



GRADE 3 MATHEMATICS

Blackline Masters

Number Cards 100 to 1000

100	101	102
103	104	105
106	107	108
109	110	111
112	113	114
115	116	117
118	119	120

Number Cards 100 to 1000

121	122	123
124	125	126
127	128	129
130	131	132
133	134	135
136	137	138
139	140	141

Number Cards 100 to 1000

142

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

709	710	711
712	713	714
715	716	717
718	719	720
721	722	723
724	725	726
727	728	729

Number Cards 100 to 1000

730	731	732
733	734	735
736	737	738
739	740	741
742	743	744
745	746	747
748	749	750

Number Cards 100 to 1000

751

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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1000

Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Correct or Incorrect Patterns

Correct or Incorrect? For each box, fix the number sequences that are incorrect.

234, 244, 254, 264, 274, 284	775, 750, 725, 700, 650, 625
465, 470, 475, 480, 485, 490	998, 898, 798, 698, 598, 498
949, 959, 969, 979, 989, 999,	187, 287, 387, 478, 587, 687
125, 150, 175, 200, 225, 250	321, 331, 341, 351, 361, 371
509, 529, 539, 549, 559, 569	685, 680, 675, 670, 660, 655
425, 450, 475, 500, 525, 550	235, 240, 250, 260, 270, 280
13, 113, 213, 313, 413, 513, 613	873, 863, 853, 843, 833, 823
1000, 995, 990, 985, 980, 975	485, 490, 495, 505, 510, 515

Number of the Day

Write the number in words:

Show the number using:

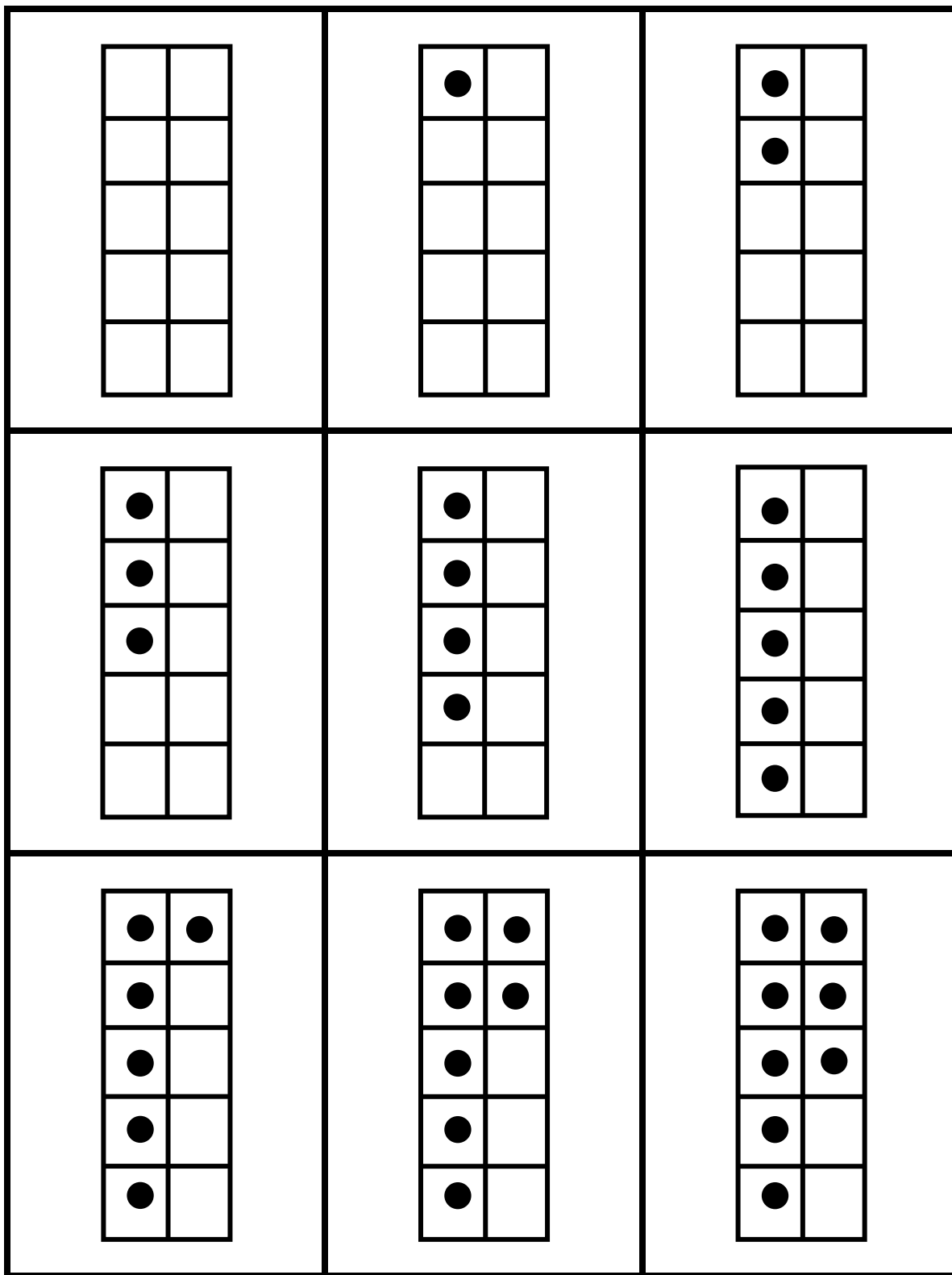
Pictures/Models	Base-10 Materials
Expanded Form	Comparisons (more than/less than, etc.)
Money (in two different ways)	
Number Sentences/Expressions	

I Can—Number of the Day

Name: _____

Represent and describe numbers to 1000, concretely, pictorially, and symbolically.				
	September	November	March	June
I can				
I can				
I can				
My goal(s) for next term is/are				

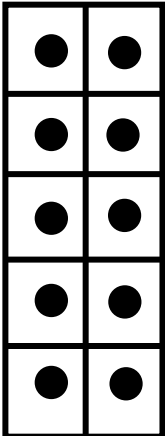
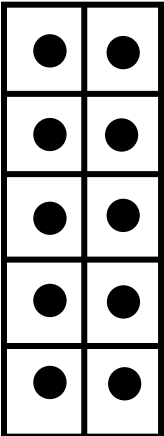
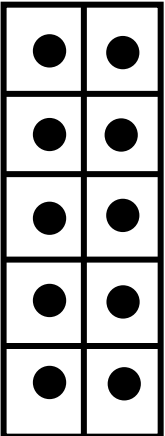
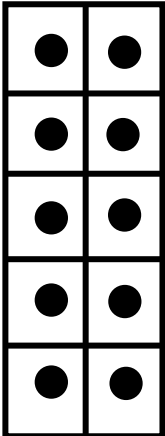
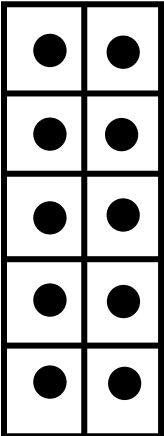
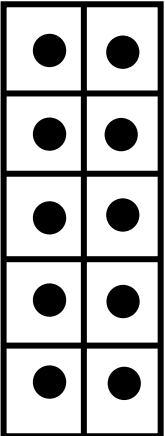
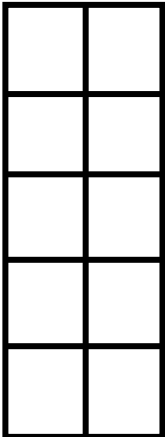
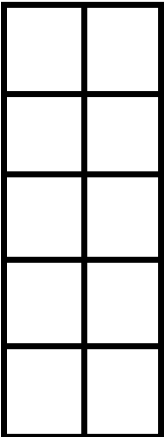
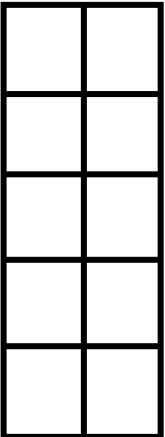
Small Ten Frames



Small Ten Frames

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Small Ten Frames

Number Cards 100 to 1000

100	101	102
103	104	105
106	107	108
109	110	111
112	113	114
115	116	117
118	119	120

Number Cards 100 to 1000

121

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

352	353	354
355	356	357
358	359	360
361	362	363
364	365	366
367	368	369
370	371	372

Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

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Number Cards 100 to 1000

709	710	711
712	713	714
715	716	717
718	719	720
721	722	723
724	725	726
727	728	729

Number Cards 100 to 1000

730	731	732
733	734	735
736	737	738
739	740	741
742	743	744
745	746	747
748	749	750

Number Cards 100 to 1000

751

752

753

754

755

756

757

758

759

760

761

762

763

764

765

766

767

768

769

770

771

Number Cards 100 to 1000

772

773

774

775

776

777

778

779

780

781

782

783

784

785

786

787

788

789

790

791

792

Number Cards 100 to 1000

793

794

795

796

797

798

799

800

801

802

803

804

805

806

807

808

809

810

811

812

813

Number Cards 100 to 1000

814

815

816

817

818

819

820

821

822

823

824

825

826

827

828

829

830

831

832

833

834

Number Cards 100 to 1000

835

836

837

838

839

840

841

842

843

844

845

846

847

848

849

850

851

852

853

854

855

Number Cards 100 to 1000

856

857

858

859

860

861

862

863

864

865

866

867

868

869

870

871

872

873

874

875

876

Number Cards 100 to 1000

877

878

879

880

881

882

883

884

885

886

887

888

889

890

891

892

893

894

895

896

897

Number Cards 100 to 1000

898

899

900

901

902

903

904

905

906

907

908

909

910

911

912

913

914

915

916

917

918

Number Cards 100 to 1000

919

920

921

922

923

924

925

926

927

928

929

930

931

932

933

934

935

936

937

938

939

Number Cards 100 to 1000

940

941

942

943

944

945

946

947

948

949

950

951

952

953

954

955

956

957

958

959

960

Number Cards 100 to 1000

961

962

963

964

965

966

967

968

969

970

971

972

973

974

975

976

977

978

979

980

981

Number Cards 100 to 1000

982

983

984

985

986

987

989

990

991

992

993

994

995

996

997

998

999

1000

Roll and Order

Skill/Concept

Ordering numbers (SLO 3.N.3)

Materials:

Game board for two players or two teams
3 (0 to 9) dice

Directions:

The goal of the game is to use number sense to fill in the chart first by ordering three-digit numbers that are created by rolling dice.

Determine the Start and End numbers (e.g., start on 1 and end on 1000).

Player/Team 1 rolls the three dice and arranges them into a three-digit number. They write the number where they feel it belongs on their game board.

Player/Team 2 takes a turn and does the same thing on their game board.

Play continues until one player has filled their board (numbers are in sequence).

Variations:

Changing the Start and End numbers (e.g., narrow the range [200 to 300])

Reducing or increasing the numbers and the number of dice

Increasing or decreasing the number of spaces on the game board

Largest or Smallest? Game Board

Player 1

Hundreds	Tens	Ones

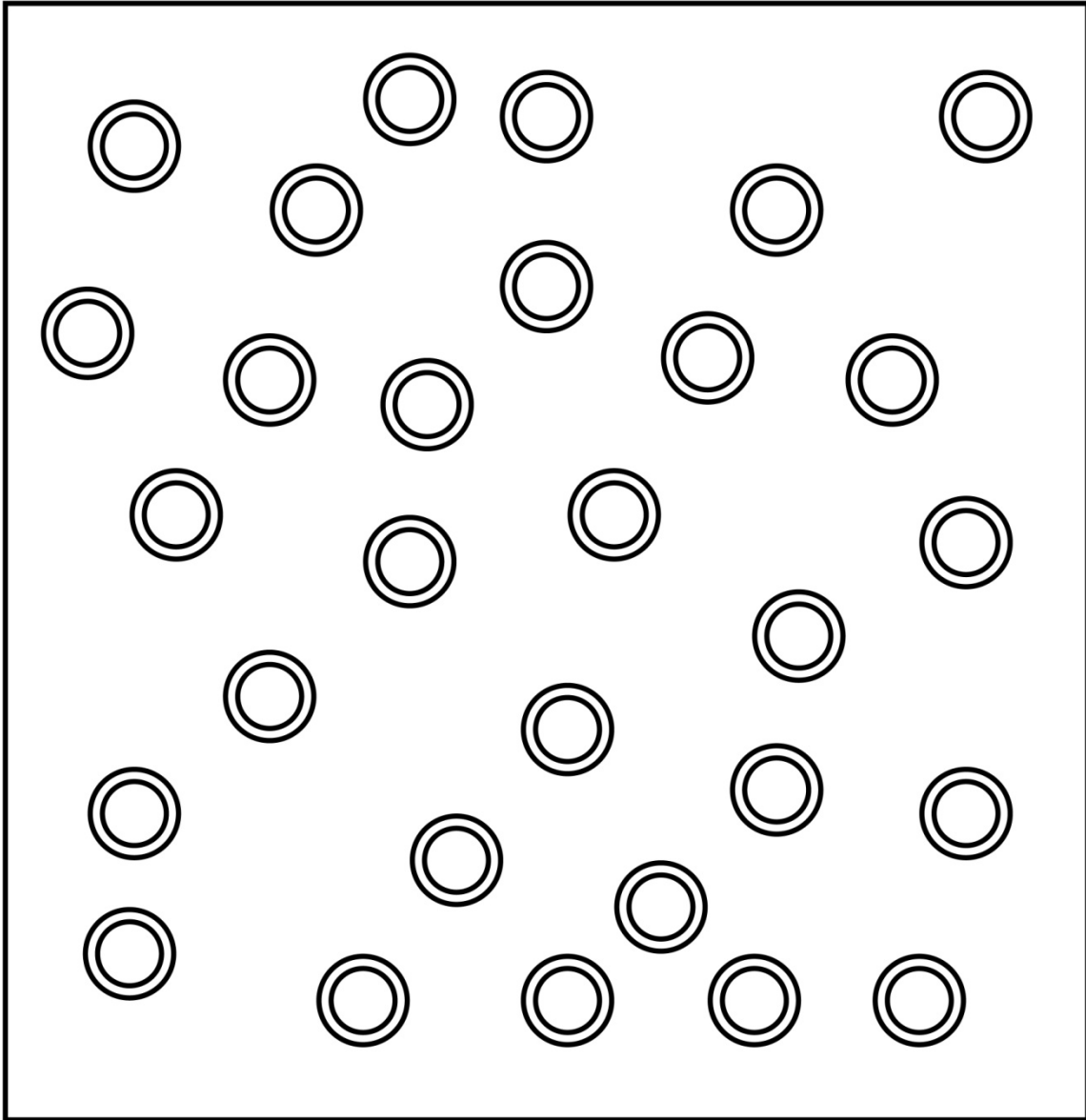
Player 2

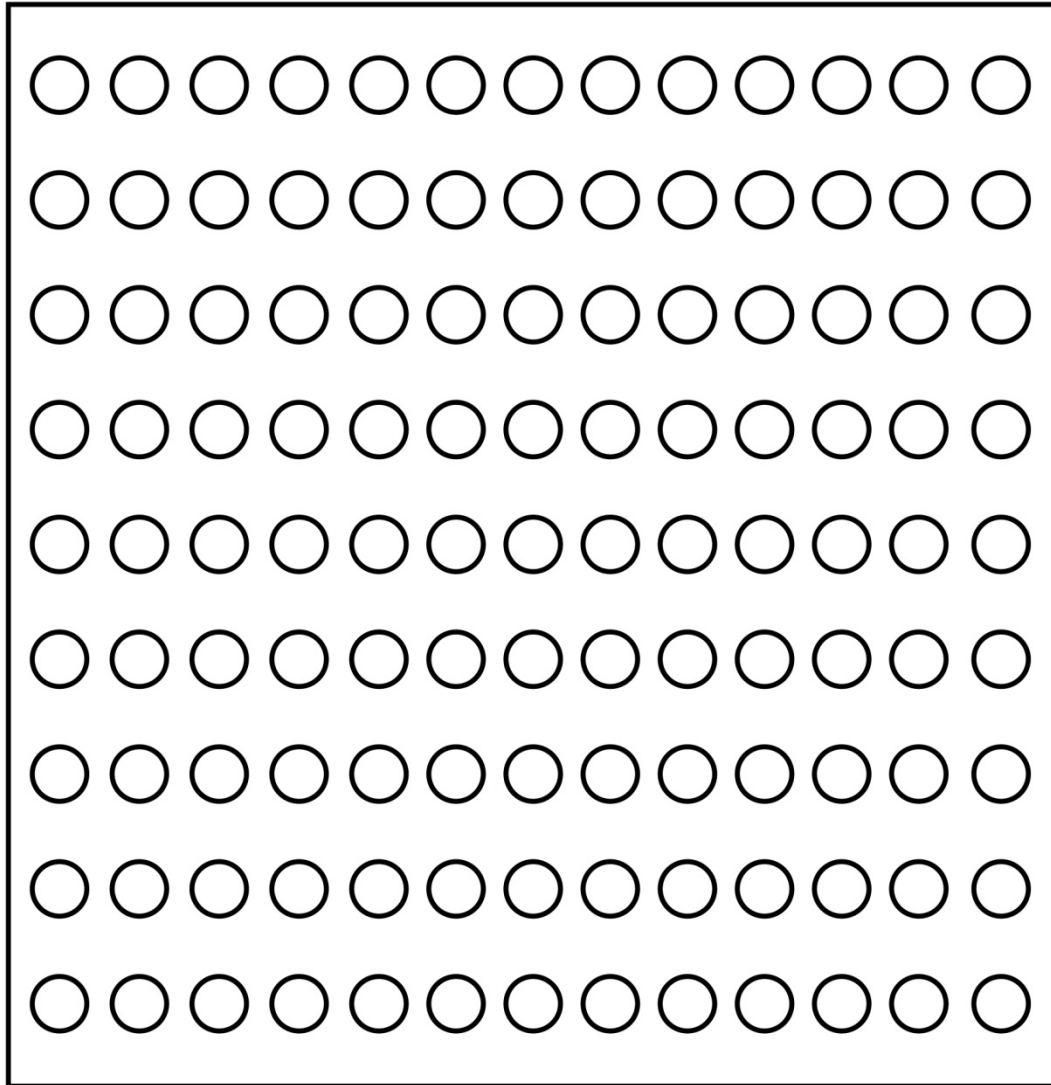
Hundreds	Tens	Ones

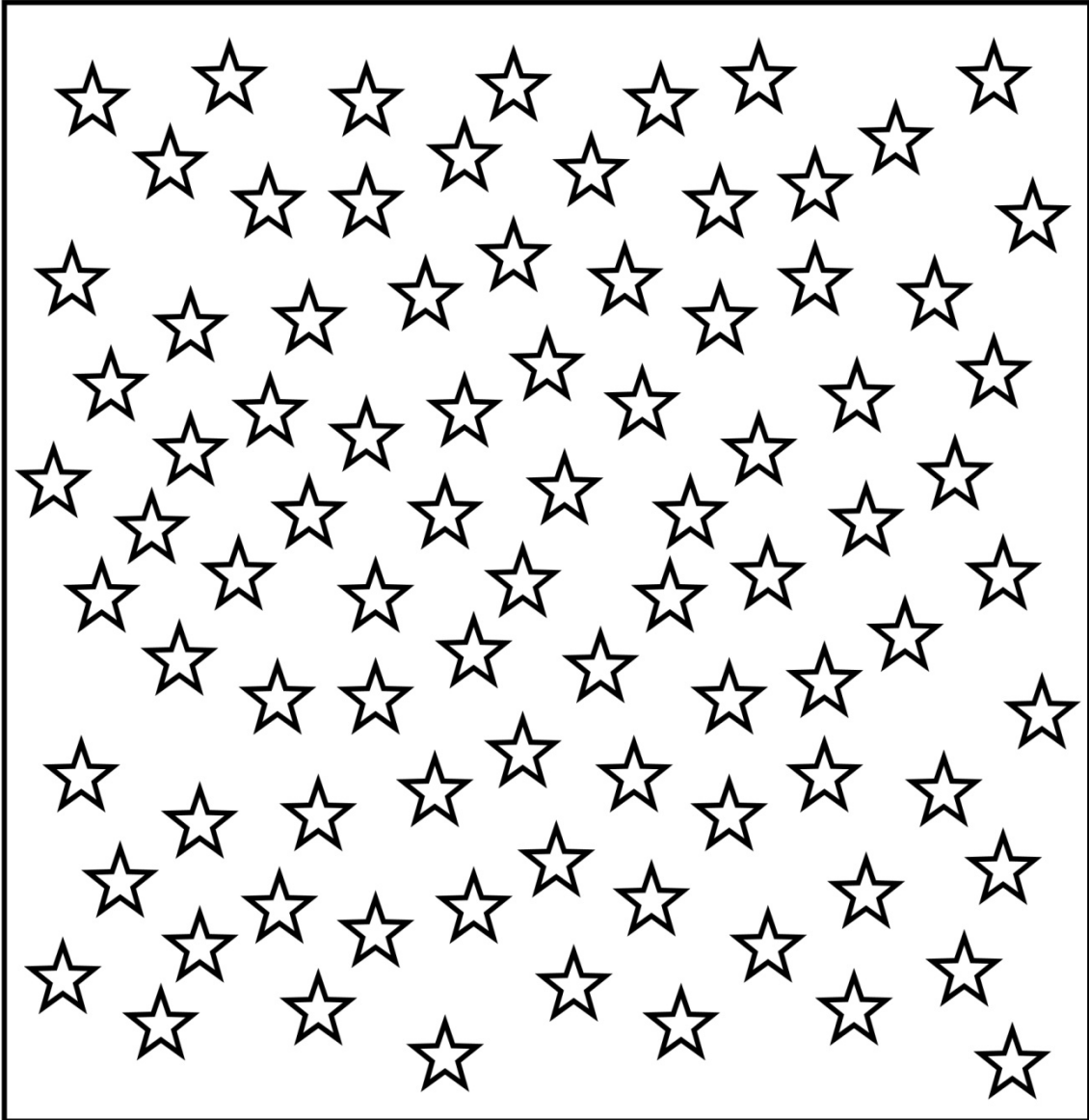
Estimation Station Recording Sheet

Objects	Estimate	Actual	My estimate is too low just right too high

Estimation Assessment







Place Value Cards—Hundreds

100

100

200

200

300

300

Place Value Cards—Hundreds

400

400

500

500

600

600

Place Value Cards—Hundreds

700

700

800

800

900

900

Place Value Cards—Units and Tens

1

2

3

1

2

3

4

5

6

4

5

6

7

8

9

7

8

9

Place Value Cards—Units and Tens

10

10

20

20

30

30

40

40

50

Place Value Cards—Units and Tens

50

60

60

70

70

80

80

90

90

Race to 100

Skill/Concept	Applying mental math strategies (SLO 3.N.6)
Materials:	2 (1 to 6) dice recording sheet and pencil
Directions:	<p>Before playing the game, students need to decide if the winner is the first person to go over 100 or if it is the person closest to 100 without going over.</p> <p>Each player, in turn, rolls the two dice, makes a two-digit number and records it on their recording sheet.</p> <p>On the second roll the new two-digit number is added to the first and the total is recorded. The player explains the strategy used.</p> <p>Play continues in this manner until one player gets to 100.</p>
Variations:	Change the number to race to.

Race to 100

Roll	Total

Mental Math Strategies—Two-Digit Addition

Show/explain how you would use the mental math strategy to solve the problem.

Using doubles

$$25 + 28$$

Using friendly numbers

$$49 + 27$$

I can use these strategies to add two-digit numbers.

Adding from left to right

$$74 + 23$$

Race to Zero

Skill/Concept

Applying mental math strategies for subtracting two-digit numerals (SLO 3.N.7)

Materials:

Recording sheet for two players or two teams
2 dice (1 to 6)
Pencil

Directions:

Each player, in turn, rolls the two dice and makes a two-digit number and records it on their recording sheet. This number is subtracted from 100.

On the second roll a new two-digit number is subtracted from the difference and is recorded. Each time the player should explain the strategy used.

Play continues in this manner for four rolls. The player with a difference closest to 0 is the winner.

Player/Team 1

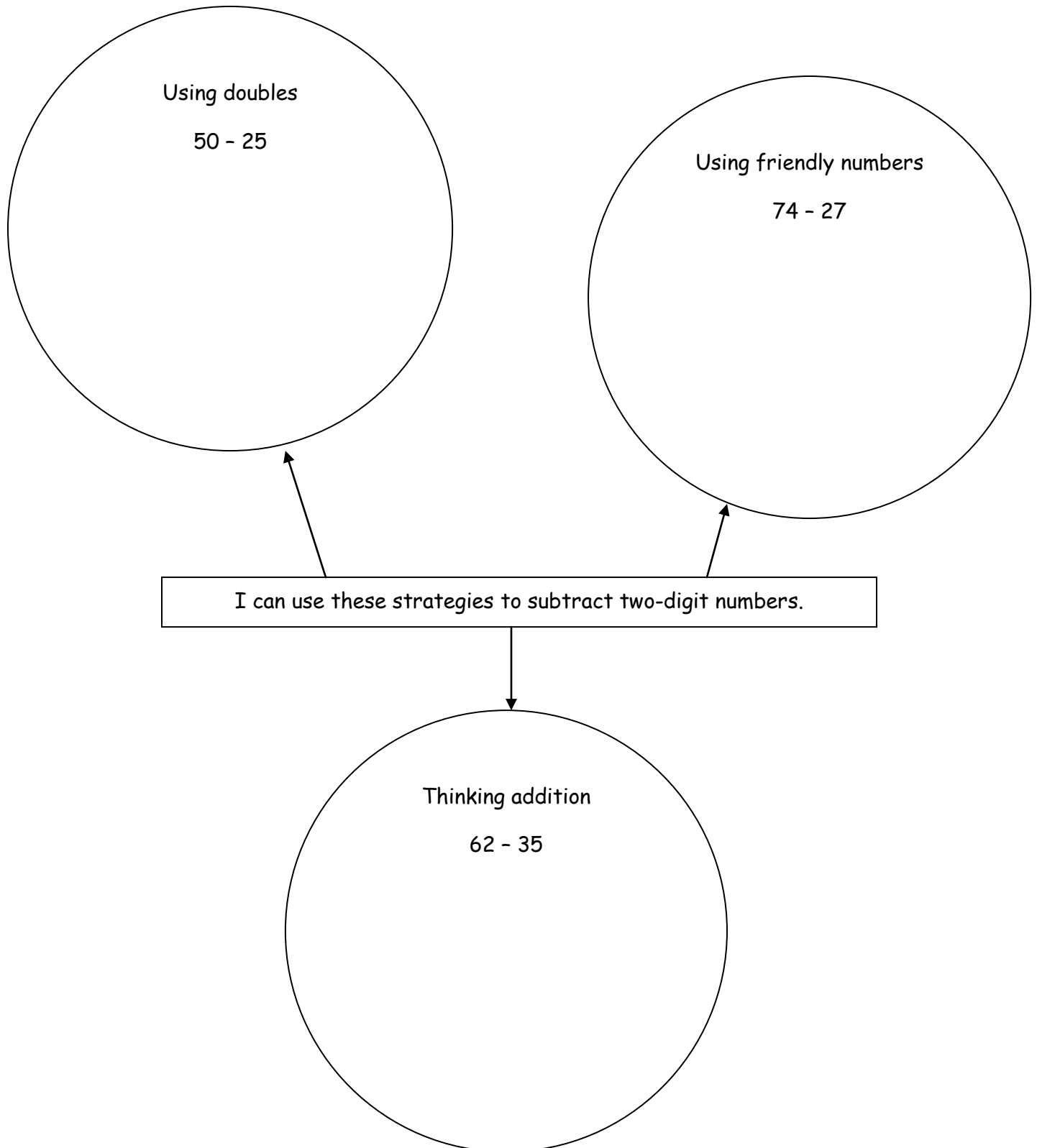
Race to Zero	
Roll	Difference
Start 100	

Player/Team 2

Race to Zero	
Roll	Difference
Start 100	

Mental Math Strategies—Two-Digit Subtraction

Show/explain how you would use the mental math strategy to solve the problem.



Doubles

Doubles			
12	20	18	16
14	18	12	10
10	20	16	14

Doubles			
12	20	18	16
14	18	12	10
10	20	16	14

Let's Make 5

Skill/Concept Applying complementary (compatible) numbers to 5

Materials: Game board for each player
A spinner labelled 0 to 5 or a die labelled 0 to 5
Counters

Directions: The teacher spins the spinner or rolls the die and calls out the number shown.

Students cover the compatible number to make 5.

The first player to fill in a row, column, or diagonal is the winner.

Let's Make 5				
4	2	0	1	5
3	1	5	2	4
0	3	4	1	2
5	4	2	3	1
1	5	3	4	0

Let's Make 10

Skill/Concept

Applying complementary (compatible) numbers to 10

Materials:

Game board for each player
A spinner labelled 0 to 10 or a 10-sided die
Counters

Directions:

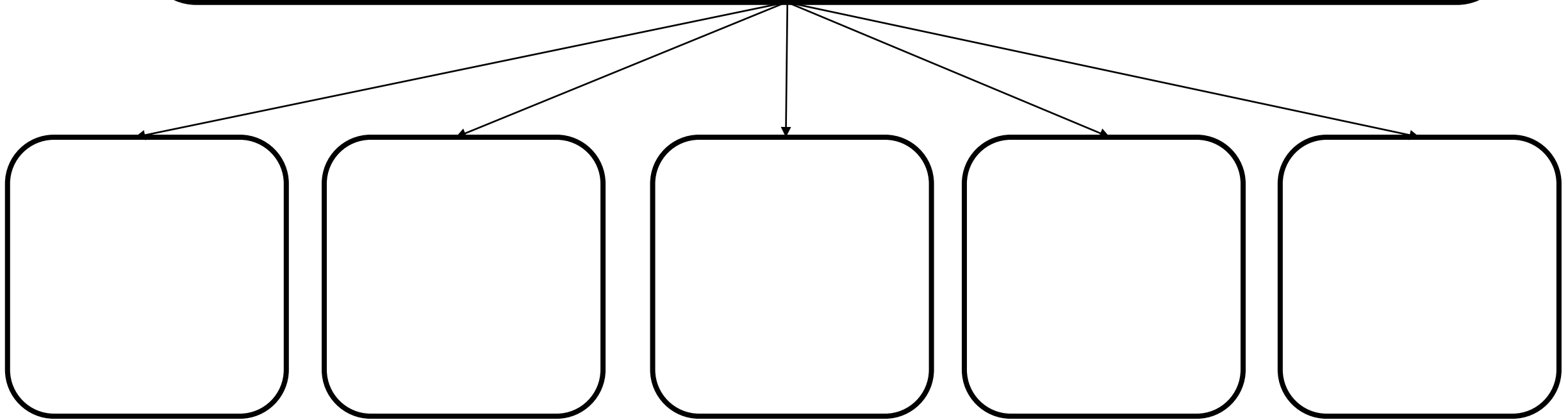
The teacher spins the spinner or rolls the die and calls out the number shown.

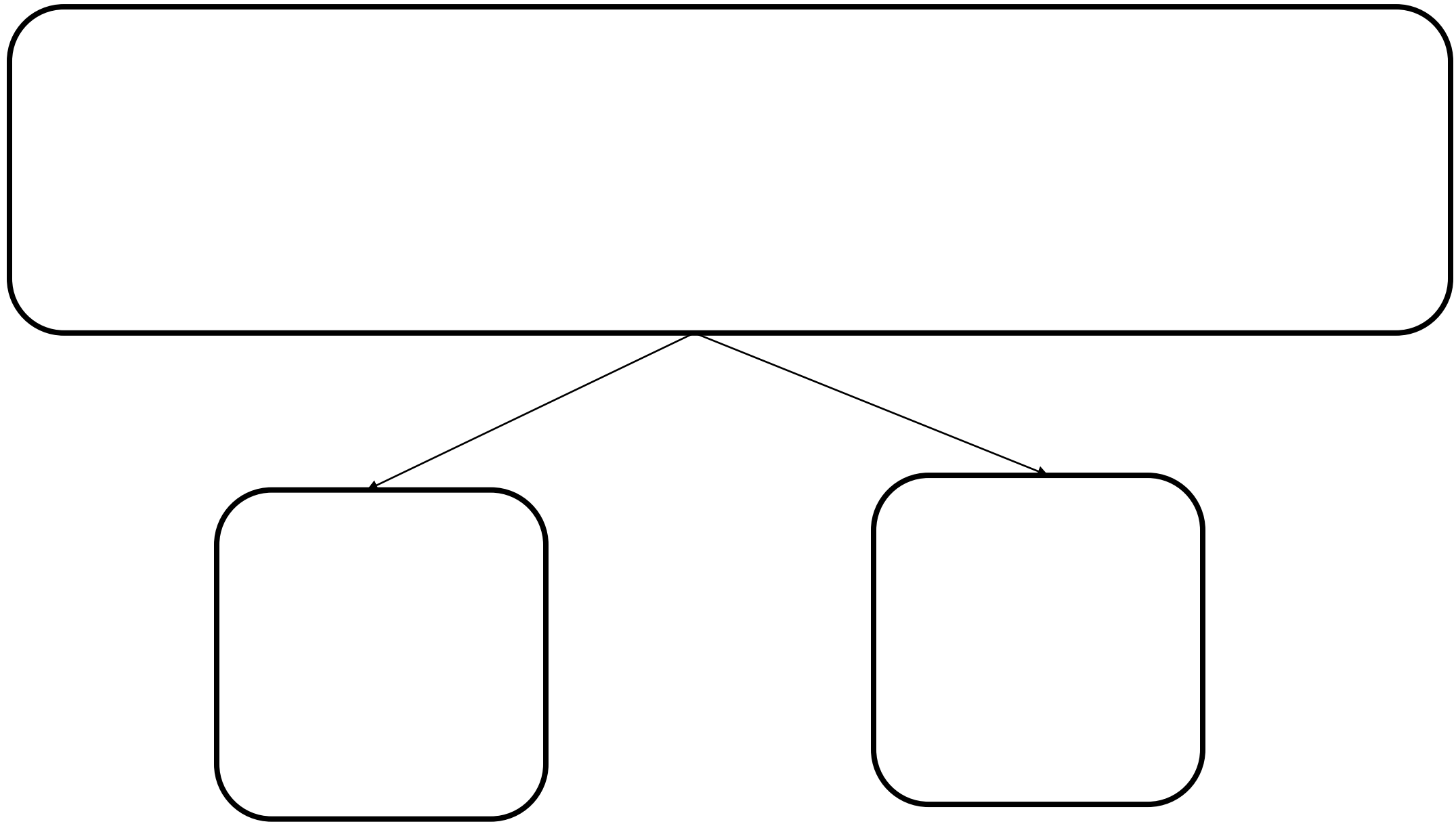
Students cover the compatible number to make 10.

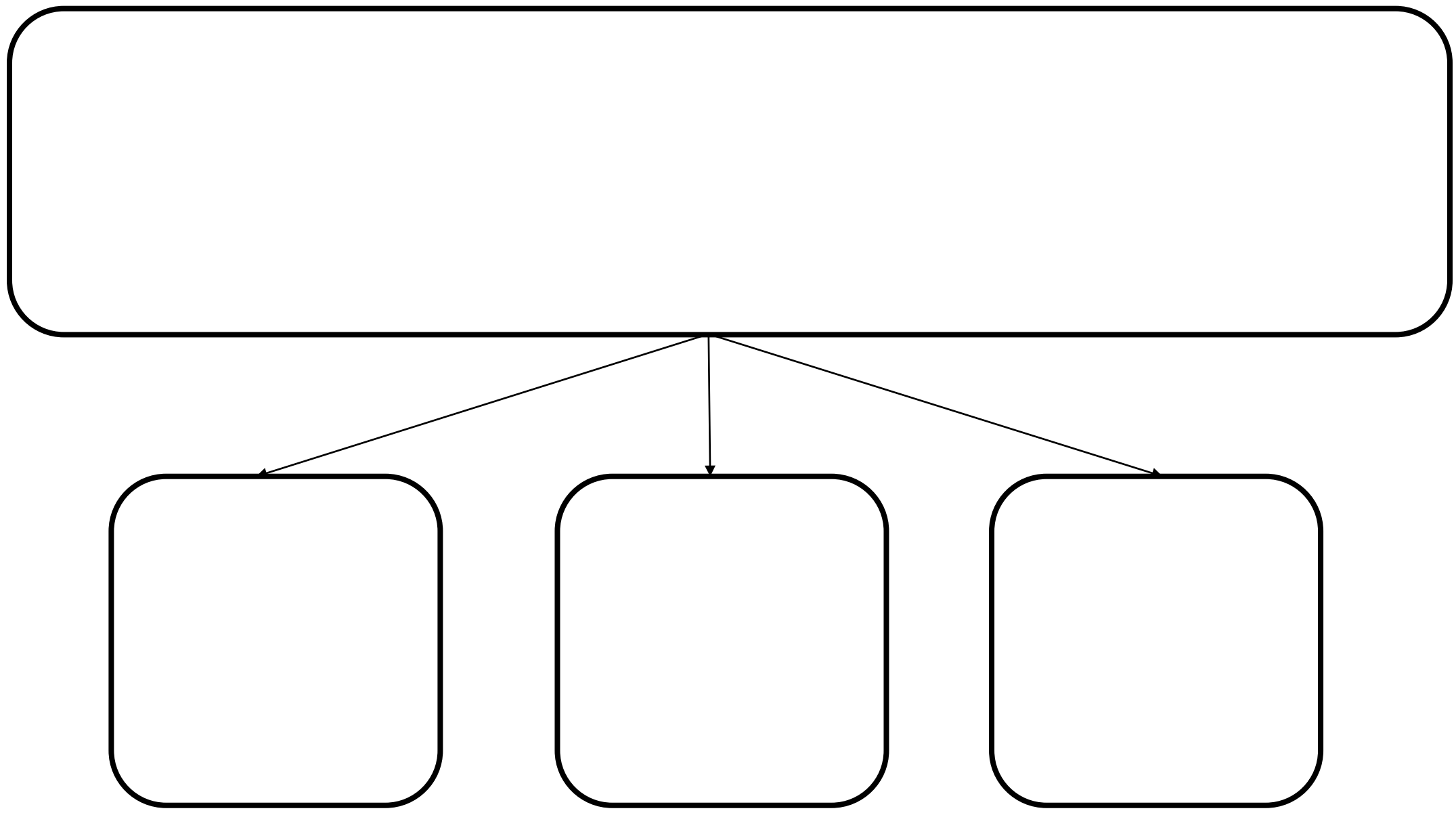
The first player to fill in a row, column, or diagonal is the winner.

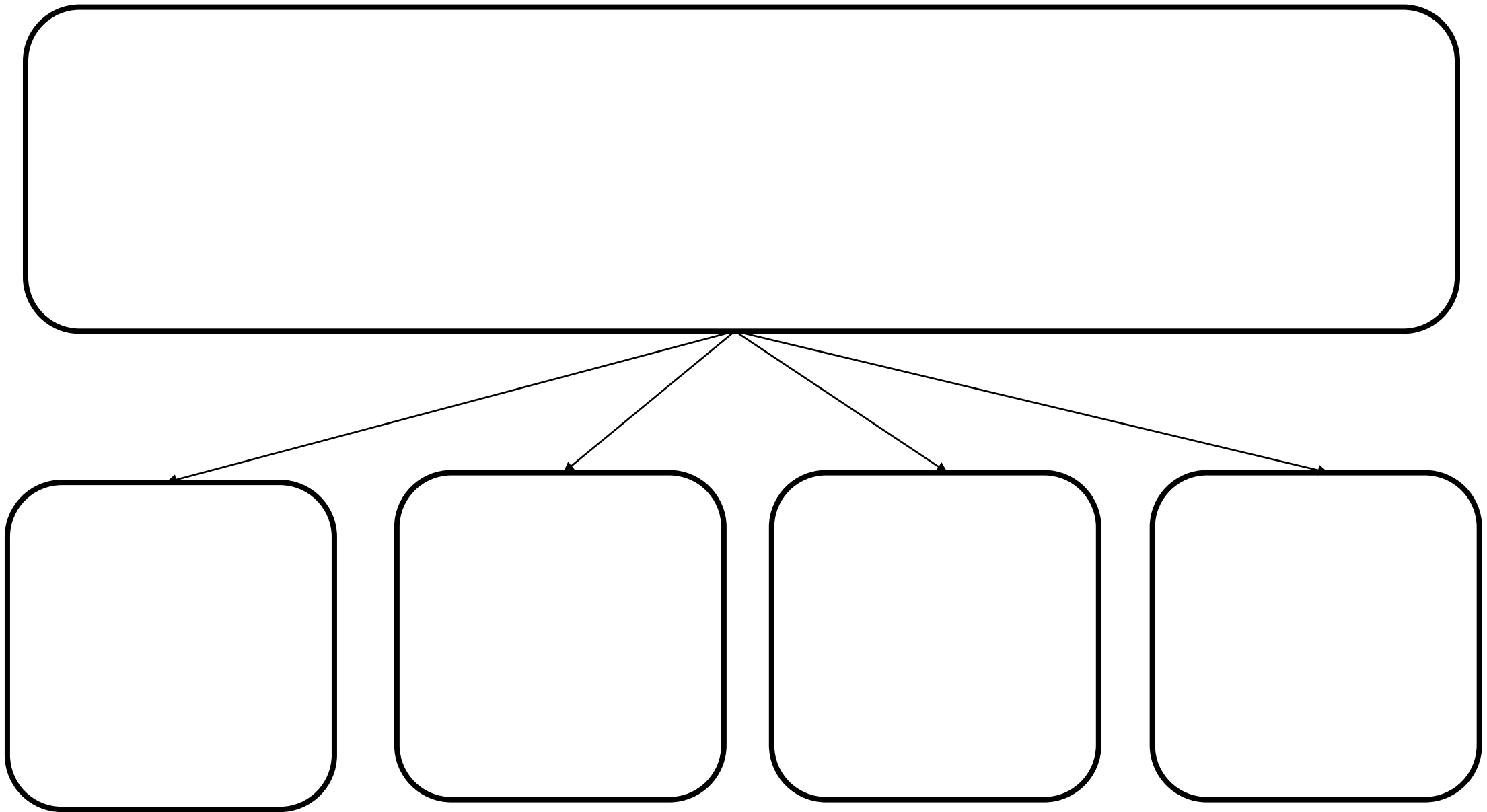
Let's Make 10					
10	5	7	2	9	4
1	8	3	0	6	5
4	3	6	10	0	7
9	2	1	8	5	3
7	0	5	6	1	9
3	8	2	4	10	6

Multiplication and Division Templates









Multiplication Performance Task

Multiplication Performance Task
Use the number sentence $4 \times 3 =$ Show different ways to find the answer (product).
Picture
Repeated addition
Number line
Skip counting
Story problem

Multiplication Sentence and Draw Array Assessment

Solve the following problems.

Write a multiplication number sentence and draw an array for each problem.

<p>1. Margo planted 3 rows of flower seeds. She put 5 seeds in each row. How many seeds did Margo plant altogether?</p> <p>Number sentence:</p>	Array
<p>2. There are 4 bags of apples There are 4 apples in each bag. How many apples are there altogether?</p> <p>Number sentence:</p>	Array
<p>3. Juan invited 7 friends for ice cream cones. Juan and his friends each had 2 scoops of ice cream. How many scoops of ice cream did they have altogether?</p> <p>Number sentence:</p>	Array
<p>4. Pencils come in packages of 6. Mrs. Fast buys 3 packages for her class. How many pencils did Mrs. Fast get?</p> <p>Number sentence:</p>	Array
<p>5. Hans buys a sheet of stickers. On the sheet there are 4 rows with 3 stickers in each row. How many stickers did Hans buy?</p> <p>Number sentence:</p>	Array

Sharing Cookies—*The Doorbell Rang*

Use paper cookies and paper plates to show the sharing of the cookies in story *The Doorbell Rang*. Each time the cookies are shared, show it on the paper plates with the cookies then record the sharing below.

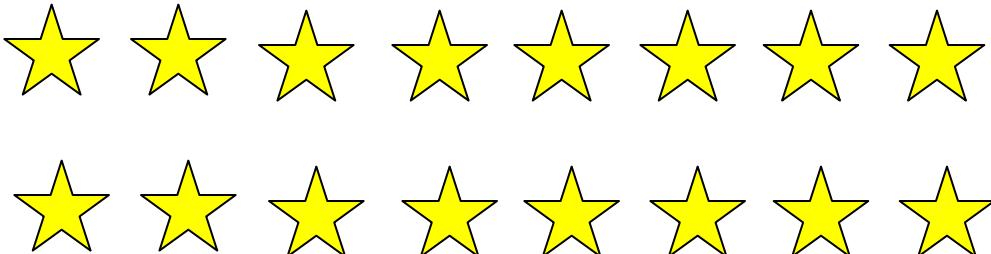
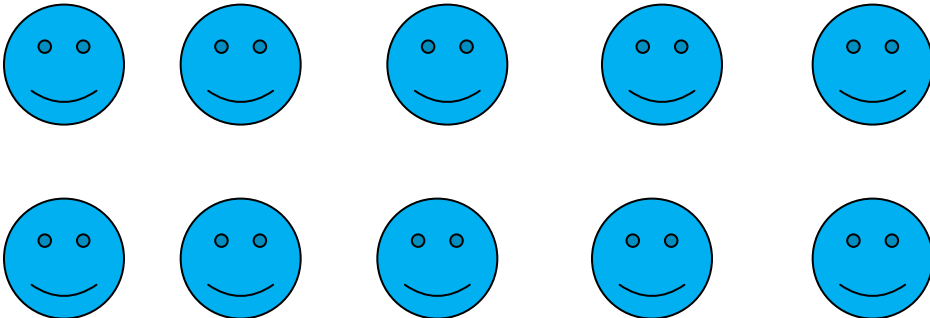
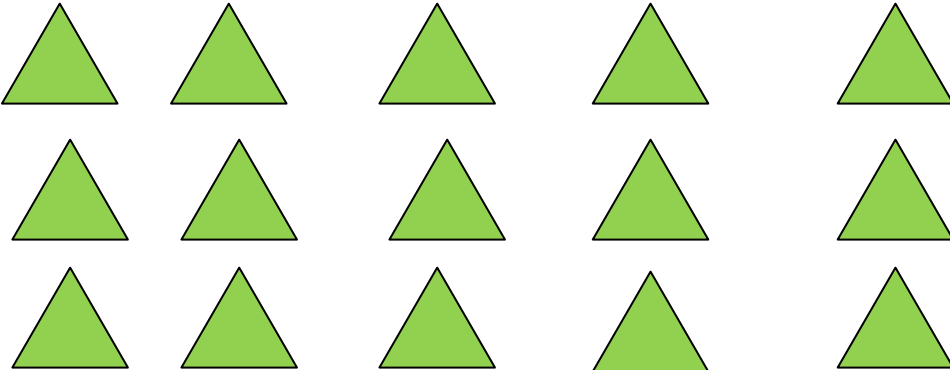
Number of cookies	Number of children	Sharing (picture)	Number of cookies per child
12			
12			
12			
12			

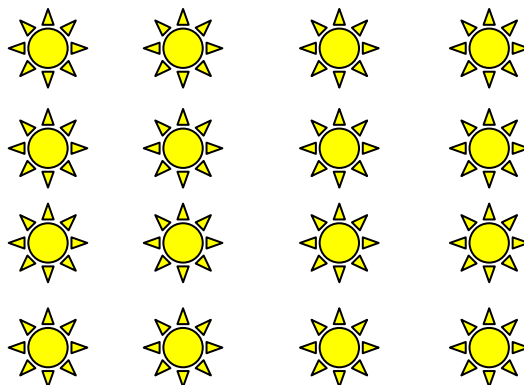
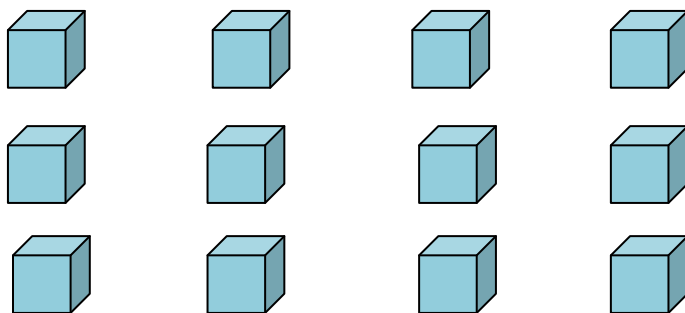
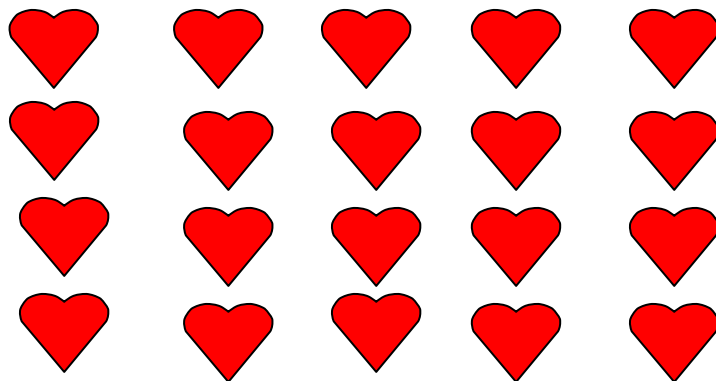
Division Story Problems

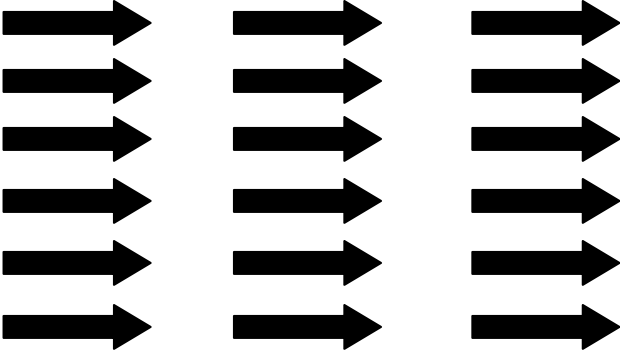
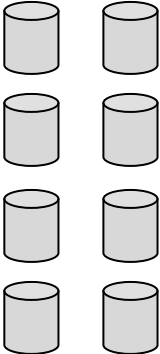
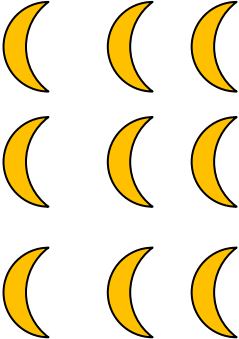
$10 \div 5 = 2$	$7 \div 1 = 7$
$6 \div 2 = 3$	$20 \div 4 = 5$
$15 \div 3 = 5$	$12 \div 4 = 3$
$10 \div 2 = 5$	$16 \div 4 = 4$
$8 \div 4 = 2$	$9 \div 3 = 3$

$12 \div 6 = 2$	$20 \div 5 = 4$
$8 \div 2 = 4$	$12 \div 3 = 4$
$14 \div 7 = 2$	$5 \div 5 = 1$
$15 \div 5 = 3$	$6 \div 3 = 2$
$4 \div 2 = 2$	$14 \div 2 = 7$

Array Cards

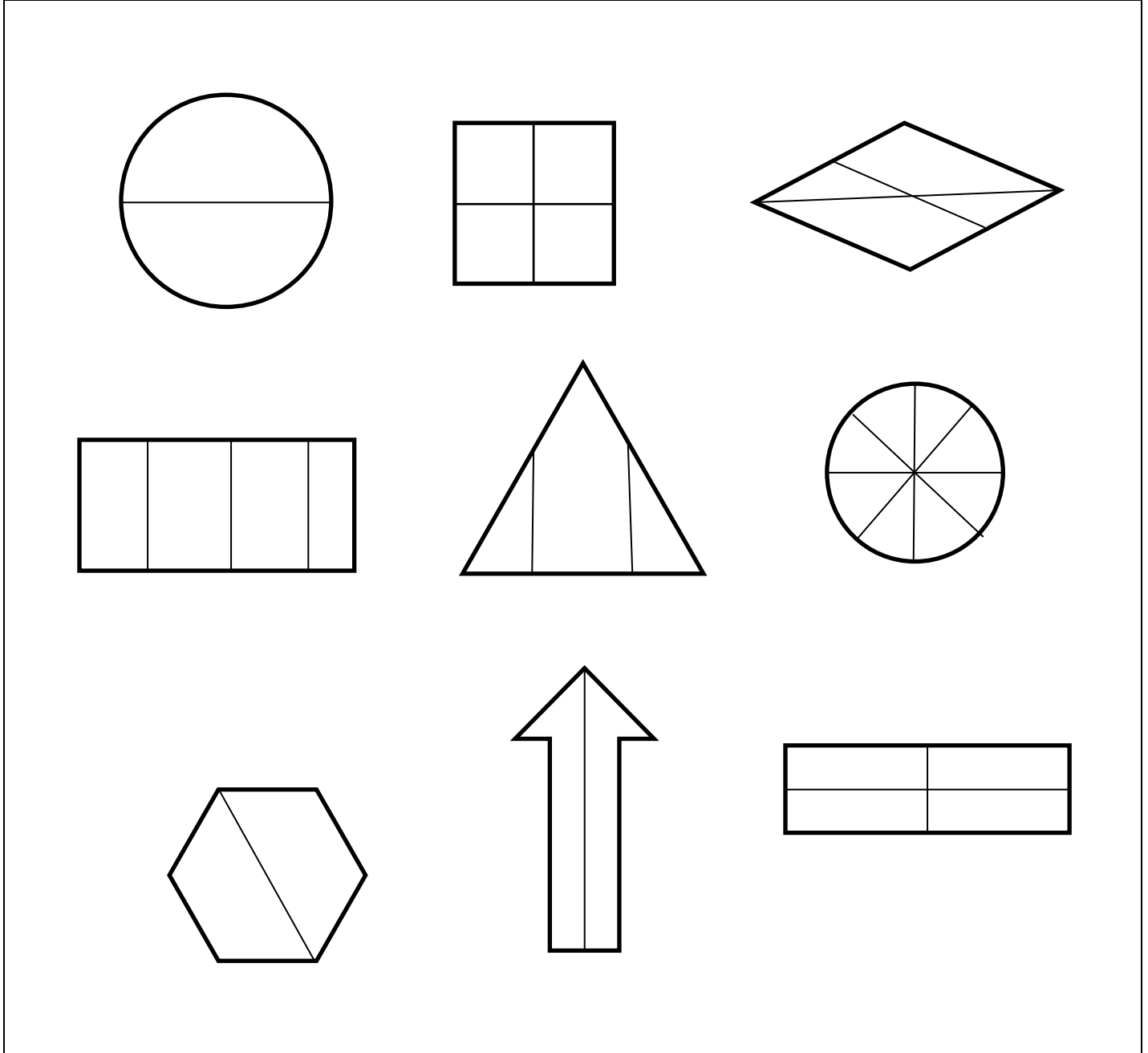






Sorting Shapes

Cut out the shapes. Sort them. Explain your sorting rule.



Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Months and Days Cards

January	February	March
April	May	June
July	August	September
October	November	December

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday
Saturday		

Duration Cards—Longer or Shorter

<p>Longer or Shorter?</p> <p>counting backwards from 20 to 1</p> <p>or</p> <p>counting to 100 by 10s</p>	<p>Longer or Shorter?</p> <p>singing <i>Row, Row, Row Your Boat</i></p> <p>or</p> <p>counting by 5s to 50</p>
<p>Longer or Shorter?</p> <p>counting to 20</p> <p>or</p> <p>clapping your hands 10 times</p>	<p>Longer or Shorter?</p> <p>walking to the classroom door</p> <p>or</p> <p>stamping your foot 10 times</p>
<p>Longer or Shorter?</p> <p>printing your first and last name</p> <p>or</p> <p>saying the alphabet</p>	<p>Longer or Shorter?</p> <p>jumping 20 times</p> <p>or</p> <p>standing up and sitting down 10 times</p>
<p>Longer or Shorter?</p> <p>bouncing a ball 10 times</p> <p>or</p> <p>touching your toes 8 times</p>	<p>Longer or Shorter?</p> <p>saying your telephone number</p> <p>or</p> <p>tying your shoelace</p>

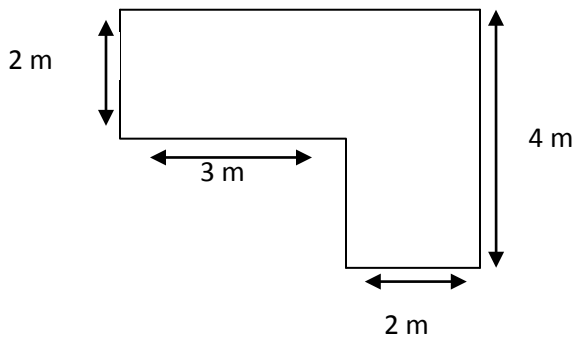
Find the Perimeter Recording Sheet

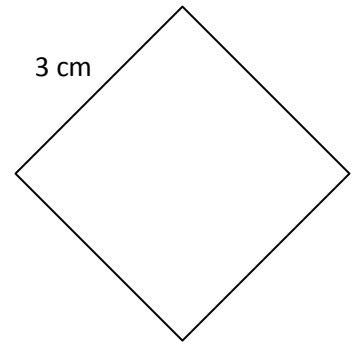
Object	Unit Used for Measuring	Estimate	Actual

Perimeter

- Mrs. Smith wants to make a rectangular garden with a perimeter of 24 metres. What might her garden look like? Give 3 possibilities. Record your shapes on centimetre-grid paper.

- Find the perimeter of the following shapes:





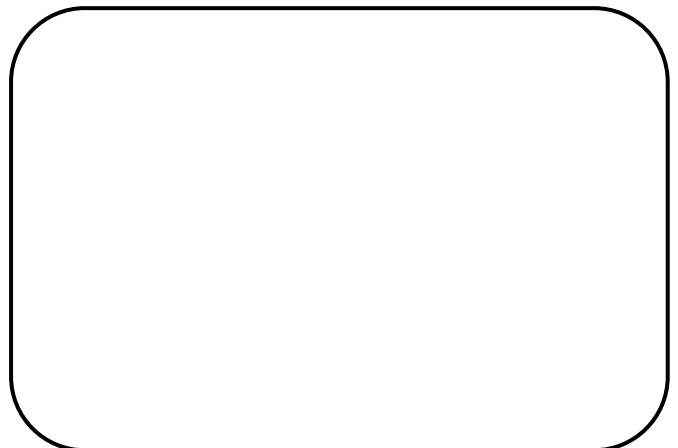
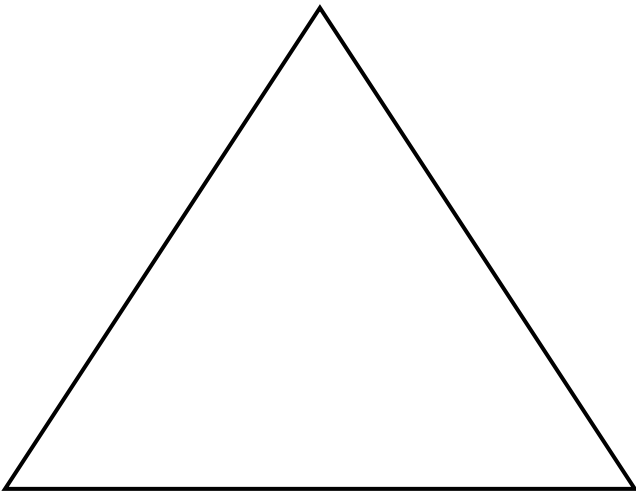
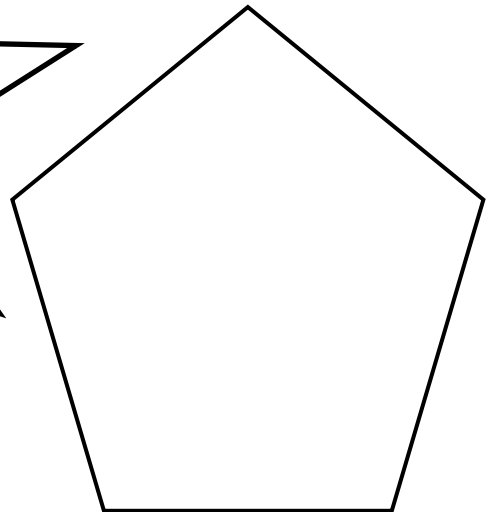
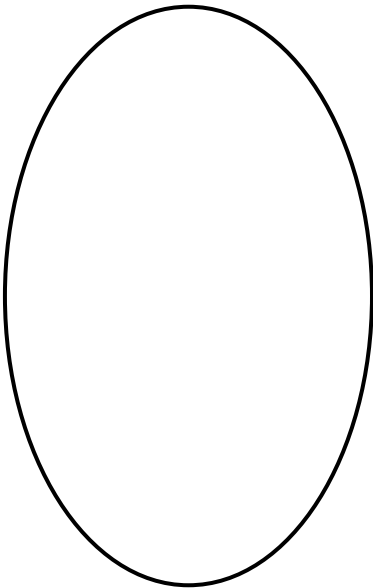
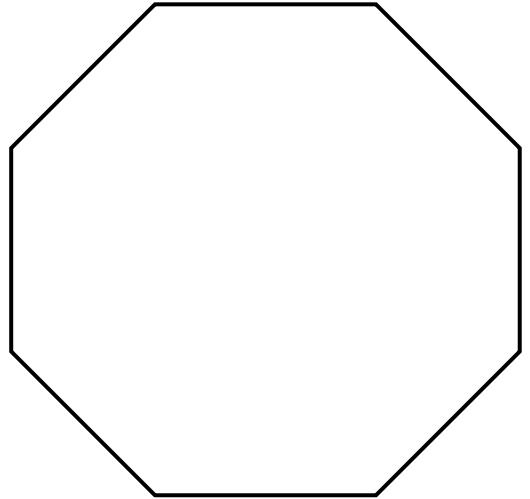
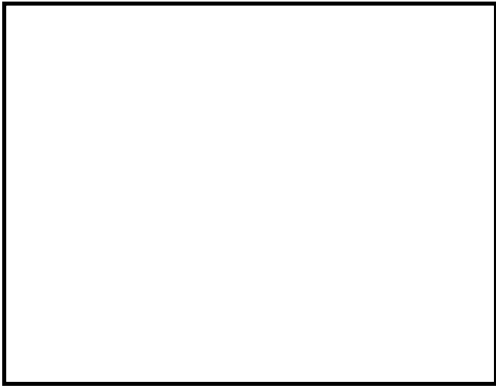
- Measure to find the perimeter.



Shapes

Shape	Number of Sides	Number of Vertices

Data about Me



Data about Me

Number of People in
My Family

Type of Pets

Hair Colour

Data
about
Me

Birthday Month

Favourite Season

Favourite Day of the Week

