

The cover features a vibrant beach scene. At the top left, a smiling sun with sunglasses and rosy cheeks shines. The background is a light blue sky with fluffy white clouds and two birds in flight. A large, multi-colored word 'SUMMER' is the central focus, with each letter in a different color (pink, orange, yellow, green, teal, purple). Below it, the word 'MATH' is written in a bold, dark blue font. A blue banner with white text reads 'REVIEW PACKET'. Below the banner, the text '— FOR —' is followed by 'RISING 3RD GRADERS!' in a mix of blue and green fonts. The bottom half of the cover is a sandy beach. On the left, a palm tree stands next to a small chalkboard on a wooden post. The chalkboard shows a math problem: 248 plus 137 equals 385. A red crab wearing sunglasses is positioned next to the chalkboard. In the center of the beach is a sandcastle with three towers and a red flag. To the right of the sandcastle is a green bucket with a blue shovel, decorated with math symbols (+, x, =). Further right is a colorful beach ball and a surfboard with a rainbow design and a white flower. The entire scene is framed by a pink wavy border at the bottom.

SUMMER

MATH

REVIEW PACKET

— FOR —

RISING 3RD GRADERS!

$$\begin{array}{r} 248 \\ +137 \\ \hline 385 \end{array}$$

NAME: _____

Dear Parents and Guardians,

As we begin summer break, we want to thank you for your partnership and support throughout the school year. We are incredibly proud of the growth and hard work our students have shown in mathematics from kindergarten through eighth grade.

To help students maintain and strengthen their math skills over the summer, we are sending home a Summer Math Review Packet. Research consistently shows that students can experience “summer learning loss” when academic skills are not practiced regularly during the break. Even a small amount of consistent review can make a tremendous difference in helping students retain important concepts and begin the new school year with confidence.

We encourage students to work on a few problems from each worksheet every week rather than trying to complete the entire packet all at once. Short, regular practice sessions are far more effective for long-term learning and help students build strong problem-solving habits. Just 15–20 minutes of math review several times a week can keep skills sharp and reduce frustration when school resumes in the fall.

As your child works through the packet, encourage them to:

- Show their work and explain their thinking
- Take their time and check their answers
- Ask questions when they are unsure
- Practice perseverance with challenging problems

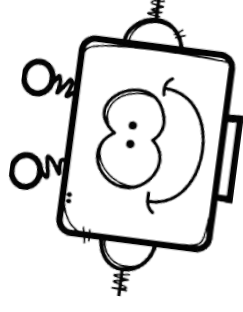
Math is a skill that grows with practice, and your encouragement at home plays an important role in your child’s success. We hope this packet serves as a helpful tool to keep learning active throughout the summer months.

Thank you for your continued support. We wish your family a safe, relaxing, and enjoyable summer!

Sincerely,
St. John’s Math Teachers

Name: _____

TOPIC 1 Practice



I can fluently **add** and **subtract** within 20.

1. Add. Then, FLIP the addends and solve.



$$\underline{7} + \underline{5} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

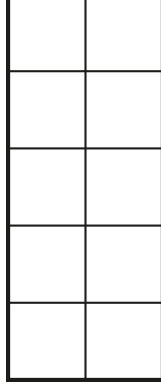
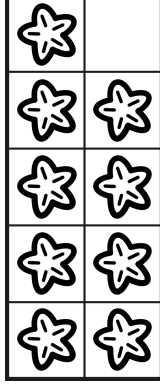
2. Solve the doubles and near doubles facts.

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ \hline \end{array}$$

$$9 + 6 = \underline{\quad}$$

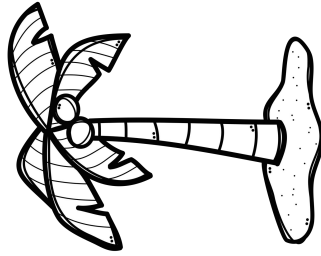


4. Which equations show a sum of 12?

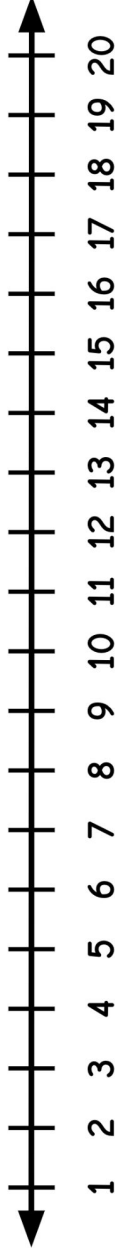
☐ $6 + 6 = ?$

☐ $7 + 3 = ?$

☐ $8 + 4 = ?$

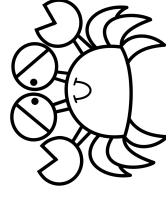


5. Use the number line to solve each equation.

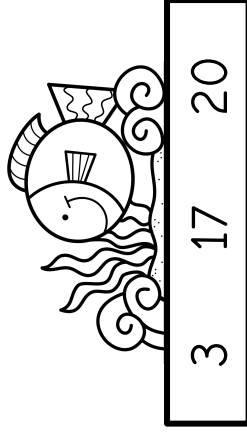


$$11 - 4 = \underline{\quad}$$

$$13 - 8 = \underline{\quad}$$

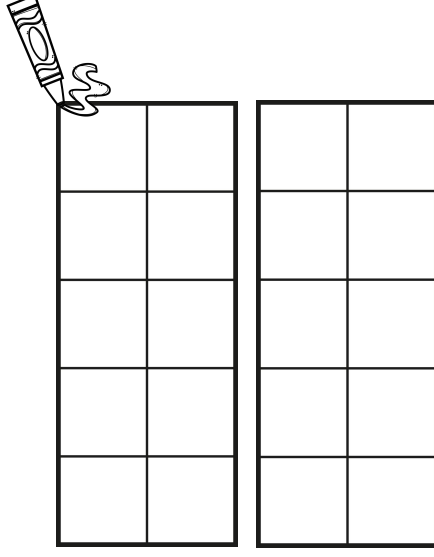


6. Write the **fact family**.



$$\begin{array}{r} _ + _ = _ \\ _ + _ = _ \\ _ - _ = _ \\ _ - _ = _ \end{array}$$

7. Draw counters. Solve.



$$16 - 8 = _$$

8. Add or subtract.

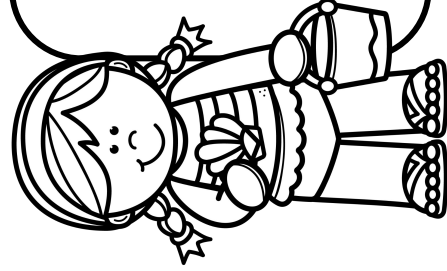
$$\begin{array}{r} 10 \\ + 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 18 \\ - 6 \\ \hline \square \end{array}$$

$$\begin{array}{r} 20 \\ - 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 13 \\ + 3 \\ \hline \square \end{array}$$

9. Jen had **19** shells in her bucket. She dropped **9** shells. How many shells does she have left?



$$_ - _ = _$$

10. Bob scored **12** points and Jim scored **7** points during beach volleyball. Bob says they scored **20** points in all. Do you agree? Solve and circle one.

$$12 + 7 = _$$

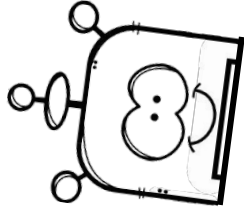


Agree ✓

Disagree ✗

Name: _____

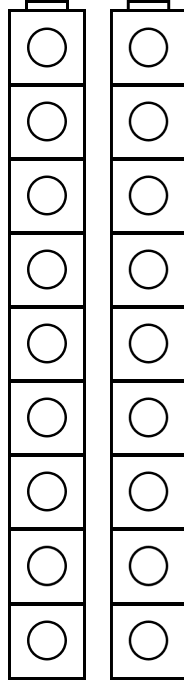
TOPIC 2 Practice



I can work with equal groups.

1. Look at the number. **Circle** if it is **even** or **odd**. Then, write an equation.

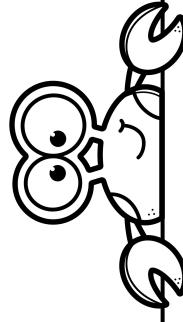
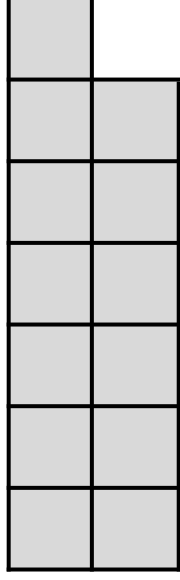
18



___ + ___ = ___

even or odd

2. Add to find the number in the model. **Circle** if it is **even** or **odd**.



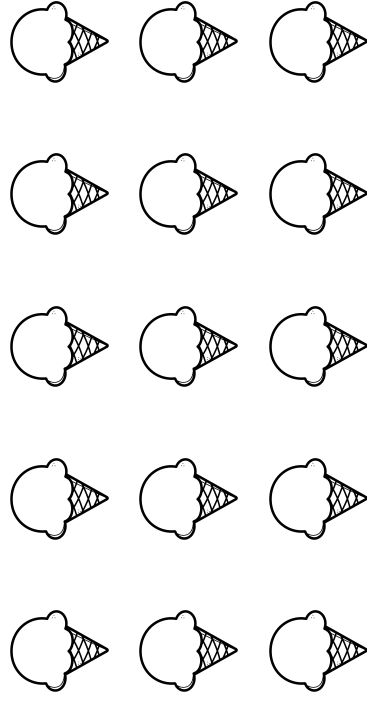
___ + ___ = ___

even or odd

3. Write **two** equations to match the array. Add the **rows** ⇨. Then, add the **columns** ⇩.

rows ⇨ ___ + ___ + ___ = ___

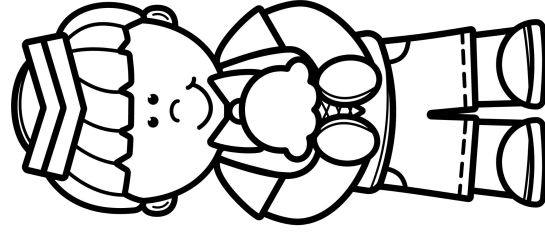
columns ⇩ ___ + ___ + ___ + ___ + ___ = ___



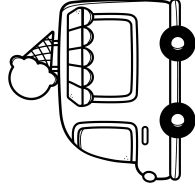
4. Draw  circles to make the **array**. Then, use **repeated addition** to solve.

4 columns ↓.

3 circles in each one.

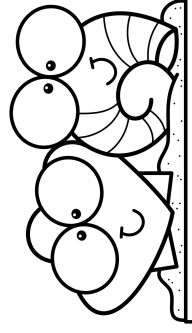


The ice cream man put cones into **4** columns with **3** cones in each one.
How many cones are there in all?



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

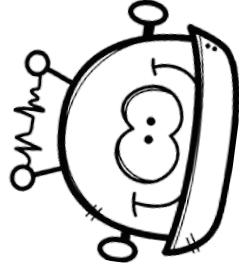
5. Beth drew an array with **16** total shells. Draw  a picture of what Beth's **array** might look like. Then, write an **equation**.



Equation:

Name: _____

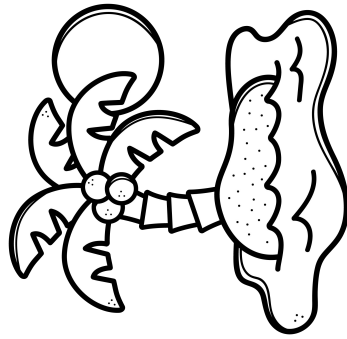
TOPIC 3 Practice



I can **add** within **100** using different strategies.

1. Use the **hundred chart** to add. Draw arrows if needed.

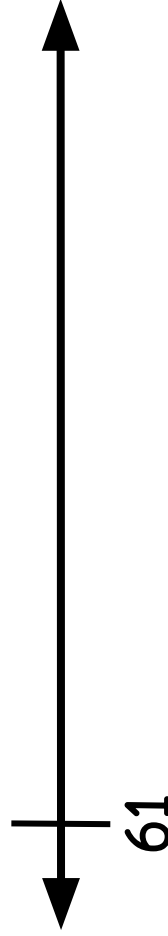
$$52 + 10 = \underline{\hspace{2cm}} \quad 36 + 14 = \underline{\hspace{2cm}}$$



$$78 + 6 = \underline{\hspace{2cm}} \quad 40 + 32 = \underline{\hspace{2cm}}$$

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

2. Use the **open number line** to solve.



$$61 + 15 = \underline{\hspace{2cm}}$$

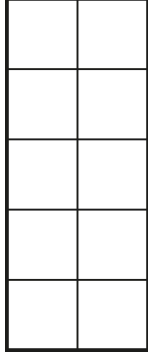
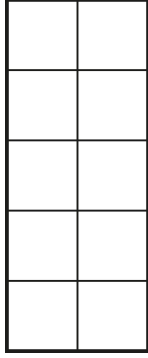
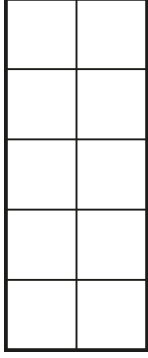
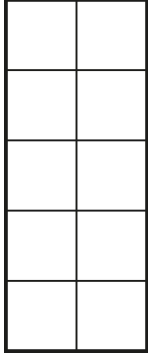
3. **Break apart** the second addend to find the sum.

$$45 + 12 = \underline{\hspace{2cm}}$$



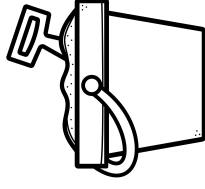
4. Use **compensation** to add numbers easier. Draw  counters to help.

$$19 + 12 = \underline{\quad}$$

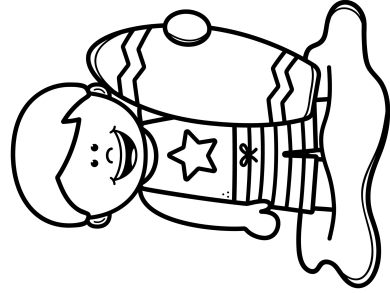


5. Use **any strategy** to solve.

$$42 + 26 = \underline{\quad}$$



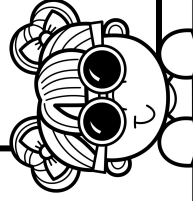
6. Tom saw **10** red and **8** blue surfboards. Then, he saw **5** green boards. How many did he see in all?



$$\underline{\quad} \text{ red} + \underline{\quad} \text{ blue} = \underline{\quad} \text{ sum}$$

$$\underline{\quad} \text{ sum} + \underline{\quad} \text{ green} = \underline{\quad} \text{ in all}$$

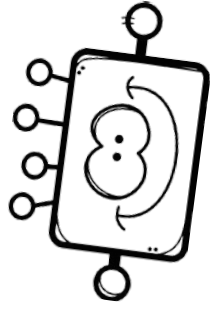
7. There were **22** kids in the water and **18** kids on the sand. How many kids are there in all? Use **pictures, words**, or **numbers** to show your work.



 kids

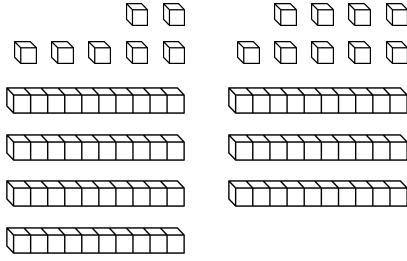
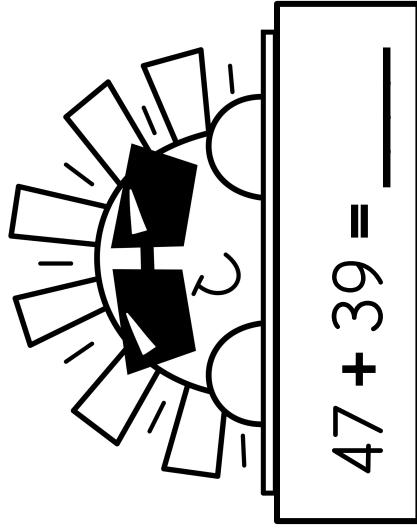
Name: _____

TOPIC 4 Practice



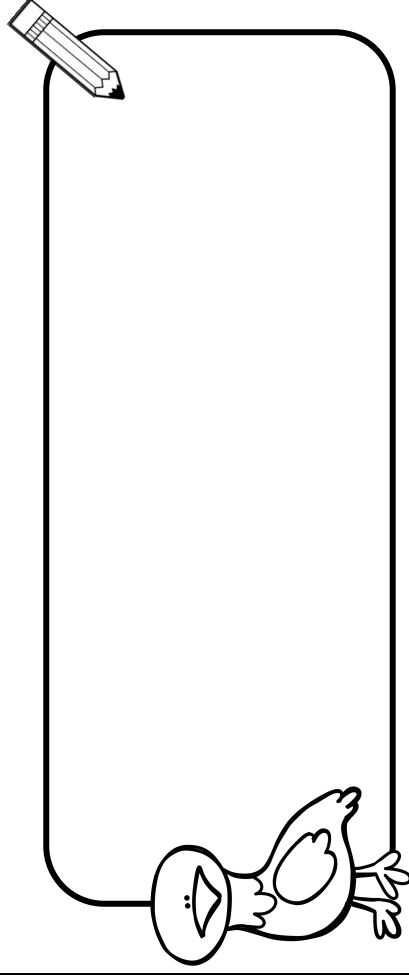
I can fluently add within 100.

1. Add using blocks. Circle a group of ten if you need to regroup.



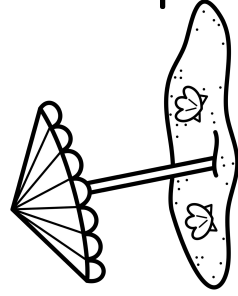
2. Draw a model with blocks to solve.

$$22 + 14 = \underline{\hspace{2cm}}$$



3. Use partial sums to add.

$$66 + 13 = \underline{\hspace{2cm}}$$



Tens	Ones
6	6
1	3

$$\begin{array}{r}
 \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \\
 \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \\
 \text{Sum} =
 \end{array}$$

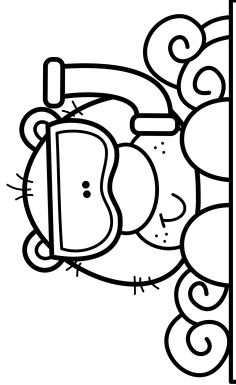
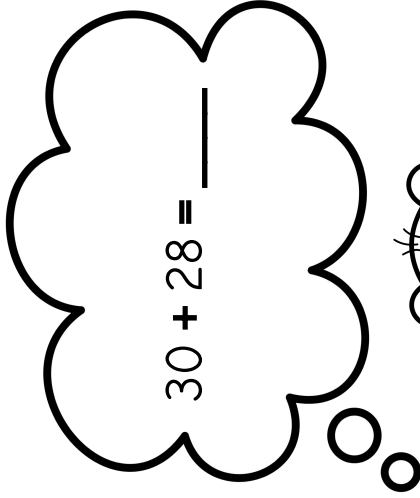
4. Use partial sums or another strategy.

$$75 + 15 = \underline{\hspace{2cm}}$$

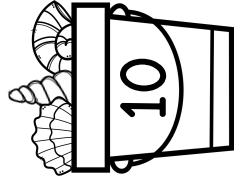
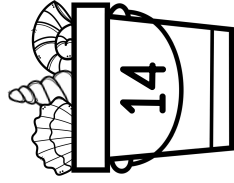
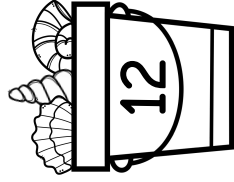
Tens	Ones
7	5
1	5

$$\begin{array}{r}
 \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \\
 \text{Tens} = \\
 \text{Ones} = \\
 \text{Sum} =
 \end{array}$$

5. Use **mental math**.



6. Add together the shells.

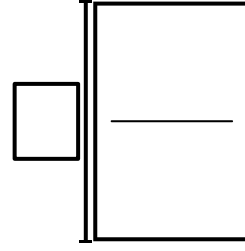
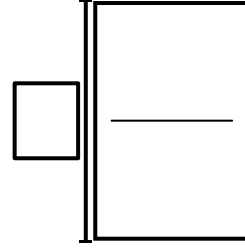


$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

7. Use *any* strategy.

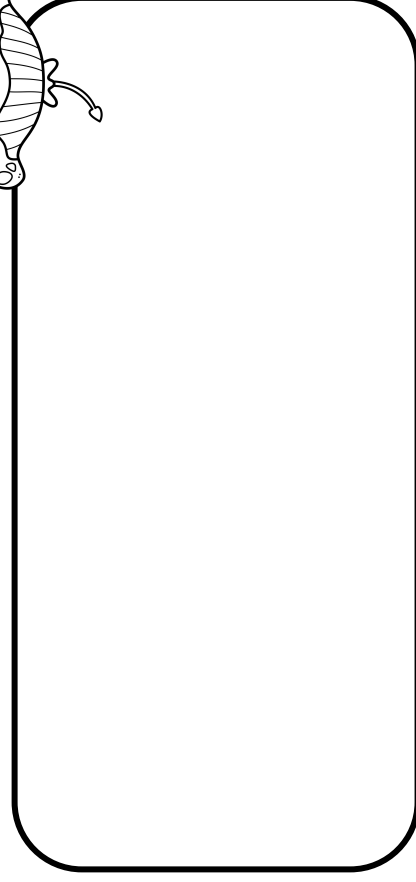
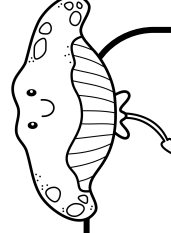
$$6 + 4 + 9 + 1 = \underline{\quad}$$

8. Paul saw **20** big and **7** small sea turtles. Then, he saw **6** more turtles. How many turtles did he see in all?



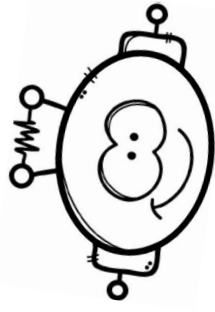
$$\begin{array}{ccccccc} + & + & + & + & + & + & \\ \hline \text{big} & \text{small} & \text{sum} & \text{sum} & \text{more} & \text{in all} & \\ \hline & & & & & & \end{array}$$

9. There were **35** gray and **27** blue stingrays. How many in all? Make a model and solve.



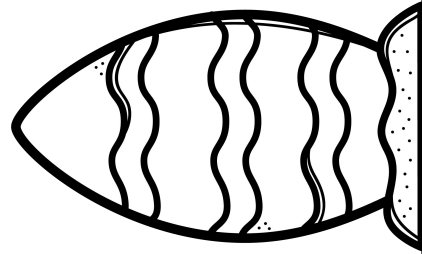
Name: _____

TOPIC 5 Practice



I can **subtract** within **100** using different strategies.

1. Use the **hundred chart** to subtract. Draw arrows if needed.

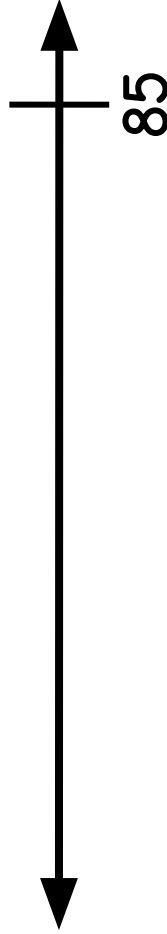


$$38 - 7 = \underline{\hspace{2cm}} \quad 68 - 10 = \underline{\hspace{2cm}}$$

$$91 - 20 = \underline{\hspace{2cm}} \quad 24 - 11 = \underline{\hspace{2cm}}$$

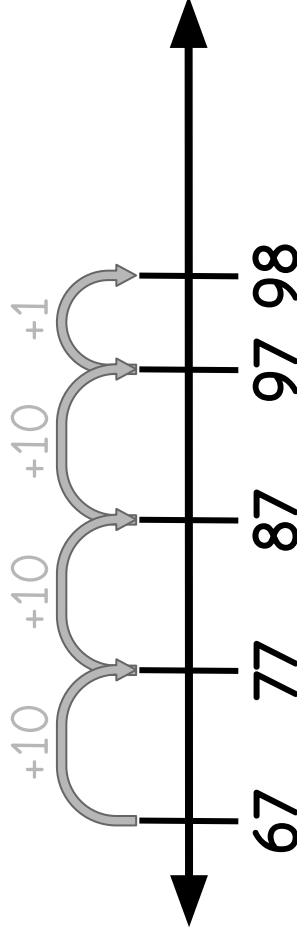
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Use the **open number line** to solve.



$$85 - 22 = \underline{\hspace{2cm}}$$

3. Add up to find the difference.

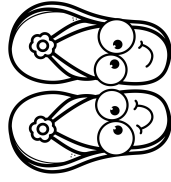


$$98 - 67 = \underline{\hspace{2cm}}$$



4. Break apart the addends to subtract.

$$52 - 7 = \underline{\quad}$$



5. Use compensation to solve.

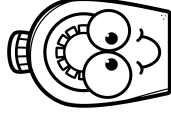
$$46 - 18 = \underline{\quad}$$



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

6. Use *any* strategy.

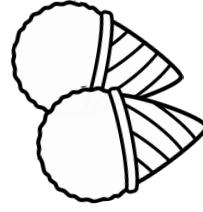
$$71 - 35 = \underline{\quad}$$



7. Fran made 30 snow cones. She sold 15 lemon flavor cones. Then, she sold 8 berry flavored cones. How many snow cones does she have left?

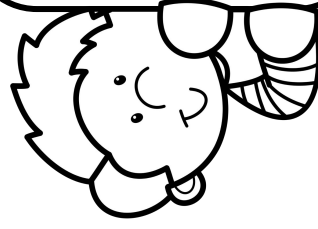
$\underline{\quad} - \underline{\quad} = \underline{\quad}$
snow cones lemon difference

$\underline{\quad} - \underline{\quad} = \underline{\quad}$
difference berry left



$\underline{\quad}$ cones

8. Jack says $63 - 14 = 49$. Do you agree? Solve and circle one.



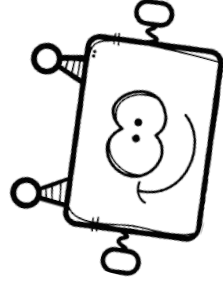
$$63 - 14 = \underline{\quad}$$

Agree

Disagree

Name: _____

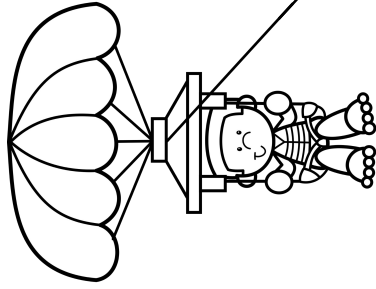
TOPIC 6 Practice



I can fluently subtract within 100.

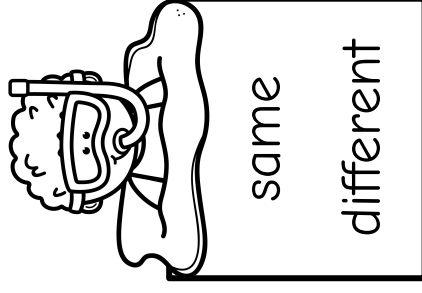
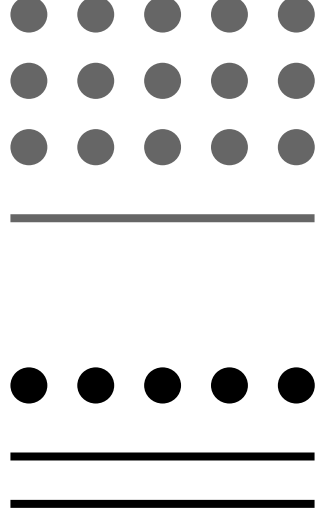
1. Draw  blocks to subtract. Regroup if needed.

$$32 - 7 = \underline{\quad}$$



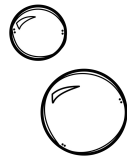
Tens	Ones

2. Do the models show the **same** number or **different** numbers? Circle the word.



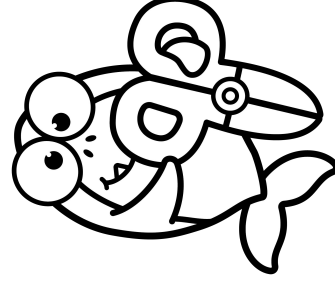
3. Find partial differences to subtract.

$$68 - 29 = \underline{\quad}$$



4. Break apart numbers to subtract.

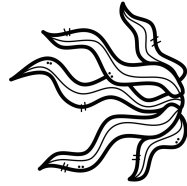
$$90 - 45 = \underline{\quad}$$



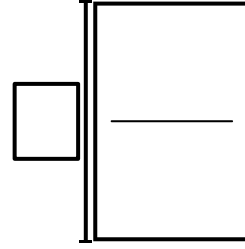
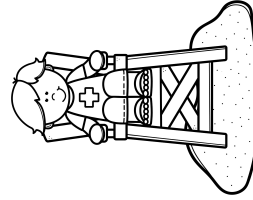
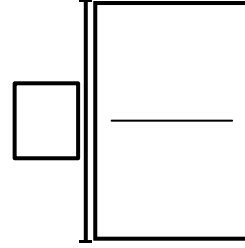
5. Use **any strategy** to solve each problem. Show your work.

$$87 - 13 = \underline{\hspace{2cm}}$$

$$55 - 29 = \underline{\hspace{2cm}}$$



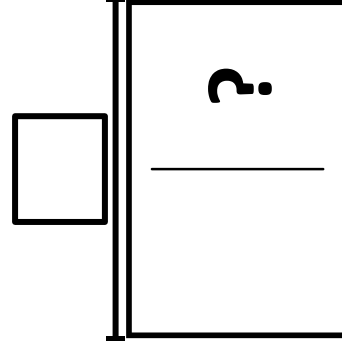
6. The lifeguard saw **66** people in the pool. **34** kids got out. Then, **12** adults got out. How many people are left?



$\underline{\hspace{1cm}}$	$-\$	$\underline{\hspace{1cm}}$	$=$	$\underline{\hspace{1cm}}$	
people		kids		difference	

$\underline{\hspace{1cm}}$	$-\$	$\underline{\hspace{1cm}}$	$=$	$\underline{\hspace{1cm}}$	
		adults		left	

7. There were **70** seats on a boat. **52** people came on board. How many seats are left on the boat?



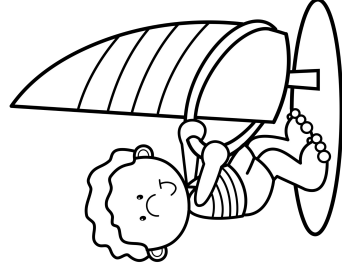
$\underline{\hspace{1cm}}$	$-\$	$\underline{\hspace{1cm}}$	$=$	$\underline{\hspace{1cm}}$
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TOPIC 7 Practice

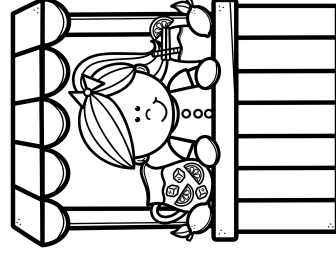
A simple line drawing of a square robot. It has a square body with rounded corners. On the front, there's a face with two large, circular eyes and a small, curved line for a mouth. The robot has two arms, each ending in a small, circular hand. It also has two legs, each ending in a small, circular foot. The robot is holding a small, rectangular object in its right hand. The drawing is done in a simple, sketchy style with black lines on a white background.

- 2. Solve any way you'd like.**

$$62 - 7 = \underline{\hspace{2cm}}$$



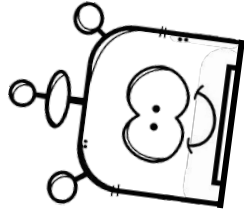
- 4.** Tara made **20** glasses of yellow lemonade and **15** glasses of pink lemonade. She sold **30** glasses. How many are left?



$$= \frac{\text{sold}}{\text{left}}$$

Name: _____

TOPIC 8 Practice



I can work with **time** and **money**.

1. Count on by 5s to find the total value of the coins.



Total

¢ _____

¢ _____

¢ _____

¢ _____

¢ _____

¢ _____

¢ _____

¢ _____

2. Pat bought lemonade for **25¢**. She paid with **3 dimes**. How much change did she get?



_____ cents

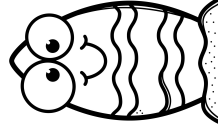
3. Count on to find the total value of the bills.

\$ _____

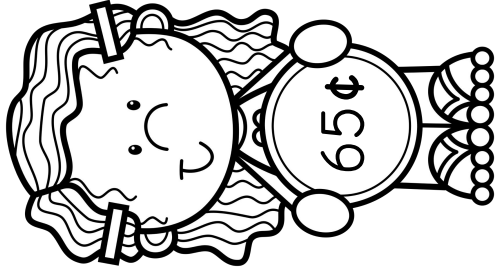
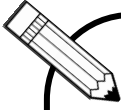


4. Nate had **\$90**. He spent **\$45** on a new surfboard. How much change did he get?

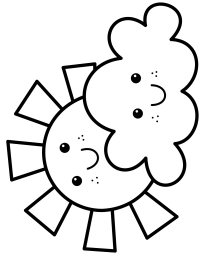
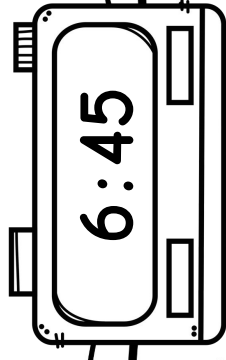
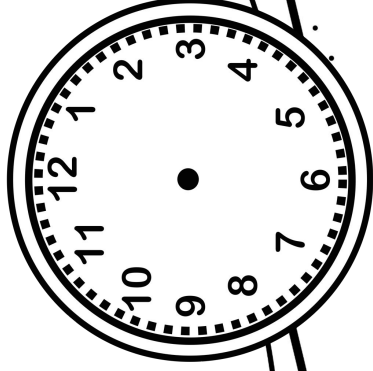
\$ _____



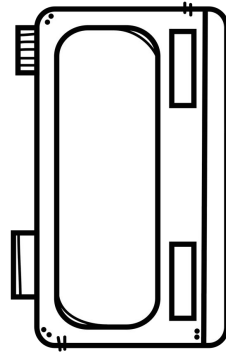
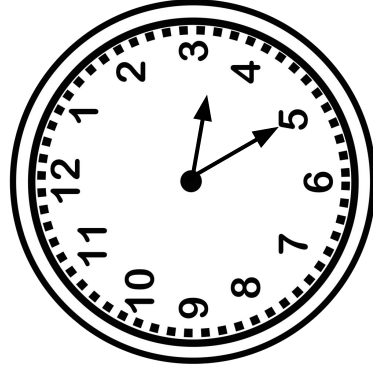
5. Which coins could you use to make 65¢? Draw or explain your answer.



6. Complete the clocks so both show the **same** time.



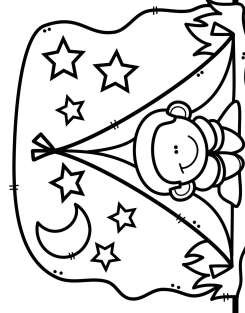
7. Complete the clocks so both show the **same time**. Then, circle another way to tell the time.



quarter after 3

25 minutes after 3

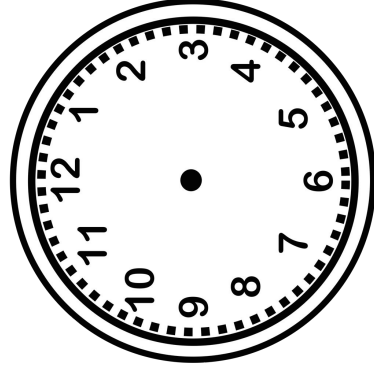
8. John is looking at the stars at **9:15**. Circle if this is an **a.m.** or **p.m.** activity and show the **time** on the clock.



It is...

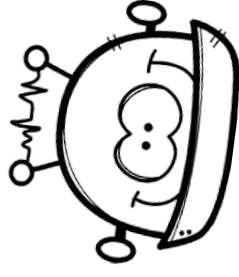
a.m.

p.m.



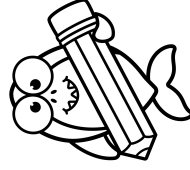
Name: _____

TOPIC 9 Practice

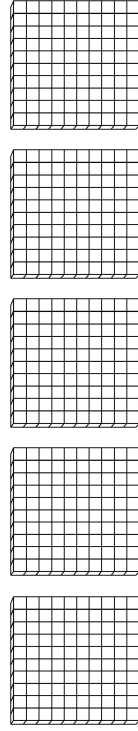


I can work with numbers to 1,000.

- Write the number of **hundreds, tens, and ones**. Write the total.

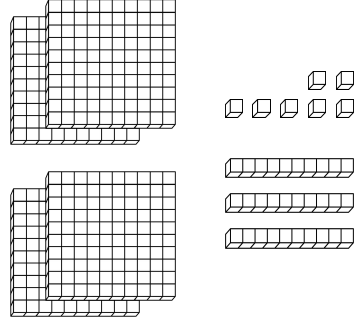


Total: _____



_____ hundreds _____ tens _____ ones

- Use the **place-value blocks** to write the numbers.

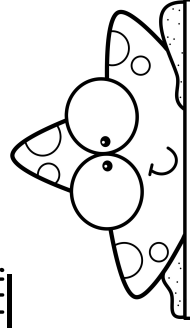


Hundreds	Tens	Ones

- Color  the digit that has a value of **8** hundred blue.

826

- Write **three hundred forty-nine** in expanded form.



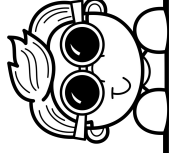
_____ + _____ + _____

- Does **500 + 60** equal the same number as **300 + 260**?

Yes 

No 

7. What number did Sam skip count by?



8. Compare numbers with $>$, $<$, or $=$.

530 ○ 519 276 ○ 384

401 ○ 401 173 ○ 731

238

638

538

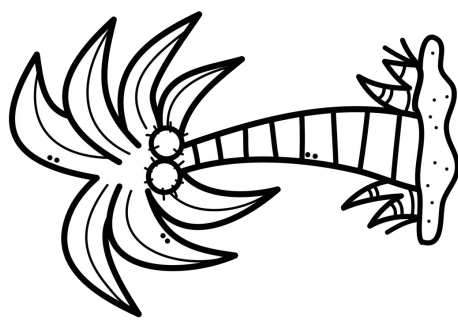
338

438

1

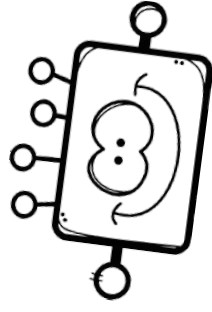


greatest



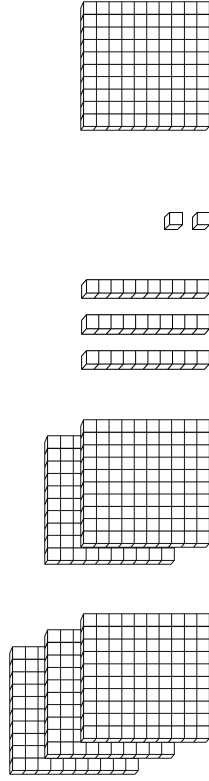
Name: _____

TOPIC 10 Practice



I can **add** within 1,000 using models and strategies.

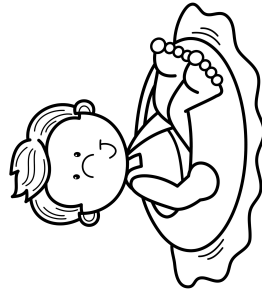
1. Use **mental math** to add 100.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

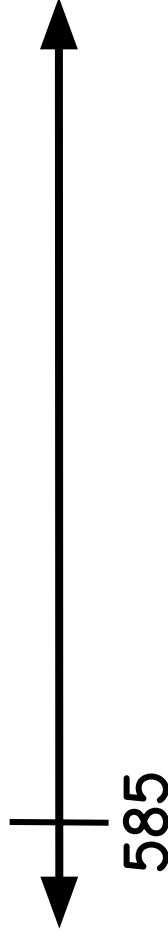
3. Draw  blocks. Regroup if needed.

$$419 + 234 = \underline{\quad}$$



Hundreds	Tens	Ones

2. Use the **open number line** to solve.

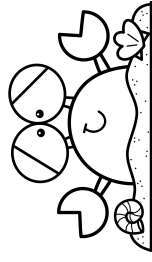


$$585 + 111 = \underline{\quad}$$



4. Draw  blocks to find **partial sums**.

$$342 + 116 = \underline{\quad}$$



Hundreds	Tens	Ones

5. Add the partial sums together to solve.

$$413 + 272 = \underline{\hspace{2cm}}$$

Hundreds	Tens	Ones
400	10	3
+ 200	+ 70	+ 2
600	80	5

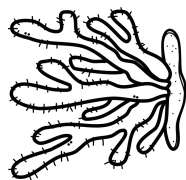
600

80

+ 5

6. Use any strategy. Show your work.

$$506 + 391 = \underline{\hspace{2cm}}$$



7. Use **repeated reasoning** to solve each problem. Then, circle the **digits** that are the same.

$$64 + 13 = \underline{\hspace{2cm}}$$

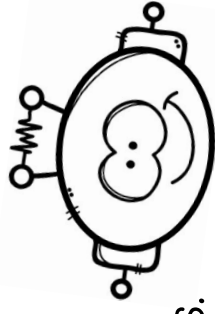
$$164 + 713 = \underline{\hspace{2cm}}$$

What's different about the sums?



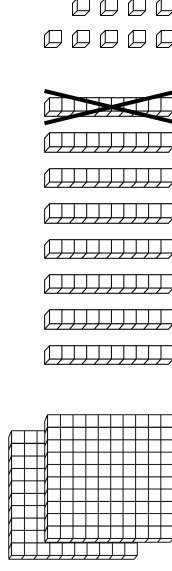
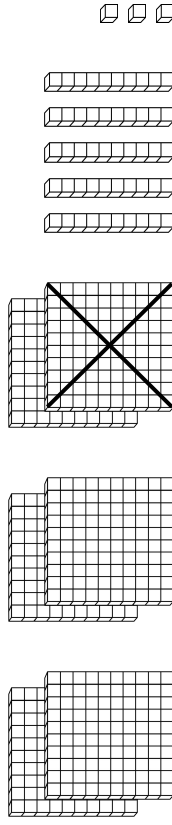
Name: _____

TOPIC 11 Practice



I can **subtract** within 1,000 using models and strategies.

1. Use **mental math** to subtract 10 or 100 from a number.

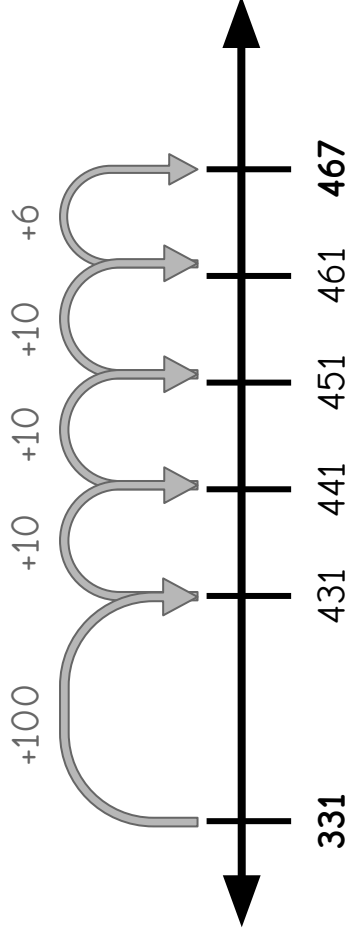


_____ - _____ = _____



_____ - _____ = _____

2. Add up to find the difference.



$$467 - 331 = \underline{\hspace{2cm}}$$

3. Draw blocks. Regroup if needed.

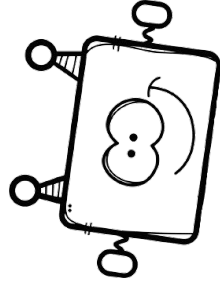
Hundreds	Tens	Ones



$$252 - 109 = \underline{\hspace{2cm}}$$

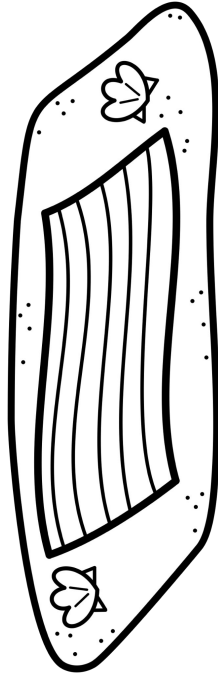
Name: _____

TOPIC 12 Practice



I can **measure length** using different units.

1. What would be the best way to measure the **length** of a beach towel?



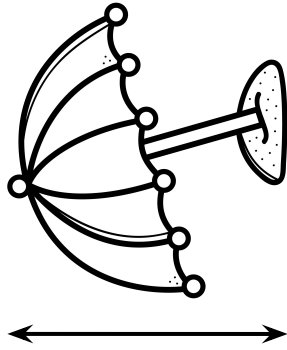
☐ inches ☐ feet ☐ yards

2. Use the ruler to find the **length** of the sunglasses.



_____ inches

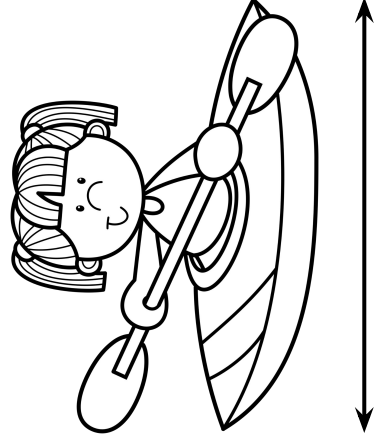
3. Estimate the **height** of a real beach umbrella. Use: **inches, feet, or yards**.



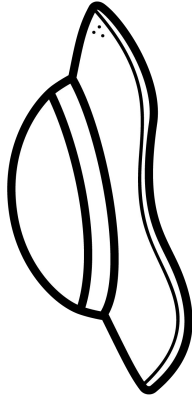
about 7 _____

4. Which unit would you need **more** of to measure a **kayak**?

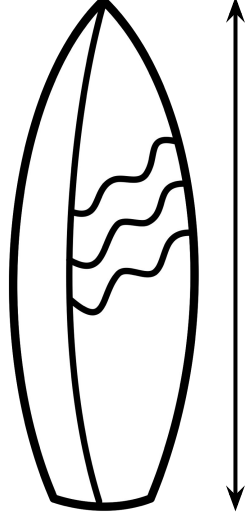
☐ more inches
☐ more feet
☐ more yards



5. The beach hat is about _____ centimeters long.

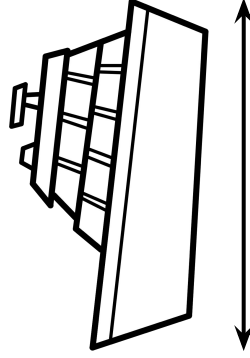


6. About how long is a real surfboard?



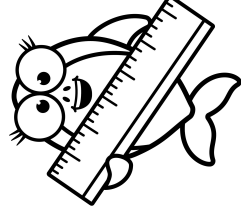
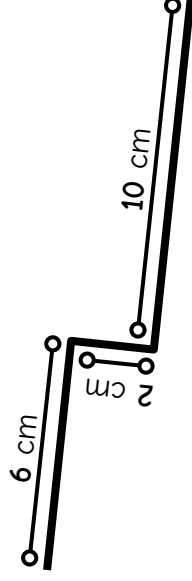
☐ 2 centimeters ☐ 2 meters

7. Which unit would you need **fewer** of to measure a yacht?



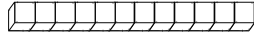
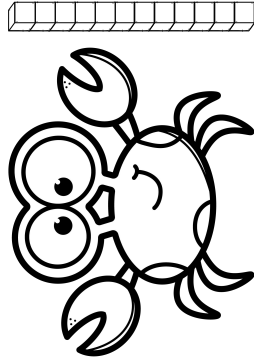
☐ fewer centimeters ☐ fewer meters

8. What is the **total** length of the path?



_____ centimeters

9. Ricky measured a crab using centimeter cubes. He measured **12 centimeters**. Is this a precise answer? **Explain.**

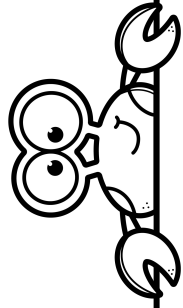


Name: _____

TOPIC 13 Practice

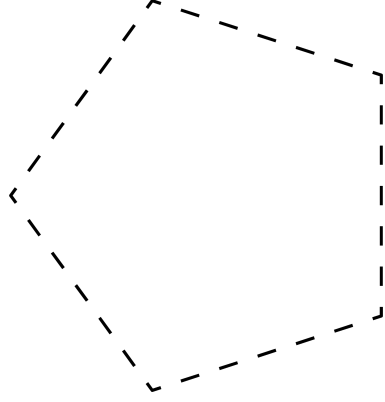
I can work with **shapes** and their **attributes**.

1. Trace  the **pentagon**. Then, tell how many **sides** and **vertices** it has.

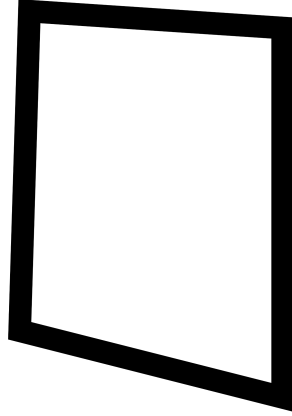


_____ sides

_____ vertices



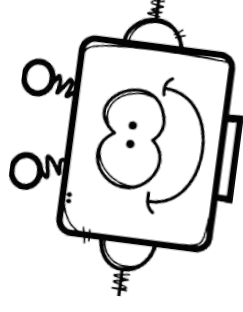
3. Write the number of **angles**, **sides**, and **vertices** a quadrilateral has.



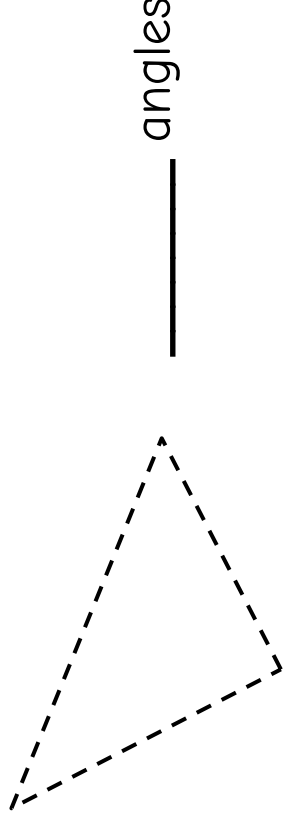
_____ angles

_____ sides

_____ vertices



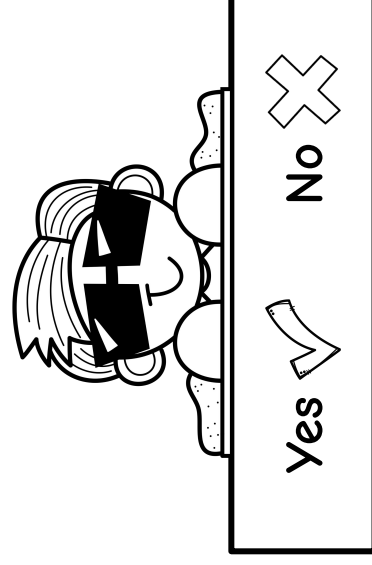
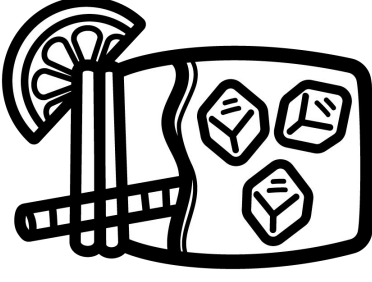
2. Trace  the shape. Write the number of **angles** and choose  the **name**.



_____ angles

☐ hexagon ☐ pentagon ☐ triangle

4. Mike says the **ice** in his lemonade is shaped like a **cube**. Is he right?

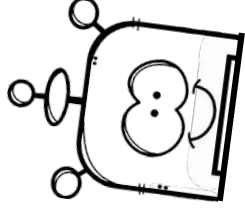


Yes 

No 

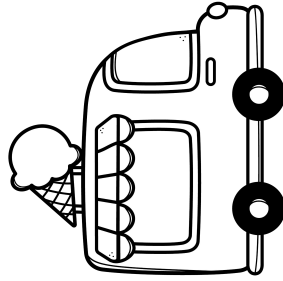
Name: _____

TOPIC 14 Practice



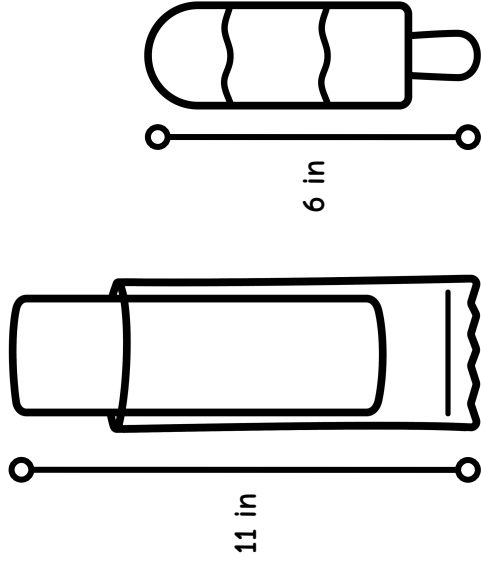
I can **add**, **subtract**, and work with **length**.

1. Jeff wants to **compare** the height of a freezer pop to a popsicle. The freezer pop is **11 inches** tall. The popsicle is **6 inches** tall. **How much taller** is the freezer pop?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

The freezer pop is _____ inches taller.

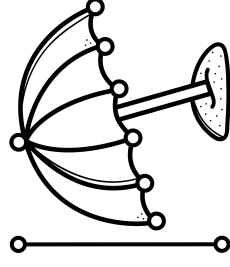


2. Daisy's flip flops are **21 centimeters** long. If she puts them side by side, what will the total length be?



_____ centimeters long

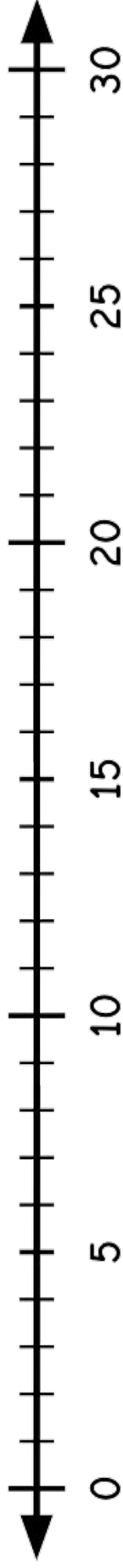
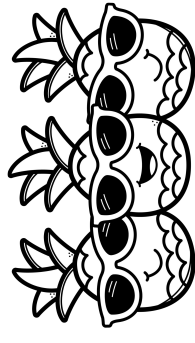
3. Bill's beach umbrella was **9 feet** tall. He lowered it and now it is **5 feet** tall. How many feet did he lower it?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

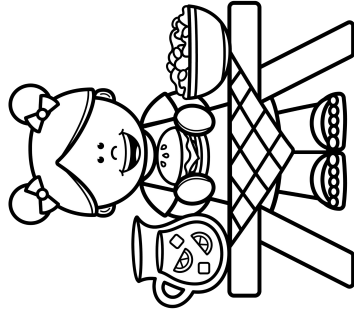
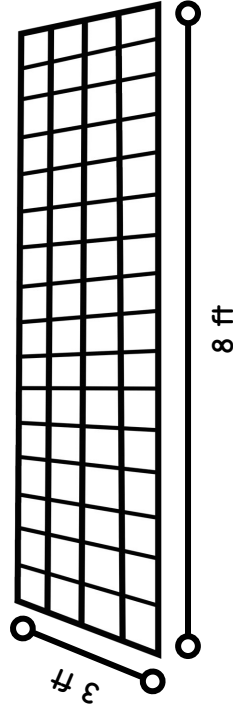
Bill lowered the umbrella by _____ feet.

- 4.** Use the number line to add or subtract.



$15+8=$ _____
 $21+7=$ _____
 $18-9=$ _____
 $30-13=$ _____

- 5.** Betty is having a BBQ. She bought a tablecloth for her picnic table. What is the **distance** around the tablecloth? Solve and write a **tool** that would be helpful to solve it.



$$= \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} \right)$$

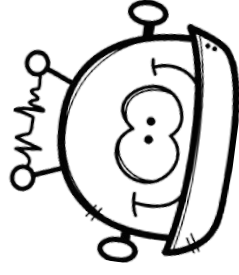
Tool: _____

Tools

cubes	paper and pencil
counters	place-value blocks
technology	measuring tools

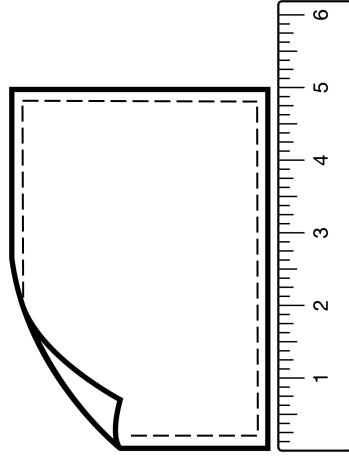
Name: _____

TOPIC 15 Practice



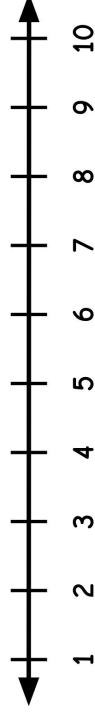
I can work with **graphs** and **data**.

1. Josh measured items at the BBQ. Use the ruler to **measure** the napkin. Then, **record** the length in the chart and show all the lengths on the **line plot**.



Object	Length (inches)
fork	7
kebab	6
napkin	
spatula	10

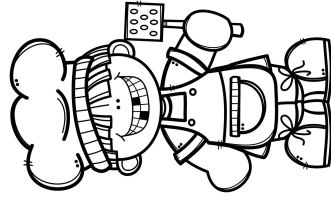
Length of Objects



Number of Inches

2. Use the **line plot** from #1 to answer:

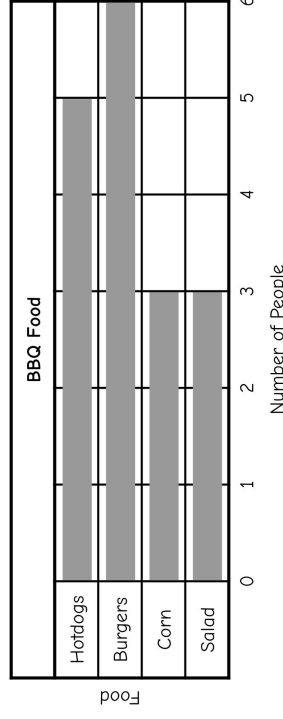
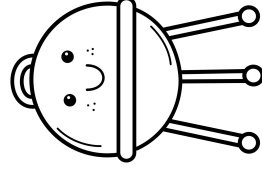
Which object is **6 inches** long?



What is the difference between the **longest** and **shortest** lengths?

_____ - _____ = _____ inches

3. Use the BBQ Food votes **bar graph**.



Which foods had the **same number** of votes?

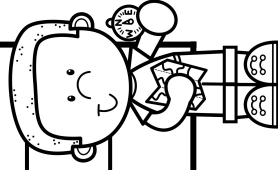
_____ and _____

4. Use the tally chart to complete the **picture graph**. Then, answer the **question**.

Favorite Outdoor Activity	
Biking	
Camping	
Hiking	
Swimming	

Activity

Favorite Outdoor Activity	
Biking	
Camping	
Hiking	
Swimming	

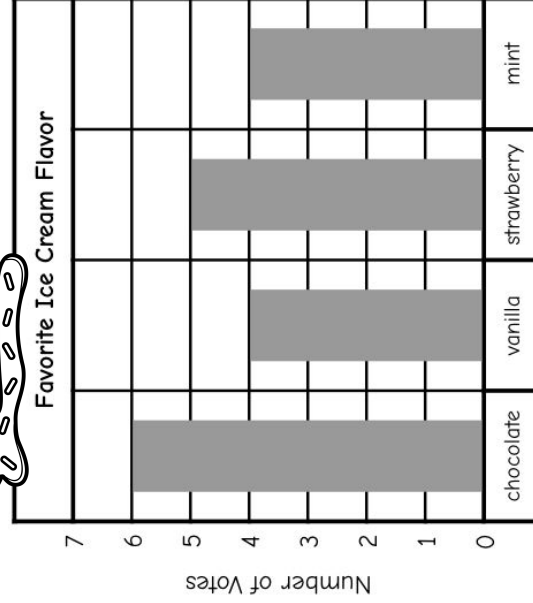


Each dot ○ = 1 vote

Which outdoor activity is the **favorite**? _____



Use the **bar graph** to answer the questions.



5. How many more students like **chocolate** than **mint**?

_____ - _____ = _____ more students

6. Make up  your own **question** about the bar graph.

