الإجابات الهامة للوحدات السادسة والسابعة والثامنة والتاسعة

التواصل الاجتماعي بحسب 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 الثاني

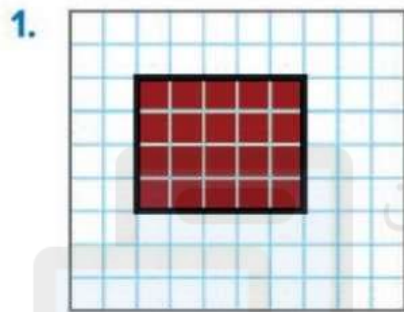|	
حل أسئلة الامتحان النهائي - ريفيل	1
أسئلة الامتحان النهائي - بريدج	2
مراجعة امتحانية نهائية - ريفيل	3
أسئلة الامتحان النهائي - ريفيل	4
تجميعة أسئلة وفق الهيكل الوزاري	5
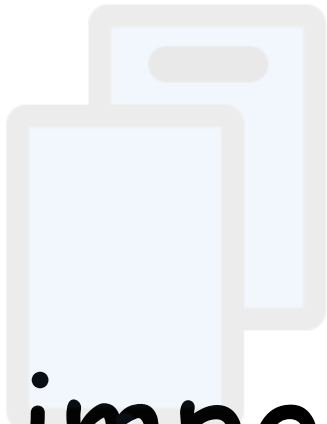
Grade 3
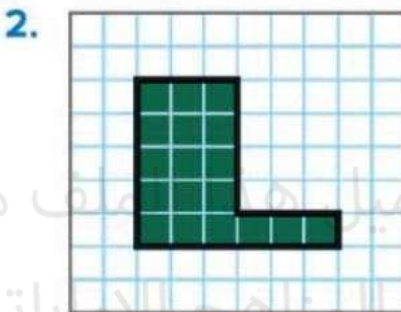# term 2
Unit 6-9
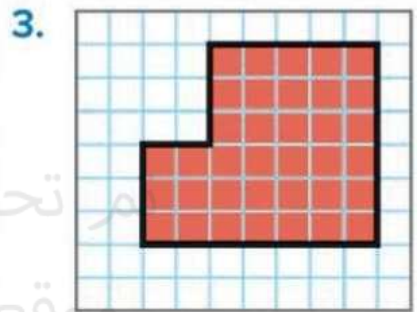# important answers

Done by
Mrs. Noura Alobeidli

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

1.

20 square units

area = _____

2.

18 square units

area = _____

3.

36 square units

area = _____

4.

☐ 1 m
1 m

13 square meters

area = _____

5.

☐ 1 ft
1 ft

15 square feet

area = _____

6.

☐ 1 yd
1 yd
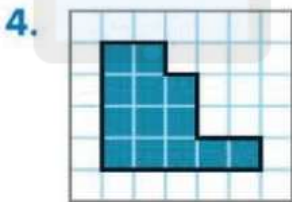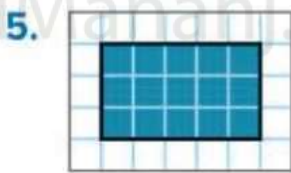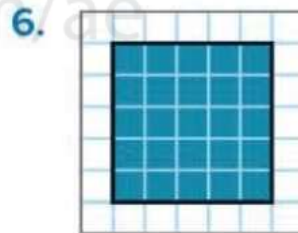
25 square yards

area = _____

7.

☐ 1 cm
1 cm

3 cm

7 cm
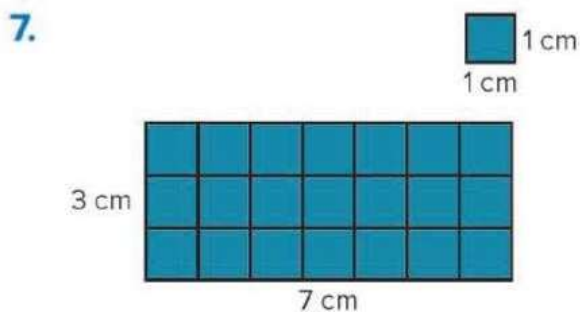
21 square centimeters

area = _____

8.

☐ 1 in.
1 in.
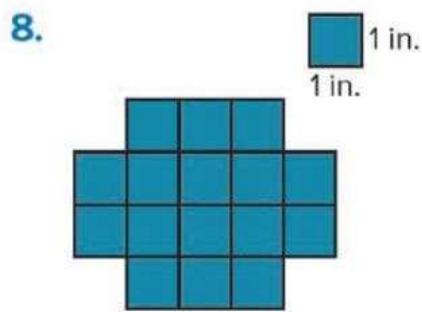
16 square inches

area = _____

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

3.

8 cm

3 cm

24 square centimeters

4.

6 ft

36 square feet

5.

4 yd

16 square yards

6.

6 m

10 m

60 square meters

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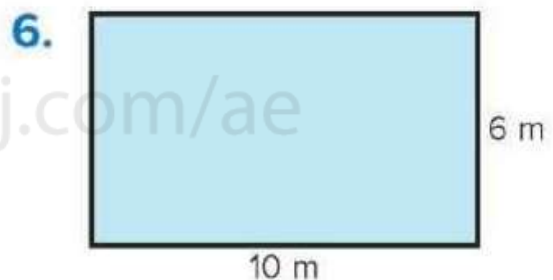
On My Own
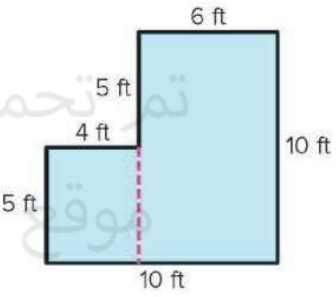
Name _____

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

1.

8 ft
3 ft
5 ft
3 ft
2 ft
5 ft
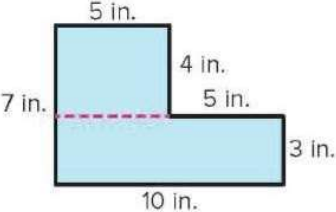
area = __25__ + __9__
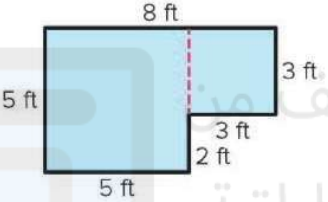
area = __34__ square feet

2.

6 ft
5 ft
4 ft
10 ft
5 ft
10 ft
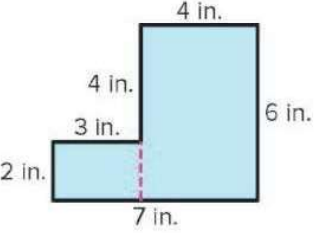
area = __20__ + __60__

area = __80__ square feet

3.

5 in.
4 in.
7 in.
5 in.
3 in.
10 in.
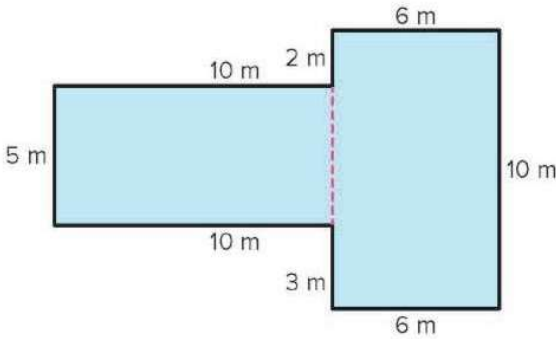
area = __20__ + __30__

area = __50__ square inches

4.

4 in.
4 in.
3 in.
6 in.
2 in.
7 in.
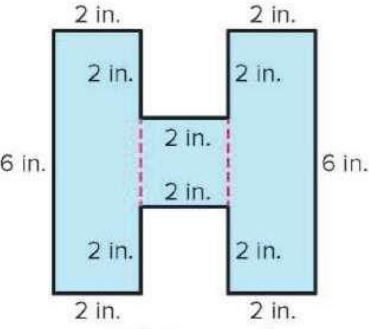
area = __6__ + __24__

area = __30__ square inches

5.

6 m
10 m
2 m
5 m
10 m
10 m
3 m
6 m

area = __50__ + __60__

area = __110__ square meters

6.

2 in. 2 in.
2 in. 2 in.
2 in.
6 in. 2 in. 6 in.
2 in. 2 in.
2 in. 2 in.

area = __12__ + __4__ + __12__

area = __28__ square inches

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On My Own

Name _____

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?

   15 ft · 4 ft

   60 square feet

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 ft · 7 ft · 10 ft

   The area will increase by 9 square feet. Sample answer: The original area is 21 square feet. The new area is 30 square feet. $30 - 21 = 9$.

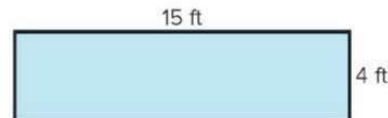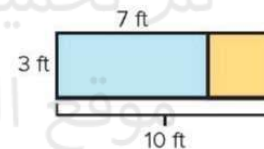3. For a project, Huang cuts three rectangles from felt. How do their areas compare? Explain.

   6 in. · 6 in. — Rectangle A
   9 in. · 4 in. — Rectangle B
   12 in. · 3 in. — Rectangle C
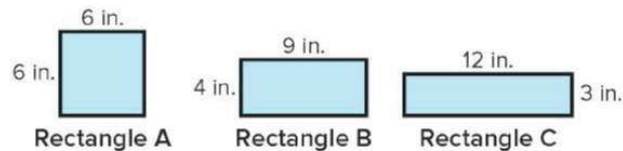
   The areas are all equal. Sample answer: Multiply the length and width of each rectangle to get 36 square inches.

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

   6 ft · 2 ft · 2 ft · 2 ft · 2 ft · 10 ft · 10 ft · 2 ft
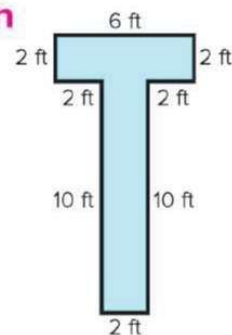
   32 square feet

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How can you decompose the rectangle into two smaller rectangles to find the area? **Sample answers shown.**

6.

17 ft

8 ft

$8 \times 17 = 8 \times \underline{10} + 8 \times \underline{7}$

$8 \times 17 = \underline{80} + \underline{56}$

$8 \times 17 = \underline{136}$ square ft

7.

16 m

5 m

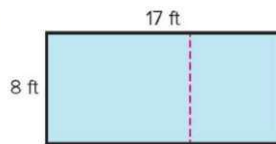$5 \times 16 = 5 \times \underline{10} + 5 \times \underline{6}$

$5 \times 16 = \underline{50} + \underline{30}$

$5 \times 16 = \underline{80}$ square m

Page 228

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

15 cm

5 cm

A. $5 + 10 + 5 + 5 = ?$

B. $5 \times 10 \times 5 \times 5 = ?$

C. $5 \times 1 + 5 \times 5 = ?$

D. $5 \times 10 + 5 \times 5 = ?$
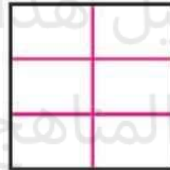
Page 5

On My Own

Name _____

How can you draw a line or lines to partition the shape into
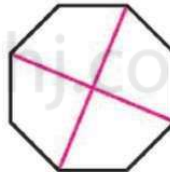equal parts? **Sample answers shown.**

1. fourths

2. sixths
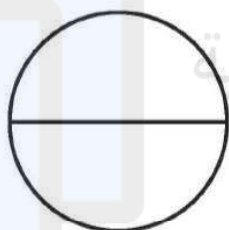
3. eighths

4. fourths

5. sixths

6. eighths

Page 9

Name _____

What unit fraction is represented by each part of the figure?
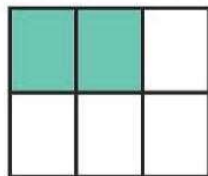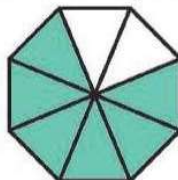
1.

$\dfrac{1}{2}$

2.

$\dfrac{1}{3}$

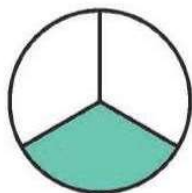**What fraction is represented by the shaded part of the figure?**

3.

$\dfrac{2}{6}$

4.

$\dfrac{6}{8}$

5.

$\dfrac{1}{3}$

6.

$\dfrac{4}{6}$

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

B

$$\overset{\text{B}}{\longleftrightarrow}$$

0   1
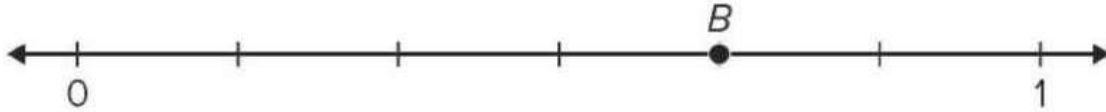
$\frac{4}{6}$; Sample answer: 0–1 is partitioned into 6 equal parts, so the denominator is 6. Point *B* is located 4 equal parts from 0, so the numerator is 4.

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What fraction represents the shaded part of the shape?
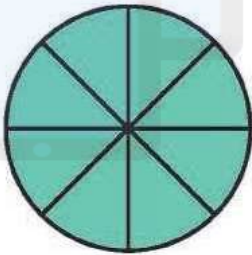
1.
$\frac{8}{8}$

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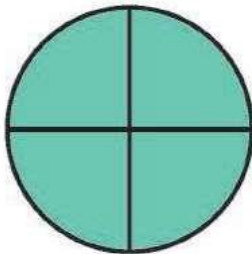
3.
$\frac{4}{4}$
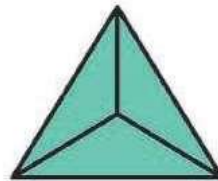
4.
$\frac{3}{3}$

Page 23

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

$\left(\frac{3}{1}\right)$ $\frac{3}{4}$ $\frac{5}{6}$

$\frac{7}{8}$ $\left(\frac{7}{1}\right)$ $\left(\frac{4}{1}\right)$

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

$\frac{1}{2}$ $\left(\frac{2}{1}\right)$ $\left(\frac{6}{4}\right)$

$\frac{4}{6}$ $\left(\frac{8}{3}\right)$ $\frac{3}{8}$

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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. $\frac{3}{2}$

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How can you shade the model to show the equivalent fraction?
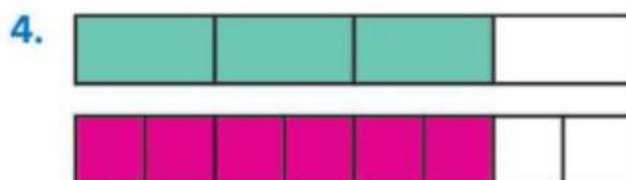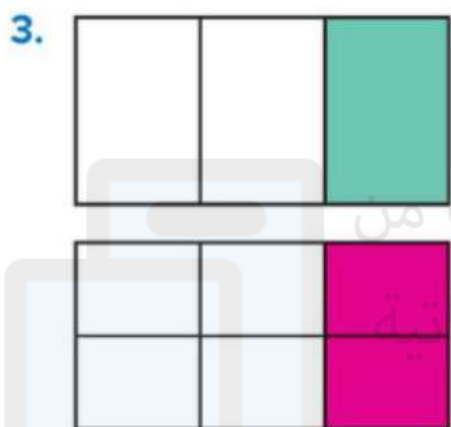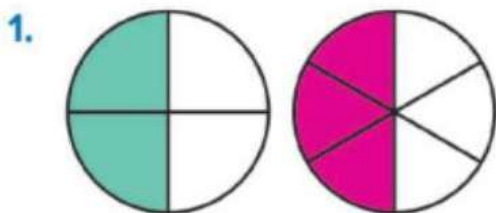
1.

2.

3.

=

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

7. $\frac{1}{4}$ and $\frac{2}{3}$ ≠
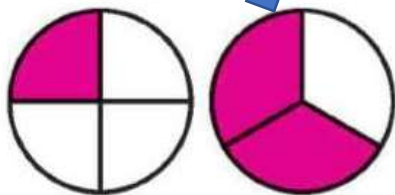
not equivalent

8. $\frac{1}{3}$ and $\frac{2}{4}$ ≠
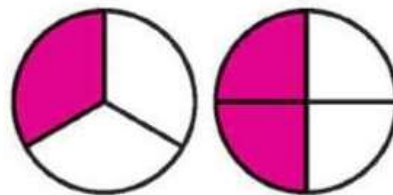
not equivalent

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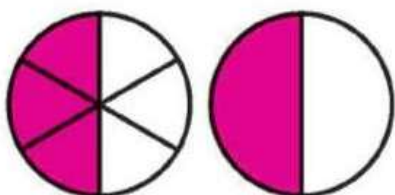
equivalent

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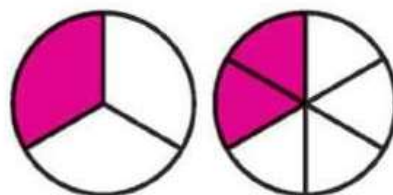
equivalent

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3.

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

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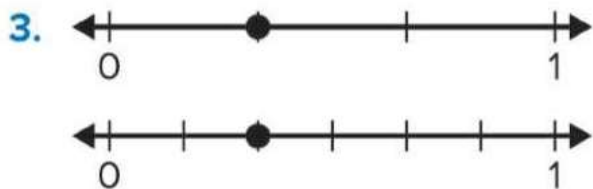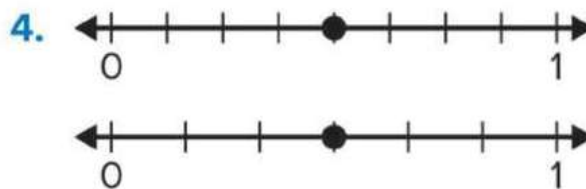
$$\frac{4}{8} = \frac{3}{6}$$

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How can you draw a picture to match the statement?

7. Two models of $\frac{1}{3}$ that represent the same amount.
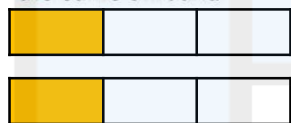
8. Two models of $\frac{1}{4}$ that do not represent the same amount.

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.
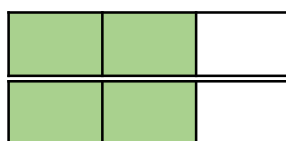
Page 55

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

$$\left(\frac{3}{8} < \frac{5}{8}\right) \qquad \frac{3}{8} > \frac{5}{8} \qquad \frac{5}{8} < \frac{3}{8} \qquad \left(\frac{5}{8} > \frac{3}{8}\right)$$

Sample answer: Since $\frac{3}{8}$ and $\frac{5}{8}$ have the same number of equal parts in the whole, I know that 5 equal parts is greater than 3 equal parts.
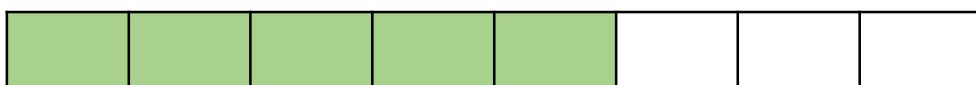
Page 60

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

$\left(\frac{2}{2}\right)$ $\left(\frac{2}{3}\right)$ $\left(\frac{2}{4}\right)$ $\frac{2}{6}$ $\frac{2}{8}$

Sample answer: Since the numerators are the same, any fraction with a denominator less than 6 is greater.

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

Students should draw a model representing $\frac{3}{4} > \frac{3}{6}$.

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

Students should draw a model representing $\frac{2}{8} = \frac{1}{4}$.

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

Students should draw a model representing $\frac{1}{3} < \frac{2}{3}$.

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

Students should draw a model representing $\frac{5}{8} < \frac{5}{6}$.

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

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

**Students should draw two number lines representing $\frac{2}{1} > \frac{1}{2}$.**

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

Students should draw two number lines representing $\frac{5}{4} > \frac{2}{4}$.

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

Students should draw two number lines representing $\frac{3}{8} < \frac{3}{4}$.

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

Students should draw two number lines representing $\frac{1}{2} = \frac{4}{8}$.

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

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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.

4 shelves; Sample answer: 20 books in equal groups of 5 is 20 ÷ 5 = ?. Use the unknown-factor problem ? × 5 = 20 to find the unknown, 4.

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.

10 minutes; Sample answer: 40 ÷ 4 = ? and ? × 4 = 40.

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What number makes the equation true?
Write a related multiplication equation to help you.
The order of the factors may vary.

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

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

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

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

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

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

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تم تحميل هذا الملف من
موقع المناهج الإماراتية

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

   $$20 \div 5 = ?$$

   $\boxed{20 = 5 \times ?}$ $\boxed{? \times 5 = 20}$ $? = 20 \times 5$ $20 \times ? = 5$

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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.

    **$5 \div 5 = 1$, $5 \div 5 = 1$, $10 \div 5 = 2$; There is 1 eraser,
    1 pencil, and 2 pens in each bag.**

14. **Error Analysis** Which product is incorrect? Explain.

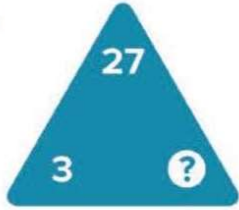   **Sample answer: $4 \div 0$ does not equal 0.
    You cannot divide a number by 0.**

    $8 \div 1 = 8$
    $9 \div 9 = 1$
    $4 \div 0 = 0$
    $0 \div 10 = 0$
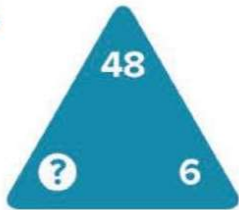
What is the unknown number? Write the fact family.

9.

27
3   ?

$9 \times 3 = 27$ $3 \times 9 = 27$

$27 \div 3 = 9$ $27 \div 9 = 3$

10.

48
?   6

$8 \times 6 = 48$ $6 \times 8 = 48$

$48 \div 6 = 8$ $48 \div 8 = 6$

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

10. $8 \times 10 = 80$

$80 \div 8 = 10$

$80 \div 10 = 8$

$10 \times 8 = 80$

11. $4 \times 7 = 28$

$28 \div 4 = 7$

$28 \div 7 = 4$

$7 \times 4 = 28$

12. Luke reads the same number of pages of his book each day.
He reads 49 pages in 1 week. How many pages does Luke
read each day? Explain.

**7 pages; Sample answer: There are 7 days in 1
week. 49 ÷ 7 = 7, so he reads 7 pages each day.**

13. Li spends 35 hours each week working in her garden. She
works the same number of hours each day. She is deciding if
she wants to work Monday through Sunday or Monday
through Friday. How many hours would she work each day in
each situation? Show your work.

5 hours each day; 7 hours each day;
Sample answer: 35 ÷ 7 = 5; 35 ÷ 5 = 7.