

MSP

Grade 3 Module 6

Lesson Refreshers

&

Homework Starters

Name \_\_\_\_\_

Date \_\_\_\_\_

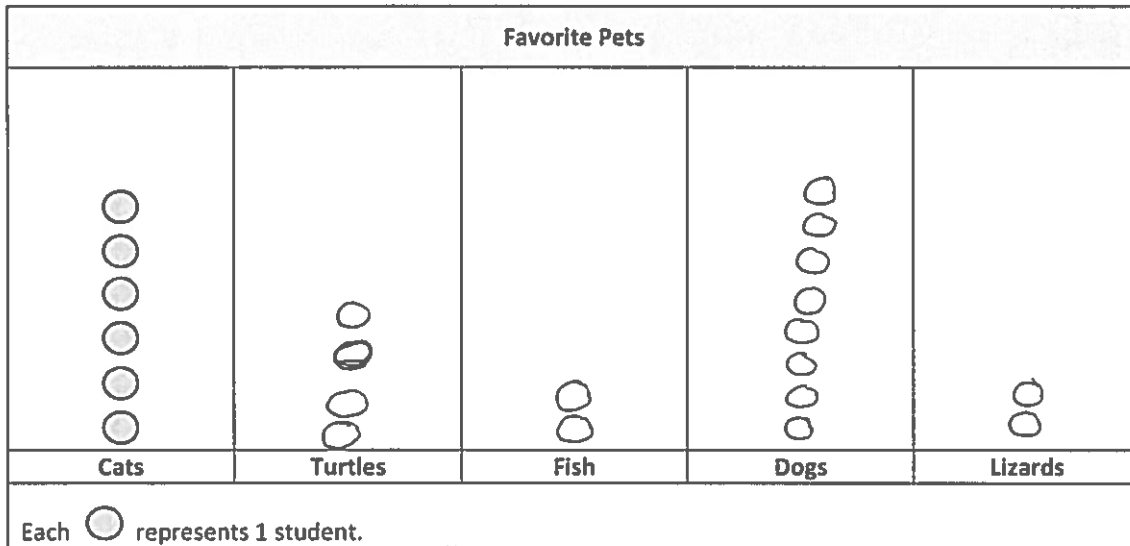
1. The tally chart below shows a survey of students' favorite pets. Each tally mark represents 1 student.

Favorite Pets	Number of Students
Cats	### I
Turtles	////
Fish	//
Dogs	### III
Lizards	//

*Note - Count the number of tally marks.*

The chart shows a total of 22 students.

2. Use the tally chart in Problem 1 to complete the picture graph below. The first one has been done for you.



a. The same number of students picked fish and lizards as their favorite pet.

b. How many students picked dogs as their favorite pet?

8 students

c. How many more students chose cats than turtles as their favorite pet?

6  
subtract to find the difference

6 cats  
- 4 turtles  
2  
how many more

2 more students chose cats than turtles.

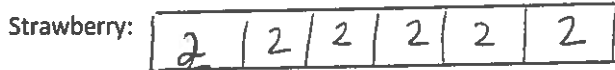
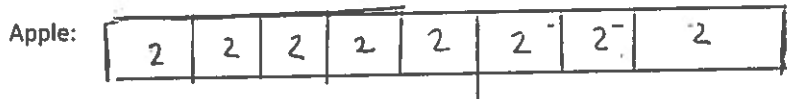
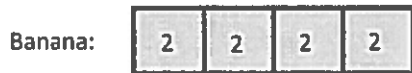
*Handwritten initials*

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Adi surveys third graders to find out their favorite fruits. The results are in the table below.

Favorite Fruits of Third Graders	
Fruit	Number of Student Votes
Banana	8
Apple	16
Strawberry	12
Peach	4

Draw units of 2 to complete the tape diagrams to show the total votes for each fruit. The first one has been done for you.



*Using units of 2 is skip counting by 2*

2. Explain how you can create vertical tape diagrams to show this data.

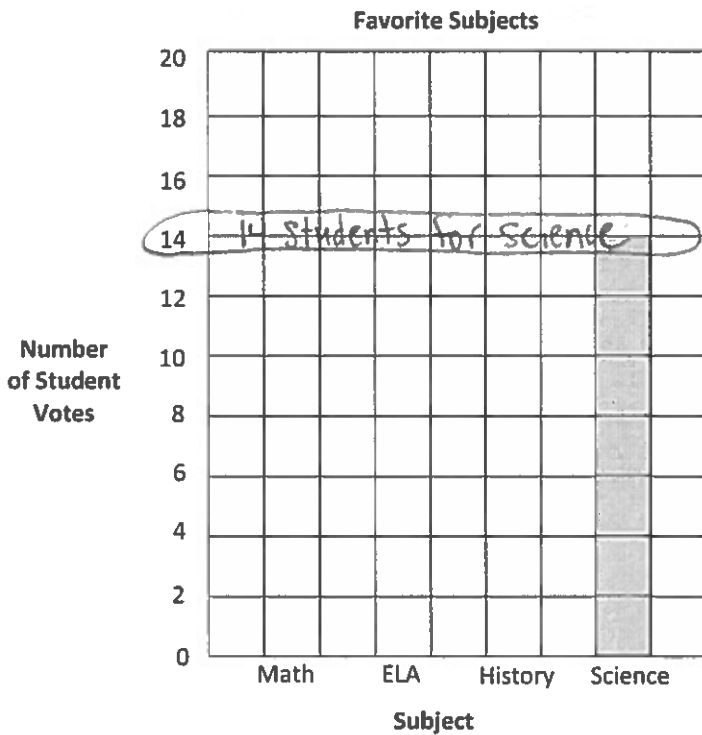
Name \_\_\_\_\_

Date \_\_\_\_\_

1. This table shows the favorite subjects of third graders at Cayuga Elementary.

Favorite Subjects	
Subject	Number of Student Votes
Math	18
ELA	13
History	17
Science	?

Use the table to color the bar graph.



1b.

math	
science	?

↑  
How many more?

math - science = difference  
(how many more)

18 - 14 = 4 more students  
voted for  
math.

- a. How many students voted for science? 14 students
- b. How many more students voted for math than for science? Write a number sentence to show your thinking.
- c. Which gets more votes, math and ELA together or history and science together? Show your work.

math + ELA      history + science

★ add and then compare the sums.

*F. Skellman*

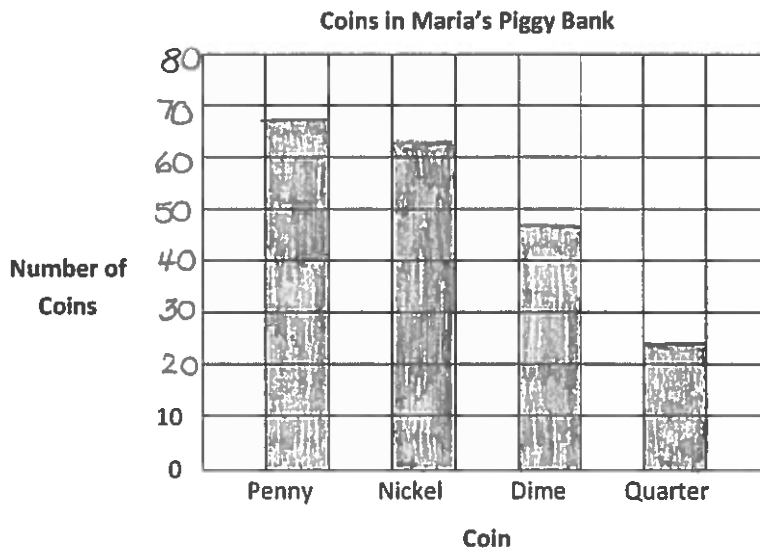
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Maria counts the coins in her piggy bank and records the results in the tally chart below. Use the tally marks to find the total number of each coin.

Coins in Maria's Piggy Bank		
Coin	Tally	Number of Coins
Penny	### ### ### ### ### ### ### ### ### ### ### ### ### III	68
Nickel	### ### ### ### ### ### ### ### ### ### ### ### II	62
Dime	### ### ### ### ### ### ### ### ### ### ### II	57
Quarter	### ### ### ### IIII	24

- a. Use the tally chart to draw a bar graph below. The scale is given.



\* Make sure to complete all parts.

- b. How many more pennies are there than dimes?

$$68 - 57 = 11 \text{ more}$$

- c. Maria donates 10 of each type of coin to charity. How many total coins does she have left? Show your work.

$$\begin{aligned} 68 - 10 &= 58 \\ 62 - 10 &= 52 \\ 57 - 10 &= 47 \\ 24 - 10 &= 14 \end{aligned}$$

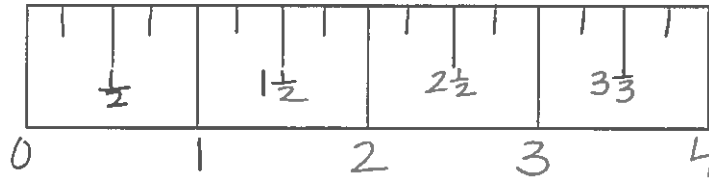
$$\begin{array}{r} 58 \\ 52 \\ 47 \\ + 14 \\ \hline 171 \end{array}$$

171 coins left

*cat*

# Lesson 5 Homework

2. Evelyn marks a 4-inch paper strip into equal parts as shown below.



- ✓ a. Label the whole and half inches on the paper strip.
- ✓ b. Estimate to draw the  $\frac{1}{4}$  inch marks on the paper strip. Then, fill in the blanks below.

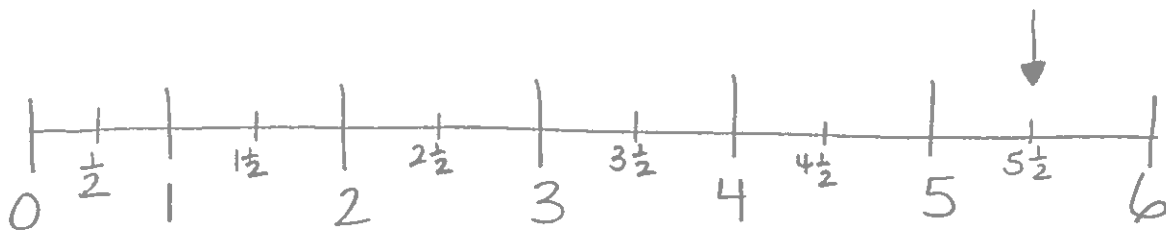
1 inch is equal to 2 half inches.

1 inch is equal to 4 quarter inches.

1 half inch is equal to 2 quarter inches.

2 quarter inches are equal to 1 half inch.

3. Travis says his yellow pencil measures  $5\frac{1}{2}$  inches. Ralph says that's the same as 11 half inches. Explain how they are both correct.



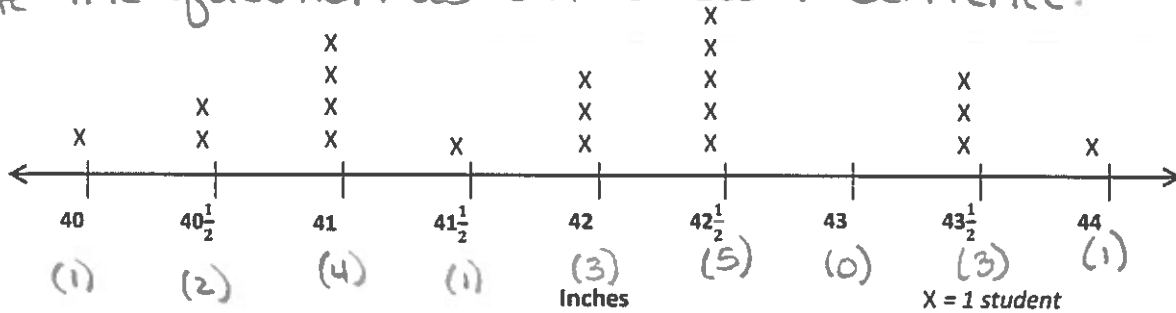
★ If you count the  $\frac{1}{2}$  inches on the number line, you will count 11 of them.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Ms. Leal measures the heights of the students in her kindergarten class. The heights are shown on the line plot below.

Heights of Students in Ms. Leal's Kindergarten Class



- a. How many students in Ms. Leal's class are 41 inches tall?

\*find the measurement 41 on the line plot.

4 students are 41 inches tall.

- b. How many students are in Ms. Leal's class? How do you know?

I know this because \_\_\_\_\_

20 students are in Ms. Leal's class

$$1 + 2 + 4 + 1 + 3 + 5 + 3 + 1 = ?$$

- c. How many students in Ms. Leal's class are more than 42 inches tall?

$$\underbrace{3}_{8} + \underbrace{5}_{12} + \underbrace{3}_{15} + \underbrace{1}_{16} = ?$$

\*count all of the "X"s in the line plot.

- d. Ms. Leal says that for the class picture students in the back row must be at least 42  $\frac{1}{2}$  inches tall. How many students will be in the back row?

Name \_\_\_\_\_

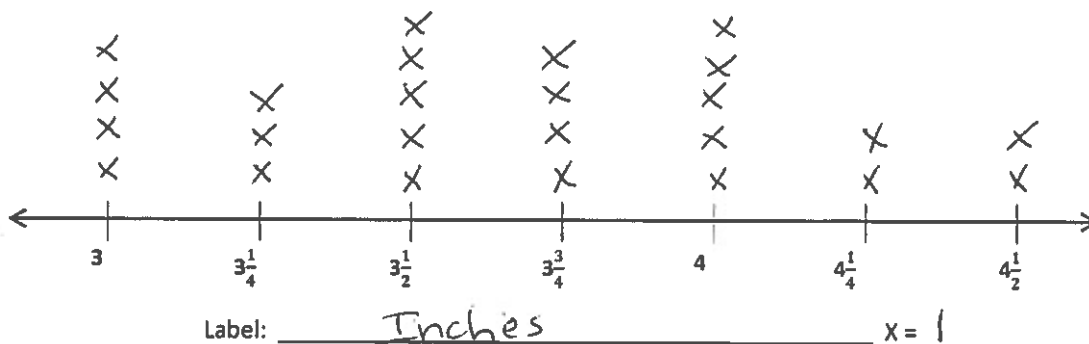
Date \_\_\_\_\_

Mrs. Felter's students build a model of their school's neighborhood out of blocks. The students measure the heights of the buildings to the nearest  $\frac{1}{4}$  inch and record the measurements as shown below.

Heights of Buildings (in Inches)				
$3\frac{1}{4}$	$3\frac{3}{4}$	$4\frac{1}{4}$	$4\frac{1}{2}$	$3\frac{1}{2}$
4	3	$3\frac{3}{4}$	3	$4\frac{1}{2}$
3	$3\frac{1}{2}$	$3\frac{3}{4}$	$3\frac{1}{2}$	4
$3\frac{1}{2}$	$3\frac{1}{4}$	$3\frac{1}{2}$	4	$3\frac{3}{4}$
3	$4\frac{1}{4}$	4	$3\frac{1}{4}$	4

a. Use the data to complete the line plot below.

Title: Heights of Buildings (in inches)



15



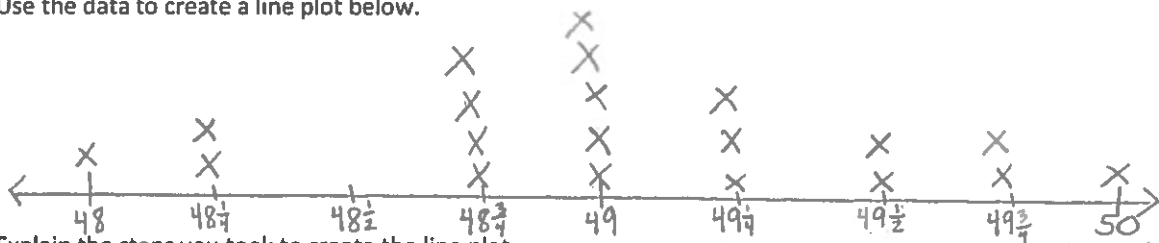
Name \_\_\_\_\_

Date \_\_\_\_\_

Mrs. Leah's class uses what they learned about simple machines to build marshmallow launchers. They record the distances their marshmallows travel in the chart below.

Distance Traveled (in Inches)				
<del><math>48\frac{3}{4}</math></del>	<del>49</del>	<del><math>49\frac{1}{4}</math></del>	<del>50</del> largest	<del><math>49\frac{3}{4}</math></del>
<del><math>49\frac{1}{2}</math></del>	<del><math>48\frac{1}{4}</math></del>	<del><math>49\frac{1}{2}</math></del>	<del><math>48\frac{3}{4}</math></del>	<del>49</del>
<del><math>49\frac{1}{4}</math></del>	<del><math>49\frac{3}{4}</math></del>	<del>48</del> smallest	<del><math>49\frac{1}{4}</math></del>	<del><math>48\frac{1}{4}</math></del>
<del>49</del>	<del><math>48\frac{3}{4}</math></del>	<del>49</del>	<del>49</del>	<del><math>48\frac{3}{4}</math></del>

a. Use the data to create a line plot below.



b. Explain the steps you took to create the line plot.

1. Find the smallest and largest distances to create the number line. Look at the denominators to determine the intervals. (fourths)
2. Cross off each distance and represent it with an X.

c. How many more marshmallows traveled  $48\frac{3}{4}$  inches than  $48\frac{1}{4}$  inches?

4 marshmallows      2 marshmallows

$4 - 2 = 2$  more marshmallows traveled  $48\frac{3}{4}$  in.

d. Find the three most frequent measurements on the line plot. What does this tell you about the distance that most of the marshmallows traveled?

- 49 inches: 5 marshmallows
- $48\frac{3}{4}$  inches: 4 marshmallows
- $49\frac{1}{4}$  inches: 3 marshmallows

★ This information shows that more than half (12 out of 20) of the marshmallows traveled about 49 inches.

*L. Stella*

Name \_\_\_\_\_

Date \_\_\_\_\_

1. The table below shows the amount of money Danielle saves for four months.

Month	Money Saved
January	\$9
February	\$18
March	\$36
April	\$27

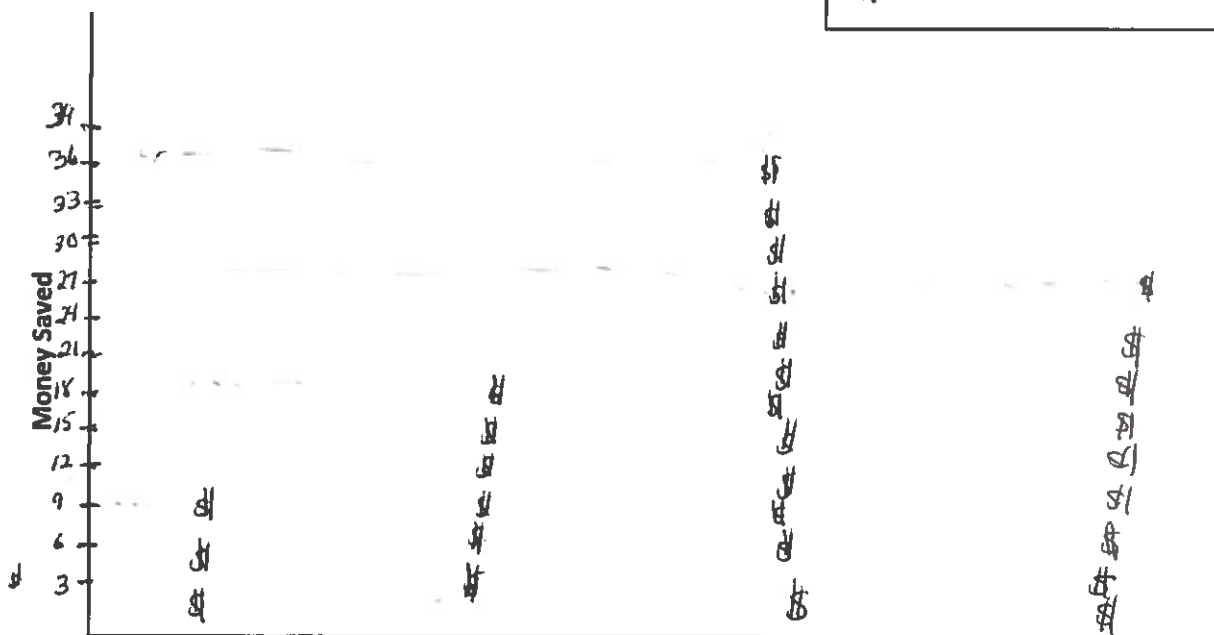
each number is divisible by 3 → so we will use (\$) to represent \$3 Dollars

Create a picture graph below using the data in the table.

each (\$) Dollar sign = \$3.00

Money Danielle Saves

\$ . = 3 Dollars



January = \$9  
So 3 Dollar signs

February = \$18  
3 → 6 → 9 → 12 → 15 → 18  
Month

March = \$36  
12 Dollar signs

April = \$27  
9 Dollar signs

FNW