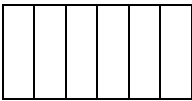

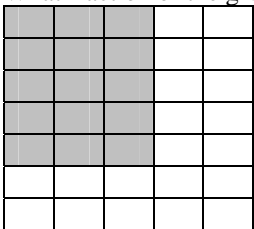


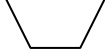




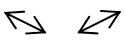




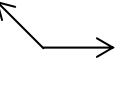
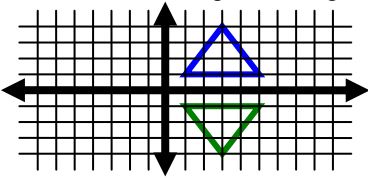


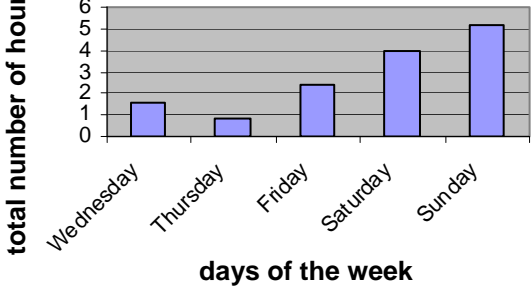
Grade 3 Daily PASS Review Questions for Mathematics

DATE	QUESTION	ANSWER
Day 1	Compare the numbers 5,234 and 5,324 ,using the symbols >, < or = 3-2.1	5,234 < 5,324 (is less than)
Day 2	Compare the numbers 8,738 and 8,421 ,using the symbols >, < or = 3-2.1	8738 > 8421 (is greater than)
Day 3	Compare the numbers using symbols. 8, 235 ___ 8, 214 8, 214 ___ 8,235 3-2.1	8, 235 <u>></u> 8, 214 8, 214 <u><</u> 8,235
Day 4	Write the number 47,032 in word form 3-2.2	Forty-seven thousand, thirty-two
Day 5	Explain your strategy for finding the difference of 678 and 189. 3-2.3	Student answers will vary for explanation. 678-189 = 489
Day 6	Round 52,792 to the nearest 10, 100, and 1,000 3-2.4	52,790; 52,800; 53,000
Day 7	Shade 3/6 of the rectangle.  3-2.5	
Day 8	What fraction of the given rectangle is shaded?  3-2.5	$\frac{15}{35}$
Day 9	Draw a picture showing the meaning of 1 ½. 3-2.6	Student answers will vary.
Day 10	Charlie has 6 packages of light bulbs. There are 4 bulbs in each package. How many bulbs are there altogether? 3-2.7	There are 24 bulbs altogether.
Day 11	Charlie has 24 light bulbs and wants to share them with three other friends. How many light bulbs will Charlie and each of his friends have if each of them is to have the same amount of light bulbs? 3-2.7	Charlie and each of his friends would receive 6 light bulbs.

Day 12	<p>If a number times 9 equals 63, which number sentence could be used to find the value of the number?</p> <p>a. $9 \times 63 = 567$ b. $9 + 63 = 72$ c. $63/9 = 7$ d. $63 - 9 = 54$</p> <p>3-2.8</p>	c. $63/9 = 7$																																																																																																																																																																							
Day 13	<p>When two even numbers are subtracted, is the resulting number even or odd?</p> <p>3-2.9</p>																																																																																																																																																																								
Day 14	<p>Observe the following array and complete a multiplication sentence.</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>3-2.10</p>																																																																																				<p>$4 \times 11 = 44$</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																				
Day 15	<p>What are the products for 70×3; 20×4; and 700×2?</p> <p>3-2.11</p>	210; 80; and 1,400																																																																																																																																																																							
Day 16	<p>Identify the place and value of each digit in the number 539,217</p> <p>3-2.12</p>	5 hundred thousands (500,000); 30 thousands (30,000); 9 thousands (9,000); 2 hundreds (200); 1 ten (10); 7 ones																																																																																																																																																																							
Day 17	<p>In the number 752, 083, what digit represents the ten thousands place?</p> <p>3-2.12</p>	5.																																																																																																																																																																							
Day 18	<p>Write the two numbers that would come next in the following number sequence: 5, 13, 29, 61, ____, ____</p> <p>3-3.1</p>	<u>125</u> , <u>253</u> Rule: double then add 3																																																																																																																																																																							
Day 19	<p>Complete the pattern.</p> <p>2, 5, 11, 23, ____, ____</p> <p>3-3.1</p>	Double the previous and add 1. 47, 95																																																																																																																																																																							
Day 20	<p>What number belongs in place of the O in the following open number sentence?</p> <p style="padding-left: 40px;">$O \times 8 = 48$</p> <p style="padding-left: 40px;">O 4 O 6 O 8 O 12</p> <p>3-3.1</p>	6.																																																																																																																																																																							
Day 21	<p>Summertime Elementary held a three-day spring carnival. The total attendance was 625. The attendance on the second day was 284. What was the attendance on the first day?</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <thead> <tr><th>Day</th><th>Attendance</th></tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>2</td><td>284</td></tr> <tr><td>3</td><td></td></tr> <tr><td>total</td><td>625</td></tr> </tbody> </table> <p>3-3.2</p>	Day	Attendance	1		2	284	3		total	625	<table border="1" style="display: inline-table; vertical-align: middle;"> <thead> <tr><th>Day</th><th>Attendance</th></tr> </thead> <tbody> <tr><td>1</td><td>341</td></tr> <tr><td>2</td><td>284</td></tr> <tr><td>total</td><td>625</td></tr> </tbody> </table> <p>$625 - 284 = 341$ $341 + 284 = 625$</p>	Day	Attendance	1	341	2	284	total	625																																																																																																																																																					
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Day 22	Find the unknown quantity in each equation. $62 + \square = 79$ $\triangle - 274 = 96$ $9 \times \bigcirc = 72$ 3-3.3	$\square = 17$ $\triangle = 370$ $\bigcirc = 8$
Day 23	Illustrate the growth of a flower over a period of ten days. 3-3.4	Answers will vary.
Day 24	Draw a circle. Label the center, circumference, radius, and diameter of the circle. 3-4.1	<u>Circumference</u> : distance around the circle <u>Center</u> : middle of a circle <u>Diameter</u> : Chord through the center of the circle <u>Radius</u> : segment from center of circle to any point.
Day 25	Classify each polygon as a triangle, quadrilateral, pentagon, hexagon or octagon according to the number of sides. a.  b.  c.  d.  e.  3-4.2	a. pentagon b. hexagon c. quadrilateral d. octagon e. triangle
Day 26	Draw a shape that has five sides and one set of parallel lines. 3-4.2	The shape should have a square with a triangle on top.
Day 27	Which of the lines below shows perpendicular lines? a.  b.  c.  d.  3-4.3	a. 

Day 28	Label the angles right, obtuse, and acute. 3-4.4	<div style="display: flex; justify-content: space-around; text-align: center;"> <div>Right </div> <div>Acute </div> <div>Obtuse </div> </div>
Day 29	What triangle has two sides the same length and one side a different length? 3-4.5	An isosceles triangle
Day 30	A triangle has angle measures of 135° , 26° , and 19° . Based on the angle measures of this triangle, what type of triangle 3-4.5	This is an obtuse triangle.
Day 31	Draw a point, line, ray, and line segment. 3-4.6	<ul style="list-style-type: none"> ● Point ●—● Line segment ●—→ Ray ↔ Line
Day 32	Write whether a slide, a flip, or a turn was used to go from figure A (in blue) to figure B (in green)?  3-4.8	A flip was used in this transformation.
Day 33	Mary went into a book store with \$10.00. She bought two books and the bill came to \$6.48. What was her change using the fewest number of coins and bills? 3-5.1	$\$10.00 - \$6.48 = \$3.52$ 2 pennies 2 quarters 3 dollar bills
Day 34	Which is best estimate for the length of a bus? a. 2 yards b. 9 inches c. 17 feet d. 23 inches 3-5.2	c. 17 feet
Day 35	How many cups will fill a quart? 3-5.2	4 cups fill a quart.
Day 36	Sara rode her bicycle 2 kilometers, which is approximately 1.24 miles. What comparison can be made about the relationship between kilometers and miles? 3.5-3	Students should note that 1 kilometer is equal to a little more than half a mile.

<p>Day 45</p>	<p>Conduct a survey among ten of your classmates to find the number of hours they watch T.V. Create a bar graph using the data. Then write a description about your observation of the graph.</p> <p>3-6.2 & 3-6.3</p>	<p>Answers will vary.</p>												
<p>Day 46</p>	<p>Take the data from the above bar graph and construct a line plot. Compare the representations.</p> <p>3-6.5</p>	<p>Answers will vary, but may include: I can see the spread of the data in the line plot. It is easier to locate the range.</p>												
<p>Day 47</p>	<p>Based on the data collected, make predictions about the number of hours your other classmates watch T.V.</p> <p>3-6.4</p>	<p>Answers will vary.</p>												
<p>Day 48</p>	<p>The bar graph below represents the number of hours Miguel spends watching TV during the week. Based on the data shown predict the approximate number of hours Miguel might spend watching TV on Monday and Tuesday. Justify your reasoning.</p> <div style="text-align: center;"> <p>Number of Hours Spent Watching TV</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data from Bar Graph</caption> <thead> <tr> <th>Day</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Wednesday</td> <td>1.5</td> </tr> <tr> <td>Thursday</td> <td>0.8</td> </tr> <tr> <td>Friday</td> <td>2.5</td> </tr> <tr> <td>Saturday</td> <td>4.0</td> </tr> <tr> <td>Sunday</td> <td>5.0</td> </tr> </tbody> </table> </div> <p>3-6.4</p>	Day	Hours	Wednesday	1.5	Thursday	0.8	Friday	2.5	Saturday	4.0	Sunday	5.0	<p>Answers will vary.</p> <p>Students' answers may range from 0 to 3 hours due to the fact that they are school nights.</p>
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Wednesday	1.5													
Thursday	0.8													
Friday	2.5													
Saturday	4.0													
Sunday	5.0													
<p>Day 49</p>	<p>There are 20 cubes in a bag. The bag contains 12 cubes that are red. The rest are green. What color cube is most likely to be pulled from the bag? Why?</p> <p>3-6.6</p>	<p>It is likely that a red cube will be pulled, because there are more red cubes.</p>												
<p>Day 50</p>	<p>Suppose you toss a coin and then spin a spinner. The spinner is divided into 4 equal parts, blue, red, white, and green. What is the probability that the outcome will be heads and blue?</p> <p>3-6.7</p>	<p>One out of two for the coin; and one out of four for the spinner. It will be an equally likely chance.</p>												