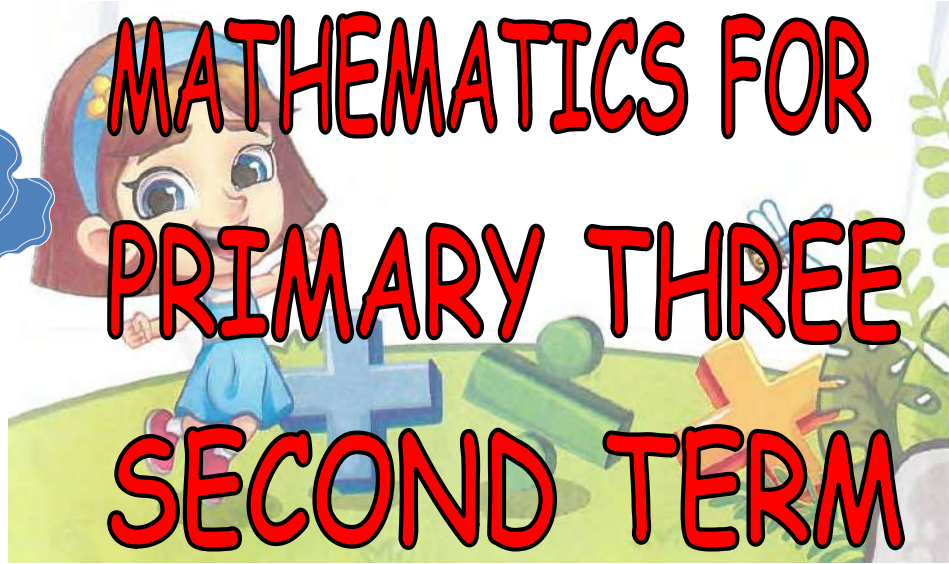




MATHEMATICS FOR PRIMARY THREE SECOND TERM

PREPARED BY
Mr. MAHMOUD MOHEB



2021

Name :

School :

Grade : Class :

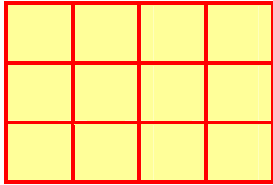
Teacher's name :



Sheet One

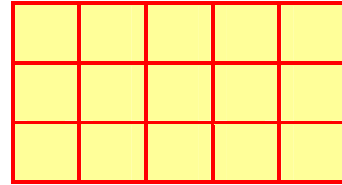
[1] CONNECT

Find the area and the perimeter:



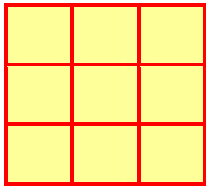
The area = square units

The perimeter = units



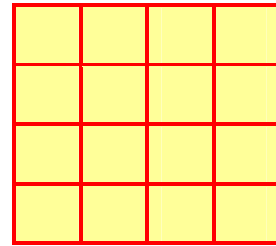
The area = square units

The perimeter = units



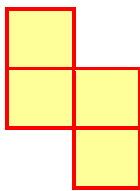
The area = square units

The perimeter = units



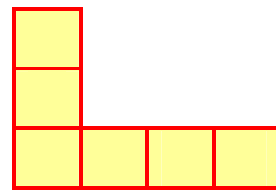
The area = square units

The perimeter = units



The area = square units

The perimeter = units



The area = square units

The perimeter = units

[2] Associative Property

Complete:

$$4 \times (5 \times 2) = \dots \times \dots = \dots$$

$$(4 \times 5) \times 2 = \dots \times \dots = \dots$$

$$2 \times (5 \times 6) = \dots \times \dots = \dots$$

$$(2 \times 5) \times 6 = \dots \times \dots = \dots$$

$$2 \times (3 \times 4) = \dots \times \dots = \dots$$

$$(2 \times 3) \times 4 = \dots \times \dots = \dots$$

Complete:

$$(2 \times 5) \times 9 = 2 \times (5 \times \dots)$$

$$(3 \times 4) \times 7 = 3 \times (4 \times \dots)$$

$$(\dots \times 7) \times 2 = 5 \times (7 \times 2)$$

$$(4 \times 6) \times 8 = 4 \times (\dots \times 8)$$

$$(9 \times \dots) \times 3 = 9 \times (5 \times 3)$$

$$(4 \times \dots) \times 7 = 4 \times (5 \times \dots)$$

$$(2 \times 5) \times \dots = 2 \times (\dots \times 9)$$

$$(3 \times \dots) \times 2 = \dots \times (8 \times 2)$$

Find the product in two ways:

$$2 \times 10 \times 3$$

$$(2 \times 10) \times 3$$

$$= 20 \times 3$$

$$= 60$$

$$2 \times (10 \times 3)$$

$$= 2 \times 30$$

$$= 60$$

$$2 \times 20 \times 3$$

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$$10 \times 3 \times 7$$

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$$5 \times 2 \times 3$$

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$$3 \times 10 \times 5$$

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$$3 \times 6 \times 10$$

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$$3 \times 10 \times 5$$

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$$3 \times 6 \times 10$$

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Circle the equations that have the same value:

A	$(9 \times 2) \times 5$	$9 \times (2 \times 5)$	11×5	9×10
B	$(4 \times 10) \times 3$	4×30	$4 \times (10 \times 3)$	4×13
C	$9 \times (3 \times 5)$	9×15	9×8	$9 \times (3 \times 5)$
D	$(10 \times 10) \times 4$	10×14	100×4	40×10
E	36×15	$(4 \times 9) \times 15$	$(3 \times 8) \times 15$	$36 \times (3 \times 5)$
F	$(5 \times 2) \times 8$	5×10	$5 \times (2 \times 8)$	10×8

Put the suitable sign (<), (>) or (=):

A	$(6 \times 5) \times 8$		$6 \times (5 \times 8)$
B	18×13		$(2 \times 6) \times 13$
C	$(15 \times 4) \times 11$		$15 \times (4 \times 11)$
D	$(25 \times 10) \times 4$		25×40
E	$(9 \times 2) \times 5$		135
F	$(3 \times 5) \times 6$		90
G	$(7 \times 3) \times 5$		24×5

Circle: agree (👍) or disagree (👎)

A	$(6 \times 5) \times 8$	=	30×8	👍	👎
B	18×13	>	$(3 \times 6) \times 13$	👍	👎
C	$(15 \times 4) \times 11$	<	$15 \times (4 \times 11)$	👍	👎
D	$(25 \times 10) \times 4$	=	25×40	👍	👎
E	$(9 \times 2) \times 5$	<	135	👍	👎
F	$(3 \times 5) \times 6$	=	90	👍	👎
G	$(7 \times 3) \times 5$	<	24×5	👍	👎

- A Kamal bought 2 boxes filled with bags of apples. Each box had 3 bags with 5 apples. How many apples did Kamal buy?



.....

- B Hoda bought 4 boxes filled with bags of mangos. Each box had 5 bags with 7 kilograms of mangos. How many kilograms of mango did Hoda buy?



.....

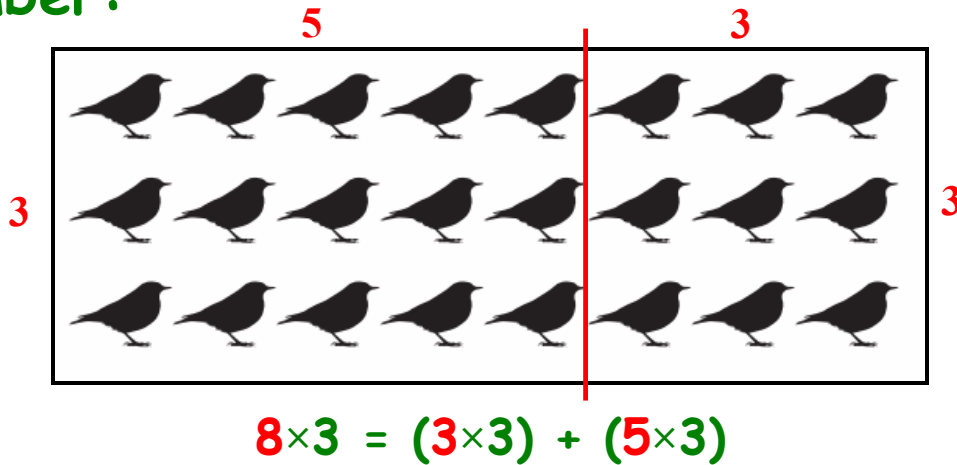
- C Alaa bought 2 boxes filled with bags of ballons in her birthday. Each box had 6 bags with 10 ballons. How many ballons did Alaa buy?



.....

[3] Distribution Property

Remember:



Example:

$$\begin{aligned}
 8 \times 13 &= 8 \times (10 + 3) \\
 &= (8 \times 10) + (8 \times 3) \\
 &= 80 + 24 \\
 &= 104
 \end{aligned}$$

Complete:

$$\begin{aligned}
 6 \times 12 &= 6 \times (10 + \dots) \\
 &= (6 \times \dots) + (6 \times \dots) \\
 &= \dots + \dots \\
 &= \dots
 \end{aligned}$$

$$\begin{aligned} 9 \times 15 &= 9 \times (\dots\dots\dots + \dots\dots\dots) \\ &= (9 \times \dots\dots\dots) + (9 \times \dots\dots\dots) \\ &= \dots\dots\dots + \dots\dots\dots \\ &= \dots\dots\dots \end{aligned}$$

$$\begin{aligned} 4 \times 17 &= 4 \times (10 + \dots\dots\dots) \\ &= (4 \times \dots\dots\dots) + (4 \times \dots\dots\dots) \\ &= \dots\dots\dots + \dots\dots\dots \\ &= \dots\dots\dots \end{aligned}$$

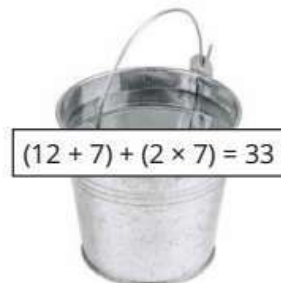
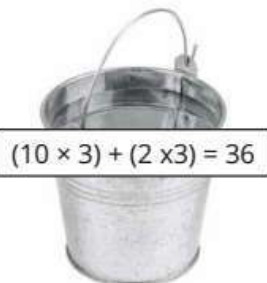
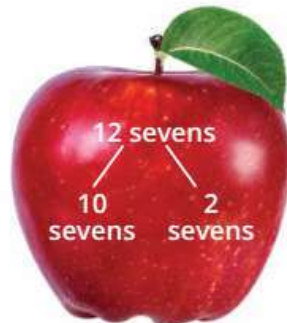
$$\begin{aligned} 5 \times 18 &= 5 \times (\dots\dots\dots + \dots\dots\dots) \\ &= (5 \times \dots\dots\dots) + (5 \times \dots\dots\dots) \\ &= \dots\dots\dots + \dots\dots\dots \\ &= \dots\dots\dots \end{aligned}$$

$$\begin{aligned} 6 \times 14 &= 6 \times (\dots\dots\dots + \dots\dots\dots) \\ &= (6 \times \dots\dots\dots) + (6 \times \dots\dots\dots) \\ &= \dots\dots\dots + \dots\dots\dots \\ &= \dots\dots\dots \end{aligned}$$

$$\begin{aligned}
 3 \times 15 &= 3 \times (10 + \dots\dots\dots) \\
 &= (3 \times \dots\dots\dots) + (3 \times \dots\dots\dots) \\
 &= \dots\dots\dots + \dots\dots\dots \\
 &= \dots\dots\dots
 \end{aligned}$$

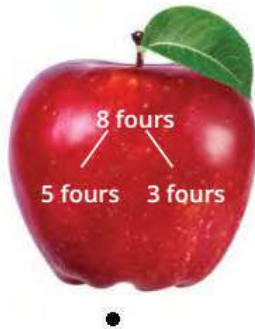
$$\begin{aligned}
 4 \times 9 &= 4 \times (\dots\dots\dots + \dots\dots\dots) \\
 &= (4 \times \dots\dots\dots) + (4 \times \dots\dots\dots) \\
 &= \dots\dots\dots + \dots\dots\dots \\
 &= \dots\dots\dots
 \end{aligned}$$

Hossam went to the apple orchard. There were 12 apple trees, and each tree had 7 apples. How many apples were there in all at the orchard?

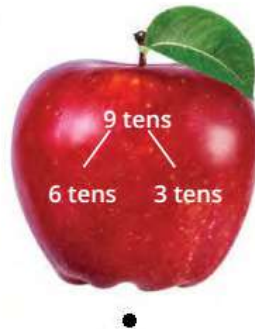


Now look at each equation and the apple below it. Draw a line to match each apple with the pail that shows the equation that correctly uses the Distributive Property to solve the problem.

$8 \times 4 =$



$9 \times 10 =$



$7 \times 3 =$



$(5 \times 3) + (2 \times 3) = 21$

$(5 \times 4) + (3 \times 4) = 32$

$(6 \times 10) + (3 \times 10) = 90$

7×2

7 twos

5 twos 2 twos

11×5

11 fives

9 fives 2 fives

7×10

7 tens

2 tens 5 tens

$(2 \times 5) + (9 \times 5) = 55$

$(5 \times 10) + (2 \times 10) = 70$

$(5 \times 2) + (2 \times 2) = 14$

Circle the equations that have the same value:

A	5×9	$(5 \times 2) + (5 \times 5)$	$(5 \times 2) + (5 \times 7)$	$(5 \times 3) + (5 \times 6)$
B	$7 \times (4 + 5)$	$(7 \times 4) + (7 \times 5)$	$28 + 35$	$7 \times 4 \times 5$
C	$(5 \times 3) + (5 \times 7)$	5×10	5×11	$5 \times (3 + 7)$
D	12×9	9×12	$(9 \times 2) + (9 \times 10)$	$12 + 9$

Circle: agree (👍) or disagree (👎):

A	$9 \times (7 + 3) = (9 \times 7) + (9 \times 3)$	☐	☐
B	$(3 \times 10) \times 4 = 200$	☐	☐
C	$2 \times (5 + 7) = (2 \times 5) + (2 \times 7)$	☐	☐
D	$(5 \times 2) \times 7 = 10 \times 7$	☐	☐
E	$(7 \times 2) \times 5 = 7 \times 10$	☐	☐
F	$(3 \times 5) = (3 \times 2) + (3 \times 4)$	☐	☐
G	$4 \times (3 \times 12) = (4 \times 3) \times 12$	☐	☐
H	$(8 \times 2) + (8 \times 5) = 8 \times 7$	☐	☐

[4] Estimating the Product

Estimate the product and then find the actual solution:

5×16		Acceptable	Not-Acceptable
Estimation	Actual		
			

8×12		Acceptable	Not-Acceptable
Estimation	Actual		
			

$5 \times 2 \times 6$		Acceptable	Not-Acceptable
Estimation	Actual		
			

5×16		Acceptable	Not-Acceptable
Estimation	Actual		
			

Dalia had 8 baskets, each basket held 6 eggs. How many eggs did Dalia have in all?

8×6		Acceptable	Not-Acceptable
Estimation	Actual		
			

Amir had 4 boxes. In each box there were 3 dolls, and each doll had 2 buttons on its shirt. How many buttons were there?

$4 \times 3 \times 2$		Acceptable	Not-Acceptable
Estimation	Actual		
			

Sheet Two

[1] Telling Time



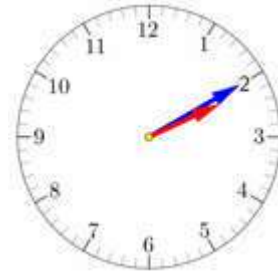
Write the time:



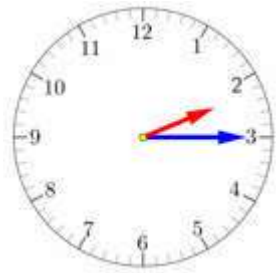
..... :



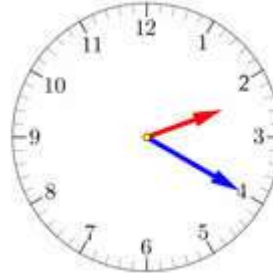
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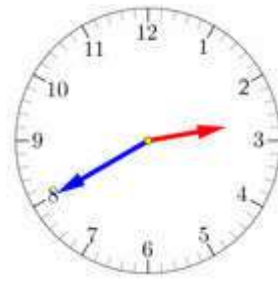
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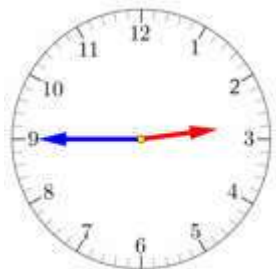
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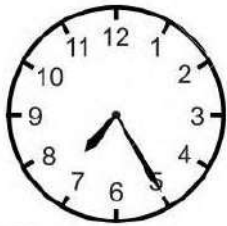
Choose the correct answer:

A	 ☐ 04:30 ☐ 03:20 ☐ 03:40	B	 ☐ 08:05 ☐ 08:10 ☐ 01:40
C	 ☐ 02:30 ☐ 06:10 ☐ 01:30	D	 ☐ 11:25 ☐ 11:50 ☐ 05:55
E	 ☐ 07:45 ☐ 09:35 ☐ 06:45	F	 ☐ 06:25 ☐ 07:35 ☐ 05:35
G	 ☐ 03:45 ☐ 02:40 ☐ 08:15	H	 ☐ 10:30 ☐ 03:45 ☐ 10:15
I	 ☐ 09:50 ☐ 11:50 ☐ 09:55	J	 ☐ 02:40 ☐ 04:20 ☐ 04:10

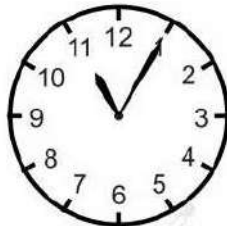
Write the time:

 :	 :	 :
 :	 :	 :
 :	 :	 :
 :	 :	 :

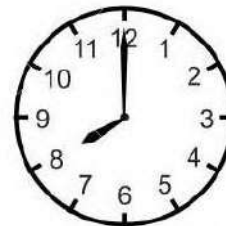
Circle: agree (👍) or disagree (👎):



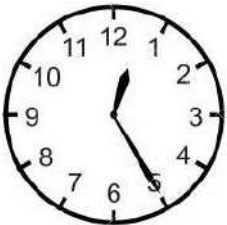
7 : 25



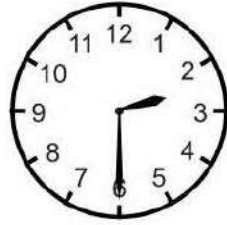
11 : 10



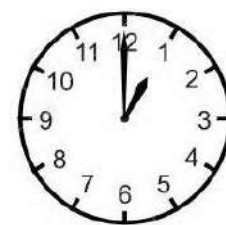
8 : 00



12 : 25



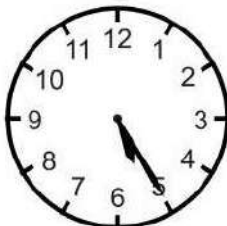
3 : 30



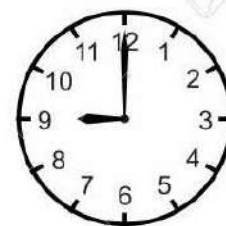
1 : 00



10 : 55



5 : 25



9 : 12



[2] Relation between Multiplication and Division

Read the following problems carefully and then answer:

A teacher wants to divide 20 pupils into 2 equal sets. How many pupils in each set?

.....



Hoda distributed 30 candies equally among 6 friends. How many candies each of them took?

.....



A farmer picked 21 flowers and put them equally in 7 baskets. How many flowers in each basket?

.....



A mother distributed 36 oranges in 9 plates. How many oranges in each plate?

.....



A father distributed 60 pounds equally among his five sons. What is the share of each son?

.....



Complete the fact family in each of the following group:

2 , 6 , 12

$$2 \times \dots = 12$$

$$6 \times \dots = 12$$

$$12 \div \dots = 6$$

$$\dots \div 6 = 2$$

5 , 9 , 45

$$5 \times \dots = 45$$

$$9 \times \dots = 45$$

$$45 \div \dots = 9$$

$$\dots \div 9 = 5$$

7 , 8 , 56

$$7 \times \dots = 56$$

$$8 \times \dots = 56$$

$$56 \div \dots = 7$$

$$\dots \div 8 = 7$$

4 , 10 , 40

$$4 \times \dots = 40$$

$$10 \times \dots = 40$$

$$40 \div \dots = 4$$

$$\dots \div 4 = 10$$

3 , 5 , 15

$$3 \times \dots = 15$$

$$5 \times \dots = 15$$

$$15 \div \dots = 3$$

$$\dots \div 3 = 5$$

5 , 7 , 35

$$7 \times \dots = 35$$

$$5 \times \dots = 35$$

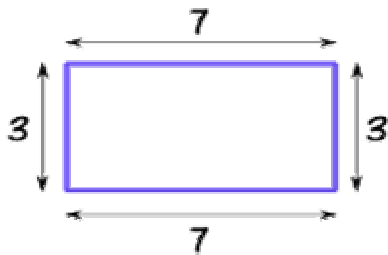
$$35 \div \dots = 7$$

$$\dots \div 7 = 5$$

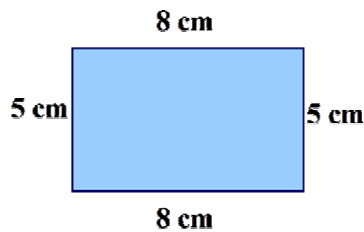
[3] The Perimeter

The perimeter of any polygon is the sum of its sides' lengths

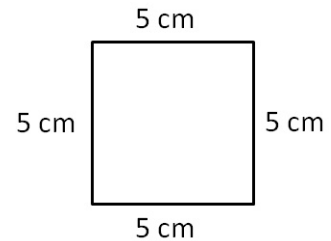
Find the perimeter of the following shapes:



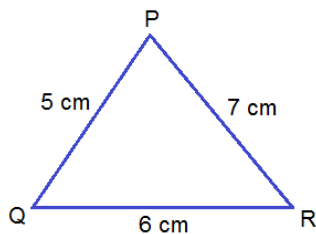
Perimeter = cm



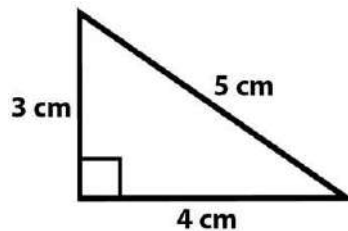
Perimeter = cm



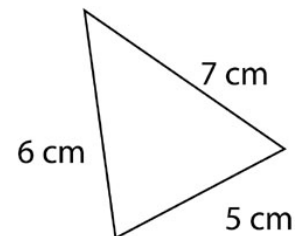
Perimeter = cm



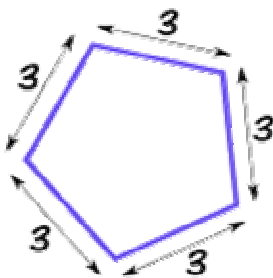
Perimeter = cm



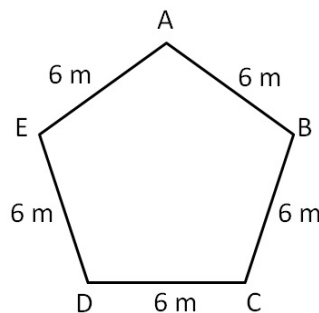
Perimeter = cm



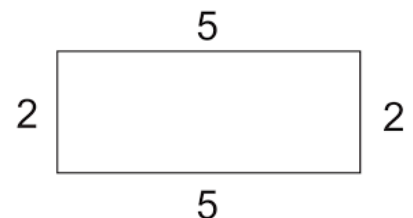
Perimeter = cm



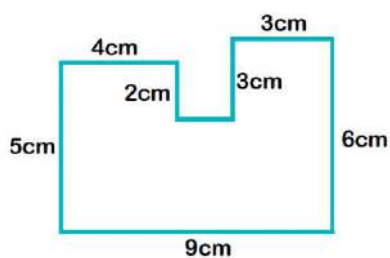
Perimeter = cm



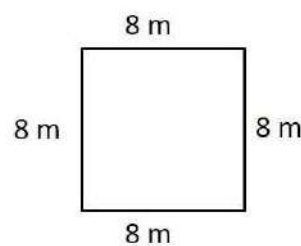
Perimeter = m



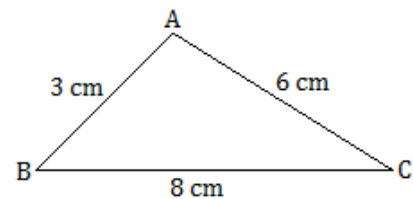
Perimeter = cm



Perimeter = cm



Perimeter = m



Perimeter = cm

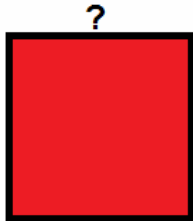
Find the length of the side marked by (?):

Perimeter = 16 cm 5 cm  ?	Perimeter = 20 cm 6 cm  ?
Perimeter = 12 cm ?  2 cm	Perimeter = 10 cm ?  2 cm
Perimeter = 20 cm ?  3 cm	Perimeter = 24 cm 8 cm  ?
Perimeter = 18 cm 7 cm  ?	Perimeter = 14 cm 4 cm  ?

Find the length of the side marked by (?):

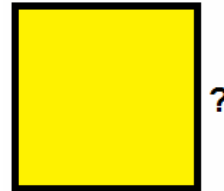
Perimeter = 20 cm

.....



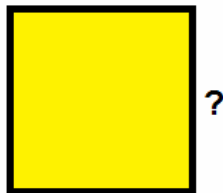
Perimeter = 12 cm

.....



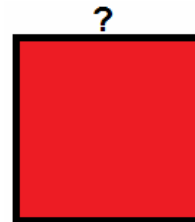
Perimeter = 16 cm

.....



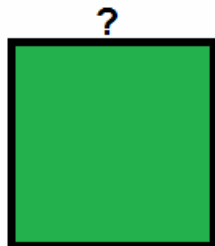
Perimeter = 24 cm

.....



Perimeter = 8 cm

.....



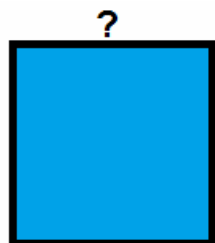
Perimeter = 28 cm

.....



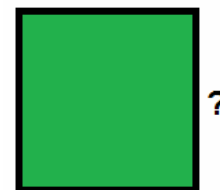
Perimeter = 36 cm

.....



Perimeter = 40 cm

.....



[4] Story Problems of Two Steps

Ali saves L.E. 20 weekly, in the fourth week he saves L.E. 10 only. How much money did he save?



.....

.....

Miss Salma orders 3 packs. Each pack has 6 markers. She gave 1 marker to each student in her class, she has 2 left. How many students in the class?



.....

.....

Bassem buys a box containing 18 pieces of fruits. The box includes an equal number of figs, bananas and oranges. He ate all the figs. How many pieces of fruits did he have left?



.....

.....

Laila buys 24 seeds. She has 5 pots. She want to plant 3 seeds in each pot. How many more pots does Laila need to plant all seeds?



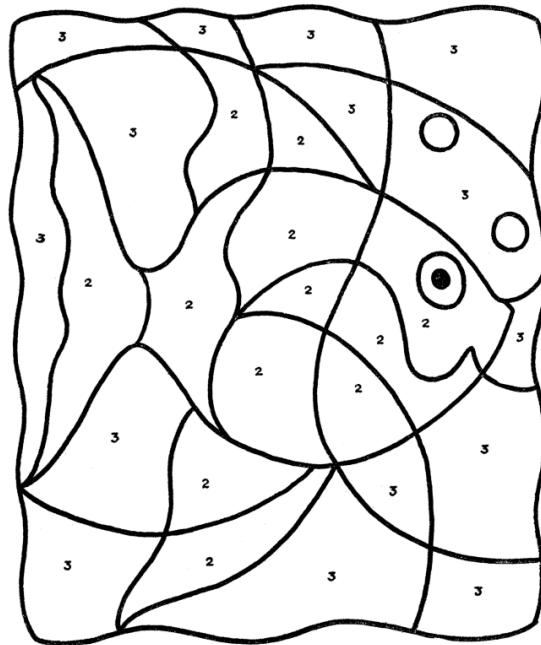
.....

.....

Complete:

$(3 \times 2) \times \dots = 36$	$(8 \times 3) \times \dots = 48$
$2 \times (5 \times \dots) = 50$	$7 \times (12 \times \dots) = 0$
$(5 \times 3) \times \dots = 30$	$10 \times (6 \times \dots) = 600$
$(9 \times 7) \times \dots = 63$	$(4 \times 2) \times \dots = 88$

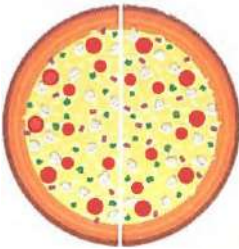
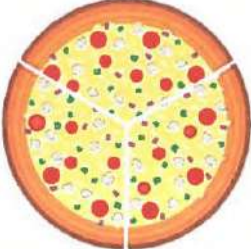
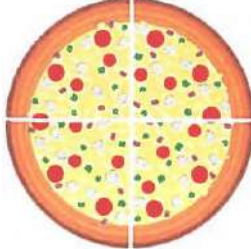
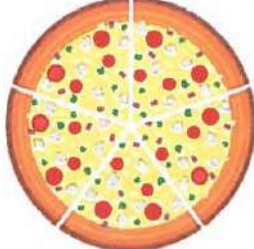
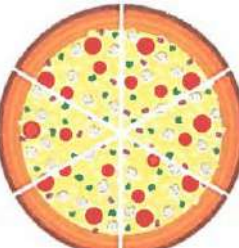
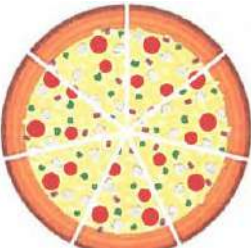
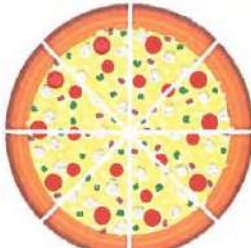
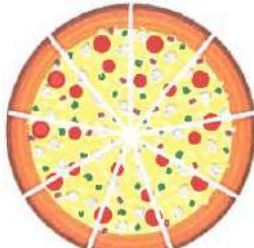
COLOR THE 2'S RED — COLOR THE 3'S BLUE



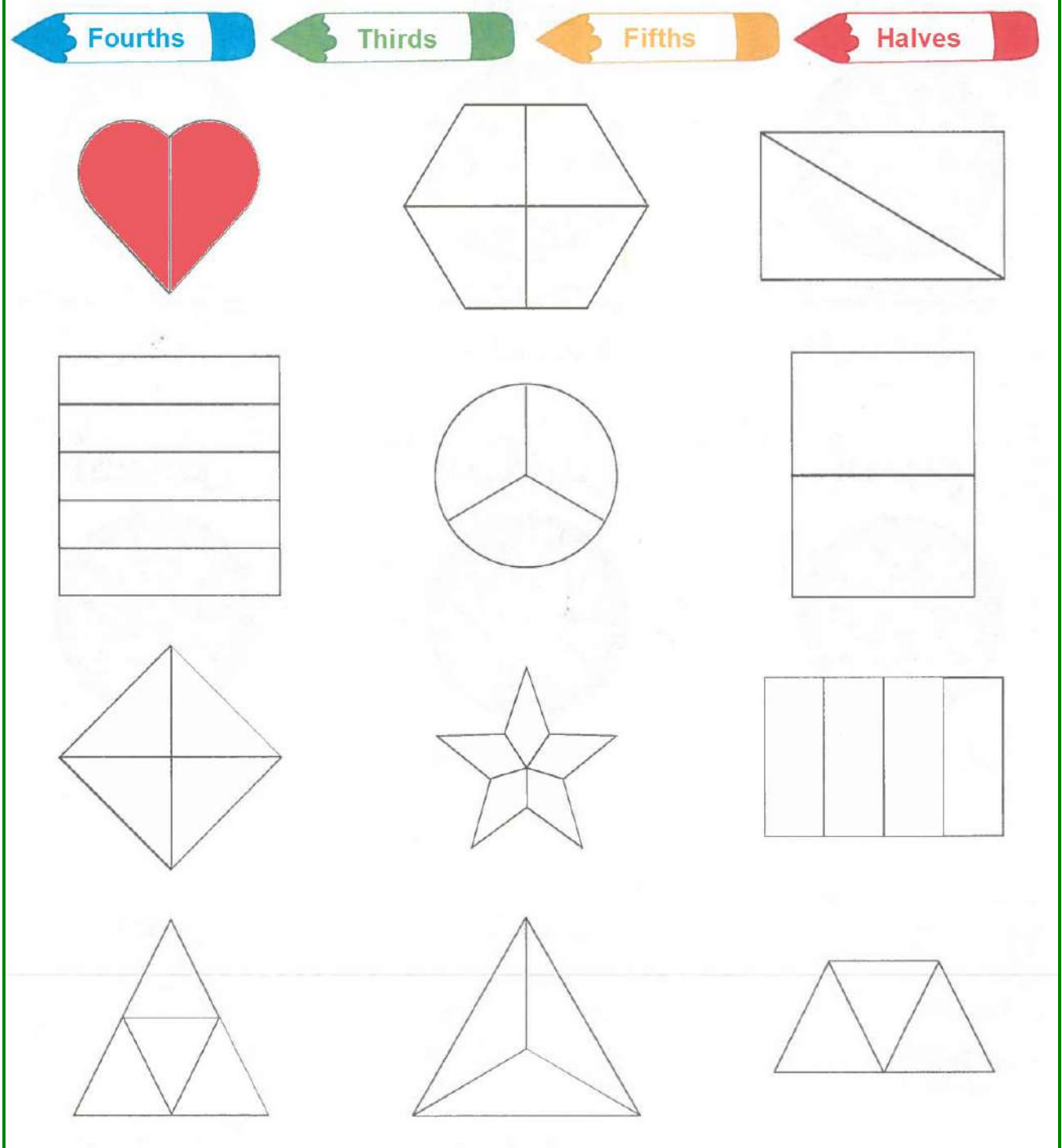
Sheet Three

[1] Fractions

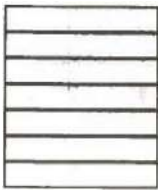
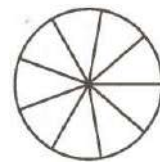
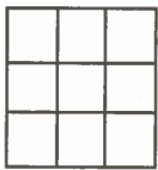
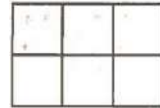
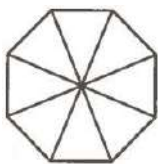
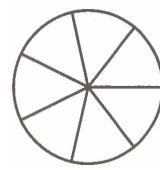
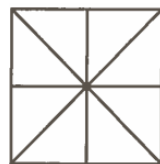
A	If 2 persons want to share a cookie fairly, circle the right image.	
B	If 3 persons want to share a cookie fairly, circle the right image.	
C	If 4 persons want to share a cookie fairly, circle the right image.	
D	Try to divide this cookie to share it fairly with 8 friends.	

halves 	thirds 	fourths 	fifths 
sixths 	sevenths 	eighths 	ninths 

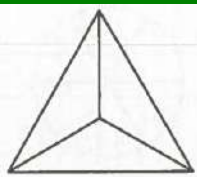
Color according to the key:



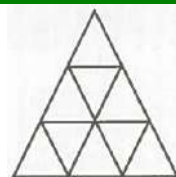
Join:

● **Sevenths** ●● **Ninths** ●● **Eighths** ●● **Sixths** ●

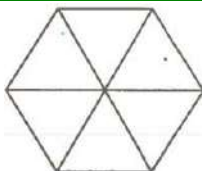
Complete as the example:

**Thirds**

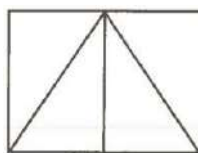
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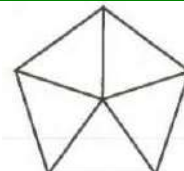
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.....



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.....

Read, trace then write:

$\frac{1}{2}$ half	$\frac{1}{3}$ third	$\frac{1}{4}$ fourth	$\frac{1}{5}$ fifth
half	third	fourth	fifth
half	third	fourth	fifth
$\frac{1}{6}$ sixth	$\frac{1}{7}$ seventh	$\frac{1}{8}$ eighth	$\frac{1}{9}$ ninth
sixth	seventh	eighth	ninth
sixth	seventh	eighth	ninth

Divide each clock into fractional parts as shown:



Halves



Thirds



Fourths

Choose the correct answer:

A	$\frac{1}{8}$		
B	$\frac{1}{5}$		
C	$\frac{1}{2}$		
D	$\frac{1}{9}$		
E	$\frac{1}{6}$		
F	$\frac{1}{3}$		

Write the fraction:



$$\frac{\dots}{\dots}$$


$$\frac{\dots}{\dots}$$


$$\frac{\dots}{\dots}$$


$$\frac{\dots}{\dots}$$


$$\frac{\dots}{\dots}$$


$$\frac{\dots}{\dots}$$


$$\frac{\dots}{\dots}$$


$$\frac{\dots}{\dots}$$


$$\frac{\dots}{\dots}$$

Write the fraction:

Seventh

$$\frac{\dots}{\dots}$$

Eighth

$$\frac{\dots}{\dots}$$

Sixth

$$\frac{\dots}{\dots}$$

Third

$$\frac{\dots}{\dots}$$

Fifth

$$\frac{\dots}{\dots}$$

Ninth

$$\frac{\dots}{\dots}$$

Fourth

$$\frac{\dots}{\dots}$$

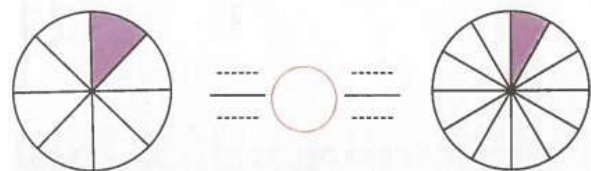
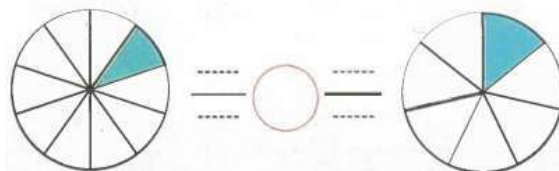
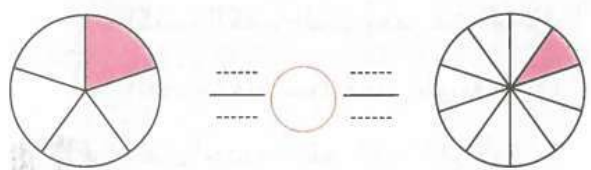
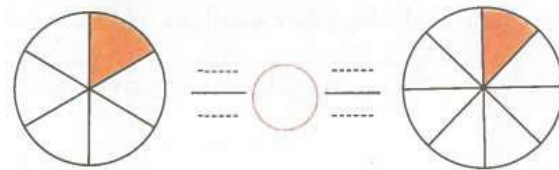
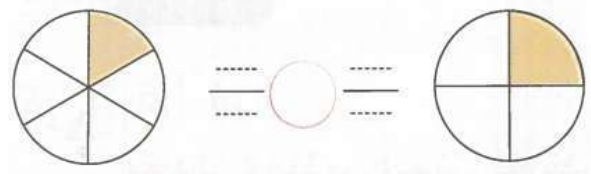
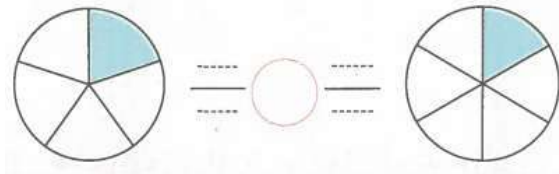
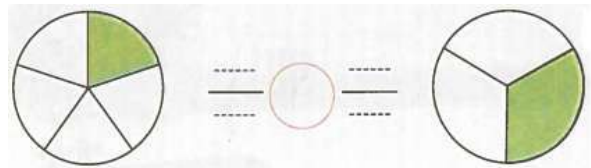
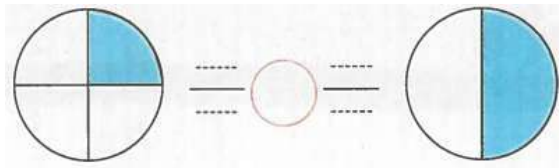
Half

$$\frac{\dots}{\dots}$$

Tenth

$$\frac{\dots}{\dots}$$

Write the fraction, then put ($>$), ($<$) or ($=$):



Circle the greater:

$\frac{1}{5}$	$\frac{1}{2}$	$\frac{1}{3}$	1	$\frac{1}{4}$	$\frac{1}{7}$
$\frac{1}{10}$	$\frac{1}{8}$	$\frac{1}{6}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{1}{6}$
1	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{1}{7}$	$\frac{1}{2}$	1
$\frac{1}{9}$	$\frac{1}{8}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{5}$	$\frac{1}{6}$

Circle the smaller:

$\frac{1}{7}$	1	$\frac{1}{5}$	$\frac{1}{8}$	$\frac{1}{4}$	$\frac{1}{6}$
$\frac{1}{9}$	$\frac{1}{3}$	$\frac{1}{11}$	$\frac{1}{8}$	$\frac{1}{12}$	$\frac{1}{10}$
$\frac{1}{4}$	$\frac{1}{5}$	1	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{7}$
$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{11}$	$\frac{1}{12}$	$\frac{1}{7}$	$\frac{1}{10}$

Put (>) or (<):

A	$\frac{1}{2}$	$\bigcirc \dots$	$\frac{1}{3}$	E	$\frac{1}{10}$	$\bigcirc \dots$	$\frac{1}{3}$
B	$\frac{1}{10}$	$\bigcirc \dots$	$\frac{1}{7}$	F	$\frac{1}{7}$	$\bigcirc \dots$	$\frac{1}{2}$
C	$\frac{1}{2}$	$\bigcirc \dots$	$\frac{1}{7}$	G	$\frac{1}{2}$	$\bigcirc \dots$	$\frac{1}{4}$
D	$\frac{1}{2}$	$\bigcirc \dots$	1	H	$\frac{1}{9}$	$\bigcirc \dots$	$\frac{1}{4}$

Circle: agree (👍) or disagree (👎):

A	$\frac{1}{2}$	$<$	$\frac{1}{3}$		
B	$\frac{1}{7}$	$>$	$\frac{1}{10}$		
C	$\frac{1}{2}$	$<$	$\frac{1}{7}$		
D	$\frac{1}{2}$	$>$	1		

➔ Rania needs $\frac{1}{3}$ L of oil and $\frac{1}{4}$ L of water to make batch of muffins. Will Rania use more oil or more water?

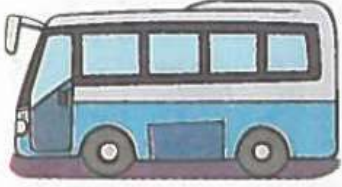
➔ Ashraf needs to cut some wood for a project. He needs $\frac{1}{8}$ of a meter for the top and $\frac{1}{6}$ of a meter for the base. Which piece of wood will be larger?

➔ Your friend Walid says that $\frac{1}{6}$ is greater than $\frac{1}{5}$ because 6 is greater than 5. Is Walid correct?

Sheet Four

[1] CONNECT

Choose the suitable unit:

		
gram / kilogram	gram / kilogram	gram / kilogram
		
gram / kilogram	gram / kilogram	gram / kilogram
		
gram / kilogram	gram / kilogram	gram / kilogram
		
gram / kilogram	gram / kilogram	gram / kilogram

[2] Fraction as a Part of a Set



How many apples are in the set?

What is the fraction of the set are **red**?



How many animals are in the set?

What is the fraction of the set are **cats**?



How many objects are in the set?

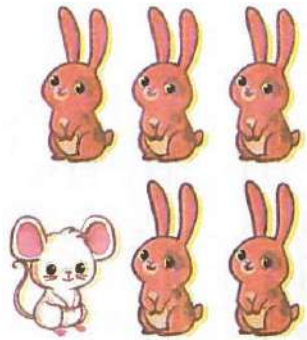
What is the fraction of the set are **keys**?



How many objects are in the set?

What is the fraction of the set are **rockets**?

What is the fraction of the set are **airplanes**?



How many animals are in the set?

What is the fraction of the set are **mice**?

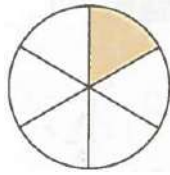


Laila picked 8 flowers for her mom. One of them was pink and the rest were red. What is the fraction of the set were pink?

How many flowers were in the set?

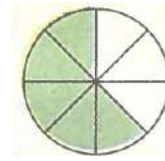
What is the fraction of the set were **pink**?

Discover the mistake and then correct it:



The shaded part is $\frac{1}{5}$

The correction:



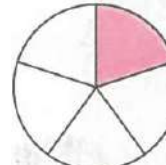
The shaded part is $\frac{4}{8}$

The correction:



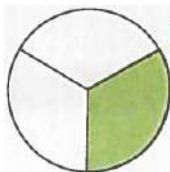
The shaded part is $\frac{5}{6}$

The correction:



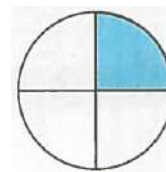
The shaded part is $\frac{1}{4}$

The correction:



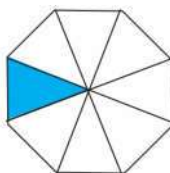
The shaded part is $\frac{1}{2}$

The correction:



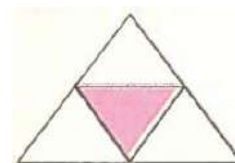
The shaded part is $\frac{1}{3}$

The correction:



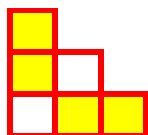
The shaded part is $\frac{7}{8}$

The correction:



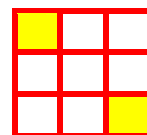
The shaded part is $\frac{3}{4}$

The correction:



The shaded part is $\frac{2}{7}$

The correction:



The shaded part is $\frac{2}{7}$

The correction:



A.



B.

- ➔ Kamal likes to eat a lot of pie. His friend told him he could have $\frac{1}{2}$ of a pie (A) or $\frac{1}{2}$ of a pie (B). Which pie should Kamal choose if he wants to eat a lot of pie?



- ➔ Ali has 8 candies and Ahmed has 12 candies. Each of them ate $\frac{1}{2}$ of his candies.
Which of them ate more?

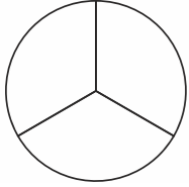
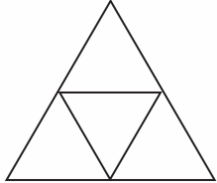


- ➔ Hoda and Mona donated with half of what they had, Hoda had L.E. 100 and Mona had L.E. 50.
Which of them donated less?

Circle the correct answer:

1. Which is longer: half of lunch time **or** half of Saturday?
2. Which is longer: half of a minute **or** half of an hour?
3. Which is more: half of an orange **or** half of a watermelon?
4. Which is more: half of a cookie **or** half of a cake?
5. Which is more: half of glass of water **or** half of swimming pool?
6. Which is more: half of a liter **or** half of a milliliter?

Read the directions for each shape. Then, answer the question:

A	Label the unit fractions for this rectangle. How many halves make one whole?	
B	Label the unit fractions for this circle. How many thirds make one whole?	
C	Label the unit fractions for this triangle. How many fourths make one whole?	

Complete:

$1 = \frac{\dots}{2}$	$1 = \frac{\dots}{7}$	$1 = \frac{8}{\dots} = \frac{\dots}{9}$
$\frac{12}{12} = \dots$	$\frac{11}{11} = \frac{7}{7} = \dots$	$\frac{5}{\dots} = 1 = \frac{\dots}{3}$

Answer the questions:

- ① How many **halves** in the whole one?
- ② How many **fourths** in the whole one?
- ③ How many **sevenths** in the whole one?
- ④ How many **thirds** in the whole one?
- ⑤ How many **ninths** in the whole one?
- ⑥ How many **eighths** in the whole one?
- ⑦ How many **sixths** in the whole one?
- ⑧ How many **fifths** in the whole one?
- ⑨ How many **tenths** in the whole one?
- ⑩ How many **elevenths** in the whole one?

Find the quotient:

$40 \div 5 = \dots\dots$	$81 \div 9 = \dots\dots$	$24 \div 4 = \dots\dots$
$36 \div 6 = \dots\dots$	$21 \div 3 = \dots\dots$	$18 \div 3 = \dots\dots$
$12 \div 6 = \dots\dots$	$25 \div 5 = \dots\dots$	$80 \div 8 = \dots\dots$
$49 \div 7 = \dots\dots$	$90 \div 9 = \dots\dots$	$56 \div 8 = \dots\dots$
$10 \div 2 = \dots\dots$	$60 \div 6 = \dots\dots$	$22 \div 2 = \dots\dots$

1. What is the **third** of 18 candies?
2. What is the **half** of 20 balloons?
3. What is the **fourth** of 16 pupils?
4. What is the **sixth** of 30 books?
5. What is the **eighth** of 18 marbles?
6. What is the **third** of 24 fish?
7. What is the **sixth** of 18 eggs?

1. What is the $\frac{1}{2}$ of 18?
2. What is the $\frac{1}{4}$ of 20?
3. What is the $\frac{1}{7}$ of 21?
4. What is the $\frac{1}{3}$ of 15?
5. What is the $\frac{1}{6}$ of 24?
6. What is the $\frac{1}{9}$ of 72?
7. What is the $\frac{1}{8}$ of 16?

[3] Fractions in our Life

$\frac{1}{4}$ of an hour = 15 minutes

$\frac{1}{3}$ of an hour = 20 minutes

$\frac{1}{2}$ of an hour = 30 minutes

$\frac{3}{4}$ of an hour = 45 minutes

1. Mona spends $\frac{3}{4}$ of an hour for preparing a cake and she puts it in the oven for $\frac{1}{4}$ of an hour. How many minutes needed for making the cake?

2. Omnia walks $\frac{1}{3}$ of an hour and runs $\frac{1}{4}$ of an hour daily. How many minutes does Omnia take for practicing sport daily?

Which do you prefer?

A	$\frac{1}{3}$ or $\frac{1}{4}$ of a chocolate bar?	.....
B	$\frac{1}{2}$ or $\frac{1}{4}$ of a pizza?	.....
C	$\frac{1}{8}$ or $\frac{1}{6}$ of a bottle of juice?	.....
D	$\frac{1}{4}$ or $\frac{1}{6}$ of a bag of candy?	.....
E	$\frac{1}{6}$ or $\frac{1}{10}$ of a watermelon?	.....

Arrange from smallest to greatest:

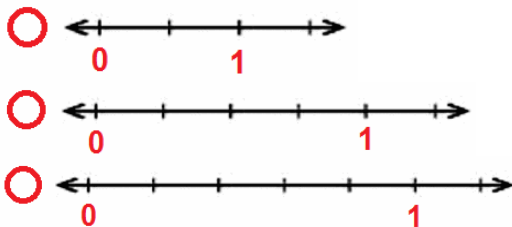
A	$\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$	The order is: , ,
B	$\frac{1}{2}$, $\frac{1}{8}$, $\frac{1}{4}$	The order is: , ,
C	$\frac{1}{12}$, $\frac{1}{7}$, $\frac{1}{10}$	The order is: , ,
D	$\frac{1}{9}$, $\frac{1}{3}$, $\frac{1}{6}$	The order is: , ,
E	$\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{5}$	The order is: , ,

Sheet Five

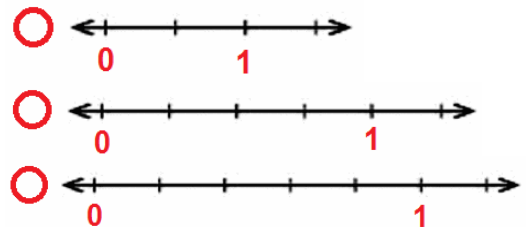
[1] Fractions on the Number Line

Choose the correct answer:

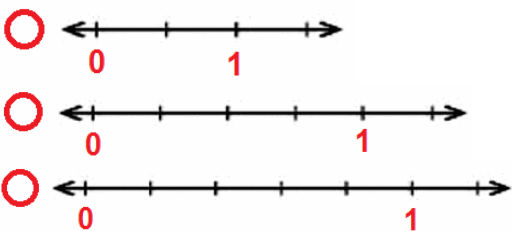
Ali divides the pizza into 5 equal parts and gives her sister one part.



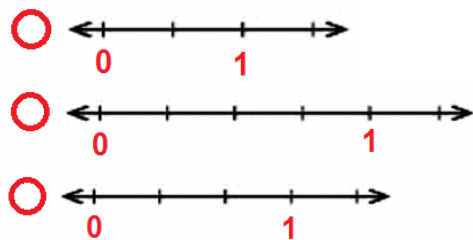
Ahmed drinks half liter of juice after he playing a match.



Rania walks $\frac{1}{4}$ km to the club with her friends.



Hany distributed a pie among his three friends.

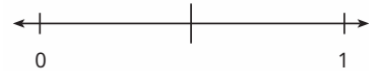


Match:

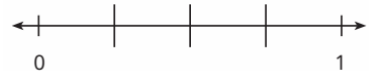
Mona had a rope. She needed $\frac{1}{2}$ of it for a project.



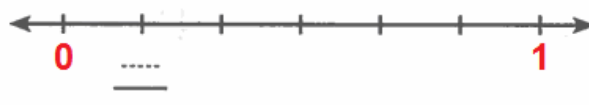
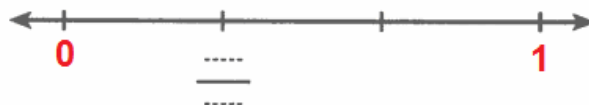
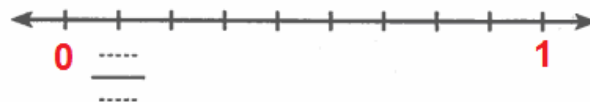
Omar had a meter of wood. He needed $\frac{1}{3}$ of the meter for a bird house.



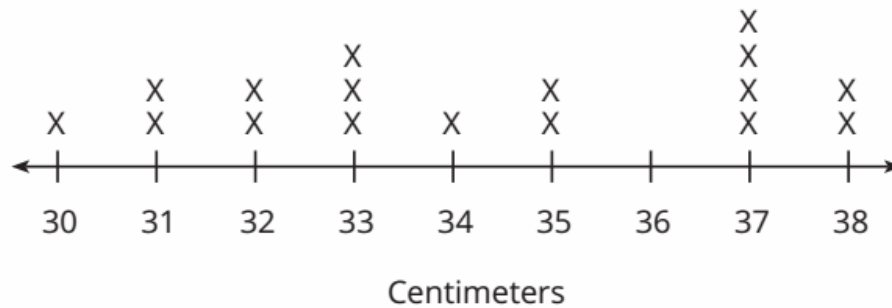
Sara was sewing beads onto a meter of ribbon. She wanted to sew a bead on each $\frac{1}{4}$ of the ribbon.



Write the fraction on the number line:



HEIGHTS STUDENTS JUMPED ABOVE GROUND



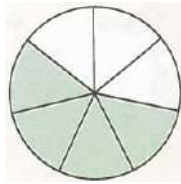
X = 1 student

Using the above line plots circle: agree (👍) or disagree (👎):

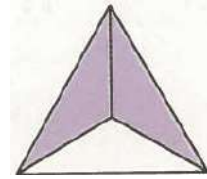
A	There are 1 student jumped 34 cm.	☐	☐
B	There are 5 students jumped lower than 32 cm.	☐	☐
C	There are 8 students jumped higher than 34 cm.	☐	☐
D	There are 2 students jumped 38 cm.	☐	☐
E	There are 4 students jumped higher than 37 cm.	☐	☐
F	There are 3 students jumped lower than 32 cm.	☐	☐
G	There are 2 students jumped 35 cm.	☐	☐
H	There are 9 students jumped higher than 33 cm.	☐	☐

[2] Proper Fractions

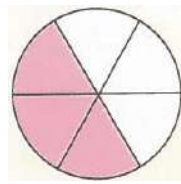
Complete as the example:



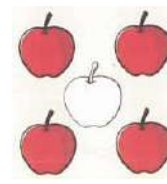
$\frac{4}{7}$ read as **four sevenths**



$\frac{2}{3}$ read as



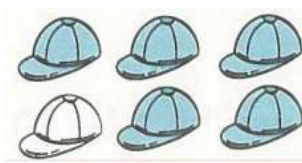
$\frac{\dots}{\dots}$ read as



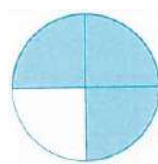
$\frac{\dots}{\dots}$ read as



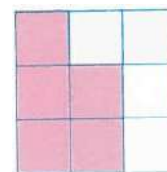
$\frac{\dots}{\dots}$ read as



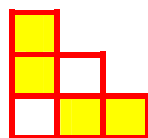
$\frac{\dots}{\dots}$ read as



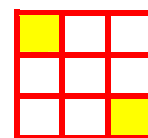
$\frac{\dots}{\dots}$ read as



$\frac{\dots}{\dots}$ read as



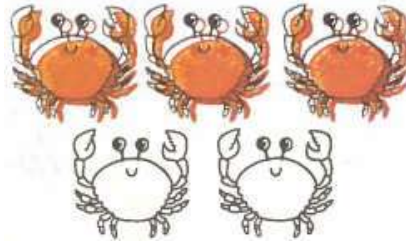
$\frac{\dots}{\dots}$ read as



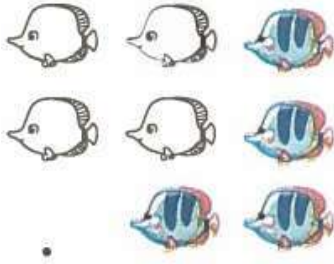
$\frac{\dots}{\dots}$ read as



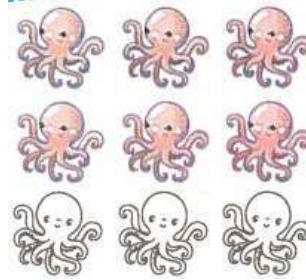
... read as
...



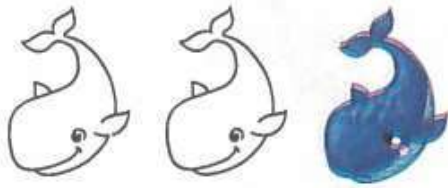
... read as
...



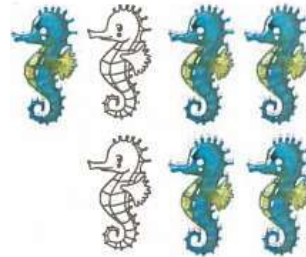
... read as
...



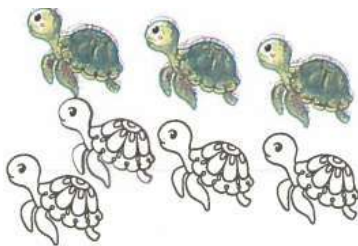
... read as
...



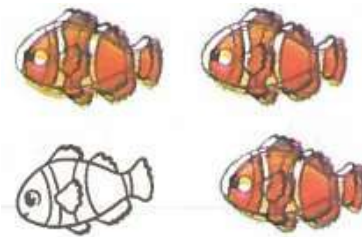
... read as
...



... read as
...



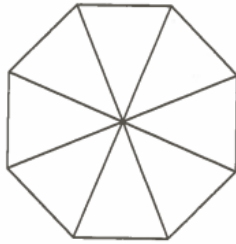
... read as
...



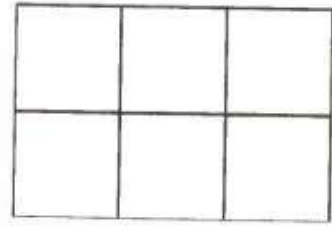
... read as
...

Color according to the fraction:

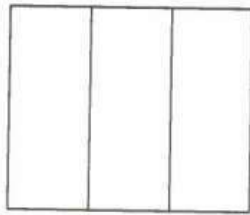
$$\frac{4}{8}$$



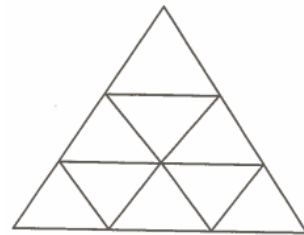
$$\frac{1}{6}$$



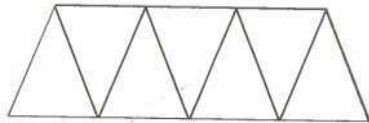
$$\frac{2}{3}$$



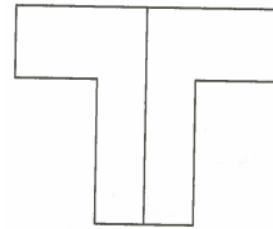
$$\frac{8}{9}$$



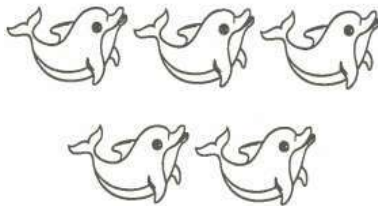
$$\frac{4}{7}$$



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



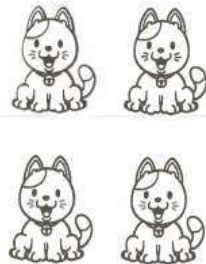
$$\frac{3}{5}$$



$$\frac{5}{8}$$



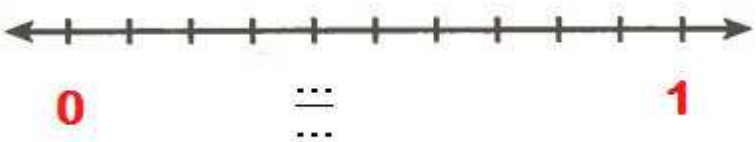
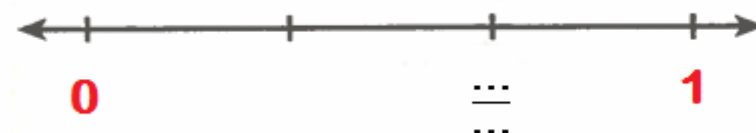
$$\frac{3}{4}$$



$$\frac{2}{5}$$



Write the fraction:



[3] Comparing Fraction

Circle the greater:

$\frac{2}{5}$	$\frac{3}{5}$	$\frac{4}{7}$	$\frac{3}{7}$	$\frac{4}{5}$	$\frac{3}{5}$
$\frac{2}{10}$	$\frac{1}{10}$	$\frac{4}{9}$	$\frac{5}{9}$	$\frac{3}{11}$	$\frac{5}{11}$
$\frac{3}{8}$	$\frac{5}{8}$	$\frac{1}{6}$	$\frac{5}{6}$	$\frac{2}{7}$	$\frac{3}{7}$
$\frac{1}{3}$	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{3}{4}$	$\frac{7}{12}$	$\frac{5}{12}$

Circle the smaller:

$\frac{2}{5}$	$\frac{3}{5}$	$\frac{4}{5}$	$\frac{3}{5}$	$\frac{4}{7}$	$\frac{3}{7}$
$\frac{2}{10}$	$\frac{1}{10}$	$\frac{3}{11}$	$\frac{5}{11}$	$\frac{4}{9}$	$\frac{5}{9}$
$\frac{3}{8}$	$\frac{5}{8}$	$\frac{2}{7}$	$\frac{3}{7}$	$\frac{1}{6}$	$\frac{5}{6}$
$\frac{1}{3}$	$\frac{2}{3}$	$\frac{7}{12}$	$\frac{5}{12}$	$\frac{1}{4}$	$\frac{3}{4}$

Put (>) or (<):

A	$\frac{4}{5}$		$\frac{3}{5}$	E	$\frac{2}{5}$		$\frac{3}{5}$
B	$\frac{3}{11}$		$\frac{5}{11}$	F	$\frac{2}{10}$		$\frac{1}{10}$
C	$\frac{2}{7}$		$\frac{3}{7}$	G	$\frac{3}{8}$		$\frac{5}{8}$
D	$\frac{7}{12}$		$\frac{5}{12}$	H	$\frac{1}{3}$		$\frac{2}{3}$

Circle: agree (👍) or disagree (👎):

A	$\frac{4}{7}$		$\frac{3}{7}$		
B	$\frac{4}{9}$		$\frac{5}{9}$		
C	$\frac{1}{6}$		$\frac{5}{6}$		
D	$\frac{1}{4}$		$\frac{3}{4}$		

Circle the greater:

$\frac{2}{7}$	$\frac{2}{5}$	$\frac{4}{7}$	$\frac{4}{9}$	$\frac{3}{8}$	$\frac{3}{5}$
$\frac{2}{10}$	$\frac{2}{11}$	$\frac{5}{7}$	$\frac{5}{9}$	$\frac{3}{11}$	$\frac{3}{4}$
$\frac{3}{8}$	$\frac{5}{6}$	$\frac{3}{7}$	$\frac{3}{5}$	$\frac{6}{7}$	$\frac{6}{11}$
$\frac{1}{3}$	$\frac{1}{8}$	$\frac{7}{9}$	$\frac{7}{10}$	$\frac{8}{9}$	$\frac{8}{11}$

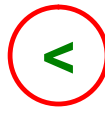
Circle the smaller:

$\frac{2}{7}$	$\frac{2}{5}$	$\frac{4}{7}$	$\frac{4}{9}$	$\frac{3}{8}$	$\frac{3}{5}$
$\frac{3}{8}$	$\frac{5}{6}$	$\frac{3}{7}$	$\frac{3}{5}$	$\frac{6}{7}$	$\frac{6}{11}$
$\frac{1}{3}$	$\frac{1}{8}$	$\frac{7}{9}$	$\frac{7}{10}$	$\frac{8}{9}$	$\frac{8}{11}$
$\frac{2}{10}$	$\frac{2}{11}$	$\frac{5}{7}$	$\frac{5}{9}$	$\frac{3}{11}$	$\frac{3}{4}$

Put (>) or (<):

A	$\frac{2}{7}$		$\frac{2}{5}$	E	$\frac{3}{8}$		$\frac{3}{5}$
B	$\frac{3}{8}$		$\frac{5}{6}$	F	$\frac{3}{11}$		$\frac{3}{4}$
C	$\frac{1}{3}$		$\frac{1}{8}$	G	$\frac{6}{7}$		$\frac{6}{11}$
D	$\frac{2}{10}$		$\frac{2}{11}$	H	$\frac{8}{9}$		$\frac{8}{11}$

Circle: agree (👍) or disagree (👎):

A	$\frac{4}{7}$		$\frac{4}{9}$		
B	$\frac{3}{7}$		$\frac{3}{5}$		
C	$\frac{7}{9}$		$\frac{7}{10}$		
D	$\frac{5}{7}$		$\frac{5}{9}$		

Sheet Six

[1] CONNECT

Order from least to greatest:

432	342	443	324
-----	-----	-----	-----

_____ ; _____ ; _____ ; _____

10,245	11,123	2,451	10,001
--------	--------	-------	--------

_____ ; _____ ; _____ ; _____

Order from greatest to least:

999	90	199	991
-----	----	-----	-----

_____ ; _____ ; _____ ; _____

89,001	90,002	90,020	8,999
--------	--------	--------	-------

_____ ; _____ ; _____ ; _____

[2] Adding and Subtracting Fractions

Add:

A. $\frac{1}{4} + \frac{2}{4} = \frac{\dots}{\dots}$



B. $\frac{1}{8} + \frac{5}{8} = \frac{\dots}{\dots}$



C. $\frac{3}{9} + \frac{4}{9} = \frac{\dots}{\dots}$



D. $\frac{5}{10} + \frac{2}{10} = \frac{\dots}{\dots}$



E. $\frac{4}{6} + \frac{1}{6} = \frac{\dots}{\dots}$



Subtract:

$$\frac{3}{4} - \frac{1}{4} = \frac{\dots}{\dots}$$



$$\frac{7}{9} - \frac{3}{9} = \frac{\dots}{\dots}$$



$$\frac{6}{7} - \frac{4}{7} = \frac{\dots}{\dots}$$



$$\frac{4}{11} - \frac{2}{11} = \frac{\dots}{\dots}$$



$$\frac{9}{10} - \frac{4}{10} = \frac{\dots}{\dots}$$



Find the result and then, match:

$$\frac{6}{7} - \frac{2}{7} = \frac{\dots}{\dots} \bullet$$

$$\bullet \frac{4}{5} - \frac{1}{5} = \frac{\dots}{\dots}$$

$$\frac{2}{5} + \frac{1}{5} = \frac{\dots}{\dots} \bullet$$

$$\bullet \frac{1}{9} + \frac{2}{9} = \frac{\dots}{\dots}$$

$$\frac{6}{9} - \frac{3}{9} = \frac{\dots}{\dots} \bullet$$

$$\bullet \frac{1}{12} + \frac{1}{12} = \frac{\dots}{\dots}$$

$$\frac{9}{12} - \frac{7}{12} = \frac{\dots}{\dots} \bullet$$

$$\bullet \frac{5}{10} + \frac{2}{10} = \frac{\dots}{\dots}$$

$$\frac{9}{10} - \frac{2}{10} = \frac{\dots}{\dots} \bullet$$

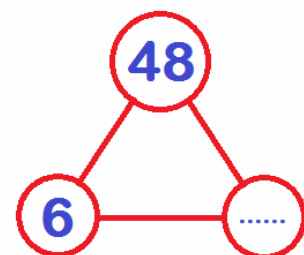
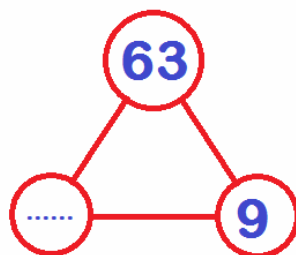
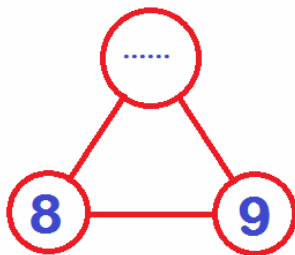
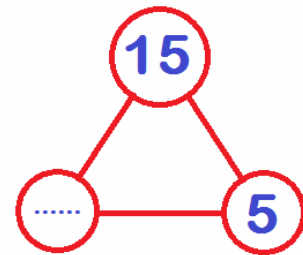
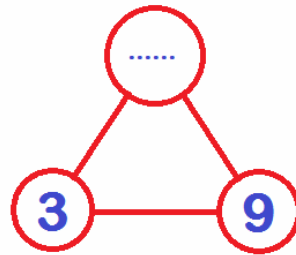
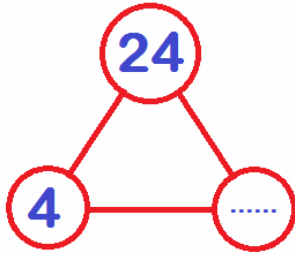
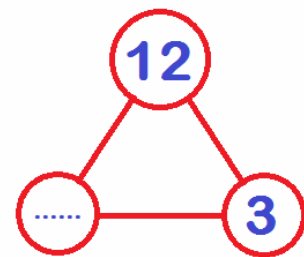
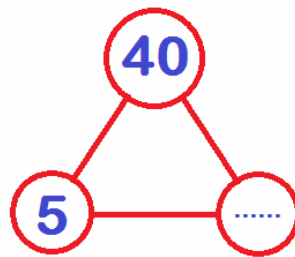
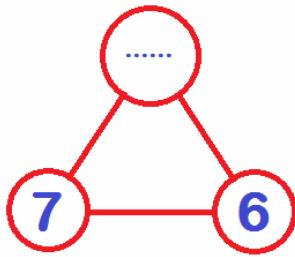
$$\bullet \frac{3}{7} + \frac{1}{7} = \frac{\dots}{\dots}$$

Complete:

A	$\frac{5}{7} - \frac{\dots}{\dots} = \frac{3}{7}$
B	$\frac{\dots}{\dots} + \frac{6}{10} = \frac{9}{10}$
C	$\frac{8}{12} - \frac{\dots}{\dots} = \frac{6}{12}$

D	$\frac{2}{9} + \frac{\dots}{\dots} = \frac{7}{9}$
E	$\frac{8}{8} - \frac{\dots}{\dots} = \frac{4}{8}$
F	$\frac{\dots}{\dots} + \frac{1}{11} = \frac{8}{11}$

Complete the facts of multiplication and division:



Story problems:

- Mohamed ate $\frac{1}{6}$ of his sandwich at snack time and $\frac{2}{6}$ of his sandwich at lunch. How much of his sandwich did he ate in all?

.....

- Omar brought $\frac{2}{4}$ of a candy bar to the playground. He gave $\frac{1}{4}$ of it to a friend. How much does he have left?

.....

3. Maha and Mona baked cakes that were the same size. Maha gave $\frac{3}{4}$ of her cake to her class. Mona gave $\frac{2}{4}$ of her cake to her class. Which class received more cake, Maha's class or Mona's class?

4. The juice container at Farida's house was $\frac{5}{6}$ full. Farida drank $\frac{5}{6}$ of the juice. How much juice was left in the container?

5. Yesterday, Marwan ran $\frac{2}{8}$ of a kilometer and then stopped to drink some water. After his water break, he ran another $\frac{2}{8}$ of a kilometer. What fraction of a kilometer did Marwan run?

6. Walaa's house is $\frac{2}{3}$ of a kilometer from school. Ali's house is $\frac{1}{3}$ of a kilometer from school. Who lives closest to school?

Best Wishes

Sheet Seven

[1] Fractions that are Equivalent to $\frac{1}{2}$

Complete the number line, then write the fraction that is equivalent to $\frac{1}{2}$:

A. $\frac{1}{2} = \frac{\dots}{\dots}$



Number line from 0 to 1 with one tick mark in the middle.

B. $\frac{1}{2} = \frac{\dots}{\dots}$



Number line from 0 to 1 with four tick marks between 0 and 1.

C. $\frac{1}{2} = \frac{\dots}{\dots}$



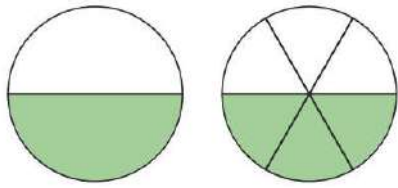
Number line from 0 to 1 with nine tick marks between 0 and 1.

D. $\frac{1}{2} = \frac{\dots}{\dots}$

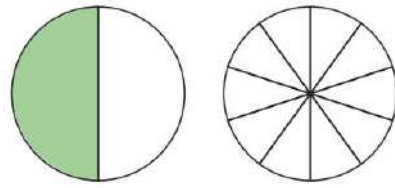


Number line from 0 to 1 with eleven tick marks between 0 and 1.

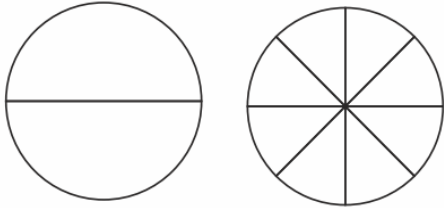
Color, then complete as the example:



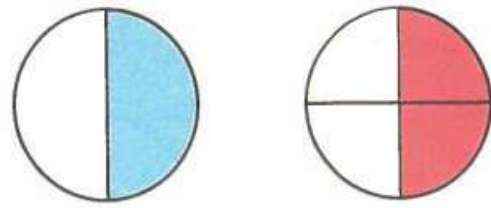
$$\frac{1}{2} = \frac{3}{6}$$



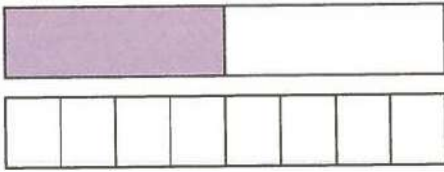
$$\frac{1}{2} = \frac{\dots}{\dots}$$



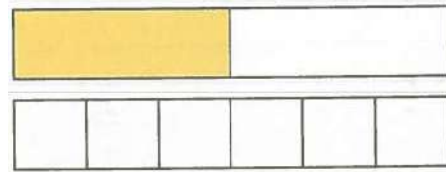
$$\frac{1}{2} = \frac{\dots}{\dots}$$



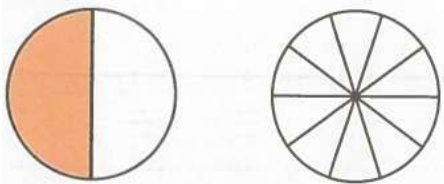
$$\frac{1}{2} = \frac{\dots}{\dots}$$



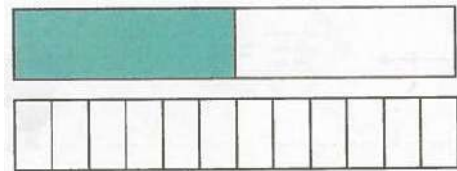
$$\frac{1}{2} = \frac{\dots}{\dots}$$



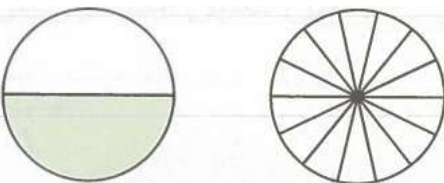
$$\frac{1}{2} = \frac{\dots}{\dots}$$



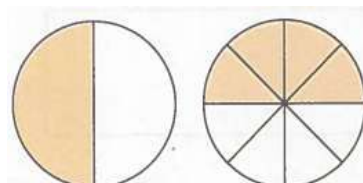
$$\frac{1}{2} = \frac{\dots}{\dots}$$



$$\frac{1}{2} = \frac{\dots}{\dots}$$



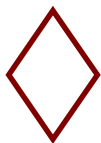
$$\frac{1}{2} = \frac{\dots}{\dots}$$



$$\frac{1}{2} = \frac{\dots}{\dots}$$

[2] CONNECT

Put (✓) or (✗):

A	 Triangle	➞ It has three vertices. () ➞ It is a quadrilateral. () ➞ It has three angles. ()
B	 Parallelogram	➞ Each 2 opposite sides are parallel. () ➞ All sides are equal in length. () ➞ It is a quadrilateral. ()
C	 Square	➞ All angles are equal in measure. () ➞ All sides are equal in length. () ➞ Two sides only are parallel. ()
D	 Rectangle	➞ All angles are equal in measure. () ➞ All sides are equal in length. () ➞ It has 4 vertices. ()
E	 Rhombus	➞ It has 6 sides. () ➞ All sides are equal in length. () ➞ It is a quadrilateral. ()
F	 Pentagon	➞ It has five vertices. () ➞ It is a quadrilateral. () ➞ It has six sides. ()

[3] More about Equivalent Fractions

Complete:

1	$\frac{1}{2} = \frac{5}{\dots}$	2	$\frac{2}{3} = \frac{\dots}{9}$	3	$\frac{1}{10} = \frac{3}{\dots}$
4	$\frac{3}{4} = \frac{\dots}{8}$	5	$\frac{1}{5} = \frac{\dots}{10}$	6	$\frac{1}{8} = \frac{\dots}{72}$
7	$\frac{7}{7} = \frac{49}{\dots}$	8	$\frac{2}{4} = \frac{\dots}{40}$	9	$\frac{5}{5} = \frac{\dots}{7}$
10	$\frac{5}{8} = \frac{\dots}{24}$	11	$\frac{3}{7} = \frac{21}{\dots}$	12	$\frac{5}{7} = \frac{15}{\dots}$
13	$\frac{2}{5} = \frac{16}{\dots}$	14	$\frac{16}{20} = \frac{4}{\dots}$	15	$\frac{8}{10} = \frac{\dots}{5}$

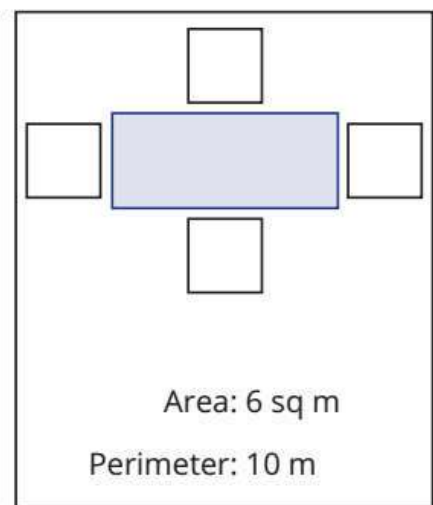
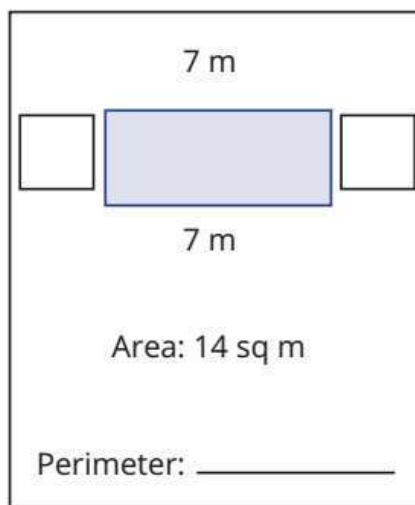
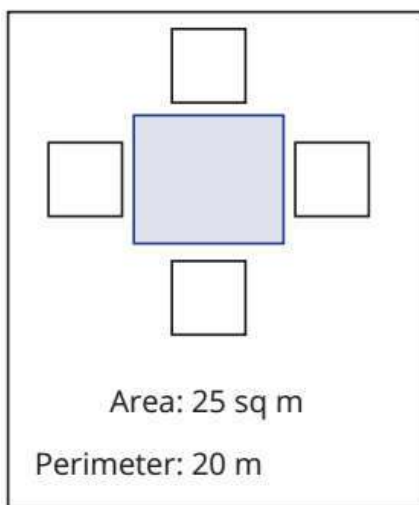
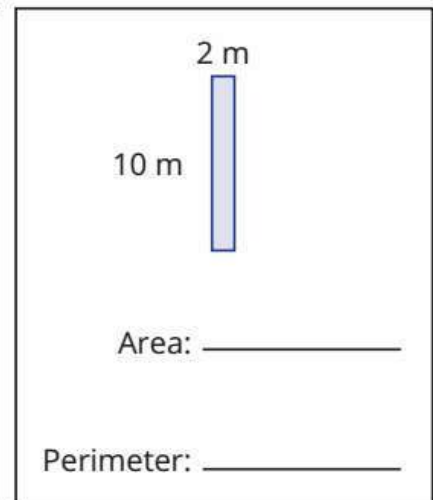
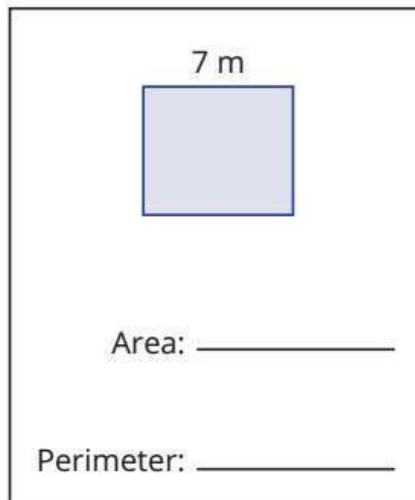
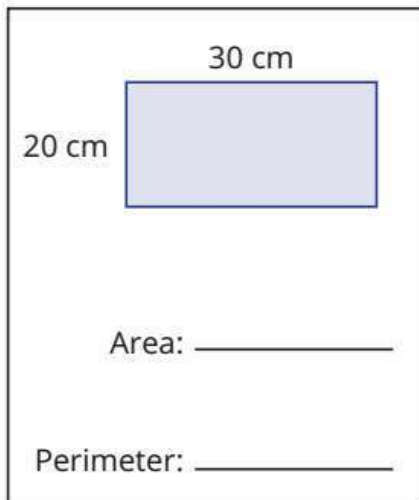
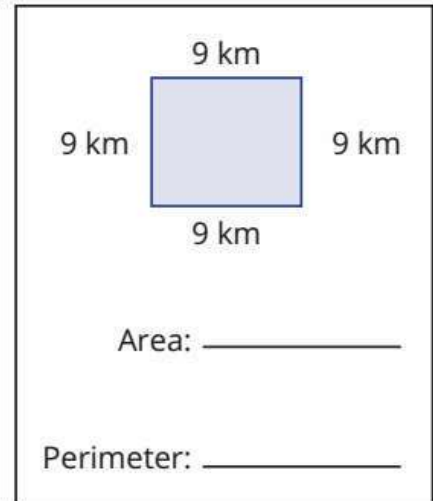
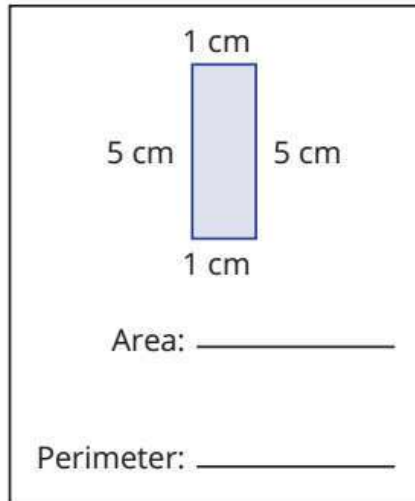
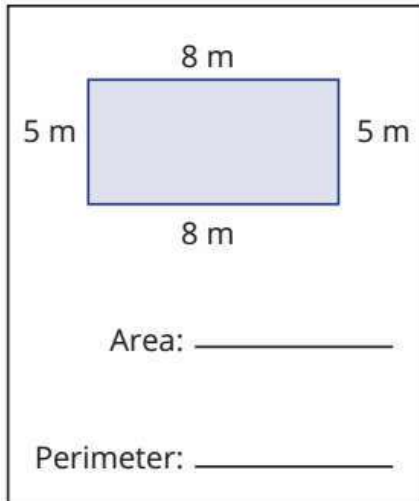
Complete:

1	$\frac{1}{3} = \frac{\dots}{6} = \frac{3}{\dots} = \frac{\dots}{\dots}$	2	$\frac{1}{5} = \frac{\dots}{15} = \frac{4}{\dots} = \frac{\dots}{\dots}$
3	$\frac{2}{3} = \frac{\dots}{6} = \frac{6}{\dots} = \frac{\dots}{\dots}$	4	$\frac{3}{4} = \frac{\dots}{8} = \frac{9}{\dots} = \frac{\dots}{\dots}$
5	$\frac{1}{4} = \frac{\dots}{8} = \frac{3}{\dots} = \frac{\dots}{\dots}$	6	$\frac{2}{5} = \frac{\dots}{10} = \frac{10}{\dots} = \frac{\dots}{\dots}$

Sheet Eight

[1] CONNECT

Complete:



[2] Division

Complete:

12 ÷ =	15 ÷ =
27 ÷ =	24 ÷ =
36 ÷ =	24 ÷ =
15 ÷ =	20 ÷ =
21 ÷ =	18 ÷ =
45 ÷ =	42 ÷ =

[3] Story Problems on Division

A librarian has 28 books. He wants to distribute them equally in 4 shelves. How many books are there in each shelf?

Number of books = $\div$ =

A teacher has 30 balloons. She wants to distribute them equally among 10 students. How many balloons each student have?

Number of balloons = $\div$ =

Mona has 56 cans of juice. She wants to distribute them equally among 7 boxes. Hoe many cans are there in each box?

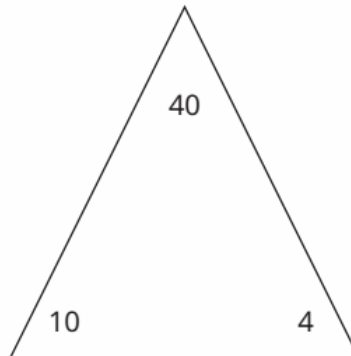
Number of cans = $\div$ =

Omar distributed 36 pens among his friends. Each of them takes 9 pens. How many friends of Omar?

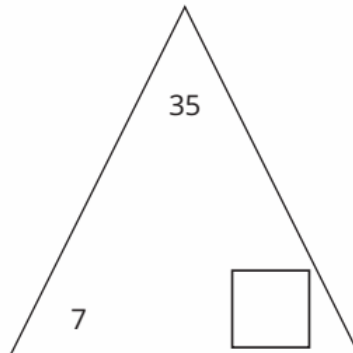
Number of friends = $\div$ =

[4] Connect

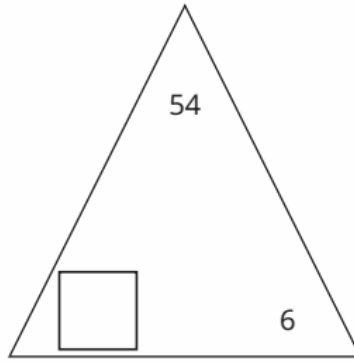
Complete the fact families:



$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$
--	--



$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$
--	--

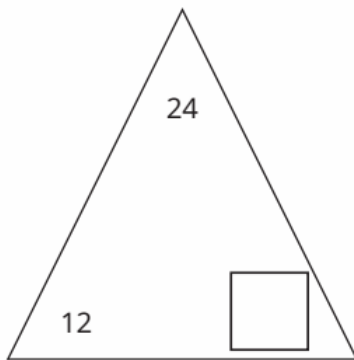


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

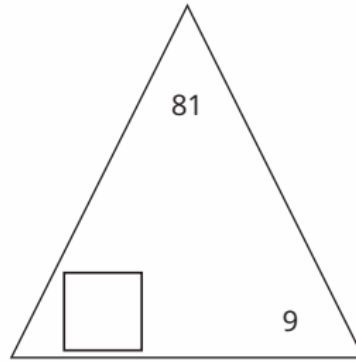


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

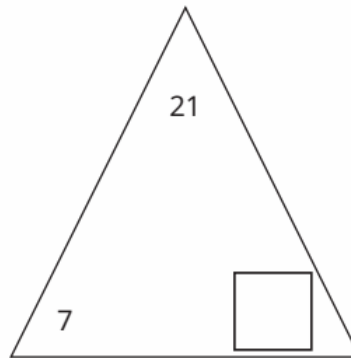


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

Choose 3 numbers then write fact families:

5	9	2	11	45
---	---	---	----	----

$$\begin{array}{l} \dots \times \dots = \dots \\ \dots \times \dots = \dots \\ \dots \div \dots = \dots \\ \dots \div \dots = \dots \end{array}$$

30	6	3	7	10
----	---	---	---	----

$$\begin{array}{l} \dots \times \dots = \dots \\ \dots \times \dots = \dots \\ \dots \div \dots = \dots \\ \dots \div \dots = \dots \end{array}$$

9	4	32	5	8
---	---	----	---	---

$$\begin{array}{l} \dots \times \dots = \dots \\ \dots \times \dots = \dots \\ \dots \div \dots = \dots \\ \dots \div \dots = \dots \end{array}$$

7	2	12	5	10
---	---	----	---	----

$$\begin{array}{l} \dots \times \dots = \dots \\ \dots \times \dots = \dots \\ \dots \div \dots = \dots \\ \dots \div \dots = \dots \end{array}$$

6	11	54	3	66
---	----	----	---	----

$$\begin{array}{l} \dots \times \dots = \dots \\ \dots \times \dots = \dots \\ \dots \div \dots = \dots \\ \dots \div \dots = \dots \end{array}$$

6	7	63	84	12
---	---	----	----	----

$$\begin{array}{l} \dots \times \dots = \dots \\ \dots \times \dots = \dots \\ \dots \div \dots = \dots \\ \dots \div \dots = \dots \end{array}$$

3	6	32	24	8
---	---	----	----	---

$$\begin{array}{l} \dots \times \dots = \dots \\ \dots \times \dots = \dots \\ \dots \div \dots = \dots \\ \dots \div \dots = \dots \end{array}$$

6	3	42	24	7
---	---	----	----	---

$$\begin{array}{l} \dots \times \dots = \dots \\ \dots \times \dots = \dots \\ \dots \div \dots = \dots \\ \dots \div \dots = \dots \end{array}$$

Sheet Nine

[1] CONNECT

Farida had L.E. 100, she bought 3 pens. The price of each pen is L.E. 7. What is the remainder with her?

Price of pens = =

The remainder = =

Omar has 90 pounds, his sister has 80 pounds. They bought a present to their mother for L.E. 150. What is remainder with them?

They have = =

The remainder = =

A father bought 5 boxes of chocolate. Each box contains 6 bars. He distributed them equally among his 3 sons. How much bars does each son take?

Number of bars = =

Each son takes = =

Find the result:

$9 \times 7 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

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

$8 \times 5 = \underline{\quad}$

$12 \times 2 = \underline{\quad}$

$11 \times 7 = \underline{\quad}$

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

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

$8 \times 2 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$9 \times 4 = \underline{\quad}$

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

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

$8 \times 6 = \underline{\quad}$

$7 \times 1 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

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

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

$12 \times 1 = \underline{\quad}$

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

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

$11 \times 5 = \underline{\quad}$

$8 \times 1 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$4 \times 1 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$0 \times 12 = \underline{\quad}$

$1 \times 9 = \underline{\quad}$

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

Challenge:

I have a zero in the Ones place.

One of my factors is 4.

I am double 10.

What number am I?

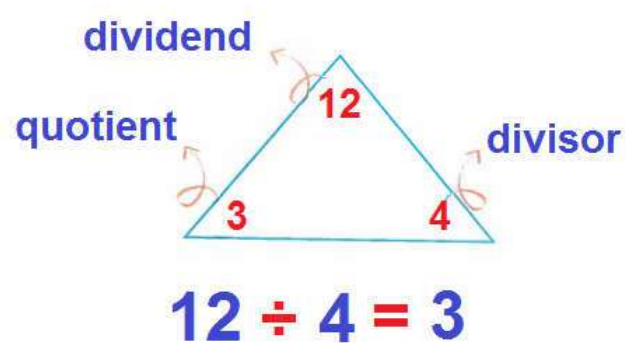
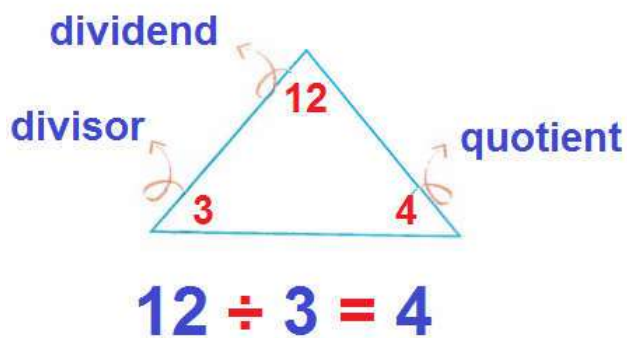
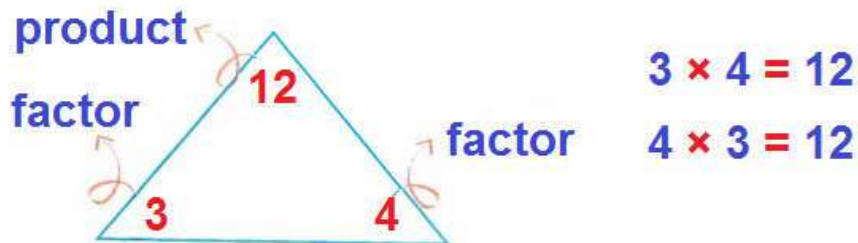
I have 6 different factors.

I have a 1 in the Tens place.

6 is one of my factors.

What numbers might I be?

[2] Fact Families for Multiplication and Division



Complete the fact families:

5	9	.....
.....	$\times$	 =
.....	$\times$	 =
.....	$\div$	 =
.....	$\div$	 =

30	6	.....
.....	$\times$	 =
.....	$\times$	 =
.....	$\div$	 =
.....	$\div$	 =

6

9

.....

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$

8

4

.....

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$

3

7

.....

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$

2

5

.....

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$

5

10

.....

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$

7

9

.....

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$

5

7

.....

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$

10

2

.....

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$

Complete the fact families:



The factors are: and

The facts are:

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$



The factors are: and

The facts are:

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$



The factors are: and

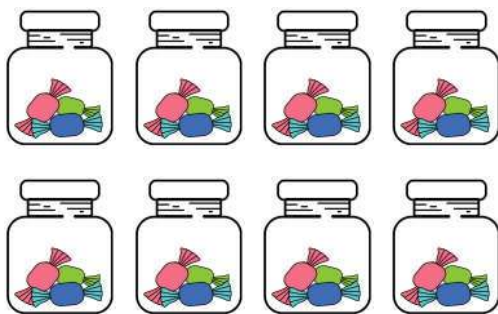
The facts are:

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$



The factors are: and

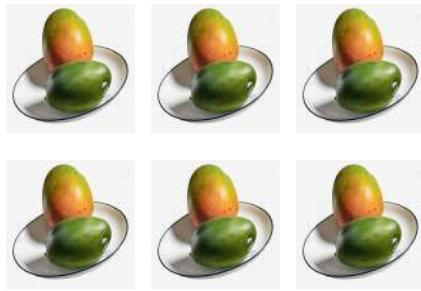
The facts are:

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$



The factors are: and

The facts are:

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$



The factors are: and

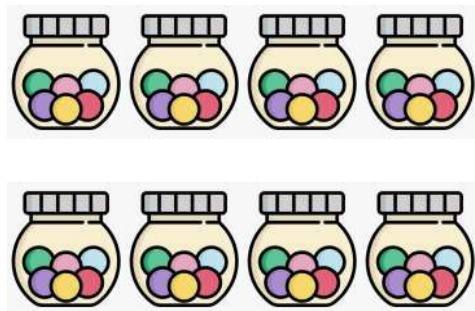
The facts are:

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$



The factors are: and

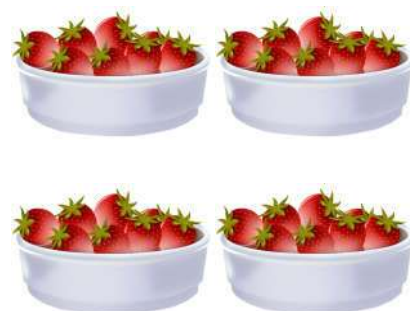
The facts are:

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

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

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$



The factors are: and

The facts are:

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

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

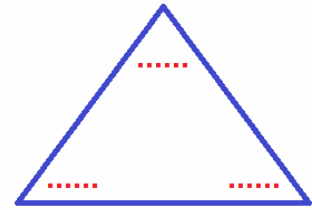
$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$

[3] Story Problems

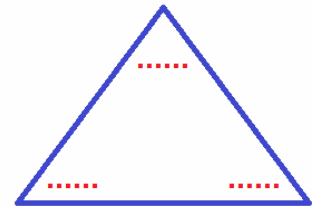
Each cat ate 5 fish. How many cats ate 30 fish?

Number of cats = =



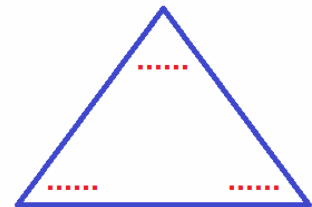
Ahmed plants 56 trees in 8 rows.
How many trees in each row?

Number of trees = =



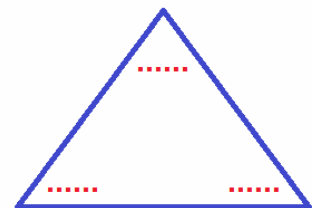
If 55 students distributed in 5 rows.
How many students in each row?

Number of students = =



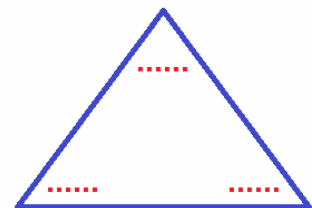
Amina puts 21 pencils in some glasses.
Each glass has 7 pencils. How many glasses needed?

Number of glasses = =



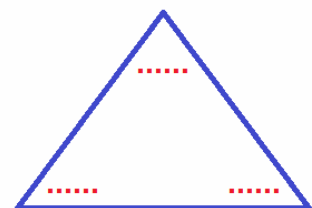
A teacher distributed 99 cards among 11 groups of students. How many cards of each group?

Number of cards = =



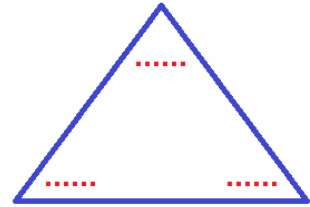
There are 8 giraffes in the Zoo. Each one ate 5 kg of grass. How many kilograms needed?

Number of kilograms = =



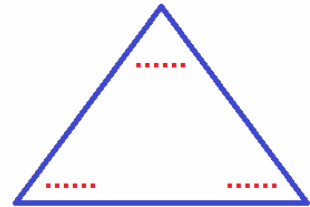
Noran studies 5 hours daily. How many hours does Noran study in 10 days?

Number of hours = =



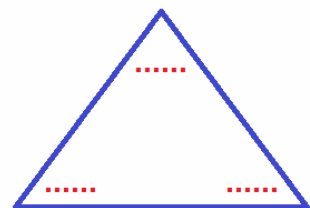
A driver pays 4 pounds for parking per hour. How many hours for 20 pounds?

Number of hours = =



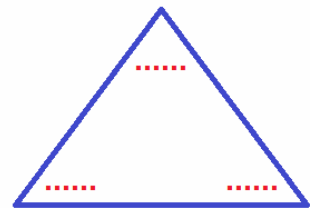
A farmer distributed 121 cheeps in 11 pens. How many cheeps in each pen?

Number of grams = =



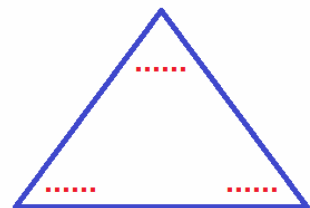
Adam and his friends walked to the Zoo. The ticket cost L.E. 3. Adam and his friends spend L.E. 27. How many tickets did they buy?

Number of tickets = =



At the hippo exhibit in the zoo, Adam counts 16 hippo feet. If you know that the hippo has 4 legs. How many hippos are at the zoo?

Number of hippos = =



Sheet Ten

[1] CONNECT

Omar measured his garden, and it is 3 meters wide and 4 meters long. Draw a sketch of Omar's garden and label the dimensions.

sketch of Omar's garden

What is the area of Omar's garden?

What is the perimeter of Omar's garden?

What if Omar's garden had the same perimeter but was a triangle? Draw a sketch of that garden and label the sides.

Gehad drew a square that has side lengths of 8 cm.

Sketch Gehad's square:

What is the perimeter of the square?

What is the area of the square?

If Mona drew an octagon that had the same perimeter, what would it look like?

Ashraf has a rectangular rug in his house that measures 8 meters by 2 meters.

Sketch Ashraf's rug:

What is the perimeter of the rug?

What is the area of the rug?

Noran has a rug in her house with the same perimeter but is not a rectangle. What could her rug look like?

Mohab drew a hexagon with a perimeter of 24 cm.

Sketch Mohab's hexagon below.

Draw one quadrilateral and one other shape that could have the same perimeter.
Label the sides.

Moustafa drew three rectangles next to each other. Each rectangle was 5 cm long and 2 cm wide.

Sketch the three rectangles.

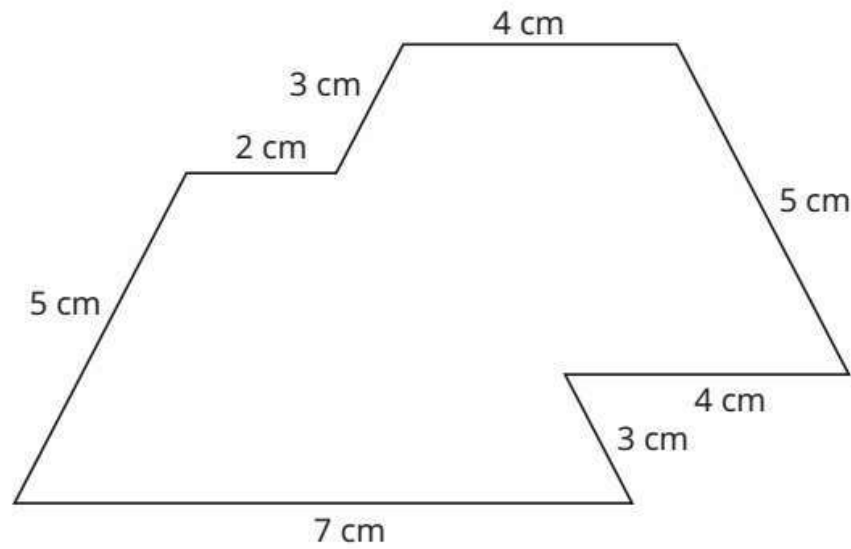
What is the perimeter of one rectangle?

What is the area of one rectangle?

What is the perimeter of all three rectangles together?

What is the area of all three rectangles together?

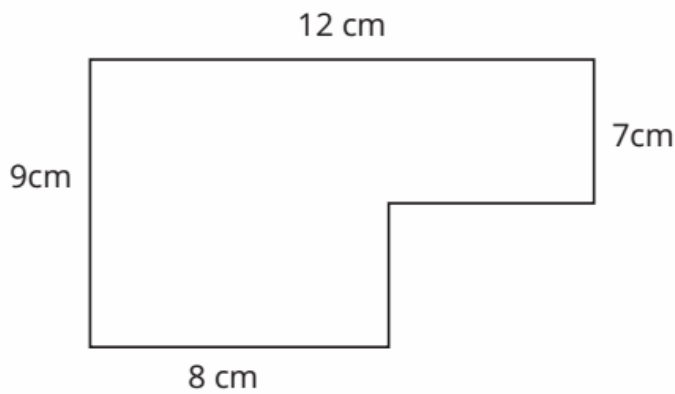
Fares measured the following shape and labeled its sides.



What is the perimeter of Fares's shape?

Fares says that this shape is an octagon. Is that true? Why or why not?

Hala drew a sketch of what she wanted her room to look like using centimeters. The total perimeter is 42 cm. Can you find the missing measurements?

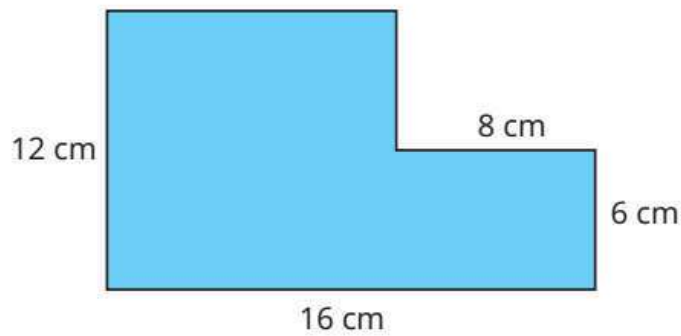


The rectangular field at the park has a total perimeter of 44 meters. The width of the field is 10 meters.

Draw a sketch of the field and label all the sides.

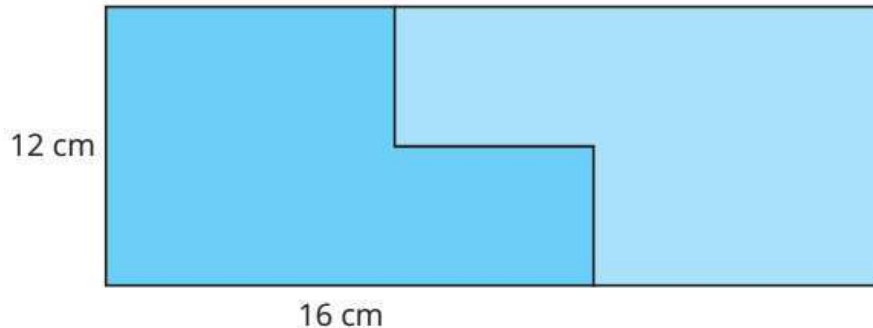
What is the area of the field?

Mazen put two rectangles together to make the L-shaped figure below. He measured some of the side lengths and recorded them as shown.



Label the missing sides and then figure out the perimeter of the shape.

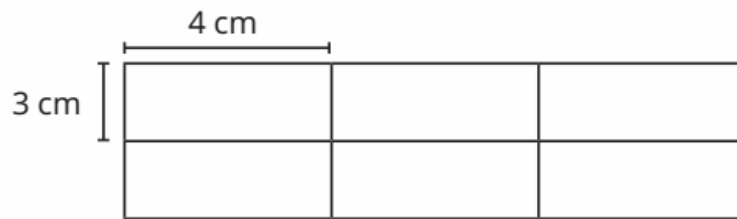
What is the area of Mazen's shape?



What is the perimeter of the new rectangle that Mazen made?

What is the area of the new shape? How can the previous problem help you find the area of this new shape?

Magdy draws 6 equal-sized rectangles as shown below to make a new, larger rectangle.
The small rectangles are 4 cm by 3 cm.



What is the perimeter of Magdy's new rectangle?

What is the area of Magdy's new rectangle?

Gamal wakes up at 6:00 a.m. and leaves to school after an hour and a quarter. It takes him 15 minutes to walk to school. He spends 6 hours at school and leave for home.



Wake up



Leave for school



Arrive back at home

Hoda wakes up at 7.15 a.m. She goes to the club at 6:30 p.m. She spends there 3 hours and goes back to home.



Wake up



Goes to club



Leave for home

Ahmed wakes up at 7.30 a.m. He goes to his work at 9:00. He spends there 8 hours and goes back to home.



Wake up



Goes to work



Leave for home

Directions: Look at the rectangle below and think about how you could find the total perimeter using the information given.

2 cm

Area = 10 sq cm

Below is a football field.

Area = 24 sq m

8 m

What is the total perimeter of the field?



Salma drew four identical squares. The area of one of the squares is 25 square cm and the length of one side is 5 cm.

5 cm

Area = 25
sq cm

What is the total perimeter of the four squares?

What would be the total area of the four squares?



Wagdy drew the following rectangle.

6 cm

Area =
30 sq cm

What is the total perimeter of Wagdy's rectangle?

Sketch another rectangle that has the same area.

What is the total perimeter of your new rectangle?

Taha made a tiny rectangular painting with an area of 72 square cm. The width of her painting is 9 cm.

Sketch Taha's painting:

What is the length of her painting?

What is the total perimeter of her painting?

I can be a rectangle or a square.
I have an area of 36 square units.
My width is greater than 2 units.
What do I look like?

Shape one:

Total perimeter =

Shape two:

Total perimeter =

Find the result:

$1 \times 4 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

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

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

$3 \times 5 = \underline{\quad}$

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

$8 \times 6 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

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

$6 \times 2 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

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

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

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

$10 \times 9 = \underline{\quad}$

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

$9 \times 4 = \underline{\quad}$

$11 \times 7 = \underline{\quad}$

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

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

$2 \times 10 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$12 \times 2 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$11 \times 4 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

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

$2 \times 9 = \underline{\quad}$

$6 \times 9 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

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

$7 \times 8 = \underline{\quad}$

$11 \times 8 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$12 \times 5 = \underline{\quad}$

Sheet Eleven

[1] CONNECT

Fill in the unknown factors in the fact families:

A	$5 \times 7 = \dots\dots\dots$	Therefore	$35 \div 5 = \dots\dots\dots$
B	$8 \times \dots\dots\dots = 48$	Therefore	$48 \div 8 = \dots\dots\dots$
C	$8 \times 9 = \dots\dots\dots$	Therefore	$72 \div 9 = \dots\dots\dots$
D	$4 \times 6 = \dots\dots\dots$	Therefore	$24 \div 4 = \dots\dots\dots$
E	$3 \times 12 = \dots\dots\dots$	Therefore	$36 \div 12 = \dots\dots\dots$
F	$5 \times 11 = \dots\dots\dots$	Therefore	$55 \div 5 = \dots\dots\dots$
G	$2 \times 12 = \dots\dots\dots$	Therefore	$24 \div 12 = \dots\dots\dots$
H	$4 \times 7 = \dots\dots\dots$	Therefore	$28 \div 7 = \dots\dots\dots$

Find the result:

1.

$$\begin{array}{r} 26 \\ + 18 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 475 \\ + 25 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 115 \\ - 108 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 297 \\ + 3 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 473 \\ - 52 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 527 \\ - 19 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 387 \\ + 13 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 80 \\ - 74 \\ \hline \end{array}$$

9.

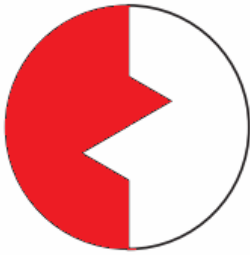
$$\begin{array}{r} 68 \\ - 29 \\ \hline \end{array}$$

Find the result:

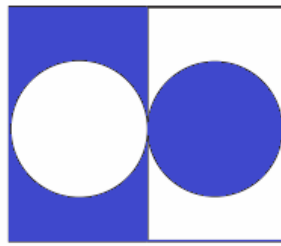
$1 \times 6 =$	$72 \div 6 =$	$10 \times 6 =$	$42 \div 6 =$
$2 \times 6 =$	$12 \div 6 =$	$6 \times 6 =$	$36 \div 6 =$
$3 \times 6 =$	$24 \div 6 =$	$7 \times 6 =$	$48 \div 6 =$
$4 \times 6 =$	$6 \div 6 =$	$8 \times 6 =$	$60 \div 6 =$
$5 \times 6 =$	$30 \div 6 =$	$9 \times 6 =$	$54 \div 6 =$
$6 \times 9 =$	$18 \div 6 =$	$8 \times 6 =$	$6 \times 7 =$
$6 \div 6 =$	$0 \times 6 =$	$10 \times 6 =$	$6 \times 6 =$
$12 \times 6 =$	$6 \times 11 =$	$0 \div 6 =$	$24 \div 6 =$
$66 \div 6 =$	$48 \div 6 =$	$6 \times 9 =$	$6 \times 7 =$
$2 \times 6 =$	$18 \div 6 =$	$5 \times 6 =$	$9 \times 6 =$

[2] Unusual Halves

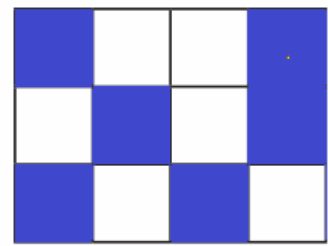
Put (✓) under shapes that show one half is shaded:



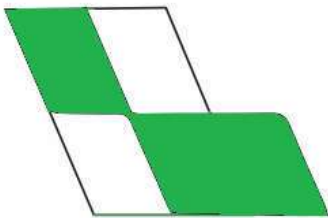
()



()



()



()



()



()



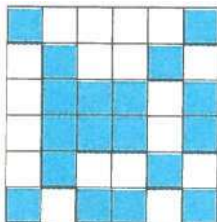
()



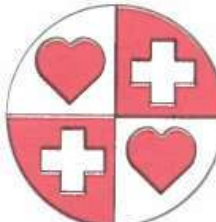
()



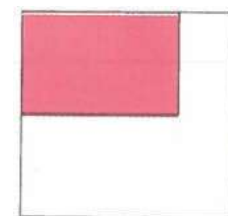
()



()

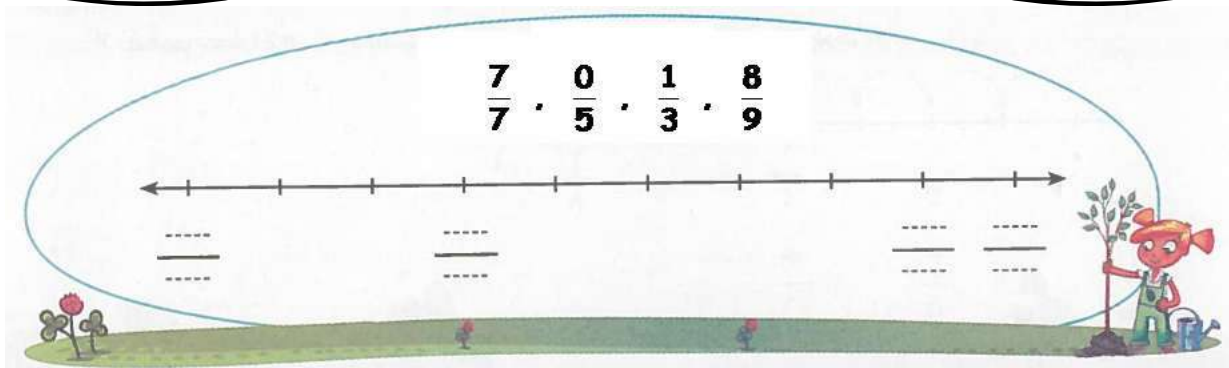
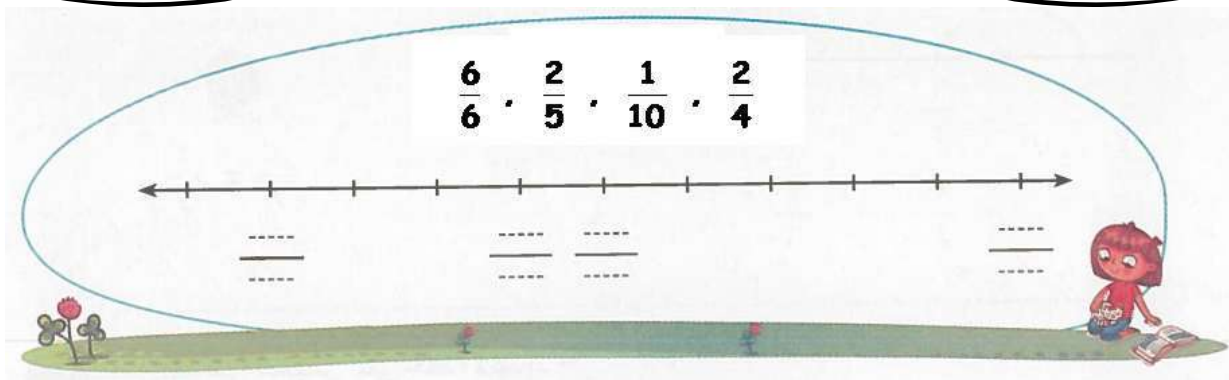
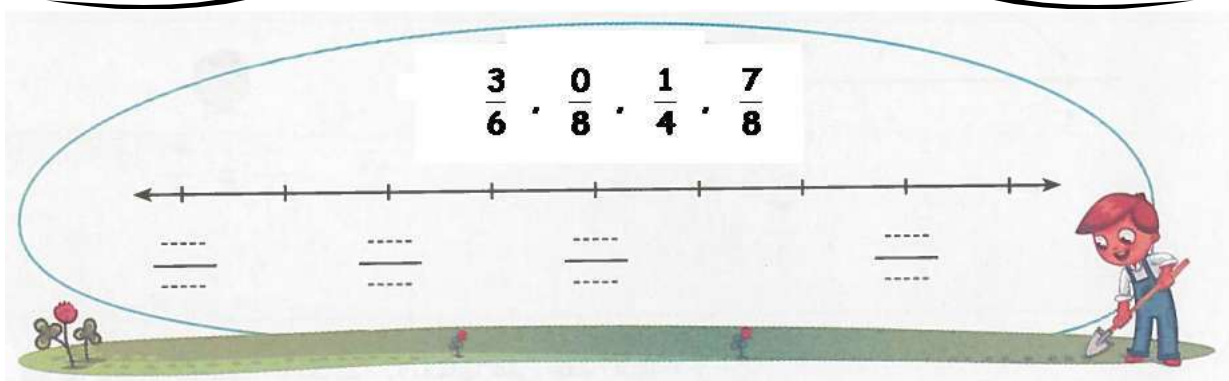
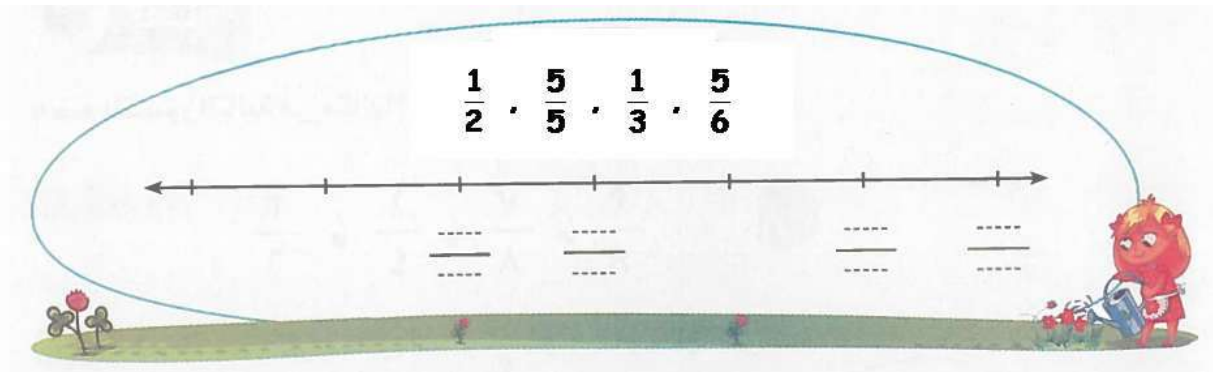


()



()

Put the fractions in its right position on the number line:



[3] The Value and the Place Value

Remember: ones, tens, hundreds, thousands

Write the place value of the red digit:

A	67 511 →
B	893 052 →
C	715 980 →
D	821 374 →
E	501 234 →
F	945 107 →
G	44 235 →
H	20 643 →
I	256 841 →
J	261 689 →

Write the **value** of the red digit:

A	6 7 511 →
B	893 0 52 →
C	7 1 5 980 →
D	8 21 374 →
E	501 2 3 4 →
F	9 45 107 →
G	44 2 35 →
H	2 0 643 →
I	256 8 41 →
J	2 6 1 689 →

Write the **expanded form** as the example:

A	$67\ 511 = 1 + 10 + 500 + 7\ 000 + 60\ 000$
B	$893\ 052 = \dots + \dots + \dots + \dots + \dots + \dots$
C	$715\ 980 = \dots + \dots + \dots + \dots + \dots + \dots$
D	$821\ 374 = \dots + \dots + \dots + \dots + \dots + \dots$
E	$501\ 234 = \dots + \dots + \dots + \dots + \dots + \dots$
F	$945\ 107 = \dots + \dots + \dots + \dots + \dots + \dots$
G	$44\ 235 = \dots + \dots + \dots + \dots + \dots$
H	$20\ 643 = \dots + \dots + \dots + \dots + \dots$
I	$256\ 841 = \dots + \dots + \dots + \dots + \dots + \dots$
J	$261\ 689 = \dots + \dots + \dots + \dots + \dots + \dots$

Form the greatest and the smallest number:

4 1 8 3 4 6

The greatest number:

The Smallest number:

9 5 4 8 3 6

The greatest number:

The Smallest number:

4 0 7 5 9 1

The greatest number:

The Smallest number:

1 6 3 0 2 7

The greatest number:

The Smallest number:

2 8 0 9 7 5

The greatest number:

The Smallest number:

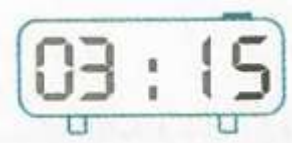
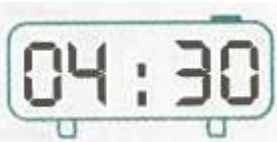
Sheet Twelve

[1] Elapsed Time

Write the elapsed time:

	Start time	End time	Elapsed time
A	4:00 a.m.	7:30 a.m.	.....
B	5:30 p.m.	9:30 p.m.	.....
C	3:15 a.m.	8:00 a.m.	.....
D	11:30 a.m.	9:30 p.m.	.....
E	5:20 p.m.	12:30 a.m.	.....
F	4:00 p.m.	6:30 p.m.	.....
G	9:30 a.m.	4:30 p.m.	.....
H	10:15 p.m.	4:15 a.m.	.....

Write the elapsed time:

	Start time	End time	Elapsed time
A			
B			
C			
D			
E			

[2] CONNECT

Find the result:

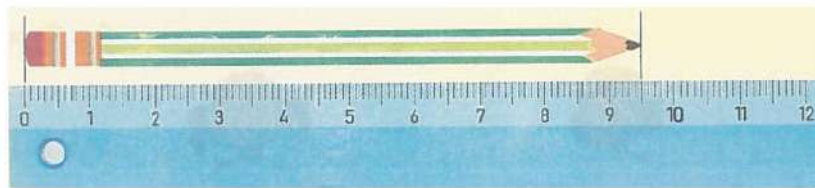
$10 \times 4 = \underline{\hspace{2cm}}$	$20 \times 5 = \underline{\hspace{2cm}}$	$3 \times 70 = \underline{\hspace{2cm}}$	$40 \times 2 = \underline{\hspace{2cm}}$
$50 \times 5 = \underline{\hspace{2cm}}$	$60 \times 4 = \underline{\hspace{2cm}}$	$70 \times 5 = \underline{\hspace{2cm}}$	$80 \times 4 = \underline{\hspace{2cm}}$
$90 \times 5 = \underline{\hspace{2cm}}$	$20 \times 8 = \underline{\hspace{2cm}}$	$30 \times 9 = \underline{\hspace{2cm}}$	$60 \times 8 = \underline{\hspace{2cm}}$
$70 \times 2 = \underline{\hspace{2cm}}$	$5 \times 50 = \underline{\hspace{2cm}}$	$40 \times 4 = \underline{\hspace{2cm}}$	$3 \times 60 = \underline{\hspace{2cm}}$
$50 \times 5 = \underline{\hspace{2cm}}$	$60 \times 9 = \underline{\hspace{2cm}}$	$50 \times 8 = \underline{\hspace{2cm}}$	$70 \times 4 = \underline{\hspace{2cm}}$
$7 \times 20 = \underline{\hspace{2cm}}$	$80 \times 6 = \underline{\hspace{2cm}}$	$10 \times 20 = \underline{\hspace{2cm}}$	$8 \times 20 = \underline{\hspace{2cm}}$

Complete:

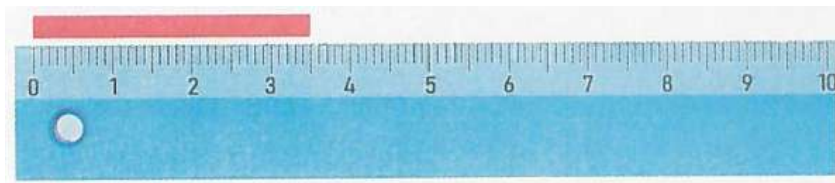
$18 \div 3 = \dots\dots$	$27 \div 3 = \dots\dots$	$3 \div 1 = \dots\dots$	$12 \div 3 = \dots\dots$
$24 \div 3 = \dots\dots$	$3 \div 3 = \dots\dots$	$36 \div 4 = \dots\dots$	$28 \div 4 = \dots\dots$
$12 \div 4 = \dots\dots$	$24 \div 4 = \dots\dots$	$36 \div 4 = \dots\dots$	$21 \div 3 = \dots\dots$
$20 \div 4 = \dots\dots$	$32 \div 4 = \dots\dots$	$30 \div 3 = \dots\dots$	$40 \div 4 = \dots\dots$
$18 \div 3 = \dots\dots$	$8 \div 4 = \dots\dots$	$4 \div 4 = \dots\dots$	$12 \div 3 = \dots\dots$
$9 \div 3 = \dots\dots$	$40 \div 4 = \dots\dots$	$30 \div 3 = \dots\dots$	$20 \div 4 = \dots\dots$
$8 \div 4 = \dots\dots$	$6 \div 3 = \dots\dots$	$44 \div 4 = \dots\dots$	$48 \div 4 = \dots\dots$

[3] Measuring Length

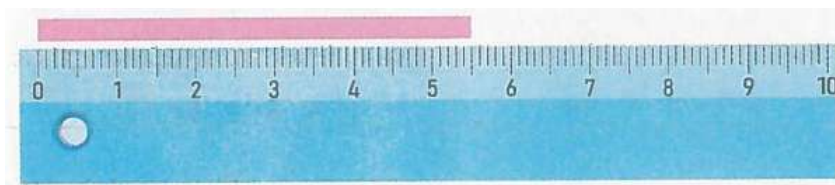
Write the length of each of the following:



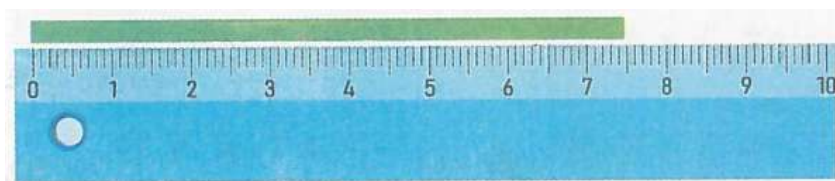
The length = cm



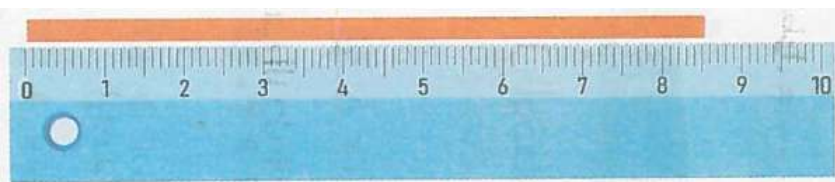
The length = cm



The length = cm



The length = cm



The length = cm

[4] Representing Data

One of the Primary 3 classes grew bean plants for a science experiment. Students measured their plants to the nearest $\frac{1}{2}$ cm and recorded the heights of their plants below. Their data is not in order.

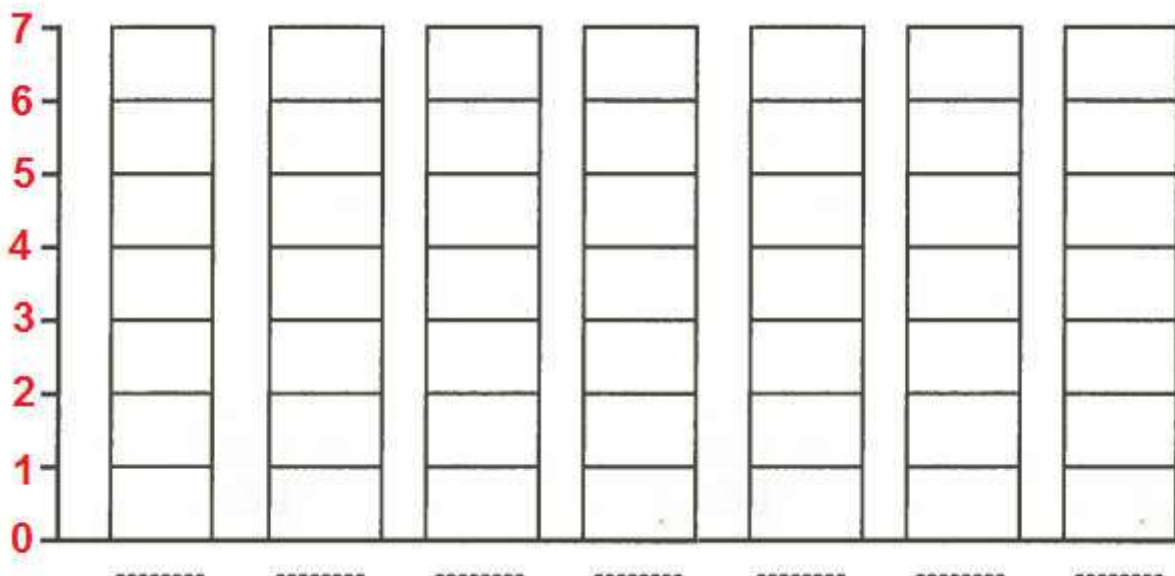
Height of Plants

1 cm	$1\frac{1}{2}$ cm	$2\frac{1}{2}$ cm	$3\frac{1}{2}$ cm
$1\frac{1}{2}$ cm	2 cm	$1\frac{1}{2}$ cm	3 cm
$3\frac{1}{2}$ cm	$3\frac{1}{2}$ cm	4 cm	2 cm

Line plots



Bar chart



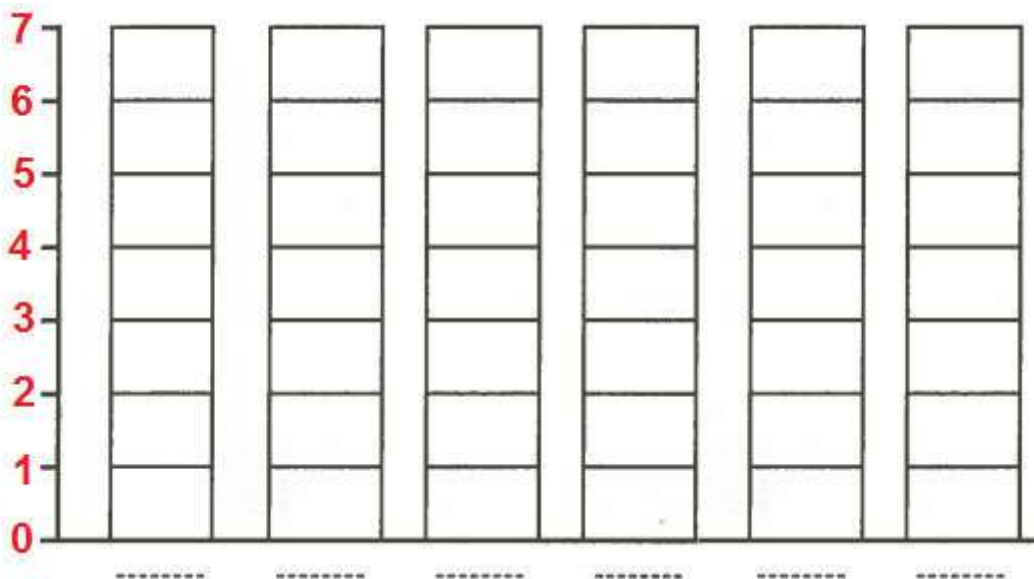
The following table shows the length of some insects in millimeters. Represent these data by bar chart and line plots.

5	6	$5\frac{1}{2}$	$7\frac{1}{2}$	$6\frac{1}{2}$
$6\frac{1}{2}$	$7\frac{1}{2}$	$5\frac{1}{2}$	$6\frac{1}{2}$	$6\frac{1}{2}$
7	$7\frac{1}{2}$	6	$7\frac{1}{2}$	$7\frac{1}{2}$

Line plots

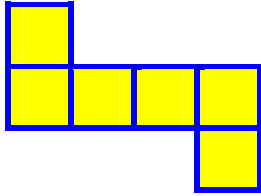


Bar chart



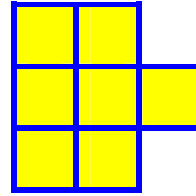
[5] Perimeter and Area

Find the **area** and the **perimeter**:



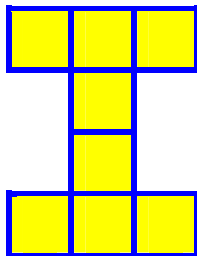
The area = sq. units

The perimeter = units



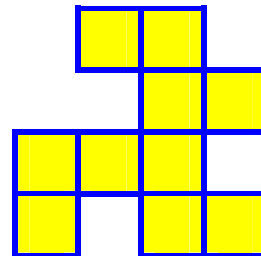
The area = sq. units

The perimeter = units



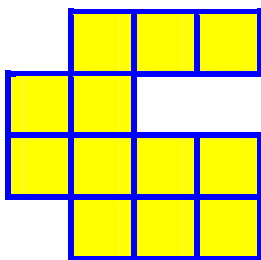
The area = sq. units

The perimeter = units



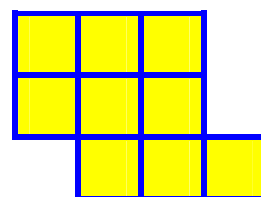
The area = sq. units

The perimeter = units



The area = sq. units

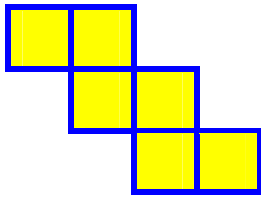
The perimeter = units



The area = sq. units

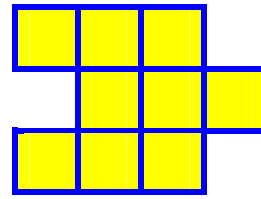
The perimeter = units

Find the area and the perimeter:



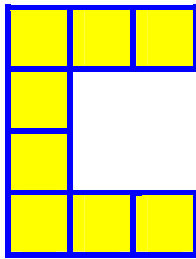
The area = sq. units

The perimeter = units



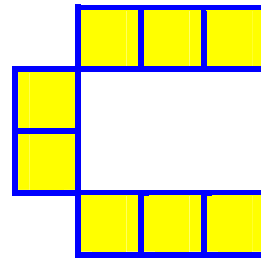
The area = sq. units

The perimeter = units



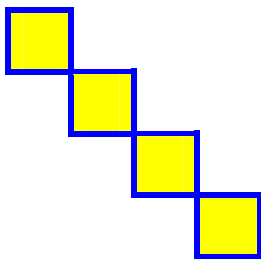
The area = sq. units

The perimeter = units



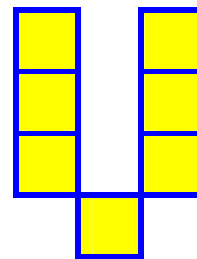
The area = sq. units

The perimeter = units



The area = sq. units

The perimeter = units



The area = sq. units

The perimeter = units

BEST WISHES