

مشروع بناء برامج تعويضية

لصعوبات تعلم المواد الدراسية للأجئين السوريين

لبنان - الأردن - تركيا (الداخل السوري)

التطبيقات العملية باللغة الإنجليزية

لعلاج صعوبات تعلم الرياضيات

للحد من الفاقد التعليمي

لدى اللاجئين السوريين

2

المف الثاني الإعدادي



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رامر ضوان	نور الهدى قاسم
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أعضاء لجان التحكيم بالدول

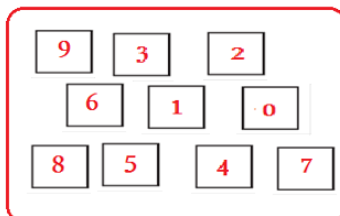
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Topic (1): Numbers up to 999

Worksheet (1): The Place value game.

Required: Forming numbers of three digits by using the following cards:



The first round:

Ignore it

Hundreds	Tens	Ones

The second round:

Ignore it

Hundreds	Tens	Ones

The third round:

Ignore it

Hundreds	Tens	Ones

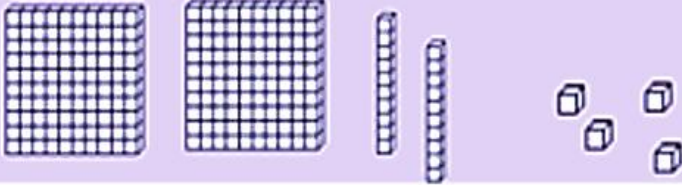
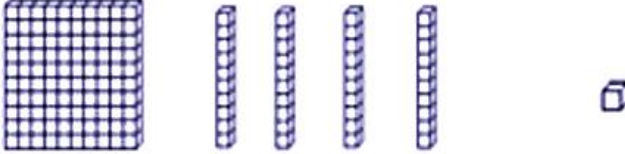
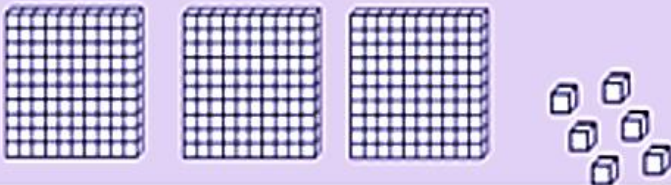
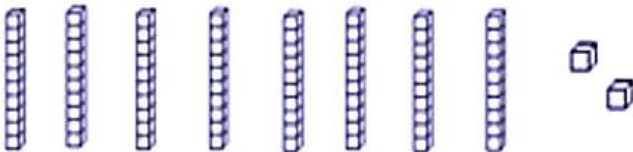
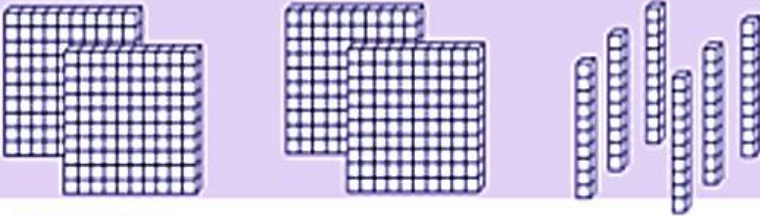
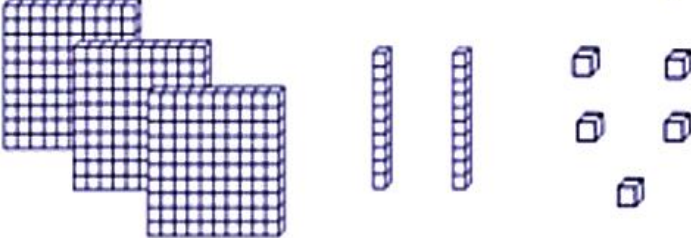
Worksheet (2)

Complete as in the example:

<ul style="list-style-type: none">• 2 tens= 20 ones• 2 hundreds = 20 tens• 2 hundreds = 200 ones	<ul style="list-style-type: none">• 3 tens= ----- ones• 3 hundreds = ----- tens• 3 hundreds = ----- ones
<ul style="list-style-type: none">• 4 tens= ----- ones• 4 hundreds = ----- tens• 4 hundreds = ----- ones	<ul style="list-style-type: none">• 5 tens= ----- ones• 5 hundreds = ----- tens• 5 hundreds = ----- ones
<ul style="list-style-type: none">• 6 tens= ----- ones• 6 hundreds = ----- tens• 6 hundreds = ----- ones	<ul style="list-style-type: none">• 7 tens= ----- ones• 7 hundreds = ----- tens• 7 hundreds = ----- ones
<ul style="list-style-type: none">• 8 tens= ----- ones• 8 hundreds = ----- tens• 8 hundreds = ----- ones	<ul style="list-style-type: none">• 9 tens= ----- ones• 9 hundreds = ----- tens• 9 hundreds = ----- ones

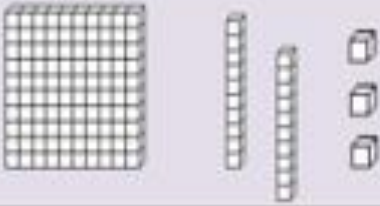
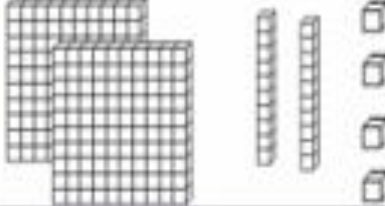
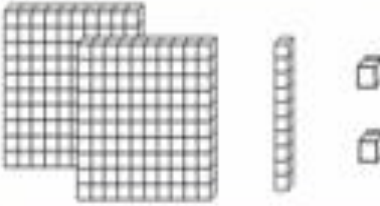
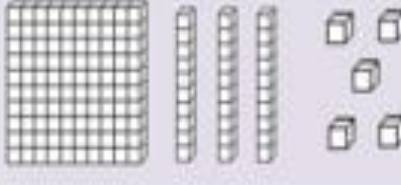
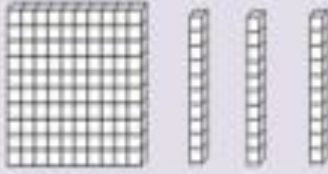
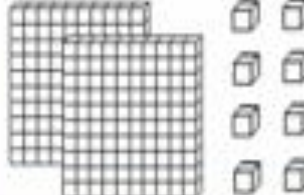
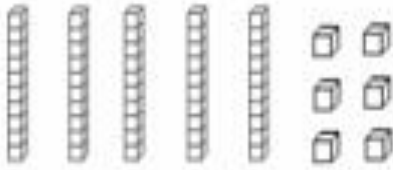
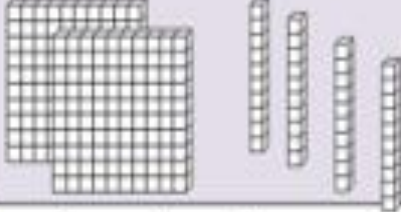
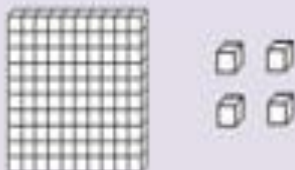
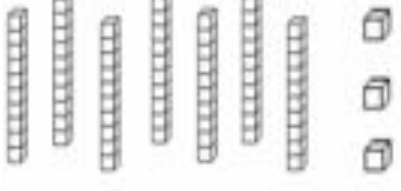
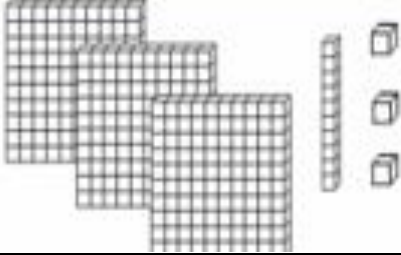
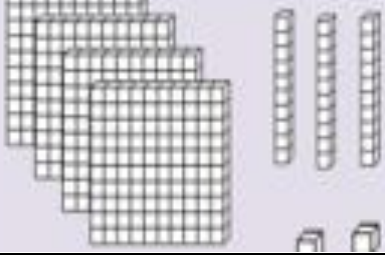
Worksheet (3)

Match:


	141
	306
	224
	325
	460
	82

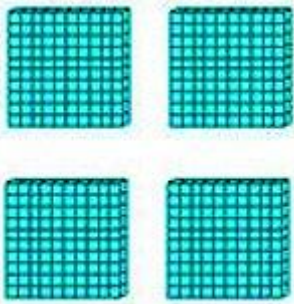
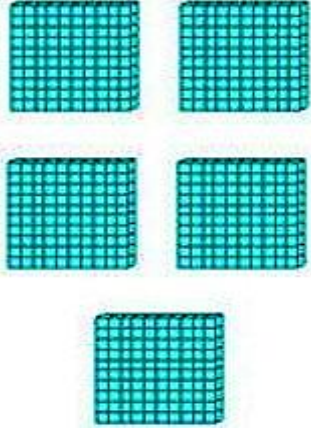
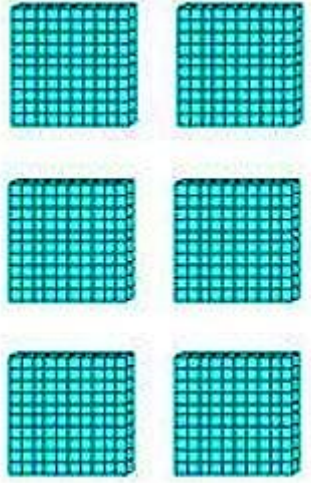
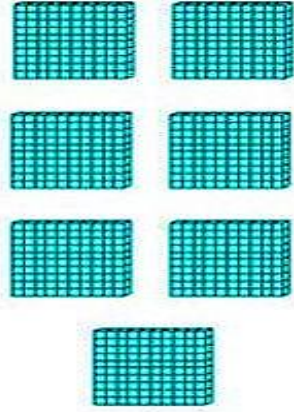
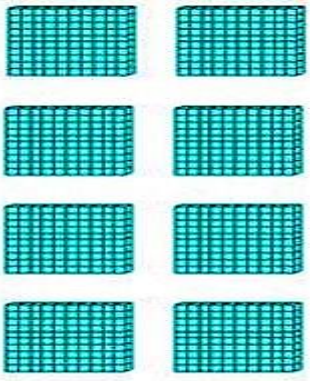
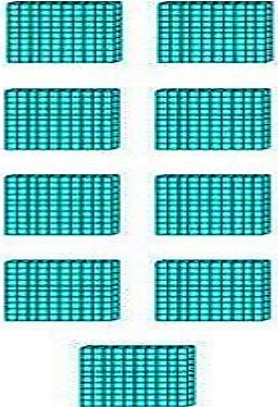
Worksheet (4)

Complete with the corresponding number:

	What is the number? _____		What is the number? _____
	What is the number? _____		What is the number? _____
	What is the number? _____		What is the number? _____
	What is the number? _____		What is the number? _____
	What is the number? _____		What is the number? _____
	What is the number? _____		What is the number? _____

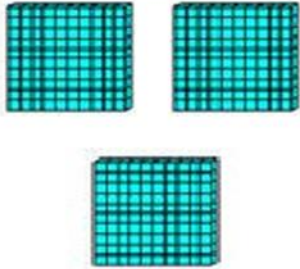


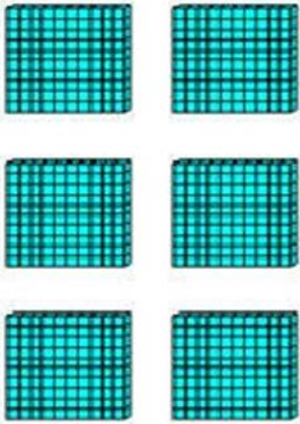


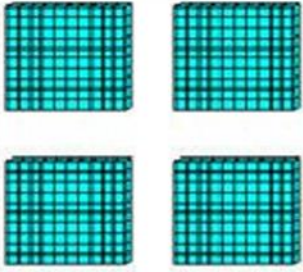
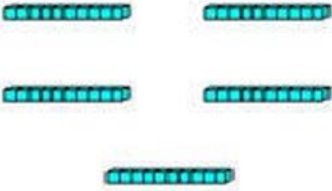

Worksheet (5)

- Observe  that represents the number 100.
- Complete by writing the corresponding number

		
The number:-----	The number:-----	The number:-----
		
The number:-----	The number:-----	The number:-----

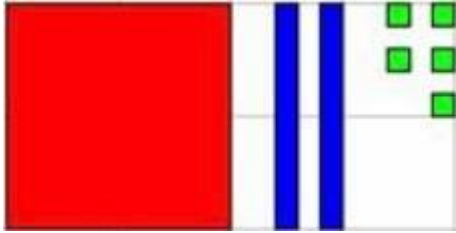
Worksheet (6)

Complete with the corresponding number.

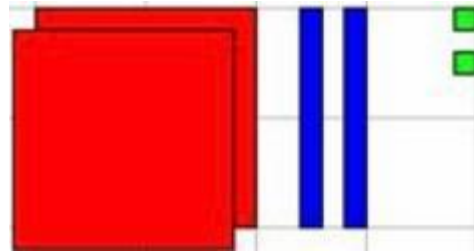
Hundreds	Tens	Ones	
			
			
			

Worksheet (7)

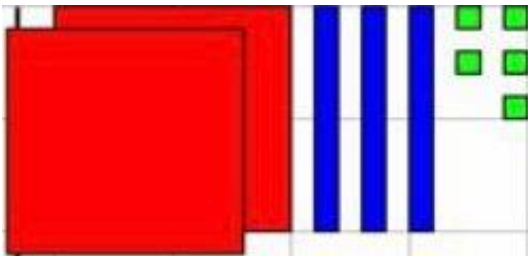
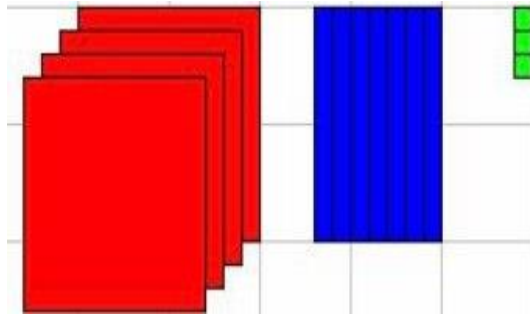
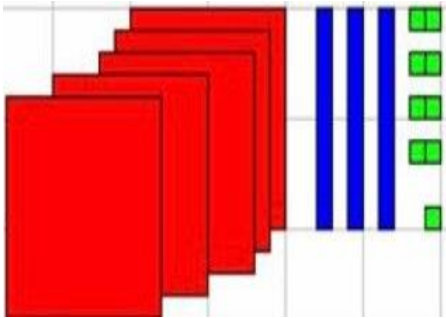
Write the corresponding number.



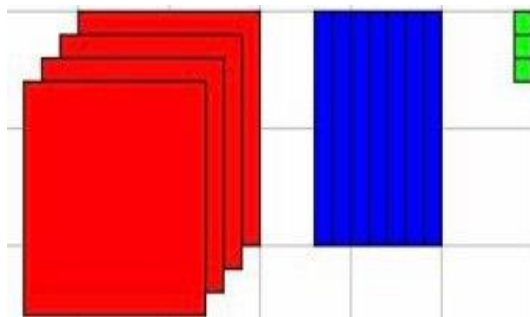
The number:-----



The number:-----



The number:-----



The number:-----



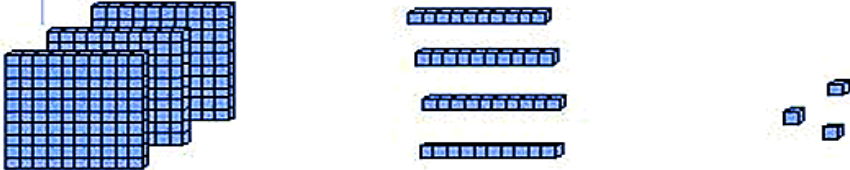

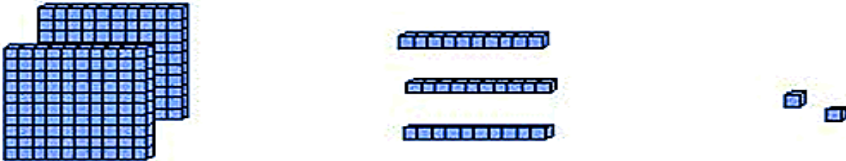
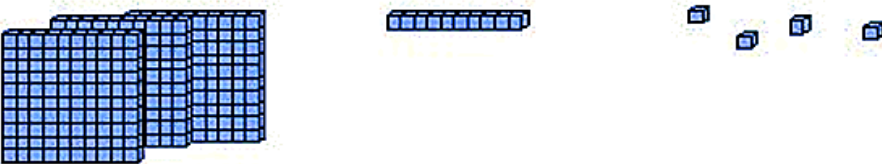
Worksheet (8)

Complete by the missing number.

900	1900	2900	3900	4900	5900	6900	7900		9900
800	1800	2800	3800	4800	5800	6800	7900	8800	9900
700	1700	2700	3700	4700	5700	6700		8700	9700
600	1600	2600	3600	4600		6600	7600	8600	9600
500	1500	2500	3500		5500	6500	7500	8500	9500
400		2400	3400	4400	5400		7400	8400	9400
300	1300		3300	4300	5300	6300	7300	8300	
200	1200	4200	3200	4200	5200	6200	7200	8200	9200
100	1100	2100	3100		5100	6100	7100	8100	9100
0	1000	2000	3000	4000	5000	6000	7000	8000	9000

Worksheet (9)

Write the number.

	<p>The number -----</p>
	<p>The number -----</p>
	<p>The number -----</p>
	<p>The number -----</p>
	<p>The number -----</p>
	<p>The number -----</p>

Topic (2)

Reading and writing the numbers up to 999

Worksheet (1)

1) Circle the correct answer:

a- The number (two hundred fifty-seven) is written in digit as:

- 275
- 527
- 725

b- The number 341 is written in words as:

- Three hundred fourteen.
- Three hundred forty-one.
- One hundred thirty-four.

c- The digit that represents the hundred-digit in the number 953 is:

- 3
- 5
- 9

2) Complete:

Number	Hundred	Tens	Ones
684	6		4
	7	0	3
913			

Worksheet (2)

Learning Table

What did you learn about the numbers up to 999?	How do you learn about the numbers up to 999?	What do you know about the numbers up to 999?
Check your understanding and its connection to what you expected?	Talk about your expectations and your learning style.	Talk mathematically about the previous experiences.

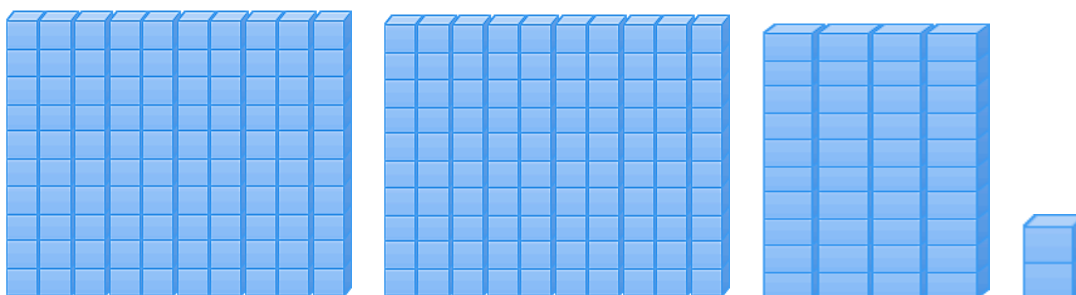
- Can you speak orally to indicate your previous experiences, and the teacher takes note of them?
- The teacher helps the students to indicate their expectations.
- The teacher provides students with the feedback and provides them with activities and exercises during the treatment to achieve their goals in the current lesson.
- He notes that the wrong concepts and difficulties will appear during the revision of previous experiences, so it should be considered in the teaching treatments in the following steps.

Worksheet (3)

1) Complete with the appropriate number

The number	Hundreds	Tens	Ones
	4	8	7
365		6	
909			9

2) Write the number that represents the cubes set:



The number:

Worksheet (4)

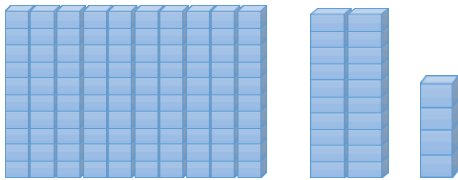
1) Write the number:

- 7 ones + 3 tens + 5 hundreds = -----
- 5 tens + 9 hundreds = -----
- 3 ones + 7 hundreds = -----

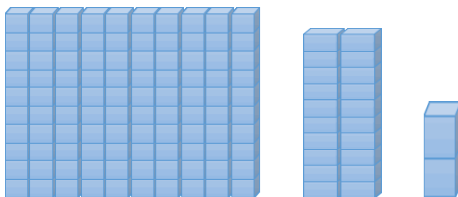
2) Represent the following numbers by using the cubes:

124 , 601 , 320.

3) Write the appropriate number:



The number: -----

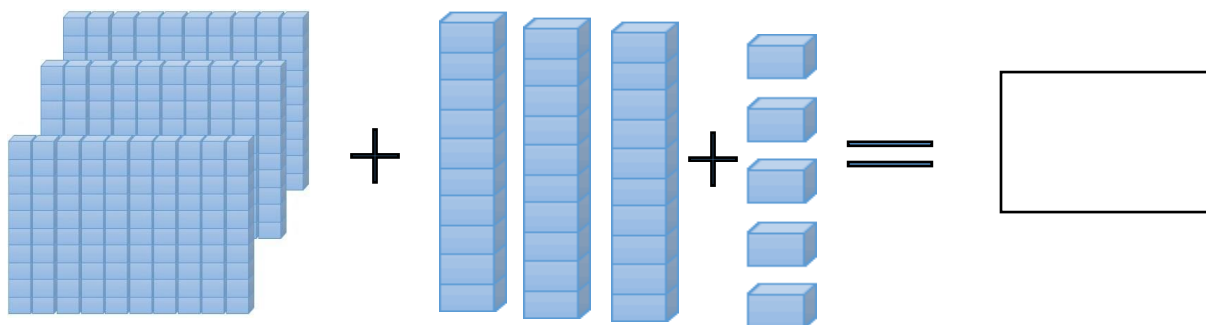


The number: -----

Worksheet (5)

1) Write the appropriate number:

- 5 ones + 9 tens + 8 hundreds =
- 5 tens + 7 hundreds =



Worksheet (6)

1) Complete the following table:

Number	Hundred	Tens	Ones
654			
781			
509			
350			
201			
657			
700			
999			
100			
85			
407			

Worksheet (7)

1) Match:

Three hundred one	•	•	103
One hundred thirty	•	•	301
One hundred three	•	•	130

2) Represent the number in expanded form as in the example:

- $944 = 4 \text{ ones} + 4 \text{ tens} + 9 \text{ hundreds}$
- $865 = \text{-----} + \text{-----} + \text{-----}$
- $137 = \text{-----} + \text{-----} + \text{-----}$
- $490 = \text{-----} + \text{-----} + \text{-----}$

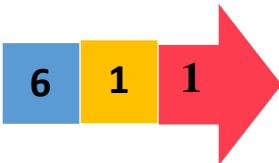
Worksheet (8)

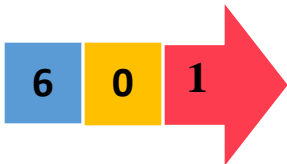
Observe then choose the correct answer:

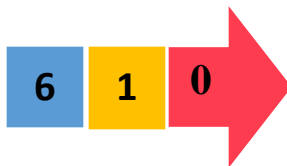
Expanded form



What's the number? -----

A- 

B- 

C- 

Worksheet (9)

Observe the number in standard form and in the expanded form then complete by the missing number

Standard form:

7 9 5

Expanded form:

7 0 0 + + 5

A- 9 5

B- 0 9

C- 9 0

Worksheet (10)

Q1: Complete: $957 = \text{-----} + \text{-----} + \text{-----}$

- a- 9 ; 5 ; 7.
- b- 700 ; 50; 9.
- c- 90 ; 50 ; 7.

Q2: Write the following number in the expanded form:

” One hundred fifty-two”.

- a- $500 + 10 + 2$
- b- $1 + 5 + 2$
- c- $100 + 50 + 2$
- d- $10 + 5 + 2$

Q3: Three hundred sixty-five = 365?

- a- True.
- b- False.

Q4: Write the number 107 in words.

- a- Seven hundred one.
- b- One hundred seventeen.
- c- One hundred.
- d- One hundred nine.
- e- One hundred seven.

Topic Three

Comparing and ordering the numbers

Worksheet (1)

Khalid wrote the height of each student in section (A) on the board in a table, to arrange the students in this section in an ascending and a descending order.

Name	Fade	Kinan	Samer	Hamza	Youssef	Adeeb	Hashem	Sanad
Height (cm)	145	133	129	154	122	138	150	134
Ascending order								
Descending order								

For section (B) the data was as the following:

Name	Anas	Ranea	Shahem	Dane	Mohanud	Tariq	Bassam	Osama
Height (cm)	119	117	123	118	136	127	134	128
Ascending order								
Descending order								

Worksheet (2)

Amer went to the market to buy the furniture for his new house, but he decided to compare the prices of furniture in the stores, then he will decide from which store he will buy his house furniture.



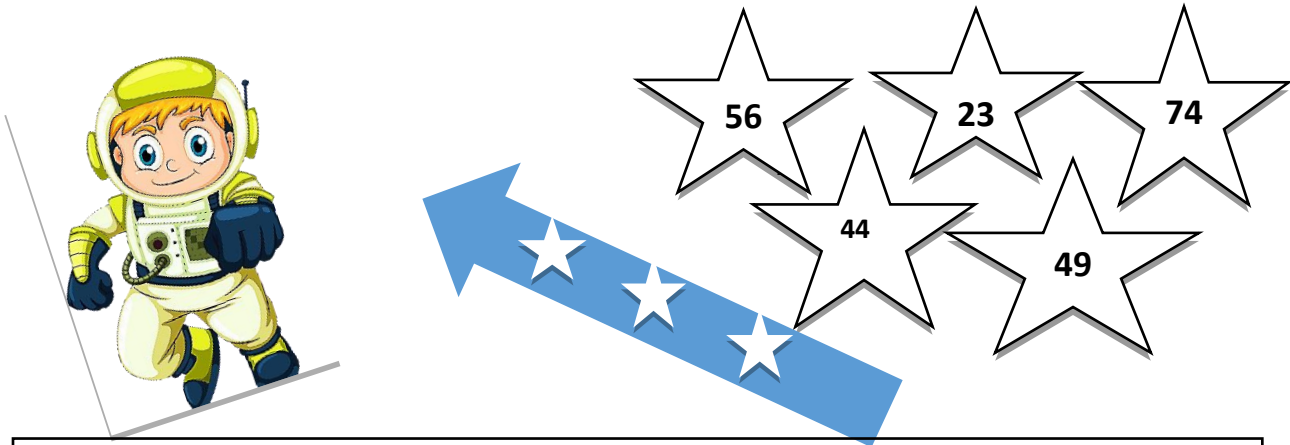
Al Waaed store	Price (Dinar)	> , < , =	Al Fajer store.	Price (Dinar)
The Freezer	88		The Freezer	40
The washing machine	20		The washing machine	90
The bedroom	75		The bedroom	97
The sofa	40		The sofa	40
The T. V	60		The T. V	65

- Which is more expensive in its price, the price of the freezer in Al Fajer store or in Al-Waaed store?
- By how much does the price of bedroom in Al Fajer store exceed the one in Al Waaed store?
- Which items are equal in price in both stores?
- Which one is cheaper in Al Fajer store, the freezer or the washing machine?
- Where is the T.V cheaper, in Al Waaed store or in Al Fajer store?
- If you wanted to buy sofas, from where would you buy them? And why?
- Arrange the prices in each store in a decreasing order.

Worksheet (3)

Rolla and her brother Samer went on a space trip, to wander in the world of numbers, then they rode their beautiful space ship which is full of equipment that would help them in their trip from the Earth to space, then back to Earth. Throughout their launch up to space, they saw a group of stars whose numbers were scattered.

Arrange the numbers of stars in an ascending order.



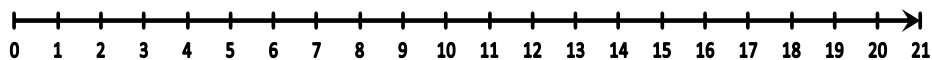
During their return to the Earth, they found a second group of scattered stars.

Arrange the numbers of stars in a descending order.



Worksheet (4)

Locate the ages of your brothers on the number line from the oldest to the youngest.



Worksheet (5)

Fill in the blanks the signs $>$, $<$ or $=$:

8 18

8 18

8 18

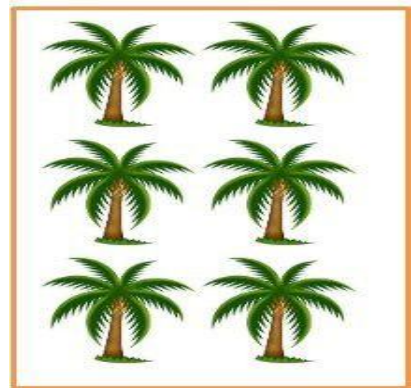
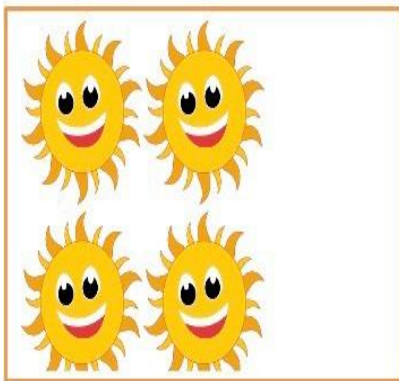
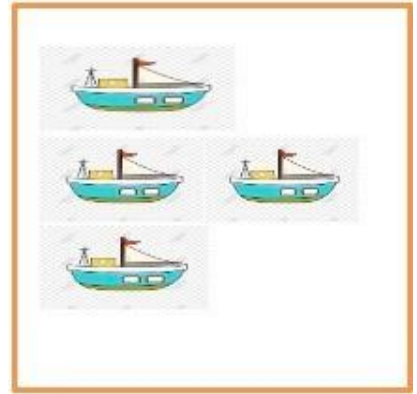
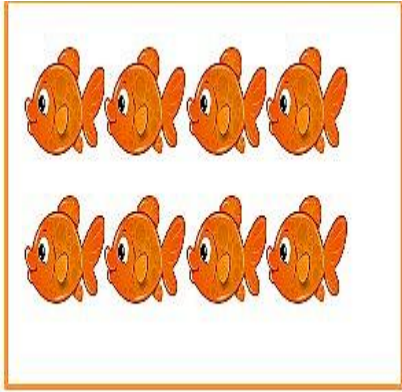
Twenty-five Twenty-four

6 ones and 7 tens 76

92 6 ones and 2 tens

Worksheet (6)

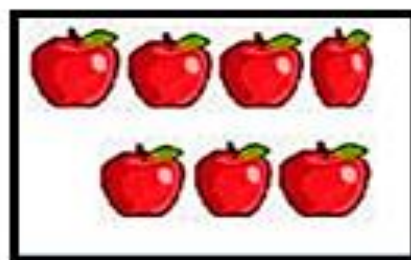
Arrange the pictures below in an ascending order.



--	--	--	--

Worksheet (7)

Compare by using the signs $>$, $<$ or $=$:



Worksheet (8)

Arrange the following numbers on the numbers' ladder in an ascending order.

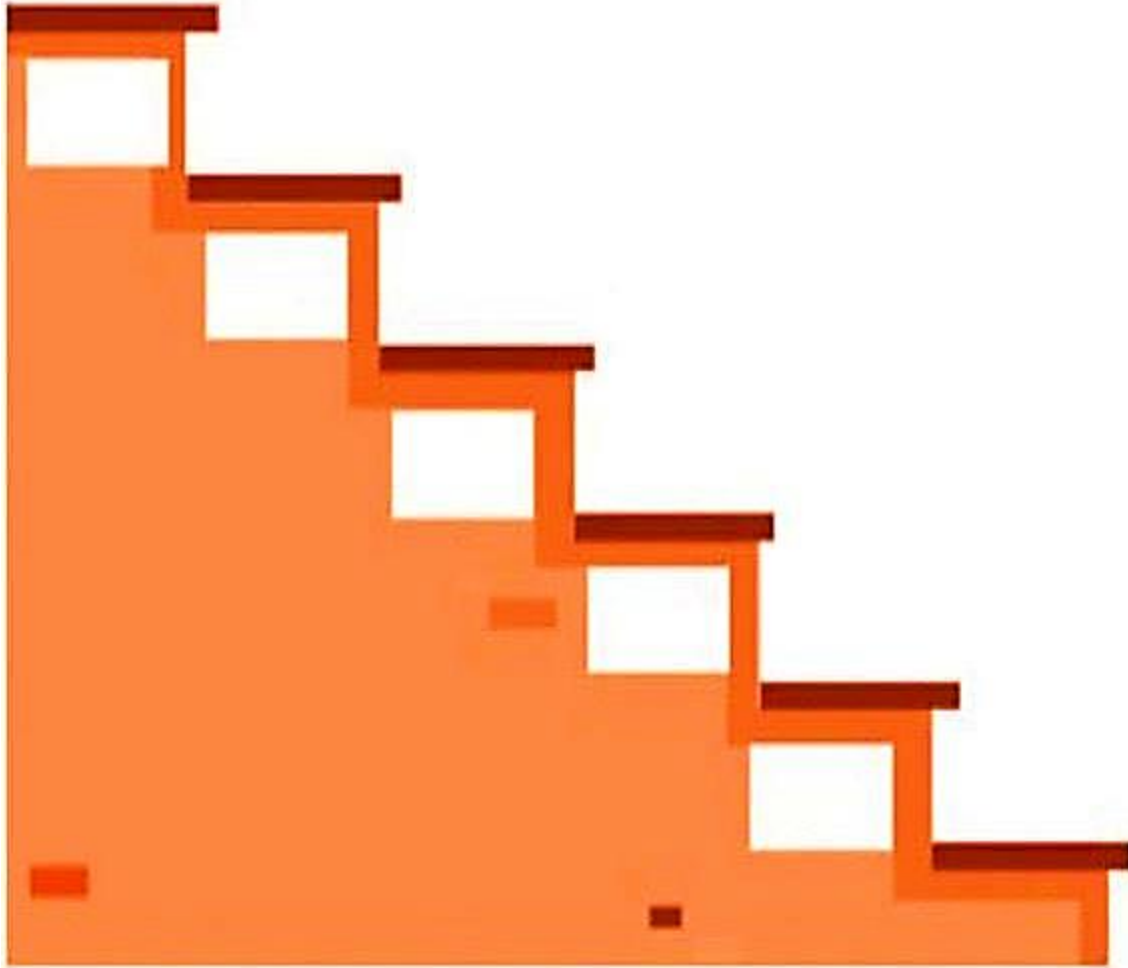
291

230

245

213

277



Worksheet (9)

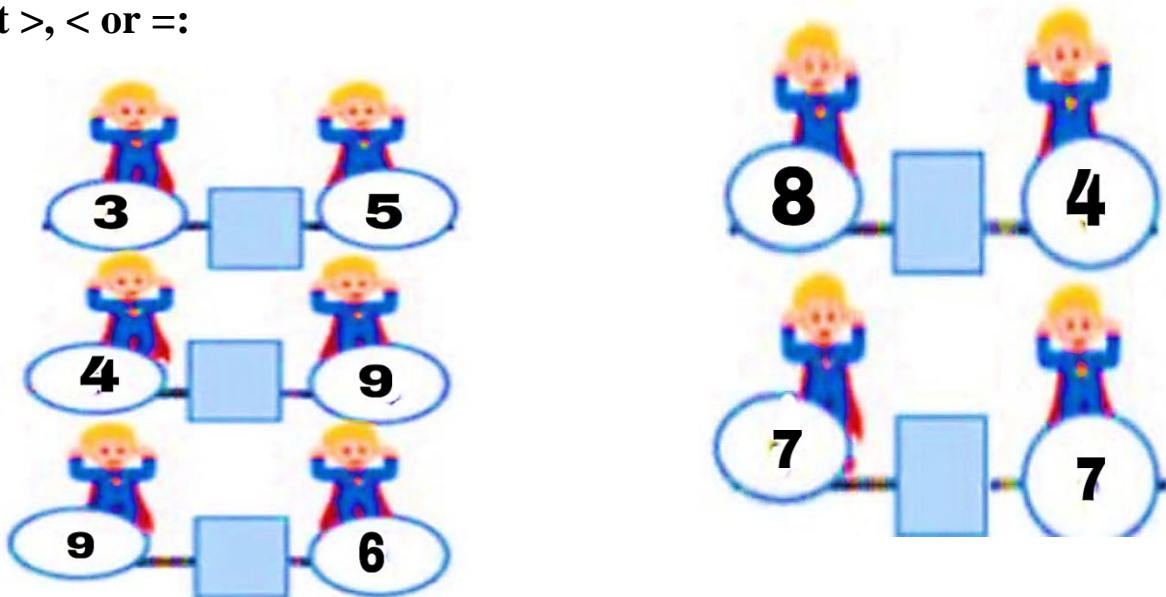
Q1) Let's write the number of the elements then put the sign $>$, $<$ or $=$:



Q2) Let's write the suitable number to make the statement is true:



Q3) The heroes of math: We think, compare then we put $>$, $<$ or $=$:



Worksheet (10)

Choose the correct sign.

91 ○ 41

> = <

48 ○ 51

> = <

74 ○ 47

> = <

50 ○ 37

> = <

53 ○ 53

> = <

63 ○ 36

> = <

86 ○ 82

> = <

33 ○ 45

> = <

56 ○ 63

> = <

48 ○ 84

> = <

78 ○ 87

> = <

15 ○ 15

> = <

90 ○ 99

> = <

90 ○ 10

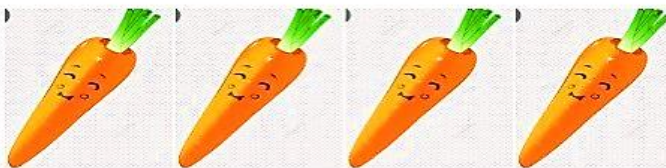
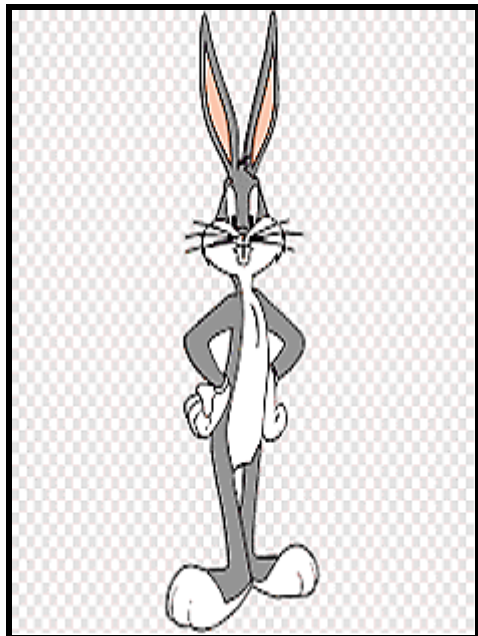
> = <

29 ○ 92

> = <




Worksheet (11)







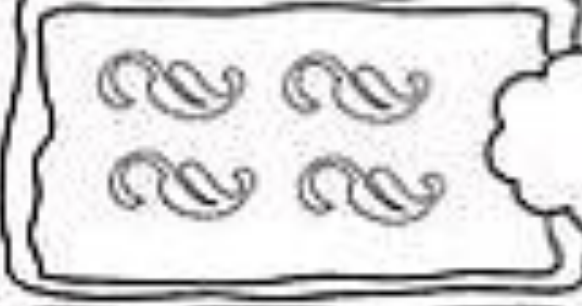

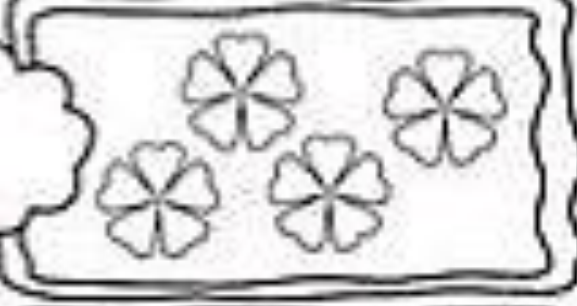


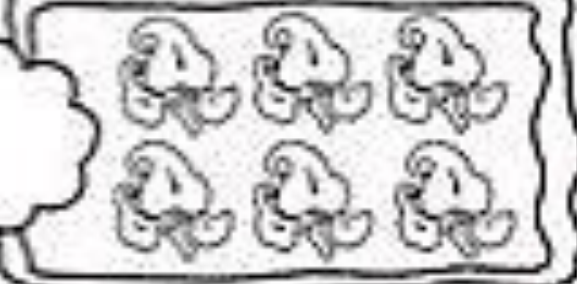
Distribute the carrots between the rabbits then, circle the rabbit that owns the greater number of carrots.



Worksheet (12)

Dear student, put the suitable sign in the suitable place

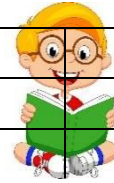
  

Worksheet (13)

➤ My dear student, let`s write the following signs with a good handwriting

<	<	=



--	--	--

Let`s count then compare

➤ Let`s compare by using the signs > , < or = :

$7 \bigcirc 5$

$6 \bigcirc 9$

$9 \bigcirc 3$

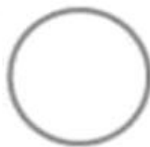
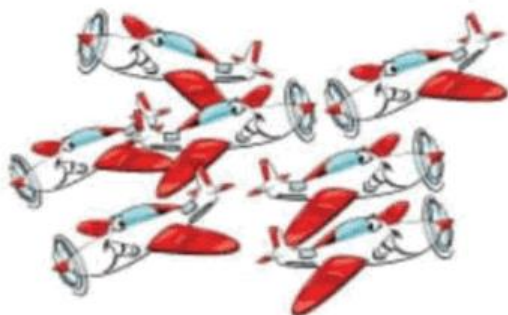
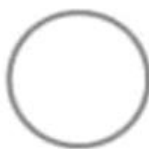
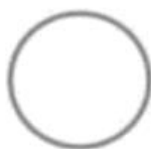
$4 \bigcirc 8$

$2 \bigcirc 2$

$2 \bigcirc 6$

Worksheet (14)

Dear students put $>$, $<$ or $=$ in the circle.



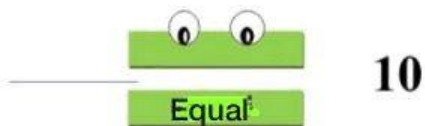
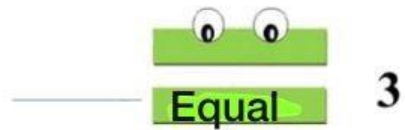
Worksheet (15)

COUNT AND COMPARE



Worksheet (16)

Write the appropriate number:



Worksheet (17)



Arrange the numbers from the
smallest to the greatest

143 335 222 765

--	--	--	--

Arrange the numbers from the
greatest to the smallest

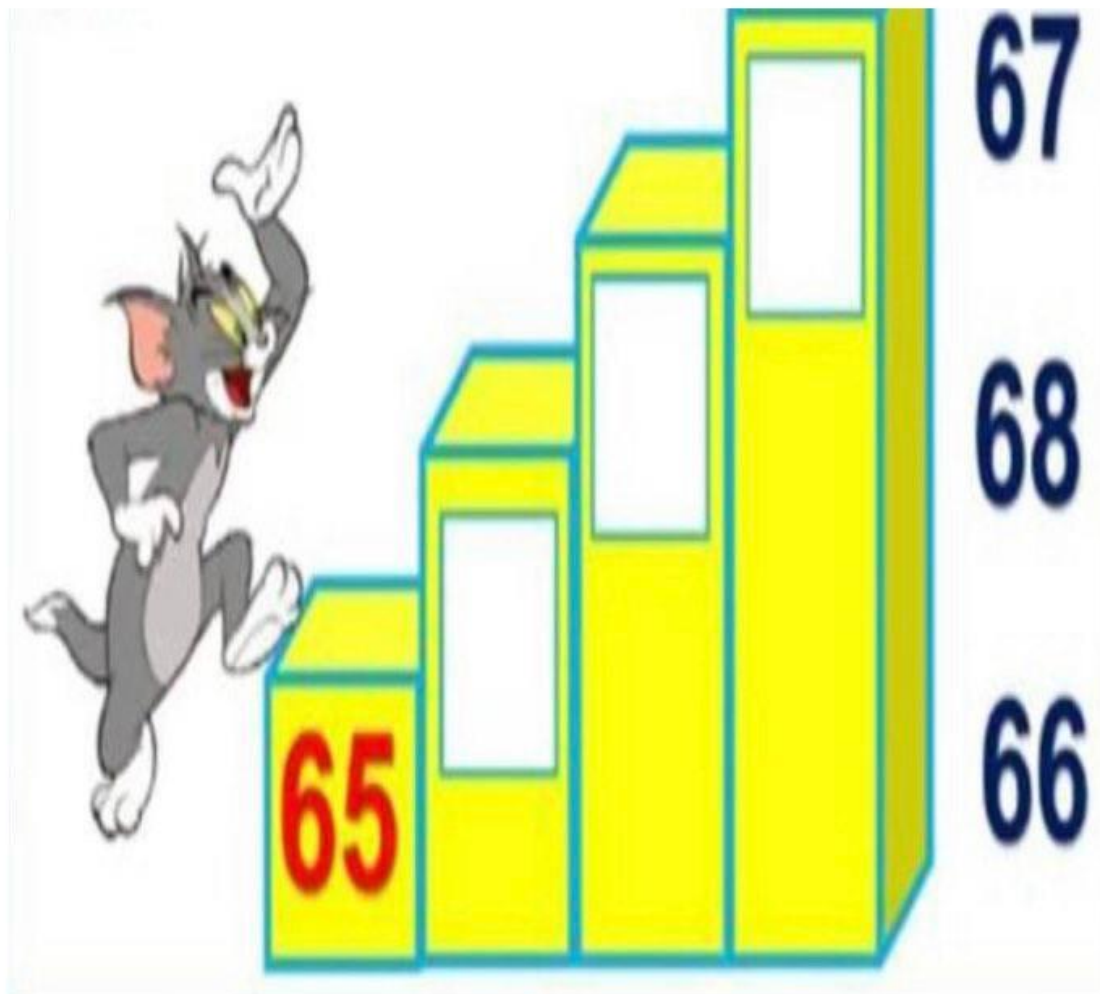


878 900 453 971

--	--	--	--

Worksheet (18)

Dear student, arrange the numbers in an ascending order:



Worksheet (19)

Q1) Arrange 467; 647; 476; 764; 674; 746 in a descending order.

- a- 674; 746; 764; 476; 467; 647
- b- 674; 746; 764; 467; 476; 647
- c- 764; 746; 674; 647; 476; 467
- d- 746; 674; 764; 476; 467; 647

**Q2) These numbers are arranged from the smallest to the greatest:
142, 238 , -----, -----, 688 , -----, 968.**

Use these numbers (722; 544; 355) to fill in the blanks.

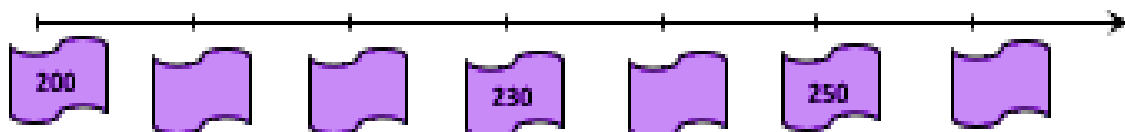
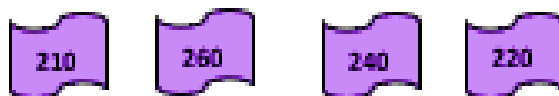
- a- 355; 544; 722
- b- 722; 355; 544
- c- 355; 722; 544
- d- 722; 544; 355

Q3) Arrange the numbers: (137; 541; 757; 218; 463) in an ascending order:

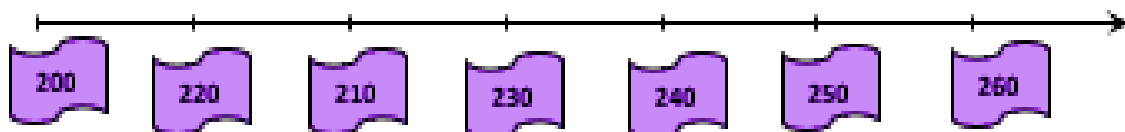
- a- 137; 218; 463; 541; 757
- b- 757; 541; 463; 218; 137
- c- 757; 137; 218; 541; 463
- d- 137; 218; 514; 757; 463

Worksheet (20)

Place the following cards on the number line.



A



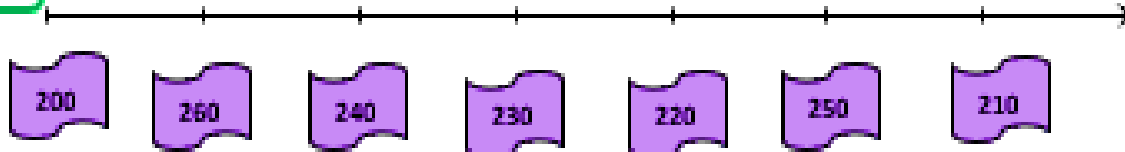
B



C



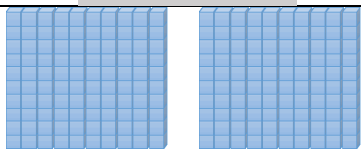
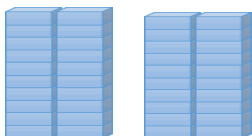

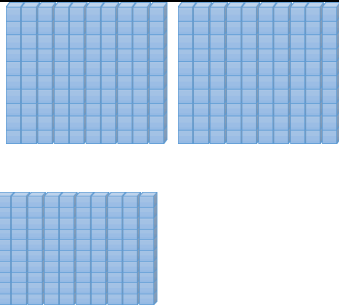
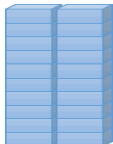

D



Topic (4)

Addition of two numbers up to 999

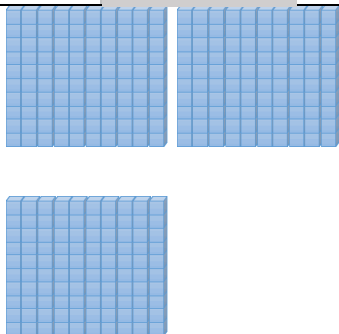
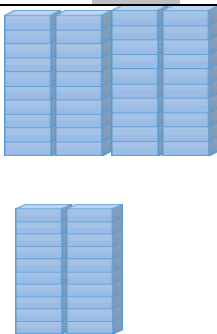

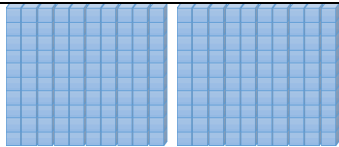
Worksheet (1)

Hundreds	Tens	Ones
		
		

Hundreds Tens Ones

2 4 2

+ 3 2 6

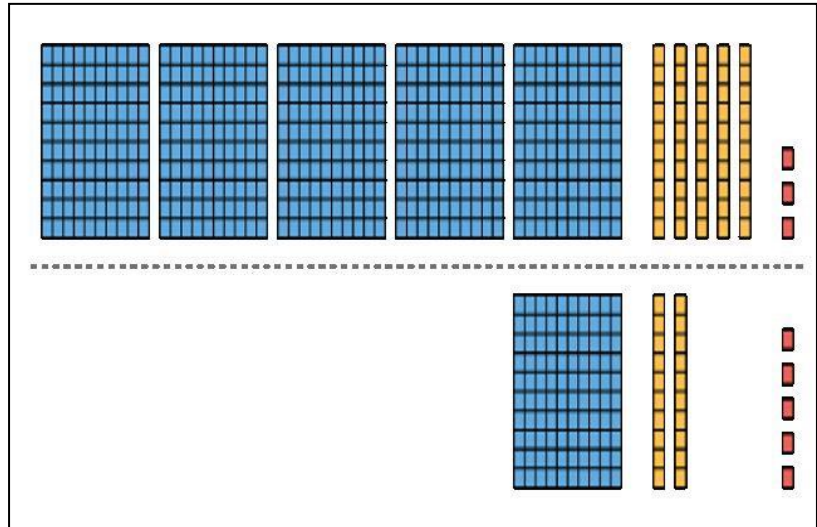
Hundreds	Tens	Ones
		
		

Hundreds Tens Ones

3 6 2

+ 2 0 0

$$\begin{array}{r} 5 \quad 5 \quad 3 \\ +1 \quad 2 \quad 5 \\ \hline \end{array}$$



Worksheet (2)

Add the following:

(A)

16|20

Time 02:53

✓ 15 | 0 ✗

$$\begin{array}{r} 520 \\ + 276 \\ \hline \hline \end{array}$$

1) 796 2) 706 3) 776

(B)

17|20

Time
03:01

✓ 16 | 0 ✗

$$\begin{array}{r} 417 \\ - 330 \\ \hline \hline \end{array}$$

1) 737 2) 757 3) 747

Worksheet (3)

Add the following:

(A)

4|20

Time 47

✓ 3 0 ✗

$$\begin{array}{r} 854 \\ + 111 \\ \hline \\ \hline \end{array}$$

1 2 3 4 5 ✗

6 7 8 9 0 ✓

(B)

7|20

Time 01:52

✓ 6 0 ✗


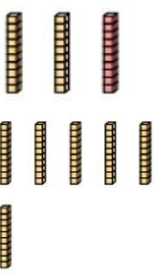

$$\begin{array}{r} 132 \\ + 4 \\ \hline \\ \hline \end{array}$$

1 2 3 4 5 ✗

6 7 8 9 0 ✓

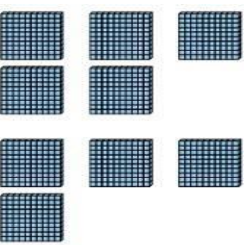


Worksheet (4)

(A)

Hundreds	Tens	Ones
		



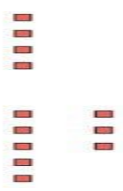
$$\begin{array}{r} 425 \\ + 369 \\ \hline \end{array}$$

(B)

Hundreds	Tens	Ones
		

$$\begin{array}{r} 544 \\ + 438 \\ \hline \end{array}$$

(C)



Hundreds	Tens	Ones
		

$$\begin{array}{r} 266 \\ + 547 \\ \hline \end{array}$$


Worksheet (5)

Add the following numbers in each place value table:



(A)

Hundreds	Tens	Ones
		
5	1	8
+ 2	4	2



(B)

Hundreds	Tens	Ones
		
6	6	8
+ 2	1	2

(C)

Hundreds	Tens	Ones
		
1	2	7
+ 5	5	9

(D)

Hundreds	Tens	Ones
		
3	4	5
+ 6	1	7

Worksheet (6)

Add the following:

(A)

20|20

Time 03:26

✓ 19 0 ✗

$$\begin{array}{r} 573 \\ + 407 \\ \hline \end{array}$$

1) 980 2) 900 3) 970

(B)

18|20

Time 03:07

✓ 17 0 ✗

$$\begin{array}{r} 715 \\ + 217 \\ \hline \end{array}$$

1) 922 2) 932 3) 942

Worksheet (7)

Add the following numbers:

(A)

A digital interface for an addition problem. At the top left, a box shows '5|20'. In the center, a red-bordered box displays 'Time 01:09'. To the right, a yellow box shows '321' and a pause button. Below the time, a progress bar shows a green checkmark, the number '4', a red 'X', and the number '0'. The main area displays the addition problem:
$$\begin{array}{r} 531 \\ + 49 \\ \hline \end{array}$$
 Below the problem are two horizontal red lines for the answer. At the bottom is a numeric keypad with buttons for digits 1-9, 0, a red 'X' button, and a green checkmark button.

(B)

A digital interface for an addition problem. At the top left, a box shows '8|20'. In the center, a red-bordered box displays 'Time 02:16'. To the right, a yellow box shows '321' and a pause button. Below the time, a progress bar shows a green checkmark, the number '7', a red 'X', and the number '0'. The main area displays the addition problem:
$$\begin{array}{r} 670 \\ + 247 \\ \hline \end{array}$$
 Below the problem are two horizontal red lines for the answer. At the bottom is a numeric keypad with buttons for digits 1-9, 0, a red 'X' button, and a green checkmark button.

Worksheet (8)

Add mentally.

- $407 + 305 =$
- $706 + 203 =$

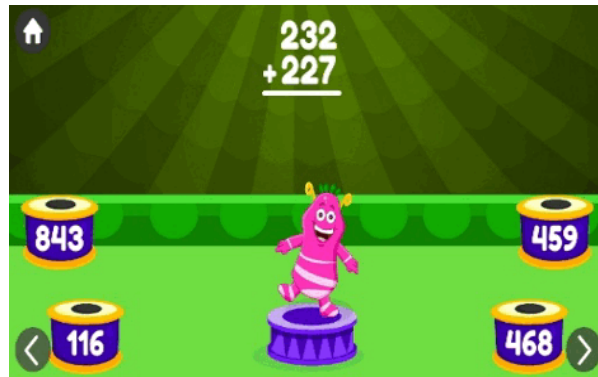
Add the following.

- $189 + 175 =$
- $148 + 373 =$

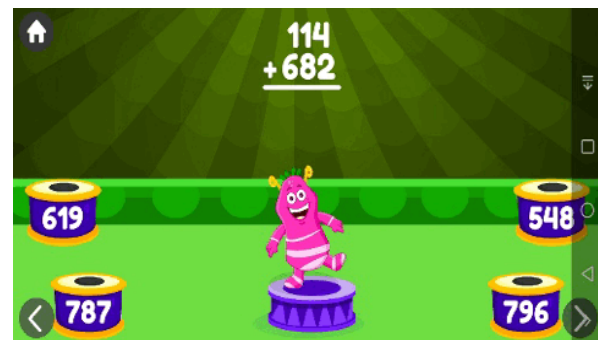
Worksheet (9)

Add then choose the correct answer:

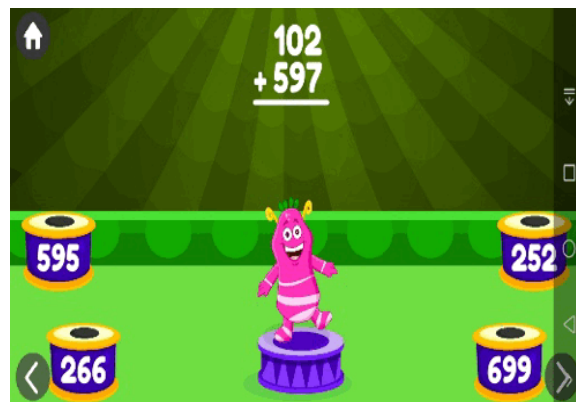
(A)



(B)



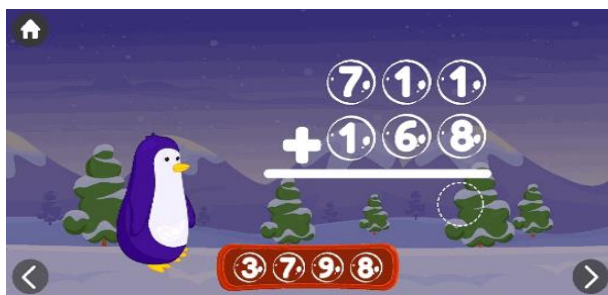
(C)



Worksheet (10)

Add the following:

(A)



(B)



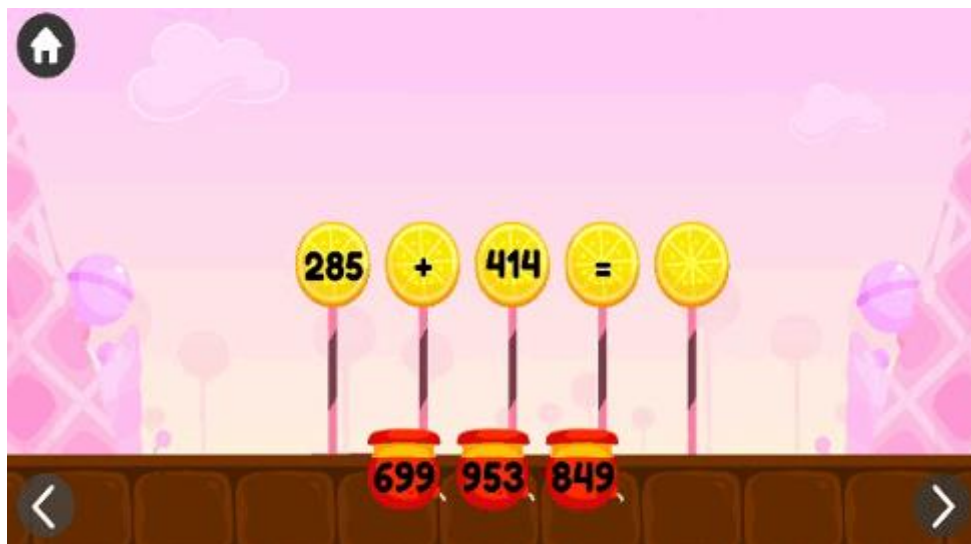
(C)



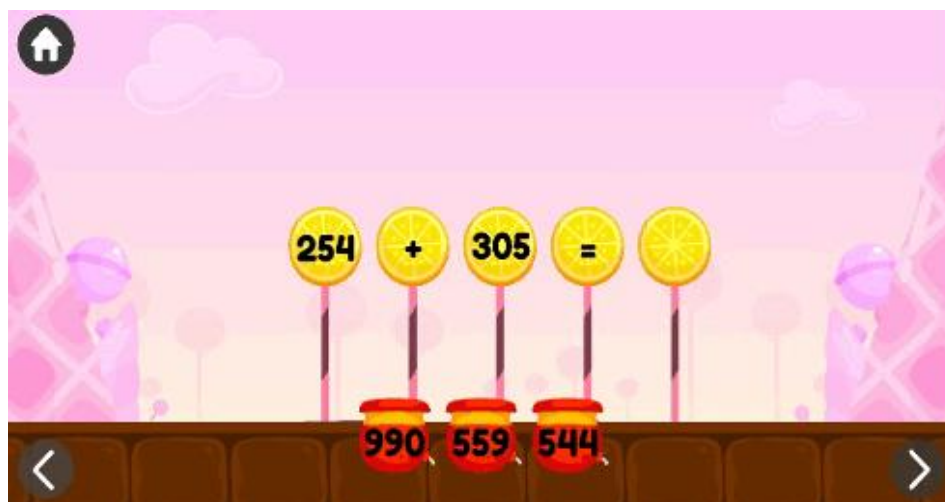
Worksheet (11)

Add then choose the correct answer:

(A)



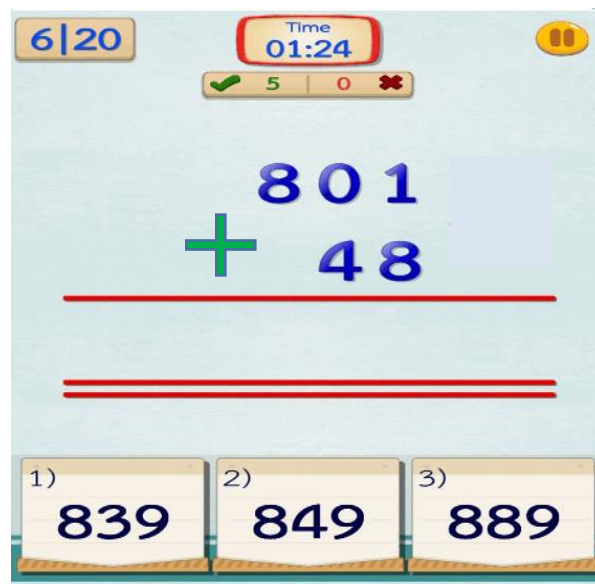
(B)



Extra Worksheet (1)

Add the following:

(A)



6|20

Time 01:24

✓ 5 0 ✗

$$\begin{array}{r} 801 \\ + 48 \\ \hline \end{array}$$

1) 839 2) 849 3) 889

(B)



20|20

Time 06:30

✓ 16 3 ✗

$$\begin{array}{r} + 286 \\ 115 \\ \hline \end{array}$$

1 2 3 4 5 ✗

6 7 8 9 0 ✓

Extra Worksheet (2)

Add the following:

(A)

A digital interface for an addition problem. At the top left, a box shows '12|20'. In the center, a 'Time' box shows '04:04'. To the right, a score box shows '321' and a pause button. Below the time box, a progress bar shows '10' correct, '1' incorrect, and a red 'X' icon. The main area displays the addition problem:
$$\begin{array}{r} 897 \\ + 29 \\ \hline \end{array}$$
 Below the problem is a double red line. At the bottom, there is a numeric keypad with buttons for digits 1-5, 6-0, a red 'X' button, and a green checkmark button.

(B)

A digital interface for an addition problem. At the top left, a box shows '4|20'. In the center, a 'Time' box shows '48'. To the right, a pause button is visible. Below the time box, a progress bar shows '3' correct, '0' incorrect, and a red 'X' icon. The main area displays the addition problem:
$$\begin{array}{r} 382 \\ + 77 \\ \hline \end{array}$$
 Below the problem is a double red line. At the bottom, there are three boxes labeled '1)', '2)', and '3)' containing the numbers '459', '449', and '469' respectively.

Extra Worksheet (3)

Add the following:

(A)

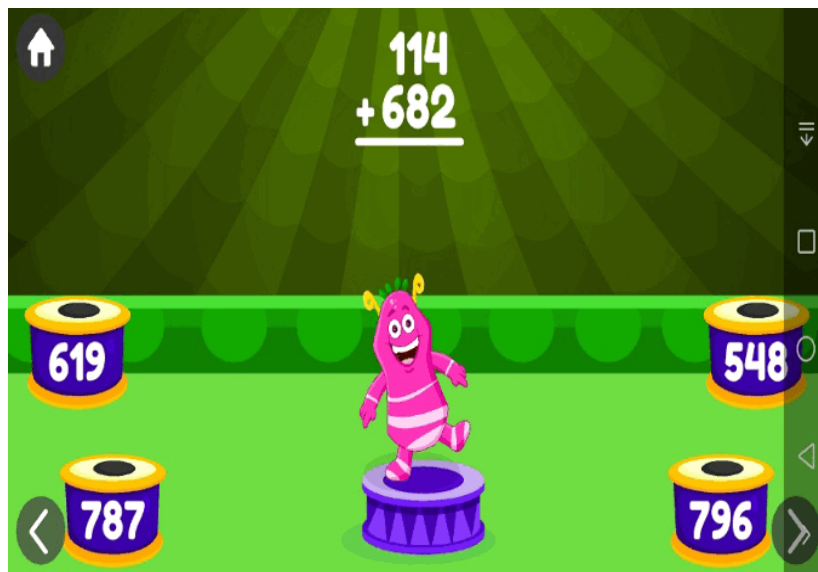
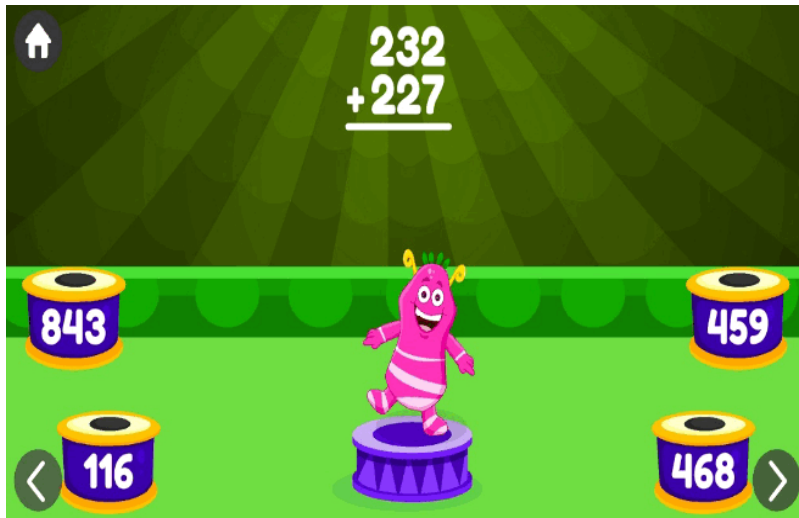
A digital interface for an addition problem. At the top left, a box shows '19|20'. In the center, a 'Time' box shows '06:10'. To the right, a box shows '321' and a pause icon. Below the time box, a row of icons shows a green checkmark, the number '15', a red '3', and a red 'X'. The main area displays the addition problem $296 + 61$ in large blue digits, with a green plus sign between them. A red horizontal line is below the numbers, and two more red lines are below that. At the bottom, there is a numeric keypad with buttons for digits 1 through 0, a red 'X' button, and a green checkmark button.

(B)

A digital interface for an addition problem. At the top left, a box shows '15|20'. In the center, a 'Time' box shows '02:46'. To the right, a pause icon is visible. Below the time box, a row of icons shows a green checkmark, the number '14', a red '0', and a red 'X'. The main area displays the addition problem $376 + 302$ in large blue digits, with a green plus sign between them. A red horizontal line is below the numbers, and two more red lines are below that. At the bottom, there are three boxes labeled '1)', '2)', and '3)' containing the numbers '658', '648', and '678' respectively.

Extra Worksheet (4)

Add the following numbers, then choose the correct answer:



Extra Worksheet (5)

Match:

937 $\begin{array}{r} 234 \\ + 755 \\ \hline \end{array}$ 969 $\begin{array}{r} 112 \\ + 857 \\ \hline \end{array}$

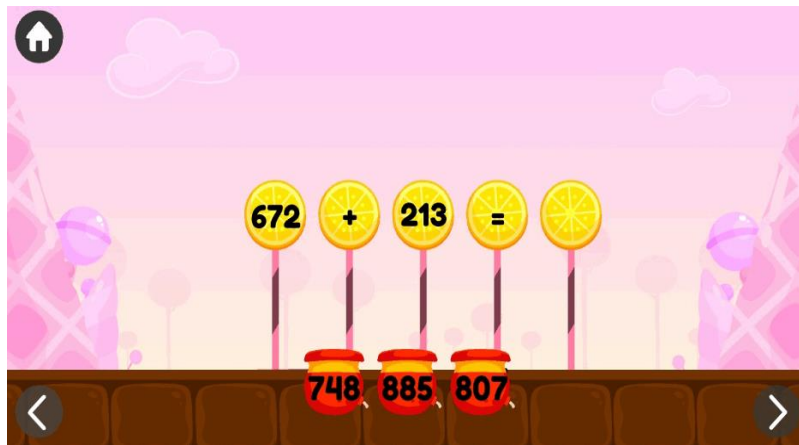
$\begin{array}{r} 138 \\ + 851 \\ \hline \end{array}$ 989 $\begin{array}{r} 721 \\ + 216 \\ \hline \end{array}$ 989

764 $\begin{array}{r} 106 \\ + 591 \\ \hline \end{array}$ 667 $\begin{array}{r} 114 \\ + 553 \\ \hline \end{array}$

$\begin{array}{r} 205 \\ + 394 \\ \hline \end{array}$ 697 $\begin{array}{r} 151 \\ + 613 \\ \hline \end{array}$ 599

Extra Worksheet (6)

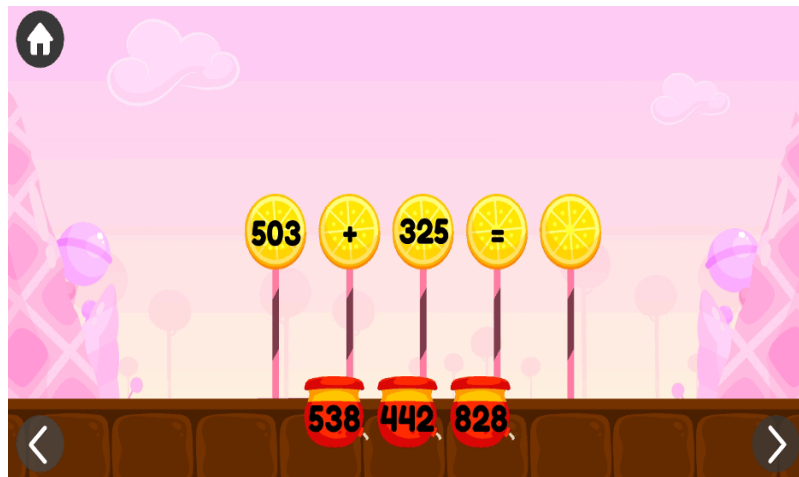
Add then choose the correct answer:



A math game screen with a pink background, clouds, and stylized trees. At the top left is a home button. The main display shows a math problem: $672 + 213 =$. Below the problem are three red answer buttons: 748, 885, and 807. Navigation arrows are at the bottom.

672 + 213 =

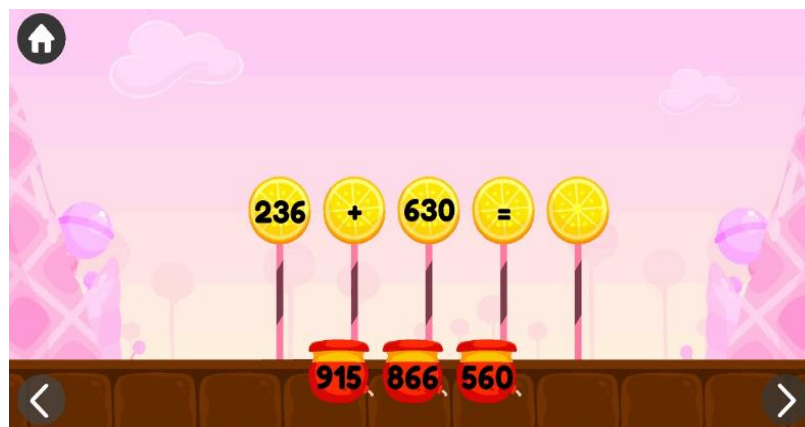
748 885 807



A math game screen with a pink background, clouds, and stylized trees. At the top left is a home button. The main display shows a math problem: $503 + 325 =$. Below the problem are three red answer buttons: 538, 442, and 828. Navigation arrows are at the bottom.

503 + 325 =

538 442 828



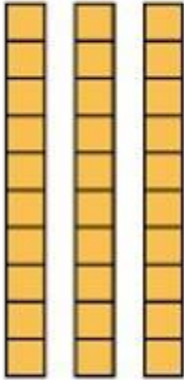

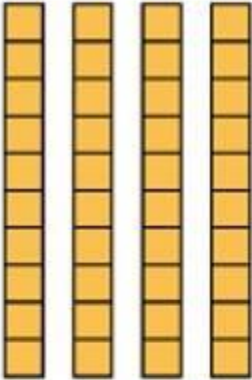

A math game screen with a pink background, clouds, and stylized trees. At the top left is a home button. The main display shows a math problem: $236 + 630 =$. Below the problem are three red answer buttons: 915, 866, and 560. Navigation arrows are at the bottom.

236 + 630 =

915 866 560

Extra Worksheet (7)

➤ Use the place value table to get the sum.

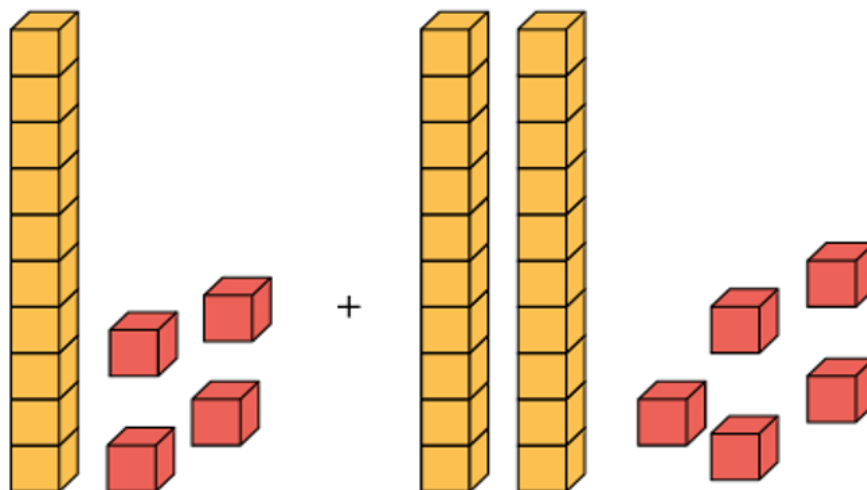
Tens	Ones
	
<hr/>	<hr/>
	

$$\begin{array}{r} 34 \\ + 45 \\ \hline \end{array}$$

Worksheet (8)

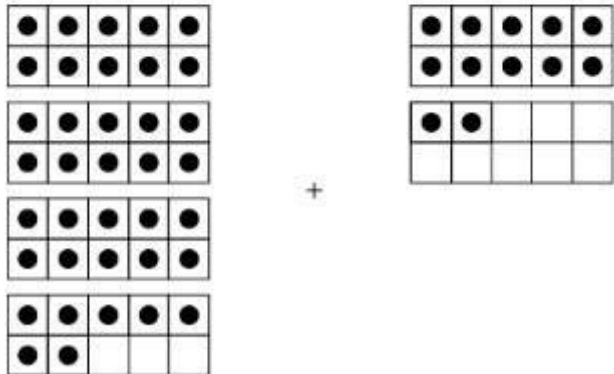
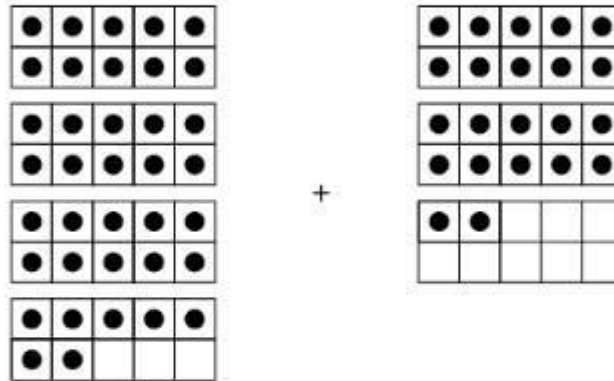
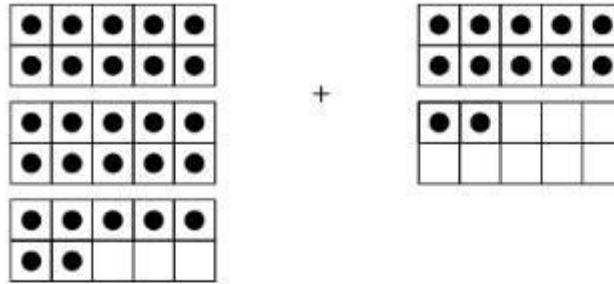
- Write the appropriate equation of addition.
- Then find the sum.

Tens	Ones	Tens	Ones
1	4	2	5



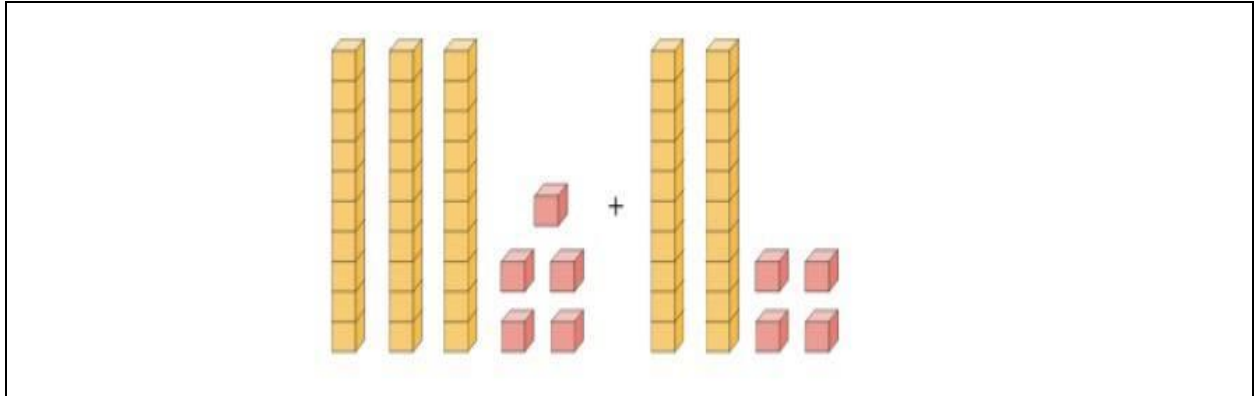
Extra Worksheet (9)

- Which of the following figures represents: $37+12= \text{-----}$

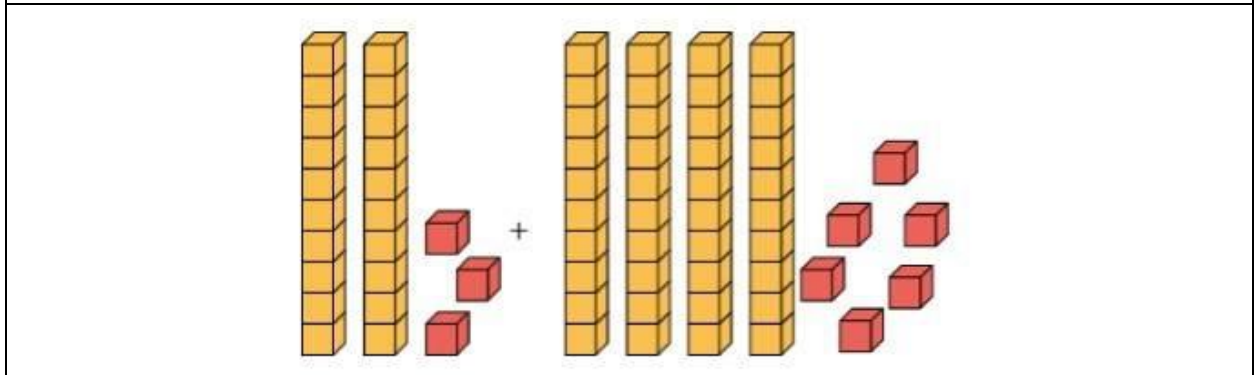


Extra Worksheet (10)

- Complete to find the sum of the following.



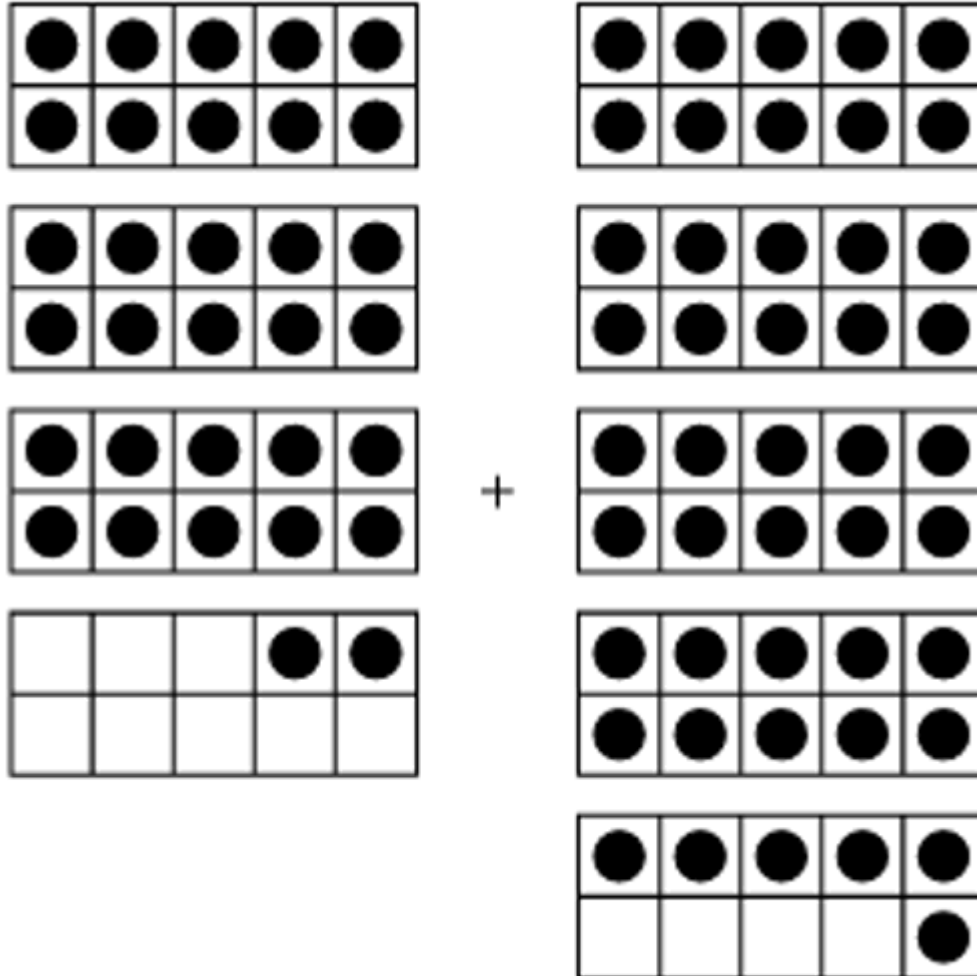
• ----- + ----- = -----



• ----- + ----- = -----

Extra Worksheet (11)

- Use the figure below to add these two numbers.



Extra Worksheet (12)

- Find the sum in each the following.

1) $20 + 11 = \text{-----}$

2) $44 + 23 = \text{-----}$

3) Forty-five + 45 = -----

4) $67 + 12 = \text{-----}$

5) $30 + 41 = \text{-----}$

Worksheet (13)

- Complete the following:

1) $10 + \text{-----} = 15$

2) $23 + \text{-----} = 35$

3) $27 + \text{-----} = 34$

4) $\text{-----} + 14 = 20$

5) $15 + 10 = \text{-----}$

Worksheet (14)

- Complete the following:

$$\begin{array}{r} 1) \quad \begin{array}{r} 3 \\ + 4 8 \\ \hline 4 6 9 \end{array} \end{array}$$

$$\begin{array}{r} 2) \quad \begin{array}{r} 5 3 \\ + 1 4 \\ \hline 5 5 \end{array} \end{array}$$

$$\begin{array}{r} 3) \quad \begin{array}{r} 4 4 \\ + 2 3 \\ \hline 5 6 \end{array} \end{array}$$

$$\begin{array}{r} 4) \quad \begin{array}{r} 6 \\ + 1 2 3 \\ \hline 5 1 \end{array} \end{array}$$

$$\begin{array}{r} 5) \quad \begin{array}{r} 2 \\ + 2 7 \\ \hline 8 6 6 \end{array} \end{array}$$

$$\begin{array}{r} 6) \quad \begin{array}{r} 7 1 \\ + 2 5 \\ \hline 6 4 \end{array} \end{array}$$

$$\begin{array}{r} 7) \quad \begin{array}{r} 0 9 \\ + 1 4 \\ \hline 3 8 \end{array} \end{array}$$

$$\begin{array}{r} 8) \quad \begin{array}{r} 7 3 \\ + 5 7 \\ \hline 1 8 5 \end{array} \end{array}$$

$$\begin{array}{r} 9) \quad \begin{array}{r} 4 \\ + 3 0 2 \\ \hline 1 1 8 \end{array} \end{array}$$

Worksheet (15)

- Find the sum, as in the example:

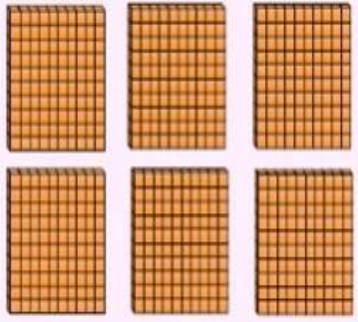
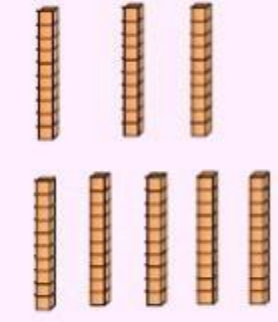
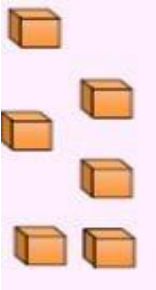
1) $\begin{array}{r} 278 \\ + 153 \\ \hline 431 \end{array}$	2) $\begin{array}{r} 437 \\ + 248 \\ \hline \end{array}$	3) $\begin{array}{r} 179 \\ + 253 \\ \hline \end{array}$	4) $\begin{array}{r} 520 \\ + 286 \\ \hline \end{array}$
5) $\begin{array}{r} 379 \\ + 56 \\ \hline \end{array}$	6) $\begin{array}{r} 647 \\ + 206 \\ \hline \end{array}$	7) $\begin{array}{r} 716 \\ + 221 \\ \hline \end{array}$	8) $\begin{array}{r} 576 \\ + 328 \\ \hline \end{array}$
9) $\begin{array}{r} 342 \\ + 437 \\ \hline \end{array}$	10) $\begin{array}{r} 589 \\ + 45 \\ \hline \end{array}$	11) $\begin{array}{r} 289 \\ + 176 \\ \hline \end{array}$	12) $\begin{array}{r} 547 \\ + 326 \\ \hline \end{array}$
13) $\begin{array}{r} 473 \\ + 268 \\ \hline \end{array}$	14) $\begin{array}{r} 298 \\ + 337 \\ \hline \end{array}$	15) $\begin{array}{r} 708 \\ + 156 \\ \hline \end{array}$	16) $\begin{array}{r} 683 \\ + 74 \\ \hline \end{array}$
17) $\begin{array}{r} 573 \\ + 264 \\ \hline \end{array}$	18) $\begin{array}{r} 697 \\ + 218 \\ \hline \end{array}$	19) $\begin{array}{r} 449 \\ + 55 \\ \hline \end{array}$	20) $\begin{array}{r} 308 \\ + 439 \\ \hline \end{array}$
21) $\begin{array}{r} 276 \\ + 354 \\ \hline \end{array}$	22) $\begin{array}{r} 317 \\ + 652 \\ \hline \end{array}$	23) $\begin{array}{r} 575 \\ + 385 \\ \hline \end{array}$	24) $\begin{array}{r} 761 \\ + 156 \\ \hline \end{array}$

Topic (5)

Subtracting of two numbers up to 999

Worksheet (1)

Subtract: $686 - 321 = \text{-----}$

Hundreds	Tens	Ones
		
The difference		

Extra Worksheet (2)

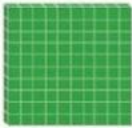


- **Subtract:** $879 - 532 = \text{-----}$

	Hundreds	Tens	Ones
—	8	7	9
	5	3	2


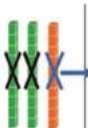

The difference =

Worksheet (3)

- **Subtract:** $133 - 28 = \text{-----}$

	Hundreds	Tens	Ones
			
—	0	2	8

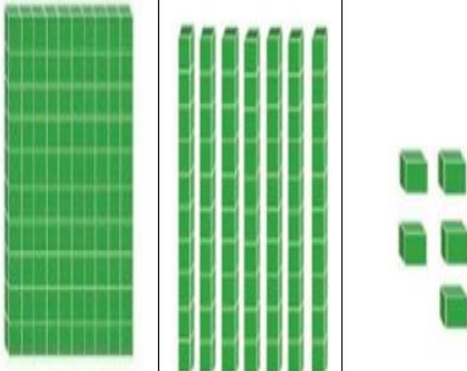
The difference =

	Hundreds	Tens	Ones
			
—	0	2	8

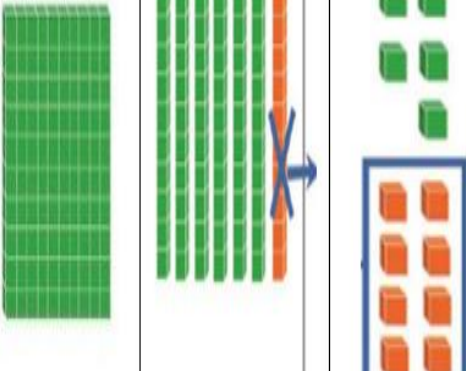
Worksheet (4)

• Subtract: $175 - 66 = \text{-----}$



Hundreds	Tens	Ones
		
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 10px; background-color: red;"></div> </div>		
0	6	6

The difference =

Hundreds	Tens	Ones
		
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 10px; background-color: red;"></div> </div>		
0	6	6

Worksheet (5)

• **Subtract:** $338 - 146 = \text{-----}$



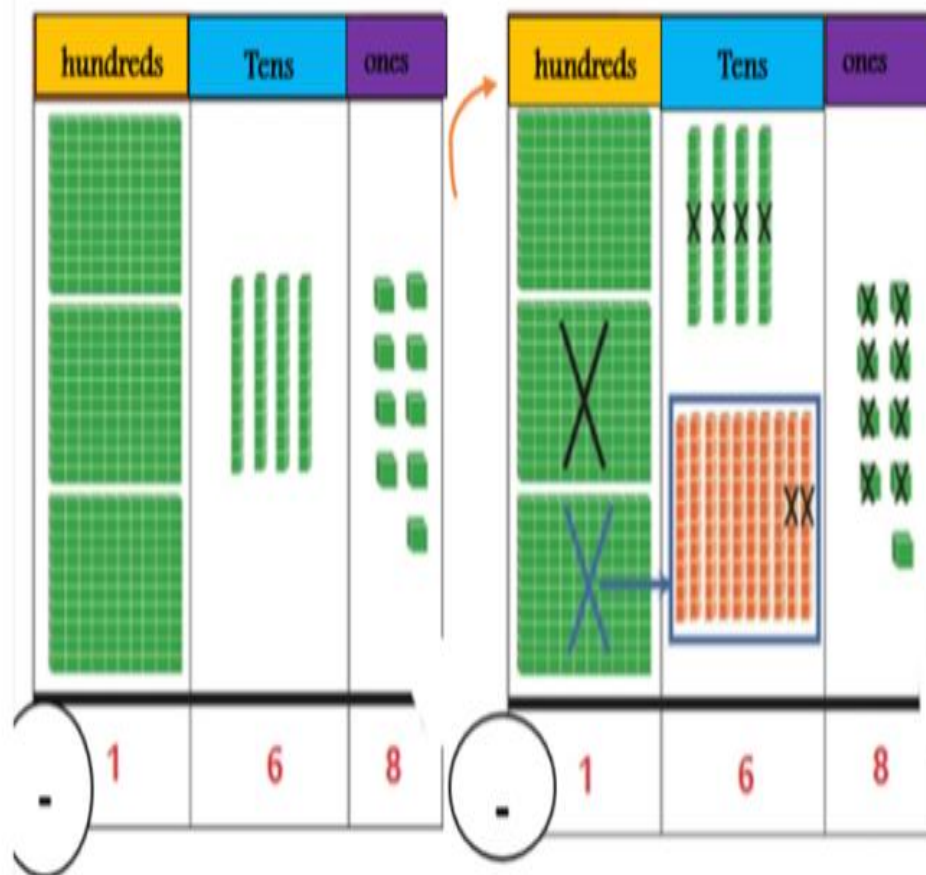
Hundreds	Tens	Ones
1	4	6

Hundreds	Tens	Ones
1	4	6

The difference =

Worksheet (6)

Subtract: $349 - 168 = \dots\dots\dots$



The difference =

--	--	--

Worksheet (7)

Subtract: $653 - 328 = \dots\dots\dots$

Hundreds	Tens	ones
6	5	3
3	2	8
-		

Hundreds	Tens	ones
6	5 ⁴	13
3	2	8
-		

Worksheet (8)

Subtract: $637 - 246 = \dots\dots\dots$

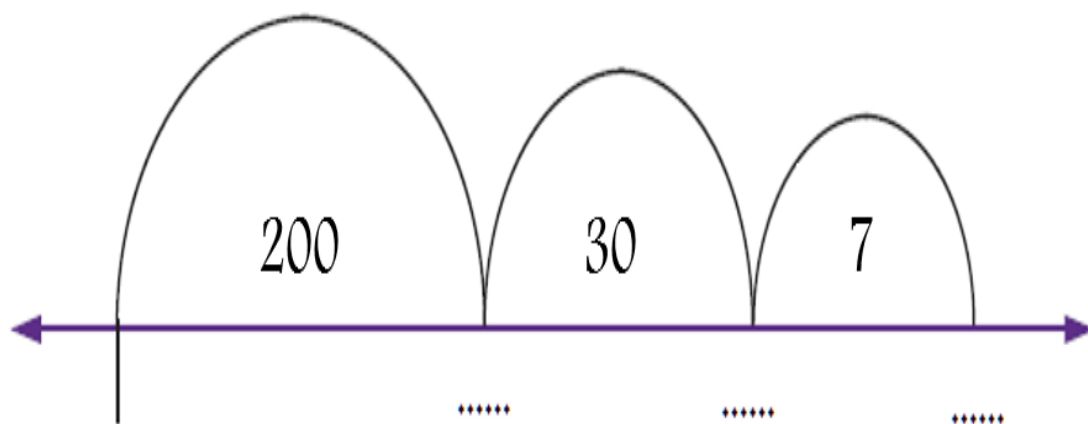
Hundreds	Tens	ones
6	3	7
2	4	6
.		

Hundreds	Tens	ones
⁵ 6	13	7
2	4	6

Diagram illustrating the subtraction process. The first table shows the initial numbers 637 and 246. The second table shows the result after borrowing: 563 (with 5 above 6 and 13 in the tens place) minus 246. A green arrow points from the 13 in the tens place to the 7 in the ones place, indicating the borrowing process.

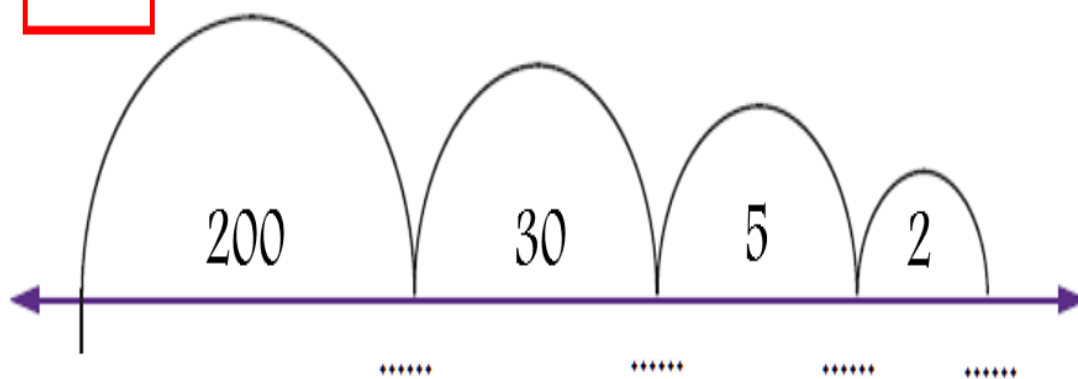
Worksheet (9)

Subtract : $365 - 237 = \dots$



365

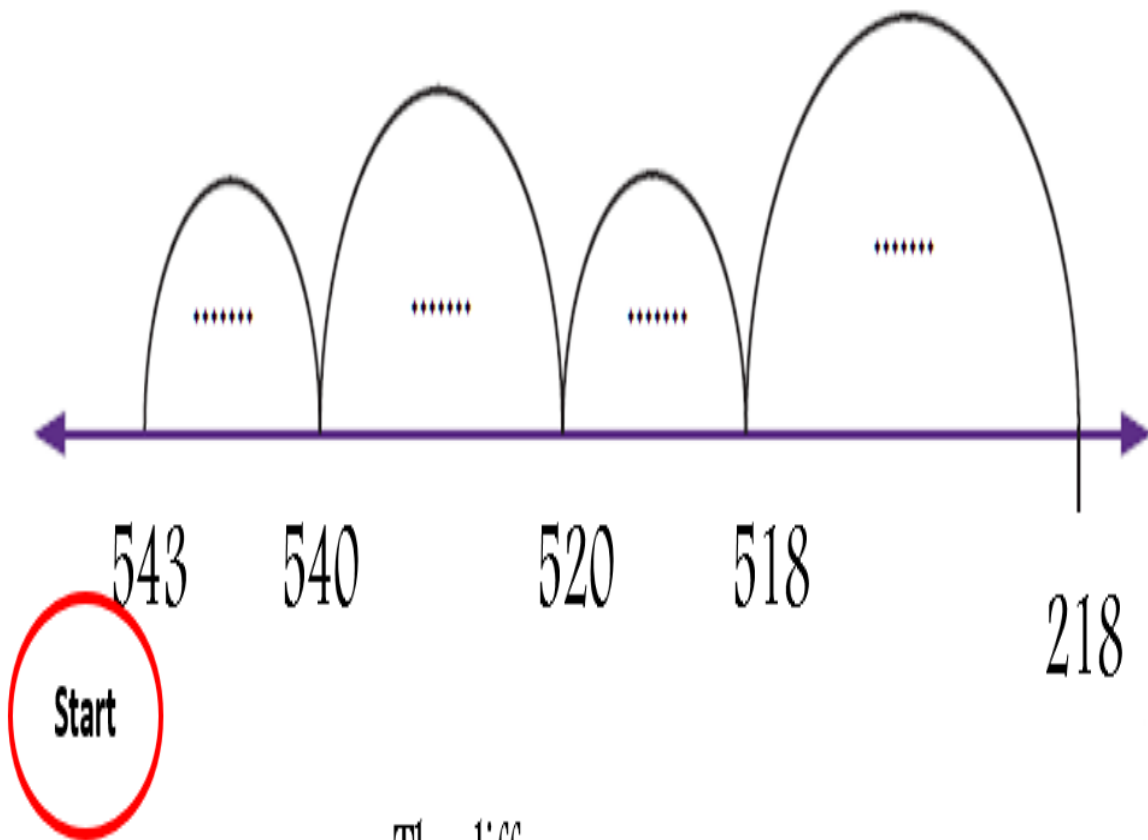
start



365

Worksheet (10)

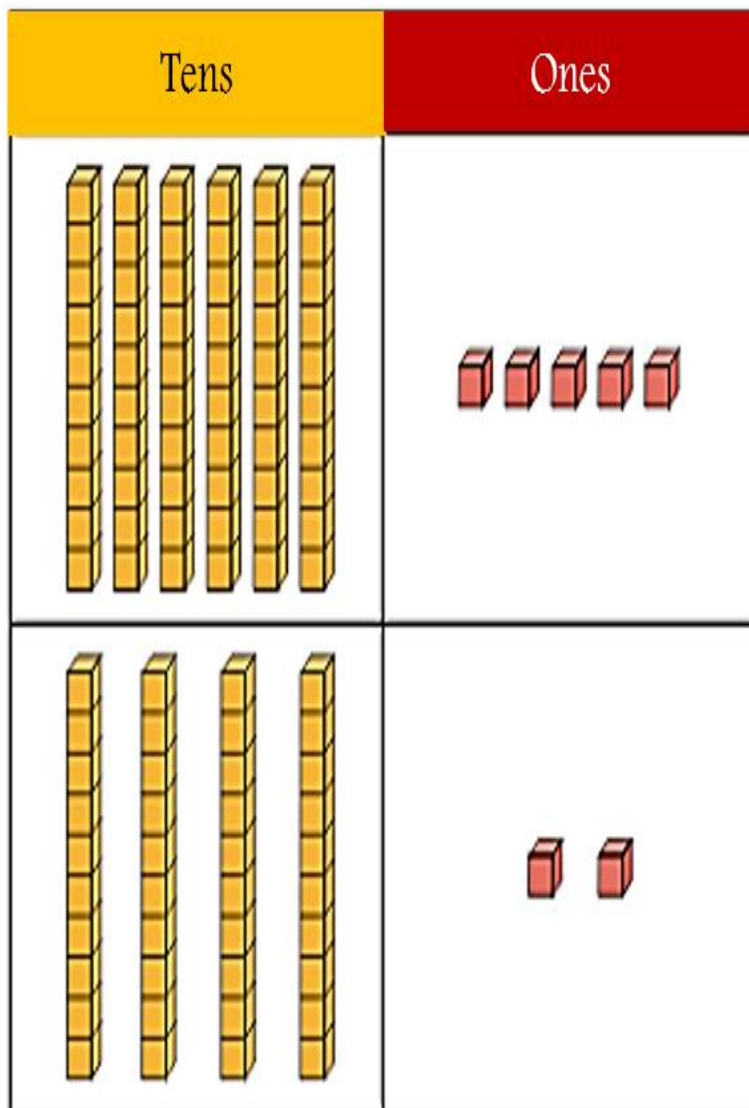
Subtract : $543 - 218 = \dots$



The difference=

Worksheet (11)

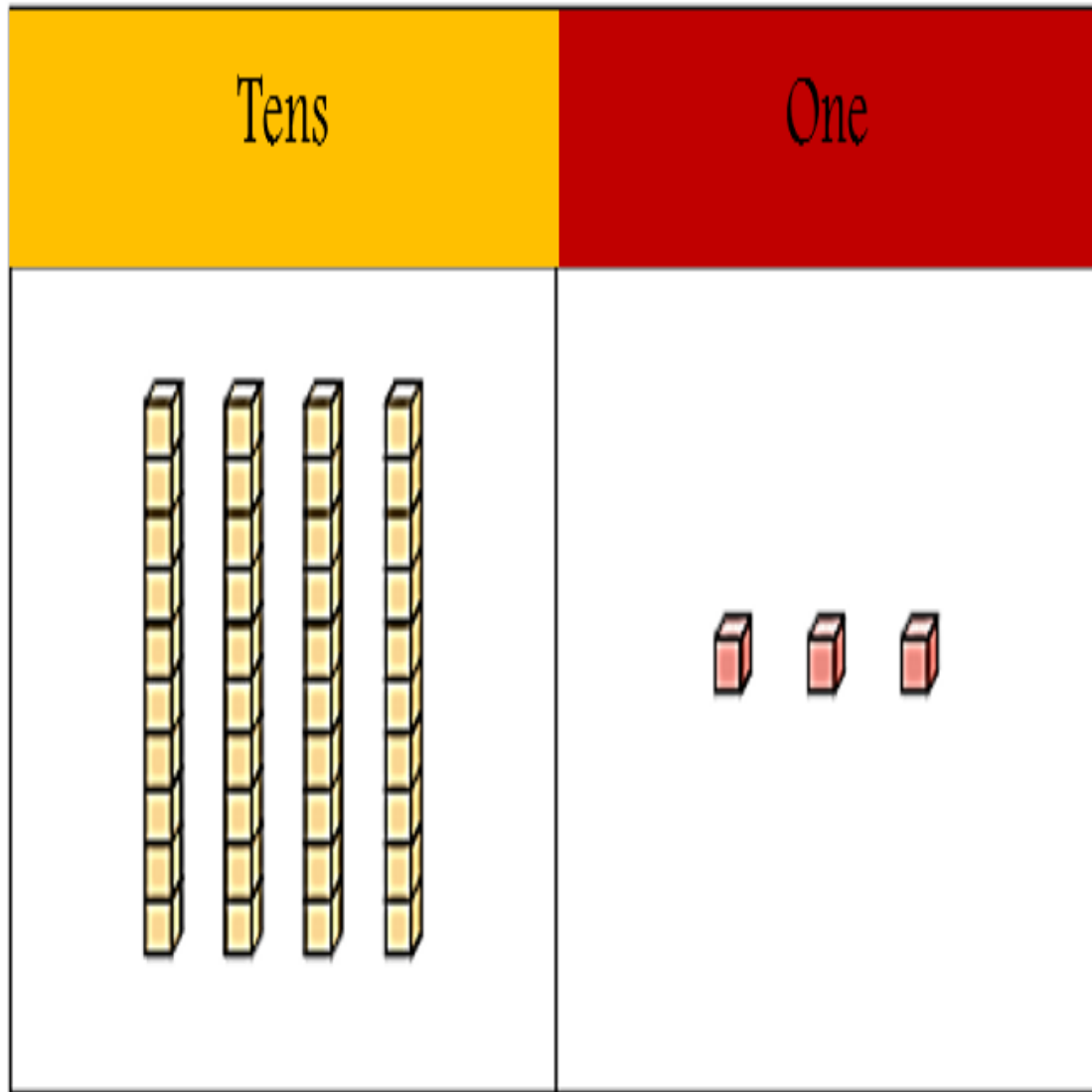
By using The following model to subtract 65 From 25:



$$\begin{array}{r} 65 \\ - 42 \\ \hline \end{array}$$

Worksheet (12)

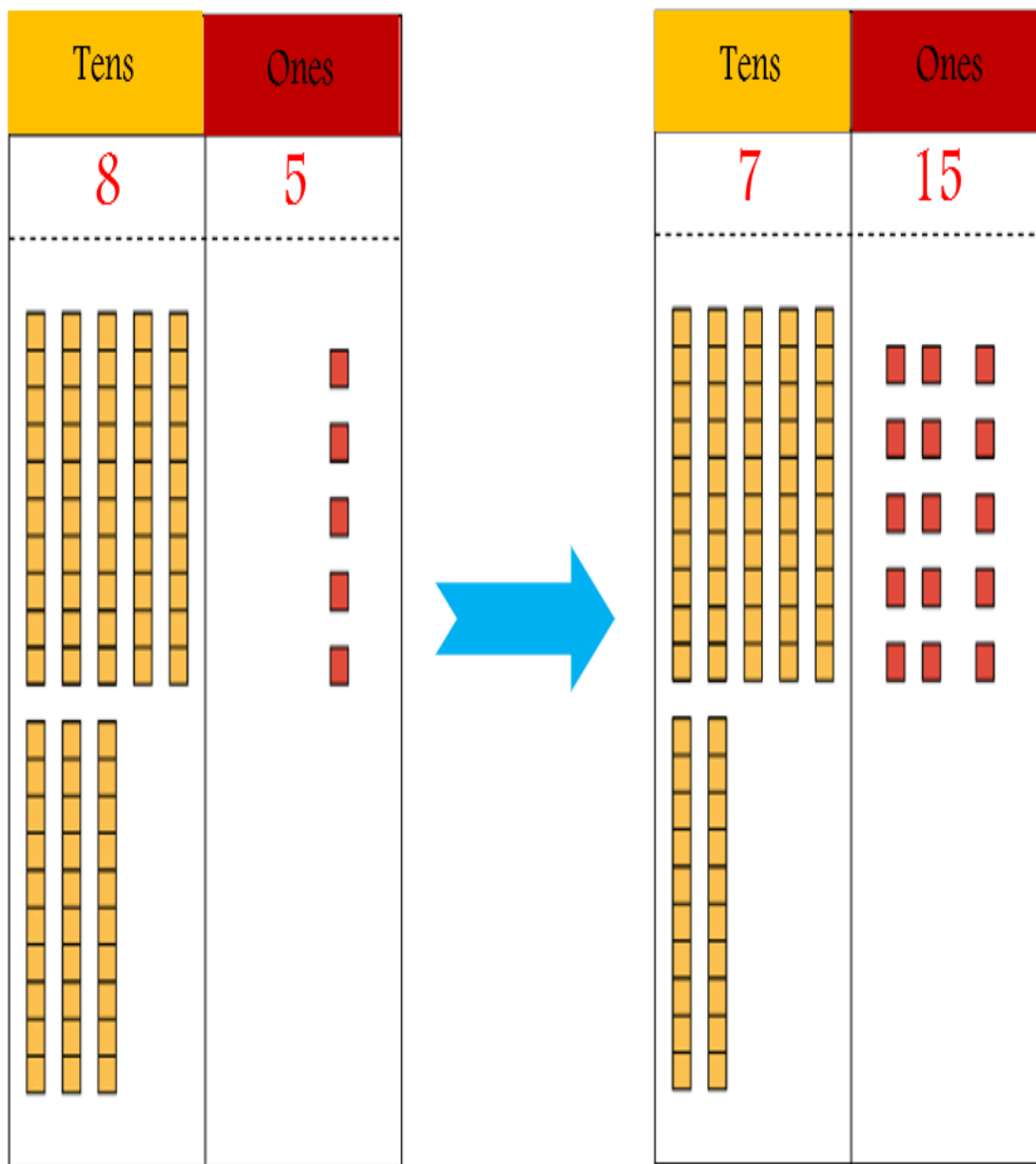
Use the following model (by canceling) to practice students on subtracting mentally.



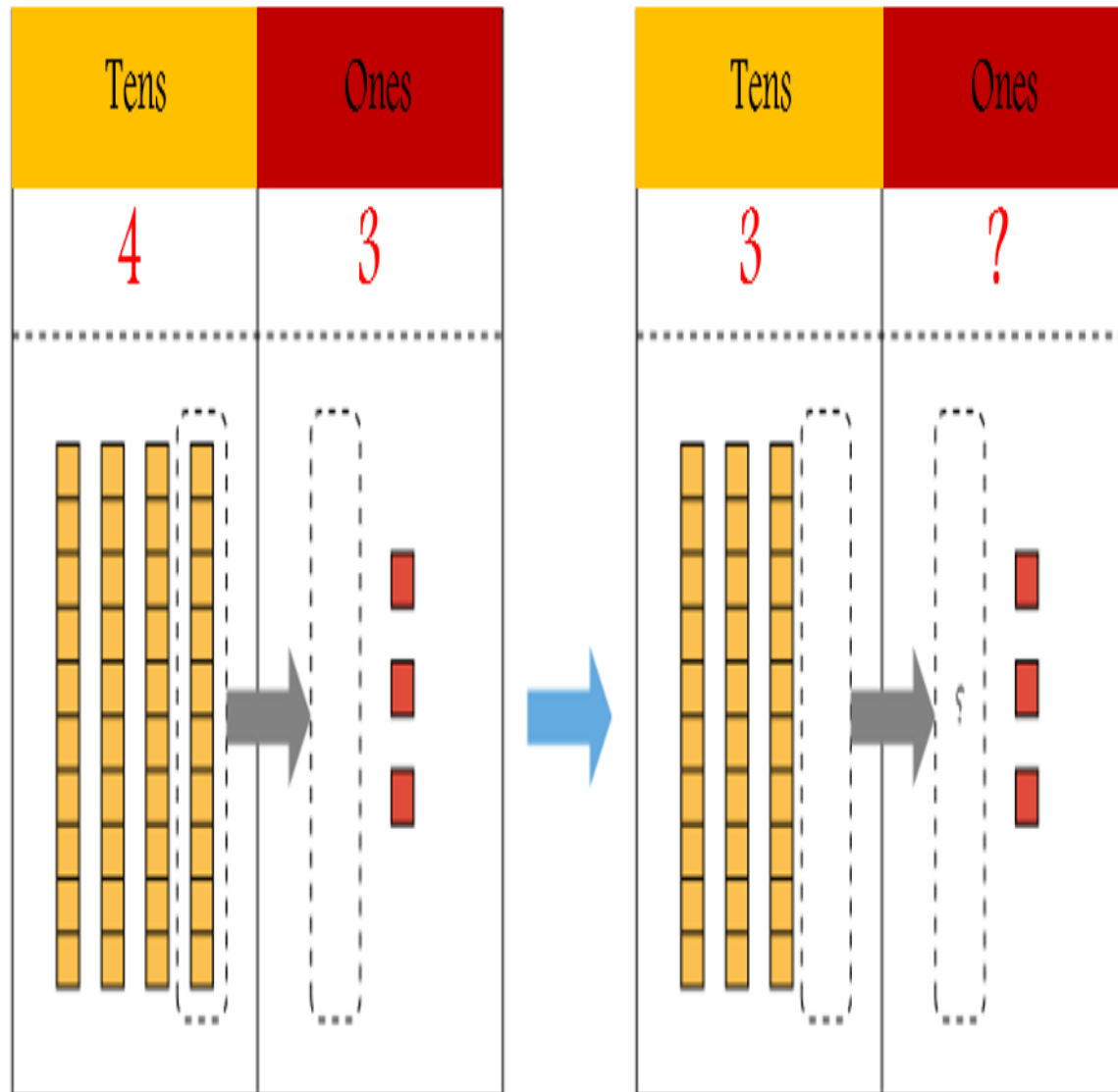
- 1) $43 - 20 = \dots\dots\dots$
- 2) $43 - 31 = \dots\dots\dots$
- 3) $43 - 10 = \dots\dots\dots$
- 4) $43 - 11 = \dots\dots\dots$
- 5) $43 - 23 = \dots\dots\dots$
- 6) $43 - 40 = \dots\dots\dots$

Worksheet (13)

Discuss with the student the concept of regrouping.



Worksheet (14)

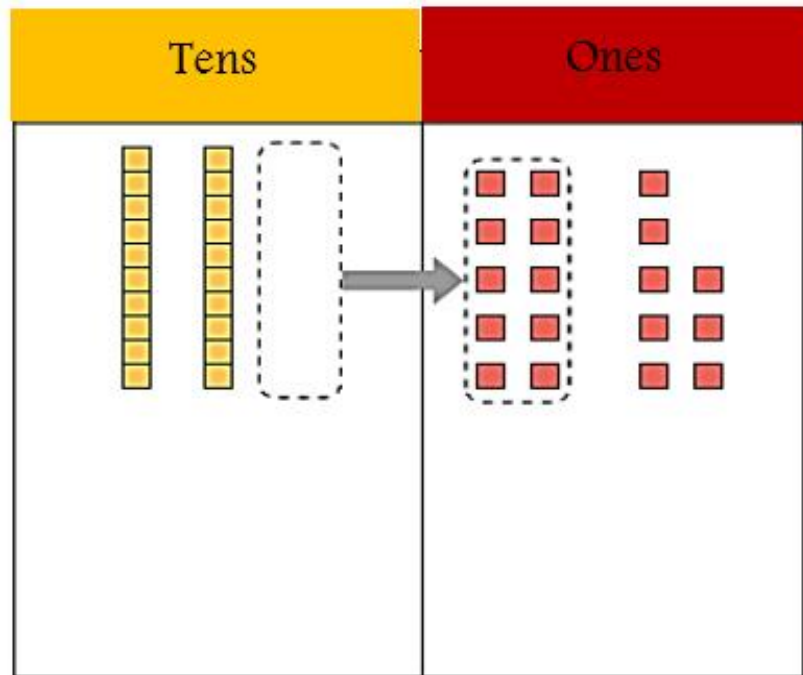


Complete the model by regrouping:

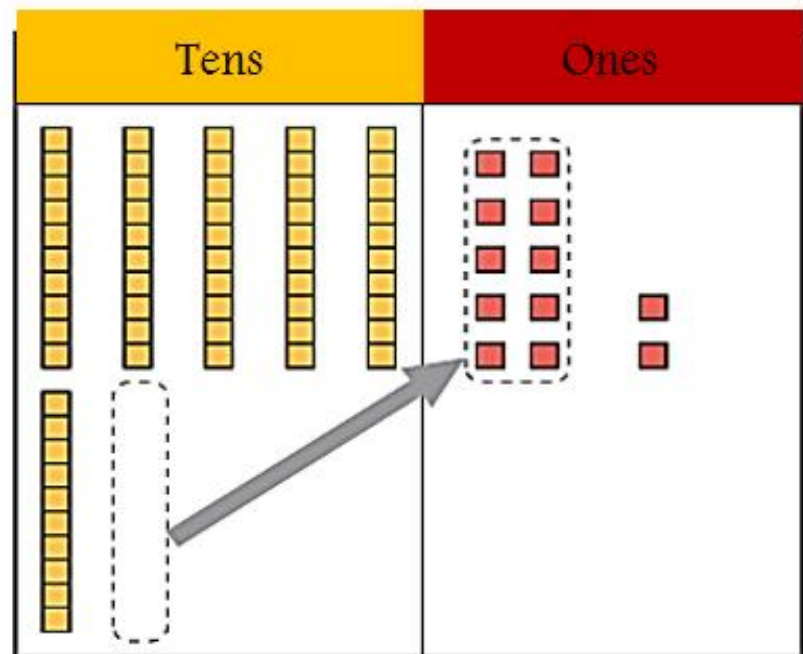
Worksheet (15)

Choose the model that represents the subtraction of: 72 from 38:

a

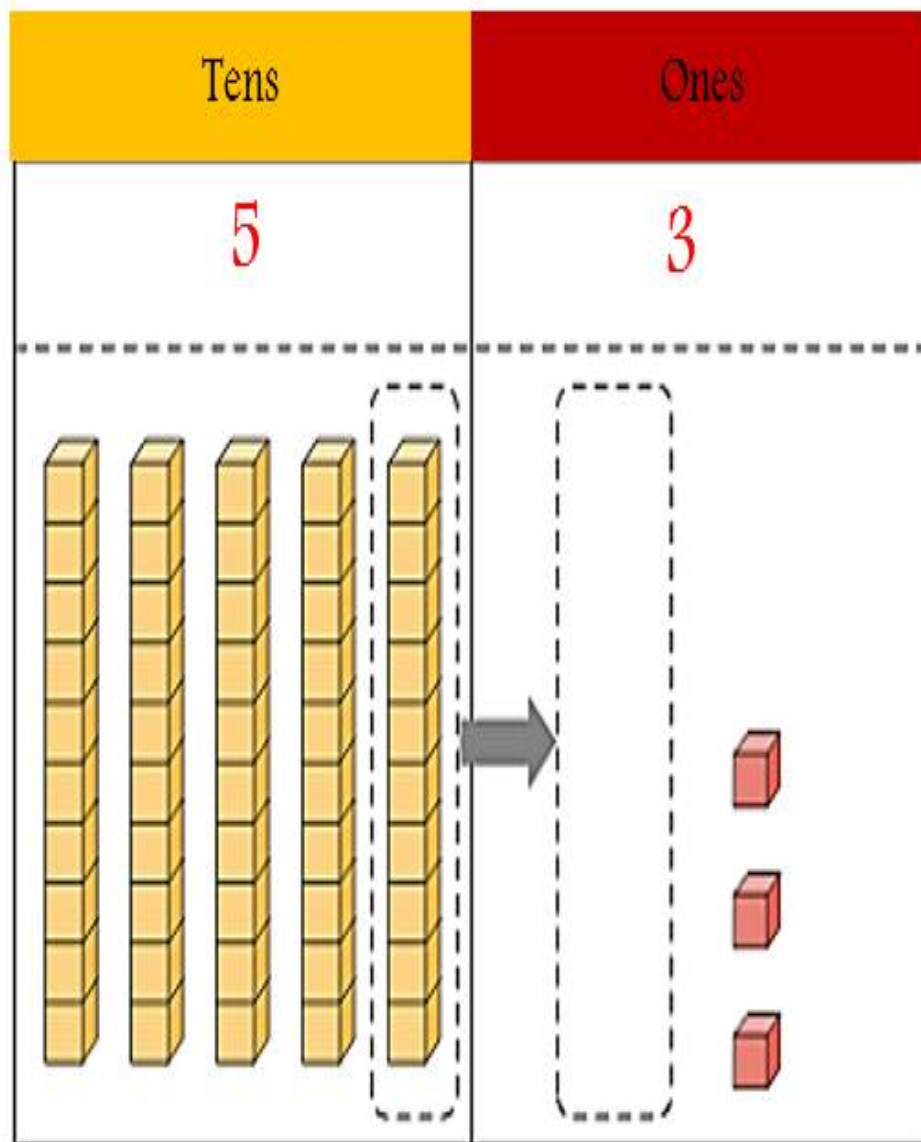


b



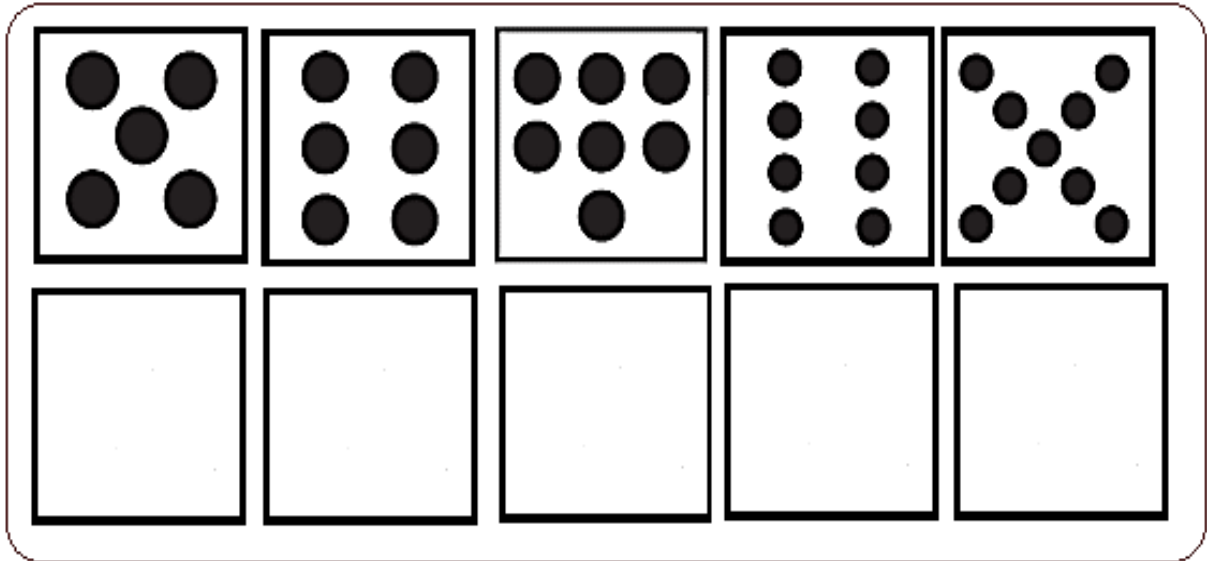
Worksheet (16)

Use the following model to subtract 53 from 15:



Worksheet (17)

1- What is the number that represents the following model:



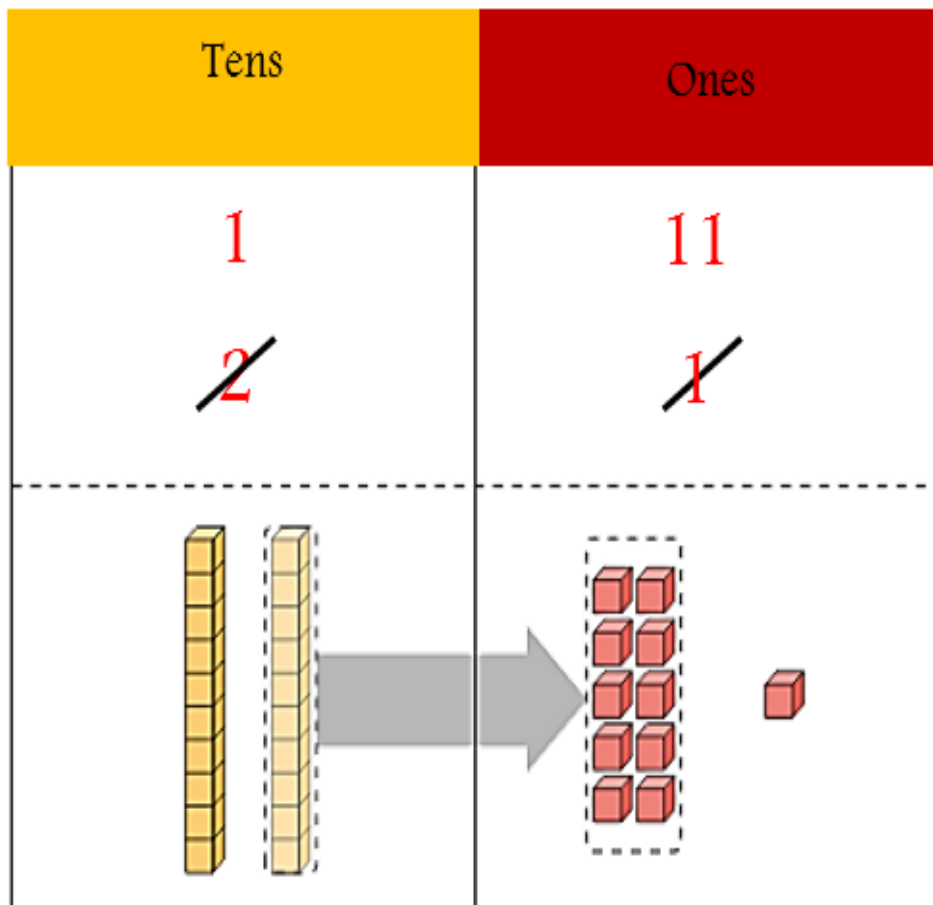
2- by using the above model, subtract mentally.

- 1) $35 - 9 = \dots\dots\dots$
- 2) $35 - 8 = \dots\dots\dots$
- 3) $35 - 7 = \dots\dots\dots$
- 4) $35 - 6 = \dots\dots\dots$
- 5) $35 - 5 = \dots\dots\dots$

Worksheet (18)

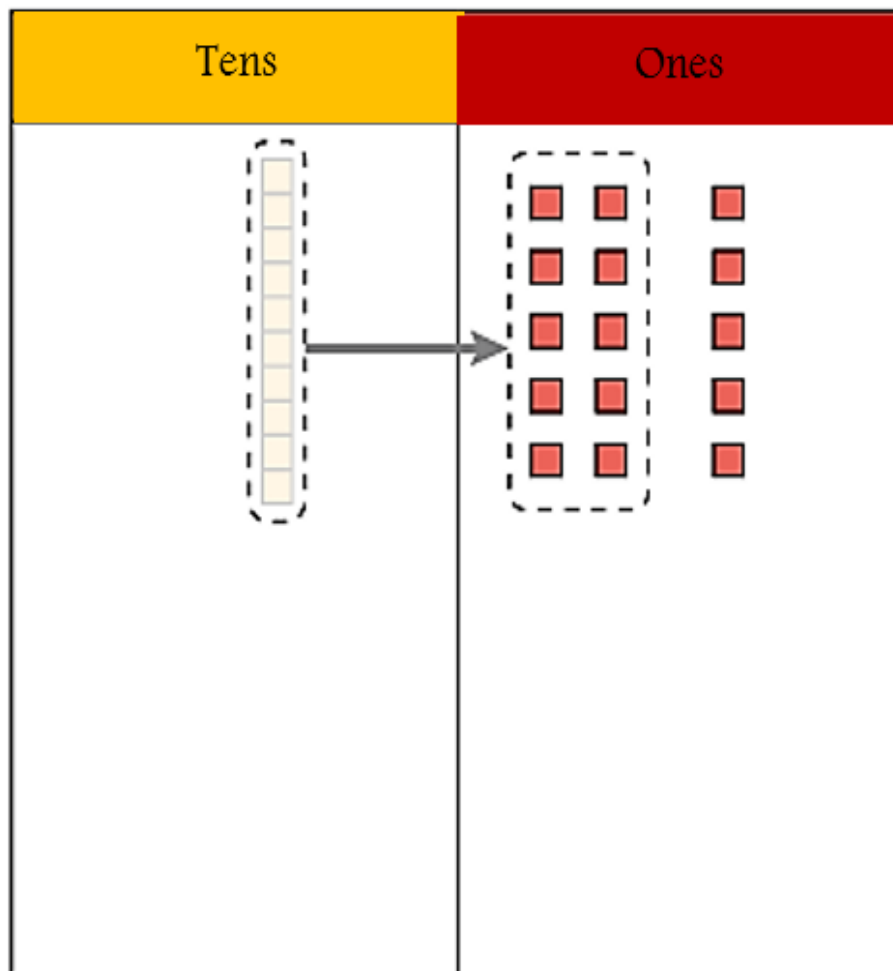
Use the following model to discuss the following subtraction:

- 1) $21 - 9 = \dots\dots\dots$
- 2) $21 - 16 = \dots\dots\dots$
- 3) $21 - 19 = \dots\dots\dots$



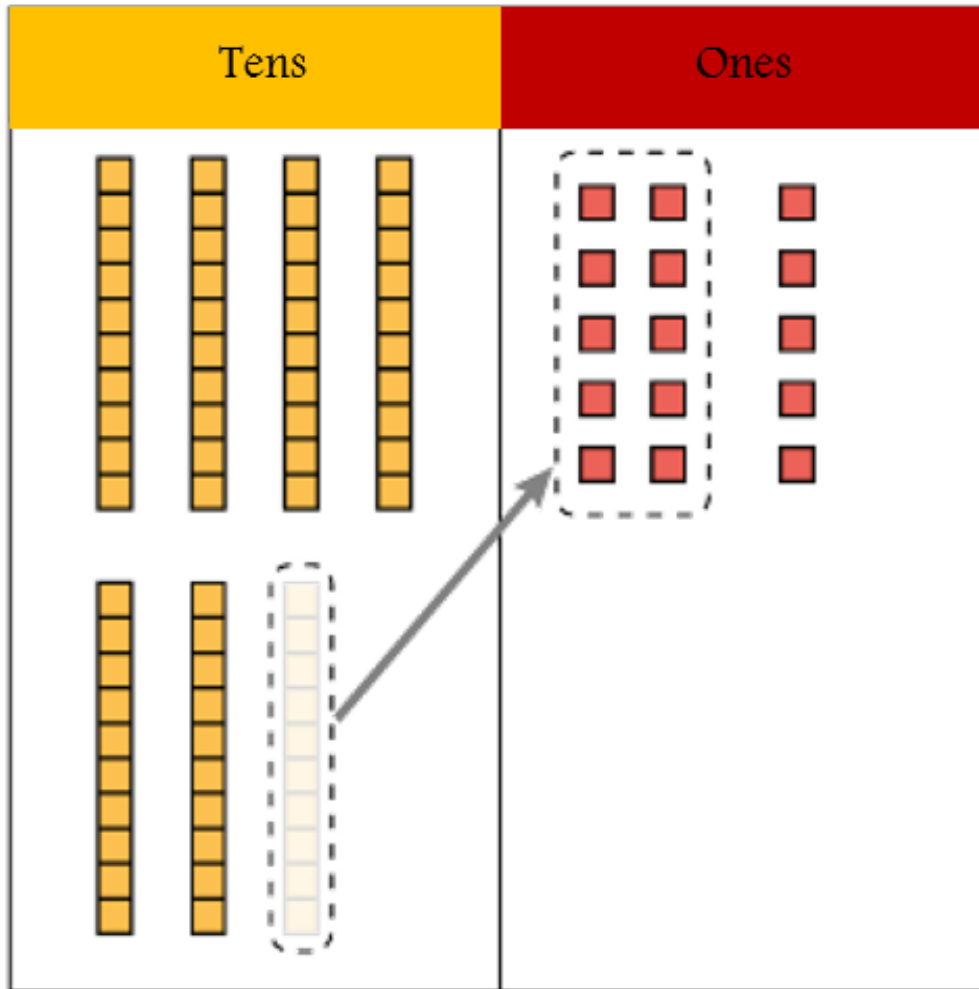
Worksheet (19)

- Use the following model to discuss the following subtraction:
- $15 - 8 = \dots\dots\dots$



Worksheet (20)

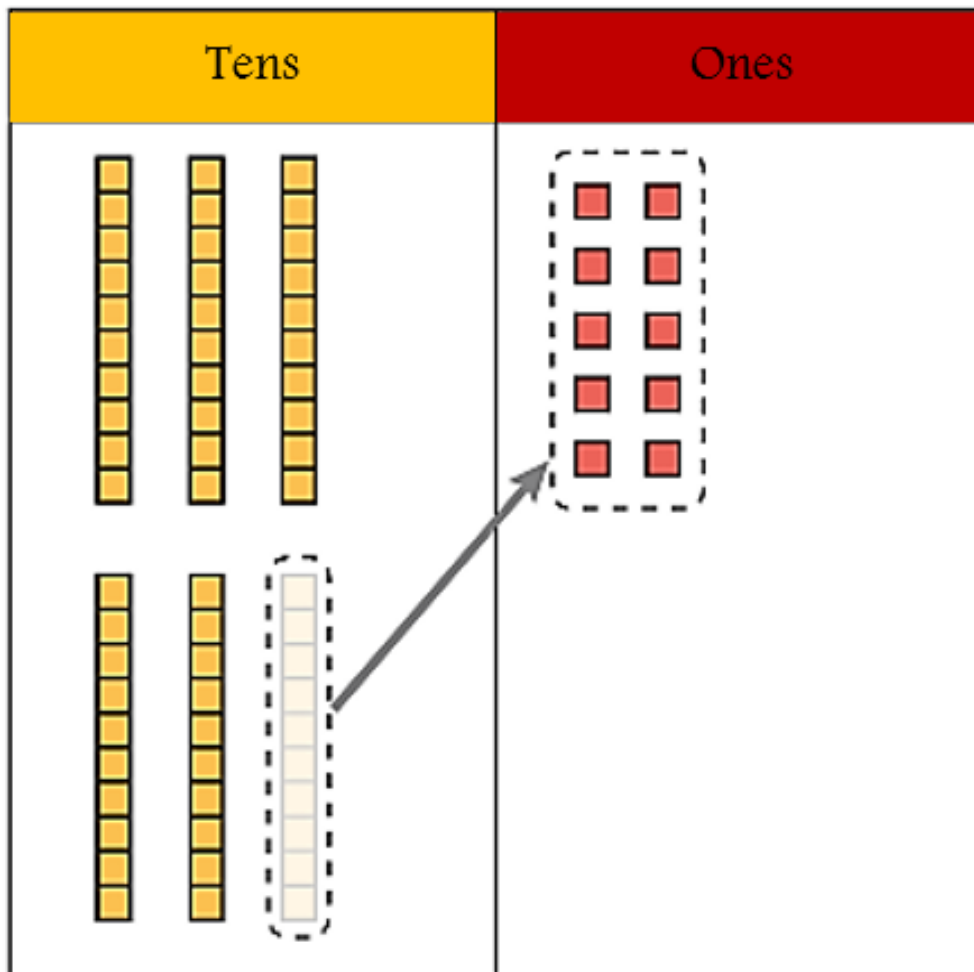
Perform the following model to solve the following problems:



- 1) $75 - 6 = \dots\dots\dots$
- 2) $75 - 16 = \dots\dots\dots$
- 3) $75 - 26 = \dots\dots\dots$
- 4) $75 - 36 = \dots\dots\dots$
- 5) $75 - 46 = \dots\dots\dots$

Worksheet (21)

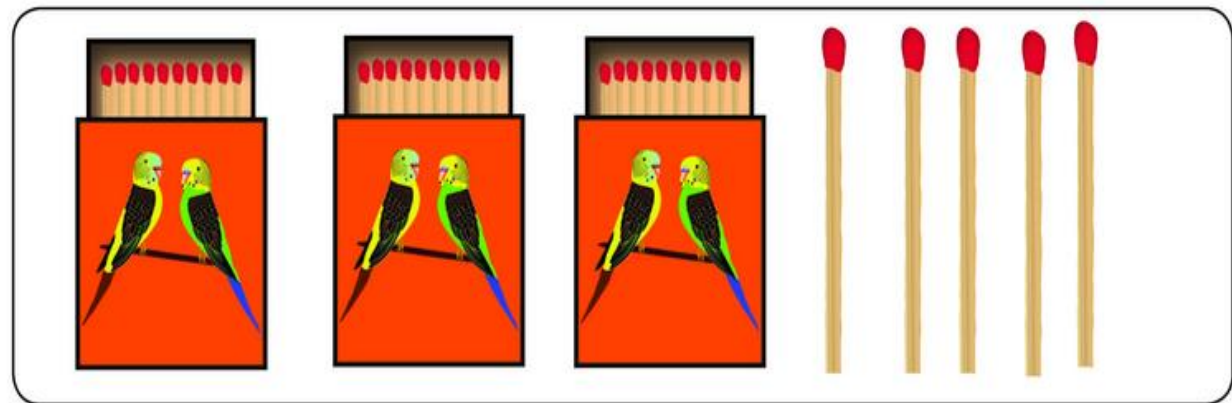
Use the following model to subtract from **ten** in the following subtraction:



- 1) $60 - 2 = \dots\dots\dots$
- 2) $60 - 3 = \dots\dots\dots$
- 3) $60 - 4 = \dots\dots\dots$
- 4) $60 - 7 = \dots\dots\dots$
- 5) $60 - 8 = \dots\dots\dots$
- 6) $60 - 9 = \dots\dots\dots$

Worksheet (22)

Complete with appropriate number:



The number is=

2- Use the models to find the sum and the difference of two obtained numbers.

Worksheet (23)

Subtract the following numbers:

$$\begin{array}{r} 1) \quad 43 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 52 \\ - 35 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 65 \\ - 38 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 81 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 90 \\ - 47 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 63 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 44 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 82 \\ - 66 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 53 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 71 \\ - 67 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 83 \\ - 58 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 94 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 61 \\ - 29 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 43 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 80 \\ - 54 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 92 \\ - 35 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 73 \\ - 57 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 84 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 96 \\ - 49 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 81 \\ - 37 \\ \hline \end{array}$$

Worksheet (24)

Subtract the following numbers:

$$\begin{array}{r} 1) \quad 52 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 85 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 71 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 76 \\ - 53 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 92 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 74 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 68 \\ - 50 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 72 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 96 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 56 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 87 \\ - 65 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 76 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 43 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 54 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 77 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 96 \\ - 56 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 70 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 61 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 57 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 92 \\ - 35 \\ \hline \end{array}$$

Worksheet (25)

Subtract the following numbers:

1) $75 - 20 =$ _____

2) $67 - 10 =$ _____

3) $92 - 30 =$ _____

4) $54 - 20 =$ _____

5) $85 - 40 =$ _____

6) $90 - 50 =$ _____

7) $33 - 30 =$ _____

8) $74 - 40 =$ _____

9) $87 - 50 =$ _____

10) $63 - 30 =$ _____

11) $97 - 60 =$ _____

12) $56 - 50 =$ _____

13) $17 - 10 =$ _____

14) $67 - 50 =$ _____

15) $82 - 60 =$ _____

16) $72 - 40 =$ _____

17) $91 - 70 =$ _____

18) $53 - 50 =$ _____

19) $101 - 20 =$ _____

20) $85 - 60 =$ _____

21) $132 - 10 =$ _____

22) $147 - 10 =$ _____

23) $161 - 10 =$ _____

24) $108 - 10 =$ _____

25) $123 - 20 =$ _____

26) $130 - 30 =$ _____

27) $111 - 40 =$ _____

28) $102 - 50 =$ _____

29) $142 - 30 =$ _____

30) $139 - 40 =$ _____

31) $127 - 60 =$ _____

32) $115 - 30 =$ _____

33) $176 - 40 =$ _____

34) $183 - 20 =$ _____

35) $164 - 60 =$ _____

36) $156 - 80 =$ _____

37) $143 - 50 =$ _____

38) $109 - 80 =$ _____

39) $173 - 60 =$ _____

40) $152 - 90 =$ _____

Worksheet (26)

Practice on subtraction mentally

(Discuss the students orally to clarify the pathways of thought).

1) $30 - 20 =$ _____

2) $40 - 10 =$ _____

3) $60 - 30 =$ _____

4) $50 - 20 =$ _____

5) $30 - 30 =$ _____

6) $80 - 10 =$ _____

7) $70 - 20 =$ _____

8) $100 - 0 =$ _____

9) $50 - 40 =$ _____

10) $80 - 30 =$ _____

11) $60 - 40 =$ _____

12) $90 - 20 =$ _____

13) $20 - 20 =$ _____

14) $40 - 0 =$ _____

15) $40 - 20 =$ _____

16) $80 - 40 =$ _____

17) $70 - 30 =$ _____

18) $100 - 30 =$ _____

19) $90 - 10 =$ _____

20) $60 - 50 =$ _____

21) $40 - 30 =$ _____

22) $90 - 40 =$ _____

23) $100 - 50 =$ _____

24) $70 - 60 =$ _____

Worksheet (27)

Discuss the relation between addition and subtraction according to the figure below:

• Complete as in the example:

$100 = 25 + 75$
$\dots\dots = 60 + 120$
$\dots\dots\dots$
$\dots\dots = 265 + 135$
$600 = 320 + 280$
$\dots\dots = 666 + 333$
$\dots\dots\dots$
$\dots\dots\dots = 60 + 460$

$75 = 25 - 100$
$\dots\dots\dots = 60 - \dots\dots\dots$
$\dots\dots\dots\dots\dots\dots$
$\dots\dots\dots\dots\dots\dots$
$320 = 280 - \dots$
$\dots\dots\dots\dots\dots\dots$
$500 = 250 - 750$
$460 = 60 - \dots\dots\dots$

$25 = 75 - 100$
$\dots\dots\dots\dots\dots\dots$
$\dots\dots = 135 - 400$
$\dots\dots\dots\dots\dots\dots$
$\dots\dots = 333 - 999$
$\dots\dots\dots\dots\dots\dots$
$60 = 460 - \dots\dots\dots$

Topic Six : Multiplication

Worksheet (1)

1- Choose the correct answer:



2- Complete by using <, > or =:

▪ $15 \times (4 \times 11) \dots\dots 11 \times (4 \times 5)$

▪ $5 \times 2 \times 4 \dots\dots 30$

3- Choose the correct answer:

• $5 \times 3 \times 2 = \dots\dots$

13 30 50

• $8 \times \dots\dots = (5 \times 8) + (6 \times 8)$

7 9 11

• $3 \times (8 \times 4) = 4 \times (3 \times 8)$ represents the property of:

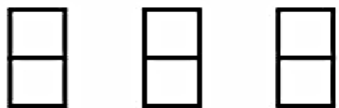
distributive

associative

communicative

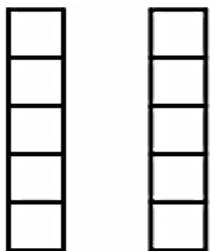
Worksheet (2)

Add and Multiply



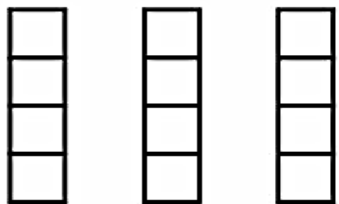
$$2+2+2=$$

$$2 \times 3 =$$



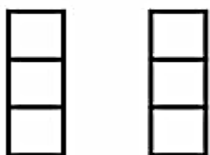
$$5+5=$$

$$5 \times 2 =$$



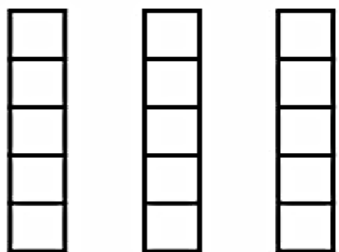
$$4+4+4=$$

$$4 \times 3 =$$



$$3+3=$$

$$3 \times 2 =$$



$$5+5+5=$$

$$5 \times 3 =$$

Worksheet (3)

Multiplication $\times 3$

$4 \times 3 = \bigcirc$

$10 \times 3 = \bigcirc$

$5 \times 3 = \bigcirc$

$3 \times 3 = \bigcirc$

$6 \times 3 = \bigcirc$

$3 \times 2 = \bigcirc$

$3 \times 8 = \bigcirc$

$3 \times 4 = \bigcirc$

$3 \times 3 = \bigcirc$

$7 \times 3 = \bigcirc$

$3 \times 2 = \bigcirc$

































$3 \times 5 = \bigcirc$

$0 \times 3 = \bigcirc$

$9 \times 3 = \bigcirc$

Worksheet (4)

Multiplication Dice Game

 x  = _____	 x  = _____
 x  = _____	 x  = _____
 x  = _____	 x  = _____
 x  = _____	 x  = _____
 x  = _____	 x  = _____
 x  = _____	 x  = _____
 x  = _____	 x  = _____
 x  = _____	 x  = _____

Worksheet (5)

Multiply by 3 or 4

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$2 \times 4 = \underline{\quad}$$

$$7 \times 3 = \underline{\quad}$$

$$6 \times 4 = \underline{\quad}$$

$$4 \times 3 = \underline{\quad}$$

$$5 \times 4 = \underline{\quad}$$



$$8 \times 3 = \underline{\quad}$$

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

$$3 \times 4 = \underline{\quad}$$

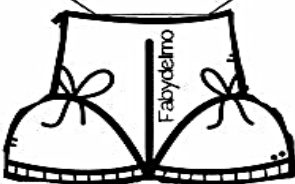
Worksheet (6)

Cut and choose the correct answer:





Fabydelmo

8	$2 \times 1 =$
16	$2 \times 2 =$
2	$2 \times 3 =$
18	$2 \times 4 =$
10	$2 \times 5 =$
20	$2 \times 6 =$
14	$2 \times 7 =$
4	$2 \times 8 =$
12	$2 \times 9 =$
6	$2 \times 10 =$

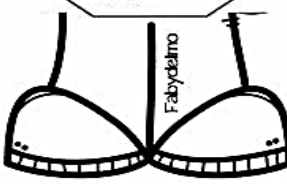


Fabydelmo



Fabydelmo

8	$2 \times 1 =$
16	$2 \times 2 =$
2	$2 \times 3 =$
18	$2 \times 4 =$
10	$2 \times 5 =$
20	$2 \times 6 =$
14	$2 \times 7 =$
4	$2 \times 8 =$
12	$2 \times 9 =$
6	$2 \times 10 =$



Fabydelmo

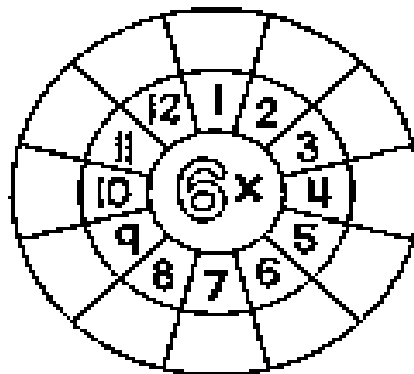
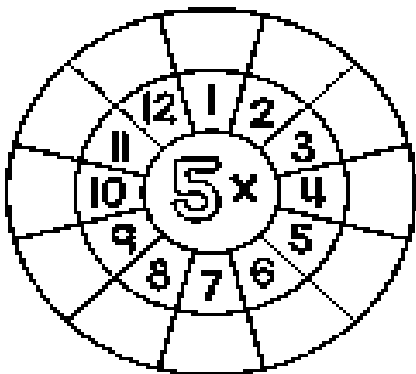
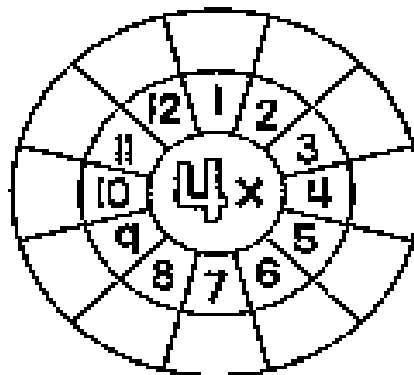
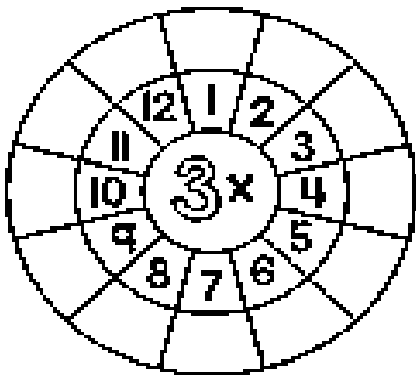
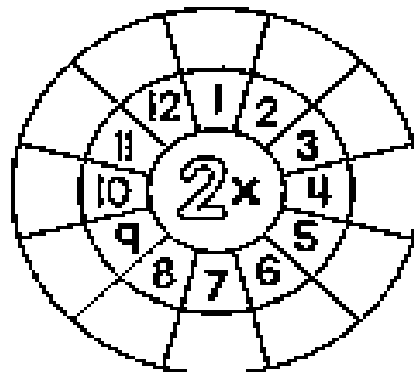
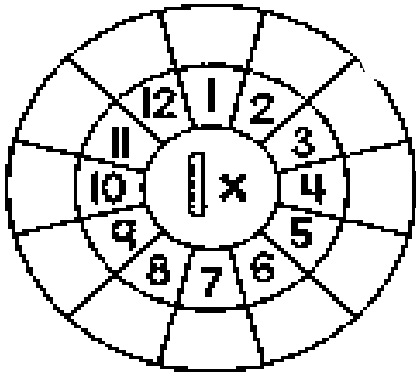
Worksheet (7)

Multiply by 3:

1) $3 \times 7 = \dots$	21) $\dots \times 3 = 6$
2) $10 \times 3 = \dots$	22) $3 \times \dots = 27$
3) $3 \times 3 = \dots$	23) $3 \times \dots = 18$
4) $5 \times 3 = \dots$	24) $\dots \times 3 = 12$
5) $3 \times 4 = \dots$	25) $\dots \times 3 = 3$
6) $1 \times 3 = \dots$	26) $\dots \times 3 = 15$
7) $3 \times 0 = \dots$	27) $3 \times \dots = 9$
8) $3 \times 8 = \dots$	28) $3 \times \dots = 30$
9) $6 \times 3 = \dots$	29) $\dots \times 3 = 24$
10) $3 \times 2 = \dots$	30) $3 \times \dots = 0$
11) $9 \times 3 = \dots$	31) $\dots \times 3 = 21$
12) $3 \times 10 = \dots$	32) $3 \times \dots = 6$
13) $8 \times 3 = \dots$	33) $\dots \times 3 = 18$
14) $3 \times 5 = \dots$	34) $3 \times \dots = 3$
15) $3 \times 1 = \dots$	35) $\dots \times 3 = 9$
16) $7 \times 3 = \dots$	36) $3 \times \dots = 12$
17) $3 \times 6 = \dots$	37) $\dots \times 3 = 30$
18) $2 \times 3 = \dots$	38) $\dots \times 3 = 6$
19) $3 \times 9 = \dots$	39) $3 \times \dots = 3$
20) $3 \times 3 = \dots$	40) $\dots \times 3 = 27$

Worksheet (8)

Fill in the missing numbers on each multiplication wheel.



Worksheet (9)

- In the basketball league, each team consists of 5 players.



- Use the given model to find the number of players in 4 teams



<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; height: 40px; text-align: center; line-height: 40px;">4</div>	×	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; height: 40px; text-align: center; line-height: 40px;">5</div>	=	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; height: 40px;"></div>
Number of teams		Number of players in one team		The Total

Worksheet (10)

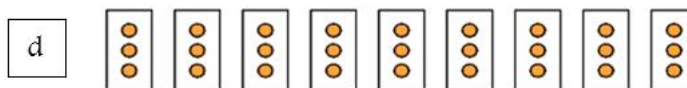
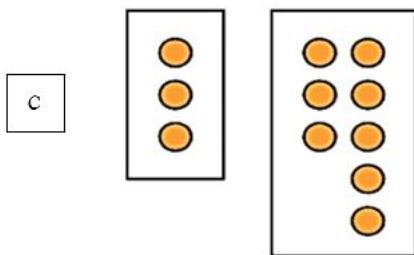
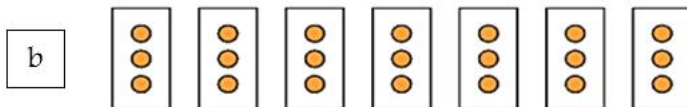
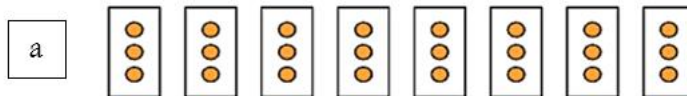
Q₁. There are 5 bananas in one group.



- **(8×5) is the total number of bananas in groups of bananas?**

Worksheet (11)

Choose the picture that the total number of points is equal to (8×3) .



Worksheet (12)

Mona has 7 plates of biscuit in each plate there are 9 Biscuits.

Which of the following operation allows to find the total number of biscuits?

a 9×5

b $9 - 5$

c $9 \div 5$

d $9 + 5$

How many biscuits are there?

Worksheet (13)

Jelly candies in the shape of bears are packed in bags, each bag contains 10 pieces.

Mariam has 3 jelly bags.



Write the operation that represents the number of candies that Mariam has:

- | | |
|----------------------------|----------------------|
| <input type="checkbox"/> a | $3 \times 10 = 30$ |
| <input type="checkbox"/> b | $10 \times 10 = 100$ |
| <input type="checkbox"/> c | $3 \times 5 = 15$ |
| <input type="checkbox"/> d | $3 + 10 = 30$ |
| <input type="checkbox"/> e | $10 + 10 = 20$ |

Worksheet (14)

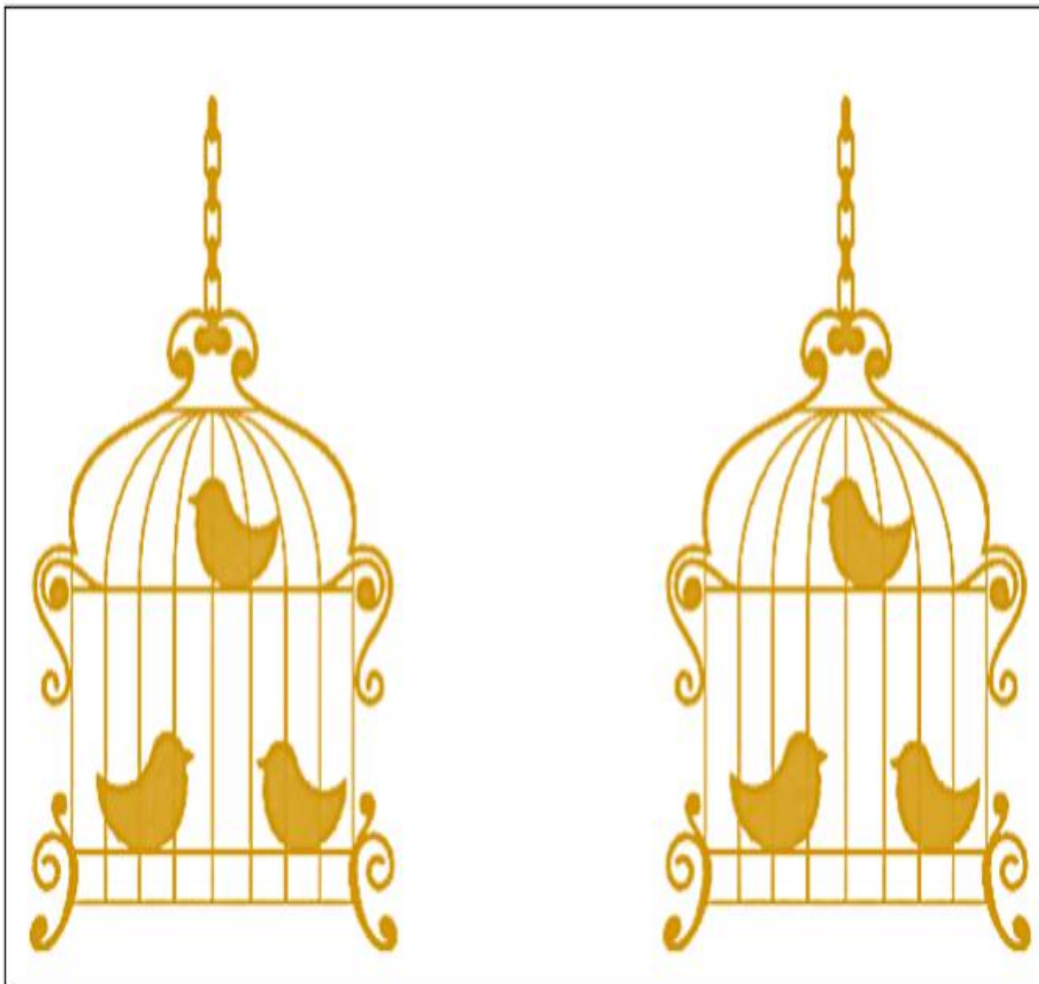
Complete the equation by using the figure:

$$4 \times 5 = \dots \times 4$$



Worksheet (15)

Find the missing number:



$$2 \times \square = 6$$

Worksheet (16)

What are the two missing numbers in this table?

$\times 2$	1	2	3	4	5	6	7
	2	4	...	8	10	...	14

a

12.6

b

12.5

c

11.5

d

16.6

Worksheet (17)

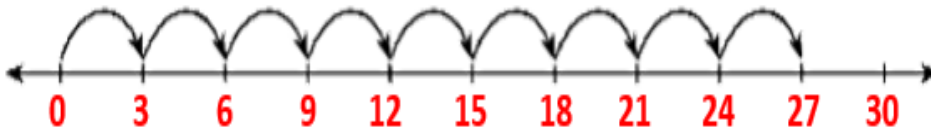
Draw the jumps on the number line to calculate the product of (3×9) :



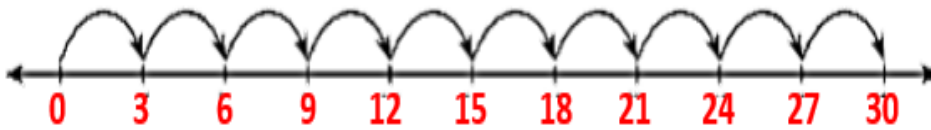
a



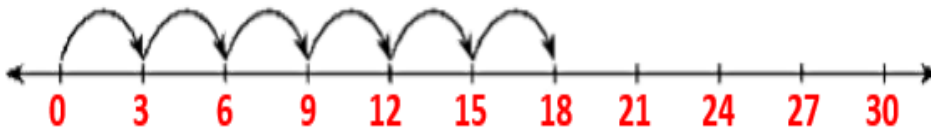
b



c



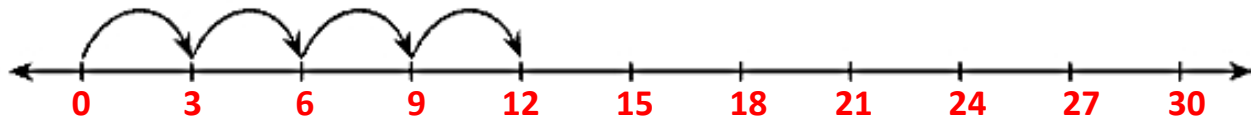
d



What is the product of (3×9) ?

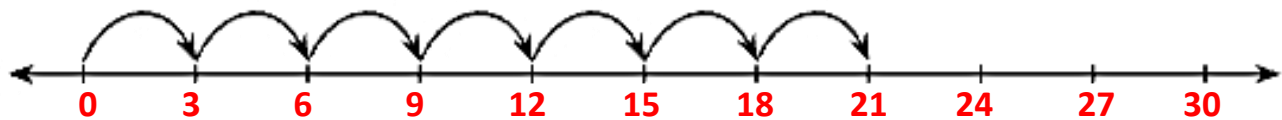
Worksheet (18)

We can calculate (4×3) , by using the number line to form 4 jumps by 3 as shown:



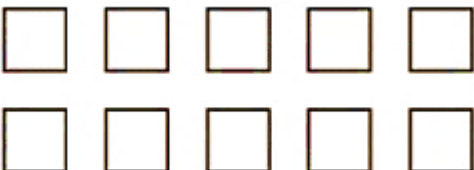

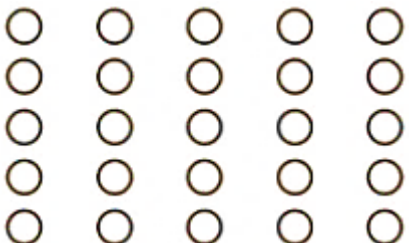

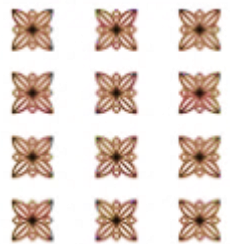
$$\text{So, } 4 \times 3 = 12$$

- Use the number line to find the product of (3×7) :



Worksheet (19)

Express the model by addition and multiplication as in the example:

	$2 + 2 + 2 + 2 + 2 = 10$ $5 \times 2 = 10$
	
	
	
	

Worksheet (20)

If each dish contains 7 balls. Express each model by a multiplication process:



Worksheet (21)

Complete the multiplication table in the following:

The image contains four circular multiplication tables, each with a central circle and an outer ring divided into 12 segments. The tables are for 2x, 3x, 4x, and 5x.

2x Table: The central circle is labeled $2x$. The outer ring contains the following numbers in segments (clockwise from top): 6, 4, 7, 1, 3, 9, 5, 12, 10, 2, 11, 8.

3x Table: The central circle is labeled $3x$. The outer ring contains the following numbers in segments (clockwise from top): 3, 5, 2, 10, 4, 1, 8, 11, 6, 9, 7, 12.

4x Table: The central circle is labeled $4x$. The outer ring contains the following numbers in segments (clockwise from top): 3, 5, 2, 10, 4, 1, 8, 11, 6, 9, 7, 12.

5x Table: The central circle is labeled $5x$. The outer ring contains the following numbers in segments (clockwise from top): 6, 4, 7, 1, 3, 9, 5, 12, 10, 2, 11, 8.

A cartoon girl with brown hair in pigtails, wearing a red shirt and black shorts, is running towards the right. She is holding a blue and yellow volleyball.

Worksheet (22)

Discuss the multiplication facts in the following tables:

x	1	2	3	4	5
1	1	2	3		
2	2	4			
3	3				
4					
5					

x	2	4	3	5	1
1	2	4			
2	4				
3					
4					
5					

x	4	1	3	2	5
3	12	3			
5	20				
2					
1					
4					

x	5	2	3	4	1
5					
2					
1					
4					
3					

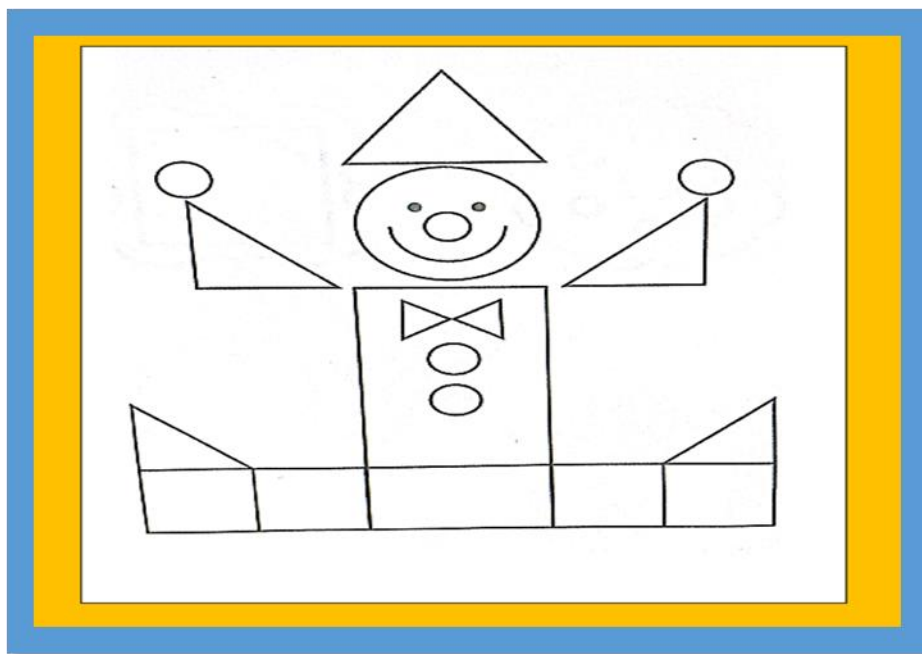
x	3	5	1	4	2
4					
5					
3					
1					
2					

x	2	5	4	3	1
2					
1					
4					
3					
5					

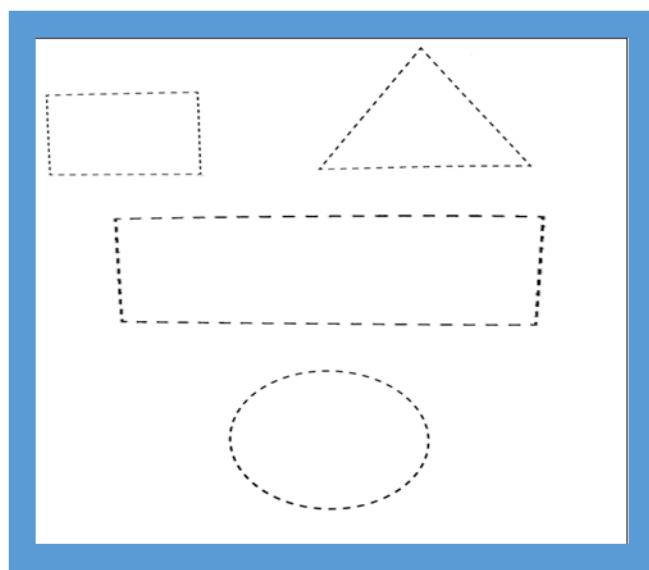
Topic seven: Plane Figures

Worksheet (1)

Find the triangles in the following picture and color them with your favorite color:

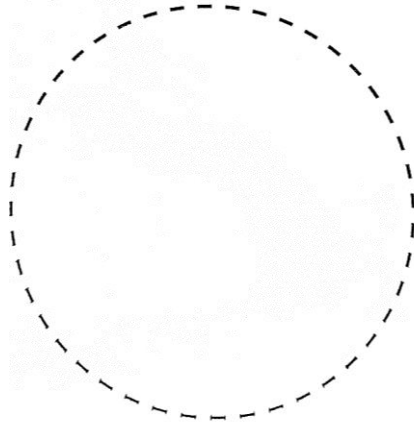


Trace to complete each geometric shape

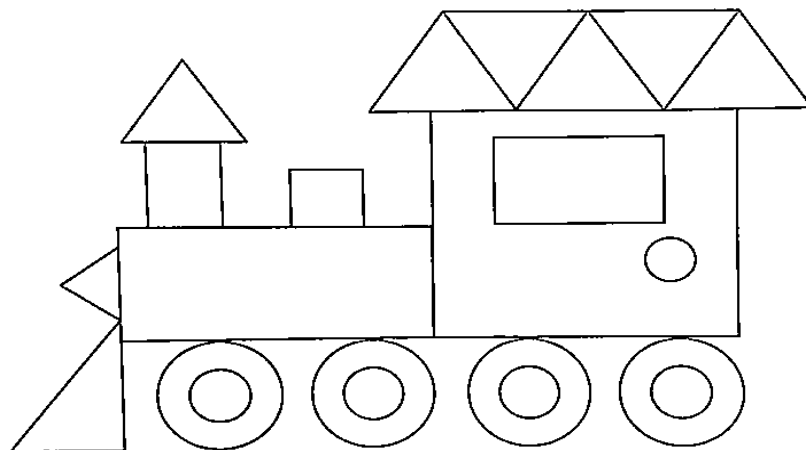


Worksheet (3)

1- Trace by your pencil to complete the circle:

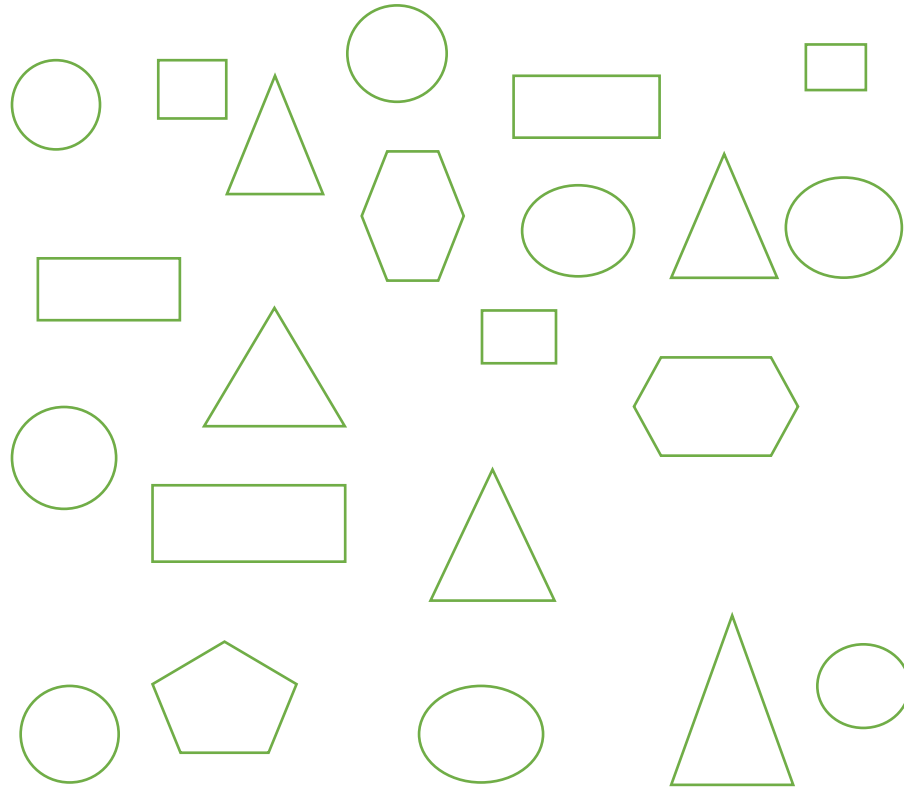


2- Find the circles then color them:



Worksheet (4)

Look at the following shapes then answer:



- 1- How many triangles are there in the figure?
- 2- How many circles are there in the figure?
- 3- How many squares are there in the figure?
- 4- How many rectangles are there in the figure?
- 5- How many hexagons are there in the figure?
- 6- How many pentagons are there in the figure?

Worksheet (5)

By the given definition draw the geometric shape then write its name:

Definition	Geometric Shape	Shape's name
A shape that consists of 4 sides that are not equal and perpendicular to each other with 4 right angles, is:		
A shape that consists of 4 equal sides, perpendicular to each other, is:		
A shape that has 3 sides and 3 angles, is:		
A polygon has 5 sides, is:		
A shape in which the points are separated from the center by a fixed distance, is:		
A polygon has 6 sides, is:		

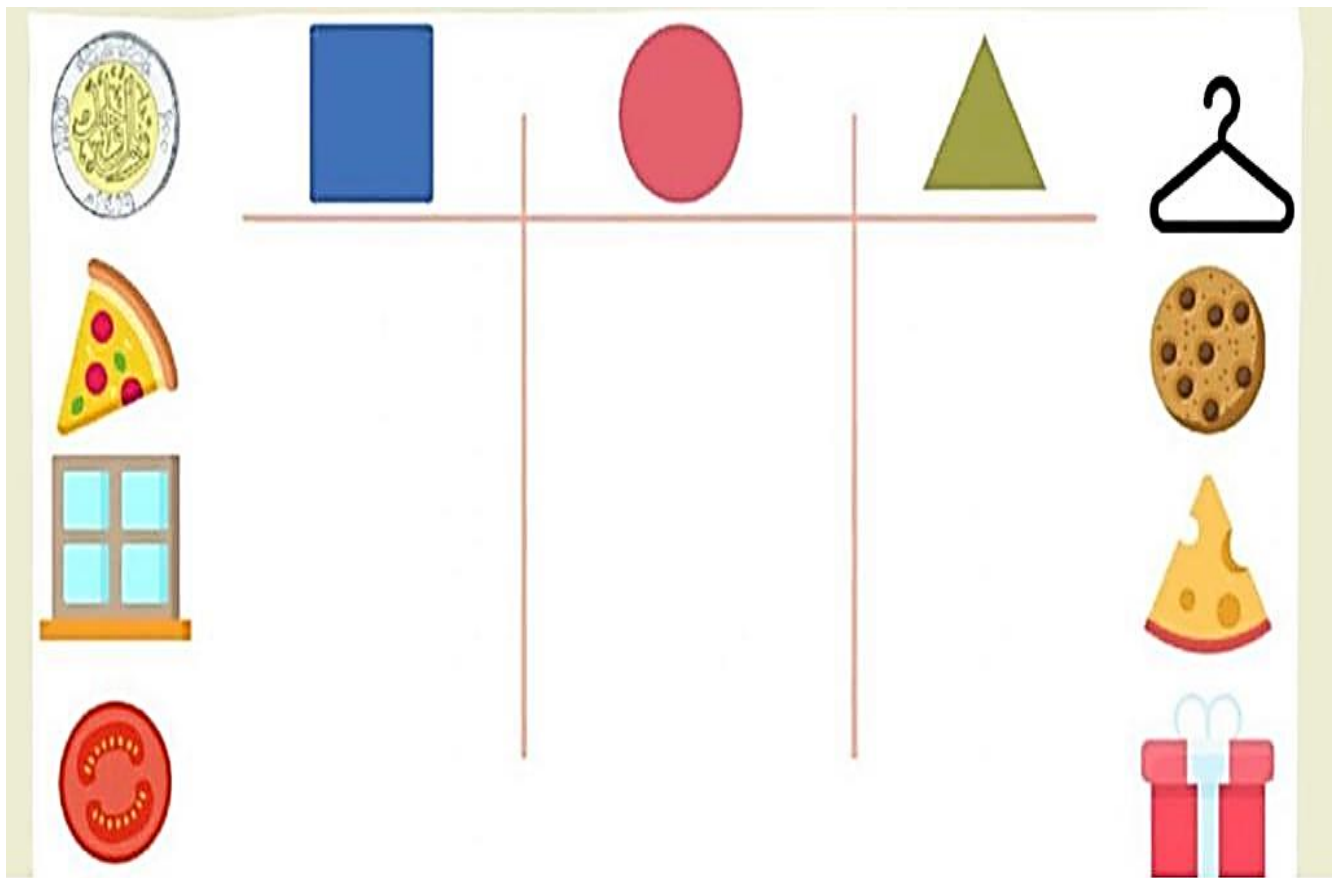
Worksheet (6)

Match the similar shapes to each other:



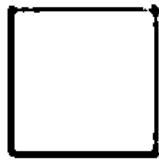
Worksheet (7)

Classify the following objects according to corresponding shape:



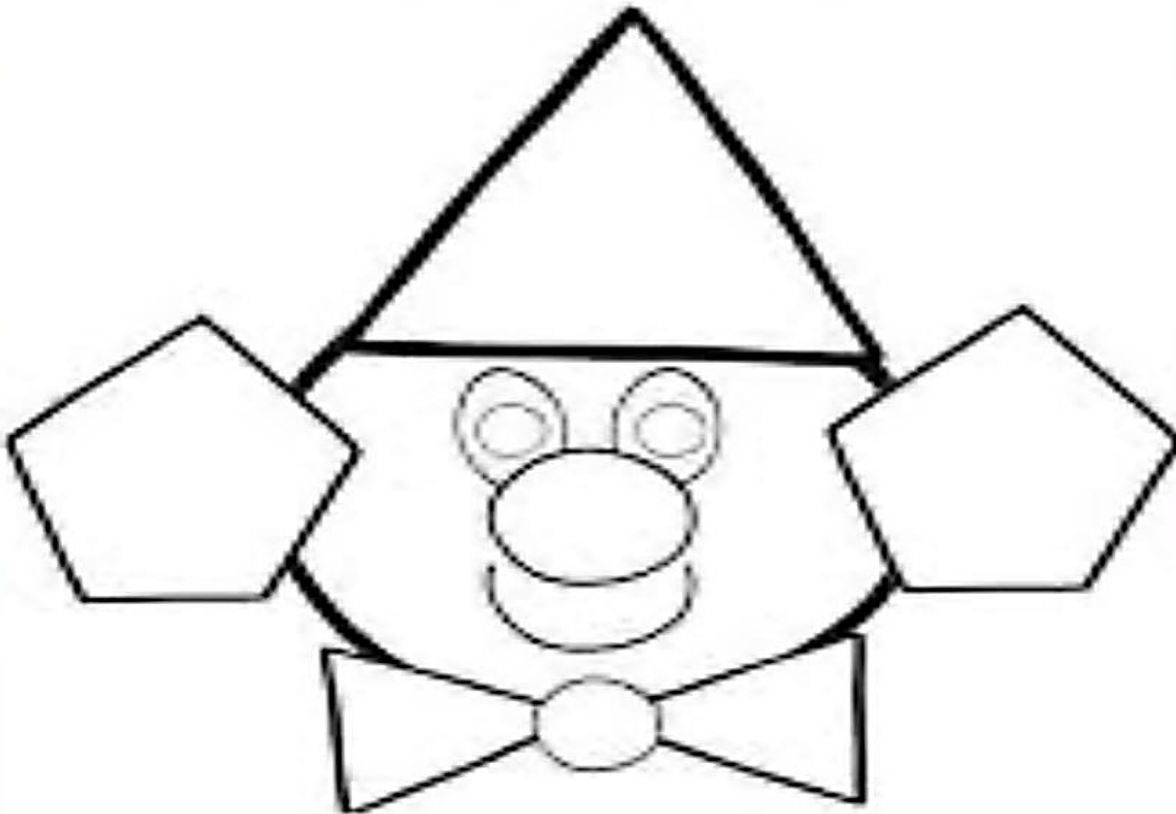
Worksheet (8)

Complete the drawing of geometric shapes on the dot grid:



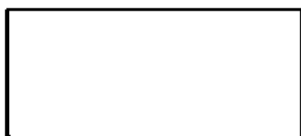
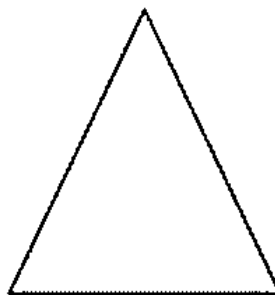
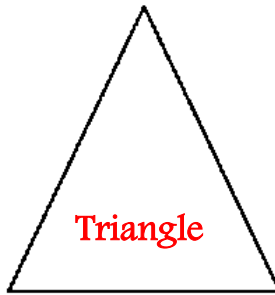
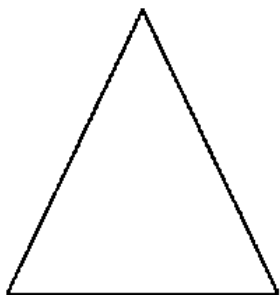
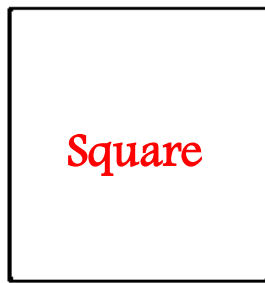
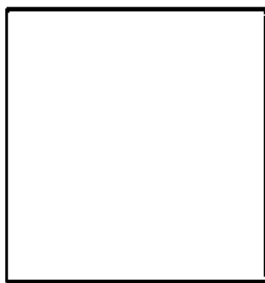
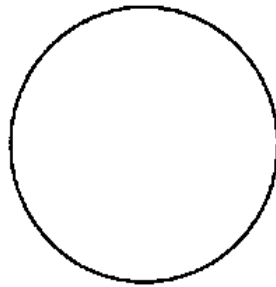
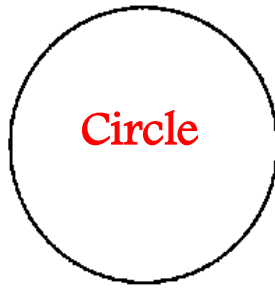
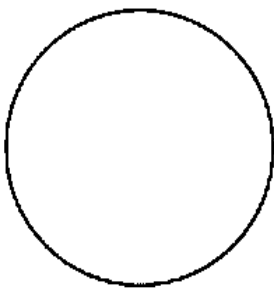
Worksheet (9)

Color the following geometric shape according to the given colored one.



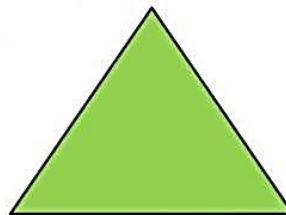
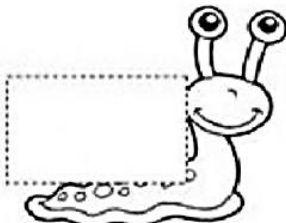
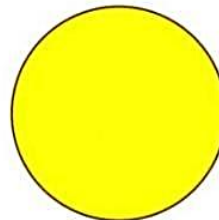
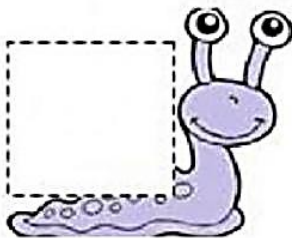
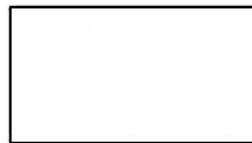
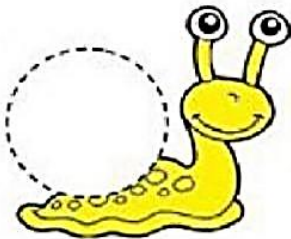
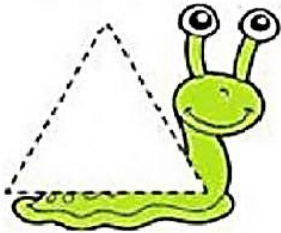
Worksheet (10)

Color the geometric shapes:



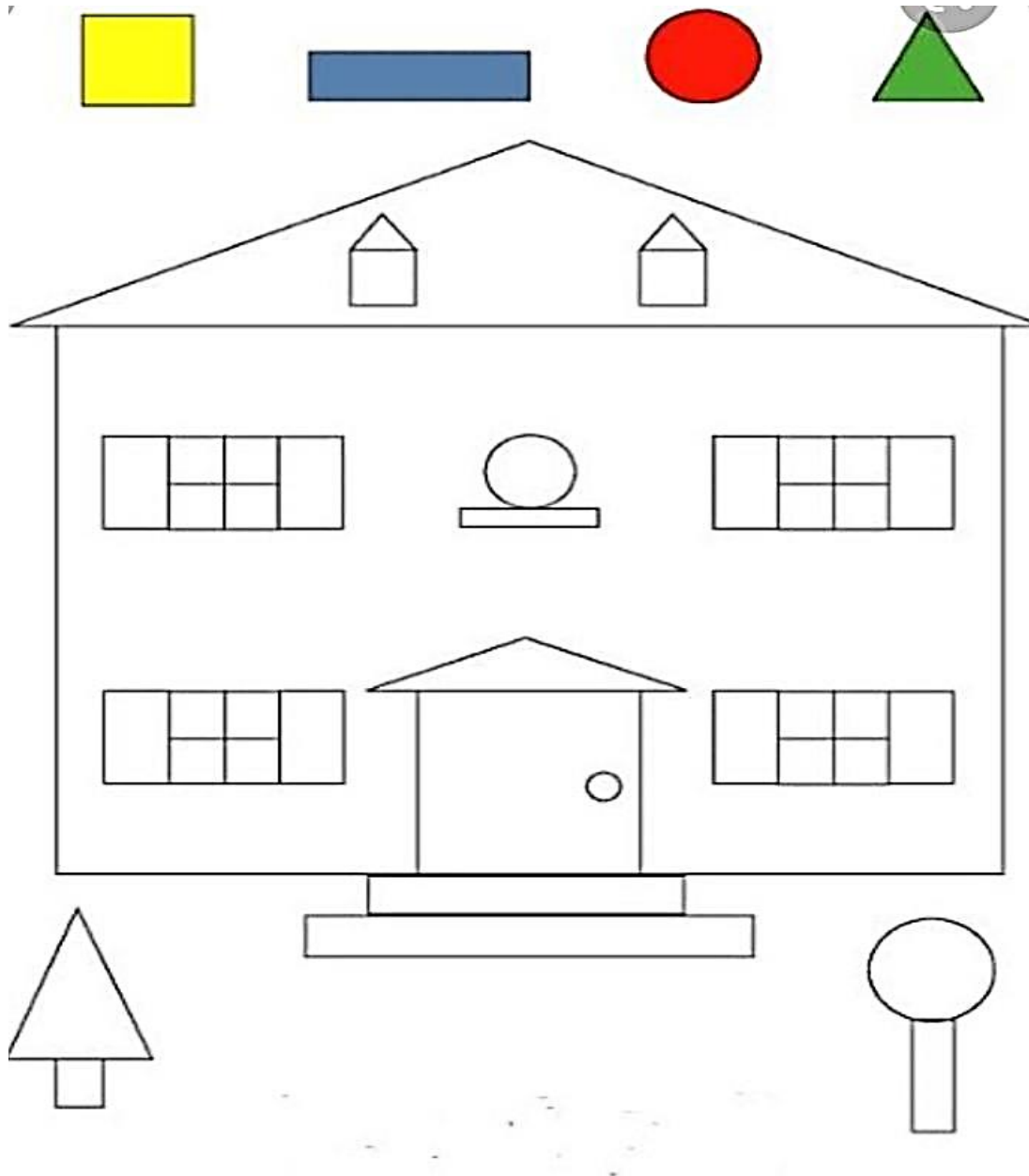
Worksheet (11)

Match each shape that carried by the worm to the corresponding one:



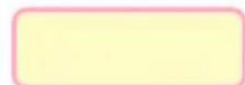
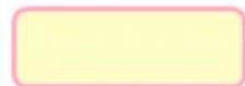
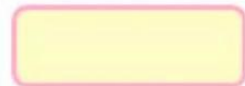
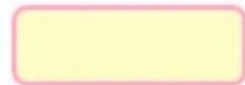
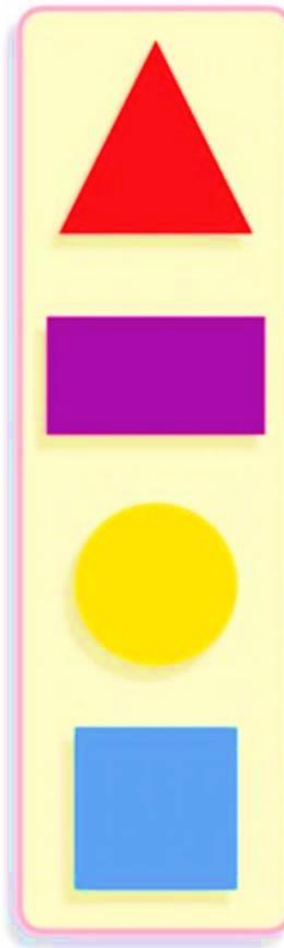
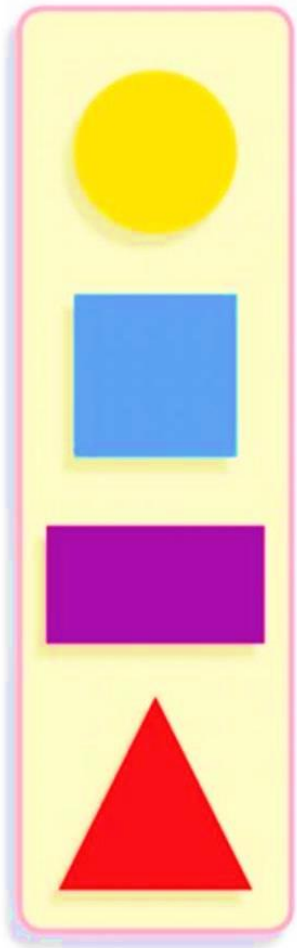
Worksheet (12)

Color the house according to the color of the geometric shapes:



Worksheet (13)

Match appropriately then write the name of the geometric shape:



Worksheet (14)

Match each shape to its name:



Pentagonal

Triangle

Rectangle

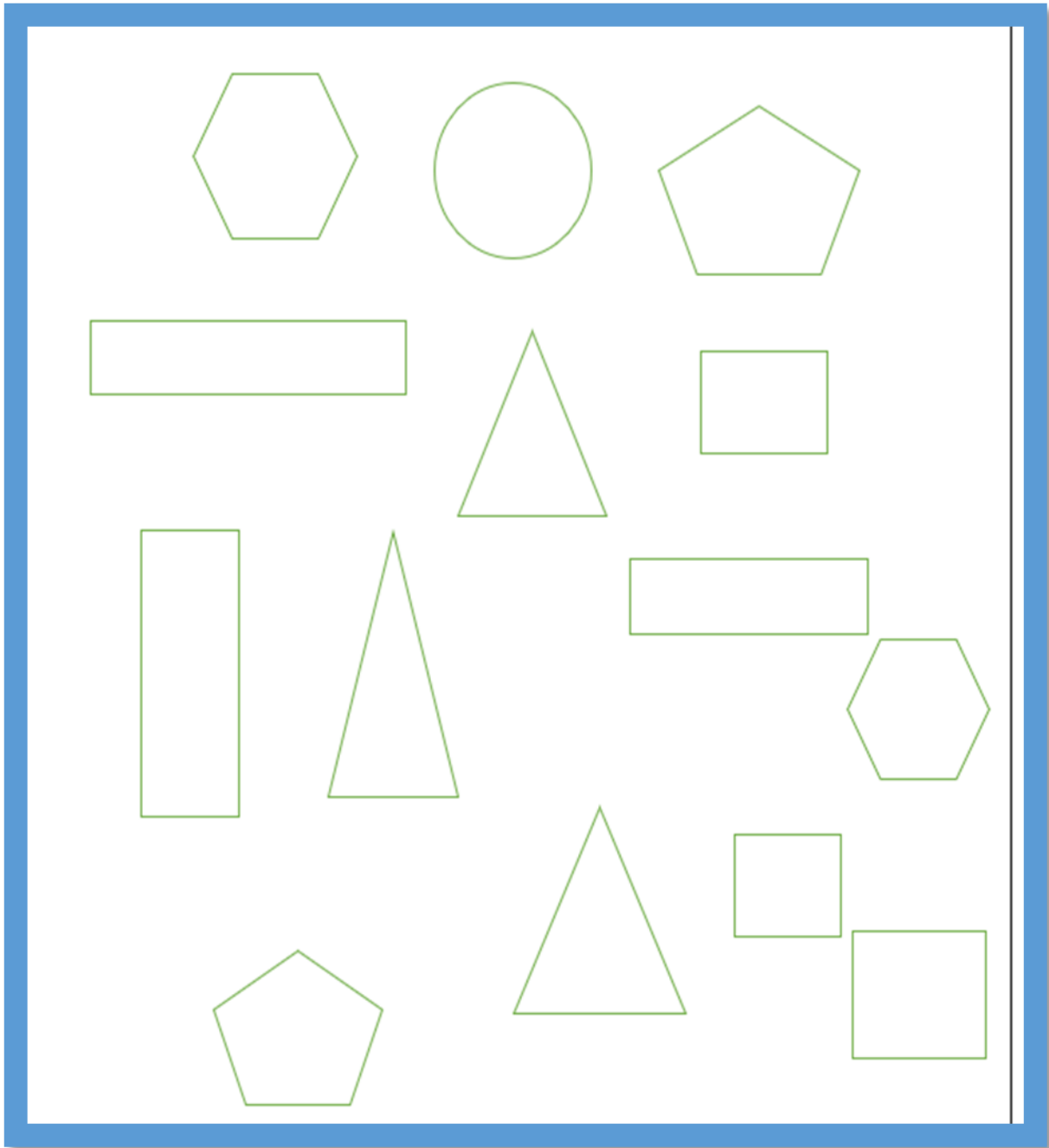
Circle

Hexagonal

Square

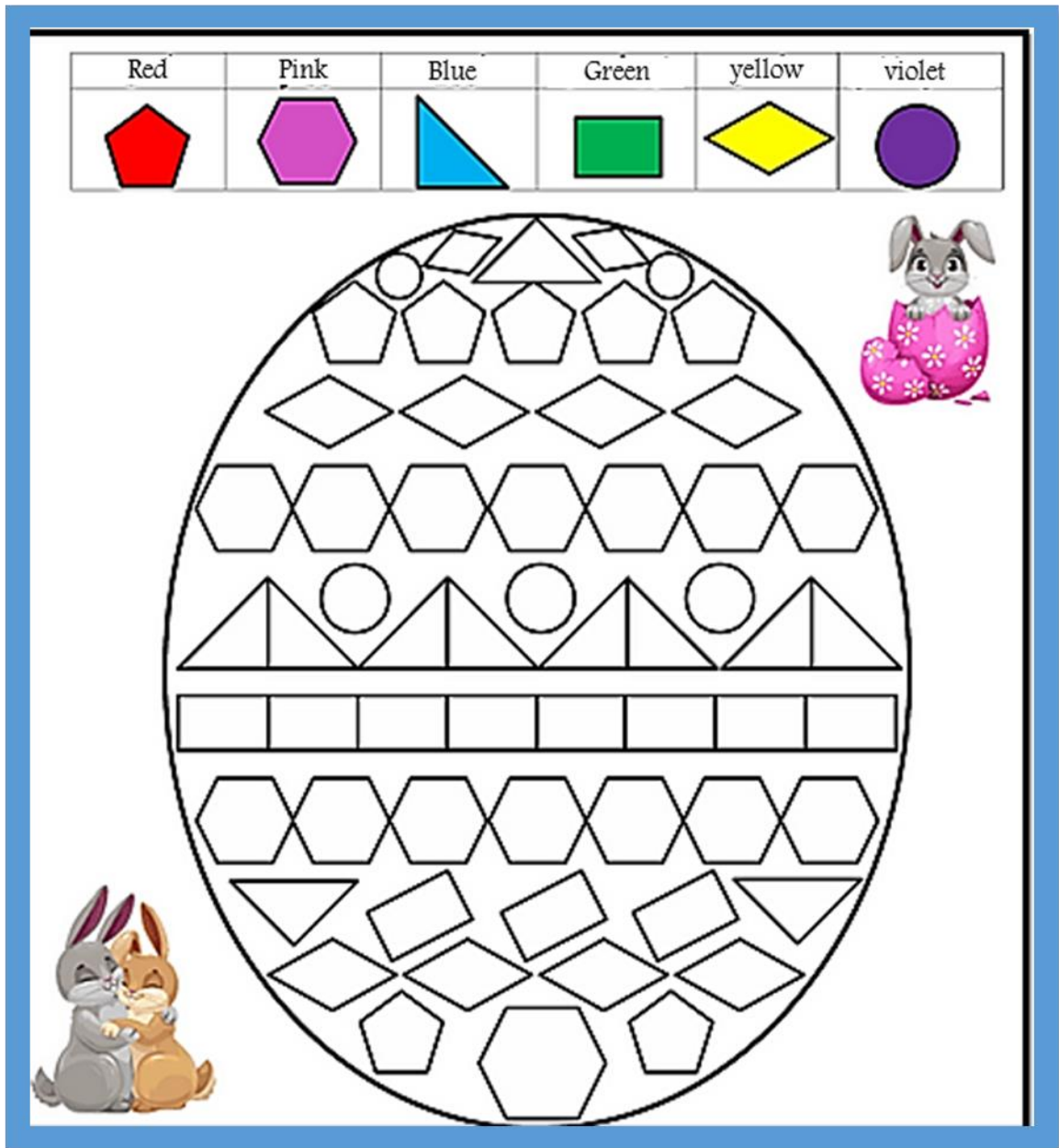
Worksheet (15)

Color the squares in **yellow**, the circles in **red**, the rectangles in **blue**,
the triangles in **green**, the pentagons in **brown** and hexagons in **black**:



Worksheet (18)

Color as in the given figure:



Topic eight

(Solids)

Worksheet (1)

- Which shape is a parallelepiped?



(a)



(b)



(c)



(d)

- Which shape is a cube?



(a)



(b)



(c)



(d)

Worksheet (2)

- Which shape is a cylinder?



(a)



(b)



(c)



(d)

- Which shape is a sphere?



(a)



(b)



(c)



(d)

Worksheet (3)

- Which shape is a pyramid?



(a)



(b)



(c)



(d)

- Which shape is a cone?



(a)



(b)



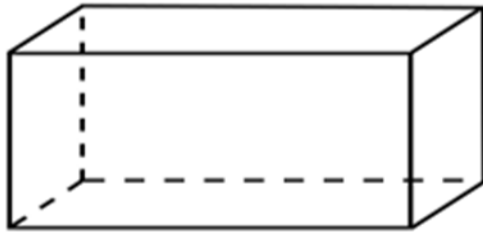
(c)



(d)

Worksheet (4)

- Observe the following parallelepiped then complete?

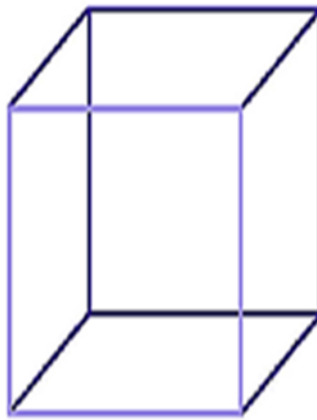


Number of vertices	Number of faces	Number of sides
.....

Worksheet (5)

The teacher shows a solid as a cube, then he shows the following worksheet:

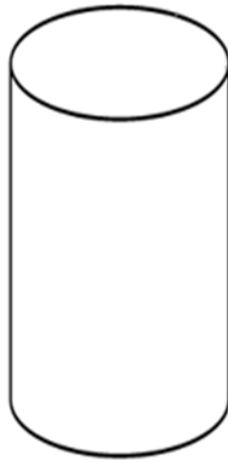
- Observe the following cube then complete?



Number of vertices	Number of faces	Number of sides
.....

Worksheet (6)

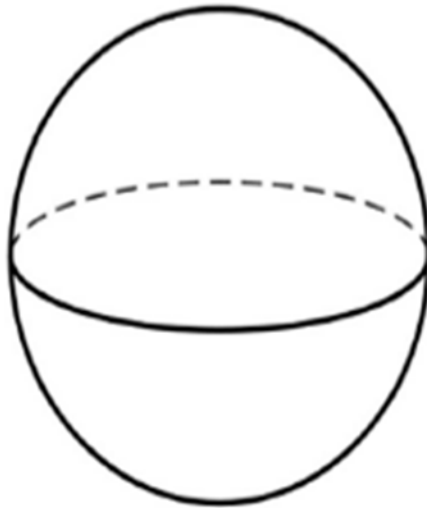
- Observe the following cylinder then complete?



Number of vertices	Number of faces	Number of sides
.....

Worksheet (7)

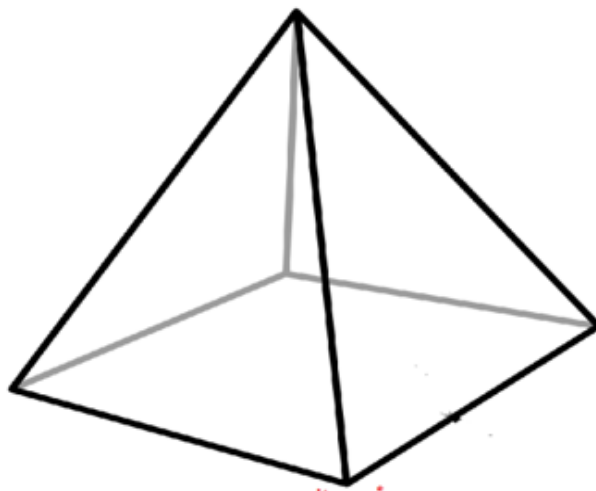
- Observe the following sphere then complete?



Number of vertices	Number of faces	Number of sides
.....

Worksheet (8)

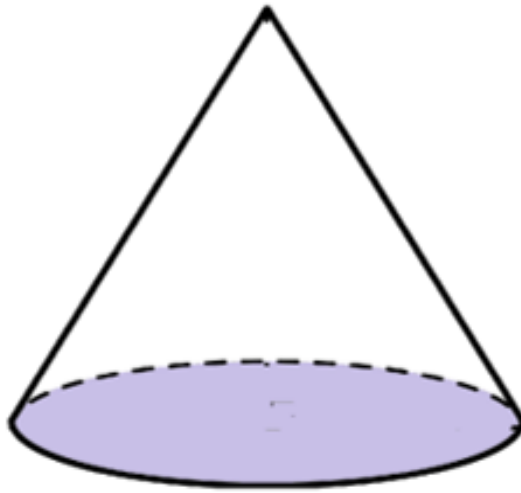
- Observe the following pyramid then complete?



Number of vertices	Number of faces	Number of sides
.....

Worksheet (9)

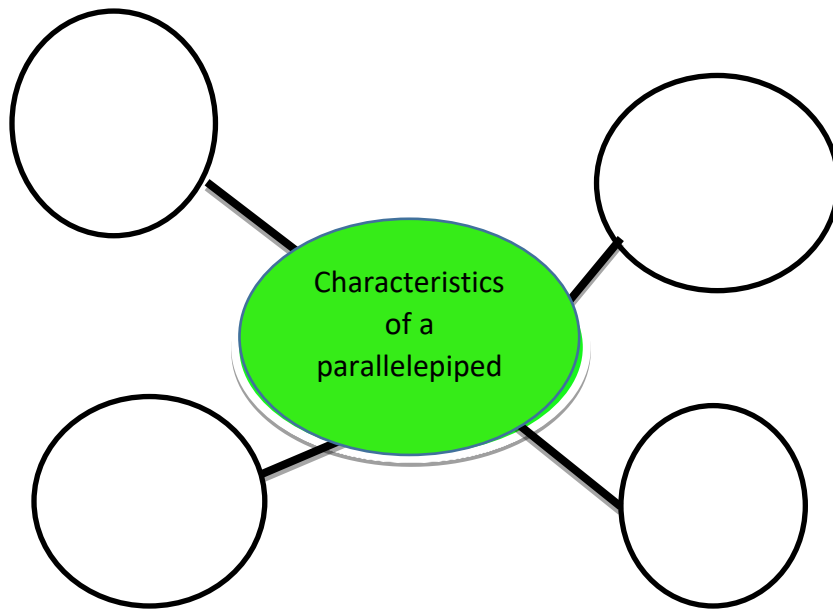
- Observe the following cone then complete?



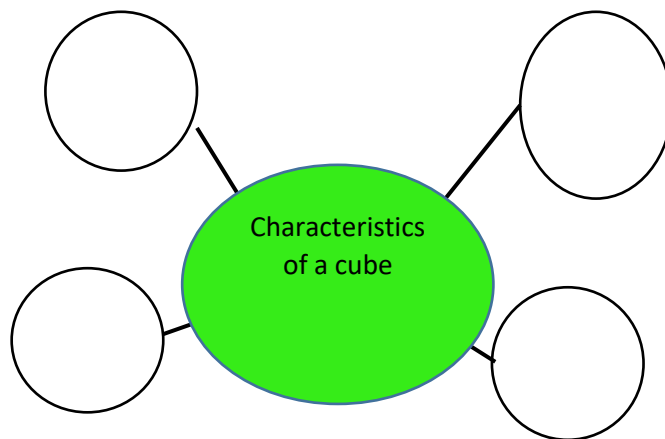
Number of vertices	Number of faces	Number of sides
.....

Worksheet (10)

- Complete the following diagram with the characteristics of the parallelepiped?

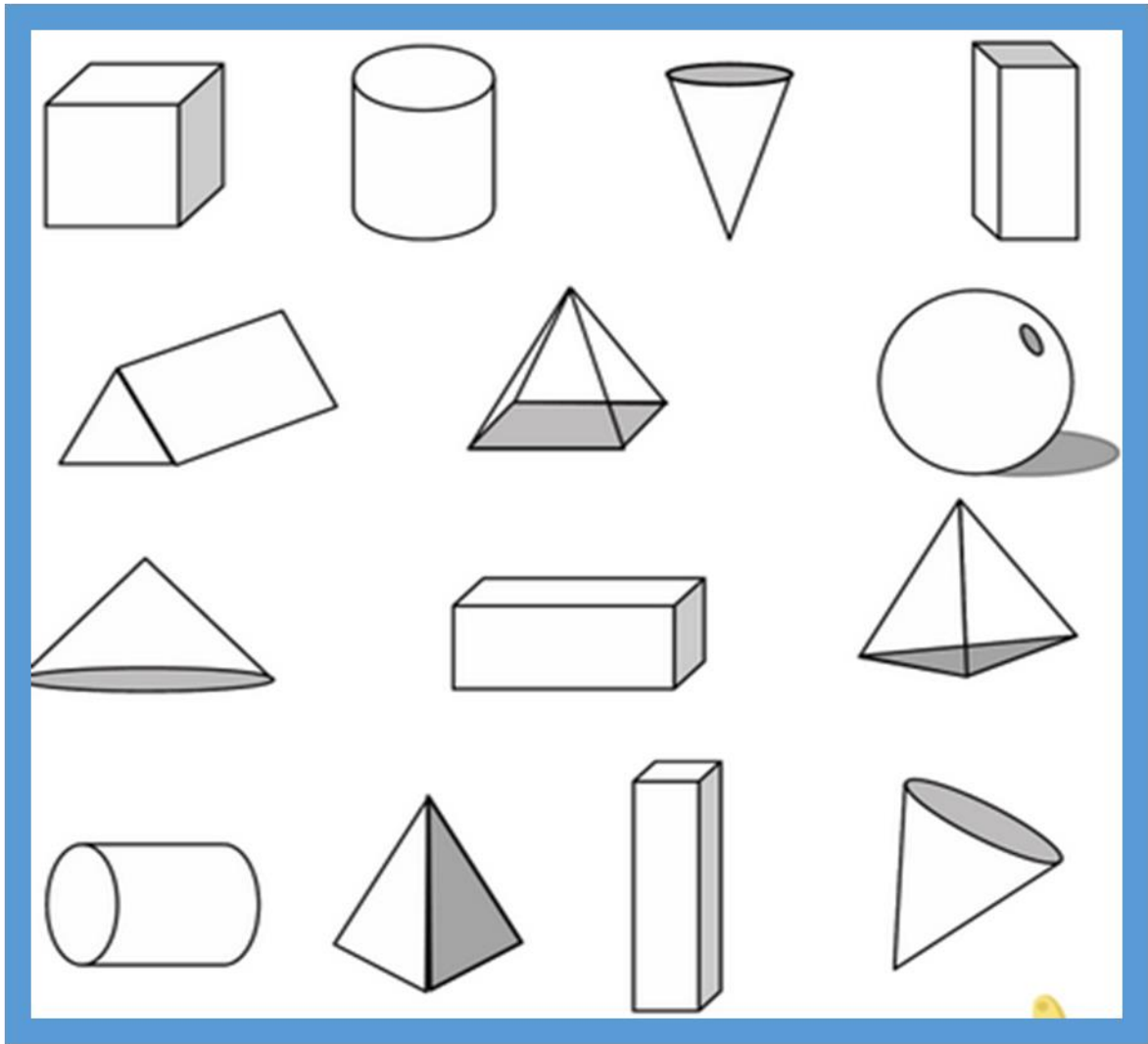


- Complete the following diagram with the characteristics of the cube?



Worksheet (11)³⁷

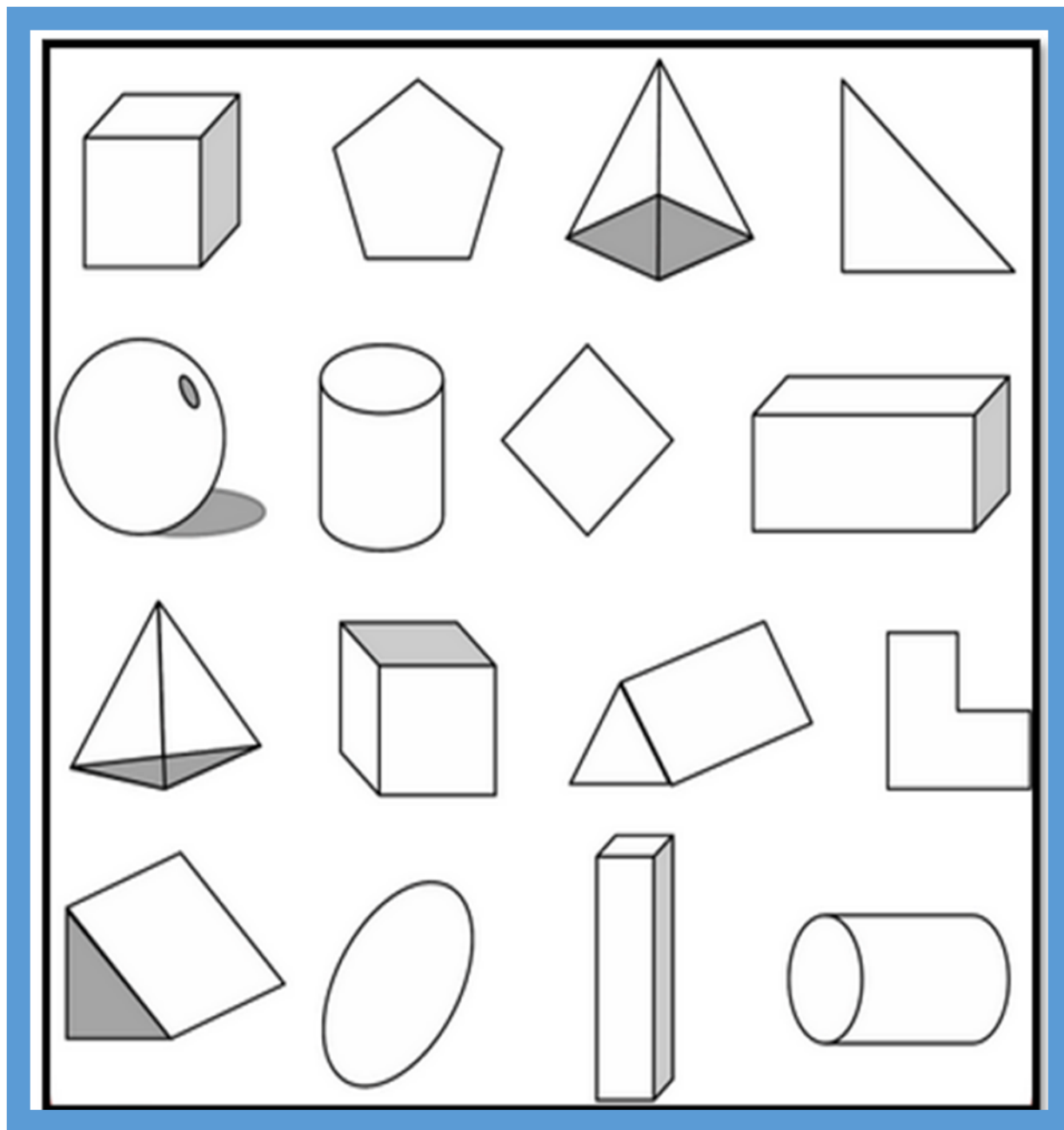
Discuss orally with your student the name of each solid:



¹ <https://math-center.org/ar-BH/worksheet/a4cec631/%D8%AA%D8%AD%D8%AF%D9%8A%D8%AF-%D8%A7%D9%84%D9%85%D8%AE%D8%A7%D8%B1%D9%8A%D8%B7-%D9%88%D8%A7%D9%84%D8%A7%D9%94%D9%87%D8%B1%D8%A7%D9%85/>








Worksheet (12)³⁸

- Color the cylinder by yellow
- Color the cube by red.










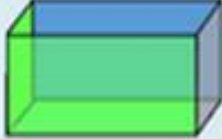

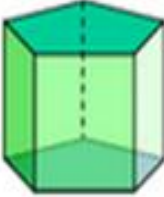




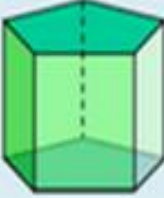
Worksheet (13)³⁹

Observe then complete the following table (discuss orally).

	Number of vertices	Number of sides	Number of faces	The shape
				The cube
				Prism
				Parallelepiped
				Cylinder
				Sphere
				Pyramid
				Cone

Worksheet (14)⁴⁰

- Circle the appropriate shape:

Faces: 8 Edges: 12 Vertices: 8			
Faces: 5 Edges: 9 Vertices: 6			
Faces: 5 Edges: 8 Vertices: 5			
Faces: 4 Edges: 6 Vertices: 4			
Faces: 7 Edges: 15 Vertices: 10			

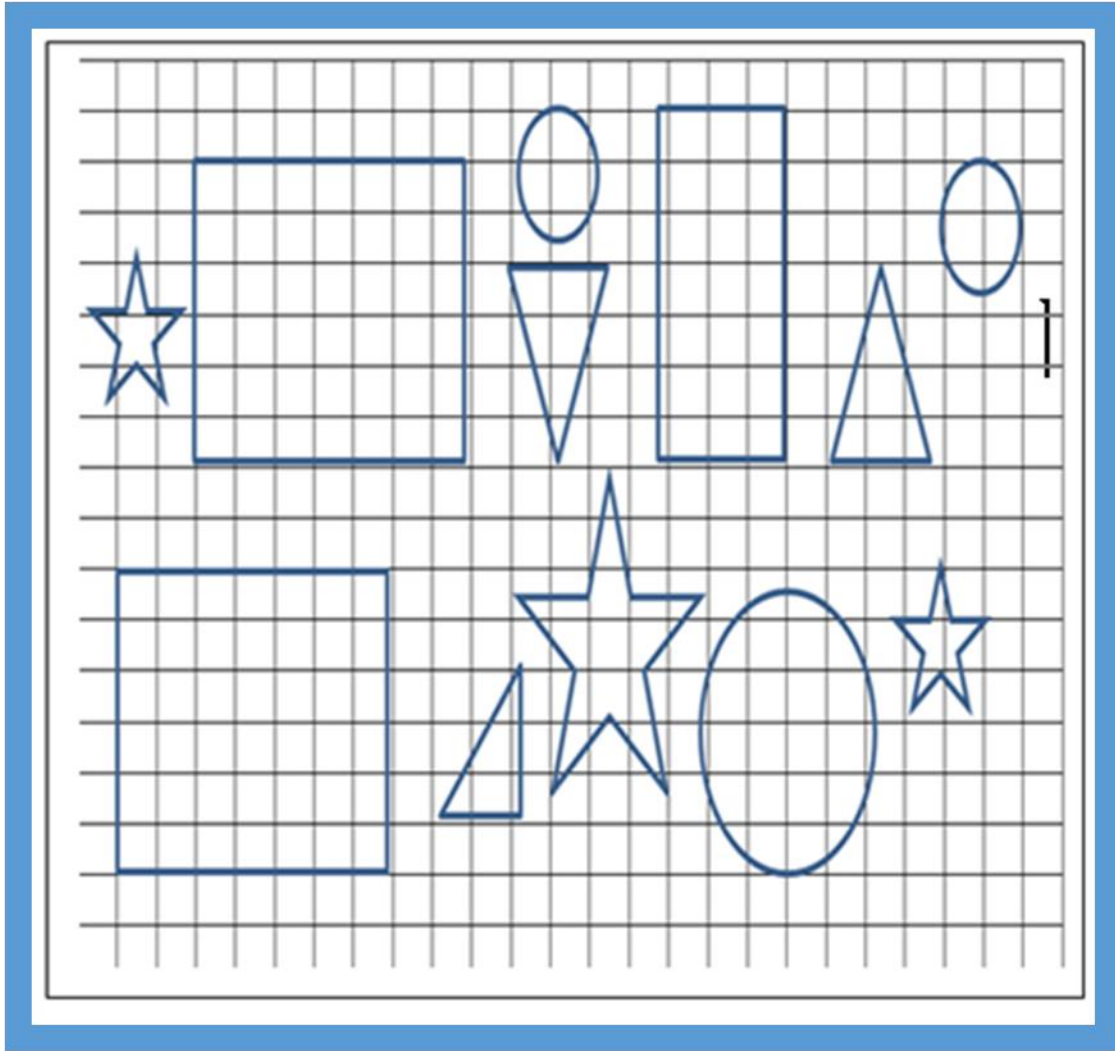
¹ <https://math-center.org/ar-BH/worksheet/94d7f765>

Topic nine

Similarities and symmetry

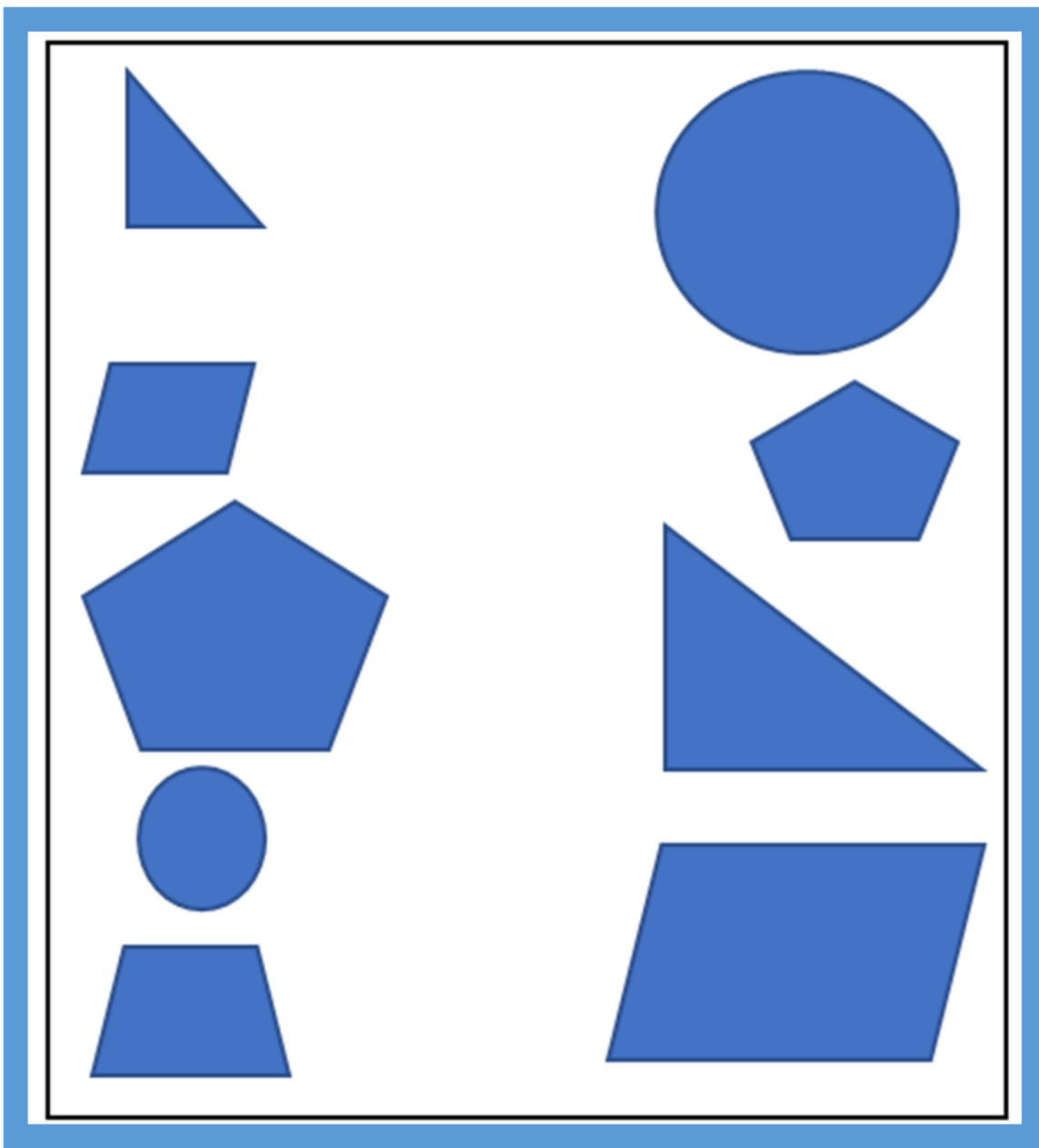
Worksheet (1)

- Color the similar shapes with the same color:



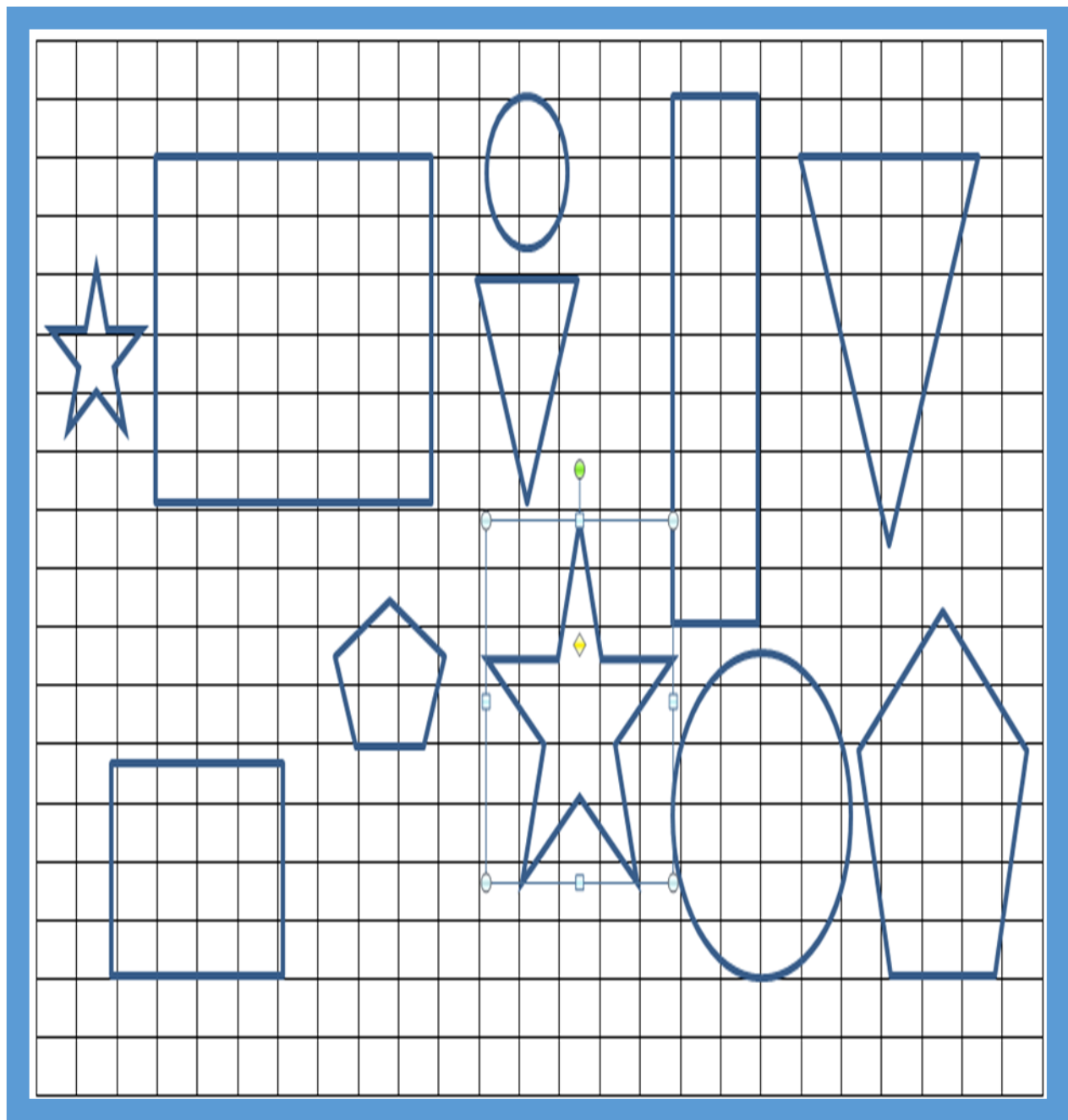
Worksheet (2)

- Color the similar images.



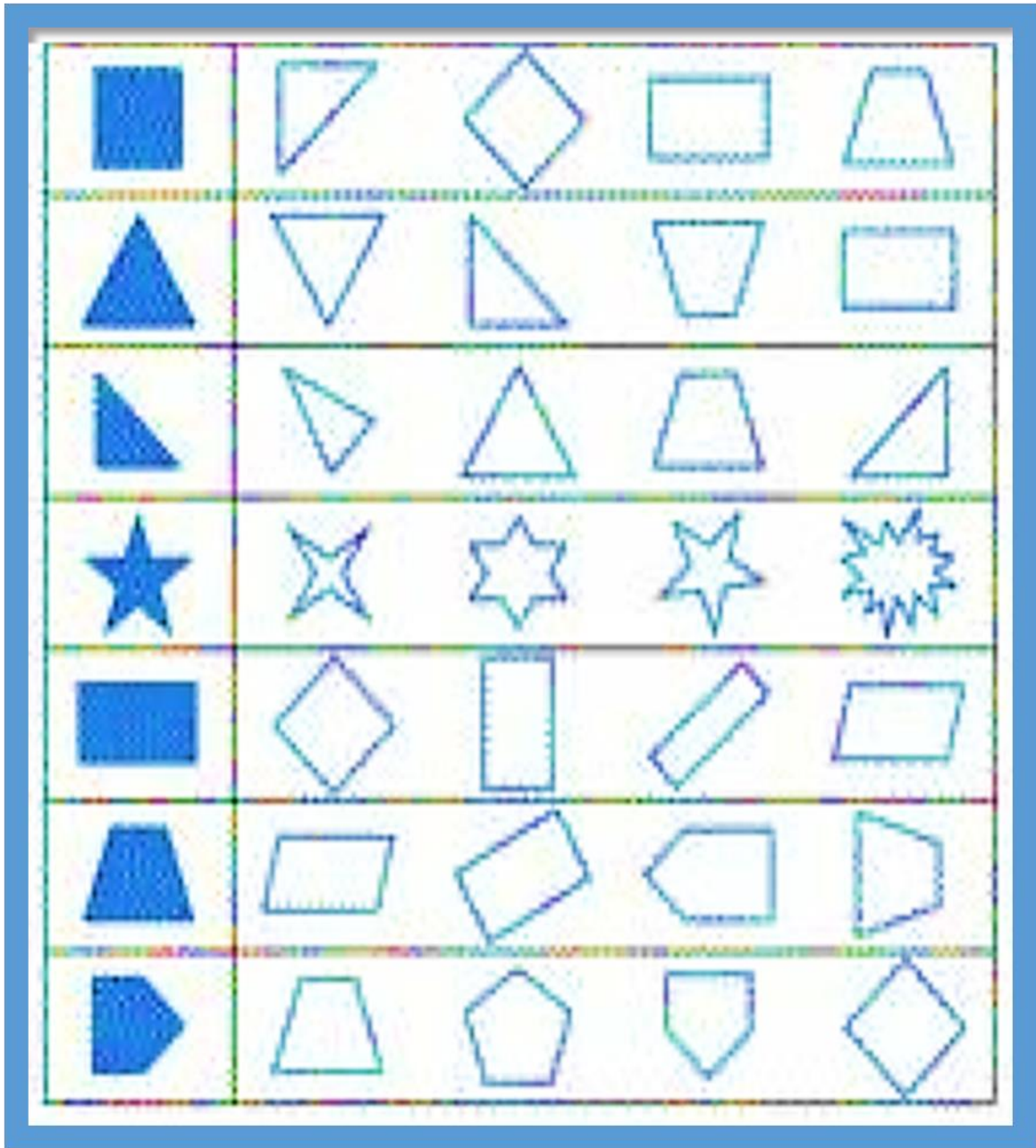
Worksheet (3)

- Color the similar shapes with the same color:



Worksheet (4)


Circle the identical shape to the colored one in each of the following:





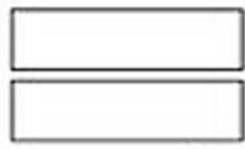


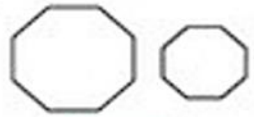



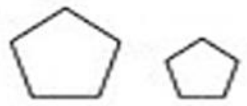


Worksheet (5)

Circle the identical shape to each of the following, color the identical shapes with green and the similar with blue.

Congruent means the same size and shape.

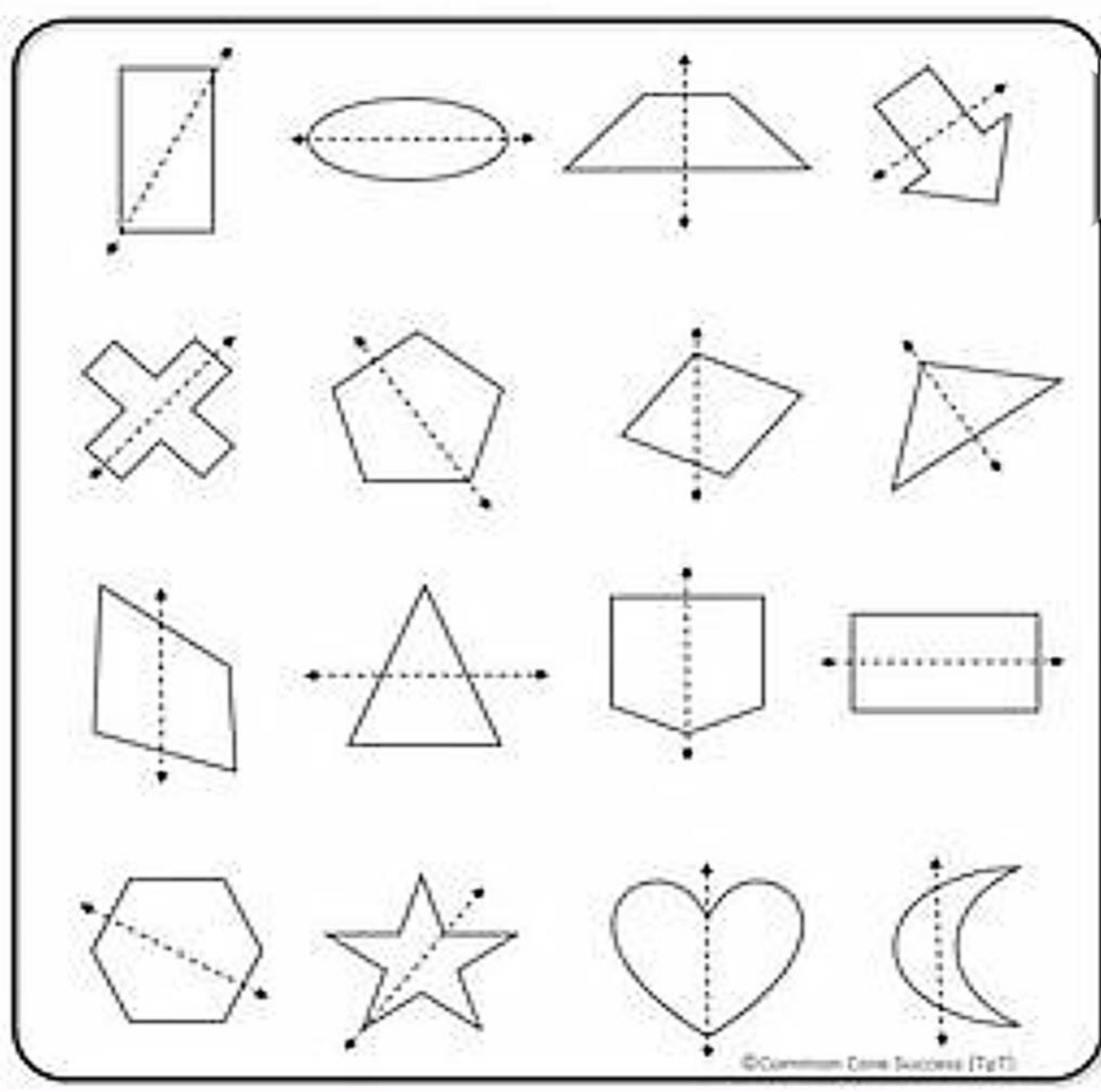


Circle the correct answer.

1.  congruent not congruent	2.  congruent not congruent	3.  congruent not congruent
4.  congruent not congruent	5.  congruent not congruent	6.  congruent not congruent
7.  congruent not congruent	8.  congruent not congruent	9.  congruent not congruent
10.  congruent not congruent	11.  congruent not congruent	12.  congruent not congruent

Worksheet (6)

Specify whether the drawn line in each of the following is an axis of symmetry or not.



Worksheet (7)

•Specify whether each couple is similar or identical.

1)



2)



3)



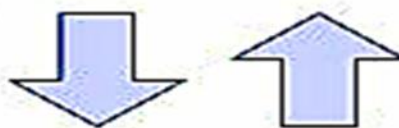
4)



5)



6)



7)



8)



9)



10)



11)



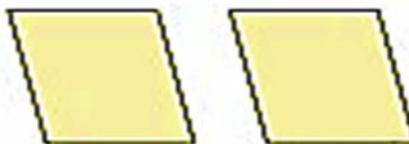
12)



13)



14)



15)



16)



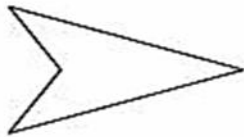
Worksheet (8)

- Draw the axis of symmetry for each shape.

Symmetry

Draw a line of symmetry on each shape.

1)



2)



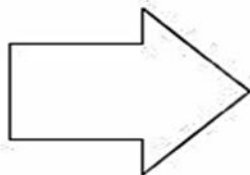
3)



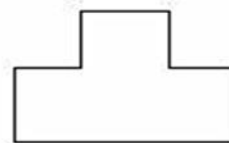
4)



5)



6)



7)

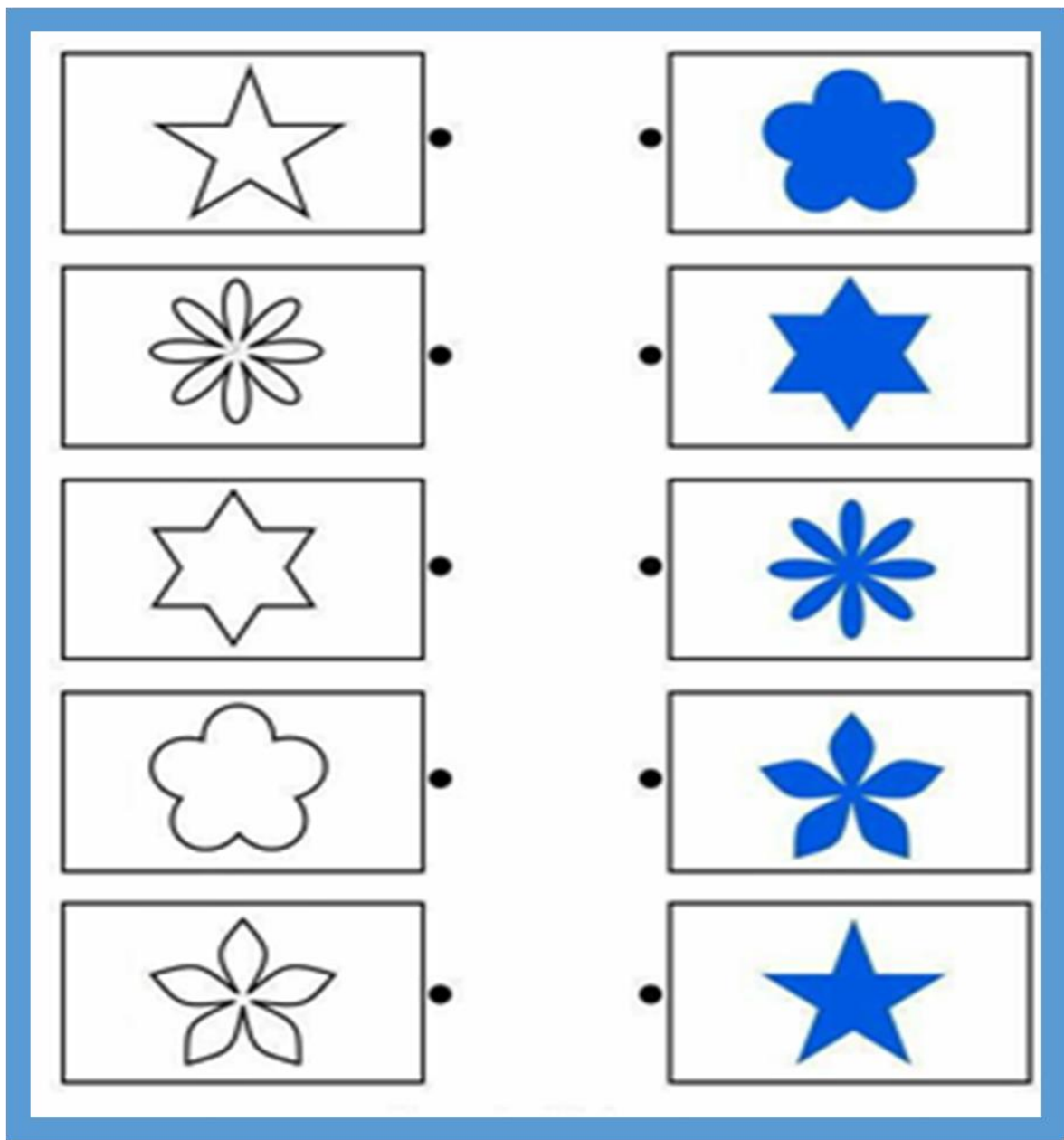


8)



Worksheet (9)

Match the identical shapes:



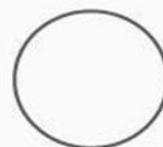
Worksheet (10)

- Draw the axis of symmetry for each shape.

Symmetry

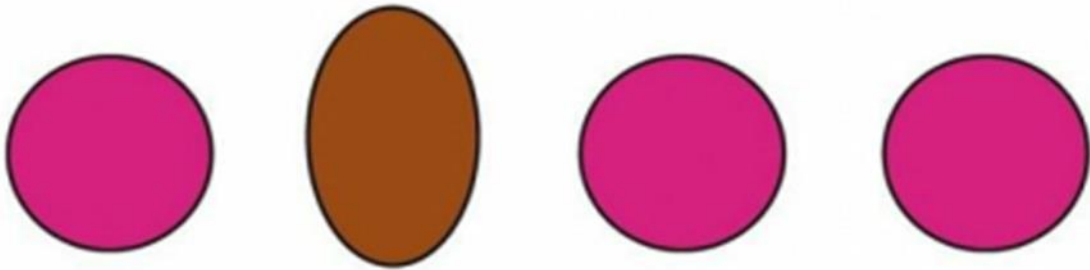
Name: _____ Class: _____

Draw a line of symmetry for each shape.



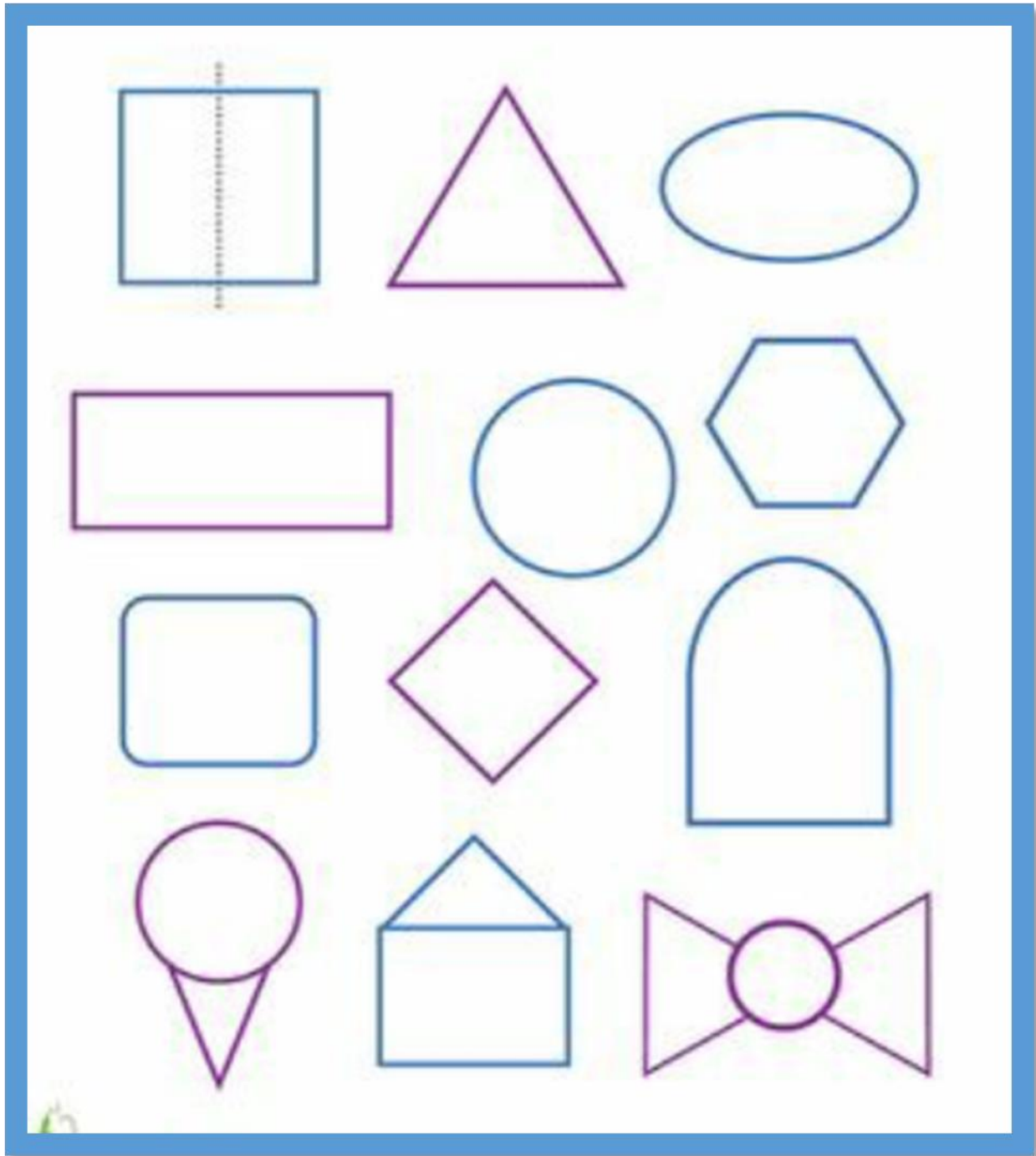
Worksheet (11)

- Circle the odd figure.



Worksheet (12)

- Draw the axis of symmetry for each shape.












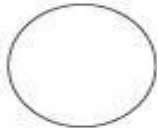


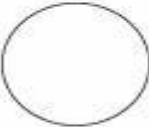

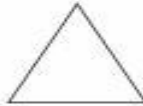


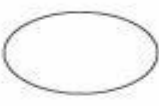
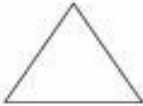




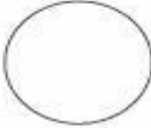

Worksheet (13)

- Color the shape that is identical to the given one.

Name : _____

Recognizing Shapes

























Hunt for the specified shape and color it.

1)					
2)					
3)					
4)					
5)					

Worksheet (14)

- Color the identical shapes.

Color the pairs of congruent shapes.

1. 	a. 	b. 	c. 
2. 	a. 	b. 	c. 
3. 	a. 	b. 	c. 
4. 	a. 	b. 	c. 
5. 	a. 	b. 	c. 
6. 	a. 	b. 	c. 



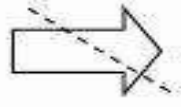
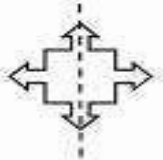
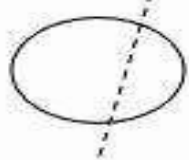


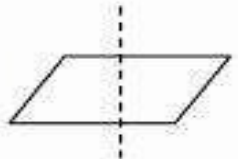
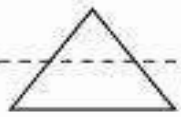
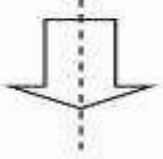
Worksheet (15)

- Is the drawn line an axis of symmetry in the following?

Let's Share Knowledge

Symmetrical and Non-Symmetrical Shapes
WORKSHEET#6

Is the dotted line drawn on the figure a line of symmetry? Write yes or no.

1) 	<input type="text"/>	2) 	<input type="text"/>
3) 	<input type="text"/>	4) 	<input type="text"/>
5) 	<input type="text"/>	6) 	<input type="text"/>
7) 	<input type="text"/>	8) 	<input type="text"/>
9) 	<input type="text"/>	10) 	<input type="text"/>

Please tag it to www.letsaskknowledge.com for more worksheets.

Worksheet (16)

Draw all the axes of symmetry for each shape and write their number.

1)



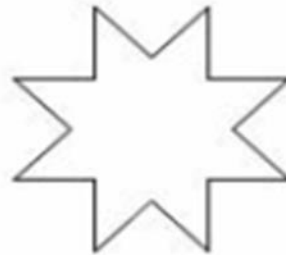
2)



3)



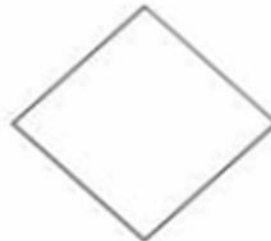
4)



5)

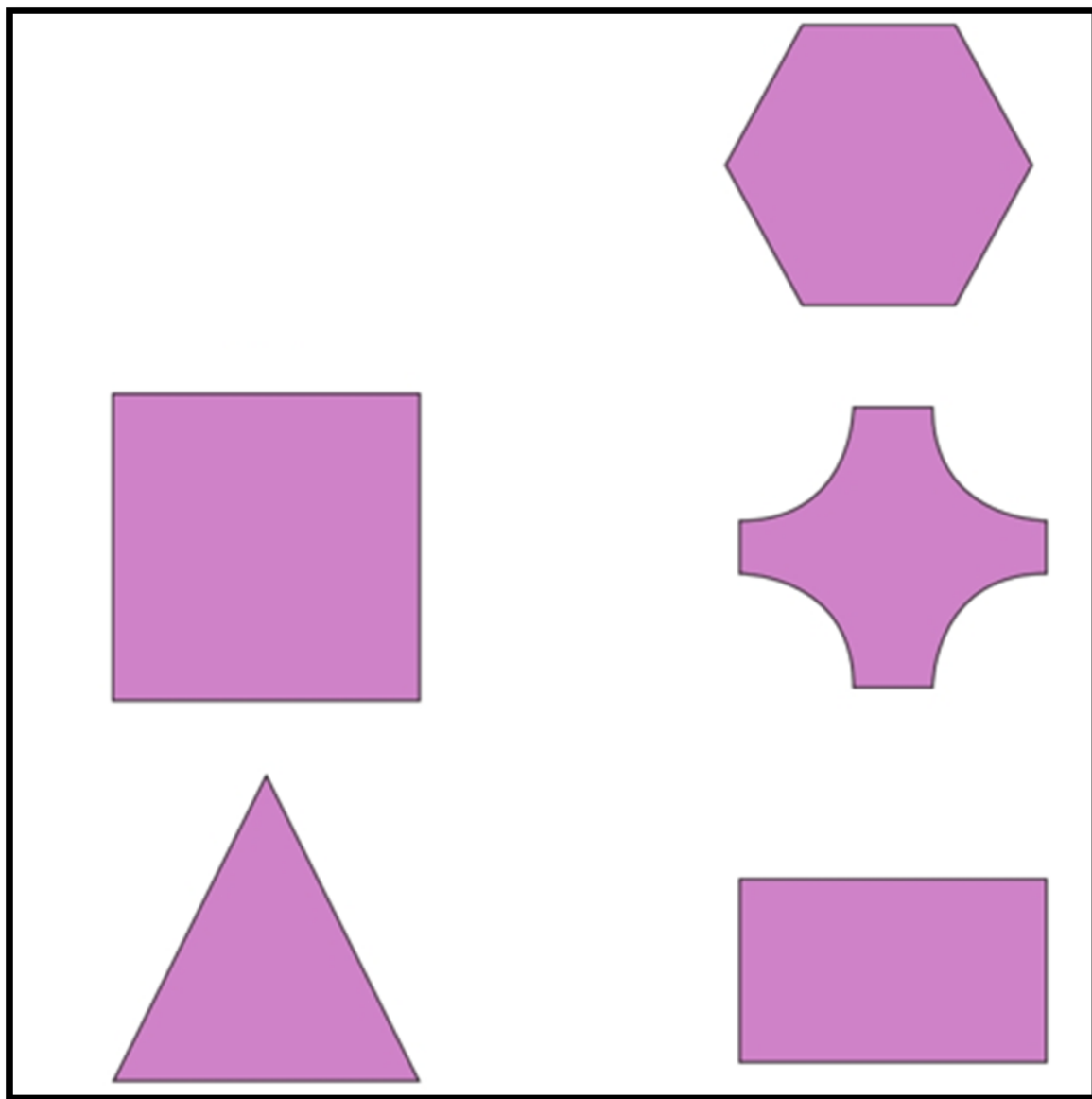


6)



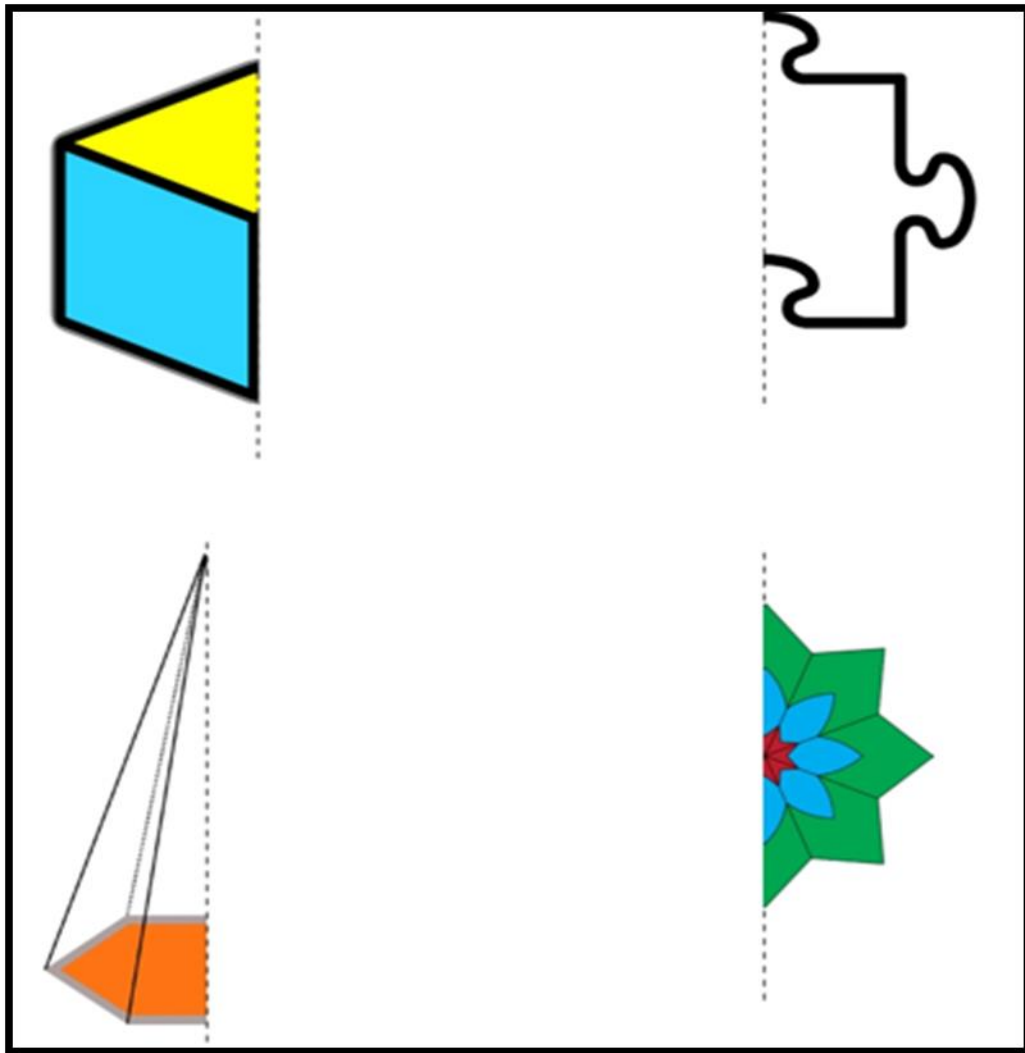
Worksheet (17)⁴¹

Draw the axis of symmetry, if possible.



Worksheet (18)⁴¹

- Complete drawing using symmetry.



Topic (10):

Measuring Lengths and its units

Diagnostic assessment Worksheet

- Use non-standard units in each case to estimate length.

- Write the length of each drawing



..... clips

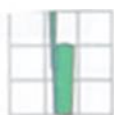


..... clips

- Cross out the extra clips.



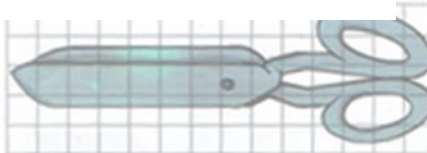
- Find length using squares.



.....
squares



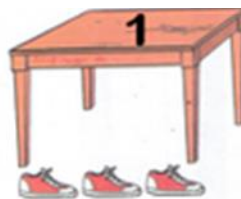
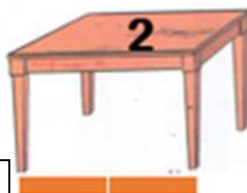
..... squares



..... squares

- Help Amina in comparing the length of the two tables using two different units

color



I can compare

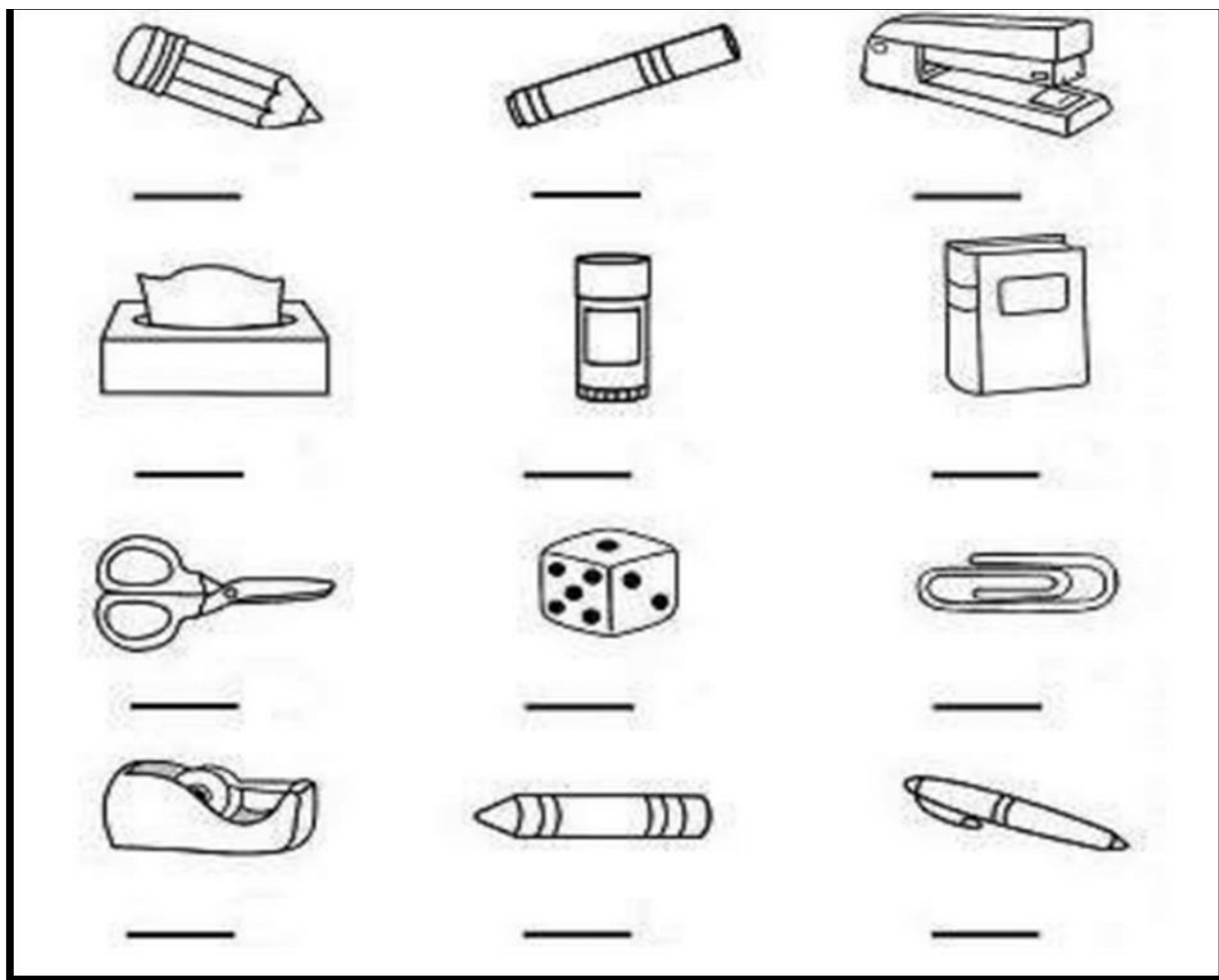
☐

I can't compare

☐

Diagnostic assessment Worksheet ⁴²

- Estimate in cm each of the following.



Worksheet (1)⁴³

- Estimate in cm the length of each line and write it in the blank.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____





g. _____

h. _____

¹ <https://www.grade1to6.com/free-maths-worksheets/third-grade-3-measurement.html>

Worksheet (2)

- Write the measures

<p>What's the length of the line?cm</p> 	<p>What's the length of the line?cm</p> 
<p>What's the length of the line?mm</p> 	<p>What's the length of the line?mm</p> 

Worksheet (3)⁴⁴

Choose the appropriate unit:

activity

meter

Centimeter (cm)

5) Length of a school bus

meter

Centimeter (cm)

4) Length of a cucumber

meter

Centimeter (cm)

3) Length of a spoon

meter

Centimeter (cm)

1) Distance from classroom to the school playground

meter

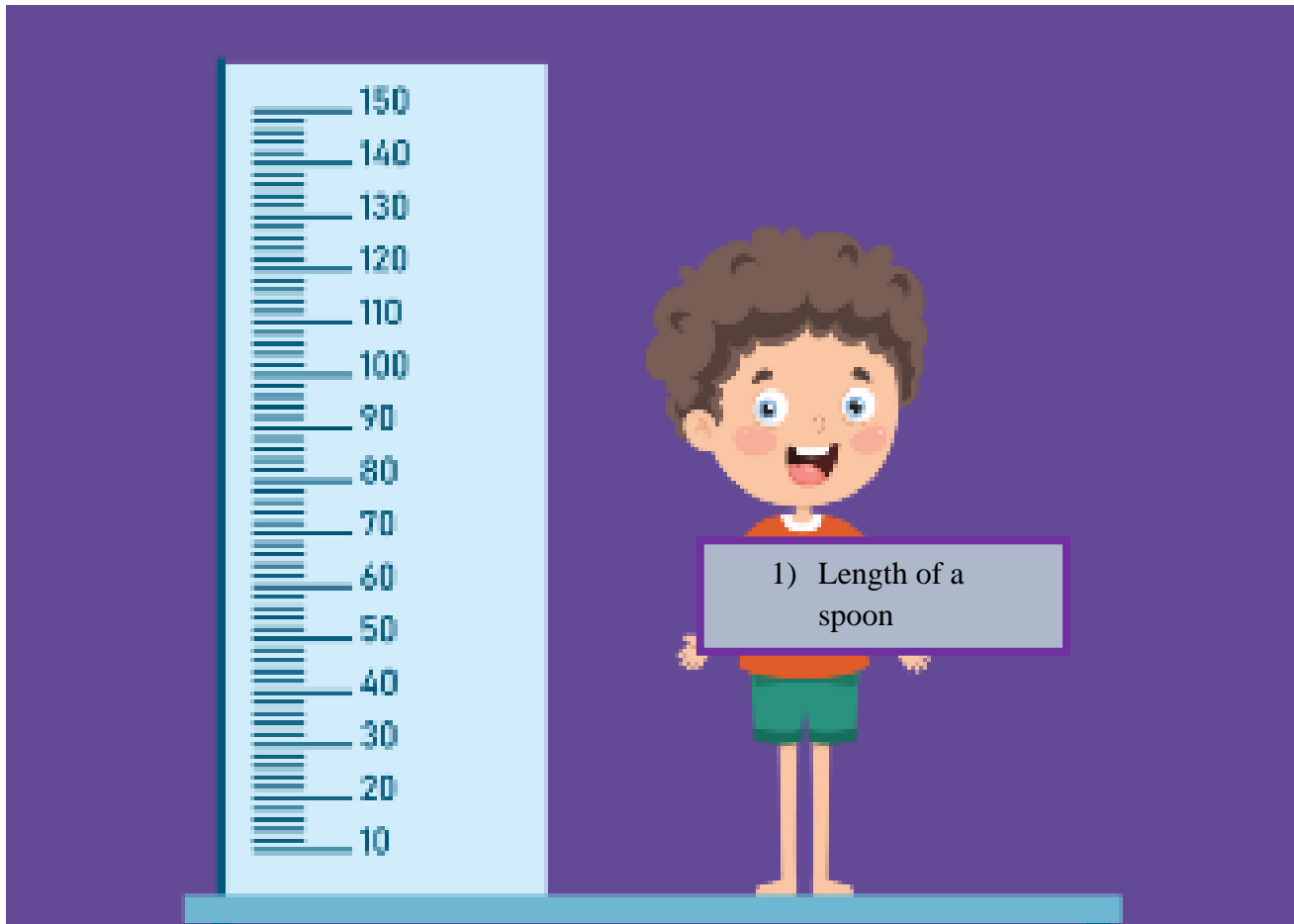
Centimeter (cm)

2) Length of my little sister shoes

¹ <https://www.liveworksheets.com/ju1722674vy>

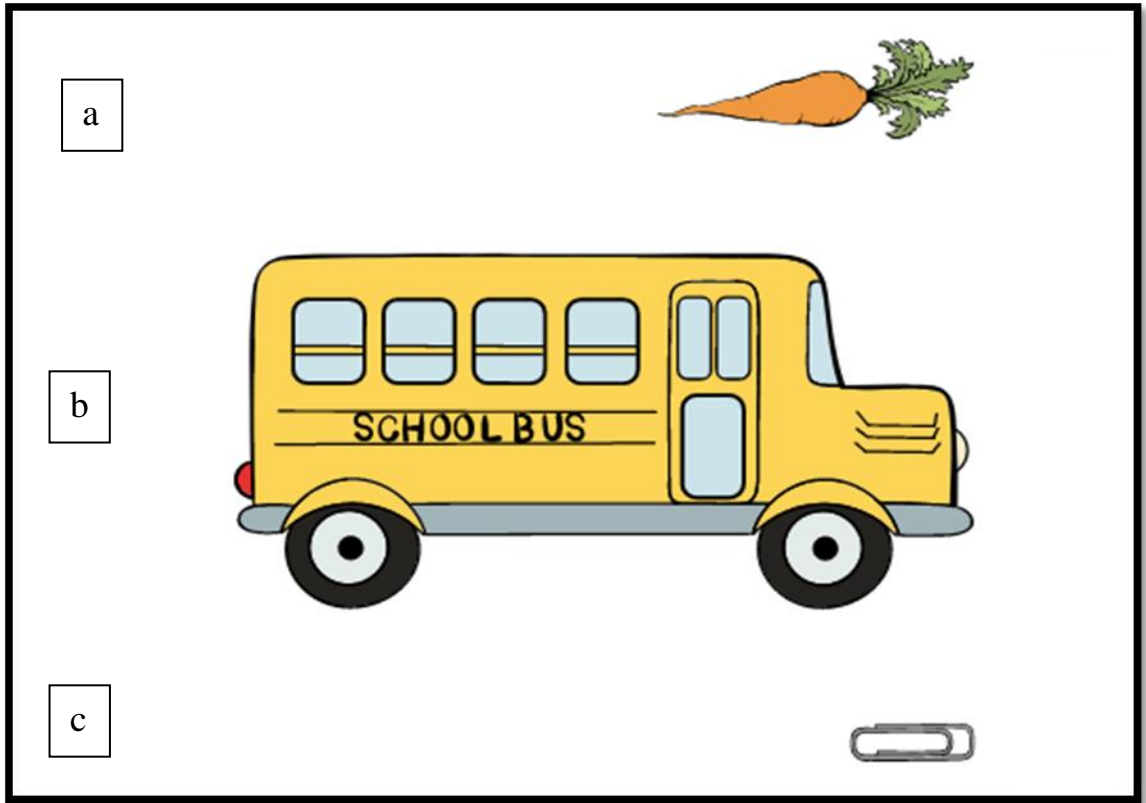
Worksheet (4)⁴⁵

- Observe then indicate the length in cm



Worksheet (5)⁴⁶

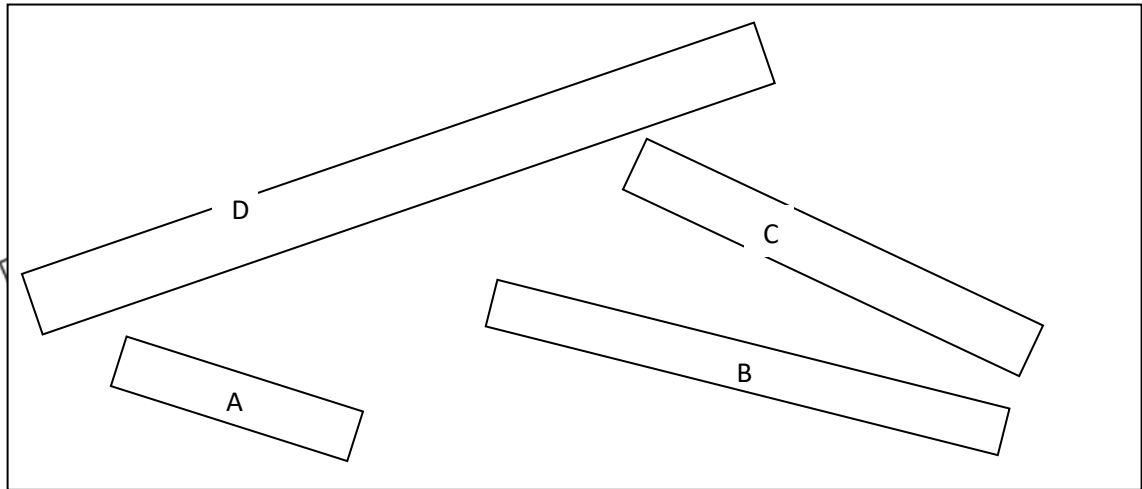
- Estimate the length of the following in cm



¹ <https://www.nagwa.com/ar/worksheets/293161236476/>

Worksheet (6)⁴⁷

- Arrange the following from the shortest to the longest.

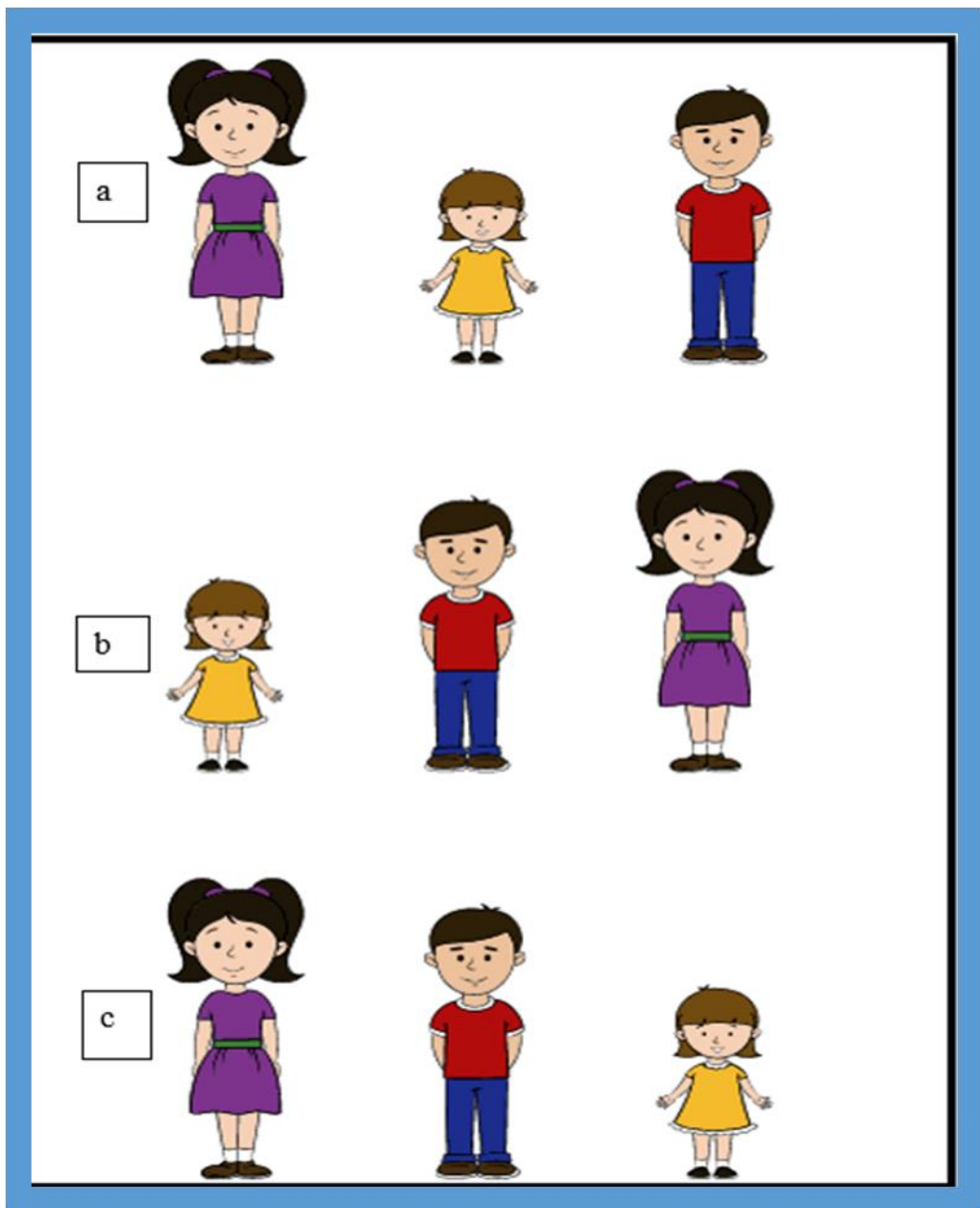


- | | |
|---|------------|
| a | a, c, b, d |
| b | c, d, b, a |
| c | d, b, c, a |
| d | b, a, d, c |

¹ <https://www.nagwa.com/ar/worksheets/293161236476/>

Worksheet (7)⁴⁸

- Circle the group where kids are arranged in an increasing order.



Worksheet (8)⁴⁹

- Circle the clocks that are arranged in a decreasing order.

a



b

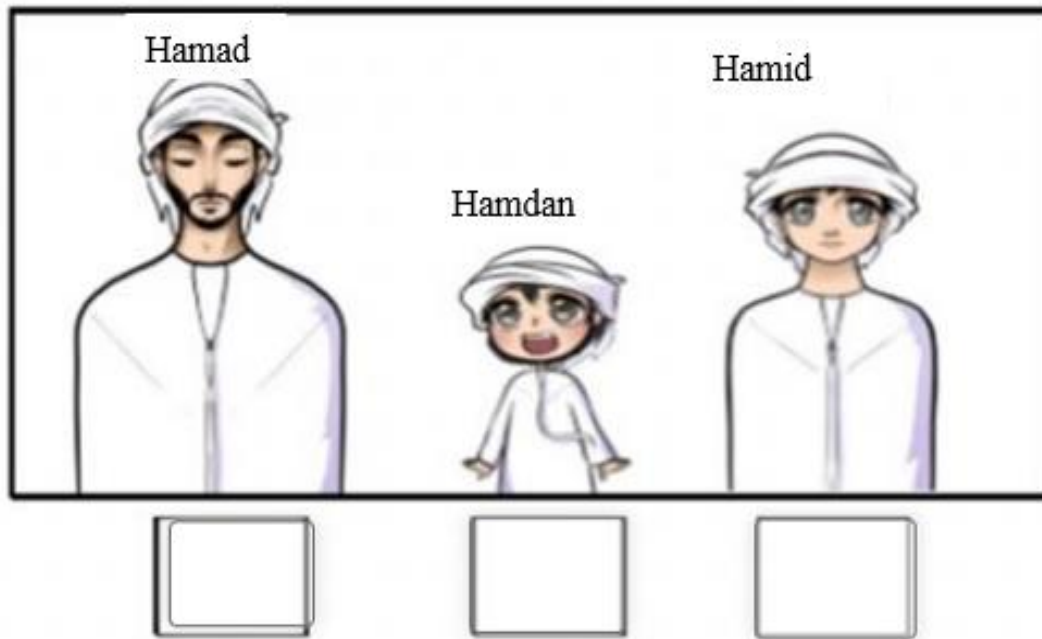


c



Worksheet (9)⁵⁰

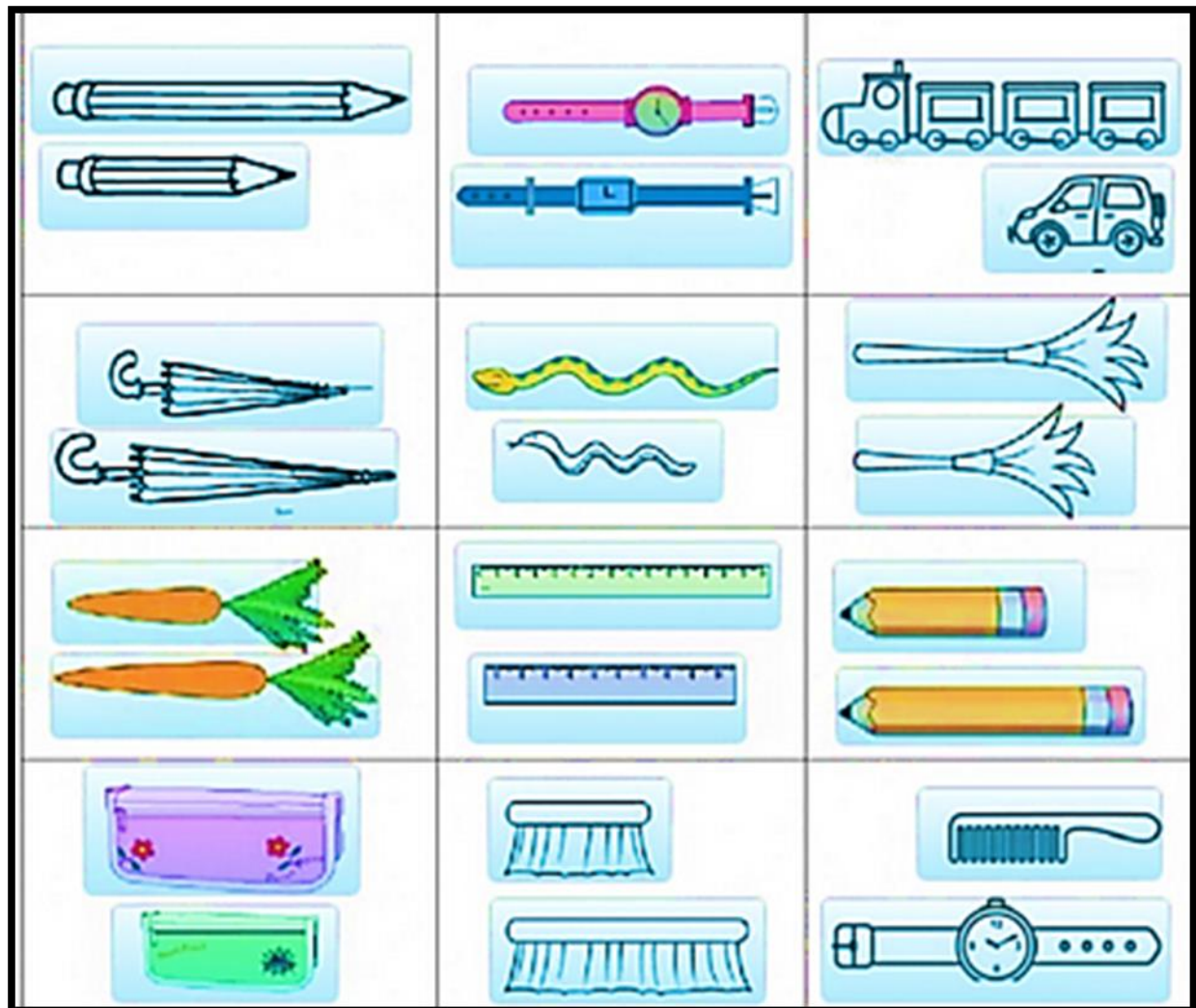
- Observe the following figure:



- Who is the tallest?
- Who is the shortest?
- Arrange them in an ascending order:
..... , ,
- Arrange them in a descending order:
..... , ,

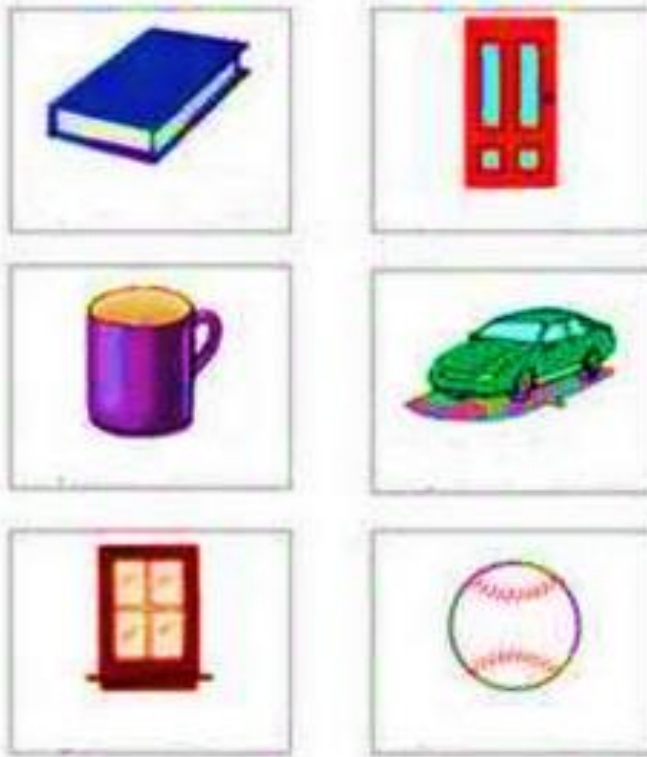
Worksheet (10)⁵¹

- Circle the longest in each group.



Worksheet (11)⁵²

- Circle the objects that can be measured using a ruler.



¹ https://arteetts.blogspot.com/2021/05/blog-post_926.html

Worksheet (12)⁵³

Fill in the space with the right answer.



Raed



Amjad



Mohanad

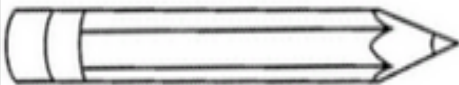


Ahmad

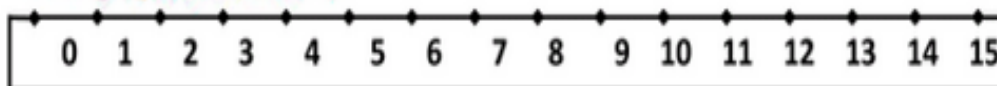
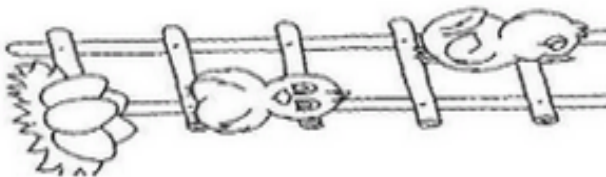


Nour

- The tallest student is, the shortest student is
- Mohanad is than Amjad. (Taller/shorter)
- Raed is than Nour (Taller/shorter)
- Ahmad is taller than
- Arrange students decreasingly





My student, let's use the ruler and read the lengths of the following:





The topic eleven: Comparison of mass and its units

Worksheet ¹(1)



Which one is lighter?





Which one is heavier?






Which one is lighter?



Which one is heavier?



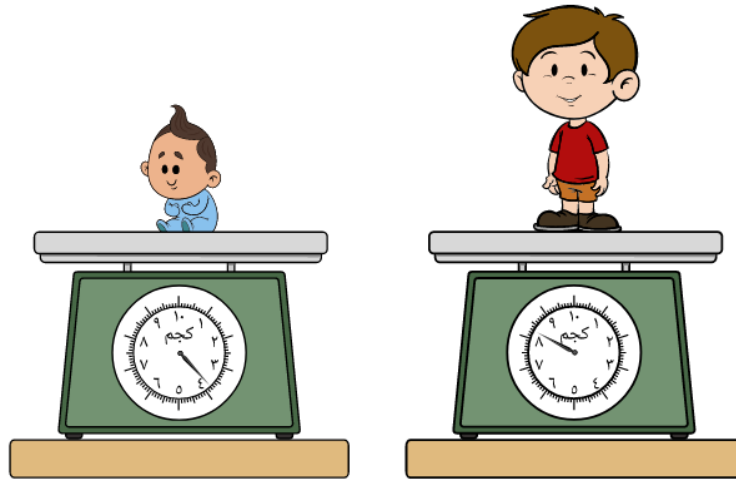
Arrange the following items from the heaviest to the lightest using the numbers (1 ; 2 and 3):



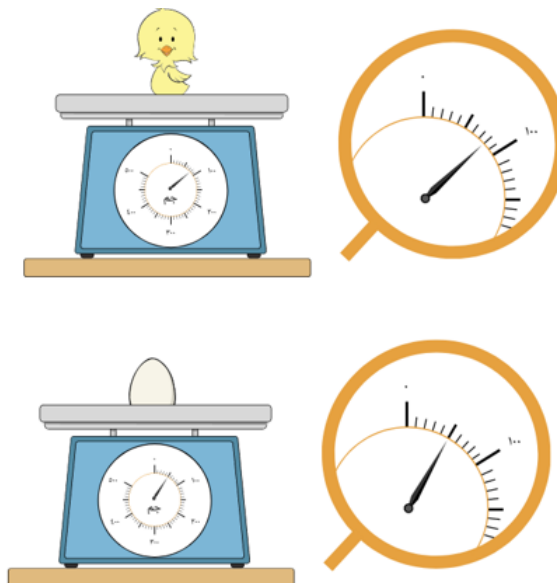
¹ <https://hulul.online/worksheet/69/>

Worksheet¹(2)

- Observe and circle the lighter?.....



- Observe and circle the lighter?.....



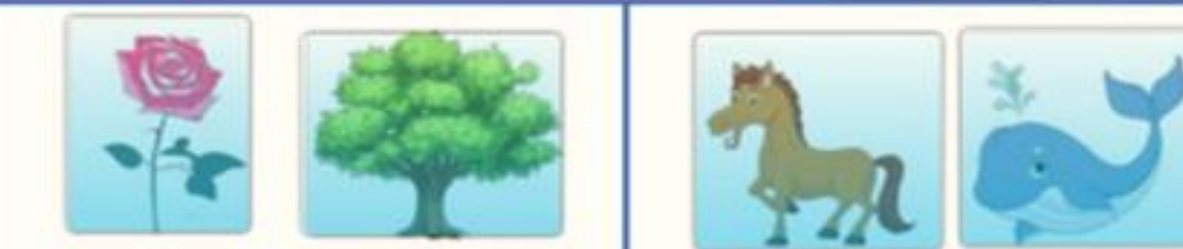
¹ <https://ifahem.com/>

Worksheet¹ (3)

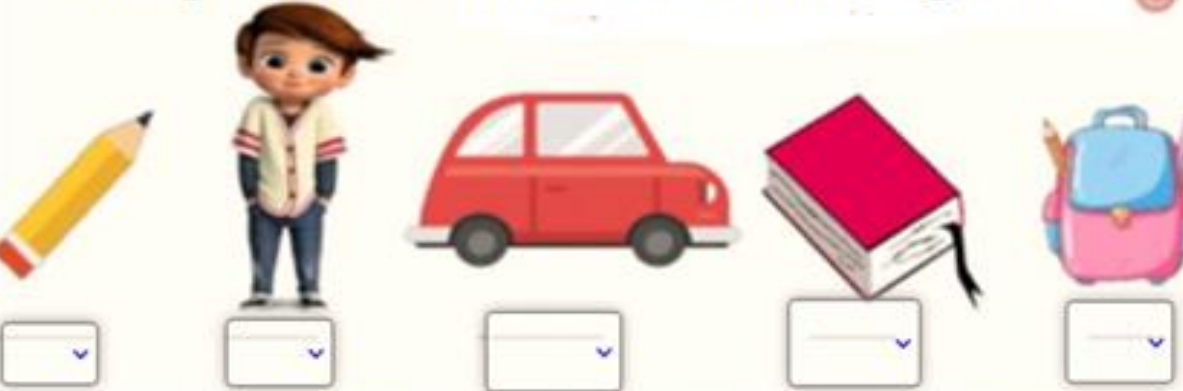
1- Compare the masses and choose the lightest:



2- Compare the masses and choose the heaviest:

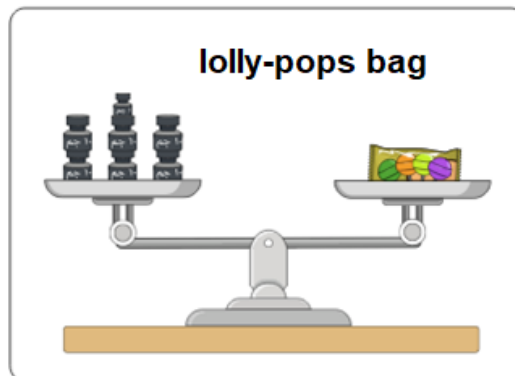
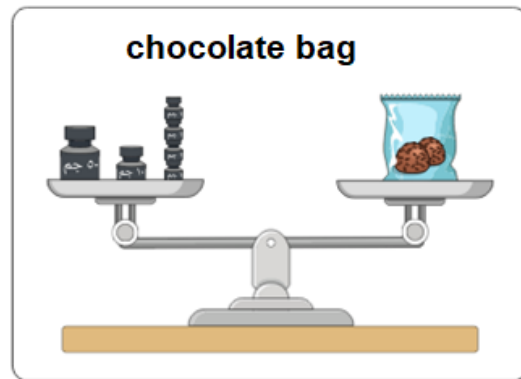
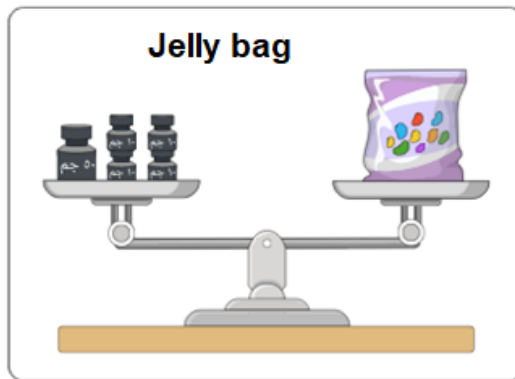


Arrange the items from the heaviest to the lightest .



Worksheet¹ (4)

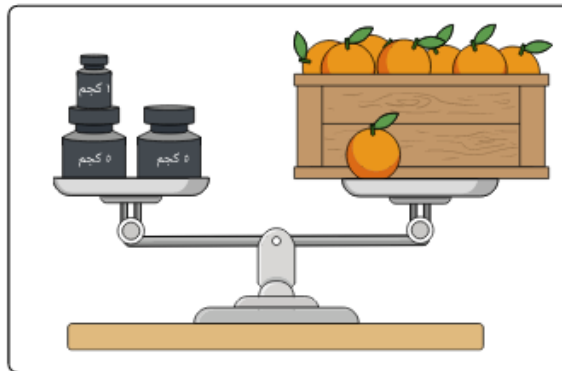
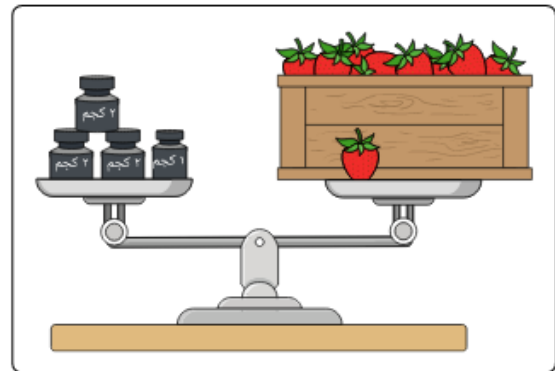
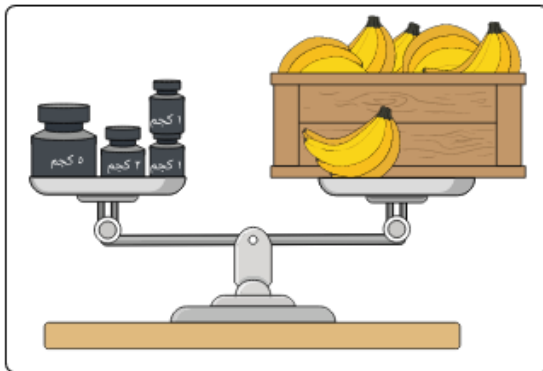
- Indicate the heavier in each picture.



¹ <https://www.liveworksheets.com/ej1686674az>

Worksheet¹ (5)

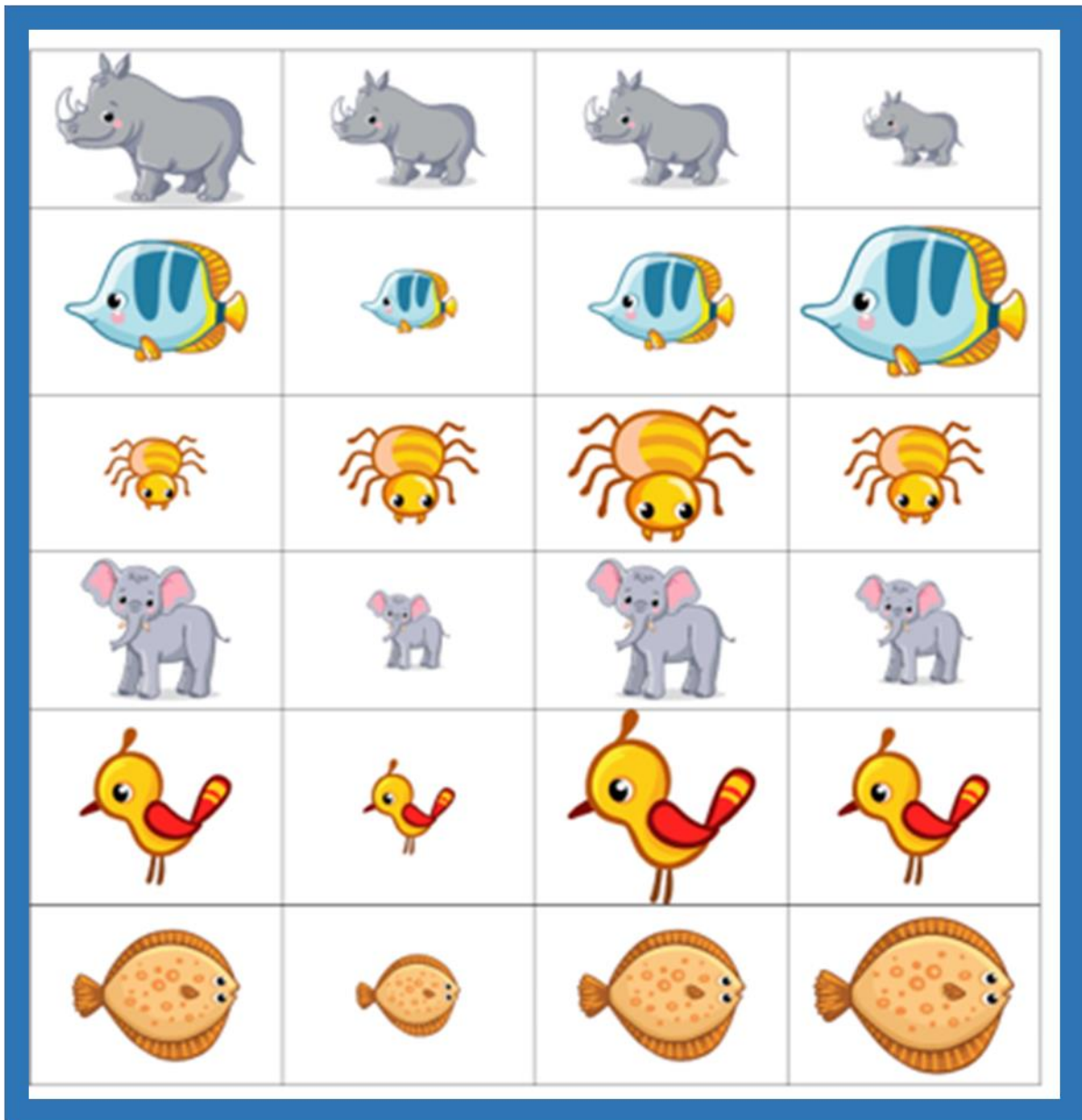
- Indicate the lightest in each group .



¹ <https://www.liveworksheets.com/ej1686674az>

Worksheet¹(6)

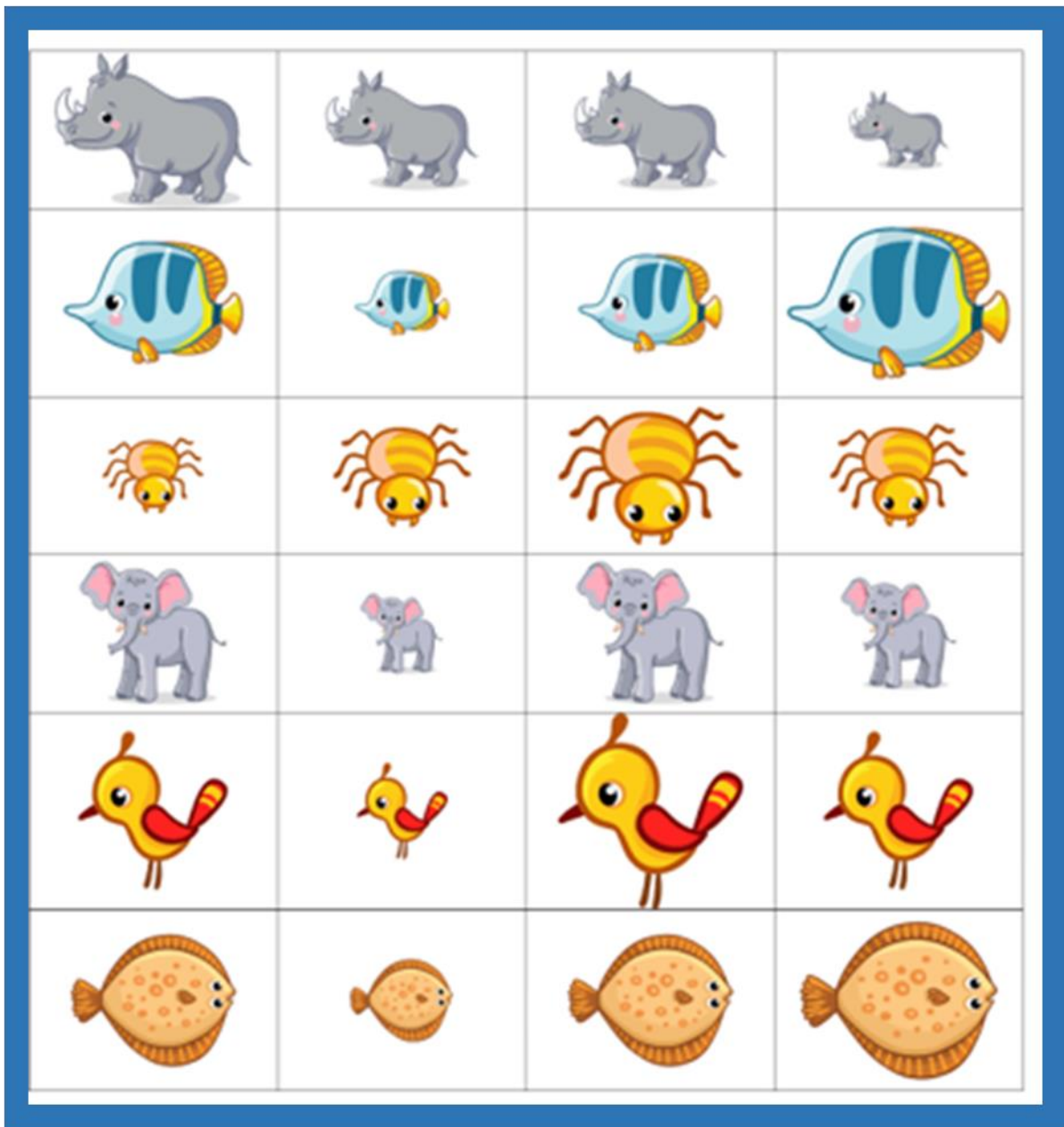
- Circle the heaviest in each row.



¹ www.math-center.org

Worksheet¹(7)

- Circle the lightest in each row.



¹ www.math-center.org

Worksheet¹(8)

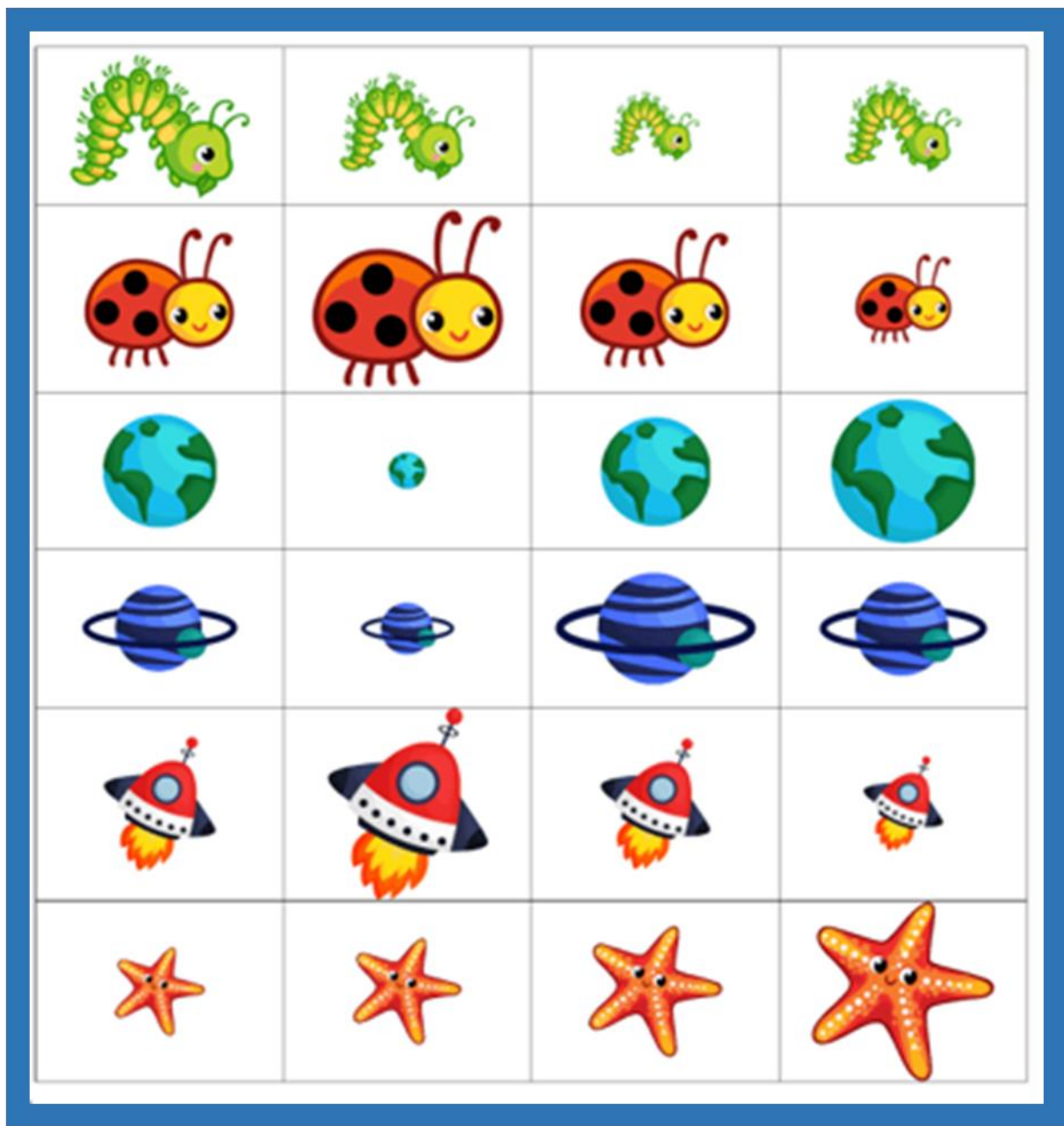
- Shade the heaviest in each row.



¹ www.math-center.org

Worksheet¹(9)

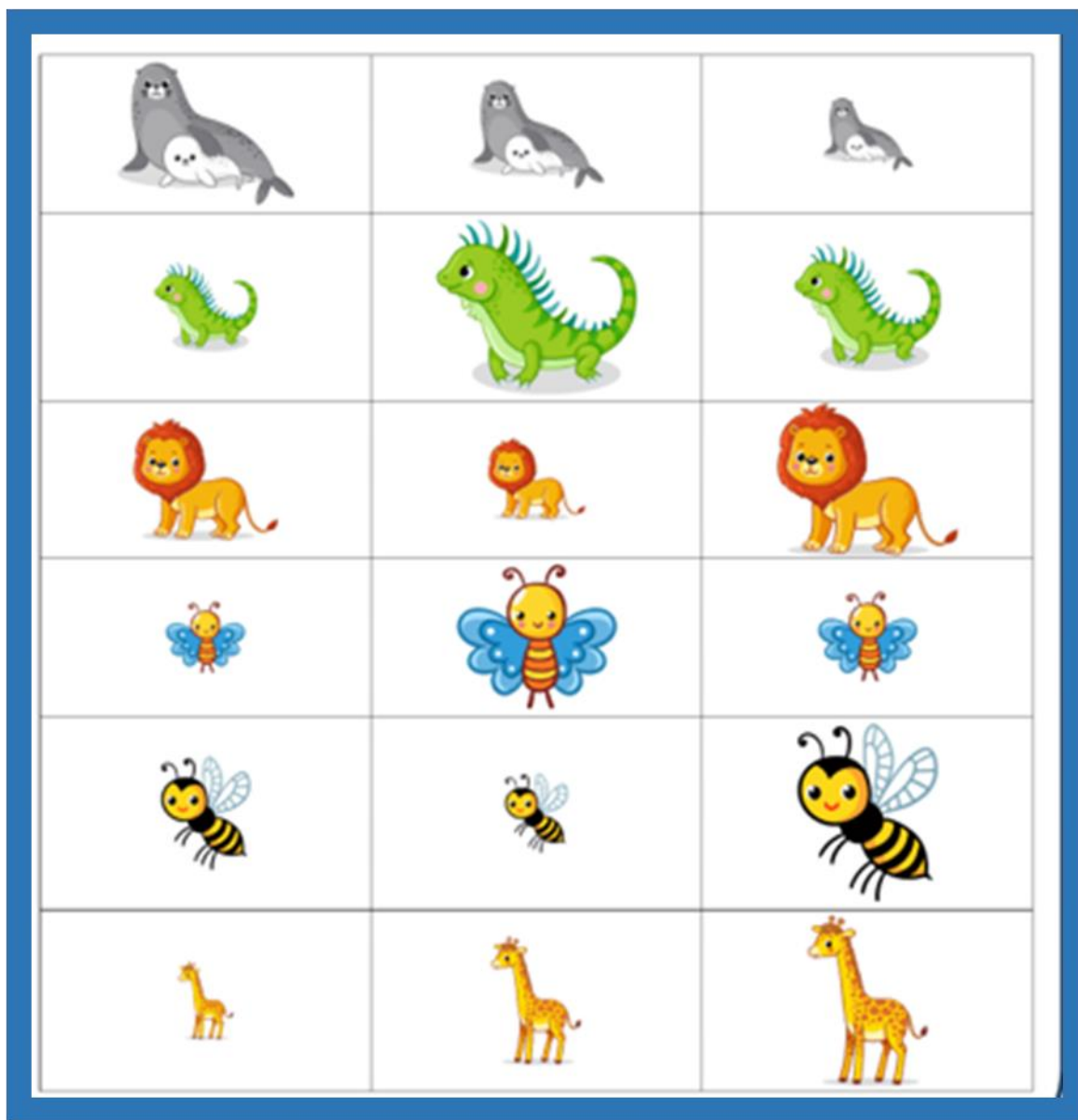
- Shade the lightest in each row.



¹ www.math-center.org

Worksheet¹(10)

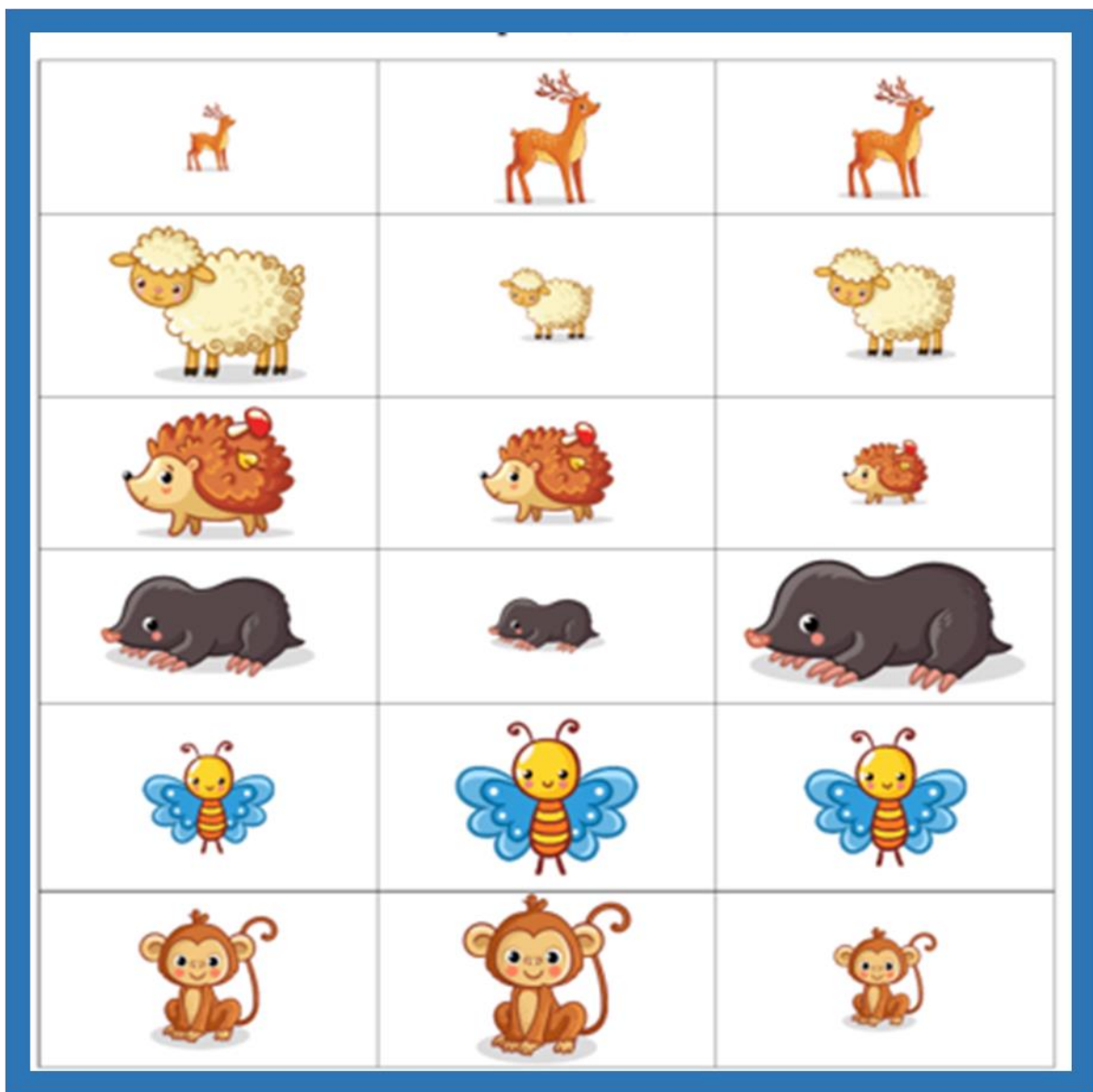
- Shade the lightest in each row.



¹ www.math-center.org

Worksheet¹(11)

- Shade the heaviest in each row.



¹ www.math-center.org

Worksheet¹(12)

-Underline the appropriate unit of measurement:



gr or kg



gr or kg



gr or kg



gr or kg









gr or kg

¹ www.math-center.org

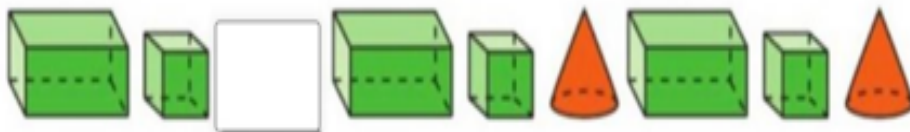
Topic twelve: Numerical and geometrical patterns.

Worksheet (1)⁶⁵

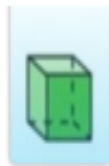
- Discuss orally the pattern rule in each case:

<p>pattern</p> 		1
<p>pattern</p> 		2
<p>pattern</p> 		3

- Observe the following pattern




















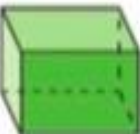


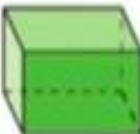






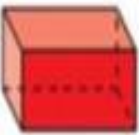





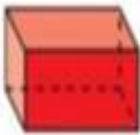


Circle the missing shape.



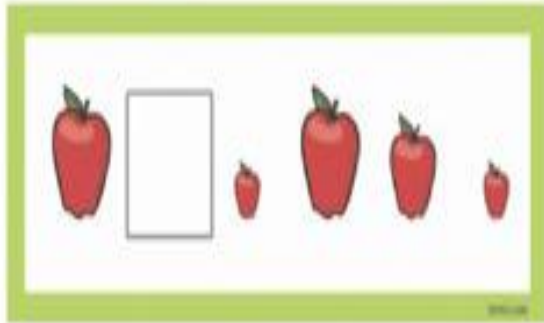
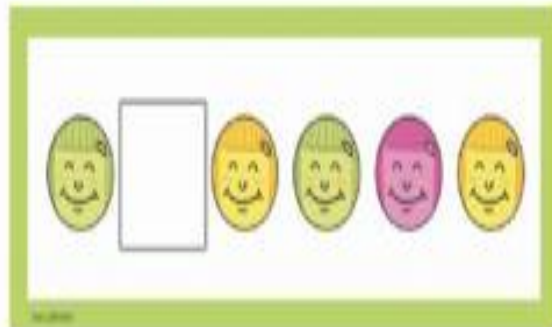
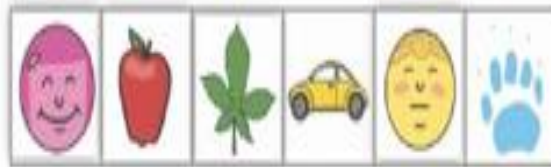
Worksheet (2)⁶⁶

- complete by the missing shape in each pattern.

Worksheet (3)⁶⁷

- Complete the following patterns using the cards.



Worksheet (4)⁶⁸

- Complete the following patterns using the cards.

Row 1: ? ? yellow circle red circle green circle yellow circle red circle green circle yellow circle red circle

Row 2: ? ? orange cylinder purple pyramid orange cylinder orange cylinder purple pyramid orange cylinder orange cylinder purple pyramid

Row 3: ? ? green square with 4 pink square with dot green square with 3 pink square with dot green square with 2 pink square with dot green square with 1

Row 4: ? ? red inverted triangle blue triangle red inverted triangle blue triangle red inverted triangle blue triangle red inverted triangle blue triangle

Worksheet (5)⁶⁹

- Complete the following pattern.

1)

36		38			41		
----	--	----	--	--	----	--	--

2)

14	24			54			84
----	----	--	--	----	--	--	----

3)

58			61				65
----	--	--	----	--	--	--	----

4)

22		42			72		
----	--	----	--	--	----	--	--

5)

15			45				85
----	--	--	----	--	--	--	----

6)

18				22		24	
----	--	--	--	----	--	----	--

7)

	87				91		93
--	----	--	--	--	----	--	----

8)

	31			61			91
--	----	--	--	----	--	--	----

Worksheet (6)⁷⁰

- Complete the pattern that followed in each row.

a)

50	45			30			
----	----	--	--	----	--	--	--

b)

44	40		32			20	
----	----	--	----	--	--	----	--

c)

63	54			27			0
----	----	--	--	----	--	--	---

d)

72	64		48			24	
----	----	--	----	--	--	----	--

e)

24	22			16	14		
----	----	--	--	----	----	--	--

f)

27	24			15		9	
----	----	--	--	----	--	---	--

g)

32	28		20				4
----	----	--	----	--	--	--	---

h)

42	36			18			0
----	----	--	--	----	--	--	---

i)

70	63		49			28	
----	----	--	----	--	--	----	--

ii)

65	60			45			
----	----	--	--	----	--	--	--

Worksheet (7)

1) Observe the counting chart by tens.

90	190	290	390	490		690	790	890	990
80	180	280	380		580	680	780	880	980
70	170	270		470	570	670	770	870	970
60	160		360	460	560	660	760	860	960
50		250	350	450	550	650	750	850	950
	140	240	340	440	540	640	740	840	940
30	130	230	330	430	530	630	730	830	
20	120	220	320	420	520	620	720		920
10	110	210	310	410	510	610		810	910
0	100	200	300	400	500		700	800	900

2) Write the missing number.

3) Discuss with the student some numerical patterns and explain the rule.

Worksheet (8)⁷¹

1) How many triangles are there in this pattern? If it is expanded to 24 polygons?



Number of triangles=

2) Yasser wants to expand this pattern. How many polygons he needs to have 6 blue squares?



Number of polygons=

How do I define the rules of geometric patterns?

Solve

Find the rule then complete the pattern:



Pattern rule:



Pattern rule:

Think

Find the mistake: Hamam wants to calculate the number of squares used in this pattern after expanding it to 17 shapes. He answered 6. Correct Hamam's mistake.



Write

A pattern specifying it's rule.

Worksheet (9)

- 4) How many squares needed in this pattern if it is expanded to 14 polygons?



- 3) If Ahmad wants to expand this pattern, how many triangles does he need to have 5 circles?



- 2) Find the pattern's rule then complete.



Pattern's rule.....

- 1) How many rectangles are needed if the pattern was expanded to 12 polygons?



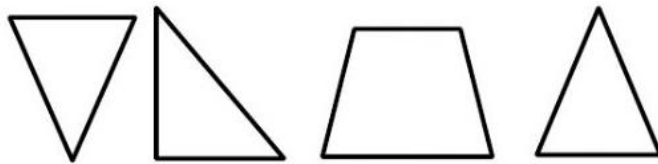
Worksheet (10)⁷¹

1) Expand the pattern using the appropriate shapes.



2) How many triangles we will have if we repeat this pattern 4 times.?

12 triangles
20 triangles



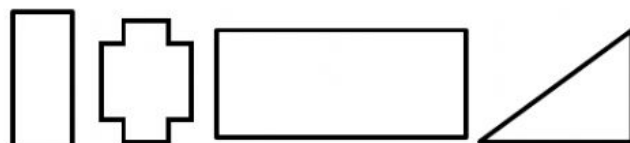
4) How many polygons we will have if we repeat the pattern 5 times?

18 polygons
20 polygons



3) How many rectangles in this pattern if it was expanded to 26 polygons?

13 rectangle
15 rectangle



¹ <https://www.liveworksheets.com/fp1704584lf>

Worksheet (11)⁷²

Sequence

Describe and expand the pattern:

1) 11, 9, 7, 5,

Pattern:

2) 52, 43, 34, 25,

Pattern:

3) 64, 54, 44, 34,

Pattern:

4) 3, 13, 23, 33,

Pattern:

5) 9, 18, 27, 36,

Pattern:

6) 512, 128, 32, 8,

Pattern:

7) 7, 21, 63, 1

Pattern:

8) 1125, 225, 45, 9

Pattern:

Numerical sequence:

If the number increased, think of addition and multiplication
and if the number decreased, think of subtraction and division

Worksheet (12)⁷³

Find the missing numbers then write:

3) 715, 725,, 745,

The pattern is each number:

2) 491,, 691,, 891.

The pattern is each number:

1), 839,, 837, 836.

The pattern is each number:

Use pattern to solve:

5) Write the number of missing houses in Karama street.

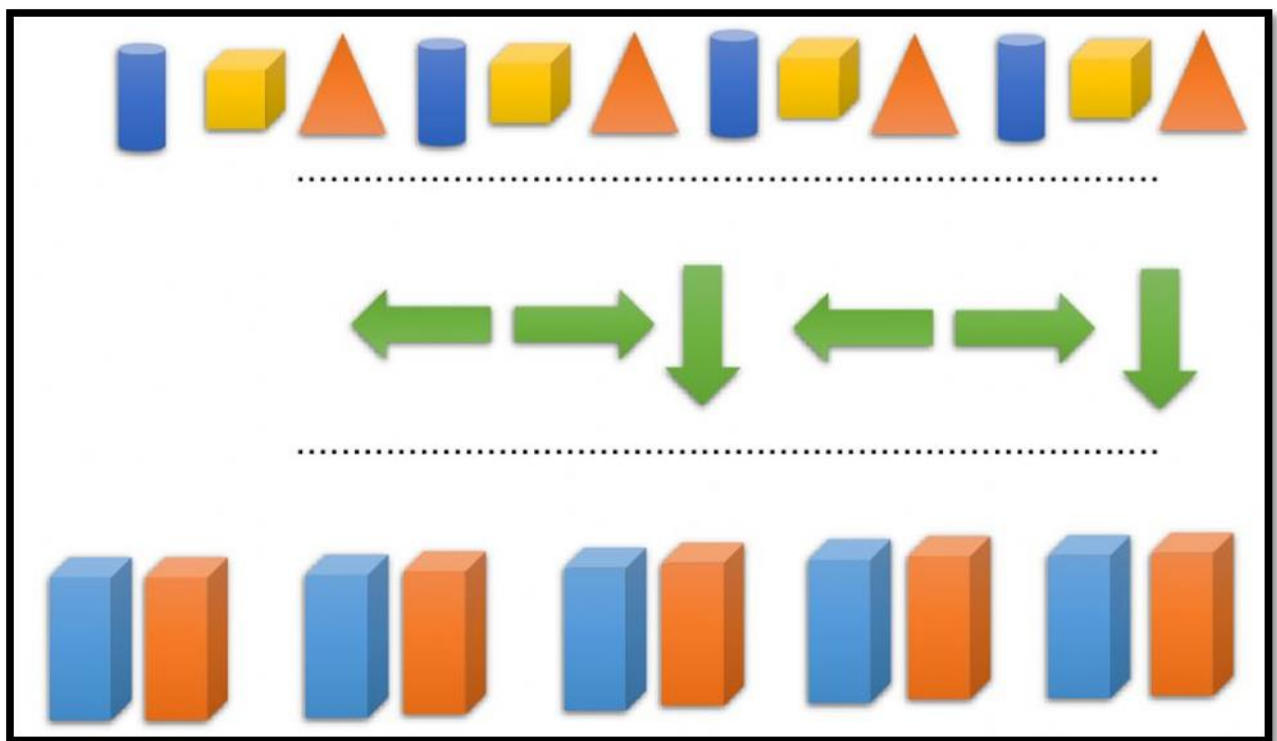
345, 355,, 375, 395.

5) 6 students lined up in a running competition, each student was given a number. Write the student's missing numbers:

708, 608, 508,, 308,

Worksheet (13)⁷⁴

Discuss orally the pattern in each case:

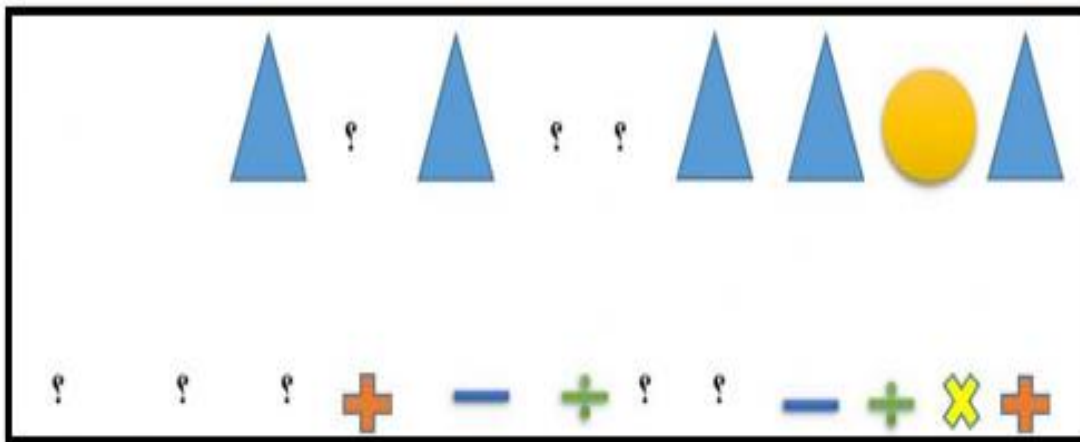


Worksheet (14)⁷⁵

Find the mistake in each of the following patterns:



Complete the pattern:



Worksheet (15)⁷⁶

1



If we expand this pattern to have 18 polygons, how many trapezoids will be?

.....

2




If we expand this pattern to have 21 polygons, how many trapezoids will be?

.....

3



If we expand this pattern to have 33 shapes, how many  will be?

.....

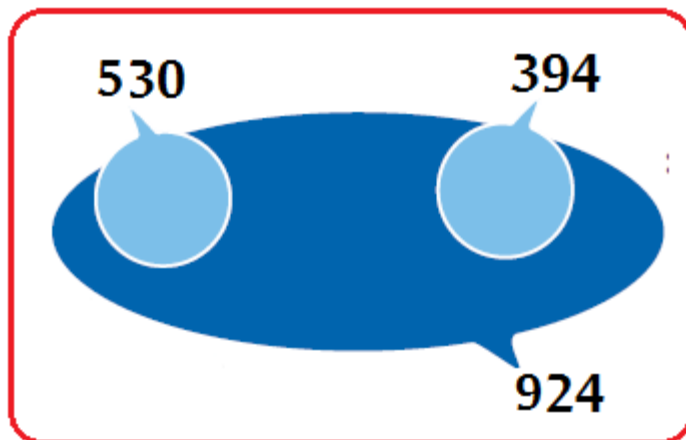
4

Solve the following problem:

A pattern is made up of 4 squares and 2 triangles, if you put a circle between each two triangles, and expand the pattern to have 22 shapes, how many circles will be?

Topic (13): Relationships and equations

Worksheet (1)



using the above shape , complete the following .

A $394 + 530 =$

B $530 + 394 =$

C $924 - 530 =$

D $924 - 394 =$

Worksheet (2)

276

436

712

using the above shape , complete the following .

A

$$436 + 276 =$$

B

$$276 + 436 =$$

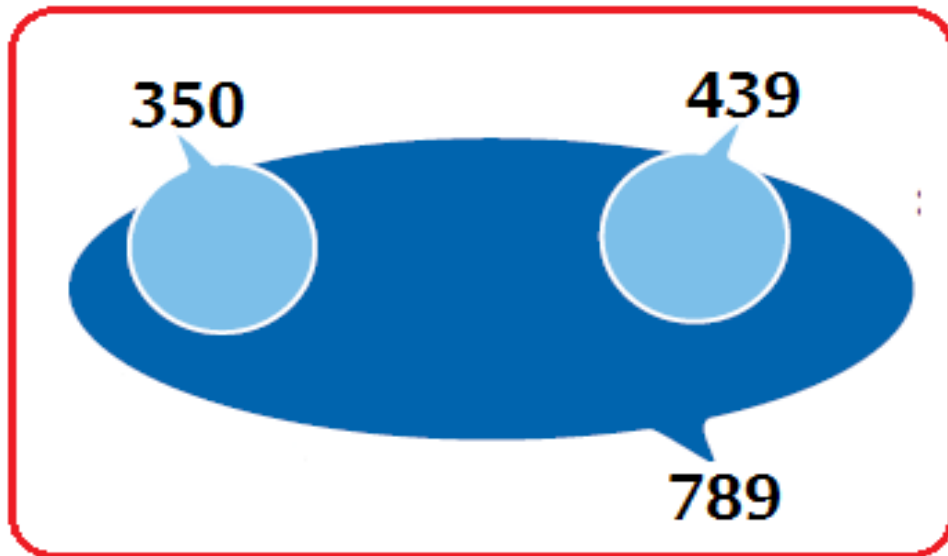
C

$$712 - 276 =$$

D

$$712 - 436 =$$

Worksheet (3)



using the above shape , complete the following .

A $439 + 350 =$

B $350 + 439 =$

C $789 - 350 =$

D $789 - 439 =$

Worksheet (4)



using the above shape , complete the following .

A $346 + 267 =$

B $267 + 346 =$

C $613 - 267 =$

D $613 - 346 =$

Worksheet (5)

complete :

$$5 + 5 + 5 = 5 \times 3 = \dots\dots$$

$$3 + 3 + 3 + 3 + 3 = 3 \times 5 = \dots\dots$$

$$5 \times 3 = 3 \times 5 = \dots\dots$$

complete :

$$3 + 3 + 3 + 3 + 3 + 3 = 6 \times 3 = \dots\dots$$

$$6 + 6 + 6 = 3 \times 6 = \dots\dots$$

$$6 \times 3 = 3 \times 6 = \dots\dots\dots$$

Worksheet (6)

Complete the following:

Number of rows =

▲ ▲ ▲ ▲ ▲

▲ ▲ ▲ ▲ ▲

▲ ▲ ▲ ▲ ▲

....

+

....

+

....

(Total)

....

▲

number of columns =

(Each column contains 3 ▲)

▲

▲

▲

▲

▲

▲

▲

▲

▲

▲

▲

▲

▲

▲

▲

(Total)

....

+

....

+

....

+

....

+

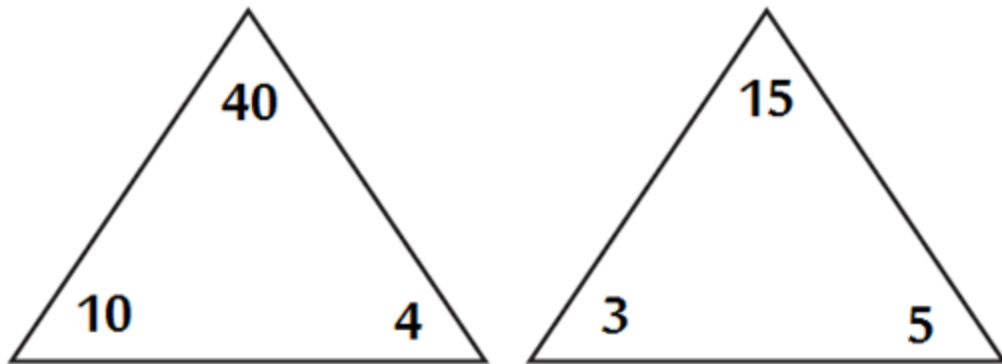
....

=

....

▲

Worksheet (7)



Using the above triangles, complete the following :

A $4 \times 10 = \boxed{}$, $3 \times 5 = \boxed{}$

B $10 \times 4 = \boxed{}$, $5 \times 3 = \boxed{}$

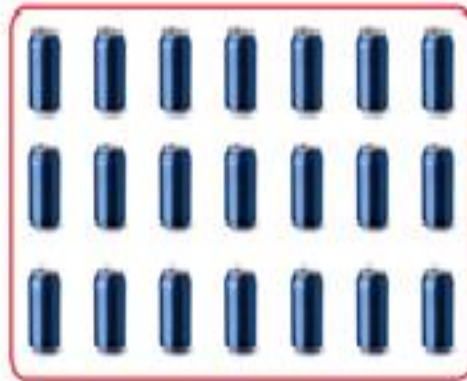
Worksheet (8)

Using the picture cards, Form a mathematical sentences



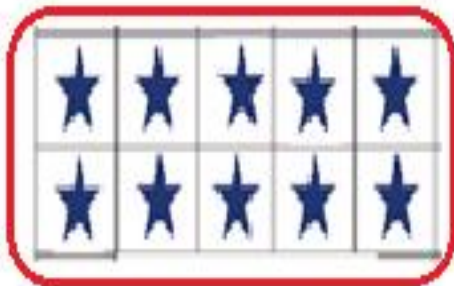
$$\dots \times \dots = \dots$$

$$\dots \times \dots = \dots$$



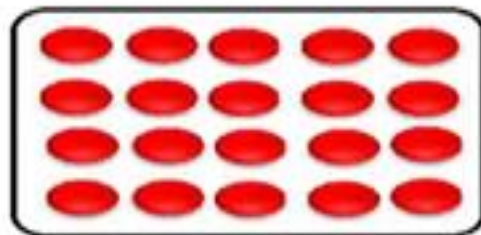
$$\dots \times \dots = \dots$$

$$\dots \times \dots = \dots$$



$$\dots \times \dots = \dots$$

$$\dots \times \dots = \dots$$

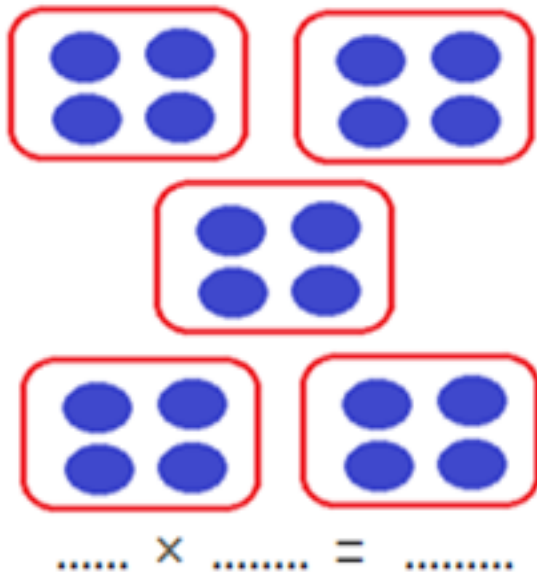


$$\dots \times \dots = \dots$$

$$\dots \times \dots = \dots$$

Worksheet (9)

Using the picture cards, Form a mathematical sentences

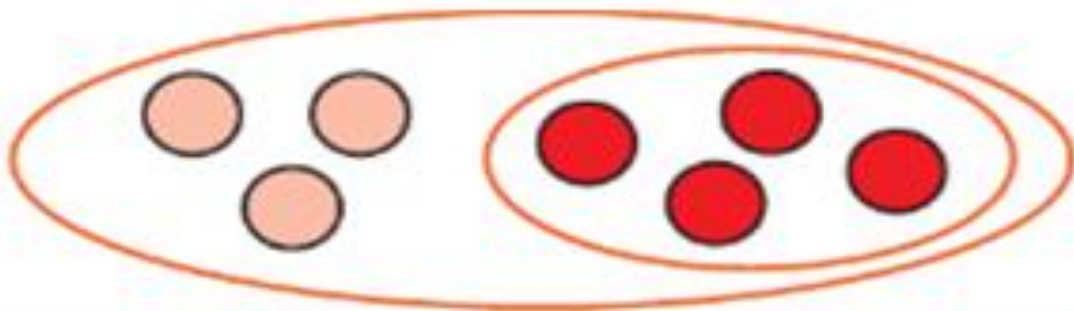


Topic (14)

Solving word-problems.

Worksheet (1)

Using the following images
Make addition or subtraction
problems



Worksheet (2)

Malik went to the market to buy some fruit. He bought three apples and 4 oranges. What's the total number of fruits Malik bought?

$$\begin{aligned}\text{total number of fruits} &= \text{****} + \text{*****} \\ &= \text{*****}\end{aligned}$$

With Mariam 12 flowers , She gave her friend five flowers , How many flowers are left with her?

$$\begin{aligned}\text{Number of flowers left with Mariam} &= \text{*****} - \text{*****} \\ &= \text{*****}\end{aligned}$$

Worksheet (3)

The librarian counted the books in the library, she found 165 science books and 124 stories what is the total number of books in the library?

Use the following four steps to solve the problem:

Understand ...

plan ...

solve...

Check ...

Worksheet (4)

If the number of boys in a school is 175 , and the number of girls is 124. What is the difference between the number of girls and boys in school .

Use the following four steps to solve word problems

Understand ...

plan ...

solve...

Check ...

Worksheet (5)

In one street of the capital, the house of Hamdan is located between the houses of Ahmad and Suleiman, if the distance between Ahmad's house and the Suleiman's house is 945 meters, and the distance between Ahmad's house and Hamdan's house is 255 meters.

Find the distance between Hamdan's house and Suleiman's house.

The estimation of the answer:

The exact answer:

Worksheet (6)

Kazem covered 20 kilometers to work and back every week. If he works 5 days a week, how many kilometers does Kazem cover every day to work and back?

Can be solved using a strategy

.....

.....

.....

.....

.....

Worksheet (7)

A bus arrives at the parking plot each thirty minutes, if the first bus at 8:00, when does the fourth bus arrive?

Can be solved using a strategy

.....

.....

.....

.....

.....