

MATH – ENGLISH

A Four-Week Recovery Program in Schools

GRADE 6

2021-2022

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رزمة التقويم التشخيصي والأنشطة

أعدت هذه الرزمة كوسيلة مساعدة للمتعلمين والمعلمين ليتم استخدامها خلال الأسابيع الأربعة الأولى للعام الدراسي 2021-2022 من أجل ضمان بداية سلسلة بعد انقطاع قسري دام لعامين دراسيين ولكي تساعد على ردم هوة الفاقد التعليمي.

تتألف هذه الرزمة من أربعة أجزاء على الشكل الآتي: أدوات للتقويم التشخيصي، أنشطة للمراجعة، ألعاب تربوية، ومعينات.

أدوات التقويم التشخيصي وأنشطة المراجعة مبنية على بعض المفاهيم الأساسية والمستمرة المطلوبة في صفوف الحلقة الأولى والثانية وهي مكونة من بنود تركز في المهارات والمعارف والمواقف الأساسية/الأهداف التي يحددها المنهج والتي يجب على المتعلم (ة) أن يتقنها/تتقنها، ما يحول انتقاله (ا) السلس من السنة الدراسية السابقة إلى السنة الحالية. كل عنصر من عناصر التقويم التشخيصي يرتبط بنشاط (أنشطة) مراجعة للتحقق من اكتساب الهدف المقصود والمتعلق بمفهوم محدد وإرسائه في حال عدم تحققه قبل بداية العام الدراسي.

طريقة التنفيذ:

- يبدأ المعلم بتمرير أداة التقويم التشخيصي في اليوم الأول من الأسبوع الأول ويحرص على تنفيذها من قبل كل المتعلمين ومن دون أن يتدخل ثم يقيم المعلم النتائج ليكون فكرة حول كل متعلم وحاجاته مع الحرص على عدم إظهار النتيجة بل الاحتفاظ بها لمساعدته في الخطوات اللاحقة.
- يمرر المعلم أنشطة مراجعة بعد نشاط التقويم التشخيصي للأسبوع الأول على كل المتعلمين كي تعم الفائدة ويقوم بالتركيز بشكل تمايزي على حاجات المتعلمين التي استخرجها من نشاط التقويم التشخيصي. ومن أجل تعزيز ومعالجة المفاهيم المقصودة في الأنشطة يستحسن استخدام طرق التعليم / التعلم النشط.
- تعاد العمليات السابقة على الأسبوع الثاني، والثالث، والرابع.
- يمكن استثمار الألعاب التربوية مع من ينجز أعماله باكراً لكي يتسنى للمتعلمين بكافة مستوياتهم الاستفادة من الوقت.
- يمكن استثمار المعينات من قبل المتعلمين وبتوجيه من المعلم حيث تدعو الحاجة.



Week 1

NATURAL NUMBERS

Numbers greater than 100 000 – Four operations - Multiples - Divisors

Diagnostic Assessment

Learning Activities

Week 2

DECIMAL NUMBERS

Place value – Addition – Subtraction - Multiplication

Diagnostic Assessment

Learning Activities

Week 3

FRACTIONS

Decimal Fractions - Addition - Subtraction

Diagnostic Assessment

Learning Activities

Week 4

GEOMETRY

Lines - Circles

Diagnostic Assessment

Learning Activities

Games for Fun

Material to be used



MATH – ENGLISH

Diagnostic Assessment

CYCLE 2 – GRADE 6

Week 1



Check your knowledge (Natural numbers)

1- Write the numbers in digits.

Two million four hundred thirteen thousand eight _____

Thirty-two million, four hundred seven _____

$2\,000\,000 + 80\,000 + 5\,000 + 400 + 7$ _____

42 million, 8 thousand, 412 _____

2- Perform the following operations. Show your work.

$$358\,417 + 189\,207 =$$

$$400\,258 - 654\,369 =$$

$$8\,547 \times 24 =$$

$$62\,375 \div 25 =$$



3- List the first 10 multiples of 8.

4- Given the following list of numbers: 6, 8, 15, 18, 22, 25, 28, 35, 42

a) Among the numbers listed above, which ones are multiples of 5?

b) Among the numbers listed above, which ones are multiples of 6?

c) Among the numbers listed above, which ones are multiples of 7?

5- List the divisors of 24.

6- Choose the correct answer.

a) 60 is a multiple of

8 15 18

b) Which number is a multiple of 7?

71 45 77

c) 48 and 52 are consecutive multiples of

2 3 4

d) 8 is a divisor of

20 24 35



MATH – ENGLISH

Learning Activities

CYCLE 2 – GRADE 6

Week 1



Natural numbers

1- Choose the correct answer.

What is the place value of 5 in 640 153?

- | | |
|-----------------------|---------------------------|
| a. ten thousands | b. tens |
| c. hundreds | d. hundred thousands |

What is the place value of 9 in 9 637?

- | | |
|------------------|-------------------|
| a. ones | b. thousands |
| c. hundreds | d. tens |

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

- | | |
|----------------------|-----------------------|
| a. tens | b. millions |
| c. ten millions | d. ten thousands |

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

- | | |
|--------------|-----------------------|
| a. tens | b. millions |
| c. ones | d. ten thousands |

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

- | | |
|---------------------------|------------------|
| a. hundred thousands | b. tens |
| c. hundreds | d. millions |

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

- | | |
|-------------------|-----------------------|
| a. hundreds | b. tens |
| c. thousands | d. ten thousands |

Which of these numbers is forty billion seven hundred eighty-four million two hundred five thousand twenty-two?

- | | |
|------------------------|------------------------|
| a. 40 784 205 220 | b. 4 784 205 022 |
| c. 40 784 205 022 | d. 40 784 250 220 |



2- Write the value of underlined digit for each of the following numbers.

- a) 6 008 264 _____
- b) 910 659 544 _____
- c) 52 456 100 _____
- d) 775 342 198 _____
- e) 4 976 008 264 _____

3- The oceans and seas occupy a big part of the globe. The following are the surface areas of four oceans and three seas. Write these areas in digits (standard form).

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	$5 \times 100\,000 + 7 \times 10\,000$	

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

Billions period			Millions period			Thousands period			Ones period		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones
5	4	7	4	2	3	8	7	5	4	7	8
5	4	7	3	2	3	8	7	5	4	7	9

Complete by > or <

547 423 875 478 ... 547 323 875 479

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

5- Arrange the following numbers from greatest to least.

971 643 961 971 643 951 971 634 961 971 643 999



6- Perform the following operations. Show your work.

$$852\,321 + 465\,852 =$$

$$625\,000 - 58\,743 =$$

$$2\,856 \times 24 =$$

$$609 \times 760 =$$

$$38\,456 \div 8 =$$

$$78\,569 \div 84 =$$

7- List the first 12 multiples of

2: _____

3: _____

6: _____

List the common multiples of 2 and 3 that are less than 31.



8- Insert each of the following numbers between two consecutive multiples of 5.

_____ < 13 < _____
_____ < 48 < _____
_____ < 124 < _____

9- I am a common multiple of 5 and 7 between 60 and 80. Who am I?

10- List the factors (divisors) of

12: _____

24: _____

36: _____

60: _____

11- Which number is a divisor of all numbers? _____



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Diagnostic Assessment

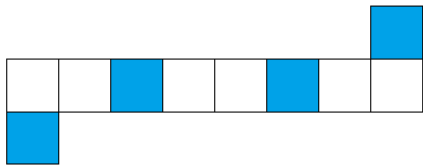
CYCLE 2 – GRADE 6

Week 2



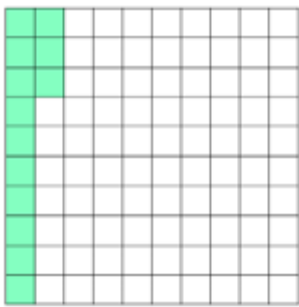
Check your knowledge (Decimal numbers)

1- What is the decimal number that represents the shaded part of each figure?









2- Write in the form of a decimal number.

$$\frac{3}{10} = \dots$$

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

$$\frac{456}{100} = \dots$$

$$45 \text{ and } \frac{7}{10} = \dots$$

$$\frac{675}{10\,000} = \dots$$

$$\text{Sixteen and eight tenths} = \dots$$

3- What is the standard form of seven and six hundredths? Circle it.

7.6 7.60 7.06 0.76



4- Perform the following operations. Show your work.

$$85.12 + 4.65 =$$

$$25.8 - 7.98 =$$

$$28.56 \times 100 =$$

$$60.9 \times 3.9 =$$

5- Compare.

$$27.5 \quad \underline{\hspace{1cm}} \quad 15.87$$

$$31.8 \quad \underline{\hspace{1cm}} \quad 3.18$$

$$16.05 \quad \underline{\hspace{1cm}} \quad 6.99$$

$$14.98 \quad \underline{\hspace{1cm}} \quad 28$$

6- Arrange the following decimals in decreasing order.

25.8 16.27 8.99 34.2 25.08



MATH – ENGLISH

Learning Activities

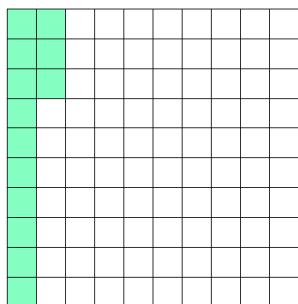
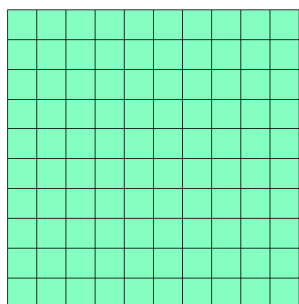
CYCLE 2 – GRADE 6

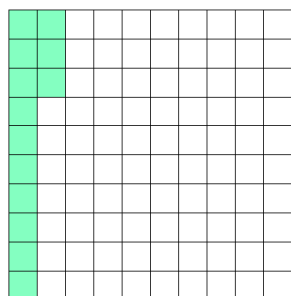
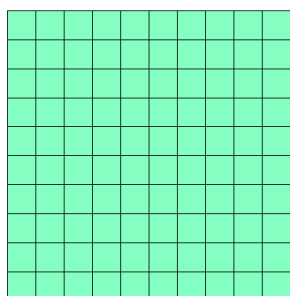
Week 2



Decimal numbers

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





2- Write the following in decimal form.

a) $\frac{7}{10} = \dots$

b) $\frac{8}{100} = \dots$

c) $1 + \frac{5}{10} = \dots$

d) $3 + \frac{6}{10} + \frac{5}{100} = \dots$

e) $7 + \frac{9}{100} + \frac{4}{1\,000} = \dots$

f) $\frac{2}{10} + \frac{5}{100} + \frac{9}{10\,000} = \dots$

g) Thirteen and eight hundredths =

h) $300 + 10 + 0.05 = \dots$



3- Perform the following operations. Show your work.

$$258 + 12.82 =$$

$$16 - 12.58 =$$

$$28.56 \times 14 =$$

$$258 \times 3.9 =$$

4- Complete with an appropriate number.

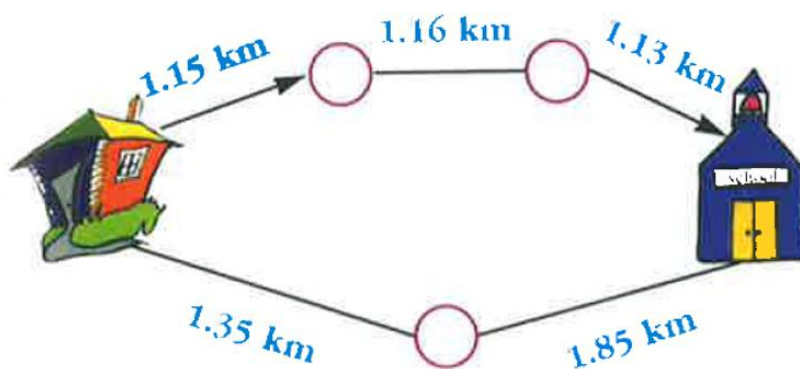
$$27.5 > \underline{\hspace{2cm}}$$

$$3.18 < \underline{\hspace{2cm}}$$

$$6.05 < \underline{\hspace{2cm}}$$

$$3 < \underline{\hspace{2cm}} < 4$$

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



MATH – ENGLISH

Diagnostic Assessment

CYCLE 2 – GRADE 6

Week 3

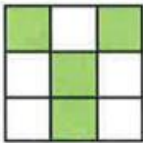


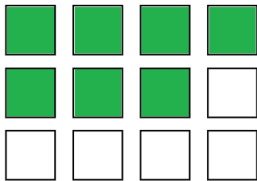
Check your knowledge (Fractions)

1- Write the fraction that represents the shaded part of each drawing.



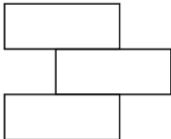






2- Shade the part represented by each fraction.

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



$$\frac{5}{7}$$



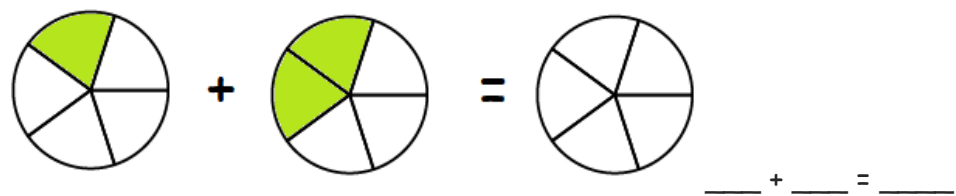
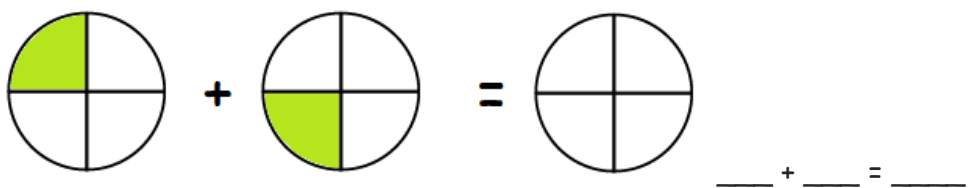
$$\frac{2}{6}$$



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



3- Shade to show the sum and complete the addition of fractions.



4- Perform.

$$\frac{7}{12} + \frac{4}{12} = \dots$$

$$\frac{6}{15} - \frac{2}{15} = \dots$$

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

$$\frac{4}{5} - \frac{2}{10} = \dots$$

$$\frac{2}{3} \text{ of } 60 = \dots$$

$$\frac{1}{4} \text{ of } 32 = \dots$$



MATH – ENGLISH

Learning Activities

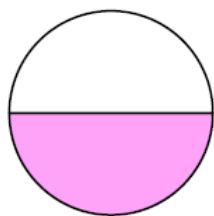
CYCLE 2 – GRADE 6

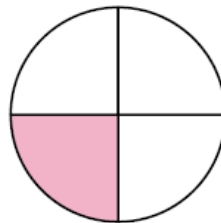
Week 3

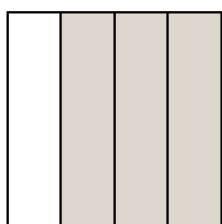


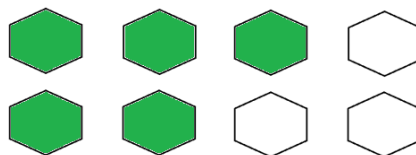
Fractions

1- Write the fraction that represents the shaded part.







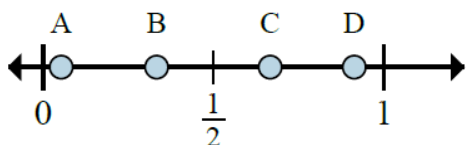


2- Express the stars as a fraction of the entire set in each case.

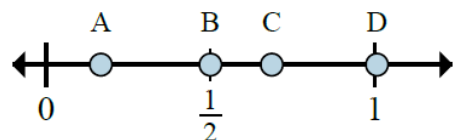




3- Determine which letter better shows the location of the fraction in each case.



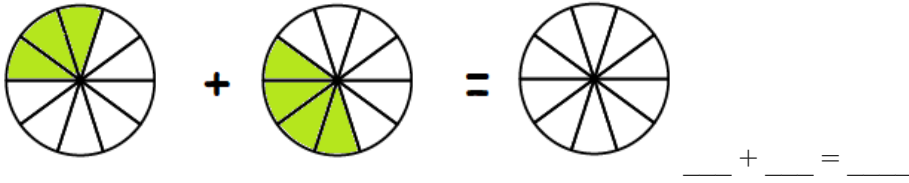
Which letter better shows $\frac{2}{3}$? _____



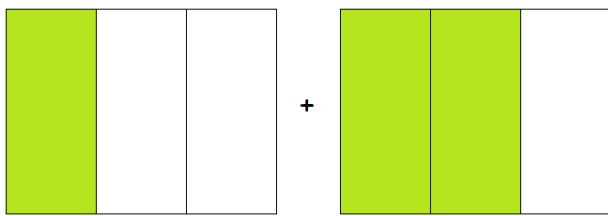
Which letter better shows $\frac{1}{6}$? _____



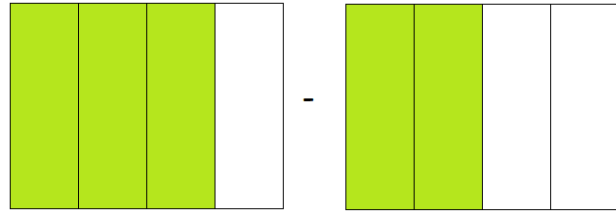
4- Shade to show the sum and complete the addition of fractions.



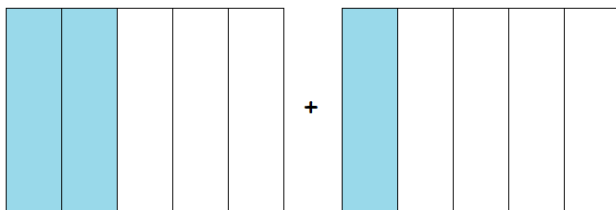
5- Use the visuals to give answers to the additions and the subtractions below.



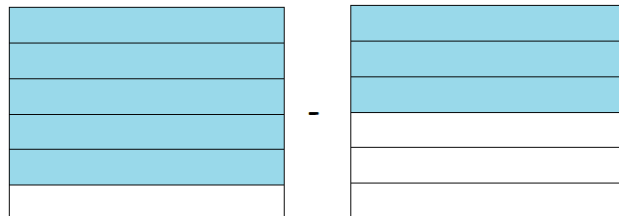
$$\frac{1}{3} + \frac{2}{3} = \dots$$



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



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



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



6- Complete.

$$\frac{1}{2} + \frac{5}{6} = \frac{\dots}{6} + \frac{5}{6} = \frac{\dots}{\dots}$$

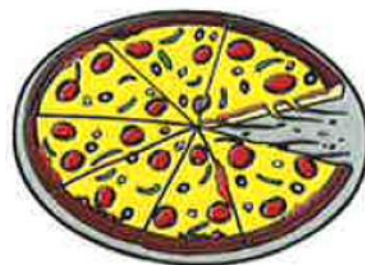
$$\frac{8}{9} - \frac{1}{3} = \frac{8}{9} - \frac{\dots}{9} = \frac{\dots}{\dots}$$

$$\frac{3}{5} + \frac{1}{4} = \frac{\dots}{20} + \frac{\dots}{20} = \frac{\dots}{\dots}$$

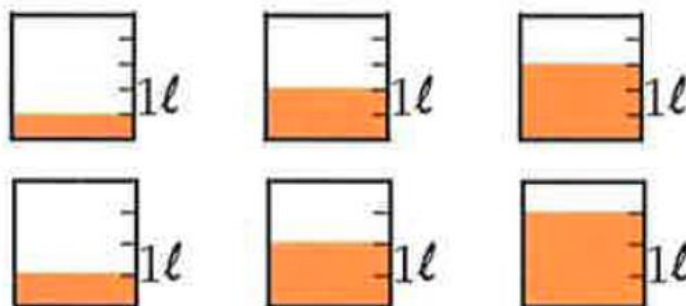
$$\frac{6}{7} - \frac{3}{4} = \frac{\dots}{28} - \frac{\dots}{\dots} = \frac{\dots}{\dots}$$

$$\frac{2}{3} + \frac{7}{5} = \frac{\dots}{\dots} + \frac{\dots}{\dots} = \frac{\dots}{\dots}$$

- 7- 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.



- 8- Samira pours in the same container the contents of the glasses below.



Find the quantity of the obtained liquid in liters.



MATH – ENGLISH

Diagnostic Assessment

CYCLE 2 – GRADE 6

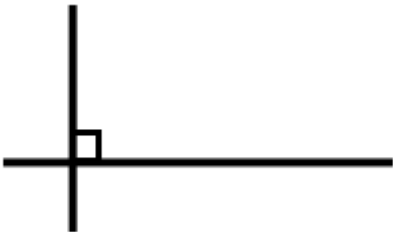
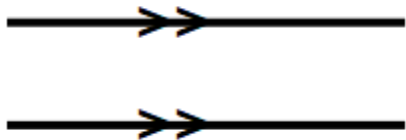
Week 4



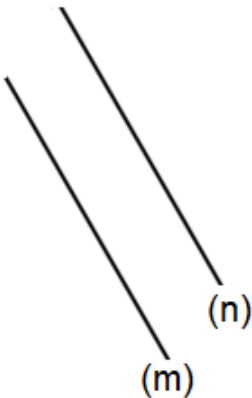
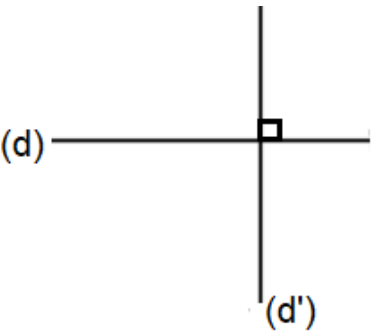
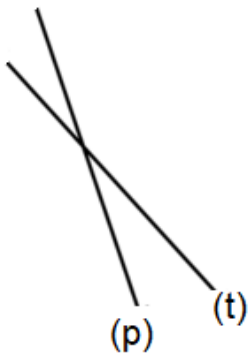
Check your knowledge (Geometry)

1- Circle the correct answer.

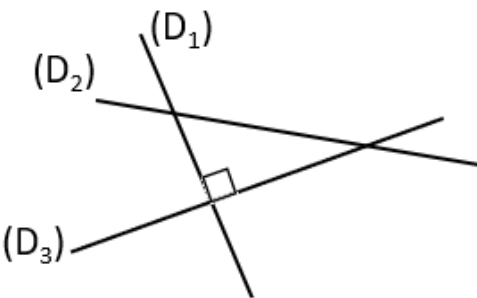
a) Which pair of straight lines are perpendicular?



b) Which pair of straight lines are parallel?



c) Which pair of straight lines are perpendicular?



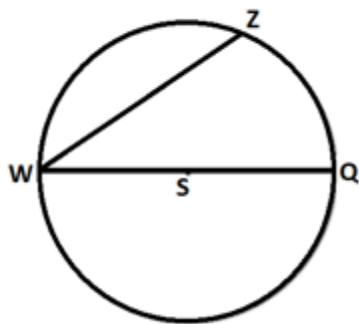
(D₁) and (D₂)

(D₃) and (D₂)

(D₁) and (D₃)



d) Which segment is a radius of the circle?

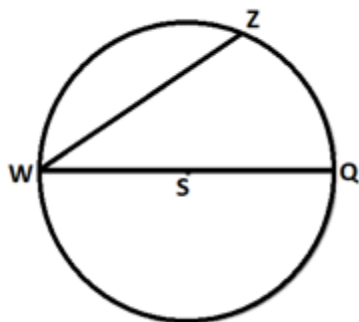


[WS]

[WZ]

[WQ]

e) Which segment is a diameter of the circle?

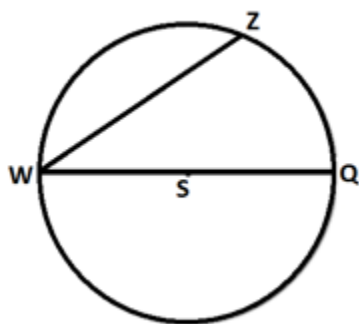


[WS]

[WZ]

[WQ]

f) The radius of the circle is 3 cm. Which statement is correct?



WS = 6 cm

WZ = 6 cm

WQ = 6 cm



2- Use your ruler and set square and draw 2 parallel straight lines.

3- Use your ruler and set square and draw 2 perpendicular straight lines.



MATH – ENGLISH

Learning Activities

CYCLE 2 – GRADE 6

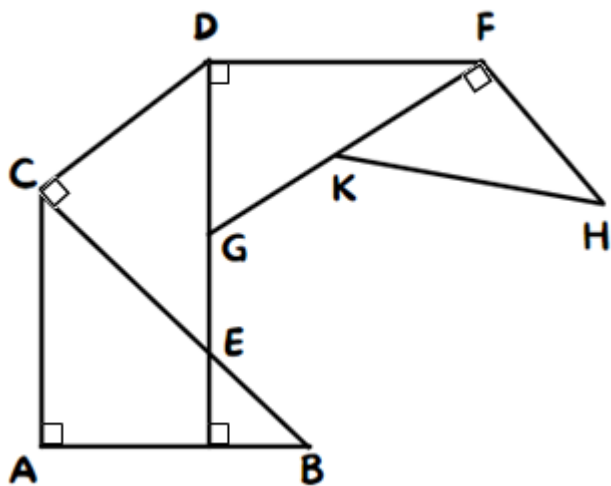
Week 4



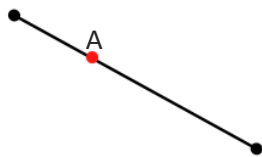
Geometry

1- Which segments are held by perpendicular straight lines?

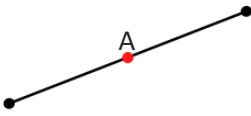
Which segments are held by parallel straight lines?



2- Is the point A the midpoint of the segment? Write yes or no.









3- From the list of propositions below, underline the ones that are true for any rectangle.

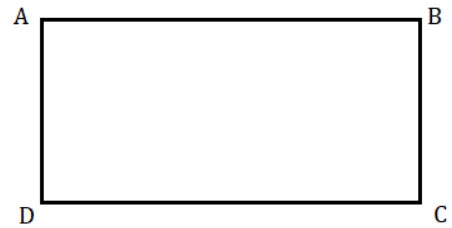
Sides $[AB]$ and $[CD]$ are parallel.

Sides $[BC]$ and $[AD]$ are parallel.

Sides $[AB]$ and $[BC]$ are perpendicular.

$[AB]$ and $[CD]$ have the same length.

$[AB]$ and $[BC]$ have the same length.



4- Use your compass and draw a circle of center O and radius 3 cm.



5- Use your ruler and set square to:

a) Draw a straight line (d) parallel to the given straight line.

b) Draw a straight line (m) perpendicular to the given straight line.



MATH – ENGLISH

Games For Fun

CYCLE 2 – GRADE 6



Activity: Cross Number Puzzle

Complete the following cross number puzzle.

1	2			3	4	5	6
7			8				
9			10	11			
		12					
	13						
14						15	
					16		
17					18		

Across

- 1) $300 - 15$
- 3) $10\,000 - 426$
- 7) $4 \times (7 + 1\,111)$
- 9) $(2 \times 22) - 5$
- 10) $(3 \times 3600 \times 4) - 3$
- 12) $18 \times 4 \times 9$
- 13) $126\,200 \div 10$
- 14) 17×30
- 15) $290 \div 10$
- 16) 401×2
- 17) 100×76
- 18) $230 \div 2$

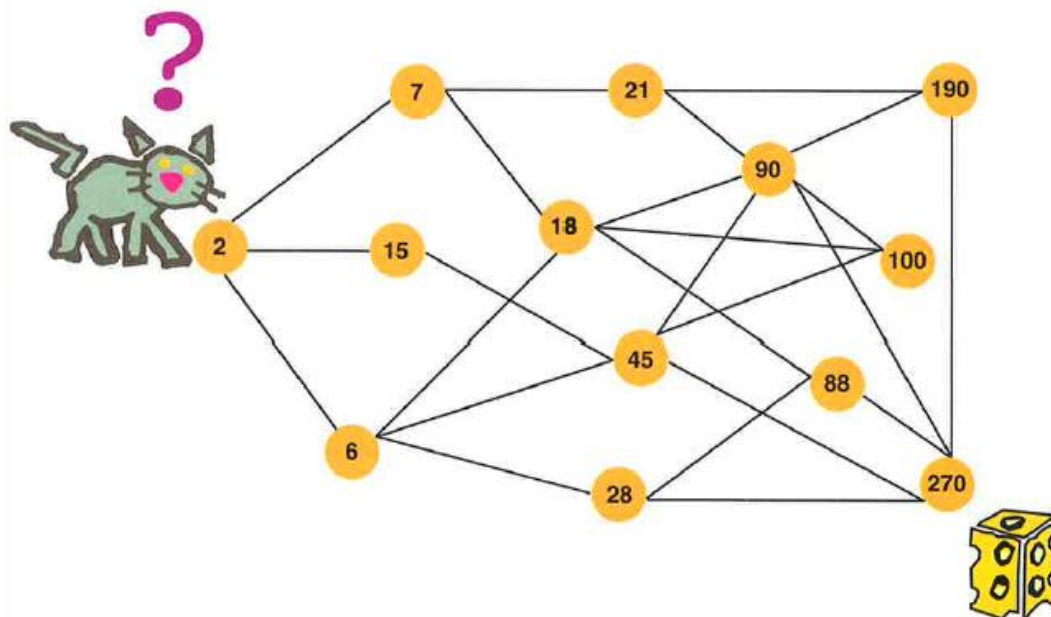
Down

- 1) 9×271
- 2) $800 + 49$
- 4) $(5 \times 125) - 44$
- 5) 9×822
- 6) $(489 \times 25) \div 3$
- 8) $(3 \times 700) + 346$
- 11) $1\,274 \times 3$
- 12) $62 \times 1\,000$
- 13) $200 + 946$
- 14) $27 + 500$
- 15) 3×67
- 16) $243 \div 3$



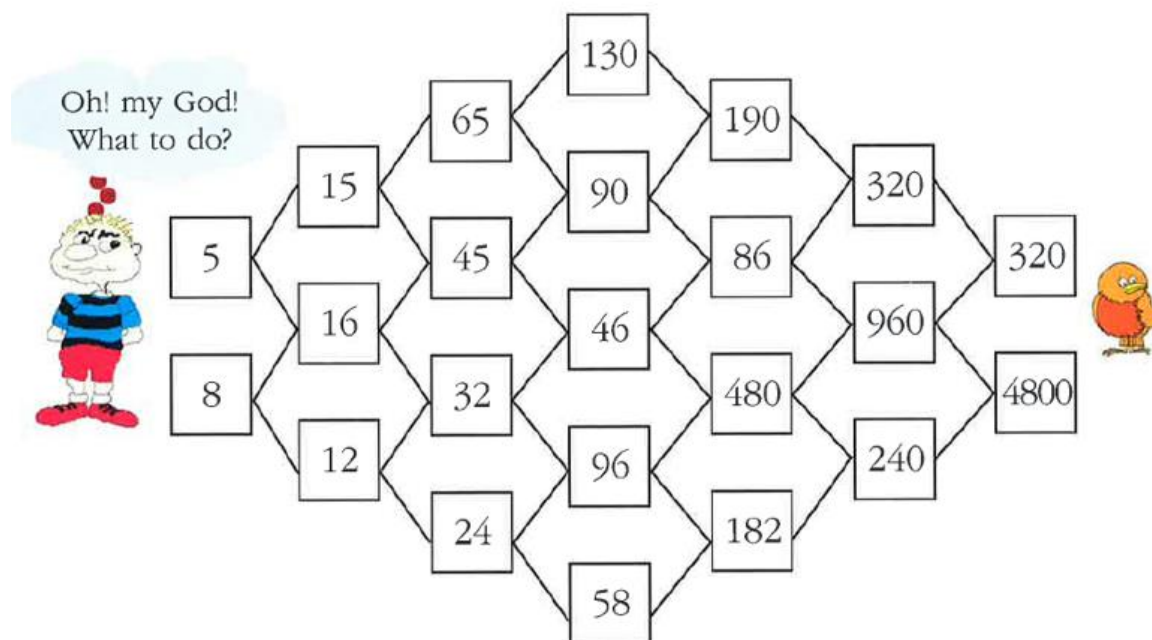
Activity: Help the cat reach the piece of cheese

The correct path consists in jumping from a number to a multiple of that number. If not, the cat will fall in the trap. Draw the path to be taken by the cat to reach the cheese.



Activity: Help Finfin meet his pet Bilou

Two numbers can be joined only if one of them is the divisor of the other.
Connect the numbers to help Finfin find his way to his pet Bilou.



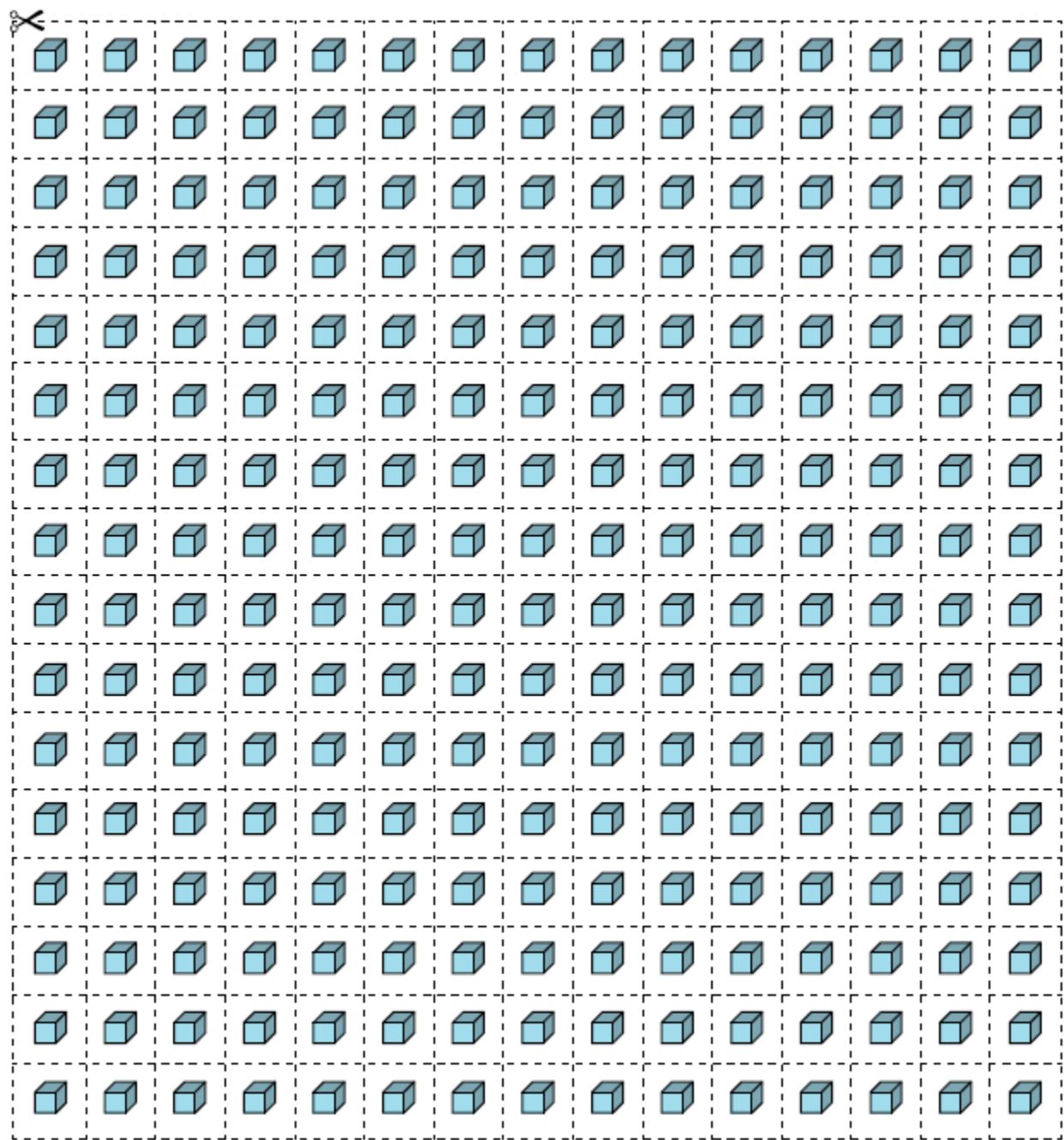
MATH – ENGLISH

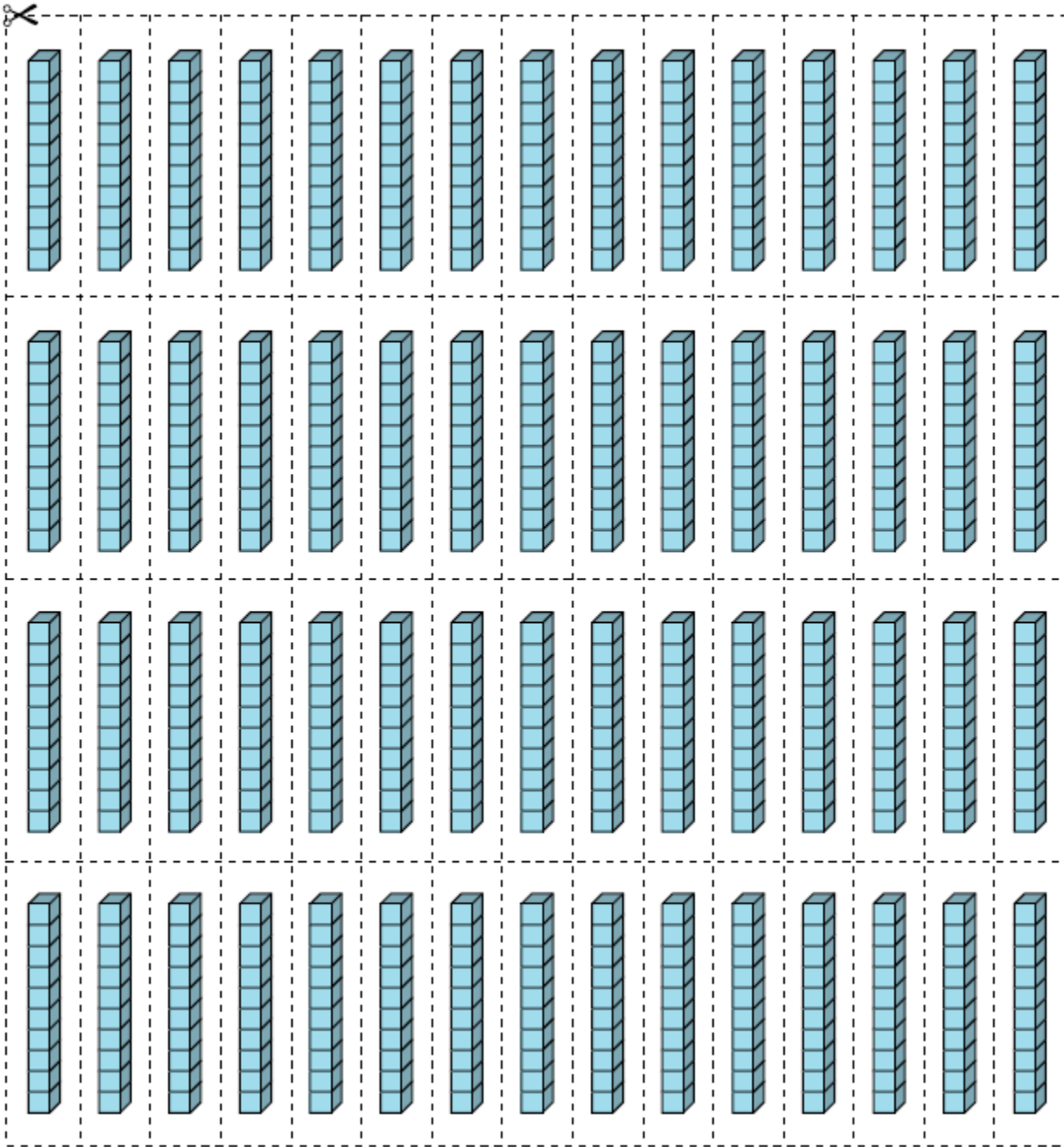
Material to be used

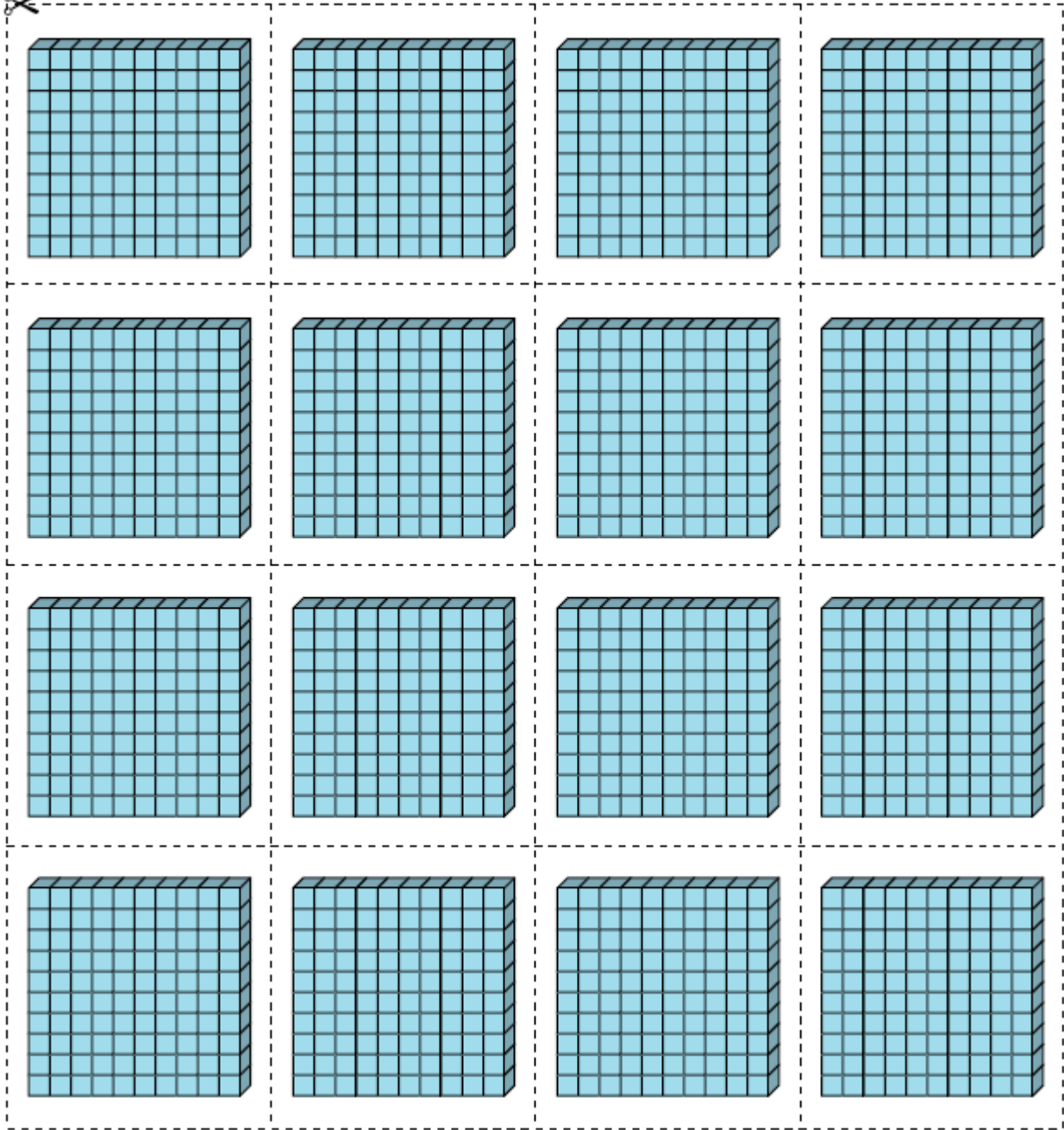
CYCLE 2 – GRADE 6

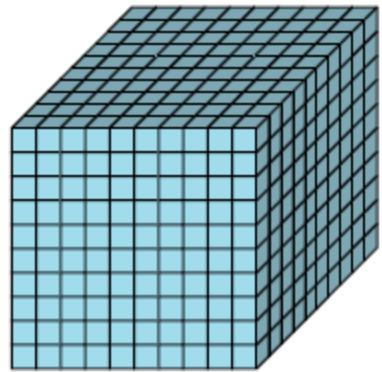
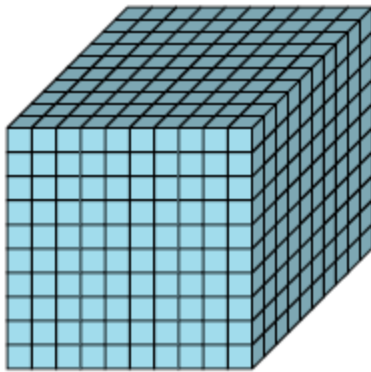
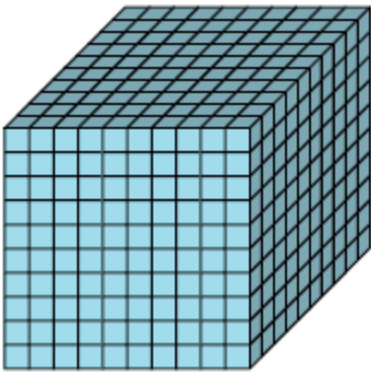
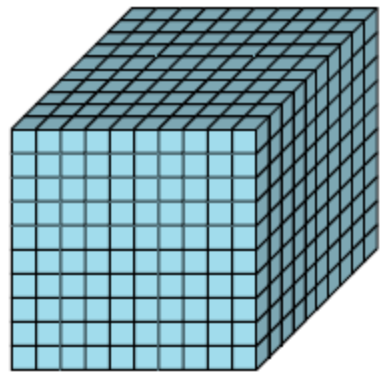
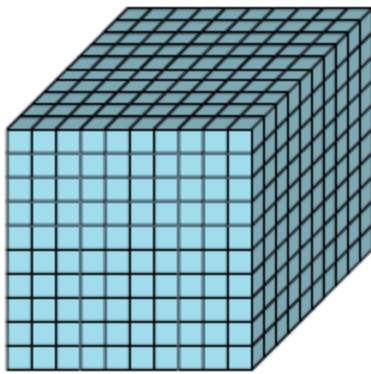
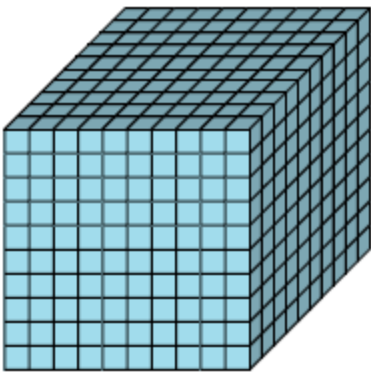
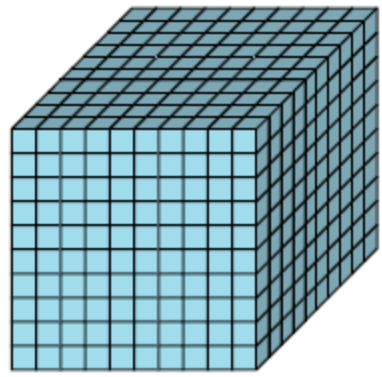
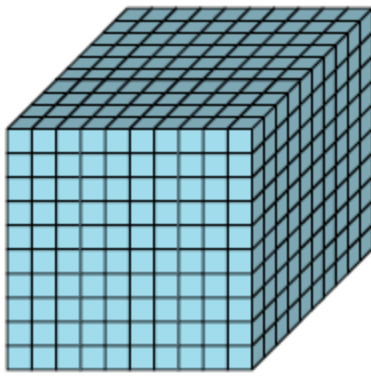
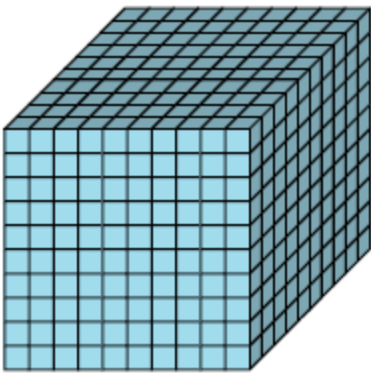


Thousands blocks, Hundreds flats, Tens rods and Ones cubes

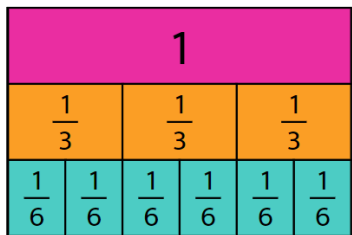
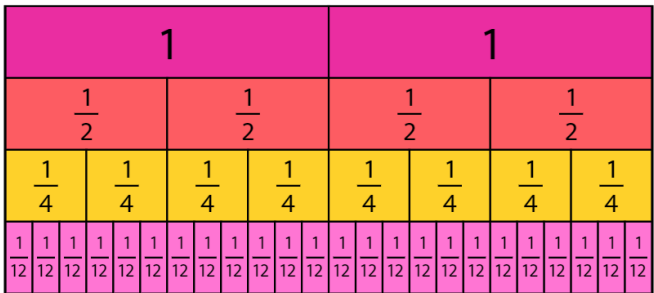
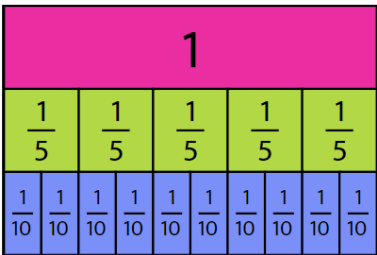
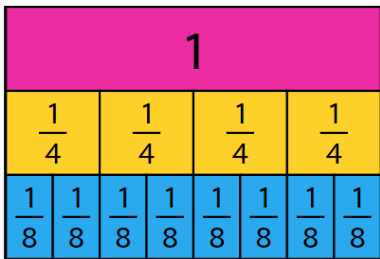
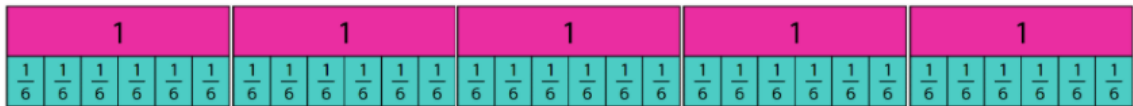
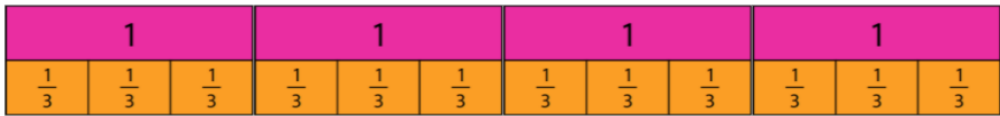




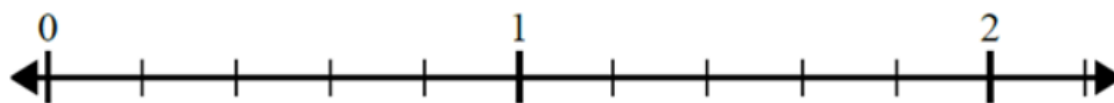
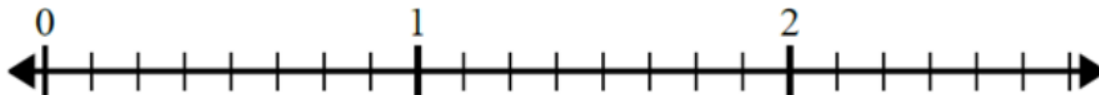
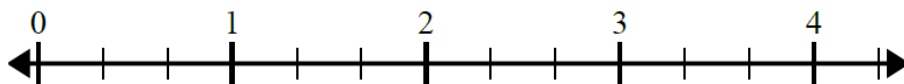
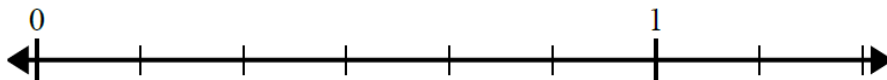
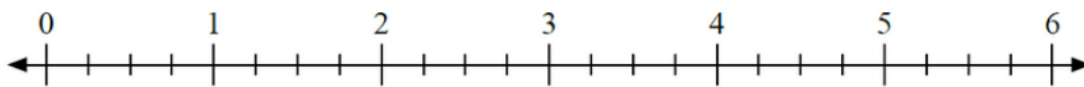




Fractions



1												1											
$\frac{1}{2}$						$\frac{1}{2}$						$\frac{1}{2}$						$\frac{1}{2}$					
$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$		
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

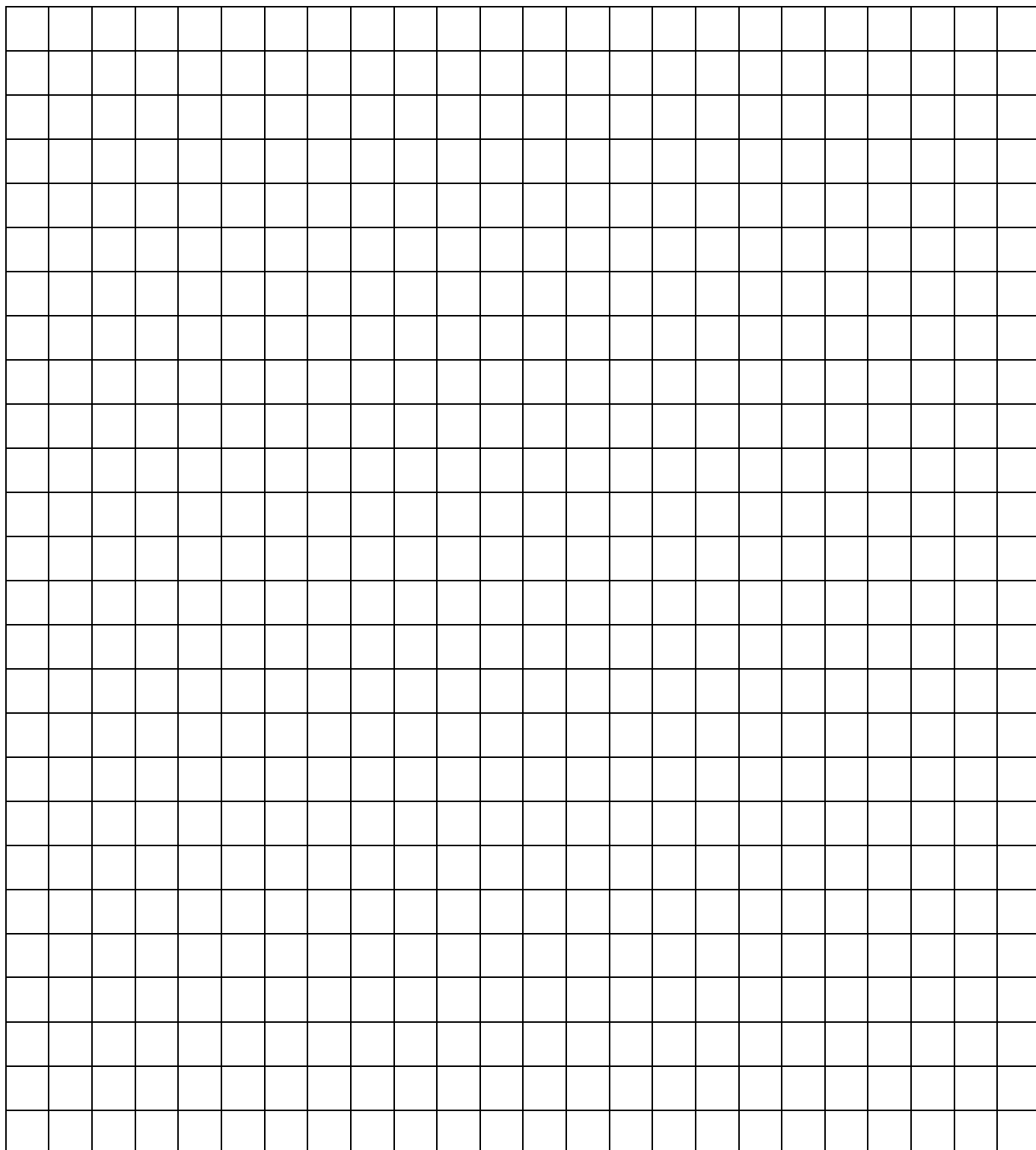


Numbers up to 100 (Multiples and divisors)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Grid



THANK YOU

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