Week 3
April 13- 17, 2020

ELA- Lesson 21- RL.3.9- Connecting Words and Pictures

Language- L.3.1.G, L.3.2.D- Daily Language

Math- MD. 3.7- Lesson 29- Add Area

Science- 3.P.10.2- Forces and Motion

Social Studies- SS.G.2.3- Label the States (Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine)

Handwriting- Letter Z

Third Grade - Week 3

Reading
- Connecting Words and Pictures
- When Pecos Bill Was Young & Paul Bunyan and the Tallest Tree
- Stormalong
- Daily Language - Cursive

Math
- Lesson 29 Add Areas
- Lesson 29 Finding Area of Combined Rectangles
- Lesson 29 Finding Area of Non-Rectangular Shapes
- Lesson 29 Solving Area Problems/Independent Practices

Science and Social Studies
- Article - Mass
- Social Studies - Complete Fact Sheets About States

🐾 **Introduction**

LAFS.3.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting...

Lesson 21
Connecting Words and Pictures

Week 3

Learning Target

By looking at the illustrations in a story, you can learn more about the characters, where the story takes place, and the feeling the author creates.

▷ **Read** Everyone loves stories with pictures. But pictures, or **illustrations,** are more than just decoration. Illustrations work with the words to help you understand how characters look. They provide details about the **setting,** or where the story takes place. They can also show you what's happening and add to the **mood,** or feeling, that the story creates in the reader. For example, the mood of a story can be frightening, serious, or funny.

Look at the illustration and the text beneath it. What do you learn from both?
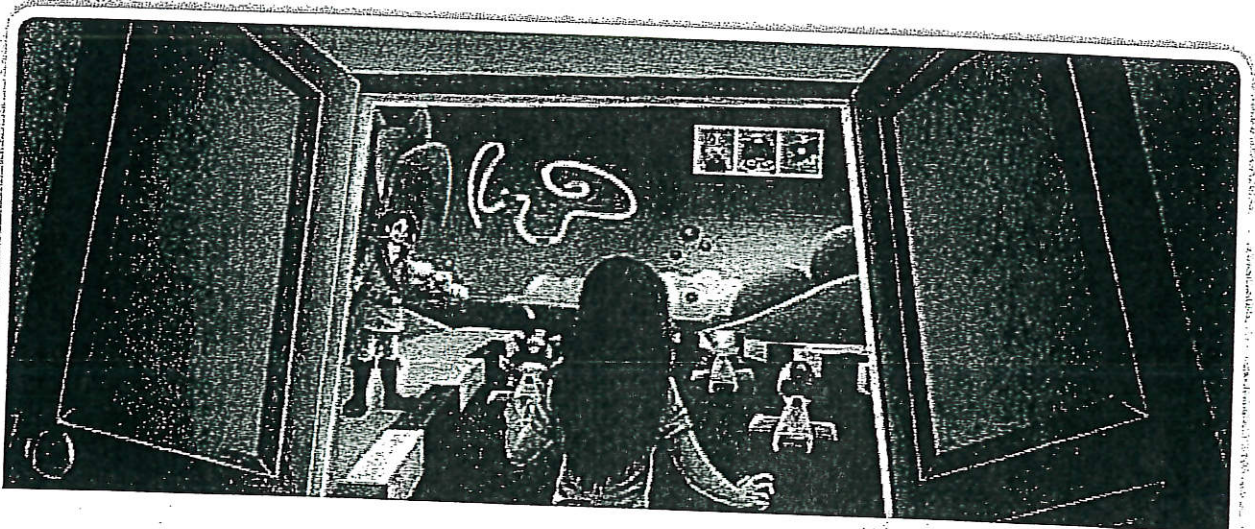
This was no ordinary door. Somehow this door led Mia into the world of the video game she had just been playing. Its bright colors and smooth shapes were inviting. Best of all, Jorex seemed to be waiting for her. But Mia had to wonder: if she went in, would she ever get out?

▷ **Think** Reread the text and look at the illustration. What details do both provide that help you understand the characters, the setting, and the mood? Add what you notice to the chart.

	Text	Illustration
Details About Characters	Mia the game character	
Details About Setting	world of the video game	
Details That Create Mood		

▷ **Talk** How would you describe the mood of this story? Which details from the text and the illustration help create that mood?

◎ **Academic Talk**
Use these words to talk about the text.

• mood   • setting   • illustrations

WHEN PECOS BILL WAS YOUNG

BY WALT BISCO
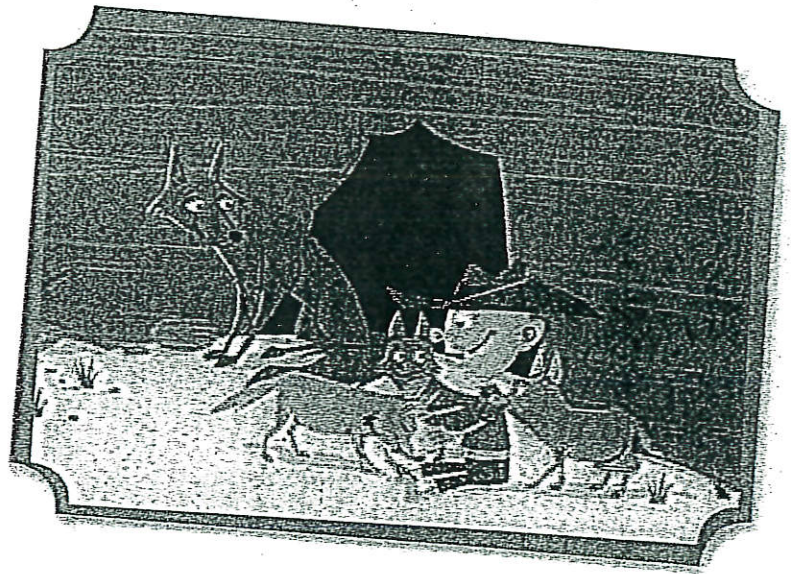
1   Right from the day he was born, Pecos Bill was not much like other kids. He had eighteen older brothers and sisters. When he was just a baby, he jumped on a horse and rode it alongside his family's covered wagon as they traveled West. Oh, and Bill also wrestled bears! Bill's family was sure he would lead an amazing life.

2   One time, the wagon went over a big bump, and Bill was launched into the air and far, far away. After he landed on the soft ground, a mother coyote spotted Bill. She took Bill back to her den and raised him as one of her own. For a long time, Bill didn't know he *wasn't* a coyote.

Close Reader Habits

Underline a sentence in paragraph 2 that tells how Bill felt about being raised by coyotes. Think about how the illustration shows more about Bill and his coyote family.

Explore

How do the text and the illustration work together to tell about Pecos Bill and the coyotes?

Think

1. Finish the chart with details from the story and the illustration that tell you more about Bill and his coyote family.

> The mood of a story is how it makes you feel. Both words and illustrations can add to the mood.

	Text	Illustration
Details About Characters		
Details About Setting		
Details That Create Mood		

Talk

2. How does Bill feel about being raised by coyotes? Talk with a partner about details in the text and the illustration that helped you decide.

Write

3. **Short Response** How would you describe the mood of the Pecos Bill story? What details help create that mood? Use the space provided on page 358 to write your answer.

> HINT In the illustration, how do Bill and the coyotes seem to feel about each other?

Paul Bunyan and the Tallest Tree

1   Paul Bunyan was the tallest, strongest lumberjack who ever lived. One day his boss told him to chop down the tallest tree in the forest. The tree was easy to find because it was the only one taller than Paul.

2   Paul swung his ax—*thunk!* The ax sliced halfway through the tree, and two tons of sawdust fell at Paul's feet. "One more swing," thought Paul. He swung his ax again at the same place—*thunk!*—but the tree didn't fall.

3   Paul stood back and stared up at the tree, and that was when he understood the problem. This wasn't just the tallest tree in the forest; it was the fastest-growing, as well!

4   Paul returned with his spare ax and swung them both, one with his left hand, one with his right. *Thunk!* The blades chopped right through the trunk and met in the middle. The pine came tumbling to the ground, causing an earthquake when it fell. Paul Bunyan was tall and strong, but he was smart, too!
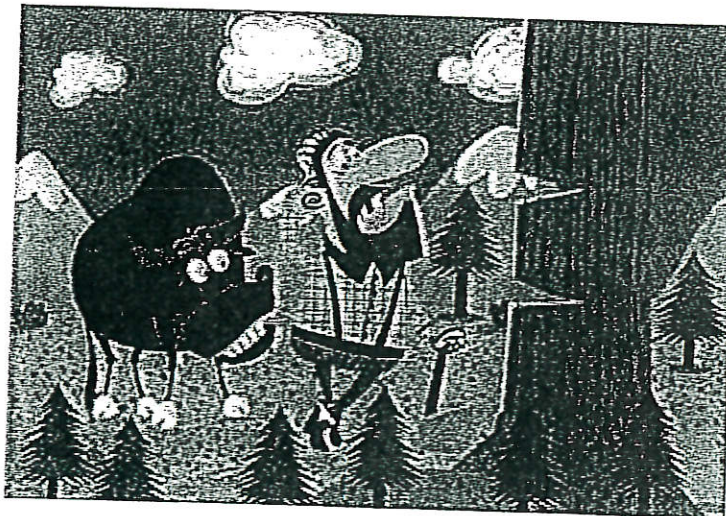
Close Reader Habits

How do the words and illustration help you understand why Paul has trouble cutting down the tree? **Underline** sentences that describe the problem. **Circle** the part of the illustration that shows what Paul saw after he swung his ax the second time.

Think

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

Why didn't the tree fall after Paul made his second cut?

- A   The trunk of the tree was too thick for Paul to chop all the way through.
- B   The tree was taller than Paul so he couldn't reach high enough.
- C   The tree had huge branches that blocked Paul's swing.
- D   The tree grew too quickly for Paul to make a second cut at the same place.

Part B

How does the illustration support your answer to Part A?

- A   It shows the first cut is high above the second.
- B   It shows that the tree is so tall we can't even see the top.
- C   It shows that the tree trunk is much wider than those of other trees.
- D   It shows that Paul couldn't get close enough to the tree to swing his ax.

If you combine details from the text with what you see in an illustration, you'll have a better understanding of what you're reading.

Talk

2 How does the illustration help you understand the height of both Paul and the tree he is cutting?

Write

3 **Short Response** Imagine you want to draw an illustration showing Paul's solution to his problem. What would the illustration include? Use the space provided on page 359 to write your answer.

HINT Use details from the text to help you decide what you'd show in the illustration.

Write Use the space below to write your answer to the question on page 355.

WHEN PECOS BILL WAS YOUNG

3 **Short Response** How would you describe the mood of the Pecos Bill story? What details help create that mood?

> **HINT** In the illustration, how do Bill and the coyotes seem to feel about each other?

_____

_____

_____

_____

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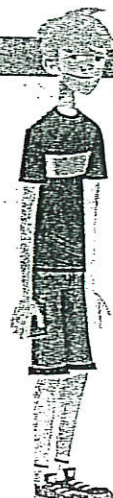
> Don't forget to check your writing.

Write Use the space below to write your answer to the question on page 357.

Paul Bunyan and the Tallest Tree

3 **Short Response** Imagine you want to draw an illustration showing Paul's solution to his problem. What would the illustration include?

> **HINT** Use details from the text to help you decide what you'd show in the illustration.

_____

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Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?

Stormalong

by Mary Pope Osborne, American Tall Tales

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

- fathoms
- Yankee clipper
- bowsprit

1 One day in the early 1800s a tidal wave crashed down on the shores of Cape Cod in New England. After the wave had washed back out to sea, the villagers heard deep, bellowing sounds coming from the beach. When they rushed to find out what was going on, they couldn't believe their eyes. A giant baby three fathoms tall—or eighteen feet!—was crawling across the sand, crying in a voice as loud as a foghorn.

2 The villagers put the baby in a big wheelbarrow and carried him to town. They took him to the meeting house and fed him barrels and barrels of milk. As ten people patted the baby on the back, the minister said, "What will we name him?"

3 "How about *Alfred Bulltop Stormalong!*" a little boy piped up.

4 "And call him Stormy for short."

5 The baby smiled at the boy, then let out a giant burp that nearly blew the roof off the meeting house.

6 "Stormy it is!" everyone cried.
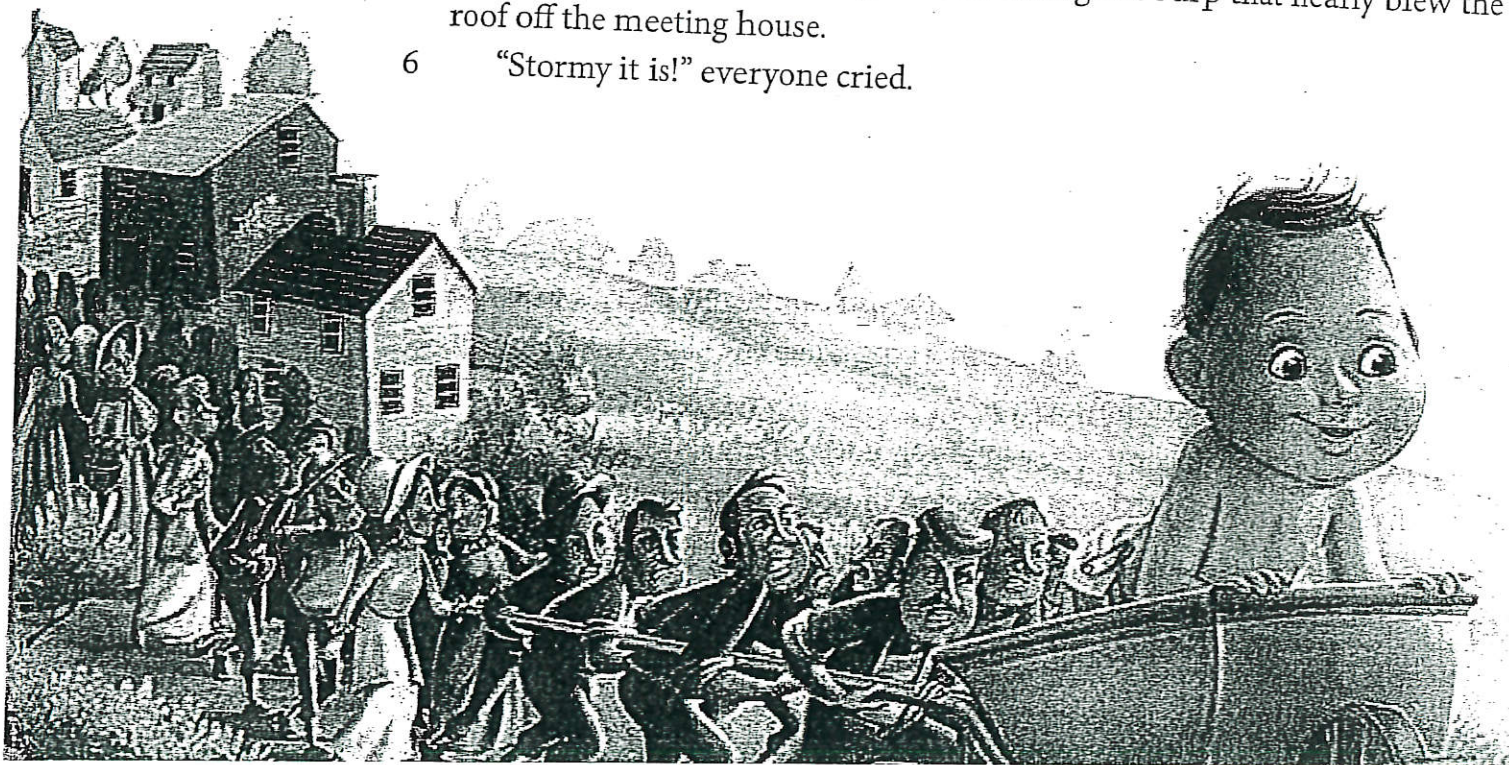
7 By the time Stormy was twelve, he was already six fathoms tall—or thirty-six feet! "I guess you're going to have to go out into the world now," his friends said sadly. "Maybe you should go to Boston. It's a lot bigger than Cape Cod."

8 "A sailor's life is the only one for me," he said, staring longingly at Boston Harbor. "The sea's my best friend. It's with her that I belong." And with his back to Boston, Stormy strode toward the biggest Yankee clipper docked in the harbor, *The Lady of the Sea*.

9 "Blow me down!" said the captain when Stormy stood before him. "I've never seen a man as big as you before."

10 "I'm not a man," said Stormy. "I'm twelve years old."

11 "Blow me down again!" said the captain. "I guess you'll have to be the biggest cabin boy in the world then. Welcome aboard, son."

12 The sailors were a bit shocked when the captain introduced the thirty-six-foot giant as their new cabin boy. But the day soon came when all the sailors of *The Lady of the Sea* completely accepted Stormy's awesome size. It happened one morning when the clipper was anchored off the coast of South America.

13 "Hoist the anchor!" the captain shouted after a few hours of deep-sea fishing. But when the crew pulled on the great chain, nothing happened. The sailors heaved and hoed, and still could not move the anchor off the bottom of the ocean.

14 "Let me take care of it!" Stormy boomed. Then the cabin boy stuck a knife between his teeth, climbed onto the bowsprit, and dived into the sea.

15   After Stormy disappeared, terrible sounds came from the water. The ship began pitching and tossing on wild, foaming waves. It seemed that all aboard were about to be hurled to a wet grave, when suddenly the sea grew calm again—and Stormy bobbed to the surface.

16   "What happened?" cried the crew.

17   "Just a little fight with a two-ton octopus," said Stormy.

18   "Octopus!"

19   "Aye. He didn't want to let go of our anchor."

20   "What'd you do to him?" the others cried.

21   "Wrestled eight slimy tentacles into double knots. It'll take a month o' Sundays for him to untie himself."

22   From then on Stormy was the most popular sailor on board.
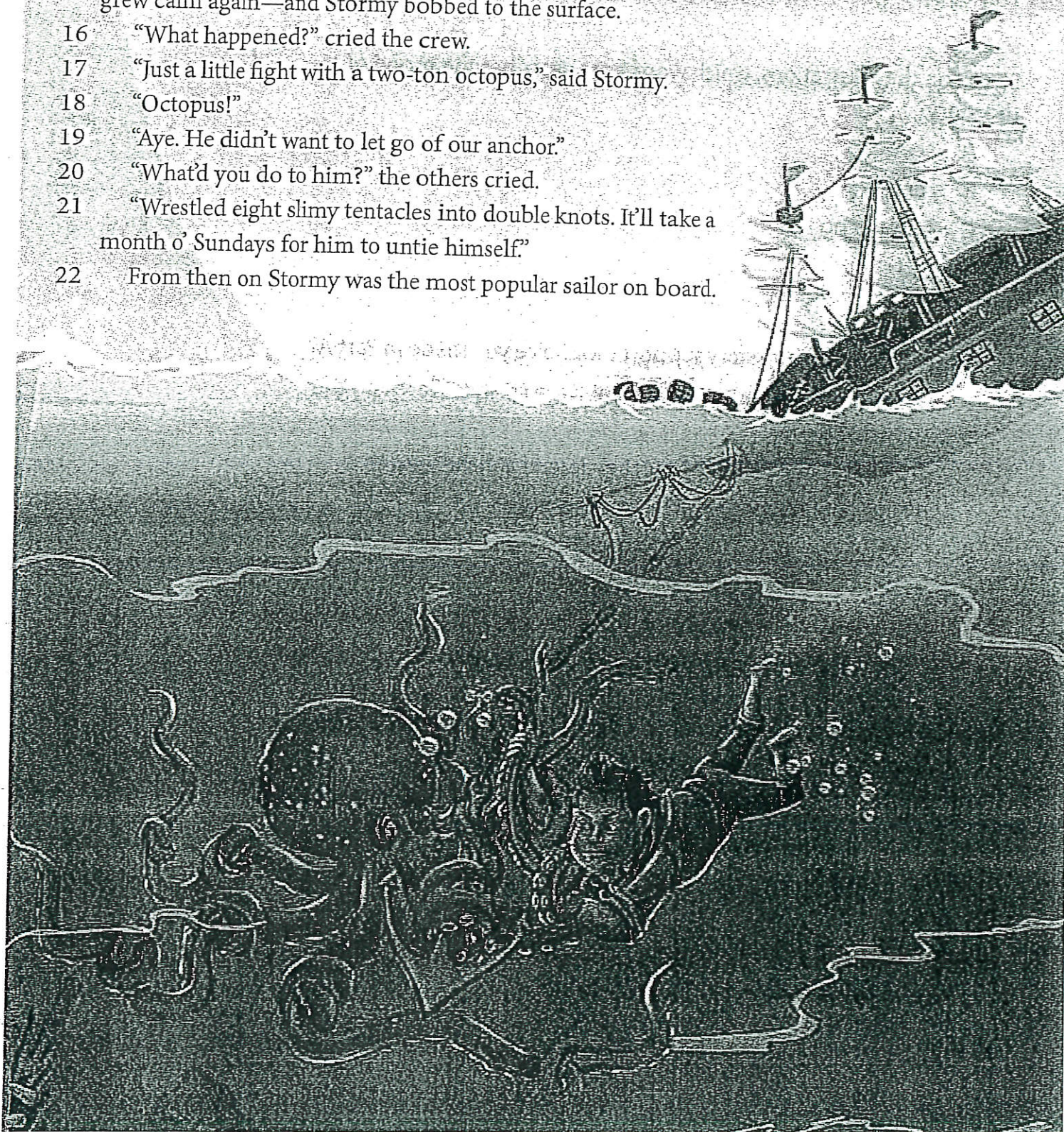
▷ **Think** Use what you learned from reading the selection to respond to these questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A
Based on the illustrations, which word **best** describes the mood of the story?

    A serious

    B funny

    C frightening

    D sad

Part B
Which **two** lines from the story support the choice you made in Part A?

    A "One day in the early 1800s a tidal wave crashed down on the shores of Cape Cod in New England."

    B "The baby smiled at the boy, then let out a giant burp that nearly blew the roof off the meeting house."

    C "'Blow me down again!' said the captain. 'I guess you'll have to be the biggest cabin boy in the world then.'"

    D "After Stormy disappeared, terrible sounds came from the water."

    E "The ship began pitching and tossing on wild, foaming waves."

2 In the illustration on page 361, what is happening to the ship?

    A The ship begins to tilt because of Stormy's weight.

    B The ship begins to sink when Stormy fights the octopus.

    C The ship is tilting because the anchor is too heavy.

    D The ship is being blown over by a strong wind.

3 What are **three** details you learned about clipper ships from the illustration on page 362?

_____

_____

4 Look at the illustration on page 362. Based on the illustration and the text, what are *tentacles*?

    A large eyes

    B small disks

    C long arms

    D long chains

5 Reread the following paragraphs from the story. Underline details that are shown in the illustration on page 362.

> **"What happened?" cried the crew.**
> **"Just a little fight with a two-ton octopus," said Stormy.**
> **"Octopus!"**
> **"Aye. He didn't want to let go of our anchor."**
> **"What'd you do to him?" the others cried.**
> **"Wrestled eight slimy tentacles into double knots. It'll take a month o' Sundays for him to untie himself."**

Write How did the illustrations increase your enjoyment of "Stormalong"? Look again at the illustrations. Think about what each one adds to the story.

6 **Plan Your Response** Reread paragraphs 14–22. Then look at the illustration on page 362. In a two-column chart, record details you learned from the text and details you learned from the illustration.

7 **Write an Extended Response** Explain how the illustration of Stormy's fight with the octopus added to what you read in the story. Use details from both the text and the illustration in your answer.

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Learning Target

You've read stories in which the words and the illustrations are both important. Explain how illustrations can add to your enjoyment and understanding of a story.

_____

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_____

Ⓖ Use What You Know

In Lesson 28, you learned how to count squares and use multiplication to find the areas of rectangles with whole-number sides. Now look at this problem.

Ana makes a poster that is 3 feet long and 2 feet wide. Raul makes a poster that is 3 feet long and 1 foot wide. They hang the posters on their classroom wall, as shown at the right.

What is the total area of the wall covered by the posters?
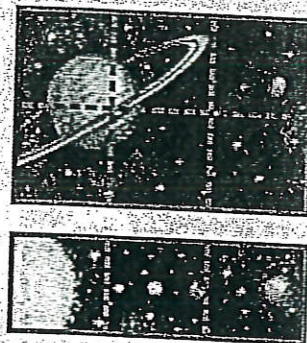
a. How many 1-foot squares cover Ana's poster? _____

b. What is the area of Ana's poster? _____

c. Three 1-foot squares cover Raul's poster. What is the area of his poster?

_____

d. Explain how you can find the area of the wall covered by both posters.

_____

_____

_____

_____

You can use multiplication to find the area of a rectangle. Sometimes two rectangles can be combined to make a larger shape.

Think about the posters from the problem on the previous page. Both posters are placed on the same wall. You need to find out how much wall is covered by the posters.

3 feet

3 feet

- One way to find the total area is to think of the two posters as one large poster. Then multiply the side lengths to find the area.

    3 feet × 3 feet = 9 square feet

- Another way is to add the areas of the two posters together.

3 feet

2 feet

3 feet × 2 feet = 6 square feet

1 foot

3 feet × 1 foot = 3 square feet

3 feet
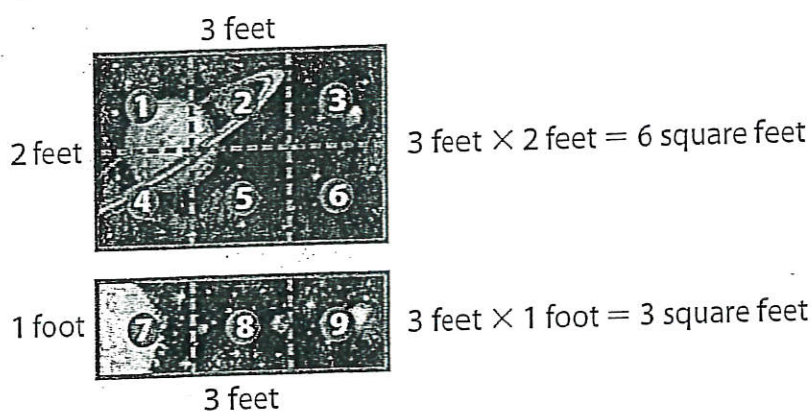
6 square feet + 3 square feet = 9 square feet

Using either method, 9 square feet of the wall will be covered by the posters.

Reflect

1 Describe how you can find the area of the shape shown.

2 in.

2 in.   1 in.

_____

_____

_____

_____

_____
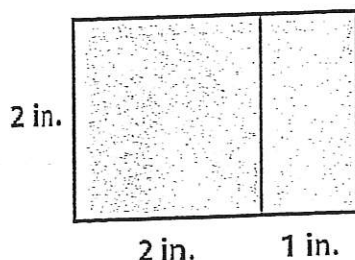
Learn About ➤ **Finding Area of Combined Rectangles**

Read the problem below. Then explore different ways to multiply to find area.

Mrs. Chang's vegetable garden is shown at the right. It is shaped like a rectangle. She grows tomatoes in one part. She grows corn in the other part.

What is the area of the garden?

3 ft

5 ft   4 ft
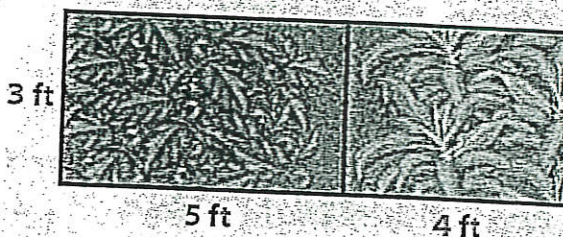
▷ **Picture It** You can find the area of a large rectangle by splitting it into 2 smaller rectangles and using square units to find the area of each small rectangle. Then add the two areas to find the area of the large rectangle.

Tomatoes   Corn

1	4	7	10	13	1	4	7	10
2	5	8	11	14	2	5	8	11
3	6	9	12	15	3	6	9	12
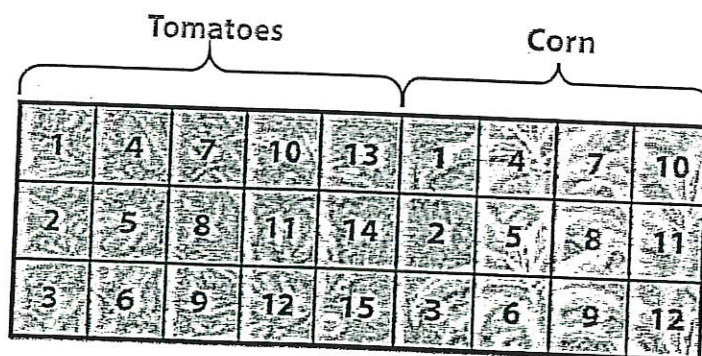
Each square unit has an area of 1 square foot.

15 square units + 12 square units = 27 square units

▷ **Model It** You can find the area of a rectangle by multiplying the length by the width.

The length of the rectangle is
5 feet + 4 feet, or **9 feet.**

The width of the rectangle is **3 feet.**

3 ft

    $9 \times 3 = 27$

The area is 27 square feet.

5 ft   4 ft
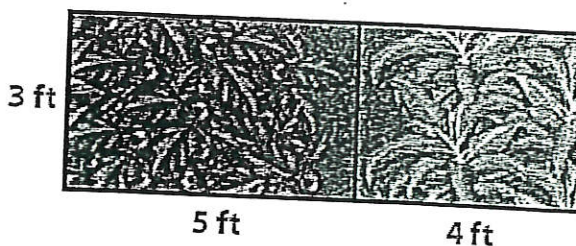
Connect It Now you will solve the problem from the previous page using two multiplication facts.

2 Look at *Model It*. The equation $9 \times 3 = 27$ is used to find the area. Explain what each factor stands for in the equation.

_____

3 The picture of the garden in *Model It* shows the length broken into two lesser numbers. What are these two numbers? _____

4 You can use these numbers to find the areas of the two parts of the garden.

   $3 \times$ _____ = _____ $3 \times$ _____ = _____

5 You can add the areas of the two garden parts to find the area of the whole garden.

   _____ + _____ = 27   The area of the garden is _____ square feet.

6 Explain how you can find the area of a rectangle by adding the areas of the two smaller rectangles it is made from. _____

_____

_____

Try It Use what you just learned to solve these problems.
Show your work on a separate sheet of paper.

7 What is the area of the figure at the right?

   _____

4 ft

4 ft   2 ft
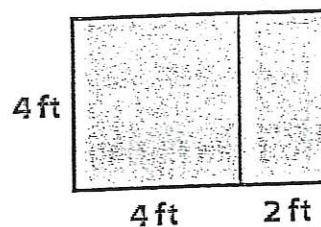
8 How many 1-meter squares will it take to cover the figure at the right?

   _____

2 m

3 m

6 m
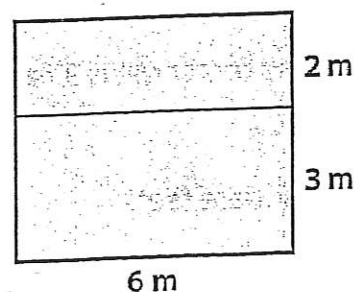
Learn About ▶ Finding Area of Non-Rectangular Shapes

Read the problem below. Then explore different ways to find areas of shapes that are not rectangles.

Elsa used 1-inch-square tiles to build the shape shown at the right.

What is the area of Elsa's shape?
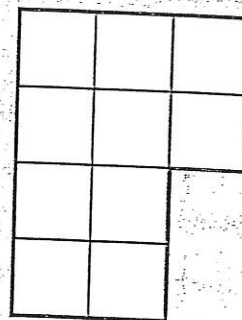
▶ **Picture It** You can find the area of a shape by counting the number of square units that cover the shape.

There are 10 square units. Each square unit has an area of 1 square inch.

1	2	3
4	5	6
7	8	
9	10	

▶ **Model It** You can find the area of a shape by breaking it apart into smaller shapes.

One Way:

You can break apart Elsa's shape into two smaller shapes like this:

Area = 2 square inches
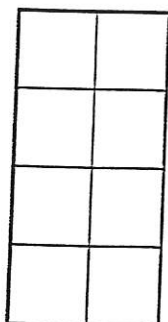
Area = 8 square inches

Another Way:

You can break apart Elsa's shape into two different smaller shapes like this:
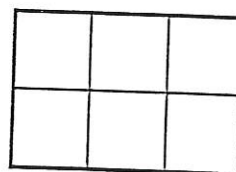
Area = 6 square inches
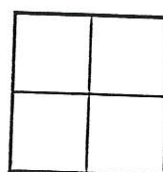
Area = 4 square inches

▶ **Connect It** Solve the problem from the previous page using multiplication and addition.

9 *Model It* shows two ways to break apart Elsa's shape. Look at the first way. For each smaller shape, write a multiplication equation to show its area.

_____ × _____ = _____   _____ × _____ = _____

Write an addition equation to show the total area of Elsa's shape.

_____ + _____ = _____

The total area of Elsa's shape is _____ square inches.

10 Look at the second way to break apart Elsa's shape. For each smaller shape, write a multiplication equation to show its area.

_____ × _____ = _____   _____ × _____ = _____

Write an addition equation to show the total area of Elsa's shape.

_____ + _____ = _____

The total area of Elsa's shape is _____ square inches.
How does this total area compare to the total area you found in problem 9?

_____

11 Mike breaks apart a shape into two smaller shapes. Rick breaks the same shape apart into two different shapes. Explain how you know that the total area of Mike's two shapes is the same as the total area of Rick's two shapes. _____

_____

_____

▶ **Try It** Use what you just learned about adding areas to solve these problems. Show your work on a separate sheet of paper.

12 What is the total area of the shape below?

14 m
10 m
4 m
5 m
6 m
9 m

13 What is the area of the shape below?

7 cm
2 cm
1 cm
5 cm
3 cm
8 cm

Practice ▷ **Solving Area Problems**
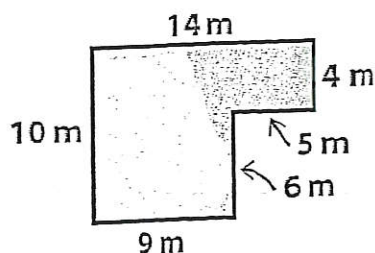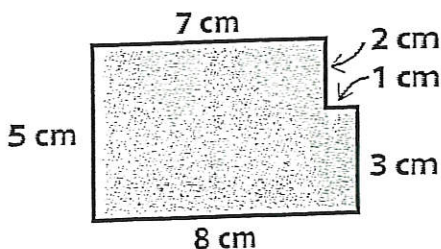
Study the example below. Then solve problems 14–16.

Example

Miguel drew this shape in his notebook.

What is the area of Miguel's shape?

5 m   5 m
↘6 m↙
10 m   5 m   10 m
15 m

> The student broke apart the shape into 3 smaller rectangles and then added the areas of these shapes to find the area of Miguel's shape.
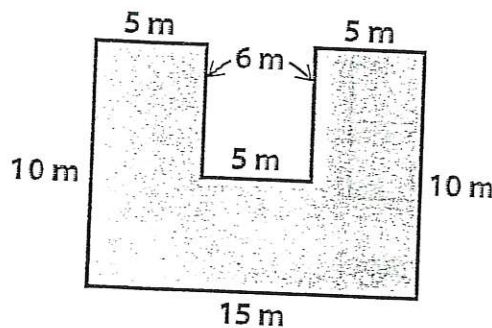
Look at how you could show your work by breaking apart the shape into three rectangles.

5 m
10 m   5 m   5 m
             4 m   10 m

$10 \times 5 = 50$ $4 \times 5 = 20$ $10 \times 5 = 50$

$50 + 20 + 50 = 120$
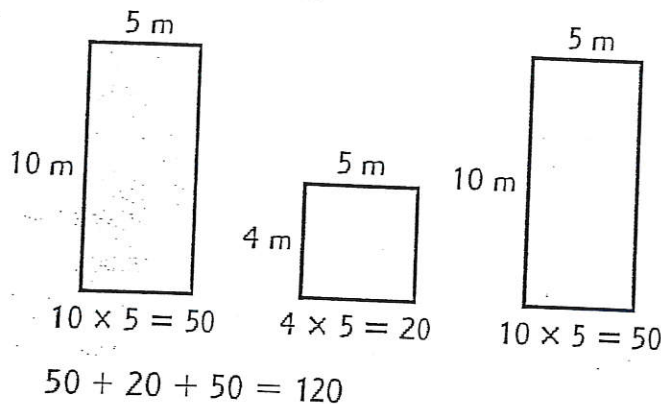
Solution __120 square meters__

> **Pair/Share**
> What is another way you can break apart the shape?

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14 What is the area of the shape below?

3 ft
3 ft   2 ft
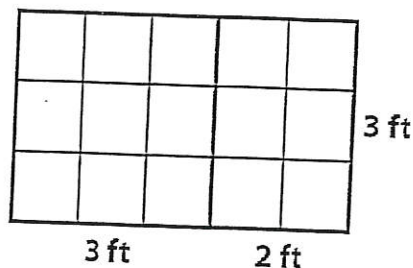
> There are at least two ways I could solve this.

> **Pair/Share**
> Compare the way you and your partner

Solution _____

15 Seth used 1-inch-square tiles to build the shape shown below.
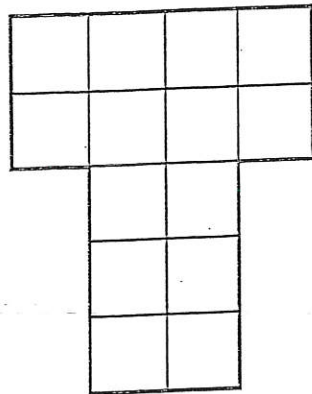
What is the total area of Seth's shape?

Solution _____

16 Kale drew a model of a birdhouse.
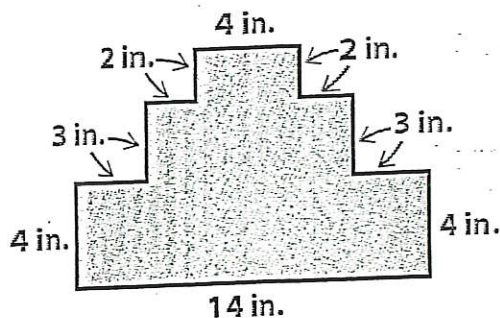
4 in.

2 in. → ← 2 in.

3 in. → ← 3 in.

4 in.   4 in.

14 in.

What is the total area of the birdhouse? Circle the letter of the correct answer.

A 46 inches

B 46 square inches

C 88 inches

D 88 square inches

Sue chose **C** as the correct answer. How did she get that answer?

_____

_____

Solve the problems.

1 Mrs. Ambrose drew the model below of her new patio and rock garden.

5 m | Patio | ← Rock Garden

4 m   2 m
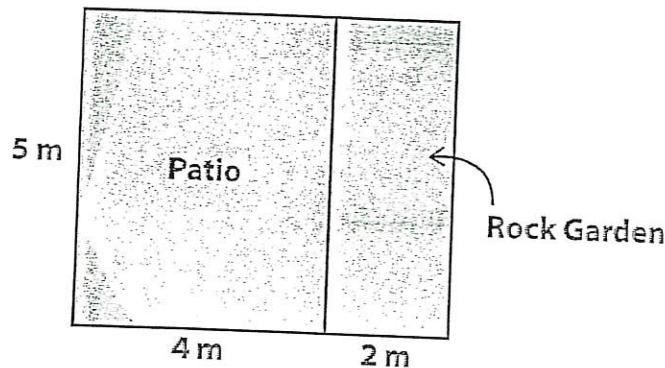
What is the total area of Mrs. Ambrose's new patio and rock garden?

A 22 meters

B 22 square meters

C 30 meters

D 30 square meters

2 At the right are two rectangles that are joined together.

8 feet

6 feet

3 feet

10 feet
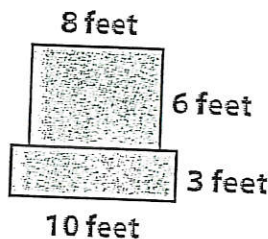
Choose *Yes* or *No* to tell whether joining the rectangle shown to the two rectangles above would make a shape that has an area of 98 square feet.

a.
8 feet
3 feet
☐ Yes ☐ No

b.
10 feet
2 feet
☐ Yes ☐ No

c.
5 feet
4 feet
☐ Yes ☐ No
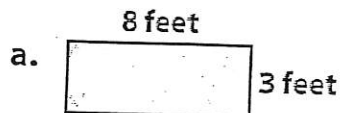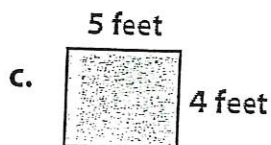
d.
9 feet
2 feet
☐ Yes ☐ No

3 Find the missing measurements in the shape below. Then break apart the shape into two rectangles to find its area.

?

? 5 m

5 m

3 m

8 m
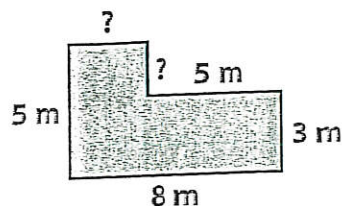
Answer The area is _____ square meters.

4 Opal drew this model of a picnic table.

3 ft

3 ft ↘   ↙ 3 ft

3 ft   3 ft

3 ft ↗   ↖ 3 ft

3 ft
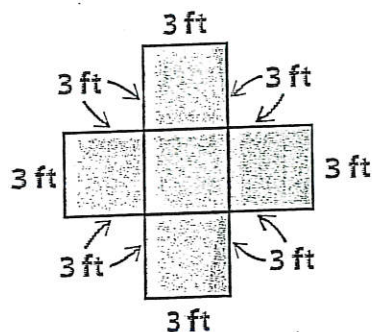
What is the total area of the picnic table?

Show your work.

Answer The total area of the picnic table is _____ square feet.

Add Areas

Name: _____

Study the example problem showing how to find the area of a rectangle. Then solve problems 1–7.

Example

Riley glued 1-inch squares on paper to make this design. What is the area of the rectangle he made?

The rectangle has 3 rows of 6 squares. You can skip count to find the area: 3, 6, 9, 12, 15, 18.

You can multiply the length by the width to find the area: $6 \times 3 = 18$.
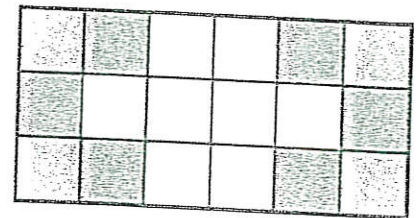
1 What are the length and width of this rectangle in square units? What is the area?

length: _____ width: _____

area: _____

2 A rectangle has a length of 9 inches and a width of 8 inches. What is the area?

_____

_____
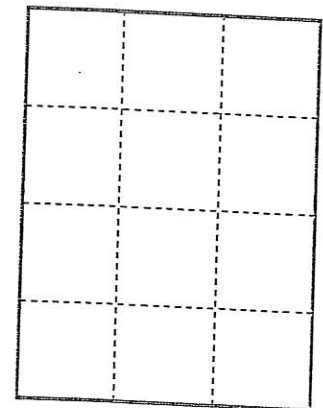
3 Write a number sentence for the area of this rectangle.

2 centimeters

6 centimeters

number sentence: _____

area: _____

Vocabulary

area the amount of space a shape covers.

square unit a square with side lengths of 1 unit that is used to measure the area of a figure.

Solve.

4 This diagram shows the length and width of two greeting cards. Which card uses less paper?

Show your work.

Thank-You Card

6 inches

6 inches

Birthday Card

5 inches

7 inches
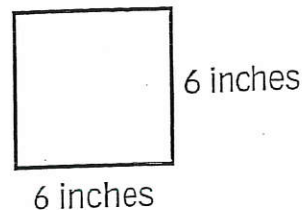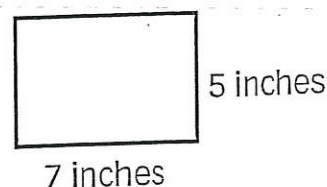
Solution: _____

5 Write the length, width, and area of this shape.

length: _____

width: _____

area: _____

6 Lia wants to make a rectangular flower garden with an area of 24 square feet. Write two possible lengths and widths she could use.

_____

_____

7 A square has an area of 81 square centimeters. What is the length of each side of the square? Tell how you found your answer.

_____

_____

_____

_____
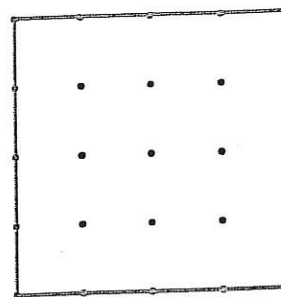
Name: _____

Area of Combined Rectangles

Study the example problem showing how to find the area of combined rectangles. Then solve problems 1–6.

Example

The diagram shows how Ms. Rigby covered her bulletin board with colored paper. What is the area of the whole bulletin board?

You can count the square units. There are 32 squares.

You can multiply the length by the width.
Length = 2 feet + 6 feet, or 8 feet
Width = 4 feet
$8 \times 4 = 32$

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32

4 feet

2 feet   6 feet

Area = 32 square feet

1　Write a number sentence for the area of each colored section of the bulletin board.

red section: _____

gray section: _____

2　Add the areas of the two sections. How does this area compare to the answer in the Example?

_____

_____

3　Baxter's dog run has a small covered section and a large open section. What is the total area of the dog run?

_____

_____

_____

Baxter's Dog Run

4 m

3 m   6 m
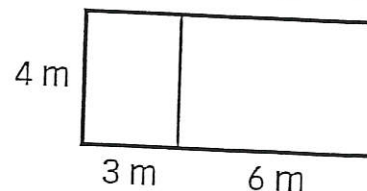
Solve.

6 inches

4. Joaquin makes two paintings on small cards. The diagram shows how he hangs them together on the wall. Fill in the blanks.

5 inches

a. The gray area is _____ square inches.

b. The red area is _____ square inches.

4 inches

c. The total area is _____ square inches.
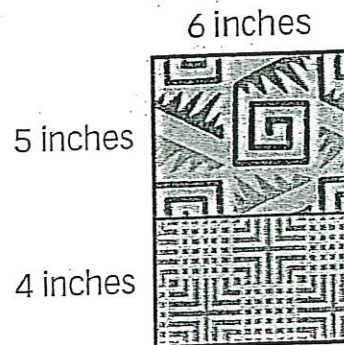
5. Show how to find the area of figure A.

A

_____

_____

7 ft

_____

_____

5 ft   3 ft

_____

_____

5 ft   4 ft
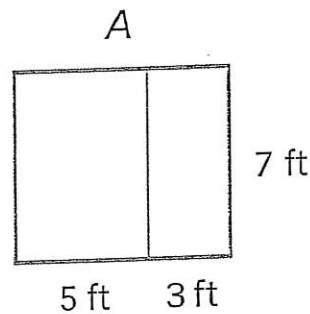
6. Mila and her mom are tiling the playroom floor with two colors of tiles. They have 70 dark gray tiles and 30 light gray tiles. Each tile is 1 square foot. The diagram shows Mila's plan.

8 ft

light gray
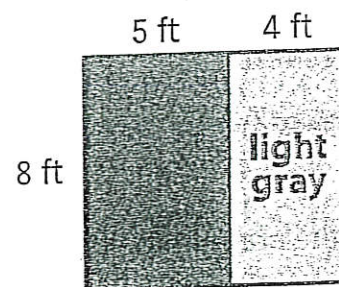
a. Show how to find the total area that they are tiling.

_____

_____

b. Will Mila's plan work with the tiles she has? Explain.

_____

_____

_____

_____

Name: _____

Area of Non-Rectangular Shapes

Study the example showing how to find the area of shapes that are not rectangles. Then solve problems 1–10.

Example

Mr. Carey made this shape with 1-inch tiles.
He asked his students to find the area.
Two students shared their work.
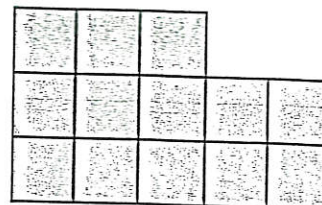
Renata's Way

1	2	3		
4	5	6	7	8
9	10	11	12	13

Marco's Way

3 square inches

+
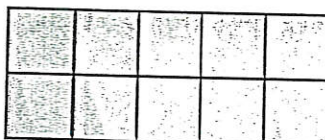
10 square inches

---

1. Marco broke the shape into two rectangles. Outline two rectangles to show Marco's way.

   Marco's Way

2. Write multiplication sentences to show the area of each rectangle you drew in problem 1.

   _____ inches × _____ inches = _____ square inches

   _____ inches × _____ inches = _____ square inches

3. Write an addition sentence to show the total area of the shape.

   _____ square inches + _____ square inches = _____ square inches

4. Sara broke the shape into two rectangles in a different way. Outline two rectangles to show Sara's way. Then show how to find the total area.
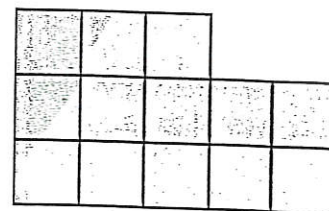
   Sara's Way

   _____

   _____

   _____
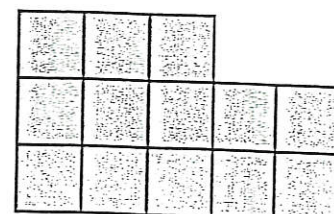
Solve.

5 Shade the rectangle in this shape that is 5 inches long and 2 inches wide. What is the area of this rectangle?

_____

6 What is the area of the rectangle that is not shaded?

_____

2 in.

5 in.

1 in.

2 in.

3 in.

7 What is the total area of the shape?

_____

8 Draw a line to break shape A into 2 rectangles. Then find the total area.

_____

_____

_____

3 m

2 m

2 m

1 m

1 m

2 m   A

5 m

9 Draw lines to break shape B into 3 rectangles. Then find the total area.

_____

_____

_____

_____

3 m

2 m

2 m

1 m

1 m

B

2 m

2 m

5 m

10 Draw lines to show two different ways to break this shape into rectangles. Then find the total area.

_____

_____

_____

3 ft

5 ft

8 ft

3 ft

8 ft
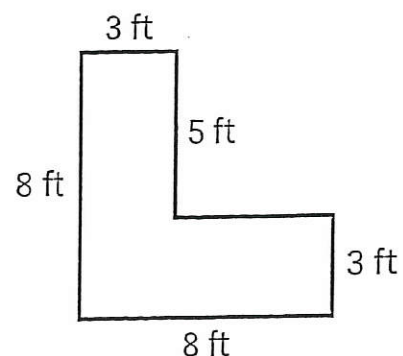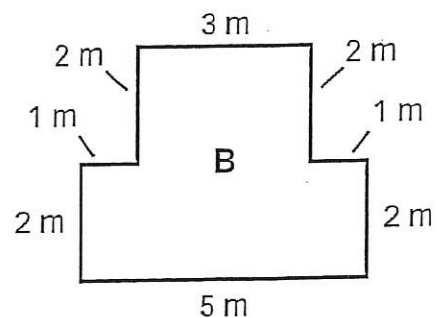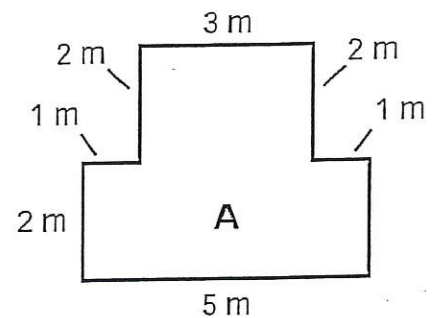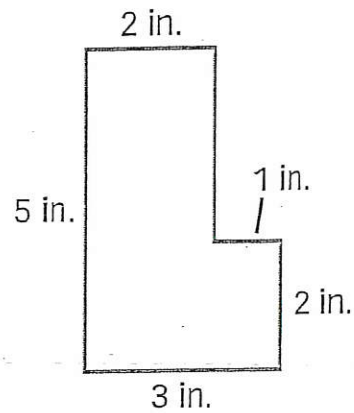
Name: _____

Solve the problems.

1 Ross drew this diagram of his deck and flower garden. Which number sentences give the total area? Circle the letter for all that apply.

garden —— deck | 4 m

2 m   4 m

> You can find the total length of the rectangle first. Or, you can break it into two rectangles.
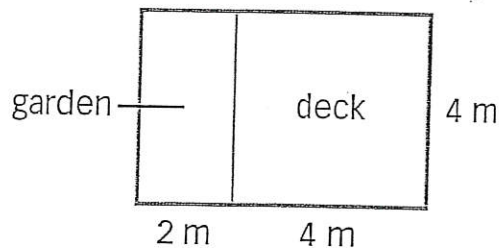
A $4 + 4 = 8$ and $8 \times 2 = 16$

B $2 + 4 = 6$ and $6 \times 4 = 24$

C $4 \times 4 = 16$

D $2 \times 4 = 8$; $4 \times 4 = 16$; $16 + 8 = 24$
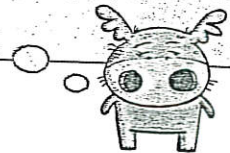
2 What is the area of this shape? Circle the letter of the correct answer.

> You can count or add to help solve the problem.
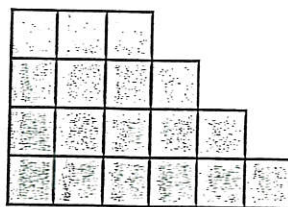
A 15 square units   **C** 20 square units

B 18 square units   **D** 24 square units
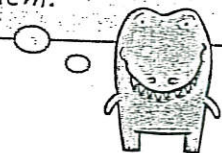
Rico chose **D** as the correct answer. How did he get that answer?

_____

_____

_____

Solve.

3 The shaded squares in this diagram show Kyle's plan for tiling a floor. How many square feet of tile will he use?

Show your work.

8 ft

3 ft

4 ft

3 ft

8 ft
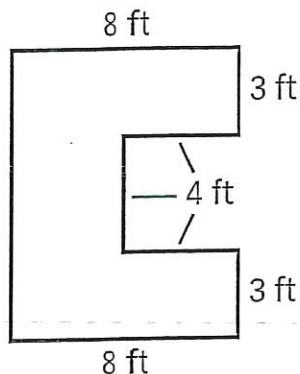
How can you divide this shape into rectangles?

Solution: _____

4 What is the area of this shape?

Show your work.

8 m

2 m

3 m

5 m
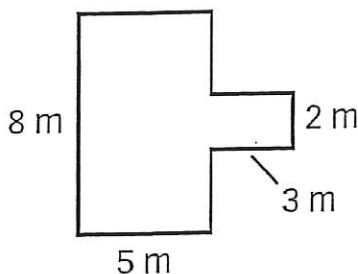
I think you can use multiplication, then addition to find the answer.
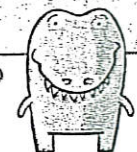
Solution: _____

5 The diagram shows a tree house with a porch that Mr. Gates plans to build. What is the total area of the tree house and porch?

Show your work.

6 ft

3 ft

6 ft
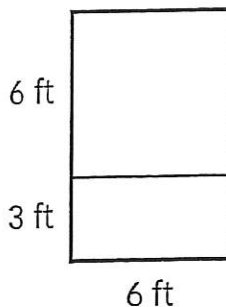
You can find the total length of the rectangle first. Or, you can break it into two rectangles.

Solution: _____

Finding Areas of Combined Rectangles

Name: _____

Find the area of each shape. Show your work.
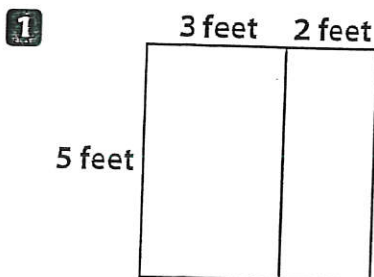
1

3 feet   2 feet

5 feet

_____ square feet

2

4 in.   1 in.

3 in.

_____ square inches

3

6 cm

1 cm

2 cm

_____ square centimeters

4

3 in.

3 in.

5 in.

_____ square inches

5

2 in.   2 in.

2 in.

_____ square inches

6

2 yd

1 yd

3 yd
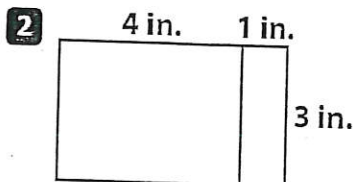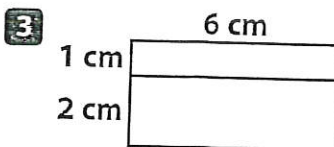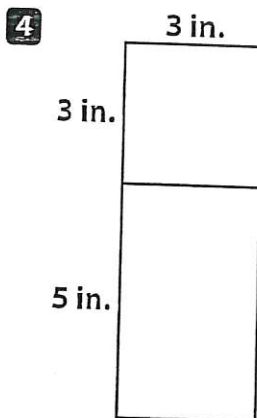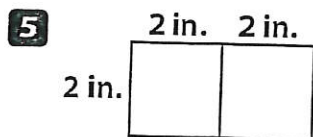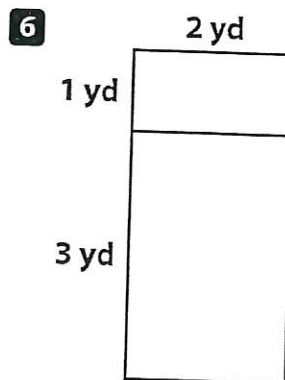
_____ square yards

Finding Areas of Combined Rectangles *continued*

Name: _____

7

5 cm   4 cm

3 cm
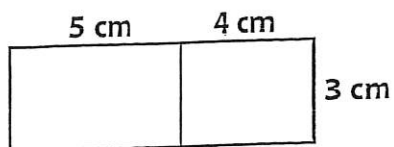
_____ square centimeters

8

2 in.   8 in.

2 in.
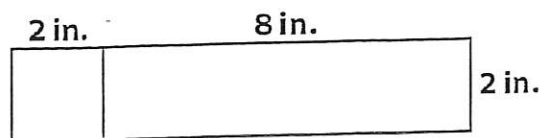
_____ square inches

9 What strategies did you use to solve the problems? Explain.

10 Choose one of the problems. Explain how you could check your answer to see if it is correct.

Fluency and Skills Practice

Finding Areas of Non-Rectangular Shapes

Name: _____

Find the total area of each shape. Show your work.
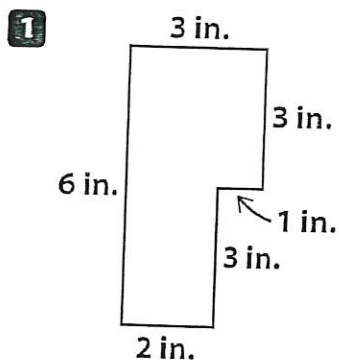
1

3 in.
3 in.
6 in.
1 in.
3 in.
2 in.

_____ square inches

2

2 ft
2 ft
2 ft
6 ft
4 ft
4 ft

_____ square feet

3

7 cm
4 cm
3 cm
4 cm
2 cm
2 cm
2 cm

_____ square centimeters

4

10 yd
2 yd
6 yd
8 yd
6 yd
4 yd

_____ square yards

5

8 m
3 m
3 m
6 m
1 m
3 m
4 m
2 m

_____ square meters

6

5 in.
2 in.
4 in.
2 in.
2 in.
3 in.
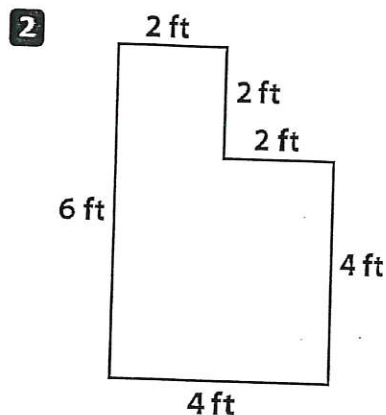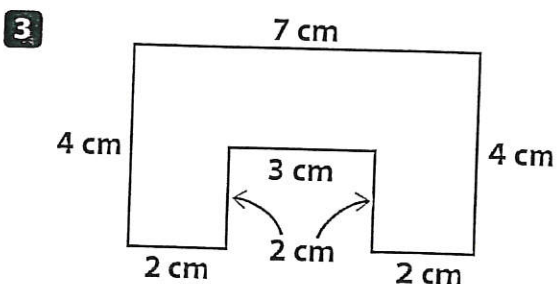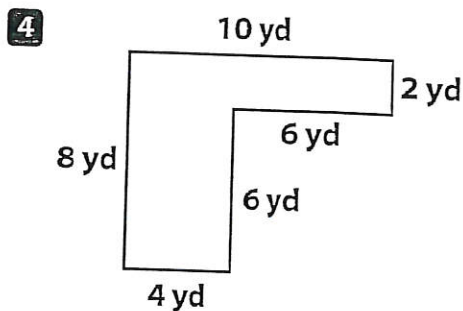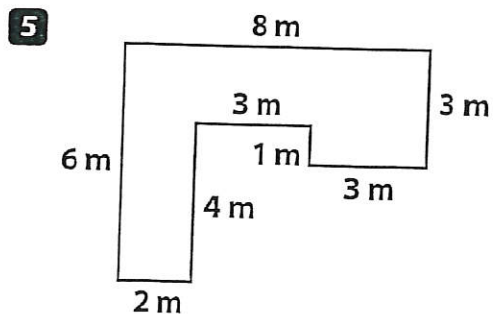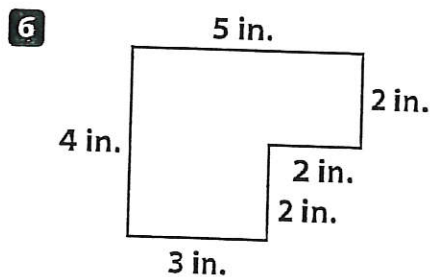
_____ square inches

Finding Areas of Non-Rectangular Shapes *continued*

Name: _____

7 Choose one problem. Explain how you solved it.

8 Why do you need to complete more than one step to find the area of these shapes?

DAILY ORAL LANGUAGE BOOK
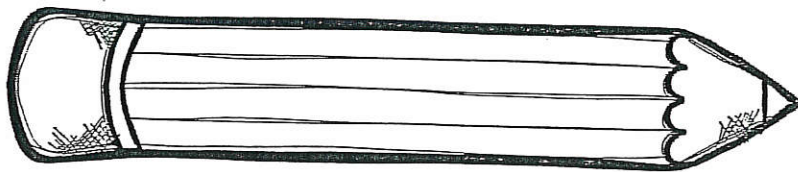
Week 3, Monday

1. henry is reading holes by louis sachar

_____

_____

2. use your better handwriting on your final draft said mr fredrickson

_____

_____

3. wendy baked chocolate chip cookie's brownies and cranberry-oatmeal bars for the bake sale

_____

_____

Week 3, Tuesday

1. we am moving to denver colorado

_____

_____

2. our family buyed a house with a big grassy backyard

_____

_____

3. please take both loafs of garlic bread to the table stated mom

_____

_____

Week 3, Wednesday

1. the president of the united states of america should be intelligent responsible and trustworthy

_____

_____

2. we eated dinner late last night because of seans basketball game

_____

_____

3. gray wolf's they are endangered

_____

_____

Week 3, Thursday

1. i will memorize the poem sick by shel silverstein

_____

_____

2. a storm blowed in last night stated uncle chuck

_____

_____

3. those is freds prized pumpkin's

_____

1. africa is won of the seven continents

_____

_____

2. their are 53 countrys in africa if you include the island nations

_____

_____

3. three of the island nations is madagascar cape verde and the comoros

_____

_____
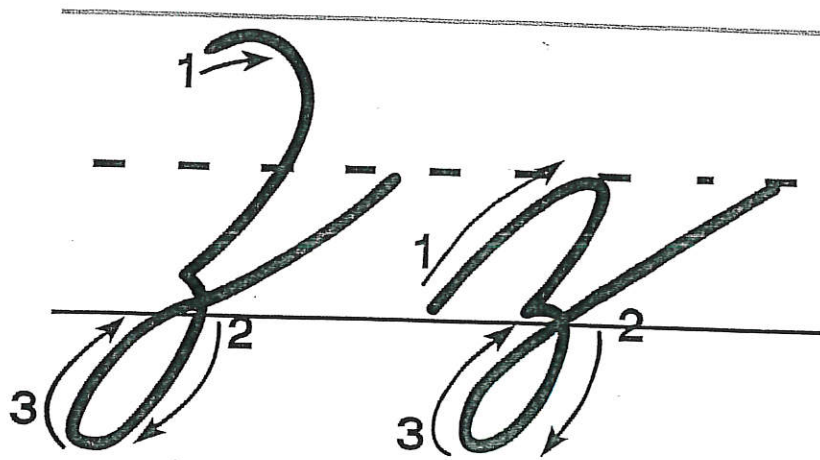
Capital z Practice:
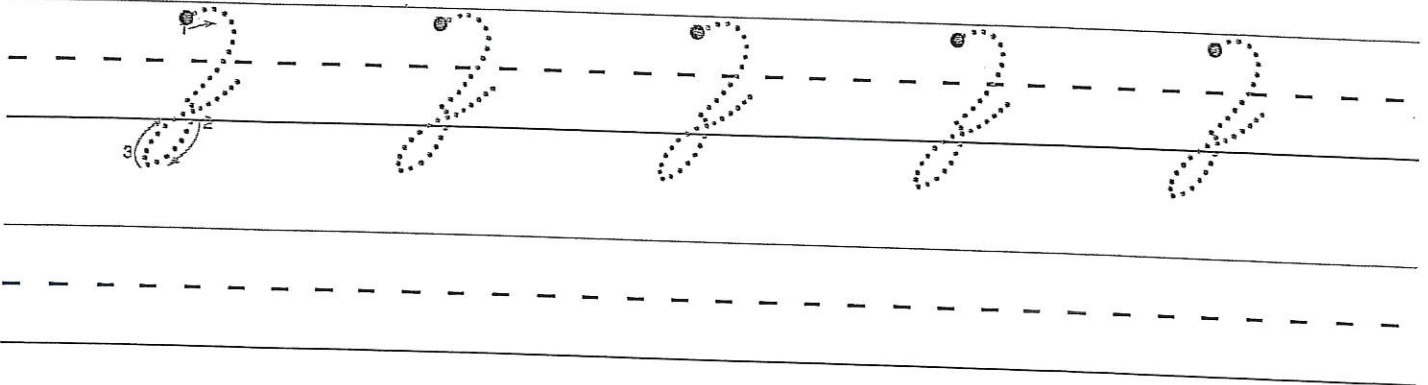
Lowercase z practice:
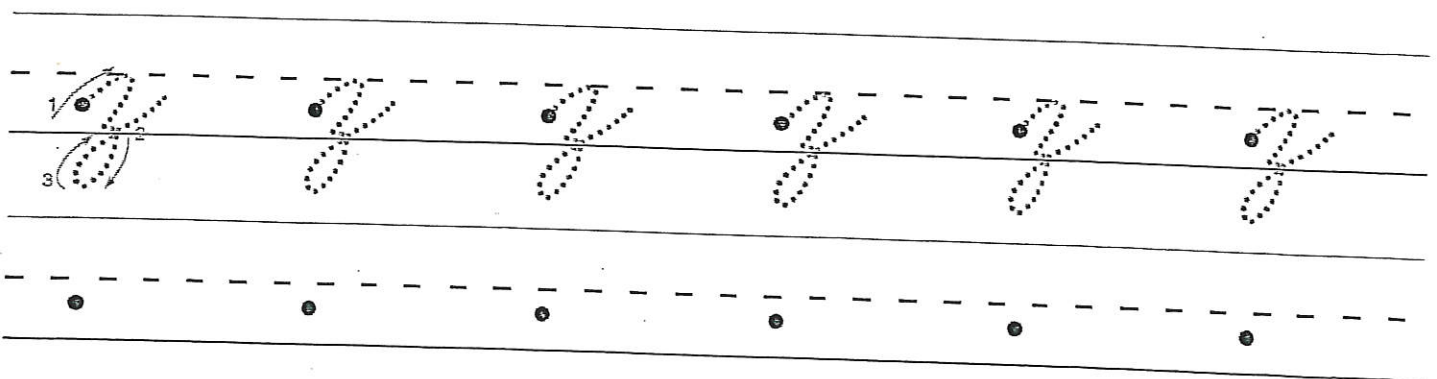
EnchantedLearning.com

Indiana

Facts, Map and State Symbols
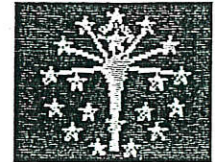
Indiana was the 19th state in the USA; it became a state on December 11, 1816.

State Abbreviation - IN
State Capital - Indianapolis
Largest City - Indianapolis
Area - 36,420 square miles [Indiana is the 38th biggest state in the USA]
Population - 6,570,902 (as of 2013) [Indiana is the 16th most populous state in the USA]
Name for Residents - Indianians or Hoosiers
Major Industries - agriculture (corn, soybeans, wheat), manufacturing, mining (coal, limestone), steel-making

Major Rivers - Ohio River, Wabash River, White River, Tippecanoe River
Major Lakes - Mississinewa Lake, Lake Michigan
Highest Point - Hoosier Hill, Wayne County (near Richmond in east-central Indiana) - 1,257 feet (383 m) above sea level
Number of Counties - 92
Bordering States - Illinois, Kentucky, Michigan, Ohio
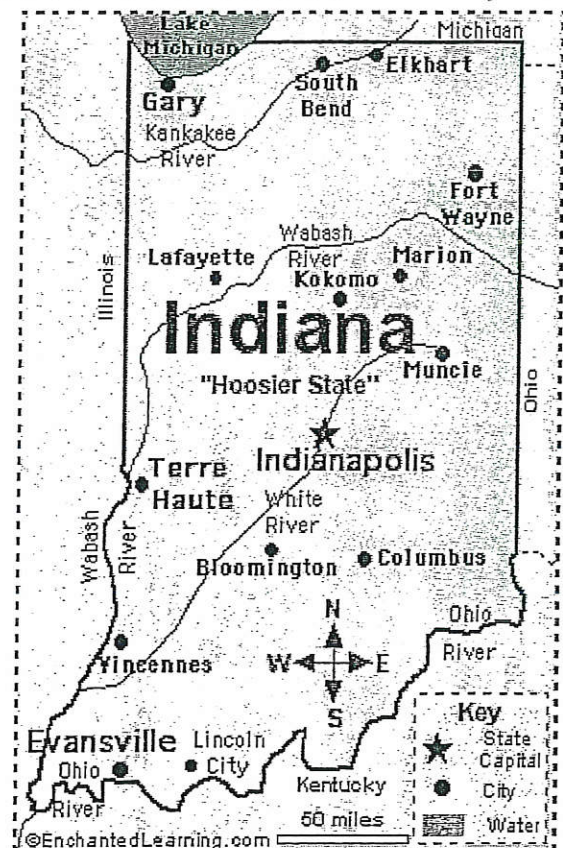
Origin of the Name Indiana - Indiana is a word that refers to the local Indians.
State Nickname - Hoosier State
State Motto - "The Crossroads of America"
State Song - "On the Banks of the Wabash, Far Away," by Paul Dresser

Indiana State Symbols and Emblems:

State Flag

The official state flag of Indiana was adopted in 1917. It was designed by Paul Hadley of Mooresville, Indiana; he won a flag design contest sponsored by the DAR.
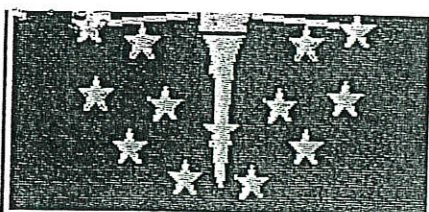
(Daughters of the American Revolution) for Indiana's 100th anniversary of statehood in 1916. There are 19 golden stars on a blue field. The 13 stars in the outer circle represent the 13 original colonies of the United States of America; the 5 stars in a half circle represent the states admitted prior to Indiana (but after the original 13), and the larger star atop the flame of the torch of Liberty represents Indiana.

Animal Symbols:

State Bird
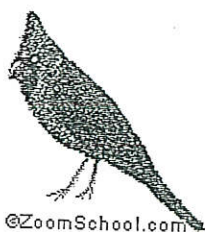
@ZoomSchool.com

Cardinal

Plant Symbols:

State Flower
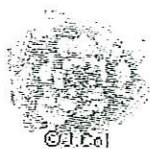
©J.Col

Peony

State Tree

Tulip tree

Earth Symbol:

State Stone

Salem limestone

Indiana

State Motto

State Nickname

State Abbreviation

State Mammal

State Fish

State Insect

State Bird

State Tree

State Flower

Population
_____
Area
_____
Highest Point
_____
Lowest Point
_____
Bordering States
_____

What does the state seal look like?

What does the state flag look like?

Locate and circle the state that you are studying.

Locate and label the state capital on the map below.
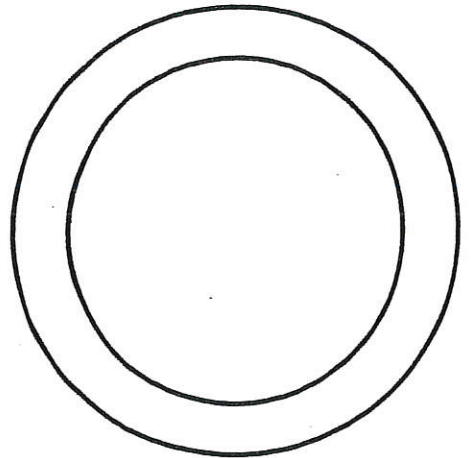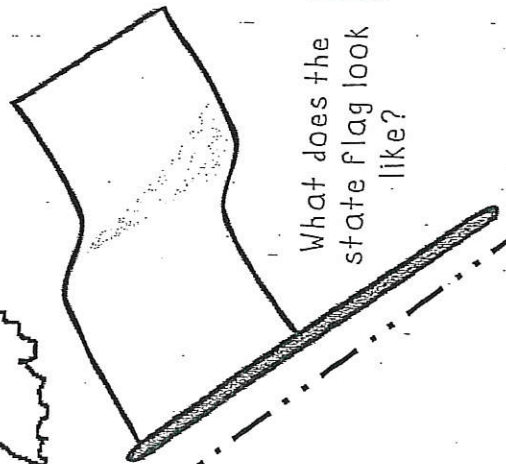
Other Facts
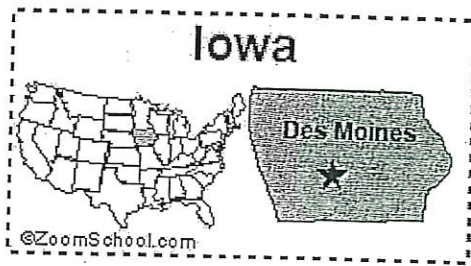
EnchantedLearning.com
Iowa
Facts, Map and State Symbols
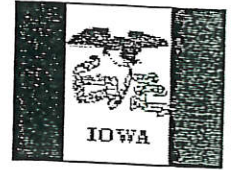
Iowa was the 29th state in the USA; it became a state on December 28, 1846.

State Abbreviation - IA
State Capital - Des Moines
Largest City - Des Moines
Area - 56,276 square miles [Iowa is the 26th biggest state in the USA]
Population - 3,090,416 (as of 2013) [Iowa is the 30th most populous state in the USA]
Name for Residents - Iowans
Major Industries - agriculture (corn, soybeans, hogs, pigs), food manufacturing, insurance

Presidential Birthplace - **Herbert Clark Hoover** was born in West Branch on August 10, 1874 (he was the 31st US President, serving from 1929 to 1933).
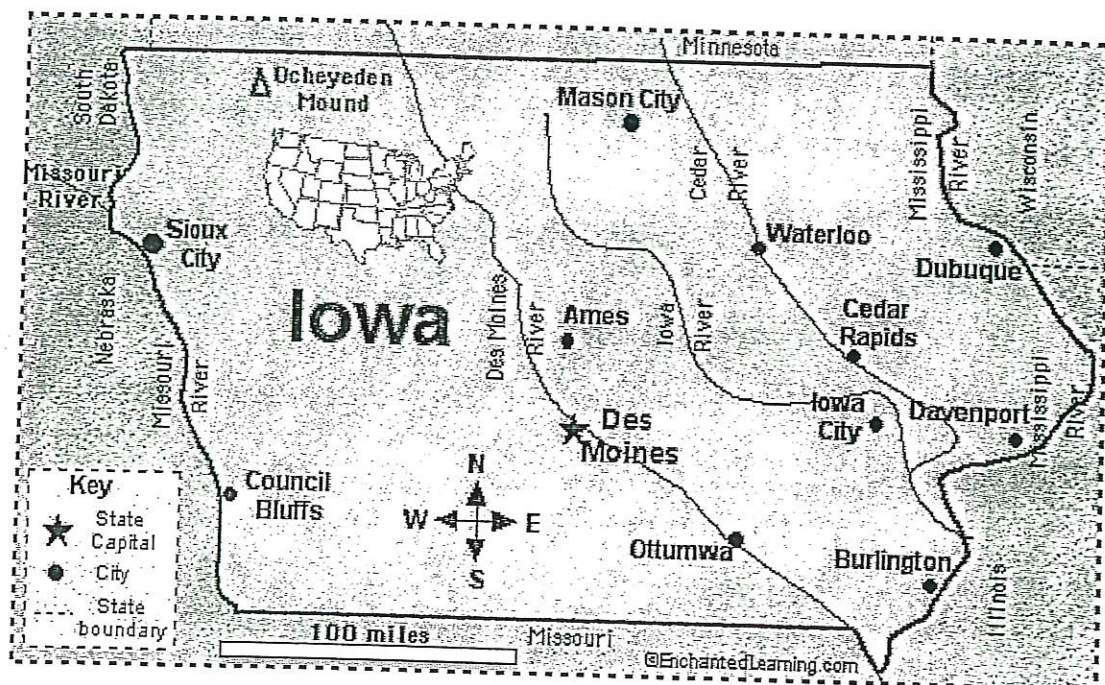
Major Rivers - Mississippi River, Des Moines River, Missouri River, Cedar River, Iowa River
Major Lakes - Lake Red Rock
Highest Point - Hawkeye Point in Osceola County in northwestern Iowa - 1,670 feet 4508

m) above sea level
Lowest Point - Where the Mississippi River and Des Moines River meet; 480 feet (146 m) above sea level
Number of Counties - 99
Bordering States - Illinois, Nebraska, Minnesota, Missouri, South Dakota, Wisconsin

Origin of the Name Iowa - The name Iowa comes from Ioway, the French word for the Bah-kho-je Indian tribe that lived in the area.
State Nickname - Hawkeye State
State Motto - "Our liberties we prize and our rights we will maintain"
State Song - The Song of Iowa

Iowa State Symbols and Emblems:
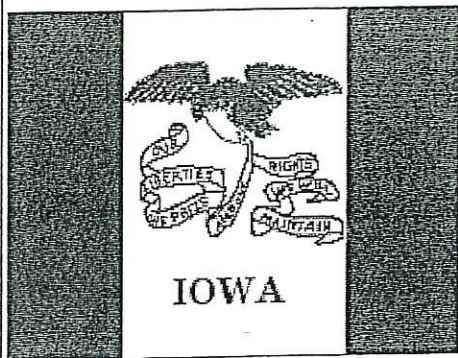
State Flag
Iowa's official flag was adopted in 1921. The flag was designed by by Mrs. Dixie Gebhardt, of The Daughters of the American Revolution of Iowa.   The flag has a red, white and blue background, like the French flag; this symbolizes the fact that Iowa became a part of the United States as part of the Louisiana Purchase (this area had been part of France, but was sold to the USA in 1803). On the white central portion of the flag, a bald eagle holds a flowing ribbon that reads, "OUR LIBERTIES WE PRIZE, AND OUR RIGHTS WE WILL MAINTAIN."

Animal Symbols:

State Bird	State Fossil
Eastern goldfinch Also known as the Wild canary	Crinoid (proposed)

Plant Symbols:

State Flower	State Tree
Wild rose	Oak

Earth Symbols:

State Rock	State Soil
Geode	Tama (unofficial)
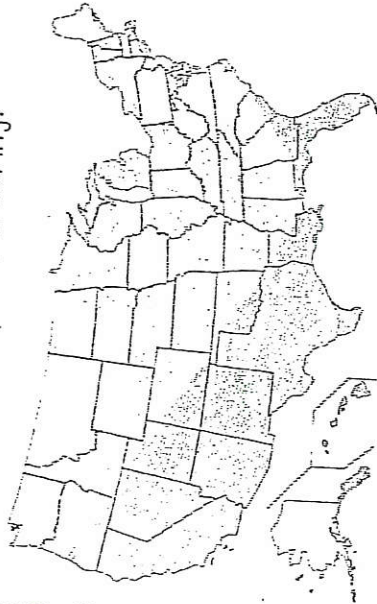
State Motto

State Nickname

State Abbreviation

State Mammal

State Fish

State Insect

State Bird

State Tree

State Flower

Iowa

Population

Area

Highest Point

Lowest Point

Bordering States

Locate and circle the state that you are studying.

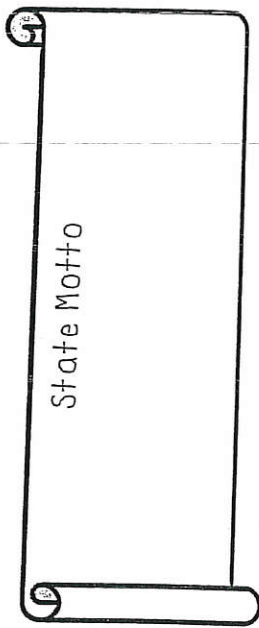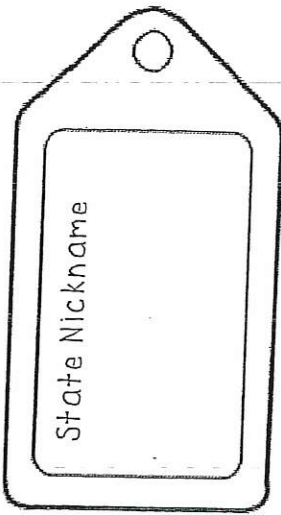Locate and label the state capital on the map below.
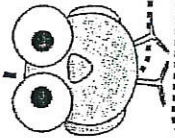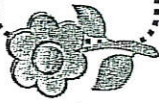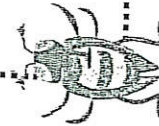
What does the state seal look like?
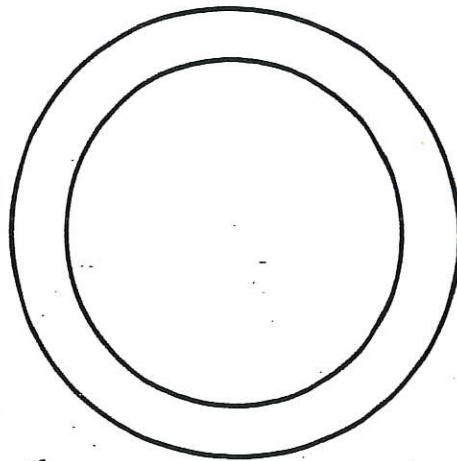
What does the state Flag look like?

Other Facts
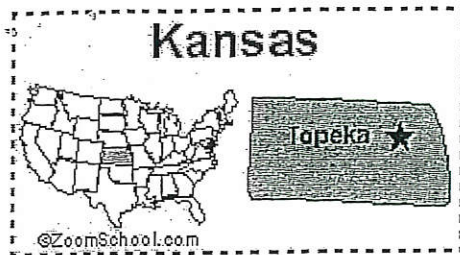
Kansas

EnchantedLearning.com
Kansas
Facts, Map and State Symbols

Kansas was the 34th state in the USA; it became a state on January 29, 1861.

State Abbreviation - KS
State Capital - Topeka
Largest City - Wichita
Area - 82,282 square miles [Kansas is the 15th biggest state in the USA]
Population - 2,893,957 (as of 2013) [Kansas is the 34th most populous state in the USA]
Name for Residents – Kansans
Major Industries - agriculture (wheat and other grains), aircraft manufacturing, automobile manufacturing
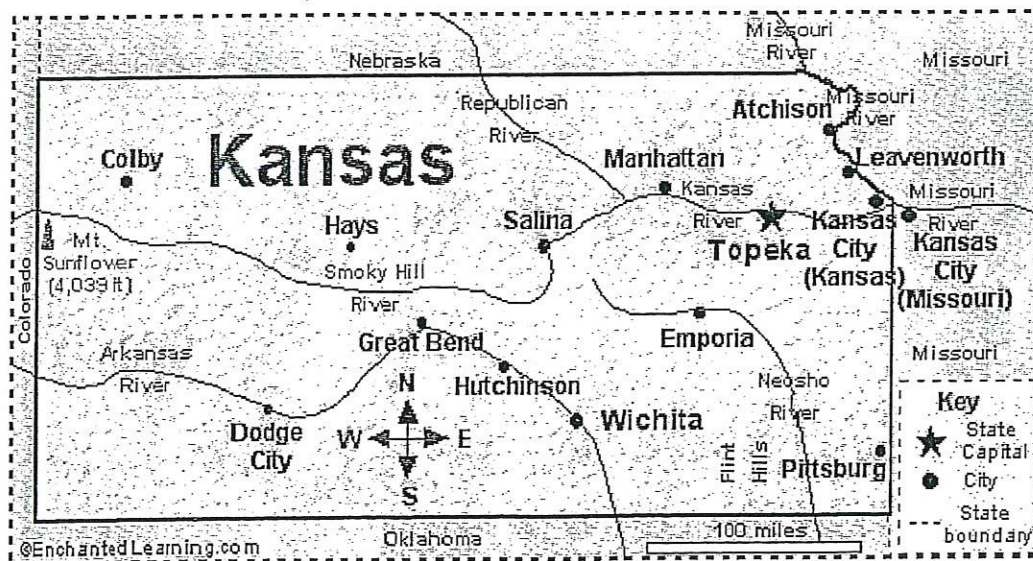
Major Rivers - Kansas River, Republican River, Smoky Hill River, Arkansas River, Missouri River
Major Lakes - Tuttle Creek Reservoir, Cheney Reservoir, Waconda Lake
Highest Point - Mt. Sunflower - 4,039 feet (1,231 m) above sea level
Lowest Point - Verdigris River - 680 feet (270 m) above sea level
Number of Counties – 105
Bordering States - Colorado, Missouri, Nebraska, Oklahoma

Origin of the Name Kansas - Kansas was named for Konza (also called Kansa or Kaw)

Indians who lived in the area.

State Nickname - Sunflower State

State Motto - "Ad astra per aspera" - To the stars through difficulties
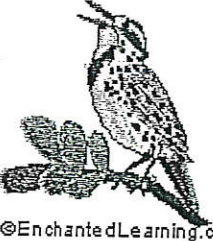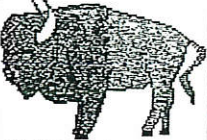
State Song - Home on the Range

Dinosaur Fossils Found in Kansas - Claosaurus, Hierosaurus, Nodosaurus, Silvisaurus

Kansas State Symbols and Emblems:

State Flag
Kansas' official flag was adopted in 1927. The flag has a blue field, the word "KANSAS," the sunflower (Kansas' state flower), and the state seal of Kansas. The seal pictures rich Kansas farmland, a farmer plowing, covered wagons, Native Americans hunting bison, a rising sun, a steamboat (representing commerce) on the water (beneath the sun and the mountains), 34 stars (since Kansas was the 34th state in the USA), and the state motto, "AD ASTRA PER ASPERA," meaning "To the stars through difficulty," in Latin.

Animal Symbols:

State Bird	State Animal	State Reptile	State Amphibian	State Insect
Western Meadowlark (*Sturnella neglecta*)	Buffalo (*Bison bison*) @ZoomSchool.com	Ornate Box Turtle (*Terrapene ornata*)	Barred tiger salamander (*Ambystoma tigrinum mavortium*)	Honeybee

Plant Symbols:

State Flower	State Tree
Sunflower (*Helianthus annuus*)	Cottonwood (*Populus deltoides*)

Earth Symbol:
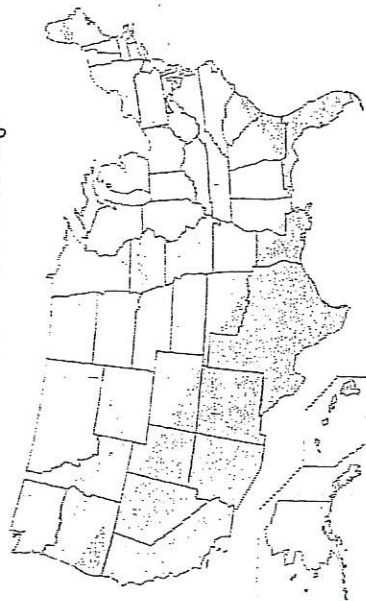
Kansas

State Motto

State Nickname

State Abbreviation

State Mammal

State Fish

State Insect

State Bird

State Tree

State Flower

Population

Area

Highest Point

Lowest Point

Bordering States

What does the state seal look like?

Locate and circle the state that you are studying.

Locate and label the state capital on the map below.

What does the state flag look like?

Other Facts

Kentucky

Frankfort

©ZoomSchool.com
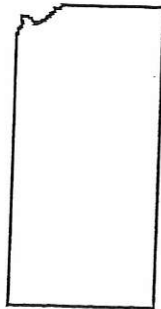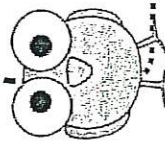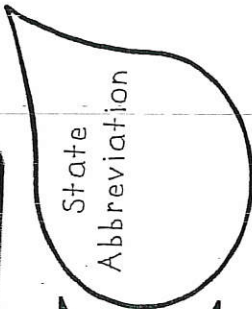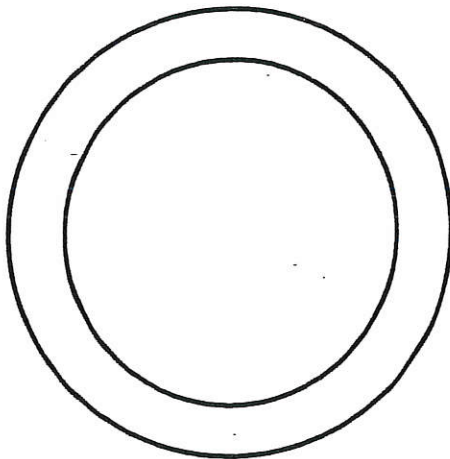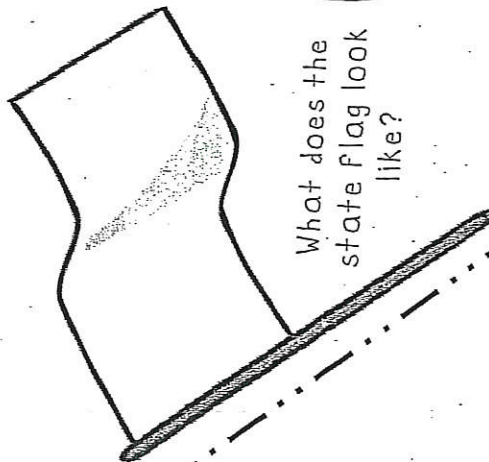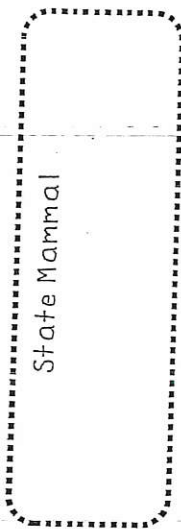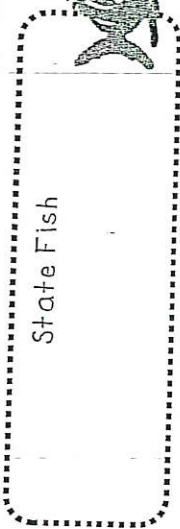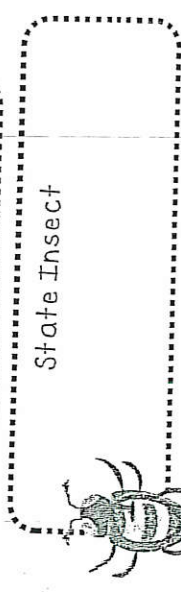
EnchantedLearning.com
Kentucky
Facts, Map and State Symbols

Kentucky was the 15th state in the USA; it became a state on June 1, 1792.

State Abbreviation - KY
State Capital - Frankfort
Largest City - Louisville
Area - 40,411 square miles
[Kentucky is the 37th biggest state in the USA]
Population - 4,395,295 (as of 2013)
[Kentucky is the 26th most populous state in the USA]
Name for Residents - Kentuckians
Major Industries - agriculture (tobacco, corn, peanuts, wheat), mining (anthracite coal), horse-raising, whiskey manufacturing, automobile and truck manufacturing, chemical manufacturing
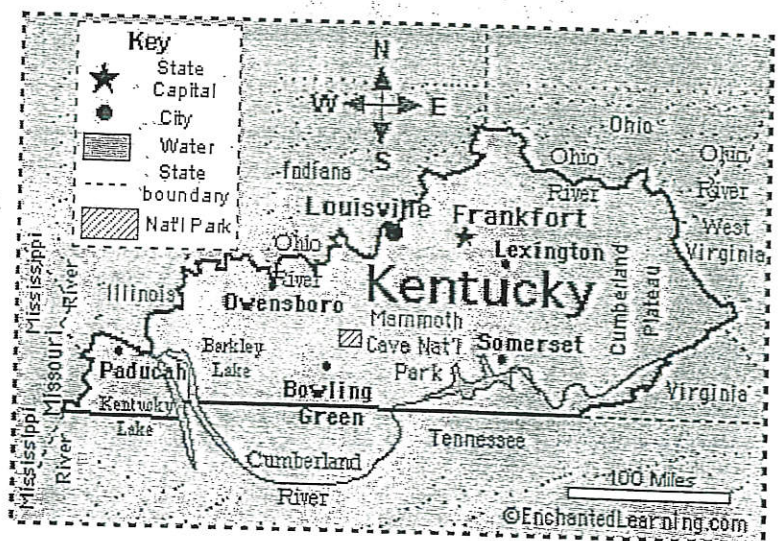
Presidential Birthplace - Abraham Lincoln was born in Hardin County (now called Larue County) on February 12, 1809 (he was the 16th US President, serving from 1861 to 1865).

Major Rivers - Ohio River, Mississippi River, Cumberland River, Kentucky River, Green River
Major Lakes - Lake Cumberland, Kentucky Lake, Lake Barkley
Highest Point - Black Mountain - 4,145 feet (1,263 m) above sea level
Number of Counties - 120
Bordering States - Illinois, Indiana, Missouri, Ohio, Tennessee, Virginia, West Virginia

Origin of the Name Kentucky - Kentucky is from the Iroquois Indian word "Ken-tah-ten," which means "land of tomorrow."
State Nickname - Bluegrass State
State Motto - "United we stand, divided we fall"
State Slogan - "Unbridled Spirit"

State Song - My Old Kentucky Home, by Stephen Foster

Kentucky State Symbols and Emblems:
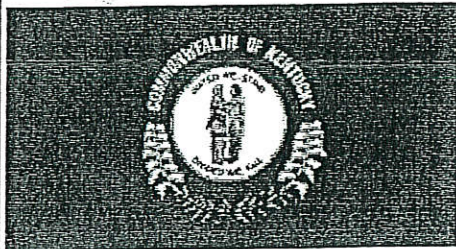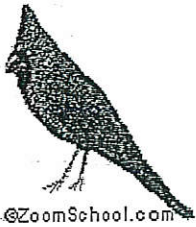
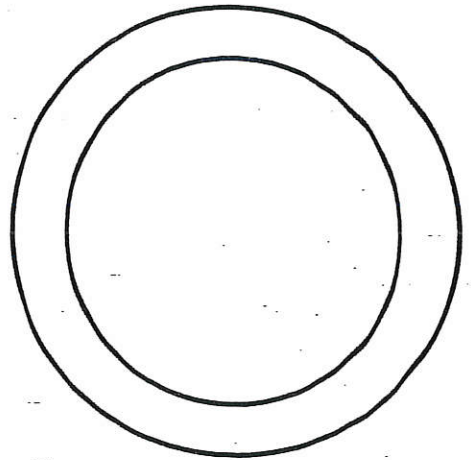| State Flag |
|---|
| Kentucky's official state flag was adopted in 1918, but that design was not finalized until in 1928. The flag was again changed in 1962.

The flag has a deep blue background with part of the state seal in the center. In the center are the words "COMMONWEALTH OF KENTUCKY" and "UNITED WE STAND, DIVIDED WE FALL." On the seal, a pioneer and a statesman are shaking hands. Goldenrod flowers encircle the bottom half of the seal. |

Animal Symbols:

State Bird	State Wild Animal	State Horse
Cardinal	Gray squirrel	Thoroughbred
State Fish	**State Insect**	**State Fossil**
Kentucky Bass	Viceroy Butterfly	Brachiopod

Plant Symbols:

State Flower	State Tree
Goldenrod (*Solidago altissima*)	Tulip Tree (*Liriodendron tulipifera*)

Earth Symbols:

State Gemstone	State Soil
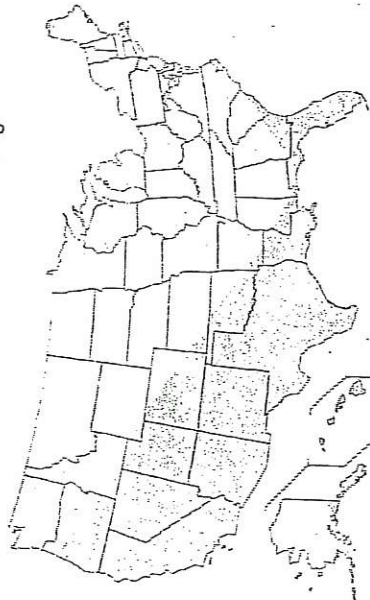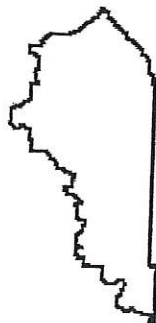
Kentucky

State Motto

State Nickname

State Abbreviation

State Mammal

State Fish

State Insect

State Bird

State Tree

State Flower

Population
_____
Area
_____
Highest Point
_____
Lowest Point
_____
Bordering
States
_____

What does the state seal look like?

What does the state Flag look like?

Locate and circle the state that you are studying.

Locate and label the state capital on the map below.

Other Facts

Louisiana

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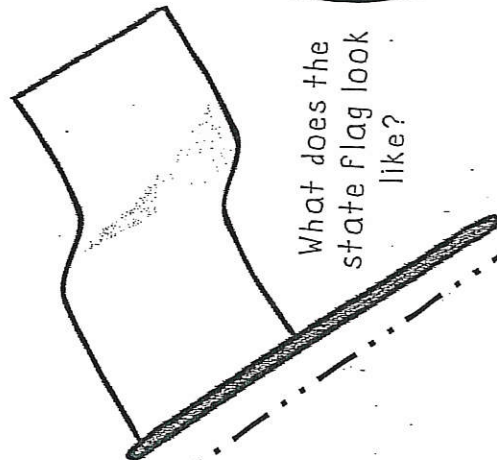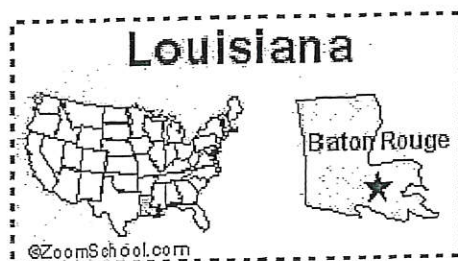
EnchantedLearning.com
Louisiana
Facts, Map and State Symbols
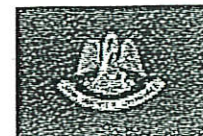
Louisiana was the 18th state in the USA; it became a state on April 30, 1812.

State Abbreviation - LA
State Capital - Baton Rouge
Largest City - New Orleans
Area - 51,843 square miles [Louisiana is the 31st biggest state in the USA]
Population - 4,625,470 (as of 2013) [Louisiana is the 25th most populous state in the USA]
Name for Residents - Louisianans or Louisianians
Major Industries - agriculture (rice, cotton, soybeans), salt production, oil and natural gas, fishing (especially shellfish)

Major Rivers - Mississippi River, Red River, Ouachita River, Atchafalaya River, Sabine River
Major Lakes - Lake Pontchartrain, Lake Maurepas, Toledo Bend Reservoir, Grand Lake, White Lake, Calcasieu Lake, Catahoula Lake
Highest Point - Driskill Mountain - 535 feet (163 m) above sea level
Lowest Point - New Orleans - 8 feet (2.5 m) below sea level
Number of Parishes (Counties) - 64
Bordering States - Arkansas, Mississippi, Texas
Bordering Body of Water - Gulf of Mexico
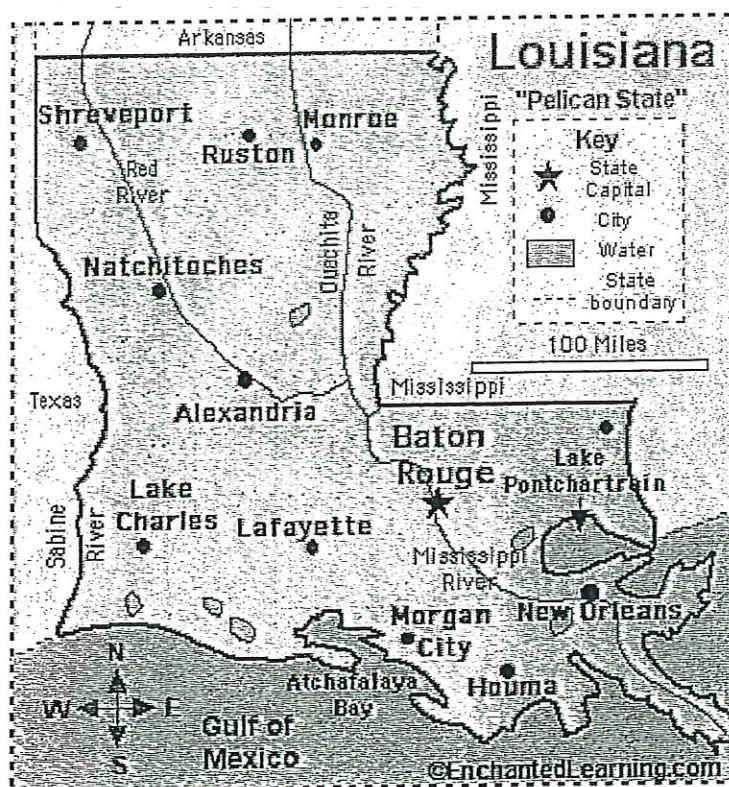
Origin of the Name Louisiana - Louisiana was named by the French explorer Sieur de La Salle in 1682 to honor King Louis XIV (14) of France.
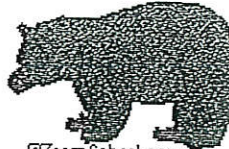**State Nickname** - Sportsman's Paradise (previously - Pelican State)
State Motto - "Union, Justice, and Confidence "
State Song - "Give Me Louisiana" and "You Are My Sunshine"

Louisiana State Symbols and Emblems:
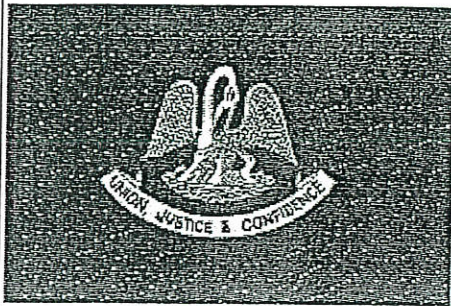
State Flag
Louisiana's official flag was adopted in 1912, one hundred years after Louisiana became a state. The flag has a blue background (symbolizing truth) with a white pelican mother feeding her three chicks in a nest (the pelican is an old symbol of protection - an old legend tells of a mother pelican tearing flesh from herself to feed her young; this pelican represents the state protecting the people and their land). The ribbon reads "Union, Justice, and Confidence."

Animal Symbols:

State Bird	State Dog	State Mammal	State Reptile
Eastern Brown Pelican	Catahoula Leopard Dog	Louisiana black bear	Alligator

State Insect	State Crustacean	State Amphibian	State Freshwater Fish
Honeybee	Crawfish	Green tree frog (*Hyla cinerea*)	White perch (also called sac-au-lait and white crappie) (*Pomoxis annularis*)

Plant Symbols:

State Flower	State Wildflower	State Tree
Magnolia blossom (*Magnolia grandiflora*)	Louisiana Iris (*Giganticaerulea*)	Bald Cypress (*Taxodium distichum*)

Earth Symbols:

State Fossil	State Gemstone	State Soil
Petrified palmwood	Agate (found in Louisiana gravel)	Ruston (unofficial)

Miscellaneous Symbols:

State Beverage	State Colors	State Musical Instrument
Milk	Blue, white and gold	Diatonic accordion (commonly known as the "Cajun" accordion)

Louisiana
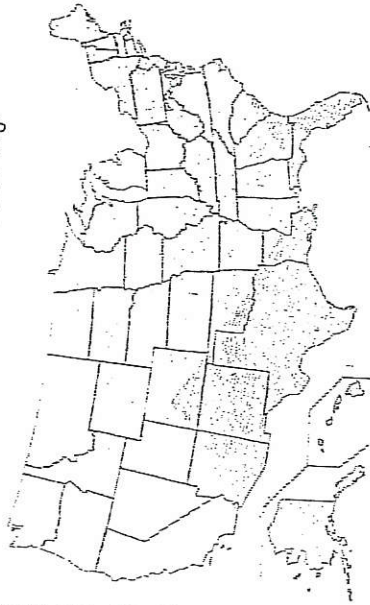
State Motto

State Nickname

State Abbreviation

State Mammal

State Fish

State Insect

State Bird

State Tree

State Flower

Population

Area

Highest Point

Lowest Point

Bordering States

Locate and circle the state that you are studying.

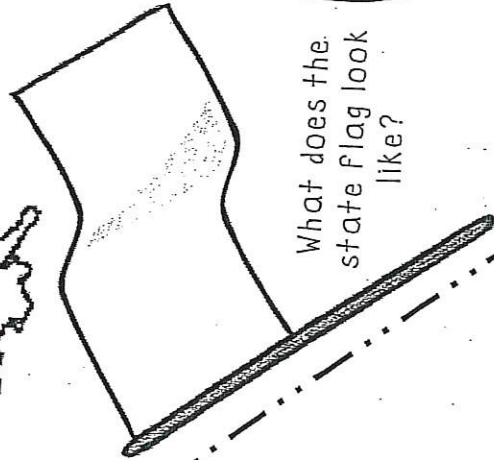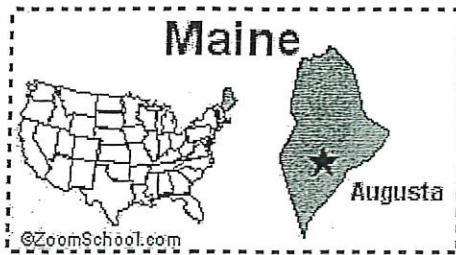Locate and label the state capital on the map below.
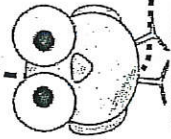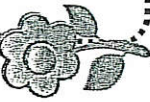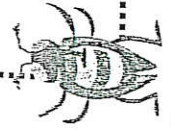
What does the state seal look like?
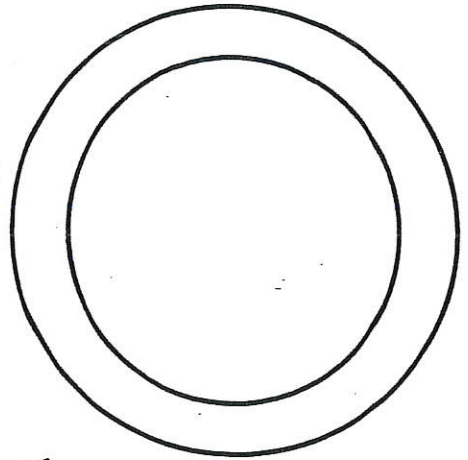
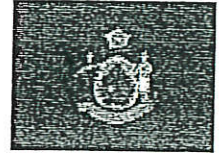What does the state flag look like?

Other Facts

EnchantedLearning.com
Maine
Facts, Map and State Symbols

Maine was the 23rd state in the USA; it became a state on March 15, 1820 .

State Abbreviation - ME
State Capital - Augusta
Largest City - Portland
Area - 35,387 square miles [Maine is the 39th biggest state in the USA]
Population - 1,328,302 (as of 2013) [Maine is the 41st most populous state in the USA]
Name for Residents - Mainers
Major Industries - agriculture (especially potatoes), shipbuiding, fishing (especially lobsters), footwear, machinery, electronics, tourism

Major Rivers - Androscoggin River, Kennebec River, Penobscot River, St. John River
Major Lakes - Lake Moosehead, Richardson Lakes
Highest Point - Mt. Katahdin - 5,268 feet (1,606 m) above sea level
Number of Counties - 16
Bordering State - New Hampshire
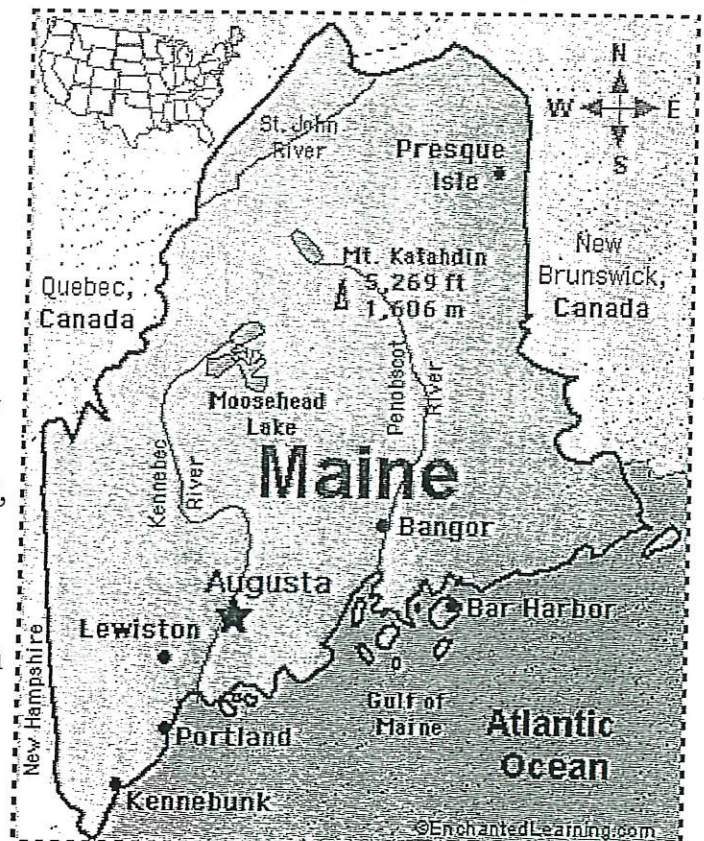**Bordering Country** - Canada
Bordering Bodies of Water - Gulf of Maine, Atlantic Ocean

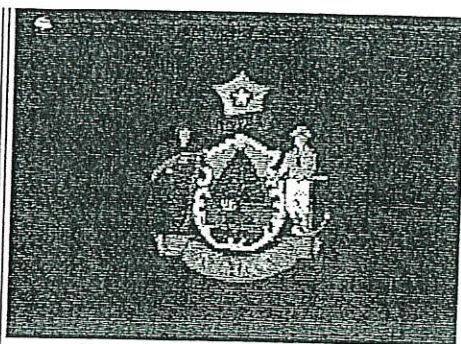**Origin of the Name Maine** - Maine refers to the mainland
State Nickname - Pine Tree State
State Motto - "Dirigo" - I direct
State Song - "State of Maine Song"
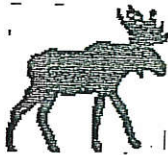
Maine State Symbols and Emblems:

Maine's official flag was adopted in 1909. The flag has a deep blue field with the state coat of arms in the center. The coat of arms pictures a farmer and a seaman (representing agricultural and maritime industries). A shield is between them, upon which is a pine tree, a moose (the state animal of Maine), green grass, a blue sky, and deep blue water. Above this is a yellow star (representing the North Star - Maine was the northernmost state when it entered the Union) and a red ribbon that reads, "DIRIGO," which means "I direct" in Latin. Below, a large blue ribbon reads, "MAINE."

Animal Symbols:

State Animal	State Insect	State Bird	State Cat	State Fish
Moose	Honeybee	Black-capped chickadee (*Parus atricapillus*)	Maine coon cat	Landlocked Salmon (a subspecies of the Atlantic salmon)

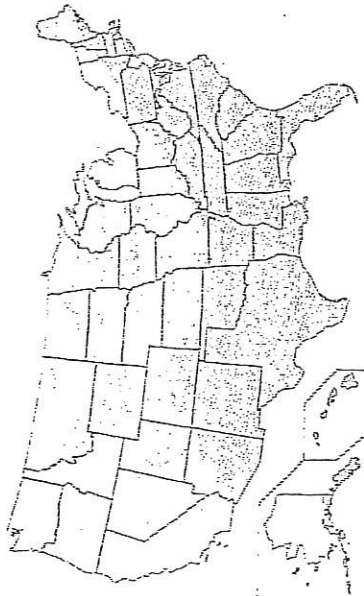## Plant Symbols:

| State Flower	State Herb	State Tree	State Berry	State Fossil
White pine cone and tassel	Wintergreen (*Gaultheria procumbens*)	Eastern white pine	Wild blueberry	*Pertica quadrifaria* (a 6 ft tall extinct plant from the Devonian Period, 390 million years ago)

Earth Symbols:

State Gemstone	State Soil
Tourmaline	Chesuncook Soil Series

Maine

State Motto

State Nickname

State Abbreviation

State Mammal

State Fish

State Insect

State Bird

State Tree

State Flower

Population
_____
Area
_____
Highest Point
_____
Lowest Point
_____
Bordering
States
_____

Locate and circle the state that you are studying.

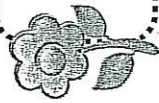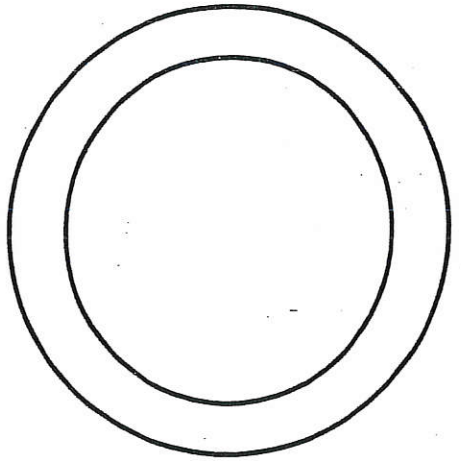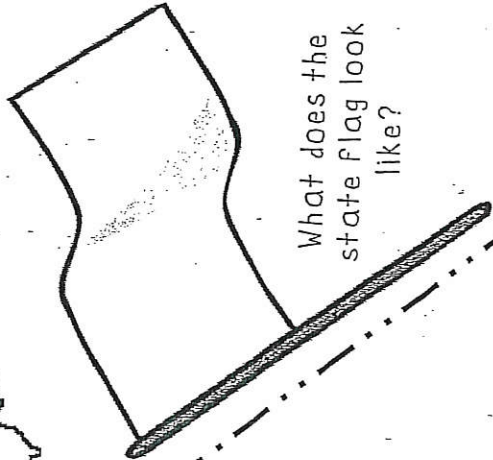Locate and label the state capital on the map below.
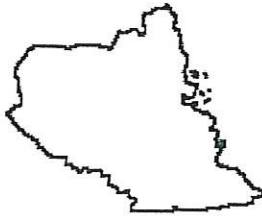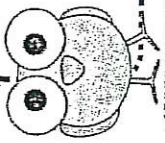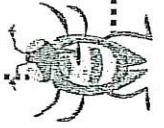
What does the state seal look like?

What does the state flag look like?

Other Facts

MASS

Everything on Earth has mass, even if something is as light as a feather. Mass is a measurement of how much matter is in an object. Mass may sound like weight, but they are two very different things. Weight is the result of gravity pulling on a mass. Weight depends on how much gravity there is, but mass stays the same no matter what the gravity.

Your mass stays the same all the time, even if you went to the Moon, Mars, or Jupiter. However, your weight would vary depending on how the gravity of that planet pulls on you. For example, you would weigh less on the Moon, though your mass would not change. That is because weight is the measure of the force of gravity on an object. The Moon has about 1/6 of the Earth's gravity so you would weigh about 1/6 less on the Moon than you do on Earth.

Compare and Contrast Mass and Weight

MASS

WEIGHT