

# HOW TO USE THIS BOOK

*180 Days of Math for Third Grade* offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

## Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every third-grade practice page provides 10 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standard
1	<b>Addition or Subtraction</b>	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates; Understands various meanings of multiplication and division; Develops fluency in adding, subtracting, multiplying, and dividing whole numbers; Understands numbers, ways of representing numbers, relationships among numbers, and number systems
2	<b>Multiplication</b>	
3		
4	<b>Division or Number Sense</b>	
5	<b>Place Value or Fractions, Decimals, and Money</b>	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Computes fluently and makes reasonable estimates
6	<b>Algebra and Algebraic Thinking</b>	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
7	<b>Measurement</b>	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
8		
9	<b>Geometry or Data Analysis</b>	Analyzes characteristics and properties of two-dimensional and three-dimensional geometric shapes and develops mathematical arguments about geometric relationships; Formulates questions that can be addressed with data and collects, organizes, and displays relevant data to answer them
10	<b>Word Problem/Logic Problem or Mathematical Reasoning</b>	Builds new mathematical knowledge through problem solving; Applies and adapts a variety of appropriate strategies to solve problems

*Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.*

NAME: \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

1. 
$$\begin{array}{r} 63 \\ + 19 \\ \hline \end{array}$$

6.  $\square \times 6 = 30$

2.  $9 \times 9 = \square$

7. Which is longer: 1 foot or 15 inches?

\_\_\_\_\_

3. How many feet are there on 5 children?

\_\_\_\_\_

8. Would you use centimeters or meters to measure the height of a flag pole?

\_\_\_\_\_

4.  $64 \div 8 = \square$

9. Circle the parallelogram.



5. Which is smaller:  $\frac{1}{4}$  or  $\frac{7}{8}$ ?

\_\_\_\_\_

10. If you divide me by 9 you get 7. What number am I?

\_\_\_\_\_

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

\_\_\_ / 10

**Total**

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

**SCORE**

1. (Y) (N)

1.  $50 - 25 = \underline{\hspace{2cm}}$

6. Fill in the missing number.

339, 342, 345, 348, \_\_\_\_\_

2. (Y) (N)

2.  $8 \times 3 = \square$

7. \_\_\_\_\_ cups = 2 quarts

4. (Y) (N)

3. Six times four is \_\_\_\_\_.

8. How many inches are there in a yard?

\_\_\_\_\_

6. (Y) (N)

4. What is the numeral for five hundred thirty-four?

9. Name the shape of the cross-section.

\_\_\_\_\_

8. (Y) (N)

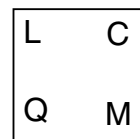
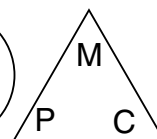
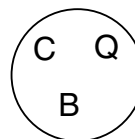
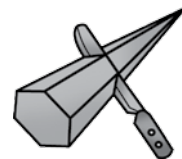
5. Write 3,562 in expanded notation.

10. Which letter is in the triangle, the circle, and the square?

\_\_\_\_\_

\_\_\_ / 10

**Total**



NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

1.  $117 + 4 = \square$

6.  $\square \div 6 = 8$

2. 
$$\begin{array}{r} 26 \\ \times 2 \\ \hline \end{array}$$

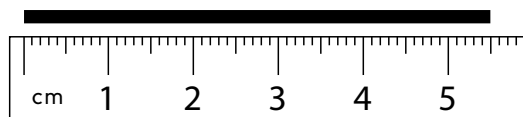
7. True or false? Your friend has a mass greater than 1 kg.

\_\_\_\_\_

3.  $4 \times 7 = \square$

8. Write the line length.

\_\_\_\_\_



4. How many groups of 10 are there in the number 100?

\_\_\_\_\_

9. Which flavor do the children like best?

**Favorite Flavors**

Chocolate	Cherry	Lemon
248	127	68

5. Write 2,094 in expanded notation.

\_\_\_\_\_

10. How many inches are there in 4 feet?

\_\_\_\_\_

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

\_\_\_ / 10

**Total**

**NAME:** \_\_\_\_\_

**DIRECTIONS** Solve each problem.

**SCORE**

1. (Y) (N)

1.  $100 - 65 = \square$

2. (Y) (N)

2. What is the product of 8 and 7?

4. (Y) (N)

\_\_\_\_\_

5. (Y) (N)

3.  $6 \times 5 = \square$

6. (Y) (N)

4. What is the ordinal number right after 683rd?

7. (Y) (N)

\_\_\_\_\_

8. (Y) (N)

9. (Y) (N)

5. What is my change from \$1.00 if I spend 45¢?

10. (Y) (N)

\_\_\_\_\_

\_\_\_ / 10

**Total**

6.  $18 \div 9 = 1 \times \square$

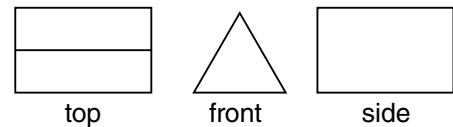
7. Which has more mass: a pencil or a sheet of paper?

\_\_\_\_\_

8. Would you use cups or gallons to measure lemonade for the whole class?

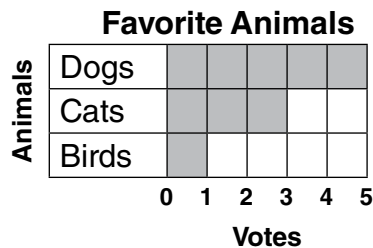
\_\_\_\_\_

9. Look at the top, front, and side views. Is this a pyramid or prism?



\_\_\_\_\_

10. Write a question using the data from the graph.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**NAME:** \_\_\_\_\_

**DIRECTIONS** Solve each problem.

1. fifty + forty = \_\_\_\_\_

6.  $24 \square 66 = 90$

2. 
$$\begin{array}{r} 30 \\ \times 4 \\ \hline \end{array}$$

7. True or false? A tissue has an area of more than 1 m<sup>2</sup>.  
\_\_\_\_\_

3. How many wheels are there on 6 tricycles?  
\_\_\_\_\_

8. Could it be 85°F on a cold day?  
Circle: yes      no

4.  $8 \overline{)80}$

9. Circle the parallel lines on the capital H.

**H**

5. Write 5,270 in expanded notation.  
\_\_\_\_\_

10. Manuel weighs 62 pounds. He can play football when he weighs 85 pounds. How many more pounds will Manuel have to gain in order to play on the football team?  
\_\_\_\_\_

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

\_\_\_ / 10

**Total**

# ANSWER KEY *(cont.)*

## Day 150

- 75
- 48
- 480
- 719
- \$10.50
- 
- $1\frac{1}{2}$  yards
- 2 hours 5 minutes
- prism
- yes

## Day 151

- 82
- 81
- 10 feet
- 8
- $\frac{1}{4}$
- 5
- 15 inches
- meters
- The left figure should be circled.
- 63

## Day 152

- 25
- 24
- 24
- 534
- $3,000 + 500 + 60 + 2$
- 351
- 8
- 36 inches
- hexagon
- C

## Day 153

- 121
- 52
- 28
- 10
- $2,000 + 90 + 4$
- 48
- true
- 5.5 cm
- chocolate
- 48 inches

## Day 154

- 35
- 56
- 30
- 684th
- \$0.55
- 2
- a pencil
- gallons
- prism
- Answers will vary.

## Day 155

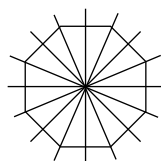
- 90
- 120
- 18 wheels
- 10
- $5,000 + 200 + 70$
- +
- false
- no
- no



- 23 pounds

## Day 156

- 60
- 35
- 350
- 593
- 70¢
- 3
- minutes
- $9\text{ cm}^2$
- 



- 8 months

## Day 157

- 9
- 75
- 28
- 7

- $7,000 + 20 + 1$
- 18
- 15 minutes
- 6 L
- Mon.: 35 tally marks  
Tue.: 30 tally marks  
Wed.: 45 tally marks  
Thur.: 20 tally marks
- 5 times

## Day 158

- 62
- 15 fingers
- 72
- 181
- \$1.55
- 9
- The right cupboard should be circled.
- no
- 8
- 732

## Day 159

- 22
- 140
- An array of 2 rows by 9 columns should be drawn.
- 8
- \$16.50
- 6
- The right floor should be circled.
- 2 pints
- intersecting lines
- \$79.96

## Day 160

- 45
- 54
- 64
- odd number
- 2 hundred or 200
- 327
- 3 pitchers
- 48 hours
- 8 angles
- 16 people