

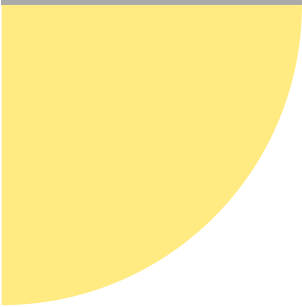
Name: _____

TANGY TUESDAY™

PACK	LEVEL	WEEK
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3	B	1
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Step-by-step examples at tangmath.com/puzzles



TANGY TUESDAY

Pack 3

Tang-A-Row · Gridlock · Shape Up · Pictarithms · Mystery Numbers

Name: _____

TANG-A-ROW

Step-by-step examples at tangmath.com/puzzles

TANGY TUESDAY™		
PACK	LEVEL	WEEK
3	B	1

Make the equations true using each number from the number bank once.

DIGIT BANK

1 2 ~~3~~ 4 5 6 7 8 9

$$\underline{\quad} + \underline{\quad} = 17$$

$$\underline{\quad} - \underline{\quad} = 6$$

$$\underline{\quad} + \underline{\quad} = 11$$

$$\underline{\quad} - \boxed{\quad} = 2$$

What number am I?

Name: _____

GRIDLOCK

Step-by-step examples at tangmath.com/puzzles

TANGY TUESDAY™		
PACK	LEVEL	WEEK
3	B	1

Complete the grid, using each item in the bank once.
Use column and row clues to determine the correct position for each item.

NUMBER BANK

2 3 4 5 8 9 10 13 15

	STARTS WITH LETTER F	STARTS WITH LETTER T	GREATER THAN 6
SINGLE DIGIT			
DOUBLE DIGIT			
ENDS WITH LETTER E			

Name: _____

SHAPE UP

Step-by-step examples at tangmath.com/puzzles

TANGY TUESDAY™

PACK

LEVEL

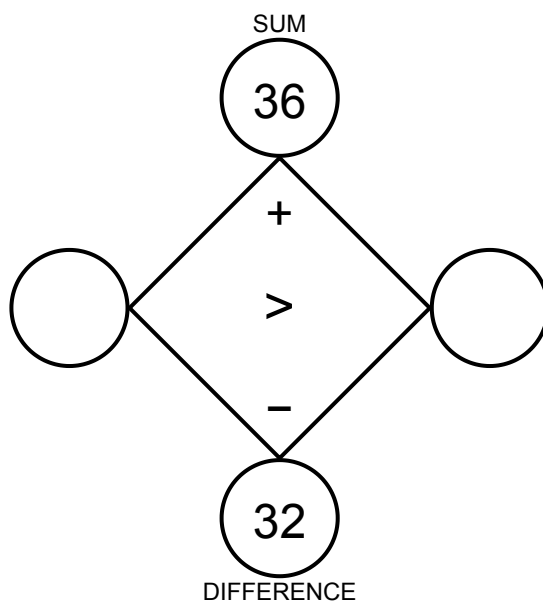
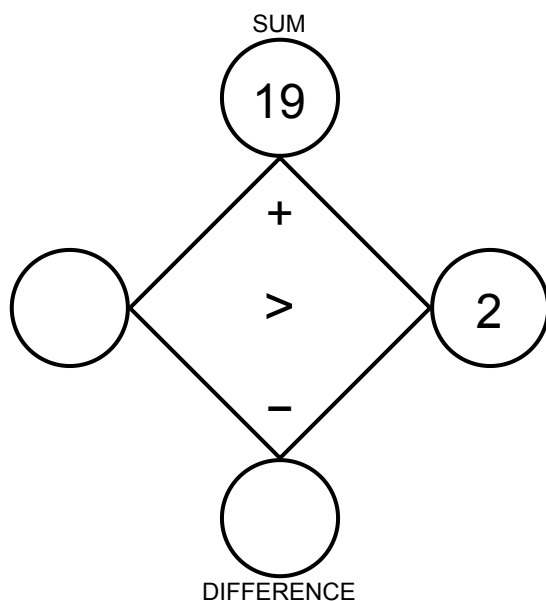
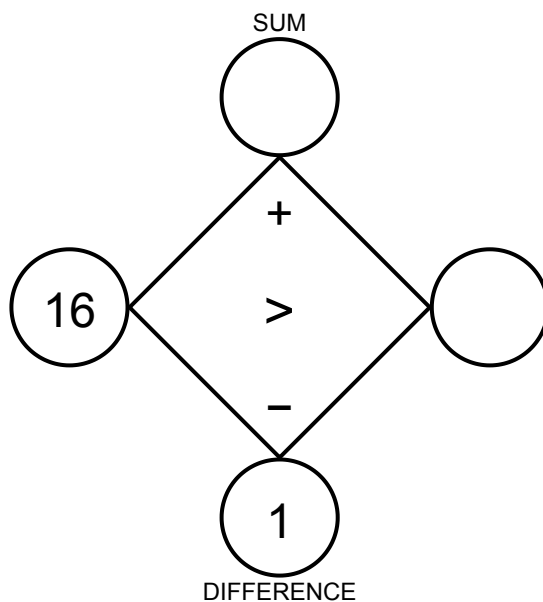
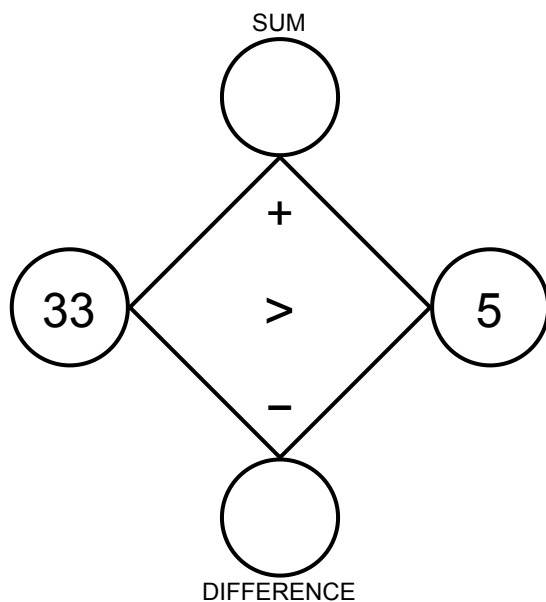
WEEK

3

B

1

Fill in the missing numbers so that the values on the left and right go together to make the values at the top and bottom.



Name: _____

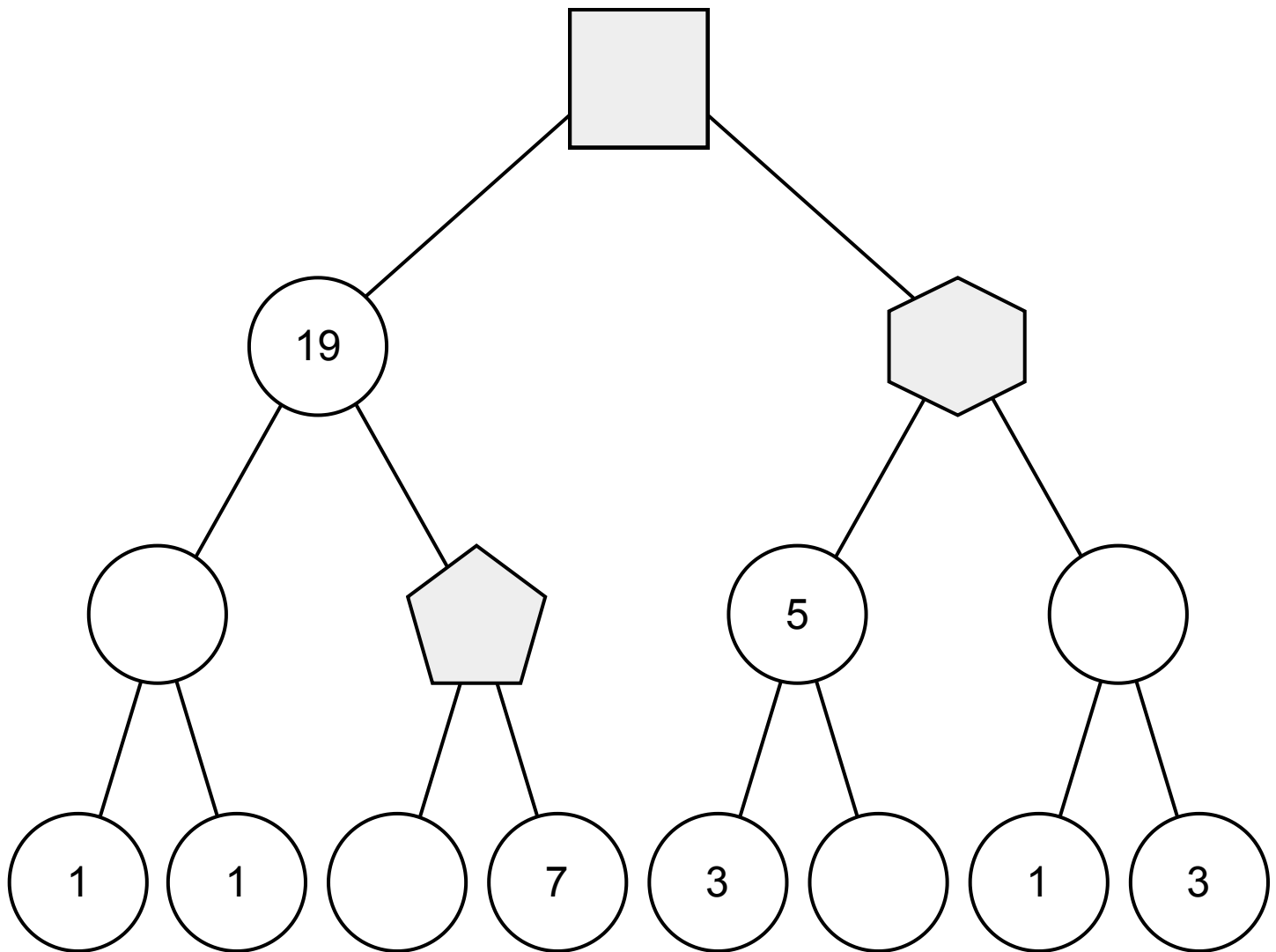
PICTARITHMS

Step-by-step examples at tangmath.com/puzzles

TANGY TUESDAY™

PACK	LEVEL	WEEK
3	B	1

Figure out the value of each shape. Then complete the equation at the bottom.



$$\square - \text{pentagon} + \text{hexagon} = \underline{\hspace{2cm}}$$

Name: _____

MYSTERY NUMBERS

Step-by-step examples at tangmath.com/puzzles

TANGY TUESDAY™

PACK

LEVEL

WEEK

3

B

1

Use the digits and clues to discover the mystery numbers.
No digit can be used more than once in each mystery number.

DIGIT BANK

1 4 6

1. The smallest 3-digit number.

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2. The largest 3-digit number.

--	--	--

3. A 2-digit odd number that is greater than 50.

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4. The smallest 2-digit number with more tens than ones.

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