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

A group of colorful dice

Description automatically generated with low confidence

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. | |
| N 5.1*Representing Number* | |
| 2)  Write **40 000 + 3 000 + 700 + 60 + 2**  in standard form. | 3) Write the number **seven hundred fifty-six thousand nine hundred thirty-seven**in standard form. |
| 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. | 5) Write the value of the **underlined** digit.  **34 904** |
| N5.1 *Representing Number* | N4.1 N5.1*Place value* |
| 6) Write the value of the underlined digit.  **621 384** | 7) Write a number greater than **387 450** and less than **400 000**. |
| N5.1 *Place value* | N5.1 *Place value* |
| 8) Write the number **3 605 084** in expanded form. | |
| N 5.1 *Representing Number* | |
| 9) Fill in the blanks to continue the counting pattern.  **27 997 , 27 998 , \_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_** | |
| 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.jpg  Note:  https://www.teacherfiles.com/clipart/place_value/PV-01A.jpg = 1 whole  https://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 N 5.1*Representing Number* | |
| 11) Order these numbers from **least to greatest.**  **665 104**  **99 856**  **800 279**  **618 951** | |
| N 5.1*Place Value* | |
| 12) Fill in the blanks (Continue the pattern).  **8 452, 8 462, 8 472, 8 482, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| N4.1, N5.1 *Place Value* | |

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| 13) **Estimate** the sum of the following. Show your strategy.  **1 395  + 5 722** | | | | |
| N4.2 N5.4*Estimation* | | | | |
| 14) Add **15 341 + 13 201 =** | | | | |
| N5.4 *Add (no regrouping)* | | | | |
| 15) Add.  **341 422**  **+ 298 381** | | 16) Subtract.  **867 386**  **- 13 270** | | |
| N5.4 *Add (regrouping)* | | N5.4 *Subtract (No regrouping)* | | |
| 17) Subtract.  **234 634  − 48 581 =** | | 18) Multiply.  **5 X 4=** | | 19) Multiply.  **9 X 6=** |
| N 4.1 *Subtract (Regrouping)* | | N 4.3 *Multiplication facts* | | N 4.3 *Multiplication facts* |
| 20) Divide.  **40 ÷ 8 =** | 21) Divide.  **42 ÷ 6 =** | | 22) Multiply.  **3 x 15 =** | |
| N5.5 *Division* | N5.5 *Division* | | N 4.3 *Multiplication* | |

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| 23) Multiply.  **4 × 675 =** | 24) Multiply.  **22 x 33 =** |
| 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 =** | 26) Divide.  **72 ÷ 6 =** |
| N 5.2 *Multiplying by factors of ten* | N 4.5 *Divide no remainder* |
| 27) Divide.  **37 ÷ 3 =** | 28) Divide.  **245 ÷ 5 =** |
| 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 =** | 30) Divide. Show your remainder.    **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** | 32) **Estimate** the quotient.  **198 ÷ 4** |
| N 5.4 *Estimate (Compensation)* | N 5.4 *Estimate (Front End Rounding)* |

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| 33) Shade .     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | | 34) Draw a picture to show |
| 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.  **1**  **10**  **3**  **4**  **1**  **3**    1  0  1 | |
| 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? | 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. |
| N 4.7 *Decimals to hundredths* |

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| 41) This *thousandths* grid represents **one whole**. Express the shaded part as a decimal. | | | | |
| N 5.6 *Decimals to thousandths* | | | | |
| 42)  **7**  Write as a decimal  **10** | 43) Add.  **$10.32**  **+$12.56** | | | 44) Add.  **366.298 + 53.74=** |
| 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? | | | 46) What division sentence does this array represent? | |
| N4.4 *Representing Multiplication, array* | | | 4.5 *Representing Division, array* | |
| 47) Extend the chart for the block pattern. Chart   |  |  | | --- | --- | | Level | Number of Blocks | | 1 | 1 | | 2 | 3 | | 3 | 5 | | 4 |  | | 5 |  | | | | | |
| P 4.1 *Patterns, Missing elements in a chart* | | | | |
| 48) Write an equation with a variable for:  **5 groups of a number is 30.** | | 49) Write an equation with a variable for **12 is 4 less than a number.** | | |
| 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.** | | 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* | | 53) Solve for *x* | | |
| 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** | | |
| SS4.2, 5.1 *Area (rectangle)* | | SS 4.2 *Area (rectangle)* | | |
| 56) Find the **perimeter** of the garden:  **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? | | 58) How many people bought ice cream during the second week of August?  Ice cream sold in July and August | | |
| SP4.1 *Bar Graph* | | SP5.2 *Double Bar Graph* | | |