engage^{ny} / **Eureka Math**
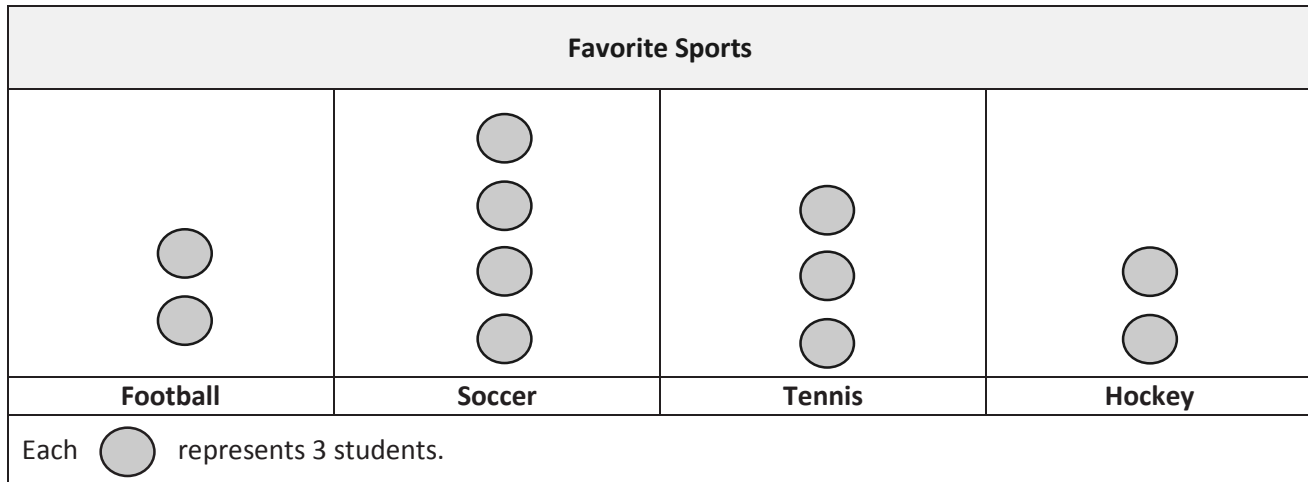

Exit Tickets

GRADE 3
MODULE 6

Version 3

Name _____   Date _____

The picture graph below shows data from a survey of students' favorite sports.

Favorite Sports

| **Football** | **Soccer** | **Tennis** | **Hockey** |

Each ◯ represents 3 students.

a. The same number of students picked _____ and _____ as their favorite sport.

b. How many students picked tennis as their favorite sport?

c. How many more students picked soccer than tennis? Use a number sentence to show your thinking.

d. How many total students were surveyed?

Name _____   Date _____

The chart below shows a survey of the book club's favorite type of book.

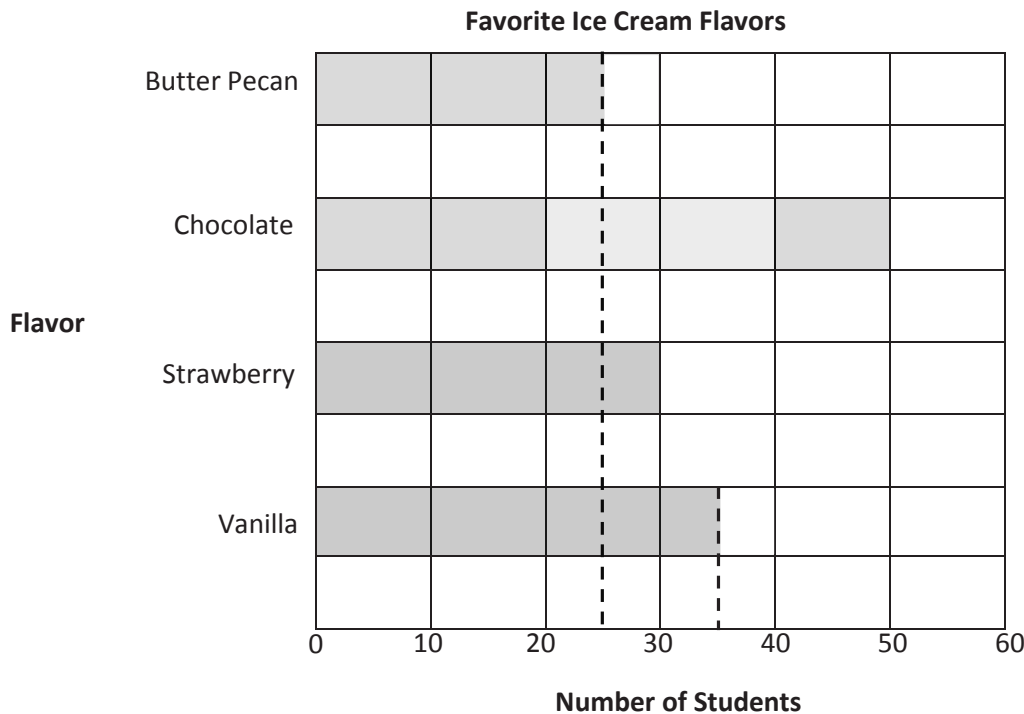| Book Club's Favorite Type of Book	
Type of Book	**Number of Votes**
Mystery	12
Biography	16
Fantasy	20
Science Fiction	8

a.   Draw tape diagrams with a unit size of 4 to represent the book club's favorite type of book.

b.   Use your tape diagrams to draw vertical tape diagrams that represent the data.

Name _____   Date _____

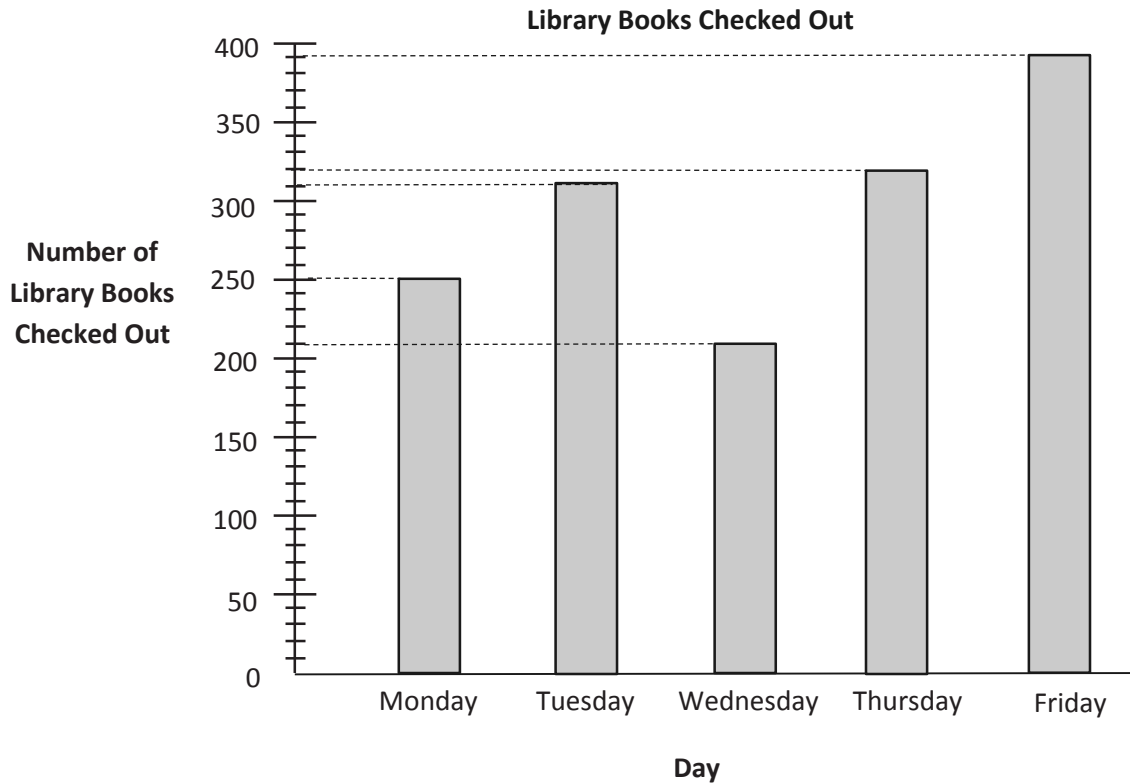The bar graph below shows the students' favorite ice cream flavors.

Favorite Ice Cream Flavors

Flavor

Butter Pecan

Chocolate

Strawberry

Vanilla

0   10   20   30   40   50   60

Number of Students

$\longleftrightarrow$

a. Use the graph's lines as a ruler to draw intervals on the number line shown above. Then plot and label a point for each flavor on the number line.

b. Write a number sentence to show the total number of students who voted for butter pecan, vanilla, and chocolate.

Name _____   Date _____

The graph below shows the number of library books checked out in five days.

Library Books Checked Out

Number of Library Books Checked Out

| 400 |
| 350 |
| 300 |
| 250 |
| 200 |
| 150 |
| 100 |
| 50 |
| 0 |

Monday   Tuesday   Wednesday   Thursday   Friday

Day

c.   How many books in total were checked out on Wednesday and Thursday?

d.   How many more books were checked out on Thursday and Friday than on Monday and Tuesday?

EUREKA MATH

Lesson 4:   Solve one- and two-step problems involving graphs.

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Name _____   Date _____

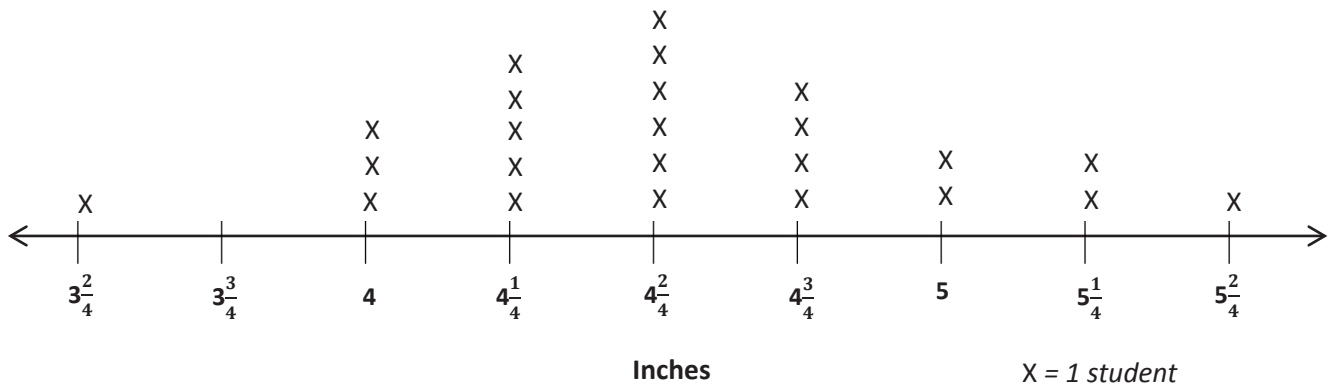Davon marks a 4-inch paper strip into equal parts as shown below.
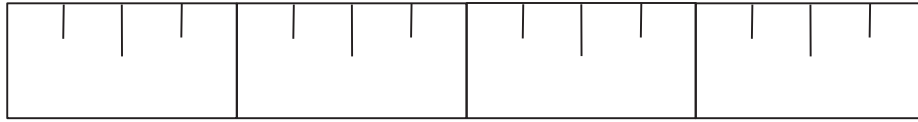
a. Label the whole and quarter inches on the paper strip.

b. Davon tells his teacher that his paper strip measures 4 inches. Sandra says it measures 16 quarter inches. Explain how the two measurements are the same. Use words, pictures, or numbers.

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Lesson 5:   Create ruler with 1-inch, ½-inch, and ¼-inch intervals, and generate measurement data.

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Name _____   Date _____

Ms. Bravo measures the lengths of her third-grade students' hands in inches. The lengths are shown on the line plot below.

Lengths of Hands of Third-Grade Students

```
                                       X
                                       X
                          X            X
                          X            X            X
              X           X            X            X
              X           X            X            X            X            X
  X           X           X            X            X            X            X            X
←———+—————————+——————————+————————————+————————————+————————————+————————————+————————————+————————————+———→
   3 2/4      3 3/4       4           4 1/4         4 2/4        4 3/4         5           5 1/4        5 2/4
```

Inches   X = 1 student

a.   How many students are in Ms. Bravo's class? How do you know?

b.   How many students' hands are longer than $4\frac{2}{4}$ inches?

c.   Darren says that more students' hands are $4\frac{2}{4}$ inches long than 4 and $5\frac{1}{4}$ inches combined. Is he right? Explain your answer.
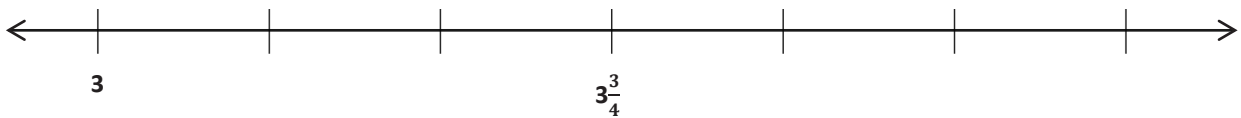
Name _____   Date _____

Scientists measure the growth of mice in inches. The scientists measure the length of the mice to the nearest $\frac{1}{4}$ inch and record the measurements as shown below.

Lengths of Mice (in Inches)				
$3\frac{1}{4}$	3	$3\frac{1}{4}$	$3\frac{3}{4}$	4
$3\frac{3}{4}$	3	$4\frac{1}{2}$	$4\frac{1}{2}$	$3\frac{3}{4}$
4	$4\frac{1}{4}$	4	$4\frac{1}{4}$	4

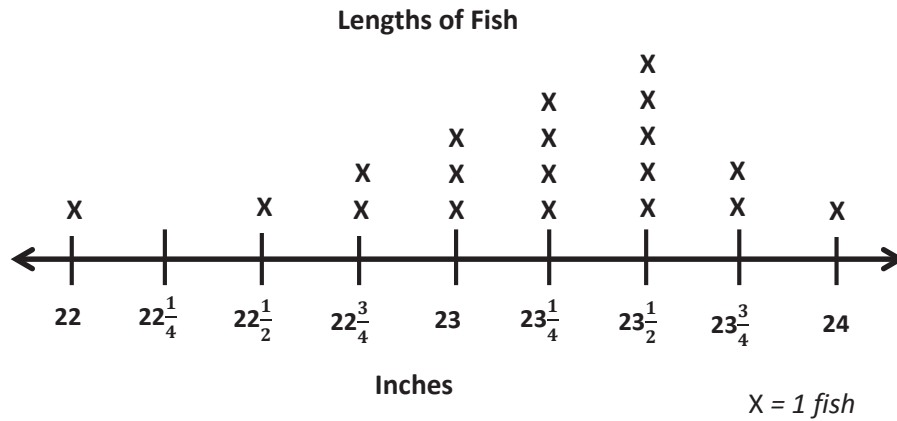Label each tick mark. Then, record the data on the line plot below.

Title: _____

3                                    $3\frac{3}{4}$

Label: _____ X = 1 mouse

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Name _____   Date _____

The line plot below shows the lengths of fish the fishing boat caught.

Lengths of Fish


Inches

X = 1 fish

a. Find the three most frequent measurements on the line plot.

b. Find the difference between the lengths of the longest and shortest fish.

c. How many more fish were $23\frac{1}{4}$ inches long than 24 inches long?

Name _____ Date _____

Mr. Gallagher's science class goes bird watching. The picture graph below shows the number of birds the class observes.

 = __**6**__ Birds

Number of Birds Mr. Gallagher's Class Observed

Number of Birds Observed

| Monday | Tuesday | Wednesday | Thursday |

Day
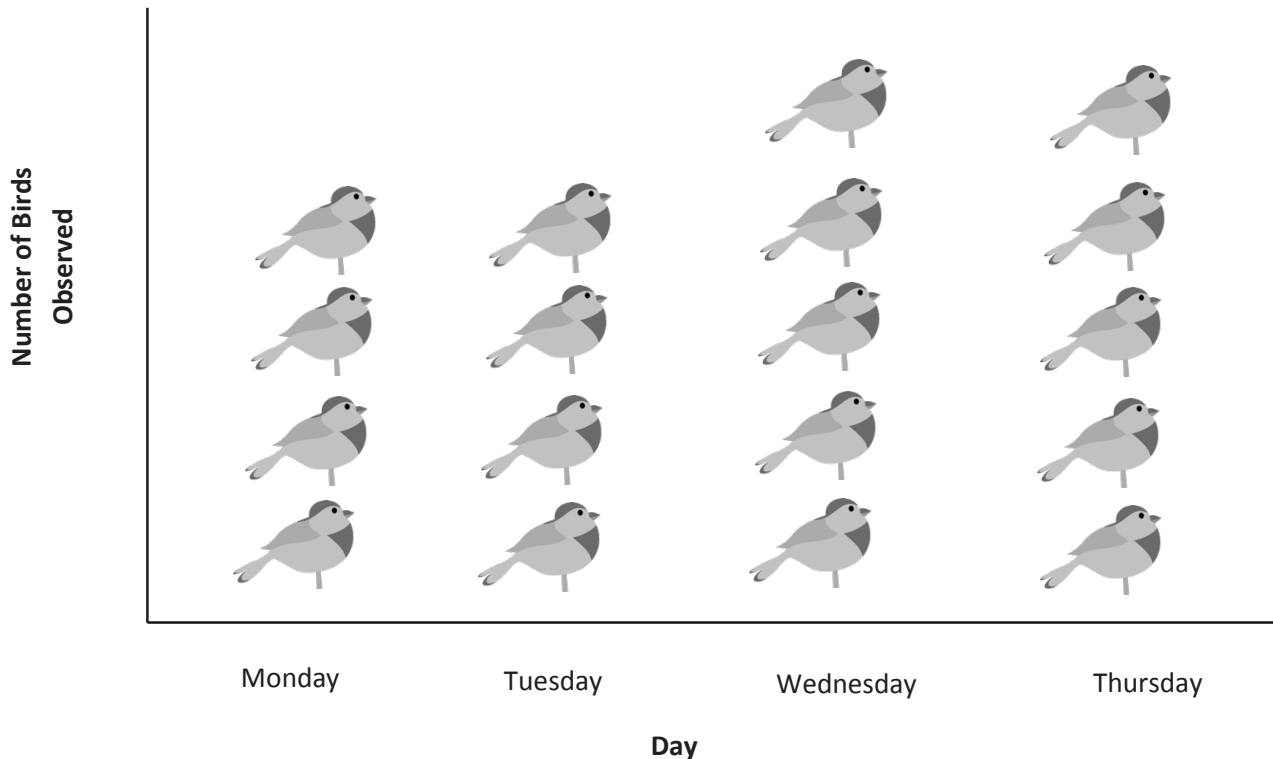
a. How many more birds did Mr. Gallagher's class observe on Wednesday and Thursday than on Monday and Tuesday?

b. Mr. Manning's class observed 104 birds. How many more birds did Mr. Gallagher's class observe?