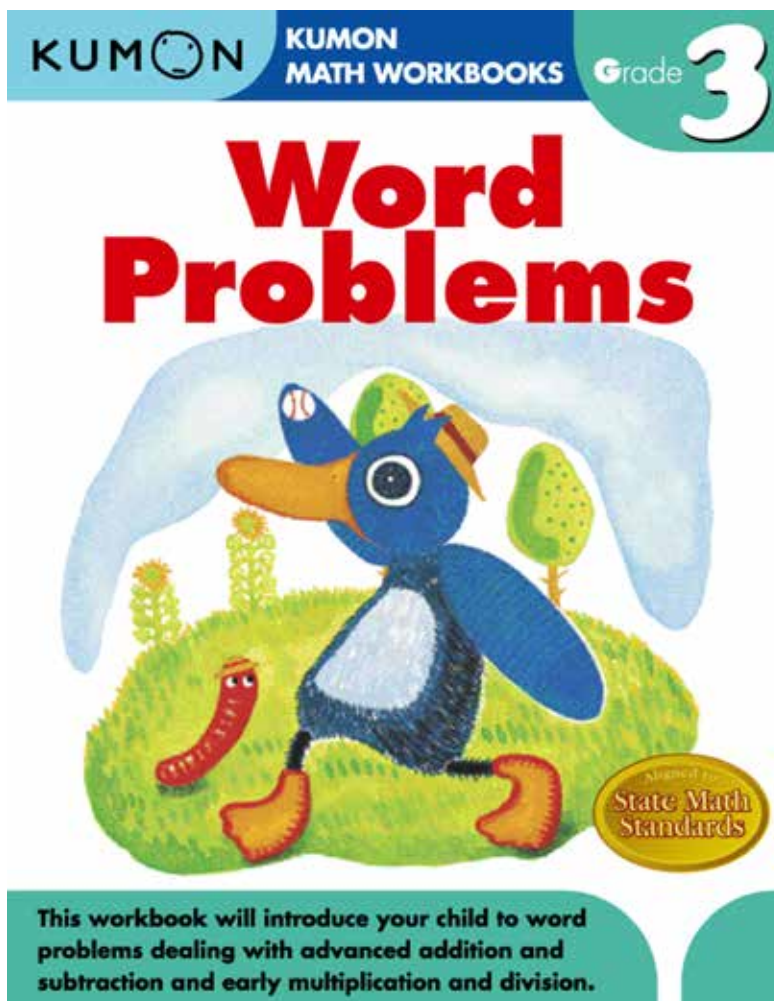


Kumon *Grade 3 Word Problems* Workbook Educator's Guide

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Using Kumon Calculations Workbooks: General Guidance

Kumon Calculations Workbooks follow the Kumon Method, a proven learning system from Japan that has helped millions of children worldwide develop math skills without frustration.

You can use Kumon Calculations Workbooks to **introduce new math skills** or to **provide additional support** after/alongside another program. The table below shows benefits of each approach.

Using Kumon Workbooks to teach a new skill	Using Kumon Workbooks for additional support
<ul style="list-style-type: none">• Learn the new concept(s) using an efficient and targeted approach• Avoid development of misconceptions• Progress toward mastery of the relevant math facts and procedures• Improve your child's mental calculation abilities and their ability to learn independently	<ul style="list-style-type: none">• Refine and deepen understanding of the concept(s)• Solidify mastery of math facts and gain procedural fluency• Identify and correct misconceptions• Improve your child's mental calculation abilities and their ability to learn independently

Please note that **for the full benefit of the Kumon Method**, including personalized learning plans and individualized instruction, take the next step and contact a Kumon Learning Center near you. Visit www.kumon.com for more information about our Learning Centers.

Important Steps

For all Kumon Calculations Workbooks, please use the following steps for best results.

Timing
<ul style="list-style-type: none">• We recommend having your child complete about one section (2 pages) a day. This should include the answer check.• Each daily session is about 15 to 30 minutes. If your child is learning the skill for the first time, the learning session will be closer to 30 minutes.
Sequencing
<ul style="list-style-type: none">• Even if your child is reviewing material, have them start on page 1 and work through the book page by page. Similarly, they should always work problems on each page in order. For best results, do not skip any content. <p>Kumon Workbooks are designed so the student “learns through doing”; therefore, the sequence of pages and</p>

problems in each book is key to the instructional method and effectiveness.

Checking Answers and Moving On

- Checking and correcting answers is an essential part of the learning process. One approach is to have a parent or teacher mark the child's answers as either correct or incorrect. Then have the child correct the wrong answers.
- You may choose to require a perfect score before your child moves on the next section. If you use this approach, you can repeat each section as many times as you wish by erasing it and having your child redo it. Or, have your child write answers on a separate sheet.

Encourage Self-Learning

- One hallmark of the Kumon Method is the emphasis on learning through doing rather than passive absorption of information. This is why there is minimal direct explanation in the book; the understanding comes through working problems in sequence.
- Support your child in the self-learning process by allowing them to work independently on the problems, correct their answers, and reflect on their errors. We encourage you to ask questions to promote deeper engagement, but resist the urge to "just explain" what they should learn from the page.

For a daily plan and page-by-page guidance to support using Kumon *Grade 3 Word Problems*, see the next page.

KUMON Grade 3 Word Problems Workbook: Daily Guide

Using this guide

- This guide organizes the workbook into daily sessions of 2 pages each.
- Each daily session should last about 15 to 30 minutes.
- Fill in the Date column to keep track of your progress.

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Date	Book Section	PP.	Description	Educator Notes
TOPIC: Review				
	1	2-3	<ul style="list-style-type: none"> • Practice solving word problems involving addition and subtraction with one- and two-digit numbers and measurement 	<p>This section reviews simple word problems. Have your child read each question slowly, and underline the important information. Then have them write the mathematical equation that they need to solve the problem. For example, in problem 1 they should be able to write, "46 - 7" and solve to get the answer 39.</p> <p>If your child has difficulty identifying which pieces of information are important, encourage them to look for and circle some of the following words: more, less, fewer, difference, remaining, in all, higher, lower. Have them restate the question in their own words, or even draw the problem on another sheet of paper to help them process the information.</p> <p>In order to solve problem 3, your child will need to recall that a meter is made up of 100 centimeters. If they get stuck on this, remind them that a dollar is 100 cents and <i>cent</i>- means 100. Ask them what other words have this word part (century, percent, centennial, centipede).</p>
	2	4-5	<ul style="list-style-type: none"> • Practice solving word problems involving addition and subtraction with two-digit numbers and measurement 	<p>Continue to have your child underline and circle important words in the problem and write out each equation before solving. For question 3, your child will need to recall that a foot is made up of 12 inches.</p>
TOPIC: Addition or Subtraction				
	3	6-7	<ul style="list-style-type: none"> • Mixed addition and subtraction, up to three digits 	<p>This section builds on the review section by having students add and subtract larger numbers. If your child gets stuck, have them ignore the numbers at first and restate the problem in their own words. Then, have them add the numbers back in, write out the equation, and solve. For example, you can model the first problem in Lesson 3 this way: "Sam drank some juice, and then he drank some cola. How much did he drink altogether? I have to add the amount of juice he drank plus the amount of cola he drank. 240 milliliters + 250 milliliters = 490 milliliters."</p> <p>Note that while none of these questions require students to convert measurements, it is a great opportunity to reinforce their understanding of each measurement.</p> <p>Be sure to offer your child lots of encouragement as they work with larger numbers.</p>
	4	8-9	<ul style="list-style-type: none"> • Mixed addition and subtraction, up to three digits 	
	5	10-11	<ul style="list-style-type: none"> • Mixed addition and subtraction, up to three digits 	
TOPIC: Length				
	6	12-13	<ul style="list-style-type: none"> • Solve word problems involving length 	<p>This lesson has children work with length, and some problems contain a hint or a diagram to help them get started. Have your child read carefully, and encourage them to examine any visuals for helpful clues. As with previous lessons, they should write out the equation before solving.</p> <p>In question 7, your child will need to convert their answer to kilometers.</p>

Date	Book Section	PP.	Description	Educator Notes
TOPIC: Time				
	7	14–15	• Solve word problems about time, calculating elapsed time	<p>These problems ask your child to subtract one time from another, calculating elapsed time. Your child will need to remember that there are 60 minutes in an hour and be able to read a clock.</p> <p>If you have a clock that can be manipulated, it may be helpful to allow your child to use it for the first few problems to practice counting the minutes. If not, they could create a paper model or simply use the illustrations provided. Eventually they should be able to do the math without needing to count the number of minutes.</p>
	8	16–17	• Solve word problems calculating the time	In this lesson, students are given an elapsed time and calculate the start or end time of an event. Again, using a model for the first few examples may help your child gain confidence.
TOPIC: Multiplication				
	9	18–19	• One-digit by one-digit multiplication	<p>These lessons have your child multiply one digit by one digit. The first few lessons have hints to help them write the equation. Continue to have your child use the same strategies as in previous lessons (underlining and circling key information, restating the problem in their own words, and writing out the equation before solving).</p> <p>If your child has a hard time multiplying these larger numbers, have them restate the problem without numbers first and set up their equation. Then have them fill in the numbers.</p> <p>This lesson has children multiply three numbers together. For the sake of simplicity, it is easiest to have them write the numbers in their equation in the same order that they appear in in the problem. For example, in number 1: $4 \times 2 \times 5$. But you can remind your child that the answer will be the same no matter what order they multiply in.</p> <p>Since these problems are more complicated, it may help your child to draw the problem on a separate piece of paper to envision the scenario.</p>
	10	20–21	• One-digit by one-digit multiplication	
	11	22–23	• One-digit by one-digit multiplication	
	12	24–25	• One-digit by one-digit multiplication	
	13	26–27	• One-digit by one-digit multiplication	
	14	28–29	• Multiplying one-digit numbers by two- and three-digit numbers	
	15	30–31	• Multiplying more than one number	
TOPIC: Division				
	16	32–33	• Division with one- and two-digit numbers	<p>Have students use the same strategies as in previous lessons to identify key information and write the equation.</p>
	17	34–35	• Division with one- and two-digit numbers	
	18	36–37	• Division with one- and two-digit numbers	
	19	38–39	• Division with remainders	<p>The first few problems have supports to help your child write the equation. If they need help visualizing the situation, allow them to draw the situation. When they are finished, praise them for mastering a tricky topic!</p>
	20	40–41	• Division with remainders	
TOPIC: Mixed Calculations				
	21	42–43	• Multistep problems	<p>These problems require multiple steps, or calculations, to find the answer. The situations are more complex, but children should draw on the same strategies used above to break each problem down into its separate steps. In particular, paraphrasing the problem without any numbers will help students break the problem down into pieces.</p> <p>These problems are more complex than previous sections, so be sure to give your child lots of praise as they move through these lessons.</p>
	22	44–45	• Multistep problems	
	23	46–47	• Multistep problems	
	24	48–49	• Multistep problems	
	25	50–51	• Multistep problems	
	26	52–53	• Multistep problems	

Date	Book Section	PP.	Description	Educator Notes
	27	54–55	• Multistep problems	
	28	56–57	• Multistep problems	
	29	58–59	• Multistep problems	
	30	60–61	• Multistep problems	
	31	62–63	• Multistep problems	
TOPIC: Graphs & Tables				
	32	64–65	• Create a chart • Interpret bar graphs	These lessons are scaffolded in a way that guides the student to creating their own graph or table by following a clear process. Nonetheless, these problems are challenging, and you should encourage your child to use the same strategies they've used in previous lessons to decode the problem.
	33	66–67	• Create bar graphs	
	34	68–69	• Creating tables	
TOPIC: Review				
	35	70–71	• Mixed review	If your child struggles with a particular problem, allow them to return to the section where they practiced this skill previously to review their work.
	36	72–73	• Mixed review	