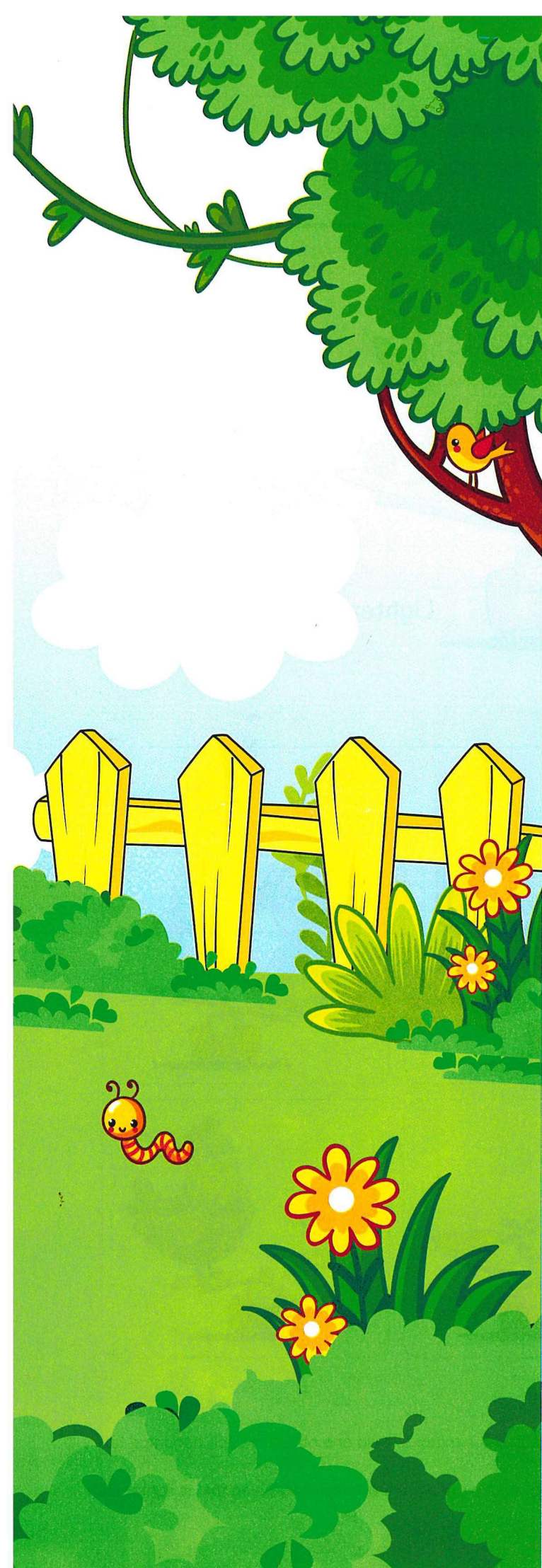


6

CHAPTER





## Outcomes of chapter six :

At the end of chapter six, your child will be able to:

### ► Lessons 1 & 2 :

- Participate in calendar math activities.
- Select appropriate units to measure the mass of objects.
- Match items to mass in grams or kilograms.
- Compare grams and kilograms.
- Investigate the mass of various items.

### ► Lessons 3 & 4 :

- Participate in calendar math activities.
- Solve story problems involving mass.
- Create one-step story problems involving adding or subtracting units of mass.
- Solve addition and subtraction story problems.

### ► Lessons 5 & 6 :

- Participate in calendar math activities.
- Distinguish between A.M. and P.M.
- Tell time to the hour.
- Explain that a day equals 24 hours.
- Create an analog clock.

### ► Lessons 7 & 8 :

- Participate in calendar math activities.
- Show time to the half hour on an analog clock.
- Write time to the hour and half hour.
- Tell time to the half hour.
- Read time to the hour and half hour.
- Match digital times to analog times.

### ► Lessons 9 & 10 :

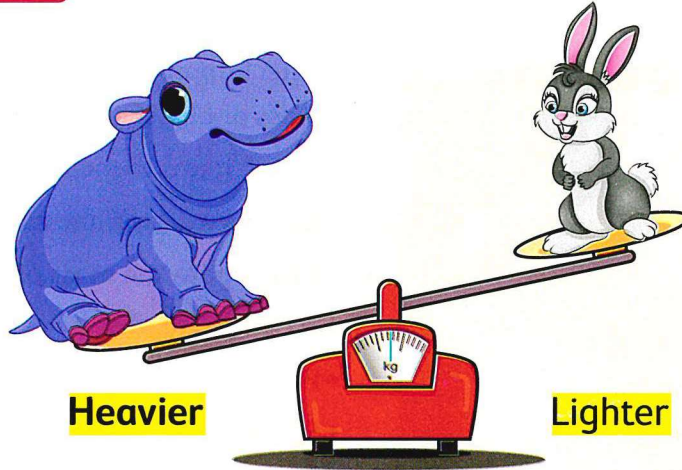
- Participate in calendar math activities.
- Write time to the quarter hour.
- Match analog times to the quarter hour to their digital and written forms.
- Read time to the quarter hour.

- Measuring mass
- Units of measuring mass



## Pre-study

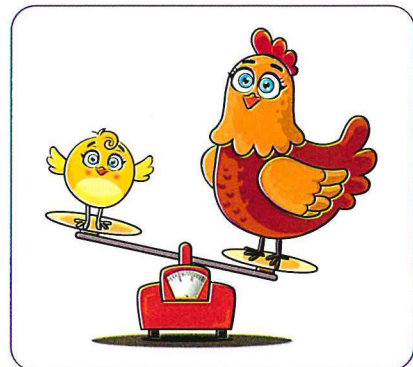
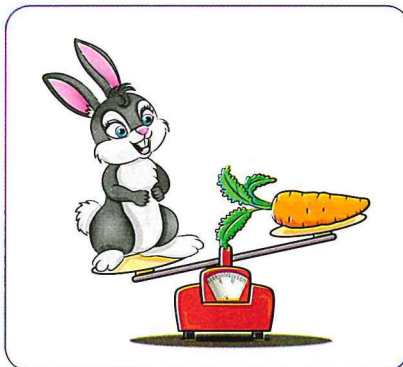
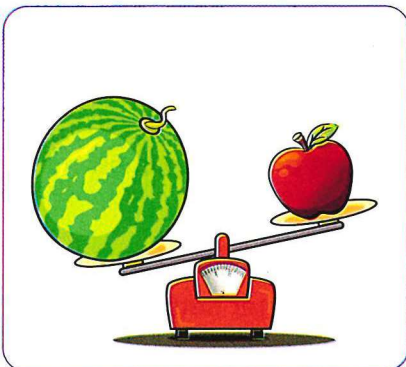
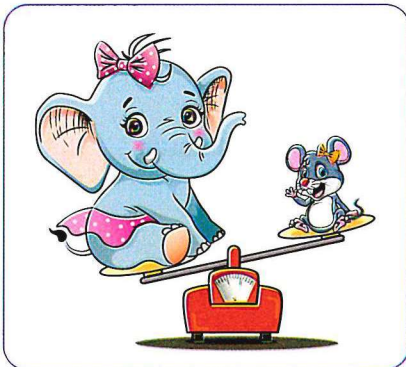
### Heavier and lighter



## Check



Circle the lighter object.



### Notes for parents

- Give your child two objects of clearly different weights, ask him/her to hold one object in each hand and tell you which is heavier.
- Ask your child to show you something that is heavier than a spoon and another something that is lighter than the spoon.



# Learn 1 Measuring mass and its units

**Grams (gm)** and **Kilograms (kg)** are measuring units of **mass**.

### Note :

Mass and weight are different.

- Mass stays the same no matter where you are.
- Weight changes from a place to another, for example the weight of any object on the Earth is different from its weight on the moon.



This paperclip is about **1 gram**.

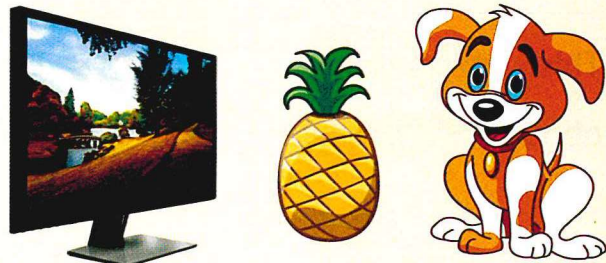


This large book is about **1 kilogram**.

Gram is used to measure objects with less mass, which are lighter objects, **such as :**



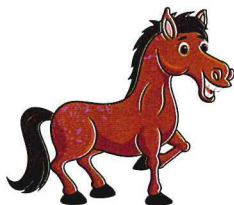
Kilogram is used to measure objects with more mass, which are heavier objects, **such as :**



## Check



Circle the better unit you would use to measure the real object.



grams

kilograms



grams

kilograms



grams

kilograms

- Ask your child to find something in your home its mass is about 1 gram and another something its mass is about 1 kilogram, then determine which one of them is heavier.
- Ask your child to tell something he/she can measure it in grams, and another something can measure it in kilograms.



## Learn 2 Estimating and comparing masses



This paperclip is about **1 gram**.

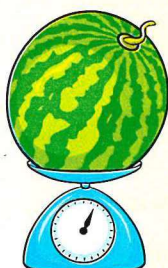
This milk bottle is about  **$\frac{1}{2}$  kilogram**.



This bag of sugar is about **1 kilogram**.



This watermelon is about **5 kilograms**.



This child is about **10 kilograms**.



### Check

Look at each object. Circle the better estimation.



90 grams    90 kilograms



2 kilograms    100 kilograms



200 grams    10 kilograms

#### Notes for parents

- Ask your child to show you something its mass is measured about  $\frac{1}{2}$  kilogram and another one its mass is measured about 5 kilograms.
- Ask your child is there a dog weighs about 10 kg, and which object do you think weighs about 100 kg ?

# Exercise

# 25

On Lesson 1 & 2

- Measuring mass
- Units of measuring mass

From the school book

**1** Circle the better unit you would use to measure the real object.

a. 



grams

kilograms

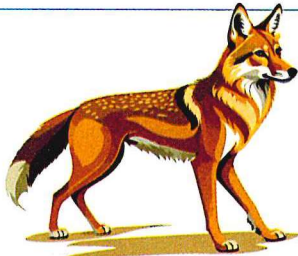
b. 



grams

kilograms

c. 



grams


kilograms

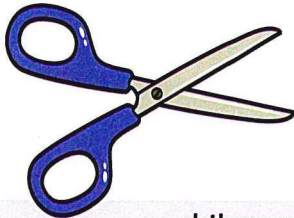
d.



grams

kilograms

e. 



grams

kilograms

f. 



grams

kilograms

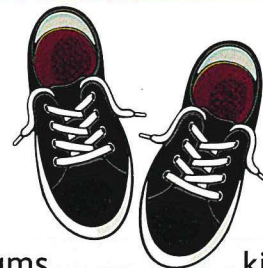
g.



grams

kilograms

h. 



grams

kilograms

i. 



grams

kilograms

j. 

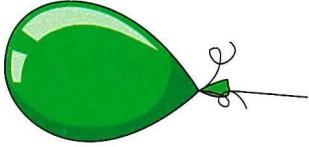


grams

kilograms

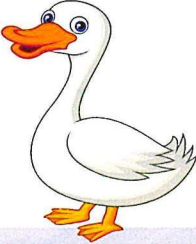
**2** Look at each object. Circle the better estimation.

a.



1 gram       $\frac{1}{2}$  kilogram

b.



1 gram      5 kilograms

c.




$\frac{1}{2}$  kilogram      5 kilograms

d.




1 kilogram      1 gram

e.



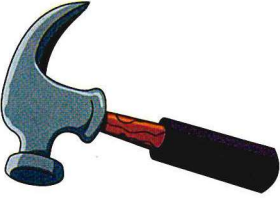
1 gram      1 kilogram

f.




1 kilogram      10 kilograms

g.




1 gram      1 kilogram

h.



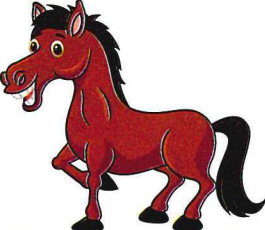
2 grams      2 kilograms

i.



15 grams      15 kilograms




j.



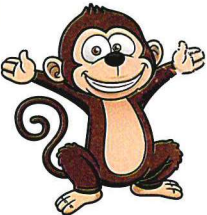
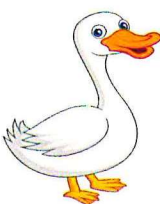

10 kilograms      100 kilograms

**3** Estimate 1 gm, 5 kg or 10 kg, then arrange from least to greatest mass. The first one is done for you.




a.

		
<u>10 kg</u>	<u>1 gm</u>	<u>5 kg</u>
3	1	2




b.

		
_____	_____	_____
○	○	○

c.

		
_____	_____	_____
○	○	○

d.

		
_____	_____	_____
○	○	○

Place a smiley face



# Lessons 3 & 4

- Applications on measuring mass
- More applications on measuring mass

## Learn

A fruit seller bought 56 kilograms of banana, he sold 14 kilograms of them.

How many kilograms of banana is left with him ?

$$\text{The left} = 56 \text{ kg} - 14 \text{ kg} = 42 \text{ kg}$$



Write a number sentence to find the required.



Wael has two balls that weigh 100 grams and 60 grams.

He put them both in his bag to take them to the club.

How much do Wael's balls weigh together ?

$$\text{The sum} = 100 \text{ gm} + 60 \text{ gm} = 160 \text{ gm}$$



Write a number sentence to find the required.



## Check

Ahmed has a chair that weighs 11 kilograms and a bag that weighs 13 kilograms.

He wants to carry them at the same time.

How much do the chair and the bag weigh all together ?

---



---





## Exercise

# 26

On Lesson 3 & 4

- Applications on measuring mass
- More applications on measuring mass


 From the school book

- 1**  Fatima has a bicycle that weighs 12 kilograms. Her sister has a tricycle that weighs 9 kilograms. Their dad wants to carry them at the same time. **How much do the bikes weigh all together ?**

---

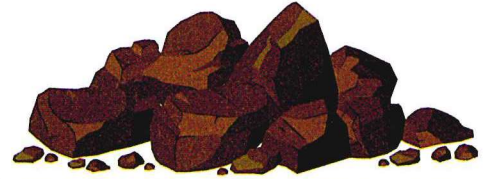
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- 2**  Mostafa has a bag of rocks that weighs 19 kilograms. He found 7 more kilograms of rocks and put them in his bag. **How many kilograms of rocks does Mostafa have in his bag in all ?**

---

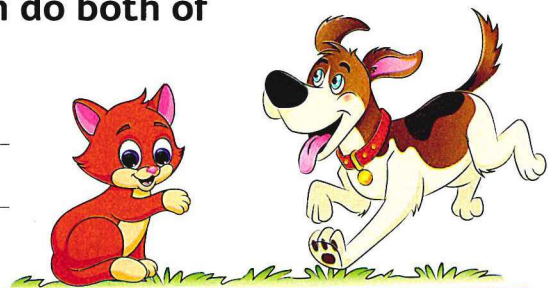
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- 3**  Aisha has 1 dog that weighs 10 kilograms and 1 cat that weighs 5 kilograms. **How much do both of Aisha's pets weigh together ?**

---

---



- 4** Mina has a baby boy that weighs 12 kilograms and a girl that weighs 27 kilograms. Mina wants to carry them at the same time. **How much do they weigh all together ?**

---

---

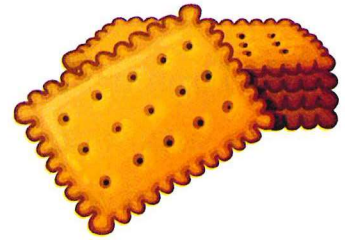


**5**  Karim has a box of crackers that weighs 78 grams.

He eats 19 grams of crackers. **How many grams of crackers are left in the box ?**

\_\_\_\_\_

\_\_\_\_\_



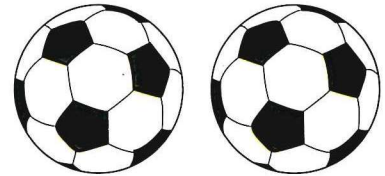
**6**  Raja has two toy balls that each weigh 100 grams.


He puts them both in his bag to take to the park.

**How much Raja's toy balls weigh together ?**

\_\_\_\_\_

\_\_\_\_\_

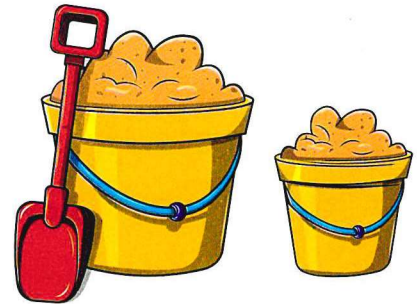


**7**  Mukhtar had a bucket filled with 65 grams of sand to build a sandcastle. His friend brought another bucket with 26 grams of sand.

**How many grams of sand do they have all together to build a sandcastle ?**

\_\_\_\_\_

\_\_\_\_\_



**8**  Yasmin bought a bag of sugar that weighed 80 grams.

She made cookies and used 20 grams of sugar.

**How many grams of sugar does Yasmin have left ?**

\_\_\_\_\_

\_\_\_\_\_



- 9** A fruit seller bought 37 kilograms of oranges and 53 kilograms of apples.  
How many kilograms he has in all ?

---

---



- 10** Many had a bag of potato chips that weighs 86 grams.  
He ate 23 grams of chips.  
How many grams of chips were left in the bag ?

---

---



- 11** Heba bought a bag of flour that weighs 30 kilograms.  
She made a pizza for her friends and used 4 kilograms of flour.  
How many kilograms of flour did Heba have left ?

---

---



- 12** Sameh bought 15 kg of mango, he used 9 kg of them to make juice.  
How many kilograms of mango were left ?

---

---



**13** Samy has a bag of mass 100 gm. In this bag, he puts a notebook of mass 90 gm.

**What is the mass of the bag and the notebook ?**

---

---



**14** Karim used 52 grams of salt and 25 grams of pepper to make a pizza.

**What is the total mass of salt and pepper ?**

---

---



**15** Amgd has two bags of marbles. One of them weighs 6 kg and the other weighs 7 kg, his friend collected two bags of marbles, one bag weighs 8 kg and the other weighs 4 kg.

**How many kilograms of marbles do Amgd and his friend have in all ?**

---

---



**16**  Heba collected two bags of seashells.

One weighed 4 kilograms and the other weighed 5 kilograms. Her sister collected two bags of seashells. One bag weighed 6 kilograms and the other weighed 5 kilograms. **How many kilograms of seashells do Heba and her sister have in all ?**

---

---



Place  
a smiley  
face

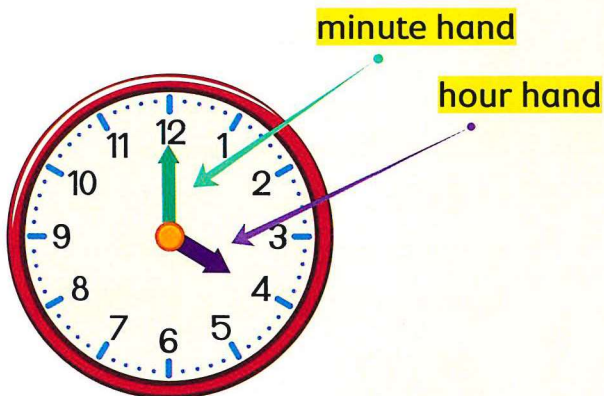
# Lessons 5 & 6

- Time "A.M. or P.M."
- Creating an analog clock



## Remember Reading time

- When the minute hand points to 12, it is o'clock.



- These two clocks show time to the hour.



Analog clock

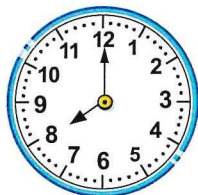


Digital clock



## Check

Write the time.



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock

### Notes for parents

- Explain that in one hour, the minute hand is making a full rotation around the clock, but the hour hand is moving between two numbers and moves much more slowly.



## Learn Time "A.M. or P.M."

- The day is 24 hours, the day is divided into two parts.

### A.M. and P.M.

**Noon** is 12:00  
in the day.

**Midnight** is 12:00  
in the night.

**A.M.** is the half of the day in  
the morning time  
from 12 **midnight** until 12 **noon**.

**P.M.** is the half of the day in  
the afternoon and evening time  
from 12 **noon** until 12 **midnight**.



07:00 A.M. is in the morning



07:00 P.M. is in the evening



10:00 A.M. is in the morning



10:00 P.M. is in the evening

- At different times of the day, ask your child to read an analog clock and tell you the time is A.M. or P.M.
- Ask your child to name 3 activities that he/she does in the A.M. and 3 more activities that he/she does in the P.M.

# Exercise

# 27

On Lesson 5 & 6

- Time "A.M. or P.M."
- Creating an analog clock

From the school book

**1** Write the time. The first one is done for you.

a.



3 o'clock

b.



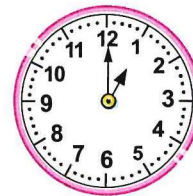
\_\_\_\_\_ o'clock

c.



\_\_\_\_\_ o'clock

d.



\_\_\_\_\_ o'clock

e.



\_\_\_\_\_ o'clock

f.



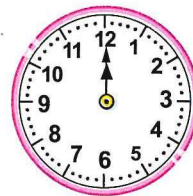
\_\_\_\_\_ o'clock

g.



\_\_\_\_\_ o'clock

h.



\_\_\_\_\_ o'clock

**2** Join the two clocks that tell the same time.

a.



b.



c.



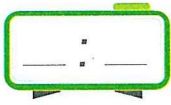
d.





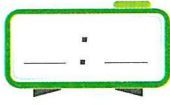
**3** Write the time shown on the clock.

a.



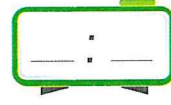
9 o'clock

b.



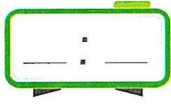
11 o'clock

c.



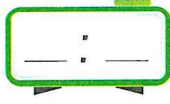
4 o'clock

d.



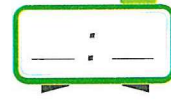
6 o'clock

e.



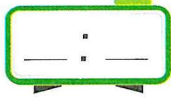
5 o'clock

f.



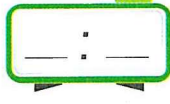
1 o'clock

g.



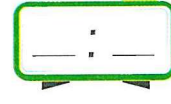
12 o'clock

h.



8 o'clock

i.



3 o'clock

**4** Show the time on the clock.

a.



4 o'clock

b.



7 o'clock

c.



6 o'clock

d.



9 o'clock

e.



10 o'clock

f.



12 o'clock

g.



1 o'clock

h.




5 o'clock

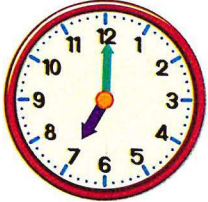
i.




2 o'clock

**5** Decide if the activity happens in the A.M. or P.M.  
Circle the correct answer.


a.  eat breakfast




A.M.




P.M.

b.  ride a bicycle




A.M.




P.M.

c. go to art class




A.M.




P.M.

d. set the table for dinner




A.M.




P.M.

e. read a bedtime story



A.M.




P.M.

f. arrive at school




A.M.




P.M.

g. ride home from school



A.M.




P.M.

h.  sleeping



A.M.



P.M.

Place  
a smiley  
face

# Lessons 7 & 8

- Reading time with halves
- Applications on time



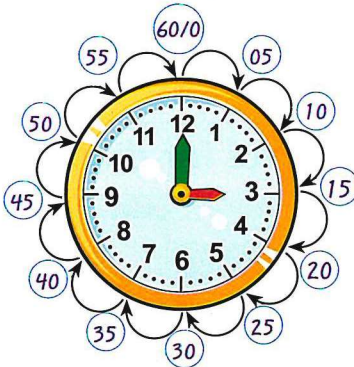
## Learn

### Remember

The minute hand moves from one number to the next in 5 minutes.



There are **60** minutes in 1 **hour**.

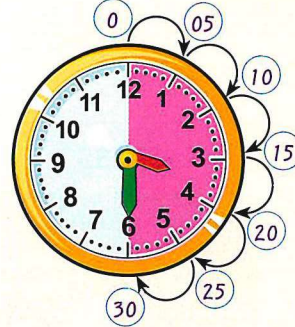


or  
**3 o'clock**



The hour hand points to **3**.  
The minute hand points to **12**.

There are **30** minutes in a **half hour**.



or  
**half past 3**



The hour hand points halfway between **3** and **4**. The minute hand points to **6**.

## Check

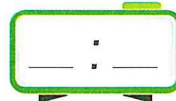


Show the time. Where are the hands? Write the numbers. Write the time.  
The first one is done for you.

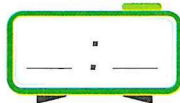
- The hour hand is halfway between **2** and **3**
- The minute hand is at **6**
- **Half past 2**



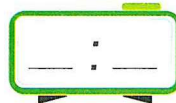
- The hour hand is halfway between \_\_\_\_\_ and \_\_\_\_\_
- The minute hand is at \_\_\_\_\_
- \_\_\_\_\_



- The hour hand is halfway between \_\_\_\_\_ and \_\_\_\_\_
- The minute hand is at \_\_\_\_\_
- \_\_\_\_\_



- The hour hand is halfway between \_\_\_\_\_ and \_\_\_\_\_
- The minute hand is at \_\_\_\_\_
- \_\_\_\_\_



### Notes for parents

- At time on the half hour, ask your child to show you the minute hand and the hour hand on a clock and tell what time is it.
- Ask your child to say the times on the half hour in order, beginning with half past 1 (half past 1, half past 2, half past 3 and so on).

# Exercise

# 28

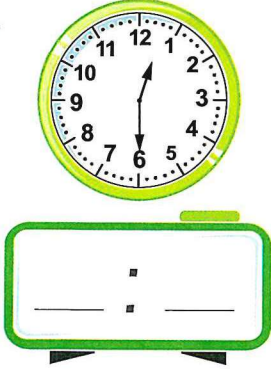
On Lesson 7 & 8

- Reading time with halves
- Applications on time

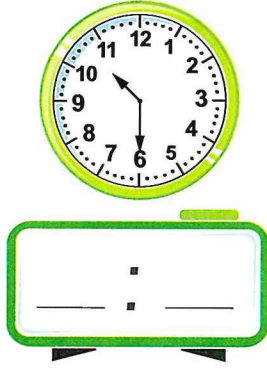
From the school book

## 1 Write the time.

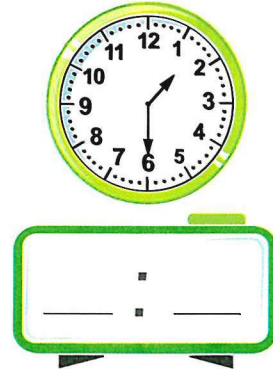
a.



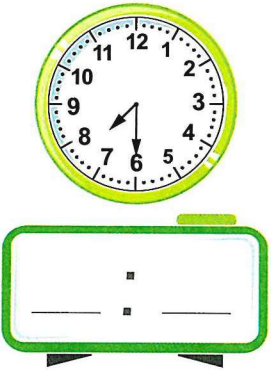
b.



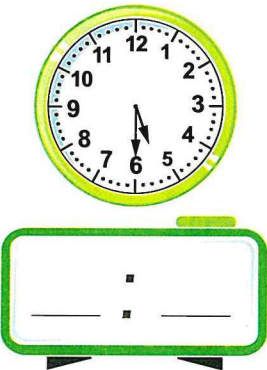
c.



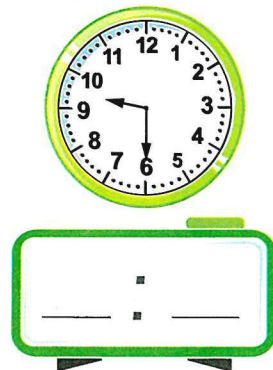
d.



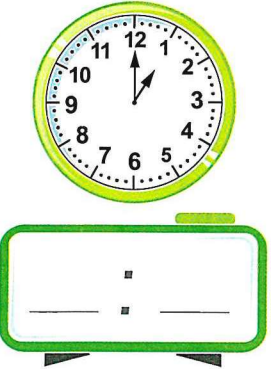
e.



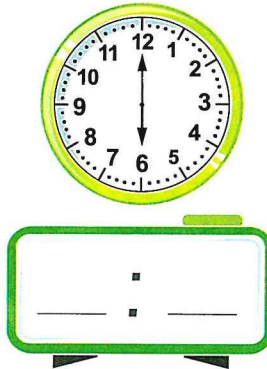
f.



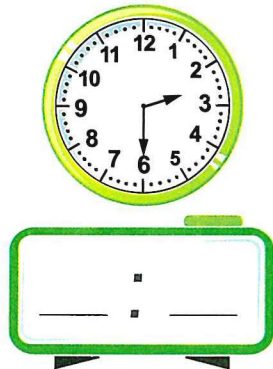
g.



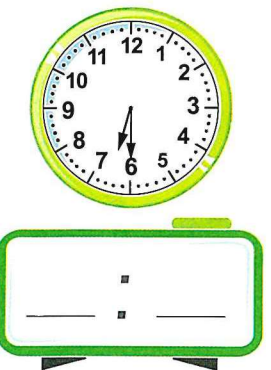
h.



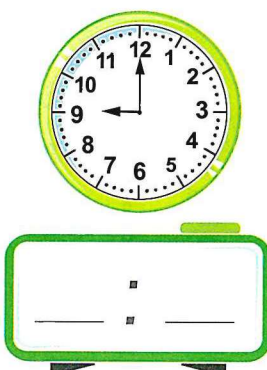
i.



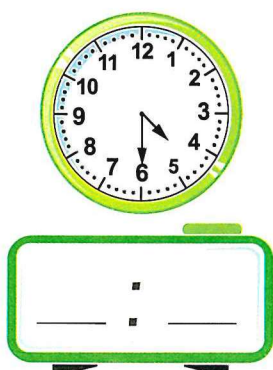
j.



k.



l.



## 2 What time is it ?

a.



b.



c.



d.



e.



f.



g.



h.



i.



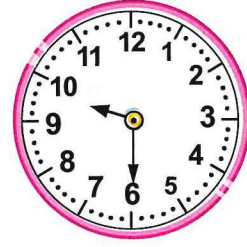
j.



k.



l.



m.



n.



o.



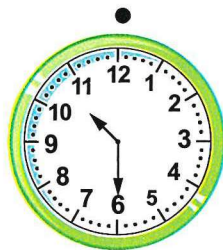
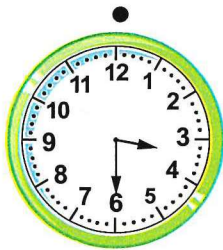
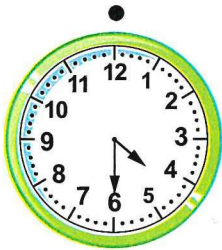
**3 Match.**

a. Half past 10

b. Half past 4

c. Half past 11

d. Half past 3



**4 Draw the hour hand and the minute hand and write the time.**  
The first one is done for you.

a.   
*Half past 1*

b.   
\_\_\_\_\_

c.   
\_\_\_\_\_

d.   
\_\_\_\_\_

e.   
\_\_\_\_\_



f.   
\_\_\_\_\_

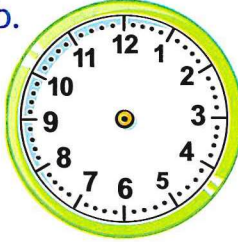
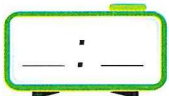
g.   
\_\_\_\_\_

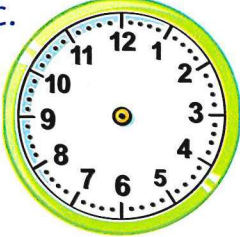
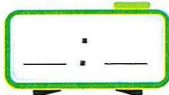
h.   
\_\_\_\_\_

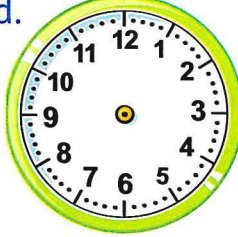
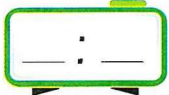
i.   
\_\_\_\_\_

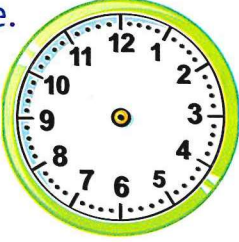
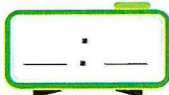
**5** Draw the hour hand and the minute hand and write the time.  
The first one is done for you.

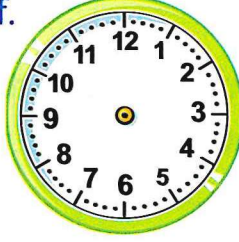
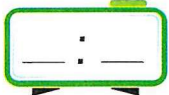
a.    
It's 8 o'clock

b.    
It's half past 4

c.    
It's half past 9

d.    
It's half past 2

e.    
It's 3 o'clock


f.    
It's half past 10

**6** Put (✓) to the correct statement or (X) to the incorrect statement.

a.  The time is half past 3 ( )

b.  The time is 2 o'clock ( )

c.  The time is half past 7 ( )

d.  The time is half past 11 ( )

e.  The time is half past 12 ( )

f.  The time is half past 9 ( )



Place a smiley face

- Reading time in minutes
- More applications on time



## Learn

### Reading times with quarters

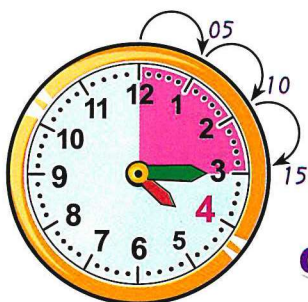
The minute hand has moved through one quarter of an hour. (15 minutes have passed)

The minute hand has moved through three quarters of an hour. (45 minutes have passed)



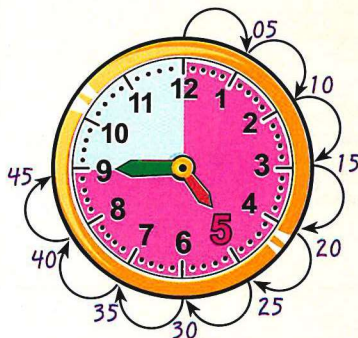
The minute hand is pointing to **3**  
The hour hand is closer to **4**

The minute hand is pointing to **9**  
The hour hand is closer to **5**



or

**Quarter past 4**



or

**Quarter to 5**


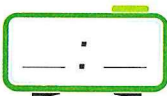
## Check




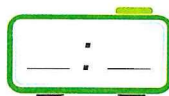
### Note :

Quarter **past** can be also said as quarter **after**.

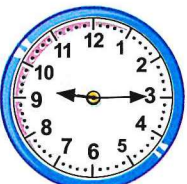
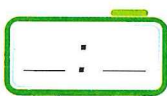
Write the time. Choose the correct answer.


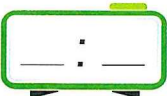
quarter past 5      quarter to 5

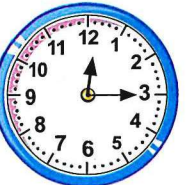
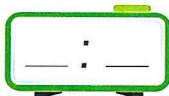
quarter past 11      quarter to 11

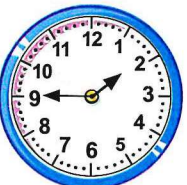
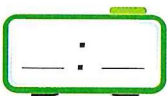
quarter past 9      quarter to 9

quarter past 4      quarter to 4

quarter past 12      quarter to 12

quarter after 2      quarter to 2

### Notes for parents

- Tell your child that one hour consists of 4 quarters, each quarter equals 15 minutes.
- Ask your child to practise skip counting by 5 to help him/her at telling time.




# Exercise


# 29


On Lesson 9 & 10


- Reading time in minutes
- More applications on time

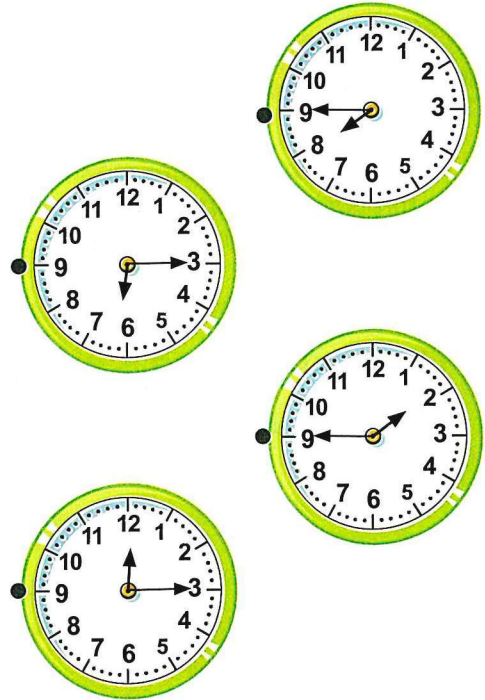
## 1 Match.

a. 



b. 



c. 



d. 






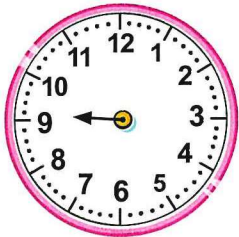
## 2 Draw the minute hand.



a.   


b.   


c.   


d.   


e.   


f.   


**3** Match.

a. 05:15

b. 01:45

c. 11:45

d. 09:30

e. 03:15

f. 09:00

g. 09:15

h. 08:30

i. 02:45

j. 06:45

Quarter to 3

Quarter to 2

Quarter past 9

9 o'clock

Quarter to 7

Half past 9

Quarter past 5

Quarter to 12

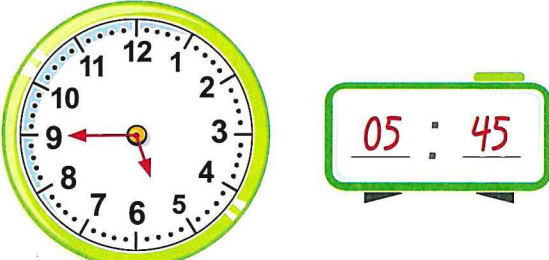
Half past 8

Quarter after 3



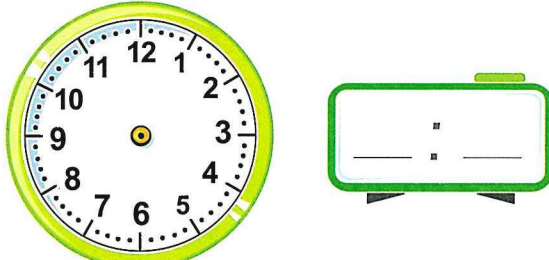
**4** Show the time on the two clocks. The first one is done for you.

a. Quarter to 6



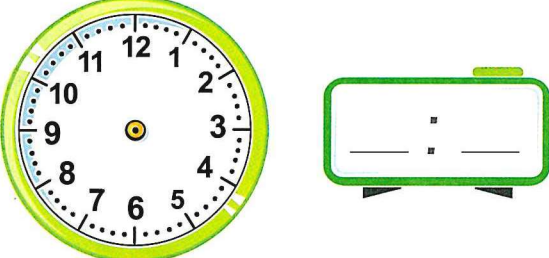
The analog clock shows the hour hand between 5 and 6, and the minute hand at 9. The digital clock shows 05:45.

b. Quarter past 10



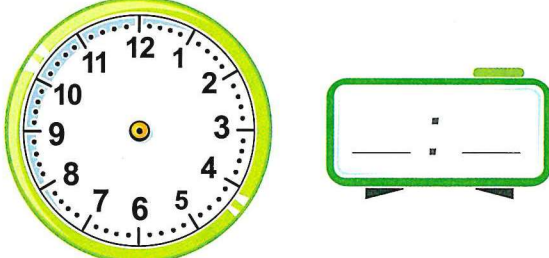
The analog clock shows the hour hand between 10 and 11, and the minute hand at 3. The digital clock is blank.

c. Quarter to 9



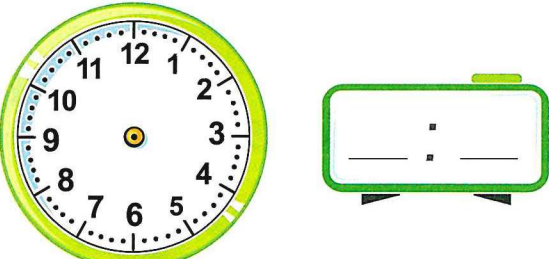
The analog clock shows the hour hand between 8 and 9, and the minute hand at 9. The digital clock is blank.

d. Quarter past 9



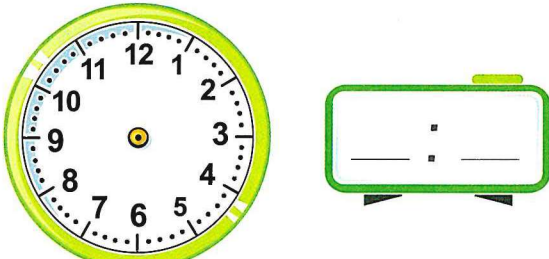
The analog clock shows the hour hand between 9 and 10, and the minute hand at 3. The digital clock is blank.

e. Quarter after 7



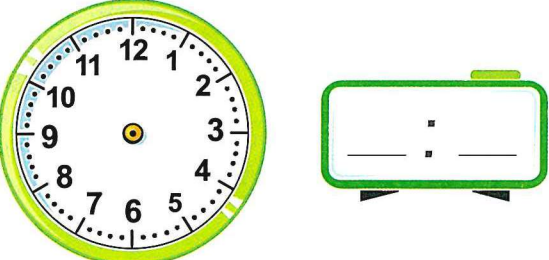
The analog clock shows the hour hand between 7 and 8, and the minute hand at 3. The digital clock is blank.

f. Quarter after 3



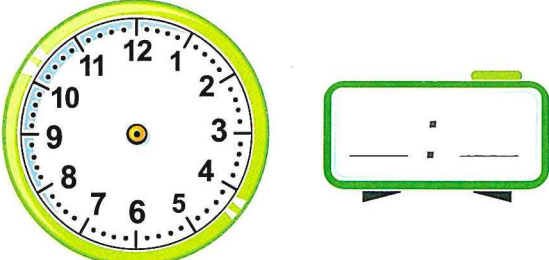
The analog clock shows the hour hand between 3 and 4, and the minute hand at 3. The digital clock is blank.

g. Quarter to 2



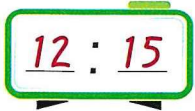
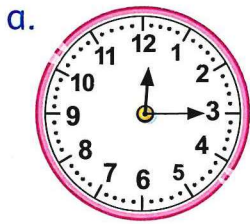
The analog clock shows the hour hand between 1 and 2, and the minute hand at 9. The digital clock is blank.

h. Quarter past 12

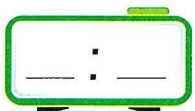
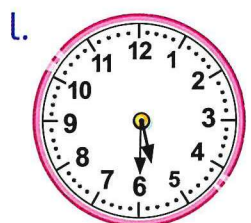
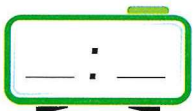
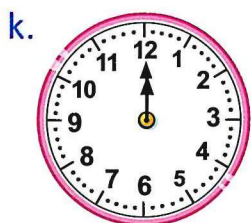
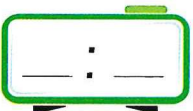
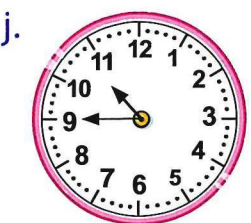
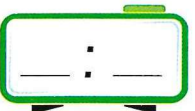
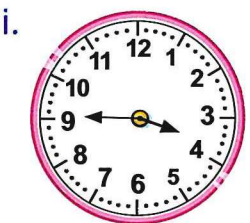
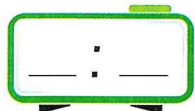
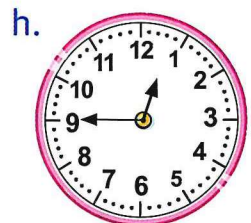
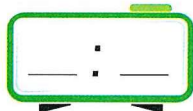
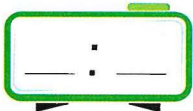
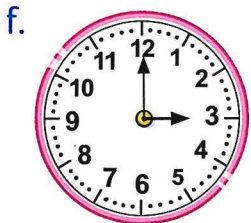
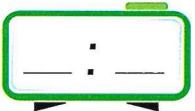
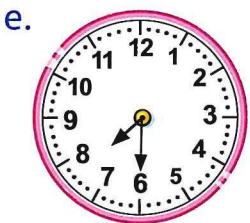
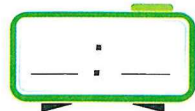
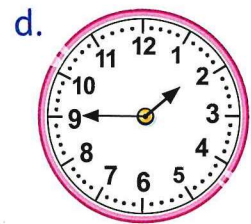
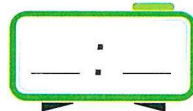
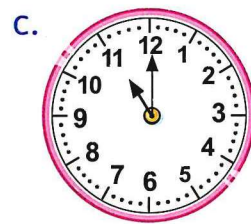
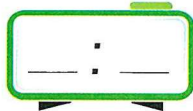
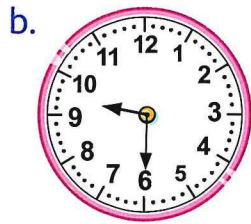


The analog clock shows the hour hand between 12 and 1, and the minute hand at 3. The digital clock is blank.

**5** Write the time in two ways. The first one is done for you.

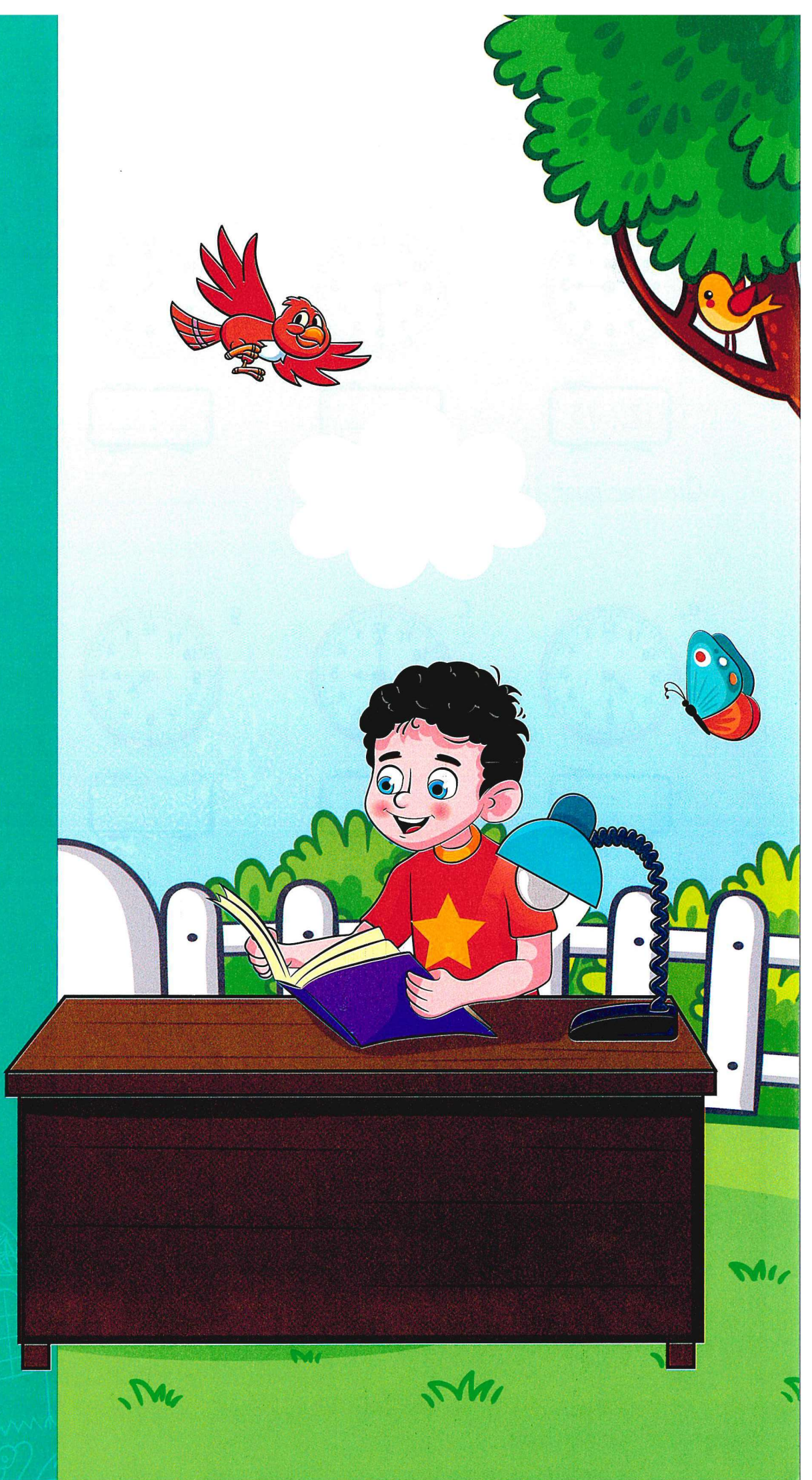


*Quarter past 12*



Place  
a smiley  
face

# GLOSSARY



**A**

A.M.	صباحًا
accepted	مقبول
accumulative	تراكمي
actual	فعلي
add	يجمع
addend	المضاف
addition	الجمع
after	بعد
all	كل
altogether	مقًا
analog clock	الساعة ذات العقارب
another	آخر
area	مساحة
ascending	تصاعدي
assessment	تقييم
attribute	خاصية

**B**

backward	للخلف
bar graphs	أعمدة بيانية
base	قاعدة
better	أفضل
bigger	أكبر
break apart	تقسيم

**C**

calendar	تقويم
category	نوع
centimeter	سنتيمتر
challenge	تحدي
chart	مخطط
check	يتأكد
choose	يختار
circle	دائرة / يضع دائرة حول
closer to	أقرب إلى
color	يلون / لون
column	عمود
commutative	إبدال
compare	يقارن
comparing	مقارنة
complete	يكمل

components	مكونات
convert	يحوّل
correct	صحيح
counting	العد
counting back	العد للخلف
counting on	العد للأمام
cube	مكعب
cuboid	متوازي مستطيلات
curved face	وجه منحنى
cylinder	أسطوانة

**D**

data	بيانات
decide	يقرر
decompose	يحلل
decomposing	التحليل
descending	تنازلي
dice	حجر نرد
difference	فرق
different	مختلف
digit	رقم
digital clock	الساعة الرقمية
dimension	بُعد
distance	مسافة
double	مضاعفة
draw	يرسم

**E**

edge	حرف
equal to	مساوٍ لـ
estimate	يقدر
estimation	تقدير
expanded form	الصيغة الممتدة
extra	إضافي

**F**

face	وجه
fact	حقيقة
few	قليل
fewer	أقل
fewest	الأقل
flat face	وجه مستوي
form	صيغة / شكل
forward	للأمام

**G**

gram	جرام
graph	بياني
greater	أكبر
greatest	الأكبر
group	مجموعة

**H**

half past	ونصف
halfway	منتصف المسافة
half	نصف
heavier	أثقل
heavy	ثقيل
hexagon	شكل سداسي الأضلاع
horizontal	أفقي
hour	ساعة
hour hand	عقرب الساعات
hundreds	مئات

**I**

incorrect	غير صحيح
information	بيانات

**J**

join	يوصل
------	------

**K**

key	مفتاح
kilogram	كيلو جرام

**L**

label	علامة / يضع علامة
last	أخير
learn	يتعلم
least	الأقل
left	باقي
length	طول
less	أقل
let	يجعل
light	خفيف
lighter	أخف
long	طويل

**M**

make	يكون / يجعل
mass	كتلة
match	يوصل
measurement	قياس
mental math	رياضيات ذهنية
meter	متر
midnight	منتصف الليل
minute	دقيقة
minute hand	عقرب الدقائق
missing	مفقود / ناقص
model	نموذج
more	أكثر
most	الأكثر/معظم
move	يتحرك

**N**

nonstandard	غير معياري
noon	منتصف النهار
number	عدد

**O**

object	شيء
ones	آحاد
opposite	مقابل
order	يرتب / ترتيب
or	أو

**P**

P.M.	مساءً
parallel	يوازي / متوازي
pattern	نمط
pentagon	شكل خماسي الأضلاع
pictograph	التمثيل البياني المصور
place value	قيمة مكانية
plan	يخطط
plus	زائد
prism	منشور
problem	مشكلة / مسألة
property	خاصية
pyramid	هرم

**Q**

quadrilateral  
quantity  
quarter past  
quarter to

شكل رباعي الأضلاع  
مقدار / كمية  
وربع  
إلا ربع

**R**

real  
record  
rectangle  
rectangular prism  
regroup  
regrouping  
remained  
represent  
rest  
result  
rhombus  
row  
ruler

حقيقي  
يسجل  
مستطيل  
متوازي مستطيلات  
يعيد التجميع  
إعادة التجميع  
باقي  
يمثل / يعرض  
باقي  
نتائج  
معين  
صف  
مسطرة

**S**

same  
scale  
sentence  
shape  
short  
show  
side  
skip counting  
smaller  
solid  
solve  
solving  
sort  
sorting  
sphere  
square  
standard form  
standard unit  
start  
statement

نفس الشيء  
مقياس  
جملة  
شكل  
قصير  
يعرض  
ضلع  
العد بالقفز  
أصغر  
مجسم  
يحل  
حل  
يصنف  
تصنيف  
كرة  
مربع  
الصيغة الرمزية  
وحدة القياس المعيارية  
يبدأ  
عبارة

step  
stick  
strategy  
subtract  
subtraction  
subtrahend  
sum  
symbol

خطوة  
قضيب / عصا  
استراتيجية  
يطرح  
طرح  
العدد المطروح  
مجموع  
رمز

**T**

table  
take away  
telling time  
tens  
think  
three-dimensional  
till  
together  
total  
trapezium  
trapezoid  
triangle  
two-dimensional

جدول  
يطرح / يزيل  
قراءة الوقت  
عشرات  
يفكر  
ثلاثي الأبعاد  
حتى  
معاً  
مجموع  
شبه منحرف  
شبه منحرف  
مثلث  
ثنائي الأبعاد

**U**

understand  
unknown

يفهم  
مجهول

**V**

value  
vertex  
vertical  
vertices  
vote

قيمة  
رأس  
رأسي  
رؤوس  
رأى

**W**

way  
weigh  
weight  
without  
word form  
work

طريقة / أسلوب  
يزن  
وزن  
بدون  
الصيغة الكلامية  
يعمل / عمل



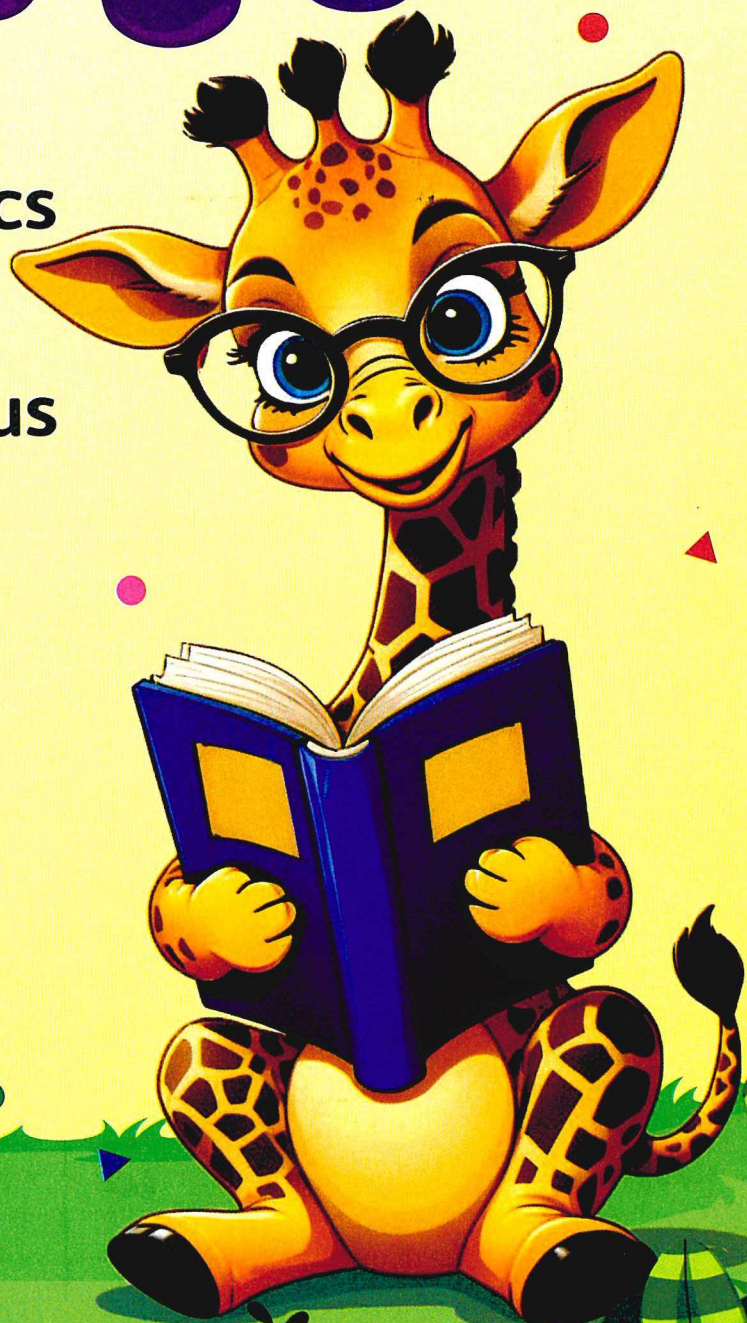
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ASK FOR



- IN**
- ▶ Mathematics
  - ▶ Discover
  - ▶ Connect Plus
  - ▶ Connect

**2<sup>nd</sup>**  
**Primary**  
Second term





# Mathematics

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