



**2012**

**Summer**

**Math Packet**

**for**

**Students entering**

**Grade 3**

Name \_\_\_\_\_

## Skills Practice

Write how many ones. Then write how many tens.

1.  $15 = \underline{1} \text{ ten } \underline{5} \text{ ones}$   
 $\underline{10} + \underline{5} = \underline{15}$

| tens | ones |
|------|------|
| 1    | 5    |



2.  $43 = \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

| tens | ones |
|------|------|
|      |      |






3.  $66 = \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

| tens | ones |
|------|------|
|      |      |

Draw a picture to solve.

4. There are 10  in a box.  
 Deb buys 3 boxes.  
 How many  will she have?  
 \_\_\_\_\_ pencils

Draw your pictures here.

5. Juan buys 2 boxes of .  
 Each box has 10 .  
 Juan buys 4 more .  
 How many  will Juan  
 have in all?  
 \_\_\_\_\_ 

Name \_\_\_\_\_

**Skills Practice***Add Three Two-Digit Numbers*

Look for two numbers in the ones column that make a ten or a double. Circle them. Add.

$$\begin{array}{r}
 1. \quad \overset{\cdot}{\cdot} \\
 \quad 23 \\
 \quad 14 \\
 + 27 \\
 \hline
 \quad 64
 \end{array}$$

$$\begin{array}{r}
 41 \\
 32 \\
 + 12 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 35 \\
 18 \\
 + 25 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 13 \\
 24 \\
 + 4 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 26 \\
 37 \\
 + 14 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 2. \quad 8 \\
 \quad 20 \\
 + 12 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 36 \\
 28 \\
 + 32 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 55 \\
 13 \\
 + 14 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 11 \\
 63 \\
 + 24 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 35 \\
 16 \\
 + 34 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 3. \quad 14 \\
 \quad 13 \\
 + 14 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 52 \\
 20 \\
 + 11 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 44 \\
 16 \\
 + 22 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 19 \\
 68 \\
 + 12 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 24 \\
 3 \\
 + 25 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 4. \quad 21 \\
 \quad 18 \\
 + 21 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 37 \\
 12 \\
 + 27 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 14 \\
 45 \\
 + 3 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 62 \\
 11 \\
 + 23 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 43 \\
 15 \\
 + 22 \\
 \hline
 \end{array}$$

**Solve.**

5. There are 34 children in first grade. There are 27 in second grade. There are 31 in third grade. How many children are there in all?

\_\_\_\_\_ children

6. 13 students play the bells. 16 students play the drums. 24 students play the recorder. How many total students play instruments?

\_\_\_\_\_ students

## 6-2

Name \_\_\_\_\_

**Skills Practice***Count Back Tens and Ones***Count back to subtract. Write the difference. Use** **to help.**

|    |  |   |  |   |  |
|----|--|---|--|---|--|
| 1. | $\begin{array}{r} 28 \\ - 5 \\ \hline \end{array}$ | $\begin{array}{r} 64 \\ - 30 \\ \hline \end{array}$ | $\begin{array}{r} 36 \\ - 4 \\ \hline \end{array}$ | $\begin{array}{r} 52 \\ - 10 \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ - 2 \\ \hline \end{array}$ |
|----|--|---|--|---|--|

|    |   |  |   |   |  |
|----|---|--|---|---|--|
| 2. | $\begin{array}{r} 61 \\ - 40 \\ \hline \end{array}$ | $\begin{array}{r} 68 \\ - 2 \\ \hline \end{array}$ | $\begin{array}{r} 75 \\ - 50 \\ \hline \end{array}$ | $\begin{array}{r} 89 \\ - 20 \\ \hline \end{array}$ | $\begin{array}{r} 37 \\ - 3 \\ \hline \end{array}$ |
|----|---|--|---|---|--|

|    |  |   |   |  |   |
|----|--|---|---|--|---|
| 3. | $\begin{array}{r} 54 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 65 \\ - 40 \\ \hline \end{array}$ | $\begin{array}{r} 32 \\ - 10 \\ \hline \end{array}$ | $\begin{array}{r} 60 \\ - 3 \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ - 10 \\ \hline \end{array}$ |
|----|--|---|---|--|---|

|    |   |   |  |  |   |
|----|---|---|--|--|---|
| 4. | $\begin{array}{r} 70 \\ - 30 \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ - 20 \\ \hline \end{array}$ | $\begin{array}{r} 72 \\ - 2 \\ \hline \end{array}$ | $\begin{array}{r} 55 \\ - 4 \\ \hline \end{array}$ | $\begin{array}{r} 82 \\ - 60 \\ \hline \end{array}$ |
|----|---|---|--|--|---|

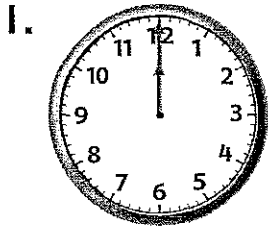
**Solve.**

- Lauren has five dimes in her pocket. She spends two of them. How much money does she have left? \_\_\_\_\_ cents
- Alex has six dimes and seven pennies. He spends four pennies. How much money does he have left? \_\_\_\_\_ cents
- What is 3 tens from 9 tens? \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_
- What is 4 tens from 5 tens? \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

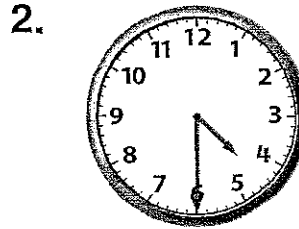
Name \_\_\_\_\_

**Skills Practice***Time to the Hour and Half Hour*

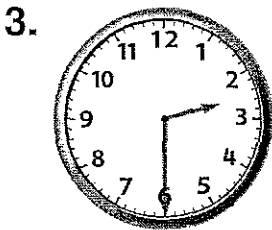
Use the clock to tell time to the half hour and hour. Write the time.



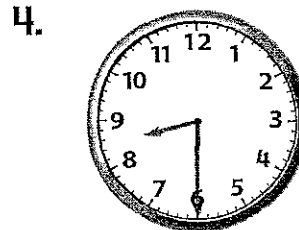
\_\_\_\_\_



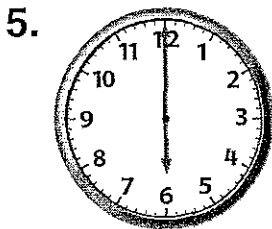
\_\_\_\_\_



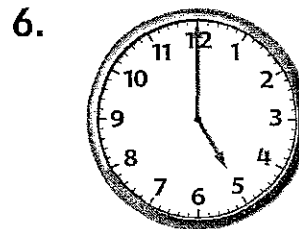
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

7. At 6:30, where is the minute hand pointing? Where is the hour hand pointing? Explain.

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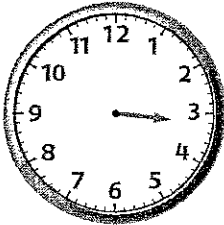
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**8-6**

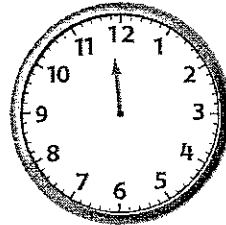
Name \_\_\_\_\_

**Skills Practice***Time to Five-Minute Intervals***Draw the minute hand to show the time.**

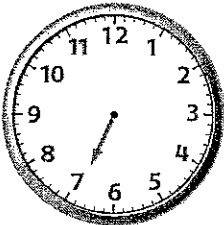
1. 3:15



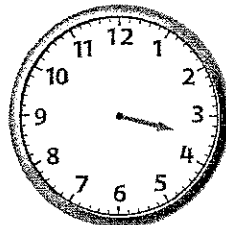
2. 11:50



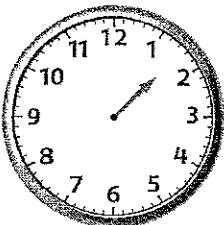
3. 6:55



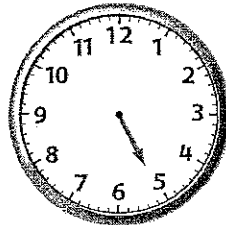
4. 3:20



4. 1:25



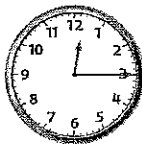
6. 5:10

**Write the time. Then write something you might be doing at that time of the day.**

7.


 \_\_\_\_\_  
 \_\_\_\_\_

8.


 \_\_\_\_\_  
 \_\_\_\_\_

9.


 \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

**Skills Practice***Problem-Solving Strategy: Draw a Picture***Draw a picture to solve.****Show your work here.**

1. There are 5 moving vans.  
Each van can hold 4 crates.  
How many crates can the  
vans hold, altogether?  
\_\_\_\_\_ crates

2. Leona has 6 boxes. If she  
puts 4 plates in each box,  
how many plates boxes will  
Leona pack?  
\_\_\_\_\_ plates

3. Ivan gives 3 balloons to  
each of his 4 cousins. How  
many total balloons does  
Ivan give?  
\_\_\_\_\_ balloons

4. Ms. Kim gives 3 paint pots to  
each of her 5 students. How  
many paint pots does she  
give in all?  
\_\_\_\_\_ paint pots

Name \_\_\_\_\_

**Skills Practice***Repeated Addition***Add. Then multiply.**

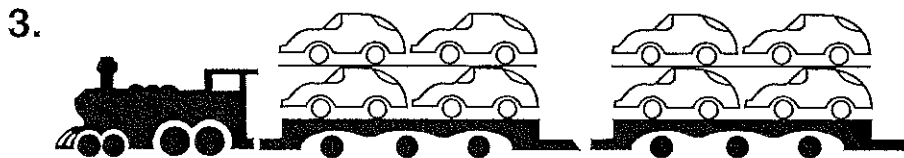
$$\underline{2} + \underline{2} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

**Solve.**

4. Marco has 4 fish tanks. Each tank has 2 fish. Use repeated addition to show how many fish Marco has.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ fish in all}$$

5. Marco wants to find a faster way to show how many fish he has. Write a multiplication sentence to show him.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ fish in all}$$



Name \_\_\_\_\_

**Skills Practice***Add Hundreds***Add.**

1. 4 hundreds + 2 hundreds = \_\_\_\_\_ hundreds

$400 + 200 = \underline{\hspace{2cm}}$

2. 3 hundreds + 3 hundreds = \_\_\_\_\_ hundreds

$300 + 300 = \underline{\hspace{2cm}}$

3. 5 hundreds + 4 hundreds = \_\_\_\_\_ hundreds

$500 + 400 = \underline{\hspace{2cm}}$

|    |   |   |   |   |   |
|----|---|---|---|---|---|
| 4. | $\begin{array}{r} 200 \\ + 100 \\ \hline \end{array}$ | $\begin{array}{r} 500 \\ + 200 \\ \hline \end{array}$ | $\begin{array}{r} 400 \\ + 300 \\ \hline \end{array}$ | $\begin{array}{r} 700 \\ + 100 \\ \hline \end{array}$ | $\begin{array}{r} 400 \\ + 200 \\ \hline \end{array}$ |
|----|---|---|---|---|---|

**Solve.**

5. Kal has 400 pennies. His sister also has 400 pennies. How many pennies do they have in all?

\_\_\_\_\_ hundreds + \_\_\_\_\_ hundreds = \_\_\_\_\_ hundreds

$400 + 400 = \underline{\hspace{2cm}}$  pennies

6. Joy has 300 stickers. Juan has 500 stickers. How many total stickers are there? Write a number sentence to solve.

\_\_\_\_\_ hundreds + \_\_\_\_\_ hundreds = \_\_\_\_\_ hundreds

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ stickers

**Skills Practice***Regroup Ones***Use models and WorkMat 7. Add.**

1.

|   | hundreds             | tens | ones |
|---|----------------------|------|------|
|   | <input type="text"/> | 1    |      |
|   | 1                    | 4    | 6    |
| + | 1                    | 3    | 9    |
|   | 2                    | 8    | 5    |

2.

|   | hundreds             | tens                 | ones |
|---|----------------------|----------------------|------|
|   | <input type="text"/> | <input type="text"/> |      |
|   | 2                    | 4                    | 5    |
| + | 1                    | 2                    | 8    |
|   |                      |                      |      |

3.

|   | hundreds             | tens                 | ones |
|---|----------------------|----------------------|------|
|   | <input type="text"/> | <input type="text"/> |      |
|   | 3                    | 4                    | 3    |
| + | 2                    | 4                    | 9    |
|   |                      |                      |      |

4.  $271 + 309 = \underline{\hspace{2cm}}$

5.  $325 + 106 = \underline{\hspace{2cm}}$

6.  $183 + 408 = \underline{\hspace{2cm}}$

7.  $262 + 119 = \underline{\hspace{2cm}}$

8.  $364 + 317 = \underline{\hspace{2cm}}$

9.  $176 + 418 = \underline{\hspace{2cm}}$

10.  $237 + 155 = \underline{\hspace{2cm}}$

11.  $162 + 318 = \underline{\hspace{2cm}}$

12.  $308 + 304 = \underline{\hspace{2cm}}$

13.  $219 + 143 = \underline{\hspace{2cm}}$

**Solve.**

14. Ira has 315 dominoes. Li has 158 dominoes. How many dominoes in all?

\_\_\_\_\_ dominoes

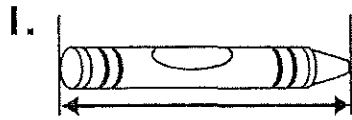
15. Jose has 224 marbles. Bess has 357 marbles. How many total marbles?

\_\_\_\_\_ marbles

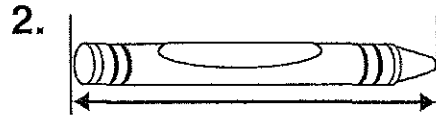
**Skills Practice***Measure Centimeters Using Models*

**Use a centimeter ruler to measure.**

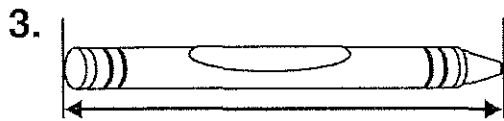
Line up the zero end of the ruler with one end of the crayon. Read the number at the other end of the crayon.



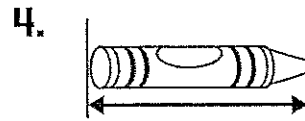
about \_\_\_\_\_ centimeters



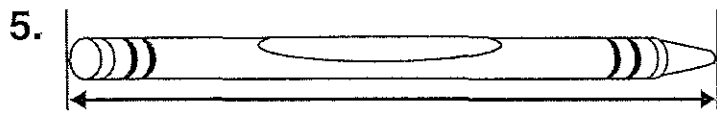
about \_\_\_\_\_ centimeters



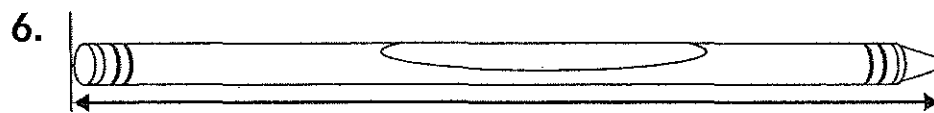
about \_\_\_\_\_ centimeters



about \_\_\_\_\_ centimeters



about \_\_\_\_\_ centimeters



about \_\_\_\_\_ centimeters

**Solve.**

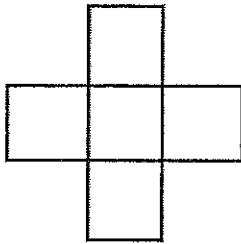
7. A book is 13 centimeters long. A crayon is 7 centimeters long.  
How much longer is the book?  
The book is \_\_\_\_\_ centimeters longer.

# Skills Practice

## Understanding Area

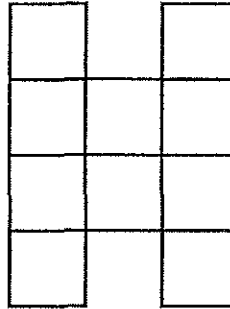
Count  to find the area.

1.



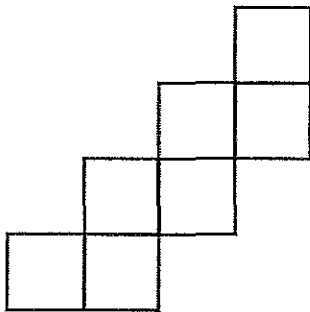
\_\_\_\_\_ square units

2.



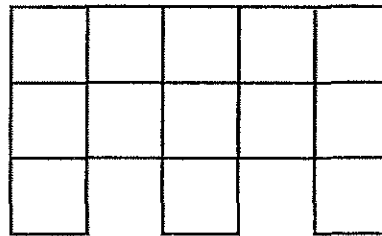
\_\_\_\_\_ square units

3.



\_\_\_\_\_ square units

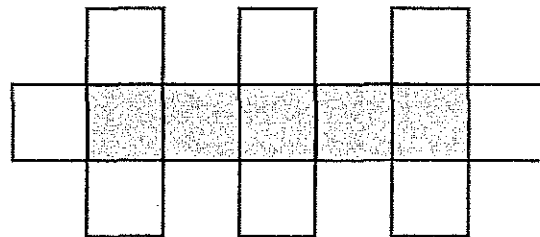
4.



\_\_\_\_\_ square units

5. Rob used white and gray pattern blocks to make this shape. What is the area of the gray part?

\_\_\_\_\_ square units



Name \_\_\_\_\_

**Skills Practice***Order Numbers***Order the numbers from *greatest to least*.**

1. 354, 674, 359 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. 592, 952, 951 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. 808, 873, 782 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Order the numbers from *least to greatest*.**

4. 423, 444, 324 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5. 192, 157, 132 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. 745, 867, 748 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

7. 168, 186, 166 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Solve.**

8. Sen's 4 friends live on the same street. She writes down their house numbers.

234            1423            324            403

How can Sen write the house numbers from *greatest to least*?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

9. Now Sen wants to write the house numbers from *least to greatest*. What should the second house number be? \_\_\_\_\_

Name \_\_\_\_\_

**Skills Practice***Number Patterns***Write the missing numbers. Then write the pattern.**

1. 715, 725, 735, 745, 755

Each number is \_\_\_\_\_.

2. 491, \_\_\_\_\_, 691, \_\_\_\_\_, 891

Each number is \_\_\_\_\_.

3. \_\_\_\_\_, 839, \_\_\_\_\_, 837, 836

Each number is \_\_\_\_\_.

4. \_\_\_\_\_, 595, 495, 395, \_\_\_\_\_

Each number is \_\_\_\_\_.

5. 599, 589, 579, \_\_\_\_\_, \_\_\_\_\_

Each number is \_\_\_\_\_.

**Use the pattern to solve.**

6. The numbers have fallen off of two houses on Ivy Street. Write the missing house numbers.

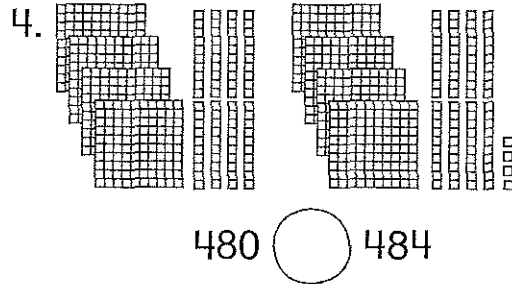
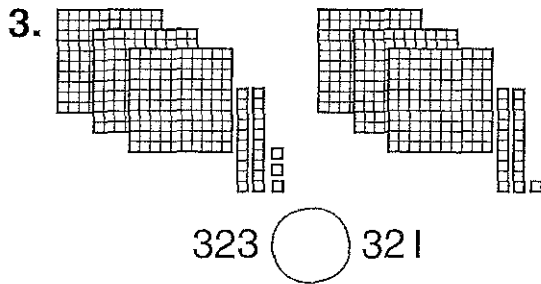
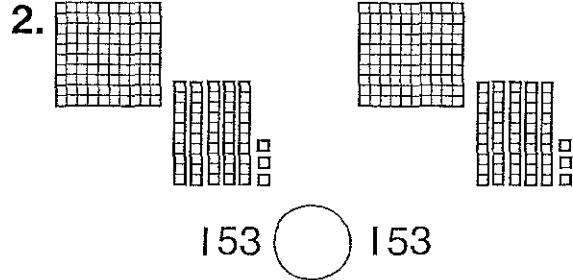
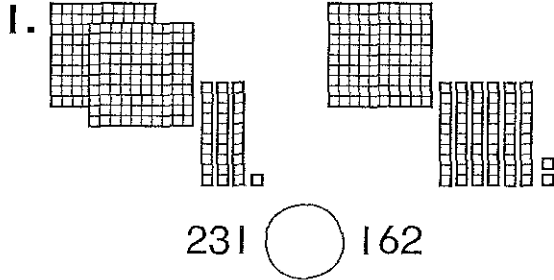
345, 355, \_\_\_\_\_, 375, \_\_\_\_\_, 395.

7. Five students are lined up for a race. Each student is wearing a number. Which students are missing?

708, 608, 508, \_\_\_\_\_, 308, \_\_\_\_\_

## Skills Practice

## Compare Numbers

Compare. Write  $>$ ,  $<$ ,  $=$ .

5. 278  287

679  677

908  908

Write *greater than*, *less than*, or *equal to*. Solve.

6. Ms. Smith has 541 books. Mr. Costa has 529 books.

541 is \_\_\_\_\_ 529.

Who has the greater number of books? \_\_\_\_\_

7. The third grade sold 239 raffle tickets. The second grade sold 401 raffle tickets.

239 is \_\_\_\_\_ 401.

Which grade sold less raffle tickets? \_\_\_\_\_

# 10-5

Name \_\_\_\_\_

## Skills Practice

*Read and Write Numbers to 1,000*

**Read the number. Write it in 2 different ways.**

1.  $300 + 70 + 2$

---

| hundreds | tens | ones |
|----------|------|------|
|          |      |      |

2. eight hundred forty-one

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

| hundreds | tens | ones |
|----------|------|------|
|          |      |      |

**Circle the correct number word.**

3. 975

nine hundred fifty-seven

nine hundred seventy-five

4. 193

one hundred ninety-three

one hundred ninety

**Solve.**

5. There are 429 students at Linden School. Cora wants to write the number in words for a newsletter. What should she write?

\_\_\_\_\_ students

6. Marco lives at nine hundred thirty-one Maple Street. Use expanded form to show Marco's address.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ Maple Street