

3rd grade TEST PREP ALL STANDARDS MATH

184 ASSESSMENTS

ALL SKILLS-I CAN POSTERS-BINDER COVERS

TEST PREP 3.MD.1 3.MD.8 "I Can" Divider pgs.
Math Common Core GEOMETRY
47 Assessments
3rd Grade

TEST PREP 3.NF.1 3.NF.9 "I Can" Divider pgs.
Math Common Core NUMBER & OPERATIONS FRACTIONS
45 Assessments
3rd Grade

TEST PREP 3.OA.1 3.OA.9 "I Can" Divider pgs.
Math Common Core OPERATIONS & ALGEBRAIC THINKING
42 Assessments
3rd Grade

TEST PREP 3.NBT.1 3.NBT.3 "I Can" Divider pgs.
Math Common Core NUMBER & OPERATIONS in BASE 10
30 Assessments
3rd Grade

TEST PREP 3.G.1 3.G.2 "I Can" Divider pgs.
Math Common Core GEOMETRY
20 Assessments
3rd Grade

TEACHING TIMES 2
Fluently multiply and divide within 100

YEAR-LONG BUNDLE *with answer keys

©Teaching Times 2

CHECK OUT THIS RESOURCE BY SCROLLING DOWN



WHAT'S INCLUDED



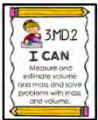
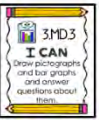
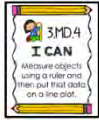

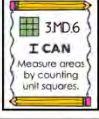
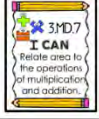
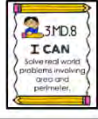

184 Assessments

*** Answer Keys**

*** "I CAN" Binder Divider Pgs.**

CLICKABLE TABLE OF CONTENTS

Click on the picture to go to the resource

 <p>Student Data Tracker 3.M1.3.S.1</p>	 <p>3MD1 I CAN Tell how to the exponent rule and find missing time.</p>	 <p>3MD2 I CAN Measure and estimate volume and mass and solve problems with mass and volume.</p>
 <p>3MD3 I CAN Draw pictographs and bar graphs and answer questions about them.</p>	 <p>3MD4 I CAN Measure objects using a ruler and then put that data on a line plot.</p>	 <p>3MD5 I CAN Recognize area as an attribute of plane figures and understand concept of area measurement.</p>
 <p>3MD6 I CAN Measure area by counting unit squares.</p>	 <p>3MD7 I CAN Relate area to the operations of multiplication and addition.</p>	 <p>3MD8 I CAN Solve real world problems involving area and perimeter.</p>
 <p>Blackline Masters</p>		

**Clickable
table
of
Contents**

MEASUREMENT & DATA

Measurement and Data -3.MD.1

Name: _____

Stop the Clock!

I Can - Tell time to nearest minute and find elapsed time.

Write the time each clock shows.

SKILL FOCUS & "I CAN" STATEMENT ON EACH PAGE

Measurement and Data -3.MD.2

Name: _____

I Can - Measure and estimate volume and mass and solve problems with mass and volume.

Fill in the letter that best represents the volume.

<p>Milliliter</p> <p>A milliliter is equal to about 20 drops of water.</p>	<p>Liter</p> <p>A liter is equal to about 1,000 milliliters in a jug.</p>	
<p>1. bathtub</p> <p>(A) 5 milliliters (B) 4 liters (C) 50 milliliters (D) 175 liters</p>	<p>2. toothpaste</p> <p>(A) 5 milliliters (B) 1 liter (C) 120 milliliters (D) 2 liters</p>	<p>3. measuring cup</p> <p>(A) 50 milliliters (B) 230 liters (C) 230 milliliters (D) 1 liter</p>
<p>4. cereal bowl</p> <p>(A) 3/5 milliliters (B) 2 liters (C) 50 milliliters (D) 20 liters</p>	<p>5. glass of milk</p> <p>(A) 2 milliliters (B) 3 liters (C) 50 milliliters (D) 100 liters</p>	<p>6. liquid in a spoon</p> <p>(A) 5 milliliters (B) 1 liter (C) 300 milliliters (D) 5 liters</p>
<p>7. liquid in a mug</p> <p>(A) 250 milliliters (B) 2 liters (C) 3 milliliters (D) 8 liters</p>	<p>8. milk carton</p> <p>(A) 235 milliliters (B) 1 liter (C) 300 liters (D) 2 liters</p>	<p>9. liquid in a thermos</p> <p>(A) 10 milliliters (B) 20 liters (C) 400 milliliters (D) 4 liters</p>

Measurement and Data -3.MD.2

I Can - Measure and estimate volume and mass and solve problems with mass and volume.

Choose your best estimate.

<p>Volume in a spoon</p> <p>5 liters 500 milliliters 5 milliliters 2 liters</p>	<p>3. Mass of a horse</p> <p>(A) 30 grams (B) 400 grams (C) 400 kilograms (D) 10 kilograms</p>
<p>Mass of a refrigerator</p> <p>100 kilograms 50 grams 200 grams 5 kilograms</p>	<p>6. Volume of a soda can</p> <p>(A) 25 milliliters (B) 2 milliliters (C) 250 liters (D) 250 milliliters</p>
<p>Volume of water in a bathtub</p> <p>(A) 500 milliliters (B) 7 liters (C) 5 milliliters (D) 170 liters</p>	<p>9. Mass of a key</p> <p>(A) 100 kilograms (B) 2 kilograms (C) 100 grams (D) 1 gram</p>

Measurement and Data -3.MD.6

Name: **ANSWER KEY**

Popping Out Area

I Can - Measure areas by counting square units.

Count the shaded unit squares. Then write the area.

<p>1. = 1 square cm Area = 21</p>	<p>2. = 1 square ft. Area = 9</p>	<p>3. = 1 square cm Area = 18</p>
<p>4. = 1 square in. Area = 12</p>	<p>5. = 1 square ft. Area = 15</p>	<p>6. = 1 square cm Area = 24</p>
<p>7. = 1 square in. Area = 12</p>	<p>8. = 1 square ft. Area = 6</p>	<p>9. = 1 square cm Area = 9</p>

Measurement and Data -3.MD.6

Name: _____

Popping Out Area

I Can - Measure areas by counting square units.

Count the shaded unit squares. Then write the area.

<p>1. = 1 square cm Area = _____</p>	<p>2. = 1 square ft. Area = _____</p>	<p>3. = 1 square cm Area = _____</p>
<p>4. = 1 square in. Area = _____</p>	<p>5. = 1 square ft. Area = _____</p>	<p>6. = 1 square cm Area = _____</p>
<p>7. = 1 square in. Area = _____</p>	<p>8. = 1 square ft. Area = _____</p>	<p>9. = 1 square cm Area = _____</p>

ANSWER KEYS INCLUDED

HIGH QUALITY IMAGES ON EACH PAGE

3.MD.1

I CAN

Tell time to the nearest minute and find elapsed time.

3.MD.1

Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.

Measurement and Data - 3.MD.1

1 Can tell time to nearest minute and find elapsed time.

Write the time each clock shows.

Measurement and Data - 3.MD.1

1 Can tell time to nearest minute and find elapsed time.

Write the time each clock shows.

Measurement and Data - 3.MD.1

1 Can tell time to nearest minute and find elapsed time.

Show the time on each clock below.

3:44 2:55 6:30 1:08

12:12 1:30 7:31 9:10

11:16 5:55 8:00 2:00

Measurement and Data - 3.MD.1

1 Can tell time to nearest minute and find elapsed time.

Who's got the Time?

Show the time on each clock below.

2:45 5:35 7:30 2:15

Read and answer the question.

1. Mya started jogging at 5:30. If she jogged for 1 hour and 45 minutes, what time did she stop?

Measurement and Data - 3.MD.1

1 Can tell time to nearest minute and find elapsed time.

Finding the Time

Determine the ending time for each problem. Use the clock if needed.

1. 6:30 + 2 hours and 20 minutes = _____

2. 3:10 + 1 hour and 15 minutes = _____

3. 5:00 + 3 hours and 30 minutes = _____

Measurement and Data - 3.MD.1

1 Can tell time to nearest minute and find elapsed time.

Investigating Time

Determine the ending time for each problem. Use the clock if needed.

1. 5:35 + 2 hours and 15 minutes = _____

2. 6:10 + 3 hours and 10 minutes = _____

3. 7:50 + 2 hours and 5 minutes = _____

4. 4:00 + 3 hours and 10 minutes = _____

5. 1:25 + 1 hour and 20 minutes = _____

6. 7:45 + 1 hour and 10 minutes = _____

Measurement and Data - 3.MD.1

1 Can tell time to nearest minute and find elapsed time.

Time is Flying

Determine the ending time for each problem. Use the clock if needed.

1. 4:25 + 3 hours and 10 minutes = _____

2. 3:10 + 2 hours and 5 minutes = _____

3. 5:35 + 2 hours and 10 minutes = _____

4. 6:00 + 1 hour and 15 minutes = _____

5. 4:40 + 1 hour and 15 minutes = _____

6. 5:00 + 2 hours and 25 minutes = _____

7. 6:40 + 2 hours and 5 minutes = _____

8. 4:10 + 1 hour and 20 minutes = _____

9. 1:25 + 1 hour and 25 minutes = _____

10. 2:20 + 3 hours and 35 minutes = _____

Name: _____ Measurement and Data -3.MD.1

School Time

Determine the ending time for each problem.

7:55 8:45 6:20 9:35

- Tom spent 2 hours and 20 minutes at football practice. If he started at 4:00, what time was practice over?
- Jennifer went shopping for groceries at 5:30. She returned home 3 hours and 15 minutes later. What time did Jennifer get home?
- Jerry left for work at 8:05 this morning. It takes Jerry 1 hour and 30 minutes to get to work. What time did Jerry get to work?
- Kim took a nap for 2 hours and 25 minutes. She fell asleep at 5:30. What time did she wake up from her nap?

3.MD.2

I CAN

Measure and estimate volume and mass and solve problems with mass and volume.

3.MD.2

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

Name: _____ Measurement and Data -3.MD.2

Fill in the letter that best represents the volume.

Milk in a glass	Water in a bathtub	Milk in a carton	Water in a pool
(A) 100 milliliters (B) 1 liter (C) 100 milliliters (D) 1 liter	(A) 100 milliliters (B) 1 liter (C) 100 milliliters (D) 1 liter	(A) 100 milliliters (B) 1 liter (C) 100 milliliters (D) 1 liter	(A) 100 milliliters (B) 1 liter (C) 100 milliliters (D) 1 liter
toothpaste	measuring cup	liquid in a spoon	liquid in a milk carton
(A) 5 milliliters (B) 1 liter (C) 50 milliliters (D) 200 liters	(A) 5 milliliters (B) 1 liter (C) 50 milliliters (D) 200 liters	(A) 5 milliliters (B) 1 liter (C) 50 milliliters (D) 200 liters	(A) 5 milliliters (B) 1 liter (C) 50 milliliters (D) 200 liters
glass of milk	liquid in a bathtub	liquid in a pool	liquid in a milk carton
(A) 200 milliliters (B) 2 liters (C) 200 milliliters (D) 2 liters	(A) 200 milliliters (B) 2 liters (C) 200 milliliters (D) 2 liters	(A) 200 milliliters (B) 2 liters (C) 200 milliliters (D) 2 liters	(A) 200 milliliters (B) 2 liters (C) 200 milliliters (D) 2 liters

Name: _____ Measurement and Data -3.MD.2

Fill in the letter that best represents the mass.

popcorn	envelope	hog
(A) 100 kilograms (B) 10 grams (C) 100 grams (D) 10 kilograms	(A) 100 kilograms (B) 10 grams (C) 100 grams (D) 10 kilograms	(A) 100 kilograms (B) 10 grams (C) 100 grams (D) 10 kilograms
stove	rudder	car
(A) 100 kilograms (B) 10 grams (C) 100 grams (D) 10 kilograms	(A) 100 kilograms (B) 10 grams (C) 100 grams (D) 10 kilograms	(A) 100 kilograms (B) 10 grams (C) 100 grams (D) 10 kilograms

Name: _____ Measurement and Data -3.MD.2

Time to Measure

1. Mass of an elephant	2. Volume of a spoon	3. Mass of a hot dog
(A) 2,000 grams (B) 25 grams (C) 200 kilograms (D) 5,000 kilograms	(A) 5 liters (B) 500 milliliters (C) 5 milliliters (D) 2 liters	(A) 30 grams (B) 400 grams (C) 400 kilograms (D) 10 kilograms
4. Mass of an apple	5. Mass of a refrigerator	6. Volume of a soda can
(A) 2 kilograms (B) 200 grams (C) 200 kilograms (D) 1,000 grams	(A) 100 kilograms (B) 50 grams (C) 200 grams (D) 5 kilograms	(A) 25 milliliters (B) 2 milliliters (C) 250 liters (D) 250 milliliters
7. Mass of a pencil	8. Mass of a bathtub	9. Mass of a toy
(A) 1 gram (B) 1 kilogram (C) 50 grams (D) 15 kilograms	(A) 100 milliliters (B) 100 liters (C) 100 grams (D) 100 kilograms	(A) 100 kilograms (B) 2 kilograms (C) 100 grams (D) 1 gram

MEASUREMENT & DATA ASSESSMENTS

3.MD.3

I CAN

Draw pictographs and bar graphs and answer questions about them.

3.MD.3

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

Name: _____ Measurement and Data -3.MD.3

\$ For Sale \$

Answer the questions using the graph.

Animals at the Pet Store

Pets	Number of Pets
dogs	3
cats	4
birds	6
hamsters	2

- How many more birds than cats?
- Which animal does the pet store have the most of?
- How many more dogs than hamsters?
- Which animal do they have the least of?
- How many hamsters and dogs do they have all together?
- How many cats do they have?
- How many animals do they have all together?

3.MD.5

I CAN

Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.5

Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.5a

I CAN

A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

3.MD.5a

I CAN

Count unit squares to find the area of a shape.

Measurement and Data - 3.MD.5a-b

Name: _____

Constructing Area

I Can: Count unit squares to find the area of a shape.

3 rows and 4 columns

Area = _____

Measurement and Data - 3.MD.5a-b

Name: _____

Working with Area

I Can: Count unit squares to find the area of a shape.

3 rows and 5 columns

Area = _____

MEASUREMENT & DATA ASSESSMENTS

Measurement and Data - 3.MD.5a-b

Name: _____

Know the Area

I Can: Count unit squares to find the area of a shape.

Divide the rectangle into rows and columns, "square units". Tell the area:

4 rows and 4 columns

Area = _____

2 rows and 4 columns

Area = _____

2 rows and 3 columns

Area = _____

Measurement and Data - 3.MD.5a-b

Name: _____

Know the Area

I Can: Count unit squares to find the area of a shape.

Divide the rectangle into rows and columns, "square units". Tell the area:

4 rows and 4 columns

Area = _____

2 rows and 4 columns

Area = _____

2 rows and 3 columns

Area = _____

Measurement and Data - 3.MD.5a-b

Name: _____

Digging Up the Area

I Can: Measure a plane figure by a "square unit".

Draw unit squares to cover the figure and find the area. Use the unit squares given:

1 square unit = _____


2 square units = _____


3 square units = _____

1 square unit = _____



2 square units = _____


3 square units = _____



 3.MD.6

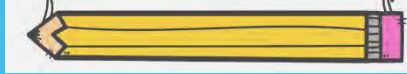
Measure areas by counting unit squares.


 3.MD.6

I CAN

Measure areas by counting unit squares.












Name: _____ Measurement and Data - 3.MD.6


 Popping Out Area

I Can - Measure areas by counting square units.


Count the shaded unit squares, then write the area.

1.  = 1 square cm Area = _____	2.  = 1 square ft. Area = _____	3.  = 1 square cm Area = _____
4.  = 1 square Area = _____	5.  = 1 square ft. Area = _____	6.  = 1 square cm Area = _____
7.  = 1 square in. Area = _____	8.  = 1 square ft. Area = _____	9.  = 1 square cm Area = _____

Name: _____ Measurement and Data - 3.MD.6

 Baking Up Some Area

I Can - Measure areas by counting square units.



Square Units

Square Units

Square Units

Square Units

Name: _____ Measurement and Data - 3.MD.6


 Match Game


I Can - Measure areas by counting square units.

14 10 8


6 12 2

4 6 6 10 25 20



 3.MD.7

Relate area to the operations of multiplication and addition.




 3.MD.7

I CAN


Relate area to the operations of multiplication and addition.

TEACHING

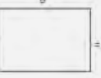
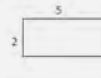
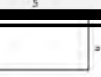

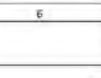
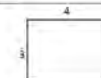
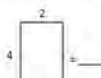

TIMES 2




Name: _____ Measurement and Data - 3.MD.7a

 I Can - Find the area of a rectangle by tiling it.







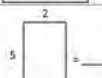
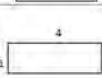
Find the area by tiling the rectangle shown.

1.  = _____	2.  = _____
3.  = _____	4.  = _____
5.  = _____	6.  = _____
7.  = _____	8.  = _____

Name: _____ Measurement and Data - 3.MD.7a

 I Can - Find the area of a rectangle by tiling it.

Find the area by tiling the rectangle shown.

1.  = _____	2.  = _____
3.  = _____	4.  = _____
5.  = _____	6.  = _____
7.  = _____	8.  = _____

Measurement and Data - 3.MD.7a

Name: _____

I Can Find the area of a rectangle by tiling it.

Find the area by tiling the rectangle shown.

1. = _____
2. = _____
3. = _____
4. = _____
5. = _____
6. = _____
7. = _____
8. = _____

Measurement and Data - 3.MD.7a

Name: _____

I Can Find the area of a rectangle by tiling it.

What number is missing to find the area?

1. = _____ area
2. = _____ area
3. = _____ area
4. = _____ area
5. = _____ area
6. = _____ area
7. = _____ area
8. = _____ area

Measurement and Data - 3.MD.7a

Name: _____

I Can Find the area of a rectangle by tiling it.

What number is missing to find the area?

1. = _____ area
2. = _____ area
3. = _____ area
4. = _____ area
5. = _____ area
6. = _____ area
7. = _____ area
8. = _____ area

I CAN

Find the area of rectangles by multiplying.

Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole numbers products as arrays, area models, or equations.

Measurement and Data - 3.MD.7b

Name: _____

I Can Find the area of a rectangle by multiplying.

Calculate the area of the rectangles shown.

1. = _____
2. = _____
3. = _____
4. = _____
5. = _____
6. = _____
7. = _____
8. = _____
9. = _____
10. = _____
11. = _____
12. = _____

Measurement and Data - 3.MD.7b

Name: _____

I Can Find the area of a rectangle by multiplying.

Calculate the area of the rectangles shown.

1. = _____
2. = _____
3. = _____
4. = _____
5. = _____
6. = _____
7. = _____
8. = _____
9. = _____
10. = _____
11. = _____
12. = _____

Measurement and Data - 3.MD.7b

Name: _____

I Can Find the area of a rectangle by multiplying.

Find the missing length of one side.

1. = _____ in.
2. = _____ in.
3. = _____ ft.
4. = _____ in.
5. = _____ ft.
6. = _____ in.

Measurement and Data - 3.MD.7b

Name: _____

I Can Find the area of a rectangle by multiplying.

Find the missing length of one side.

1. = _____ in.
2. = _____ in.
3. = _____ in.
4. = _____ in.
5. = _____ ft.
6. = _____ in.

Name: _____ Measurement and Data-3.MD.7b

I Can Find the area of a rectangle by multiplying.

Calculate the area of the rectangles shown.

2 ft. 3 ft. 7 ft. 4 ft.

6 ft. 3 ft. 9 ft.

Find the missing length of one side.

5 ft. 15 square ft. _____ ft. _____ square ft.

6 ft. 42 square ft. _____ ft. 3 in. 18 inches

3.MD.7c

I CAN

Use properties when multiplying to find the area of squares and rectangles.

3.MD.7c

Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

Name: _____ Measurement and Data-3.MD.7c

I Can Use properties when multiplying to find the area of squares and rectangles.

Complete the equation that represents the picture:

$3 \times \square = 3 \times (4 + \square)$

$= (\square \times 4) + (3 \times \square)$

$4 \times \square = 4 \times (2 + \square)$

$= (\square \times 2) + (4 \times \square)$

Name: _____ Measurement and Data-3.MD.7c

I Can Use properties when multiplying to find the area of squares and rectangles.

Complete the equation that represents the picture:

$4 \times \square = \square \times (3 + \square)$

$= \square \times 3 + (\square \times \square)$

$6 \times \square = \square \times (2 + \square)$

$= (\square \times 2) + (5 \times \square)$

Name: _____ Measurement and Data-3.MD.7c

I Can Use properties when multiplying to find the area of squares and rectangles.

Complete the equation that represents the picture:

$4 \times \square = \square + \square = 20$

$6 \times \square = \square \times (5 + \square)$

$6 \times \square = (6 \times \square) + (6 \times \square)$

$6 \times \square = \square + \square = 42$

$5 \times \square = \square \times (4 + \square)$

$5 \times \square = (5 \times \square) + (5 \times \square)$

$5 \times \square = \square + \square = 25$

MEASUREMENT & DATA ASSESSMENTS

Name: _____ Measurement and Data-3.MD.7c

STUCK on AREA

I Can Use properties when multiplying to find the area of squares and rectangles.

Complete the equation that represents the picture:

$3 \times \square = \square (2 + \square)$

$3 \times \square = (3 \times \square) + (3 \times \square)$

$3 \times \square = \square + \square = 18$

$7 \times \square = \square \times (1 + \square)$

$7 \times \square = (7 \times \square) + (7 \times \square)$

$7 \times \square = \square + \square = 21$

$4 \times \square = \square \times (3 + \square)$

$4 \times \square = \square \times \square + \square \times \square$

$4 \times \square = \square + \square = 24$

3.MD.7d

I CAN

Find the area of irregular shapes.

3.MD.7d

Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Name: _____ Measurement and Data - 3.MD.7d

TOP SECRET **Area?** I Can Find the area of irregular shapes. Divide the shape into rectangles or squares. Find the total area of each shape.

Show your work.

_____ area

Show your work.

_____ area

Show your work.

_____ area

Name: _____ Measurement and Data - 3.MD.7d

TOP SECRET **Area** I Can Find the area of irregular shapes. Divide the shape into rectangles or squares. Find the total area of each shape.

Show your work.

_____ area

Show your work.

_____ area

Show your work.

_____ area

Name: _____ Measurement and Data - 3.MD.7d

Searching For Area I Can Find the area of irregular shapes. Find the total area of each shape.

6 2 3 5 7 3 2 3 3

7 3 3 2 2 2 2 6

7 9 3 4 3 7 4 3 2

9 3 9 2 3 2 2 4 10 4 1 1

I CAN

Solve real world problems involving area and perimeter.

Solve real world and mathematical problems involving perimeter of polygons, including finding perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Name: _____ Measurement and Data - 3.MD.8

I Can Solve real world problems involving area and perimeter.

1. Fill in the bubble beside the correct answer. The perimeter of a rectangle is 20 feet. What is the length if the width is 6 feet? 5 6 7 8

2. Molly is baking cookies on a rectangle cookie sheet. Which cookie sheet below is Molly using if the perimeter of her pan is 30 inches? 3 9 6 9 6

3. Ms. Karen bought a new desk. The front of the desk is in the shape of a rectangle. What is the perimeter of the front of her desk? 27 20 25 27

Pam had to make a pattern for the table sale. She used a pattern in the shape of a rectangle. What size pattern did she use? 4 inches x 6 inches 4 inches x 4 inches 8 inches x 4 inches

Name: _____ Measurement and Data - 3.MD.8

I Can Solve real world problems involving area and perimeter.

1. John holds the stop sign on the road to help the students get across the road. Each stop sign is 5 inches long. What is the perimeter of the stop sign? 40 30 35

2. Kim's flower garden is 6 feet long and 5 feet wide. How much fence does Kim need to put around it if her flower garden? 40 30 22

3. Jessica won a huge candy bar at the county fair. What is the area of her candy bar? 35 40 45

4. Complete the problem and show the perimeter of the rectangle. 4 feet

Name: _____ Measurement and Data - 3.MD.8

I Can Solve real world problems involving area and perimeter.

1. Jill cut a square to make a birthday card for her friend. What is the perimeter of the square if each side is 6 inches? 40 24 35

2. Mark wants to make a poster for his club's next trip to the beach. 3 25 30 21

3. Lisa is sending a thank-you card to her grandmother. The perimeter of the card is 18 inches. What is the length of the missing side? 3 4 5

4. Mr. Jim wants to build a fence around his yard. Mr. Jim's yard is 9 feet long and 7 feet wide. How much fence does he need to put around the perimeter of his yard? 30 feet 35 feet 32 feet



Measurement and Data

TEACHER/STUDENT DATA TRACKER

3.MD.1 - 3.MD.8

©Teaching Time

Third Grade Common Core State Standards

Measurement and Data

Solve Problems Involving Measurement and Estimation

Standard#	Standard	Dates Taught/Assessed
3.MD.1	Read and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.	
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters. Use appropriate units, labels, and units abbreviations to solve word problems involving measurement, including those involving money.	
3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information from the scaled bar graphs.	
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, using the horizontal scale in markings of the appropriate unit—whole number, half, or quarter.	
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.	
3.MD.5a	Use square units to measure the area of a surface and count on by ones to find the total number of square units.	
3.MD.5b	A plane figure whose sides are all equal length or whose four sides are equal in length is a square. A plane figure whose sides are all equal length or whose opposite sides are equal in length is a rhombus.	
3.MD.6	Measure perimeters of polygons, including squares, rectangles, and trapezoids.	
3.MD.7	Perimeter is the sum of the side lengths of a polygon.	
3.MD.7a	Find the length of a rectangle with uniform side lengths by adding, and show that the area is the same as you would find by multiplying the side lengths.	
3.MD.7b	Multiply side lengths to find area of rectangles with whole number side lengths in the context of solving real-world and mathematical problems. An equivalent problem is to find the perimeter of a rectangle given its area and one side length.	

Third Grade Common Core State Standards

Measurement and Data

Solve Problems Involving Measurement and Estimation

Standard#	Standard	Dates Taught/Assessed
3.MD.7c	Use tiling to show how a rectangle can be tiled with squares of different side lengths. Use the sum of the side lengths of the squares to find the perimeter of the rectangle. Use the sum of the side lengths of the squares to find the area of the rectangle.	
3.MD.7d	Recognize area as additive. The area of a rectangle is the sum of the areas of two non-overlapping rectangles. Use this to solve word problems involving area.	
3.MD.8	Solve real-world and mathematical problems involving perimeter of polygons by finding an unknown side length, and solving for the perimeter of a polygon given three sides.	

Comments:

MEASUREMENT & DATA ASSESSMENTS

Measurement and Data

3.MD.1	3.MD.2	3.MD.3	3.MD.4	3.MD.5	3.MD.5a	3.MD.5b	3.MD.6	3.MD.7	3.MD.7a	3.MD.7b	3.MD.7c	3.MD.7d	3.MD.8

Measurement and Data

3.MD.1	3.MD.2	3.MD.3	3.MD.4	3.MD.5	3.MD.5a	3.MD.5b	3.MD.6	3.MD.7	3.MD.7a	3.MD.7b	3.MD.7c	3.MD.7d	3.MD.8

Measurement and Data

I can track my Progress

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%

Measurement and Data

I can track my Progress

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%

Measurement and Data

I can track my Progress

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%

Measurement and Data

I can track my Progress

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%

NUMBERS & BASE TEN

SKILL FOCUS & "I CAN" STATEMENT ON EACH PAGE

Numbers/Operations in Base Ten - 3.NBT.2

Name: _____

I Can- Add and subtract numbers within 1,000

Directions: Find the difference.

1. 587 $- 234$	2. 876 $- 310$	3. 821 $- 549$	4. 641 $- 474$
5. 556 $- 298$	6. 438 $- 101$	7. 229 $- 111$	8. 657 $- 221$
9. 876 $- 544$	10. 650 $- 440$	11. 611 $- 555$	12. 552 $- 145$
13. 888 $- 688$	14. 609 $- 441$	15. 890 $- 599$	16. 312 $- 1$

Numbers/Operations in Base Ten - 3.NBT.3

Name: _____

I Can- multiply one-digit numbers by multiples of 10

Solve each problem.

50 $\times 6$	70 $\times 8$	30 $\times 9$	40 $\times 6$
30 $\times 3$	40 $\times 9$	50 $\times 7$	60 $\times 4$

Solve each word problem.

Corey helped stack hay bales for 5 days. Each day he stacked 40 bales. How many bales in all did he stack?

Our class library has 3 book shelves. Each book shelf has 90 books. How many books in all does our library have?

Jenny has 8 twenty dollar bills. How much money does she have?

Numbers/Operations in Base Ten - 3.NBT.3

I Can- multiply one-digit numbers by multiples of 10

Solve each problem.

$3 \times 80 =$

$6 \times 30 =$

$6 \times 60 =$

$5 \times 50 =$

$3 \times 40 =$

$4 \times 80 =$

$2 \times 70 =$

$5 \times 60 =$

$3 \times 50 =$

Numbers/Operations in Base Ten - 3.NBT.1

Name: ANSWER KEY

Rainy Day Rounding

I Can- use place value understanding to round whole numbers to the nearest 10 or 100

Round to the nearest 10. 319 320	Round to the nearest 100. 547 500
Round to the nearest 100. 399 400	Round to the nearest 10. 109 110
Round to the nearest 10. 888 890	Round to the nearest 100. 598 600
Round to the nearest 10. 296 300	Round to the nearest 100. 379 400
Round to the nearest 100. 662 700	Round to the nearest 10. 367 370

Numbers/Operations in Base Ten - 3.NBT.1

Rainy Day Rounding

I Can- use place value understanding to round whole numbers to the nearest 10 or 100

Round to the nearest 10. 319 _____	Round to the nearest 100. 547 _____
Round to the nearest 100. 399 _____	Round to the nearest 10. 109 _____
Round to the nearest 10. 888 _____	Round to the nearest 100. 598 _____
Round to the nearest 10. 296 _____	Round to the nearest 100. 379 _____
Round to the nearest 100. 662 _____	Round to the nearest 10. 367 _____

ANSWER KEYS INCLUDED

HIGH QUALITY IMAGES ON EACH PAGE

Name: _____

Numbers/Operations in Base Ten—3.NBT.1

18 Rounding Numbers

1 Can use place value understanding to round whole numbers to the nearest 10 or 100.

Round the following numbers to the nearest 10.	Round the following numbers to the nearest 100.
1. 78 _____	1. 345 _____
2. 56 _____	2. 765 _____
3. 89 _____	3. 328 _____
4. 23 _____	4. 972 _____
5. 654 _____	5. 546 _____
1. 67 _____	6. 234 _____
2. 564 _____	7. 78 _____
3. 21 _____	8. 493 _____
4. 789 _____	9. 692 _____
5. 68 _____	10. 321 _____

Name: _____

Numbers/Operations in Base Ten—3.NBT.1

Flying High With Rounding

1 Can use place value understanding to round whole numbers to the nearest 10 or 100.

Complete each problem.

Round to the nearest 10. Which numbers will round to 50. Circle all that apply.	Round to the nearest 10. Which numbers will round to 20. Circle all that apply.
47 44 49	19 22 28
Round to the nearest 10. Which numbers will round to 70. Circle all that apply.	Round to the nearest 10. Which numbers will round to 90. Circle all that apply.
74 69 78	99 92 87
Round to the nearest 10. Which numbers will round to 40. Circle all that apply.	Round to the nearest 10. Which numbers will round to 80. Circle all that apply.
37 41 49	77 82 73
Round to the nearest 10. Which numbers will round to 50. Circle all that apply.	Round to the nearest 10. Which numbers will round to 100. Circle all that apply.
52 58 54	91 99 104

Name: _____

Numbers/Operations in Base Ten—3.NBT.1

Rainy Day Rounding

1 Can use place value understanding to round whole numbers to the nearest 10 or 100.

Complete each problem.

Round to the nearest 100.	Round to the nearest 10.
409	449
Round to the nearest 10.	Round to the nearest 100.
321	694
Round to the nearest 100.	Round to the nearest 10.
928	213
Round to the nearest 100.	Round to the nearest 10.
483	921
Round to the nearest 100.	Round to the nearest 100.
382	482

Name: _____

Numbers/Operations in Base Ten—3.NBT.1

Rainy Drop Rounding

1 Can use place value understanding to round whole numbers to the nearest 10 or 100.

Round to the nearest 10.	Round to the nearest 100.
319	547
Round to the nearest 100.	Round to the nearest 10.
399	109
Round to the nearest 10.	Round to the nearest 100.
888	598
Round to the nearest 10.	Round to the nearest 100.
276	379
Round to the nearest 100.	Round to the nearest 10.
662	367

Name: _____

Numbers/Operations in Base Ten—3.NBT.1

Round to the nearest ten.

337 _____	901 _____
501 _____	782 _____
362 _____	491 _____
17 _____	97 _____

Round to the nearest hundred.

357 _____	439 _____
891 _____	21 _____
311 _____	54 _____
3 _____	57 _____
789 _____	359 _____

Name: _____

Numbers/Operations in Base Ten—3.NBT.1

Rounding Time

1 Can use place value understanding to round whole numbers to the nearest 10 or 100.

Round to the nearest ten.	384
123	293
95	459
76	203
89	913
Round to the nearest hundred.	212
539	28
111	35
923	18
864	932
723	

Name: _____

Numbers/Operations in Base Ten—3.NBT.1

Bugging Over Rounding

1 Can use place value understanding to round whole numbers to the nearest 10 or 100.

Answer each question.

- What is 346 rounded to the nearest ten?
- What is 211 rounded to the nearest ten?
- What is 723 rounded to the nearest hundred?
- What is 532 rounded to the nearest hundred?
- What is 323 rounded to the nearest ten?
- What is 965 rounded to the nearest hundred?
- What is 434 rounded to the nearest ten?
- What is 321 rounded to the nearest hundred?

3.NBT.2

I CAN

Add and subtract numbers within 1,000

3.NBT.2

Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

NUMBERS & BASE TEN ASSESSMENTS

NUMBERS & BASE TEN ASSESSMENTS

Name: _____

Numbers/Operations in Base Ten—3.NBT.2

I Can: Add and subtract numbers within 1,000.

Directions: Find the sum.

1. 365 + 497	2. 213 + 257	3. 421 + 543	4. 831 + 521
5. 532 + 234	6. 851 + 321	7. 231 + 643	8. 458 + 721
9. 435 + 267	10. 665 + 111	11. 421 + 600	12. 425 + 781
13. 775 + 311	14. 428 + 553	15. 527 + 612	16. 165 + 421

Name: _____

Numbers/Operations in Base Ten—3.NBT.2

I Can: Add and subtract numbers within 1,000.

Directions: Find the sum.

1. 321 + 405	2. 121 + 375	3. 831 + 323	4. 640 + 111
5. 483 + 281	6. 771 + 123	7. 201 + 563	8. 932 + 125
9. 435 + 883	10. 283 + 789	11. 549 + 348	12. 425 + 332
13. 645 + 238	14. 436 + 213	15. 945 + 314	16. 890 + 200

Name: _____

Numbers/Operations in Base Ten—3.NBT.2

I Can: Add and subtract numbers within 1,000.

Directions: Find the difference.

1. 533 - 272	2. 591 - 408	3. 987 - 789	4. 937 - 681
5. 540 - 348	6. 457 - 111	7. 675 - 435	8. 765 - 213
9. 435 - 433	10. 453 - 213	11. 641 - 322	12. 879 - 731
13. 445 - 369	14. 745 - 559	15. 217 - 114	16. 754 - 222

Name: _____

Numbers/Operations in Base Ten—3.NBT.2

I Can: Add and subtract numbers within 1,000.

Directions: Find the difference.

1. 587 - 273	2. 876 - 310	3. 821 - 549	4. 645 - 474
5. 556 - 298	6. 438 - 101	7. 229 - 111	8. 657 - 221
9. 776 - 341	10. 650 - 440	11. 611 - 555	12. 552 - 149
13. 888 - 688	14. 609 - 441	15. 587 - 599	16. 387 - 194

Name: _____

Numbers/Operations in Base Ten—3.NBT.2

I Can: Add and subtract numbers within 1,000.

Directions: Find the difference.

1. 788 - 545	2. 778 - 234	3. 545 - 321	4. 876 - 543
5. 441 - 101	6. 551 + 222	7. 330 - 543	8. 211 - 111
9. 440 + 501	10. 754 - 221	11. 324 + 564	12. 910 - 870
13. 587 - 101	14. 854 - 211	15. 678 - 611	16. 211 - 111

Name: _____

Numbers/Operations in Base Ten—3.NBT.2

I Can: Add and subtract numbers within 1,000.

Directions: Find the difference or the sum.

1. 588 - 100	2. 59 - 100	3. 467 + 289	4. 997 - 194
5. 290 - 134	6. 560 + 458	7. 879 - 659	8. 438 + 219
9. 594 + 679	10. 345 - 221	11. 328 + 450	12. 999 - 659
13. 768 - 601	14. 348 + 211	15. 983 - 410	16. 659 + 320

Name: _____

Numbers/Operations in Base Ten—3.NBT.2

I Can: Add and subtract numbers within 1,000.

Directions: Find the difference and the sum.

1. 768 + 140	2. 876 - 250	3. 721 + 107	4. 567 - 343
5. 766 - 232	6. 326 + 351	7. 544 - 215	8. 998 - 441
9. 654 + 211	10. 998 - 432	11. 237 + 145	12. 546 - 234
13. 548 - 111	14. 388 - 111	15. 554 + 445	16. 554 + 445

Name: _____

Numbers/Operations in Base Ten—3.NBT.2

I Can: Add and subtract numbers within 1,000.

Directions: Find the difference and the sum.

1. 547 + 110	2. 569 - 114	3. 548 + 207	4. 648 - 434
5. 766 - 287	6. 378 - 210	7. 533 - 111	8. 683 - 102
9. 652 + 311	10. 888 - 502	11. 711 + 212	12. 632 - 611
13. 464 - 333	14. 232 + 110	15. 444 - 212	16. 557 + 213

Name: _____

Numbers/Operations in Base Ten—3.NBT.2

I Can: Add and subtract numbers within 1,000.

Directions: Find the difference and the sum.

1. 876 + 321	2. 888 - 204	3. 478 + 478	4. 821 - 374
5. 700 - 28	6. 617 + 279	7. 654 - 217	8. 525 + 323

9. The farmer planted 234 tomato plants on the first week and 312 on the second week. How many plants did he plant in all?

10. Pam was picking up golf balls out on the practice greens. She picked up 236 on Monday and 211 on Tuesday. How many more did she pick on Monday than Tuesday?

Name: _____

Numbers/Operations in Base Ten - 3.NBT.2

I Can - Add and subtract numbers within 1,000.

Directions: Find the difference and the sum.

1. 554 - 114	2. 678 + 329	3. 456 + 367	4. 976 - 555
5. 732 + 189	6. 385 - 312	7. 875 - 712	8. 486 + 486

9. Heath loved his new book. He read 321 pages on Saturday and 213 on Sunday. How many more pages did he read on Saturday than Sunday?

10. Aniston sold Girl Scout cookies for her troop. She sold 211 boxes on the first week and 113 the second week. How many boxes did she sell in all?

3.NBT.3

I CAN

Multiply one-digit whole numbers by multiples of 10

3.NBT.3

Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.

NUMBERS & BASE TEN ASSESSMENTS

Name: _____

Numbers/Operations in Base Ten - 3.NBT.3

I Can - multiply one-digit numbers by multiples of 10.

Directions: Solve each problem.

5 x 10 =	3 x 80 =
4 x 90 =	6 x 30 =
9 x 20 =	6 x 60 =
7 x 40 =	5 x 50 =
1 x 50 =	3 x 40 =
7 x 80 =	80 =
2 x 30 =	=
5 x 60 =	3 x 50 =

Name: _____

Numbers/Operations in Base Ten - 3.NBT.3

I Can - multiply one-digit numbers by multiples of 10.

Directions: Solve each problem.

2 x 30 =	70 x 9 =
5 x 10 =	10 x 6 =
6 x 90 =	40 x 5 =
4 x 50 =	3 x 50 =
80 x 2 =	9 x 60 =

Name: _____

Numbers/Operations in Base Ten - 3.NBT.3

I Can - multiply one-digit numbers by multiples of 10.

Directions: Solve each problem.

5 x 50 =	
6 x 40 =	6 x 80 =
3 x 70 =	3 x 70 =
3 x 50 =	6 x 20 =
2 x 80 =	4 x 40 =
9 x 20 =	
2 x 70 =	1 x 60 =
4 x 60 =	2 x 50 =

Name: _____

Numbers/Operations in Base Ten - 3.NBT.3

I Can - multiply one-digit numbers by multiples of 10.

Directions: Find the product for each problem.

80 x 3	30 x 8	70 x 9	60 x 5
50 x 2	80 x 4	90 x 6	70 x 2
40 x 3	30 x 3	40 x 7	60 x 6
50 x 8			

Name: _____

Numbers/Operations in Base Ten - 3.NBT.3

I Can - multiply one-digit numbers by multiples of 10.

Directions: Solve each problem.

70 x 9	40 x 2	60 x 9	60 x 3
40 x 7	90 x 5	60 x 6	40 x 4
70 x 2	60 x 4	20 x 8	50 x 2
90 x 9	70 x 5	80 x 9	70 x 8

Name: _____

Numbers/Operations in Base Ten - 3.NBT.3

I Can - multiply one-digit numbers by multiples of 10.


Directions: Solve each problem.

70 x 8	80 x 9	70 x 5	50 x 4
90 x 9	20 x 8	60 x 4	30 x 5
80 x 8	20 x 9	30 x 6	40 x 8
80 x 1	40 x 6	90 x 5	70 x 7

Name: _____

Numbers/Operations in Base Ten - **3.NBT.3**

I Can: multiply one-digit numbers by multiples of 10



Solve each problem.

50 $\times 6$	70 $\times 8$	30 $\times 9$	40 $\times 6$
30 $\times 3$	40 $\times 9$	50 $\times 7$	60 $\times 4$

Solve each word problem.

Corey helped stack hay bales for 5 days. Each day he stacked 40 bales. How many bales in all did he stack?

Our class library has 3 book shelves. Each book shelf has 90 books. How many books in all does our library have?


Jenny has 8 twenty-dollar bills. How much money does she have?

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Name: _____

Numbers/Operations in Base Ten - **3.NBT.3**

I Can: multiply one-digit numbers by multiples of 10



Directions: Find the product.

60 $\times 2$	60 $\times 6$	40 $\times 8$	90 $\times 7$
80 $\times 5$	50 $\times 3$	90 $\times 6$	30 $\times 3$
30 $\times 6$	80 $\times 5$	20 $\times 4$	70 $\times 5$

Solve each word problem.

Tommy is sorting stickers into 3 boxes. There are 20 stickers in each box. How many stickers are there in all?


We filled three bags of balloons for the birthday party. Each bag had fifty balloons. How many balloons did we have in all?

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Name: _____

Numbers/Operations in Base Ten - **3.NBT.3**

I Can: multiply one-digit numbers by multiples of 10



Directions: Find the product.

$6 \times 30 =$ $3 \times 60 =$ $8 \times 50 =$

$9 \times 90 =$ $4 \times 20 =$ $5 \times 70 =$

60 $\times 5$	70 $\times 8$	40 $\times 2$	80 $\times 9$
--------------------	--------------------	--------------------	--------------------

Solve each word problem.

Which multiplication expressions are ways to show 240? Check all that apply.

4×60 3×30

3×60 8×80

Work space

Which multiplication expressions are ways to show 150? Check all that apply.

2×80 8×80

4×40 5×80


Work space

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Name: _____

Numbers/Operations in Base Ten - **3.NBT.3**

I Can: multiply one-digit numbers by multiples of 10



Directions: Find the product of each problem.

$7 \times 70 =$ $2 \times 90 =$ $4 \times 80 =$

$7 \times 20 =$ $5 \times 70 =$ $3 \times 80 =$

50 $\times 4$	70 $\times 6$	80 $\times 3$	50 $\times 5$
--------------------	--------------------	--------------------	--------------------

Solve each word problem.

Which multiplication expressions are ways to show 180? Check all that apply.

2×80 2×90

3×60 1×80

Work space

Which multiplication expressions are ways to show 120? Check all that apply.

2×60 5×50

3×30 4×30

Work space

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NUMBERS & BASE TEN ASSESSMENTS



Blackline Masters



OPERATIONS & ALGEBRAIC THINKING

Operations & Algebraic Thinking-3.OA.1

Name: _____

I Can- Write multiplication sentences for arrays and models.

Color the correct multiplication problem shown by the picture array.

4 X 5 = 20
6 X 3 = 18
3 X 4 = 12

2 X 3 = 6
3 X 7 = 21
4 X 1 = 4

5 X 5 = 25
3 X 5 = 15
3 X 5 = 20

1 X 5 = 5
2 X 3 = 6
1 X 3 = 3

2 X 6 = 12
2 X 7 = 14
3 X 2 = 6

3 X 3 = 12
3 X 5 = 15
3 X 3 = 9

5 X 2 = 15
5 X 2 = 10
2 X 5 = 20

4 X 5 = 20
6 X 3 = 11
4 X 6 = 2

SKILL FOCUS & "I CAN" STATEMENT ON EACH PAGE

Operations & Algebraic Thinking-3.OA.3

Name: _____

I Can- Solve multiplication and division word problems.

Directions: Circle the correct equation to solve the problem.

- If dogs have 4 legs. How many legs do 8 dogs have?
A. $8 - 4 = 4$
B. $4 \times 8 = 36$
C. $4 + 8 = 12$
D. $8 \div 4 = 2$
- There are 6 students in the class. Each student has 3 pencils. How many pencils do they have in all?
A. $6 \div 3 = 2$
B. $6 + 3 = 9$
C. $6 \times 3 = 18$
D. $6 - 3 = 3$
- Mary had 10 tickets to sell for the harvest festival. She sold all of her tickets to 5 people. Each person got the same amount of tickets. How many tickets did each person buy?
A. $10 - 5 = 5$
B. $10 + 5 = 15$
C. $10 \times 5 = 50$
D. $10 \div 5 = 2$
- The pet shop had 16 puppies for sale. They had the same amount of puppies in 4 cages. How many puppies were in each cage?
A. $16 \div 4 = 4$
B. $16 \times 4 = 64$
C. $16 - 4 = 12$
D. $16 + 4 = 20$
- Mary has 18 pieces of candy to put in the goody bags for her party. She puts the same number of pieces into 3 bags. How many pieces does she put into each bag?
A. $18 + 3 = 21$
B. $18 \div 3 = 6$
C. $18 - 3 = 15$
D. $18 \times 3 = 54$
- There are 5 boxes of lollipops. Each box has 4 lollipops. How many lollipops are there in all?
A. $5 + 4 = 9$
B. $5 + 5 = 10$
C. $5 \times 4 = 20$
D. $5 - 4 = 1$

Operations & Algebraic Thinking-3.OA.4

Find the missing number in a multiplication sentence using fact families.

Knowns

_____ \div 7 = 7

_____ \div _____ = 5

4 \div 6 = _____

_____ \div _____ = 4

2 \div _____ = 4

Operations & Algebraic Thinking-3.OA.9

Name: **ANSWER KEY**

I Can- Identify patterns in numbers and explain them using properties of operations.

Color in the multiples of 2. What do you notice about all the multiples of 2? After your observation, what can you generalize?

Explain: All the multiples of 2 are even. Also, when you multiply an even number with another even number, the answer is even.

Sort the multiples below into the Venn Diagram.

Multiples of 4: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 68, 72, 76, 80, 84, 88, 92, 96, 100

Multiples of 5: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100

Complete the missing pattern:
5, 10, 15, 20, 25, 30

Write the missing numbers in the table.

In	Out
5	30
6	36
7	42
8	48

Operations & Algebraic Thinking-3.OA.9

I Can- Identify patterns in numbers and explain them using properties of operations.

Color in the multiples of 2. What do you notice about all the multiples of 2? After your observation, what can you generalize?

Explain: _____

Sort the multiples below into the Venn Diagram.

Multiples of 4: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 68, 72, 76, 80, 84, 88, 92, 96, 100

Multiples of 5: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100

Complete the missing pattern:
5, 10, _____, 25, _____
35, _____

Write the missing numbers in the table.

In	Out
5	30
6	36
7	42
8	48

6. $45 \div 5 =$ _____ 13. $40 \div 5 =$ _____

7. $56 \div$ _____ = 8 14. $36 \div$ _____ = 6

HIGH QUALITY IMAGES ON EACH PAGE

ANSWER KEYS INCLUDED

Name: _____

Operations & Algebraic Thinking-3.0A.1

I Can- Write multiplication sentences for arrays and models.

Directions: Use pictures, repeated addition, and arrays to interpret the product for each problem.

$3 \times 6 =$ $4 \times 4 =$

Groups of objects	Groups of objects
Repeated addition	Repeated addition
Array	Array

Name: _____



Operations & Algebraic Thinking-3.0A.1

I Can- Write multiplication sentences for arrays and models.

Directions: Use pictures, repeated addition, and arrays to interpret the product for each problem.


$3 \times 3 =$ $2 \times 3 =$

Groups of objects	Groups of objects
Repeated addition	Repeated addition
Array	Array

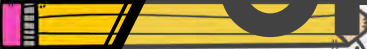

  **3.0A.2**

I CAN


Write division sentences and divide objects into equal groups



OPERATIONS & ALGEBRAIC THINKING ASSESSMENTS

  **3.0A.2**

Interpret whole-number quotient of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.





Name: _____


Operations & Algebraic Thinking-3.0A.2


I Can- Write division sentences and divide objects into equal groups.

Directions: Write a division problem that represents the following pictures.

1.  \div $=$

2.  \div $=$

3.  \div $=$


4.  \div $=$


Name: _____


Operations & Algebraic Thinking-3.0A.2


I Can- Write division sentences and divide objects into equal groups.

Directions: Write a division problem that represents the following pictures.

1.  \div $=$

2.  \div $=$

3.  \div $=$


4.  \div $=$


Name: _____


Operations & Algebraic Thinking-3.0A.2


I Can- Write division sentences and divide objects into equal groups.


Directions: Interpret the quotient for each division problem by dividing objects into equal groups. Circle the correct answer.


1. How many groups of 3 can you make with 9 shapes?  a. 3 b. 6

2. How many groups of 3 can you make with 9 shapes?  a. 3 b. 6

3. How many groups of 4 can you make with 24 shapes?  a. 6 b. 3

4. How many groups of 2 can you make with 14 shapes?  a. 7 b. 2

5. How many groups of 4 can you make with 8 shapes?  a. 2 b. 4

6. How many groups of 6 can you make with 12 shapes?  a. 2 b. 4

Name: _____

Operations & Algebraic Thinking-3.0A.2



I Can- Write division sentences and divide objects into equal groups.

Directions: Draw a picture to represent the following division sentence.

1. $10 \div 5 = 2$ 2. $16 \div 4 = 4$


3. $18 \div 6 = 3$ 4. $24 \div 8 = 3$



5. $12 \div 4 = 3$ 6. $25 \div 5 = 5$

  **3.0A.3**

I CAN


Solve multiplication and division word problems



3.0A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.



Operations & Algebraic Thinking **3.0A.3**

Name: _____

I Can Solve multiplication and division word problems.

Directions: Solve each problem. Work it out.

1. Sam is baking cookies for the bake sale on Saturday. He makes 22 cookies. He puts 5 cookies in each box. How many boxes will he need? Can he cookies to the bake sale?	2. For a birthday party on Sunday Mr. James is selling the gooey legs on the table in 2 rows of 4. How many kids is also expecting to come to the party?
Equation: _____	Equation: _____
Picture of Groups: _____	Picture of Array: _____

Answer: _____ boxes

Answer: _____ kids

3. Sarah divided 15 popcorn balls evenly between her 5 friends. How many balls did each of her friends get?	4. Every student has 3 books. There are 4 students in the class. How many books are there in all?
Equation: _____	Equation: _____
Picture of Groups: _____	Picture of Array: _____

Answer: _____ popcorn balls

Answer: _____ books

Operations & Algebraic Thinking **3.0A.3**

Name: _____

I Can Solve multiplication and division word problems.

Directions: Write an equation and draw it out.

1. Sally packed some flowers. She put the flowers into 3 boxes. Each box has 5 flowers. Write a division equation to determine how many flowers she has in all.	2. Shelly made some cupcakes for the fair. The cupcakes are divided into 4 boxes. Each box has 4 cupcakes each. Write a division problem to determine how many cupcakes she has in all.
Equation: _____ + 3 = 5	Equation: _____ + 4 = 4
Draw groups of flowers.	Draw groups of cupcakes:

Answer: _____ flowers

Answer: _____ cupcakes

3. Chris has 5 kittens. He took to give away. Each kitten has 4 legs. How many total legs do the kittens have in all?	4. Jill saw 2 bird nests in a tree. Each nest has 3 eggs in it. How many eggs did the nests have in all?
Equation: _____	Equation: _____
Draw it out:	Draw it out:

Answer: _____ legs

Answer: _____ eggs

OPERATIONS & ALGEBRAIC THINKING ASSESSMENTS

Operations & Algebraic Thinking **3.0A.3**

Name: _____

I Can Solve multiplication and division word problems.

Directions: Circle the correct equation to solve the problem.

1. If Lungs has 4 legs. How many legs do 8 dogs have? A. $4 \times 8 = 32$ B. $4 \times 8 = 36$ C. $4 + 8 = 12$ D. $8 + 4 = 2$	2. The pet shop has 16 puppies for sale. They had the same on 4 cages. How many puppies were in each cage? A. $16 \div 4 = 4$ B. $16 \times 4 = 64$ C. $16 + 4 = 12$ D. $16 - 4 = 2$
3. Mary had 10 tickets to sell for the harvest festival. She sold all of her tickets for 5 people. Each person paid the same amount of tickets. How many tickets did each person pay? A. $10 - 5 = 5$ B. $10 + 5 = 15$ C. $10 \times 5 = 50$ D. $10 \div 5 = 2$	4. The pet shop had 16 puppies for sale. They had the same on 4 cages. How many puppies were in each cage? A. $16 + 4 = 4$ B. $16 \times 4 = 64$ C. $16 - 4 = 12$ D. $16 \div 4 = 2$
5. Mary had 18 pieces of candy to put in the goodie bags for her party. She put the same amount of pieces into 3 bags. How many pieces did she put into each bag? A. $18 + 3 = 21$ B. $18 \div 3 = 6$ C. $18 - 3 = 15$ D. $18 \times 3 = 54$	6. There are 5 boxes of balloons. Each box has 4 balloons. How many balloons are there in all? A. $5 + 4 = 9$ B. $5 \times 4 = 20$ C. $5 - 4 = 1$ D. $5 \div 4 = 1$

Operations & Algebraic Thinking **3.0A.3**

Name: _____

I Can Solve multiplication and division word problems.

Directions: Circle the correct equation to solve the problem.




1. Mike bought 9 packs of markers that cost \$2 each. What was the total cost for the markers? A. $9 \times 2 = 18$ B. $9 \times 7 = 63$ C. $9 + 7 = 16$	2. Emily bought 8 eggs for \$2 each. How much did she pay for the eggs? A. $8 \times 2 = 16$ B. $6 + 2 = 4$ C. $6 + 2 = 8$
3. Mandy bought 12 water bottles for \$2 each. How much did she pay for the water bottles? A. $12 \times 2 = 24$ B. $8 \times 2 = 16$ C. $8 - 6 = 4$	4. Emily bought 12 boxes of pencils for \$2 each. How much did she pay for the pencils? A. $12 + 2 = 14$ B. $12 \times 2 = 24$ C. $12 - 7 = 5$
5. Amy divided her 40 beads evenly into 8 boxes. How many beads were in each box? A. $40 \div 8 = 5$ B. $40 \times 8 = 320$ C. $40 - 8 = 32$	6. A toy truck has 4 wheels. Tom has 4 toy trucks. How many wheels does he have in all? A. $4 \times 4 = 16$ B. $4 + 4 = 8$ C. $4 - 4 = 0$

Operations & Algebraic Thinking **3.0A.4**

Name: _____


I CAN

Find the missing number in a division or multiplication sentence using fact families.

3.0A.4

Determine the unknown whole number in a multiplication or division equation relating three whole numbers.



Operations & Algebraic Thinking **3.0A.4**

Name: _____

I Can Find the missing number in a division or multiplication sentence using fact families.

Multiplication Facts with Unknowns

Directions: Write the correct answer in the blank.

1. $6 \times \underline{\quad} = 30$	8. $2 \times 8 = \underline{\quad}$
2. $3 \times 4 = \underline{\quad}$	9. $18 = \underline{\quad} \times 9$
3. $5 \times \underline{\quad} = 10$	10. $40 = \underline{\quad} \times 8$
4. $8 \times \underline{\quad} = 24$	11. $\underline{\quad} = 4 \times 2$
5. $14 = \underline{\quad} \times 7$	12. $4 \times \underline{\quad} = 28$
6. $\underline{\quad} \times 5 = 20$	13. $5 \times 1 = \underline{\quad}$
7. $6 \times 6 = \underline{\quad}$	14. $7 \times \underline{\quad} = 49$

Operations & Algebraic Thinking **3.0A.4**

Name: _____

I Can Find the missing number in a division or multiplication sentence using fact families.

Multiplication Facts with Unknowns

Directions: Write the correct answer in the blank.

1. $7 \times 3 = \underline{\quad}$	8. $\underline{\quad} \times 8 = 8$
2. $5 \times \underline{\quad} = 15$	9. $10 = \underline{\quad} \times 5$
3. $\underline{\quad} \times 4 = 16$	10. $45 = \underline{\quad} \times 9$
4. $5 \times 5 = \underline{\quad}$	11. $\underline{\quad} = 2 \times 9$
5. $8 \times 7 = \underline{\quad}$	12. $5 \times \underline{\quad} = 40$
6. $9 \times 1 = \underline{\quad}$	13. $4 \times 3 = \underline{\quad}$
7. $\underline{\quad} \times 6 = 12$	14. $6 \times \underline{\quad} = 36$

Operations & Algebraic Thinking **3.OA.4**

Name: _____

I Can Find the missing number in a division or multiplication sentence using fact families.

Division Facts with Unknowns

Directions: Write the correct answer in the blank.

1. $18 \div 2 = \underline{\quad}$	8. $\underline{\quad} \div 7 = 7$
2. $15 = \underline{\quad} \times 3$	9. $25 \div \underline{\quad} = 5$
3. $\underline{\quad} \div 5 = 2$	10. $24 \div 6 = \underline{\quad}$
4. $18 \div 6 = \underline{\quad}$	11. $20 \div \underline{\quad} = 4$
5. $49 \div 7 = \underline{\quad}$	12. $12 \div \underline{\quad} = 4$
6. $45 \div 5 = \underline{\quad}$	13. $40 \div 5 = \underline{\quad}$
7. $56 \div \underline{\quad} = 8$	14. $36 \div \underline{\quad} = 6$

Operations & Algebraic Thinking **3.OA.4**

Name: _____

I Can Find the missing number in a division or multiplication sentence using fact families.

Division Facts with Unknowns

Directions: Write the correct answer in the blank.

1. $16 \div 8 = \underline{\quad}$	8. $\underline{\quad} \div 2 = 7$
2. $14 \div \underline{\quad} = 2$	9. $16 \div \underline{\quad} = 2$
3. $\underline{\quad} \div 9 = 3$	10. $14 \div 7 = \underline{\quad}$
4. $24 \div 6 = \underline{\quad}$	11. $15 \div \underline{\quad} = 5$
5. $35 \div 7 = \underline{\quad}$	12. $18 \div \underline{\quad} = 3$
6. $45 \div 9 = \underline{\quad}$	13. $42 \div 8 = \underline{\quad}$
7. $\underline{\quad} \div 4 = 5$	14. $16 \div \underline{\quad} = 4$

Operations & Algebraic Thinking **3.OA.4**

Name: _____

I Can Find the missing number in a division or multiplication sentence using fact families.

Multiplication and Division Facts with Unknowns

Directions: Write the correct answer in the blank.

Multiply	Divide
1. $2 \times 8 = \underline{\quad}$	7. $\underline{\quad} \div 8 = 2$
2. $5 \times \underline{\quad} = 25$	8. $8 \div \underline{\quad} = 4$
3. $\underline{\quad} \times 6 = 18$	9. $\underline{\quad} \div 9 = 6$
4. $7 \times 1 = \underline{\quad}$	10. $49 \div \underline{\quad} = 7$
5. $\underline{\quad} \times 5 = 10$	11. $64 \div \underline{\quad} = 8$
6. $7 \times 4 = \underline{\quad}$	12. $36 \div 9 = \underline{\quad}$

Operations & Algebraic Thinking **3.OA.4**

Name: _____

I Can Find the missing number in a division or multiplication sentence using fact families.

Multiplication and Division Facts with Unknowns

Directions: Write the correct answer in the blank.

Multiply	Divide
1. $\underline{\quad} \times 6 = \underline{\quad}$	7. $\underline{\quad} \div 6 = 2$
4. $4 \times \underline{\quad} = 24$	8. $\underline{\quad} \div 4 = \underline{\quad}$
3. $\underline{\quad} \times 2 = 8$	9. $16 \div \underline{\quad} = 4$
4. $7 \times 3 = \underline{\quad}$	10. $32 \div \underline{\quad} = 4$
5. $\underline{\quad} \times 6 = 18$	11. $15 \div 5 = \underline{\quad}$
6. $5 \times 0 = \underline{\quad}$	12. $28 \div 7 = \underline{\quad}$

Operations & Algebraic Thinking **3.OA.4**

Name: _____

I Can Find the missing number in a division or multiplication sentence using fact families.

Fact Families

Directions: Create a fact family for each set of numbers.

6, 8, 48	5, 9, 45
8, 8, 8	2, 4, 4
6, 6, 6	7, 56

Operations & Algebraic Thinking **3.OA.4**

Name: _____

I Can Find the missing number in a division or multiplication sentence using fact families.

Fact Families

Directions: Create a fact family for each set of numbers.


5, 4, 20	6, 6, 36
4, 9, 36	5, 8, 40
9, 9, 81	9, 63

OPERATIONS & ALGEBRAIC THINKING ASSESSMENTS

3.OA.5

I CAN

Use the properties of multiplication and division to help me solve problems.



3.OA.5

Apply properties of operations as strategies to multiply and divide:
Commutative,
Associative, Distributive.

Operations & Algebraic Thinking **3.OA.5**

Name: _____

I Can Use properties of multiplication and division to help me solve problems.

Distributive Property

Directions: Use the Distributive Property of multiplication to find the product.

1. $4 \times (\underline{\quad} + 5)$ $4 \times (\underline{\quad} + 5)$ $= (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$ $= \underline{\quad}$	2. 5×9 $5 \times (4 + 5)$ $= (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$ $= \underline{\quad}$
3. 2×9 $2 \times (3 + 6)$ $= (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$ $= \underline{\quad}$	4. 7×4 $7 \times (2 + 2)$ $= (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$ $= \underline{\quad}$
5. 6×6 $6 \times (3 + 3)$ $= (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$ $= \underline{\quad}$	6. 8×2 $8 \times (1 + 1)$ $= (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$ $= \underline{\quad}$

Operations & Algebraic Thinking 3.0A.5

Name: _____

I Can use properties of multiplication and division to help me solve problems.

Distributive Property

Directions: Use **Distributive Property** of multiplication to find the product.

1. $4 \times 5 =$ $(4 \times 3) + (4 \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$	2. $3 \times 6 =$ $(3 \times 3) + (3 \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$
3. $2 \times 9 =$ $(2 \times 5) + (2 \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$	4. $7 \times 3 =$ $(7 \times 2) + (7 \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$
5. $8 \times 4 =$ $(8 \times 2) + (8 \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$	6. $7 \times 7 =$ $(7 \times 5) + (7 \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$
7. $6 \times 8 =$ $(6 \times 4) + (6 \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$	8. $9 \times 3 =$ $(9 \times 2) + (9 \times \underline{\quad})$ $= \underline{\quad} + \underline{\quad}$

Operations & Algebraic Thinking 3.0A.5

Name: _____

I Can use properties of multiplication and division to help me solve problems.

Commutative Property

Directions: Use **Commutative Property** of multiplication to find the products.

Complete each number sentence.

1. $4 \times 6 = 6 \times \underline{\quad}$	$4 \times 5 = \underline{\quad} \times 4$	$2 \times 7 = 7 \times \underline{\quad}$
2. $7 \times 9 = 9 \times \underline{\quad}$	$5 \times 8 = 8 \times \underline{\quad}$	$7 \times 3 = \underline{\quad} \times 7$
3. $3 \times 4 = \underline{\quad} \times \underline{\quad}$	$4 \times 5 = \underline{\quad} \times \underline{\quad}$	
4. $2 \times 3 = \underline{\quad} \times \underline{\quad}$	$5 \times 5 = \underline{\quad} \times \underline{\quad}$	
5. $8 \times 5 = \underline{\quad} \times \underline{\quad}$	$6 \times 3 = \underline{\quad} \times \underline{\quad}$	

Fill in the blanks to complete the number sentence.

7. $\underline{\quad} \times 2 = 2 \times 5$	8. $\underline{\quad} \times 3 = 3 \times 6$
$5 \times 2 = \underline{\quad}$	$6 \times 3 = \underline{\quad}$
$2 \times \underline{\quad} = \underline{\quad}$	$3 \times \underline{\quad} = \underline{\quad}$
9. $\underline{\quad} \times 7 = 7 \times 4$	10. $\underline{\quad} \times 6 = 6 \times 1$
$4 \times 7 = \underline{\quad}$	$6 \times 1 = \underline{\quad}$
$7 \times \underline{\quad} = \underline{\quad}$	$1 \times \underline{\quad} = \underline{\quad}$

Operations & Algebraic Thinking 3.0A.5

Name: _____

I Can use properties of multiplication and division to help me solve problems.

Commutative Property

Directions: Use **Commutative Property** of multiplication to find the products.

Complete each number sentence.

1. $6 \times 2 = 2 \times \underline{\quad}$	$7 \times 2 = \underline{\quad} \times 7$	$8 \times 1 = 1 \times \underline{\quad}$
2. $3 \times 3 = 3 \times \underline{\quad}$	$5 \times 4 = 4 \times \underline{\quad}$	$6 \times 9 = \underline{\quad} \times 6$
3. $7 \times 2 = \underline{\quad} \times \underline{\quad}$	$8 \times 3 = \underline{\quad} \times \underline{\quad}$	
4. $4 \times 3 = \underline{\quad} \times \underline{\quad}$	$5 \times 6 = \underline{\quad} \times \underline{\quad}$	
5. $7 \times 4 = \underline{\quad} \times \underline{\quad}$	$6 \times 6 = \underline{\quad} \times \underline{\quad}$	

Fill in the blanks to complete the number sentence.

7. $\underline{\quad} \times 4 = 4 \times 8$	8. $6 \times \underline{\quad} = 2 \times 6$
$8 \times 4 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$
$4 \times \underline{\quad} = \underline{\quad}$	$2 \times \underline{\quad} = \underline{\quad}$
9. $3 \times 5 = 5 \times \underline{\quad}$	10. $\underline{\quad} \times 1 = 1 \times 9$
$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

OPERATIONS & ALGEBRAIC THINKING ASSESSMENTS

Operations & Algebraic Thinking 3.0A.6

Name: _____

I Can use properties of multiplication and division to help me solve problems.

Associative Property

Directions: Use **Associative Property** to solve the equations.

1. $(2 \times 3) \times 4 = \underline{\quad}$	2. $(3 \times 2) \times 3 = \underline{\quad}$	3. $(1 \times 6) \times 8 = \underline{\quad}$
4. $(0 \times 9) \times 9 = \underline{\quad}$	5. $(5 \times 1) \times 3 = \underline{\quad}$	6. $(2 \times 4) \times 2 = \underline{\quad}$
7. $(4 \times 1) \times 9 = \underline{\quad}$	8. $(2 \times 2) \times 6 = \underline{\quad}$	9. $(8 \times 1) \times 7 = \underline{\quad}$
10. $(3 \times 2) \times 5 = \underline{\quad}$	11. $(1 \times 5) \times 4 = \underline{\quad}$	12. $(3 \times 1) \times 3 = \underline{\quad}$

Operations & Algebraic Thinking 3.0A.6

Name: _____

I Can use properties of multiplication and division to help me solve problems.

Associative Property

Directions: Use **Associative Property** to solve the equations.

2. $2 \times (4 \times 1) = (\underline{\quad} \times \underline{\quad}) \times \underline{\quad}$ Product: _____

3. $(\underline{\quad} \times \underline{\quad}) \times 3 = \underline{\quad} \times \underline{\quad}$ Product: _____

4. $(\underline{\quad} \times \underline{\quad}) \times 5 = \underline{\quad} \times \underline{\quad}$ Product: _____

Solve each equation.

5. $5 \times 2 \times 3 = \underline{\quad}$	6. $3 \times 3 \times 2 = \underline{\quad}$
7. $4 \times \underline{\quad} \times 3 = \underline{\quad}$	8. $5 \times \underline{\quad} \times 2 = \underline{\quad}$
9. $4 \times 2 \times 2 = \underline{\quad}$	10. $1 \times 4 \times 5 = \underline{\quad}$

Operations & Algebraic Thinking 3.0A.6

Name: _____

I Can understand division as an unknown-factor problem.

I CAN

Understand division as an unknown-factor problem.


Operations & Algebraic Thinking 3.0A.6

Name: _____

I Can understand division as an unknown-factor problem.

3.0A.6

Understand division as an unknown-factor problem.



Operations & Algebraic Thinking 3.0A.4

Name: _____

I Can understand division as an unknown-factor problem.

Directions: Fill in the missing number.

$24 \div 3 = \square$	$15 \div 3 = \square$	$20 \div 5 = \square$
because I know _____	because I know _____	because I know _____
$3 \times \square = 24$	$3 \times \square = 15$	$5 \times \square = 20$
$18 \div 3 = \square$	$12 \div 4 = \square$	$30 \div 6 = \square$
$3 \times \square = 18$	$4 \times \square = 12$	$6 \times \square = 30$
$27 \div 9 = \square$	$14 \div 7 = \square$	$24 \div 8 = \square$
because I know _____	because I know _____	because I know _____
$9 \times \square = 27$	$7 \times \square = 14$	$8 \times \square = 24$
$49 \div 7 = \square$	$45 \div 9 = \square$	$16 \div 4 = \square$
because I know _____	because I know _____	because I know _____
$7 \times \square = 49$	$9 \times \square = 45$	$4 \times \square = 16$

Operations & Algebraic Thinking 3.0A.4

Name: _____

I Can understand division as an unknown-factor problem.

Directions: Use an unknown-factor problem to find the quotient.

$40 \div 8 = ?$	\rightarrow	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	\rightarrow	\square
$27 \div 9 = ?$	\rightarrow	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	\rightarrow	\square
$16 \div 4 = ?$	\rightarrow	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	\rightarrow	\square
$49 \div 7 = ?$	\rightarrow	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	\rightarrow	\square
$64 \div 8 = ?$	\rightarrow	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	\rightarrow	\square
$36 \div 9 = ?$	\rightarrow	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	\rightarrow	\square

Operations & Algebraic Thinking 3.0A.7

I Can: Fluently multiply and divide within 100.

Directions: Use a link from the division sentence to the multiplication sentence that can help you solve the problem.

- $36 \div 6 = \underline{\quad}$ \cdot 8×8
- $45 \div 9 = \underline{\quad}$ \cdot 5×9
- $21 \div 7 = \underline{\quad}$ \cdot 3×7
- $64 \div 8 = \underline{\quad}$ \cdot 8×8
- $24 \div 8 = \underline{\quad}$ \cdot 3×8

Write the missing numbers.

- $35 + \underline{\quad} = 7$ $7. 12 \div \underline{\quad} = 2$
- $7 \times \underline{\quad} = 35$ $2 \times \underline{\quad} = 12$
- $8. 27 \div \underline{\quad} = 9$ $9. 7 \div \underline{\quad} = 4$
- $9 \times \underline{\quad} = 27$ $\underline{\quad} \times \underline{\quad} = 32$

3.0A.7

I CAN

Fluently multiply and divide within 100

3.0A.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

OPERATIONS & ALGEBRAIC THINKING ASSESSMENTS

Operations & Algebraic Thinking 3.0A.7

I Can: Fluently multiply and divide within 100.

Directions: Solve each problem.

Froggy Fluency

$6 \times \underline{\quad} = \underline{\quad}$	$7 \times 7 = \underline{\quad}$	$8 \times \underline{\quad} = \underline{\quad}$
$9 \times \underline{\quad} = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$3 \times 8 = \underline{\quad}$
$4 \times 5 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$	$9 \times 3 = \underline{\quad}$
$4 \times \underline{\quad} = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$5 \times 6 = \underline{\quad}$
$8 \times 1 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$
$5 \times 8 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$	$7 \times \underline{\quad} = \underline{\quad}$
$3 \times 7 = \underline{\quad}$	$9 \times 6 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$
$2 \times 4 = \underline{\quad}$	$\underline{\quad} \times 4 = \underline{\quad}$	$7 \times 2 = \underline{\quad}$

Operations & Algebraic Thinking 3.0A.7

I Can: Fluently multiply and divide within 100.

Directions: Solve each problem.

Fowl Fluency

$5 \times 5 = \underline{\quad}$	$3 \times 1 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$
$7 \times 4 = \underline{\quad}$	$9 \times \underline{\quad} = \underline{\quad}$	$8 \times \underline{\quad} = \underline{\quad}$
$4 \times 4 = \underline{\quad}$	$6 \times 3 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
$6 \times 9 = \underline{\quad}$	$1 \times 4 = \underline{\quad}$	$3 \times 3 = \underline{\quad}$

Operations & Algebraic Thinking 3.0A.7

I Can: Fluently multiply and divide within 100.

Directions: Solve each problem.

Turtle Trivia

$9 \div 1 = \underline{\quad}$	$16 \div 2 = \underline{\quad}$
$14 \div 7 = \underline{\quad}$	$64 \div 8 = \underline{\quad}$
$42 \div 6 = \underline{\quad}$	$20 \div 4 = \underline{\quad}$
$36 \div 6 = \underline{\quad}$	$8 \times \underline{\quad} = \underline{\quad}$
$14 \div 2 = \underline{\quad}$	$24 \div 8 = \underline{\quad}$
$24 \div 3 = \underline{\quad}$	$54 \div 9 = \underline{\quad}$
$20 \div \underline{\quad} = \underline{\quad}$	$8 \times \underline{\quad} = \underline{\quad}$
$3 \times \underline{\quad} = \underline{\quad}$	$27 \div \underline{\quad} = \underline{\quad}$
$16 \div 4 = \underline{\quad}$	$45 \div 9 = \underline{\quad}$
$10 \div 5 = \underline{\quad}$	

Operations & Algebraic Thinking 3.0A.7

I Can: Fluently multiply and divide within 100.

Directions: Solve each problem.

Fluency Tracks

$12 \div 2 = \underline{\quad}$	$4 \div 4 = \underline{\quad}$	$\underline{\quad} \div 3 = \underline{\quad}$
$72 \div 8 = \underline{\quad}$	$9 \div 3 = \underline{\quad}$	$72 \div 9 = \underline{\quad}$
$49 \div 7 = \underline{\quad}$	$21 \div 7 = \underline{\quad}$	$12 \div \underline{\quad} = \underline{\quad}$
$15 \div 3 = \underline{\quad}$	$28 \div 7 = \underline{\quad}$	$36 \div 4 = \underline{\quad}$
$40 \div 8 = \underline{\quad}$	$63 \div 9 = \underline{\quad}$	$27 \div 3 = \underline{\quad}$
$25 \div 5 = \underline{\quad}$	$15 \div 5 = \underline{\quad}$	$42 \div 7 = \underline{\quad}$
$\underline{\quad} \div 4 = \underline{\quad}$	$\underline{\quad} \div 6 = \underline{\quad}$	$\underline{\quad} \div 8 = \underline{\quad}$
$\underline{\quad} \div 2 = \underline{\quad}$	$28 \div 4 = \underline{\quad}$	

Operations & Algebraic Thinking 3.0A.7

I Can: Fluently multiply and divide within 100.

Directions: Solve each problem.

Monkey Facts

$2 \div 1 = \underline{\quad}$	$7 \times 7 = \underline{\quad}$	$9 \times 5 = \underline{\quad}$
$9 \div 3 = \underline{\quad}$	$18 \div 9 = \underline{\quad}$	$30 \div 5 = \underline{\quad}$
$6 \times 2 = \underline{\quad}$	$66 \div 6 = \underline{\quad}$	$4 \times 7 = \underline{\quad}$
$63 \div 9 = \underline{\quad}$	$5 \times 7 = \underline{\quad}$	$81 \div 9 = \underline{\quad}$
$16 \div 8 = \underline{\quad}$	$32 \div 8 = \underline{\quad}$	$10 \div 5 = \underline{\quad}$
$8 \times 5 = \underline{\quad}$	$36 \div 9 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$
$20 \div 4 = \underline{\quad}$	$21 \div 7 = \underline{\quad}$	$12 \div 6 = \underline{\quad}$
$42 \div 6 = \underline{\quad}$	$6 \times 8 = \underline{\quad}$	$7 \times 3 = \underline{\quad}$



Operations & Algebraic Thinking 3.0A.7

I Can: Fluently multiply and divide within 100.

Directions: Solve each problem.

Waddle to Fluency




$9 \times 5 = \underline{\quad}$	$7 \times 5 = \underline{\quad}$	$6 \times 3 = \underline{\quad}$
$7 \div 7 = \underline{\quad}$	$8 \times 3 = \underline{\quad}$	$30 \div 5 = \underline{\quad}$
$2 \times 4 = \underline{\quad}$	$12 \div 6 = \underline{\quad}$	$8 \times 3 = \underline{\quad}$
$3 \times 1 = \underline{\quad}$	$32 \div 4 = \underline{\quad}$	$7 \times 4 = \underline{\quad}$
$15 \div 5 = \underline{\quad}$	$5 \times 6 = \underline{\quad}$	$8 \div 2 = \underline{\quad}$
$8 \times 6 = \underline{\quad}$	$8 \div 1 = \underline{\quad}$	$9 \times 4 = \underline{\quad}$
$9 \times 2 = \underline{\quad}$	$14 \div 2 = \underline{\quad}$	$9 \times 3 = \underline{\quad}$
$6 \div 6 = \underline{\quad}$	$16 \div 8 = \underline{\quad}$	$54 \div 9 = \underline{\quad}$

3.0A.8

I CAN


Solve two step word problems using addition, subtraction, multiplication, and division

3.0A.8

I CAN

Solve two step word problems using addition, subtraction, multiplication, and division



Name: _____

Touchdown Word Problems

Directions: Fill in the bubble beside the choice that shows the expression used to solve the problem.

- Tom was buying glue sticks for his classroom. He bought 4 packs with each pack having 2 glue sticks. How many glue sticks did he buy?
 - A $4 + 2$
 - B 4×2
 - C $4 - 2$
 - D 4×2
- Mom went to the store and bought 12 rolls for dinner. If they only ate 5 rolls, how many rolls did they have left?
 - A $12 + 10$
 - B 12×10
 - C $12 - 10$
 - D 12×10
- The swings of the state fair cost 6 tickets per ride. If 2 friends were going to take the swings, how many tickets would they need?
 - A $6 - 2$
 - B $6 \div 2$
 - C $6 + 2$
 - D 6×2
- Mom took 5 dollars to eat for supper. She spent 6 dollars on herself and 3 dollars on her friend. How much money did she have left?
 - A $8 + 5$
 - B 8×5
 - C $8 - 5$
 - D 8×5
- Each table in Tim's preschool can seat 7 people. If he had 3 tables, how many people could sit at all the tables?
 - A $7 + 3$
 - B 7×3
 - C $7 - 3$
 - D 7×3
- Dad gave Billy 10 dollars to spend on the arcade. Billy only spent 10 dollars. How much money does Billy have left?
 - A $10 + 9$
 - B 10×9
 - C $10 - 9$
 - D 10×9
- Mary bought 30 books of a yard sale on Saturday. Mom gave her some books to put them in 5 cartons then into the house. If Mary put 6 books in each box, how many boxes does she need?
 - A $30 \div 6$
 - B 30×6
 - C $30 - 6$
 - D 30×6
- Sammy bought 11 lemons and 5 oranges for the Fall punch he was making for the party. How much fruit did he buy in all?
 - A $11 + 5$
 - B 11×5
 - C $11 - 5$
 - D 11×5

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OPERATIONS & ALGEBRAIC THINKING

THINKING

ASSESSMENTS

Name: _____

Touchdown Word Problems

Directions: Fill in the bubble beside the choice that shows the expression used to solve the problem.

- Amy was buying supplies for the soup sale at school. She bought 5 cans of tomato soup and 3 cans of chicken soup. How many cans did she buy in all?
 - A $5 + 3$
 - B 5×3
 - C $5 - 3$
 - D 5×3
- Pizza man delivered 45 pizzas on Sunday night. He delivered the same number of pizzas on each day. If he made 9 stops, how many pizzas did he deliver at each stop?
 - A $45 \div 9$
 - B 45×9
 - C $45 - 9$
 - D 45×9
- Tom made 16 fried pies for the county fair. He sold 7 fried pies at the fair. How many fried pies does he have left?
 - A $16 + 7$
 - B $16 - 7$
 - C 16×7
 - D $16 \div 7$
- Max bought 3 boxes of batteries for his new remote control car. Each box has 4 batteries. How many batteries does Max buy?
 - A $4 + 2$
 - B 4×2
 - C $4 - 2$
 - D 4×2
- Fam sold 9 cakes at their bake shop on Monday and 5 cakes on Tuesday. How many cakes did they sell in all?
 - A $9 + 5$
 - B 9×5
 - C $9 - 5$
 - D 9×5

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Name: _____

Who?! Word Problems

Directions: For each word problem, circle the 2 operations to use and write the equations to solve.



- Mr. Smith made 40 sugar cookies. He gave 15 to his friend and 20 to his sister. How many cookies did he have left?

add subtract multiply divide
- Mr. Smith made 40 sugar cookies. He gave 15 to his friend and 20 to his sister. How many cookies did he have left?

add subtract multiply divide
- Mr. Smith made 40 sugar cookies. He gave 15 to his friend and 20 to his sister. How many cookies did he have left?

add subtract multiply divide




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3.0A.9

I CAN


Identify arithmetic patterns and explain them using properties of operations.

3.0A.9

I CAN



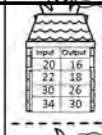

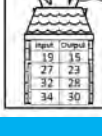

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.



Name: _____

On Fire with Operations

Directions: Fill in the bubble to show the operation you will use to solve the problem.






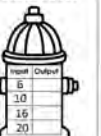
 <p>Input: 5, 10, 15, 20, 40, 45, 65, 70 Output: 10, 20, 40, 45, 65, 70</p> <ul style="list-style-type: none"> <input type="radio"/> Subtract 5 <input type="radio"/> Add 5 <input type="radio"/> Add 4 <input type="radio"/> Subtract 4 	 <p>Input: 4, 12, 10, 8 Output: 7, 5, 16, 14, 20, 18</p> <ul style="list-style-type: none"> <input type="radio"/> Subtract 2 <input type="radio"/> Add 3 <input type="radio"/> Add 6 <input type="radio"/> Subtract 4
 <p>Input: 20, 16, 22, 18, 30, 26, 34, 30 Output: 18, 15, 22, 18, 30, 26, 34, 30</p> <ul style="list-style-type: none"> <input type="radio"/> Add 2 <input type="radio"/> Subtract 4 <input type="radio"/> Add 4 <input type="radio"/> Subtract 6 	 <p>Input: 12, 22, 13, 21, 22, 30, 30, 38 Output: 12, 22, 13, 21, 22, 30, 30, 38</p> <ul style="list-style-type: none"> <input type="radio"/> Subtract 4 <input type="radio"/> Subtract 6 <input type="radio"/> Add 4 <input type="radio"/> Add 8
 <p>Input: 19, 15, 27, 23, 32, 28, 34, 30 Output: 19, 15, 27, 23, 32, 28, 34, 30</p> <ul style="list-style-type: none"> <input type="radio"/> Subtract 4 <input type="radio"/> Subtract 6 <input type="radio"/> Add 4 <input type="radio"/> Add 2 	 <p>Input: 12, 22, 13, 21, 22, 30, 30, 38 Output: 12, 22, 13, 21, 22, 30, 30, 38</p> <ul style="list-style-type: none"> <input type="radio"/> Add 12 <input type="radio"/> Add 10 <input type="radio"/> Subtract 10 <input type="radio"/> Subtract 8

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Name: _____

Fire in the Hole!

Directions: Use the rule to complete the chart.

<p>Multiply by 2</p>  <p>Input: 5, 10, 15, 20 Output: 10, 20, 30, 40</p>	<p>Add 4</p>  <p>Input: 5, 10, 15, 20 Output: 9, 14, 19, 24</p>	<p>Divide by 3</p>  <p>Input: 6, 10, 15, 18, 24 Output: 2, 10, 15, 18, 24</p>
<p>Subtract 5</p>  <p>Input: 10, 10, 30, 40 Output: 5, 5, 25, 35</p>	<p>Multiply by 4</p>  <p>Input: 2, 3, 4, 5 Output: 8, 12, 16, 20</p>	<p>Add 6</p>  <p>Input: 2, 6, 10, 15, 20 Output: 8, 12, 16, 21, 26</p>

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Operations & Algebraic Thinking 3.OA.9

I can identify patterns in numbers, and explain them using properties of operations.

Name: _____

20

1	2	3	4	5	6	7	8	9	0
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Sort the multiples below into the Venn Diagram.

Multiples of 4

Multiples of 5

4 8 10 20 24 36 40
45 48 50

Complete the missing pattern:
5, 10, _____, 20, _____
35, _____, _____, _____

Color in the multiples of 2. What do you notice about all the multiples of 2? After your observations, what can you generalize?
Explain: _____

Write the missing numbers in the table.

1	OUT
5	30
6	36
7	
	48

Blackline

Masters

OPERATIONS & ALGEBRAIC THINKING ASSESSMENTS

GEOMETRY







Geometry - 3.G.1

Name: _____

I Can - tell/draw attributes of quadrilaterals and other polygons.

Matching Shapes

Match the shapes with their names.

-  . cone
-  . rectangle
-  . circle
-  . trapezoid
-  . rhombus
-  . cube

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
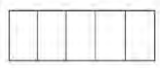

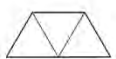
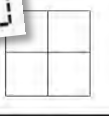
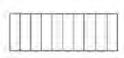
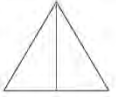

SKILL FOCUS & "I CAN" STATEMENT ON EACH PAGE

Geometry - 3.G.2

Name: _____

I Can - Divide a shape into equal parts and areas and show each part as a fraction.

Write the unit fraction for each shape.


	
	
	
	


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Geometry 3.G.2

I Can - Divide a shape into equal parts and areas and show each part as a fraction.

Circle the correct answer.

c. 

c.  c. 4/7

c. 

5. What fraction of the hedgehogs are gray?

A. 4/7 B. 5/7 C. 5/8

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Geometry - 3.G.1

Name: **ANSWER KEY**

SHAPES

Fill in the bubble next the correct answer.

Which shape is NOT a rectangle?

What is **not** true about this shape?




It has five equal sides It is a polygon

It is an open shape

While riding his bike, Jim saw a stop sign with 8 sides. What shape was the stop sign?

hexagon octagon decagon

Misty was making a birthday card for her mother. The card had four sides. 2 sides are the same length and the other 2 sides are the same length. What shape is the card?

Which one of these is a parallelogram? Fill in all that apply.

square rhombus circle

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Geometry - 3.G.1

I Can - tell/draw attributes of quadrilaterals and other polygons.

SHAPES

Fill in the bubble next the correct answer.

Which shape is NOT a rectangle?

What is **not** true about this shape?



It has five equal sides It is a polygon

It is an open shape

While riding his bike, Jim saw a stop sign with 8 sides. What shape was the stop sign?

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square rhombus circle

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HIGH QUALITY IMAGES ON EACH PAGE

ANSWER KEYS INCLUDED

Name: _____ Geometry 3.G.1

ATTRIBUTES

I Can tell/draw attributes of quadrilaterals and other polygons.

Read each problem and solve.

Draw an example of a trapezoid. List the attributes of a trapezoid.

Draw an example of a square. List the attributes of a square.

Draw an example of a rhombus. List the attributes of a rhombus.

Draw an example of a parallelogram. List the attributes of a parallelogram.

Draw an example of a rectangle. List the attributes of a rectangle.

Name: _____ Geometry 3.G.1

I Know My Shapes

I Can tell/draw attributes of quadrilaterals and other polygons.

Draw at least 2 examples of the following shapes:

Triangle Circle

Trapezoid Rhombus

Name: _____ Geometry 3.G.1

I Know My Shapes

I Can tell/draw attributes of quadrilaterals and other polygons.

Draw at least 2 examples of the following shapes:

Hexagon Rectangle

Square Parallelogram

Name: _____ Geometry 3.G.1

I Can tell/draw attributes of quadrilaterals and other polygons.

Write the correct name of each shape in each box.

rectangle hexagon square parallelogram circle triangle trapezoid pentagon

Name: _____ Geometry 3.G.1

SHAPES

I Can tell/draw attributes of quadrilaterals and other polygons.

Read the problem and solve.

Draw a trapezoid. Draw a rhombus.

Write the name of this shape. Write the name of this shape.

Name: _____ Geometry 3.G.1

SHAPES

I Can tell/draw attributes of quadrilaterals and other polygons.

Fill in the bubble next the correct answer.

Write the number of sides for each shape.

Write the name of the shape in the classroom.

Name: _____ Geometry 3.G.1

SHAPES

I Can tell/draw attributes of quadrilaterals and other polygons.

Fill in the bubble next the correct answer.

Which shape is NOT a rectangle?

What is NOT true about this shape?

Milly was making a birthday card for her mother. The card had four sides. 2 sides are the same length. Which one of these is a parallelogram? Fill in all that apply.

Name: _____ Geometry 3.G.1

Name That Shape

I Can tell/draw attributes of quadrilaterals and other polygons.

Read the problem and solve.

Word Bank: circle, rhombus, triangle, rectangle, square, octagon, hexagon

- A shape with six sides.
- A shape with no sides or vertices.
- A shape with 4 sides.
- A shape with eight sides.
- A shape with four equal sides.
- A shape with three straight sides.
- A shape with two short sides and two long sides.

Draw the shape that is a rhombus.

3.G.2

I CAN

Divide a shape into equal parts and areas and show each part as a fraction

GEOMETRY ASSESSMENTS

3.G.2

Partition shapes into parts with equal areas. Express the area of each part as a fraction of the whole part.

For example, partition a shape into 4 parts with the equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

Name: _____ Geometry 3.G.2

SWEET SHAPES

1 Can Divide a shape into equal parts and areas and show each part as a fraction.

Write the unit fraction for each shape.

Formal: Dazzling Literacy

Name: _____ Geometry 3.G.2

DIVING FOR SHAPES

1 Can Divide a shape into equal parts and areas and show each part as a fraction.

Write the unit fraction for each shape.

Formal: Dazzling Literacy

Name: _____ Geometry 3.G.2

Cooking Shapes

1 Can Divide a shape into equal parts and areas and show each part as a fraction.

Partition the shape into 2 equal parts.

Formal: Dazzling Literacy

Name: _____ Geometry 3.G.2

Touchdown for Equal Parts

1 Can Divide a shape into equal parts and areas and show each part as a fraction.

Read and solve.

1. The circle is divided into 2 equal parts. What fraction of the circle is shaded gray?

2. The square is divided into 4 equal parts. What fraction of the square is shaded gray?

3. The trapezoid is divided into 3 equal parts. What fraction of the trapezoid is shaded gray?

4. The rectangle is divided into 6 equal parts. What fraction of the rectangle is shaded gray?

5. The trapezoid is divided into 3 equal parts. What fraction of the trapezoid is shaded gray?

6. The parallelogram is divided into 2 equal parts. What fraction of the parallelogram is shaded gray?

Formal: Dazzling Literacy

Name: _____ Geometry 3.G.2

Curious Critters

1 Can Divide a shape into equal parts and areas and show each part as a fraction.

Circle the correct answer.

1. The circle is divided into 6 equal parts. What fraction of the circle is shaded gray?

A. $\frac{1}{6}$ B. $\frac{2}{6}$ C. $\frac{3}{6}$

2. What fraction of the bunny is gray?

A. $\frac{1}{6}$ B. $\frac{2}{6}$ C. $\frac{4}{7}$

3. What fraction of the shape is shaded gray?

A. $\frac{2}{3}$ B. $\frac{1}{3}$ C. $\frac{1}{4}$

4. What fraction of the hedgehog is gray?

A. $\frac{4}{7}$ B. $\frac{5}{7}$ C. $\frac{5}{6}$

Formal: Dazzling Literacy

Name: _____ Geometry 3.G.2

Rainy Day Raindrops

1 Can Divide a shape into equal parts and areas and show each part as a fraction.

Circle the correct answer.

1. Which shape shows the fraction $\frac{4}{5}$?

A. B. C.

2. What fraction of the umbrellas are gray?

A. $\frac{4}{7}$ B. $\frac{3}{5}$ C. $\frac{4}{6}$

3. Which model shows the fraction of $\frac{1}{4}$ shaded?

A. B. C.

4. What fraction of the shape is shaded?

A. B. C. $\frac{3}{4}$

Formal: Dazzling Literacy

Name: _____ Geometry 3.G.2

FRACTIONS

Match the fraction with their shape.

$\frac{4}{5}$ •

$\frac{4}{6}$ •

$\frac{4}{8}$ •

$\frac{3}{4}$ •

$\frac{7}{8}$ •

Formal: Dazzling Literacy

Name: _____ Geometry 3.G.2

Poppin' Up SHAPES

1 Can Divide a shape into equal parts and areas and show each part as a fraction.

Match the fraction with the shape.

$\frac{4}{5}$ •

$\frac{4}{6}$ •

$\frac{2}{3}$ •

$\frac{5}{6}$ •

$\frac{6}{8}$ •

Formal: Dazzling Literacy




Name: _____ Geometry -3.G.2

GEOMETRIC SHAPES


I Can: Divide a shape into equal parts and areas and show each part as a fraction.

Answer each question.


1. Which shape shows the fraction $\frac{3}{4}$ are shaded?

A.  B.  C. 


2. Write the unit fraction for the shape.

 = _____

3. Write the unit fraction for the shape.




 = _____

4. Which fraction of the triangles are gray?




Circle answer: A. $\frac{4}{8}$ B. $\frac{5}{8}$ C. $\frac{5}{4}$


3. Which model shows the fraction $\frac{1}{2}$?

Circle answer: A.  B.  C. 


4. Partition the circle into fourths.



7. Partition the trapezoid into halves.



8. Partition the circle into eighths.



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Name: _____ Geometry -3.G.2

GEOMETRIC SHAPES

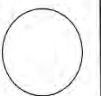
I Can: Divide a shape into equal parts and areas and show each part as a fraction.

Answer each question.

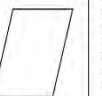
1. Partition the circle into halves.




2. Partition the trapezoid into thirds.






3. Partition the circle into fourths.




4. Which fraction of the pentagons are gray?




3. Which model shows the fraction $\frac{6}{8}$?

Circle answer: A.  B.  C. 




4. Write the unit fraction for the shape.

 = _____

7. Write the unit fraction for the shape.


 = _____

5. Which shape shows the fraction $\frac{5}{5}$?

A.  B.  C. 

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Blackline



Masters

I CAN

statements
without
standard
numbers

GEOMETRY ASSESSMENTS

NUMBERS & OPERATIONS-FRACTIONS

Numbers/Operations-Fractions-3.NF.1

Name: _____

I Can- Identify fractions, parts of a fraction, and divide a shape into equal parts.

Directions: Write the shaded amount as a fraction of the whole amount.

SKILL FOCUS & "I CAN" STATEMENT ON EACH PAGE

Numbers/Operations-Fractions-3.NF.2

Name: _____

Insect Hunt

I Can- Show fractions on a number line.

Directions: Write the fraction that is missing on the number line.

Numbers/Operations-Fractions-3.NF.2a

I Can- Divide a number line into equal parts and place a fraction on a number line.

Numbers/Operations-Fractions-3.NF.3c

Name: **ANSWER KEY**

Where's the Whole?

I Can- Write a whole number as a fraction and a fraction as a whole number.

Directions: Reach each question and answer.

Which fractions are equivalent to 4? Fill in all that apply. <input checked="" type="radio"/> 6/1 <input checked="" type="radio"/> 18/3 <input checked="" type="radio"/> 12/2 <input checked="" type="radio"/> 5/1	Which fractions are equivalent to 8? Fill in all that apply. <input checked="" type="radio"/> 16/2 <input checked="" type="radio"/> 80/10 <input checked="" type="radio"/> 35/5 <input checked="" type="radio"/> 8/1
Which fractions are equivalent to 5? Fill in all that apply. <input checked="" type="radio"/> 25/5 <input checked="" type="radio"/> 5/1 <input checked="" type="radio"/> 15/3 <input checked="" type="radio"/> 20/4	Which fractions are equivalent to 2? Fill in all that apply. <input checked="" type="radio"/> 12/6 <input checked="" type="radio"/> 12/3 <input checked="" type="radio"/> 2/1 <input checked="" type="radio"/> 18/9
Which fractions are equivalent to 7? Fill in all that apply. <input checked="" type="radio"/> 14/2 <input checked="" type="radio"/> 50/10 <input checked="" type="radio"/> 7/1 <input checked="" type="radio"/> 8/1	Which fractions are equivalent to 9? Fill in all that apply. <input checked="" type="radio"/> 9/1 <input checked="" type="radio"/> 90/10 <input checked="" type="radio"/> 10/2 <input checked="" type="radio"/> 25/5
Which fractions are equivalent to 3? Fill in all that apply. <input checked="" type="radio"/> 12/6 <input checked="" type="radio"/> 9/3 <input checked="" type="radio"/> 3/1 <input checked="" type="radio"/> 30/10	Which fractions are equivalent to 4? Fill in all that apply. <input checked="" type="radio"/> 8/2 <input checked="" type="radio"/> 4/1 <input checked="" type="radio"/> 10/2 <input checked="" type="radio"/> 9/3

ANSWER KEYS INCLUDED

Numbers/Operations-Fractions-3.NF.3c

Name: _____

Where's the Whole?

I Can- Write a whole number as a fraction and a fraction as a whole number.

Directions: Reach each question and answer.

Which fractions are equivalent to 4? Fill in all that apply. <input type="radio"/> 6/1 <input type="radio"/> 18/3 <input type="radio"/> 12/2 <input type="radio"/> 5/1	Which fractions are equivalent to 8? Fill in all that apply. <input type="radio"/> 16/2 <input type="radio"/> 80/10 <input type="radio"/> 35/5 <input type="radio"/> 8/1
Which fractions are equivalent to 5? Fill in all that apply. <input type="radio"/> 25/5 <input type="radio"/> 5/1 <input type="radio"/> 15/3 <input type="radio"/> 20/4	Which fractions are equivalent to 2? Fill in all that apply. <input type="radio"/> 12/6 <input type="radio"/> 12/3 <input type="radio"/> 2/1 <input type="radio"/> 18/9
Which fractions are equivalent to 7? Fill in all that apply. <input type="radio"/> 14/2 <input type="radio"/> 50/10 <input type="radio"/> 7/1 <input type="radio"/> 8/1	Which fractions are equivalent to 9? Fill in all that apply. <input type="radio"/> 9/1 <input type="radio"/> 90/10 <input type="radio"/> 10/2 <input type="radio"/> 25/5
Which fractions are equivalent to 3? Fill in all that apply. <input type="radio"/> 12/6 <input type="radio"/> 9/3 <input type="radio"/> 3/1 <input type="radio"/> 30/10	Which fractions are equivalent to 4? Fill in all that apply. <input type="radio"/> 8/2 <input type="radio"/> 4/1 <input type="radio"/> 10/2 <input type="radio"/> 9/3

HIGH QUALITY IMAGES ON EACH PAGE

Name: _____

Numbers/Operations/Fractions **3.NF.1**

I Can: Identify fractions, parts of a fraction, and divide a shape into equal parts.

Directions: Determine which choice best answers each question. Circle the correct answer.

1) Which of the shapes is shaded to represent $\frac{3}{4}$?

2) Which of the shapes is shaded to represent $\frac{5}{6}$?

3) Which of the shapes is shaded to represent $\frac{1}{2}$?

4) Which of the shapes is shaded to represent $\frac{1}{4}$?

5) Which of the shapes is shaded to represent $\frac{6}{10}$?

6) Which of the shapes is shaded to represent $\frac{2}{3}$?

7) Which of the shapes is shaded to represent $\frac{4}{9}$?

8) Which of the shapes is shaded to represent $\frac{2}{6}$?

Name: _____

Numbers/Operations/Fractions **3.NF.1**

I Can: Identify fractions, parts of a fraction, and divide a shape into equal parts.

Directions: Determine which choice best answers each question. Circle the correct answer.

1) Which of the shapes is shaded to represent $\frac{4}{8}$?

2) Which of the shapes is shaded to represent $\frac{3}{10}$?

3) Which of the shapes is shaded to represent $\frac{4}{7}$?

4) Which of the shapes is shaded to represent $\frac{5}{8}$?

5) Which of the shapes is shaded to represent $\frac{1}{2}$?

6) Which of the shapes is shaded to represent $\frac{3}{4}$?

7) Which of the shapes is shaded to represent $\frac{2}{5}$?

8) Which of the shapes is shaded to represent $\frac{2}{4}$?

Name: _____

Numbers/Operations/Fractions **3.NF.1**

I Can: Identify fractions, parts of a fraction, and divide a shape into equal parts.

Directions: Write the shaded amount as a fraction of the whole amount.

1) $\frac{\quad}{\quad}$

2) $\frac{\quad}{\quad}$

3) $\frac{\quad}{\quad}$

4) $\frac{\quad}{\quad}$

5) $\frac{\quad}{\quad}$

6) $\frac{\quad}{\quad}$

7) Which of the shapes is shaded to represent $\frac{5}{6}$?

8) Which of the shapes is shaded to represent $\frac{4}{7}$?

9) Which of the shapes is shaded to represent $\frac{3}{4}$?

10) Which of the shapes is shaded to represent $\frac{2}{6}$?

Name: _____

Numbers/Operations/Fractions **3.NF.2**

I Can: Show fractions on a number line.

Directions: Write the shaded amount as a fraction of the whole amount.

1) $\frac{\quad}{\quad}$

2) $\frac{\quad}{\quad}$

3) $\frac{\quad}{\quad}$

4) $\frac{\quad}{\quad}$

5) $\frac{\quad}{\quad}$

6) $\frac{\quad}{\quad}$

7) Which of the shapes is shaded to represent $\frac{1}{3}$?

8) Which of the shapes is shaded to represent $\frac{5}{6}$?

9) Which of the shapes is shaded to represent $\frac{1}{3}$?

10) Which of the shapes is shaded to represent $\frac{6}{8}$?

3.NF.2

I can show fractions on a number line.

Name: _____

Numbers/Operations/Fractions **3.NF.2**

I Can: Show fractions on a number line.

Directions: Draw the fraction on the number line.

1) $\frac{\quad}{\quad}$

2) $\frac{\quad}{\quad}$

3) $\frac{\quad}{\quad}$

4) $\frac{\quad}{\quad}$

5) $\frac{\quad}{\quad}$

Name: _____

Numbers/Operations/Fractions **3.NF.2**

Insect Hunt

I Can: Show fractions on a number line.

Directions: Write the fraction that is missing on the number line.

1) $\frac{\quad}{\quad}$

2) $\frac{\quad}{\quad}$

3) $\frac{\quad}{\quad}$

4) $\frac{\quad}{\quad}$

Name: _____

Numbers/Operations/Fractions **3.NF.2**

I Can: Show fractions on a number line.

Directions: Label the given fraction on each number line.

1) $\frac{4}{9}$

2) $\frac{2}{4}$

3) $\frac{3}{6}$

4) $\frac{4}{10}$

5) $\frac{1}{3}$

6) $\frac{2}{7}$

7) $\frac{3}{8}$

8) $\frac{1}{2}$

Name: _____

Numbers/Operations/Fractions **3.NF.2**

I Can: Show fractions on a number line.

Directions: Label the given fraction on each number line.

1) $\frac{1}{2}$

2) $\frac{3}{10}$

3) $\frac{5}{8}$

4) $\frac{3}{4}$

5) $\frac{5}{7}$

6) $\frac{2}{3}$

7) $\frac{4}{6}$


8) $\frac{6}{9}$

NUMBERS & OPERATIONS FRACTIONS

3.NF.2a

I can

Divide a number line into equal parts and place a fraction on a number line.



Name: _____

Numbers/Operations: Fractions **3.NF.2a**

Fairy Tale Fractions

I Can: Divide a number line into equal parts and place a fraction on a number line.

Directions: Partition the number line into equal pieces and label each piece.

1) Partition into 5 equal pieces and label each piece.

2) Partition into 6 equal pieces and label each piece.

3) Partition into 8 equal pieces and label each piece.

4) Partition into 4 equal pieces and label each piece.

5) Partition into 4 equal pieces and label each piece.

Name: _____

Numbers/Operations: Fractions **3.NF.2a**

Froggy Fractions

I Can: Divide a number line into equal parts and place a fraction on a number line.

Directions: Partition the number line into equal pieces and label each piece.

1) Partition into 7 equal pieces and label each piece.

2) Partition into 3 equal pieces and label each piece.

3) Partition into 9 equal pieces and label each piece.

4) Partition into 10 equal pieces and label each piece.

5) Partition into 4 equal pieces and label each piece.

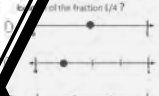

NUMBERS & OPERATIONS FRACTIONS

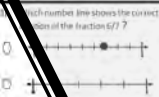
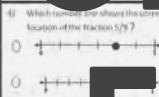
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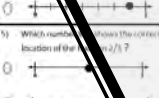
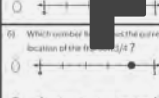
Numbers/Operations: Fractions **3.NF.2a**

I Can: Identify all fractions on a number line from 0 to 1.

Directions: Which number line shows the correct location of the fraction 1/4? 7/7

1)  2) 

3)  4) 



5)  6) 

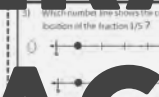

Name: _____


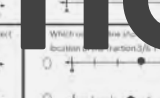
Numbers/Operations: Fractions **3.NF.2a**

I Can: Identify all fractions on a number line from 0 to 1.

Directions: Which number line shows the correct location of the fraction 5/7? 7/7

1)  2) 


3)  4) 

5)  6) 

3.NF.2b

I can

Identify all fractions on a number line from 0 to 1.

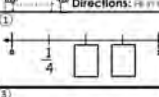



Name: _____

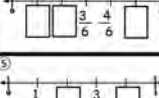
Numbers/Operations: Fractions **3.NF.2b**

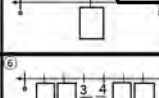
I Can: Identify all fractions on a number line from 0 to 1.

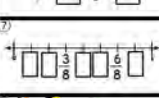
Directions: Fill in the missing fractions on the number line.

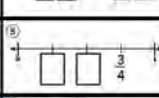
1) 


2) 


3) 

4) 

5) 

6) 

7) 

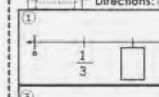
8) 

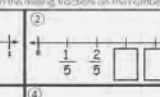
Name: _____

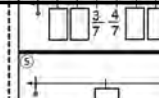
Numbers/Operations: Fractions **3.NF.2b**

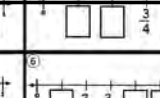
I Can: Identify all fractions on a number line from 0 to 1.

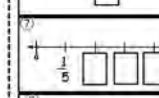
Directions: Fill in the missing fractions on the number line.

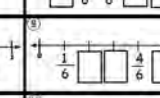
1) 

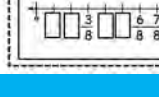
2) 

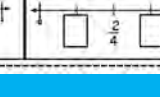
3) 


4) 


5) 

6) 

7) 

8) 

9) 

10) 

Name: _____

Numbers/Operations: Fractions **3.NF.2b**

I Can: Identify all fractions on a number line from 0 to 1.

Directions: Show the fraction on the number line.

1) Show 1/4 on the number line.

2) Show 5/6 on the number line.

3) Show 1/2 on the number line.

4) Show 3/4 on the number line.

5) Show 5/6 on the number line.

6) Show 1/2 on the number line.

7) Show 3/4 on the number line.

8) Show 1/2 on the number line.

9) Show 5/6 on the number line.

10) Show 3/4 on the number line.

3.NF.3

I can
 Compare fractions,
 show fractions of
 whole numbers, and
 explain equivalent
 fractions.



Name: _____

Poppin' Good Fractions

3.NF.3

I Can: Compare fractions, show fractions of whole numbers, and explain equivalent fractions.

Directions: Shade in the correct fraction box to make the fractions equivalent.

1. $\frac{2}{3}$ =

2. $\frac{1}{4}$ =

3. $\frac{3}{6}$ =

4. $\frac{6}{8}$ =

5. $\frac{6}{9}$ =

Name: _____

Pop-tastic Comparing

3.NF.3

I Can: Compare fractions, show fractions of whole numbers, and explain equivalent fractions.

Directions: Shade in each fraction. Write the correct symbol in the box.

1. $\frac{1}{2}$ $\frac{2}{4}$

2. $\frac{3}{5}$ $\frac{1}{3}$

3. $\frac{3}{6}$ $\frac{1}{2}$

4. $\frac{2}{3}$ $\frac{1}{3}$

5. $\frac{4}{4}$ $\frac{1}{4}$

6. $\frac{5}{6}$ $\frac{1}{2}$

7. $\frac{1}{2}$ $\frac{3}{5}$

8. $\frac{4}{4}$ $\frac{1}{2}$

9. $\frac{2}{2}$ $\frac{4}{4}$

NUMBERS & OPERATIONS FRACTIONS

Name: _____

Pizza-niffic Fractions

3.NF.3a

I Can: Identify equivalent fractions on a number line or by drawing a model.

Directions: Write the correct symbol in each square.

1.

2.

3.

4.

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12.

13.

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199.

200.

Name: _____

All about Fractions

3.NF.3a

I Can: Identify equivalent fractions on a number line or by drawing a model.

Directions: Use the circles below to show an equivalent fraction. Color in 60%.

1. $\frac{1}{2}$ =

2. $\frac{1}{2}$ =

3. $\frac{1}{2}$ =

4. $\frac{1}{2}$ =

5. $\frac{1}{2}$ =

6. $\frac{1}{2}$ =

7. $\frac{1}{2}$ =

8. $\frac{1}{2}$ =

9. $\frac{1}{2}$ =

10. $\frac{1}{2}$ =

11. $\frac{1}{2}$ =

12. $\frac{1}{2}$ =

13. $\frac{1}{2}$ =

14. $\frac{1}{2}$ =

15. $\frac{1}{2}$ =

16. $\frac{1}{2}$ =

17. $\frac{1}{2}$ =

18. $\frac{1}{2}$ =

19. $\frac{1}{2}$ =

20. $\frac{1}{2}$ =

21. $\frac{1}{2}$ =

22. $\frac{1}{2}$ =

23. $\frac{1}{2}$ =

24. $\frac{1}{2}$ =

25. $\frac{1}{2}$ =

26. $\frac{1}{2}$ =

27. $\frac{1}{2}$ =

28. $\frac{1}{2}$ =

29. $\frac{1}{2}$ =

30. $\frac{1}{2}$ =

31. $\frac{1}{2}$ =

32. $\frac{1}{2}$ =

33. $\frac{1}{2}$ =

34. $\frac{1}{2}$ =

35. $\frac{1}{2}$ =

36. $\frac{1}{2}$ =

37. $\frac{1}{2}$ =

Name: _____

3.NF.3a

Equivalent Fractions

I can identify equivalent fractions by drawing a model.

Directions: Use the top number line to help you find the equivalent fractions.

1. $\frac{1}{3} = \frac{\quad}{6}$

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

3. $\frac{4}{8} = \frac{\quad}{16}$

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

5. $\frac{1}{3} = \frac{\quad}{6}$

Name: _____

3.NF.3a

Fire Up For Fractions

I can identify equivalent fractions by drawing a model.

Directions: Highlight the partitions. Write the two equivalent fractions shown.

6. $\frac{1}{2} = \frac{\quad}{4}$

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

8. $\frac{3}{6} = \frac{\quad}{12}$


9. $\frac{4}{8} = \frac{\quad}{16}$

10. $\frac{5}{10} = \frac{\quad}{20}$

3.NF.3b

I can

Make equivalent fractions and explain why fractions are equivalent.



Name: _____

3.NF.3b

Who's a HOOT?

I can make equivalent fractions by shading.

Directions: Shade in the fraction to find the equivalent fraction.

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

2. $\frac{1}{2} = \frac{\quad}{4}$

3. $\frac{2}{6} = \frac{\quad}{3}$

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

5. $\frac{1}{4} = \frac{\quad}{4}$

Name: _____

3.NF.3b

Who's a STAR?

I can make equivalent fractions by shading.

Directions: Shade in the fraction to find the equivalent fraction.

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

7. $\frac{6}{8} = \frac{\quad}{4}$

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

9. $\frac{3}{3} = \frac{\quad}{3}$

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

Name: _____

3.NF.3b

Learning About Fractions

I can make equivalent fractions by shading.

Directions: Position the shape to show the fraction on the equivalent.

1. $\frac{1}{4} = \frac{2}{8}$

2. $\frac{2}{3} = \frac{4}{6}$

3. $\frac{4}{8} = \frac{1}{2}$

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

5. $\frac{6}{6} = \frac{6}{6}$

NUMBERS & OPERATIONS FRACTIONS

Name: _____

3.NF.3b

Baking up Fractions

I can make equivalent fractions by shading.

Directions: Position the shape to show the fraction on the equivalent.

1. $\frac{2}{4} = \frac{4}{8}$

2. $\frac{1}{3} = \frac{\quad}{6}$

3. $\frac{1}{2} = \frac{2}{4}$

4. $\frac{1}{5} = \frac{2}{10}$

5. $\frac{1}{2} = \frac{2}{4}$


6. $\frac{2}{3} = \frac{4}{6}$

7. $\frac{1}{3} = \frac{\quad}{6}$

3.NF.3c

I can

Write a whole number as a fraction and a fraction as a whole number.



Name: _____

3.NF.3c

Whole Numbers

I can write a whole number as a fraction and a fraction as a whole number.

Directions: Which fractions are equivalent to 4? Fill in all that apply.

(A) $\frac{20}{5}$ (B) $\frac{15}{3}$ (C) $\frac{25}{5}$ (D) $\frac{4}{1}$

Directions: Which fractions are equivalent to 7? Fill in all that apply.

(A) $\frac{24}{4}$ (B) $\frac{12}{2}$ (C) $\frac{3}{1}$ (D) $\frac{14}{7}$

Directions: Which fractions are equivalent to 2? Fill in all that apply.

(A) $\frac{70}{10}$ (B) $\frac{6}{3}$ (C) $\frac{18}{9}$ (D) $\frac{4}{1}$

Directions: Which fractions are equivalent to 5? Fill in all that apply.

(A) $\frac{20}{4}$ (B) $\frac{25}{5}$ (C) $\frac{10}{2}$ (D) $\frac{5}{1}$

Directions: Which fractions are equivalent to 8? Fill in all that apply.

(A) $\frac{12}{4}$ (B) $\frac{12}{3}$ (C) $\frac{3}{1}$ (D) $\frac{14}{7}$

Directions: Which fractions are equivalent to 3? Fill in all that apply.

(A) $\frac{8}{1}$ (B) $\frac{80}{10}$ (C) $\frac{16}{2}$ (D) $\frac{25}{5}$

Directions: Which fractions are equivalent to 9? Fill in all that apply.

(A) $\frac{18}{6}$ (B) $\frac{18}{2}$ (C) $\frac{16}{2}$ (D) $\frac{21}{3}$

Name: _____

Number Operations: Fractions **3.NF.3c**

Where's the Whole?

Directions: Read each question and answer.

Which fractions are equivalent to $\frac{4}{7}$? Fill in all that apply.

(A) $\frac{6}{7}$ (B) $\frac{18}{3}$
(C) $\frac{12}{2}$ (D) $\frac{5}{1}$

Which fractions are equivalent to $\frac{8}{7}$? Fill in all that apply.

(A) $\frac{16}{2}$ (B) $\frac{80}{10}$
(C) $\frac{35}{5}$ (D) $\frac{8}{1}$

Which fractions are equivalent to $\frac{5}{7}$? Fill in all that apply.

(A) $\frac{25}{5}$ (B) $\frac{5}{1}$
(C) $\frac{15}{3}$ (D) $\frac{20}{4}$

Which fractions are equivalent to $\frac{2}{7}$? Fill in all that apply.

(A) $\frac{12}{6}$ (B) $\frac{12}{3}$
(C) $\frac{2}{1}$ (D) $\frac{18}{9}$

Which fractions are equivalent to $\frac{9}{7}$? Fill in all that apply.

(A) $\frac{14}{2}$ (B) $\frac{90}{10}$
(C) $\frac{7}{1}$ (D) $\frac{8}{1}$

Which fractions are equivalent to $\frac{9}{7}$? Fill in all that apply.

(A) $\frac{9}{7}$ (B) $\frac{90}{10}$
(C) $\frac{7}{1}$ (D) $\frac{25}{5}$

Which fractions are equivalent to $\frac{3}{7}$? Fill in all that apply.

(A) $\frac{12}{6}$ (B) $\frac{9}{3}$
(C) $\frac{3}{1}$ (D) $\frac{30}{10}$

Which fractions are equivalent to $\frac{1}{7}$? Fill in all that apply.

(A) $\frac{12}{6}$ (B) $\frac{4}{1}$
(C) $\frac{10}{2}$ (D) $\frac{9}{3}$

Name: _____

Number Operations: Fractions **3.NF.3c**

Wholey Moley

Directions: Read each question and answer.

Which fractions are equivalent to $\frac{7}{7}$? Fill in all that apply.

(A) $\frac{10}{1}$ (B) $\frac{15}{3}$
(C) $\frac{7}{1}$ (D) $\frac{5}{1}$

Which fractions are equivalent to $\frac{3}{7}$? Fill in all that apply.

(A) $\frac{15}{5}$ (B) $\frac{30}{10}$
(C) $\frac{27}{9}$ (D) $\frac{8}{1}$

Which fractions are equivalent to $\frac{4}{7}$? Fill in all that apply.

(A) $\frac{20}{4}$ (B) $\frac{6}{1}$
(C) $\frac{12}{2}$ (D) $\frac{20}{4}$

Which fractions are equivalent to $\frac{3}{7}$? Fill in all that apply.

(A) $\frac{12}{3}$ (B) $\frac{4}{1}$
(C) $\frac{20}{5}$ (D) $\frac{25}{5}$

Which fractions are equivalent to $\frac{1}{7}$? Fill in all that apply.

(A) $\frac{10}{1}$ (B) $\frac{100}{10}$
(C) $\frac{10}{2}$ (D) $\frac{9}{1}$

Which fractions are equivalent to $\frac{5}{7}$? Fill in all that apply.

(A) $\frac{8}{1}$ (B) $\frac{18}{2}$
(C) $\frac{16}{2}$ (D) $\frac{36}{4}$

Which fractions are equivalent to $\frac{2}{7}$? Fill in all that apply.

(A) $\frac{20}{10}$ (B) $\frac{6}{3}$
(C) $\frac{2}{1}$ (D) $\frac{18}{3}$

Which fractions are equivalent to $\frac{5}{7}$? Fill in all that apply.

(A) $\frac{20}{10}$ (B) $\frac{5}{1}$
(C) $\frac{10}{2}$ (D) $\frac{6}{3}$

Name: _____

Number Operations: Fractions **3.NF.3c**

Whole New Discovery

Directions: Solve each problem.

- Write $\frac{9}{3}$ as a whole number. _____
- Write $\frac{50}{10}$ as a whole number. _____
- Write $\frac{20}{4}$ as a whole number. _____
- Write $\frac{70}{10}$ as a whole number. _____
- Write $\frac{17}{2}$ as a whole number. _____
- Write $\frac{40}{10}$ as a whole number. _____
- Write $\frac{8}{4}$ as a whole number. _____
- Write $\frac{12}{4}$ as a whole number. _____
- Write $\frac{12}{6}$ as a whole number. _____
- Write $\frac{80}{10}$ as a whole number. _____

Name: _____

Number Operations: Fractions **3.NF.3c**

Whole Numbers

Directions: Solve each problem.

- Write $\frac{60}{10}$ as a whole number. _____
- Write $\frac{40}{10}$ as a whole number. _____
- Write $\frac{25}{5}$ as a whole number. _____
- Write $\frac{100}{10}$ as a whole number. _____
- Write $\frac{16}{4}$ as a whole number. _____
- Write $\frac{45}{9}$ as a whole number. _____
- Write $\frac{12}{2}$ as a whole number. _____
- Write $\frac{6}{3}$ as a whole number. _____
- Write $\frac{15}{3}$ as a whole number. _____
- Write $\frac{90}{10}$ as a whole number. _____

Name: _____

Number Operations: Fractions **3.NF.3c**


Fractions

Directions: Solve each problem.

- Write $\frac{36}{6}$ as a whole number. _____
- Write $\frac{9}{9}$ as a whole number. _____
- Write $\frac{45}{9}$ as a whole number. _____
- Write $\frac{80}{10}$ as a whole number. _____
- Write $\frac{15}{3}$ as a whole number. _____
- Write $\frac{12}{2}$ as a whole number. _____
- Write $\frac{18}{2}$ as a whole number. _____
- Write $\frac{10}{2}$ as a whole number. _____
- Write $\frac{24}{6}$ as a whole number. _____
- Write $\frac{50}{10}$ as a whole number. _____

3.NF.3c

I can compare two fractions using $>$, $<$ or $=$ and by drawing models.



Name: _____

Number Operations: Fractions **3.NF.3d**

Comparing Fractions

Directions: Use $>$, $<$, or $=$ to compare fractions.

$\frac{2}{6} \bigcirc \frac{4}{6}$	$\frac{3}{4} \bigcirc \frac{1}{4}$	$\frac{5}{6} \bigcirc \frac{6}{8}$
$\frac{3}{4} \bigcirc \frac{2}{4}$	$\frac{1}{4} \bigcirc \frac{2}{4}$	$\frac{1}{8} \bigcirc \frac{2}{8}$
$\frac{2}{4} \bigcirc \frac{4}{4}$	$\frac{5}{6} \bigcirc \frac{7}{6}$	$\frac{1}{8} \bigcirc \frac{3}{8}$
$\frac{2}{8} \bigcirc \frac{7}{8}$	$\frac{2}{9} \bigcirc \frac{6}{9}$	$\frac{3}{4} \bigcirc \frac{1}{4}$
$\frac{5}{7} \bigcirc \frac{4}{7}$	$\frac{3}{6} \bigcirc \frac{2}{6}$	$\frac{1}{9} \bigcirc \frac{4}{9}$
$\frac{1}{3} \bigcirc \frac{2}{3}$	$\frac{1}{1} \bigcirc \frac{3}{3}$	$\frac{2}{2} \bigcirc \frac{1}{2}$

Name: _____

Number Operations: Fractions **3.NF.3d**

Fractions

Directions: Use $>$, $<$, or $=$ to compare fractions.

$\frac{3}{9} \bigcirc \frac{1}{9}$	$\frac{8}{9} \bigcirc \frac{9}{9}$	$\frac{1}{7} \bigcirc \frac{3}{7}$
$\frac{4}{5} \bigcirc \frac{1}{5}$	$\frac{7}{9} \bigcirc \frac{4}{9}$	$\frac{1}{1} \bigcirc \frac{7}{7}$
$\frac{1}{3} \bigcirc \frac{3}{3}$	$\frac{1}{2} \bigcirc \frac{2}{2}$	$\frac{5}{6} \bigcirc \frac{3}{6}$
$\frac{7}{9} \bigcirc \frac{6}{9}$	$\frac{3}{5} \bigcirc \frac{4}{5}$	$\frac{2}{8} \bigcirc \frac{7}{8}$
$\frac{4}{6} \bigcirc \frac{3}{6}$	$\frac{8}{9} \bigcirc \frac{3}{9}$	$\frac{1}{4} \bigcirc \frac{3}{4}$
$\frac{3}{8} \bigcirc \frac{7}{8}$	$\frac{4}{6} \bigcirc \frac{3}{6}$	$\frac{5}{9} \bigcirc \frac{3}{9}$
$\frac{4}{4} \bigcirc \frac{2}{4}$	$\frac{1}{4} \bigcirc \frac{3}{4}$	$\frac{2}{6} \bigcirc \frac{1}{6}$

Name: _____

Number Operations: Fractions **3.NF.3d**

Let's Compare

Directions: Use $>$, $<$, or $=$ to compare fractions. Shade in the fraction.

$\frac{1}{3}$	$\frac{2}{4} \bigcirc \frac{1}{2}$	$\frac{2}{4} \bigcirc \frac{2}{6}$
$\frac{4}{8} \bigcirc \frac{2}{4}$	$\frac{2}{5} \bigcirc \frac{2}{7}$	$\frac{1}{9} \bigcirc \frac{4}{9}$
$\frac{3}{4} \bigcirc \frac{1}{4}$	$\frac{1}{3} \bigcirc \frac{2}{6}$	$\frac{1}{2} \bigcirc \frac{1}{3}$
$\frac{1}{2} \bigcirc \frac{1}{4}$	$\frac{3}{7} \bigcirc \frac{6}{7}$	$\frac{2}{4} \bigcirc \frac{2}{5}$

Name: _____

Number Operations: Fractions - 3.NF.3d

I Can - Compare two fractions using >, <, or =.



Comparing Fractions

Directions: Use >, <, or = to compare fractions. Shade in the fraction.

$\frac{2}{3}$ ○ $\frac{1}{3}$	$\frac{2}{6}$ ○ $\frac{4}{6}$	$\frac{1}{4}$ ○ $\frac{3}{4}$
$\frac{2}{4}$ ○ $\frac{2}{5}$	$\frac{3}{7}$ ○ $\frac{4}{7}$	$\frac{1}{2}$ ○ $\frac{1}{4}$
$\frac{3}{6}$ ○ $\frac{6}{6}$	$\frac{1}{3}$ ○ $\frac{1}{2}$	$\frac{1}{2}$ ○ $\frac{2}{4}$
$\frac{4}{6}$ ○ $\frac{5}{6}$	$\frac{6}{6}$ ○ $\frac{1}{6}$	$\frac{2}{9}$ ○ $\frac{4}{9}$

Name: _____

Number Operations: Fractions - 3.NF.3d

I Can - Compare two fractions using >, <, or =.



Directions: Fill in the bubble by the correct answer that goes with the visual fraction.

(A) $\frac{3}{4}$	(B) $\frac{1}{2}$	(C) $\frac{1}{4}$	(D) $\frac{3}{4}$	(E) $\frac{1}{2}$	(F) $\frac{1}{4}$
(G) $\frac{1}{2}$	(H) $\frac{3}{4}$	(I) $\frac{1}{4}$	(J) $\frac{1}{2}$	(K) $\frac{1}{4}$	(L) $\frac{1}{2}$
(M) $\frac{3}{4}$	(N) $\frac{1}{2}$	(O) $\frac{1}{4}$	(P) $\frac{1}{2}$	(Q) $\frac{1}{4}$	(R) $\frac{1}{2}$

Name: _____

Number Operations: Fractions - 3.NF.3d

I Can - Compare two fractions using >, <, or =.



Fractions

Directions: Use >, <, or = to compare fractions.

$\frac{4}{5}$ ○ $\frac{3}{5}$	$\frac{1}{3}$ ○ $\frac{2}{3}$	$\frac{3}{4}$ ○ $\frac{2}{4}$
$\frac{3}{5}$ ○ $\frac{1}{6}$	$\frac{5}{7}$ ○ $\frac{3}{7}$	$\frac{2}{8}$ ○ $\frac{6}{8}$

Use >, <, or = to compare fractions. Shade in the fraction.

$\frac{2}{3}$ ○	$\frac{1}{2}$ ○	$\frac{2}{4}$ ○	$\frac{2}{4}$ ○	$\frac{2}{5}$ ○
-----------------	-----------------	-----------------	-----------------	-----------------

Fill in the bubble by the correct answer.

(A) $\frac{3}{4}$	(B) $\frac{1}{2}$	(C) $\frac{1}{4}$	(D) $\frac{3}{4}$	(E) $\frac{1}{2}$
(F) $\frac{1}{2}$	(G) $\frac{3}{4}$	(H) $\frac{1}{4}$	(I) $\frac{1}{2}$	(J) $\frac{1}{4}$

Name: _____

Number Operations: Fractions - 3.NF.3d

I Can - Compare two fractions using >, <, or =.



Fractions

Directions: Use >, <, or = to compare fractions.

$\frac{1}{2}$ ○ $\frac{4}{4}$	$\frac{1}{2}$ ○ $\frac{2}{4}$	$\frac{1}{2}$ ○ $\frac{3}{4}$
$\frac{4}{5}$ ○ $\frac{4}{5}$	$\frac{7}{4}$ ○ $\frac{1}{4}$	$\frac{1}{2}$ ○ $\frac{1}{2}$

Use >, <, or = to compare fractions. Shade in the fraction.

$\frac{1}{2}$ ○	$\frac{1}{3}$ ○	$\frac{2}{6}$ ○	$\frac{1}{2}$ ○	$\frac{6}{2}$ ○
-----------------	-----------------	-----------------	-----------------	-----------------

Fill in the bubble by the correct answer.

(A) $\frac{1}{2}$	(B) $\frac{1}{3}$	(C) $\frac{2}{6}$	(D) $\frac{1}{2}$	(E) $\frac{6}{2}$
(F) $\frac{1}{3}$	(G) $\frac{2}{6}$	(H) $\frac{1}{2}$	(I) $\frac{6}{2}$	(J) $\frac{1}{2}$

NUMBERS & OPERATIONS FRACTIONS

