Do-Anytime Activities for Grade 3

These activities are easy and fun to do with your child at home, and they will reinforce skills and concepts your child is learning in school.

Unit 1	• Tell simple multiplication stories, especially using 2, 5, and 10. For example, "There were 5 rows of chairs at the meeting. Each row had 6 chairs." Have your child use drawings and number models to show and solve the problem. • Draw an analog clock face with the hour and minute hands showing 8 o'clock. Ask your child to write the time shown (8:00). Repeat with other times such as 3:30, 11:45, and 7:10. If you don't want to draw a new clock face and hands each time, draw one clock face and use craft sticks or toothpicks for the hour and minute hands, changing their positions for each new time.
Unit 2	• Practice addition and subtraction fact extensions. For example, $6 + 7 = 13$; $60 + 70 = 130$; $600 + 700 = 1{,}300$. • Show a collection of different objects, such as buttons, counters, pennies, and paper clips. Divide them into three equal groups. How many are in each group? How many are left over?
Unit 3	• Give your child problems with missing factors for multiplication practice. For example, ask "6 times what number equals 18?" • Say a number and ask your child to give four equivalent names for the number using addition, subtraction, multiplication and division. For example, equivalent names for 12 are $8 + 4$, $20 - 8$, 6×2, and $36 \div 3$.
Unit 4	• Practice measuring objects around your home with a ruler to the nearest half inch and to the nearest whole centimeter. Discuss which object is the longest and which is the shortest. • Search in and around your home for geometric figures with your child. Identify figures by name, if possible, and talk about their characteristics. Ask your child if the shape is a polygon and how they know. (A polygon has three or more closed, straight sides that are not crossed.) Also ask if the shape is a quadrilateral or not. (A quadrilateral is a polygon with four sides.) Invite your child to draw some shapes that are polygons and some that are not polygons.
Unit 5	• Say a square fact, such as 4×4. Ask your child to say the fact product and then give you two near squares for the square fact. For example, $4 \times 4 = 16$ and the two near squares are $3 \times 4 = 12$ $(16 - 4)$ and $5 \times 4 = 20$ $(16 + 4)$. Practice with finding two near-square facts each for other square facts. • Practice doubling numbers with your child. Give a starting number and ask your child to double it. Then you double that number. See how many times you can continue doubling the previous number. For example, 2 doubled is 4; 4 doubled is 16; 16 doubled is 32; 32 doubled is 64; and so on. Ask your child to explain what you are doing to a number when you double it. (Adding it to itself, or multiplying it by 2)

Unit 6	• Have your child write three different number sentences using parentheses that equal 16. Some examples are $1 \times (32 - 16)$, $4 + 4 + (8 \div 2) + (2 \times 2)$, and $(16 \div 2) + 2 + (3 \times 2)$. Invite your child to tell a number story for one of the number sentences and to explain what to do first, second, third, and so on in solving problems with parentheses and multiple operations (multiplication, division, addition, subtraction) • Use Fact Triangles to practice multiplication by covering the product. Practice division by covering one of the other numbers. Make this brief and fun.
Unit 7	• Help your child find fractions in the everyday world—in advertisements, on measuring tools, in recipes, and so on. • Have your child trace around an object, such as a deck of cards, a box, a plate, a cup, a can, and so on. Divide the figure equally into four parts. Ask your child to color $\frac{3}{4}$ of the shape. Try a few more using different figures and dividing them into different fractional parts. Instead of tracing around an object, you may wish to draw figures such as squares, rectangles and circles.
Unit 8	• Practice multiplication and division fact extensions. For example, $2 \times 8 = 16$; $20 \times 8 = 160$; $80 \times 2 = 160$; $20 \times 80 = 1{,}600$ and $9 \div 3 = 3$; $90 \div 3 = 30$; $900 \div 3 = 300$. • Say a number and ask your child to name as many factors of that number as possible. For example, say 12. You child may give the factors 1, 2, 3, 4, 6, and 12. • Ask questions that involve equal sharing of money. For example, "Seven families held a sale. They earned $490 dollars in all. If they share the money equally, how much money does each family get? Was there anything left over?" ($70; no).
Unit 9	• Ask your child how many 10s are in 30, 50, 100, 1,000, and so on. • Ask your child to multiply and divide with multiples of 10. For example, $40 \times 20 = ?$ (800); $200 \times 30 = ?$ (6,000); $800 \div 200 = ?$ (4); $600 \div 20 = ?$ (30)