

TAKS MASTER™

Student Practice Book **Mathematics, Grade 3**

for the Texas Assessment
of Knowledge and Skills



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TAKS Mathematics

Grade 3 Objectives

Objective 1 Number, Operation, and Quantitative Reasoning

- A. Use place value to read, write, and describe the value of whole numbers through 999,999
- B. Use place value to compare and order whole numbers through 9,999
- C. Determine the value of a collection of coins and bills
- D. Compare fractional parts of whole objects or sets of objects in a problem situation using models
- E. Use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less
- F. Model addition and subtraction using pictures, words, and numbers
- G. Select addition or subtraction and use the operation to solve problems involving whole numbers through 999
- H. Solve and record multiplication problems (1-digit multiplier)
- I. Use models to solve division problems and use number sentences to record the solutions
- J. Round 2-digit numbers to the nearest ten and 3-digit numbers to the nearest hundred
- K. Estimate sums and differences beyond basic facts

Objective 2 Patterns, Relationships, and Algebraic Reasoning

- A. Identify and extend whole-number and geometric patterns to make predictions and solve problems
- B. Identify patterns in multiplication facts using pictorial models
- C. Identify patterns in related multiplication and division sentences (fact families), such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$
- D. Generate a table of paired numbers based on a real-life situation, such as insects and legs
- E. Identify patterns in a table of related number pairs based on a real-life situation and extend the table

Objective 3 Geometry and Spatial Reasoning

- A. Name, describe, and compare shapes and solids using formal geometric vocabulary
- B. Identify congruent shapes
- C. Identify lines of symmetry in shapes
- D. Locate and name points on a line using whole numbers

Objective 4

Measurement

- A. Estimate and measure lengths using standard units, such as inch, foot, yard, centimeter, and meter
- B. Use linear measure to find the perimeter of a shape
- C. Use models of square units to determine the area of shapes
- D. Tell and write time shown on traditional and digital clocks
- E. Use a thermometer to measure temperature
- F. Measure to solve problems involving length, temperature, and time

Objective 5

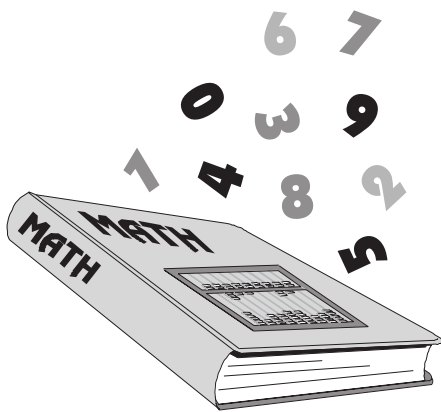
Probability and Statistics

- A. Organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than 1 piece of data
- B. Interpret information from pictographs and bar graphs
- C. Use data to describe events as more likely, less likely, or equally likely

Objective 6

Underlying Processes and Mathematical Tools

- A. Identify the mathematics in everyday situations
- B. Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness
- C. Select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backward to solve a problem
- D. Relate informal language to mathematical language and symbols
- E. Make generalizations from patterns or sets of examples and nonexamples



Objective 1

1. Number, operation, and quantitative reasoning

- A. Use place value to read, write, and describe the value of whole numbers through 999,999
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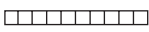
Objective 1 Exercise 1

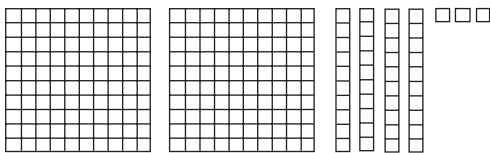
Number, Operation, and Quantitative Reasoning

Expectation: Use place value to read, write, and describe the value of whole numbers through 999,999

1. What is the value of 9 in 19,012?

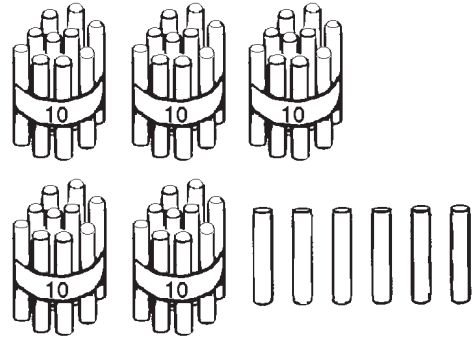
A 9 ones
 B 9 tens
 C 9 hundreds
 D 9 thousands

2. Look at the base ten blocks below. If 2  are taken away from the tens group, what number will be shown? Mark your answer.



- A 43
 B 213
 C 223
 D 241
3. The Rio Grande River is 1,760 miles long. This number is read—
- A One thousand, seventy-six hundred
 B One thousand, seven hundred sixty
 C One thousand, seventy-six
 D Seventeen hundred sixty

4. How many pieces of chalk are shown? Mark your answer.



- A 10
 B 56
 C 65
 D 506
5. Which number means eight hundreds, three tens, and nine ones? Mark your answer.
- A 389
 B 398
 C 839
 D 893
6. What number is the same as six hundred nineteen thousand, eight hundred ninety-two?
- A 619,892
 B 6,190,892
 C 6,198,920
 D 600,019,892



Prepare your students for state-mandated assessment with *TAKS MASTER™ Student Practice Books*. The series targets the Texas Assessment of Knowledge and Skills (TAKS) objectives for grades 3 through 8 in reading, writing, and mathematics.

TAKS MASTER™ Student Practice Books for mathematics complement effective classroom instruction using objective-based exercises that include:

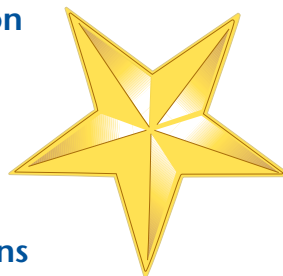
- Quantitative, algebraic, and geometric reasoning; measurement; probability; and problem solving
- Problems that reflect those students might encounter on the actual TAKS
- Pages labeled according to specific objectives and expectations for mastery
- Difficulty appropriate for third-grade level
- Repeated practice of objectives and expectations in a variety of contexts
- Effective pictorial models

For ease of use, the Student Practice Books include:

- Introductory material with strategies for test preparation
- Master list of objectives and skills addressed on the TAKS
- Third-grade math chart of formulas and conversion factors
- Pretest to assess initial skill level
- Objective-based exercises that cover expectations
- New griddable response items
- Complete answer keys
- Reproducible answer sheets

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