

WEEKLY

Grade
3

PRACTICE



$$4 \times 10 = \underline{40}$$

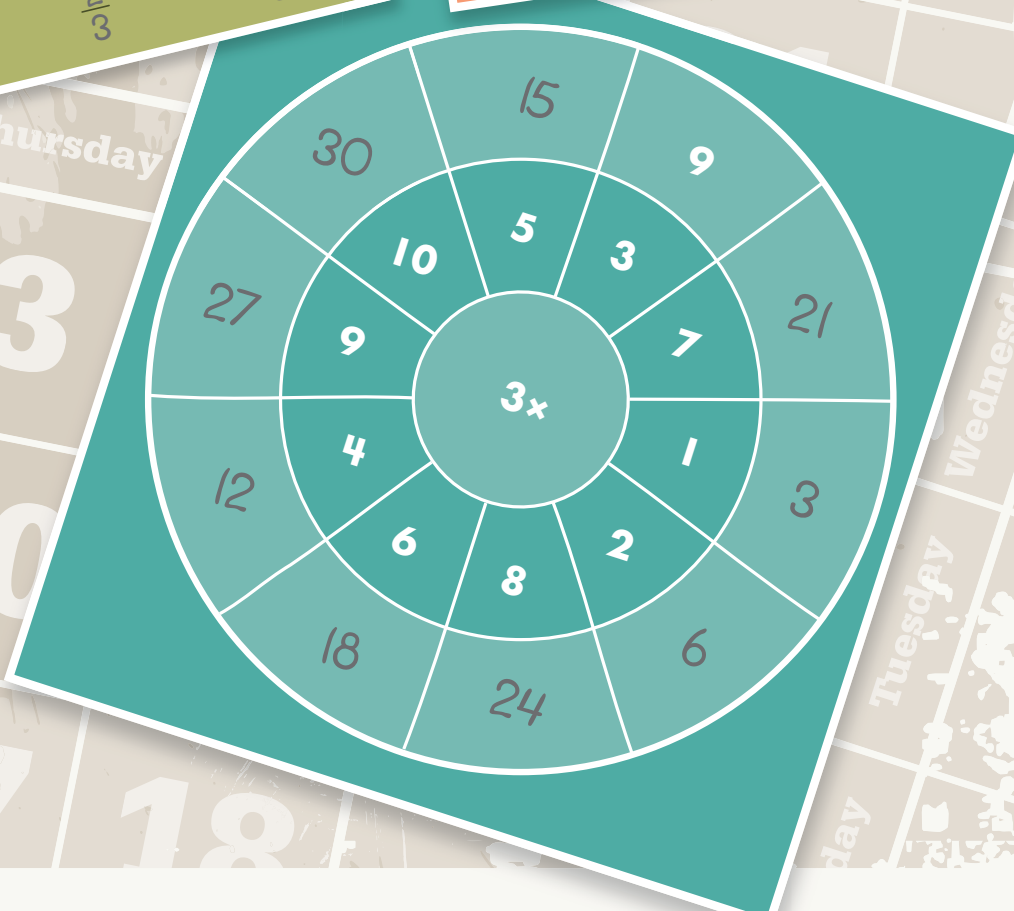
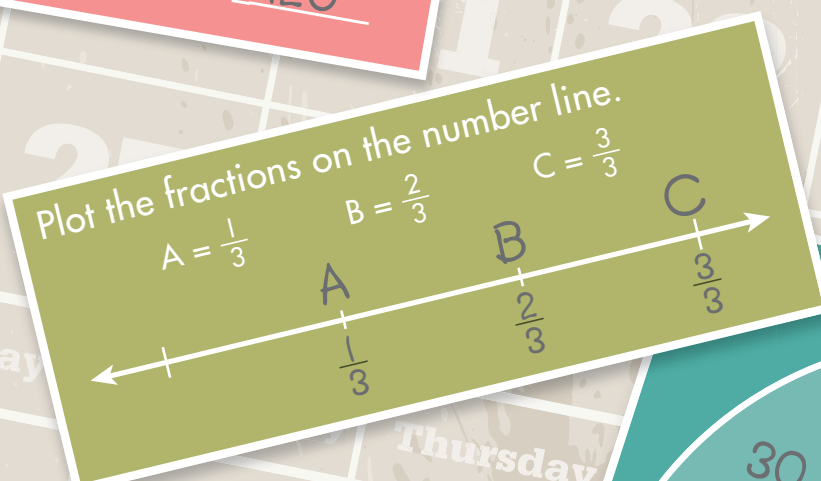
$$4 \times 20 = \underline{80}$$

$$4 \times 30 = \underline{120}$$

$$\begin{array}{r} 8 \\ 5 \overline{)40} \end{array}$$

Find the area.

A = 21 square units



- Ready-to-use practice pages for each week of the school year
- At-home activities and flash cards
- A full 40 weeks of standards-aligned skill review
- Ideal for homework, morning work, warm-ups, or centers

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School to Home Communication

The research is clear that family involvement is strongly linked to student success. Support for student learning at home improves student achievement in school. Educators should not underestimate the significance of this connection.

The activities in this book create an opportunity to create or improve this school-to-home link. The activities span a week at a time and can be sent home as a week-long homework packet each Monday. Simply clip together the strip of fun activities from the front of the book with the pages for Days 1 to 4 for the correct week.

Most of the activities can be completed independently, but many encourage feedback or interaction with a family member. The activities are simple and fun, aiming to create a brief pocket of learning that is enjoyable to all.

In order to make the school-to-home program work for students and their families, we encourage you to reach out to them with an introductory letter. Explain the program and its intent and ask them to partner with you in their children's educational process. Describe the role you expect them to play. Encourage them to offer suggestions or feedback along the way.

A sample letter is included below. Use it as is or create your own letter to introduce this project and elicit their collaboration.

Dear Families,

I anticipate a productive and exciting year of learning and look forward to working with you and your child. We have a lot of work to do! I hope we—teacher, student, and family—can work together as a team to achieve the goal of academic progress we all hope for this year.

I will send home a packet of homework each week on _____. There will be two items to complete each day: a single task on a strip plus a full page of focused practice. Each page or strip is labeled Day 1 (for Monday), Day 2, Day 3, or Day 4. There is no homework on Friday.

Please make sure that your student brings back the completed work _____. It is important

that these are brought in on time as we may work on some of the lessons as a class.

If you have any questions about this program or would like to talk to me about it, please feel free to call or email me. Thank you for joining me in making this the best year ever for your student!

Sincerely,

Name

Phone

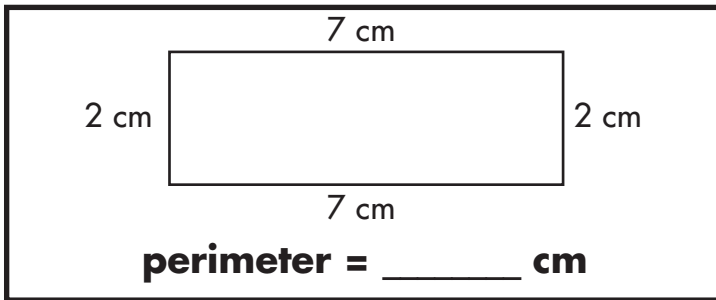
Email

Week 37	Day 1	Day 2	Day 3	Day 4
	Create your own picture graph. Choose what type of data you want to collect and how you want to represent it.	Roll dice to make two three-digit numbers. Round each number to the nearest ten, and subtract.	Flip over a number card from a stack, 1-9. Write the "times table" for that number. Highlight any facts you haven't memorized yet.	Roll two dice. Draw a rectangle with those numbers as the side lengths. Find the area of the rectangle.

Week 38	Day 1	Day 2	Day 3	Day 4
	Flip over two playing cards (face cards = 10, aces = 1). The first number tells how many squares to draw. The second number tells how many circles to draw in each square. Follow the directions.	Write your own division problems with facts you know. Act out the problems for a friend or family member.	Roll one die. Draw a number line and split it into that many parts. Label the endpoints 0 and 1. Label each fraction on the number line.	Use a pitcher at home to measure one liter of water. How many drinking glasses can you fill with the water?

Week 39	Day 1	Day 2	Day 3	Day 4
	Look for fences around your community. Estimate the lengths of the sides to find the area or perimeter. Hint: An adult's foot is a little less than one foot!	Make pizzas at home. How many slices can you cut from the whole? What fraction of the pizza did you eat?	Flip over two number cards 1-9. Make a fraction with the two numbers. Write two fractions that are less, and two that are greater.	Build a tower with blocks. How many blocks did you use in one tower? How many blocks did you need for two towers? For three towers?

Week 40	Day 1	Day 2	Day 3	Day 4
	Flip over two number cards from a stack, 1-9. Multiply them. Write a story to match. Divide them. Write a story to match.	Collect data on the color preferences of family members. Make your own bar graph at home! Don't forget the title and labels.	Roll one die. Use that number to create your own rule table. Choose the operation and starting numbers.	Roll two dice. Multiply the numbers on top. Draw a shape using that number as the perimeter. Choose the unit. Find the area.



Quinn has 2 pencil cases. Each pencil case has 8 pencils in it. How many pencils does he have in all?

$8 \times 6 = \underline{\hspace{2cm}}$

$7 \times 6 = \underline{\hspace{2cm}}$

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

$5 \times 6 = \underline{\hspace{2cm}}$

$4 \times 6 = \underline{\hspace{2cm}}$

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

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

$1 \times 6 = \underline{\hspace{2cm}}$

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

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

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

$12 \div 2 = \underline{\hspace{2cm}}$

$10 \div 2 = \underline{\hspace{2cm}}$

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

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

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

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

$$\begin{array}{r} 902 \\ - 487 \\ \hline \end{array}$$

Fourteen stickers
shared equally with
2 people equals
_____ stickers
per person.

Draw lines from the circled number to the problems that match.

$12 \div 1$

3×6

$4 \div 3$

6×2

2×6

12

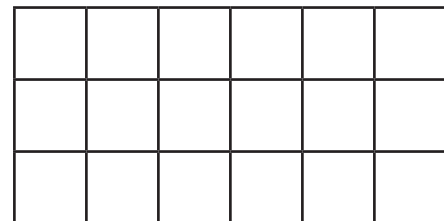
$12 \div 3$

$12 \div 2$

3×4

12×1

$12 \div 4$



area = _____ square units

$$\underline{\hspace{2cm}} \times 2 \times 3 = (1 \times 2) \times 3$$

18		
6		

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

42

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

36

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

45

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

40

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

56

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

49

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

54

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

48

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

81

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

72

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

64

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

63

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

12

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

0

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

11

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

100

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



Answer Key

$12 \div 6 = 2$, $6 \div 2 = 3$, $12 \div 2 = 6$,
 $12 \div 2 = 6$, $12 \div 3 = 4$; H. \$1; I. 9; J. 8

Week 16, Day 3 (page 79)

A. 18, 3, 6; B. 2 hours 16 minutes;
C. Favorite Ice Cream, vanilla, 2 more;
D. 198; E. 48; F. Vance has 4 mL more;
G. 4, 8, 32; H. >; I. false

Week 16, Day 4 (page 80)

A. 160; B. 8, picture show 32 broken into
4 groups of 8; C. 9; D. 28; E. 22; F. 7;
G. 40, 80, 120; H. 5, 24, 6, 20, 8, 16, 6,
12; I. 703; J. 11:05 am

Week 17, Day 1 (page 81)

A. 5, 7, 35; B. 6; C. 2; D. disagree, A stop
sign is an octagon. E. $5\frac{1}{4}$; F. Yes, she read
706 pages. G. 42, 7, 42, 6; H. 182;
I. intersecting lines; J. 9 hours and 45
minutes

Week 17, Day 2 (page 82)

A. 711; B. 11; C. 0, 6, 12, 5, 0, 10, 0; D. 6,
18, 16, 24, 12, 18, 24; E. 889; F. 160, 180,
160; G. 35, Check students' work. H. 18;
I. 124, 144, 154; J. 7:30 pm

Week 17, Day 3 (page 83)

A. 24, 4, 6; B. $\frac{7}{9}$; C. 6:18, 7:28 5:08;
D. 8; E. 12; F. 6, 3, 4, 7, 2, 4, 2; G. true;
H. grams; I. 7

Week 17, Day 4 (page 84)

A. less than one liter; B. 12, 18, 24; C. 24,
30; D. \$17; E. 36, 7, 24, 8; F. 8; G. 28, 7;
H. 6, 3, 1, 4, 8, 7, 9; I. 189; J. Check
students' work.

Week 18, Day 1 (page 85)

A. 7, 8, 56; B. L; C. 5; D. 60; E. 6×2 ,
 1×2 , 4×8 , 6×7 , 9×8 , 2×6 , 4×3
F. 5:00 pm; G. 6; H. 7; I. Check students'
work. J. 42

Week 18, Day 2 (page 86)

A. 18; B. 16; C. 48, 42, 36, 30, 24, 18, 12,
6; D. 9, 8, 7, 6, 5, 4, 3, 2, 1; E. 415; F. 7;
G. $12 \div 1$, 6×2 , 3×4 , 12×1 , 2×6 ;
H. 18; I. 1; J. 6, 6, $18 \div 3 = 6$

Week 18, Day 3 (page 87)

A. 9:35; B. 3; C. 3:05 pm; D. 900; E.
about 100; F. 5, 3, 6, 9, 7, 8, 4; G. Check
students' work. H. 16, 4, 4; I. kilograms

Week 18, Day 4 (page 88)

A. 40, 5, 8; B. 4, $16 \div 4 = 4$; C. 3, 9, 27;
D. 979; E. $\frac{10}{12}$; F. 9; G. false; H. 42; I. 250,
200, 150, 100; J. 16

Week 19, Day 1 (page 89)

A. 3, 8, 24; B. 5, 25, 5; C. 452; D. 4;
E. 12, 15, 12, 18, 30, 24, 16, 20; F. 5, 5,
pentagon; G. 5; H. 993; I. 9, 6, or 6, 9;
J. 24, Check students' work.

Week 19, Day 2 (page 90)

A. 200; B. 8, 12, 4; C. 4; D. 5; E. 6; F. 16;
G. Myra, 3, Kim, Myra, and Bill; H. 3, 7, 21;
I. 622, 612, 592; J. 8

Week 19, Day 3 (page 91)

A. 40, 5, 8; B. 6; C. 2 hours 5 minutes; D. 4;
E. 9; F. 18, 30, 42, 48, 36, 54; G. 4, 9, 36;
H. 511; I. 6

Week 19, Day 4 (page 92)

A. 11:48 am; B. 8; C. true; D. >; E. 42, 56,
48, 35, 49, 64, 30; F. 9; G. 54, 9, 6;
H. 8:00 am; I. 5; J. 10 L

Week 20, Day 1 (page 93)

A. 2, 5, 10, 10, 2, 5; B. 660, 700; C. 667;
D. 11; E. 5, 6, 7, 4, 8, 6, 6, 4, 7, 5, 7; F. 4,
2, 8; G. 9, 6, 9, 54; H. 8; I. 32; J. 8, student
story should describe 64 being divided evenly
into 8 groups of 8