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## 3<sup>rd</sup> Grade Addition Worksheets

Q.1) Add the following numbers.

a.)  $54 + 34 = \underline{\quad}$

b.)  $71 + 53 = \underline{\quad}$

Q.2) Choose the option which gives 1027 as the sum.

a.)  $735$

+  $292$

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b.)  $523$

+  $284$

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Q.3) Add the following numbers.

a.)  $2135$

+  $6976$

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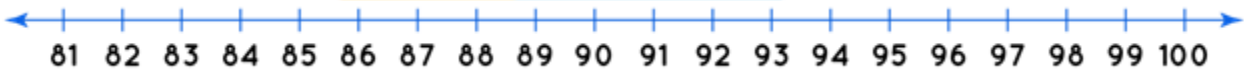
b.)  $1236$

+  $684$

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Q.4) Write true or false for the correct addition fact with the help of the number line.



a.  $83 + 8 = 90$  \_\_\_\_\_

b.  $87 + 10 = 97$  \_\_\_\_\_

Q.5) Tom had a collection of 378 stamps and James had 329 stamps. How many stamps were there in all?



Q.6) Ann's orchard has 49 apple trees and 56 orange trees. How many trees are there in her orchard?



Q.7) A cricket match was played for two days. Which team scored more runs?

	Team A	Team B
Day 1	321	452
Day 2	216	211

Q.8) Harry had 437 pebbles. He collected 64 more today. How many pebbles does he have now?

Q.9) Find the sum of the following numbers.

a.) 
$$\begin{array}{r} 504 \\ + 312 \\ \hline \hline \end{array}$$

b.) 
$$\begin{array}{r} 762 \\ + 472 \\ \hline \hline \end{array}$$

Q.10) Mr. Thomas sold 2532 cookies in January and 3497 cookies in February. How many cookies did he sell in these two months?



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- Gary Schwartz

"Cuemath is great because my son has a one-on-one interaction with the teacher. The instructor has developed his confidence and I can see progress in his work. One-on-one interaction is perfect and a great bonus."

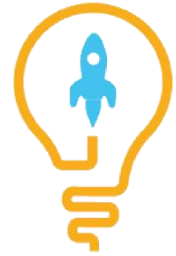
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**ANSWERS**

1.)	a.) 88 b.) 124
2.)	a.) $735 + 292 = 1027$
3.)	a.) 9111 b.) 1920
4.)	a.) False b.) True
5.)	707 stamps
6.)	105 trees

7.)	Team B
8.)	501 pebbles
9.)	a.) 816 b.) 1234
10.)	6029 cookies

## FUN FACT

1. Do you know that when we add 0 to any number, the sum is the number itself? For example,  $8 + 0 = 8$ .
2. When 1 is added to any number, you get the next number, or the successor. For example,  $6 + 1 = 7$ .
3. The order in which you add a group of numbers doesn't matter, the answer is the same. For example,  $2 + 5 + 3 = 10$ ; and  $5 + 3 + 2 = 10$ .

