

Dear Parents,

This year your child has worked very hard to master the skills taught in third grade. In order to maintain these skills and be ready for fourth grade, your child needs to practice what they were taught in third grade.

Please have your child work on these math pages over the summer and return this packet in September. Also, multiplication and division facts should be drilled until these facts are mastered.

Have a healthy, happy summer!

Sincerely,

The Third grade teachers

Summer Math Packet

Name: _____

Review

Mixed practice



A.
$$\begin{array}{r} 865 \\ - 99 \\ \hline \end{array}$$

$$\begin{array}{r} 400 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 553 \\ - 228 \\ \hline \end{array}$$

$$\begin{array}{r} 402 \\ - 155 \\ \hline \end{array}$$

B.
$$\begin{array}{r} 643 \\ - 489 \\ \hline \end{array}$$

$$\begin{array}{r} 905 \\ - 269 \\ \hline \end{array}$$

$$\begin{array}{r} 537 \\ - 449 \\ \hline \end{array}$$

$$\begin{array}{r} 653 \\ - 649 \\ \hline \end{array}$$

C.
$$\begin{array}{r} 700 \\ - 400 \\ \hline \end{array}$$

$$\begin{array}{r} 835 \\ - 294 \\ \hline \end{array}$$

$$\begin{array}{r} 756 \\ - 499 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ - 307 \\ \hline \end{array}$$

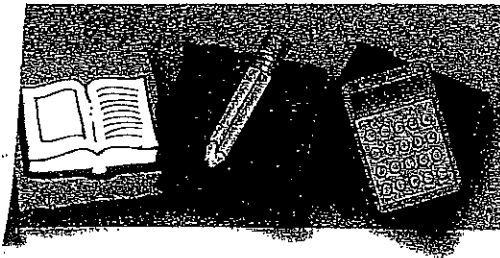
D.
$$\begin{array}{r} 562 \\ - 489 \\ \hline \end{array}$$

$$\begin{array}{r} 732 \\ - 725 \\ \hline \end{array}$$

$$\begin{array}{r} 600 \\ - 19 \\ \hline \end{array}$$

Score: _____

Time: _____



Name _____

Review

Directions: Add or subtract using regrouping.

$$\begin{array}{r} 67 \\ 93 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 5,029 \\ - 3,068 \\ \hline \end{array}$$

$$\begin{array}{r} 732 \\ 801 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 2,467 \\ + 3,184 \\ \hline \end{array}$$

$$\begin{array}{r} 8,453 \\ - 6,087 \\ \hline \end{array}$$

$$\begin{array}{r} 5,792 \\ - 3,889 \\ \hline \end{array}$$

$$\begin{array}{r} 7,489 \\ + 5,938 \\ \hline \end{array}$$

$$\begin{array}{r} 463 \\ - 209 \\ \hline \end{array}$$

$$\begin{array}{r} 3,567 \\ - 2,394 \\ \hline \end{array}$$

$$\begin{array}{r} 6,342 \\ + 959 \\ \hline \end{array}$$

Directions: Write the numbers in the boxes. In the blanks, write the numbers in standard form.

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

eight millions, four hundred thousands, zero ten thousands, zero thousands, nine hundreds, five tens, two ones

hundred thousands	ten thousands	thousands	hundreds	tens	ones

five hundred thousands, three ten thousands, five thousands, zero hundreds, four tens, one one

Directions: Write the missing multiples in the blanks.

5, 12, 18, _____, 30, _____

3, _____, _____, 12, 15

4, _____, 12, 16, _____, 24

_____, 10, 15, _____, _____

Relate Perimeter and Area

How many figures can you make using eight square units?

The perimeter of Figure A is 12 units.
The area of Figure A is 8 square units.
The perimeter of Figure B is 14 units.
The area of Figure B is 8 square units.

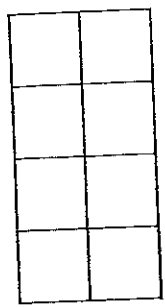


Figure A

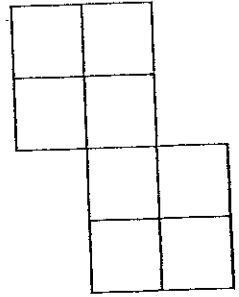
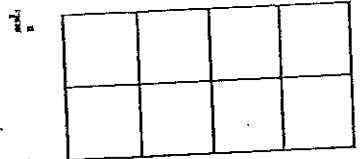
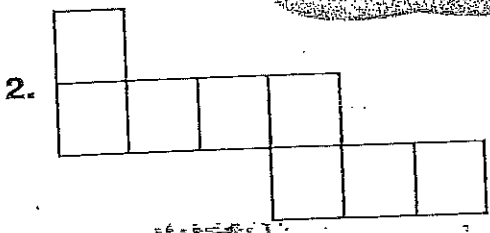


Figure B

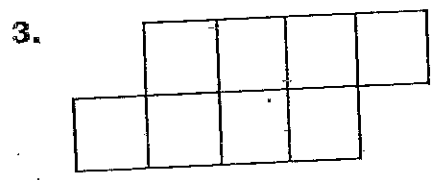
Remember
One square = 1 square unit



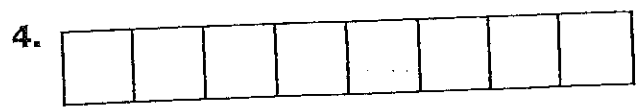
perimeter = _____ units
area = _____ square units



perimeter = _____ units
area = _____ square units



perimeter = _____ units
area = _____ square units

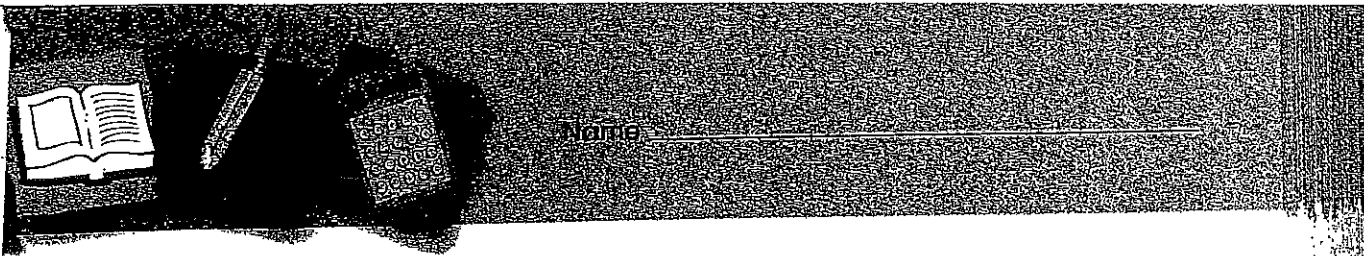


perimeter = _____ units
area = _____ square units

5. **Generalize** The perimeters of the figures in Exercises 1-4 are all different. What do you notice about the areas of these figures?

Extend It

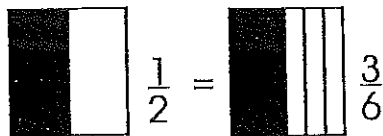
Make a new figure using eight square units. What is the perimeter?



Name _____

Equivalent Fractions

Equivalent fractions are two different fractions that represent the same number. **Example:**



Directions: Complete these equivalent fractions. Use your fraction pieces from pages 245 and 247.

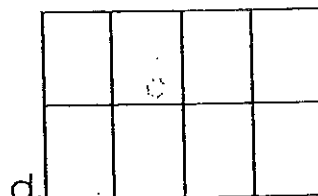
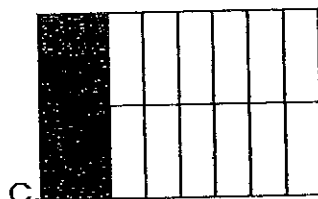
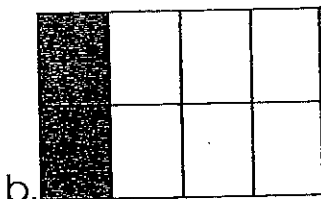
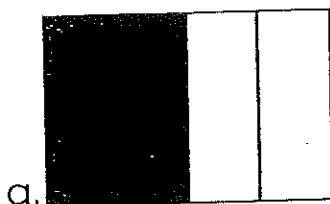
$$\frac{1}{3} = \frac{\quad}{6}$$

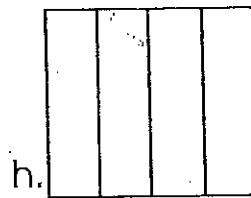
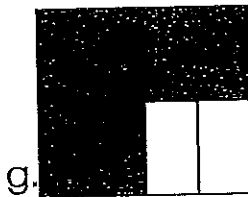
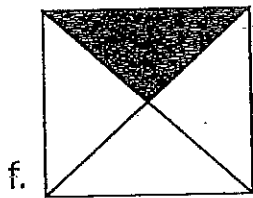
$$\frac{1}{2} = \frac{\quad}{4}$$

$$\frac{3}{4} = \frac{\quad}{8}$$

$$\frac{1}{3} = \frac{\quad}{9}$$

Directions: Circle the figures that show a fraction equivalent to figure a. Write the fraction for the shaded area under each figure.





To find an equivalent fraction, multiply both parts of the fraction by the same number.

Example: $\frac{2}{3} \times \frac{3}{3} = \frac{6}{9}$

Directions: Find an equivalent fraction.

$$\frac{1}{4} = \frac{\quad}{8}$$

$$\frac{3}{4} = \frac{\quad}{16}$$

$$\frac{4}{5} = \frac{8}{\quad}$$

$$\frac{3}{8} = \frac{\quad}{24}$$



Find the missing term to make each pair of fractions equivalent.

Example:

$$\frac{2}{4} = \frac{8}{16}$$

1. $\frac{3}{4} = \frac{15}{\quad}$

2. $\frac{4}{6} = \frac{12}{\quad}$

3. $\frac{5}{8} = \frac{\quad}{32}$

4. $\frac{4}{9} = \frac{16}{\quad}$

5. $\frac{3}{5} = \frac{\quad}{25}$

6. $\frac{3}{11} = \frac{9}{\quad}$

7. $\frac{8}{9} = \frac{\quad}{27}$

8. $\frac{3}{7} = \frac{\quad}{21}$

9. $\frac{4}{5} = \frac{16}{\quad}$

10. $\frac{2}{3} = \frac{\quad}{9}$

11. $\frac{7}{10} = \frac{14}{\quad}$

12. $\frac{5}{6} = \frac{\quad}{36}$

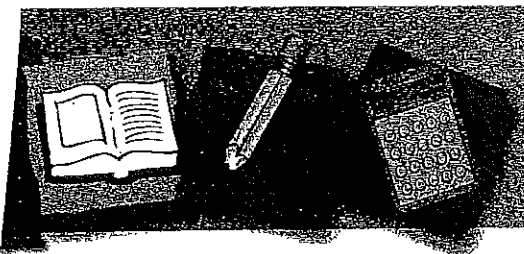
Find the missing terms in each row of fractions.

13. $\frac{1}{3} = \frac{\quad}{6} = \frac{\quad}{9} = \frac{\quad}{12} = \frac{\quad}{15}$

14. $\frac{3}{4} = \frac{\quad}{8} = \frac{\quad}{12} = \frac{12}{\quad} = \frac{15}{\quad}$

15. $\frac{2}{3} = \frac{\quad}{6} = \frac{6}{\quad} = \frac{\quad}{12} = \frac{10}{\quad}$

16. $\frac{4}{5} = \frac{8}{\quad} = \frac{\quad}{15} = \frac{\quad}{20} = \frac{20}{\quad}$



Name _____

Fact Factory

Factors are the numbers multiplied together in a multiplication problem. The **product** is the answer.

Directions: Write the missing factors or products.

X	5
1	5
5	
4	20
6	
3	
2	10
7	
9	45

X	9
8	72
3	
4	
9	
6	54
7	
2	
1	9

X	7
2	14
5	
	42
8	
7	
4	
	21
0	

X	3
7	
4	
6	
1	
3	
2	
5	
8	

X	1
1	
12	
10	
3	3
5	
7	
6	
4	

X	8
9	
8	
4	
5	
6	
7	
3	
2	

X	2
	24
	2
	22
	4
	20
	6
	18
	8

X	4
2	
4	
6	
8	
	4
	12
	20
	28

X	6
7	
6	
5	
4	
3	
2	
1	
0	

X	10
	20
3	
	40
5	
	60
7	
	80
9	

X	11
4	
7	
9	
10	
3	
5	
6	
8	

X	12
1	
2	24
3	
4	48
5	
6	
7	
8	

Just Wing It!

Follow the rule to complete each table.

A. Add 4.

0	1	2	3	4	5	6	7

G. Add 11.

0	1	2	3	4	5	6	7

B. Multiply by 3.

0	1	2	3	4	5	6	7

H. Multiply by 2.

0	1	2	3	4	5	6	7

C. Divide by 2.

2	4	6	8	10	12	14	16

I. Subtract 3.

3	4	5	6	7	8	9	10

D. Subtract 10.

11	12	13	14	15	16	17	18

J. Multiply by 4.

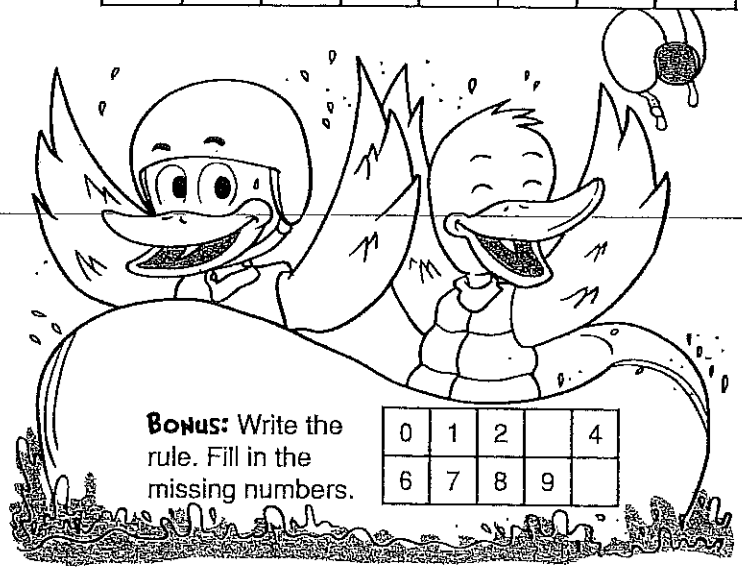
0	1	2	3	4	5	6	7

E. Add 10.

0	1	2	3	4	5	6	7

F. Subtract 2.

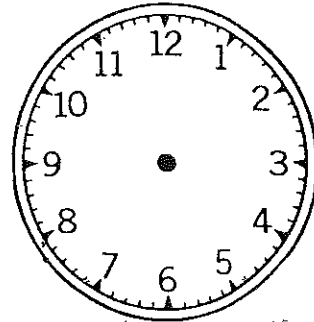
2	3	4	5	6	7	8	9



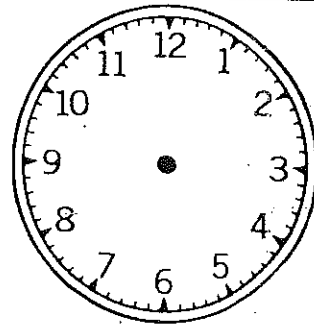
TIME PROBLEMS

Solve each problem. Show the correct time.

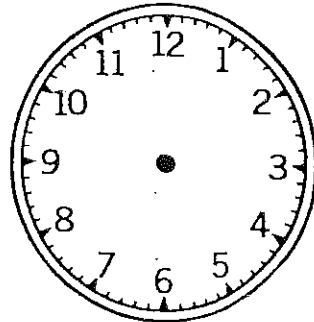
1. A fifteen-minute play time is over at 11:30. When did it begin?
-



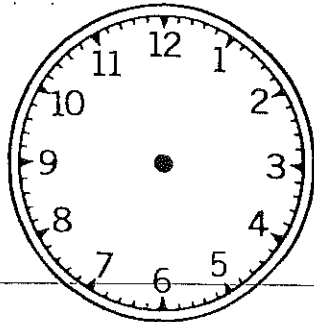
2. Reading class begins at 9:15. It lasts for 45 minutes. At what time does it end?
-



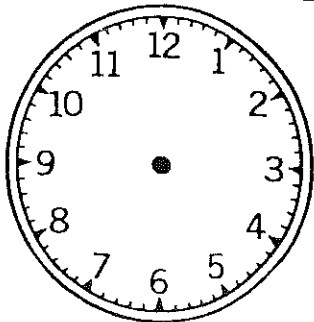
3. It takes Lisa 45 minutes to practice the piano. If she finishes at 6:15, when did she start?
-

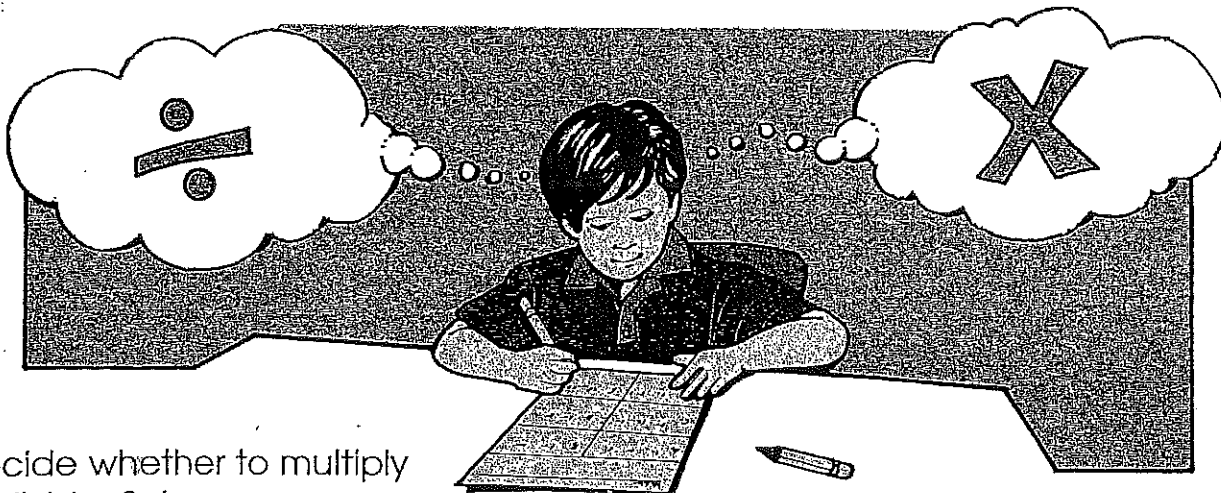


4. At 8:45 Pat's mother tells her to go to bed in 15 minutes. When should Pat go to bed?
-



5. Jim started playing basketball at 4:15. He wants to play for 30 minutes. At what time should Jim stop?
-





Decide whether to multiply or divide. Solve.

A. Ellen baked 75 cookies in 3 hours. Joe baked 96 cookies in 4 hours. Who baked the most cookies per hour?

B. James pitched 18 times in each inning of the ball game. How many times did he pitch in the 9 innings?

C. Lana bought 4 20-ounce sodas. How many 4-ounce servings can she give her party guests?

D. Cory's mom sent him to the store for eggs. He bought 4 cartons of a dozen eggs. How many eggs did he purchase in all?

E. Maria made bracelets for her friends. She put 9 beads on each. She had 81 beads. How many bracelets did she make?

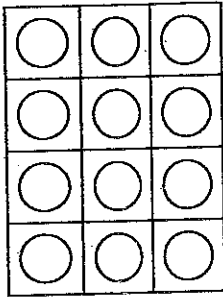
F. It costs 50¢ per hour to park at the beach. How much did it cost David's parents to park for 8 hours?

Name _____

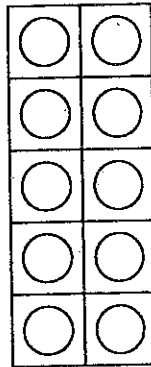
Explore Multiplication Using Arrays

Write the multiplication sentence that each array shows.

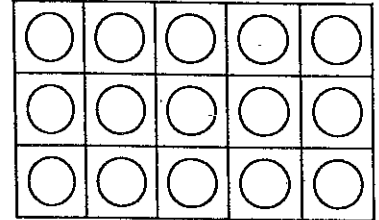
1.



2.



3.



Find each product.

4. $2 \times 3 =$ _____

5. $3 \times 4 =$ _____

6. $5 \times 4 =$ _____

7. $3 \times 3 =$ _____

8. $4 \times 8 =$ _____

9. $6 \times 6 =$ _____

10. $4 \times 9 =$ _____

11. $2 \times 7 =$ _____

12. $2 \times 5 =$ _____

13. $3 \times 1 =$ _____

14. $8 \times 3 =$ _____

15. $5 \times 0 =$ _____

16. $6 \times 7 =$ _____

17. $6 \times 5 =$ _____

18. $8 \times 8 =$ _____

19. $7 \times 4 =$ _____

20. $1 \times 9 =$ _____

21. $8 \times 6 =$ _____

22. $7 \times 5 =$ _____

23. $9 \times 4 =$ _____

24. $5 \times 9 =$ _____

Find each product. Then use the Commutative Property to write a different multiplication sentence.

25. $5 \times 3 =$ _____

26. $4 \times 6 =$ _____

27. $6 \times 1 =$ _____

28. $3 \times 8 =$ _____

29. $2 \times 9 =$ _____

30. $5 \times 6 =$ _____

Name _____

Solve.

1 $15 \div 5$

2 $9 \div 9$

3 $6 \div 6$

4 $8 \div 4$

5 $12 \div 4$

6 $49 \div 7$

7 $10 \div 2$

8 $12 \div 2$

9 $16 \div 8$

10 $5 \div 0$

11 $20 \div 5$

12 $8 \div 1$

13 $20 \div 4$

14 $63 \div 9$

15 $42 \div 7$

16 $54 \div 6$

17 $18 \div 3$

18 $16 \div 4$

19 $10 \div 10$

20 $21 \div 7$

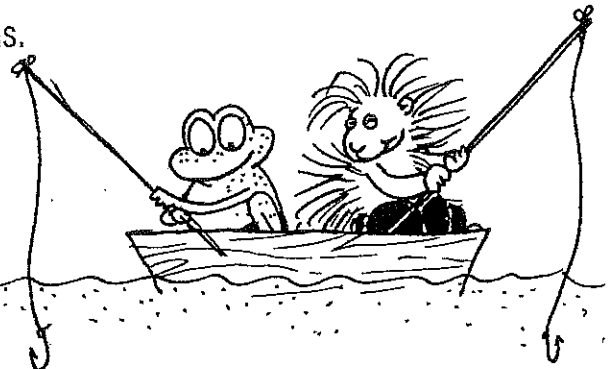
Some Fishy Problems

Pokey Porcupine and Finn Frog are fishing for "problems" today.
Who will catch the most?

Write the symbol that is missing from each number sentence. (<, >, or =)

1. Finn is fishing for "greater than" problems.
How many of these are in the water? _____

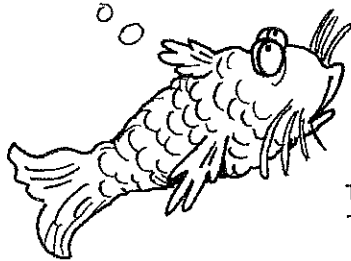
2. Pokey is fishing for "less than" problems.
How many of these are in the water? _____



A. $\frac{6}{8}$ $\frac{3}{8}$

H. **1** $\frac{9}{8}$

B. $\frac{12}{12}$ $\frac{5}{5}$



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

I. $\frac{6}{5}$ $\frac{5}{5}$

D. **10** $\frac{1}{2}$ **11** $\frac{1}{2}$

J. $\frac{4}{10}$ $\frac{2}{5}$

E. $\frac{7}{7}$ **1**

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

F. $\frac{20}{40}$ $\frac{2}{4}$

L. $\frac{3}{4}$ $\frac{6}{8}$

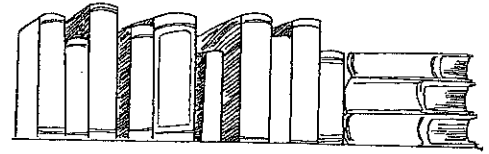
G. $\frac{9}{10}$ $\frac{3}{10}$

M. $\frac{11}{11}$ $\frac{10}{10}$

Name _____

Name _____

**ADDITION - SUBTRACTION -
MULTIPLICATION - DIVISION**



Some problems have 2 or more steps.

1. Steve bought 3 rolls of film for his camera. Each roll of film costs \$1.75. He gave the clerk \$10.00. How much change did he get back?

2. Rhonda saw a sign that said "6 cans of soda pop for \$1.32." She bought 3 cans. How much did she pay?

3. For 2 weeks, Sam kept a record of the minutes he watched television. He watched for a total of 840 minutes. How many minutes did he average each day?

4. Mrs. Fry bought 2 dozen eggs. She used 14 eggs. How many does she have left?

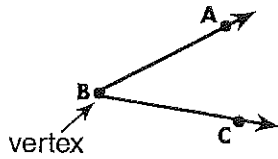
5. There are 674 books in the Pima School library. The students checked out 85 books on Monday and 79 books on Tuesday. How many books were left in the school library?

6. Dana bought 3 CDs at \$7.98 each and 2 cassette tapes at \$6.98 each. How much did the CDs and tapes cost?

Geometry: Angles

Name _____ Date _____

angle ABC or $\angle ABC$



- A **vertex** is an endpoint shared by two rays.
- An angle is made up of two rays that share a common endpoint.



acute angle = less than 90°

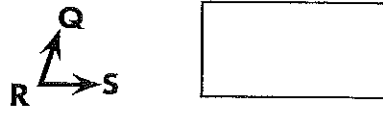
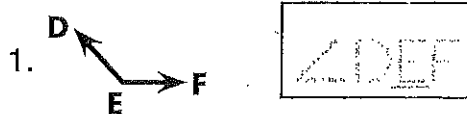


obtuse angle = more than 90°

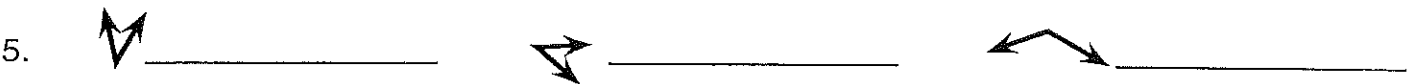


right angle = 90°

Name each angle, then underline the letter that stands for its vertex.



Write **acute**, **obtuse**, or **right** to identify each angle.



Complete each sentence.

6. An angle measuring less than 90° is called an _____ angle.

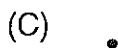
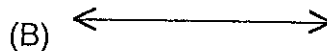
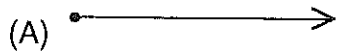
7. An angle measuring exactly 90° is called a _____ angle.

8. An angle measuring more than 90° is called an _____ angle.

Test Practice 1



1. Which figure shows a point?



2. Which word best describes the figure?



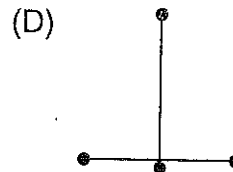
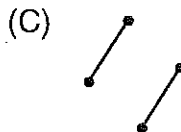
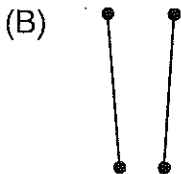
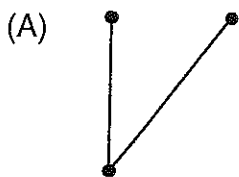
(A) point

(B) angle

(C) line

(D) ray

3. Which line segments below appear to be parallel?

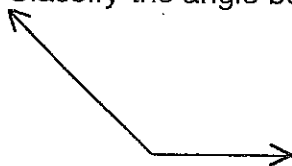


4. Classify the angle below.

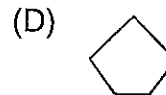
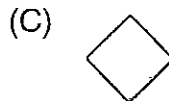
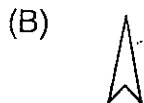
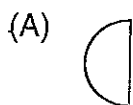
(A) right

(B) greater than right

(C) less than right



5. Which figure has more than 1 line of symmetry?



6. Which line segments below are intersecting?

