

# FEBRUARY

## Math Practice

Name: \_\_\_\_\_

### VALENTINE'S TRAIN

*skip counting on a number line*

Directions: All aboard the Valentine's Train! Draw jumps on the number line to show equal groups. Then, find the product.

1. 7 groups of 2

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

2. 3 groups of 4

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

3. 5 groups of 3

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

Name: \_\_\_\_\_

### VALENTINE'S TREATS

Directions: Each grade level at Kay's Bakery has to add to their Valentine's Day treat graph below and answer the questions.

100 = 100	
Candy Hearts	
Chocolates	
Lollipops	
Mini Donuts	

- How many valentine's treats were purchased in all?
- How many candy hearts and mini donuts were purchased in all?
- How many more lollipops were purchased than chocolates?
- How many more chocolates are needed to equal the donuts?
- How many more candy hearts were purchased than lollipops?
- How many treats were purchased in all?
- How much money was spent on donuts?
- If the mini donuts cost \$5 each, how much money was spent on lollipops?
- If the lollipops cost \$2 each, how much money was spent on donuts?
- How much more money was spent on donuts than lollipops?

Date: \_\_\_\_\_

### VALENTINE'S DAY

*Color by code*

Yellow = 51-70 Pink = 71-90 Blue = 91-100

7x5, 9x5, 11x4, 9x1, 8x4, 7x6, 11x3, 10x7, 10x10, 6x6, 9x1, 7x7, 9x4, 10x4, 7x5, 9x9, 7x3, 9x6, 10x8, 9x4, 11x5, 10x8, 10x9, 6x4, 11x8, 9x8, 10x5, 10x10, 9x5, 11x4, 10x2, 7x6, 6x6

3rd Grade



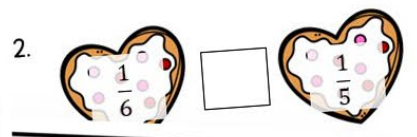


Name: \_\_\_\_\_ Date: \_\_\_\_\_

# COMPARING FRACTIONS

with cookies

s of sprinkles? Compare the fractions

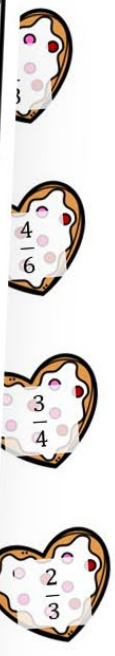


Date: \_\_\_\_\_

## RAIN

umber line

jumps on the number



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# MULTIPLICATION AND DIVISION

fact families

Directions: Each heart has three numbers that make up a fact family! Fill in the multiplication and division number sentences on each valentine.

7 42  
6

x \_\_\_\_\_ = \_\_\_\_\_

x \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

40 8  
5

x \_\_\_\_\_ = \_\_\_\_\_

x \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

8 7  
56

x \_\_\_\_\_ = \_\_\_\_\_

x \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

4 24  
6

x \_\_\_\_\_ = \_\_\_\_\_

x \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

72 8  
9

x \_\_\_\_\_ = \_\_\_\_\_

x \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

10 10  
100

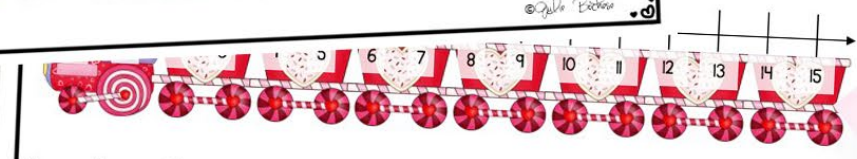
x \_\_\_\_\_ = \_\_\_\_\_

x \_\_\_\_\_ = \_\_\_\_\_

÷ \_\_\_\_\_ = \_\_\_\_\_

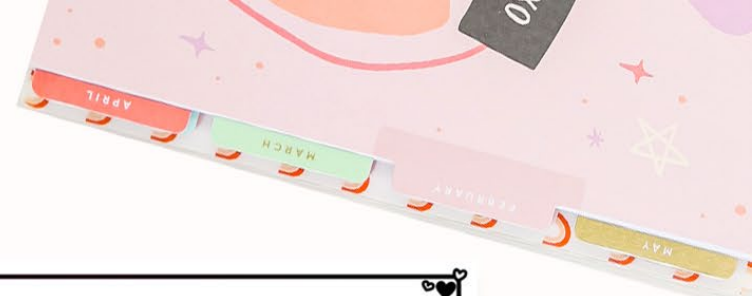
÷ \_\_\_\_\_ = \_\_\_\_\_

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x \_\_\_\_\_ = \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# VALENTINE'S DAY

*multiplication color by code*

Purple = 0-10  
 Red = 11-30  
 Green = 31-50  
 Yellow = 51-70  
 Pink = 71-90  
 Blue = 91-100

## FACT FLU

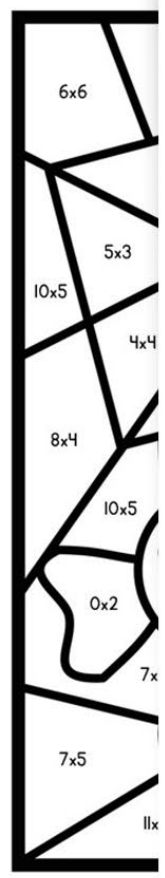
*crack the code*

Directions: Can you crack the code to crack the multiplication problem. Then, find your corresponding letter on the line.

Question: What did the cucumber say to the...

$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} E \quad 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} G \quad 8 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} M \quad 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} N \quad 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} O \quad 10 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} D \quad 8 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} I \quad 9 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} U \quad 10 \\ \times 10 \\ \hline \end{array}$

30	90	100	49	12	64	36		
56	15	12	64	36	40	12	64	45
49	12							



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## WORD PROBLEMS

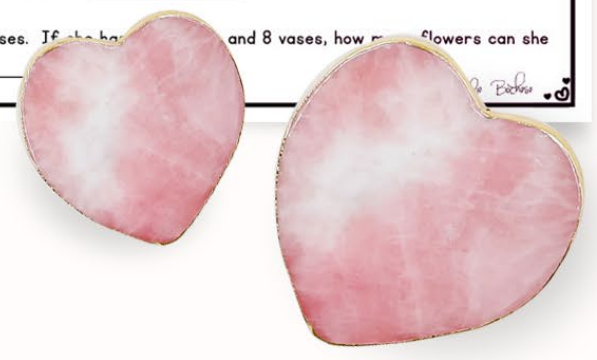
*solve and search*

Directions: Solve each multiplication and division word problem. Then, find and circle your answer in the number search below.

2	3	1	5	2	2	3	6	4	
4	6	3	2	3	0	1	2	5	2
0	1	5	2	6	3	4	2	3	2
5	3	2	1	3	6	2	8	3	0
2	0	1	3	5	4	2	3	6	2
3	6	2	5	1	6	3	0	5	6
6	5	7	1	2	0	3	1	0	1
0	3	2	0	9	6	5	3	1	4

- Klara bought 81 candy hearts to go with her Valentine's Day cards. If she has 9 envelopes, how many candy hearts will go inside each envelope? \_\_\_\_\_
- Diana is baking cookies for her Valentine's Day party. If she bakes 8 cookies on each of 6 cookie sheets, how many cookies did she bake altogether? \_\_\_\_\_
- Sean went to the candy shop with 35 cents. The lollipops cost 5 cents each. How many lollipops can Sean purchase with 35 cents? \_\_\_\_\_
- Luke is decorating his classroom with balloons. If he ties 9 groups of 6 balloons throughout the classroom, how many balloons did he use in all? \_\_\_\_\_
- Sarah is organizing flowers into vases. If she has \_\_\_\_\_ and 8 vases, how many flowers can she add to each vase if divided equally? \_\_\_\_\_

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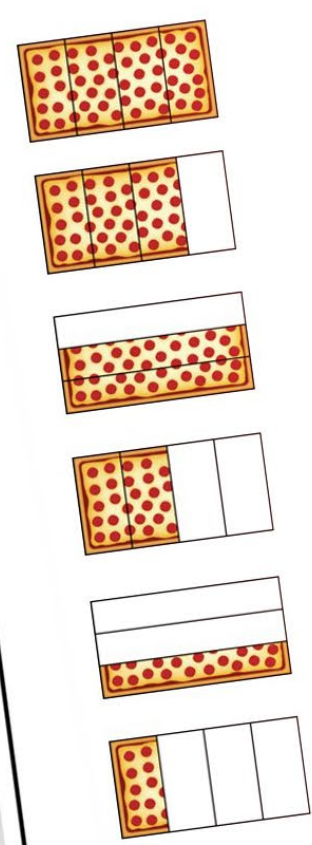


Name: \_\_\_\_\_ Date: \_\_\_\_\_

# IDENTIFYING EQUIVALENT FRACTIONS

*with pizza*

Directions: Brandon's class is having a pizza party for Valent's. What fractions are equivalent to the amount of each leftover pizza? Draw a line to the equivalent fractions.

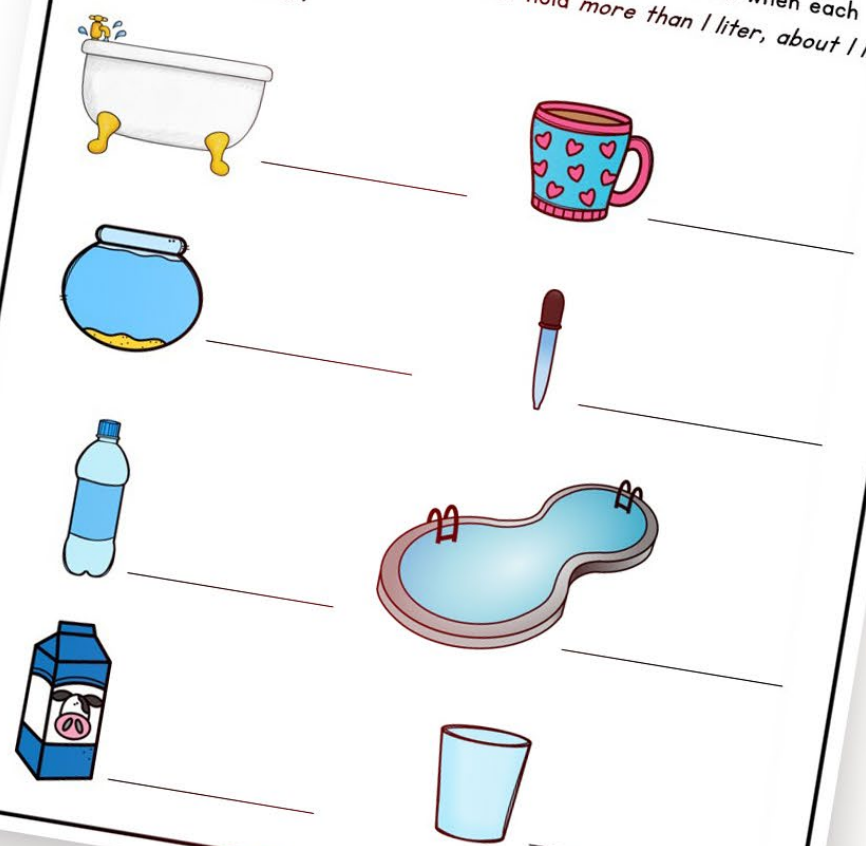


Name: \_\_\_\_\_ Date: \_\_\_\_\_

# ESTIMATING LIQUID VOLUME

*using liters*

Directions: Estimate how much liquid volume there will be when each container is filled. Can each container hold more than 1 liter, about 1 liter, or less than 1 liter?



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# February MATH

3rd grade

## Table of Contents

\*This product includes 10 math practice pages themed for February. Each practice page is a skill that students can master through routine practice.

1. Multiplication and Division Fact Families
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4. Fact Fluency Crack the Code
5. Valentine's Day Multiplication Color by Code
6. Word Problems Solve and Search
7. Valentine's Day Division Color by Code
8. Identifying Equivalent Fractions with Pizza
9. Valentine's Day Pictograph
10. Estimating Liquid Volume Using Liters



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# MULTIPLICATION AND DIVISION

## fact families

**Directions:** Each heart has three numbers that make up a fact family! Fill in the multiplication and division number sentences on each valentine.



	x		=	
	x		=	
	÷		=	
	÷		=	



	x		=	
	x		=	
	÷		=	
	÷		=	



	x		=	
	x		=	
	÷		=	
	÷		=	



	x		=	
	x		=	
	÷		=	
	÷		=	



	x		=	
	x		=	
	÷		=	
	÷		=	



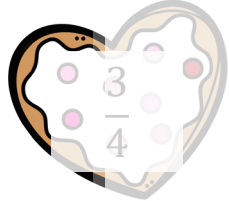


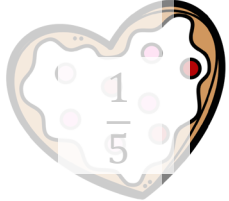
	x		=	
	x		=	
	÷		=	
	÷		=	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# COMPARING FRACTIONS

*with cookies*

Directions: Which cookie has more cups of sprinkles? Compare the fractions using the symbols: > < =.

1.    **1**   

3.    **4**   

5.    **6**   







7.    **5**   

9.    **3**   

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# VALENTINE'S DAY

multiplication color by code

-  Purple = 0-10    Red = 11-30    Green = 31-50    Yellow = 51-70    Pink = 71-90    Blue = 91-100

6x6   9x4   7x6   7x5   9x5   11x4

5x6   9x4   8x4   7x6

6x2   9x3   11x3   10x7

10x10   95x1

5x3   8x7   6x3   6x6   9x4   7x5

10x5   4x4   9x2   7x7   10x4

8x4   5x5   7x6   8x3   9x9   10x4

10x5   10x4   2x4   11x3   8x3   7x3   10x8

0x2   9x7   2x4   3x2   11x7   9x6   10x8   10x8

5x2   7x5   11x5   9x8   10x5

7x7   9x4   10x9   6x4   11x8   9x8

7x5   100x1   10x10   10x2   10x2   7x6

11x3   9x5   11x4   6x6   6x6



Name: \_\_\_\_\_ Date: \_\_\_\_\_



# WORD PROBLEMS



*solve and search*

**Directions:** Solve each multiplication and division word problem. Then, find and circle your answer in the number search below.

2	3	1	5	2	2	3	6	4	0
4	6	3	2	3	0	1	2	5	2
0	1	5	2	6	3	4	2	3	2
5	3	2	1	3	6	2	8	3	0
2	0	1	3	5	4	2	3	6	2
3	6	2	5	1	6	3	0	5	6
6	5	7	1	2	0	3	1	0	1
0	3	2	0	9	6	5	3	1	4

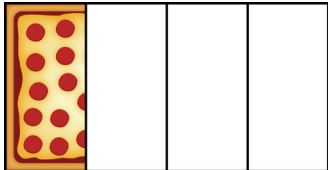
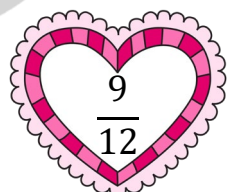
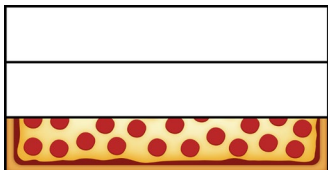
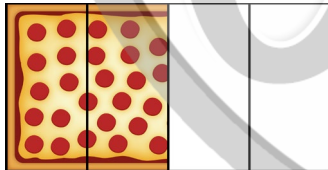
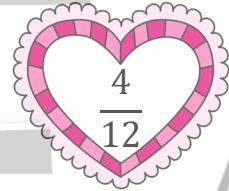
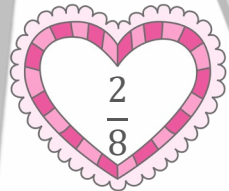
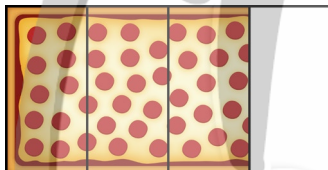
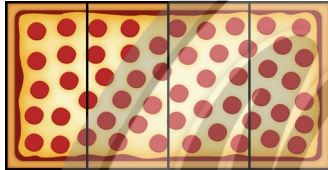
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# IDENTIFYING EQUIVALENT FRACTIONS

*with pizza*

**Directions:** Brandon's class is having a pizza party for Valentine's Day! What fractions are equivalent to the amount of each leftover pizza? Draw a line to the equivalent fractions.

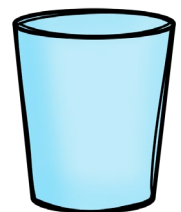
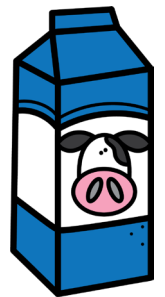
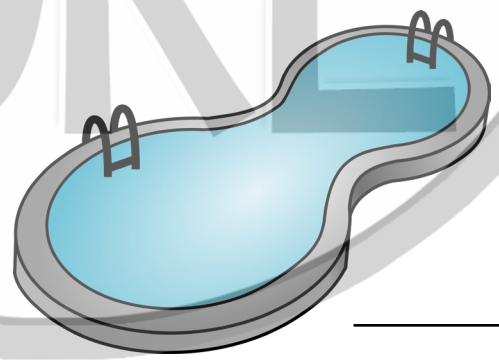
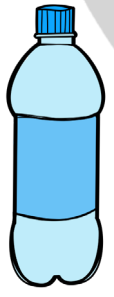
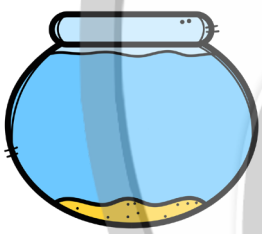
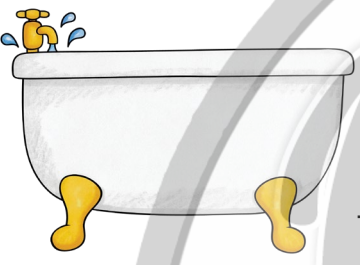


Name: \_\_\_\_\_ Date: \_\_\_\_\_

# ESTIMATING LIQUID VOLUME

*using liters*

**Directions:** Estimate how much liquid volume there will be when each container is filled. Can each container hold *more than 1 liter*, *about 1 liter*, or *less than 1 liter*?





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