

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



## حل نموذج أسئلة وفق الهيكل الوزاري

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## التواصل الاجتماعي بحسب الصف الرابع

### روابط مواد الصف الرابع على تلغرام

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[اللغة الانجليزية](#)

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[التربية الاسلامية](#)

## المزيد من الملفات بحسب الصف الرابع والمادة رياضيات في الفصل الثاني

[أسئلة الامتحان النهائي الورقي - ريفيل](#)

1

[أسئلة الامتحان النهائي - بريدج](#)

2

[مراجعة عامة استعداداً للامتحان النهائي](#)

3

[نموذج الأسئلة الكتابية وفق الهيكل الوزاري](#)

4

[حل أسئلة الامتحان التعويضي](#)

5



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.  $36 \text{ ones} \div 9 = \underline{4} \text{ ones}$

2.  $180 \div 3 = \underline{60}$

$36 \text{ tens} \div 9 = \underline{4} \text{ tens}$

$1,800 \div 3 = \underline{600}$

$36 \text{ hundreds} \div 9 = 4 \text{ hundreds}$

$18,000 \div 3 = \underline{6000}$

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

3.  $48 \text{ tens} \div 6 = ?$

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

$6 \times 8 \text{ tens} = 48 \text{ tens}$

$5 \times 7000 = 35,000$

So,  $48 \text{ tens} \div 6 = \underline{8 \text{ tens}}$

So,  $35,000 \div 5 = \underline{7000}$

5.  $560 \div 7 = \underline{80}$

6.  $360 \div 4 = \underline{90}$

U7-4	Use partial quotients to divide 3-digit dividends by 1-digit divisors	Exercise (1-6)	Page:221
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What is the quotient? Use a representation to show the partial quotients.

1.  $136 \div 8 = \underline{17}$

$$\begin{array}{r} 136 \\ -80 \\ \hline 56 \\ -56 \\ \hline 00 \end{array} \begin{array}{l} 8 \times 10 \\ 8 \times 7 \end{array}$$

2.  $114 \div 6 = \underline{19}$

$$\begin{array}{r} 114 \\ -60 \\ \hline 54 \\ -54 \\ \hline 00 \end{array} \begin{array}{l} 6 \times 10 \\ 6 \times 9 \end{array}$$

3.  $115 \div 5 = \underline{23}$

$$\begin{array}{r} 115 \\ -100 \\ \hline 15 \\ -15 \\ \hline 00 \end{array} \begin{array}{l} 5 \times 20 \\ 5 \times 3 \end{array}$$

4.  $105 \div 3 = \underline{35}$

$$\begin{array}{r} 105 \\ -90 \\ \hline 15 \\ -15 \\ \hline 00 \end{array} \begin{array}{l} 3 \times 30 \\ 3 \times 5 \end{array}$$

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

5.  $154 \div 7 = \underline{22}$


$$\begin{array}{r} 154 \\ -140 \\ \hline 14 \\ -14 \\ \hline 00 \end{array} \begin{array}{l} 7 \times 20 \\ 7 \times 2 \end{array}$$

6.  $342 \div 9 = \underline{38}$


$$\begin{array}{r} 342 \\ -270 \\ \hline 72 \\ -72 \\ \hline 00 \end{array} \begin{array}{l} 9 \times 30 \\ 9 \times 8 \end{array}$$

U8-2	Use multiplication and division to generate equivalent fractions	Exercise (1-4)	Page:9
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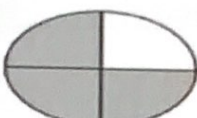
Use the representation to find an **equivalent fraction**. Sample answers given

1. 


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

2. 

$$\frac{3}{5} = \frac{\boxed{12}}{\boxed{20}}$$

3. 

$$\frac{3}{4} = \frac{\boxed{6}}{\boxed{8}}$$

4. 

$$\frac{4}{5} = \frac{\boxed{8}}{\boxed{10}}$$

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

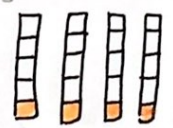
1. 
$$\frac{5}{8} = \frac{\boxed{1}}{\boxed{8}} + \frac{\boxed{1}}{\boxed{8}} + \frac{\boxed{1}}{\boxed{8}} + \frac{\boxed{1}}{\boxed{8}} + \frac{\boxed{1}}{\boxed{8}}$$

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

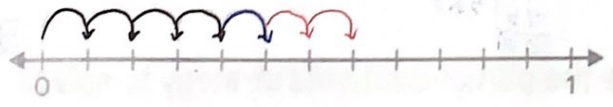
U9-2	understand addition of fractions as joining parts that refer to the same whole	Exercise (1-6)	Page:39
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1. How can you find the sum? Draw a picture to show your thinking.

$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{\boxed{4}}{\boxed{5}}$$



2. Aaron used a number line to find the sum of three fractions.



What fractions did Aaron add? What is the sum?

$$\frac{\boxed{4}}{\boxed{12}} + \frac{\boxed{1}}{\boxed{12}} + \frac{\boxed{2}}{\boxed{12}} = \frac{\boxed{7}}{\boxed{12}}$$

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.

$$3. \frac{5}{12} + \frac{2}{12} + \frac{3}{12} = \frac{10}{12}$$



$$4. \frac{2}{8} + \frac{5}{8} = \frac{7}{8}$$



$$5. \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{4}{6}$$



$$6. \frac{1}{4} + \frac{2}{4} = \frac{3}{4}$$



U9-2

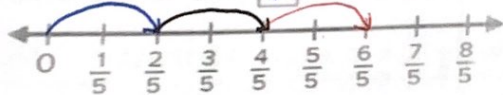
addition of fractions

Exercise (9-10)

Page:40

What is the sum? Use the number line to represent the equation.

$$9. \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5}$$



$$10. \frac{3}{4} + \frac{2}{4} = \frac{5}{4}$$



U9-3

sum of fractions with like denominators

Exercise (3-8)

Page:43

What is the missing value? Complete the equation.

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

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

$$5. \frac{1}{8} + \frac{5}{8} = \frac{6}{8}$$

$$6. \frac{3}{2} + \frac{4}{2} = \frac{7}{2}$$

$$7. \frac{1}{6} + \frac{4}{6} = \frac{5}{6}$$

$$8. \frac{5}{12} + \frac{3}{12} = \frac{8}{12}$$

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  $5\frac{2}{3}$ ?

$$5\frac{2}{3} = \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{2}{3} = \frac{17}{3}$$

or

$$5\frac{2}{3} = \frac{17}{3}$$

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?

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

7. Show or explain the answer.

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

$$\frac{17}{6} = \frac{6}{6} + \frac{6}{6} + \frac{5}{6}$$

$$= 2\frac{5}{6}$$

How can you write the mixed number as a fraction?

$$5\frac{3}{4} = \frac{4}{4} + \frac{4}{4} + \frac{4}{4} + \frac{4}{4} + \frac{4}{4} + \frac{3}{4} = \frac{23}{4}$$

**On My Own**

Complete exercises 1 through 9.

1. Fill in the blank.

What is the sum?

$$1\frac{2}{5} + 2\frac{2}{5} = 3\frac{4}{5}$$

3. Fill in the blank.

What is the sum?

$$1\frac{6}{12} + 1\frac{4}{12} = 2\frac{10}{12}$$

5. Fill in the blank.

What is the sum?

$$1\frac{7}{10} + 1\frac{9}{10} = 2\frac{16}{10}$$

$$2 + \frac{10}{10} + \frac{6}{10} = 3\frac{6}{10}$$

Reset

2. Fill in the blank.

What is the sum?

$$2\frac{3}{4} + 1\frac{2}{4} = 3\frac{5}{4}$$

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

4. Fill in the blank.

What is the sum?

$$2\frac{5}{8} + 1\frac{7}{8} = 3\frac{12}{8}$$

$$3 + \frac{8}{8} + \frac{4}{8} = 4\frac{4}{8}$$

6. Fill in the blank.

What is the sum?

$$2\frac{2}{6} + 1\frac{3}{6} = 3\frac{5}{6}$$

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?

$$1\frac{3}{4} + 3\frac{3}{4} = 4\frac{6}{4} \dots\dots$$

$$4 + \frac{4}{4} + \frac{2}{4} = 5\frac{2}{4}$$

8. Show or explain the answer.

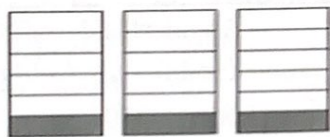
How can you use the fraction circles to find the sum of  $1\frac{4}{6} + 1\frac{3}{6}$ ?



$$1\frac{4}{6} + 1\frac{3}{6} = 2\frac{7}{6} \dots\dots$$

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

1. Fill in the blank.



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

2. Fill in the blank.

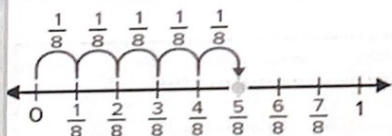
What is the product?



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

3. Fill in the blank.

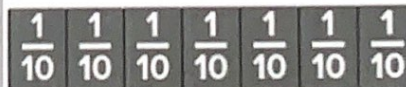
What is the missing factor?



$$5 \times \frac{1}{8} = \frac{5}{8}$$

4. Fill in the blank.

What is the missing factor?



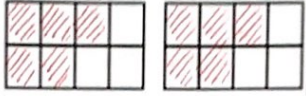
$$7 \times \frac{1}{10} = \frac{7}{10}$$

What is the product?

$$3 \times \frac{3}{10} = \frac{9}{10}$$

6. Show your work and fill in the blank.

What is the product?

$$2 \times \frac{5}{8} = \frac{10}{8} = 1\frac{2}{8}$$


What is the product?

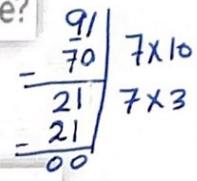
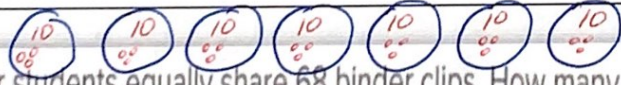
$$3 \times \frac{4}{6} = \frac{12}{6} = 2$$

Part-2	Type Questions	نوع الأسئلة	اختياري	الدرجات لكل سؤال أساسي	Marks per Main Question	5 درجات
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U7-3	divide 2-digit dividends by 1-digit divisors	Exercise (7,8 ) (12-14)	Page:217 Page :242
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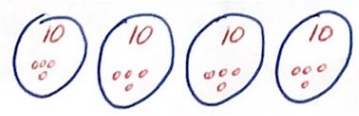
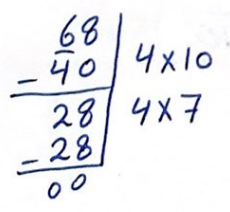
7. There are 91 students in the school chorus. The chorus conductor puts 7 students in each row. How many rows of students are there?

.....  $91 \div 7 = 13$  .....



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

.....  $68 \div 4 = 17$  .....



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

A school is holding a bake sale in the gym. There are <sup>378</sup>~~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?

$$\begin{array}{r} 378 \\ - 360 \\ \hline 18 \\ - 18 \\ \hline 00 \end{array} \quad \begin{array}{l} 9 \times 40 \\ 9 \times 2 \end{array}$$

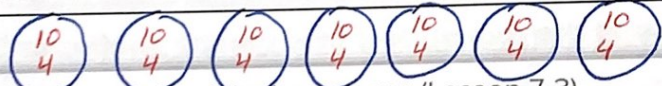
~~382~~  $378 \div 9 = 42$

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?

$$\begin{array}{r} 98 \\ - 70 \\ \hline 28 \\ - 28 \\ \hline 00 \end{array} \quad \begin{array}{l} 7 \times 10 \\ 7 \times 4 \end{array}$$

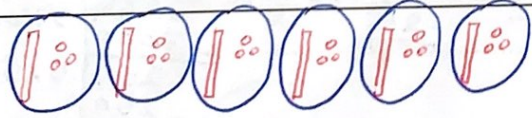
$98 \div 7 = 14$



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?

$78 \div 6 = 13$





Part-2	Type Questions نوع الأسئلة	اختياري	الدرجات لكل سؤال أساسي	Marks per Main Question	5 درجات
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U7-5	partial quotients to divide 4-digit dividends by 1-digit divisors	Exercise (1-6)	Page:225
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What is the quotient? Use the partial quotients to solve.

1.  $2,200 \div 2 = 1,100$

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

2.  $4,840 \div 4 = 1,210$

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

What is the quotient? Use partial quotients to solve.

3.  $9,300 \div 3 = 3,100$

4.  $3,240 \div 3 = 1,080$

5.  $3,216 \div 2 = 1,608$

6.  $8,350 \div 5 = 1,670$

U7-6	Divide multi-digit whole numbers	Exercise (3-7)	Page:229
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What is the quotient and the remainder? Use partial quotients to solve.

3.  $929 \div 3 = 309 \text{ R } 2$

$$\begin{array}{r} 929 \\ - 900 \quad 3 \times 300 \\ \hline 29 \\ - 27 \quad 3 \times 9 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 119 \\ - 80 \quad 4 \times 20 \\ \hline 39 \\ - 36 \quad 4 \times 9 \\ \hline 3 \end{array}$$

4.  $119 \div 4 = 29 \text{ R } 3$

5.  $3,225 \div 8 = 403 \text{ R } 1$

$$\begin{array}{r} 3225 \\ - 3200 \quad 8 \times 400 \\ \hline 25 \\ - 24 \quad 8 \times 3 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 8254 \\ - 5000 \quad 5 \times 1000 \\ \hline 3254 \\ - 3000 \quad 5 \times 600 \\ \hline 254 \\ - 250 \quad 5 \times 50 \\ \hline 4 \end{array}$$

6.  $8,254 \div 5 = 1,650 \text{ R } 4$

7.  $8,437 \div 7 = 1,205 \text{ R } 2$

$$\begin{array}{r} 8437 \\ - 7000 \quad 7 \times 1000 \\ \hline 1437 \\ - 1400 \quad 7 \times 200 \\ \hline 37 \\ - 35 \quad 7 \times 5 \\ \hline 2 \end{array}$$

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?

$$26 \div 4 = 6 R2 \quad 6 \text{ smoothies, } 2 \text{ strawberries left}$$

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

$$48 \div 10 = 4 R8 \quad 4 \text{ bottles}$$

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

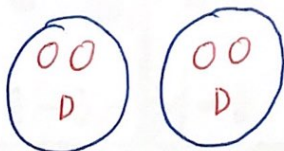
$$125 \div 20 = 6 R5 \quad 7 \text{ rows}$$

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

$$147 \div 6 = 24 R3 \quad 25 \text{ pages}$$

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

$$5 \div 2 = 2 \frac{1}{2} \quad 2 \frac{1}{2} \text{ oranges}$$



U8-3	use multiplication and division to generate equivalent fractions	Exercise (1-4) (7)	Page:13 P:26
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Use the number line to find an equivalent fraction. Sample answers given.

1.  $\frac{2}{6}$

2.  $\frac{12}{16}$

3.  $\frac{12}{24}$

4.  $\frac{10}{12}$

Sample answers:

$$\frac{1}{3} = \frac{2}{6} = \frac{12}{36}$$

$$\frac{6}{8} = \frac{16}{24}$$

$$\frac{6}{12} = \frac{12}{24}$$

$$\frac{5}{6} = \frac{10}{12}$$

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

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



<input type="checkbox"/>	$\frac{2}{4}$	<input checked="" type="checkbox"/>	$\frac{8 \div 2}{12 \div 2} = \frac{4}{6}$
<input checked="" type="checkbox"/>	$\frac{2 \times 2}{3 \times 2} = \frac{4}{6}$	<input type="checkbox"/>	$\frac{8}{10}$
<input type="checkbox"/>	$\frac{1}{3}$	<input type="checkbox"/>	$\frac{6}{8}$

U8-5	Compare two fractions	Exercise (1-6)	Page:21
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Write  $>$ ,  $<$ , or  $=$  to compare the fractions. Explain your reasoning for each comparison.

1.  $\frac{3}{5} < \frac{8}{10}$  (30, 40)

2.  $\frac{2}{6} = \frac{1}{3}$  (6, 6)

3.  $\frac{4}{12} < \frac{2}{5}$  (20, 24)

4.  $\frac{3}{4} > \frac{5}{10}$  (30, 24)

5.  $\frac{2}{4} = \frac{5}{10}$  (20, 20)

6.  $\frac{7}{12} < \frac{2}{3}$  (21, 24)

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

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



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



4.  $\frac{5}{10} - \frac{3}{10} = \frac{2}{10}$

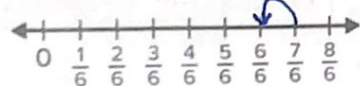


5.  $\frac{6}{8} - \frac{3}{8} = \frac{3}{8}$

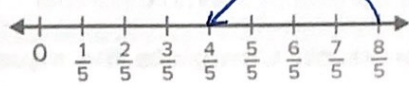


How can you find the difference? Use the number line to represent the equation.

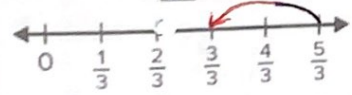
6.  $\frac{7}{6} - \frac{1}{6} = \frac{6}{6} = 1$



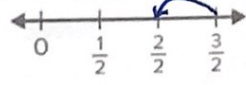
7.  $\frac{8}{5} - \frac{4}{5} = \frac{4}{5}$



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



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



What is the difference?

3.  $\frac{6}{8} - \frac{2}{8} = \frac{4}{8}$

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

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

6.  $\frac{7}{8} - \frac{2}{8} - \frac{2}{8} = \frac{3}{8}$

What fraction are you taking away?

7.  $\frac{8}{10} - \frac{2}{10} = \frac{6}{10}$

8.  $\frac{8}{12} - \frac{3}{12} = \frac{5}{12}$

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

10.  $\frac{9}{12} - \frac{2}{12} - \frac{3}{12} = \frac{4}{12}$

What is the difference?

$$1. \quad 4\frac{10}{12} - 2\frac{3}{12} = \boxed{2} \frac{\boxed{7}}{\boxed{12}}$$

$$2. \quad 3\frac{1+8}{8} - 1\frac{5}{8} = \boxed{1} \frac{\boxed{4}}{\boxed{8}}$$

$$2\frac{9}{8} - 1\frac{5}{8} =$$

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

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

$$4. \quad 4 - \frac{8}{10} = \boxed{3} \frac{\boxed{2}}{\boxed{10}}$$

$$3\frac{10}{10} - \frac{8}{10} =$$

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

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

$$6. \quad 4\frac{2+6}{6} - \frac{3}{6} = \boxed{3} \frac{\boxed{5}}{\boxed{6}}$$

$$3\frac{8}{6} - \frac{3}{6} =$$

What is the product? Complete the equation.

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

$$= 6 \times \frac{1}{8}$$

$$= \frac{6}{8}$$

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

$$= 8 \times \frac{1}{5}$$

$$= \frac{8}{5}$$

$$= \frac{8}{5} + \frac{3}{5} = 1\frac{3}{5}$$

What is the product? Complete the equation.

$$3. \quad 2 \times \frac{2}{3} = 2 \times 2 \times \frac{1}{3}$$

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

$$4. \quad 3 \times \frac{3}{6} = 3 \times 3 \times \frac{1}{6}$$

$$= \frac{9}{6} = \frac{\boxed{6}}{\boxed{6}} + \frac{3}{6} = 1\frac{3}{6}$$

$$5. \quad 5 \times \frac{2}{12} = \frac{10}{12}$$

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

Part-3	Type Questions نوع الأسئلة	كتابي	الدرجات لكل سؤال أساسي	Marks per Main Question	8-6 درجات
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? *Find the range*

$$5. 749 \div 8$$

$720 \div 8 = 90$   
 $800 \div 8 = 100$   
 The range 90 to 100

$$7. 3,297 \div 8$$

$3,200 \div 8 = 400$   
 $4,000 \div 8 = 500$   
 The range 400 to 500

$$6. 522 \div 7$$

$490 \div 7 = 70$   
 $560 \div 7 = 80$   
 The range 70 to 80

$$8. 6,428 \div 9$$

$6,300 \div 9 = 700$   
 $7,200 \div 9 = 800$   
 The range 700 to 800

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

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

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?

$\frac{12}{10} - \frac{9}{10} = \frac{3}{10}$

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?

$$\frac{5}{12} + \frac{2}{12} = \frac{7}{12}$$

4. Show or explain the answer.

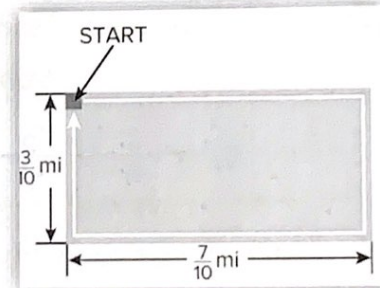
To make a fruit salad, Sully uses  $\frac{5}{6}$  pound of oranges. He uses  $\frac{3}{6}$  pound **less** berries than oranges. What is the **total** weight of the **oranges and berries**?

$$\text{berries } \frac{5}{6} - \frac{3}{6} = \frac{2}{6}$$

$$\text{berries + oranges } = \frac{2}{6} + \frac{5}{6} = \frac{7}{6}$$

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?



$$\frac{3}{10} + \frac{7}{10} + \frac{3}{10} + \frac{7}{10} = \frac{20}{10}$$

$$\frac{20}{10} - \frac{4}{10} = \frac{16}{10}$$

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?

$$\frac{8}{10} + \frac{1}{10} + \frac{2}{10} = \frac{11}{10}$$

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?

$$\frac{7}{8} - \frac{5}{8} = \frac{2}{8}$$

$\frac{1}{8}$  was added

$$\frac{2}{8} + \frac{1}{8} = \frac{3}{8}$$

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?

$$\frac{9}{10} - \frac{3}{10} = \frac{6}{10}$$

$$\frac{6}{10} + \frac{5}{10} = \frac{11}{10}$$



What is the sum?

مطلوب أن يتدرب الطالب على خطوات الحل

$$1. \quad 3\frac{5}{12} + 4\frac{3}{12} = \boxed{7}\frac{\boxed{8}}{\boxed{12}}$$

$$2. \quad 2\frac{7}{10} + 2\frac{5}{10} = \boxed{4}\frac{\boxed{12}}{\boxed{10}}$$

$$= 4 + \frac{10}{10} + \frac{2}{10} = 5\frac{2}{10}$$

$$3. \quad 1\frac{3}{6} + 1\frac{4}{6} = \boxed{2}\frac{\boxed{7}}{\boxed{6}} = 2 + \frac{6}{6} + \frac{1}{6} = 3\frac{1}{6}$$

$$4. \quad 4\frac{3}{5} + 3\frac{2}{5} = \boxed{7}\frac{\boxed{5}}{\boxed{5}} = 8$$

$$5. \quad 5\frac{3}{8} + 4\frac{4}{8} = \boxed{9}\frac{\boxed{7}}{\boxed{8}}$$

$$6. \quad 2\frac{2}{3} + 3\frac{2}{3} = \boxed{5}\frac{\boxed{4}}{\boxed{3}}$$

$$= 5 + \frac{3}{3} + \frac{1}{3} = 6\frac{1}{3}$$