تجميعة أسئلة صفحات الكتاب وفق الهيكل الوزاري الجديد منهج ريفيل

تاريخ إضافة الملف على موقع المناهج: 2024-05-15 10:01:21

إعداد: Elatawy Alaa

التواصل الاجتماعي بحسب الصف الثالث

اضغط هنا للحصول على جميع روابط "الصف الثالث"

روابط مواد الصف الثالث على تلغرام

الرياضيات	اللغة الانجليزية	اللغة العربية	التربية الاسلامية

المزيد من الملفات بحسب الصف الثالث والمادة رياضيات في الفصل الثالث

الهيكل الوزاري الجديد منهج ريفيل المسار العام	1
الهيكل الوزاري الجديد منهج بريدج المسار العام	2
أسئلة الامتحان النهائي الورقي بريدج	3
حل نموذج تدريبي للاختبار النهائي	4
نموذج تدريبي للاختبار النهائي	5

Al Huiteen school
Cycle – 1
EOT3 -Coverage

Mathematics

3rd grade

Teacher :Alaa Elatawy

T. Alaa Elatawy

Academic Year	2023/2024
العام الدراسي	
Term	3
الفصل	
Subject	Mathematics/Reveal
المادة	الرياضيات/ريفيل
Grade	3
الصف	
Stream	General
المسار	العام
Number of MCQ	15
عدد الأسئلة الموضوعية	
Marks of MCQ	4
درجة الأسئلة الموضوعية	
Number of FRQ	5
عدد الأسئلة المقالية	
Marks per FRQ	(6-10)
الدرجات للأسئلة المقالية	
Type of All Questions	الأسئلة الموضوعية /MCQ
نوع كافة الأسئلة	الأسئلة المقالية /FRQ
Maximum Overall Grade	100
الدرجة القصوى الممكنة	
Exam Duration - مدة الامتحان	120 minutes
Mode of Implementation- طريقة التطبيق	Paper-Based
Calculator	**Not Allowed**
الآلة الحاسبة	غير مسموحة

|	
*	Questions might appear in a different order in the actual exam, or on the exam paper.
*	قد تظهر الأسئلة بترتيب مختلف في الامتحان الفعلي، أو على ورقة الامتحان .
**	As it appears in the textbook,and LMS.
**	كما وردت في كتاب الطالب وLMS .

مساعدة المديره   مديرة المدرسة

شمسه المزروعى   فوقيه مصطفى

	Part1		Type of Questions	FRQ/ مقالي	الدرجات لكل سؤال	6-10 درجات
1	U10L4	Two-Step Problems Involving Multiplication and Division	Work Together		Page :138

Work Together

Last week, Mason brought 28 watermelon slices to soccer practice. Each of the 7 players got the same number of slices. This week, Mason doubles the number of slices for each player. Write equations with a letter for the unknown to find the number of watermelon slices he gives each player this week.

1	U10L4	Two-Step Problems Involving Multiplication and Division	(1-5)		Page :139

What equation represents the bar diagram?
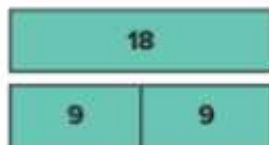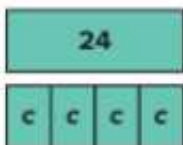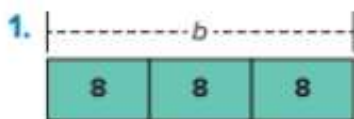
1.

2.

How can you use equations with letters for the unknowns to solve the problem?

3. Jerry's mother brings orange slices to dance class. She cut each orange into 4 slices. There are 2 slices for each of the 8 dancers. How many oranges did his mother cut?

4. Connie's photo album has 6 pages and each page has 6 photos. She decides to put all the photos already in her album on just 4 pages. She puts the same number of photos on all 4 pages. How many photos will she put on each page?

5. How do you know when to multiply and when to divide to solve a real-world problem? Explain your reasoning.

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NEVER
GIVE
UP

| 1 | U10L4 | Two-Step Problems Involving Multiplication and Division | (6-10) | | Page :140 |

How can you use equations with letters for the unknowns to solve the problem?

6. Lana brings home 48 shells from the beach. She divides the shells into 6 equal groups and keeps 1 group for herself. Then she gives half of her group to her brother. How many shells does Lana give to her brother?

7. **STEM Connection** Hiro explored 12 shipwrecks with 4 robots. Each robot explored the same number of shipwrecks. One of the robots brought back 2 items from each wreck it explored. How many objects did it bring back?

8. Francine uses 24 yards of fabric to make 8 blankets. She uses the same amount of fabric for each blanket. How many yards of fabric does she need to make 4 blankets?

9. Kyle buys 9 spools of ribbon. Each spool has 4 yards of ribbon on it. If she uses 6 yards of ribbon per bow, how many bows can she make?

10. **Extend Your Thinking** Mrs. Tyler buys boxes of pencils. She gives 5 pencils to each student. 8 students get pencils. How many boxes could she have bought and how many pencils could be in each box?

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| 2 | U10L6 | Explain the Reasonableness of a Solution | (1-4) | | Page :147 |

How can you estimate to determine the reasonableness of an answer? Circle the reasonable answer.

1. At the train station, Matt buys breakfast for $4 and 3 weekly train passes for $9 each. How much does Matt spend at the station?

A. $21   B. $31

C. $18   D. $55

2. Ava shares 42 stickers evenly among 6 friends. Then she gives each friend 4 more stickers. How many stickers does each friend receive?

A. 11 stickers   B. 25 stickers

C. 5 stickers   D. 33 stickers

Is the answer reasonable? Show your thinking.

3. Maria walks 3 minutes to the bus stop. Then she rides the bus 8 minutes to get to school. She does this 5 days per week. She says she spends 55 minutes traveling to school each week.

4. Marcus spends $36 on sunflowers and buys 4 zinnia plants for his garden. Marcus says he spent $98 on plants.

Flower Prices

Sunflowers	$6
Daisies	$7
Zinnias	$8

2	U10L6	Explain the Reasonableness of a Solution	(5-8)	Page :148

Solve. Then use an estimate to show that your answer is reasonable.

5. John has 7 packages of pencils. There are 9 pencils in each package. He donates 49 pencils to the school supply closet. How many pencils does John have left?

6 Evelyn has 80 beads. She uses 24 for a necklace. She wants to use the rest to make 8 bracelets with the same number of beads on each. How many beads will each bracelet have?

7. **STEM Connection** Hiro designs a boat to carry research supplies. His boat carries 6 crates filled with 9 boxes each. It also carries 5 boxes of snacks. He thinks the boat carries 59 boxes. Is his answer reasonable?

8. **Extend Your Thinking** Kara has a box of 30 crackers. She eats 3 and wants to give the rest to 5 friends to share equally. She estimates there are enough for each friend to get 5 crackers. Explain Kara's estimate.

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What is the perimeter and area of the figure? Include the unit.

1.

9 m

4 m

perimeter = _____

area = _____

2.

10 in.

1 in.

perimeter = _____

area = _____

3.

5 cm

2 cm

perimeter = _____

area = _____

4.

5 ft

perimeter = _____

area = _____

5.

6 yd

perimeter = _____

area = _____

6.

2 cm

1 cm   4 cm

3 cm

2 cm

6 cm

perimeter = _____

area = _____

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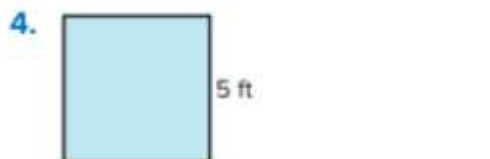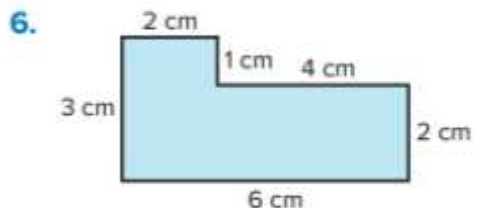
7. A rectangle has an area of 20 square centimeters. What could be the length and width of the rectangle?

8. A rectangular patch of grass has a perimeter of 24 feet. If one of the side lengths is 10 feet, what are the other side lengths? Write an equation to support your answer.

8. Error Analysis Mandy needs to make 4 bracelets. Each requires 9 inches of string. She says she can use an equation to help her find the total number of inches she needs. Do you agree? Explain why or why not.

9. Sheila tapes together 4 postcards. The total length of the 4 postcards is 24 inches. How long is each postcard? Write an equation to represent the problem.

3	U11L5	b) Solve Problems Involving Measurement	(8-11)	Page :178

10. A classroom is 28 feet wide. The teacher divides the classroom into 4 sections of equal width. How wide is each section? Write an equation to represent the problem.

11. Extend Your Thinking The school track is 400 meters. Sahir ran half the length of the track. Esme ran half the length that Sahir ran. How far did Esme run? Explain your thinking.

4	U12L8	Understand Scaled Bar Graphs	(1,2)	Page :217

1. How can you display the data in a scaled bar graph?

Class Goldfish Name	
Name	**Number of Votes**
Flash	8
Bubbles	6
Squirt	16
Cheese	10
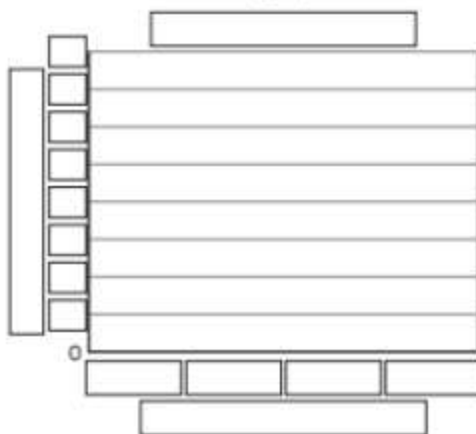
a. How did you decide the scale of your graph?

b. What is another scale you could use for your graph?

2. Error Analysis Cameron created a bar graph using the data in the table. How can you explain the error in the graph?

Sports Teams	
Team	**Number of Friends**
Soccer	5
Basketball	6
Swim	2

Sports Teams bar graph — Number of Friends vs. Teams (Soccer, Basketball, Swim)
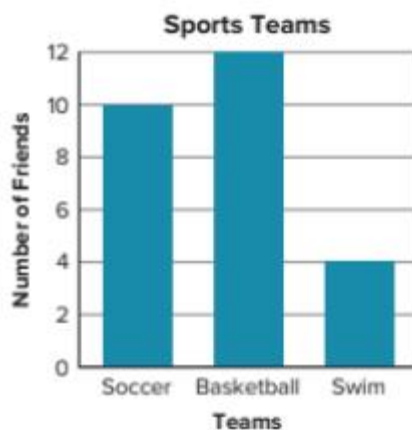
3. How can you display the data in a scaled bar graph?

Summer Trips	
Place	**Trips to Each Place**
City	15
Lake	10
Beach	30
State Park	25
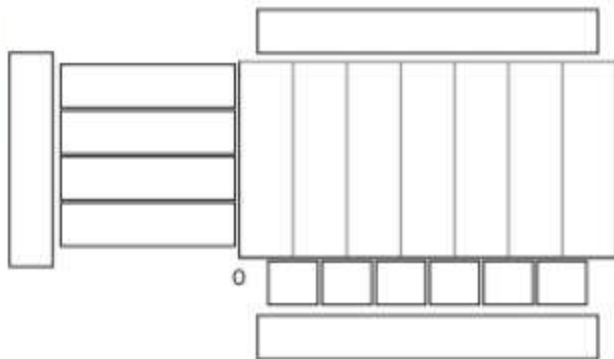
4. Which parts of the graph did you need to complete before displaying the data with bars? Explain why these needed to be completed first

5. How can you explain the difference between a scaled bar graph and a bar graph?

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Use the line plot to complete exercises 1 through 3.

Heights of Figurines (in.)
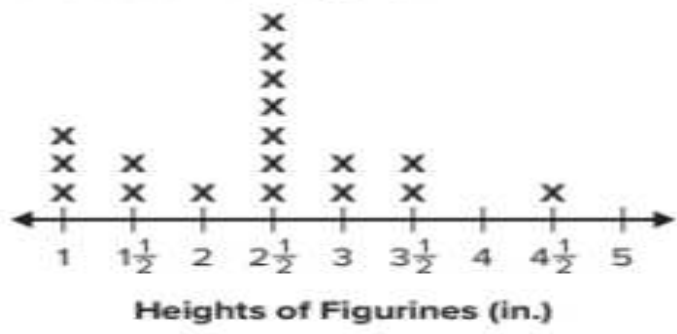
1. How many figurines are in the collection?

2. Which height is most common?

3. Which measurements were not the height of any figurine ?

4. How many figurines are shorter than 2 inches?

5. How many figurines are taller than 3 inches?

Brody measures his crayons to the nearest half inch. He records the measurements in a table.

Crayon Lengths (in.)				
2	3	$1\frac{1}{2}$	3	$1\frac{1}{2}$
$3\frac{1}{2}$	$2\frac{1}{2}$	$3\frac{1}{2}$	3	2
2	$3\frac{1}{2}$	3	2	$2\frac{1}{2}$
3	$3\frac{1}{2}$	$3\frac{1}{2}$	$1\frac{1}{2}$	3

6. How can you display the data in a line plot?

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

Lengths of Crayons (in.)
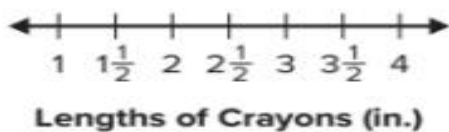
7. How many crayons are $2\frac{1}{2}$ inches long?

8. How many more 3-inch crayons are there than $1\frac{1}{2}$-inch crayons?

9. How many crayons are shorter than 3 inches?

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19. Each student was given a piece of ribbon and asked to measure its length to the nearest quarter inch. The line plot shows the lengths of all the pieces of ribbon. (Lesson 12-11)
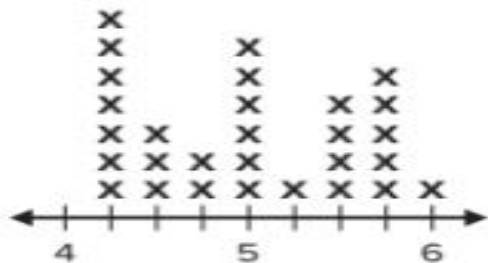
Lengths of Ribbon (inches)

How many pieces of ribbon are less than 5 inches long?

A. 12   B. 18

C. 29   D. 6

4 درجات	الدرجات لكل سؤال	موضوعى/MCQ	Type of Questions	Part 2
Page :125		(1-9)	U10L1 Patterns with Multiples of 10	6

How can you use place value to multiply?

1. 5×40

   ____ × ____ tens = ____ tens
   So, $5 \times 40 =$ ____ .

2. 6×50

   ____ × ____ tens = ____ tens
   So, $6 \times 50 =$ ____ .

3. 7×90

   ____ × ____ tens = ____ tens
   So, $7 \times 90 =$ ____ .

4. 8×30

   ____ × ____ tens = ____ tens
   So, $8 \times 30 =$ ____ .

5. Nia uses 50 blocks to create a sculpture. Use place value to find how many bloc s she uses to create 7 sculptures.

How can you decompose the multiple of 10 to multiply?

6. 4×90

   $4 \times$ ___ $\times 10$

   ____ × 10 = ____

7. 3×70

   $3 \times$ ___ $\times 10$

   ____ × 10 = ____

8. 6×40

   $6 \times$ ___ $\times 10$

   ____ × 10 = ____

9. 8×50

   $8 \times$ ___ $\times 10$

   ____ × 10 = ____

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| 7 | U10L2 | More Multiplication Patterns | (1-7) | Page :129 |

1. What patterns do you see with the multiples of 1 in the multiplication fact table?

2. Keller notices that the numbers in the 2s column are the same as the numbers in the 2s row. How can you explain this pattern?

✕	0	1	2	3	4	5	6
0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6
2	0	2	4	6	8	10	12
3	0	3	6	9	12	15	18
4	0	4	8	12	16	20	24
5	0	5	10	15	20	25	30
6	0	6	12	18	24	30	36

3. Use the multiplication fact table. What pattern do you notice with the multiples of 6?

4. Use the multiplication fact table. What pattern do you notice with the multiples of 5?

5. How do multiples of 10 relate to multiples of 5? Explain.

6. **Error Analysis** Eva says that the product of 8 × 6 is 49. Do you agree? How can you use patterns to explain your thinking?

7. Use the multiplication fact table. What patterns do you see with the products of 0?

8. How can you use patterns to predict the product?

   a. Circle the multiplication facts that will have an even product.

4 × 5	3 × 6	1 × 9	2 × 4
5 × 7	5 × 2	7 × 8	10 × 6

   b. Explain why the products are even.

9. Are the products of 6s facts double the products of 2s facts? Explain.

Fill in the blank with always, sometimes, or never.

10. Products of 6s facts are _____ double the products of 3s facts.

11. Products of 7s facts are _____ even.

12. Products of 4s facts are _____ odd.

13. **Extend Your Thinking** How can you explain the pattern shown?

×	0	1	2	3	4	5	6
0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6
2	0	2	4	6	8	10	12
3	0	3	6	9	12	15	18
4	0	4	8	12	16	20	24
5	0	5	10	15	20	25	30
6	0	6	12	18	24	30	36

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8	U10L3	Understand the Associative Property	(5-9)	Page :134

How can you solve the problem two ways?

5. Mrs. Dean makes 2 sandwiches for her 3 children 4 days a week. How many sandwiches does Mrs. Dean make each week?

6. Jose paints 2 paintings in 1 day each week. How many paintings does he paint in 7 weeks?

7. Candice works 3 hours in 1 day. She works 3 days each week. How many hours does she work in 6 weeks? in 9 weeks?

8. **Error Analysis** Korena's work is shown. Do you agree with her solution? Explain.

$$5 \times 2 \times 4 = ?$$
$$5 \times 2 = 10 \quad 2 \times 4 = 8$$
$$10 \times 8 = 80$$
$$5 \times 2 \times 4 = 80$$

9. **Extend Your Thinking** You can group the factors $4 \times 7 \times 10$ two different ways. Explain which is more efficient for y

9	U11L1	Understand Perimeter	(1-6)	Page :159

What is the perimeter of the figure?

1.

_____ units

2.

_____ units

3.

_____ units

4.
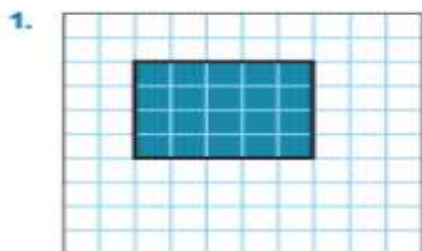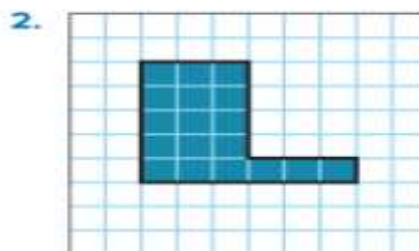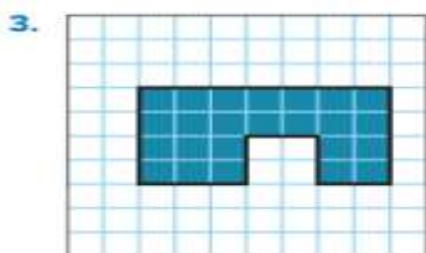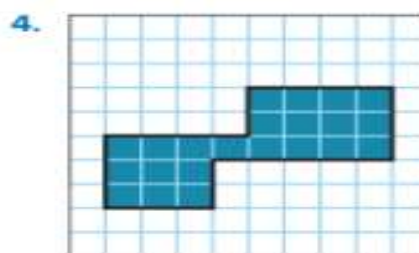
_____ units

What equation can you write to represent the perimeter?

5.

6.
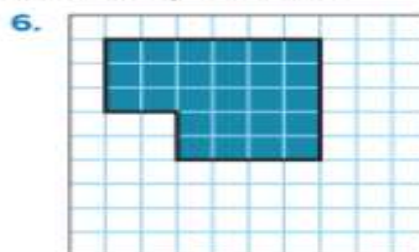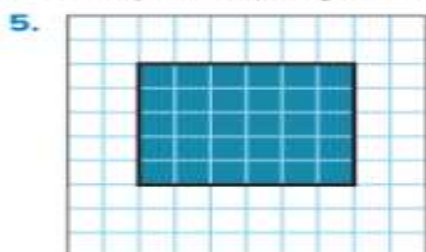
6. What is the perimeter of the rectangle? (Lesson 11-1)
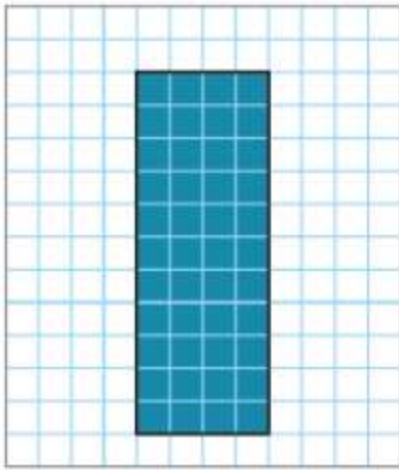
A. 44 units

B. 30 units

C. 15 units

D. 6 units

What is the perimeter of the figure? Complete the equation.

1.

17 ft

10 ft

_____ + _____ + _____ + _____ = _____

_____ feet

2.

8 in.

_____ + _____ + _____ + _____ = _____

_____ × _____ = _____

_____ inches

What is the perimeter of the figure? Include the unit.

3.

5 m

4.

7 cm

6 cm   6 cm

9 cm

5.

3 ft

6.

22 in.

4 in.   10 in.

22 in.

7.

20 m   20 m

35 m

8.

10 ft
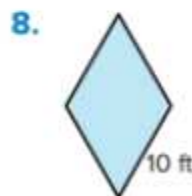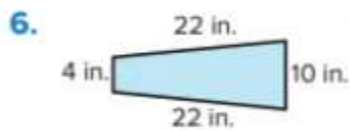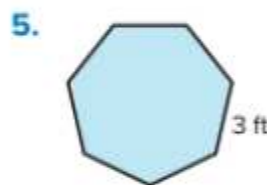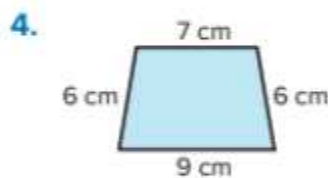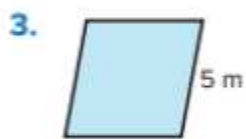
9. How can you determine the perimeter of a rectangle that is 3 cm wide and 5 cm long in two different way ? Which strategy do you think is more efficien

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1. The perimeter is 46 yards.

$46 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + h$

$46 = \underline{\hspace{1cm}} + h$

$46 - \underline{\hspace{1cm}} = h$

15 yd

7 yd   7 yd

h
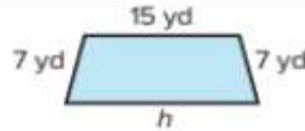
The unknown side length is _____ yards.

2. The perimeter is 27 inches.

$27 = \underline{\hspace{3cm}}$

$27 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

$27 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

m

6 in.

7 in.

5 in.

6 in.
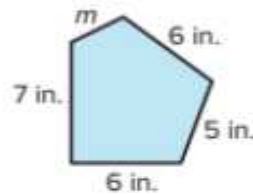
The unknown side length is _____ inches.

3. The perimeter is 108 feet.
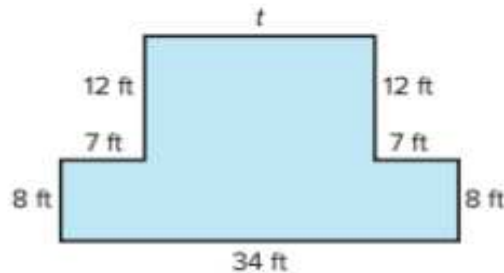
t

12 ft   12 ft

7 ft   7 ft

8 ft   8 ft

34 ft

The unknown side length is _____ _____.

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4. A triangular flag has 2 sides of equal length The perimeter of the flag is 28 feet. What ar the unknown lengths?

z

8 ft

z
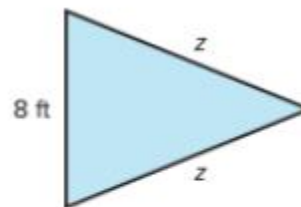
5. Leo's painting is in the shape of a rectangle. Two sides are 8 inches long. The perimeter of the painting is 20 inches. What is the length of the other two sides? Show your thinking.

6. Error Analysis Margo has a square rug with a perimeter of 32 feet. She says she does not have enough information to find the side lengths of the rug. How can you help Margo understand how to find the side length ?

7. Extend Your Thinking Bryan draws a rectangle and a square. One side of the rectangle is 2 inches. Another side is twice as long. The rectangle and the square have the same perimeter. What are the side lengths of the square? Explain.

What equation describes the situation?

1. 49 feet of rope cut into pieces 7 feet long

2. 9 strips of paper each 6 inches long

3. 4 miles each day for 8 days

4. 10 yards of fabric cut into 5 pieces

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What is the volume of the liquid in the container?

1.

_____ milliliters

2.

_____ liters

3.

_____ milliliters

4.

_____ liters

| 13 | U12L1 | Measure Liquid Volume | (1-5) | Page :189 |
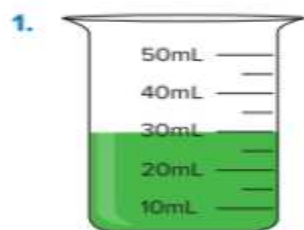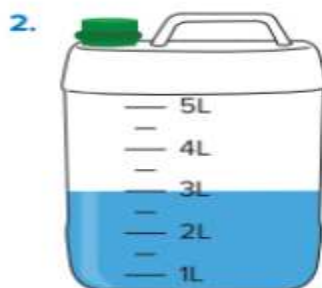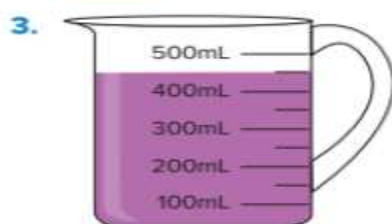
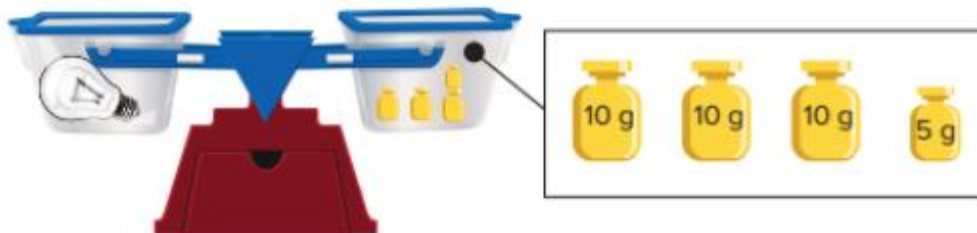**5. Error Analysis** Alex pours soup into a jar. He says he has 400 milliliters of soup. How do you respond to Alex?

- 500mL
- 400mL
- 300mL
- 200mL
- 100mL

| 14 | U12L3 | Measure Mass | (1-4) | Page :197 |
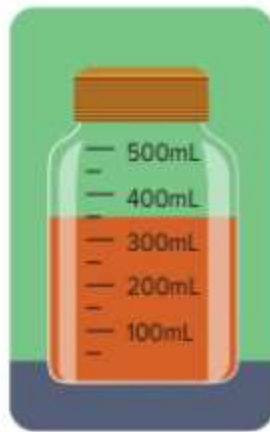
1. What is the mass of the brick?

1 kg   1 kg

2. What is the mass of the lightbulb?

10 g   10 g   10 g   5 g

3. What is the mass of the orange?

100 g   100 g   50 g   10 g   1 g

4. What is the mass of the carrot?

50 g   10 g   5 g   1 g   1 g   1 g

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What time is shown on the clock?

1.

_____:_____

2.

_____:_____

3.

_____:_____

Tina, Troy, and Tim went to bed at different times.

4. What time did Tina go to bed?

Tina

_____:_____

5. What time did Troy go to bed?

Troy

_____:_____

6. What time did Tim go to bed?

Tim

_____:_____

7. What would Tina's clock look like if she went to bed at 9:38?

8. What would Tim's clock look like if he went to bed at 9:12?

T. Alaa Elatawy

Use the clocks for exercises 9 through 11.

9. Ray went for a walk at 8:54. Circle the clock that shows the time he left for his walk.

10. What time does the other clock show?

11. What is the difference between the two time ? Explain your answer.

12. STEM Connection Maya and Lamar arrive at an excavation site at different times one morning. Who arrived first? Explain your answer.

Maya

Lamar

8:46

13. Extend Your Thinking Jenette went outside to play at 11:27. Camden went outside 2 hours later. How can you show the time each girl went outside on the clocks?

Jenette

Camden
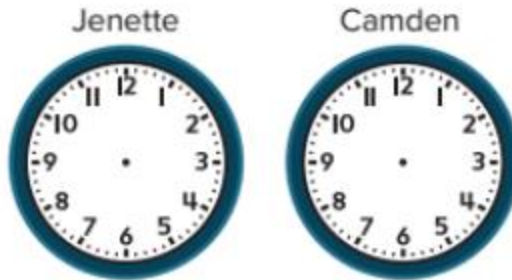
Use the picture graph to complete exercises 1 and 2.

Days of Rain

June	●●●●●
July	●●●●●●
August	●●●
September	●●

Key: ● = 2 days
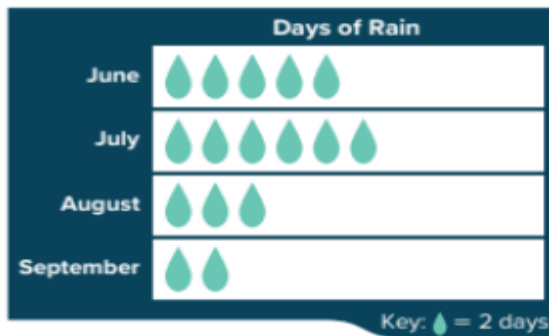
1. How many days of rain are represented by each picture? Explain how you know.

2. How many days did it rain in June? Explain how you know.

3. The table shows each third grader's favorite subject. How can you display the data in the picture graph?

Favorite Subject	Third Graders
Math	9
Reading	12
Social Studies	6
Science	15

Favorite Subject

Math	
Reading	
Social Studies	
Science	

Key: ▲ = 3 students

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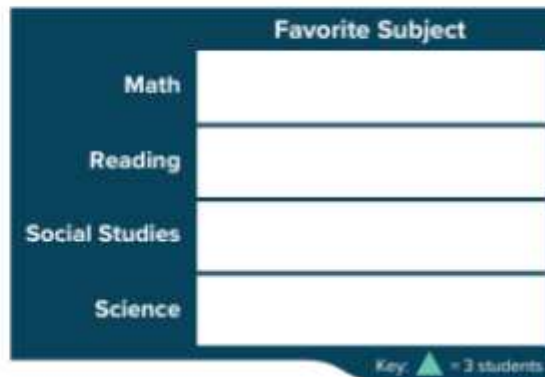
4. The table shows the number of points each player scored in a basketball game. How can you display the data in a scaled picture graph?
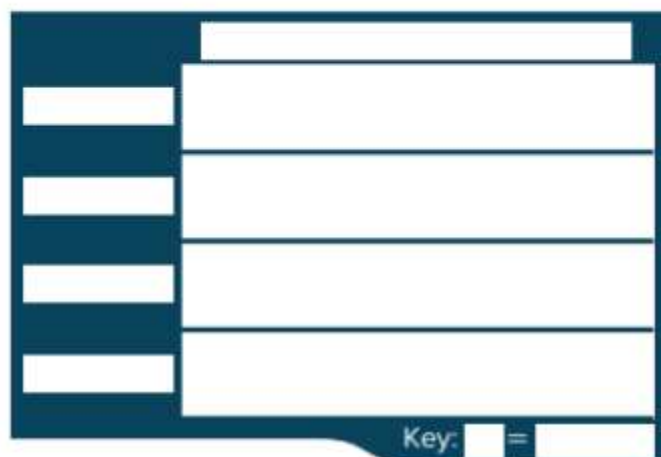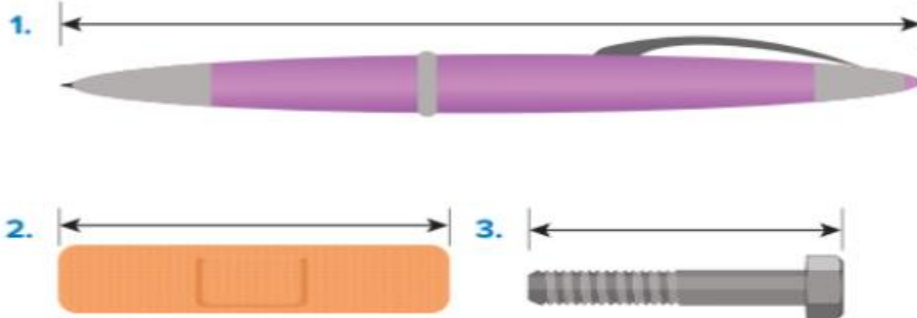
| Players	Points
Matt	12
Alexa	6
Jim	9
Heidi	18

Key: ☐ = ☐

5. **Extend Your Thinking** What are 3 differen scales you could use in a picture graph to represent the data shown in the table?

Students	Votes
Arthur	24
Susan	16
Sabine	32
Rich	8
Juan	40

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What is the length of each object to the nearest half inch?

1.

2.   3.

What is the length of each object to the nearest quarter inch?

4.

5.   6.
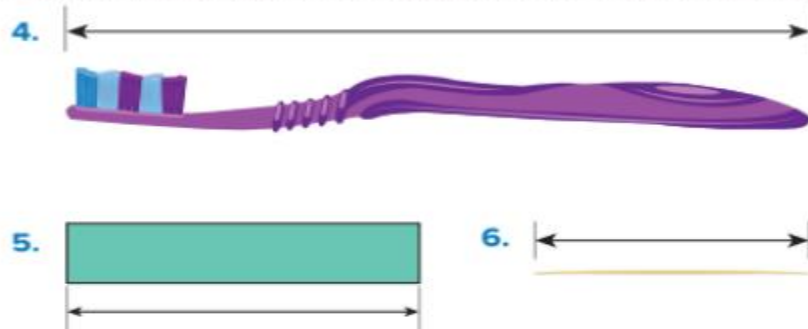
| 17 | U12L10 | Measure to Halves or Fourths of an Inch | (1-7) | Page :225 |

7. What is the most precise measurement of the toy car using the ruler in the picture?
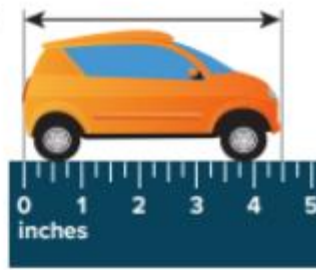
| 17 | U12L10 | Measure to Halves or Fourths of an Inch | 20 | Page :235 |

20. What is the length of the mini-skateboard to the nearest quarter inch? (Lesson 12-10)
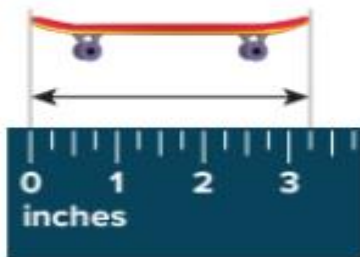
| 18 | U13L1 | Describe and Classify Polygons | (1-3) | Page :243 |

Is the shape a polygon? If not, explain why.

1.   **2.**   **3.**
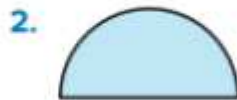
| 18 | U13L1 | Describe and Classify Polygons | 15 | Page :261 |

15. Is this figure a polygo ?
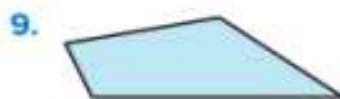
(Lesson 13-1)
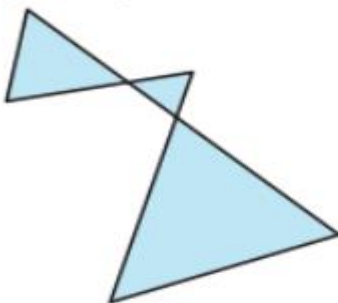
A. Yes, it is a polygon.
B. No, it has too many sides.
C. No, it is an open figure.
D. No, its sides cross each other.

How can you name the polygon?
Write *triangle, quadrilateral, pentagon, hexagon,* or *octagon.*

4.

5.

6.

7.

8.

9.

11. Alejandro drew a polygon that has more sides than a hexagon. Which polygon could Alejandro have drawn?

(Lesson 13-1)
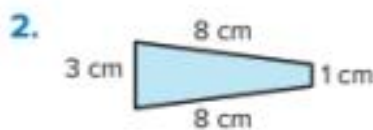
A. triangle

B. quadrilateral

C. octagon

D. pentagon

12. Which statement best describes a pentagon? (Lesson 13-1)

A. a polygon with 5 sides and 4 angles

B. a polygon with 5 sides and 5 angles

C. a polygon with 6 sides and 5 angles

D. a polygon with 6 sides and 6 angles

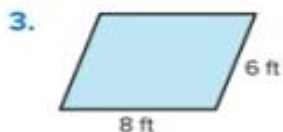T. Alaa Elatawy

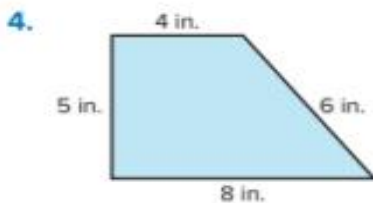**How many pairs of equal side lengths and right angles does each quadrilateral have?**

1.

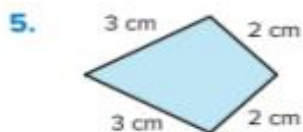2 m

5 m

_____ pair(s) of equal sides

_____ right angle(s)

2.

8 cm

3 cm

1 cm

8 cm

_____ pair(s) of equal sides

_____ right angle(s)

3.

_____ pair(s) of equal sides

_____ right angle(s)

4.

_____ pair(s) of equal sides

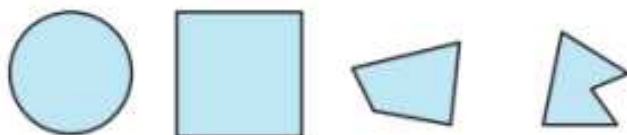_____ right angle(s)

5.

_____ pair(s) of equal sides

_____ right angle(s)

6.

_____ pair(s) of equal sides

_____ right angle(s)

**7.** I am a quadrilateral with 0 pairs of equal sides and 0 right angles. What shape am I?

8. Error Analysis Laila sees a quadrilateral with 4 equal sides and 0 right angles. She says the quadrilateral is a square. How can you help Laila understand and correct her mistake?

9. Describe the shape of the sign using its attributes.

7. What attributes best describe this figur ? (Lesson 13-2)
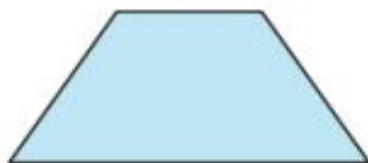
Choose all that apply.

A. It has 2 right angles.

B. It has 4 angles.

C. It has 4 sides.

D. It has 4 right angles.

9. Which attribute best describes this figur ? (Lesson 13-2)

A. 1 pair of equal sides

B. 2 pairs of equal sides

C. all angles are right angles

D. all sides are the same length

BEST WISHES

T. Alaa Elatawy