3rd Grade 5-A-DAY MATH REVIEW

FREE 2 WEEKS OF SPIRAL REVIEW

one-fourth

Carl

ADMIT ONE   ADMIT ONE   ADMIT ONE   ADMIT ONE   ADMIT ONE

ADMIT ONE   = 4 tickets

as many. Marco has 3 times many pairs as Tania. How many pairs do they have all together?

$6 \times 3 =$ _____

$18 \div 6 =$ _____

Name: _____   Date: _____

5-A-Day Math Review: Week 1

Book 3

Monday

①
Round	10	100
137		
258		
522		

② $73 + 21$ $57 - 26$ $587 + 36$

③ Complete the fact family.

$7 \times 2 =$ _____

$2 \times 7 =$ _____

$14 \div 2 =$ _____

$14 \div 7 =$ _____

④ What is the area of this figure?

side lengths: _____ × _____

area = _____

⑤ The time i_

In 30 mi_
it will b_

④ Measure to the ne_

Tuesday

① Circle the shapes to model:

$2 \times 4 =$

④ Me

⑤ Commuta_
and circle

② Name the fraction.

Name: _____   Da_

5-A-Day Math Review: Week 1
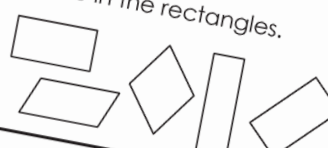
Book 3

Wednesday

① Write the equivalent fraction.

$\frac{1}{3} = \dfrac{\square}{\square}$

② Find the perimeter.

3 in.

2 in.

p = _____

③ Shade in the rectangles.

④ Sam has 15 apples. He_ an equal number of ap_ 3 plates. How many ap_ does he put on each pla_ Draw a model to show y_ work.

⑤ Find the area.

4 in.

8 in.

4 in.

8 in.

Thursday

Eye Colors

Eye Colors of the Class

Brown
Blue
Hazel
Green

0 2 4 6 8 10 12
Number of Students

① How many students have hazel eyes?

② Ho_

④ Ally has 7 grapes. She eats 2. Then she gives 3 away. How many grapes does she have left?

$7 - 2 =$ _____

$5 - 3 =$ _____

$g =$ _____

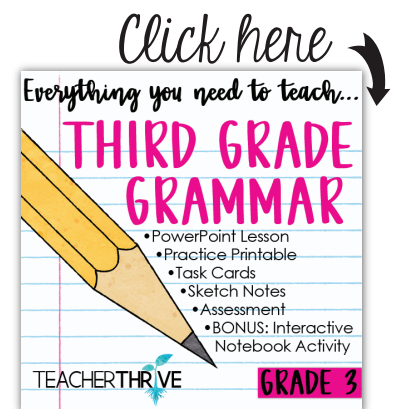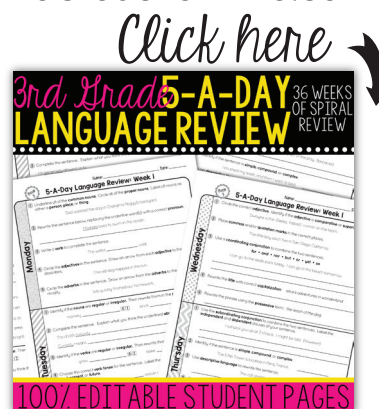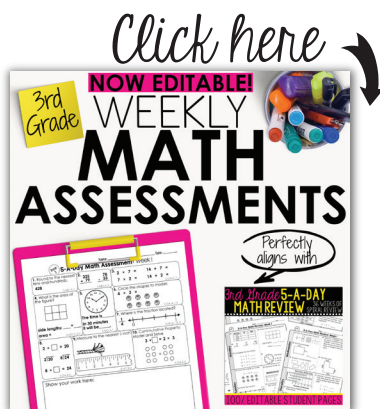
CLICK HERE FOR THE FULL 36 WEEKS

5-A-DAY COMMON CORE MATH REVIEW {3RD GRADE}

Thank you for downloading this free Common Core Math Review Resource. This resource is designed to be used on a daily basis (Monday-Thursday). Each week has 20 ("5 a Day") math tasks that can be done in class or assigned for homework and then discussed/corrected in class the following day. Click here to get the full 36-week version, which is **100% editable**. On Friday, you can assess student learning with these 3rd Grade Math Weekly Assessments, which align perfectly to each week's content.

Skills Included:
- Rounding to 10 and 100 (3.NBT.A.1)
- Multiply by Multiples Of 10 (3.NBT.A.3)
- Add & Subtract within 1000 (3.NBT.A.2)
- Multiplication & Division Fact Families (3.OA.C.7)
- Area & Unit Squares (3.MD.C.5; 3.MD.C.6; 3.MD.C.7.A-C)
- Time Problems (3.MD.A.1)
- Arithmetic Patterns (3.OA.D.8)
- Represent & Solve Multiplication & Division (3.OA.A.1-3)
- Understand & Represent Fractions (3.NF.A.1 & 2)
- Unknown Factors & Quotients (3.OA.B.6)
- Measure Lengths (3.MD.B.4)
- Partition Shapes (3.G.A.2)
- Apply Properties of Multiplication (3.OA.B.5)
- Equivalent Fractions (3.NF.A.3.A-C)
- Perimeter (3.MD.D.8)
- Reason with Shapes & Their Attributes (3.G.A.1)
- Find Areas of Rectilinear Figures (3.MD.C.7.D)
- Multiplication & Division Word Problems (3.OA.A.3)
- Bar Graphs & Picture Graphs (3.MD.B.3)
- Two-Step Word Problems with Four Operations (3.OA.D.8)
- Compare Fractions (3.NF.A.3.D)

Thank you so much,
Melissa
info@teacherthrive.com

Click here
Click here
Click here

USING THIS RESOURCE

This resource is intended to be used all year long to preview and review important math concepts. It can be used as morning work, "bell-ringers," homework, center work, or as test prep. It is recommended that you complete the first 2-3 weeks with your students in a whole-group setting. This will allow you to model the various skills while familiarizing your students with the format. After this period of guided instruction your students can then complete the activities independently, or if you prefer, in small groups or pairs.

Students should expect to encounter concepts that they are unfamiliar with, especially when first beginning the resource. It is best to assure them that any new material presented is simply a preview that will build background knowledge for a formal lesson(s) that will take place in the future. The tasks for each week will gradually increase in complexity and/or difficulty as the weeks go on.

It is important to dedicate 10-15 minutes a day correcting and discussing the completed work in class. This will not only allow students to check their work, but it will also provide you with an opportunity to model the completion of these tasks.

MONDAY.1: ROUND (3.NBT.A.1) & MULTIPLY BY MULTIPLES OF 10 (3.NBT.A.3)

This item alternates every week:
- On odd weeks (1, 3, 5... etc.) the students will round three different numbers to 10 and 100
- On even weeks (2, 4, 6... etc.) the students will complete six multiplication problems that contain a multiple-of-10 factor and a single-digit factor (e.g. 30 × 9).

MONDAY.2: ADD & SUBTRACT WITHIN 1000 (3.NBT.A.2)

The students will complete a combination of three addition and subtraction problems. Some addition problems will require regrouping and some subtraction problems will require ungrouping and subtracting across zeros.

MONDAY.3: MULTIPLICATION & DIVISION FACT FAMILIES (3.OA.C.7)

The students will complete 4 multiplication and division facts that are part of the same fact family.

MONDAY.4: AREA & UNIT SQUARES (3.MD.C.5; 3.MD.C.6; 3.MD.C.7.A-C)

This item alternates every week:
- On odd weeks (1, 3, 5... etc.) the students will count unit squares to determine the area of various rectangles. They will also provide the side lengths of these rectangles to visualize the relationship between these lengths and the area.
- On even weeks (2, 4, 6... etc.) the students will count unit squares to determine the area of various rectilinear figures.

RESOURCE NOTES
5-A-Day Math Review

Book 3

MONDAY.5: TIME PROBLEMS (3.MD.A.1) & ARITHMETIC PATTERNS (3.OA.D.8)
This item alternates every week:
- On odd weeks (1, 3, 5… etc.) the students will read an analog clock accurately to the minute. They will then complete a related elapsed time problem.
- On even weeks (2, 4, 6… etc.) the students will complete a table based on an arithmetic pattern. They will then describe the pattern.

TUESDAY.1: REPRESENT & SOLVE MULTIPLICATION & DIVISION (3.OA.A.1-3)
This item alternates every week:
- On odd weeks (1, 3, 5… etc.) the students will model various multiplication problems by circling groups within given arrays.
- On even weeks (2, 4, 6… etc.) the students will model various division problems by circling groups within given arrays.

TUESDAY.2: UNDERSTAND & REPRESENT FRACTIONS (3.NF.A.1 & 2)
This item alternates every week:
- On odd weeks (1, 3, 5… etc.) the students will determine the fraction that is represented by a point on a number line.
- On even weeks (2, 4, 6… etc.) the students will determine the fraction that is represented by a bar model.

TUESDAY.3: UNKNOWN FACTORS & QUOTIENTS (3.OA.B.6)
The students will use their understanding of multiplication and division relationships to determine the unknown factor and/or quotient of a problem.

TUESDAY.4: MEASURE LENGTHS (3.MD.B.4) & PARTITION SHAPES (3.G.A.2)
This item alternates every week:
- On odd weeks (1, 3, 5… etc.) the students will measure various items to the nearest ¼ inch.
- On even weeks (2, 4, 6… etc.) the students will partition various shapes into equal parts and shade them in to represent a given fraction.

TUESDAY.5: APPLY PROPERTIES OF MULTIPLICATION (3.OA.B.5)
The students will model three properties of multiplication by circling "counters." This item alternates each week; the first week is commutative, the second week is associative, and the third week is distributive. This rotation continues throughout the entire 36 weeks.

WEDNESDAY.1: EQUIVALENT FRACTIONS (3.NF.A.3.A-C)
The students will find an equivalent fraction for a given fraction. The first 18 weeks provide students with fraction bars as models. The last 18 weeks are completed without fraction bars; you may ask that students draw their own fraction models during these weeks.

WEDNESDAY.2: PERIMETER (3.MD.D.8)
Given two side lengths, the students will compute the areas of various rectangles.

WEDNESDAY.3: REASON WITH SHAPES & THEIR ATTRIBUTES (3.G.A.1)
This task varies from week to week. During the first 18 weeks, the students will be asked to categorize and identify various shapes. During the last 18 weeks, the students will need to draw various shapes based on given attributes.

WEDNESDAY.4: FIND AREAS OF RECTILINEAR FIGURES (3.MD.C.7.D)
The students will need to find the area of complex shapes. This will require them to use mathematical reasoning to determine the lengths of unlabeled sides.

WEDNESDAY.5: MULTIPLICATION & DIVISION WORD PROBLEMS (3.OA.A.3)
The students will solve a word problem that is based on a basic multiplication or division fact. They will need to show their work using a model or an equation.

THURSDAY.1-3: BAR GRAPHS & PICTURE GRAPHS (3.MD.B.3)
This item alternates every week:
* On odd weeks (1, 3, 5… etc.) the students will interpret data from a bar graph. They will then answer three two-step questions based on the data.
* On even weeks (2, 4, 6… etc.) the students will interpret data from a picture graph. They will then answer three two-step questions based on the data.

THURSDAY.4: TWO-STEP WORD PROBLEMS WITH FOUR OPERATIONS (3.OA.D.8)
The students will complete two step word problems that contain a combination of all four operations. The first 18 weeks include equation frames for each of the problems. The last 18 weeks require that students write their own equations to show the two-steps.

THURSDAY.5: COMPARE FRACTIONS (3.NF.A.3.D)
This item alternates every week:
* On odd weeks (1, 3, 5… etc.) the students will compare fractions that have different denominators, but the same numerators.
* On even weeks (2, 4, 6… etc.) the students will compare fractions that have the same denominator, but different numerators.

The first 18 weeks provides students with fraction bars as models. The last 18 weeks requires students to draw their own fraction bar models.

Name: _____ Date: _____

5-A-Day Math Review: Week 1

Book 3

Monday

1

Round	10	100
137		
258		
522		

2
$$73 + 21$$ $$57 - 26$$ $$587 + 36$$

3 Complete the fact family.

$7 \times 2 =$ _____

$2 \times 7 =$ _____

$14 \div 2 =$ _____

$14 \div 7 =$ _____

4 What is the area of this figure?

side lengths: _____ × _____

area = _____

5

The time is _____

In 30 minutes
it will be _____.

Tuesday

1 Circle the shapes to model:
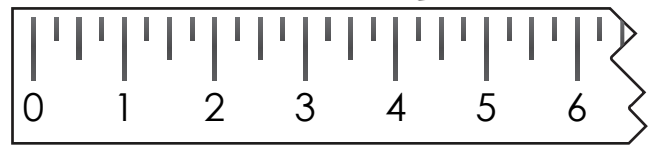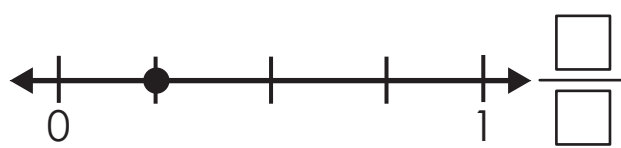
$2 \times 4 =$ _____

2 Name the fraction.

0 _____ 1 $\dfrac{\square}{\square}$
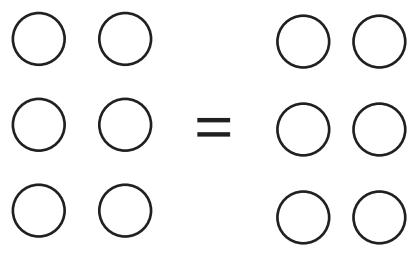
3 Find the missing numbers.

$10 \times \square = 20$ $10\overline{)20}$
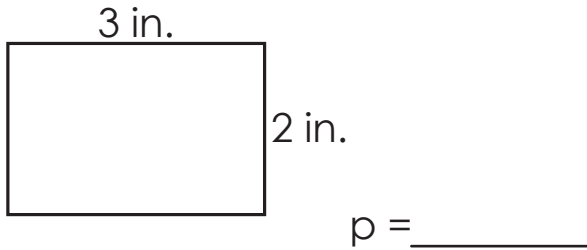
$3\overline{)24}$ $3 \times \square = 24$

4 Measure to the nearest $\frac{1}{4}$ inch.
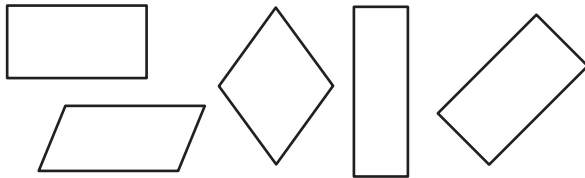
0 1 2 3 4 5 6

5 Commutative Property: Solve and circle the shapes to model.

$2 \times 3 = \square \times 2$

○ ○   ○ ○
○ ○ = ○ ○
○ ○   ○ ○

Book 3

5-A-Day Math Review: Week 1

Wednesday

1) Write the equivalent fraction.

$$\frac{1}{3} = \frac{\boxed{}}{\boxed{}}$$

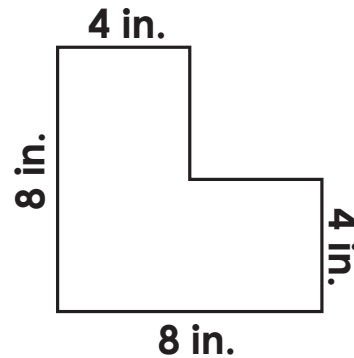2) Find the perimeter.

3 in.
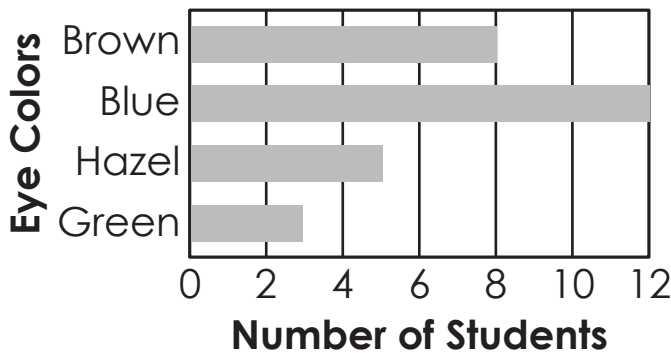
2 in.

p = _____

3) Shade in the rectangles.

4) Sam has 15 apples. He places an equal number of apples on 3 plates. How many apples does he put on each plate? Draw a model to show your work.

5) Find the area.

4 in.

8 in.

4 in.

8 in.

Thursday

Eye Colors of the Class

Brown

Blue

Hazel

Green

Eye Colors

0   2   4   6   8   10   12
Number of Students

1) How many students have hazel eyes?

2) How many more students have blue eyes than brown?

3) How many fewer students have green eyes than brown?

4) Ally has 7 grapes. She eats 2. Then she gives 3 away. How many grapes does she have left?

$$7 - 2 = \text{\_\_\_\_}$$

$$5 - 3 = \text{\_\_\_\_}$$

$$g = \text{\_\_\_\_}$$

She has _____ grapes left.

5) Compare the fractions.

$$\frac{1}{2} \bigcirc \frac{1}{4}$$

Name: _____ Date: _____

5-A-Day Math Review: Week 2

Book 3

Monday

1.

Multiply	30	50
8		
7		
4		

2.
$$97 + 38$$

$$189 - 21$$

$$89 + 36$$

3. Complete the fact family.

$3 \times 4 = $ _____

$4 \times 3 = $ _____

$12 \div 4 = $ _____

$12 \div 3 = $ _____

4. What is the area of this figure?
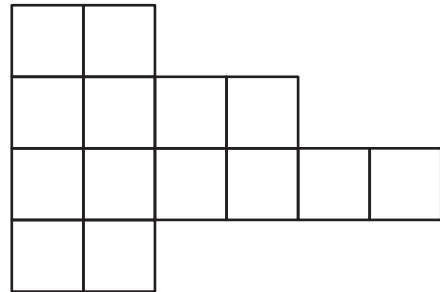
area = _____

5. Complete the table.

bikes	1	2	3	4	5	6
wheels	2	4				

Describe the pattern:

_____

Tuesday

1. Circle the shapes to model:

$8 \div 4 = $ _____

2. Name the fraction.
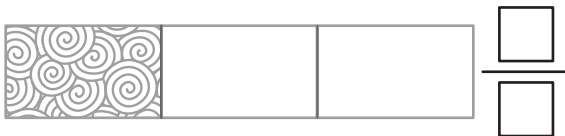
3. Find the missing numbers.

$5 \times \square = 20$ $5\overline{)20}$
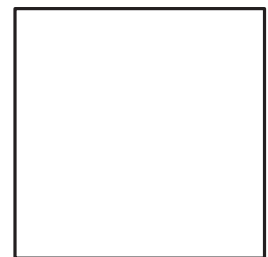
$4\overline{)12}$ $4 \times \square = 12$
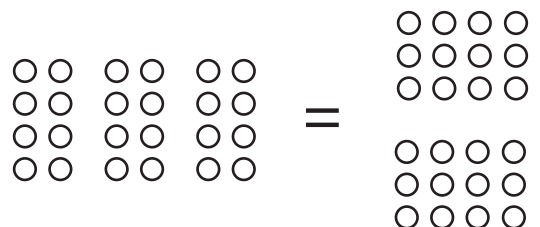
4. Partition and then shade in.

one-fourth

5. Associative Property: Solve and circle the shapes to model.

$(2 \times 4) \times 3 = 2 \times (\square \times 3)$

Name: _____ Date: _____

5-A-Day Math Review: Week 2

Wednesday

① Write the equivalent fraction.

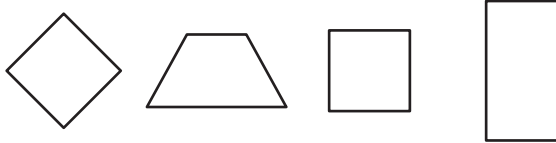$$\frac{1}{4} = \frac{\boxed{}}{\boxed{}}$$
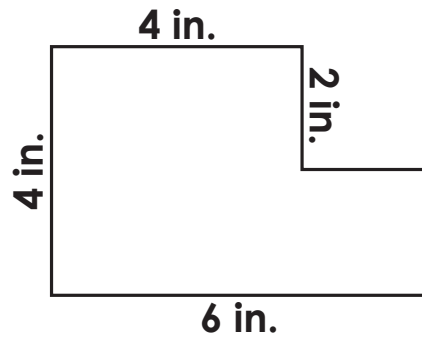
② Find the perimeter.

3 cm.

4 cm.

p = _____

③ Shade in the squares.

④ There are 4 equal groups of pears. Each group has 5 pears. How many pears are there in all? Draw a model to show your work.

⑤ Find the area.

4 in.

2 in.

4 in.

6 in.

Thursday

Tickets Sold to the Class Play

Casey	ADMIT ONE ADMIT ONE ADMIT ONE ADMIT ONE
Lea	ADMIT ONE ADMIT ONE
Parker	ADMIT ONE ADMIT ONE ADMIT ONE ADMIT ONE
Carl	ADMIT ONE ADMIT ONE ADMIT ONE

ADMIT ONE = 4 tickets

① How many tickets did Parker sell?

② How many more tickets did Casey sell than Lea?

③ How many tickets were sold in total?

④ Tania has 6 pairs of sunglasses. Marco has 3 times as many pairs as Tania. How many pairs do they have all together?

$$6 \times 3 = \underline{}$$

$$18 + 6 = \underline{}$$

$$s = \underline{}$$

They have _____ pairs all together.

⑤ Compare the fractions.

$$\frac{1}{4} \bigcirc \frac{2}{4}$$

Book 3

Name: **Answer Key***   Date: _____

5-A-Day Math Review: Week 1

Monday

1

Round	10	100
137	140	100
258	260	300
522	520	500

2

$$73 + 21 = 94$$

$$57 - 26 = 31$$
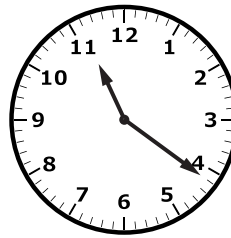
$$587 + 36 = 623$$

3 Complete the fact family.

$7 \times 2 = \underline{14}$

$2 \times 7 = \underline{14}$

$14 \div 2 = \underline{7}$

$14 \div 7 = \underline{2}$

4 What is the area of this figure?
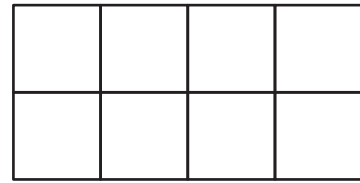
side lengths: $\underline{2} \times \underline{4}$

area = $\underline{8 \text{ units}^2}$

5

The time is $\underline{11:21}$

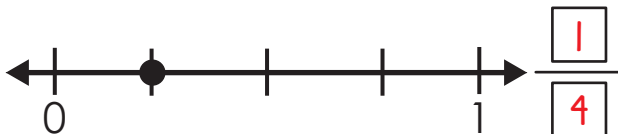In 30 minutes it will be $\underline{11:51}$.

Tuesday

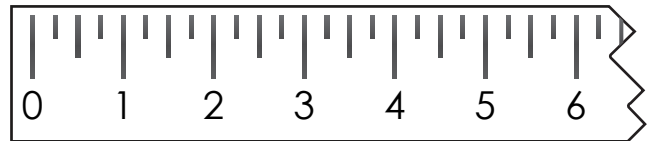**1** Circle the shapes to model:

$$2 \times 4 = \underline{8}$$

2 Name the fraction.

$\dfrac{1}{4}$

3 Find the missing numbers.

$10 \times \boxed{2} = 20$ $10\overline{)20}$ → 2

$3\overline{)24}$ → 8 $3 \times \boxed{8} = 24$

4 Measure to the nearest $\frac{1}{4}$ inch.

$4\frac{3}{4}$ inches

5 Commutative Property: Solve and circle the shapes to model.

$$2 \times 3 = \boxed{3} \times 2$$
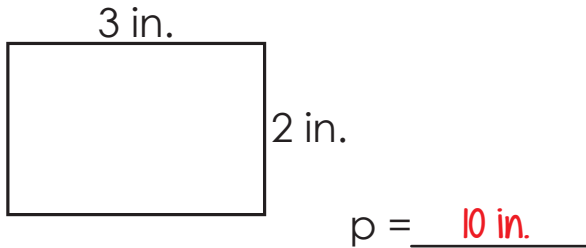
* Answers may vary.

Name: **Answer Key*** Date: _____

5-A-Day Math Review: Week 1

Wednesday

① Write the equivalent fraction.

$$\frac{1}{3} = \frac{2}{6}$$
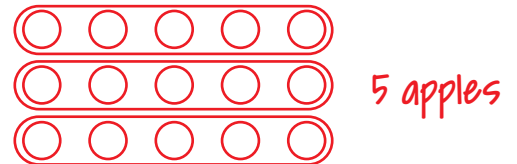
② Find the perimeter.
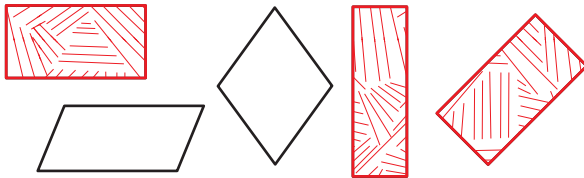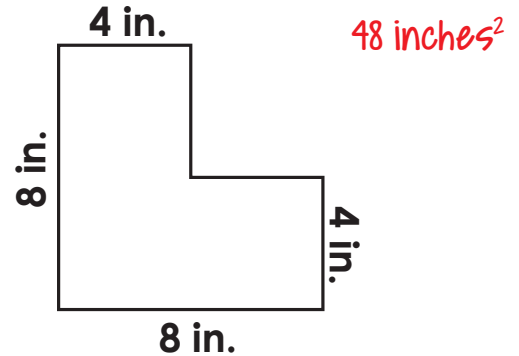
3 in.

2 in.

p = __10 in.__

③ Shade in the rectangles.

④ Sam has 15 apples. He places an equal number of apples on 3 plates. How many apples does he put on each plate? Draw a model to show your work.
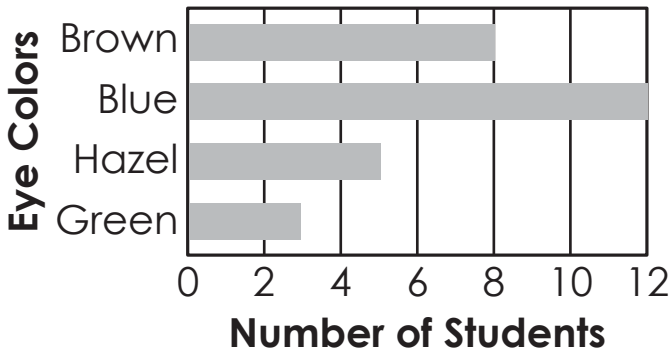
5 apples

⑤ Find the area.

4 in.

8 in.

4 in.

8 in.

48 inches²

Thursday

Eye Colors of the Class

Eye Colors: Brown, Blue, Hazel, Green

Number of Students: 0 2 4 6 8 10 12

① How many students have hazel eyes?

5 students

② How many more students have blue eyes than brown?

4 more students

③ How many fewer students have green eyes than brown?

5 fewer students

④ Ally has 7 grapes. She eats 2. Then she gives 3 away. How many grapes does she have left?

$$7 - 2 = \underline{5}$$

$$5 - 3 = \underline{2}$$

$$g = \underline{2}$$

She has __2__ grapes left.

⑤ Compare the fractions.

$$\frac{1}{2} > \frac{1}{4}$$

* Answers may vary.

Name: **Answer Key*** Date: _____

5-A-Day Math Review: Week 2

Monday

①

Multiply	30	50
8	240	400
7	210	350
4	120	200

②

$$97 + 38 = 135$$

$$189 - 21 = 168$$

$$89 + 36 = 125$$

③ Complete the fact family.

$$3 \times 4 = \underline{12}$$

$$4 \times 3 = \underline{12}$$

$$12 \div 4 = \underline{3}$$

$$12 \div 3 = \underline{4}$$

④ What is the area of this figure?
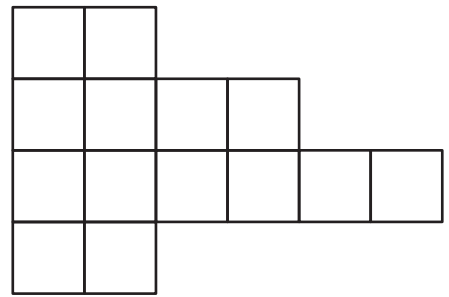
area = __14 units²__

⑤ Complete the table.

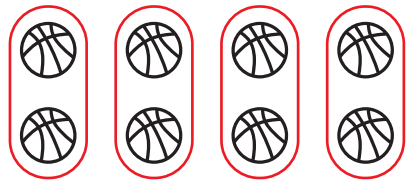| bikes	1	2	3	4	5	6
wheels	2	4	6	8	10	12

Describe the pattern:

__2 times as many wheels as bikes__

Tuesday

① Circle the shapes to model:
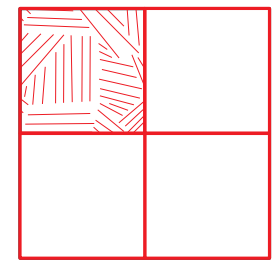
$$8 \div 4 = \underline{2}$$

② Name the fraction.

$$\frac{1}{3}$$
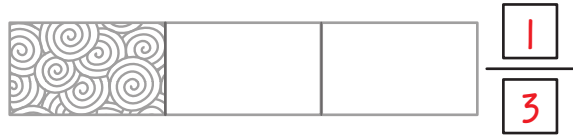
③ Find the missing numbers.

$$5 \times \boxed{4} = 20 \qquad 5\overline{)20}^{\;4}$$

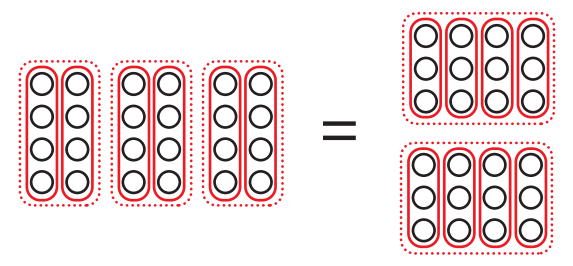$$4\overline{)12}^{\;3} \qquad 4 \times \boxed{3} = 12$$

④ Partition and then shade in.

one-fourth

⑤ Associative Property: Solve and circle the shapes to model.

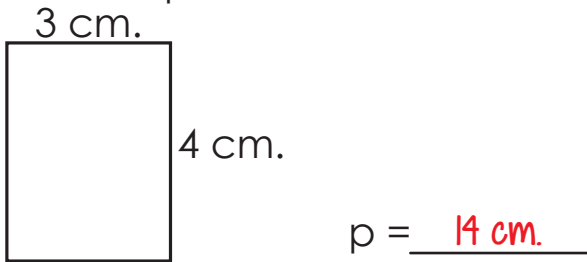$$(2 \times 4) \times 3 = 2 \times (\boxed{4} \times 3)$$
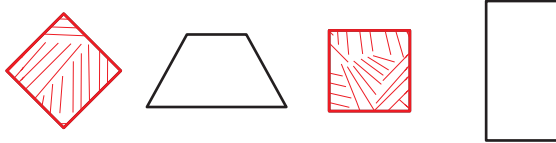
Book 3

5-A-Day Math Review: Week 2

Wednesday

1 Write the equivalent fraction.

$$\frac{1}{4} = \frac{\boxed{2}}{\boxed{8}}$$

2 Find the perimeter.

3 cm.

4 cm.

p = ___14 cm.___

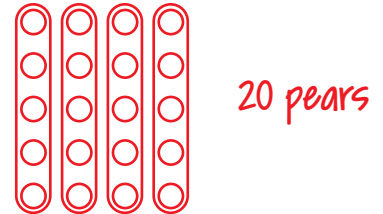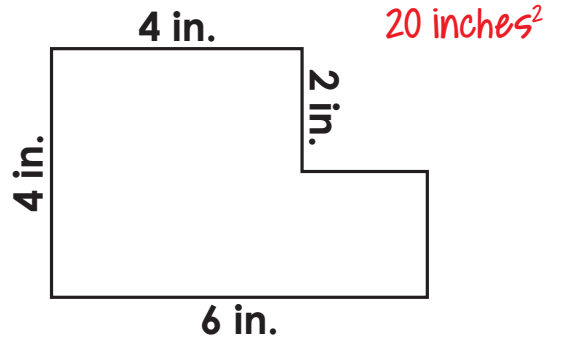**3** Shade in the squares.

4 There are 4 equal groups of pears. Each group has 5 pears. How many pears are there in all? Draw a model to show your work.

20 pears

5 Find the area.

20 inches^2

4 in.

2 in.

4 in.

6 in.

Thursday

Tickets Sold to the Class Play

Casey	ADMIT ONE · ADMIT ONE · ADMIT ONE · ADMIT ONE
Lea	ADMIT ONE · ADMIT ONE
Parker	ADMIT ONE · ADMIT ONE · ADMIT ONE · ADMIT ONE
Carl	ADMIT ONE · ADMIT ONE · ADMIT ONE

ADMIT ONE **= 4 tickets**

1 How many tickets did Parker sell?

14 tickets

2 How many more tickets did Casey sell than Lea?

8 more tickets

3 How many tickets were sold in total?

50 tickets

4 Tania has 6 pairs of sunglasses. Marco has 3 times as many pairs as Tania. How many pairs do they have all together?
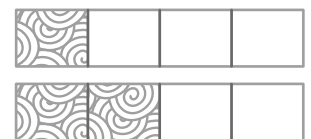
$$6 \times 3 = \underline{18}$$

$$18 + 6 = \underline{24}$$

$$s = \underline{24}$$

They have ___24___ pairs all together.

5 Compare the fractions.
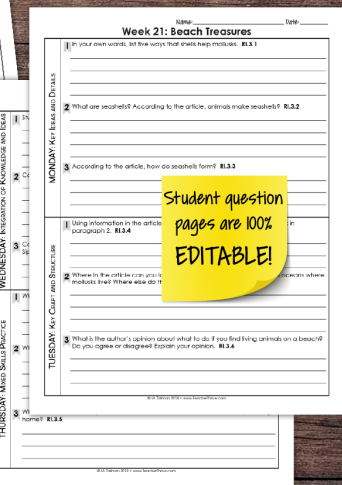
$$\frac{1}{4} \; < \; \frac{2}{4}$$

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Melissa Tallman
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