



# MATHLETE MARATHON



## GOING INTO 3RD GRADE

Each shaded rectangle represents a 30 minute session. Each section of the rectangle equals 10 minutes. Color the sections to keep track of your progress.  
**CAN YOU REACH THE FINISH LINE?**

<b>START</b>	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

20	
19	
18	
17	
16	
15	
14	
13	
12	
11	

21	
22	
23	
24	
25	
26	
<b>FINISH</b>	



**PARENT:** \_\_\_\_\_ **STUDENT:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

# DEAR MATHLETES:

A marathon is a long-distance race that is 26.2 miles long. An athlete must practice daily in order to keep in shape and reach the finish line!

We would like you to compete in a **MATH MARATHON** this summer by completing 26+ sessions of math review in order to keep in shape for next year! Review **ANYTHING** that relates to math – basic facts, computations, problem solving... if it's MATH it counts 😊

Use the marathon recording form to keep track of your time. You can complete the 26+ sessions any days you wish, and you may split up the sessions into shorter time periods. (We suggest that you spread your training evenly throughout the summer, each session lasting about 10 minutes.) Be sure to return the form to your homeroom teacher in September!

## Ideas for workout sessions:

- Summer Math Packet (*available on ER's website*)
- Flash cards
- Games: dice/cards/dominos/sidewalk chalk
- "XtraMath"
- iPod/iPad apps
- any summer workbook practice pages
- Math Seeds (K-2)
- Study Island
- Connected/EM4 Online Games
- Create your own worksheet

## Grade level goals: (Basic Facts)

K into 1<sup>st</sup>:

- Addition facts within 10 (up to  $5 + 5$ )

1<sup>st</sup> to 2<sup>nd</sup>:

- Addition and Subtraction facts within 20 (up to  $10 + 10$ )

2<sup>nd</sup> into 3<sup>rd</sup>:

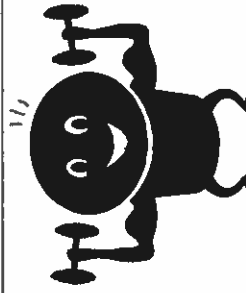
- Addition and Subtraction facts within 20
- Multiplication facts ( $\times 0$ ,  $\times 1$ ,  $\times 2$ ,  $\times 5$ , and  $\times 10$ )

3<sup>rd</sup> into 4<sup>th</sup>:

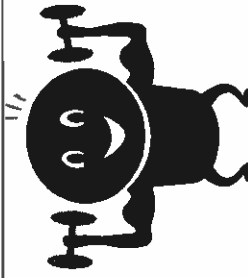
- Mixed Facts:  $\pm$  within 20 and  $\times/\div$  within 100 (Up to  $10 + 10$  and  $10 \times 10$ )

4<sup>th</sup> into 5<sup>th</sup>:

- Mixed Facts:  $\pm$  within 20 and  $\times/\div$  within 100



# GOOD LUCK MATHLETES!



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

2nd to 3rd Grade Summer Practice

1. Fill in the missing numbers.



2. Count up by 5s.

25, 30, 35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

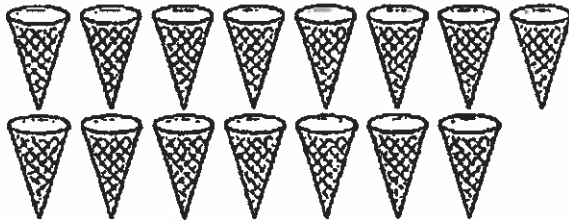
\_\_\_\_\_

3. Count up by 100s.

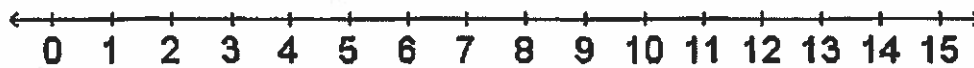
200, 300, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_

4. Is the number of ice cream cones even or odd?



5. Place a point on the number line below to show 6.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**2nd to 3rd Grade Summer Practice**

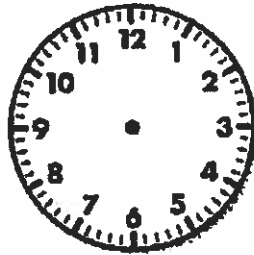
6.

a. Write the time.



\_\_\_\_\_ : \_\_\_\_\_

b. Draw hands to show 2:30.



7. Write the amount.



Total: \_\_\_\_\_

8. Fill in the empty frames.

<b>Rule</b>
+5



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

2nd to 3rd Grade Summer Practice

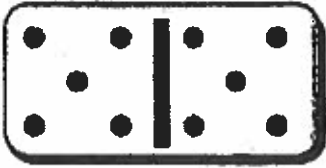
9. Subtract.

a.  $6 - 0 =$  \_\_\_\_\_

b. \_\_\_\_\_  $= 10 - 1$

c.  $8 - 4 =$  \_\_\_\_\_

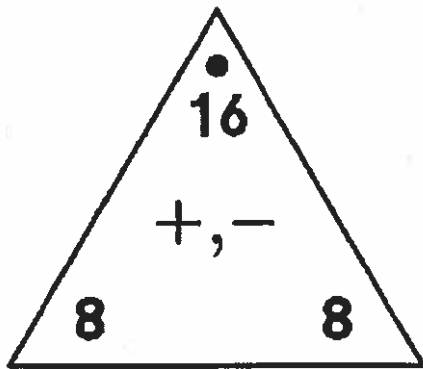
10. Write the doubles fact.



Number model:

\_\_\_\_\_  $+$  \_\_\_\_\_  $=$  \_\_\_\_\_

11. Write the fact family.



\_\_\_\_\_  $+$  \_\_\_\_\_  $=$  \_\_\_\_\_

\_\_\_\_\_  $-$  \_\_\_\_\_  $=$  \_\_\_\_\_

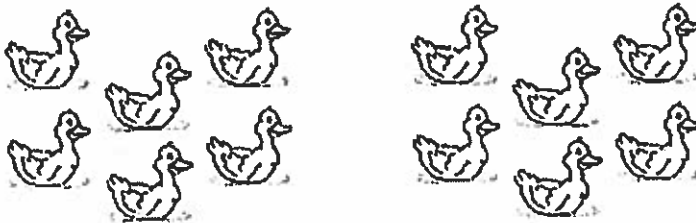
**2nd to 3rd Grade Summer Practice**

12. Find the rule and complete the table.

<b>Rule</b>

in	out
7	14
5	12
	10
8	
9	
10	17

13. a. Fill in the missing parts to find out how many ducks there are in all.



\_\_\_\_\_ ducks + \_\_\_\_\_ ducks = \_\_\_\_\_ ducks in all

b. Is the sum above even or odd? \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

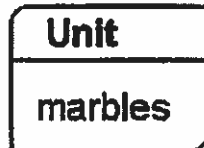
2nd to 3rd Grade Summer Practice

14. You have 9 marbles. Your teacher gives you 7 more marbles. How many marbles in all?

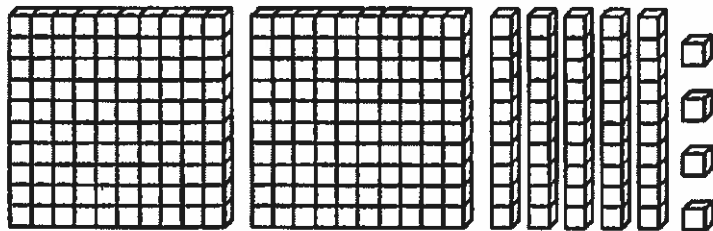
\_\_\_\_\_ marbles

Number model:

\_\_\_\_\_



15. How many in all? \_\_\_\_\_



16. Circle the tens digit.

57

Circle the ones digit.

262

Circle the hundreds digit.

130

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

2nd to 3rd Grade Summer Practice

17. 464 has

\_\_\_\_\_ hundreds

\_\_\_\_\_ tens

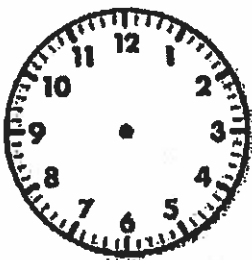
\_\_\_\_\_ ones

18. Write  $<$ ,  $>$ , or  $=$ .

a. 785 \_\_\_\_\_ 889

b. 643 \_\_\_\_\_ 692

19. Draw hands to show 7:45 P.M.



20. I have 2 dimes and 3 nickels in my left hand.  
I have 1 quarter and 1 penny in my right hand.

How much money do I have? \_\_\_\_\_

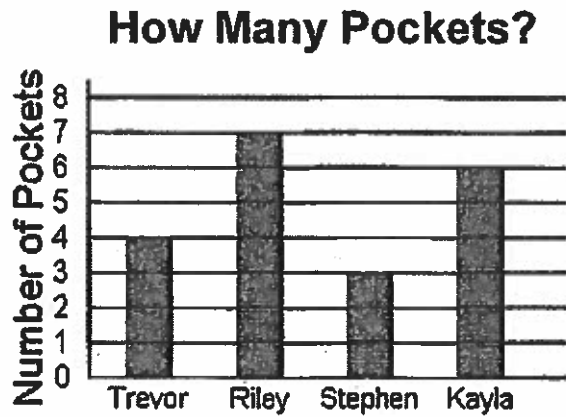
21. You buy a snack for 43¢. Write  $\textcircled{P}$ ,  $\textcircled{N}$ ,  $\textcircled{D}$ , and  $\textcircled{Q}$  to show the coins you could use to pay the exact amount.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

2nd to 3rd Grade Summer Practice

22. Use the bar graph to answer the questions.



a. Who has the most pockets? \_\_\_\_\_

b. Who has the fewest pockets? \_\_\_\_\_

23. Fill in the missing numbers.

$$44 + 10 = \underline{\hspace{2cm}}$$

$$45 + 10 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} 36 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 10 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

2nd to 3rd Grade Summer Practice

24. Fill in the diagram and write a number model.

<b>Total</b>	
<b>Part</b>	<b>Part</b>
13	15

25. Make a ballpark estimate. Write a number model to show your estimate. Next, solve. Show your work.

a. Ballpark estimate:

\_\_\_\_\_

c. Ballpark estimate:

\_\_\_\_\_

e. Ballpark estimate:

\_\_\_\_\_

b. 
$$\begin{array}{r} 66 \\ + 52 \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 47 \\ + 24 \\ \hline \end{array}$$

f. 
$$\begin{array}{r} 32 \\ + 49 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**2nd to 3rd Grade Summer Practice**

26. A.M. temperature was  $47^{\circ}\text{F}$ .  
P.M. temperature is  $66^{\circ}\text{F}$ .

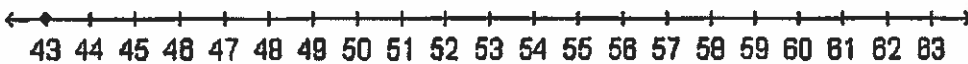
What was the change? \_\_\_\_\_ $^{\circ}\text{F}$

Fill in the diagram and write the number model.



27. a. Add. Use the number line below to help you find the sum.

$$\begin{array}{r} 43 \\ + 15 \\ \hline \end{array}$$



- b. Place a point on the number line above that represents the sum.

28. The total cost is  $24\text{¢}$ .  
I pay with 2 quarters.  
How much change do I get? \_\_\_\_\_

- a.  $50\text{¢}$    b.  $26\text{¢}$    c.  $74\text{¢}$    d.  $14\text{¢}$

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**2nd to 3rd Grade Summer Practice**

29. Explain how you can tell that  $7 + 50$  is 40 more than  $7 + 10$ .

---

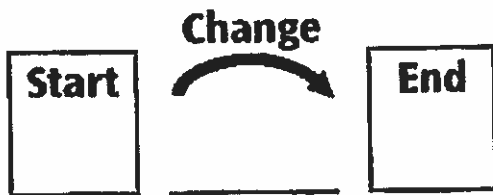
---

---

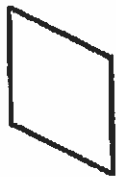
30. A.M. temperature was  $40^{\circ}\text{F}$ .  
P.M. temperature is  $56^{\circ}\text{F}$ .

What was the change? \_\_\_\_\_ $^{\circ}\text{F}$

Fill in the diagram and write the number model.



31. Name this shape. \_\_\_\_\_

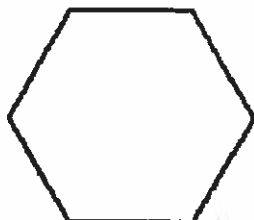


- a. trapezoid    b. rhombus    c. hexagon    d. square

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**2nd to 3rd Grade Summer Practice**

32. What is the name of this shape? \_\_\_\_\_



- a. rectangle
- b. octagon
- c. hexagon
- d. pentagon

33. Draw a quadrangle. Make 2 sides parallel.

34. Draw two polygons with 5 sides.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**2nd to 3rd Grade Summer Practice**

35. Solve.

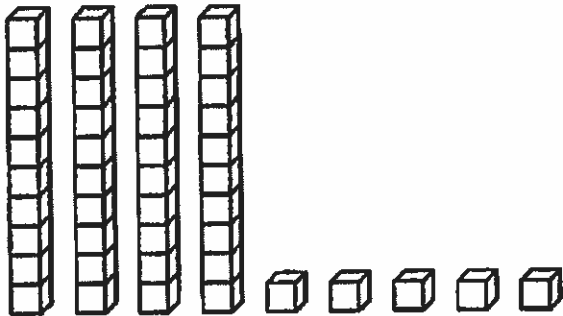
a.  $4 + 16 + 7 =$  \_\_\_\_\_

b.  $25 + 22 + 18 =$  \_\_\_\_\_

c.  $10 + 25 + 15 =$  \_\_\_\_\_

d.  $12 + 8 + 6 + 14 =$  \_\_\_\_\_

36.



How many cubes? \_\_\_\_\_

Cross out 26 cubes.

How many are left? \_\_\_\_\_

Write the number model.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

37. Use counters, a number grid, or pictures to find the answer. Show your work. Record your answer.

a. 
$$\begin{array}{r} 45 \\ + 26 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 31 \\ - 14 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

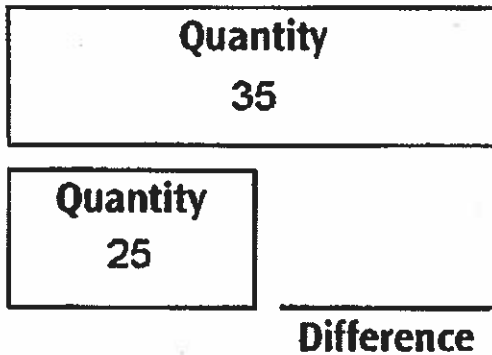
2nd to 3rd Grade Summer Practice

38. Solve the number story. Use diagrams or pictures to help you.

One box has 35 crayons.  
Another box has 25 crayons.

How many more crayons are in the first box?

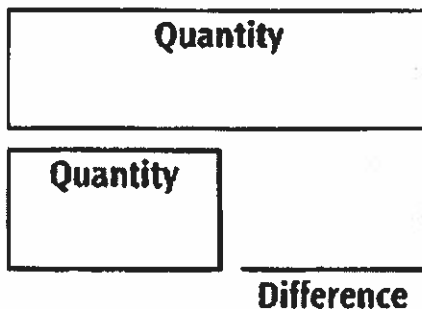
\_\_\_\_\_ crayons more



39. Greenville is 62 miles away. Hampton is 43 miles away. How many more miles away is Greenville?

\_\_\_\_\_ miles

Fill in the diagram.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

2nd to 3rd Grade Summer Practice

40. a. Draw an array with 4 rows and 6 dots in each row.

b. How many dots in all? \_\_\_\_\_

c. Number model:

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

41. Fill in the missing amount.

I had 57¢.

I spent \_\_\_\_\_¢.

I have 40¢ left.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**2nd to 3rd Grade Summer Practice**

42. The soccer coach kept track of players' goals. Below are the results for Carla, Ari, Lisa, and Marc.


Carla: 6

Ari: 8

Lisa: 9

Marc: 5

Complete the picture graph below.

Soccer Goals	
Carla	
Ari	
Lisa	
Marc	

43. Fill in the missing numbers.

\_\_\_\_\_, 713, \_\_\_\_\_, 715

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**2nd to 3rd Grade Summer Practice**

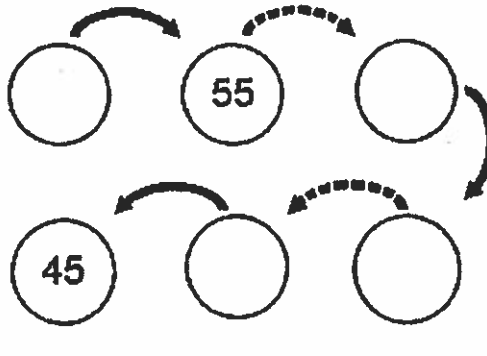
44. Complete the table.

<b>Rule</b>
Double

in	out
5	10
9	
3	
	14

45. Fill in the frames.

<b>Rule</b>
Subtract 10



<b>Rule</b>
Add 5



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**2nd to 3rd Grade Summer Practice**

46. The table shows the number of goals the Tigers soccer team scored during certain games. In Game 3, they scored 2 more goals than in the first two games combined.

Game 1	Game 2	Game 3
?	3	8

How many goals did the team score during the first game?

\_\_\_\_\_ goals

47. Measure the line segment to the nearest whole inch.

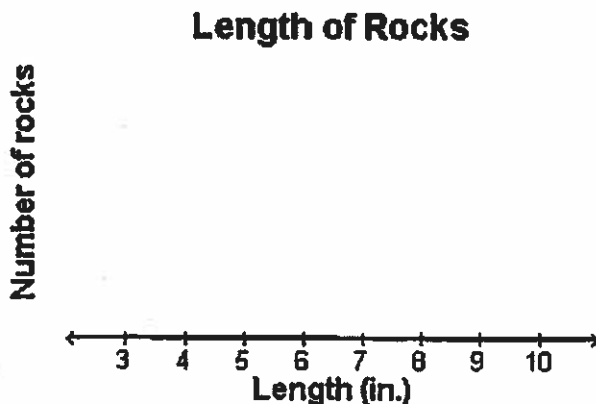


\_\_\_\_\_ in.

48. Brett measured the length of 12 rocks to the nearest whole inch. He listed the lengths as follows:

7, 4, 9, 8, 6, 5, 10, 3, 7, 5, 7, 9

Record the lengths in the line plot below.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

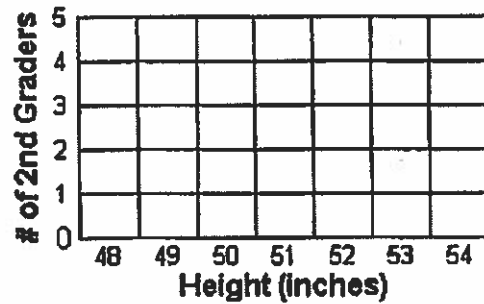
**2nd to 3rd Grade Summer Practice**

49. Use the data from the table to make a bar graph.

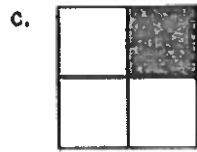
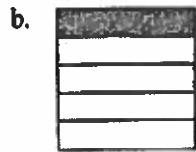
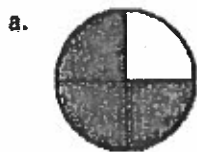
**Heights of 2nd Graders**

Height (in.)	Number
48	2
49	0
50	2
51	1
52	2
53	2
54	1

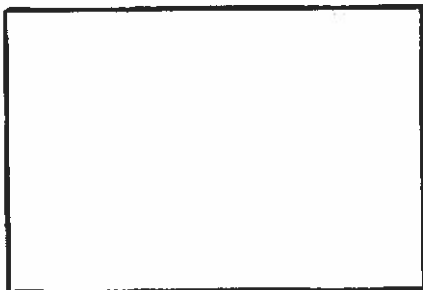
**2nd Graders' Heights**



50. Which shows  $\frac{1}{4}$  shaded?



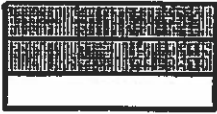
51. Divide the rectangle into 3 equal parts.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

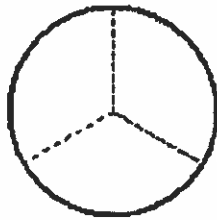
2nd to 3rd Grade Summer Practice

52. Which fraction shows how much is shaded in the figure below?



- a.  $\frac{1}{3}$    b.  $\frac{2}{3}$    c.  $\frac{2}{4}$    d.  $\frac{3}{4}$

53. Shade two-thirds of the circle.



54. Circle the unit that makes sense.

A building is about 80 \_\_\_\_\_ tall. in. ft

A car is about 5 \_\_\_\_\_ long. m cm

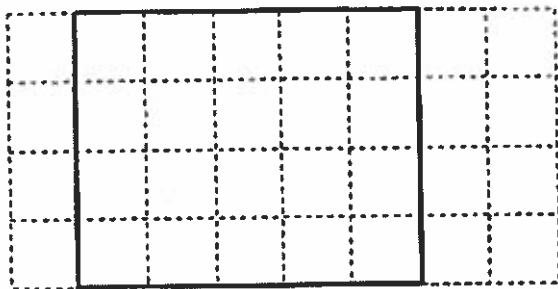
My school is about 2 \_\_\_\_\_ away from my home. km m

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**2nd to 3rd Grade Summer Practice**

55. Draw a rectangle. Two sides are 5 inches long and two sides are 3 inches long.

56. Find the area of the shape.



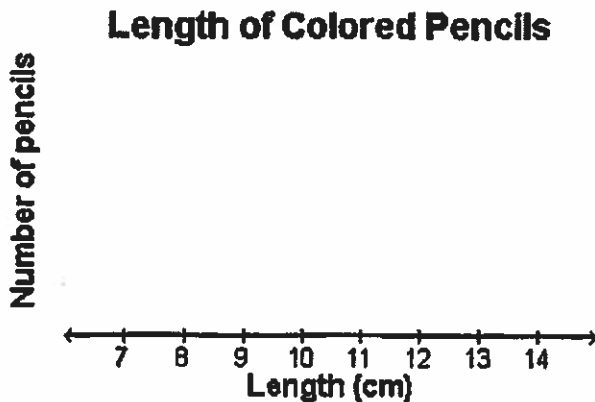
Area = \_\_\_\_\_ sq cm

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

2nd to 3rd Grade Summer Practice

57. Jake measured the length of 12 colored pencils to the nearest whole centimeter. He listed the lengths as follows:  
11, 9, 10, 11, 13, 11, 14, 12, 13, 8, 7, 9

a. Record the lengths in the line plot below.



b. How much longer is the longest pencil than the shortest pencil?

\_\_\_\_\_ cm longer

58. Write 316 in words.

\_\_\_\_\_

59. Fill in the missing part to make the statement true.

$$600 + \underline{\hspace{2cm}} + 1 = 671$$

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

2nd to 3rd Grade Summer Practice

60. Find the rule and complete the "What's My Rule?" table.

Rule

in	out
250	300
425	475
500	
	850

61. Show one way to make \$1.28.

Use **Q**, **D**, **N**, and **P**.

62. Use coins and bills. Write the amount.

a. **\$1** **Q** **Q** **Q** **D** **N** **N** **N** **P** **P** **P**

\$ \_\_\_\_\_

b. **\$1** **Q** **Q** **Q** **Q** **Q** **D** **D** **D** **N** **N** **N** **P** **P** **P** **P** **P**

\$ \_\_\_\_\_



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

2nd to 3rd Grade Summer Practice

63. You buy some apples for \$1.59. Show 2 ways to pay.

Use (P) , (N) , (D) , (Q) , and \$1 .

64. Solve. Show your work. Record your answer.

a. 
$$\begin{array}{r} 24 \\ + 48 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 155 \\ + 158 \\ \hline \end{array}$$

65. Add.

$$\begin{array}{r} 561 \\ + 155 \\ \hline \end{array}$$

66. Subtract.

$$\begin{array}{r} 598 \\ - 128 \\ \hline \end{array}$$

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

2nd to 3rd Grade Summer Practice

67. Draw an array to solve each problem.

a.  $5 \times 6 =$  \_\_\_\_\_

b.  $6 \times 3 =$  \_\_\_\_\_

c.  $4 \times 7 =$  \_\_\_\_\_

68. Write  $<$ ,  $>$ , or  $=$ .

a.  $899$  \_\_\_\_\_  $394$

b.  $967$  \_\_\_\_\_  $988$

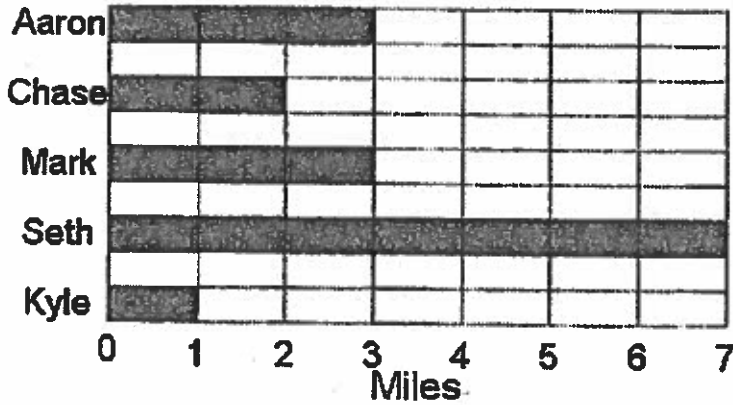
69. Which clock shows a quarter-after 2?



**2nd to 3rd Grade Summer Practice**

70. The bar graph below shows the number of miles each member of the track team ran during practice. Use the bar graph to answer the following:

**Miles Run by Track Team**



- a. What was the minimum (fewest) number of miles?  
\_\_\_\_\_
- b. What was the maximum (greatest) number of miles?  
\_\_\_\_\_
- c. How much farther did Seth run than Kyle? \_\_\_\_\_
- d. How many miles did Mark and Chase run altogether?  
\_\_\_\_\_

