

# **Third Grade At Home Learning**

## **Session 1**

**April 20-May 1**

**(Illustrate the cover to make it your OWN!)**

**Student's Name:**\_\_\_\_\_

**Teacher:**\_\_\_\_\_

Dear Third Grade Families,

Here is the next packet in our **School From Home Adventure!** We have been working together to come up with a variety of activities that can be done at home without many required supplies or extra manipulatives, but also offer exposure to all of the outcomes we would have been teaching these months to prepare our students for fourth grade! Hopefully you will enjoy the work and learn in the process!

We are including a SAMPLE daily schedule. If this helps you, wonderful! Of course, if you have already established your own schedule/routine, good for you and keep it up! Each week's packet contains items for ELA, Writing, Math, Cursive Handwriting, Words Their Way, and Social Studies. In addition to the hard copies, we are encouraging you, if possible, to log in to Mystery Science ([www.mysteryscience.com](http://www.mysteryscience.com)!) Even if you have not done the experiments, Doug always provides an enjoyable, child-friendly lesson, which is aligned with our state standards! Students should also be logging in to Raz-Kids. We are able to track students' progress: showing us which students have been on, for how long, and which areas they mastered or struggled with! We care about each child's growth...read, read, read!

We appreciate you and understand the uncertainty of these times. None of us have ever been faced with our current educational challenges, but we will navigate these waters together! Thank you for caring about your child's learning! Hug each other! Spend time making art, making cookies, and making memories!

Please return your child's work at buses during meal drop offs, Middle or Pine Street Schools. Student work can also be shared electronically by scanning, taking photos, or emailing the documents to each teacher. Returning student work will ensure that your child receives CREDIT for the third and fourth marking periods of the 2019-2020 school year.

The Third Grade Team,  
Sue Delia, Lori Herin Flock, Dane Schafer, Lisa Vaughn, Diana Whittle, and Heather Wills

### **Session 1 Outcomes**

Reading-3.RI.3.1, 3.RI.3.10, 3.RL.3.1, 3.RL.3.4, 3.RL.3.10

Writing-W.3.7-Animal Research Report

Grammar-3.L.3.2a,b,f, 3.L.3.5

Social Emotional/Social Studies Activities-Gratitude Scavenger Hunt for Kids and Worksheet

Math-3.NF.1, 3.NF.3, 3.G.2, Fraction Memory Game-3.NF.1, 3.NF.3, Finding Factors Game-3.OA.4, Do-Anytime Activities for Grade 3 Home Connection

Mystery Science-3.LS3.2

April 2020

Dear Third Grade Parents,

We would like to provide you with a **SAMPLE** schedule to help meet the needs of your family and are recommending the following minutes for each subject area:

Reading	15 minutes
Writing	15 minutes
Math	15 minutes
Science or Social Studies	15 minutes

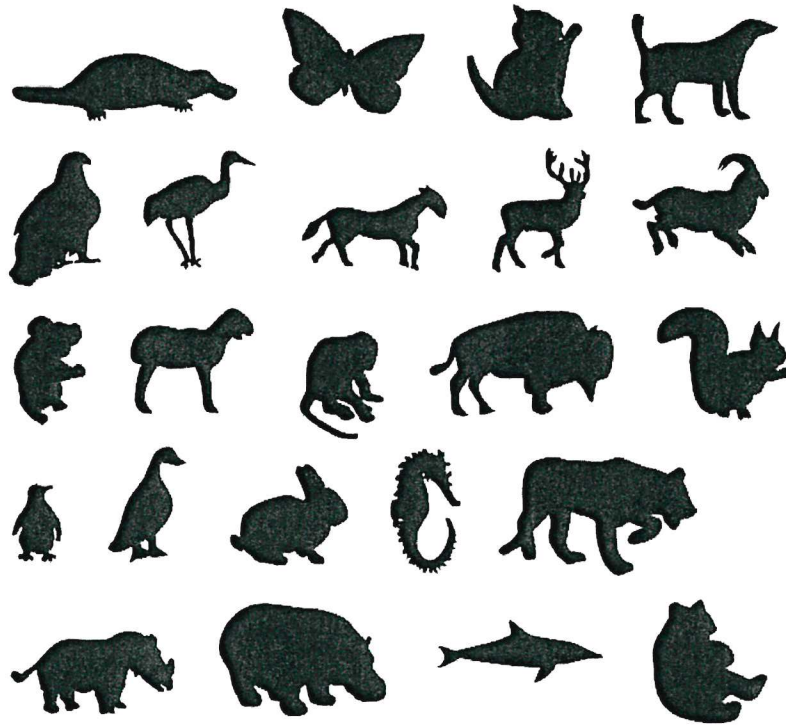
**SAMPLE SCHEDULE**

8:00-9:00	Get Up/Play/Watch TV
9:00-9:30	Breakfast
9:30-9:45	Reading
9:45-10:00	Writing
10:00-10:45	Exercise/Snack (walk, GoNoodle-online app, bike ride, etc.)
10:45-11:00	Math
11:00-12:00	Free Choice
12:00-12:30	Lunch
12:30-1:00	Free Choice
1:00-1:15	Science (Mystery Science-suggested) or Social Studies
1:15-1:45	Music/Art/PE
1:45	School's Out ☺

Please contact your child's teacher if you have any questions or concerns!

Thank you,  
Third Grade Teachers

# Ask Me About Animals!

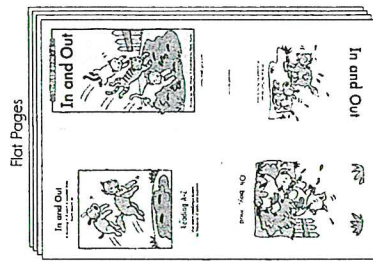


Look through the books and magazines at your house, or do some research online, and choose your favorite animal! You are going to learn as much about that animal as you can, while practicing cursive writing, spelling and grammar! You have two weeks, so take your time. Have fun!



## MAKING A VERTICAL POCKETBOOK

1. Fold just the first page in half so that the fold is on the bottom and the front cover faces you.
2. Fold the page in half again so that only the front cover faces you and the folds are on the left and bottom.
3. Repeat steps 1 and 2 for each additional page. Insert each folded page inside the previous one. (When completed, all book page numbers should be in order.)
4. Close the book and square up the edges of all the pages. Staple two times along the fold.
5. Place one strip of 1-inch tape along the fold, covering the staples on the front and back of the book (optional).



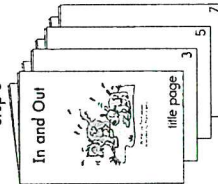
Step 1



Step 2



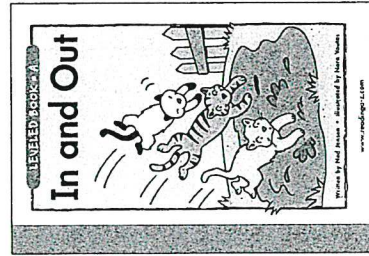
Step 3



Step 4



Step 5



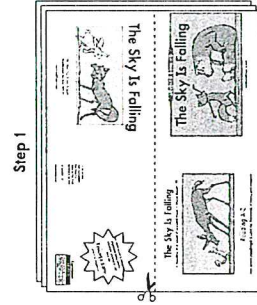
Finished book

Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

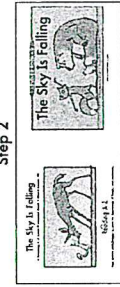
## MAKING A HORIZONTAL POCKETBOOK

1. Take the paper stack straight off the printer. Cut through the whole stack along the dashed line. Discard any blank halves.
2. Place only the front/back cover page in front of you.
3. Fold the page in half so that the fold is on the left and the front cover faces you.
4. Place the remaining pages with the pictures facing you. Then fold each page in half so that the fold is on the right.
5. Put all of the folded pages in numerical order. Place the stack of folded pages inside the cover page.
6. Close the book and square up the edges of all the pages. Staple two times along the fold.
7. Place one strip of 1-inch tape along the fold, covering the staples on the front and back of the book (optional).



Step 1

Flat Pages

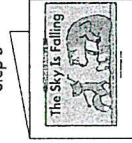


Step 2

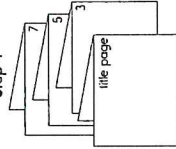
front cover

back cover

Step 3



Step 4



Step 5



Step 6



Step 7



Finished book

Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

Optional book for animal report

# A Prairie Dog's Life

A Reading A-Z Level M Leveled Book  
Word Count: 546

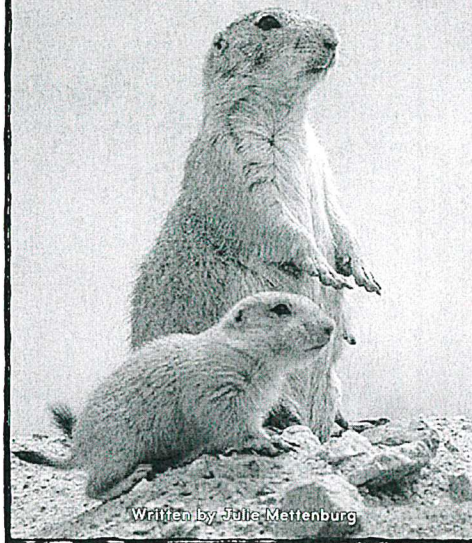


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LEVELED BOOK • M

# A Prairie Dog's Life



Written by Julie Mettenburg

[www.readinga-z.com](http://www.readinga-z.com)





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A Prairie Dog's Life  
Level M Leveled Book  
© Learning A-Z  
Written by Julie Mettenburg

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www.readinga-z.com

Correlation	
LEVEL M	
Fountas & Pinnell	L
Reading Recovery	19
DRA	24

As summer turns to fall, they will prepare their burrow for winter. During winter, they will rarely go out into the harsh weather.

Early next spring, the older females will have babies. And in late spring, Charlie will be an adult male. He will share in the watchdog duties. He will probably start a family and build his own coterie.



Baby prairie dogs stay in their burrow until they're old enough to go outside.

A Prairie Dog's Life • Level M

www.readinga-z.com

Written by Julie Mettenburg



# A Prairie Dog's Life

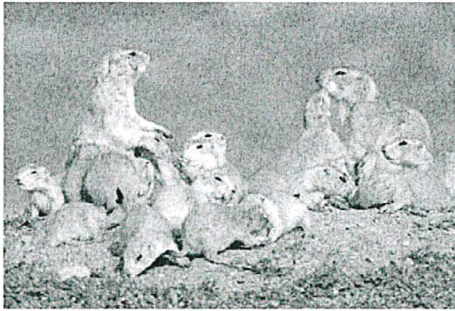
- burrow a hole dug in the ground by an animal (p. 5)
- colony group of animals living together (p. 8)
- coterie the home of a family of prairie dogs (p. 8)
- habitat the natural environment of a plant or animal (p. 6)
- mammals warm-blooded animals that have hair (p. 6)
- pioneers first non natives to settle in the western United States (p. 5)
- prairie flat, grassy land (p. 4)
- predators animals that eat other animals (p. 12)
- bark(s), 5, 11, 14
- size, 6
- burrow(s), 5, 9, 13-14
- types, black-tailed, 4, 7
- Gunnison's, 7
- Mexican, 7
- Utah, 7
- white-tailed, 7
- prairie, 4, 6, 7
- habitat, 6
- danger, 11-13
- coterie, 8, 15
- colony, 8, 10

## Index

## Glossary







Prairie dogs play and eat around this mound entrance to a burrow.

### Summertime for Charlie

Not all yips and barks signal danger. Some yips or barks signal a prairie dog is lonely or upset. Now Charlie hears more yips and barks from the older prairie dogs that signal it is safe. The threat is gone.

Charlie and his sisters like playing outside in the sun. They will spend most of their summer outside.



### Table of Contents

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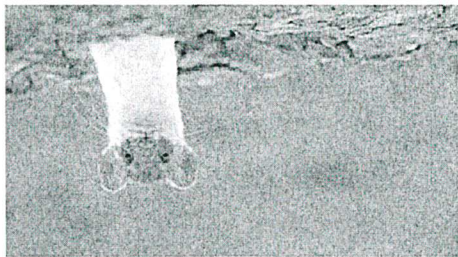
Danger! ..... 11

Summertime for Charlie ..... 14

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A weasel pokes its head out of a prairie dog burrow.



Spring has come to the prairie. Today, Charlie will go outside for the first time. Charlie has lived his first few months below ground. Charlie is a black-tailed prairie dog. But is he really a dog? No! Prairie dogs are actually squirrels, part of the rodent family.

### The Big Day

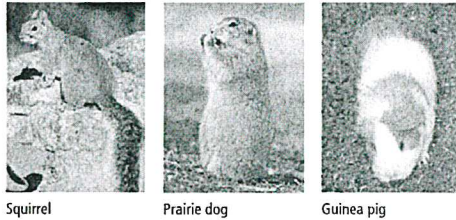
Meet a black-tailed prairie dog.



Perhaps the biggest danger of all is humans. Some people think prairie dogs destroy the land. These people try to harm prairie dogs by destroying their homes or killing them.

Other people believe prairie dogs are important because their burrows bring air and water to the soil. Burrows also provide hiding places for other animals to escape predators.





Squirrel

Prairie dog

Guinea pig

## Welcome to the Prairie

The “prairie” part of Charlie’s name comes from his **habitat**. All of the world’s grasslands, or prairies, have burrowing **mammals** that create underground homes. In the United States, that animal is the prairie dog.

When he is grown, Charlie will weigh 1.5 to 3 pounds (0.68-1.36 kg). Standing on his rear feet, he will be about 1 foot tall (30.48 cm). That is about the size of a large squirrel or a guinea pig.

6

## Danger!

Charlie and his sisters begin to explore. Before long, a prairie dog’s sharp bark cuts through the air.

“Yee-ipp!” he shouts with a hop. He has spotted danger!

“Yee-ipp!” Charlie’s father replies.

All of the prairie dogs stand tall, alert. Even though there is danger, they stay. The dogs will stay very still and watch until the danger goes away.



A prairie dog stands alert to danger.

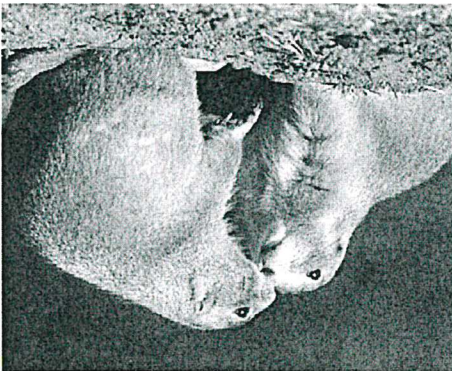
A Prairie Dog’s Life • Level M

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5

A Prairie Dog’s Life • Level M

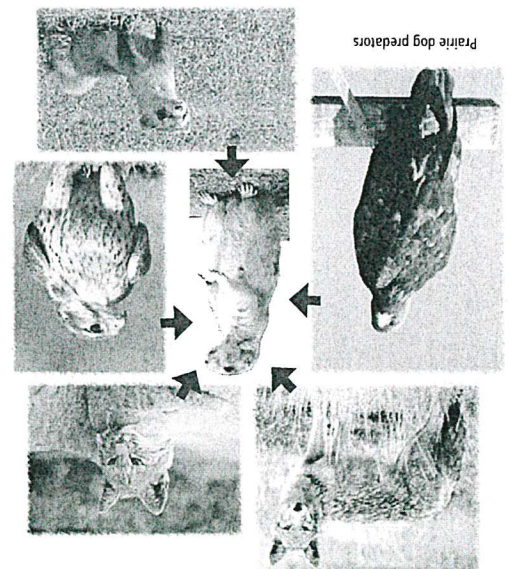
Prairie dogs kiss to find out if they live in the same place.



Pioneers named the prairie dog because they thought the animal’s call sounded like a dog’s bark. Charlie loves his warm, cozy burrow, but he wants to go outside. Lucky Charlie! Today his mother will take him and his three sisters above ground. They will learn about the big world outside.

12

What might the danger be? Many predators hunt prairie dogs. Predators include coyotes, bobcats, prairie falcons, black-footed ferrets, and golden eagles.







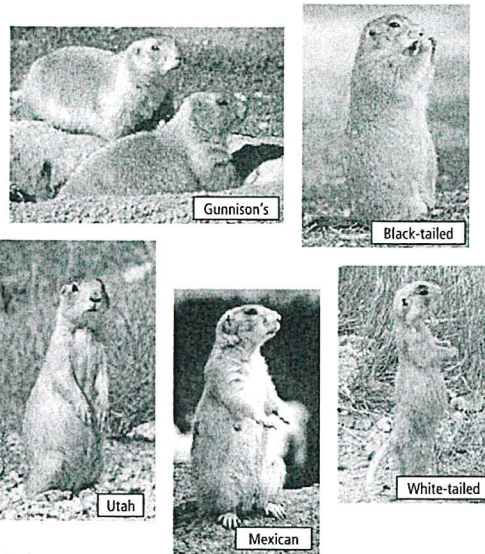
### Charlie's Underground Home

a) main mound      e) loop  
 b) listening post    f) "nursery" for babies  
 c) toilet  
 d) "dry room" for floods    g) second entrance

**Do You Know?**  
 One prairie dog colony in western Texas grew to be 100 miles wide and 250 miles long (161 km by 402 km). It was estimated that 400 million prairie dogs lived there.

10

There are five types of prairie dog. They are the Gunnison's, black-tailed, white-tailed, Mexican, and Utah prairie dogs. The black-tailed are the most common, living on lowland prairies.



A Prairie Dog's Life • Level M

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9

A Prairie Dog's Life • Level M  
 A prairie dog peeks out of its burrow.

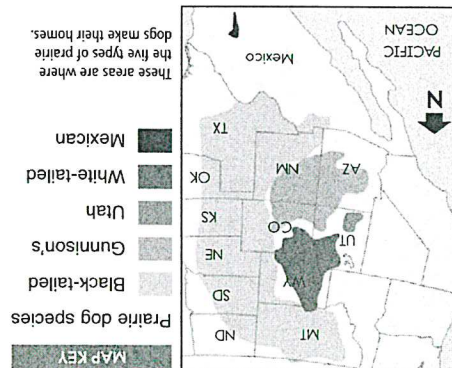


Charlie and his sisters poke their noses outside their burrow. The sun is so bright compared to the dark underground. But it is wonderful! They climb out of their burrow and over the mound of dirt at its opening. All around them is short prairie grass and plants.

8

Charlie's underground home is called a coterie (KOH-tur-ee). Each family has its own small coterie, a hole that is made up of small "rooms." Many coterie together make a prairie dog colony. One colony can spread for hundreds of miles and house thousands of dogs!

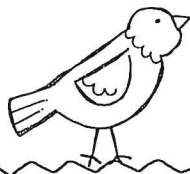
### Home Below Ground







name \_\_\_\_\_



# Animal Report

## Outline

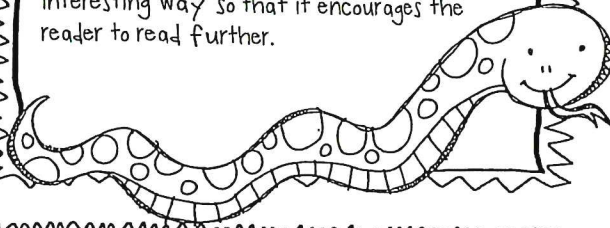


1.

### introduction

#### Paragraph 1

This should tell the topic of the report in an interesting way so that it encourages the reader to read further.



2.

### background

#### Paragraph 2

Scientific Classification-What type of animal is it?

Length of Life-How long do they live for?

Anything simple that you want to include that doesn't fall into another category.

3.

### characteristics

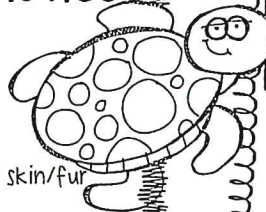
#### Paragraph 3

Physical Appearance

(number of wings, legs, ears, types of skin/fur etc.)

Height, Weight, Length

Color, hair, facial and body features



4.

### diet/habitat

#### Paragraph 4

What does the animal eat?

How does it acquire its food?

Where does it live?

(Geographic location and natural habitat)



5.

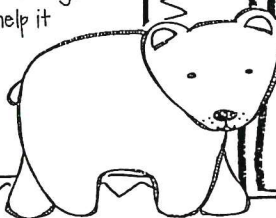
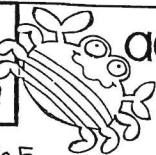
### adaptations

#### Paragraph 5

Color, physical structure, and body markings

How does the physical appearance help it survive?

(Optional for groups 3, 4, and 5)



6.

### "jaw dropping" facts

#### Paragraph 6

Enemies-Who are they? Is your animal an enemy?

Unique Characteristics

Anything that you found that doesn't fit into another category.

(OPTIONAL for groups 3, 4, and 5)

7.

### impact of cross breeding or extinction info.

#### Paragraph 7

Impact of cross breeding or extinction on your animal.

(OPTIONAL for groups 2, 3, 4, and 5)



8.

### conclusion

#### Paragraph 8

This should summarize the report and let the reader know the report is finished.



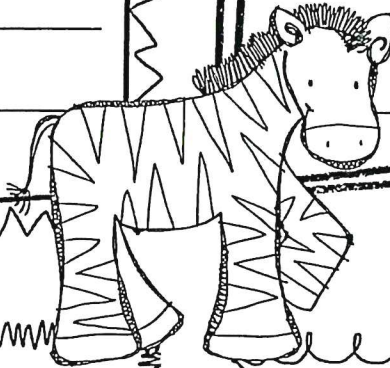
The following 3 pages are for you to take notes on. This isn't your rough draft; so don't worry about writing complete sentences. This is the prewriting step you will do while you are researching your animal to find important information to include in your report.

introduction

background

1.

2.



characteristics

diet/habitat

3.

4.



## adaptations

5.

## "jaw dropping" facts

6.

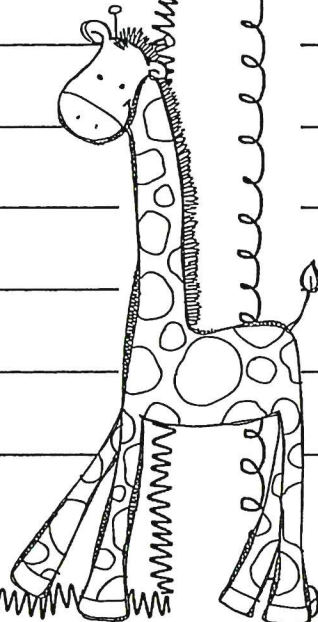


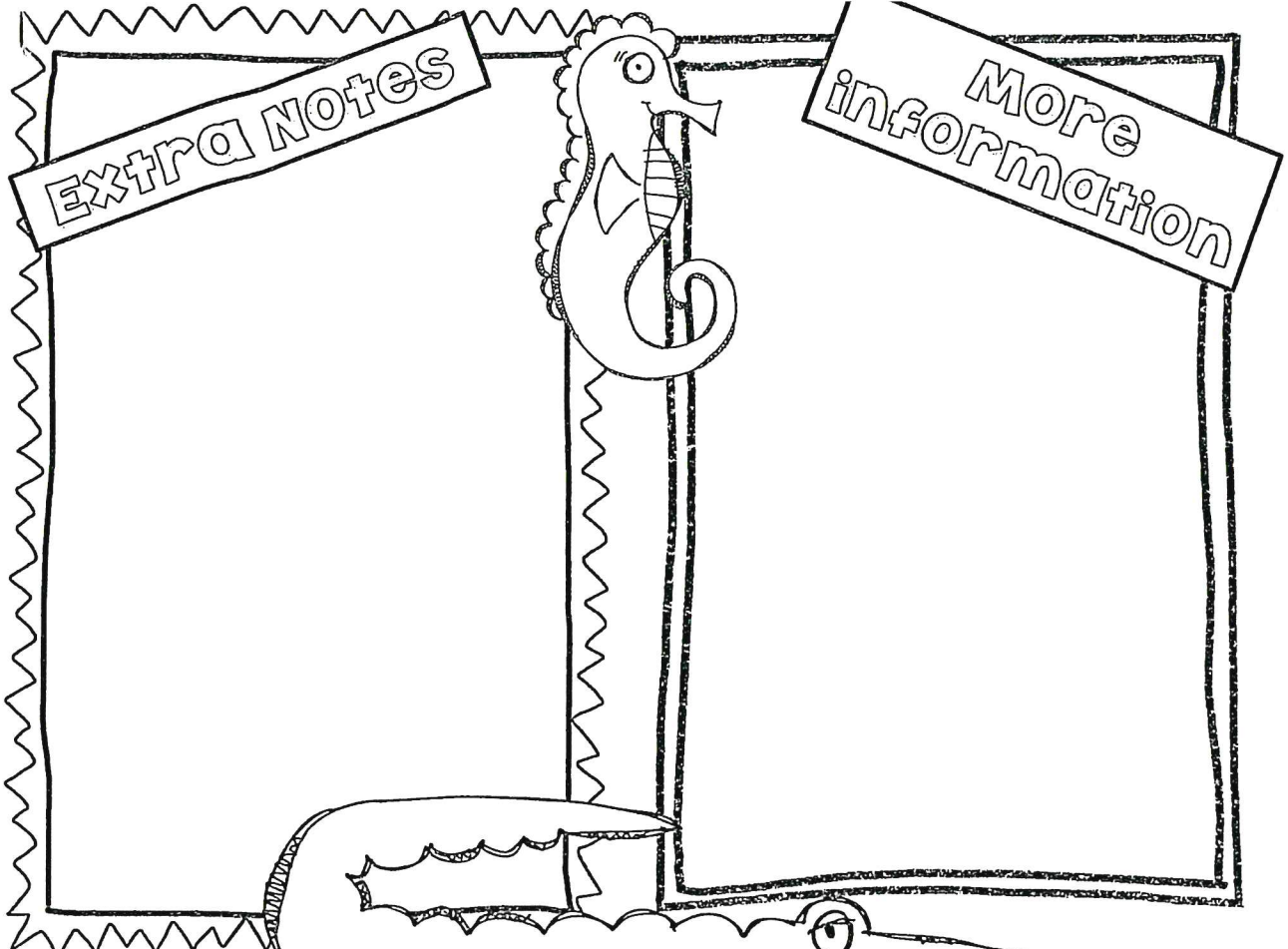
## impact of cross breeding or extinction info

7.

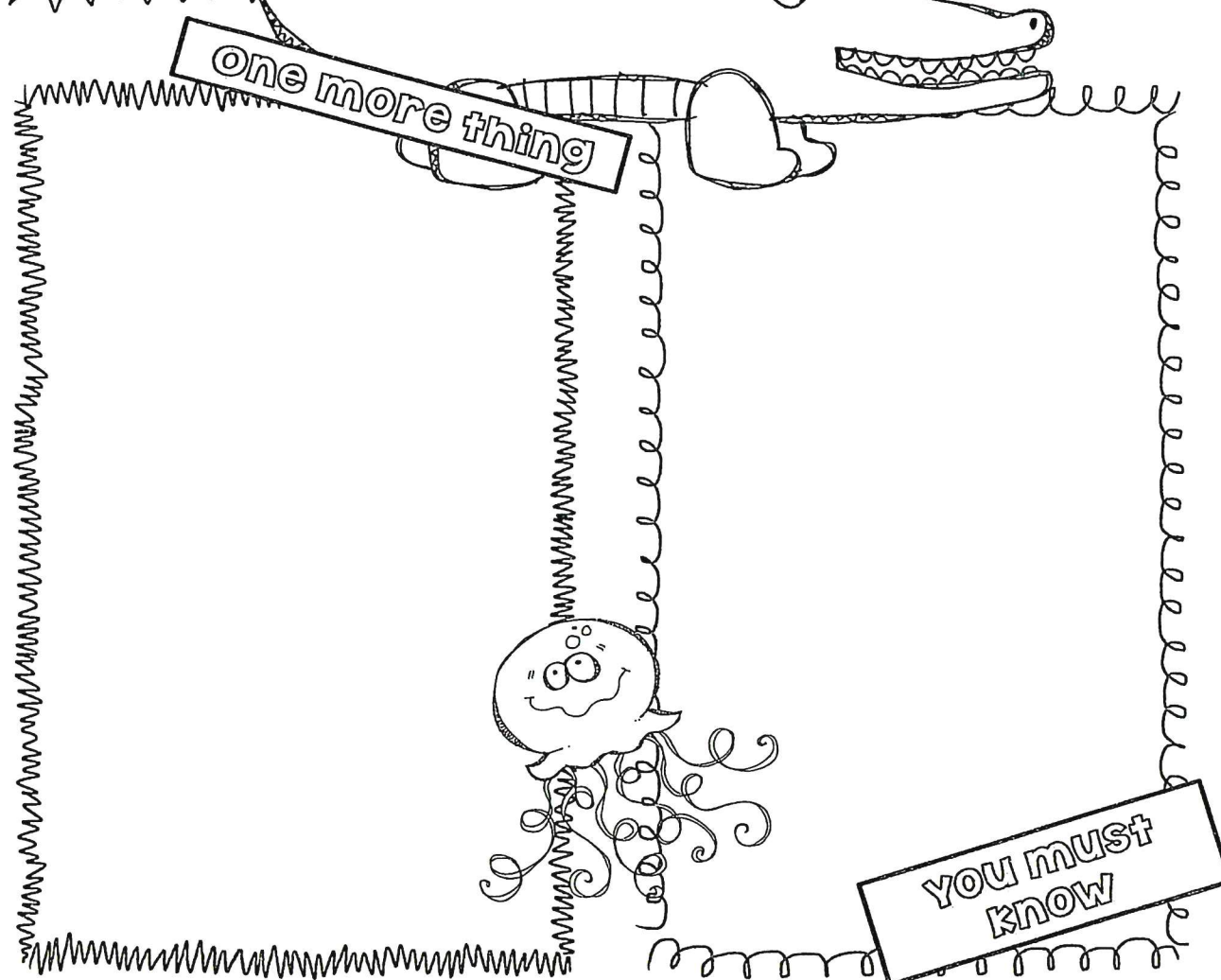
## conclusion

8.



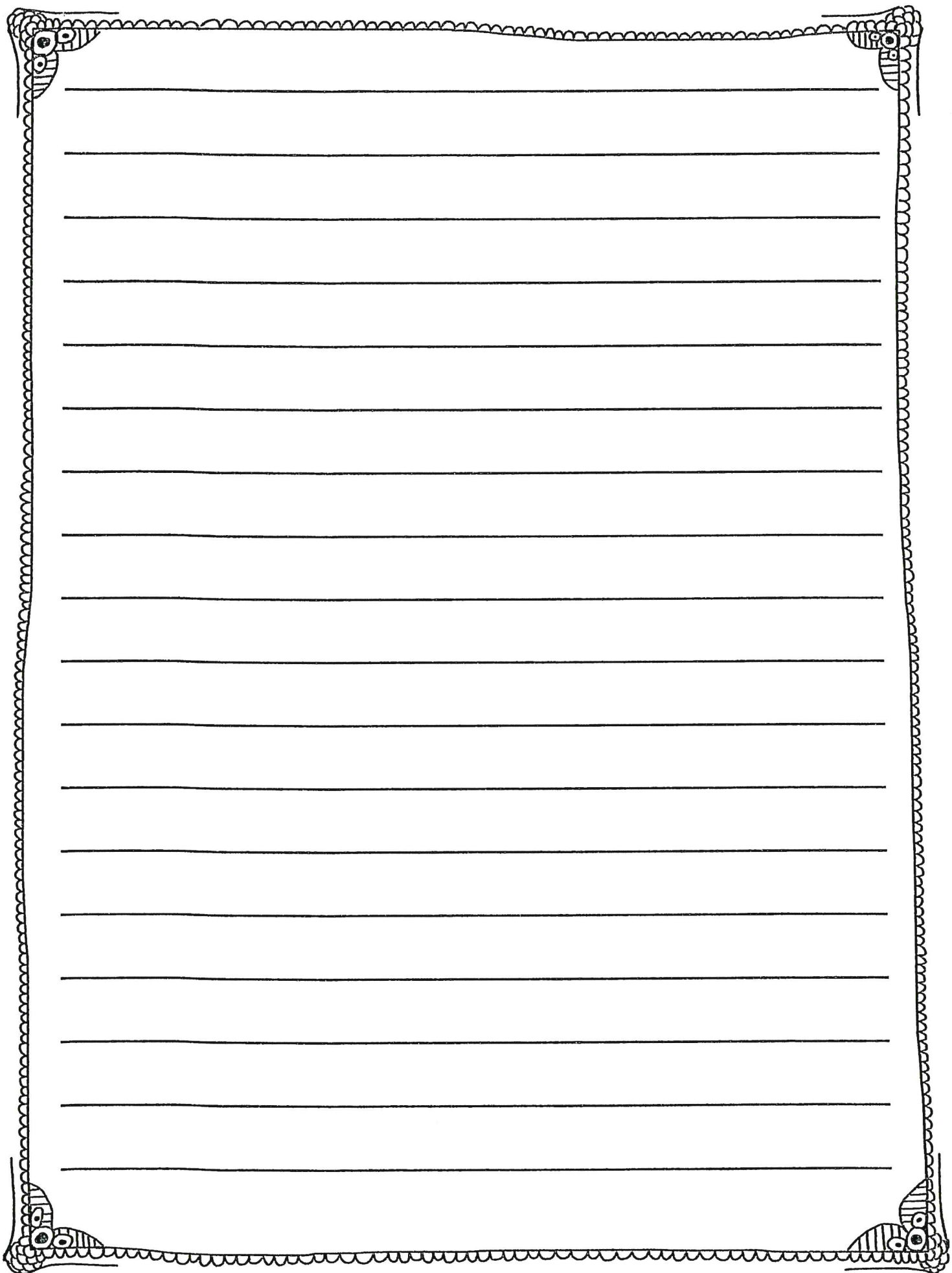


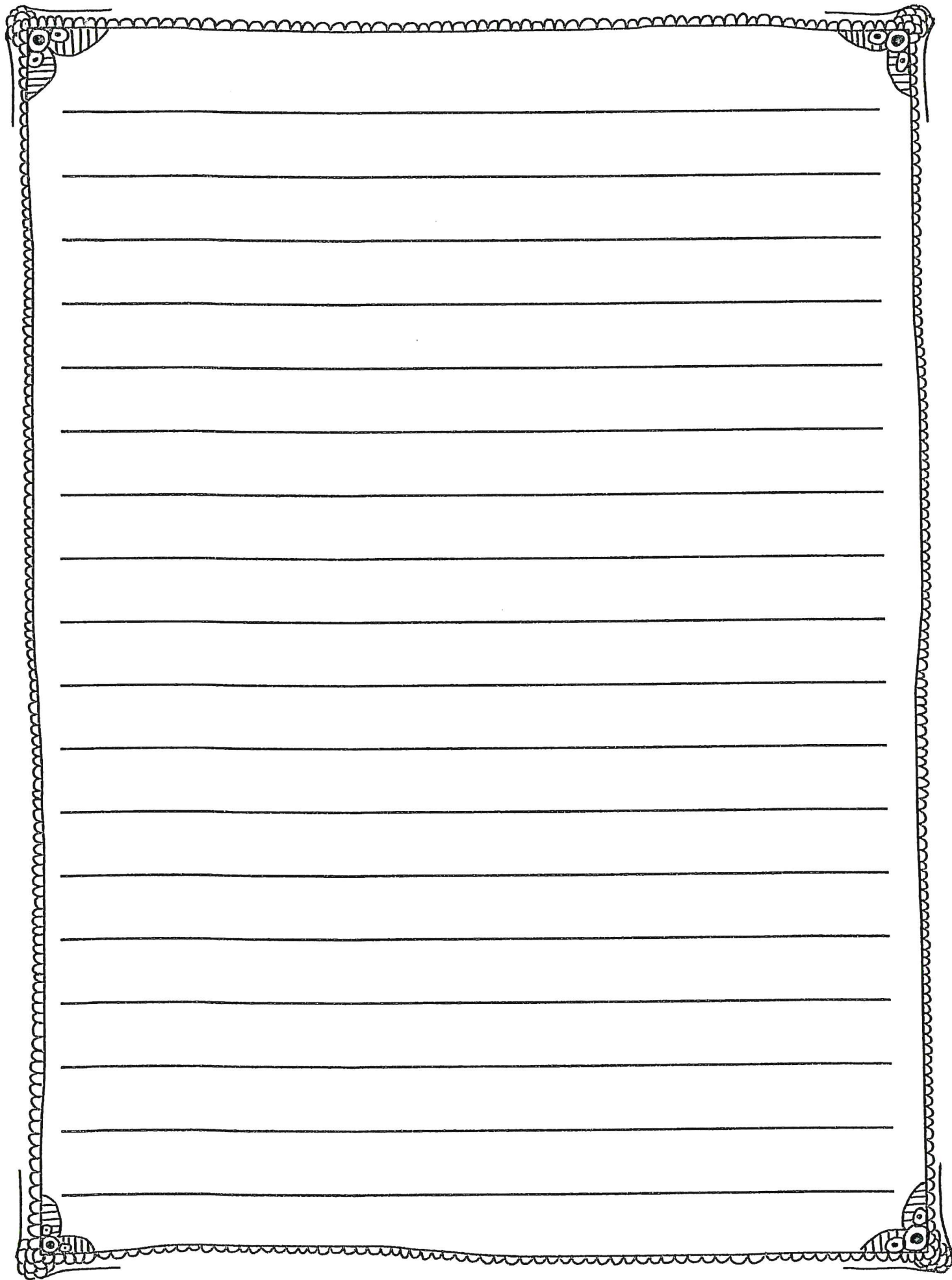
one more thing

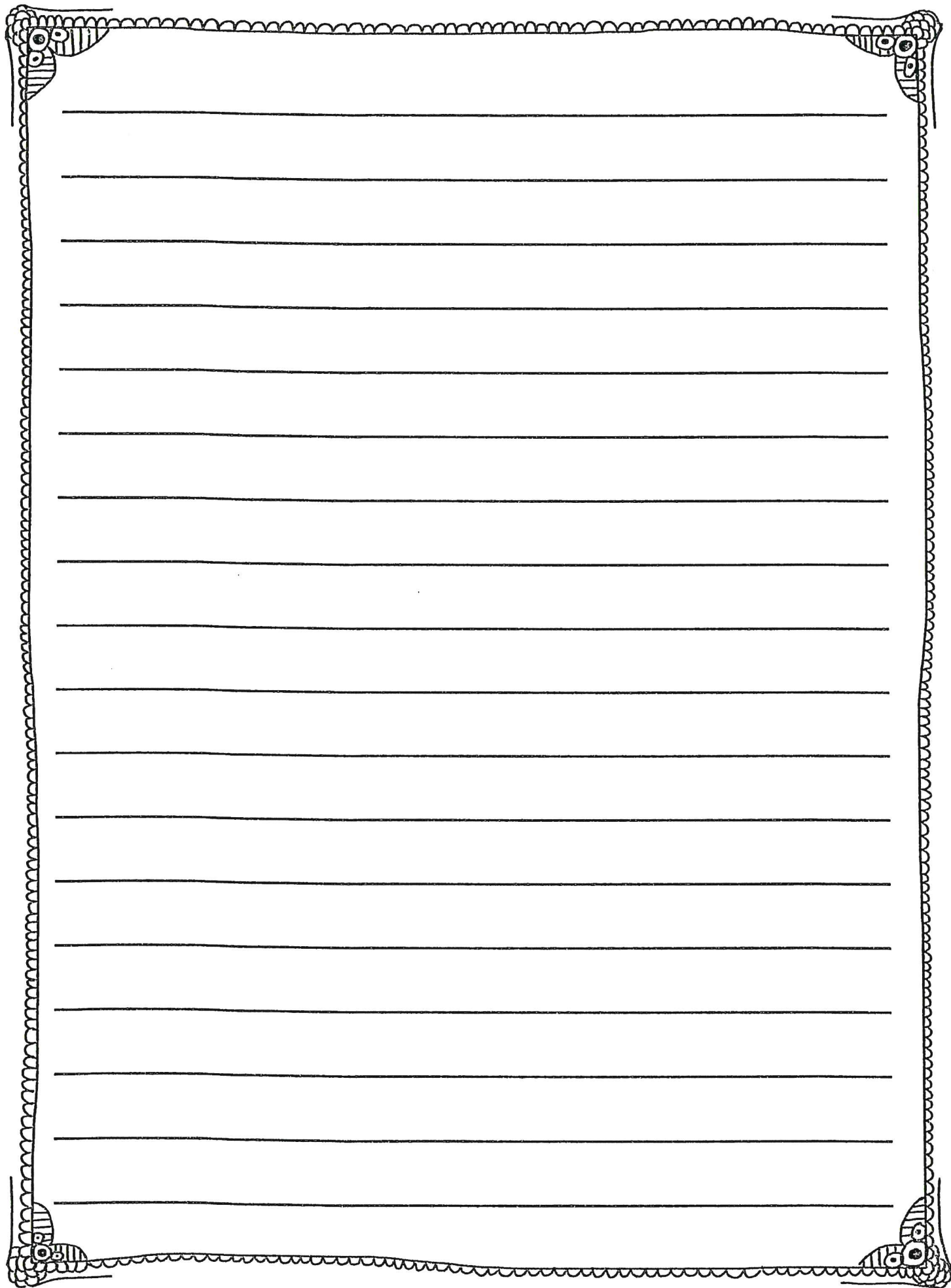


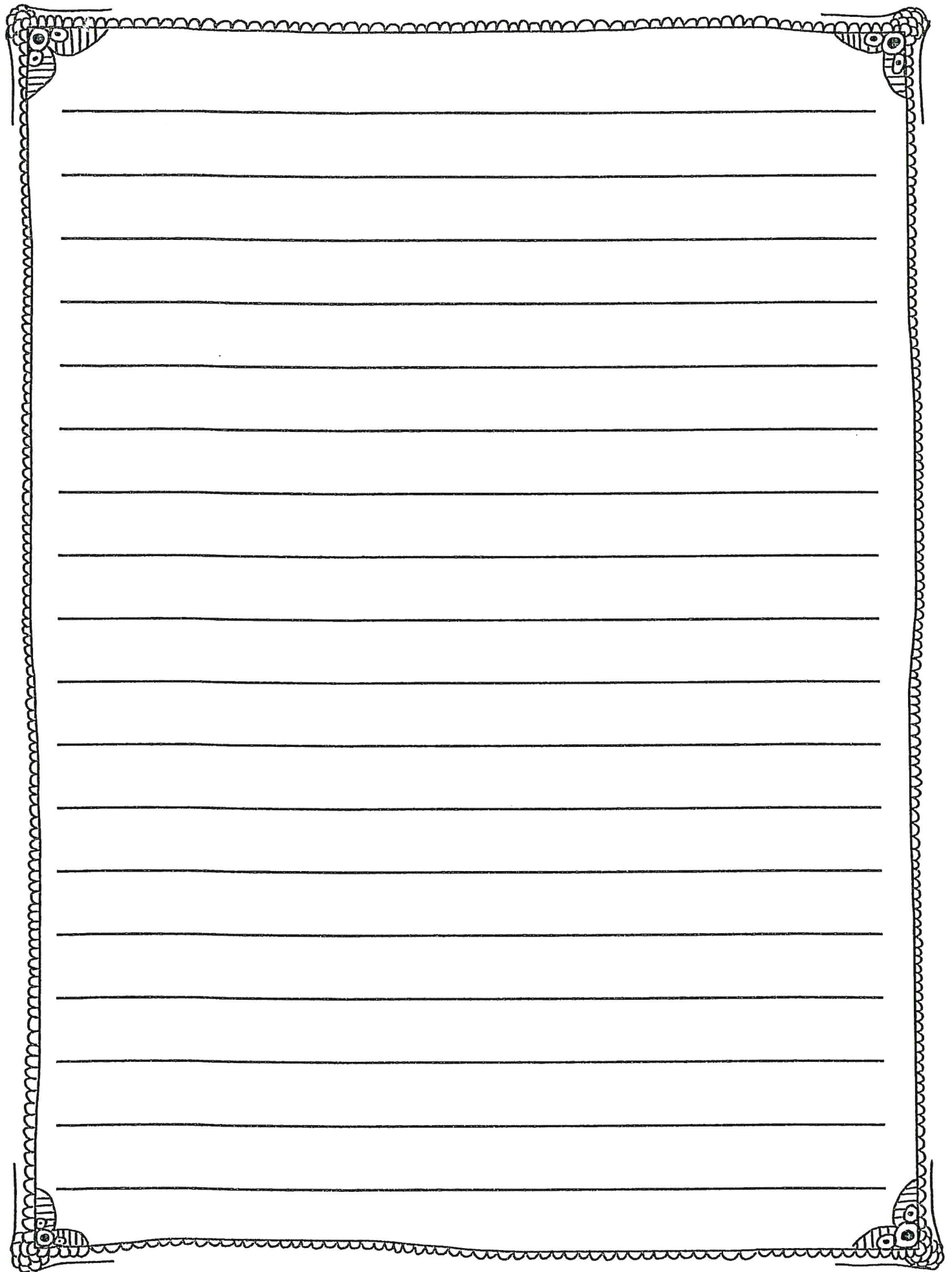


BY: \_\_\_\_\_











### 3<sup>rd</sup> Grade Grammar Website Links

#### Capital Letter Lesson

<https://www.youtube.com/watch?v=vo2xZskgdP4> When Do You Use Capital Letters?/Jack Hartman

#### Comma Lesson

<https://www.youtube.com/watch?v=KeA5anW2BTQ>

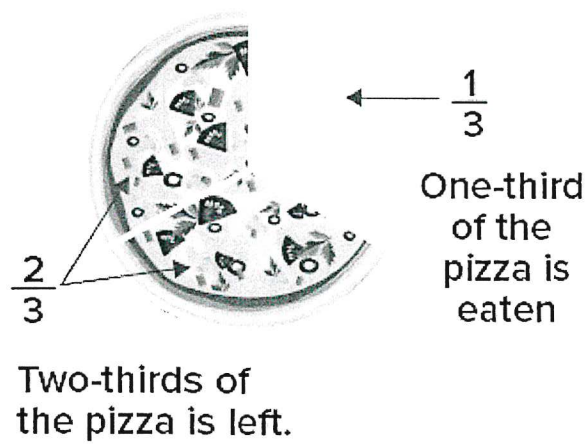
#### I Use A Common/Blaze Fresh/go noodle Comma Lesson

[https://www.youtube.com/watch?v=dRkVZD7kr\\_I](https://www.youtube.com/watch?v=dRkVZD7kr_I)

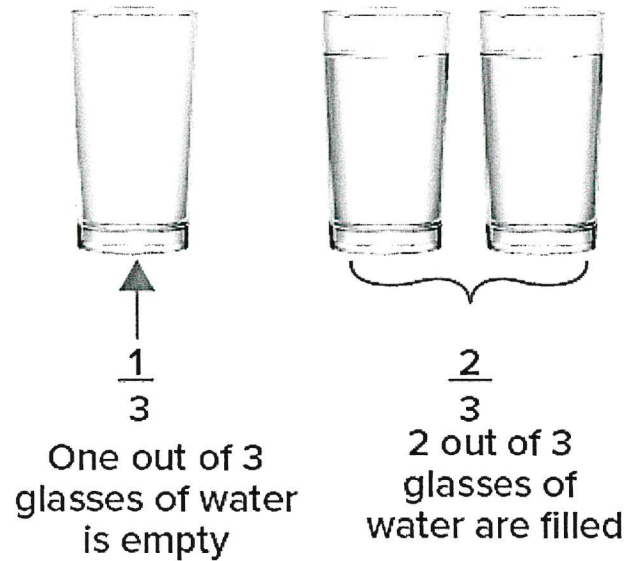
## Math

Have fun with fractions. We have included a Fraction Memory Game to play with your family!

### Fraction of a Whole



### Fraction of a Collection



## Session 1 - Week 1

**Learning Target:** I can correctly write and explain fractions.

**Success Criteria:** I know that I have been successful when I am able to correctly write or create a fraction and have completed the Week 1 pages with 100% accuracy.

In week 1 students are focusing in on fractions, specifically writing and drawing the fractions. A fraction is a number that represents a number less than 1. In third grade some common fractions that we see are  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$ . Students need to be aware of what the different parts of the fraction are. The top number of a fraction is called the **NUMERATOR**. The numerator tells how many pieces are colored in or that you have. The bottom number of a fraction is called the **DENOMINATOR**. The denominator tells how many pieces it takes to have the whole circle or object. Many times these are confused so please make sure that the students understand the two parts. For example, in the fraction  $\frac{1}{2}$  the 1 is the numerator because it is on top and tells you how many pieces you have, while the 2 is the denominator because it tells how many pieces you need for the whole circle or object. In the lesson for this week the problems will be referring to these different parts and students will need to know the different to complete the problems.

Students also need to be aware of the conditions that show a correct fraction. If the student is given the task of dividing the square into 4 parts, they need to make sure that those parts are the same size. The pieces cannot be different sizes because if they are then the student has created an incorrect fraction. We will not be looking at the work to make sure that students have divided them evenly exactly, but please make them as accurate as possible.

Any questions do not hesitate to contact any of the teachers, there is a video online if your child needs more of an explanation. Here is the link:  
<https://www.youtube.com/watch?v=qhPvff4rBGM>.

Have a great week,  
3<sup>rd</sup> Grade Teachers

Name \_\_\_\_\_

Date \_\_\_\_\_

3.NF.1

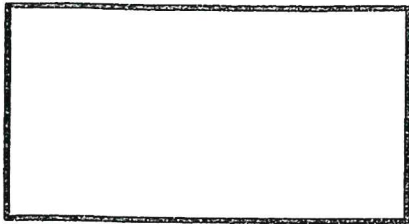
# Numbers and Operations—Fractions

My Score \_\_\_\_\_

Partition the whole into an equal sized number of parts.

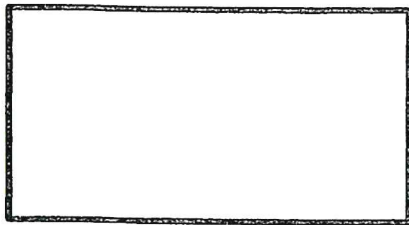
6 Parts

1.



8 Parts

2.



How many total parts are in the following fractions?

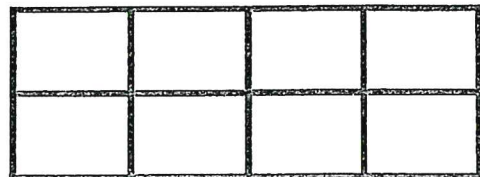
3.  $\frac{2}{3}$  \_\_\_\_\_

4.  $\frac{3}{5}$  \_\_\_\_\_

5.  $\frac{5}{8}$  \_\_\_\_\_

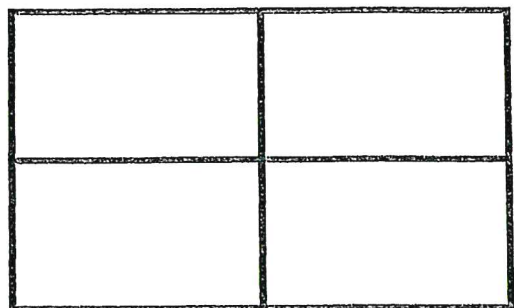
What fraction of the figure is shaded?

6.



7. Name a fraction that has 5 for a denominator.

8. Shade the figure below to show two-fourths.





Name \_\_\_\_\_

Date \_\_\_\_\_

3.NF.1

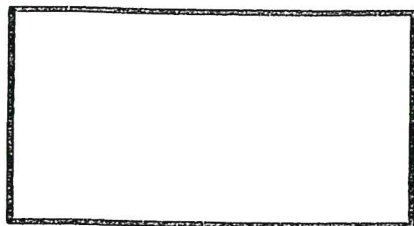
# Numbers and Operations—Fractions

My Score \_\_\_\_\_

Partition the whole into an equal sized number of parts.

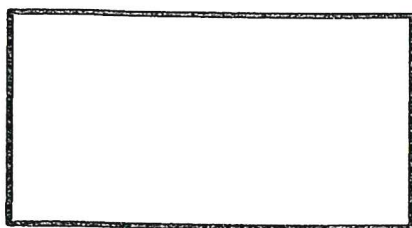
4 Parts

1.



3 Parts

2.



How many total parts are in the following fractions?

3.  $\frac{2}{5}$  \_\_\_\_\_

4.  $\frac{3}{8}$  \_\_\_\_\_

5.  $\frac{1}{2}$  \_\_\_\_\_

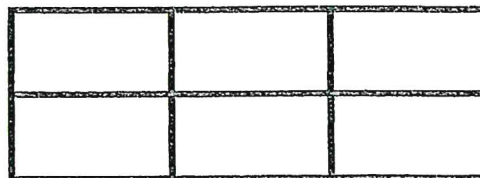
What fraction of the figure is shaded?

6.



7. Name a fraction that has 4 for a denominator.

8. Shade the figure below to show three-sixths.



3.NF.3

## Fraction Memory

<b>Materials</b>	<input type="checkbox"/> 1 set of fraction cards ( <i>Math Journal 2</i> , Activity Sheets 16–18)
<b>Players</b>	2
<b>Skill</b>	Recognizing equivalent fractions
<b>Object of the Game</b>	To collect the most pairs of equivalent fraction cards.

### Directions

Before playing, remove the following cards from the deck:

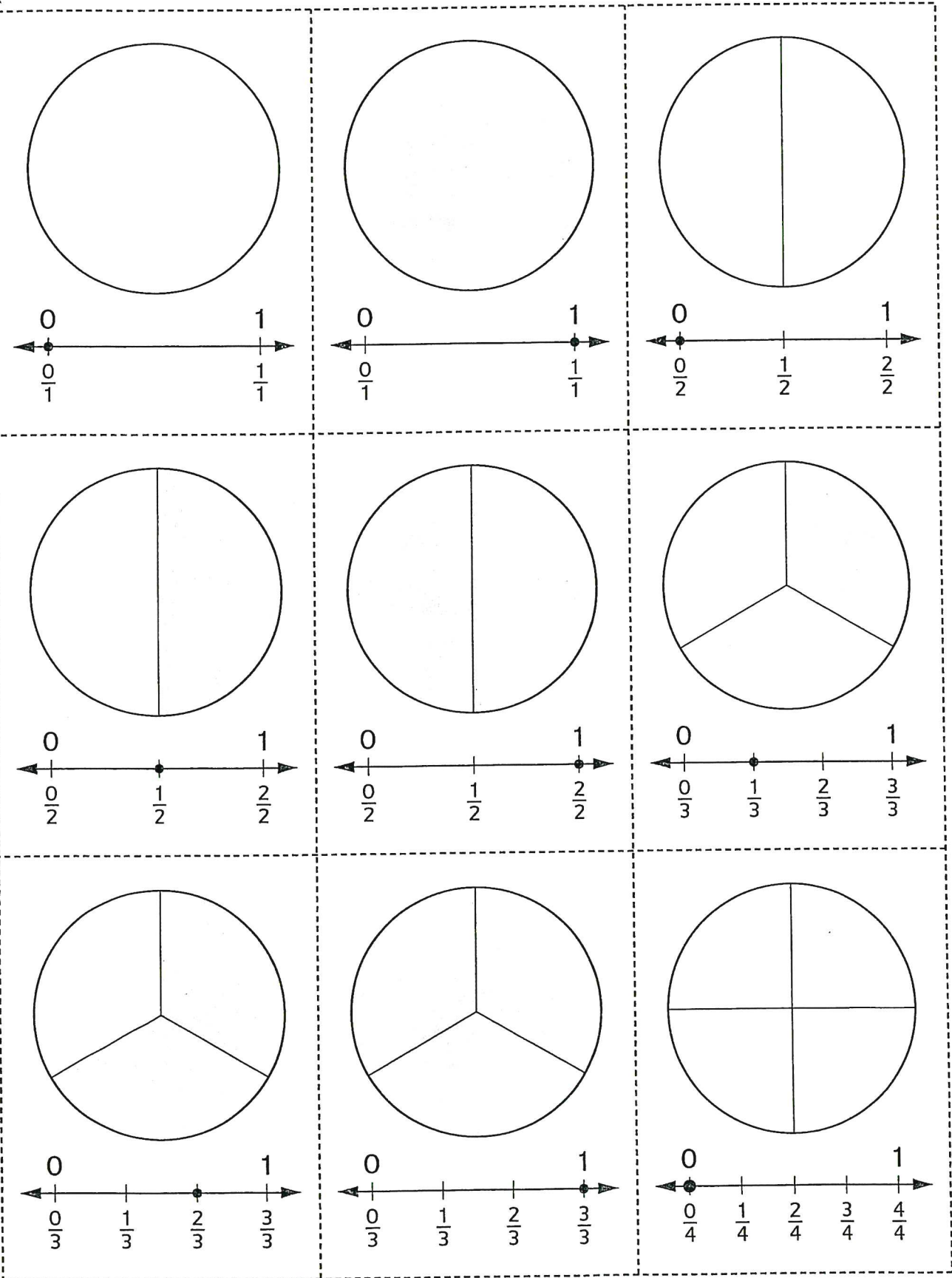
$\frac{0}{1}$ ,  $\frac{1}{6}$ ,  $\frac{5}{6}$ ,  $\frac{1}{8}$ ,  $\frac{3}{8}$ ,  $\frac{5}{8}$ , and  $\frac{7}{8}$ .

- ① Create a 4-by-5 array of fraction cards with the picture side facing down.
- ② Players take turns. When it is your turn:
  - Turn over any 2 cards so the other player can see the picture side of the cards.
  - Determine whether the fractions are equivalent using the shading on the circles, the location of the points on the number lines, or other reasoning.
  - If the fractions are equivalent, you keep the pair of cards.
  - If the fractions are not equivalent, turn the cards back over in their places.

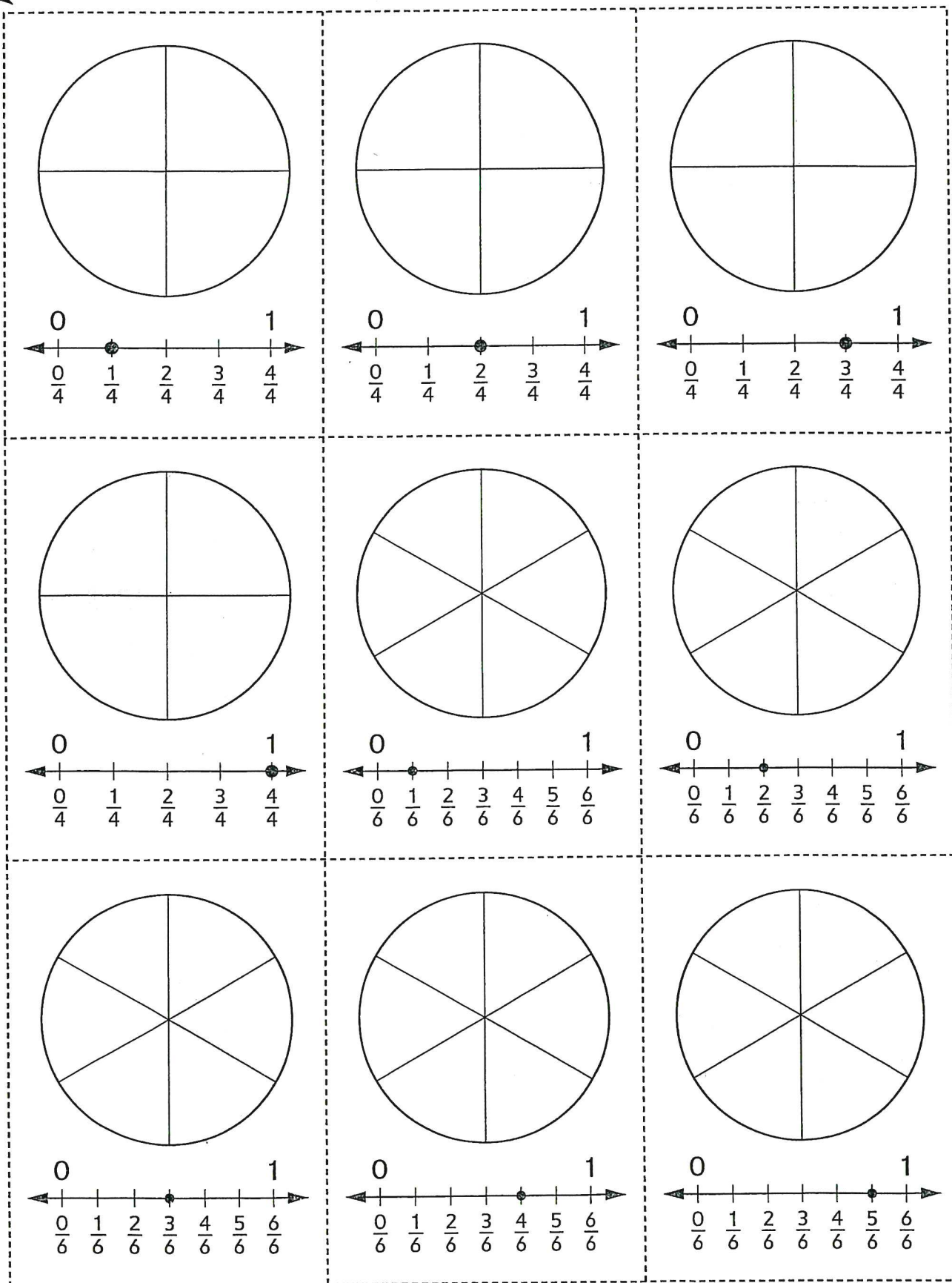
With either outcome, your turn is over. See the example on the next page.

- ③ The game is over when all fraction cards have been matched and removed from the array. The player with the most matches wins.

# Fraction Cards 1

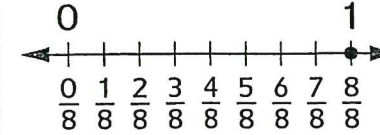
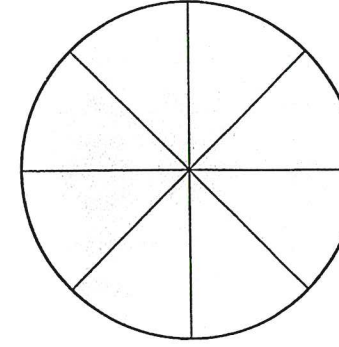
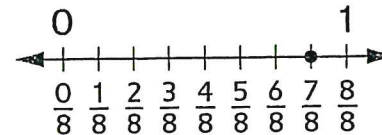
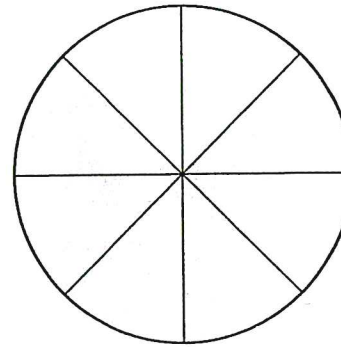
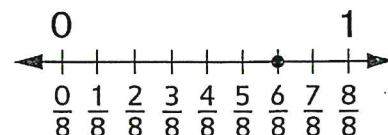
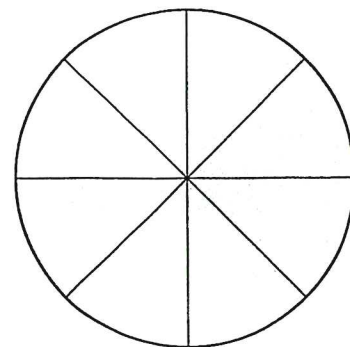
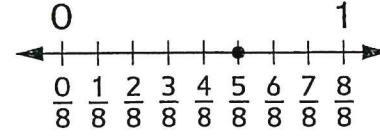
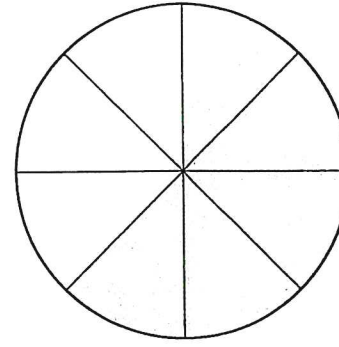
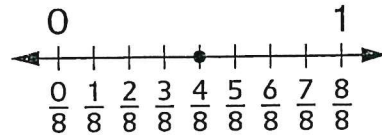
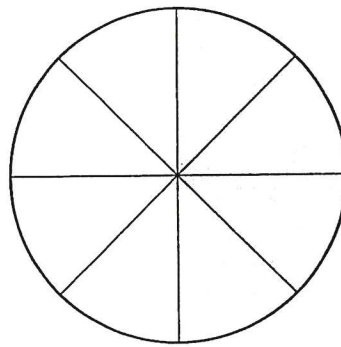
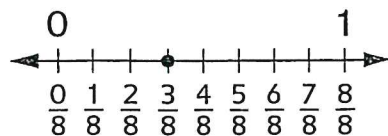
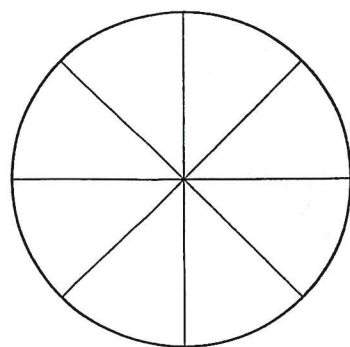
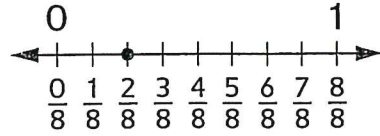
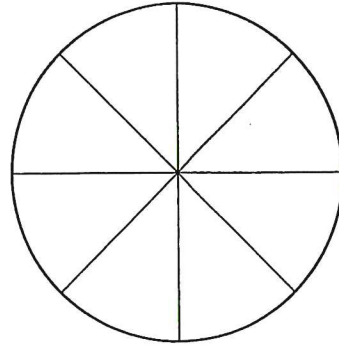
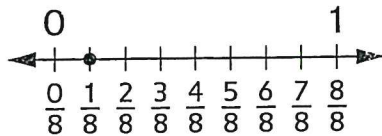
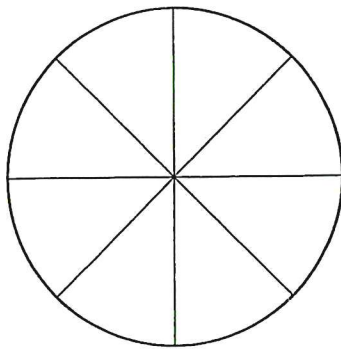
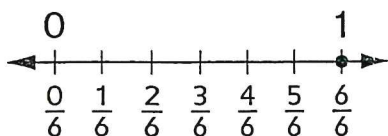
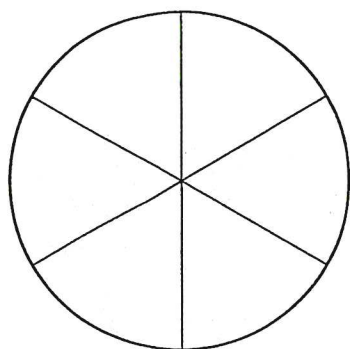


# Fraction Cards 2





# Fraction Cards 3



## Session 1 - Week 2

**Learning Target:** I can divide shapes based on their attributes or characteristics.

**Success Criteria:** I am able to correctly divide shapes evenly that match the statement given.

This week students will continue to be working with fractions, but this week we will be applying what we know to shapes and their characteristics. Students will be given a shape and be asked to divide it into a given number of parts. Be sure to remember that the pieces have to be divided evenly to correctly show a fraction. If the shapes are not divided evenly then the problem will be incorrect. For example, if they give you a square and want it divided in 4 parts and to shade in 1 piece, you will need to divide that square into four equal parts and color one. It will then ask you to write the fraction shown with the shape and the correct answer would be  $\frac{1}{4}$  because out of the four pieces in the square one is colored.

You also need to make sure that you remember the difference between the **numerator** and **denominator**. The numerator tells you the number of pieces that are shaded, while the denominator tells you the number of pieces regardless of whether or not they are colored. If you are able to understand and explain these terms you will be successful with the lesson. If you are not sure go back to the Week 1, Session 1 video. Any questions do not hesitate to contact your teacher. Here is the link: <https://m.youtube.com/watch?v=9DeqSg7pSTM>

Thank you,  
3<sup>rd</sup> Grade Teachers

Name \_\_\_\_\_

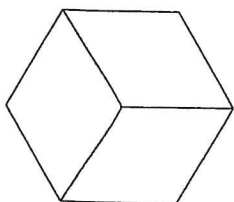
Date \_\_\_\_\_

3.G.2

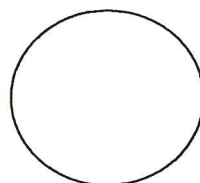
# Geometry

My Score \_\_\_\_\_

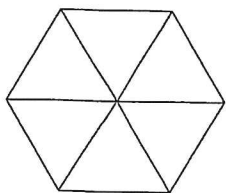
1. Shade in 1 piece. What is the unit fraction? \_\_\_\_\_



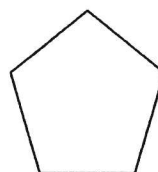
5. Partition into 4 equal parts and shade  $\frac{1}{4}$  of the circle.



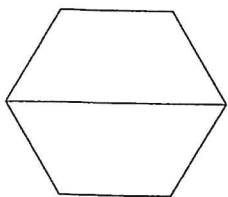
2. Shade in 1 triangle. What is the unit fraction? \_\_\_\_\_



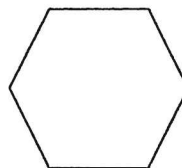
6. Partition into 2 equal parts and shade  $\frac{1}{2}$  of the pentagon.



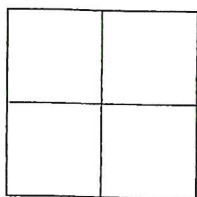
3. Shade in one trapezoid. What is the unit fraction? \_\_\_\_\_



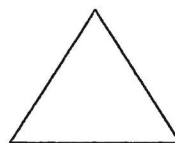
7. Partition into 6 equal parts and shade  $\frac{1}{6}$  of the hexagon.



4. Shade in one square. What is the unit fraction? \_\_\_\_\_



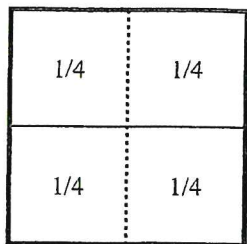
8. Partition into 4 equal parts and shade  $\frac{3}{4}$  of the triangle.



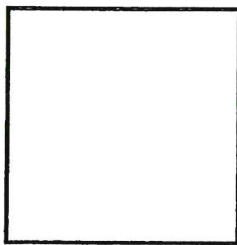


**Partition and label each shape.**

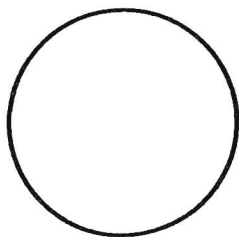
- Ex)** *Split the shape into 4 equal parts and label each part.*



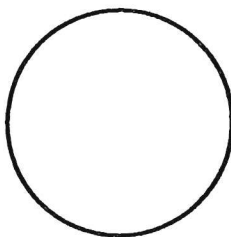
- 1)** *Split the shape into 3 equal parts and label each part.*



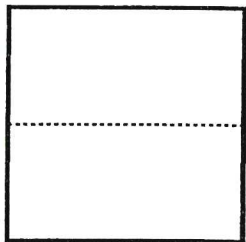
- 2)** *Split the shape into 2 equal parts and label each part.*



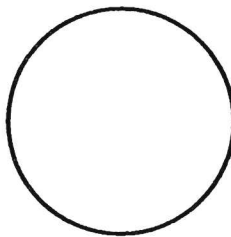
- 3)** *Split the shape into 8 equal parts and label each part.*



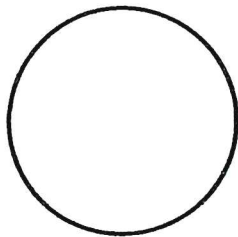
- 4)** *Split the shape into 6 equal parts and label each part.*



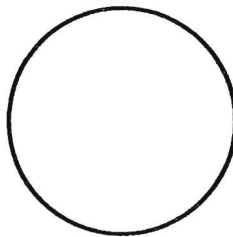
- 5)** *Split the shape into 4 equal parts and label each part.*



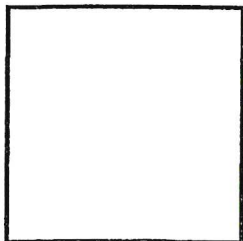
- 6)** *Split the shape into 3 equal parts and label each part.*



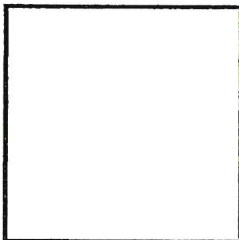
- 7)** *Split the shape into 6 equal parts and label each part.*



- 8)** *Split the shape into 8 equal parts and label each part.*



- 9)** *Split the shape into 2 equal parts and label each part.*

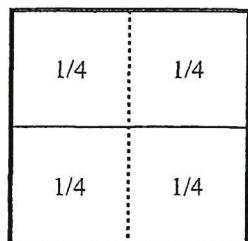




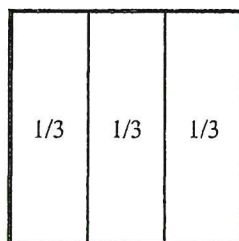


**Partition and label each shape.**

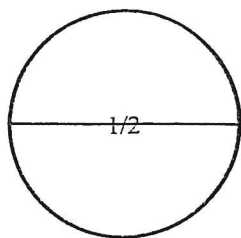
- Ex)** Split the shape into 4 equal parts and label each part.



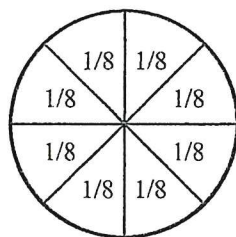
- 1) Split the shape into 3 equal parts and label each part.



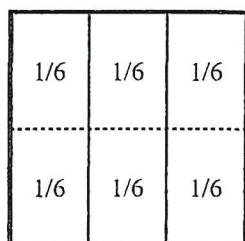
- 2) Split the shape into 2 equal parts and label each part.



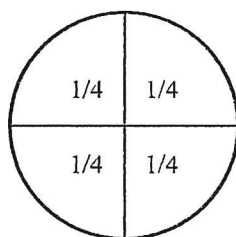
- 3) Split the shape into 8 equal parts and label each part.



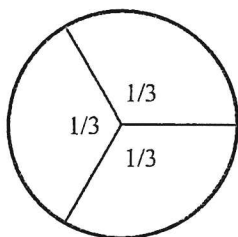
- 4) Split the shape into 6 equal parts and label each part.



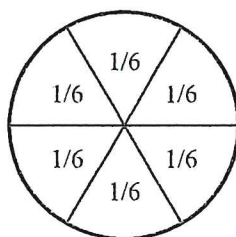
- 5) Split the shape into 4 equal parts and label each part.



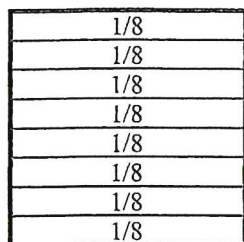
- 6) Split the shape into 3 equal parts and label each part.



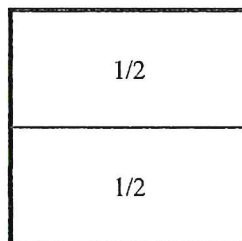
- 7) Split the shape into 6 equal parts and label each part.



- 8) Split the shape into 8 equal parts and label each part.



- 9) Split the shape into 2 equal parts and label each part.



# Finding Factors

**Materials** ☐ 1 Finding Factors Gameboard  
(Math Masters, p. G23)

☐ 2 counters (different colors)

☐ 2 crayons (different colors)

**Players** 2

**Skill** Identifying factors and products of basic multiplication facts

**Object of the Game** To win 5 squares in a row, column, or diagonal.

## Directions

- ① Each player chooses a counter and a crayon.
- ② Player 1 places his or her counter on one of the factors in the factor strip at the bottom of the gameboard.

- ③ Player 2 places his or her counter on one of the factors in the factor strip.  
(Two counters can cover the same factor.)

- ④ Player 2 multiplies the two factors to find the product and wins the square by naming the product. He or she colors in the square at the top of the gameboard.

- ⑤ Player 1 moves **one** of the counters to a new factor on the factor strip and finds the product of the two covered factors. If the product has not been colored, he or she wins the square and colors it in.

- ⑥ Play continues until one player has won 5 squares in a row, column, or diagonal.

1	2	3	4	5	6
7	8	9	10	12	14
15	16	18	20	21	24
25	27	28	30	32	35
36	40	42	45	48	49
54	56	63	64	72	81

Factor Strip

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

## Finding Factors Gameboard

# Finding Factors Gameboard

NAME		DATE		TIME	
------	--	------	--	------	--

1	2	3	4	5	6
7	8	9	10	12	14
15	16	18	20	21	24
25	27	28	30	32	35
36	40	42	45	48	49
54	56	63	64	72	81

Factor Strip

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---