LA MESA-SPRING VALLEY SCHOOLS

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HOME INDEPENDENT WORK PACKET

SDC BLUE GROUP C

PACKET 2
APRIL 27 - MAY 8

Before reading: review decoding page and vocabulary words.
While reading: Big text that is underlined is what the student reads, small text is what the adult needs to read.
First read: Focus on decoding/fluency, note any words your child has trouble with. After reading review words your child struggled with and review those words multiple times until fluent. Remember, tricky (sigh words) you just have to remember/say them you cannot sound them out. Once your child is able to fluently read those words, go back to the text and underline those words and read just those words.
Second and third reading: focus on answering comprehension questions. Use visual supports below if needed (point to 2-4 options with each question if choices needed).

yes

farm

city

zoo

den

no

chicken little

red hen

fox

farmer

cat

rat

night or day

tired

sky is falling

hungry

acorn

oak tree

Blue C

Chicken Little

Old folktale adapted by Shelley V. Jones
Illustrated by Chi Chung

Vocabulary Words

acorn

An acorn is the seed of an oak tree.

den

A den is a safe and cozy place where an animal may live.

Chicken Little

CHAPTER 1

The Sky Is Falling

What is the name of this chapter? ("The Sky Is Falling") What do you think is going to happen?

Once upon a time there was a tiny chicken named Chicken Little. Chicken Little lived on a farm in a fenced yard. A big oak tree stood in the middle of the yard.

Where did Chicken Little live? (On a farm, in a fenced yard with a big oak tree)

Late one evening,

the sky was dark.

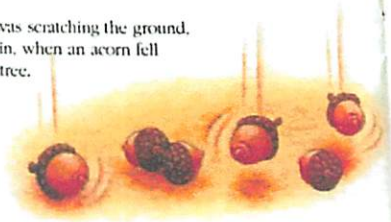
There wasn't a star in the sky

and the moon was nowhere to be seen.

Who is the story about? (Chicken Little)
Where does the story take place?
(On a farm, in a fenced yard with a big oak tree)
When does the story take place? (At night)

Chicken Little was scratching the ground, looking for grain, when an acorn fell out of the oak tree. The acorn hit Chicken Little on the head.

Touch an acorn.

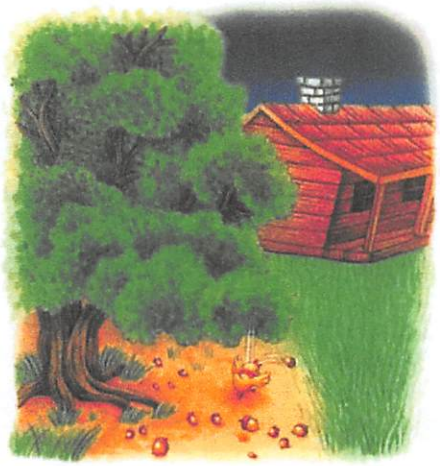


Chicken Little was frightened.

She started to cry and said,

"My, my, the sky is falling!

The sky is falling! I must go tell the farmer!"



What happened to frighten Chicken Little? (An acorn fell on her head.)
Who did she think was the problem? (She thought the sky was falling.)
That's right. So she was going to go from the farmer.

Chicken Little went to find the farmer. Along the way,

ran into Red Hen.

Who did Chicken Little run into? (Red Hen)

"Who is that?" said Red Hen.

"It's me," cried Chicken Little.

Red Hen said, "I need to ask.

Why are you running?

Where are you going?"

What did Red Hen ask? ("Why are you running? Where are you going?")

Chicken Little cried,

"The sky is falling! I must go tell the farmer."

Red Hen asked, "Why do you think the sky is falling?"

Chicken Little said,

"I could see it. I could hear it.

It hit me with a smack."

What is Chicken Little's problem? (She thinks the sky is falling.)

Red Hen said, "Then I should

go with you to tell the farmer." What did Red Hen decide to do? (Go with Chicken Little to tell the farmer that the sky was falling)

CHAPTER 2

Why, Hen, Why?

What is the title of Chapter 2? ("Why, Hen, Why!")

The sky was dark.

couldn't see the moon and stars.

Then an hit .

She did cry, "The sky hit me,

my, my, my!"

When met Red Hen,

she did cry, "Why, Hen, why?

Why did that sky hit me?"

What did Chicken Little ask Red Hen? ("Why, Hen, Why! Why did the sky hit me?")

Red Hen said, "There, there,

there." Then Red Hen did ask,

"Why did the sky hit ?

Why, why, why? Where is the

? Where, where, where?"

What do Chicken Little and Red Hen think they should do?

CHAPTER 3

Kitten and Rat Help Too

An acorn hit Chicken Little on the head. Now, she thinks the sky is falling. Chicken Little and Red Hen decided they should tell the farmer. On the way to find him, the animals ran into Kitten.

Who did Chicken Little and Red Hen run into? (Kitten)

Kitten said, "I need to ask.

Why are you running?

Where are you going?"

said, "The sky is falling!

We must go tell the farmer."

"I will go with you," said Kitten.

Who is going to go with Chicken Little and Red Hen? (Kitten)

Where are they going? (To tell the farmer the sky is falling)

On the way to find the farmer, , Red Hen,

and Kitten met Rat.

Who did Chicken Little, Red Hen, and Kitten meet? (Rat)

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Rat said, "I need to ask.

Why are you running?

Where are you going?"

said, "The sky is falling!

We must go tell the farmer."

"I will go with you," said Rat.

Now Rat has joined Chicken Little and her friends. Do you think they will find the farmer? What do you think the farmer will do?

Chicken Little, Red Hen, Kitten, and Rat were on their way to tell the farmer the sky was falling. On the way, they met a fox.

"My, my," said the .

"Why are you running?

Where are you going?"

said, "The sky is falling!

We must go tell the farmer."

"Hmmm," thought the fox. "What silly animals!"

Then the said, "The

is in my den. I could take you there."

What did the fox want Chicken Little and her friends to do?
(Go to his den.)
Do you think the farmer is really in the fox's den?

"Is this a trick?" asked the animals.

"My, my," said the .

"Would I trick you?"

The animals thought and thought. Finally Chicken Little said, "Let's go with Fox. He knows where the farmer is and we must tell him the sky is falling." Fox smiled, then led the animals to his den.

Oh, no! The fox smiled. What do you think will happen next?

UNIT 20 DECODING PRACTICE 4

(See Daily Lesson Planning for story suggestions.)

✈

1. SOUND REVIEW Demonstrate an appropriate pace. Have students read the sounds in each row.

▲	-y	Wh	oo	k	ar	t
●	m	ĕ	H	i	d	ea
✿	E	c	n	R	-y	Sh
■	w	th	a	s	ck	ee

2. ACCURACY/FLUENCY BUILDING For each column, have students say any underlined part, then read each word. Next, have students read the column.

✈	✈✈	✿	✿✿	✿✿✿
my	nest	scooted	isn't	red
shy	test	started	aren't	read
sky	west	handed	wasn't	wed
cry	rest	rented	wouldn't	weed
try	crest	needed	couldn't	Ned
		kidded		need

3. TRICKY WORDS Have students silently figure out each word and then read it aloud.

☆☆	are	should	the	Where	said
☆☆☆	there	Who	want	what	A

4. DAILY STORY READING

Date _____

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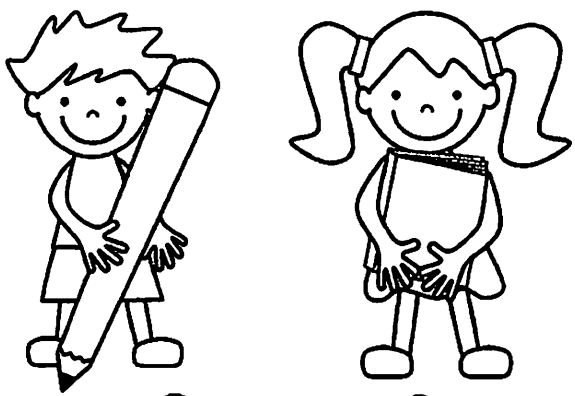
10 Activities to Practice Sight Words at Home:

- **Popsicle Sticks** - Write the sight words on popsicle sticks. Write "DYNAMITE" on a couple sticks. Put them in a jar. Pull them out one-by-one, read the word. If you pull dynamite, you have to put them all back in the jar.
- **Magnetic Letters**- use magnetic letters to build the words
- **Sight Word Hunt** - search for & read sight words hung around the house.
- **Sight Word War** - Playing with a partner, use 2 stacks of sight word cards, each player flips over a card. Whoever reads the word first keeps the cards. Person with most cards wins!
- **Shaving Cream** - Write the words in a dab of shaving cream on the table.
- **Legos**- Use dry erase markers to write sight words on the side of legos, and place them in a pile. Call out a word, have your child find the lego with that word, and add to the tower.
- **Flashlight Tag** with sight words on the wall
- **Sight Word Tallies** - Write 5 sight words on a piece of paper. Search through books and magazines, and put tally marks next to the words as you find the words.
- **Playdoh** - Use playdoh to form the letters and build the sight words.
- **Flashcards** - Write the words on index cards, review 5-10 a night.



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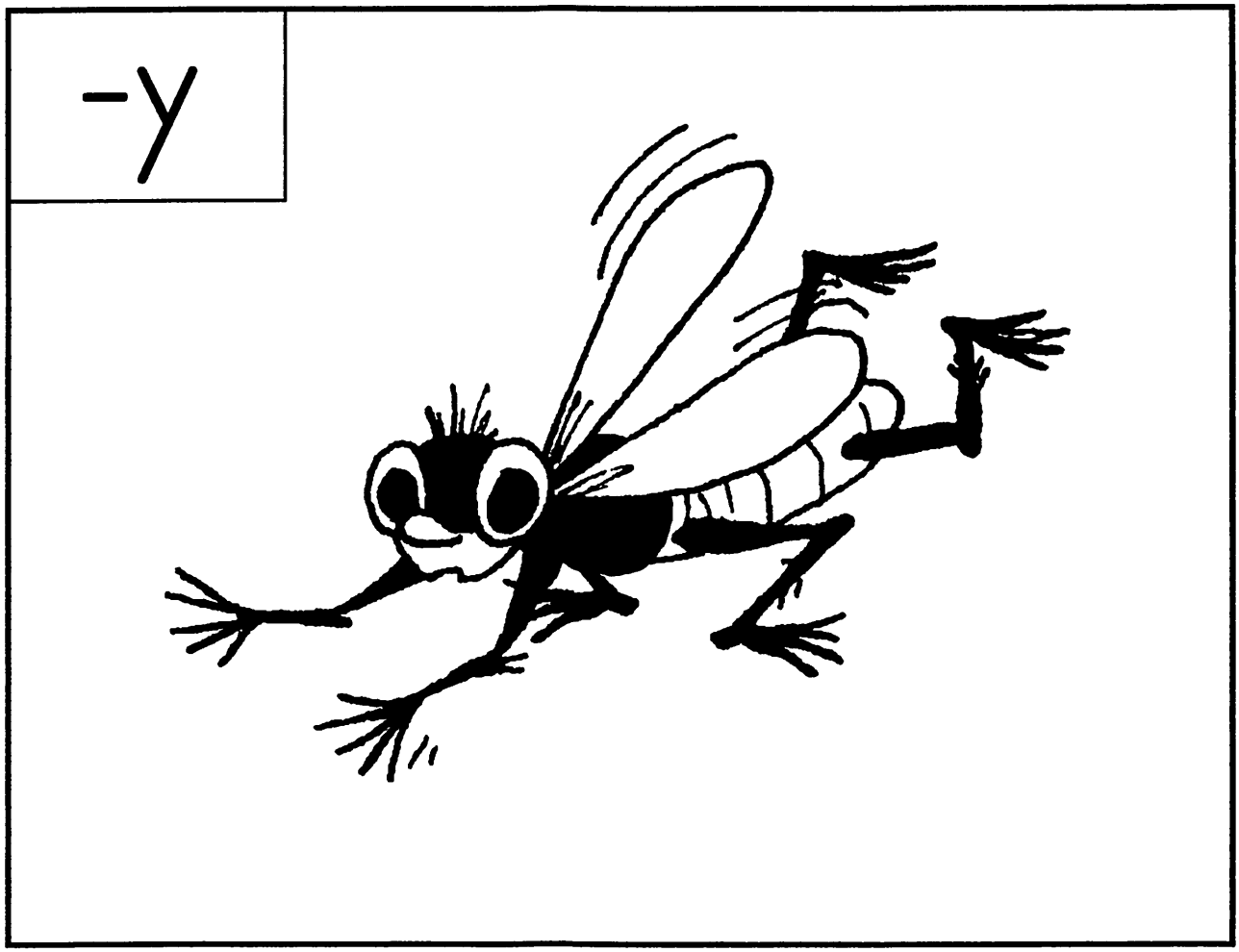
UNIT 20 SKILL WORK ACTIVITY 1

SOUND PAGE: For use after Story 1

Name _____



y y y

y y y

my my my

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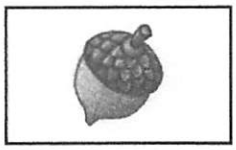
For use after Story 2

Sentence Illustration

An  hit and she did cry.

Answering Questions With Sentence Completion

1. What did ask?

"Why did that sky hit me?"

"Why did that

"

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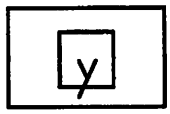
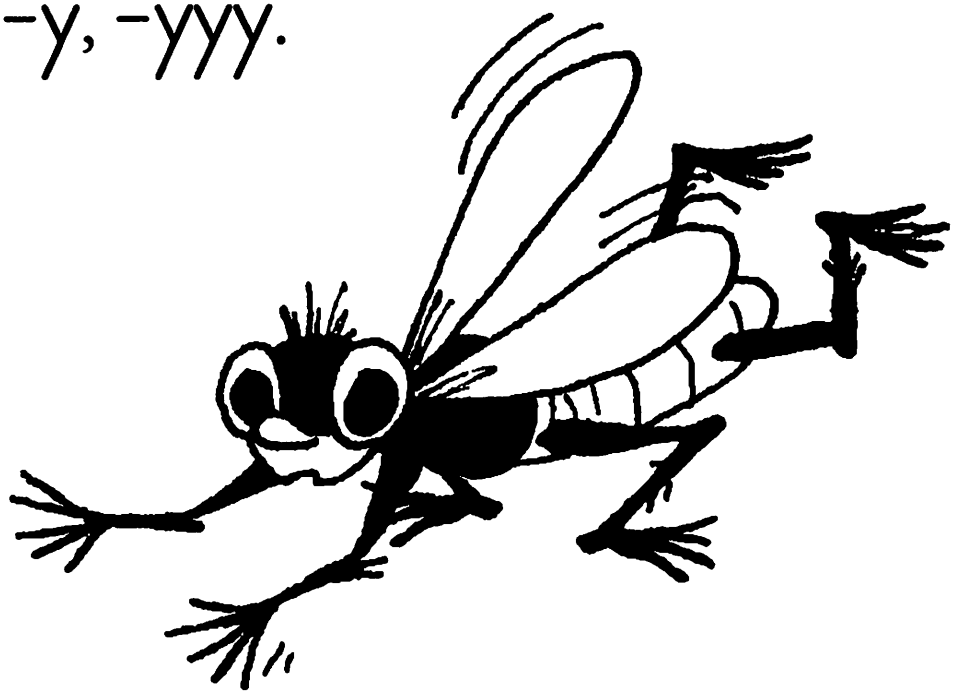
Name _____



-y as in Fly

The letter y has several sounds.
Hear the -y at the end of "fly."
My, oh my, a fly in the sky,
-y, -y, -yyy.



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9

Sentence Comprehension

said, "The

is in my den."

Kitten said, "It's a trick."

Red Hen said, "Is this a trick?"

1. What did Red Hen ask?
   - o "Is this a trick?"
   - o "Is he in the den?"

2. said, "The is in my _____."
   - o tree
   - o nest
   - o den

Answering Questions With Sentence Completion

3. Who said, "It's a trick"?
   Kitten said, "It's a trick."

Kitten said, "

"

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UNIT 20 SKILL WORK ACTIVITY 5
HEARING SOUNDS: For use after Story 5

Name _____ ☆

Ending Sound

For each row, have students write the sound. Then have them color or circle the picture that ENDS with that sound.

C K	– – ck				
Y	– – y				
C K	– – ck				
t	– – t				

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UNIT 20 SKILL WORK ACTIVITY 6
RHYMING PATTERNS: For use after Story 6

Name _____

im	-y	ark
T	wh	M
h	dr	sh
sw	tr	d

en	et	eat
h	m	m
m	n	n
t	s	s

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Focus Lesson:
Thank You Letter and Paragraphing

Name _____

Read the letter to students. Then guide students as they complete the second letter.

1-10-2009

Dear Grandma,
Thank you for the book. It is awesome. I like to read about insects.
School is fun. I am learning how to write letters.

Love,
Zeke

Date _____

Dear Grandma,
Thank you for the book. It is awesome. I like to read about insects.

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UNIT 20 SKILL WORK DAY 2
Handwriting

Name _____

Have students trace each letter, starting at the dot and going down. Then have students write the letter on their own.

1 b c

Have students fill in the missing letters and then trace.

2 no qr tu wx z

Have students write the letters from Row 2 and complete the happy face when they've done their best work.

3

✔and correct

Have students trace the shifty words.

4 weak eak ean clean

UNIT 20 SKILL WORK DAY 3
Handwriting

Name _____

Have students trace each letter, starting at the dot and going down. Then have students write the letter on their own.

1

Have students trace the rhyming words and identify what's the same about them.

2 tell well will still

Have students write the rhyming words from Row 2 and complete the happy face when they've done their best work.

3

✔and correct

Have students trace the phrase, identify the rhyming words, and complete the happy face when they've done their best work.

4 will on a hill

✔and correct

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UNIT 20 SKILL WORK DAY 4
Handwriting

Name _____

Have students trace each letter set and complete the happy face when they've done their best work.

1 L L L L

✔and correct

Have students trace the words.

2 the look one two

Have students write the words from Row 2 and complete the happy face when they've done their best work.

3

✔and correct

Have students complete the sentence with a picture word.

4 Look at the the _

UNIT 20 SKILL WORK DAY 5
Handwriting

Name _____

Letter Review: Have students trace the letters.

1 ar W n wh e y l

Have students write the letters from Row 1 and complete the happy face when they've done their best work.

2

✔and correct

Have students trace the Bossy E words and arrows.

3 made make ake ate

Have students write the Bossy E words from Row 3.

4

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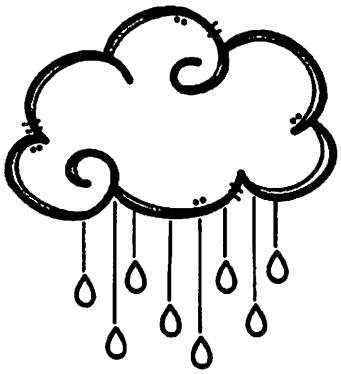
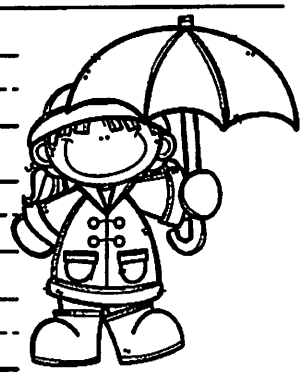
Name: _____ Date : _____

SPRING Writing Prompts





♡ I used capital letters. ♡ I used spaces. ♡ I used punctuation.

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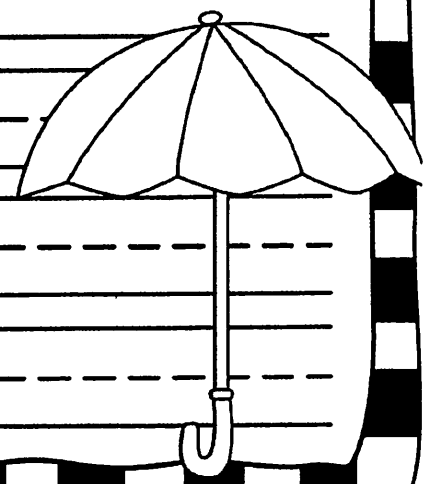
Raining

You looked out your window and couldn't believe your eyes! What was coming down from the sky? It wasn't rain! Provide details.



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april showers

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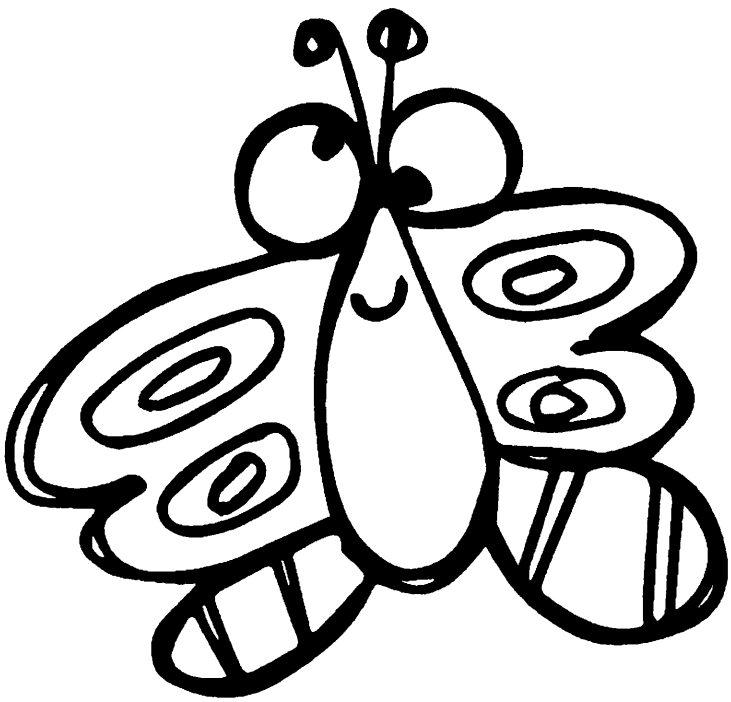
Name_____

Date_____

Spring Daily Quick Writes



Monday

Why is water so important to living things? What are two ways it helps us?

Tuesday

How does your family help save the earth? What do YOU do to help save the earth?

Wednesday

What does a thunderstorm sound like? How does it make you feel?

Thursday

If you could only eat ONE food for every meal, every day, what would it be? Why?

Friday

If you could give your best friend anything in the world, what would it be? Why?

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Name _____

Hurting or Helping?

recycle	plant new trees	pollute the air
compost	too much garbage	litter

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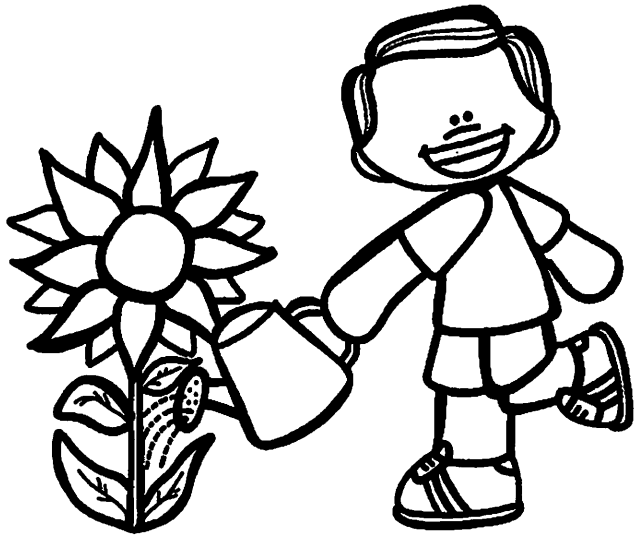
Name: _____

Color it !



In Spring

Write it !

_____

_____

_____

_____

Check it !

Capitals	ABC	☐	Finger spaces	⇔	☐
Punctuation	,.?!	☐	Does it make sense?		☐

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The Best Spring Day Ever

Use these words to help you write.

fun	warm	Earth
kite	sunny	bird
sun	tree	friend

Color a Spring chick if you:

- used a capital letter to start each sentence
- used a period to end each sentence
- printed neatly

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MY MOM

Written and Illustrated by:

Name: _____

I love my mom because _____

_____

_____

_____

_____

_____

A joyful WORLD By Bee C

Name: _____

APRIL CHOICE BOARD

Do you like spring flowers? Why or why not?	What do you like to do for fun on a rainy day?	Have you ever played a trick on someone?	The best game to play outside during spring is...	Do you ever miss winter when spring starts?
How do you take care of the Earth?	How do you know that it's springtime?	What's your favorite part about spring?	Have you ever seen a butterfly? Describe it!	Which spring animal would you like to be and why?
If you caught a butterfly, what would you do with it?	My favorite place to go during spring is...	Describe a flower! Be sure to include what it looks like.	Would you want to plant a garden? Why or why not?	What is the weather like during spring?
If you could plant a garden, what would be in it?	What are some sounds you hear during spring?	What are some clothes you wear during spring?	When I see baby animals I think of...	Describe a bumble bee.

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Handwriting Activities for Home and School

- Write on a Dry erase board
- Write on a Chalk board
- Put large paper on the floor and use markers for something different to write on
- Tape large paper on the walls in the hallway for large writing activities
- Use different writing utensils and let the child choose what to use for each activity
- Tape paper/worksheet/activity on the refrigerator and let them color while you cook
- Tape paper/worksheet/activity on an easel
- Put shaving cream out on the table and let child "write" in the shaving cream with a finger, pencil, or other writing utensil
- Use a gripper on the pencil (for finger placement cues and for sensory input)
- Use a "special" pencil, crayons, markers, etc. that you can ONLY use when you are working (not for play time or other things...only with homework for example)
- Write with finger paint using your finger as the writing utensil
- If writing at a desk is not working, put the paper on the floor, table, taped up on the wall, taped on the refrigerator, etc. to change locations and make it not so much like work
- Write letters, numbers, lines, etc. in yellow highlighter for the child to then trace over
- Put small objects (penny, bean, marble, etc.) in a ball of silly putty or play-doh and have the child "dig" out the object with his fingers (for strengthening if needed – also to get use to using both hands at midline)

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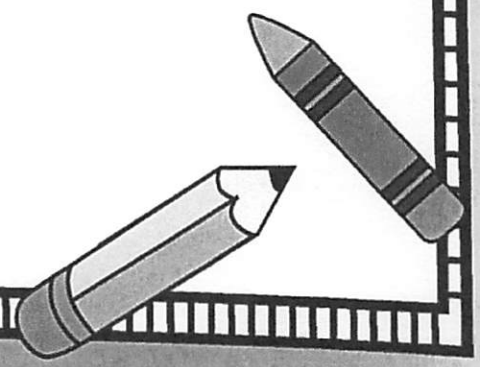
- Use a water pad (you can often get them in with baby toys and sensory toys), filled with a watery gel like substance. Use your finger, a writing utensil, etc. to write in the gel
- Practice writing on a magnetic board
- Use dry erase markers on laminated papers that can be reused for practice
- Paint letters and numbers or lines and shapes (this will get child used to holding a utensil the correct way, forming letters/numbers/shapes, etc.)
- Fill a Ziploc bag with a small amount of liquid paint and seal it. TAPE THE TOP OF THE BAG SO NOTHING LEAKS OUT. You can also tape each edge just to reinforce the seams. Use a q-tip or your finger to "write" on the outside of the bag. You can then "erase" it by smoothing the paint back out with your hand.
- Go outside and use sidewalk chalk
- Write with white chalk on dark construction paper
- Take advantage of numerous applications for tablets that emphasize handwriting, forming letters, shapes, and numbers
- Break a pencil or crayon to the size of a pencil used when golfing (approximately 2 inches long). Using a writing utensil this size will make using a correct pencil grasp necessary!
- Write in pencil the writing activity you desire the child to complete. Allow the child to trace what you have written using a white crayon. Paint over the area with water paints to make their handwriting "magically" appear to check their work.
- Write on a mirror or glass with lipstick, washable paint, crayons.



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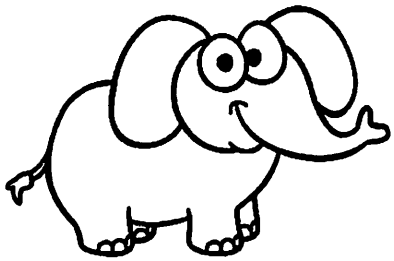
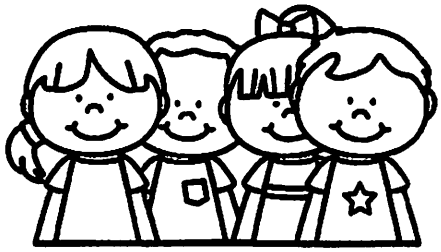
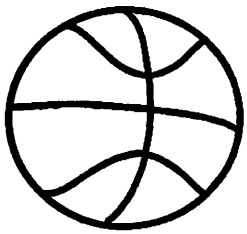
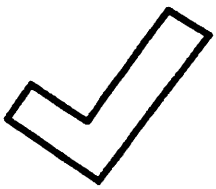
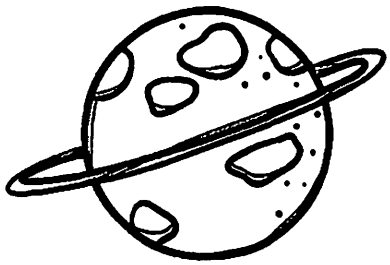
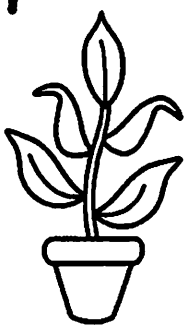
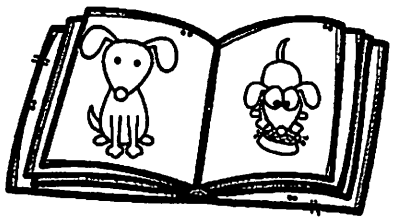
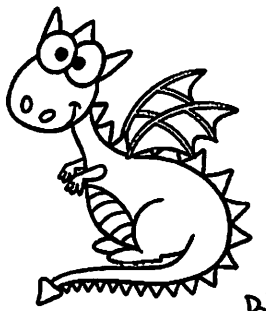
Read Across America

Scavenger Hunt

A book about animals 	A book with people 	A book about sports 
A book with real facts 	A book about outer space 	A funny book
A book about plants 	A book with no words 	A fantasy book 

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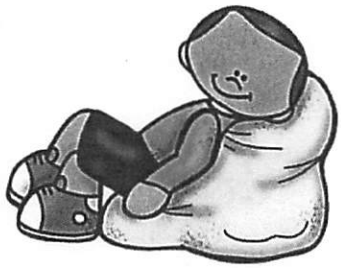
Blue C

When I feel mad or frustrated, I can...

count to 10 slowly

sit in a bean bag



breathe in & out slowly & deeply

hug a stuffed animal

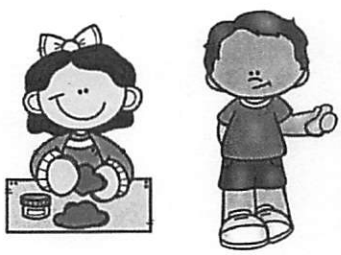
draw a picture

think happy thoughts

do some exercises

push on a wall

use playdoh or putty



Blue C.

STRATEGIES I CAN USE TO GET TO THE GREEN ZONE

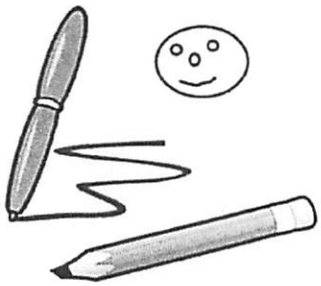
Drink water

Eat a snack

Take 5 deep breaths

Take a break

Draw/ Color



Listen to my favorite song

Read a good book

Billie C.

CALM-A-LLAMA SCAVENGER HUNT

How many can you complete?

- ❑ Wear headphones and clean your room to your favorite songs.
- ❑ Snuggle in a cozy blanket & watch a movie.
- ❑ Sleep with a super soft stuffed animal.
- ❑ Fall asleep to spa music.
- ❑ Learn some new jokes & try them out.
- ❑ Color with new markers.
- ❑ Learn to make a new recipe that you love.
- ❑ Just sit & watch people in public.
- ❑ Learn & try progressive muscle relaxation.
- ❑ Stretch your arms up to the sky, hold while counting to 15. Release.
- ❑ Try a new hobby.
- ❑ Make shapes with play-doh.
- ❑ Play with kinetic sand.
- ❑ Stretch all of your muscles.
- ❑ Talk to an animal.
- ❑ Take a bubble bath.
- ❑ Take a nature walk.
- ❑ Balance on one leg and time it.
- ❑ Read a book in quiet in your bed.
- ❑ Try a yoga pose.
- ❑ Daydream in the dark.
- ❑ Make a list of things or people that make you feel grateful.

The Counseling Teacher Brandy © 2019

Blue C

MINDFUL BREATHING:

Think of something that you love or that is a blessing in your life. Use your 5 senses to think about it more deeply. Does it have a smell, a taste, or a feeling? Can you hear or see it? Think of those things for a moment.
Now, take in a deep breathe while repeating the name of this blessing.
Breathe out slowly while imagining this thing that brings you joy.
Repeat this each day with a new blessing

IN - HOLD - OUT BREATHING

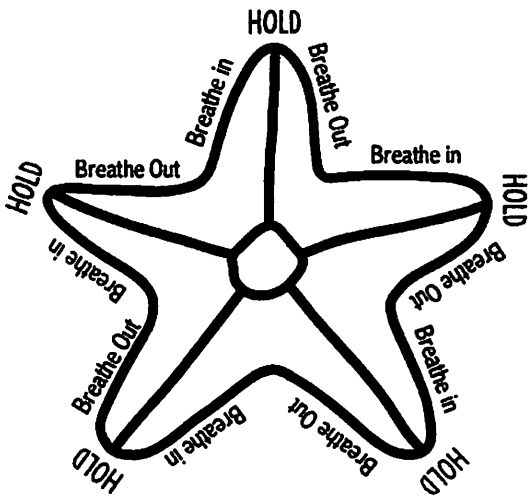
Inhale through your nose while counting to 5
Hold it while counting to 6
Exhale through your mouth while counting to 7

SQUEEZE AND BREATHE

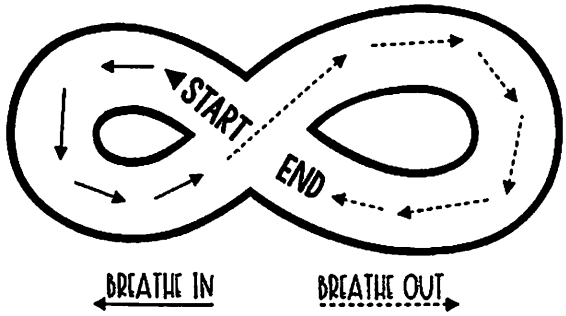
1. Find a stress ball, play doh, or other soft object to squeeze.
2. Take in a deep breath as you squeeze.
3. Breathe out slowly as you let go.

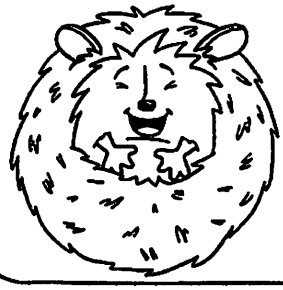
STARFISH BREATHING:

Breathe in as you trace up the star. Hold at the tip. Breathe out as you trace down. Go slowly.



Trace your finger around the race track. Breathe in while tracing the left side and out slowly while tracing the right side. (repeat daily)





BELLY BREATHING:

Switch the focus of your breathing from your chest to your belly. Place one hand on your chest and one on your belly. Take a deep breathe. Notice your belly rise. Breathe out. Notice your belly fall.

BREATHE THE RAINBOW

Imagine the color of the rainbow.
Take a deep breath while imagining you are breathing in each color.
Red: Breathe deeply through your nose, the warming calm of the color red. Hold it and feel the warmth in your chest. Blow that warmth back into the room, slowly with your mouth.
Orange: Breathe in the zesty excitement of the color orange in through your nose. Hold it and feel the tingling joy in your heart. Blow that joy slowly back into the room with your mouth.
Yellow: Breathe deeply through your nose, the glowing rays of the color yellow. Hold it like sunshine beaming down on your face. Blow those rays back into the room, slowly with your mouth.
Green: Breathe in the morning dew of the color green through your nose. Hold it and feel the feeling of a new morning in my arms. Blow the freshness of a new start back into the room with your mouth.
Blue: Breathe in the calming waves of the color blue. Hold it like you are floating on the top of that wave. Let that wave crash as you blow it's calmness back into the room with your mouth.
Purple: Breathe in the loving embrace of the color purple. Hold it like a tight hug for a moment. Blow the love of that hug slowly out of your mouth, back into the room.

Blue C

3.MD.3 - Graphing

Name: _____ Date: _____

Directions: Draw a picture graph based on the following data.

Name	Amount of Money Saved
Charlie	$25
Cora	$45
Maddie	$30
Jayden	$30
Justin	$35

Amount of Money Saved by Third Graders

Name	Amount of Money Saved
Charlie	
Cora	
Maddie	
Jayden	
Justin	
Key:	

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3.MD.3 - Graphing

Name: _____ Date: _____

Directions: Draw a picture graph based on the following data.

Name	Amount of Apples Picked
Lauren	14
Aiden	10
Jessica	16
Jack	8
Ryan	12

Amount of Apples Picked by Third Graders

Name	Amount of Apples Picked
Lauren	
Aiden	
Jessica	
Jack	
Ryan	
Key:	

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3.OA.1 - Multiplication

Name: _____ Date: _____

Show how to find the product using equal groups or an array.

Example: 3 x 4 = 12

Equal Groups	Array

4 x 5 = _____	9 x 3 = _____
4 x 2 = _____	2 x 5 = _____
6 x 3 = _____	5 x 3 = _____

Blue C

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3.OA.1 - Multiplication

Name: _____ Date: _____

Show how to find the product using equal groups or an array.

Example: 3 x 4 = 12

Equal Groups	Array

6 x 5 = _____	5 x 7 = _____
8 x 4 = _____	1 x 5 = _____
6 x 6 = _____	7 x 5 = _____

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3.OA.2 - Division

Name: _____ Date: _____

Show how to find the quotient using equal groups or an array.

Example: 12 ÷ 3 = 4

Equal Groups	Array

15 ÷ 3 = _____	24 ÷ 6 = _____
49 ÷ 7 = _____	56 ÷ 8 = _____
8 ÷ 2 = _____	10 ÷ 2 = _____

Blue

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3.OA.2 - Division

Name: _____ Date: _____

Show how to find the quotient using equal groups or an array.

Example: 12 ÷ 3 = 4

Equal Groups	Array

21 ÷ 7 = _____	25 ÷ 5 = _____
18 ÷ 3 = _____	54 ÷ 9 = _____
24 ÷ 8 = _____	16 ÷ 4 = _____

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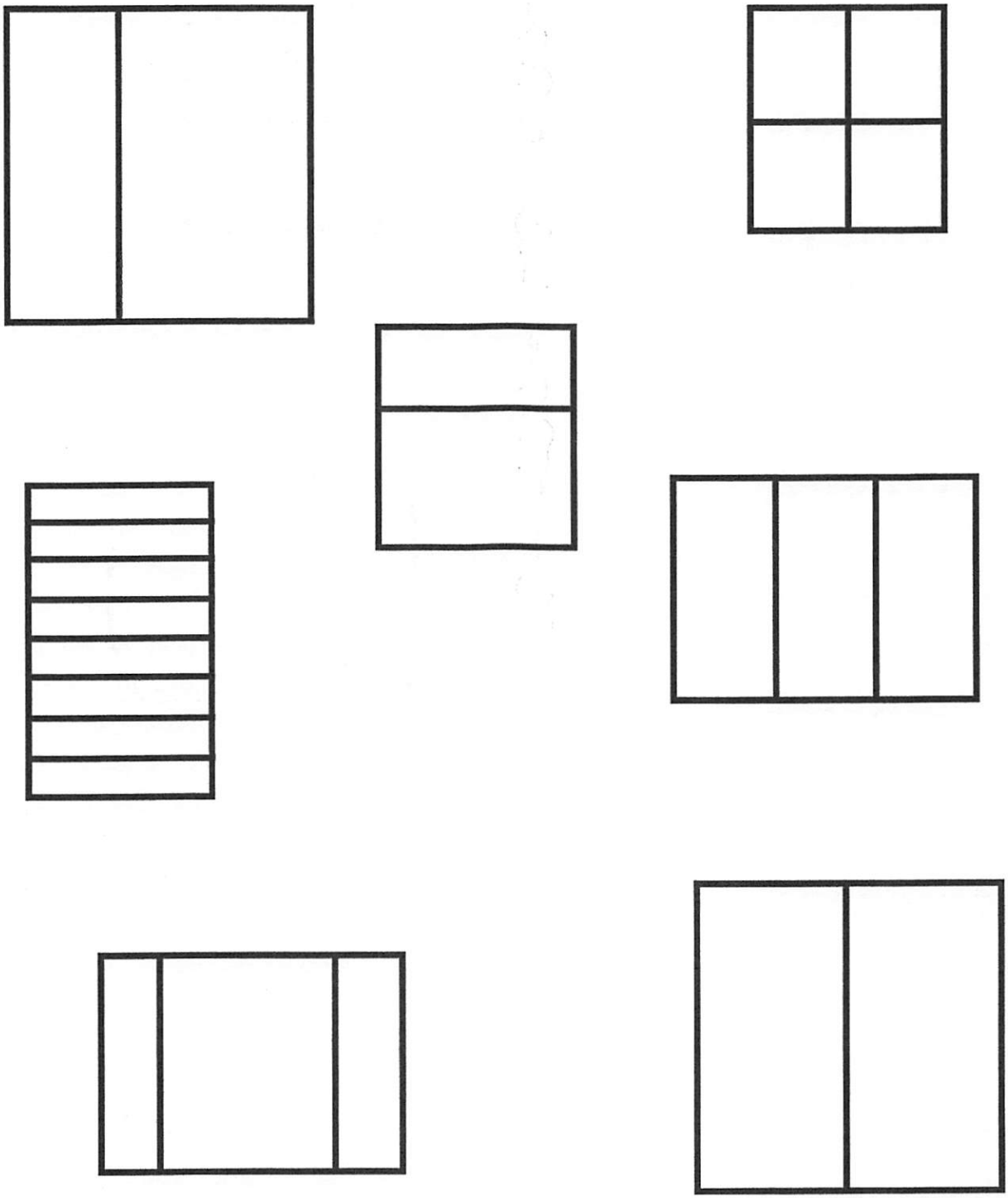
3.G.2 - Partitioning Shapes into Equal Parts

Name: _____ Date: _____

Shade in the shapes that are partitioned into equal parts. Cross out the shapes that are not partitioned into equal parts.



Blue G

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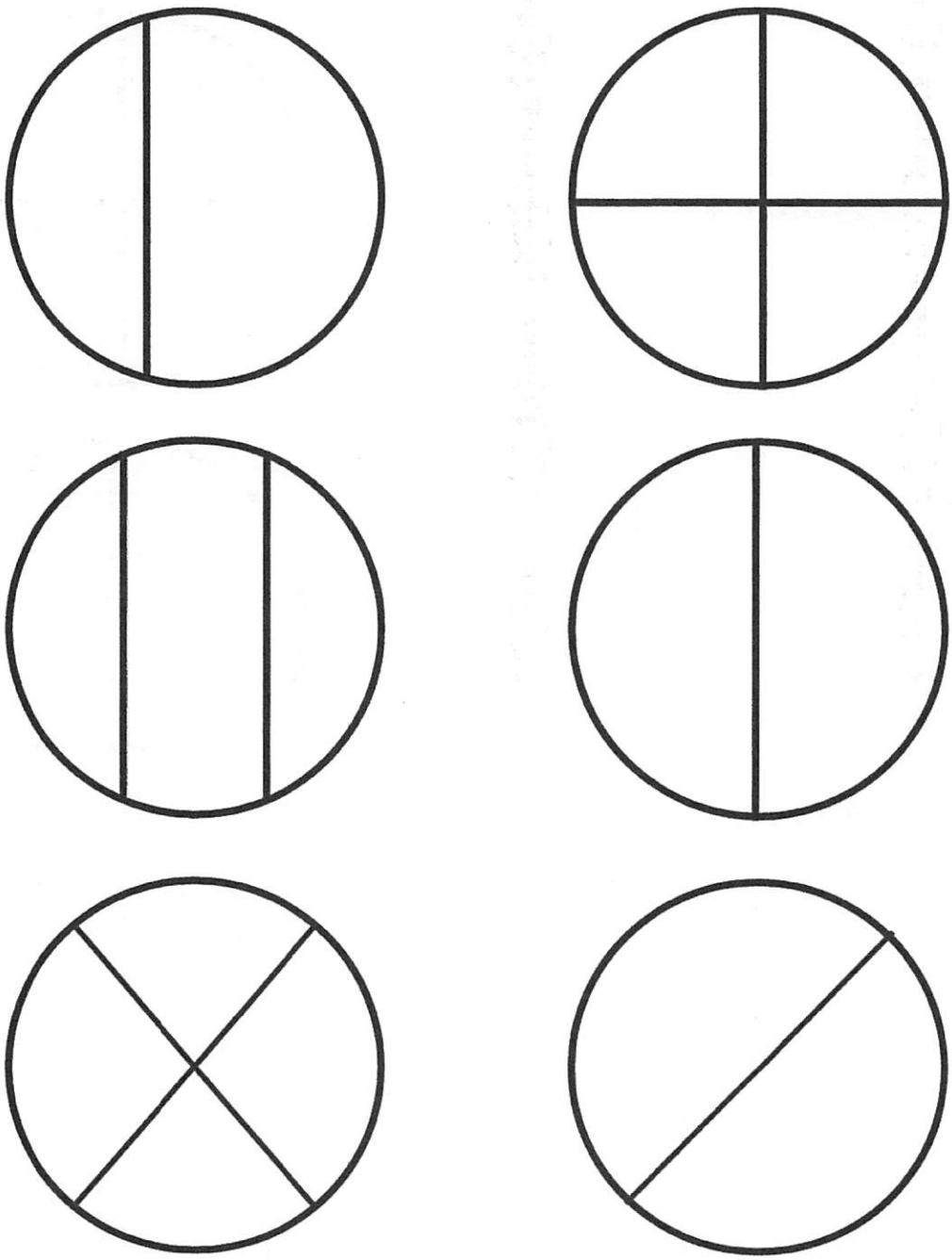
3.G.2 - Partitioning Shapes into Equal Parts

Name: _____ Date: _____

Shade in the shapes that are partitioned into equal parts. Cross out the shapes that are not partitioned into equal parts.



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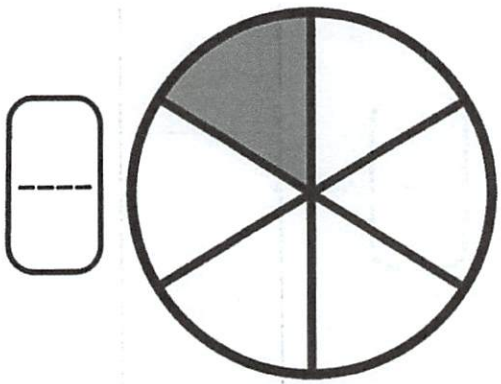
3.NF.1 - Identifying Fractions

Name: _____ Date: _____

Write the unit fraction.



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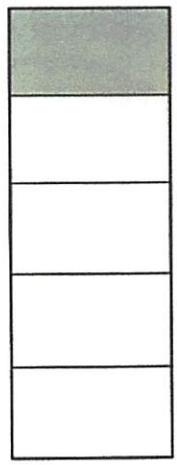

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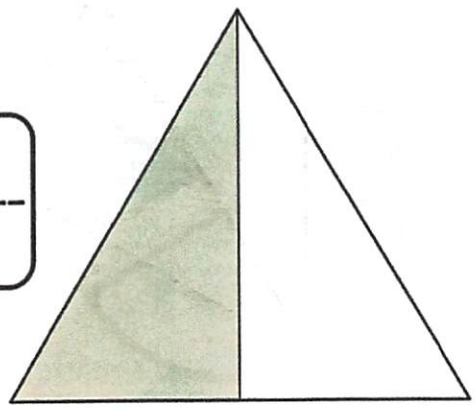

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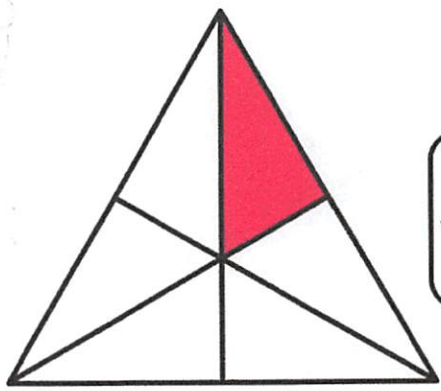

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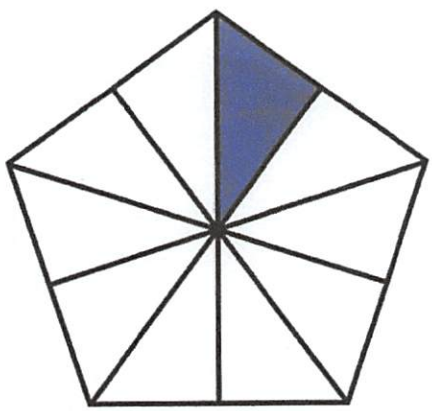

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____

Blue C

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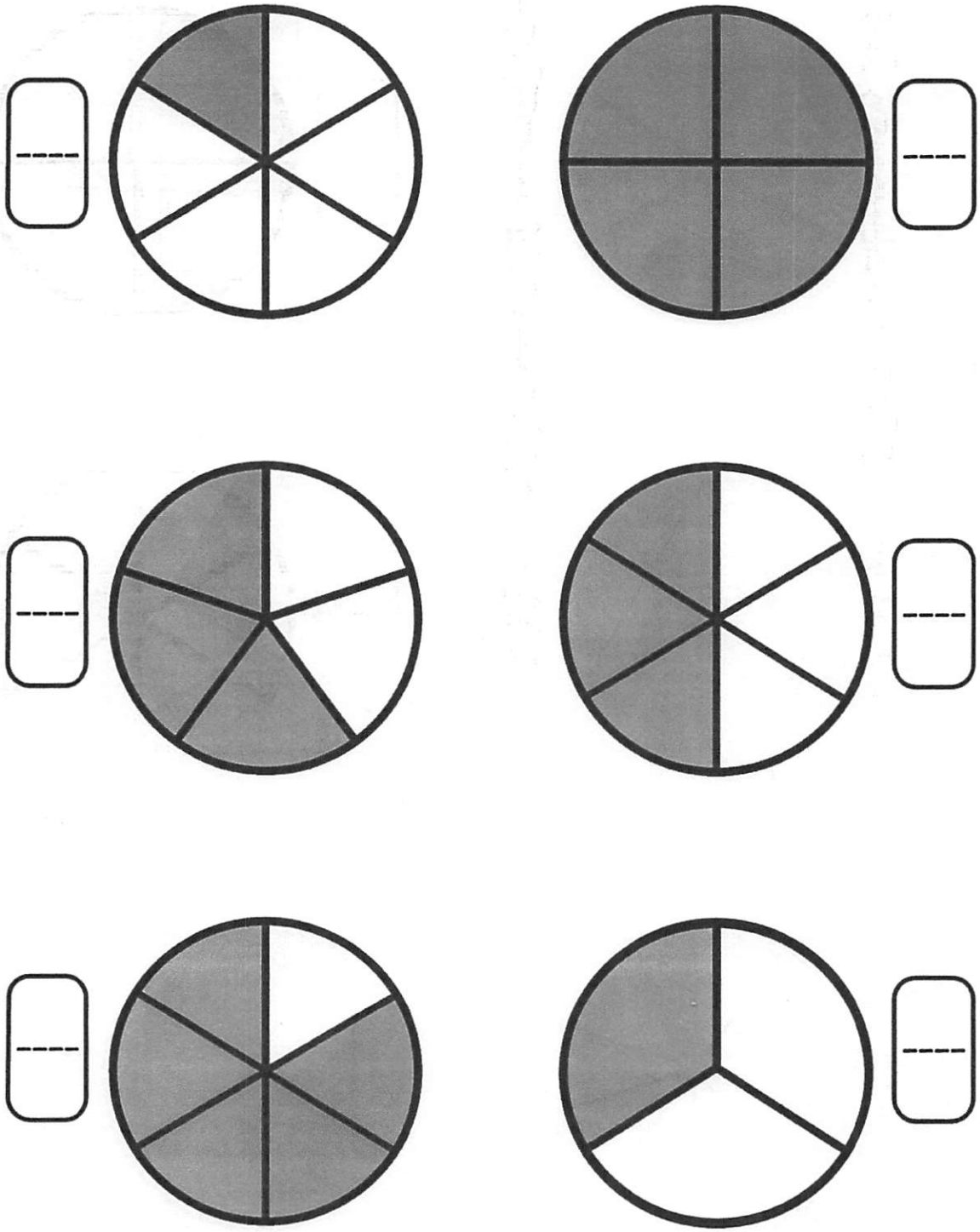
3.NF.1 - Identifying Fractions

Name: _____ Date: _____

Write the fraction.



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