 Christ the Teacher Grade 7 Screener G1 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.  |
| N 5.1*Representing Number* |
| 2) Write **40 000 + 3 000 + 700 + 60 + 2** in standard form.  |
| N5.1 *Representing Number* |
| 3) Write the number **seven hundred fifty-six thousand nine hundred thirty-**  **seven**inexpanded form |
| N 5.1 *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.  **62 421 384** |
|  N6.1 *Representing Number* |  N6.1 *Place value* |

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| 6)Write the value of the underlined digit in words or fraction form.**81.375** | 7) Write a number greater than 4.1 and less than 4.2  |
| N6.1 *Place Value Decimal* |  N5.1 *Place value* |
| 8) Write the number 2.3 billion in standard form |
| N6.1 *Place Value* |
| 9) Fill in the blanks to continue the counting pattern:  **54 997 , 54 998 , \_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_** |
| 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 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, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  N5.1 *Place Value* |

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| 13) **Estimate** the sum of the following. Show your strategy.   **3 395  + 4 623** |
| N5.4*Estimation* |
| 14) Add **15 341 + 13 201 =** |
| N5.4 *Add (no regrouping)* |
| 15) Add   | 16) Subtract | 17) Subtract |
| N5.4 *Add (regrouping)* | N5.4 *Subtract (No regrouping)* | N5.4 *Subtract (regrouping)* |
| 18) Multiply. **22 x 33 =** | 19) Find the product.**45 x 1000 =**  | 20) Divide.**40 ÷ 8 =**  |
| N 5.2 *Multiply 2 digit by 2 digit* | N 5.2 *Multiplying by factors of ten* | N5.5 *Division* |
| 21) Divide. Show your remainder.   **5**  **729**  | 22) Divide.**245 ÷ 5 =**  | 23) What is the greatest common factor of 48, 16 and 40? |
| N 5.3 Division *3 digit by 1 digit with remainder* *Strategy* | N 5.3 *Divide*  *3 digit by 1 digit no remainder* | N6.2 *Factors and Multiples* |
| 24)  **Estimate** the product: **18 × 72** | 25) **Estimate** the quotient: **198 ÷ 4** |
| N 5.4 *Estimate (Compensation)* | N 5.4 *Estimate (Front End Rounding)* |

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| 26) What is the least common multiple of 3,4, and 6? | 27) Circle all the prime numbers 10 15 17 5 21 29 11  |
| N6.2 *Factors and Multiples* | N6.2 *Factors and Multiples* |
| 28) Use any method you like to write all the prime factors of 36 | 29) Calculate |
| N6.2 *Factors and Multiples* | N 6.3 *Order of Operations* |

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| 30) Place these three fractions on the number line. **1****3****3****4****1****10** 101 |
| N 5.5 *Fraction* |
| 31) Place these three fractions on the number line.  1  |
| N 6.7 Fractions |
| 32) Split this chocolate bar into **fourths**.  | 33) Insert either **<** , **>**, or  **=** between these two fractions**2****5****5****9** |
| N 5.5 *Fraction* | N 5.5 *Fraction, compare* |
| 34) Change to a mixed number  | 35) Write as an improper fraction (common fraction)  | 36) Write in lowest terms (reduce/simplify) |
| N6.7 *Fractions* | N6.7 *Fractions* | N6.7 *Fractions* |

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| 37) This *thousandths grid* represents **one whole**. Express the shaded part as a decimal.  | 38) Add.   |
| N 5.6 *Decimals to thousandths* | N5.7 *Decimals to thousandths, add (regrouping)* |
| 39) Place the decimal where it belongs in this product | 40) Place the decimal where it belongs in this quotient |
| N 6.4*Mult and Div of decimals* | N 6.4*Mult and Div of decimals* |
| 41)Find the product | 42)Divide (do not leave a remainder) | 43) Shade 18% of this hundred grid |
| N 6.4*Mult and Div of decimals* | N 6.4*Mult and Div of decimals* | N 6.5 *Percent* |
| 44) What **percent** of this shape is shaded? | 45) Express 35% as a fraction | 46) Insert either **<** , **>**, or  **=** between these two integers **-6 -10** |
| N 6.5 *Percent* | N 6.5 *Percent* | N6.6 *Integers* |
| 47) Place these integers on the number line**+5 -5 +2 0 -4 +4** |
| N6.6 *Integers* |
|  48) What is the ratio of cars to trucks? | 49) Write an equation with a variable for: **Five groups of a number is 30.** |
| N6.8 *Ratios* |  P5.2 *Equations* |
| 50) Write an equation with a variable for **15 is 4 less than a number** |
| P5.2 *Equations* |
| 51) 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.** | 52) Write an equation with a variable for **seven more than a number is 18.** |
| P5.2 *Equations* | P5.2 *Equations* |
| 53) Solve for *n*.  | 54) Solve for *x*:   |
| P5.2 P6.2 *Equations* | P5.2 P6.2*Equations* |
| 55) Write the rule with words or an equation

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| 1 | 3 |
| 2 | 7 |
| 3 | 11 |
| 4 | 15 |
| 5 | 19 |

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| P6.1 *Tables and Graphs* |
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| Figure number | Number of Blocks |
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56) Create a table of values for this increasing pattern  Fig. 4Fig. 3Fig. 2Fig. 1 |
| P6.1 *Tables and Graphs* |
| The X-Y Axis - Free Math Help57) Plot the point (4,2) |

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| Input | Output |
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 58) Create an input/output table  |
| P6.1 *Tables and Graphs* SS6.4 *Cartesian Plane* | P6.1 *Tables and Graphs* |
| 59) Write an equation to represent the rule for this table. Use **C** for cost and **n** for number of guests.

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| **Number of Guests** | **Cost** |
| 1 | 20 |
| 2 | 40 |
| 3 | 60 |
| 5 | 100 |
| n |  |

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| N6.3 *Patterns and Relations* |
| 60) The area of this rectangle is 24m2, what could the length and width be? | 61) 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** |
| SS5.1 *Area (rectangle)* | SS 5.1 *Perimeter (rectangle)* |
| 62)Circle the angle that is about 45  | 63) Find the volume |
| SS6.1 *Angles* | SS 6.2 *Volume* |
| 64) How many people bought ice cream during the second week of August?Ice cream sold in July and August | 65) How deep was the snow on Dec 1? |
| SP5.2 *Double Bar Graph* | SP 6.1 *Line graphs and data* |