Beatrice Gilmore's Grade 3 Summer Math Log 2019

Please have your child practice their Math grade level standards during the summer using IXL.Com. Upon completion of the summer assignment, sign and have your child return this form on the first day of 3rd or 4th grade. Each task should be completed when your child reaches a *SMART SCORE of 80 or higher!* If all tasks are completed, students can do more! Learning never stops with ixl.com.

Math Standard	IXL Code	Smart Score
2.NBT. A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; • 2.NBT.A.1.a. 100 can be thought of as a bundle of ten tens — called a "hundred. • 2.NBT.A.1.b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	A.13 NUMBERS UP TO 100	
	A.17 Even or odd numbers on number lines	
	B.2 Comparing numbers up to 1,000	
	B.6 Greatest and least - word problems - up to 1,000	
2.NBT.A.1.a. 100 can be thought of as a bundle of ten tens — called a "hundred." • 2.NBT.A.1.b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT. A.2. Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT. A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT. A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. 2.NBT. B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	M.10 Regroup tens and ones	
	M.14 Convert between place values - ones, tens, and hundreds	
	M.16 Convert from expanded form - up to thousands	
	N.4 Round to the nearest ten, hundred, or thousand	
2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	P.16 Purchases - do you have enough money - up to $1	

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2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions 2.OA.B.2. Fluently add and subtract within 20 using mental strategies. 2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction 2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations 2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. 2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal 2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5	E.10 Addition input/output tables - sums to 20	
	E.18 Balance addition equations - sums to 20	
	E.24 Identify repeated addition in arrays: sums to 10	
	F.7 Subtraction sentences using number lines - up to 20	
	F.9 Subtraction input/output tables - up to 18	
	F.11 Subtraction word problems - up to 18	
	F.14 Balance subtraction equations - up to 18	
	G.11 Complete the addition sentence - up to two digits	
	G.14 Add three numbers up to two digits each	
	G.17 Add four numbers up to two digits each: word problems	
	I.3 Addition with three-digit numbers	
	H.9 Subtraction word problems - up to two digits	
	H.10 Complete the subtraction sentence - up to two digits	
	J.3 Subtract three-digit numbers	
	L.12 Addition and subtraction - balance equations - up to 100	

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2.NBT. A.2. Count within 1000; skip-count by 5s, 10s, and 100s.	K.3 Fact Families	
2.OA.B.2. Fluently add and subtract within 20 using mental strategies. *By end of Grade 2, know from memory all sums of two one-digit numbers.* 2.NBT. A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	N.5 Estimate sums	
	N.6 Estimate differences	
2.NBT. A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	K.5 Solve inequalities using addition and subtraction shortcuts	
	L.18 Inequalities with addition and subtraction - up to 100	
2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Q.5 Read clocks and write times	
	Q.9 Elapsed time I	
2.MD.D.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	R.9 Interpret line plots	
	R.10 Create line plots	
2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.A.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe	S.2 Measure using an inch ruler	
	S.13 Choose the appropriate measuring tool	

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how the two measurements relate to the size of the unit.		
2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	W.5 Halves, thirds, and fourths	
	W.13 Compare fractions using models	

Guardian Signature_____

Parental Notes to Teacher (if applicable):