MATH – ENGLISH
A Four-Week Recovery Program in Schools
GRADE 6
2021-2022

This material is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of QITABI 2 and do not necessarily reflect the views of USAID or the United States Government. This material was developed by the Joint Academic Department (JAD) and the Equipment Installations and Material Support Bureau (EIMSB) at the Centre of Educational Research and Development (CERD) with the support of USAID-funded QITABI 2 project.

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مقدّمة عامّة:

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

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

مقدّمة مادّة الرّياضيّات

رزمة التّقويم التّشخيصيّ والأنشطة

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

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

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

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

طريقة التّنفيذ:

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

Week 1

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 <u>2</u>64 _____

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

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

d) <u>7</u>75 342 198 _____

e) 4 9<u>7</u>6 008 264 _____

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 km²**	**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: _____

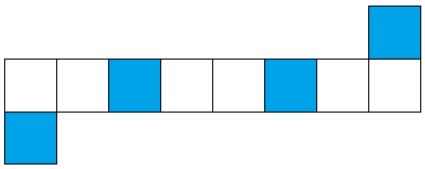
60: _____

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

MATH - ENGLISH
Diagnostic Assessment
CYCLE 2 - GRADE 6
Week 2

Check your knowledge (Decimal Numbers)

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



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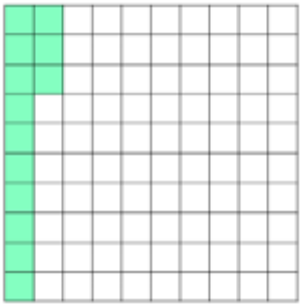


_____

2- Write in the form of a decimal number.

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

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

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

45 and $\frac{7}{10} = \cdots$

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

Sixteen and eight tenths $= \cdots$

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 _____ 15.87 31.8 _____ 3.18

16.05 _____ 6.99 14.98 _____ 28

6- Arrange the following decimals in decreasing order.

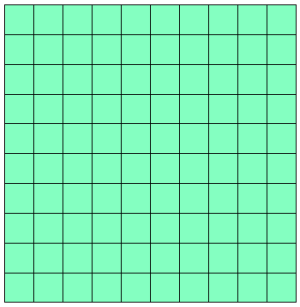
25.8 16.27 8.99 34.2 25.08

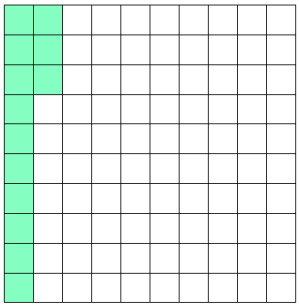
_____

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?





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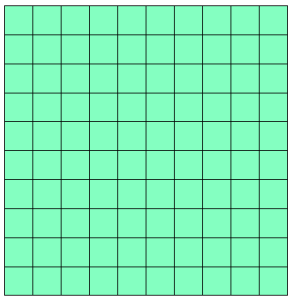
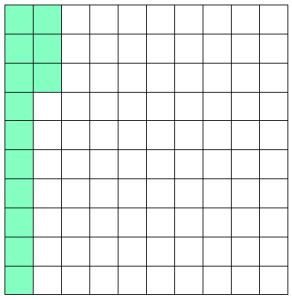




_____

2- Write the following in decimal form.

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

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

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

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

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

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

g) Thirteen and eight hundredths = …….

h) 300 + 10 + 0.05 = …….

3- Perform the following operations. Show your work.

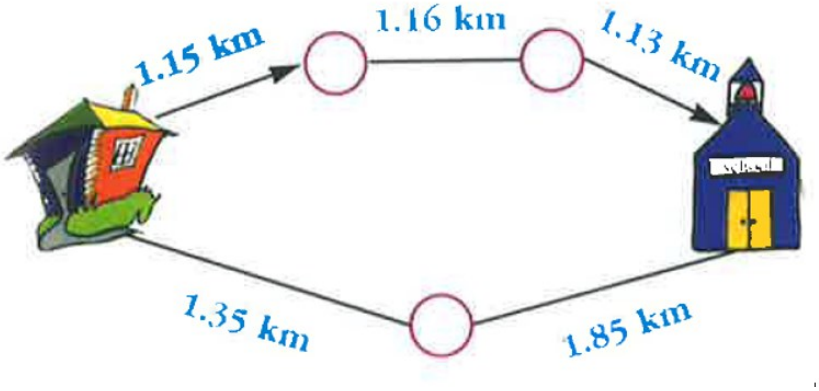
$258 + 12.82 =$	$16 - 12.58 =$
$28.56 \times 14 =$	$258 \times 3.9 =$

4- Complete with an appropriate number.

27.5 > _____ 3.18 < _____

6.05 < _____ 3 > _____ > 4

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



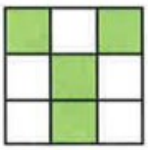
MATH - ENGLISH
Diagnostic Assessment
CYCLE 2 - GRADE 6
Week 3

Check your knowledge (Fractions)

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

_____

_____



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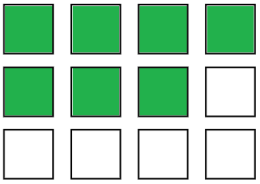
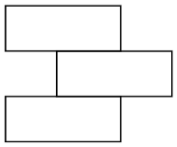


_____

2- Shade the part represented by each fraction.

$\frac{3}{3}$



$\frac{5}{7}$

$\frac{2}{6}$

$\frac{1}{3}$

3- Shade in the fraction and complete the addition.

____ + ____ = _____

____ + ____ = _____

4- Perform.

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

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

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

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

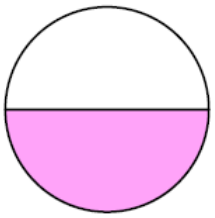
$\frac{2}{3}$ of $60 = ...$

$\frac{1}{4}$ of $32 = ...$

MATH - ENGLISH
Learning Activities
CYCLE 2 - GRADE 6
Week 3

Fractions

1- Write the fraction that represents the shaded part.



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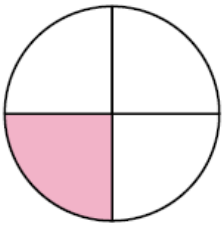

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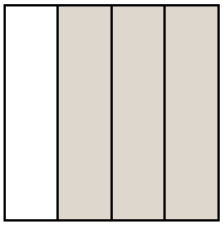

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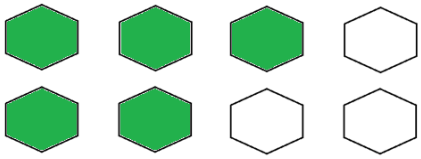


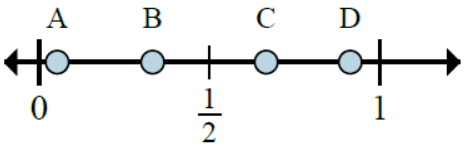
_____

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

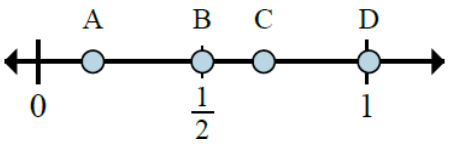
_____

_____

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



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



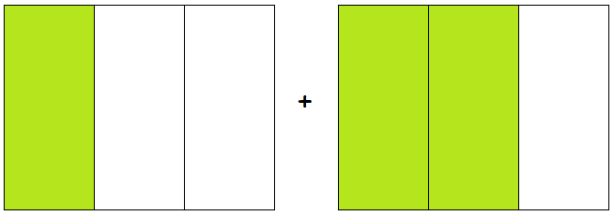
Which letter better shows $\frac{1}{6}$? _____

4- Shade in the fraction and complete the addition.

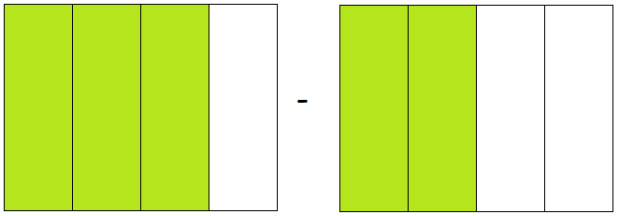
___ + ___ = ____

___ + ___ = ____

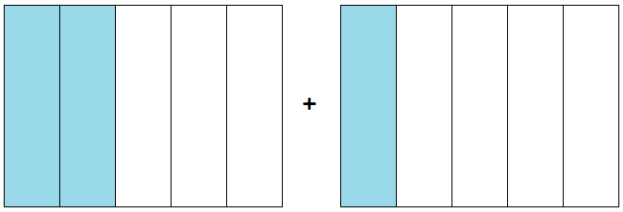
5- Use the visuals to give answers to the additions and the subtractions below.



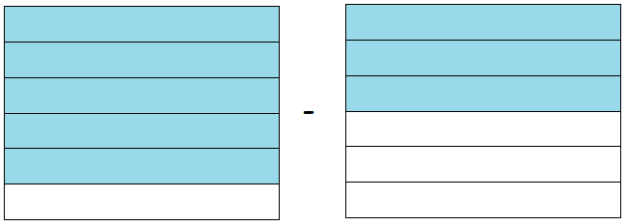
$\frac{1}{3} + \frac{2}{3} = \cdots$



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



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



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

6- Complete.

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

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

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

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

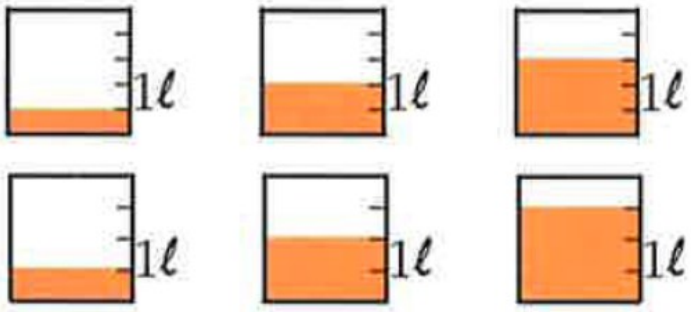
$\frac{2}{3}+\frac{7}{5}=\frac{\ldots}{\ldots}+\frac{\ldots}{\ldots}=\frac{\ldots}{\ldots}$

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.

_____

_____

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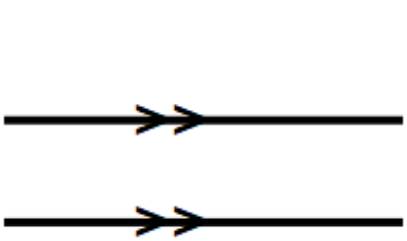
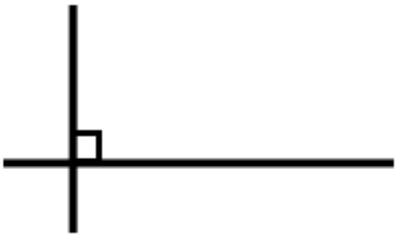
Week 4

Check your knowledge (Geometry)

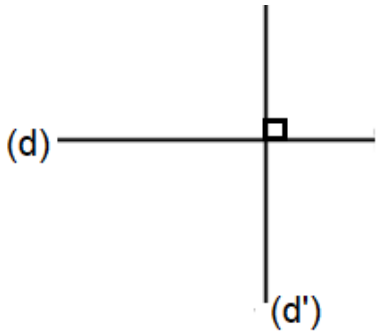
1- Circle the correct answer.

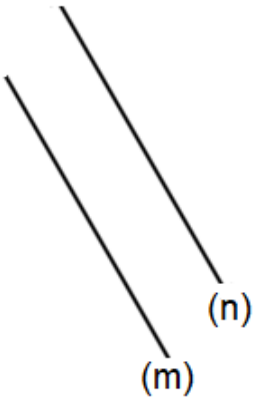
a) Which pair of straight lines are perpendicular?



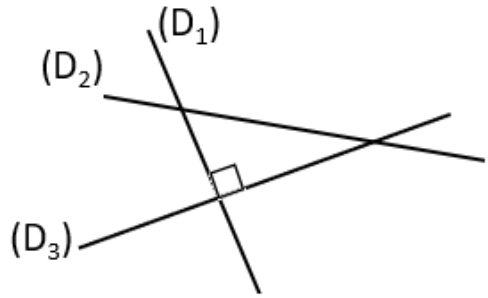


b) Which pair of straight lines are parallel?



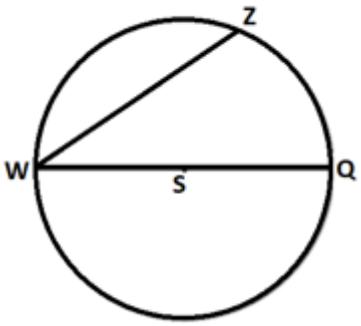


c) Which pair of straight lines are perpendicular?



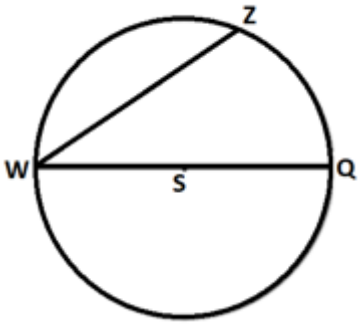
(D_1) and (D_2) (D_3) and (D_2) (D_1) and (D_3)

d) Which segment is a radius of the circle?



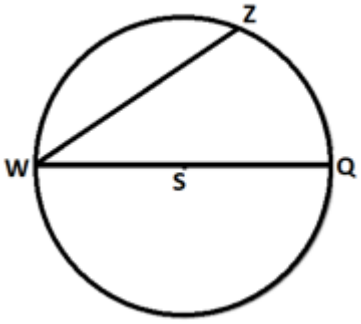
[WS] [WZ] [WQ]

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.

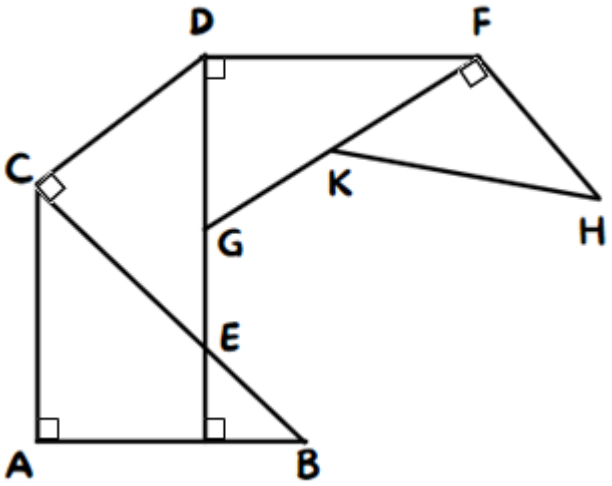
3- Use your ruler and set square and draw 2 perpendicular straight lines.

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?

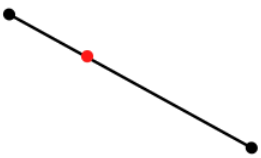


_____

_____

_____

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

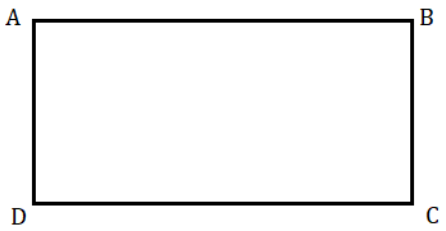


_____

_____

_____

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.

● O

5- Use your ruler and set square to:

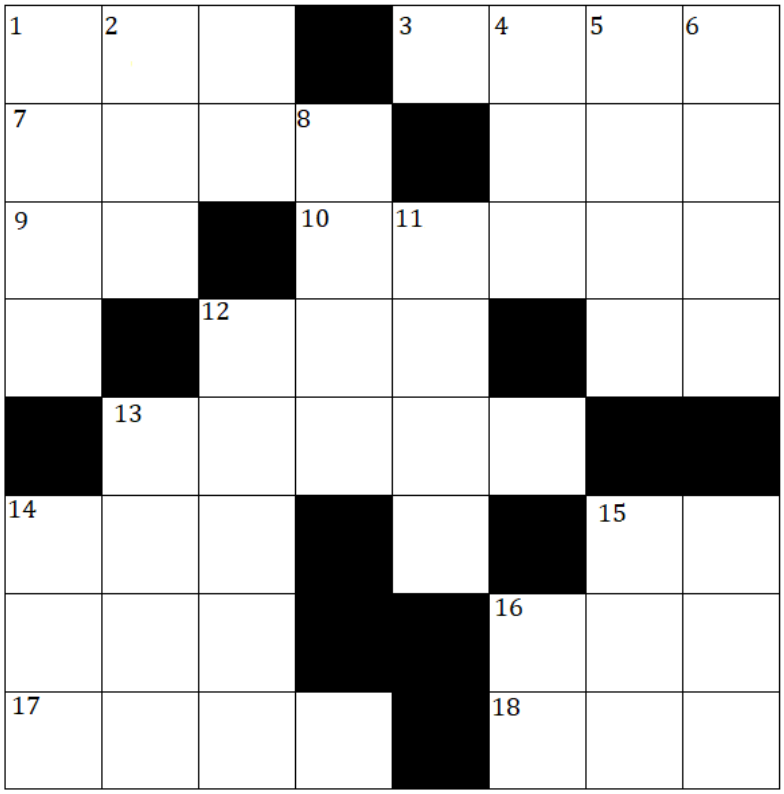
a) Draw a straight line (d) parallel to the given straight line.

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.



Across

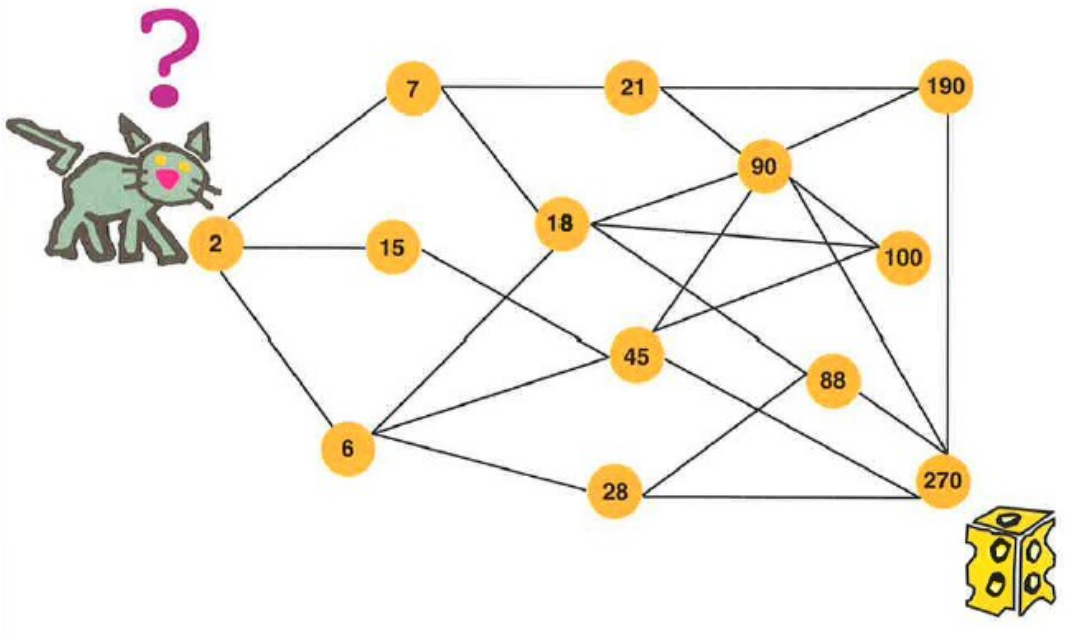
1) $300 - 15$
3) $10\,000 - 426$
7) $4 \times (7 + 1\,111)$
9) $(2 \times 22) - 5$
10) $(3 \times 3600 \times 4) - 3$
12) $18 \times 4 \times 9$
13) $126\,200 \div 10$
14) 17×30
15) $290 \div 10$
16) 401×2
17) 100×76
18) $230 \div 2$

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) $243 \div 3$

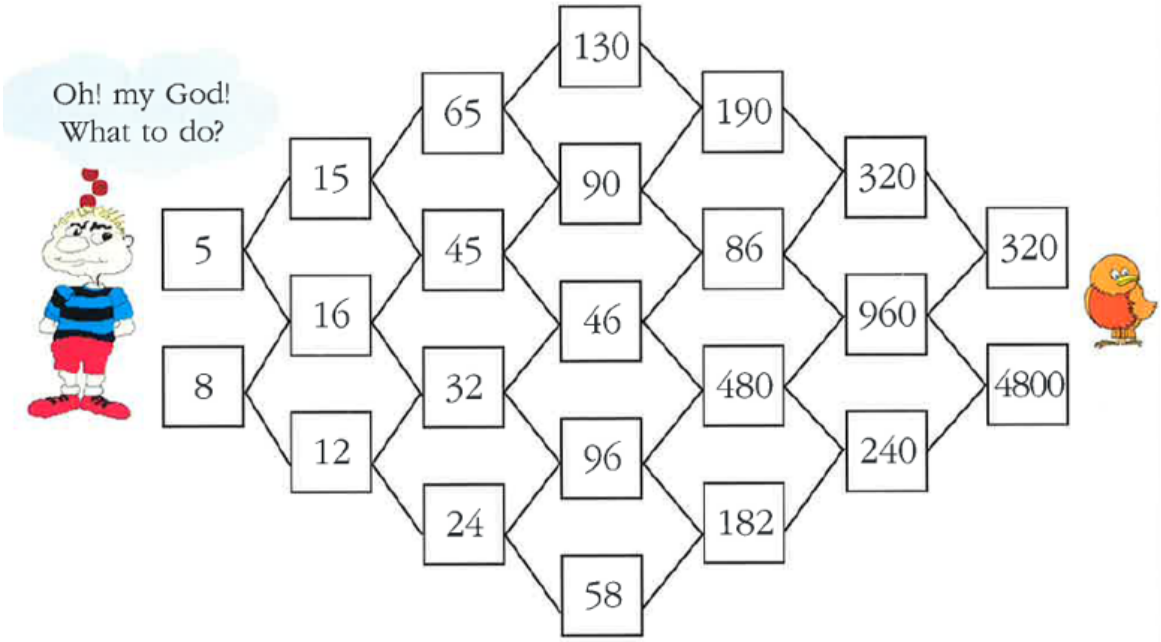
Activity: Help the cat reach the piece of cheese

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.



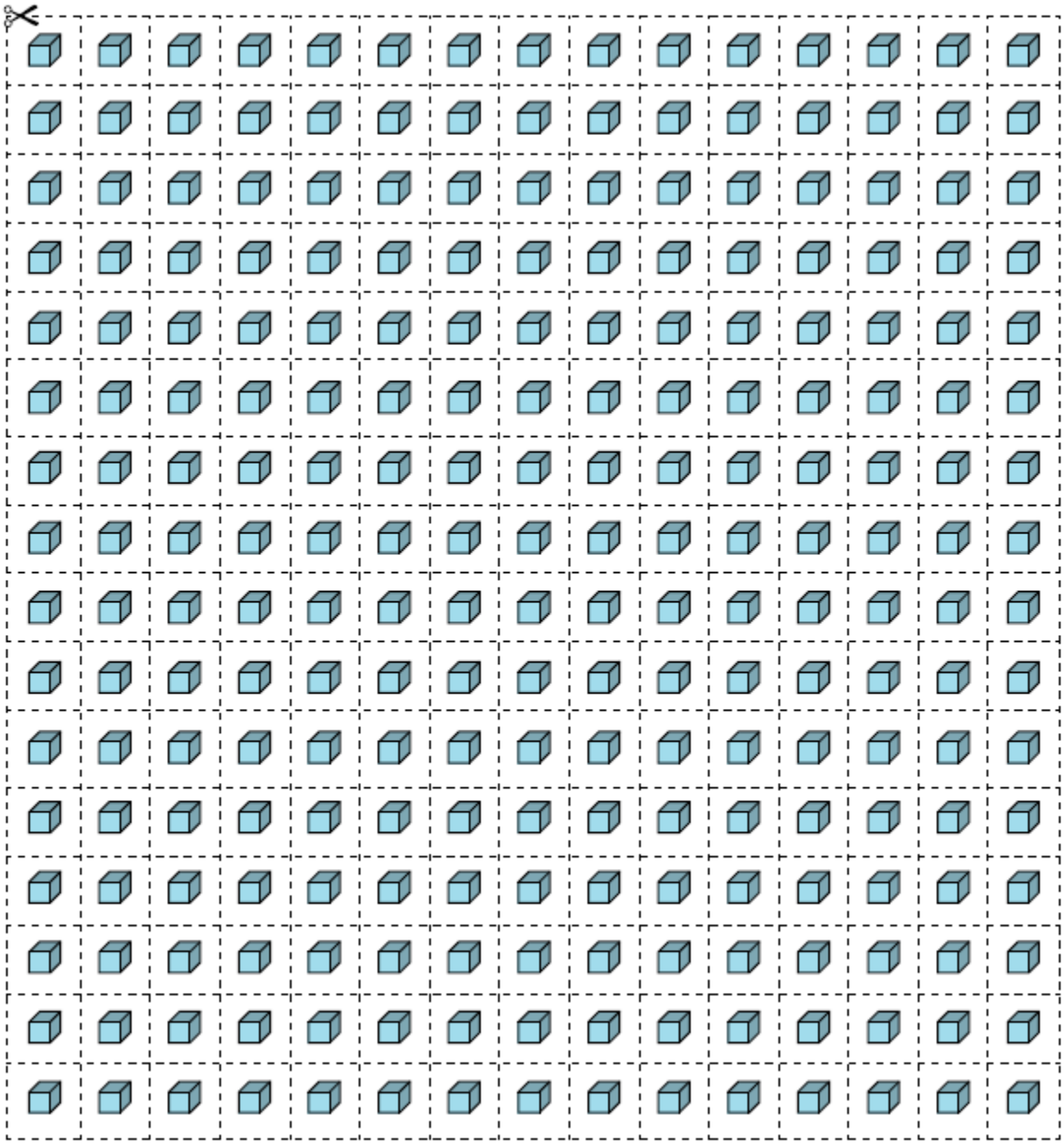
Activity: Help Finfin meet his pet Bilou

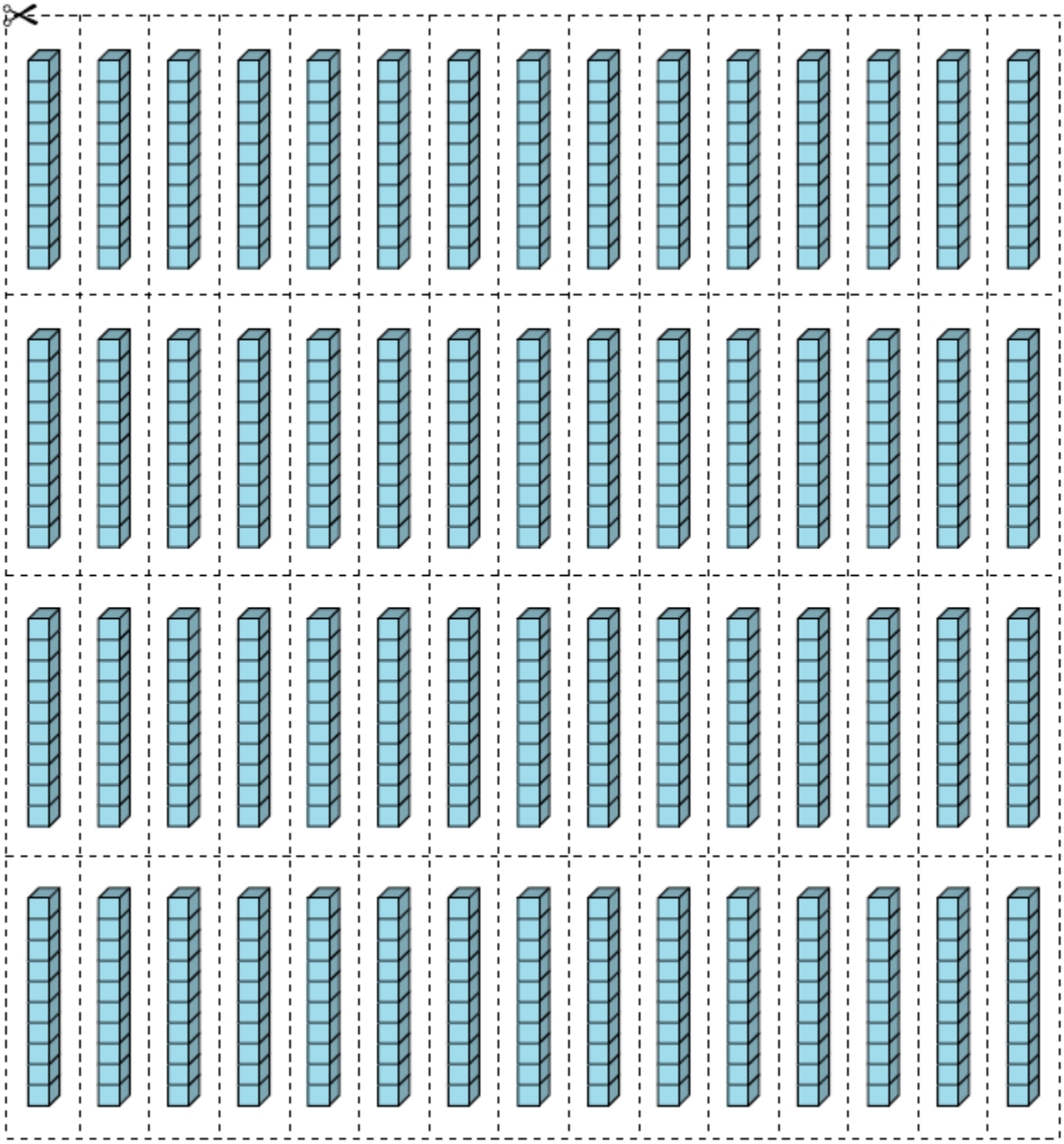
Two numbers can be joined only if one of them is the divisor of the other.
Connect the numbers to help Finfin find his way to his pet Bilou.

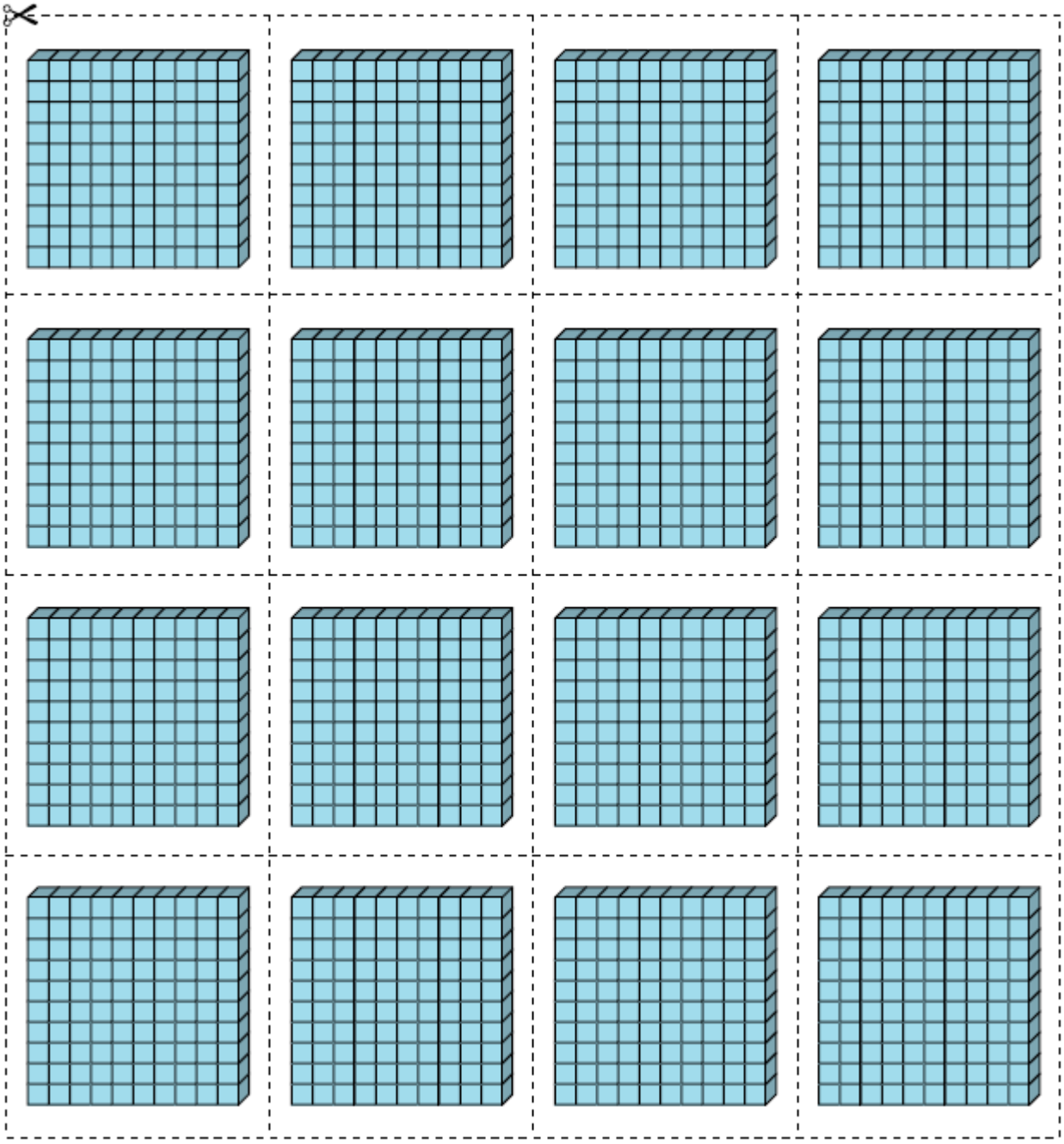


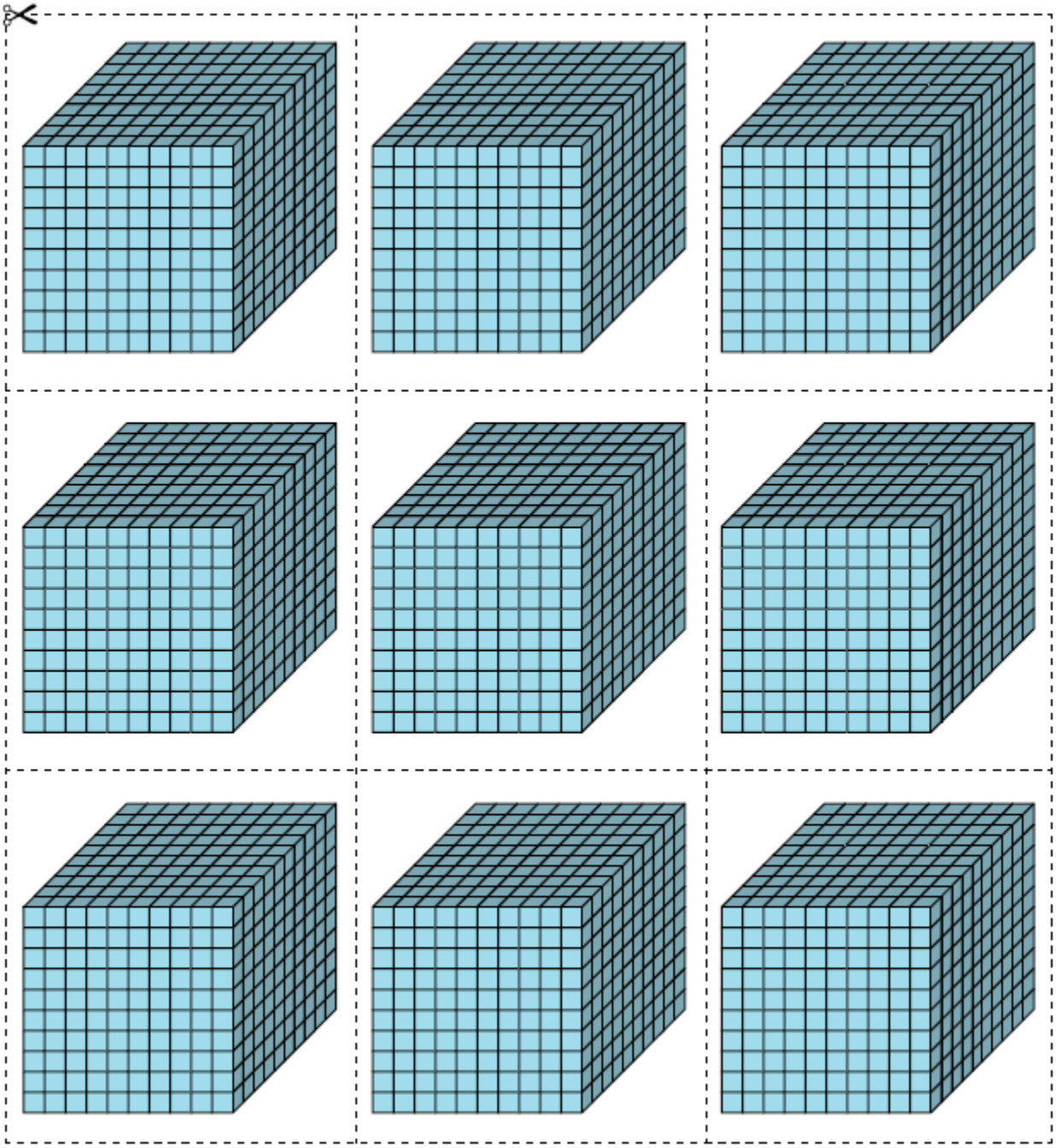
MATH - ENGLISH
Material to be used
CYCLE 2 - GRADE 6

Thousands blocks, Hundreds flats, Tens rods and Ones cubes

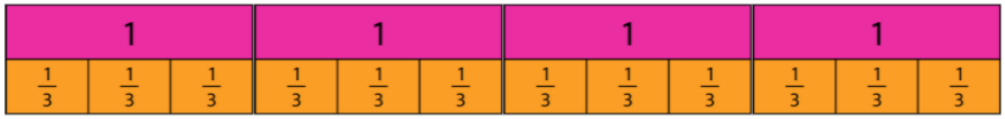


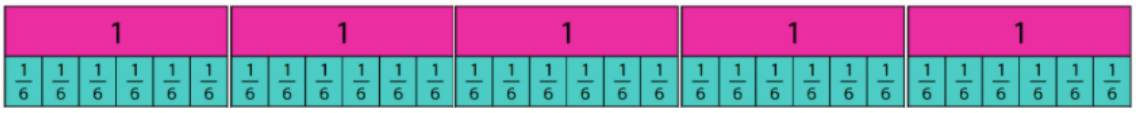


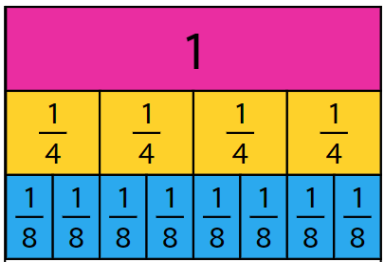


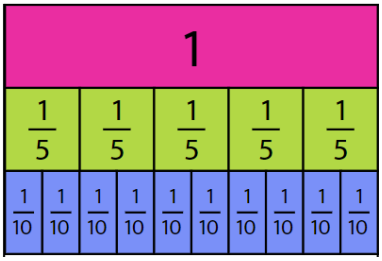


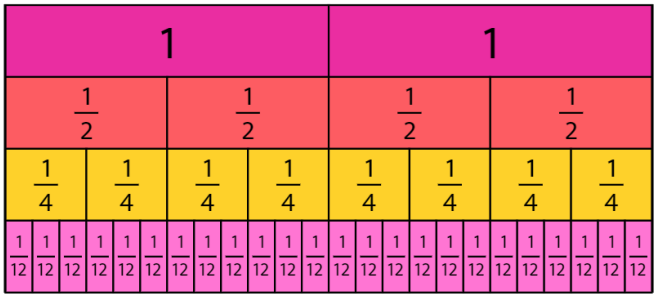
Fractions

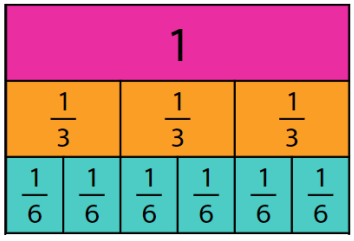


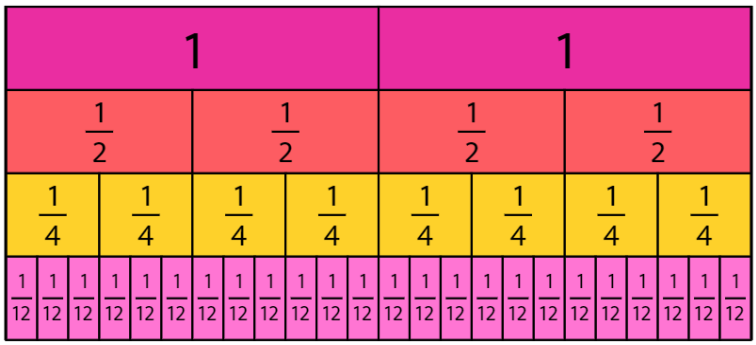











1
1
1/2
1/2
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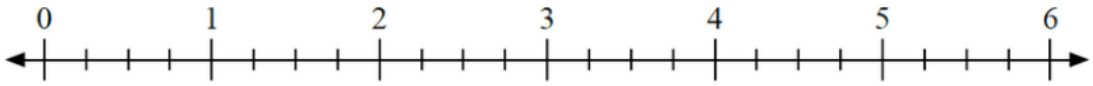
1/12


0
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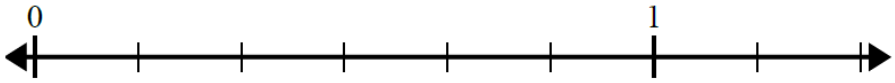
2
3
4
5
6


0
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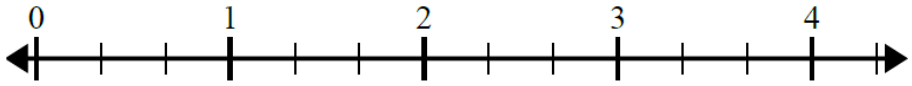
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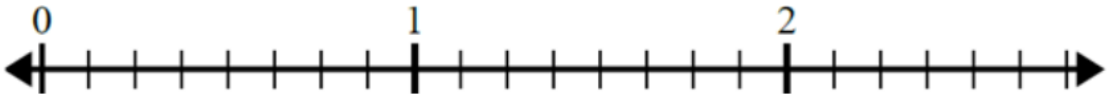
0
1
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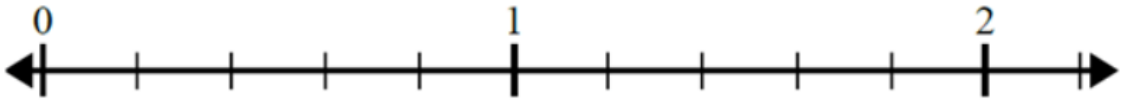
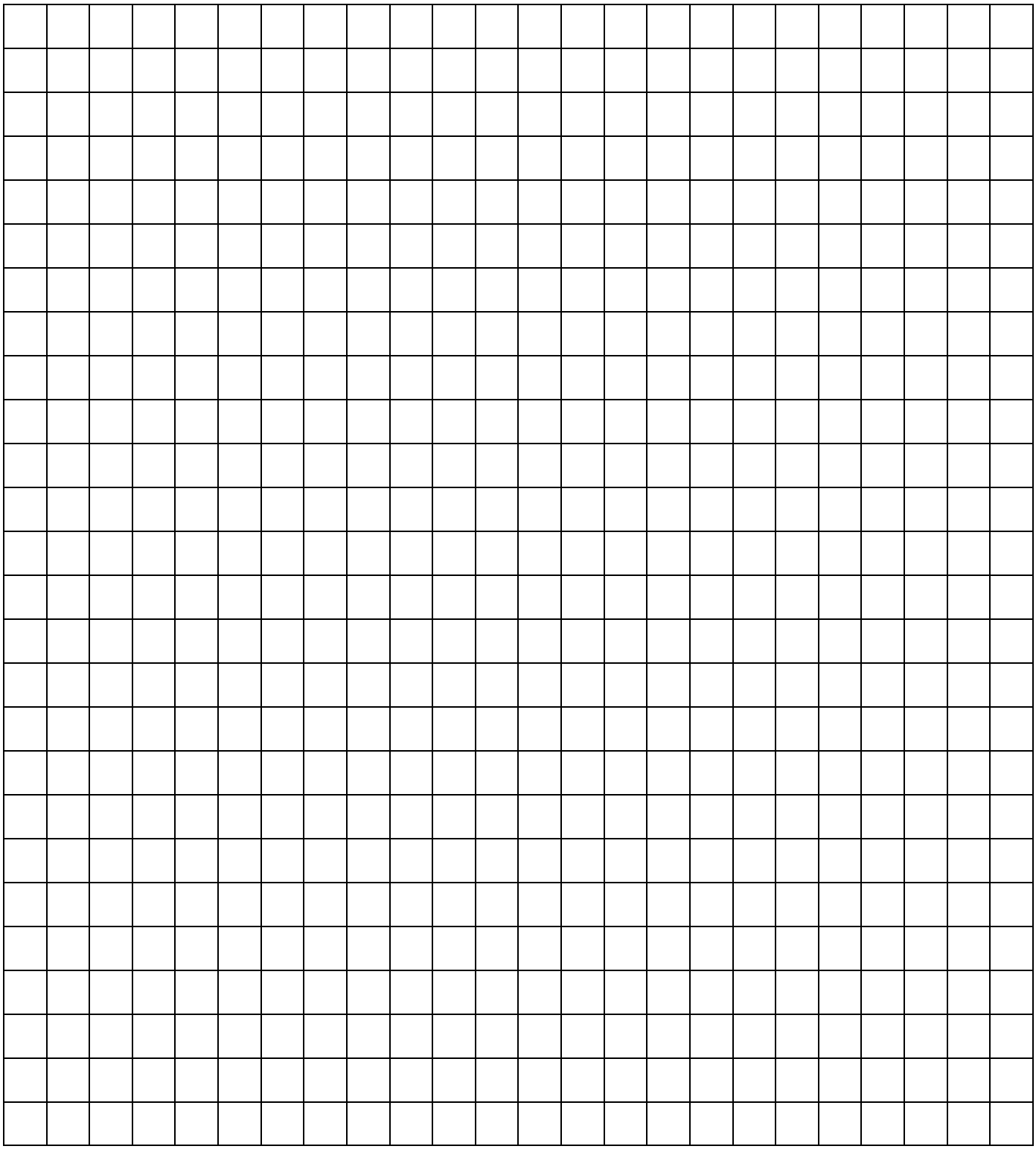

0
1
2

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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