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### Unit 11  Patterns and Algebra: Patterns and Equations

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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.
Unit 10: Number Sense

Quiz (Lessons 48–52) — MB

Name: ______________________

Date: ________________

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

   How many in each car? _____

   b) 10 cookies
   5 plates

   How many on each plate? _____

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

   How many sets? _____
   How many 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.

   How many at each table? _____

   b) 15 books. 5 books on each shelf.

   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) — MB

1. a) apples
   3
   2
b) pencils
   2
   3

2. a) 
   4
b) 

3. a) 
   6
b) 

4. a) 
   4
b) 

BONUS
a) 5
b) 3
1. a) Write a division sentence for the picture.

\[
\begin{array}{c}
\includegraphics[width=0.5\textwidth]{division-puzzle.png}
\end{array}
\]

\[
\text{____} \div \text{____} = \text{____}
\]

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.

\[
\begin{array}{c}
\includegraphics[width=0.5\textwidth]{addition-puzzle.png}
\end{array}
\]

\[
8 \div 2 = 4
\]

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

\[
\begin{array}{c}
\includegraphics[width=0.5\textwidth]{division-puzzle.png}
\end{array}
\]

\[
5 + 5 + 5 = 15
\]

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

\[
\begin{array}{c}
\includegraphics[width=0.5\textwidth]{number-line.png}
\end{array}
\]

\[
\text{____} \div 2 = \text{____}
\]

b) Use the number line to divide.

\[
\begin{array}{c}
\includegraphics[width=0.5\textwidth]{number-line.png}
\end{array}
\]

\[
12 \div 4 = \text{____}
\]

c) What division sentence does the picture show?

\[
\begin{array}{c}
\includegraphics[width=0.5\textwidth]{number-line.png}
\end{array}
\]

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

_____ lines _____ sets

_____ lines in each set

_____ + _____ = _____

_____ ÷ _____ = _____

5. Divide 20 ÷ 4 by repeated subtraction.

20  _____  _____  _____  _____  _____

20 ÷ 4 = _____

BONUS► Write two division sentences for the picture.

_____ + _____ = _____

_____ ÷ _____ = _____
Unit 10: Number Sense

Quiz (Lessons 53–55) — MB

1. a) 20, 4, 5
   b) [Diagram: five dots]

2. a) \[2 + 2 + 2 + 2 = 8\]
   b) \[\frac{15}{5} = 3\]

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

5. gap: −4
   16, 12, 8, 4, 0
   5

BONUS
   50, 5, 10
   50, 10, 5
1. Write two multiplication sentences and two division sentences for the picture.

\[
\begin{align*}
\text{ Multiplication: } & \quad 3 \times 2 = 6 \\
\text{ Division: } & \quad 6 \div 2 = 3 \\
\text{ Multiplication: } & \quad 2 \times 3 = 6 \\
\text{ Division: } & \quad 6 \div 3 = 2
\end{align*}
\]

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

a) 12 things in total
   4 things in each set

\[
\begin{align*}
\text{Multiplication: } & \quad 4 \times 3 = 12 \\
\text{Division: } & \quad 12 \div 4 = 3
\end{align*}
\]

How many sets? _____

b) 5 sets
   4 things in each set

\[
\begin{align*}
\text{Multiplication: } & \quad 5 \times 4 = 20 \\
\text{Division: } & \quad 20 \div 5 = 4
\end{align*}
\]

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.

\[
\begin{align*}
\text{Multiplication: } & \quad 3 \times 2 = 6 \\
\text{Division: } & \quad 6 \div 2 = 3 \\
\text{Multiplication: } & \quad 2 \times 3 = 6 \\
\text{Division: } & \quad 6 \div 3 = 2
\end{align*}
\]

____ rows

____ columns
Unit 10: Number Sense

Quiz (Lessons 56–61) — MB

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) — MB

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) — MB

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.

   _____ ÷ 3 = _____

5. Write two division statements for the picture.

   _____ + _____ = _____
   _____ + _____ = _____
6. Divide 24 ÷ 6 by repeated subtraction.

24  _____  _____  _____  _____

24 ÷ 6 = _____

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

___ rows  ____________________________  ____________________________

___ columns  ____________________________  ____________________________

8. 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>

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

a) 6 sets
3 things in each set

How many things altogether? _____
How many things in each set? _____

b) 20 things
5 sets
10. 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) ☐ ☐ ☐ ☐ ☐  
    b) \(2 + 2 + 2 + 2 + 2 = 10\)
4. 18, 6
5. 20, 5, 4  
   20, 4, 5
6. gap: −6  
   18, 12, 6, 0  
   4
7. 4 rows  
   6 columns  
   4 \times 6 = 24  
   6 \times 4 = 24  
   24 + 4 = 6  
   24 + 6 = 4
8. a) 8, 2, ?, 8 + 2 = ?  
    b) ?, 6, 7, 6 \times 7 = ?
9. a) 6 \times 3 = ?  
    18  
    b) 20 \div 5 = ?  
    4
10. a) 4 \times 3 = 12  
    12 crayons in total  
    b) 15 + 3 = 5  
    5 peaches in each basket
BONUS  
   80 + 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>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
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<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. 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) — MB

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

   32 33 34 35 36 37 38 39 40 41 42 43 44

5. Draw a decreasing pattern on the number line.

   151 152 153 154 155 156 157 158 159 160 161 162 163

   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) — MB

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) \( 8 + \boxed{} = 13 \)  

   b) \( \boxed{} + 6 = 15 \)  

   c) \( 4 + \boxed{} = 12 \)

4. Write the fact family for the picture.

   \[ \boxed{} \boxed{} \boxed{} \boxed{} \boxed{} \boxed{} \]

   _______________  _______________

   _______________  _______________

5. Write the subtraction equation to find the missing number.

   a) \( 12 = 7 + \boxed{} \)  

   b) \( 6 + \boxed{} = 14 \)  

   c) \( 4 + \boxed{} = 11 \)
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) \( 8 = x - 9 \)

   \[ \square \] = \[ \square \]  
   \[ \square \] = \[ \square \]  
   \[ \square \] = \[ \square \]

\[ x = \square \]  
\[ y = \square \]  
\[ x = \square \]

**BONUS**

Solve the equation.

\( 500 - x = 200 \)

\[ \square \]

\[ x = \square \]
Unit 11: Patterns and Algebra

Quiz (Lessons 15–19) — MB

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>
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</thead>
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</table>

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 __________________________
Unit 11: Patterns and Algebra

Test (Lessons 13–19) — MB

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 _____.

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<th>32</th>
<th>33</th>
<th>34</th>
<th>35</th>
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</tbody>
</table>

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) \(12 - \square = 3\)  
   b) \(16 - \square = 9\)  
   c) \(13 - \square = 6\)

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

11. Tania wants to solve the equation \(7 + \square = 12\). 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
   
   | 3 |
   | 7 |
   | 11|
   | 15|
   | 19|

   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
   x = 10

   b) 48 = 57 − x
   57 − 48 = 9
   x = 9
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) b) c)

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

a) b)

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

a) b) c)

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

b) Add three lines to the picture to make six equal parts.
Unit 12: Number Sense

Quiz (Lessons 62–67) — MB

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) — MB

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) \( \frac{2}{4} \)
   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) ___ of the shapes are triangles.  
   b) ___ of the shapes are squares.  
   c) ___ of the shapes are shaded.  
   d) ___ 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.
4. Shade the fraction of the strip.
   a) \[ \frac{4}{5} \]
   b) \[ \frac{3}{8} \]

5. Circle the greater fraction. Then use the correct sign (\(>\) or \(<\)) to compare the fractions.
   a) \[ \frac{3}{4} \] \[ \frac{1}{4} \] 
      \(>\) 
   b) \[ \frac{3}{6} \] \[ \frac{5}{6} \] 
      \(<\)
Unit 12: Number Sense

Quiz (Lessons 68–69) — MB

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. \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramA}}
   \end{array}
   \]
   a) \( \frac{1}{3} \) 

   B. \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramB}}
   \end{array}
   \]
   b) \( \frac{1}{6} \) 

   C. \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramC}}
   \end{array}
   \]
   c) \( \frac{1}{2} \) 

   D. \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramD}}
   \end{array}
   \]
   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) \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramE}}
   \end{array}
   \]
   b) \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramF}}
   \end{array}
   \]
   c) \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramG}}
   \end{array}
   \]

4. Shade \( \frac{1}{2} \) of the shape in two different ways.
   a) \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramH}}
   \end{array}
   \]
   b) \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramI}}
   \end{array}
   \]

5. Draw a line to make 8 equal parts.
   a) \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramJ}}
   \end{array}
   \]
   b) \[
   \begin{array}{c}
   \text{\includegraphics[width=0.2\textwidth]{diagramK}}
   \end{array}
   \]
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) $\frac{2}{6}$  
   $\frac{5}{6}$  
   b) $\frac{3}{4}$  
   $\frac{1}{4}$
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 $\frac{3}{4}$  
   $>$
1. Write the time in words and numbers.
   a) 7:53
      ______________________
      ______________________
   b) 12:08
      ______________________
      ______________________

2. Write the time the way it looks on a digital clock.
   a) 9 minutes past 10
      1 2 3
      4
      5 6
      7
      8 9
      10
      11
      12
   b) 23 minutes past 8
      1 2 3
      4
      5 6
      7
      8 9
      10
      11
      12

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) — MB

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
   b) 48
   c) 72
   d) 96
   b) 60
   c) 120
   d) 180
   e) 240
   d) 7
   e) 14
   f) 21
   g) 28
5. a) 14
   b) 180
   c) 240
   d) 96
6. a) 120 + 15
   b) 135
   b) 180 + 7
   c) 187
7. a) 21 + 4
   b) 25
   b) 28 + 2
   c) 30
8. a) minutes
   b) years
   c) seconds
9. May 4
BONUS
   a) 240
   b) 600
Unit 13: Measurement

Test (Lessons 14, 21–22) — MB

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 _____

A) 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>
<th>Nov</th>
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<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>

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) — MB

9. Change the days to hours. Add the leftover hours.
   
   a) 3 days 2 hours
       = ________ hours
       = _______ hours

   b) 2 days 10 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) — MB

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 25–27) — MB

Name: ______________________
Date: ________________

1. Circle the object that has more mass.
   a)        b)        
   ![banana and dumbbell]

2. Circle the lighter object.
   a)         b)        
   ![sunglasses and tire]

3. Circle the objects that have a mass of about 1 g each.
   ![book, tickets, tire, elephant, clip]

4. Circle the objects that have a mass of about 1 kg each.
   ![tire, book, milk carton, elephant, baseball bat]

5. Circle the better estimate for the mass of the object.
   a) 50 g  b) 50 kg  c) 2 g
   ![tennis ball, tire, book]
6. Circle the heavier object. Hint: Use what the balances tell you.

   a)  
   b)  

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

   a)  
   b)  

   ? = ______  
   ? = ______

8. 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 25–27) — MB

1. Circle the following:
   a) barbell
   b) bus

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

3. circle ticket and paperclip

4. circle book, milk carton, and bat

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

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

7. a) 25 g
   b) 9 g

8. 10 + 10 + 5 + 5 + 10
   = 40 kg

   BONUS
   (7 × 10 kg) + (7 × 10 kg)
   = 70 kg + 70 kg
   = 140 kg
1. Write the missing mass needed to make the balance level.

\[ ? = \] ______

2. 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?
      ________________
1. 3 g
2. a) $5 \times 9 \text{ kg} = 45 \text{ kg}$
   b) $50 \text{ kg} - 45 \text{ kg} = 5 \text{ kg}$
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.
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
Unit 15: Number Sense

Quiz (Lessons 74–75) — MB

Name: ______________________

Date: ________________

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) [Diagram of place value]
   b) [Diagram of place value]

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

4. Add the numbers.
   a) 
   
   b) 
   

5. Add. You might need to regroup once or twice.
   a) 
   b) 

Sample Unit Quizzes and Tests for Grade 3
Unit 15: Number Sense

Quiz (Lessons 74–75) — MB

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.

\[
\begin{array}{c c c c c c c}
1 & 1 & & & & \\
2 & 6 & & & & \\
+ & 7 & 8 & & & \\
1 & 0 & 8 & 1 & & \\
\end{array}
\]
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.
   _______________________________________

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Unit 15: Number Sense

Test (Lessons 71–73) — MB

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 _____ × 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) — MB

1. Match the coin with its name.
   
   A. dime
   B. nickel
   C. quarter
   D. penny
   E. loonie

   a) [Image of dime]
   b) [Image of nickel]
   c) [Image of quarter]
   d) [Image of penny]
   e) [Image of loonie]

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) _____, _____    _____,   _____,   _____
   b) _____,    _____,    _____       _____, _____

4. Write the value of the coins in order from greatest value to least value. Then count on to find the total amount.
   
   a) [Images of coins: 5¢, 25¢, 5¢, 25¢]
   b) [Images of coins: 5¢, 25¢, 5¢, 10¢]
5. What is the total amount in cents? Count on by the greatest coin value first.
   a) ![Image of coins]
   b) ![Image of coins]
   Total amount = __________       Total amount = __________

6. Write the two coin values needed to make the total.
   a) 75¢
   b) 130¢
   ![Image of coins]

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¢
   ![Image of coins]
   Difference = _______       b) 63¢
   ![Image of coins]
   Difference = _______

BONUS► What is the total amount in cents?
   ![Image of coins]
   Total amount = ___________
Unit 16: Number Sense

Quiz (Lessons 76–81) — MB

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 82–83) — MB

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

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

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

Quiz (Lessons 82–83) — MB

1. a) 200  
b) 100  
c) 500  
2. a) 5  
b) 3, 1  
c) 1, 2  
3. a) 10¢, 10¢  
b) $2  
4. (2 × $5) + (3 × $2)  
   = $10 + $6  
   = $16  
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) $_____
Unit 16: Number Sense

Test (Lessons 76–83) — MB

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

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

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

Quiz (Lessons 19–23) — MB

4. Match the shape to its name.

A. [Image of a hexagonal prism]
B. [Image of a hexagonal pyramid]
C. [Image of a hexagonal prism]

a) pentagonal prism ____  b) hexagonal pyramid ____  c) hexagonal prism ____

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

A. [Image of a net]
B. [Image of a net]
C. [Image of a net]

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? _____

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1. a) edge  
   b) face  
   c) vertex  
2. a) 4  
   b) 8  
   c) 7  
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
Unit 17: Geometry
Test (Lessons 19–23) — MB

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) 
   _____ vertices 
   _____ vertices 
   _____ vertices 
   _____ edges 
   _____ edges 
   _____ edges 

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.

   _____________________________________________
   ____________________________
   ____________________________
4. Name the shape.

a) [Diagram of a triangle]

b) [Diagram of a sphere]

c) [Diagram of a cylinder]

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? _____
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>Pizza</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim’s Pizza</td>
<td>$$$$</td>
</tr>
<tr>
<td>Yu’s Pizza</td>
<td>$$$$$</td>
</tr>
<tr>
<td>Tony’s Pizza</td>
<td>$$$$$</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**

<table>
<thead>
<tr>
<th>Raisins Eaten</th>
<th>Alex</th>
<th>Ava</th>
<th>Rani</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○ ○ ○ ○ ☐</td>
<td>○ ○ ○ ○ ○</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.

![Bar Graph](image)

**Favourite Hockey Team**

<table>
<thead>
<tr>
<th>Team</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toronto</td>
<td></td>
</tr>
<tr>
<td>Montreal</td>
<td></td>
</tr>
<tr>
<td>Ottawa</td>
<td></td>
</tr>
<tr>
<td>Edmonton</td>
<td></td>
</tr>
<tr>
<td>Winnipeg</td>
<td></td>
</tr>
<tr>
<td>Calgary</td>
<td></td>
</tr>
<tr>
<td>Vancouver</td>
<td></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? _____
Unit 18: Probability and Data Management

Quiz (Lessons 4, 7) — MB

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
1. Use the pictograph to answer the questions.

Number of Apples Sold $\bigcirc = 4$ apples

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td>4</td>
</tr>
<tr>
<td>Bob</td>
<td>6</td>
</tr>
<tr>
<td>Cam</td>
<td>8</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Hockey Team Wins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team</td>
</tr>
<tr>
<td>Toronto</td>
</tr>
<tr>
<td>Montreal</td>
</tr>
<tr>
<td>Ottawa</td>
</tr>
<tr>
<td>Edmonton</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? __________
1. a) 10  
b) 12  
c) 48  

2. a) 11  
b) 2  
c) 6  

**BONUS**  
22 − 16 = 6