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 التعليمى

لدى اللاجئين السوريين

3

الصف الثالث الإبتدائى

فريق التأليف

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مصر	أستاذ المناهج وطرق تدريس الرياضيات المساعد	د/ محمد السيد أحمد عبده
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فريق الترجمة باللغة الإنجليزية

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	سارة الخضري		

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أستاذ مساعد علم النفس - الجامعة اللبنانية	د.رولا الجمل	
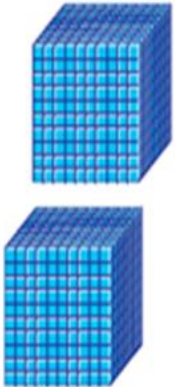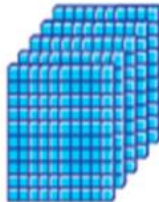
أستاذ المناهج وطرائق التدريس تخصص تربية عامة	أ.د سهام عبد العزيز	سورية
أستاذ تأهيل ورعاية ذوي الاحتياجات الخاصة	أ.د. عماد برق	
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دكتور في الرياضيات	د. ياسر اليوسف	
دكتوراة اللغة العربية	د. رامز كورج	
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خبير مناهج اللغة العربية	أ. مصطفى عنان	
خبير مناهج اللغة الانجليزية	أ.أحمد غانز نعناع	
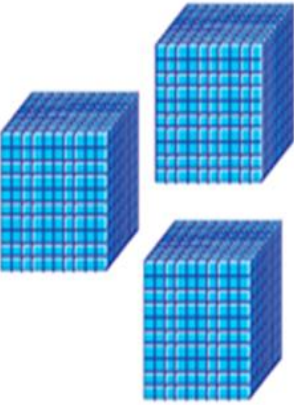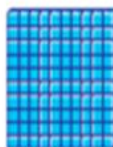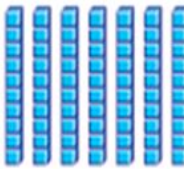
Worksheet (1)

Write the correct number for each model.

Thousands	Hundreds	Tens	ones

The number is :.......

Thousands	Hundreds	Tens	ones

The number is :.......

Worksheet (2) : Place value game

The required: Form numbers of four digits by using the following cards:

9	3	2
6	1	0
8	5	4	7
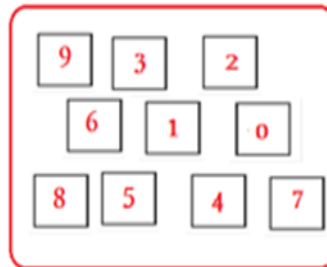
Round 1

Ignore		Thousands	Hundreds	Tens	Ones

Round 2

Ignore		Thousands	Hundreds	Tens	Ones

Round 3

Ignore		Thousands	Hundreds	Tens	Ones

Round 4

Ignore		Thousands	Hundreds	Tens	Ones

Complete the following

2 tens = ... ones	3 tens = ... ones
2 hundreds = ... tens	3 hundreds = ... tens
2 hundreds = ... ones	3 hundreds = ... ones 3
2 thousands = ... hundreds	thousands = ... hundreds
4 tens = ... ones	5 tens = ... ones 5
4 hundreds = ... tens	hundreds = ... tens
4 hundreds= ...... ones 4	5 hundreds = ... ones 5
thousands = ... hundreds	thousands = ... hundreds
6 tens = ... ones 6 hundreds	7 tens = ... ones
= ...... tens	7 hundreds = ... tens
6 hundreds = ... ones	7 hundreds = ... ones 7
6 thousands = ... hundreds	thousands = ... hundreds
8 tens = ... ones 8	9 tens = ... ones 9 hundreds =
hundreds = ... tens	...... tens hundreds = ... ones
8 hundreds = ... ones	thousands = ... hundreds
8 thousands = ... hundreds	

Complete

Thousand	Hundreds	Tens	ones	
the digit value:	the digit value:	the digit value	the digit value:	The number is : ....
the digit value:	the digit value:	the digit value	the digit value:	The number is : ....
the digit value:	the digit value:	the digit value:	the digit value:	The number is : ....
the digit value:	the digit value:	the digit value:	the digit value.	The number is : ....
the digit value:	the digit value:	the digit value.	the digit value:	The number is : ....

Worksheet (1)

1. Circle the correct answer:

   a) The number one thousand two hundred and eighty is written in digits as:

      2180   1280   1208

   b) The number 3450 is written in letters as:

   - Three thousand four hundred fifty
   - Three thousand four hundred five four thousand
   - Three hundred fifty

   c) The hundreds-digit in the number 9715 is:

      9   5   7

2. Complete the following table:

The number	Ones of thousands	Hundreds	Tens	Ones
8205	8		0	5
	6	7	2	3
7859				

worksheet (2)
Learning Table

What do you know about the numbers up to 9999?	What / How do you want to learn about the numbers up to 9999?	What did you learn about the numbers up to 9999?
Talk mathematically about previous experiences	Talk about expectations and your learning style	Check your understanding and achieving to what you expected.

- You can speak orally to determine your previous experiences, and the teacher notes them.
- The teacher helps the students to set their expectations
- The teacher provides feedback and provides them with activities and training during the course to achieve their goals in the current lesson.
- The teacher notices the wrong concepts or difficulties that appear at the stage of showing off previous experiences, therefore, it should be tolerated teaching methods in the next stages.

Worksheet (3)

1- Complete.

The number	Thousands	Hundreds	Tens	Ones
	9	4	8	7
3656			5	
4909				9

2- Write in digits the following numbers :

➤ (7 ones) + (9 hundreds) + (3 Thousands)
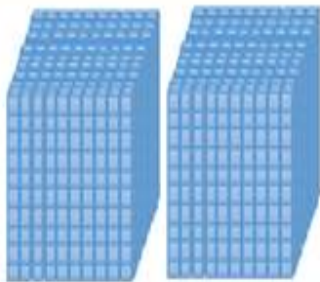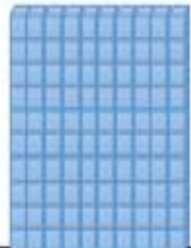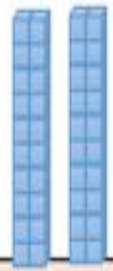
= ......
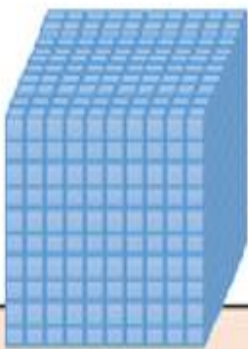
➤ (4 ones) + (9 tens) + (6 Thousands)

= ......

3- Ayman has 3015 L.P. He received 200 L.P as prizes in one of the school's competitions. Express in words, the amount of money that Ayman has got.

Worksheet (4)

Complete the following place value table then write the corresponding number:

The number	Thousands	Hundreds	Tens	Ones

Worksheet (5)

1- Write the corresponding number:

➢ 3 ones + 8 tens+ 5 hundreds + 2 ones of thousands = ...

➢ 5 tens + 1 hundreds + 1 one of thousands = ...

➢ 3 ones + 8 hundreds + 2 ones of thousands = ...

2- Write the following numbers in the place value table:

3207 , 6041 , 8573

Thousands	Hundreds	Tens	Ones

Extra worksheet (6)

Express the following amounts of money in L.L:
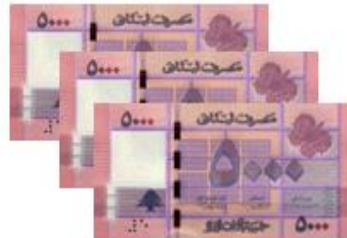
The amount of money= ....

The amount of money= ....

Worksheet (7)

1- Match:

Two thousand two hundred fifty •   • 2025

Two thousand twenty-five •   • 5220

Five thousand two hundred twenty •   • 2250

2- Express the following numbers in an expanded form as in the example:

3944= 4 ones+ 4 tens + 9 hundreds + 3 thousands.

7405= … units + … tens + … hundreds + … thousands.

1837= … units + … tens + … hundreds + … thousands.

4290= … units + … tens + … hundreds + … thousands

3- Write the following numbers in digits:

Two thousand two hundred fifty: …………

7 thousands + 3 tens + 5 ones: ……………

Extra Worksheet (1)

1- Circle the correct answer:

- The number seven thousand one hundred sixty-three is written in digits as:

  7136   7316   7163

- The number 8794 is written in letters:
  - Eight thousand seven hundred ninety-four
  - Seven thousand eight hundred ninety-four.
  - Four thousand nine hundred seventy-eight.
- The thousands-digit in the number 7642 is:

  7   6   2

2- Complete the following table :

Thousands	Hundreds	Tens	ones	The number
5	4	3	9	5439
7	7	9	4	
				6905
				9541

Extra worksheet (2)

1- Complete:

The number	Thousands	hundreds	Tens	Ones
	8	9	5	6
9250			5	
8023				3

1- **Write the following numbers :**

➤   8 ones   +   7 hundreds   +   7 thousands

➤ = ……
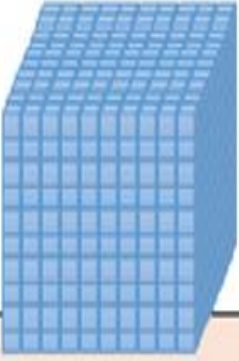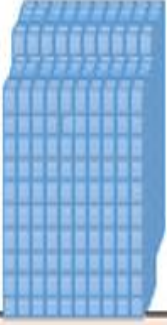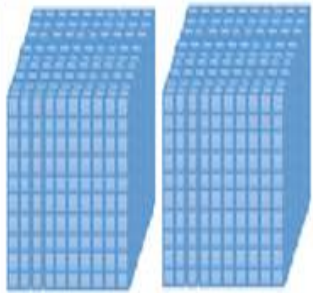
➤   2 ones   +   4 tens   +   9 thousands

= ……

2- Khalid received 9 thousand pounds and 7 hundred pounds from his father as a gift of success. Express the amount in digits.

Extra Worksheet (3)

Complete the following place value table then write the corresponding number:

The number	Thousands	Hundreds	Tens	Ones

17

Extra Worksheet (4)

1- Write the following numbers in digits:

- ➤ 4 ones+ 7 tens +8 hundreds + 4 thousands= ……………..
- ➤ 5 tens + 5 hundreds + 7 thousands = ……………..
- ➤ 6 ones+ 8 hundreds + 5 thousands= ……………

2 -Write the following numbers in the place value table:

8436 , 4179 , 9017

Thousands	Hundreds	Tens	Ones

Extra Worksheet (5)

Express the following amounts of money in Letters:

Value of the amount: ....
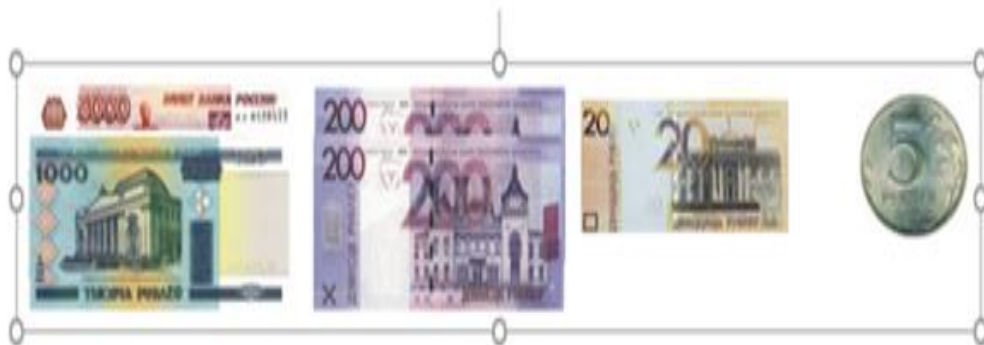
Value of the amount: ....

Extra Worksheet (6)

1- Match:

Three thousand fifty   5003

Five thousand thirty   3050

Five thousand three   5030

2- Write the following numbers in expanded form, as in the example:

2574= 4 units + 7 tens + 5 hundreds + 2 thousands.

5574= … units + … tens + … hundreds + … thousands.

8627= … units + … tens + … hundreds + … thousands

9047= … units + … tens + … hundreds + … thousands

3- Write the following numbers in digits:

Three thousand two hundred forty-five: …………..

5 thousands + 3 tens + 1 one: ……………

Worksheet (1)

Observe the following bar chart then Answer the questions:
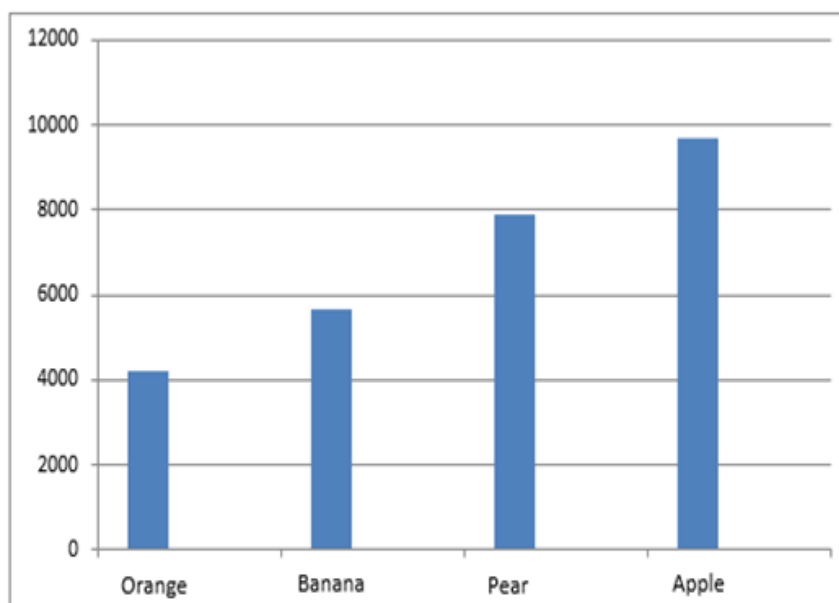
1- What is the number of people who prefer apples?

2- What is the number of people who prefer pears?

3- What is the number of people who prefer bananas?

4- What is the number of people who prefer oranges?

Arrange the numbers of the fruits in an increasing order:

☐ ☐ ☐ ☐

Arrange the numbers of the fruits in a decreasing order:

☐ ☐ ☐ ☐

Worksheet (2)

1- Arrange the following numbers in an increasing order:

3611	6733	4672	3671

2- Arrange the following numbers in a decreasing order:

4653	9653	4564	7652

3- Color the circle that contains a number greater than 8513:

5183   8684   8059   8152   8523

Worksheet (3)

Salma left the house to go to school:

Arrange the numbers in a decreasing order so that she can leave the house:

7468 . 7843 . 8742

Salma wants to reach the school.

(Arrange the following numbers in an increasing order so she can reach the school)

7489 . 7848 . 8746

Worksheet (4)

Match appropriately:
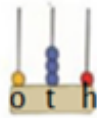
325

645

131

524

532
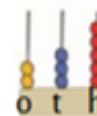
243

Write the largest number represented by the abacus: ☐

Write the smallest number represented by the abacus: ☐

Worksheet (5)

Compare by using (<, > or =):

7851 ☐ 9158

6775 ☐ 7364

9670 ☐ 7790

Two thousand three ☐ 2344

Three thousand ☐ 1796

2982 ☐ Four thousand

Worksheet (6)

1- Arrange the following numbers in an increasing order:

| 8745 | 7085 | 8426 | 5412 | 7915 | 5223 |

2- Arrange the following numbers in a decreasing order:

| 2778 | 2134 | 2456 | 2301 | 2912 |

Worksheet (7)

1- Arrange the following numbers in an increasing order

6412 , 4896 , 6354
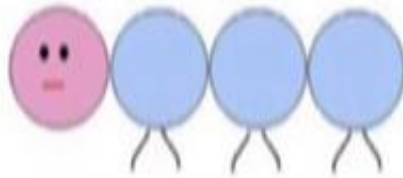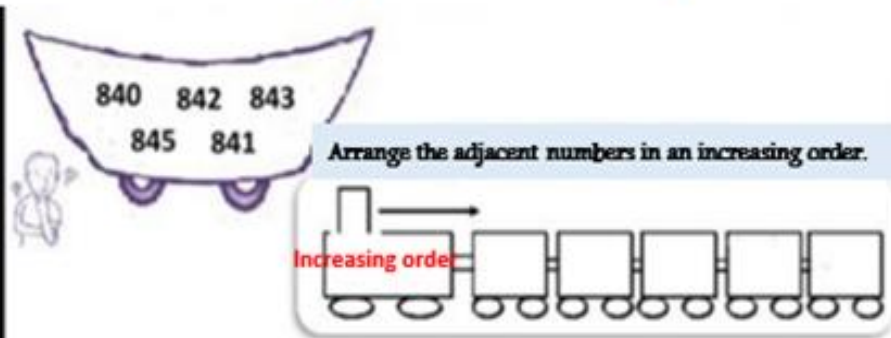
2- Arrange the following numbers in a decreasing order

1985 , 2804 , 2925
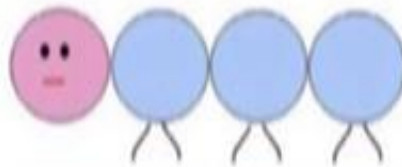
Worksheet (8)

Increasing order and decreasing order

840 842 843
845 841

Arrange the adjacent numbers in an increasing order.

Increasing order

What is the meaning of a decreasing order of numbers?

a- Arranging the numbers from the smallest number to the largest.

b- Arranging the numbers from the largest number to the smallest.

Match appropriately:

315 / 215 / 125

215 / 310 / 435

Increasing order

Decreasing order

Write the missing number in an increasing order. ..... / 688 / 689

Listen then answer

It is called. increasing order.

It is called. Decreasing order.

Worksheet (9)

Choose the appropriate sign:

3455 ⬭ 7312
- >
- <
- =

2993 🟢 2993
- >
- <
- =

6175 🔵 4172
- >
- <
- =

Worksheet (10)

1- Arrange the following numbers from the smallest to the largest.
(increasing order):

6195	6312	6284	6824

2- Arrange the following numbers from the largest to the smallest.
(decreasing order):

1096	9914	9015	9195

Arrange the following numbers from the smallest to the largest

765	222	335	143

Arrange the following numbers from the largest to the smallest

971	453	900	878

Worksheet (12)

Compare by using (<, > or =):

4001	☐	4000	6000	☐	8000
600	☐	6000	4000	☐	3000
Five thousand	☐	500	6000	☐	Six thousand
200	☐	20 hundreds	900	☐	800 + 10 tens
8000	☐	1000	5000	☐	400 tens
7032	☐	7023	1400	☐	Four thousand one
5620	☐	6520	4871	☐	4320

Worksheet (13)

Question 1: Read the two numbers then complete:

75468 , 93762: The largest number is: ....

68054 , 86743: The smallest number is: ....

....

Question 2: Compare by using ($<$, $>$, $=$)

1- 67645	☐	64435
2- 40000	☐	40000
3- 56588	☐	83324

....

Question 3: Choose the correct digit, so that the comparison is true.

1) 32...83 $>$ 32643

2) 7000... $>$ 70012

3) 60000+800+60+3 $=$ 6086...

(2, 1, 7, 16, 3, 9, 14, 7, 6)

....
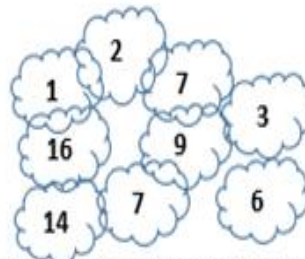
Question 4: Arrange the following numbers in an increasing order:

1) 50000 - 80000 - 2000 - 10000

☐ ☐ ☐ ☐

2) 65342 - 65213 - 65997 - 6501

☐ ☐ ☐ ☐

Worksheet (14)

Fill in the blank with the appropriate sign:

| = | < | > | < | = | > |

5698 ☐ 5698	3378 ☐ 8733
3100 ☐ 310	2165 ☐ 2175
9999 ☐ 9211	3500 ☐ 8500

Arrange the following numbers in an increasing order:

1500	1000	650	6500

5111	5001	9009	990

Arrange the following numbers in a decreasing order:

5100	5111	9999	9000

6000	6050	650	6005

Worksheet (15)

Compare by using: (<, > or =).

8799 ☐ 879

1000 ☐ 1000

1000 ☐ 9999

2344 ☐ 4259

8008 ☐ 8080

Five thousand ☐ 2982

Worksheet (16)

Arrange the numbers in an increasing order.

1232   ,   15894   ,   5200   ,   58655

☐   ☐   ☐   ☐

10200   ,   12210   ,   22100   ,   11112

☐   ☐   ☐   ☐

Worksheet (17)

Abir's house is (5697) meters away from the school, and Mayson's house is (6920) meters away, while Amal's house is (8569) meters.

Let's arrange these distances in a decreasing order.

The solution. ...., ..., ...

Worksheet (1)

(a)

10|20   Time 01:56   ✔ 9 | 0 ✖

$$+\;\begin{array}{r} 3532 \\ 162 \end{array}$$

1)	2)	3)
3,694	3,654	3,684

(b)

1|20   Time 02   ✔ 0 | 0 ✖

$$+\;\begin{array}{r} 9223 \\ 311 \end{array}$$

1)	2)	3)
9,434	9,594	9,534

Worksheet (2)

(a)

6|20   Time 44   571   ⏸

✔ 0 | 5 ✖

$$+\ \begin{matrix} 6416 \\ 2110 \end{matrix}$$

| 1 | 2 | 3 | 4 | 5 | ✖ |
| 6 | 7 | 8 | 9 | 0 | ✔ |

(b)

6|20   Time 01:03   571   ⏸

✔ 0 | 5 ✖

$$+\ \begin{matrix} 5201 \\ 2734 \end{matrix}$$

| 1 | 2 | 3 | 4 | 5 | ✖ |
| 6 | 7 | 8 | 9 | 0 | ✔ |

Add the following:

(a)

6|20	Time 01:10	

✔ 5 | 0 ✖

$$+ \begin{array}{r} 7495 \\ 1034 \end{array}$$

1)	2)	3)
8,529	8,029	8,539

(b)

20|20	Time 04:17	

✔ 19 | 0 ✖

$$+ \begin{array}{r} 6131 \\ 1059 \end{array}$$

1)	2)	3)
7,190	7,180	7,110

Worksheet (4)

Add the following:

(a)

20|20   Time 02:49   721

✔ 0 | 19 ✖

$$2496 + 2049$$

| 1 | 2 | 3 | 4 | 5 | ✖ |
| 6 | 7 | 8 | 9 | 0 | ✔ |

(b)

16|20   Time 02:22   721

✔ 0 | 15 ✖

$$4246 + 1197$$

| 1 | 2 | 3 | 4 | 5 | ✖ |
| 6 | 7 | 8 | 9 | 0 | ✔ |

Worksheet (5)

(a)

Addition	

Add the following numbers. We can write Th for thousands, H for hundreds, T for tens, O for ones.

```
  Th  H  T  O            Th  H  T  O
   1  2  8  3             5  4  7  1
+  2  5  1  3          +  4  3  2  5
_____      _____


  Th  H  T  O            Th  H  T  O
   3  0  5  7             8  6  9  0
+  2  8  3  1          +  1  3  0  7
_____      _____


  Th  H  T  O            Th  H  T  O
   5  8  4  6             4  3  1  0
+  1  1  3  2          +  3  6  8  5
_____      _____


  Th  H  T  O            Th  H  T  O
   4  5  3  1             6  1  5  4
+  2  3  4  9          +  2  4  3  0
_____      _____


  Th  H  T  O            Th  H  T  O
   3  1  9  3             2  7  4  6
   1  5  6  4          +  1  5  6  4
_____      _____
```

45

Addition

Add the following numbers. Remember that Th stands for thousands, H for hundreds, T for tens, O for ones.

Th	H	T	O
3	8	2	5
+ 2	5	6	4

Th	H	T	O
5	7	3	1
+ 1	5	6	4

Th	H	T	O
2	4	6	9
+ 5	3	2	7

Th	H	T	O
3	8	5	2
+ 1	3	4	4

Th	H	T	O
2	8	7	6
+ 4	3	5	2

Th	H	T	O
5	8	3	1
+ 2	7	0	4

Th	H	T	O
7	6	0	3
+ 1	2	6	7

Th	H	T	O
2	9	6	5
+ 3	7	5	1

Th	H	T	O
4	3	1	5
+ 1	5	6	4

Th	H	T	O
1	9	7	3
+ 2	5	2	4

Extra Worksheet(1)

Add the then choose the correct answer:

(a)

16|20   Time 03:22

✔ 15 | 0 ✖

$$
\begin{array}{r}
6342 \\
+ 634 \\
\hline
\end{array}
$$

1)	2)	3)
6,976	6,376	6,276

(b)

17|20   Time 03:30

✔ 16 | 0 ✖

$$
\begin{array}{r}
8626 \\
+ 801 \\
\hline
\end{array}
$$

1)	2)	3)
9,497	9,427	9,407

Extra Worksheet (2)

Calculate then choose the correct answer:

15|20   Time 03:15   ✔ 14 | 0 ✖

$$+\begin{array}{r} 5920 \\ 2234 \end{array}$$

1)	2)	3)
8,154	8,144	8,164

13|20   Time 02:47   ✔ 12 | 0 ✖

$$+\begin{array}{r} 4389 \\ 1478 \end{array}$$

1)	2)	3)
5,267	5,897	5,867

Add the following:

1363
+ 764
_____

_____

5547
+ 3858
_____

_____

Add the following:

10|20   Time 01:24   321

✔ 0 | 9 ✖

$$4219 + 3653$$

| 1 | 2 | 3 | 4 | 5 | ✖ |
| 6 | 7 | 8 | 9 | 0 | ✔ |

5|20   Time 29   321

✔ 0 | 4 ✖

$$5667 + 2684$$

| 1 | 2 | 3 | 4 | 5 | ✖ |
| 6 | 7 | 8 | 9 | 0 | ✔ |

Add then choose the correct answer:

2|20   Time 18   ✔ 1 0 ✖

$$+\begin{array}{r}4064\\3663\end{array}$$

1)	2)	3)
7,027	7,627	7,727

Add the following:

1|20   Time 01   ✔ 0 0 ✖

$$+\begin{array}{r}4356\\4166\end{array}$$

| 1 | 2 | 3 | 4 | 5 | ✖ |
| 6 | 7 | 8 | 9 | 0 | ✔ |

Extra Worksheet(6)

Choose the correct answer:

$$+\ \begin{array}{r} 2584 \\ 1659 \end{array}$$

1)	2)	3)
4,243	4,263	4,443

Add the following:

$$+\ \begin{array}{r} 2516 \\ 2138 \end{array}$$

49
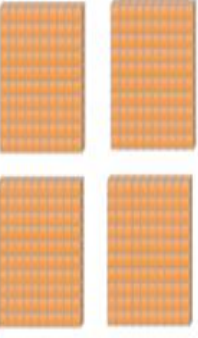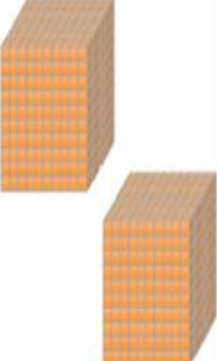
Worksheet (1)

Use the table of representation and place value to solve subtraction problems

Subtract: 2478 – 1235 =

ones	Tens	Hundreds	Thousands
the difference			

2478 – 1235 = ...

Worksheet (2)

Subtract: 2478 – 1235 =

ones	Tens	Hundreds	Thousands
9	7	8	3
− 2	3	5	1
=			

the difference

3879 – 1532 = ...

51

Worksheet (3)

Subtract: 4753 - 1282 = ...
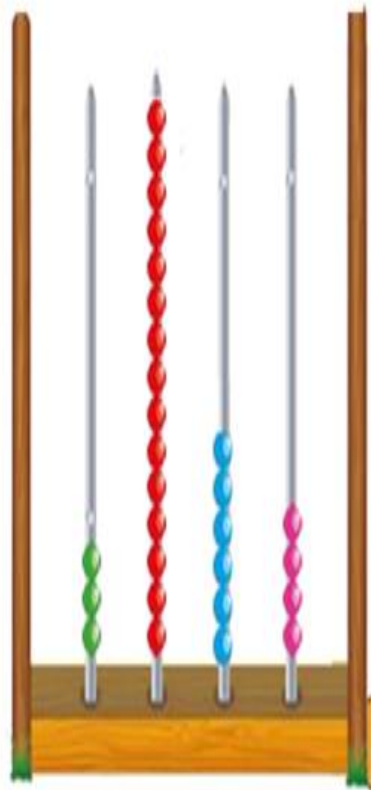
Regrouping the tens

Subtract: 4753 - 1282 = ...
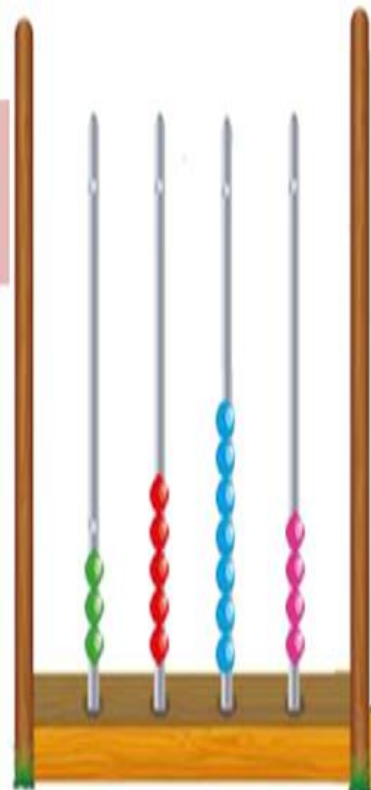
The dfference- ....

Worksheet (4)

Use the table of representation and place value to solve subtraction problems.

Subtract: 3435 – 1289 =

ones	Tens	Hundreds	Thousands
The difference			

3435 – 1289 = ...

Worksheet (5)

Subtract: 2365 – 237 = ...

7   30   200

....

2365

Start :

2   5   30   200

....

2365
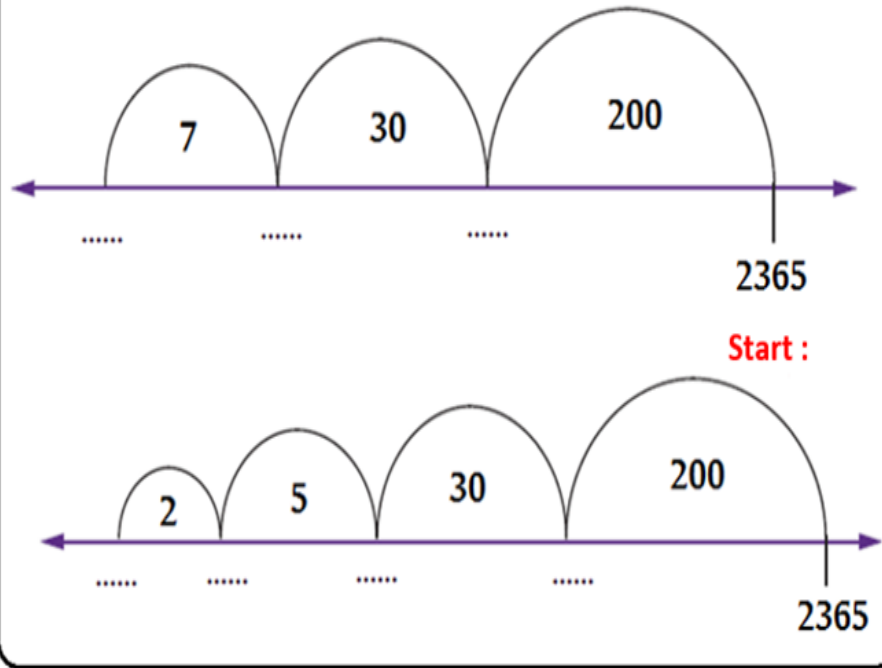
Worksheet (6)

Subtract: 2543 – 2218 = ...

....

2218   2518   2520   2540   2543
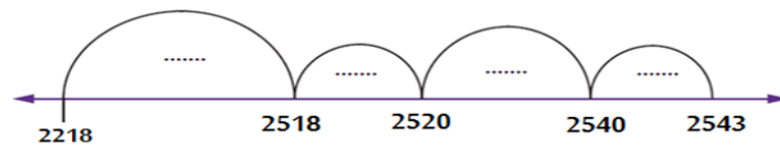
Start:

The difference = ...

Worksheet (1)

The octopus has 8 limbs.
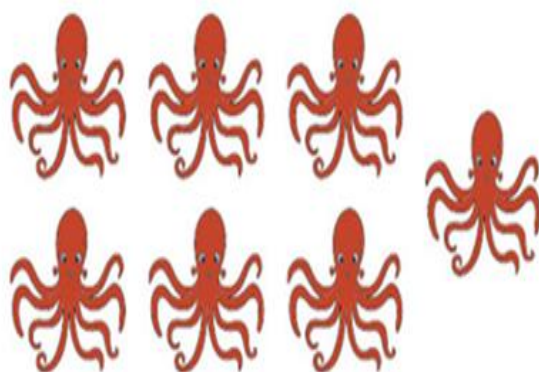
How many limbs do 7 octopuses have?

Worksheet (2)

What is the output value that the robot will get?

Input value   output value
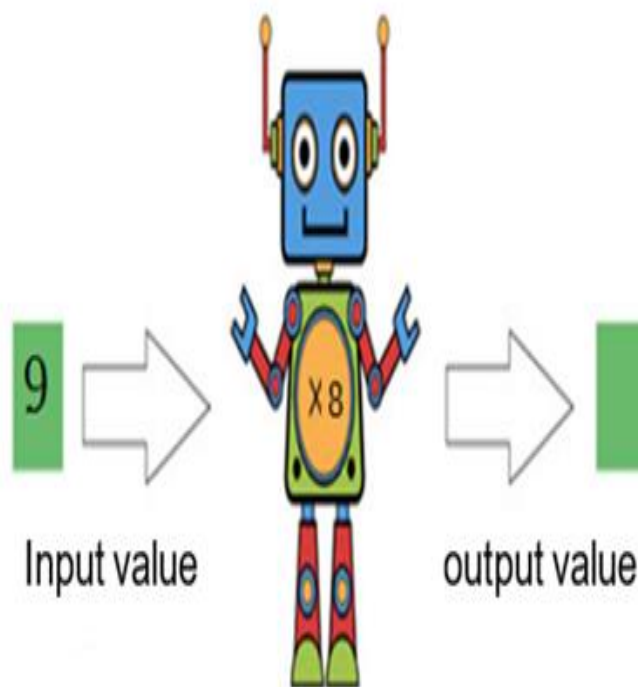
Complete the following shape:
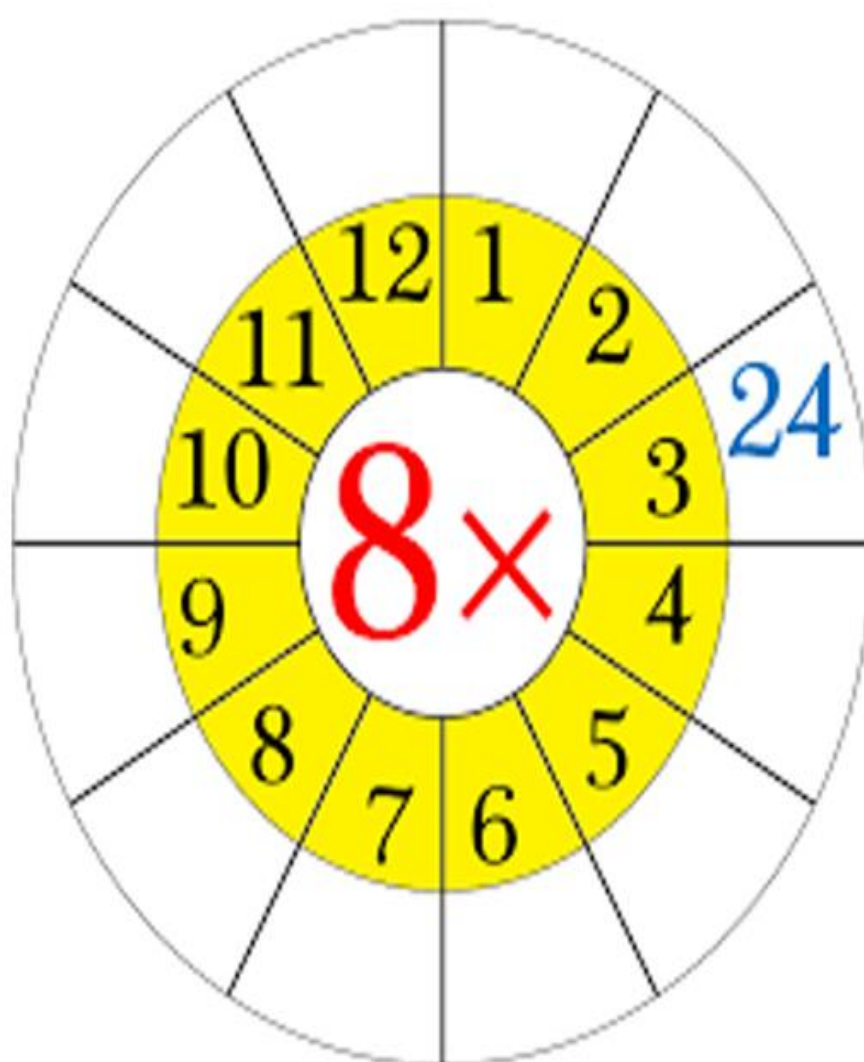
Exercise 1: Find the number when multiplied by 10, the product will be 80.

Exercise 2: Complete:

$10 \times 7 =$ .... Tens

Exercise 3: Complete:

$10 \times 4 =$ ....

Exercise 4: Complete the following table by the missing number:

×10	2	4	...	3
	20	40	60	30

WonkyWonderful.com

★MULTIPLICATION

69	35	28	16	42	76
x 3	x 8	x 6	x 4	x 6	x 5

17	31	98	82	43	33
x 7	x 3	x 2	x 9	x 4	x 7

67	80	99	52	55	49
x 8	x 5	x 9	x 4	x 3	x 6

Name_____

Multiplication

21	42	53	84
x 2	x 2	x 2	x 2

43	52	64	95
x 3	x 3	x 3	x 3

52	71	96	37
x 4	x 4	x 4	x 4

81	42	66	73
x 5	x 5	x 5	x 5

Color the space to match the product color!

Worksheet (8)

Multiply the numbers by the center number.

62
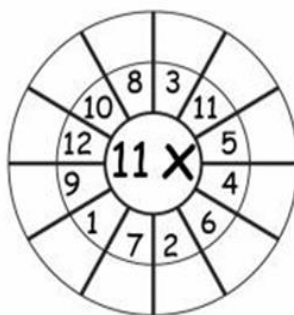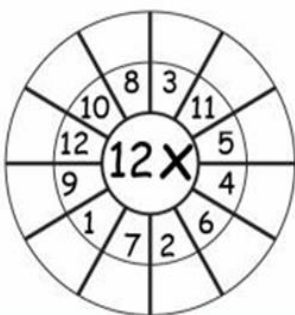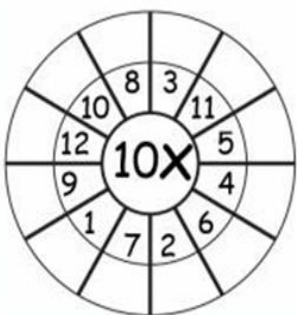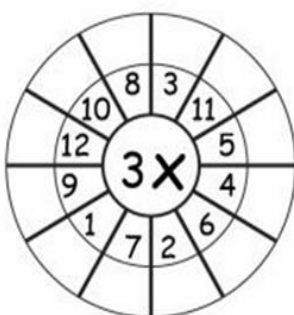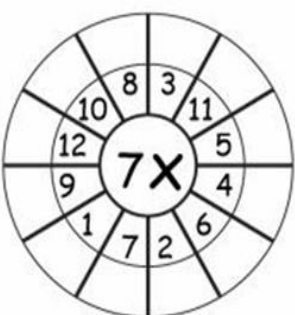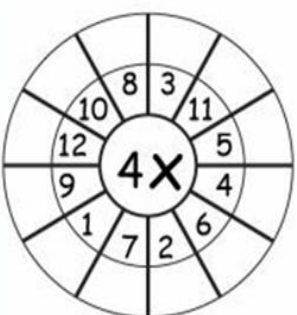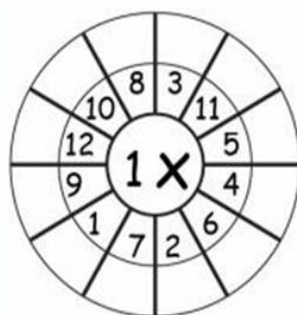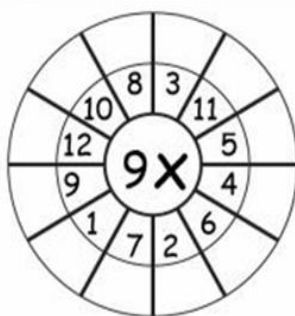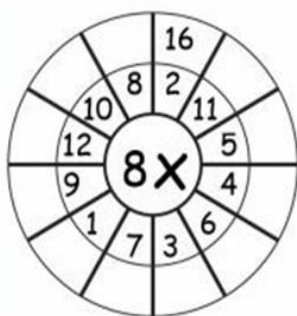
7 to 12 Times Tables ∨

$7 \times 2 = ?$

$10 \times 10 = ?$

$10 \times 7 = ?$

$9 \times 2 = ?$

$10 \times 1 = ?$

$7 \times 11 = ?$

14 70 10 100 18 77 73

Worksheet (10)

- **Find the following products:**
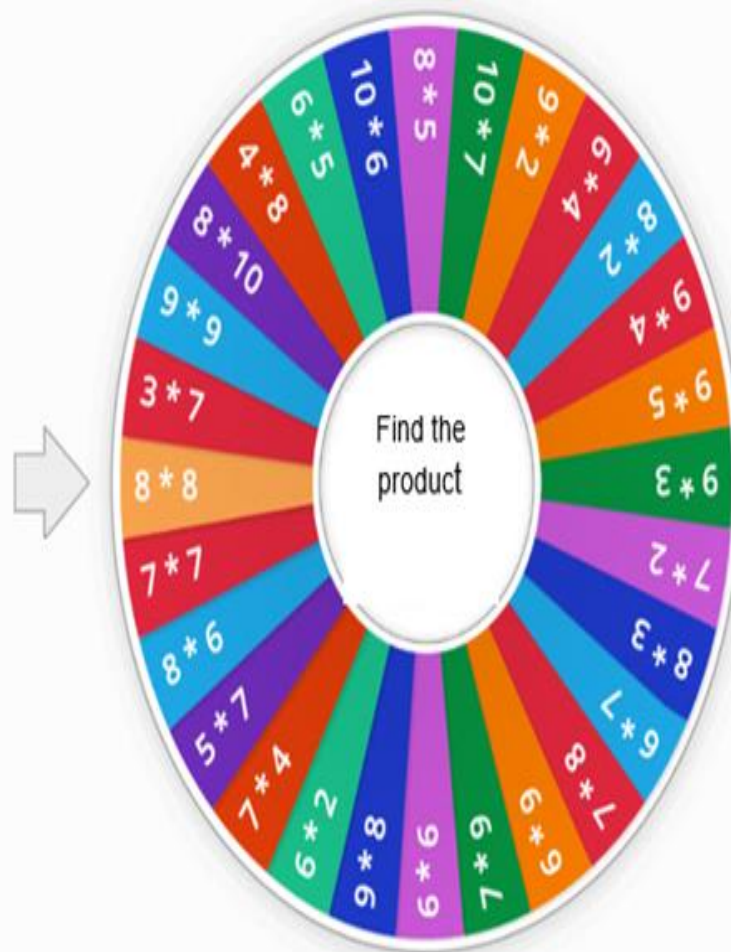
Movie Multiplication

Find the **product** using **regrouping**.
Show your work!

49 × 3	76 × 4	25 × 2
33 × 8	18 × 7	54 × 8
69 × 3	42 × 5	84 × 2
75 × 7	56 × 3	92 × 6

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www.education.com/worksheets

Worksheet (12)

Find the product.

15 x 5	58 x 1	29 x 7
25 x 3	54 x 4	49 x 0
61 x 9	44 x 8	70 x 2
83 x 7	32 x 6	92 x 2

Worksheet (1)

1. Determine the divisor, the dividend, and the quotient in each of the following?

- The divisor is ....

- The dividend is ....

- The quotient is ....

- The divisor is ....

- The dividend is ....

- The quotient is ....

2. Calculate the following?

$4900 \div 10 =$	$5565 \div 5 =$	$8100 \div 3 =$	$4248 \div 6 =$	$7280 \div 8 =$

3. Four sons inherited a land of 5064 m^2, they wanted to divide it equally among them.
What is the area of each son's land?

Worksheet (2)

What did you learn about dividing the numbers by 2, 3, 4, 5, 6, 8 and 10?	What / How do you want to learn about division of numbers by 2, 3, 4, 5, 6, 8 and 10?	What do you know about division of numbers by 2,3,4,5,6,8,10
Check your understanding and get what you expected.	Talk about expectations and your learning style	Talk mathematically about various experiences

- ● You can speak orally to determine your previous experiences, and the teacher notes them.
- ● The teacher helps the students to set their expectations.
- ● The teacher provides feedback to students and provides them with activities and training during the course to achieve their goals in the current lesson.
- ● He notices the wrong concepts or difficulties that appears at the stage of showing off the previous experiences, therefore, it should be tolerated in teaching methods in the next stages.

Worksheet (3)

1. Determine the divisor, the dividend, and the quotient in each of the
following?

```
  624 | 3
-  6  |—————
      | 208
 —————
   02
-  00
 —————
    24
-   24
 —————
    00
```

```
  428 | 4
-  4  |—————
      | 107
 —————
   02
-   0
 —————
   28
-  28
 —————
   00
```

the divisor is ....

the dividend is ....

the quotient is ....

the divisor is ....

the dividend is ....

the quotient is ....

2. 165÷5=33

the divisor is ....

the dividend is ....

the quotient is ....

136÷8=17

the divisor is ....

the dividend is ....

the quotient is ....

1. Find the quotient in each of the following.
   ❖ (Use the facts of multiplication to help you)

$60 \div 10 =$ $72 \div 8 =$ $36 \div 4$

2. What is the fact of multiplication that helps you to find: $48 \div 8 =$

3. The father gave his six children 54 pounds and asked them to share them

   Equally. What is the share of each of them?

4. Muhammad scored 40 points in a 10-question test. If each question has 5 full

   points, how many questions did he fail to answer?

Worksheet (5)

● Complete the following table then find the quotient.

The dividend is 64	64	56		40			16	
The divisor is 8	8		8		8	8		8
The difference	56		40	32		24		

64÷8=...............

● Using the repeated subtraction, find the quotient of the following?

39÷3=   40÷5=

• Khalid got 110 points in 10 competitions, if the sum of points in each competition is equal, how many points did Khalid get in one competition.
(Use repeated subtraction to find the answer).

❖ **Determine the parts of a division in the following:**

```
  84 | 4
 - 8 |
     | 21
  ‾‾‾‾
  04
 - 4
  ‾‾‾‾
   0
```

```
  55 | 5
 - 5 |
     | 11
  ‾‾‾‾
  05
 - 5
  ‾‾‾‾
   0
```

❖ **Find the quotient (by linking to multiplication).**

$28 \div 4 =$ .... $25 \div 5 =$ .... $56 \div 8 =$ ....

❖ **Find the quotient by linking between the division and the repeated subtraction.**

$66 \div 6 =$ $80 \div 10 =$ $30 \div 2 =$

❖ **Determine the parts of a division in the following.**

$$
\begin{array}{r|l}
63 & 3 \\
-\ 6 & \overline{21} \\
\hline
\ \ 03 & \\
-\ \ \ 3 & \\
\hline
\ \ \ 0 &
\end{array}
\qquad
\begin{array}{r|l}
144 & 8 \\
-\ \ 8 & 18 \\
\hline
\ \ 064 & \\
-\ \ 64 & \\
\hline
\ \ \ 00 &
\end{array}
$$

❖ **Find the quotient (By linking to the multiplication)**

$45 \div 5 =$ .... $24 \div 6 =$ .... $33 \div 3 =$ ....

❖ **Find the quotient by linking between the division and the repeated subtraction.**

$96 \div 8 =$ $52 \div 4 =$ $30 \div 10 =$

1. Determine the divisor, the dividend, and the quotient in each of the following.

```
535 | 5
- 5  |
-----| 107
  03 |
-  0 |
-----|
  35 |
  35 |
-----|
  00 |
```

```
420 | 4
- 4  |
-----| 105
  02 |
-  0 |
-----|
  20 |
  20 |
-----|
  00 |
```

the divisor is ....   the divisor is ....

the dividend is ....   the dividend is ....

the quotient is ....   the quotient is ....

2. Find the quotient in each of the following.

$3000 \div 10 =$ $1125 \div 5 =$ $900 \div 3 =$

$912 \div 8 =$ $1524 \div 6 =$

3. Samer paid 70 pounds for 10 traffic tickets, if those values are equal.

What is the value of each ticket?

❖Determine the parts of a division in the following.

```
117 | 3
 9  |
────|── 39
 027|
  27|
────
  00|
```

```
96 | 8
 8 |
───|── 12
16 |
16 |
───
00 |
```

the divisor is ....

the divisor is ....

the dividend is ....

the dividend is ....

the quotient is ....

the quotient is ....

2300÷10=230

4844÷4=121

the divisor is ....

the divisor is ....

the dividend is ....

the dividend is ....

the quotient is ....

the quotient is ....

1. Find the quotient in each of the following.

   (Use the facts of multiplication to help you)

   $35 \div 5 =$ $16 \div 4 =$ $32 \div 8 =$

2. What is the fact of multiplication that helps you find: $42 \div 6 =$

3. The father gave his six children 60 pounds and he asked them to share them

   Equally. What is the share of each one of them?

4. Muhammad scored 50 points in a 10-question test. If each question has 5 full

   points, how many questions did he fail to answer?

● Complete the following table then find the quotient.

The dividend is 36	36	30		18		
The divisor is 5	6		6		6	6
The difference	30		18	12		

36÷6=...................

● Using the repeated subtraction, find the quotient of the following?

18÷3=   60÷5=

• Khalid got 120 points in 10 competitions, if the sum of points in each

    competition is equal, how many points did Khalid get in one
    competition.

    (Use repeated subtraction to find the answer).

1. Determine the parts of a division in the following.

```
492 │ 4
 − 4 │
─────┤
  09 │ 123
 − 8 │
─────┤
  12 │
  12 │
─────┤
  00 │
```

$33 \div 3 = 11$

2. Find the quotient (By linking to the multiplication).

$40 \div 5 = \dots\dots$ $16 \div 4 = \dots\dots$ $27 \div 3 = \dots\dots$

3. Find the quotient by linking between the division and the repeated subtraction.

$52 \div 4 =$ $35 \div 5 =$ $18 \div 2 =$

❖Determine the parts of a division in the following.

```
  64  | 2
_  6  |
 ─────|───
   04 | 32
_   4 |
 ─────
    0
```

$968 \div 8 = 121$

❖ Find the quotient (By linking to the multiplication)

$20 \div 5 =$ .... $30 \div 6 =$ .... $99 \div 3 =$ ....

❖ Find the quotient by linking between the division and the repeated subtraction.

$100 \div 10 =$ .... $40 \div 8 =$ .... $32 \div 4 =$ ....

79

Worksheet (1)

Write the fraction that represents the colored part.

....

....

....

Worksheet (2)

Complete:

The representation of a fraction by drawing			
number of shaded parts	....	....	....
Total parts	....	....	....
Fraction in Symbols	.... ___	.... ___	.... ___ ....
Fraction in words	....	....	....

Worksheet (3)

Write the fraction that represents the colored parts
(Use more than one method)

....

....

....

....
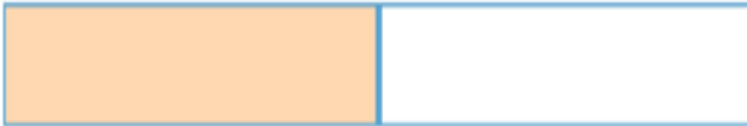
Worksheet (4)

Write down your remarks.

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

$\frac{1}{6}$

$\frac{1}{7}$

$\frac{1}{8}$

Worksheet (5)

Write the fraction of the colored parts in each group as in the example:

Group	Number of colored parts	Fraction (shaded parts)
○ ● ○ ○	4	$\dfrac{1}{4}$
☆ ☆ ⭐	....	$\dfrac{\text{...........}}{\text{...........}}$
△ △ △ ▲ △ △ △	....	$\dfrac{\text{...........}}{\text{...........}}$
☺ ☺ 🙂 ☺ ☺	....	$\dfrac{\text{...........}}{\text{...........}}$
✿ ✿ ✿ ✿ ✿ ✿	....	$\dfrac{\text{...........}}{\text{...........}}$
☐ ☐ ☐ ■ ☐ ☐ ☐ ☐	....	$\dfrac{\text{...........}}{\text{...........}}$

Worksheet (6)

complete :
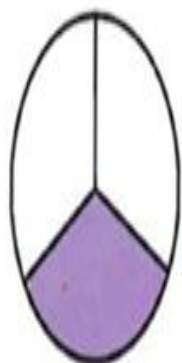
Number of colored parts $\longrightarrow$ [ ]

Totalparts $\longrightarrow$ [ ]
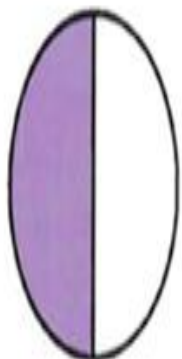
Worksheet (7)

Color the shapes according to the given fractions.

$\dfrac{1}{9}$

$\dfrac{1}{7}$

$\dfrac{1}{4}$

$\dfrac{1}{5}$

$\dfrac{1}{11}$

$\dfrac{1}{6}$

Worksheet (8)

Color according to the given fraction:
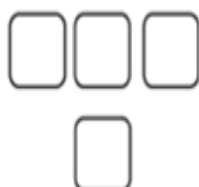
$$\frac{1}{4}$$

$$\frac{1}{8}$$
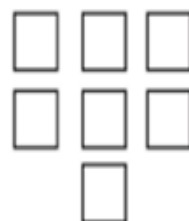
$$\frac{1}{7}$$

$$1$$
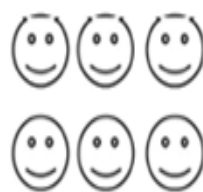
$$\frac{1}{6}$$
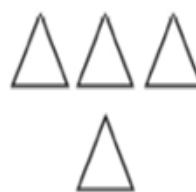
$$1$$

$$\frac{1}{10}$$
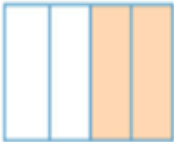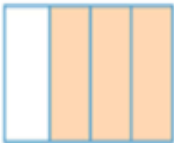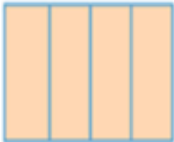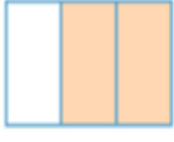
$$\frac{0}{5}$$

$$\frac{1}{8}$$

Worksheet (9)

follow the example to complete the table

The shape	The fraction in Symbolic form
	$\dfrac{2}{4}$ = two quarters — Number of colored parts in numerator. Total parts in denominator.
	$\dfrac{3}{4}$ = Three quarters
	$\dfrac{4}{4}$ Or 1 — Four quarters = 1
	....
	....
	....

Color the shapes according to the unit fraction.
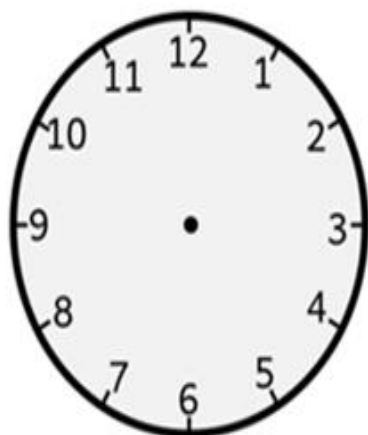
Half
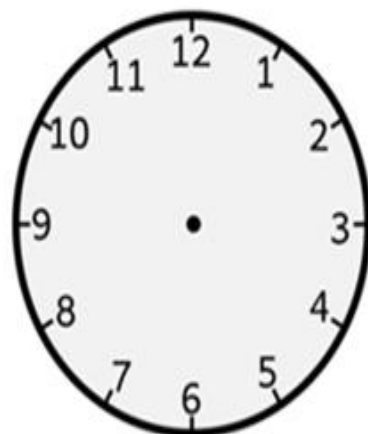
Quarter
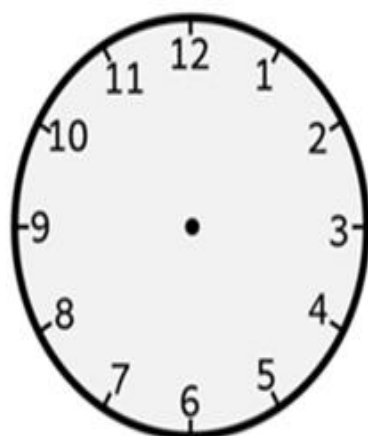
three-quarters
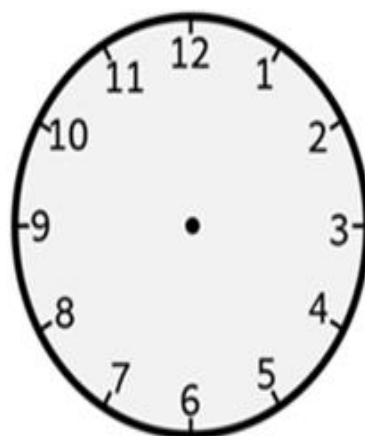
one-third

Worksheet (11)

Write the fraction that represents the colored parts then compare by using (> or < or =)
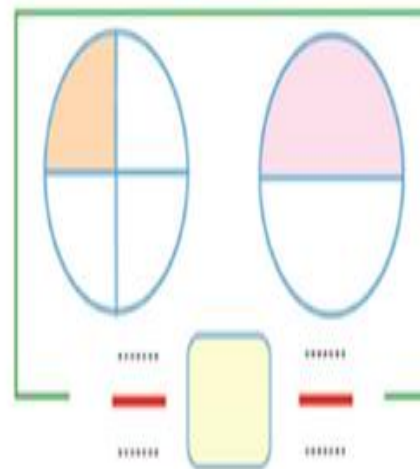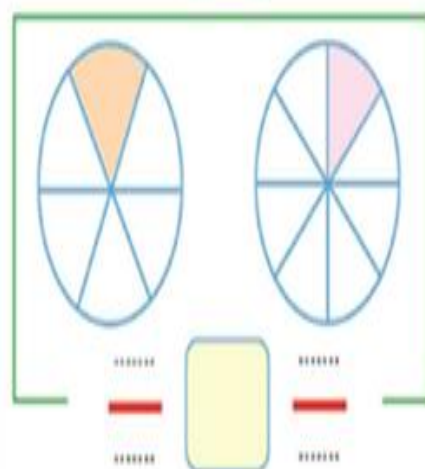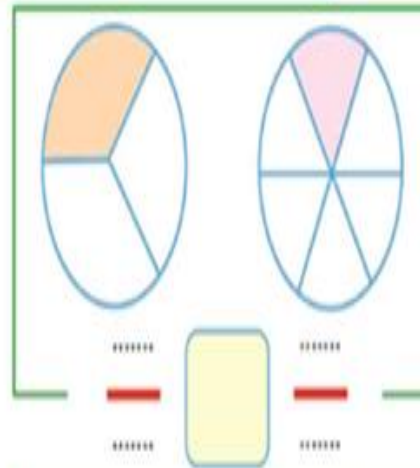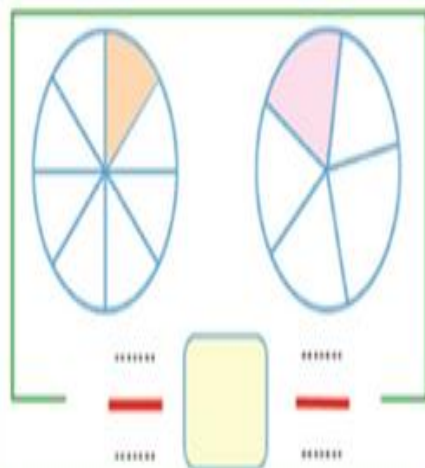
Worksheet (12)

Compare by using (>, < or =) :

$\dfrac{1}{8}$ ☐ $\dfrac{1}{4}$
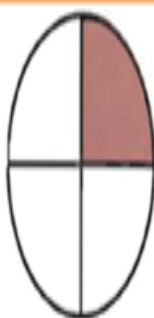
$\dfrac{1}{3}$ ☐ $\dfrac{1}{2}$
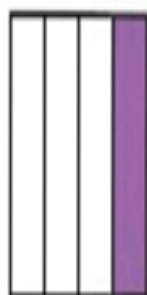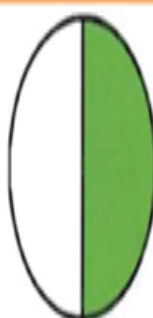
$\dfrac{1}{4}$ ☐ $\dfrac{1}{3}$

$\dfrac{1}{8}$ ☐ $\dfrac{1}{10}$

Worksheet (13)

Locate the following fractions on the number line.

$\dfrac{1}{2}$

$\dfrac{1}{4}$

$\dfrac{1}{10}$

$\dfrac{1}{5}$

Worksheet (14)

Write each of the following fractions in its appropriate place on the number line.

$$\frac{9}{10} \text{ , } \frac{7}{10} \text{ , } \frac{2}{10} \text{ , } \frac{5}{10}$$
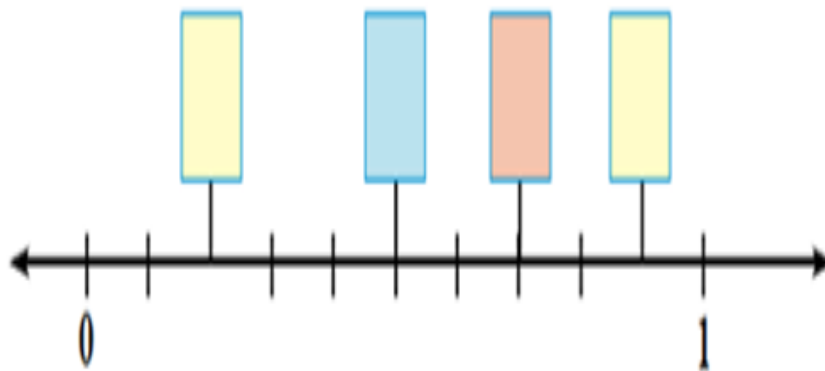
Worksheet (15)

Observe, then follow the example to complete.
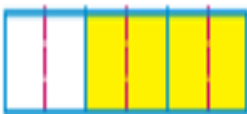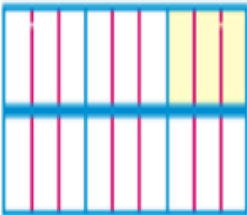
$\frac{1}{2}$	$\frac{1}{2}$

$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$

$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$

$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$

Observe, then follow the example to complete.

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

$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$	$\frac{\cdots}{\cdots}$

Complete by using the shapes:

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

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

$$\frac{\cdots}{\cdots} = \frac{1}{\cdots}$$

$$\frac{3}{\cdots} = \frac{\cdots}{\cdots}$$

Worksheet (17)

Add, then color.

$$\frac{2}{9} \quad + \quad \frac{2}{9} \quad = \quad \boxed{\frac{}{}}$$

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

$$\frac{4}{10} \quad + \quad \frac{3}{10} \quad = \quad \boxed{\frac{}{}}$$

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

$$\frac{2}{12} \quad + \quad \frac{8}{12} \quad = \quad \boxed{\frac{}{}}$$

Worksheet (18)

Subtract then color.

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

$$\frac{5}{7} - \frac{2}{7} = \boxed{}$$

$$\frac{2}{2} - \frac{1}{2} = \boxed{}$$
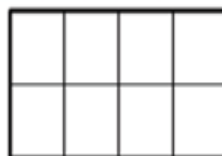
$$\frac{6}{8} - \frac{3}{8} = \boxed{}$$

$$\frac{7}{8} - \frac{7}{8} = \boxed{}$$

$$\frac{9}{10} - \frac{5}{10} = \boxed{}$$

Worksheet (1)

Trace the dotted lines and write the name of each obtained line:

Worksheet (2)

Geometric Concepts

Straight line

Semi-line
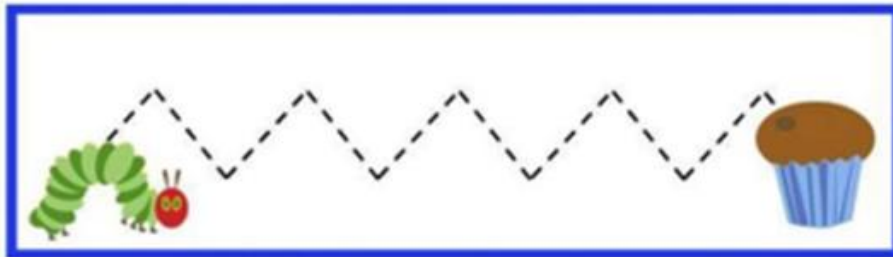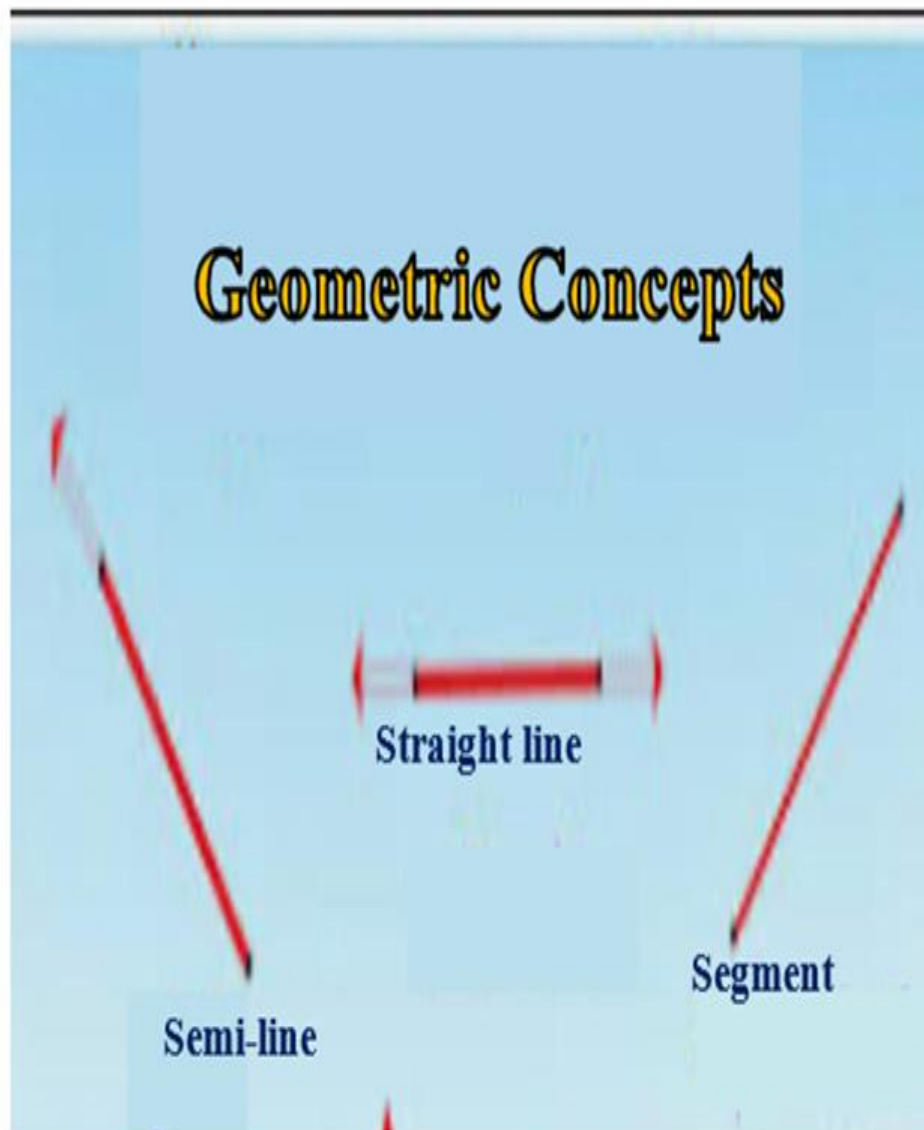
Segment

Worksheet (3)

Trace the lines to show the segments [AB] and [BC].
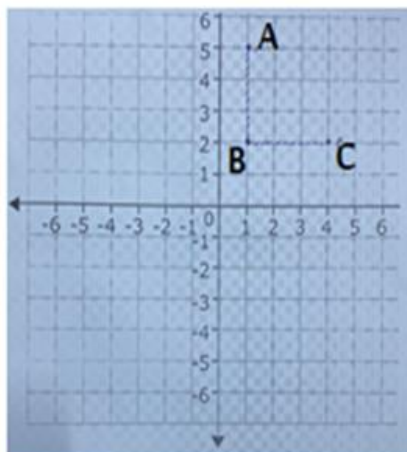
locate the required point
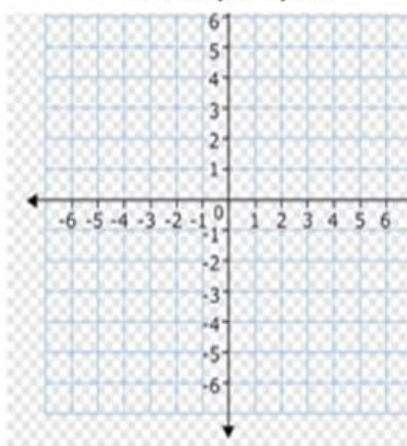
- Let C(2,5) be a point, locate (C) as follows:
  - Mark the number (2) on x-**axis**.
  - From the number 2 on x-axis, construct the perpendicular to x-axis up to meet the perpendicular to **y-axis** issued from number 5 on **y-axis**.
  - Mark the obtained point and write (C) next to it.

Worksheet (4)

The angles

Match each angle with its type.
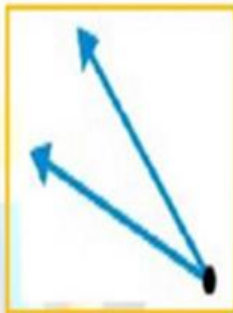
| Acute angle | Right angle | Obtuse angle |

Answer by true (✓) or false (✗):

.A right angle is equal to 90° . ☐

An acute angle is more than 90° and less 0° ☐

An obtuse angle is more than 90° and less than180° ☐

Worksheet (5)

fill in the blank: (Intersecting lines –Perpendicular lines –Parallel lines)

....
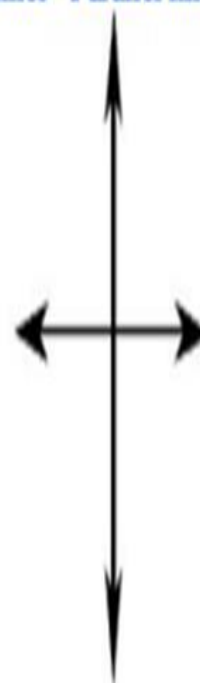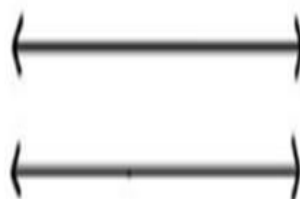
Worksheet (6)

Observe the figure then name the segment line and the straight line.

Straight line

A   B

segment

A   B
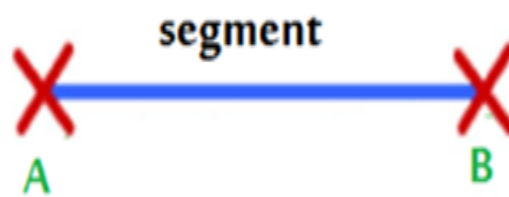
Worksheet (7)

According to your knowledge, complete the table appropriately:

The name of the shape	Definition	Drawing the shape
Right angle		
Acute angle		
Obtuse angle		
straight angle		
Straight line		
Segment		
Curved line		
Broken line		
Semi- line		
Point		

Worksheet (8)

Trace the dotted lines, then write the name of each line.
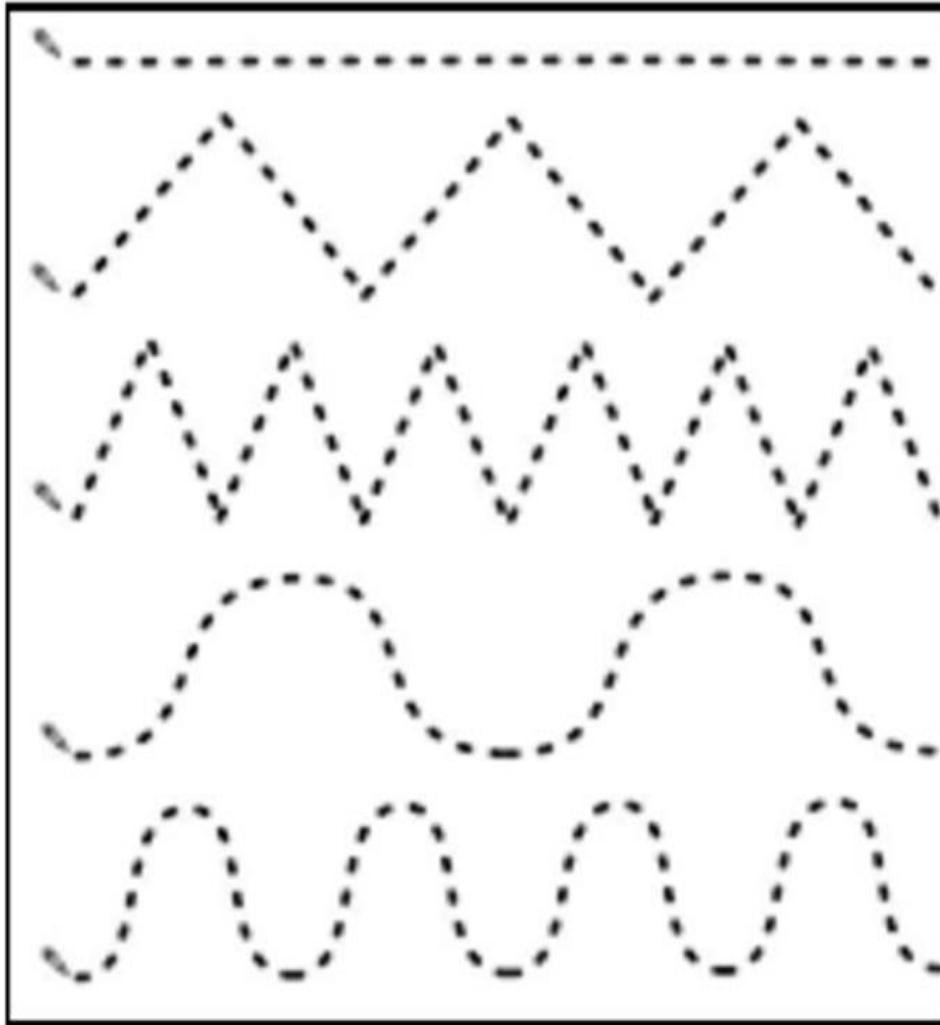
Worksheet (9)

Name the following angles.

....
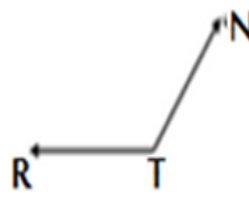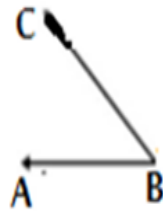
Write the type of each angle:

....

Worksheet(10)

Trace the dotted lines then write the name of the obtained line:
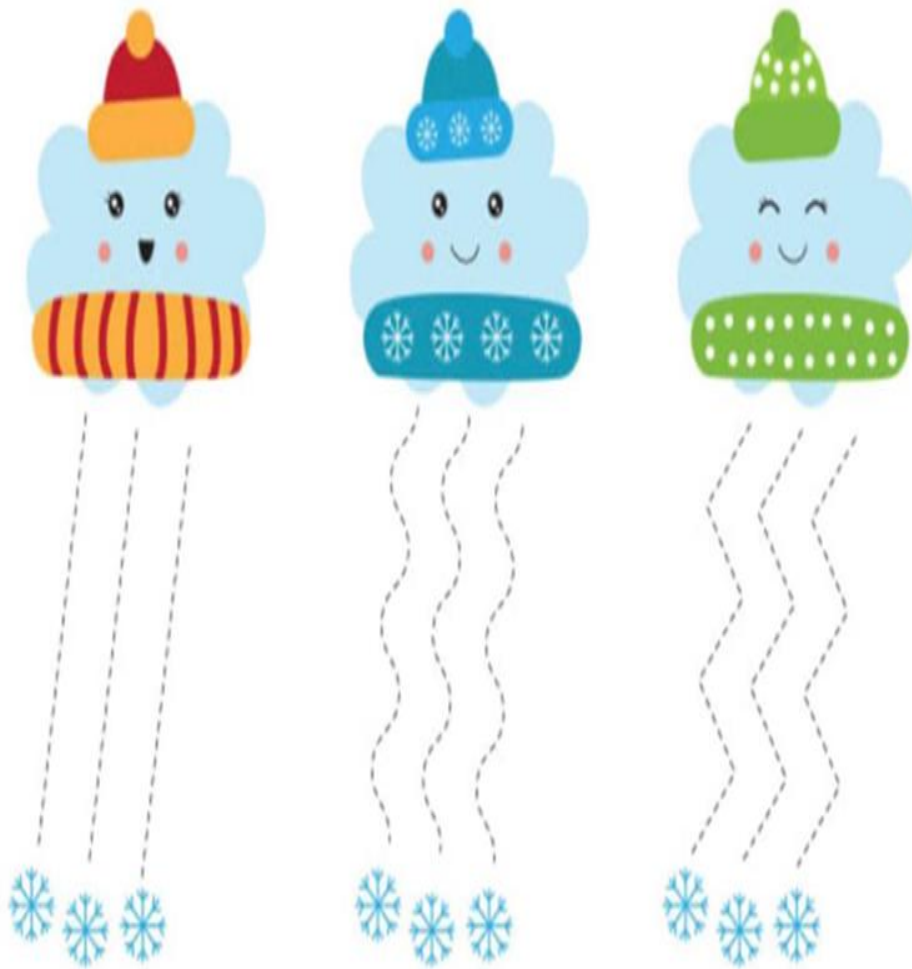
Worksheet (11)

Exercise 1: Match appropriately.

A	B
Parallel lines	The lines that meet each other at one point.
Intersecting lines	The lines that meet or intersect each other at right angle (90°).
Perpendicular lines	The lines that are at equal distance from each other and never meet.

Exercise 2: observe the following figures, then choose the correct answer:

1- In the adjacent figure:

    a) Parallel lines.

    b) Intersecting lines.

    c) Perpendicular lines.
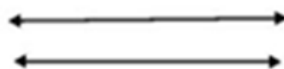
2- In the adjacent figure:

    a) Parallel lines.

    b) Intersecting lines.

    c) Perpendicular lines.
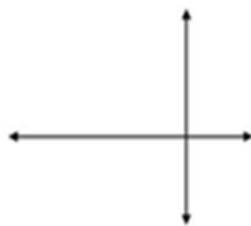
3- In the adjacent figure:

    a) Parallel lines

    b) intersecting lines

    c) perpendicular lines

Worksheet (12)

The Segment, the straight line and the semi-line.

Given the two points A and B as shown in the figure.

- Draw a line that connecting the two points using a ruler.
- This line is called a **segment** .
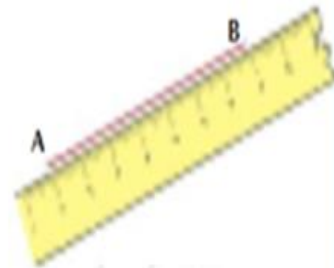
> **The segment is a line limited by two points.**

- Can we extend this segment of both sides as much as we want?

If the segment of both sides extends indefinitely, we get the straight line.
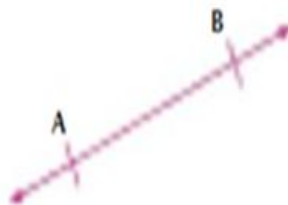
> **A straight line has no starting point and no ending point.**

Worksheet (13)

Trace the dotted lines then write the name of the obtained line.

Worksheet (14)

Name each geometric shape: (Point, straight line, semi-line or segment).

6.

R

Q

_____

7. C

D

_____

8. S   T

_____

9.   N

M

_____
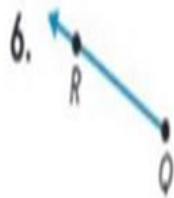
Worksheet (15)

Match appropriately.

       A   B

1)   ( )   Semi-line AB

2)   ( )   Segment

3)   ( )   Line BA

4)   ( )   Ray BA

Observe the following figure then answer the questions:

1) Name three segments. ………, ………, …………

2) Name three semi-lines. ………, ………, …………

3) Name a straight line. …………
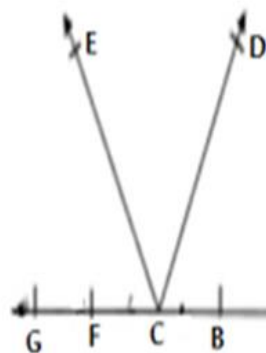
Worksheet (16)

The objective: To distinguish between a segment line and a curve.

Activity '1' Dear student: observe the following shapes, then write the number of segments in each one.

....
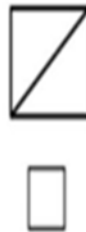
Activity '2' Dear student: observe the following shapes, then write the number of curves in each one.

....

Worksheet (17)

- Start from 🖊 and color
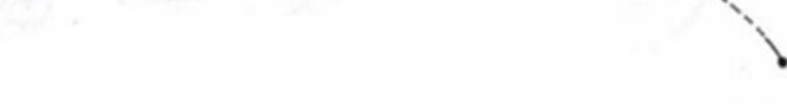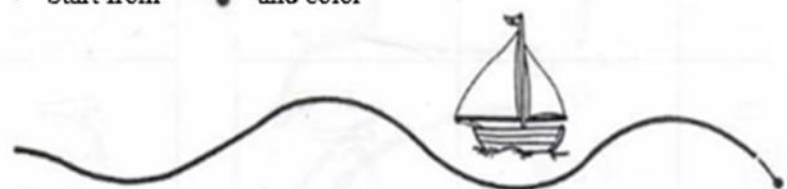
- Read:

A	B	C	D	E

Worksheet (18)

- Name the shapes in the figure:
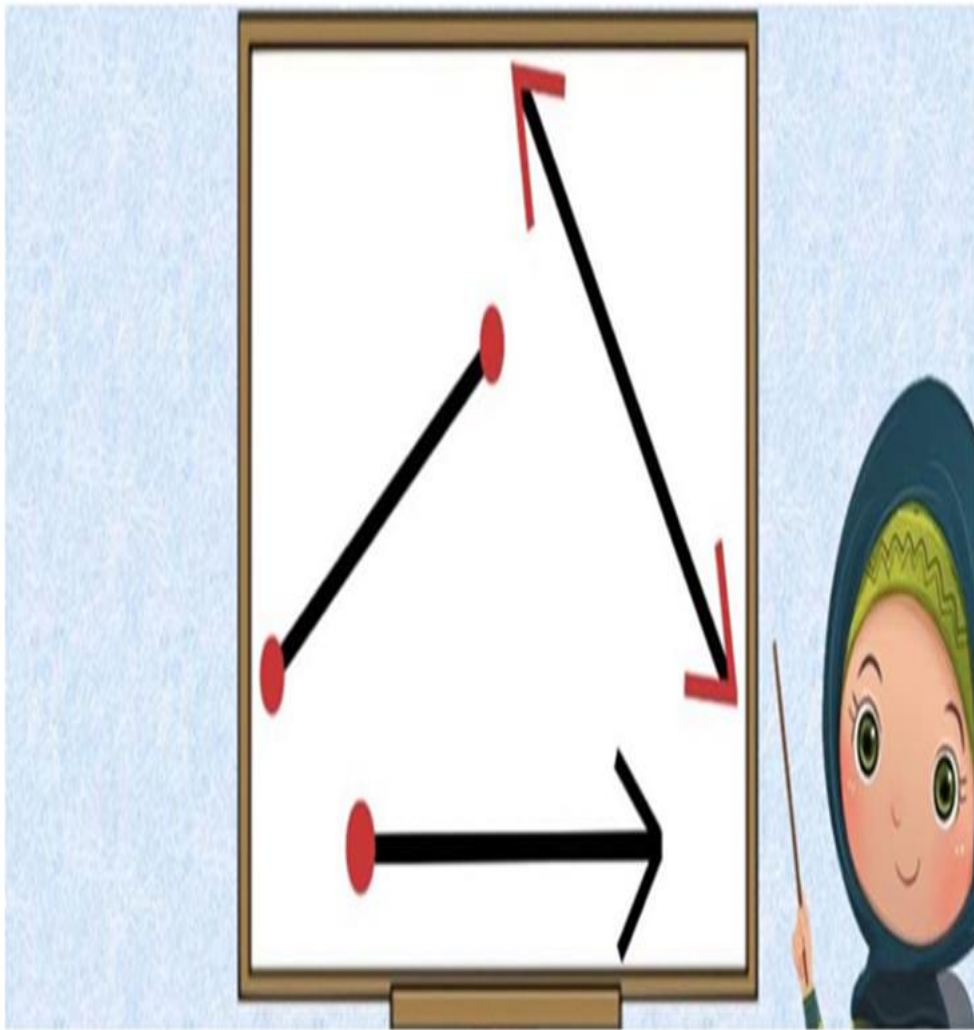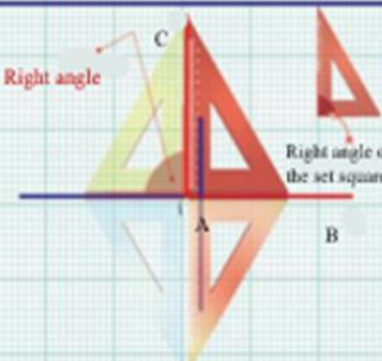
Worksheet (19)

- State the angles in the playground:
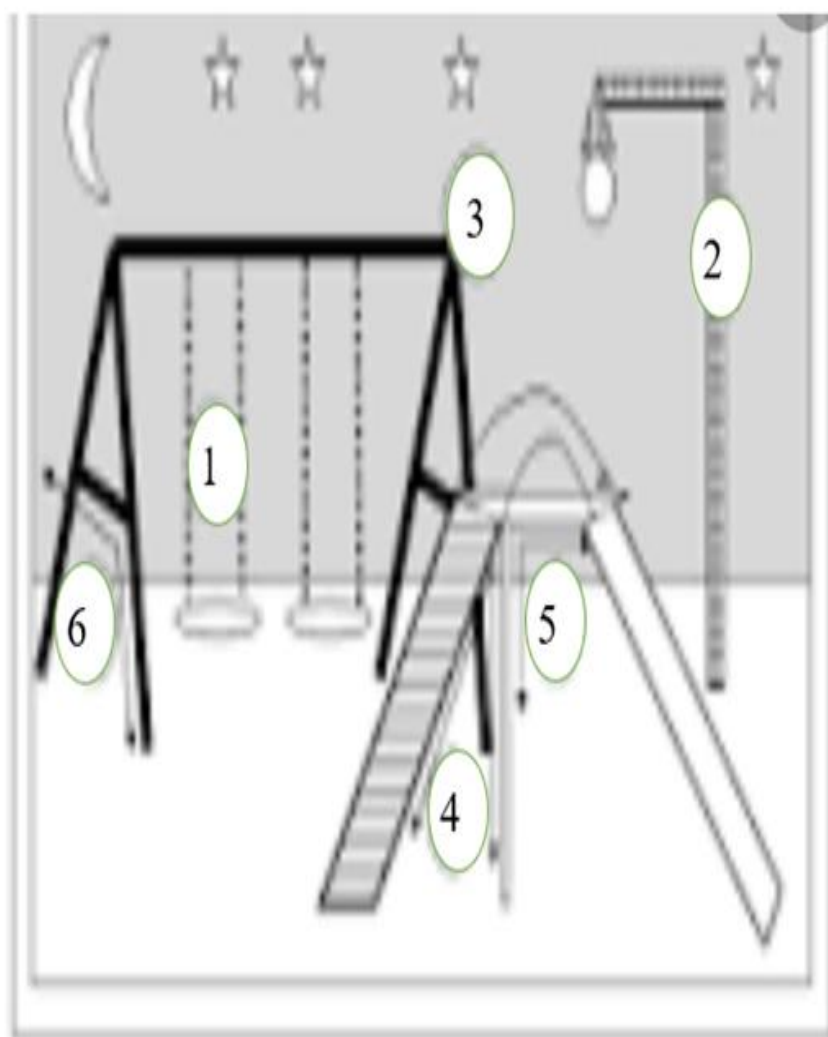
Worksheet (20)

Right angle

An angle of measure 90°

We use a set square to check that the angle is right.

Acute angle

An angle that its measure is less than the right angle and included between 0° and 90°.
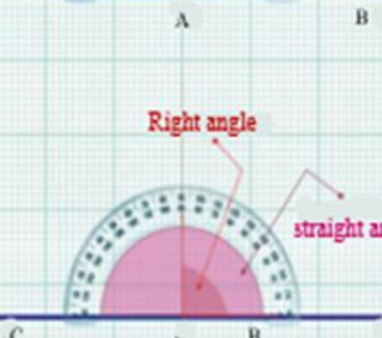
We use the protractor to measure the acute angle.

Obtuse angle

An angle that its measure is more than the right angle and included between 90° and 180°.

We use the protractor to measure the obtuse angle.

Straight angle

An angle of measure 180°.

- **Name the angles in the figure:**

Angles
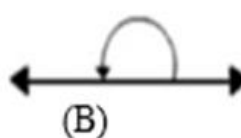
(B)
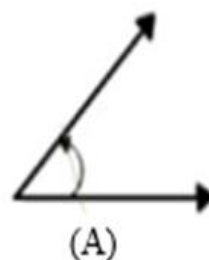
(A)

(D)
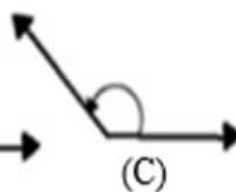
(C)

Worksheet (22)

- **The following angle is:**

Right

Straight

Obtuse

Acute

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Worksheet (1)

1. Which of the following shapes is a circle?

(A)   (B)   (C)

2. Which of the following shapes is a triangle?

(A)   (B)   (C)

3. Which of the following shapes is a square?

(A)   (B)   (C)

4. Which of the following shapes is a rectangle?

(A)   (B)   (C)

Worksheet (2)

- **Observe the following shape then complete the table:**

Name of shape	Number of sides	Number of vertices
....	....	....

Worksheet (3)

- **Observe the following shape then complete the table:**

Name of shape	Number of sides	Number of vertices
....	....	....
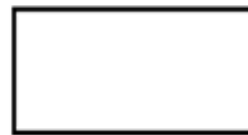
Worksheet (4)

- **Observe the following shape then complete the table:**

Name of shape	Number of sides	Number of vertices
....	....	....

Worksheet (5)

- Name each of the following shapes.

a) The name of the shape: ....
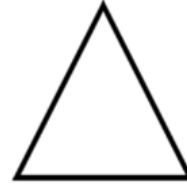
b) The name of the shape: ....

c) The name of the shape: ....
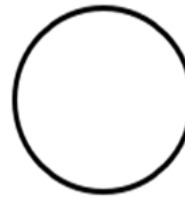
d) The name of the shape: ....

e) State the similar objects to these shapes from your classroom or any other place (surrounding environment).

Worksheet (6)

1. Which of the following shapes is a triangle?

      (A)   (B)   (C)

2. Which of the following shapes is a square?

      (A)   (B)   (C)
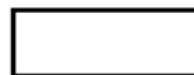
3. Which of the following shapes is a rectangle?

      (A)   (B)   (C)

Worksheet (7)

1. Circle the intruder shape among the following.

      (A)   (B)   (C)

2. Circle the intruder shape among the following.

      (A)   (B)   (C)

3. Circle the intruder shape among the following.

      (A)   (B)   (C)
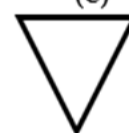
Worksheet (1)

- Color the identical shapes with the same color:
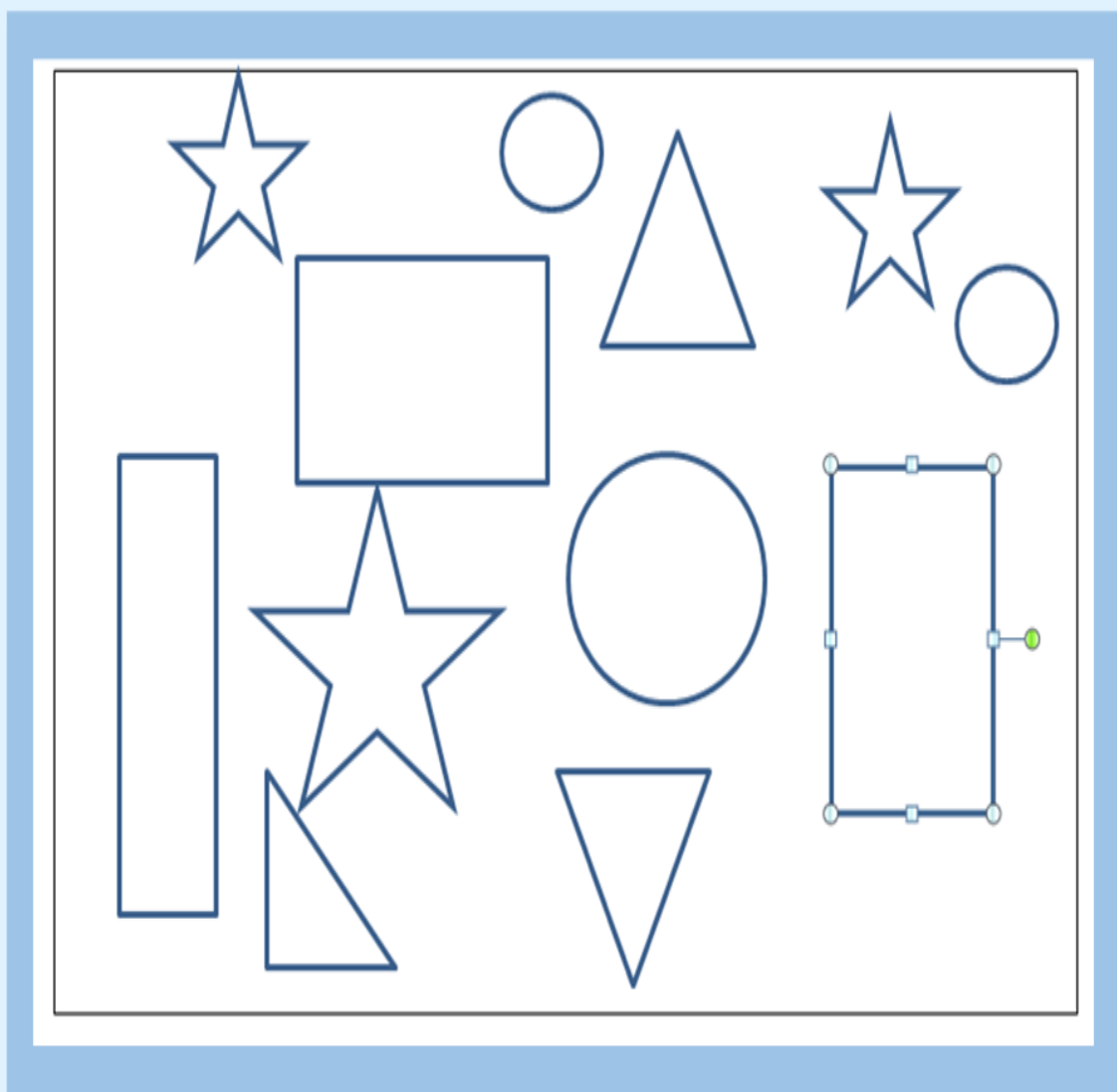
Worksheet (2)

- Match the similar shapes:
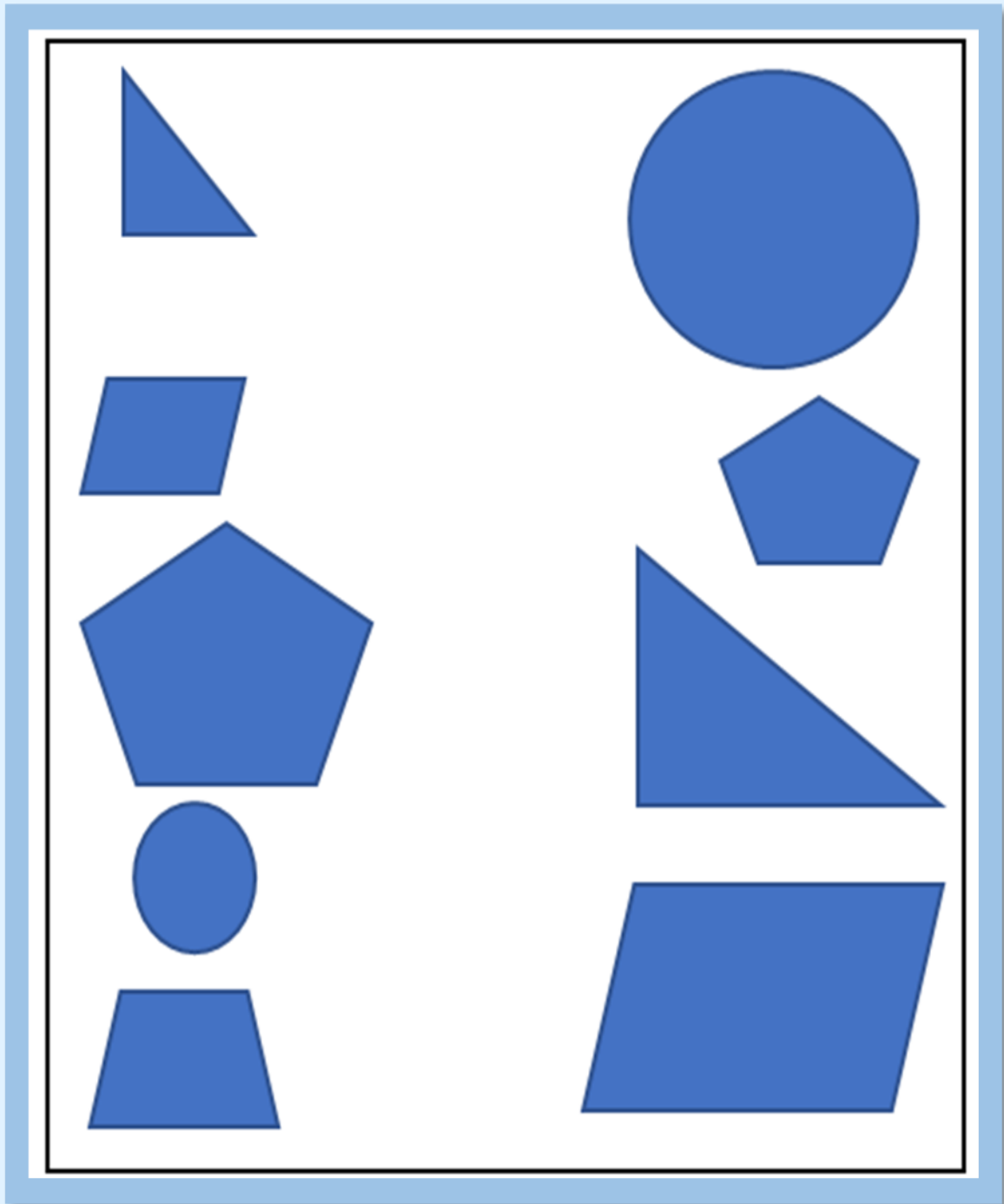
Worksheet (3)

- Color the similar shapes with the same color:
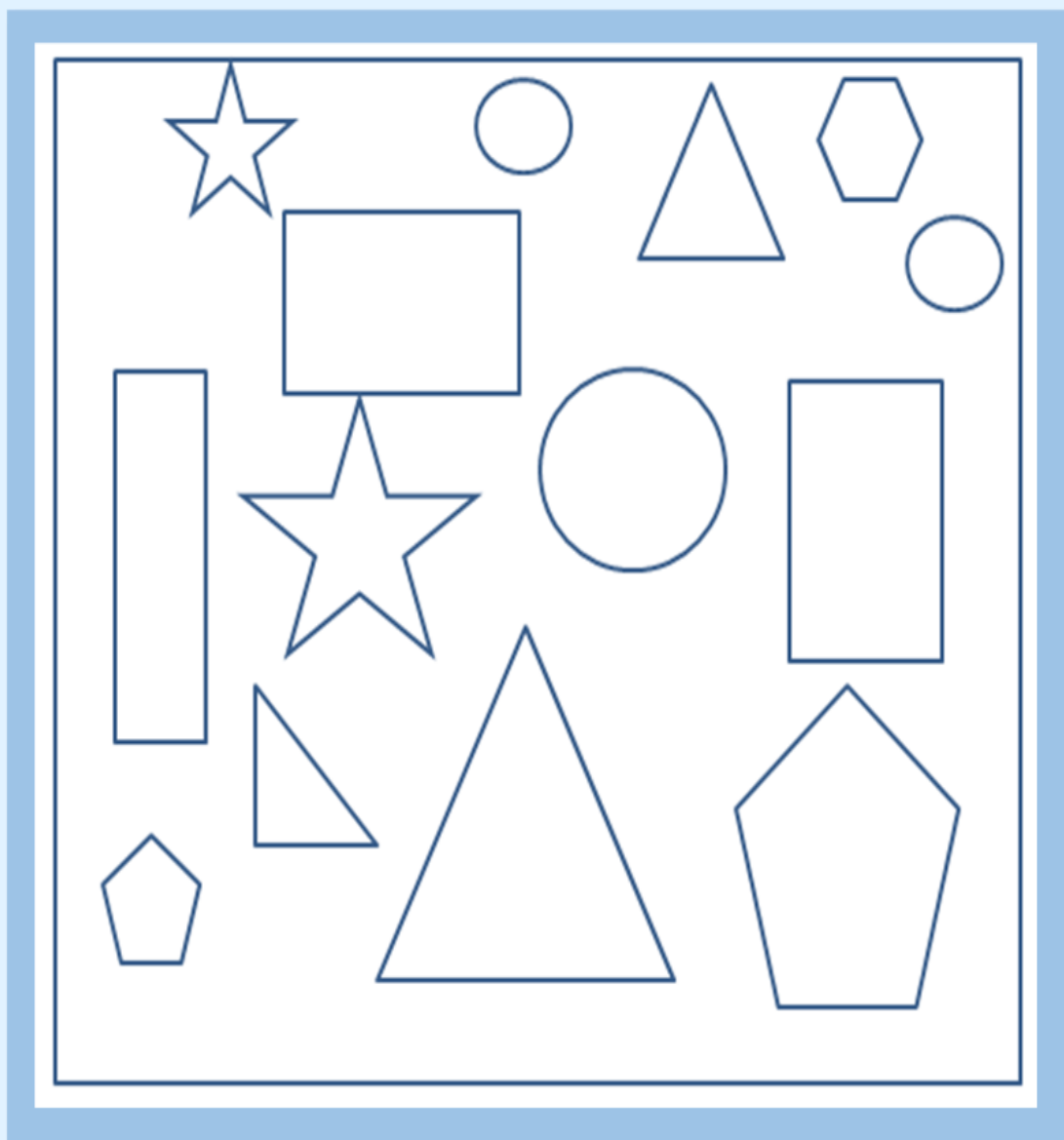
- Circle the identical shape to the colored one:
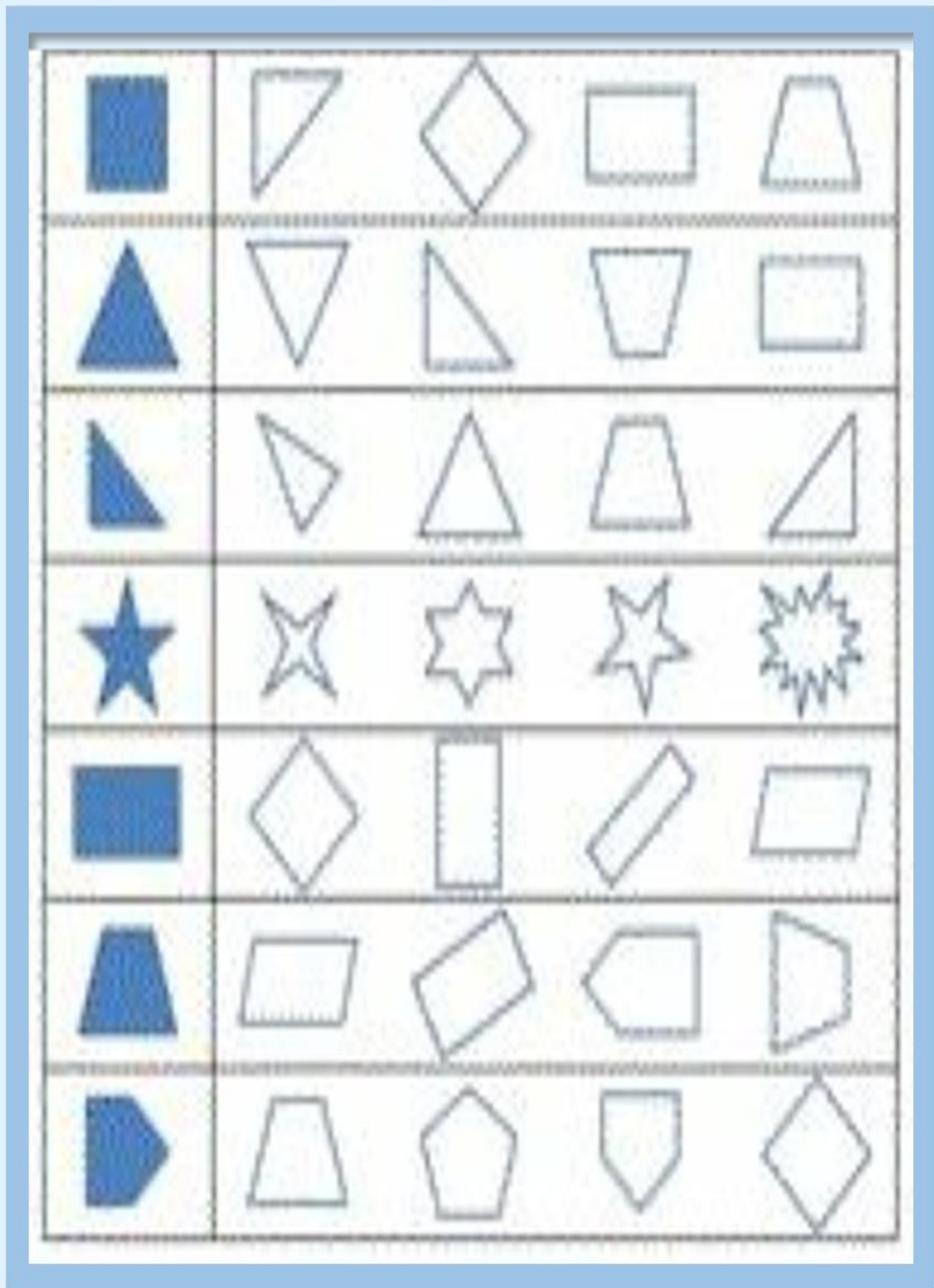
- In each of the following pairs, Color the congruent in green and color the similar in blue.

Congruent means the same size and shape.

Circle the correct answer.

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

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Worksheet (6)

- State if the drawn axis is an axis of symmetry or not.
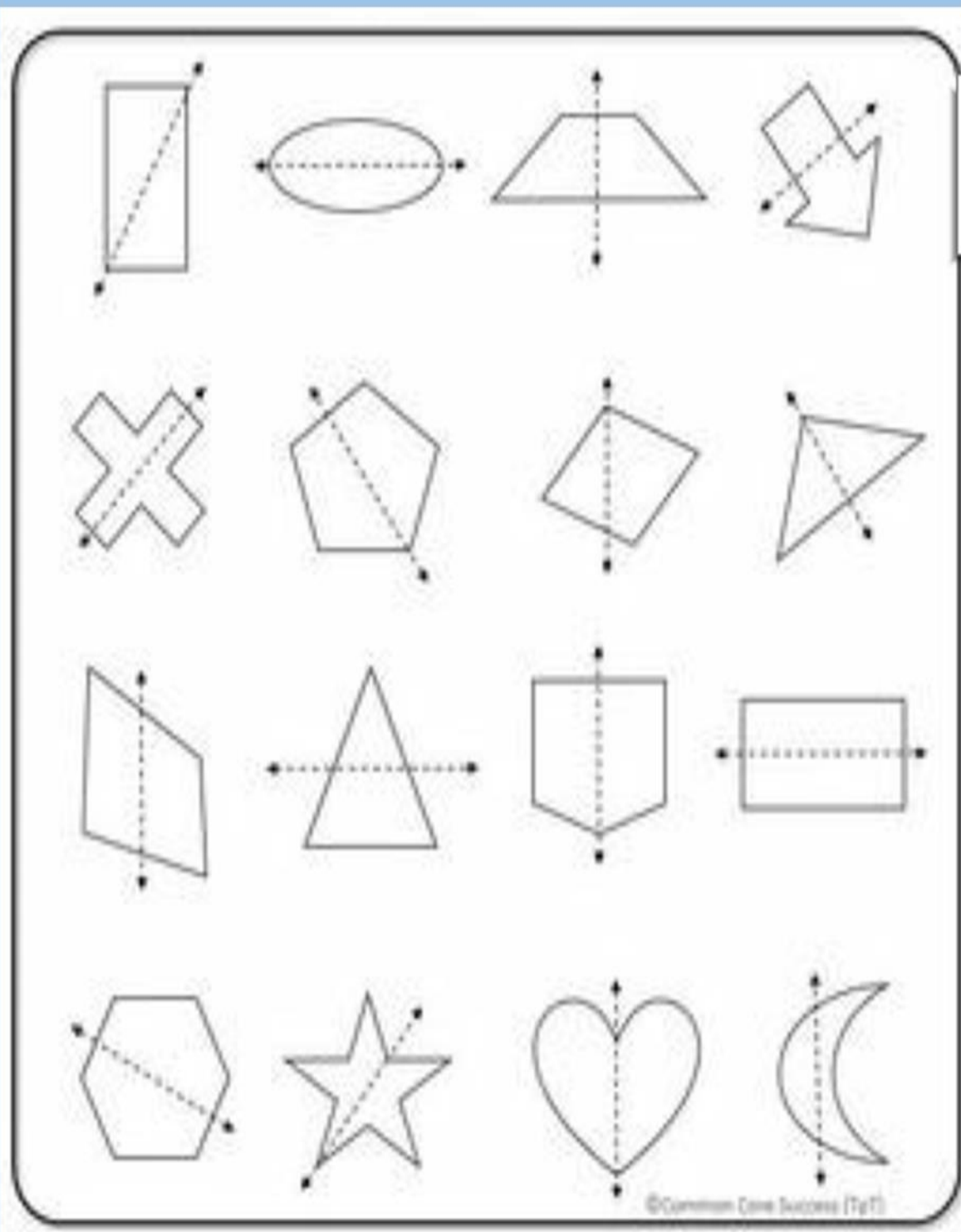
Worksheet (7)

- State if these pairs are congruent or symmetric.

1)

2)

3)
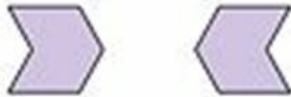
4)

5)

6)
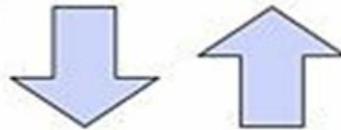
7)

8)

9)

10)

11)

12)

13)

14)

15)

16)

- Draw the axis of symmetry on each of the following shapes:

Symmetry

Draw a line of symmetry on each shape.

1)

2)

3)

4)

5)

6)

7)

8)

131
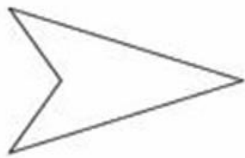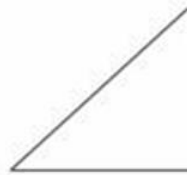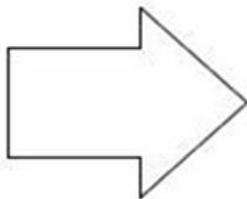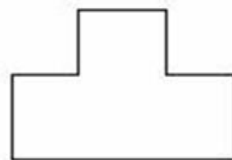
- Match the identical shapes:
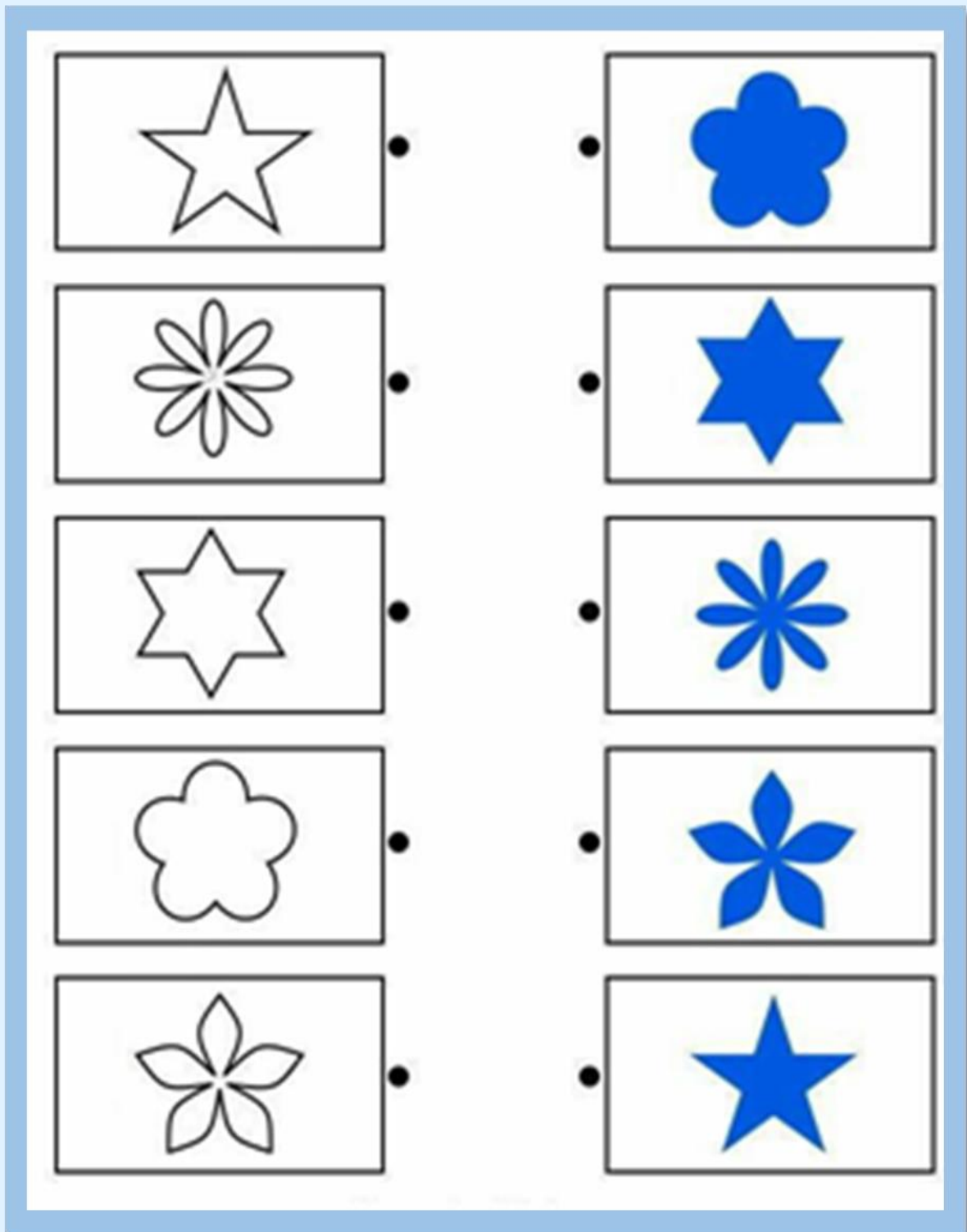
Worksheet (10)

- Draw the axis of symmetry on each of the following shapes:

Symmetry

Name: _____ Class: _____

Draw a line of symmetry for each shape.
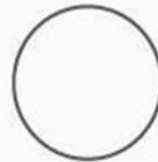
- Circle the odd figure in each of the following:
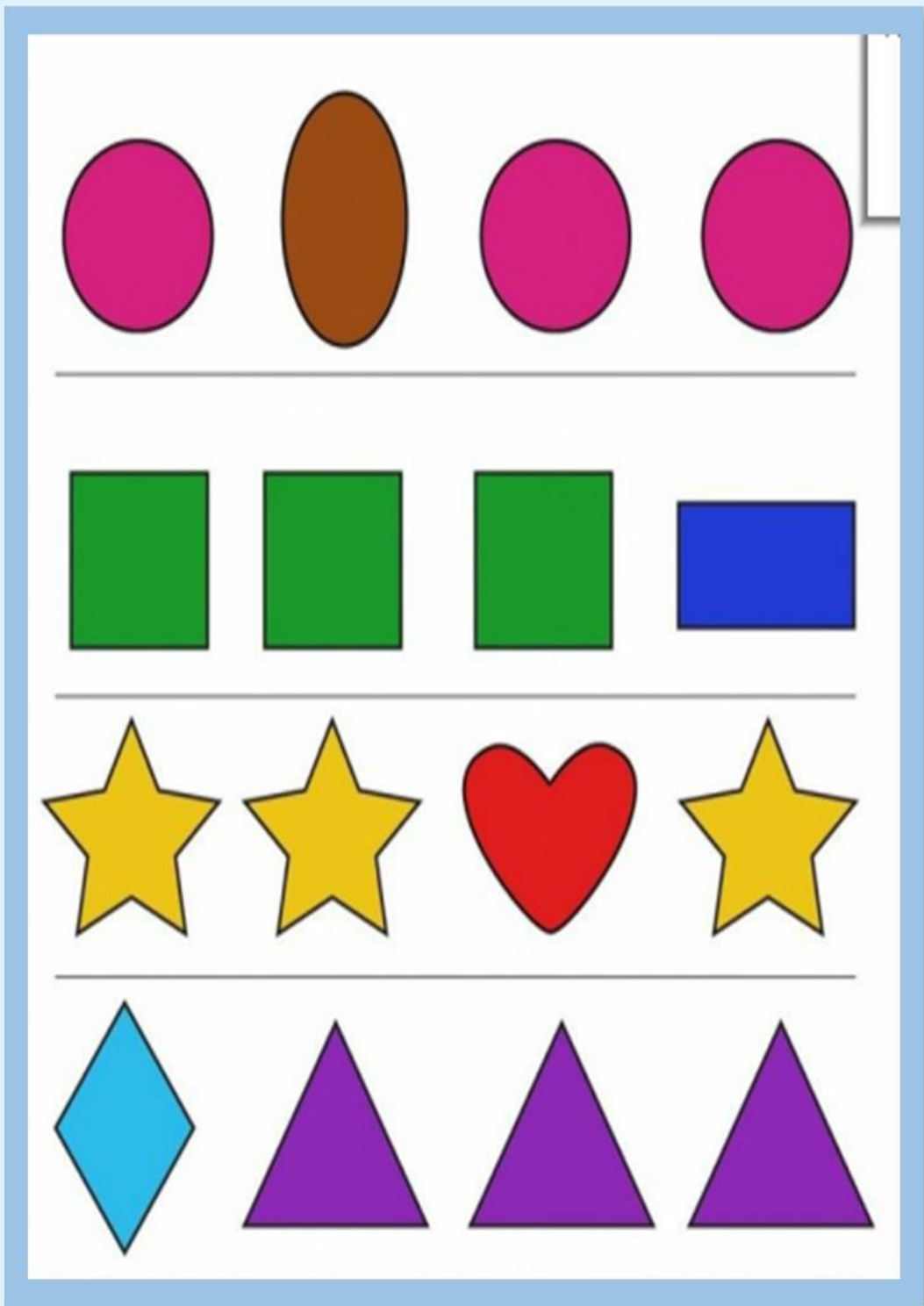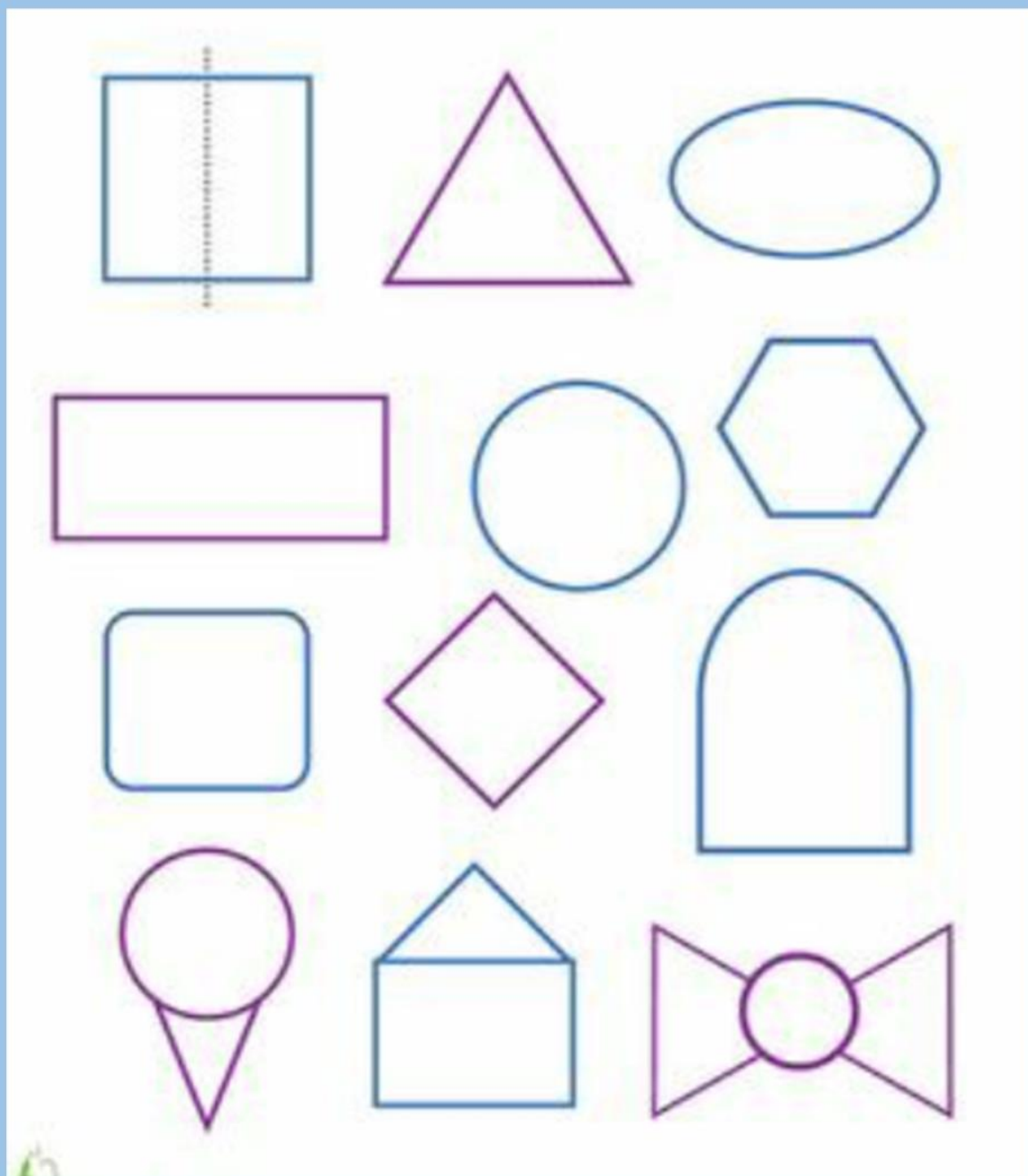
● Draw the axis of symmetry on each of the following:
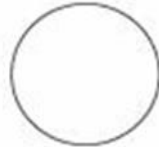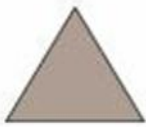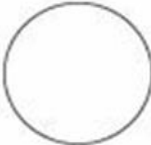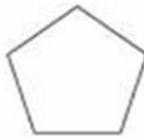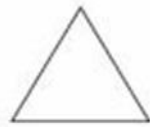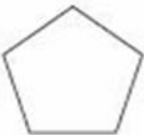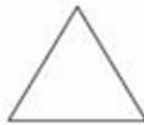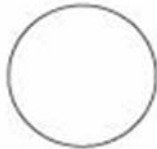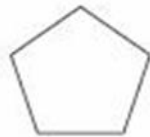
- Color the identical shape to the given one in each of the following:

Name : _____

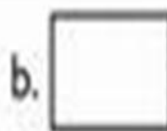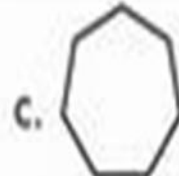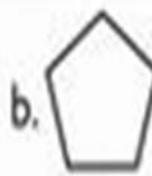## Recognizing Shapes

Hunt for the specified shape and color it.

1)

2)

3)

4)

5)

- Color the pairs of 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.
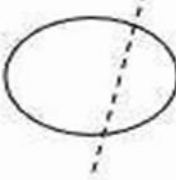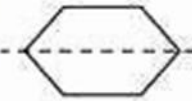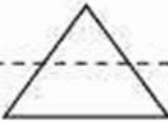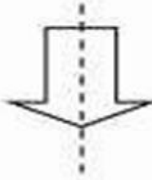
Worksheet (15)

- Is the dotted line drawn on the figure an axis of symmetry?

Symmetrical and Non-Symmetrical Shapes
WORKSHEET#6
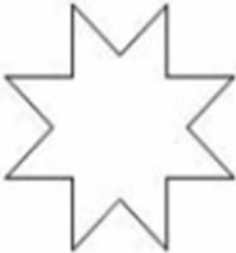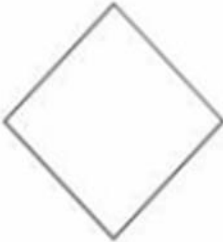
Is the dotted line drawn on the figure a line of symmetry? Write **yes** or **no**.
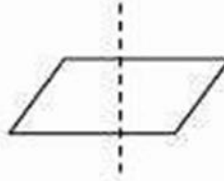
1)

2)

3)

4)

5)

6)

7)

8)

9)

10

"Please log in to www.letsshareknowledge.com for more worksheets."

Worksheet (16)

- Draw the axes of symmetry of each shape then write its number.

1)

2)

3)

4)

5)

6)

- Continue the drawing the other half of the shape with respect to the axis of symmetry.

Symmetry Drawing Practice:
Complete the Shapes

totschooling.net
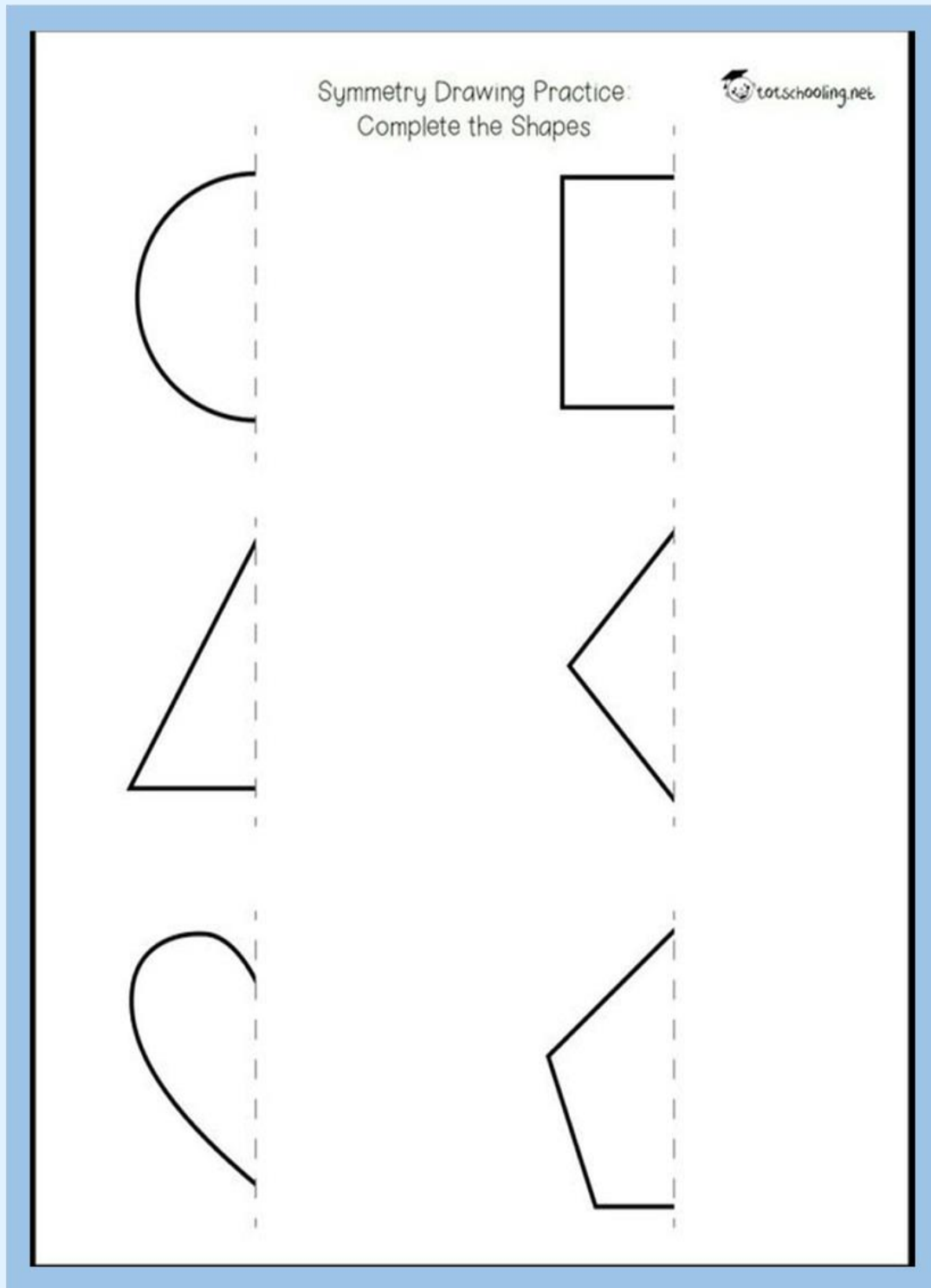
- **Choose the drawing that completes the given half.**

Symmetry

Look at each shape. Which drawing would complete the other half?
Color in the bubble next to the correct answer.

worksheet (1)

Estimate the length of each of the following objects by using the width of figure:
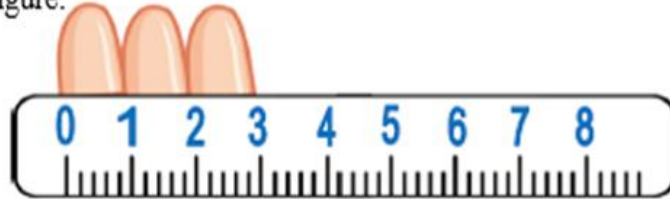
.... cm approximately.

.... cm approximately.

.... cm approximately.

.... cm approximately.

worksheet (2)

Estimate the lengths of the following objects by using (the width of pinky-figure):

The Objects.	The approximate length
  3 pinky-fingures	cm
	cm
	cm
	cm

Worksheet (3)

Estimate the length of the following objects by using the length of an arm:
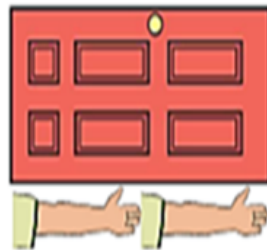
.... meter approximately.

.... meter approximately.

.... meter approximately.

worksheet (4)

Estimate the lengths of the following objects:

The length of the door = ------- meter (approximately)

The length of the window = ---------- meter (approximately)

The length of the car = ------- meter (approximately)

worksheet (5)

Observe, then complete:
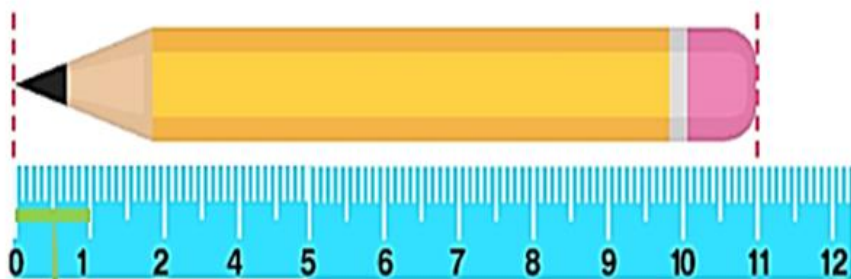
The length of the pencil = ... cm

1 cm
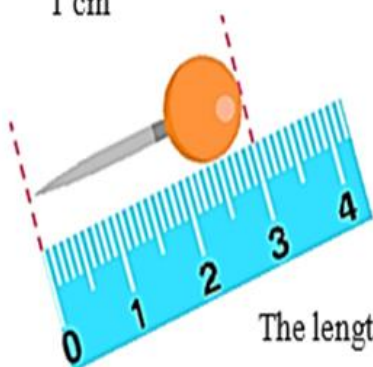
The length of the pin = --- cm

The length of the paint brush = --- cm
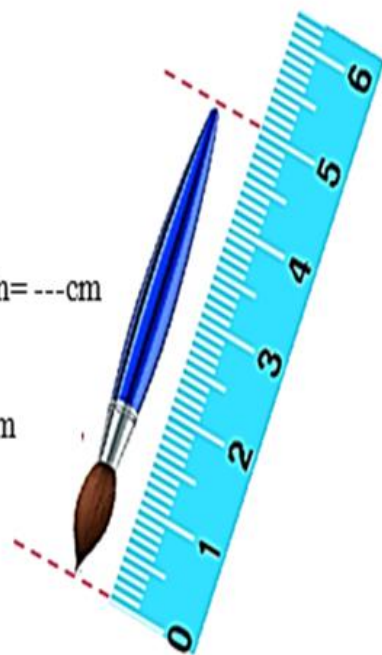
The increasing order of the previous lengths: .... ; .... ; ....

worksheet (6)

Complete the following:
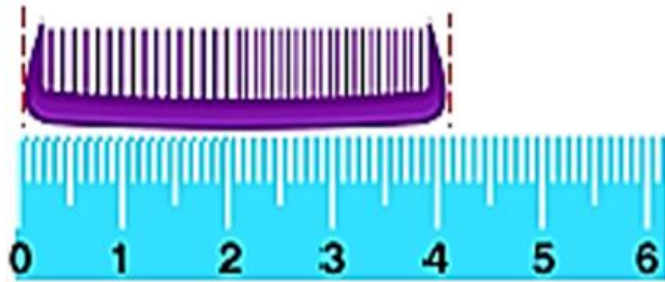
...... cm = ... mm
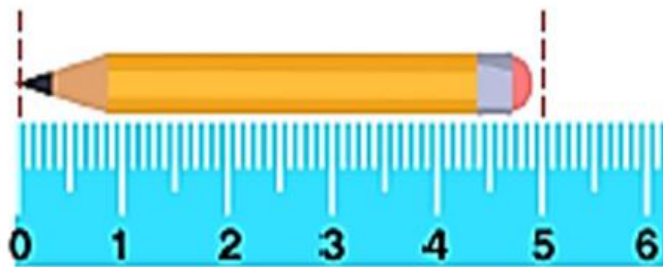
...... cm = ... mm
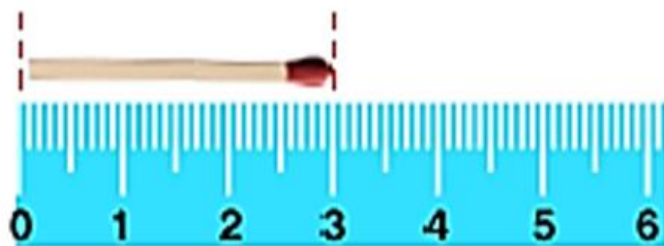
...... cm = ... mm

worksheet (7)

Complete:

(1) 2 centimeters = …… millimeters

(2) 6 centimeters = …… millimeters

(3) 7 centimeters = …… millimeters

(4) 9 centimeters = …… millimeters

worksheet (8)

Complete:

(1) 2 meters = …… centimeters

(2) 3 meters = …… centimeters

(3) 4 meters = …… centimeters

(4) 5 meters = …… centimeters

Worksheet (9)

Complete:

(1) 2 meters ,15 centimeters = …… centimeters

(2) 3 meters ,10 centimeters = …… centimeters

(3) 4 meters ,20 centimeters= …… centimeters

(4) 5 meters ,30 centimeters = …… centimeters

Worksheet (1)

Answer the following questions:

Question (1): Compare by using (< , > or =) :

(a) 3 kg .... 2 500 g.

(b) 500 g .... 1 g.

(c) **Quarter** a kg .... **half** a kg.

(d) 4 000 g .... 4 kg.

(e) 8 g .... 8 kg.

(f) The mass of the elephant .... the mass of the bee.

(h) The mass of the baby .... the mass of the lion.

Question (2): Arrange the masses in a decreasing order from the heaviest to the lightest:

(a) 500 g   3 kg   1 kg   2 500 g   5 kg

....

(b) 6 kg   250 g   5 500 g   half-kilogram

....

Question (3): Arrange the masses in an increasing order from the lightest to the heaviest:

(a) 500 g   3 kg   1 kg   2 500 g   5 kg

....

(b) 6 kg   250 g   5 500 g   half-kilogram

....

Worksheet (2)

Complete:

The mass of the puppy= ......

The mass of the rice = ...
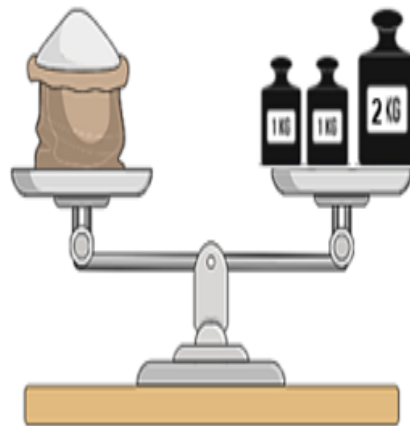
Worksheet (3)

- Observe and determine the mass in each of the following:

Tomatoe
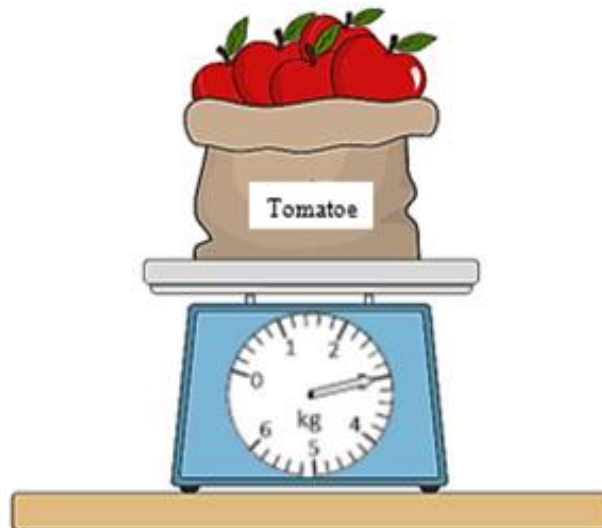
Worksheet (4)

- Observe and write the missing mass in each of the following:

3 kg 2 kg ... kg

5 KG 2 KG ...KG
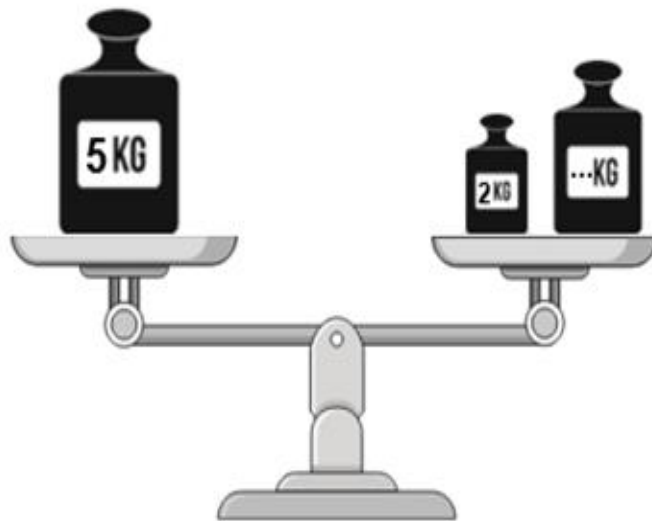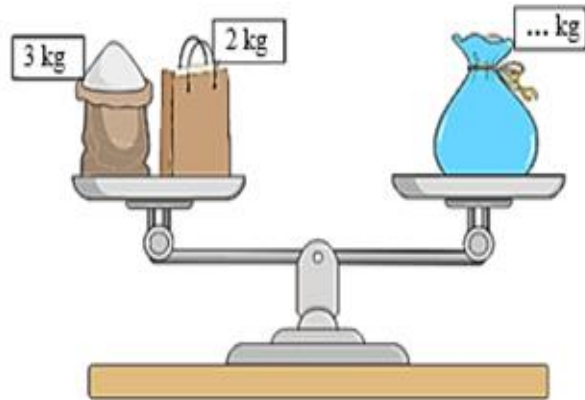
Worksheet (5)

- Observe and determine the mass of the pumpkin in each figure:
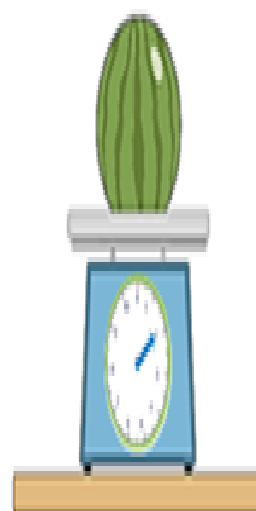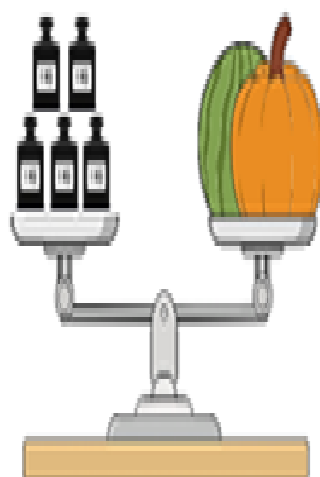
Worksheet (6)

- Determine the mass of the ball:
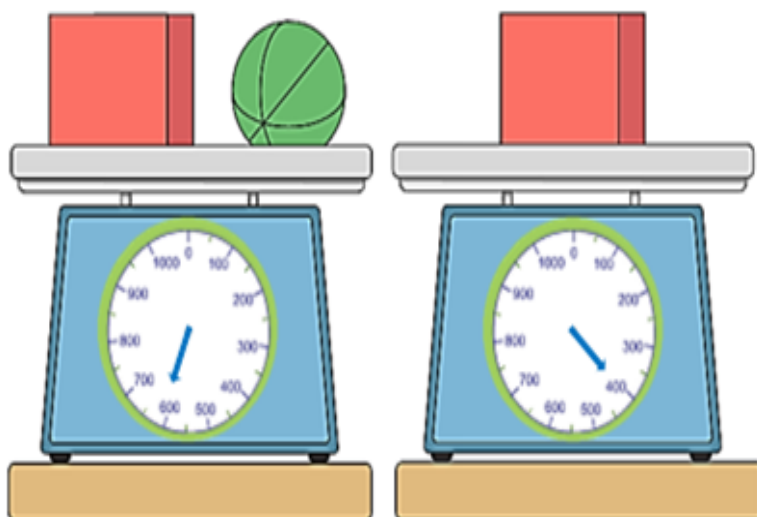
- Determine the mass of the oranges:
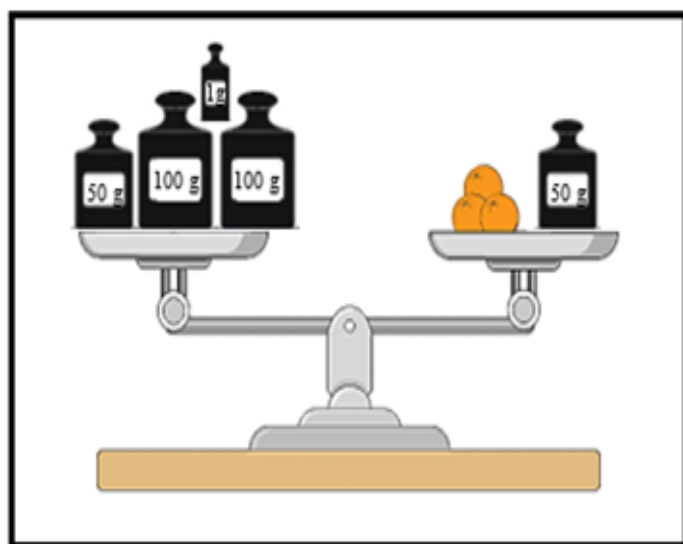
Worksheet (7)

Determine the mass of each toy, then arrange the masses in an increasing order:
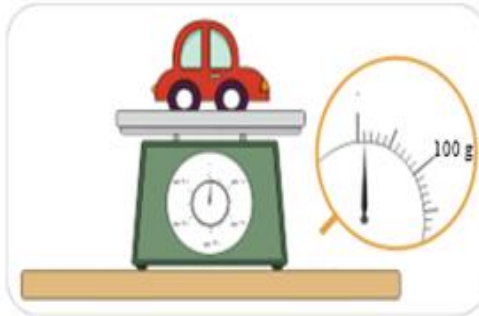
The mass = ... g

The mass = ... g
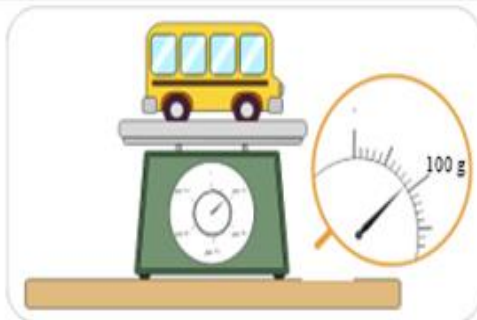
The mass = ... g

Worksheet (8)

Compare by using (< , > or =) :

a) 300 g .... half-kilogram.

b) 3 kg .... 7 kg.

c) 6 g .... 6 kg.

d) 3 kg .... 300 g.

e) Quarter of a kilogram .... half-kilogram.

f) 2 kg .... 250 g.

g) 1 kg .... half-kilogram.

h) Quarter of a kilogram .... 100 g.

i) 1 kg .... 1500 g

j) The mass of the cat .... the mass of the leopard.

k) The mass of the horse .... the mass of the dog.

l) The mass of the hen .... the mass of the fox.

m) The mass of the book .... the mass of the chair.

n) The mass of the watermelon .... the mass of the apple.

o) The mass of the lemon .... the mass of the orange.

p) The mass of the car-toy .... the mass of the table.

Worksheet (9)

(a) 1 kg   3 kg   7 kg   4 kg   2 kg

....

(b) 3 kg   2 500 g   1 kg   9 kg

....

(c) 400 g   quarter-kg   6 kg   2500 g

....

(d) 7000 g   half-kg   1 kg   100 g

....

(e) 9999 g   10 kg   kg and a quarter   kg and a half

....

Arrange in a decreasing order (from greatest to smallest):

(a) 1 kg   3 kg   7 kg   4 kg   2 kg

....

(b) 3 kg   2 500 g   1 kg   9 kg

....

(c) 400 g   quarter-kg   6 kg   2500 g

....

(d) 7000 g   half - kg   1 kg   100 g

....

(e) 9999 g   10 kg   kg and a quarter   kg and a half.

....

Worksheet (10)

Observe then complete:
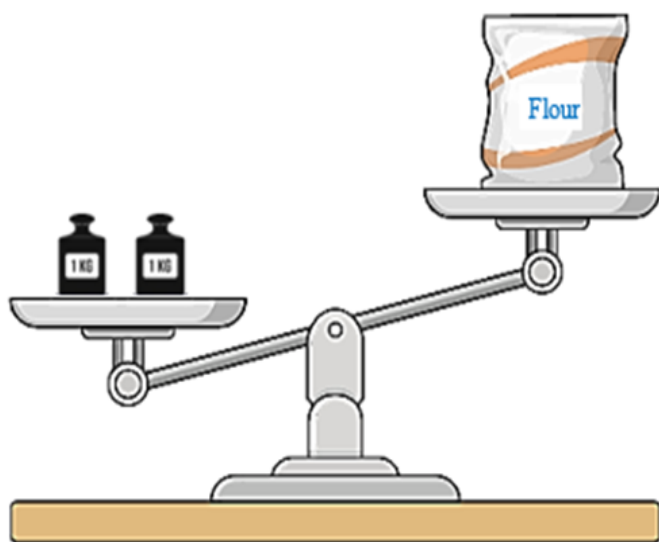
Which of the following statements is correct?

(1) The mass of the flour bag is lighter than 2 kg.

(2) The mass of the flour bag is heavier than 2kg.

(3) The mass of the flour bag = 2 kg.

Worksheet (11)

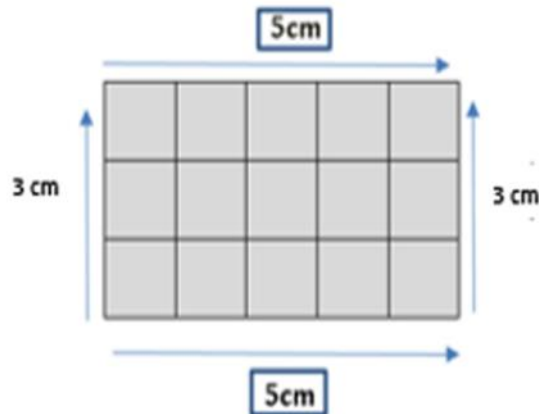Observe and complete:

Which of the following statements is correct?

(1) The mass of the ball is lighter than 1 kg.

(2) The mass of the ball is heavier than 1 kg.
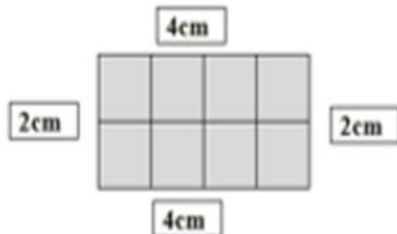
(3) The mass of the ball equal 1 kg.

Diagnostic Worksheet (1)

To find the perimeter of rectangle, calculate the outside distance of rectangle. The perimeter of rectangle below is 5+3+5+3 = 16cm

5cm

3 cm   3 cm

5cm

Calculate the perimeter of the following rectangles:

1)

4cm

2cm   2cm

4cm

Perimeter = ...

2)

3 cm

3cm   3cm

3cm

Perimeter = ...

3)

4cm

3cm

Perimeter = ...

4)

6cm

2cm
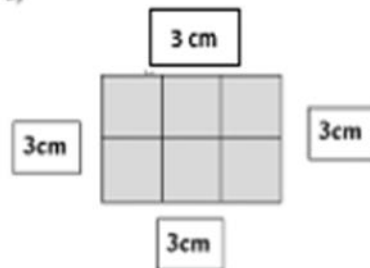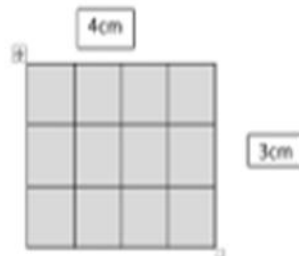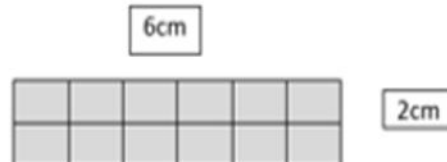
Perimeter = ...

Worksheet (2)
Recognize the following shapes:
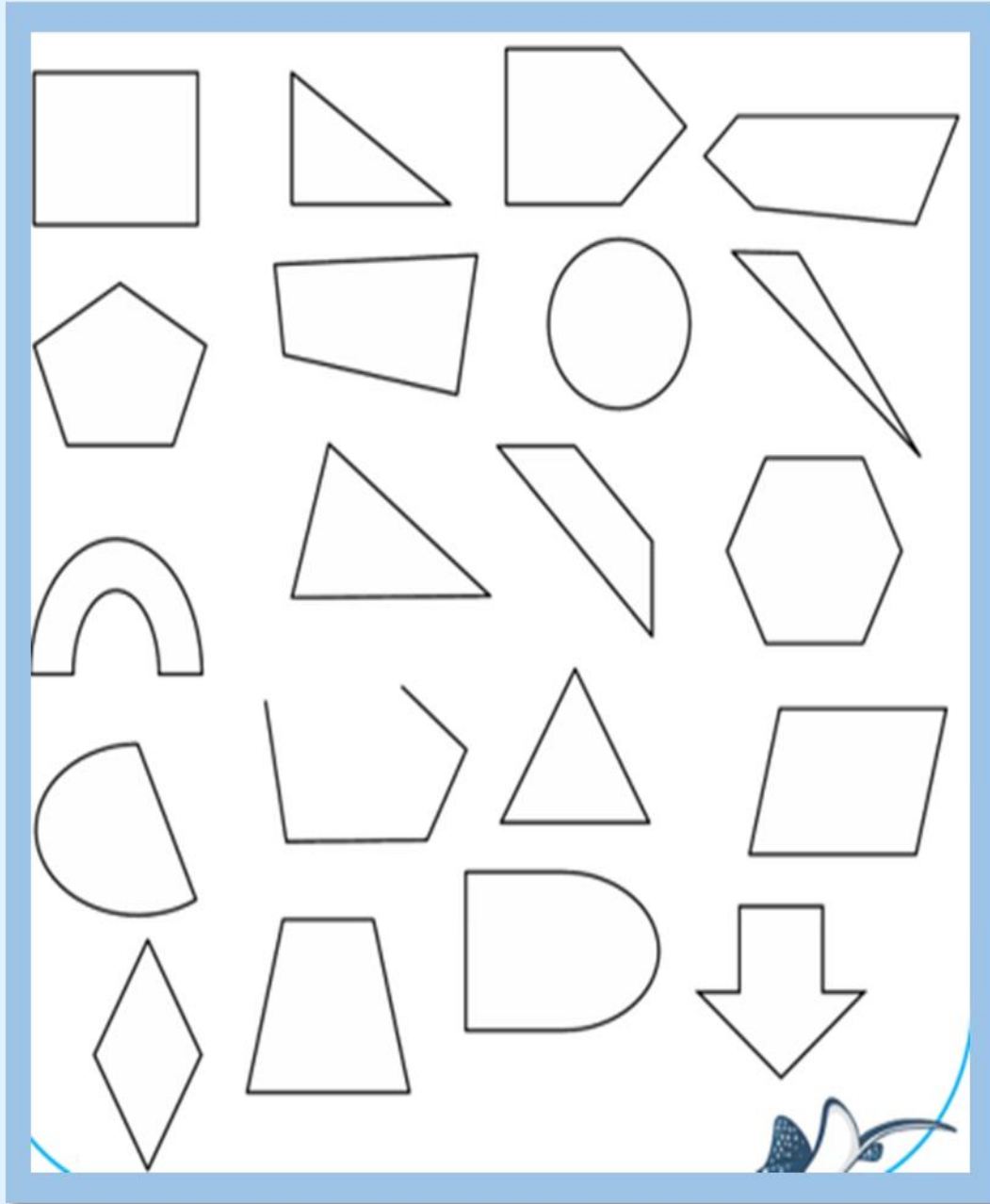
Worksheet (3)
Recognize the following shapes:

regular and irregular shapes

Equilateral triangle

scalene triangle

square

irregular quadrilateral

regular pentagon

irregular pentagon

regular hexagon

regular hexagon

regular heptagon

irrequalr heptagon

requalr octagon

irrequalr octagon

reqular nonagon

irregular nonagon

regular decagon

irregular decagon
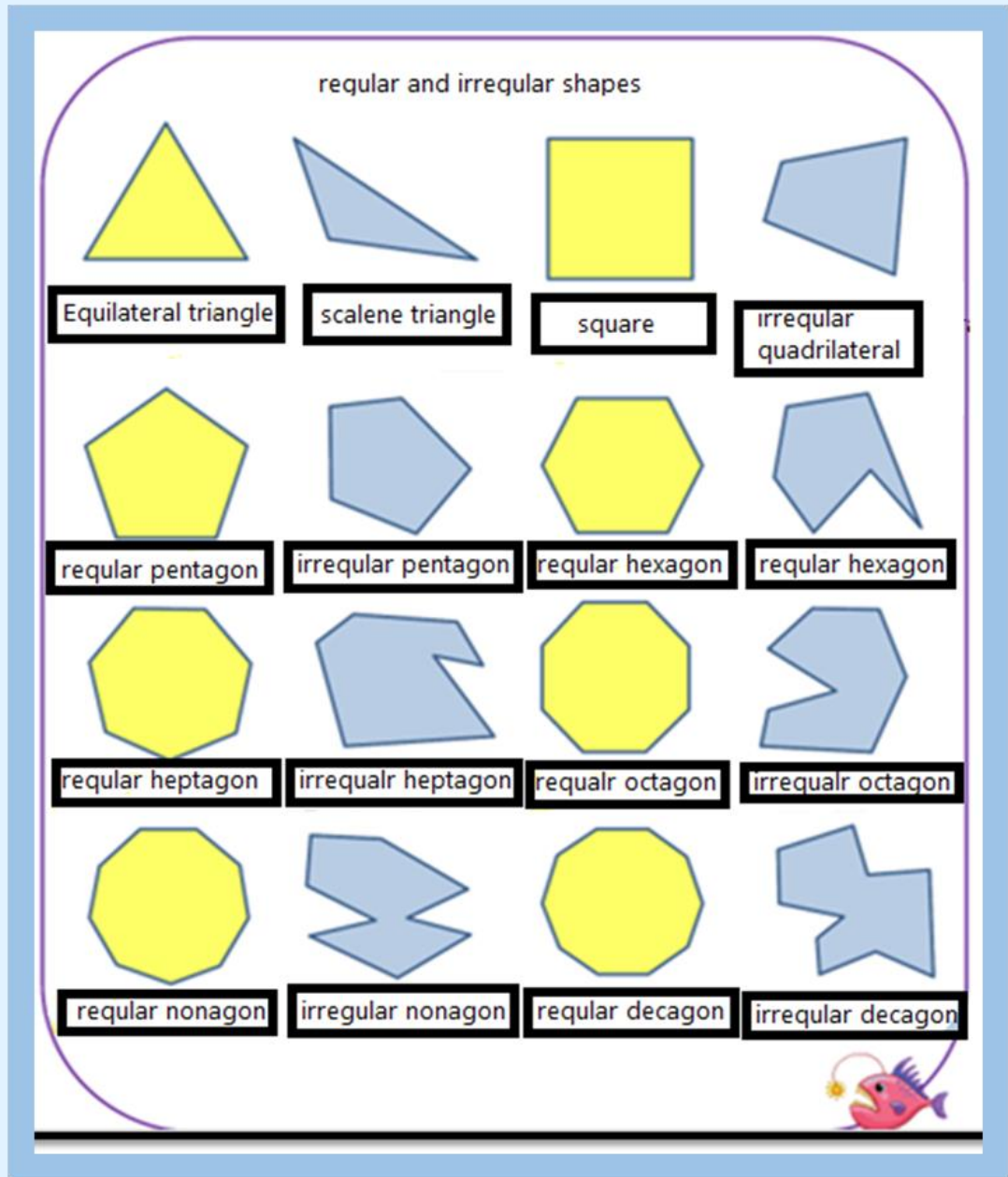
Worksheet (4)

Match:
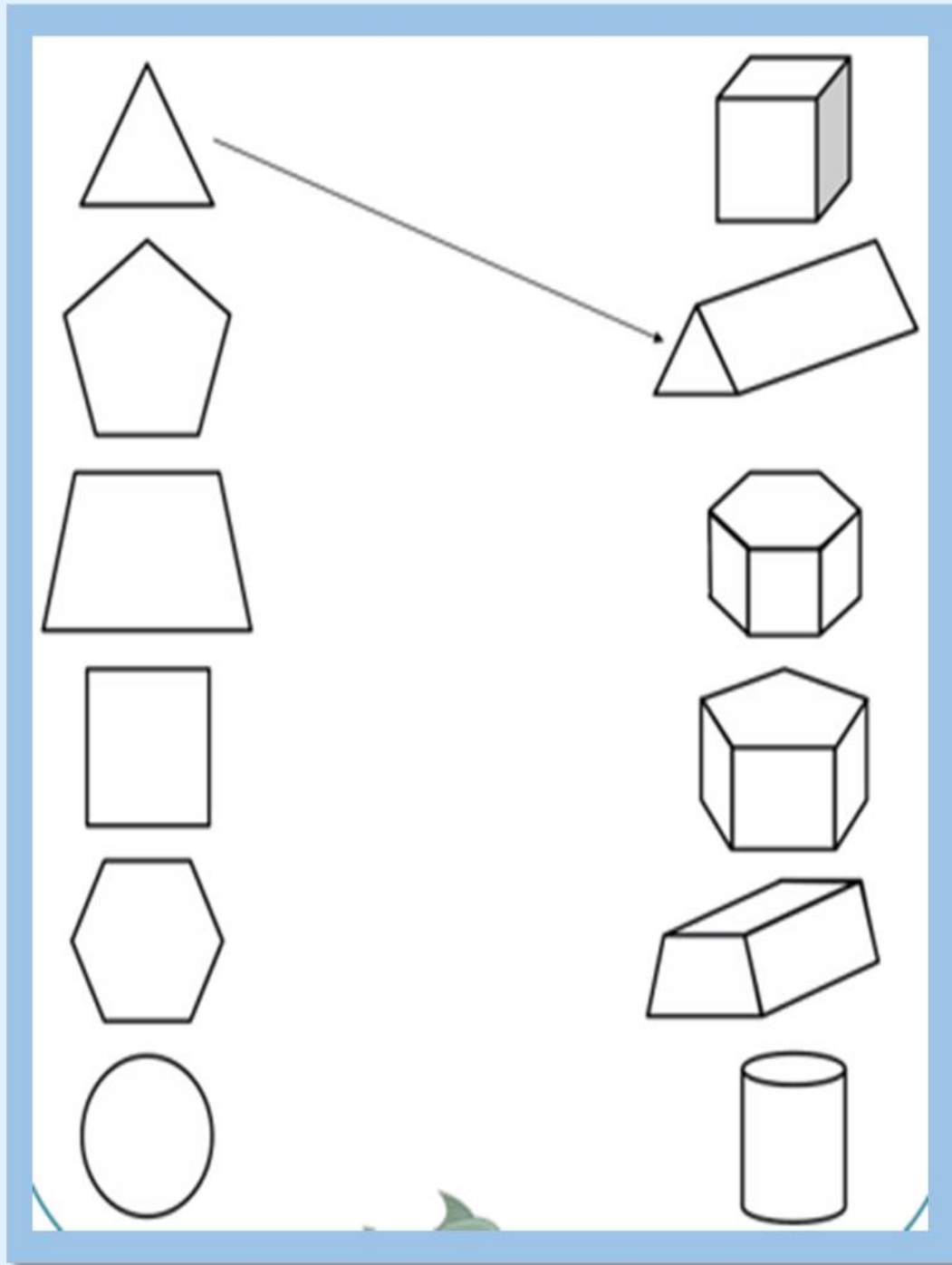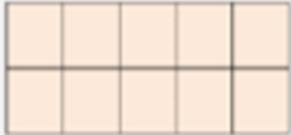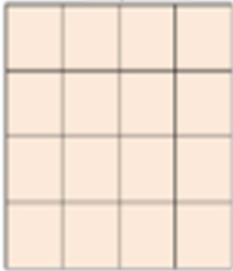
Worksheet (5)
Observe - count - deduce the concept of the perimeter.
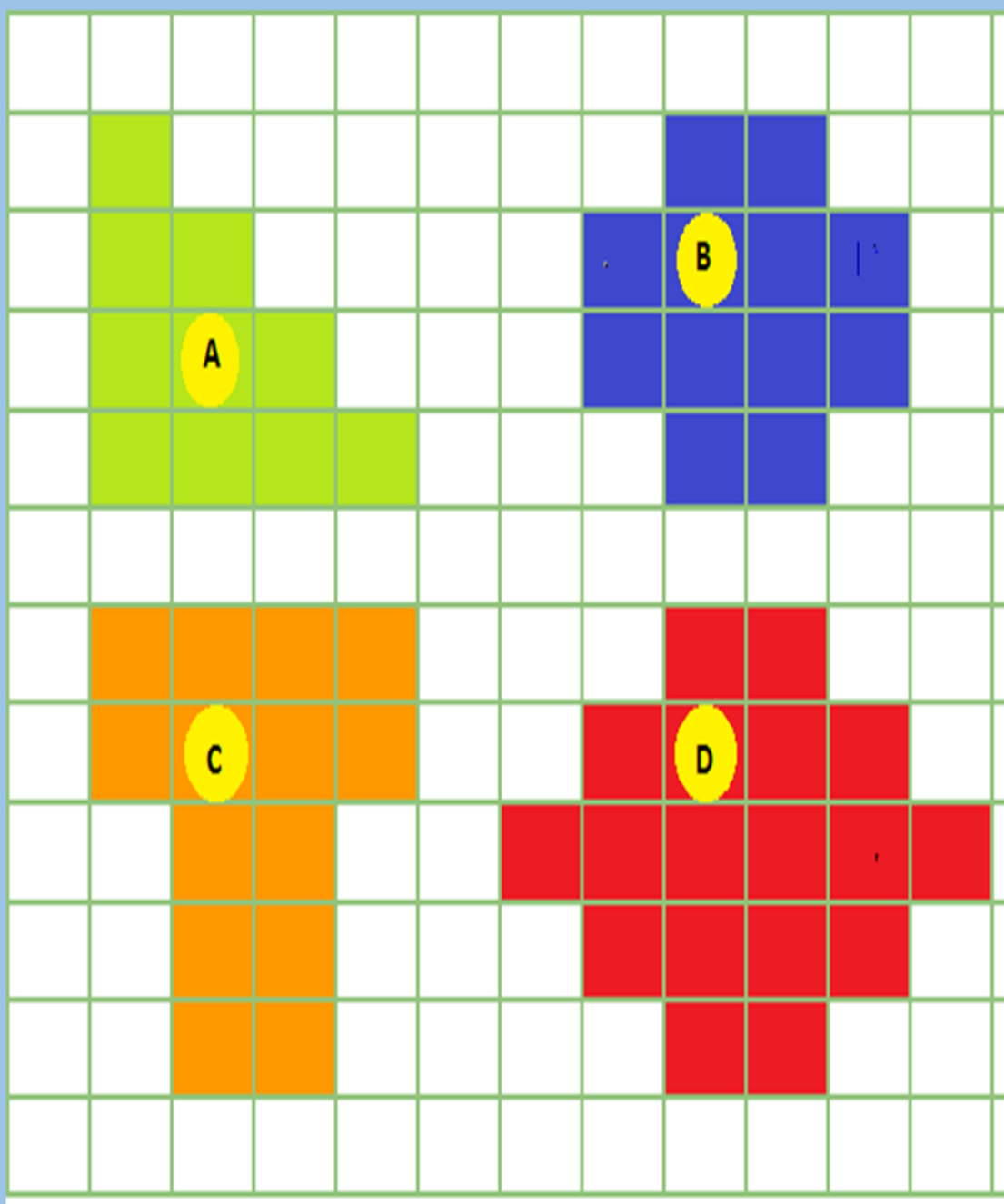
Worksheet (6)

Calculate the perimeter by counting then complete:

1) 5cm

2cm

Perimeter = ----------

2) 4cm

4cm

Perimeter = -------

3) 6cm

3cm

Perimeter = ------------

4) 5cm

4cm

Perimeter = ----------

5)

2cm

7cm

Perimeter = -----------

6) 4cm

3cm

Perimeter = ------------

Worksheet (7)[1]

Calculate the perimeter:

1)

8cm

3cm

10cm

7cm

5cm

Perimeter=------------------

2)

12cm

9cm

7cm

8cm

Perimeter =-------------------
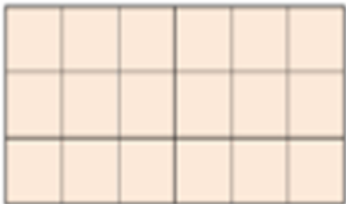
3)

60mm

15mm

40 mm

30mm

Perimeter= -------------------

4)

712m

4m

121m

2m
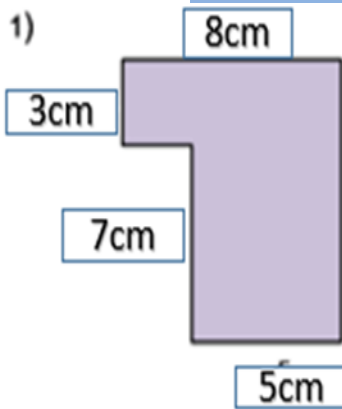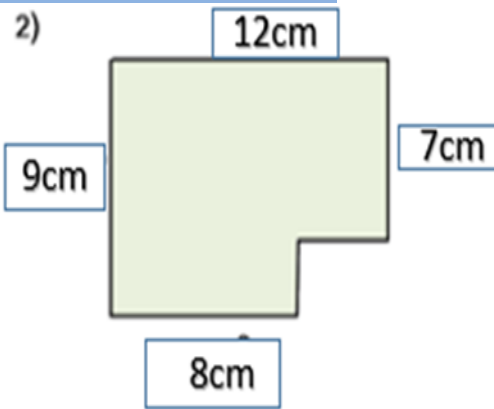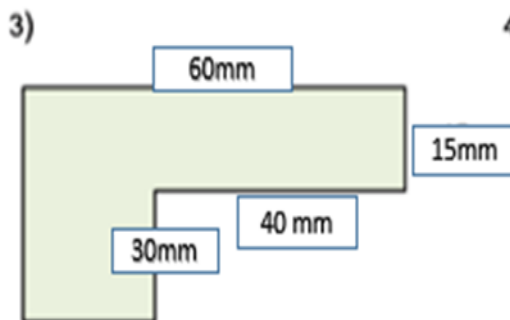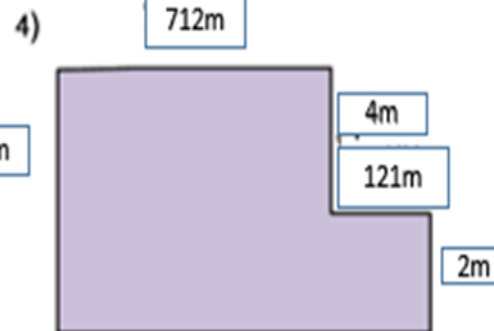
Perimeter= -----------------

Worksheet (8)

Calculate the perimeter of each of the following regular shapes:

1)

6cm

perimeter = -------

2)
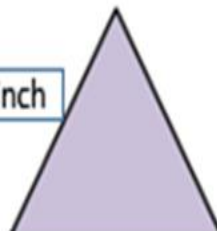
4 inch

perimeter = -------

3)
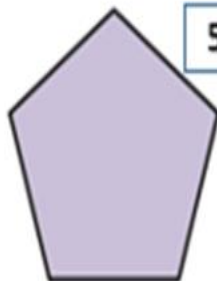
5cm

perimeter = -------

4)

3 m

perimeter = -------

5)
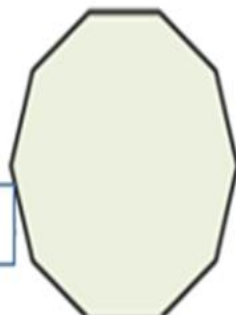
8mm

perimeter = -------

6)
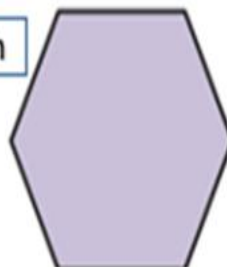
7 inch

perimeter = -------
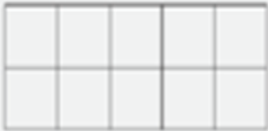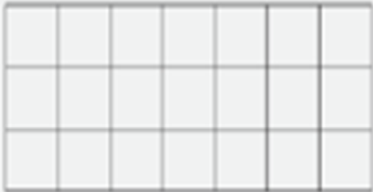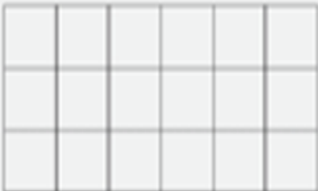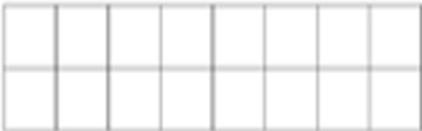
Worksheet (9)
Observe – count – deduce the concept of the area:
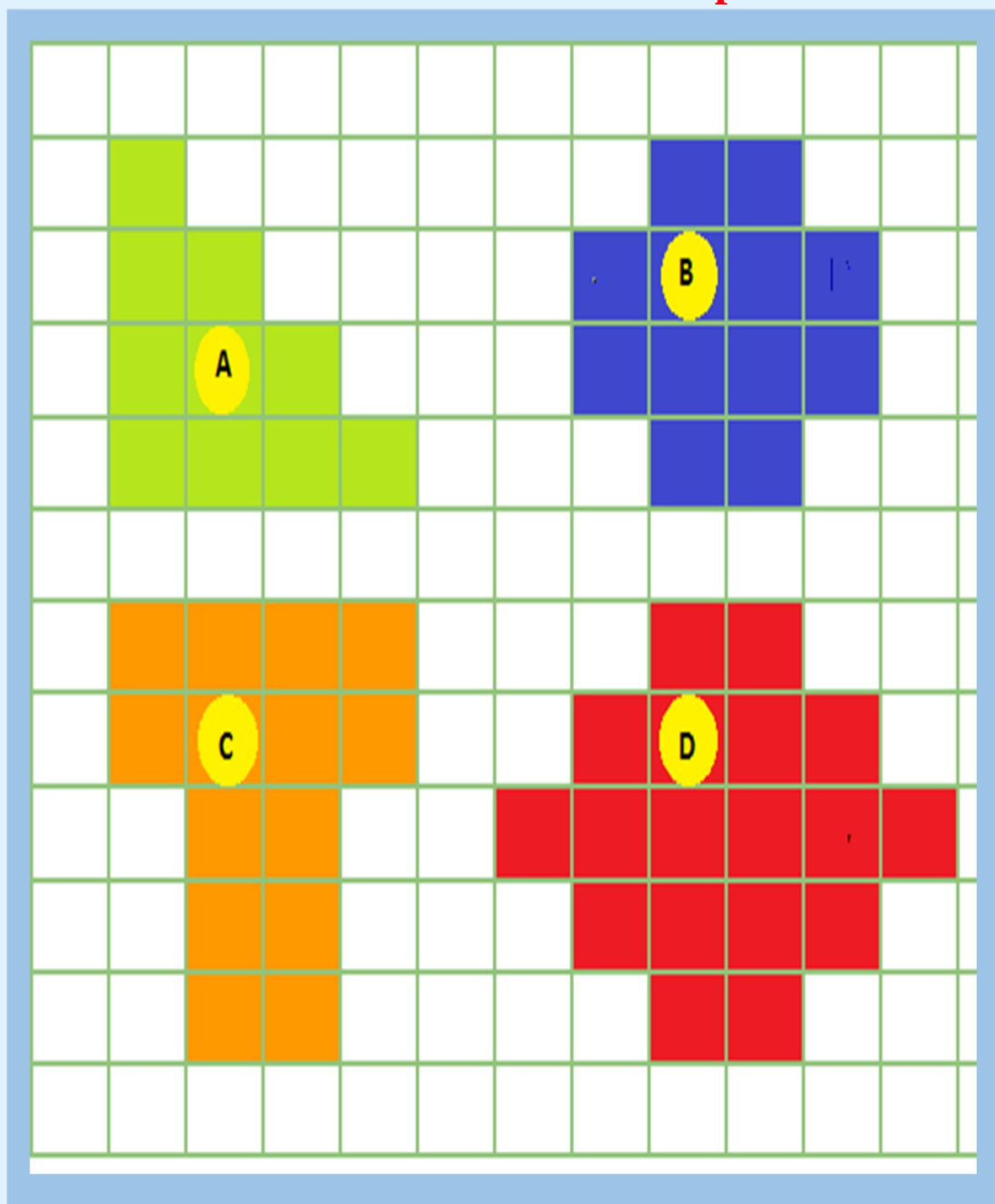
Worksheet (10)

Distinguish between the perimeter and the area of the shape by counting:

1)

Area = --------------= Cm^2

perimeter = --------------- cm

2)

Area = ---------------= Cm^2

perimeter = --------------- cm

3)

Area = ---------------= Cm^2

perimeter = --------------- cm

4)

Area = ---------------= Cm^2

perimeter = --------------- cm

5)

Area = ---------------= Cm^2

perimeter = --------------- cm

6)

Area = ---------------= Cm^2

perimeter = --------------- cm

Worksheet (11)
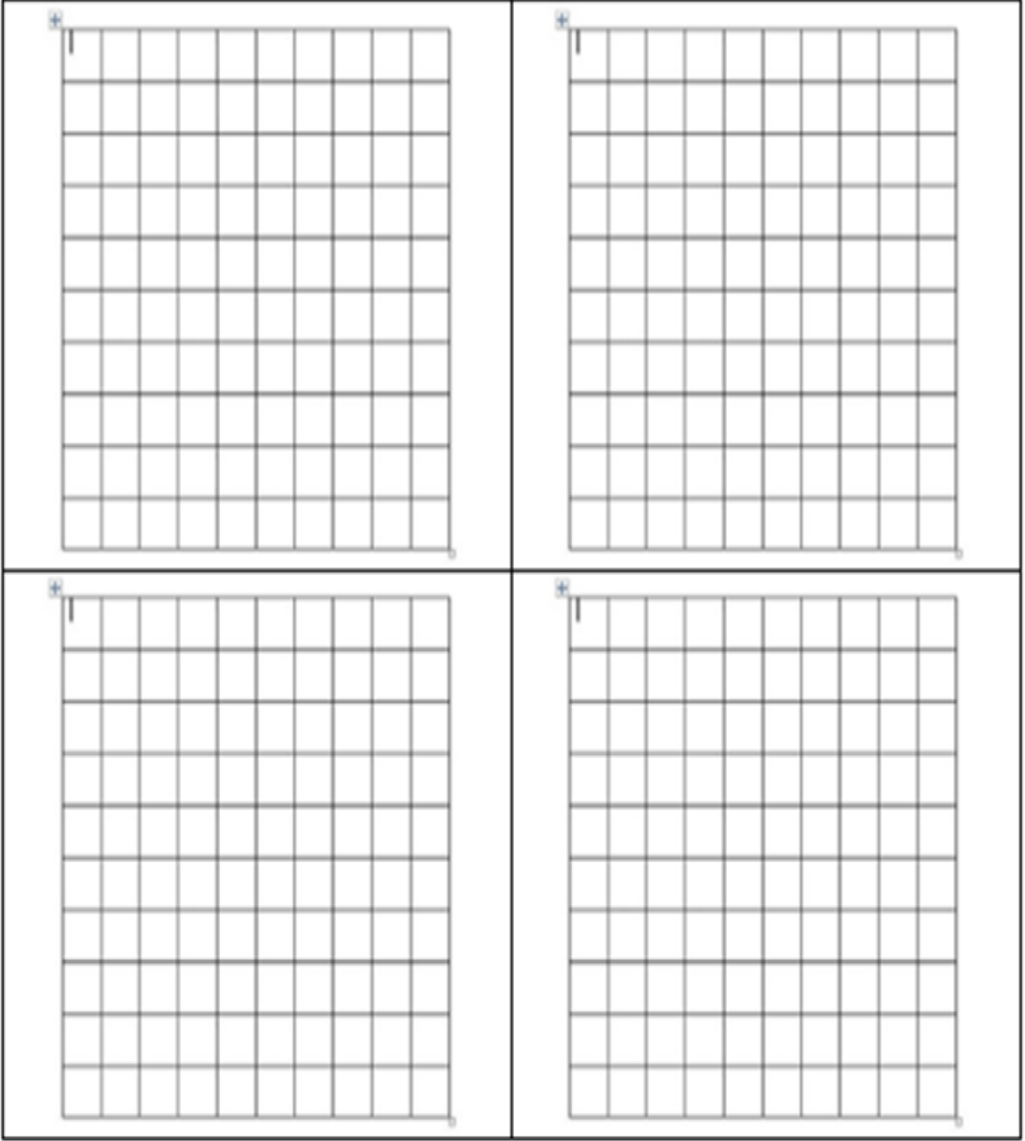
culate the perimeter and the area for each shape by counting:
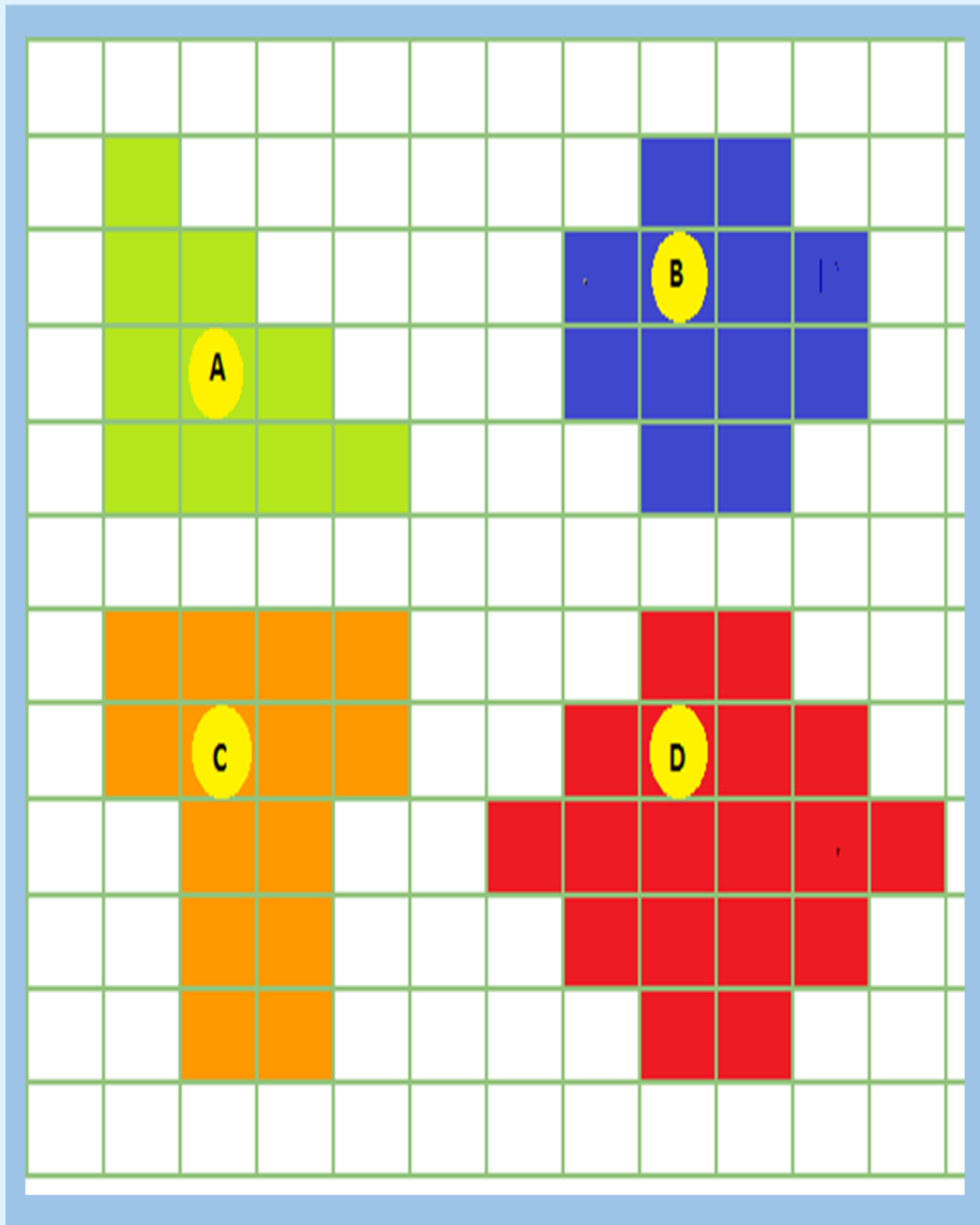
Worksheet (12)

Draw a rectangle of perimeter 14 on each grid by different dimensions.

Note that, if the areas of the drawn rectangles differ?

Worksheet (1)

Circle the correct time:

Clock	Options	Clock	Options
(3:00)	5:00 / 12:00 / 3:00	(9:00)	9:00 / 12:00 / 3:00
(5:00)	5:00 / 12:00 / 3:00	(11:00)	11:00 / 12:00 / 3:00
(6:00)	5:00 / 6:00 / 3:00	(2:00)	4:00 / 12:00 / 2:00
(8:00)	8:00 / 12:00 / 3:00	(10:00)	5:00 / 12:00 / 10:00
(12:00)	5:00 / 12:00 / 4:00	(7:00)	5:00 / 7:00 / 3:00

Worksheet (2)

Draw the hands according to the given time:
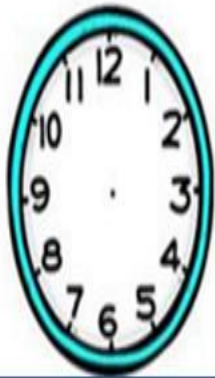
It's half past five
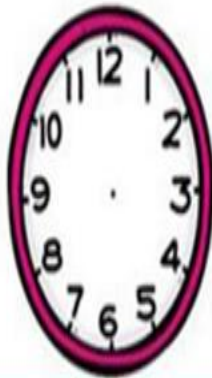
It's 20:25
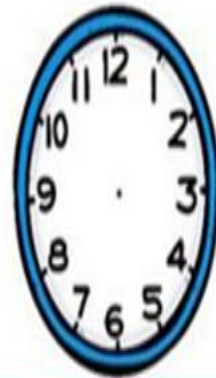
It's quarter to twelve
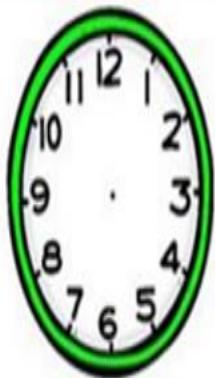
It's quarter past three
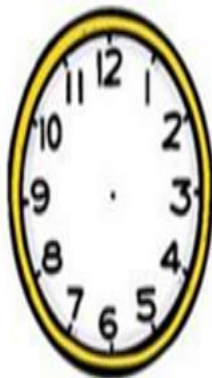
It's fifty past three
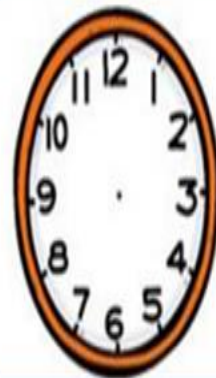
It's quarter to seven

Worksheet (3)
Write the correct time:

Worksheet (4)

Match:
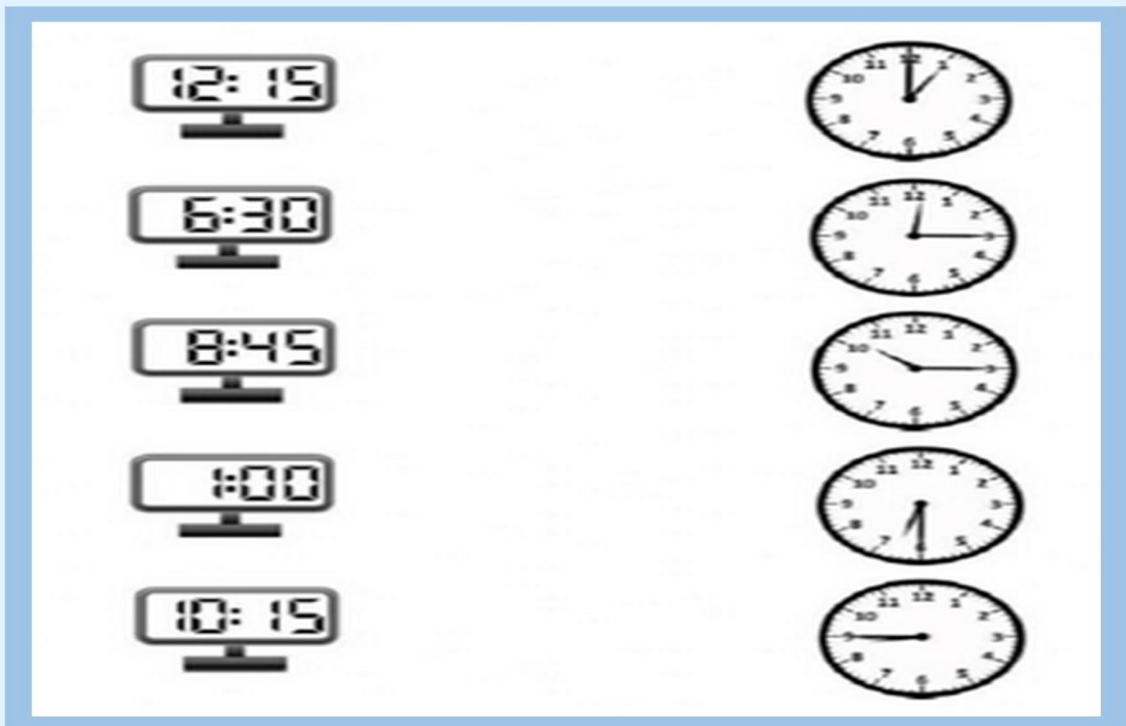
Worksheet (5)[1]
Write the time (quarter past……...):

1:15

Worksheet (6)[1]

Tell the time (quarter to…..):

Worksheet (7)
Read and write the time (quarter to……):

3:45

Worksheet (8)

Learn to read the time in minutes:
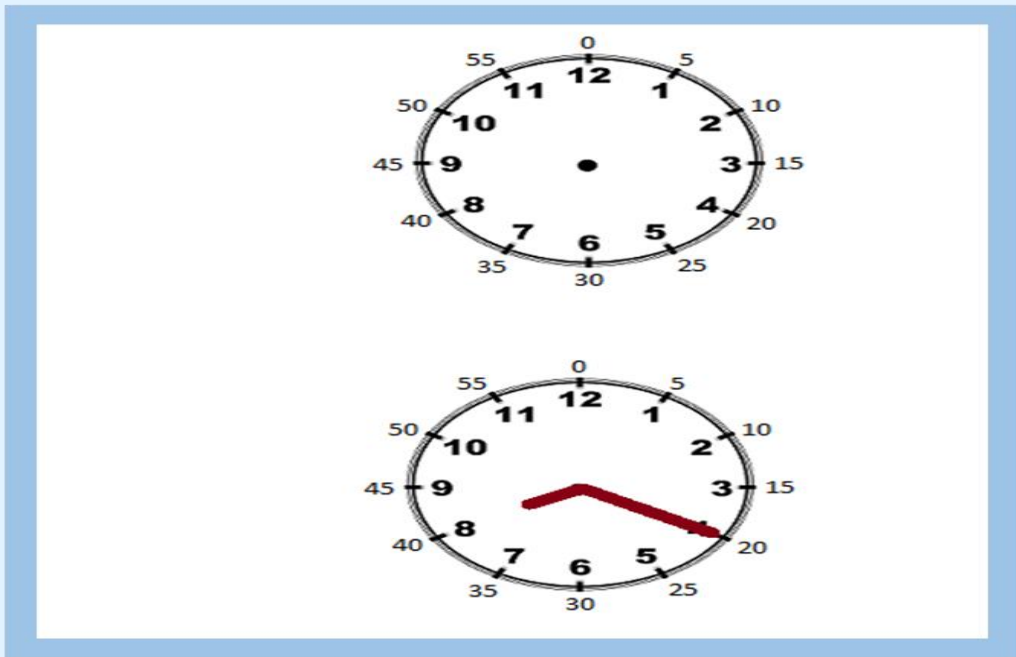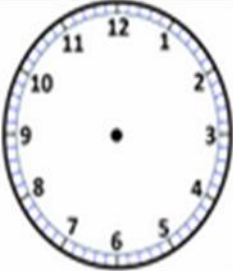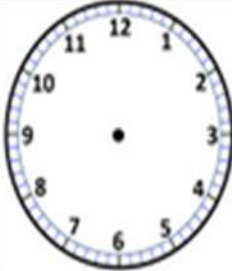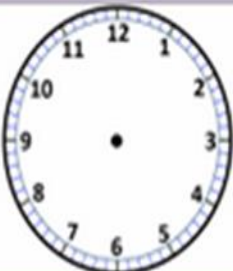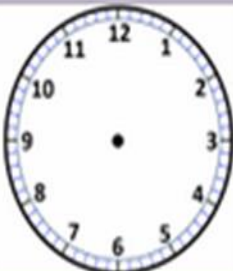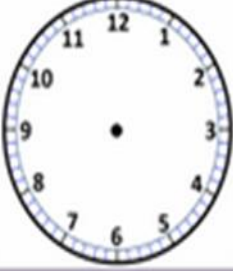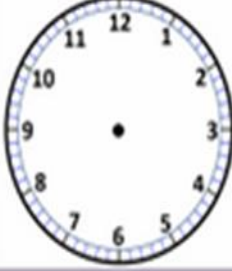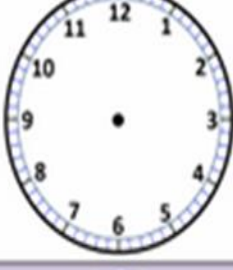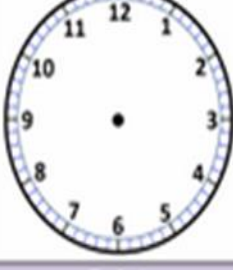
Worksheet (9)

Reading the time (…. O'clock, quarter past…., half past..., hour and minutes):

7:30		12 :09	
8 :30		9 :00	
7 : 6		9 :12	
6 :02		2 :3	
6 :10		3 :10	
2 :31		2 :15	
5 :45		10 :05	
4 :09		10 :5	
4 :45		1 :50	

Worksheet (10)
Read the time in minutes:

	7:28		9:53
12:17		6:13	
	2:37		10:58
1:04		5:34	

Worksheet (11)

Choose the correct time:

Example

3:00	① 11:30	② 2:00	③ 5:45
④ 7:30	⑤ 9:00	⑥ 10:15	⑦ 4:30
⑧ 1:30	⑨ 6:30	⑩ 8:00	

Worksheet (12)

Telling the time

1. Complete the table as in the example:

In the morning	07:00	09:00	10:00	06:30	11:15	03:25	01:45
In the evening	19:00	-------	--------	---------	--------	--------	--------

2. Color the chart that represent the morning time:

04:35 11:55 15:20 23:05 08:10 07:55 22:00 21:30

00:30 02:45 21:15 20:25 09:10 11:00 14:35 15:50

3. Write the time in words:

....

4. Draw the hands that correspond to the given time:

10:35   16:20   22:30   17:55   09:25   03:45

5. Observe the television schedule in this morning, draw the hands that represent each program:

The morning schedule	
cartoon	09:00
series	09:40
news	10:30
film	10:45

Cartoons

News

Series

Film

Worksheet (1) Pre – Diagnostic

Complete the following patterns with the rule description	
Numerical Pattern	Rule
6600, 6700, 6800, ----------, ---------, --------	----------
357, 377, 397, ----------, ---------, ---------	----------
4550, 4540, 4530, ----------, ---------, --------	----------
9001, 9002, 9003, ----------, ---------, --------	----------
8000, 7000, 6000, ----------, ---------, --------	----------
805, 815, 825, ----------, ---------, ---------	----------
3300, 3290, 3280, ----------, ---------, --------	----------
8888, 8788, 8868, ----------, ---------, --------	----------
8888, 8878, 8886, ----------, ---------, --------	----------
8888, 8887, 8886, ----------, ---------, --------	----------
9999, 8888, 7777, ----------, ---------, --------	----------
200, 400, 600, ----------, ---------, ---------	----------
0, 30, 60, ----------, ---------, ---------	----------

Worksheet (2)
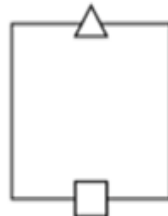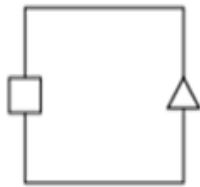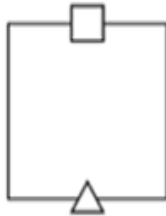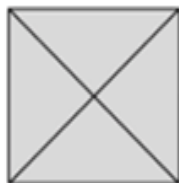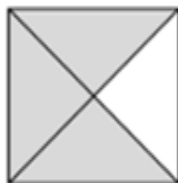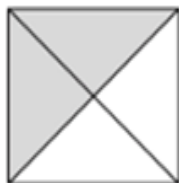
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Worksheet (3)

Worksheet (4)

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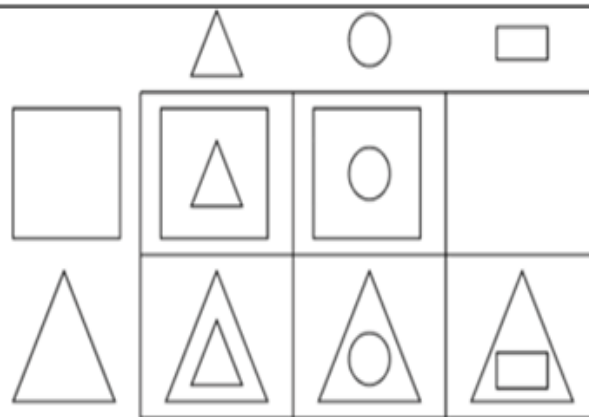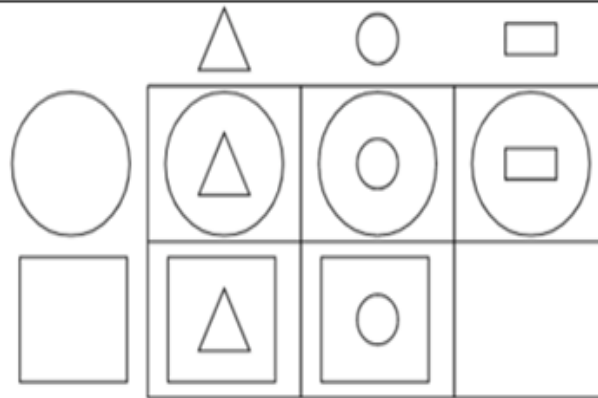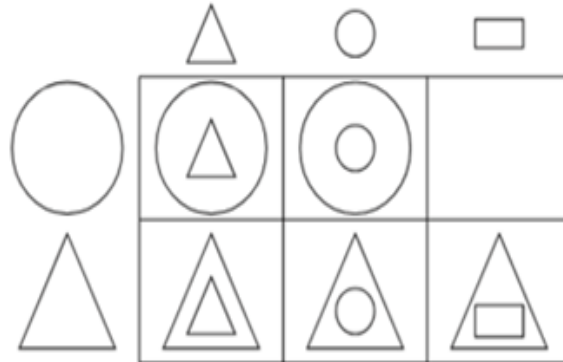
A B A B B A B B B A B B B B A

....

Worksheet (5)

Discuss orally a set of the numerical patterns in the following table:

9000	9100	9200	9300	9400	9500	9600	9700	9800	9900
8000	8100	8200	8300	8400	8500	8600	8700	8800	8900
7000	7100	7200	7300	7400	7500	7600	7700	7800	7900
6000	6100	6200	6300	6400	6500	6600	6700	6800	6900
5000	5100	5200	5300	5400	5500	5600	5700	5800	5900
4000	4100	4200	4300	4400	4500	4600	4700	4800	4900
3000	3100	3200	3300	3400	3500	3600	3700	3800	3900
2000	2100	2200	2300	2400	2500	2600	2700	2800	2900
1000	1100	1200	1300	1400	1500	1600	1700	1800	1900
0	100	200	300	400	500	600	700	800	900

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Worksheet (6)

Use addition up to 9999 to form the patterns:

1. 3307, 3308, 3309,	----------, ---------, ---------.	
2. 4200, 4300, 4400,	----------, ---------, ----------.	
3. 1500, 2000, 2500,	----------, ---------, ----------.	
4. 600, 630, 660,	----------, ---------, ----------.	
5. 310, 312, 314,	----------, ---------, ----------.	
6. 8550, 8600, 8650,	----------, ---------, ----------	
7. 2200, 3300, 4400,	----------, ---------, ----------	
8. 1111, 2222, 3333,	----------, ---------, ----------	
9. 5555, 5556, 5557,	----------, ---------, ----------	
10. 3700, 3800, 3900,	----------, ---------, ----------	
11. 1570, 1775, 1780,	----------, ---------, ----------	
12. 9990, 9991, 999,	----------, ---------, ----------	

Worksheet (7)

Use subtraction up to 9999 to form the patterns:

1. 9900, 8800, 7700	----------, ---------, ---------	
2. 9000, 8000, 7000,	----------, ---------, ----------	
3. 6500, 6000, 5500,	----------, ---------, ----------	
4. 600, 590, 580,	----------, ---------, ----------	
5. 7990, 7989, 7988,	----------, ---------, ----------	
6. 8000, 8975, 8950,	----------, ---------, ----------	
7. 6660, 5550, 4440,	----------, ---------, ----------	
8. 3333, 7770, 7740,	----------, ---------, ----------	
9. 7800, 7770, 7740,	----------, ---------, ----------	
10. 9999, 9994, 9989,	----------, ---------, ----------	
11. 1777, 1707, 1637,	----------, ---------, ----------	
12. 9990, 9989, 9988,	----------, ---------, ----------	

Worksheet (8)

Use multiplication up to 9999 to form the patterns (The multiples of 10, 100, and 1000).

1. 10, 20, 30,	----------, ----------, ----------
2. 20, 40, 80,	----------, ----------, ----------
3. 100, 200, 300,	----------, ----------, ----------
4. 100, 200, 400,	----------, ----------, ----------
5. 100, 300, 900,	----------, ----------, ----------
6. 1000, 2000, 3000,	----------, ----------, ----------
7. 50, 100, 150,	----------, ----------, ----------
8. 40, 80, 120,	----------, ----------, ----------
9. 20, 70, 120,	----------, ----------, ----------
10. 920, 1020, 1120,	----------, ----------, ----------
11. 1750, 2250, 2750,	----------, ----------, ----------
12. 6400, 6800, 7200	----------, ----------, ----------

Worksheet (9)

Complete each pattern in the following
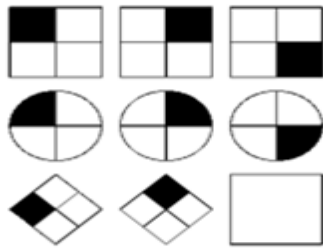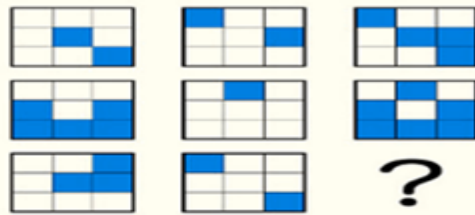
Worksheet (10)

Indicate the number of cubes in the figure (6):
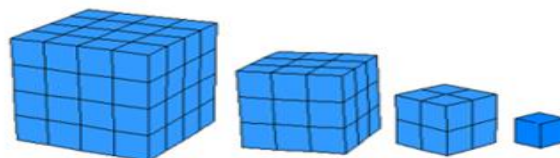
Worksheet (11)

Form a pattern as in the table and draw the eighth figure:

Shape (1)

Shape (2)

Shape (3)

Shape (4)
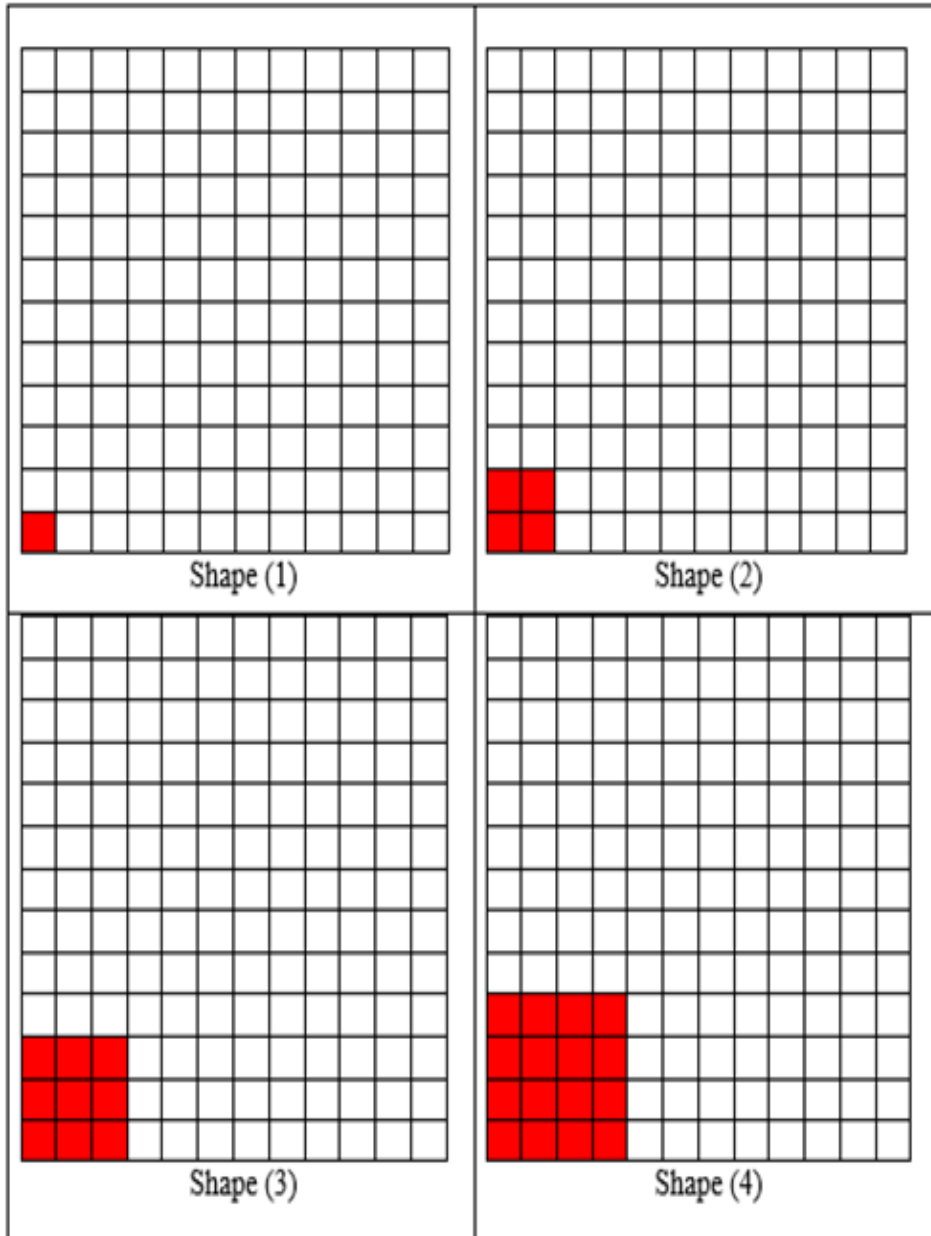
Worksheet (1)
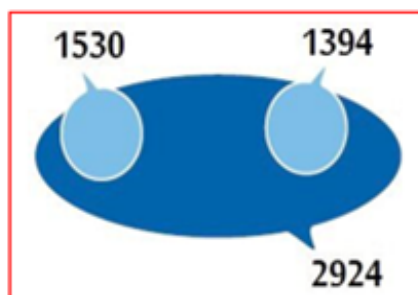
1530　　　1394

2924

Referring to the pervious figure; complete the following:

A $1530 + 1394 =$

B $1394 + 1530 =$

C $2924 - 1530 =$

D $2924 - 1394 =$

Worksheet (2)
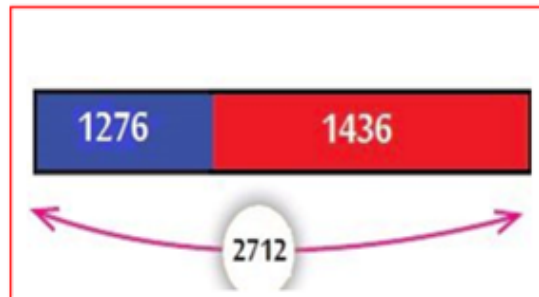
Referring to the pervious figure; complete the following:

A $1276 + 1436 =$ [ ]

B $1436 + 1276 =$ [ ]

C $2712 - 1276 =$ [ ]

D $2712 - 1436 =$ [ ]

Worksheet (3)
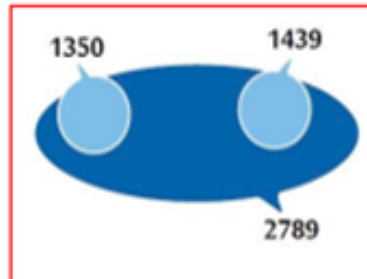
1350   1439

2789

Referring to the pervious figure; complete the following:

A $1439 + 1350 =$

B $1350 + 1439 =$

C $2789 - 1350 =$

D $2789 - 1439 =$

Worksheet (4)
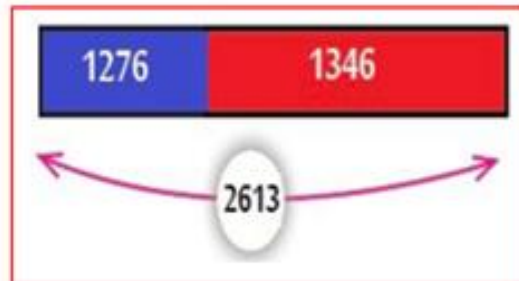
1276	1346

2613

Referring to the pervious figure; complete the following:

A $1346 + 1276 =$

B $1276 + 1346 =$

C $2613 - 1276 =$

D $2613 - 1346 =$

Worksheet (5)
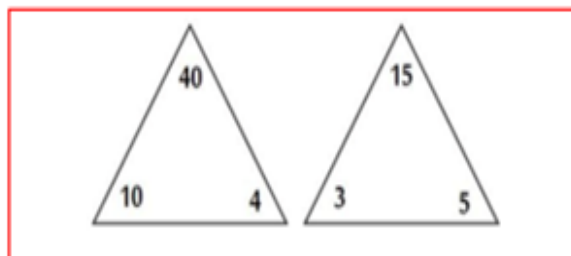
By using the above triangles, complete:

A $5 \times 3 =$ [   ] , $4 \times 10 =$ [   ]

B $3 \times 5 =$ [   ] , $10 \times 4 =$ [   ]

C $15 \div 3 =$ [   ] , $40 \div 4 =$ [   ]

D $15 \div 5 =$ [   ] , $40 \div 10 =$ [   ]

Worksheet (6)

By using the colored cards, form mathematical relations:
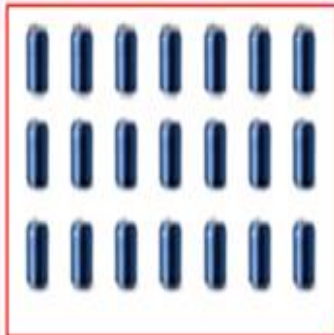
.... X .... = ...

.... X .... = ...
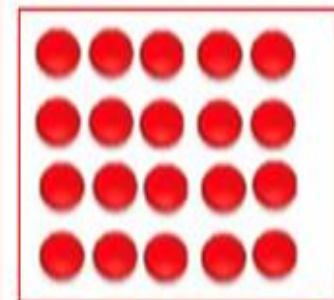
.... X .... = ...

.... X .... = ...

.... X .... = ...

.... X .... = ...
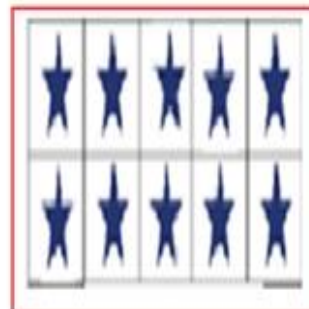
.... X .... = ...

.... X .... = ...

Worksheet (7)
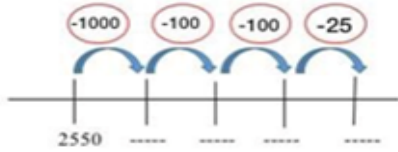
By using the colored cards, form mathematical relations:

---------------- × ------------- = ------------

------------- ÷ ------------ = ------------
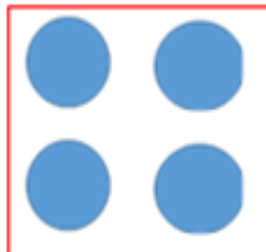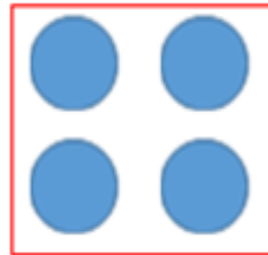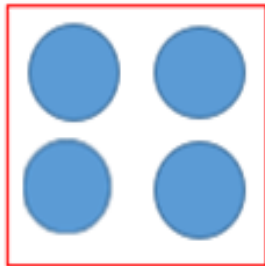
Worksheet (8)

Subtraction problem	Addition problem for checking
Find the difference: • $2550 - 1225 = $ ---------- By using the number line: -1000 -100 -100 -25 2550 ----- ----- ----- ----- By using place value table:	 • ---------- $+ 1225 = 2550$ • $1000 + $ ----------$=2325$ • $25 + $ ----------$=250$ • $2325 + 250 = $ ----------

Worksheet (9)

By throwing the dice, determine the unknown value, then find the product:

$1 \times$ ------- = --------	$2 \times$ ------- = --------	$3 \times$ ------- = --------
$4 \times$ ------- = --------	$5 \times$ ------- = --------	$6 \times$ ------- = --------
$7 \times$ ------- = --------	$8 \times$ ------- = --------	$9 \times$ ------- = --------
$10 \times$ ------- = --------	$11 \times$ ------- = --------	$12 \times$ ------- = --------
		Multiplication puzzles game

Worksheet (10)

Mariam has 2 circles, **1** of them is red.

The fraction that represents the red color is $\frac{1}{2}$

If Mariam has 6 circles, and she wants to form the same fraction in this group of circles by using red color.
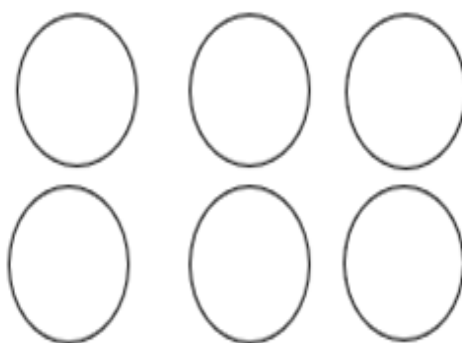
Color, then write the equivalent fraction

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

Worksheet (11)

Mariam has 3 circles, 1 of them is red.
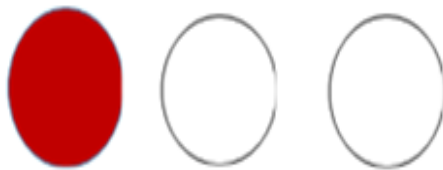
The fraction that represents the red color is $\frac{1}{3}$

If Mariam has 9 circles, and she wants to form the same fraction from this group of circles by using red color.
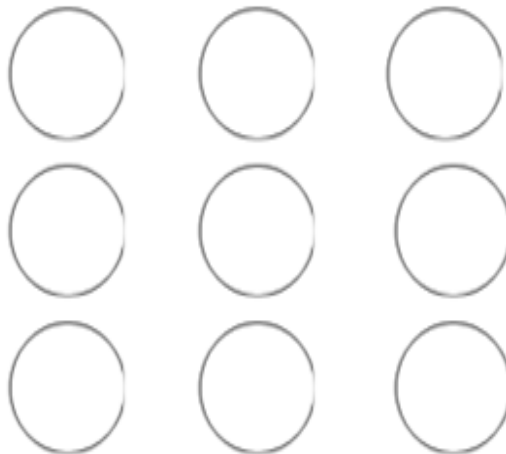
Color, then write the equivalent fraction

$$\frac{1}{3} = \frac{?}{9}$$

Worksheet (1)

The librarian counted the books in the library, she found **1165** science books and **1124** story books, what is the total number of the books?

Use the following four steps to solve the word problem:

Understand....

Plan ....

Solve ....

Check ....

If the number of boys in a school was **1175**, and the number of girls was **1124**. What is the difference between the number of boys and the number of girls in the school?

Use the following four steps to solve the word problem:

Understand….

Plan ….

Solve ….

Check ….

Worksheet (3)

In one street of the capital, the house of Hamdan is located between the two houses of Ahmad and Salman, if the distance between Ahmad's house and the Salman' house is 945 meters, and the distance between Ahmad's house and Hamdan's house is 1255 meters.

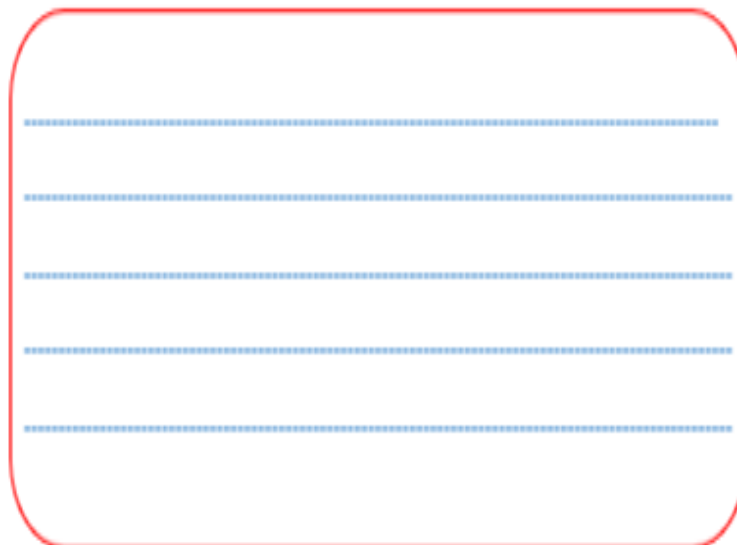- Find the distance between Hamdan's house and Salman's house.

Estimation of the answer:

The exact answer:

Worksheet (4)

Kazem covers 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?

It can be solved by using strategy ....

Worksheet (5)

During the day: A doctor <u>can</u> test 45 patients in 9 hours, if he tested the same number of patients each hour, how many patients are tested per an hour?

It can be solved by using the strategy of four steps as follows:

Understand ....

_____

_____

_____

Plan ....

_____

_____

_____

Solve ....

_____

_____

_____

Check ....

_____

_____

_____

Worksheet (6)

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

It can be solved by using strategy ....

Worksheet (7)

A seller has 10 jars, in each one of them there are 65 candies.

What is the total number of candies in all jars?

It can be solved by using the multiplication strategy ....

Multiply by10

------- × ------- = ---------

The total number of the candies

= -------- piece

Worksheet (8)

There are 9 boxes of fruit in a shop, in each box there are 100 apples.

What is the total number of the apples in all boxes?

It can be solved by using the multiplication patterns strategy ....

Multiply by100

------- × ------- = ---------

The total number of the apples

= -------- apple