MATH – ENGLISH
A Four-Week Recovery Program in Schools
GRADE 5
2021-2022

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مقدّمة عامّة:

إنّ العودة إلى المدارس هذه السّنة وبعد غياب سنتين، بسبب جائحة كورونا من جهة، والأزمات الّتي تعصفُ بلبنان من جهة أخرى، تطرح تحدّيات كثيرة أمام نظام التّعليم بأكمله من الجهاز الإداريّ والتّعليميّ إلى الأهل وصولًا إلى المتعلّمين أنفسهم، الّذين كانوا أكثرَ المتضرّرين من البقاء ولفترة طويلة في البيوت، بعيدًا عن جوّ التّفاعل والتّواصل الاجتماعيّ الّذي توفّره بيئة المدرسة، وفي ظلّ غياب فرص تعلّم عادلة فرضتها العوائق اللّوجستيّة والاقتصاديّة وغيرها.

من هنا، كان لا بدّ من إيلاء مسألة العودة إلى المدرسة هذه السّنة اهتمامًا شديدًا من قبل المعنيّين، وبخاصّة عودة المتعلّمين الصّغار من أطفال الحلقة الأولى الّذين يدخل عددٌ وفيرٌ منهم المدرسة لأوّل مرّة، ما يستدعي وضع خطّة مدروسة، تراعي الجوانب النّفسيّة والاجتماعيّة والأكاديميّة لهم، فتعمل على معالجة الثّغرات في المكتسبات والمهارات بدءًا من الأهداف الأساسيّة وكفايات مرحلة الرّوضات، إلى مساعدتهم على الانخراط سريعًا في جوّ المدرسة ونظامها، ودعمهم نفسيًا واجتماعيًا عبر أنشطة التّعبير الانفعاليّ الاجتماعيّ وغيرها من الأنشطة والألعاب لتسريع عمليّة التّأقلم والتّواصل.

مقدّمة مادّة الرّياضيّات

رزمة التّقويم التّشخيصيّ والأنشطة

أعدّت هذه الرّزمة كوسيلة مساعدة للمتعلّمين والمعلّمين ليتمّ استخدامها خلال الاسابيع الاربعة الاولى للعام الدّراسيّ 2021-2022 من أجل ضمان بداية سلسة بعد انقطاع قسريّ دام لعامين دراسيّين ولكي تساعد على ردم هوّة الفاقد التّعليميّ.

تتألّف هذه الرّزمة من أربعة ـجزاء على الشّكل الآتي: أدوات للتّقويم التّشخيصيّ، أنشطة للمراجعة، ألعاب تربويّة، ومعينات.

أدوات التّقويم التّشخيصيّ وأنشطة المراجعة مبنيّة على بعض المفاهيم الأساسيّة والمستمرّة المطلوبة في صفوف الحلقة الأولى والثّانية وهي مكوّنة من بنود تركّز على المهارات والمعارف والمواقف الأساسيّة/الأهداف الّتي يحدّدها المنهج والّتي يجب على المتعلّم(ة) أن يتقنها/تتقنها، ما يخوّل انتقاله(ا) السّلس من السّنة الدّراسيّة السّابقة إلى السّنة الحاليّة.

كل عنصر من عناصر التّقويم التّشخيصيّ يرتبط بنشاط (أنشطة) مراجعة للتّحقّق من اكتساب الهدف المقصود والمتعلّق بمفهوم محدّد وإرسائه في حال عدم تحققّه قبل بداية العام الدّراسيّ.

طريقة التّنفيذ:

- يبدأ المعلّم بتمرير أداة التّقويم التّشخيصيّ في اليوم الأوّل من الأسبوع الأوّل ويحرص على تنفيذها من قبل كل المتعلّمين ومن دون أن يتدخّل ثم يقيّم المعلّم النّتاجات ليكوّن فكرة حول كل متعلّم وحاجاته مع الحرص على عدم إجهار النّتيجة بل الاحتفاظ بها لمساعدته في الخطوات اللّاحقة.
- يمرّر المعلّم أنشطة المراجعة بعد نشاط التّقويم التّشخيصيّ للأسبوع الأوّل على كل المتعلّمين كي تعمّ الفائدة ويقوم بالتّركيز بشكل تمايزيّ على حاجات المتعلّمين التي استخرجها من نشاط التّقويم. ومن أجل تعزيز ومعالجة المفاهيم المقصودة في الأنشطة يستحسن استخدام طرق التّعليم / التعلّم النّاشط.
- تعاد العمليّات السّابقة على الأسبوع الثّاني، والثّالث، والرّابع.
- يمكن استثمار الالعاب التّربويّة مع من ينجز أعماله باكرًا لكي يتسنّى للمتعلّمين بكافّة مستوياتهم الاستفادة من الوقت.
- يمكن استثمار المعينات من قبل المتعلّمين وبتوجيه من المعلّم حيث تدعو الحاجة.

Week 1

MULTIPLICATION

Multiplication using models - Multiplication by multiples of 10 - Multiplication technique

Diagnostic Assessment

Learning Activities

Week 2

NUMBERS UP TO MILLIONS

Place value and value of a digit - Standard and expanded (developed) form - Comparison of numbers

Diagnostic Assessment

Learning Activities

Week 3

FRACTIONS

Using a fraction to represent a part of a whole - Adding and subtracting fractions - Finding a fraction of a number

DIVISION

Sharing, distributing

Diagnostic Assessment

Learning Activities

Week 4

DIVISION

Fact families and division - Division technique

DECIMAL NUMBERS

Diagnostic Assessment

Learning Activities

Games for Fun

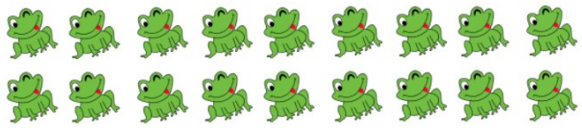
Additional material: Characteristics of quadrilaterals

Material to be used

MATH - ENGLISH
Diagnostic Assessment
CYCLE 2 - GRADE 5
Week 1

Check your knowledge (Multiplication)

1- Write a multiplication sentence then find the product.



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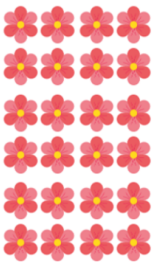

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2- Solve each problem.

Given that $16 \times 3 = 48$, find $160 \times 20 = \ldots$

Given that $9 \times 8 = 72$, find $90 \times 800 = \ldots$

3- Solve each problem.

$500 \times 20 = \ldots$ $60 \times 700 = \ldots$ $9\,000 \times 30 = \ldots$

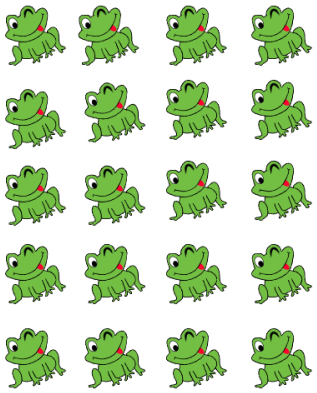
4- Solve each problem.

7 0 5 1	3 8 7 2	4 8 5 2	1 7 3 9
x 4	x 8	x 2 7	x 8 0

MATH - ENGLISH
Learning Activities
CYCLE 2 - GRADE 5
Week 1

Multiplications

1- Write a multiplication sentence then find the product.



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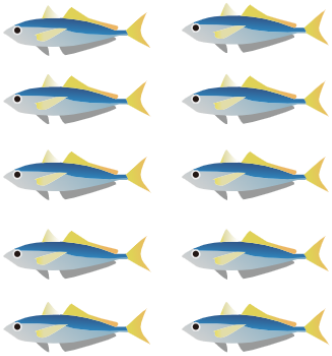

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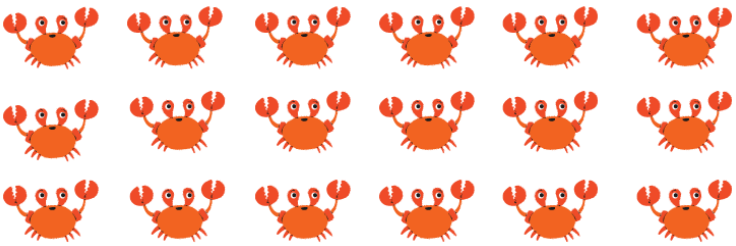

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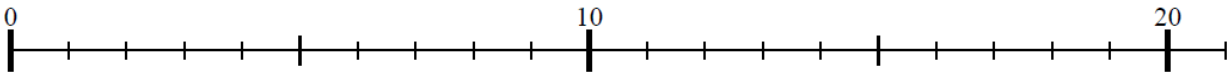
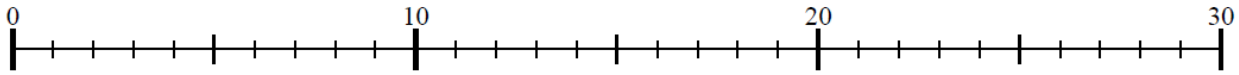
2- Use the number line to solve each problem.



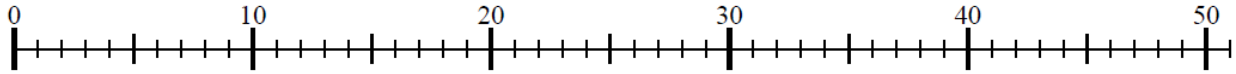
$3 \times 6 = \cdots$

$6 \times 3 = \cdots$



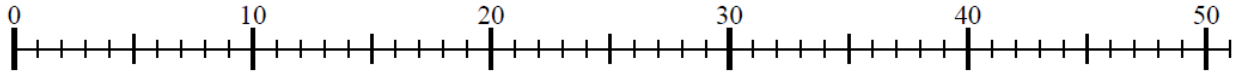
$4 \times 7 = \cdots$

$7 \times 4 = \cdots$



$6 \times 8 = \cdots$

$8 \times 6 = \cdots$

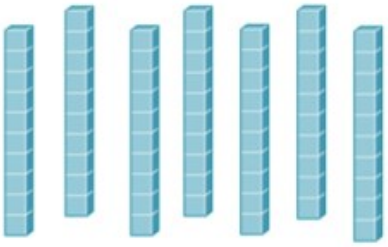


$9 \times 4 = \cdots$

$4 \times 9 = \cdots$

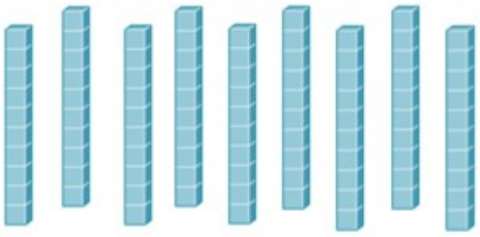
3- Complete.

$7 \times 1 = \cdots$



$7 \times 10 = \cdots$

$9 \times 1 = \cdots$



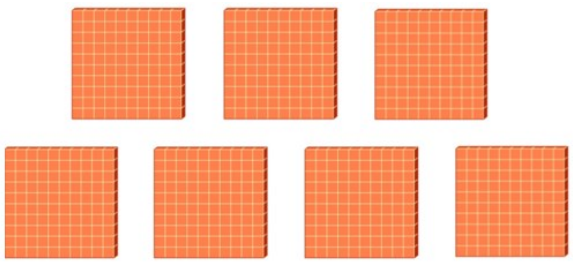
$9 \times 10 = \cdots$

Place the products obtained in the place value chart below then suggest a rule for multiplying a number by 10.

Thousands' class			Units' class		
Hundreds	**Tens**	**Ones**	**Hundreds**	**Tens**	**Ones**

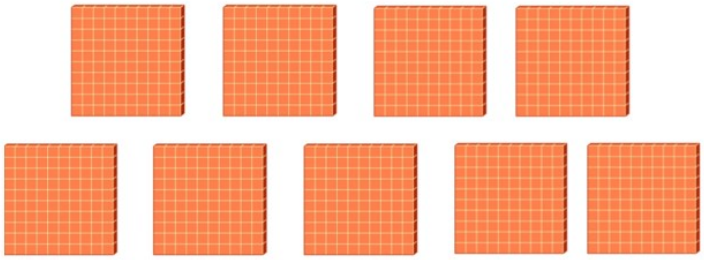
Complete.

$7 \times 1 = \cdots$



$7 \times 100 = \cdots$

$9 \times 1 = \cdots$



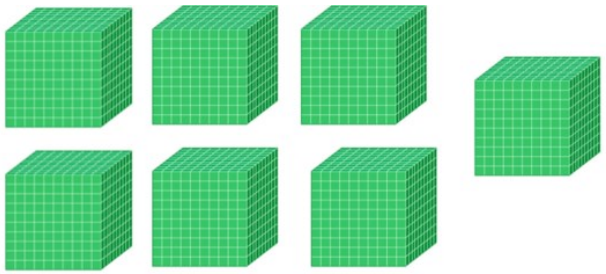
$9 \times 100 = \cdots$

Place the products obtained in the place value chart below then suggest a rule for multiplying a number by 100.

Thousands' class			Units' class		
Hundreds	**Tens**	**Ones**	**Hundreds**	**Tens**	**Ones**

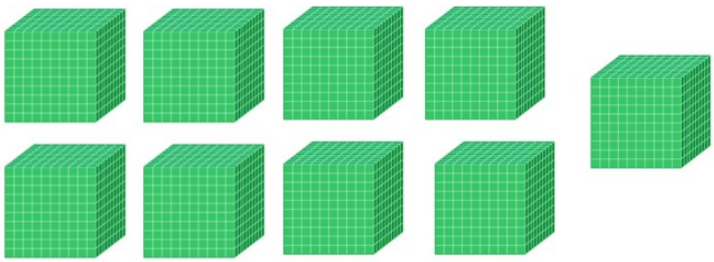
Complete.

$7 \times 1 = \cdots$



$7 \times 1\,000 = \cdots$

$9 \times 1 = \cdots$



$9 \times 1\,000 = \cdots$

Place the products obtained in the place value chart below then suggest a rule for multiplying a number by 1 000.

Thousands' class			Units' class		
Hundreds	**Tens**	**Ones**	**Hundreds**	**Tens**	**Ones**

4- Solve each problem.

Given that $5 \times 3 = 15$, find $50 \times 3 = \cdots$

Given that $6 \times 8 = 48$, find $600 \times 8 = \cdots$

Given that $9 \times 7 = 63$, find $9 \times 7\,000 = \cdots$

Given that $4 \times 6 = 24$, find $400 \times 6 = \cdots$

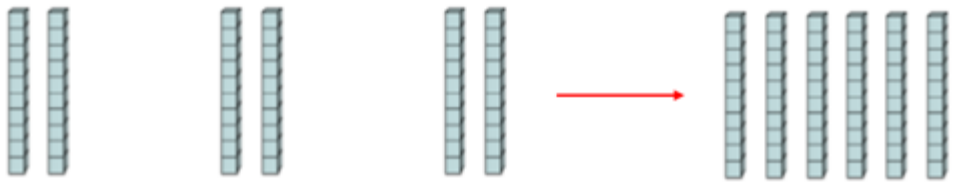
5- Solve each problem.

$70 \times 400 = \cdots$ $600 \times 200 = \cdots$

$5\,000 \times 300 = \cdots$ $90 \times 8\,000 = \cdots$

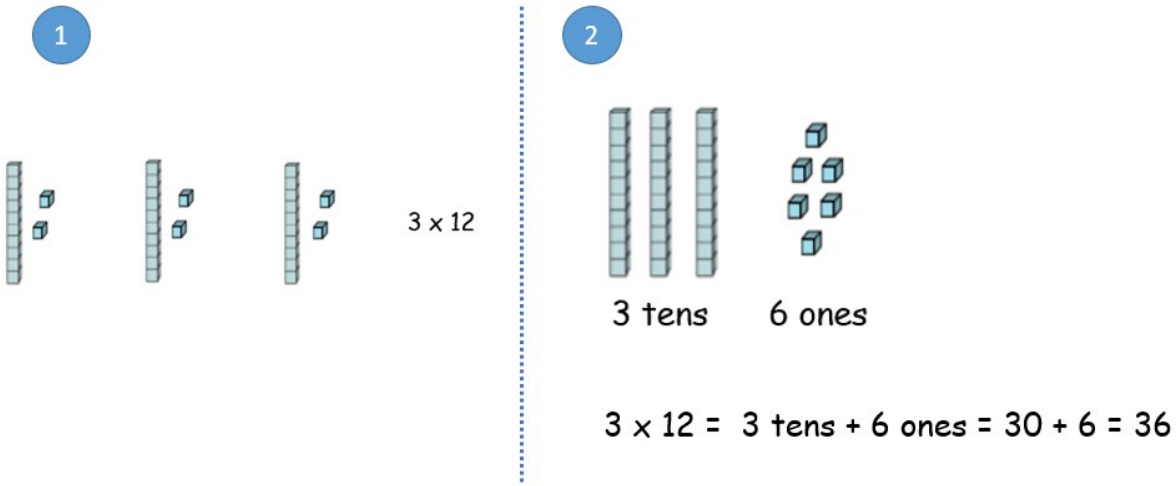
6- Complete.

3×6 ones $=$ ⋯ ones $=$ ... ten and … ones

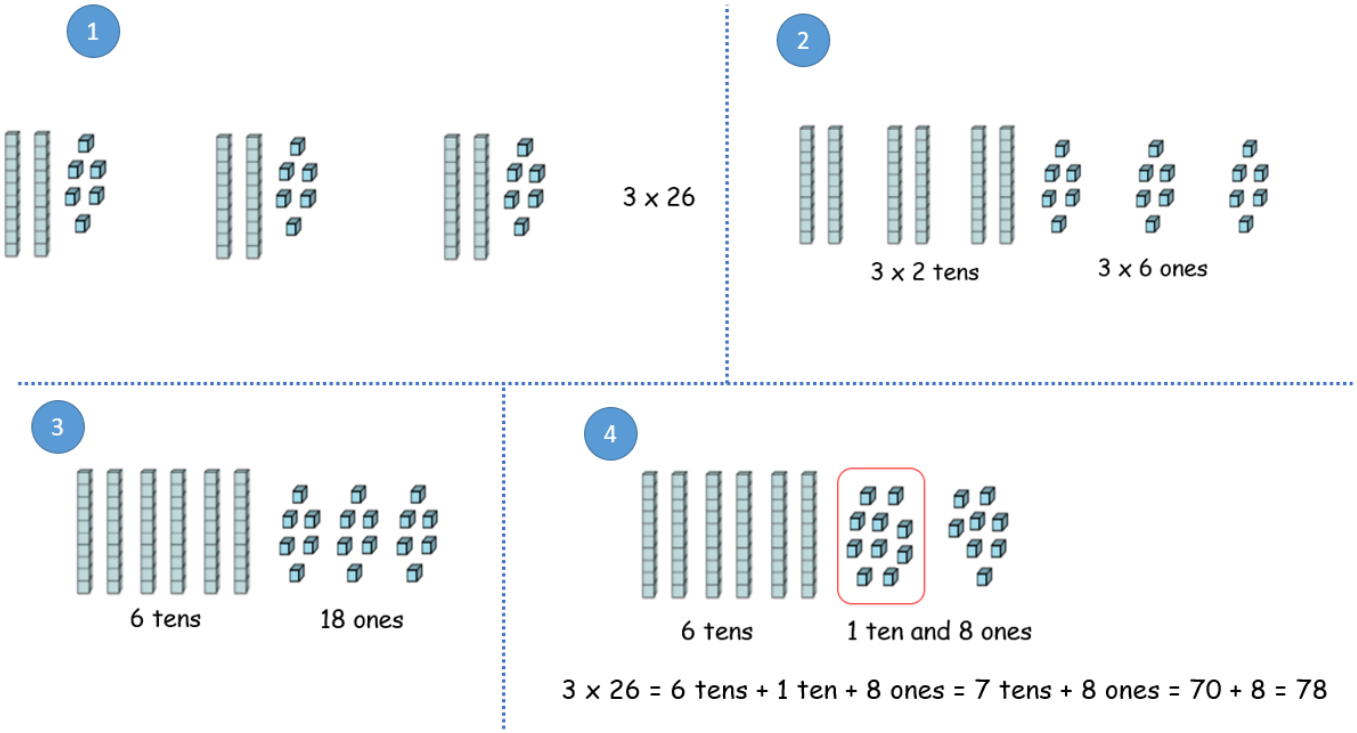


3×2 tens $=$ ⋯ tens $= 3 \times 20 =$ ⋯

Example 1



Example 2



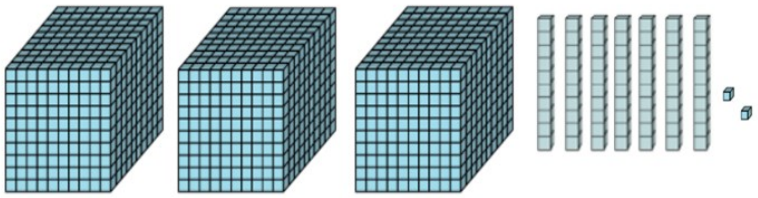
7- Solve each problem.

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

MATH - ENGLISH
Diagnostic Assessment
CYCLE 2 - GRADE 5
Week 2

Check your knowledge (Numbers up to millions)

1- Write the number represented by the base-ten blocks below.



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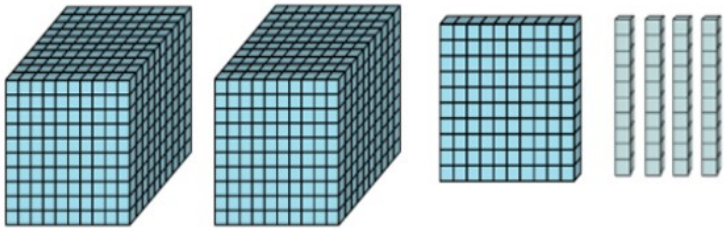
2- What digit is in the tens place of the number below?



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3- What is the place value of 6 in 162 478?

Ten thousands Tens Hundreds Hundred thousands

4- What is the place value of 5 in 235 060 124?

Hundred millions Ten millions Millions Hundred thousands

5- Write the value of the underlined digit for each of the following numbers:

7̲00 593 122 _____

69̲ 128 095 _____

52 55̲7 172 _____

6- Observe and complete the following table.

23 876 541	$23 \times 1\,000\,000 + 876 \times 1\,000 + 541$	$2 \times 10\,000\,000 + 3 \times 1\,000\,000 + 8 \times 100\,000 + 7 \times 10\,000 + 6 \times 1\,000 + 5 \times 100 + 4 \times 10 + 1$
234 179 258		
3 008 659		

7- Compare each pair of numbers.

77 696 ... 276 696

1 213 987 ... 999 999

32 475 097 ... 32 489 532

64 98 274 ... 64 098 280

8- Order from least to greatest.

654 237 921 66 237 921 654 237 899 655 237 921

_____

9- The oceans and seas occupy a big part of the globe. The following are the surface areas of four oceans and three seas:

Oceans and seas	**Area in km^2**	**Area (in digits)**
Arctic ocean	13 million	
Atlantic ocean	106 million	
Indian ocean	75 million	
Mediterranean sea	$2 \times 1\,000\,000 + 5 \times 100\,000$	
Red sea	$4 \times 100\,000 + 3 \times 10\,000 + 8 \times 1\,000$	
Pacific ocean	180 million	
North sea	$5 \times 100\,000 + 7 \times 10\,000$	

Write these areas in digits (standard form) and arrange them in decreasing order (greatest to least).

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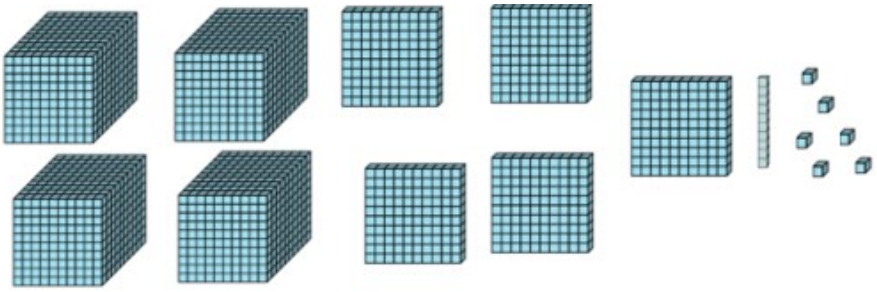
MATH - ENGLISH
Learning Activities
CYCLE 2 - GRADE 5
Week 2

Numbers up to millions

1- Write the number represented by the base-ten blocks below in each case.



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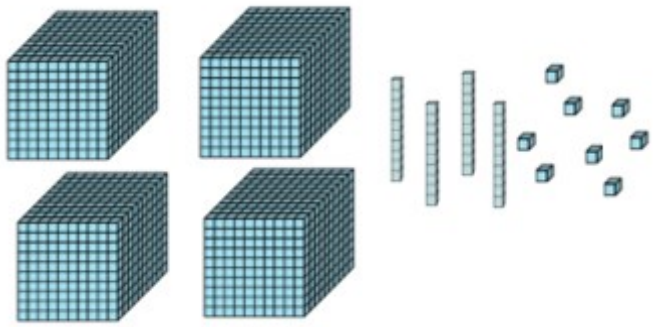

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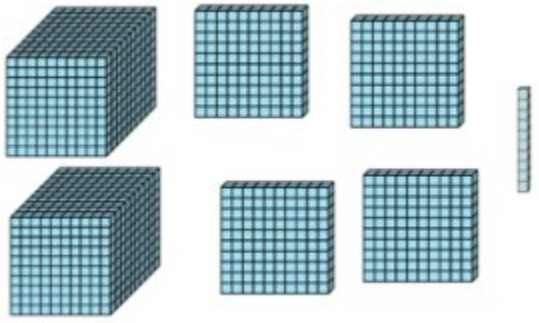

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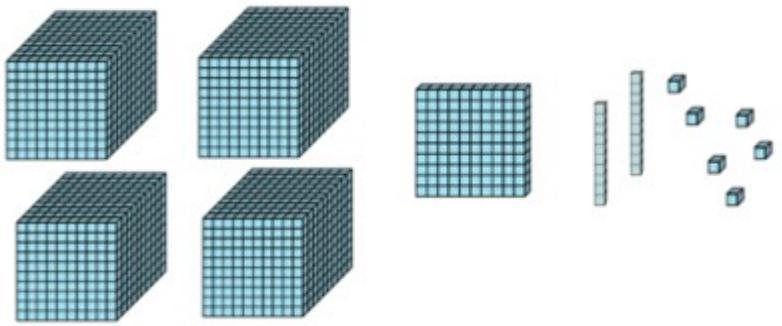
2- What digit is in the hundreds place of the number below?



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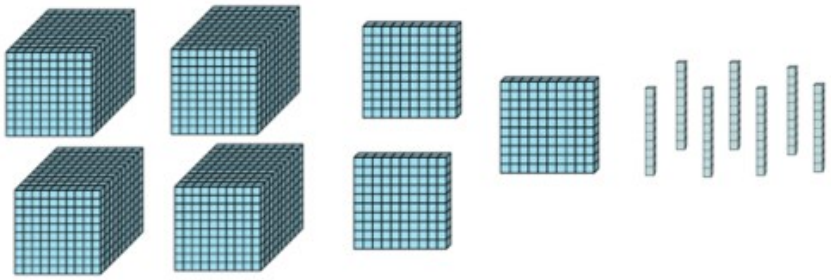
What digit is in the ones place of the number below?



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3- Choose the correct answer for each of the questions below.

What is the place value of 5 in 640 153?

Ten thousands Tens Hundreds Hundred thousands

What is the place value of 9 in 9 637?

Ones Thousands Hundreds Tens

What is the place value of 6 in 26 013 997?

Tens Millions Ten millions Ten thousands

What is the place value of 0 in 1 714 830?

Tens Millions Ones Ten thousands

What is the place value of 5 in 23 503 489?

Hundred thousands Tens Hundreds Millions

What is the place value of 4 in 52 579 471?

Hundreds Tens Thousands Ten thousands

4- Write the value of the underlined digit for each of the following numbers:

a) 910 <u>6</u>59 544 _____

b) 76<u>2</u> 134 907 _____

c) 52 45<u>6</u> 100 _____

d) <u>3</u>42 198 075 _____

e) 6 008 <u>2</u>64 _____

5- Observe and complete the following table.

23 876 541	$23 \times 1\,000\,000 + 876 \times 1\,000 + 541$	$2 \times 10\,000\,000 + 3 \times 1\,000\,000 + 8 \times 100\,000 + 7 \times 10\,000 + 6 \times 1\,000 + 5 \times 100 + 4 \times 10 + 1$
396 024		
5 094 102		
13 009 643		
934 622 281		

6- Use the place-value chart to compare the two numbers.

Millions' class			**Thousands' class**			**Units' class**		
Hundreds	**Tens**	**Ones**	**Hundreds**	**Tens**	**Ones**	**Hundreds**	**Tens**	**Ones**

Complete by $>$ or $<$

423 875 478 ... 323 875 479

Which place value helped you decide which is the bigger number? _____

7- For each pair of numbers below, place them in the place-value chart provided then compare.

Millions' class			**Thousands' class**			**Units' class**		
Hundreds	**Tens**	**Ones**	**Hundreds**	**Tens**	**Ones**	**Hundreds**	**Tens**	**Ones**

432 765 221 ... 43 276 595

Millions' class			Thousands' class			Units' class		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

532 097 154 ... 429 999 999

Millions' class			Thousands' class			Units' class		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

621 097 546 ... 621 907 546

Millions' class			Thousands' class			Units' class		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

543 277 696 ... 543 276 696

8- Order from greatest to least.

541 971 961 540 971 951 540 971 961 54 971 999

_____

9- Write the largest eight-digit number. _____

What is the number that comes before? _____

What is the number that comes after? _____

10- The following table shows the populations of four continents.

Continent	Population	Population (in digits)
Africa	Seven hundred one million inhabitants	
America	Seven hundred sixty-three million inhabitants	
Europe	Five hundred nine million inhabitants	
Australia	Eighteen million five hundred thousand	

Write in the table above these populations in digits (standard form).

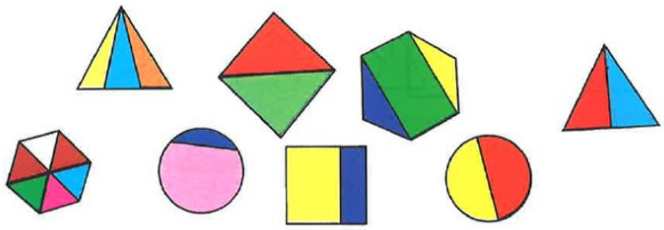
Arrange the continents from the most inhabited to the least inhabited.

_____

MATH - ENGLISH
Diagnostic Assessment
CYCLE 2 - GRADE 5
Week 3

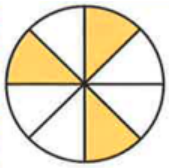
Check your knowledge (Fractions and divisions)

1- Circle the shapes that are cut into equal parts.

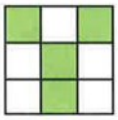


2- Write the fraction that represents the colored part of each drawing.

_____



_____



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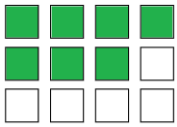


_____

3- Complete.

$\frac{4}{9}+\frac{3}{9}=\cdots$

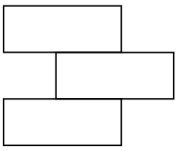
$\frac{7}{11}+\frac{1}{11}=\cdots$

$\frac{6}{7}-\frac{3}{7}=\cdots$

$\frac{12}{13}-\frac{5}{13}=\cdots$

$1-\frac{5}{7}=\cdots$

4- Shade the part represented by each fraction.

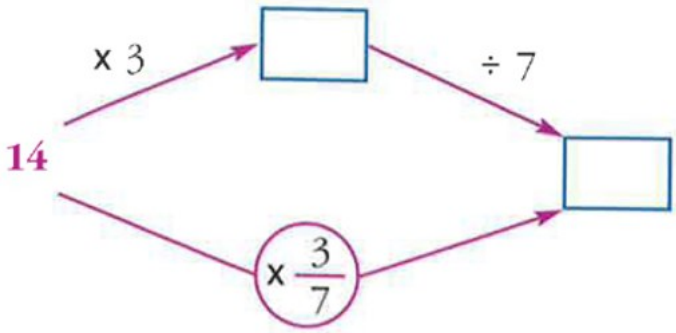


$\frac{3}{3}$

$\frac{5}{7}$

5- Find $\frac{2}{3}$ of 60.

6- Fill in the empty boxes with the appropriate numbers.



7- A box of apples weighs 42 kg. Its owner sold $\frac{4}{7}$ of the weight of apples. What fraction does the weight of the remaining apples represent?

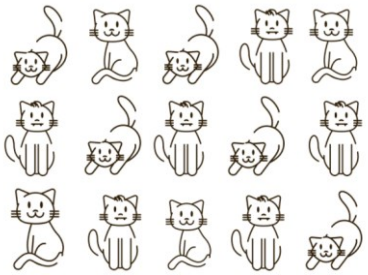
_____

_____

8- How many groups of 4 can you make with the 16 stars below? How many stars remain?

Number of groups _____ number of remaining stars _____

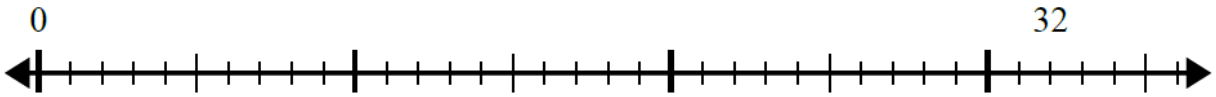
9- How many groups of 6 can you make with the 15 cats below? How many cats remain?



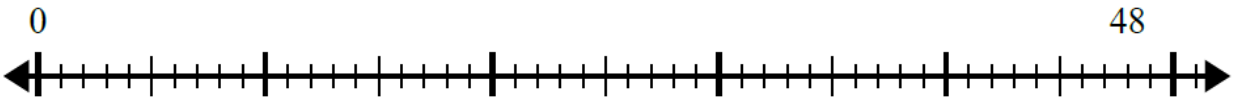
Number of groups _____ number of remaining cats _____

10- Use the number line to solve the division problem in each case.

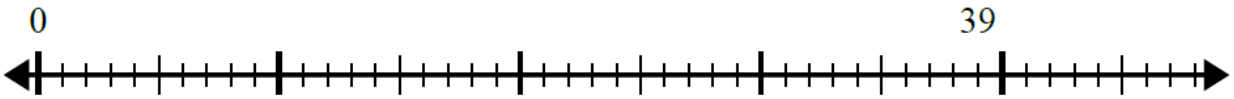
$32 \div 8 = \cdots R \ldots$



$48 \div 4 = \cdots R \ldots$



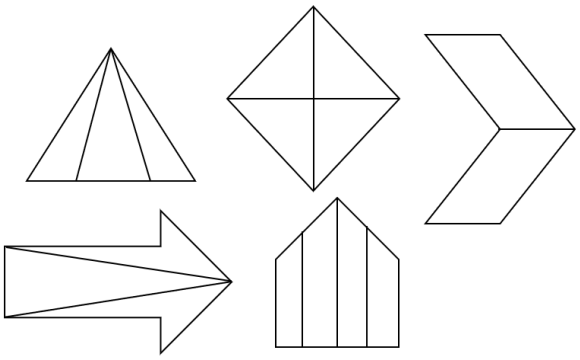
$39 \div 7 = \cdots R \ldots$



MATH - ENGLISH
Learning Activities
CYCLE 2 - GRADE 5
Week 3

Fractions and Divisions

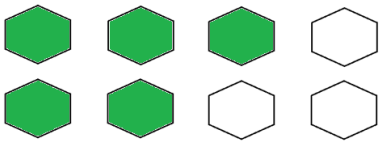
1- Circle the shapes that are cut into equal parts.



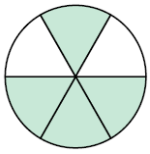
2- Write the fraction that represents the shaded part.

_____

_____



_____



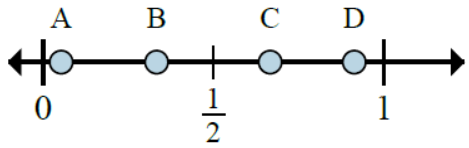
_____

3- Express the stars as a fraction of the entire set in each case.

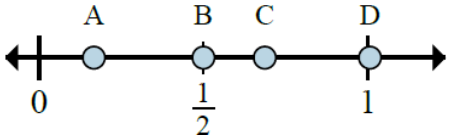
_____

_____

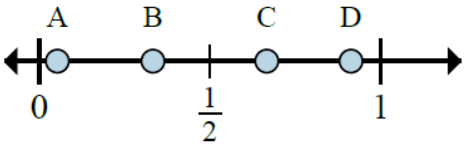
4- Determine which letter better shows the location of the fraction in each case.



Which letter better shows $\frac{2}{3}$? _____



Which letter better shows $\frac{1}{6}$? _____



Which letter better shows $\frac{1}{3}$? _____

5- Shade in the fraction and complete the addition.

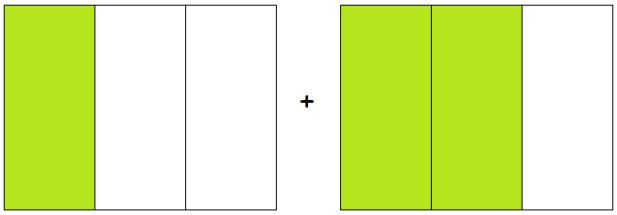
___ + ___ = ____

___ + ___ = ____

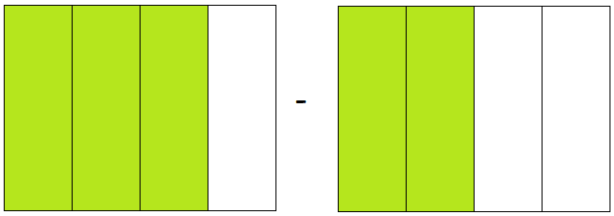
___ + ___ = ____

___ + ___ = ____

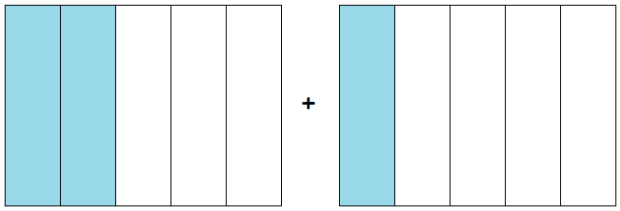
6- Use the visuals to give answers to the additions and the subtractions below.



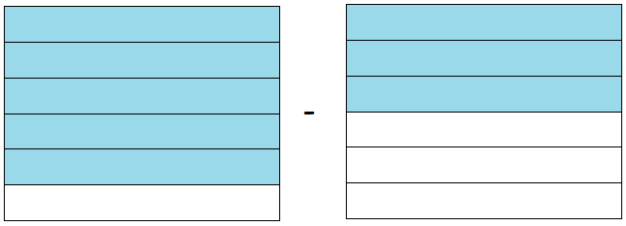
$\frac{1}{3}+\frac{2}{3}=\cdots$



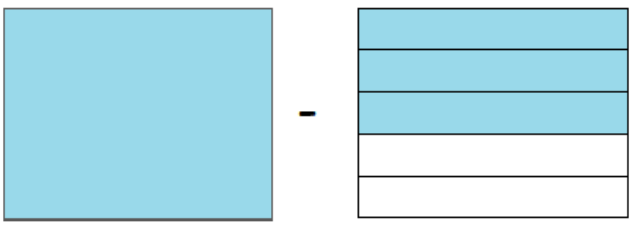
$\frac{3}{4}-\frac{2}{4}=\cdots$



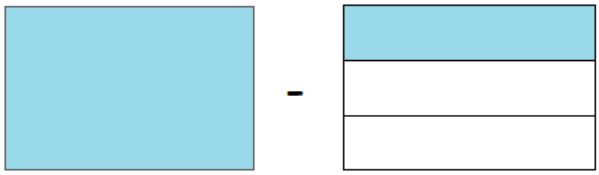
$\frac{2}{5}+\frac{1}{5}=\cdots$



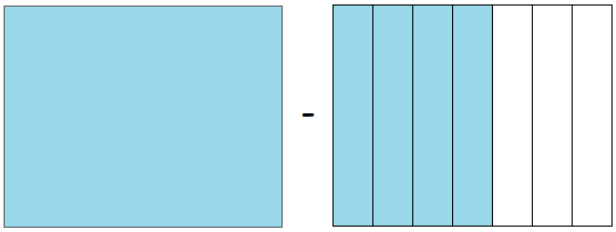
$\frac{5}{6}-\frac{3}{6}=\cdots$



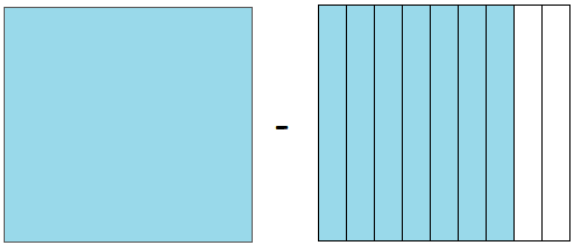
$1-\frac{3}{5}=\cdots$



$1 - \frac{1}{3} = \cdots$



$1 - \frac{4}{7} = \cdots$



$1 - \frac{7}{9} = \cdots$

7- Complete.

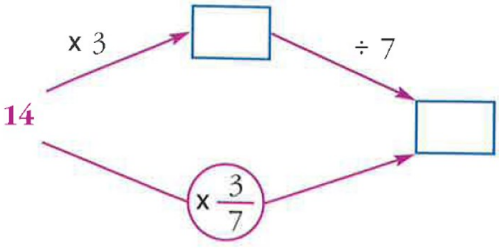
$\frac{1}{7} + \frac{3}{7} = \cdots$ $\frac{4}{9} + \frac{3}{9} = \cdots$

$\frac{6}{7} - \frac{2}{7} = \cdots$ $\frac{12}{5} - \frac{8}{5} = \cdots$

8- I'm a number whose $\frac{1}{3}$ is equal to two. Who am I?

$\frac{1}{3} \times \ldots = 2$

9- Fill in the empty boxes with the appropriate fractions or numbers.



10- My mother divides a pizza into 8 equal parts. Rima eats one, Fadi and my mother eat two parts each. My father plans to eat $\frac{3}{8}$ of the pizza.
Is that possible? Justify your answer.

_____

_____

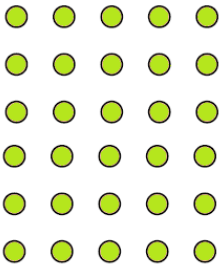
_____

11- Use the shapes provided to answer the questions.

How many groups of 4 can you make with the 16 shapes below?

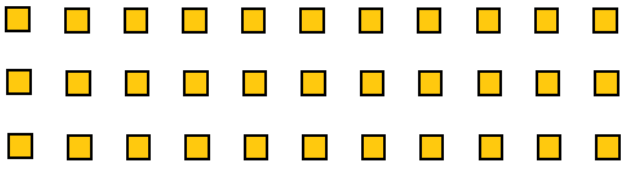
_____

How many groups of 6 can you make with the 30 shapes below?



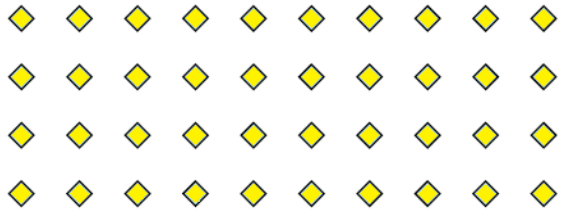
_____

How many groups of 11 can you make with the 33 shapes below?



_____

How many groups of 8 can you make with the 40 shapes below?



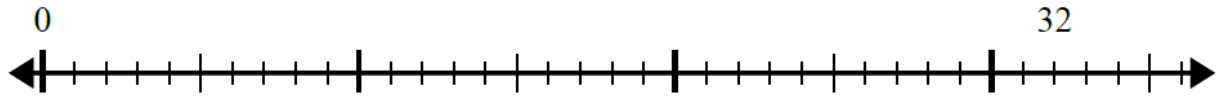
_____

How many groups of 4 can you make with the 60 shapes below?

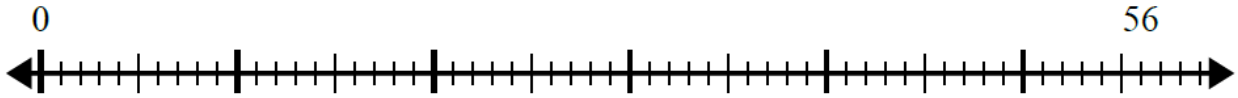
_____

12- Use the number line to solve the division problem in each case.

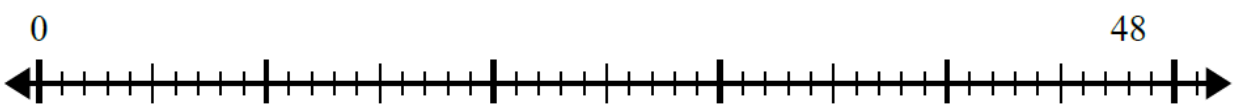
$32 \div 4 = \cdots$



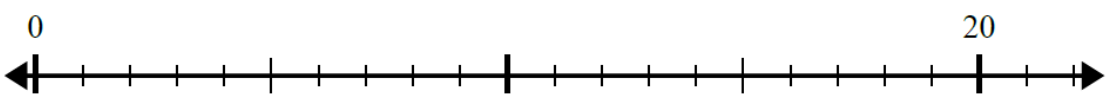
$56 \div 8 = \cdots$



$48 \div 6 = \cdots$



$20 \div 4 = \cdots$



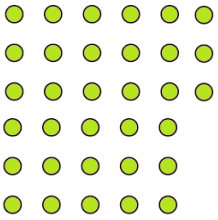
13- Complete.

How many groups of 4 can you make with the 18 shapes below? How many shapes remain?

Number of groups _____

Number of remaining shapes _____

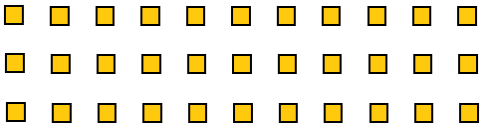
How many groups of 6 can you make with the 33 shapes below? How many shapes remain?



Number of groups _____

Number of remaining shapes _____

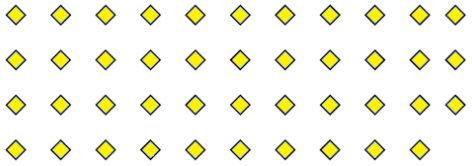
How many groups of 9 can you make with the 33 shapes below? How many shapes remain?



Number of groups _____

Number of remaining shapes _____

How many groups of 8 can you make with the 43 shapes below? How many shapes remain?



Number of groups _____

Number of remaining shapes _____

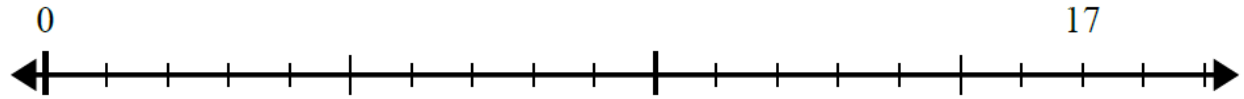
How many groups of 4 can you make with the 62 shapes below? How many shapes remain?

Number of groups _____

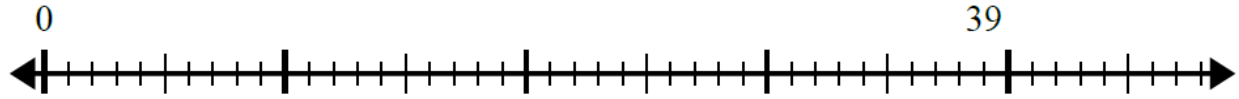
Number of remaining shapes _____

14- Perform the divisions using the number line and complete.

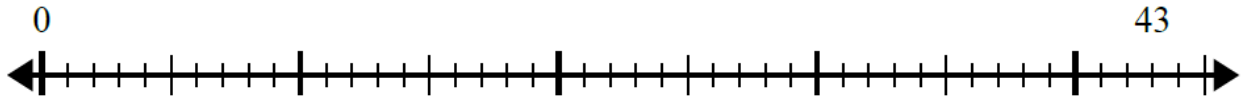
$17 \div 5 = \cdots R \ldots$



$39 \div 5 = \cdots R \ldots$



$43 \div 8 = \cdots R \ldots$



15- Use the completed division problem to answer the question.

It takes 4 cupcakes to fill one box. If a coffee shop had 18 cupcakes, how many boxes can they fill?

_____

$18 \div 4 = 4\ R\ 2$

A restaurant needs to buy 50 new cups. If each box has 6 cups in it, how many boxes will they need to buy? _____

$50 \div 6 = 8\ R\ 2$

Samia has 20 pieces of candy. If she wants to split the candy into 3 bags with the same amount of candy in each of them, how many more pieces of candy would she need to make sure that each bag had the same amount? _____

$20 \div 3 = 6\ R\ 2$

MATH - ENGLISH
Diagnostic Assessment
CYCLE 2 - GRADE 5
Week 4

Check your knowledge (Division and decimal numbers)

1- Complete.

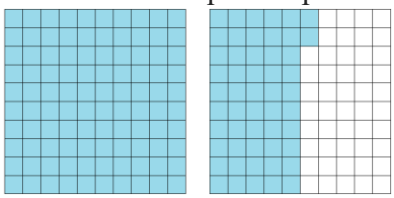
$\ldots \times 8 = 72$ $\quad\quad$ $72 \div 8 = 9$

$8 \times \ldots = 56$ $\quad\quad$ $56 \div 8 = \cdots$

2- Perform the following divisions.

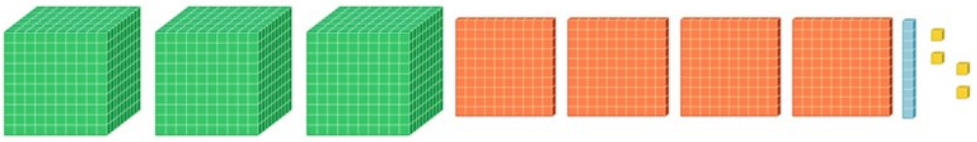
8 9 2 | 7 $\quad\quad$ 8 3 7 5 | 5 $\quad\quad$ 9 4 1 7 | 8

3- Each hundred square represents one whole. What decimal is represented below?

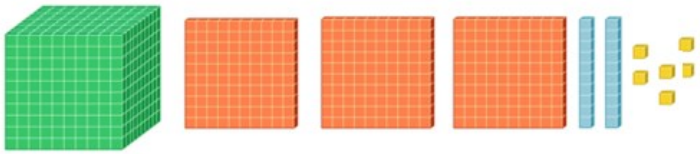


_____

4- If the 'large cube' represents one whole, the 'flat' represents 0.1, the 'rod' represents 0.01 and the 'small cube' represents 0.001, what number is represented by the following?



_____



_____

MATH - ENGLISH
Learning Activities
CYCLE 2 - GRADE 5
Week 4

Division and decimal numbers

1- Complete.

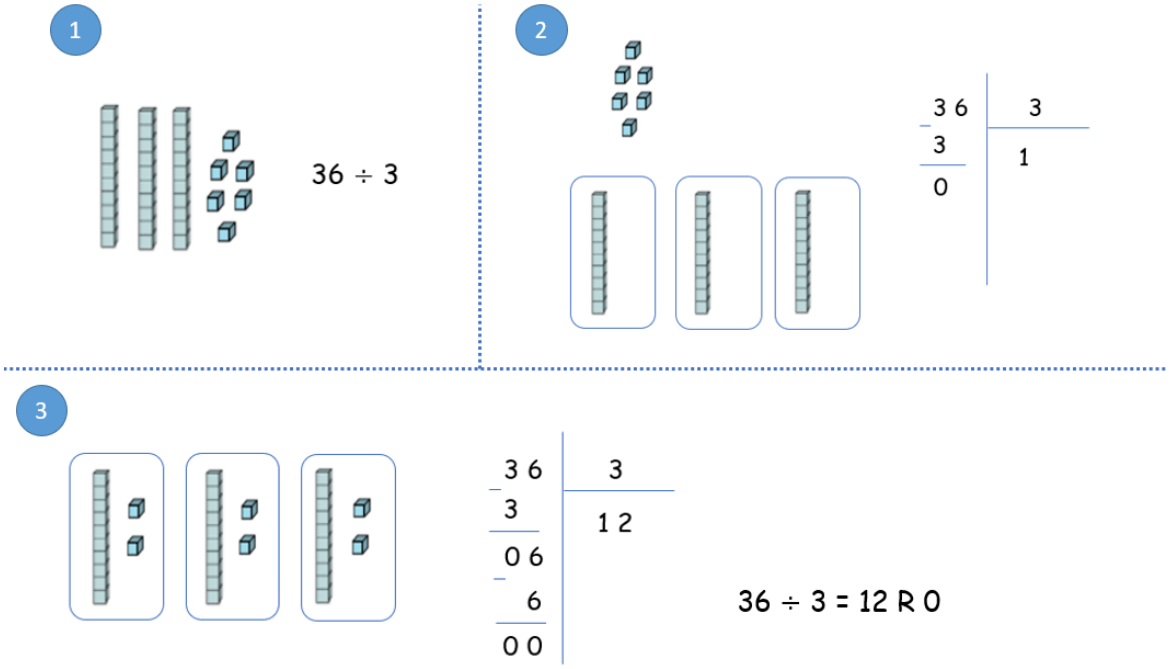
$\ldots \times 9 = 45$
$45 \div 9 = \cdots$

$\ldots \times 7 = 42$
$42 \div 7 = \cdots$

$\ldots \times 4 = 32$
$32 \div 4 = \cdots$

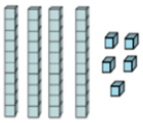
$7 \times \ldots = 63$
$63 \div 7 = \cdots$

Example 1



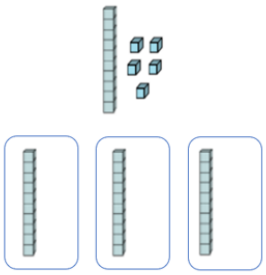
Example 2

1



45 ÷ 3

2



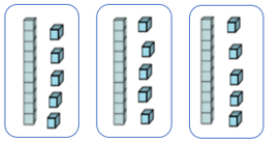
$$\begin{array}{r|l} 45 & 3 \\ \underline{3} & \hline 1 \\ 1 & \end{array}$$

3

1 ten and 5 ones → 15 ones

$$\begin{array}{r|l} 45 & 3 \\ \underline{3} & \hline 1 \\ 15 & \end{array}$$

4

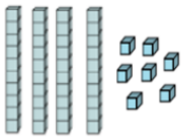


$$\begin{array}{r|l} 45 & 3 \\ \underline{3} & \hline 15 \\ 15 & \\ \underline{15} & \\ 00 & \end{array}$$

45 ÷ 3 = 15 R 0

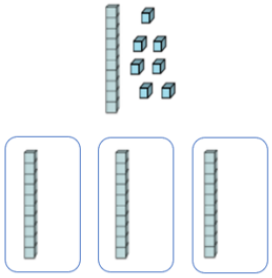
Example 3

1



47 ÷ 3

2



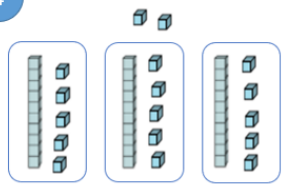
$$\begin{array}{r|l} 47 & 3 \\ \underline{3} & \hline 1 \\ 1 & \end{array}$$

3

1 ten and 7 ones → 17 ones

$$\begin{array}{r|l} 47 & 3 \\ \underline{3} & \hline 1 \\ 17 & \end{array}$$

4



$$\begin{array}{r|l} 47 & 3 \\ \underline{3} & \hline 15 \\ 17 & \\ \underline{15} & \\ 02 & \end{array}$$

47 ÷ 3 = 15 R 2

2- Perform the following divisions.

3 1 2 | 6

1 8 0 9 | 7

2 2 8 | 6

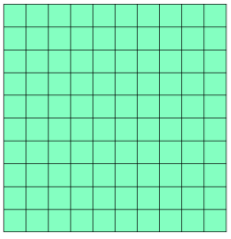
1 3 5 | 5

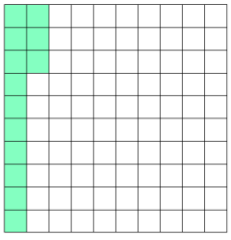
4 7 2 | 9

2 7 2 4 | 4

1 6 2 4 | 8

3- Each hundred square represents one whole. What decimal is represented in each example?





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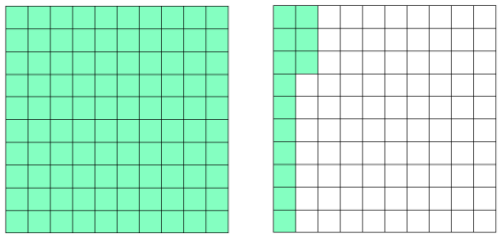
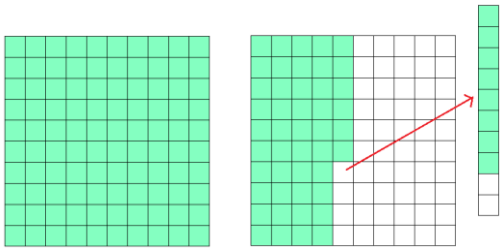
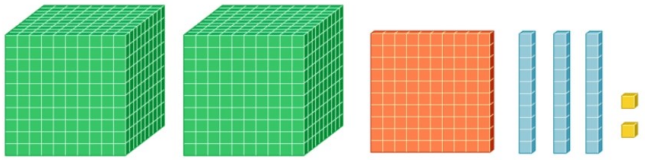
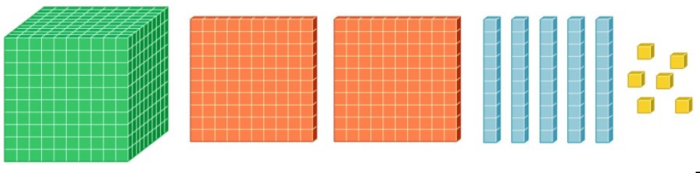
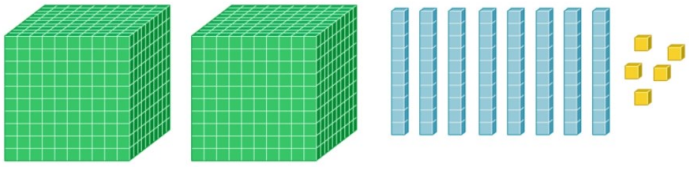




4- If the ‘large cube’ represents one whole, the ‘flat’ represents 0.1, the ‘rod’ represents 0.01 and the ‘small cube’ represents 0.001, what number is represented by the following?



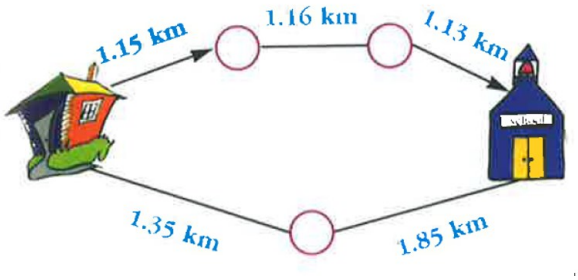




5- Make models to represent the following decimals.

a) 0.340
b) 0.501
c) 0.048

6- Which path is the shortest to take from home to school?



MATH - ENGLISH
Games For Fun
CYCLE 2 - GRADE 5

Across

1- The number that comes before one million

2- $5 \times 10\,000 + 8 \times 100 + 3 \times 10 + 7$

3- 179 thousand 85 ones

4- The triple of 111; the product of its digits is 64

5- $10\,101 + 92\,819$

6- The hundreds' digit in 14 183; four consecutive digits in decreasing order

Down

A- $1\,000\,000 - 48\,689$

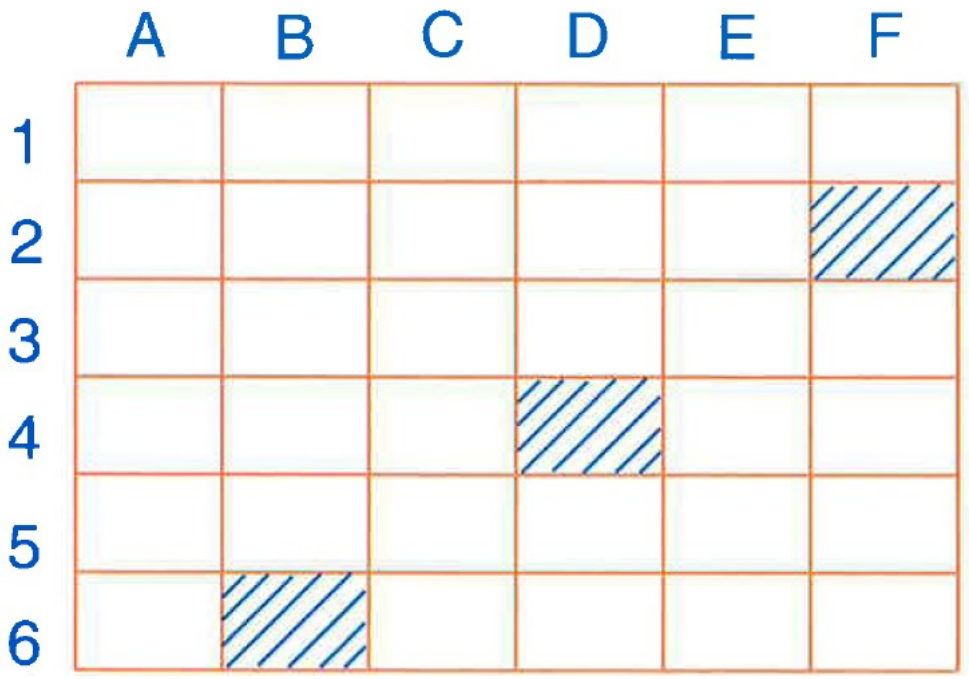
B- $90 \times 1\,000 + 730$

C- $76\,102 \times 13$

D- The sum of its digits is 12; the number of millions in 95 640 000

E- $122\,353 \times 8$

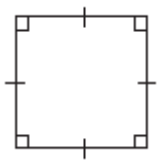
F- Half of 18; 8 350 is a different order



MATH - ENGLISH
Exercises on quadrilaterals
CYCLE 2 - GRADE 5

Note: these exercises are to be done with the students if time allows it.

1- For each shape, determine if it is a parallelogram, a rhombus, a rectangle, a square, or a trapezoid. List all that apply (there can be more than one).



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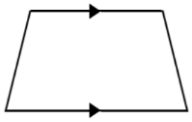

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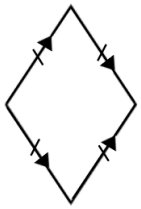

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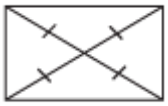


_____

2- True or false.

A parallelogram is a quadrilateral which has two pairs of opposite sides that are parallel. _____

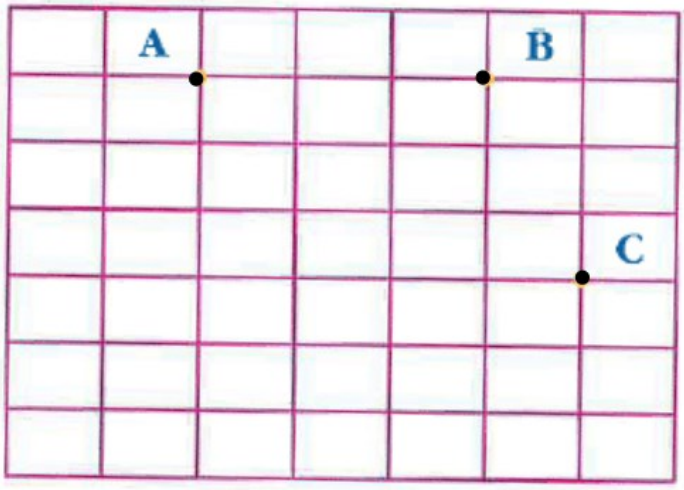
A rectangle is a parallelogram that has four right angles. _____

All sides of a square have the same length. _____

The trapezoid has two pairs of parallel sides. _____

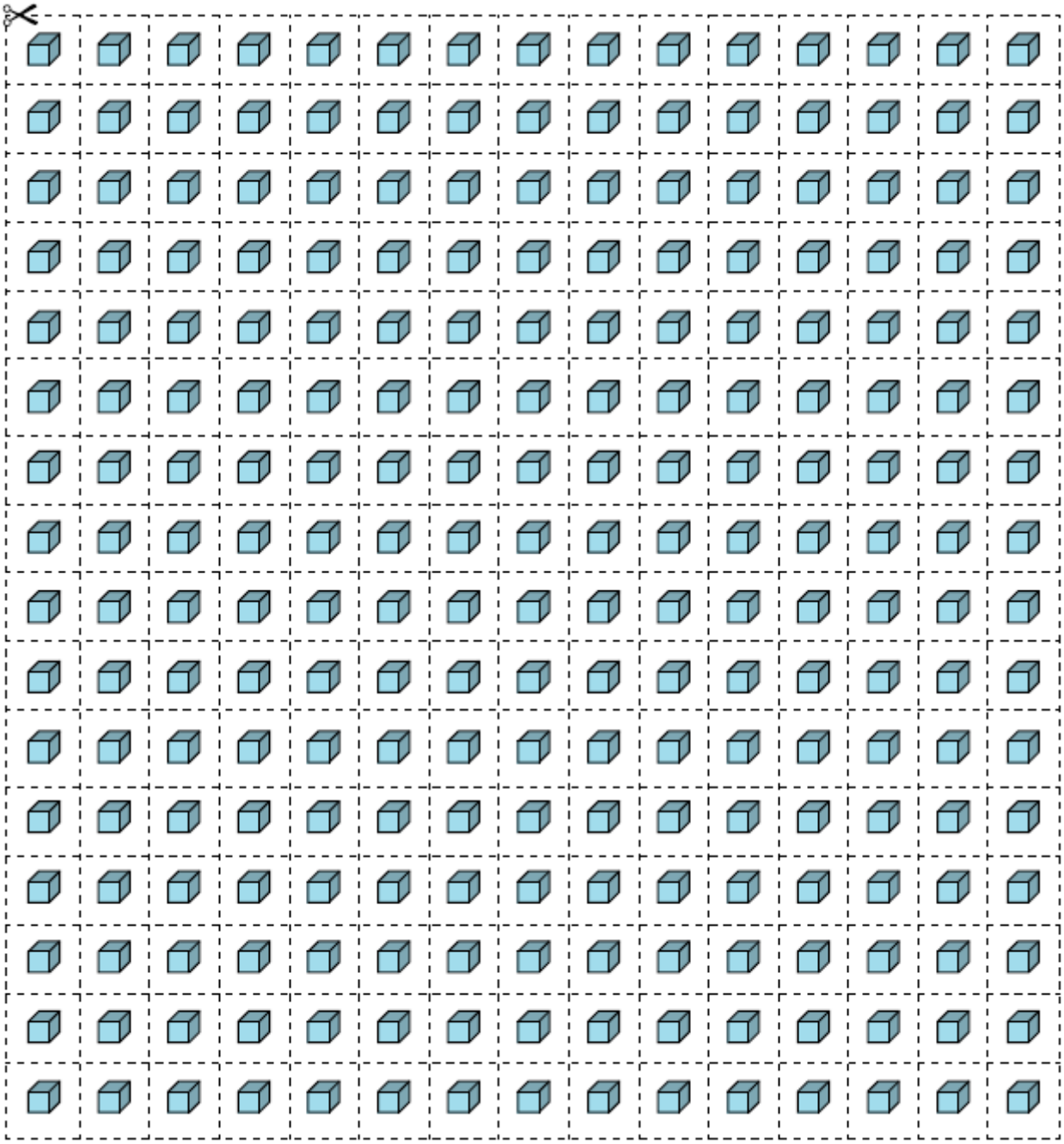
3- Place in the grid the vertex D to obtain the parallelogram ABCD.

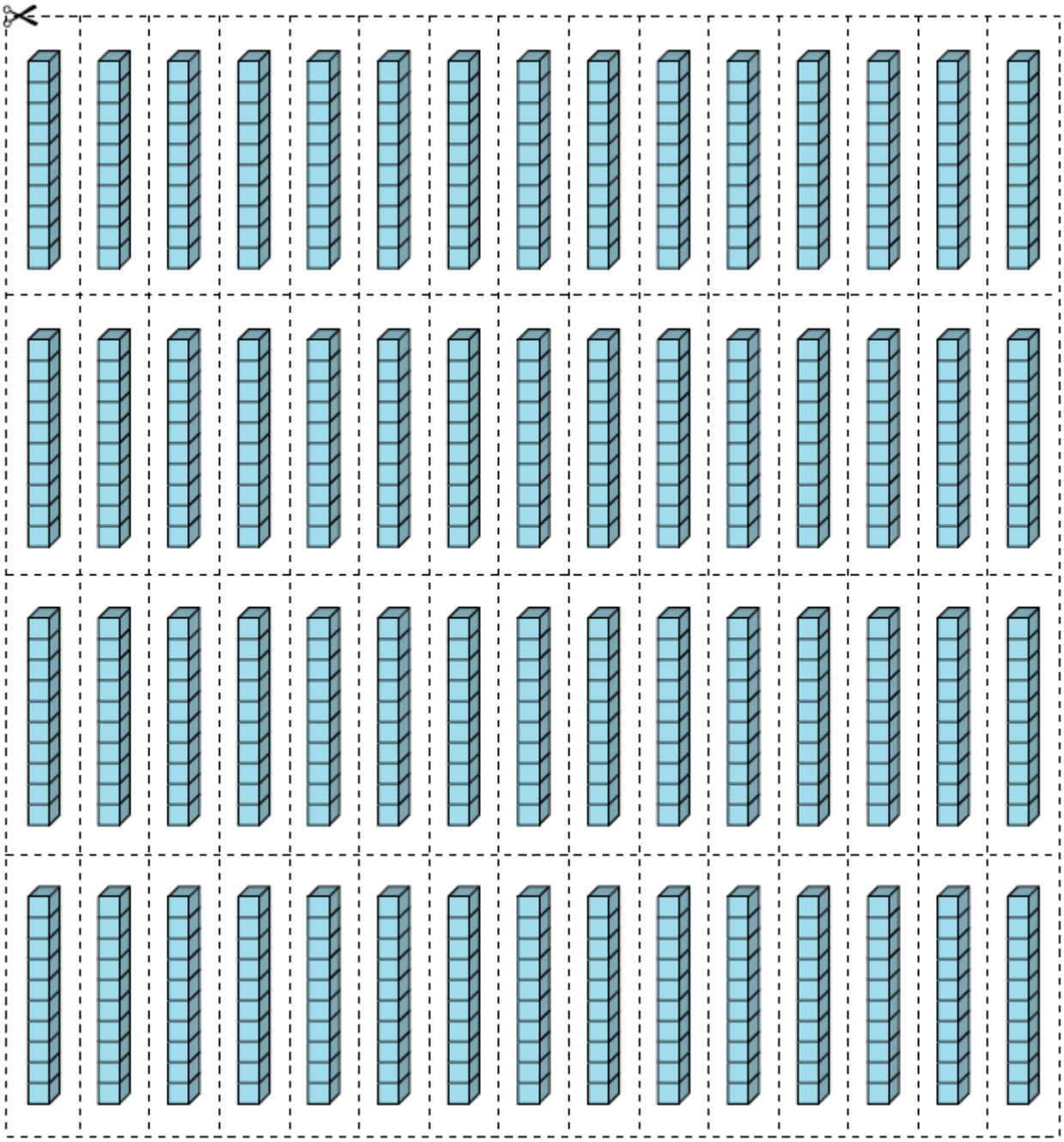
Complete the square ABEF.
Place G in a way to get a trapezoid ABCG.

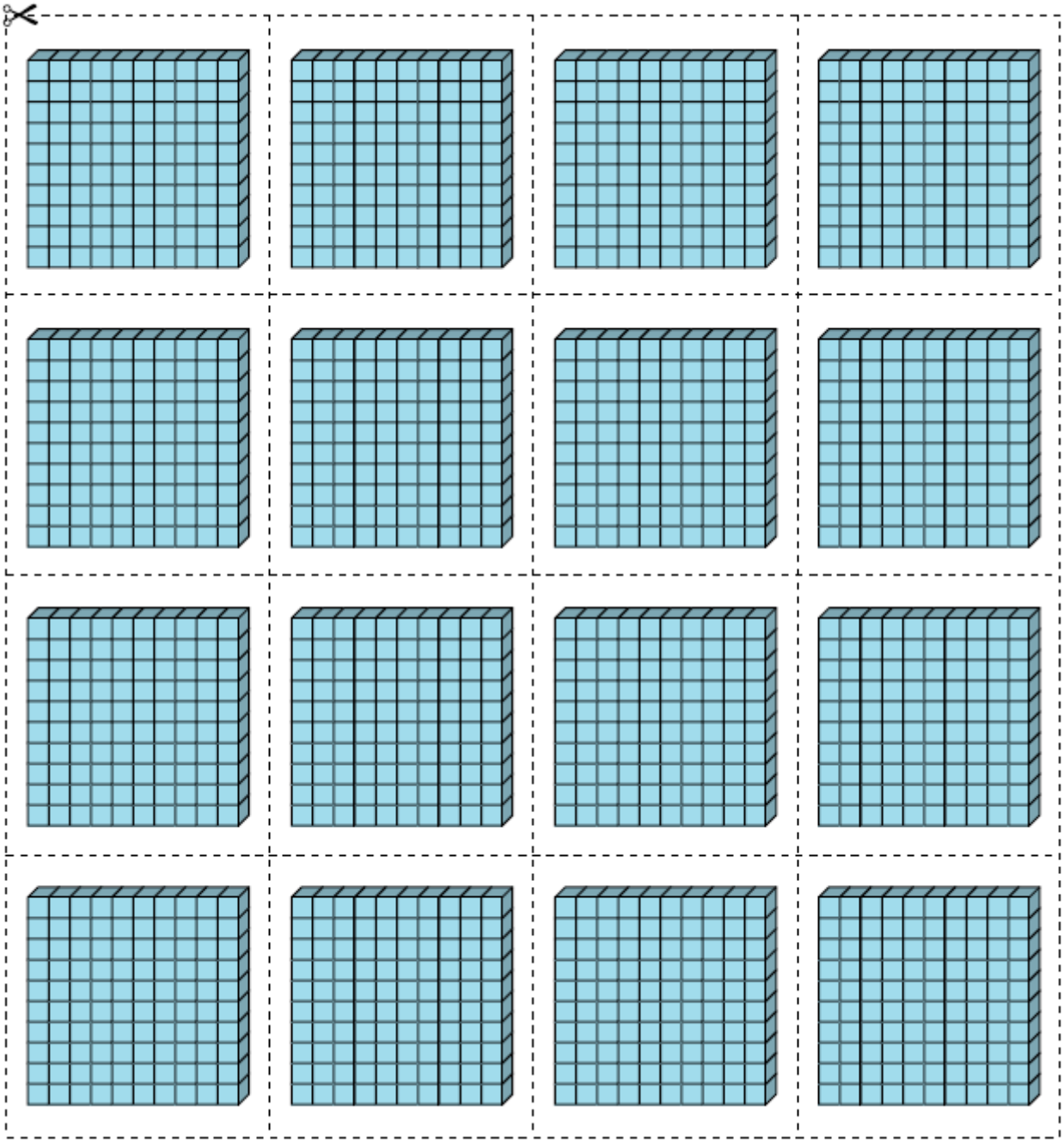


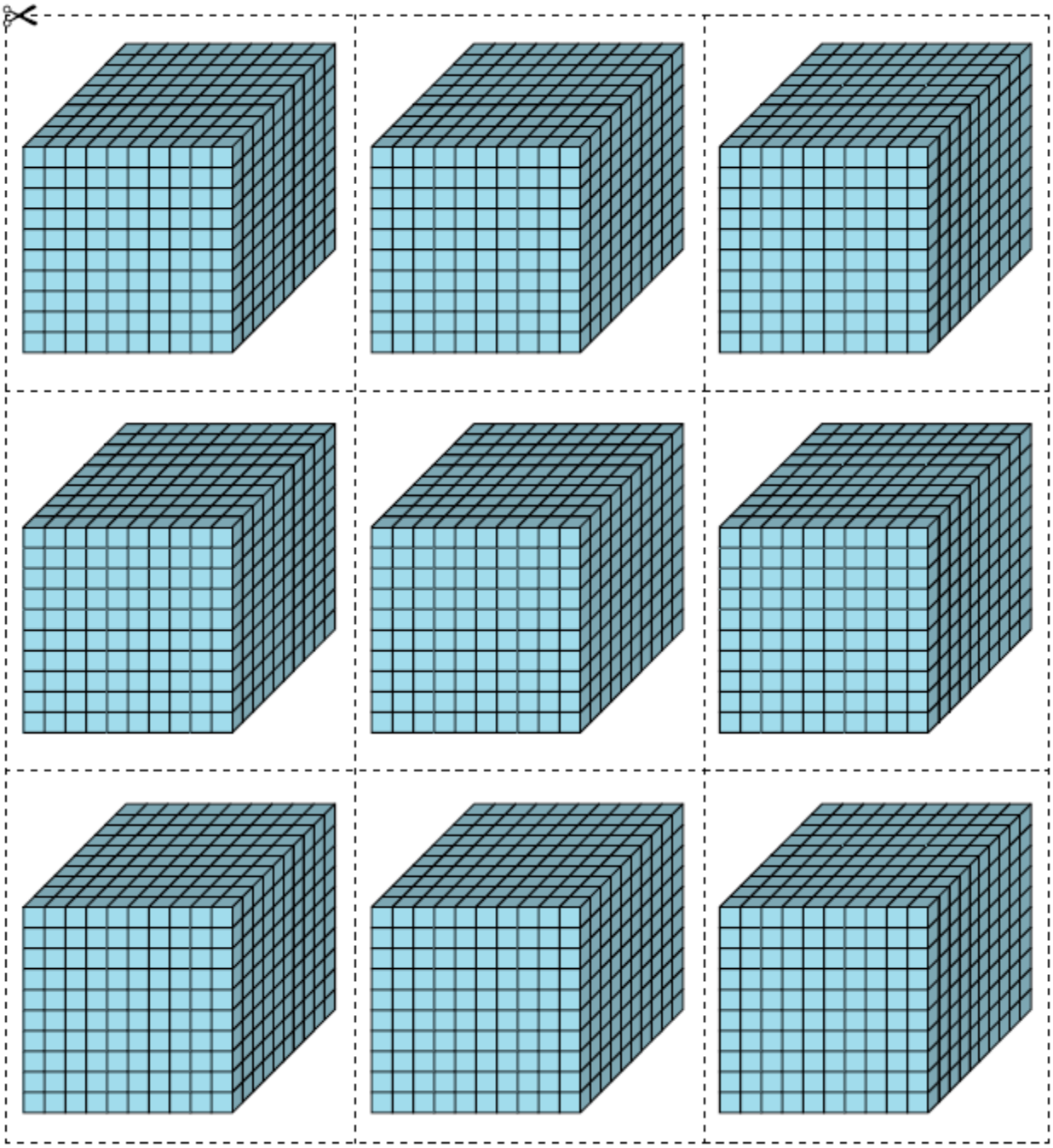
MATH - ENGLISH
Material to be used
CYCLE 2 - GRADE 5

Thousands-cubes, Hundreds-flats, Tens-strips and Ones-squares

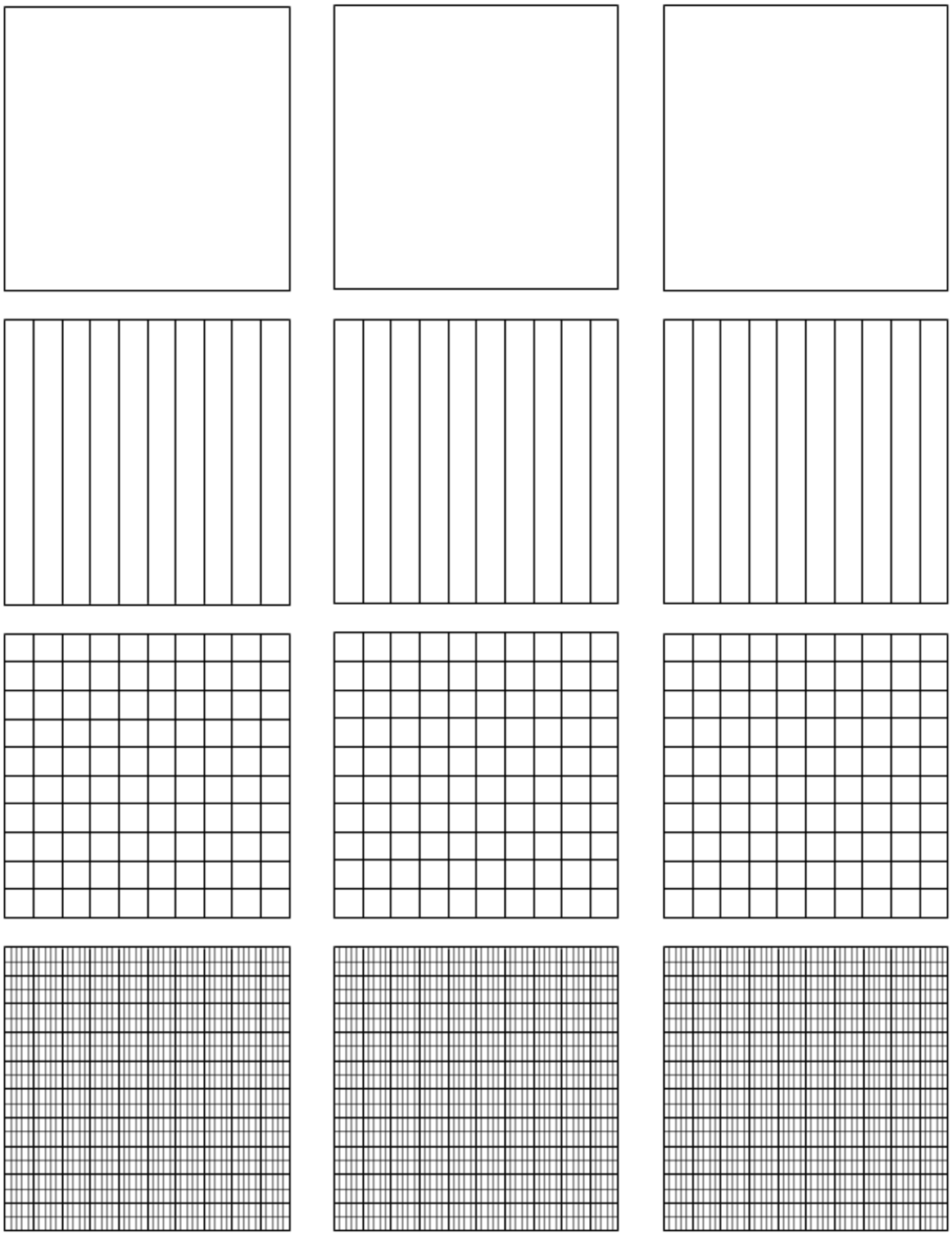




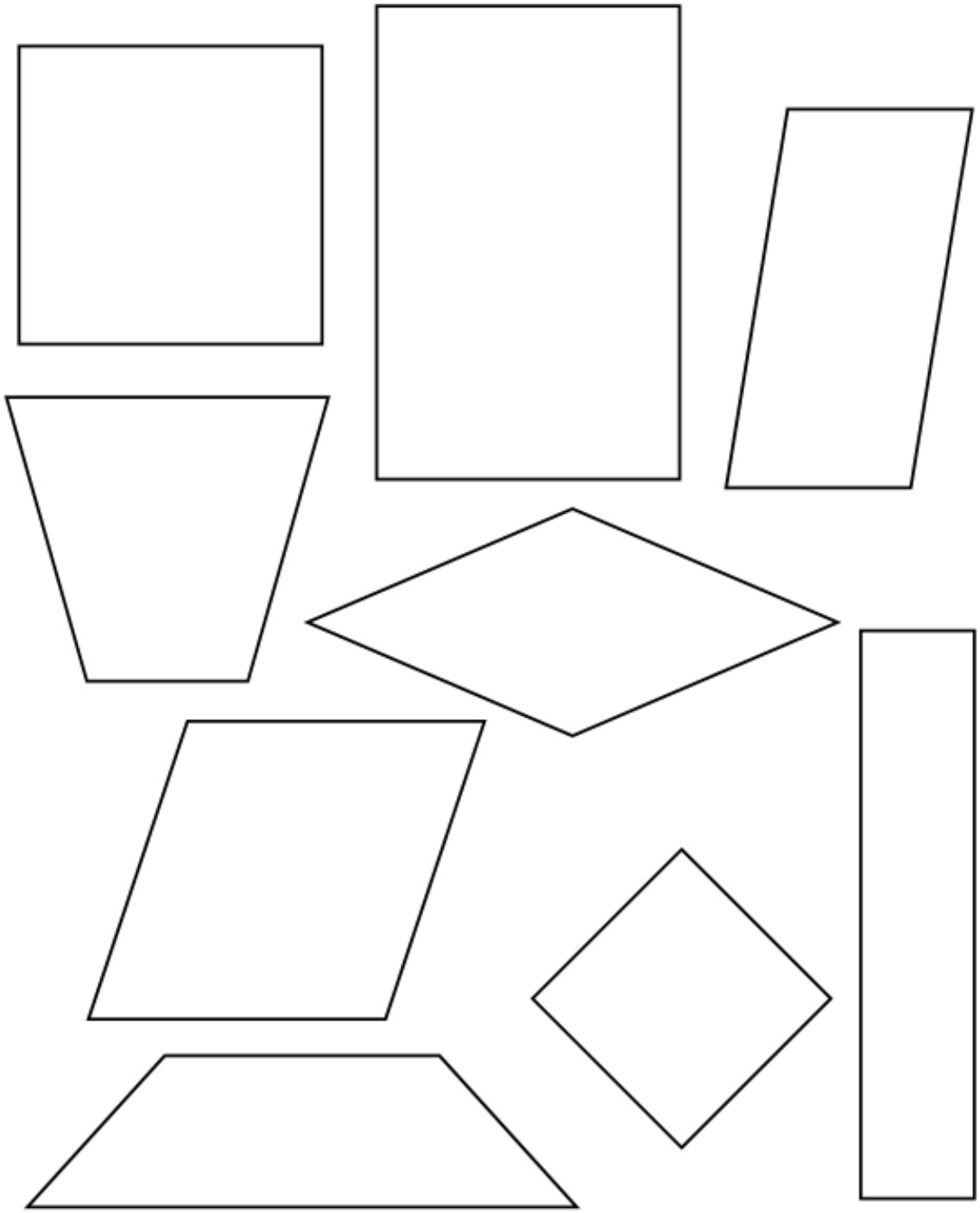




Decimal Squares



Quadrilaterals



THANK YOU

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