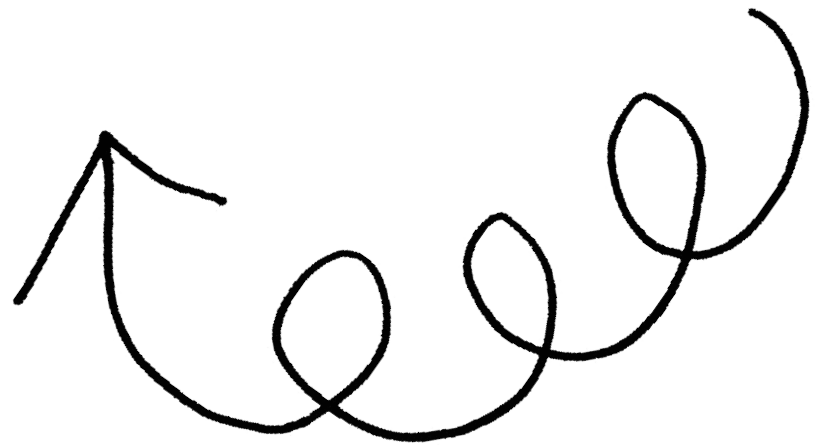


**3rd Grade
Math Board
Games
ENTIRE YEAR!**

THIS BOARD GAME BUNDLE INCLUDES:

- 61 Math Board Games
- Directions Page
- Standards Alignment Chart
- Recording Sheets
- Answer Keys



Are you tired of spending time
looking for standards based
activities for your math class?

Save yourself time and energy with these
board games that are already aligned to
your standards, include an answer key for
quick grading, and are sure to keep your
students engaged during math practice
time!

Game Topics Included:

1. Objects in Groups
2. Multiply Whole Numbers 0-10 together
3. Multiply by 1
4. Multiply by 2
5. Multiply by 3
6. Multiply by 4
7. Multiply by 5
8. Multiply by 6
9. Multiply by 7
10. Multiply by 8
11. Multiply by 9
12. Multiply by 10
13. Multiplication: Draw Arrays and Area Models
14. Multiplication: Missing Factors
15. Associative Property of Multiplication
16. Commutative Property of Multiplication
17. Distributive Property of Multiplication
18. Division: Quotients and Equal Shares
19. Divide Whole Numbers 1-10
20. Divide by 1
21. Divide by 2
22. Divide by 3
23. Divide by 4
24. Divide by 5
25. Divide by 6
26. Divide by 7
27. Divide by 8
28. Divide by 9
29. Divide by 10
30. Unknown Number in Division
31. Multiplication and Division Fact Family
32. Place Value Making Numbers
33. Place Value Breaking Down Numbers
34. Identify Place Value
35. Round to the Nearest Ten
36. Round to the Nearest Hundred
37. 2 Digit Addition
38. 3 Digit Addition
39. Unknown Number in Addition
40. 2 Digit Subtraction
41. 3 Digit Subtraction
42. Unknown Number in Subtraction
43. Addition and Subtraction Fact Family
44. Write the Symbol: Addition or Subtraction
45. Identify Fractions
46. Fractions on Number Lines
47. Equivalent Fractions
48. Whole Numbers as Fractions
49. Compare Fractions
50. Fractions as Division
51. Reading a Clock: Identify Time
52. Adding/Subtracting Time
53. Measure Volume
54. Measure Mass
55. Bar Graphs
56. Measure with Rulers
57. Finding Area
58. Finding Perimeter
59. Draw Hands on the Clock
60. 2D Shapes (Classify Quadrilaterals)
61. Shapes with Equal Areas

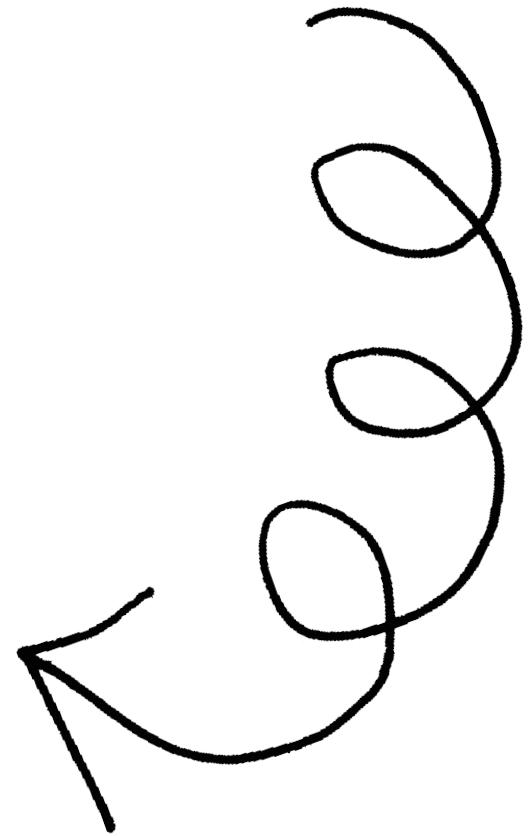
Each Game Includes:

- Teacher Direction Page
- Board Game with 20-40 questions
- Multiple Versions of Student Recording Sheets
- Teacher Answer Key

START

$7 \times \underline{\quad} = 21$ ₁	$\underline{\quad} \times 7 = 14$ ₂	$9 \times \underline{\quad} = 18$ ₃	$3 \times \underline{\quad} = 30$ ₄	$\underline{\quad} \times 4 = 12$ ₅	$6 \times \underline{\quad} = 36$ ₆	$\underline{\quad} \times 8 = 40$ ₇
$10 \times \underline{\quad} = 10$ ₂₄	$\underline{\quad} \times 6 = 48$ ₂₃	$8 \times \underline{\quad} = 64$ ₂₂	$9 \times \underline{\quad} = 36$ ₂₁	$3 \times \underline{\quad} = 21$ ₂₀	$10 \times \underline{\quad} = 100$ ₁₉	$9 \times \underline{\quad} = 63$ ₈
$1 \times \underline{\quad} = 5$ ₂₅	Missing Factors					$\underline{\quad} \times 2 = 16$ ₉
$5 \times \underline{\quad} = 30$ ₂₆						$\underline{\quad} \times 1 = 2$ ₂₇
$\underline{\quad} \times 9 = 45$ ₃₉	$4 \times \underline{\quad} = 28$ ₄₀	$1 \times \underline{\quad} = 4$ ₄₁	FINISH		$6 \times \underline{\quad} = 18$ ₁₈	$4 \times \underline{\quad} = 16$ ₁₁
$2 \times \underline{\quad} = 4$ ₃₈			$3 \times \underline{\quad} = 9$ ₃₁	$7 \times \underline{\quad} = 0$ ₁₆	$\underline{\quad} \times 8 = 56$ ₁₅	$2 \times \underline{\quad} = 12$ ₁₂
$\underline{\quad} \times 9 = 54$ ₃₇	$\underline{\quad} \times 2 = 8$ ₃₆	$1 \times \underline{\quad} = 10$ ₃₅	$5 \times \underline{\quad} = 45$ ₃₄	$9 \times \underline{\quad} = 27$ ₃₃	$5 \times \underline{\quad} = 25$ ₁₄	$\underline{\quad} \times 3 = 15$ ₁₃

Chloe Campbell 2017



Students won't even realize they are learning!

Name: _____ Recording Sheet

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.

Name: _____ Recording Sheet

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1.	2.
3.	4.
5.	6.
7.	8.

Name: _____ Recording Sheet

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1.	2.	21.	22.
3.	4.	23.	24.
5.	6.	25.	26.
7.	8.	27.	28.
9.	10.	29.	30.
11.	12.	31.	32.
13.	14.	33.	34.
15.	16.	35.	36.
17.	18.	37.	38.
19.	20.	39.	40.
		41.	

Name: _____ Recording Sheet

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1.	2.	21.	22.
3.	4.	23.	24.
5.	6.	25.	26.
7.	8.	27.	28.
9.	10.	29.	30.
11.	12.	31.	32.
13.	14.	33.	34.
15.	16.	35.	36.
17.	18.	37.	38.
19.	20.	39.	40.
		41.	

Hold students accountable with recording sheets

COMMON CORE STANDARDS ALIGNMENT

Common Core Standards Alignment

GEOMETRY

Benchmark	Standard Description	Board Game Aligned
3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	<ul style="list-style-type: none">• 2 Shapes: Classify Quadrilaterals
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	<ul style="list-style-type: none">• Shapes with Equal Areas

Common Core Standards Alignment

MEASUREMENT AND DATA

Benchmark	Standard Description	Game Aligned
3.MD.A.A	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	<ul style="list-style-type: none"> • Reading a Clock: Identify Time • Adding and Subtracting Time
3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.	<ul style="list-style-type: none"> • Measure Volume • Measure Mass
3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.	<ul style="list-style-type: none"> • Bar Graphs
3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units– whole numbers, halves, or quarters.	<ul style="list-style-type: none"> • Measure with Rulers
3.MD.C.5	<p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>	<ul style="list-style-type: none"> • Finding Area Board Game

Common Core Standards Alignment

MEASUREMENT AND DATA

Benchmark	Standard Description	Game Aligned
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	<ul style="list-style-type: none"> Finding Area Board Game
3.MD.C.7	<p>Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	<ul style="list-style-type: none"> Finding Area Board Game
3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	<ul style="list-style-type: none"> Finding Perimeter Board Game

Common Core Standards Alignment

NUMBERS AND OPERATIONS IN BASE TEN

Benchmark	Standard Description	Game Aligned
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	<ul style="list-style-type: none"> • Round to the Nearest Ten • Round to the Nearest Hundred • Place Value: Making Numbers • Place Value: Breaking Down Numbers • Identify Place Value
3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	<ul style="list-style-type: none"> • 2 Digit Addition Board Game • 3 Digit Addition Board Game • Unknown Number in Addition • 2 Digit Subtraction • 3 Digit Subtraction • Unknown Number in Subtraction • Addition and Subtraction Fact Family • Write the Symbol: Addition or Subtraction
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	<ul style="list-style-type: none"> • Multiply by Multiples of 10

Common Core Standards Alignment

NUMBERS AND OPERATIONS – FRACTIONS

Benchmark	Standard Description	Game Aligned
3.NF.A.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	<ul style="list-style-type: none"> Identify Fractions
3.NF.A.2	<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</p> <p>b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.</p>	<ul style="list-style-type: none"> Fractions on Number Lines
3.NF.A.3	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<ul style="list-style-type: none"> Equivalent Fractions Whole Numbers as Fractions Compare Fractions Fractions as Division

Common Core Standards Alignment

OPERATIONS AND ALGEBRAIC THINKING

Benchmark	Standard Description	Game Aligned
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	<ul style="list-style-type: none">• Objects in Groups
3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	<ul style="list-style-type: none">• Division: Quotients and Equal Shares
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	<ul style="list-style-type: none">• Multiplication: Draw Arrays and Area Models
3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	<ul style="list-style-type: none">• Multiplication: Missing Factors• Unknown Number in Division Problems

Common Core Standards Alignment

OPERATIONS AND ALGEBRAIC THINKING

Benchmark	Standard Description	Game Aligned
3.OA.B.5	Apply properties of operations as strategies to multiply and divide.	<ul style="list-style-type: none"> • Associative Property of Multiplication • Distributive Property of Multiplication • Commutative Property of Multiplication
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	<ul style="list-style-type: none"> • Multiply Whole Numbers (0-10) • Multiply by 1 • Multiply by 2 • Multiply by 3 • Multiply by 4 • Multiply by 5 • Multiply by 6 • Multiply by 7 • Multiply by 8 • Multiply by 9 • Multiply by 10 • Divide Whole Numbers (0-10) • Divide by 1 • Divide by 2 • Divide by 3 • Divide by 4 • Divide by 5 • Divide by 6 • Divide by 7 • Divide by 8 • Divide by 9 • Divide by 10
3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	<ul style="list-style-type: none"> • Patterns

FLORIDA STANDARDS ALIGNMENT

Florida Standards Alignment

GEOMETRY

Benchmark	Standard Description	Board Game Aligned
MAFS.3.G.1.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	<ul style="list-style-type: none">• 2 Shapes: Classify Quadrilaterals
MAFS.3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	<ul style="list-style-type: none">• Shapes with Equal Areas

Florida Standards Alignment

MEASUREMENT AND DATA

Benchmark	Standard Description	Game Aligned
MAFS.3.MD.1.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	<ul style="list-style-type: none"> • Reading a Clock: Identify Time • Adding and Subtracting Time
MAFS.3.MD.1.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.	<ul style="list-style-type: none"> • Measure Volume • Measure Mass
MAFS.3.MD.2.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.	<ul style="list-style-type: none"> • Bar Graphs
MAFS.3.MD.2.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units– whole numbers, halves, or quarters.	<ul style="list-style-type: none"> • Measure with Rulers
MAFS.3.MD.3.5	<p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>	<ul style="list-style-type: none"> • Finding Area Board Game

Florida Standards Alignment

MEASUREMENT AND DATA

Benchmark	Standard Description	Game Aligned
MAFS.3.MD.3.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	<ul style="list-style-type: none"> Finding Area Board Game
MAFS.3.MD.3.7	<p>Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	<ul style="list-style-type: none"> Finding Area Board Game
MAFS.3.MD.4.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	<ul style="list-style-type: none"> Finding Perimeter Board Game

Florida Standards Alignment

NUMBERS AND OPERATIONS IN BASE TEN

Benchmark	Standard Description	Game Aligned
MAFS.3.NBT.1.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	<ul style="list-style-type: none"> • Round to the Nearest Ten • Round to the Nearest Hundred • Place Value: Making Numbers • Place Value: Breaking Down Numbers • Identify Place Value
MAFS.3.NBT.1.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	<ul style="list-style-type: none"> • 2 Digit Addition Board Game • 3 Digit Addition Board Game • Unknown Number in Addition • 2 Digit Subtraction • 3 Digit Subtraction • Unknown Number in Subtraction • Addition and Subtraction Fact Family • Write the Symbol: Addition or Subtraction
MAFS.3.NBT.1.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	<ul style="list-style-type: none"> • Multiply by Multiples of 10

Florida Standards Alignment

NUMBERS AND OPERATIONS – FRACTIONS

Benchmark	Standard Description	Game Aligned
MAFS.3.NF.1.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	<ul style="list-style-type: none"> Identify Fractions
MAFS.3.NF.1.2	<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</p> <p>b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.</p>	<ul style="list-style-type: none"> Fractions on Number Lines
MAFS.3.NF.1.3	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<ul style="list-style-type: none"> Equivalent Fractions Whole Numbers as Fractions Compare Fractions Fractions as Division

Florida Standards Alignment

OPERATIONS AND ALGEBRAIC THINKING

Benchmark	Standard Description	Game Aligned
MAFS.3.OA.I.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	<ul style="list-style-type: none">• Objects in Groups
MAFS.3.OA.I.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	<ul style="list-style-type: none">• Division: Quotients and Equal Shares
MAFS.3.OA.I.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	<ul style="list-style-type: none">• Multiplication: Draw Arrays and Area Models
MAFS.3.OA.I.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	<ul style="list-style-type: none">• Multiplication: Missing Factors• Unknown Number in Division Problems

Florida Standards Alignment

OPERATIONS AND ALGEBRAIC THINKING

Benchmark	Standard Description	Game Aligned
MAFS.3.OA.2.5	Apply properties of operations as strategies to multiply and divide.	<ul style="list-style-type: none"> • Associative Property of Multiplication • Distributive Property of Multiplication • Commutative Property of Multiplication
MAFS.3.OA.3.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	<ul style="list-style-type: none"> • Multiply Whole Numbers (0-10) • Multiply by 1 • Multiply by 2 • Multiply by 3 • Multiply by 4 • Multiply by 5 • Multiply by 6 • Multiply by 7 • Multiply by 8 • Multiply by 9 • Multiply by 10 • Divide Whole Numbers (0-10) • Divide by 1 • Divide by 2 • Divide by 3 • Divide by 4 • Divide by 5 • Divide by 6 • Divide by 7 • Divide by 8 • Divide by 9 • Divide by 10
MAFS.3.OA.4.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	<ul style="list-style-type: none"> • Patterns