



3

# Common Core State Standards

Third Grade Workbook

Grade 3

- English Standards
- Math Standards

Worksheets and Activities  
that teach every standard!

# Table of Contents

Use your mouse to navigate through the workbook by clicking on the Standard.

## English Language Arts

### Reading: Literature

RL.3.1.....	4
RL.3.2.....	12
RL.3.3.....	20
RL.3.4.....	26
RL.3.5.....	33
RL.3.6.....	42
RL.3.7.....	52
RL.3.9.....	58
RL.3.10.....	64

### Reading: Informational Text

RI.3.1.....	70
RI.3.2.....	78
RI.3.3.....	84
RI.3.4.....	92
RI.3.5.....	100
RI.3.6.....	109
RI.3.7.....	115
RI.3.8.....	121
RI.3.9.....	128
RI.3.10.....	133

### Reading: Foundational Skills

RF.3.3.....	139
RF.3.4.....	182

### Writing

W.3.1.....	195
W.3.2.....	201
W.3.3.....	207
W.3.4.....	213
W.3.5.....	221
W.3.6.....	227
W.3.7.....	232
W.3.8.....	243
W.3.10.....	251

### Speaking & Listening

SL.3.1.....	259
SL.3.2.....	263
SL.3.3.....	267
SL.3.4.....	275
SL.3.5.....	286
SL.3.6.....	293

### Language

L.3.1.....	297
L.3.2.....	307
L.3.3.....	320
L.3.4.....	328
L.3.5.....	341
L.3.6.....	357

## Mathematics

### Operations & Algebraic Thinking

3.OA.1.....	370
3.OA.2.....	399
3.OA.3.....	427
3.OA.4.....	446
3.OA.5.....	481
3.OA.6.....	524
3.OA.7.....	560
3.OA.8.....	587
3.OA.9.....	609

### Number & Operations in Base Ten

3.NBT.1.....	645
3.NBT.2.....	660
3.NBT.3.....	678

### Number & Operations - Fractions

3.NF.1.....	688
3.NF.2.....	697
3.NF.3.....	712

### Measurement & Data

3.MD.1.....	721
3.MD.2.....	736
3.MD.3.....	753
3.MD.4.....	768
3.MD.5.....	781
3.MD.6.....	799
3.MD.7.....	812
3.MD.8.....	822

### Geometry

3.G.1.....	829
3.G.2.....	840



**3**

# Common Core State Standards

**Third Grade Workbook**

**Grade 3**

• **English Standards**

**Worksheets and Activities  
that teach every standard!**



# Common Core State Standards

Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multi-syllable words.
- Read grade-appropriate irregularly spelled words.

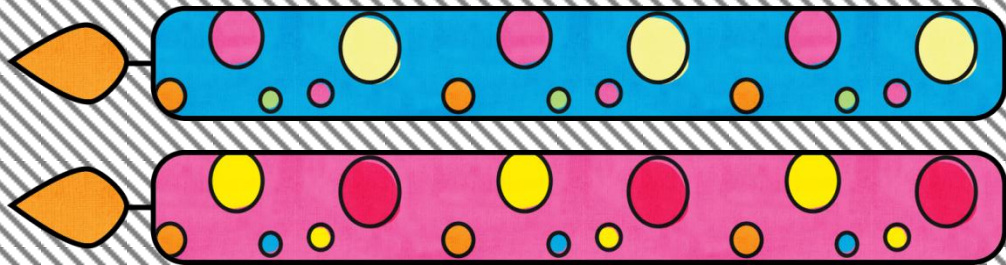
# Read it!

## Directions:

Know and apply grade-level phonics and word analysis skills in decoding words.

Use dry erase markers to split the words into syllables. Then, sort the words in the categories depending on amount of syllables.

Laminate for additional use.



hundred

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

around

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

complete

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

hospital

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

obsolete

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

refrain

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

outside

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

capital

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

tornado

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

number

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

softly

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

morning

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

disinfect

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

mushroom

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

balcony

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

electric

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

freedom

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

explode

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

terminate

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

calculate

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

victory

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

yearly

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

laptop

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

inside

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

between

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

careful

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

vitamin

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

sudden

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

ordinary

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

hidden

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

caterpillar

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

immunity

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

circulation

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

alligator

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

education

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

biology

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

anybody

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

prehistoric

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

kilometer

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

combination

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

minority

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

horizontal

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

naturally

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

graduation

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

operator

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

2 SYLLABLES

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

3 SYLLABLES

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

4 SYLLABLES

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

Name: \_\_\_\_\_

## Suffixes -er, -ly, and -ful

Use the words in the box to complete each sentence.

1. My sister would like to be a \_\_\_\_\_ when she grows up, so she attends dance class every day.
2. Before Thanksgiving dinner, we gather around the table and say what we are \_\_\_\_\_ for.
3. Students who help to clean up the classroom are very \_\_\_\_\_ to the teacher.
4. Max was afraid to go in the haunted house at the carnival, however he \_\_\_\_\_ went in with his parents.
5. It felt \_\_\_\_\_ when our class worked together to earn a class party!
6. Our \_\_\_\_\_ gives us a spelling test each Friday.
7. All the students \_\_\_\_\_ boarded the bus for the field trip to the pumpkin patch.
8. The \_\_\_\_\_ at the football game yelled, "Touchdown!"
9. When we behave \_\_\_\_\_ in class, we have negative consequences.
10. Leilani loves listening to music, so she wants to become a famous \_\_\_\_\_.

announcer

poorly

teacher

wonderful

singer

excitedly

bravely

thankful

helpful

dancer

Name: \_\_\_\_\_

## Suffixes -er, -less, and -ness

Use the words in the box to complete each sentence.

1. When I first sat down to start my book report, it felt \_\_\_\_\_!  
There was no way I could ever finish on time.
2. I can run \_\_\_\_\_ than all the kids in my class.
3. I show \_\_\_\_\_ to my classmates by helping those in need.
4. When I am \_\_\_\_\_, I will be able to ride all the rides at the carnival.
5. Superheroes often seem to be \_\_\_\_\_, nothing scares them!
6. The \_\_\_\_\_ I felt in my stomach after eating too much made me very uncomfortable.
7. During the holidays, my school collects food for the \_\_\_\_\_.
8. Nothing makes me \_\_\_\_\_ than when someone tells me I did a nice job.
9. Babies are \_\_\_\_\_, they can do nothing for themselves.
10. My sister is not as big as me, so her clothes are \_\_\_\_\_ than mine.

helpless

smaller

fullness

fearless

homeless

taller

faster

happier

hopeless

kindness

## Root Word Treasure Hunt

Name: \_\_\_\_\_

Write the root for the following words.

agreeable- \_\_\_\_\_

allowable- \_\_\_\_\_

catchable- \_\_\_\_\_

detectable- \_\_\_\_\_

accessible- \_\_\_\_\_

collapsible- \_\_\_\_\_

digestible- \_\_\_\_\_

collectible- \_\_\_\_\_

indication- \_\_\_\_\_

participation- \_\_\_\_\_

action- \_\_\_\_\_

translation- \_\_\_\_\_

Write a sentence using at least one of the words with a Latin suffix from above.

---

---

## Prefixes and Suffixes

**Directions:** Read the words below. Take note of the prefixes and derivational suffixes. Write the root word for each and what each prefix and suffix means.

Word	Root Word	suffix/prefix meaning
emigration	_____	_____
unnecessary	_____	_____
sincerely	_____	_____
disappear	_____	_____
predetermine	_____	_____
exclamation	_____	_____
spoonful	_____	_____
tourist	_____	_____
government	_____	_____
proportion	_____	_____
gymnastic	_____	_____

## Just Irregular

**Directions:** Some words are spelled irregularly. That means their spellings do not follow common patterns. Read the words below. Write how you think the word might be spelled if it followed regular spelling patterns.

Irregularly Spelled Word	The Way The Spelling Sounds
friend	<b>frend</b>
many	_____
come	_____
said	_____
enough	_____
could	_____
chaos	_____
ocean	_____
bologna	_____
climb	_____

# Common Core State Standards

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

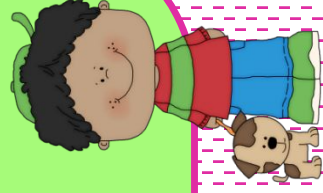
# Tell the group

## Directions:

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Students choose topic cards and report using facts and descriptive details to share that experience with the group.

After reporting, students will provide peer feedback using a graphic organizer.



Standard: English Language Arts | Speaking and Listening | SL.3.4  
Clipart by Scrappin' Doodles [www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

Tell us about...  
**Your first day of  
school**

www.CoreCommonStandards.com

Tell us about...  
**Your favorite  
birthday**

www.CoreCommonStandards.com

Tell us about...  
**When you got  
your pet**

www.CoreCommonStandards.com

Tell us about...  
**Your favorite  
vacation**

www.CoreCommonStandards.com

Tell us about...  
**Your earliest  
memory**

www.CoreCommonStandards.com

Tell us about...  
**Your funniest  
moment**

www.CoreCommonStandards.com

Tell us about...  
**Your favorite day  
at school**

www.CoreCommonStandards.com

Tell us about...  
**A field trip**

www.CoreCommonStandards.com

Tell us about...  
**When you  
laughed really  
hard**

www.CoreCommonStandards.com

Tell us about...  
**Your best holiday  
celebration**

www.CoreCommonStandards.com

Tell us about...  
**A memorable  
Saturday**

www.CoreCommonStandards.com

Tell us about...  
**A time you went  
trick-or-treating**

www.CoreCommonStandards.com

Tell us about...

**A time you were  
really proud of  
yourself**

www.CoreCommonStandards.com

Tell us about...

**An April Fools trick  
that you played on  
someone**

www.CoreCommonStandards.com

Tell us about...

**When you met your  
sister or brother for  
the first time**

www.CoreCommonStandards.com

Tell us about...

**When you met your  
best friend for the  
first time**

www.CoreCommonStandards.com

Tell us about...

**When you met  
your teacher for  
the first time**

www.CoreCommonStandards.com

Tell us about...

**A special time in  
your life**

www.CoreCommonStandards.com

Tell us about...  
**A special time  
you spent with  
your family**

www.CoreCommonStandards.com

Tell us about...  
**A time the power  
went off**

www.CoreCommonStandards.com

Tell us about...  
**A time you spent  
the night at a  
friend's house**

www.CoreCommonStandards.com

Tell us about...  
**A time you had a  
babysitter**

www.CoreCommonStandards.com

Tell us about...  
**A time you went  
shopping**

www.CoreCommonStandards.com

Tell us about...  
**A time you went  
to a sports game**

www.CoreCommonStandards.com

Tell us about...  
**Something you  
learned this week**

www.CoreCommonStandards.com

Tell us about...  
**Your hero**

www.CoreCommonStandards.com

Tell us about...  
**How to make a  
sandwich**

www.CoreCommonStandards.com

Tell us about...  
**Dogs**

www.CoreCommonStandards.com

Tell us about...  
**A sport you like**

www.CoreCommonStandards.com

Tell us about...  
**Your favorite TV  
show**

www.CoreCommonStandards.com

Tell us about...  
**The book you're  
reading**

www.CoreCommonStandards.com

Tell us about...  
**Your hobby**

www.CoreCommonStandards.com

Tell us about...  
**Your family**

www.CoreCommonStandards.com

Tell us about...  
**Your best friend**

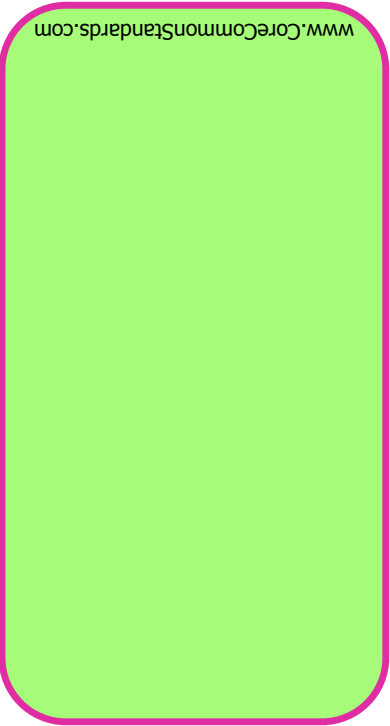
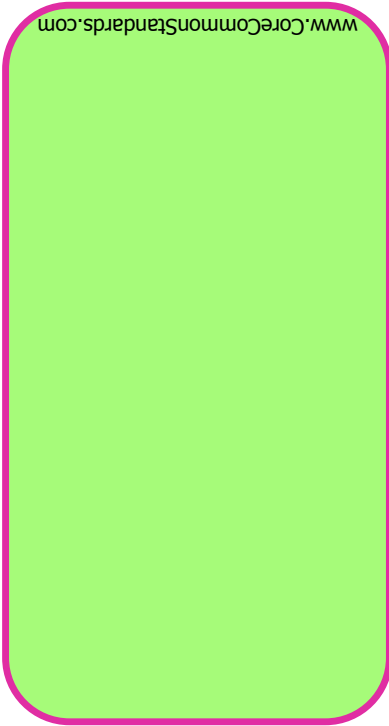
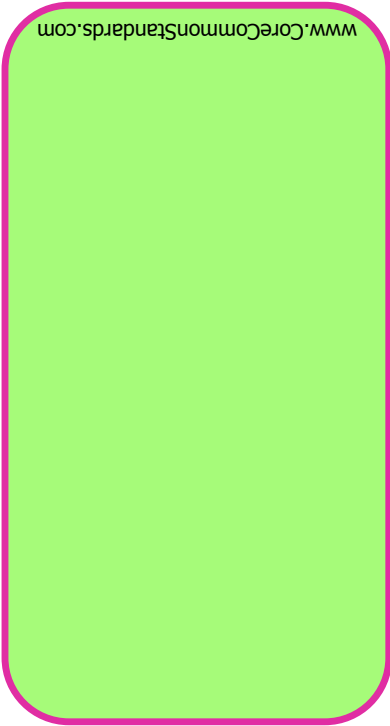
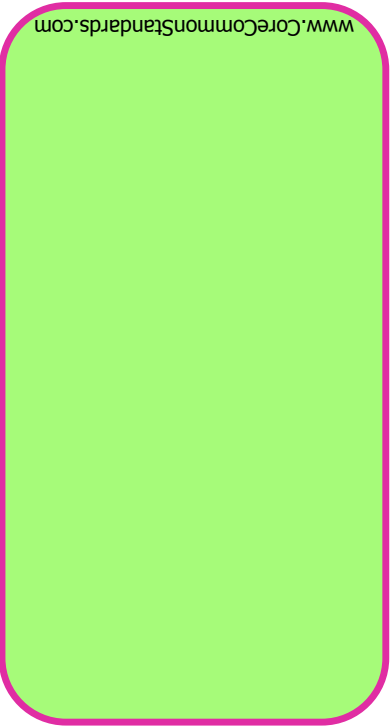
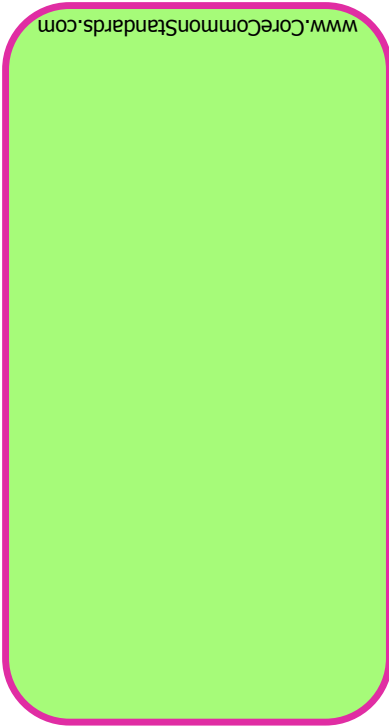
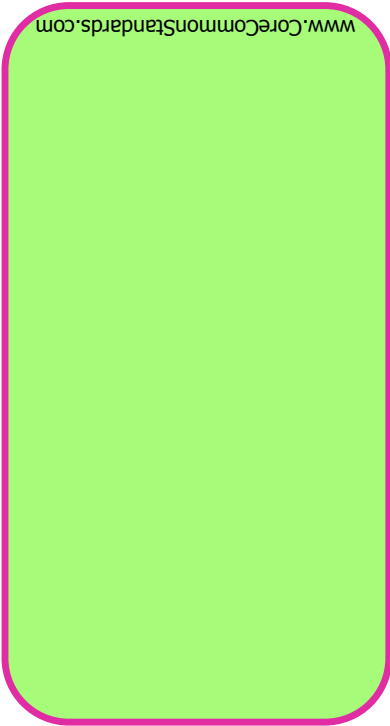
www.CoreCommonStandards.com

Tell us about...  
**Your favorite  
animal**

www.CoreCommonStandards.com

Tell us about...  
**The winter**

www.CoreCommonStandards.com



Speaker's Name:

Did the speaker....

Suggestions for next time

Include appropriate facts and relevant, descriptive details?

Yes

No

Speak clearly at an understandable pace?

Yes

No

Additional comments:

# Report on a Topic

Write a newspaper article on a hot topic. Recount with appropriate facts and relevant, descriptive details. Share your article, speaking clearly at an understandable pace.

Name of article: \_\_\_\_\_

Who: \_\_\_\_\_

\_\_\_\_\_

What: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When: \_\_\_\_\_

\_\_\_\_\_

Where: \_\_\_\_\_

\_\_\_\_\_

How: \_\_\_\_\_

\_\_\_\_\_

Why: \_\_\_\_\_

\_\_\_\_\_

Summary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

picture:

caption:

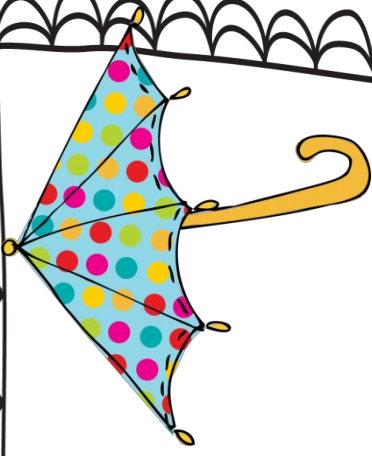
# Common Core State Standards

## Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).



# Idioms



Directions  
demonstrate understanding of figurative language,  
word relationships and nuances in word meanings.

students will match idioms to their meanings by  
playing Go Fish, Memory, or Matching Game.

students will then illustrate and explain the meaning  
of each phrase.



**Easy as Pie**

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

**Extremely  
Easy**

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

**Break a  
Leg**

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

**Good Luck!**

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

**Skating on  
thin ice**

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

**In a risky  
situation**

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

**A lazy  
person**

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

**Couch  
Potato**

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

**Very, rare  
experience**

www.CoreCommonStandards.com

**Blue  
Moon**

www.CoreCommonStandards.com

**Raining  
very hard**

www.CoreCommonStandards.com

**Be patient**

www.CoreCommonStandards.com

**Very  
expensive**

www.CoreCommonStandards.com

**Raining  
Cats &  
Dogs**

www.CoreCommonStandards.com

**Hold your  
horses**

www.CoreCommonStandards.com

**An arm and  
a leg**

www.CoreCommonStandards.com

# Easy as pie

what it really means!

Standard: English Language Arts | Language | L.3.5 [www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

# Break a leg

what it really means!

Standard: English Language Arts | Language | L.3.5 [www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

# Skating on thin ice

what it really means!

Standard: English Language Arts | Language | L.3.5 [www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

# couch potato

what it really means!

Standard: English Language Arts | Language | L.3.5 [www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

# Raining Cats & Dogs

what it really means!

Standard: English Language Arts | Language | L.3.5 [www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

# Hold your horses

what it really means!

Standard: English Language Arts | Language | L.3.5 [www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

# An arm and a leg

what it really means!

Standard: English Language Arts | Language | L.3.5 [www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

# Blue Moon

what it really means!

Standard: English Language Arts | Language | L.3.5 [www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

## Figurative Language

**Directions:** Read the examples of nonliteral, figurative language below. Write what type each example is. Use the definitions of each type to help you.

**hyperbole** (exaggerating for emphasis or effect)

**metaphor** (a comparison between two like things, but not using the words “as” and “like”)

**personification** (where an object or idea is given human characteristics)

**simile** (a comparison between two like things using the words “as” and “like”)

**idiom** (very common usage of certain metaphors, similes, hyperbole, and personification)

The brown grass was begging for water. _____	The burden is my cross to bear. _____	She’s making a mountain out of a molehill. _____
Last winter was as long as a sad story. _____	He was 40 feet tall! _____	I am so tired I could sleep for a year. _____
This shirt is a thousand years old. _____	He bit off more than he could chew. _____	The crowd was buzzing like a beehive. _____
That guy is barking up the wrong tree. _____	I am doing a million things at once! _____	She planted the seeds of wisdom in her. _____
He hung his head like a wilted flower. _____	The angry storm pounded the camper’s roof. _____	They popped out of their seats like toast from a toaster. _____
Aw, I am just pulling your leg. _____	We must wait for the wheels of justice to turn. _____	The greedy weeds have starved my daffodils. _____

# Figurative Language

**Directions:** Complete the graphic organizer with a key word from a subject you are studying. Think about the relationship of the key word to the information you write in the boxes below. Write a sentence that provides an example of the key word's meaning.

Synonyms

Antonyms

Key Word

Illustrations

Definition

---

---

---

## Certain About That?

**Directions:** Distinguish the range of meaning among the related words below that describe degrees of certainty. Rank them with these terms: ***complete strong partial weak***  
Then, write a sentence for each word.

Word	Degree of Certainty	Sentence
probably	_____	
certainly	_____	
unlikely	_____	
undoubtedly	_____	
perhaps	_____	
definitely	_____	
possibly	_____	
probably	_____	
might	_____	



**3**

# ● Common Core State Standards ●

**Third Grade Workbook**

**Grade 3**

● **Math Standards**

**Worksheets and Activities  
that teach every standard!**

# Common Core State Standards

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations*

$$8 \times ? = 48, 5 = \underline{\quad} \div 3, 6 \times 6 = ?$$

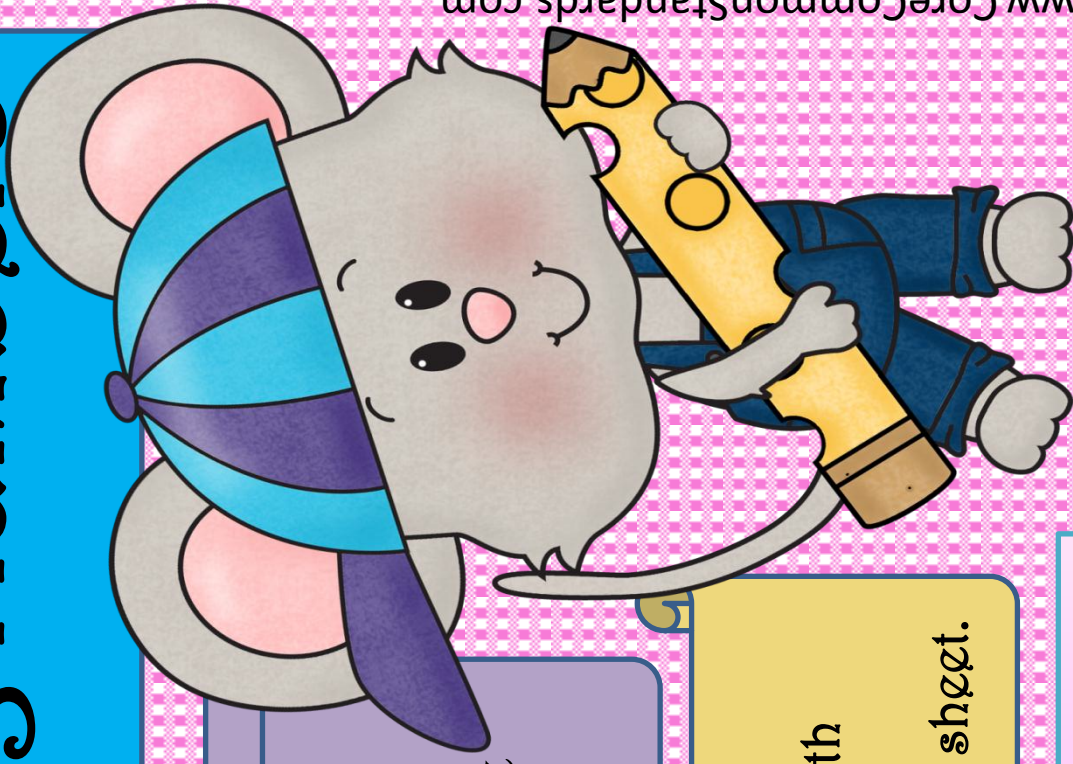
# Mouse's Missing Numbers

## Standard:

Determine the unknown whole number in a multiplication or division equation relating three whole numbers

## Directions:

- Match the number card to the math problem strips.
- Write the answers on the activity sheet.



$$48 \div 6 = \underline{\quad}$$

www.CoreCommonStandards.com

$$9 \div 3 = \underline{\quad}$$

$$24 \div 6 = \underline{\quad}$$

$$18 \div 2 = \underline{\quad}$$

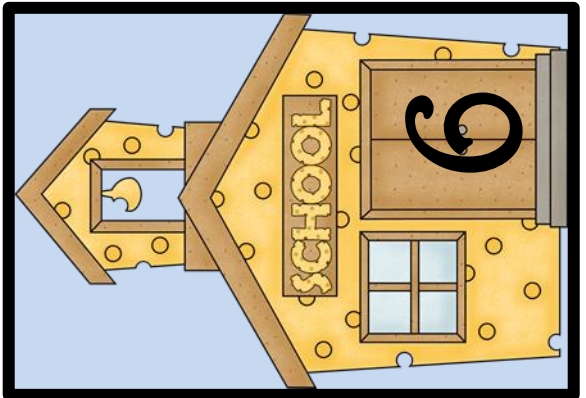
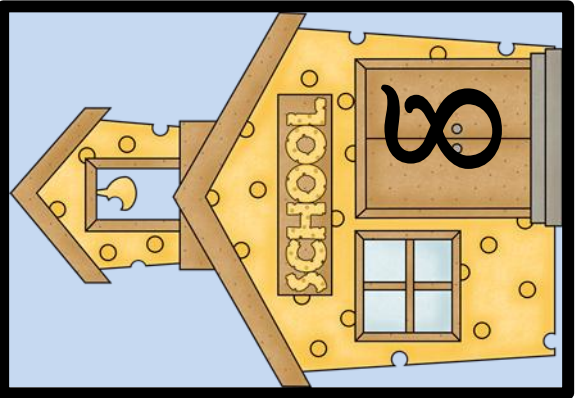
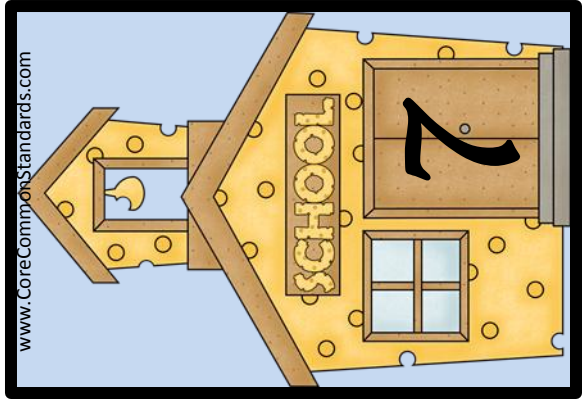
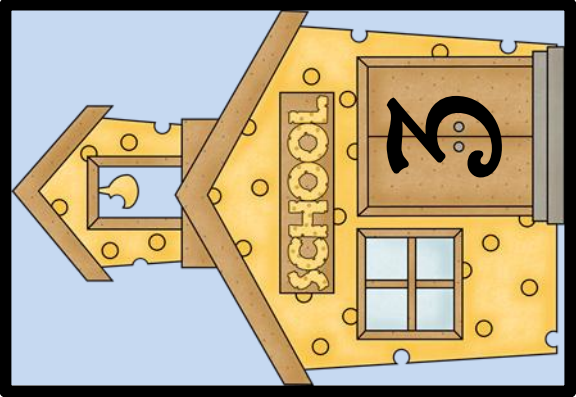
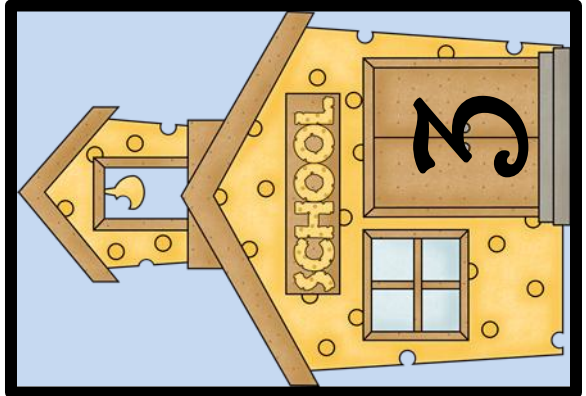
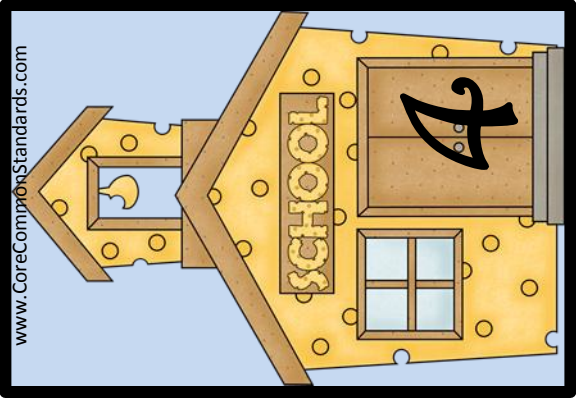
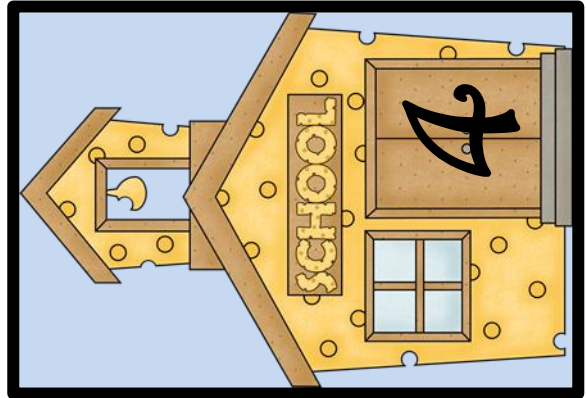
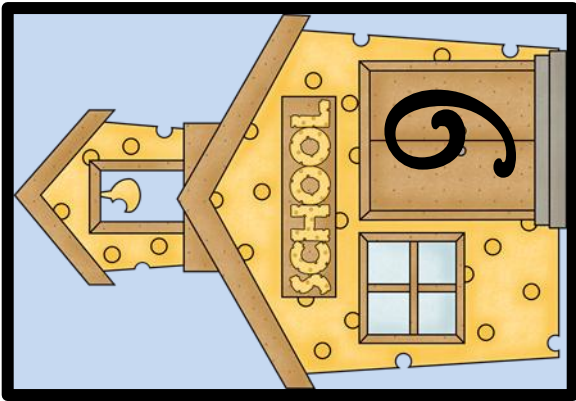
$$30 \div 5 = \underline{\quad}$$

www.CoreCommonStandards.com

$$21 \div 3 = \underline{\quad}$$

$$24 \div 8 = \underline{\quad}$$

$$32 \div 8 = \underline{\quad}$$



$$30 \div \underline{\quad} = 5$$

$$21 \div \underline{\quad} = 3$$

$$32 \div \underline{\quad} = 4$$

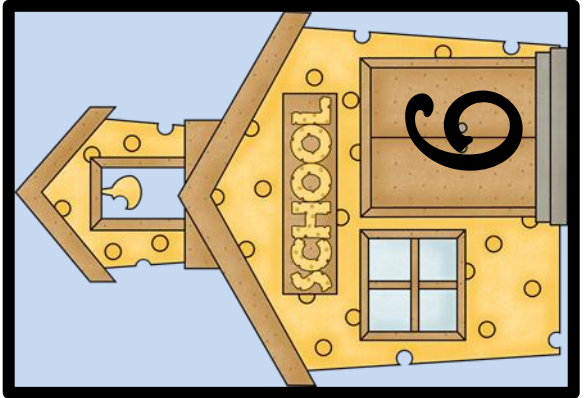
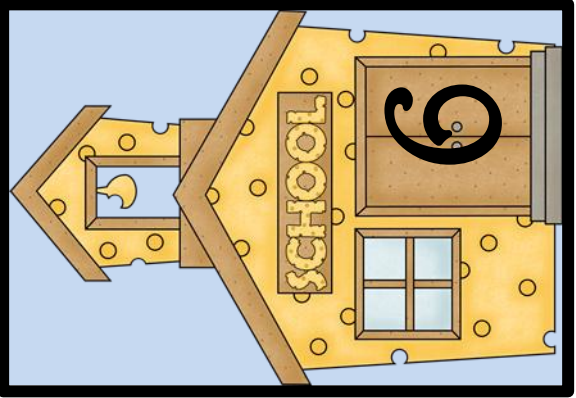
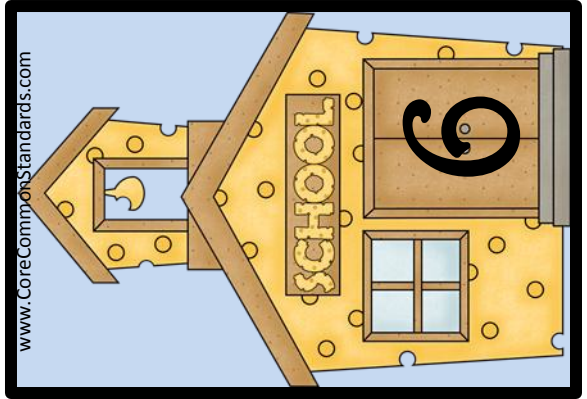
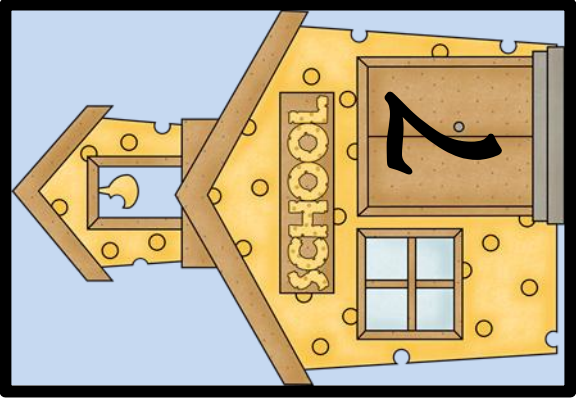
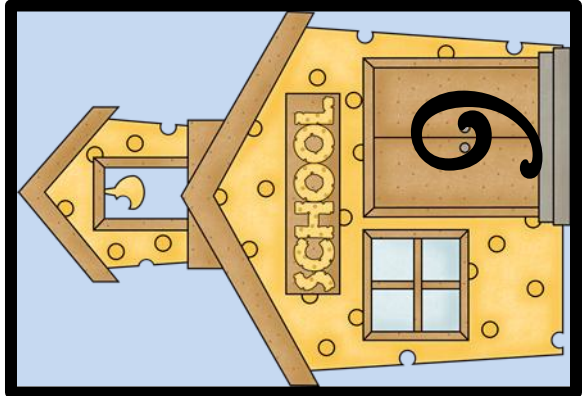
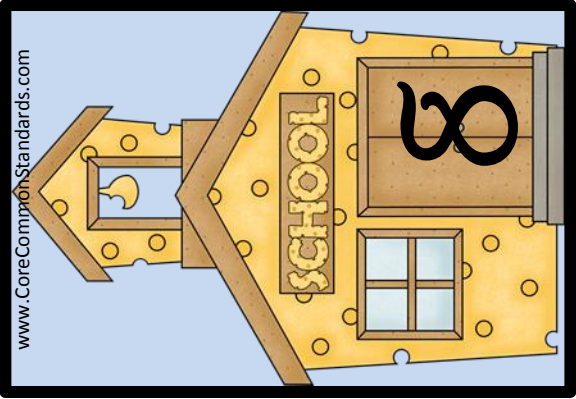
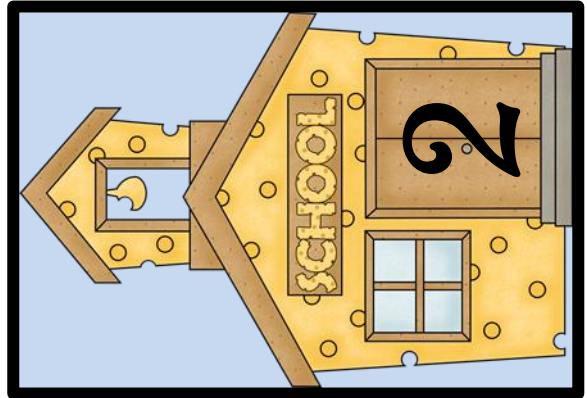
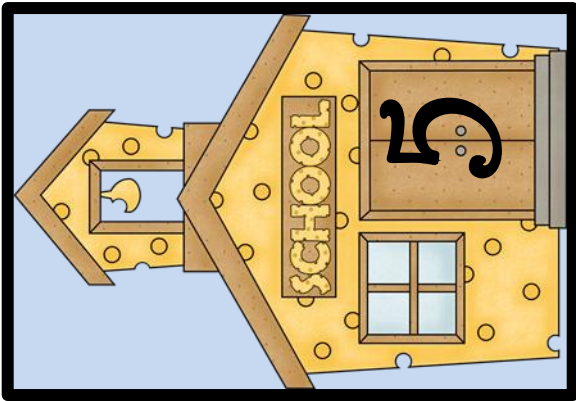
$$25 \div \underline{\quad} = 5$$

$$36 \div \underline{\quad} = 6$$

$$42 \div \underline{\quad} = 7$$

$$72 \div \underline{\quad} = 8$$

$$18 \div \underline{\quad} = 9$$



Name \_\_\_\_\_ Date \_\_\_\_\_

## Mouse's Missing Numbers

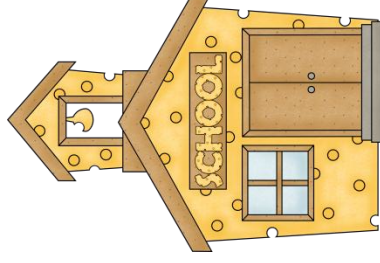
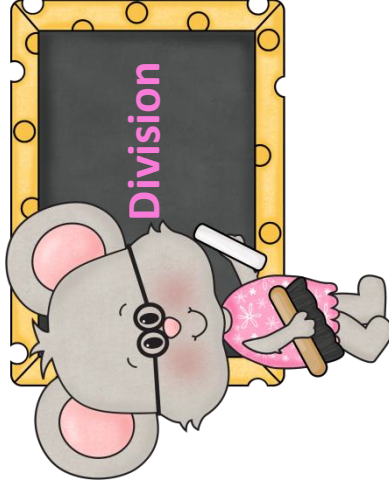
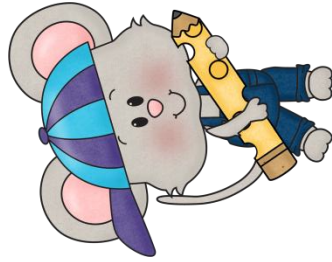
Directions: Find the missing number for each problem.

1.  $30 \div 6 = \underline{\quad}$       2.  $21 \div 3 = \underline{\quad}$       3.  $24 \div 8 = \underline{\quad}$

4.  $32 \div 8 = \underline{\quad}$       5.  $48 \div 6 = \underline{\quad}$       6.  $9 \div 3 = \underline{\quad}$

7.  $24 \div 6 = \underline{\quad}$

8.  $18 \div 2 = \underline{\quad}$



9.  $36 \div \underline{\quad} = 6$

10.  $42 \div \underline{\quad} = 7$

11.  $72 \div \underline{\quad} = 8$

12.  $18 \div \underline{\quad} = 9$

13.  $30 \div \underline{\quad} = 5$

14.  $21 \div \underline{\quad} = 3$

15.  $32 \div \underline{\quad} = 4$

16.  $25 \div \underline{\quad} = 5$

$$7 \times \underline{\quad} = 63$$

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

$$4 \times \underline{\quad} = 16$$

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

$$5 \times \underline{\quad} = 15$$

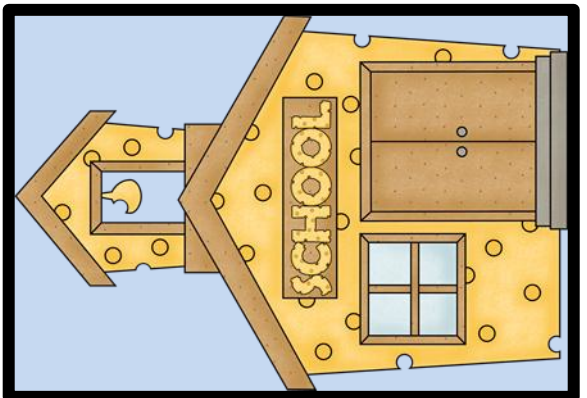
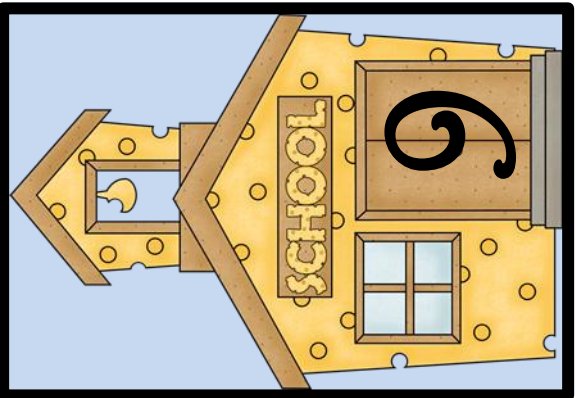
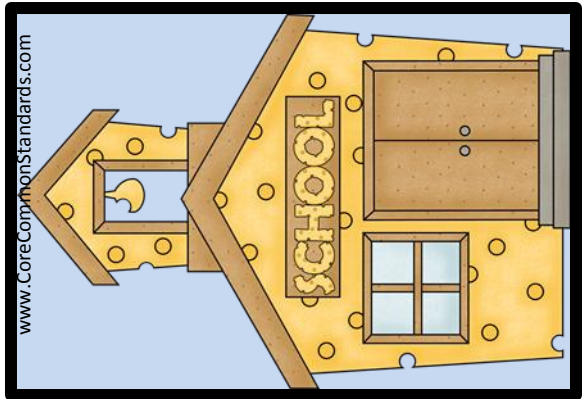
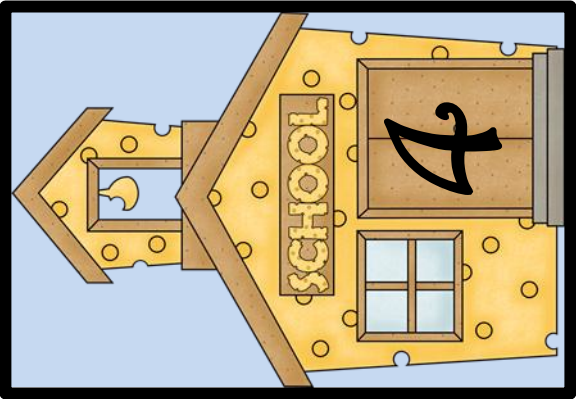
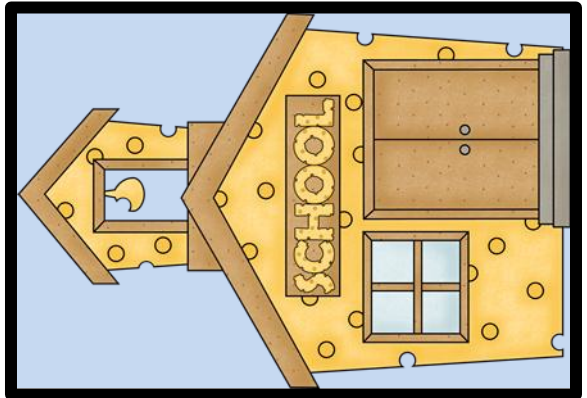
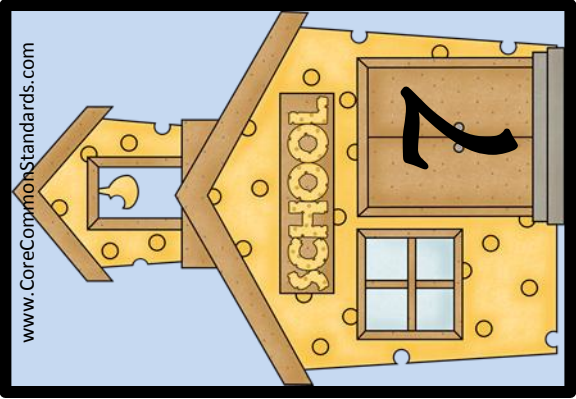
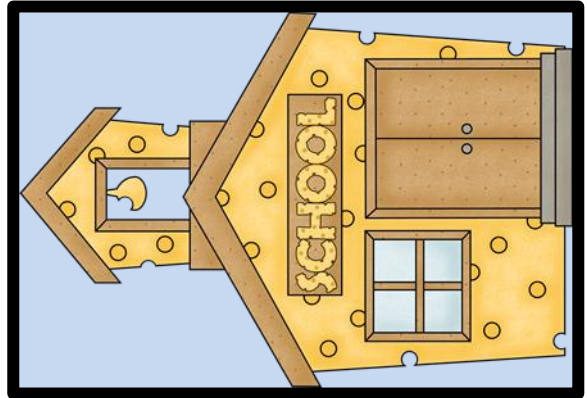
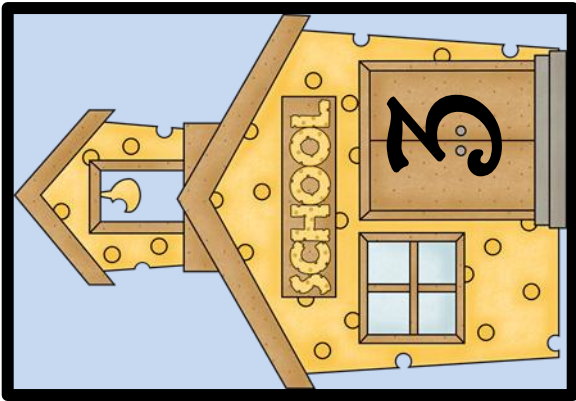

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)


$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$


$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$


$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$6 \times \underline{\quad} = 42$$

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

$$7 \times \underline{\quad} = 28$$

$$8 \times \underline{\quad} = 72$$

$$9 \times \underline{\quad} = 36$$

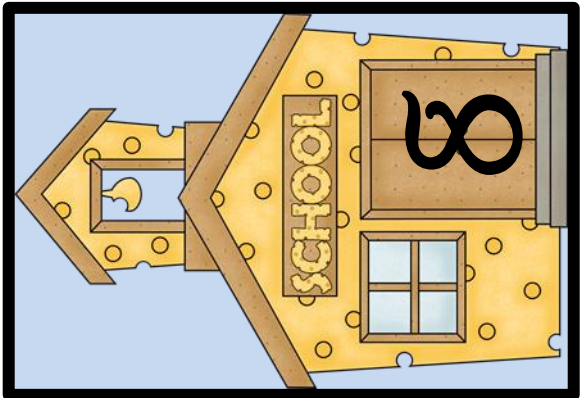
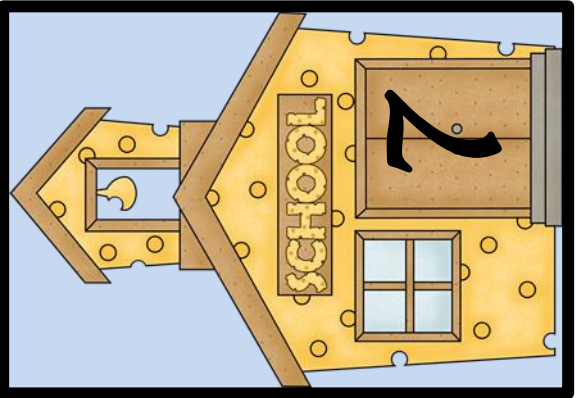
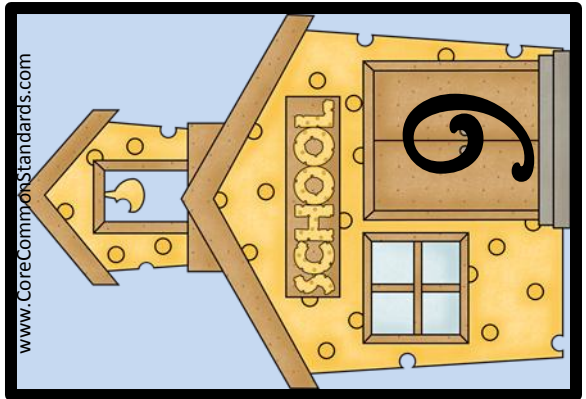
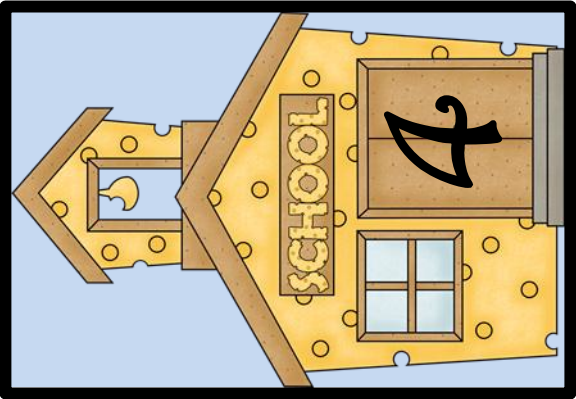
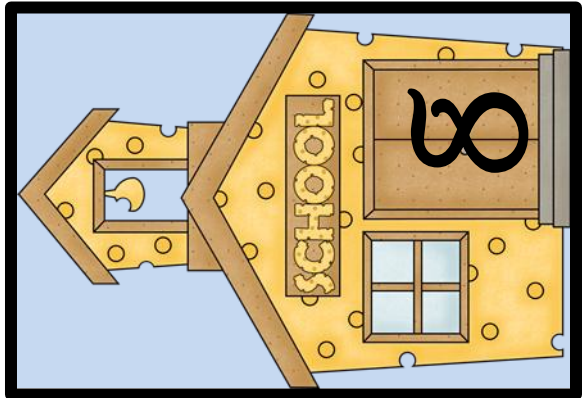
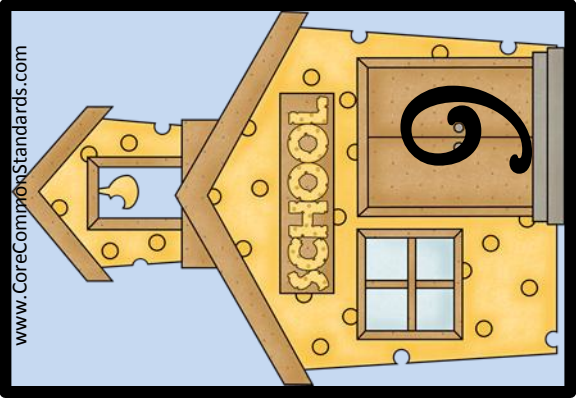
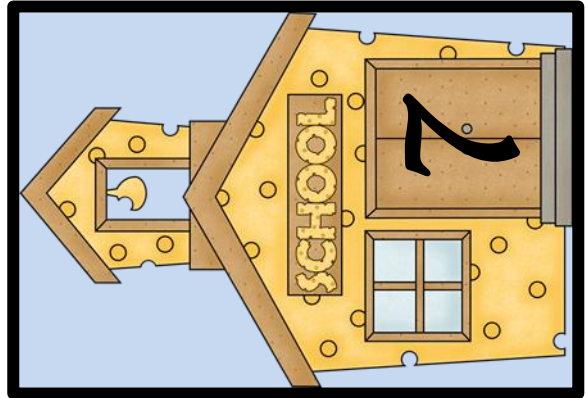
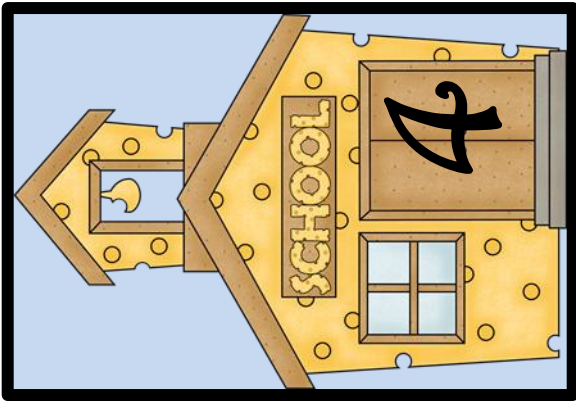
$$2 \times \underline{\quad} = 16$$


[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

$$3 \times \underline{\quad} = 27$$



$$4 \times \underline{\quad} = 32$$

$$5 \times \underline{\quad} = 35$$






$$\underline{\hspace{2cm}} \times 2 = 16$$

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)


$$\underline{\hspace{2cm}} \times 3 = 21$$




$$\underline{\hspace{2cm}} \times 4 = 20$$




$$\underline{\hspace{2cm}} \times 5 = 40$$

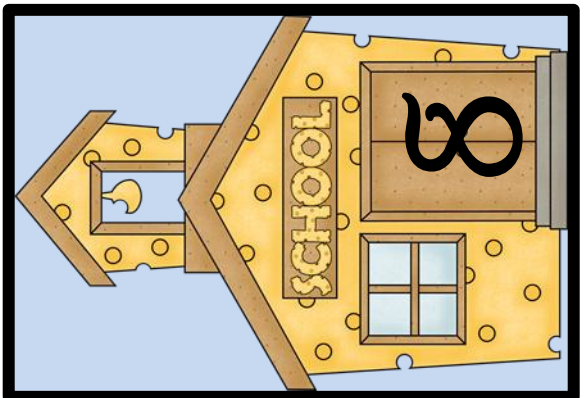
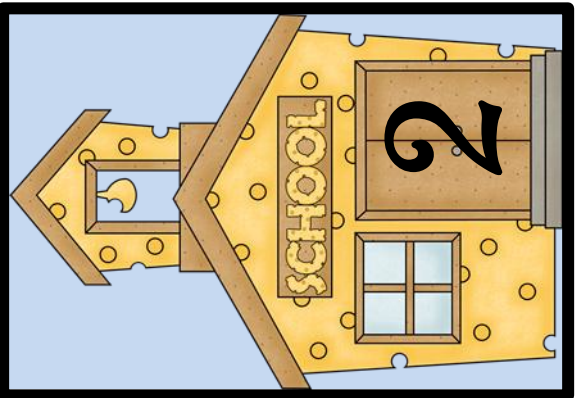
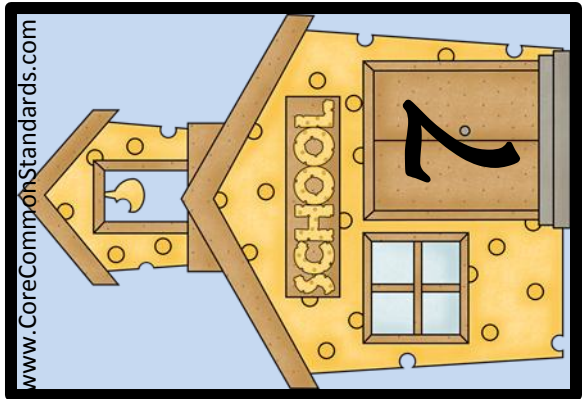
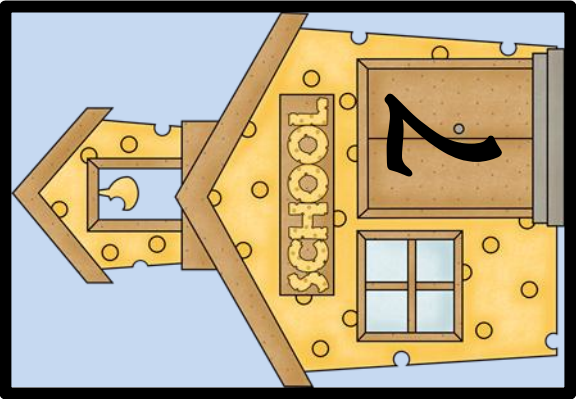
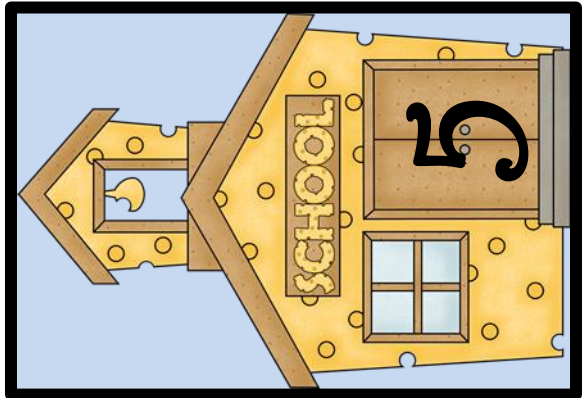
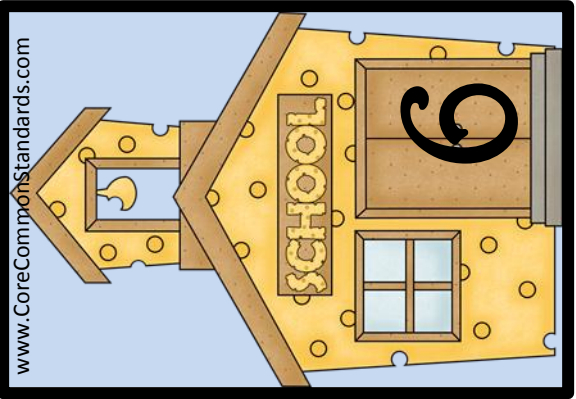
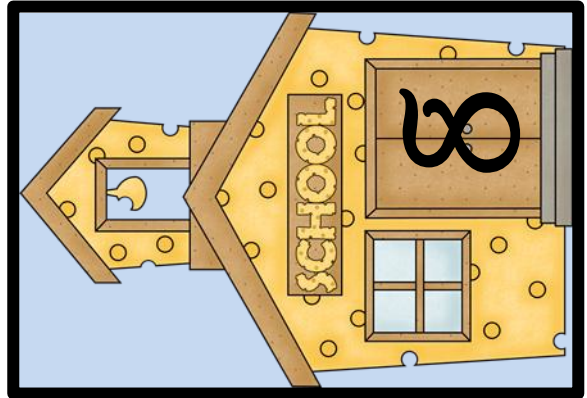
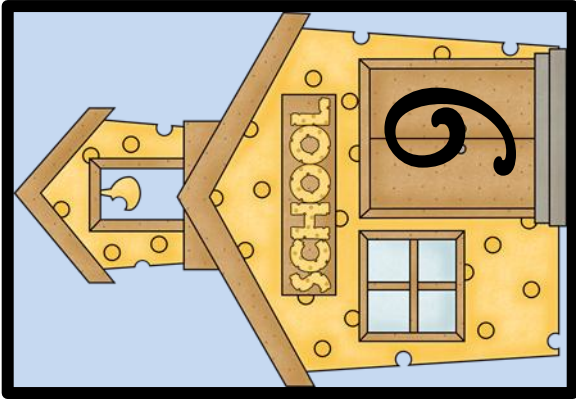

$$\underline{\hspace{2cm}} \times 6 = 12$$

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)


$$\underline{\hspace{2cm}} \times 7 = 49$$


$$\underline{\hspace{2cm}} \times 8 = 48$$


$$\underline{\hspace{2cm}} \times 9 = 81$$



Name \_\_\_\_\_ Date \_\_\_\_\_

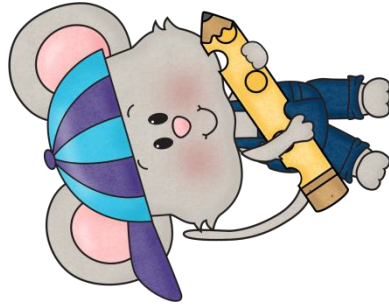
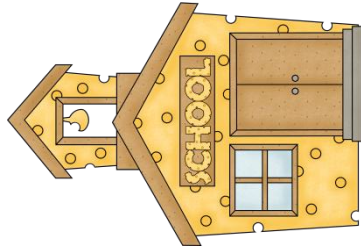
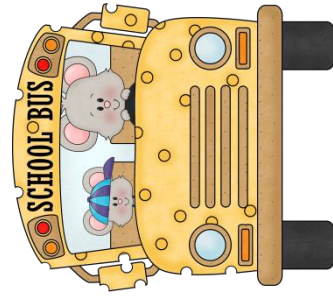
## Mouse's Missing Numbers

Directions: Find the missing number for each problem.

1. \_\_\_\_\_  $\times$  6 = 12      2. \_\_\_\_\_  $\times$  7 = 49      3. \_\_\_\_\_  $\times$  8 = 48

4. \_\_\_\_\_  $\times$  9 = 81      5. \_\_\_\_\_  $\times$  2 = 16      6. \_\_\_\_\_  $\times$  3 = 21

7. \_\_\_\_\_  $\times$  4 = 20      8. \_\_\_\_\_  $\times$  5 = 40



9. 2  $\times$  \_\_\_\_\_ = 16

10. 3  $\times$  \_\_\_\_\_ = 27

11. 4  $\times$  \_\_\_\_\_ = 32

12. 5  $\times$  \_\_\_\_\_ = 35

13. 6  $\times$  \_\_\_\_\_ = 42

14. 7  $\times$  \_\_\_\_\_ = 28

15. 8  $\times$  \_\_\_\_\_ = 72

16. 9  $\times$  \_\_\_\_\_ = 36

17. 7  $\times$  \_\_\_\_\_ = 63

18. 4  $\times$  \_\_\_\_\_ = 16

19. 2  $\times$  \_\_\_\_\_ = 14

20. 5  $\times$  \_\_\_\_\_ = 15

## Make it True

Directions: Read the equations below. What missing number makes the equations true? Write the missing numbers into the equations.

$13 \times \underline{5} = 65$

$72 \div 6 = \underline{12}$

1. $5 \times 5 = \underline{\quad}$	11. $45 \div 9 = \underline{\quad}$
2. $12 \times \underline{\quad} = 36$	12. $36 \div 6 = \underline{\quad}$
3. $\underline{\quad} \times 8 = 88$	13. $\underline{\quad} \div 4 = 7$
4. $\underline{\quad} = 2 \times 50$	14. $48 \div \underline{\quad} = 8$
5. $45 = \underline{\quad} \times 9$	15. $10 = \underline{\quad} \div 9$
6. $8 \times 8 = \underline{\quad}$	16. $\underline{\quad} = 60 \div 5$
7. $6 \times \underline{\quad} = 84$	17. $\underline{\quad} \div 2 = 24$
8. $\underline{\quad} \times 7 = 91$	18. $100 \div 25 = \underline{\quad}$
9. $100 = 10 \times \underline{\quad}$	19. $\underline{\quad} = 35 \div 7$
10. $8 \times 9 = \underline{\quad}$	20. $\underline{\quad} = 77 \div 11$

## Color the Unknown Number

**Directions:** Solve the multiplication and division equations below. Use the key to color the rectangular spaces with the correct colors.

Use the colors below for the answer you wrote...

6 - red  
5 - blue

8 - orange  
9 - purple

10 - green  
12 - yellow

$36 \div 6 = \underline{\quad}$	$45 \div 9 = \underline{\quad}$	$100 \div 10 = \underline{\quad}$
$5 \times \underline{\quad} = 25$	$80 \div \underline{\quad} = 8$	$60 \div \underline{\quad} = 5$
$3 \times \underline{\quad} = 27$	$100 \div 20 = \underline{\quad}$	$32 \div 4 = \underline{\quad}$
$3 \times \underline{\quad} = 30$	$10 = 80 \div \underline{\quad}$	$63 \div 7 = \underline{\quad}$
$0 \times 12 = \underline{\quad}$	$5 \times \underline{\quad} = 30$	$3 \times \underline{\quad} = 36$
$88 \div 11 = \underline{\quad}$	$35 \div 7 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$
$90 \div 9 = \underline{\quad}$	$0 \times 5 = \underline{\quad}$	$\underline{\quad} = 4 \times 3$
$72 \div 12 = \underline{\quad}$	$3 \times 3 = \underline{\quad}$	$\underline{\quad} \times 10 = 60$

# Common Core State Standards

Use place value understanding to round whole numbers to the nearest 10 or 100.

# Round it up or down!



## Directions:

Use place value understanding to round whole numbers to the nearest 10 or 100.

Students will match the ice cream to the cone by rounding according to the directions.

Students will then continue to practice rounding with the activity sheet.



Round the pink ice cream to  
the pink cone, by rounding to  
the nearest ten.

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

Round the purple ice cream to  
the purple cone, by rounding to  
the nearest hundred.

[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)

430  
www.CoreCommonStandards.com

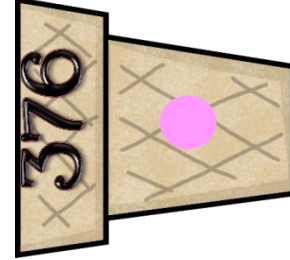
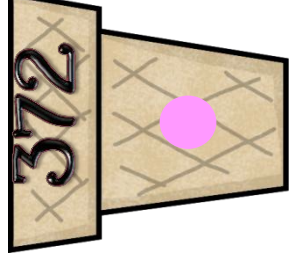
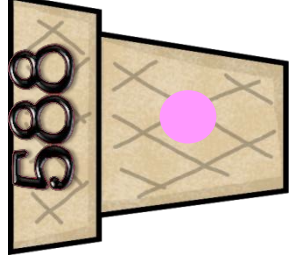
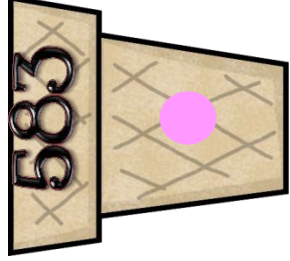
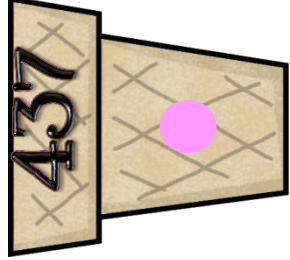
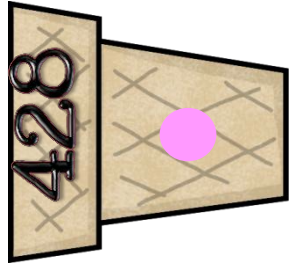
440  
www.CoreCommonStandards.com

580  
www.CoreCommonStandards.com

590  
www.CoreCommonStandards.com

370  
www.CoreCommonStandards.com

380  
www.CoreCommonStandards.com



820  
www.CoreCommonStandards.com

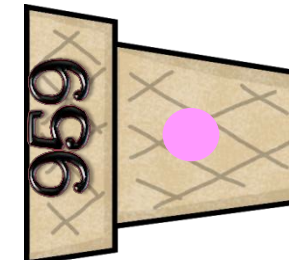
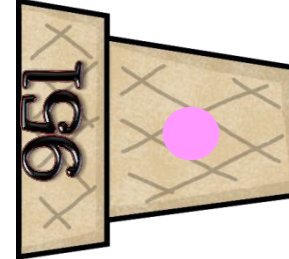
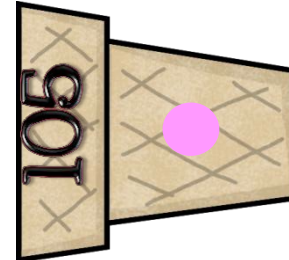
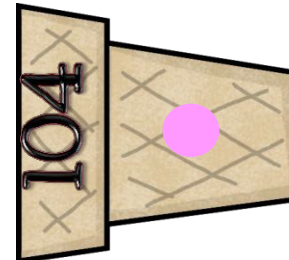
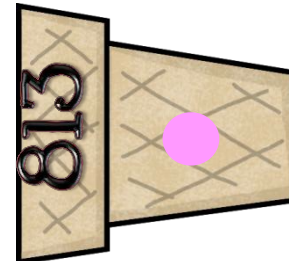
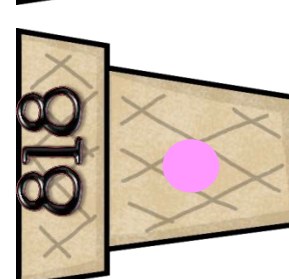
810  
www.CoreCommonStandards.com

100  
www.CoreCommonStandards.com

110  
www.CoreCommonStandards.com

950  
www.CoreCommonStandards.com

960  
www.CoreCommonStandards.com



400  
www.CoreCommonStandards.com

500  
www.CoreCommonStandards.com

600  
www.CoreCommonStandards.com

500  
www.CoreCommonStandards.com

400  
www.CoreCommonStandards.com

300  
www.CoreCommonStandards.com

428  
346

457

583

528

372

800  
www.CoreCommonStandards.com

900  
www.CoreCommonStandards.com

100  
www.CoreCommonStandards.com

200  
www.CoreCommonStandards.com

700  
www.CoreCommonStandards.com

600  
www.CoreCommonStandards.com

818

893

104

165

651

641

Name: \_\_\_\_\_

**Round to the nearest 10**

**Answer**

94

286

967

406

744

872

**Round to the nearest 100**

**Answer**

574

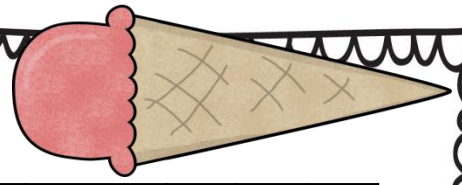
118

470

130

581

342



Name: \_\_\_\_\_

Directions: Round the numbers off to the nearest 100 and color the ice cream according to the key.

**Key:**

100- Pink

200- Green

300- Yellow

400- Brown

500- Orange

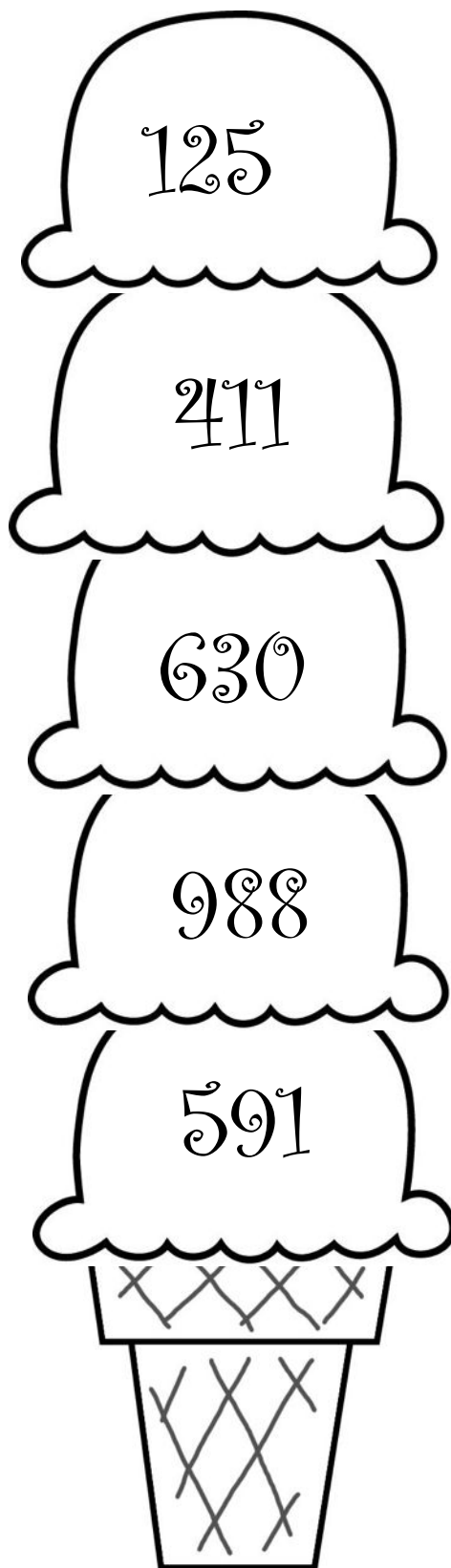
600- Blue

700- Purple

800- Red

900- Black

1000- Gray



Name: \_\_\_\_\_

Directions: Round the numbers off to the nearest 100 and color the ice cream according to the key.

**Key:**

100- Pink

200- Green

300- Yellow

400- Brown

500- Orange

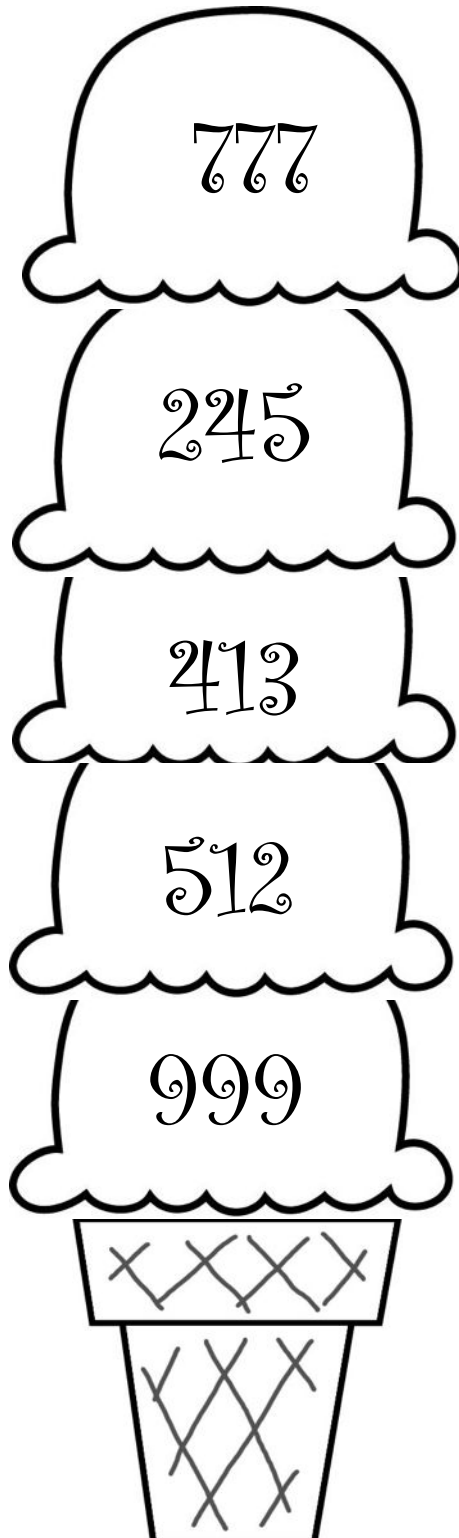
600- Blue

700- Purple

800- Red

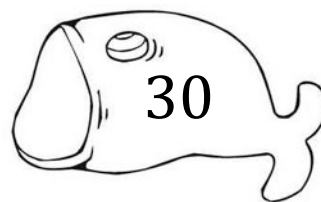
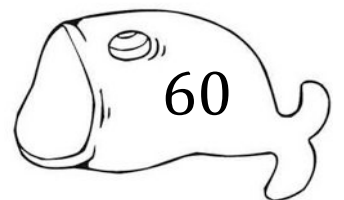
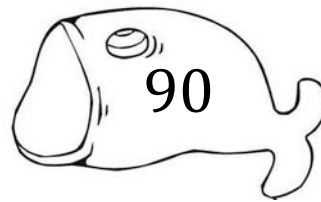
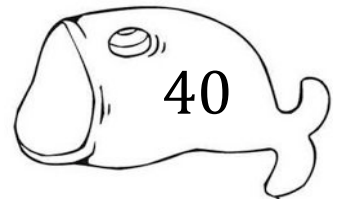
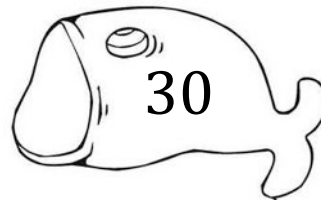
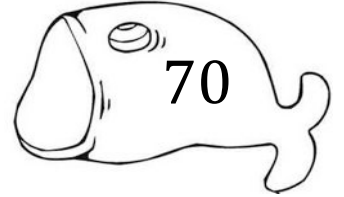
900- Black

1000- Gray



# Round to Nearest Ten

**Directions:** Match the number on the hook to the fish rounded to the nearest 10.



# Round to Nearest Hundred

**Directions:** Match the number on the spoon to the sundae rounded to the nearest 100.



236

600



719

300



283

200



420

400



575

900



867

700



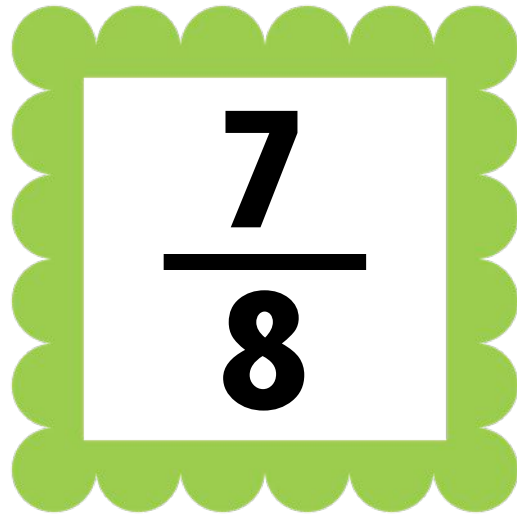
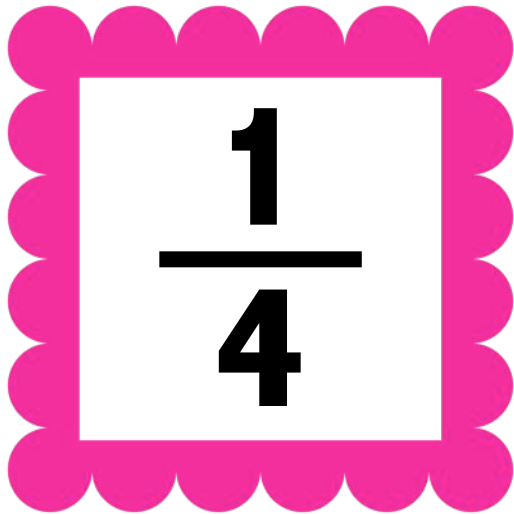
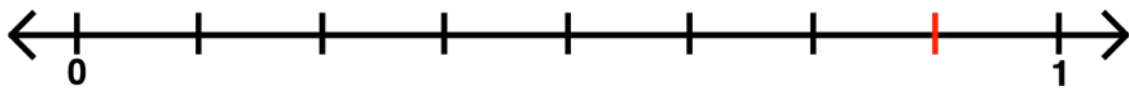
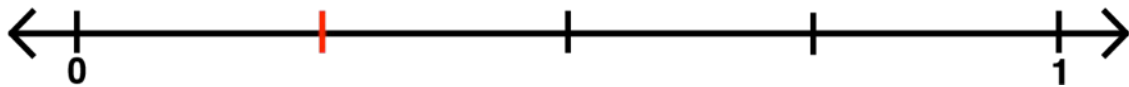
# Common Core State Standards

**Understand a fraction as a number on the number line; represent fractions on a number line diagram.**

- Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.
- Represent a fraction  $a/b$  on a number line diagram by marking off a lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

# Number Line

## Fractions



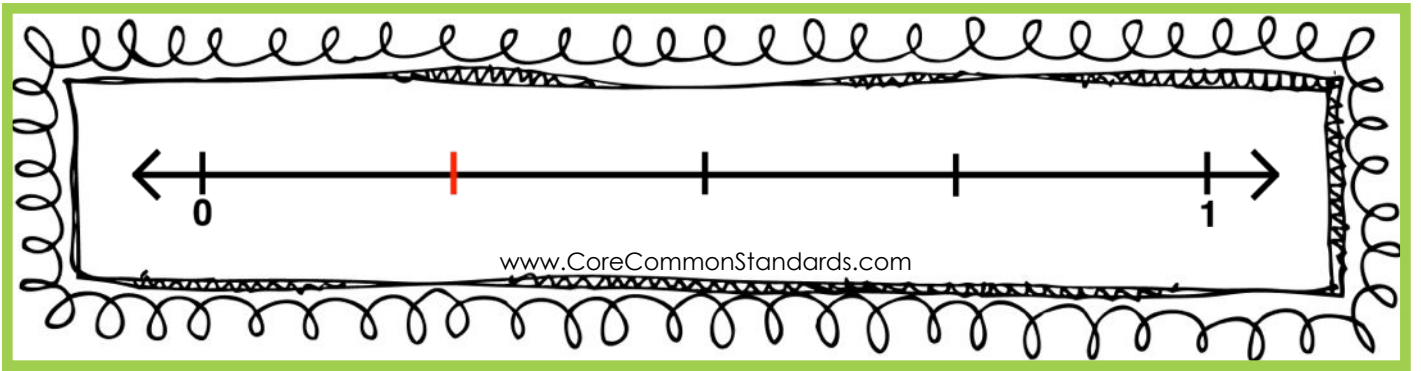
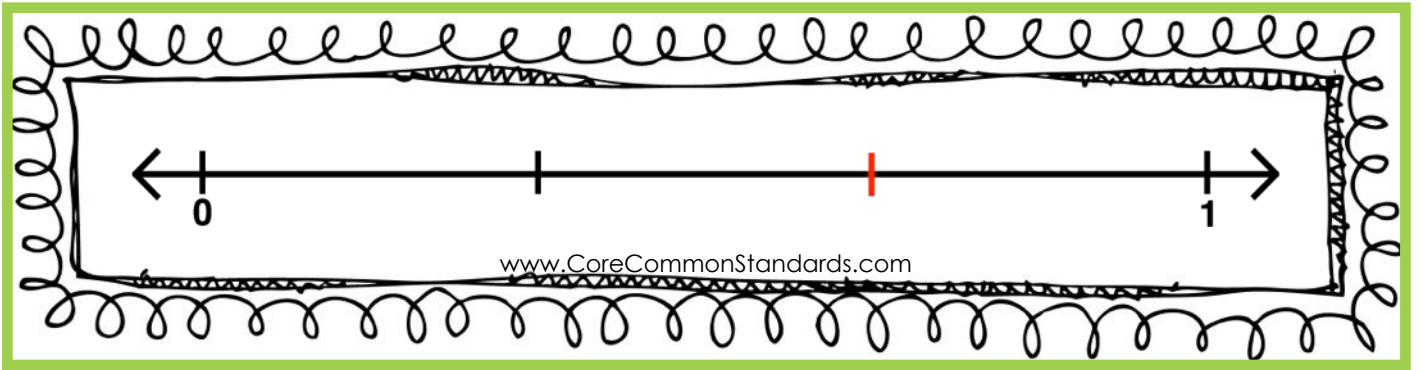
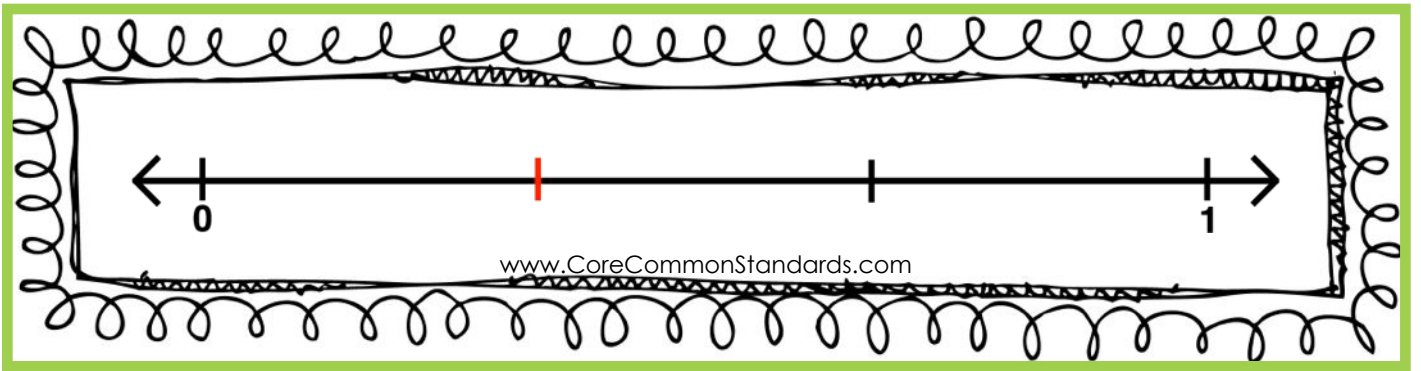
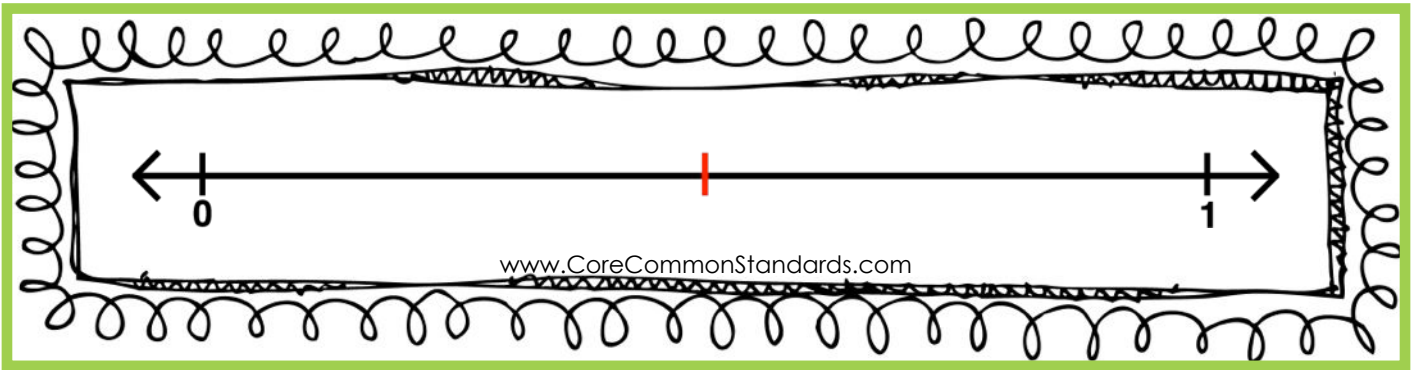
Understand a fraction as a number on the number line; represent fractions on a number line diagram.

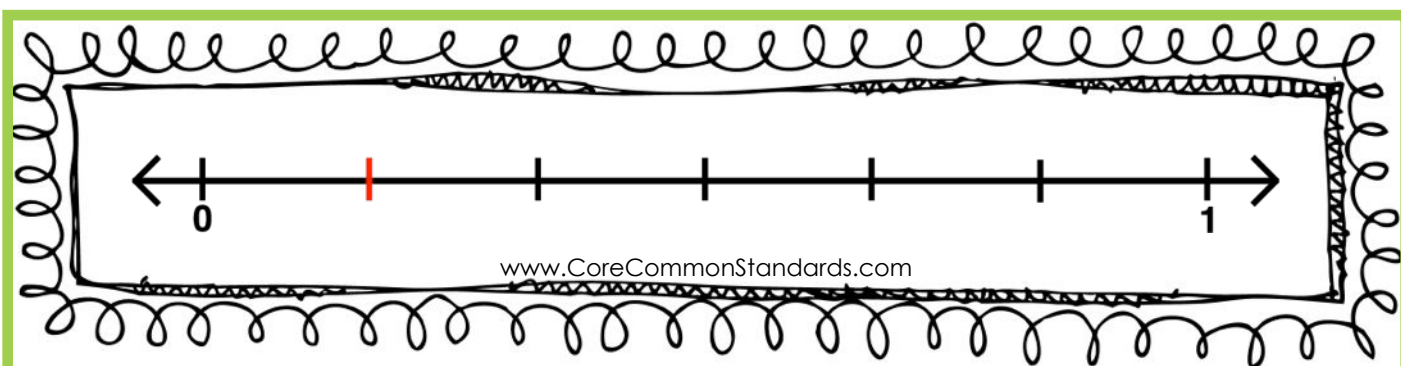
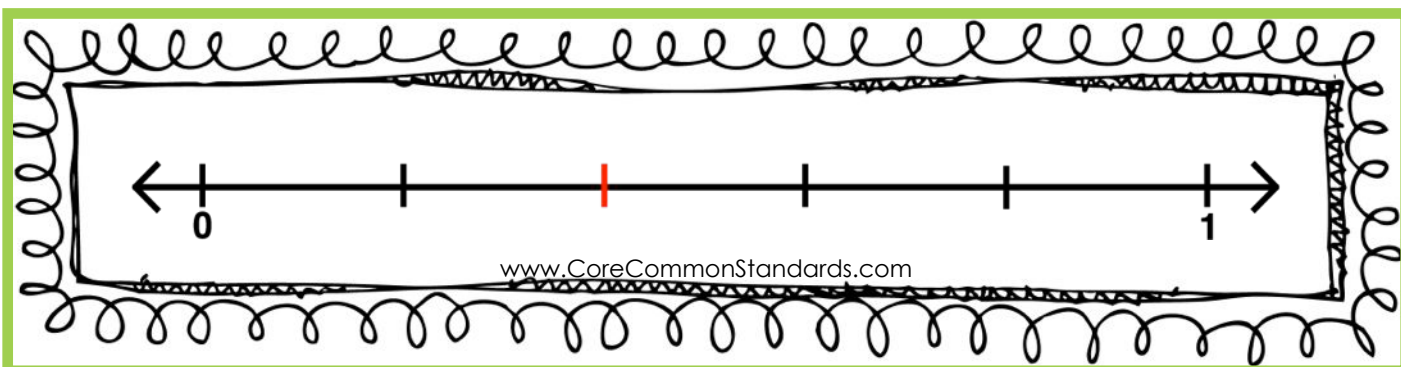
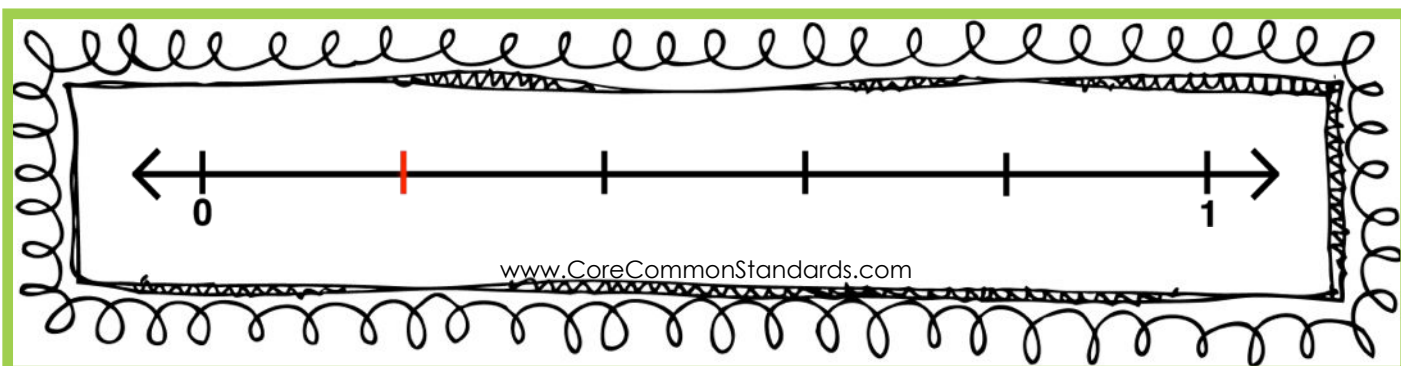
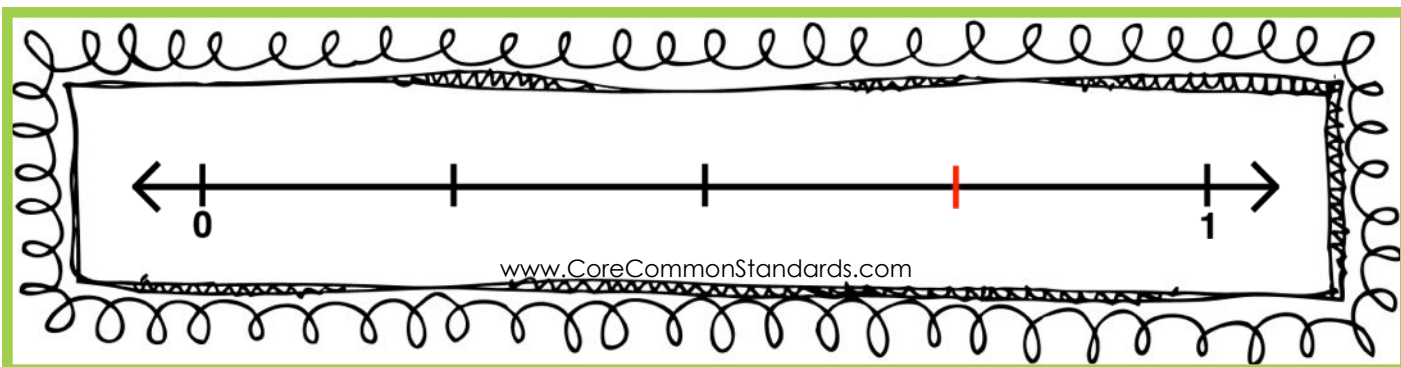
### Directions

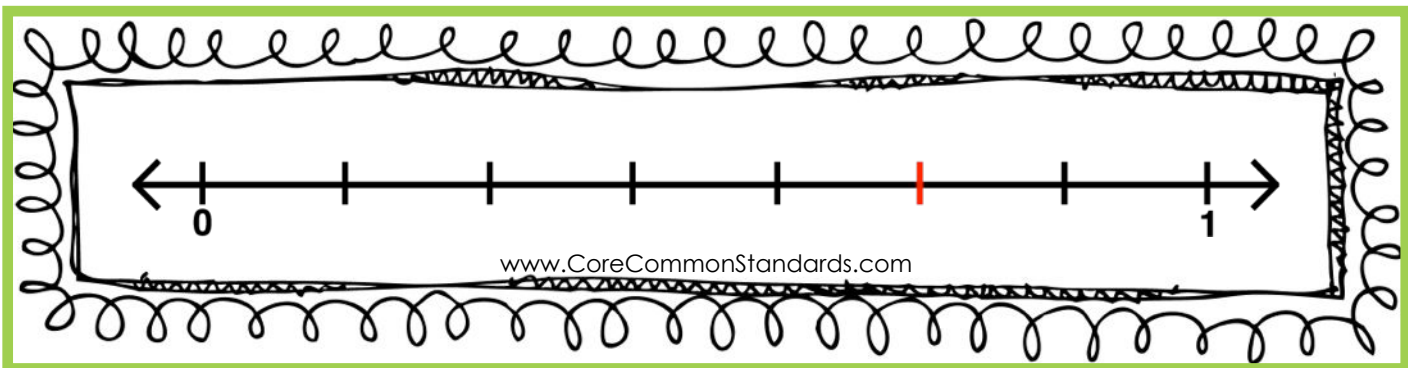
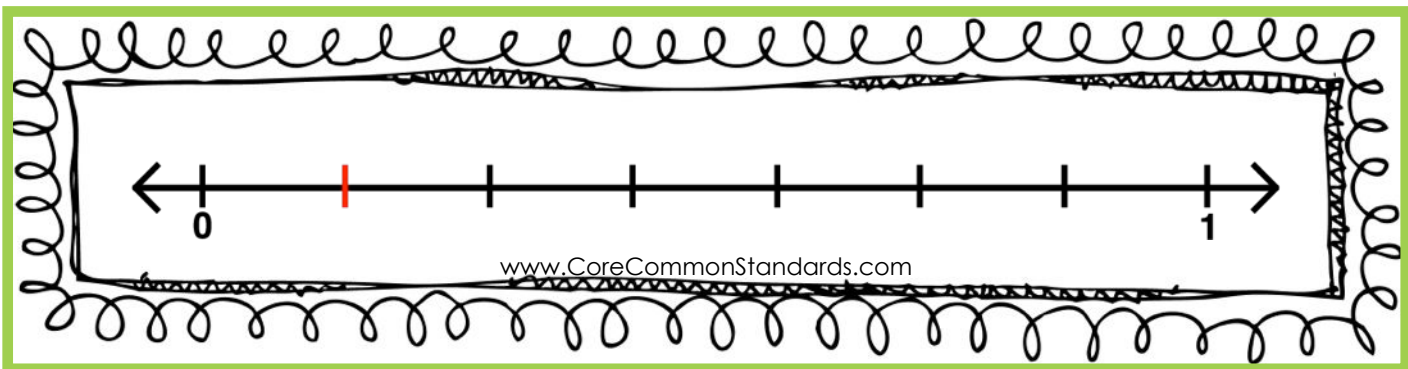
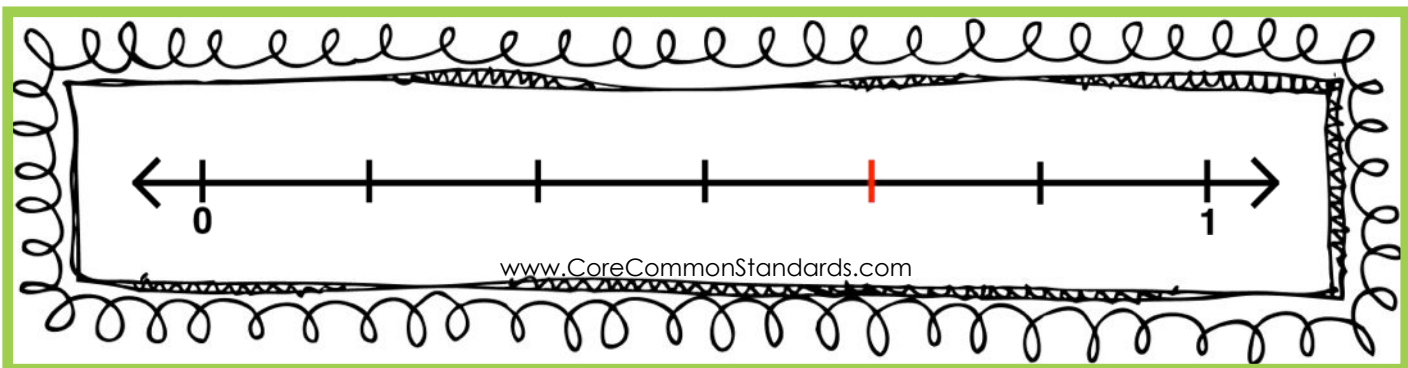
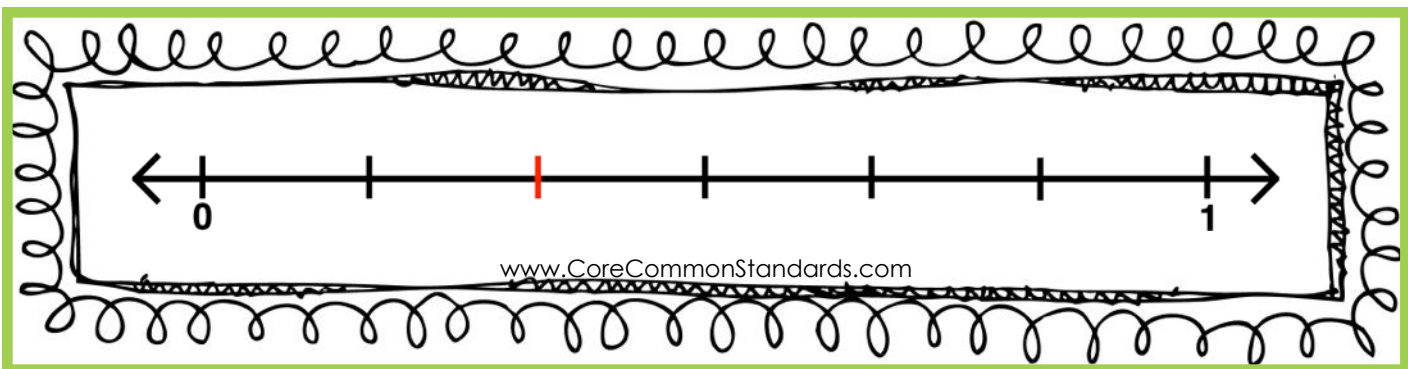
Match the Number Line to the Fraction. Hint: Look at the red line.

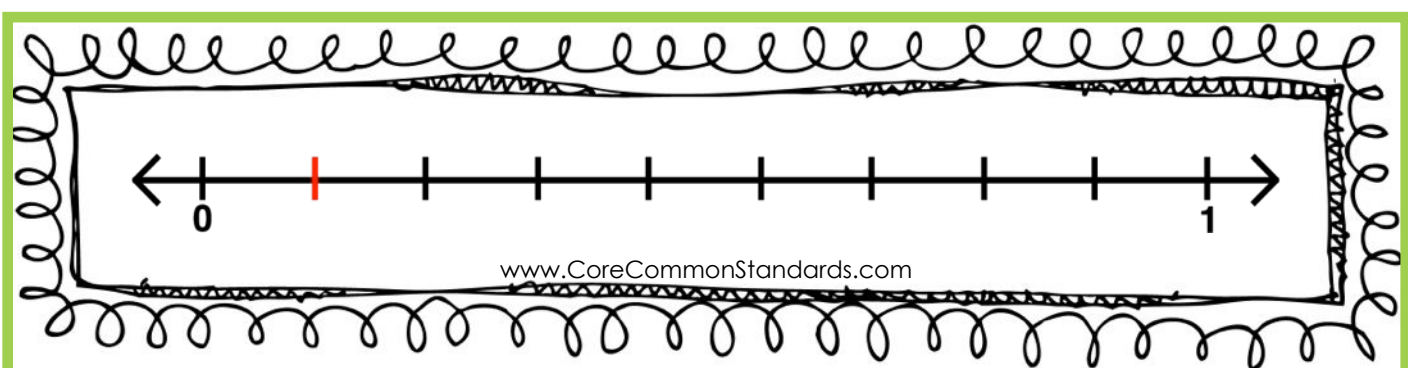
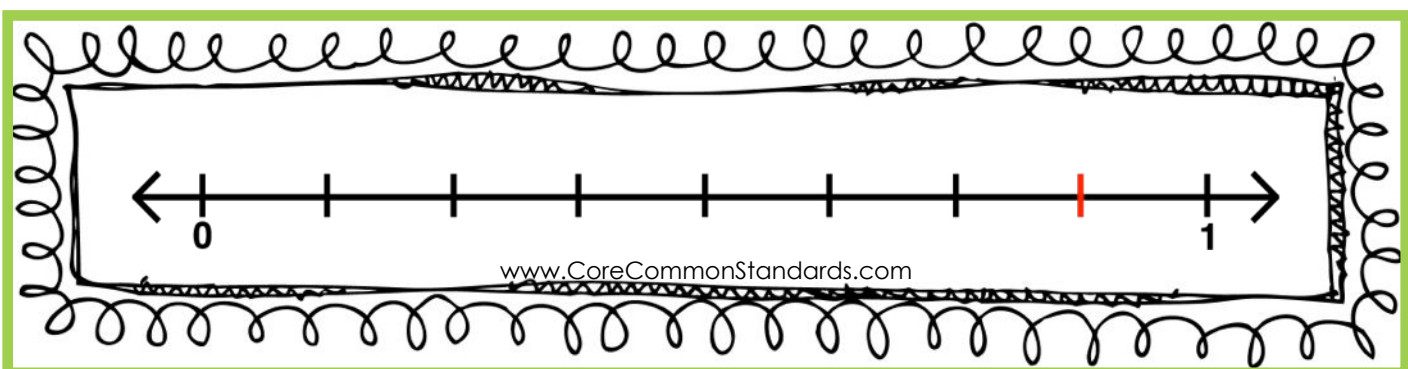
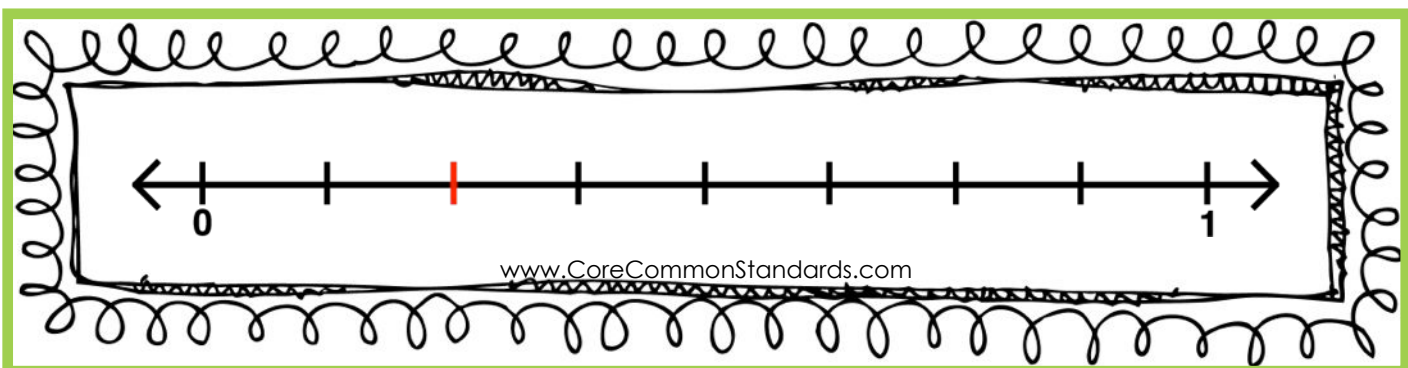
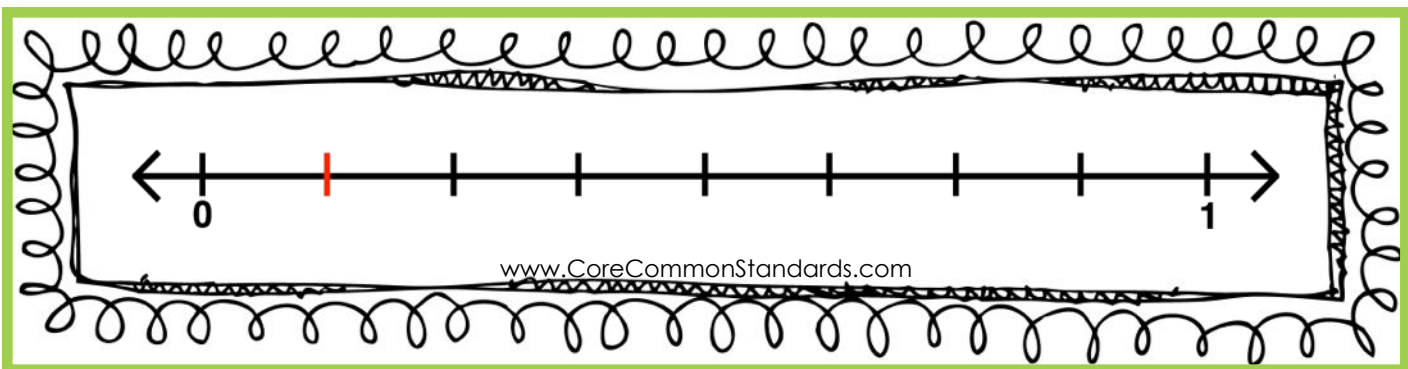
Standard: Mathematics | Number and Operations - Fractions | 3.NF.2

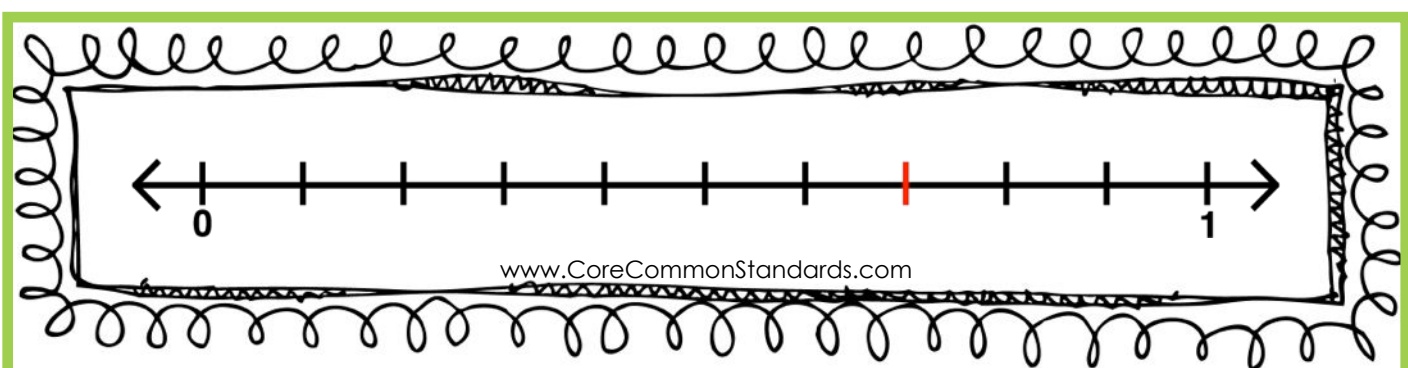
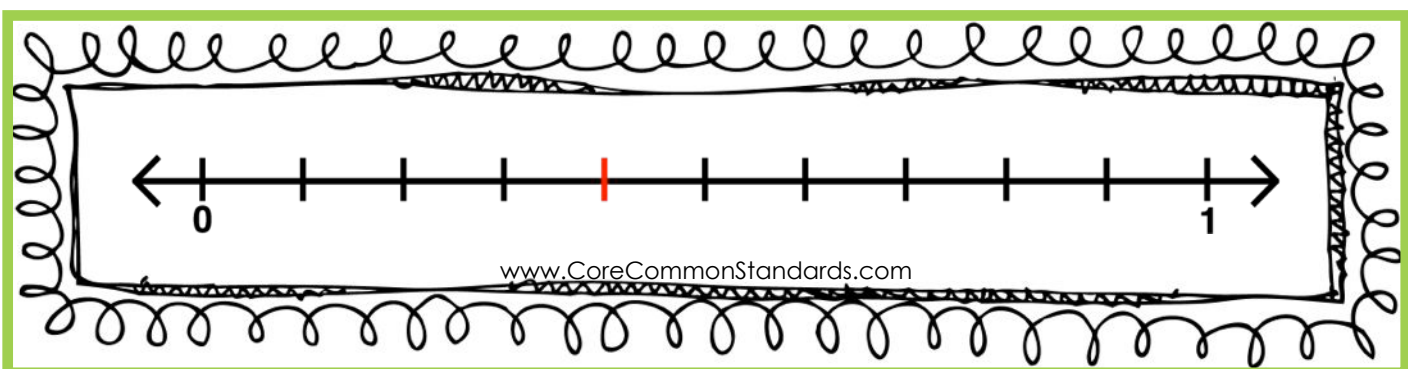
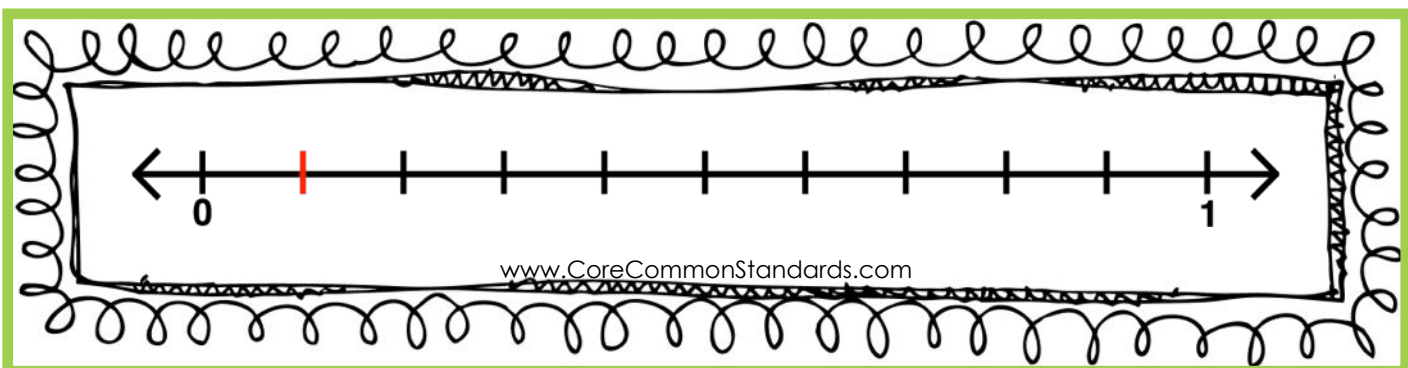
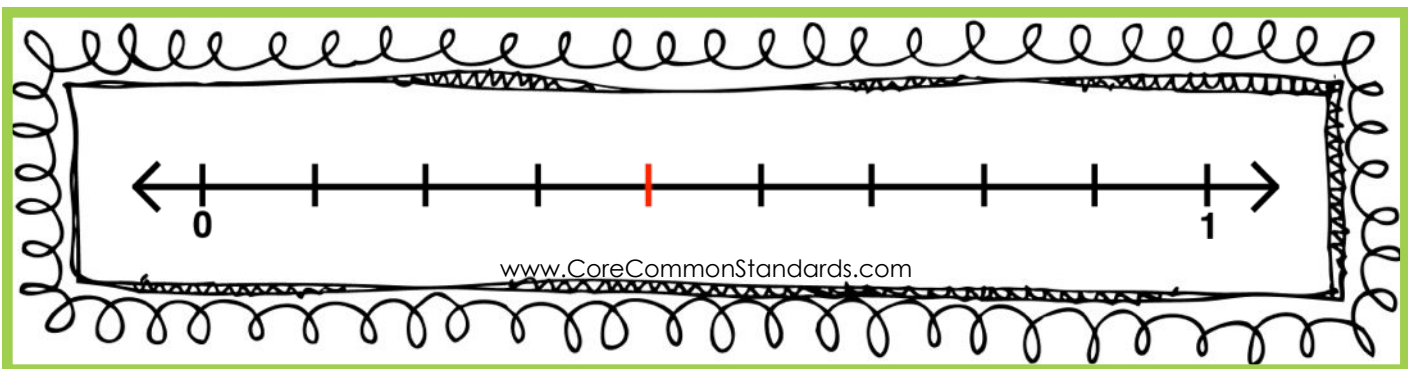
[www.CoreCommonStandards.com](http://www.CoreCommonStandards.com)











$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{2}{3}$$

$$\frac{1}{4}$$

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

$$\frac{1}{5}$$

$$\frac{2}{5}$$

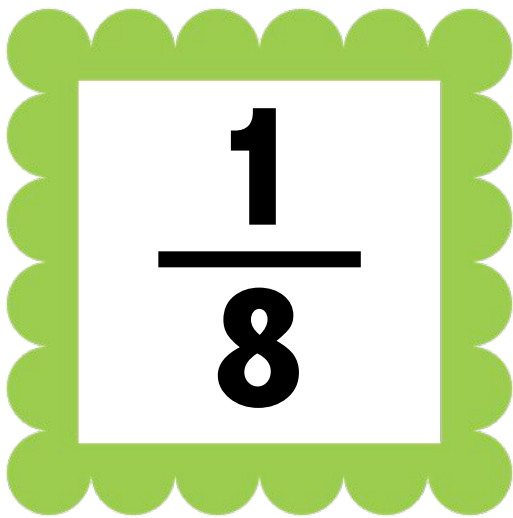
$$\frac{1}{6}$$

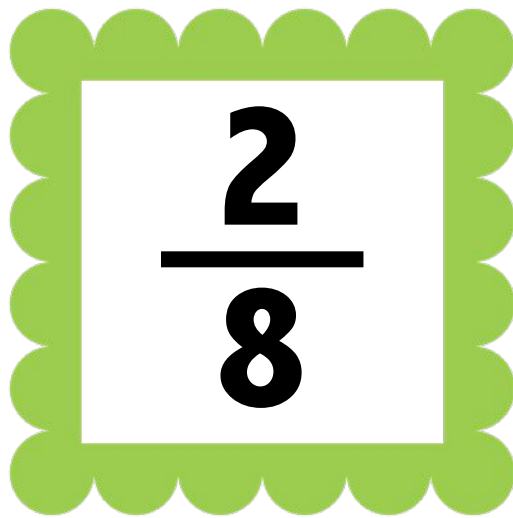
$$\frac{2}{6}$$

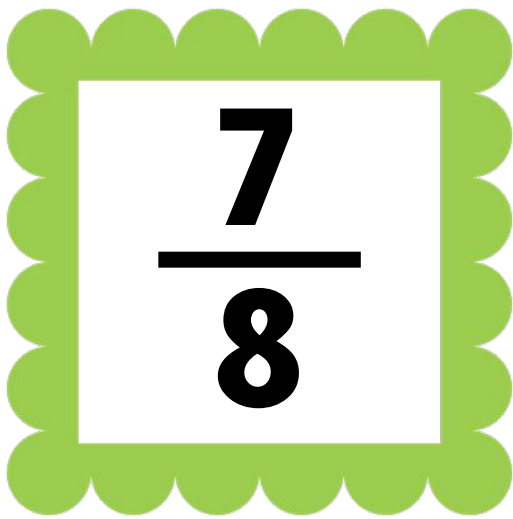
$$\frac{4}{6}$$

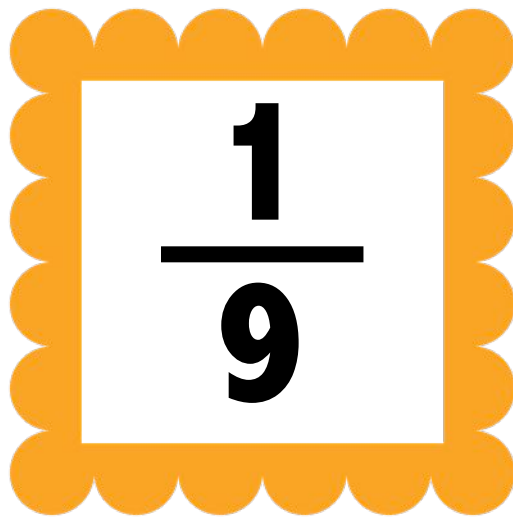
$$\frac{1}{7}$$

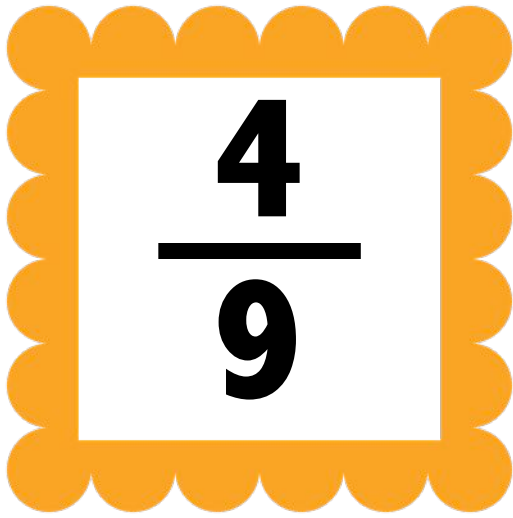
$$\frac{5}{7}$$

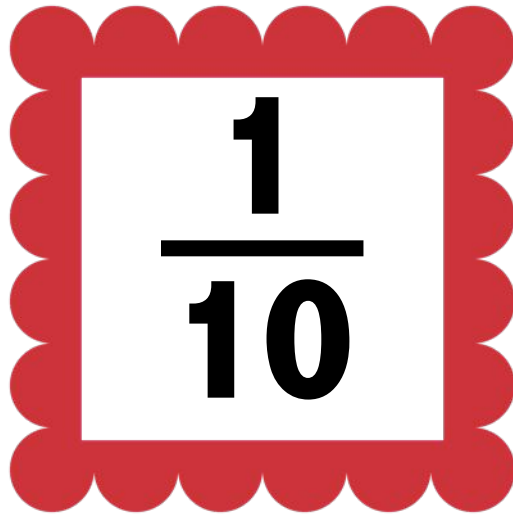

$$\frac{1}{8}$$

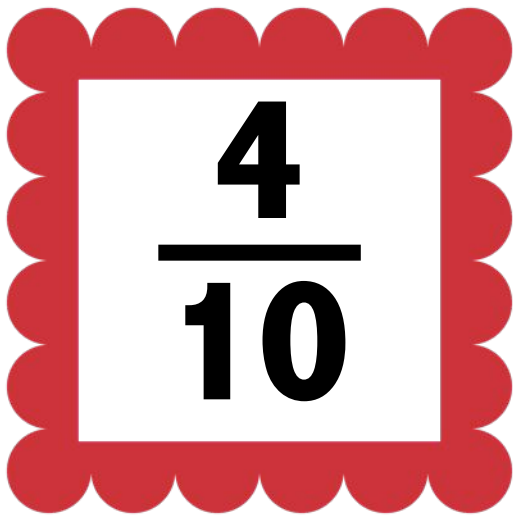

$$\frac{2}{8}$$

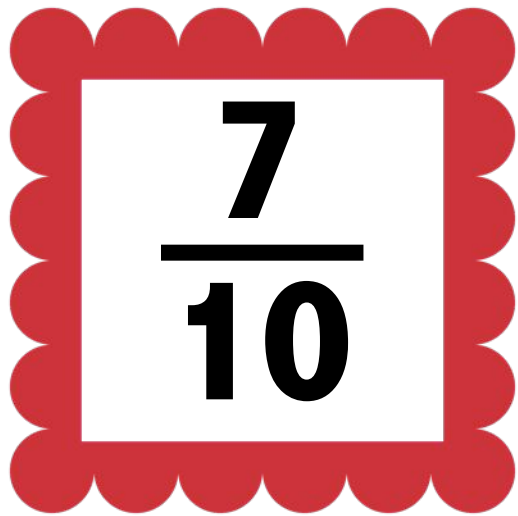

$$\frac{7}{8}$$

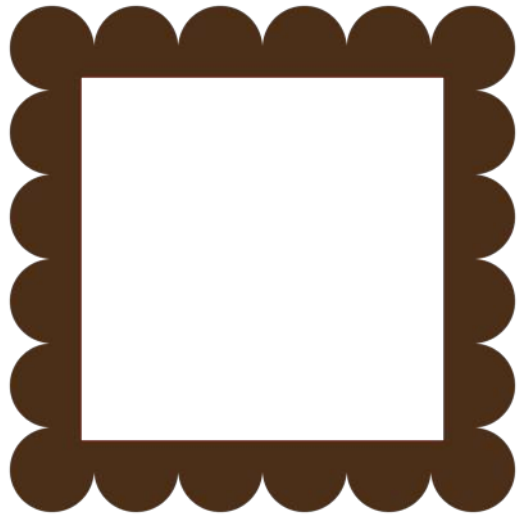
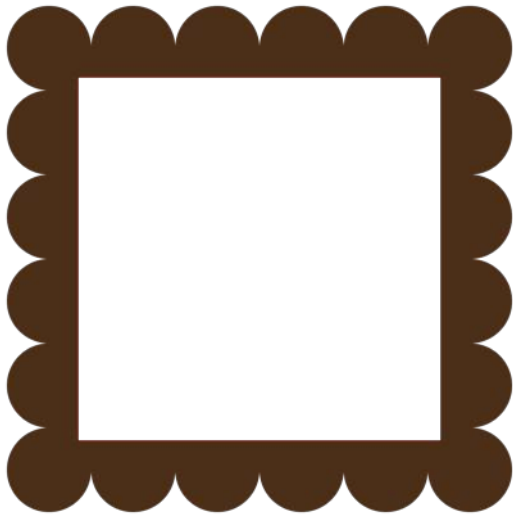
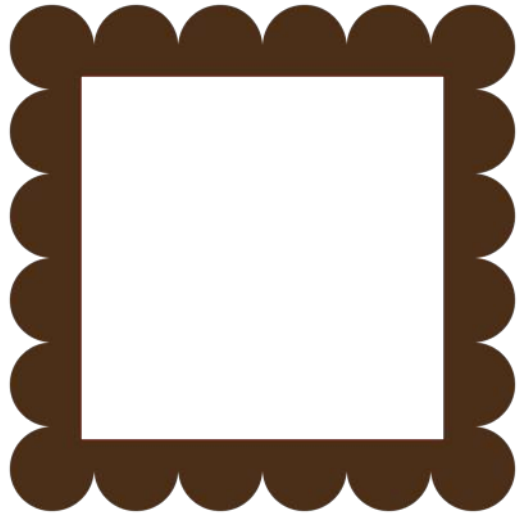
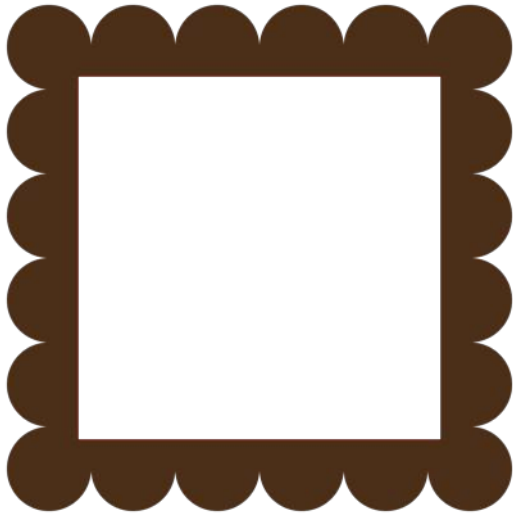

$$\frac{1}{9}$$


$$\frac{4}{9}$$


$$\frac{1}{10}$$


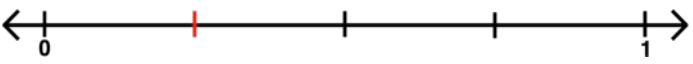
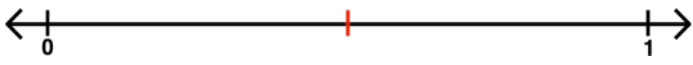
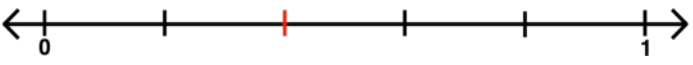
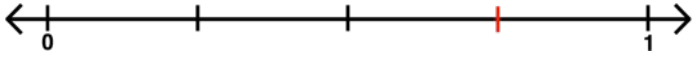
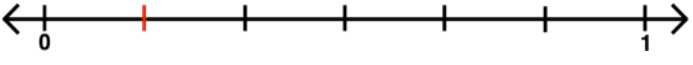
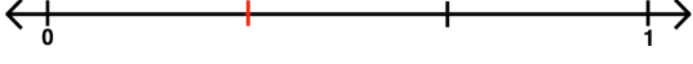
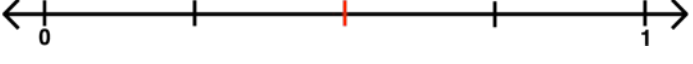
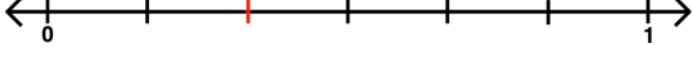


$$\frac{4}{10}$$


$$\frac{7}{10}$$



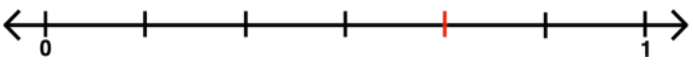

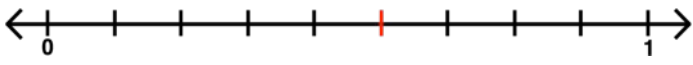
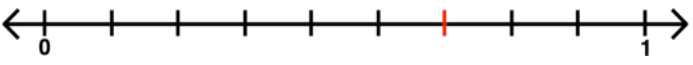
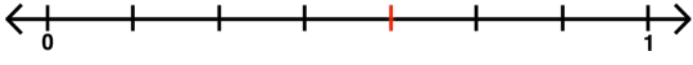
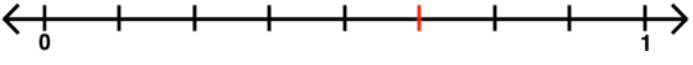
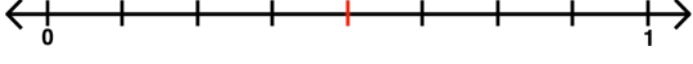
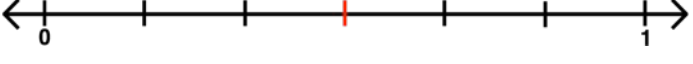

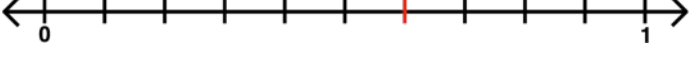
# Number Line Fractions

**Directions:** Circle the fraction that is marked in red on the number line.

 <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{3}</math>   <math>\frac{2}{3}</math>   <math>\frac{2}{4}</math> </p>	 <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{4}</math>   <math>\frac{2}{4}</math>   <math>\frac{1}{5}</math> </p>
 <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{3}</math>   <math>\frac{1}{2}</math>   <math>\frac{2}{3}</math> </p>	 <p style="text-align: center; margin-top: 20px;"> <math>\frac{2}{4}</math>   <math>\frac{2}{3}</math>   <math>\frac{2}{5}</math> </p>
 <p style="text-align: center; margin-top: 20px;"> <math>\frac{3}{3}</math>   <math>\frac{2}{3}</math>   <math>\frac{3}{4}</math> </p>	 <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{2}</math>   <math>\frac{2}{4}</math>   <math>\frac{1}{6}</math> </p>
 <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{3}</math>   <math>\frac{2}{3}</math>   <math>\frac{1}{4}</math> </p>	 <p style="text-align: center; margin-top: 20px;"> <math>\frac{2}{5}</math>   <math>\frac{2}{3}</math>   <math>\frac{2}{4}</math> </p>
 <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{5}</math>   <math>\frac{1}{6}</math>   <math>\frac{2}{6}</math> </p>	 <p style="text-align: center; margin-top: 20px;"> <math>\frac{1}{3}</math>   <math>\frac{1}{5}</math>   <math>\frac{2}{4}</math> </p>


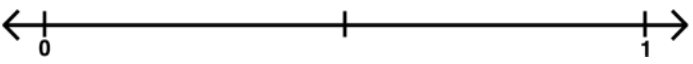
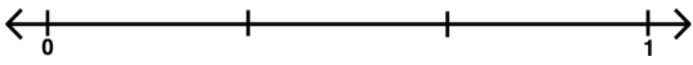
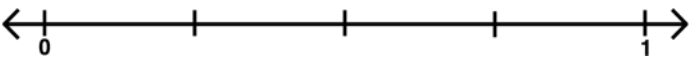
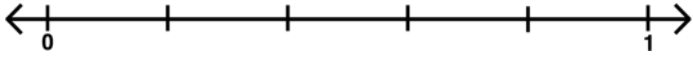
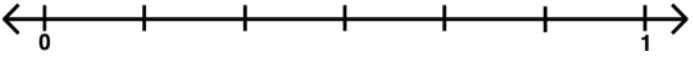
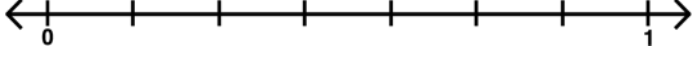
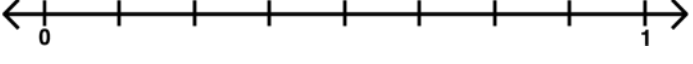

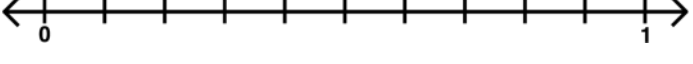
# Number Line Fractions

**Directions:** Circle the fraction that is marked in red on the number line.

 $\frac{1}{6}$ $\frac{4}{6}$ $\frac{2}{5}$	 $\frac{1}{6}$ $\frac{4}{7}$ $\frac{3}{7}$
 $\frac{1}{8}$ $\frac{3}{9}$ $\frac{5}{9}$	 $\frac{6}{9}$ $\frac{4}{7}$ $\frac{7}{9}$
 $\frac{4}{7}$ $\frac{2}{7}$ $\frac{3}{7}$	 $\frac{6}{8}$ $\frac{4}{9}$ $\frac{5}{8}$
 $\frac{4}{8}$ $\frac{3}{9}$ $\frac{5}{8}$	 $\frac{2}{6}$ $\frac{4}{8}$ $\frac{3}{6}$
 $\frac{6}{8}$ $\frac{4}{9}$ $\frac{3}{9}$	 $\frac{6}{10}$ $\frac{7}{10}$ $\frac{5}{10}$


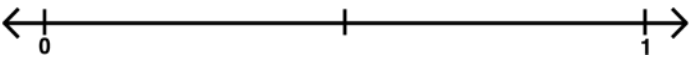
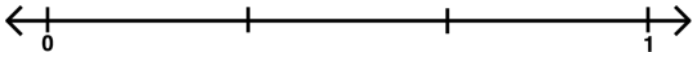
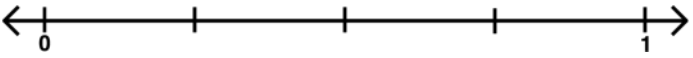
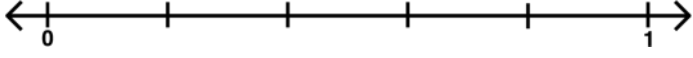
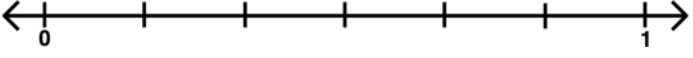
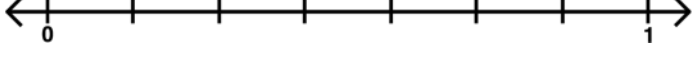
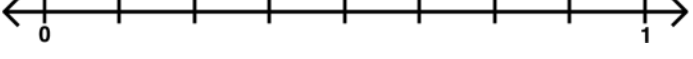
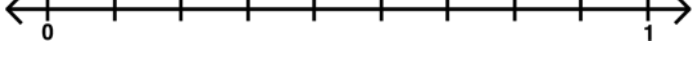
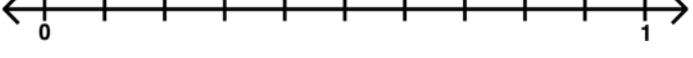
# Placing Fractions on a Number Line

**Directions:** Locate the fraction on the number. Color a dot on the number line to show the fraction.

 $\frac{1}{1}$	 $\frac{1}{2}$
 $\frac{2}{3}$	 $\frac{3}{4}$
 $\frac{3}{5}$	 $\frac{4}{6}$
 $\frac{5}{7}$	 $\frac{2}{8}$
 $\frac{7}{9}$	 $\frac{6}{10}$

# Placing Fractions on a Number Line

**Directions:** Choose a fraction to write on the blank line. Then, color a dot on the number line to show the fraction.

 <p style="text-align: center; margin-top: 20px;"><math>\frac{3}{4}</math></p>	 <p style="text-align: center; margin-top: 20px;">—</p>
 <p style="text-align: center; margin-top: 20px;">—</p>	 <p style="text-align: center; margin-top: 20px;">—</p>
 <p style="text-align: center; margin-top: 20px;">—</p>	 <p style="text-align: center; margin-top: 20px;">—</p>
 <p style="text-align: center; margin-top: 20px;">—</p>	 <p style="text-align: center; margin-top: 20px;">—</p>
 <p style="text-align: center; margin-top: 20px;">—</p>	 <p style="text-align: center; margin-top: 20px;">—</p>



# Common Core State Standards

*Educating classrooms one standard at a time.*

## Terms of Use

All worksheets, activities, workbooks and other printable materials purchased or downloaded from this website are protected under copyright law. Items purchased from this website may be used, copied and printed for classroom, personal and home use depending on how many licenses are purchased. Upon printing and copying the materials from this website, you must leave the Copyright Information at the bottom of each item printed. Items may not be copied or distributed unless you have purchased them from this website. Furthermore, you may not reproduce, sell, or copy these resources, or post on your website any Worksheet, Activity, PDF, Workbook, or Printable without written permission from Have Fun Teaching, LLC using the contact form below. All Common Core State Standards are from CoreStandards.org and the Common Core State Standards Initiative.

All Common Core State Standards in this book are © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. Furthermore, NGA Center/CCSSO are the sole owners and developers of the Common Core State Standards, and Core Common Standards makes no claims to the contrary.

All Graphics, Images, and Logos are © Copyright 2012 CoreCommonStandards.com. Also, the organization of this book and Table of Contents has been created by and organized by CoreCommonStandards.com and HaveFunTeaching.com.

For more Common Core Standards Posters, Activities, Worksheets, and Workbooks, visit <http://CoreCommonStandards.com>.

Worksheets created by: [Have Fun Teaching](#)  
Activities created by: [Have Fun Teaching](#)  
Posters created by: [Have Fun Teaching](#)

