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Introduction to Quizzes and Tests

We provide a quiz for, on average, every four lessons and a test covering the material of two to three quizzes, with one or two tests per unit. Students should need no more than 10 minutes to complete a quiz and no more than 45 minutes to complete a test.

Quizzes cover material both from lessons that are required to cover the curriculum and lessons labelled as recommended, while tests only cover material from lessons that are required to cover the curriculum.

Quizzes can be used as confidence builders and as formative assessment tools. A quiz should be administered after the last lesson that it covers has been taught. Tests are intended to be used as summative assessment tools. We recommend allowing students time to receive and internalize the feedback from all relevant quizzes before administering the test. The introduction to each unit in the Teacher’s Guide identifies which lessons are covered by each quiz and test.

For Grades 1 to 3, we recommend that you read aloud the instructions on each test or quiz before students begin to work on the material. For young students or weak readers, we suggest that you read each question individually and allow students to complete the question before you read the next instruction.
1. a) What has been divided into sets? ____________________________
   How many sets? _____
   How many in each set? _____

   b) What has been divided into sets? ____________________________
   How many sets? _____
   How many in each set? _____

2. Draw dots for the things being shared equally. Draw circles for the sets.
   a) 8 people
   2 cars
   b) 10 cookies
   5 plates

   How many in each car? _____
   How many on each plate? _____

3. Divide the array equally into sets.
   a) 2 dots in each set

   b) 4 sets

   How many sets? _____
   How many dots in each set? _____

4. Draw a picture using dots and circles to solve the problem.
   a) 12 girls sit at 3 tables.
   b) 15 books. 5 books on each shelf.

   How many at each table? _____
   How many shelves? _____

BONUS► Solve the problem.
   a) Ellen has 20 stickers. She puts 4 on each page of her book. How many pages does she use?

   _____ pages

   b) 3 friends share 9 cookies. How many cookies does each person have?

   _____ cookies
Unit 10: Number Sense

Quiz (Lessons 48–52) — BC

1. a) apples
   3
   2

   b) pencils
   2
   3

2. a)  
   4
   2
   b) 
   3

3. a)  
   6

   b) 
   3

4. a)  
   4

   b)  
   3

BONUS

a) 5

b) 3
1. a) Write a division sentence for the picture.

\[ \text{\( \circ \) \( \circ \) \( \circ \) \( \circ \) \( \circ \)} \quad \text{____ + ____ = ____} \]

b) The answer to the division sentence shows the number of sets.

Draw a picture for the division sentence.

\[ 12 \div 3 = 4 \]

2. a) Draw a picture and write an addition sentence for the division sentence.

\[ 8 \div 2 = 4 \]

\[ \text{____ + ______} \]

b) Draw a picture and write a division sentence for the addition sentence.

\[ 5 + 5 + 5 = 15 \]

\[ \text{____ + ______} \]

3. a) Use the number line to complete the division sentence.

\[ \text{____ + 2 = ______} \]

b) Use the number line to divide.

\[ 12 \div 4 = ______ \]

c) What division sentence does the picture show?

\[ \text{____ + ______ = ______} \]
4. Fill in the blanks. Then write two division sentences.

_____ lines  _____ sets

_____ lines in each set

_____ ÷ _____ = _____

_____ ÷ _____ = _____

BONUS► Write two division sentences for the picture.

_____ ÷ _____ = _____

_____ ÷ _____ = _____
Unit 10: Number Sense

Quiz (Lessons 53–55) — BC

1. a) 20, 4, 5
   b)  

2. a) 
   \[2 + 2 + 2 + 2 = 8\]
   b) 
   \[15 ÷ 3 = 5\]

3. a) 12, 6
   b) Teacher to check number line.
   3
   c) 10, 5, 2

4. 15, 3
   5
   15, 5, 3
   15, 3, 5

BONUS
   50, 5, 10
   50, 10, 5
Unit 10: Number Sense

Quiz (Lessons 56–61) — BC

1. Write two multiplication sentences and two division sentences for the picture.

```
  ●  ●  ●  ●  ●
  ●  ●  ●  ●  ●
```

   ______________    ______________
   ______________    ______________

2. Write a multiplication or division sentence to solve the problem.
   a) 12 things in total
       4 things in each set
   b) 5 sets
       4 things in each set

   ______________    ______________
   How many sets? _____    How many things altogether? _____

3. Fill in the table. Use a question mark to show what you don’t know.

<table>
<thead>
<tr>
<th>Total Number of Things</th>
<th>Number of Sets</th>
<th>Number in Each Set</th>
<th>Multiplication or Division Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) 15 people 3 cars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) 4 books on each shelf 7 shelves</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Count the rows and columns. Then write two multiplication sentences and two division sentences for the array.

```
  ●  ●  ●  ●  ●
  ●  ●  ●  ●  ●
  ●  ●  ●  ●  ●
```

   ______________    ______________
   ______________    ______________

   ____ rows
   ____ columns
Unit 10: Number Sense

Quiz (Lessons 56–61) — BC

5. Bill arranges 3 rows of chairs with 5 chairs in each row. How many chairs are there altogether?

**BONUS** There are 16 dots arranged in a rectangle. The number of rows and the number of columns are the same. How many rows are there?
Unit 10: Number Sense

Quiz (Lessons 56–61) — BC

1. \(4 \times 6 = 24, \ 6 \times 4 = 24\)
   \(24 \div 6 = 4, \ 24 \div 4 = 6\)

2. a) \(12 \div 4 = ?\)
    \(3\)
   b) \(5 \times 4 = ?\)
    \(20\)

3. a) \(15, 3, ?, 15 \div 3 = ?\)
    b) \(? , 7, 4, 7 \times 4 = ?\)

4. 5 rows
   4 columns
   \(4 \times 5 = 20\)
   \(5 \times 4 = 20\)
   \(20 \div 5 = 4\)
   \(20 \div 4 = 5\)

5. \(3 \times 5 = 15\)
   15 chairs altogether

BONUS
   \(4 \times 4 = 16\)
   4 rows
Unit 10: Number Sense

Test (Lessons 48–61) — BC

1. 

   a) How many sets of cherries? _____
   b) How many cherries in each set? _____

2. There are 15 people in 3 cars. Draw a picture using dots and circles to find how many people are in each car.

   There are _____ people in each car.

3. The answer to the division sentence 10 ÷ 2 = 5 shows the number of sets.
   a) Draw a picture for the division sentence.
      
      
   b) Write an addition sentence for the division sentence.
      ____________________

4. Use the number line to complete the division sentence.

   
   0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

   _____ ÷ 3 = _____
5. Write two division statements for the picture.

![Picture](image)

_____ ÷ _____ = _____
_____ ÷ _____ = _____

6. Count the rows and columns. Then write two multiplication sentences and two division sentences for the array.

![Array](image)

____ rows     _______________  _______________
____ columns  _______________  _______________

7. Fill in the table. Use a question mark to show what you don’t know.

<table>
<thead>
<tr>
<th>Total Number of Things</th>
<th>Number of Sets</th>
<th>Number in Each Set</th>
<th>Multiplication or Division Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) 8 people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 canoes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) 7 stamps on each page</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 pages of stamps</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Write a multiplication or division sentence to solve the problem.

a) 6 sets
   3 things in each set

b) 20 things
   5 sets

______________     _______________
How many things altogether? _____  How many things in each set? _____
9. Write a multiplication or division sentence to solve the problem.
   a) There are 4 boxes. There are 3 crayons in each box. How many crayons are there?
   b) There are 15 peaches and 3 baskets. How many peaches are in each basket?

**BONUS** There are 80 marbles in 10 rows. How many marbles are in each row?
1. a) 4  
b) 3

2. 5

3. a) 5 + 5 + 5 + 5

b) $2 + 2 + 2 + 2 + 2 = 10$

4. 18, 6
5. 20, 5, 4  
   20, 4, 5
6. 4 rows  
   6 columns  
   $4 \times 6 = 24$  
   $6 \times 4 = 24$  
   $24 \div 4 = 6$  
   $24 \div 6 = 4$
7. a) 8, 2, ?, 8 ÷ 2 = ?  
    b) ?, 6, 7, 6 × 7 = ?
8. a) 6 × 3 = ?  
    18  
    b) $20 \div 5 = ?$  
    4
9. a) $4 \times 3 = 12$  
   12 crayons in total  
   b) $15 \div 3 = 5$  
   5 peaches in each basket

BONUS  
$80 \div 10 = 8$  
8 marbles in each row
1. a) Fill in the T-table for the number of squares in each figure of the geometric pattern. Extend the number pattern.

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</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

b) Write the rule for the number pattern.

Start at _____ and ________________________________

2. Which number do you add or subtract each time? Write the rule for the number pattern.

a) 15, 12, 9, 6, 3

Start at __________________

b) 1, 5, 9, 13, 17

Start at __________________

3. a) Write the number pattern the picture shows.

__________________________________________

b) Write a rule for the number pattern.

Start at ____________________________________
Unit 11: Patterns and Algebra

Quiz (Lessons 13–14) — BC

4. Write the first 4 numbers in the number pattern. Show the pattern on the number line.
   Start at 32. Add 4 each time. _______________________________

5. Draw a decreasing pattern on the number line.
   a) Write the numbers in your pattern. _______________________________
   b) Write a rule for your number pattern.
      Start at ___________________________________________

BONUS► Write the rule for the number pattern.
   925, 910, 895, 880, 865

______________________________
Unit 11: Patterns and Algebra
Quiz (Lessons 13–14) — BC

1. a) gap: +2
   
   4
   6
   8
   10
   12

b) 4, add 2 each time

2. a) gap: −3
   
   15 and subtract 3 each time

b) gap: +4
   1 and add 4 each time

3. a) 23, 26, 29, 32, 35

b) 23 and add 3 each time

4. 32, 36, 40, 44
   Teacher to check number line.

5. Answers will vary. Teacher to check.

BONUS
   Start at 925 and subtract 15 each time.
1. a) Write four multiples of 7.
   
   \[1 \times 7 = _____\]
   \[2 \times 7 = _____\]
   \[3 \times 7 = _____\]
   \[4 \times 7 = _____\]

   b) On what day of the week do the multiples of 7 occur on the calendar?
   __________________________

2. Write “T” if the equation is true. Write “F” if the equation is false.
   
   a) \(5 \times 8 = 40\)  _____  
   b) \(9 + 6 = 13\)  _____  
   c) \(42 \div 6 = 8\)  _____  
   d) \(13 - 4 = 9\)  _____  
   e) \(7 \times 7 = 48\)  _____  
   f) \(6 + 7 = 13\)  _____

3. Solve the equation by guessing and checking.
   
   a) \(8 + \underline{\quad} = 13\)  
   b) \(\underline{\quad} + 6 = 15\)  
   c) \(4 + \underline{\quad} = 12\)

4. Write the fact family for the picture.
   
   \[
   \begin{array}{cccccc}
   \text{○} & \text{○} & \text{○} & \text{○} & \text{○} & \text{○} \\
   \end{array}
   
   \underline{\quad} \underline{\quad} \underline{\quad} \underline{\quad} \underline{\quad} \underline{\quad}
   \underline{\quad} \underline{\quad} \underline{\quad}

5. Write the subtraction equation to find the missing number.
   
   a) \(12 = 7 + \underline{\quad}\)  
   b) \(6 + \underline{\quad} = 14\)  
   c) \(4 + \underline{\quad} = 11\)

   \underline{\quad} \underline{\quad} \underline{\quad}
Unit 11: Patterns and Algebra

Quiz (Lessons 15–19) — BC

6. Solve the equation by guessing and checking.
   a) \[ \square - 5 = 8 \]
   b) \[ \square - 7 = 9 \]
   c) \[ \square - 3 = 9 \]

7. Write an addition equation to find the missing number.
   a) \[ \square - 5 = 7 \]
   b) \[ \square - 8 = 9 \]
   c) \[ \square - 6 = 13 \]

8. Write the other subtraction equation from the same fact family.
   Find the number in the box.
   a) \[ 14 - \square = 9 \]
   b) \[ 13 - \square = 6 \]
   c) \[ 11 - \square = 4 \]

9. Solve the equation.
   a) \[ 7 - x = 4 \]
   b) \[ 15 = 9 + y \]
   c) \[ 8 = x - 9 \]

BONUS
   Solve the equation.
   \[ 500 - x = 200 \]

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18   Sample Unit Quizzes and Tests for Grade 3

Unit 11: Patterns and Algebra

Quiz (Lessons 15–19) — BC

1. a) 7
   14
   21
   28
   b) Saturday

2. a) T
   b) F
   c) F
   d) T
   e) F
   f) T

3. a) 5
   b) 9
   c) 8

4. 2 + 4 = 6, 4 + 2 = 6,
   6 - 2 = 4, 6 - 4 = 2

5. a) 12 - 7 = 5
   b) 14 - 6 = 8
   c) 11 - 4 = 7

6. a) 13
   b) 16
   c) 12

7. a) 7 + 5 = 12
   b) 9 + 8 = 17
   c) 13 + 6 = 19

8. a) 14 - 9 = 5
   b) 13 - 6 = 7
   c) 11 - 4 = 7

9. a) 7 - 4 = 3
   x = 3
   b) 15 - 9 = 6
   y = 6
   c) 8 + 9 = 17
   x = 17

BONUS
   500 - 200 = 300
   x = 300
1. a) Fill in the T-table for the number of triangles in each figure of the geometric pattern. Extend the number pattern.

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<th>Figure Number</th>
<th>Number of Triangles</th>
</tr>
</thead>
<tbody>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

   Figure 1  Figure 2  Figure 3

b) Write the rule for the number pattern.
Start at _____ and _________________________________

2. a) Write the number pattern the picture shows.

_______________________________

b) Write a rule for the number pattern.
Start at _____ and _________________________________

3. Which number do you add or subtract each time? Write the rule for the number pattern.
   a) 15 , 25 , 35 , 45 , 55
Start at __________________

   b) 65 , 56 , 47 , 38 , 29
Start at __________________
4. Write the first 4 numbers in the number pattern. Show the pattern on the number line.
Start at 75. Subtract 3 each time. _______________________

5. a) Describe the number pattern in the shaded row.
   Start at _____, add _____ each time.
   b) The shaded numbers are all multiples of _____.

6. Write “T” if the equation is true. Write “F” if the equation is false.
   a) 9 × 2 = 11 _____        b) 7 + 4 = 11 _____        c) 6 + 6 = 36 _____

7. Write the subtraction equation to find the missing number.
   a) 14 = 9 + ______        b) 3 + ______ = 11        c) 17 = 8 + ______
      __________________    __________________        _______________

8. Write the addition equation to find the missing number.
   a) ______ - 7 = 5        b) ______ - 8 = 6        c) ______ - 4 = 7
      __________________    __________________        _______________
9. Write the other subtraction equation from the same fact family.
   Find the number in the box.
   a) $12 - \underline{\hspace{2cm}} = 3$
   b) $16 - \underline{\hspace{2cm}} = 9$
   c) $13 - \underline{\hspace{2cm}} = 6$

10. Solve the equation.
   a) $12 - x = 4$
   b) $14 = 8 + y$
   c) $7 = y - 3$

11. Tania wants to solve the equation $7 + \underline{\hspace{2cm}} = 12$. Explain how knowing the fact family can help her solve the equation.

**BONUS** Solve the equation.
   a) $34 + 23 + x = 67$
   b) $48 = 57 - x$
1. a) gap: +4

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>15</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

b) 3, add 4 each time

2. a) 41, 44, 47, 50, 53, 56

b) 41, add 3 each time

3. a) gap: +10

15 and add 10 each time

b) gap: −9

65 and subtract 9 each time

4. 75, 72, 69, 66

Teacher to check number line.

5. a) 40, 10

b) 10

6. a) F

b) T

c) F

7. a) 14 − 9 = 5

b) 11 − 3 = 8

c) 17 − 8 = 9

8. a) 7 + 5 = 12

b) 8 + 6 = 14

c) 7 + 4 = 11

9. a) 12 − 3 = 9

b) 16 − 9 = 7

c) 13 − 6 = 7

10. a) 12 − 4 = 8

x = 8

b) 14 − 8 = 6

y = 6

c) 7 + 3 = 10

y = 10

11. Sample answer:

If Tania knows the fact family, she knows that 12 − 7 = 5.

BONUS

a) 57 + x = 67

67 − 57 = 10

x = 10

b) 48 = 57 − x

57 − 48 = 9

x = 9
Unit 12: Number Sense

Name: ______________________

Quiz (Lessons 62–67) — BC

Date: ________________

1. Match the shaded part with the unit fraction.

A.  

B.  

C.  

D.  

a) one eighth  b) one sixth  c) one fourth  d) one half

2. Explain why the picture does not show one fourth.

3. Match the unit fraction with its name.

A. one fourth  B. one sixth  C. one half  D. one eighth

a) \( \frac{1}{2} \)  b) \( \frac{1}{8} \)  c) \( \frac{1}{4} \)  d) \( \frac{1}{6} \)

4. Write the fraction shown by the shaded parts.

a)  

b)  

5. a) Write the numerator of the fraction \( \frac{7}{8} \). ____

   b) Write the denominator of the fraction \( \frac{5}{6} \). ____
6. What fraction of the pattern block is the shaded area?

   a) ![Fraction of Triangle]
   b) ![Fraction of Hexagon]
   c) ![Fraction of Hexagon]

7. Shade \( \frac{1}{2} \) of the shape in two different ways.

   a) ![Shaded Shape 1]
   b) ![Shaded Shape 2]

8. Add a line to the picture to make four equal parts.

   a) ![Four Parts Circle]
   b) ![Four Parts Triangle]
   c) ![Four Parts Square]

9. a) Add a line to the picture to make eight equal parts.

   ![Eight Parts Triangle]

   b) Add three lines to the picture to make six equal parts.

   ![Six Parts Cube]
10. a) Draw a line to create 4 equal parts. Then shade $\frac{3}{4}$ of the whole.

b) Draw a line to create 6 equal parts. Then shade $\frac{5}{6}$ of the whole.

**BONUS** Draw four lines to make eight equal parts.
Unit 12: Number Sense

Quiz (Lessons 62–67) — BC

1. a) D
   b) C
   c) A
   d) B
2. Not all parts are equal.
3. a) C
   b) D
   c) A
   d) B
4. a) \( \frac{5}{8} \)
   b) \( \frac{3}{4} \)
5. a) 7
   b) 6
6. a) \( \frac{1}{4} \)
   b) \( \frac{3}{6} \)
   c) \( \frac{2}{3} \)
7. Teacher to check.
8. Teacher to check.
9. Teacher to check.
10. Teacher to check.

BONUS

Teacher to check.
1. Fill in the blank.
   a) \( \frac{3}{5} \) of the shapes are triangles.  
   b) \( \frac{2}{5} \) of the shapes are squares. 
   c) \( \frac{4}{5} \) of the shapes are shaded.  
   d) \( \frac{1}{5} \) of the shapes are not shaded.

2. Fill in the blank.
   a) \( \frac{3}{5} \) of the shapes are ________________.
   b) \( \frac{2}{5} \) of the shapes are ________________.
   c) \( \frac{4}{5} \) of the shapes are ________________.
   d) \( \frac{1}{5} \) of the shapes are ________________.

3. Draw a picture that fits all the statements.
   a) There are 4 shapes made up of circles and squares. \( \frac{3}{4} \) of the shapes are circles.
      \( \frac{1}{4} \) of the shapes are shaded. None of the circles are shaded.
   
   b) There are 7 shapes made up of triangles and circles. \( \frac{3}{7} \) of the shapes are circles.
      \( \frac{6}{7} \) of the shapes are shaded. All the circles are shaded.
Quiz (Lessons 68–69) — BC

4. Shade the fraction of the strip.
   a) [Diagram: 4/5 shaded]
   b) [Diagram: 3/8 shaded]

5. Circle the greater fraction. Then use the correct sign (> or <) to compare the fractions.
   a) [Diagram: 3/4 shaded] 3/4 > 1/4
   b) [Diagram: 3/6 shaded] 3/6 < 5/6
1. a) \( \frac{2}{5} \)  
b) \( \frac{1}{5} \)  
c) \( \frac{3}{5} \)  
d) \( \frac{2}{5} \)

2. a) triangles  
b) circles  
c) shaded  
d) not shaded

3. a)  
   b)  

4. a)  
   b)  

5. a) circle \( \frac{3}{4} \)  
    >  
    b) circle \( \frac{5}{6} \)  
    <
1. Match the shaded part with the unit fraction.

A.  

B.  

C.  

D.  

a) $\frac{1}{3}$  

b) $\frac{1}{6}$  

c) $\frac{1}{2}$  

d) $\frac{1}{8}$  

2. Billy thinks the shaded area shows the fraction $\frac{3}{4}$.
Is he correct? Explain. _____________________________
   _____________________________  

3. Write the fraction shown by the shaded parts.

a)  

b)  

c)  

4. Shade $\frac{1}{2}$ of the shape in two different ways.

a)  

b)  

5. Draw a line to make 8 equal parts.

a)  

b)  

COPYRIGHT © 2017 JUMP MATH: TO BE COPIED.
6. Draw two lines to make 3 equal parts.
   Then shade $\frac{2}{3}$ of the parts.

7. Fill in the blank.
   a) $\square$ of the shapes are triangles.
   b) $\square$ of the shapes are squares.
   c) $\square$ of the shapes are shaded.
   d) $\square$ of the shapes are not shaded.

8. Fill in the blank.
   a) $\frac{4}{7}$ of the shapes are ____________________________.
   b) $\frac{3}{7}$ of the shapes are ____________________________.
   c) $\frac{1}{7}$ of the shapes are ____________________________.

9. Shade parts to show the fraction. Circle the greater fraction.
   Then use the correct sign (> or <) to compare the fractions.
   a) $\frac{2}{6}$
   b) $\frac{3}{4}$
1. a) C  
b) A  
c) D  
d) B  
2. No. There are 5 equal parts. The denominator should be 5.  
3. a) \( \frac{5}{6} \)  
b) \( \frac{3}{8} \)  
c) \( \frac{1}{2} \)  
4. Teacher to check.  
5. Teacher to check.  
6. Teacher to check.  
7. a) \( \frac{2}{5} \)  
b) \( \frac{1}{5} \)  
c) \( \frac{2}{5} \)  
d) \( \frac{3}{5} \)  
8. a) squares  
b) circles  
c) not shaded  
9. Teacher to check shading.  
a) circle \( \frac{5}{6} \)  
\(<\)  
b) circle \( \frac{3}{4} \)  
\(>\)
Unit 13: Measurement

Quiz (Lessons 14, 21–22) — BC

Name: ______________________

Date: ________________

1. Write the time in words and numbers.
   a) \[07:53\]  b) \[12:08\]

2. Write the time the way it looks on a digital clock.
   a) 9 minutes past 10
      \[\square \square : \square \square \]
   b) 23 minutes past 8
      \[\square \square : \square \square \]

3. Fill in the blank.
   a) 1 week = _____ days
   b) 1 day = _____ hours
   c) 1 hour = _____ minutes
   d) 1 minute = _____ seconds

4. Skip count to fill in the table.
   a) Days | Hours
          1
          2
          3
          4
   b) Hours | Minutes
          1
          2
          3
          4
   c) Minutes | Seconds
          1
          2
          3
          4
   d) Weeks | Days
          1
          2
          3
          4
5. a) Tom stayed 2 weeks at summer camp. How many days did he stay at camp? _____
   b) The hockey game lasted 3 hours. How many minutes did the game last? _____
   c) The song is 4 minutes long. How many seconds long is the song? _____
   d) The trip took 4 days. How many hours did the trip take? _____

6. Change the minutes to seconds. Add the leftover seconds.
   a) 2 minutes 15 seconds   b) 3 minutes 7 seconds
      = ___________ seconds          = ___________ seconds
      = _______ seconds       = _______ seconds

7. Change the weeks to days. Add the leftover days.
   a) 3 weeks 4 days    b) 4 weeks 2 days
      = ___________ days     = ___________ days
      = _______ days      = _______ days

8. What unit of time would you use in the answer? Choose from seconds, minutes, hours, days, weeks, months, and years.
   a) How long does it take to listen to your favourite song? _______________
   b) How long will you be in elementary school? _______________
   c) How long can you hold your breath? _______________
9. The table shows the number of days in each month.

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Days</td>
<td>31</td>
<td>28</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

John orders a bicycle on April 29. It will be delivered 5 days later.

On what day and month will the bicycle be delivered? _____________________

**BONUS**

a) How many hours are in 10 days? ______

b) How many minutes are in 10 hours? ______
Unit 13: Measurement

Quiz (Lessons 14, 21–22) — BC

1. a) 53 minutes past 7
   b) 8 minutes past 12
2. a) 10:09
   b) 08:23
3. a) 7
   b) 24
   c) 60
   d) 60
4. a) 24
   48
   72
   96
   b) 60
   120
   180
   240
   c) 60
   120
   180
   240
   d) 7
   14
   21
   28
5. a) 14
   b) 180
   c) 240
   d) 96
6. a) 120 + 15
   135
   b) 180 + 7
   187
7. a) 21 + 4
   25
   b) 28 + 2
   30
8 a) minutes
   b) years
   c) seconds
9. May 4

BONUS
 a) 240
 b) 600
1. Match the clock with the time.

A. 07:15
B. 09:30
C. 12:03
D. 04:35
E. 06:50
F. 10:00

a) 50 minutes past 6 _____  b) 3 minutes past 12 _____

c) 35 minutes past 4 _____  d) 15 minutes past 7 _____

e) 10 o’clock _____  f) 30 minutes past 9 _____

2. Write the time the way it looks on a digital clock.

a) 43 minutes past 9  b) 12 minutes past 11

3. The 2010 Vancouver Olympics took place over 17 days.

The Olympics lasted between _____ and _____ weeks.

4. What unit of time would you use in the answer? Choose from seconds, minutes, hours, days, weeks, months, and years.

a) How long is the December holiday break? _______________

b) How old are you? _______________

c) How long does summer last? _______________

d) How long does it take to eat a grape? _______________

e) How long does it take to finish a 500-piece puzzle? _______________
5. Circle the month that has the fewest number of days.

January    February    March    April    May    June
July    August    September    October    November    December

6. The table shows the number of days in each month.

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
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<td>28</td>
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<td>30</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

a) Joan orders a television on January 28. It will be delivered in 10 days.

On what day and month will the desk be delivered? _____________________

b) John ordered a desk online on May 27. It was delivered 5 days later.

On what day and month was the desk delivered? _____________________

7. Tom reads for 2 hours each day for 2 weeks.

a) How many days are there in 2 weeks? ______

b) What is the total number of hours Tom reads? ______

c) Is the total number of hours more than one day? Explain. __________________

8. Change the hours to minutes. Add the leftover minutes.

a) 1 hour 13 minutes
   = _________ minutes

b) 2 hours 30 minutes
   = _________ minutes

   = _______ minutes

   = _______ minutes
Unit 13: Measurement

Test (Lessons 14, 21–22) — BC

9. Change the days to hours. Add the leftover hours.
   a) 3 days 2 hours
   b) 2 days 10 hours

   = ___________ hours
   = ___________ hours

   = _______ hours
   = _______ hours

BONUS► There are 12 months in a year.

   How many months are in 5 years? ______
Unit 13: Measurement

Test (Lessons 14, 21–22) — BC

1. a) E
   b) C
   c) D
   d) A
   e) F
   f) B
2. a) 09:43
   b) 11:12
3. 2, 3
4. a) weeks
   b) years
   c) months
   d) seconds
   e) hours
5. February
6. a) February 7
   b) June 1
7. a) 14
   b) 28
   c) Yes. 28 is greater than 24
8. a) 60 + 13
    73
   b) 120 + 30
    150
9. a) 72 + 2
    74
   b) 48 + 10
    58

BONUS
60
Unit 14: Measurement

Quiz (Lessons 23, 25–27) — BC

1. Circle the container with more liquid.
   a)   b)   c)

2. Circle the container with more liquid.
   a)   b)   c)   d)

3. Find the capacity of the container and the volume of the liquid.
   a) 3 L 2 L 1 L
       Capacity = _____
       Volume = _____
   b) 6 L 5 L 4 L 3 L 2 L 1 L
       Capacity = _____
       Volume = _____

4. Circle the object that has more mass.
   a)    b)
5. Circle the lighter object.
   a) [Image of glasses and a tire on a balance scale]
   b) [Image of a book and a light bulb on a balance scale]

6. Circle the objects that have a mass of about 1 g each.
   - [Image of a ticket]
   - [Image of a tire]
   - [Image of a small elephant]

7. Circle the objects that have a mass of about 1 kg each.
   - [Image of a tire]
   - [Image of a book]
   - [Image of a carton of milk]
   - [Image of a small elephant]
   - [Image of a baseball bat]

8. Circle the better estimate for the mass of the object.
   a) [Image of a ball]
      - 50 g
      - 50 kg
   b) [Image of a tire]
      - 10 g
      - 10 kg
   c) [Image of a book]
      - 2 g
      - 2 kg
   a) ![Image]
   b) ![Image]

10. Write the missing mass needed to make the balance level.
   a) ![Image]
   b) ![Image]
   \( ? = \) ______
   \( ? = \) ______

11. The barbell has a large plate and a small plate on each side. The large plates each weigh 10 kg. The small plates each weigh 5 kg. The barbell weighs 10 kg. What is the total weight of the barbell and plates?

BONUS ► The panda at a zoo eats 10 kg of bamboo each day. How much will the panda eat in 2 weeks?
Unit 14: Measurement

Quiz (Lessons 23, 25–27) — BC

1. Circle the following:
   a) glass on the left
   b) bottle on the right
   c) container on the right

2. Circle the following:
   a) glass on the left
   b) bottle on the right

3. a) 3 L
    b) 6 L
    
4. Circle the following:
   a) barbell
   b) bus

5. Circle the following:
   a) glasses
   b) lightbulb

6. circle ticket and paperclip

7. circle book, milk carton, and bat

8. Circle the following:
   a) 50 g
   b) 10 kg
   c) 2 kg

9. Circle the following:
   a) cylinder
   b) face

10. a) 25 g
    b) 9 g

11. 10 + 10 + 5 + 5 + 10
    = 40 kg

   BONUS
   (7 × 10 kg) + (7 × 10 kg)
   = 70 kg + 70 kg
   = 140 kg
Unit 14: Measurement

Quiz (Lesson 29) — BC

1. Circle the glass with colder water.
   a) ![Glass with colder water](image1)
   b) ![Glass with warmer water](image2)

2. Circle the thermometer that shows a higher temperature.
   a) ![Thermometer A](image3)
   b) ![Thermometer B](image4)

3. The picture shows part of a thermometer. What temperature does the thermometer show?
   a) 30°  
   b) 50°  
   c) 90°

4. Match the temperature with the description.
   A. temperature at which water boils
   B. temperature at which water freezes
   C. temperature of the human body
   a) 37°C  
   b) 0°C  
   c) 100°C
Unit 14: Measurement

Quiz (Lesson 29) — BC

5. Match the temperature with the description.

   A. very cold outside       B. very hot outside       C. cool outside

   a) 35°C ______              b) 2°C ______               c) 10°C ______

BONUS► The picture shows parts of two thermometers. How many degrees warmer is the first thermometer than the second thermometer?

90°     90°
80°     80°

_________________
1. Circle the following:
   a) glass on the left
   b) glass on the right

2. Circle the following:
   a) thermometer on the right
   b) thermometer on the left

3. a) 28°
   b) 42°
   c) 89°

4. a) C
   b) B
   c) A

5. a) B
   b) A
   c) C

BONUS
88° – 81° = 7° warmer
1. Circle the container with more liquid.
   a) [Image]
   b) [Image]
   c) [Image]

2. Fred thinks that the container on the left has more liquid because the liquid is taller. Is he correct? _____
   Explain. _____________________________________

3. Circle the container with more liquid.
   a) [Image]
   b) [Image]

4. Find the capacity of the container and the volume of the liquid.
   a) [Image]
      Capacity = _____
      Volume = _____
   b) [Image]
      Capacity = _____
      Volume = _____
5. The capacity of a container is 6 L. It contains 2 L of water. How much more water can be added before the container is filled to its capacity?

________________________

6. Write the missing mass needed to make the balance level.

\[ \begin{array}{cccc}
10 \text{ g} & 10 \text{ g} & 5 \text{ g} & 5 \text{ g} \\
\hline
8 \text{ g} & 8 \text{ g} & 8 \text{ g} & ?
\end{array} \]

? = _____

7. A cart can carry a maximum of 50 kg. There are 5 packages each with a mass of 9 kg on the cart.
   a) What is the total mass of the packages? ________________
   b) What is the greatest mass of a package that can be added to the cart? ________________

8. Circle the thermometer that shows a higher temperature.
   a) 
   b)
Unit 14: Measurement

Test (Lessons 23, 26–27, 29) — BC

9. Circle the thermometer that shows the lowest temperature.

![Thermometers]

10. The picture shows part of a thermometer. What temperature does the thermometer show?

a) 50°  b) 20°  c) 40°

   ![Thermometers]

11. a) At what temperature does water boil? _____

   b) At what temperature does water freeze? _____

**BONUS** Normal body temperature is 37°C. If your body temperature is higher than 37°, you have a fever. If your body temperature reaches 39°, you need to see a doctor. How many degrees above normal is your body temperature if you need to see a doctor for your fever?

________________________________________
1. Circle the following:
   a) fishbowl on the left
   b) glass on the right
   c) glass on the right
2. No.
   The containers are not the same size so you cannot compare the heights of the liquids.
3. Circle the following:
   a) glass on the left
   b) fishbowl
4. a) 6 L
   5 L
   b) 3 L
   1 L
5. 6 L − 2 L = 4 L
6. 3 g
7. a) 5 × 9 kg = 45 kg
   b) 50 kg − 45 kg = 5 kg
8. Circle the following:
   a) thermometer on the left
   b) thermometer on the right
9. circle the thermometer on the left
10. a) 53°
    b) 14°
    c) 36°
11. a) 100°C
    b) 0°C
BONUS
    2°C
1. Find the multiples of 10 before and after the number.
   a) _____, 52, _____  b) _____, 38, _____  c) _____, 16, _____

2. Round to the nearest multiple of 10. Circle the answer.
   a) 27 is rounded to 20 or 30  b) 31 is rounded to 30 or 40
   c) 85 is rounded to 80 or 90  d) 13 is rounded to 10 or 20

3. Round to the nearest 10.
   a) 39 _____  b) 71 _____  c) 45 _____
   d) 93 _____  e) 24 _____  f) 62 _____

4. Clara has 49 baseball cards and 23 hockey cards. Round each number to the nearest ten to estimate the total number of cards.
   ___________________________________

5. John collects 21 cans each day for five days. Round the number of cans to the nearest ten to estimate the total number of cans he collected.
   ___________________________________

   **BONUS** Use multiplication to estimate the total number of cans John collected. ______________________________
6. When Fred comes home, he throws his spare coins in a tray.
Circle 10 coins as a referent. Use it as a referent to estimate
the total number of coins in the tray.

The number of coins is about _____ × 10 = _____

7. Each face represents a person at a concert.
Bill wants to count the total number of people.
   a) Explain why using 100 as a referent is a good choice.
       ______________________________________

   b) Circle about 100 people to use as a referent.

   c) Use the referent to estimate the number of people
      at the concert. ______

BONUS► There are 12 bottles of orange juice in a case.
A warehouse has 20 cases. Round the number
of bottles of juice in each case to the nearest ten
to estimate the number of bottles of orange juice
in the warehouse.

_______________________________________
Unit 15: Number Sense

Quiz (Lessons 71–73) — BC

1. a) 50, 60
   b) 30, 40
   c) 10, 20

2. Circle the following:
   a) 30
   b) 30
   c) 90
   d) 10

3. a) 40
   b) 70
   c) 50
   d) 90
   e) 20
   f) 60

4. 50 + 20 = 70

5. 20 + 20 + 20 + 20 + 20 = 100
   BONUS
   5 × 20 = 100

6. 7, 70

7. a) There are many more than 100 people.
   b) Teacher to check.
   c) 500
   BONUS
   10 × 20 = 200
1. Write the place value of the underlined digit.
   a) 2475 ____________________ b) 3167 ____________________
   c) 8926 ____________________ d) 4038 ____________________

2. Write the value of each digit.
   a) 3 9 2 4
      \[
      \begin{array}{c}
      3 \\
      9 \\
      2 \\
      4 \\
      \end{array}
      \]
   b) 7 1 8 6
      \[
      \begin{array}{c}
      7 \\
      1 \\
      8 \\
      6 \\
      \end{array}
      \]

3. What does the underlined digit stand for in the number?
   a) 3176  __________
   b) 9845 __________
   c) 1082 __________
   d) 7351 __________

4. Add the numbers.
   a) 4 2 6
      \[
      \begin{array}{c}
      4 \\
      2 \\
      6 \\
      \end{array}
      \]
      + 7 1 3
      \[
      \begin{array}{c}
      \text{Sum} \\
      \end{array}
      \]
   b) 5 4 2
      \[
      \begin{array}{c}
      5 \\
      4 \\
      2 \\
      \end{array}
      \]
      + 8 3 7
      \[
      \begin{array}{c}
      \text{Sum} \\
      \end{array}
      \]

5. Add. You might need to regroup once or twice.
   a) 4 2 6
      \[
      \begin{array}{c}
      4 \\
      2 \\
      6 \\
      \end{array}
      \]
      + 9 3 6
      \[
      \begin{array}{c}
      \text{Sum} \\
      \end{array}
      \]
   b) 7 4 6
      \[
      \begin{array}{c}
      7 \\
      4 \\
      6 \\
      \end{array}
      \]
      + 6 7 5
      \[
      \begin{array}{c}
      \text{Sum} \\
      \end{array}
      \]
Unit 15: Number Sense

Quiz (Lessons 74–75) — BC

6. Write the numbers in the grid. Then add.
   a) 283 + 48
   b) 487 + 613

7. Charlie’s class sold chocolate-covered almonds for the school fundraiser. Last week they raised $435. This week they raised $576. How much money did they raise altogether?

BONUS► Find the missing numbers.
Unit 15: Number Sense

Quiz (Lessons 74–75) — BC

1. a) tens
   b) ones
   c) thousands
   d) hundreds

2. a) 4
       20
       900
       3000
   b) 6
       80
       100
       7000

3. a) 100
   b) 40
   c) 2
   d) 7000

4. a) 1139
   b) 1379

5. a) 1362
   b) 1421

6. a) 331
   b) 1100

7. $1011

BONUS

296
+ 785
1. Find the multiples of 10 before and after the number.
   a) _____, 11, _____  
   b) _____, 98, _____  
   c) _____, 7, _____ 

2. Round to the nearest multiple of 10. Circle the answer.
   a) 17 is rounded to 10 or 20  
   b) 99 is rounded to 90 or 100
   c) 25 is rounded to 20 or 30  
   d) 54 is rounded to 50 or 60

3. Round to the nearest 10.
   a) 9 _____  
   b) 97 _____  
   c) 29 _____  
   d) 11 _____  
   e) 34 _____  
   f) 71 _____ 

4. Anna earned $26 this week mowing lawns. She earned $39 last week. Round each number to the nearest ten to estimate the total amount she earned.

   __________________ _________________________________

5. Tina did 29 push-ups each day for 4 days. Round the number of push-ups to estimate the total number of push-ups she did.

   __________________ _________________________________

BONUS► Use multiplication to estimate the total number of push-ups Tina did.

   __________________ _________________________________
6. The picture shows the bricks Marko used to make a patio. Circle a referent of 10 bricks. Use it as a referent to estimate the total number of bricks in the patio.

The number of bricks is about \( \_ \times 10 = \_ \)

7. Each dot represents a raindrop on a sidewalk. Jane wants to count the total number of raindrops.
   a) Explain why using 100 as a referent is a good choice.

   ________________________________

   b) Circle about 100 raindrops to use as a referent.

   c) Use the referent to estimate the number of raindrops on the sidewalk.

   ________

BONUS► A package of strawberries contains 28 strawberries. There are 10 packages of strawberries at a grocery store. Round the number of strawberries to the nearest ten to estimate the total number of strawberries at the store.

   _____________________________________________
1. a) 10, 20  
   b) 90, 100  
   c) 0, 10  
2. Circle the following:  
   a) 20  
   b) 100  
   c) 30  
   d) 50  
3. a) 10  
   b) 100  
   c) 30  
   d) 10  
   e) 30  
   f) 70  
4. 30 + 40 = 70  
5. 30 + 30 + 30 + 30 = 120  
   BONUS  
   4 × 30 = 120  
6. 4, 40  
7. a) There are many more than 100 raindrops.  
   b) Teacher to check.  
   c) 400  
   BONUS  
   30 × 10 = 300
Unit 16: Number Sense

Quiz (Lessons 76–81) — BC

1. Match the coin with its name.

A. dime    B. nickel    C. quarter    D. penny    E. loonie

a) [Image]  b) [Image]  c) [Image]  d) [Image]  e) [Image]

2. Write the value of the coin.

a) dime _____ ¢  b) nickel _____ ¢  c) loonie _____ ¢

d) quarter _____ ¢  e) penny _____ ¢

3. Count on by the first coin value given and then by the second coin value.

a) [Image] [Image] [Image] [Image]

b) [Image] [Image] [Image] [Image] [Image]

4. Write the value of the coins in order from greatest value to least value. Then count on to find the total amount.

a) 5¢ 25¢ 5¢ 25¢ 5¢

b) 5¢ 25¢ 5¢ 10¢
Unit 16: Number Sense

Quiz (Lessons 76–81) — BC

5. What is the total amount in cents? Count on by the greatest coin value first.
   a)  
   b)  
   Total amount = __________       Total amount = __________

6. Write the two coin values needed to make the total.
   a) 75¢
   b) 130¢
   
6. Write the two coin values needed to make the total.
   a) 75¢
   b) 130¢
   
7. Draw the least number of coins to make the total.
   a) 65¢
   b) 145¢

8. Find the difference owed from a dollar for the given amount.
   a) 47¢
   b) 63¢
   
   Difference = _______       Difference = _______

BONUS► What is the total amount in cents?

Total amount = __________
1. a) D
   b) C
   c) E
   d) B
   e) A
2. a) 10
   b) 5
   c) 100
   d) 25
   e) 1
3. a) 10, 20, 25, 30, 35
   b) 25, 50, 75, 76, 77
4. a) 25, 25, 5, 5
   25, 50, 55, 60
   b) 25, 10, 5, 5
   25, 35, 40, 45
5. a) 65¢
   b) 21¢
6. a) 10¢, 5¢
   b) 25¢, 5¢
7. a) 25¢, 25¢, 10¢, 5¢
   b) 100¢, 25¢, 10¢, 10¢
8. a) 53¢
   b) 37¢
BONUS
110¢
Unit 16: Number Sense

Quiz (Lessons 82–87) — BC

1. Write the number of dollars using cents.
   a) ______¢  
   b) ______¢  
   c) ______¢

2. Fill in the blanks.
   a) 500¢ = _____ loonies
   b) 500¢ = _____ loonies + _____ toonie
   c) 500¢ = _____ loonie + _____ toonies

3. Find the total number of dollars and cents. Write the answer in dollars and cents notation.
   a) 
   $_____ and _____¢
   ______
   
   b) 
   $_____ and _____¢
   ______
   
   c) 
   $_____ and _____¢
   ______

4. Write the value of the missing money needed to make the total.
   a) $3 and 55¢
   
   b) $7 and 90¢
5. Find the total amount of money.
   a) __________
   b) __________

6. Use multiplication and addition to write the value of the bills and coins. Then find the total value.

   __________
   __________
   __________

7. Find the balance left in the account after each operation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Deposit</th>
<th>Withdrawal</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1</td>
<td></td>
<td></td>
<td>$250</td>
</tr>
<tr>
<td>February 8</td>
<td>$30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 23</td>
<td></td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>February 28</td>
<td></td>
<td>$60</td>
<td></td>
</tr>
<tr>
<td>March 1</td>
<td>$10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BONUS► Which has more value, two $5 bills or five toonies? Explain.
Unit 16: Number Sense

Quiz (Lessons 82–87) — BC

1. a) 200  
b) 100  
c) 500
2. a) 5  
b) 3, 1  
c) 1, 2
3. a) 4, 15  
   $4.15  
b) 2, 8  
   $2.08  
c) 8, 25  
   $8.25
4. a) 10¢, 10¢  
b) $2
5. a) $70  
b) $100
6. (2 × $5) + (3 × $2)  
   = $10 + $6  
   = $16
7. $280  
   $230  
   $170  
   $180

BONUS  
They have the same value.  
2 × $5 = $10  
5 × $2 = $10
1. Write the value of the money in cents.
   a) _____¢  
   b) _____¢  
   c) _____¢  
   d) _____¢  
   e) _____¢  
   f) _____¢  

2. Count on by the first coin value given and then by the next coin value to find the total value of the coins in cents.
   a) _____, _____, _____, _____, _____, _____
   b) _____, _____, _____, _____, _____, _____

3. Find the total amount of money in dollars.
   a) $_____
   b) $_____

Sample Unit Quizzes and Tests for Grade 3
Unit 16: Number Sense
Test (Lessons 76–85, 87) — BC

4. Draw the least number of coins to make the total.
   a) 95¢
   b) 165¢

5. Find the difference owed from a dollar for the given amount.
   a) 65¢  →  100¢
      Difference = _______
   b) 24¢  →  100¢
      Difference = _______

6. Find the total number of dollars and cents. Write the answer in dollars and cents notation.
   a) $_____ and _____¢
      ___________
   b) $_____ and _____¢
      ___________

7. Jen thinks that a $5 bill has the same value as two toonies and a loonie. Is she correct? Explain.
   ____________________________________________
   ____________________________________________
Unit 16: Number Sense

Test (Lessons 76–85, 87) — BC

8. Use multiplication and addition to write the value of the bills and coins. Then find the total value.
   a) 
   b) 

9. Tina has $150 in her bank account at the beginning of January.
   On January 10, she deposits $40 that she earned by shovelling snow.
   On January 15, she withdraws $60 to pay for clothes.
   On January 31, she withdraws $20 to pay for a school trip.
   Fill in the table to find how much money she has in her account on February 1.

<table>
<thead>
<tr>
<th>Date</th>
<th>Deposit</th>
<th>Withdrawal</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1</td>
<td></td>
<td></td>
<td>$150</td>
</tr>
<tr>
<td>January 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BONUS► Luc has two $50 bills, three $20 bills, four $10 bills, and five toonies. How much money does he have altogether?

______________________________________________________
______________________________________________________
Unit 16: Number Sense

Test (Lessons 76–85, 87) — BC

1. a) 25
   b) 1
   c) 5
   d) 100
   e) 500
   f) 10

2. a) 25¢, 50¢, 60¢, 70¢, 80¢, 85¢
   b) 100¢, 200¢, 210¢, 211¢, 212¢, 213¢

3. a) 9
   b) 27

4. a) 25¢, 25¢, 25¢, 10¢, 10¢
   b) 100¢, 25¢, 25¢, 10¢, 5¢

5. a) 35¢
   b) 76¢

6. a) 2.45
   $2.45
   b) 7.5
   $7.05

7. Yes.
   2 toonies = $4,
   1 loonie = $1, total = $5

8. a) \((3 \times 10¢) + (4 \times 5¢)\)
   = 30¢ + 20¢
   = 50¢
   b) \((2 \times $20) + (3 \times $10)\)
   = $40 + $30
   = $70

9. | D     | W     | B   |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$40</td>
<td></td>
<td>$190</td>
</tr>
<tr>
<td>$60</td>
<td></td>
<td>$130</td>
</tr>
<tr>
<td>$20</td>
<td></td>
<td>$110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$110</td>
</tr>
</tbody>
</table>

BONUS
\((2 \times $50) + (3 \times $20)\)
+ \((4 \times $10) + (5 \times $2)\)
= $100 + $60 + $40 + $10
= $210
Unit 17: Geometry
Quiz (Lessons 19–23) — BC

1. Is the highlighted part a vertex, edge, or face?
   a) ____________________
   b) ____________________
   c) ____________________

2. Count the vertices and the edges.
   a) ______ vertices
      ______ edges
   b) ______ vertices
      ______ edges
   c) ______ vertices
      ______ edges

3. Is the 3-D shape a pyramid or a prism?
   a) ____________________
   b) ____________________
   c) ____________________
Unit 17: Geometry

Quiz (Lessons 19–23) — BC

4. Match the shape to its name.

A.  
B.  
C.  

a) pentagonal prism  

b) hexagonal pyramid  
c) hexagonal prism

5. Circle the 3-D shape that matches the net.

A.  
B.  
C.  

6. For Question 5, explain why you chose that 3-D shape.

7. a) I have 1 base. It is a circle. What 3-D shape am I? ___________________

   b) I have 2 bases. They are circles. What 3-D shape am I? ___________________

BONUS► A prism has a base with 12 sides.
   How many vertices does it have? _____
Unit 17: Geometry

Quiz (Lessons 19–23) — BC

1. a) edge  
   b) face  
   c) vertex

2. a) 4  
   6  
   b) 8  
   12  
   c) 7  
   12

3. a) prism  
   b) pyramid  
   c) prism

4. a) B  
   b) C  
   c) A

5. circle C

6. Answers will vary. Teacher to check.

7. a) cone  
   b) cylinder

BONUS

24
1. Match the net with the 3-D shape.

A.  

B.  

C.  

a)  

b)  

c)  

2. Count the vertices and the edges.

a)  

b)  

c)  

3. A 3-D shape has a base with 5 vertices. If there are 6 vertices altogether, is the shape a prism or a pyramid? Explain.

________________________________________________________________________

________________________________________________________________________
Unit 17: Geometry
Test (Lessons 19–23) — BC

4. Name the shape.
   a) 
   b) 
   c) 

BONUS ► I am a 3-D shape. I have two identical bases, each with 8 sides.
   a) What shape am I? ___________________________
   b) How many faces do I have? _____
Unit 17: Geometry

Test (Lessons 19–23) — BC

1. a) A
   b) C
   c) B
2. a) 6
   9
   b) 10
   15
   c) 5
   8
3. Sample answer:
   Pyramids have one more vertex than the number of vertices in the base. The shape is a pyramid.
4. a) cone
   b) sphere
   c) cylinder

BONUS
   a) octagonal prism
   b) 10
1. Use the pictograph to answer the questions.

**Cost of a Slice of Pizza**  

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Pizza Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim’s Pizza</td>
<td>$3</td>
</tr>
<tr>
<td>Yu’s Pizza</td>
<td>$5</td>
</tr>
<tr>
<td>Tony’s Pizza</td>
<td>$4</td>
</tr>
</tbody>
</table>

a) How much more does a slice of pizza cost at Yu’s Pizza than at Kim’s Pizza? _____

b) How much do 3 slices of pizza cost at Tony’s Pizza? _____

2. Use the pictograph to answer the questions.

**Number of Raisins Eaten**  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex</td>
<td></td>
</tr>
<tr>
<td>Ava</td>
<td></td>
</tr>
<tr>
<td>Rani</td>
<td></td>
</tr>
</tbody>
</table>

a) How many raisins did Alex eat? _____

b) How many more raisins were eaten altogether by Ava and Rani? _____

3. Luc sees a pictograph with the scale 😊 = 10. He thinks that 😊😊😊😊😊 = 41. Is he correct? Explain.

__________________________________________________________________________________________

__________________________________________________________________________________________
4. Students in a class were asked to pick their favourite hockey team. Their answers are shown in the bar graph.

<table>
<thead>
<tr>
<th>Favourite Hockey Team</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toronto</td>
<td>8</td>
</tr>
<tr>
<td>Montreal</td>
<td>14</td>
</tr>
<tr>
<td>Ottawa</td>
<td>4</td>
</tr>
<tr>
<td>Edmonton</td>
<td>6</td>
</tr>
<tr>
<td>Winnipeg</td>
<td>2</td>
</tr>
<tr>
<td>Calgary</td>
<td>7</td>
</tr>
<tr>
<td>Vancouver</td>
<td>5</td>
</tr>
</tbody>
</table>

**a)** How many students picked Montreal? _____

**b)** How many more students picked Calgary than Winnipeg? _____

**c)** How many students answered the question? _____

**BONUS**► 45 students were in the class. How many students did not answer the question? _____
1. a) $2  
   b) $12  
2. a) 7  
   b) 6  
3. No.  
   four whole faces = 40  
   half face = 5  
   total = 45  
4. a) 11  
   b) 4  
   c) 41  
BONUS  
   4
Unit 18: Probability and Data Management

Quiz (Lessons 12–16) — BC

Name: ______________________

Date: ________________

1. List all the possible outcomes.
   a) Ed and Liz play a game. ___________________________
   b) Bill flips a coin. ________________________________
   c) Kathy rolls a die. ________________________________

2. Find the number of outcomes.

   Number of white outcomes: _____
   Number of grey outcomes: _____
   Number of black outcomes: _____

3. You roll a die.
   a) What are the possible even number outcomes? ________________
   b) What are the possible odd number outcomes? ________________
   c) How many outcomes are possible in total? _____
   d) Is there an even chance of rolling an odd number? _____ Explain.

4. Describe the event as “likely” or “unlikely.”
   a) Spinning green is ________________.
   b) Spinning red is ________________.
   c) Spinning grey is ________________.
5. Write “certain,” “likely,” “unlikely,” or “impossible” to describe the chances of the event.
   a) A box has 4 red marbles and 2 green marbles. You pick out a red marble. ______________
   b) A spinner has 4 regions, each coloured green. You spin green. ______________
   c) A box has 6 blue marbles and 2 red marbles. You pick out a green marble. ______________
   d) A spinner has 6 regions. 5 regions are blue. 1 region is red. You spin red. ______________

6. Jax and Grace roll a die. Jax wins if the number rolled is 2 or 4. Grace wins if the number rolled is 1, 3, 5, or 6. Write “true” or “not true.”
   a) The winning outcomes for Jax are 2 and 4. __________
   b) The winning outcomes for Grace are 1, 3, 5, and 6. __________
   c) Both of the players have the same number of winning outcomes. __________
   d) The game is fair. __________

   **BONUS** Jax and Grace should each have 3 outcomes for it to be a fair game. __________

7. a) If you spin the spinner 20 times, how many times would you predict spinning green? _____
   b) If you spin the spinner 20 times, how many times would you predict spinning red? _____
BONUS➤ Tom used a spinner to make 30 spins. He recorded the results in a table. Design a spinner that might produce the same results that Tom had.

<table>
<thead>
<tr>
<th>Colour</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>15</td>
</tr>
<tr>
<td>Red</td>
<td>15</td>
</tr>
</tbody>
</table>
1. a) win, loss, tie
   b) heads, tails
   c) 1, 2, 3, 4, 5, 6
2. 3
   2
   1
3. a) 2, 4, 6
   b) 1, 3, 5
   c) 6
   d) Yes.
      The number of even outcomes is the same as the number of odd outcomes
4. a) likely
   b) unlikely
   c) likely
5. a) likely
   b) certain
   c) impossible
   d) unlikely
6. a) true
   b) true
   c) not true
   d) not true
   BONUS
      true
7. a) 5
   b) 15
   BONUS
      Teacher to check.
1. Use the pictograph to answer the questions.

Number of Apples Sold

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td>Bob</td>
<td>Cam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apple = 4 apples

a) How many apples did Anna sell? _____

b) How many more apples did Cam sell than Anna? _____

c) How many apples were sold altogether? _____

2. The bar graph shows the number of wins by hockey teams. Use the graph to answer the questions.

Hockey Team Wins

<table>
<thead>
<tr>
<th>Team</th>
<th>Number of Wins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toronto</td>
<td>8</td>
</tr>
<tr>
<td>Montreal</td>
<td>12</td>
</tr>
<tr>
<td>Ottawa</td>
<td>2</td>
</tr>
<tr>
<td>Edmonton</td>
<td>6</td>
</tr>
</tbody>
</table>

a) How many wins did Montreal have? _____

b) How many fewer wins did Edmonton have than Toronto? _____

c) Each win is worth 2 points. How many points does Ottawa have? _____

BONUS► How many more points does Montreal have than Toronto? _________________
3. Kathy flipped a coin 30 times and made a tally.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Tally</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads</td>
<td>💣💣💣💣💣💣💣💣💣</td>
<td></td>
</tr>
<tr>
<td>Tails</td>
<td>💣💣</td>
<td></td>
</tr>
</tbody>
</table>

a) Use the tally to find the count for each outcome.

b) If you flipped a coin 30 times, how many times would you expect to flip heads, half, more than half, or less than half? ________________

c) Do you think Kathy’s game is fair? _____ Explain. ____________________

4. List the possible outcomes when spinning the spinner.

__________________________________________________________

5. Describe the event as “likely,” “unlikely,” “certain,” or “impossible.”

   a) Spinning blue is ____________________.

   b) Spinning red is ____________________.

   c) Spinning blue is ____________________.

   d) Spinning red is ____________________.
6. Amir, Tina, and Ed play a game using the spinner. Amir wins if the spinner lands on a number. Tina wins if the spinner lands on a shaded area. Ed wins if the spinner lands on a letter.

   a) How many winning outcomes does Amir have? _____
   b) How many winning outcomes does Tina have? _____
   c) How many winning outcomes does Ed have? _____
   d) Is the game fair? _____ Explain. ____________________________________

7. Greta rolls a die.

   a) How many possible outcomes are there? _____
   b) How many outcomes are multiples of 3? _____
   c) If Greta rolls the die a total of 12 times, how many times can she expect to roll a multiple of 3? _____

BONUS► You spin the spinner 24 times. How many times do you expect to spin a letter? _____ Explain.

   ________________________________
   ________________________________
   ________________________________
1. a) 10  
    b) 12  
    c) 48  
2. a) 11  
    b) 2  
    c) 6  

**BONUS**  

\[ 22 - 16 = 6 \]

3. a) 27  
    b) half  
    c) No.  
    If the game was fair, you would expect to flip heads about 15 times.
5. a) unlikely  
    b) certain  
    c) unlikely  
    d) likely  
6. a) 2  
    b) 2  
    c) 2  
    d) Yes. Each person has the same number of winning outcomes.  
7. a) 6  
    b) 2  
    c) 4  

**BONUS**  

12  

There are 3 winning outcomes out of 6.