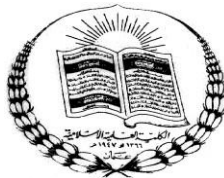


Islamic Educational College

Jabal Amman / Al-Jubeiha



Math Booklet

First Semester

2025-2026

Grade 3

My name is:



**Math
Department**

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

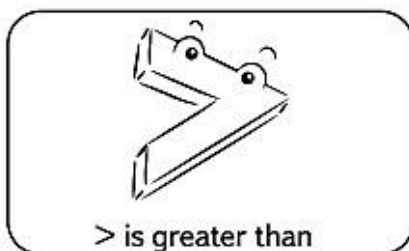


Math
Department

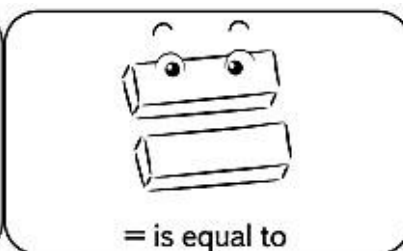
Chapter 2 / lesson 4

Outcomes: compare and order whole numbers.

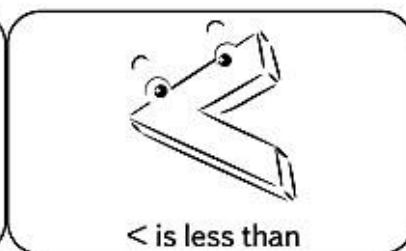
Date: / /



> is greater than



= is equal to



< is less than

$$80 > 18$$

$$75 = 75$$

$$77 > 52$$

$$64 > 44$$

$$65 = 65$$

$$53 > 36$$

$$71 > 17$$

$$78 < 80$$

$$56 = 56$$

$$56 > 55$$

$$29 < 80$$

$$41 = 41$$



**Math
Department**

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.



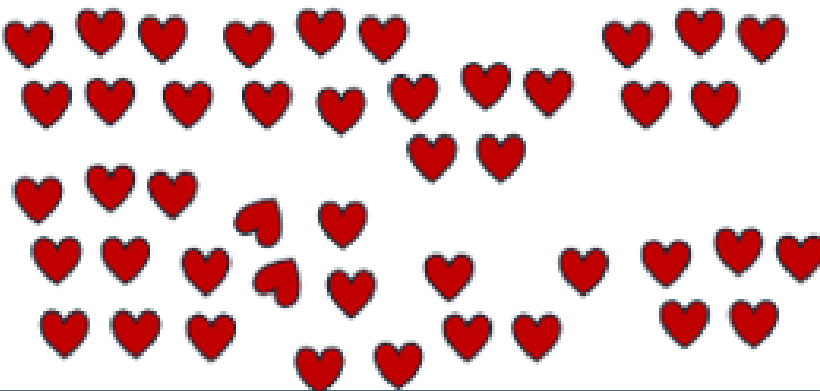
Mark the answer:

a. about 30

b. about 5

c. about 50

3.

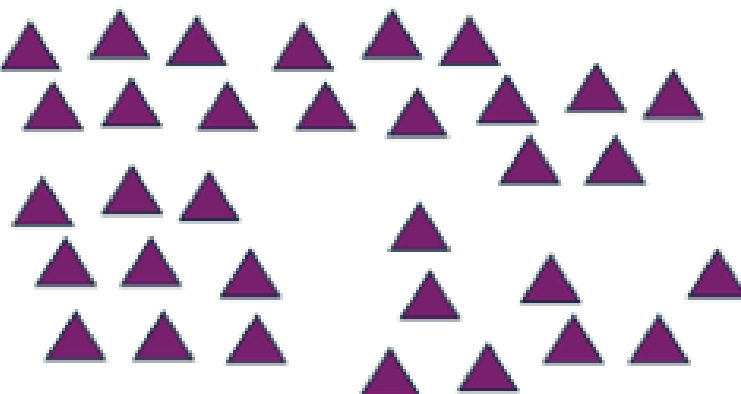


Mark the answer:

a. about 30

b. about 60

c. about 70



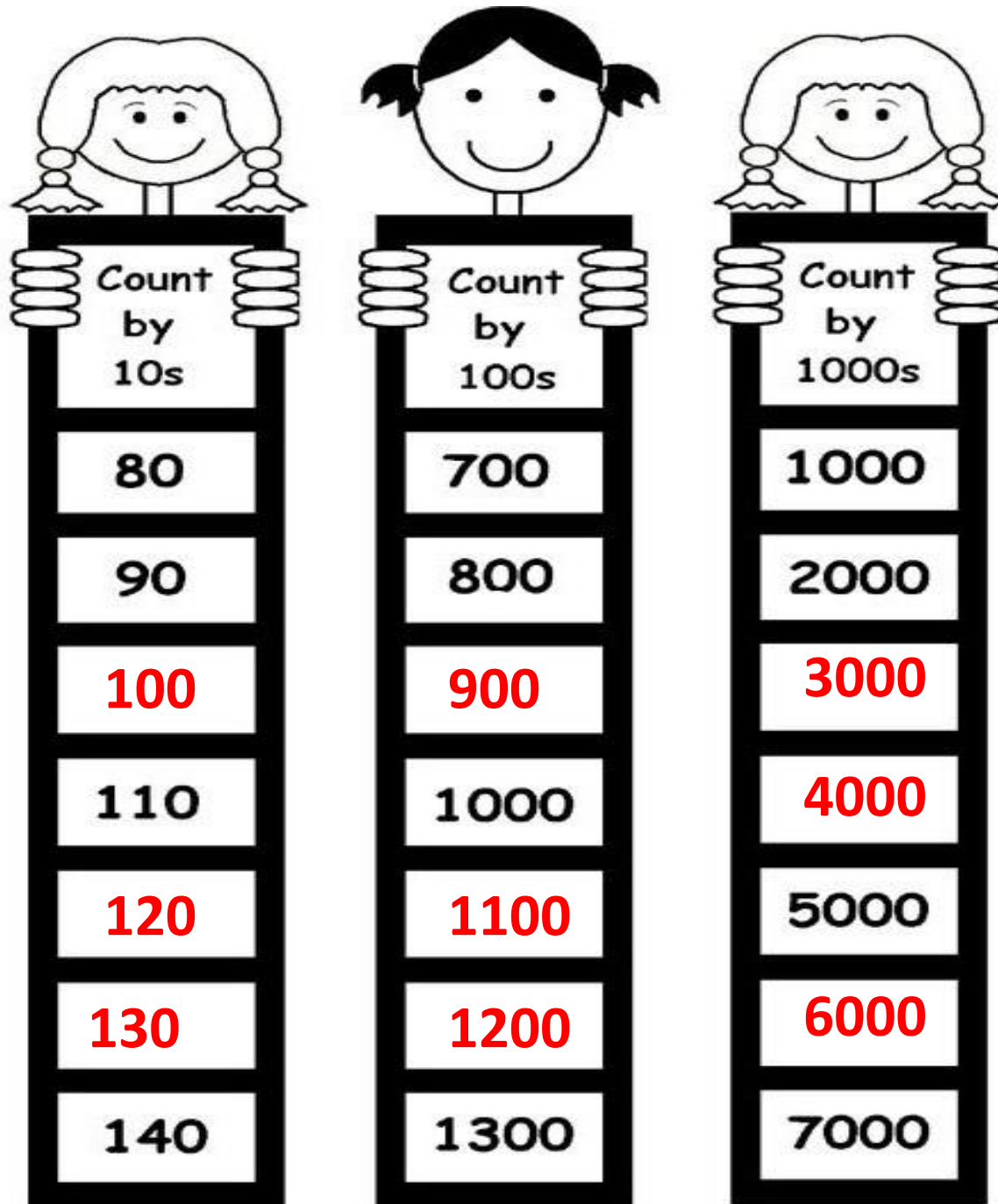


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Chapter 2 / lesson 8

Outcomes: explore and describe 1000

Date: / /





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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

At-Home

You can use a number chart. For example:

- if you place 1 counter in the hundreds place, it is the same as 10 tens blocks, or 100 ones blocks.
- if you place 1 counter in the tens place, it is the same as 10 ones.
- if you place 1 counter in the ones place, it is the same as 1 one.



Chapter 2 Lesson 4

Comparing and Ordering Numbers

GOAL

Compare and order whole numbers.

You will need counters and a place value chart.

- Is the first number *greater* or *less* than the second number?

- 134 is smaller than 135. ✓
- 356 is greater than 256. ✓
- 752 is smaller than 762. ✓
- 481 is greater than 184. ✓
- 397 is smaller than 739. ✓
- 171 is greater than 117. ✓

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

- 512 283 99 333 746 427

99, 283, 333, 427, 512, 746

- 382 342 291 114 280 385

114, 280, 291, 342, 382, 385

- Lucy and her friends played a board game.

- Organise the game scores from greatest to least.

312, 304, 284, 237

- Who had the greatest score? Henry ✓

- Who had the lowest score? Lucy ✓

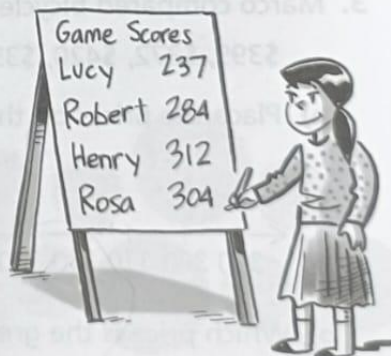
At-Home Help

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	
● ● ●	● ● ● ●	●	341

Hundreds	Tens	Ones	
● ● ● ●	● ● ●	●	431

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



Estimating Quantities

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.

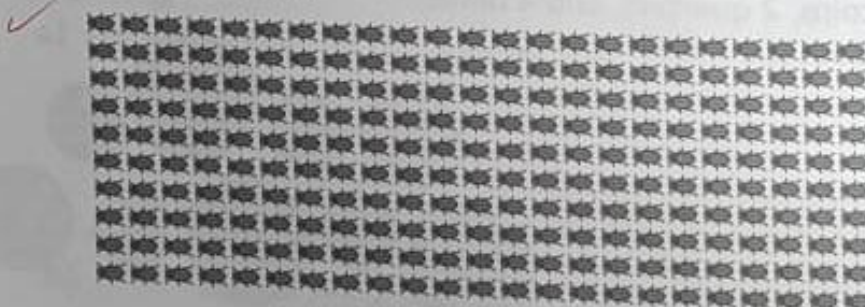
100 ✓

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 10s seven times).

Exploring 1000

AL

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.

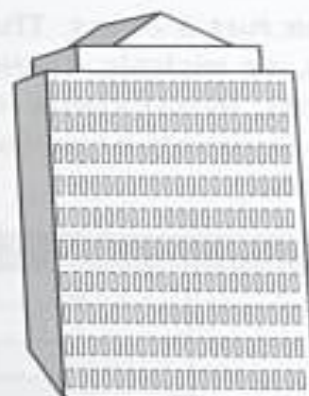
100, 200, 300, 400, 500, 600 ✓

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: $\square\square\square\square\square\square = 600$ cards

Karen: $\square\square\square\square = 400$ cards

Total: $\square\square\square\square\square\square\square\square$

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 ✓

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 ✓