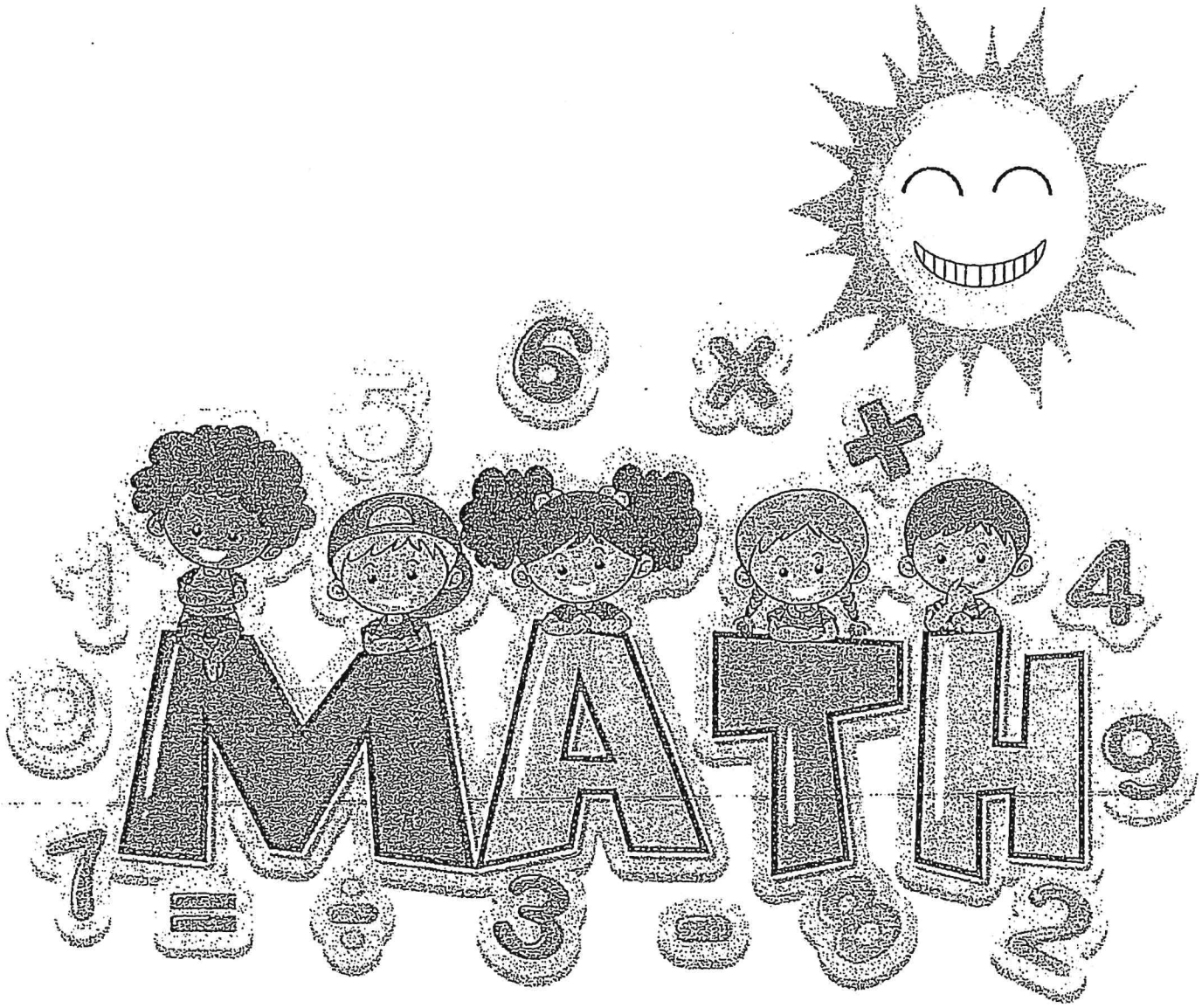


3rd Grade

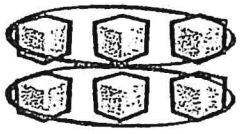
Summer Packet

Add Blocker

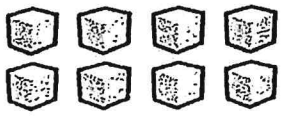
Activity Sheet

Name: _____ Class: _____

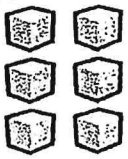
Circle the equal rows.
Write an equation that matches each array.



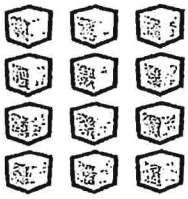
___ + ___ = ___



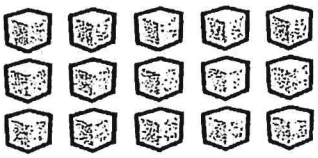
___ + ___ = ___



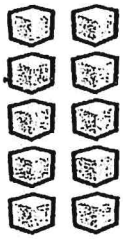
___ + ___ + ___ = ___



___ + ___ + ___ + ___ = ___

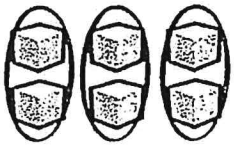


___ + ___ + ___ = ___

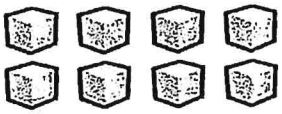


___ + ___ + ___ + ___ + ___ = ___

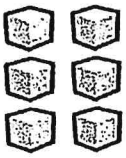
Circle the equal columns.
Write an equation that matches each array.



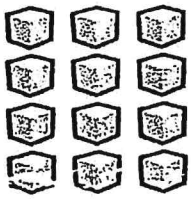
___ + ___ + ___ = ___



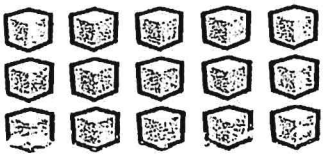
___ + ___ + ___ + ___ = ___



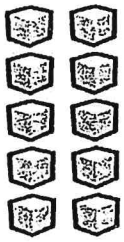
___ + ___ = ___



___ + ___ + ___ = ___



___ + ___ + ___ + ___ + ___ = ___



___ + ___ = ___

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Cash Dash

Activity Sheet

Name: _____ Class: _____

Find the total value of each set of coins or bills.

_____ ¢

_____ ¢

_____ ¢

_____ ¢

$ _____

$ _____

Color the coins and bills to show how you would pay the amount shown on each cash register.

62¢

48¢

$35

$12

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Multiplication – explore

You will need: 24 counters

What to do:

Chef Charlie has 12 cupcakes on some trays in the oven. There are the same number of cupcakes on each tray. What are some different ways he can put them on the trays?

Use 12 counters to find some different options. Show your solutions below.

1 tray of 12 = 12

1 × 12 = 12

What to do next:

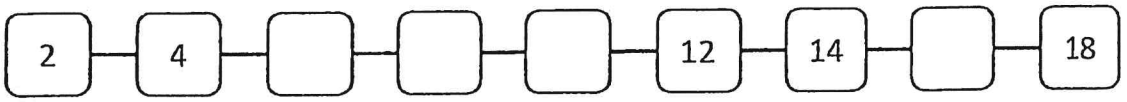
Farmer Jess has planted rows of carrots. She has planted 20 carrots altogether. What are the different ways she could have planted them?

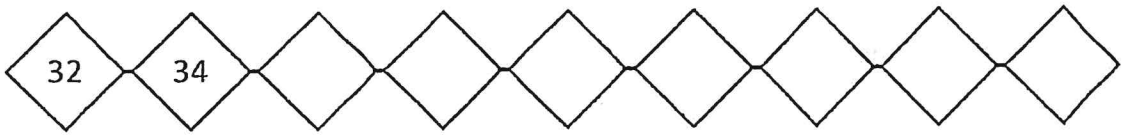
Use 20 counters to find some different options. Show your solutions below.

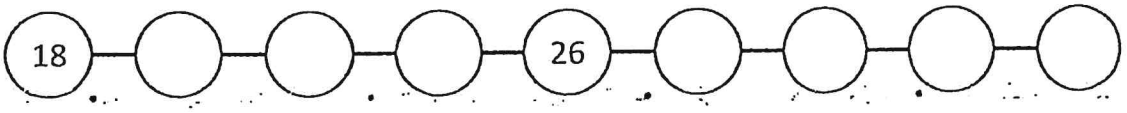
Multiplication facts – 2 times table

Counting in 2s will help you know many times table facts.

1 **Complete each pattern by counting in 2s:**

a 

b 

c 

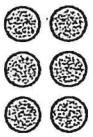
2 **Show how many dots there are in each array by counting in 2s. Then write the times table fact below:**

a 6 twos

□ × 2 = □

b 8 twos

□ × 2 = □



c 3 twos

□ × 2 = □

d 5 twos

□ × 2 = □

e 4 twos

□ × 2 = □

f 9 twos

□ × 2 = □

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Multiplication facts – 2 times table

3 How many straws are in:

a 3 drinks? ☐ × 2 = ☐

b 10 drinks? ☐ × 2 = ☐

c 5 drinks? ☐ × 2 = ☐

d 2 drinks? ☐ × 2 = ☐

4 How many wheels are on:

a 4 bikes? ☐ × 2 = ☐

b 9 bikes? ☐ × 2 = ☐

c 7 bikes? ☐ × 2 = ☐

d 3 bikes? ☐ × 2 = ☐

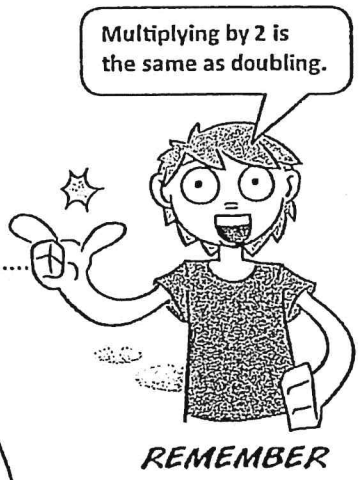
5 Double each number:

a 6 × 2 = ☐

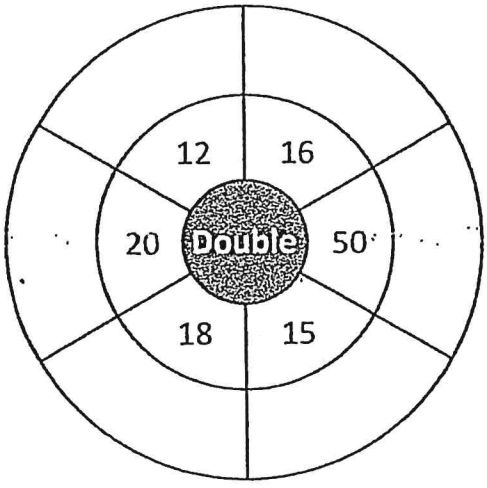
b 9 × 2 = ☐

c 8 × 2 = ☐

d 7 × 2 = ☐



6 **Complete this doubling wheel. These facts are not in the 2 times table, but they are facts that are useful to know.**

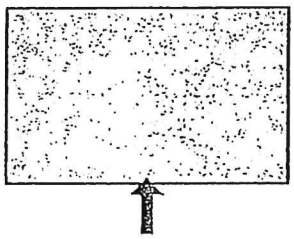


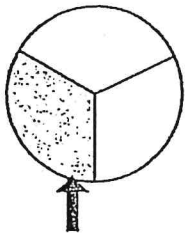
Half and Craft

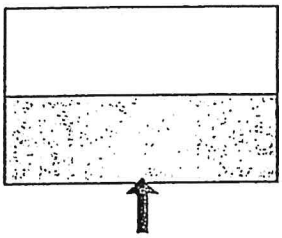
Activity Sheet

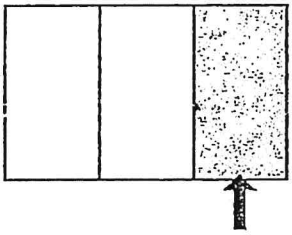
Name: _____ Class: _____

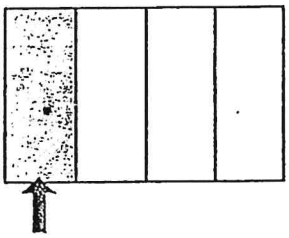
Label each part of the shapes below.
Use these words: whole, half, third, fourth.

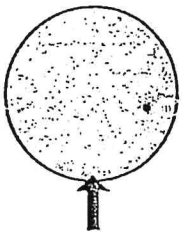
1. 

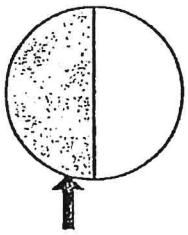
2. 

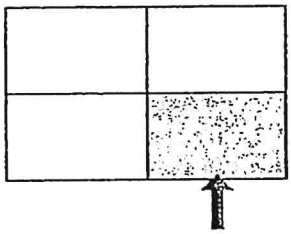
3. 

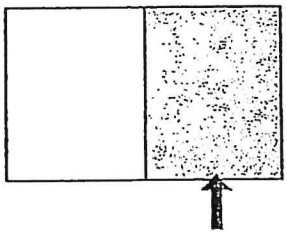
4. 

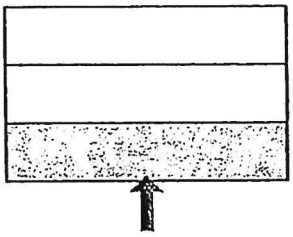
5. 

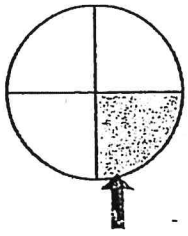
6. 

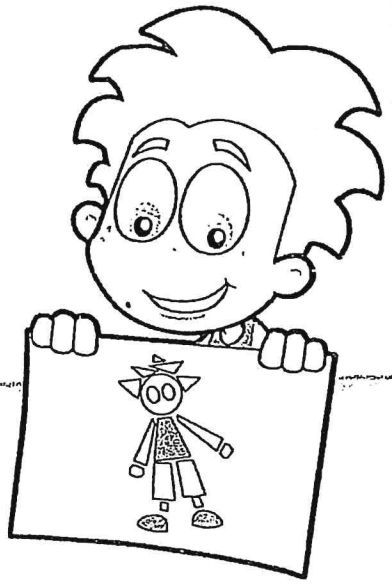
7. 

8. 

9. 

10. 

11. 



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Odd Balls

Activity Sheet

Name: ..... Class: .....

Circle all the even numbers.

7 16 12 15 3 8 13

6 19 2 14 11 9

Circle all the odd numbers.

13 14 10 5 6 3 2

18 9 12 17 16 19

Write all the odd numbers from 1 to 20 on the golf balls below.

Write all the even numbers from 1 to 20 on the golf balls below.

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Multiplication – explore

You will need: counters

What to do:

Find solutions for the following problems. Use counters or draw pictures to help.

a Lisa and her 3 friends painted their toenails. How many toenails did they paint altogether?

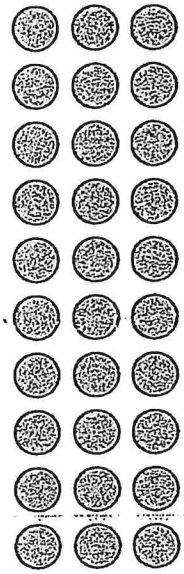
b Here is a bag with 3 gummy worms in it. How many gummy worms would there be if there were 9 bags altogether?

c Caleb practiced kicking goals every day for a week. If he kicked 5 goals a day, how many goals did he kick altogether?

Multiplication facts – 3 times table

Practice your 3 times table.

1 **Use this array to complete the 3 times table:**



1 × 3 = ☐

2 × 3 = ☐

3 × 3 = ☐

4 × 3 = ☐

5 × 3 = ☐

6 × 3 = ☐

7 × 3 = ☐

8 × 3 = ☐

9 × 3 = ☐

10 × 3 = ☐

2 **Now try them mixed up:**

a 3 × 3 = ☐

b 8 × 3 = ☐

c 7 × 3 = ☐

d 10 × 3 = ☐

e 2 × 3 = ☐

f 4 × 3 = ☐

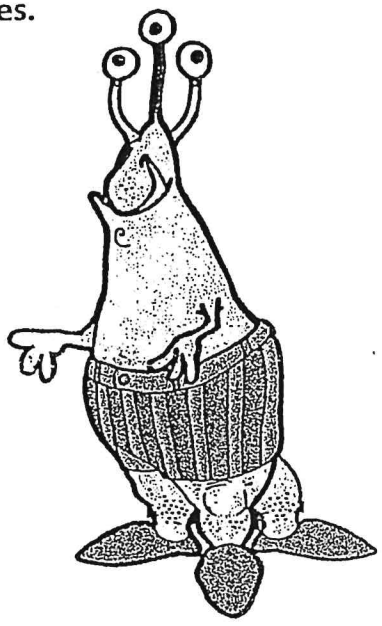
g 5 × 3 = ☐

h 6 × 3 = ☐

i 9 × 3 = ☐

j 1 × 3 = ☐

3 **Alfred is an alien from the Planet Trampolon. The surface of Planet Trampolon is like walking on a trampoline. That's why Alfred and all his race of aliens need 3 legs for extra balance. They also have 3 fingers on each hand and 3 eyes.**



a How many legs for:

6 aliens?

6 × ☐ = ☐

4 aliens?

4 × ☐ = ☐

b How many eyes for:

3 aliens?

☐ × ☐ = ☐

10 aliens?

☐ × ☐ = ☐

c How many fingers on one hand for:

9 aliens?

☐ × ☐ = ☐

5 aliens?

☐ × ☐ = ☐

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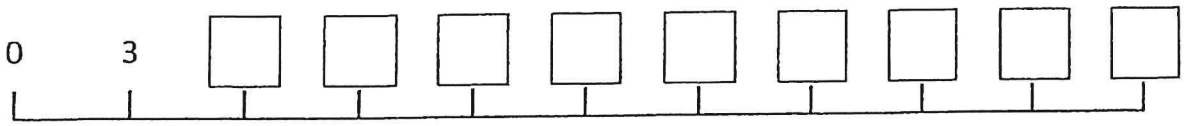
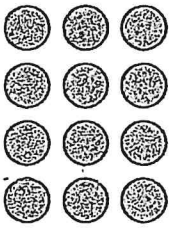
Multiplication facts – 3 times table

4 Label the number line so it goes up in 3s:

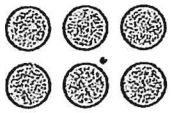


5 Write two turnaround facts for each array. The first one has been done for you.



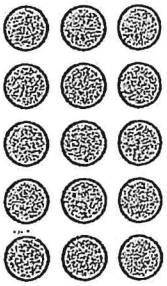
a $4 \times 3 = 12$

$3 \times 4 = 12$



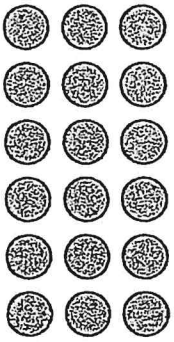
b $\square \times \square = \square$

$\square \times \square = \square$



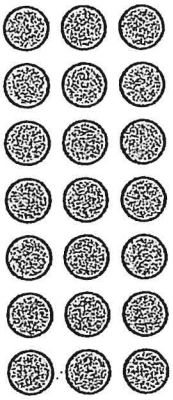
c $\square \times \square = \square$

$\square \times \square = \square$



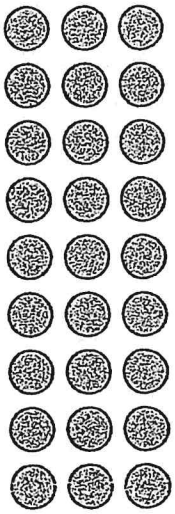
d $\square \times \square = \square$

$\square \times \square = \square$



e $\square \times \square = \square$

$\square \times \square = \square$



f $\square \times \square = \square$

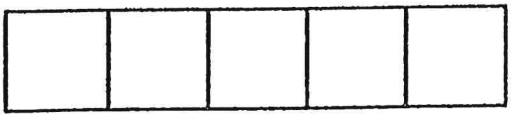
$\square \times \square = \square$

Snip To Be Square

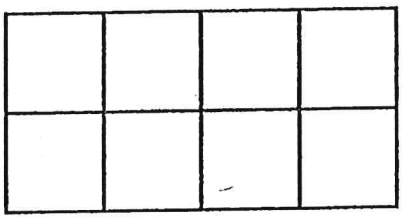
Activity Sheet

Name: _____ Class: _____

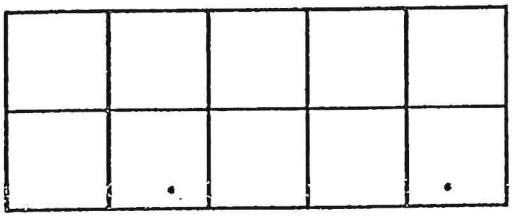
Color the squares in each rectangle.
Then count to find how many squares make up each rectangle.



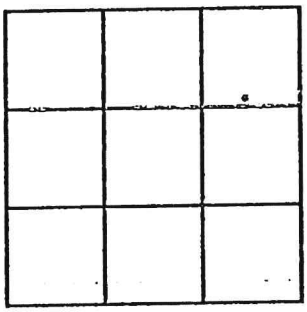
_____ squares



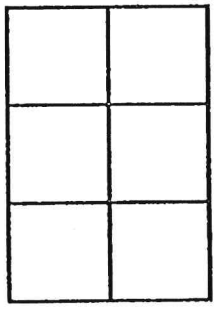
_____ squares



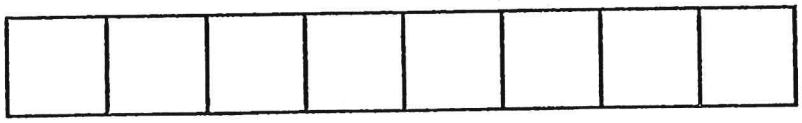
_____ squares



_____ squares



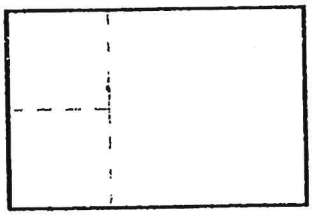
_____ squares



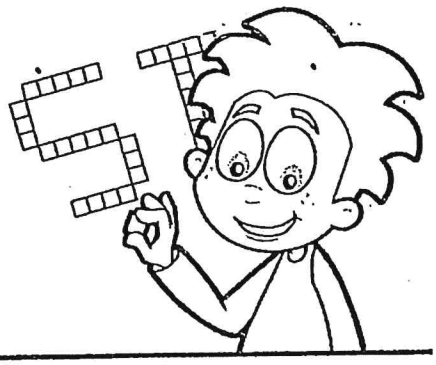
_____ squares

Draw same-size squares to divide each rectangle.
Then count how many squares make up each rectangle.

_____ squares



_____ squares



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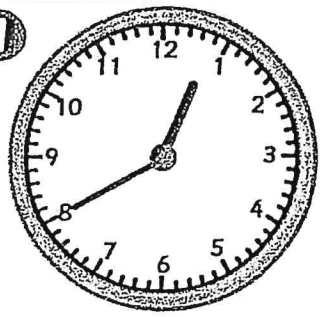
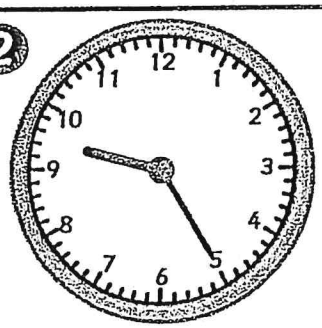
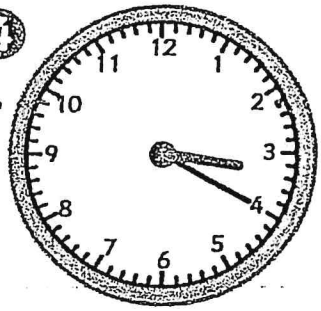
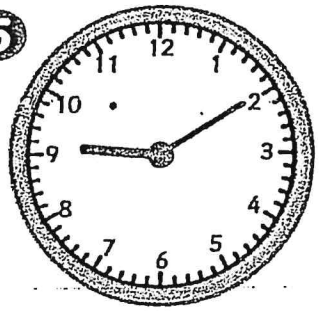
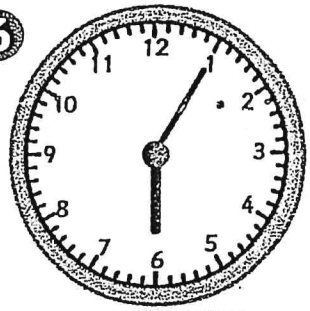
Snoozing Time

Activity Sheet

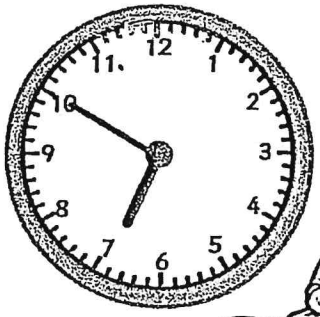
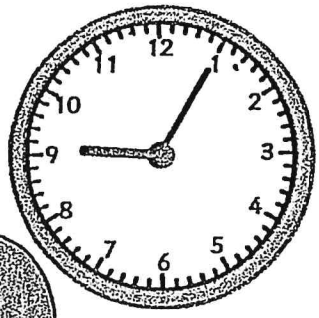
Name: _____ Class: _____

Write the digital time below each clock.
The first one is done for you.

1. 
   12:40
2. 
3.
4. 
5. 
6. 

Match the time to the clock.

quarter after five | two ten | four fifty | ten thirty-five | ten to seven | five after nine

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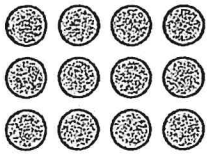
Multiplication facts – 4 times table

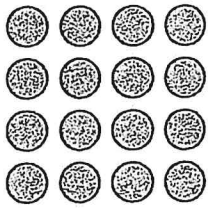
Practice your 4 times table.

1 **Write the multiplication fact for each array:**



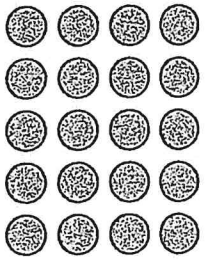
a 3 fours

□ × 4 = □



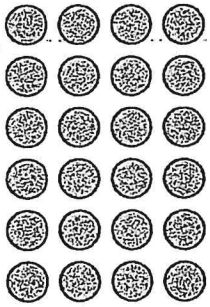
b 4 fours

□ × 4 = □



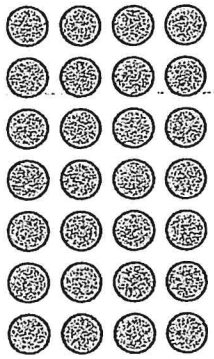
c 5 fours

□ × 4 = □



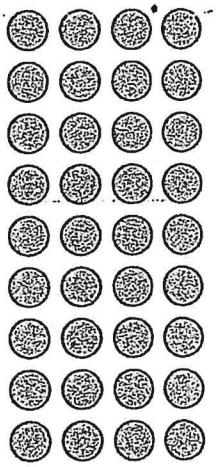
d 6 fours

□ × 4 = □



e 7 fours

□ × 4 = □



f 9 fours

□ × 4 = □

2 **How many cupcakes are there on:**

a 4 plates?

□ × 4 = □

b 3 plates?

□ × 4 = □

c 7 plates?

□ × 4 = □

d 9 plates?

□ × 4 = □

e 2 plates?

□ × 4 = □

Multiplication facts – 4 times table

3 Here is a half of a hundred grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

a Circle the counting pattern of 2s.
Cross out the counting pattern of 4s.

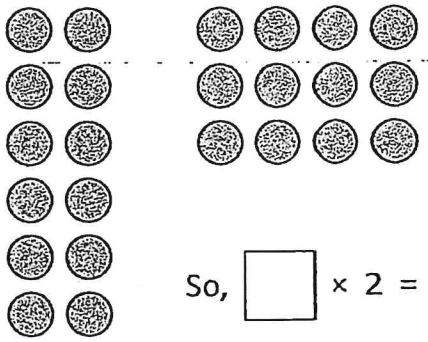
b What do you notice?

_____

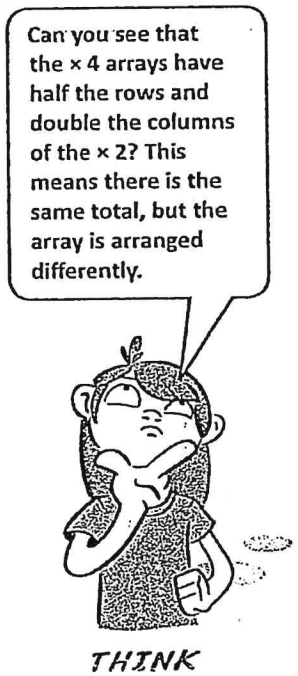
_____

4 Complete the matching × 2 and × 4 facts:

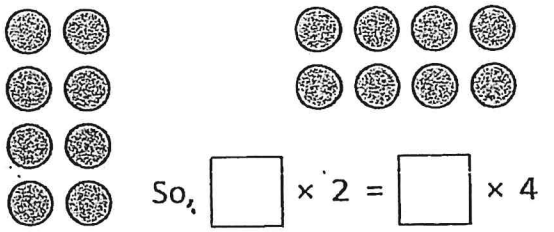
a 6 × 2 = 12 and 3 × 4 = 12



So, ☐ × 2 = ☐ × 4



b ☐ × 2 = ☐ and ☐ × 4 = ☐



So, ☐ × 2 = ☐ × 4

c 8 × 2 = ☐ × 4

d 10 × 2 = ☐ × 4

Adding two-digit numbers with and without regrouping

- Add each set of numbers regroup if needed

37	43	78
+ 15	+ 14	+ 32
53	68	71
+ 35	+ 34	+ 31

Subtracting two-digit number with and without regrouping

- Subtract each set of numbers regroup if needed

78	83	61
- 53	- 17	- 16
79	41	34
- 57	- 27	- 29

Adding Three-digit numbers with and without regrouping

- Add each set of number and regroup if needed

148	547	784
+ 543	+ 234	+ 120
231	537	462
+ 129	+ 365	+ 637

Subtracting Three-digit numbers with and without regrouping

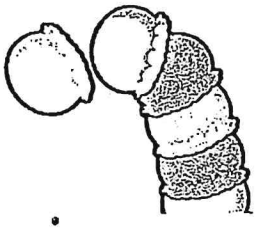
- Subtract each set of numbers and regroup if needed

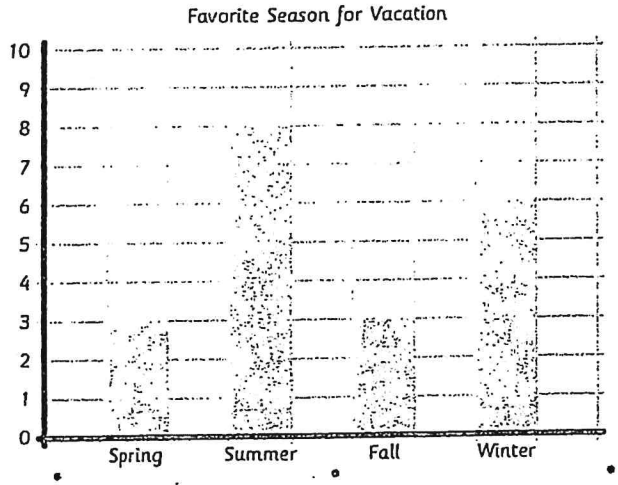
762	929	542
- 123	- 126	- 125
656	231	547
- 129	- 120	- 329

Speedy Pete
Activity Sheet

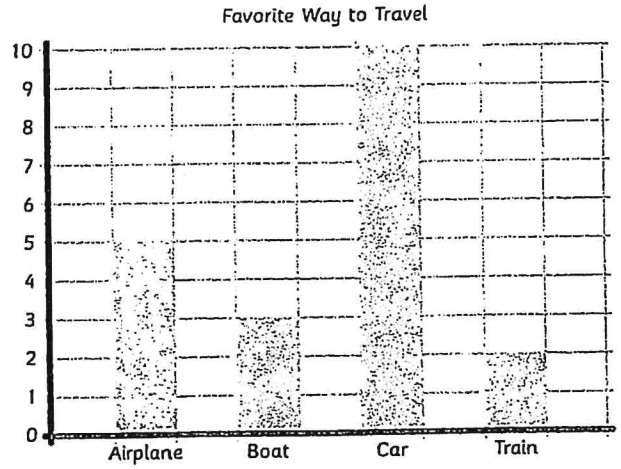
Name: _____ Class: _____

Twenty students were asked about vacations.
Their answers are shown in the bar graphs.
Use the bar graphs to answer the questions.





1. How many students best like to vacation in the fall? _____
2. How many students best like to vacation in the winter? _____
3. How many students would rather vacation in summer than in winter? _____
4. How many students would rather vacation in summer than in spring? _____
5. Which season do the most students like to go on vacation? _____



6. How many students best like to travel by car? _____
7. How many students best like to travel by boat? _____
8. How many students would rather travel by airplane than train? _____
9. How many students would rather travel by car than train? _____
10. Which way to travel is the least favorite? _____

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Station Subtraction

Activity Sheet

Name: _____ Class: _____

Find the differences.

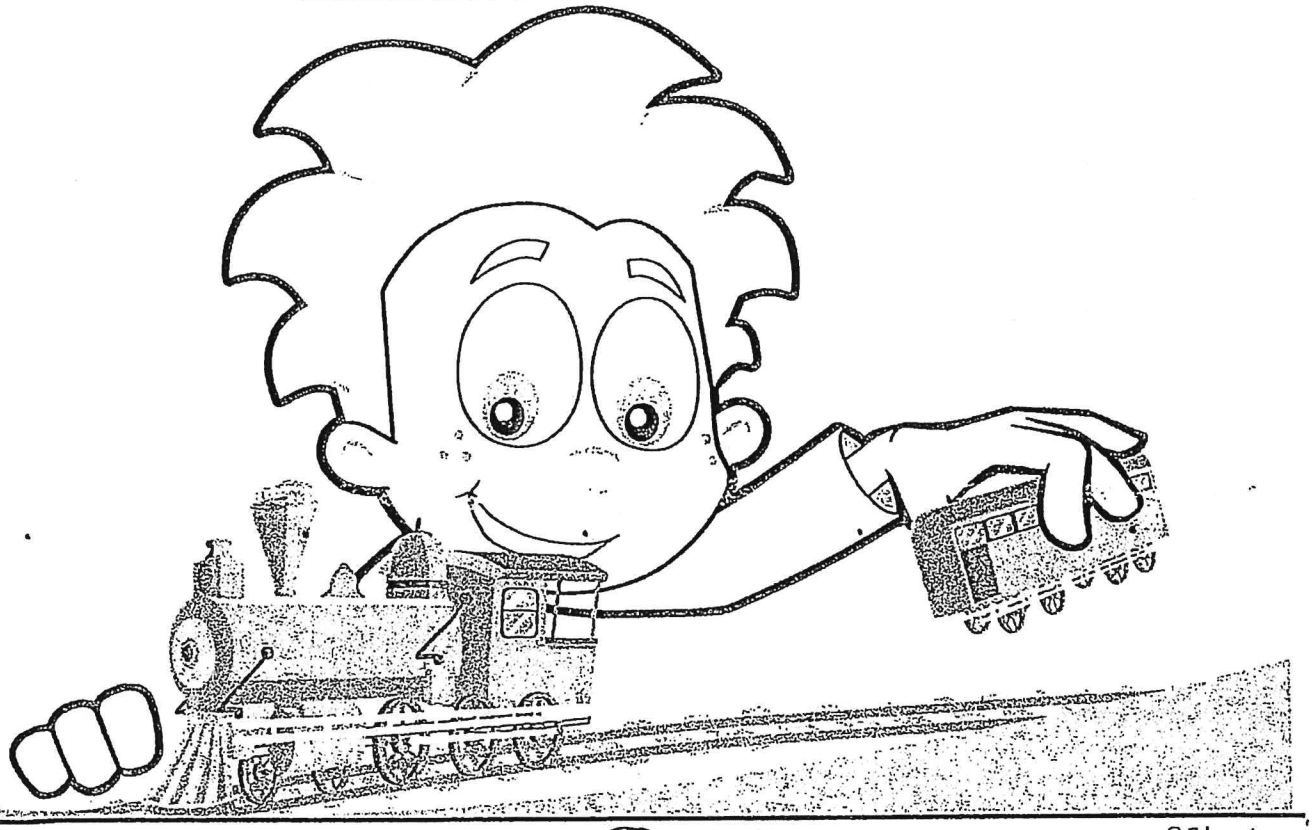
❶ 75 - 25	❷ 49 - 31	❸ 82 - 47	❹ 53 - 26
❺ 66 - 57	❻ 23 - 18	❼ 72 - 35	❽ 39 - 12

❾ 97 - 49 = _____

❿ 51 - 32 = _____

⓫ 46 - 18 = _____

⓬ 80 - 45 = _____



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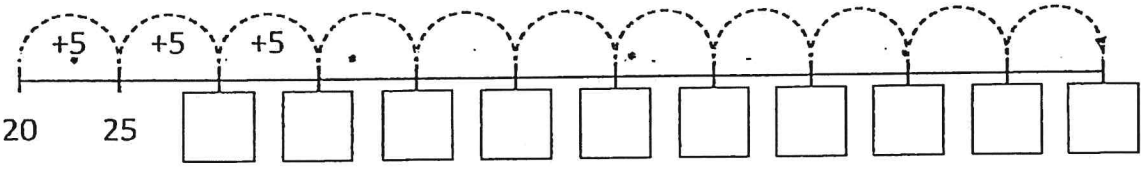
Multiplication – 5 times table

Here is a skip counting pattern on a hundred grid. It shows a counting pattern of 5.

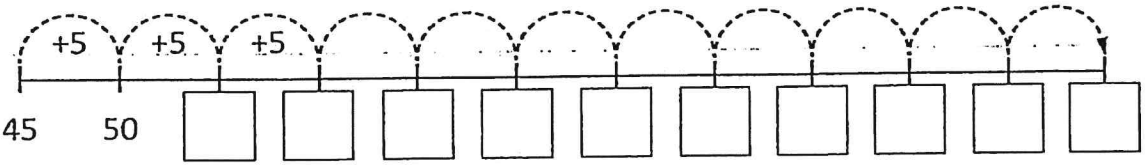
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1 **Finish each pattern by counting in 5s:**

a

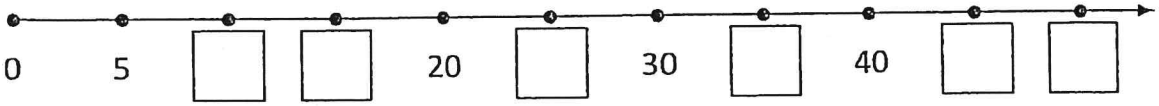


b



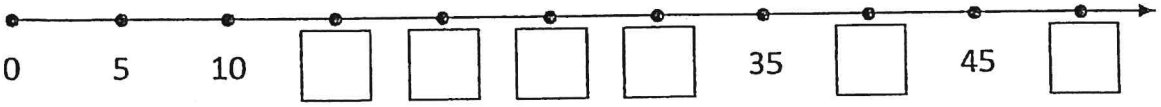
2 **Show × 5 multiplication facts on each number line.**

a Finish labeling this number line and then show 5 jumps starting from 0:



This is the same as ☐ × 5 = ☐

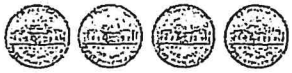
b Finish labeling this number line and then show 7 jumps starting from 0:



This is the same as ☐ × 5 = ☐

Multiplication – 5 times table

3 Write a 5 times table fact for each set of 5 cent coins. The first one has been done for you.

a 

4 × 5¢ = 20¢

b

□ × □ = □

c

□ × □ = □

4 Times tables are a set of multiplication facts from 1 to 10 based on multiplying by the same number each time. Write the answers for the 5 times table.

1 × 5 = □

2 × 5 = □

3 × 5 = □

4 × 5 = □

5 × 5 = □

6 × 5 = □

7 × 5 = □

8 × 5 = □

9 × 5 = □

10 × 5 = □

5 Now answer the mixed up 5 times table.

a 2 × 5 = □

b 8 × 5 = □

c 9 × 5 = □

d 10 × 5 = □

e 3 × 5 = □

f 6 × 5 = □

g 7 × 5 = □

h 5 × 5 = □

i 1 × 5 = □

j 4 × 5 = □

6 Write the missing number in each 5 times table fact.

a □ × 5 = 35

b □ × 5 = 20

c □ × 5 = 50

d □ × 5 = 15

e □ × 5 = 40

f □ × 5 = 10

g □ × 5 = 30

h □ × 5 = 45

20

Name: _____

Expanded Form

When you write a number in expanded form, you write a number in the form of an addition statement that shows place value.

The number 349 in expanded form looks like this:

300 + 40 + 9

The number 205 in expanded form looks like this:

200 + 5

Write each number in expanded form.

a. 625 = _____

b. 356 = _____

c. 791 = _____

d. 904 = _____

e. 886 = _____

f. 370 = _____

Write each number in standard form.

g. 400 + 20 + 7 = _____

h. 500 + 9 = _____

i. 100 + 80 + 2 = _____

j. 200 + 60 = _____

k. 900 + 10 + 9 = _____

l. 300 + 7 = _____

m. Which is larger: ***400 + 50 + 6*** or ***400 + 60 + 5*** ? _____

n. Which is smaller: ***736*** or ***700 + 60 + 3*** ? _____

Name: _____

Timed Subtraction Practice

7 - 2	3 - 2	16 - 8	9 - 6	7 - 6
4 - 4	5 - 2	9 - 9	9 - 7	16 - 9
8 - 4	10 - 7	8 - 2	15 - 6	13 - 5
13 - 6	11 - 2	9 - 2	10 - 8	10 - 5
14 - 6	7 - 4	13 - 8	14 - 5	14 - 7

Set Time: 1 minute Score: _____ out of 25

Complete any unfinished facts using a colored writing utensil.

22

Created by Mrs.Brown using the Basic Subtraction Worksheet Generator on Super Teacher Worksheets (www.superteacherworksheets.com)

Train of Thought
Activity Sheet

Name: _____ Class: _____

Find the sums.

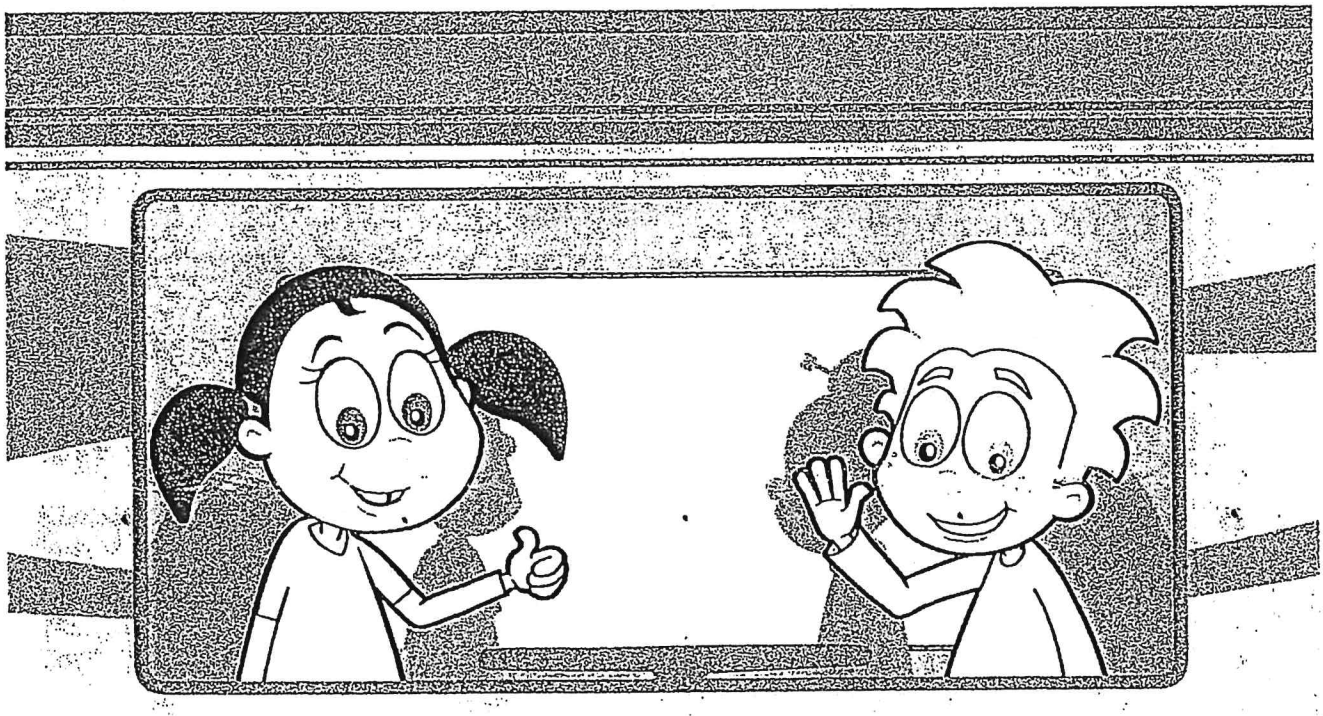
❶ 45 + 25	❷ 89 + 61	❸ 86 + 40	❹ 53 + 26
❺ 34 + 57	❻ 45 + 32	❼ 62 + 35	❽ 75 + 50

❾ 14 + 66 = _____

❿ 93 + 36 = _____

⓫ 10 + 32 = _____

⓬ 34 + 51 = _____



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Another One Rides The Bus

Activity Sheet

Name: _____ Class: _____

Solve each problem.

1. Sten caught the bus at 1:20. He got off the bus at 1:52. How many minutes long was the bus ride?

2. Stig caught the bus at 4:15. The bus ride took 23 minutes. What time did he get off the bus?

3. The bus comes at 6:50. It takes Granny 24 minutes to get to the bus stop. What time should Granny leave to catch the bus?

4. Meg caught the bus at 2:25. The bus ride took 18 minutes. What time did she get off the bus?

5. Manu caught the bus at 11:35. He got off the bus at 11:53. How many minutes long was the bus ride?

6. The bus comes at 3:30. It takes Rosa 28 minutes to get to the bus stop. What time should Rosa leave to catch the bus?

7. Emma caught the bus at 7:05. She got off the bus at 7:52. How many minutes long was the bus ride?

8. Yolanda caught the bus at 9:45. She got off the bus at 10:21. How many minutes long was the bus ride?

9. The bus comes at 8:05. It takes Chip 31 minutes to get to the bus stop. What time should Chip leave to catch the bus?

10. Klara caught the bus at 5:40. The bus ride took 38 minutes. What time did she get off the bus?

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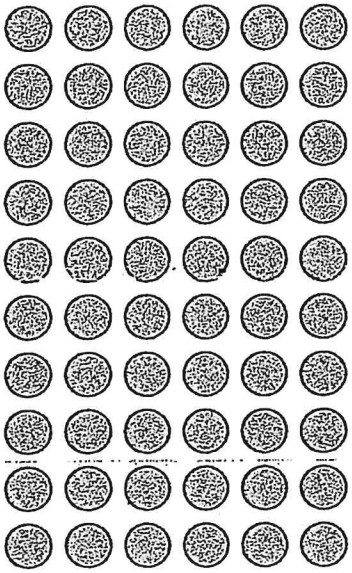
Multiplication facts – 6 times table

Practice your 6 times table. Did you know that we can use × 6 for short?
So × 6 just means 6 times table, just as × 3 means 3 times table.

1 **Use this array to complete the 6 times table:**



1 × 6 = ☐
2 × 6 = ☐
3 × 6 = ☐
4 × 6 = ☐
5 × 6 = ☐
6 × 6 = ☐
7 × 6 = ☐
8 × 6 = ☐
9 × 6 = ☐
10 × 6 = ☐

2 **Fill in the missing numbers:**

a ☐ × 6 = 54
b ☐ × 6 = 36
c ☐ × 6 = 18
d ☐ × 6 = 24
e ☐ × 6 = 60
f ☐ × 6 = 12
g ☐ × 6 = 48

3 **Complete this table by recalling the 3 times table. Then complete the 6 times table. Can you see how the 3 times table helps with the 6?**

	3	8	2	5	9	10	6
×3							
×6							

4 **Solve these problems.**

a I saved $7 every week over 6 weeks. How much did I save in total? ☐ × ☐ = ☐

b 8 pencil cases had 3 blue pens in each. How many blue pens are there in total? ☐ × ☐ = ☐

c 9 classes each baked 6 cakes for the school fundraiser. How many cakes were baked in total? ☐ × ☐ = ☐

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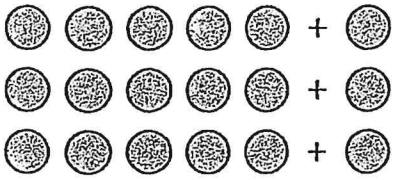
Multiplication facts – 6 times table



You know more times tables facts than you realize. For example, knowing your × 5 can help with your × 6.

The array shows 3 rows of 5. If we add another dot to each row we can change 3 rows of 5 to 3 rows of 6. This is called building up.

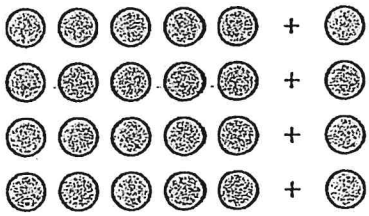
$3 \times 5 = 15 + 3 \longrightarrow 3 \times 6 = 18$

5 **Change these × 5 arrays into × 6 arrays.**

a

$2 \times 5 = \square + \square \longrightarrow 2 \times 6 = \square$

b



$4 \times 5 = \square + \square \longrightarrow 4 \times 6 = \square$

6 **Complete this table to show how to change a × 5 array to a × 6 array by building up. The first one has been done for you.**

	× 5	Build up by	× 6
a	3 × 5 = 15	*3*	*3 × 6 = 18*
b	2 × 5 = 10		
c	7 × 5 = 35		
d	4 × 5 = 20		
e	6 × 5 = 30		
f	9 × 5 = 45		

Name: _____

Counting Coins

Write the amount of money shown in each box.

total: _____

total: _____

total: _____

total: _____

total: _____

total: _____

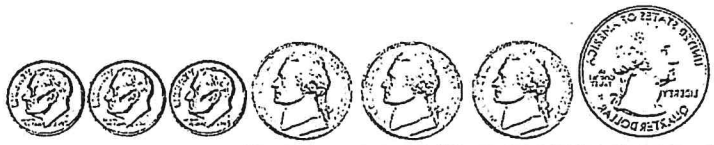
★ **Challenge:** Can you count all the coins on this page and find the total?

Money

* count the coins and write the value of each set.

How much money? _____

How much money?_____



How much money?_____

How much money?_____

How much money?_____

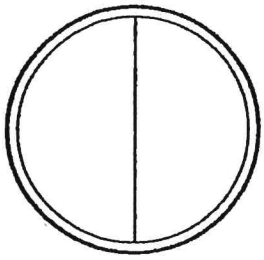
All You Knead is Love

Activity Sheet

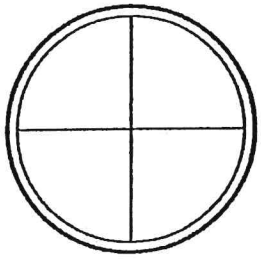
Name: _____ Class: _____

Answer the following questions by shading parts of the cakes.

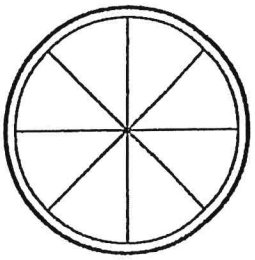
1. Shade $\frac{1}{2}$ of Stig's cake



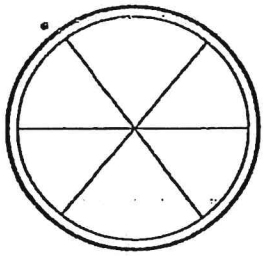
2. Shade $\frac{1}{2}$ of Stig's cake



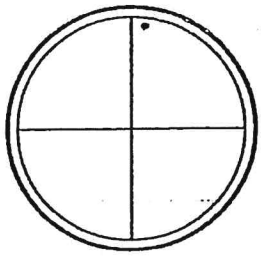
3. Shade $\frac{1}{2}$ of Stig's cake



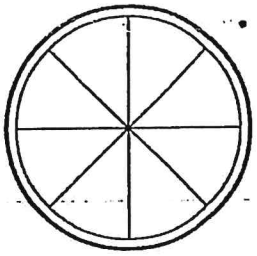
4. Shade $\frac{1}{2}$ of Stig's cake



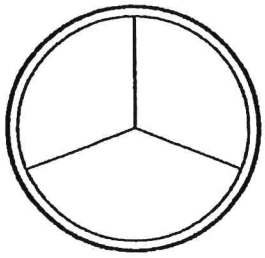
5. Shade $\frac{1}{4}$ of Stig's cake



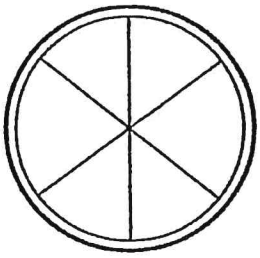
6. Shade $\frac{1}{4}$ of Stig's cake



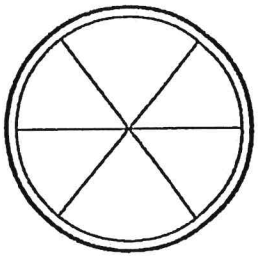
7. Shade $\frac{1}{3}$ of Stig's cake



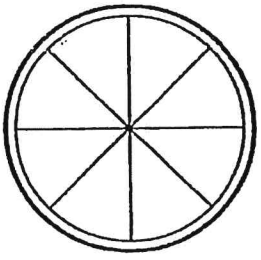
8. Shade $\frac{1}{3}$ of Stig's cake

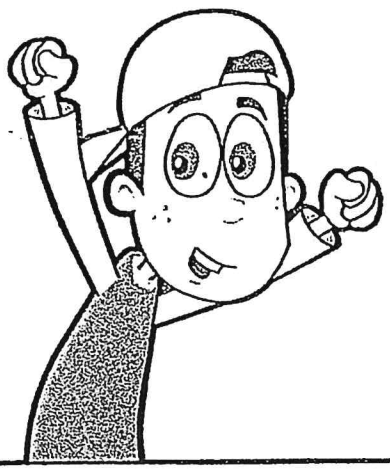


9. Shade $\frac{2}{3}$ of Stig's cake



10. Shade $\frac{3}{4}$ of Stig's cake





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Don't Make Me Graph

Activity Sheet

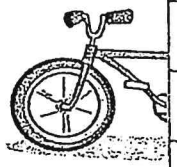
Name: _____ Class: _____

Look at the pictograms and answer the questions.

Games Played at the Summer Fair	
Lucky Dip	★★★★★★★★★
Hoopla	★★★★★
Coconut Shy	★★★★★★★
Goal	★★★★★★

★ = 2 Children

1. How many children played games altogether? _____
2. What was the most popular game? _____
3. What was the least popular game? _____
4. How many more children chose Coconut Shy than Goal? _____
5. How many more children chose Lucky Dip than Hoopla? _____



Ways of Traveling to the Summer Fair	
Bus	★★★★★
Car	★★★★★★★★½
Bike	★★★★★½
Walk	★★★★★★½

½ = 1 Child ★ = 2 Children

6. How many children came to the Summer Fair? _____
7. What was the most popular way of traveling? _____
8. What was the least popular way of traveling? _____
9. Which way of traveling did 11 children use? _____
10. How many more children came by car than walked? _____

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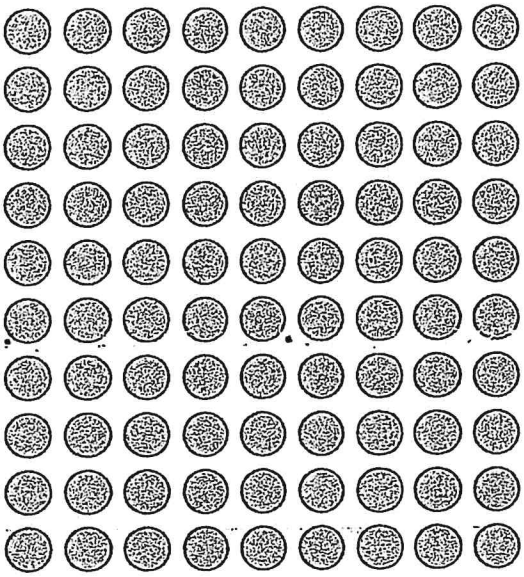
Multiplication facts – 9 times table

Practice your 9 times table.

1 **Use this array to complete the 9 times table:**



1 × 9 = ☐

2 × 9 = ☐

3 × 9 = ☐

4 × 9 = ☐

5 × 9 = ☐

6 × 9 = ☐

7 × 9 = ☐

8 × 9 = ☐

9 × 9 = ☐

10 × 9 = ☐

2 **Complete these × 9 facts. Look out for turnarounds.**

a 3 × 9 = ☐

b 9 × 4 = ☐

c 6 × 9 = ☐

d 2 × 9 = ☐

e 9 × 5 = ☐

f 1 × 9 = ☐

3 **Find the cost of these items:**

a 6 fruit salads = ☐

b 4 banana splits = ☐

c 3 mango juices = ☐

d 5 fruit salads = ☐

e 3 banana splits = ☐

f 7 mango juices = ☐

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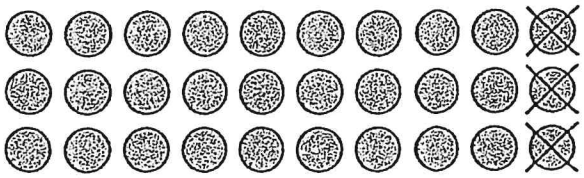
Multiplication facts – 9 times table

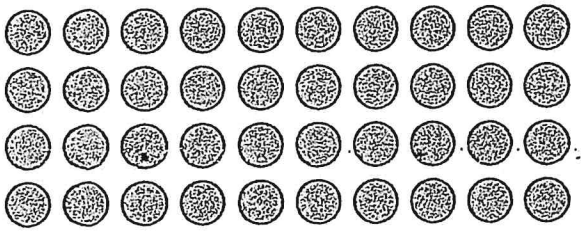


$3 \times 9 =$?

If you get stuck on a × 9, remember the × 10 fact and build down.

$3 \times 10 = 30 - 3 \longrightarrow 3 \times 9 = 27$

4 Change this × 10 array into a × 9 array:



$4 \times 10 =$ ☐ $- 4 \longrightarrow 4 \times 9 =$ ☐

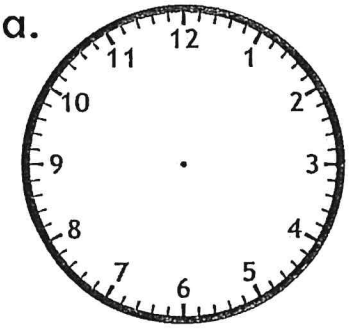
5 Complete this table to show how to change a × 10 array to a × 9 array by taking 1 from each row.

× 10	Build down by	× 9
3 × 10 = 30	3	3 × 9 = 27
5 × 10 = 50		
9 × 10 = 90		
6 × 10 = 60		
4 × 10 = 40		
2 × 10 = 20		
8 × 10 = 80		
7 × 10 = 70		

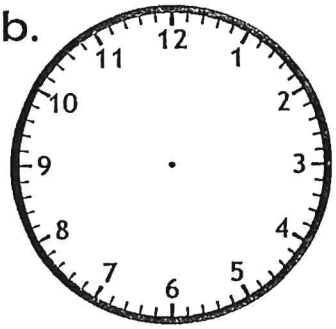
Name: _____ Time: Nearest 5 Minutes

Telling Time

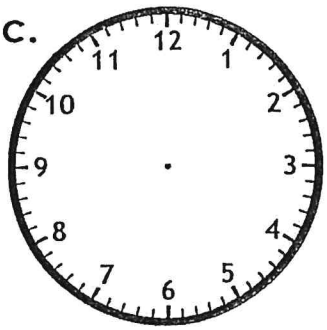
Draw the hands on the clocks to show the given time.
Be sure the hour hand is shorter than the minute hand.

a. 

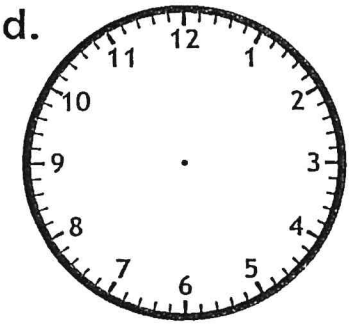
6:10

b. 

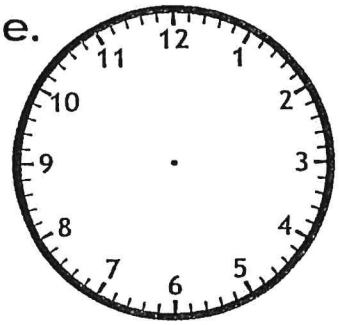
4:25

c. 

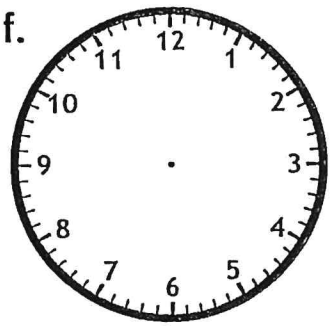
12:40

d. 

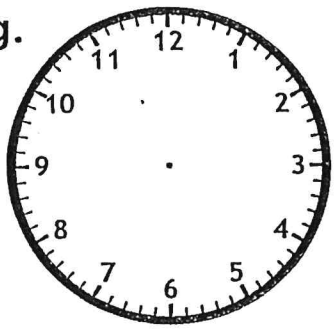
5:30

e. 

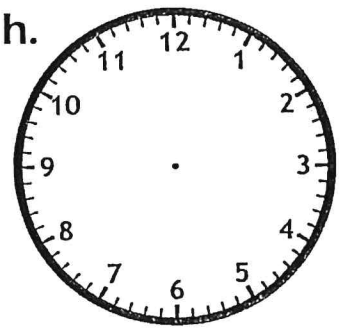
7:50

f. 

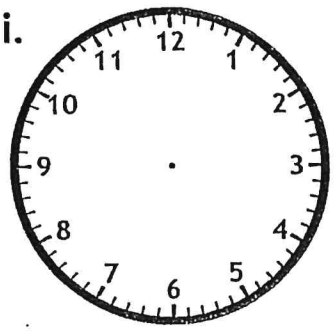
11:05

g. 

2:15

h. 

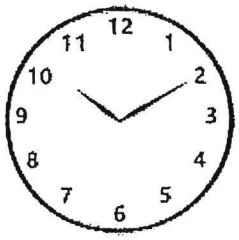
3:20

i. 

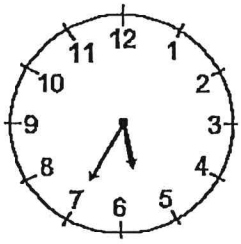
8:55

Telling Time

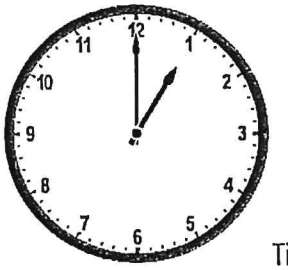
*What time does the clock say?



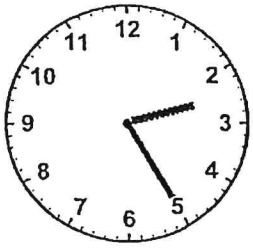
Time: _____



Time: _____



Time:_____

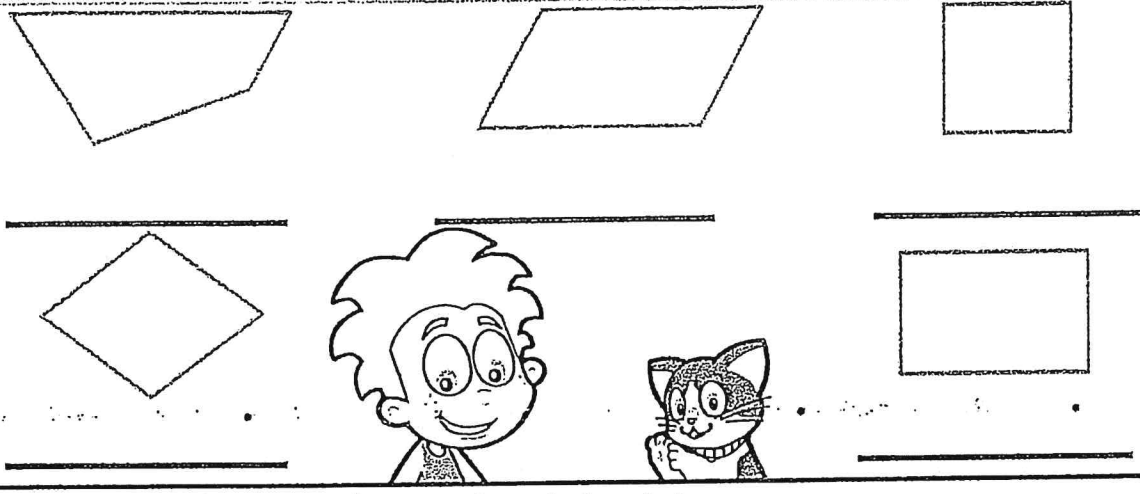


Time:_____

Name: _____ Class: _____

Write the name that best describes each shape.
Use each name one time.

quadrilateral square rectangle parallelogram rhombus

1. 

Write the name of the shapes that match each description.

2. Which two shapes have all four sides the same length?

_____

3. Which two shapes have two pairs of parallel sides and four right angles?

_____

4. Which shape has four right angles and four equal sides?

_____

5. What are two attributes of a parallelogram?

_____

_____

6. Draw a shape with two pairs of parallel sides, four sides that are the same length, and no right angles.

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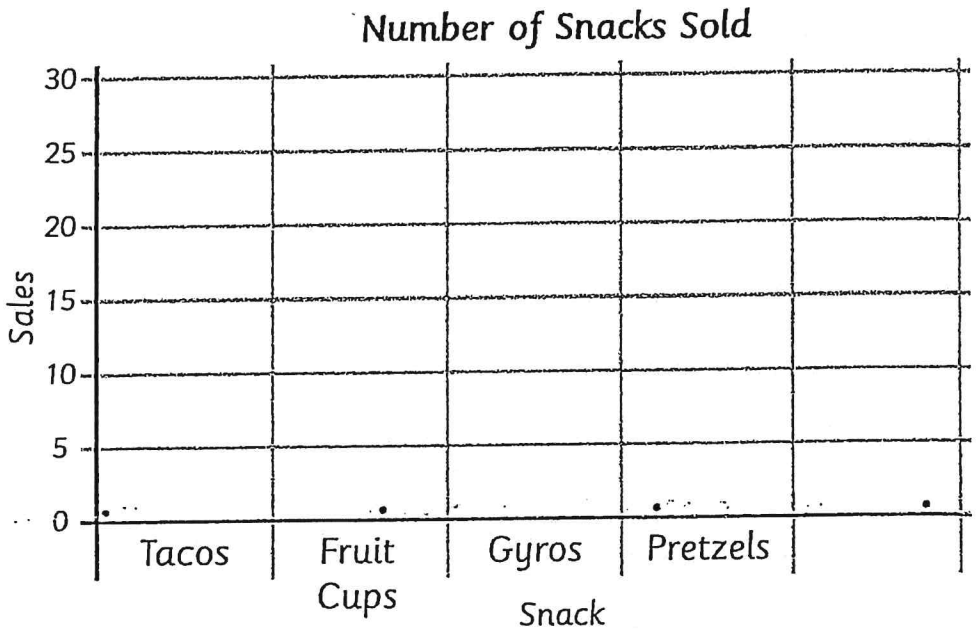
Graph Out Loud

Activity Sheet

Name: _____ Class: _____

Granny is selling some new snacks at the fair.
Complete the bar graph to show how many of each snack she sold.

Sales	
Pretzels	10
Gyros	15
Fruit Cups	5
Tacos	25



1. How many snacks did Granny sell altogether? _____

2. Granny also sold nachos.
   If she sold 75 snacks in all, how many nachos did she sell?

3. Add nachos to the graph. _____

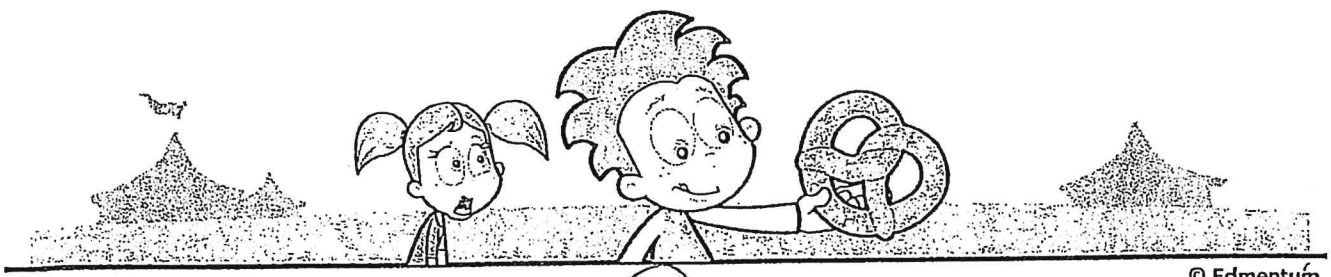
Use the graph to answer the following questions.

4. Did Granny sell more tacos or nachos? _____

5. Which snack was the least popular? _____

6. Which snack was the most popular? _____

7. How many more tacos did Granny sell than gyros? _____



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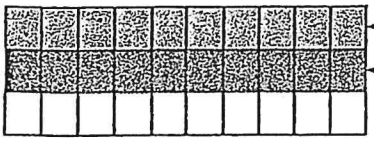
Multiplication – multiplying 10s

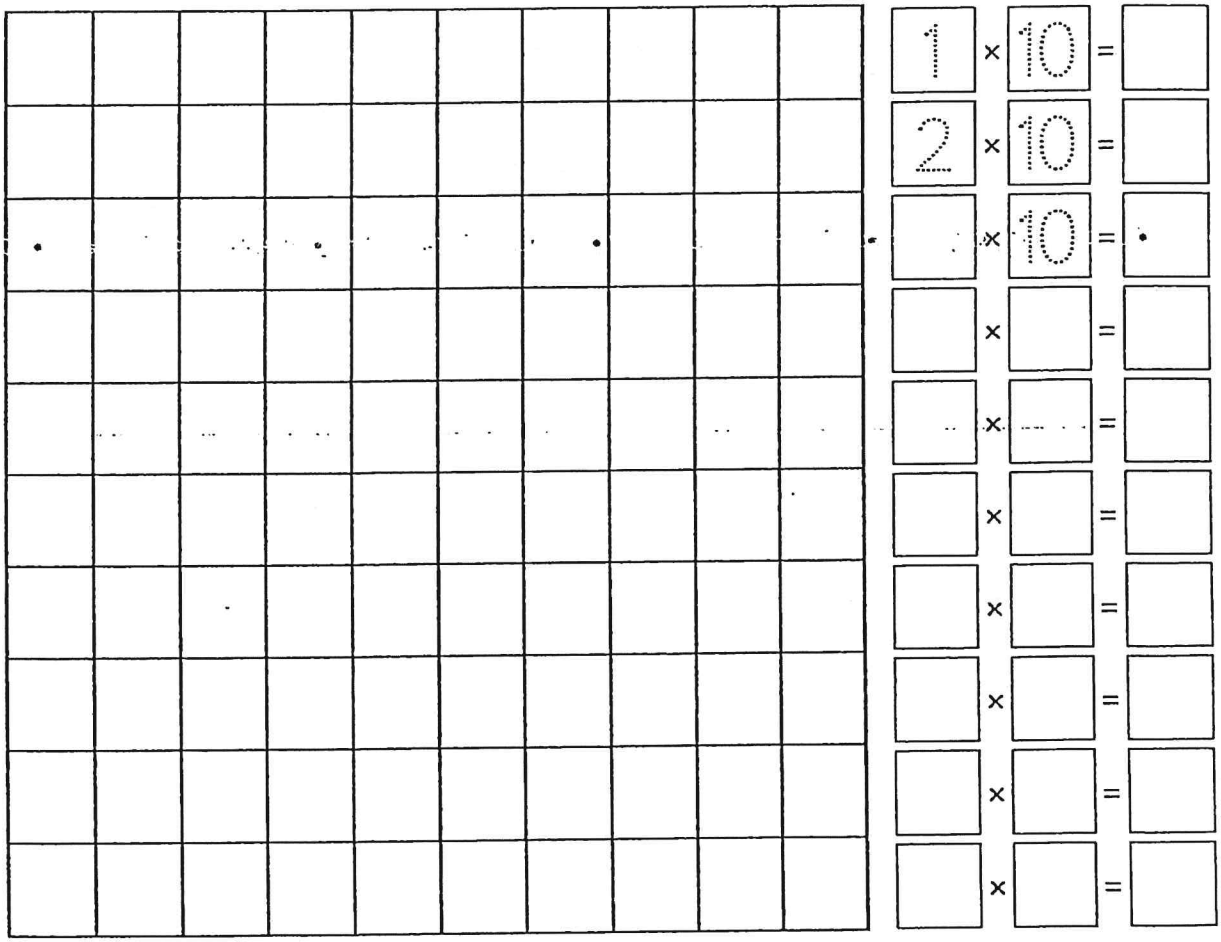
When we multiply we make number patterns. Look at this grid.



This is 1 row of 10. We have colored 10 squares. $1 \times 10 = 10$

Now we have colored 2 rows of 10. This is 20 squares. $2 \times 10 = 20$

1 a Color each row a different color and finish the facts.



1	×	10	=		
2	×	10	=		
	×	10	=		
	×		=		
	×		=		
	×		=		
	×		=		
	×		=		
	×		=		
	×		=		

b Write the answers from question 1a in the boxes below.

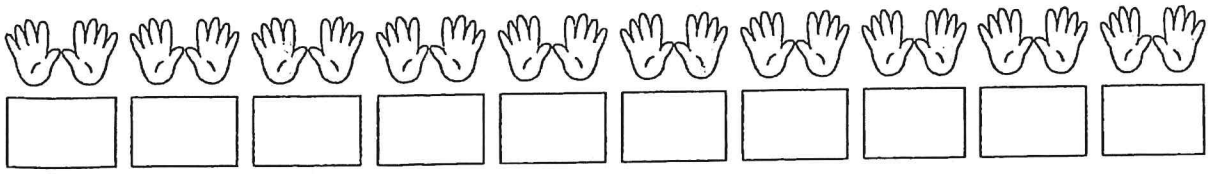
10	20								

c What do you notice?

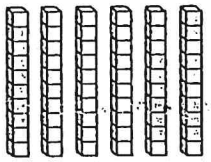
Multiplication – 10 times table

If you can skip count in 10s, you know your 10 times table.

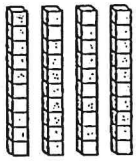
1 **Complete this sequence by counting in 10s:**



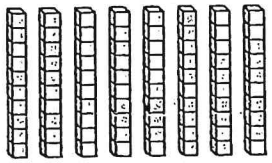
2 **Count the longs and then complete the multiplication fact:**

a 

□ × 10 = □

b 

□ × 10 = □

c 

□ × 10 = □

3 **Complete the 10 times table:**

1 × 10 = □

2 × 10 = □

3 × 10 = □

4 × 10 = □

5 × 10 = □

6 × 10 = □

7 × 10 = □

8 × 10 = □

9 × 10 = □

10 × 10 = □

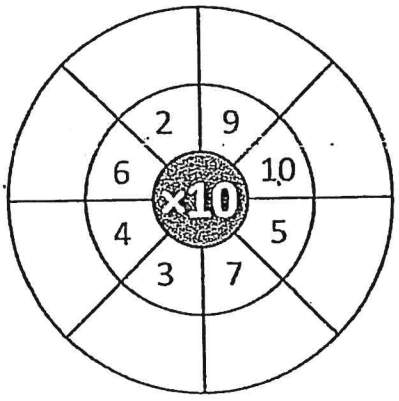
4 **Write the missing number in each 10 times table fact:**

a □ × 10 = 50

b □ × 10 = 80

c □ × 10 = 70

5 **Complete this × 10 wheel:**



Name: _____

Timed

Addition Praction

0 + 12	9 + 2	8 + 11	11 + 3	4 + 9
4 + 11	4 + 10	8 + 2	11 + 2	9 + 3
6 + 6	0 + 3	3 + 6	0 + 0	10 + 7
2 + 10	11 + 6	1 + 0	2 + 11	1 + 1
7 + 8	5 + 4	5 + 12	6 + 8	12 + 10

Set
Time: 1 minute **Score:** _____ out of 25

Complete any unfinished facts using a colored writing utensil.

Created by Mrs. Brown using the Basic Addition Worksheet Generator on Super Teacher Worksheets (www.superteacherworksheets.com)

Name: _____

Stuffed Animals - Pictograph

Stuffed Animals Owned By Students

Name	Number of Stuffed Animals
Sara	
Billy	
Jess	

= 2 stuffed animals

1. How many stuffed animals does Sara have? _____
2. How many stuffed animals does Jess have? _____
3. How many stuffed animals does Billy have? _____
4. Who has the most stuffed animals? _____
5. Who has the fewest stuffed animals? _____
6. Does Jess or Sara have more stuffed animals? _____
7. Who has six stuffed animals? _____

Multiplication – multiplying any number by 10

When we multiply any number by 10, a zero goes in the ones column and the digits all move one space along to the left.

Hundreds	Tens	Ones
		2
	2	0

2 × 10 = 20

1 **Show how the digits all move along when they are multiplied by 10 and write the answers below:**

a

Hundreds	Tens	Ones
		7
	7	0

7 × 10 = ☐

b

Hundreds	Tens	Ones
		3

3 × 10 = ☐

c

Hundreds	Tens	Ones
	1	5

15 × 10 = ☐

d

Hundreds	Tens	Ones
	2	2

22 × 10 = ☐

2 **Connect these × 10 facts to the answers:**

16 × 10	62 × 10	93 × 10	99 × 10	13 × 10

220 510 930 990 850 160 130 620 720 980

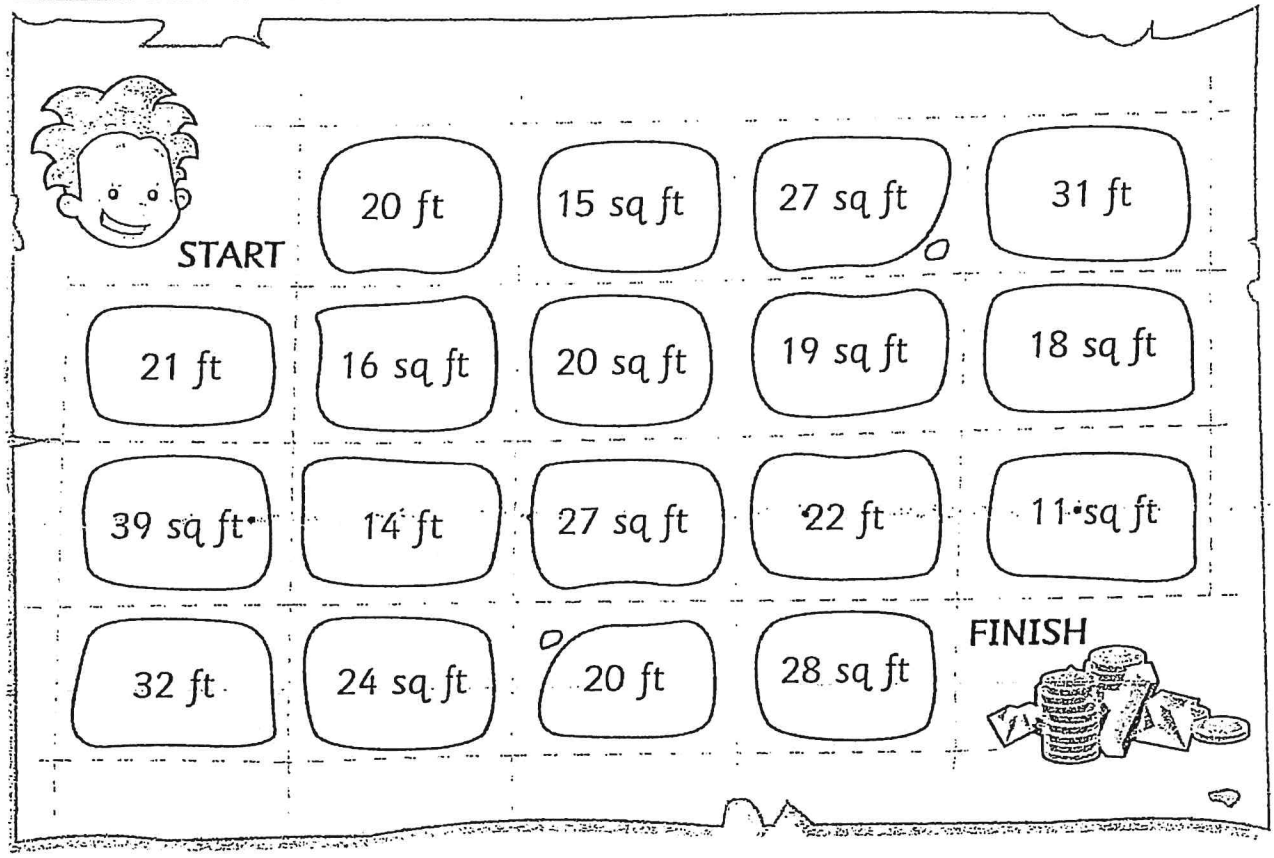
72 × 10	51 × 10	85 × 10	22 × 10	98 × 10

Not My Vault

Activity Sheet

Name: _____ Class: _____

Help Sten find the treasure by answering the questions below the grid.
Color each answer in the grid to reveal the path on the map.



1. What is the perimeter of a rectangle with sides of 3 feet and 7 feet?

_____ ft

2. What is the area of a square with sides that are 4 feet?

_____ sq ft

3. What is the perimeter of a rectangle with sides of 2 feet and 5 feet?

_____ ft

4. What is the area of a rectangle with sides that are 3 feet by 9 feet?

_____ sq ft

5. What is the perimeter of a square with sides of 5 feet?

_____ ft

6. What is the area of a rectangle that has sides of 4 feet by 7 feet?

_____ sq ft

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Multiplication – doubles

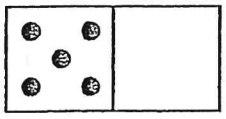
When we double, we are multiplying by 2.

Here is **1** spider. One spider has **8** legs **1 × 8 = 8**

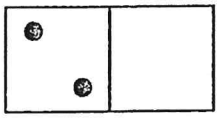
If we double it, we have **2** spiders.

How many legs do they have? 8 + 8 **2 × 8 = 16**

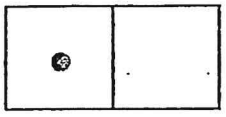
1 **Draw dots on the other side of the dominoes to create doubles. Finish the number facts.**

a 

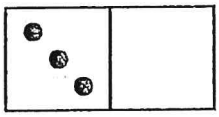
2 × 5 = 10

b 

2 × 2 = ☐

c 

☐ × ☐ = ☐

d 

☐ × ☐ = ☐

2 **Look at the twins. Write the multiplication facts to match.**

a How many ?

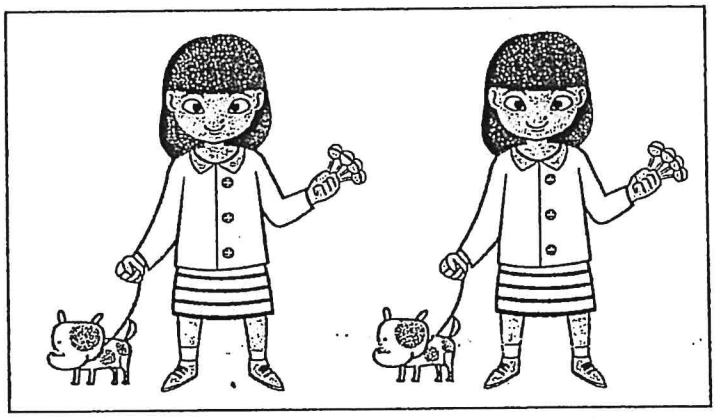
☐ × ☐ = ☐

b How many ?

☐ × ☐ = ☐

c How many ?

☐ × ☐ = ☐



d How many ?

☐ × ☐ = ☐

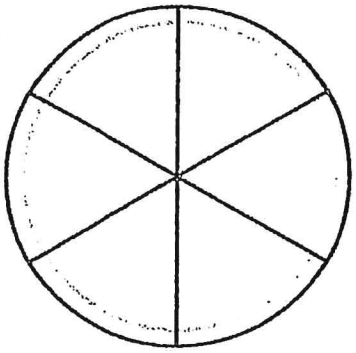
Pan of Fraction

Activity Sheet

Name: _____ Class: _____

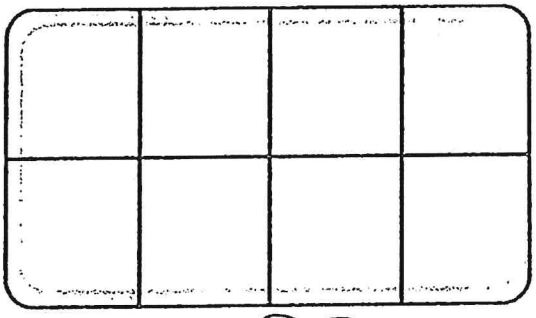
Draw vegetables on $\frac{1}{6}$ of the pizza.

1



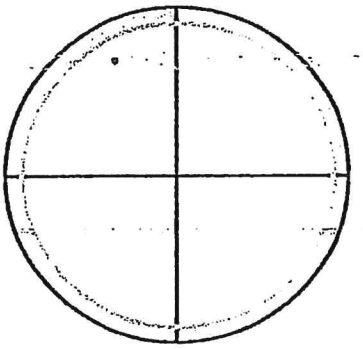
Draw vegetables on $\frac{5}{8}$ of the pizza.

2



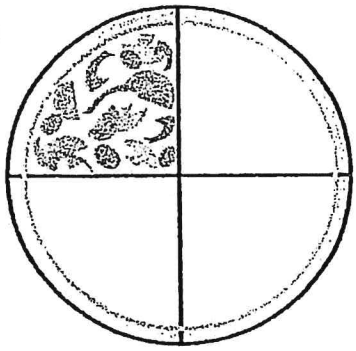
Draw vegetables on $\frac{2}{4}$ of the pizza.

3



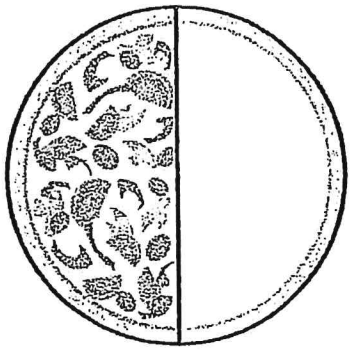
What fraction of the pizza has vegetables? Write the fraction on the line.

4



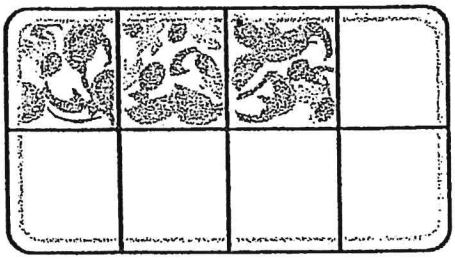
_____

5



_____

6



_____

7

_____

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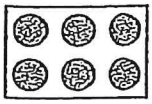
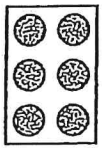
Multiplication – turnarounds

We can make turnarounds when we multiply.

Look at this array.

 We can turn this around to look like: 

2 rows of 3 is 6

$2 \times 3 = 6$

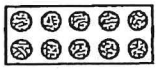
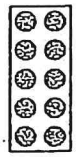
Now we have 3 rows of 2.

There are still 6 counters.

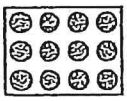
$3 \times 2 = 6$

Turnarounds help us learn our multiplication facts. If we know 2×3 we also know 3×2. They are both ways of making 6.

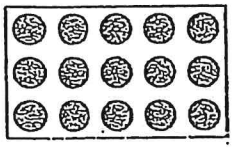
1 Look at the arrays and their turnarounds. Write the facts to match.

a  $2 \times 5 = 10$  $5 \times \square = \square$

b $4 \times \square = \square$ $\square \times \square = \square$

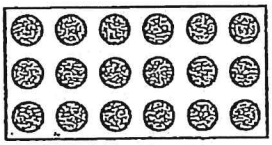
c  $\square \times \square = \square$ $\square \times \square = \square$

2 Can you turn these arrays around in your head? Write both facts.

a 

$\square \times \square = \square$

$\square \times \square = \square$

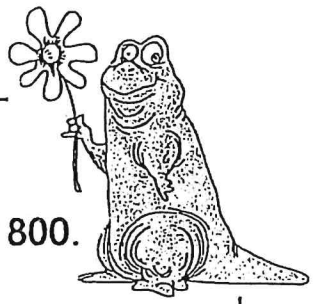
b 

$\square \times \square = \square$

$\square \times \square = \square$

Name: _____

Digit Values



What is the value of the underlined digit?

8<u>1</u>4 - The value of the digit *8* is **8 hundreds**, or **800.**

2<u>3</u>4 - The value of the digit *3* is **3 tens**, or **30.**

64<u>7</u> - The value of the digit *7* is **7 ones**, or **7.**

Write the value of the underlined digit.

a. <u>7</u>29 - _____

b. 43<u>6</u> - _____

c. 8<u>6</u>1 - _____

d. <u>4</u>5 - _____

e. <u>5</u>89 - _____

f. 1<u>0</u>9 - _____

g. 9<u>5</u>2 - _____

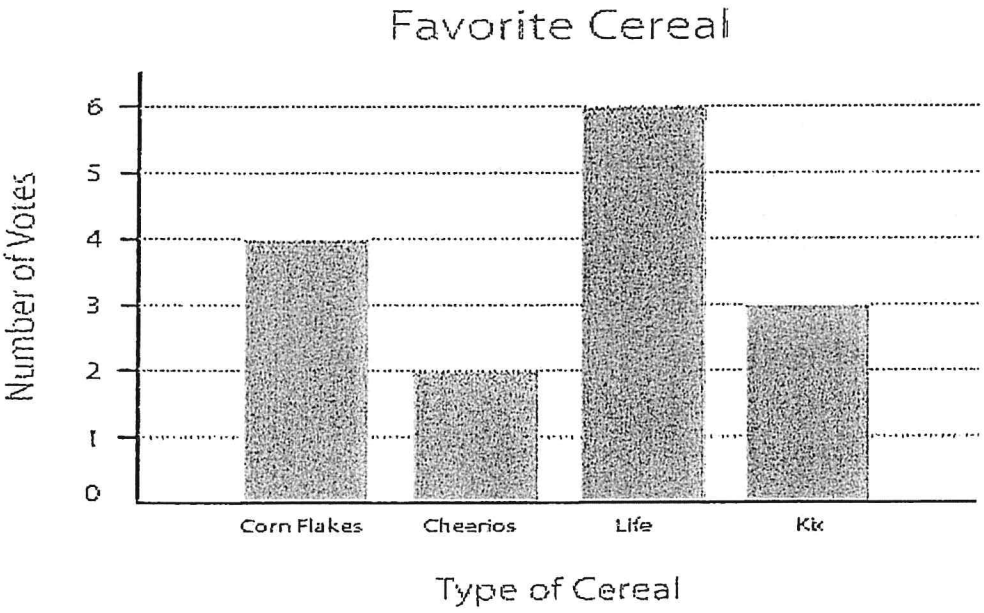
h. 80<u>2</u> - _____

i. In the number 238, which digit has the greatest value? _____

j. In the number 619, which digit has the least value? _____

Reading a Bar Graph

* Read the bar graph and answer the questions



How many more students like Life than Cheerios?

How many students voted for their favorite cereal?

Which cereal did the students like the most?

Which cereal did the students like the least?

Collect/Analyze Data

*Use the frequency table to complete the tally chart. Then answer the questions.

Favorite Sports

Sport	Number
Baseball	8
Football	3
Basketball	5
Soccer	9

Favorite Sports

Sport	Tally
Baseball	
Football	
Basketball	
Soccer	

How many more students liked soccer more than football?

How many students voted for their favorite sport all together?

What sport did the students like the most?

What sport did the students like the least?