

White Rose Maths Edition

# Year 3 Practice Book 3B



Pearson

Series Editor: Tony Staneff





# Year 3 Practice Book 3B



Imagine you had £100.  
What would you buy?  
Draw it.

This book belongs to \_\_\_\_\_ .

My class is \_\_\_\_\_ .

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# Contents

## Unit 6 – Multiplication and division (3)

Multiples of 10	6
Related calculations	6
Reasoning about multiplication	9
Multiply 2-digits by 1-digit – no exchange	12
Multiply 2-digits by 1-digit – exchange	15
Expanded written method	18
Link multiplication and division	21
Divide 2-digits by 1-digit – no exchange	24
Divide 2-digits by 1-digit – flexible partitioning	27
Divide 2-digits by 1-digit with remainders	30
How many ways?	33
Problem solving – mixed problems (1)	36
Problem solving – mixed problems (2)	39
End of unit check	42

## Unit 7 – Length and perimeter

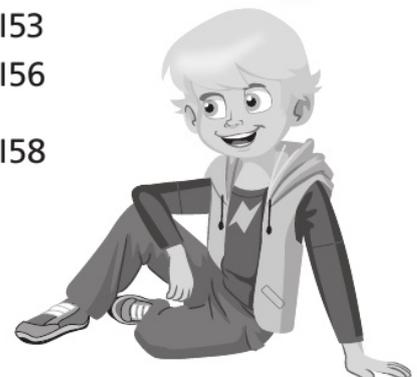
Measure in m and cm	45
Measure in cm and mm	47
Metres, centimetres and millimetres	50
Equivalent lengths (m and cm)	53
Equivalent lengths (mm and cm)	56
Compare lengths	59
Add lengths	62
Subtract lengths	65
Measure perimeter	68
Calculate perimeter	71
Problem solving – length	74
End of unit check	77

This looks like a good challenge!



<b>Unit 8 – Fractions (I)</b>	<b>83</b>
Understand the denominator of unit fractions	83
Compare and order unit fractions	86
Understand the numerator of non-unit fractions	89
Understand the whole	92
Compare and order non-unit fractions	95
Divisions on a number line	98
Count in fractions on a number line	101
Equivalent fractions as bar models	104
Equivalent fractions on a number line	107
Equivalent fractions	110
End of unit check	113
<b>Unit 9 – Mass</b>	<b>115</b>
Use scales	115
Measure mass	118
Measure mass in kilograms and grams	121
Equivalent masses	124
Compare mass	127
Add and subtract mass	130
Problem solving – mass	133
End of unit check	136
<b>Unit 10 – Capacity</b>	<b>138</b>
Measure capacity and volume in litres and millilitres	138
Measure in litres and millilitres	141
Equivalent capacities and volumes (litres and millilitres)	144
Compare capacity and volume	147
Add and subtract capacity and volume	150
Problem solving – capacity	153
End of unit check	156
My power points	158

It is time to do some practice!



# How to use this book

Do you remember how to use this **Practice Book**?



Use the **Textbook** first to learn how to solve this type of problem.

**Link multiplication and division**

**Discover**

1 a) The bones are shared equally between the dogs.  
How many bones will each dog get?  
b) The bag of dog treats is shared equally between the dogs.  
How many dog treats will each dog get?

**Share**

a)

I know that 3 groups of 2 makes 6.  
So, I know that 6 shared between 3 is 2.

Each dog will get 2 bones.

b) There are 60 dog treats.

I used base 10 equipment to represent the treats. I shared them equally between 3 groups.

6 tens ÷ 3 = 2 tens  
60 ÷ 3 = 20

Each dog will get 20 treats.

I wonder if I could have used my answer from 6 ÷ 3.

**Link multiplication and division**

1 Share the cherries equally between the plates.

$9 \div 3 = \square$   
There are  $\square$  cherries on each plate.

2 Complete the multiplications and divisions to match each picture.

a)

$4 \times 5 = \square$        $\square \div 4 = 5$

b)

$5 \times 30 = \square$        $\square \div 5 = 30$

This shows you which **Textbook** page to use.

Have a go at questions by yourself using this **Practice Book**. Use what you have learnt.



Challenge questions make you think hard!



Questions with this light bulb make you think differently.

# Reflect

Each lesson ends with a **Reflect** question so you can think about what you have learnt.

Use **My power points** at the back of this book to keep track of what you have learnt.



## Reflect

What is the same and what is different about the way you would solve these divisions?

$84 \div 4 = \square$

$52 \div 4 = \square$

● \_\_\_\_\_

● \_\_\_\_\_

# My journal

At the end of a unit your teacher will ask you to fill in **My journal**.

This will help you show how much you can do now that you have finished the unit.

Date: \_\_\_\_\_ Unit 6: Multiplication and division (3)

### End of unit check

#### My journal

- Imagine you are the teacher.  
Explain to your class how to work out the following calculations.  
a)  $8 \times 15$       b)  $87 \div 3$
- Write out a list of multiplications from  $0 \times 3 = 0$  up to  $10 \times 3 = 30$ .  
Now write out another list next to it, with the multiplications from  $20 \times 3 = 60$  up to  $30 \times 3 = 90$ . Compare the last digits of the answers.  
Look at the last digits of the answers in the second column.
  - Predict what the last digits of these multiplications will be.  

$36 \times 3$	$72 \times 3$	$155 \times 3$	$765 \times 3$	$999 \times 3$
<input type="text"/>				
  - What about these?  

$34 \times 2$	$49 \times 2$	$55 \times 5$	$72 \times 8$	$139 \times 4$
<input type="text"/>				

#### Power check

How do you feel about your work in this unit? 😊? 😊 😊

45

Unit 6: Multiplication and division (3)

### Power puzzle

Use the digit cards to make each calculation correct.

- a)  $\square \square \times \square = \square \square \square$   

0	0	1	3	6	8
---	---	---	---	---	---
- b)  $\square \times \square + \square \times \square = \square \square \times \square$   

1	4	4	4	5	6	9
---	---	---	---	---	---	---
- c)
 

	H	T	O					
	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	1	1	2	2
x	<input type="text"/>	<input type="text"/>	<input type="text"/>	2	3	4	8	8
	<input type="text"/>	<input type="text"/>	<input type="text"/>					
+	<input type="text"/>	<input type="text"/>	<input type="text"/>					
	<input type="text"/>	<input type="text"/>	<input type="text"/>					

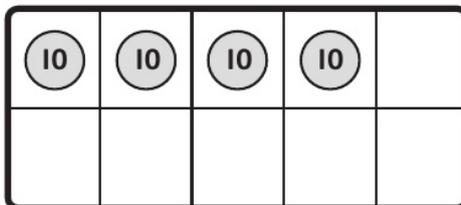
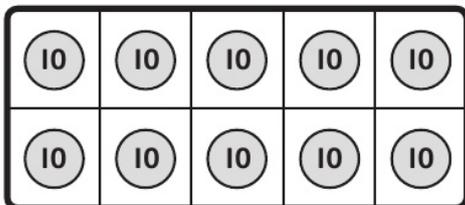
Create your own questions for a partner to try!

46

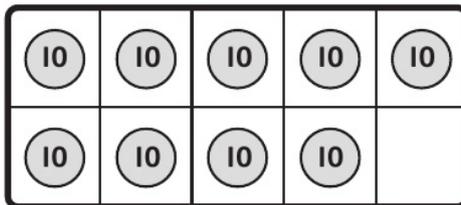
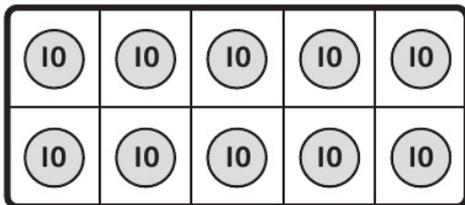
# Multiples of 10

1 Write each multiple of 10.

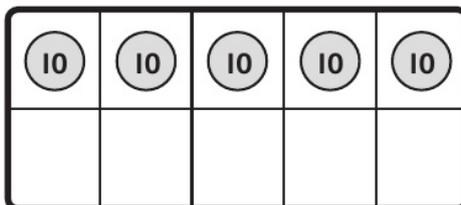
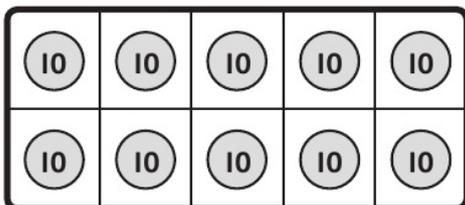
a)



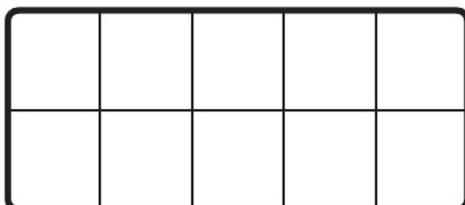
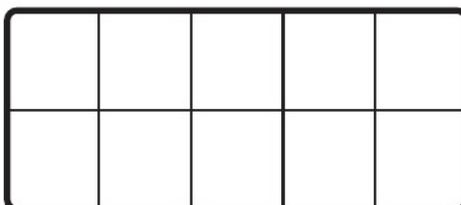
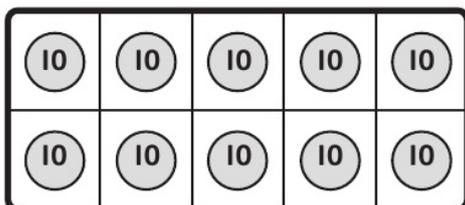

b)




c)




2 Draw more counters in the ten frames to show 240.



3 Match each multiplication to the correct place value grid.

$$54 \times 10$$

$$45 \times 10$$

$$51 \times 10$$

$$10 \times 41$$

H	T	O
5	1	0

H	T	O
5	4	0

H	T	O
4	1	0

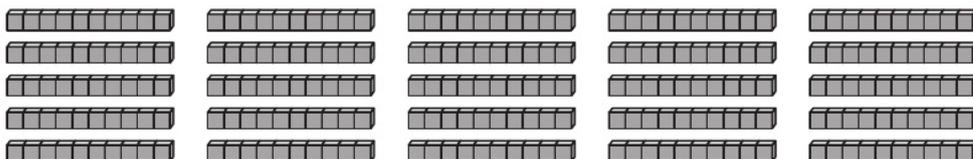
H	T	O
4	5	0

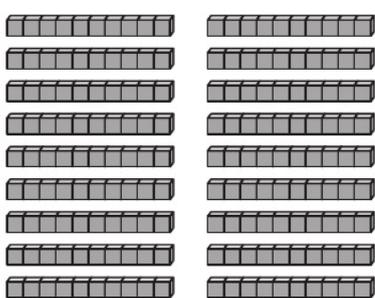
4 Shade the multiples of 10 to find a path from the start to the finish.

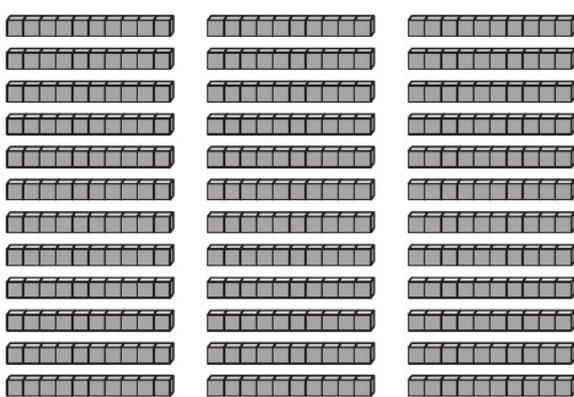
	15	190	250	130	105	90	480	30	
	50	500	5	110	70	40	202	180	
	150	99	408	17	175	104	97	400	
	280	360	41	440	180	140	10	340	
	302	520	197	80	56	65	901	604	
	140	600	81	160	572	20	100	60	
	230	65	532	200	310	150	256	220	
Start	90	99	101	307	66	428	999	80	Finish



5 Work out each multiple of 10.

a) 

b) 

c) 

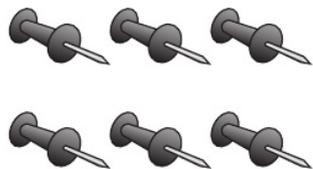
## Reflect

Complete the sentence below.

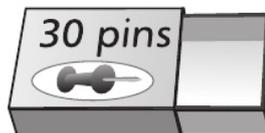
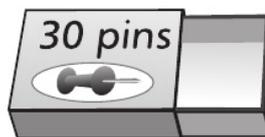
● I can tell if a number is a multiple of 10 by \_\_\_\_\_  
 ● \_\_\_\_\_  
 ● \_\_\_\_\_  
 ● \_\_\_\_\_

# Related calculations

1 How many pins are there?



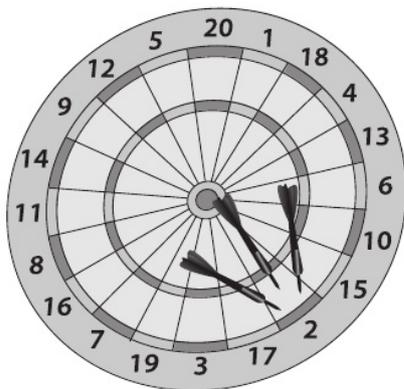
a)  $2 \times 3 = \square$   
 There are  $\square$  pins.



b)  $2 \times 30 = \square$   
 There are  $\square$  pins.

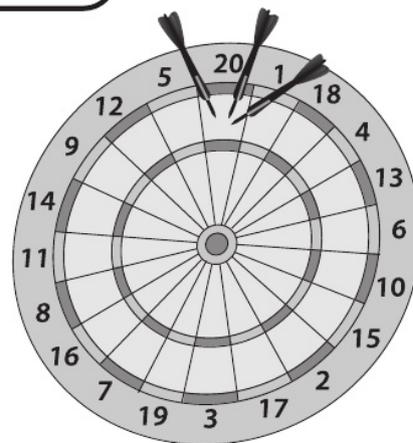
2 What is the score for each player?

Player 1



a)  $\square \times \square = \square$   
 Player 1's score is  $\square$ .

Player 2

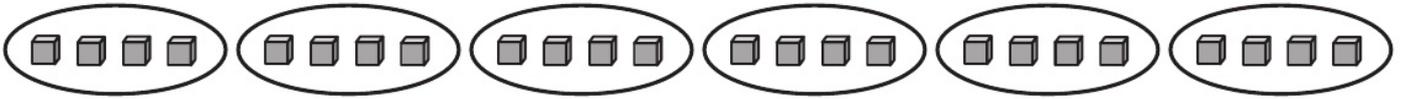


b)  $\square \times \square = \square$   
 Player 2's score is  $\square$ .



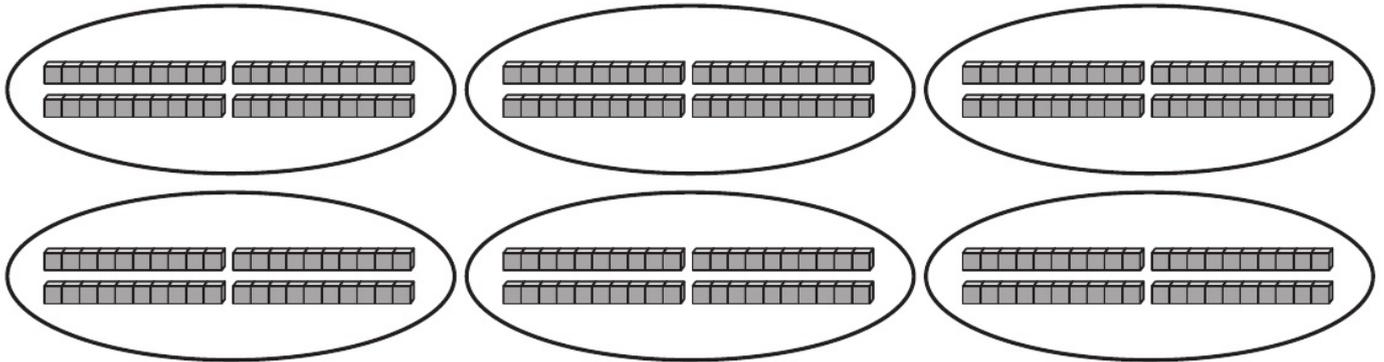
3 What multiplication calculations can you see?

a)



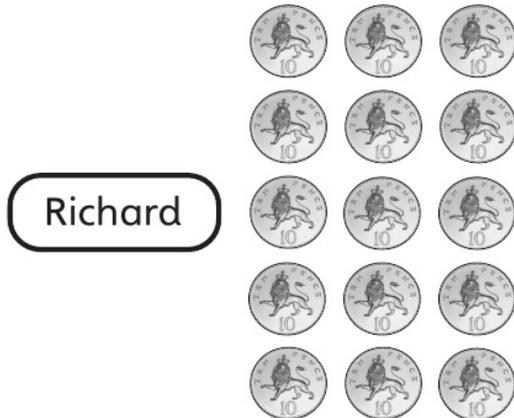
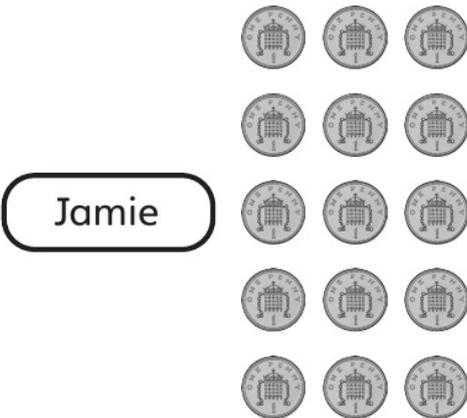
$$\square \times \square = \square$$

b)



$$\square \times \square = \square$$

4 Jamie and Richard each have some money.



a) How much does Jamie have?

$$\square \times \square = \square$$

b) How much does Richard have?

$$\square \times \square = \square$$

5 Fill in numbers to make the multiplications correct.

a)  $6 \times 4 = \square$

$6 \times 40 = \square$

b)  $9 \times 5 = \square$

$9 \times 50 = \square$

c)  $12 \times 30 = \square$

$8 \times 30 = \square$

$9 \times 30 = \square$

$30 \times 5 = \square$

d)  $\square = 4 \times 20$

$\square = 20 \times 8$

$\square = 0 \times 20$

$\square = 11 \times 20$

6 Work out the answer to Holly's problem.



Explain how you got your answer.

---



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If I multiply my number by 5, I get 35. What do I get if I multiply my number by 50?

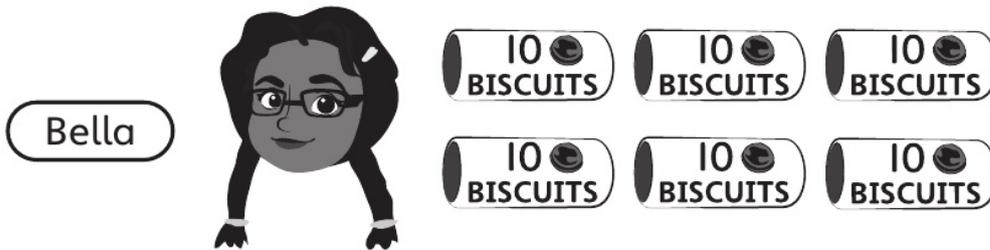
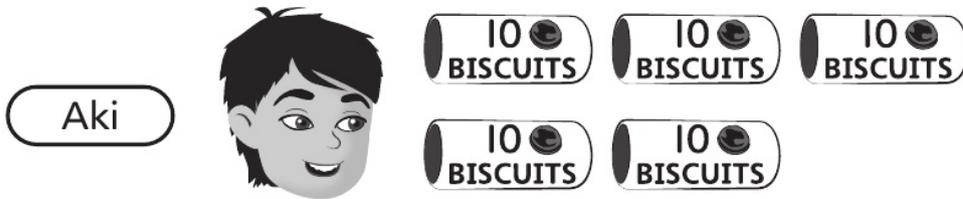
**CHALLENGE**

## Reflect

- I have learnt that if I know  $4 \times 8$ , I can work out  $4 \times 80$  by \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Reasoning about multiplication

1 Who has fewer biscuits?



$$5 \times 10 \bigcirc 6 \times 10$$

2 Compare the following statements using  $<$ ,  $>$  or  $=$ .

Try to complete them without working out the multiplications.

a)  $8 \times 5 \bigcirc 10 \times 5$

c)  $4 \times 10 \bigcirc 8 \times 5$

b)  $3 \times 3 \bigcirc 3 \times 1$

d)  $7 \times 2 \bigcirc 9 \times 2$

3 Fill in numbers to make the sentences correct.

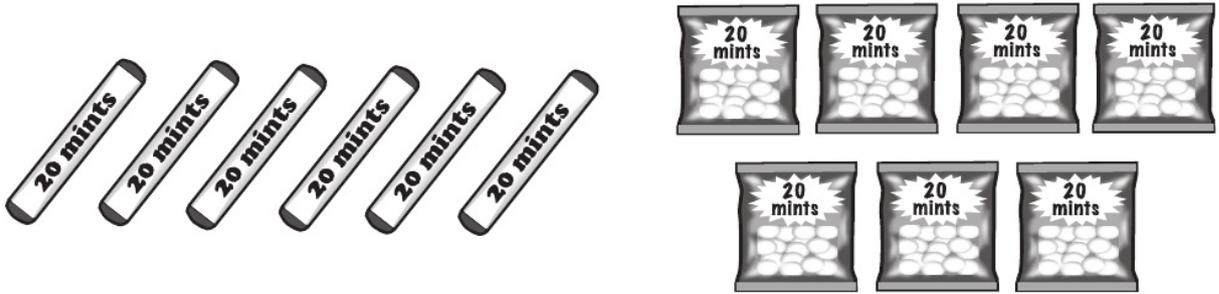
Try to estimate the answers before completing the calculations.

a)  $5 \times 3 > \square \times 3$

c)  $12 \times \square > 12 \times 4$

b)  $9 \times 4 = \square \times 9$

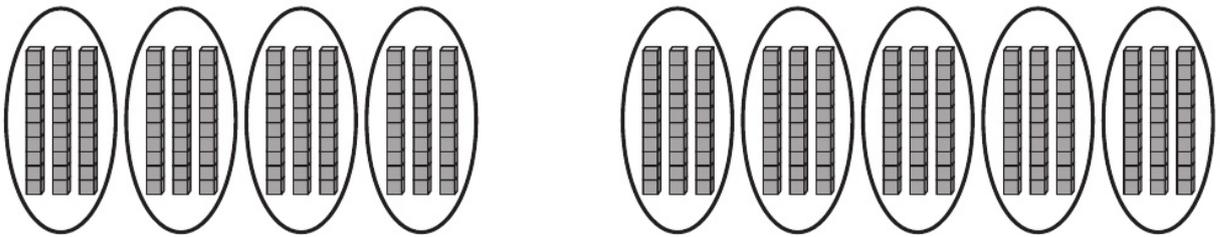
- 4 Are there more mints in total in the tubes or in the bags?



$$6 \times 20 \bigcirc 7 \times 20$$

There are more mints in total in the \_\_\_\_\_.

- 5 Write  $<$ ,  $>$  or  $=$  to make the statement correct.



$$4 \times 30 \bigcirc 5 \times 30$$

- 6 Write  $<$ ,  $>$  or  $=$  to make the statement correct.

a)  $3 \times 50 \bigcirc 7 \times 50$

b)  $4 \times 80 \bigcirc 4 \times 20$

c)  $50 \times 4 \bigcirc 3 \times 50$

CHALLENGE

7

$$5 \times 3 = 15$$

$$3 \times 3 = 9$$

$$2 \times 3 = 6$$

I think there are different ways you can use the facts.



Use the above facts to work out

$$8 \times 3 = \square$$

$$7 \times 3 = \square$$

$$9 \times 3 = \square$$

Explain to a partner how you worked them out.

## Reflect

Discuss this puzzle with a partner. Can you find more than one answer?

$$\bigcirc \times 5 > \square \times 8$$