Local District South
Elementary Mathematics
Grade 3

Take Home Math Packet #2

Name:
Dear Parent or Guardian,

Local District South continues to support students and their families with learning at home. This resource is designed to continue daily math practice and review for your 3rd grade student.

There are a total of 5 days of math activities. Each day focuses on both a review of math skills and problem solving.

We also recommend visiting https://clever.com/in/lausd for more activities. Your child may sign in using their single-sign on.

We would also like to thank the Rio School District for creating and sharing these lessons!

Thank you for your continued partnership!

---

Estimados padres o Guardian,

El Distrito Local del Sur continúa apoyando a los estudiantes y sus familias con el aprendizaje en el hogar. Este recurso está diseñado para continuar con la práctica y repaso diaria de matemáticas para su estudiante de tercer grado.

Hay un total de 5 actividades diarias de matemáticas. Cada día se enfoca en una repaso de las destrezas de matemáticas y en resolver problemas de matemáticas.

También recomendamos visitar: https://clever.com/in/lausd para más actividades. Su hijo puede iniciar cada sesión con su inicio y código de su propia cuenta del distrito.

¡También nos gustaría agradecerle al Distrito Escolar de Río por crear y compartir estas lecciones!

¡Gracias por su continuo apoyo!
Day 1

Stamp Challenges (Source: mathlearningcenter.org)

A. How many stamps do you see? What is the total cost of the stamps?

B. Stevie has 4 cards with 8 stamps on each card. Cindy has 8 cards with 4 stamps on each card. Who has more stamps, Stevie or Cindy? How do you know?
Day 1, cont.

**Missing Digits**
Fill in the blanks with digits to make the answer closer to 200 than 300. (Source: [https://www.openmiddle.com/](https://www.openmiddle.com/))

\[4 \boxed{} - 1 \boxed{}\]

**Dressing Up**
Mary likes to dress up her dogs. One wears a hat, one wears a coat, and one wears a scarf. Their names are Spot, Tag, and Barney. Tag loves to wear a scarf. Spot won’t wear the coat. Match each dog with what it wears. Explain your thinking.
Day 2

Combinations
This morning you got out your socks and sneakers. You had a pair of blue sneakers and a pair of black sneakers. You had a pair of red socks and a pair of green socks. What different ways could you have worn them?

Pig Game
Materials: dice, pencil and paper.
Pig is a game for 2 or more players. Players take turns rolling the die as many times as they like. If a roll is a 2, 3, 4, 5, or 6, the player adds that many points to their score for the turn. A player may choose to end their turn at any time and “bank” their points. If a player rolls a 1, they lose all their unbanked points and their turn is over. Play to 50. (Source: mathforlove.org)
Day 2, cont.

Noticing

Below the picture, make two columns. In one column, list the things that are the same in this picture, and in the other column, list the things that are different. (Source: https://samedifferentimages.wordpress.com/)

What is the same? What is different?

![Left Image: Purple rectangle with dots.](image1)

![Right Image: Yellow rectangle with dots.](image2)
Day 3

Number Line Puzzle (Source: mathlearningcenter.org)
Use what you know about multiplication to fill in the blanks.

Which One Doesn't Belong? (Source: talkingmathwithyourkids.com)
Choose one item in this picture that you don’t think it belongs with the rest. Explain why. Can you pick another item and give a different reason?
Day 3, cont.

Identify a Fraction on a Number Line (Source: https://www.openmiddle.com/)

Label the point where 3/4 belongs on the number line. Be as precise as possible.
Day 4

Number Puzzles. (Source: mathlearningcenter.org)
Find the missing numbers in the equations below.

\[
\begin{align*}
5 \times \underline{\quad} &= 20 \\
\underline{\quad} \times 3 &= 24 \\
9 \times 3 &= \underline{\quad} \\
4 + \underline{\quad} &= 14 \\
18 - \underline{\quad} &= 9 \\
\underline{\quad} - 7 &= \underline{\quad} \\
4 \times \underline{\quad} &= 28 \\
8 \times 4 &= \underline{\quad} \\
\underline{\quad} \times 6 &= \underline{\quad} \\
16 - \underline{\quad} &= 9 \\
\underline{\quad} + 8 &= 13 \\
9 + \underline{\quad} &= \underline{\quad} \\
8 \times 2 &= \underline{\quad} \\
7 \times \underline{\quad} &= 35 \\
\underline{\quad} \times 3 &= \underline{\quad}
\end{align*}
\]

Toothpicks
Twelve toothpicks can outline shapes with areas of 5 and 9. What other areas can you outline with 12 toothpicks? (Source: https://playwithyourmath.com/)
Day 4, cont.

Visual Pattern
Below is a pattern of stars in stages 1-3 below. Draw what you think stage 4 might look like.

Label how many stars are in each stage. (Source: visualpatterns.org)
Graphing (Source: mathlearningcenter.org)

One day last spring, Ms. Brown asked her third graders to clean out their desks. She couldn’t believe how many pencils most of the kids pulled out. “So that’s where all the pencils have been!” she thought. Ms. Brown decided to take a survey to find out how many pencils had been hiding in the kids’ desks. The table below shows the survey results.

<table>
<thead>
<tr>
<th>Number of Pencils</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

Record the data on the line plot below.

Ms. Brown’s Spring Pencil Survey

Number of Pencils
Day 5, cont.

**Story Problem** *(Source: [mathlearningcenter.org](http://mathlearningcenter.org))*

The third and fourth graders at Fernwood School are going on a field trip. They will fill 3 school buses. Each bus holds 52 passengers. How many people will be going on the field trip? Show your work.

**Combinations of 1,000** *(Source: [mathlearningcenter.org](http://mathlearningcenter.org))*

Fill in the missing numbers to make a total of 1,000 in each box.

\[
egin{align*}
480 + &\quad = 1,000 \\
670 + &\quad = 1,000 \\
170 + &\quad = 1,000 \\
210 + &\quad = 1,000 \\
720 + &\quad = 1,000 \\
500 + &\quad = 1,000 \\
840 + &\quad = 1,000 \\
360 + &\quad = 1,000 \\
\end{align*}
\]