

Name \_\_\_\_\_

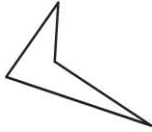
## Describe Plane Shapes

COMMON CORE STANDARD CC.3.G.1

Reason with shapes and their attributes.

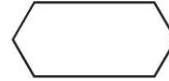
Write how many line segments the shape has.

1.



4 line segments

2.



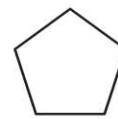
\_\_\_\_\_ line segments

3.



\_\_\_\_\_ line segments

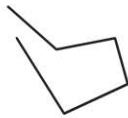
4.



\_\_\_\_\_ line segments

Write whether the shape is *open* or *closed*.

5.



\_\_\_\_\_

6.



\_\_\_\_\_

### Problem Solving

7. Carl wants to show a closed shape in his drawing. Show and explain how to make the drawing a closed shape.



\_\_\_\_\_  
\_\_\_\_\_

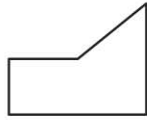
8. The shape of a fish pond at a park is shown below. Is the shape open or closed?



\_\_\_\_\_

**Lesson Check** (CC.3.G.1)

1. How many line segments does this shape have?



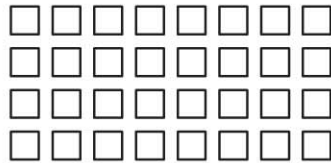
- (A) 2                      (C) 4  
(B) 3                      (D) 5

2. Which of these is part of a line, has one endpoint, and continues in one direction?

- (A) ray  
(B) line  
(C) line segment  
(D) point

**Spiral Review** (CC.3.OA.3, CC.3.OA.7, CC.3.NF.3a)

3. What multiplication sentence does the array show? (Lesson 3.5)



- (A)  $3 \times 8 = 24$     (C)  $8 \times 5 = 40$   
(B)  $4 \times 8 = 32$     (D)  $4 \times 9 = 36$

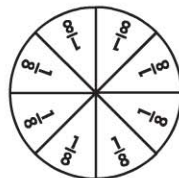
4. What is the unknown factor and quotient? (Lesson 6.8)

$$9 \times \square = 27$$

$$27 \div 9 = \square$$

- (A) 3  
(B) 4  
(C) 5  
(D) 6

5. Which fraction is equivalent to  $\frac{4}{8}$ ? (Lesson 9.6)



- (A)  $\frac{3}{4}$                       (C)  $\frac{1}{4}$   
(B)  $\frac{1}{2}$                       (D)  $\frac{1}{8}$

6. Mr. MacTavish has 30 students from his class going on a field trip to the zoo. He is placing 6 students in each group. How many groups of students from Mr. MacTavish's class will be going to the zoo? (Lesson 7.6)

- (A) 5                      (C) 7  
(B) 6                      (D) 36