3rd Grade Math

Parent Information

Packet #3

- Recommended daily math practice time: 20 minutes
- There are 3 "Unit Assessments" – the answer keys are at the end of the document. The recommendation is to work through all of these over the course of 2 weeks, at a comfortable pace for your student.
- There are 15 "fluency practice" pages – addition, subtraction, multiplication, and division. Recommendation is to work 5 minutes each day from pages of your child's choice. However, the goal is practice and remembering how to work problems correctly. Adjust the number of problems based on how long it takes your child to complete. These can all be checked with a calculator. Students are encouraged to correct any that are missed and consider where they made the mistake with the hope that mistake won't be repeated.
- There are 5 "Activity" pages - Recommendation is 2-3 "Activities" per week for 10 minutes each activity. These activities can be repeated for extra practice. Answer keys are at the end of the document.

Additional Ideas that can be practiced daily or every other day:

- Add and subtract within 1000 – Have your child create numbers to add or subtract. Use a calculator to check.
- Continue practicing multiplication and division facts up to 12x12. Your child could create their own flash cards with a fact and a picture/array to illustrate. Another option is to write the fact families for the facts.
    - Example: 5 x 2 = 10; 2 x 5 = 10; 10 ÷ 2 = 5; 10 ÷ 5 = 2

Name _____ Date _____

***Ready*® Mathematics**

Unit 2 Unit Assessment

Form B

Solve the problems.

1 There are 340 students at Hickory School.
Oak School has 276 students.
How many more students does Hickory School have than Oak School?

Show your work.

_____

2 Round to the nearest ten. Which of the following numbers round to 480? Circle all the correct answers.

A 472

B 474

C 477

D 483

E 485

3 Choose *Yes* or *No* to tell whether each multiplication expression has a value of 240.

a. 8×20 ☐ Yes ☐ No

b. 6×40 ☐ Yes ☐ No

c. 4×50 ☐ Yes ☐ No

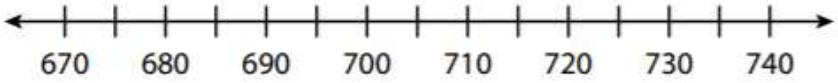
d. 3×80 ☐ Yes ☐ No

Name _____ Date _____

4 Find the difference 736 − 674.

Part A

Mark the number line below with points to show 736 and 674.



Part B

Use the number line to explain how you can add on to find the difference 736 − 674.

_____

_____

_____

_____

_____

5 Wyatt has 149 rocks in his collection. His sister has 34 more rocks than Wyatt. How many rocks do Wyatt and his sister have in all?

Show your work.

_____

Name _____ Date _____

6 Round to the nearest hundred. Which number does NOT round to 500?

A 449

B 462

C 518

D 537

7 Fill in the blanks to show adding on to subtract.

a. 29 + 1 + _____ = 100, so 100 − 29 = _____

b. 276 + 4 + _____ + 3 = 303, so 303 − 276 = _____

8 During one week, 273 students bought lunch in the school cafeteria. The next week, 168 students bought lunch in the cafeteria. Carmen incorrectly stated that 431 students bought lunch during the two weeks. Explain how Carmen got her answer. Then find the correct answer.

Carmen's Work

$$\begin{array}{r} {}^{1}\,273 \\ +\ 168 \\ \hline 431 \end{array}$$

_____

_____

_____

Name _____ Date _____

9 Parker rounded the number of kites flown at a kite festival to the nearest ten. He said there were about 360 kites flown.

Part A

If fewer than 360 kites were flown, what could be the actual number of kites flown?

_____

Part B

If more than 360 kites were flown, what could be the actual number of kites flown?

_____

Part C

Parker then rounded the number of kites flown to the nearest hundred. What is the number of kites flown rounded to the nearest hundred?

_____

10 Each car on a train has 40 rows of seats. There are 4 seats in each row. How many seats are on each car of the train?

Show your work.

_____

Name _____ Date _____

***Ready*® Mathematics**

Unit 3 Unit Assessment

Form B

Solve the problems.

1 Rob has 3 packs of golf balls. Each pack has 6 golf balls.
Rob also has 4 more golf balls.

Which expression can be used to find the number of golf balls Rob has?
Circle all the correct answers.

A $3 + 6 + 4$

B $3 \times 6 + 4$

C $3 \times 6 \times 4$

D $4 + 3 \times 6$

E $6 + 6 + 6 + 4$

2 A bakery has 48 doughnuts in a display case. There are an equal number of glazed, chocolate, cinnamon, and jelly doughnuts.

Can each equation be used to find the number of glazed, chocolate, cinnamon, and jelly doughnuts? Choose *Yes* or *No*.

a. $48 \times 4 = \square$ ☐ Yes ☐ No

b. $4 \times \square = 48$ ☐ Yes ☐ No

c. $48 \div 4 = \square$ ☐ Yes ☐ No

d. $4 \div \square = 48$ ☐ Yes ☐ No

3 Oak Ridge Day Camp has 31 fewer girl campers than boy campers. There are 167 boy campers. How many campers does Oak Ridge Day Camp have?

Part A

Use rounding to estimate the number of campers.

Show your work.

There are about _____ campers.

Part B

Find the actual number of campers.

Show your work.

There are _____ campers.

Part C

Use your estimate to explain why your answer is reasonable.

_____

_____

_____

_____

4 A crate of oranges contains 30 oranges. Maria and her family have already eaten 6 oranges. Maria puts the remaining oranges into 4 bags to share with friends. She puts the same number of oranges in each bag. How many oranges does Maria put in each bag?

Show your work.

_____

5 An art exhibit displays prize-winning artwork on a wall. There are 3 rows of artwork with 8 pieces of artwork in each row. How many pieces of artwork are displayed?

Show your work.

_____

6 Nathan is packing 150 DVDs into boxes. Each box holds 6 DVDs. Nathan has already packed 90 DVDs. Which equation can be used to find the number of boxes, *B*, that Nathan needs in order to finish packing the DVDs?

A $150 = 6 \times B$

B $150 + 90 = 6 \times B$

C $90 + (6 \times B) = 150$

D $(6 \times B) + 150 = 90$

7 There are 5 stacks of chairs in the cafeteria. Each stack has 8 chairs. How many chairs are there in all?

Use *C* to stand for the unknown number. Write a multiplication equation that can be used to solve the problem. Then solve.

Show your work.

_____

8 Ruth's cousin has 20 apps on her smart phone. The apps are all on one screen. There are 4 columns of apps with an equal number of apps in each column. How many apps are in each column?

Use *A* to stand for the unknown number. Write a division equation and a multiplication equation that can be used to solve the problem. Then solve.

Show your work.

_____

9 Members of a cross-country track team ran 341 kilometers one month. The next month the team members ran 22 more kilometers than they ran the first month.

Part A

How many kilometers did the team run in the two months?

Show your work.

_____

Part B

Drew estimated that the team ran 800 kilometers in the two months. Explain the mistake Drew made to get his estimate.

_____

_____

_____

_____

_____

Part C

Round to the nearest ten and to the nearest hundred. Give two estimates for the number of kilometers the team ran in the two months. Which estimate is closer to the actual number of kilometers the team ran?

_____

_____

_____

_____

_____

Name _____ Date _____

10 The Art Club collected donations to paint murals around the school. The 8 members of the club collected $30 on Monday and $18 on Tuesday. Each member collected the same amount of money. How much money did each member collect? Choose the answer that shows the correct two steps to solve the problem.

A $30 - 8 = 22$ $22 + 18 = 40$

B $30 - 18 = 12$ $12 \times 4 = 48$

C $30 + 18 = 48$ $48 \div 8 = 6$

D $18 + 8 = 26$ $30 - 26 = 4$

11 A store shelf can hold 3 boxes of cans. Each box contains 4 cans. There are 2 shelves set aside for cans. Which equations can be used to find the number of cans the store shelves can hold? Circle all the correct answers.

A $3 + 4 = 7$ $7 \times 2 = 14$

B $3 \times 4 = 12$ $12 \times 2 = 24$

C $3 \times 2 = 6$ $6 \times 4 = 24$

D $3 \times 4 = 12$ $12 + 2 = 14$

E $2 \times 4 = 8$ $8 \times 3 = 24$

Name _____ Date _____

***Ready*® Mathematics**

Unit 4 Unit Assessment

Form B

Solve the problems.

1 Which fractions are greater than $\frac{3}{6}$? Circle the letter for all that apply.

A $\frac{2}{6}$

B $\frac{5}{6}$

C $\frac{5}{8}$

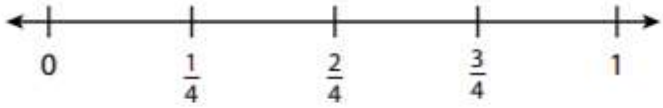
D $\frac{8}{6}$

E $\frac{3}{8}$

2 The number line is marked to show fourths.

Part A

Draw marks on the number line to show eighths. Above each mark after zero, write the fraction it represents using eighths for the denominator.



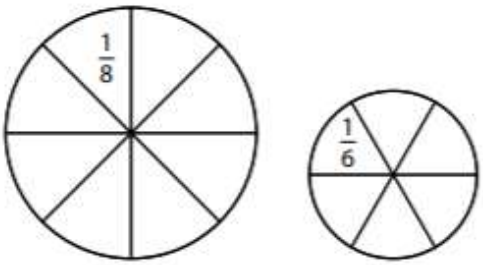
Part B

Which fraction on the number line is equivalent to $\frac{1}{4}$? _____

Which fraction on the number line is equivalent to $\frac{2}{4}$? _____

Which fraction on the number line is equivalent to 1? _____

3 Ethan and Jami each made a pie. Ethan cut his pie into eighths. Jami cut her pie into sixths. The models show their pies.



Part A

Ethan says they can use their pies to show that $\frac{1}{8}$ is greater than $\frac{1}{6}$. Jami says they can't. Who is correct? Explain why.

_____

_____

_____

_____

Part B

Ethan and Jami will each make another pie. Ethan will cut his pie into eighths. Jami will cut her pie into sixths. How should Ethan and Jami make their pies so that they can compare $\frac{1}{8}$ and $\frac{1}{6}$? Draw models to show the pies. Use the models to explain how to compare $\frac{1}{8}$ and $\frac{1}{6}$.

_____

_____

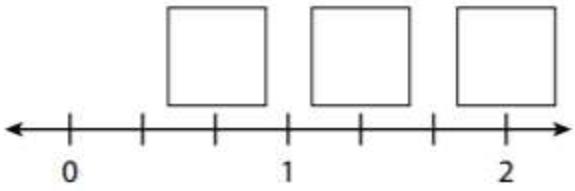
_____

_____

Name _____ Date _____

4 Fill in each box above the number line. Use the fractions below to name these points. Not all the fractions will be used.

$\frac{2}{3}$	$\frac{2}{6}$	$\frac{4}{6}$	$\frac{4}{3}$	$\frac{6}{3}$



5 Write >, <, or = to compare the fractions.

a. $\frac{3}{8}$ ◯ $\frac{3}{6}$

b. $\frac{2}{4}$ ◯ $\frac{1}{2}$

c. $\frac{2}{6}$ ◯ $\frac{2}{4}$

d. $\frac{3}{3}$ ◯ $\frac{2}{3}$

6 Which fractions are equivalent to 3? Circle all the correct answers.

A $\frac{3}{1}$

B $\frac{3}{3}$

C $\frac{6}{2}$

D $\frac{12}{4}$

E $\frac{18}{8}$

Name _____ Date _____

7 Pam has $\frac{3}{4}$ of a cereal bar. Jody has $\frac{7}{8}$ of a cereal bar.

Part A

Show the number of equal parts in the model of each cereal bar below.
Then shade each model to show the fraction of a cereal bar each girl has.

Pam **Jody**

Part B

Pam eats $\frac{1}{4}$ of her bar, and Jody eats $\frac{1}{8}$ of her bar. Who has more of the bar left to eat? Draw models to show the amount of cereal bar each girl has now. Explain your thinking.

_____

_____

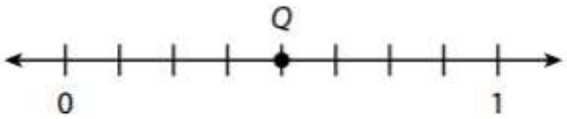
_____

_____

_____

Name _____ Date _____

8 Look at point *Q* on the number line.



Does the point on each number line below show a fraction equivalent to the fraction shown by point *Q*? Circle *Yes* or *No* for each number line.

a. 

Yes No

b. 

Yes No

c. 

Yes No

9 Jorge read $\frac{2}{3}$ of his book this week. Did Jorge read more or less than one half of his book? Explain.

_____

_____

_____

_____

10 ☐ is $\frac{1}{4}$ of a square. Draw the square. Show the parts.

Name _____ Date _____

11 Look at the fractions on the number lines. Write <, >, or = to compare the fractions.

$\frac{3}{6}$ ◯ $\frac{3}{4}$

$\frac{3}{4}$ ◯ $\frac{3}{6}$

Add within 1,000—Skills Practice

Name: _____

Add. Regroup if necessary. **Form B**

1. 323 + 293
2. 148 + 242
3. 121 + 456
4. 592 + 92
5. 253 + 216
6. 517 + 482
7. 674 + 144
8. 405 + 375
9. 128 + 127
10. 234 + 123
11. 581 + 265
12. 447 + 136
13. 334 + 595
14. 204 + 278
15. 111 + 82
16. 183 + 132
17. 571 + 187
18. 153 + 144
19. 262 + 162
20. 347 + 437
21. 242 + 325
22. 610 + 194
23. 718 + 78
24. 432 + 243
25. 519 + 318

Add within 1,000—Skills Practice

Name: _____

Add. Regroup twice if necessary. **Form B**

1 272 + 242	**2** 269 + 166	**3** 437 + 450	**4** 144 + 192	**5** 128 + 821
6 273 + 378	**7** 175 + 113	**8** 543 + 432	**9** 269 + 69	**10** 354 + 308
11 191 + 471	**12** 225 + 276	**13** 138 + 342	**14** 312 + 444	**15** 137 + 185
16 558 + 158	**17** 121 + 63	**18** 236 + 346	**19** 184 + 675	**20** 136 + 138
21 367 + 477	**22** 103 + 199	**23** 333 + 432	**24** 372 + 32	**25** 159 + 528

Subtract within 1,000—Skills Practice

Name: _____

Subtract. Regroup if necessary.

Form B

1 462 − 124	**2** 590 − 340	**3** 359 − 165	**4** 151 − 23	**5** 616 − 552
6 512 − 206	**7** 683 − 542	**8** 294 − 227	**9** 837 − 144	**10** 765 − 255
11 862 − 680	**12** 166 − 71	**13** 999 − 678	**14** 491 − 119	**15** 263 − 105
16 254 − 153	**17** 418 − 64	**18** 784 − 715	**19** 399 − 75	**20** 525 − 250
21 656 − 574	**22** 894 − 361	**23** 413 − 208	**24** 639 − 193	**25** 574 − 236

Subtract within 1,000—Skills Practice

Name: _____

Subtract. Regroup twice if necessary. **Form B**

1 384 − 317	**2** 581 − 92	**3** 480 − 120	**4** 516 − 284	**5** 654 − 432
6 440 − 176	**7** 255 − 123	**8** 629 − 361	**9** 762 − 155	**10** 374 − 288
11 598 − 43	**12** 388 − 139	**13** 555 − 199	**14** 625 − 167	**15** 454 − 380
16 333 − 284	**17** 948 − 73	**18** 459 − 244	**19** 572 − 152	**20** 843 − 482
21 442 − 134	**22** 639 − 413	**23** 867 − 676	**24** 191 − 103	**25** 546 − 69

Subtract within 1,000—Skills Practice

Name: _____

Subtract across zeros.

Form B

1 206 − 118	**2** 300 − 146	**3** 500 − 230	**4** 600 − 282	**5** 205 − 126
6 500 − 68	**7** 303 − 82	**8** 704 − 397	**9** 407 − 139	**10** 200 − 104
11 306 − 229	**12** 504 − 386	**13** 900 − 555	**14** 400 − 230	**15** 601 − 43
16 400 − 147	**17** 102 − 68	**18** 700 − 375	**19** 608 − 194	**20** 302 − 184
21 204 − 162	**22** 500 − 111	**23** 800 − 83	**24** 305 − 199	**25** 603 − 385

Multiplication Facts—Skills Practice

Name: _____

Practice facts up to 5 × 5. **Form B**

1. 5 × 2 = _____
2. 3 × 4 = _____
3. 4 × 5 = _____
4. 2 × 5 = _____
5. 3 × 3 = _____
6. 2 × 3 = _____
7. 5 × 4 = _____
8. 4 × 3 = _____
9. 3 × 3 = _____
10. 2 × 5 = _____
11. 5 × 3 = _____
12. 3 × 5 = _____
13. 2 × 2 = _____
14. 5 × 4 = _____
15. 4 × 4 = _____
16. 1 × 1 = _____
17. 4 × 3 = _____
18. 0 × 5 = _____
19. 4 × 5 = _____
20. 2 × 3 = _____
21. 4 × 3 = _____
22. 2 × 4 = _____
23. 4 × 2 = _____
24. 5 × 5 = _____
25. 5 × 3 = _____
26. 2 × 2 = _____
27. 4 × 1 = _____
28. 3 × 2 = _____
29. 5 × 5 = _____
30. 3 × 0 = _____
31. 3 × 5 = _____
32. 4 × 2 = _____
33. 4 × 5 = _____
34. 5 × 2 = _____
35. 3 × 2 = _____
36. 4 × 3 = _____
37. 4 × 4 = _____
38. 3 × 5 = _____
39. 2 × 4 = _____
40. 4 × 3 = _____
41. 0 × 0 = _____
42. 2 × 2 = _____

Multiplication Facts—Skills Practice

Name: _____

Multiply by 2, 5, and 10. **Form B**

1. $3 \times 2 =$ _____
2. $5 \times 8 =$ _____
3. $7 \times 10 =$ _____
4. $2 \times 6 =$ _____
5. $2 \times 8 =$ _____
6. $8 \times 5 =$ _____
7. $10 \times 5 =$ _____
8. $5 \times 3 =$ _____
9. $10 \times 10 =$ _____
10. $0 \times 2 =$ _____
11. $5 \times 4 =$ _____
12. $4 \times 10 =$ _____
13. $10 \times 7 =$ _____
14. $2 \times 7 =$ _____
15. $2 \times 10 =$ _____
16. $4 \times 2 =$ _____
17. $6 \times 5 =$ _____
18. $10 \times 9 =$ _____
19. $7 \times 5 =$ _____
20. $9 \times 5 =$ _____
21. $2 \times 3 =$ _____
22. $2 \times 9 =$ _____
23. $5 \times 9 =$ _____
24. $2 \times 10 =$ _____
25. $5 \times 2 =$ _____
26. $10 \times 1 =$ _____
27. $10 \times 3 =$ _____
28. $5 \times 5 =$ _____
29. $9 \times 2 =$ _____
30. $8 \times 10 =$ _____
31. $6 \times 10 =$ _____
32. $5 \times 6 =$ _____
33. $3 \times 5 =$ _____
34. $4 \times 5 =$ _____
35. $2 \times 4 =$ _____
36. $9 \times 10 =$ _____
37. $10 \times 6 =$ _____
38. $5 \times 7 =$ _____
39. $2 \times 5 =$ _____
40. $8 \times 2 =$ _____
41. $7 \times 2 =$ _____
42. $5 \times 10 =$ _____

Multiplication Facts—Skills Practice

Name: _____

Multiply by 3, 4, 6, 7, 8, and 9 **Form B**

1. $6 \times 6 =$ _____
2. $3 \times 4 =$ _____
3. $7 \times 9 =$ _____
4. $7 \times 3 =$ _____
5. $5 \times 6 =$ _____
6. $0 \times 3 =$ _____
7. $7 \times 8 =$ _____
8. $2 \times 4 =$ _____
9. $7 \times 7 =$ _____
10. $3 \times 3 =$ _____
11. $6 \times 4 =$ _____
12. $5 \times 8 =$ _____
13. $9 \times 7 =$ _____
14. $8 \times 2 =$ _____
15. $4 \times 7 =$ _____
16. $10 \times 4 =$ _____
17. $3 \times 8 =$ _____
18. $9 \times 6 =$ _____
19. $8 \times 8 =$ _____
20. $9 \times 10 =$ _____
21. $5 \times 3 =$ _____
22. $7 \times 5 =$ _____
23. $9 \times 8 =$ _____
24. $10 \times 6 =$ _____
25. $3 \times 6 =$ _____
26. $5 \times 9 =$ _____
27. $8 \times 7 =$ _____
28. $4 \times 9 =$ _____
29. $8 \times 0 =$ _____
30. $3 \times 10 =$ _____
31. $7 \times 6 =$ _____
32. $2 \times 9 =$ _____
33. $9 \times 3 =$ _____
34. $10 \times 6 =$ _____
35. $8 \times 9 =$ _____
36. $6 \times 9 =$ _____
37. $6 \times 8 =$ _____
38. $4 \times 4 =$ _____
39. $9 \times 1 =$ _____
40. $9 \times 9 =$ _____
41. $8 \times 4 =$ _____
42. $4 \times 5 =$ _____

Multiplication Facts—Skills Practice

Name: _____

Practice facts up to 10 × 10.

Form B

1. 5 × 9 = _____
2. 6 × 2 = _____
3. 3 × 4 = _____
4. 2 × 2 = _____
5. 4 × 7 = _____
6. 6 × 8 = _____
7. 3 × 8 = _____
8. 9 × 6 = _____
9. 3 × 3 = _____
10. 8 × 8 = _____
11. 3 × 2 = _____
12. 1 × 1 = _____
13. 3 × 9 = _____
14. 4 × 5 = _____
15. 8 × 7 = _____
16. 7 × 6 = _____
17. 8 × 4 = _____
18. 8 × 1 = _____
19. 9 × 2 = _____
20. 6 × 6 = _____
21. 8 × 2 = _____
22. 6 × 3 = _____
23. 10 × 10 = _____
24. 4 × 0 = _____
25. 9 × 8 = _____
26. 5 × 5 = _____
27. 4 × 2 = _____
28. 4 × 4 = _____
29. 1 × 10 = _____
30. 8 × 5 = _____
31. 4 × 6 = _____
32. 2 × 5 = _____
33. 7 × 9 = _____
34. 10 × 9 = _____
35. 9 × 9 = _____
36. 2 × 7 = _____
37. 7 × 3 = _____
38. 4 × 9 = _____
39. 6 × 5 = _____
40. 7 × 7 = _____
41. 5 × 7 = _____
42. 3 × 5 = _____

Multiplication Facts—Skills Practice

Name: _____

Practice more facts up to 10 × 10. **Form B**

1 7 × 3	**2** 8 × 2	**3** 4 × 4	**4** 5 × 9	**5** 8 × 7	**6** 3 × 4
7 10 × 0	**8** 6 × 8	**9** 4 × 2	**10** 3 × 9	**11** 2 × 5	**12** 4 × 7
13 8 × 9	**14** 6 × 1	**15** 5 × 8	**16** 2 × 9	**17** 4 × 6	**18** 8 × 8
19 5 × 4	**20** 6 × 3	**21** 7 × 6	**22** 9 × 9	**23** 5 × 7	**24** 3 × 8
25 9 × 6	**26** 7 × 7	**27** 8 × 4	**28** 10 × 7	**29** 6 × 5	**30** 2 × 3
31 6 × 6	**32** 10 × 10	**33** 7 × 9	**34** 5 × 5	**35** 9 × 4	**36** 7 × 2

Division Facts—Skills Practice

Name: _____

Divide up to 25 ÷ 5.

Form B

1. 12 ÷ 3 = _____
2. 15 ÷ 5 = _____
3. 8 ÷ 4 = _____
4. 20 ÷ 4 = _____
5. 16 ÷ 4 = _____
6. 6 ÷ 3 = _____
7. 5 ÷ 5 = _____
8. 8 ÷ 2 = _____
9. 25 ÷ 5 = _____
10. 8 ÷ 4 = _____
11. 9 ÷ 3 = _____
12. 20 ÷ 4 = _____
13. 15 ÷ 3 = _____
14. 20 ÷ 5 = _____
15. 6 ÷ 2 = _____
16. 12 ÷ 4 = _____
17. 0 ÷ 4 = _____
18. 4 ÷ 2 = _____
19. 25 ÷ 5 = _____
20. 10 ÷ 2 = _____
21. 15 ÷ 5 = _____
22. 0 ÷ 5 = _____
23. 9 ÷ 3 = _____
24. 15 ÷ 3 = _____
25. 16 ÷ 4 = _____
26. 6 ÷ 3 = _____
27. 12 ÷ 3 = _____
28. 15 ÷ 3 = _____
29. 10 ÷ 2 = _____
30. 3 ÷ 3 = _____
31. 12 ÷ 4 = _____
32. 10 ÷ 5 = _____
33. 6 ÷ 2 = _____
34. 8 ÷ 2 = _____
35. 20 ÷ 5 = _____
36. 12 ÷ 3 = _____
37. 10 ÷ 5 = _____
38. 15 ÷ 5 = _____
39. 4 ÷ 2 = _____
40. 12 ÷ 4 = _____
41. 2 ÷ 1 = _____
42. 20 ÷ 5 = _____

Division Facts—Skills Practice

Name: _____

Divide by 2, 5, or 10.

Form B

1. 25 ÷ 5 = _____
2. 45 ÷ 5 = _____
3. 35 ÷ 5 = _____
4. 40 ÷ 5 = _____
5. 8 ÷ 2 = _____
6. 16 ÷ 2 = _____
7. 20 ÷ 5 = _____
8. 10 ÷ 2 = _____
9. 20 ÷ 5 = _____
10. 25 ÷ 5 = _____
11. 14 ÷ 2 = _____
12. 80 ÷ 10 = _____
13. 18 ÷ 2 = _____
14. 6 ÷ 2 = _____
15. 4 ÷ 2 = _____
16. 18 ÷ 2 = _____
17. 40 ÷ 10 = _____
18. 50 ÷ 5 = _____
19. 10 ÷ 5 = _____
20. 40 ÷ 5 = _____
21. 100 ÷ 10 = _____
22. 45 ÷ 5 = _____
23. 12 ÷ 2 = _____
24. 30 ÷ 5 = _____
25. 90 ÷ 10 = _____
26. 15 ÷ 5 = _____
27. 35 ÷ 5 = _____
28. 30 ÷ 10 = _____
29. 16 ÷ 2 = _____
30. 70 ÷ 10 = _____

Division Facts—Skills Practice

Name: _____

Divide by 3, 4, 6, 7, 8, and 9. **Form B**

1. 24 ÷ 3 = _____
2. 42 ÷ 6 = _____
3. 21 ÷ 7 = _____
4. 72 ÷ 9 = _____
5. 30 ÷ 3 = _____
6. 28 ÷ 4 = _____
7. 12 ÷ 4 = _____
8. 48 ÷ 6 = _____
9. 63 ÷ 7 = _____
10. 30 ÷ 6 = _____
11. 27 ÷ 9 = _____
12. 42 ÷ 7 = _____
13. 49 ÷ 7 = _____
14. 21 ÷ 3 = _____
15. 90 ÷ 9 = _____
16. 72 ÷ 8 = _____
17. 48 ÷ 8 = _____
18. 45 ÷ 9 = _____
19. 18 ÷ 3 = _____
20. 28 ÷ 7 = _____
21. 54 ÷ 6 = _____
22. 32 ÷ 8 = _____
23. 32 ÷ 4 = _____
24. 8 ÷ 8 = _____
25. 56 ÷ 8 = _____
26. 24 ÷ 4 = _____
27. 36 ÷ 4 = _____
28. 27 ÷ 3 = _____
29. 81 ÷ 9 = _____
30. 24 ÷ 8 = _____
31. 40 ÷ 8 = _____
32. 54 ÷ 9 = _____
33. 64 ÷ 8 = _____
34. 24 ÷ 6 = _____
35. 56 ÷ 7 = _____
36. 36 ÷ 9 = _____
37. 80 ÷ 8 = _____
38. 20 ÷ 4 = _____
39. 63 ÷ 9 = _____
40. 35 ÷ 7 = _____
41. 18 ÷ 6 = _____
42. 54 ÷ 6 = _____

Division Facts—Skills Practice

Name: _____

Divide up to 100 ÷ 10. **Form B**

1. 36 ÷ 6 = _____
2. 16 ÷ 2 = _____
3. 21 ÷ 3 = _____
4. 30 ÷ 5 = _____
5. 56 ÷ 8 = _____
6. 72 ÷ 9 = _____
7. 5 ÷ 1 = _____
8. 18 ÷ 2 = _____
9. 64 ÷ 8 = _____
10. 28 ÷ 7 = _____
11. 8 ÷ 4 = _____
12. 45 ÷ 5 = _____
13. 63 ÷ 9 = _____
14. 15 ÷ 5 = _____
15. 100 ÷ 10 = _____
16. 35 ÷ 7 = _____
17. 4 ÷ 2 = _____
18. 27 ÷ 9 = _____
19. 40 ÷ 5 = _____
20. 81 ÷ 9 = _____
21. 14 ÷ 7 = _____
22. 54 ÷ 6 = _____
23. 25 ÷ 5 = _____
24. 32 ÷ 4 = _____
25. 20 ÷ 5 = _____
26. 42 ÷ 6 = _____
27. 12 ÷ 4 = _____
28. 24 ÷ 8 = _____
29. 60 ÷ 6 = _____
30. 36 ÷ 4 = _____
31. 18 ÷ 3 = _____
32. 49 ÷ 7 = _____
33. 1 ÷ 1 = _____
34. 48 ÷ 8 = _____
35. 16 ÷ 4 = _____
36. 9 ÷ 3 = _____
37. 3 ÷ 3 = _____
38. 6 ÷ 3 = _____
39. 12 ÷ 6 = _____
40. 10 ÷ 5 = _____
41. 24 ÷ 4 = _____
42. 90 ÷ 9 = _____

Multiply by Tens—Skills Practice

Name: _____

Use place value to multiply. **Form B**

1. $8 \times 30 =$ _____
2. $5 \times 80 =$ _____
3. $40 \times 6 =$ _____
4. $5 \times 60 =$ _____
5. $3 \times 70 =$ _____
6. $80 \times 4 =$ _____
7. $70 \times 9 =$ _____
8. $7 \times 50 =$ _____
9. $60 \times 8 =$ _____
10. $20 \times 5 =$ _____
11. $6 \times 60 =$ _____
12. $90 \times 6 =$ _____
13. $9 \times 40 =$ _____
14. $3 \times 60 =$ _____
15. $40 \times 7 =$ _____
16. $8 \times 80 =$ _____
17. $6 \times 90 =$ _____
18. $20 \times 7 =$ _____
19. $50 \times 0 =$ _____
20. $70 \times 9 =$ _____
21. $5 \times 30 =$ _____
22. $2 \times 30 =$ _____
23. $90 \times 5 =$ _____
24. $4 \times 40 =$ _____
25. $7 \times 80 =$ _____
26. $2 \times 20 =$ _____
27. $90 \times 8 =$ _____
28. $30 \times 4 =$ _____
29. $7 \times 60 =$ _____
30. $90 \times 2 =$ _____
31. $50 \times 9 =$ _____
32. $70 \times 7 =$ _____
33. $8 \times 70 =$ _____
34. $5 \times 70 =$ _____
35. $80 \times 2 =$ _____
36. $3 \times 30 =$ _____
37. $30 \times 9 =$ _____
38. $5 \times 40 =$ _____
39. $70 \times 6 =$ _____
40. $50 \times 5 =$ _____
41. $90 \times 9 =$ _____
42. $40 \times 2 =$ _____

Time Match

What You Need

- Recording Sheet

Check Understanding

Draw the hands on a clock face to show 6:18. Explain how you know where to draw each hand.

What You Do

1. Take turns. Choose a letter and read the time on the clock next to that letter in the table.
2. Tell the time two different ways using the words *before* and *after.*
3. Your partner finds the matching letter on the **Recording Sheet.**
4. Your partner draws the hands on the clock to match the time read on the digital clock.
4. Check your partner's work.
5. Repeat until all the letters are used.

A	2:19
B	6:34
C	1:49
D	5:23
E	9:02
F	12:51

Go Further!

Work together. For each time in the table above, tell how many more minutes until the next hour and how many more minutes until the next half hour.

Partner A _____

Partner B _____

Time Match

A 	B 
C 	D 
E 	F 

I need to start at 12 and count by fives for each number on the clock. Then I count on the small tick marks by ones to find how many minutes before or after the hour it is.

Multiply Multiples of 10

Check Understanding

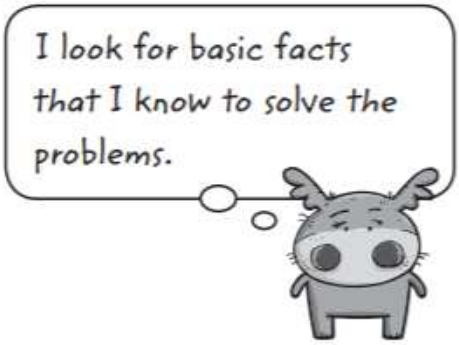
Multiply 30 × 6. Explain how you solved it.

What You Need

- 5 game markers in one color
- 5 game markers in a different color
- base-ten blocks
- Recording Sheet and Game Board

What You Do

1. Take turns. Choose a multiplication problem on the **Recording Sheet.** Solve the problem and tell your partner the answer.
2. Your partner checks the answer with base-ten blocks. If you are correct, write the answer on the **Recording Sheet.** Use a game marker to cover the product on the **Game Board.**
3. If you are incorrect, your turn ends.
4. The first player with three squares in a row wins.
5. Play again!



Go Further!

Write different multiplication problems for all the products on the **Game Board.** Trade papers with your partner to check.

Partner A _____

Partner B _____

Multiply Multiples of 10

$40 \times 8 =$ _____	$60 \times 6 =$ _____	$6 \times 30 =$ _____
$60 \times 7 =$ _____	$5 \times 70 =$ _____	$30 \times 9 =$ _____
$8 \times 50 =$ _____	$3 \times 80 =$ _____	$70 \times 7 =$ _____

180	**350**	**240**
490	**360**	**320**
420	**270**	**400**

Toss and Multiply

What You Need

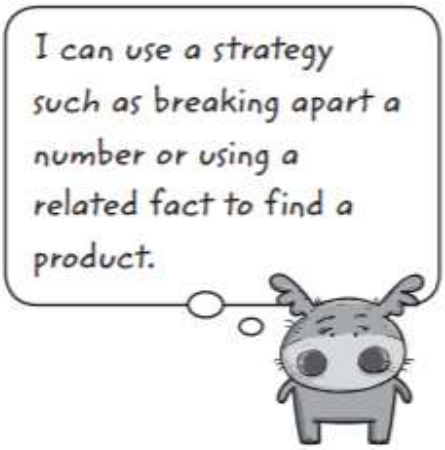
- 4 number cubes (3–8)
- Recording Sheet

Check Understanding

Solve $8 \times 4 = \square$. Explain two different strategies you can use.

What You Do

1. Each player tosses two number cubes at the same time.
2. Each player uses the two numbers as factors and finds the product.
3. Each player records the multiplication sentence on the **Recording Sheet.** Circle the greater product for each round.
4. The player with the greater product wins the round and writes their initials in the Winner column.
5. Play for ten rounds. The partner who wins more rounds is the winner.



Go Further!

Choose three facts from the **Recording Sheet** and write a related division fact for each one on a separate sheet of paper. Exchange papers with your partner to check.

***Ready*® Center Activity 3.13 ★★ Recording Sheet**

Partner A _____

Partner B _____

Toss and Multiply

Round	Partner A	Partner B	Winner
1	_____ × _____ = _____	_____ × _____ = _____	
2	_____ × _____ = _____	_____ × _____ = _____	
3	_____ × _____ = _____	_____ × _____ = _____	
4	_____ × _____ = _____	_____ × _____ = _____	
5	_____ × _____ = _____	_____ × _____ = _____	
6	_____ × _____ = _____	_____ × _____ = _____	
7	_____ × _____ = _____	_____ × _____ = _____	
8	_____ × _____ = _____	_____ × _____ = _____	
9	_____ × _____ = _____	_____ × _____ = _____	
10	_____ × _____ = _____	_____ × _____ = _____	

Use a Related Fact

Check Understanding

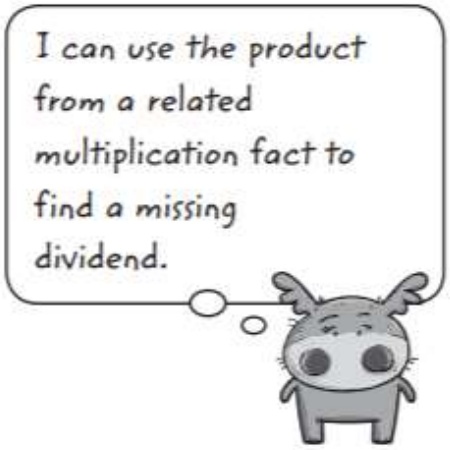
Solve 48 ÷ □ = 6. Explain how a multiplication sentence can help you.

What You Need

- 5 game markers in one color for Partner A
- 5 game markers in another color for Partner B
- Game Board

What You Do

1. Take turns. Pick a fact on the **Game Board.**
2. Write a related fact below it.
3. Complete the first fact.
4. Your partner checks your work.
5. If your work is correct, cover that box with a marker. If not, your turn ends.
6. The first player with three markers in a row wins.



Go Further!

Choose a fact from the **Recording Sheet.** On a separate sheet of paper, write two different related facts. Exchange papers with your partner to check.

Partner A _____

Partner B _____

Use a Related Fact

7 × ___ = 28 ___ ○ ___ = ___	40 ÷ ___ = 8 ___ ○ ___ = ___	___ × 4 = 24 ___ ○ ___ = ___
35 ÷ ___ = 5 ___ ○ ___ = ___	___ × 9 = 27 ___ ○ ___ = ___	24 ÷ 3 = ___ ___ ○ ___ = ___
32 ÷ 4 = ___ ___ ○ ___ = ___	7 × ___ = 21 ___ ○ ___ = ___	12 ÷ ___ = 3 ___ ○ ___ = ___

Place Missing Numbers

Check Understanding

How can a multiplication fact help you solve $30 \div \square = 6$?

What You Need

- number cube (1–6)
- 12 game markers in one color for Partner A
- 12 game markers in another color for Partner B
- Game Board

What You Do

1. Take turns. Toss the number cube. Find the number next to that toss in the table. If it has already been used, your turn ends.
2. Find all the facts on the **Game Board** that are missing that number. Complete each one.
3. Your partner checks your work. Cover each correct choice with a marker.
4. Repeat until all the numbers have been used. The player with more markers on the board wins.

Toss	Missing Number
1	24
2	7
3	12
4	4
5	6
6	Your turn ends.

Go Further!

Choose a number from the table above. On a separate sheet of paper, write two related facts that use that number but are **not** on the **Recording Sheet.** Exchange papers with your partner to check.

Partner A _____

Partner B _____

Place Missing Numbers

$5 \times \square = 35$	$36 \div \square = 6$	$32 \div 8 = \square$
$30 \div \square = 5$	$\square \times 4 = 16$	$42 \div \square = 6$
$3 \times 4 = \square$	$5 \times \square = 20$	$4 \times 6 = \square$
$\square \div 2 = 6$	$\square \div 8 = 3$	$18 \div 3 = \square$

I can use a related fact to help me find the missing number.

Unit 2 Assessment Answer Key

1. check student work; Hickory School has 64 more students than Oak School.
2. C, D
3. a. no; b. yes; c. no; d. yes
4. Part A: check to see if 736 and 674 are correctly identified on number line. Part B. Possible explanation: start at 674. Add on 6 to get to 680. Next, add on 20 to get to 700. Then add on 30 to get to 730. Finally, add on 6 to get to 736. Add 6+20+30+6=62. So, 736-674=62.
5. check student work; Wyatt and his sister have 332 rocks in all.
6. A
7. a. 70, 71; b. 20, 27
8. Possible explanation: Carmen forgot to add the regrouped 1 ten to the 7 tens and 6 tens to get 14 tens, so she incorrectly got 13 tens and wrote the sum of 431. The correct answer is 441.
9. Part A: possible answers: 355, 356, 357, 358, 359; Part B: possible answers: 361, 362, 363, 364; Part C: 400 kites
10. check student work: There are 160 seats on each car of the train.

Unit 3 Assessment Answer Key

1. B, D, E
2. a. no; b. yes; c. yes; d. no
3. Part A: 310; Part B: 303; Part C: possible explanation: 303 is close to 310, so my answer is reasonable.
4. Maria puts 6 oranges in each bag.
5. There are 24 pieces of artwork displayed.
6. C
7. There are 40 chairs.
8. There are 5 apps in each column.
9. Part A: The team ran 704 kilometers. Part B: Possible explanation: Drew incorrectly rounded 341 to 400 instead of 300 when he rounded to the nearest hundred. Then he added 400+400+0=800 to get an incorrect estimate of 800. Part C: Round to the nearest 10; 340+340+20=700. Round to the nearest hundred: 300+300+0=600. The estimate of 700 is closer to 704, the actual number of kilometers the team ran.
10. C
11. B, C, E

Unit 4 Assessment Answer Key

1. B, C, D
2. Part A: check to see if 1/8 is halfway between 0 and ¼, 2/8 is above ¼, 3/8 is halfway between ¼ and 2/4, 4/8 is above 2/4, 5/8 is halfway between 2/4 and ¾, 6/8 is above ¾, 7/8 is halfway between ¾ and 1, 8/8 is above 1. Part B: 2/8; 4/8; 8/8
3. Part A: Jami is correct. Possible explanation: the whole pies are not the same size. In order to compare the fractions, the wholes must be the same size. Part B: check drawings to see if they look accurate. Possible explanation: Ethan and Jami should make their pies the same size. The whole pies must be the same size to compare their parts. I drew equal-sized circles as models. You can compare 1/8 and 1/6 with these models. The models show that 1/8 is less than 1/6.

Unit 4 Assessment Answer Key continued

4. 2/3; 4/3; 6/3
5. a. <; b. =; c. <; d. >
6. A, C, D
7. Part A: check to see if Pam's box has 4 equal parts with 3 parts shaded and Jody has 8 equal parts with 7 parts shaded; Part B: check drawings. Jody has more of the bar left. Possible explanation: The models show that Pam has 2/4 of a bar and Jody has 6/8 of a bar. Both bars are the same size, so you can compare the fractions. 6/8 covers more of the model than 2/4, so 6/8 is the greater fraction.
8. a. no; b. yes; c. yes
9. Jorge read more than one half of his book.
10. look for a square with four equal parts
11. <, >

Activity 3.31 Answer Key

★★★ **Check Understanding**

Possible explanation: I put the hour hand a little after the 6 because it is 18 minutes after the hour. For the minute hand, I counted 5 minutes for each number until I got to the 3 which is 15 minutes. Then I counted 3 more small marks to get to 18.

Recording Sheet

A: 

B: 

C: 

D: 

E: 

F: 

A: 19 minutes after 2 o'clock; 41 minutes before 3 o'clock

B: 34 minutes after 6 o'clock; 26 minutes before 7 o'clock

C: 49 minutes after 1 o'clock; 11 minutes before 2 o'clock

D: 23 minutes after 5 o'clock; 37 minutes before 6 o'clock

E: 2 minutes after 9 o'clock; 58 minutes before 10 o'clock

F: 51 minutes after 12 o'clock; 9 minutes before 1 o'clock

Activity 3.23 Answer Key

★★ **Check Understanding**

180; Possible answer: I used the basic fact 3×6, and then multiplied the product by 10.

Recording Sheet

$40 \times 8 = 320$

$60 \times 6 = 360$

$6 \times 30 = 180$

$60 \times 7 = 420$

$5 \times 70 = 350$

$30 \times 9 = 270$

$8 \times 50 = 400$

$3 \times 80 = 240$

$70 \times 7 = 490$

Activity 3.13 Answer Key

★★ **Check Understanding**

32; Possible answer: I can use the related fact $4 \times 8 = 32$, or I could break apart the 8 and multiply $(4 \times 4) + (4 \times 4)$.

Recording Sheet

Answers will vary but should show correct multiplication facts.

Activity 3.8 Answer Key

★★ **Check Understanding**

8; Possible explanation: Since I know the related multiplication fact, $6 \times 8 = 48$, I know the missing number is 8 because related facts use the same numbers.

Recording Sheet

Possible answers shown.

$7 \times \mathbf{4} = 28, 28 \div 7 = 4$

$40 \div \mathbf{5} = 8, 8 \times 5 = 40$

$\mathbf{6} \times 4 = 24, 24 \div 4 = 6$

$35 \div \mathbf{7} = 5, 5 \times 7 = 35$

$\mathbf{3} \times 9 = 27, 9 \times 3 = 27$

$24 \div 3 = \mathbf{8}, 24 \div 8 = 3$

$32 \div 4 = \mathbf{8}, 8 \times 4 = 32$

$7 \times \mathbf{3} = 21, 3 \times 7 = 21$

$12 \div \mathbf{4} = 3, 4 \times 3 = 12$

Activity 3.7 Answer Key

★★ **Check Understanding**

5; Possible answer: A related multiplication fact uses the same numbers, so if I know the related multiplication fact $5 \times 6 = 30$, I will know the missing number from this division fact.

Game Board

Toss 1: $24 \div 8 = 3, 4 \times 6 = 24$

Toss 2: $5 \times 7 = 35, 42 \div 7 = 6$

Toss 3: $12 \div 2 = 6, 3 \times 4 = 12$

Toss 4: $32 \div 8 = 4, 4 \times 4 = 16, 5 \times 4 = 20$

Toss 5: $36 \div 6 = 6, 30 \div 6 = 5, 18 \div 3 = 6$