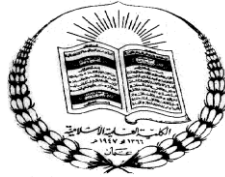


Islamic Educational College

Jabal Amman / Al-Jubeiha



Math Booklet First Semester 2025-2026 Grade Four

Name: _____

Grade: Four ()



2024/2025



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Chapter 1 / lesson 1: patterns in addition table

Outcomes: complete the shaded column, row and diagonal in this addition table using patterns.

Date: / /

Exercise 1: complete the shaded column, row and diagonal in this addition table using patterns.

+	3	6	9	12	15	18	21
1	4	7	10	13	16		22
2	5		11	14	17	20	
3	6	9	12		18	21	24
4	7		13	16	19		25
5	8		14	17		23	26
6	9	12	15	18		24	27
7	10	13	16	19	22	25	28

Exercise 2: describe the pattern rule you used in row number 3.



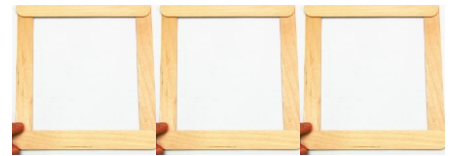
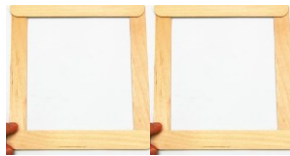
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Chapter 1 / lesson 2: Extending patterns in tables

Outcomes: Use table to identify and extend patterns.

Date: / /

Exercise 1: Maram is making square picture frames using craft sticks. The table shows the pattern for the number of craft sticks needed to make the frames.



Maram's Patterns

Number of frames	Number of sticks
1	4
2	
3	

(a) Write the number of sticks needed to make three frames.

(b) Describe the pattern in the 2nd column (number of sticks) of the table.



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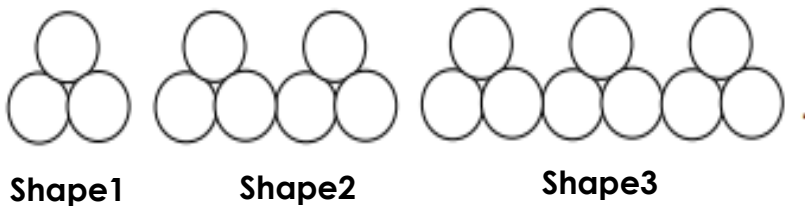
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Chapter 1 / lesson 3: Representing patterns

Outcomes: Use models to represent and extend patterns.

Date: / /

Exercise 1: Salem created pattern of balls.



Shape number	Total number of balls
1	3
2	
3	
4	

- Write the number of balls for Shape 2 and Shape 3 in the table.
- How many balls will be in Shape 4? _____ balls
- Draw the pattern for Shape 4.
- If Salem has 7 balls, how many shapes can he make? _____ shapes



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Chapter 1 / lesson 5: solving equation

Outcomes: determine the missing number in an equation.

Date: / /

Exercise 1: What is the missing number in an equation.

a) $10 + \underline{\hspace{2cm}} = 12$

b) $\underline{\hspace{2cm}} + 15 = 20$

c) $45 - \underline{\hspace{2cm}} = 35$

d) $7 - \underline{\hspace{2cm}} = 2$

Exercise 2: Noor and her friend Sara collect stickers. On the first day, they collected 4 stickers, 8 on the second day, and 12 on the third day. The number of stickers follows this pattern.

4, 8, 12,.....

a) Write an equation with a missing number.

b) What is the missing number in your equation

c) How many more stickers do Noor and Sara collect each day?

_____ stickers



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Chapter 1 / lesson 6: Solving problems with equations

Outcomes: Use equation to solve problem.

Date: / /

Exercise1: What is the missing number in each equation?

a) $200 + \underline{\hspace{2cm}} = 250$

b) $75 - 15 = \underline{\hspace{2cm}}$

c) $\underline{\hspace{2cm}} + 36 = 40$

d) $120 - 10 = \underline{\hspace{2cm}}$

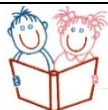
Exercise2: Use an equation to solve each problem.

a) Somia has 100 pieces of chocolate; she needs 250 pieces. How many more pieces of chocolate does she need?

b) Sarah had 40 marbles. She gave 14 marbles to her friend. How many marbles does she have now?



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Chapter 2 / lesson 1: Modeling thousands

Outcomes: Relate thousands to hundreds and to tens.

Date: / /

Exercise1: How many hundred blocks do you need to model each number?

a) $300 = \underline{\hspace{2cm}}$ hundreds

b) $1000 = \underline{\hspace{2cm}}$ hundreds

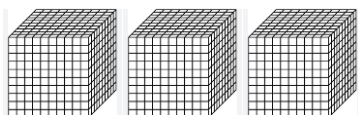
c) $8700 = \underline{\hspace{2cm}}$ hundreds

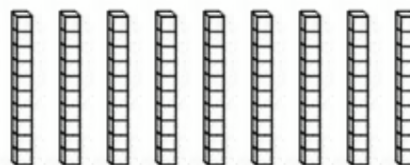
d) $85000 = \underline{\hspace{2cm}}$ hundreds

Exercise2: Write the numbers for each model.

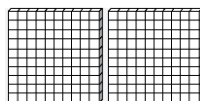
a)

c)





b)





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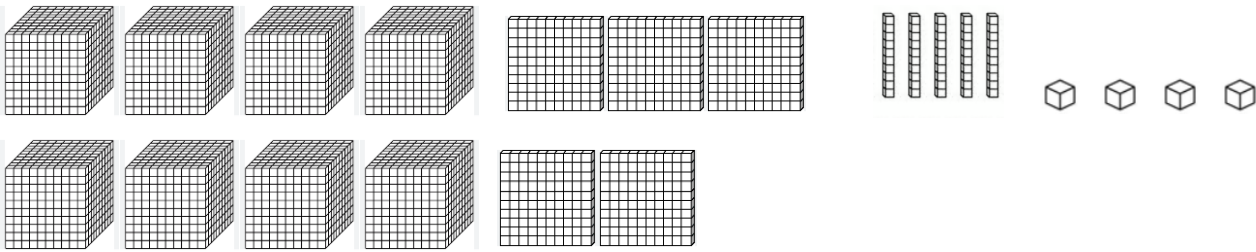
Chapter 2 / lesson2: place value.

Outcomes: To represent numbers to 10000 using numerals, number words, and sketches

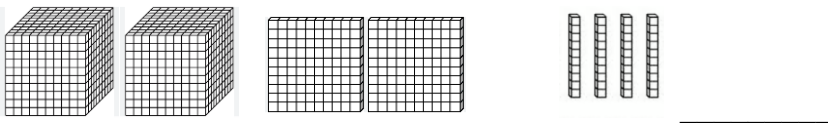
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Exercise1: Write the numeral for each number.

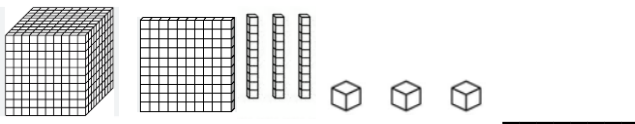
1-



2-



3-





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Chapter 2 / lesson3: Expanded form & standard form

Outcomes: Represent numbers to 10000 using expanded form.

Date: / /

Exercise 1: Write each number in the expanded form and standard form based on the place value chart.

a)

Thousands	Hundreds	Tens	Ones

Standard form _____

Expanded form _____

b)

Thousands	Hundreds	Tens	Ones

Standard form _____

Expanded form _____

Exercise 2: Write each number in the expanded form using words. (the first one is done for you)

a) 6789 = 6 thousands + 7 hundreds + 8 tens + 9 ones

b) 1060 = _____

c) 4521 = _____



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Chapter 2 / lesson5: Writing Number Words

Outcomes: Write numbers to 10000 using words.

Date: / /

Exercise1: Fill in the missing number words.

- a) 6800 is _____thousand_____hundred
- b) 327 is _____hundreds
- c) 9542 is _____thousands _____hundreds _____

Exercise2: Write each number in words.

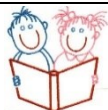
- a) 1427_____
- b) 5801_____
- c) 6002_____

Exercise3: Write each number in standard form:

- a) Three thousand six hundreds fifty-two_____
- b) Seven thousand one hundred_____
- c) Eight thousand one hundred forty_____



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Chapter 2 / lesson7: comparing & ordering numbers

Outcomes: compare and order numbers to 10000

Date: / /

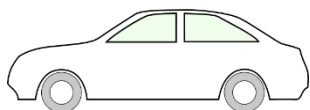
Exercise1: Compare the numbers using > or <.

a) 4000 4500

b) 5290 5797

c) 4200 3421

Exercise2: Here are the masses of some heavy means of transportation



1500 kg



7500 kg



5000 kg

a) Which one of the figures above is the heaviest ? _____

b) Order the means of transportation from lightest to heaviest.



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Chapter 2 / lesson8: Communicating about ordering numbers

Outcomes: Explain how to order a set of numbers in a complete, clear, and organized way.

Date: / /

Exercise1: order each set of numbers from greatest to least.

a) 1026, 2098, 1567, 7023

b) 5470, 5000, 5490, 500

c) 890, 3125, 7519, 88

d) 3000, 6320, 2050, 1000
