Christ the Teacher Grade 6 Screener F1 Name\_\_\_\_\_KEY\_\_\_\_\_\_\_\_\_\_\_\_\_



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 |
| 86 458 | 80 000 + 6000 + 400 + 50 + 8 | Eighty-six thousand four hundred fifty-eight |

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| 1. Write **301 982** in word form.  Three hundred one thousand nine hundred eighty-two
 |
| N 5.1*Representing Number* |
| 2) Write **40 000 + 3 000 + 700 + 60 + 2** in standard form. 43 762 |  3) Write the number **seven hundred fifty-six thousand nine hundred thirty-seven**in standard form. 756 937 |
| N 5.1 *Representing Number* | N5.1 *Representing Number* |
| 4) Write the number **three million two hundred thirty-nine thousand thirty-seven**in standard form.3 239 037 | 5) Write the value of the **underlined** digit. **34 904** Nine hundred or 9 hundredIf the student writes 900 prompt them to write it in words |
|  N5.1 *Representing Number* | N4.1 N5.1*Place value* |
| 6) Write the value of the underlined digit.  **621 384**Six hundred thousandOr 6 hundred thousandIf the student writes 600 thousand or 600 000, prompt them to write it in words | 7) Write a number greater than **387 450** and less than **400 000**. Anything in the range:387 451 – 399 999  |
|  N5.1 *Place value* |  N5.1 *Place value* |
| 8) Write the number **3 605 084** in expanded form.3 000 000 + 600 000 + 5 000 + 80 + 4If a student includes the zeros in the ten thousands or hundreds position, have a conversation but consider entering this item as correct |
| N 5.1 *Representing Number* |
| 9) Fill in the blanks to continue the counting pattern.  **27 997 , 27 998 , 27 999, 28 000, 28 001** |
| N 4.1, N5.1 *Representing Number, Place Value* |
| 10) Write the number that is represented by these base ten blocks in **standard form.**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 2 347 |
| N 4.1 N 5.1*Representing Number* |
| 11) Order these numbers from **least to greatest.****665 104****99 856****800 279****618 951** 99 856 618 951 665 104 800 279 |
| N 5.1*Place Value* |
| 12) Fill in the blanks (Continue the pattern).**8 452, 8 462, 8 472, 8 482, 8 492 8 502 8 512** |
| N4.1, N5.1 *Place Value* |

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| 13) **Estimate** the sum of the following. Show your strategy.   **1 395  + 5 722** 1 000 + 6 000 = 7 000 or 1400 + 5800 = 7200 or similarIf a student calculates or calculates then rounds that is incorrect. If students use an equal sign in an estimation, have a corrective convseration |
| N4.2 N5.4*Estimation* |
| 14) Add **15 341 + 13 201 = 28 542** Students can use an algorithm if they like |
| N5.4 *Add (no regrouping)* |
| 15) Add.  **341 422****+ 298 381**  639 803 | 16) Subtract.  **867 386** **- 13 270** 856 116 |
| N5.4 *Add (regrouping)* | N5.4 *Subtract (No regrouping)* |
| 17) Subtract.**234 634  − 48 581 =**186 053Students can use an algorithm if they like.I’ts ok to prompt them as they may not realize this is allowed, but it will be interesting to see what strategies they apply | 18) Multiply. **5 X 4= 20** | 19) Multiply. **9 X 6= 54** |
| N 4.1 *Subtract (Regrouping)* | N 4.3 *Multiplication facts* | N 4.3 *Multiplication facts* |
| 20) Divide.**40 ÷ 8 = 5** | 21) Divide.**42 ÷ 6 =7** | 22) Multiply.  **3 x 15 =45** |
| N5.5 *Division* | N5.5 *Division* | N 4.3 *Multiplication* |

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| 23) Multiply. **4 × 675 =2700**Students can use an algorithm if they like.I’ts ok to prompt them as they may not realize this is allowed, but it will be interesting to see what strategies they apply | 24) Multiply. **22 x 33 =726**Students can use an algorithm if they like.I’ts ok to prompt them as they may not realize this is allowed, but it will be interesting to see what strategies they apply |
| N 4.4 *Multiply 3 digit by 1 digit* | N 5.2 *Multiply 2 digit by 2 digit* |
| 25) Find the product.**45 x 1000 = 45 000**If students need an algorithm here, make a note to reteach multiplying by factors of ten  | 26) Divide.**72 ÷ 6 =** 12 |
| N 5.2 *Multiplying by factors of ten* | N 4.5 *Divide no remainder* |
| 27) Divide.**37 ÷ 3 =** 12r1  | 28) Divide.**245 ÷ 5 =** 49  |
| N 4.5 *Divide with remainder* | N 5.3 *Divide*  *3 digit by 1 digit no remainder* |

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| 29) Divide. Use any strategy you like.**315 ÷ 4 =** 78 r 3Students may be prompted to use the algorithm. Some may proceed to decimal | 30) Divide. Show your remainder. 145 r 4   **5**  **729**  |
| N 5.3 *Divide* *3 digit by 1 digit with remainder* | N 5.3 Division *3 digit by 1 digit with remainder* *Strategy* |
| 31)  **Estimate** the product. **18 × 72**20 x 70 = 1400IF students calculate, this item is incorrect. If students put an = sign in an estimation, have a conversation Ex 18 x 72 = 1400 | 32) **Estimate** the quotient.**198 ÷ 4**IF students calculate, this item is incorrect. If students put an = sign in an estimation, have a conversation Ex 198/4 =200/4=50 |
| N 5.4 *Estimate (Compensation)* | N 5.4 *Estimate (Front End Rounding)* |

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| 33) Shade $\frac{4}{5} $.

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 | 34) Draw a picture to show$ \frac{3}{8}$  |
| N 4.6 *Fraction* | N 4.6 *Fraction* |

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| 35) Place these three fractions on approximately where they go on the number line. Students may want to make a common denom and draw exact tic marks. Prompt them to use logic and show a sense of number **1****10****3****4****1****3** $$\frac{1}{2}$$101 |
| N 5.5 *Fraction* |
| 36) Circle the larger fraction**3****6****3****4**​᠎​​᠎​  | 37) Insert either **<** , **>**, or  **=** between these two fractions**2****5****5****9** |
| N 4.6 *Fraction, compare* | N 5.5 *Fraction, compare* |
| Baseball Bat Transparent PNG Clipart Free Download - Free Transparent PNG  LogosBaseball Bat Transparent PNG Clipart Free Download - Free Transparent PNG  LogosBaseball Bat Transparent PNG Clipart Free Download - Free Transparent PNG  LogosBaseball Glove Images, Stock Photos &amp; Vectors | ShutterstockBaseball Bat Transparent PNG Clipart Free Download - Free Transparent PNG  LogosBaseball Glove Images, Stock Photos &amp; Vectors | ShutterstockBaseball Glove Images, Stock Photos &amp; Vectors | Shutterstock38) This is the sports equipment in a gym locker. What fraction of this set of items are ball gloves? 3/7 | 39) Split this chocolate bar into **fourths**.  |
| N 4.6 *Fraction of a set* | N 5.5 *Fraction* |

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| 40) This *hundredths grid* represents **one whole**.Express the shaded part as a decimal. 0.32 |
| N 4.7 *Decimals to hundredths* |

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| 41) This *thousandths* grid represents **one whole**. Express the shaded part as a decimal 0.892 |
| N 5.6 *Decimals to thousandths* |
| 42) **7** Write as a decimal**10**0.7 | 43) Add.  **$10.32** **+$12.56** 22.88 | 44) Add.   **366.298 + 53.74=**420.038 Students may be prompted to use the algorithm. IF they don’t know to line up decimals, this is incorrect |
| N 4.4 *Decimals* | N4.8 *Decimals to hundredths, add (no regrouping, money)* | N5.7 *Decimals to thousandths, add (regrouping)* |
| 45) What multiplication sentence could represent this array? 5 x 4 or 4 x 5  | 46) What division sentence does this array represent?18 $÷$ 3 = 6 or 18 $÷ $6 = 3 |
| N4.4 *Representing Multiplication, array* | 4.5 *Representing Division, array* |
| 47) Extend the chart for the block pattern. ChartFor the “write an equation” question, if a student just gives an “answer” show them that we are looking for an algebraic sentence. If they can’t do this, but can compute the result, it’s still incorrect

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| Level | Number of Blocks |
|  1 | 1 |
| 2 | 3 |
| 3 | 5 |
| 4 | 7 |
| 5 | 9 |

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| P 4.1 *Patterns, Missing elements in a chart* |
| 48) Write an equation with a variable for: **5 groups of a number is 30.****5x=30** If a student writes “6” or “the number is 6”, prompt them to write the equation. If they can’t, this item is incorrect | 49) Write an equation with a variable for **12 is 4 less than a number.** 12 = x – 4 or x – 4 = 12 |
|  4.2, 5.2 *Equations* | P 4.2, 5.2 *Equations* |
| 50) Four friends each bought a package of game cards. All together they have 64 cards. **Write an equation using the variable *x* to represent how many cards are in each package.**4*x* = 64 or 4 x *x* = 64  | 51) Write an equation with a variable for **7 more than a number is 18.** |
| P 4.2, 5.2 *Equations* | P 4.2, 5,2 *Equations* |
| 52) Solve for *n* $$n + 6= 14$$n = 8 | 53) Solve for *x*   $x = 6 4 x = 24$ |
| P5.2 *Equations* | P5.2 *Equations* |
| 54) The area of this rectangle is 24m2, what could the length and width be? | 55) What is the **area** of this rectangle?**5cm****3cm**  15cm2 |
| SS4.2, 5.1 *Area (rectangle)* | SS 4.2 *Area (rectangle)* |
| 56) Find the **perimeter** of the garden: 40 m**12m**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**8m** |
| SS 5.1 *Perimeter (rectangle)* |
| 57) How many people chose comedy as their favorite type of movie? 4 people | 58) How many people bought ice cream during the second week of August? 900 peopleIce cream sold in July and August |
| SP4.1 *Bar Graph* | SP5.2 *Double Bar Graph* |

For SS questions, if students don’t include units, remind them but make a note. If they don’t understand the exponent on units, reteach. As long as numerical computation is correct you may consider marking the item correct