Maths Test Bank Year 3

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A FIVE SENSES PUBLICATION

SAMPLE

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SAMPLE

1 Shade one bubble

What is the largest number in this set of numbers?

- ◯ 125
- ◯ 215
- ◯ 251
- ◯ 152

2 Shade one bubble

What is the smallest number that can be made using each of these digits once?

3, 4, 2

- ◯ 243
- ◯ 234
- ◯ 324
- ◯ 342

3 Shade one bubble

The number that is one more than 398 is:

- ◯ 400
- ◯ 499
- ◯ 389
- ◯ 399

4 Write on the lines

Write 2310 in words.

5 Shade one bubble

Rounded to the nearest hundred, 419 becomes:

- ◯ 500
- ◯ 200
- ◯ 300
- ◯ 400

6 Shade one bubble

5000 + 300 + 2 is the same as:

- ◯ 5030
- ◯ 5320
- ◯ 5302
- ◯ 5032

7 Write on the lines

Write **in words** the number that is **one hundred** more than 4923.

8 Write on the lines

Write **in words** the number that is **one hundred** less than 3104.

SAMPLE

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1 In a bank, there is a box of $100 notes and a box of $10 notes. There are 76 notes in each box.

a How much money is in the box of $100 notes?

b How much money is in the box of $10 notes?

c Write the amount of money in the box of $100 notes **in words**.

2 There were 7793 people at a cricket game. This number could be rounded to the nearest ten like this: 7790.

a Write two other ways of rounding 7790.

b Which rounded number do you think would be used in a newspaper headline? Give a reason for your answer.

3 The population of the town of Stawell in Victoria was rounded to 8000 in 2011. The actual number can be made using each of these digits once:

2, 7, 8, 0

List some of the numbers that could have been the actual population of Stawell in 2011.

4 Grace and Max were watching a game show on television. The prize money was shown like this:

$	1	3	6	8

The winner could choose prize money to the value of **one** of the digits.

Max said, "Choose 8. That's the biggest number."

How could Grace explain to Max what the best choice would be?

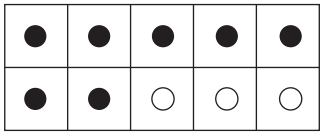
SAMPLE

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1B Mental strategies for addition (Part 1)

1 Shade one bubble

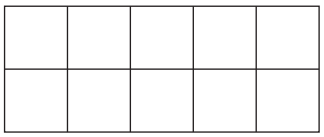
The tens frame shows that:



- ◯ 7 + 5 = 12
- ◯ 7 + 4 = 11
- ◯ 7 + 3 = 10
- ◯ 7 + 2 = 9

2 Shade the diagram

Colour the tens frame to show 5 + 3.



3 Shade one bubble

14 + 6 makes 20. Another pair of numbers that makes 20 is:

- ◯ 13 + 5
- ◯ 13 + 6
- ◯ 13 + 7
- ◯ 13 + 8

4 Shade one bubble

Which pair of numbers does **not** make 20?

- ◯ 15 + 5
- ◯ 17 + 3
- ◯ 12 + 8
- ◯ 16 + 5

5 Shade one bubble

37 + 32 can be split like this:

- ◯ 30 + 30 + 7 + 2
- ◯ 30 + 3 + 7 + 2
- ◯ 30 + 30 + 70 + 2
- ◯ 30 + 70 + 3 + 2

6 Shade one bubble

Split the numbers to add 34 + 15.
The answer is:

- ◯ 85
- ◯ 45
- ◯ 84
- ◯ 49

7 Write on the lines

Rearrange 25 + 9 + 5 to make the addition easier. What is the answer?

8 Write on the lines

Use a mental strategy to add 125 and 25. Explain how you get the answer.

SAMPLE

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1

64 + 86 = 150. Use different numbers to complete these number sentences, making a total of 150.

a 6 ☐ + 8 ☐ = 150

b 6 ☐ + 8 ☐ = 150

c 6 ☐ + 8 ☐ = 150

2

This is the way that Jack found the answer to 22 + 23:

"I added 2 tens and 2 tens. That makes 4 tens. Then I added 2 ones and 3 ones. That makes 5 ones. I know that 4 tens and 5 ones makes 45. So, 22 + 23 = 45."

a What is another way that you could add 22 + 23 in your head?

b Which strategy do you prefer? Why?

3

Ruby wanted to add 2 + 2 + 2 + 8 + 8 + 8.

In her mind, she added the numbers like this: 2 + 8 + 2 + 8 + 2 + 8.

a How did this help Ruby?

b What is the answer to 2 + 8 + 2 + 8 + 2 + 8?

4

There are three blanks in this number sentence:

3 ☐ + 1 ☐ = ☐ 2

One way to fill the blanks is to say 30 + 12 = 42.

Use different numbers to fill the blanks.

a 3 ☐ + 1 ☐ = ☐ 2

b 3 ☐ + 1 ☐ = ☐ 2

c 3 ☐ + 1 ☐ = ☐ 2

SAMPLE

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ANSWERS

1A (PART 1)

1 251 **2** 234 **3** 399

4 two thousand, three hundred and ten

5 400 **6** 5302

7 five thousand and twenty-three

8 three thousand and four

1A (PART 2)

1 a $7600 **1 b** $760

1 c seven thousand six hundred dollars

2 a Teacher to check, e.g. 7800 or 8000

2 b Teacher to check, e.g. 8000 because that is how they normally do it.

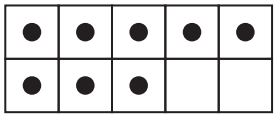
3 Students should choose from 8207, 8270, 8072, 8027, 7802, 7820 (actual number was 8270).

4 Teacher to check, e.g. 8 means only $8 but the 1 means $1000 because it is in the thousands column.

1B (PART 1)

1 7 + 3 = 10

2



3 13 + 7 **4** 16 + 5

5 30 + 30 + 7 + 2 **6** 49

7 39 (25 + 5 = 30 + 9 = 39)

8 150 (Teacher to check strategy, e.g. 100 + double 25 = 100 + 50 = 150.)

1B (PART 2)

1 Teacher to check, e.g. 65 + 85, 66 + 84, 67 + 83 (Look for students who see the pattern of increasing the 1st addend by one and decreasing the 2nd by one each time to give the answer of 150.)

2 a Teacher to check, e.g. I added 22 and 22 = 44. Then I added 1. So, 22 + 23 = 45.

2 b Teacher to check reasoning, e.g. I prefer my way because it is quicker.

3 a Teacher to check, e.g. She put numbers together that make 10. Then all she had to do was add 10 + 10 + 10.

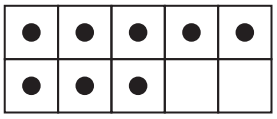
3 b 30

4 Teacher to check, e.g. 31 + 11 = 42, 32 + 10 = 42, 33 + 19 = 52, 34 + 18 = 52, 35 + 17 = 52, 36 + 16 = 52, 37 + 15 = 52, 38 + 14 = 52, 39 + 13 = 52

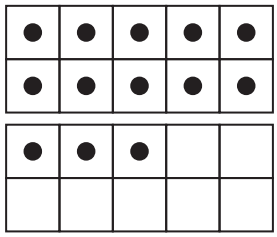
1C (PART 1)

1 10 – 7 = 3

2



3



4 20 – 14 = 6

5 40 – 20 then take 1 more

6 39 – 13

7 take 10 from 32 and then add 1 back

8 27 (Teacher to check strategy, e.g. 45 – 20 = 25, add 2 back = 27)

1C (PART 2)

1 a Teacher to check, e.g. I took away 10 from 17 = 7. Then I added 1 to the answer because I had taken away 1 too many. So the answer is 8 (compensation strategy).

1 b Teacher to check, e.g. I prefer my way because I can understand it better.

2 Teacher to check, e.g. Look for students who find the solution in a pattern, such as increasing each of the tens by one each time, or decreasing the ones (38 – 29 = 9 etc. or 27 – 18 = 9 etc.).

3 Ava has 25 – 9 = 16. Leo has 16 – 4 = 12.

4 a 60

4 b Teacher to check, e.g. 150 is the same as 15 tens. 15 tens take away 7 tens makes 8 tens altogether. You write 8 tens like this: 80. So 150 – 70 = 80.

1D (PART 1)

1 15

2 12

3 24 + 15 = 39 **4** 35 – 7 = 28

5 37 + 21 = 58 **6** 48 – 26 = 22

7 61 (Teacher to check strategy, e.g. using the split strategy.)

8 29 (Teacher to check strategy, e.g. using the split strategy.)

1D (PART 2)

1 a 116

1 b Teacher to check, e.g. I used a number line.

2 a No, he was not correct. The correct answer is 27 (teacher to check strategy).

3 a 321 and 123 – the difference is 198

4 a $81 **4 b** $33 **4 c** $14

1E (PART 1)

1 15 **2** 24

3 go odd, then even **4** 5s

5 4, 8, 12, 16 **6** 21

7 55 and 65 **8** 6, 12, 18 and 24

1E (PART 2)

1 a i 10 ii 4 iii 2

1 b Teacher to check, e.g. … because if you skip count by 3s you will not land on 20.

2 a Teacher to check, e.g. 8 groups of 3, 12 groups of 2.

2 b Answers will vary according to the numbers that students have learned to skip count by. Teacher to check reasoning, e.g. I would choose groups of 3 because they would be quite small.

3 a Teacher to check, e.g. … because the last number is a 0.

3 b Teacher to check, e.g. … because the last number has to end in 2, 4, 6, 8 or 0.

4 30

1F (PART 1)

1 15 jellybeans **2** 2

3 8 marbles **4** 5 × 4 = 20

5 4 × 5 = 20 and 5 × 4 = 20

6 4 × 4 = 16 and 16 ÷ 4 = 4

7 2 × 8, 8 × 2, 16 × 1 or 4 × 4

8 3 × 4 = 12, 12 ÷ 3 = 4, 4 × 3 = 12, 12 ÷ 4 = 3

1F (PART 2)

1 a Teacher to check, e.g. The numbers in the squares are in the 5 times table and the numbers in the circles are in the 3 times table.

1 b Both, because they are in the 5 times table and the 3 times table.

2 **10 × 3 = 30, 3 × 10 = 30, 30 ÷ 10 = 3, 30 ÷ 3 = 10**

3 a Student draws 3 rows of 5 and 5 rows of 3.

3 b 3 × 5 = 15, 5 × 3 = 15, 15 ÷ 3 = 5, 15 ÷ 5 = 3

4 Answers will vary, e.g. multiplication facts: 2 × 6 = 12 etc. and division facts, e.g. 24 ÷ 2 = 12 etc.

1G (PART 1)

1 32 **2** 9

3 10 × 6 plus 5 × 6 **4** 27 ÷ 3

5 75 **6** 9

7 36 (Teacher to check)

8 20 (Teacher to check)

1G (PART 2)

1 a 3 × 20 **1 b** 60

2 a Teacher to check, e.g. … because 16 is made up of 1 ten and 6 ones so you can find the answer to 16 × 5 by saying 10 × 5 = 50 and then 6 × 5 = 30

2 b 120 **3 a** 75

3 b 75 – 27 = 48

4 **35 × 3 = 105** and 21 × 5 = 105

2A (PART 1)

1 a sixth **2** a third

3 $\frac{1}{5}$ **4** $\frac{1}{2}$ **5** $\frac{1}{3}$

SAMPLE

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