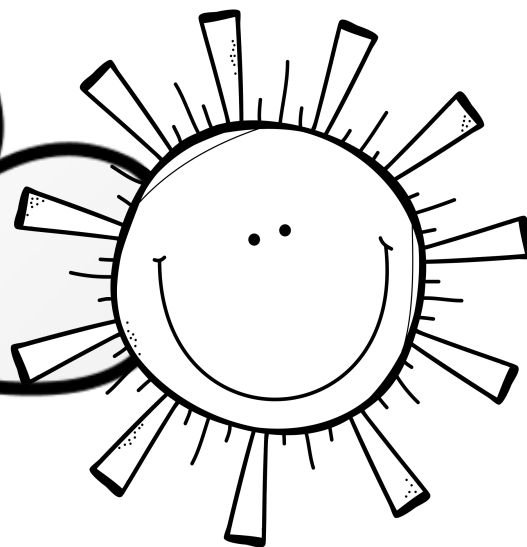
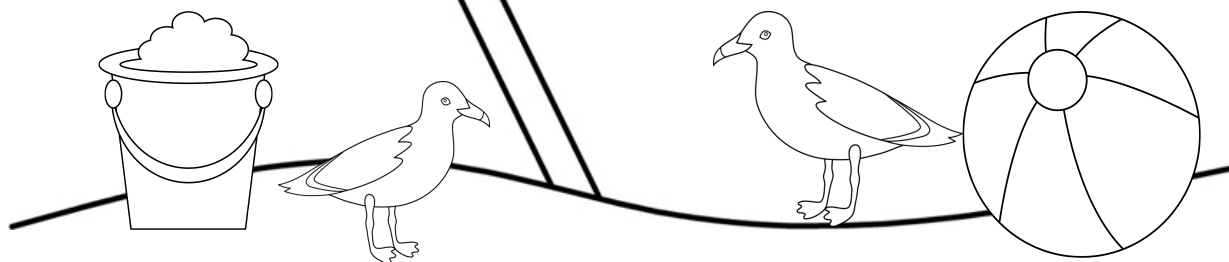
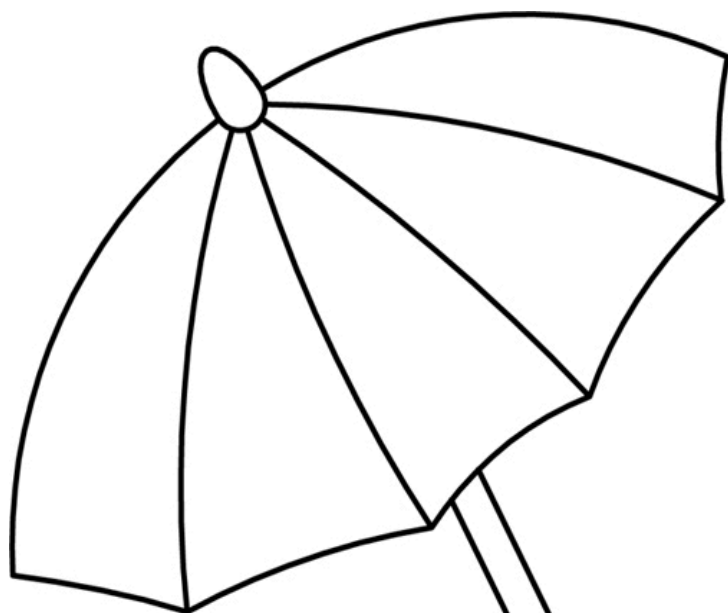


# Summer Math Packet



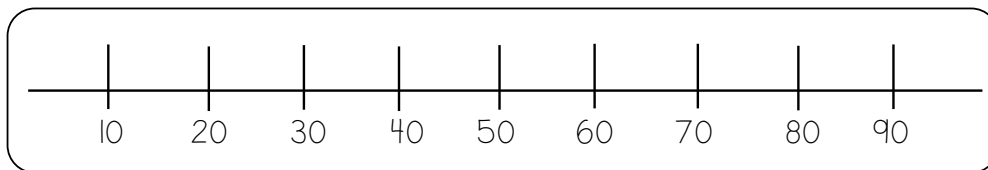
Practice your Math skills from 3<sup>rd</sup> grade this summer! Make sure to take your time because this will be your first Math grade in 4<sup>th</sup> grade!



Name

# Rounding

Use the number line to round each number to the nearest 10.



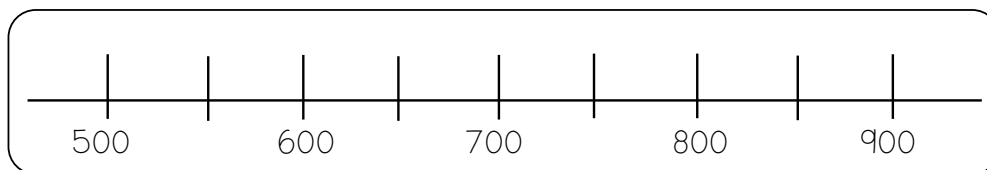
67 rounds to \_\_\_\_\_

89 rounds to \_\_\_\_\_

22 rounds to \_\_\_\_\_

45 rounds to \_\_\_\_\_

Use the number line to round each number to the nearest 100.



730 rounds to \_\_\_\_\_

803 rounds to \_\_\_\_\_

567 rounds to \_\_\_\_\_

658 rounds to \_\_\_\_\_

Underline the tens place, then round to the closest ten.

459 rounds to \_\_\_\_\_

1,284 rounds to \_\_\_\_\_

4,338 rounds to \_\_\_\_\_

144 rounds to \_\_\_\_\_

Underline the hundreds place, then round to the closest hundred.

622 rounds to \_\_\_\_\_

867 rounds to \_\_\_\_\_

22,567 rounds to \_\_\_\_\_

3,709 rounds to \_\_\_\_\_

# Addition & Subtraction

Use place value to add or subtract. Don't forget to regroup or borrow!

$$\begin{array}{r} 738 \\ - 227 \\ \hline \end{array}$$

$$\begin{array}{r} 519 \\ + 347 \\ \hline \end{array}$$

$$\begin{array}{r} 258 \\ + 565 \\ \hline \end{array}$$

$$\begin{array}{r} 127 \\ + 290 \\ \hline \end{array}$$

$$\begin{array}{r} 973 \\ - 869 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ - 158 \\ \hline \end{array}$$

$$\begin{array}{r} 545 \\ + 139 \\ \hline \end{array}$$

$$\begin{array}{r} 376 \\ - 148 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 294 \\ + 332 \\ \hline \end{array}$$

$$\begin{array}{r} 537 \\ - 428 \\ \hline \end{array}$$

$$\begin{array}{r} 734 \\ - 327 \\ \hline \end{array}$$

$$\begin{array}{r} 164 \\ + 230 \\ \hline \end{array}$$

$$\begin{array}{r} 437 \\ + 184 \\ \hline \end{array}$$

$$\begin{array}{r} 356 \\ + 442 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 761 \\ - 489 \\ \hline \end{array}$$

$$\begin{array}{r} 600 \\ - 398 \\ \hline \end{array}$$

$$\begin{array}{r} 491 \\ - 51 \\ \hline \end{array}$$

$$\begin{array}{r} 271 \\ + 425 \\ \hline \end{array}$$

A television program lasts for 120 minutes. Of that time, 36 minutes are taken up by commercials. What is the length of the actual program without the commercials?

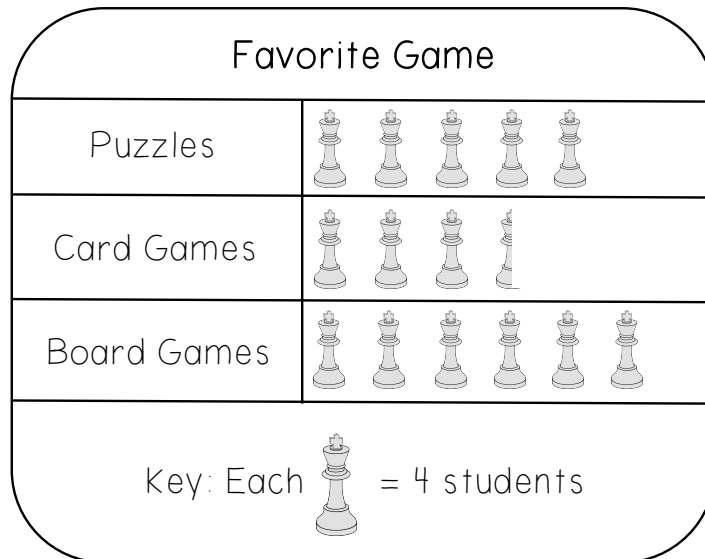
\_\_\_\_\_ minutes

Mark has 215 baseball cards. Emily has 454 baseball cards. How many baseball cards do Mark and Emily have altogether?

\_\_\_\_\_ baseball cards

# Analyze Data

Answer the following questions using the pictograph below.



- How many students chose puzzles? \_\_\_\_\_ students
- How many fewer students chose card games than board games?  
\_\_\_\_\_ students
- Which two types of games did a total of 34 students choose?  
\_\_\_\_\_ and \_\_\_\_\_
- How many students were surveyed? \_\_\_\_\_ students
- How many students did not choose card games?  
\_\_\_\_\_ students
- What if computer games were added as a choice and more students chose it than puzzles, but fewer students chose it than board games? How many students could have chosen computer games? \_\_\_\_\_ students

Delia made the table at the right. She used it to record the places the third grade classes would like to go during a field trip. Use the data from the frequency chart to make a pictograph in the space below.

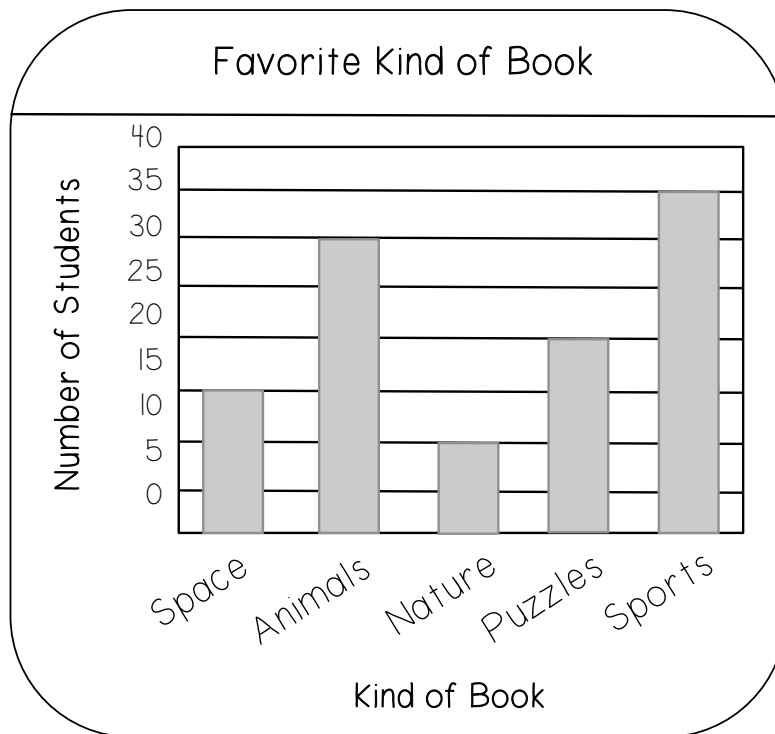
Field Trip Choices	
Museum	6
Science Center	15
Aquarium	12
Zoo	9

Key: Each _____ = _____ students	

How many fewer students chose the Museum than the Science Center? \_\_\_\_\_ students

How many students would rather go to the Aquarium and Zoo? \_\_\_\_\_ students

Answer the following questions using the bar graph below.



1. Which kind of book was chosen by half of the number of students as books about animals? \_\_\_\_\_
2. Did more students choose books about sports or books about animals and nature together? \_\_\_\_\_
3. Which two kinds of books together did students choose as often as books about sports? \_\_\_\_\_ & \_\_\_\_\_
4. How many more students chose sports than puzzles?  
\_\_\_\_\_ students
5. How many fewer students chose space than animals?  
\_\_\_\_\_ students

# Multiplication Facts

Find the product

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 11 \\ \hline \end{array}$$

$5 \times 6 = \underline{\quad}$ 
 $9 \times 8 = \underline{\quad}$ 
 $12 \times 12 = \underline{\quad}$ 
 $4 \times 5 = \underline{\quad}$ 
 $5 \times 4 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$ 
 $6 \times 6 = \underline{\quad}$ 
 $3 \times 3 = \underline{\quad}$ 
 $1 \times 8 = \underline{\quad}$ 
 $9 \times 5 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$ 
 $6 \times 4 = \underline{\quad}$ 
 $12 \times 2 = \underline{\quad}$ 
 $5 \times 7 = \underline{\quad}$ 
 $3 \times 4 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$ 
 $12 \times 3 = \underline{\quad}$ 
 $8 \times 4 = \underline{\quad}$ 
 $10 \times 6 = \underline{\quad}$ 
 $1 \times 10 = \underline{\quad}$

$4 \times 4 = \underline{\quad}$ 
 $3 \times 9 = \underline{\quad}$ 
 $2 \times 6 = \underline{\quad}$ 
 $11 \times 4 = \underline{\quad}$ 
 $1 \times 2 = \underline{\quad}$

# Division Facts

Find the quotient

$5 \overline{) 30}$

$2 \overline{) 20}$

$11 \overline{) 121}$

$3 \overline{) 36}$

$7 \overline{) 21}$

$6 \overline{) 12}$

$9 \overline{) 63}$

$2 \overline{) 24}$

$9 \overline{) 81}$

$7 \overline{) 35}$

$4 \overline{) 32}$

$5 \overline{) 45}$

$4 \overline{) 24}$

$8 \overline{) 56}$

$9 \overline{) 72}$

$7 \overline{) 42}$

$6 \overline{) 18}$

$3 \overline{) 30}$

$8 \overline{) 40}$

$6 \overline{) 54}$

$8 \overline{) 64}$

$3 \overline{) 24}$

$4 \overline{) 12}$

$8 \overline{) 72}$

$4 \overline{) 16}$

$7 \overline{) 28}$

$3 \overline{) 9}$

$10 \overline{) 100}$

$8 \div 4 = \underline{\quad}$

$16 \div 2 = \underline{\quad}$

$35 \div 7 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$30 \div 6 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$6 \div 3 = \underline{\quad}$

$12 \div 2 = \underline{\quad}$

$20 \div 4 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$12 \div 6 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$24 \div 4 = \underline{\quad}$

$40 \div 4 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$20 \div 5 = \underline{\quad}$

$48 \div 8 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$



# Missing Factors

Solve for the missing factor.

$$\triangle \times 8 = 64$$

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

$$m \times 4 = 28$$

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

$$5 \times \heartsuit = 40$$

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

$$w \times 7 = 35$$

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

$$30 = d \times 3$$

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

$$56 = 8 \times \star$$

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

$$b \times 6 = 54$$

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

$$7 \times k = 42$$

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

Solve the equations.

$$4 \times \underline{\hspace{2cm}} = 28$$

$$28 \div 4 = \underline{\hspace{2cm}}$$

$$7 \times \underline{\hspace{2cm}} = 35$$

$$35 \div 7 = \underline{\hspace{2cm}}$$

$$9 \times \underline{\hspace{2cm}} = 27$$

$$27 \div 9 = \underline{\hspace{2cm}}$$

$$4 \times \underline{\hspace{2cm}} = 36$$

$$36 \div 4 = \underline{\hspace{2cm}}$$

$$8 \times \underline{\hspace{2cm}} = 40$$

$$40 \div 8 = \underline{\hspace{2cm}}$$

$$2 \times \underline{\hspace{2cm}} = 16$$

$$16 \div 2 = \underline{\hspace{2cm}}$$

Use fact families to help you find the missing number.

$$4 \times 9 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times 4 = 36$$

$$36 \div \underline{\hspace{2cm}} = 9$$

$$\underline{\hspace{2cm}} \div 9 = 4$$

$$\underline{\hspace{2cm}} \times 7 = 35$$

$$5 \times \underline{\hspace{2cm}} = 35$$

$$\underline{\hspace{2cm}} \div 7 = 5$$

$$35 \div 5 = \underline{\hspace{2cm}}$$

$$6 \times \underline{\hspace{2cm}} = 18$$

$$3 \times 6 = \underline{\hspace{2cm}}$$

$$18 \div \underline{\hspace{2cm}} = 3$$

$$\underline{\hspace{2cm}} \div 3 = 6$$

# Problem Solving

Solve the problems below. Write a multiplication or division equation.

Marcia is making 4 cheese sandwiches. If she puts 2 slices of cheese on each sandwich, how many slices of cheese does Marcia use in all?

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_ slices of cheese

Thomas works in a cafeteria kitchen. If he makes 5 salads with 3 cherry tomatoes on each salad, how many tomatoes does he use?

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_ cherry tomatoes

Mrs. Costa has 18 pencils. She gives 9 pencils to each of her children for school. How many children does Mrs. Costa have?

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_ children

Mary decides to plant 24 rose bushes in her garden. She places 6 bushes in each row. How many rows of rose bushes does she plant in her garden?

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_ rows

# Problem Solving

Solve the 2-step problems below. Use +, -, x, or ÷.

Of 77 third graders, on Monday 3 were absent from Room 101, 4 were absent from Room 102, and 2 were absent from Room 103. How many third graders attended school that day?

$$\text{-----} \bigcirc \text{-----} \bigcirc \text{-----} = \text{-----}$$

$$\text{-----} \bigcirc \text{-----} = \text{-----} \text{ students attended school}$$

Ms. Diaz gave 5 toothpicks to each of 9 children for an art project. The full box she started with held 100 toothpicks. How many toothpicks did she have left?

$$\text{-----} \bigcirc \text{-----} = \text{-----}$$

$$\text{-----} \bigcirc \text{-----} = \text{-----} \text{ toothpicks}$$

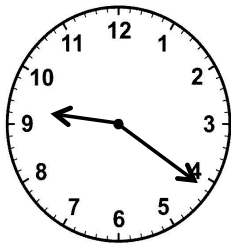
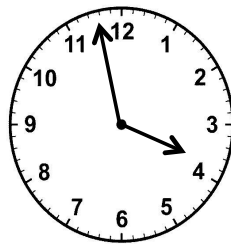
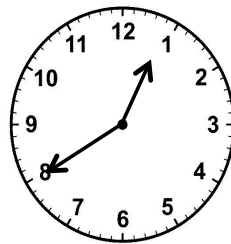
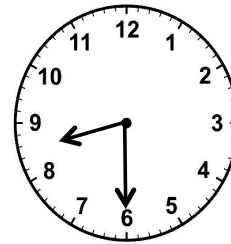
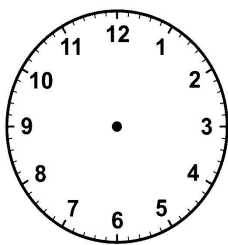
Each month for 7 months, Eva reads 3 books. How many more books does she need to read before she has read 30 books?

$$\text{-----} \bigcirc \text{-----} = \text{-----}$$

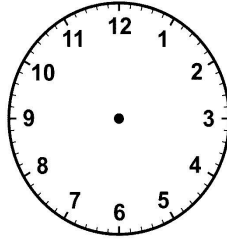
$$\text{-----} \bigcirc \text{-----} = \text{-----} \text{ books}$$

# Telling Time

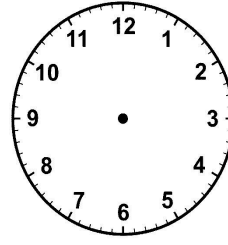
Write the time that is shown on the clock, or draw the hands to shown the given time.


 : 

 : 

 : 

 : 


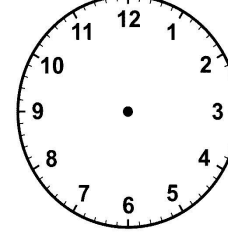
12:34



6:56



10:20



2:15

What time will it be in 20 minutes if it is now...

2:10 \_\_\_\_\_

8:15 \_\_\_\_\_

7:35 \_\_\_\_\_

What time will it be in 2 hours, 15 minutes if it is now...

6:30 \_\_\_\_\_

3:35 \_\_\_\_\_

4:25 \_\_\_\_\_

Solve the problem and make sure to show your work.

Hannah wants to meet her friends at the mall. Before leaving home, she does her chores for 60 minutes and eats lunch for 20 minutes. The walk downtown takes 15 minutes. Hannah starts her chores at 11:45 A.M. At what time does she meet her friends?

\_\_\_\_\_

# Mass & Capacity

Decide which unit would best be used to measure the mass of each object: grams (g) or Kilograms (Kg). Circle your answer.

cell phone: (g) (kg)      large dog: (g) (kg)      pencil: (g) (kg)

Circle the best estimate for the mass of each object.

refrigerator      A. 90 kilograms      B. 40 grams      C. 8 kilograms

an apple      A. 4 kilograms      B. 200 grams      C. 2 grams

a key      A. 1 gram      B. 4 kilograms      C. 100 grams

Decide which unit would best be used to measure each: milliliter (mL) or liter (L).

carton of milk: (mL) (L)      juice in a baby's bottle: (mL) (L)

water in a bathtub: (mL) (L)      medicine: (mL) (L)

Circle the best estimate for the liquid volume of each.

syrup for 2 pancakes      A. 25 mL      B. 2 mL      C. 2 L

soda in a can      A. 2 L      B. 350 mL      C. 350 L

liquid in a spoon      A. 5 L      B. 5 mL      C. 500 mL

Solve.

Louis was served 145 grams of meat and 217 grams of vegetables at a meal. What was the total mass of the meat and vegetables?

\_\_\_\_\_ grams

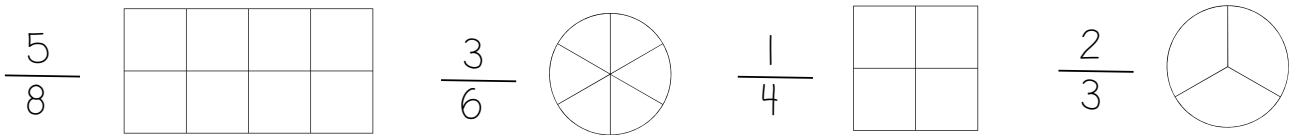
CCS  
3.NF.1  
3.NF.2

# Fractions

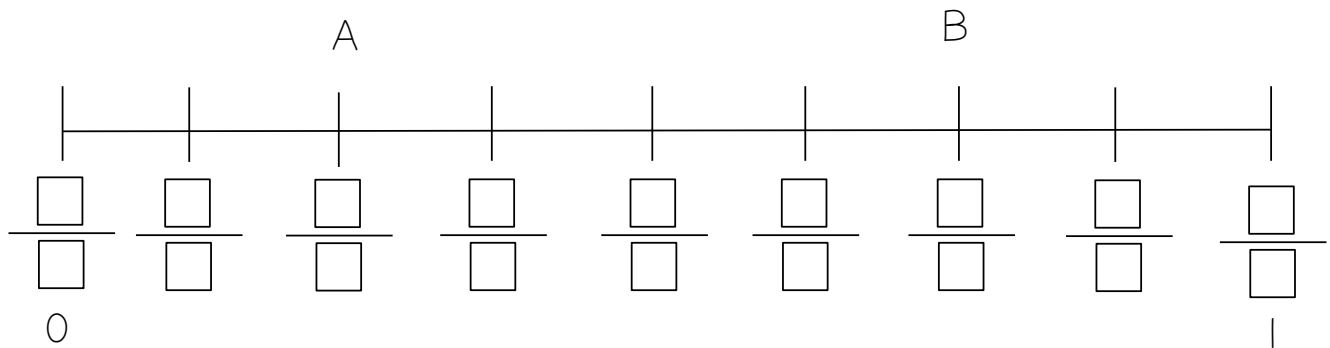
Write the fraction that names each picture.



Color in each picture to represent the fraction.



Fill in the missing fractions on the number line. Then answer the questions that follow.



How many parts is the number line broken into? \_\_\_\_\_ parts

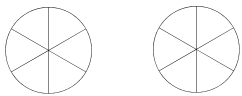
How far is from point A to B on the number line?  $\frac{\square}{\square}$

Which fraction represents the number 1 on the number line?  $\frac{\square}{\square}$

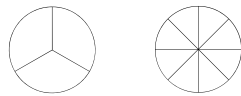
# Fractions

Compare each set of fractions using  $<$ ,  $>$ , or  $=$ . Color in the pictures below to help you solve.

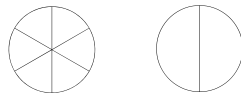
$$\frac{3}{6} \bigcirc \frac{6}{6}$$



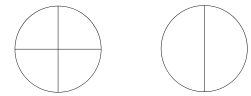
$$\frac{1}{3} \bigcirc \frac{1}{8}$$



$$\frac{1}{6} \bigcirc \frac{1}{2}$$

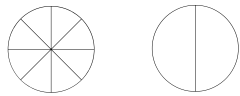


$$\frac{3}{4} \bigcirc \frac{1}{4}$$

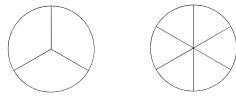


Write an equivalent fraction. Color in each picture to represent the equivalent fractions.

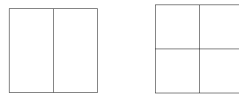
$$\frac{4}{8} = \frac{\quad}{\quad}$$



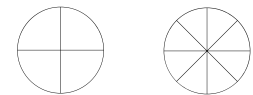
$$\frac{1}{3} = \frac{\quad}{\quad}$$



$$\frac{2}{2} = \frac{\quad}{\quad}$$

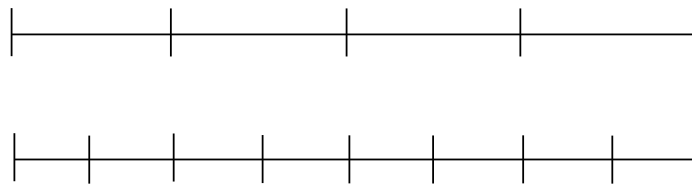


$$\frac{3}{4} = \frac{\quad}{\quad}$$

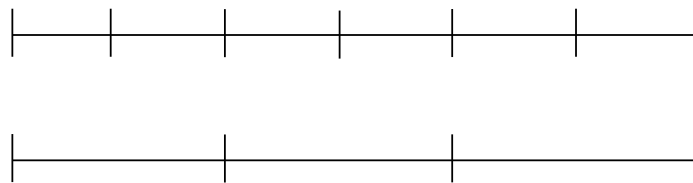


Find equivalent fractions using the number lines to locate each point.

$$\frac{2}{4} = \frac{\quad}{8}$$



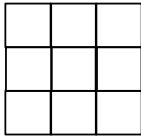
$$\frac{4}{6} = \frac{\quad}{3}$$



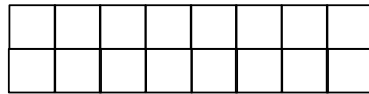
CCS  
3.MD.5  
3.MD.6  
3.MD.7

# Measurement

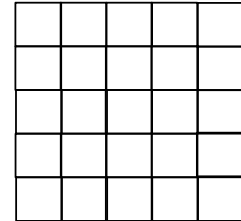
Count the tiles to find the area of each figure.



A = \_\_\_\_\_ square units

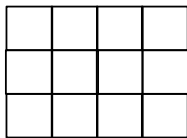


A = \_\_\_\_\_ square units



A = \_\_\_\_\_ square units

Write a repeated addition and multiplication sentence to find the area of the figure.



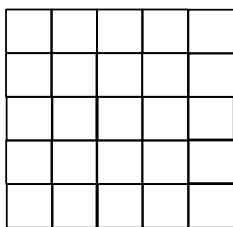
Addition

\_\_\_\_ + \_\_\_\_ + \_\_\_\_ = \_\_\_\_ square units

Multiplication

\_\_\_\_ x \_\_\_\_ = \_\_\_\_ square units

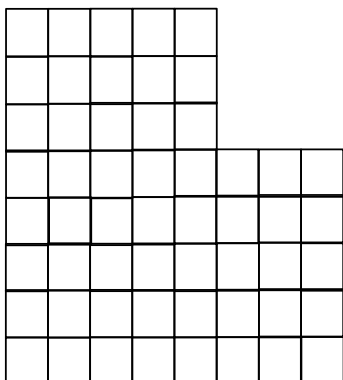
Break up the rectangle into two rectangles by coloring it in two different colors to find the area of the figure.



Rectangle 1: \_\_\_\_ x \_\_\_\_ = \_\_\_\_

Rectangle 2: \_\_\_\_ x \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_ square units



Rectangle 1: \_\_\_\_ x \_\_\_\_ = \_\_\_\_

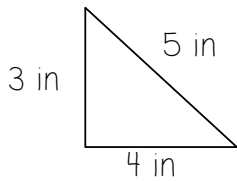
Rectangle 2: \_\_\_\_ x \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_ square units

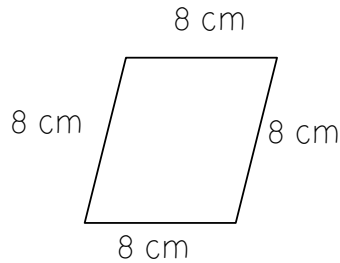


# Measurement

Find the perimeter of each polygon.



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



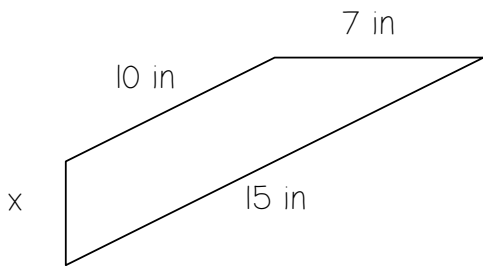
$P = \underline{\hspace{2cm}}$  centimeters



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

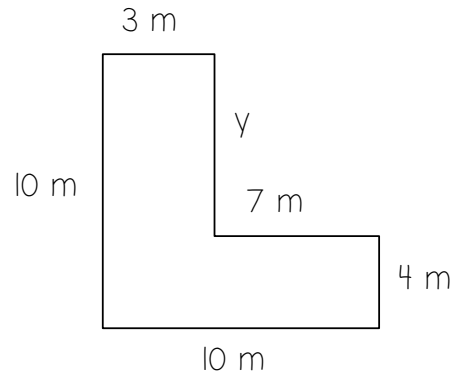
## CHALLENGE

Find the unknown side length and/or perimeter of each polygon.



$P = 27$  inches

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



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

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

Ryan has a rectangular playroom with a perimeter of 26 feet. The length of the playroom is 6 feet. What is the width of the playroom? Use the picture to help you solve.

The width is          feet



# Geometry

Cut out the pictures on the following page and paste them under the correct heading. Then, answer the questions that follow.

Quadrilaterals	Not Quadrilaterals

Which figure(s) can be classified as a rhombus? \_\_\_\_\_

Which figure(s) can be classified as a rectangle? \_\_\_\_\_

Which figure(s) can be classified as a trapezoid? \_\_\_\_\_

Which figure(s) can be classified as a square? \_\_\_\_\_

What do all quadrilaterals have in common?

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