MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني




## Performance Tasks and Assessments

# MATHEMATICS




## Primary (3) - First Term

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## Introduction

The Ministry of Education and Technical Education recognizes the importance of empowering teachers with effective tools that elevate classroom performance, enhance the quality of education, and improve its outcomes. This is a real response to the voices of teachers, interacting with the feedback channels from the educational field, and meeting the needs of teachers for flexible and comprehensive educational tools that assist them in fulfilling their noble educational mission.

This book has been designed to serve as an integrated educational support for teachers, helping them in planning and executing their teaching tasks efficiently. It also facilitates continuous assessment processes. The content has been designed to offer diverse models of effective classroom performance and educational activities created based on an interactive methodology that enhances active learning. It contributes to a qualitative shift in teaching practices, clearly focusing on the student as the core of the educational process.

The book includes formative and diagnostic questions, as well as purposeful learning tasks that students can complete as homework, enhancing the integration of learning inside and outside the classroom and contributing to the sustainable construction of learning for students. These tools help develop critical and creative thinking, deepen understanding, and support and enhance student motivation, giving them a sense of achievement and excellence.

It also includes short weekly tests and periodic assessments, allowing teachers to measure the extent of learning outcomes and address learning gaps early, providing feedback on the initial results. The performances at the end of each month are concluded with immediate training sessions that help improve student performance. These assessments are gradual, taking into account individual differences and targeting various levels of cognitive development, within a framework of diversity, depth, and integration, preparing students for monthly tests efficiently.

This book is a true translation of the Ministry's directions to ease the burdens on parents, provide supporting educational content that enriches the classroom environment, and allow teachers more time for educational innovation and productive interaction with their students.

It also forms an effective tool in supporting the Ministry's direction to enhance learning outcomes, achieving a real transformation in the learning environment—from memorization to understanding, from rote learning to application, and from passive reception to active participation.

When we place this work in the hands of teachers and students, we hope it will be a valuable contribution to improving academic performance, enhancing the quality of education, and becoming an additional cornerstone in building a generation that is aware and knowledgeable, equipped with the skills and competencies needed for success in a world that demands creativity and innovation. It aims to have a tangible impact in realizing an ambitious educational vision for the future of education in our beloved country.

**Allah is the one sought for help, and He guides to the right path...**


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# Chapter One Rules of Multiplication

Week ..... Date .....

## Lesson One
## Properties of Multiplication (Part 1)

**Classroom Performance: "Less or More" Activity**

**In groups of three**

- The first chooses a multiplication sentence Example: (4 × 6)
- The second writes a multiplication sentence that is less by the multiplier Example: (4 × 5) is less by 4
- The third writes a multiplication sentence that is greater by the multiplier Example: (4 × 7) is greater by 4
- Then switch roles using a different multiplication sentence

**Homework:**

1) 3 × 5 is greater than 3 × 4 by ☐

2) 4 × 7 is less than 4 × 8 by ☐

3) 2 × 3 = 3 × ☐

4) 9 × 6 = 9 × ☐ + 9

5) 8 × 8 = 8 × ☐ - 8

6) 5 × ☐ = 5 × 7 + 5

7) 6 × ☐ = 6 × 4 – 6

Week ..... Date .....

## Lesson Two
## Properties of Multiplication (Part 2)

**Classroom Performance:**

**Activity "Components of the Multiplicand and the Multiplier"**

**In groups of three**

- The first chooses a multiplication operation Example: (7 × 6)
- The second writes a multiplication operation using the components of the multiplicand Example: (4 × 6) + (3 × 6) = 42
- The third writes the multiplication operation using the components of the multiplier Example: (7 × 4) + (7 × 2) = 42
- Then switch roles using a different multiplication operation



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## Homework:

1) $7 \times 8 = 4 \times \square + \square \times 8 = \square$

2) $9 \times \square = 9 \times 3 + 9 \times 2 = \square$

3) $5 \times \square = 2 \times \square + \square \times 4 = 20$

4) $6 \times 5 = 5 \times 2 \quad = \square$
$+ 5 \times \square = \square$

total = $\square$

5) $9 \times 7 = 9 \times 3 \quad = \square$
$+ 9 \times \square = \square$

total = $\square$

## Weekly Assessment

Week .....

### Group (A)

**Answer the following:**

1) $3 \times 6$ is greater than $3 \times 5$ by $\square$

2) $5 \times 7$ is less than $5 \times 8$ by $\square$

3) $7 \times \square = 2 \times \square + \square \times 4 = 28$

4) $9 \times 4 = 9 \times \square + 9$

5) $8 \times 5 = 5 \times 5 \quad = \square$
$+ 5 \times \square = \square$

total = $\square$

### Group (B)

**Answer the following:**

1) $3 \times 7$ is greater than $3 \times 6$ by $\square$

2) $5 \times 4$ is less than $5 \times 5$ by $\square$

3) $7 \times \square = 3 \times \square + \square \times 5 = 35$

4) $9 \times 8 = 9 \times \square + 9$

5) $9 \times 7 = 7 \times 5 \quad = \square$
$+ 7 \times \square = \square$

total = $\square$



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## Group (C)

**Answer the following:**

1) $4 \times 6$ is greater than $4 \times 5$ by ☐

2) $5 \times 2$ is less than $5 \times 3$ by ☐

3) $8 \times$ ☐ $= 2 \times$ ☐ $+$ ☐ $\times 4 = 32$

4) $5 \times 8 = 5 \times$ ☐ $+ 5$

5) $9 \times 6 = 9 \times 2$ $=$ ☐

$+ 9 \times$ ☐ $=$ ☐

total $=$ ☐

Week .....  Date .....

## Lesson Three

### Multiplying by 10 and 0 (Part 1)

**Classroom Performance: "Choose the Number" Activity**

**In groups of three**

- The first chooses a number Example: (6)
- The second multiplies the number by zero, then writes the operation and the answer Example: $(0 \times 6)$ or $(6 \times 0) = 0$
- The third multiplies the number by 10, then writes the operation and the answer Example: $(10 \times 6)$ or $(6 \times 10) = 60$
- Then switch roles using different numbers

**Homework:**

**Answer the following:**

1) $10 \times 5 =$ ☐

2) $4 \times 10 =$ ☐

3) $0 \times 15 =$ ☐

4) $16 \times 0 =$ ☐

5) Hazem buys four notebooks. The price of one notebook is 10 pounds. What is the total amount Hazem paid to buy the notebooks? Write the mathematical sentence and the answer.



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Week .....  Date .....

## Lesson Four

## Multiplying by 10 and 0 (Part 2)

### Classroom Performance: Activity "You Be the Referee"

**Work with the members of your group to determine the league winner.**

**In league matches, a team gets 3 points for a win, 1 point for a draw, and 0 points for a loss.**

The following table shows the number of matches played by each team.

| Team | Wins (3) | Draws (1) | Losses (0) | Total Points |
|---|---|---|---|---|
| **Team 1** | 4 | 8 | 0 | |
| **Team 2** | 5 | 6 | 1 | |
| **Team 3** | 1 | 10 | 1 | |
| **Team 4** | 2 | 0 | 10 | |

### Homework:

The following table shows the number of points that Sama scored in the dart game.

| Category | 10 | 8 | 4 | 0 | Total |
|---|---|---|---|---|---|
| **Number of Darts** | 5 | 0 | 2 | 3 | **10** |
| **Total Points** | | | | | |

**Answer the following questions by writing the mathematical sentence and the answer.**

1. What is the total number of points for the darts that hit the 10-point area?

   .....

2. What is the total number of points for the darts that hit the 8-point area?

   .....

3. What is the total number of points for the darts that hit the 4-point area?

   .....

4. What is the total number of points for the darts that hit the 0-point area?

   .....

5. What is the total score of the darts that Sama hit in the game?

   .....



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Week .....  Date .....

## Lesson Five

## Find the missing Numbers

### Classroom Performance: Activity "Equivalent"

Work with the student next to you to find multiplication facts whose products are 12, 24, 30, 40, 36, and 48.

### Homework:

**Answer the following:**

1) $3 \times \square = 24$

2) $\square \times 9 = 90$

3) $\square \times 7 = 42$

4) $14 \times \square = 0$

5) $2 \times 6 = \square$

6) $8 \times \square = 40$

### Weekly Assessment

Week .....

## Group (A)

**Answer the following:**

1) $8 \times \square = 48$

2) $10 \times 0 = \square$

The following table shows the number of points that Sama scored in the dart game.

| Category | 10 | 8 | 4 | 0 | Total |
|---|---|---|---|---|---|
| Number of Darts | 6 | 0 | 1 | 3 | 10 |
| Total Points | | | | | |

**Answer the following questions by writing the mathematical sentence and the answer.**

1. What is the total number of points for the darts that hit the 10-point area?

.....

2. What is the total number of points for the darts that hit the 8-point area?

.....

3. What is the total score of the darts that Sama hit in the game?

.....



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## Group (B)

**Answer the following:**

1) $6 \times \square = 48$ 2) $15 \times 0 = \square$

The following table shows the number of points that Sama scored in the dart game.

| Category | 10 | 8 | 4 | 0 | Total |
|---|---|---|---|---|---|
| Number of Darts | 7 | 0 | 2 | 1 | 10 |
| Total Points | | | | | |

**Answer the following questions by writing the mathematical sentence and the answer.**

1. What is the total number of points for the darts that hit the 10-point area?

   .....

2. What is the total number of points for the darts that hit the 8-point area?

   .....

3. What is the total score of the darts that Nesreen hit in the game?

   .....

## Group (C)

**Answer the following:**

1) $8 \times \square = 24$ 2) $10 \times 7 = \square$

The following table shows the number of points that Sama scored in the dart game.

| Category | 10 | 8 | 4 | 0 | Total |
|---|---|---|---|---|---|
| Number of Darts | 3 | 3 | 1 | 3 | 10 |
| Total Points | | | | | |

**Answer the following questions by writing the mathematical sentence and the answer.**

1. What is the total number of points for the darts that hit the 10-point area?

   .....

2. What is the total number of points for the darts that hit the 8-point area?

   .....

3. What is the total score of the darts that Salma hit in the game?

   .....



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# Chapter Two Time and Duration

Week ..... Date .....

## Lesson One

## Finding Time Before and After (Part 1)

### Classroom Performance: Activity "Before and After"

Work with your group to determine the time 45 minutes before and 45 minutes after each of the following times, once using a number line and once using a clock model.

3:20 5: 30 12:00 10:15 7:45

### Homework:

**Answer the following:**



1. What time will it be 30 minutes after 3:10?

.....

2. Omar arrived at school at 8:00 a.m. If it takes him 15 minutes to get to school, at what time did Omar leave home?

.....

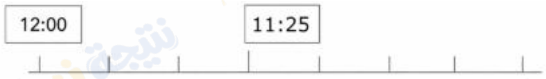


3. What time was it 20 minutes before 9:15?

.....

4. What time will it be 40 minutes after 11:25?

.....




5. What time was it 55 minutes before 7:00?

.....






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Week ..... Date .....

## Lesson Two

## Finding Time Before and After (Part 2)

### Classroom Performance: Activity "Duration"

**Work with your group to determine the duration between each pair of times.**

Between 3:20 and 4:30 \ Between 12:00 and 11:15\ Between 7:45 and 9:05

### Home performance:

**Answer the following:**

1. The time duration between 2:50 PM and 3:15 PM (use the number line to determine the time duration)

   .....

2. The time duration from 7:40 AM to 8:45 AM (use the number line to determine the time duration)

   .....

3. How many minutes are in 1 hour and 15 minutes?

   .....

4. 105 minutes = _____ hour (s) and _____ minutes.

5. Ahmed rode the bus for 40 minutes and the metro for 45 minutes. How many hours and minutes did Ahmed spend on transportation?

   .....

Week ..... Date .....

## Lesson Three

## Shorter Time Units

### Classroom Performance: "Stopwatch" Activity

**Work with your group members**

- One member plays the role of the timekeeper (asks the rest of the group to do an activity for a short period of time). Example: running in place for 45 seconds – staying standing for one minute – doing an exercise for 30 seconds…
- Exchange roles so that each member plays the role of the timekeeper once.

### Home performance:

1) 75 seconds = _____ minutes and _____ seconds

2) One minute and 20 seconds = _____ seconds



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**Write the appropriate unit of time:**

3) The time taken to run 50 meters is 12 _____

4) The time taken for a soccer half is 45 _____

5) The time taken to go buy breakfast for the family is 15 _____

6) Hagar studied from 7:30 PM to 8:10 PM. How many minutes did she study?

## Weekly Assessment

Week .....

### Group (A)

**Answer the following:**



1) How many seconds appear on the stopwatch?

2) What time was it 30 minutes before 4:05?

3) How many minutes are in 1 hour and 25 minutes?

4) How many hours and minutes are in 95 minutes?

5) You rode the bus for 45 minutes and the metro for 35 minutes.
How many hours and minutes did you spend in transportation?

### Group (B)

**Answer the following:**



1) How many seconds appear on the stopwatch?

2) What time was it 40 minutes before 5:05?

3) How many minutes are in 1 hour and 35 minutes?

4) How many hours and minutes are in 105 minutes?

5) You rode the bus for 50 minutes and the metro for 40 minutes.
How many hours and minutes did you spend in transportation?

### Group (C)

**Answer the following:**



1) How many seconds appear on the stopwatch?

2) What time was it 20 minutes before 3:05?

3) How many minutes are in 1 hour and 45 minutes?

4) How many hours and minutes are in 85 minutes?

5) You rode the bus for 40 minutes and the metro for 40 minutes.
How many hours and minutes did you spend in transportation?



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# Chapter Three: Division

Week ..... Date .....

## Lesson One
### Division

**Classroom Performance: Activity "Write the Division Operation"**

Work with your friends to choose suitable numbers for the dividend, divisor, and quotient from the set of numbers (32, 24, 2, 12, 4, 3, 8, 6)

Make a division operation and write the answer.

**Homework:**

**Answer the following:**

1) 16 ÷ 8 2) 9 ÷ 1 3) 20 ÷ 4 4) 0 ÷ 5 5) 28 ÷ 4

Week ..... Date .....

## Lesson Two
### Sharing and Division

**Classroom Performance: "Distributing Candy" Activity**

**Work with your friends:**

- Choose a number from the set [24, 36, 48] and place it as the dividend in the following word problem.
- Choose a number from the set [4, 6, 8, 3] and place it as the divisor in the following word problem.

**"Nesreen has (the dividend) pieces of candy and wants to distribute them among (the divisor) of her friends."**

How many pieces does each person get? Write the mathematical sentence and the answer.

**Homework:**

1) Hazem wants to donate 24 meals and distribute them to 6 poor families. How many meals does each family get? Write the mathematical sentence and the answer.

.....



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2) The teacher wants to reward the outstanding students in his class by distributing 2 pencils to each student from a total of 12 pencils. How many outstanding students are there in his class? Write the mathematical sentence and the answer.

.....

3) Haitham has a ribbon that is 72 cm long and wants to cut it into 8 equal pieces. What is the length of each piece in cm? Write the mathematical sentence and the answer.

.....

4) Dr. Mohamed wanted to bring happiness to a group of patients by distributing 63 flowers to 9 patients in bouquets. How many flowers are in each bouquet? Write the mathematical sentence and the answer.

.....

5) Iman bought 9 biscuits to distribute to her children so that each child gets 3 biscuits. How many children does Iman have? Write the mathematical sentence and the answer.

.....

Week ..... Date .....

## Lesson Three

## Scenarios for Division

**Classroom Performance: "You Are the Author" Activity**

Work with your friends to write word problems that represent the following operations:

$9 + 3$ $9 \div 3$ $9 - 3$ $9 \times 3$

**Homework:**

**1) Complete the following sentence to form a word problem whose result is the operation $18 \div 9$:** We have 18 oranges .....

.....

.....

**2) Complete the following sentence to form a word problem whose result is the operation $36 \div 4$:** We have 36 pounds .....

.....

.....



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**3) Which of the following word problems uses the operation 6 ÷ 2? Choose the correct answer from (a to d):**

a) You have 6 colored papers. If you distribute them equally among two people, how many papers does each person get?

.....

b) Six children are playing. Two more children arrive. How many children are there?

.....

c) There are 6 candies in a box. How many candies are in two boxes?

.....

d) Six bottles of water are distributed by giving each person two bottles. How many people can receive bottles?

.....

Week ..... Date .....

## Lesson Four

## Division to Compare

### Classroom Performance: Activity "How Many Times?"

Work with your group members to determine how many times each number in the dividend set equals each number in the divisor set.

- Dividend set: [24, 36, 48]
- Divisor set: [4, 6, 8]

### Homework:

**Answer the following:**

1) Salma saved 42 pounds, and Sara saved 7 pounds. How many times are Salma's savings equal to Sara's savings? Write the mathematical sentence and the answer.

.....

2) In the discus throwing game, Hazem threw the discus 48 meters, while his younger brother threw it 6 meters. How many times farther did Hazem throw than his brother? Write the mathematical sentence and the answer.

.....



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3) A charity distributed winter clothes to 72 poor families, while a donor distributed clothes to 8 poor families. How many times more did the charity distribute than the donor? Write the mathematical sentence and the answer.

.....

4) In a new residential city, Area (A) depends on solar energy for lighting in 45 houses, while Area (B) depends on solar energy in 5 houses. How many times is Area (A) compared to Area (B)? Write the mathematical sentence and the answer.

.....

5) Osama has 9 cubes, and Iman has 36 cubes. Iman's number of cubes equals how many times Osama's cubes? Write the mathematical sentence and the answer.

.....

**Weekly Assessment** Week .....

## Group (A)

**Answer the following:**

1) $0 \div 7 =$ 2) $40 \div 8 =$

3) Twenty-seven pieces of cake were distributed equally among 9 people. How many pieces does each person get? Write the mathematical sentence and the answer.

.....

4) Complete the following sentence to form a word problem whose result is $25 \div 5$: There are 25 colored pencils. .....

.....

.....

5) Youssef has 7 cubes, and Yasser has 35 cubes. Yasser's number of cubes equals how many times Youssef's cubes? Write the mathematical sentence and the answer.

.....



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## Group (B)

**Answer the following:**

1) $0 \div 9 =$ 2) $40 \div 4 =$

3) Twenty-seven pieces of cake were distributed equally among 3 families. How many pieces does each family get? Write the mathematical sentence and the answer.

.....

4) Complete the following sentence to form a word problem whose result is $35 \div 5$: There are 35 colored pencils. .....

.....

.....

5) Youssef has 5 cubes, and Yasser has 35 cubes. Yasser's number of cubes equals how many times Youssef's cubes? Write the mathematical sentence and the answer.

.....

## Group (C)

**Answer the following:**

1) $0 \div 3 =$ 2) $40 \div 5 =$

3) Thirty-six pieces of cake were distributed equally among 9 people. How many pieces does each person get? Write the mathematical sentence and the answer.

.....

4) Complete the following sentence to form a word problem whose result is $15 \div 5$: There are 15 colored pencils. .....

.....

.....

5) Youssef has 7 cubes, and Yasser has 42 cubes. Yasser's number of cubes equals how many times Youssef's cubes? Write the mathematical sentence and the answer.

.....



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# Chapter Four: Addition and Subtraction

Week ..... Date .....

## Lesson One

### Adding 3 and 4 Digit Numbers

**Classroom Performance: Activity "Form and Add"**

**Work with the student next to you to form all the numbers using the digits (6, 5, 9)**

- Add the greatest number to the smallest number using vertical addition.
- Add each number to itself.

**Homework:**

**Calculate using vertical addition:**

1) 105 + 84
2) 578 + 432
3) 1,234 + 6,789
4) 234 + 3,456
5) 4,344 + 7,677
6) 34 + 2,345

Week ..... Date .....

## Lesson Two

### Subtracting 3 and 4 Digit Numbers (Part 1)

**Classroom Performance: "Form and Subtract" Activity**

**Work with the student next to you to form all the numbers using the digits (7, 4, 8)**

- Subtract the smallest number from the greatest number using vertical subtraction.
- Subtract the remaining numbers from the greatest number.

**Homework:**

**Calculate using vertical subtraction:**

1) 135 − 84
2) 578 − 432
3) 1,234 − 789 5)
4) 2,347 − 1,456
4,344 − 777
6) 3,564 – 988



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**Weekly Assessment** Week .....

## Group (A)

**Find the result using vertical methods:**

1) 527 − 238
2) 7,574 − 346
3) 5,672 − 987
4) 342 + 546
5) 2,928 + 3,899
6) 907 + 395

## Group (B)

**Find the result using vertical methods:**

1) 542 − 298
2) 7,274 − 946
3) 5,342 − 987
4) 365 + 546
5) 2,928 + 2,199
6) 907 + 487

## Group (C)

**Find the result using vertical methods:**

1) 927 − 238
2) 887 − 346
3) 2,334 − 987
4) 342 + 986
5) 1,987 + 3,899
6) 805 + 395

Week ..... Date .....

## Lesson Three

## Subtracting 3 and 4 Digit Numbers (Part 2)

### Classroom Performance: "Discover the Mistake" Activity

**Work with your group members.**

Yara tried to solve the subtraction problem 402 − 275 using vertical subtraction and got the following solution.

$$\begin{array}{r} 4\ 0\ 2 \\ -\ 2\ 7\ 5 \\ \hline 2\ 7\ 3 \end{array}$$

What mistake did Yara make while solving it?



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**Homework:**

**Find the result using vertical subtraction:**

1) 407 − 9
2) 2,071 − 678
3) 803 − 88
4) 414 − 239
5) 506 − 669
6) 6,121 − 767

Week .....  Date .....

## Lesson Four

## Addition and Subtraction Word Problems

**Classroom Performance: Activity "Complete the Problem"**

**Work with your group members.**

- First group: (345, 223, 702)
- Second group: (187, 96, 89)
- Third group: (sum, difference)

**Choose one word / number from each group and complete the problem:**

"Khaled saved (first group) pounds and Osama saved (second group).
What is the (third group) of the two amounts? Write the mathematical operation and the answer."

**Homework:**

1) Saif's father donated 245 books to the school library, then Hagar's father donated 192 more books. How many books were donated to the school library? Write the mathematical operation and the answer.

.....

2) There are 478 paintings in an art exhibition. The exhibition sold 169 paintings on the first day. How many paintings remain? Write the mathematical operation and the answer.

.....

3) In a toy factory, workers produced 326 toys in the morning and 214 toys in the evening. How many toys were produced that day? Write the mathematical operation and the answer.

.....



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4) A farmer has 512 seedlings in the field and planted 187 seedlings. How many seedlings were not planted? Write the mathematical operation and the answer.

.....

5) Students collected 327 pounds in a donation campaign, then collected 145 more pounds the next day. What is the total amount of donations? Write the mathematical operation and the answer.

.....

## First Monthly Exercises

**Answer the following:**

1) $5 \times 6$ is greater than $5 \times 5$ by ____

2) $8 \times 7$ is less than $8 \times 8$ by ____

3) $7 \times$ ____ $= 2 \times$ ____ $+$ ____ $\times 4 = 28$

4) $9 \times 7 = 9 \times$ ____ $+ 9$

5) $9 \times 7 = 9 \times 3 \quad = \square$

$+ 9 \times \square = \square$

total = $\square$

6) $8 \times 5 = 5 \times 5 \quad = \square$

$+ 5 \times \square = \square$

total = $\square$

**Answer the following:**

7) $8 \times$ ____ $= 48$

8) $10 \times 0 =$ ____

9) The following table shows the number of points scored by Hanaa in the dart game.

| **points** | 0 | 4 | 8 | 10 | **Total** |
|---|---|---|---|---|---|
| **Number of Darts** | 3 | 1 | 0 | 6 | **10** |
| **Total Points** | | | | | |

**Answer the following questions by writing the mathematical sentence and the answer.**

a) What is the total number of points for the darts that hit the 10-point area?

b) What is the total number of points for the darts that hit the 8-point area?

c) What is the total score of the darts that Sama hit in the game?



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10) What time was it 55 minutes before 8:00?




11) Ahmed rode the bus for 40 minutes and the metro for 45 minutes. How many hours and minutes did Ahmed spend on transportation?

.....

12) The time duration from 9:40 a.m. to 10:45 a.m. (use the number line to determine the time duration)

.....




13) How many seconds appear on the stopwatch?

14) What time was it 30 minutes before 4:05?

15) How many minutes are in 1 hour and 25 minutes?

16) How many hours and how many minutes are in 95 minutes?

| | | | |
|---|---|---|---|
| 17) $16 \div 2$ | 18) $9 \div 1$ | 19) $20 \div 4$ | 20) $0 \div 5$ |
| 21) $36 \div 9$ | 22) $24 \div 3$ | 23) $64 \div 8$ | 24) $48 \div 6$ |
| 25) $0 \div 7$ | 26) $40 \div 5$ | | |

27) 18 pieces of cake were distributed equally among 9 people. How many pieces does each person get? Write the number sentence and the answer.

.....

28) Complete the following sentence to form a word problem whose result is $45 \div 5$

There are 45 pencils.

29) Yamen has 5 cubes, and Yasser has 40 cubes. How many times as many cubes does Yamen have as Youssef? Write the number sentence and the answer.

.....



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**Find the result using the vertical method.**

30) 527 − 238 31) 7,574 − 346 32) 5,672 – 987

33) 342 + 546 34) 2,928 + 3,899 35) 907 + 395

36) 407 − 9 37) 2,071 − 678 38) 803 – 88

39) Saif's father donated 245 pounds to a charity, then Hagar's father donated an additional 192 pounds. How much money was donated to the charity? Write the number sentence and the answer.

.....

40) There are 514 paintings in the art exhibition. The exhibition sold 369 paintings on the first day. How many paintings remain in the exhibition? Write the number sentence and the answer.

.....

41) A farmer has 512 seedlings in the field and planted 187 of them. How many seedlings were not planted? Write the number sentence and the answer.

.....



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Chapter Five

# Length

Week .....  Date .....

## Lesson One

## Larger Units of Length

### Classroom Performance: "Measuring Tape" Activity

**Work with your group members.**

Use a measuring tape to measure the length of the table, the window, the door, the board, and your classmate's height.

### Activity 2: "The Appropriate Unit"

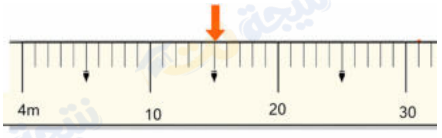
Work with the student next to you to determine the appropriate unit of length to measure:

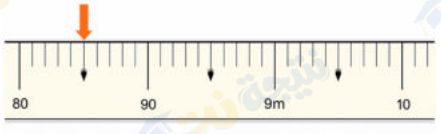
- The distance between two cities in _____
- The length of the schoolyard in _____
- The distance between two countries in _____
- The length of a football field in _____
- The distance between home and school is 700 _____ , while the distance between home and the club is 2_____.

### Homework:

**Answer the following:**

1) The length indicated by the arrow.




2) 4 km = _____ m

3) 3 km and 40 m = _____ m

4) 2340 m = _____ km and _____ m

5) 1000 m = _____ km

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Week .....  Date .....

## Lesson Two

# Distance and the Shortest Distance

### Classroom Performance: "Three Points" Activity

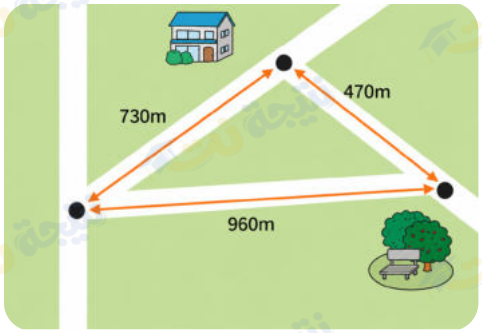
**Work with your group members.**

- Draw 3 points on graph paper that are not all on the same straight line.
- Ask the student next to you to measure the distance between each pair of points.
- Determine the shortest of the three distances.
- Exchange roles.

### Homework:

**Write the appropriate unit:**

1) The distance you run while playing a full football match is 3 _____
2) The width of the board is 3 _____
3) The length of the ruler is 20 _____
4) What is the distance from the house to the trees in km and m?
5) What is the difference between the distance and the shortest distance in meters?





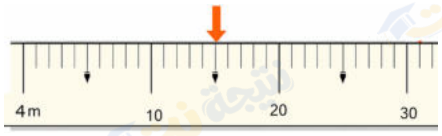

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**Weekly Assessment** Week .....

## Group (A)

**Answer the following:**

1) The length indicated by the arrow represents _____ m, _____ cm




2) 1010 m = _____ km, _____ m

3) The distance between the board and the back of the classroom was measured and found to be 6 _____

4) 4 km and 780 m = _____ m

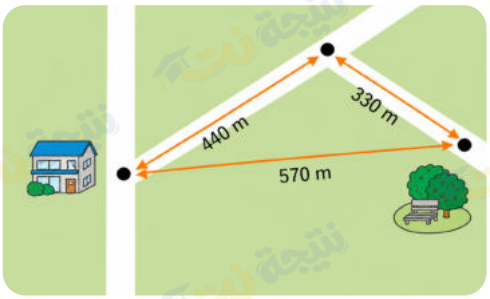
**Using the map:**

5) What is the distance between the house and the trees in km and m?

.....

6) What is the difference between the distance and the shortest distance between the house and the trees?

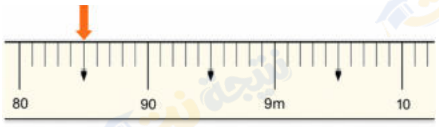
.....




## Group (B)

**Answer the following:**

1) The length indicated by the arrow represents _____ m, _____ cm




2) 3030 m = _____ km, _____ m

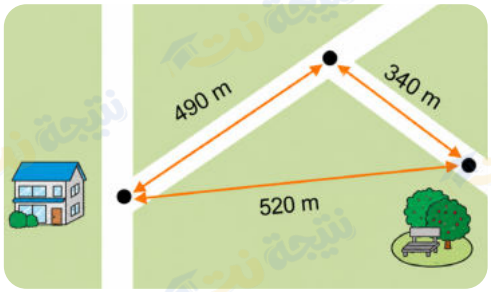
3) A classmate's height was measured in the classroom and found to be 102 _____

4) 3 km and 580 m = _____ m



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**Using the map:**




5) What is the distance between the house and the trees in km and m?

.....

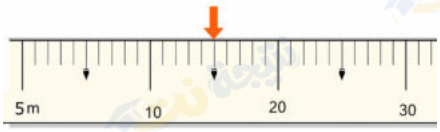
6) What is the difference between the distance and the shortest distance between the house and the trees?

.....

## Group (C)

**Answer the following:**

1) The length indicated by the arrow represents _____ m, _____ cm

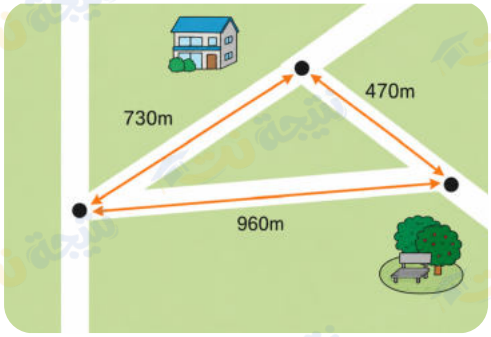



2) 2020 m = _____ km, _____ m

3) The height of the classroom door was measured and found to be 2 _____

4) 2 km and 980 m = _____ m

**Using the map:**




5) What is the distance between the house and the trees in km and m?

.....

6) What is the difference between the distance and the shortest distance between the house and the trees?

.....


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# Chapter Six — Organizing Data

Week .....  Date .....

## Lesson One
## Using Tally Marks and Tables

### Classroom Performance: " My Favorite Game" Activity

**Work with your friends.**

Ask your friends which sport they prefer, then use tally marks to complete a survey about which sports are preferred.

| Sport | Swimming | Running | Basketball | Table Tennis |
|---|---|---|---|---|
| Tally Marks | | | | |

### Home Performance:

**The class conducted a survey about which sports are preferred.**

1) Count the tally marks in the table and write the correct number from (A) to (D).

| | |
|---|---|
| **Swimming** | 𝍸 𝍸 // |
| **Running** | 𝍸 𝍸 //// |
| **Basketball** | 𝍸 // |
| **Table Tennis** | 𝍸 𝍸 |

| Sport | Tally Marks |
|---|---|
| **Swimming** | (A) |
| **Running** | (B) |
| **Basketball** | (C) |
| **Table Tennis** | (D) |

2) Which sport is preferred by the largest number of students?

**A survey was conducted about the number of vehicles that passed during 5 minutes.**

1) Count the tally marks in the table and write the correct number from (a) to (e).

| | |
|---|---|
| **Private car** | //// 𝍸 𝍸 |
| **Motorcycle** | 𝍸 // |
| **Bus** | 𝍸 |
| **Truck** | // |

| Type of vehicle | Number |
|---|---|
| Private car | (A) |
| Motorcycle | (B) |
| Bus | (C) |
| Truck | (D) |
| Total | (E) |

2) Which vehicle is the most passing during the 5 minutes?



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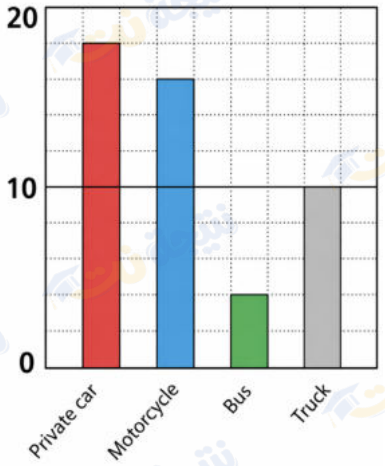
Week .....  Date .....

## Lesson Two

# Reading Bar Graphs

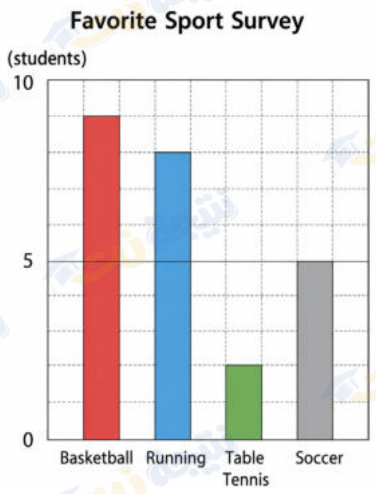
### Classroom Performance: "Activity: What do I notice"

- Cooperate with your group members in reading the following chart:
- What does the chart represent?
- What is the most used means of transportation?
- What is the difference between the number of private cars and the number of motorcycles?




### Homework:

The corresponding bar charts represent the favorite sport of third-grade students




1) How many students prefer swimming?

2) How many students prefer both swimming and basketball?

3) How many students participated in the survey?

4) What is the difference between the number of students who prefer swimming and the number who prefer running?

5) By how much does the number of students who prefer basketball exceed those who prefer table tennis?



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Week .....  Date .....

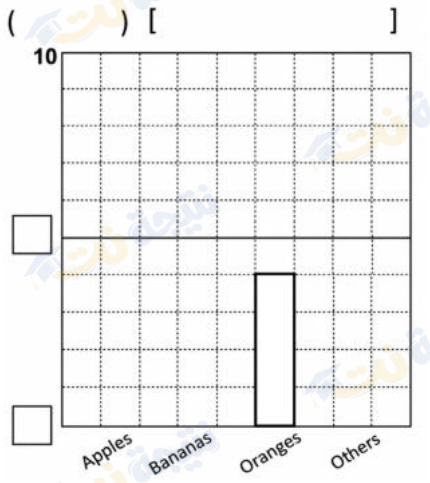
## Lesson Three

## Drawing Bar Graphs

### Classroom Performance: Activity "Columns"

**Collaborate with your group members to complete the bar graph for the favorite fruit survey**

| Type of fruit | Apple | Banana | Orange | Other | Total |
|---|---|---|---|---|---|
| Number of students | 9 | 11 | 4 | 6 | 30 |




### Homework:

**Draw the bar charts from the following table.**

| Books | References | picture books | Scientific Books | Other |
|---|---|---|---|---|
| Number | 8 | 10 | 7 | 5 |

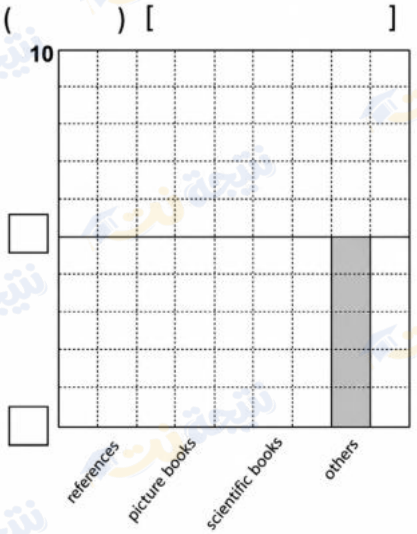
1) Write a title for the chart

2) Write the unit that the scale represents

3) Determine the value of each mark on the scale

4) Draw the bars according to the scale

5) What is the total number of books borrowed from the library?






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**Weekly Assessment** Week .....

## Group (A)

**Answer the following:**

**Let›s complete the following survey**

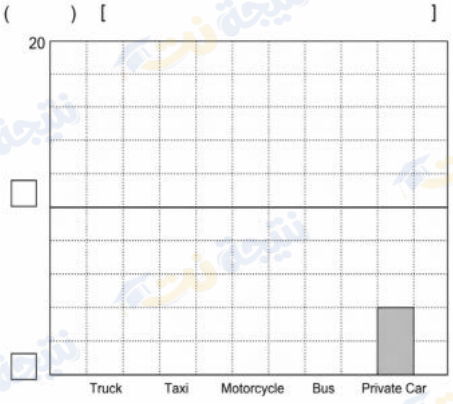
| Type | Truck | Bus | Motorcycle | Taxi | Private |
|---|---|---|---|---|---|
| The marks | 𝍸 𝍸 𝍸 | | | 𝍸 𝍸 𝍸 | |
| number | | 5 | 8 | | 4 |

1) Write a title for the chart

2) Write the unit represented by the scale

3) Determine the value of each mark on the scale

4) Draw the columns according to the scale




## Group (B)

**Answer the following:**

**Let›s complete the following survey**

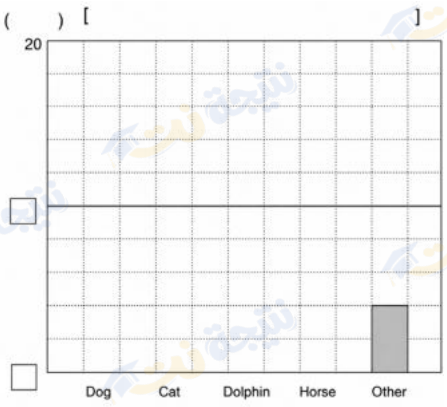
| Type | Horse | Dog | Dolphin | Cat | Other |
|---|---|---|---|---|---|
| The marks | 𝍸 𝍸 𝍸 | | | 𝍸 𝍸 𝍸 | |
| number | | 5 | 8 | | 4 |

1) Write a title for the chart

2) Write the unit represented by the scale

3) Determine the value of each mark on the scale

4) Draw the bars according to the scale






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## Group (C)

**Answer the following:**

**Let›s complete the following survey**

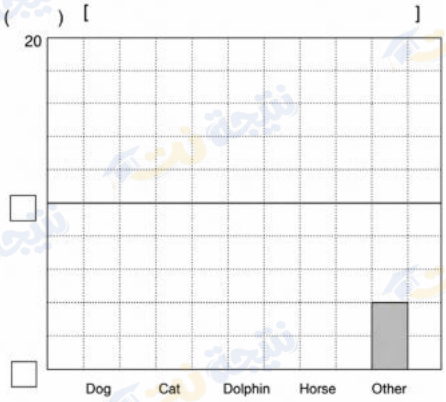
| Type | Horse | Dog | Dolphin | Cat | Other |
|---|---|---|---|---|---|
| The marks | 𝍸 𝍸 /// | | | 𝍸 𝍸 /// | |
| number | | 8 | 5 | | 4 |

1) Write a title for the chart

2) Write the unit represented by the scale

3) Determine the value of each mark on the scale

4) Draw the columns according to the scale




Week .....  Date .....

### Lesson four

### Organizing Data in Tables

**Classroom Performance: Activity "Columns"**

**Complete the table**

**Cooperate with your group members**

**In the survey of favorite sports, the following data was found.**

| | First grade | Second grade | Third grade | Total |
|---|---|---|---|---|
| Football | 12 | 11 | 10 | 6 |
| Swimming | 9 | 10 | 8 | |
| Other | 4 | 7 | 9 | |
| Total | | | | 80 |

1) What is the total number of first grade students?

.....

2) What is the total number of students who prefer football?

.....



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**Homework:**

**The following table shows the favorite fruit survey of a group of students.**

| | First grade | Second grade | Third grade | Total |
|---|---|---|---|---|
| **banana** | 12 | 23 | 10 | 45 |
| **orange** | 10 | 8 | 18 | |
| **apple** | 14 | 7 | 9 | |
| **Total** | | | | |

1) What is the total number of first-grade students?

.....

2) What is the total number of students who consider oranges their favorite fruit?

.....

3) What is the difference between the number of third-grade students and second-grade students?

.....

4) What is the difference between the number of students who prefer apples and the number of students who prefer bananas?

.....

5) What is the total number of students in first, second, and third grades?

.....



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# Chapter Seven Mental Math

Week ..... Date .....

## Lesson One
## Mental Math for Addition

**Classroom Performance:**

**Activity "Addition Challenge Without Paper and Pencil"**

Work with the members of your group. Choose two numbers from the following set, then add them without using paper and pencil: [45, 37, 24, 71, 59].

Share your answer with your classmate and discuss it together.

**Home Performance:**

**Find the sums using mental math:**

1. 49 + 43
2. 20 + 18
3. 27 + 47
4. 53 + 9
5. 66 + 37

Week ..... Date .....

## Lesson Two
## Mental Math for Subtraction

**Classroom Performance:**

**Activity "Subtraction Challenge Without Paper and Pencil"**

Work with the members of your group. Choose two numbers from the following set, then subtract them without using paper and pencil: [45, 37, 24, 71, 59]. Share your answer with your classmate and discuss it together.

**Home Performance:**

**Find the sums using mental math:**

1. 49 - 23
2. 20 - 8
3. 27 - 49
4. 53 - 21
5. 66 – 37



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**Weekly Assessment** Week .....

## Group (A)

| | Class 1 | Class 2 | Class 3 | Total |
|---|---|---|---|---|
| **Boys** | 10 | 8 | 18 | |
| **Girls** | 14 | 7 | 9 | |
| **Total** | | | | |

**Using mental math, find the following:**

1. What is the total number of students in Class 1?
.....
2. What is the total number of boys in Class 1 and Class 2?
.....
3. What is the total number of boys?
.....
4. What is the difference between the number of boys and girls in Class 3?
.....
5. What is the difference between the total number of boys and the total number of girls?
.....

## Group (B)

| | Class 1 | Class 2 | Class 3 | Total |
|---|---|---|---|---|
| **Boys** | 43 | 24 | 9 | |
| **Girls** | 27 | 26 | 19 | |
| **Total** | | | | |

**Using mental math, find the following:**

1. What is the total number of students in Class 1?
.....
2. What is the total number of boys in Class 1 and Class 2?
.....
3. What is the total number of boys?
.....
4. What is the difference between the number of boys and girls in Class 3?
.....
5. What is the difference between the total number of boys and the total number of girls?
.....


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## Group (C)

| | Class 1 | Class 2 | Class 3 | Total |
|---|---|---|---|---|
| **Boys** | 34 | 24 | 40 | |
| **Girls** | 27 | 45 | 19 | |
| **Total** | | | | |

**Using mental math, find the following:**

1. What is the total number of students in Class 1?
   .....
2. What is the total number of girls in Class 1 and Class 2?
   .....
3. What is the total number of girls?
   .....
4. What is the difference between the number of boys and girls in Class 1?
   .....
5. What is the difference between the total number of boys and the total number of girls?
   .....



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# Chapter Eight Division with Remainders

Week ..... Date .....

## Lesson One
## Division with Remainder

**Classroom Performance: Activity ‹Discover the Mistake›**

Collaborate with your friend to correct the mistake that happened with your classmate Ayman.

**14 ÷ 3 = 5 remainder 1**

When dividing 14 pieces of biscuits by giving 3 pieces of biscuits to each person, he said it is possible to give five people and one biscuit would remain,

**Because the nearest multiplication result in the table is 3 × 5 = 15, and when subtracting 15 – 14 = 1**

3 Times Table

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 |

**Homework:**

**Calculate the quotient and the remainder**

1) 13 ÷ 5 2) 62 ÷ 8 3) 50 ÷ 7

4) 15 ÷ 9 5) 28 ÷ 6

Week ..... Date .....

## Lesson Two
## Checking the Answer

**Classroom Performance:**

**Work together with your classmate to check the correctness of the following statements and give the reason.**

1) 31 ÷ 6 = 5 and the remainder is 1
2) 31 ÷ 5 = 4 and the remainder is 1
3) 31 ÷ 4 = 7 and the remainder is 3
4) 31 ÷ 3 = 9 and the remainder is 1
5) When a number is divided by 2, the remainder is 1


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**Homework:**

1) If $7 \times 6 + 4 = 46$, what is the value of $46 \div 6$?
2) If $49 \div 6 = 8$ and the remainder is 1, what is the value of $6 \times 8 + 1$?
3) What number, if divided by 7, gives a quotient of 3 and a remainder of 2?
4) What is the remainder when a number is divided by 2?
5) What is the remainder if you divide 22 by 3?

---

**Weekly Assessment** Week .....

## Group (A)

**Find the result**

1) $13 \div 4$
2) $62 \div 9$
3) If $7 \times 5 + 4 = 39$, what is the value of $39 \div 5$? .....
4) What is the remainder when 20 is divided by 5? .....
5) What number, when divided by 7, gives a result of 6 with a remainder of 2?

.....

## Group (B)

**Find the result**

1) $50 \div 6$
2) $33 \div 5$
3) If $50 \div 6 = 8$ and the remainder is 2, what is the value of $6 \times 8 + 2$?

.....

4) What is the remainder when 13 is divided by 2? .....
5) What number, when divided by 8, gives a result of 5 with a remainder of 2?

.....



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## Group (C)

**Find the result**

1) 15 ÷ 7

2) 28 ÷ 8

3) What number, when divided by 7, gives a result of 5 with a remainder of 2?

.....

4) What is the remainder if you divide 22 by 3? .....

5) When the divisor is 1, what is the remainder? .....

Week ..... Date .....

## Lesson Three

## Using Division with a Remainder (Part 1)

**Classroom Performance: Activity: "Hope Makers"**

**Work with the members of your group.**

- **Choose a pair of numbers:** the first number from the dividend set and the second from the divisor set.

  Dividend set: [19, 23, 29, 31]

  Divisor set: [4,3,5]

- **Place each number in its correct position in the word problem:**

  "A group of friends volunteered to distribute (the dividend) boxes of school supplies to (the divisor) orphanages.

  - How many boxes of school supplies does each orphanage receive?
  - How many boxes remain with them?"
  - Find the quotient and the remainder.
  - Discuss your answer with your partner.

**Homework:**

1) You have 62 meals to distribute to people in need. If you give each family 7 meals, how many families can you help, and how many meals will remain? Write the mathematical sentence and the answer.



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2) Your team collected 43 pieces of clothing for donation. If you distribute 4 pieces to each person, how many people will benefit, and how many pieces will remain? Write the mathematical sentence and the answer.

3) You made 23 scented candles by hand. If you put 3 candles in each box, how many boxes can you complete, and how many candles will remain? Write the mathematical sentence and the answer.

4) Your class donated an amount of money to buy 72 books. If you distribute 9 books to each class, how many classes will benefit, and how many books will remain? Write the mathematical sentence and the answer.

5) You have 55 flower seedlings to plant in public gardens. If you plant 6 seedlings in each garden, how many gardens can you decorate, and how many seedlings will remain? Write the mathematical sentence and the answer.

Week ..... Date .....

## Lesson Four

## Using Division with a Remainder (Part 2)

### Classroom Performance: "The Trip" Activity

**Work with the members of your group.**

- **Choose a number from the set [31, 29, 23, 19].**
- **Place the number in its correct position in the word problem:**

"(The number) friends joined a school trip and are distributed into buses. Each bus carries 7 people.

- **How many buses does the group need to go on the trip?"**
- **Discuss your answer with your partner.**

### Homework:

1) The students collected 24 meals to distribute. If each family receives 5 meals, how many families can receive all the meals? Write the mathematical sentence and the answer.

2) You help your mother carry 5 bottles of water to put them in the refrigerator. You can carry 2 bottles at a time. How many trips do you need to carry all the bottles? Write the mathematical sentence and the answer.



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3) The librarian wants to place 47 books, and each shelf holds 9 books. How many shelves are needed to place all the books? Write the mathematical sentence and the answer.

4) 38 loaves of bread are packed, with 4 loaves placed in each package. How many packages are needed to pack the entire quantity? Write the mathematical sentence and the answer.

5) To save energy and benefit from clean energy, you have 52 solar-powered lamps to distribute to houses. Each house needs 6 lamps. How many houses will benefit after distributing all the lamps? Write the mathematical sentence and the answer.

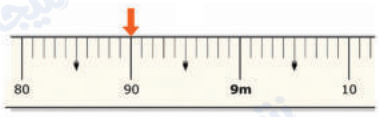
6) A shelf is 38 cm high. If you stack boxes, each 7 cm high, on top of each other, how many boxes can you stack? Write the mathematical sentence and the answer.


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## Second Monthly Exercises

**Answer the following:**

1) The length indicated by the arrow.



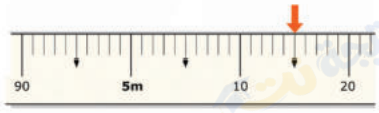

2) 3 km = _____ m

3) 2 km and 40 m = _____ m

4) 2940 m = _____ km and _____ m

5) 5000 m = _____ km

6) The length indicated by the arrow represents _____ m, _____ cm



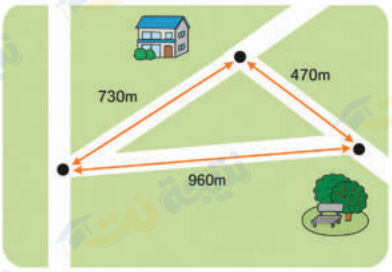

7) 1010 m = _____ km, _____ m

8) The distance between the board and the back of the classroom was measured and it was 6 _____

9) 4 km and 780 m = _____ m

**Find using the map.**

10) What is the distance between the house and




11) What is the difference between the distance and the shortest distance between the house and the trees?

12) Count the marks in the table and write the appropriate number from (A) to (E)

| | |
|---|---|
| **Private car** | //// ////  //// |
| **Motorcycle** | ////  // |
| **Bus** | //// |
| **Truck** | // |

| Type of vehicle | Number |
|---|---|
| Private car | (A) |
| Motorcycle | (B) |
| Bus | (C) |
| Truck | (D) |
| Total | (E) |



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13) Which vehicle passed the most during the 5 minutes?

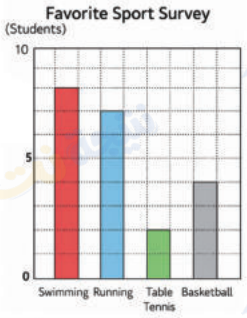
The corresponding bar charts represent the favorite sport of the third-grade students.

14) How many students prefer swimming?

15) How many students prefer both swimming and basketball?

16) How many students participated in the survey?

17) What is the difference between the number of students who prefer swimming and those who prefer running?




18) By how many does the number of those who prefer basketball exceed those who prefer table tennis?

**Draw the bar graphs from the following table:**

| Books | References | picture books | Scientific Books | Other |
|---|---|---|---|---|
| Number | 6 | 8 | 10 | 5 |

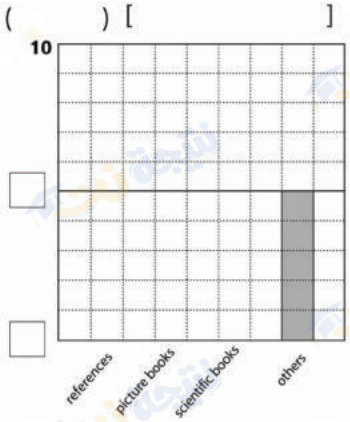
19) Write a title for the bar graph.

20) Write the unit represented by the scale.

21) Determine the value of each mark on the scale.

22) Draw the bars according to the scale.

23) What is the total number of books borrowed from the library?




**24) Let's continue the following survey:**

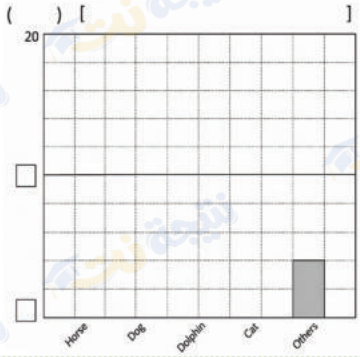
| Type | Horse | Dog | Dolphin | Cat | Other |
|---|---|---|---|---|---|
| The marks | 𝍸 𝍸 𝍸 \| | | | 𝍸 𝍸 𝍸 | |
| number | | 17 | 6 | | 4 |

1) Write a title for the bar graph.

2) Write the unit represented by the scale.

3) Determine the value of each mark on the scale.

4) Draw the bars according to the scale.






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25) The following table shows a survey of the favorite fruits of a group of students:

| | First grade | Second grade | Third grade | Total |
|---|---|---|---|---|
| **banana** | 12 | 23 | 10 | 45 |
| **orange** | 10 | 8 | 18 | |
| **Total** | | | | |

26) What is the total number of first grade students?

27) What is the total number of students who consider orange their favorite fruit?

28) What is the difference between the number of third grade and second grade students?

**Do mental math:**

29) $49 + 37$ 30) $20 + 19$

31) $33 + 47$ 32) $49 - 23$

33) $20 - 8$ 34) $67 - 49$

**Find the quotient and the remainder:**

35) $13 \div 4$ 36) $62 \div 9$ 37) $50 \div 6$

38) $15 \div 7$ 39) $28 \div 8$

40) If $7 \times 5 + 4 = 39$, what is the value of $39 \div 5$?

41) If $50 \div 6 = 8$ remainder 2, what is the value of $6 \times 8 + 2$ ?

42) What number, when divided by 7, gives a quotient of 5 and a remainder of 2?

43) What is the remainder when a number is divided by 2? 44) What is the remainder when 22 is divided by 3?

45) When the divisor is 1, what is the remainder?

46) You have 45 flower seedlings to plant in public gardens. If you plant 6 seedlings in each garden, how many gardens can you decorate, and how many seedlings will remain? Write the mathematical sentence and the answer.



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47) The librarian wants to place 37 books, and each shelf holds 9 books. How many shelves are needed to place all the books? Write the mathematical sentence and the answer.

48) You made 23 scented candles by hand. If you put 5 candles in each box, how many boxes can you complete, and how many candles will remain? Write the mathematical sentence and the answer.

49) You place 43 balls into boxes, with 4 balls in each box. How many boxes do you need to place all the balls? Write the mathematical sentence and the answer.

50) A shelf is 38 cm high. If you stack boxes, each 5 cm high, on top of each other, how many boxes can you stack? Write the mathematical sentence and the answer.

51) You have 62 flower seedlings to plant in public gardens. If you plant 6 seedlings in each garden, how many gardens can you decorate, and how many seedlings will remain? Write the mathematical sentence and the answer.

52) The librarian wants to place 57 books, and each shelf holds 9 books. How many shelves are needed to place all the books? Write the mathematical sentence and the answer.

53) You made 34 scented candles by hand. If you put 5 candles in each box, how many boxes can you complete, and how many candles will remain? Write the mathematical sentence and the answer.

54) You place 63 balls into boxes, with 8 balls in each box. How many boxes do you need to place all the balls? Write the mathematical sentence and the answer.

55) A shelf is 18 cm high. If you stack boxes, each 7 cm high, on top of each other, how many boxes can you stack? Write the mathematical sentence and the answer.


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56) You have 55 flower seedlings to plant in public gardens. If you plant 7 seedlings in each garden, how many gardens can you decorate, and how many seedlings will remain? Write the mathematical sentence and the answer.

57) The librarian wants to place 76 books, and each shelf holds 7 books. How many shelves are needed to place all the books? Write the mathematical sentence and the answer.

58) You made 82 scented candles by hand. If you put 7 candles in each box, how many boxes can you complete, and how many candles will remain? Write the mathematical sentence and the answer.

59) You place 43 balls into boxes, with 9 balls in each box. How many boxes do you need to place all the balls? Write the mathematical sentence and the answer.

60) The shelf is 53 cm high. If you stack boxes, each 5 cm high, on top of each other, how many boxes can you stack? Write the mathematical sentence and the answer.



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# Chapter Nine: Numbers Bigger than 10,000

Week ..... Date .....

## Lesson One
## How to Write Big Numbers

### Classroom Performance: Activity: "What's the Number"?

**In pairs:**

- Choose three digits from 1 to 9, then place them in the example:
  I am a number made of "first choice" groups of 100,000, "second choice" groups of 10,000, and "third choice" groups of 100. Who am I?
- Identify and write the number in word form.
- Switch roles and repeat the activity.

### Homework:

1. What digit is in the ten-thousands place in the number 340,256?
2. In which place is the digit 9 in the number 398,744?
3. What number results from adding 3 groups of 100,000 and 9 groups of 10,000?
4. Five hundred twenty-seven thousand three hundred sixty-nine.




5. The number 203,000 is made of —— groups of 10,000 and —— groups of 1,000.

Week ..... Date .....

## Lesson Two
## The Structure of Big Numbers

### Classroom Performance: Activity "More Than One Way"

**Work with your partner:**

- Write a number made of (choose a digit from 1 to 9) groups of ten-thousands. Example: "4 groups of 10,000."
- Express this number either as an addition or subtraction. Example: 40,000 = 20,000 + 20,000 or 30,000 + 10,000 or 50,000 − 10,000, etc.


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**Homework:**

1. Write the numbers that correspond to markers (a) and (b).




**Find the result:**

2. 6,000 + 23,000
3. 900,000 − 260,000
4. 40,000 + 900,000
5. 560,000 − 40,000

Week .....  Date .....

## Lesson Three

## Comparing Big Numbers

**Classroom Performance: Activity "The Greater Stands"**

**Work with your partner:**

- Both of you secretly write a number (or a calculation) on paper.
- Show the numbers at the same time. The one with the greater number (or result) stands. If the numbers are equal, both stand together.

**Homework:**

**Use the correct symbol (> , < , =):**

1. 300,000 + 20,000 …… 600,000 − 500,000
2. 1,000 + 99,000 …… 200,000 − 190,000
3. 30,000 …… 305,000 − 5,000
4. 45,000 − 15,000 …… 203,000
5. 280,000 …… 87,000



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**Weekly Assessment** Week .....

## Group (A)

1. What digit is in the ten-thousands place in the number 256,304?
2. What number results from adding 3 groups of 100,000 and 6 groups of 10,000?
3. Four hundred twenty-seven thousand three hundred sixty-six. Insert the correct symbol (> , < , =):
4. 35,000 …… 305,000 − 5,000
5. 45,000 + 15,000 …… 90,800
6. 280,000 …… 87,000

## Group (B)

1. What digit is in the hundred-thousands place in the number 256,304?
2. What number results from adding 4 groups of 100,000 and 3 groups of 10,000?
3. Four hundred twenty-nine thousand three hundred sixty-eight. Insert the correct symbol (> , < , =):
4. 53,000 …… 503,000 − 3,000
5. 35,000 + 25,000 …… 80,900
6. 820,000 …… 98,000

## Group (C)

1. What digit is in the thousands place in the number 256,304?
2. What number results from adding 6 groups of 100,000 and 2 groups of 10,000?
3. Six hundred twenty-seven thousand four hundred sixty-six. Insert the correct symbol (> , < , =):
4. 37,000 …… 307,000 − 7,000
5. 25,000 + 15,000 …… 90,800
6. 170,000 …… 87,000


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Week ..... Date .....

## Lesson Four

## Numbers Multiplied by 10 and Divided by 10

### Classroom Performance: Activity «Match»

**Work with your partner to match equal values:**

- Product of 3 × 10
- Quotient of 8,900 ÷ 100
- Quotient of 8,900 ÷ 10
- Product of 30 × 10
- Quotient of 890 ÷ 10
- Product of 89 × 10
- Quotient of 300 ÷ 100
- Quotient of 3,000 ÷ 10

### Homework:

**Answer the following**

1. 47 × 10
2. Product of 340 × 100
3. 5,600 ÷ 10
4. Quotient of 3,600 ÷ 100
5. 321 × 10
6. 400 ÷ 100



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# Chapter Ten: Vertical Multiplication (Part 1)

Week ..... Date .....

## Lesson One

## Multipling by Tens and Hundreds

**Classroom Performance: Activity: Activity: "How Much is the Amount"**

**Work with your partner to complete the word problem and solve it:**

- Choose a number from the first group [7, 4, 5, 6].
- Your partner chooses a number from the second group [20, 30, 80, 90].

  **Nadine bought "first group" notebooks. The price of each notebook is "second group" pounds. How much will Nadine pay for the notebooks?**

- Discuss the answer with your partner.

**Homework:**

**Answer the following**

1) 700 × 3
2) 60 × 5
3) 900 × 8
4) 30 × 7
5) Hatem works in a flower shop. The price of one flower is 20 pounds. If Hatem sold 9 flowers, how much money did he earn? Write the calculation and the answer.

**Weekly Assessment** Week .....

### Group (A)

**Answer the following**

1) 40 × 100
2) 900 ÷ 10
3) 900 × 4
4) 4,300 ÷ 100
5) If the price of a shirt is 300 pounds, what is the price of 7 shirts? Write the calculation and the answer.



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## Group (B)

**Answer the following**

1) 400 × 10
2) 900 ÷ 100
3) 900 × 4
4) 430 ÷ 10
5) If the price of a shirt is 400 pounds, what is the price of 6 shirts? Write the calculation and the answer.

## Group (C)

**Answer the following**

1) 50 × 100
2) 800 ÷ 10
3) 700 × 6
4) 3,400 ÷ 100
5) If the price of a shirt is 500 pounds, what is the price of 4 shirts? Write the calculation and the answer.

Week .....  Date .....

## Lesson Two

## Vertical Multiplication (2-Digit × 1-Digit)

**Classroom Performance: Activity:Activity: "Find the Mistake"**

**Work with your partner to discover the mistake:**

**Rami solved 76 × 3 as follows:**

- He arranged the numbers vertically by place value, then multiplied:
- 3 × 6 = 18 and 3 × 7 = 21
- What mistake did Rami make?
- Discuss with your partner.

$$\begin{array}{rr} 7 & 6 \\ \times & 3 \\ \hline 21 & 18 \end{array}$$

**Homework:**

**Calculate using vertical multiplication:**

1) 45 × 5  2) 84 × 4  3) 18 × 7
4) 93 × 3  5) 34 × 6



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Week ..... Date .....

## Lesson Three

## Vertical Multiplication (3-Digit × 1-Digit)

**Classroom Performance: Activity:Activity: "Correct the Mistake"**

**Work with your partner to discover the mistake:**

**Salem solved 507 × 5 as follows:**

- He arranged the numbers vertically by place value, then multiplied:
- 5 × 7 = 35, put 5 in ones and 3 above tens. He said 3 + 0 = 3, then 3 × 5 = 15.
- He put 5 in tens and 1 in hundreds, then said 5 + 1 = 6, then 6 × 5 = 30.
- What mistake did Salem make?
- Discuss with your partner.

```
   1  3
   5  0  7
×        5
-----------
3  0  5  5
```

**Homework:**

**Calculate using vertical multiplication:**

1) 405 × 5  2) 804 × 4  3) 138 × 7

4) 943 × 3  5) 349 × 6

**Weekly Assessment** Week .....

### Group (A)

1) 145 × 5  2) 843 × 4  3) 18 × 7

4) 903 × 4  5) 34 × 6

### Group (B)

1) 405 × 7  2) 874 × 9  3) 84 × 7

4) 93 × 3  5) 304 × 6

### Group (C)

1) 95 × 5  2) 84 × 4  3) 108 × 7

4) 953 × 3  5) 374 × 6



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Week .....  Date .....

## Lesson Four
## Rules of Multiplication

**Classroom Performance: Activity "What Do You Notice"**

**Work with your partner:**

- Choose three numbers, e.g., 30 × 5 × 4.
- You start by multiplying the first two numbers, then multiply by the third.
- Your partner multiplies the last two numbers first, then multiplies by the first.
- Is the result of your calculation equal to or different from your partner's?
- Discuss together.

**Homework:**

1) 90 × 5 × 2  2) 48 × 2 × 4  3) 97 × 4 × 2

4) 325 × 3 × 3  5) 804 × 2 × 5

Week .....  Date .....

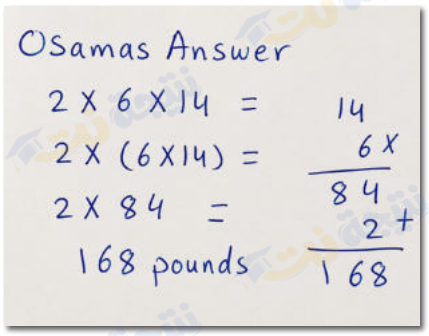
## Lesson Five
## Using Multiplication

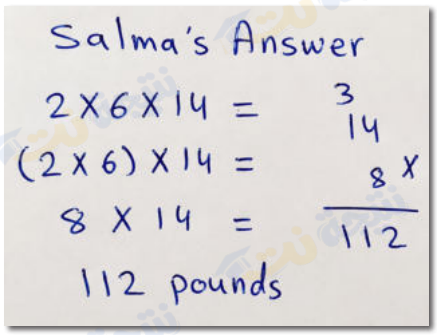
**Classroom Performance: "Whose Answer Do You Agree With?"**

**Work with your partner:**

Salma and Osama solved the following problem: A man bought two bouquets of flowers. Each bouquet has 6 flowers. The price of one flower is 14 pounds. How much does the man pay for the flowers?

- Each gave a different solution.
- Discuss whose solution you agree with






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**With which solution do you agree and why?**

- Discuss both solutions with your friend.

**Homework:**

1) A benefactor donated 8 boxes of snacks, and each box contains 24 pieces. What is the total number of snack pieces? Write the calculation and the answer.

.....

2) Ashraf is training for a running race around a lake that is 968 meters long. What is the total distance if he runs around it 9 times? Write the calculation and the answer.

.....

3) A pen costs 16 pounds. Each box contains 3 pens. If 3 boxes are bought, what is the total cost in pounds? Write one calculation and the answer.

.....

4) On the trip, the price of a sandwich is 105 pounds. Each box contains 2 sandwiches. If you and three friends together buy 2 boxes, what is the total cost in pounds? Write one calculation and the answer.

.....

5) There are 240 colored sheets in each pack, and each carton contains 5 packs. If 2 cartons are bought, what is the total number of colored sheets in the two cartons? Write one calculation and the answer.

.....



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**Weekly Assessment** Week .....

## Group (A)

**Calculate easily:**

1) 925 × 2 × 3
2) 89 × 5 × 2
3) 189 × 4 × 2
4) 372 × 3 × 2

5) There are 3 boxes of pens. Each box contains 12 pens. If the price of each pen is 20 pounds. What is the total cost in pounds

.....

.....

## Group (B)

**Calculate easily:**

1) 235 × 2 × 3
2) 472 × 5 × 2
3) 412 × 4 × 2
4) 79 × 3 × 2

5) There are 6 classrooms in a school, with 36 students in each classrooms. What is the total number of students in the school ?

.....

.....

## Group (C)

**Calculate easily:**

1) 286 × 3 × 2
2) 514 × 5 × 2
3) 124 × 2 × 4
4) 97 × 2 × 3

5) If we have 3 buses, and each bus carries 56 people, What is the total number of people across the three buses ?

.....

.....



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# General Review

**Answer the following:**

1) $2 \times 6$ is greater than $2 \times 5$ by _____

2) $3 \times 7$ is less than $3 \times 8$ by _____

3) $7 \times$ _____ $= 2 \times$ _____ $+$ _____ $\times 6 = 42$

4) $9 \times 8 = 9 \times$ _____ $+$

5)
$8 \times 9 = 5 \times 9$ = _____
+ _____ × 9 = _____
total = _____

6)
$9 \times 7 = 9 \times 3$ = _____
$+ 9 \times$ _____ = _____
total = _____

7) $6 \times$ _____ $= 48$

8) $10 \times 0 =$ _____

9) The following table shows the number of points that Hanaa scored in the darts game

| points | 10 | 8 | 4 | 0 | Total |
|---|---|---|---|---|---|
| Number of Darts | 4 | 0 | 3 | 3 | 10 |
| Total Points | | | | | |

**Answer the following by writing the mathematical sentence and the answer:**

A) What is the total number of points for the darts that hit the 10-point area?

B) What is the total number of points for the darts that hit the 8-point area?

C) What is the total number of points for the darts that Hanaa scored in the game?

10) What time was it 55 minutes before 12:00?






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11) Ahmed rode the bus for 30 minutes and the metro for 25 minutes. How many hours and minutes did Ahmed spend in transportation?

12) The time duration from 7:40 a.m. to 8:45 a.m. (Use a number line to determine the time duration)



13) How many seconds are shown on the stopwatch?

14) What time was it 30 minutes before 4:15?

15) How many minutes are in 1 hour and 15 minutes?

16) How many hours and minutes are in 75 minutes?

| | | | |
|---|---|---|---|
| 17) $16 \div 4$ | 18) $9 \div 1$ | 19) $20 \div 2$ | |
| 20) $0 \div 5$ | 21) $36 \div 9$ | 22) $24 \div 3$ | |
| 23) $64 \div 8$ | 24) $42 \div 6$ | 25) $0 \div 9$ | 26) $40 \div 5$ |

27) 18 pieces of cake were shared equally among 9 people. How many pieces does each person get? Write the mathematical operation and the answer.

28) Complete the following sentence to form a word problem whose result is the operation $45 \div 5$: There are 45 pencils…….

29) Youssef has 8 cubes and Yasser has 40 cubes. How many times the number of Youssef's cubes equals the number of Yasser's cubes? Write the mathematical operation and the answer.

**Find the result using the vertical method:**

| | | |
|---|---|---|
| 30) $427 - 238$ | 31) $7{,}274 - 346$ | 32) $5{,}632 - 987$ |
| 33) $342 + 546$ | 34) $2{,}228 + 3{,}899$ | 35) $907 + 395$ |
| 36) $407 - 9$ | 37) $2{,}041 - 678$ | 38) $803 - 88$ |

39) Seif's father donated 345 pounds to a charity, then Hagar's father donated an additional 492 pounds. What is the total amount donated to the charity? Write the mathematical operation and the answer.

40) In the art exhibition, there were 514 paintings. The exhibition sold 469 paintings on the first day. How many paintings remained in the exhibition? Write the mathematical operation and the answer.

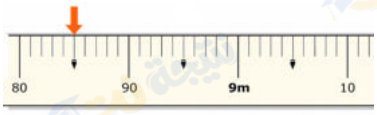


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41) A farmer had 312 seedlings in the field and planted 187 of them. How many seedlings were left unplanted? Write the mathematical operation and the answer.

**Answer the following:**

42) The length indicated by the arrow.




43) 5 km = _____ m

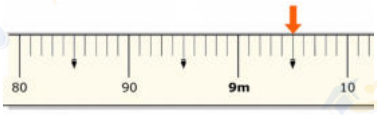
44) 3 km and 40 m = _____ m




45) 2240 m = _____ km and _____ m

46) 3000 m = _____ km

47) The length indicated by the arrow represents _____ m, _____ cm




48) 1010 m = _____ km, _____ m

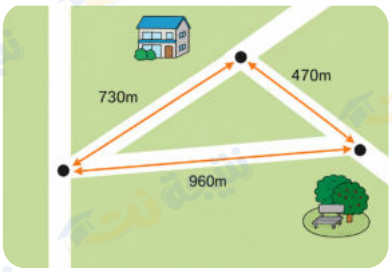
50) The distance between the board and the back of the classroom was measured to be 6 _____

50) 4 km and 780 m = _____ m

**Find using the map.**

51) The distance between the house and the trees in km and m?

52) What is the difference between the distance and the shortest distance between the house and the trees?




53) Count the tally marks in the table and write the appropriate number from (A) to (E).

| | |
|---|---|
| **Private car** | 𝍸 𝍸 /// |
| **Motorcycle** | 𝍸 /// |
| **Bus** | 𝍸 / |
| **Truck** | /// |

| Type of vehicle | Number |
|---|---|
| Private car | (A) |
| Motorcycle | (B) |
| Bus | (C) |
| Truck | (D) |
| Total | (E) |

54) Which vehicle passed the most during the 5 minutes?


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55) The bar chart graph represents the favorite sport of third grade students.

1) How many students prefer swimming?

2) How many students prefer swimming and table tennis together?

3) How many students participated in the survey?

4) What is the difference between the number of students who prefer swimming and those who prefer running?

5) By how many does the number of students who prefer basketball exceed those who prefer table tennis?

56) Draw the bar chart from the following table.

| Books | References | picture books | Scientific Books | Other |
|---|---|---|---|---|
| Number | 3 | 9 | 10 | ..... |

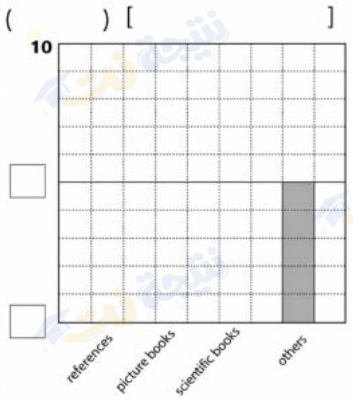
1) Write a title for the chart.

2) Write the unit represented by the scale.

3) Determine the value of each mark on the scale.

4) Draw the bars according to the scale.

5) What is the total number of books borrowed from the library?




57) Let's complete the following survey.

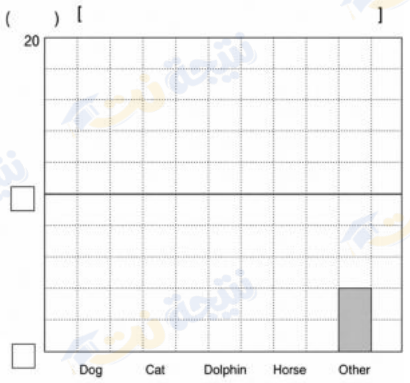
| Type | Horse | Dog | Dolphin | Cat | Other |
|---|---|---|---|---|---|
| Tally | 𝍸 𝍸 𝍸 𝍸 | | | 𝍸 𝍸 𝍸 | |
| number | | 19 | 8 | | 4 |

1) Write a title for the chart.

2) Write the unit represented by the scale.

3) Determine the value of each mark on the scale.

4) Draw the bars according to the scale.






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58) The following table shows a survey of favorite fruits for a group of students

| | First grade | Second grade | Third grade | Total |
|---|---|---|---|---|
| **banana** | 15 | 20 | 10 | 45 |
| **orange** | 10 | 13 | 12 | |
| **Total** | | | | |

1) What is the total number of first grade students?
2) What is the total number of students who consider orange their favorite fruit?
3) What is the difference between the number of third grade and second grade students?

**59) Find using mental math**

1) 39 + 47 2) 30 + 9 3) 33 + 47
4) 49 − 23 5) 20 − 8 6) 67 − 29

**60) Calculate the quotient and the remainder**

1) 13 ÷ 4 2) 62 ÷ 9 3) 50 ÷ 6
4) 15 ÷ 7 5) 28 ÷ 8

61) If 7 × 5 + 4 = 39, what is the value of 39 ÷ 5?

62) If 50 ÷ 6 = 8 remainder 2, what is the value of 6 × 8 + 2? 63) What number, when divided by 7, gives a quotient of 5 and a remainder of 2?

64) What is the remainder when a number is divided by 2?

65) What is the remainder when 22 is divided by 3?

66) When the divisor is 1, what is the remainder?

67) What digit is in the ten-thousands place in the number 302256?

68) In which place is the number 89 in the number 398744?

69) What number results from adding 9 groups of 100000 and 9 groups of 10000?

70) Five hundred twenty-seven thousand three hundred sixty-nine





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71) The number 203000 consists of _____ groups of 10,000 and _____ groups of 1,000.

72) Write the numbers that represent marks (A) and (B).




**Find the result**

73) 6000 + 23000

74) 900000 – 260000

75) 40000 + 900000

76) 560000 – 40000

**Put the correct symbol (> , < , =)**

77) 300000 + 20000 _____ 600000 – 500000

78) 1000 + 99000_____ 200000 -190000

79) 30000 _____ 305000 – 5000

80) 45000 – 15000 _____203000

81) 280000 _____87000

82) 47 × 10

83) Product of 340 × 100

84) 5600 ÷ 10

85) Quotient of 3600 ÷ 100

86) 321 × 10

87) 400 ÷ 100

**Find the result**

88) 700 × 3

89) 60 × 5

90) 900 × 8

91) 30 × 7



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92) Hatem works in a flower shop. The price of one flower is 19 pounds. If Hatem sold 9 flowers, how much is the price of the flowers? Write the calculation and the answer.

93) 40 × 100

94) 900 ÷ 10

95) 900 × 4

96) 4300 ÷ 100

97) If the price of a shirt is 100 pounds, what is the price of 6 shirts? Write the calculation and the answer.

**Calculate**

98) 832 × 5

99) 804 × 6

100) 18 × 3

101) 93 × 8

102) 34 × 9

103) 52 × 5

104) 804 × 4

105) 318 × 7

106) 93 × 2

107) 304 × 6

108) 80 × 3 × 3

109) 48 × 1 × 5

110) 94 × 4 × 5

111) 925 × 2 × 3

112) 804 × 2 × 5

113) Four friends cooperated to start a small project selling juice. Each one brought 15 bottles. What is the total number of bottles they have together? Write the calculation and the answer.

114) A team of 6 students decided to participate in cleaning the garden. Each student collected 22 bags of leaves. What is the total number of bags the team collected? Write the calculation and the answer.

115) A benefactor donated 5 boxes of snacks, and each box contains 12 pieces. What is the total number of snack pieces? Write the calculation and the answer.

116) Ashraf is training for a running race around a lake that is 905 meters long. What is the total distance if he runs around it 8 times? Write the calculation and the answer.



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117) A pen costs 14 pounds. Each box contains 4 pens. If 2 boxes are bought, what is the total cost in pounds? Write one calculation and the answer.

118) On the trip, the price of a sandwich is 105 pounds. Each box contains 2 sandwiches. If you and three friends together buy 2 boxes, what is the total cost in pounds? Write one calculation and the answer.

119) There are 240 colored sheets in each pack, and each carton contains 6 packs. If 2 cartons are bought, what is the total number of colored sheets in the two cartons? Write one calculation and the answer.



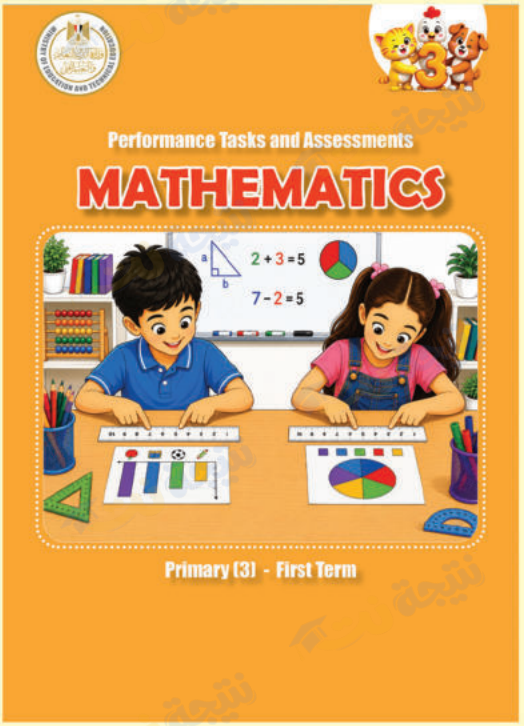
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