

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



مراجعة امتحانية نهائية - ريفيل

[موقع المناهج](#) ← [المناهج الإماراتية](#) ← [الصف الثالث](#) ← [رياضيات](#) ← [الفصل الثاني](#) ← [الملف](#)

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](#)

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[مراجعة امتحانية نهائية - ريفيل](#)

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[أسئلة الامتحان النهائي - ريفيل](#)

4

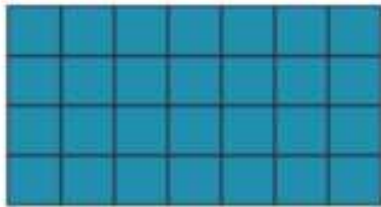
[تجميع أسئلة وفق الهيكل الوزاري](#)

5


Name: _____ Grade 3: _____

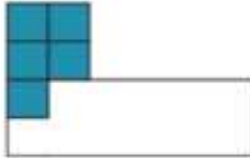
Question 1: Page 203 number 1 – 6


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

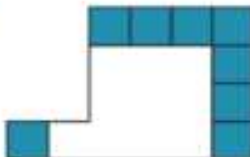


What is the area of the figure? Draw to complete the tiling.

2. 
area = _____ square units

3. 
area = _____ square units

4. 
area = _____

5. 
area = _____

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

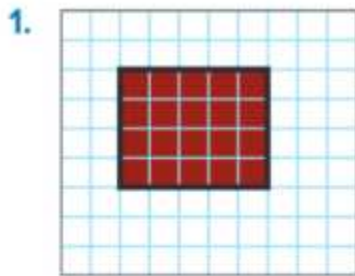
Grade 3 Math Review

Nahel School

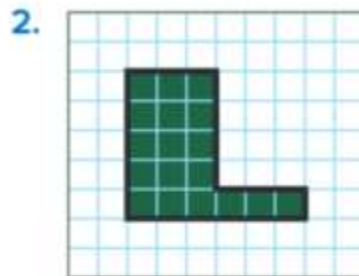
LMS Specifications

Question 2: page 207 number 1 - 6

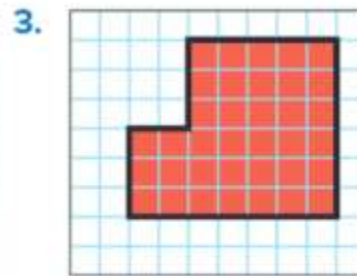
How can you find the area of the figure? Label the area with the unit.



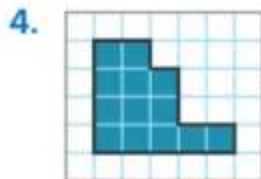
area = _____



area = _____



area = _____



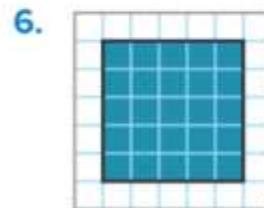
1 m
1 m

area = _____



1 ft
1 ft

area = _____



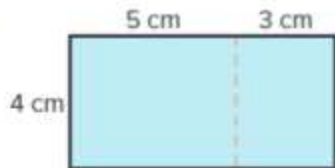
1 yd
1 yd

area = _____

**Question 3: page 221 number 1 – 4 & page 222
number 6 & 7:**

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

1.

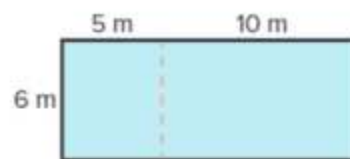


$$4 \times 8 = 4 \times \underline{\quad} + 4 \times \underline{\quad}$$

$$4 \times 8 = \underline{\quad} + \underline{\quad}$$

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

2.

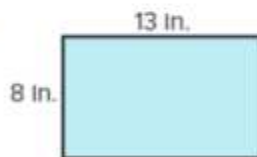


$$6 \times 15 = 6 \times \underline{\quad} + 6 \times \underline{\quad}$$

$$6 \times 15 = \underline{\quad} + \underline{\quad}$$

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

3.

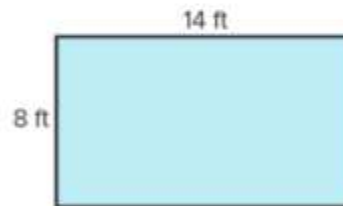


$$8 \times 13 = 8 \times \underline{\quad} + 8 \times \underline{\quad}$$

$$8 \times 13 = \underline{\quad} + \underline{\quad}$$

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

4.



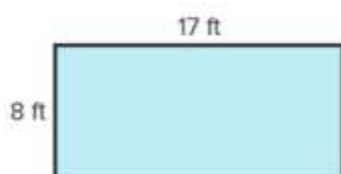
$$8 \times 14 = 8 \times \underline{\quad} + 8 \times \underline{\quad}$$

$$8 \times 14 = \underline{\quad} + \underline{\quad}$$

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

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

6.



$$8 \times 17 = 8 \times \underline{\quad} + 8 \times \underline{\quad}$$

$$8 \times 17 = \underline{\quad} + \underline{\quad}$$

$$8 \times 17 = \underline{\quad} \text{ square ft}$$

7.



$$5 \times 16 = 5 \times \underline{\quad} + 5 \times \underline{\quad}$$

$$5 \times 16 = \underline{\quad} + \underline{\quad}$$

$$5 \times 16 = \underline{\quad} \text{ square m}$$

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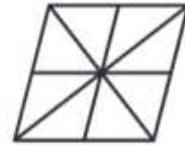
Question 4: page 6 number 9 – 11 and page 30 number 7:

How can you complete the sentence for the shape?

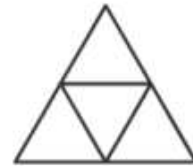
9. The shape is partitioned into _____ equal parts
or _____.



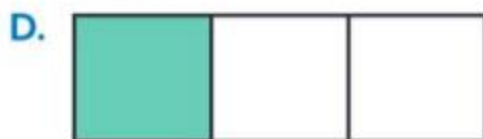
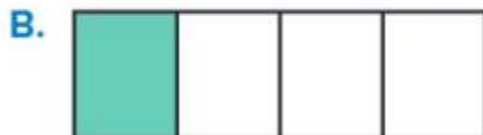
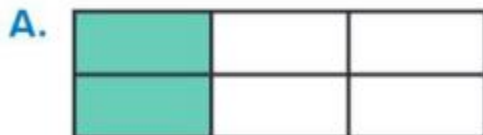
10. The shape is partitioned into _____ equal parts
or _____.



11. The shape is partitioned into _____ equal parts
or _____.



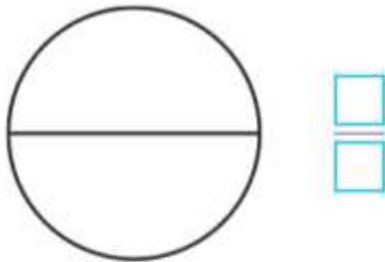
7. Which figure represents one-fourth? Select the correct figure. (Lesson 7-1)



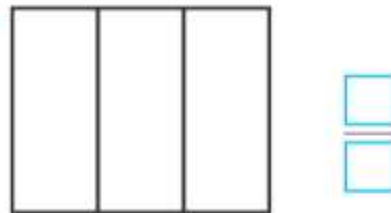
Question 5: page 9 number 1 – 6

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

1.

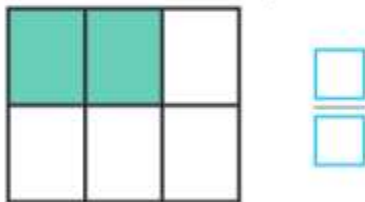


2.



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

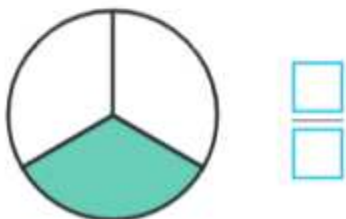
3.



4.



5.

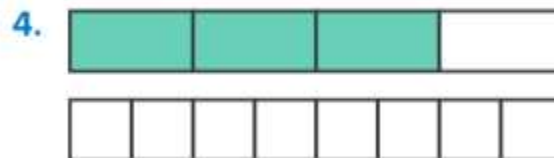
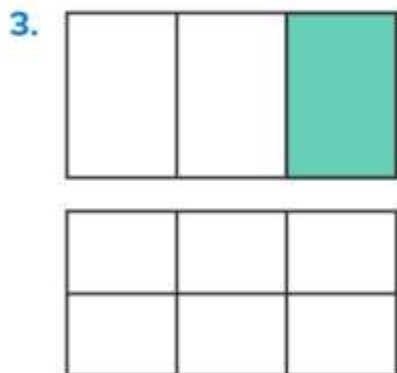
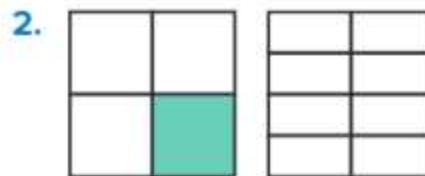
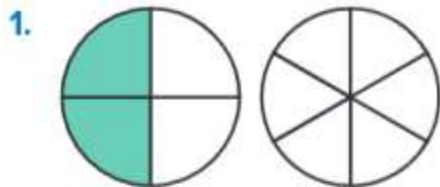


6.



Question 6: page 39 number 1 -5 & page 40 number 7
- 10

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



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

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



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

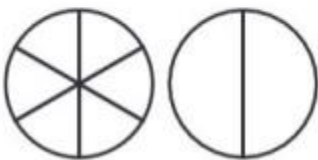
7. $\frac{1}{4}$ and $\frac{2}{3}$



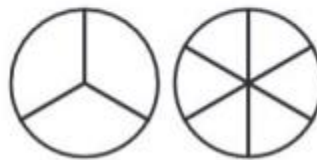
8. $\frac{1}{3}$ and $\frac{2}{4}$



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

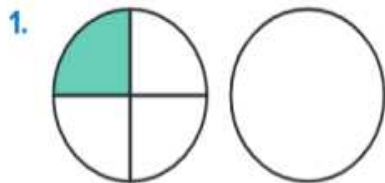


10. $\frac{1}{3}$ and $\frac{2}{6}$

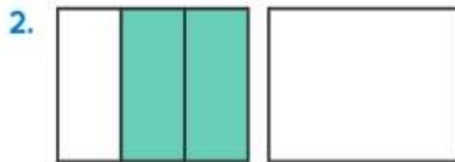


Question 7: page 43 number 1 – 4 & page 71 number 11:

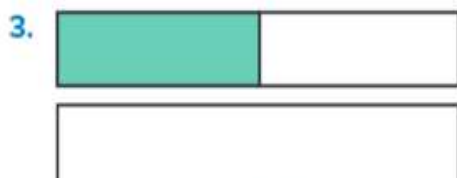
What fraction is equivalent to the fraction shown?
Create a model to determine the equivalent fraction.



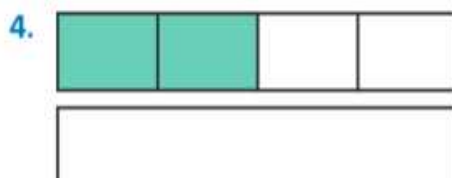
$$\frac{1}{4} = \frac{\square}{8}$$



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

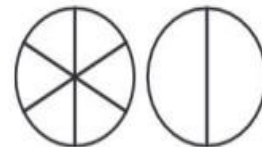


$$\frac{1}{2} = \frac{\square}{8}$$



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

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 8: page 79 number 1 – 3 & page 117 number 17

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

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



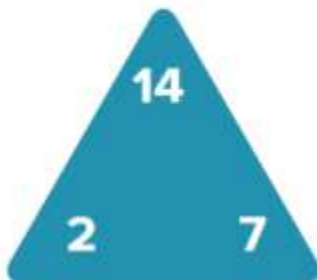
2. $18 \div 3 = \underline{\quad}$
 $18 \div \underline{\quad} = 3$
 $3 \times \underline{\quad} = 18$
 $\underline{\quad} \times 3 = 18$



3. $\underline{\quad} \div \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \div \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$



17. Which equations can be represented by the fact triangle?



Choose all that apply. (Lesson 9-1)

- A. $2 \times 7 = 14$
- B. $14 - 7 = 2$
- C. $14 \div 2 = 7$
- D. $14 \div 7 = 2$
- E. $2 \times 14 = 7$
- F. $7 + 7 = 14$
- G. $7 \times 2 = 14$

Question 9: page 87 number 3 – 8

What number makes the equation true?

Write a related multiplication equation to help you.

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

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

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

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

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

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

Question 10: page 91 number 5 – 12

What number makes the equation true?

Write a multiplication equation to help you.

Cross out any equation that cannot be solved.

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

6. $\underline{\quad} = 8 \div 0$

7. $10 = 10 \div \underline{\quad}$

8. $8 \div 1 = \underline{\quad}$

9. $\underline{\quad} = 5 \div 0$

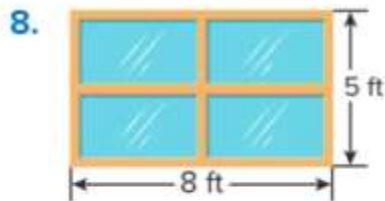
10. $\underline{\quad} \div 6 = 0$

11. $\underline{\quad} = 9 \div 9$

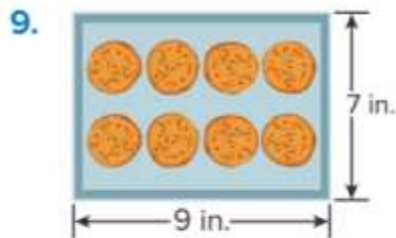
12. $\underline{\quad} = 0 \div 10$

Question 11: page 212 number 8 -11

How can you find the area of the object?



The area of the window is _____ square _____.



The area of the baking sheet is _____ square _____.

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



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

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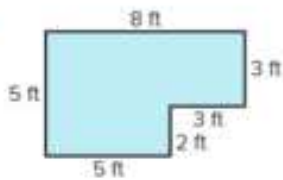
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Question 12: page 215 number 1 – 6

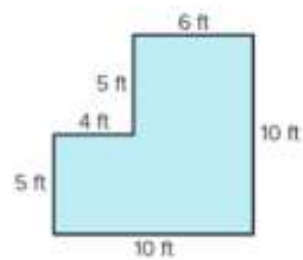
Draw one or more lines to partition each figure. Then find the area of the composite figure.

1.



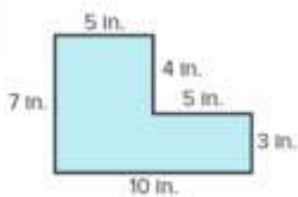
area = _____ + _____
area = _____ square feet

2.



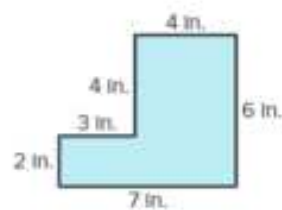
area = _____ + _____
area = _____ square feet

3.



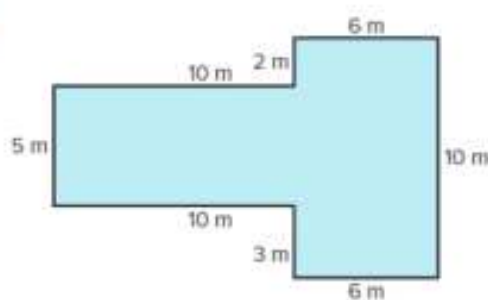
area = _____ + _____
area = _____ square inches

4.



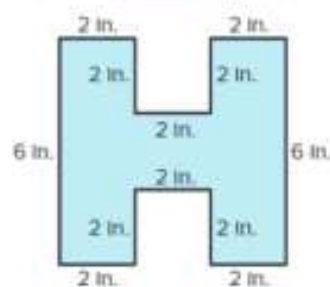
area = _____ + _____
area = _____ square inches

5.



area = _____ + _____
area = _____ square meters

6.

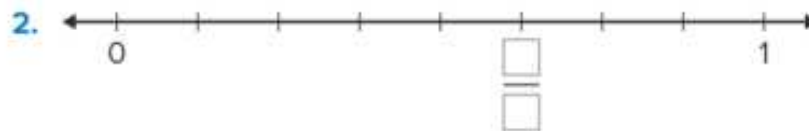
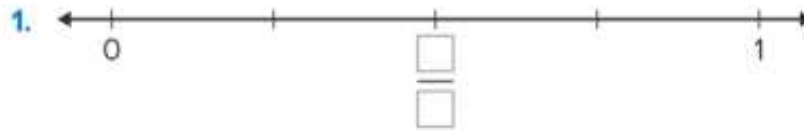


area = _____ + _____ + _____
area = _____ square inches

Question 13: page 15 number 1 – 8 & page 30 number

9

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



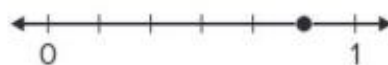
Where would you place the fraction on the number line?
Partition the number line to show your thinking.



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



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. $\frac{6}{7}$

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Question 14: page 19 number 1 – 4 & page 31 number 14

What fraction represents the shaded part of the shape?

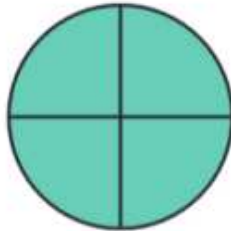
1.



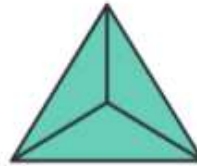
2.



3.



4.



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

(Lesson 7-4)



Question 15: page 23 number 1 – 4

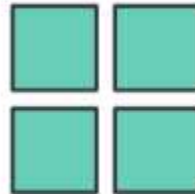
What fraction represents the whole number? Each piece is one whole.

1.



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

2.



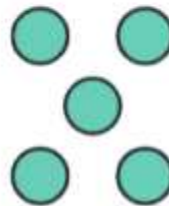
$$4 = \frac{\square}{\square}$$

3.



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

4.



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

Question 16: page 27 number 4 & page 31 number 16

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

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

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

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

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

$$\frac{8}{3}$$

$$\frac{3}{8}$$

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

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

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

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

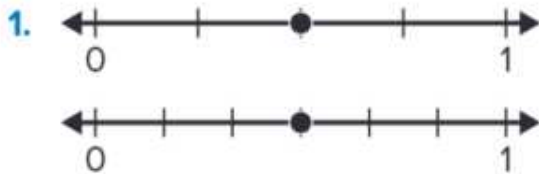
D. $\frac{4}{5}$

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

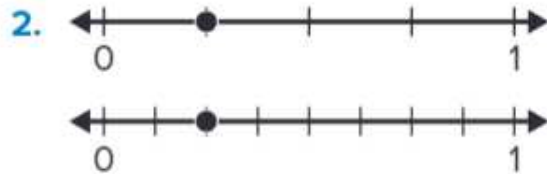
F. $\frac{3}{2}$

Question 17: page 47 number 1 – 4 & page 70 number 10

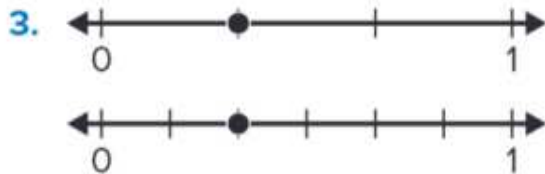
How can you use the points on the number lines to name the equivalent fractions?



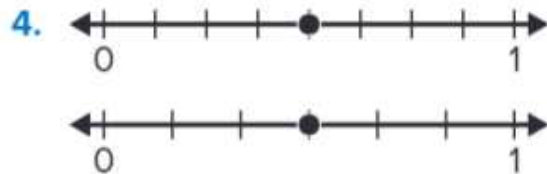
$$\frac{\square}{4} = \frac{\square}{\square}$$



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



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



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

10. Which equation represents the number lines? (Lesson 8-3)



- A. $\frac{2}{3} = \frac{4}{6}$
- B. $\frac{2}{3} = \frac{6}{8}$
- C. $\frac{3}{4} = \frac{4}{6}$
- D. $\frac{3}{4} = \frac{6}{8}$

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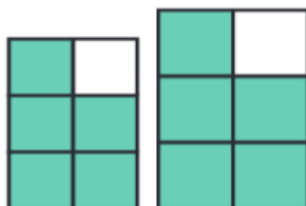
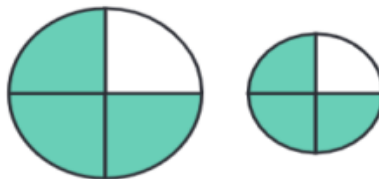
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Question 18: page 52 number 7 – 10 & page 70 number 6

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.

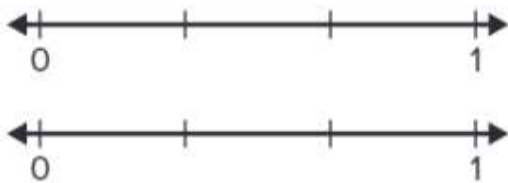
6. Determine whether each pair of models show the same amount. Write *yes* or *no* below each model. (Lesson 8-4)



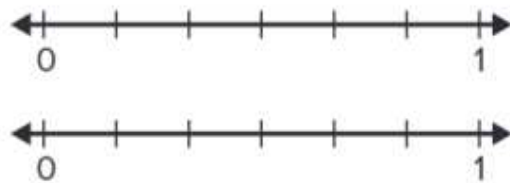
**Question 19: page 56 number 8 – 11 & page 71
number 13**

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

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



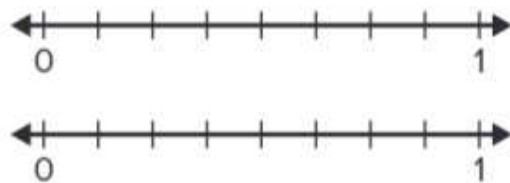
9. $\frac{2}{6} \square \frac{4}{6}$



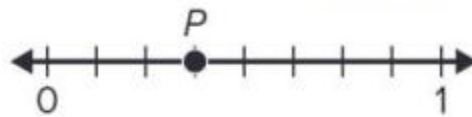
10. $\frac{1}{4} \square \frac{2}{4}$



11. $\frac{7}{8} \square \frac{2}{8}$



13. Which fraction makes the comparison true? (Lesson 8-5)



$P > ?$

- A. $\frac{3}{8}$
- B. $\frac{2}{8}$
- C. $\frac{5}{8}$
- D. $\frac{4}{8}$

Question 20: page 82 & page 84 number 10 & 11

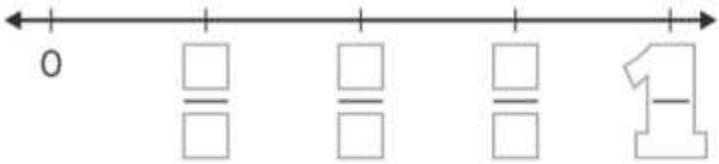
 **Work Together**

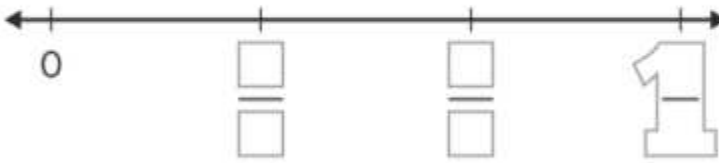
Kobe also has 16 strawberries that he needs to divide equally between the 2 bowls. How many strawberries should he put in each bowl? Explain your strategy.

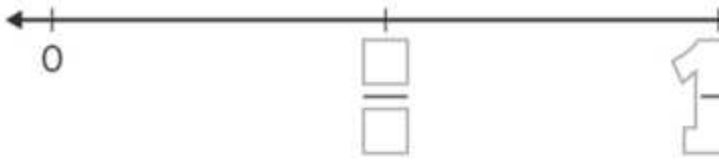
10. Jin is finding the unknown in the equation $16 \div ? = 2$. What multiplication fact can help him find the unknown ? Explain.
11. Priya has an even number of stickers. She gives half of her stickers to Brock. Write an equation to represent the number of stickers Priya and Brock each might have. Explain.

Question 21: page 19 number 5 – 7

How can you label the number line using fractions?
What fraction represents 1?

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

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

7.  $1 = \frac{\square}{\square}$

Question 22: page 63 number 1 – 8 & page 64 number 9

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

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

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

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

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

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

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

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

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

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

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

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

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