

**Mason City Community Schools
Summer Math Activities
For Students Entering Grade 3**







You have learned so much in MATH this year in second grade, and we want you to continue practicing those skills over the summer! Here are many fun math activities that will help you practice your math skills and get you ready for third grade. In this packet you will find a chart of activities for June, July and August. Once an activity has been completed a parent or guardian should write his/her initials in the box. Activities are to be done in a math journal. Please use a new page for each activity (use both sides) and put the month, and the number of the activity at the top of the page. In this document, there is also a list of books you can find at the library that are great math thinking stories, and websites appropriate for your grade. Don't forget to bring your journal, June, July and August initialed chart, and your "Places I Visited on my Summer Vacation" tally sheet to school on the first day of third grade. Your new teacher will be so proud of your summer math work. Your new teacher will be so proud of your summer math work!




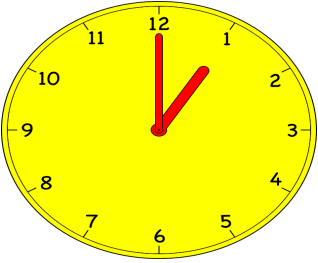
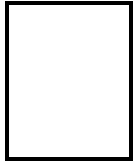

Math Journal: Create a personal and fun Math Journal by stapling several pieces of paper together or use a spiral notebook or binder with paper. Be creative and decorate the cover with markers or crayons or other materials to show math in your world.


Have a safe and happy summer, and Happy Thinking!

JUNE, JULY, and AUGUST!

(Parents, Please remember to initial completed activities.)

| | | | | | |
|------------------------------|--|---|--|---|---|
| Number and Operations | #1 Play "Guess my Number" on the 200 chart. (directions and chart attached) | #2 Play "Plus 9 or 10 BINGO". (directions and gameboard attached) | #3 Start at 32. Add 40. Subtract 25. Add 15. What number am I? Write the problem and answer in your math journal. | #4 Start at 175. Subtract 50. Add 19. Subtract 100. What number am I? Write the problem and answer in your journal. |  |
| Place Value | #5 Use the digits 3, 4, and 9 to write the largest 3 digit number that you can in your journal. Circle the digit in the 10's place. | #6 Use the digits 2, 7 and 8. Write the smallest 3 digit number that you can. Draw the place value blocks that represent each number. | #7 Use expanded notation to make the following numbers: 34, 47, 61, 129, 385 and 706. For Example: $124 = 100 + 20 + 4$ |  | #8 Add $74 + 18$ using addition strategies. |
| Money |  | #9 Play "Guess my Number" on the 200 chart. | #10 Play "Plus 9 or 10 BINGO". | #11 Explain a strategy to find this difference: $62 - 27$. | #12 A toy costs 65 cents. Meg buys 1 toy and gets back a dime in change. Meg paid for the toy with 3 coins. What were they? <i>Show the coins in your journal.</i> |
| Facts | #13 Take the addition fluency assessment. at this site: http://www.multiplication.com/resources/addition-self-correcting-quizzes Make flashcards for the incorrect problems. | #14 Write the 5's and 6's addition facts, from $5 + 0$ to $5 + 10$ and $6 + 0$ to $6 + 10$. |  | #15 Practice your addition facts with someone or online. Online fact fluency practice: http://www.multiplication.com/resources/addition-self-correcting-quizzes | #16 Do these problems in your journal. $123 + 245$ $908 + 332$ $197 + 601$ |

| | | | | | |
|-------------------------|--|---|--|---|--|
| <p>Facts</p> | <p>#17 Take the subtraction fluency assessment. At this site: http://www.multiplication.com/resources/subtraction-self-correcting-quizzes Make flashcards for the problems that are incorrect.</p> | <p>#18 Do these problems in your journal. 65 - 54 98 - 77 73 - 65</p> | <p>#19 Practice your subtraction facts with someone or online. Online fact fluency practice: http://www.multiplication.com/resources/addition-self-correcting-quizzes http://oswego.org/ocsd-web/games/mathmagician/maths1.html</p> | <p>#20 Write 3 or 4 subtraction problems for some else to do. Check them, if they're correct, put a star. If they are wrong, show the correct answer.</p> |  |
| <p>Time</p> |  | <p>#21 If it is 2:15 p.m., what time will it be in 30 minutes? Is it morning, or afternoon? How do you know?</p> | <p>#22 In your journal draw 3 round clocks showing 3 things you did at specific times today. Tell what those activities were. Be sure to use both analog and digital times</p> |  <p>#23 What time is it on this clock?</p> |  <p># 24 What time is it on this clock?</p> |
| <p>Fractions</p> | <p>#25 Draw a rectangle, divide it into 3 equal parts, shade in $\frac{2}{3}$.</p> | <p>#26 Draw a rectangle in your journal and shade $\frac{3}{4}$ of it.</p> | <p>#27 Draw 10 small circles in your journal. Color $\frac{6}{10}$ of the circles. Then, put happy faces on $\frac{1}{2}$ of the colored circles. What fraction have happy faces?</p> | <p>#28 Divide this square into eighths, then shade $\frac{5}{8}$</p>  |  |

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|------------------------|---|---|--|--|---|
| Problem Solving | #29 Write a summer story problem for this number sentence. $13 + 24 = \underline{\quad}$ |  | #30 You have 12 marbles, you give 4 to Jon, and 6 to May. Your dad buys you 10 marbles. How many marbles do you have now? Explain. | #31 Write a story problem for this number sentence. $49 - 23 = \underline{\quad}$ | #32 A zoo had 79 animals. They got 12 more, but then gave 15 to another zoo. How many do they have now. Show all your work. |
|------------------------|---|---|--|--|---|

PLACES I VISITED on my summer vacation

| Places | Tallies |
|------------|---------|
| Library | |
| Beach | |
| Zoo | |
| Museum | |
| Pool | |
| Playground | |
| Other | |

| SUGGESTED MATH BOOKS FOR THIRD GRADERS | | |
|--|-------------------------------------|-------------------------------|
| TITLE | AUTHOR | STRAND/TOPIC |
| <i>Fraction Fun</i> | Adler, David A. | Fractions |
| <i>Who Sank the Boat?</i> | Allen, Pamela | Reference Frames |
| <i>Anno's Mysterious Multiplying Jar</i> | Anno, Masaichiro and Mitsumasa Anno | Number Stories and Operations |
| <i>Lao Lao of Dragon Mountain</i> | Bateson-Hill, Margaret | Geometry |
| <i>Opt: An Illusionary Tale</i> | Baum, Arlene and Joseph | Geometry |
| <i>The King's Chessboard</i> | Birch, David | Number Stories and Operations |
| <i>The I Hate Mathematics! Book</i> | Burns, Marilyn | Data and Chance |
| <i>The Greedy Triangle</i> | Burns, Marilyn | Geometry |
| <i>Counting on Frank</i> | Clement, Rod | Probability |
| <i>Do You Wanna Bet?</i> | Cushman, Jean | Data and Chance |
| <i>Pizza Counting</i> | Dobson, Christina | Number Stories and Operations |
| <i>Ed Emberley's Picture Pie: A Book of Circle Art</i> | Emberley, Ed | Fractions |
| <i>Each Orange Had Eight Slices: A Counting Book</i> | Giganti, Paul | Number Patterns and Counting |
| <i>A Fly on the Ceiling: A Math Myth</i> | Glass, Julie | Reference Frames |

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|---|------------------------|-------------------------------|
| <i>Cubes, Cones, Cylinders, and Spheres</i> | Hoban, Tana | Geometry |
| <i>Sea Squares</i> | Hulme, Joy N. | Number Patterns and Counting |
| <i>The Doorbell Rang</i> | Hutchins, Pat | Number Stories and Operations |
| <i>Measuring Penny</i> | Leedy, Loreen | Measurement |
| <i>Gator Pie</i> | Matthews, Louise | Fractions |
| <i>A Million Fish...More or Less</i> | McKissack, Patricia C. | Data and Chance |
| <i>Eating Fractions</i> | McMillian, Bruce | Fractions |
| <i>Anno's Magic Seeds</i> | Mitsumasa, Anno | Number Patterns and Counting |
| <i>Less Than Zero</i> | Murphy, Stuart J. | Number Patterns and Counting |
| <i>Probably Pistachio</i> | Murphy, Stuart J. | Data and Chance |

| | | |
|---|------------------------------|------------------------------|
| <i>Betcha!</i> | Murphy, Stuart J. | Estimation |
| <i>Give Me Half!</i> | Murphy, Stuart J. | Fractions |
| <i>How Big Is a Foot?</i> | Myller, Rolf | Measurement |
| <i>Ranger Rick (magazine)</i> | National Wildlife Federation | Number Patterns and Counting |
| <i>Sir Cumference and the First Round Table: A Math Adventure</i> | Neuschwander, Cindy | Geometry |
| <i>Sir Cumference and the Sword in the Cone</i> | Neuschwander, Cindy | Geometry |

| | | |
|--|----------------------------------|-------------------------------|
| <i>The World Almanac and Book of Facts 2005</i> | Park, Ken | Number Patterns and Counting |
| <i>DK Nature Encyclopedia</i> | Parker, Steve (ed.) | Number Patterns and Counting |
| <i>If You Hopped Like a Frog</i> | Schwartz, David | Number Stories and Operations |
| <i>Millions to Measure</i> | Schwartz, David | Measurement |
| <i>How Much Is a Million?</i> | Schwartz, David | Number Patterns and Counting |
| <i>If You Made A Million</i> | Schwartz, David | Number Patterns and Counting |
| <i>On Beyond a Million: An Amazing Math Journey</i> | Schwartz, David | Number Patterns and Counting |
| <i>Math Curse</i> | Scieszka, Jon and Lane Smith | Number Stories and Operations |
| <i>The Simon and Schuster Encyclopedia of Animals: A Visual Who's Who of the World's Creatures</i> | Simon and Schuster | Number Patterns and Counting |
| <i>The Art of Shapes: For Children and Adults</i> | Steele, Margaret and Cindy Estes | Geometry |
| <i>Math-terpieces</i> | Tang, Greg | Number Stories and Operations |
| <i>The Grapes of Math</i> | Tang, Greg | Number Stories and Operations |
| <i>The Best of Times</i> | Tang, Greg | Number Stories and Operations |

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|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 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 |
| 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 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
| 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 |
| 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 |
| 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 |
| 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 |
| 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 |
| 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 |

“PLUS 9 OR 10 BINGO”

You need

Deck of Cards (without Face Cards and Wild Cards)

Two kinds of counters (20 per player)

Game board

Play with a partner

1. Player 1 turns over the top card in the deck.
2. Player 1 adds 9 or 10 to that number, and covers the sum on the game board.
3. Player 2 turns over the top card.
4. Player 2 adds 9 or 10 to that number, and covers the sum on the game board.
5. Keep taking turns. If all the possible sums are covered, take another card.
6. The game is over when all of the numbers in one row are covered. The numbers can go across, down, or corner to corner.

More Ways to Play

Play with the Wild Cards. A Wild Card can be any number.

Play to fill more than one row.

Play as a team. Try to fill the entire game board.

“GUESS MY NUMBER ON THE 200 CHART”

You need

200 chart

Play with a partner

1. Player 1 secretly records a number between 1 and 100.
2. Player 2 asks a yes or no question about the number.
3. Player 1 says yes or no. Player 2 keeps track on the 200 chart.
4. Player 2 keeps asking Player 1 yes or no questions about the number.
5. Keep track of the number of questions it takes to guess Player 1's number. Try to guess in as few questions as possible.
6. Take turns being Player 1 and Player 2.

More Ways to Play

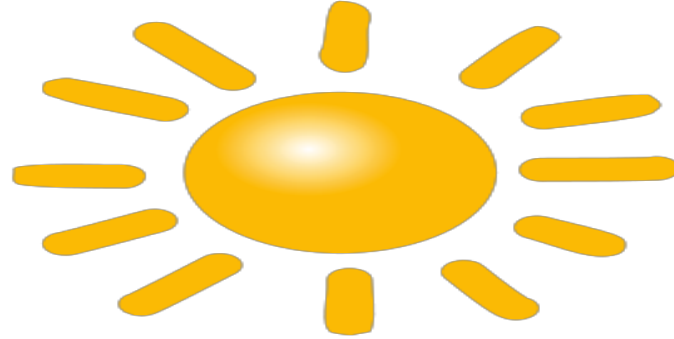
Play with a small group.

Play on a number line. Use clothespins to narrow the range of possible numbers.

PLUS 9 OR 10 BINGO GameBOARD

| | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 |
| 20 | 19 | 18 | 17 | 16 | 15 |
| 14 | 13 | 12 | 11 | 10 | 9 |
| 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 |

sunsational websites



Here are some fun and exciting websites to visit over the summer for practice.

At the time that this summer mathematics packet was created, the websites listed were checked by teachers and deemed child appropriate. However, parents should always monitor their child's use of any Internet site.

"A Plus Math" operations games, flashcards for facts practice: <http://www.aplusmath.com/Games/index.html>

More facts practice: <http://www.factmonster.com/math/flashcards.html>

"IXL" - skills are organized into categories by grade. <http://www.ixl.com/math/grade-3>

"MathABC" includes numbers, addition, subtraction, money, time, and miscellaneous.
<http://www.mathabc.com/math-3rd-grade>

"Learning Games for Kids" educational math games. <http://www.learninggamesforkids.com/3rd-grade-math.html>

"ABCYA" educational games and apps. http://www.abcya.com/third_grade_computers.htm

Third Grade Core Mathematics Vocabulary

1 Acute Angle Any angle that measures between 0° and 90° . (O)

2 Angle A figure formed by two rays or two line segments that meet at a point.

Note to teachers – be sure to draw angles with different length rays, as well as angles where neither ray is horizontal.

3 Array An arrangement of objects, pictures, or numbers in columns and rows.

4 Column A vertical group of objects or cells in an array or table.

5 Degree 1. A unit of measure for temperature.

2. A unit of measure for an angle.

6 Denominator The bottom number in a fraction that shows the total number of equal parts in the whole.

7 Digit Any of the symbols 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

8 Dividend The number that is divided in division. In $12 \div 3$, 12 is the dividend.

9 Divisor The number that you divide by in division. In $12 \div 3$, 3 is the divisor.

10 Edge The line segment where two faces of a solid figure meet.

11 Face A flat surface, or side, of a solid figure.

12 Factor One of two or more numbers that are multiplied together to obtain a product;
factor \times factor = product

Example: $4 \times 3 = 12$, 4 and 3 are factors.

13 Gallon (gal) A customary unit used to measure capacity.

14 Gram (g) A metric unit of mass, about one paper clip.

15 Hexagon A polygon with six sides.

16 Line A straight path that goes on forever in opposite directions.

17 Line Segment A part of a line. A line segment has two endpoints.

18 Liter (L) A metric unit used to measure capacity.

19 Meter (m) A metric unit used to measure length.

20 Mile (mi) A customary unit used to measure length.

edge

IUSD Core Mathematics Vocabulary - July 2008 Page

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21 Multiple Numbers that are products of a given number and whole numbers. Some multiples of 6 are: 6, 12, 18, 24...

22 Numerator The number above the line in a fraction. The numerator represents how many

pieces of the whole that are discussed.

23 Obtuse Angle An angle that measures more than 90° but less than 180° .

24 Ounce (oz) A customary unit used to measure weight. 16 ounces = 1 pound.

25 Parallelogram A quadrilateral (4-sided figure) that has both pairs of opposite sides equal and parallel. Examples: square, rhombus, rectangle.

26 Pentagon A polygon with five sides.

27 Point A single exact location, often represented by a dot.

28 Polygon A closed plane figure with sides made of straight line segments.

29 Pound (lb) A customary unit used to measure weight. 1 pound = 16 ounces.

30 Product the result of a multiplication expression;

factor \times factor = product

Example: $3 \times 4 = 12$, 12 is the product

31 Quadrilateral A polygon (2-dimensional figure) with four sides.

32 Quart (qt) A customary unit used to measure capacity.

33 Quotient The answer when you divide numbers. In $12 \div 3 = 4$, 4 is the quotient.

34 Ray A part of a line that has one endpoint and goes on forever in one direction.

35 Round(ing) To find about how many or how much by expressing a number to the nearest ten, hundred, thousand, and so on.

36 Row A horizontal group of objects or cells in an array or a table.

37 Right Angle An angle that has exactly 90° . Example: corner of $8\frac{1}{2} \times 11$ bond paper.

38 Standard Form A number written with one digit for each place value

Example: The standard form for five hundred forty-six is 546.

The standard form for three thousand six is 3,006.

39 Twice Two times as many. For example, 12 is twice as many as 6.

40 Vertex A point where sides, rays, or edges meet.