

تم تحميل هذا الملف من موقع المناهج الإماراتية



## حل أسئلة مراجعة امتحانية وفق الهيكل الوزاري منهج ريفيل

موقع المناهج ← المناهج الإماراتية ← الصف الثالث ← رياضيات ← الفصل الثاني ← حلول ← الملف

تاريخ إضافة الملف على موقع المناهج: 09:08:11 2025-03-01

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة  
رياضيات:

إعداد: King Elizabeth

## التواصل الاجتماعي بحسب الصف الثالث



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

## المزيد من الملفات بحسب الصف الثالث والمادة رياضيات في الفصل الثاني

أسئلة مراجعة امتحانية وفق الهيكل الوزاري منهج ريفيل

1

أسئلة مراجعة امتحانية Revision Exam منهج ريفيل

2

أسئلة الامتحان النهائي القسم الورقي منهج ريفيل

3

أسئلة اختبار تدريبي منهج ريفيل

4

أسئلة مراجعة امتحانية ثانية منهج ريفيل متبوعة بالإجابات

5

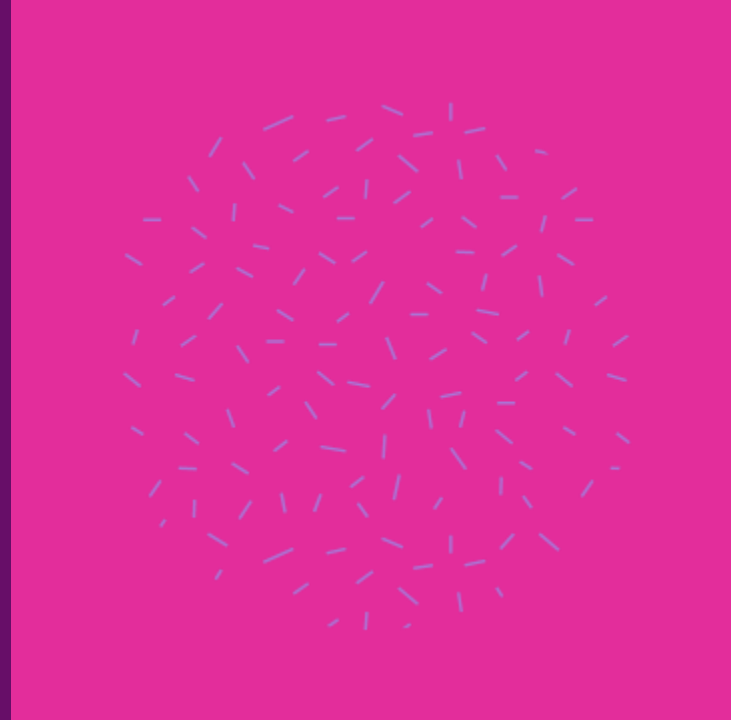
# Al Marfa Schools: KG & Cycle 1

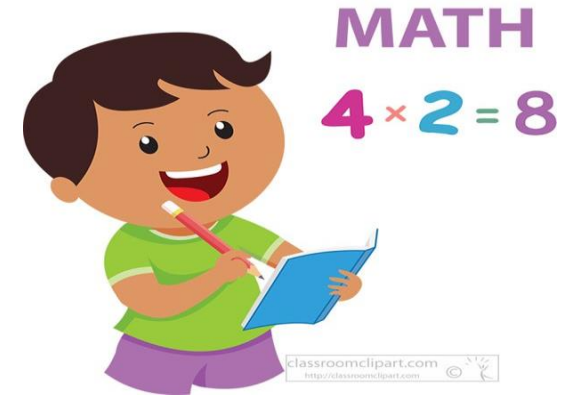
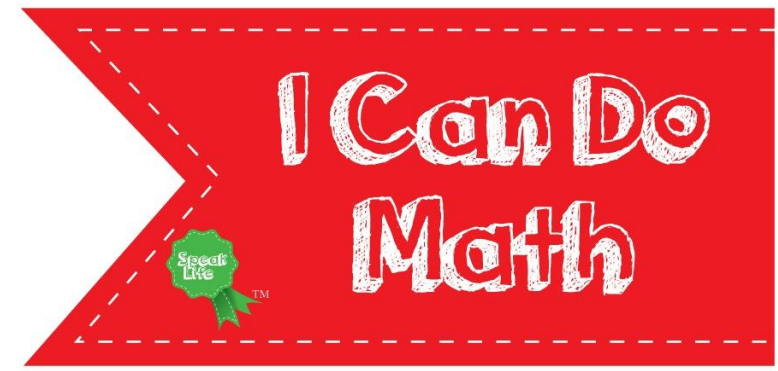
***EOT2 MATH EXAM COVERAGE***

***2024 – 2025***

***Grade 3***

***Elizabeth King***

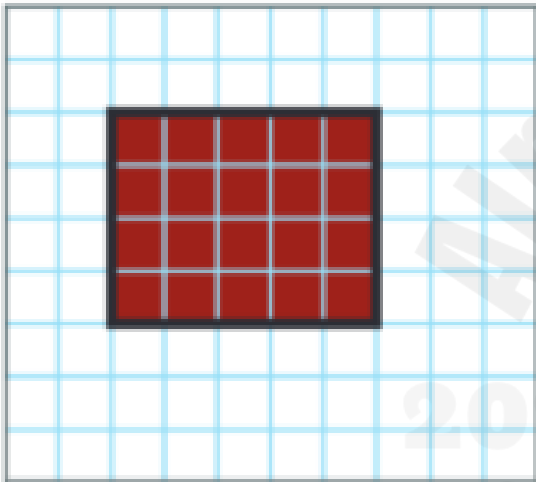




**Question 1:** Count Unit Squares to determine its area.

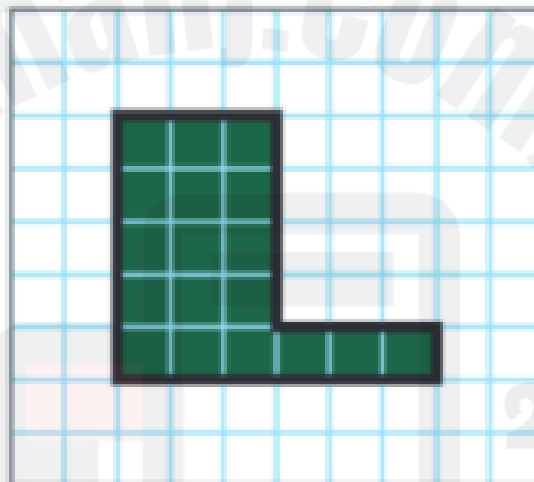
How can you find the area of the figure? Label the area with the unit.

1.



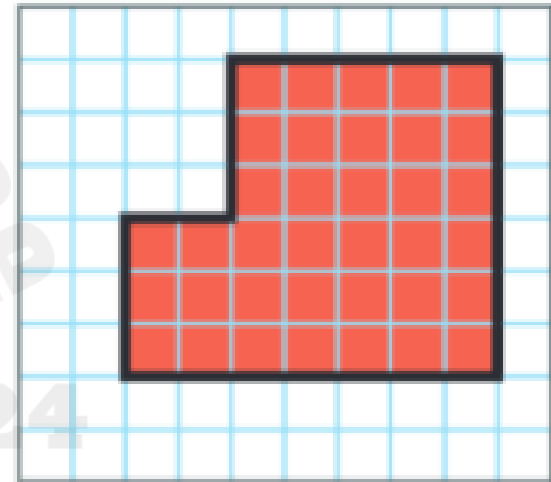
$$\text{area} = \underline{20}$$

2.

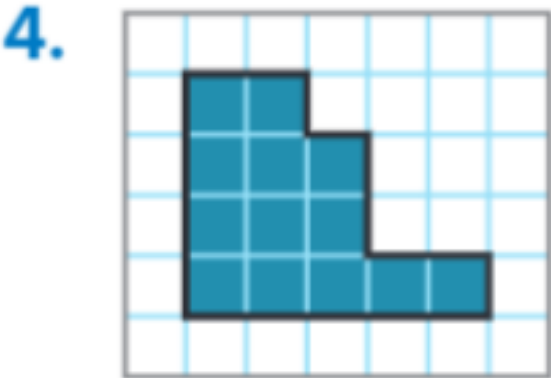


$$\text{area} = \underline{18}$$

3.

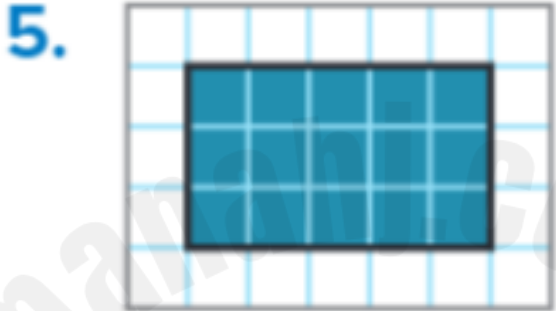


$$\text{area} = \underline{36}$$



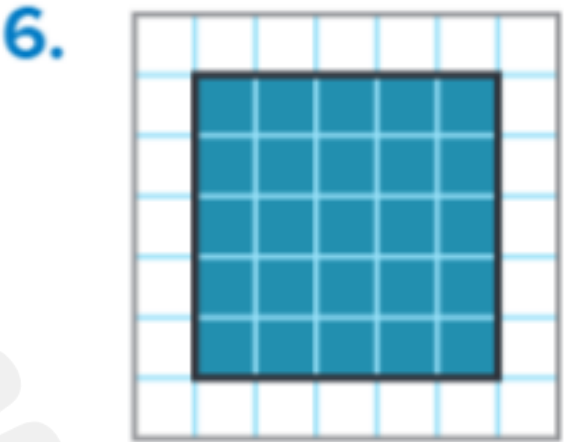
□ 1 m  
1 m

area = 13 square m



□ 1 ft  
1 ft

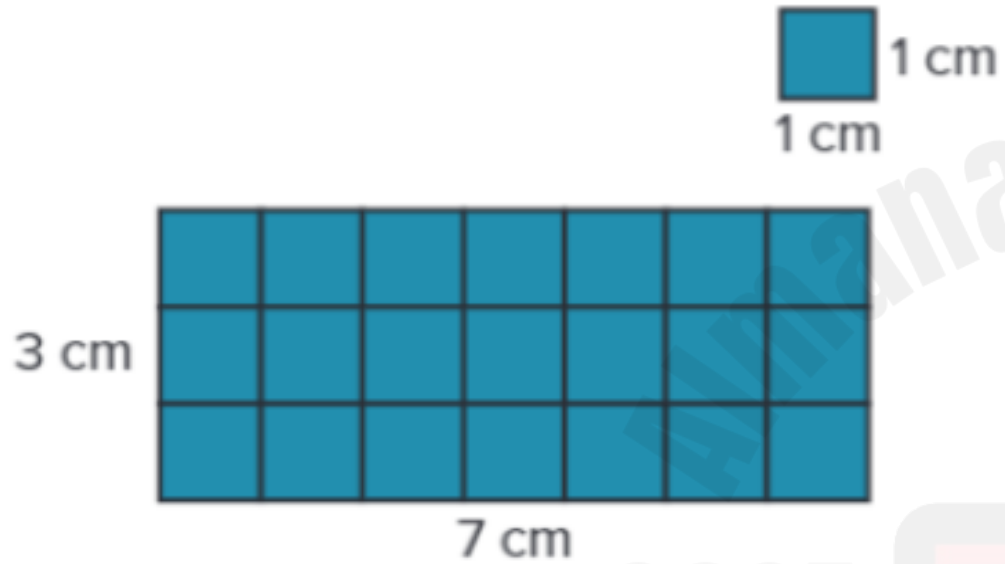
area = 15 square ft



□ 1 yd  
1 yd

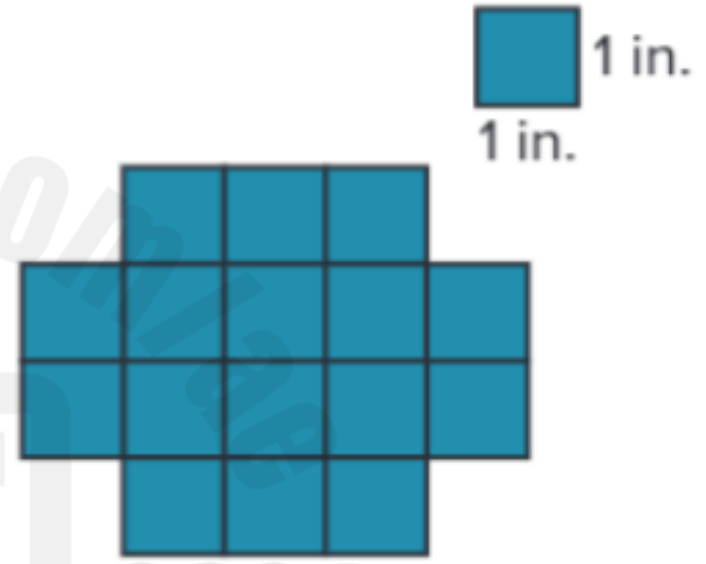
area = 25 square yd

7.



area = 21 square cm

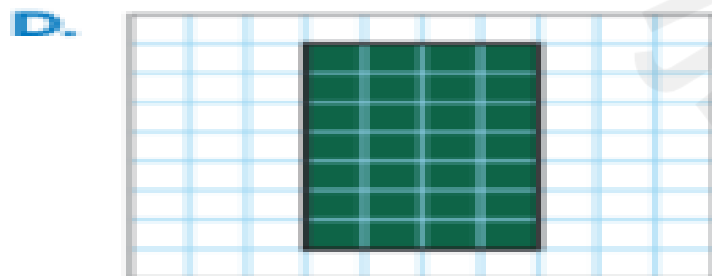
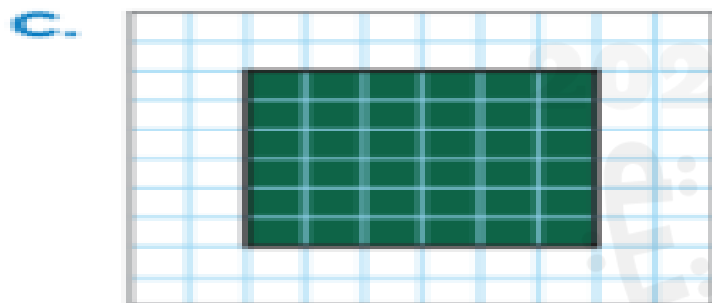
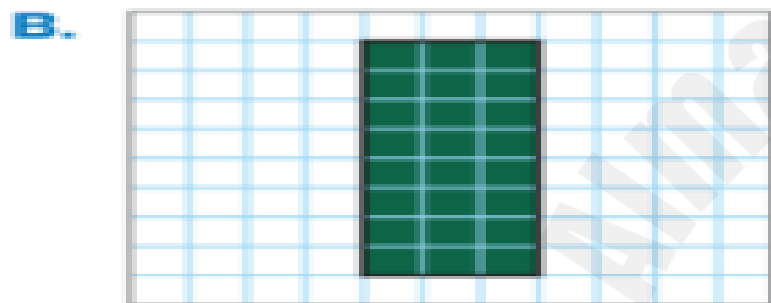
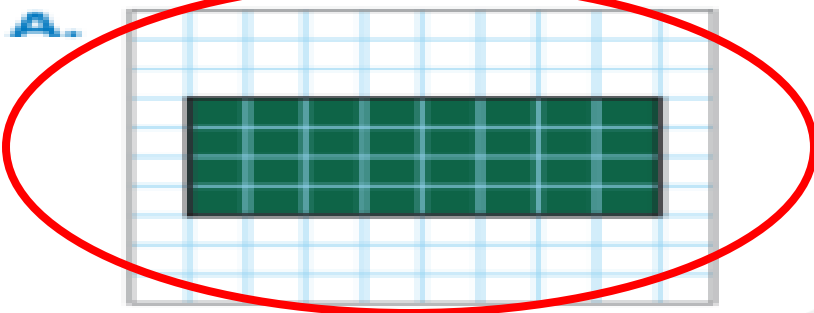
8.



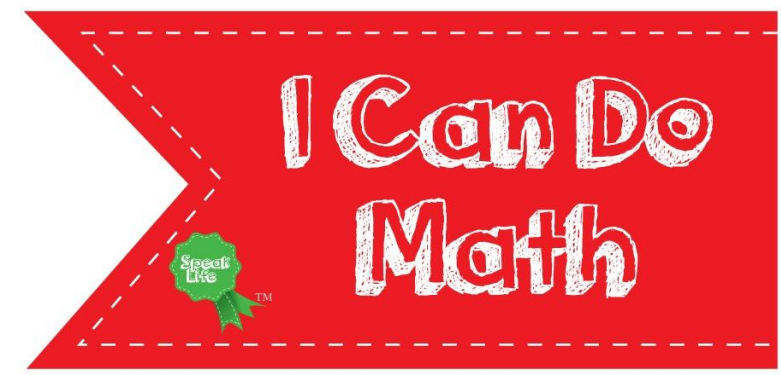
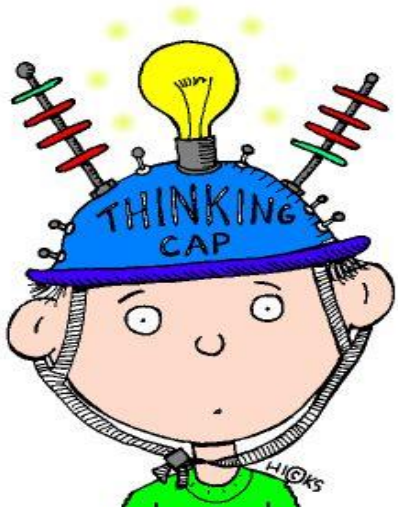
area = 16 square in.

10. Which rectangle has an area of 32 square units? (Lesson 6-2)

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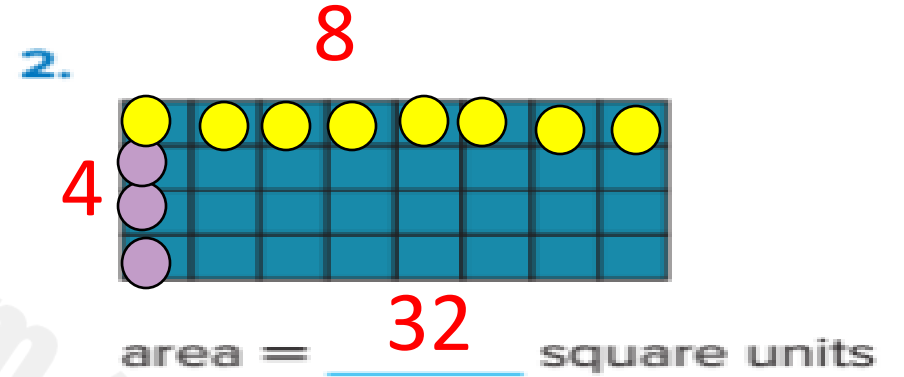
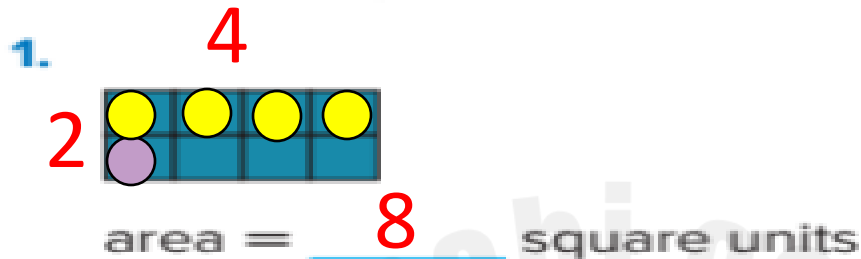


**Question 2:** Use Multiplication to Determine Area.

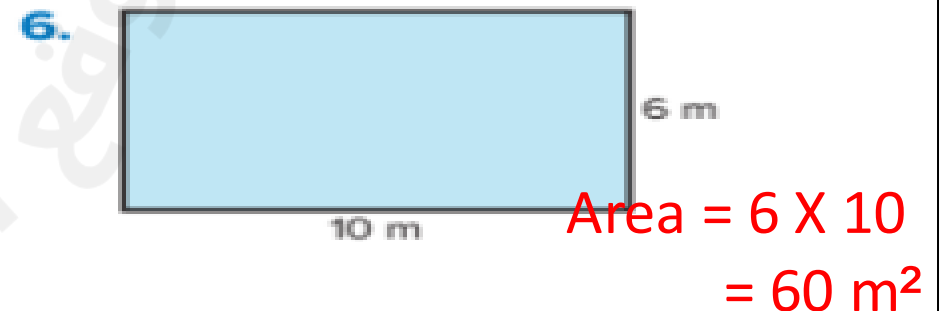
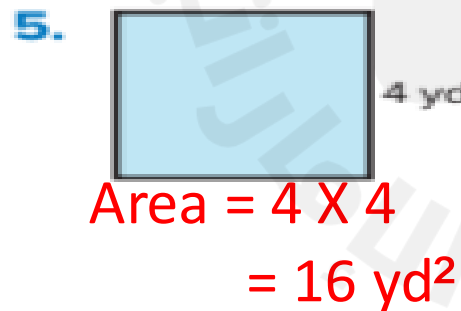
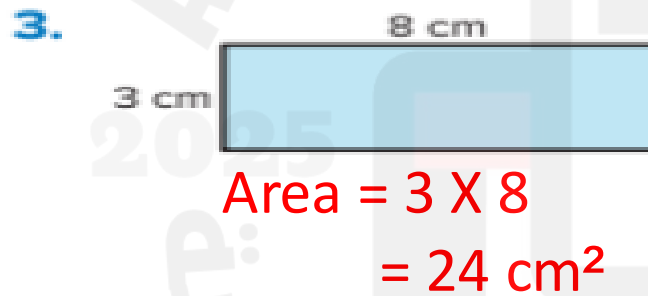




How can you label the side lengths and find the area of the rectangle?



How can you determine the area of the figure?  
Label the area with the units.

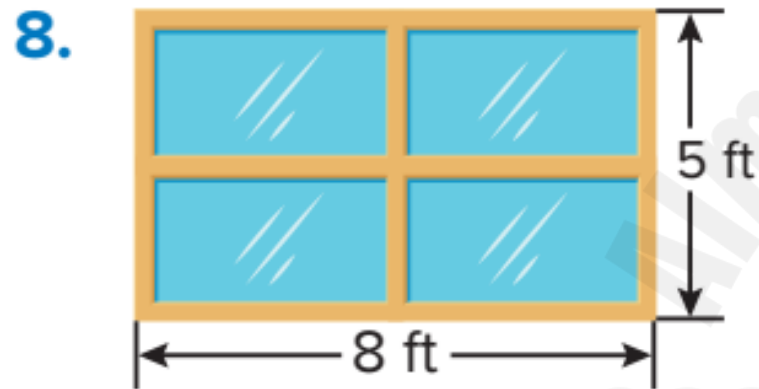


**7.** Why does tiling to find the area of a rectangle result in the same answer as multiplying to find the area? Explain.

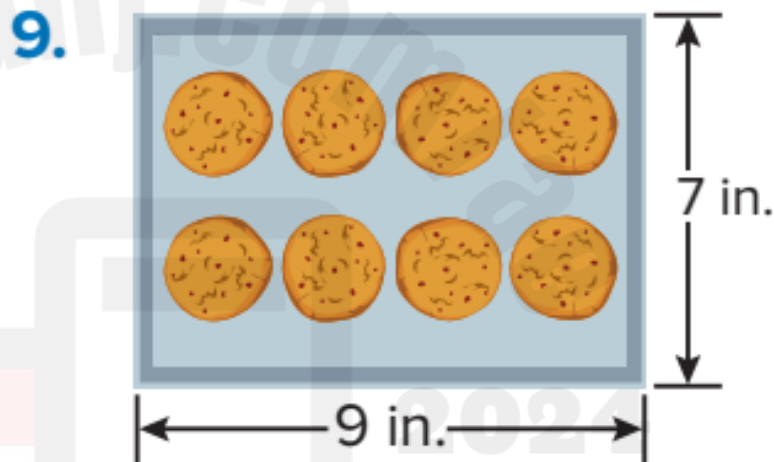
**Tiling a rectangle creates rows with the same number of tiles in each row, like an array.**

**You can write a multiplication equation to show the number of rows multiplied by the tiles in each row, which is the same result as the number of tiles used to cover the figure.**

How can you find the area of the object?



The area of the window is 40 square ft.

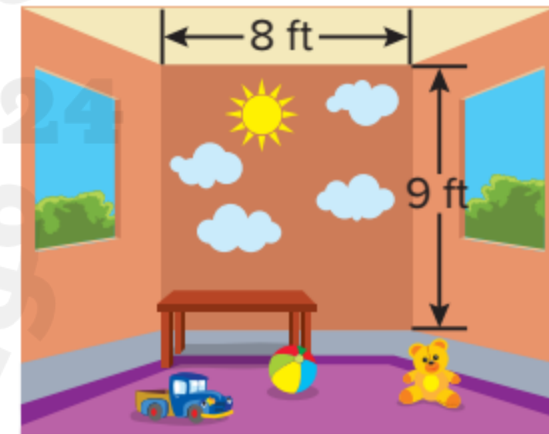


The area of the baking sheet is 63 square in.

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?

$$8 \times 9 = 72 \text{ ft}$$

Enrique painted 72 feet.



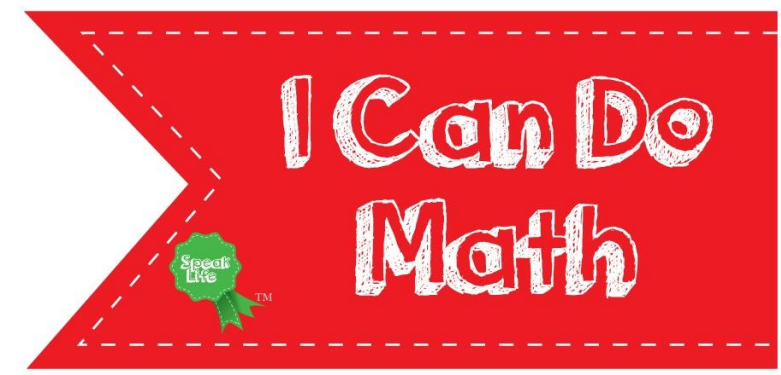
11. Tonya is wrapping the front cover of her notebook. The cover is 10 inches long and 8 inches wide. What is the area of the cover?

$10 \times 8 = 80$  square inches

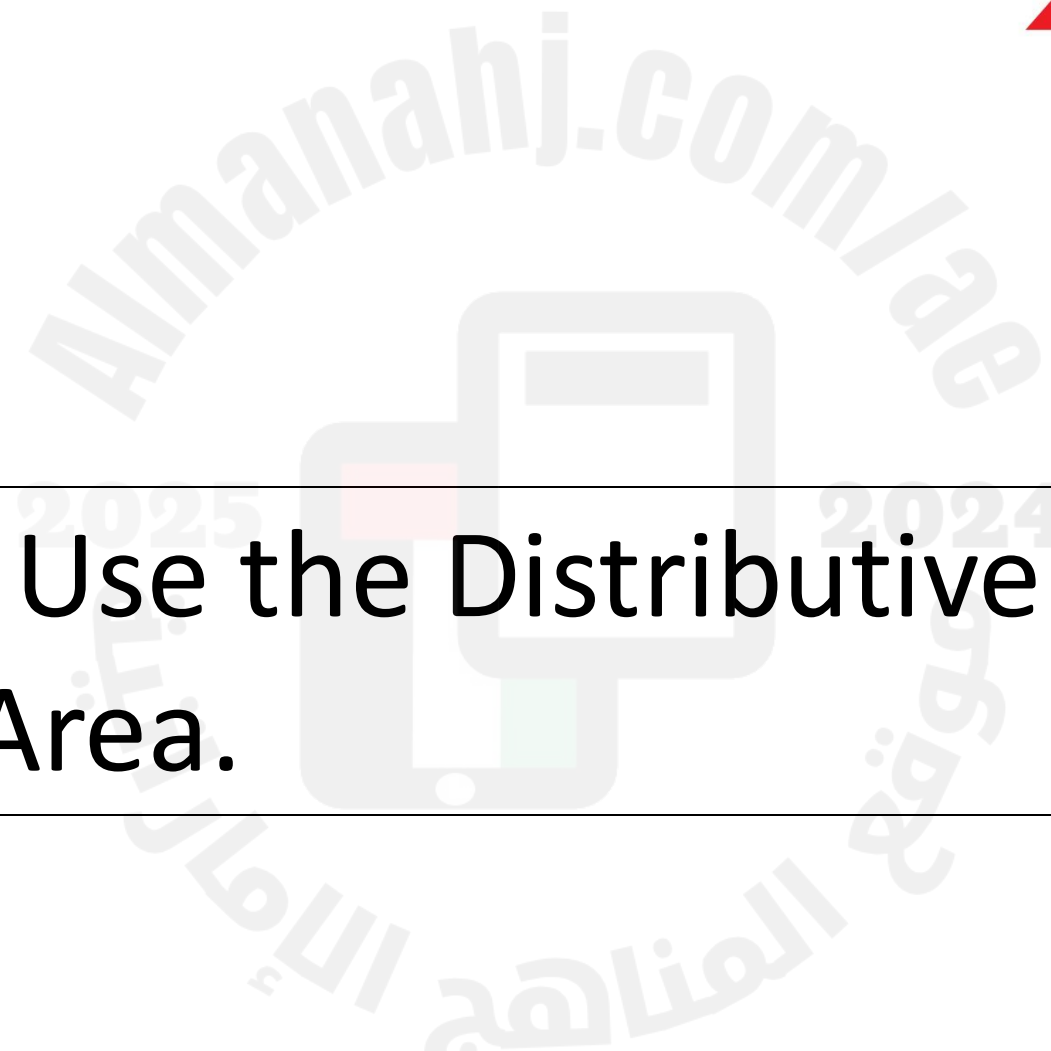
The area of the cover is 80 inches.

**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?

3 feet and 6 feet. I know 3 multiplied by 6 is 18

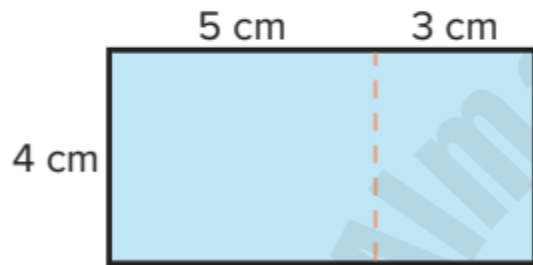


**Question 3:** Use the Distributive Property to Determine Area.



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

1.

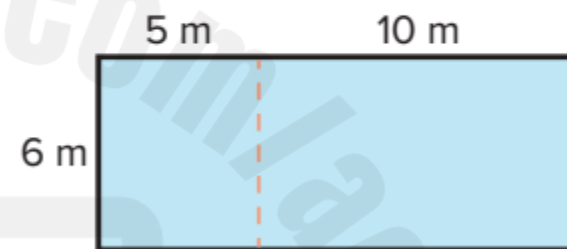


$$4 \times 8 = 4 \times \underline{5} + 4 \times \underline{3}$$

$$4 \times 8 = \underline{20} + \underline{12}$$

$$4 \times 8 = \underline{32} \text{ square cm}$$

2.



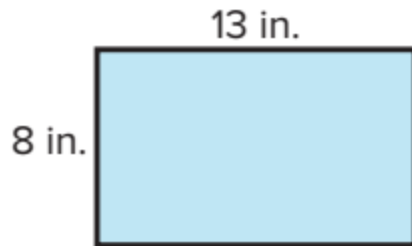
$$6 \times 15 = 6 \times \underline{5} + 6 \times \underline{10}$$

$$6 \times 15 = \underline{30} + \underline{60}$$

$$6 \times 15 = \underline{90} \text{ square m}$$



3.

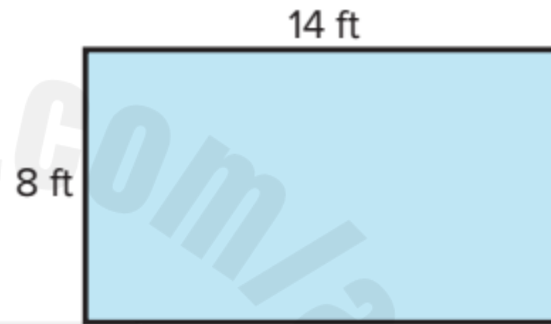


$$8 \times 13 = 8 \times \underline{10} + 8 \times \underline{3}$$

$$8 \times 13 = \underline{80} + \underline{24}$$

$$8 \times 13 = \underline{104} \text{ square in.}$$

4.



$$8 \times 14 = 8 \times \underline{10} + 8 \times \underline{4}$$

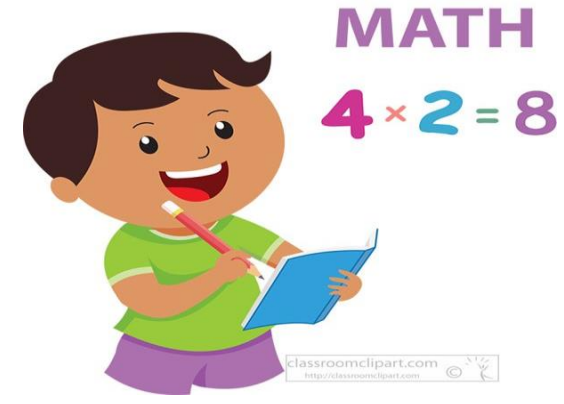
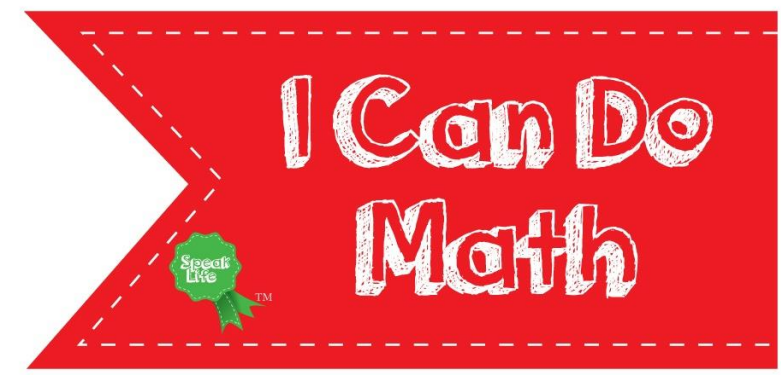
$$8 \times 14 = \underline{80} + \underline{32}$$

$$8 \times 14 = \underline{112} \text{ square ft}$$

8. Which equation can be used to determine the area of the rectangle? (Lesson 6-5)



- A.  $5 + 10 + 5 + 5 = ?$
- B.  $5 \times 10 \times 5 \times 5 = ?$
- C.  $5 \times 1 + 5 \times 5 = ?$
- D.  $5 \times 10 + 5 \times 5 = ?$



**Question 4: Solve Area Problems.**

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How can you solve the problem?

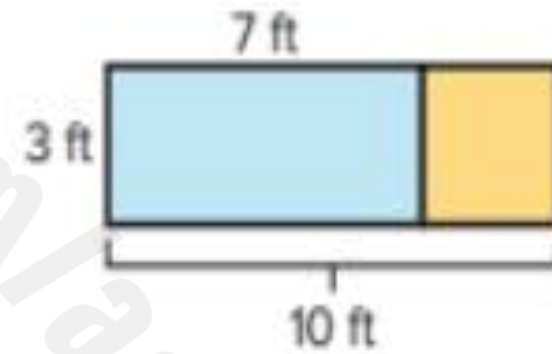
1. Marissa is making a banner that is 15 feet long and 4 feet wide. What is the area of the banner?



60 square feet

How can you solve the problem?

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.



The area will increase by 9 square feet.

The original area is 21 square feet.

The new area is 30 square feet.

$$30 - 21 = 9.$$

How can you solve the problem?

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



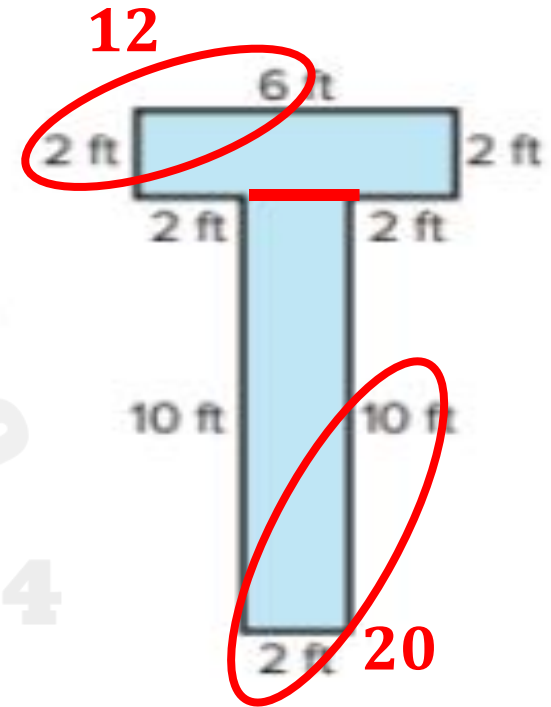
The areas are all equal.

Multiply the length and width of each rectangle to get 36 square inches.

How can you solve the problem?

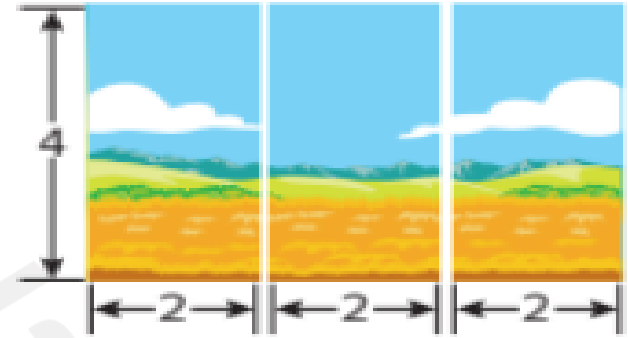
4. Talia paints a large T on the wall of her room. How much of the wall is covered by the T?

32 square feet



How can you solve the problem?

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

$$4 \times 2 = 8$$

$$8 \times 3 = 24$$

24 square units

Joshua

$$2 + 2 + 2 = 6$$

$$6 \times 4 = 24$$

24 square units

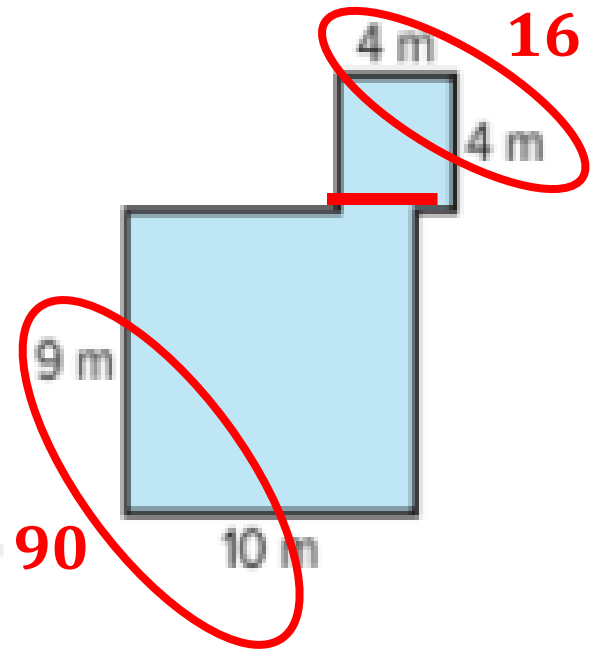
They are both correct.

JoAnn found the area of one panel and then multiplied by 3.  
 Joshua added all 3 widths and then multiplied by the length  
 to find the area.



How can you solve the problem?

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



106 square meters

How can you solve the problem?

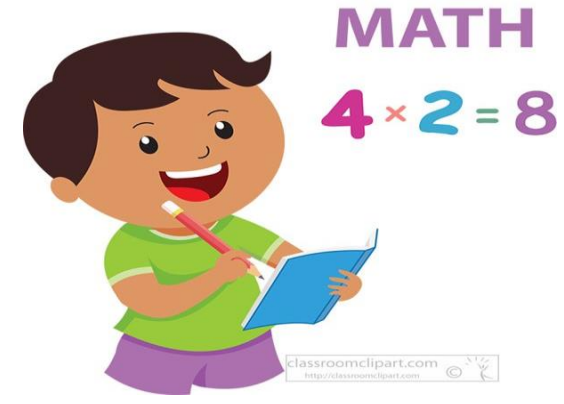
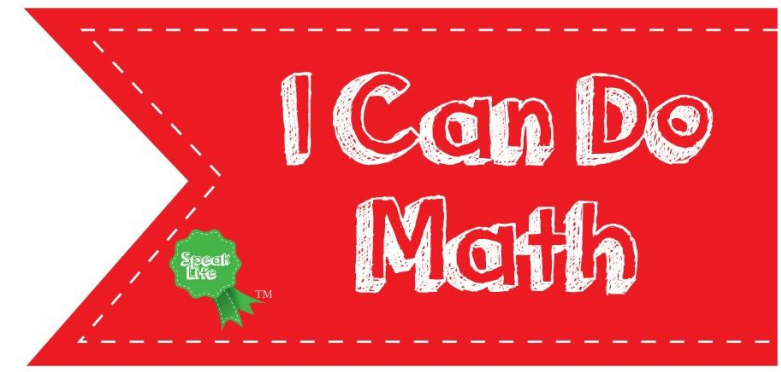
**7. Extend Your Thinking** A piece of fabric has an area of 24 square inches.

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

4 inches, 6 inches

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

I can find all the basic facts with a product of 24.

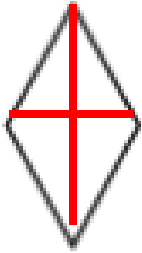


**Question 5:** Partition Shapes into Equal Parts.

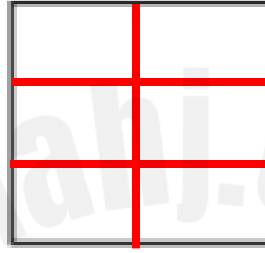


How can you draw a line or lines to partition the shape into equal parts?

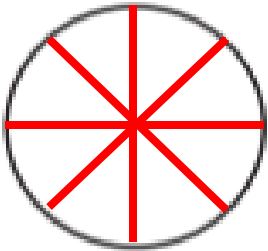
1. fourths



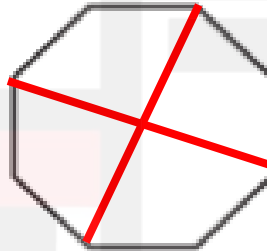
2. sixths



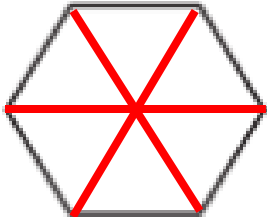
3. eighths



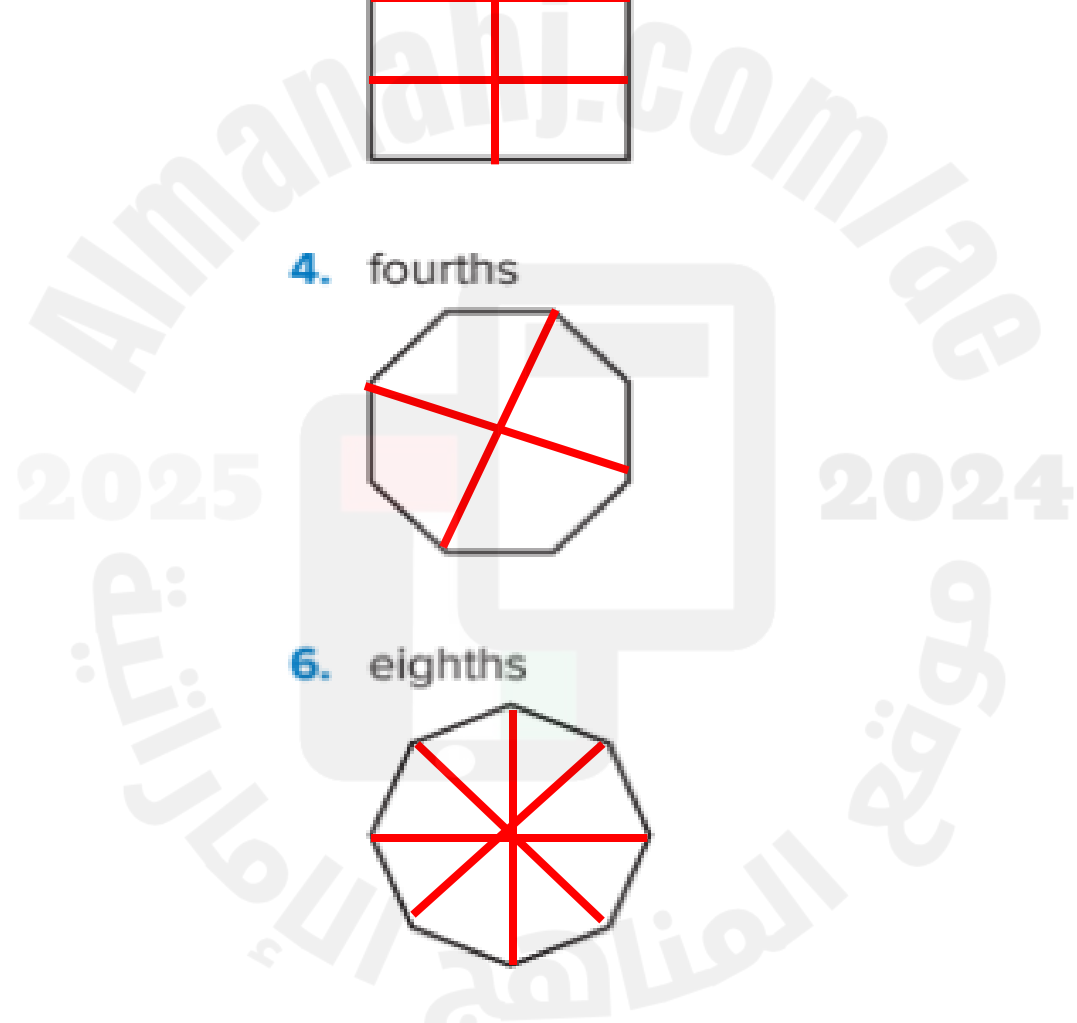
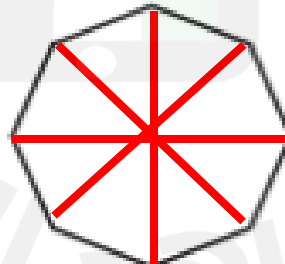
4. fourths



5. sixths

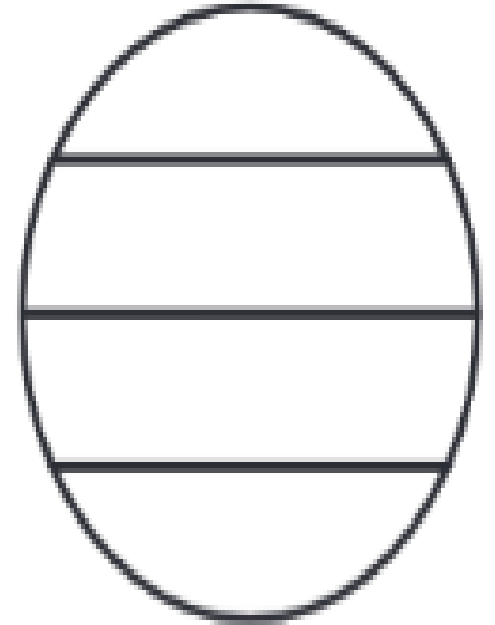


6. eighths



**8. Error Analysis** Kelly drew this shape. She says the shape represents fourths because she partitioned the shape into 4 parts. Do you agree? Explain.

**No, Kelly did not divide the shape into equal parts . Each of the 4 parts must have the same area.**



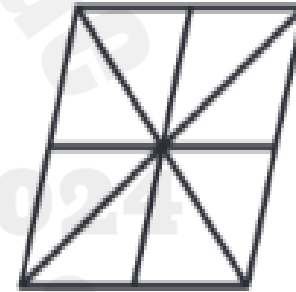
**not equal parts**

How can you complete the sentence for the shape?

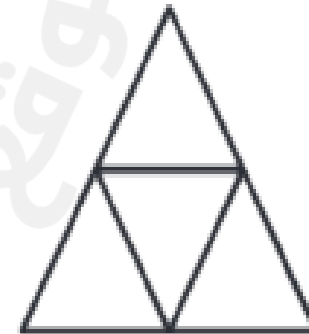
9. The shape is partitioned into 6 equal parts  
or sixths



10. The shape is partitioned into 8 equal parts  
or eighths



11. The shape is partitioned into 4 equal parts  
or fourths



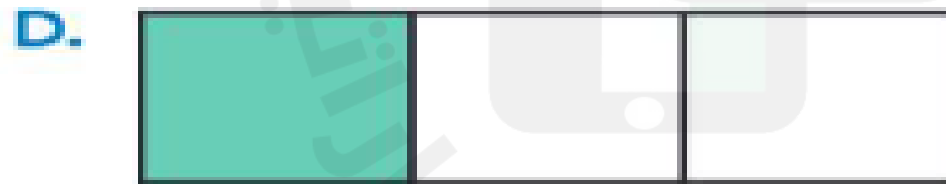
**12. Extend Your Thinking** Paul partitions a rectangle into 4 parts. Are the parts equal? Explain your thinking.



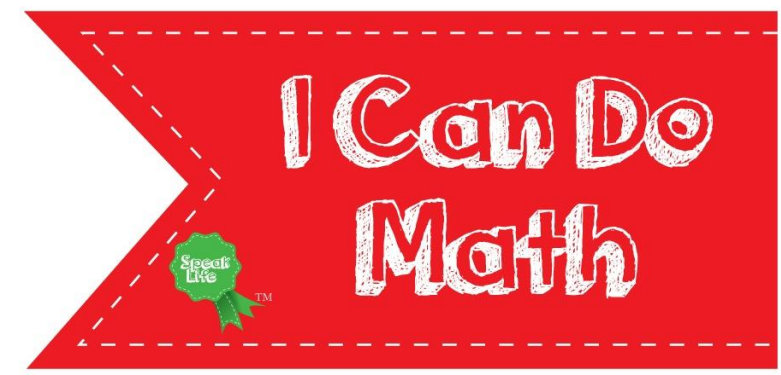
Yes.

Each part is half of a half, so they have the same area even though they are not the same shape.

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





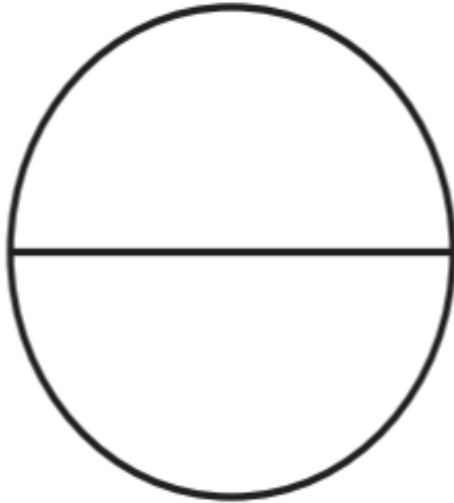


**Question 6:** Understand Fractions.

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

1.



$$\frac{1}{2}$$

2.



$$\frac{1}{3}$$

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

5.



$$\frac{1}{3}$$

8. Which unit fraction represents the shaded part of the figure ?

(Lesson 7-2)

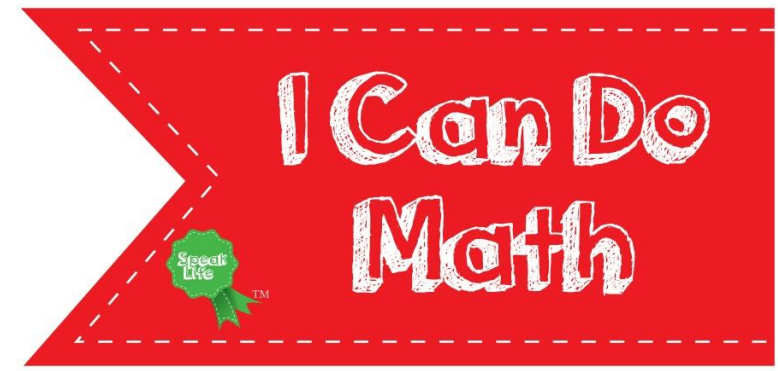


A.  $\frac{1}{2}$

B.  $\frac{1}{3}$

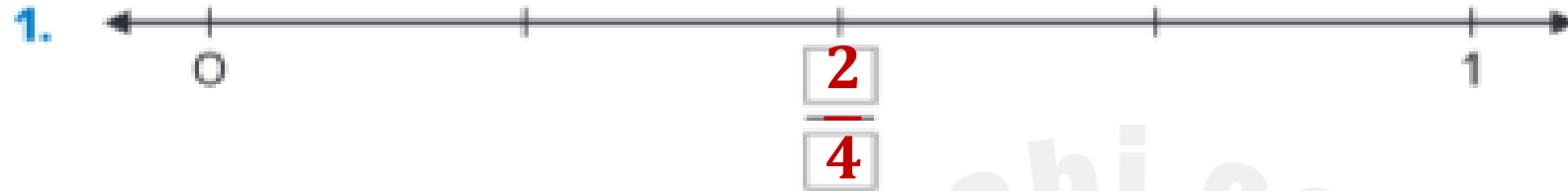
C.  $\frac{1}{4}$

D.  $\frac{1}{5}$



**Question 7:** Represent Fractions on a Number Line.

How can you fill in the fraction labeled with a point?

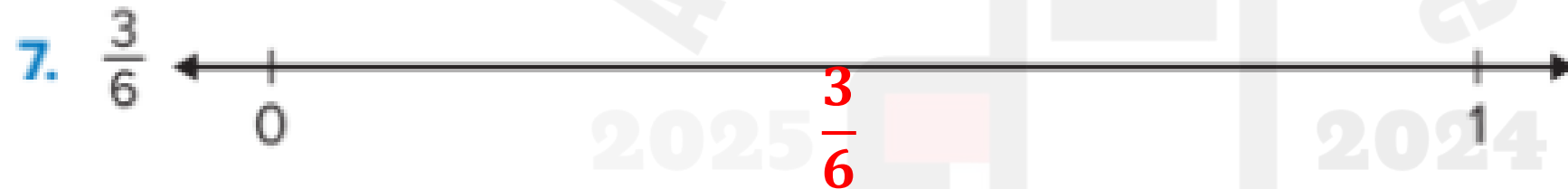


Where would you place the fraction on the number line?  
Partition the number line to show your thinking.

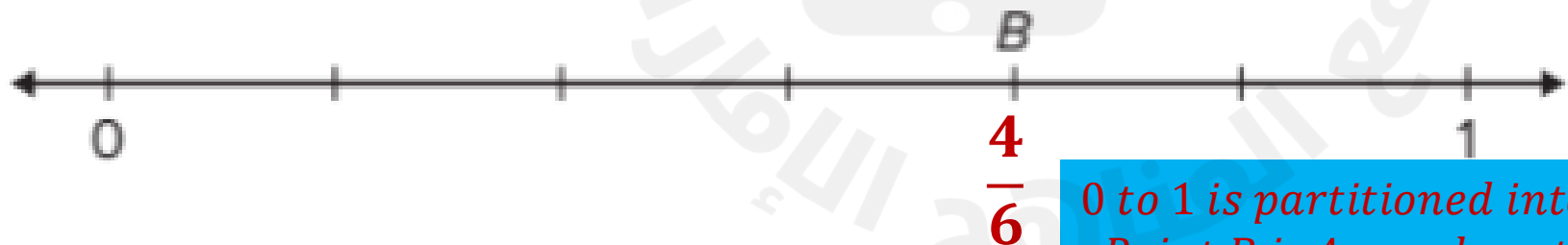


Where would you place the fraction on the number line?  
Partition the number line to show your thinking.

Page 15 Q1 – Q8

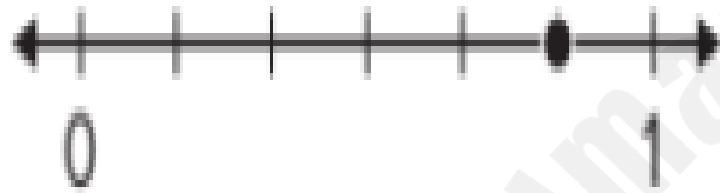


8. Rhea placed point  $B$  on the number line. What fraction is represented by point  $B$ ? Explain how you know.



*0 to 1 is partitioned into 6 parts, so the denominator is 6.  
Point  $B$  is 4 equal parts from 0, so the numerator is 4.*

9. Which fraction is marked on the number line? (Lesson 7-3)

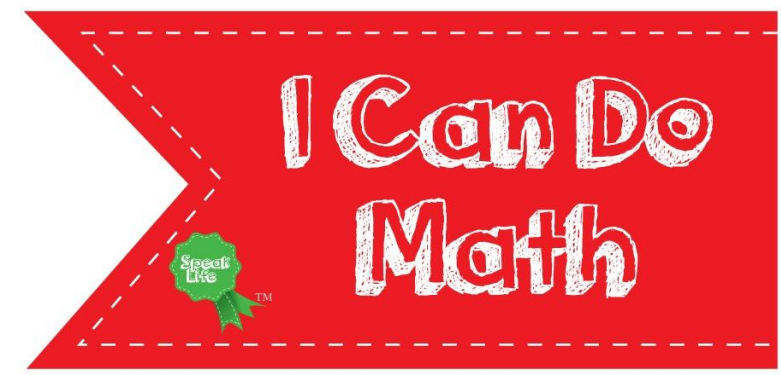
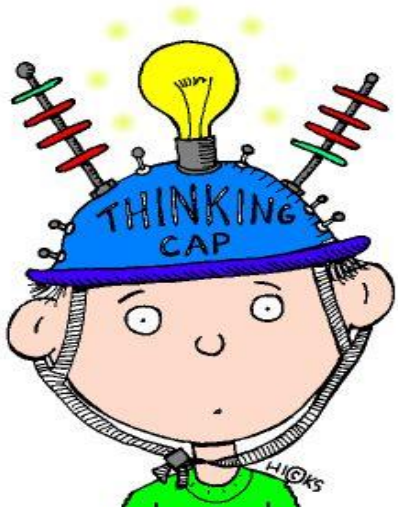


A.  $\frac{1}{5}$

B.  $\frac{1}{6}$

C.  $\frac{5}{6}$

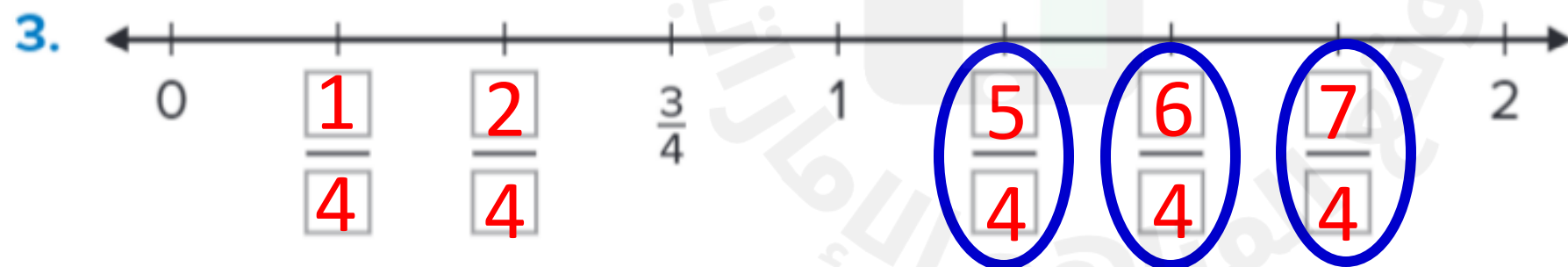
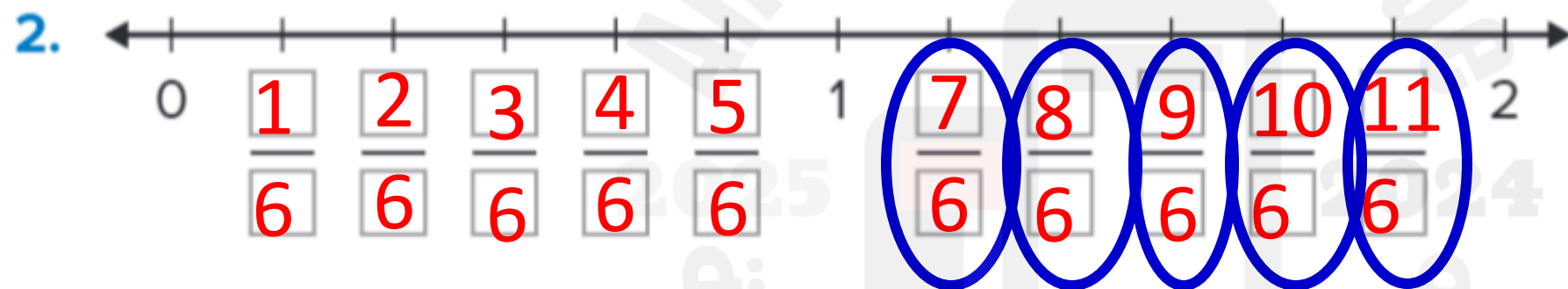
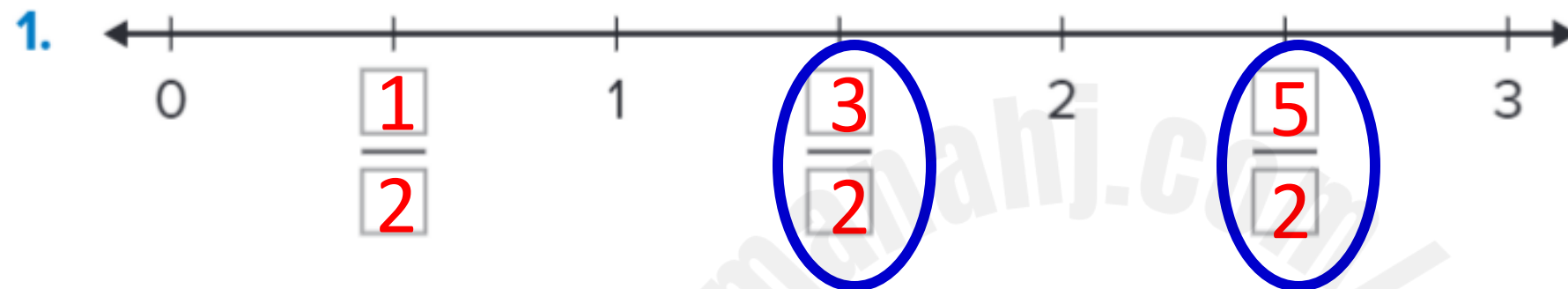
D.  $\frac{6}{7}$



**Question 8:** Represent a Fraction Greater than One on a Number Line.



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



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.

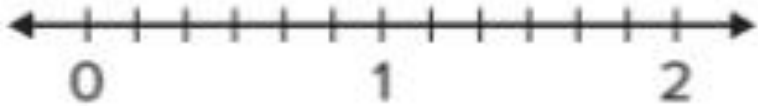
2, 3, 4, 6, 8

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

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

$\frac{6}{8} < 1$

12. Richard wants to walk more than 1 mile and less than 2 miles every day.



Which fractions could be the amount Richard walks every day? Choose all that are correct. (Lesson 7-6)

A.  $\frac{4}{6}$

B.  $\frac{7}{6}$

C.  $\frac{3}{6}$

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

E.  $\frac{8}{6}$

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

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

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

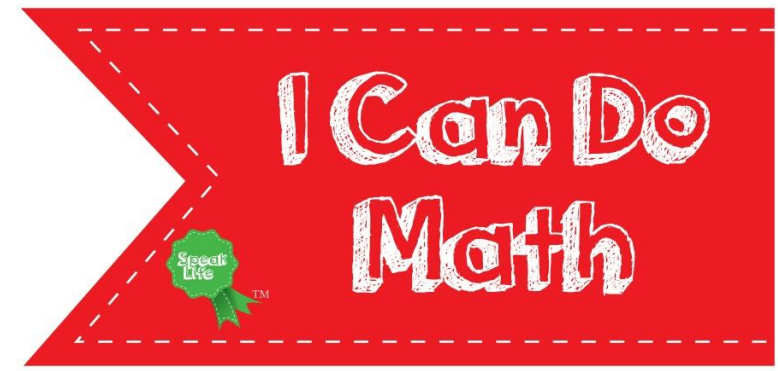
B.  $\frac{4}{3}$

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

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

E.  $\frac{6}{5}$

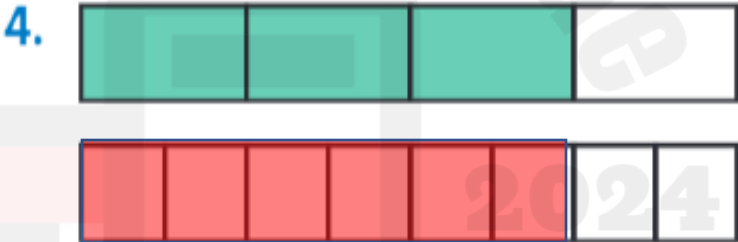
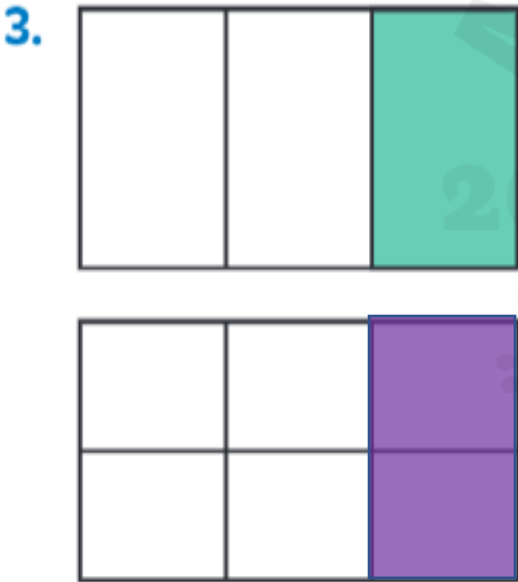
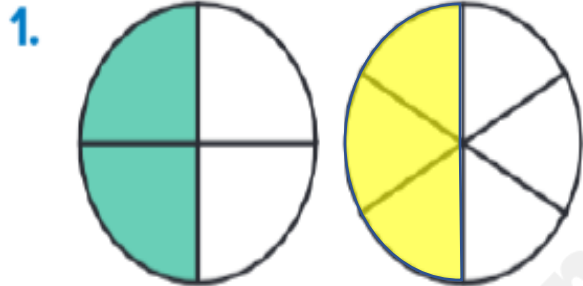
F.  $\frac{3}{2}$



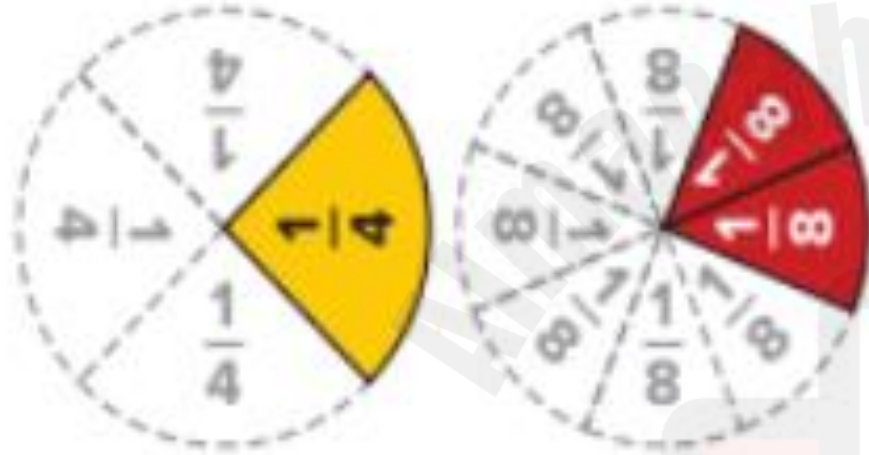
**Question 9:** Understand Equivalent Fractions.



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



9. Which equation represents the fraction circles? (Lesson 8-1)

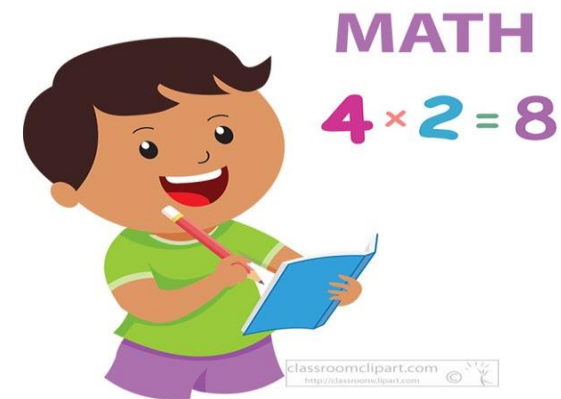
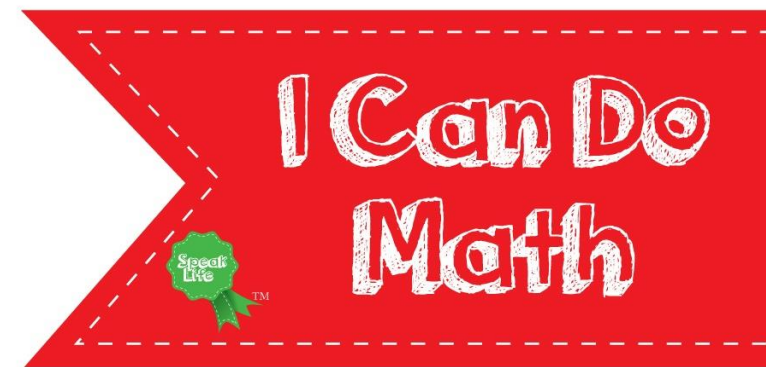


A.  $\frac{1}{3} = \frac{2}{6}$

B.  $\frac{1}{3} = \frac{2}{8}$

C.  $\frac{1}{4} = \frac{2}{8}$

D.  $\frac{1}{4} = \frac{3}{8}$



**Question 10:** Represent Equivalent Fractions.

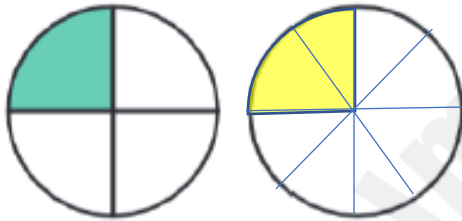
# On My Own



Name \_\_\_\_\_

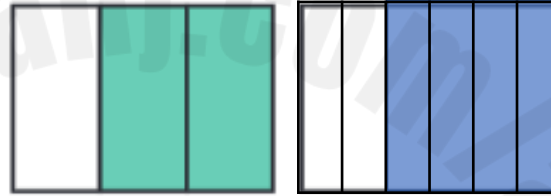
What fraction is equivalent to the fraction shown?  
Create a model to determine the equivalent fraction.

1.



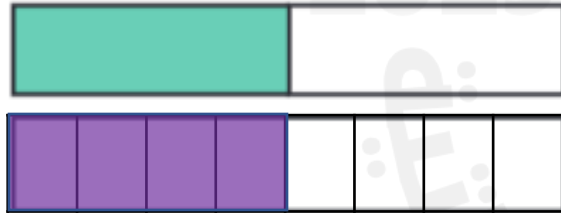
$$\frac{1}{4} = \frac{2}{8}$$

2.



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

3.



$$\frac{1}{2} = \frac{4}{8}$$

4.



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

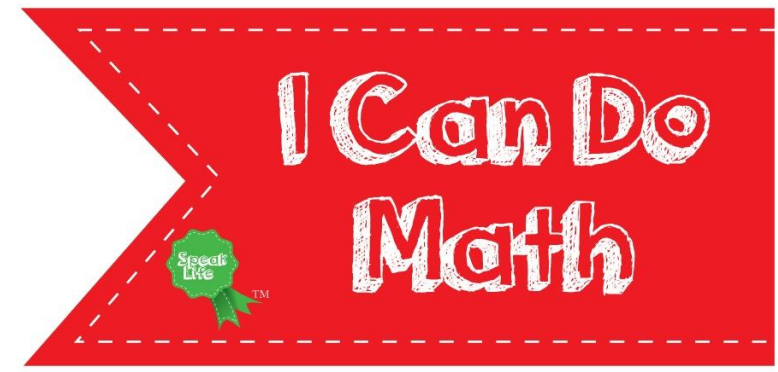


11. Which number can replace the unknown numerator to make the fractions equivalent? Shade the model to help you. (Lesson 8-2)



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

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

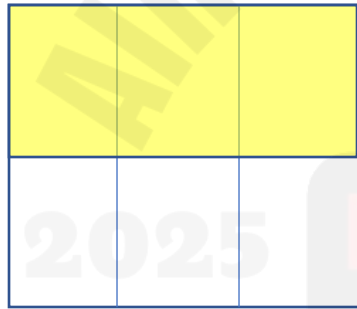
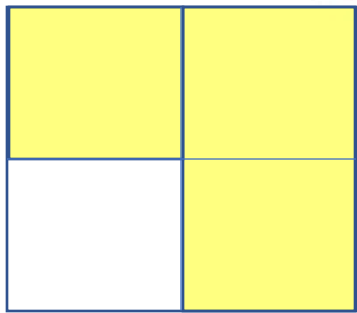


**Question 11:** Compare Fractions.

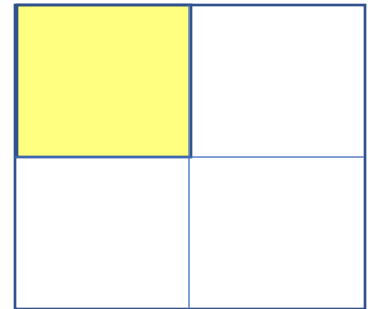
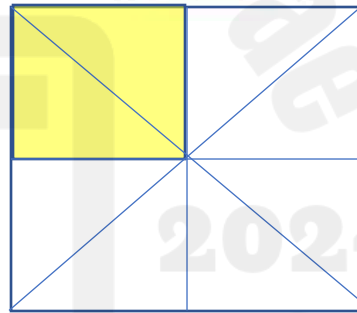


How can you use  $>$ ,  $<$ , or  $=$  to make the comparison true?  
Draw a fraction model to justify the answer.

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



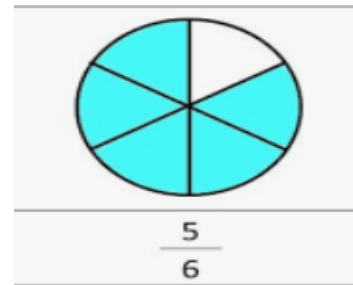
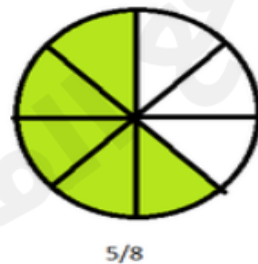
2.  $\frac{2}{8} = \frac{1}{4}$



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

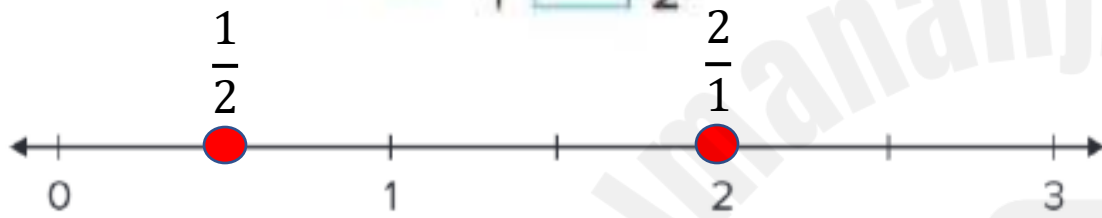


4.  $\frac{5}{8} < \frac{5}{6}$

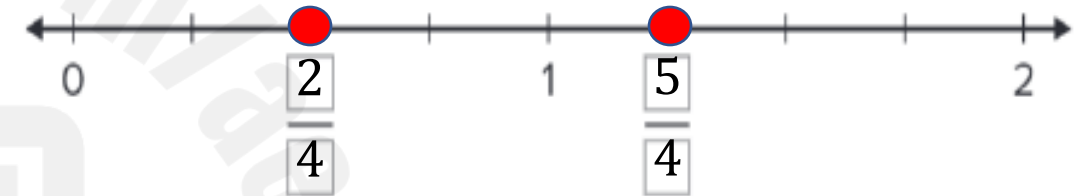


How can you use  $>$ ,  $<$ , or  $=$  to make the comparison true?  
 Draw two number lines to justify the answer.

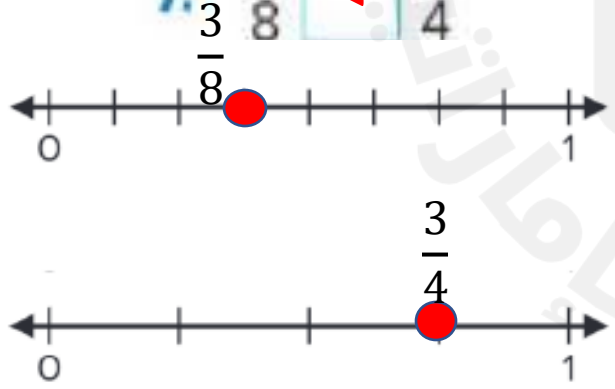
5.  $\frac{2}{1} > \frac{1}{2}$



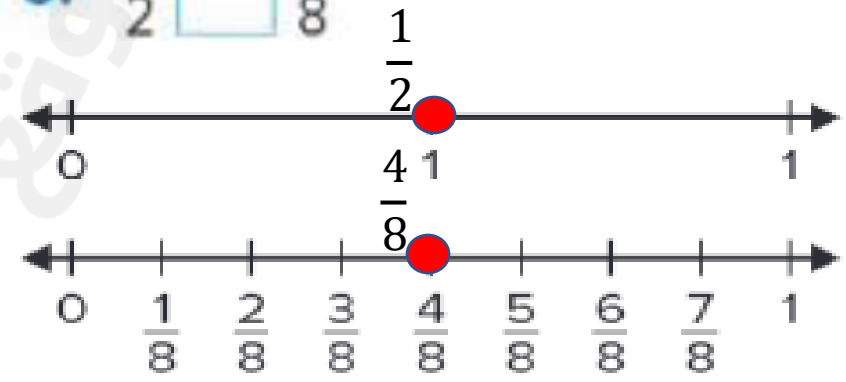
6.  $\frac{5}{4} > \frac{2}{4}$



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



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



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.

$$\frac{2}{4}$$

$$\frac{1}{3}$$

$$\frac{4}{6}$$

$$\frac{5}{3}$$

$$\frac{2}{2}$$

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

$$\frac{5}{3} > \frac{2}{3}$$

$$\frac{2}{2} \text{ is 1 whole}$$

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

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

Andrew

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

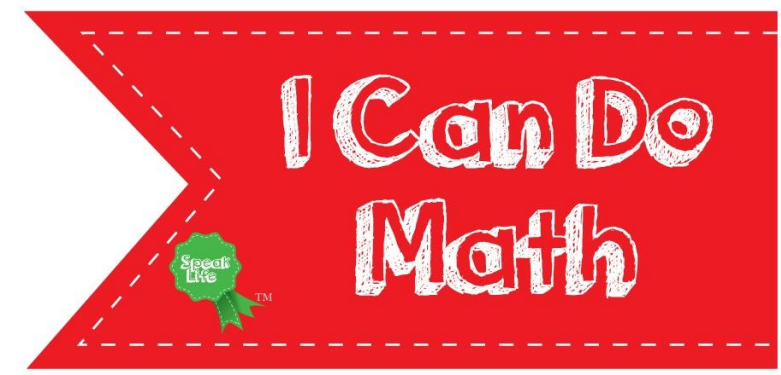
Aiden

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

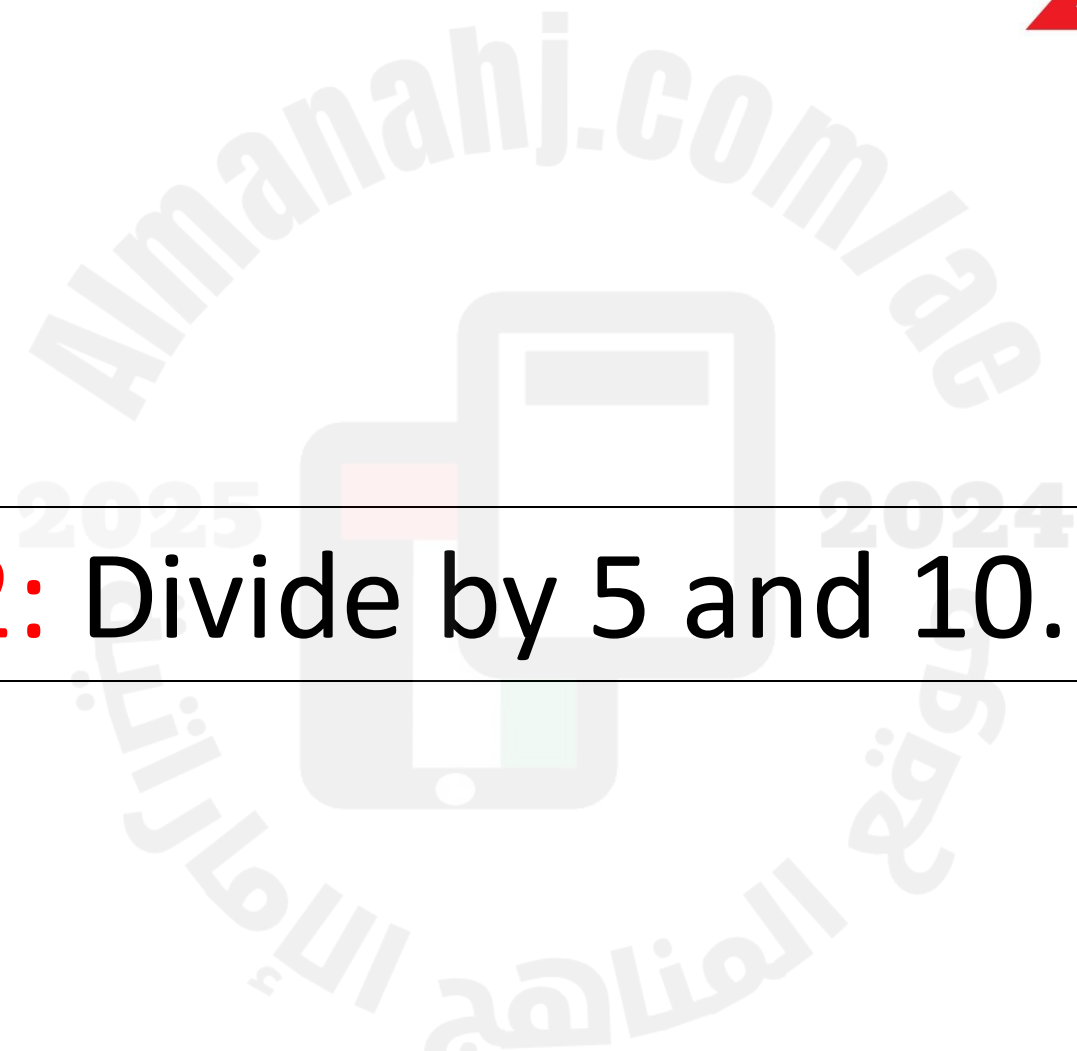
**Because the fractions have the same numerator, the one with the smaller denominator is greater.**

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

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



**Question 12:** Divide by 5 and 10.



1. Which equations can help you find the unknown ?  
Circle all the correct answers.

$20 = 5 \times ?$

$? \times 5 = 20$

$? = 20 \times 5$

$20 \times ? = 5$

$20 \div 5 = ?$

2. Draw a line to the number that makes each equation true.

$10 \div 10 = ?$

$40 \div 5 = ?$

$45 \div 5 = ?$

$60 \div 10 = ?$

$35 \div 5 = ?$

9

1

6

7

8

2025

2024

موقع المناهج



What number makes the equation true?

Write a related multiplication equation to help you.

3.  $15 \div 5 = \underline{3}$

$5 \times 3 = 15$

4.  $\underline{3} = 30 \div 10$

$10 \times 3 = 30$

5.  $\underline{7} = 70 \div 10$

$7 \times 10 = 70$

6.  $100 \div 10 = \underline{10}$

$10 \times 10 = 100$

7.  $\underline{1} = 5 \div 5$

$5 \times 1 = 5$

8.  $30 \div 5 = \underline{6}$

$6 \times 5 = 30$

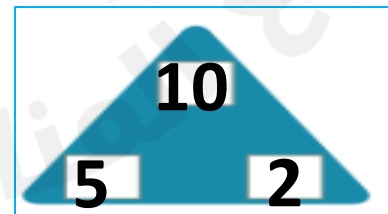
9. What are the facts in the multiplication and division fact family that use 5, 2, and 10?

$5 \times 2 = 10$

$10 \div 5 = 2$

$2 \times 5 = 10$

$10 \div 2 = 5$



**21.** Greg read 60 books during the past 10 months. He read the same number of books every month. How many books did Greg read each month?

(Lesson 9-3)

**A.** 5

**B.** 6

**C.** 50

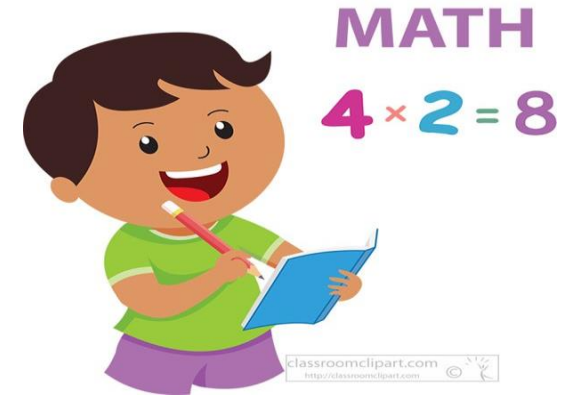
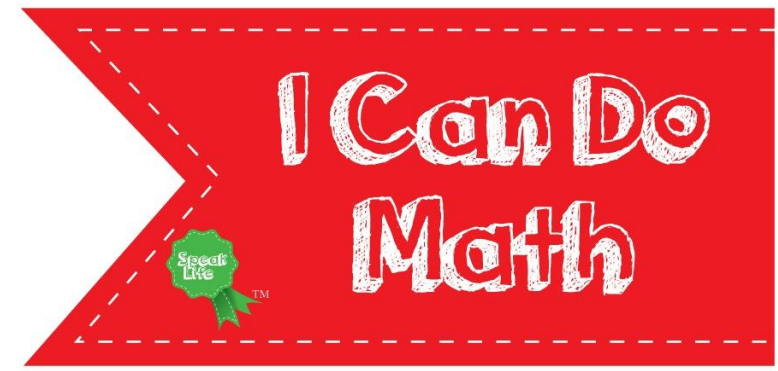
**D.** 600

**22.** Archer spends \$35 on computer games. Each game costs \$5. How many computer games does Archer buy?

(Lesson 9-3)

7

computer games



**Question 13:** Understand Division by 1 and 0.

What number makes the statement true?

Page 91 Q1 – Q12

1. When dividing 0 by a nonzero number, the quotient is always 0.
2. When the dividend and the divisor are the same nonzero number, the quotient is always 1.
3. It is not possible to divide a number by 0.
4. When the divisor is 1, the quotient is the same as the dividend.

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

5.  $7 \div 7 =$

$7 \times 1 = 7$

6. ~~\_\_\_\_\_~~  $= 8 \div 0$

7.  $10 = 10 \div$

$10 \times 1 = 10$

8.  $8 \div 1 =$

$8 \times 1 = 8$

9. ~~\_\_\_\_\_~~  $= 5 \div 0$

10.   $\div 6 = 0$

$0 \times 6 = 0$

11.   $= 9 \div 9$

$9 \times 1 = 9$

12.   $= 0 \div 10$

$10 \times 0 = 0$

**19.** Lydia buys packs of toys for 6 cousins. Lydia buys each cousin 1 pack. How many packs of toys does Lydia buy?

(Lesson 9-4)

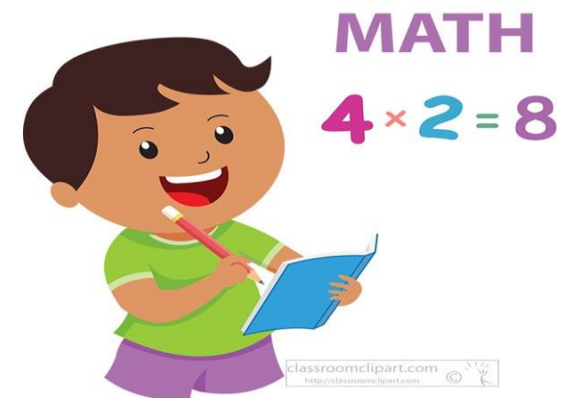
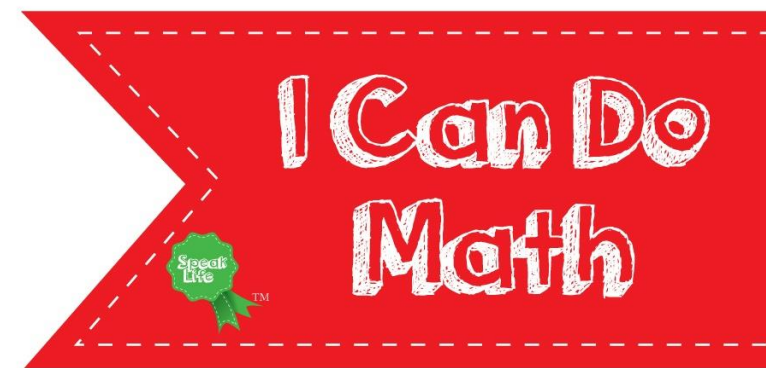
6 packs

**20.** Kendall places 0 pieces of construction paper into 8 baskets. How many pieces of construction paper are in each basket? (Lesson 9-4)

0 pieces

**23.** Travis is on a road trip and drives 60 miles in one hour. How far can Travis drive in 0 hours? (Lesson 9-4)

0 miles



**Question 14:** Divide by 3 and 6.

What number makes the equation true?

Write a related multiplication equation to help you.

1.  $6 \div 6 = \underline{1}$

$6 \times 1 = 6$

2.  $\underline{9} = 27 \div 3$

$3 \times 9 = 27$

3.  $\underline{4} = 24 \div 6$

$6 \times 4 = 24$

4.  $54 \div 6 = \underline{9}$

$9 \times 6 = 54$

5.  $\underline{3} = 18 \div 6$

$6 \times 3 = 18$

6.  $21 \div 3 = \underline{7}$

$3 \times 7 = 21$

7.  $15 \div 3 = \underline{5}$

$3 \times 5 = 15$

8.  $\underline{6} = 36 \div 6$

$6 \times 6 = 36$



What is the unknown number? Write the fact family.

9.



$$\underline{9 \times 3 = 27}$$

$$\underline{3 \times 9 = 27}$$

$$\underline{27 \div 3 = 9}$$

$$\underline{27 \div 9 = 3}$$

10.



$$\underline{8 \times 6 = 48}$$

$$\underline{6 \times 8 = 48}$$

$$\underline{48 \div 6 = 8}$$

$$\underline{48 \div 8 = 6}$$

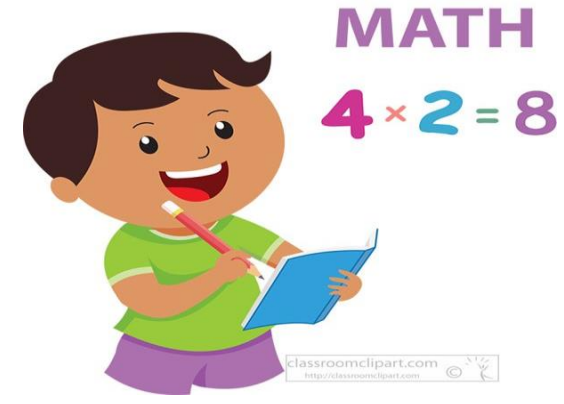
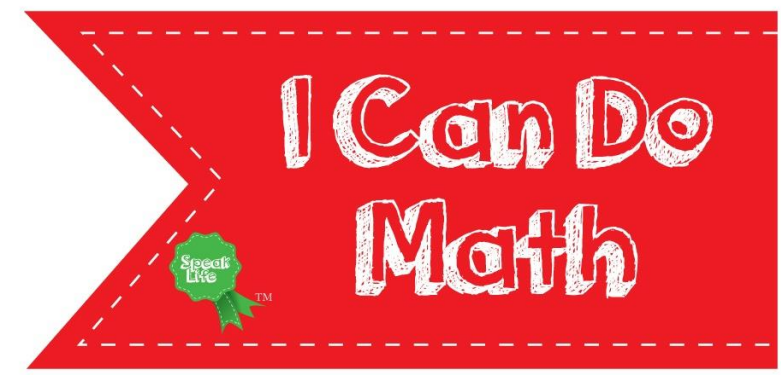
**14.** Kelly needs to buy 24 erasers. They come in bags of 6. How many bags does Kelly need to buy? (Lesson 9-5)

**A.** 4

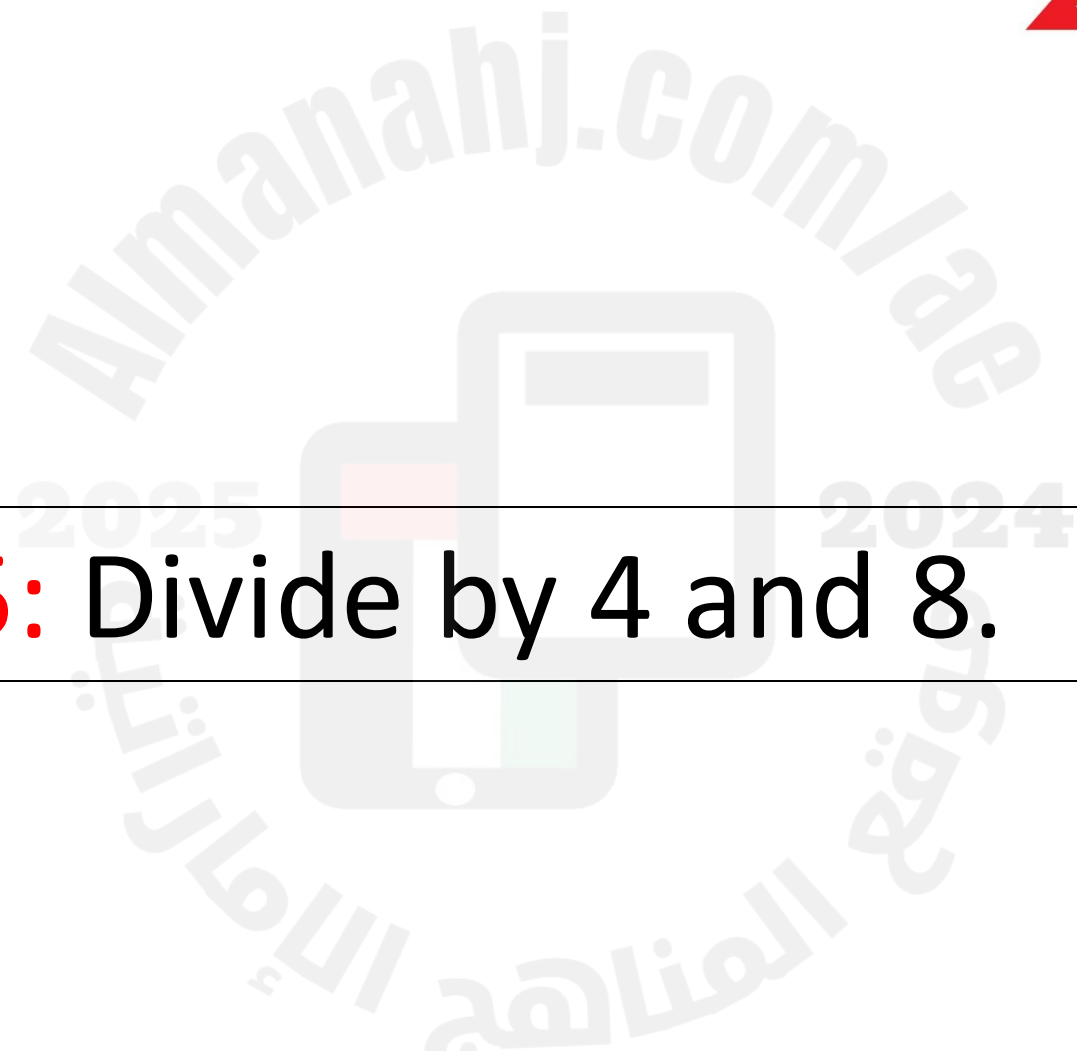
**B.** 3

**C.** 2

**D.** 5



**Question 15:** Divide by 4 and 8.



What number makes the equation true?

Write a related multiplication equation to help you.

1.  $40 \div 8 = \underline{5}$

$8 \times 5 = 40$

2.  $\underline{10} = 40 \div 4$

$4 \times 10 = 40$

3.  $\underline{8} = 64 \div 8$

$8 \times 8 = 64$

4.  $8 \div 4 = \underline{2}$

$2 \times 4 = 8$

5.  $\underline{7} = 28 \div 4$

$7 \times 4 = 28$

6.  $32 \div 4 = \underline{8}$

$8 \times 4 = 32$

7.  $24 \div 4 = \underline{6}$

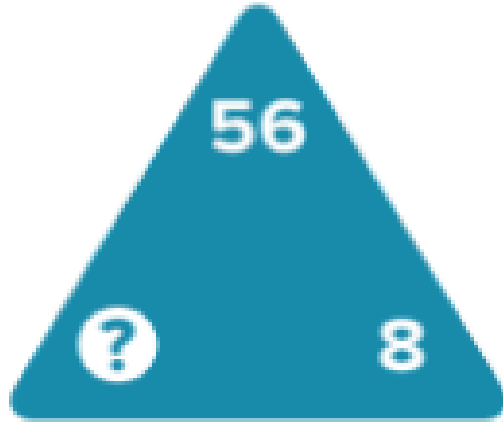
$4 \times 6 = 24$

8.  $\underline{9} = 72 \div 8$

$9 \times 8 = 72$

9. What is the unknown number? Write the fact family.

Page 99 Q1 – Q11



$$\underline{8 \times 7 = 56}$$

$$\underline{7 \times 8 = 56}$$

$$\underline{56 \div 7 = 8}$$

$$\underline{56 \div 8 = 7}$$

What are the other facts in the fact family?  
Write the three other facts.

10.  $8 \times 10 = 80$

$$\underline{80 \div 8 = 10}$$

$$\underline{80 \div 10 = 8}$$

$$\underline{10 \times 8 = 80}$$

11.  $4 \times 7 = 28$

$$\underline{28 \div 4 = 7}$$

$$\underline{28 \div 7 = 4}$$

$$\underline{7 \times 4 = 28}$$

10. Tammy worked 8 hours a day. During the week, she worked 40 hours. How many days did Tammy work during the week?

(Lesson 9-6)

5 days

11. Ryan has 20 stickers that he plans to share with his friends. If he gives each friend 4 stickers, how many friends will get stickers? (Lesson 9-6)

A. 16

B. 10

C. 5

D. 6

13. Travis brings 16 quarts of water to share at soccer practice. If there are 4 quarts in every gallon, how many gallons does Travis bring to soccer practice?

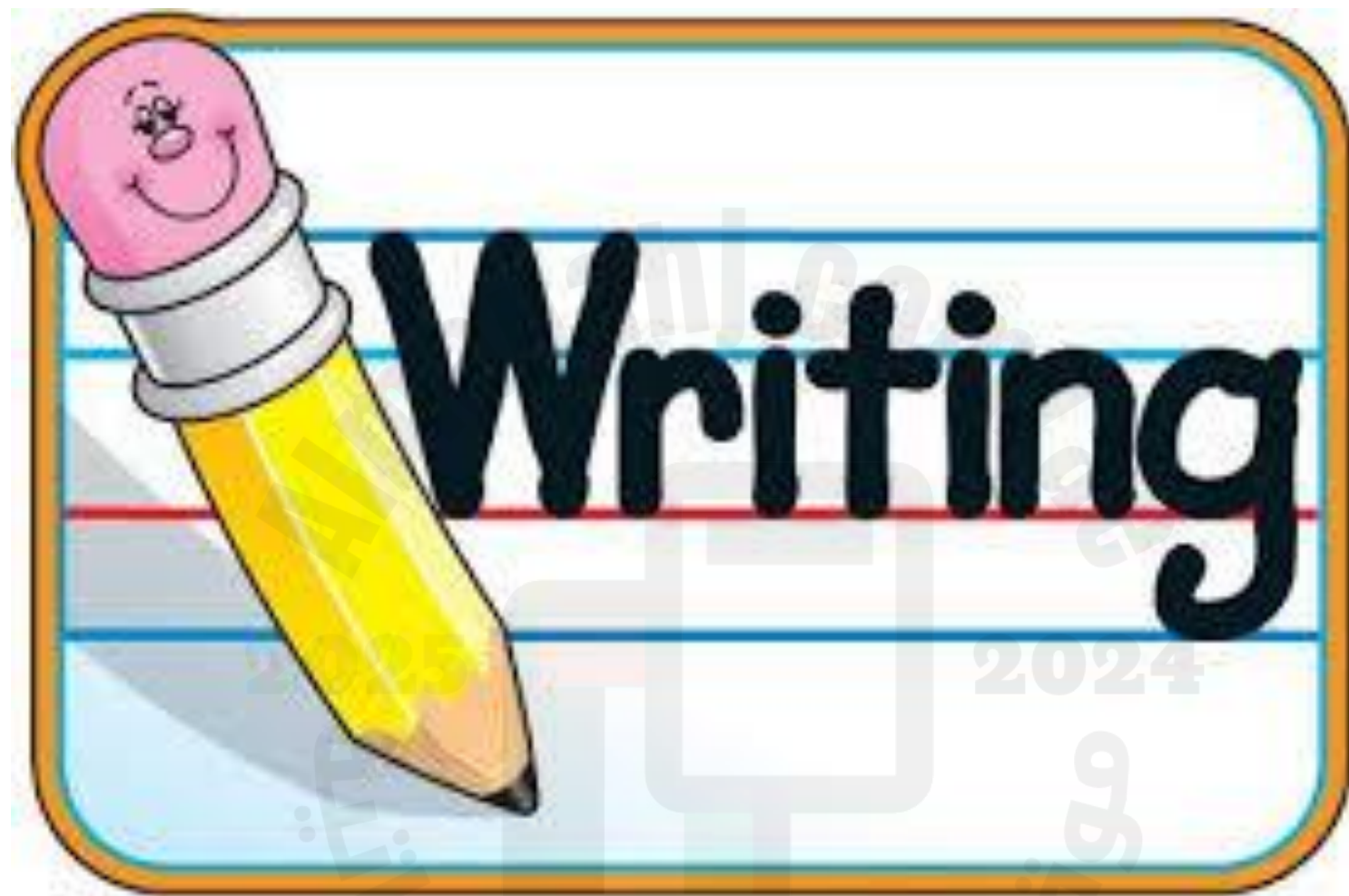
(Lesson 9-6)

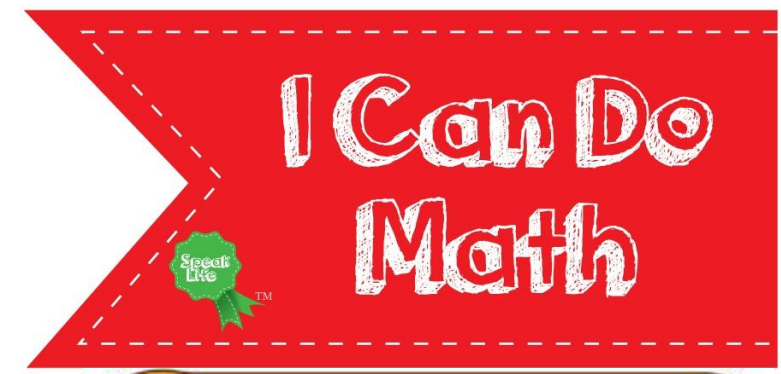
A. 5

B. 4

C. 3

D. 6





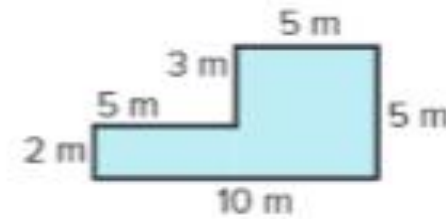
**Question 16a & b:** Determine the Area of a Composite Figure.



## Learn

Deka's school is planning to put in a new playground.

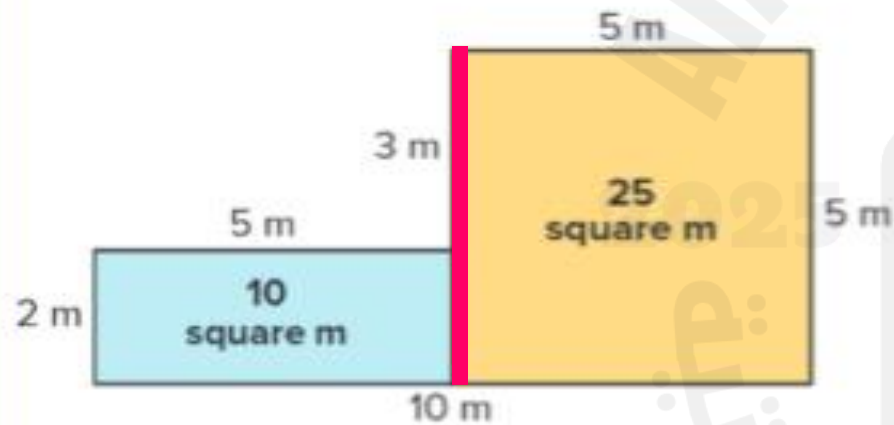
How can you determine the area needed for the new playground?



The playground is a **composite figure**. It is made of two or more figures.

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Whole  
page

► **One Way** Decompose the figure into a square and rectangle.

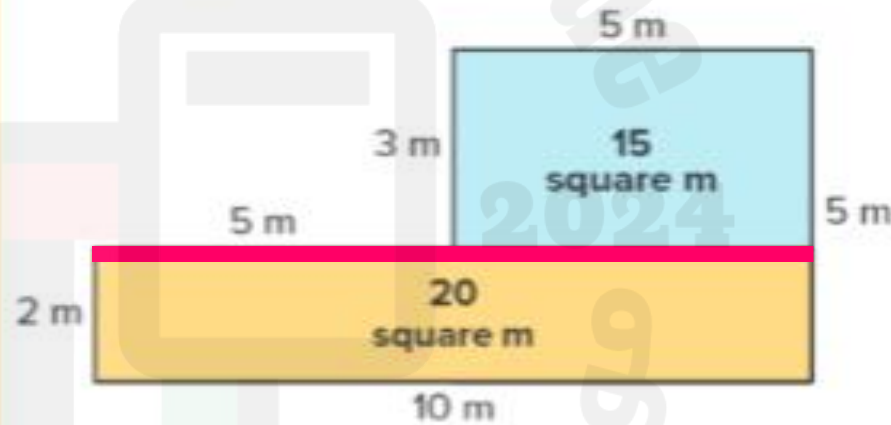


$$5 \times 5 = 25$$

$$2 \times 5 = 10$$

$$25 + 10 = 35$$

► **Another Way** Decompose the figure into two rectangles.



$$5 \times 3 = 15$$

$$2 \times 10 = 20$$

$$15 + 20 = 35$$

**Step 1** – Make 3 rectangles.

**Step 2** – Measure rectangle 1.

**Step 3** - Measure rectangle 2.

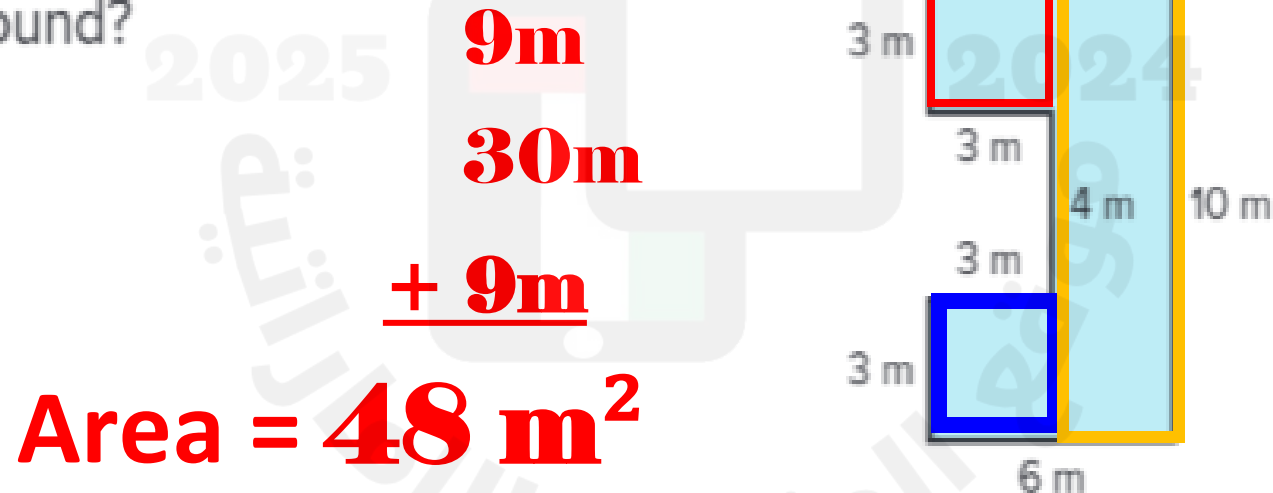
**Step 4** – Measure rectangle 3.

**Step 5** – Add the 3 measures together.

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Whole  
page

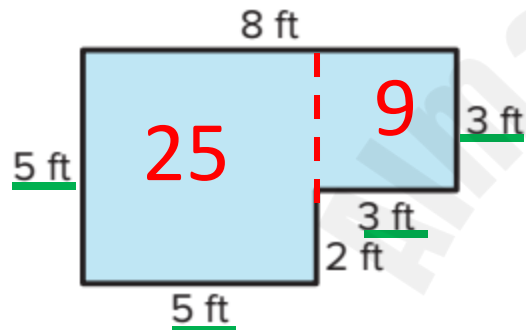
### Work Together

How can you decompose the figure to find the area of the playground?



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

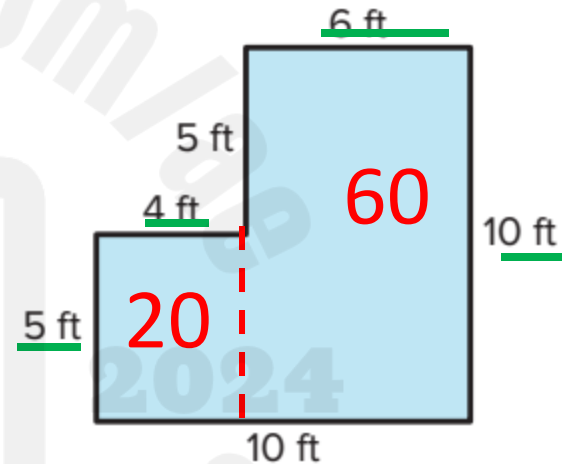
1.



$$\text{area} = \underline{25} + \underline{9}$$

$$\text{area} = \underline{34} \text{ square feet}$$

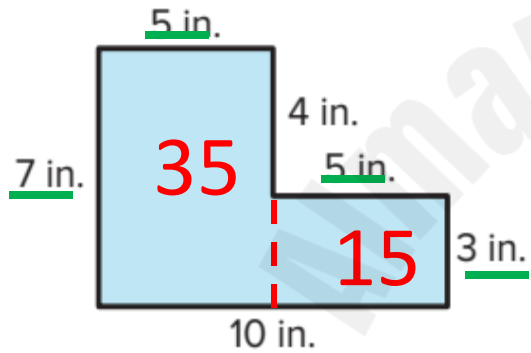
2.



$$\text{area} = \underline{20} + \underline{60}$$

$$\text{area} = \underline{80} \text{ square feet}$$

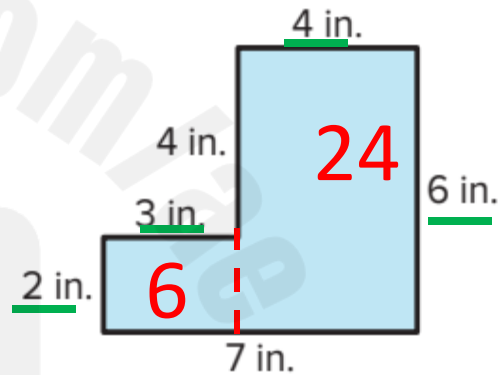
3.



$$\text{area} = \underline{35} + \underline{15}$$

$$\text{area} = \underline{50} \text{ square inches}$$

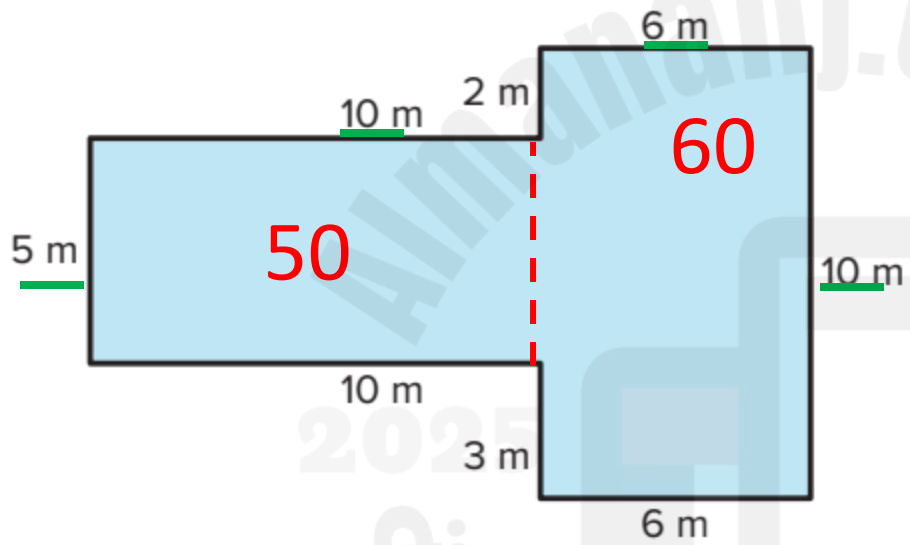
4.



$$\text{area} = \underline{6} + \underline{24}$$

$$\text{area} = \underline{30} \text{ square inches}$$

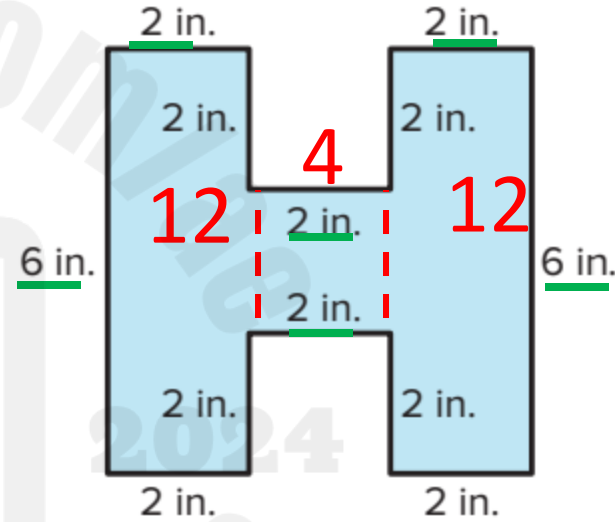
5.



$$\text{area} = \underline{50} + \underline{60}$$

$$\text{area} = \underline{110} \text{ square meters}$$

6.

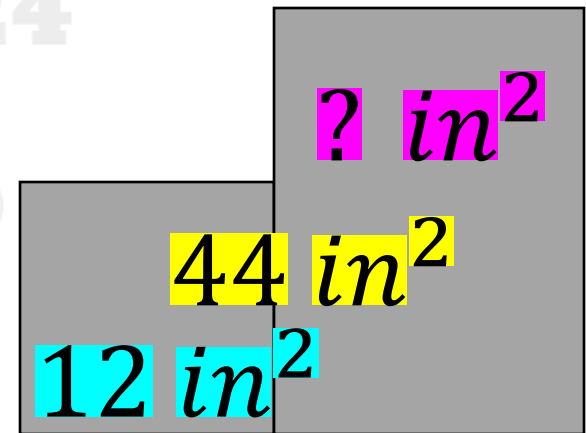


$$\text{area} = \underline{12} + \underline{4} + \underline{12}$$

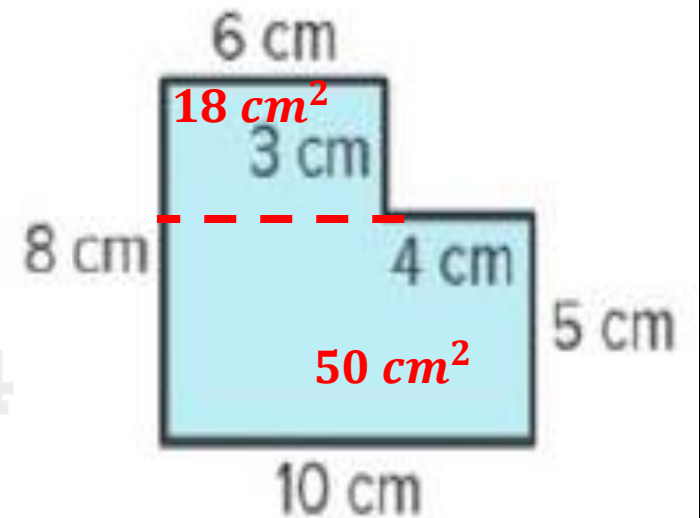
$$\text{area} = \underline{28} \text{ square inches}$$

7. A composite figure is made of a rectangle and a square. The area of the composite figure is 44 square inches. The area of the square is 12 square inches. How can you determine the area of the rectangle?

$$\begin{aligned} \text{Area of rectangle} &= 44 - 12 \\ &= 32 \text{ in}^2 \end{aligned}$$



8. Paul says that the area of the figure is 68 square centimeters. How might he have determined the area?

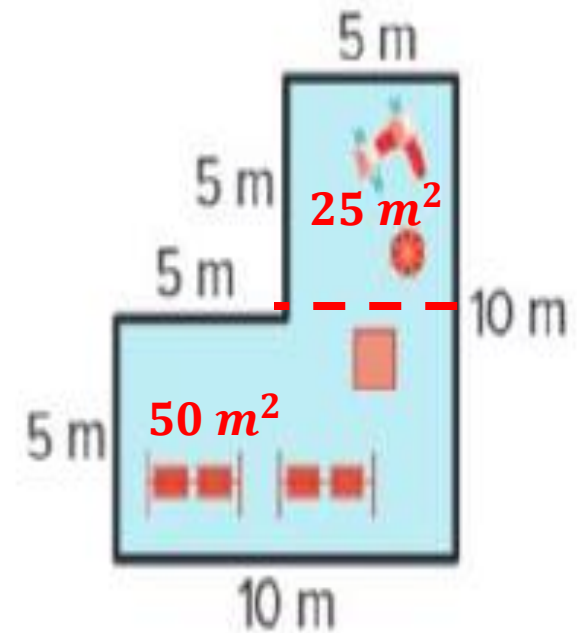


$$\begin{array}{r} 18 \\ + 50 \\ \hline \end{array}$$

Area =  $68 \text{ cm}^2$

9. **STEM Connection** Sam designs a playground for the city park. What is the area of the playground?

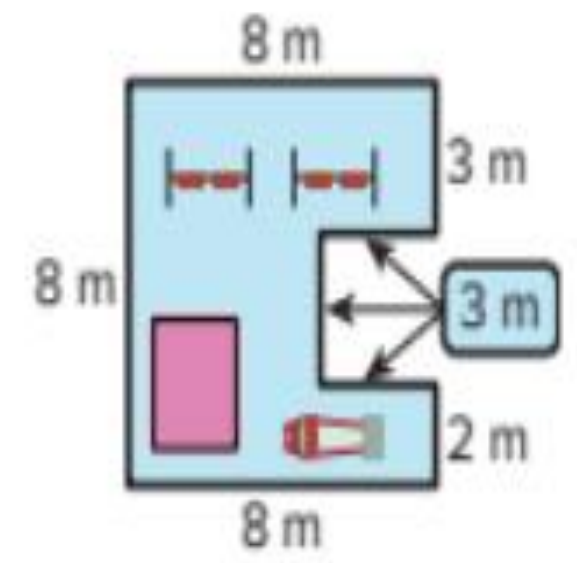
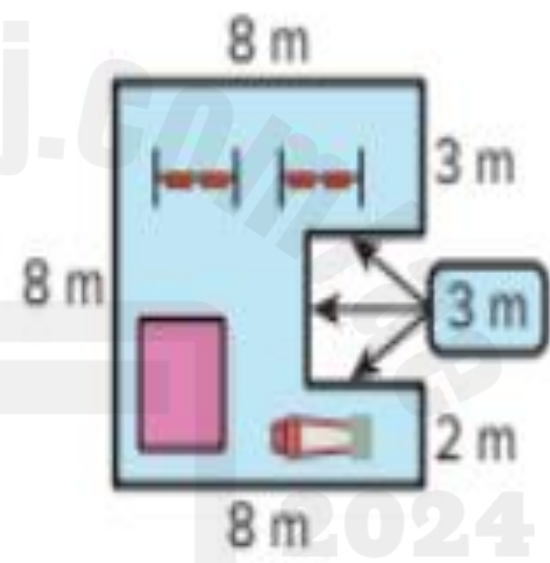
$$\begin{array}{r} 25 \\ + 50 \\ \hline \text{Area} = 75 \text{ m}^2 \end{array}$$





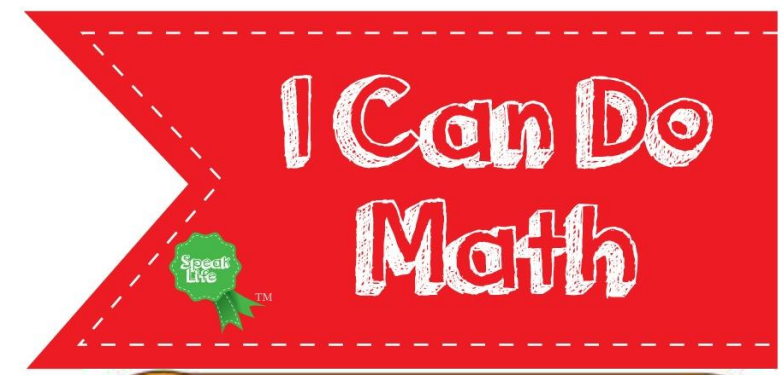
### 10. Extend Your Thinking

The same park is shown twice.  
How can you find the area of the park two different ways?



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موقع المناهج الإلكترونية

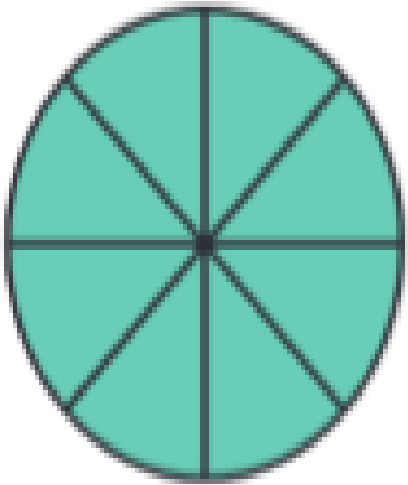


**Question 17a :** Represent Equivalent Fractions on a Number Line.

**Question 17b :** Represent Whole Numbers as Fractions.

What fraction represents the shaded part of the shape?

1.



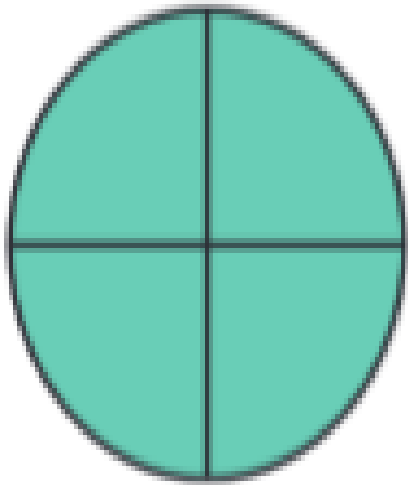
$$\frac{8}{8}$$

2.



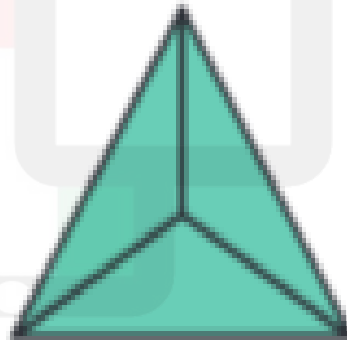
$$\frac{6}{6}$$

3.



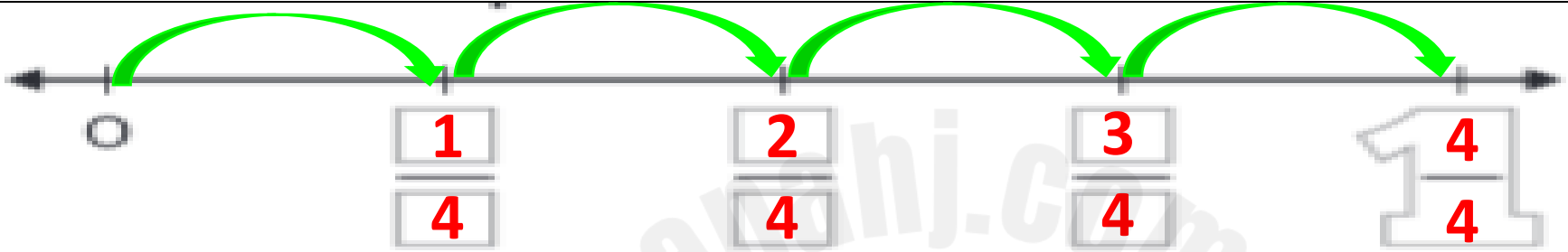
$$\frac{4}{4}$$

4.



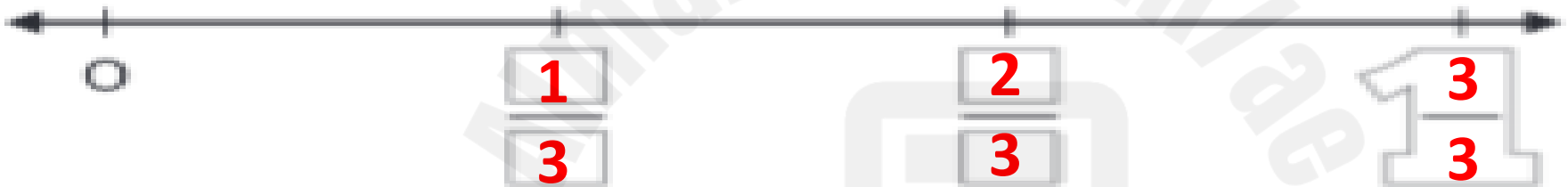
$$\frac{3}{3}$$

5.



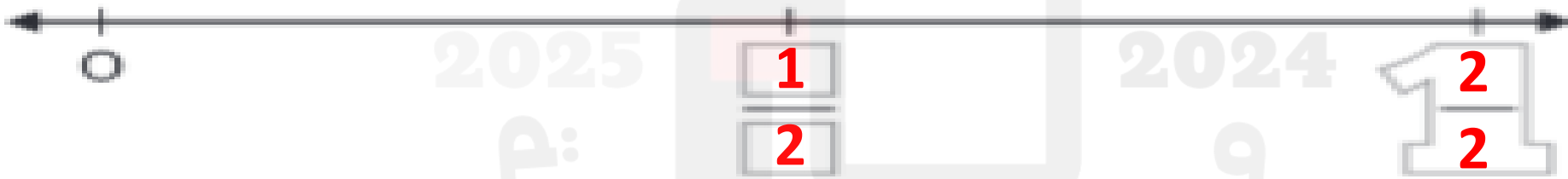
$$1 = \frac{4}{4}$$

6.



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

7.



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

8.

Which fractions are equal to 1? Circle them.

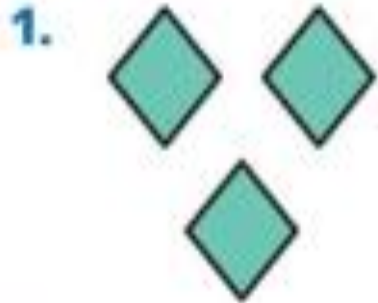
$$\frac{3}{3}$$

$$\frac{2}{2}$$

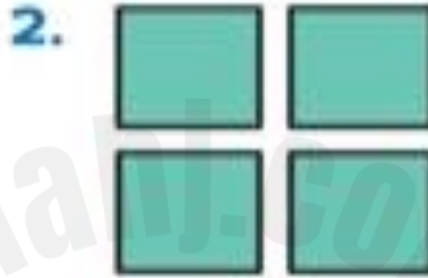
$$\frac{4}{4}$$

$$\frac{8}{6}$$

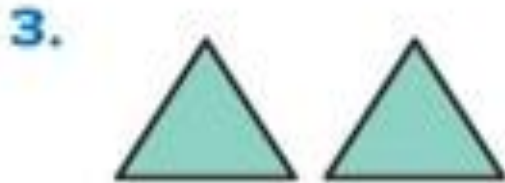
What fraction represents the whole number? Each piece is one whole.



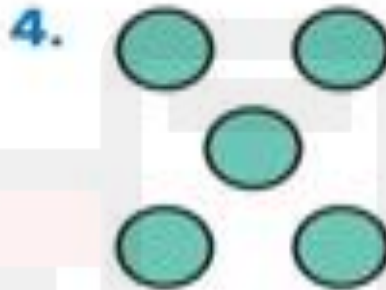
$$3 = \frac{\boxed{3}}{\boxed{1}}$$



$$4 = \frac{\boxed{4}}{\boxed{1}}$$



$$2 = \frac{\boxed{2}}{\boxed{1}}$$



$$5 = \frac{\boxed{5}}{\boxed{1}}$$

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

$\frac{3}{1}$

$\frac{7}{8}$

$\frac{3}{4}$

$\frac{7}{1}$

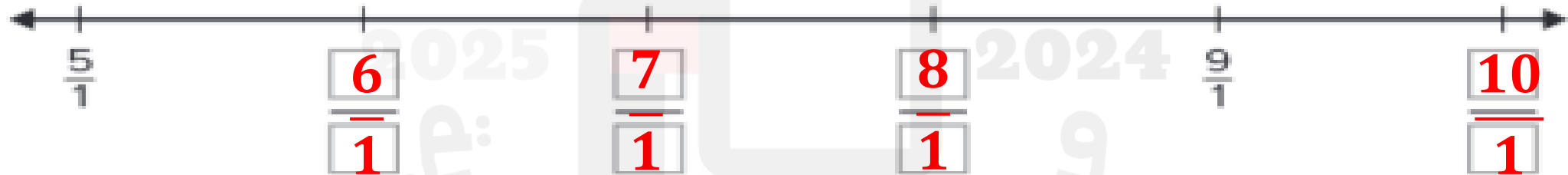
$\frac{5}{6}$

$\frac{4}{1}$

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

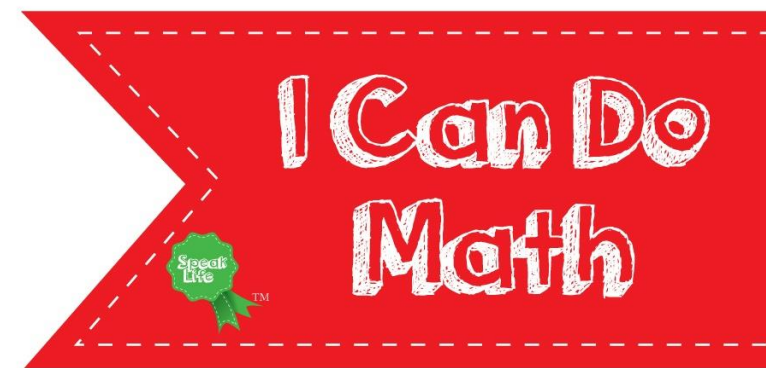
**To write a whole number as a fraction, write the number of wholes as the numerator and 1 as the denominator.**

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



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

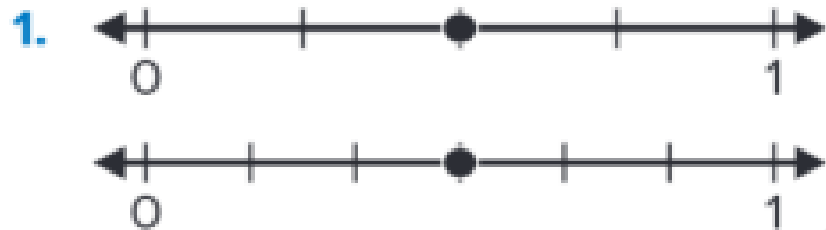
**Less than;  $\frac{1}{3}$  is one part of a whole, and  $\frac{3}{1}$  is 3 copies of a whole part**



**Question 18a** : Represent Equivalent Fractions on a Number Line.

**Question 18b** : Understand Fractions of Different Wholes.

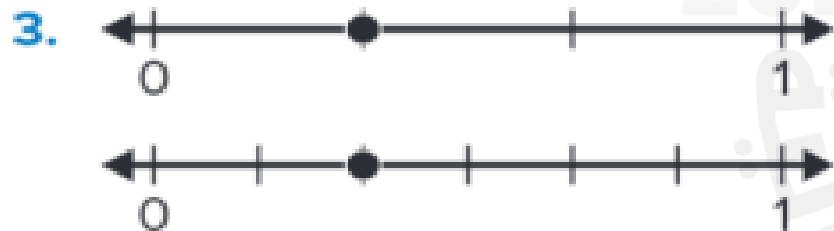
How can you use the points on the number lines to name the equivalent fractions?



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



$$\frac{1}{4} = \frac{2}{8}$$



$$\frac{1}{3} = \frac{2}{6}$$

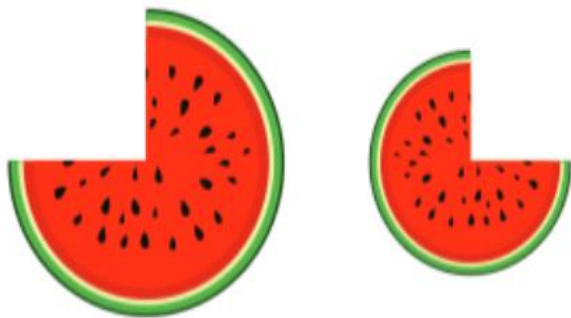


$$\frac{4}{8} = \frac{3}{6}$$



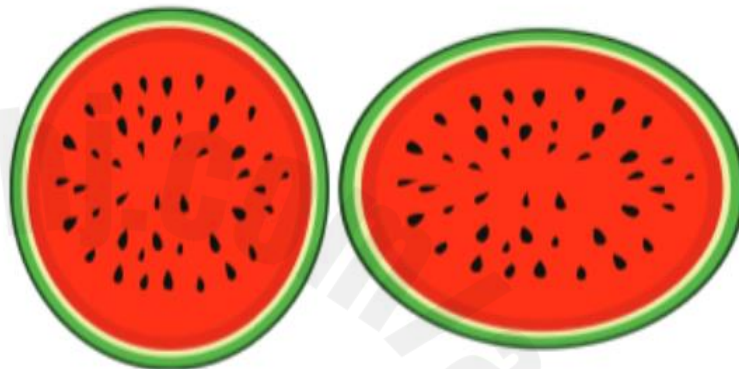
Are the parts equivalent? Write *yes* or *no*.

1.



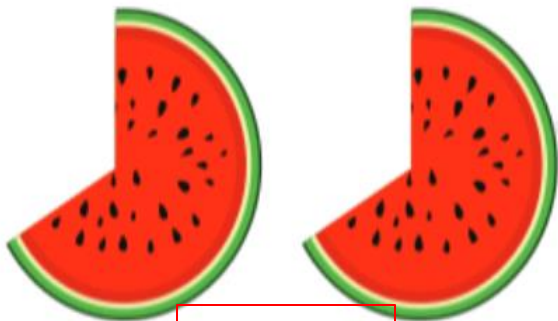
**No**

2.



**No**

3.



**Yes**

4.



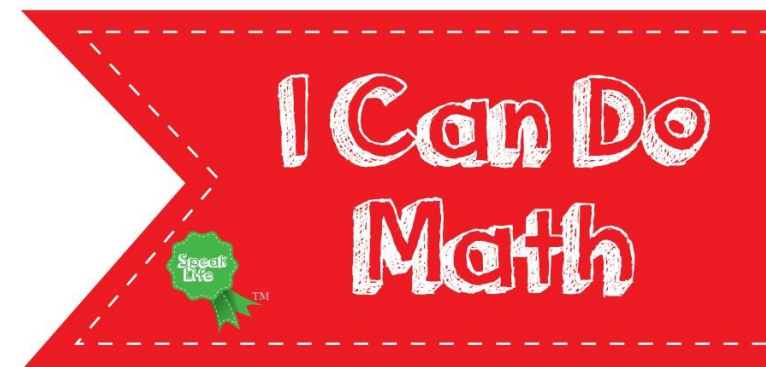
**Yes**

5. Shenae eats  $\frac{1}{3}$  of her sandwich. Brody eats  $\frac{1}{3}$  of his sandwich. What do you need to know to determine if Shenae and Brody eat the same amount?

**I need to know if the sandwiches are the same size and shape.**

6. Blayke said she was  $\frac{1}{2}$  the height of her brother. Drew said he was  $\frac{1}{2}$  the height of his sister. Do you have enough information to decide if the children are the same height? Explain your reasoning.

**No, I need to know all their heights to be able to compare..**

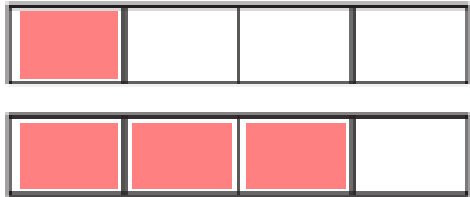


**Question 19a** : Compare Fractions with the Same Denominator.

**Question 19b** : Compare Fractions with the Same Numerator.

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

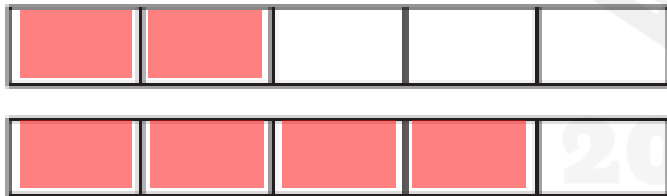
1.  $\frac{1}{4} < \frac{3}{4}$



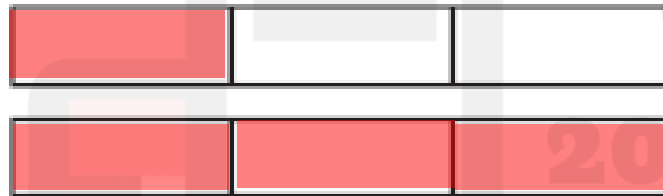
2.  $\frac{4}{8} > \frac{3}{8}$



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



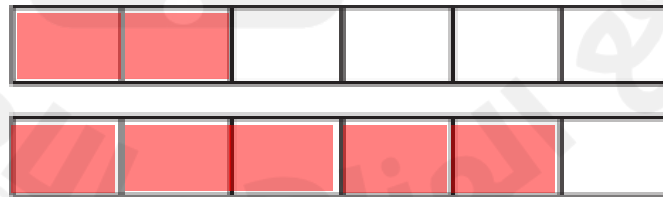
4.  $\frac{1}{3} < \frac{3}{3}$



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

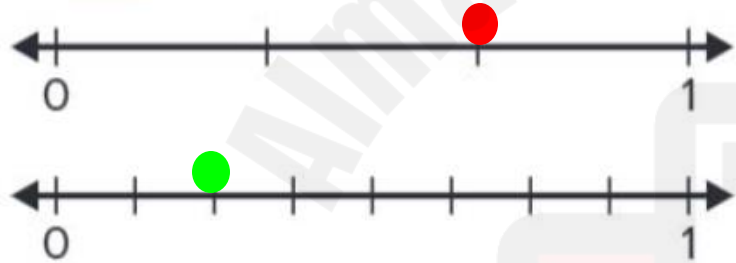


6.  $\frac{2}{6} < \frac{5}{6}$

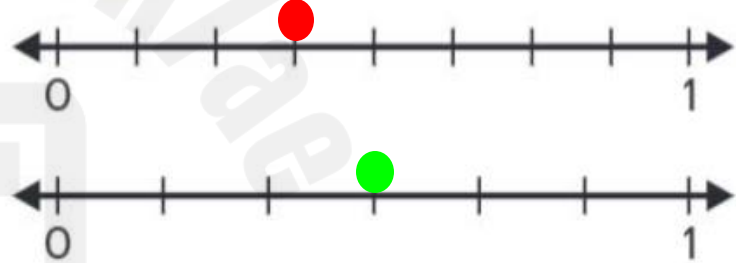


How can you write  $>$  or  $<$  to make each comparison true?  
Draw a point on each number line to justify your reasoning.

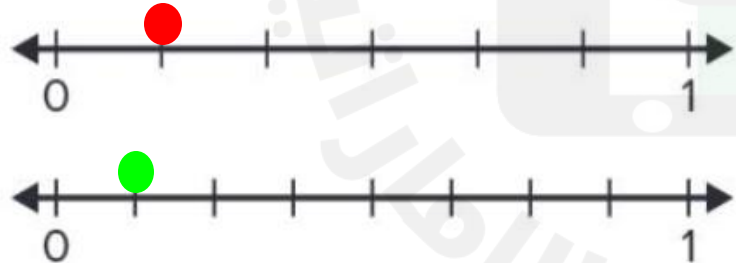
5.  $\frac{2}{3} > \frac{2}{8}$



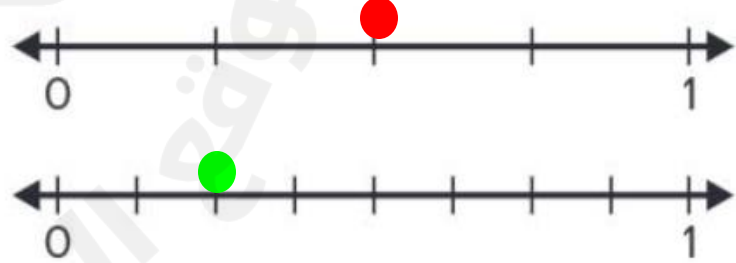
6.  $\frac{3}{8} < \frac{3}{6}$

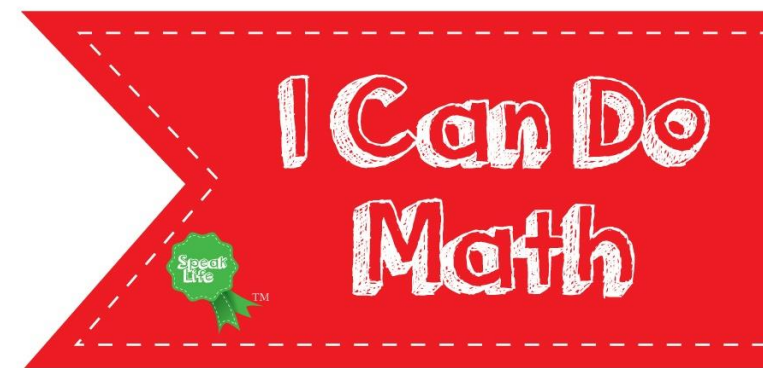


7.  $\frac{1}{6} > \frac{1}{8}$



8.  $\frac{2}{4} > \frac{2}{8}$



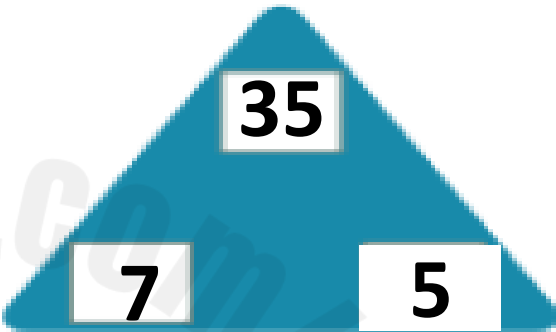


**Question 20a** : Use Multiplication to Solve  
Division Equations.

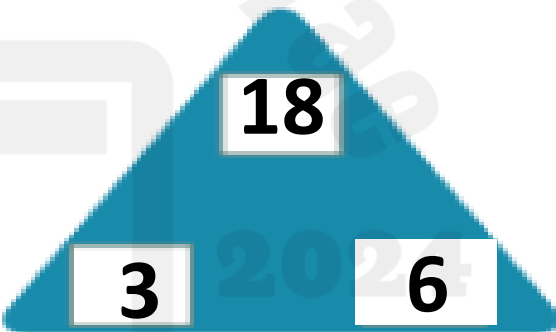
**Question 20b** : Divide by 2.

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

1.  $35 \div 7 = \underline{5}$   
 $35 \div \underline{5} = 7$   
 $7 \times \underline{5} = 35$   
 $\underline{5} \times 7 = 35$



2.  $18 \div 3 = \underline{6}$   
 $18 \div \underline{6} = 3$   
 $3 \times \underline{6} = 18$   
 $\underline{6} \times 3 = 18$



3.  $\underline{32} \div \underline{4} = \underline{8}$   
 $\underline{32} \div \underline{8} = \underline{4}$   
 $\underline{8} \times \underline{4} = \underline{32}$   
 $\underline{4} \times \underline{8} = \underline{32}$



How can you complete the division equation?

Write a related multiplication fact to show your work.

4.  $24 \div 6 = \underline{4}$

$4 \times 6 = 24$

5.  $\underline{3} = 21 \div 7$

$3 \times 7 = 21$

6.  $30 \div \underline{5} = 6$

$5 \times 6 = 30$

7.  $15 \div 3 = \underline{5}$

$3 \times 5 = 15$

8.  $72 \div 9 = \underline{8}$

$8 \times 9 = 72$

9.  $8 = 64 \div \underline{8}$

$8 \times 8 = 64$



1. Which equations can help you find the unknown ?  
Circle all the correct answers.

$$14 \div 2 = ?$$

$14 \times 2 = ?$

$? \times 2 = 14$

$14 = 2 \times ?$

$? \times 2 = 2$

2. Draw a line to the number that makes each equation true.

$20 \div 2 = ?$

10

$4 \div 2 = ?$

8

$16 \div 2 = ?$

3

$6 \div 2 = ?$

2

What number makes the equation true?

Write a related multiplication equation to help you.

3.  $12 \div 2 = \underline{6}$

$2 \times 6 = 12$

4.  $\underline{4} = 8 \div 2$

$4 \times 2 = 8$

5.  $\underline{9} = 18 \div 2$

$2 \times 9 = 18$

6.  $20 \div 2 = \underline{10}$

$2 \times 10 = 20$

7.  $2 \div 2 = \underline{1}$

$1 \times 2 = 2$

8.  $14 \div 2 = \underline{7}$

$2 \times 7 = 14$

9. What number completes the division equation? Write a related multiplication fact and draw a model to show your work.

$10 \div 2 = ?$

**5**

$5 \times 2 = 10$

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

**$2 \times 8 = 16$  , *so the unknown is 8***

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.

**$? \div 2 = 5$  , *half means divide by 2***

**12. STEM Connection** Malik plans to work with fiber 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 strategy you used.



*20 ÷ 2 = ?, so each part is 10 meters*

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

*It could be 3 and 4 or 2 and 6.*

