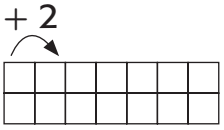
Name _____ Date _____

Reteach

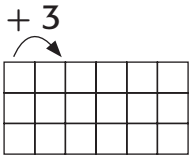
3NS1.1

Number Patterns

When looking for a pattern, see how the next number changes.



2, 4, 6, 8. What is the pattern? Add 2.



3, 6, 9, 12, 15. What is the pattern? Add 3.

Identify the pattern. Then find the missing numbers.

1. 5, _____, 15, _____, 25, _____

2. 10, 20, _____, 40, _____, _____

3. 100, 90, _____, 70, _____, _____

4. 322, _____, _____, 325, _____

5. 25, 125, _____, 325, _____, _____

6. Each student in the class has a hat collection. If the pattern continues, how many hats will Erik and Alissa have?

Thomas

Kristen

Ryan

Collette

Erik _____

Alissa _____

Name _____ Date _____

1–1

Skills Practice

3NS1.1

Number Patterns

Identify the pattern. Then find the missing numbers.

1. 5, _____, 15, _____, 25, _____

2. 6, 8, 10, _____, 14, _____, _____

3. 75, _____, 65, 60, _____

4. 7, 10, _____, 16, _____, 22

5. 105, 110, _____, 120, _____

6. 96, 94, _____, _____, 88

Solve.

7. Dylan collects 4 more cans for the recycling center than the day before. If the pattern continues, how many cans will he collect on Thursday and Friday?

Monday	6
Tuesday	10
Wednesday	14
Thursday	
Friday	

---

8. Sharika wants to do 3 more sit-ups each day. If she continues, how many sit-ups will she do on Saturday and Sunday?

Wednesday	52
Thursday	55
Friday	58
Saturday	
Sunday	

Name _____ Date _____

1–2

Reteach

3MR1.1, 3NS2.1

Problem-Solving Strategy

The Four-Step Plan

Kayla's game piece is on box 40 of a gameboard. She moves it ahead 20 boxes two times. Where is her game piece now?

Step 1 Understand	**What facts do you know?** What do you know? Kayla starts on _____. She moves her game piece ahead _____ boxes _____ times. What do you need to find?
Step 2 Plan	To find out where Kayla's game piece is, start with 40 and add 20 two times.
Step 3 Solve	**Use your plan to solve the problem.** Start at 40. Add 20. 40 + 20 = 60 Add 20. 60 + 20 = 80 Kayla's game piece is on box _____.
Step 4 Check	**Check your solution to make sure it makes sense.** Explain why your answer make sense.

Name _____ Date _____

1–2

Reteach

3MR1.1, 3NS2.1

Problem-Solving Strategy *(continued)*

Solve. Use the *four-step plan*.

1. Pablo started a game with 650 points. He lost 300 points. How many points did he have at the end of the game?

What facts do you know? _____

_____

Plan what you will do and in what order. _____

_____

_____

Use your plan to solve the problem. _____

Check your solution to make sure it makes sense.

_____

2. Rosa ends a game with 600 points. Tyler has 200 more points than Rosa. How many points does Tyler have?

What facts do you know? _____

_____

Plan what you will do and in what order. _____

_____

Use your plan to solve the problem. _____

Check your solution to make sure it makes sense. _____

Name _____ Date _____

1–2

Skills Practice

3MR1.1, 3NS2.1

Problem-Solving Strategy

Solve. Use the *four-step plan*.

1. Stephen hits a target worth 60 points. He then hits a target worth 5 points three times. How many points does Stephen have now?

_____

2. Javier has 500 points. Daniel has 200 points less than Javier. Kevin has 300 points more than Daniel. Who is the winner?

_____

3. Amber buys a toy for 62¢. She gives the clerk three quarters. What is her change?

_____

4. Austin starts with $400 in play money. In three rounds of a game, Austin wins $10 in each round. How much money does Austin have after those three rounds?

_____

5. Luke scores 450 points in the first round, 100 points in the second round, and 400 points in the third round. Does he score more than 1,000 points? How many points does he have?

_____

6. Ricardo has 340 points. He has one turn left. The record is 410 points. If Ricardo scores 60 more points, how many points will he have? Will he break the record? Explain.

_____

Name _____ Date _____

1–3

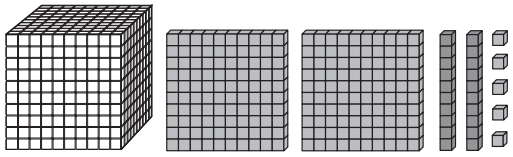
Reteach

3NS1.3, 3NS1.5

Place Value through 1,000

You can write numbers in *expanded form*, *standard form*, and *word form*.

The models show 1,225.



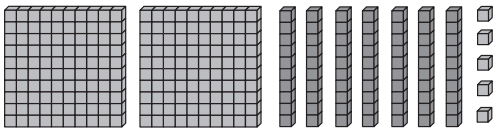
1 thousand 2 hundreds
2 tens 5 ones

Expanded Form: 1,000 + 200 + 20 + 5

Standard Form: 1,225

Word Form: one thousand, two hundred twenty-five

Look at the model. Write the number in the three forms.

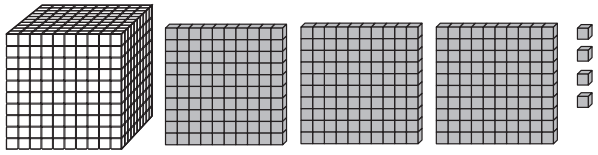


Expanded form: _____

Standard form: _____

Word form: _____

_____

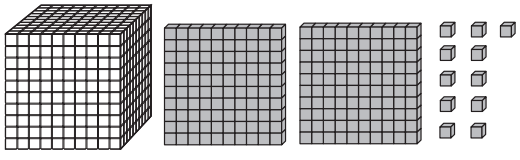


Expanded form: _____

Standard form: _____

Word form: _____

_____



Expanded form: _____

Standard form: _____

Word form: _____

_____

Name _____ Date _____

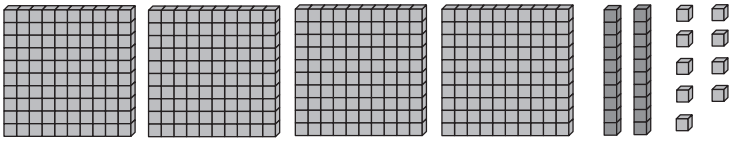
1–3

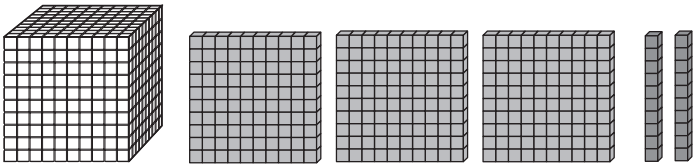
Skills Practice

3NS1.3, 3NS1.5

Place Value through 1,000

Write each number in *standard form*.

1.  _____

2.  _____

3. 600 + 50 + 7 _____

4. 5 + 30 + 400 + 2,000 _____

5. six hundred nine _____

6. two thousand eighty _____

Write each number in *word form*.

7. 374 _____

8. 3,800 _____

Write each number in *expanded form*.

9. 293 _____

10. 4,190 _____

11. 2,050 _____

12. 3,704 _____

Name _____ Date _____

Reteach

3NS1.3, 3NS1.5

Place Value through 10,000

You can use a chart to find the place value of each digit in a number. Look at the number in the chart below. Then see how to write the number in expanded form and in standard form.

Ten Thousands	Thousands	Hundreds	Tens	Ones
7	8 ,	6	3	5

Expanded Form:

70,000 + **8**,000 + **6**00 + **3**0 + **5**

(The place value of 7 is ten thousands. It has a value of 70,000.)

Standard Form: 78,635

Write the number 57,981 in the place value chart. Then write the number in *expanded form*.

1.

Ten Thousands	Thousands	Hundreds	Tens	Ones
	,			

Expanded Form: _____

Now, write the value of each underlined digit.

Hint: Think about the expanded form of 32,897.

2. 32,<u>8</u>97 _____

3. 32,89<u>7</u> _____

4. 32,8<u>9</u>7 _____

5. <u>3</u>2,897 _____

Name _____ Date _____

1–4 Skills Practice

3NS1.3, 3NS1.5

Place Value through 10,000

Write the place of each underlined digit. Then write its value.

1. 5<u>5</u>4 _____

2. <u>7</u>8,998 _____

3. 4<u>3</u>,066 _____

4. 7,<u>4</u>43 _____

5. 5,<u>6</u>08 _____

6. 4<u>5</u>,887 _____

7. <u>8</u>76 _____

8. <u>9</u>3,405 _____

Write the value of the 6 in each number.

9. 65 _____

10. 36,898 _____

11. 35,615 _____

12. 27,061 _____

13. 67,422 _____

14. 6,423 _____

Write the digit in each place named.

15. 4,521 (hundreds) _____

16. 45,013 (thousands) _____

17. 98,641 (tens) _____

18. 77,611 (hundreds) _____

19. 75,092 (ten thousands) _____

20. 23,026 (ten thousands) _____

21. 32,001 (ones) _____

22. 1,309 (tens) _____

Name _____ Date _____

1–5

Reteach

3MR1.1, 3NS2.1

Problem-Solving Investigation

Use the Four-Step Plan

Tammy baked 32 muffins for her class picnic. Her dog ate some of them, and now Tammy only has 24 muffins left. How many did her dog eat?

Step 1 Understand	**Make sure you understand the problem.** What do you know? Tammy baked _____ muffins. She has _____ muffins left. What do you need to find? _____
Step 2 Plan • Use the four-step plan	**Make a plan.** You know Tammy baked 32 muffins. You know she has 24 muffins left. You can demonstrate this by drawing the number of muffins and putting an *x* through one muffin at a time until you are left with 24. The number of *x* marks tells you how many muffins the dog ate.
Step 3 Solve	**Carry out your plan.** Draw 32 muffins. Put an *x* through one muffin at a time until you are left with 24. Count the *x* marks. There are 8. So, the dog ate 8 muffins.
Step 4 Check	**Is the solution reasonable?** Reread the problem. How can you check your answer? _____ _____

Name _____ Date _____

1–5

Reteach

3MR1.1, 3NS2.1

Problem-Solving Investigation (continued)

Solve using the *four-step plan*.

1. Tanya bought a book for her father's birthday that cost $21. She paid the cashier with $25. How much change did Tanya receive?

_____

2. Will found a plate of orange slices in the kitchen. He ate 4 of them. When he counted the slices, there were 18 left. How many orange slices were on the plate to start with?

_____

3. Pablo started a game with 65 points. He lost 20 points. How many points did he have at the end of the game?

_____

4. Meg ends a game with 60 points. Ted has 30 points more than Meg. How many points does Ted have?

_____

5. Sean and his brother ate some pizza. The pizza had 12 slices. They each had 3 slices. How many slices were left?

_____

6. Lindsey saw 3 movies at the theater with her friend Emma. If another friend joined them for one movie, how many tickets were bought altogether?

_____