

# RISING THIRD GRADE SUMMER MATH



Dear Parents,

May 23, 2022

I'm so excited about your son coming to Third Grade! I've compiled some fun-filled learning activities to prepare him for this transition. These activities will reinforce skills and ensure that your son exercises his "math muscles" over the summer!

The attached math packet is meant to provide your child with a review of material he learned in 2nd grade. Your child is expected to turn in the completed packet on the first day of the 2022 - 2023 school year. Please encourage your child to work on the packet throughout the summer. Do not wait until the end of the summer to begin.

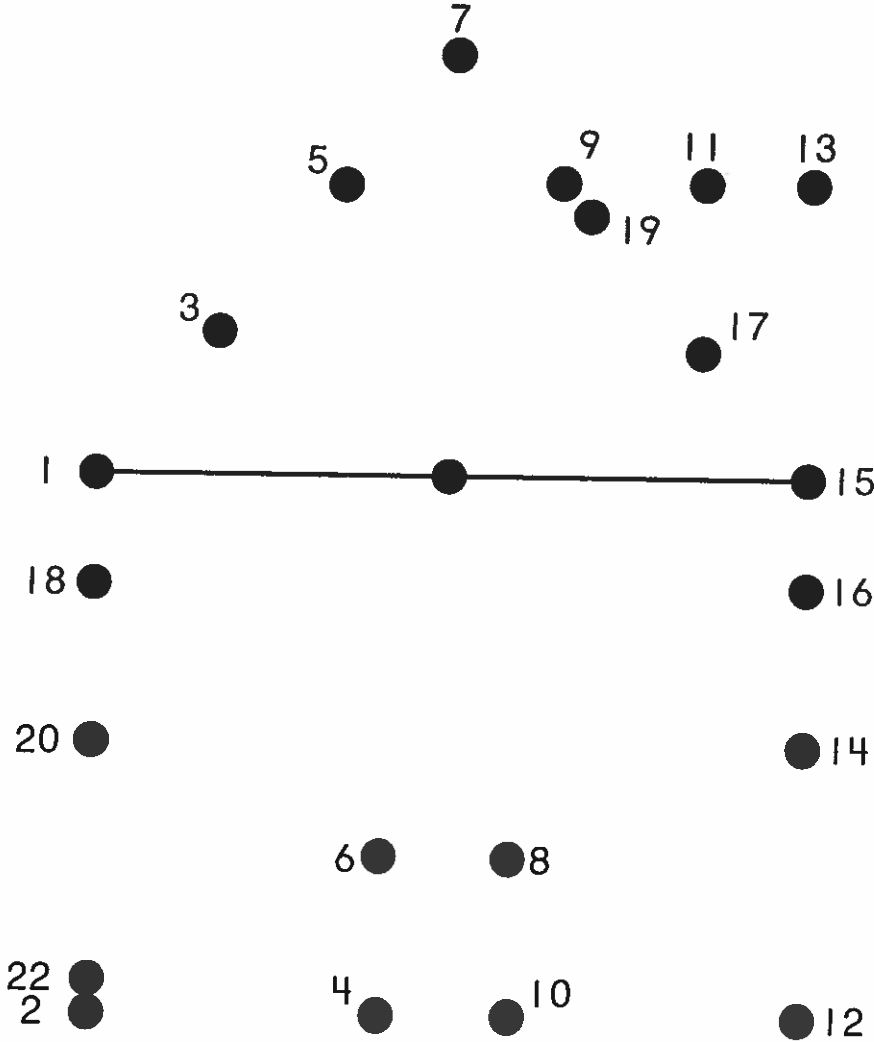
Each page should provide ample directions and examples for your child to be able to complete on his own. However, do give help if necessary!

I look forward to meeting you all in August! Have a great summer!

Ms. Henson

# Connect the Dots

Start at 1 and connect all the odd numbers in order from least to greatest. Then start at 2 and connect all the even numbers the same way.



**Writing and Reasoning** Write the next five odd numbers that follow 19. Explain how you knew what numbers to write.

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Name \_\_\_\_\_

# Pencil Place Value

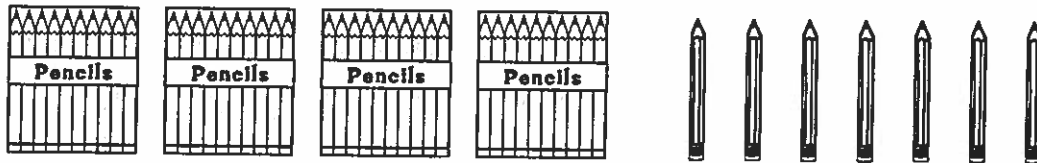
Each pencil box holds ten pencils.


Some pencils are not in boxes.

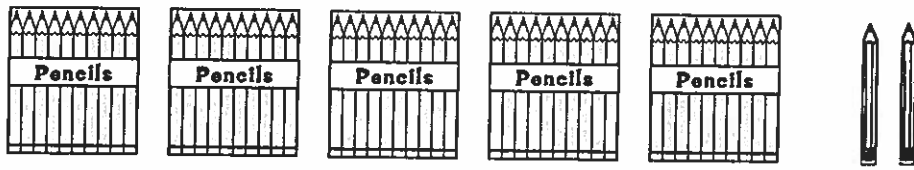
Write the number of pencils in each row.

1.  \_\_\_\_\_

2.  \_\_\_\_\_

3.  \_\_\_\_\_

4.  \_\_\_\_\_

5.  \_\_\_\_\_



**Writing and Reasoning** What tells you what the digit in the tens place should be? Explain.

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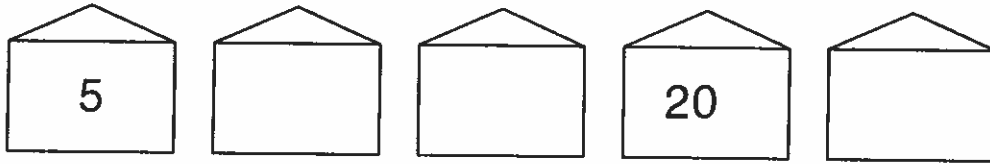
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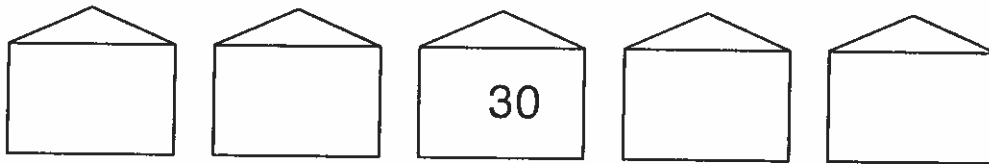
# The Houses in Number Town

The houses on each street are numbered in a pattern that uses the number of the street. Fill in the missing house numbers.

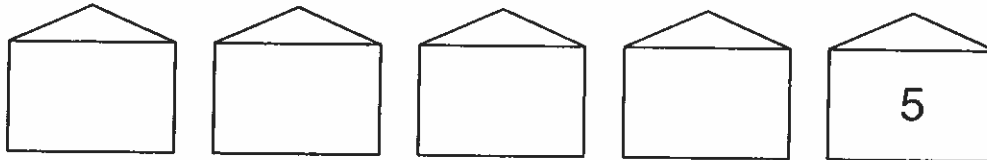
## 1. Fifth Street



## 2. Tenth Street



## 3. First Street



**Writing and Reasoning** What are four house numbers that could be in a row on Second Street? Explain your thinking.

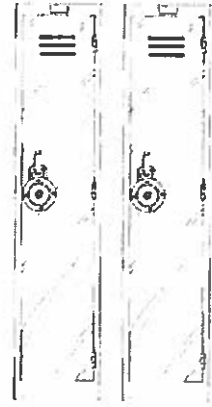
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# Locker Count

The school lockers are numbered by tens. Count on to solve the problems.



1. Marco's locker is 100. Ben has the next locker. What number is Ben's locker?

100, \_\_\_\_\_

\_\_\_\_\_

2. Jamie's locker is 230. Hal's locker is 250. Kate's locker is in between. What number is Kate's locker?

230, \_\_\_\_\_, 250

\_\_\_\_\_

3. Hal's locker is 250. Sammy's locker is 290. If Nan's locker is in between, what numbers could it be?

250, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, 290

\_\_\_\_\_,

\_\_\_\_\_, or \_\_\_\_\_



**Writing and Reasoning** There are 10 lockers numbered by tens. The first locker is 350. What number is the last locker? Explain your answer.

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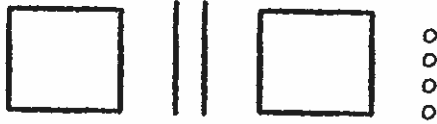


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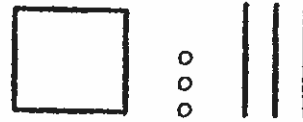
# Missing Pictures

Each quick picture needs to be finished.  
Draw the missing hundreds, tens, and ones.

1. 354



2. 253



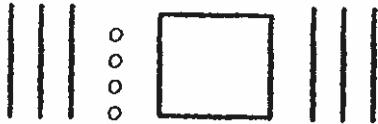
3. 216



4. 314



5. 264



6. 284



**Writing and Reasoning** How did you decide what to draw for Exercise 6?

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# Cross-Number Puzzle

Use each clue to write a 3-digit number.

Put one digit in each square to complete the puzzle.

1		2		3		4
5						
			6		8	
	7					

**Across**

- 1. 3 hundreds 6 tens 19 ones
- 3. 1 hundred 25 tens 1 one
- 5. 2 hundreds 4 tens 13 ones
- 7. 6 hundreds 7 tens 20 ones

**Down**

- 2. 8 hundreds 12 tens 3 ones
- 4. 17 tens 6 ones
- 6. 4 hundreds 2 tens 10 ones
- 8. 3 hundreds 12 tens 3 ones



**Writing and Reasoning** Choose one of the puzzle clues. Write two other ways to show this number using hundreds, tens, and ones.

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# Find the Number Pattern

Help the squirrel find a path to the tree. Connect acorns that show a pattern of counting on by 10s.



A collection of acorn icons, each with a number written next to it. The numbers are: 157, 222, 322, 214, 200, 422, 622, 153, 224, 101, 412, 143, 153, 522, 244, 234, 722, 183, 254, 274, 193, 284, 222, 199, 133, 264, 506, 294, 220, 275, 351, 281, 304, 281, 314, 453.



**Writing and Reasoning** Describe how you found the first few numbers in the pattern.

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Name \_\_\_\_\_

# What Number Am I?

Use doubles facts to solve.  
Write the number.

1. I am one more than the sum of  
the doubles fact for 2.  
What number am I?

5

2. I am one less than the sum of  
the doubles fact for 4.  
What number am I?

\_\_\_\_\_

3. I am one less than the sum of  
the doubles fact for 6.  
What number am I?

\_\_\_\_\_

4. I am one more than the sum of  
the doubles fact for 5.  
What number am I?

\_\_\_\_\_

5. I am one more than the sum of  
the doubles fact for 3.  
What number am I?

\_\_\_\_\_

6. I am one less than the sum of  
the doubles fact for 9.  
What number am I?

\_\_\_\_\_



**Writing and Reasoning** Are your answers odd numbers or even numbers? Explain how you know.

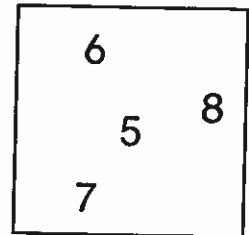
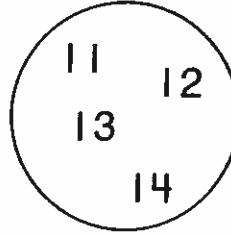
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# Create a Subtraction Problem

Write a number from the circle in the first box. Write a number from the square in the second box. Use each number only once. Then solve.



1. There were  ducks at the pond.  ducks flew away. How many ducks are at the pond now?

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

2. Roberto found  shells at the beach. He gave  shells to his sister. How many shells does Roberto have now?

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

3. There are  flowers in the garden.  flowers are pink. The other flowers are yellow. How many flowers are yellow?

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

4. Anna cut out  shapes.  shapes are round. The other shapes are square. How many shapes are square?

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



**Writing and Reasoning** How could you use a tens fact to solve Exercise 4?

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# Symbol Sentences

Find the total. Use the value of the symbols in the key. Write the addition sentence.

KEY:  $\text{♪} = 2$   $\triangle = 3$   $\text{⌘} = 4$   $\text{*} = 5$   $\square = 6$

1.  $\square$   $\square$   $\square$

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

2.  $\text{♪}$   $\text{♪}$   $\text{♪}$   $\text{♪}$   $\text{♪}$   $\text{♪}$   $\text{♪}$

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

3.  $\text{⌘}$   $\text{⌘}$   $\text{⌘}$   $\text{⌘}$   $\text{⌘}$

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

4.  $\text{*}$   $\text{*}$   $\text{*}$   $\text{*}$   $\text{*}$   $\text{*}$

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



**Writing and Reasoning** Write three different ways you can add the same addend to make 12. Explain how you chose those ways.

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Name \_\_\_\_\_

## Match the Sums

Find each sum. Then draw a line to connect each number sentence on the left to the number sentence on the right that has the same sum.

$19 + 37 = \underline{\quad}$  ●

●  $30 + 28 = \underline{\quad}$

$43 + 18 = \underline{\quad}$  ●

●  $20 + 36 = \underline{\quad}$

$56 + 27 = \underline{\quad}$  ●

●  $60 + 10 = \underline{\quad}$

$32 + 19 = \underline{\quad}$  ●

●  $31 + 20 = \underline{\quad}$

$67 + 23 = \underline{\quad}$  ●

●  $41 + 20 = \underline{\quad}$

$29 + 29 = \underline{\quad}$  ●

●  $40 + 44 = \underline{\quad}$

$39 + 45 = \underline{\quad}$  ●

●  $60 + 23 = \underline{\quad}$

$58 + 12 = \underline{\quad}$  ●

●  $70 + 20 = \underline{\quad}$



**Writing and Reasoning** Write two pairs of addition sentences that have matching sums.

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# Draw the Path

Make a path for the treasure map.

Find each sum. Draw the path by following the sums from least to greatest.

**START**

$18 + 18$

$24 + 17$

$17 + 25$

$25 + 34$

$36 + 26$

$52 + 18$

$42 + 38$

$33 + 45$

$71 + 19$

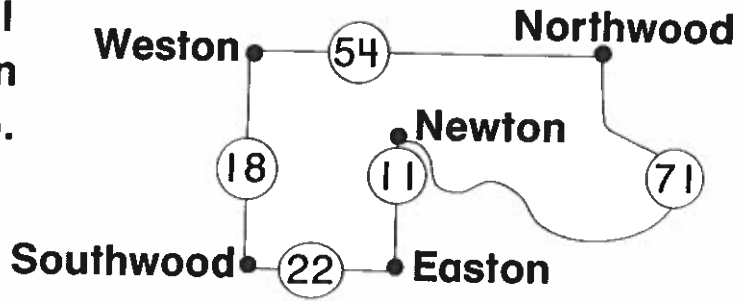
$62 + 29$



**Writing and Reasoning** What are two 2-digit numbers that have a sum of 83?

# Trips Around the Towns

The numbers on the map tell how many miles are between towns. Read about each trip. Find how many miles each person drove in all.



1. Mr. James drove from Southwood to Easton to Newton to Northwood to Weston.


+

\_\_\_\_\_ miles

2. Mr. Bank drove from Easton to Southwood to Weston to Northwood to Newton.


+

\_\_\_\_\_ miles



**Writing and Reasoning** In what order did you add the ones digits in Exercise 2? Explain your thinking.

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Name \_\_\_\_\_

# Subtraction Bingo

Find the difference for each subtraction problem.

Draw a line through spaces that have the same difference.

B	I	N	G	O
$35 - 14$ $= \underline{\quad}$	$26 - 14$ $= \underline{\quad}$	$35 - 19$ $= \underline{\quad}$	$33 - 19$ $= \underline{\quad}$	$62 - 36$ $= \underline{\quad}$
$29 - 12$ $= \underline{\quad}$	$39 - 18$ $= \underline{\quad}$	$42 - 19$ $= \underline{\quad}$	$64 - 29$ $= \underline{\quad}$	$53 - 28$ $= \underline{\quad}$
$55 - 16$ $= \underline{\quad}$	$43 - 28$ $= \underline{\quad}$	<b>Free Space</b>	$32 - 19$ $= \underline{\quad}$	$53 - 12$ $= \underline{\quad}$
$52 - 9$ $= \underline{\quad}$	$61 - 25$ $= \underline{\quad}$	$41 - 13$ $= \underline{\quad}$	$47 - 26$ $= \underline{\quad}$	$68 - 39$ $= \underline{\quad}$
$57 - 19$ $= \underline{\quad}$	$62 - 17$ $= \underline{\quad}$	$46 - 28$ $= \underline{\quad}$	$54 - 17$ $= \underline{\quad}$	$40 - 19$ $= \underline{\quad}$



**Writing and Reasoning** Write two subtraction problems that each have a difference of 28.

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## Addition Triplets

One addend is in standard form, but the other is missing! Draw a quick picture to find the unknown addend.

1. $\begin{array}{r} 542 \\ + \square \\ \hline 999 \end{array}$	2. $\begin{array}{r} 647 \\ + \square \\ \hline 888 \end{array}$
3. $\begin{array}{r} 401 \\ + \square \\ \hline 777 \end{array}$	4. $\begin{array}{r} 250 \\ + \square \\ \hline 666 \end{array}$



**Writing and Reasoning** How did you decide what to draw for Exercise 3? Explain.

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Name \_\_\_\_\_

# Pocket Change

Draw and label coins and bills to show each value.

1. Show \$1.67 using all coins.

2. Show \$1.45 using a dollar bill and some coins.



**Writing and Reasoning** Look at Exercise 1. Describe another way to show \$1.67 using a dollar bill and coins.

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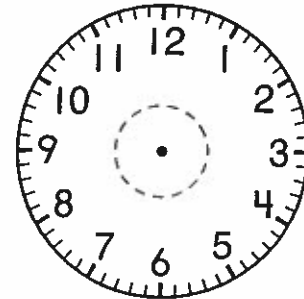
Name \_\_\_\_\_

# Tricky Time

Read the clues to find the time.  
Write the time. Draw the hands  
on the clock.

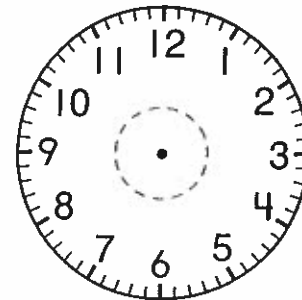
- The minutes are 10 more than 20.  
The hour is the same as  $4 + 4 + 4$ .

\_\_\_\_\_



- The hours and the minutes are the same number. The minutes are the same as  $47 - 37$ .

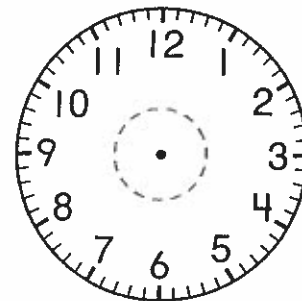
\_\_\_\_\_



- The hour is an odd number between 8 and 10. The minutes are a number greater than 35.

\_\_\_\_\_

\_\_\_\_\_



**Writing and Reasoning** How did you find the time in Exercise 2?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

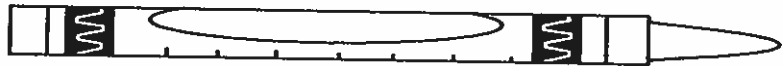
# The Long and Short of It

Use each picture to help find the described classroom object. Draw and label the object below the picture.

1. The string is about 2 inches long.  
Find an object that is about 3 inches long.



2. The crayon is about 4 inches long.  
Find an object that is about 7 inches long.



3. The paper clip is about 1 inch long.  
Find an object that is about 5 inches long.



**Writing and Reasoning** How did you use the pictures to help you?

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Name \_\_\_\_\_

## Bob Uses Tools

Bob measures things that begin with the letter *b*. He uses an inch ruler, a yardstick, and a measuring tape. Write the name of the best tool to use to measure each thing.

1. Bob measures the length of a brick. Which is the best tool to use?

\_\_\_\_\_

2. Bob measures the distance around a basketball. Which is the best tool to use?

\_\_\_\_\_

3. Bob measures the length of a box of birdseed. Which is the best tool to use?

\_\_\_\_\_

4. Bob measures the length of a long board. Which is the best tool to use?

\_\_\_\_\_

5. Bob measures the distance around a fish bowl. Which is the best tool to use?

\_\_\_\_\_

6. Bob measures the length of a baby bottle. Which is the best tool to use?

\_\_\_\_\_



**Writing and Reasoning** Choose one of these things: bed, baseball, broom. Explain which tool is best to use to measure it.

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

Name \_\_\_\_\_

# Meters and Centimeters

Find real objects that fit the clues.  
Measure each object. Use centimeters or meters for the units. Then draw and label it.

	Find an object.	Measure it.	Draw and label it.
1.	I am shorter than 10 centimeters.	_____	_____
2.	I am longer than 50 centimeters but shorter than one meter.	_____	_____
3.	I am longer than one meter.	_____	_____



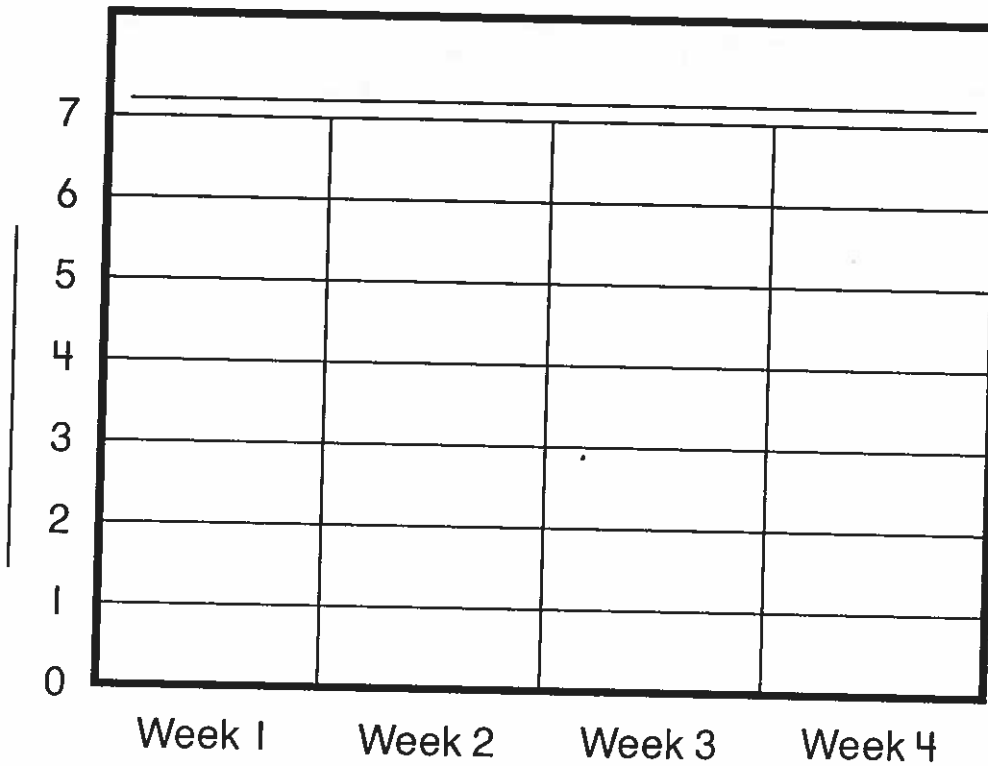
**Writing and Reasoning** How much longer is the object in Exercise 2 than the object in Exercise 1? Explain.

# In the Garden

Make a bar graph to solve.

1. Mr. Adams made a list of the hours he spent gardening in June. Describe how the number of hours changed from Week 1 to Week 4.

Week 1	3 hours
Week 2	4 hours
Week 3	6 hours
Week 4	5 hours



The number of hours \_\_\_\_\_



**Writing and Reasoning** Suppose Mr. Adams spends 7 hours gardening in Week 5. How would the number of hours change from Week 1 to Week 5? Explain.

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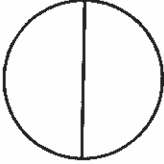
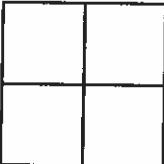


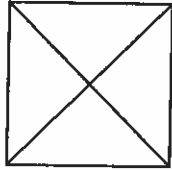
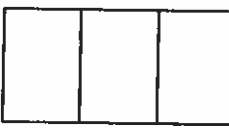
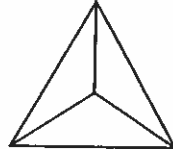

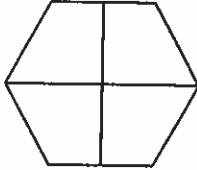
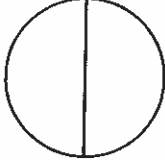
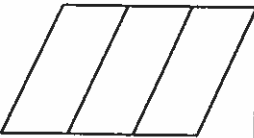
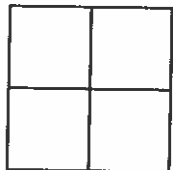
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# Shapes and Parts

Circle the shapes in each row that show the correct number of equal parts for each whole.

halves				
thirds				
fourths				



**Writing and Reasoning** Describe how you decided which shapes to circle for fourths.

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