Christ the Teacher Grade 6 Screener F1 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 |
| 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.
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| 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.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 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 $\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. **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? | 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

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

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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.** | 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* $$n + 6= 14$$ | 53) Solve for *x*   $4 x = 24$ |
| 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** |
| 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* |