



MATH GRADE 3

SPRING BREAK LEARNING

MARCH 10-14

2025

**The Department of
Curriculum & Instruction**

Third Grade Standards-Aligned Tasks

Hello Students,

This resource packet includes multiple tasks that you can work on during Spring Break. Each task can be completed over multiple days and can be completed in any order.

All of these resources are grade-specific and aligned to the Tennessee State Standards for Mathematics.

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Day 1

Third Grade Math Standards-Aligned Learning: Time Match

Grade Level Standard(s)	3.MD.A.1a Tell and write time to the nearest minute and measure time intervals in minutes. Solve contextual problems involving addition and subtraction of time intervals in minutes.
Teacher Support Option	Remind students that the two hands on the clock should distinguish an hour hand (short- hand) and a minute hand (long- hand)when telling time.
Materials Needed	Pencil, recording sheet
Question to Explore	Discuss what you understand about the hour hand. Discuss what you understand about the minute hand. What is the difference between am and pm?
Student Directions	Time Match Choose a letter and read the time on the clock next to the letter in the table. Tell the time in another way using the word before or after. Find the matching letter on the Recording Sheet and then draw the hands on the clock to match the time read. Solving Time Word Problems Use the number line to help you solve your problems.

Time Match

What You Need







- Recording Sheet

 **Check Understanding**

Draw the hands on a clock face to show 6:18. Explain how you know where to draw each hand.

What You Do

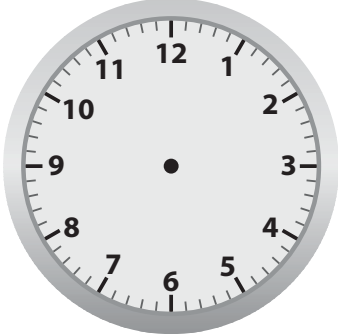
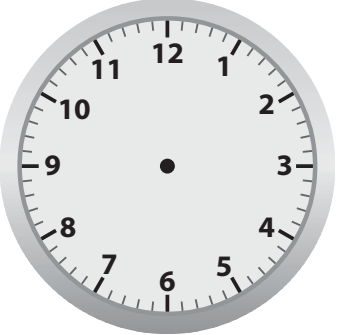
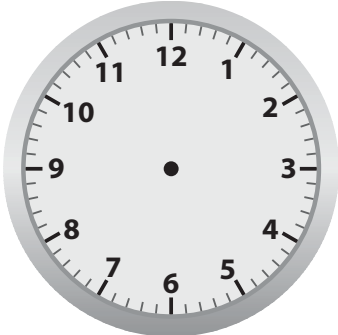
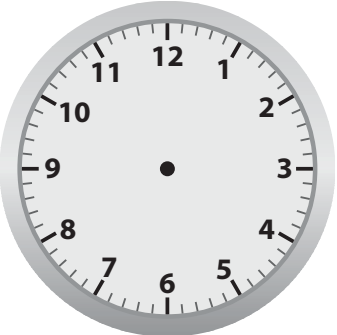
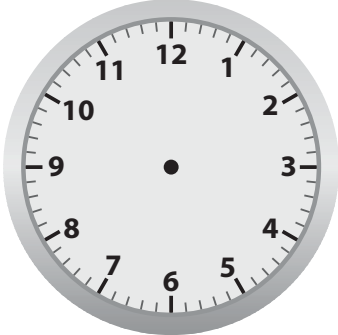
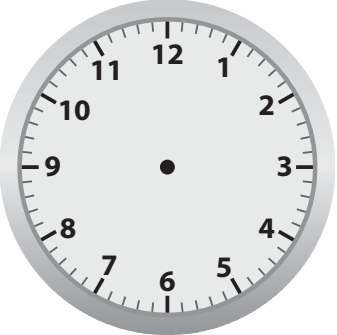
1. Take turns. Choose a letter and read the time on the clock next to that letter in the table.
2. Tell the time two different ways using the words *before* and *after*.
3. Your partner finds the matching letter on the **Recording Sheet**.
4. Your partner draws the hands on the clock to match the time read on the digital clock.
4. Check your partner's work.
5. Repeat until all the letters are used.

A	
B	
C	
D	
E	
F	

Go Further!

Work together. For each time in the table above, tell how many more minutes until the next hour and how many more minutes until the next half hour.

Time Match

<p>A</p> 	<p>B</p> 
<p>C</p> 	<p>D</p> 
<p>E</p> 	<p>F</p> 

I need to start at 12 and count by fives for each number on the clock. Then I count on the small tick marks by ones to find how many minutes before or after the hour it is.



Solve Time Word Problems

What You Need

- Recording Sheet

✓ Check Understanding

Jonah gets to the field at 6:15. It takes 14 minutes to drive there and 5 minutes to park. What time does he leave for the field? Explain how to use a number line to help solve the problem.

What You Do

1. Take turns. Choose a problem on the **Recording Sheet**.
2. Read the problem. Use the number line to help you solve the problem.
3. Your partner checks your work.
4. Continue until all the problems have been solved.

Do I need to count the minutes forward or backward to find the answer?

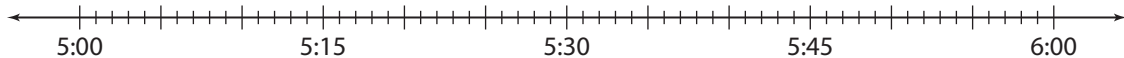


Go Further!

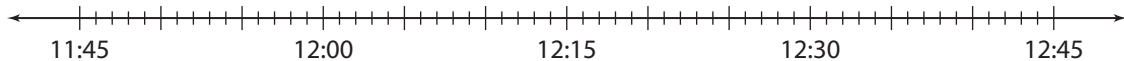
Tell your partner a word problem about time that uses three different numbers to add or subtract. Have your partner solve the problem. Check your partner's work.

Solve Time Word Problems

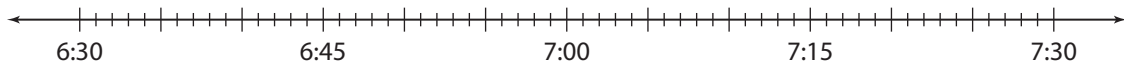
Jared starts his homework at 5:30. He works for 15 minutes, talks on the phone for 6 minutes, and continues working for another 8 minutes. What time does he finish?



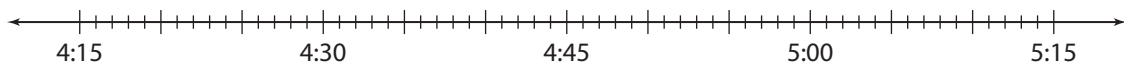
Riley eats lunch at 12:15. Before she eats, she first makes her bed for 5 minutes, walks the dog for 12 minutes, and washes her hands for 3 minutes. What time does she start making her bed? _____



Hakeem starts his project at 6:50. He hammers for 12 minutes and spends some time painting. He finishes at 7:23. How long does he paint? _____



Elena starts biking at 4:45. She rides for 7 minutes, stops and talks to her dad for 4 minutes, and then rides again. She finishes at 5:08. How many minutes does she ride after talking to her dad? _____



Day Two

The Stamp Collection and The Class Trip

Grade Level Standard(s)	3.OA.D.8 Solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding (See Table 1 - Addition and Subtraction Situations and Table 2 - Multiplication and Division Situations).
Teacher Support Option	The purpose of this instructional task is for students to solve a two-step word problem and represent the unknown quantity with a variable
Materials Needed	Recording Sheet, pencil
Question to Explore	How many stamps does Marsha have left? How much more money does the third-grade class still need to earn to pay for their trip?
Student Directions	Read each task question carefully.

Student Instructional Tasks:

The Stamp Collection

The Class Trip

The Stamp Collection

Masha had 120 stamps. First, she gave her sister half of the stamps and then she used three to mail letters. How many stamps does Masha have left?

The Class Trip

Mrs. Moore's third grade class wants to go on a field trip to the science museum.

- The cost of the trip is \$245.
 - The class can earn money by running the school store for 6 weeks.
 - The students can earn \$15 each week if they run the store.
- a. How much more money does the third-grade class still need to earn to pay for their trip?
- b. Write an equation to represent this situation.

Day 3

Third Grade Math Standards-Aligned Learning: Arranging Tables and Lesson 5 Quiz

Grade Level Standard(s) 3.OA.B.6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Teacher Support Option

Review equal groups and rows.
Discuss how multiplication and division are related.

Materials Needed

Pencil, recording sheet

Question to Explore

How could you set up the classroom?
What are other ways you could set up the classroom?

Student Directions

Arranging Tables

Arrange 30 desks in the classroom. The desks must be arranged in at least two equal groups or rows. Draw a picture and write a multiplication and a division equation to show your solution.

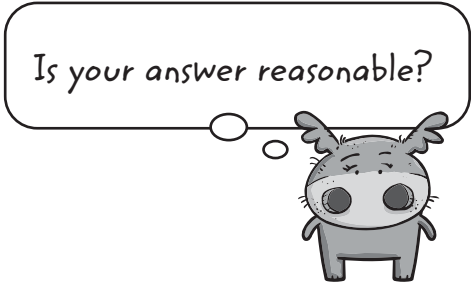
Lesson 5 Quiz

Complete each problem on the Lesson 5 Quiz.

Arranging Desks

Your Challenge

- 1. Your teacher puts you in charge of setting up 30 desks in the classroom. The desks must be arranged in at least two equal groups or rows. How could you set up the classroom? Draw a picture and write a multiplication and a division equation to show your solution on the **Recording Sheet**.
- 2. What are other ways you could set up the classroom? The desks must still be in equal groups or rows. Draw a picture and write a multiplication and a division equation to show each of your solutions on the **Recording Sheet**.



Ready® Mathematics**Lesson 5 Quiz****Solve the problems.**

- 1**
- Which multiplication equation can be used to solve each division problem?

Write the multiplication equation from the box that is related to each division problem. Not all answer choices will be used.

$9 \times \square = 36$	$36 \times 9 = \square$	$\square \times 18 = 9$
$9 \times 72 = \square$	$\square \times 9 = 72$	$18 = 9 \times \square$

$18 \div 9 = \square \quad \longleftrightarrow \quad \underline{\hspace{2cm}}$

$72 \div 9 = \square \quad \longleftrightarrow \quad \underline{\hspace{2cm}}$

$36 \div 9 = \square \quad \longleftrightarrow \quad \underline{\hspace{2cm}}$

- 2**
- Which division equation can be solved using
- $3 \times \square = 27$
- ?

A $27 \div 3 = \square$

B $3 \div 27 = \square$

C $\square \div 27 = 3$

D $\square \div 3 = 27$

- 3**
- Diana bakes 14 bagels. She puts all of the bagels into 7 bags. Each bag has the same number of bagels. How many bagels does Diana put into each bag?

Write a division equation and a multiplication equation that you can use to solve the problem.

$\underline{\hspace{2cm}} \div 7 = \underline{\hspace{2cm}}$

$7 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Lesson 5 Quiz continued

- 4** Sofia uses multiplication to solve division problems.

Which sentences are true? Circle all the correct answers.

A She can use $2 \times \square = 10$ to solve $10 \div 2 = \square$.

B She can use $5 \times 25 = \square$ to solve $25 \div 5 = \square$.

C She can use $\square \times 8 = 56$ to solve $56 \div 8 = \square$.

D She can use $42 \times \square = 7$ to solve $42 \div 7 = \square$.

E She can use $\square \times 27 = 3$ to solve $27 \div 3 = \square$.

- 5** Lenny has 48 crackers divided into piles. There are 8 crackers in each pile. How many piles of crackers does Lenny have?

The division equation $48 \div 8 = \square$ shows the problem. Lenny wants to use multiplication to solve the problem. He thinks, "What number times 48 gives me 8?"

Explain why Lenny is not correct. What is the correct answer?

Answer: Lenny has _____ piles of crackers.