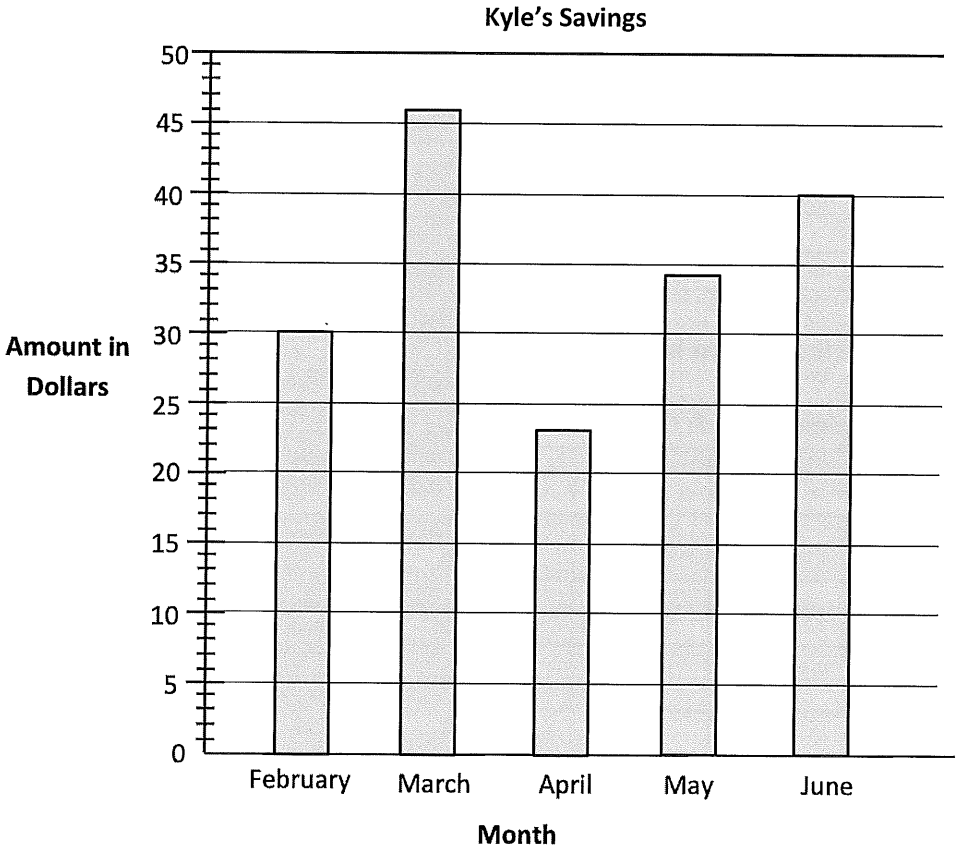


a. What is the value of each square in the bar graph?

b. Write a number sentence to find how many total students are enrolled in classes.

c. How many fewer students are in sports than in chorus and baking combined? Write a number sentence to show your thinking.

2. This bar graph shows Kyle's savings from February to June. Use a straightedge to help you read the graph.



a. How much money did Kyle save in May?

b. In which months did Kyle save less than $35?

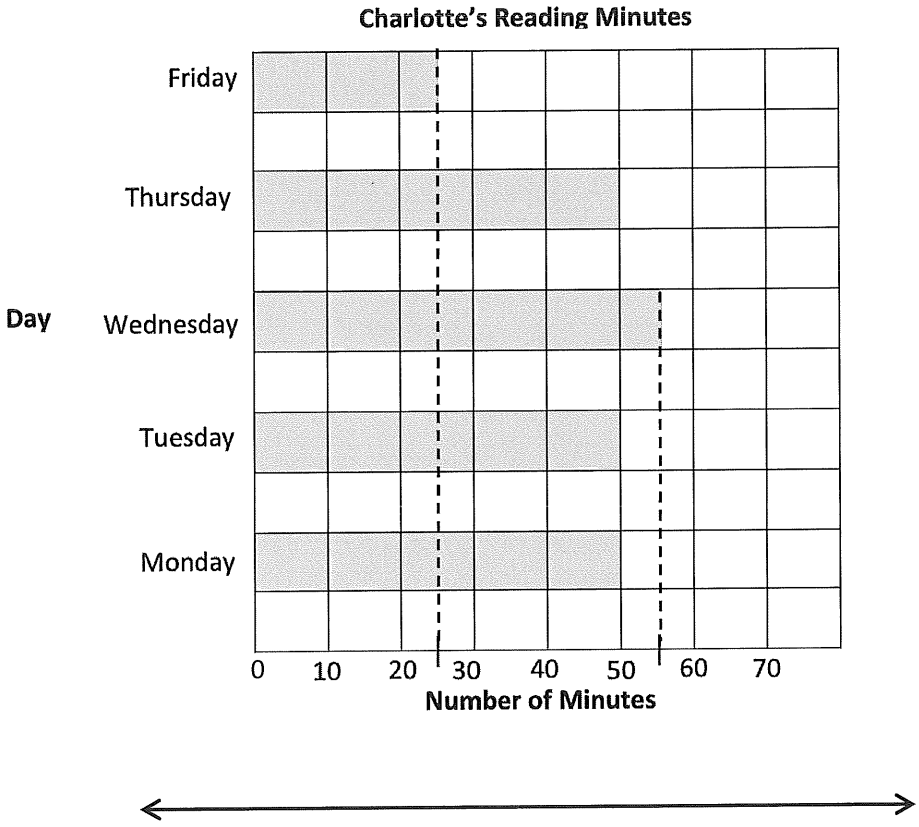
c. How much more did Kyle save in June than April? Write a number sentence to show your thinking.

d. The money Kyle saved in _____ was half the money he saved in _____.

3. Complete the table below to show the same data given in the bar graph in Problem 2.

Months	February				
Amount Saved in Dollars					

This bar graph shows the number of minutes Charlotte read from Monday through Friday.



4. Use the graph's lines as a ruler to draw in the intervals on the number line shown above. Then plot and label a point for each day on the number line.

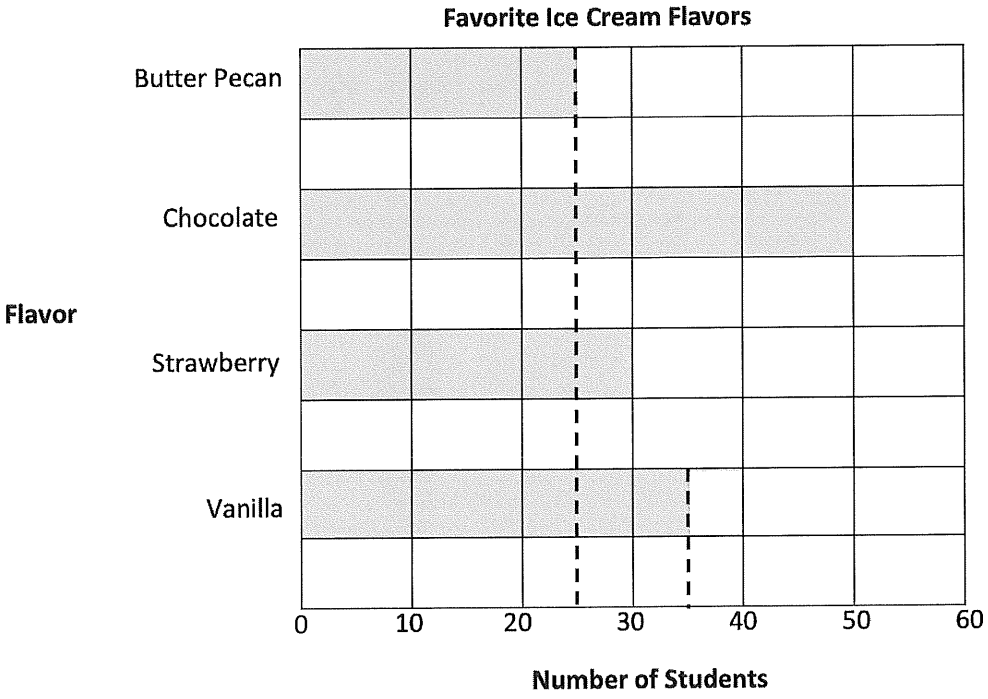
5. Use the graph or number line to answer the following questions.

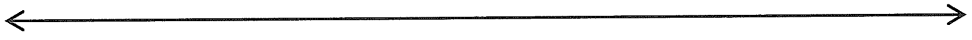
   a. On which days did Charlotte read for the same number of minutes? How many minutes did Charlotte read on these days?

   b. How many more minutes did Charlotte read on Wednesday than on Friday?

Name _____ Date _____

The bar graph below shows the students' favorite ice cream flavors.





a. Use the graph's lines as a ruler to draw intervals on the number line shown above. Then plot and label a point for each flavor on the number line.

b. Write a number sentence to show the total number of students who voted for butter pecan, vanilla, and chocolate.

Let's Practice!

second STEP
Problem-Solving Steps Flowchart for Families

WHAT?

- Your child is learning the *Second Step* Problem-Solving Steps at school.
- Use the flowchart to help you solve problems using the Problem-Solving Steps at home.

WHY?

- This flowchart gives you simple steps to help you and your family members solve problems.
- Using a structured process to work through a problem can help stop the problem from getting bigger.

WHO?

- You can use this flowchart to help anyone in your family solve a problem.
- It can help solve a problem between siblings or between adults and children.

WHEN?

- Use this flowchart anytime your family needs to work through a problem together.

second STEP® Problem-Solving Steps Flowchart for Families

Say the Problem:
Write a problem statement using non-blaming words.

Think of Solutions:
Think of three solutions that are safe and respectful.

1

2

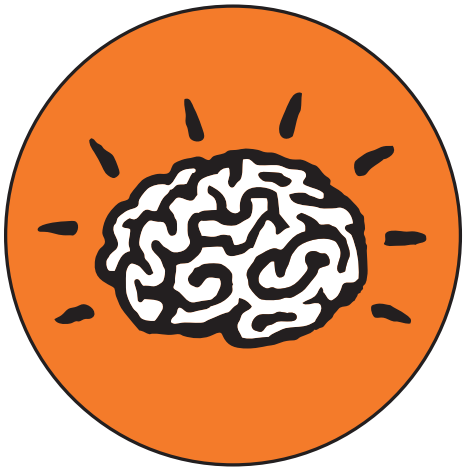
3

Explore the Consequences:
Think of one positive and one negative consequence for each solution

+	+	+
−	−	−

Pick the Best Solution

Brain Builder Games



These simple and fun brain-building games are designed to boost children's skills for paying attention and controlling their behavior. These skills help children do better in school and get along with others. Play these games with your children to help them strengthen their ability to:

- Pay attention to the game leader, the rules, and how they're doing in the game
- Remember and apply game rules that change or get harder
- Control their behavior, for example, by starting or stopping an action in order to follow game rules

Making Games Easier or Harder

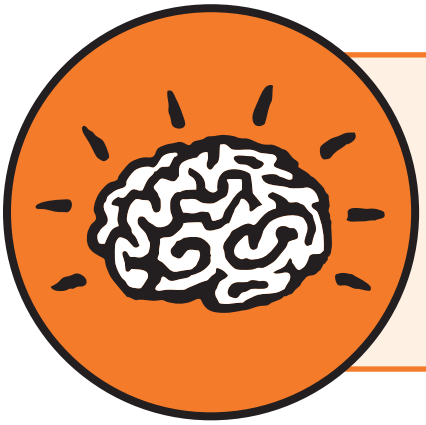
Brain builders can be made easier or harder to match your children's needs. It's a good idea to make the game harder as children get better at playing it. The Brain Builder directions list different levels of challenge for the game.

Tell Children the Games Will Help Their Brains Grow Stronger

It's important to tell children that these games make their brains grow stronger. Children learn that when playing the games, they are building their brains' ability to focus attention, remember and follow rules, and control behavior. Understanding this is important for children to get the most out of the games.

Helping Your Child Improve

Watch your children while you are playing the game, and note which parts they find most challenging. Focus on these areas the next time you play the game.



second STEP
Brain Builder Game: Dance Double

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

Second Step **Brain Builder Game:** Dance Double! | Ages 3+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - **Rule 1 is, watch me do the dance.**
   - **Rule 2 is, do the exact same dance!**

Play the Game

1. Stand and face children.
2. Perform a series of movements.
3. Have children repeat the same series of movements.
4. Play another round and increase the challenge!

Movement Suggestions

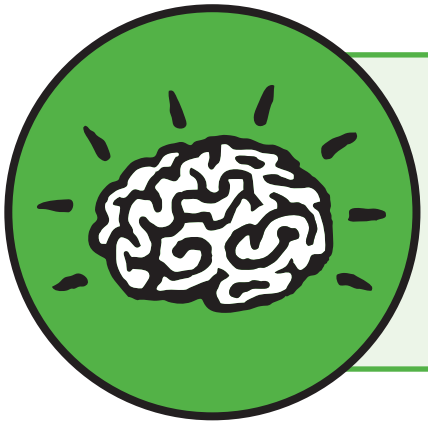
Pat shoulders	Stomp feet	Turn around
Squat down	Touch toes	Reach up high
Make body small	Make body wide	Make body tall
Make arm circles	Make ankle circles	March on tiptoe
Wiggle like jelly	Balance on a foot	Swing arms
Do knee bends	Wiggle fingers	Clap hands

Increase the Challenge

- Have children perform the same series in reverse order.
- Have children wait five seconds before performing the dance, then freeze in the final position until you say, "Melt!"
- Have children name the body parts as they use them to dance. For example, "I'm marching on tiptoe!"

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP
Brain Builder Game:
Sink or Swim

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

second STEP **Brain Builder Game:** Sink or Swim | Ages 3+

Get Ready

1. Have children stand in a line along one side of a large space (an open area outside would work well).
2. Say: **You are on the bank of a river. The goal of the game is for you to swim across the river to the other side where I am standing.** Demonstrate a swimming motion.
3. Tell children to listen to the rules:
   - **Rule 1 is, when I say "Swim!" you swim across the river.**
   - **Rule 2 is, when I say "Sink!" you sink down to the bottom of the river.**
   - **Rule 3 is, stay frozen on the bottom of the river until you hear me say "Swim!" again.**

Play the Game

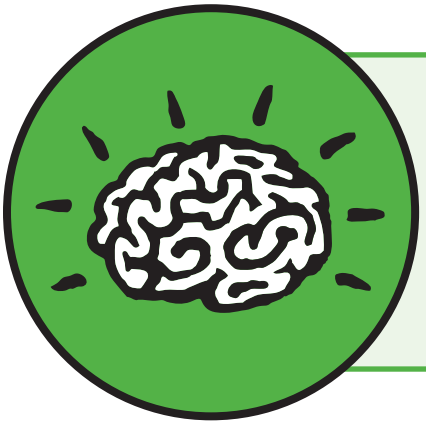
1. Stand facing children on the other side of the river.
2. Say: **Swim!** Children start to swim toward you.
3. After a few seconds, say: **Sink!** Children slowly sink down.
4. After a few seconds, say: **Swim!** again.
5. Repeat Steps 2–4 until all children have crossed the river.

Increase the Challenge

- Combine swim and/or sink with other actions (for example, swim and clap, swim and hop, swim and skip, sink and spin, sink and wave, and so on).
- Have children remain sunken for longer and longer periods of time.
- Call out other actions instead of "Swim!"
- Children can move only when you say "Swim!"
- Introduce an opposites rule: Children swim when you say "Sink!" and sink when you say "Swim!"
- Change the setting and actions every few rounds. For example, say: **You are in a band marching down the street.** The actions are march and rest. Or say: **You are rabbits hopping across the garden.** The actions are hop and crouch.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP®
Brain Builder Game: Mixed-Up Rules

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

Brain Builder Game: Mixed-Up Rules | Ages 4+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - Rule 1 is, when I say "Touch your nose," touch your toes.
   - **Rule 2 is, when I say "Pat your back," pat your belly**
   - **Rule 3 is, when I say "Tap your knees," tap your ears.**

Play the Game

1. Face children.
2. Say: **Touch your nose.** Children touch their toes.
3. Say: **Pat your back.** Children pat their bellies.
4. Say: **Tap your knees.** Children tap their ears.
5. Repeat Steps 2–4 with other mixed-up rules.

Mixed-Up Rules

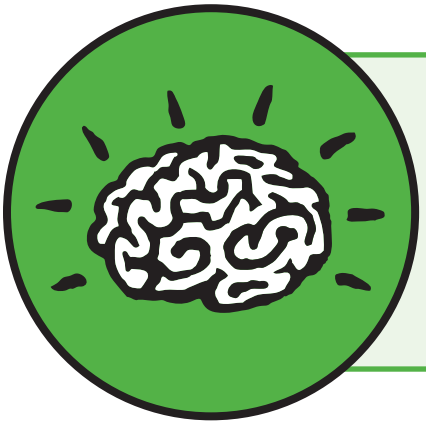
Direction		Action
Jump high	➤	Squat low
Turn around	➤	Sit down
Wiggle your toes	➤	Wiggle your fingers
Look down	➤	Look up
Hop back	➤	Hop forward
Clap your hands	➤	Stomp your feet

Increase the Challenge

- Add words without matches to the list.
- Add more words to each category.
- Read the list twice and require three or four repetitions for a match.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP®
Brain Builder Game: My Turn, Your Turn

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

secondSTEP **Brain Builder Game:** My Turn, Your Turn | Ages 4+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - **Rule 1 is, watch me name and touch the body parts.**
   - **Rule 2 is, stand still and wait for me to say "Your turn" before you name and touch the same body parts.**

Play the Game

1. Face the children.
2. Name and at the same time touch two body parts. Students stand still and wait.
3. Say: **Your turn.** Students name and touch the same two body parts.
4. Repeat Steps 2 and 3 with other body parts

Mixed-Up Rules

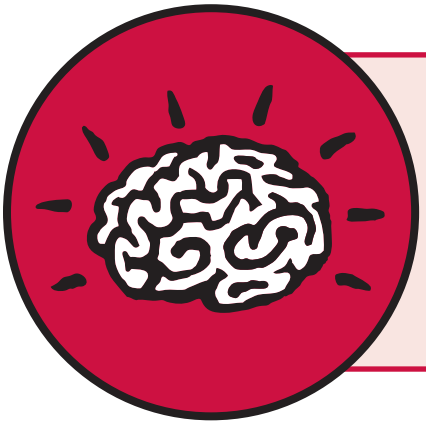
Direction		Action
Touch your ears	➤	Touch your elbows
Touch your hips	➤	Touch your knees
Touch your toes	➤	Touch your shoulders
Touch your nose	➤	Touch your ankles

Increase the Challenge

- Increase the wait-time before you say "Your turn."
- Say the directions in a quiet voice.
- Name and touch three or more body parts.
- Have the students touch the body parts in reverse order
- Add a mixed-up rule, such as one from the list above.

Tips

- Remind children to use their self-talk to remember which body parts to touch: **Saying the two body parts to yourself while you are waiting for me to say "Your turn" can help you remember them.**
- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP
Brain Builder Game: Listening Concentration

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

second STEP **Brain Builder Game:** Listening Concentration | Ages 5+

Get Ready

1. Have children stand or sit facing you.
2. Tell children to listen to the rules:
   - **Rule 1 is, hold up one finger after you've heard a word twice. That's a match!**
   - **Rule 2 is, when you've heard three matches, stand up and hold your earlobe.** Model for children.

Play the Game

1. Read one of the word lists.
2. When children have made three matches, the round is over.
3. Play again. This time, add distractions: click a pen, tap on furniture, raise/lower blinds, jump up and down, and so on.
4. Play another round and increase the challenge!

Word Lists

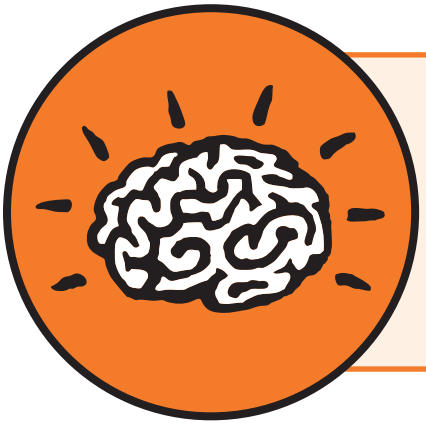
1. Truck, airplane, skateboard, train, bicycle, airplane, subway, bus, bus, truck, skateboard, subway, bicycle, train
2. Dolphin, shark, stingray, whale, octopus, whale, seahorse, dolphin, salmon, shark, salmon, octopus, seahorse, stingray
3. Banana, carrot, avocado, apple, carrot, spinach, orange, banana, tomato, avocado, apple, tomato, spinach, orange

Increase the Challenge

- Add words without matches to the list.
- Add more words to each category.
- Read the list twice and require three or four repetitions for a match.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP®
Brain Builder Game: Rhyme Race

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

second STEP **Brain Builder Game:** Rhyme Race | Ages 6+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - **Rule 1 is, listen to the list of rhyming words I say.**
   - **Rule 2 is, when I say, "Go!" say all the words from the list.**

Play the Game

1. Face children.
2. Say a list of three rhyming words.
3. Wait, then say: **Go!**
4. Children repeat the list of rhyming words.
5. Repeat steps 2–4 with another list of rhyming words.

Word Lists

Sad, mad, glad	Feel, meal, peel
Cry, fry, try	Smile, file, pile
Frown, crown, drown	Worry, hurry, blurry
Laugh, half, calf	Feeling, ceiling, healing

Increase the Challenge

- Have children repeat the list of rhyming words in reverse order.
- Have children wait longer before repeating the list of rhyming words.
- Have children add one or more rhyming words to the list.
- Say the first word and have children add two or more rhyming words to the list.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.

committee for children

What Is My Child Learning?
Your child is learning to focus attention on his or her body for clues about how he or she is feeling.

Why Is It Important?
Thinking about one's feelings helps the thinking part of the brain start to get back in control. This helps children manage strong feelings.

Ask your child: Where do you feel strong feelings in your body? Point to the places.

Read Together
When you have strong feelings, it's hard for your brain to think. The feeling part of the brain can take over! When this happens, it's like you "flip your lid" or lose control of the thinking part of your brain. Try to focus your attention on your body for clues about how you're feeling. This gets your brain thinking again, so it can start to take back control.

Practice Together: Don't Flip Your Lid!

1. Read "How to Make a Hand-Brain" (below) and practice together.
2. Pick a feeling from the list below and think of a time you felt it in a strong way.
3. Make a hand-brain that has flipped its lid.
4. Think and talk with each other about where you feel that feeling in your body.
5. Fold your fingers back over your thumb as you take back control.
6. Try another feeling!

How to Make a Hand-Brain	
Description	**Action**
Imagine your hand is your brain.	Hold your hand up, palm facing away from you.
The thumb is like the *feeling* part of your brain.	Fold your thumb in on top of your palm.
Your fingers are like the *thinking* part of your brain.	Fold your fingers over your thumb.
When you feel strong feelings, it's like you flip your lid.	Flip up your fingers.
The feeling part of the brain takes over.	Wiggle your thumb.

ANGRY embarrassed EXCITED
anxious disappointed

(CHILD'S NAME) (DATE) (ADULT'S SIGNATURE)

What Is My Child Learning?
Your child is learning to manage strong feelings by saying stop, naming the feeling, and using different Ways to Calm Down.

Why Is It Important?
When strong feelings are under control, children are better able to think clearly and pay attention.

Ask your child: What are the steps for calming down strong feelings? (See "Read Together," below.)

Read Together

When you feel strong feelings, you can use these steps to help you calm down:

1. Stop—use your signal
2. Name your feeling
3. Calm down:
   - Breathe
   - Count
   - Use positive self-talk

How to Belly Breathe

- Focus your attention on your breathing.
- Take a breath that makes your tummy move out when you breathe in, and in when you breathe out.
- Breathe in slowly through your nose and out slowly through your mouth. It should be so quiet that you can hardly hear it.

Practice Together: Belly Breathing Basics

1. Read "How to Belly Breathe" (above right).
2. Practice together.
3. Pick a feeling from the list below.
4. Think of a time you felt that feeling in a strong way.
5. Say a stop signal and name the feeling.
   (For example: "Chill! I feel worried.")
6. Do some belly breathing to calm down.
7. Try another feeling.

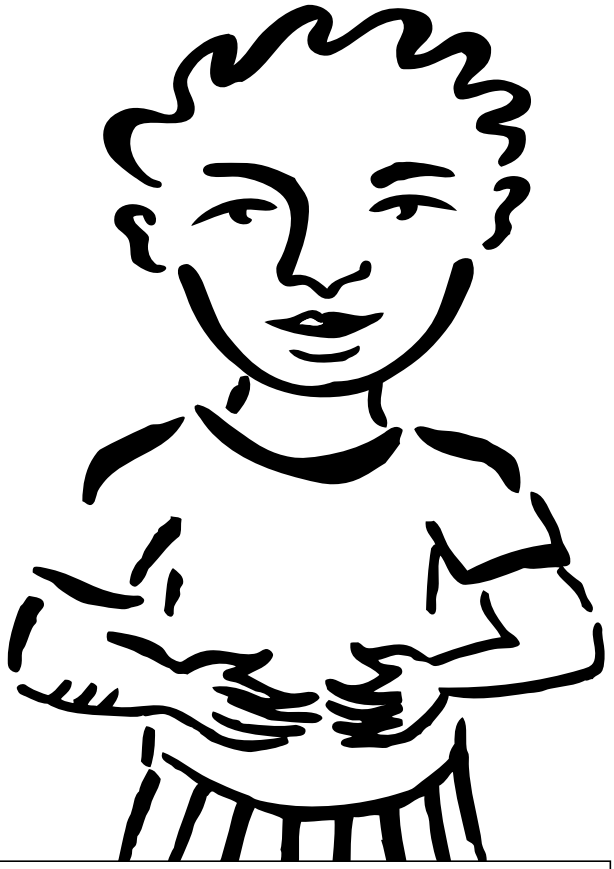
annoyed

FRUSTRATED

SCARED

discouraged

WORRIED



(CHILD'S NAME) (DATE) (ADULT'S SIGNATURE)