

Tercer Grado - Teleschool - Tareas

Semana 4 – 13 de Abril

Complete una actividad de cada columna diariamente.

Los pasajes de lectura se pueden encontrar en <https://moethirdgrade.weebly.com/week-of-april-13.html>

| Lectura & Escritura | | | | |
|---|--|--|---|--|
| <u>Lunes</u> 4/13 | <u>Martes</u> 4/14 | <u>Miércoles</u> 4/15 | <u>Jueves</u> 4/16 | <u>Viernes</u> 4/17 |
| <p>Lectura Escritura</p> <p>- Leer 2 versiones de <i>Cinderella (Cenicienta)</i> - Usar un Diagrama Venn comparar y contrastar las dos historias.</p> | <p>Lectura Escritura</p> <p>-Leer 2 versiones de <i>Little Red Riding Hood (Caperucita Roja)</i> -Usar un Diagrama Venn comparar y contrastar las dos historias.</p> | <p>Lectura Escritura</p> <p>-Leer 2 versiones de <i>The Three Little Pigs (Los 3 cerditos)</i> -Usar un Diagrama Venn comparar y contrastar las dos historias.</p> | <p>Escritura</p> <p>-Elije un cuento de hadas que te gustaría adaptar o cambiar para que sea tu versión. -Usa el “Keep and Change chart” (adjunta) para ayudarte a planear, qué partes quieres mantener y qué partes quieres cambiar. - Usa el Planificador de Adaptación de Cuentos de Hadas (Fairytale Adaptation Planner) para ayudarte a planificar cómo será tu adaptación -Comienza tu borrador.</p> | <p>Calificación</p> <p>- Usa la lista “Lead Checklist “para autoevaluarte. - Haz los cambios necesarios. Sólo tu protagonista será calificado hoy. - Si lo escribes en Office365, compártelo con tu maestra para que lo califique. -Si está escrito a mano, toma una foto y envíala a tu profesor para que la califique - Continúa tu borrador.</p> |
| Matemáticas | | | | |
| <p>Posición vs. Valor, haz clic para repasar: (Click for review 1) (Click for review 2) Y</p> | <p>Redondeando a los 10 y 100 más cercanos usando una línea numérica</p> | <p>Redondeando a los 10 y 100 más cercanos sin una línea numérica, haz clic para</p> | <p>CFA 4 – Quiz de Valor de Posición y Redondeo Y</p> | <p>Problemas de palabras Y 1 lección de i-Ready Math</p> |

| | | | |
|---------------------------|--------------------------------|---|---------------------------|
| 1 Lección de i-Ready Math | Y 1 lección de i-Ready Math | reparar: (click for review) - 4 o menos, déjalo así - 5 o más, llévalo al siguiente Y 1 lección de i-Ready Math | 1 lección de i-Ready Math |
|---------------------------|--------------------------------|---|---------------------------|

| | <u>Monday</u> 4/13 | <u>Tuesday</u> 4/14 | <u>Wednesday</u> 4/15 | <u>Thursday</u> 4/16 | <u>Friday</u> 4/17 |
|-------------|--|--|---|---|--|
| RELA | Reading Writing <ul style="list-style-type: none"> Read 2 versions of <i>Cinderella</i> (link). Use a Venn Diagram to compare and contrast the two stories. | Reading Writing <ul style="list-style-type: none"> Read 2 versions of <i>Little Red Riding Hood</i> (link). Use a Venn Diagram to compare and contrast the two stories. | Reading Writing <ul style="list-style-type: none"> Read 2 versions of <i>The Three Little Pigs</i> (link). Use a Venn Diagram to compare and contrast the two stories. | Writing <ul style="list-style-type: none"> Choose a fairytale that you would like to adapt or change to make your own. Use the Keep and Change chart (attached) to help you plan, what parts you want to keep and what parts you want to change. Use the Fairytales Adaptation Planner to help you plan how your adaptation will go. Begin drafting. | Graded <ul style="list-style-type: none"> Use the Lead Checklist to self-assess your lead. Make any needed changes. Only your lead will be graded today. If typed in Office365, share with your teacher to be graded. If handwritten, take a picture and send to your teacher to be graded. Continue drafting. |
| Math | Place vs. Value (Click for review 1) (Click for review 2) AND | Rounding to the nearest 10 and 100 using a number line AND 1 i-Ready Math Lesson | Rounding to the nearest 10 and 100 without a number line (click for review) - 4 or less, let it rest | CFA 4 – Quiz on Place Value and Rounding AND 1 i-Ready Math Lesson | Rounding Word Problems AND 1 i-Ready Math Lesson |

| | | | | | |
|--|-----------------------|--|--|--|--|
| | 1 i-Ready Math Lesson | | - 5 or more, raise the score AND 1 i-Ready Math Lesson | | |
|--|-----------------------|--|--|--|--|

Keep and Change Chart

What I want to keep/ Lo que quiero conservar

What I want to change/ Lo que quiero cambiar

Fairytales Adaptation Planner

- Normalmente tienen lugar en escenarios inventados o mágicos.
- A menudo comienzan con la frase, "Érase una vez..."
- A menudo incluyen a la realeza o personajes mágicos que hablan.
- A menudo presentan un problema y una solución.
- El número 3 o 7 aparece a menudo (tres ratones, siete enanos, tres hermanastras, etc.)
- A menudo el bien contra el mal

How does it start/ ¿Cómo comienza?

Problem/Problema:

Setting/Escenario:

Characters/Personaje:

Events along the way/Que ha sucedido:

Magic or Magical Creatures/Magia o Criaturas mágicas:

Ending/Final:

Lead Checklist

Mi adaptación de cuento de hadas debe tener:

- Hago saber a mi lector quién es el personaje principal
 - No sólo su nombre
 - Describe al personaje
 - Hago que el personaje cobre vida
- Hago saber a mi lector el escenario de la historia
 - Describir el escenario

How I will be graded/Que me evaluarán:

| | |
|--|-----|
| I did not introduce the main character or the setting/ No presenté al personaje principal ni al escenario. | 50 |
| I described the only the main character, OR only the setting/ Describí el único personaje principal, O sólo el escenario. | 60 |
| I described the main character and setting, but is weak/ Describí el personaje principal y el escenario, pero es débil. | 80 |
| I described the main character and setting with details/ Describí el personaje principal y el escenario con detalles. | 100 |

Name: _____

Date: _____

Practice Place Value: Ten Thousands

Look at the value of each digit in the number **29,546**.

| Ten Thousands | Thousands | Hundreds | Tens | Ones |
|------------------------------|-------------------------|----------------------|-----------------|----------------|
| 2 | 9 | 5 | 4 | 6 |
| 2 ten thousands or 20,000 | 9 thousands or 9,000 | 5 hundreds or 500 | 4 tens or 40 | 6 ones or 6 |

Directions: Write the value of each underlined digit.

- | | | | | |
|-------------------|-----------------|-----------------|-----------------|-----------------|
| 1. <u>3</u> 4,906 | 98, <u>3</u> 82 | 10,78 <u>5</u> | 2 <u>5</u> ,944 | 80,8 <u>2</u> 4 |
| _____ | _____ | _____ | _____ | _____ |
| 2. <u>1</u> 6,328 | 78, <u>9</u> 93 | 46,7 <u>3</u> 1 | 15,673 | 62,55 <u>0</u> |
| _____ | _____ | _____ | _____ | _____ |
| 3. <u>2</u> 9,632 | 8 <u>1</u> ,555 | 67,8 <u>3</u> 9 | 33, <u>1</u> 50 | <u>5</u> 0,107 |
| _____ | _____ | _____ | _____ | _____ |

Directions: Write the digit that is in the specified place value.

- | | |
|--|------------------------------------|
| 4. Tens place in 25,837 _____ | 7. Ones place in 76,003 _____ |
| 5. Ten thousands place in 67,396 _____ | 8. Tens place in 14,787 _____ |
| 6. Hundreds place in 16,558 _____ | 9. Thousands place in 17,210 _____ |

Directions: Answer the place value questions below.

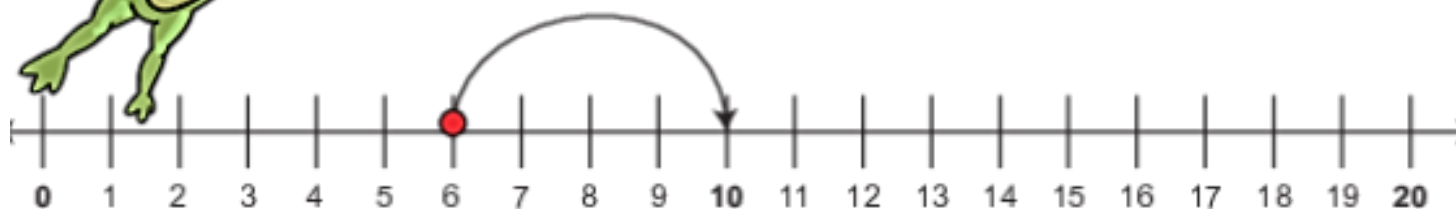
10. If the 6 in 14,563 was changed to a 9, how much would the value change? _____
11. If the 4 in 47,502 was changed to a 7, how much would the value change? _____
12. If the 9 in 29,564 was changed to a 2, how much would the value change? _____

Jump-A-Round

Rounding numbers is like jumping to the nearest ten or nearest hundred.



When the number has a 1, 2, 3, or 4 in the ones place, it is rounded **DOWN** to the nearest ten. When the number has a 5, 6, 7, 8 or 9 in the ones place, it is rounded **UP** to the nearest ten. For example, 6 can be rounded up to 10.



Round each number to the nearest ten.

1. 15 is about _____

2. 12 is about _____

3. 3 is about _____

4. 11 is about _____

5. 16 is about _____

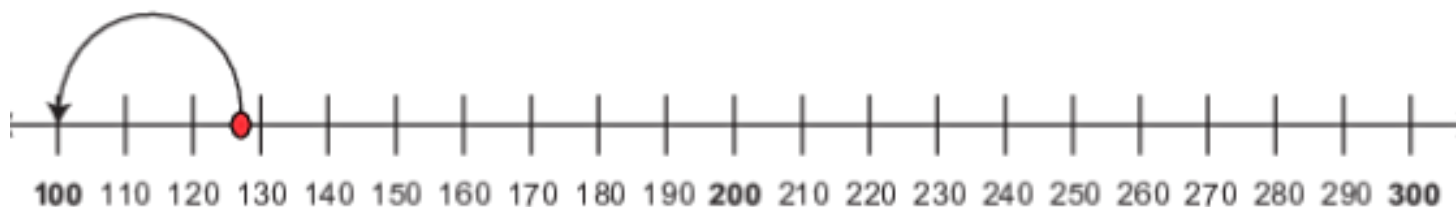
6. 5 is about _____

7. 19 is about _____

8. 13 is about _____

9. 28 is about _____

When the number has a 1, 2, 3, or 4 in the tens place, it is rounded **DOWN** to the nearest hundred. When the number has a 5, 6, 7, 8 or 9 in the tens place, it is rounded **UP** to the nearest hundred. For example, 128 can be rounded down to 100.



Round each number to the nearest hundred.

10. 174 is about _____

11. 218 is about _____

12. 152 is about _____

13. 256 is about _____

14. 239 is about _____

15. 134 is about _____

16. 421 is about _____

17. 503 is about _____

8. 972 is about _____



Round each number as described.

Answers

- | | | | |
|-----------------------------------|--------|-------|-----------|
| 1) Round to the nearest hundred. | 528 | _____ | 1. _____ |
| 2) Round to the nearest hundred. | 9,791 | _____ | 2. _____ |
| 3) Round to the nearest ten. | 49 | _____ | 3. _____ |
| 4) Round to the nearest ten. | 72 | _____ | 4. _____ |
| 5) Round to the nearest hundred. | 89,678 | _____ | 5. _____ |
| 6) Round to the nearest ten. | 3,242 | _____ | 6. _____ |
| 7) Round to the nearest ten. | 7,068 | _____ | 7. _____ |
| 8) Round to the nearest ten. | 1,526 | _____ | 8. _____ |
| 9) Round to the nearest ten. | 52 | _____ | 9. _____ |
| 10) Round to the nearest ten. | 700 | _____ | 10. _____ |
| 11) Round to the nearest ten. | 6,836 | _____ | 11. _____ |
| 12) Round to the nearest ten. | 43 | _____ | 12. _____ |
| 13) Round to the nearest hundred. | 78,697 | _____ | 13. _____ |
| 14) Round to the nearest ten. | 5,524 | _____ | 14. _____ |
| 15) Round to the nearest hundred. | 46,068 | _____ | 15. _____ |
| 16) Round to the nearest ten. | 3,060 | _____ | 16. _____ |
| 17) Round to the nearest hundred. | 81,103 | _____ | 17. _____ |
| 18) Round to the nearest hundred. | 628 | _____ | 18. _____ |
| 19) Round to the nearest hundred. | 66,683 | _____ | 19. _____ |
| 20) Round to the nearest hundred. | 42,887 | _____ | 20. _____ |

Place Value and Rounding Quiz (Due 4/17)

Name: _____

Date: _____

Answer each question and show your work when possible!

Write the **place** of the underlined digit and the **value** of the circled digit in each number.

| Number | PLACE of <u>Underlined</u> Digit | VALUE of <u>Circled</u> Digit |
|---------------------------|----------------------------------|-------------------------------|
| 1) <u>3</u> 7 <u>6</u> | | |
| 2) <u>2</u> 0 <u>4</u> | | |
| 3) <u>6</u> <u>2</u> | | |
| 4) 2, <u>5</u> <u>4</u> 9 | | |
| 5) <u>1</u> <u>1</u> 8 | | |

Round each number to the nearest 10 and 100.

| Number | Nearest 10 | Nearest 100 |
|---------|------------|-------------|
| 6) 189 | | |
| 7) 54 | | |
| 8) 207 | | |
| 9) 396 | | |
| 10) 875 | | |

Round the number 274 to the nearest 10 and 100 using a number line.

