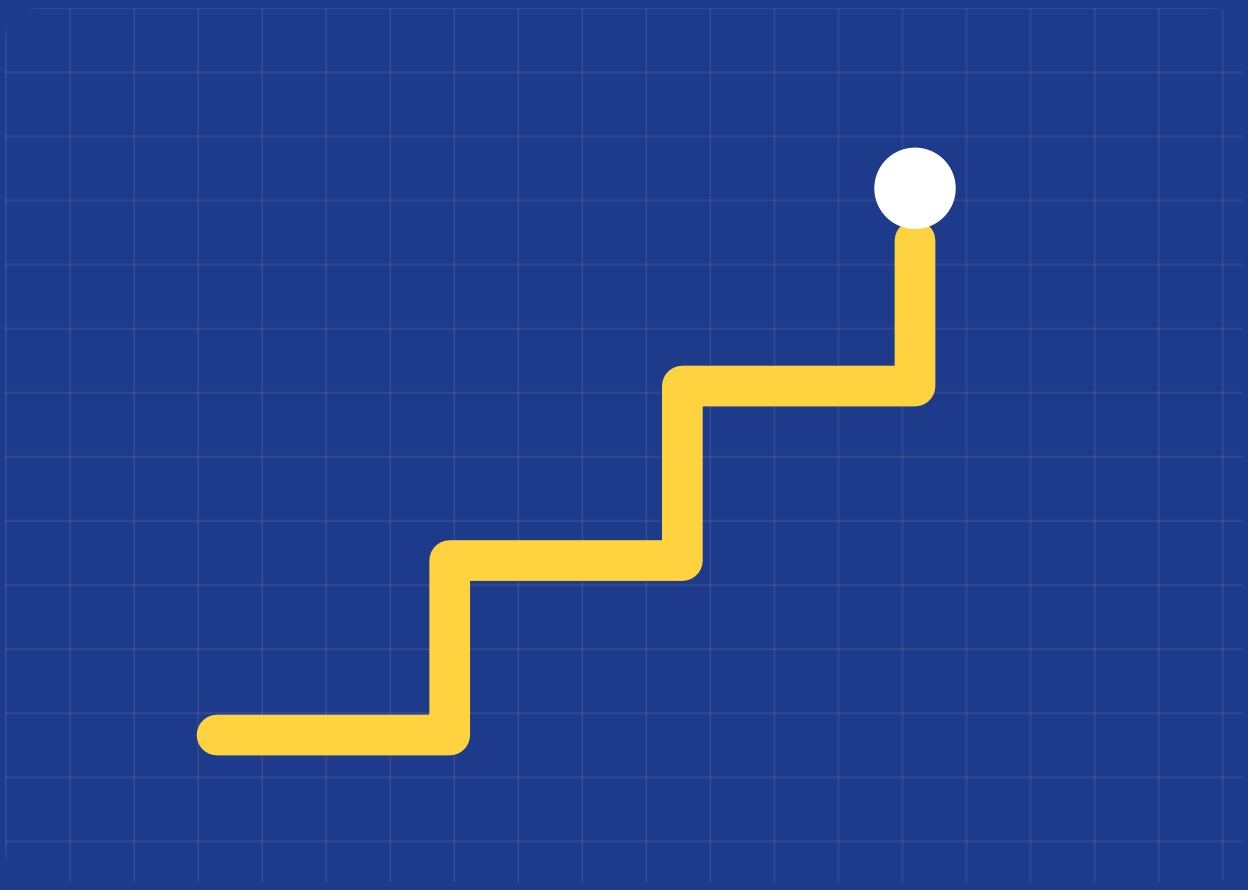
UpOnly Learning



GRADE 3

FREE SAMPLE WORKBOOK

Math Grade 3

One step at a time. · Ages 8–9 · Free sample: 1 of 12 topics

UO-MATH-3

OUR STORY

One step at a time

I'm Dr. Evan J. Hasson. I've run a specific chiropractic practice for over twelve years, and I'm a dad of three. My work is about alignment: get the structure right, and everything else works better.

At home, nothing was aligned. I was spending thousands a month on tutors, extracurriculars and programs, and when I asked about enrolling a second or third child the answer was always the same: that'll be double, that'll be triple. The charter school had a waiting list. The good public school had a waiting list. The private schools had the kind of list where it helps to know someone, or to give generously first.

And underneath all of it, the same quiet threat: if you don't pay for this, your child will fall behind. Not sold with evidence. Sold with fear.

So I did my own research, and here is what I found: none of it is secret. The standards are published. The order a child should learn in is written down and freely available. It is just scattered. Nobody had done the work of pulling it together, putting it in order and handing it over. So I did.

When every step has its place, confusion has nowhere to hide.

I built this for my own kids. I'm giving it to yours.

Dr. Evan J. Hasson, DC
Founder and dad of three

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No guaranteed results, and mistakes happen. Every student learns differently. We write and review every question and answer key carefully, and we still get things wrong — an answer key can be wrong, and a question can be worded badly or have two defensible answers. Check the answer key before you hand it over, and trust your own judgment over ours. Found a problem? **Photograph the page and email it to support@uponlylearning.com** — the picture tells us more than a description, and we fix it for every family.

Safety. Some activities use household items such as scissors, coins or food. An adult should supervise and skip anything unsafe for the student.

Not professional advice. This workbook does not replace an evaluation by a qualified educator or specialist. The founder is a Doctor of Chiropractic; UpOnly Learning does not provide medical or health advice.

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INTRODUCTION

How to use this workbook

Each topic follows the same steps, so your student always knows what comes next.

① **Quick Check.** 10 questions before you teach. Read them aloud for younger students. A high score means you can move faster.

② **Learn It.** Key words, step-by-step teaching with lines you can read aloud, worked examples and the mistakes to watch for.

③ **We Do It Together.** 10 questions you do side by side. The answer and the "why" are printed right after each question, so you can talk it through.

④ **You Try.** 10 questions your student does alone.

Answers with short explanations for every question are in the **Answer Key** at the end of each topic, so students can work without peeking. Go over each wrong answer together using the explanation.

This workbook is printed in full color. To save ink, choose "Black and white" or "Grayscale" in your printer settings; every page still works in black and white.

Want online checks that score themselves and track each student's progress? Visit uponlylearning.com.

GRADE 3

CONTENTS · UO-MATH-3

Math: Grade 3

Free Sample Workbook · Ages 8–9 · 1 of 12 topics, with a Quick Check, a lesson, We Do It Together, You Try and an answer key

Our story

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How to use this workbook

Topic 1 · Meaning of multiplication and division

Equal groups, arrays, unknown factors 3.OA.A

Quick Check · Learn It · We Do It Together · You Try · Answer Key

TOPIC 1 · 3.OA.A

↑ CONTENTS

Meaning of multiplication and division

The student will be able to show multiplication as equal groups or arrays, show division as sharing or grouping, and find an unknown number in a multiplication or division equation.

① Quick Check

Do this before the lesson. It shows what your student already knows. Score: ____ / 10

1. What is 1 group of 9?

   A 1 **B** 10 **C** 0 **D** 9

2. Share 12 apples equally among 3 baskets. How many apples in each basket?

   A 15 **B** 4 **C** 9 **D** 3

3. What is 5 groups of 2?

   A 10 **B** 52 **C** 25 **D** 7

4. In 3 × 7 = 21, what is 21 called?

   A The divisor **B** The product **C** A factor **D** The quotient

5. Find the unknown: ? × 9 = 27

   A 18 **B** 36 **C** 4 **D** 3

6. Lena has 24 beads. She makes bracelets with 8 beads each. How many bracelets?

   A 4 **B** 3 **C** 16 **D** 32

7. Find the unknown: 16 ÷ ? = 2

   A 14 **B** 4 **C** 8 **D** 32

8. Which equation matches: '18 pencils shared equally by 3 friends'?

   A 18 ÷ 6 = 2 **B** 3 × 18 = 54 **C** 18 ÷ 3 = 6 **D** 18 - 3 = 15

9. Which fact is NOT in the fact family for 4, 7 and 28?

   A 28 ÷ 2 = 14 **B** 7 × 4 = 28 **C** 28 ÷ 4 = 7 **D** 4 × 7 = 28

10. There are 7 boxes with the same number of pens in each box. There are 56 pens in all. Which equation matches, and what is the unknown number?

    A 7 + □ = 56, □ = 49 **B** 56 × 7 = □, □ = 392 **C** 7 × □ = 56, □ = 8 **D** □ ÷ 7 = 56, □ = 8

② Learn It

Key words

- **equal groups**: Groups that all have the same number of things in them
- **array**: Objects arranged in neat rows and columns, like eggs in a carton
- **factor**: One of the numbers you multiply together
- **product**: The answer when you multiply
- **quotient**: The answer when you divide
- **unknown**: A missing number we need to figure out, shown with a box or a question mark

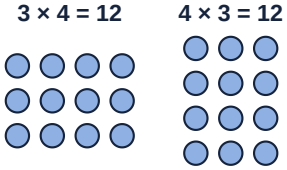
Warm-up

1. Put 3 cups on the table. Ask the student to put 4 beans in each cup.
2. Ask: How many cups? How many beans in each cup? How many beans altogether?
3. Let the student count by 4s out loud: 4, 8, 12.
4. Ask the student to skip count by 2s, 5s and 10s up to 30 to wake up their counting brain.

> *Today we are going to be number detectives. We will find out how equal groups and neat rows can help us count really fast.*

Teach

1. Equal groups: Point to the 3 cups of 4 beans. Write 3 × 4 = 12 and read it as '3 groups of 4 equals 12.' Explain that the first number tells how many groups and the second tells how many in each group.
2. Arrays: Take the beans out and line them up in 3 rows with 4 beans in each row. Write 3 × 4 = 12 again. Then turn the whole array sideways so there are 4 rows of 3. Write 4 × 3 = 12. Point out that the total stayed the same.
3. Division as sharing: Gather 12 beans. Put out 3 cups and deal the beans one at a time into the cups until they are gone. Ask how many are in each cup (4). Write 12 ÷ 3 = 4 and read it as '12 shared equally into 3 groups gives 4 in each group.'
4. Division as grouping: Gather 12 beans again. This time, make groups of 4 beans and count how many groups you can make (3). Write 12 ÷ 4 = 3 and read it as '12 put into groups of 4 makes 3 groups.'
5. Connect them: Write the fact family 3 × 4 = 12, 4 × 3 = 12, 12 ÷ 3 = 4, 12 ÷ 4 = 3. Explain that division is like asking a multiplication question backwards.
6. Unknown factors: Write 5 × ? = 20. Ask: 5 groups of how many make 20? Let the student use beans to make 5 groups and share 20 beans to find 4. Then write 20 ÷ 5 = ? and show that it has the same answer.



Multiplication puts equal groups together. Division splits a total into equal groups. They are partners, and if you know one, you can figure out the other.

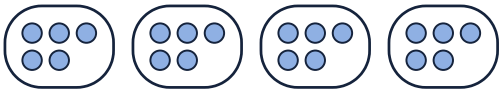
Guided practice

1. Ask the student to build 2 × 6 with cups and beans, then build it again as an array. Have them say the total.
2. Ask the student to draw an array of 4 rows of 5 dots and write the multiplication equation (4 × 5 = 20).
3. Give 15 beans and 5 cups. Have the student share them and write the division equation (15 ÷ 5 = 3).
4. Give 18 beans and ask the student to make groups of 6. Ask how many groups (3) and write 18 ÷ 6 = 3.
5. Write ? × 3 = 21. Have the student use beans or skip counting by 3s to find the missing factor (7).
6. After each one, ask: Is this a sharing problem or a grouping problem? How do you know?

Let's do some together. You can use the beans any time you want. Tell me what you are thinking as you go.

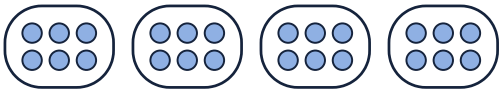
Worked examples

Leila has 4 bags with 5 apples in each bag. How many apples does she have?



20 apples. There are 4 equal groups of 5, so 4 × 5 = 20. Skip count: 5, 10, 15, 20.

Find the unknown number: 24 ÷ ? = 6



4. Think of it as ? × 6 = 24. Count by 6s: 6, 12, 18, 24. That is 4 sixes, so 24 ÷ 4 = 6.

Watch for these mistakes

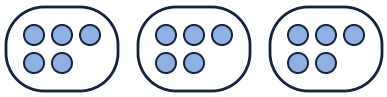
Mistake: 3 × 4 means 3 + 4, so the answer is 7.
Fix: Build it with cups: 3 cups with 4 beans each. Count them together to see there are 12, not 7. Remind the student that multiplication means groups of, so 3 × 4 is 4 + 4 + 4.

Mistake: In 15 ÷ 3, it does not matter whether the groups are equal.
Fix: Share 15 beans unevenly into 3 cups and ask if that is fair. Division always means equal groups. Redo the sharing so each cup has exactly 5.

③ We Do It Together: 10 questions

> *Do these side by side. Read each question together, let your student answer, then read the answer and the "why" right below it and talk it through.*

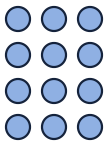
1. There are 3 bags with 5 oranges in each bag. How many oranges are there?



A 10 **B** 15 **C** 35 **D** 8

> **Answer: B** 15
> **Why:** 3 × 5 = 15.

2. The dots show 4 rows of 3 chairs. Which equation matches?



A 3 + 3 = 6 **B** 4 × 3 = 12 **C** 4 × 4 = 16 **D** 4 + 3 = 7

> **Answer: B** 4 × 3 = 12
> **Why:** 4 rows of 3 is 4 × 3 = 12.

3. 15 ÷ 5 = ?

A 5 **B** 20 **C** 10 **D** 3

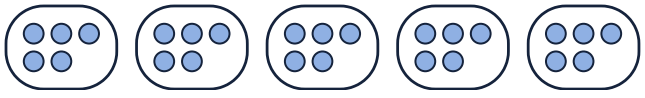
> **Answer: D** 3
> **Why:** 5 × 3 = 15, so 15 ÷ 5 = 3.

4. 6 children share 6 crayons equally. How many crayons does each get?

A 6 **B** 1 **C** 12 **D** 0

> **Answer: B** 1
> **Why:** 6 ÷ 6 = 1.

5. Mia sets out 5 plates with 5 grapes on each. How many grapes?



A 25 **B** 20 **C** 55 **D** 10

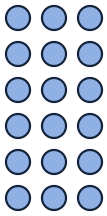
> **Answer: A** 25
> **Why:** 5 × 5 = 25.

6. Find the unknown: 7 × ? = 42

A 5 **B** 7 **C** 6 **D** 35

> **Answer: C** 6
> **Why:** Count by 7s: 7, 14, 21, 28, 35, 42. That is 6 sevens.

7. This array has 6 rows and 3 columns. Which other array has the same number of dots?



A 9 rows and 1 column **B** 6 rows and 6 columns **C** 3 rows and 6 columns

D 3 rows and 3 columns

> **Answer: C** 3 rows and 6 columns
> **Why:** Turning the array gives 3 × 6, the same as 6 × 3 = 18.

8. Which is NOT equal to 12?

A 3 × 4 **B** 2 × 5 **C** 12 ÷ 1 **D** 6 × 2

> **Answer: B** 2 × 5
> **Why:** 2 × 5 = 10. The others all equal 12.

9. Find the unknown so both are true: 6 × ? = 54 and 54 ÷ 6 = ?

A 7 **B** 48 **C** 8 **D** 9

> **Answer: D** 9
> **Why:** Count by 6s to 54: that is 9 sixes. Both equations ask how many 6s make 54.

10. 64 children are split into 8 equal teams. How many on each team?

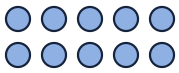
A 7 **B** 56 **C** 9 **D** 8

> **Answer: D** 8
> **Why:** 8 × 8 = 64, so each team has 8.

④ You Try: 10 questions

Now your student works alone. Check answers in the Answer Key at the end of this topic. Score: ____ / 10

1. A tray has 2 rows of 5 muffins, like the dots. How many muffins?



A 12 **B** 25 **C** 10 **D** 7

2. Which multiplication matches 6 + 6 + 6 + 6?

A 4 × 6 **B** 6 × 6 **C** 6 × 3 **D** 4 + 6

3. Draw an array for 2 × 6 and tell how many dots it has.

4. Each table seats 6 children. How many children sit at 5 tables?

A 30 **B** 11 **C** 25 **D** 36

5. Which equation matches: 'There are 7 vans with 4 people in each'?

A 7 + 4 = 11 **B** 4 × 4 = 16 **C** 28 ÷ 7 = 7 **D** 7 × 4 = 28

6. Write a story for 3 × 5 and solve it.

7. Find the unknown: 8 × 4 = ?

A 32 **B** 12 **C** 36 **D** 24

8. Write all four facts in the fact family for 6, 8 and 48.

9. Rosa bakes 3 trays of 8 rolls. She puts them in bags of 6. How many bags?

A 24 **B** 5 **C** 3 **D** 4

10. An array of 48 chairs has 6 rows. How many chairs are in each row?

A 8 **B** 42 **C** 7 **D** 9

Meaning of multiplication and division: Answers and explanations

① Quick Check

1. What is 1 group of 9?
   D 9
   One group of 9 is just 9.

2. Share 12 apples equally among 3 baskets. How many apples in each basket?
   B 4
   12 ÷ 3 = 4 because 3 × 4 = 12.

3. What is 5 groups of 2?
   A 10
   5 × 2 = 2 + 2 + 2 + 2 + 2 = 10.

4. In 3 × 7 = 21, what is 21 called?
   B The product
   The answer to a multiplication is the product.

5. Find the unknown: ? × 9 = 27
   D 3
   3 × 9 = 27.

6. Lena has 24 beads. She makes bracelets with 8 beads each. How many bracelets?
   B 3
   24 ÷ 8 = 3 because 8 × 3 = 24.

7. Find the unknown: 16 ÷ ? = 2
   C 8
   2 × 8 = 16, so 16 ÷ 8 = 2.

8. Which equation matches: '18 pencils shared equally by 3 friends'?
   C 18 ÷ 3 = 6
   Sharing 18 into 3 equal groups is 18 ÷ 3, which is 6.

9. Which fact is NOT in the fact family for 4, 7 and 28?
   A 28 ÷ 2 = 14
   28 ÷ 2 = 14 is true, but it does not use 4 and 7.

10. There are 7 boxes with the same number of pens in each box. There are 56 pens in all. Which equation matches, and what is the unknown number?
    C 7 × □ = 56, □ = 8
    7 equal groups making 56 is 7 × □ = 56. Since 7 × 8 = 56, □ = 8.

④ You Try

1. A tray has 2 rows of 5 muffins, like the dots. How many muffins?
   C 10
   2 × 5 = 10.

2. Which multiplication matches 6 + 6 + 6 + 6?
   A 4 × 6
   There are 4 groups of 6, so 4 × 6.

3. Draw an array for 2 × 6 and tell how many dots it has.
   2 rows of 6 dots (or 6 rows of 2), 12 dots in all.
   2 × 6 = 6 + 6 = 12.

4. Each table seats 6 children. How many children sit at 5 tables?
   A 30
   5 × 6 = 30.

5. Which equation matches: 'There are 7 vans with 4 people in each'?
   D 7 × 4 = 28
   7 equal groups of 4 is 7 × 4 = 28.

6. Write a story for 3 × 5 and solve it.
   A story with 3 equal groups of 5 (or 5 groups of 3) and the answer 15.
   3 groups of 5 make 15.

7. Find the unknown: 8 × 4 = ?
   A 32
   Double 4 × 4 = 16 to get 32.

8. Write all four facts in the fact family for 6, 8 and 48.
   6 × 8 = 48, 8 × 6 = 48, 48 ÷ 6 = 8, 48 ÷ 8 = 6.
   Two multiplication facts switch the factors; two division facts undo them.

9. Rosa bakes 3 trays of 8 rolls. She puts them in bags of 6. How many bags?
   D 4
   3 × 8 = 24 rolls. 24 ÷ 6 = 4 bags.

10. An array of 48 chairs has 6 rows. How many chairs are in each row?
    A 8
    6 × 8 = 48, so 48 ÷ 6 = 8.

THE FULL WORKBOOK

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1. Meaning of multiplication and division 3.OA.A
2. Multiplication and division facts within 100 3.OA.C
3. Two-step word problems 3.OA.D
4. Rounding, adding and subtracting within 1,000 3.NBT
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6. Fractions on a number line 3.NF.A.2
7. Equivalent and comparing fractions 3.NF.A.3
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One step at a time.

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