

# Mississippi

★ Grade 3 ★

## MAAP Math Summer Review Workbook

8-Week Core Review



ViewMath

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2026

# Mississippi MAAP Grade 3 Math Summer Workbook

*8 Weeks of MS CCRS-Aligned Practice with Answer Keys*

**Dr. A. Nazari**

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## SUMMER PRACTICE

# Grade 3 Math Summer Review Workbook

**Quick Review, Workbook Practice, Weekly Reviews, and Answers**

*This workbook keeps Grade 3 math fresh with short review lessons and plenty of practice. Each week builds from focused skills to a mixed Friday review, so students can remember, practice, and check their thinking.*

- ✓ Read the Quick Review.
- ✎ Work through the practice problems.
- ✓ Use Friday for mixed review.
- 💡 Study the answer explanations after trying first.

***A little math each week keeps skills strong.***



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# **How to Use This Workbook**

*Use one short lesson at a time, then check and learn from mistakes.*

## **The Weekly Routine**

**Monday-Thursday** *Read the Quick Review, then complete the workbook practice for one topic.*

**Friday** *Complete the weekly mixed review to bring the week's skills together.*

**After practice** *Check answers and read the explanations for any problem that felt tricky.*

### **For students**

*Try the problems before looking at the answer key. If you miss a problem, read the explanation, fix your work, and mark it as a problem to try again later.*

### **For parents and teachers**

*The workbook pages are designed for steady practice. Use the Quick Review for a short reteach, and use the answer explanations as the teaching step after a mistake.*

### **Best practice habit**

*Show your thinking. Grade 3 math gets easier when you write the operation, draw a quick model, label units, or explain how you know.*

### **Goal**

*By the end of 8 weeks, students will have reviewed the major Grade 3 skills with workbook-style practice and mixed weekly review.*

# **What's Inside?**

An 8-week workbook plan for Grade 3 summer math practice.

## **Week 1**

*Place value, comparing and ordering, even and odd numbers, rounding.*

## **Week 2**

*Addition, subtraction, regrouping, 4-digit numbers, estimation.*

## **Week 3**

*Multiplication, facts, properties, multiplying by 10 and 100, division.*

## **Week 4**

*Division facts, missing numbers, two-step problems, patterns in tables.*

## **Week 5**

*Fractions, number lines, equivalent fractions, whole fractions, comparisons.*

## **Week 6**

*Telling time, elapsed time, length, mass, liquid volume, money.*

## **Week 7**

*Picture graphs, bar graphs, line plots, 2D shapes, 3D shapes.*

## **Week 8**

*Area, perimeter, partitioning shapes, and final Grade 3 mixed review.*

### **Quick Reviews**

*Each topic begins with a compact review of the skill students need before starting the practice.*

### **Workbook Practice**

*Practice sets include computation, word problems, tables, graphs, models, and short written reasoning.*

**📌 Weekly Reviews**

Friday pages mix the week's skills so students can practice choosing the right method.

**✅ Answers**

The answer key includes explanations that show how to think through the problem, not just the final answer.

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**Read. Practice. Review. Correct. Grow.**



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*Your 8-week summer review plan*

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***A little review each day keeps math fresh!***



# WEEK

1

## Place Value and Rounding

### *This Week's Days*

*Week 1 Day 1: Place Value: Ones, Tens, Hundreds* ..... **2**

*Week 1 Day 2: Place Value: Thousands* ..... **4**

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## Day 1 Place Value: Ones, Tens, Hundreds

### SKILL SNAPSHOT

**Place value** tells the value of a digit by its position. In a 3-digit number, the places read from left to right: hundreds, tens, ones.

Hundreds	Tens	Ones
<b>6</b>	<b>3</b>	<b>8</b>
600	30	8

- ✓ A hundreds digit tells how many groups of 100 are in the number.
- ✓ A tens digit tells how many groups of 10 are in the number.
- ✓ A ones digit tells how many single ones are in the number.
- ✓ Expanded form writes each digit's value as a sum, such as  $600 + 30 + 8$ .
- ✓ A 0 may hold a place even when that place adds no value.

**Remember:** Say each digit with its place value: 6 hundreds, 3 tens, 8 ones.

### ☰ Name the place: write hundreds, tens, or ones.

1 Use the chart. \_\_\_\_\_

Hundreds	Tens	Ones
<u>4</u>	8	2

2 Use the chart. \_\_\_\_\_

Hundreds	Tens	Ones
7	<u>5</u>	9

3 Use the chart. \_\_\_\_\_

Hundreds	Tens	Ones
2	1	<u>6</u>

4 803 \_\_\_\_\_

5 904 \_\_\_\_\_

6 651 \_\_\_\_\_

### ☰ Write the value of the underlined digit.

7 573 \_\_\_\_\_

8 248 \_\_\_\_\_

9 916 \_\_\_\_\_

10 705 \_\_\_\_\_

11 309 \_\_\_\_\_

12 682 \_\_\_\_\_



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### Expanded form and standard form.

- 13 Use the chart to write 483 in expanded form. \_\_\_\_\_

Hundreds	Tens	Ones
4	8	3

- 14 Write 615 in expanded form. \_\_\_\_\_

- 15 Write 902 in expanded form. \_\_\_\_\_

- 16 Use the chart to write the number. \_\_\_\_\_

Hundreds	Tens	Ones
300	70	4

- 17  $800 + 6 =$  \_\_\_\_\_

### Use place value to solve.

- 18 A box has the craft sticks shown in the table. How many craft sticks are in the box?

Place-value part	Amount
Hundreds	2
Tens	5
Ones	9

- 19 True or False: In 740, the 4 has a value of 40.

True  False

- 20 Which number has 5 hundreds, 0 tens, and 8 ones?

A. 58

B. 508

C. 580

D. 850



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## Day 2 Place Value: Thousands

### SKILL SNAPSHOT

A 4-digit number has a **thousands** place. The comma separates the thousands from the hundreds, tens, and ones.

Thousands	Hundreds	Tens	Ones
<b>4</b>	<b>2</b>	<b>7</b>	<b>9</b>
4,000	200	70	9

- ✓ The thousands digit counts groups of 1,000.
- ✓ Read the places in order: thousands, hundreds, tens, ones.
- ✓ Expanded form shows the value of each nonzero digit.
- ✓ Zeros keep empty places open so the other digits stay in the correct spots.

**Remember:** When you write the number, keep every place in order, even when a place has 0.

### ☰ Name the place: write thousands, hundreds, tens, or ones.

1 Use the chart. \_\_\_\_\_

Th	H	T	O
<u>6</u>	2	4	1

2 Use the chart. \_\_\_\_\_

Th	H	T	O
3	<u>8</u>	0	5

3 Use the chart. \_\_\_\_\_

Th	H	T	O
5	4	<u>7</u>	2

4 8,039 \_\_\_\_\_

5 2,006 \_\_\_\_\_

6 9,064 \_\_\_\_\_

### ☰ Write the value of the underlined digit.

7 4,738 \_\_\_\_\_

8 6,512 \_\_\_\_\_

9 2,836 \_\_\_\_\_

10 7,409 \_\_\_\_\_

11 5,082 \_\_\_\_\_

12 1,905 \_\_\_\_\_



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**Expanded form and standard form.**

13 Use the chart to write 3,846 in expanded form. \_\_\_\_\_

Thousands	Hundreds	Tens	Ones
3	8	4	6

14 Write 7,030 in expanded form. \_\_\_\_\_

15 Use the chart to write the number. \_\_\_\_\_

Thousands	Hundreds	Tens	Ones
4,000	600	20	1

16  $8,000 + 500 + 7 =$  \_\_\_\_\_

**Use thousands to solve.**

17 A school fair counted 2,416 visitors. What is the value of the digit 4?

18 Use the chart to write the number. \_\_\_\_\_

Thousands	Hundreds	Tens	Ones
5	0	6	2

19 True or False:  $6,009 = 6,000 + 9$ .  True  False

20 Which number means  $9,000 + 200 + 50 + 4$ ?

- A. 9,254
- B. 9,524
- C. 9,205
- D. 9,045

## Day 5 Week 1 Mixed Review

### WEEKLY SKILL CHECK

This review brings together the Week 1 skills: place value, comparing, ordering, even and odd numbers, and rounding.

- ✓ Read each digit by its place before you write a value or expanded form.
- ✓ Compare numbers from left to right, starting with the largest place.
- ✓ Use only the ones digit to decide whether a number is even or odd.
- ✓ For rounding, find the rounding place and then check the digit to its right.

**Remember:** On mixed review questions, label the place values or mark the rounding digit before you answer.

### ☰ Place value review.

- 1 Use the chart to write 4,205 in expanded form. \_\_\_\_\_

Thousands	Hundreds	Tens	Ones
4	2	0	5

- 2 Use the chart. What is the value of the underlined digit? \_\_\_\_\_

Thousands	Hundreds	Tens	Ones
7	<u>6</u>	3	8

- 3 What place is the underlined digit in? 5,209 \_\_\_\_\_

4  $8,000 + 40 + 3 =$  \_\_\_\_\_

- 5 Write the number with 6 thousands, 3 hundreds, 0 tens, and 7 ones. \_\_\_\_\_

### ☰ Compare and order.

- 6 Use the chart to compare: 3,507 \_\_\_\_\_  
3,570

Th	H	T	O
3	5	0	7
3	5	7	0

7  $846$  \_\_\_\_\_  $864$

8  $2,089$  \_\_\_\_\_  $2,908$

9  $5,090$  \_\_\_\_\_  $5,009$



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10 Use the chart to order from least to greatest: 846, 684, 864. \_\_\_\_\_

Number	H	T	O
846	8	4	6
684	6	8	4
864	8	6	4

11 Order from greatest to least: 2,809, 2,980, 2,908. \_\_\_\_\_

**Even, odd, and rounding.**

12 Is 8,132 even or odd? \_\_\_\_\_

15 Round 467 to the nearest 100.  
\_\_\_\_\_

13 Is 5,907 even or odd? \_\_\_\_\_

14 Use the number line. Round 467 to the nearest 10. \_\_\_\_\_

16 Round 6,748 to the nearest 100.  
\_\_\_\_\_



17 True or False:  $5,090 = 5,000 + 90$ .

True  False

18 Which number is greatest?

- A. 2,089
- B. 2,908
- C. 2,809
- D. 2,890

19 Which number rounds to 300 to the nearest 100?

- A. 249
- B. 251
- C. 350
- D. 382

20 Use the table. Which time sold more bottles of water?

Time	Bottles sold
Morning	358
Afternoon	385

# WEEK

3

## Multiplication and Division Foundations

### This Week's Days

Week 3 Day 1: Understanding Multiplication ..... 9



**Day 1 Understanding Multiplication**

**SKILL SNAPSHOT**

Multiplication is a way to count equal groups quickly. An expression like  $4 \times 6$  means 4 equal groups of 6.

- ✓ The numbers being multiplied are factors.
- ✓ The answer to a multiplication problem is the product.
- ✓ Equal groups can be shown with pictures, repeated addition, or arrays.
- ✓ An array uses rows and columns to organize equal groups.
- ✓ You can switch the factors and keep the same product.

Use multiplication only when the groups are equal.

**☰ Match repeated addition to multiplication.**

1 The model shows  $5 + 5 + 5 + 5$ .



Multiplication equation: \_\_\_\_\_

2  $3 + 3 + 3 + 3 + 3 + 3 =$  \_\_\_\_\_

3  $8 + 8 + 8 =$  \_\_\_\_\_

4  $2 + 2 + 2 + 2 + 2 =$  \_\_\_\_\_

**☰ Find the product.**

5 Use the array to solve  $4 \times 3$ .



$4 \times 3 =$  \_\_\_\_\_

6  $6 \times 5 =$  \_\_\_\_\_

7  $7 \times 2 =$  \_\_\_\_\_

8  $3 \times 9 =$  \_\_\_\_\_

9  $8 \times 4 =$  \_\_\_\_\_

10  $5 \times 5 =$  \_\_\_\_\_

**☰ Arrays and equal groups.**

11 How many objects are in this array?



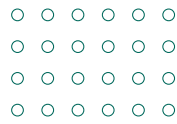
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- 12 The muffin tray has 4 equal rows. How many muffins are there?



- 13 Draw or describe an array for  $5 \times 4$ . How many objects are in it?
- \_\_\_\_\_

- 14 Which story matches  $6 \times 3$ ?

- A. 6 stickers and 3 more stickers  
 B. 6 bags with 3 stickers in each bag  
 C. 6 stickers shared by 3 children  
 D. 6 stickers minus 3 stickers

- 15 True or False:  $2 \times 8$  and  $8 \times 2$  have the same product.

True

False

### Write and solve.

- 16 The diagram shows 5 teams with 6 players on each team. How many players are there?



- 17 A garden model has 3 rows with 8 flowers in each row. How many flowers are there?



- 18 Write a multiplication equation for 7 groups of 4. \_\_\_\_\_

- 19 Write a repeated addition equation for  $4 \times 9$ . \_\_\_\_\_

- 20 A student says  $3 + 4$  means the same thing as  $3 \times 4$ . Is the student correct?



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## ANSWER KEY

# Answer Key & Explanations

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Use the answers to check your work, then read the explanations to learn the method.

### ✔ **How to review**

*First compare your final answer. If it does not match, read the explanation slowly and redo the problem beside it. The goal is to understand the move that gets you from the question to the final answer.*

## Week 1 Day 1: Place Value: Ones, Tens, Hundreds

### Answers

- 1 Hundreds    2 Tens    3 Ones    4 Hundreds    5 Tens    6 Ones    7 500
- 8 40    9 6    10 700    11 0    12 80    13  $400 + 80 + 3$     14  $600 + 10 + 5$
- 15  $900 + 2$     16 374    17 806    18 259 craft sticks    19 True    20 B

### Explanations

- 1 Read a place-value chart from left to right as hundreds, tens, ones. The underlined 4 is in the hundreds column, so it is in the hundreds place.
- 2 Use the place-value order hundreds, tens, ones. The underlined 5 is in the tens column, so it is in the tens place.
- 3 The ones place is the far-right column in the chart. The underlined 6 is in that column, so it tells the number of ones.
- 4 The first digit in a 3-digit number is the hundreds digit. The underlined 8 counts groups of 100.
- 5 The tens place is between the hundreds and ones places. The 0 holds that tens place, even though it adds no value.
- 6 The ones place is the last digit on the right. The underlined 1 is there, so it is in the ones place.
- 7 Use place value to read the digit. The 5 is in the hundreds place, so it means 5 hundreds, or 500.
- 8 A digit in the tens place counts groups of 10. The underlined 4 means 4 tens, which equals 40.
- 9 The 6 is in the ones place. Ones are single units, so the digit's value is 6.
- 10 The underlined digit is in the hundreds place. Seven groups of 100 equals 700.



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- 11 The underlined 0 is in the tens place. It means zero groups of 10, so its value is 0 while still holding the place.

---

- 12 The 8 is in the tens place, so it represents groups of 10. Eight tens equals 80.

---

- 13 Expanded form shows the value of each digit in the chart. The 4 is worth 400, the 8 is worth 80, and the 3 is worth 3.

---

- 14 Use place value for each digit. The 6 is 600, the 1 is 10, and the 5 is 5.

---

- 15 Expanded form writes the nonzero place values. The 9 is worth 900, the 0 tens adds nothing, and the 2 is worth 2.

---

- 16 Match each chart value to a place-value digit. The number has 3 hundreds, 7 tens, and 4 ones, so the number is 374.

---

- 17 Write the hundreds, tens, and ones digits in order. There are 8 hundreds, 0 tens, and 6 ones, so the number is 806.

---

- 18 Convert each table entry first: 2 hundreds is 200, 5 tens is 50, and 9 ones is 9. Add them to get  $200 + 50 + 9 = 259$  craft sticks.

---

- 19 The 4 in 740 is in the tens place. Tens count groups of 10, so 4 tens has a value of 40.

---

- 20 Build the number by place value: 5 hundreds, 0 tens, and 8 ones. Those digits in order make 508, which is choice B.

 **Week 1 Day 2: Place Value: Thousands**

 **Answers**

- 1 Thousands
- 2 Hundreds
- 3 Tens
- 4 Ones
- 5 Thousands
- 6 Hundreds
- 7 4,000
- 8 500
- 9 30
- 10 9
- 11 0
- 12 0
- 13  $3,000 + 800 + 40 + 6$
- 14  $7,000 + 30$
- 15 4,621
- 16 8,507
- 17 400
- 18 5,062
- 19 True
- 20 A



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## 💡 Explanations

- 1 In the chart, the digit before the comma belongs in the thousands column. The underlined 6 is in that column, so it is in the thousands place.
- 2 After the thousands place, the places go hundreds, tens, ones. The underlined 8 is in the hundreds column, so it is in the hundreds place.
- 3 The tens place is between hundreds and ones. The underlined 7 is in the tens column, so it is in the tens place.
- 4 The ones place is the far-right digit. The underlined 9 is there, so it counts single ones.
- 5 The underlined 2 is before the comma, so it is in the thousands place. It counts groups of 1,000.
- 6 The hundreds place is just after the comma. The 0 is in that place, so it holds the hundreds position without adding value.
- 7 Read the digit by its place value. The underlined 4 is in the thousands place, so it means 4 thousands, or 4,000.
- 8 The 5 is in the hundreds place. Five groups of 100 make a value of 500.
- 9 The 3 is in the tens place, so it counts groups of 10. Three tens equals 30.
- 10 The 9 is in the ones place. Ones are single units, so the digit is worth 9.
- 11 The underlined 0 is in the hundreds place. It holds the hundreds place, but zero hundreds adds 0 to the number.
- 12 The underlined 0 is in the tens place. It means zero tens, so it adds no value but keeps the ones digit in the correct place.



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- 13 Expanded form writes the value of each digit in the chart. In 3,846, the digits mean 3,000, 800, 40, and 6.

---

- 14 Write only the place values that add to the number. The 7 gives 7,000, the 3 gives 30, and the zeros add no value.

---

- 15 Match each chart value to its place.  $4,000 + 600 + 20 + 1$  gives 4 thousands, 6 hundreds, 2 tens, and 1 one.

---

- 16 Write each place in order from thousands to ones. There are 8 thousands, 5 hundreds, 0 tens, and 7 ones.

---

- 17 In 2,416, the 4 is in the hundreds place. That means 4 groups of 100, which has a value of 400.

---

- 18 Put each digit from the chart into the named place: 5 thousands, 0 hundreds, 6 tens, and 2 ones. The comma separates the thousands digit from the rest.

---

- 19 Use expanded form by adding the nonzero place values. In 6,009, the 6 is 6,000 and the 9 is 9, while the zeros add nothing.

---

- 20 Match each value to the correct digit place.  $9,000 + 200 + 50 + 4$  means 9 thousands, 2 hundreds, 5 tens, and 4 ones, or 9,254.

 **Week 1 Day 5: Week 1 Mixed Review**

 **Answers**

- 1  $4,000 + 200 + 5$
- 2 600
- 3 Tens
- 4 8,043
- 5 6,307
- 6  $<$
- 7  $<$
- 8  $<$
- 9  $>$
- 10 684, 846, 864
- 11 2,980, 2,908, 2,809
- 12 Even
- 13 Odd
- 14 470
- 15 500
- 16 6,700
- 17 True
- 18 B
- 19 B
- 20 Afternoon

 **Explanations**

- 1 Expanded form writes each nonzero place value from the chart. In 4,205, the 4 is 4,000, the 2 is 200, and the 5 is 5.



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- 2 Use place value to read the underlined digit in the chart. The 6 is in the hundreds place, so it means 6 hundreds, or 600.
- 3 Use the place-value order thousands, hundreds, tens, ones. The underlined 0 is between hundreds and ones, so it is in the tens place.
- 4 Write each place value in order. The number has 8 thousands, 0 hundreds, 4 tens, and 3 ones, so it is 8,043.
- 5 Place the digits in order: thousands, hundreds, tens, ones. The 0 tens is needed so the 7 stays in the ones place.
- 6 Compare from left to right in the chart. The thousands and hundreds match, but 0 tens is less than 7 tens, so  $3,507 < 3,570$ .
- 7 The hundreds digits are equal, so compare the tens place. 4 tens is less than 6 tens, which makes  $846 < 864$ .
- 8 Both numbers start with 2 thousands. The hundreds place decides it: 0 hundreds is less than 9 hundreds.
- 9 The thousands and hundreds digits are the same. In the tens place, 9 tens is greater than 0 tens, so the first number is greater.
- 10 For least to greatest, compare hundreds first in the chart. 684 is least because it has 6 hundreds, and 846 comes before 864 because 4 tens is less than 6 tens.
- 11 All three numbers have 2 thousands, so compare hundreds next. The 9-hundred numbers come first, and 2,980 is greater than 2,908 because 8 tens is greater than 0 tens.
- 12 Only the ones digit decides whether a number is even or odd. Since 8,132 ends in 2, it is even.
- 13 Check the ones digit to decide even or odd. The ones digit is 7, and numbers ending in 1, 3, 5, 7, or 9 are odd.



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- 14 To round to the nearest 10, use the number line or check the ones digit. The number 467 is past the halfway point 465, so it rounds up from 460 to 470.
- 15 To round to the nearest 100, check the tens digit. The tens digit is 6, so 467 rounds up from 400 to 500.
- 16 Nearest 100 uses the tens digit. The tens digit is 4, so keep the 6 thousands and 7 hundreds, then change tens and ones to 0.
- 17 Expanded form adds the values of the nonzero digits. In 5,090, the 5 is 5,000 and the 9 is 90, while the zeros add nothing.
- 18 Compare the choices from left to right. All have 2 thousands, but 2,908 has 9 hundreds, more than any other choice.
- 19 For nearest 100, numbers from 250 through 349 round to 300. 251 is in that range; 249 rounds to 200, and 350 and 382 round to 400.
- 20 Compare the two sales numbers by place value. Both have 3 hundreds, but 385 has 8 tens while 358 has 5 tens.

### 📅 Week 3 Day 1: Understanding Multiplication

#### ✓ Answers

1  $4 \times 5 = 20$

2  $6 \times 3 = 18$

3  $3 \times 8 = 24$

4  $5 \times 2 = 10$

5 12

6 30

7 14

8 27

9 32

10 25

11 21 objects

12 24 muffins

13 20 objects

14 B

15 True

16 30 players

17 24 flowers

18  $7 \times 4 = 28$

19  $9 + 9 + 9 + 9 = 36$

20 No

#### 💡 Explanations

- 1 The addend 5 appears 4 times, so the repeated addition shows 4 equal groups of 5. Multiply  $4 \times 5$  to get a product of 20.



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- 2 The number 3 is added 6 times, so it becomes 6 groups of 3. The multiplication equation is  $6 \times 3 = 18$ .
- 3 The repeated addition has 3 equal addends of 8. Count 8, 16, 24 or multiply  $3 \times 8$  to get 24.
- 4 The addend 2 repeats 5 times, so the factors are 5 and 2. Multiplying gives  $5 \times 2 = 10$ .
- 5  $4 \times 3$  means 4 equal groups of 3. Skip-count by threes, 3, 6, 9, 12, to find the product.
- 6 Use skip counting because each group has 5. Six fives are 5, 10, 15, 20, 25, 30, so  $6 \times 5 = 30$ .
- 7 Multiplying by 2 means doubling the other factor. Double 7 is 14, so  $7 \times 2 = 14$ .
- 8  $3 \times 9$  means 3 equal groups of 9. Repeated addition gives  $9 + 9 + 9 = 27$ .
- 9 Think of an array with 8 rows of 4 objects. The equal groups total  $8 \times 4 = 32$ .
- 10  $5 \times 5$  is a square fact with 5 groups of 5. Count by fives to 25 to find the product.
- 11 An array with 3 rows and 7 columns has 3 equal rows of 7. Multiply  $3 \times 7 = 21$  objects.
- 12 The rows are equal groups because each row has 6 muffins. Multiply 4 rows by 6 muffins to get 24 muffins.
- 13 One matching array has 5 rows with 4 objects in each row. Counting those equal groups gives  $5 \times 4 = 20$  objects.
- 14  $6 \times 3$  represents 6 equal groups with 3 in each group. Choice B matches that structure: 6 bags and 3 stickers in every bag.
- 15 The commutative property says the order of factors can change without changing the product. Both  $2 \times 8$  and  $8 \times 2$  equal 16.



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- 16 Each team is an equal group of 6 players. Multiply 5 teams by 6 players on each team to get 30 players.
- 
- 17 The garden is an array with 3 equal rows of 8 flowers. Multiply  $3 \times 8 = 24$  flowers.
- 
- 18 The first factor tells the number of groups, and the second factor tells how many are in each group. Seven groups of 4 give  $7 \times 4 = 28$ .
- 
- 19  $4 \times 9$  means 4 equal groups of 9. Write one 9 for each group, then add to get 36.
- 
- 20 Addition finds the total of 3 and 4, which is 7. Multiplication counts 3 equal groups of 4, which gives 12, so the operations are different.
- 

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