Name $\qquad$ Date $\qquad$

## Number Place

Write each money amount in the place-value chart.

| Pig | Dollars | Dimes | Pennies |
| :---: | :---: | :---: | :---: |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

## FAST Math

Subtract. Regroup as needed.
Circle the answer that has 1 ten.

| 93 |
| ---: |
| $-\quad 46$ |
| $-\quad 37$ |

## Q Think Tank

A lacrosse team needs 10 players. There are 43 kids who go to lacrosse camp. How many equal teams can be formed? Will everyone be on a team?

Show your work in the tank. Explain your thinking.


## Data Place

How many of each item in your classroom?

Count and tally. Then graph the results.
What's in Our Classroom?

| Windows |  |
| :--- | :--- |
| Doors |  |
| Lights |  |
| Computers |  |




What was hardest about this activity? $\qquad$

## Puzzler

Each problem has some missing digits.
Each of the digits 0-9 is missing only once.
Use number sense to fill them in correctly.

$\frac{-\square 48}{518} \frac{+468}{59 \square} \frac{-1 \square 9}{654} \frac{+51 \square}{900} \frac{-27 \square}{662}$

## Answers

## Jumpstart 15

Number Place:

| Pig | Dollars | Dimes | Pennies |
| :---: | :---: | :---: | :---: |
| 1 |  |  | $\mathbf{7}$ |
| 2 | 1 |  | 7 |
| 3 |  | 5 | $\mathbf{5}$ |

Fast Math: 47, 24,419 262, 250, 43
Think Tank: 4 equal teams; no but 3 kids can be substitutes.
Data Place: Answers will vary; check
students' graphs for accuracy.
Puzzler: (Left to right) 866 - 348;
$123+468=591 ; 763-109 ; 385+515$
936-274

## Connections to the Common Core State Standards

As shown in the chart below, this activity will help you meet your specific state math standards as well as those outlined in the CCSS. These materials address the following standards for students in grade 3. For details on these standards, visit the CCSS Web site: www.corestandards.org/the-standards/.

| Operations \& Algebraic Thinking |  |  |  |  |  |  |  |  |  | Number \& Operations in Base Ten |  |  | Number \& Operations -Fractions |  |  | Measurement \& Data |  |  |  |  |  |  | Geometry |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| JS | $\underset{\sim}{\dot{c}}$ |  | $\stackrel{\infty}{\underset{\sim}{c}}$ |  |  | $\begin{aligned} & 0 \\ & \stackrel{0}{c} \\ & \dot{c} \end{aligned}$ | $\hat{j}$ | $\begin{aligned} & \infty \\ & \stackrel{\infty}{\overleftarrow{C}} \\ & \dot{c} \end{aligned}$ | $\begin{aligned} & \dot{o} \\ & \dot{j} \\ & \dot{c} \end{aligned}$ | $\underset{\sim}{\underset{\sim}{e}}$ | $\underset{\sim}{\underset{\sim}{N}}$ |  | $\underset{\text { m }}{\underset{\sim}{\text { un }}}$ | $\underset{\sim}{\underset{\sim}{\sim}}$ | $\underset{\sim}{\underset{\sim}{2}}$ | $\overline{\stackrel{\dot{0}}{j}}$ | $\sum_{e}^{\stackrel{N}{i}}$ | $\sum_{e}^{\infty}$ | $\sum_{\infty}^{\infty}$ | $\sum_{\infty}^{\circ}$ | ${\underset{j}{\dot{j}}}_{\hat{j}}$ | $\sum_{\infty}^{\infty}$ | ¢ | $\stackrel{N}{\text { N }}$ |
| 15 | - | - |  |  |  |  | - |  |  |  | - |  |  |  |  |  |  | - |  |  |  |  |  |  |

