

## Welcome to HCA's **Summer Math** Review!

Inside this file, you will find pages and pages of math review worksheets. These were selected to help your student review the math concepts from their recently completed grade level. Many of these worksheets are from the Math in Focus's Reteach workbook. The "Contents" pages show the chapters that are included, the concepts the worksheet is reviewing, and gives a check-box to mark when the worksheet (which includes several pages) is completed. At the end of some of the chapters you will find a fun math page for your student to enjoy.

If review of the concept is needed, you can access the *Math in Focus* (MIF) textbook online. Simply go to the Heritage Christian website, [www.heritagechristian.info](http://www.heritagechristian.info), and select the menu "Academics," then select "Elementary," then select "Math In Focus," then select "Online Access." Upon arriving there, you will find instructions for how to access the online text, and be able to select the grade level you need. If you need a User Name and the Password email Stacy Loyd at [sloyd@heritagechristian.info](mailto:sloyd@heritagechristian.info). MIF texts are divided into two books, A and B, which cover the entire year. Choose the appropriate volume for the chapter that you need.

If you are looking for online games for your child that help develop logical thinking skills (which are crucial to succeeding in mathematics), here are a few ideas:

a. **BigSeed** by Mind Research Institute

This FREE iPad application develops problem solving and spatial reasoning skills. JiJi the Penguin helps you fold colored tiles to fill in the available empty spaces. JiJi walks you through the levels, lets you know when you are wrong, and cheers you on as you progress through the levels. An added bonus, there are no words to read, so the instructions are given visually (and very effectively, I might add). So even a young math learner can enjoy this game!

b. **KickBox** by Mind Research Institute

Another FREE iPad application that helps develop multi-step thinking skills. Join JiJi the Penguin this time as you position lasers and mirrors to remove balls that block the penguin's path. You are

encouraged as you move through the levels and again, there are no words to read for instructions.

c. Sudoku Puzzles

There are many online Sudoku sites, some with printable puzzles, and books aplenty that feature this addicting game. Sudoku develops logical thinking and promotes multi-step thinking with it's easy-to-understand puzzle format. The puzzle features 9 grids, each grid composed of a 3x3 square. Within each square, the digits 1 to 9 are arranged with no repeats. But within each column and row of the entire puzzle, the digits 1 to 9 are also arranged with no repeats. Try the ones labeled "easy" first (make sure you use a pencil!), and see if your student does not become an avid fan of this engaging puzzle.

d. MasterMind (online)

If you don't have Apple technology, you can play MasterMind online via this website:

<http://www.kidsmathgamesonline.com/logic/mastermind.html>

Simply drag the colored balls into the 4 spots and try to find out the color sequence that the computer has chosen. With each attempt the computer will let you know using black (right color, wrong place) or white (right color, right place) pegs if your attempt was close. Be aware there are a lot of ads on this site which can be misleading.

e. Tower of Hanoi (online)

Another game that doesn't need Apple technology, you can play Tower of Hanoi via this website:

<http://www.kidsmathgamesonline.com/logic/towersofhanoi.html>

The goal of this game is to move one pile of blocks from one peg to another, making sure you follow only 2 rules: you can only move one block at a time, and you can't put a larger block on top of a smaller one. You can vary the number of blocks you can work with. Simple game idea, but if you get up to 7 blocks, it gets very tough.

Hopefully, as your student accomplishes these worksheets and has some fun with these games, may they come to realize that math is more than learning about numbers, it is about learning how to think. May your summer be full of great memories and fun learning! Please have your student bring completed math work to school in the fall for recognition from her or her new teacher!

See you in the fall,

Joleen Steffen

Faculty Math Coach

Heritage Christian Academy

# Grade 3 Summer Math Contents

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# Chapter 17

PICTURE GRAPHS

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Worksheet 3 Comparing Numbers

Circle the number that is greater.

1.    **46**            **13**

2.    **55**            **62**

3.    **69**            **94**

4.    **78**            **87**

Fill in the blanks with *greater than* or *less than*.

5.    72 is \_\_\_\_\_ 58.

6.    49 is \_\_\_\_\_ 94.

7.    88 is \_\_\_\_\_ 77.

8.    60 is \_\_\_\_\_ 90.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Worksheet 4 Order and Pattern

Complete the number patterns.

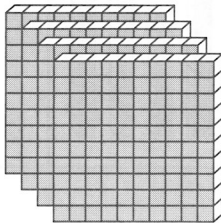
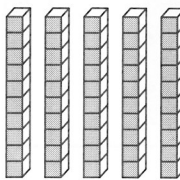
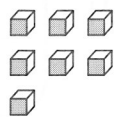
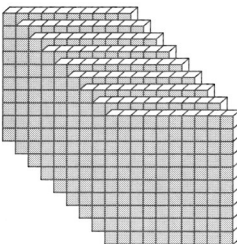
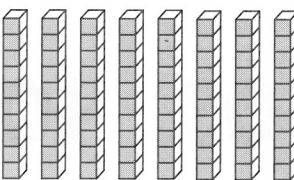

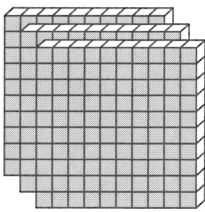
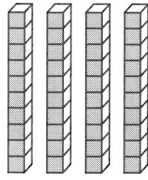
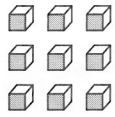
1. 68, 69, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 73

2. 84, \_\_\_\_\_, \_\_\_\_\_, 81, 80, \_\_\_\_\_

Order the numbers from least to greatest.

Use a place-value chart to help you.

Example

	Hundreds	Tens	Ones
457			
983			
349			

349 , 457 , 983

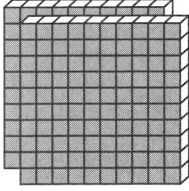
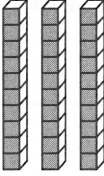
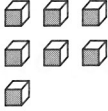
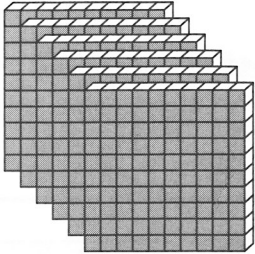
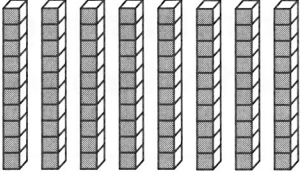
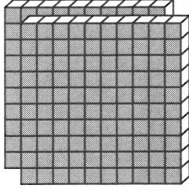
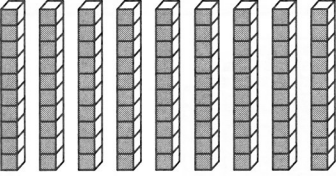

least

greatest

Name: \_\_\_\_\_

Date: \_\_\_\_\_

3.

	Hundreds	Tens	Ones
237			
680			
291			

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
least

4.

**498 403 409**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
least

5.

**358 458 448**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
least

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Find the missing numbers.**  
**Use a number line to help you.**

**Example**

725   726    $\uparrow$    728   729   730   731    $\uparrow$    733   734

1 more than 726 is  
727

1 less than 733 is  
732

**6.**

194    $\uparrow$    214   224   234   244   254    $\uparrow$    274   284

10 more than 194 is  
\_\_\_\_\_.

10 less than 274 is  
\_\_\_\_\_.

**7.**

43    $\uparrow$    243   343   443   543    $\uparrow$    743   843   943

100 more than 43 is  
\_\_\_\_\_.

100 less than 743 is  
\_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Complete the number patterns.  
Use number lines to help you.**

8. 404, \_\_\_\_\_, \_\_\_\_\_, 407, \_\_\_\_\_, \_\_\_\_\_

9. 589, \_\_\_\_\_, 591, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10. 110, 120, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 160

11. 290, 300, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

12. \_\_\_\_\_, 300, 400, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

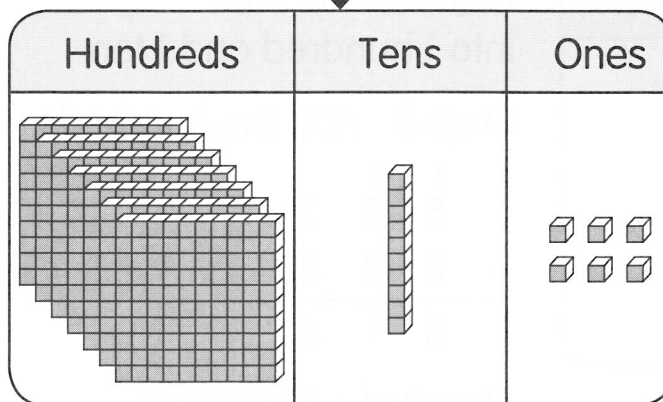
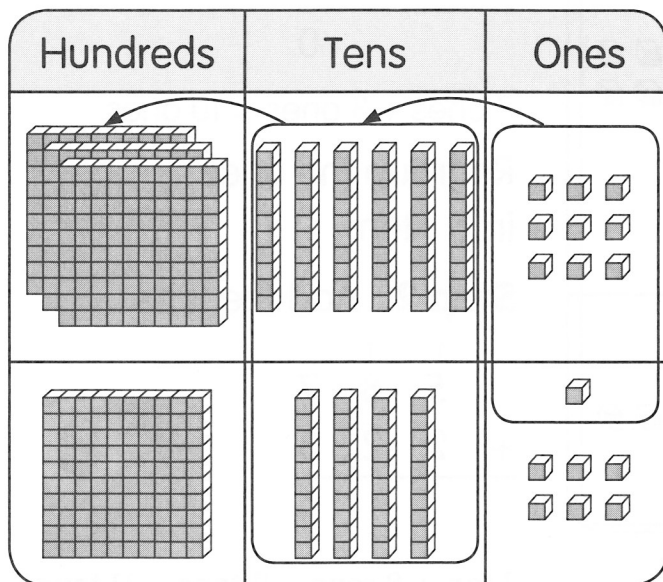
13. \_\_\_\_\_, \_\_\_\_\_, 491, \_\_\_\_\_, 691, \_\_\_\_\_

# Worksheet 4 Addition with Regrouping in Ones and Tens

**Regroup.**  
**Then add.**

## Example

$$369 + 147 = ?$$



So,  $369 + 147 = \underline{516}$ .

**Step 1** Add the ones.

$$\begin{array}{r} 3 \ 6 \ 9 \\ + 1 \ 4 \ 7 \\ \hline \phantom{3} \phantom{6} \ 6 \end{array}$$

$$9 \text{ ones} + 7 \text{ ones} = 16 \text{ ones}$$

Regroup the ones into 1 ten 6 ones.

**Step 2** Add the tens.

$$\begin{array}{r} \phantom{1} \ 3 \ 6 \ 9 \\ + \phantom{1} \ 1 \ 4 \ 7 \\ \hline \phantom{1} \phantom{3} \ 1 \ 6 \end{array}$$

$$1 \text{ ten} + 6 \text{ tens} + 4 \text{ tens} = 11 \text{ tens}$$

Regroup the tens into 1 hundred 1 ten.

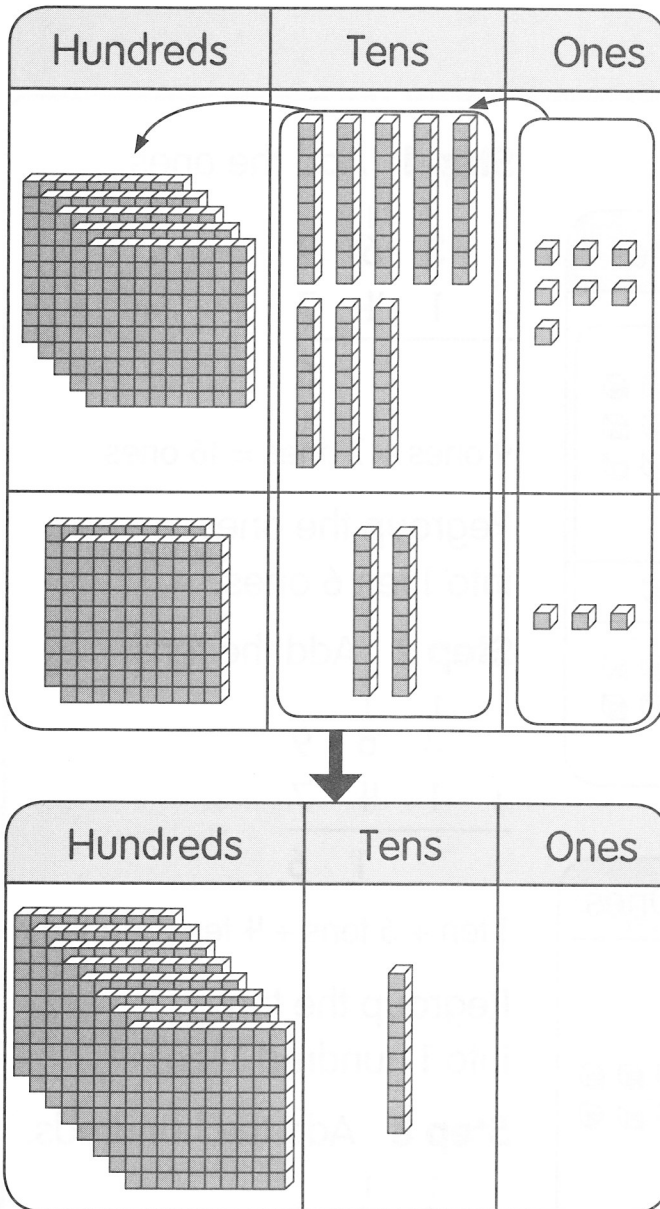
**Step 3** Add the hundreds.

$$\begin{array}{r} \phantom{1} \ 3 \ 6 \ 9 \\ + \phantom{1} \ 1 \ 4 \ 7 \\ \hline \phantom{1} \ 5 \ 1 \ 6 \end{array}$$

$$1 \text{ hundred} + 3 \text{ hundreds} + 1 \text{ hundred} = 5 \text{ hundreds}$$

**Regroup.**  
**Then add.**

1.  $587 + 223 = ?$



So,  $587 + 223 =$  \_\_\_\_\_.

**Step 1** Add the ones.

$$\begin{array}{r} 1 \\ 5 \ 8 \ 7 \\ + 2 \ 2 \ 3 \\ \hline 0 \end{array}$$

7 ones + 3 ones = 10 ones

Regroup the ones  
into 1 ten.

**Step 2** Add the tens.

$$\begin{array}{r} 1 \quad 1 \\ 5 \ 8 \ 7 \\ + 2 \ 2 \ 3 \\ \hline 1 \ 0 \end{array}$$

1 ten + 8 tens + 2 tens = 11 tens

Regroup the tens  
into 1 hundred and 1 ten.

**Step 3** Add the hundreds.

$$\begin{array}{r} 1 \quad 1 \\ 5 \ 8 \ 7 \\ + 2 \ 2 \ 3 \\ \hline 8 \ 1 \ 0 \end{array}$$

1 hundred + 5 hundreds

+ 2 hundreds = 8 hundreds

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**2.**  $157 + 658 = ?$

Add and regroup the ones.

$$7 \text{ ones} + 8 \text{ ones} = \underline{\hspace{2cm}} \text{ ones}$$

$$= \underline{\hspace{1cm}} \text{ ten } \underline{\hspace{1cm}} \text{ ones}$$

Add and regroup the tens.

$$1 \text{ ten} + 5 \text{ tens} + 5 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$$

$$= \underline{\hspace{1cm}} \text{ hundred } \underline{\hspace{1cm}} \text{ tens}$$

Add the hundreds.

$$1 \text{ hundred} + 1 \text{ hundred} + 6 \text{ hundreds} = \underline{\hspace{2cm}} \text{ hundreds}$$

$$157 + 658 = \underline{\hspace{2cm}}$$

**3.**

$$\begin{array}{r} 2 \ 2 \ 2 \\ + 2 \ 9 \ 8 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 1 \ 6 \ 9 \\ + 3 \ 6 \ 9 \\ \hline \end{array}$$

**5.**

$$\begin{array}{r} 3 \ 5 \ 8 \\ + 1 \ 4 \ 2 \\ \hline \end{array}$$

**6.**

$$\begin{array}{r} 1 \ 8 \ 4 \\ + 4 \ 9 \ 9 \\ \hline \end{array}$$

**7.**

$$\begin{array}{r} 7 \ 9 \ 3 \\ + \quad 2 \ 8 \\ \hline \end{array}$$

**8.**

$$\begin{array}{r} 5 \ 2 \ 9 \\ + 3 \ 8 \ 4 \\ \hline \end{array}$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Example

Harry has 185 bookmarks.

His penpal sends him another 25 bookmarks.

How many bookmarks does Harry have now?

$$185 + 25 = 210$$

$$\begin{array}{r} 1 \quad 1 \\ 185 \\ + 25 \\ \hline 210 \end{array}$$

Harry has 210 bookmarks now.

9. A fish pond has 217 fish.  
Mr. Reynolds adds another 95 fish.  
How many fish are there in the pond now?

\_\_\_\_\_ fish are in the pond now.

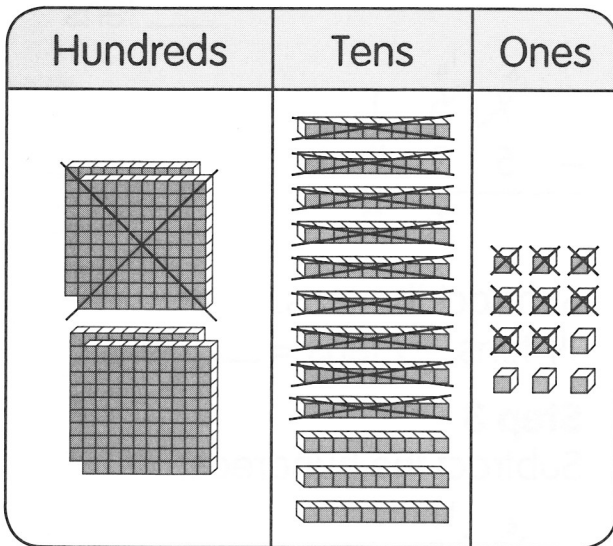
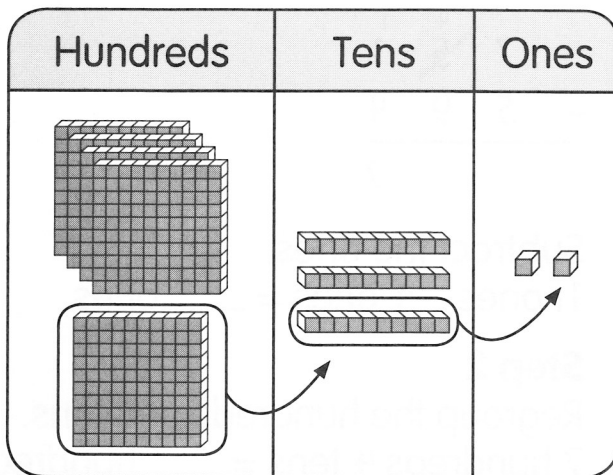


# Worksheet 4 Subtraction with Regrouping in Hundreds, Tens, and Ones

Regroup the hundreds, tens, and ones. Then subtract.

### Example

$$532 - 298 = ?$$



So,  $532 - 298 = \underline{234}$ .

Check.

	2 3 4		
+	2	9	8
	5	3	2

### Step 1

Regroup the tens and ones.

3 tens 2 ones = 2 tens 12 ones

$$\begin{array}{r} 5 \overset{2}{\cancel{3}} \overset{1}{\cancel{2}} \\ - 2 \quad 9 \quad 8 \\ \hline 4 \end{array}$$

Subtract the ones.

12 ones - 8 ones = 4 ones

### Step 2

Regroup the hundreds and tens.

5 hundreds 2 tens = 4 hundreds  
12 tens

$$\begin{array}{r} 4 \overset{1}{\cancel{5}} \overset{2}{\cancel{3}} \overset{1}{\cancel{2}} \\ - 2 \quad 9 \quad 8 \\ \hline 3 \quad 4 \end{array}$$

Subtract the tens.

12 tens - 9 tens = 3 tens

### Step 3

Subtract the hundreds.

$$\begin{array}{r} 4 \overset{1}{\cancel{5}} \overset{2}{\cancel{3}} \overset{1}{\cancel{2}} \\ - 2 \quad 9 \quad 8 \\ \hline 2 \quad 3 \quad 4 \end{array}$$

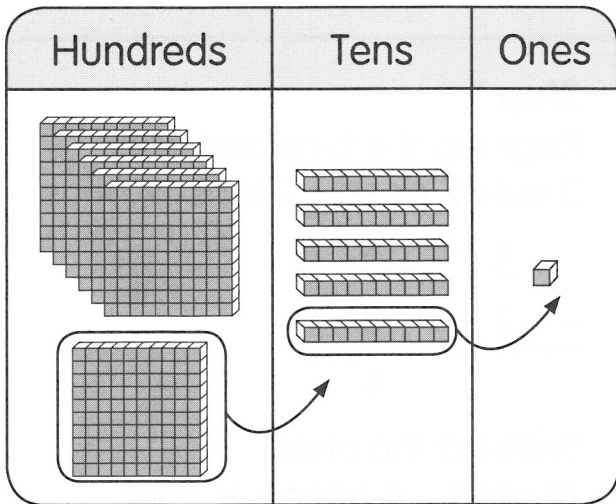
4 hundreds - 2 hundreds  
= 2 hundreds

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Regroup.  
Then subtract.**

1.  $751 - 594 = ?$



**Step 1**

Regroup the tens and ones.

5 tens 1 one = \_\_\_\_ tens \_\_\_\_ ones

$$\begin{array}{r} 7 \overset{4}{\cancel{5}} \overset{1}{\cancel{1}} \\ - 5 \quad 9 \quad 4 \\ \hline 7 \end{array}$$

Subtract the ones.

11 ones - 4 ones = \_\_\_\_ ones

**Step 2**

Regroup the hundreds and tens.

7 hundreds 4 tens = \_\_\_\_ hundreds  
\_\_\_\_ tens

$$\begin{array}{r} 6 \overset{4}{\cancel{7}} \overset{1}{\cancel{5}} \overset{1}{\cancel{1}} \\ - 5 \quad 9 \quad 4 \\ \hline 5 \quad 7 \end{array}$$

Subtract the tens.

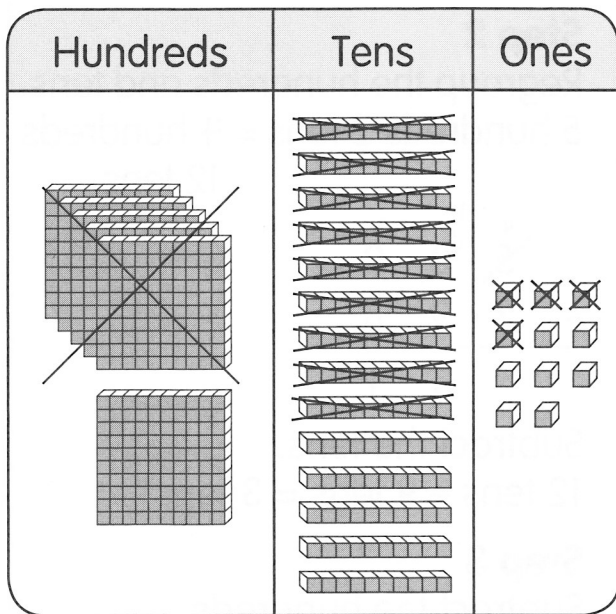
14 tens - 9 tens = \_\_\_\_ tens

**Step 3**

Subtract the hundreds.

$$\begin{array}{r} 6 \overset{4}{\cancel{7}} \overset{1}{\cancel{5}} \overset{1}{\cancel{1}} \\ - 5 \quad 9 \quad 4 \\ \hline 1 \quad 5 \quad 7 \end{array}$$

6 hundreds - 5 hundreds  
= \_\_\_\_ hundred



So,  $751 - 594 = \underline{\hspace{2cm}}$ .

Check.  

$$\begin{array}{r} + 5 \quad 9 \quad 4 \\ \hline 7 \quad 5 \quad 1 \end{array}$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Subtract.**

**Add to check your answer.**

**2.**  $785 - 297 = ?$

Regroup the tens and ones.

8 tens 5 ones = \_\_\_\_\_ tens \_\_\_\_\_ ones

Subtract the ones.

15 ones - 7 ones = \_\_\_\_\_

Regroup the hundreds and tens.

7 hundreds 7 tens = \_\_\_\_\_ hundreds \_\_\_\_\_ tens

Subtract the tens.

17 tens - 9 tens = \_\_\_\_\_ tens

Subtract the hundreds.

6 hundreds - 2 hundreds = \_\_\_\_\_ hundreds

$785 - 297 =$  \_\_\_\_\_

**3.**

$$\begin{array}{r} 822 \\ - 377 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 438 \\ - 364 \\ \hline \end{array}$$

**5.**

$$\begin{array}{r} 321 \\ - 264 \\ \hline \end{array}$$

**6.**

$$\begin{array}{r} 933 \\ - 494 \\ \hline \end{array}$$

**7.**

$$\begin{array}{r} 654 \\ - 97 \\ \hline \end{array}$$

**8.**

$$\begin{array}{r} 516 \\ - 157 \\ \hline \end{array}$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Solve.**

**Show how to check your answer.**

**Example**

Penny skips 250 times.

Bianca skips 95 times less than Penny.

How many times does Bianca skip?

$$250 - 95 = 155$$

$$\begin{array}{r} \overset{1}{\cancel{2}}\overset{1}{\cancel{5}}\overset{1}{\cancel{0}} \\ - \quad 95 \\ \hline 155 \end{array}$$

$$\begin{array}{r} 155 \\ + \quad 95 \\ \hline 250 \end{array}$$

Bianca skips 155 times.

9. Susan picked 120 apples.  
35 of the apples are rotten.  
How many apples are not rotten?

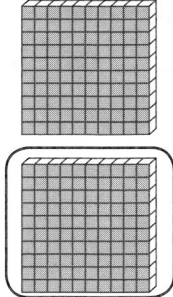
\_\_\_\_\_ apples are not rotten.

# Worksheet 5 Subtraction Across Zeros

Regroup. Then subtract.

## Example

$$200 - 158 = ?$$

Hundreds	Tens	Ones
		

### Step 1

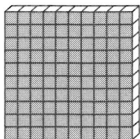
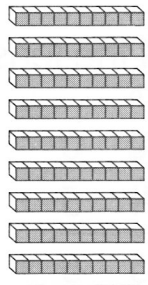
Regroup the hundreds and tens.

2 hundreds = 1 hundred 10 tens

Regroup the tens and ones.

10 tens = 9 tens 10 ones

$$\begin{array}{r} \overset{1}{2} \overset{10}{0} \overset{1}{0} \\ - 158 \\ \hline 2 \end{array}$$

Hundreds	Tens	Ones
		

Subtract the ones.

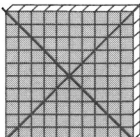
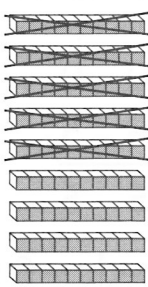
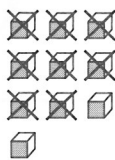
10 ones - 8 ones = 2 ones

### Step 2

Subtract the tens.

$$\begin{array}{r} \overset{1}{2} \overset{9}{0} \overset{1}{0} \\ - 158 \\ \hline 42 \end{array}$$

9 tens - 5 tens = 4 tens

Hundreds	Tens	Ones
		

### Step 3

Subtract the hundreds.

$$\begin{array}{r} \overset{1}{2} \overset{9}{0} \overset{1}{0} \\ - 158 \\ \hline 42 \end{array}$$

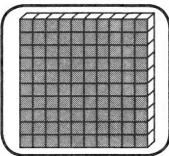
1 hundred - 1 hundred

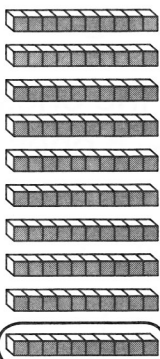
= 0 hundreds

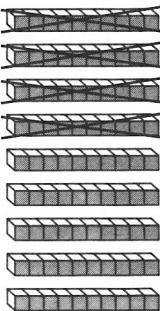

So,  $200 - 158 = \underline{\quad 42 \quad}$ .

**Regroup.****Then subtract.**

1.  $100 - 45 = ?$

Hundreds	Tens	Ones
		

Hundreds	Tens	Ones
		

Hundreds	Tens	Ones
		

So,  $100 - 45 = \underline{\hspace{2cm}}$ .

**Step 1**

Regroup the hundreds and tens.

1 hundred =      tens

Regroup the tens and ones.

10 tens =      tens      ones

$$\begin{array}{r} \overset{0}{1} \overset{10}{0} \overset{1}{0} \\ - \quad \quad 4 \quad 5 \\ \hline \quad \quad \quad 5 \end{array}$$

Subtract the ones.

10 ones - 5 ones =      ones**Step 2**

Subtract the tens.

$$\begin{array}{r} \overset{0}{1} \overset{10}{0} \overset{1}{0} \\ - \quad \quad 4 \quad 5 \\ \hline \quad \quad 5 \quad 5 \end{array}$$

9 tens - 4 tens =      tens**Step 3**

Subtract the hundreds.

$$\begin{array}{r} \overset{0}{1} \overset{10}{0} \overset{1}{0} \\ - \quad \quad 4 \quad 5 \\ \hline \quad \quad 5 \quad 5 \end{array}$$

0 hundreds - 0 hundreds  
=      hundreds

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Solve.**

**Add to check your answer.**

**2.**  $900 - 461 = ?$

Regroup the hundreds and tens.

9 hundreds = \_\_\_\_\_ hundreds \_\_\_\_\_ tens

Regroup the tens and ones.

10 tens = \_\_\_\_\_ tens \_\_\_\_\_ ones

Subtract the ones.

10 ones - 1 one = \_\_\_\_\_ ones

Subtract the tens.

9 tens - 6 tens = \_\_\_\_\_ tens

Subtract the hundreds.

8 hundreds - 4 hundreds = \_\_\_\_\_ hundreds

$900 - 461 =$  \_\_\_\_\_

**3.**

$$\begin{array}{r} 800 \\ - 264 \\ \hline \end{array}$$

**4.**

$$\begin{array}{r} 200 \\ - 128 \\ \hline \end{array}$$

**5.**

$$\begin{array}{r} 500 \\ - 381 \\ \hline \end{array}$$

**6.**

$$\begin{array}{r} 700 \\ - 542 \\ \hline \end{array}$$

**7.**

$$\begin{array}{r} 600 \\ - 258 \\ \hline \end{array}$$

**8.**

$$\begin{array}{r} 300 \\ - 69 \\ \hline \end{array}$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Solve.**

**Show how to check your answer.**

**Example**

Bradley has \$300.

He buys a pair of running shoes for \$125.

How much does Bradley have left?

$$\$300 - \$125 = \$175$$

$$\begin{array}{r} 2 \phantom{0} \phantom{0} \phantom{0} \\ \phantom{2} 1 \phantom{0} \phantom{0} \\ \phantom{2} \phantom{1} 1 \phantom{0} \\ \hline 300 \\ - 125 \\ \hline 175 \end{array}$$

$$\begin{array}{r} 175 \\ + 125 \\ \hline 300 \end{array}$$

Bradley has \$175 left.

9. Rowan has 200 stamps.  
147 stamps are U.S. stamps.  
How many stamps are not U.S. stamps?

\_\_\_\_\_ stamps are not U.S. stamps.



# Worksheet 3 Comparing Two Sets

**Solve.**

**Use the bar models to help you.**

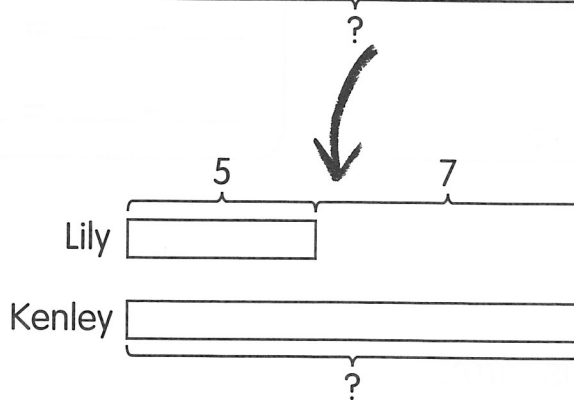
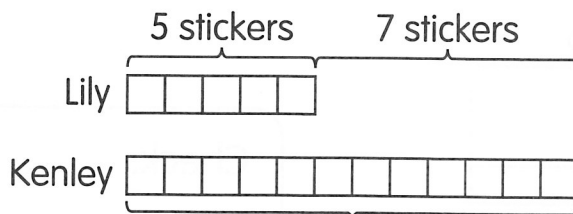
**Subtract to check your answer.**

## Example

Lily has 5 stickers in her notebook.

Kenley has 7 more stickers than Lily.

How many stickers does Kenley have in her notebook?



**You can use  
bar models  
to compare  
to add.**

$$\underline{5} + \underline{7} = \underline{12}$$

Kenley has 12 stickers.

Check:

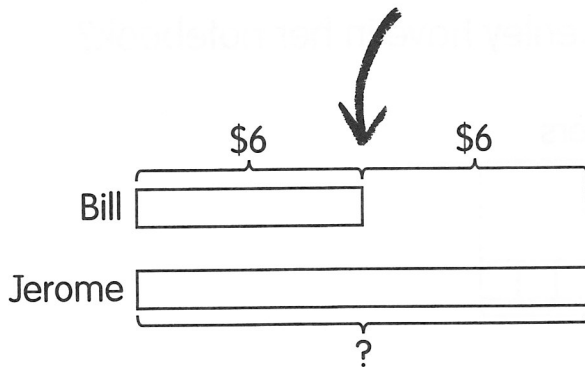
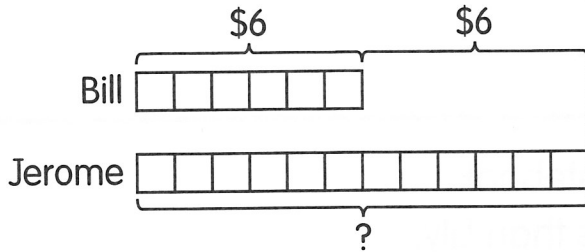
$$\underline{12} - \underline{7} = \underline{5}$$

$$\underline{12} - \underline{5} = \underline{7}$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Bill has \$6.  
Jerome has \$6 more than Bill.  
How much money does Jerome have?



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

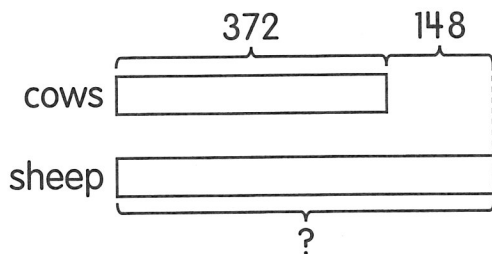
Jerome has  $\text{\$ } \underline{\quad}$ .

Check:

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

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

2. Samuel has 372 cows on his farm.  
He has 148 more sheep than cows on his farm.  
How many sheep does Samuel have?



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

Samuel has \_\_\_\_\_ sheep.

Check:

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

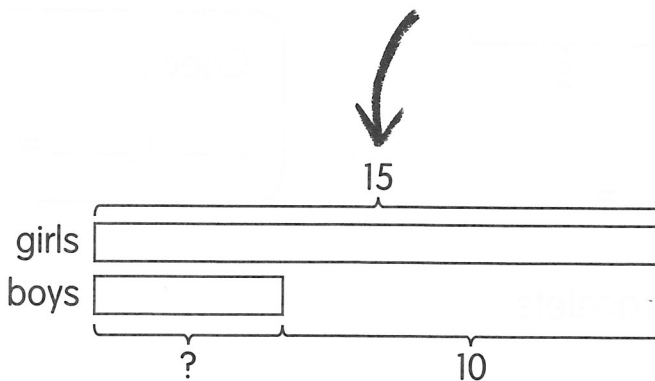
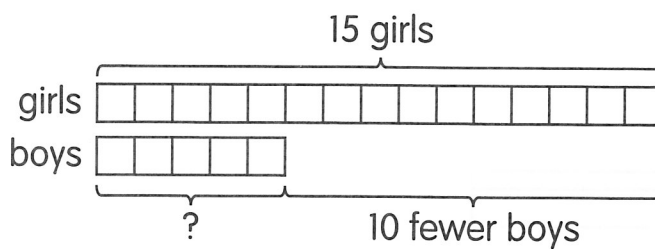
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

**Solve.****Use the bar models to help you.****Add to check your answer.****Example**

15 girls are in the swimming pool.

10 fewer boys are in the swimming pool.

How many boys are in the swimming pool?



$$\underline{15} - \underline{10} = \underline{5}$$

5 boys are in the swimming pool.

Check:

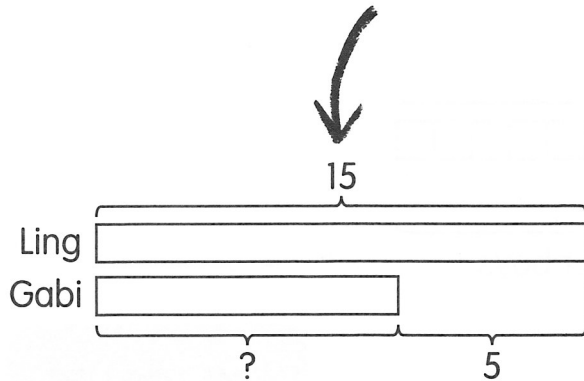
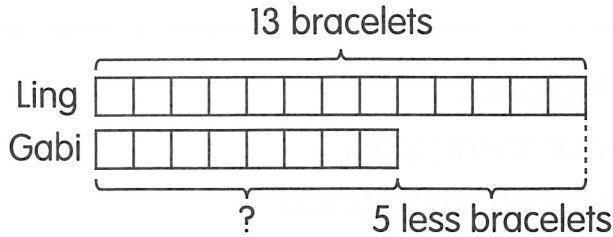
$$\underline{5} + \underline{10} = \underline{15}$$

**You can use  
bar models  
to compare  
to subtract.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

3. Ling has 13 bracelets.  
Gabi has 5 less bracelets than Ling.  
How many bracelets does Gabi have?



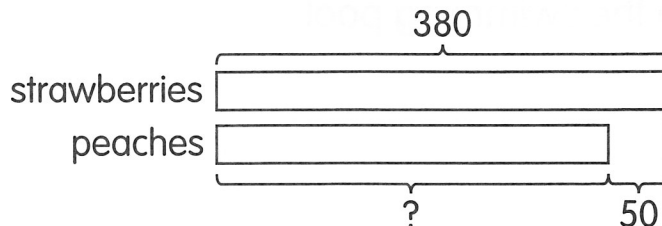
\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

Gabi has \_\_\_\_\_ bracelets.

Check:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. A grocer has 380 strawberries.  
She has 50 fewer peaches than strawberries.  
How many peaches does she have?



\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

She has \_\_\_\_\_ peaches.

Check:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

# Worksheet 4 Real-World Problems: Two-Step Problems

**Solve.**

**Use the bar models to help you.**

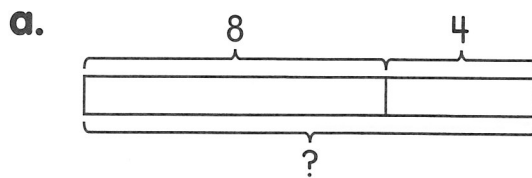
## Example

Ron has 8 apples and 4 pears.

He gives Ally some apples.

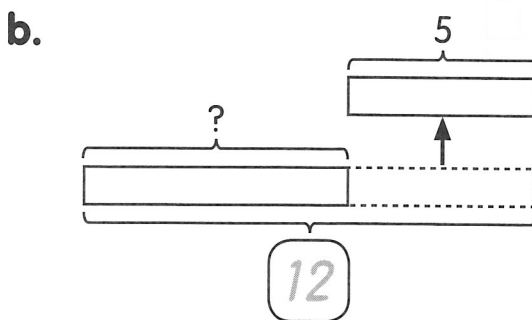
Now he has 5 apples and pears left.

- How many apples and pears did Ron have at first?
- How many apples did Ron give to Ally?



$$\underline{8} + \underline{4} = \underline{12}$$

Ron had 12 apples and pears at first.



$$\underline{12} - \underline{5} = \underline{7}$$

Ron gave Ally 7 apples.

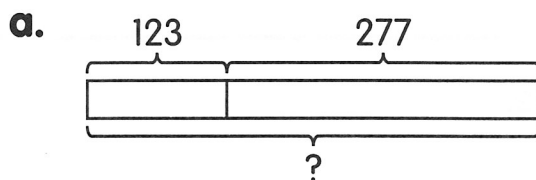
**You can use  
bar models  
to solve  
two-step  
problems.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

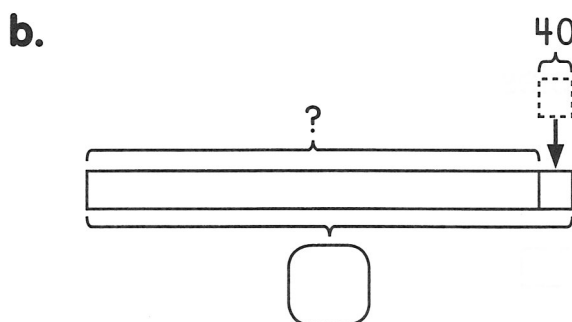
1. Mrs. Holley has 123 cookbooks and 277 reading books.  
Mr. Pearce gives her another 40 reading books.

- a. How many books did Mrs. Holley have at first?
- b. How many books does Mrs. Holley have now?



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Mrs. Holley had \_\_\_\_\_ books at first.



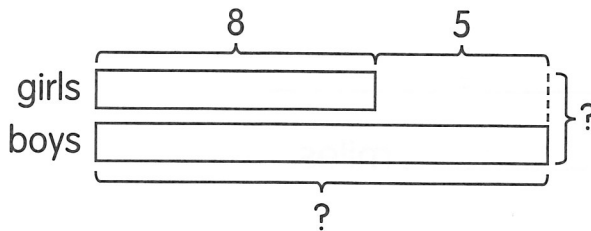
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Mrs. Holley has \_\_\_\_\_ books now.

**Solve.****Use the bar models to help you.****Example**

A science class has 8 girls.

There are 5 more boys than girls.

**a.** How many boys are in the class?**b.** How many children are in the class?

$$\mathbf{a.} \quad \underline{8} + \underline{5} = \underline{13}$$

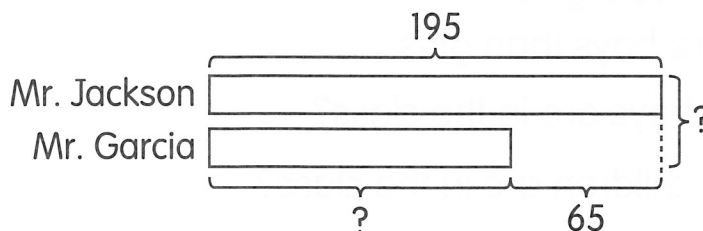
There are 13 boys in the class.

$$\mathbf{b.} \quad \underline{8} + \underline{13} = \underline{21}$$

There are 21 children in the class.

- 2.** Mr. Jackson drives 195 miles.  
Mr. Garcia drives 65 miles fewer than Mr. Jackson.

- a.** How many miles does Mr. Garcia drive?  
**b.** How many miles do they drive in all?



**a.** \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

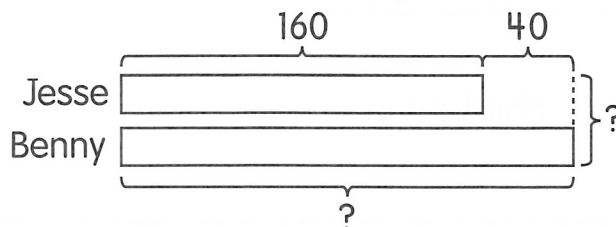
Mr. Garcia drives \_\_\_\_\_ miles.

**b.** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

They drive \_\_\_\_\_ miles in all.

- 3.** Jesse has 160 magnets.  
Benny has 40 magnets more than Jesse.

- a.** How many magnets does Benny have?  
**b.** How many magnets do they have in all?



**a.** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Benny has \_\_\_\_\_ magnets.

**b.** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

They have \_\_\_\_\_ magnets in all.



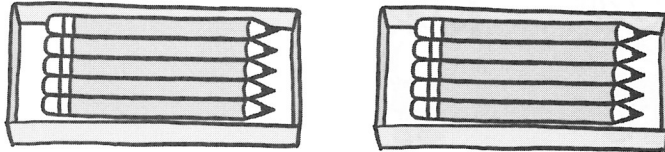
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Worksheet 3 Real-World Problems: Multiplication and Division

Solve.

Example

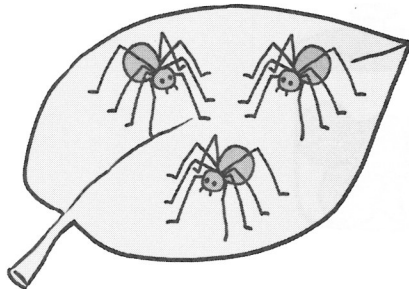


Fredrick has 2 pencil cases.  
There are 5 pencils in each pencil case.  
How many pencils does Fredrick have?

$$\underline{2} \times \underline{5} = \underline{10}$$

Fredrick has 10 pencils.

1.



There are 3 spiders on a leaf.  
There are 8 legs on each spider.  
How many legs are there in all?

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

There are            legs in all.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Solve.**

**Example**

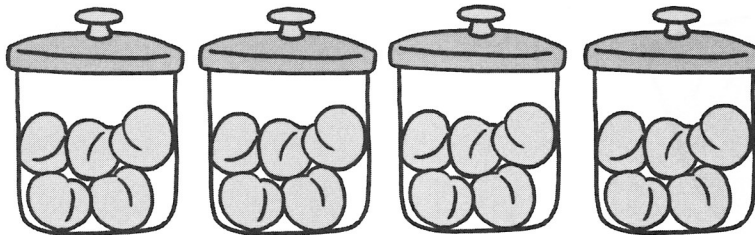


The teacher has 8 balloons.  
He divides them equally among 4 children.  
How many balloons does each child get?

$$\underline{8} \div \underline{4} = \underline{2}$$

Each child gets 2 balloons.

**2.**



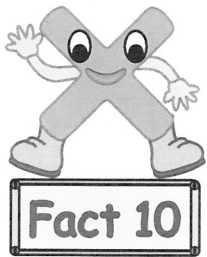
Maria has 20 apricots.  
She puts 5 apricots in each glass jar.  
How many glass jars are there?

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

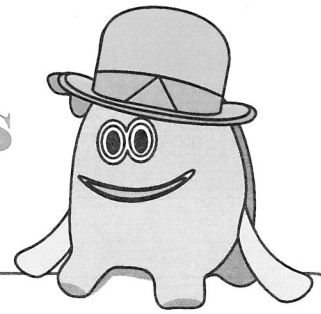
There are \_\_\_\_\_ glass jars.

Name : \_\_\_\_\_

Score : \_\_\_\_\_



# Multiplication Facts



$$\begin{array}{r} 1) \quad 2 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 10 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 1 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 0 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 10 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 3 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 10 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 6 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 7 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 10 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 10 \\ \times 2 \\ \hline \end{array}$$

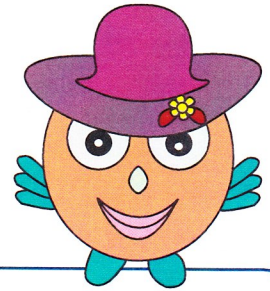
$$\begin{array}{r} 20) \quad 4 \\ \times 10 \\ \hline \end{array}$$

Name : \_\_\_\_\_

Score : \_\_\_\_\_



# Multiplication Facts



$$\begin{array}{r} 1) \quad 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 1 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 10 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 5 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 8 \\ \times 5 \\ \hline \end{array}$$

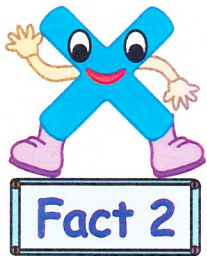
$$\begin{array}{r} 18) \quad 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 6 \\ \times 5 \\ \hline \end{array}$$

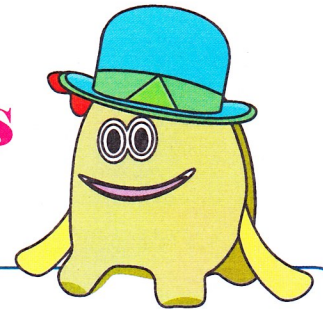
$$\begin{array}{r} 20) \quad 5 \\ \times 1 \\ \hline \end{array}$$

Name : \_\_\_\_\_

Score : \_\_\_\_\_



# Multiplication Facts



$$\begin{array}{r} 1) \quad 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 2 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 2 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 2 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 2 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 2 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 2 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 10 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 2 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 1 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 3 \\ \times 2 \\ \hline \end{array}$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Worksheet 6 Divide Using Related Multiplication Facts

Find the missing numbers.

Use related multiplication facts to help you divide.

### Example

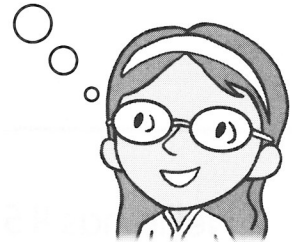
Divide 15 stickers into 5 equal groups.  
How many stickers are in each group?



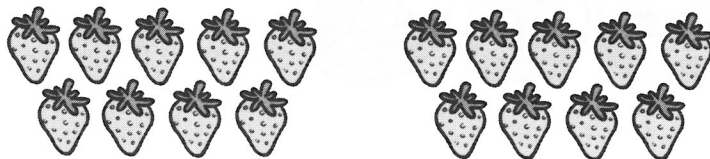
$$15 \div 5 = ?$$

  3   stickers are in each group.

$$5 \times 3 = 15$$
$$\text{So, } 15 \div 5 = 3$$



1. Divide 18 strawberries into 2 equal groups.  
How many strawberries are in each group?

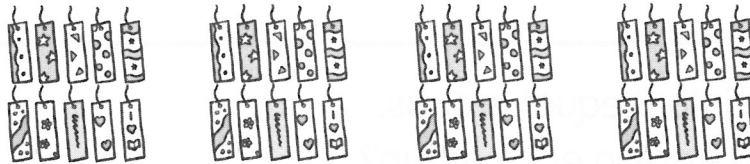


$$18 \div 2 = ?$$

There are \_\_\_\_\_ strawberries in each group.

**Example**

Divide 40 bookmarks into equal groups.  
There are 10 bookmarks in each group.  
How many groups are there?

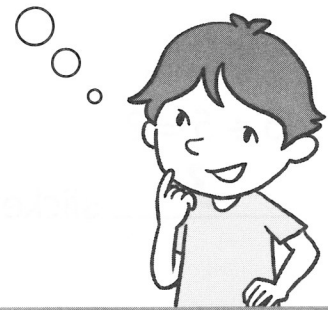


$$40 \div 10 = ?$$

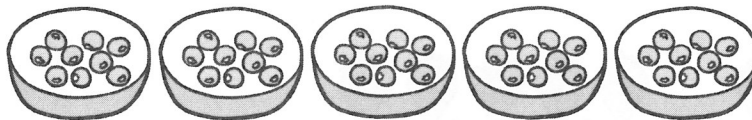
There are 4 groups.

$$4 \times 10 = 40$$

So,  $40 \div 10 = 4$



2. Nellie has 45 blueberries.  
She puts them equally into bowls.  
She puts 9 blueberries into each bowl.  
How many bowls are there?



$$45 \div 9 = ?$$

There are \_\_\_\_\_ bowls.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use related multiplication facts to find the missing numbers.

Example

$$4 \times 2 = 8$$

$$\underline{8} \div 2 = \underline{4}$$

$$\underline{2} \times 4 = \underline{8}$$

$$\underline{8} \div 4 = \underline{2}$$

3.  $9 \times 2 = 18$

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

$$\underline{\quad} \times 9 = \underline{\quad}$$

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

4.  $2 \times 5 = 10$

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

$$\underline{\quad} \times 2 = \underline{\quad}$$

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

5.  $8 \times 5 = 40$

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

$$\underline{\quad} \times 8 = \underline{\quad}$$

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

6.  $6 \times 10 = 60$

$$\underline{\quad} \div 10 = \underline{\quad}$$

$$\underline{\quad} \times 6 = \underline{\quad}$$

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

7.  $9 \times 10 = 90$

$$\underline{\quad} \div 10 = \underline{\quad}$$

$$\underline{\quad} \times 9 = \underline{\quad}$$

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



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Use related multiplication facts to solve.

### Example

The second grade classroom has 2 fish tanks.

There are 20 fish in all.

How many fish are in each fish tank?

$$20 \div 2 = \underline{10}$$

There are 10 fish in each fish tank.

$$10 \times 2 = 20$$
$$\text{So, } 20 \div 2 = 10$$



8. There are 40 students in a school choir.  
There are 5 rows in the choir.  
How many students are in each row?

$$40 \div 5 = \underline{\hspace{2cm}}$$

           students are in each row.

9. A farmer has 14 hens.  
She puts 2 hens in each coop.  
How many coops does she have?

$$14 \div 2 = \underline{\hspace{2cm}}$$

She has            coops.

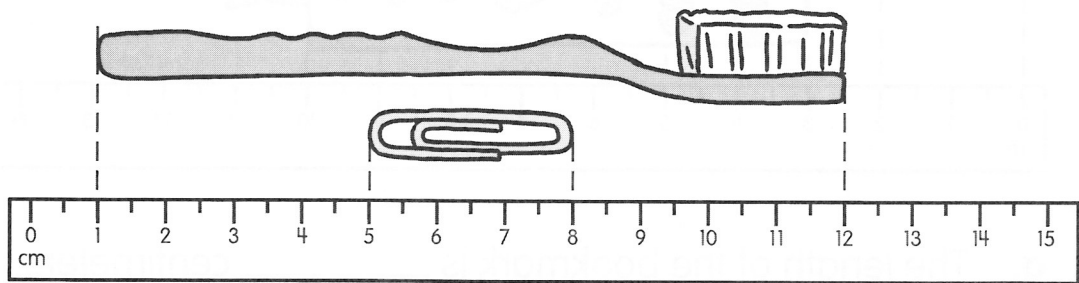
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Worksheet 4 Comparing Lengths in Centimeters

Find the missing numbers.

Example

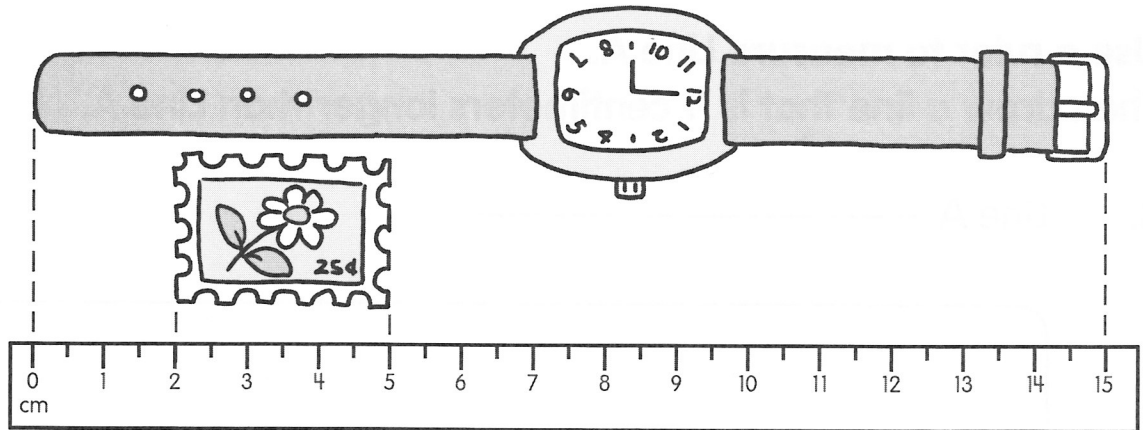


The toothbrush is 11 centimeters long.

The paper clip is 3 centimeters long.

The toothbrush is longer than the paper clip.

1.



The watch is \_\_\_\_\_ centimeters long.

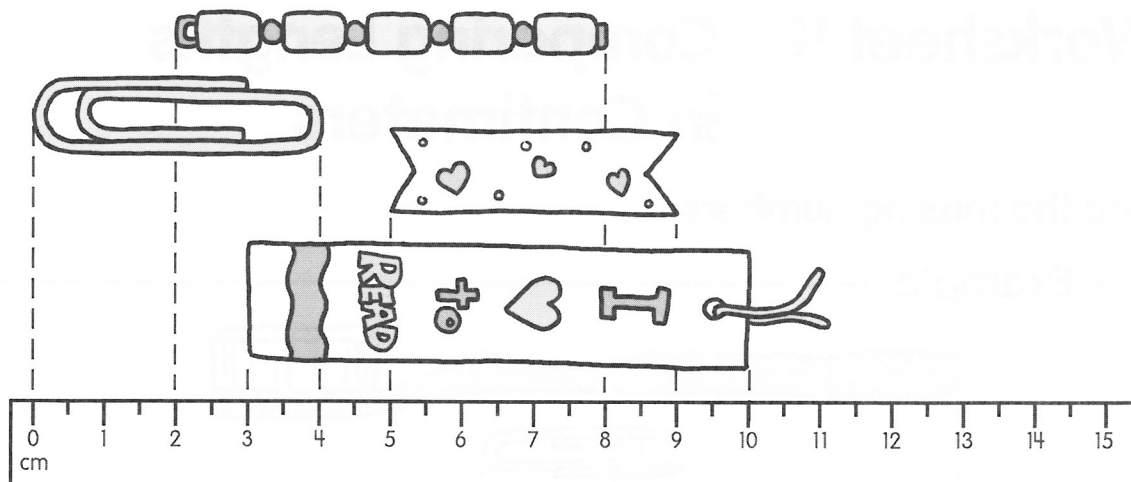
The stamp is \_\_\_\_\_ centimeters long.

The \_\_\_\_\_ is shorter than the \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

2.

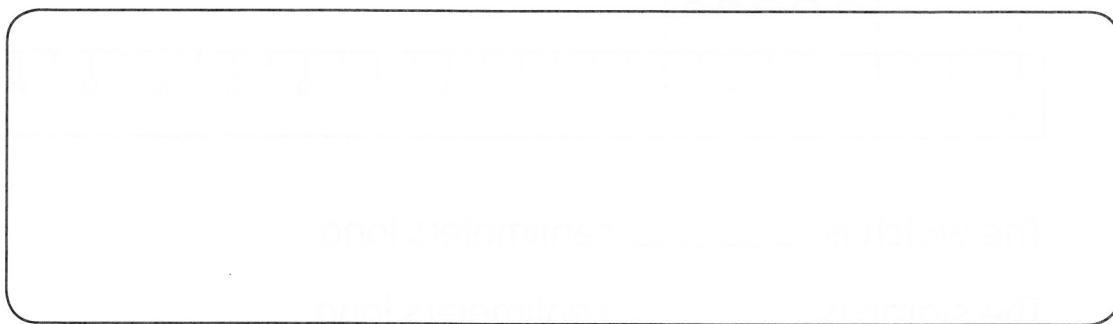


- a. The length of the bookmark is \_\_\_\_\_ centimeters.
- b. The longest item is the \_\_\_\_\_.
- c. The \_\_\_\_\_ is longer than the bracelet.
- d. The \_\_\_\_\_ and the \_\_\_\_\_ have the same length.

**Use a ruler to measure Line A.**

**Then draw a line that is 4 centimeters longer than Line A.**

3. Line A \_\_\_\_\_



# Worksheet 5 Real-World Problems: Metric Length

**Solve.**

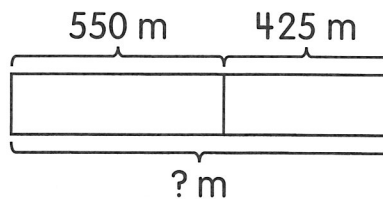
**Use the bar models to help you.**

## Example

Nicole runs 550 meters.

Mina runs 425 meters.

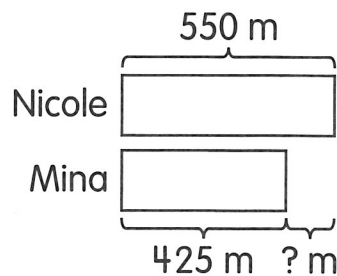
- a. How many meters do they run in all?



$$550 + 425 = \underline{975}$$

They run 975 meters in all.

- b. How many meters farther than Mina does Nicole run?



$$550 - 425 = \underline{125}$$

Nicole runs 125 meters farther than Mina.

Name: \_\_\_\_\_

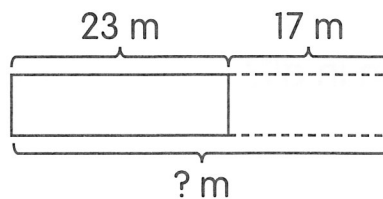
Date: \_\_\_\_\_

**Solve.**

**Use the bar models to help you.**

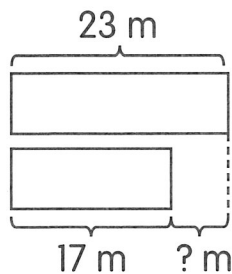
1. Harry bought a piece of cloth.  
He cut off a piece of cloth 17 meters long.  
He has 23 meters of cloth left.

- a. How many meters of cloth did Harry buy?



Harry bought \_\_\_\_\_ meters of cloth.

- b. How much shorter is the piece of cloth that Harry cut off than the piece of cloth left?

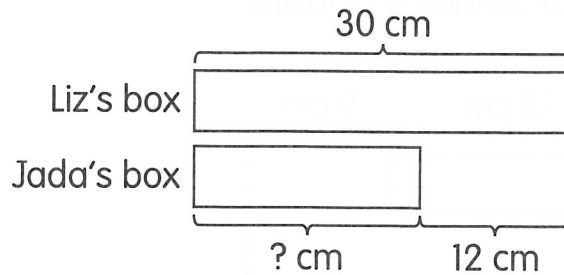


The piece of cloth that Harry cut off is \_\_\_\_\_ meters shorter.

**Example**

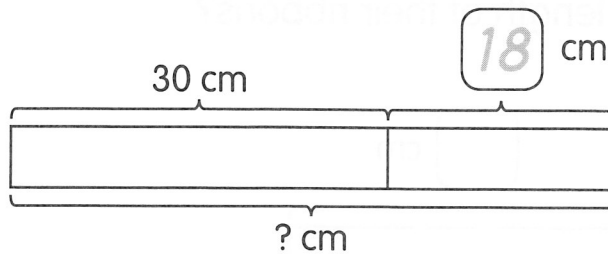
The length of Liz's box is 30 centimeters.  
The length of Jada's box is 12 centimeters less than the length of Liz's box.

- a. What is the length of Jada's box?



The length of Jada's box is 18 centimeters.

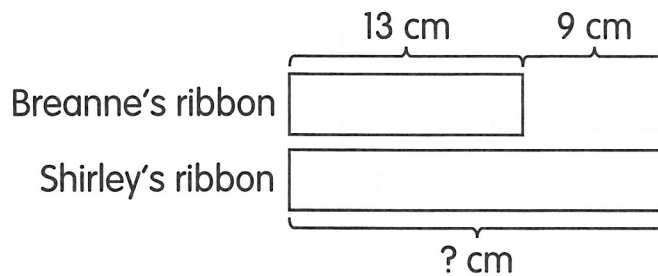
- b. What is the total length of both their boxes?



The total length of both their boxes is 48 centimeters.

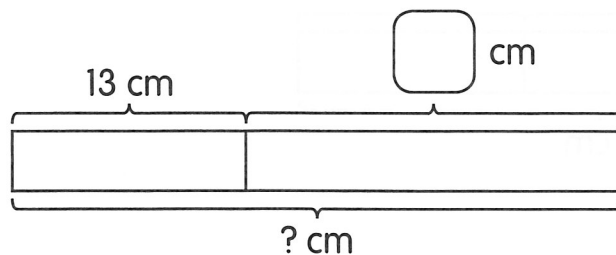
**Solve.****Use the bar models to help you.**

2. Breanne has a ribbon that is 13 centimeters long. Shirley has a ribbon that is 9 centimeters longer than Breanne's ribbon.
- a. What is the length of Shirley's ribbon?



The length of Shirley's ribbon is \_\_\_\_\_ centimeters.

- b. What is the total length of their ribbons?



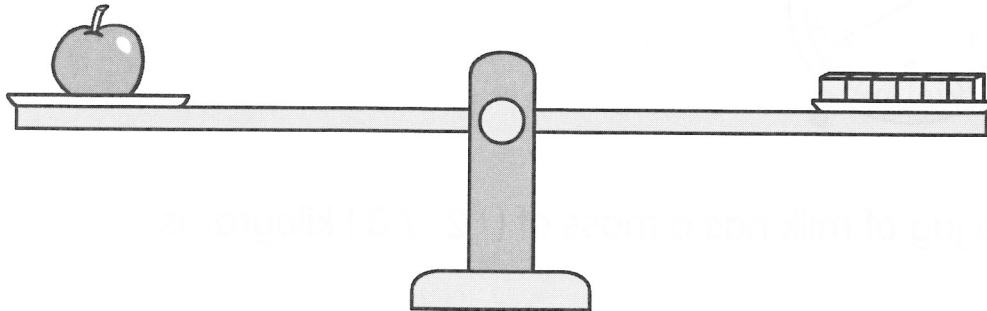
The total length of their ribbons is \_\_\_\_\_ centimeters.

**CHAPTER**  
**8****Mass****Worksheet 1 Measuring in Kilograms**

Find the mass of each object.

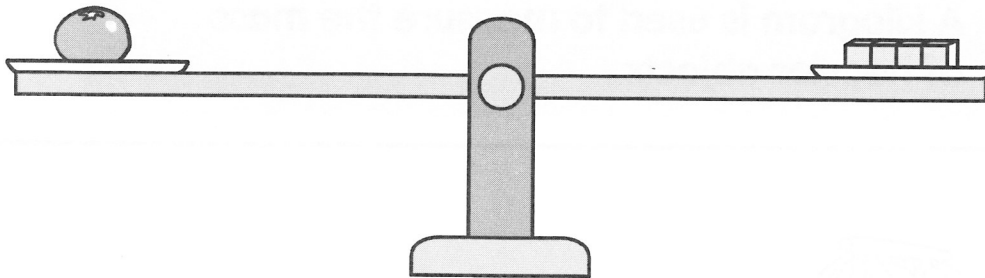
1 □ represents 1 unit.

1.



The mass of the apple is about \_\_\_\_\_ units.

2.

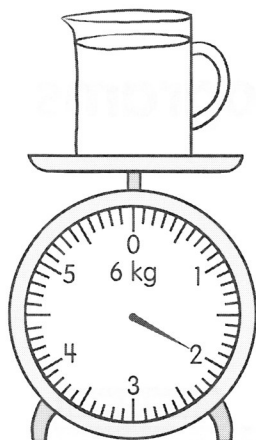


The mass of the tomato is about \_\_\_\_\_ units.



Circle the correct answer.

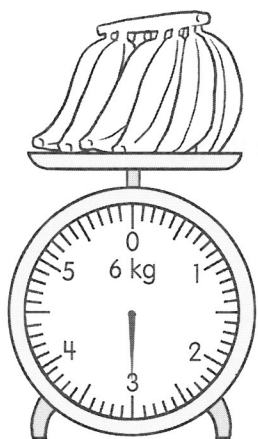
Example



The jug of milk has a mass of ( 2 / 3 ) kilograms.

**The kilogram is a unit of mass.  
kg stands for kilogram.  
Read 1 kg as one kilogram.  
A kilogram is used to measure the mass  
of heavier objects.**

3.

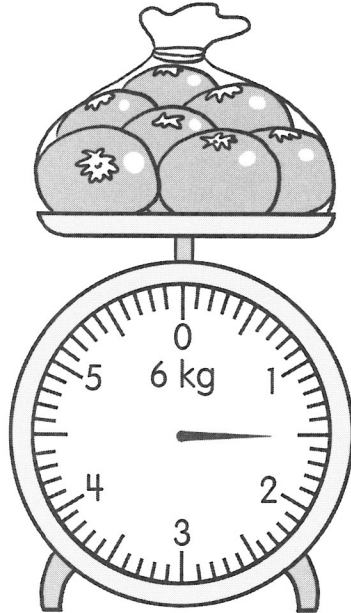


The bananas have a mass of ( 3 / 4 ) kilograms.

Name: \_\_\_\_\_

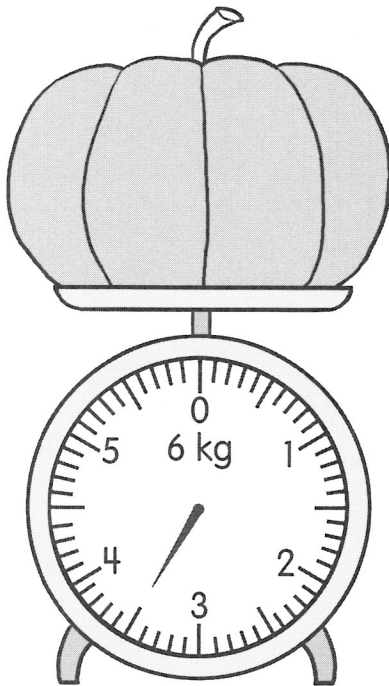
Date: \_\_\_\_\_

### Example



The mass of the bag of tomatoes is less than ( 1 / 2 ) kilograms.

4.



The mass of the pumpkin is less than ( 3 / 4 ) kilograms.