

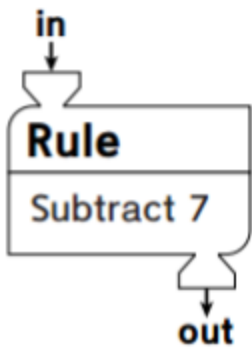
Name: _____ Date: _____

3D Math

STUDY GUIDE
UNIT 3

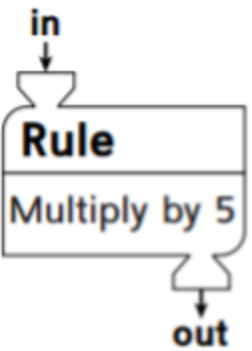
Directions: Complete the tables. Write your own number pair in the last row of each table.

①



in	out
14	
7	
12	
15	
10	
21	

②



in	out
1	5
	25
4	
	30
2	

For each problem, use rounding first to estimate. Then solve the problem using any method you would like. Check your answer. Tell why your answer makes sense.

Problem	Estimate	Solve	Check
$\begin{array}{r} 147 \\ + 59 \\ \hline \end{array}$			

<p>My answer makes sense because</p> <hr/> <hr/> <hr/>
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Problem	Estimate	Solve	Check
$\begin{array}{r} 324 \\ + 165 \\ \hline \end{array}$			

My actual answer makes sense because _____

Problem	Estimate	Solve	Check
$\begin{array}{r} 32 \\ - \underline{16} \end{array}$			

My actual answer makes sense because _____

Use the Turn-around Rule to solve and **draw arrays** for each fact.

a. $3 \times 5 =$ _____

$5 \times 3 =$ _____

b. $4 \times 10 =$ _____

$10 \times 4 =$ _____

Write a number model to match each array.

A. 

 Number Model: _____

B. 

 Number Model: _____

Which array, A or B, shows a multiplication square? Explain. _____

How can you show the numbers below in different ways? Complete each NAME COLLECTION BOX. Write at least five correct expressions and /or models in each box. Use at least one +, -, x and \div sentence in each box.

12

20

30

Mark does not know the answer to 3×6 .

He does know that $3 \times 5 = 15$.

Mark starts by drawing this array for $3 \times 5 = 15$.

What can Mark add onto the array below to find the answer to 3×6 ?

Show what he can do to get the answer.

```
X X X X X
X X X X X
X X X X X
```

_____ + _____ = _____

Show on the picture then explain how Mark can use this array to help him figure out 6×4 .
