Manatee Math Superstars

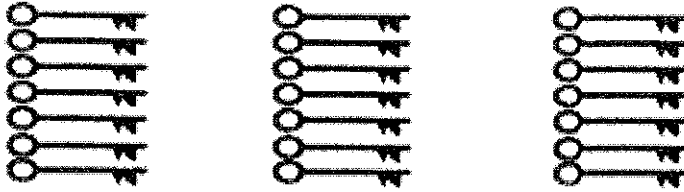# Grade 3

Spring Semester

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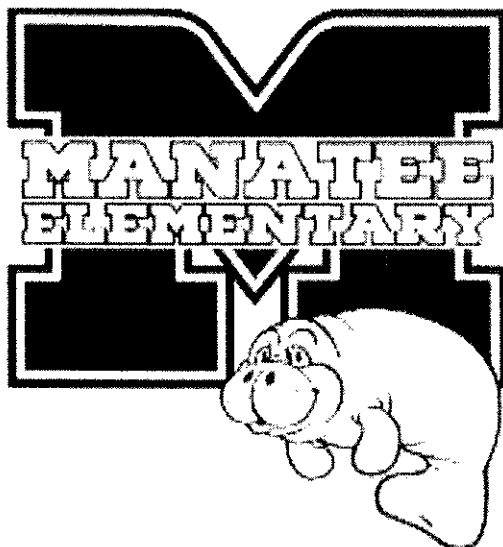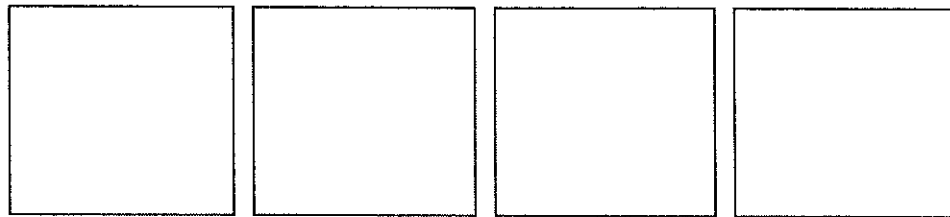
Andrew has 21 keys. He puts them in 3 equal groups. How many keys are in each group?

There are _____ keys in each group.

$21 \div 3 =$ _____

Mr. Doyle has 20 pencils. He divides them equally between 4 tables. Draw the pencils on each table.

There are _____ pencils on each table.

$20 \div$ _____ $=$ _____

Jenna has markers. The picture shows how she placed them on her desk. Write a division sentence to represent how she equally grouped her markers.

There are _____ markers in each row.

_____ $\div$ _____ $=$ _____

1.	$2 + 2 + 2 =$	
2.	$3 \times 2 =$	
3.	$2 \times 3 =$	
4.	$5 + 5 + 5 =$	
5.	$3 \times 5 =$	
6.	$5 \times 3 =$	
7.	$2 + 2 + 2 + 2 =$	
8.	$4 \times 2 =$	
9.	$2 \times 4 =$	
10.	$5 + 5 =$	
11.	$2 \times 5 =$	
12.	$5 \times 2 =$	
13.	$3 + 3 =$	
14.	$2 \times 3 =$	
15.	$3 \times 2 =$	
16.	$2 + 2 + 2 + 2 + 2 =$	
17.	$5 \times 2 =$	
18.	$2 \times 5 =$	
19.	$5 + 5 + 5 + 5 =$	
20.	$4 \times 5 =$	
21.	$5 \times 4 =$	
22.	$2 \times 2 =$	

23.	$4 + 4 + 4 =$	
24.	$3 \times 4 =$	
25.	$4 \times 3 =$	
26.	$4 + 4 + 4 + 4 =$	
27.	$4 \times 4 =$	
28.	$4 + 4 + 4 + 4 + 4 =$	
29.	$4 \times 5 =$	
30.	$5 \times 4 =$	
31.	$6 + 6 =$	
32.	$6 \times 2 =$	
33.	$2 \times 6 =$	
34.	$8 + 8 =$	
35.	$2 \times 8 =$	
36.	$8 \times 2 =$	
37.	$7 + 7 =$	
38.	$2 \times 7 =$	
39.	$7 \times 2 =$	
40.	$9 + 9 =$	
41.	$2 \times 9 =$	
42.	$9 \times 2 =$	
43.	$6 + 6 + 6 + 6 =$	
44.	$4 \times 6 =$	

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Lesson 4: Understand the meaning of the unknown as the size of the group in division.

Week 2

Name _____   Date _____

1. Circle the strips that are folded to make equal parts.
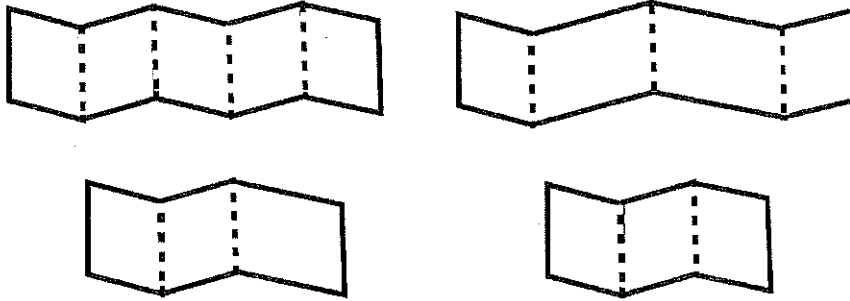
2.
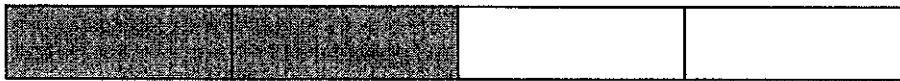
a. There are _____ equal parts in all. _____ are shaded.

b. There are _____ equal parts in all. _____ are shaded.

c. There are _____ equal parts in all. _____ are shaded.

d. There are _____ equal parts in all. _____ are shaded.

Lesson 2: Specify and partition a whole into equal parts, identifying and counting unit fractions by folding fraction strips.

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Multiply and Divide by Six

1.	$2 \times 6 =$	
2.	$3 \times 6 =$	
3.	$4 \times 6 =$	
4.	$5 \times 6 =$	
5.	$1 \times 6 =$	
6.	$12 \div 6 =$	
7.	$18 \div 6 =$	
8.	$30 \div 6 =$	
9.	$6 \div 6 =$	
10.	$24 \div 6 =$	
11.	$6 \times 6 =$	
12.	$7 \times 6 =$	
13.	$8 \times 6 =$	
14.	$9 \times 6 =$	
15.	$10 \times 6 =$	
16.	$48 \div 6 =$	
17.	$42 \div 6 =$	
18.	$54 \div 6 =$	
19.	$36 \div 6 =$	
20.	$60 \div 6 =$	
21.	$\underline{\quad} \times 6 = 30$	
22.	$\underline{\quad} \times 6 = 6$	

23.	$\underline{\quad} \times 6 = 60$	
24.	$\underline{\quad} \times 6 = 12$	
25.	$\underline{\quad} \times 6 = 18$	
26.	$60 \div 6 =$	
27.	$30 \div 6 =$	
28.	$6 \div 6 =$	
29.	$12 \div 6 =$	
30.	$18 \div 6 =$	
31.	$\underline{\quad} \times 6 = 36$	
32.	$\underline{\quad} \times 6 = 42$	
33.	$\underline{\quad} \times 6 = 54$	
34.	$\underline{\quad} \times 6 = 48$	
35.	$42 \div 6 =$	
36.	$54 \div 6 =$	
37.	$36 \div 6 =$	
38.	$48 \div 6 =$	
39.	$11 \times 6 =$	
40.	$66 \div 6 =$	
41.	$12 \times 6 =$	
42.	$72 \div 6 =$	
43.	$14 \times 6 =$	
44.	$84 \div 6 =$	

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Lesson 4: Represent and identify fractional parts of different wholes.

A STORY OF UNITS

Name _____   Date _____

1. Write the shaded fraction of each figure on the blank. Then, draw a line to match the equivalent fractions.

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Lesson 22:   Generate simple equivalent fractions by using visual fraction models and the number line.

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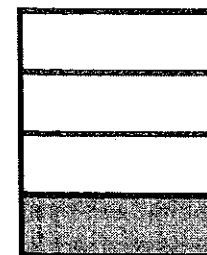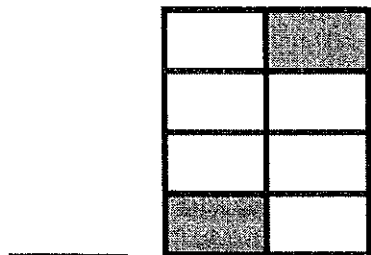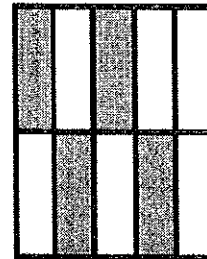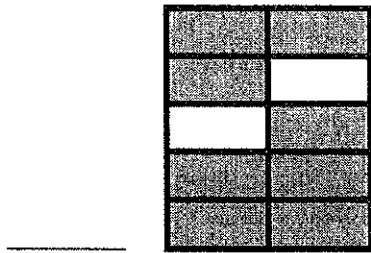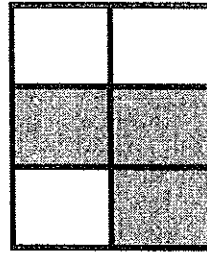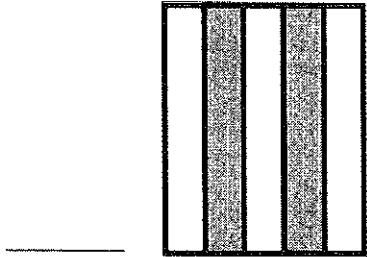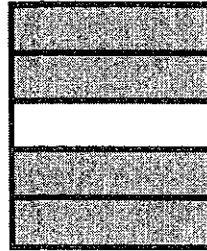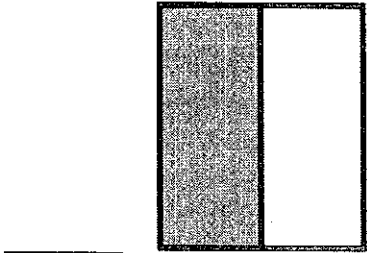
A

Number Correct: _____

Multiply with Seven

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

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Lesson 6: Build non-unit fractions less than one whole from unit fractions.

5

Name _____   Date _____

Label each shaded fraction. Use >, <, or = to compare.

1.

2.

3.

4.
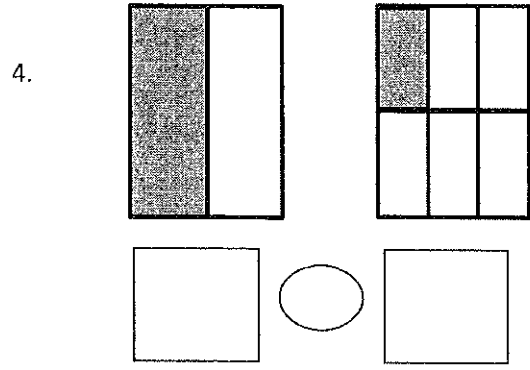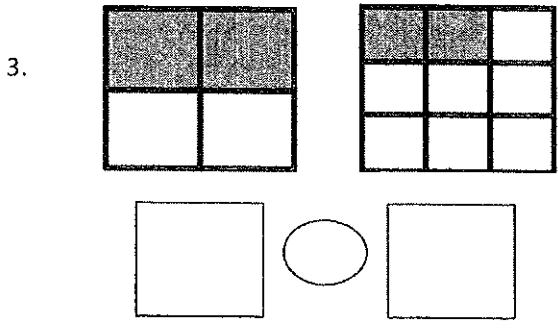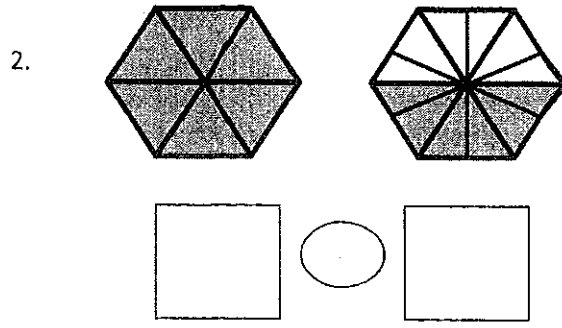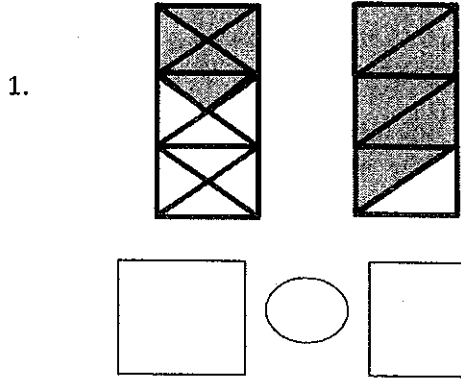
5. Partition each number line into the units labeled on the left. Then, use the number lines to compare the fractions.

thirds

0   1

sixths

0   1

ninths

0   1

a. $\frac{2}{6}$ ◯ $\frac{2}{3}$ b. $\frac{5}{9}$ ◯ $\frac{5}{6}$ c. $\frac{3}{3}$ ◯ $\frac{3}{9}$

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Lesson 29:   Compare fractions with the same numerator using <, >, or =, and use a
model to reason about their size.

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B

Identify Fractions.

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

Lesson 8:   Represent parts of one whole as fractions with number bonds.

Name _____   Date _____

1. Divide each number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

   a. halves $\frac{3}{2}$ $\frac{5}{2}$ $\frac{4}{2}$
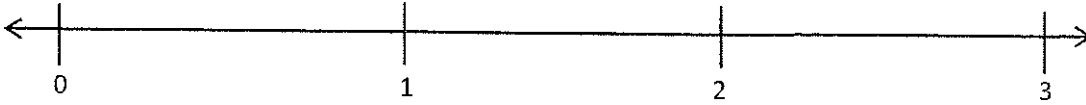
   b. fourths $\frac{9}{4}$ $\frac{11}{4}$ $\frac{6}{4}$

   c. eighths $\frac{24}{8}$ $\frac{19}{8}$ $\frac{16}{8}$

2. Use the number lines above to compare the following fractions using >, <, or =.

   $\frac{6}{4}$ ◯ $\frac{9}{4}$ $\frac{3}{2}$ ◯ $\frac{5}{2}$ $\frac{19}{8}$ ◯ $\frac{16}{8}$

   $\frac{16}{8}$ ◯ $\frac{3}{2}$ $\frac{9}{4}$ ◯ $\frac{19}{8}$ $\frac{4}{2}$ ◯ $\frac{16}{8}$

   $\frac{6}{4}$ ◯ $\frac{16}{8}$ $\frac{5}{2}$ ◯ $\frac{9}{4}$ $\frac{24}{8}$ ◯ $\frac{11}{4}$

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Lesson 19: Understand distance and position on the number line as strategies for comparing fractions. (Optional)

B

Multiply and Divide by Eight

1.	$1 \times 8 =$	
2.	$2 \times 8 =$	
3.	$3 \times 8 =$	
4.	$4 \times 8 =$	
5.	$5 \times 8 =$	
6.	$24 \div 8 =$	
7.	$16 \div 8 =$	
8.	$32 \div 8 =$	
9.	$8 \div 8 =$	
10.	$40 \div 8 =$	
11.	$10 \times 8 =$	
12.	$6 \times 8 =$	
13.	$7 \times 8 =$	
14.	$8 \times 8 =$	
15.	$9 \times 8 =$	
16.	$56 \div 8 =$	
17.	$48 \div 8 =$	
18.	$64 \div 8 =$	
19.	$80 \div 8 =$	
20.	$72 \div 8 =$	
21.	$\_\_\_ \times 8 = 8$	
22.	$\_\_\_ \times 8 = 40$	

23.	$\_\_\_ \times 8 = 16$	
24.	$\_\_\_ \times 8 = 80$	
25.	$\_\_\_ \times 8 = 24$	
26.	$16 \div 8 =$	
27.	$8 \div 8 =$	
28.	$80 \div 8 =$	
29.	$40 \div 8 =$	
30.	$24 \div 8 =$	
31.	$\_\_\_ \times 8 = 24$	
32.	$\_\_\_ \times 8 = 32$	
33.	$\_\_\_ \times 8 = 72$	
34.	$\_\_\_ \times 8 = 56$	
35.	$64 \div 8 =$	
36.	$72 \div 8 =$	
37.	$48 \div 8 =$	
38.	$56 \div 8 =$	
39.	$11 \times 8 =$	
40.	$88 \div 8 =$	
41.	$12 \times 8 =$	
42.	$96 \div 8 =$	
43.	$13 \times 8 =$	
44.	$104 \div 8 =$	

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Lesson 10:   Compare unit fractions by reasoning about their size using fraction strips.

A STORY OF UNITS

Name _____   Date _____

1. Maria counts the coins in her piggy bank and records the results in the tally chart below. Use the tally marks to find the total number of each coin.

Coins in Maria's Piggy Bank		
Coin	Tally	Number of Coins
Penny	HH HH HH HH HH HH HH HH HH HH HH HH HH ///	
Nickel	HH HH HH HH HH HH HH HH HH HH HH HH //	
Dime	HH HH HH HH HH HH HH HH HH HH HH //	
Quarter	HH HH HH HH ////	

a. Use the tally chart to complete the bar graph below. The scale is given.

Coins in Maria's Piggy Bank

Number of Coins

10

0

Penny   Nickel   Dime   Quarter
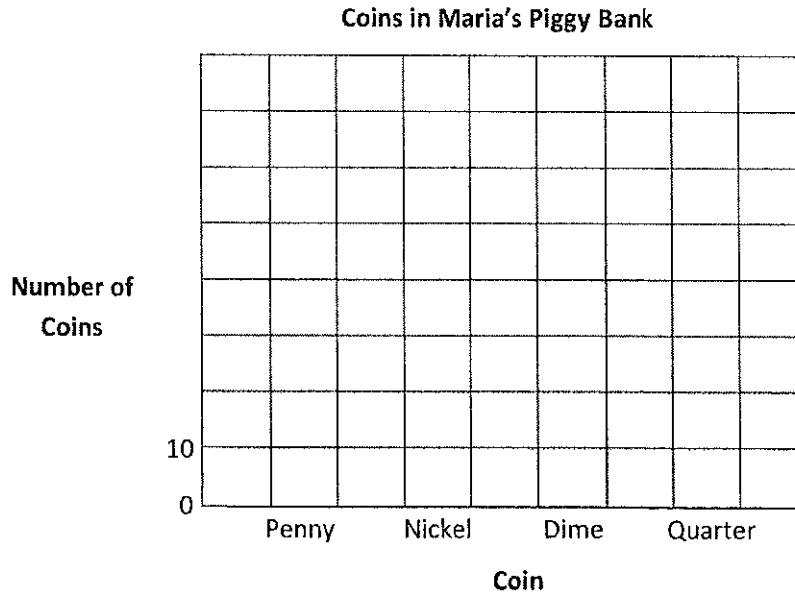
Coin

b. How many more pennies are there than dimes?

c. Maria donates 10 of each type of coin to charity. How many total coins does she have left? Show your work.

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Lesson 4: Solve one- and two-step problems involving graphs.

B

Multiply with Seven

1.	$7 \times 1 =$	
2.	$1 \times 7 =$	
3.	$7 \times 2 =$	
4.	$2 \times 7 =$	
5.	$7 \times 3 =$	
6.	$3 \times 7 =$	
7.	$7 \times 4 =$	
8.	$4 \times 7 =$	
9.	$7 \times 5 =$	
10.	$5 \times 7 =$	
11.	$7 \times 6 =$	
12.	$6 \times 7 =$	
13.	$7 \times 7 =$	
14.	$7 \times 8 =$	
15.	$8 \times 7 =$	
16.	$7 \times 9 =$	
17.	$9 \times 7 =$	
18.	$7 \times 10 =$	
19.	$10 \times 7 =$	
20.	$1 \times 7 =$	
21.	$10 \times 7 =$	
22.	$2 \times 7 =$	

23.	$9 \times 7 =$	
24.	$3 \times 7 =$	
25.	$8 \times 7 =$	
26.	$4 \times 7 =$	
27.	$7 \times 7 =$	
28.	$5 \times 7 =$	
29.	$6 \times 7 =$	
30.	$7 \times 5 =$	
31.	$7 \times 10 =$	
32.	$7 \times 1 =$	
33.	$7 \times 6 =$	
34.	$7 \times 4 =$	
35.	$7 \times 9 =$	
36.	$7 \times 2 =$	
37.	$7 \times 7 =$	
38.	$7 \times 3 =$	
39.	$7 \times 8 =$	
40.	$11 \times 7 =$	
41.	$7 \times 11 =$	
42.	$12 \times 7 =$	
43.	$7 \times 12 =$	
44.	$13 \times 7 =$	

Lesson 6: Build non-unit fractions less than one whole from unit fractions.

Name _____   Date _____

1. This table shows the number of students in each class.

Number of Students in Each Class	
Class	Number of Students
Baking	9
Sports	16
Chorus	13
Drama	18

Use the table to color the bar graph. The first one has been done for you.

Number of Students in Each Class
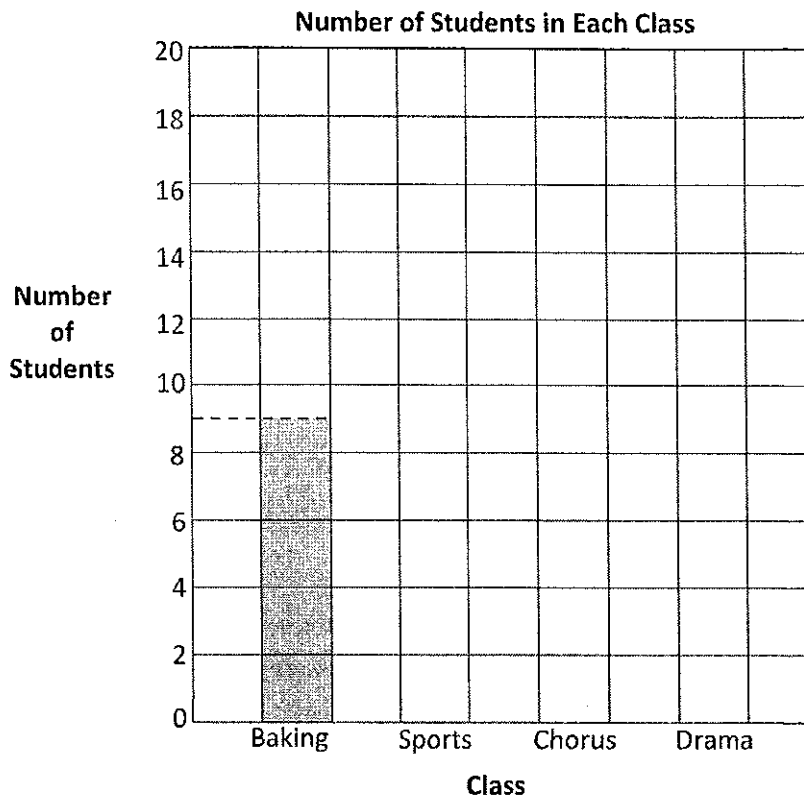
a. What is the value of each square in the bar graph?

b. Write a number sentence to find how many total students are enrolled in classes.

c. How many fewer students are in sports than in chorus and baking combined? Write a number sentence to show your thinking.

Multiply and Divide by Six

1.	$1 \times 6 =$		23.	___ $\times 6 = 12$	
2.	$2 \times 6 =$		24.	___ $\times 6 = 60$	
3.	$3 \times 6 =$		25.	___ $\times 6 = 18$	
4.	$4 \times 6 =$		26.	$12 \div 6 =$	
5.	$5 \times 6 =$		27.	$6 \div 6 =$	
6.	$18 \div 6 =$		28.	$60 \div 6 =$	
7.	$12 \div 6 =$		29.	$30 \div 6 =$	
8.	$24 \div 6 =$		30.	$18 \div 6 =$	
9.	$6 \div 6 =$		31.	___ $\times 6 = 18$	
10.	$30 \div 6 =$		32.	___ $\times 6 = 24$	
11.	$10 \times 6 =$		33.	___ $\times 6 = 54$	
12.	$6 \times 6 =$		34.	___ $\times 6 = 42$	
13.	$7 \times 6 =$		35.	$48 \div 6 =$	
14.	$8 \times 6 =$		36.	$54 \div 6 =$	
15.	$9 \times 6 =$		37.	$36 \div 6 =$	
16.	$42 \div 6 =$		38.	$42 \div 6 =$	
17.	$36 \div 6 =$		39.	$11 \times 6 =$	
18.	$48 \div 6 =$		40.	$66 \div 6 =$	
19.	$60 \div 6 =$		41.	$12 \times 6 =$	
20.	$54 \div 6 =$		42.	$72 \div 6 =$	
21.	___ $\times 6 = 6$		43.	$13 \times 6 =$	
22.	___ $\times 6 = 30$		44.	$78 \div 6 =$	

Lesson 4:   Represent and identify fractional parts of different wholes.

A STORY OF UNITS

Name _____   Date _____

Ms. Bravo measures the lengths of her third-grade students' hands in inches. The lengths are shown on the line plot below.

Lengths of Hands of Third-Grade Students

Inches   X = *1 student*
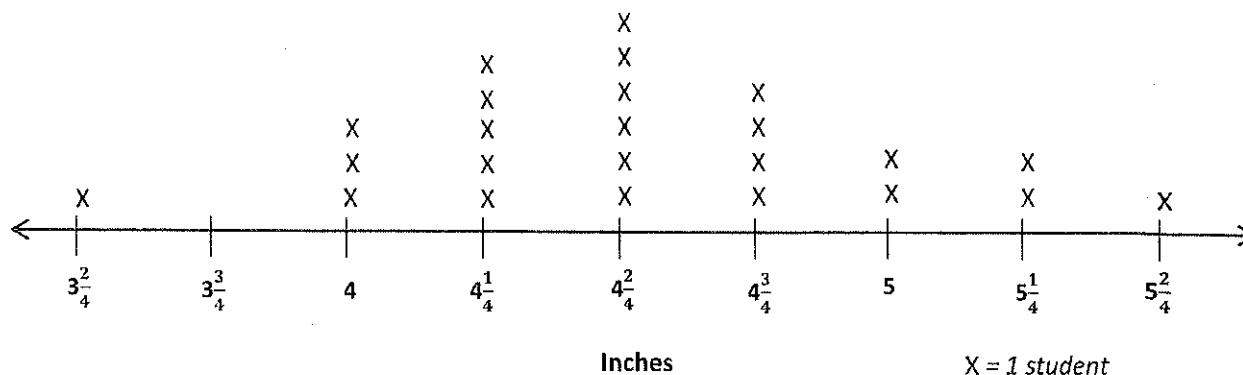
a.   How many students are in Ms. Bravo's class? How do you know?

b.   How many students' hands are longer than $4\frac{2}{4}$ inches?

c.   Darren says that more students' hands are $4\frac{2}{4}$ inches long than 4 and $5\frac{1}{4}$ inches combined. Is he right? Explain your answer.

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Lesson 6:   Interpret measurement data from various line plots.

B

Multiply with Six

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

Name _____   Date _____

Use the RDW process to solve. Use a letter to represent the unknown in each problem.

1. A box containing 3 small bags of flour weighs 950 grams. Each bag of flour weighs 300 grams. How much does the empty box weigh?

2. Mr. Cullen needs 91 carpet squares. He has 49 carpet squares. If the squares are sold in boxes of 6, how many more boxes of carpet squares does Mr. Cullen need to buy?

3. Erica makes a banner using 4 sheets of paper. Each paper measures 9 inches by 10 inches. What is the total area of Erica's banner?

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4. Kami scored a total of 21 points during her basketball game. She made 6 two-point shots, and the rest were three-point shots. How many three-point shots did Kami make?

5. An orange weighs 198 grams. A kiwi weighs 85 grams less than the orange. What is the total weight of the fruit?

6. The total amount of rain that fell in New York City in two years was 282 centimeters. In the first year, 185 centimeters of rain fell. How many more centimeters of rain fell in the first year than in the second year?

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Lesson 2:   Solve word problems in varied contexts using a letter to represent the
              unknown.

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Multiply and Divide by 10

1.	1 × 10 =	
2.	2 × 10 =	
3.	3 × 10 =	
4.	4 × 10 =	
5.	5 × 10 =	
6.	30 ÷ 10 =	
7.	20 ÷ 10 =	
8.	40 ÷ 10 =	
9.	10 ÷ 10 =	
10.	50 ÷ 10 =	
11.	10 × 10 =	
12.	6 × 10 =	
13.	7 × 10 =	
14.	8 × 10 =	
15.	9 × 10 =	
16.	70 ÷ 10 =	
17.	60 ÷ 10 =	
18.	80 ÷ 10 =	
19.	100 ÷ 10 =	
20.	90 ÷ 10 =	
21.	__ × 10 = 10	
22.	__ × 10 = 50	

23.	__ × 10 = 20	
24.	__ × 10 = 100	
25.	__ × 10 = 30	
26.	20 ÷ 10 =	
27.	10 ÷ 10 =	
28.	100 ÷ 10 =	
29.	50 ÷ 10 =	
30.	30 ÷ 10 =	
31.	__ × 10 = 30	
32.	__ × 10 = 40	
33.	__ × 10 = 90	
34.	__ × 10 = 70	
35.	80 ÷ 10 =	
36.	90 ÷ 10 =	
37.	60 ÷ 10 =	
38.	70 ÷ 10 =	
39.	11 × 10 =	
40.	110 ÷ 10 =	
41.	12 × 10 =	
42.	120 ÷ 10 =	
43.	13 × 10 =	
44.	130 ÷ 10 =	

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Name _____   Date _____

1. Complete the chart by answering true or false.

Attribute	Polygon	True or False
Example: **3 Sides**		True
4 Sides		
2 Sets of Parallel Sides		
4 Right Angles		
Quadrilateral		

2. a. Each quadrilateral below has at least 1 set of parallel sides. Trace each set of parallel sides with a colored pencil.
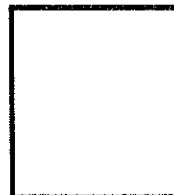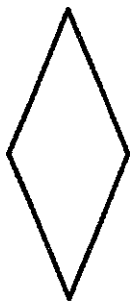
    b. Using a straightedge, sketch a different quadrilateral with at least 1 set of parallel sides.

A

Find the Midpoint

1.	0	10	0
2.	0	100	50
3.	0	1000	
4.	10	20	
5.	100	200	
6.	1000	2000	
7.	30	40	
8.	300	400	
9.	400	500	
10.	20	30	
11.	30	40	
12.	40	50	
13.	50	60	
14.	500	600	
15.	5000	6000	
16.	200	300	
17.	300	400	
18.	700	800	
19.	5700	5800	
20.	70	80	
21.	670	680	
22.	6700	6800	

23.	6000	7000	
24.	600	700	
25.	60	70	
26.	260	270	
27.	9260	9270	
28.	80	90	
29.	90	100	
30.	990	1000	
31.	9990	10,000	
32.	440	450	
33.	8300	8400	
34.	680	690	
35.	9400	9500	
36.	3900	4000	
37.	2450	2460	
38.	7080	7090	
39.	3200	3210	
40.	8630	8640	
41.	8190	8200	
42.	2510	2520	
43.	4890	4900	
44.	6660	6670	

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Lesson 8: Round multi-digit numbers to any place using the vertical number line.

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