McLean School

Summer Math Assignment

Rising Grade 3

Dear Mathematician,

Happy Summer!

Welcome to your Summer Math Assignment. Please try your best to complete a little bit each week. We recommend completing three pages a week over the course of the summer months. The first section of the workbook should feel like a review. There are no new concepts, only old friends from this past year of learning. This is your opportunity to shore up your skills and get a bit of extra practice. To help freshen your memory, there are teaching pages that provide step-by-step guidance and examples. The second section provides optional extension activities for more challenging work. In the third section, you will find games to play over the summer. The final section has templates and graph paper to use if you need them.

At first, try solving the problems on your own. If you need help, you may ask someone to help you solve the problem. Always show your work - even if you did the math in your head!

Some of these exercises will feel easier than others. Remember to persevere, explore, make mistakes, and grow your brain. You can do it!

Be gentle with yourself, mathematician. Take your time as you complete this workbook. Please return this workbook to your homeroom teacher by Friday, September 13. If you have questions, please contact Michelle FitzGerald, Coordinator of Learning Services and Assistant Head of Lower School, at mfitzgerald@mcleanschool.org.

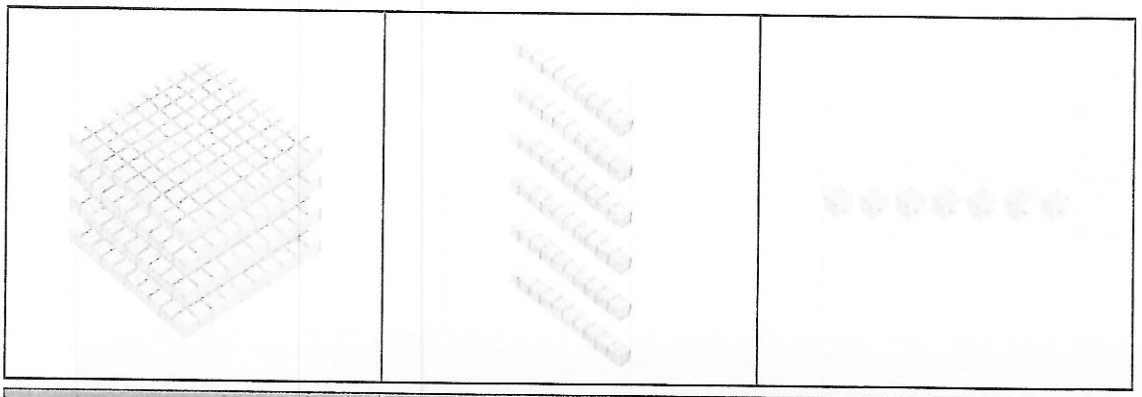
See you in September and have a fabulous, Mathematical Summer!

Mrs. Peters
K-4 Math Specialist

PRACTICE

Write each missing number.

Example



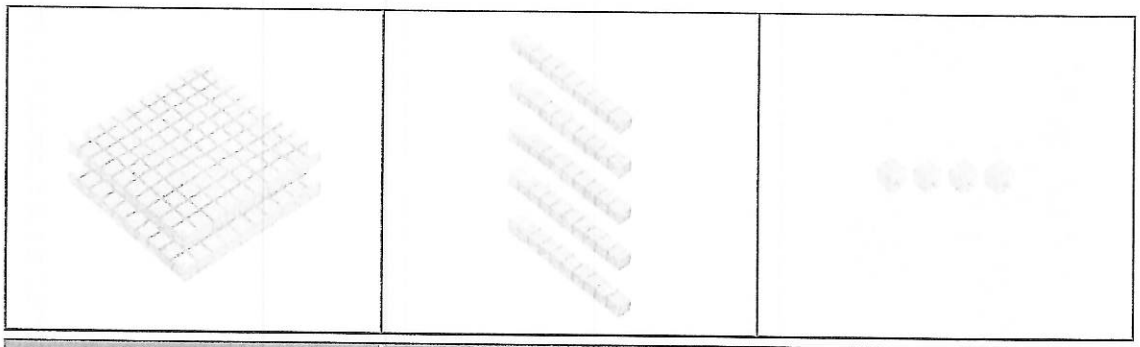
Hundreds	Tens	Ones
4	6	7

stands for 4 hundreds = 400

stands for 6 tens = 60

stands for 7 ones = 7

6



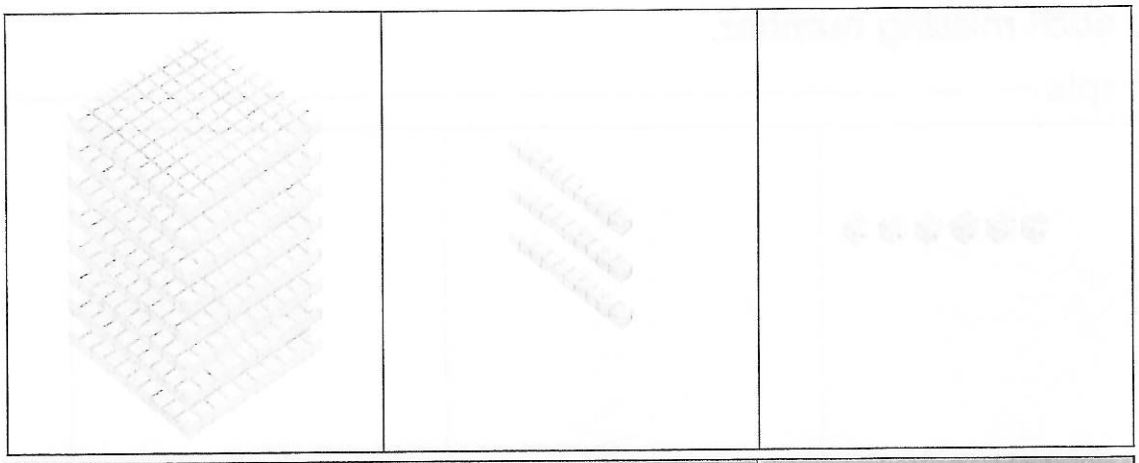
Hundreds	Tens	Ones

stands for _____ hundreds _____

stands for _____ tens _____

stands for _____ ones _____

7



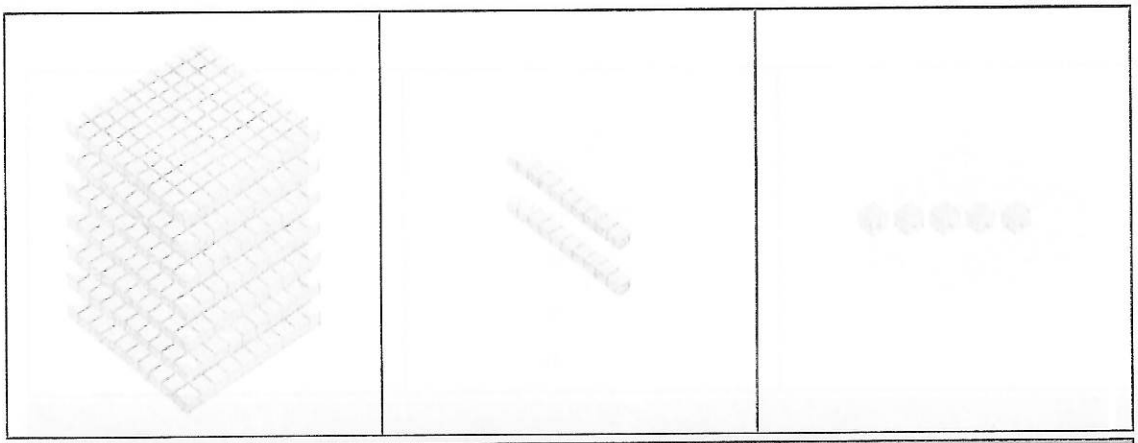
Hundreds	Tens	Ones

stands for _____ hundreds _____

stands for _____ tens _____

stands for _____ ones _____

8

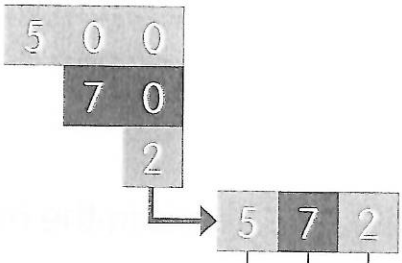


Hundreds	Tens	Ones

725 = _____ hundreds _____ tens _____ ones

Write each missing number.

Example



The digit 5 is in the hundreds place.

The value of the digit 5 is 500.

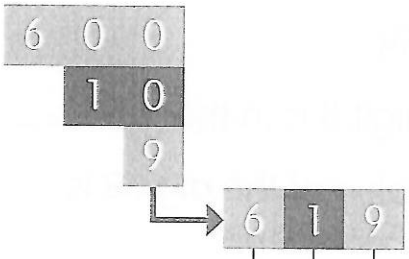
The digit 7 is in the tens place.

The value of the digit 7 is 70.

The digit 2 is in the ones place.

The value of the digit 2 is 2.

9



The digit _____ is in the hundreds place.

The value of the digit _____ is _____.

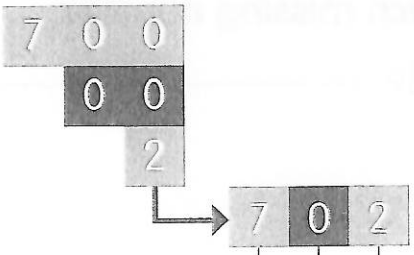
The digit _____ is in the tens place.

The value of the digit _____ is _____.

The digit _____ is in the ones place.

The value of the digit _____ is _____.

10



The digit _____ is in the hundreds place.

The value of the digit _____ is _____.

The digit _____ is in the tens place.

The value of the digit _____ is _____.

The digit _____ is in the ones place.

The value of the digit _____ is _____.

Fill in each blank.
Use "hundreds," "tens," or "ones."

11 In 854,

the digit 8 is in the _____ place.

the value of the digit 8 is _____.

the digit 5 is in the _____ place.

the value of the digit 5 is _____.

the digit 4 is in the _____ place.

the value of the digit 4 is _____.

12 In 270,

the digit 2 is in the _____ place.

the value of the digit 2 is _____.

the digit 7 is in the _____ place.

the value of the digit 7 is _____.

the digit 0 is in the _____ place.

the value of the digit 0 is _____.

13 In 396,

the digit 3 is in the _____ place.

the digit 9 is in the _____ place.

the digit 6 is in the _____ place.

14 In 458,

the digit 4 stands for 4 _____ or 400.

the digit 5 stands for 5 tens or _____.

the digit 8 stands for 8 _____ or 8.

Write each number in word form.

Example

a 728 seven hundred twenty-eight

b 530 five hundred thirty

c 203 two hundred three

18 465 _____

19 540 _____

20 901 _____

Write each number in standard form.

Example

a four hundred eight 408

b three hundred forty-six 346

c eight hundred twenty 820

21 seven hundred fourteen _____

22 five hundred eighty-two _____

23 six hundred seventy _____

24 two hundred five _____

Name: _____ Date: _____

Chapter 1

Extra Practice and Homework

Numbers to 1,000

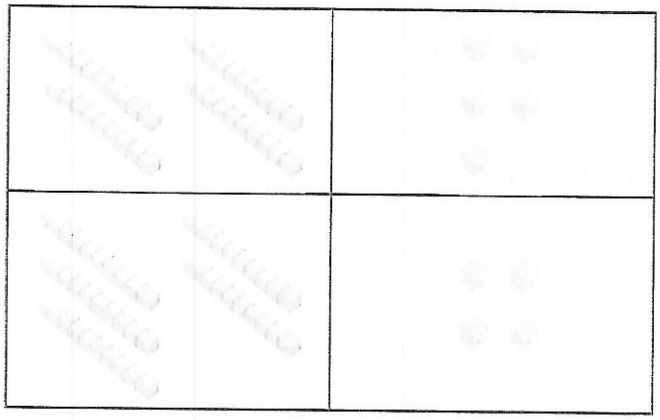
Activity 3 Comparing and Ordering Numbers

Compare the numbers.
Fill in each blank with "greater than" or "less than."

1

45

54

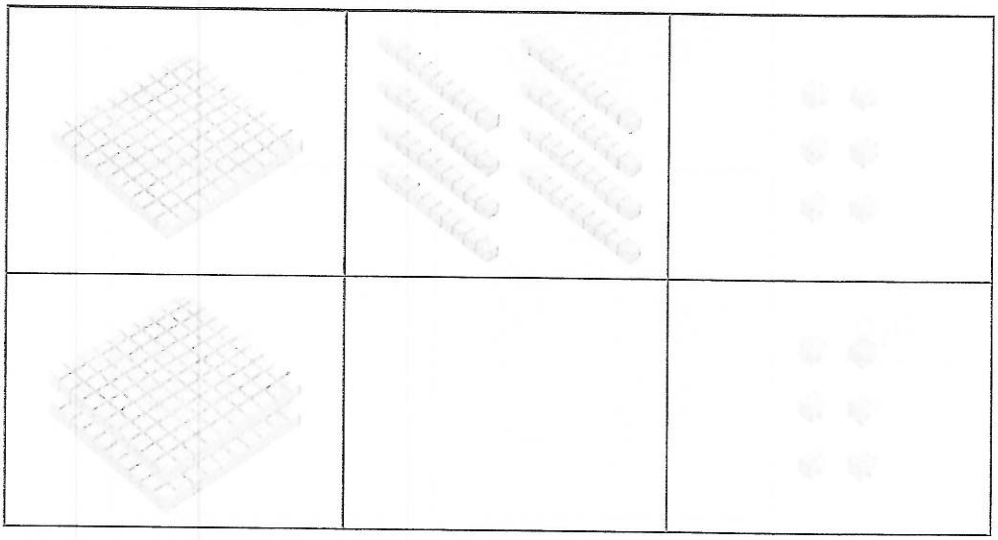


45 is _____ 54.

2

186

206



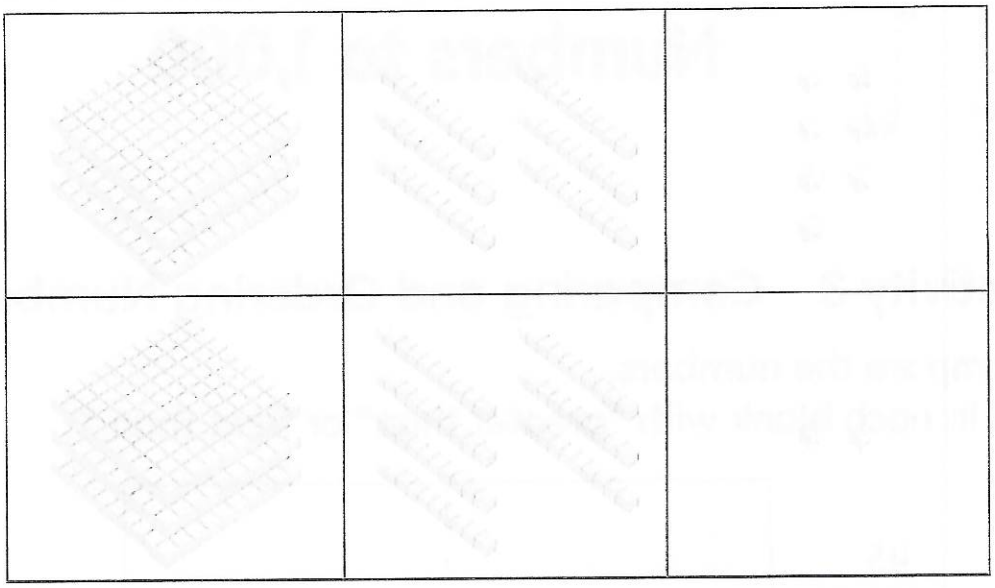
206 is _____ 186.

Fill in each missing number.

3

367

372



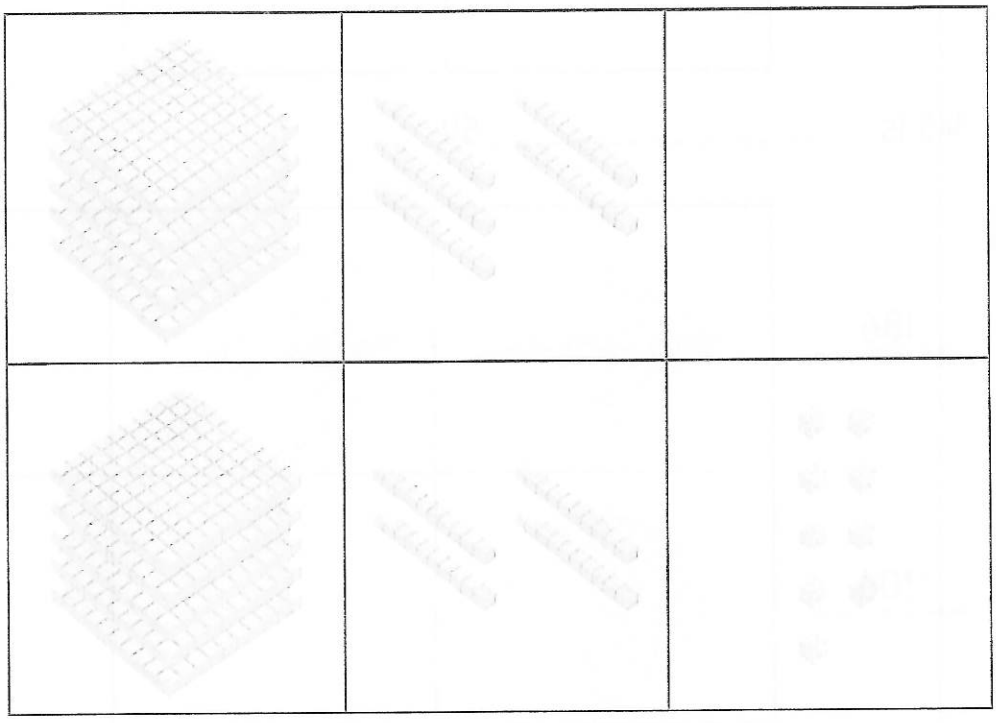
_____ is less than _____.

_____ < _____

4

550

549



_____ is greater than _____.

_____ > _____

Write "<," "=" or ">" in each blank.

5 999 ◯ 1,000

6 205 ◯ 200 + 50

7 881 ◯ 818

8 334 ◯ 300 + 30 + 4

Order the numbers from least to greatest.

9 231, 312, 13

Hundreds	Tens	Ones
2	3	1
3	1	2
	1	3

_____, _____, _____

least greatest

10 439, 39, 349

Hundreds	Tens	Ones
4	3	9
	3	9
3	4	9

_____, _____, _____

least greatest

11 678, 876, 786

Hundreds	Tens	Ones
6	7	8
8	7	6
7	8	6

_____, _____, _____

least greatest

Name: _____ Date: _____

Chapter 2

Reteach
Addition Within 1,000

Activity 2 Adding Without Regrouping

Count on by ones to add.

1 a $95 + 4 =$ _____ b $87 + 2 =$ _____

Count on by tens to add.

2 a $48 + 10 =$ _____

b $79 + 20 =$ _____

c $36 + 20 =$ _____

d $42 + 50 =$ _____

Add.

3 a
$$\begin{array}{r} 82 \\ +\ \ 6 \\ \hline \end{array}$$

b
$$\begin{array}{r} 63 \\ +\ \ 5 \\ \hline \end{array}$$

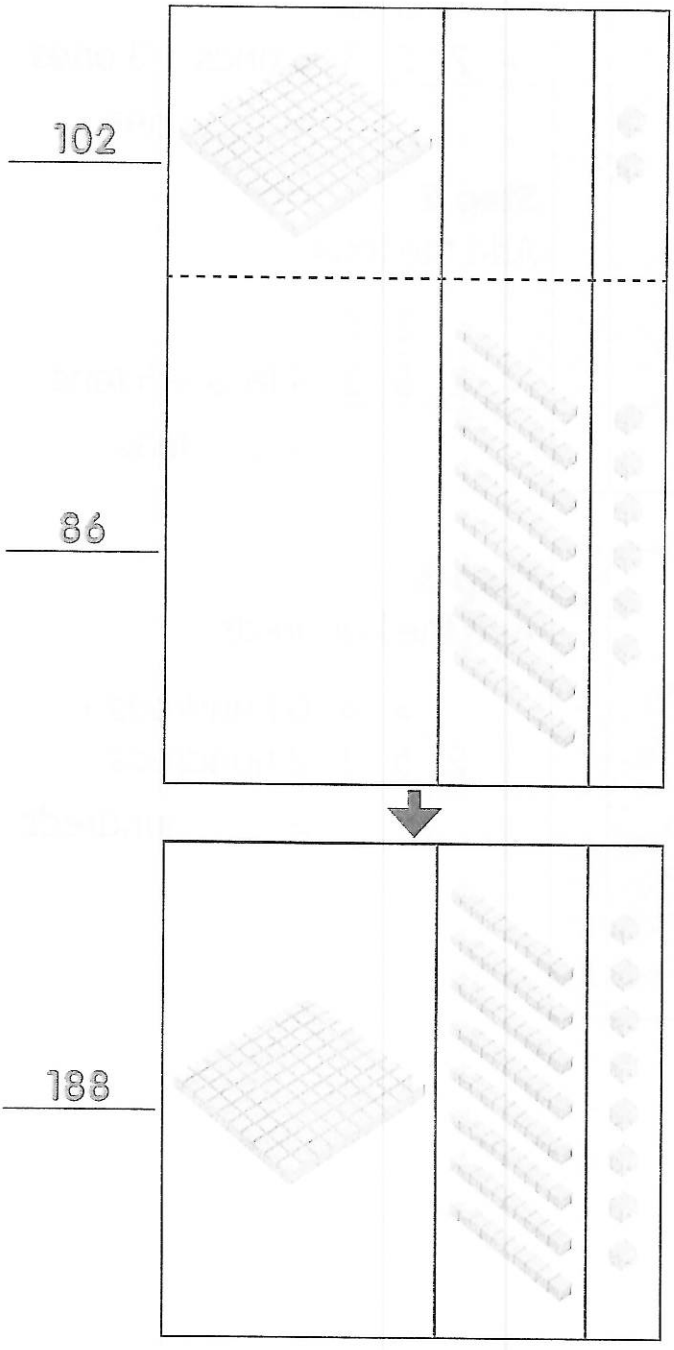
4 a
$$\begin{array}{r} 61 \\ +\ 24 \\ \hline \end{array}$$

b
$$\begin{array}{r} 39 \\ +\ 40 \\ \hline \end{array}$$

Add.

Example

A farmer planted 102 lettuce seeds and 86 pumpkin seeds.
How many seeds did he plant in all?



Step 1
Add the ones.

	1	0	2
+		8	6
			8

2 ones + 6 ones = 8 ones

Step 2
Add the tens.

	1	0	2
+		8	6
		8	8

0 tens + 8 tens = 8 tens

Step 3
Add the hundreds.

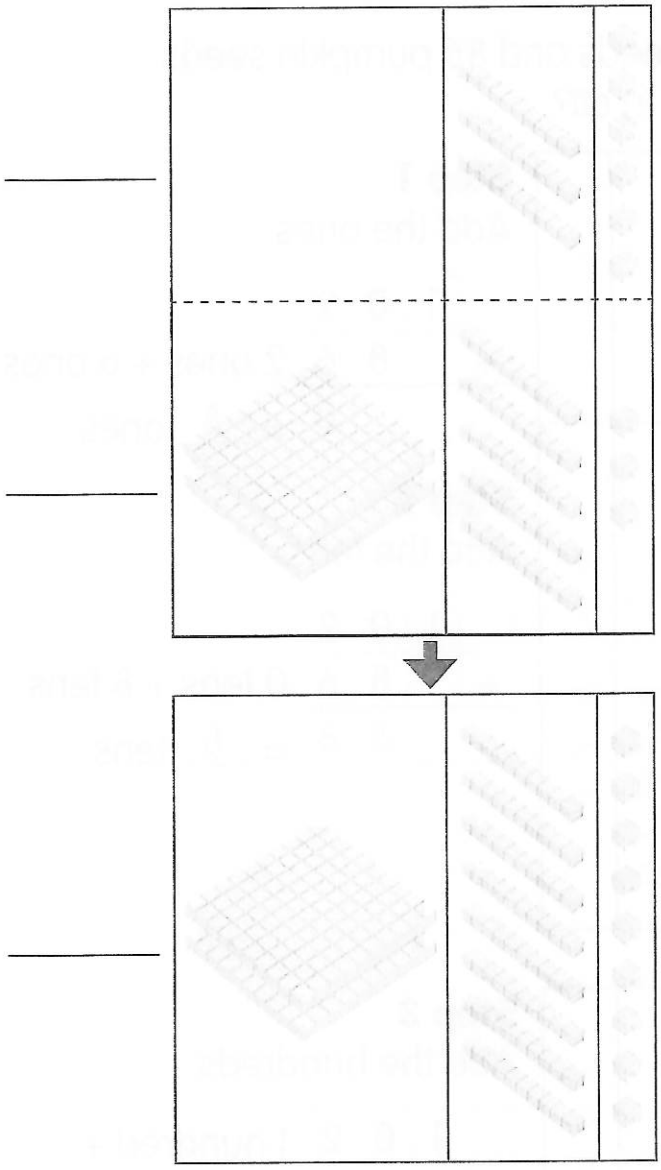
	1	0	2
+		8	6
	1	8	8

1 hundred + 0 hundreds = 1 hundred

So, 102 + 86 = 188.

He planted 188 seeds in all.

3 $36 + 253 = ?$



Step 1
Add the ones.

		3	6
+	2	5	3

6 ones + 3 ones
= ____ ones

Step 2
Add the tens.

		3	6
+	2	5	3

3 tens + 5 tens
= ____ tens

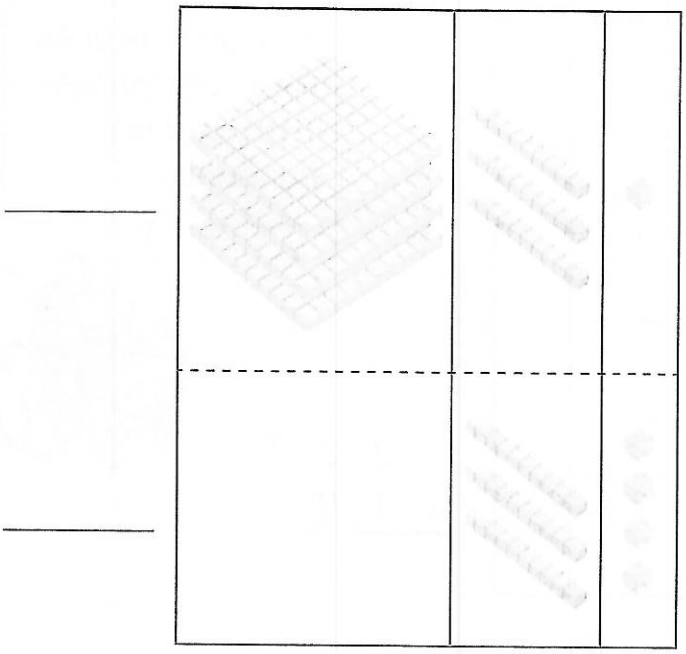
Step 3
Add the hundreds.

		3	6
+	2	5	3

0 hundreds +
2 hundreds
= ____ hundreds

So, $36 + 253 =$ _____.

9 $431 + 34 = ?$



$$\begin{array}{r} 4\ 3\ 1 \\ +\quad 3\ 4 \\ \hline \end{array}$$

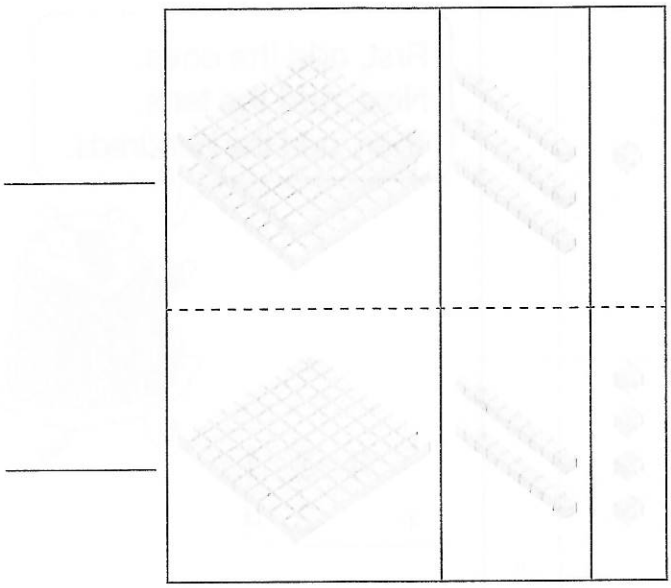
So, $431 + 34 =$ _____.

Add.

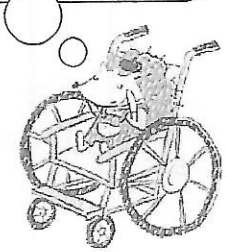
10 a
$$\begin{array}{r} 2\ 1\ 6 \\ +\quad 7\ 1 \\ \hline \end{array}$$

b
$$\begin{array}{r} 6\ 3\ 2 \\ +\quad 6\ 3 \\ \hline \end{array}$$

12 231 + 124 = ?



First, add the ones. Next, add the tens. Then, add the hundreds.



$$\begin{array}{r} 231 \\ +\ 124 \\ \hline \end{array}$$

So, 231 + 124 = _____.

Add.

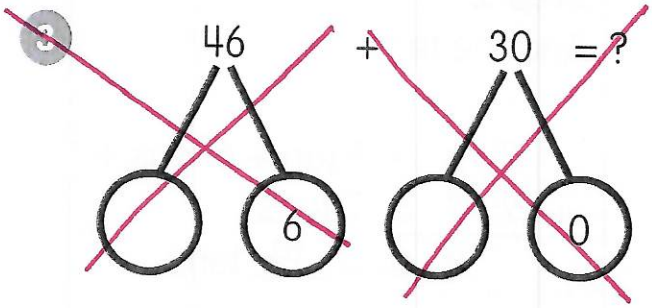
13 a)
$$\begin{array}{r} 447 \\ +\ 230 \\ \hline \end{array}$$

b)
$$\begin{array}{r} 356 \\ +\ 541 \\ \hline \end{array}$$

~~Add.~~

~~Write each missing number.~~

3



6 + 0 = 6

_____ + _____ = _____

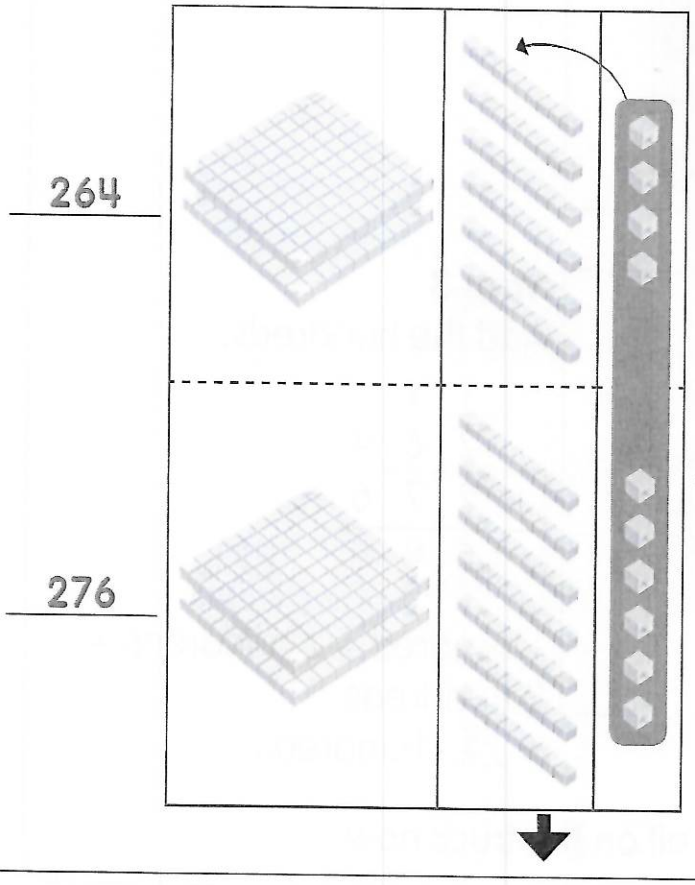
_____ + 6 = _____

So, 46 + 30 = _____.

Add.

Example

There are 264 red apples on a fruit seller's truck.
The fruit seller and his helper move 276 green apples onto the truck.
How many apples are there in all on the truck now?



Step 1

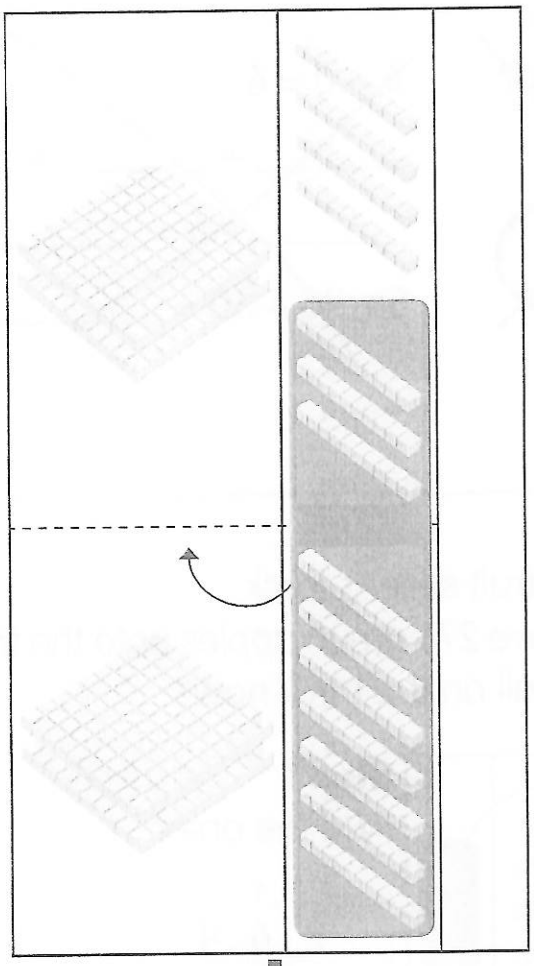
Add the ones.

		1	
	2	6	4
+	2	7	6
			0

4 ones + 6 ones = 10 ones

Regroup the ones.

10 ones = 1 ten 0 ones



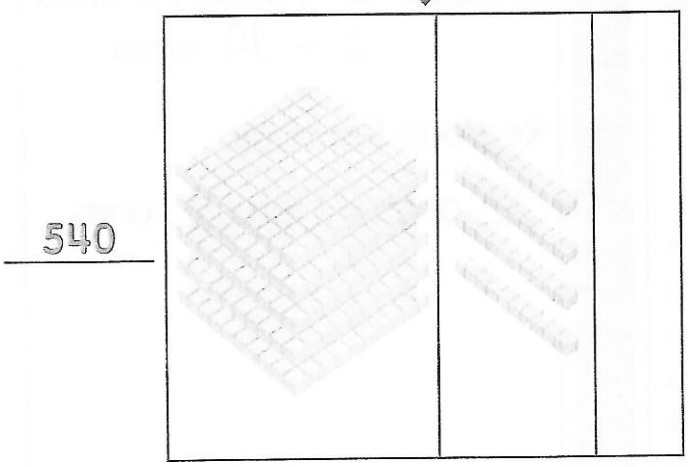
Step 2
Add the tens.

	1	1	
	2	6	4
+	2	7	6
		14	0

1 ten + 6 tens + 7 tens
= 14 tens

Regroup the tens.

14 tens
= 1 hundred 4 tens



540

Step 3
Add the hundreds.

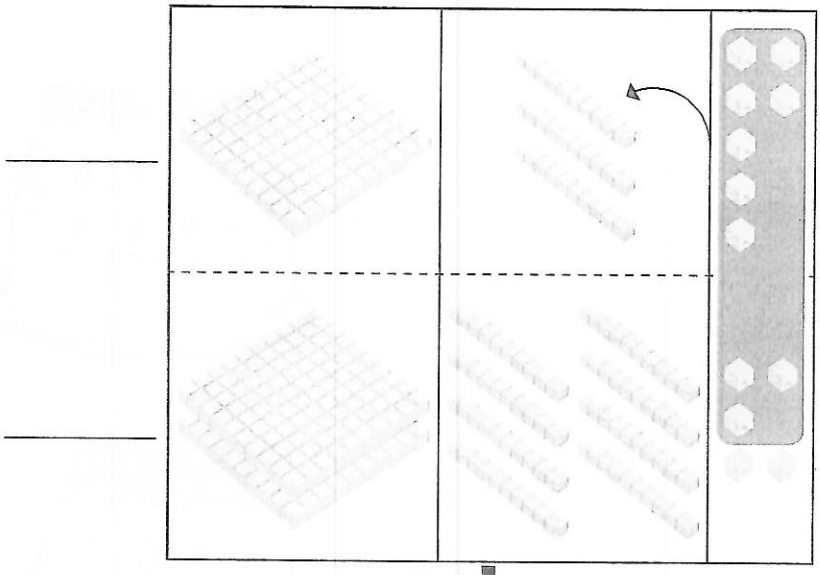
	1	1	
	2	6	4
+	2	7	6
	5	4	0

1 hundred + 2 hundreds + 2 hundreds
= 5 hundreds

So, 264 + 276 = 540.

There are 540 apples in all on the truck now.

4 137 + 285 = ?



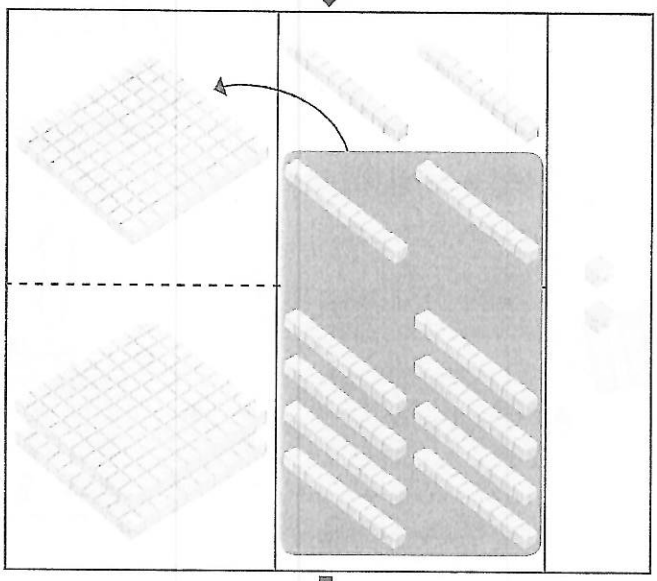
Step 1
Add the ones.

	1	3	7
+	2	8	5

____ ones +
____ ones
= ____ ones

Regroup the ones.

____ ones
= 1 ten ____ ones



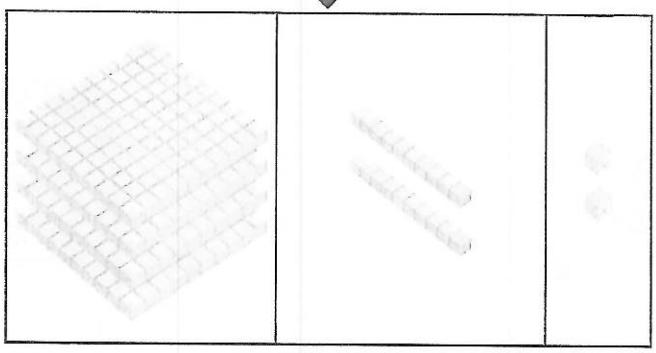
Step 2
Add the tens.

	1	3	7
+	2	8	5

1 ten + 3 tens + 8 tens
= ____ tens

Regroup the tens.

____ tens
= 1 hundred ____ tens



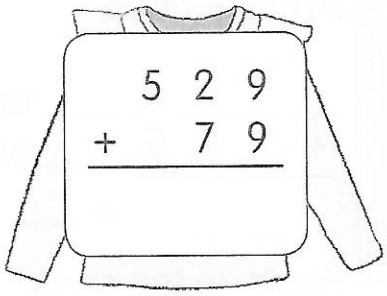
Step 3
Add the hundreds.

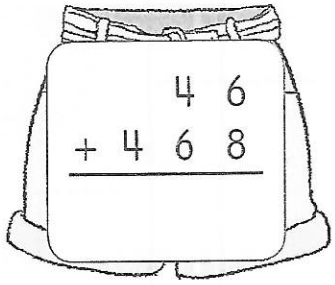
	1	3	7
+	2	8	5

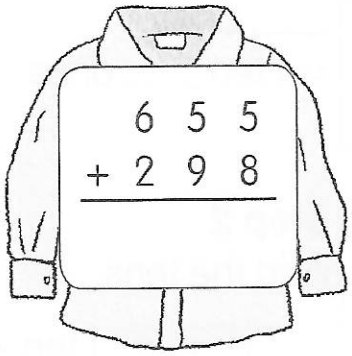
1 hundred + 1 hundred + 2 hundreds
= ____ hundreds

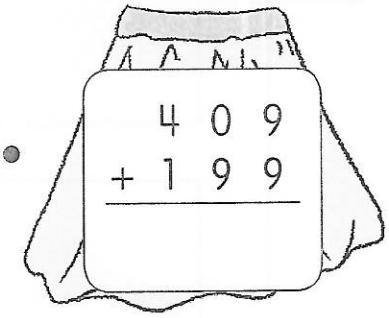
So, 137 + 285 = _____.

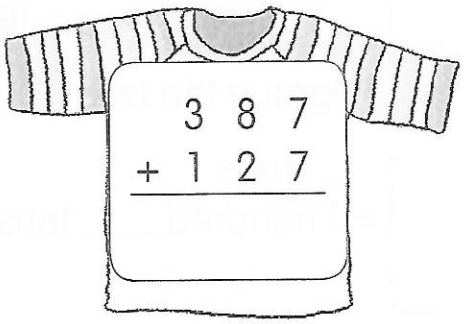
Add.
Then, match.

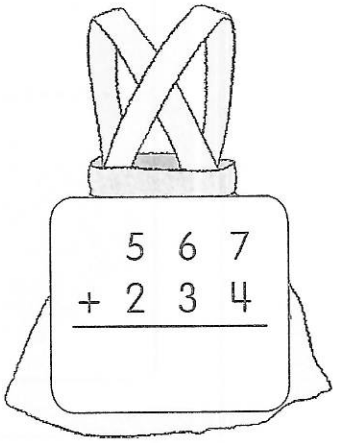


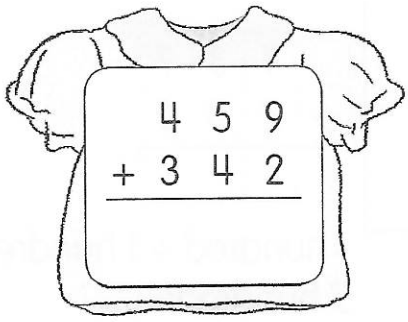


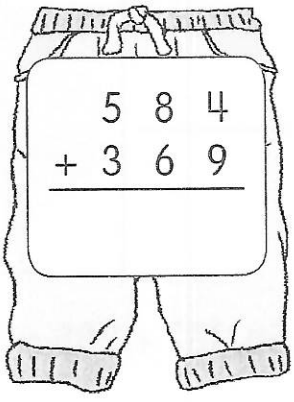












What is Aubree's favorite sport?
Add mentally.
Then, look at each number below the blank.
Write the matching letter above it to find out.

4. $97 + 6 =$ **T**

5. $93 + 8 =$ **S**

6. $356 + 48 =$ **D**

7. $59 + 9 =$ **R**

8. $68 + 5 =$ **G**

9. $282 + 19 =$ **N**

10. $56 + 74 =$ **I**

11. $425 + 86 =$ **K**

12. $359 + 41 =$ **O**

13. $179 + 38 =$ **A**

130	301	404	400	400	68	
101	511	217	103	130	301	73

Name: _____ Addition: 2-Digit Addends

a. 79 + 16

b. 27 + 34

c. 45 + 95

d. 56 + 63

e. 34 + 44

f. 12 + 85

g. 46 + 39

h. 56 + 29

i. 50 + 38

j. 58 + 91

k. 73 + 17

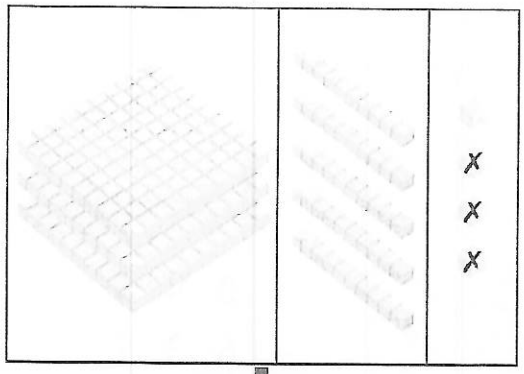
l. 94 + 20

m. 22 + 17

n. 22 + 67

o. 73 + 26

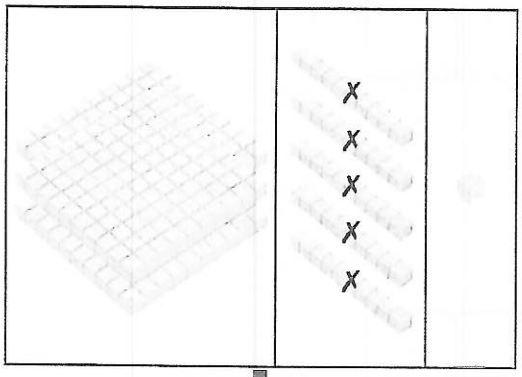
7 Subtract 153 from 354.



Step 1 Subtract the ones.

	3	5	4
–	1	5	3

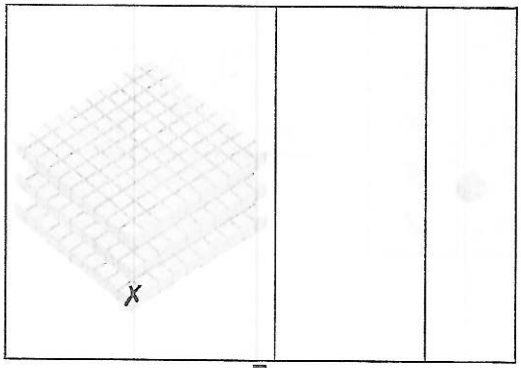
4 ones – 3 ones
= ____ one



Step 2 Subtract the tens.

	3	5	4
–	1	5	3

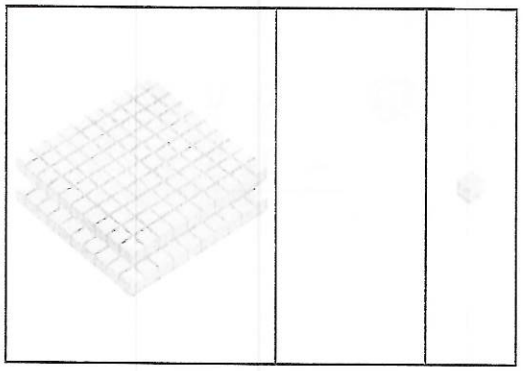
5 tens – 5 tens
= ____ tens



Step 3 Subtract the hundreds.

	3	5	4
–	1	5	3

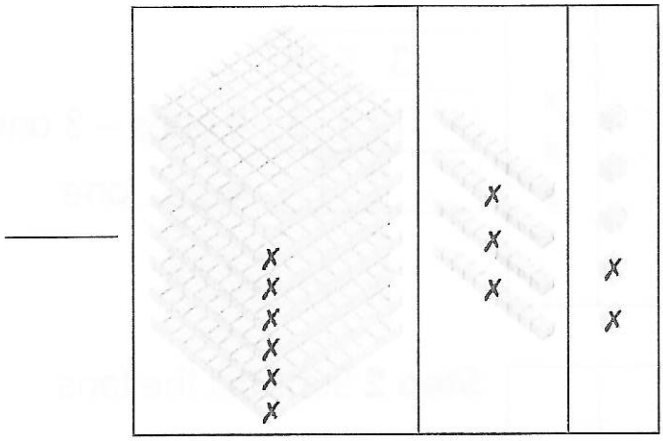
3 hundreds – 1 hundred
= ____ hundreds



So, 354 – 153 = _____.

Subtract.

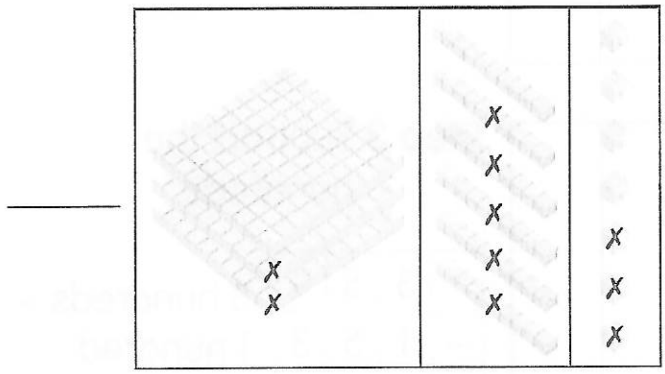
8 $845 - 632 = ?$



$$\begin{array}{r} 845 \\ -\ 632 \\ \hline \end{array}$$

So, $845 - 632 =$ _____.

9 $367 - 253 = ?$



$$\begin{array}{r} 367 \\ -\ 253 \\ \hline \end{array}$$

So, $367 - 253 =$ _____.

Subtract.

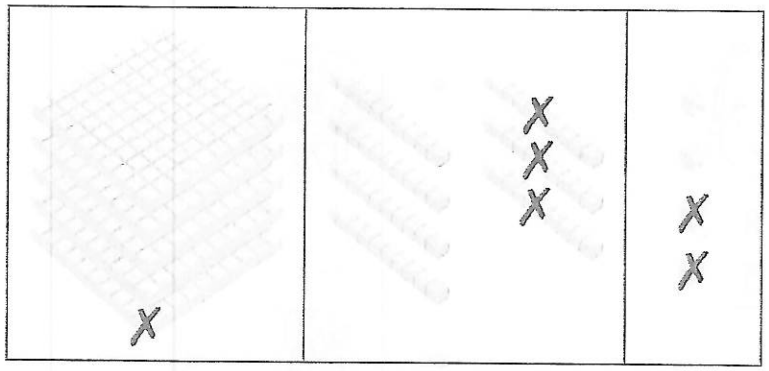
10
$$\begin{array}{r} 675 \\ -\ 234 \\ \hline \end{array}$$

11
$$\begin{array}{r} 948 \\ -\ 136 \\ \hline \end{array}$$

Subtract.

5 574 – 132 = ?

_____



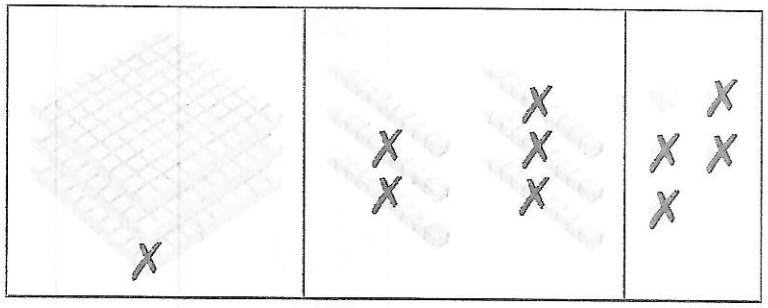
$$\begin{array}{r} 5\ 7\ 4 \\ -\ 1\ 3\ 2 \\ \hline \end{array}$$

So, 574 – 132 = _____.

Subtract.

6 365 – 154 = ?

_____



$$\begin{array}{r} 3\ 6\ 5 \\ -\ 1\ 5\ 4 \\ \hline \end{array}$$

So, 365 – 154 = _____.

Whose toys are these?
Subtract.
Then, match each toy to its owner.

7

$$\begin{array}{r} 283 \\ -\ 51 \\ \hline \end{array}$$

472

$$\begin{array}{r} 354 \\ -\ 130 \\ \hline \end{array}$$

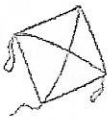
224

$$\begin{array}{r} 496 \\ -\ 253 \\ \hline \end{array}$$

232

$$\begin{array}{r} 578 \\ -\ 106 \\ \hline \end{array}$$

364



243

$$\begin{array}{r} 867 \\ -\ 503 \\ \hline \end{array}$$

301

$$\begin{array}{r} 905 \\ -\ 604 \\ \hline \end{array}$$

Name: _____

Subtraction: 2-Digits with Regrouping

a. $\begin{array}{r} 77 \\ -\ 48 \\ \hline \end{array}$

b. $\begin{array}{r} 56 \\ -\ 19 \\ \hline \end{array}$

c. $\begin{array}{r} 60 \\ -\ 24 \\ \hline \end{array}$

d. $\begin{array}{r} 83 \\ -\ 55 \\ \hline \end{array}$

e. $\begin{array}{r} 90 \\ -\ 81 \\ \hline \end{array}$

f. $\begin{array}{r} 33 \\ -\ 7 \\ \hline \end{array}$

g. $\begin{array}{r} 27 \\ -\ 8 \\ \hline \end{array}$

h. $\begin{array}{r} 55 \\ -\ 19 \\ \hline \end{array}$

i. $\begin{array}{r} 46 \\ -\ 17 \\ \hline \end{array}$

j. $\begin{array}{r} 71 \\ -\ 9 \\ \hline \end{array}$

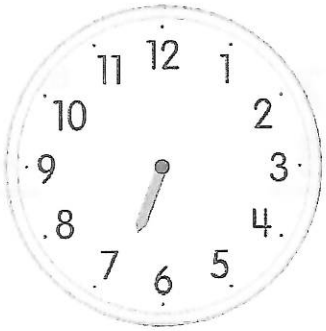
k. $\begin{array}{r} 98 \\ -\ 89 \\ \hline \end{array}$

l. $\begin{array}{r} 22 \\ -\ 15 \\ \hline \end{array}$

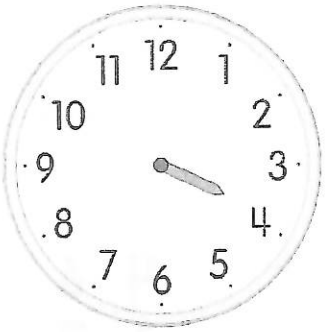
Draw the minute hand on each clock to show the time.

5 15 minutes after 4 o'clock

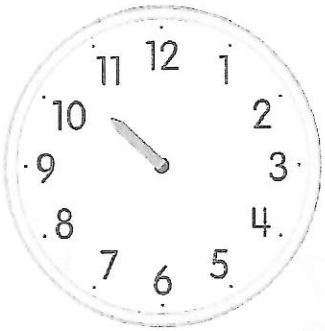
6 40 minutes after 6 o'clock



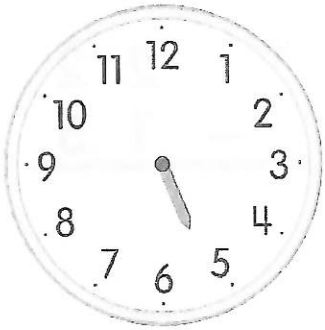
7 45 minutes after 3 o'clock



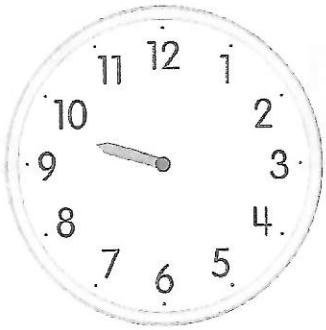
8 35 minutes after 10 o'clock



9 20 minutes after 5 o'clock

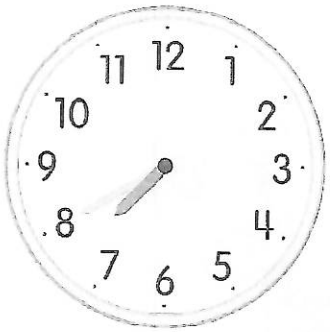


10 50 minutes after 9 o'clock



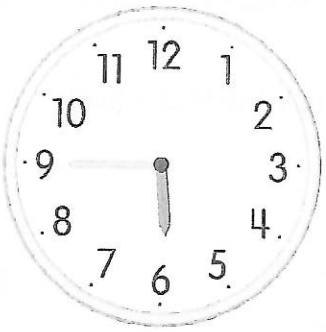
Write each time.

Example



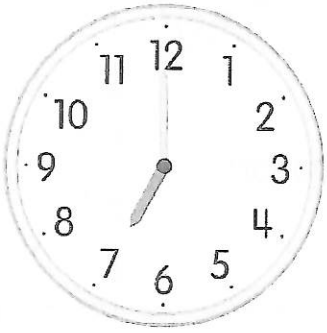
The time is 7:40.

11



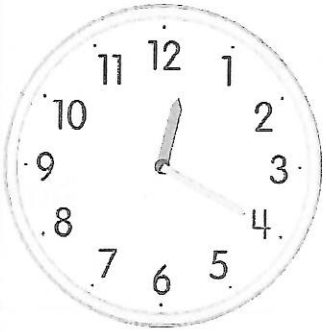
The time is _____.

12



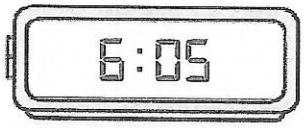
The time is _____.

13



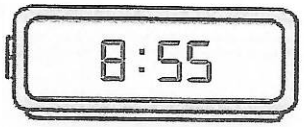
The time is _____.

14



The time is _____.

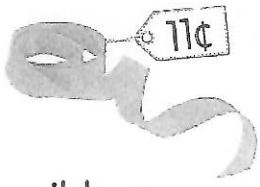
15



The time is _____.

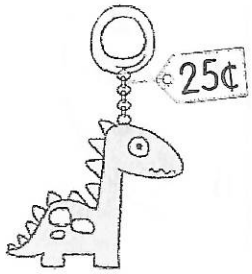
Solve.
Use the bar model to help you.

The items below are on sale.



ribbon

scissors



keychain

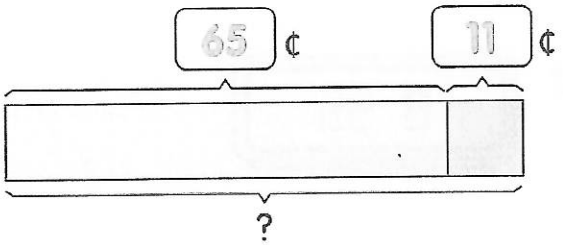
bracelet

balloon

crayon

Example

Jade buys a pair of scissors.
Hana buys a ribbon.
How much do they spend in all?



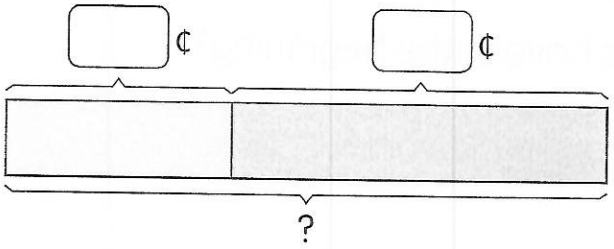
65 + 11 = 76

76 ¢ = $ .76

They spend $ .76 in all.

Look at the items on page 3.
Then, solve.

6 Tomas buys a balloon and a keychain.
How much does Tomas pay in all?

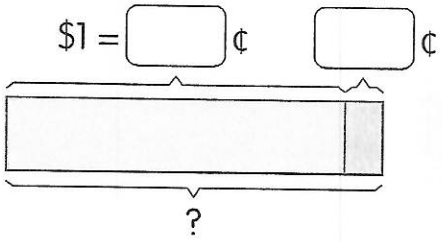


_____ ◯ _____ = _____

_____¢ = $_____

Tomas pays $_____ in all.

7 Sarah buys a bracelet and a ribbon.
How much does Sarah pay in all?



$1 = _____¢

_____ ◯ _____ = _____

_____¢ = $_____

Sarah pays $_____ in all.

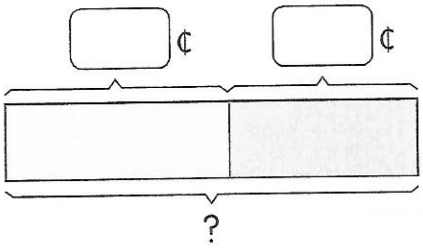
8 Silas bought a pair of scissors and a crayon.

a How much did Silas pay in all?

b After paying for the scissors and the crayon, Silas had 2 quarters and 2 dimes left.

How much money did Silas have in the beginning?

a

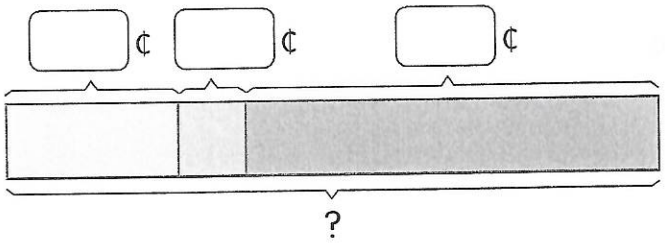


_____ ◯ _____ = _____

_____¢ = $_____

Silas pays $_____ in all.

b



_____ ◯ _____ = _____

_____¢ = $_____

Silas had $_____ in the beginning.

Name: _____ Date: _____

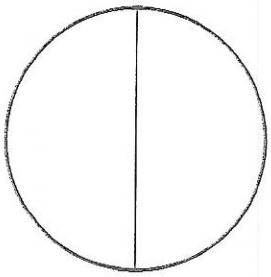
Chapter 7

Extra Practice and Homework
Fractions

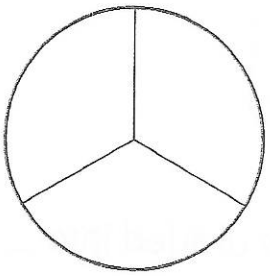
Activity 1 Understanding Unit Fractions

Color each model to show the unit fraction.

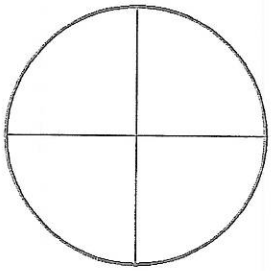
1. $\frac{1}{2}$



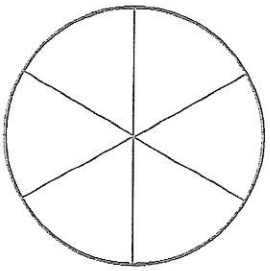
2. $\frac{1}{3}$



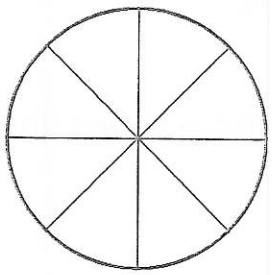
3. $\frac{1}{4}$



4. $\frac{1}{6}$



5. $\frac{1}{8}$



Name: _____ Date: _____

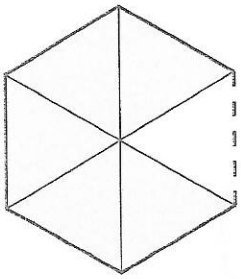
Chapter 7

Extra Practice and Homework
Fractions

Activity 2 Fractions as Part of a Whole

Fill in each blank.

1

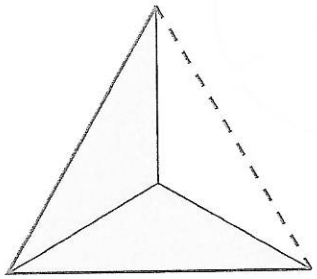


The whole is divided into _____ equal parts.

$\frac{\square}{\square}$ of the whole is shaded.

$\frac{\square}{\square}$ of the whole is **not** shaded.

2

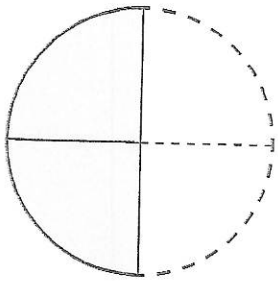


The whole is divided into _____ equal parts.

$\frac{\square}{\square}$ of the whole is shaded.

$\frac{\square}{\square}$ of the whole is **not** shaded.

3

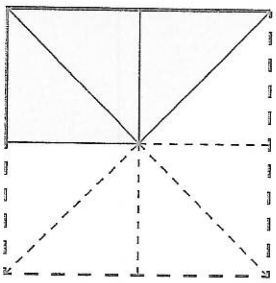


The whole is divided into _____ equal parts.

$\frac{\square}{\square}$ of the whole is shaded.

$\frac{\square}{\square}$ of the whole is **not** shaded.

4



The whole is divided into _____ equal parts.

$\frac{\square}{\square}$ of the whole is shaded.

$\frac{\square}{\square}$ of the whole is **not** shaded.

CHALLENGE-

OPTIONAL

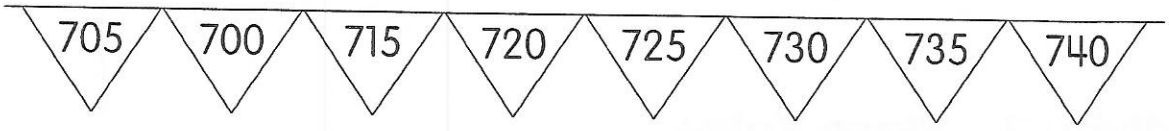
CHALLENGE -

OPTIONAL

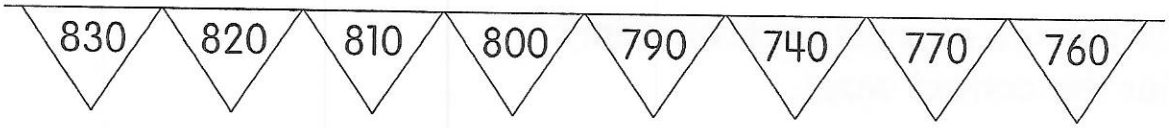
Mathematical Habit 8 Look for patterns

1 Look at each number pattern.
Color the number that does **not** belong in each pattern.

a



b



Mathematical Habit 2 Persevere in solving problems

2 Ella and Blake started counting at the same time.
Ella counted on by tens from 180.
Blake counted back by hundreds.
After seven counts, they reached the same number.
What number did Blake start counting back from?

Blake started counting back from _____.

Name: _____ Date: _____

Chapter 1

Enrichment
Numbers to 1,000

Activity 2 Place Value

How can we express each number?
Color the correct ways.

1. 704

- 7 hundreds 4 tens
- 7 tens 4 ones
- 7 hundreds 4 ones
- 7 tens 4 tens
- 704 ones
- 70 tens 4 ones

2. 386

- 386 ones
- 38 hundreds 6 ones
- 3 hundreds 86 ones
- 386 hundreds
- 3 hundreds 86 tens
- 30 tens 86 ones

Look at each number.
Answer each question.

3

Lucas says that the number has the same value as 70 tens.
Do you agree?
Explain.

4

How are the numbers alike?
How are they different?
Explain.

Read the clues to find each 3-digit number.
Then, fill in each blank.

5 Aisha is thinking of a 3-digit number.

- The digits in the hundreds and tens places make 10.
- The digit in the tens place is 8.
- The digit in the ones place is the greatest.

What is the number?

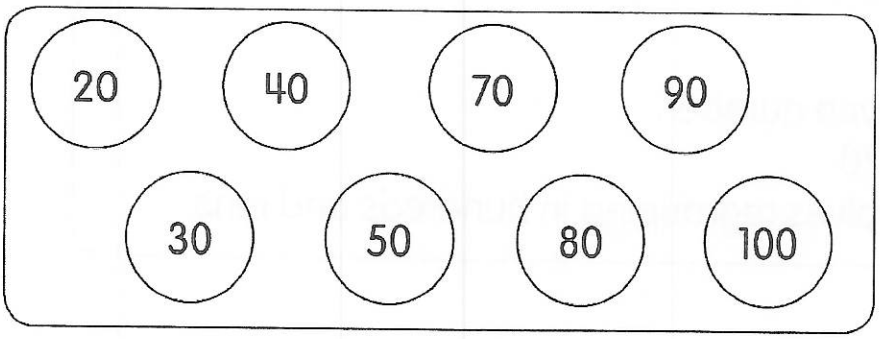
Number: _____

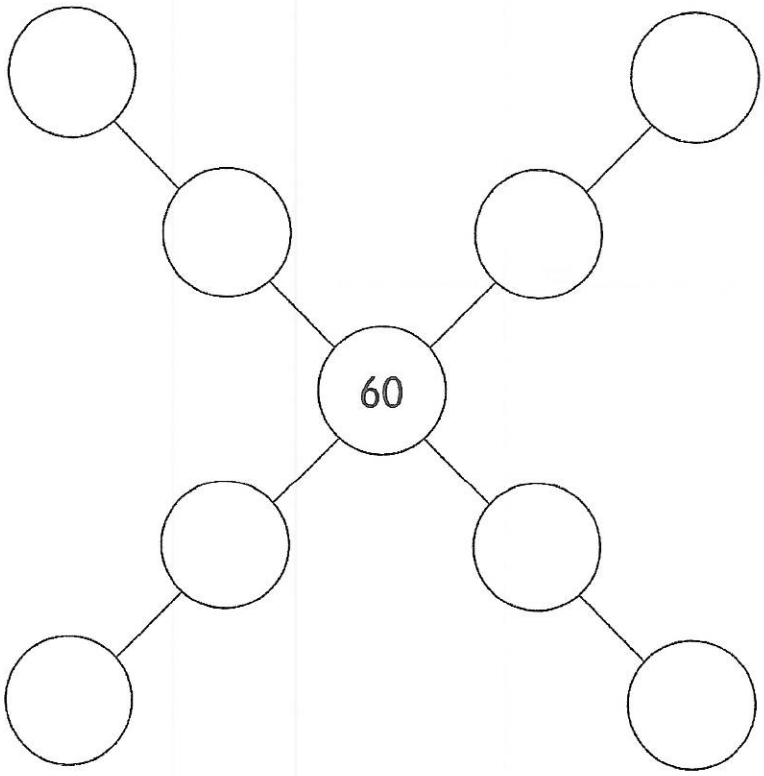
6 I am a 3-digit number.
The digit in the ones place is less than 1.
The digits in the hundreds and tens places are the same.
They make 8.
What number am I?

Number: _____

Mathematical Habit 7 Make use of structure

2 Fill in the circles with the numbers below.
The numbers on each line add to 300.
Use each number only once.





PUT ON YOUR THINKING CAP!

1 Mathematical Habit 1 Persevere in solving problems

Use the digits from 1 to 9 to form a subtraction sentence.
Use each digit only once.
Read the clues to help you.

Clues:
The answer is an even number.
It is greater than 770.
The subtraction involves regrouping in hundreds and tens.

$$\begin{array}{r} \square\,3\,\square \\ -\,\square\,\square\,4 \\ \hline \square\,\square\,\square \end{array}$$

So, _____ − _____ = _____.

Name: _____ Date: _____

Enrichment
Subtraction Within 1,000

Activity 5 Subtracting with Regrouping in Hundreds, Tens, and Ones

Write each missing digit.

1

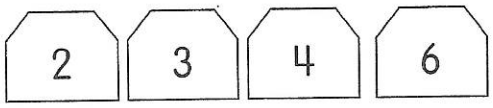
$$\begin{array}{r} 5\ 4\ 1 \\ -\ 2\ \square\ 6 \\ \hline \square\ 7\ \square \end{array}$$

2

$$\begin{array}{r} 7\ 6\ \square \\ -\ \square\ \square\ 9 \\ \hline 5\ 8\ 1 \end{array}$$

Form two different subtraction sentences.
Use the given digits to fill in each blank.
Use each digit only once.

3



a

$$\begin{array}{r} 7\,\square\,\square \\ -\,\square\,\square\,5 \\ \hline 2\;6\;7 \end{array}$$

So, _____ – _____ = 267.

b

$$\begin{array}{r} 5\,\square\,\square \\ -\,\square\,7\,\square \\ \hline 2\;6\;7 \end{array}$$

So, _____ – _____ = 267.

1 Mathematical Habit 1 Persevere in solving problems

I am a 2-digit number less than 30.
I am the answer when two of the same number multiply together.
I can be found in the multiplication table of 2.
What number am I?

2 Mathematical Habit 7 Make use of structure

 , , and  each stands for a number.

 ×  = 15

 ×  = 35

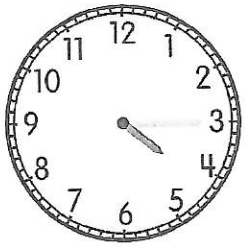
 ×  = 21

So,  = _____,  = _____, and  = _____.

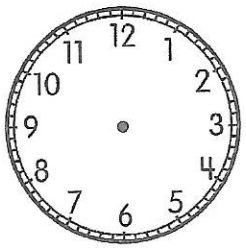
PUT ON YOUR THINKING CAP!

1 Mathematical Habit 1 Persevere in solving problems

Stella woke up from her nap at the time shown below.



She started to nap 20 minutes earlier.
Before she napped, she reached home 1 hour earlier.
What time did she reach home?
Draw the hour and minute hands on the clock to show the time.



She reached home at _____.

2 Mathematical Habit 1 Persevere in solving problems

Henry has some dimes, nickels, and pennies in his wallet.
He takes out 3 coins from his wallet and holds them in his hand.
He asks his friends to guess the amount of money he is holding in his hand.

James: You have 9¢.
Sanjay: You have 11¢.
Ian: You have 25¢.
Ryan: You have 36¢.

Which of Henry's friends guess the amount of money in his hand correctly?

Name: _____ Date: _____

Enrichment
Time and Money

Activity 5 Real-World Problems: Money

Solve.
Draw a bar model to help you.

1. An eraser costs 25¢.
   A notepad costs 80¢.
   A pair of scissors costs $1.50.
   How much more does the pair of scissors cost than the total cost of the eraser and the notepad?

2 Bag A costs $374.
It costs $119 more than Bag B.
Bag C costs $506.
Ms. Lewis buys Bag B and Bag C.
How much does she spend in all?

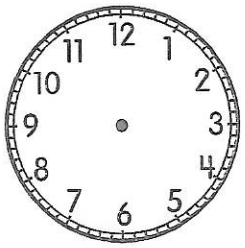
Name: _____ Date: _____

Enrichment
Time and Money

Activity 1 Reading and Writing Time

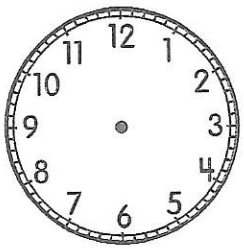
Answer each question.

1 Gavin wakes up at 6 o'clock in the morning.
He takes a shower 15 minutes after he wakes up.
What time does he take a shower?
Draw the hour and minute hands on the clock to show the time.



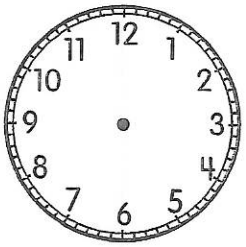
He takes a shower at _____ in the morning.

Then, he leaves his house 45 minutes before 8:00 in the morning.
What time does he leave his house?
Draw the hour and minute hands on the clock to show the time.



He leaves his house at _____ in the morning.

2 Emily says that the hour hand on her watch is pointing between 5 and 6.
She also says that the minute hand is pointing at 10.
What is the time shown on her watch?
Draw the hour and minute hands on the clock to show the time.



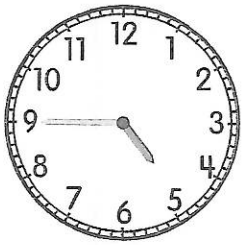
The time shown on her watch is _____.

Fill in each blank.

3 The table shows the activities that are carried out in a library.

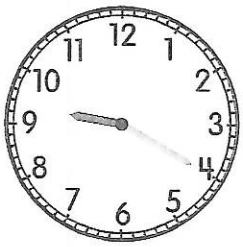
Activity	Time
Writing Workshop	9:20
Story Reading: The Spider's Web	11:00
Story Alive	1:40
Making of Comic Book	4:45

Name each clock with the activity.

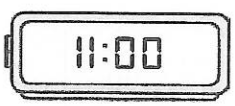


_____

_____



_____



_____

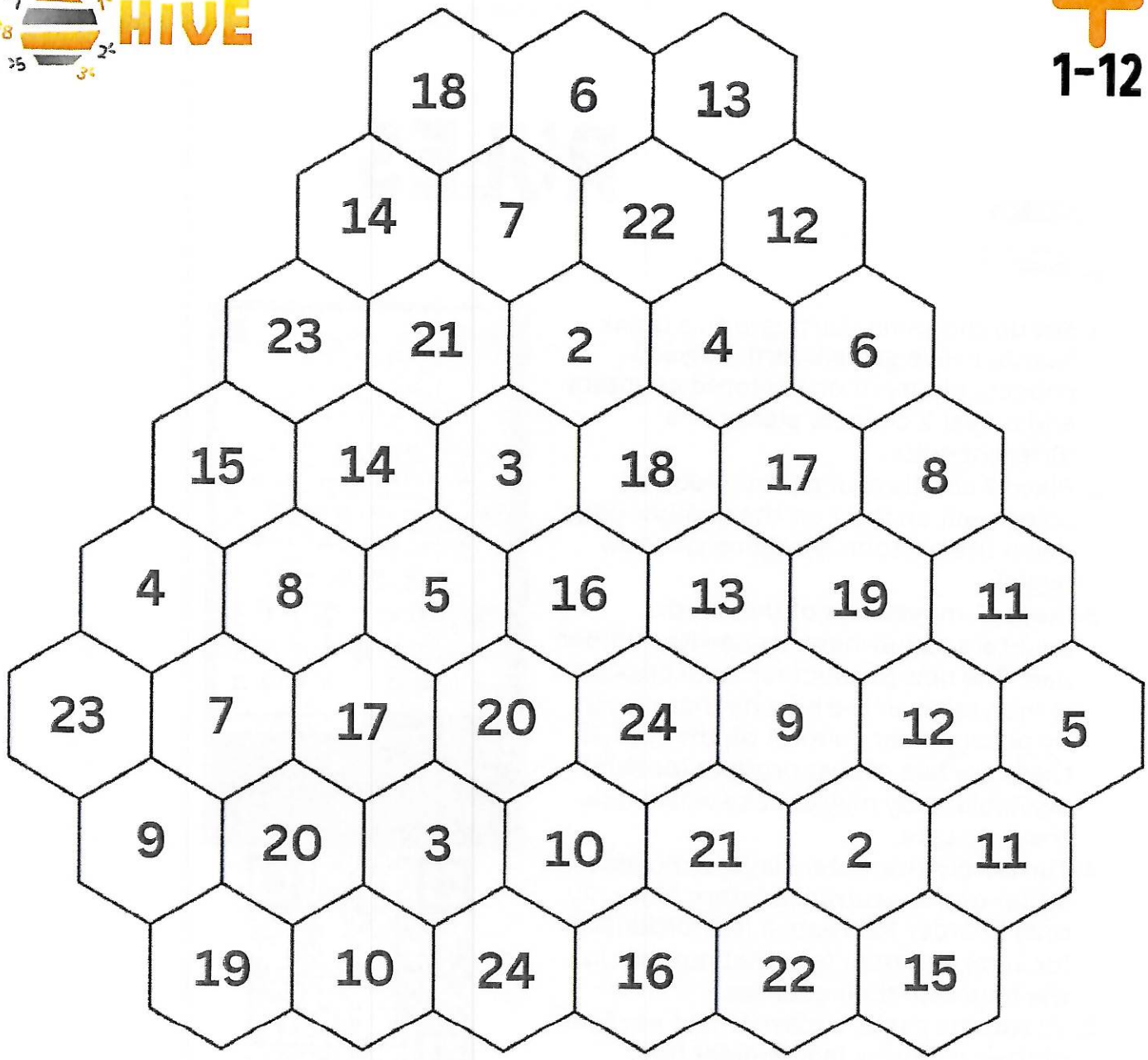
GAMES

GAMES

NUMBER HIVE

+

1-12

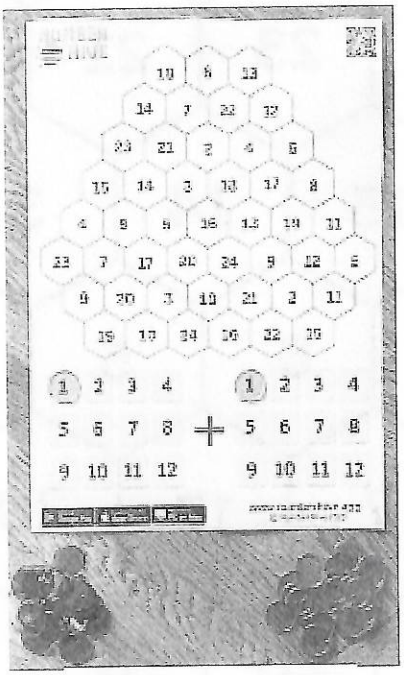


1	2	3	4		1	2	3	4
5	6	7	8	+	5	6	7	8
9	10	11	12		9	10	11	12

www.numberhive.app

RULES

1. **Set up** the game starting with a blank Number Hive game board. Player 1 collects plenty of one colored counters and player 2 collects plenty of a different color.
2. Place 2 counters of a third (neutral) color each on the 1 on the number pads down the bottom. The game can now begin!
3. Player 1 moves **one** of the neutral counters somewhere else on its number pad. The new product (or sum) created is then taken in the hive by that player by placing their counter on that cell. If there are two of that product (or sum) available, they may choose which one they will take.
4. Turns now alternate. Player 2 moves either of the neutral counters (but only one) in order to create a new product (or sum) and then take that number in the hive with their counter.
5. To win the game, a player must get **four** of their counters **in a straight line.**



SCAN FOR VIDEO

What if?

- a player moves the neutral counter and a product (or sum) is created that is no longer available in the hive? The player forfeits their turn. Feel free to give players a chance.
- There are no more available options to move. This constitutes a stalemate.

Variations:

- There are many variations you can play. Three or more players can work. Some play collaboratively and try to fill the hive. Some choose to play where each player gets one number pad each.
- Many teachers also laminate and use markers, or place game board into plastic sleeves and do the same.

Name: _____ (2-digit Subtraction)

Math Puzzle Picture

Solve the equations below. Then cut out the picture squares. Match the number printed on the picture squares to your answers below and glue them in place to unscramble the mystery picture.

48 − 6	75 − 19	83 − 48	28 − 19
42 − 23	46 − 7	53 − 19	72 − 36
32 − 12	51 − 24	84 − 6	85 − 72
35 − 9	98 − 23	76 − 39	91 − 5

Name: _____

2-digit Subtraction

Math Puzzle Picture

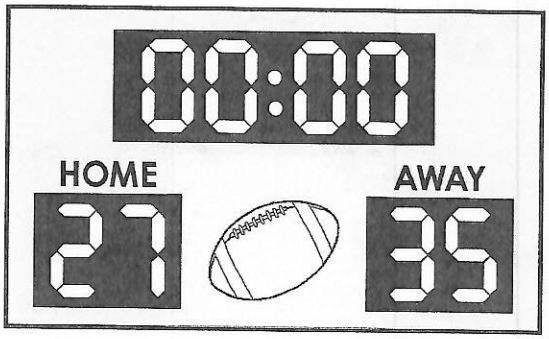
Solve the equations below. Then cut out the picture squares. Match the number printed on the picture squares to your answers below and glue them in place to unscramble the mystery picture.

Name: _____

Scoreboard Subtraction

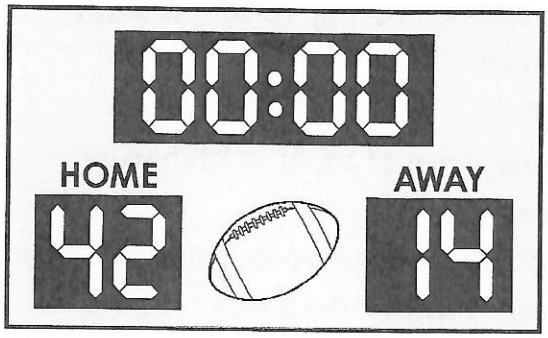
Subtract the losing team's score from the winning team's score to calculate how many points the winning team came out on top by. Regroup when necessary.

1.



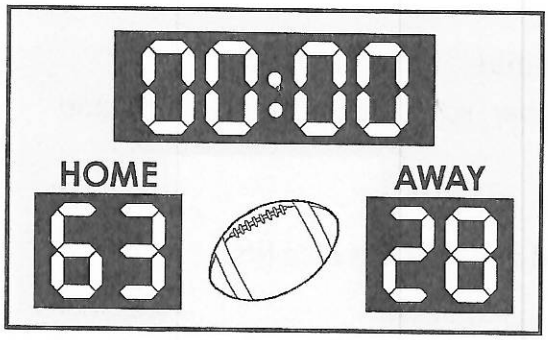
35 - 27 = _____

2.



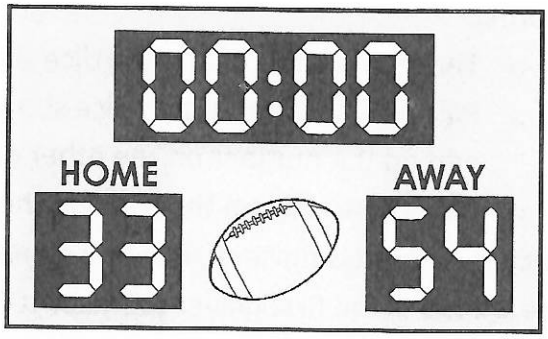
42 - 14 = _____

3.



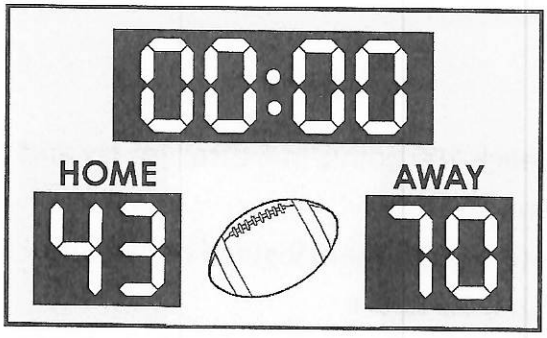
63 - 28 = _____

4.



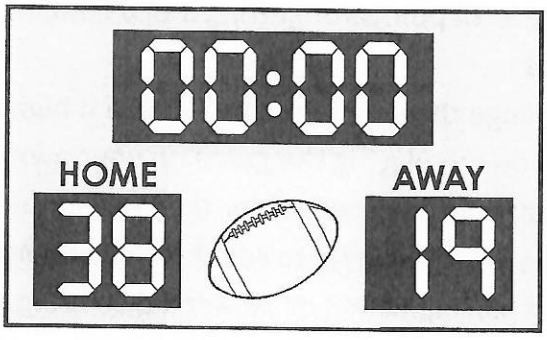
54 - 33 = _____

5.



70 - 43 = _____

6.

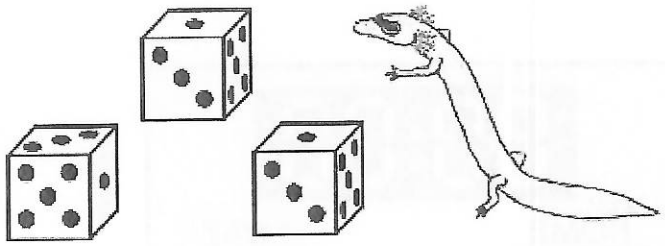


38 - 19 = _____

CAPTAIN'S COOL 3 DICE GAME

Captain's Cool 3 Dice Game is a simple game where the aim is to get the maximum number of points from a roll of the dice. Points are awarded using a simple scoring system.

Age range: 3rd Grade+
Number of players: 1-4
Learning: Add numbers up to 100; strategy



You will need

- 3 dice
- Some pieces of paper to keep score

Instructions

- Each player needs some paper to keep a record of their score.
- Player 1 throws the 3 dice.
- Player 1 then decides either to throw all 3 dice again, to throw two of the dice again, or just one dice again.
- Player 1 then adds up their score – see below.
- Player 2, and all the other players do exactly the same.
- Scoring:
    - **Three of a kind**. If all three dice show the same number, the score is 30.
    - **Pair plus another**. If two dice show the same number, score 12 for the two dice, and add on the number on the other dice.
    - Otherwise, add up the total on the three dice.
- Once the round is finished, Player 2 starts the next round and rolls the dice first.
- The winner is the first player to reach 100 points.

Example 1: Player 1 rolls a 2, 2 and a 5. They decide to roll the 5 again, and roll a 4. Their final score is 12 (for the pair of 2s) and 4 more = 16.

Example 2: Player 2 rolls a 3, 5 and 6. They roll the 3 again and roll a 1. Final score: 1+5+6 = 12.

Example 3: Player 3 rolls a 1, 3 and a 5. They decide to roll the 1 and 3 again, and roll a two 5s. Their final score is 30 points for getting 3 of a kind.

Variations

- Change the winning score – make it higher or lower.
- If you are playing the game on your own, see if you can reach 100 points in 6 turns (or try and beat your own record for the fewest number of turns to reach 100).
- Allow every player to roll the dice and have two chances to change them instead of just one.
- Try playing with 8 or 10 sided dice brings in different math facts to use.
- Play the game in a round. Award one point for the highest score in the round. The first player to reach 6 points is the winner.

RACE TO THE MOON

SUBTRACTING TO 20

Race to the Moon is a fun series of games which involve trying to make a path of unbroken counters from the Earth to the Moon. As well as developing quick recall of number facts, this game also involves strategy in blocking your partner whilst making your path.

Age range: 2nd Grade +

Number of players: 2 or 3

Learning: Subtract with numbers to 20, strategy

You will need

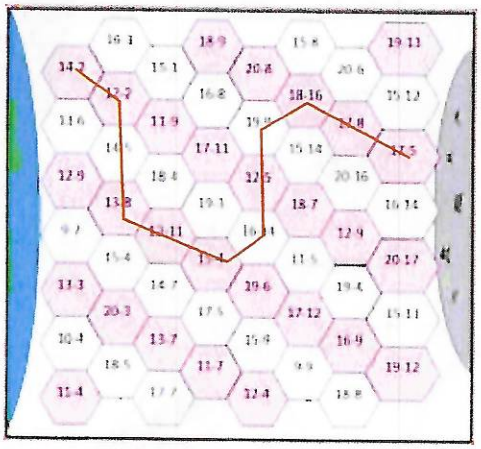
- Each player will need about 20 counters of their own color.

Instructions

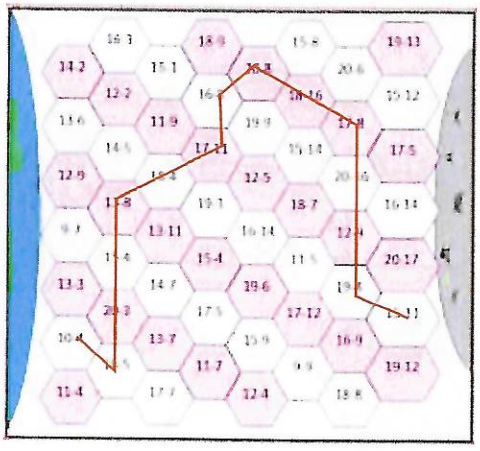
- Choose a subtraction you want to work out on one of the uncovered hexagons on the game board.
- Work out the answer in your head. You can use the number line to help you.
- Say the calculation and the answer.
- Your partner will check in their head (or using the number line).
- If you are right, you place a counter on the hexagon. Then it is your partner's turn. If you are wrong, you don't get to place a counter.
- The winner is the first person to complete an unbroken path of counters from the Earth to the Moon (path can go across, down, diagonally). See below.

Variations

- If you get an answer wrong, your partner can remove one of your counters from the board.

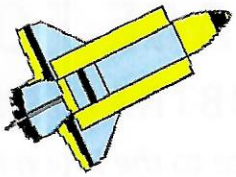


Examples of winning paths.



RACE TO THE MOON

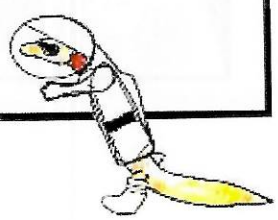
SUBTRACTING TO 20



0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Who will be first to get from Earth to the Moon?

16-3 18-9 15-8 19-13
14-2 15-1 20-8 20-6
12-2 16-8 18-16 15-12
13-6 11-9 19-9 17-8
14-5 17-11 15-14 17-5
12-9 18-4 12-5 20-16
13-8 19-3 18-7 16-14
9-7 13-11 16-14 12-9
15-4 15-4 11-5 20-17
13-3 14-7 19-6 19-4
20-3 17-5 17-12 15-11
10-4 13-7 15-9 16-9
18-5 11-7 9-9 19-12
11-4 17-7 12-4 18-8



ADDITION TO 20 TIC TAC TOE

7+5	7+8	2+10
3+10	4+7	8+9
6+7	5+8	6+6

2+9	7+4	9+9
7+7	6+8	9+5
4+8	9+6	10+5

5+7	6+6	8+5
8+8	4+9	2+10
9+3	7+5	4+8

7+4	5+10	2+9
8+4	10+9	6+9
8+8	6+6	7+5

4+7	5+9	2+10
5+6	6+6	8+4
8+4	3+9	8+3

8+5	6+6	9+2
4+7	10+4	3+9
9+8	7+9	10+10

ADDITION TO 20
TIC TAC TOE

TEMPLATES

AND

GRAPH PAPER

TEMPLATES AND GRAPH PAPER