شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية

تجميعة أسئلة صفحات الكتاب وفق الهيكل الوزاري ريفيل

تاريخ نشر الملف على موقع المناهج: 2024-03-06 05:59:59 | اسم المدرس: Elatawy Alaa

التواصل الاجتماعي بحسب الصف الثالث

روابط مواد الصف الثالث على تلغرام

التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

المزيد من الملفات بحسب الصف الثالث والمادة رياضيات في الفصل الثاني

1	حل تمارين نهاية الفصل وفق الهيكل الوزاري
2	حل أسئلة مراجعة وفق الهيكل الوزاري ريفيل
3	نموذج الهيكل الوزاري بريدج المسار العام
4	نموذج الهيكل الوزاري ريفيل المسار العام
5	أوراق عمل مراجعة Unit Revision 5 الوحدة الخامسة

Alhuiteen school
EOT2 coverage
GRADE 3

Teacher :Alaa Elatawy

Academic Year العام الدراسي	2023/2024
Term الفصل	2
Subject المادة	Mathematics/Reveal الرياضيات/ريفيل
Grade الصف	3
Stream المسار	General العام
Number of MCQ عدد الأسئلة الموضوعية	15
Marks of MCQ درجة الأسئلة الموضوعية	4
Number of FRQ عدد الأسئلة المقالية	5
Marks per FRQ الدرجات للأسئلة المقالية	(5-11)
Type of All Questions نوع كافة الأسئلة	MCQ/ الأسئلة الموضوعية FRQ/ الأسئلة المقالية
Maximum Overall Grade الدرجة القصوى الممكنة	100
Exam Duration - مدة الامتحان	120 minutes
Mode of Implementation -طريقة التطبيق	Paper-Based
Calculator الآلة الحاسبة	Not Allowed غير مسموحة

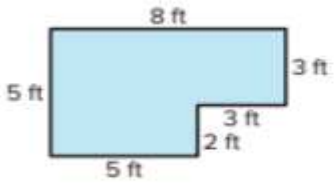
مساعدة المديره
شمسه المزروعى

مديرة المدرسة
فوقيه مصطفى

Part1	Type of Questions	FRQ/ مقالي	الدرجات لكل سؤال	5-11 درجات
1	a) Determine the area composite figures	(1-6)		Page :215

Draw one or more lines to partition each figure. Then find the area of the composite figure.

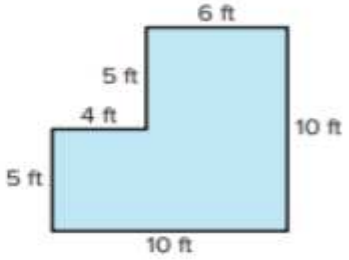
1.



area = _____ + _____

area = _____ square feet

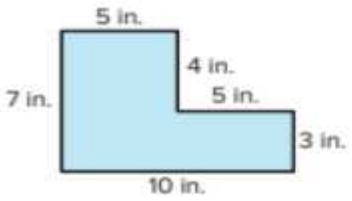
2.



area = _____ + _____

area = _____ square feet

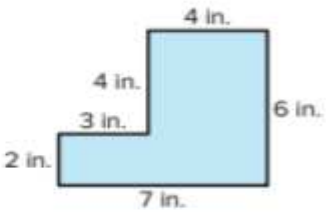
3.



area = _____ + _____

area = _____ square inches

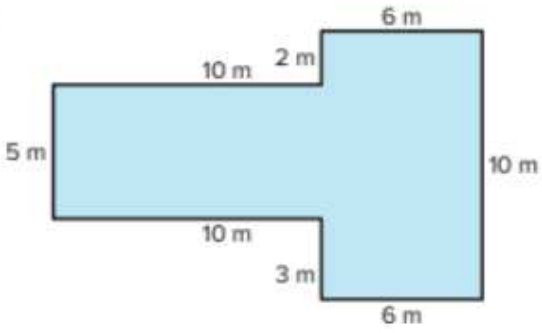
4.



area = _____ + _____

area = _____ square inches

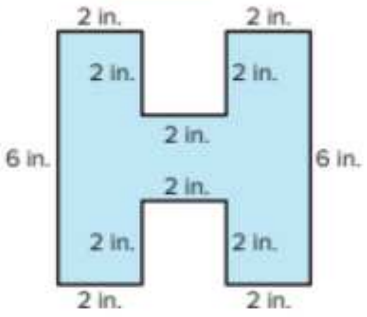
5.



area = _____ + _____

area = _____ square meters

6.



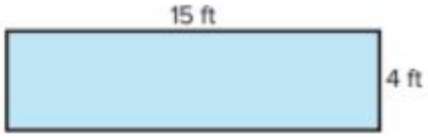
area = _____ + _____ + _____

area = _____ square inches

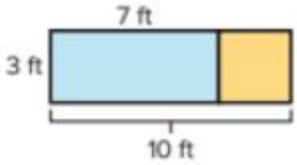
1	b) Solve real-world problems involving the area of rectilinear figures	(1-4)	Page :225

How can you solve the problem?

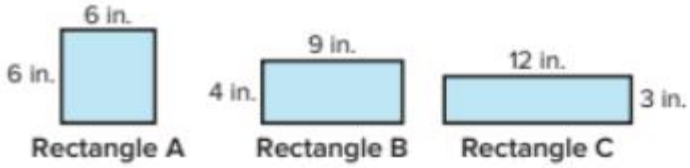
1. Marissa is making a banner that is 15 feet long and 4 feet wide. What is the area of the banner?



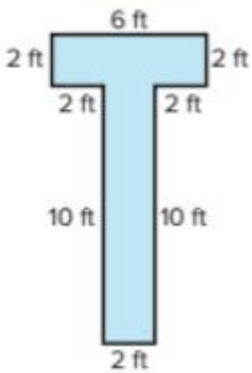
2. Some students are making a rectangular poster for school. Their poster is 7 feet long and 3 feet wide. The teacher wants them to increase the length of the poster to 10 feet. How will the new length change the size of the poster? Explain.



3. For a project, Huang cuts three rectangles from felt. How do their areas compare? Explain.

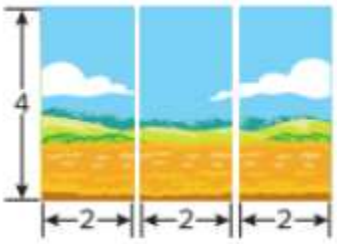


4. Talia paints a large T on the wall of her room. How much of the wall is covered by the T?



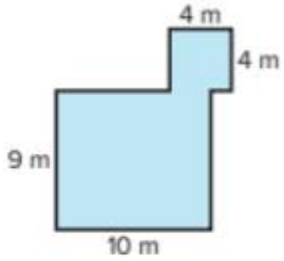
1	b) Solve real-world problems involving the area of rectilinear figures	(5-7)	Page :226

5. Error Analysis An artist produced a painting on three panels, which are to be set side-by-side. JoAnn and Joshua each find the same total area of the painting. Is their work correct? Explain.



JoAnn	Joshua
$4 \times 2 = 8$	$2 + 2 + 2 = 6$
$8 \times 3 = 24$	$6 \times 4 = 24$
24 square units	24 square units

6. Alejandro designs a patio for his backyard. What is the area of the patio?



7. Extend Your Thinking A piece of fabric has an area of 24 square inches.

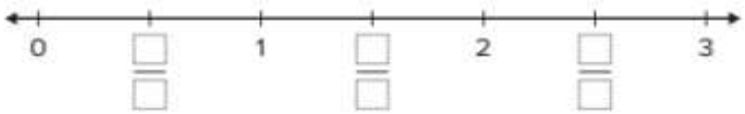
a. What could be the length and width of the piece of fabric?

b. How can you find all possible lengths and widths of the piece of fabric?

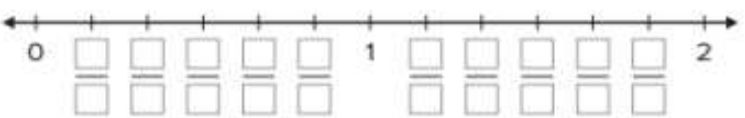
2	(a+b) Represent fractions greater than one on a number line	(1-5)	Page :27

How can you label the missing fractions on the number line? Which fractions are greater than 1? Circle them.

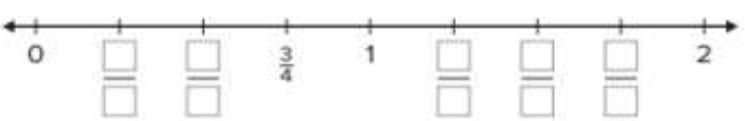
1.



2.



3.



4. Which fractions are greater than 1? Circle them.

$\frac{1}{2}$ $\frac{2}{1}$ $\frac{6}{4}$

$\frac{4}{6}$ $\frac{8}{3}$ $\frac{3}{8}$

5. How can you use the digits to write a fraction that makes the comparison true? Some digits may be used more than once.

2, 3, 4, 6, 8

$\frac{\square}{\square} = 1$ $\frac{\square}{\square} > 1$ $\frac{\square}{\square} < 1$

2	(a+b) Represent fractions greater than one on a number line	16	Page :31

16. Which fractions are greater than 1? Choose all that are correct. (Lesson 7-6)

A. $\frac{2}{3}$ B. $\frac{4}{3}$

C. $\frac{5}{4}$ D. $\frac{4}{5}$

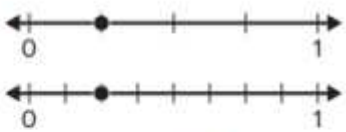
E. $\frac{6}{5}$ F. $\frac{3}{2}$

3	Use number lines to determine and generate equivalent fractions	(1-4)	Page :47

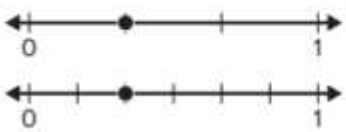
How can you use the points on the number lines to name the equivalent fractions?

1. 

$\frac{\square}{4} = \frac{\square}{\square}$

2. 

$\frac{1}{\square} = \frac{\square}{\square}$

3. 

$\frac{\square}{\square} = \frac{\square}{\square}$

4. 

$\frac{\square}{\square} = \frac{\square}{\square}$

3	Use number lines to determine and generate equivalent fractions	(6-11)	Page :48

How can you use the number lines to complete the equations?

6. $\frac{\square}{\square} = \frac{3}{4}$

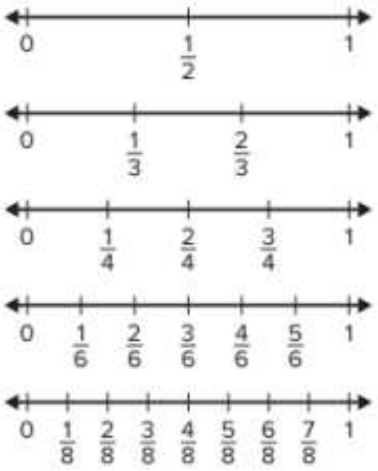
7. $\frac{\square}{\square} = \frac{4}{6}$

8. $\frac{1}{2} = \frac{\square}{6}$

9. $\frac{2}{2} = \frac{3}{\square}$

10. $\frac{\square}{\square} = \frac{2}{6}$

11. $\frac{\square}{\square} = \frac{1}{4}$



4	Compare two fractions and justify their comparison using fraction models or number lines	(1-8)	Page :63

How can you use >, <, or = to make the comparison true?
Draw a fraction model to justify the answer.

1. $\frac{3}{4} \square \frac{3}{6}$

2. $\frac{2}{8} \square \frac{1}{4}$

3. $\frac{1}{3} \square \frac{2}{3}$

4. $\frac{5}{8} \square \frac{5}{6}$

How can you use >, <, or = to make the comparison true?
Draw two number lines to justify the answer.

5. $\frac{2}{1} \square \frac{1}{2}$

6. $\frac{5}{4} \square \frac{2}{4}$

7. $\frac{3}{8} \square \frac{3}{4}$

8. $\frac{1}{2} \square \frac{4}{8}$

4	Compare two fractions and justify their comparison using fraction models or number lines	(9-12)	Page :64

9. Circle the comparisons that are true. Explain your reasoning.

$\frac{2}{3} = \frac{4}{6}$ $\frac{3}{4} > \frac{4}{3}$ $\frac{2}{6} < \frac{5}{6}$ $\frac{3}{1} > \frac{3}{8}$

10. Circle the fractions that are greater than or equal to $\frac{2}{3}$. Draw a representation to justify each.

$\frac{2}{4}$ $\frac{1}{3}$ $\frac{4}{6}$ $\frac{5}{3}$ $\frac{2}{2}$

11. Error Analysis How can you check each boy's work to decide if they compared the fractions correctly?

Andrew

$\frac{4}{5} < \frac{4}{6}$

Aiden

$\frac{1}{3} < \frac{1}{2}$

12. Extend Your Thinking Order the fractions $\frac{2}{4}$, $\frac{2}{6}$, and $\frac{4}{4}$ from least to greatest. Explain your reasoning.

5	Use different multiplication and division strategies to multiply and divide	(1-9)	Page :79

How can you complete the fact family?
Use the fact triangle to help you.

1. $35 \div 7 = \_\_\_\_$

$35 \div \_\_\_\_ = 7$

$7 \times \_\_\_\_ = 35$

$\_\_\_\_ \times 7 = 35$

2. $18 \div 3 = \_\_\_\_$

$18 \div \_\_\_\_ = 3$

$3 \times \_\_\_\_ = 18$

$\_\_\_\_ \times 3 = 18$

3. ____ ÷ ____ = ____
____ ÷ ____ = ____
____ × ____ = ____
____ × ____ = ____

How can you complete the division equation? Write a related multiplication fact to show your work.

4. 24 ÷ 6 = ____

5. ____ = 21 ÷ 7

6. 30 ÷ ____ = 6

7. 15 ÷ 3 = ____

8. 72 ÷ 9 = ____

9. 8 = 64 ÷ ____

5	Use different multiplication and division strategies to multiply and divide	(10-13)	Page :80

10. At the library, 20 books are arranged on shelves in a bookcase in equal groups as shown. How many shelves are in the bookcase? Explain.

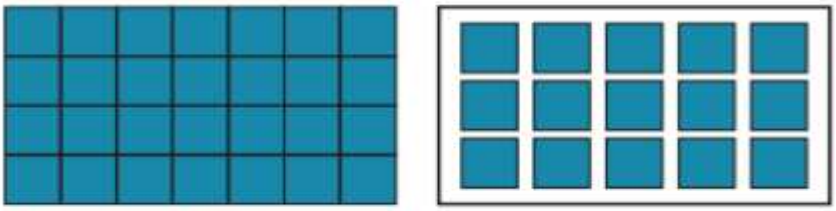
11. Malia practices the piano 4 times each week for a total of 40 minutes of weekly practice. How many minutes does she practice each day? Show your work.

12. **Error Analysis** Cameron says he can write two division facts using the fact triangle shown. Do you agree? Explain.

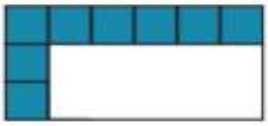
13. **Extend Your Thinking** Write 4 related facts in a fact family. Draw a fact triangle to represent the fact family you wrote.

Part 2	Type of Questions	MCQ/موضوعى	الدرجات لكل سؤال	4 درجات
6	Demonstrate an understanding of the concepts of area measurement	(1-7)		Page :203

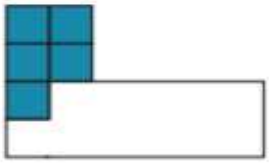
1. Which figure is tiled correctly to find the area? Circle it.



What is the area of the figure? Draw to complete the tiling.

2. 

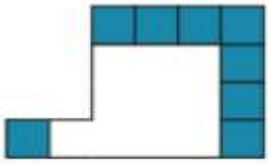
area = _____ square units

3. 

area = _____ square units

4. 

area = _____

5. 

area = _____

6. Why is it important that there are no gaps or overlaps when tiling a figure?

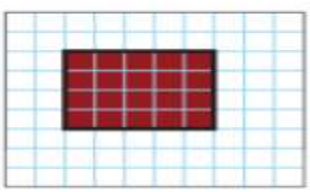
7. Label the length of each side of the unit square.

_____ unit

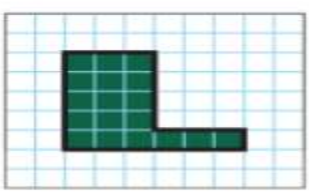
_____ unit

7	Determine area by counting unit squares	(1-7)	Page :207

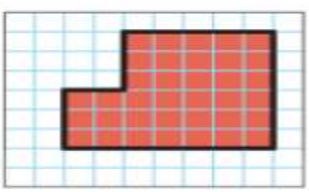
How can you find the area of the figure? Label the area with the unit.

1. 

area = _____

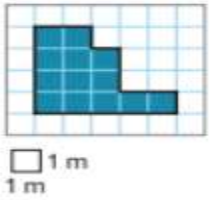
2. 

area = _____

3. 

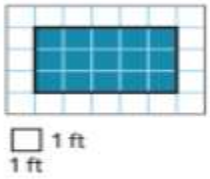
area = _____

4.



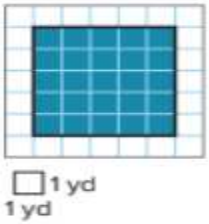
area = _____

5.



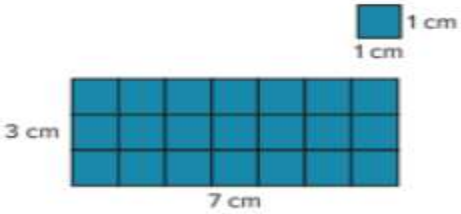
area = _____

6.



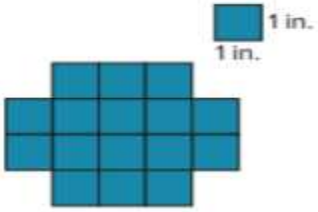
area = _____

7.



area = _____

8.

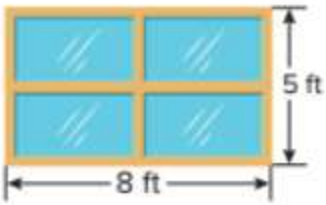


area = _____

7	Multiply the length of a rectangle by its width to determine its area	(8-12)	Page :212

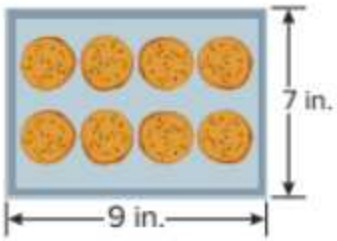
How can you find the area of the object?

8.



The area of the window is _____ square _____.

9.



The area of the baking sheet is _____ square _____.

10. Enrique painted a mural on his sister's wall. The side lengths of the wall are shown. What is the area of the wall that Enrique painted?

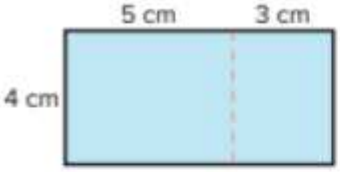
11. Tonya is wrapping the front cover of her notebook. The cover is 10 inches long and 8 inches wide. What is the area of the cover?

12. **Extend Your Thinking** A closet floor is the shape of a rectangle. The area of the floor is 18 square feet. What could be the length and width of the floor?

8	Determine the area of a rectangle by decomposing a side length using the Distributive Property	(1-5)	Page :221

How can you decompose to find the area of each rectangle?

1.

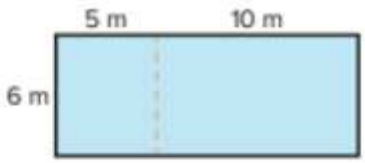


$4 \times 8 = 4 \times \_\_\_\_ + 4 \times \_\_\_\_$

$4 \times 8 = \_\_\_\_ + \_\_\_\_$

$4 \times 8 = \_\_\_\_$ square cm

2.

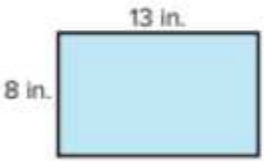


$6 \times 15 = 6 \times \_\_\_\_ + 6 \times \_\_\_\_$

$6 \times 15 = \_\_\_\_ + \_\_\_\_$

$6 \times 15 = \_\_\_\_$ square m

3.

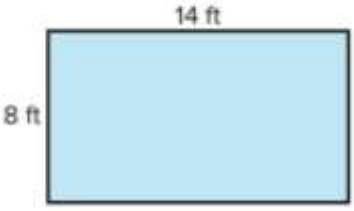


$8 \times 13 = 8 \times \_\_\_\_ + 8 \times \_\_\_\_$

$8 \times 13 = \_\_\_\_ + \_\_\_\_$

$8 \times 13 = \_\_\_\_$ square in.

4.



$8 \times 14 = 8 \times \_\_\_\_ + 8 \times \_\_\_\_$

$8 \times 14 = \_\_\_\_ + \_\_\_\_$

$8 \times 14 = \_\_\_\_$ square ft

5. Error Analysis Joseph finds the area of the rectangle. His work is shown below.

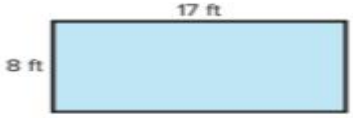
$3 \times 17 = 2 \times 10 + 1 \times 7$

Will the area be correct? Explain.

9	Determine the area of a rectangle by decomposing a side length using the Distributive Property	(6,7)	Page :222

How can you decompose the rectangle into two smaller rectangles to find the area?

6.



$8 \times 17 = 8 \times \_\_\_\_ + 8 \times \_\_\_\_$

$8 \times 17 = \_\_\_\_ + \_\_\_\_$

$8 \times 17 = \_\_\_\_$ square ft

7.

$5 \times 16 = 5 \times \_\_\_\_ + 5 \times \_\_\_\_$

$5 \times 16 = \_\_\_\_ + \_\_\_\_$

$5 \times 16 = \_\_\_\_$ square m

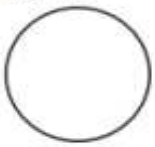
10	Use the number of parts to describe the equal parts of a shape	(1-7)	Page :5

How can you draw a line or lines to partition the shape into equal parts?

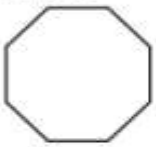
1. fourths

2. sixths

3. eighths



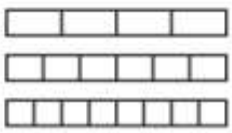
4. fourths



5. sixths

6. eighths

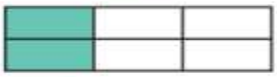
7. Wendy draws three rectangles that are the same size. She partitions each rectangle into equal parts. What happens to the size of each part as the number of parts increases?



10	Use the number of parts to describe the equal parts of a shape	7	Page :30

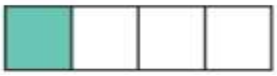
7. Which figure represents one-fourth? Select the correct figur . (Lesson 7-1)

A.



C.

B.

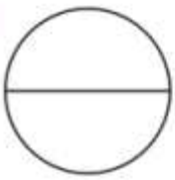


D.

11	Identify and represent fractions	(1-7)	Page :9

What unit fraction is represented by each part of the figure?

1.



2.

What fraction is represented by the shaded part of the figure?

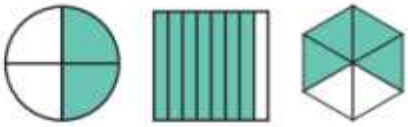
3.  $\frac{\square}{\square}$

4.  $\frac{\square}{\square}$

5.  $\frac{\square}{\square}$

6.  $\frac{\square}{\square}$

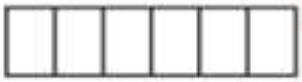
7. What fraction represents the shaded part and unshaded part of the figur ?



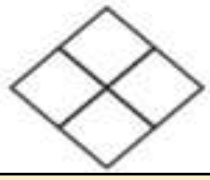
Fraction to Represent Shaded Part			
Fraction to Represent Unshaded Part			

11	Identify and represent fractions	(10-12)	Page :10

How can you shade equal parts to show the fraction?

10. $\frac{2}{6}$ 

11. $\frac{2}{3}$ 

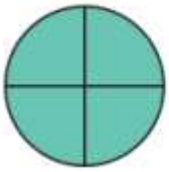
12. $\frac{3}{4}$ 

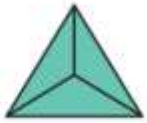
12	Represent one whole as a fraction	(1-4)	Page :19

What fraction represents the shaded part of the shape?

1.  $\frac{\square}{\square}$

2.  $\frac{\square}{\square}$

3.  $\frac{\square}{\square}$

4.  $\frac{\square}{\square}$

12	Represent one whole as a fraction	14	Page :31

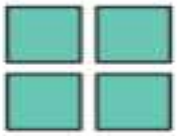
14. What fraction represents the shaded part of the shape?

(Lesson 7-4)

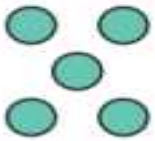
13	Represent whole numbers as fractions	(1-8)	Page :23

What fraction represents the whole number? Each piece is one whole.

1.  $3 = \frac{\square}{\square}$

2.  $4 = \frac{\square}{\square}$

3.  $2 = \frac{\square}{\square}$

4.  $5 = \frac{\square}{\square}$

5. Which fractions are equal to a whole number? Circle them.

$\frac{3}{1}$ $\frac{3}{4}$ $\frac{5}{6}$

$\frac{7}{8}$ $\frac{7}{1}$ $\frac{4}{1}$

6. Lin has 2 blocks of cheese. How can you express the number of blocks of cheese as a fraction? Explain your answer.

7. How can you label the number line using fractions?

8. Is $\frac{1}{3}$ less than or greater than $\frac{3}{1}$? Explain.

13	Represent whole numbers as fractions	15	Page :31

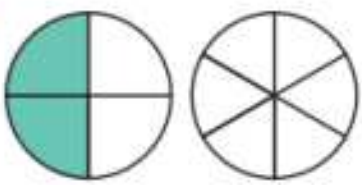
15. Ryan writes a whole number as a fraction. Which fraction does he write? (Lesson 7-5)

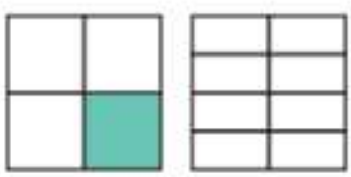
A. $\frac{2}{3}$ B. $\frac{4}{3}$

C. $\frac{1}{4}$ D. $\frac{4}{1}$

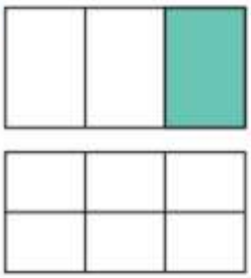
14	Determine whether two fractions are equivalent	(1-6)	Page :39

How can you shade the model to show the equivalent fraction?

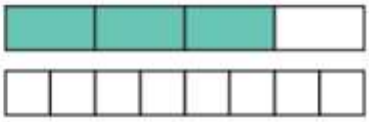
1. 

2. 

3.



4.



5. The table shows the amounts of cherry, key lime, and peach pie left. Which two pies have the same amount left? Shade the models and explain.

Cherry	Key Lime	Peach
$\frac{4}{6}$	$\frac{2}{3}$	$\frac{3}{4}$

6. **Error Analysis** Hannah draws two squares that are the same size. One has 8 equal parts with 2 parts shaded. The other has 4 equal parts with 1 part shaded. She says they do not represent equivalent fractions. Do you agree? Explain.

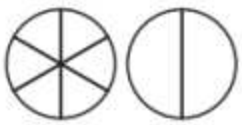
14	Determine whether two fractions are equivalent	(7-11)	Page :40

How can you shade the models to decide whether the fractions are equivalent? Write *equivalent* or *not equivalent*.

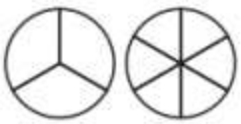
7. $\frac{1}{4}$ and $\frac{2}{3}$

8. $\frac{1}{3}$ and $\frac{2}{4}$

9. $\frac{3}{6}$ and $\frac{1}{2}$



10. $\frac{1}{3}$ and $\frac{2}{6}$



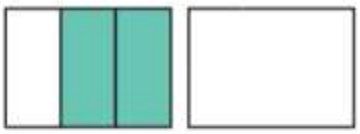
11. **Extend Your Thinking** The fractions $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent. List 2 more fractions that are equivalent to $\frac{1}{2}$. How can you describe a pattern related to fractions equivalent to $\frac{1}{2}$?

15	Generate equivalent fractions	(1-5)	Page :43

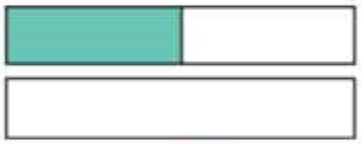
What fraction is equivlaent to the fraction shown?
Create a model to determine the equivalent fraction.

1. 

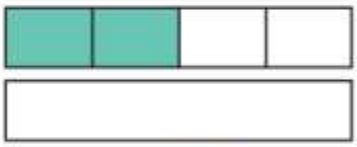
$\frac{1}{4} = \frac{\square}{8}$

2. 

$\frac{2}{3} = \frac{\square}{6}$

3. 

$\frac{1}{2} = \frac{\square}{8}$

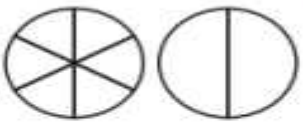
4. 

$\frac{2}{4} = \frac{\square}{6}$

5. Jacob folded a piece of paper into 4 equal parts and shaded 3 parts. Sarah folded her piece of paper into 8 equal parts. She shaded the same amount as Jacob. What equivalent fractions did they represent? Draw a model to justify your answer.

15	Generate equivalent fractions	11	Page :71

11. Which number can replace the unknown numerator to make the fractions equivalent? Shade the model to help you. (Lesson 8-2)



$\frac{\square}{6} = \frac{1}{2}$

A. 1
B. 3
C. 2
D. 4

16	Explain why fraction comparisons are valid only when the wholes are the same size	(7-12)	Page :52

How can you draw a picture to match the statement?

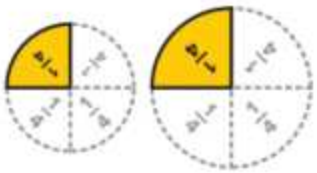
7. Two models of $\frac{1}{3}$ that represent the same amount.

8. Two models of $\frac{1}{4}$ that do not represent the same amount.

9. Two models of $\frac{1}{2}$ that do not represent the same amount.

10. Two models of $\frac{2}{3}$ that represent the same amount.

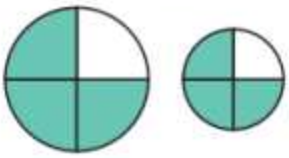
11. Do the fraction circles represent the same amount? Why or why not?

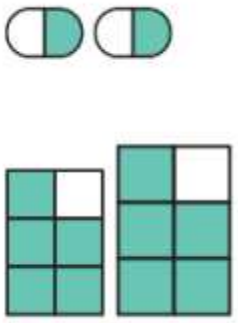


12. **Extend Your Thinking** Kara swam $\frac{1}{3}$ the distance of a 100-meter race. Marcus swam $\frac{1}{3}$ the distance of a 500-meter race. Did Kara and Marcus swim the same number of meters? Explain.

16	Explain why fraction comparisons are valid only when the wholes are the same size	6	Page :70

6. Determine whether each pair of models show the same amount. Write *yes* or *no* below each model. (Lesson 8-4)

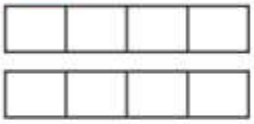




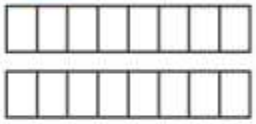
17	Compare fractions with the same denominator and different numerators	(1-7)	Page :55

How can you write > or < to make the comparison true? Shade the fraction model to justify your reasoning.

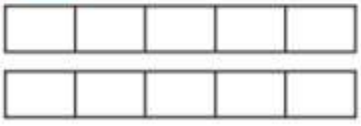
1. $\frac{1}{4} \square \frac{3}{4}$



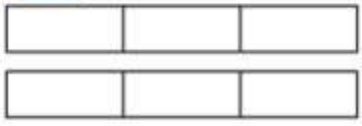
2. $\frac{4}{8} \square \frac{3}{8}$



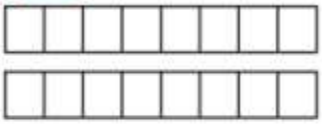
3. $\frac{2}{5} \square \frac{4}{5}$



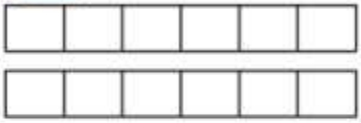
4. $\frac{1}{3} \square \frac{3}{3}$



5. $\frac{7}{8} \square \frac{5}{8}$



6. $\frac{2}{6} \square \frac{5}{6}$



7. Which comparisons are true? Circle them. Use pictures or words to explain your reasoning.

$\frac{3}{8} < \frac{5}{8}$ $\frac{3}{8} > \frac{5}{8}$ $\frac{5}{8} < \frac{3}{8}$ $\frac{5}{8} > \frac{3}{8}$

17	Compare fractions with the same denominator and different numerators	7	Page :70

7. Which comparison is true?

(Lesson 8-5)

A. $\frac{1}{4} > \frac{2}{4}$

B. $\frac{7}{8} < \frac{4}{8}$

C. $\frac{1}{3} > \frac{2}{3}$

D. $\frac{3}{6} < \frac{5}{6}$

18	Compare fractions with the same numerator and different denominators	(9-12)	Page :60

9. Circle the comparisons that are true. Explain your reasoning.

$\frac{4}{6} < \frac{4}{8}$ $\frac{3}{2} > \frac{3}{3}$ $\frac{2}{3} < \frac{2}{6}$ $\frac{1}{4} > \frac{1}{8}$

10. Circle the fractions that are greater than $\frac{2}{6}$. Explain how you know.

$\frac{2}{2}$ $\frac{2}{3}$ $\frac{2}{4}$ $\frac{2}{6}$ $\frac{2}{8}$

11. **STEM Connection** Owen searches $\frac{3}{4}$ of Field A for insects. He searches $\frac{3}{8}$ of Field B. Both fields are the same size. Does he search more of Field A or B? Explain how you know.

12. **Extend Your Thinking** Bryce is comparing $\frac{1}{4}$ and $\frac{2}{3}$. How can he use $\frac{2}{4}$ to help him compare the two fractions and decide which is greater?

18	Compare fractions with the same numerator and different denominators	8	Page :70

8. Which comparison is true?

(Lesson 8-6)

A. $\frac{2}{3} > \frac{2}{4}$ **B.** $\frac{2}{6} < \frac{2}{8}$

C. $\frac{3}{6} > \frac{3}{4}$ **D.** $\frac{4}{2} < \frac{4}{3}$

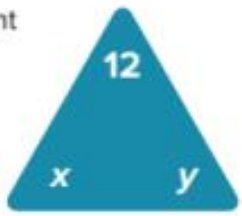
19	Use related multiplication facts to divide by 2	(10-13)	Page :84

10. Jin is finding the unknown in the equation $16 \div ? = 2$. What multiplication fact can help him find the unknow ? Explain.

11. Priya has an even number of stickers. She gives half of her stickers to Brock. Write an equation to represent the number of stickers Priya and Brock each might have. Explain.

12. STEM Connection Malik plans to work with fibe optic cables when he is an engineer. One cable is 20 meters long. Malik needs to divide it in half. What is the length of each half? Explain the the strategy you used.

13. Extend Your Thinking Can the unknowns represent more than one pair of whole numbers? Explain.



19	Use related multiplication facts to divide by 2	18	Page :117

18. David uses 10 pennies to make an array with 2 rows. How many columns does David use to make his array? (Lesson 9-2)

A. 10 **B.** 5

C. 25 **D.** 7

20	Use patterns and rules to recall division facts with 1 and 0	(5-12)	Page :91

What number makes the equation true?
Write a multiplication equation to help you.
Cross out any equation that cannot be solved.

5. $7 \div 7 =$ _____

6. _____ $= 8 \div 0$

7. $10 = 10 \div$ _____

8. $8 \div 1 =$ _____

9. _____ $= 5 \div 0$

10. _____ $\div 6 = 0$

11. _____ $= 9 \div 9$

12. _____ $= 0 \div 10$

20	Use patterns and rules to recall division facts with 1 and 0	(13-15)	Page :92

13. There are 5 erasers, 5 pencils, and 10 pens to divide equally among 5 bags. How many of each item are in each bag? Show your work.

14. Error Analysis Which product is incorrect? Explain.

$8 \div 1 = 8$
$9 \div 9 = 1$
$4 \div 0 = 0$
$0 \div 10 = 0$

15. Extend Your Thinking Eli checks out some books from the library. He reads 1 book per day. How many days will it take Eli to read all his books? Explain.