



Connecticut's Summer Math Passport Students Entering Grade 3



Family Learning Beach

Create the following arrays using shells or rocks and show how many you used with an equation:

- 2 rows of 6
- 3 rows of 4
- 4 rows of 5
- 5 rows of 5



Family Learning Farmer's Market

You have \$20 to spend at the farmer's market.

- What items can you buy?
- Would you have any money left over? If so, how much?

(If you can't go to a farmer's market, use the following table.)

Item	Cost	Item	Cost
Peach	\$3.90/lb.	Spinach	\$3 a bag
Grapes	\$6.50/lb.	Green Beans	\$3.50/lb.
Peppers	75 cents each	Zucchini	\$3/lb.
Tomatoes	\$2.90/lb.		



Family Learning Gardening

Garden centers sell many different types of plants. One of the jobs that the business needs to do is keep track of its inventory. Inventory is how much stuff it has left to sell.

- Choose a category such as a flower, herb, or vegetable that you can help collect some inventory data.
- Select four different types of plants that fit your category and find out how many of each are left.
- Create a graph to represent the data.
- Write three observations about your data.

(If you are unable to visit a garden center, collect some data about the plants in your own backyard.)



Family Learning Walk or Hike

Find out what the high and low temperature will be for the day of your walk or hike. What's the difference between them?

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Family Learning Ice Cream Shop

An ice cream cone is four inches tall. Each scoop of ice cream is three inches tall.

1. If you get a one-scoop cone, how tall would it be?
2. If you get a three-scoop cone, what is the total height?
3. If you get a five-scoop cone, how tall would it be?
4. If you were REALLY hungry, you could get a 10-scoop cone! What would the total height be?



Family Learning Movement

Draw a numberline outside with wide even spacing with values between 0–1000 counting by 100s, 25s or 50s. Or pick a range of values within 0–1000 such as 200–300 and have the spaces jump by 10s.

- Play Number Riddles. Example: I'm thinking of an even number that is greater than 550 but less than 575 and can be said when counting by tens. What number could it be? Have kids find a spot that matches your riddle and explain why it fits.
- Write three-digit numbers on cards and turn them face-down or have a family member call out a number. Find the best spot on the number line where you think the number belongs, and stand there. Which end is it closest to? Why? Then estimate how many hops or steps it takes to get to that end. Test out your estimation.

Or

Numberline relay: Draw a long unmarked number line with only the end points such as 400–800, or 0–1,000.

- Write a bunch of three-digit numbers (at least 10) on pieces of paper (index cards, etc.). Mix them all up and put them in a pile on a starting spot away from the numberline.
- Flip up a card and race to place the card where you think the number belongs. Then run back and get another card. This can be played in teams so that kids need to think about where their numbers are being placed compared to their opponents'.

Draw a number line outside with wide, even spacing with values between 0–100. Skip counting by 2s, 5s, or 10s.

- Pick a number to start on. Take turns calling out directions like triple your number or, halve your number. What do you notice about the numbers as you continue to double them? Cut them in half?
- Does the distance between each number change or stay the same? Why do you think so?
- Double, triple, or quadruple your number by hopping, skipping, or jumping along the numberline. Does the distance stay the same between you and the other players? Why or why not?
- What else do you notice when you keep on doubling your numbers? How does it compare to tripling?



Family Learning Playground

Look around any local playground. How many slides do you see? How many monkey bars do you see? How many stairs do you see? How many ladders do you see? Make a bar graph below to show the data you have collected.