

# The Sunday Packet

GRADE 3 · DAY 1 · MULTIPLICATION

Name \_\_\_\_\_

Date \_\_\_\_\_

1.  $3 \times 11 =$  \_\_\_\_\_

2.  $3 \times 10 =$  \_\_\_\_\_

3.  $4 \times 4 =$  \_\_\_\_\_

4.  $4 \times 5 =$  \_\_\_\_\_

5.  $7 \times 7 =$  \_\_\_\_\_

6.  $8 \times 6 =$  \_\_\_\_\_

7.  $4 \times 4 =$  \_\_\_\_\_

8.  $8 \times 4 =$  \_\_\_\_\_

9.  $4 \times 7 =$  \_\_\_\_\_

10.  $7 \times 11 =$  \_\_\_\_\_

11. Area of a  $7 \times 6$  rectangle = \_\_\_\_\_

12. Area of a  $4 \times 7$  rectangle = \_\_\_\_\_

# The Sunday Packet

GRADE 3 · DAY 2 · DIVISION & FACT FAMILIES

Name \_\_\_\_\_

Date \_\_\_\_\_

1.  $9 \div 3 =$  \_\_\_\_\_

2.  $27 \div 3 =$  \_\_\_\_\_

3.  $30 \div 6 =$  \_\_\_\_\_

4.  $16 \div 4 =$  \_\_\_\_\_

5.  $30 \div 5 =$  \_\_\_\_\_

6.  $35 \div 5 =$  \_\_\_\_\_

7.  $16 \div 4 =$  \_\_\_\_\_

8.  $32 \div 8 =$  \_\_\_\_\_

9.  $\_\_\_ \div 6 = 7$

10.  $\_\_\_ \div 8 = 7$

11.  $\_\_\_ \div 3 = 3$

12.  $\_\_\_ \div 9 = 4$

# The Sunday Packet

GRADE 3 · DAY 3 · ROUNDING & BIG ADDITION

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Round 248 to the nearest 10:

2. Round 319 to the nearest 10:

3. Round 262 to the nearest 10:

4. Round 967 to the nearest 100:

5. Round 926 to the nearest 100:

6. Round 496 to the nearest 100:

7.  $141 + 159 =$  \_\_\_\_\_

8.  $397 + 339 =$  \_\_\_\_\_

9.  $459 + 226 =$  \_\_\_\_\_

10.  $632 - 520 =$  \_\_\_\_\_

11.  $862 - 489 =$  \_\_\_\_\_

12.  $618 - 282 =$  \_\_\_\_\_

# The Sunday Packet

GRADE 3 · DAY 4 · FRACTIONS

Name \_\_\_\_\_

Date \_\_\_\_\_

1.  $\frac{1}{3}$  of 15 = \_\_\_\_\_

2.  $\frac{1}{2}$  of 8 = \_\_\_\_\_

3.  $\frac{1}{4}$  of 16 = \_\_\_\_\_

4.  $\frac{1}{4}$  of 24 = \_\_\_\_\_

5.  $\frac{1}{5}$  of 25 = \_\_\_\_\_

6.  $\frac{1}{4}$  of 12 = \_\_\_\_\_

7.  $\frac{1}{2}$  of 8 = \_\_\_\_\_

8.  $\frac{1}{3}$  ■  $\frac{1}{6}$  (write > or <)

9.  $\frac{1}{6}$  ■  $\frac{1}{8}$  (write > or <)

10.  $\frac{1}{8}$  ■  $\frac{1}{4}$  (write > or <)

11.  $\frac{1}{2}$  ■  $\frac{1}{3}$  (write > or <)

12.  $\frac{1}{3}$  ■  $\frac{1}{2}$  (write > or <)

# The Sunday Packet

GRADE 3 · DAY 5 · MIXED REVIEW

Name \_\_\_\_\_

Date \_\_\_\_\_

1.  $9 \times 9 =$  \_\_\_\_\_

2.  $24 \div 8 =$  \_\_\_\_\_

3. Round 796 to the nearest 100:

4.  $330 + 260 =$  \_\_\_\_\_

5.  $\frac{1}{4}$  of 12 = \_\_\_\_\_

6. Area of a  $3 \times 6$  rectangle = \_\_\_\_\_

7. Perimeter of a  $6 \times 8$  rectangle = \_\_\_\_\_

8.  $875 - 525 =$  \_\_\_\_\_

9. \_\_\_\_\_  $\div 9 = 3$

10.  $\frac{1}{6}$   $\blacksquare$   $\frac{1}{2}$  (write  $>$  or  $<$ )

# The Sunday Packet

GRADE 3 · DAY 5 · WORD PROBLEMS

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Maya sets up 6 rows of chairs with 6 chairs in each row. How many chairs is that?

\_\_\_\_\_

2. Leo buys 3 packs of 7 granola bars, then eats 5. How many bars are left?

\_\_\_\_\_

3. A team of 16 students splits into 4 equal groups. How many students are in each group?

\_\_\_\_\_

4. Ava has 865 points and spends 197 on a prize. About how many points are left, to the nearest hundred?

\_\_\_\_\_

5. A garden is 7 feet long and 3 feet wide. How much fence is needed to go all the way around?

\_\_\_\_\_

6. A sticker sheet has 9 rows of 8 stickers. Two full rows are used. How many stickers are used?

\_\_\_\_\_

# The Sunday Packet

GRADE 3 · PARENT PAGES · ANSWER KEYS — COMPUTED & MACHINE-VERIFIED

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## Day 1 — Multiplication

1) 33 2) 30 3) 16 4) 20 5) 49 6) 48 7) 16 8) 32 9) 28 10) 77 11) 42 12) 28

## Day 2 — Division & fact families

1) 3 2) 9 3) 5 4) 4 5) 6 6) 7 7) 4 8) 4 9) 42 10) 56 11) 9 12) 36

## Day 3 — Rounding & big addition

1) 250 2) 320 3) 260 4) 1000 5) 900 6) 500 7) 300 8) 736 9) 685 10) 112 11) 373  
12) 336

## Day 4 — Fractions

1) 5 2) 4 3) 4 4) 6 5) 5 6) 3 7) 4 8) > 9) > 10) < 11) > 12) <

## Day 5 — Mixed review

1) 81 2) 3 3) 800 4) 590 5) 3 6) 18 7) 28 8) 350 9) 27 10) <

## Day 5 — Word problems

1) 36 2) 16 3) 4 4) 700 5) 20 6) 16

## What this week builds

Multiplication and division as one idea, not two lists of facts. Rounding as a sense of size before speed.

Fractions as amounts of real things. If Day 2 comes back bumpy, next week leans back into fact families before pushing further — that is exactly what the check-in is for.