The Sacred Heart School *of* Glyndon

Loving. Learning. Serving.

June 10, 2021

Dear 3rd Grade Parents,

We look forward to meeting your child in 4th grade math. Attached is a packet for your child to complete over the summer. The math problems in this packet are designed to reinforce the concepts covered in 3rd grade and keep them fresh in mind. The top of each page in the packet provides instruction on the concept. Children lose skills over the summer when they don't practice.

The packet will be collected at the beginning of the school year. Additionally, a graded assignment based on the material will be given when the children return to school. The children may use their packets to complete the assignment.

It is crucial that your child has mastered their basic math facts upon entering the 4th grade. Please practice using flash cards, computer games or any method that works well for your child. Three times a week of effective practice will ensure mastery.

Have a wonderful summer. We look forward to seeing everyone in September.

Sincerely,

Mr. Carlisle and Mrs. Robb

4th and 5th grade math teacher

If my child can 'figure out' the product....why do they have to memorize the basic facts?

Memorizing math facts is the most important step to understanding math. Math facts are the building blocks to all other math concepts and memorizing makes them readily available. Memorize math facts at appropriate grade levels to insure readiness for all math lessons.

Read more: How to Memorize Math Facts | eHow.com
http://www.ehow.com/how_2045057_memorize-math-facts.html#ixzz1DITIPorf

Tips & Warnings

- Memorizing math facts is essential to math success. Each child moves at a different pace. Classmates may move on before your child is finished with addition.
- Don't make comparisons. Reward your child's success at memorizing math facts based on the goals set together.
- Memorizing math facts should include both oral and written practice. By saying facts out loud, both the eyes and ears are engaged in the learning process. The brain loves repetition, so the more math facts are spoken and seen, the more progress is made.

Read more: How to Memorize Math Facts | eHow.com
http://www.ehow.com/how_2045057_memorize-math-facts.html#ixzz1DISk2yQE

The Benefits of Memorizing Math Facts

By Margaret Groves, M.Phil., M.Ed.

QuickReckoning, Inc.

Why is it so important for children to memorize math facts in order to succeed academically? Quite simply, a lack of fluency in basic math fact recall significantly hinders a child's subsequent progress with problem-solving, algebra and higher-order math concepts. This can have a serious impact on a child's overall self confidence and general academic performance.

There has been controversy about the need to memorize math facts since the introduction of significant reforms in math curriculum in the 1990s, which largely replaced rote memorization with a new emphasis on integrative math teaching. This involves teaching many different concepts at the same time instead of sequentially, and using manipulatives in place of numbers to illustrate mathematical concepts long after number sense should have been mastered. Leading researchers

have cautioned that this has resulted in a math curriculum that is too complex in the early grades, introducing advanced mathematical concepts before children have mastered basic computation.

A report by Tom Loveless, Director of the Brown Center on Education Policy at the Brookings Institution, Washington DC, states that "Youngsters who have not mastered whole number arithmetic by the end of 4th grade are at risk of later becoming remedial students in mathematics" (http://www.ed.gov/rschstat/research/progs/mathscience/loveless.html) and urges that every student in the nation should receive a thorough grounding in arithmetic.

Another article, "The Arithmetic Gap" by Tom Loveless and John Coughlan, published in Educational Leadership (February 2004; p55-59), looks at the National Assessment of Educational Progress (NAEP) math testing and explains that, although trends in overall math achievement are positive, this masks a very significant decline in computational skills over the last decade. Loveless and Coughlan suggest that students' ability to add, subtract, divide and multiply is partly suffering because of the use of calculators in elementary classrooms (4th graders who use calculators daily on classwork have significantly lower scores than those who do not) and partly because of the math "reform" standards and new National Council of Teachers of Mathematics (NCTM) curricula that became popular in the early 1990s.

A concept paper on the US Department of Education website (http://www.ed.gov/rschstat/research/progs/mathscience/concept_paper.pdf) comments on the growing controversy surrounding the reforms in math teaching methods, saying that these have de-emphasized learning basic mathematics facts and encouraged an inappropriate dependence on calculators.

State testing may be covering up the serious deficiency in math fact education by allowing the use of calculators even during the test in the elementary grades, and by using a very low score on math multiple choice tests as the level to meet the state standards. You can visit your state's department of education website and find out what the "passing grade" is. You might be surprised.

The NCTM has attempted to respond to the controversy by issuing its new Curriculum Focal Points, released on September 12th, 2006 and available as a free download from www.nctm.org. The NCTM argues that it never intended that teachers should throw out memorization of math facts, and the new guidelines state that ***second graders should be able to quickly recall basic addition and subtraction facts and fourth graders must have quick recall of multiplication and division facts.***

States such as Oregon who have been lagging behind in math standards are now raising the bar for 3rd grade math achievement in an attempt to get children up to speed with math skills so that they can go on to succeed in higher grades ("Oregon considers higher math standards - mostly for elementary school students." The Oregonian October 28th 2010) What is the basic skill 3rd graders need to master? Math fact fluency!

Name: _____

Score: _____

Date: _____

Math Fact Cafe™

1 + 8	9 + 4	0 + 4	9 + 7	4 + 1	0 + 8	7 + 0	2 + 0
7 + 8	4 + 2	2 + 9	1 + 6	9 + 8	5 + 1	4 + 1	1 + 2
9 + 6	1 + 6	8 + 8	7 + 1	4 + 5	4 + 7	2 + 2	4 + 0
2 + 2	0 + 8	1 + 5	7 + 5	3 + 0	8 + 2	5 + 1	1 + 1
8 + 0	6 + 8	4 + 4	8 + 9	0 + 7	9 + 6	0 + 6	4 + 0
4 + 4	5 + 9	2 + 1	3 + 2	4 + 4	5 + 3	1 + 4	8 + 8

Name: _____

Score: _____

Date: _____

Math Fact Cafe™

4 + 8 =	9 + 6 =	4 + 6 =	9 + 8 =	6 + 4 =	4 + 9 =	8 + 4 =	5 + 4 =
8 + 9 =	6 + 5 =	5 + 9 =	4 + 8 =	9 + 9 =	7 + 4 =	6 + 4 =	5 + 5 =
9 + 7 =	5 + 8 =	9 + 8 =	8 + 5 =	6 + 7 =	6 + 8 =	5 + 5 =	6 + 4 =
5 + 5 =	4 + 9 =	4 + 7 =	8 + 7 =	6 + 4 =	9 + 5 =	7 + 4 =	5 + 4 =
8 + 4 =	8 + 9 =	6 + 6 =	9 + 9 =	4 + 8 =	9 + 7 =	4 + 7 =	6 + 4 =
6 + 6 =	7 + 9 =	5 + 4 =	6 + 5 =	6 + 6 =	7 + 5 =	5 + 6 =	8 + 9 =

Name: _____

Score: _____

Date: _____

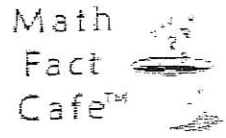
Math Fact Cafe™

3 + 8	9 + 6	3 + 6	9 + 8	5 + 3	3 + 9	8 + 3	5 + 3
		15					
8 + 9	6 + 5	4 + 9	4 + 7	9 + 9	6 + 3	6 + 4	4 + 5
9 + 7	4 + 7	9 + 8	8 + 4	5 + 7	5 + 8	5 + 4	6 + 3
5 + 4	3 + 8	4 + 7	8 + 7	5 + 3	9 + 5	7 + 4	4 + 3
8 + 3	7 + 9	6 + 5	9 + 9	3 + 8	9 + 7	3 + 7	6 + 3
6 + 6	6 + 9	4 + 3	5 + 5	6 + 6	6 + 5	4 + 6	8 + 8

Name: _____

Score: _____

Date: _____



15 - 9 =	15 - 12 =	8 - 4 =	12 - 3 =	6 - 3 =	9 - 6 =	14 - 14 =	9 - 4 =
8 - 4 =	14 - 10 =	14 - 13 =	12 - 5 =	6 - 6 =	9 - 4 =	6 - 5 =	12 - 10 =
7 - 3 =	14 - 6 =	10 - 4 =	5 - 4 =	13 - 3 =	8 - 8 =	14 - 14 =	15 - 11 =
9 - 3 =	9 - 8 =	6 - 4 =	7 - 6 =	10 - 6 =	13 - 13 =	14 - 11 =	4 - 4 =
9 - 7 =	12 - 5 =	14 - 9 =	14 - 6 =	8 - 4 =	13 - 12 =	11 - 10 =	8 - 6 =
7 - 6 =	13 - 10 =	6 - 5 =	13 - 11 =	9 - 8 =	14 - 11 =	15 - 5 =	13 - 5 =

Name: _____

Score: _____

Date: _____

Math Fact Cafe™

16 - 9 =	16 - 13 =	8 - 4 =	13 - 3 =	7 - 3 =	9 - 7 =	15 - 15 =	10 - 4 =
9 - 5 =	15 - 11 =	15 - 14 =	13 - 5 =	7 - 6 =	9 - 4 =	7 - 6 =	13 - 11 =
7 - 3 =	15 - 7 =	11 - 5 =	5 - 4 =	14 - 3 =	9 - 8 =	15 - 15 =	15 - 11 =
9 - 3 =	9 - 9 =	6 - 4 =	7 - 7 =	9 - 9 =	10 - 7 =	14 - 14 =	15 - 12 =
4 - 4 =	10 - 7 =	13 - 5 =	11 - 11 =	15 - 10 =	14 - 7 =	8 - 5 =	14 - 12 =
12 - 11 =	8 - 6 =	8 - 6 =	14 - 11 =	6 - 5 =	14 - 12 =	10 - 8 =	15 - 11 =

3 | 5 | *Sixty multiplication facts* | THE MAD MINUTE

6 ×7	9 ×2	3 ×7	7 ×7	1 ×6	2 ×7	9 ×4	3 ×5	4 ×5	6 ×3
3 ×9	5 ×8	2 ×6	9 ×9	9 ×0	9 ×5	8 ×8	9 ×7	5 ×9	5 ×1
2 ×8	4 ×7	8 ×9	3 ×6	8 ×4	0 ×8	6 ×6	6 ×9	1 ×8	8 ×3
7 ×4	5 ×5	7 ×3	8 ×5	7 ×8	3 ×4	9 ×6	6 ×8	6 ×5	8 ×6
4 ×9	4 ×8	7 ×6	2 ×0	7 ×9	4 ×2	8 ×7	4 ×3	6 ×4	9 ×3
9 ×1	5 ×4	5 ×6	2 ×9	4 ×4	7 ×5	2 ×5	5 ×7	3 ×8	0 ×5

E | 3 | 4 | *Sixty multiplication facts* | THE MAD MINUTE

2 ×8	6 ×5	8 ×9	9 ×6	8 ×4	7 ×8	6 ×6	7 ×3	8 ×1	7 ×4
8 ×3	5 ×5	6 ×9	8 ×5	8 ×0	3 ×2	3 ×6	6 ×8	4 ×7	8 ×6
4 ×9	3 ×8	7 ×6	2 ×5	7 ×9	4 ×4	8 ×7	5 ×6	6 ×4	1 ×9
9 ×3	5 ×4	4 ×3	2 ×9	4 ×6	7 ×6	2 ×5	5 ×7	4 ×8	0 ×5
1 ×7	4 ×5	9 ×7	9 ×0	9 ×5	6 ×1	9 ×9	3 ×7	5 ×8	6 ×7
3 ×9	9 ×2	2 ×6	7 ×7	9 ×8	2 ×7	8 ×8	3 ×5	5 ×9	6 ×3

3	3	Sixty multiplication facts	THE MAD MINUTE

9 ×3	1 ×9	8 ×3	7 ×4	6 ×3	7 ×1	4 ×5	5 ×9	4 ×8	5 ×5
6 ×4	5 ×4	4 ×3	5 ×6	6 ×9	7 ×3	3 ×0	9 ×7	9 ×4	8 ×8
6 ×6	8 ×5	8 ×7	9 ×2	4 ×6	4 ×4	0 ×8	7 ×8	2 ×7	9 ×5
1 ×6	9 ×8	8 ×4	3 ×4	7 ×9	7 ×5	5 ×3	2 ×5	3 ×6	9 ×6
7 ×7	9 ×9	3 ×7	6 ×2	8 ×9	6 ×8	7 ×6	5 ×7	8 ×1	3 ×8
4 ×7	6 ×5	2 ×9	5 ×8	6 ×7	3 ×9	2 ×8	8 ×6	4 ×9	5 ×0

3	2	Sixty multiplication facts	THE MAD MINUTE

0 ×5	4 ×9	8 ×6	2 ×0	3 ×9	6 ×7	5 ×8	9 ×2	6 ×5	4 ×7
3 ×8	4 ×8	5 ×7	7 ×6	8 ×1	8 ×9	2 ×6	3 ×7	9 ×9	7 ×7
9 ×6	3 ×6	2 ×5	2 ×4	7 ×5	7 ×9	4 ×3	8 ×4	9 ×8	1 ×6
9 ×5	2 ×7	7 ×8	0 ×8	4 ×4	4 ×6	9 ×2	8 ×7	8 ×5	6 ×6
8 ×8	9 ×4	9 ×7	3 ×5	7 ×3	6 ×9	5 ×6	4 ×0	5 ×4	6 ×4
5 ×5	6 ×8	5 ×9	4 ×5	7 ×1	6 ×3	7 ×4	8 ×3	1 ×9	9 ×3

3	1	Sixty multiplication facts	THE MAD MINUTE

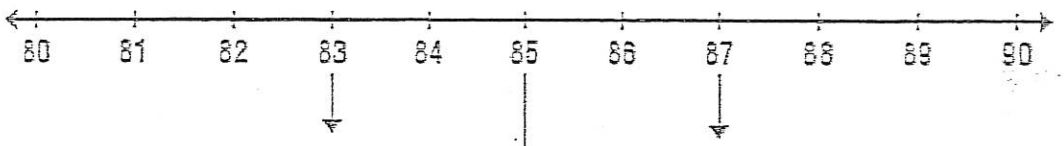
6 ×7	5 ×8	3 ×7	9 ×9	1 ×6	9 ×5	9 ×4	9 ×7	4 ×5	7 ×1
3 ×9	9 ×2	2 ×0	7 ×7	9 ×8	7 ×5	8 ×8	3 ×5	5 ×9	6 ×3
2 ×8	6 ×5	8 ×9	9 ×6	8 ×4	7 ×8	6 ×6	7 ×3	1 ×8	7 ×4
8 ×6	4 ×7	6 ×8	3 ×6	3 ×4	0 ×8	8 ×5	6 ×9	5 ×5	8 ×3
4 ×9	3 ×8	7 ×0	2 ×5	7 ×9	4 ×1	8 ×7	5 ×6	6 ×4	1 ×9
0 ×5	4 ×8	5 ×7	2 ×4	7 ×2	4 ×6	2 ×9	4 ×3	5 ×4	9 ×3

Name _____

2.5 TAKE ANOTHER LOOK

Exploring Estimation
Rounding

Use a number line to help you round to the nearest ten.

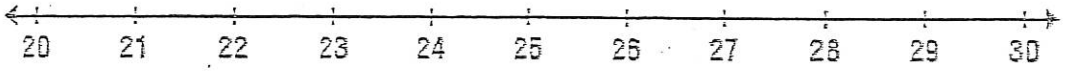


Round 83 to the nearest ten.
Count steps from 83 to 80.
Count steps from 83 to 90.
There are fewer steps from 83 to 80 than from 83 to 90.
83 rounds to 80.

Round 87 to the nearest ten.
Count steps from 87 to 80.
Count steps from 87 to 90.
There are fewer steps from 87 to 90 than from 87 to 80.
87 rounds to 90.

85 has the same number of steps to 80 and to 90. 85 rounds *up* to 90.

Round to the nearest ten. Use the number line.



1. 23 → _____
2. 29 → _____
3. 21 → _____
4. 26 → _____
5. 24 → _____
6. 25 → _____
7. 28 → _____
8. 22 → _____
9. 27 → _____

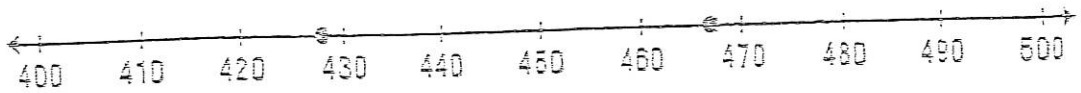
Ring the nearest ten.

10. 82 → 80 90
11. 39 → 30 40
12. 51 → 50 60
13. 78 → 70 80
14. 19 → 10 20
15. 93 → 90 100

Name _____

2.6 TAKE ANOTHER LOOK

Estimation
Rounding to the Nearest Hundred



To round to the nearest hundred, look at the tens place.

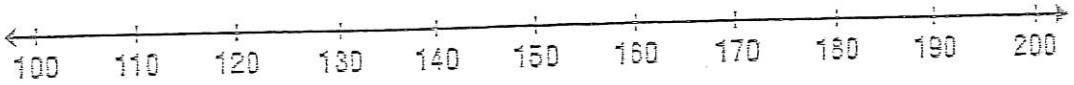
If the tens digit is less than 5, round *down*.
If the tens digit is 5 or greater, round *up*.

Write the estimate as a hundred.

428 — 2 is less than 5. Round *down*. — 428 ⟶ 400

467 — 6 is greater than 5. Round *up*. — 467 ⟶ 500

Round to the nearest hundred. Remember to look at the *tens* place.



1. 136 ⟶ _____
2. 175 ⟶ _____
3. 142 ⟶ _____
4. 180 ⟶ _____
5. 128 ⟶ _____
6. 163 ⟶ _____

Ring the nearest hundred.

7. 387 ⟶ 300 400
8. 825 ⟶ 800 900
9. 219 ⟶ 200 300
10. 506 ⟶ 500 600
11. 462 ⟶ 400 500
12. 671 ⟶ 600 700

Round to the nearest hundred.

13. 438 ⟶ _____
14. 923 ⟶ _____
15. 777 ⟶ _____
16. _____
17. 859 ⟶ _____
18. 503 ⟶ _____

Name _____

3.1
TAKE ANOTHER LOOK

Estimating Sums and Differences

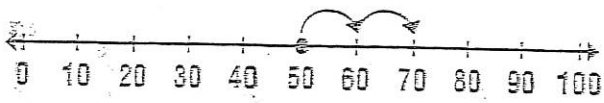
To help you estimate sums and differences, you can round each number. Then add or subtract the rounded numbers.

To estimate a sum:

1. Round each number to the nearest ten.
2. Add the rounded numbers. Use the number line to help you.

Add. 53 + 18

$$\begin{array}{r} 53 \rightarrow 50 \\ +\,18 \rightarrow +\,20 \\ \hline 70 \end{array}$$



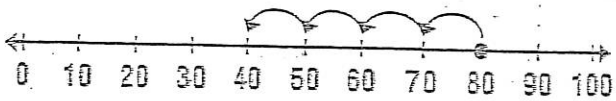
The sum is about 70.

To estimate a difference:

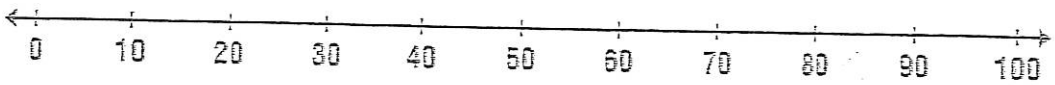
1. Round each number to the nearest ten.
2. Subtract the rounded numbers. Use the number line to help you.

Subtract. 82 – 39

$$\begin{array}{r} 82 \rightarrow 80 \\ -\,39 \rightarrow -\,40 \\ \hline 40 \end{array}$$



The difference is about 40.



Find the estimated sum. Use the number line. Show your work.

1. 48 → _____
   +39 → + _____
   _____

2. 29 → _____
   +61 → + _____
   _____

3. 18 → _____
   +72 → + _____
   _____

Find the estimated difference. Use the number line.

4. 91 → _____
   −59 → − _____
   _____

5. 82 → _____
   − 8 → − _____
   _____

6. 46 → _____
   −23 → − _____
   _____

Name _____

3.4
TAKE ANOTHER LOOK

Adding More Than Two Addends

To add three or more addends, add two numbers at a time.

Add. 37 + 32 + 48

Step 1
Add the ones.
Regroup if needed.

$$\begin{array}{r} {\scriptstyle 1} \\ 37 \\ 32 \\ +\,48 \\ \hline 7 \end{array}$$

Think:
7 + 2 = 9
9 + 8 = 17

Step 2
Add the tens.
Regroup if needed.

Think:
3 + 1 = 4
4 + 3 = 7
7 + 4 = 11

$$\begin{array}{r} {\scriptstyle 1} \\ 37 \\ 32 \\ +\,48 \\ \hline 117 \end{array}$$

Find the sum.

1. 43 17 + 66	2. 39 27 + 41	3. 65 45 + 52	4. 24 36 + 61	5. 37 12 + 56	6. 86 40 + 23
7. 11 49 + 52	8. 83 41 + 39	9. 78 19 + 40	10. 9 80 + 16	11. 73 21 + 40	12. 68 15 + 32
13. 16 42 + 39	14. 24 68 + 53	15. 91 15 + 23	16. 4 72 + 39	17. 44 36 + 24	18. 38 72 + 6

19. 43 + 7 + 62 = ____

20. 65 + 39 + 18 = ____

21. 92 + 10 + 12 = ____

Subtracting - borrowing across two zeros

Grade 3 Subtraction Worksheet

Find the difference.

1. 400 - 170 = _____

2. 600 - 327 = _____

3. 400 - 127 = _____

4. 90 - 59 = _____

5. 500 - 55 = _____

6. 30 - 13 = _____

7. 300 - 113 = _____

8. 500 - 248 = _____

9. 300 - 227 = _____

10. 100 - 10 = _____

11. 300 - 116 = _____

12. 600 - 171 = _____

Subtracting - borrowing across two zeros

Grade 3 Subtraction Worksheet

Find the difference.

1. 400 - 32 = _____

2. 900 - 72 = _____

3. 900 - 701 = _____

4. 500 - 285 = _____

5. 300 - 155 = _____

6. 200 - 196 = _____

7. 400 - 71 = _____

8. 900 - 595 = _____

9. 100 - 55 = _____

10. 900 - 12 = _____

11. 500 - 482 = _____

12. 400 - 358 = _____

Subtracting 3-digit numbers, with regrouping

Grade 3 Subtraction Worksheet

Find the difference.

1. 569 - 369 = _____

2. 873 - 771 = _____

3. 601 - 543 = _____

4. 595 - 483 = _____

5. 362 - 204 = _____

6. 844 - 225 = _____

7. 529 - 355 = _____

8. 263 - 148 = _____

9. 91 - 7 = _____

10. 722 - 44 = _____

11. 683 - 108 = _____

12. 23 - 8 = _____

Subtracting 3-digit numbers, with regrouping

Grade 3 Subtraction Worksheet

Find the difference.

1. 414 - 332 = _____

2. 591 - 121 = _____

3. 976 - 588 = _____

4. 736 - 53 = _____

5. 298 - 173 = _____

6. 252 - 70 = _____

7. 889 - 224 = _____

8. 937 - 680 = _____

9. 170 - 56 = _____

10. 309 - 113 = _____

11. 860 - 374 = _____

12. 419 - 121 = _____

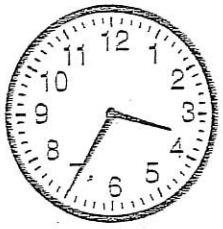
Name _____

5.7
TAKE ANOTHER LOOK

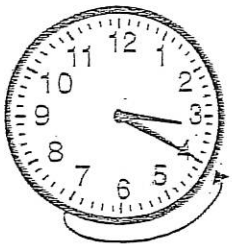
Problem-Solving Strategy
Work Backward

Sometimes you can work backward from the end to the beginning of a problem in order to solve it.

Suppose your school bus picks you up at 3:35. It is scheduled to come at 3:20. How many minutes late is the bus?



Start at 3:35.



Move the minute hand backward from 3:35 to 3:20.

Think: "5, 10, 15."

15 minutes have passed between 3:20 and 3:35.
The bus is 15 minutes late.

Solve. Use your clockface.

1. Cher arrived at Robyn's house at 6:30. She was 30 minutes late. At what time was Cher supposed to be at Robyn's house?

_____

2. The TV show was over at 8:00. The show was 1 hour long. At what time did the TV show begin?

_____

3. Kareem left work at 2:30. He had been there for 4 hours. At what time did he arrive at work?

_____

4. A movie was over at 2:45. It began at 12:45. How long was the movie?

_____

5. The class party ended at 4:30. It began at 1:30. How long was the party?

_____

6. The school play was over at 5:30. The play was 4 hours long. At what time did the play begin?

_____

Use with text pages 144–145

Name _____

12.13
TAKE ANOTHER LOOK

Problem Solving
Multistep Problems

Sometimes, you need to use more than one operation to solve a problem.

Conchita bought 5 tennis balls for $1 each. She bought a tennis racket for $15. How much did Conchita spend?

Step 1
Multiply to find the total cost of the 5 tennis balls.

$5 \times \$1 = \$5$

Step 2
Add the cost of the tennis racket to get the total cost.

$\$5 + \$15 = \$20$

Conchita spent a total of $20.

Write a number sentence for each step of the problem. Ring the answer.

1. Ralph bought a team cap for $2.59 and a banner for $1.95. How much change did he get from $5.00?

   Step 1: _____

   Step 2: _____

2. Winona sets up 5 benches for the game. Each bench seats 9 people. Purnima sets up 47 folding chairs. How many seats are set up?

   Step 1: _____

   Step 2: _____

3. During the game, Roy scored 13 points in the first half and 19 points in the second half. Jeff scored 38 points in both halves. Who scored more points?

   Step 1: _____

   Step 2: _____

4. The first 100 people who arrive at the game get free mugs. First, 6 carloads of 7 children arrive. How many mugs will be left after those children get their mugs?

   Step 1: _____

   Step 2: _____

Name _____ Date _____

Practice 2.3

Add and Subtract Whole Numbers

Add or subtract. Check that your answer is reasonable.

1. $765 + 195$
2. $907 - 614$
3. $249 - 187$
4. $777 + 555$
5. $972 - 582$
6. $810 + 312$
7. $631 + 299$
8. $407 - 324$
9. $2{,}653 + 466$
10. $8{,}741 + 1{,}199$
11. $4{,}908 - 89$
12. $9{,}001 - 5{,}764$
13. $14{,}886 - 9{,}902$
14. $63{,}337 + 21{,}068$
15. $80{,}015 - 246$
16. $42{,}769 - 15{,}823$
17. $5{,}008 - 1{,}867$ _____
18. $6{,}566 + 791$ _____
19. $429 + 6{,}846 + 17{,}707$ _____
20. $8{,}698 + 4{,}589$ _____
21. $7{,}330 - 854$ _____
22. $32{,}787 + 27{,}998 + 40{,}222$ _____

Algebra • Patterns Find each sum or difference when $a = 100{,}000$ and $b = 799$.

23. $a - 4$ _____
24. $33{,}000 + a$ _____
25. $a + 400{,}000$ _____
26. $a - b$ _____

Test Prep

27. The Rogun Dam is 1,066 feet high. The Nurek Dam, which was built five years earlier, is 984 feet high. How much higher is the Rogun Dam than the Nurek Dam?

    A 2,050 ft C 82 ft

    B 182 ft D 72 ft

28. Mr. Rosa's new carpet business, made $234 on Monday, $452 on Tuesday, $1,609 on Wednesday, $567 on Thursday, and $973 on Friday. Over the same five days, his competitor made $4,206. How much more did his competitor make than Mr. Rosa?

    _____

Name _____ Date _____

Practice 2.4

Add and Subtract Greater Numbers

Add or subtract. Tell which method you used.

1. 785,928 + 216,904

2. 862,094 − 74,198

3. 4,710,008 + 2,333,456

4. 301,776 − 200,000

5. 9,663,281 − 7,600,000

6. 432,986 − 66,454

7. 2,010,838 + 500,010

8. 198,519 + 67,834

9. 6,000,000 − 3,560,714

10. 990,374 + 613,694

11. 8,888,123 + 24,002

12. 1,112,738 − 1,054,628

13. 3,456,654 − 2,567,765

14. 8,608,086 − 543,892

15. 5,491,207 + 1,090,000

16. 32,087,111 + 4,922,843

17. 265,000 + 140,000 _____

18. 100,000 − 24,700 _____

19. 2,864,700 − 2,643,200 _____

20. 7,778,673 − 4,211,002 _____

21. 2,880,199 + 3,857,735 _____

22. 14,832,645 − 3,293,001 _____

Test Prep

23. City A has a population of 3,224,678. City B is home to 113,870 people. City C has a 738,645 residents. How many more people live in City A than in City B and City C combined?

A 3,110,808

C 2,372,163

B 2,486,033

D 2,129,653

24. The Sun is an average distance of 92,960,000 miles away from the Earth. The Moon is an average distance of 238,900 miles away from the Earth. If the Moon is directly between the Earth and the Sun, what is the average distance from the Moon to the Sun?

_____

Adding 3-digit numbers in columns (with regrouping)

Grade 3 Addition Worksheet

Find the sum.

1. 922 + 726 = _____

2. 101 + 425 = _____

3. 487 + 216 = _____

4. 303 + 121 = _____

5. 895 + 416 = _____

6. 829 + 593 = _____

7. 740 + 811 = _____

8. 297 + 279 = _____

9. 547 + 400 = _____

10. 17 + 337 = _____

11. 308 + 2 = _____

12. 272 + 70 = _____

13. 282 + 926 = _____

14. 193 + 512 = _____

15. 186 + 54 = _____

16. 169 + 966 = _____

17. 272 + 602 = _____

18. 111 + 588 = _____

19. 650 + 992 = _____

20. 574 + 575 = _____

Adding three 4-digit numbers in columns

Grade 3 Addition Worksheet

Find the sum.

1. 6,463 + 4,950 + 5,101 = _____

2. 4,126 + 9,656 + 2,452 = _____

3. 1,043 + 3,492 + 5,552 = _____

4. 4,386 + 5,597 + 7,412 = _____

5. 6,588 + 3,748 + 2,891 = _____

6. 5,180 + 8,422 + 2,444 = _____

7. 6,901 + 7,099 + 6,786 = _____

8. 609 + 5,056 + 7,094 = _____

9. 28 + 9,581 + 3,825 = _____

10. 6,145 + 5,538 + 835 = _____

11. 8,808 + 5,234 + 5,836 = _____

12. 582 + 6,007 + 5,806 = _____