

# Islamic Educational College

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**Math Booklet  
First Semester**

**2025-2026**

**Grade 3**

**My name is:**

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## Chapter 2 / lesson 3

Outcomes: Model 3-digit number

Date: / /

3 tens/ 5 ones

2 tens / 5 ones

1 one/ 5 tens

3 ones/ 3 tens

5 tens

4 tens/ 5 ones

7 ones/ 4 tens

6 tens

3 tens/ 9 ones

32	51	62	58	65	50	46
28	47	43	39	35	31	27
25	29	33	37	41	45	26
48	52	56	60	64	49	30
44	63	66	69	76	53	34
40	59	85	99	94	57	38
36	55	70	89	19	61	42

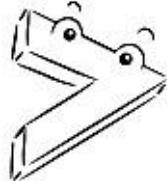


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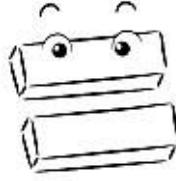
## Chapter 2 / lesson 4

Outcomes: compare and order whole numbers.

Date: / /



> is greater than



= is equal to



< is less than

$80 > 18$

$75 = 75$

$77 > 52$

$64 > 44$

$65 = 65$

$53 > 36$

$71 > 17$

$78 < 80$

$56 = 56$

$56 > 55$

$29 < 80$

$41 = 41$



## Chapter 2 / lesson 7

Outcomes: use amounts you know to estimate other amounts.

Date: / /

### Exercise 1: Estimate.

1.



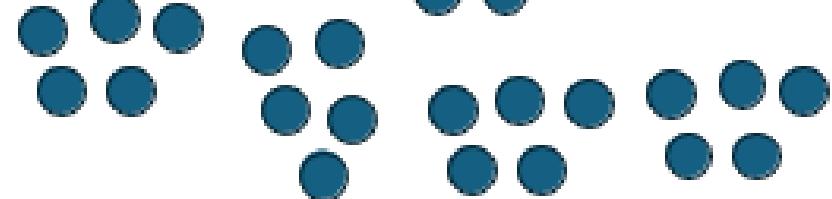
Mark the answer:

a. about 20

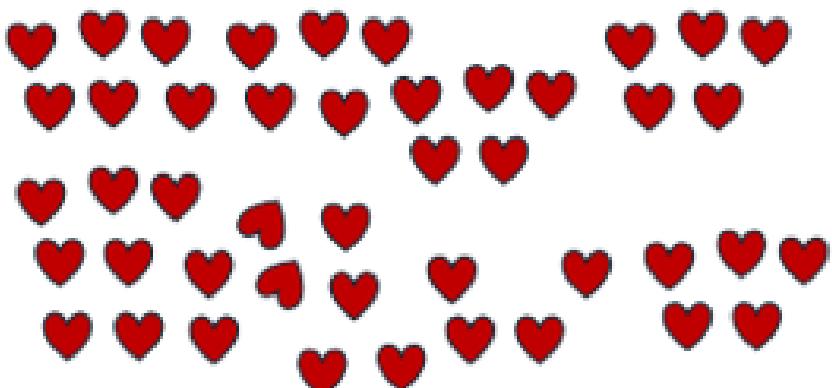
b. about 10

c. about 40

2.



3.

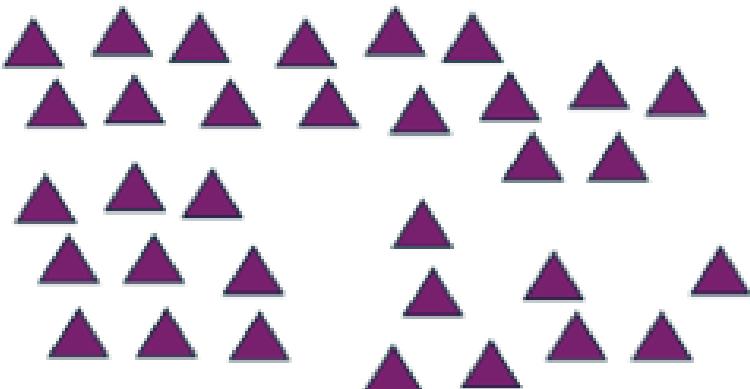


Mark the answer:

a. about 30

b. about 5

c. about 50



Mark the answer:

a. about 30

b. about 60

c. about 70

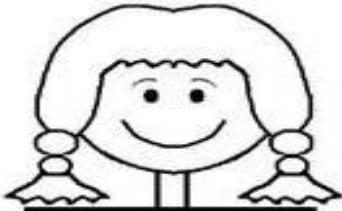
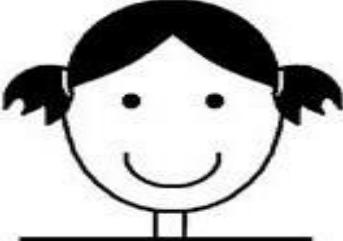
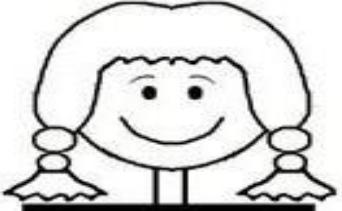


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## Chapter 2 / lesson 8

Outcomes: explore and describe 1000

Date: / /

		
Count by 10s	Count by 100s	Count by 1000s
80	700	1000
90	800	2000
100	900	3000
110	1000	4000
120	1100	5000
130	1200	6000
140	1300	7000



## Chapter 2 / lesson 10

Outcomes: skip counting by 2s, 5s, 10s, and 100s from any number.

Date: / /

Count by 2s	Count by 3s	Count by 4s	Count by 5s	Count by 6s	Count by 7s
2	3	4	5	6	7
4	6	8	10	12	14
6	9	12	15	18	21
8	12	16	20	24	28
10	15	20	25	30	35
12	18	24	30	36	42
14	21	28	35	42	49
16	24	32	40	48	56
18	27	36	45	54	63
20	30	40	50	60	70
22	33	44	55	66	77
24	36	48	60	72	84

Chapter 2  
**Lesson 3**

# Modelling Numbers

**GOAL**

Model 3-digit numbers.

You will need counters.

1. Luke, Robert, and Rosa ran a race.  
Model each race time using counters.  
Sketch your models.

a) Luke's time: 157 seconds

Hundreds	Tens	Ones
1	5	7

b) Robert's time: 319 seconds

Hundreds	Tens	Ones
3	1	9

c) Rosa's time: 203 seconds

Hundreds	Tens	Ones
2	0	3

2. Write the numeral for each model.

a) 336

Hundreds	Tens	Ones
3	3	6

b) 152

Hundreds
1

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Chapter 2  
**Lesson 4**

## Comparing and Ordering Numbers

**GOAL**

Compare and order whole numbers.

You will need counters and a place value chart.

1. Is the first number *greater* or *less* than the second number?

a) 134 is smaller than 135. ✓

b) 356 is greater than 256. ✓

c) 752 is smaller than 762. ✓

d) 481 is greater than 184. ✓

e) 397 is smaller than 739. ✓

f) 171 is greater than 117. ✓

2. List the numbers in order from least to greatest. Use a place value chart and counters to help you.

a) 512    283    99    333    746    427

99, 283, 333, 427, 512, 746

b) 382    342    291    114    280    385

114, 280, 291, 342, 382, 385

3. Lucy and her friends played a board game.

a) Organise the game scores from greatest to least.

317, 304, 284, 237

b) Who had the greatest score? Henry

c) Who had the lowest score? Lucy

**At-Home Help**

You can model numbers on a place value chart to help you compare and order them. For example, you can model 341 and 431 on place value charts.

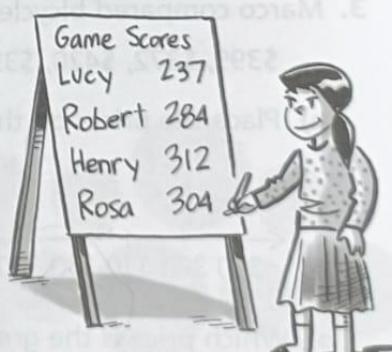
Hundreds	Tens	Ones
3	4	1

341

Hundreds	Tens	Ones
4	3	1

431

341 has 1 hundred less than 431. So 431 is greater.



## GOAL

Use amounts you know to estimate other amounts.

1. Marco's family planted a vegetable garden.

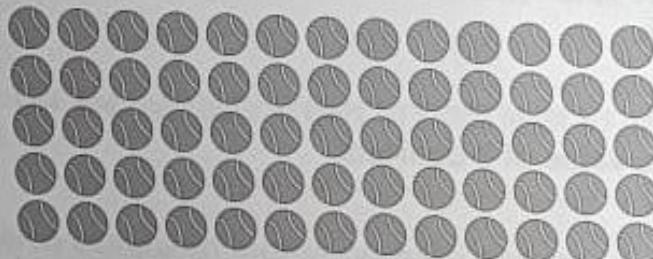


Draw a rectangle around 10 carrot tops.  
Use your rectangle to estimate the total  
number of carrot tops.

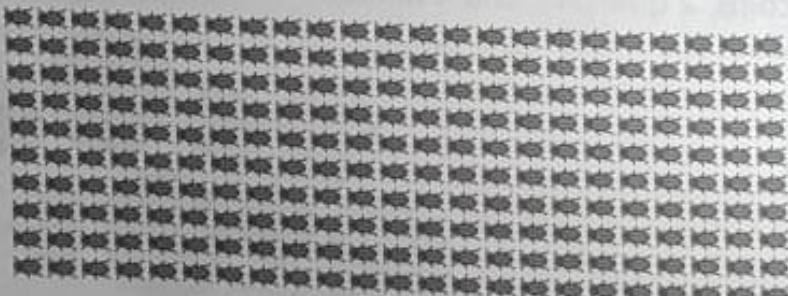
100 ✓

2. Circle the best estimate for the number of objects in each picture.

a) 50 200 500



b) 50 200 600



## At-Home Help

To estimate is to make a reasonable guess about a measurement or an answer. Here is one way to estimate.

**Step 1:** Count the number of objects in a small section of the whole (for example, a rectangle of 10 objects).

**Step 2:** Visualise how many small sections make up the whole (for example, 7 sections).

**Step 3:** Skip count to estimate the total number of objects (for example, skip count by 10s seven times).

## Exploring 1000

GOAL

Explore and describe 1000.

A building has 100 windows on each floor.

There are 10 floors. How many windows does the building have?

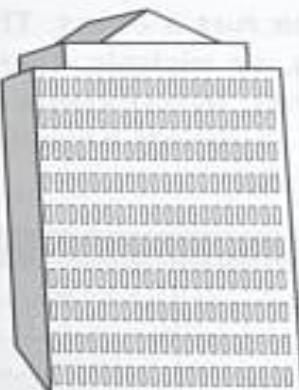
Skip count to calculate the answer.

100, 200, 300, 400, 500, 600, ✓700, 800, 900, 1000 ✓

Luke has 6 packs of cards. Karen has 4 packs of cards. There are 100 cards in each pack.

How many cards do Luke and Karen have in total?

Sketch hundreds blocks to model the answer.

Luke: □□□□□ = 500 cardsKaren: □□□□ = 400 cardsTotal: □□□□□□□□□1000 cards ✓

Continue each pattern.

a) 995, 996, 997, 998, 999, 1000 ✓b) 875, 900, 925, 950, 975, 1000 ✓c) 950, 960, 970, 980, 990, 1000 ✓d) 975, 980, 985, 990, 995, 1000 ✓

Chapter 2  
**Lesson 10**

# Skip Counting from Any Number

## GOAL

Skip count by 2s, 5s, 10s, and 100s from any number.

1. Continue each skip-counting pattern.

- a) 700, 600, 500, 400, 300, 200 ✓
- b) 30, 32, 34, 36, 38, 40 ✓
- c) 55, 65, 75, 85, 95, 105 ✓
- d) 7, 17, 27, 37, 47, 57, 67 ✓
- e) 225, 325, 425, 525, 625, 725 ✓
- f) 88, 83, 78, 73, 68, 63, 58 ✓

2. Skip count forward by 2s.

- a) 26, 28, 30, 32, 34 ✓
- b) 432, 434, 436, 438, 440 ✓

3. Skip count forward by 5s.

- a) 40, 45, 50, 55, 60 ✓
- b) 112, 117, 122, 127, 132 ✓

4. Skip count backward by 10s.

- a) 88, 78, 68, 58, 48 ✓
- b) 274, 264, 254, 244, 234 ✓

5. Skip count backward by 100s.

- a) 640, 540, 440, 340, 240 ✓
- b) 923, 823, 723, 623, 523 ✓