



Term I
Unit 2,3,4,5,6
Pages 35-192



Revision



What are the values of the digits in the number?

1. 1,489

1: 1,000

4: 400

8: 80

9: 9

2. 98,124

1: 100

2: 20

4: 4

8: 8,000

9: 90,000

11. What is the value of the digit 2 in 143,287? (Lesson 2-1)

B- 200

How can you write the number in expanded form?

3. 530,879

$$500,000 + 30,000 + 800 + 70 + 9$$

4. 6,216

$$6,000 + 200 + 10 + 6$$

What is your estimate? Round the number as indicated.

1. 478,309 to the nearest thousand

478,000

2. 105,201 to the nearest hundred thousand

100,000

3. 95,550 to the nearest ten thousand

100,000

4. 132,847 to the nearest thousand

133,000

On My Own



Name _____

How can you estimate the sum or difference?

Explain your strategy.

1. $12,258 + 14,926 =$ _____
**27,000; I rounded each
number to the thousands.**

2. $5,246 - 392 =$ _____
**4,800; I rounded each
number to the hundreds.**

How can you estimate the sum or difference? Use a calculator to find the actual answer. Circle the estimate closest to the actual sum or difference.

	Rounding	Front-end estimation
3. $8,303 - 2,789 = ?$	5,000	6,000
4. $3,783 + 1,416 = ?$	5,200	4,000
5. $3,155 + 2,205 = ?$	5,400	5,000
6. $9,875 - 4,968 = ?$	4,900	5,000
7. $4,228 + 986 = ?$	5,000	4,900

What is the sum?

1. $2,582 + 493 = \underline{3,075}$

2. $476 + 8,719 = \underline{9,195}$

3. $1,945 + 3,289 = \underline{5,234}$

4. $12,017 + 5,308 = \underline{17,325}$

$$\begin{array}{r} 5. \quad 26,118 \\ + 11,043 \\ \hline 37,161 \end{array}$$

$$\begin{array}{r} 6. \quad 47,621 \\ + 21,345 \\ \hline 68,966 \end{array}$$

$$\begin{array}{r} 7. \quad 101,253 \\ + 27,285 \\ \hline 128,538 \end{array}$$

On My Own



Name _____

What is the sum? Use an algorithm to solve.

$$\begin{array}{r} 1. \quad 4,380 \\ + \quad 612 \\ \hline 4,992 \end{array}$$

$$\begin{array}{r} 2. \quad 12,943 \\ + \quad 4,036 \\ \hline 16,979 \end{array}$$

$$\begin{array}{r} 3. \quad 42,818 \\ + \quad 7,120 \\ \hline 49,938 \end{array}$$

$$\begin{array}{r} 4. \quad 8,405 \\ + \quad 1,571 \\ \hline 9,976 \end{array}$$

$$\begin{array}{r} 5. \quad 7,364 \\ + \quad 2,321 \\ \hline 9,685 \end{array}$$

$$\begin{array}{r} 6. \quad 4,129 \\ + \quad 2,530 \\ \hline 6,659 \end{array}$$

How can you decompose to subtract? Find the difference.

1. $2,532 - 1,301 = \underline{1,231}$

2. $6,489 - 2,472 = \underline{4,017}$

3. $8,018 - 7,659 = \underline{359}$

4. $11,023 - 1,414 = \underline{9,609}$

How can you adjust to subtract? Find the difference.

5. $12,469 - 10,212 = \underline{2,257}$

6. $97,137 - 24,677 = \underline{72,460}$

7. $46,597 - 4,267 = \underline{42,330}$

8. $84,649 - 126 = \underline{84,523}$

$$\begin{array}{r} 1. \quad 1,558 \\ - \quad 247 \\ \hline 1,311 \end{array}$$

$$\begin{array}{r} 2. \quad 53,720 \\ - \quad 33,400 \\ \hline 20,320 \end{array}$$

$$\begin{array}{r} 3. \quad 4,964 \\ - \quad 2,803 \\ \hline 2,161 \end{array}$$

$$\begin{array}{r} 4. \quad 48,579 \\ - \quad 4,222 \\ \hline 44,357 \end{array}$$

$$\begin{array}{r} 5. \quad 12,923 \\ - \quad 10,712 \\ \hline 2,211 \end{array}$$

$$\begin{array}{r} 6. \quad 2,646 \\ - \quad 1,335 \\ \hline 1,311 \end{array}$$

$$\begin{array}{r} 7. \quad 7,438 \\ - \quad 5,225 \\ \hline 2,213 \end{array}$$

$$\begin{array}{r} 8. \quad 267,982 \\ - \quad 132,580 \\ \hline 135,402 \end{array}$$

What is the difference? Solve using an algorithm.

1.
$$\begin{array}{r} 7,570 \\ - 453 \\ \hline 7,117 \end{array}$$

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2.
$$\begin{array}{r} 33,071 \\ - 2,893 \\ \hline 30,178 \end{array}$$

3.
$$\begin{array}{r} 12,050 \\ - 7,983 \\ \hline 4,067 \end{array}$$

4.
$$\begin{array}{r} 4,382 \\ - 633 \\ \hline 3,749 \end{array}$$

5.
$$\begin{array}{r} - 67,821 \\ 7,954 \\ \hline 59,867 \end{array}$$

6.
$$\begin{array}{r} 172,005 \\ - 48,273 \\ \hline 123,732 \end{array}$$

7.
$$\begin{array}{r} 6,805 \\ - 4,782 \\ \hline 2,023 \end{array}$$

8.
$$\begin{array}{r} 87,034 \\ - 77,245 \\ \hline 9,789 \end{array}$$

1. Show or explain the answer.

Jamar needs sequins for costumes for a school play. The king's costume needs 3,250 sequins. The queen's costume needs 1,750 more sequins than the king's costume. The jester's costume needs 750 fewer sequins than the queen's costume. How many sequins does Jamar need for all three costumes? Use diagrams and equations to solve the problem.

$$\text{King} = 3250$$

$$\begin{aligned}\text{Queen} &= k + 1750 \\ &= 3250 + 1750 \\ &= 5000\end{aligned}$$

$$\begin{aligned}\text{Jester} &= Q - 750 \\ &= 5000 - 750 \\ &= 4250\end{aligned}$$

$$\begin{aligned}\text{Jamar} &= k + Q + \text{Jes} \\ &= 3250 + 5000 + 4250 \\ &= 12500 \text{ sequins}\end{aligned}$$

2. Show or explain the answer.

There are 550 students eating lunch in four different picnic areas of the zoo. How many students are eating lunch at Flamingo Feast? Use diagrams and equations to solve the problem.

$$\begin{aligned} &= Gi + Ma + Go \\ &= 217 + 138 + 97 \\ &= 452 \\ Fla &= 550 - 452 \\ &= 98 \text{ students} \end{aligned}$$

Picnic Area	Number of Students
Giraffe Jump	217
Manatee Munch	138
Gorilla Garden	97
Flamingo Feast	?

3. Show or explain the answer.

An art teacher had 140 jars of paint. In the first half of the year, her students used 95 jars of paint. The teacher bought 35 more jars of paint. At the end of the year, she had 15 unused jars of paint. How many jars of paint did her students use in the second half of the year? Use diagrams and equations to solve the problem.

$$\begin{aligned}\text{First half year} &= 140 - 95 \\ &= 45 \text{ paint}\end{aligned}$$

$$\text{Extra} = 35 \text{ paint more}$$

$$\text{Total} = 45 + 35 = 80$$

$$\begin{aligned}\text{Second year} &= 80 - 15 \\ &= 65 \text{ paint}\end{aligned}$$

4. Show or explain the answer.

The cafeteria distributed 940 cartons of milk at breakfast and 1,670 cartons of milk at lunch. The cafeteria had 7,036 cartons of milk at the end of the day. How many cartons of milk did the cafeteria have at the beginning of the day? Use diagrams and equations to solve the problem.

$$\begin{aligned} B + L &= 940 + 1670 \\ &= 2610 \end{aligned}$$

$$\text{Left} = 7036$$

$$\begin{aligned} \text{Total} &= \text{left} + \text{used} \\ &= 7036 + 2610 \\ &= 9646 \text{ cartons} \end{aligned}$$



What equation can be used to represent the multiplicative comparison statement 24 is 4 times as much as 6?

Equation :

$$4 \times 6 = 24$$



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10. Show or explain the answer.

What equation can be used to represent 36 is 9 times as many as 4 and 4 times as many as 9?

$$36 = 9 \times 4$$

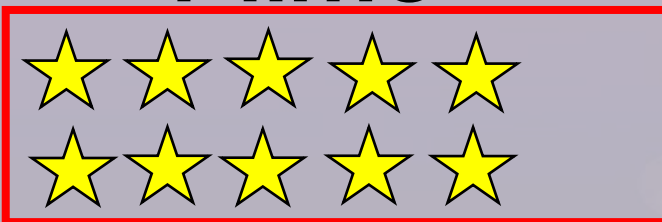
Page 115 Question 5



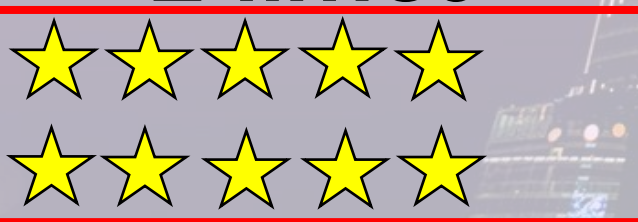
Mari read 20 pages of a book last week .
She read 2 times as many pages this week as
she did last week . How many pages did she
read this week

Equation $2 \times 10 = 20$ pages

1 time



2 times

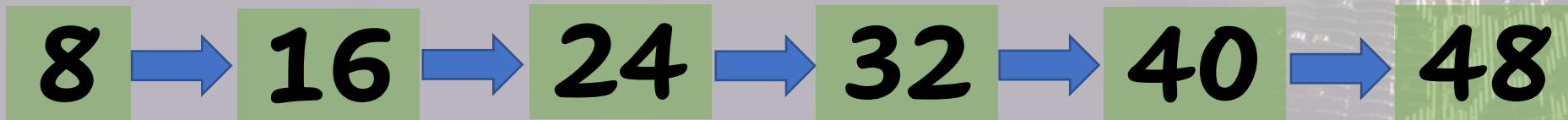


Page 115 Question 6



A tomato plant is 48 inches tall. How many times as tall is the tomato plant as a pepper plant that is 8 inches tall ?

Equation 6 $\times 8 = 48$ inch tall



1 time

2 times

3 times

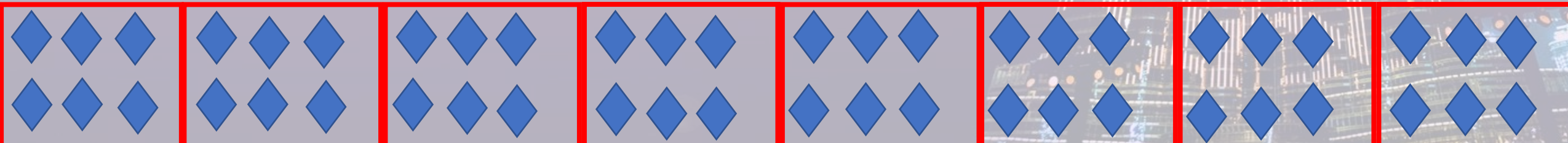
4 times

5 times

6 times

7 times

8 times

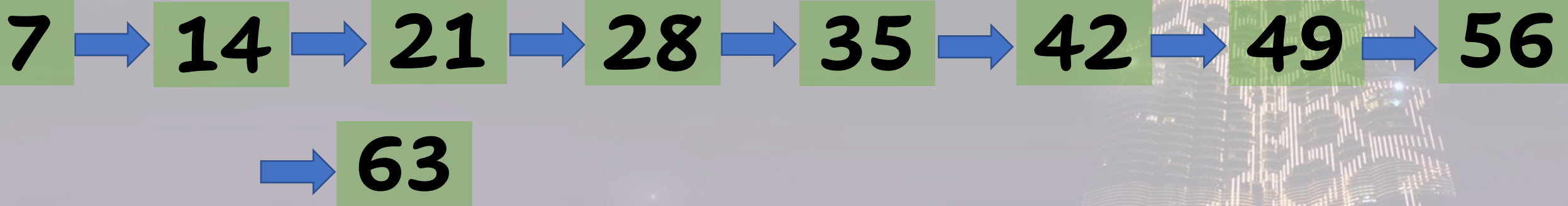


Page 115 Question 7



Dana saved \$63 . Dana saved 7 times as much as Julie . How much did Julie save ?

Equation $7 \times \underline{\quad 9 \quad} = \63 save



1 time

2 times

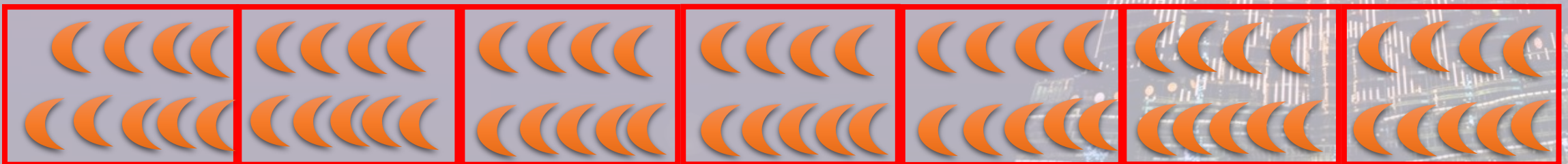
3 times

4 times

5 times

6 times

7 times



8. Wilani has 12 nickels. Wilani has 6 times as many nickels as Brenda. What is the value of all the coins Wilani and Brenda have? Explain your reasoning.

70¢; Brenda has 2 nickels, which have a value of 10¢. Wilani has 60¢. $60 + 10 = 70$

9. Perry ran 5 times as many minutes as Louis. How many minutes could Perry and Louis have run? Explain your answer.

Perry ran 50 minutes; Louis ran 10 minutes; $50 = 5 \times 10$.

10. **STEM Connection** A welder used 4 meters of metal rod last week and 32 meters of metal rod this week. How many times as many meters of metal rod did the welder use this week compared to last week? Write an equation to represent and solve the problem.

8 times as many; $? \times 4 = 32$



11. There are 12 birds in the apple tree. This is 4 times as many birds as there are in the cherry tree. How many birds are in the cherry tree? Show your work.

3 birds; $4 \times 3 = 12$



A piece of green string is 48 inches long. How many times as long is the green string than a piece of red string that is 8 inches long? Draw a bar diagram and write a division equation to solve.

8
16
24
32
40
48

$$\dots \times 8 = 48$$

$$48 \div 8 = \dots$$

Page 119 Question 6



Ellie has 50 blue blocks. She has 5 times as many blue blocks as
white blocks. How many white blocks does she have? Draw a bar
diagram and write a division equation to solve.

5	35
10	40
15	45
20	50
25	
30	

$$5 \times \dots = 50$$

$$50 \div 5 = 10$$

Page 119 Question 7



Charlie read 4 times as many pages as his sister. Charlie read 36 pages of his book. How many pages did Charlie's sister read? What equations represent the problem?

$$36 + 4 = ?$$

$$36 - 4 = ?$$



$$4 \times ? = 36$$

$$4 \times 36 = ?$$

$$? \div 4 = 36$$



$$36 \div 4 = ?$$



9. A rectangular garden is 3 times as long as it is wide. The length of the garden is 9 feet. How wide is the garden? $9 \div 3 = 3$ FEET

3 feet

10. John ran 18 laps around the track. Sabrina ran 5 laps around the track. John ran twice as far as Mika and Sabrina combined. How many laps did Mika run around the track? Explain.

4 laps;

$$18 \div 2 = 9; 9 - 5 = 4$$

11. Cory learned that the airport is 5 times farther from his home than the library. He knows the airport is 30 miles from home. What is the distance from Cory's home to the library? $30 \div 5 = 6$ MILES

6 miles

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1. 14 **1, 14, 2, 7**
2. 65 **1, 65, 5, 13**
3. 23 **1, 23**
4. 64 **1, 64, 2, 32, 4, 16, 8**

5. 32

1, 32, 2, 16, 4, 8

6. 100

**1, 100, 2, 50,
10, 5, 20, 4, 25**

Prime and Composite Practice

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1. 3

1 factor pair = Prime

2. 24

More than 1
factors = Composite

3. 15

More than 1
factors = Composite

4. 31

1 factor pair = Prime

5. 87

More than 2
factors = Composite

6. 2

1 Factor pair = Prime

Understand multiples

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1. 4 , **8 , 12 , 16 , 20 , 24**

2. 7 , **14 , 21 , 28 , 35 , 42**

3. 12 , **24 , 36 , 48 , 60 , 72**

4. 15 , **30 , 45 , 60 , 75 , 90**

5. Which number are multiples of 4?

A. 14

B. 16

C. 34

D. 64

6. Which number are multiples of 9?

A. 91

B. 89

C. 45

D. 18



Page 167 Question 1-10

What's the product ? Complete the equation?

7)

$$7 \times 300 = \boxed{2100}$$

$$7 \times 3 \times 100$$

$$= 21 \times 100$$

$$= 2100$$

8)

$$2 \times 900 = \boxed{1800}$$

$$2 \times 9 \times 100$$

$$= 18 \times 100$$

$$= 1800$$



Page 167 Question 1-10

What's the product ? Complete the equation?

9)

$$8 \times 80 = \boxed{640}$$

$$8 \times 8 \times 10$$

$$= 64 \times 10$$

$$= 640$$

10)

$$9 \times 7,000 = \boxed{63,000}$$

$$9 \times 7 \times 1000$$

$$= 63 \times 1000$$

$$= 63,000$$

9. A package of pencils contains 20 pencils. How many pencils are in 50 packages? **1,000 pencils**

$$20 \times 50 = 1000 \text{ pencils}$$

10. Tisha has 90 dimes. How much money does she have in dollars?

\$9.00

$$90 \text{ dimes} \times 10 \text{ cents} = 900 \text{ cents}$$
$$900 \text{ cents} \div 100 \text{ cents} = \$9$$

NAME	VALUE (in Cents)	VALUE (in Dollars)
Dime	10	0.10

11. Samson exercised for 40 minutes each day for 30 days. How many total minutes did he exercise? Show and explain two ways to solve the problem. **1,200 minutes**

use the Associative Property of

Multiplication. $40 \times 30 = 4 \times 10 \times 3 \times 10$

$40 \times 30 = 4 \times 3 \times 10 \times 10 = 12 \times 10 \times 10 = 1,200$

How can you use partial products to solve? Show your work.

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1. $98 \times 20 = ?$ **1,960**

2. $42 \times 38 = ?$ **1,596**

3. **74** \times **57** $= (70 \times 50) + (70 \times 7) + (4 \times 50) + (4 \times 7)$

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7. Tyrone is using $(60 \times 50) + (60 \times 9) + (4 \times 50) + (4 \times 9)$ to find the product of two 2-digit factors by using partial products. What two factors could he be multiplying? Explain how you know. **64×59 ;**

Follow the PDF sent in Group. The above solved question will question number from 1 to 20

Note : Question no 21 ,22,23,24,25 will be Bonus question

•	While the overall number of marks is 120 ($20 \times 5 = 100$ for main questions and $5 \times 4 = 20$ for bonus questions), the student's final grade will be out of 100. Example: if a student answers correctly 10 main and 2 bonus questions, (s)he receives a grade of $10 \times 5 + 2 \times 4 = 58$, while if (s)he answers correctly 19 main and 3 bonus questions, (s)he scores a total of $19 \times 5 + 3 \times 4 = 107$ which will be reported as 100 (maximum possible grade).
•	مع أن مجموع العلامات الكاملة هو 120 ($100 = 5 \times 20$ من الأسئلة الأساسية و $20 = 4 \times 5$ من الأسئلة الإضافية)، فإن درجة الطالب (ة) النهائية تحتسب من 100. مثال: إذا أجاب (ت) الطالب (ة) بشكل صحيح عن 10 أسئلة أساسية وسؤالين إضافيين، (ت) ينال درجة $10 \times 5 + 2 \times 4 = 58$ ، بينما إذا أجاب (ت) بشكل صحيح عن 19 سؤالاً أساسياً وثلاث أسئلة إضافية (ت) ينال مجموع $19 \times 5 + 3 \times 4 = 107$ ما يؤدي إلى الدرجة 100 (الدرجة القصوى الممكنة).
••	Questions might appear in a different order in the actual exam, and bonus questions will be clearly marked on the system (or on the exam paper in the case of G3 and G4).
••	قد تظهر الأسئلة بترتيب مختلف في الامتحان الفعلي، وسيتم تحديد الأسئلة الإضافية بشكل واضح على النظام (أو على ورقة الامتحان في حالة الصفين G3 و G4).
•••	As it appears in the textbook, LMS, and scheme of work (SoW).
•••	كما وردت في كتاب الطالب و LMS والخطة الفصلية.
••••	The 5 bonus questions will target LOs from the SoW. These LOs can be within the ones used for the 20 main questions or any other ones listed in the SoW.
••••	الأسئلة الإضافية الخمس تستهدف نواتج تعلم من الخطة الفصلية. هذه النواتج قد تكون من ضمن النواتج المستهدفة عبر الأسئلة الأساسية العشرين أو أي نواتج أخرى متضمنة في الخطة الفصلية.