June 14-18 Weekly Packet
Grade 3

LEARNER GUIDE

Third Grade - Episode 414

3rd

Read It

Read the passage out loud. Listen for the **unaccented syllables** at the end of the words that end with - age. Underline the words with the **-age** suffix.

I planted the seeds my grandpa gave me. Some of them were cabbage seeds! When the seeds started to sprout, I drew an image of my garden to share with Grandpa.

Phonics Skills

Separate the following words into syllables. Then write the word on the line provided.

cabbage

___ ___ _____

shortage

___ ___ _____

image

___ ___ _____

voyage

___ ___ _____

Read It

When we see **a-g-e** at the end of a word with more than one syllable, it sounds like /ij/.

This syllable is usually less strong than the other syllables in the word, so we call this an **unaccented syllable**.

We usually say **unaccented syllables** more quickly and more softly than other syllables in a word.

Phonics Skills

cabbage - a green plant that looks like lettuce
shortage - a situation when you don't have enough of something
image - a picture
voyage - a long journey by water or through space

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Read It

Read the passage out loud. Underline the words with the **-ate** suffix.

When my seeds turned to flowers, I noticed so many butterflies visiting my garden! I watched them fly from flower to flower. I learned butterflies pollinate the flowers. My estimate is that I've seen twenty butterflies!

Try It

Separate the following words into syllables. Then write the word on the line provided.

climate

___ ___ _____

pollinate

__ __ __ _____

illuminate

__ __ __ __ _____

estimate

__ __ __ _____

Phonics Skills

When we see **a-t-e** at the end of a word with more than one syllable, and it is a verb (action word) it sounds like "ate.".

When we see **a-t-e** at the end of a word with more than one syllable, and it is a noun (aperson, place, or thing) it sounds like /it/.

This syllable is usually less strong than the other syllables in the word, so we call this an **unaccented syllable**.

We usually say **unaccented syllables** more quickly and more softly than other syllables in a word.

Words to Know

climate - the usual weather conditions in a certain place
pollinate - move or carry pollen to a plant so that seeds can be made
illuminate - to make something bright with light
estimate - to make a careful guess about the size, amount, or worth of something -

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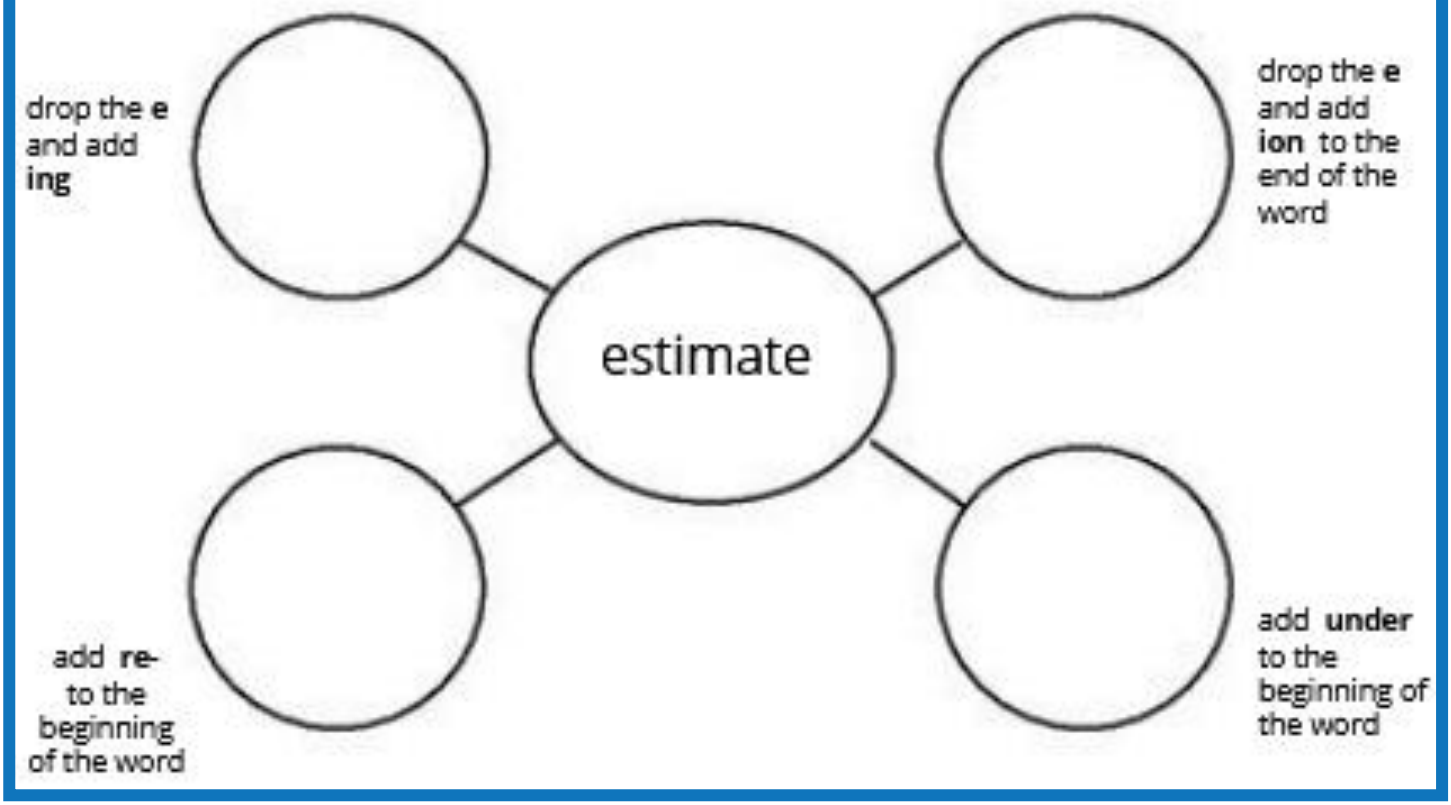
Read It

Fill in each bubble by adding the suggested prefix or suffix to the root word.



Words to Know

estim**ate** (verb - **ate** sounds like **it)** - to use a close number or make a close guess

estim**ate** (noun - **ate** sounds like **ate**) - a close guess

estimation - the amount you think there is

underestimate - estimate is too low

reestimate - estimate again

Close To 100

Materials: 2 sets of number cards 0-9 (cut out)

Directions:

1. Work with a partner. Cut the bottom portion of this sheet in half so each player can record their answers. Place the number cards face down. Each player draws 4 cards.
2. Each player chooses 2 cards to complete the expression to make a value as close to 100 as possible. Write the 2-digits and the product.
3. The player closest to 100 wins.

Level 1: Player 1		
Round 1	___ x 1___ =	_____
Round 2	___ x 1___ =	_____
Round 3	___ x 1___ =	_____
Round 4	___ x 1___ =	_____
Round 5	___ x 1___ =	_____

Level 1: Player 2		
Round 1	___ x 1___ =	_____
Round 2	___ x 1___ =	_____
Round 3	___ x 1___ =	_____
Round 4	___ x 1___ =	_____
Round 5	___ x 1___ =	_____

Level 2: Player 1		
Round 1	___ x 2___ =	_____
Round 2	___ x 2___ =	_____
Round 3	___ x 2___ =	_____
Round 4	___ x 2___ =	_____
Round 5	___ x 2___ =	_____

Level 2: Player 2		
Round 1	___ x 2___ =	_____
Round 2	___ x 2___ =	_____
Round 3	___ x 2___ =	_____
Round 4	___ x 2___ =	_____
Round 5	___ x 2___ =	_____

0	1	2
3	4	5
6	7	8
9		

0	1	2
3	4	5
6	7	8
9		

My Step-by-Step
VISUAL MODELS
for Word Problem Checklist

Steps	Directions	✓
1	Read entire problem put in "chunks" (|)	
2	Rewrite the question in sentence form with a blank space for the answer	
3	Determine who and/or what is involved in the problem	
4	Draw the unit bar(s)	
5	Go back to the "chunks" (|) and check (✓) when each part is added into the adjusted unit bars, put in question mark	
6	Correctly compute and solve the problem	
7	Write the answer in the sentence, and make sure the answer make sense	

Name _____

Part Whole Division PWD

Kegan collected 35 apples at the apple orchard. He wanted to put them into 5 bags. How many apples would be in each bag?

Sentence Form:

_____

_____

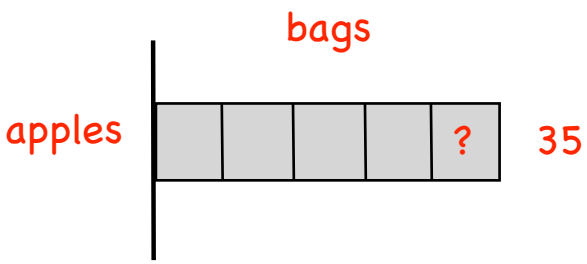
Visual Model	Computation

Kegan collected 35 apples at the apple orchard. He wanted to put them into 5 bags. How many apples would be in each bag?

Sentence Form:

Kegan has _____ apples in each bag.

Visual Model



Computation

strategies may vary

Representing Division

Directions: Complete each row. Draw out base ten blocks to represent the problem then solve.

Problem	Base Ten Drawing	Answer
48 ÷ 4		
66 ÷ 6		
36 ÷ 3		
70 ÷ 5		