Christ the Teacher Grade 5 Screener E1 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



 How do you feel about Math? Circle one

Recall: We can represent a number several ways

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| Standard Form | Expanded form | Word form |
| 6 458 | 6000 + 400 + 50 + 8 | six thousand four hundred fifty-eight |

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| 1) Write **6 902** in word form.  |
| N4.1*Representing Number* |
| 2) Write **700 + 60 + 2** in standard form.  | 3) Write the number **nine hundred thirty-seven**in standard form. |
| N3.1 *Representing Number* | N3.1 *Representing Number* |
| 4) Write the number **nine thousand twenty-eight**in standard form. | 5) Write the value of the underlined digit.    **526** |
|  N4.1 *Representing Number* | N3.1*Place value* |
|  6) Write the value of the underlined  digit.  **4 904** |  7) Write a number greater than **3 450** and less  than **4 000**.   |
|  N4.1 *Place value* |  N4.1 *Place value* |
| 8) Write the number **9 067** in expanded form. |
| N3.1 N4.1 *Representing Number* |
| 9) Fill in the blanks to continue the counting pattern:  **997 , 998 , \_\_\_\_\_\_\_ , \_\_\_\_\_\_\_ , \_\_\_\_\_\_\_** |
| N 4.1 *Representing Number, Place Value* |
| 10) What whole number is represented here?https://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-100.jpghttps://www.teacherfiles.com/clipart/place_value/PV-100.jpghttps://www.teacherfiles.com/clipart/place_value/PV-100.jpgNote: https://www.teacherfiles.com/clipart/place_value/PV-01A.jpg = 1 whole |
| N 3.1 *Representing Number* |
| 11) What whole number is represented here?https://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpgNote: https://www.teacherfiles.com/clipart/place_value/PV-01A.jpg = 1 wholehttps://www.teacherfiles.com/clipart/place_value/PV-100.jpghttps://www.teacherfiles.com/clipart/place_value/PV-100.jpghttps://www.teacherfiles.com/clipart/place_value/PV-1000.jpghttps://www.teacherfiles.com/clipart/place_value/PV-1000.jpghttps://www.teacherfiles.com/clipart/place_value/PV-100.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpg |
| N 4.1 *Representing Number* |
| 12) Order these numbers from **least to greatest.** **8 104** **738** **8 279** **5 951** \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ |
| N 4.1*Place Value* |
| 13) Fill in the blanks (Continue the pattern) **754, 764, 774, 784, \_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_** |
| N3.1, N4.1 *Place Value* |
|  14) How much money?quarterdimenickelnickelnickellooniequarterdimedime |
| N3.1 *Whole numbers (money)* , N4.1 *Decimals to hundredths (money)* |
| 15) Skip count by 3.\_\_3\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ | 16) Skip count by 10 starting at 22.\_\_22­­\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ |
| N3.1 *Whole numbers* | N3.1 *Whole numbers* |
| 17) Estimate the sum of the following.  Show your strategy.   **795  + 112**  | 18) Add. **5 341 + 3 201 =** |
| N3.2 N4.2*Estimation* | N4.2 *Add (no regrouping)* |

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| 19) Add.  | 20) Subtract. |
| N4.2 *Add (regrouping)* | N4.2 *Subtract (No regrouping)* |
| 21) Subtract.  **4 634  − 2 581 =** | 22) Rewrite 3+3+3+3 as a multiplication sentence. \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_ |
| N4.1 *Subtract (Regrouping)* | N 3.3 Multiplication as repeated addition |

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| 23) **5 X 2 = 10**Write the related division sentence. **\_\_\_\_\_\_ ÷\_\_\_\_\_ = ­­­\_\_\_\_\_** | 24) Divide.**20 ÷ 5 =**  | 25) Multiply. **9 X 6=** |
| N 3.3 *Relating multiplication and division* | N3.3 *Division* | N4.3 *Multiplication facts* |
| 26) Multiply. **5 X 7=** | 27) Multiply.  **3 x 15 =** |
| N4.3 *Multiplication facts* | N4.3 *Multiplication* |
| 28) What multiplication sentence could represent this array?  | 29) What division sentence does this array represent? |
| N 3.3 N4.4 *Representing Multiplication, array* | N4.5 *Representing Division, array* |
| 30) There are 22 crayons to be shared equally by 4 students. How many crayons can each student get? Are there any left over? |
| N4.5 *Division with remainder using model* |

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| 31) Multiply.  **4 × 675 =** | 32) Multiply.  **400 x 7 =** |
| N4.4 *Multiply 3 digit by 1 digit* | N4.4 *Multiply 3 digit by 1 digit* |
| 33) Divide. **72 ÷ 9 =** | 34) Divide. Show remainder. **37 ÷ 3 =** |
| N 4.5 *Divide* | N 4.5 *Divide with remainder* |

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| 35)  **Estimate.** **623 - 196** | 36) Name the fraction.  | 37) There are 16 triangles. Circle $\frac{7}{16}$.  |
| N4.4 *Estimate sums* | N 3.4 *Representing fraction* | N3.4 *Fraction* |

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| 38) Shade $\frac{4}{5}$ of this chocolate bar  | 39) **3****8**Draw a picture to show .  |
| N 4.6 *Fraction* | N 4.6 *Fraction* |

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| 40) Insert either **<** , **>**, or  **=** between these two fractions.**3****9****7****9** | 41) Circle the larger fraction.**3****6****3****4** |
| N3.4 *Fraction, compare* | N4.6 *Fraction, compare* |
| 42) What fraction of these items is ball gloves? | 43) This *hundredths* grid represents **one whole**.Express the shaded part as a decimal. |
| N4.6 *Fraction of a set* | N4.7 *Decimals to hundredths* |
| 44) State the value of the underlined digit **6.47** | 45) Put <, >, or = in the box **8.64 8.9** |
| N4.7 *Decimals to hundredths* | N4.7 *Understanding decimal* |
| 46) Put <, >, or = in the box **3.9 3.90** | 47) **7****10** Write as a decimal. |
| N4.7 *Understanding decimal* | N4.4 *Decimals* |

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| 48) Add. **5.63 + 2.8** | 49) Add.  **$10.72** **+$12.56** |
| N4.8 *Decimals to hundredths, add* | N4.8 *Decimals to hundredths, add (with regrouping)* |
| 50) Subtract. **4.8 – 2.43** | 51) What number does the triangle represent?  **6 + = 14** |
| N4.8 *Decimals to hundredths, subtract* | P3.2 *Equations* |

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| 52) Extend the chart for the pattern of blocks. Chart  |
| P4.1 *Patterns, Missing elements in a chart* |
| 53) Write an equation with a variable to show **five groups of a number is 3.** | 54) Write an equation with a variable to show **a number is 4 less than 25.** |
|  P4.2 *Equations* | P4.2 *Equations* |
| 55) Four friends each bought a package of game cards. All together they have 32 cards. **Write an equation using the variable *x* to represent how many cards are in each package.** | 56) Write an equation with a variable for **7 more than a number is 18.** |
| P4.2 *Equations* | P4.2 *Equations* |
| 57) Find the **perimeter** of the garden: **8m**Flower Clipart - Free vector graphic on PixabayFlower Clipart - Free vector graphic on PixabayFlower Clipart - Free vector graphic on PixabayFlower Clipart - Free vector graphic on PixabayFlower Clipart - Free vector graphic on PixabayFlower Clipart - Free vector graphic on Pixabay**3m****8m****3m** |  58)  What is the **area** of this rectangle?**3cm****5cm** |
| SS3.3 *Perimeter (rectangle)* | SS4.2 *Area (rectangle)* |
| 59) The area of this rectangle is 24m2, what could the length and width be? |  60) What time is it?  | 61) How many people chose comedy as their favorite type of movie?  |
| SS4.2 *Area (rectangle)* | SS *4.1 Time* | SP3.1 SP4.1 *Bar Graph* |