

Third Grade Supply List (2025-2026)

Classroom Supplies: (Please write student's name on the folders/notebooks)

- 10 two pocket folders- your choice of colors
- 6 marble composition notebooks (each a different color)
- 4 packages of sticky notes (your choice of color)
- Package of dry erase markers to start the year (your choice of colors)
- 2 packs of 12 pencils
- 2 black sharpies
- 4 red correcting pens
- Ruler
- Flat pencil/crayon pouch (labeled with name, for inside desk)
- Larger plastic shoe box to keep extra supplies in, in classroom
- Manual pencil sharpener
- Glue Sticks
- Ruler (also used for art and science)
- Small personal stapler with staples
- Scissors (will also be used for art and science)
- Set of headphones with microphone

Cleaning Supplies:

- 1 roll of paper towels
- 1 Container of Clorox cleaning wipes
- 1 boxes of tissues (will ask for more as we need more)

Art Supplies (grade 3)

16 ct. Crayola Washable Watercolors (We will also use these in the classroom)

4oz. Elmer's Glue-All

24ct. Crayola Colored Pencils (We will also use these in the classroom)

24ct. Crayola Crayons (We will also use these in the classroom)

2 Fine Black Sharpie

2 Ultra Fine Black Sharpie

Science (grade 3)

Composition Notebook (Blue)

June 12, 2025

Dear Wonderful Students,

Congratulations on finishing second grade! All of you worked so hard during these past months, and I'm sure are looking forward to having a fabulous summer. I hope that you are also looking forward to beginning third grade. Your new third grade teacher will be very lucky to have you!

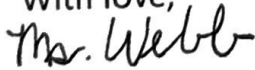
Here is your summer reading project: Please read Mercy Watson to the Rescue, by Kate DiCamillo. I hope you will enjoy this book very much. There are other books in the series you may enjoy reading, too! After you finish the book, take your time to complete the Mercy Watson Novel Study packet and a book bag project. You will bring the completed packet and book bag in, once school begins, and have a chance to share it with your teacher and the class during one of our first days back.

Here is what you need to do:

1. Get a brown paper shopping bag or something similar.
2. On one side of the bag, use crayons or markers to draw your favorite scene from the book, along with the title and author.
3. On the other side of the bag, glue a one-page report, which tells what your favorite part of the book is, and why. Include whether you recommend this book to other kids, and why you feel this way.
4. Inside the bag, place 5 objects that remind you of this book or part of this book in some way. Attach an index card or piece of paper to each object, and explain in a sentence or two why the object goes along with a scene or character from this book.
5. That's it! Have fun with this project and bring it in to share on your first day of school.

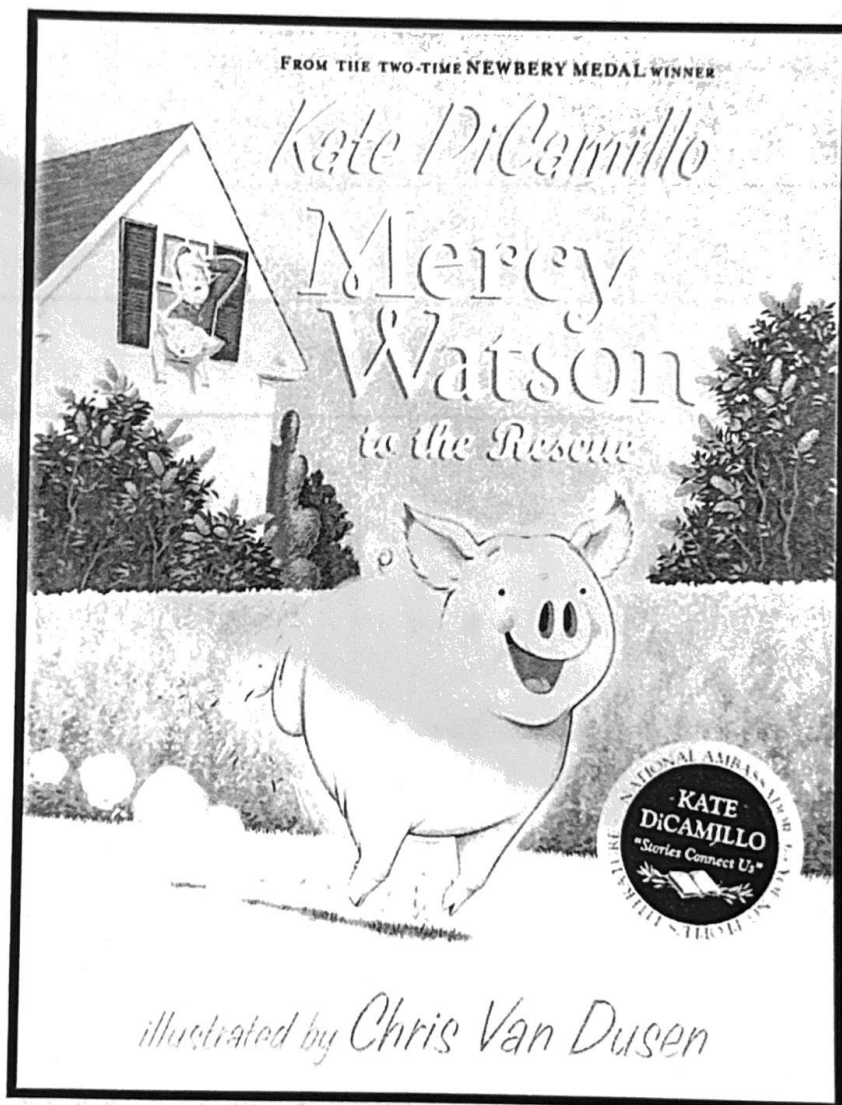
Hopefully, you will read many other books or stories or poems this summer, as well. If you need ideas for books to read, check in with the Warwick Public Library. Have a wonderful summer. Have tons of fun and stay safe!

With love,



Ms. Webb

Mercy Watson to the Rescue



NOVEL STUDY

Name: _____

Before Reading:

Pre-reading: Look at the cover and the illustrations throughout the book. Make a prediction of what you think this book might be about.



Connect: Have you ever read any other books from the *Mercy Watson* series? If so, what do you remember about them?

After Chapter 1:

Narrative Elements: Complete the narrative elements.

Characters

Setting



Problem



After Chapter 2:

Read for Details: What was Mr. Watson's dream about?

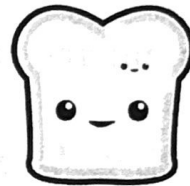
- a) Buttering hot toast.
- b) Flying an airplane.
- c) Driving a fast car.



Parts of Speech: "...hot buttered toast was piled high on her favorite blue plate..."

Which part of speech is blue as used above?

- a) adjective
- b) verb
- c) noun



Reading for Details: What does Mercy love to eat?

Prediction: What do you think is causing the floor to moan and the bed to creak? What do you think is going to happen next?

After Chapter 4:

Reread to Clarify: Answer the Chapter 4 multiple choice questions.

1. What caused Mercy's stomach to growl?
 - a. She was scared.
 - b. She was hungry.
 - c. It was the house growling, not Mercy's stomach.
2. Why did Mercy go next door?
 - a. To get sugar cookies.
 - b. To get help.
 - c. To warn her friends about the earthquake.

Connect: How do you feel about Mercy? Why do you feel that way? Explain your thinking.

Prediction: What do you think is going to happen next?

After Chapter 7:

Sequence of Events: Put the following events in order from first to last using the numbers 1 – 8.

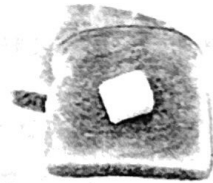
- _____ Mercy let Eugenia get very close to her and then said "oink" and ran away.
- _____ The firemen are wondering if the pig chase is the emergency.
- _____ Mercy ran in circles and kicked up her heels.
- _____ Baby told her sister to be careful.
- _____ Eugenia ran toward Mercy, which made Mercy's heart beat faster.
- _____ Eugenia shouted, "NO PIGS ALLOWED!"
- _____ A fire truck pulled up into the Lincoln Sisters' driveway.
- _____ Eugenia yelled for Mercy to get out of her yard.



After Chapter 11:

Reread to Clarify: Answer the Chapter 11 multiple choice questions.

1. Who sat at the head of the table for breakfast?
 - a. Lorenzo
 - b. Mrs. Watson
 - c. Mercy
2. Look at the picture on pages 62-63. Who is the only person not happy to be eating with Mercy?
 - a. Eugenia
 - b. Ned
 - c. Baby
3. What is the mood at the end of Chapter 11?
 - a. suspenseful
 - b. joyful
 - c. frightening



Connect: In your opinion, do you think pigs should be celebrated and be able to sit at the kitchen table? Explain your thinking.

Sequence of Events: Put the following events in order from first to last using the numbers 1 – 9.

_____ Mercy can't find a snack in the kitchen, so she decided to go next door because Baby Lincoln always has sugar cookies.

_____ Mercy takes a nap on the couch.

_____ Mercy and her family are dreaming. The bed starts to creak and the floor moans.

_____ The firemen save Mr. and Mrs. Watson.

_____ Baby thought there was a monster outside her window. Eugenia called the fire department.

_____ Everyone except for Eugenia toasts Mercy for being a hero.

_____ Mr. and Mrs. Watson turned off Mercy's lights, Mercy became scared and got into her parents' bed.

_____ The firemen arrive and see Eugenia chasing Mercy.

_____ The Watsons' woke up when they heard loud noises from the earthquake. Mercy jumps off the bed. Mr. and Mrs. Watson think she is going to find help.



Connect: Would you recommend this book to a friend? Why or why not? Explain.

Author's Purpose: What was the author's purpose for writing *Mercy Watson to the Rescue*?

- a. Persuade
- b. Inform
- c. Entertain

Kate DiCamillo

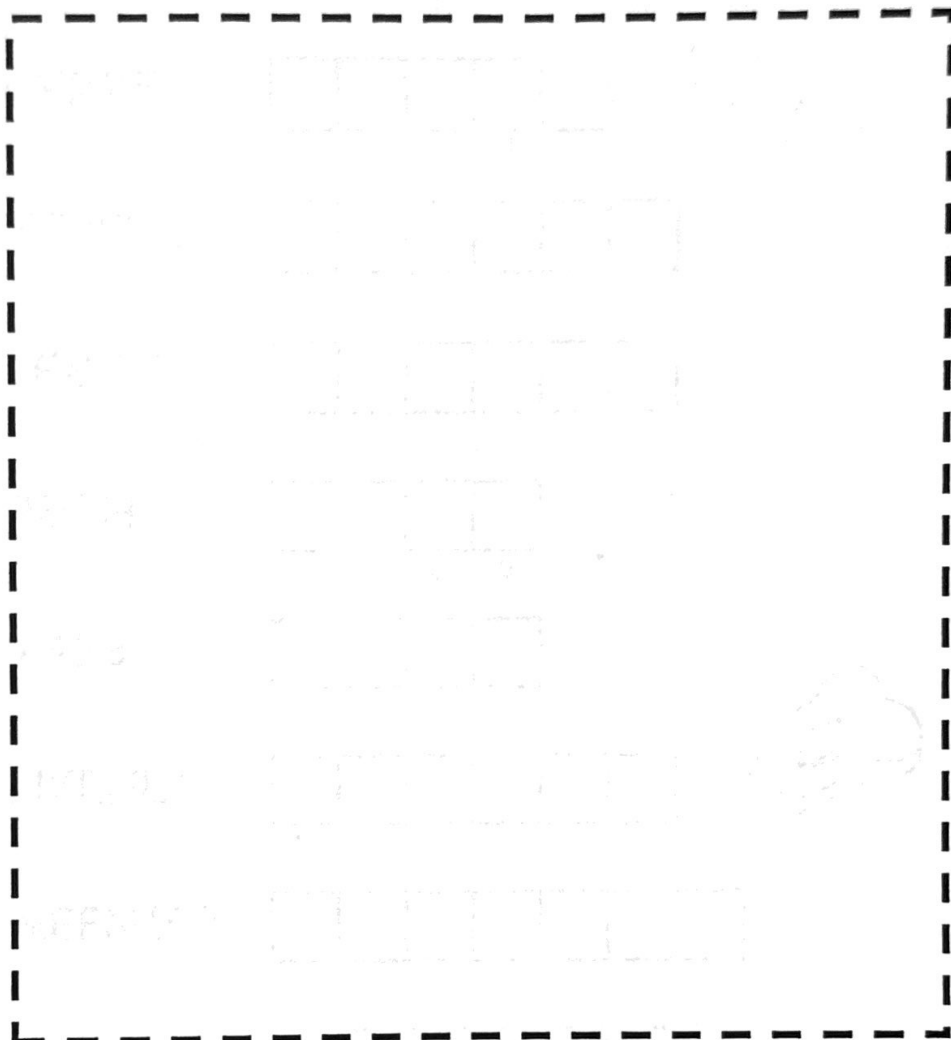


Rating: How many stars would you rate this book?

- 1 being terrible and 5 being awesome.
- Be sure to color or shade your rating!



Create Mental Images: Good readers form pictures in their mind as they read. Draw a picture of your favorite part of this book. Write a caption under your picture to describe your drawing.





Mercy Watson to the Rescue Word Jumble

TOSTA

--	--	--	--	--

1

CYRME

--	--	--	--	--

4

SERCUE

--	--	--	--	--	--

IFMAYL

--	--	--	--	--	--

REOH

--	--	--	--

3

6

YABB

--	--	--	--

NYRHUG

--	--	--	--	--	--

5

MEFNIER

--	--	--	--	--	--	--

MEOTNRS

--	--	--	--	--	--	--

2



**WHAT DO YOU CALL A PIG
THAT DOES KARATE?**

--

1

			K				P
--	--	--	---	--	--	--	---

2

3

4

5

6

!



Mercy Watson to the Rescue Word Search



P	Y	R	R	B	Y	F	E	E	T	X	N	T	T	E
W	I	Q	E	L	U	U	I	O	S	P	B	S	R	U
G	Z	H	I	T	G	T	A	R	J	A	A	R	R	C
P	E	M	S	E	S	S	T	J	E	F	H	I	O	S
N	A	V	N	D	T	N	W	E	K	M	Q	C	C	E
F	M	I	T	U	N	W	O	A	R	Y	E	E	O	R
A	A	M	P	T	A	E	E	M	N	C	T	N	O	Z
H	U	N	G	R	Y	R	I	P	C	N	B	O	K	T
E	A	B	B	W	B	J	S	R	Z	E	W	R	I	K
N	O	I	N	I	P	O	C	Z	F	G	A	E	E	H
E	K	A	U	Q	H	T	R	A	E	R	T	H	S	P
N	E	I	G	H	B	O	R	I	X	E	S	X	T	Y
F	Q	X	R	Y	C	P	M	A	L	M	O	Y	B	J
Y	C	R	E	M	T	J	F	R	Y	E	N	A	W	U
D	C	B	M	P	N	P	R	T	X	Z	B	F	I	B

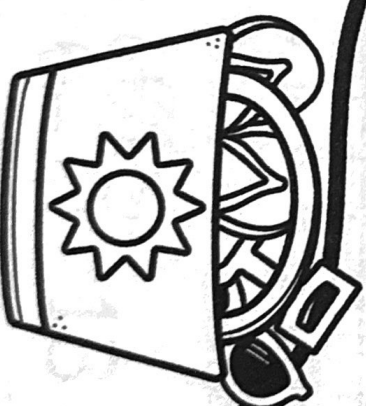
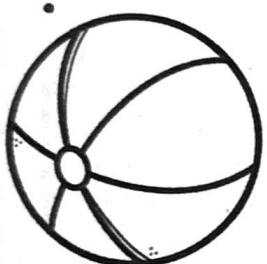
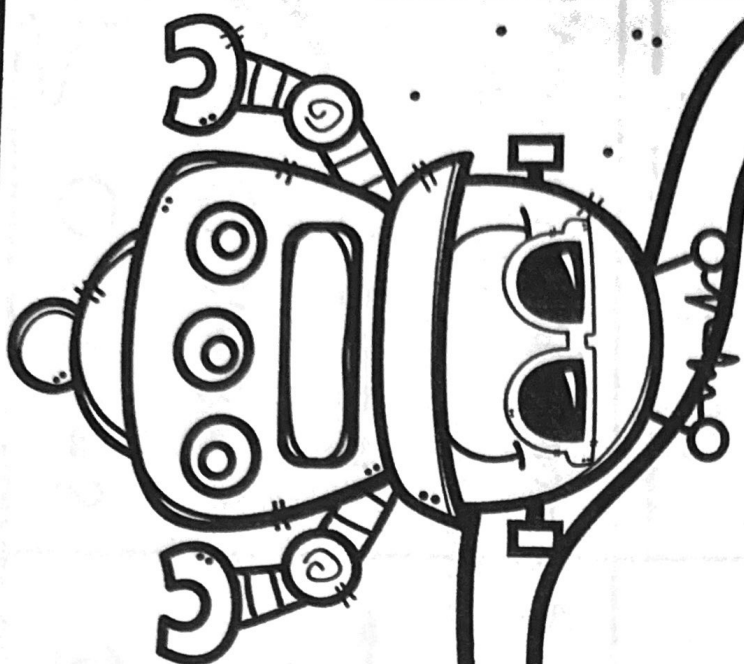
BABY
BREAKFAST
BUTTER
CHASE
COOKIES
EARTHQUAKE
EMERGENCY
EUGENIA
FAMILY
FIREMEN



FRIENDSHIP
HERO
HUNGRY
MERCY
MONSTER
NEIGHBOR
OPINION
RESCUE
TOAST
WATSON

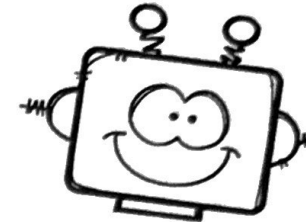
_____ 's

END OF YEAR Math Packet



Name: _____

TOPIC 1 Practice



I can fluently **add** and **subtract** within 20.

1. Add. Then, FLIP the addends and solve.



$$\underline{7} + \underline{5} = \underline{\quad}$$

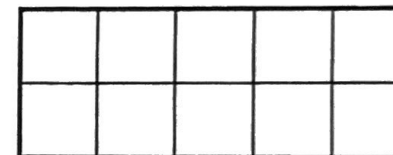
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. Solve the **doubles** and **near doubles** facts.

$$\begin{array}{r} 8 \\ + 8 \\ \hline \square \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \square \end{array}$$

3. Make a 10 to **add**.



$$9 + 6 = \underline{\quad}$$

4. Which equations show a sum of 12?

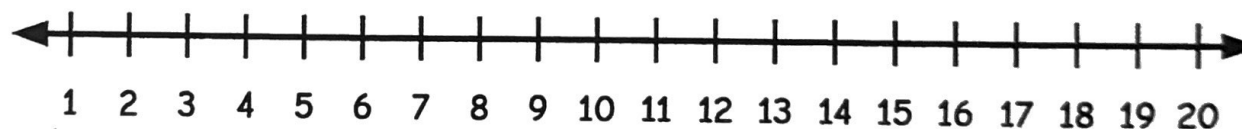


☐ $6 + 6 = ?$

☐ $7 + 3 = ?$

☐ $8 + 4 = ?$

5. Use the **number line** to solve each equation.

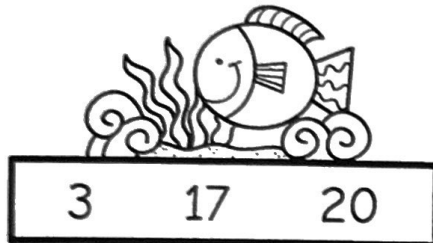


$$11 - 4 = \underline{\quad}$$



$$13 - 8 = \underline{\quad}$$

6. Write the fact family.



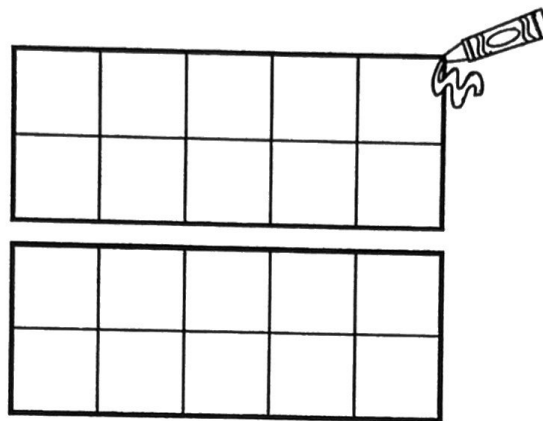
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

7. Draw counters. Solve.



$$16 - 8 = \underline{\quad}$$

8. Add or subtract.

$$\begin{array}{r} 10 \\ + 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 18 \\ - 6 \\ \hline \square \end{array}$$

$$\begin{array}{r} 20 \\ - 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 13 \\ + 3 \\ \hline \square \end{array}$$

9. Jen had 19 shells in her bucket. She dropped 9 shells. How many shells does she have left?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

10. Bob scored 12 points and Jim scored 7 points during beach volleyball. Bob says they scored 20 points in all. Do you agree? Solve and circle one.

$$12 + 7 = \underline{\quad}$$

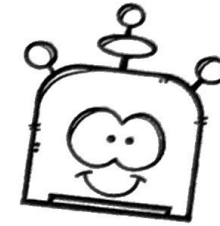


Agree ✓

Disagree ✗

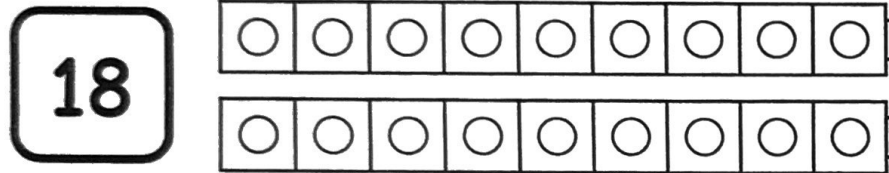
Name: _____

TOPIC 2 Practice



I can work with **equal groups**.

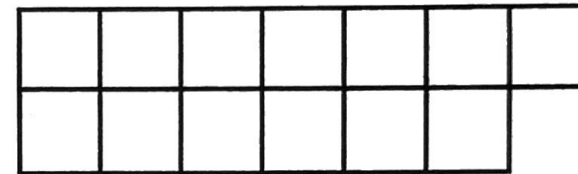
1. Look at the number. **Circle** if it is **even** or **odd**. Then, write an equation.



____ + ____ = ____

even or odd

2. Add to find the number in the model. **Circle** if it is **even** or **odd**.



____ + ____ = ____

even or odd

3. Write **two equations** to match the array. Add the **rows** →. Then, add the **columns** ↓.

rows → ____ + ____ + ____ = ____

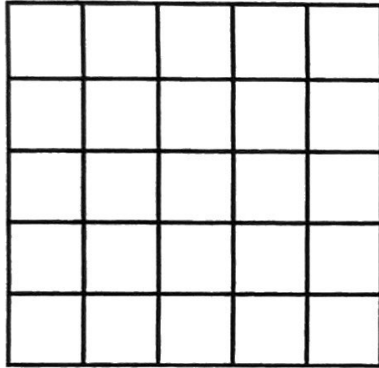
columns ↓ ____ + ____ + ____ + ____ + ____ = ____



4. Draw  circles to make the **array**. Then, use **repeated addition** to solve.

4 columns ↓.

3 circles in each one.

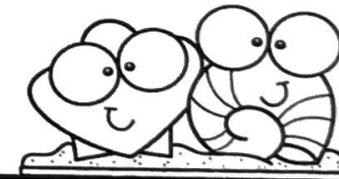
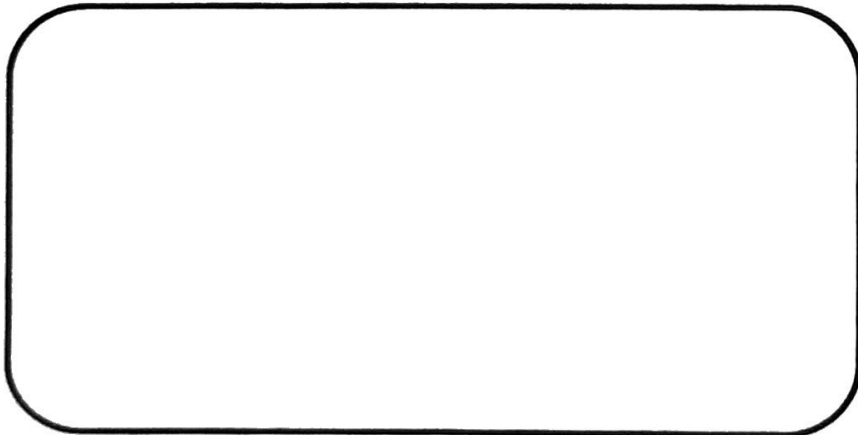


The ice cream man put cones into 4 columns with 3 cones in each one. How many cones are there in all?



____ + ____ + ____ + ____ = ____

5. Beth drew an array with 16 total shells. Draw  a picture of what Beth's **array** might look like. Then, write an **equation**.



Equation:

Name: _____

TOPIC 3 Practice



I can add within 100 using different strategies.

1. Use the hundred chart to add. Draw arrows if needed.



$$52 + 10 = \underline{\quad\quad}$$

$$36 + 14 = \underline{\quad\quad}$$

$$78 + 6 = \underline{\quad\quad}$$

$$40 + 32 = \underline{\quad\quad}$$

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

2. Use the open number line to solve.



$$61 + 15 = \underline{\quad\quad}$$

3. Break apart the second addend to find the sum.

$$45 + 12 = \underline{\quad\quad}$$



4. Use **compensation** to add numbers easier. Draw  counters to help.

$$19 + 12 = \underline{\hspace{2cm}}$$

5. Use **any strategy** to solve.

$$42 + 26 = \underline{\hspace{2cm}}$$



6. Tom saw **10** red and **8** blue surfboards. Then, he saw **5** green boards. How many did he see in all?



$$\begin{array}{ccccc} \underline{\hspace{2cm}} & + & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ \text{red} & & \text{blue} & & \text{sum} \end{array}$$

$$\begin{array}{ccccc} \underline{\hspace{2cm}} & + & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ \text{sum} & & \text{green} & & \text{in all} \end{array}$$

7. There were **22** kids in the water and **18** kids on the sand. How many kids are there in all? Use **pictures**, **words**, or **numbers** to show your work.



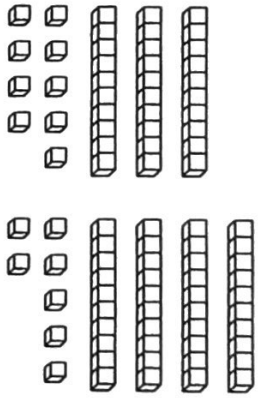
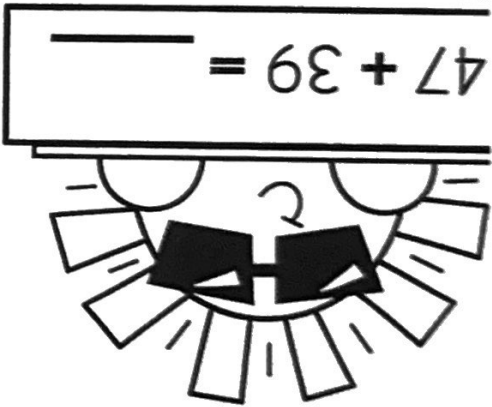
 kids



TOPIC 4 Practice

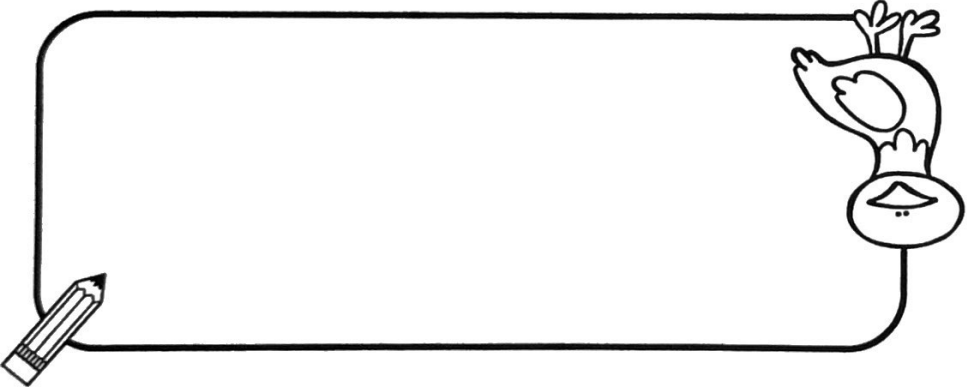
I can fluently add within 100.

1. Add using blocks. Circle a group of ten if you need to regroup.



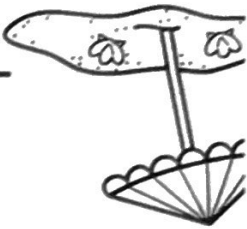
2. Draw a model with blocks to solve.

$$22 + 14 = \underline{\hspace{2cm}}$$



3. Use partial sums to add.

$$66 + 13 = \underline{\hspace{2cm}}$$



$$\begin{array}{r} \underline{\hspace{2cm}} \\ + \underline{\hspace{2cm}} \\ \hline \end{array}$$

Tens	Ones
6	6
1	3

Sum =

$$75 + 15 = \underline{\hspace{2cm}}$$

Tens	Ones
7	5
1	5

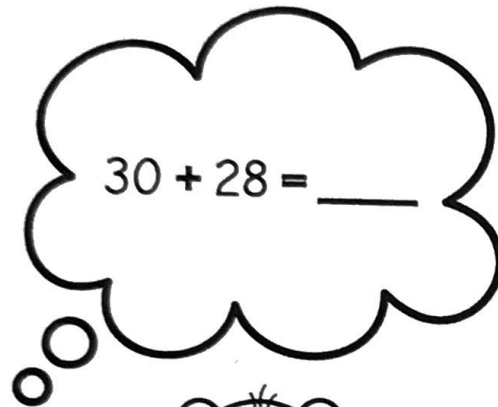
Sum =

Tens =

Ones =

4. Use partial sums or another strategy.

5. Use mental math.



6. Add together the shells.

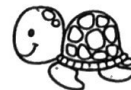
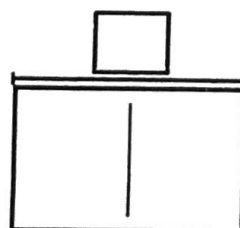
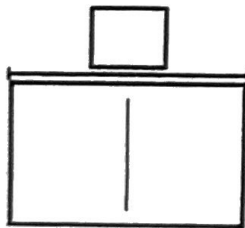


$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

7. Use *any* strategy.

$$6 + 4 + 9 + 1 = \underline{\quad}$$

8. Paul saw 20 big and 7 small sea turtles. Then, he saw 6 more turtles. How many turtles did he see in all?



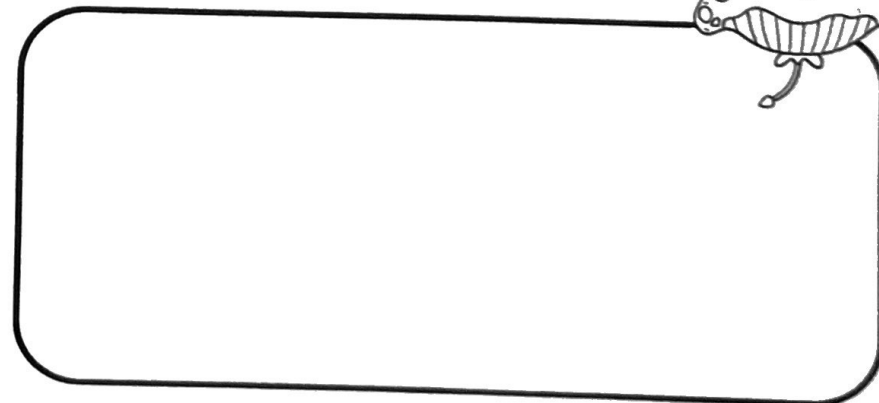
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

big small sum

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

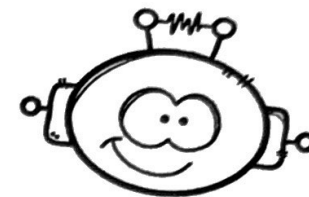
sum more in all

9. There were 35 gray and 27 blue stingrays. How many in all? Make a model and solve.



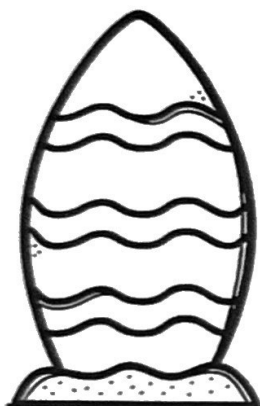
Name: _____

TOPIC 5 Practice



I can **subtract** within **100** using different strategies.

1. Use the **hundred chart** to subtract. Draw arrows if needed.



$38 - 7 = \underline{\quad}$

$68 - 10 = \underline{\quad}$

$91 - 20 = \underline{\quad}$

$24 - 11 = \underline{\quad}$

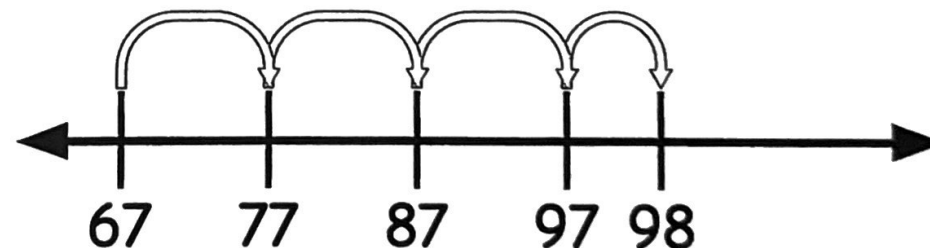
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Use the **open number line** to solve.



$85 - 22 = \underline{\quad}$

3. Add up to find the difference.



$98 - 67 = \underline{\quad}$



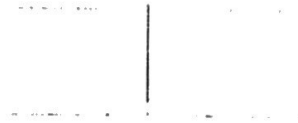
4. Break apart the addends to subtract.

$$52 - 7 = \underline{\hspace{2cm}}$$



5. Use compensation to solve.

$$46 - 18 = \underline{\hspace{2cm}}$$



6. Use *any* strategy.

$$71 - 35 = \underline{\hspace{2cm}}$$



7. Fran made 30 snow cones. She sold 15 lemon flavor cones. Then, she sold 8 berry flavored cones. How many snow cones does she have left?

$$\begin{array}{rcl} \underline{\hspace{2cm}} & - & \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \\ \text{snow cones} & & \text{lemon} \quad \text{difference} \end{array}$$



$$\begin{array}{rcl} \underline{\hspace{2cm}} & - & \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \\ \text{difference} & & \text{berry} \quad \text{left} \end{array} \quad \underline{\hspace{2cm}} \text{ cones}$$

8. Jack says $63 - 14 = 49$. Do you agree? Solve and circle one.



$$63 - 14 = \underline{\hspace{2cm}}$$

Agree ✓


Disagree ✗

Name: _____

TOPIC 6 Practice



I can fluently **subtract** within 100.

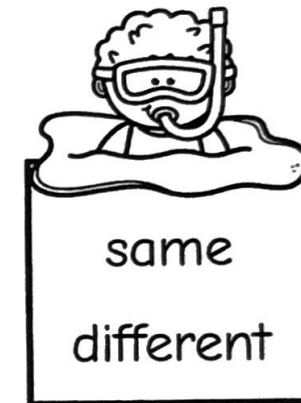
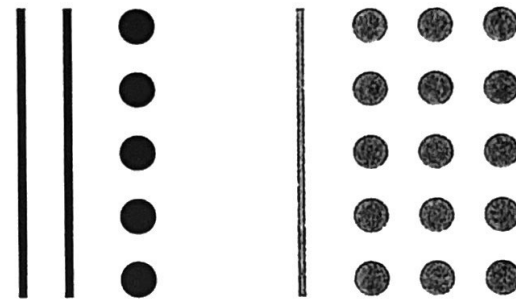
1. Draw  blocks to subtract. **Regroup** if needed.

$$32 - 7 = \underline{\quad}$$



Tens	Ones

2. Do the models show the **same** number or **different** numbers? Circle the word.



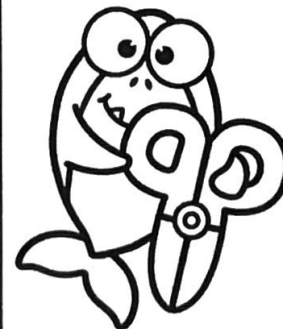
3. Find **partial differences** to subtract.

$$68 - 29 = \underline{\quad}$$



4. Break apart numbers to subtract.

$$90 - 45 = \underline{\quad}$$



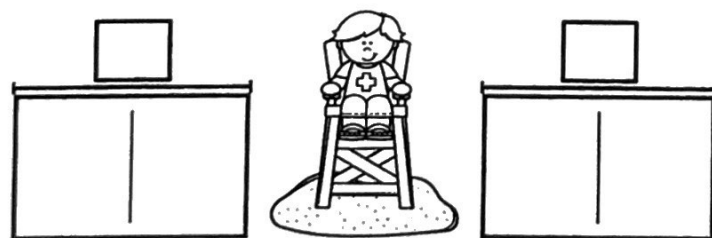
5. Use **any strategy** to solve each problem. Show your work.

$$87 - 13 = \underline{\quad}$$

$$55 - 29 = \underline{\quad}$$

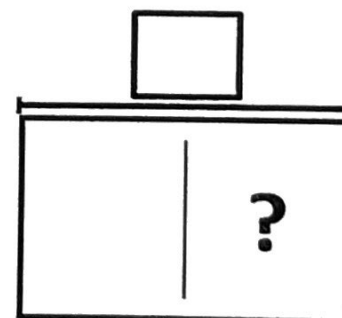


6. The lifeguard saw **66** people in the pool. **34** kids got out. Then, **12** adults got out. How many people are left?



$\underline{\quad}$ - $\underline{\quad}$ = $\underline{\quad}$ $\underline{\quad}$ - $\underline{\quad}$ = $\underline{\quad}$
 people kids difference difference adults left

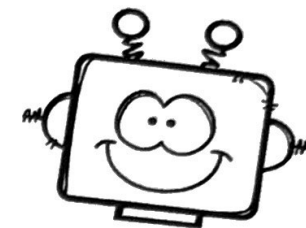
7. There were **70** seats on a boat. **52** people came on board. How many seats are left on the boat?



$\underline{\quad}$ - $\underline{\quad}$ = $\underline{\quad}$

Name: _____

TOPIC 7 Practice



I can solve **addition** and **subtraction** problems.

1. Find the **unknown** number.

$$14 + \underline{\quad} = 38$$

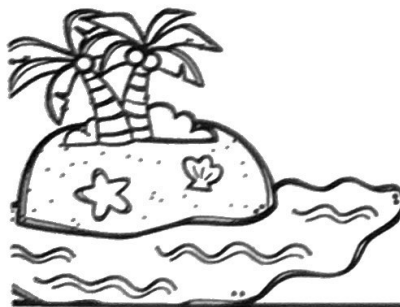


2. Solve **any way** you'd like.

$$62 - 7 = \underline{\quad}$$



3. Jill collected **38** big shells and **11** tiny shells on the island. How many shells did she collect in all?



_____ shells

4. Tara made **20** glasses of yellow lemonade and **15** glasses of pink lemonade. She sold **30** glasses. How many are left?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

yellow pink sum

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

sum sold left

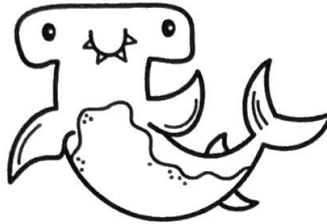
5. Vicky saw 29 sharks. 10 more joined. Then, 14 swam away. How many sharks are left?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

sharks joined sum

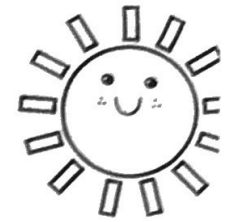
$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

sum swam away left



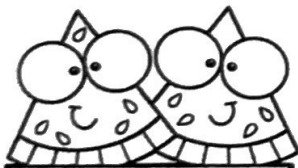
_____ sharks

6. Write the missing number to make the equation true.



$$20 - \underline{\hspace{2cm}} = 16 - 8$$

7. Solve both sides. Then, circle if it is a true ✓ or false ✗ equation.



It is...

true ✓

false ✗

$$15 + 3 = 9 + 9$$

$$\underline{\hspace{2cm}} =$$

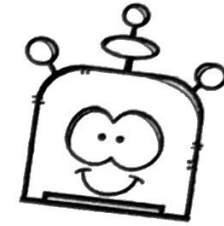
$$\underline{\hspace{2cm}} =$$

8. Complete the equation and write a number story to match.

$$36 - 12 = \underline{\hspace{2cm}}$$

Name: _____

TOPIC 8 Practice



I can work with **time** and **money**.

1. Count on by 5s to find the total value of the coins.



_____ ¢

_____ ¢

_____ ¢

_____ ¢

_____ ¢

_____ ¢

_____ ¢

Total

_____ ¢

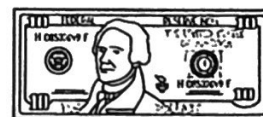
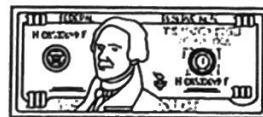
2. Pat bought lemonade for 25¢. She paid with 3 dimes. How much change did she get?



_____ cents

3. Count on to find the total value of the bills.

\$ _____

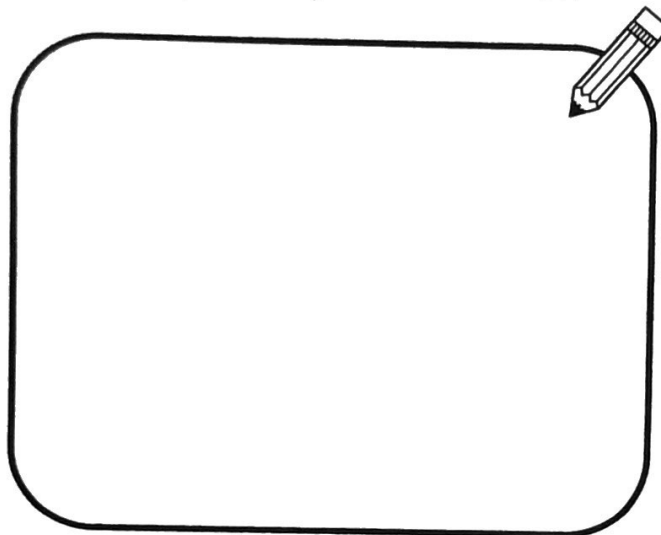


4. Nate had \$90. He spent \$45 on a new surfboard. How much change did he get?

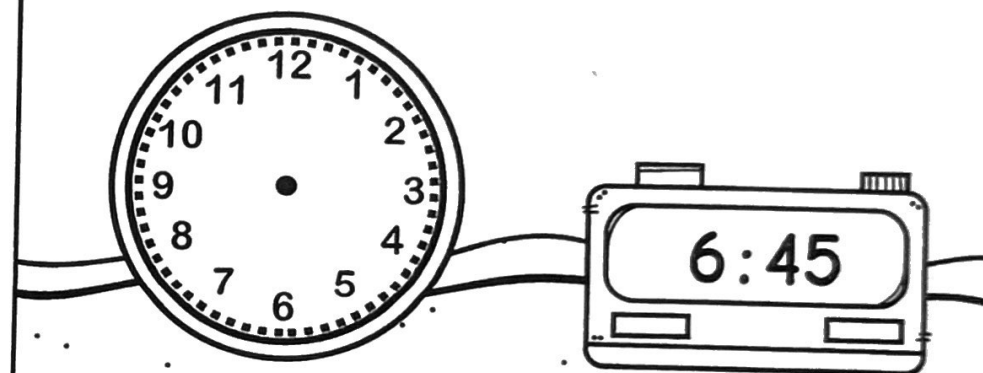
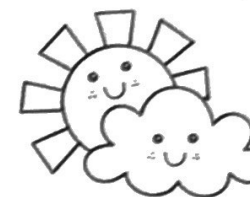


\$ _____

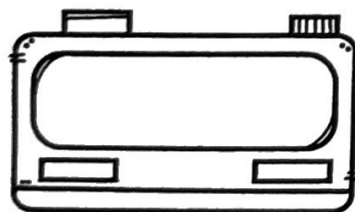
5. Which coins could you use to make 65¢? Draw or explain your answer.



6. Complete the clocks so both show the **same** time.



7. Complete the clocks so both show the **same** time. Then, circle another way to tell the time.



quarter after 3



25 minutes after 3

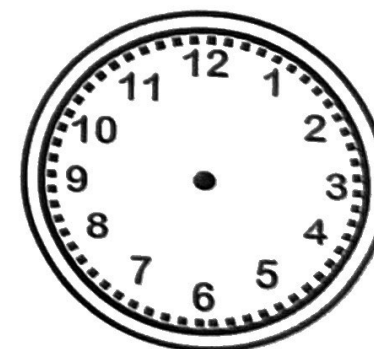
8. John is looking at the stars at 9:15. Circle if this is an a.m. or p.m. activity and show the **time** on the clock.



It is...

a.m.

p.m.



Name: _____

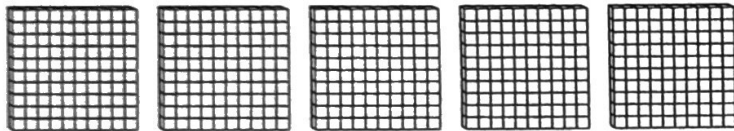
TOPIC 9 Practice



I can work with numbers to 1,000.

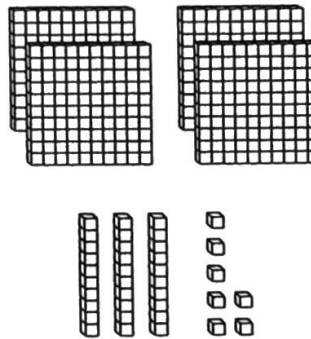
1. Write the number of **hundreds**, **tens**, and **ones**. Write the total.

Total: _____




_____ hundreds _____ tens _____ ones

2. Use the **place-value blocks** to write the numbers.

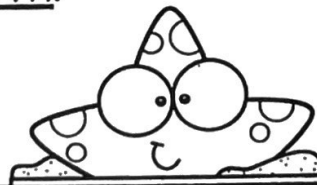


Hundreds	Tens	Ones

3. Color  the digit that has a value of 8 hundred blue.

826

4. Write three hundred forty-nine in expanded form.




_____ + _____ + _____

5. Does $500 + 60$ equal the same number as $300 + 260$?

Yes 

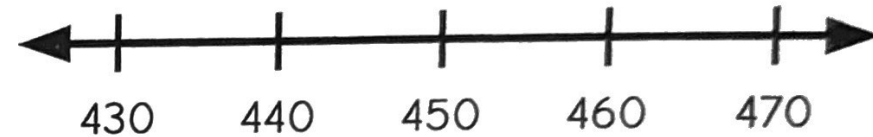
No 

6. Find the **missing** numbers.



171	172		174		
	182				186
191		193		195	

7. What number did Sam **skip count** by?



I counted by _____.

8. Compare numbers with $>$, $<$, or $=$.

530 \bigcirc 519 276 \bigcirc 384

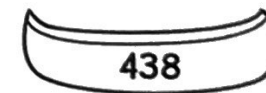
401 \bigcirc 401 173 \bigcirc 731

9. Write a number to make it **true**. Use a number line if needed.

_____ $<$ 316



10. Sort the numbers on the canoes in order from **least** to **greatest**.

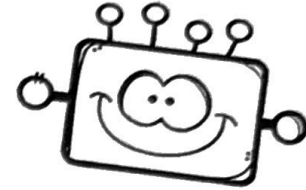


_____ least _____ _____ _____ _____ greatest



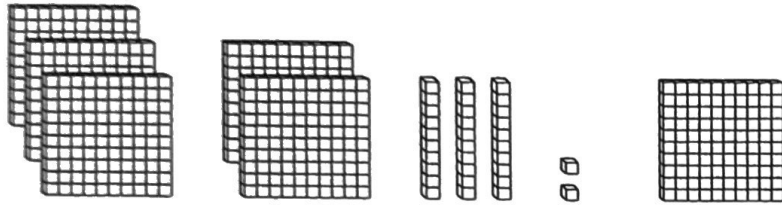
Name: _____

TOPIC 10 Practice



I can **add** within 1,000 using models and strategies.

1. Use **mental math** to add 100.



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

2. Use the **open number line** to solve.



$$585 + 111 = \underline{\quad\quad}$$



3. Draw  blocks. **Regroup** if needed.

$$419 + 234 = \underline{\quad\quad}$$



Hundreds	Tens	Ones

4. Draw  blocks to find **partial sums**.

$$342 + 116 = \underline{\quad\quad}$$



Hundreds	Tens	Ones

5. Add the partial sums together to solve.

$$413 + 272 = \underline{\hspace{2cm}}$$

Hundreds	Tens	Ones
400	10	3
+ 200	+ 70	+ 2
600	80	5

$$\begin{array}{r} 600 \\ 80 \\ + 5 \\ \hline \end{array}$$

6. Use any strategy. Show your work.

$$506 + 391 = \underline{\hspace{2cm}}$$




7. Use repeated reasoning to solve each problem. Then, circle the digits that are the same.

$$64 + 13 = \underline{\hspace{2cm}}$$

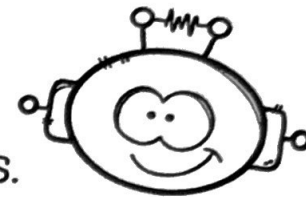
$$164 + 713 = \underline{\hspace{2cm}}$$

What's different about the sums?



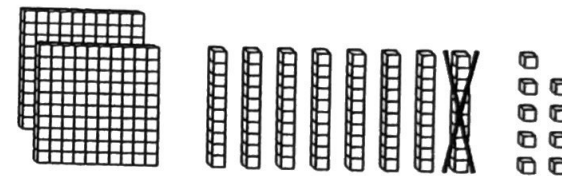
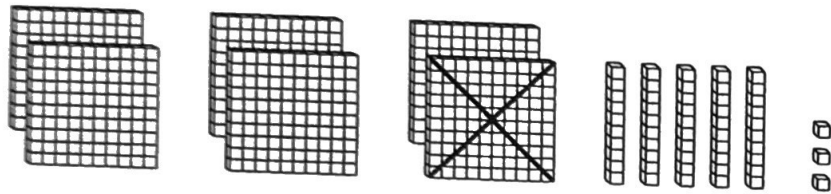
Name: _____

TOPIC 11 Practice



I can **subtract** within 1,000 using models and strategies.

1. Use **mental math** to subtract 10 or 100 from a number.

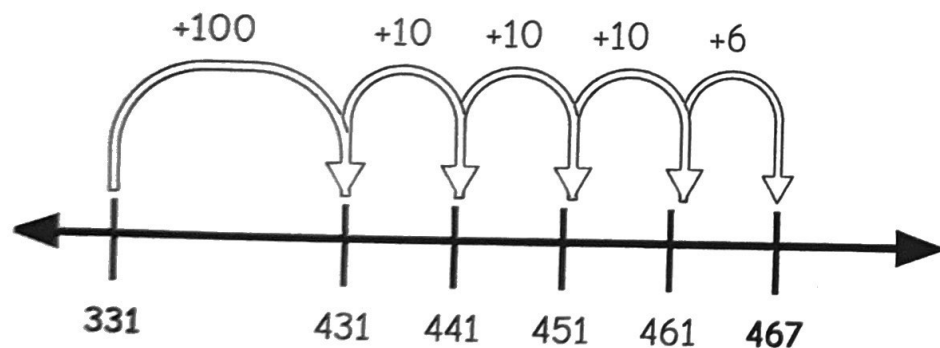


_____ - _____ = _____



_____ - _____ = _____

2. Add up to find the difference.



$$467 - 331 = \underline{\hspace{2cm}}$$

3. Draw  blocks. Regroup if needed.

Hundreds	Tens	Ones



$$252 - 109 = \underline{\hspace{2cm}}$$

4. Find partial differences to subtract.

$$563 - 321 = \underline{\hspace{2cm}}$$



Hundreds	Tens	Ones

5. Use any strategy. Show your work.

$$370 - 216 = \underline{\hspace{2cm}}$$



6. Use the **table** to solve the problems.



Water Activities at the Beach					
Activity	Floating	Jet Skiing	Kayaking	Snorkeling	Surfing
People	249	165	320	541	462

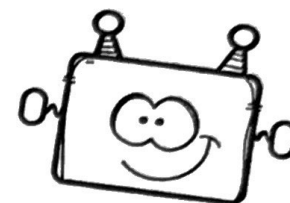


If **100 less** people surf, how many will be **surfing now**?

Which activity above has a number with a 2 in the **tens** place?

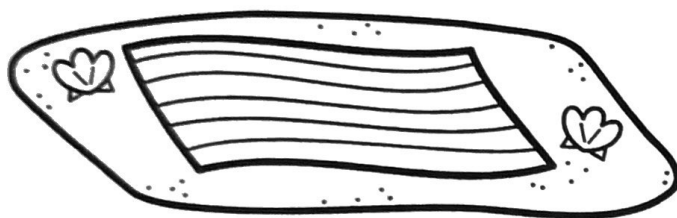
Name: _____

TOPIC 12 Practice



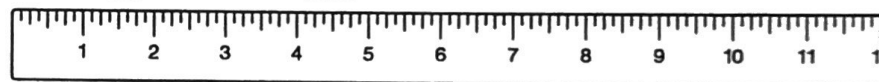
I can **measure length** using different units.

1. What would be the best way to measure the **length** of a **beach towel**?



☐ inches ☐ feet ☐ yards

2. Use the ruler to find the **length** of the **sunglasses**.



_____ inches

3. Estimate the **height** of a real beach umbrella. Use: **inches**, **feet**, or **yards**.



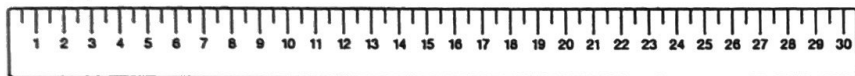
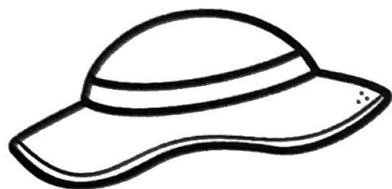
about 7 _____

4. Which unit would you need **more** of to measure a **kayak**?

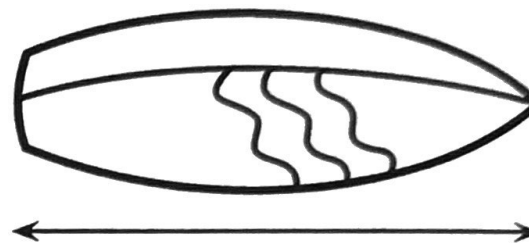
☐ more inches
☐ more feet
☐ more yards



5. The beach hat is about _____ centimeters long.



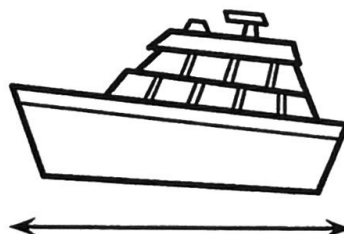
6. About how long is a real surfboard?



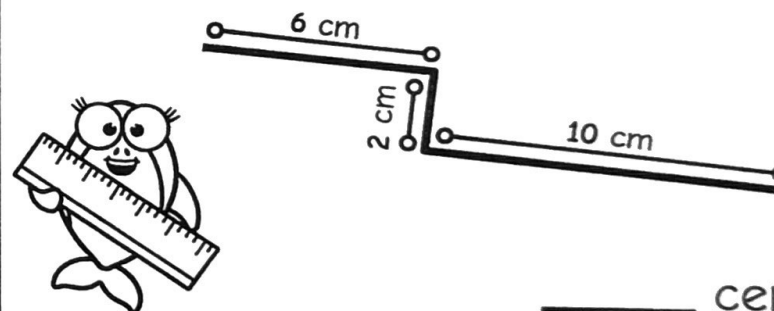
☐ 2 centimeters ☐ 2 meters

7. Which unit would you need **fewer** of to measure a yacht?

☐ fewer centimeters
☐ fewer meters

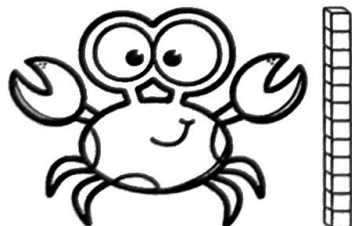


8. What is the **total length** of the path?



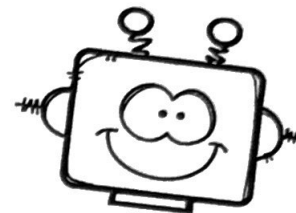
_____ centimeters

9. Ricky measured a crab using **centimeter cubes**. He measured **12 centimeters**. Is this a precise answer? **Explain.**



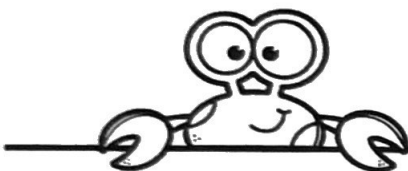
Name: _____

TOPIC 13 Practice



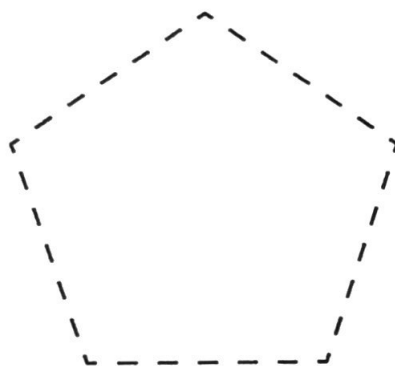
I can work with **shapes** and their **attributes**.


1. Trace  the **pentagon**. Then, tell how many **sides** and **vertices** it has.

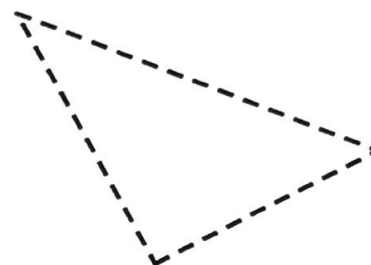


_____ sides

_____ vertices



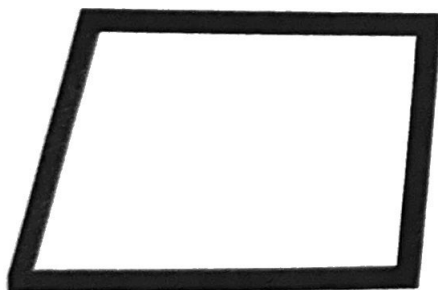
2. Trace  the shape. Write the number of **angles** and choose ✓ the **name**.



_____ angles

☐ hexagon ☐ pentagon ☐ triangle

3. Write the number of **angles**, **sides**, and **vertices** a quadrilateral has.



_____ angles

_____ sides

_____ vertices

4. Mike says the **ice** in his lemonade is shaped like a **cube**. Is he right?

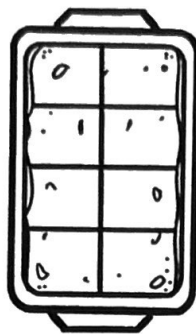


Yes ✓

No ✗



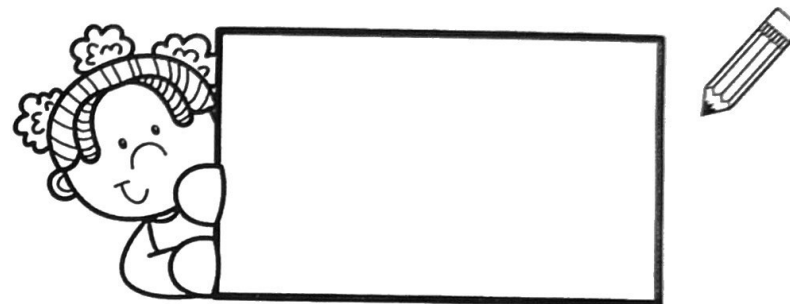
5. Liz brought a casserole to the BBQ. She cut it into **equal pieces**. How many pieces are there? Add by **rows** → and by **columns** ↓.




→ ____ + ____ + ____ + ____ = ____

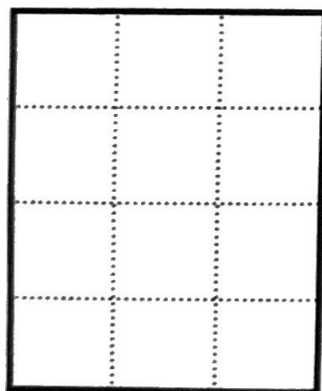
↓ ____ + ____ = ____

6. Show the rectangle with **3 equal shares**. Then, fill in the missing word.

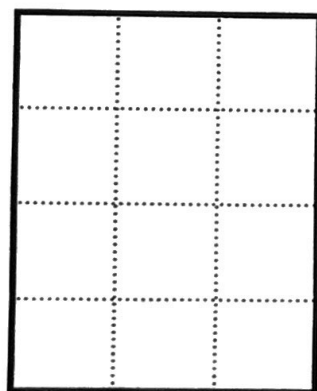
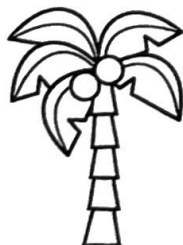


Each share is a _____ of the whole.
(half, third, fourth)

7. Draw lines  to show **2 equal shares** two different ways.

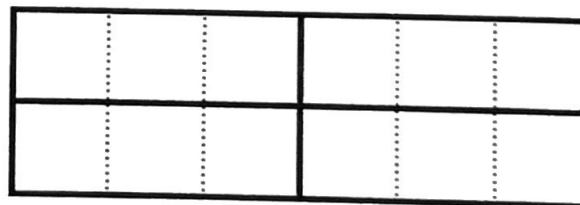


same shape



different shapes

8. Decide if the sentence is true or false. Circle your answer.



The rectangle is split up into **4 equal shares**.



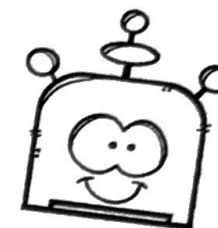
It is...

true ✓

false ✗

Name: _____

TOPIC 14 Practice



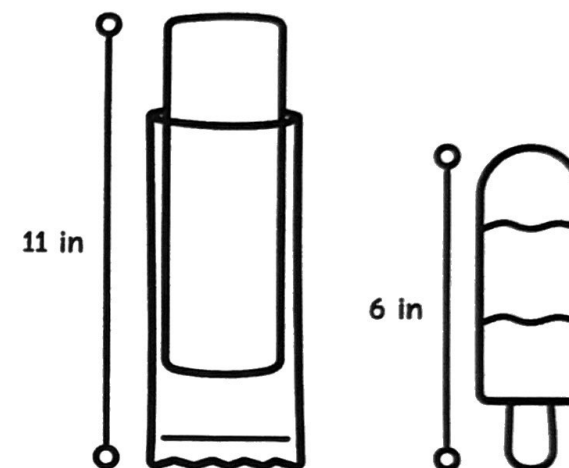
I can **add**, **subtract**, and work with **length**.

- Jeff wants to **compare** the height of a freezer pop to a popsicle. The freezer pop is **11 inches** tall. The popsicle is **6 inches** tall. **How much taller** is the freezer pop?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

The freezer pop is _____ inches taller.



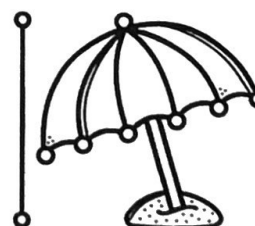
- Daisy's flip flops are **21 centimeters** long. If she puts them side by side, what will the total length be?



$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

_____ centimeters long

- Bill's beach umbrella was **9 feet** tall. He lowered it and now it is **5 feet** tall. How many feet did he lower it?



$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

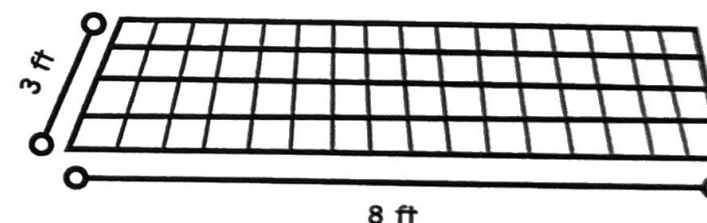
Bill lowered the umbrella by _____ feet.

4. Use the **number line** to add or subtract.



$$15 + 8 = \underline{\quad} \quad 21 + 7 = \underline{\quad} \quad 18 - 9 = \underline{\quad} \quad 30 - 13 = \underline{\quad}$$

5. Betty is having a BBQ. She bought a tablecloth for her picnic table. What is the **distance around** the tablecloth? Solve and write a **tool** that would be helpful to solve it.



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tool: _____

Tools

cubes	paper and pencil
counters	place-value blocks
technology	measuring tools

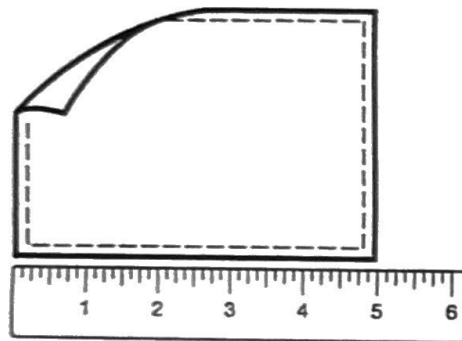
Name: _____

TOPIC 15 Practice



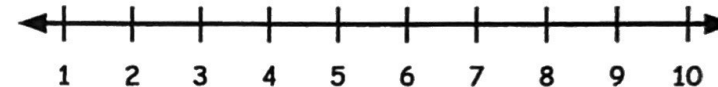
I can work with **graphs** and **data**.

- Josh measured items at the BBQ. Use the ruler to **measure** the napkin. Then, **record** the length in the chart and show all the lengths on the **line plot**.



Object	Length (inches)
fork	7
kebab	6
napkin	
spatula	10

Length of Objects



Number of Inches

- Use the line plot from #1 to answer.

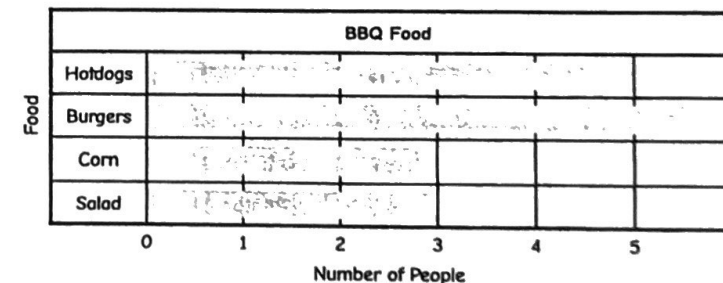
Which object is **6 inches** long?

What is the difference between the **longest** and **shortest** lengths?

_____ - _____ = _____ inches



- Use the BBQ Food votes **bar graph**.



Which foods had the **same number** of votes?

_____ and _____

4. Use the tally chart to complete the picture graph. Then, answer the question.

Favorite Outdoor Activity	
Biking	
Camping	
Hiking	
Swimming	

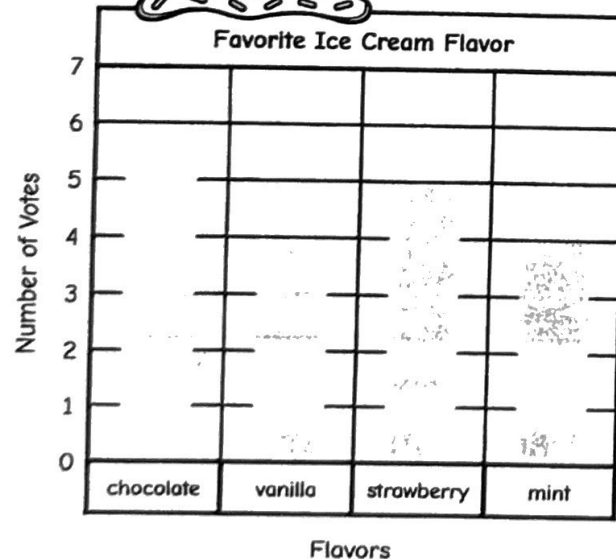
Activity

Favorite Outdoor Activity	
Biking	
Camping	
Hiking	
Swimming	

Each dot ○ = 1 vote



Which outdoor activity is the **favorite**? _____



Use the **bar graph** to answer the questions.

5. How many more students like **chocolate** than **mint**?

_____ - _____ = _____ more students

6. Make up your own **question** about the bar graph.
