

# Third Grade

## Summer Packet



May the Math Fun be with you!

Represent, compute, estimate and solve problems using numbers through hundred thousands.

Write each number in standard, expanded or word form.

1.  $8,000 + 700 + 50 + 6$

\_\_\_\_\_

2. three thousand, two hundred  
seventy-nine

\_\_\_\_\_

3. 49,856

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

4. 496,730

Expanded: \_\_\_\_\_

Word Form: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.  $900,000 + 20,000 + 6,000 + 200 + 2$

Standard: \_\_\_\_\_

Name the place value of the underlined digit. Then Write its value.

6. 232,625

\_\_\_\_\_ ; \_\_\_\_\_

8. 121,352

\_\_\_\_\_ ; \_\_\_\_\_

7. 46,892

\_\_\_\_\_ ; \_\_\_\_\_

9. 777

\_\_\_\_\_ ; \_\_\_\_\_

Compare the numbers. Use  $<$ ,  $>$ , or  $=$

10. 14,682  $\bigcirc$  14,782

Order numbers from least to greatest.

12. 31,173   31,573   31,457

\_\_\_\_\_

11. 905,227  $\bigcirc$  900,622

13. The Sears tower is 1,450 feet. The Petronas Towers in Malaysia are each 1,482 feet tall. Which is taller? Explain how you know.

\_\_\_\_\_

\_\_\_\_\_

Represent, compute, estimate and solve problems using numbers through hundred thousands.

**Estimate the odd problems.** Then add to find the sum for all.

1.  $533 + 36 =$

2.  $749 + 258 =$

3.  $508 + 643 =$

4.  $425 + 150 =$

5.  $278 + 244 =$

6.  $326 + 6 =$

7. 
$$\begin{array}{r} 772 \\ + 869 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 769 \\ + 234 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 6,161 \\ + 2,505 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 4,598 \\ + 3,783 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 6,598 \\ + 652 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 1,222 \\ + 9,124 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 867 \\ 105 \\ + 265 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 305 \\ 200 \\ + 250 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 10,236 \\ + 9,824 \\ \hline \end{array}$$

Represent, compute, estimate and solve problems using numbers through hundred thousands.

**Estimate the odd problems.** Then add to find the difference for all.

1.  $633 - 27 =$

2.  $809 - 162 =$

3.  $188 - 103 =$

4.  $525 - 157 =$

5.  $452 - 362 =$

6.  $426 - 7 =$

7. 
$$\begin{array}{r} 823 \\ - 569 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 700 \\ - 244 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 7,000 \\ - 3,506 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 5,798 \\ - 5,783 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 8,698 \\ - 662 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 3,242 \\ - 2,324 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 8,000 \\ - 528 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 300 \\ - 200 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 10,000 \\ - 9,824 \\ \hline \end{array}$$

Multiply and divide using known facts  
and with automaticity.

**Solve the multiplication sentences.**

1.  $9 \times 3 =$

2.  $5 \times 4 =$

3.  $7 \times 9 =$

4.  $6 \times 7 =$

5.  $6 \times 0 =$

6.  $8 \times 3 =$

7.  $3 \times 6 =$

8.  $8 \times 7 =$

9.  $8 \times 6 =$

10.  $4 \times 2 =$

11.  $1 \times 3 =$

12.  $9 \times 8 =$

13.  $6 \times 3 =$

14.  $4 \times 9 =$

15.  $7 \times 4 =$

16.  $6 \times 9 =$

17.  $5 \times 1 =$

18.  $4 \times 7 =$

19.  $4 \times 8 =$

20.  $5 \times 2 =$

21.  $7 \times 9 =$

22.  $1 \times 7 =$

23.  $6 \times 6 =$

24.  $5 \times 2 =$

25.  $8 \times 9 =$

26.  $3 \times 4 =$

27.  $3 \times 0 =$

Multiply and divide using known facts  
and with automaticity.

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1.  $9 \times 4 =$

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7.  $5 \times 6 =$

8.  $7 \times 7 =$

9.  $4 \times 4 =$

10.  $3 \times 8 =$

11.  $7 \times 4 =$

12.  $11 \times 8 =$

13.  $6 \times 9 =$

14.  $8 \times 8 =$

15.  $7 \times 6 =$

16.  $7 \times 8 =$

17.  $5 \times 8 =$

18.  $5 \times 5 =$

19.  $2 \times 8 =$

20.  $3 \times 6 =$

21.  $7 \times 3 =$

22.  $8 \times 3 =$

23.  $9 \times 9 =$

24.  $4 \times 2 =$

25.  $8 \times 2 =$

26.  $7 \times 4 =$

27.  $8 \times 0 =$

Multiply and divide using known facts  
and with automaticity.

**Solve the division sentences.**

1.  $36 \div 4 =$

2.  $48 \div 8 =$

3.  $2 \div 2 =$

4.  $45 \div 9 =$

5.  $24 \div 6 =$

6.  $16 \div 2 =$

7.  $30 \div 6 =$

8.  $49 \div 7 =$

9.  $16 \div 4 =$

10.  $24 \div 8 =$

11.  $28 \div 4 =$

12.  $88 \div 8 =$

13.  $54 \div 9 =$

14.  $64 \div 8 =$

15.  $42 \div 6 =$

16.  $56 \div 8 =$

17.  $40 \div 8 =$

18.  $25 \div 5 =$

19.  $16 \div 8 =$

20.  $18 \div 6 =$

21.  $21 \div 3 =$

22.  $24 \div 3 =$

23.  $81 \div 9 =$

24.  $8 \div 2 =$

25.  $16 \div 2 =$

26.  $28 \div 4 =$

27.  $8 \div 0 =$

Multiply and divide using known facts  
and with automaticity.

**Solve the multiplication sentences.**

1.  $27 \div 3 =$

2.  $20 \div 4 =$

3.  $63 \div 9 =$

4.  $42 \div 7 =$

5.  $6 \div 0 =$

6.  $24 \div 3 =$

7.  $18 \div 6 =$

8.  $56 \div 7 =$

9.  $48 \div 6 =$

10.  $8 \div 2 =$

11.  $3 \div 1 =$

12.  $72 \div 8 =$

13.  $18 \div 3 =$

14.  $32 \div 9 =$

15.  $28 \div 4 =$

16.  $54 \div 9 =$

17.  $5 \div 1 =$

18.  $28 \div 7 =$

19.  $32 \div 8 =$

20.  $10 \div 2 =$

21.  $63 \div 9 =$

22.  $7 \div 1 =$

23.  $6 \div 6 =$

24.  $10 \div 5 =$

25.  $72 \div 9 =$

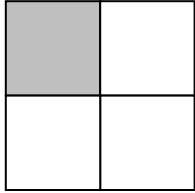
26.  $12 \div 4 =$

27.  $3 \div 0 =$

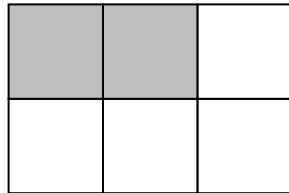


Understand the fractional part of a region and set.

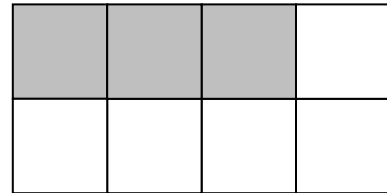
Find the fraction of the part of the region shade and the fraction of a set.



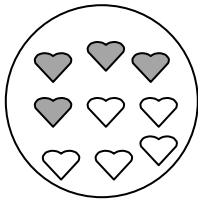
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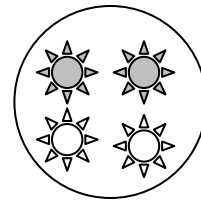
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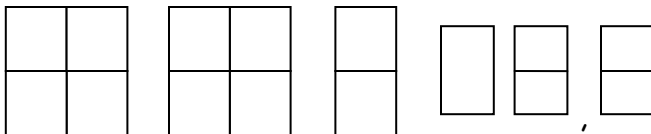
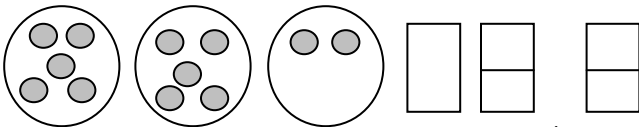
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Understand fractions greater than 1 with mixed numbers and improper fractions

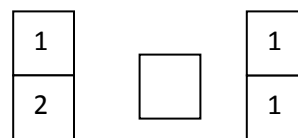
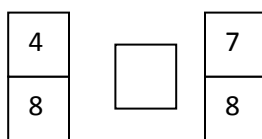
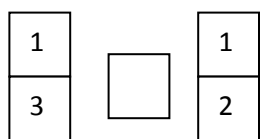
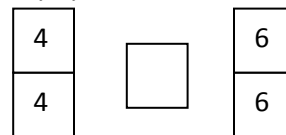
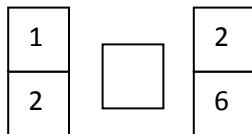
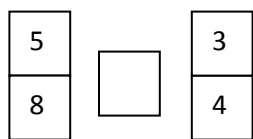
Write the mixed number and improper fraction for each picture.



Draw a picture to show this mixed number.  $2 \frac{3}{4}$

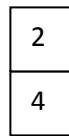
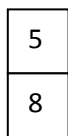
Understand how to use models and number sense to compare fractions.

**Compare fractions using < > or =. Use the pictures to help you!**

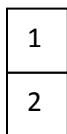
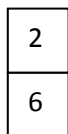
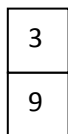
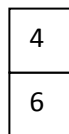


Recognize simple equivalent fractions.

Circle the fractions that are equivalent to  $\frac{1}{2}$

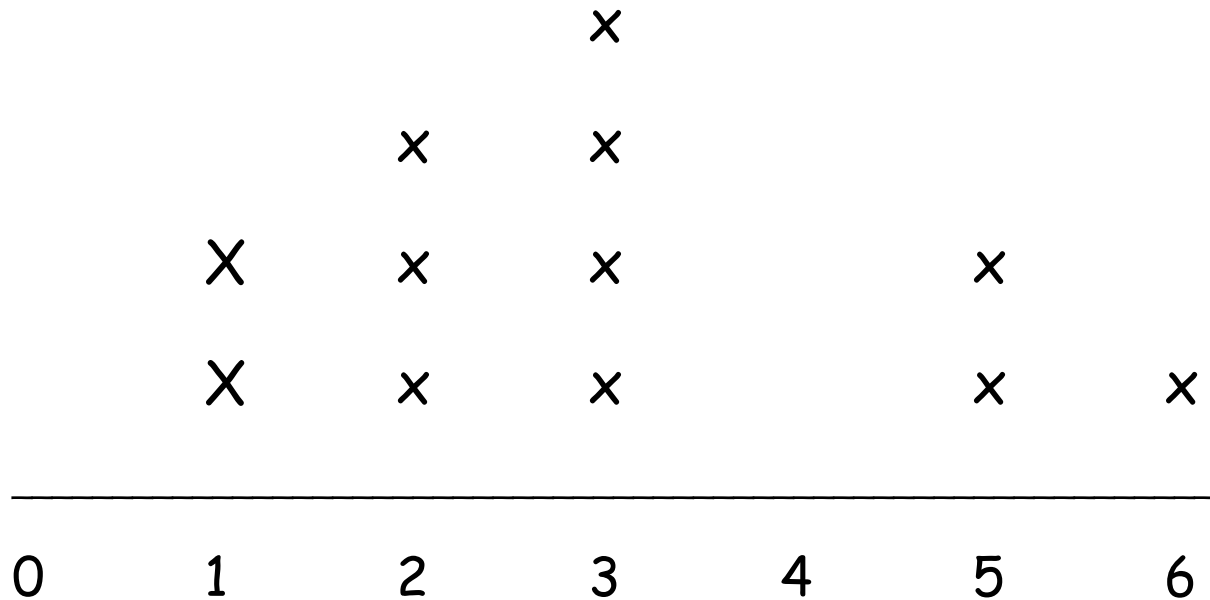


Circle the fractions that are equivalent to  $\frac{1}{3}$

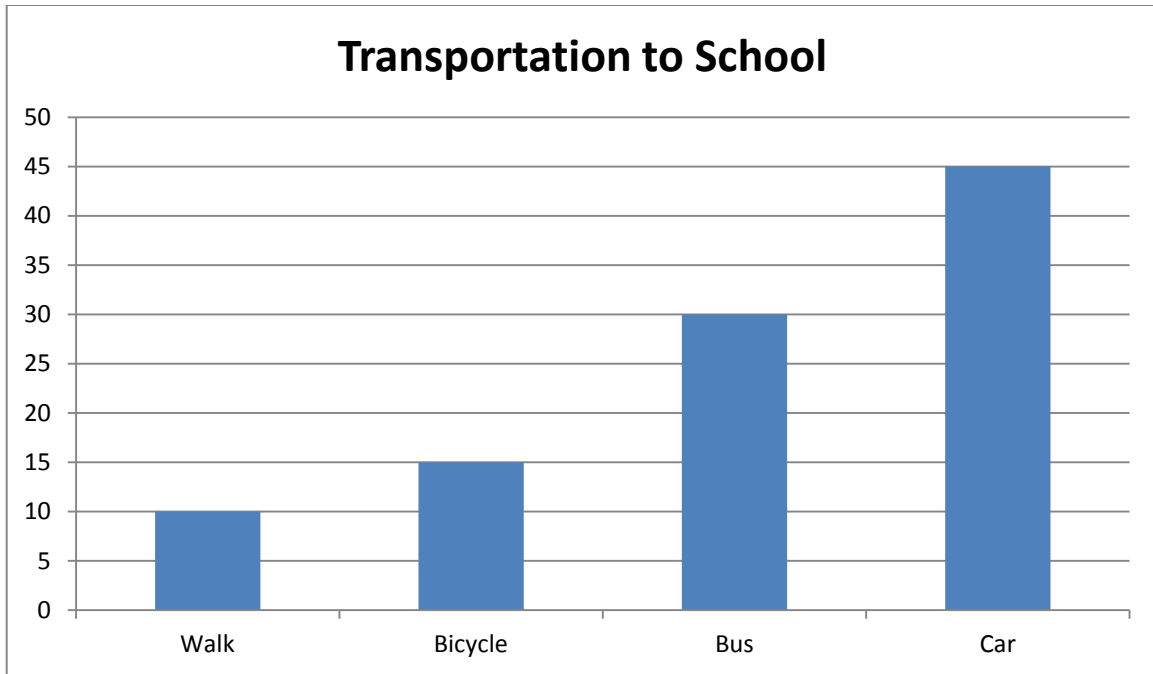


Understand how to read and interpret data with line plots and graphs.

### The Amount of Books Students Read Over Summer



1. How many students read books over the summer? \_\_\_\_\_
2. How many students read 5 books? \_\_\_\_\_
3. How many more students read 3 books than 2 books? \_\_\_\_\_
4. Which number of books read occurred most often? (Mode) \_\_\_\_\_
5. Find the difference between the greatest and least number of books read over the summer? (Range) \_\_\_\_\_

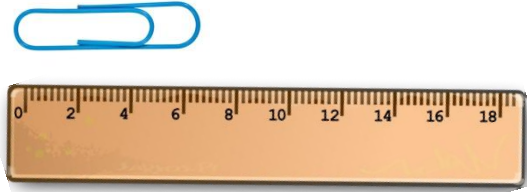


A group of students from St. Matthew's Catholic school made a bar graph for how they get transported to school.

1. How many ride bicycles to school? \_\_\_\_\_
2. How many more students take the bus to school than walk? \_\_\_\_\_
3. How many students walk and ride their bicycle to school? \_\_\_\_\_
4. How many more students ride in a car compared to riding in a bus? \_\_\_\_\_
5. How many students in all are included in the bar graph? \_\_\_\_\_

Understand measurement with standard units for length and perimeter.

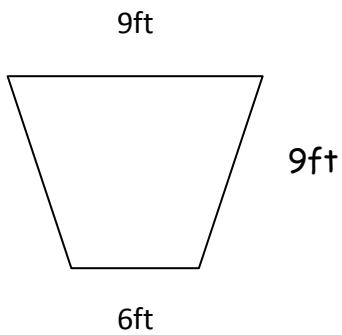
1.



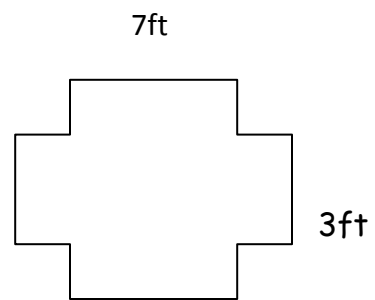
2.




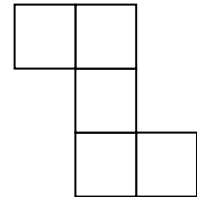
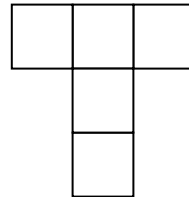
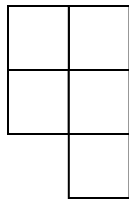
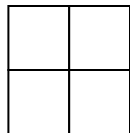
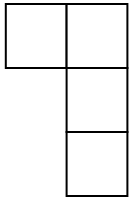
3.



4.



5. Find the perimeter. Each  is a unit.



\_\_\_\_\_

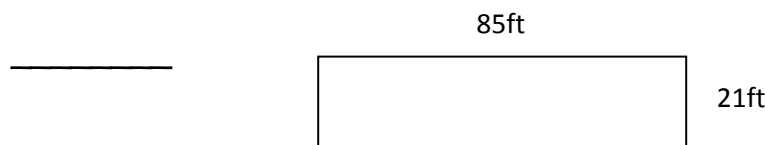
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\_\_\_\_\_

\_\_\_\_\_

6. The perimeter around the outside of Mrs. Kanobroski's garden is the same as a perimeter of a rectangle. The picture shows the lengths of the sides of the rectangle. What is the perimeter of Mrs. Kanobroski's garden?



Thank you!

May the Math Facts be With You!

I hope you have found this math unit to be a great resource for retention. If you have any questions or concerns please email me at

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