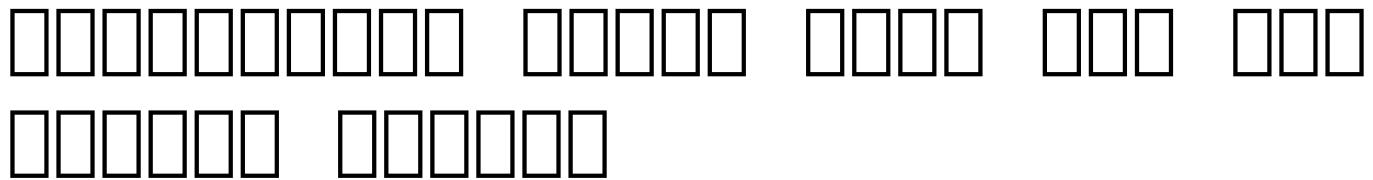


The diagram consists of a 10x10 grid of small squares. It is divided into four 5x5 subgrids by thick black lines. The first row contains 10 squares. The second row contains 9 squares. The third row contains 10 squares. The fourth row contains 9 squares. A semicolon is placed in the middle of the fourth row, indicating a remainder. The first 16 squares (the first two rows of the first two subgrids) are shaded in light gray, representing the quotient. The remaining 14 squares (the second row of the first two subgrids and the first row of the last two subgrids) are white, representing the remainder.

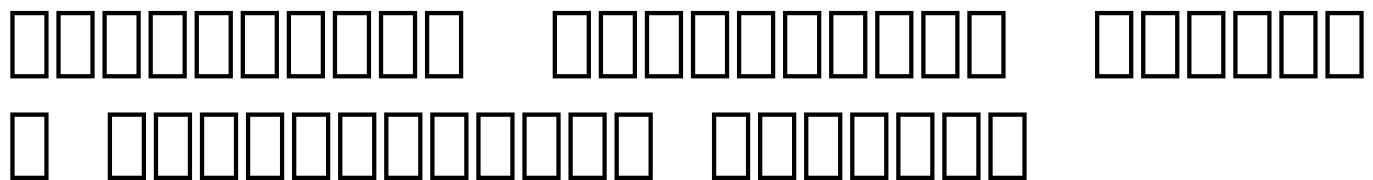
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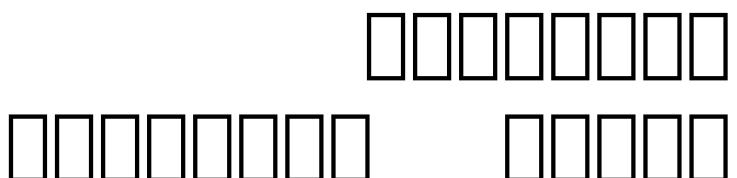
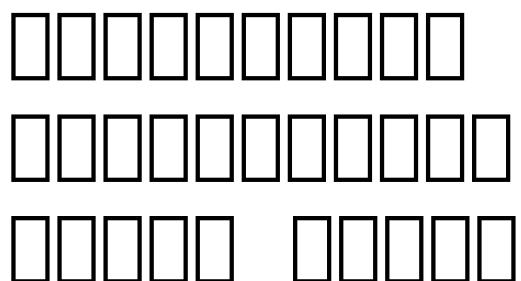
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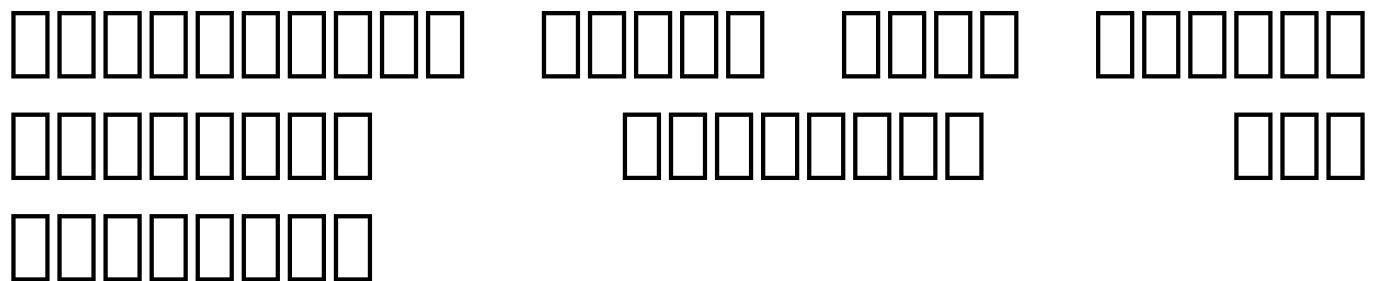
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A horizontal row of 20 empty square boxes, intended for a child to draw a picture in each box.

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A 2x10 grid of 20 empty rectangular boxes, likely for a math worksheet. The grid is composed of two rows, each containing ten boxes. The boxes are outlined in black and are empty inside.

A row of seven empty rectangular boxes, likely for writing names or responses, arranged horizontally.

A row of eight empty rectangular boxes, likely for writing names or responses, arranged horizontally.

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我國的民族政策，是民族平等、民族團結、民族共同繁榮，民族平等是核心，民族團結是前提，民族共同繁榮是落腳點。

A row of six empty rectangular boxes, each with a black border, intended for handwritten responses.

A row of seven empty rectangular boxes, each with a black border, intended for handwritten responses.

Five empty rectangular boxes for writing, arranged horizontally.

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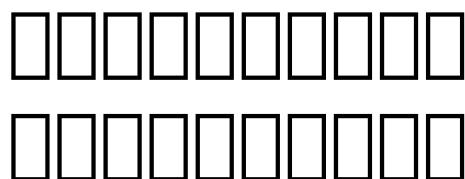
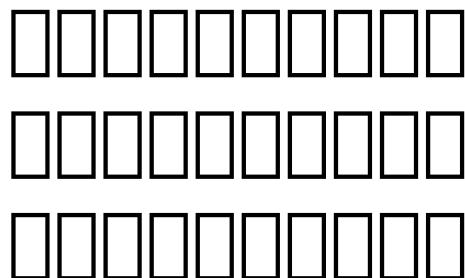
A horizontal row of ten empty rectangular boxes, each with a black border, intended for children to draw or write in.

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A row of three empty square boxes for drawing.





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