



Get Ready for 3rd Grade! Summer Mathematics Activities

Dear Parents, Guardians, and Students,

Summer is a time to relax, explore, and have fun while keeping learning skills strong. Research shows that students can lose up to a month of math learning over the summer. Regular math practice helps students maintain their knowledge and confidence and prepare for the next grade. To help prevent this "summer slide," we have provided a variety of fun and engaging math activities for students to enjoy throughout the summer.

Daily Math Practice

We encourage students to complete one First in Math assignment each day to strengthen their math skills and build fluency.

Using the Summer Math Activity List

- Complete the activities in the boxes and cross off each activity as it is completed.
- Have fun completing a choice activity.
- Record completed activities on the activity log.
- Bring your completed log to school and show it to your new teacher to receive a special gift!

Helpful Materials

Keep these items nearby as you complete your summer math activities:

- Math notebook/journal from the school year
- A folder for organizing activities
- Blank paper
- Pencils
- A deck of playing cards
- Board games
- Coins

Our IB Transdisciplinary Theme, *How We Express Ourselves*, encourages scholars to explore, communicate, and apply ideas. Mathematics offers opportunities for creativity, problem-solving, and critical thinking. Whether cooking, shopping, traveling, or playing games, children can think mathematically in everyday situations.

Most importantly, encourage your child to explain their thinking as they solve problems. Asking questions such as, "How did you figure it out?" helps deepen understanding, build confidence, and strengthen mathematical reasoning.

We wish you a safe, enjoyable, and mathematically engaging summer!

Sincerely,

The Hempstead Public Schools Mathematics Team

Summer Math Activity Log

Activity log for student entering grade_____. Record the dates and descriptions of the math activities you complete. Bring this log back to your new teacher in September.

Activity #	Date Completed	Description of Activity
Example	7/2/24	The Math Problem about drawing 2 dogs. <i>OR</i> choice activity, like Candy Land...
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		
#11		
#12		
#13		
#14		
#15		
#16		
#17		
#18		
#19		
#20		

Student's Name: _____

Parent Signature: _____

Summer Math Activity Log

Activity log for student entering grade_____. Record the dates and descriptions of the math activities you complete. Bring this log back to your new teacher in September.


















Activity #	Date Completed	Description of Activity
#21		
#22		
#23		
#24		
#25		
#26		
#27		
#28		
#29		
#30		
#31		
#32		
#33		
#34		
#35		
#36		
#37		
#38		
#39		
#40		

Student's Name: _____

Parent Signature:

Get Ready for Grade 3: Math Activities

Complete these math activities this summer. Each time, choose an activity from the boxes below - or from the back. Cross off a box when you do it and record the activity on your math log.

Count from 87 to 120 and back the Say Ten Way.	Choose from the Problem Set! 	Use the shapes you know to make a Fourth of July picture.	Draw 576 using place value disks.	Choose from the Problem Set! 
Do counting squats while you count from 289 to 321. Can you do it backwards?	Choose from the Problem Set! 	Choose from the Problem Set! 	Solve $136 + 250$. Draw a picture to show your thinking.	Choose from the Problem Set! 
Count up by tens from 420 to 620.	Choose from the Problem Set! 	Choose from the Problem Set! 	Choose from the back! 	Use real coins or draw coins to show as many ways to make 25 cents as you can.
Choose from the back! 	Go on a shape scavenger hunt. Can you find any trapezoids or hexagons?	Choose from the Problem Set! 	Make a list of 15 items that come in groups. For example; eggs come in a group of 12.	Choose from the Problem Set! 
Write the numbers from 675 to 730.	Choose from the Problem Set! 	Choose from the Problem Set! 	Do jumping jacks as you count up by twos to 40 and back down to 0.	Choose from the Problem Set! 
Choose from the Problem Set! 	Choose from the Problem Set! 	Measure the route from your bathroom to your bed. Walk heel to toe, and count your steps.	Choose from the Problem Set! 	Make a story problem that goes with $37 + 45$.

Get Ready for Grade 3

Choice Activities

1. Read a Cool Mathematics Book:

<u>A Chair for My Mother</u> by Vera B. Williams <u>Benny’s Pennies</u> by Pat Brisson <u>Emeka’s Gift</u> by Ifeoma Onyefulu <u>Math Appeal</u> by Greg Tang <u>My Painted House, My Friendly Chicken, and Me</u> by Maya Angelou	<u>Out for the Count</u> by Kathryn Cox <u>Pattern Fish</u> by Trudy Harris <u>Rooster’s Off to See the World</u> by Eric Carle <u>The Greedy Triangle</u> by Marilyn Burns <u>The Math Curse</u> by Jon Scieszka and Lane Smith <u>How much is a Million</u> by David Schwartz
Find Mathematics Books to Read Online at Epic! : https://www.getepic.com/ Parents can sign up for free!	

2. Use a cool mathematics website!

https://www.firstinmath.com/ http://www.gregtangmath.com/games http://www.abcya.com/preschool_games.htm www.coolmath4kids.com	www.mathplayground.com www.funbrain.com www.zearn.org/ _____
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3. Do a counting activity or game:

Double Compare – Deal all the cards out. Put the set of cards facedown. Both players turn over the top two cards and add them to find the sum. The player with the larger number gets all four cards. If they are the same number both players turn over another set of cards and the larger sum takes all. The game is over when there are no more cards to turn over. Whoever has the most cards, wins. (Like “War” but with adding two cards.) **Extension:** Instead of adding the two numbers together, subtract the smaller from the larger to get the difference. The person with the smallest difference gets all four cards.

Close to 20 – Deal 5 cards to each player. Place them face up in front of you. Which three cards add up to be closest to 20? Ex. You turn over the following cards 5, 4, 10, ACE, and 3, and your opponent turns over an ACE, 8, 7, 2, and 3. You can make 19 with the 5, 4, and 10 and your opponent can make 18 with the 8, 7, and 3. You win because 19 is closer to 20.

Make Ten - Like “Go Fish” but players ask for cards that add up to 10 instead of the same number. For example, someone with a 3 would ask if the other player has a 7.


Play a board game such as: Checkers, Memory, Chutes and Ladders, jigsaw puzzles, Parcheesi, Fish, Crazy Eights, Candy Land, Connect Four, Legos, K’Nex.

PROBLEM

SET

B

Improvement: _____

Number Correct: 

Name _____

Date _____

Add Tens and Ones

1.	$10 + 2 = \underline{\quad}$	16.	$10 + \underline{\quad} = 12$
2.	$20 + 3 = \underline{\quad}$	17.	$40 + \underline{\quad} = 42$
3.	$30 + 4 = \underline{\quad}$	18.	$60 + \underline{\quad} = 61$
4.	$50 + 4 = \underline{\quad}$	19.	$70 + \underline{\quad} = 75$
5.	$40 + 5 = \underline{\quad}$	20.	$80 + \underline{\quad} = 83$
6.	$50 + 1 = \underline{\quad}$	21.	$70 + 8 = \underline{\quad}$
7.	$\underline{\quad} = 50 + 1$	22.	$80 + 8 = \underline{\quad}$
8.	$\underline{\quad} = 20 + 4$	23.	$70 + \underline{\quad} = 76$
9.	$\underline{\quad} = 20 + 2$	24.	$90 + \underline{\quad} = 99$
10.	$\underline{\quad} = 30 + 5$	25.	$\underline{\quad} + 8 = 78$
11.	$\underline{\quad} = 40 + 3$	26.	$\underline{\quad} + 6 = 96$
12.	$30 + 7 = \underline{\quad}$	27.	$86 = \underline{\quad} + 6$
13.	$20 + 8 = \underline{\quad}$	28.	$\underline{\quad} + 60 = 67$
14.	$40 + 9 = \underline{\quad}$	29.	$95 = \underline{\quad} + 90$
15.	$50 + 6 = \underline{\quad}$	30.	$97 = 7 + \underline{\quad}$

Name _____ Date _____

1. Solve.

a. $30 + 6 = \underline{\quad}$

b. $50 - 30 = \underline{\quad}$

$30 + 60 = \underline{\quad}$

$51 - 30 = \underline{\quad}$

$35 + 40 = \underline{\quad}$

$57 - 4 = \underline{\quad}$

$35 + 4 = \underline{\quad}$

$57 - 40 = \underline{\quad}$

2. Solve.

a. $24 + 5 = \underline{\quad}$

b. $24 + 50 = \underline{\quad}$

c. $78 - 3 = \underline{\quad}$

d. $78 - 30 = \underline{\quad}$

3. Solve.

a. $38 + 10 = \underline{\quad}$

b. $35 - 10 = \underline{\quad}$

$18 + 30 = \underline{\quad}$

$35 - 20 = \underline{\quad}$

c. $56 + 40 = \underline{\quad}$

d. $75 - 40 = \underline{\quad}$

$46 + 50 = \underline{\quad}$

$75 - 30 = \underline{\quad}$

Name _____

Date _____

Solve.

$$1. \begin{array}{r} 9 + 3 = \underline{12} \\ \wedge \\ 1 \quad 2 \end{array}$$

$$2. 9 + 5 = \underline{\quad}$$

$$3. 8 + 4 = \underline{\quad}$$

$$4. 8 + 7 = \underline{\quad}$$

$$5. 7 + 5 = \underline{\quad}$$

$$6. 7 + 6 = \underline{\quad}$$

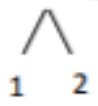
$$7. 8 + 8 = \underline{\quad}$$

$$8. 9 + 8 = \underline{\quad}$$

Name _____

Date _____

1. Solve.

a. $9 + 3 = \underline{\quad}$ 	b. $19 + 3 = \underline{\quad}$
c. $18 + 4 = \underline{\quad}$	d. $38 + 7 = \underline{\quad}$
e. $37 + 5 = \underline{\quad}$	f. $57 + 6 = \underline{\quad}$
g. $6 + 68 = \underline{\quad}$	h. $8 + 78 = \underline{\quad}$

Name _____

Date _____

1. Solve.

<p>a. $20 - 9 = \underline{\quad}$</p> $\begin{array}{r} / \quad \backslash \\ 10 \quad 10 \end{array}$ <p style="text-align: right;">$10 - 9 = 1$ $10 + 1 = 11$</p>	<p>b. $30 - 9 = \underline{\quad}$</p>
<p>c. $20 - 8 = \underline{\quad}$</p>	<p>d. $30 - 7 = \underline{\quad}$</p>
<p>e. $40 - 7 = \underline{\quad}$</p>	<p>f. $50 - 6 = \underline{\quad}$</p>
<p>g. $80 - 6 = \underline{\quad}$</p>	<p>h. $90 - 5 = \underline{\quad}$</p>

2. Fill in the number bond and solve.

$$90 - 9 = \underline{\quad}$$



2. Solve.

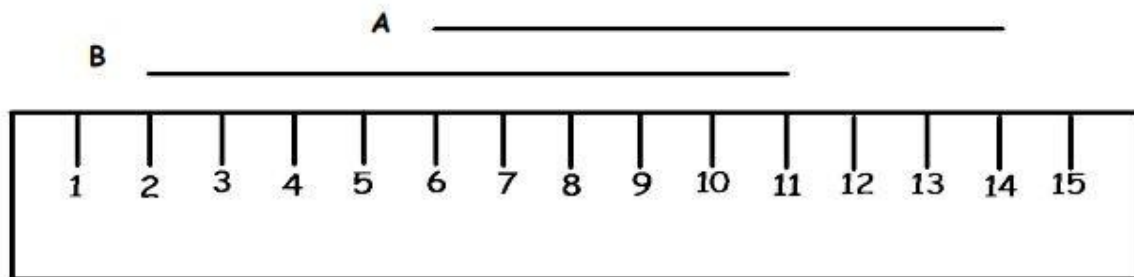
a. $24 - 9 = \underline{\quad}$	b. $36 - 7 = \underline{\quad}$	c. $53 - 6 = \underline{\quad}$
d. $42 - 8 = \underline{\quad}$	e. $61 - 5 = \underline{\quad}$	f. $85 - 8 = \underline{\quad}$

3. Mrs. Watts had 17 tacos. The children ate some. Nine tacos were left. How many tacos did the children eat?

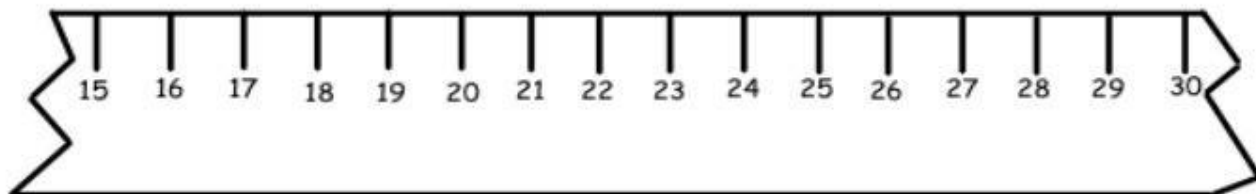
Name _____

Date _____

1.



- Line A is _____ cm long.
 - Line B is _____ cm long.
 - Together, Lines A and B measure _____ cm.
 - Line A is _____ cm (longer/shorter) than Line B.
2. A cricket jumped 5 centimeters forward and 9 centimeters back, and then stopped. If the cricket started at 23 on the ruler, where did the cricket stop? Show your work on the broken centimeter ruler.



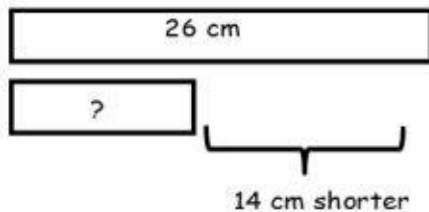
Name _____

Date _____

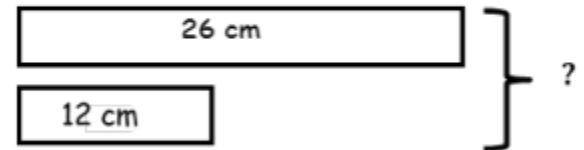
Use the RDW process to solve. Draw a tape diagram for each step. Problem 1 has been started for you.

1. Maura's ribbon is 26 cm long. Colleen's ribbon is 14 cm shorter than Maura's ribbon. What is the total length of both ribbons?

Step 1: Find the length of Colleen's ribbon.



Step 2: Find the length of both ribbons.



2. Jesse's tower of blocks is 30 cm tall. Sarah's tower is 9 cm shorter than Jessie's tower. What is the total height of both towers?

Step 1: Find the height of Sarah's tower.

Step 2: Find the height of both towers.

3. Pam and Mark measured the distance around each other's wrists. Pam's wrist measured 10 cm. Mark's wrist measured 3 cm more than Pam's. What is the total length around all four of their wrists?

Step 1: Find the distance around both Mark's wrists.

Step 2: Find the total measurement of all four wrists.

Name _____ Date _____

Write each number in expanded form, separating the total value of each of the units.

1. 231

2. 312

3. 527

4. 752

5. 201

6. 310

7. 507

8. 750

Write the answer in number form.

9. $2 + 30 + 100 =$

10. $300 + 2 + 10 =$

11. $50 + 200 + 7 =$

12. $70 + 500 + 2 =$

13. $1 + 200 =$

14. $100 + 3 =$

15. $700 + 5 =$

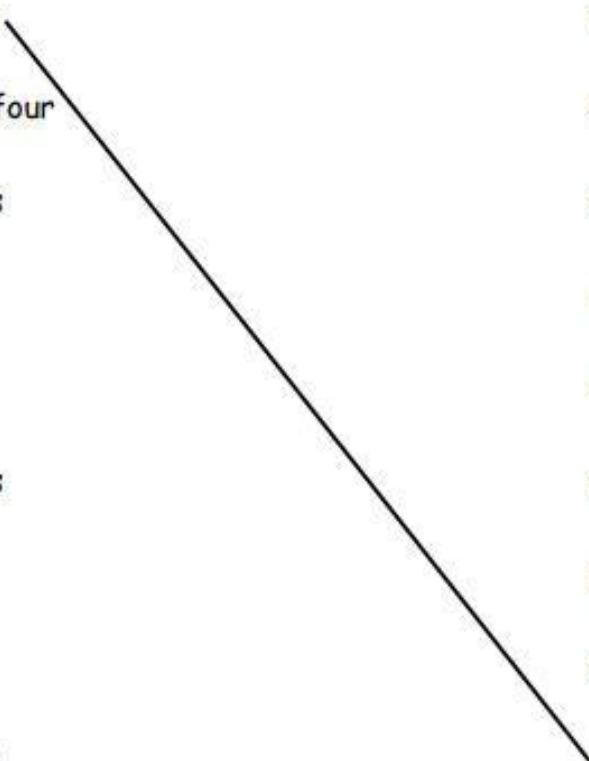
16. $7 + 500 =$

Name _____

Date _____

Match Part 1

Match the word form or unit form with standard form. Problem A is done for you as an example.

- | | |
|-------------------------------|-------|
| a. Two hundred thirty-four | • 204 |
| b. Three hundred seventy-four | • 930 |
| c. 7 hundreds 6 tens 3 ones | • 470 |
| d. Two hundred four | • 763 |
| e. Four hundred two | • 650 |
| f. 3 ones 7 hundreds 4 tens | • 903 |
| g. Four hundred seventy | • 123 |
| h. 9 hundreds 3 ones | • 673 |
| i. 3 ones 7 tens 6 hundreds | • 234 |
| j. 1 ten 2 hundreds 3 ones | • 374 |
| k. 5 tens 6 hundreds | • 402 |
| l. Nine hundred thirty | • 743 |
| m. 12 tens 3 ones | • 213 |
- 

A

Number Correct: _____

Addition and Subtraction to 10

1.	$2 + 1 =$	
2.	$1 + 2 =$	
3.	$3 - 1 =$	
4.	$3 - 2 =$	
5.	$4 + 1 =$	
6.	$1 + 4 =$	
7.	$5 - 1 =$	
8.	$5 - 4 =$	
9.	$8 + 1 =$	
10.	$1 + 8 =$	
11.	$9 - 1 =$	
12.	$9 - 8 =$	
13.	$3 + 2 =$	
14.	$2 + 3 =$	
15.	$5 - 2 =$	
16.	$5 - 3 =$	
17.	$5 + 2 =$	
18.	$2 + 5 =$	
19.	$7 - 2 =$	
20.	$7 - 5 =$	
21.	$6 + 2 =$	
22.	$2 + 6 =$	

23.	$8 - 2 =$	
24.	$8 - 6 =$	
25.	$8 + 2 =$	
26.	$2 + 8 =$	
27.	$10 - 2 =$	
28.	$10 - 8 =$	
29.	$4 + 3 =$	
30.	$3 + 4 =$	
31.	$7 - 3 =$	
32.	$7 - 4 =$	
33.	$5 + 3 =$	
34.	$3 + 5 =$	
35.	$8 - 3 =$	
36.	$8 - 5 =$	
37.	$6 + 3 =$	
38.	$3 + 6 =$	
39.	$9 - 3 =$	
40.	$9 - 6 =$	
41.	$5 + 4 =$	
42.	$4 + 5 =$	
43.	$9 - 5 =$	
44.	$9 - 4 =$	

B

Expanded Form

Number Correct: _____

Improvement: _____

1.	$100 + 30 + 4 =$	
2.	$100 + 30 + 5 =$	
3.	$100 + 30 + 6 =$	
4.	$100 + 30 + 9 =$	
5.	$100 + 40 + 9 =$	
6.	$100 + 50 + 9 =$	
7.	$100 + 80 + 9 =$	
8.	$400 + 10 + 8 =$	
9.	$400 + 10 + 7 =$	
10.	$400 + 10 + 6 =$	
11.	$400 + 10 + 2 =$	
12.	$700 + 80 =$	
13.	$700 + 8 =$	
14.	$80 + 8 =$	
15.	$700 + 88 =$	
16.	$900 + 20 =$	
17.	$900 + 2 =$	
18.	$20 + 2 =$	
19.	$900 + 22 =$	
20.	$700 + 60 =$	
21.	$700 + 6 =$	
22.	$60 + 6 =$	

23.	$700 + 66 =$	
24.	$200 + 90 + 4 =$	
25.	$500 + 70 =$	
26.	$800 + 6$	
27.	$400 + 70 + 4 =$	
28.	$700 + 9 =$	
29.	$800 + 50 =$	
30.	$50 + 800 =$	
31.	$2 + 80 + 400 =$	
32.	$2 + 400 + 80 =$	
33.	$3 + 70 + 500 =$	
34.	$60 + 3 + 800 =$	
35.	$900 + 7 + 20 =$	
36.	$4 + 300 =$	
37.	$500 + 90 + 10 =$	
38.	$600 + 80 + 20 =$	
39.	$900 + 60 + 40 =$	
40.	$600 + 8 + 2 =$	
41.	$800 + 6 + 5 =$	
42.	$800 + 27 + 5 =$	
43.	$8 + 100 + 49 =$	
44.	$37 + 600 + 8 =$	

Name _____

Date _____

1. Complete each *more* or *less* statement.

a. 1 more than 66 is _____.

b. 10 more than 66 is _____.

c. 1 less than 66 is _____.

d. 10 less than 66 is _____.

e. 56 is 10 more than _____.

f. 88 is 1 less than _____.

g. _____ is 10 less than 67.

h. _____ is 1 more than 72.

i. 86 is _____ than 96.

j. 78 is _____ than 79.

2. Circle the rule for each pattern.

a. 34, 33, 32, 31, 30, 29

1 less

1 more

10 less

10 more

b. 53, 63, 73, 83, 93

1 less

1 more

10 less

10 more

3. Complete each pattern.

a. 37, 38, 39, _____, _____, _____

b. 68, 58, 48, _____, _____, _____

c. 51, 50, _____, _____, _____, 46

d. 9, 19, _____, _____, _____, 59

Name _____

Date _____

1. Solve the following problems using the vertical form, your place value chart, and place value disks. Bundle a ten, when necessary. Think about which ones you can solve mentally, too!

a. $22 + 8$

$21 + 9$

b. $34 + 17$

$33 + 18$

c. $48 + 34$

$46 + 36$

d. $27 + 68$

$26 + 69$

2. Samantha brought grapes to school for a snack. She had 27 green grapes and 58 red grapes. How many grapes did she bring to school?
3. Thomas read 29 pages of his new book on Monday. On Tuesday, he read 35 more pages than he did on Monday.
- How many pages did Thomas read on Tuesday?
 - How many pages did Thomas read on both days?

Name _____ Date _____

1. Solve the following problems using your place value chart, place value disks, and vertical form. Bundle a ten or hundred, when necessary.

a. $301 + 49$	b. $402 + 48$
c. $315 + 93$	d. $216 + 192$
e. $545 + 346$	f. $565 + 226$
g. $222 + 687$	h. $164 + 745$

Name _____ Date _____

1. Solve using mental math.


a. $8 - 6 = \underline{\quad}$ $80 - 60 = \underline{\quad}$ $180 - 60 = \underline{\quad}$ $180 - 59 = \underline{\quad}$

b. $6 - 3 = \underline{\quad}$ $60 - 30 = \underline{\quad}$ $760 - 30 = \underline{\quad}$ $760 - 28 = \underline{\quad}$

2. Solve using mental math or vertical form with place value disks. Check your work using addition.

a. $138 - 17 = \underline{121}$

b. $138 - 19 = \underline{\quad}$



$$\begin{array}{r} 138 \\ -17 \\ \hline 121 \end{array}$$

$$\begin{array}{r} 121 \\ +17 \\ \hline 138 \end{array}$$

c. $445 - 35 = \underline{\quad}$

d. $445 - 53 = \underline{\quad}$

e. $863 - 170 = \underline{\quad}$

f. $845 - 152 = \underline{\quad}$

g. $472 - 228 = \underline{\quad}$

h. $418 - 274 = \underline{\quad}$

i. $567 - 184 = \underline{\quad}$

j. $567 - 148 = \underline{\quad}$

Name _____ Date _____

1. Write a repeated addition equation to show the number of objects in each group. Then, find the total.



_____ + _____ + _____ = _____

3 groups of _____ = _____



_____ + _____ + _____ + _____ = _____

4 groups of _____ = _____

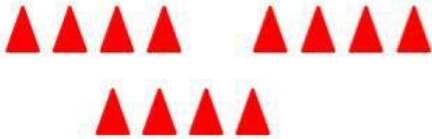
2. Draw 1 more equal group.



_____ + _____ + _____ + _____ + _____ = _____

5 groups of _____ = _____

3. Draw 1 more group of four. Then, write a repeated addition equation to match.



_____ + _____ + _____ + _____ = _____

_____ groups of 4 = _____

4. Draw 2 more equal groups. Then, write a repeated addition equation to match.



_____ + _____ + _____ + _____ + _____ = _____

_____ groups of 4 = _____

5. Draw 4 groups of 3 circles. Then, write a repeated addition equation to match.

Name _____

Date _____

1. Complete each missing part describing each array.

Circle rows.



5 rows of _____ = _____

_____ + _____ + _____ + _____ + _____ = _____

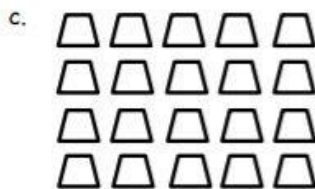
Circle columns.



3 columns of _____ = _____

_____ + _____ + _____ = _____

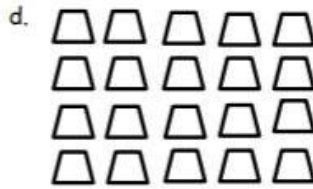
Circle rows.



4 rows of _____ = _____

_____ + _____ + _____ + _____ = _____

Circle columns.



5 columns of _____ = _____

_____ + _____ + _____ + _____ + _____ = _____

2. Use the array of triangles to answer the questions below.

a. _____ rows of _____ = 12

b. _____ columns of _____ = 12

c. _____ + _____ + _____ = _____

d. Add 1 more row. How many triangles are there now? _____

e. Add 1 more column to the new array you made in 2(d). How many triangles are there now? _____



3. Use the array of squares to answer the questions below.

a. _____ + _____ + _____ + _____ + _____ = _____

b. _____ rows of _____ = _____

c. _____ columns of _____ = _____

d. Remove 1 row. How many squares are there now? _____

e. Remove 1 column from the new array you made in 3(d). How many squares are there now? _____



Name _____ Date _____

1. a. One row of an array is drawn below. Complete the array with X's to make 3 rows of 4. Draw horizontal lines to separate the rows.

X X X X

- b. Draw an array with X's that has 3 columns of 4. Draw vertical lines to separate the columns. Fill in the blanks.

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

$$3 \text{ rows of } 4 = \underline{\quad}$$

$$3 \text{ columns of } 4 = \underline{\quad}$$

2. a. Draw an array of X's with 5 columns of three.

- b. Draw an array of X's with 5 rows of three. Fill in the blanks below.

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

$$5 \text{ columns of three} = \underline{\quad}$$

$$5 \text{ rows of three} = \underline{\quad}$$

Name _____ Date _____

Draw an array for each word problem. Write a repeated addition equation to match each array.

1. Jason collected some rocks. He put them in 5 rows with 3 stones in each row. How many stones did Jason have altogether?

2. Abby made 3 rows of 4 chairs. How many chairs did Abby use?

3. There are 3 wires and 5 birds sitting on each of them. How many birds in all are on the wires?

4. Henry's house has 2 floors. There are 4 windows on each floor that face the street. How many windows face the street?

5. Each of Maria's 4 friends has 5 markers. How many markers do Maria's friends have in all?

6. Maria also has 5 markers. How many markers do Maria and her friends have in all?

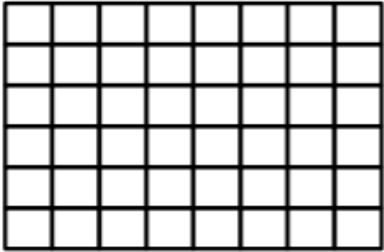
Draw a tape diagram and an array. Then, write a repeated addition equation to match.

7. In a card game, 3 players get 4 cards each. One more player joins the game. How many total cards should be dealt now?

Name _____

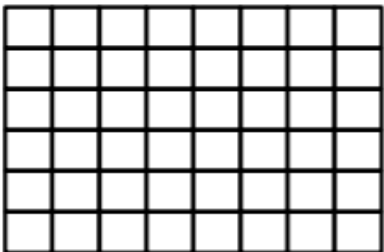
Date _____

1. Shade in an array with 2 rows of 3.



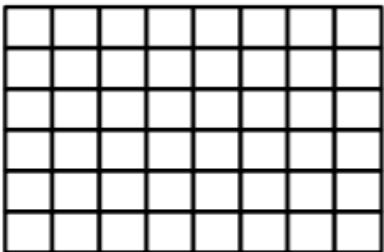
Write a repeated addition equation for the array.

2. Shade in an array with 4 rows of 3.



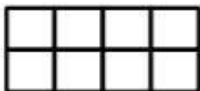
Write a repeated addition equation for the array.

3. Shade in an array with 5 columns of 4.



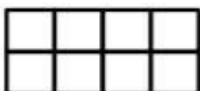
Write a repeated addition equation for the array.

4. Draw one more column of 2 to make a new array.



Write a repeated addition equation for the new array.

5. Draw one more row of 4 and then one more column to make a new array.



Write a repeated addition equation for the new array.

