

Our vision: Preparing each student to succeed in a rapidly changing world.

Welcome Back Math Worksheet

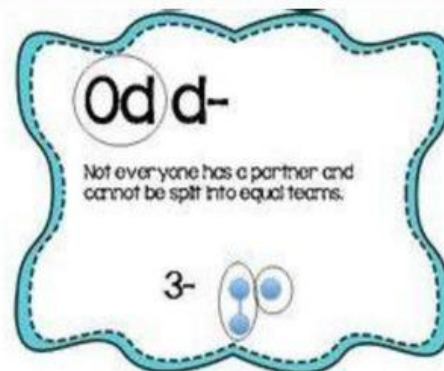


Grade [3]



Hi, my name is _____





Q(1)A- Add and write the answer if it is odd or even.

1) $\begin{array}{ccc} \square & \square & \square \\ \square & \square & \square \end{array}$

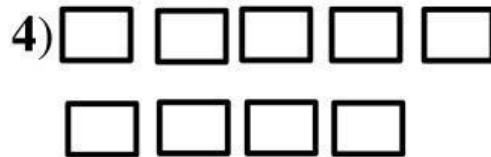
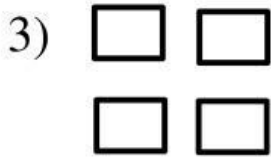
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad}$ is an $\underline{\quad}$ number.

2) $\begin{array}{cccc} \square & \square & \square & \square \\ \square & \square & \square & \end{array}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad}$ is an $\underline{\quad}$ number.



___ + ___ = ___

___ is an ___ number.

___ + ___ = ___

___ is an ___ number.

B- Write even or odd, then write the equation.

a)



___ + ___ = ___

___ is an ___ number.

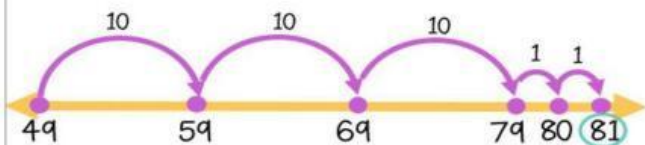
b)



___ + ___ = ___

___ is an ___ number.

***Make jumps of 10, then jumps of 1**



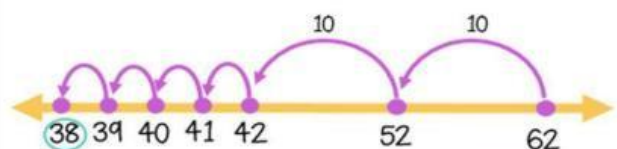
$$49 + 32$$



I started at 49, then jumped up 3 tens and 2 ones.

The Classroom Key

***Make jumps of 10, then jumps of 1**



$$62 - 24$$



I started at 62, then jumped back 2 tens and 4 ones.

The Classroom Key

Q(2) A) Add or subtract using 100 chart.

1) $14 + 23 = \underline{\quad}$

2) $40 + 15 = \underline{\quad}$

3) $22 + 34 = \underline{\quad}$

4) $40 - 15 = \underline{\quad}$

1	2	3	4	5	6	7	8	9	10
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

B) Use the open number line to add and subtract.

1) $45 - 20 = \underline{\quad}$



2) $60 - 30 = \underline{\quad}$



3) $52 + 20 = \underline{\quad}$



Subtraction Poem

More on top?
No need to stop!

More on floor?
Go next door...
and get 10 more!

Numbers the same?
Zero's the game!

5	8
-	5
5	3
4	15
-	8
5	3
5	8
-	8
5	0

Addition Poem

Adds up to 9,
everything is
fine!

10 or more,
take the extra
next door!

6	3	1
+	2	3
8	6	7

3	0	9
+	1	2
4	3	3

Q(3) A) Add and regroup if it is needed.

	Tens	Ones
	□	
+	7	6
	1	5

	Tens	Ones
	□	
+	2	7
	4	3

B) Add (Circle the two digit you added first).

a) 27

23

+ 13

b) 7

14

24

+ 2

Q(4) A- Solve each problem.

1) 419

+ 272

2) 325

+ 570

$$3) \quad \begin{array}{r} 635 \\ - 329 \\ \hline \end{array}$$

$$- 329$$

$$4) \quad \begin{array}{r} 350 \\ - 160 \\ \hline \end{array}$$

$$- 160$$

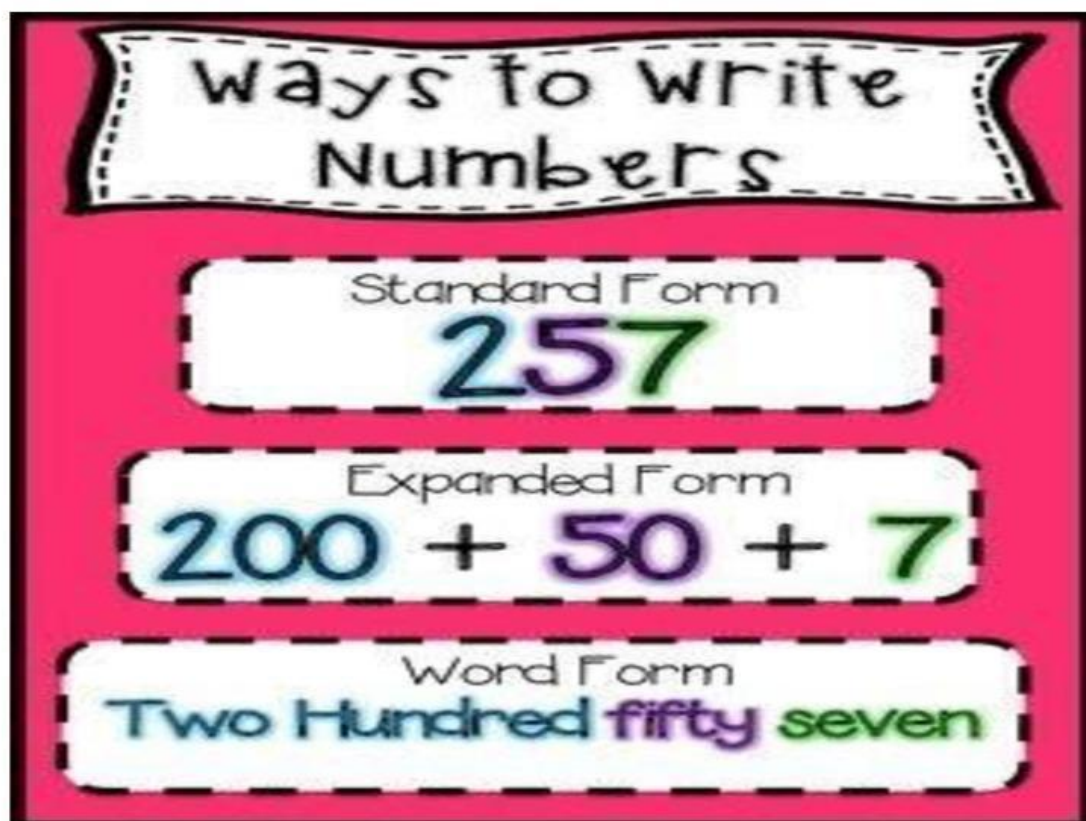
B- Write < , > or = to make each comparison correct.

$$1) \quad 200 \quad \square \quad 182$$

$$2) \quad 161 \quad \square \quad 116$$

$$3) \quad 492 \quad \square \quad 385$$

$$4) \quad 274 \quad \square \quad 277$$

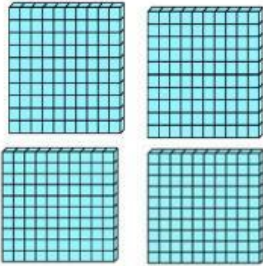
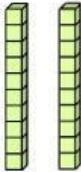


Q(5) A) Add, draw place-value blocks to show your work and regroup if needed.

Hundred	Tens	Ones
 4 + 3	 2 2	 7 5

Hundreds	Tens	Ones

B- Use place-value blocks to show each number in different ways.

<u>Hundreds</u>	<u>Tens</u>	<u>Ones</u>
		

425 = _____

425 = _____

425 = _____

Q(6) Use the graph to answer the questions.



a- How many students would like chocolate ice cream?

.....

b-How many more students would like vanilla than strawberry?

.

Q(7) Solve the following problems.

1) There are 28 birds in a tree. 16 are blue and the rest are red. How many birds are red?

.....

.....

2)There are 456 girls and 234 boys at Mayas school. How many more girls than boys are at the school?

.....

.....

Q(8) Complete the following table.

Shape	Name of the shape	Sides	Angles
