2017-2018 Supply request

Entering Third Grade

In lieu of purchasing school supplies for your child to use in the upcoming school year, we ask that you please contribute $56 towards the purchase of supplies. Students will also need to purchase a planner. We will provide all notebooks, pencils, scissors, a sketch book, etc. using the money you contribute towards supplies. The only thing that I ask you to provide is a pair of ear buds for your child to use.

****Separate checks must be written for supplies and planners. Checks for combined payments will be returned with a reminder that separate checks are required.****

Please send a separate check for each:

- $56 for supplies
- $5 for a planner

Make checks payable to MBSCS and note "2017-18 supplies" or "2017-18 planner" on each check. Use the attached form when submitting your payment. **Checks will be held until school begins, so please wait to send them until the end of August. Students should bring ear buds to school with them the first week of school.**

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**Payment for Third Grade School Supplies:**

Child's name: _____

Amount ___$56___ Date: _____ Check #: _____

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**Payment for Third Grade Planner:**

Child's name: _____

Amount ___$5___ Date: _____ Check #: _____

# Third Grade Summer Work

**Math:**

The purpose of **summer math** is to ensure that fundamental math skills are practiced and reviewed. This practice will help your child make a smooth transition into the 3rd grade math program.

Students are required to complete a review packet. Each page has an example at the top and a few problems for students to complete on the bottom. In addition to the packet, your child is required to practice basic math facts for 15 minutes, 3 times per week. Please sign the log attached and return it to school. There are numerous ways to practice - iPad apps, websites, and flashcards (see attached). Thank you for committing to this important practice.

**Reading:**

Summer reading is critical as well. Pease support your child's love of reading by exploring genres this summer. The local library systems have excellent guides and recommendations.

Students are encouraged to read all different types of books this summer, but students are required to read at least 2 chapter books. Please make sure your child is filling in their reading log as they finish each chapter book.

Students are asked to complete a project on ONE of the chapter books they read this summer. There are four projects from which your child may choose. Have your student choose the one that most excites them!

Student's Name: _____

# Math Practice Log

**Directions**: Students should practice math facts for at least 15 minutes, 3 times each week. Parents, please sign in the chart to indicate that your child has practiced! Practice may be completed using flash cards, math websites, or math apps. You will find website and app suggestions attached! Thanks ☺

| Date | Type of Practice | Parent Signature |
|---|---|---|
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Student's Name: _____

# Math Practice Log

**Directions:** Students should practice math facts for at least 15 minutes, 3 times each week. Parents, please sign in the chart to indicate that your child has practiced! Practice may be completed using flash cards, math websites, or math apps. You will find website and app suggestions attached! Thanks ☺

| Date | Type of Practice | Parent Signature |
|---|---|---|
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Student's Name: _____

# Math Practice Log

**Directions**: Students should practice math facts for at least 15 minutes, 3 times each week. Parents, please sign in the chart to indicate that your child has practiced! Practice may be completed using flash cards, math websites, or math apps. You will find website and app suggestions attached! Thanks ☺

| Date | Type of Practice | Parent Signature |
|---|---|---|
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**Excellent websites for fun learning and reinforcement of math skills:**

www.gregtangmath.com: Either play games or generate and solve word problems!

www.mathplayground.com: Many games from which to choose.

www.wildmath.com: Select "Play the game." Select addition or subtraction and grade. You can race to beat your time.

www.harcourtschool.com: Click the red box, select math, select HSPMath, select Maryland, click on the "2" ball or "3" ball for a challenge. Select a game.

www.aplusmath.com: Go under "Flashcards" or "Game Room" on the left side of the screen. Practice addition or subtraction. It is very important to know the addition and subtraction facts from memorization or within a few seconds.

www.aaamath.com: At the top, pick "Second" or "Third" for a challenge. Choose any of the activities, then select the "play" option toward the top of the screen. 20 Questions and Countdown games are good ones.

www.funbrain.com: Lots of fun games to choose from.

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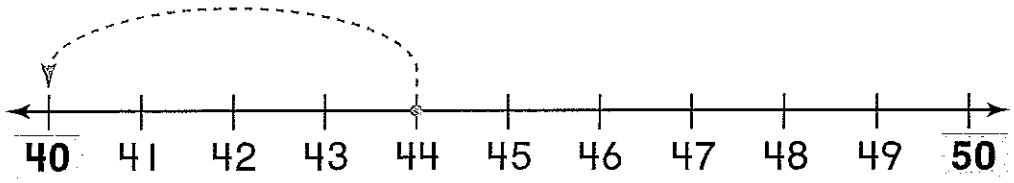
**Excellent Apps for IPad/IPod:**

- Kakooma Addition Pro and Kakooma Times Pro
- Splash Math
- 24 Game
- Hooda Math
- Mathmateer
- TeachMe
- Math Friendzy
- Addition Number Bubbles
- Ace Kids Math Word Problems
- Telling Time Free
- Math Flash Cards
- Everyday Mathematics Addition or Multiplication Top It
- Bubbble Math! Free
- MathLands
- Divisibility Dash

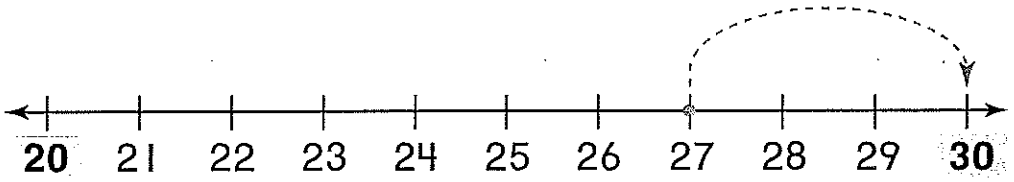
Name _____

# Estimate Sums: 2-Digit Addition

Estimate the sum of 44 + 27.
Find the nearest ten for each number.




The nearest ten for 44 is 40.

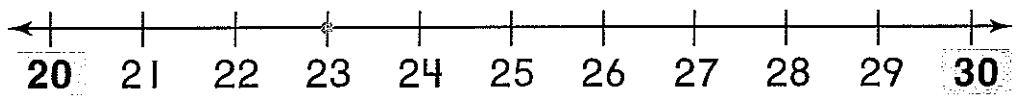



The nearest ten for 27 is 30.

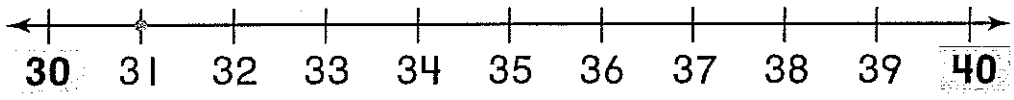
40 + 30 = 70 An estimate of the sum is 70.

## Estimate the sum.

1. Estimate the sum of 23 + 31.




The nearest ten for 23 is _____.



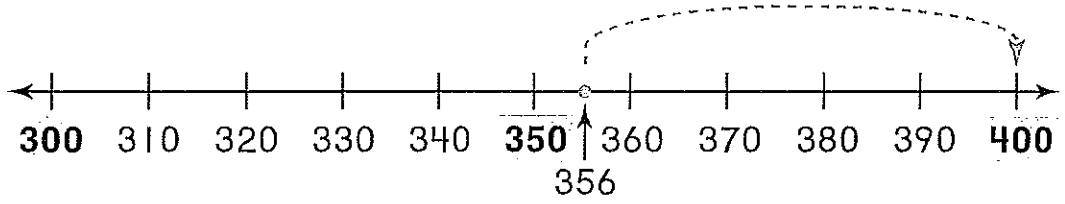

The nearest ten for 31 is _____.

_____ + _____ = _____ An estimate of the sum is _____.

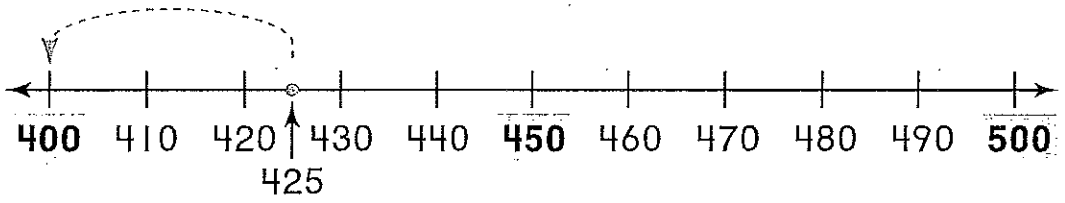
Name _____

# Estimate Sums: 3-Digit Addition

Estimate the sum of 356 + 425.
Find the nearest hundred for each number.




The nearest hundred for 356 is 400.




The nearest hundred for 425 is 400.

400 + 400 = 800 An estimate of the sum is 800.

## Estimate the sum.

1. Estimate the sum of 265 + 436.


The nearest hundred for 265 is _____.

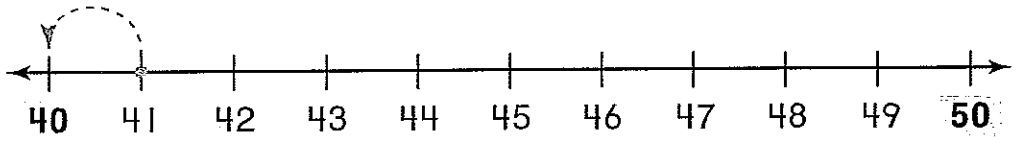

The nearest hundred for 436 is _____.

_____ + _____ = _____ An estimate of the sum is _____.

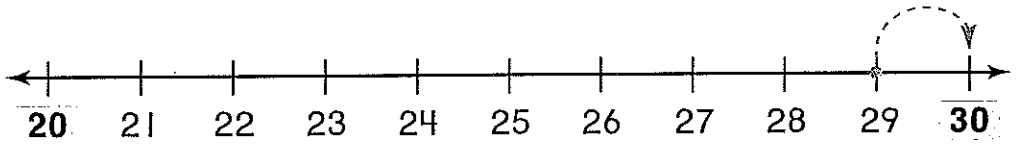
Name _____

# Estimate Differences: 2-Digit Subtraction

Estimate the difference of 41 − 29.
Find the nearest ten for each number.




The nearest ten for 41 is 40.

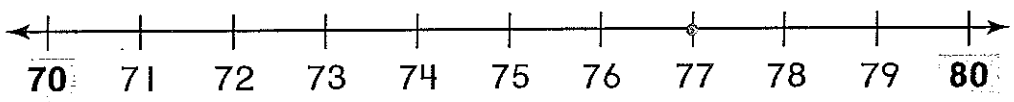



The nearest ten for 29 is 30.

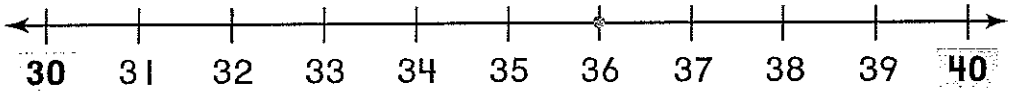
40 − 30 = 10 An estimate of the difference is 10.

## Estimate the difference.

1. Estimate the difference of 77 − 36.




The nearest ten for 77 is _____.



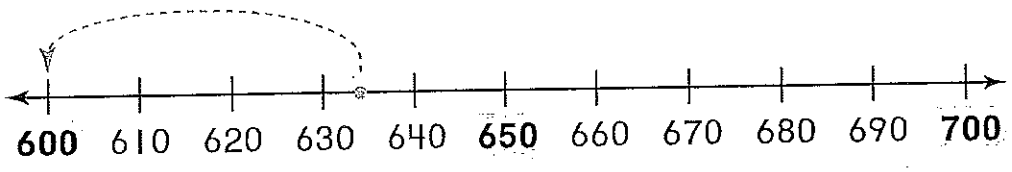

The nearest ten for 36 is _____.

_____ − _____ = _____ An estimate of the difference is _____.

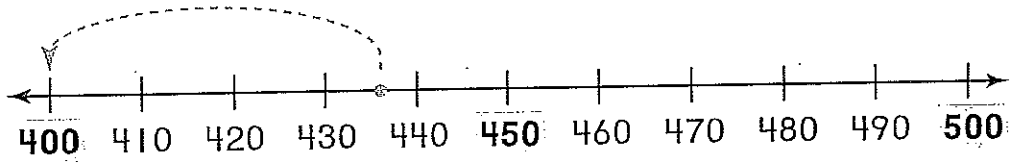
Name _____

# Estimate Differences: 3-Digit Subtraction

Estimate the difference of 634 − 436.
Find the nearest hundred for each number.




The nearest hundred for 634 is 600.



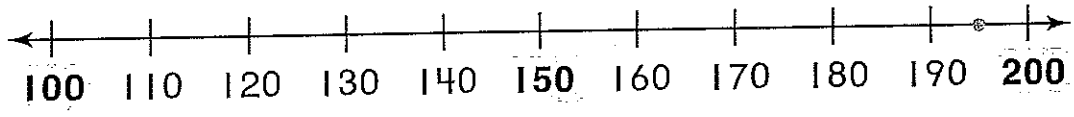

The nearest hundred for 436 is 400.

600 − 400 = 200 An estimate of the difference is 200.

## Estimate the difference.

1. Estimate the difference of 514 − 195.


The nearest hundred for 514 is _____.



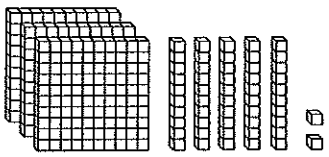

The nearest hundred for 195 is _____.

_____ − _____ = _____ An estimate of the difference is _____.

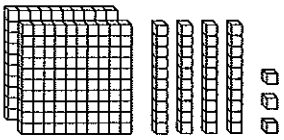
Name _____

# Order 3-Digit Numbers

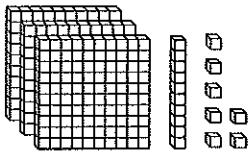
Compare digits in the greatest place value position first.



352



243



317

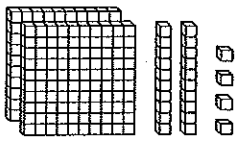
1. Compare **hundreds.** 243 has the fewest hundreds. It is least.
2. Compare **tens.** 317 has fewer tens than 352. It is less than 352.
3. For these numbers, you can order them without comparing the ones.

| | | | | |
|---|---|---|---|---|
| 243 | < | _____ | < | _____ |
| **least** | | | | **greatest** |

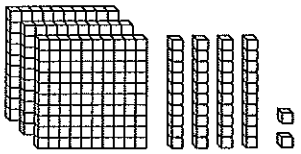
| | | | | |
|---|---|---|---|---|
| 243 | < | 317 | < | 352 |
| **least** | | | | **greatest** |

**Write the numbers in order from least to greatest.**

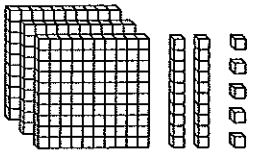
1.



224



342

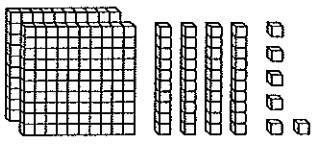


325

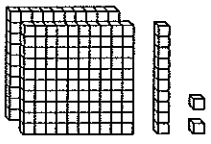
_____ < _____ < _____

**least** **greatest**

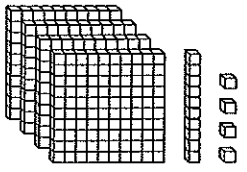
2.



246



212



414

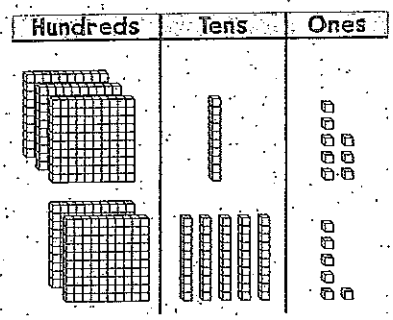
_____ < _____ < _____

**least** **greatest**

Name _____

# 3-Digit Addition: Regroup Ones

Add. 318 + 256



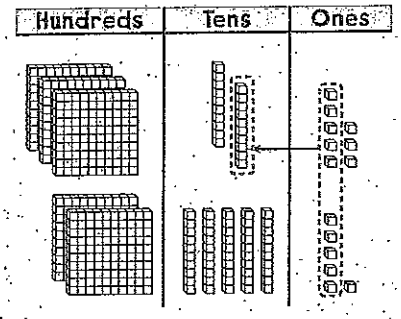

| Hundreds | Tens | Ones |
|---|---|---|
| | □ | |
| 3 | 1 | 8 |
| + 2 | 5 | 6 |
| | | |

Add the ones.

8 + 6 = 14

Do you need to regroup? yes

Regroup 10 ones as 1 ten.



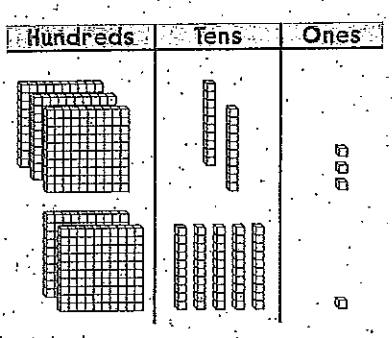

| Hundreds | Tens | Ones |
|---|---|---|
| | 1 | |
| 3 | 1 | 8 |
| + 2 | 5 | 6 |
| | | 14 |

Add the tens.

1 + 1 + 5 = 7

Add the hundreds.

3 + 2 = 5




| Hundreds | Tens | Ones |
|---|---|---|
| | 1 | |
| 3 | 1 | 8 |
| + 2 | 5 | 6 |
| 5 | 7 | 4 |

## Write the sum.

1.

| Hundreds | Tens | Ones |
|---|---|---|
| | □ | |
| 5 | 2 | 6 |
| + 1 | 4 | 2 |
| | | |

2.

| Hundreds | Tens | Ones |
|---|---|---|
| | □ | |
| 4 | 5 | 7 |
| + 3 | 3 | 5 |
| | | |

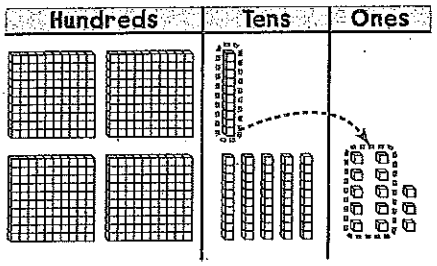
Name _____

# 3-Digit Subtraction: Regroup Tens

Subtract. 463 − 317

Are there enough ones to subtract 7? no

Regroup 1 ten as 10 ones.

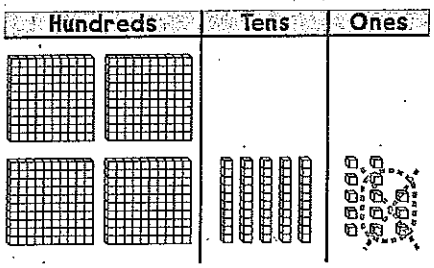



| Hundreds | Tens | Ones |
|---|---|---|
| | ☐ | ☐ |
| 4 | 6 | 3 |
| − 3 | 1 | 7 |
| | | |

There are 13 ones and 5 tens.

Subtract the ones.

13 − 7 = 6



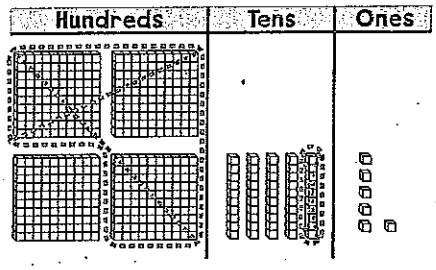

| Hundreds | Tens | Ones |
|---|---|---|
| | 5 | 13 |
| 4 | ~~6~~ | ~~3~~ |
| − 3 | 1 | 7 |
| | | 6 |

Subtract the tens.

5 − 1 = 4

Subtract the hundreds.

4 − 3 = 1




| Hundreds | Tens | Ones |
|---|---|---|
| | 5 | 13 |
| 4 | ~~6~~ | ~~3~~ |
| − 3 | 1 | 7 |
| 1 | 4 | 6 |

## Solve. Write the difference.

1.

| Hundreds | Tens | Ones |
|---|---|---|
| | ☐ | ☐ |
| 8 | 6 | 2 |
| − 3 | 2 | 8 |
| | | |

2.

| Hundreds | Tens | Ones |
|---|---|---|
| | ☐ | ☐ |
| 6 | 7 | 8 |
| − 2 | 4 | 5 |
| | | |

Name _____

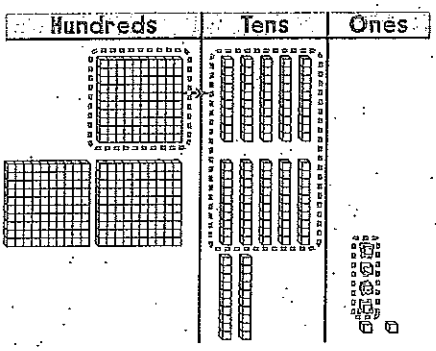
# 3-Digit Subtraction: Regroup Hundreds

Subtract. 326 − 174

Subtract the ones.

6 − 4 = 2

Are there enough tens to subtract 7 tens? no




| Hundreds | Tens | Ones |
|---|---|---|
| 2 | 12 | |
| 3 | 2 | 6 |
| − 1 | 7 | 4 |
| | | 2 |

Regroup 1 hundred as 10 tens.

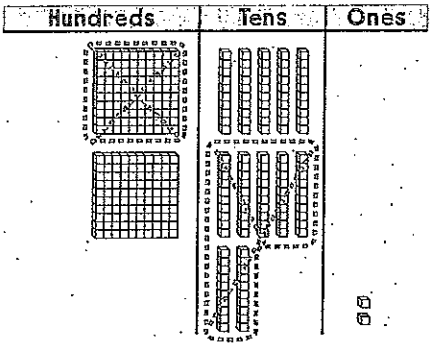
Now there are 12 tens and 2 hundreds.

Subtract the tens.

12 − 7 = 5

Subtract the hundreds.

2 − 1 = 1




| Hundreds | Tens | Ones |
|---|---|---|
| 2 | 12 | |
| 3 | 2 | 6 |
| − 1 | 7 | 4 |
| 1 | 5 | 2 |

## Solve. Write the difference.

1.

| Hundreds | Tens | Ones |
|---|---|---|
| | | |
| 6 | 7 | 9 |
| − 2 | 6 | 1 |
| | | |

2.

| Hundreds | Tens | Ones |
|---|---|---|
| | | |
| 5 | 2 | 5 |
| − 2 | 9 | 3 |
| | | |

Name _____

# Subtraction: Regroup Hundreds and Tens

You may need to regroup more than once.

$$\begin{array}{r} 282 \\ -\ 198 \\ \hline \end{array}$$

| Regroup 1 ten as 10 ones. Subtract the ones. | Regroup 1 hundred as 10 tens. Subtract the tens. | Subtract the hundreds. |
|---|---|---|
| $\begin{array}{r} {}^{7}\cancel{8}^{12}\cancel{2} \\ -\ 1\ 9\ 8 \\ \hline 4 \end{array}$ | $\begin{array}{r} {}^{1}\cancel{2}^{7}\cancel{8}^{12}\cancel{2} \\ -\ 1\ 9\ 8 \\ \hline 8\ 4 \end{array}$ | $\begin{array}{r} {}^{1}\cancel{2}^{7}\cancel{8}^{12}\cancel{2} \\ -\ 1\ 9\ 8 \\ \hline 8\ 4 \end{array}$ |

**Solve. Write the difference.**

1. $\begin{array}{r} 481 \\ -\ 176 \\ \hline \end{array}$

2. $\begin{array}{r} 746 \\ -\ 28 \\ \hline \end{array}$

3. $\begin{array}{r} 331 \\ -\ 148 \\ \hline \end{array}$

4. $\begin{array}{r} 395 \\ -\ 131 \\ \hline \end{array}$

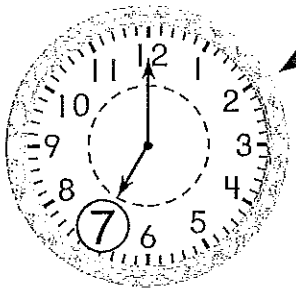
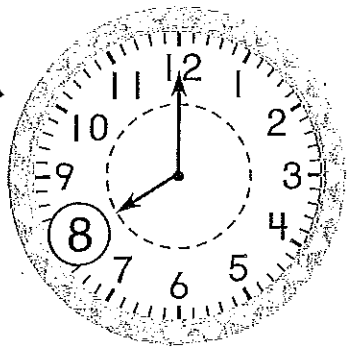
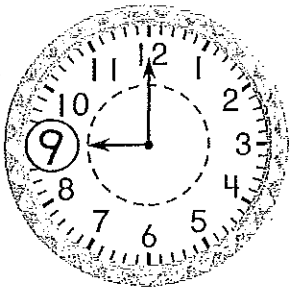
5. $\begin{array}{r} 524 \\ -\ 265 \\ \hline \end{array}$

6. $\begin{array}{r} 748 \\ -\ 603 \\ \hline \end{array}$

Name _____

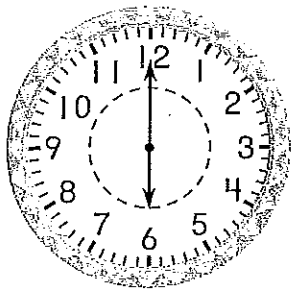
# Hour Before and Hour After

## Model and Draw

| 7:00 | 8:00 | 9:00 |
|---|---|---|
| 1 hour **before** 8:00 | | 1 hour **after** 8:00 |
|  |  |  |
| The hour hand points to 7. | The hour hand points to 8. | The hour hand points to 9. |

**Write the time shown on the clock. Then write the time 1 hour before and 1 hour after.**

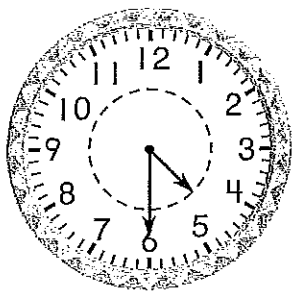
**1.** The time is _____.



_____ 1 hour **before** 6:00

_____ 1 hour **after** 6:00

**2.** The time is _____.



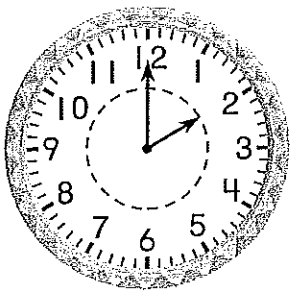
_____ 1 hour **before** 4:30

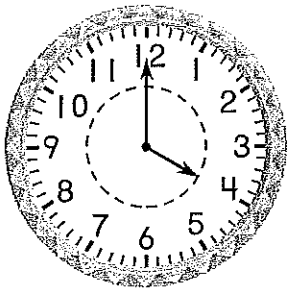
_____ 1 hour **after** 4:30

Name _____

# Elapsed Time in Hours

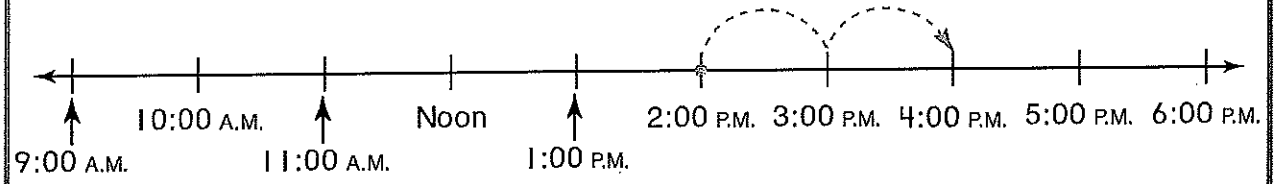
Baseball practice starts at 2:00 P.M. Everyone leaves at 4:00 P.M.
How long does baseball practice last?





I can use a time line to count on hours from 2:00 P.M. to 4:00 P.M.

It starts at 2 :00. It ends at 4 :00.




So practice lasts 2 hours.

## Use the time line above. Solve.

1. Lisa arrives at the beach at 2:00 P.M. She leaves at 6:00 P.M. How long is Lisa at the beach?

_____ hours

2. The boat leaves at 3:00 P.M. It gets back at 5:00 P.M. How long is the boat gone?

_____ hours

3. Kevin starts hiking at 1:00 P.M. He finishes at 3:00 P.M. How long does Kevin hike?

_____ hours

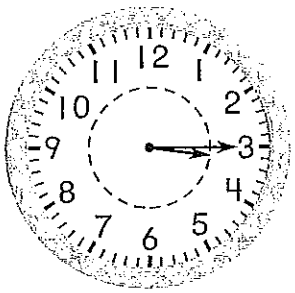
4. Mrs. Post starts working in the garden at 9:00 A.M. She stops at noon. How long does Mrs. Post work in the garden?

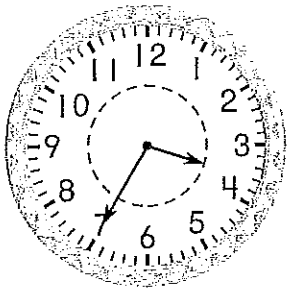
_____ hours

Name _____

# Elapsed Time in Minutes

Ken starts cleaning his room at 3:15 P.M. He finishes at 3:35 P.M. How long does Ken clean?





When the times are in the same hour, I can subtract to find how many minutes pass.

$$\begin{array}{r} 35 \\ -\ 15 \\ \hline 20 \end{array}$$

Ken starts at 3: 15 P.M. Ken finishes at 3: 35 P.M.

Ken cleans for 20 minutes.

## Subtract to solve. Show your work.

1. The news starts at 6:15 P.M. It lasts until 6:25 P.M. How long is the news report?

_____ minutes

2. Mr. Fox drives to work. He leaves at 7:40 A.M. He arrives at 7:55 A.M. How long does it take Mr.Fox to get to work?

_____ minutes

3. Wendy starts to read at 8:10 A.M. She stops reading at 8:40 A.M. How long does Wendy read?

_____ minutes

4. Lee starts eating dinner at 5:05 P.M. He finishes at 5:25 P.M. How long does it take Lee to eat?

_____ minutes