Weekly MATH REVIEW

One Week Preview

36 WEEKS OF SPIRAL MATH REVIEW FOR THIRD GRADE

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TEACHERS RESOURCE FORCE

SARAH PECORINO

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TO THE TEACHER

Thank you for purchasing this resource. It was created with third grade classes in mind. I created this resource with the goal of spiraling important third grade math skills throughout the year to keep learning fresh long after a unit was done and to preview learning before reaching a unit.

This high impact resource covers each of the thirteen readiness standards for third grade math in the state of Texas along with important and widely tested supporting standards. The standards covered in this resource also overlap nicely with standards from Common Core. The standards covered can be found on pages 11-14.

This resource is set up to capitalize on the content by keeping the format the same each week. Each week is made up of two pages containing thirteen problems. While it is a time investment and can cause frustration at first, students will soon get the routine.

Since this resource covers standards that will be taught throughout the year it is vital to go over how to solve each type of problem in the beginning of the year. Take the extra time the first couple of weeks to go through each problem together will lead to huge gains.

HOW TO USE THIS RESOURCE

This resource can be used in a variety of ways to help students build their confidence and practice important skills in a spiral manner throughout the year. Some ideas for how to implement this resource can be found on the following pages.

Regardless of how you choose to use this resource I would urge you to take the time to check each problem together.

As a Warm-Up

This resource is the perfect way to start your math block. Upon entering your classroom students can immediately get to work on answering the questions either independently, in partners, or as a team. After giving enough time to complete, go over the questions together modeling the strategies you would like to see your students use. If you choose to use this resource as a warm-up you can give students one page each week copied front and back or choose to copy and bind a set for each student to use all year.

HOW TO USE THIS RESOURCE

As a Cooperative Learning Activity

These questions are perfect for completing through cooperative learning strategies such as Sage & Scribe or Find Someone Who. After students have completed their questions, go over the questions together modeling the strategies you would like your students to use.

- Sage & Scribe
  - Students are partnered and given one weekly warm-up. Partner A (the scribe) is seated with a writing utensil and partner B (the sage) stands behind them. Partner B reads the question and tells the scribe what to write explaining their thinking and mathematical reasoning. Partner A writes, coaches their partner, and praises them. After each question partners trade positions and roles.
- Find Someone Who
  - Each student has a copy of the weekly warm-up. Students stand up, put their hands in the air, and pair up with a partner. They greet their partner, trade recording sheets, and choose a question to answer then trade papers again. After thanking their partners students repeat the process with a new partner until all their questions are answered. I challenge my students to work with as many partners as possible and answer as many different questions as possible.

HOW TO USE THIS RESOURCE

As a Home-School Connection
Are parents asking you what you are doing in math during class or what they can do to help their students? Use these questions to occasionally send home so that students can read and complete the questions with their families. After giving to students to complete at home take some time in class to read through and answer the questions together modeling the strategies you would like your students to use.

Small Group Re-teaching
These questions are perfect for completing in a small group setting with you guiding your students through the process of solving each problem.

Whole Group Lesson
Throughout the year students need to become familiar with the different ways that each skill might be seen. Using these questions is a great way to get them used to thinking critically.
****I would recommend using this strategy for the first week or two of practice to get students used to the process.**

TRACKING THE DATA

On pages 95-97 is a checklist of standards. Each student should be given their own checklist to check off the standards they answered correctly each day. This will help students to see where they are excelling and where they need to set goals for improvement.

You can also collect these data sheets from time to time to help you form small groups.

USING THE DATA

I have found that having students track their own data is not only helpful, but empowering. By having the responsibility of holding their own data students are able to take ownership of their learning, set goals for growth, and celebrate their successes. This keeps student engagement high throughout the year.

This data can also be used to build your small groups for re-teaching by standard.

MATH WARM-UP LAYOUT KEY

MONDAY	Addition & Subtraction	Data	
TUESDAY	Composing & Decomposing Numbers	Area of a Rectangle	Equivalent Fractions
WEDNESDAY	Comparing Fractions	Comparing & Ordering Numbers	Classifying & Sorting 2D & 3D Figures

MATH WARM-UP LAYOUT KEY

THURSDAY	Perimeter of a Polygon	Multiplication & Division	Number Pairs in Tables
FRIDAY	Addition & Subtraction Models and Equations	Multiplication & Division Models and Equations	
GOALS	What did I do well this week?	What do I need to work on?	

MATH WARM-UP LAYOUT KEY

MONDAY	**Addition & Subtraction** CCSS.MATH.CONTENT.3.NBT.A.2		**Data** CCSS.MATH.CONTENT.3.MD.B.3
TUESDAY	**Composing & Decomposing Numbers** CCSS.MATH.CONTENT.3.NBT.A.1	**Area of a Rectangle** CCSS.MATH.CONTENT.3.MD.C.5.B CCSS.MATH.CONTENT.3.MD.C.6 CCSS.MATH.CONTENT.3.MD.C.7.A CCSS.MATH.CONTENT.3.MD.C.7.B	**Equivalent Fractions** CCSS.MATH.CONTENT.NF.3.A
WEDNESDAY	**Comparing Fractions** CCSS.MATH.CONTENT.3.NF.A.3.D	**Comparing & Ordering Numbers** CCSS.MATH.CONTENT.3.NF.A.3.D	**Classifying & Sorting 2D & 3D Figures** CCSS.MATH.CONTENT.3.G.A.1

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MATH WARM-UP LAYOUT KEY

THURSDAY	**Perimeter of a Polygon** CCSS.MATH.CONTENT.3.MD.D.8	**Multiplication & Division** CCSS.MATH.CONTENT.3.OA.A.1 CCSS.MATH.CONTENT.OA.A.2 CCSS.MATH.CONTENT.3.OA.C.7 CCSS.MATH.CONTENT.3.OA.D.8	**Number Pairs in Tables** CCSS.MATH.CONTENT.3.OA.D.9
FRIDAY	**Addition & Subtraction Models and Equations** CCSS.MATH.CONTENT.3.OA.D.8		**Multiplication & Division Models and Equations** CCSS.MATH.CONTENT.3.OA.A.3 CCSS.MATH.CONTENT.3.OA.A.4
GOALS	**What did I do well this week?**		**What do I need to work on?**

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MATH WARM-UP LAYOUT KEY

MONDAY	**Addition & Subtraction** 3.4A solve with fluency one- and two- step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction		**Data** 3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals
TUESDAY	**Composing & Decomposing Numbers** 3.2A compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers including expanded notation as appropriate	**Area of a Rectangle** 3.6C determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row	**Equivalent Fractions** 3.3F represent equivalent fractions with denominators of 2,3,4,6, and 8 using a variety of objects and pictorial models, including number lines
WEDNESDAY	**Comparing Fractions** 3.3H compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models	**Comparing & Ordering Numbers** 3.2D compare and order whole numbers to 100,000 and represent comparisons using the symbols >, <, or =	**Classifying & Sorting 2D & 3D Figures** 3.6A classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language

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MATH WARM-UP LAYOUT KEY

THURSDAY	**Perimeter of a Polygon** 3.7B determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	**Multiplication & Division** 3.4K solve one- and two- step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays area models, and equal groups; properties of operations; or recall of facts	**Number Pairs in Tables** 3.5E represent real-world relationships using number pairs in a table and verbal descriptions
FRIDAY	**Addition & Subtraction Models and Equations** 3.5A represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations		**Multiplication & Division Models and Equations** 3.5B represent one- and two- step multiplication and division problems within 100 using arrays, strip diagrams, and equations
GOALS	**What did I do well this week?**		**What do I need to work on?**

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I CAN STATEMENTS

I can statements are a great way for students to take ownership of their learning.

Ideas for using I Can Statements:

- Create a display within your classroom using the statements as posters to remind students of what they can do.
- Create mini-posters for student notebooks by copying multiple mini posts on a single page.
- Use I Can Statements in your small group area to help prompt students as to how to answer a question.
- Use I Can Statements to sort questions from a released test by standard.
    - To complete a sort print and cut apart the questions from a released test. Have students use the I Can Statements to determine which standard the question is asking about. Encourage students to share why they chose a particular statement for each question. This helps students to become more familiar with the format of a standardized test.

I can compose and decompose numbers using place value.

I can compare and order whole numbers.

I can represent one- and two-step addition and subtraction problems with models, number lines, and equations.

I can represent and solve one- and two-step multiplication and division problems using arrays, strip diagrams, and equations.

I can fluently solve one- and two-step problems with addition and subtraction.

I can solve one- and two-step multiplication and division problems.

Name

MATH WARM-UP WEEK 1

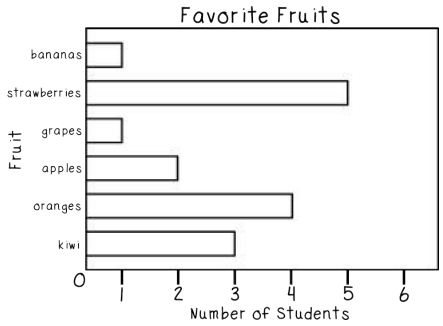
MONDAY

Addition & Subtraction

Clint has $309 in his savings account. Over the summer he earned $494 dollars. Once he deposits his summer earnings how much money will be in his account?

Data

How many more students chose oranges or kiwi than strawberries?



TUESDAY

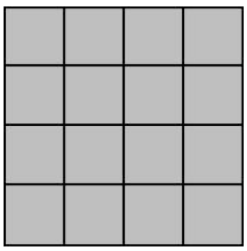
Composing & Decomposing Numbers

Decompose the number below:

13,209

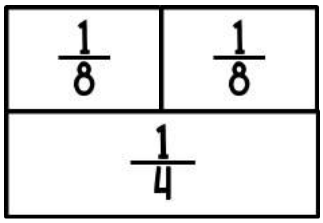
Area of a Rectangle

Find the area of the rectangle.



Equivalent Fractions

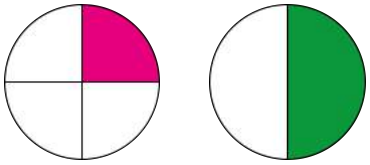
Name the equivalent fractions.



WEDNESDAY

Comparing Fractions

Compare the fractions below using <, >, or =.



Comparing & Ordering Numbers

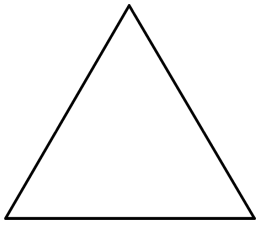
Circle the greater number.

13,100

13,099

Classifying & Sorting 2D & 3D Figures

Name and describe the figure below.



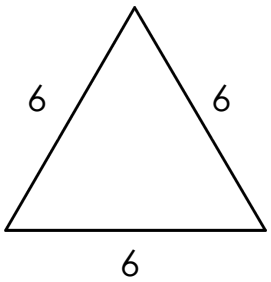
Name

MATH WARM-UP WEEK 1

THURSDAY

Perimeter of a Polygon

Find the perimeter of the polygon below given the side lengths.



Multiplication & Division

A case of crackers has 9 boxes inside. Each box has 10 crackers. How many crackers are in the case?

Number Pairs in Tables

Complete the input-output table using the rule +5.

Input	Output
62	
101	
156	

FRIDAY

Addition & Subtraction Models and Equations

Eleanor is reading a book with 189 pages in it. She read 21 pages the first day and 18 pages the next day. Write an equation to show how many pages she still has left to read.

Multiplication & Division Models and Equations

Grant has a garden with 27 plants in it. The plants are in 3 rows. Create an array to show how many plants are in each row.

GOALS

What did I do well this week?

What do I need to work on?

Name

DAILY MATH WARM-UP DATA SHEET #1

	Monday		Tuesday			Wednesday			Thursday			Friday	
Week	Addition & Subtraction	Data	Composing & Decomposing Numbers	Area of a Rectangle	Equivalent Fractions	Comparing Fractions	Comparing & Ordering Numbers	Classifying & Sorting 2D &3D Figures	Perimeter of a Polygon	Multiplication & Division	Number Pairs in Tables	Addition & Subtraction Models & Equations	Multiplication & Division Models & Equations
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

ANSWER KEY

Name

MATH WARM-UP WEEK 1

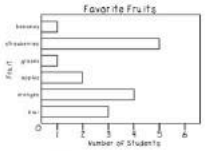
MONDAY

Addition & Subtraction
Clint has $309 in his savings account. Over the summer he earned $494 dollars. Once he deposits his summer earnings how much money will be in his account?

$803

Data
How many more students chose oranges or kiwi than strawberries?

2 students



TUESDAY

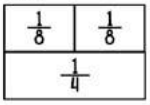
Composing & Decomposing Numbers
Decompose the number below:
13,209

10,000 +
3,000 +
200 + 9

Area of a Rectangle
Find the area of the rectangle.

16 square units

Equivalent Fractions
Name the equivalent fractions.



2/8 = 1/4

WEDNESDAY

Comparing Fractions
Compare the fractions below using <, >, or =.

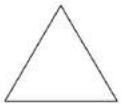
1/4 < 1/2

Comparing & Ordering Numbers
Circle the greater number.

13,100

13,099

Classifying & Sorting 2D & 3D Figures
Name and describe the figure below.



triangle
3 sides
3 angles

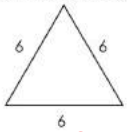
 23

Name

MATH WARM-UP WEEK 1

THURSDAY

Perimeter of a Polygon
Find the perimeter of the polygon below given the side lengths.



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Multiplication & Division
A case of crackers has 9 boxes inside. Each box has 10 crackers. How many crackers are in the case?

90 crackers

Number Pairs in Tables
Complete the input-output table using the rule +5.

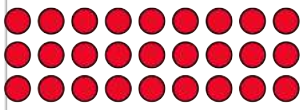
Input	Output
62	67
101	106
156	161

FRIDAY

Addition & Subtraction Models and Equations
Eleanor is reading a book with 189 pages in it. She read 21 pages the first day and 18 pages the next day. Write an equation to show how many pages she still has left to read.

189 − 18 − 21 =
pages to read

Multiplication & Division Models and Equations
Grant has a garden with 27 plants in it. The plants are in 3 rows. Create an array to show how many plants are in each row.



GOALS

What did I do well this week?

What do I need to work on?

 24

Name

MATH WARM-UP WEEK 2

MONDAY

Addition & Subtraction
The Empire State Building has 102 floors. You take the elevator to the top floor then walk down 19 floors. You lost your hat and start walking back up the stairs to find it. After scaling 4 flights you find your hat. What floor was your hat on?

87th floor

Data
What combination of two flavors was chosen the same number of times as cookie dough?

What is your favorite ice cream flavor?	
Vanilla	4
Chocolate	6
Strawberry	3
Mint	5
Cookie Dough	10

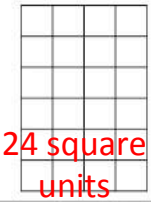
Vanilla and Chocolate

TUESDAY

Composing & Decomposing Numbers
What is the value of the 7 in 45,879?

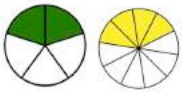
70

Area of a Rectangle
Find the area of the rectangle.



24 square units

Equivalent Fractions
Name the equivalent fractions.



2/5 = 4/10

WEDNESDAY

Comparing Fractions
Compare the fractions below using <, >, or =.

$\frac{1}{10}$ < $\frac{3}{10}$

Comparing & Ordering Numbers
Order the numbers below from least to greatest.
37, 43, 29

29, 37, 43

Classifying & Sorting 2D & 3D Figures
Name and describe the figure below.

cube
6 faces
8 vertices
12 edges

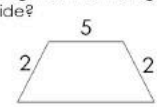
 25

Name

MATH WARM-UP WEEK 2

THURSDAY

Perimeter of a Polygon
The polygon below has a perimeter of 21 inches. What is the length of the missing side?



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Multiplication & Division
A garden has nine rows of plants. Each row has seven plants in it. How many plants are in the garden?

63 plants

Number Pairs in Tables
Identify the rule shown in the table below.

Input	Output
62	69
101	108
156	163

+7

FRIDAY

Addition & Subtraction Models and Equations
Vasily is 56 inches tall. Her brother is four inches taller than her. Create a strip diagram modeling the difference in height between Vasily and her brother.

56	4
brother's height	

Multiplication & Division Models and Equations
A box of cookies has 20 cookies in it. You are sharing the box between you and four friends. Create an equation to show how to find how many cookies each of you get.

20 ÷ 5 = cookies

GOALS

What did I do well this week?

What do I need to work on?

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