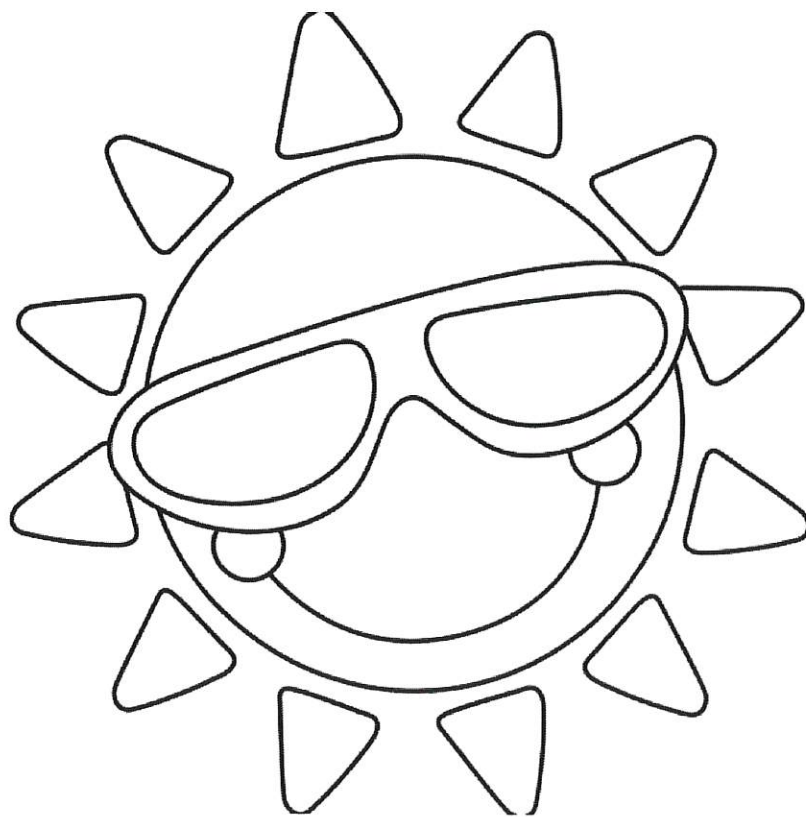


3rd

Summer Math Practice

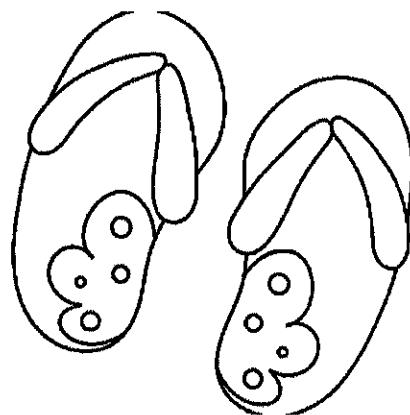


The Curriculum Corner

Name: _____

Ordering Numbers

Directions: Write the numbers in order from least to greatest.



3,291 7,295 4,628 5,053

3,879 6,003 3,998 3,446

5,071 1,663 5,611 9,412

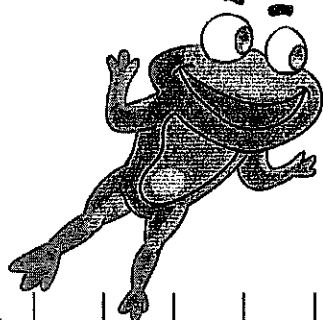
5,050 5,005 4,405 4,030

Name: _____

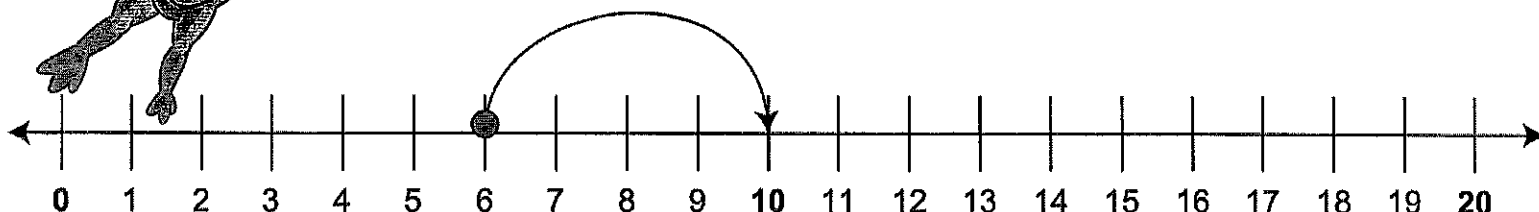
Date: _____

Jump-A-Round

Rounding numbers is like jumping to the nearest ten or nearest hundred.



When the number has a 1, 2, 3, or 4 in the ones place, it is rounded **DOWN** to the nearest ten. When the number has a 5, 6, 7, 8 or 9 in the ones place, it is rounded **UP** to the nearest ten. For example, 6 can be rounded up to 10.



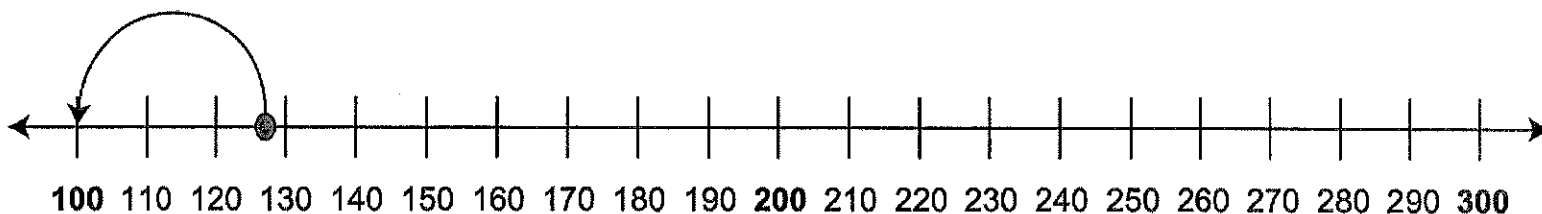
Round each number to the nearest ten.

1. 15 is about _____ 2. 12 is about _____ 3. 3 is about _____

4. 11 is about _____ 5. 16 is about _____ 6. 5 is about _____

7. 19 is about _____ 8. 13 is about _____ 9. 28 is about _____

When the number has a 1, 2, 3, or 4 in the tens place, it is rounded **DOWN** to the nearest hundred. When the number has a 5, 6, 7, 8 or 9 in the tens place, it is rounded **UP** to the nearest hundred. For example, 128 can be rounded down to 100.



Round each number to the nearest hundred.

10. 174 is about _____ 11. 218 is about _____ 12. 152 is about _____

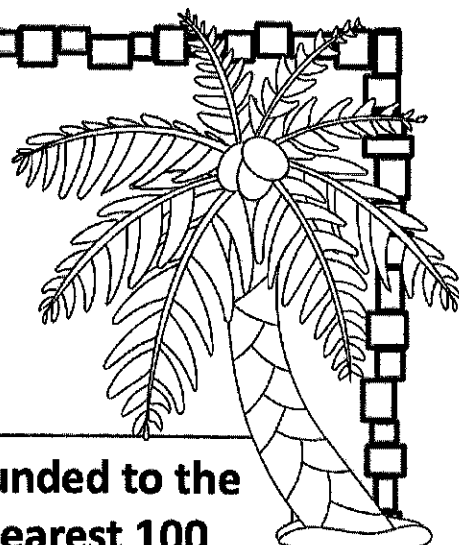
13. 256 is about _____ 14. 239 is about _____ 15. 134 is about _____

16. 421 is about _____ 17. 503 is about _____ 8. 972 is about _____

Name: _____

Rounding Numbers

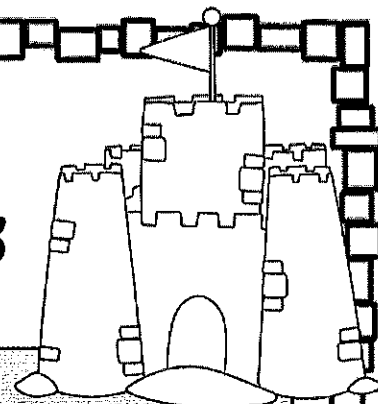
Directions: Round each number to the nearest 10 and then the nearest 100.



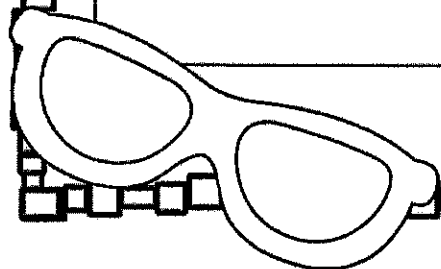
	rounded to the nearest 10	rounded to the nearest 100
317		
723		
655		
208		
939		
146		
572		
864		
481		

Name: _____

10 More & 10 Less

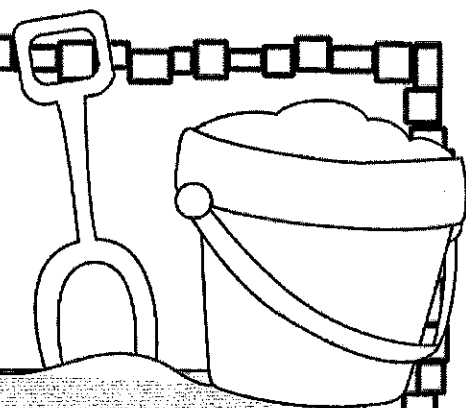


10 Less	The number is...	10 More
	226	
	609	
	495	
	863	
	781	
	911	
	337	



Name: _____

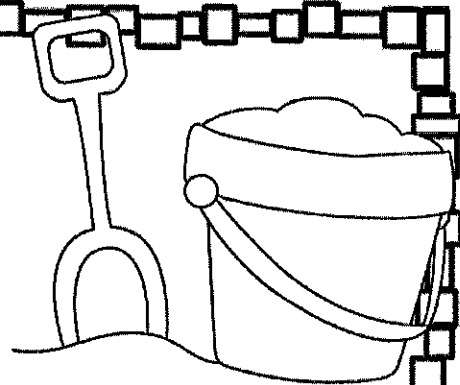
100 More & 100 Less



100 Less	The number is...	100 More
	362	
	927	
	210	
	407	
	800	
	555	
	749	

Name: _____

Addition & Subtraction within 1000



$$\begin{array}{r} 254 \\ +326 \\ \hline \end{array}$$

$$\begin{array}{r} 683 \\ -495 \\ \hline \end{array}$$

$$\begin{array}{r} 424 \\ +509 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ -187 \\ \hline \end{array}$$

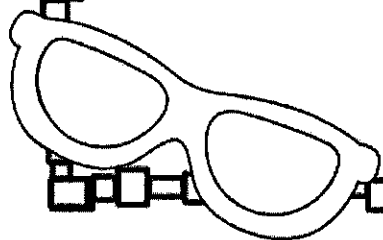
$$\begin{array}{r} 104 \\ +758 \\ \hline \end{array}$$

$$\begin{array}{r} 930 \\ -876 \\ \hline \end{array}$$

$$\begin{array}{r} 565 \\ +275 \\ \hline \end{array}$$

$$\begin{array}{r} 808 \\ -692 \\ \hline \end{array}$$

$$\begin{array}{r} 337 \\ +486 \\ \hline \end{array}$$



Riddle Me Math!

Midnight Addition

Directions:

Solve each math problem. Then find the answer and write the letter in the correct place to solve the riddles.

What do sea monsters eat?

$\frac{F}{1} \quad \frac{\quad}{2} \quad \frac{\quad}{3} \quad \frac{\quad}{4} \quad \frac{\quad}{5} \quad \frac{\quad}{6} \quad \frac{\quad}{7}$

$\frac{\quad}{8} \quad \frac{\quad}{9} \quad \frac{\quad}{10} \quad \frac{\quad}{11} \quad \frac{\quad}{12}$

$$\begin{array}{r} 11 \\ 9272 \\ + 4438 \\ \hline 13710 \end{array}$$

$$\begin{array}{r} 7384 \\ + 1298 \\ \hline \end{array}$$

$$\begin{array}{r} 2743 \\ + 5265 \\ \hline \end{array}$$

$$\begin{array}{r} 3201 \\ + 3728 \\ \hline \end{array}$$

$$\begin{array}{r} 2924 \\ + 7283 \\ \hline \end{array}$$

$$\begin{array}{r} 3284 \\ + 6279 \\ \hline \end{array}$$

$$\begin{array}{r} 4627 \\ + 7763 \\ \hline \end{array}$$

$$\begin{array}{r} 2227 \\ + 8726 \\ \hline \end{array}$$

$$\begin{array}{r} 1263 \\ + 4722 \\ \hline \end{array}$$

$$\begin{array}{r} 7126 \\ + 4933 \\ \hline \end{array}$$

$$\begin{array}{r} 6254 \\ + 9236 \\ \hline \end{array}$$

$$\begin{array}{r} 1527 \\ + 8239 \\ \hline \end{array}$$

What do you call a fish without an eye? A

$\frac{\quad}{13} \quad \frac{\quad}{14} \quad \frac{\quad}{15}$

$$\begin{array}{r} 3642 \\ + 7263 \\ \hline \end{array}$$

$$\begin{array}{r} 5286 \\ + 1274 \\ \hline \end{array}$$

$$\begin{array}{r} 7364 \\ + 5525 \\ \hline \end{array}$$

I. 8682

S. 9766

P. 15490

L. 12059

H. 6929

F. 10905

A. 10207

~~F. 13710~~

H. 12889

S. 6560

S. 8008

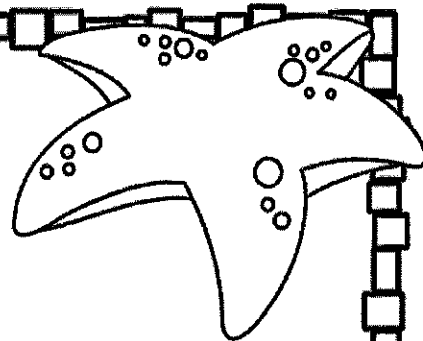
H. 5985

S. 10953

N. 9563

D. 12390

Name: _____



4-Digit Subtraction

$$\begin{array}{r} 6,714 \\ -3,326 \\ \hline \end{array}$$

$$\begin{array}{r} 4,241 \\ -1,489 \\ \hline \end{array}$$

$$\begin{array}{r} 8,264 \\ -5,008 \\ \hline \end{array}$$

$$\begin{array}{r} 5,328 \\ -2,733 \\ \hline \end{array}$$

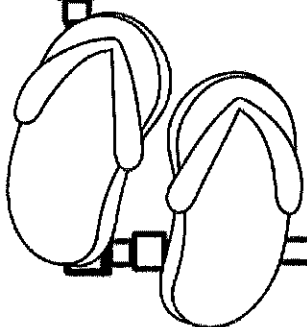
$$\begin{array}{r} 9,355 \\ -4,829 \\ \hline \end{array}$$

$$\begin{array}{r} 7,902 \\ -6,375 \\ \hline \end{array}$$

$$\begin{array}{r} 8,416 \\ -8,057 \\ \hline \end{array}$$

$$\begin{array}{r} 3,881 \\ -1,882 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ -1,631 \\ \hline \end{array}$$



Missing Digits: Subtraction

Directions: Find the missing digits in the following problems. Place your answers in the boxes provided.

$$\begin{array}{r} 1. \quad 9 \square \\ - \square 3 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 2. \quad 2 \square 8 \\ - \quad 4 \square \\ \hline \square 25 \end{array}$$

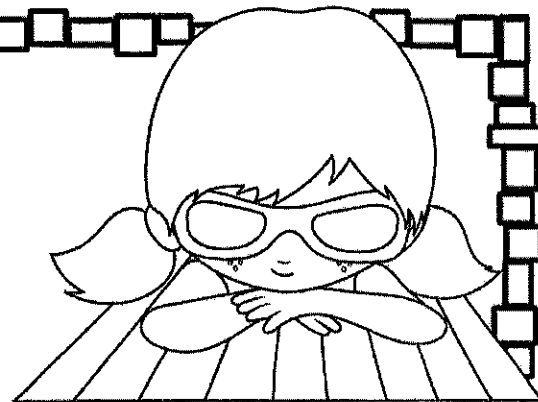
$$\begin{array}{r} 3. \quad 2 \square \\ - 17 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 4. \quad \square 7 \square \\ - 195 \\ \hline 177 \end{array}$$

$$\begin{array}{r} 5. \quad 9 \square \\ - 26 \\ \hline \square 2 \end{array}$$

Name: _____

Complete the number sentences.



$3 \times \square = 15$

$15 \div 3 = \square$

$8 \times \square = 24$

$24 \div 8 = \square$

$5 \times \square = 45$

$45 \div 5 = \square$

$7 \times \square = 49$

$49 \div 7 = \square$

$12 \times \square = 36$

$36 \div 12 = \square$

$8 \times \square = 64$

$64 \div 8 = \square$

$4 \times \square = 20$

$20 \div 4 = \square$

$9 \times \square = 54$

$54 \div 9 = \square$

$9 \times \square = 99$

$99 \div 9 = \square$

$10 \times \square = 60$

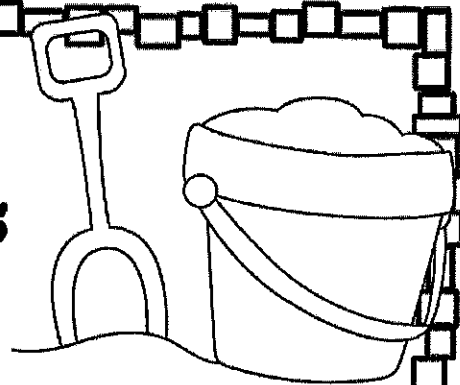
$60 \div 10 = \square$

$9 \times \square = 72$

$72 \div 9 = \square$

Name: _____

Multiply One Digit Numbers by Multiples of 10



$$5 \times 70 = \underline{\quad}$$

$$80 \times 2 = \underline{\quad}$$

$$30 \times 6 = \underline{\quad}$$

$$9 \times 70 = \underline{\quad}$$

$$10 \times 8 = \underline{\quad}$$

$$8 \times 90 = \underline{\quad}$$

$$5 \times 90 = \underline{\quad}$$

$$6 \times 60 = \underline{\quad}$$

$$7 \times 70 = \underline{\quad}$$

$$4 \times 20 = \underline{\quad}$$

$$3 \times 90 = \underline{\quad}$$

$$50 \times 8 = \underline{\quad}$$

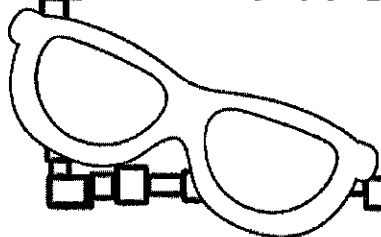
$$40 \times 8 = \underline{\quad}$$

$$3 \times 40 = \underline{\quad}$$

$$6 \times 20 = \underline{\quad}$$

$$20 \times 5 = \underline{\quad}$$

$$90 \times 5 = \underline{\quad}$$



Movie Multiplication

Find the **product** using **regrouping**.
Show your work!



$$\begin{array}{r} +2 \\ 49 \\ \times 3 \\ \hline 147 \end{array}$$

$$\begin{array}{r} +2 \\ 76 \\ \times 4 \\ \hline 304 \end{array}$$

$$\begin{array}{r} 25 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ \times 6 \\ \hline \end{array}$$



Name: _____

Multiplication Practice

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue. You might need to rewrite the problem first.

$$27 \times 6 = \begin{array}{r} 27 \\ \times 6 \\ \hline \end{array}$$

$$18 \times 3 =$$

$$43 \times 9 =$$

$$39 \times 2 =$$

$$34 \times 7 =$$

$$17 \times 6 =$$

$$18 \times 3 =$$

$$66 \times 3 =$$

$$47 \times 4 =$$

$$52 \times 8 =$$

$$63 \times 5 =$$

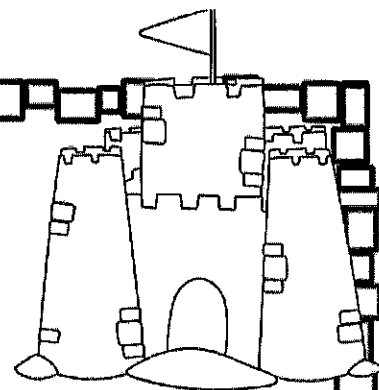
$$44 \times 9 =$$

$$27 \times 7 =$$

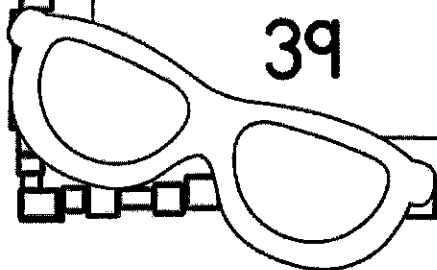
$$31 \times 5 =$$

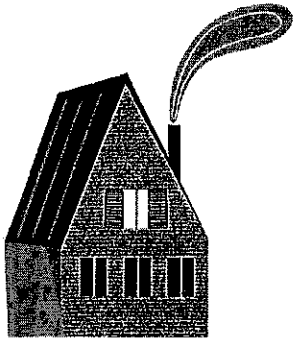
Name: _____

Multiply by 10 and 100



The number is	When I multiply the number by 10, it becomes...	When I multiply the number by 100, it becomes...
46	460	4,600
23		
47		
83		
71		
97		
39		





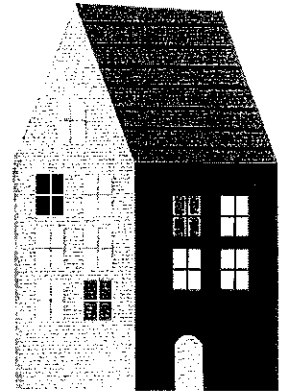
Partial Products Method #2

Step 1. Multiply by the ones.

Step 2. Multiply by the tens.

Step 3. List the partial products.

Step 4. Add all of the partial products to find the total.



Example: 54×26

54	think $50 + 4$
$\times 26$	think $20 + 6$
24	(6×4)
300	(6×50)
80	(20×4)
$+ 1,000$	(20×50)
1,404	

Directions: Find the product using the partial products method.

1.

		2	8
	×	4	5
		4	0
		1	0
		3	2
+		8	0
		1,	2
		6	0

2.

		2	5
	×	2	8
+			

3.

		6	1
	×	5	4
+			

4.

		3	7
	×	4	4
+			

Partial Products Method #2 Contd.

5.

		6	4
	x	5	2
+			

6.

		9	2
	x	6	1
+			

7.

		1	9
	x	2	7
+			

8.

		4	6
	x	3	5
+			

9.

		7	2
	x	4	1
+			

10.

		6	8
	x	3	7
+			

Name: _____

Multiplication Practice

Directions: Write the answer to each fact.

→ You might need to rewrite the problem first.



EXAMPLE:

$$\begin{array}{r} 15 \\ \times 26 \\ \hline 90 \\ + 300 \\ \hline 390 \end{array}$$

- ① Multiply (6) ones place by ones.
- ② Multiply (6) ones by tens (add regrouping)
- ③ Multiply tens (2) by ones

$24 \times 13 =$

$62 \times 72 =$

- ④ Multiply the tens (6) by tens (add regrouping)
- ⑤ Add products in place value columns.

$28 \times 67 =$

$92 \times 17 =$

$73 \times 84 =$

$94 \times 35 =$

$28 \times 83 =$

$72 \times 24 =$

$83 \times 18 =$

Name

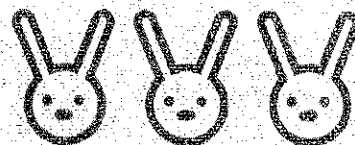
Date

Multiply Two- and Three-Digit Factors

Multiply. Regroup if needed.

Example:

$$\begin{array}{r} 324 \\ \times 17 \\ \hline 2268 \\ + 3240 \\ \hline 5,508 \end{array}$$



$$\begin{array}{r} 118 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ \times 45 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ \times 61 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ \times 50 \\ \hline \end{array}$$

$$\begin{array}{r} 519 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 678 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 403 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 981 \\ \times 42 \\ \hline \end{array}$$

$$\begin{array}{r} 704 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 592 \\ \times 244 \\ \hline \end{array}$$

$$\begin{array}{r} 863 \\ \times 305 \\ \hline \end{array}$$

$$\begin{array}{r} 199 \\ \times 671 \\ \hline \end{array}$$

Name _____

Independent Practice

Divide. Use multiplication to check.

$$\begin{array}{r} 1 \square \\ 4 \overline{) 48} \\ \underline{4} \\ 0 \\ \underline{0} \\ 0 \end{array}$$

$$\begin{array}{r} 1 \square \text{ R } \square \\ 5 \overline{) 53} \\ \underline{5} \\ 0 \\ \underline{0} \\ 0 \end{array}$$

$$\begin{array}{r} \square \square \text{ R } \square \\ 6 \overline{) 67} \\ \underline{6} \\ 0 \\ \underline{0} \\ 0 \end{array}$$

6. $3 \overline{) 33}$

7. $3 \overline{) 73}$

8. $9 \overline{) 96}$

9. $69 \div 3 =$ _____ 10. $77 \div 3 =$ _____ 11. $99 \div 4 =$ _____

Algebra Use mental math to find the unknown.

12. $x \div 2 = 12$

13. $48 \div 4 = y$

14. $75 \div 5 = s$

$x =$ _____

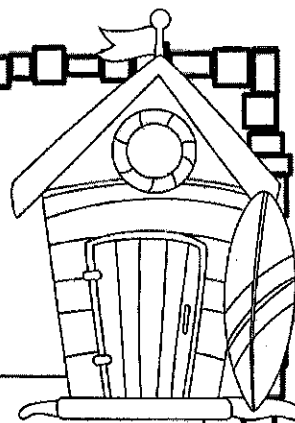
$y =$ _____

$s =$ _____

Name: _____

Division Practice

Directions: Write the answer to each fact.
→ You might need to rewrite the problem first.



$91 \div 3 =$

$$\begin{array}{r} 30 R1 \\ 3 \overline{) 91} \\ \underline{-9} \\ 01 \\ \underline{-0} \\ 1 \end{array}$$

$50 \div 3 =$

$43 \div 9 =$

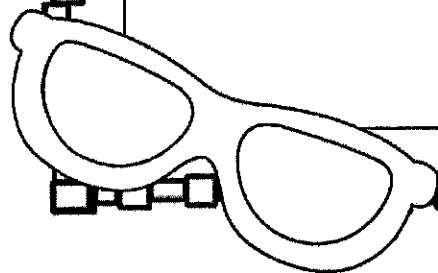
$85 \div 7 =$

$34 \div 7 =$

$79 \div 6 =$

$325 \div 3 =$

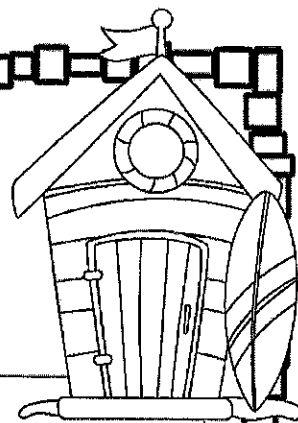
$235 \div 5 =$



Name: _____

Division Practice

Directions: Write the answer to each problem.
You might need to rewrite the problem first.



$$955 \div 8 =$$
$$\begin{array}{r} 119 \text{ R}3 \\ 8 \overline{) 955} \\ \underline{8 } \\ 15 \\ \underline{8 } \\ 75 \\ \underline{72} \\ 3 \end{array}$$

$$249 \div 7 =$$

$$365 \div 5 =$$

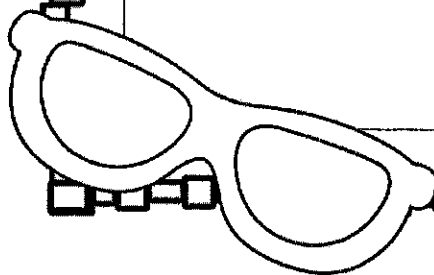
$$448 \div 8 =$$

$$499 \div 2 =$$

$$396 \div 6 =$$

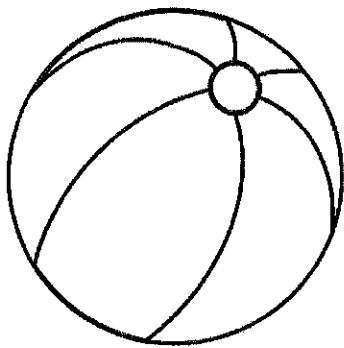
$$362 \div 5 =$$

$$425 \div 9 =$$



Name: _____

Using Patterns to Divide



$$\underline{210} \div \underline{70} = \underline{3}$$

$$21 \div 7$$

$$140 \div 70 = \underline{\quad}$$

$$\underline{1,200} \div \underline{60} = \underline{20}$$

$$12 \div 6$$

$$4,800 \div 80 = \underline{\quad}$$

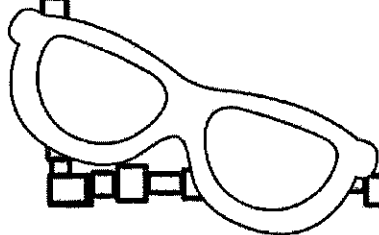
$$5,000 \div 50 = \underline{\quad}$$

$$6,300 \div 90 = \underline{\quad}$$

$$2,700 \div 30 = \underline{\quad}$$

$$3,500 \div 700 = \underline{\quad}$$

$$4,800 \div 60 = \underline{\quad}$$



Name: _____

Date: _____

Word Problems Check-Up



Directions: Solve the problems below. Be sure to show your work!

6. There are four boxes of pencils on the teacher's desk. Each box has 5 pencils inside. She gives each student two pencils. How many students receive pencils?

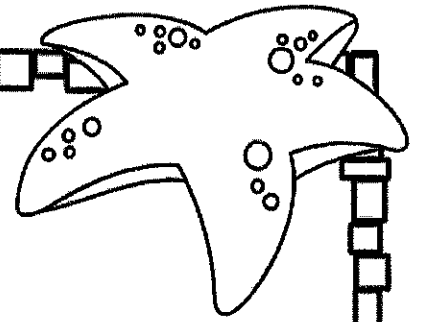
7. Malia made 18 cookies. She gave each teacher 3 cookies. How many teachers received cookies?

8. There were 36 pieces of candy in the bag. The girl ate 4 pieces of candy. Then, she gave an equal amount of candy to 8 friends. How many pieces of candy did each friend get?

9. Penny's vegetable garden has nine rows of plants. Each row has eight plants. At harvest, she discovered that twelve plants were ruined. How many plants did Penny harvest from the vegetable garden?

10. There were 24 people at the restaurant. 21 more people came to eat dinner. Each section had 9 people sitting in it. How many sections did the restaurant have?

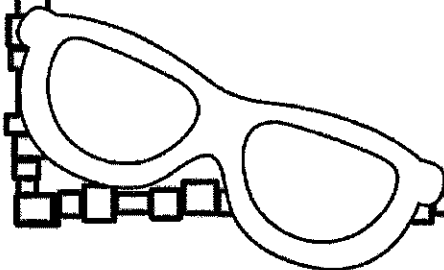
Name: _____



2 Step Word Problems

Amar bought a new hat for \$19 and a game for \$16.
How much did the items cost? Amar had two \$20
bills. How much change did he receive?

My mom bought 5 pizzas. They cost \$9 each. She
had \$50. How much change did she receive?



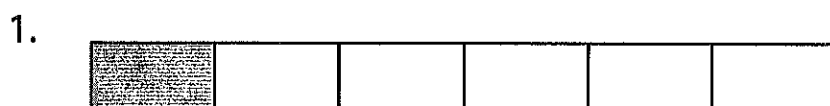
Name: _____

Date: _____

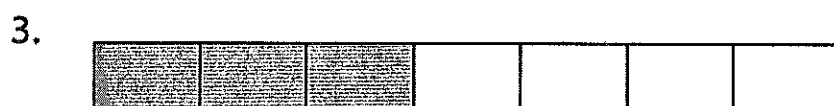
Fractions Learning Check

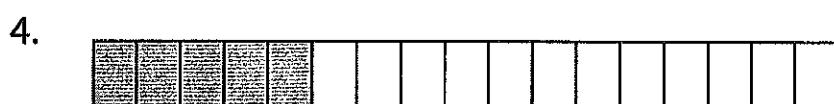
Part 1: Writing Fractions

Directions: Write the fraction of the shaded area.



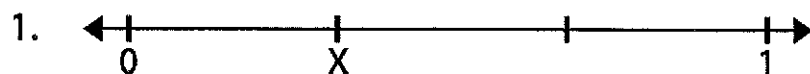




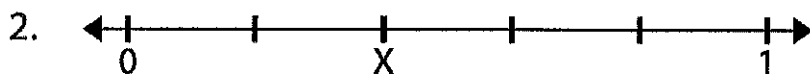


Part 2: Fractions on a Number Line

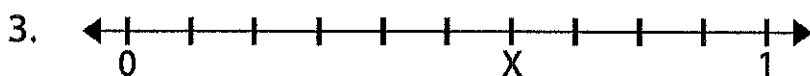
Directions: Write the fraction that is represented by the X.



x = _____



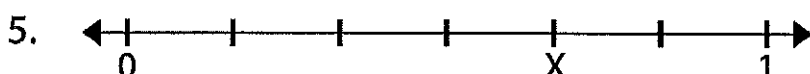
x = _____



x = _____

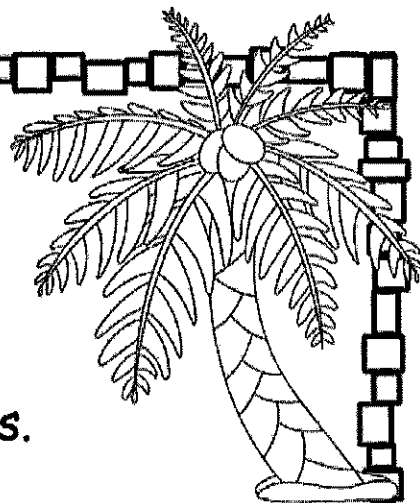


x = _____



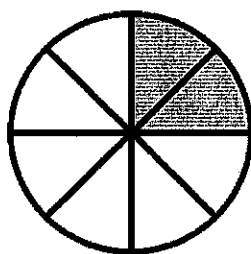
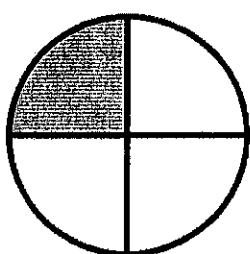
x = _____

Name: _____

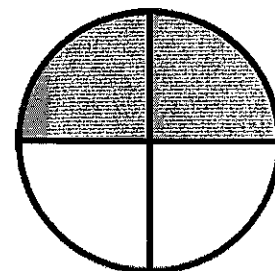
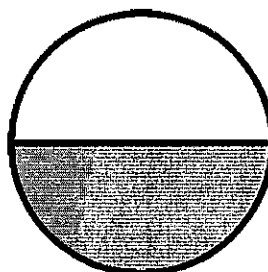


Equivalent Fractions

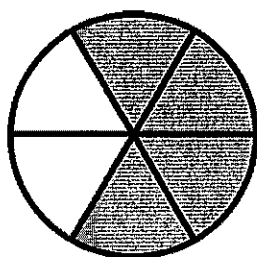
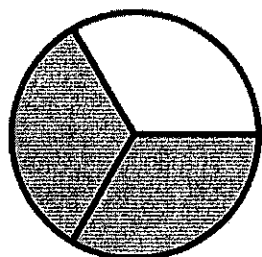
Directions: Write the equivalent fractions.



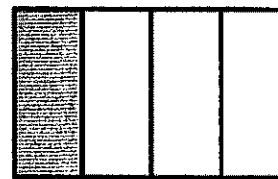
_____ = _____



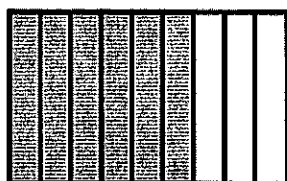
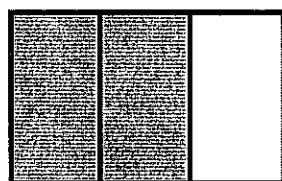
_____ = _____



_____ = _____



_____ = _____



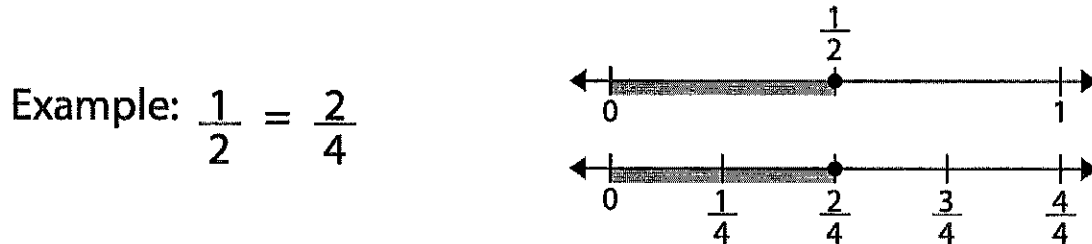
_____ = _____



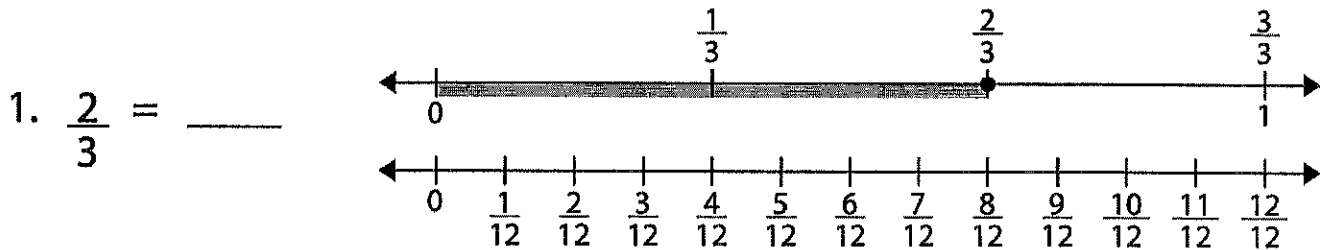
_____ = _____

Equivalent Fractions: Number Lines

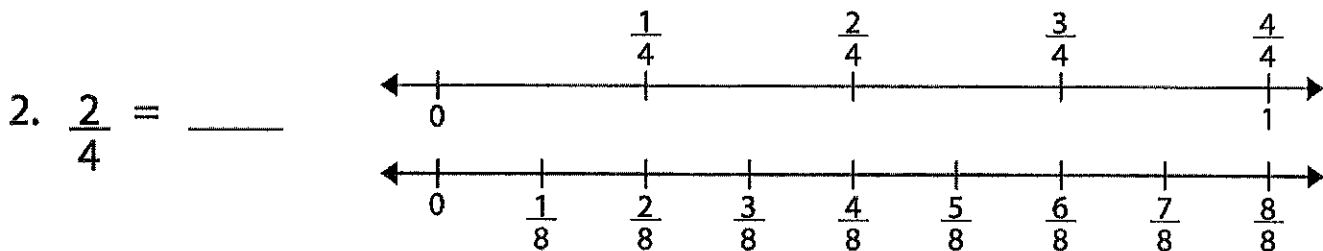
Number lines can help you find equivalent fractions. See the example below.



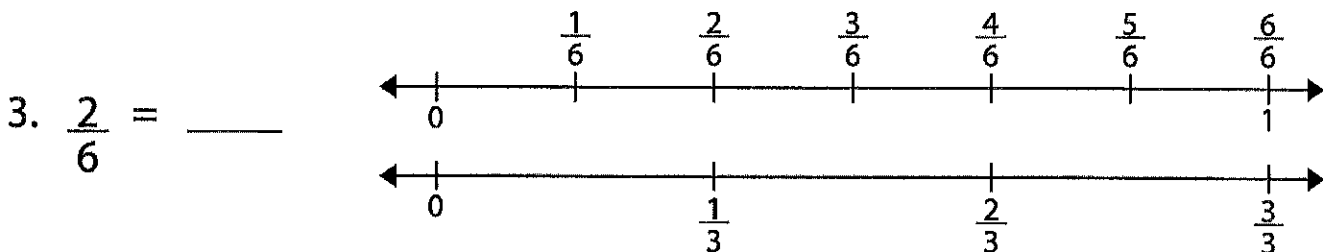
Find the equivalent fraction of $\frac{2}{3}$. Show the equivalent fraction on the second number line.



Find the equivalent fraction of $\frac{2}{4}$. Show the equivalent fractions on the number lines.



Find the equivalent fraction of $\frac{2}{6}$. Show the equivalent fractions on the number lines.



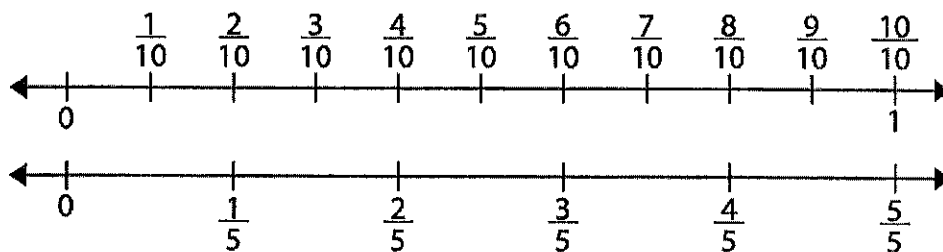
Name _____

Date _____

Equivalent Fractions: Number Lines

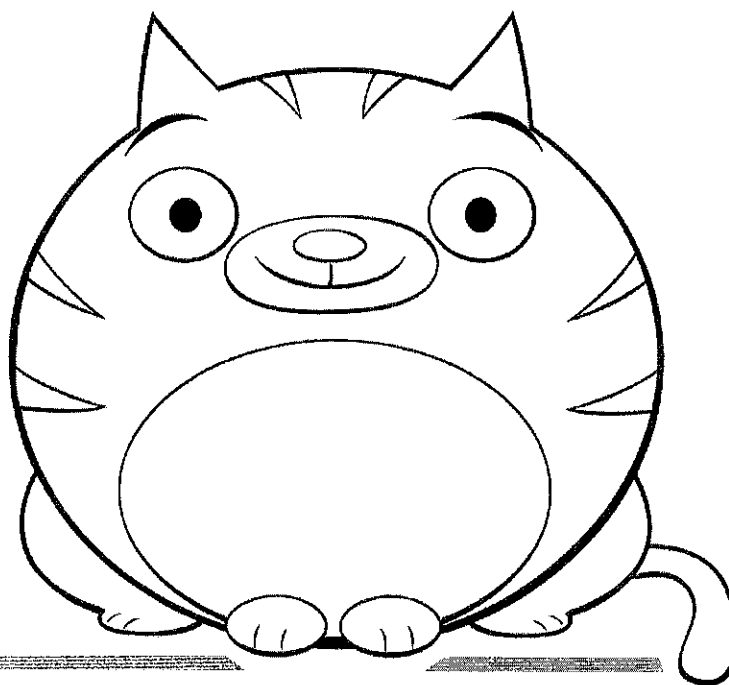
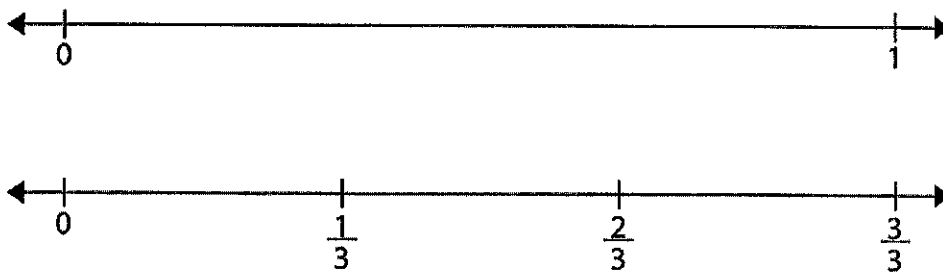
Find the equivalent fraction of $\frac{6}{10}$. Show the equivalent fractions on the number lines.

4. $\frac{6}{10} = \underline{\hspace{2cm}}$



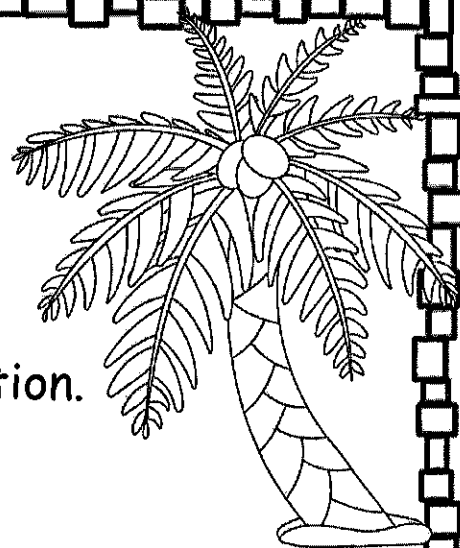
Find the missing numerator. Show the equivalent fractions on the number lines. Hint: Does the first number line need more fractions labeled on it?

5. $\frac{\hspace{1cm}}{9} = \frac{1}{3}$



Name: _____

Writing Whole Numbers as Fractions



*You can write a whole number as a fraction.

$\frac{4}{4}$ is equal to 1 whole

*To find the whole number, divide the numerator (top number) by the denominator (bottom number.)

What would $\frac{8}{4}$ be equal to?

Directions: Using 2 as a denominator for each, write an equivalent fraction for each whole number.

4 $\frac{4}{2} = 2$

5 _____

2 _____

1 _____

6 _____

8 _____

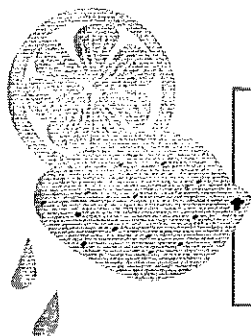
3 _____

7 _____




Adding Fractions with the same denominator

Write the sum of each fraction below. Remember: when adding fractions with the same denominator, simply add the numerators and keep the denominator the same.



$$\frac{\overset{\text{numerator}}{3}}{\underset{\text{denominator}}{5}} + \frac{1}{5} = \frac{4}{5}$$


$$\frac{2}{5} + \frac{3}{5} = \boxed{}$$

$$\frac{3}{7} + \frac{1}{7} = \boxed{}$$

$$\frac{1}{3} + \frac{1}{3} = \boxed{}$$

$$\frac{2}{4} + \frac{1}{4} = \boxed{}$$

$$\frac{3}{9} + \frac{5}{9} = \boxed{}$$

$$\frac{5}{8} + \frac{2}{8} = \boxed{}$$

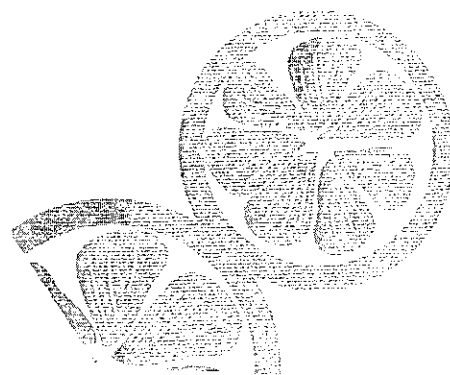
$$\frac{10}{12} + \frac{2}{12} = \boxed{}$$

$$\frac{7}{22} + \frac{3}{22} = \boxed{}$$

Bonus!

$$\frac{12}{50} + \frac{15}{50} + \frac{17}{50} = \boxed{}$$

$$\frac{35}{100} + \frac{6}{100} + \frac{9}{100} + \frac{14}{100} = \boxed{}$$

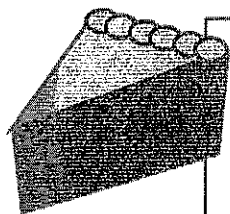




Subtracting Fractions with the same denominator

Find the difference of each fraction equation below.

Remember: when subtracting fractions with the same denominator, simply subtract the numerators and keep the denominator the same.



$$\begin{array}{c} \text{numerator} \\ \frac{4}{6} - \frac{2}{6} = \frac{2}{6} \\ \text{denominator} \end{array}$$

$$\frac{7}{4} - \frac{3}{4} = \boxed{}$$

$$\frac{6}{8} - \frac{1}{8} = \boxed{}$$

$$\frac{5}{7} - \frac{4}{7} = \boxed{}$$

$$\frac{8}{9} - \frac{3}{9} = \boxed{}$$

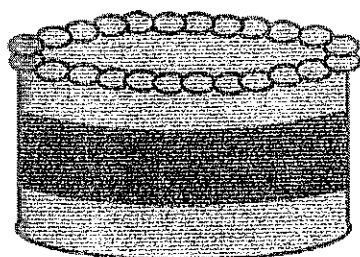
$$\frac{2}{5} - \frac{2}{5} = \boxed{}$$

$$\frac{10}{6} - \frac{8}{6} = \boxed{}$$

$$\frac{4}{10} - \frac{1}{10} = \boxed{}$$

$$\frac{23}{24} - \frac{12}{24} = \boxed{}$$

BONUS!



$$\frac{58}{65} - \frac{14}{65} - \frac{2}{65} = \boxed{}$$

$$\frac{107}{120} - \frac{16}{120} - \frac{9}{120} - \frac{29}{120} = \boxed{}$$

Fractions: Addition & Subtraction

Solve the fraction equations. Remember to simplify.

$$\frac{1}{5} + \frac{4}{5} = \frac{5}{5} \text{ or } 1$$

$$\frac{2}{3} - \frac{1}{3} = -$$

$$\frac{6}{12} + \frac{5}{12} = -$$

$$\frac{7}{16} - \frac{3}{16} = -$$

$$\frac{8}{10} - \frac{2}{10} = -$$

$$\frac{7}{8} + \frac{3}{8} = -$$

$$\frac{6}{9} - \frac{6}{9} = -$$

$$\frac{4}{16} + \frac{4}{16} = -$$

$$\frac{3}{7} + \frac{1}{7} =$$

$$\frac{10}{12} - \frac{6}{12} = -$$

$$\frac{4}{6} + \frac{1}{6} = -$$

$$\frac{7}{8} - \frac{2}{8} = -$$

$$\frac{6}{12} - \frac{3}{12} = -$$

$$\frac{2}{8} + \frac{3}{8} = -$$

$$\frac{5}{9} - \frac{3}{9} = -$$

$$\frac{5}{18} + \frac{4}{18} = -$$

Name: _____

Hands-On Measurement

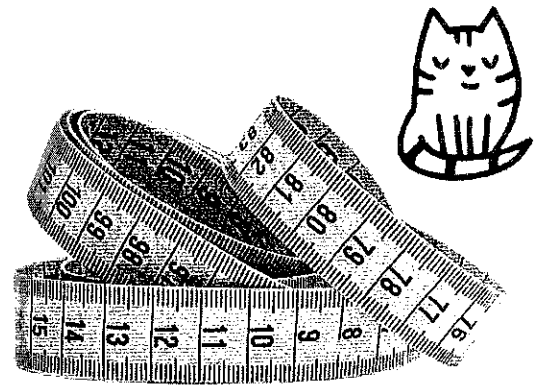
Directions: Choose eight items from the room and measure their length in inches using a ruler, yardstick or tape measure.

Item Measured:	Length in Inches and Length in Centimeters:

Name Date

Units of Measurement: Metric Length

100 centimeters or 100 cm = 1 meter or 1 m
1,000 m = 1 kilometer or 1 km



Part 1. Find the measurement of each item to the nearest meter to finish the sentence.

1. I am about meter(s) tall.
2. The door in my house is about meter(s) tall.
3. The living room wall is about meter(s) wide.
4. A car is about meter(s) long.
5. A bus is about meter(s) long.
6. The height of a kitchen chair is about meter(s).

Part 2. Find the equivalent measurement.

- | | |
|-------------------------|------------------------|
| 1. 100 cm = m | 6. 1,000 m = km |
| 2. 500 cm = m | 7. 7,000 m = km |
| 3. 1,000 cm = m | 8. 10,000 m = km |
| 4. 100,000 m = km | 9. 20 km = m |
| 5. 40 km = m | 10. 65 km = m |



Name: _____

Converting Measurements

Directions: Convert each unit.



6 ft = in.

30 ft = yd.

12 yd = in.

5 $\frac{1}{2}$ ft = in.

108 in. = ft

72 in. = yd

42 in. = ft

6 ft. = yd

Art Museum Gift Shop

The third grade class at Parkside Elementary went on a trip to the art museum. Some of them bought items from the gift shop. Subtract to figure out how much change each person received.



\$0.98

Elsa paid

$$\begin{array}{r} \$5.00 \\ - 0.98 \\ \hline 4.02 \end{array}$$



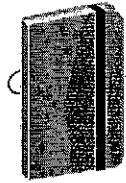
\$6.24

Ivan paid \$10.00



\$3.57

Ryan paid \$5.60



\$2.03

Eric paid \$3.00



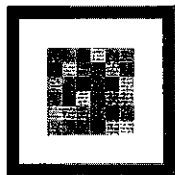
\$5.99

Elynn paid \$10.99



\$9.62

Gene paid \$10.00



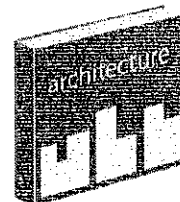
\$12.20

Ann paid \$15.00



\$6.77

Joy paid \$7.00



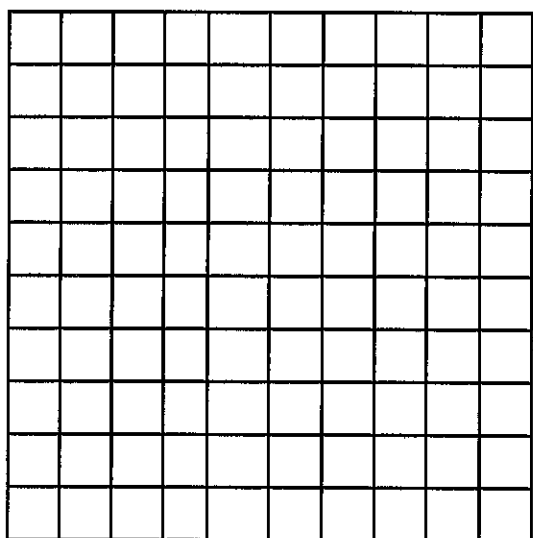
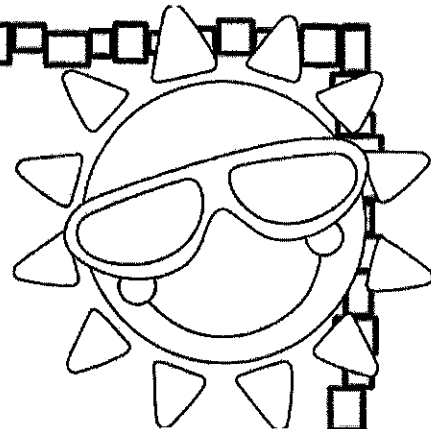
\$10.86

Joanne paid \$11.00

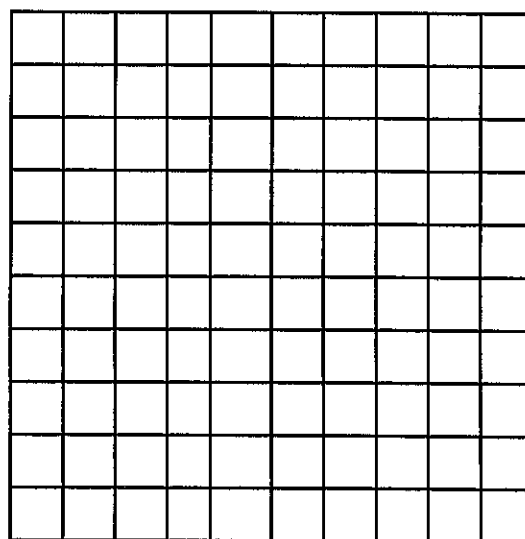
Name: _____

Understanding Perimeter

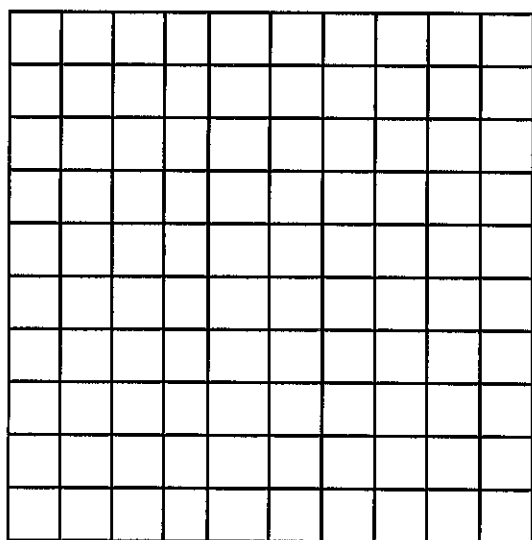
Directions: Draw a shape on the grid paper with the given perimeter.



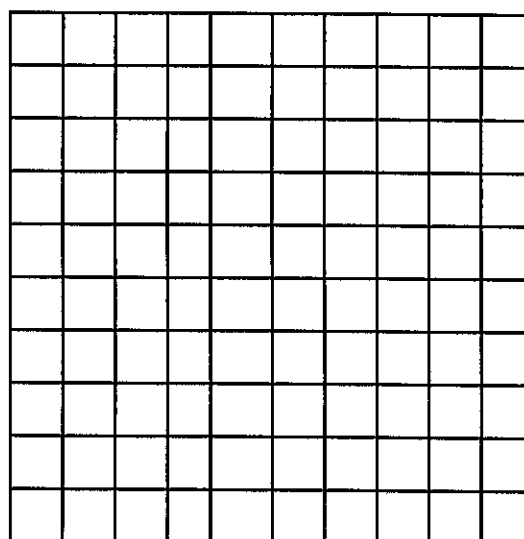
$P = 6$ in



$P = 8$ in

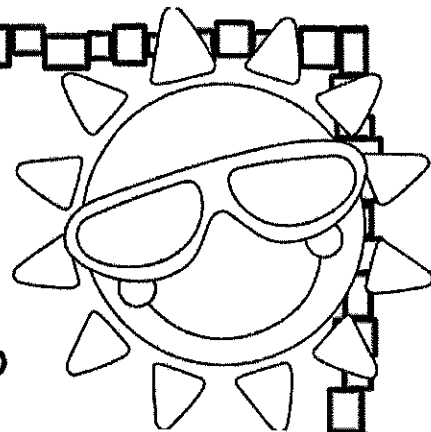


$P = 10$ in



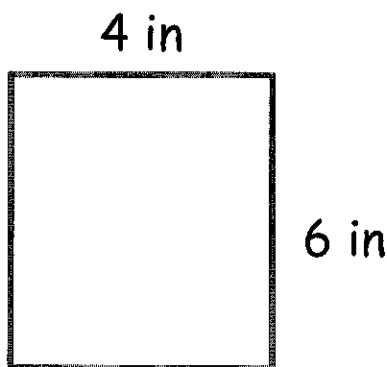
$P = 12$ in

Name: _____

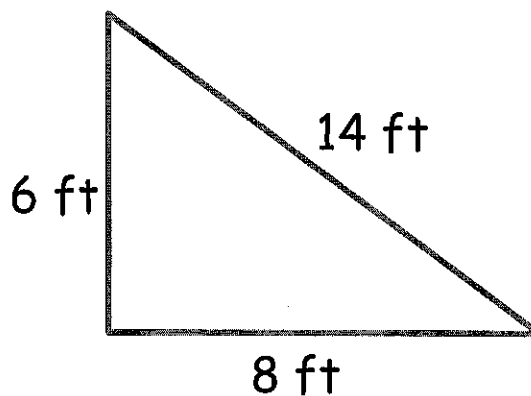


Finding the perimeter.

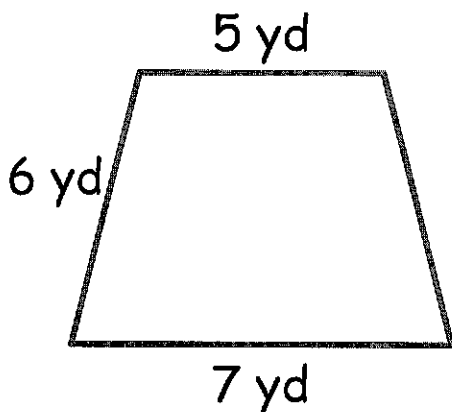
Directions: Add the length of the sides to find the perimeter of each shape.



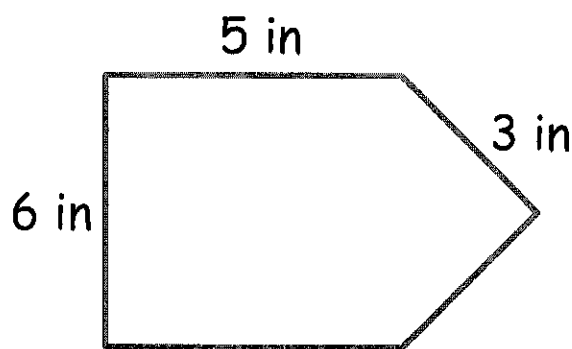
The perimeter is:



The perimeter is:



The perimeter is:

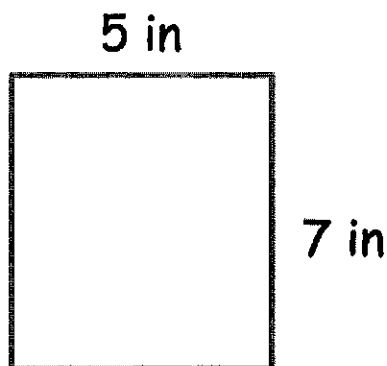
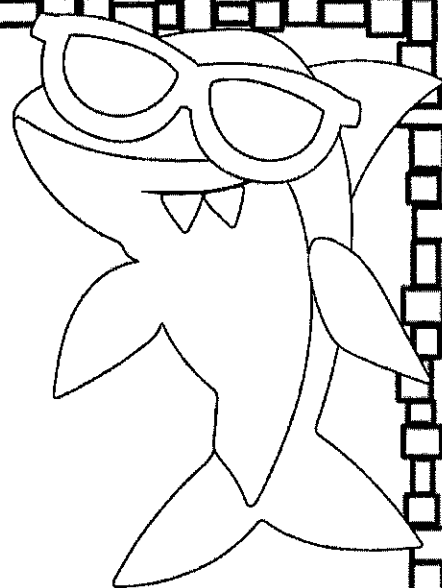


The perimeter is:

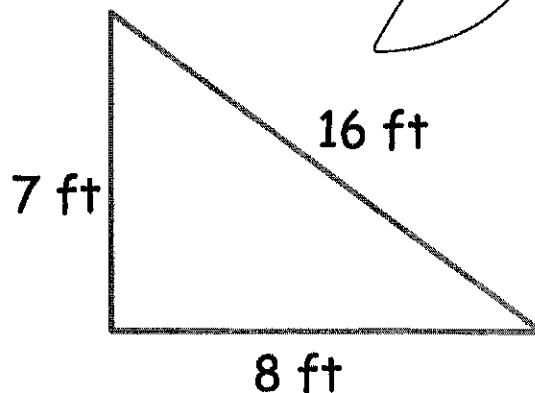
Name: _____

Finding the perimeter.

Directions: Add the length of the sides to find the perimeter of each shape.

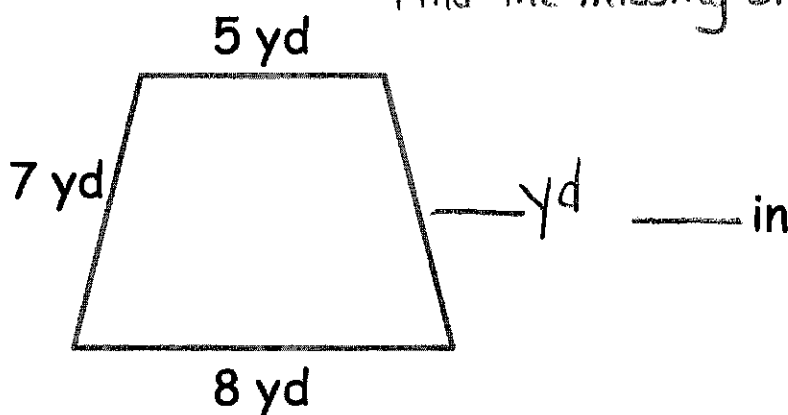


The perimeter is:



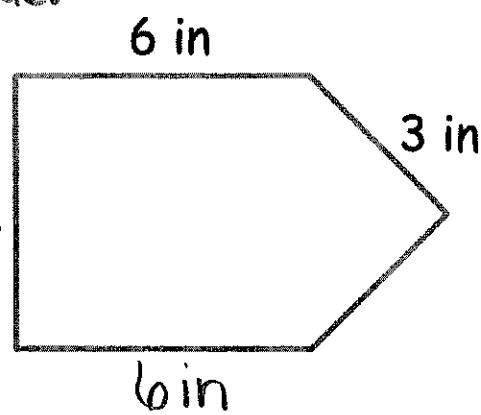
The perimeter is:

Find the missing side.



The perimeter is:

27 yd



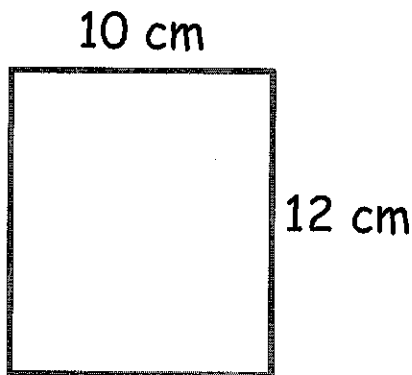
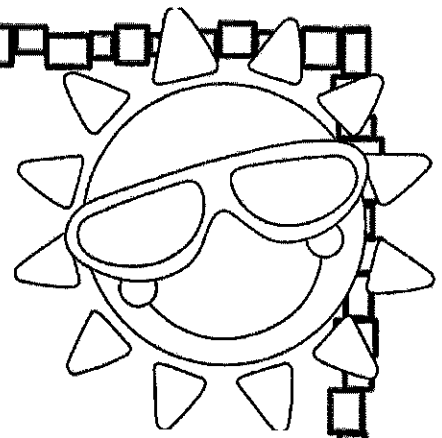
The perimeter is:

20 in

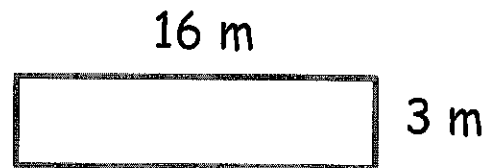
Name: _____

Finding the Area

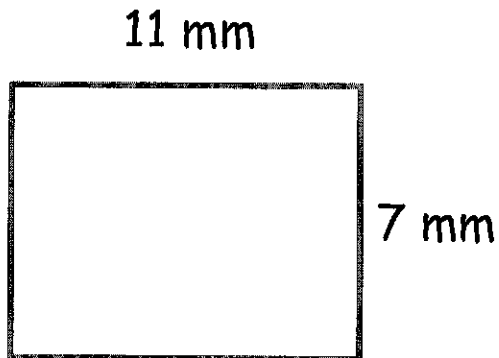
Directions: Multiply the length by width to find the area. (units²)



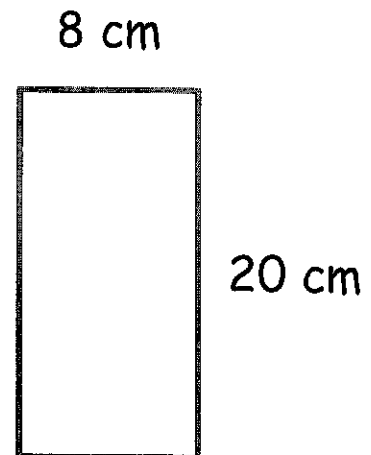
The area is:



The area is:



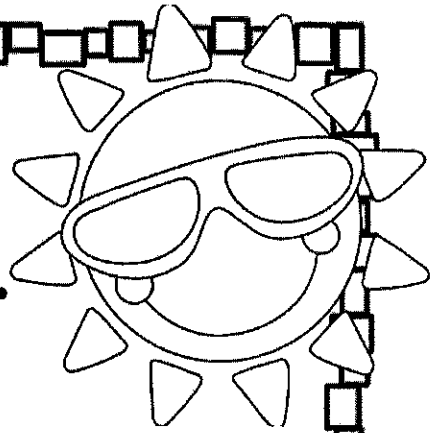
The area is:



The area is:

Name: _____

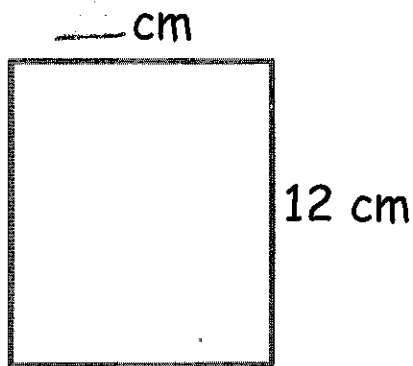
Finding the missing side



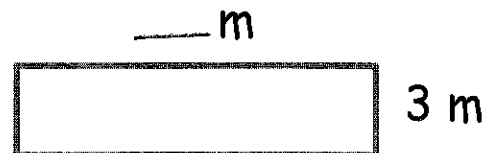
Directions:

Area = length \times width

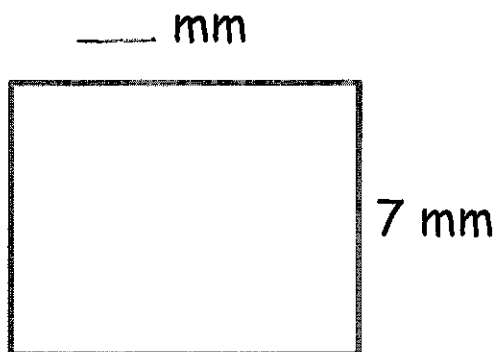
Divide the Area by one side to find the other.



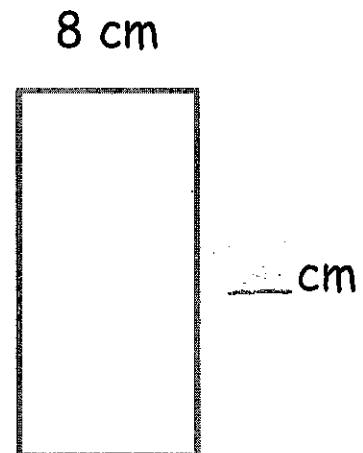
The area is:
108 cm²



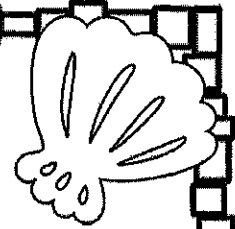
The area is:
51 m²



The area is:
96 mm²



The area is:
56 cm²



Name: _____

Drawing Angles

<p><i>90°</i></p> <p>Draw a right angle. A right angle forms a square corner.</p>	
<p><i>less than 90°</i></p> <p>Draw an [↑]acute angle. An acute angle is open less than a right angle.</p>	
<p><i>greater than 90°</i></p> <p>Draw an [↑]obtuse angle. An obtuse angle is open more than a right angle.</p>	

Name: _____

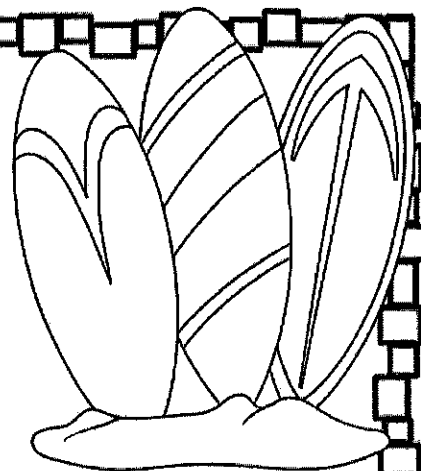
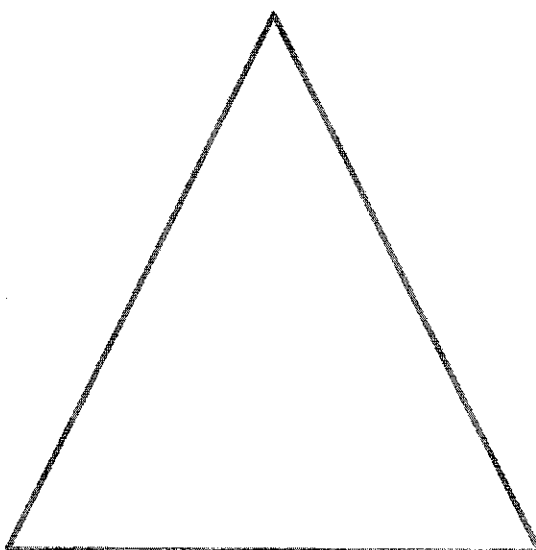
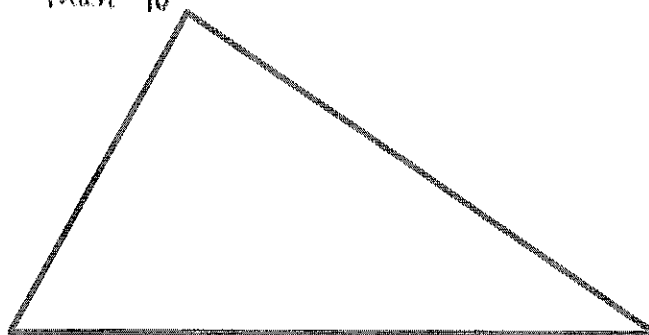
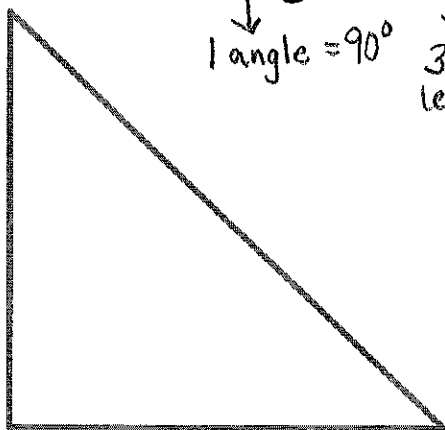
Label the Triangles

Directions: Label each triangle:
right, acute or obtuse.

↓
1 angle = 90°

↓
3 angles
less than
 90°

↓
1 angle greater
than 90°



Name: _____

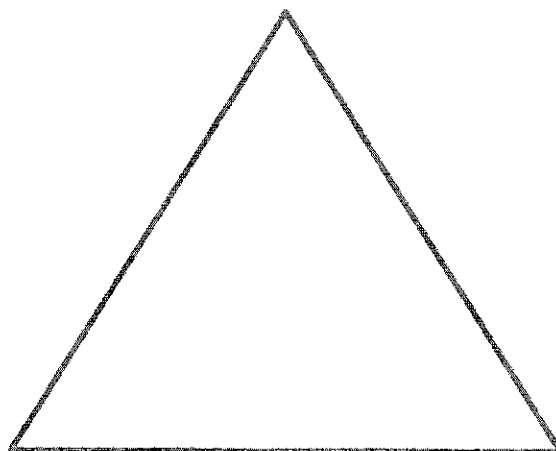
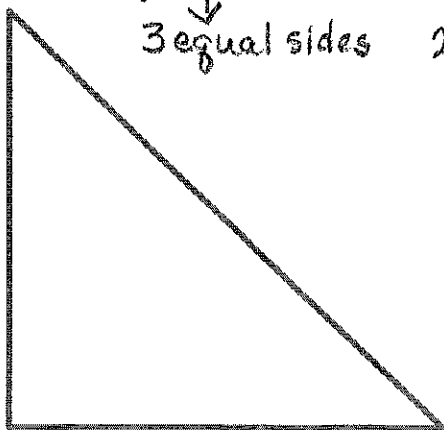
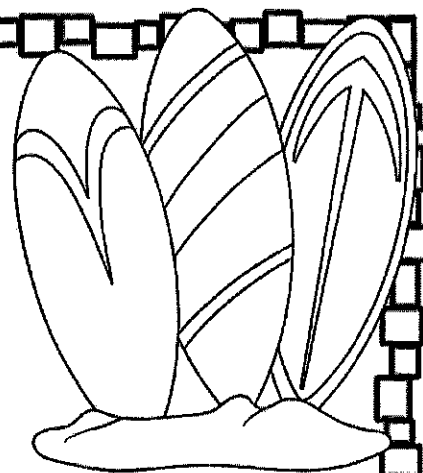
Label the Triangles

Directions: Label each triangle:
equilateral, isosceles or scalene.

3 equal sides

2 equal sides

0 equal sides

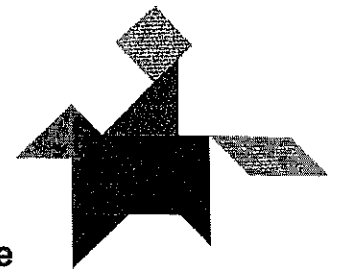


Name: _____

Drawing Quadrilaterals

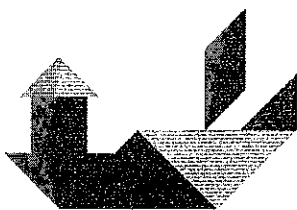
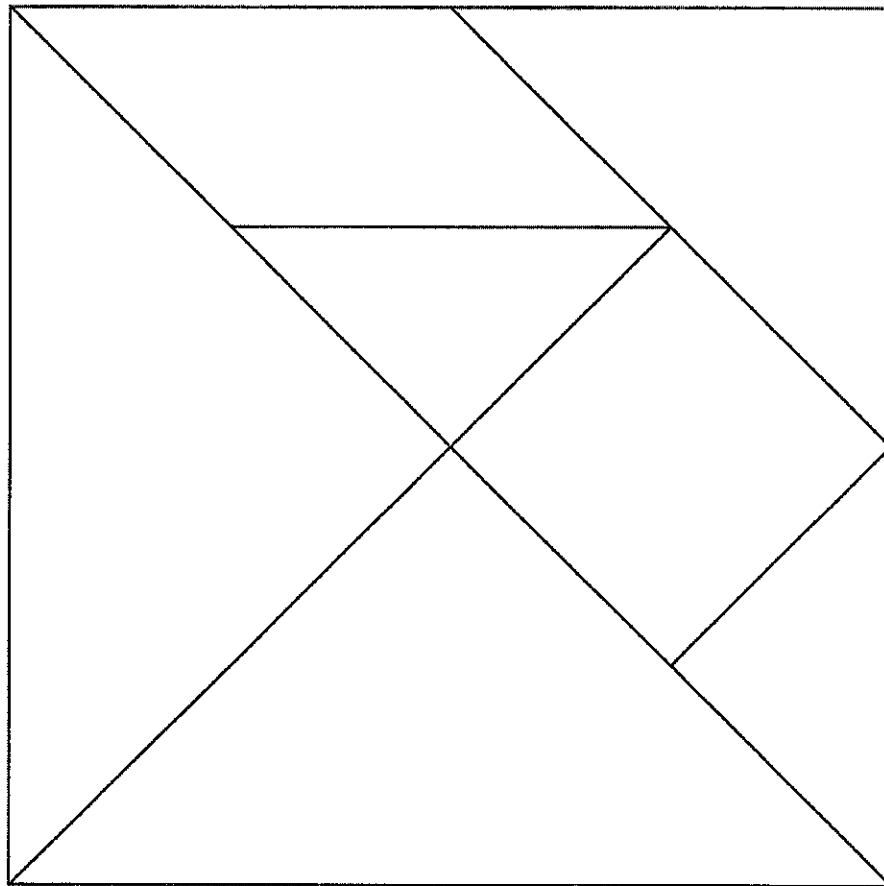
Practice drawing shapes. Show a rhombus, a rectangle and a square and a trapezoid below.

Color and Make Your Own Tangrams



Tangram is an ancient Chinese geometric puzzle where a square is cut into seven pieces that can be arranged to create different figures.

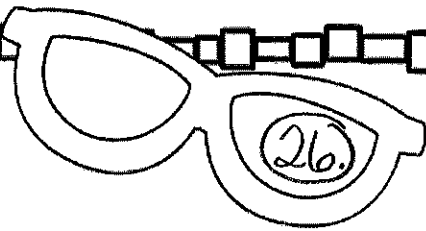
Objective of the puzzle: To form a specific shape using all seven pieces, which may not overlap.



1. Print this pattern on cardstock or thick paper so it can be reused.
2. Color each piece a different color.
3. Cut out the pieces.
4. Print out a tangram pattern card.
5. Use all seven of these pattern pieces to recreate the picture on that pattern card.

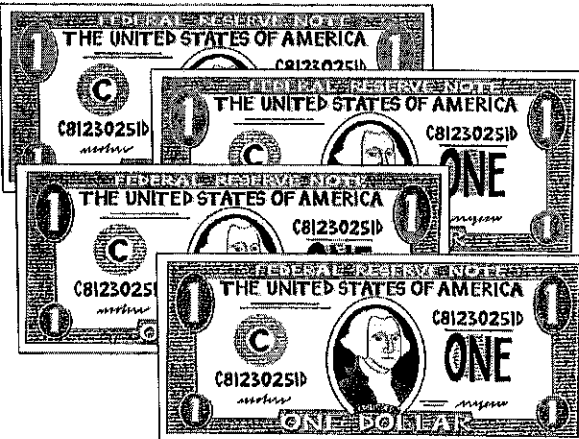
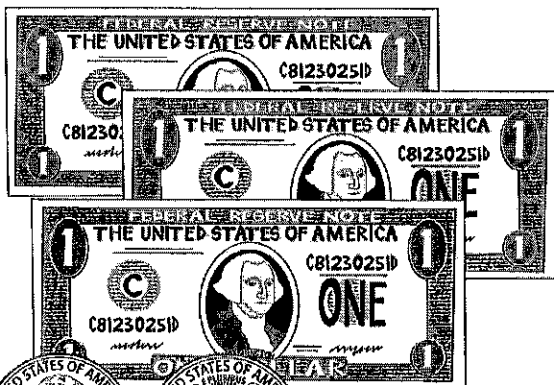
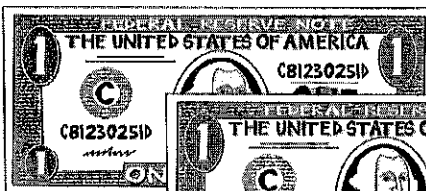
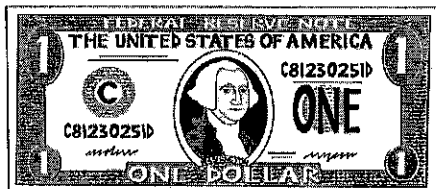
TIP: Try to create the figure again on plain paper, without using the pattern card as a guide.

Name: _____



Add the coins. Write the amount correctly.

Directions: Count the money. Write the value in the box.





Name: _____

Money Word Problems

Directions: Find the elapsed time.

Trevor bought a piece of pizza for \$1.75 and a drink for .59. How much did he spend?

Haley bought a bag of popcorn for \$3.15 and a drink for \$1.99. How much did she spend?

Kila bought three movie tickets for her friends. Each ticket was \$8.25. How much did she spend?

Miles had \$20. He bought a movie ticket for \$7.50 and popcorn for \$4.25. How much money does he have left?

Lincoln is going to buy two movie tickets for \$7.50 each. He also wants to buy a drink for \$2.75 and candy for \$2.50. He has \$20. Does he have enough money?

Sylvia spent \$18 at the movies. She bought a ticket for \$7.50 and a drink for \$4.00. She also bought a bag of popcorn. How much did the popcorn cost?

Ballpark Snacks

Kyle and his friends went to the ballpark on Saturday. Each of them bought snacks to eat. Subtract to figure out how much change each person received.

\$1.97



Kyle paid \$2.00
 - 1.97

 0.03



\$0.65

Alex paid \$5.00

\$2.20



Jonny paid \$3.00



\$3.80

Kira paid \$10.00

\$4.08



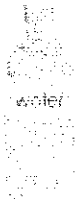
Laney paid \$5.00



\$0.88

Zach paid \$1.00

\$2.25



Taylor paid \$3.00



\$0.54

Anna paid \$1.00

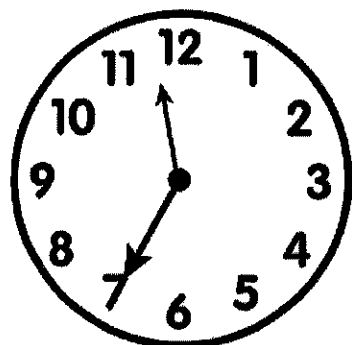
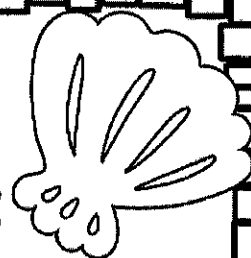


\$1.20

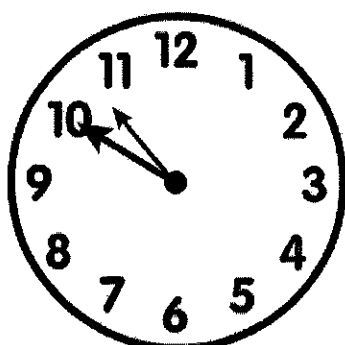
Kelly paid \$2.00

Name: _____

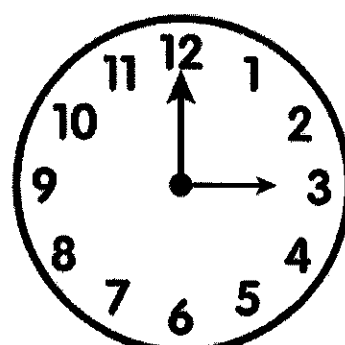
Telling Time to Five Minutes



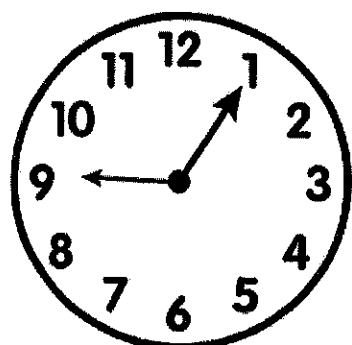
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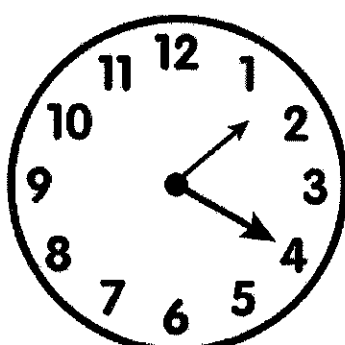
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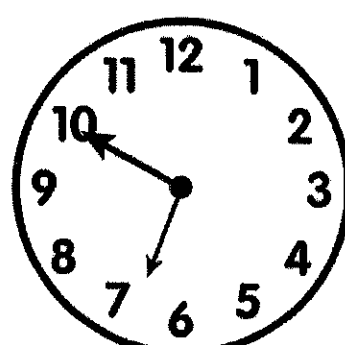
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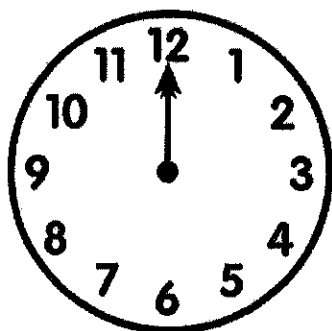
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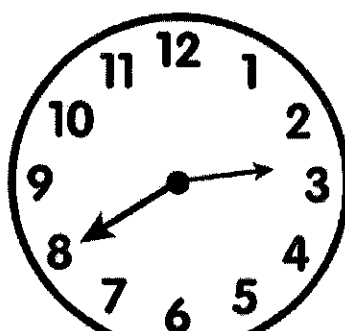
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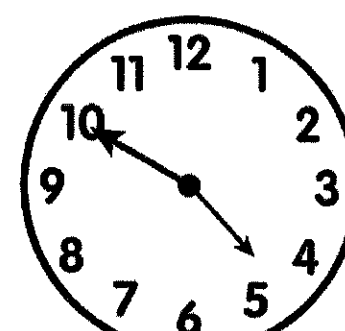
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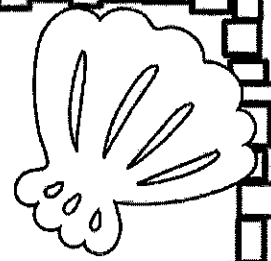


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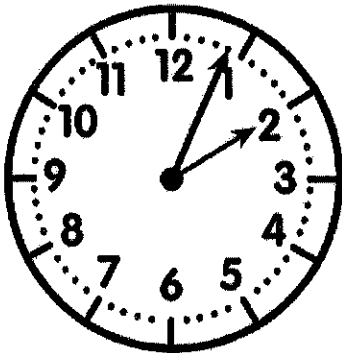


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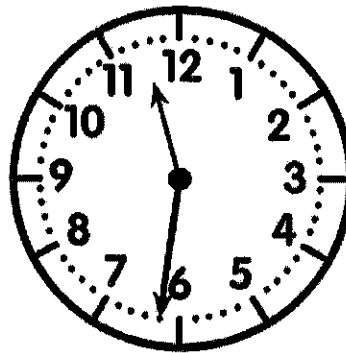
Name: _____



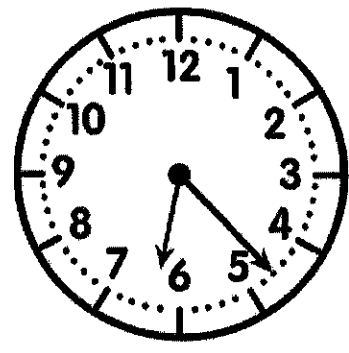
Telling Time to the Minute



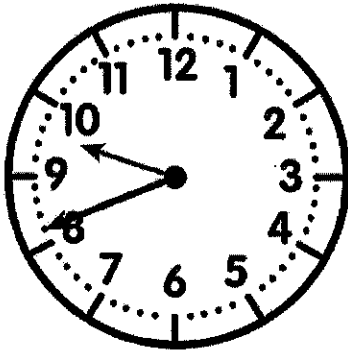
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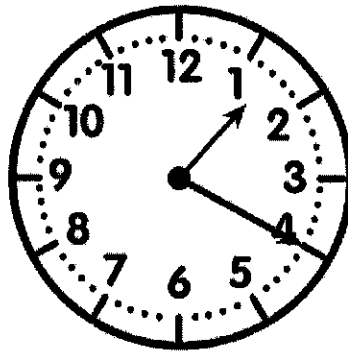
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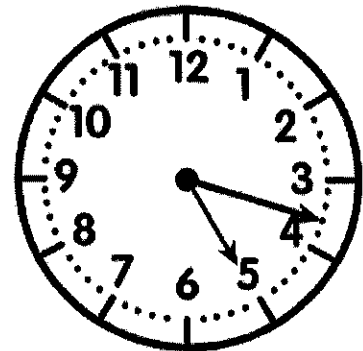
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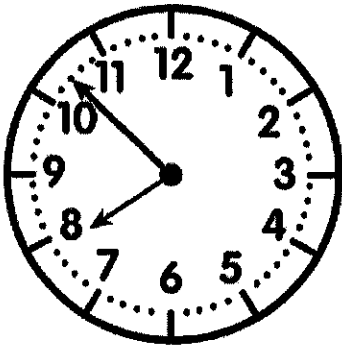
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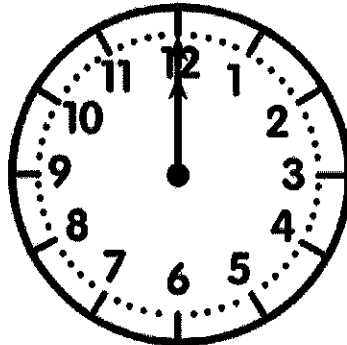
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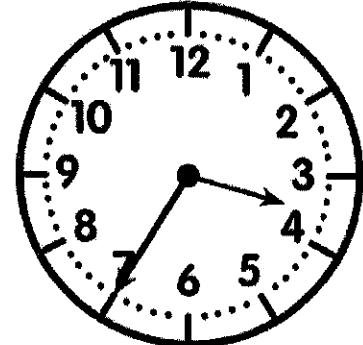
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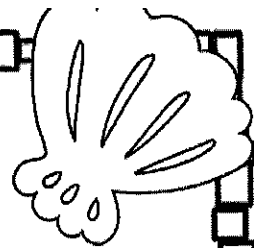
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Name: _____

Telling Time Word Problems

Directions: Read and solve each word problem.

It is 6:30. What time will it be in 2 hours and 15 minutes?

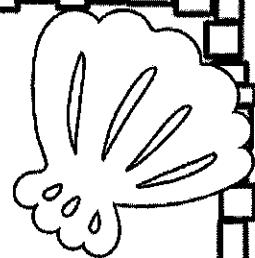
It is 3:15. What time will it be in 3 hours and 30 minutes.

It is 1:45. What time will it be in 4 hours and 10 minutes?

It is 8:45. What time was it 2 hours and 30 minutes ago?

It is 10:50. What time was it 4 hours and 10 minutes ago?

It is 5:30. What time was it 3 hours and 20 minutes ago?



Name: _____

Elapsed Time

Directions: Find the elapsed time.

Start Time: 2:00 PM

End Time: 5:00 PM

The time that has passed is:

Start Time: 1:15 PM

End Time: 4:00 PM

The time that has passed is:

Start Time: 4:25 PM

End Time: 5:00 PM

The time that has passed is:

Start Time: 8:35 AM

End Time: 12:35 PM

The time that has passed is:

Start Time: 9:30 AM

End Time: 4:15 PM

The time that has passed is:

Start Time: 6:20 PM

End Time: 12:20 AM

The time that has passed is:

Start Time: 3:45 PM

End Time: 5:15 PM

The time that has passed is:

Start Time: 5:40 AM

End Time: 6:40 PM

The time that has passed is:
