نموذج أسئلة وفق الهيكل الوزاري

التواصل الاجتماعي بحسب الصف الرابع

روابط مواد الصف الرابع على تلغرام

الرياضيات	اللغة الانجليزية	اللغة العربية	التربية الاسلامية

المزيد من الملفات بحسب الصف الرابع والمادة رياضيات في الفصل الثاني

Part-1	Type Questions نوع الأسئلة	اختياري	الدرجات لكل سؤال أساسي Marks per Main Question	3 درجات
U7-1	patterns to divide multiples of **10**, 100, or **1,000**		Exercise (1-6)	Page:209

How can you complete the equations?

1. 36 ones $\div$ 9 = _____ ones

   36 tens $\div$ 9 = _____ tens

   36 _____ $\div$ 9 = 4 hundreds

2. 180 $\div$ 3 = _____

   1,800 $\div$ 3 = _____

   18,000 $\div$ 3 = _____

What is the quotient? Use a related multiplication equation to solve.

3. 48 tens $\div$ 6 = ?

   6 $\times$ 8 _____ = 48 tens

   So, 48 tens $\div$ 6 = _____

4. 35,000 $\div$ 5 = ?

   5 $\times$ _____ = 35,000

   So, 35,000 $\div$ 5 = _____

5. 560 $\div$ 7 = _____

6. 360 $\div$ 4 = _____

U7-4	Use partial quotients to divide 3-digit dividends by 1-digit divisors	Exercise (1-6)	Page:221

What is the quotient? Use a representation to show the partial quotients.

1. 136 $\div$ 8 = _____

2. 114 $\div$ 6 = _____

3. 115 $\div$ 5 = _____

4. 105 $\div$ 3 = _____

What is the quotient? Use the partial-quotients strategy to solve.

5. 154 $\div$ 7 = _____

6. 342 $\div$ 9 = _____

Use the representation to find an equivalent fraction. **Sample answers given**

1.

$\frac{2}{3} = \dfrac{\boxed{}}{\boxed{}}$

2.

$\frac{6}{10} = \dfrac{\boxed{}}{\boxed{}}$

3.

$\frac{3}{4} = \dfrac{\boxed{}}{\boxed{}}$

4.

$\frac{4}{5} = \dfrac{\boxed{}}{\boxed{}}$

U9-1	Use fraction models to decompose fractions into sums of fractions	Exercise (1-2)	Page:35
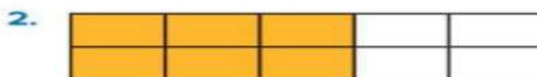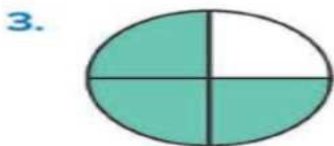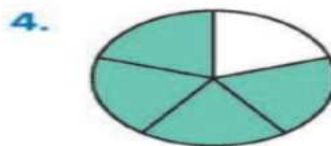
How can you decompose the fraction into unit fractions?

1. $\frac{5}{8} = \dfrac{\boxed{}}{\boxed{}} + \dfrac{\boxed{}}{\boxed{}} + \dfrac{\boxed{}}{\boxed{}} + \dfrac{\boxed{}}{\boxed{}} + \dfrac{\boxed{}}{\boxed{}}$

2. $\frac{4}{5} = \dfrac{\boxed{}}{\boxed{}} + \dfrac{\boxed{}}{\boxed{}} + \dfrac{\boxed{}}{\boxed{}} + \dfrac{\boxed{}}{\boxed{}}$

U9-2	understand addition of fractions as joining parts that refer to the same whole	Exercise (1-6)	Page:39

1. How can you find the sum? Draw a picture to show your thinking.

$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \dfrac{\boxed{}}{\boxed{}}$

2. Aaron used a number line to find the sum of three fractions.
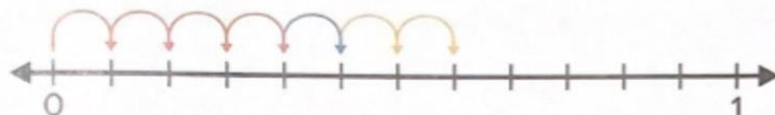
What fractions did Aaron add? What is the sum?

$\dfrac{\boxed{}}{\boxed{}} + \dfrac{\boxed{}}{\boxed{}} + \dfrac{\boxed{}}{\boxed{}} = \dfrac{\boxed{}}{\boxed{}}$

| U9-2 | understand addition of fractions as joining parts that refer to the same whole | Exercise (1-6) | Page:39 |

How can you find the sum? Use the fraction model to represent the equation.

3. $\frac{5}{12} + \frac{2}{12} + \frac{3}{12} = \frac{\square}{\square}$

4. $\frac{2}{8} + \frac{5}{8} = \frac{\square}{\square}$

5. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{\square}{\square}$

6. $\frac{1}{4} + \frac{2}{4} = \frac{\square}{\square}$

| U9-2 | addition of fractions | Exercise (9-10) | Page:40 |
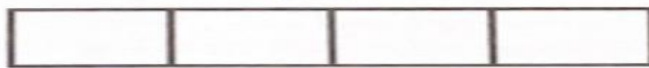
What is the sum? Use the number line to represent the equation.

9. $\frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{\square}{\square}$

10. $\frac{3}{4} + \frac{2}{4} = \frac{\square}{\square}$

| U9-3 | sum of fractions with like denominators | Exercise (3-8) | Page:43 |
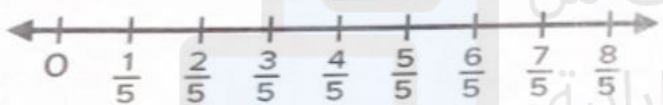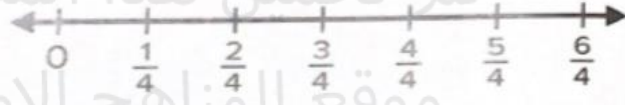
What is the missing value? Complete the equation.

3. $\frac{2}{3} + \frac{3}{3} = \frac{\square}{3}$

4. $\frac{2}{10} + \frac{6}{10} = \frac{8}{\square}$

5. $\frac{1}{8} + \frac{5}{8} = \frac{\square}{\square}$

6. $\frac{3}{2} + \frac{4}{2} = \frac{\square}{\square}$

7. $\frac{\square}{\square} + \frac{4}{6} = \frac{5}{6}$

8. $\frac{5}{12} + \frac{\square}{\square} = \frac{8}{12}$

| U10-1 | Use mixed numbers to write fractions greater than 1 | Exercise (5,6,7) | Page:69 |

5. Show or explain the answer.

What fraction is equivalent to $5\frac{2}{3}$?

6. Fill in the blank.

a. Linda decomposed a mixed number as $\frac{2}{2} + \frac{2}{2} + \frac{2}{2} + \frac{2}{2} + \frac{2}{2} + \frac{1}{2}$.

What mixed number did Linda decompose?

U10-1	Use mixed numbers to write fractions greater than 1	Exercise (5,6,7)	Page:69

7. Show or explain the answer.

What mixed number is equivalent to $\frac{17}{6}$?

U10-R	Use mixed numbers to write fractions greater than 1	Exercise (9)	Page:94

How can you write the mixed number as a fraction?

$$5\frac{3}{4} = \boxed{}$$

U10-2	addition of mixed numbers with like denominators	Exercise (1-8)	Page:73

On My Own

Complete exercises 1 through 9.

1. Fill in the blank.

What is the sum?

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

2. Fill in the blank.

What is the sum?

$$2\frac{3}{4} + 1\frac{2}{4} = \boxed{}$$

3. Fill in the blank.

What is the sum?

$$1\frac{6}{12} + 1\frac{4}{12} = \boxed{}$$

4. Fill in the blank.

What is the sum?

$$2\frac{5}{8} + 1\frac{7}{8} = \boxed{}$$

5. Fill in the blank.

What is the sum?

$$1\frac{7}{10} + 1\frac{9}{10} = \boxed{}$$

6. Fill in the blank.

What is the sum?

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

7. Show or explain the answer.

Greg has $1\frac{3}{4}$ pounds of peaches. He buys another $3\frac{3}{4}$ pounds of peaches at the store. How many pounds of peaches does Greg have now?

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....
....

8. Show or explain the answer.

How can you use the fraction circles to find the sum of $1\frac{4}{6} + 1\frac{3}{6}$?

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....
....

1. Fill in the blank.

$$3 \times \frac{1}{6} = \frac{\square}{6}$$

2. Fill in the blank.

What is the product?

$$4 \times \frac{1}{3} = \frac{\square}{3}$$

3. Fill in the blank.

What is the missing factor?
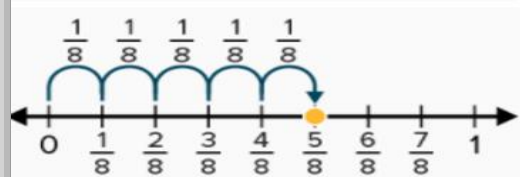
$$\square \times \frac{1}{8} = \frac{5}{8}$$

4. Fill in the blank.

What is the missing factor?

$$7 \times \square = \frac{7}{10}$$

U11-2	**Multiply a fraction by a whole number**	Exercise (5-7)	Page:107

What is the product?

$$3 \times \frac{3}{10} = \boxed{}$$

6. Show your work and fill in the blank.

What is the product?

$$2 \times \frac{5}{8} = \boxed{}$$
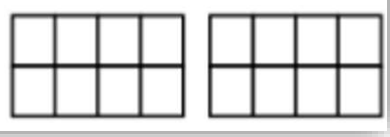
What is the product?

$$3 \times \frac{4}{6} = \boxed{}$$

Part-2	نوع الأسئلة Type Questions	اختياري	الدرجات لكل سؤال أساسي Marks per Main Question	5 درجات

U7-3	**divide 2-digit dividends by 1-digit divisors**	Exercise (7,8) (12-14)	Page:217 Page :242

7. There are 91 students in the school chorus. The chorus conductor puts 7 students in each row. How many rows of students are there?

....

8. Four students equally share 68 binder clips. How many binder clips does each student receive?

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....

12. Show or explain the answer. (Lesson 7-3)

A school is holding a bake sale in the gym. There are 382 fruit bars available for sale. If the PTO plans to place about the same number of fruit bars on each of 9 tables, how many fruit bars will be placed on each table?

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13. Show or explain the answer. (Lesson 7-3)

Megan has 98 bracelets. She puts an equal number of bracelets into 7 boxes. How many bracelets will she put in each box?

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14. Show or explain the answer. (Lesson 7-3)

There are 78 students in an engineering club. The sponsor puts 6 students in each group. How many groups of students are there?

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Part-2	Type Questions نوع الأسئلة	اختياري	الدرجات لكل سؤال أساسي Marks per Main Question	5 درجات

U7-5	partial quotients to divide 4-digit dividends by 1-digit divisors	Exercise (1-6)	Page:225

What is the quotient? Use the partial quotients to solve.

1. $2,200 \div 2 =$ _____

$$
\begin{array}{r}
2,200 \\
- 2,000 \ (2 \times 1,000) \\
\hline
200 \\
- 200 \ (2 \times 100) \\
\hline
0
\end{array}
$$

2. $4,840 \div 4 =$ _____

$$
\begin{array}{r}
4,840 \\
- 4,000 \ (4 \times 1,000) \\
\hline
840 \\
- 400 \ (4 \times 100) \\
\hline
440 \\
- 400 \ (4 \times 100) \\
\hline
40 \\
- 40 \ (4 \times 10) \\
\hline
0
\end{array}
$$

What is the quotient? Use partial quotients to solve.

3. $9,300 \div 3 =$ _____

4. $3,240 \div 3 =$ _____

5. $3,216 \div 2 =$ _____

6. $8,350 \div 5 =$ _____

U7-6	**Divide multi-digit whole numbers**	Exercise (3-7)	Page:229

What is the quotient and the remainder? Use partial quotients to solve.

3. $929 \div 3 =$ _____

4. $119 \div 4 =$ _____

5. $3,225 \div 8 =$ _____

6. $8,254 \div 5 =$ _____

7. $8,437 \div 7 =$ _____

1. Show or explain the answer.

Caleb makes fruit smoothies. He has 26 strawberries. If Caleb puts 4 strawberries into each smoothie, how many smoothies can he make? How many strawberries will be left over?

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There are 48 ounces of water in a pitcher. How many 10 ounce bottles can Sven fill using the pitcher?

....

....

There are 125 chairs to put in rows. Each row can have 20 chairs. How many rows are needed for all the chairs?

....

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Herbert has 147 postcards. He places 6 postcards on a page in his album. How many pages will he need for all his postcards?

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Two families will share 5 oranges at a picnic. How many oranges will each family receive if they share all the oranges equally?

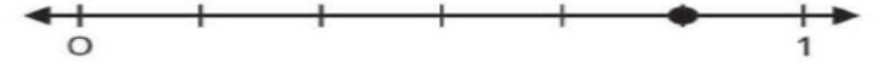..

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U8-3	use multiplication and division to generate equivalent fractions	Exercise (1-4) (7)	Page:13 P:26

Use the number line to find an equivalent fraction.
Sample answers given.

1. $\frac{1}{3} = \dfrac{\Box}{\Box}$

2. $\frac{6}{8} = \dfrac{\Box}{\Box}$

3. $\frac{6}{12} = \dfrac{\Box}{\Box}$

4. $\frac{5}{6} = \dfrac{\Box}{\Box}$

7. Choose all that apply. (Lesson 8-1, 8-3)

تم تحميل هذا الملف من موقع المناهج الإماراتية

Which fractions are equivalent to the point on the number line?

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☐ $\dfrac{2}{4}$	☐ $\dfrac{8}{12}$
☐ $\dfrac{2}{3}$	☐ $\dfrac{8}{10}$
☐ $\dfrac{1}{3}$	☐ $\dfrac{6}{8}$

U8-5	**Compare two fractions**	Exercise (1-6	Page:21

Write >, <, or = to compare the fractions. Explain your reasoning for each comparison.

1. $\frac{3}{5} \bigcirc \frac{8}{10}$ 2. $\frac{2}{6} \bigcirc \frac{1}{3}$

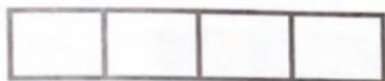3. $\frac{4}{12} \bigcirc \frac{2}{5}$ 4. $\frac{3}{4} \bigcirc \frac{6}{10}$
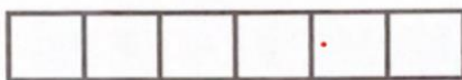
5. $\frac{2}{4} \bigcirc \frac{5}{10}$ 6. $\frac{7}{12} \bigcirc \frac{2}{3}$

How can you find the difference? Use the fraction model to represent the equation.
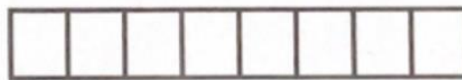
2. $\frac{3}{4} - \frac{1}{4} = \frac{\square}{\square}$

3. $\frac{4}{6} - \frac{2}{6} = \frac{\square}{\square}$

4. $\frac{5}{10} - \frac{3}{10} = \frac{\square}{\square}$

5. $\frac{6}{8} - \frac{3}{8} = \frac{\square}{\square}$

How can you find the difference? Use the number line to represent the equation.

6. $\frac{7}{6} - \frac{1}{6} = \frac{\square}{\square}$

$0 \quad \frac{1}{6} \quad \frac{2}{6} \quad \frac{3}{6} \quad \frac{4}{6} \quad \frac{5}{6} \quad \frac{6}{6} \quad \frac{7}{6} \quad \frac{8}{6}$

7. $\frac{8}{5} - \frac{4}{5} = \frac{\square}{\square}$

$0 \quad \frac{1}{5} \quad \frac{2}{5} \quad \frac{3}{5} \quad \frac{4}{5} \quad \frac{5}{5} \quad \frac{6}{5} \quad \frac{7}{5} \quad \frac{8}{5}$

8. $\frac{5}{3} - \frac{2}{3} = \frac{\square}{\square}$

$0 \quad \frac{1}{3} \quad \frac{2}{3} \quad \frac{3}{3} \quad \frac{4}{3} \quad \frac{5}{3}$
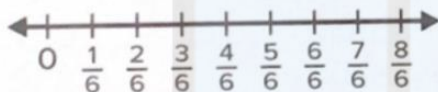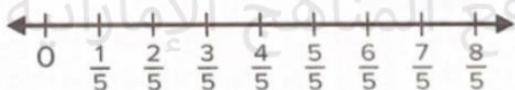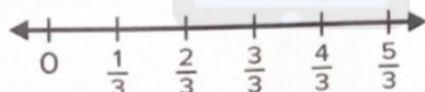
9. $\frac{3}{2} - \frac{1}{2} = \frac{\square}{\square}$

$0 \quad \frac{1}{2} \quad \frac{2}{2} \quad \frac{3}{2}$
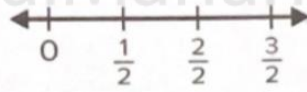
What is the difference?

3. $\frac{6}{8} - \frac{2}{8} = \frac{\square}{\square}$

4. $\frac{15}{12} - \frac{11}{12} = \frac{\square}{\square}$

5. $\frac{9}{6} - \frac{4}{6} = \frac{\square}{\square}$

6. $\frac{7}{8} - \frac{2}{8} - \frac{2}{8} = \frac{\square}{\square}$

What fraction are you taking away?

7. $\frac{8}{10} - \frac{\square}{\square} = \frac{6}{10}$

8. $\frac{8}{12} - \frac{\square}{\square} = \frac{5}{12}$

9. $\frac{4}{5} - \frac{1}{5} - \frac{\square}{\square} = \frac{2}{5}$

10. $\frac{9}{12} - \frac{2}{12} - \frac{\square}{\square} = \frac{4}{12}$

| U10-5 | **Subtract mixed numbers** | Exercise (1-6) | Page:85 |

What is the difference?

1. $4\frac{10}{12} - 2\frac{3}{12} = \boxed{}\frac{\boxed{}}{\boxed{}}$

2. $3\frac{1}{8} - 1\frac{5}{8} = \boxed{}\frac{\boxed{}}{\boxed{}}$

3. $1\frac{1}{3} - \frac{2}{3} = \frac{\boxed{}}{\boxed{}}$

4. $4 - \frac{8}{10} = \boxed{}\frac{\boxed{}}{\boxed{}}$

5. $3\frac{1}{4} - \frac{2}{4} = \boxed{}\frac{\boxed{}}{\boxed{}}$

6. $4\frac{2}{6} - \frac{3}{6} = \boxed{}\frac{\boxed{}}{\boxed{}}$

| U11-3 | Multiply a fraction by a Whole number | Exercise (1-6) | Page:111 |

What is the product? Complete the equation.

1. $3 \times \frac{2}{8} = 3 \times 2 \times \frac{1}{8}$
   $= 6 \times \frac{1}{8}$
   $= \frac{}{8}$

2. $4 \times \frac{2}{5} = 4 \times 2 \times \frac{1}{5}$
   $= 8 \times \frac{1}{5}$
   $= \frac{}{5}$

What is the product? Complete the equation.

3. $2 \times \frac{2}{3} = \boxed{} \times 2 \times$
   $=$

4. $3 \times \frac{3}{6} = \boxed{} \times 3 \times$
   $=$

5. $5 \times \frac{2}{12} =$

6. $2 \times \frac{3}{10} =$

U7-2	**estimate of a quotient**	(حل بالخطوات)	Exercise (5-8)	Page:213

مطلوب أن يتدرب الطالب على خطوات الحل

How can you estimate the quotient using compatible numbers?

5. $749 \div 8$

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7. $3,297 \div 8$

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6. $522 \div 7$

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8. $6,428 \div 9$

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U9-6	**solve word problems using addition and subtraction of fractions**	Exercise (1-5)	Page:57

1. Show or explain the answer.

To make a recipe, Clarice uses $\frac{1}{4}$ cup of oil and $\frac{2}{4}$ cup of water. How much liquid does she use?

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2. Show or explain the answer.

Jen ran $\frac{9}{10}$ mile. Her sister ran $\frac{12}{10}$ miles. How much farther did Jen's sister run?

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3. Show or explain the answer.

مطلوب أن يتدرب الطالب على خطوات الحل

There was some water in a tank. Camryn drained $\frac{5}{12}$ of the tank. Now there is $\frac{2}{12}$ of the tank remaining. How much of the tank was filled with water before Camryn drained it?

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4. Show or explain the answer.

To make a fruit salad, Sully uses $\frac{5}{6}$ pound of oranges. He uses $\frac{3}{6}$ pound less berries than oranges. What is the total weight of the oranges and berries?

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5. Show or explain the answer.

Marcie planned to walk around the entire park, but her mother gave her a ride in the car for the last $\frac{4}{10}$ mile. How far did she walk?

START

$\frac{3}{10}$ mi

$\frac{7}{10}$ mi

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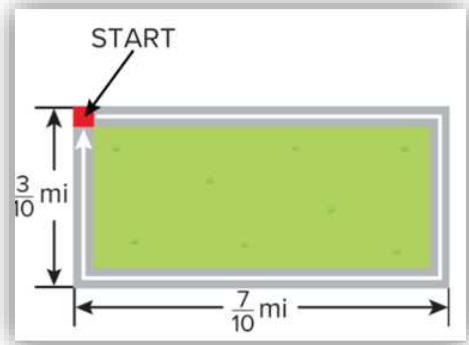
مطلوب أن يتدرب الطالب على خطوات الحل

6. Show or explain the answer.

Julia rode her bike $\frac{8}{10}$ mile. She rode another $\frac{1}{10}$ mile to the post office. Then, she rode $\frac{2}{10}$ mile to school. How many miles did Julia ride?

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....

7. Show or explain the answer.

A bottle contained $\frac{7}{8}$ gallon of juice. Then $\frac{5}{8}$ gallon was poured out. After some juice was added, the bottle contained $\frac{3}{8}$ gallon of juice. How much juice was added?

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....

8. Show or explain the answer.

Santosh walked $\frac{9}{10}$ mile. He realized he dropped his scarf, so he walked back $\frac{3}{10}$ mile. Then he walked another $\frac{5}{10}$ mile. How far is Santosh from where he started?

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| U10-3 | **Add mixed numbers** | Exercise (1-6) | Page:77 |

What is the sum?

مطلوب أن يتدرب الطالب على خطوات الحل

1. $3\frac{5}{12} + 4\frac{3}{12} = \boxed{}\, \dfrac{\boxed{}}{\boxed{}}$

2. $2\frac{7}{10} + 2\frac{5}{10} = \boxed{}\, \dfrac{\boxed{}}{\boxed{}}$

3. $1\frac{3}{6} + 1\frac{4}{6} = \boxed{}\, \dfrac{\boxed{}}{\boxed{}}$

4. $4\frac{3}{5} + 3\frac{2}{5} = \underline{}$

5. $5\frac{3}{8} + 4\frac{4}{8} = \boxed{}\, \dfrac{\boxed{}}{\boxed{}}$

6. $2\frac{2}{3} + 3\frac{2}{3} = \boxed{}\, \dfrac{\boxed{}}{\boxed{}}$