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Chapter 8: Addition and Subtraction

Name:_____

Date :_____

Addition

Q1) Find the sum of the following two-digit numbers.

17 + 17 =	27 + 25 =	27 + 15 =
45 + 26 =	14 + 28 =	39 + 34 =
39 + 12 =	38 + 35 =	54 + 27 =

Q2) Find the missing digit.

24 + 5□ = 83	37 + 5□ = 89	55 + 5□ = 111

Q3) Find the sum of the following three-digit numbers.

428 + 134 =	505 + 165 =	356 + 129 =
308 + 126 =	625 + 133 =	357 + 326 =
438 + 217 =	326 + 108 =	352 + 236 =
528 + 66 =	426 + 57 =	315 + 229 =
179 + 518 =	342 + 156 =	537 + 248 =

836 + 241	489 + 325	509 + 47
721 + 634	538 + 480	453 + 379
652 + 873	564 + 459	807 + 228
616 + 559	884 + 475	936 + 228
732 + 255	634 + 466	556 + 378
690 + 342	386 + 295	943 + 759

453 328 + 244	514 227 + 146	692 108 + 353	550 226 + 149
902 156 + 564	447 385 + 252	467 182 + 340	627 259 + 136
580 416 + 257	833 125 + 402	657 317 + 180	775 352 + 209

Q4) Fill in the missing digits in these 3-digit addition problems.

_34 + 15_ 3_7	4_7 + _48 68_	_16 + 4_3 126_	45_ + 2_6 _36
_75 + _6 73_	_47 + 5_6 _15_	_9_ + 2_1 617	_76 + 3_8 _19_

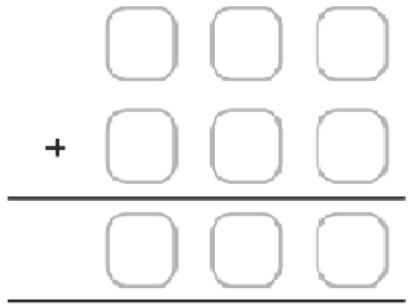
Q5) Estimate and then add.

Show your work.

Check how close your answer is to the estimation.

a Estimation of 246 + 422:

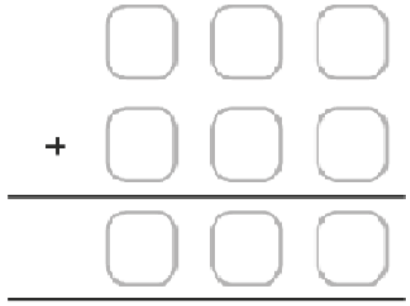
_____ + _____ = _____



_____ is close to _____.

b Estimation of 587 + 135:

_____ + _____ = _____



_____ is close to _____.

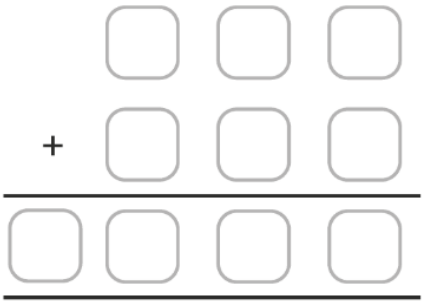
c Estimation of 249 + 341:

_____ + _____ = _____

_____ is close to _____.

d Estimation of 823 + 414 :

_____ + _____ = _____



_____ is close to _____.

Subtraction:

Q1) Find the difference between the following two-digit numbers.

57 − 43	32 − 17	65 − 42	51 − 26
48 − 23	76 − 24	43 − 26	74 − 30
50 − 26	81 − 5	67 − 42	95 − 54
63 − 36	47 − 36	85 − 29	68 − 27
56 − 31	83 − 7	90 − 22	74 − 39

Q2) Find the difference between the following three-digit numbers.

579 − 235	486 − 151	768 − 58	395 − 312
659 − 332	379 − 54	885 − 772	973 − 350
286 − 252	847 − 121	795 − 681	546 − 205
659 − 47	268 − 153	767 − 435	594 − 334
472 − 170	686 − 622	978 − 543	587 − 351
895 − 73	664 − 251	845 − 620	899 − 483

512 − 175	390 − 254	728 − 486	541 − 327
824 − 269	427 − 85	925 − 273	660 − 319
867 − 247	513 − 478	609 − 357	836 − 328
901 − 572	632 − 390	380 − 59	557 − 194
814 − 277	706 − 78	446 − 384	295 − 175
618 − 46	516 − 187	700 − 132	857 − 296

Q3) Estimate and then subtract.

Show your work.

Check how close your answer is to the estimation.

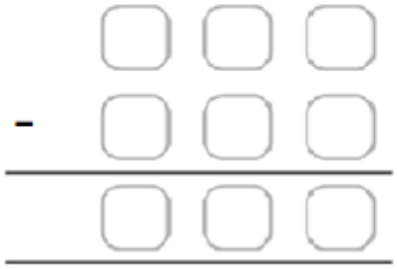
a Estimation of 482 - 212:

_____ - _____ = _____

_____ is close to _____.

b Estimation of 918 - 465:

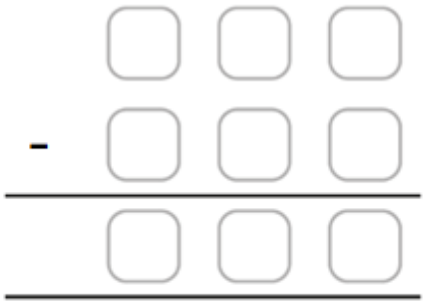
_____ - _____ = _____



_____ is close to _____.

c Estimation of 352 - 299:

_____ - _____ = _____



_____ is close to _____.

d Estimation of 814 - 139:

_____ _____ = _____

_____ is close to _____.

Use Objects, Shapes and Symbols for Unknown Numbers:

Q1) ◯ represents the price of a football in dollars.

▭ represents the price of a chocolate bar in dollars.

▭ + ▭ + ▭ = $12

◯ + ▭ = $20

What is the price of the football?

$ _____

Q2)  and  represent the prices of two different hats.

Complete each statement.

 = $ .....

 = $ .....

Q3) Oliver and Mike buy some items at the school fair.
This table shows the items they buy and the money they spend.

	Items they buy	Money they spend
Oliver		$8
Mike		$10

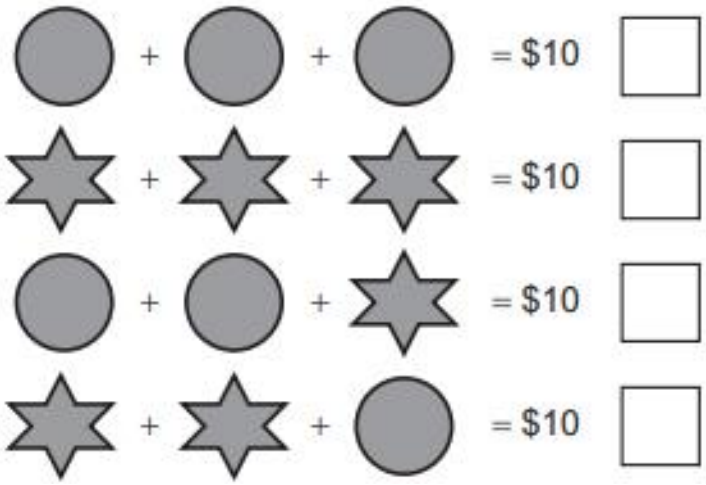
(a) How much does **one** ball cost?

$ .....

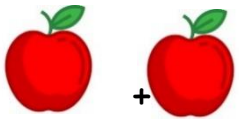
(b) The price of the car in dollars is represented by 

The price of the ball in dollars is represented by 

Tick (✓) the expression that shows how Mike spends his money.



Q4) The mass of 2 apples is 168 g.

 = 168 g

The mass of an orange is 50 g more than the apple.

 + 50 g = 

☐ represents the mass of an apple.

◯ represents the mass of an orange.

a) Fill in the blanks with the correct symbols.

_____ + _____ = 168 g

_____ + 50 g = _____

b) Work out the answers and fill in the blanks with the correct answers.

_____ + _____ = 168 g

_____ + 50 g = _____

c) The mass of the orange is _____

Q5)  represents a number.

Calculate the value of 

.....

Q6) Mrs Yong bought a television.

She paid the cashier $6000 and got a change of $472.

$6000 -  = $472

How much did she pay for the television?

 = _____

Adding and Subtracting Odd and Even Numbers:

Q1) Tick (✓) to show if these statements give an odd or an even answer.
The first one has been done for you.

	Even answer	Odd answer
An odd number plus an odd number	✓	
An even number plus an odd number subtract an odd number		
An odd number subtract an odd number plus an even number		

Q2) Here are four statements about odd and even numbers.

An odd number subtract an even number equals an odd number.	An odd number plus an even number equals an odd number.
An odd number subtract an odd number equals an even number.	An odd number plus an odd number equals an odd number.

Draw a ring round the statement that is **false**.

Q3) Fill in the blanks with the correct answers.

State if they are **odd** or **even**.

a) 12 + 74 = ☐

even + even = ☐

b) 57 – 16 = ☐

odd – even = ☐

c) 49 + 33 = ☐

odd + odd = ☐

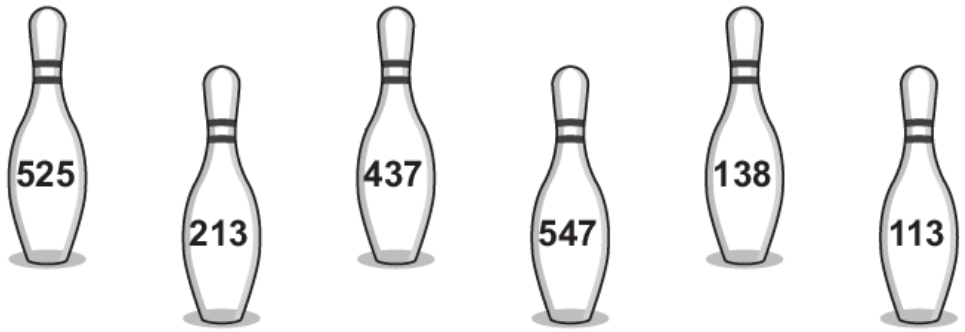
Mixed Review: Addition and Subtraction

Q1) Youssef thinks of two numbers.
The sum of the numbers is 200
The difference between the numbers is 60

Write Youssef's two numbers.

..... and .....

Q2) Here are six skittles.



Draw a ring around each of the **three** skittles that give a total of 898

Q3) Complete this subtraction calculation.

		4	
–	7		7
	1	**2**	**8**

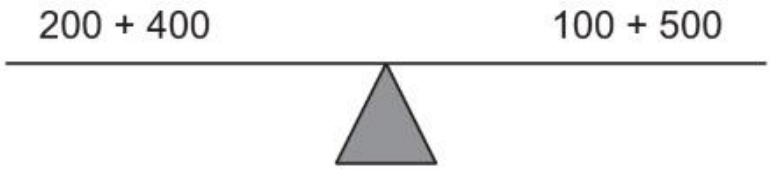
Q4) Here is a chart.

1000	2000	3000	4000	5000	6000	7000	8000	9000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

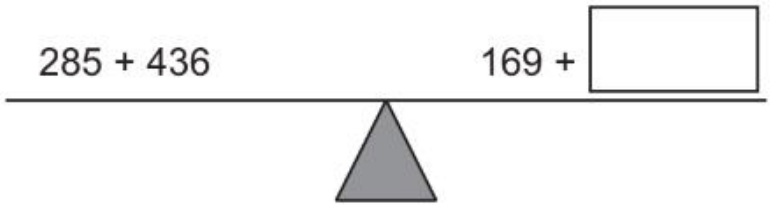
Calculate the total of the shaded numbers.

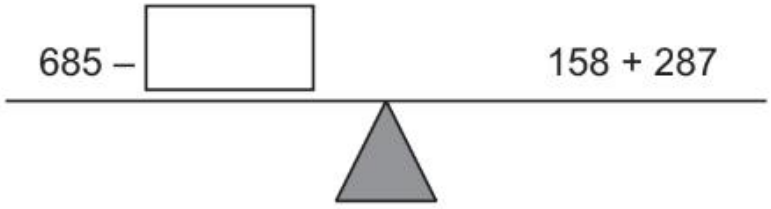
.....

Q5) Here is a balance scale.
The answers on each side of the balance scale are the same.



Write the correct number in each box to complete the balance scales.





Q6) Work out.

Show your workings clearly.

(a) 39 + 78 = _____ (b) 52 – 38 = _____.

(c) 825 + 164 = _____ (d) 248 – 26 = _____

(e) 592 + 183 = _____ (f) 694 – 488 = _____

(g) 356 + 275 = _____ (h) 703 – 514 = _____

Chapter 9: Multiplication and Division

Name:_____

Date :_____

Multiplication:

Q1) Find the **product**. Show your workings clearly.

(a) 84 × 5 = _____ (b) 63 × 4 = _____

(c) 56 × 7 = _____ (d) 58 × 8 = _____

(e) 49 × 8 = _____ (f) 87 × 9 = _____

(g) 94 × 6 = _____ (h) 78 × 7 = _____

Q2) Fill in the blanks.

(a) 55 × _____ = 550 (b) 230 × 10 = _____

(c) 76 × 100 = _____ (d) 680 × 100 = _____

Q3) Fill in the blank with the correct factor or product.

(a) 3 x ___ = 1 x 18 = 2 x ___= ____

(b) 2 x 8 = 4 x ___= ____

(c) 2 x ___ = 1 x 12 = 3 x ___= ____

(d) 2 x ___ = 4 x ___= 20

(e) 3 x ___ = 2 x 12 = 4 x ___= ____

(f) 9 x ___ = 6 x ___= 36

Q4) Fill in the blanks with the factors that make a square number.

Examples: [10 x 10 = 100] , [5 x 5 = 25]

(a) ___ x ___= 36 (b) ___ x ___ = 16

(c) ___ x ___ = 81 (d) ___ x ___= 64

(e) ___ x ___ = 49 (f) ___ x ___ = 9

Q5) Write the correct number in the blank.

(a) ___ x 9 = 36 ___ x 9 = 63

(b) ___ x 9 = 45 ___ x 9 = 54

(c) ___ x 9 = 18 ___ x 9 = 81

(d) ___ x 9 = 27 ___ x 9 = 72

(e) ___ x 8 = 24 ___ x 8 = 56

Q6) Find the **product**.

87 x 4	43 x 9	59 x 8	67 x 6
38 x 6	73 x 7	82 x 9	49 x 8
58 x 8	96 x 3	68 x 9	94 x 7
67 x 3	78 x 6	95 x 8	56 x 9

Division:

Q1) Work out.
Show your working clearly.

(a) 46 ÷ 5 = _____ r _____

(b) 77 ÷ 4 = _____ r _____

(c) 35 ÷ 3 = _____ r _____

(d) 86 ÷ 9 = _____ r _____

Q2) Write the quotient.

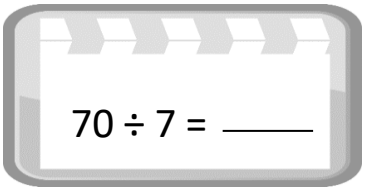
(a) 630 ÷ 10 = _____

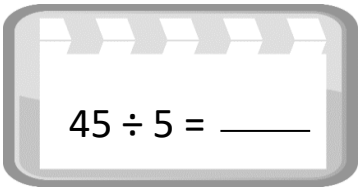
(b) 600 ÷ 10 = _____

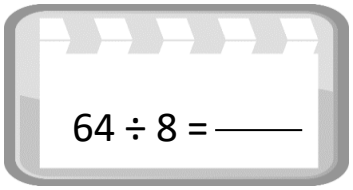
(c) 800 ÷ 100 = _____

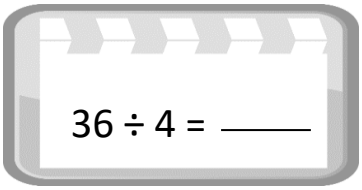
(d) 200 ÷ 200 = _____

Q3) Divide.

(a) 

(b) 

(c) 

(d) 

Q4) Find the quotient and the remainder if any.

$8\overline{)32}$ $5\overline{)45}$ $7\overline{)21}$

$9\overline{)18}$ $8\overline{)48}$ $6\overline{)60}$

$9\overline{)45}$ $7\overline{)42}$ $8\overline{)64}$

$6\overline{)74}$	$3\overline{)58}$
$8\overline{)91}$	$5\overline{)75}$
$3\overline{)73}$	$2\overline{)89}$

$5\overline{)38}$ $7\overline{)46}$ $3\overline{)74}$

$8\overline{)62}$ $5\overline{)94}$ $7\overline{)63}$

$4\overline{)79}$ $9\overline{)59}$ $6\overline{)88}$

$5\overline{)82}$ $3\overline{)77}$ $7\overline{)99}$

Mixed Review: Multiplication and Division

Q1) Solve the following word problems. Show your work clearly.

(a) In a zoo, 28 monkeys are kept equally in 4 cages.
How many monkeys are there in each cage?

_____ monkeys

(b) Lucy shares 42 marbles with her 6 friends.
How many marbles does each child get?

_____ marbles

(c) There are 16 eggs in each box.
How many eggs are there in 9 boxes?

_____ eggs

(d) Mrs. Jones picks 33 flowers a day starting Monday morning.
How many flowers does she have by Sunday evening?

_____ flowers

(e) Six cats have 4 kittens each. How many kittens are there in total?

_____ kittens

(f) In a school there are 320 children. There are 10 classrooms with the same number of desks. How many children are in each classroom?

_____children

(g) I have 77 cookies. I can fit 7 cookies into each box.
How many boxes will I need?

_____boxes

(h) There are 20 smarties in a box. How many smarties are in 5 such boxes?

_____smarties

(i) How many wheels are there on 18 cars?

_____wheels

(j) There are 7 windows on a house.
How many windows are on 13 such houses?

_____windows

Q2) Mike wants to write a multiple of 7 in the box.

$30 < \square < 50$

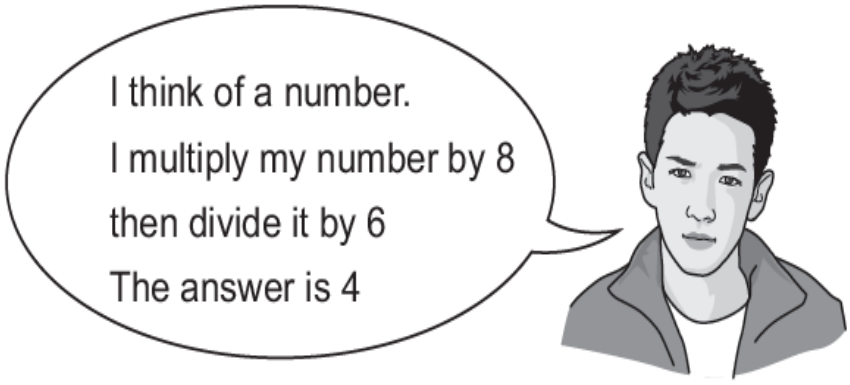
Write down **two** multiples of 7 Mike could use to make the statement true.

.....

Q3) Complete the multiplication grid.

×		9	
	6	18	14
	27		

Q4) Chen says,



Write down his number.

.....

Q5) Draw lines to join the equivalent calculations.

One has been done for you.

$5 \times 4 \times 10$	10×15
$5 \times 3 \times 4$	12×6
$5 \times 10 \times 3$	20×10
$4 \times 3 \times 6$	20×6
$6 \times 4 \times 5$	12×5

Q6) Write the correct number in the box.

☐ divided by 4 is 7 remainder 3

Q7) Safia puts 62 photos in photo frames.
Each photo frame holds 8 photos.

Write the number of photo frames she could **completely** fill.

..... photo frames

Q8) Here are six digit cards.
Ahmed makes three 2-digit numbers that are all in the 6 times table.

6	2	5	1	3	4

Complete the boxes to show the three numbers that Ahmed makes.
Use each of the digit cards **once**.

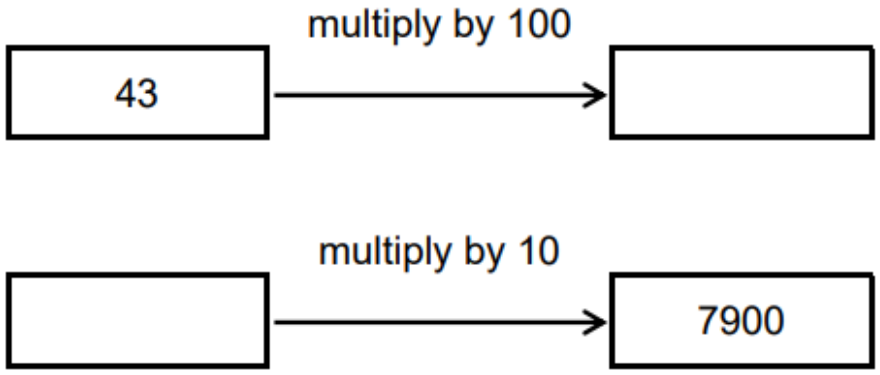
Q9) Here are some cards.

× 10	× 100	÷ 10	÷ 100

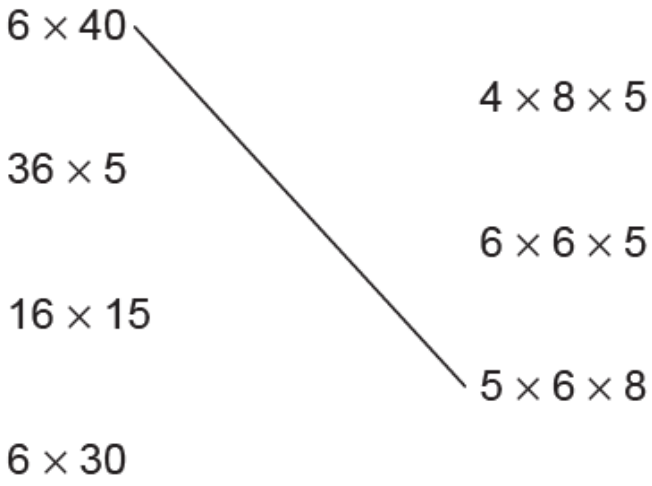
Use **two** of the cards to complete the calculation.

780 ☐ ☐ = 78

Q10) Write the missing numbers in the empty boxes.



Q11) Draw lines to match the equivalent calculations.
One has been done for you.



Chapter 10: Patterns and Sequences

Name: _____

Date :_____

Q1) Here is a part of a sequence.

34, 24, 14, …

The sequence continues in the same way.

Write the next **two** terms in the sequence.

..... , ...

Q2) Here is part of a sequence.

□, 0, 25, 50, 75, 100, □

The sequence continues in the same way.

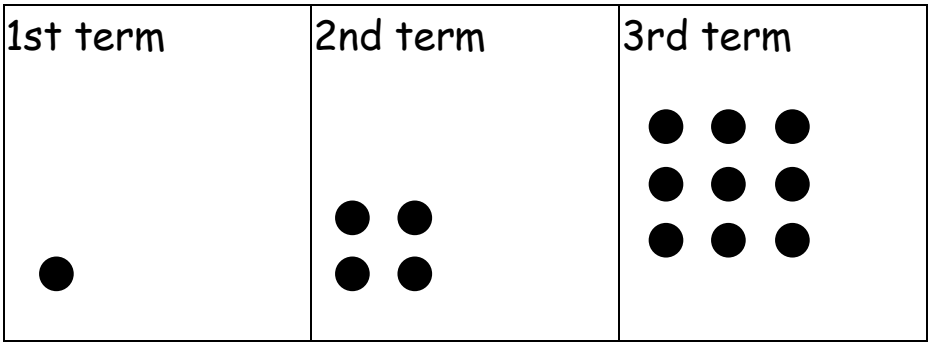
Write the missing numbers in the boxes.

Q3) The term-to-term rule of a linear sequence is 'add 4 to the previous term'.
The 4th term of the sequence is 1

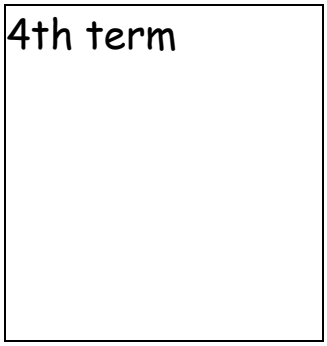
Write the 1st term of the sequence.

.....

Q4) The following pattern is made up of dots.



Draw the next term in the space below.



Q5) Study the sequence below.

810, 270, 90, 30, 10

What is the term-to-term rule?

_____

Q6) Ida created a sequence based on this term-to-term rule:
Subtract 2 and multiply by 3
She started from the number 4.
Write out the next 5 terms of her sequence.

4, _____, _____, _____, _____, _____

Q7) Here is part of a sequence.

78, 69, 60, . . .

The sequence continues in the same way.

(a) Write the next **two** terms in this sequence.

..... , ...

(b) Complete the rule for this sequence.

I use the previous term and .....

Q8) Here is part of a number sequence.

307, 207, 107, …

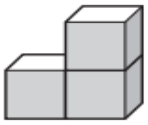
The sequence continues in the same way.

Write the next two terms in the sequence.

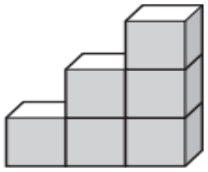
..... and .....

Q9) Carlos uses bricks to make steps.

He uses 1 brick for the 1st step.



He uses 3 bricks for the 2nd step.



He uses 6 bricks for the 3rd step.

He continues making steps in the same way.

How many bricks will Carlos use for the 6th step?

..... bricks

Chapter 11: Data Representation

Name: _____

Date :_____

Q1) The children in Year 5 and Year 4 count the number of seeds in their apples. Here are their results.

Year 5	
Number of seeds	
0	🍎🍎
1	🍎
2	
3	
4	🍎🍎🍎🍎
5	🍎🍎
6	
7	🍎🍎🍎🍎🍎
8	🍎
9	🍎🍎
10	🍎🍎
11	
12	
13	

Year 4	
Number of seeds	Tally
0	𝍸 ||
1	|||
2	||
3	
4	𝍸 ||
5	|
6	𝍸
7	𝍸 𝍸
8	
9	||
10	
11	|||
12	
13	|||

Key
🍎 = 2 apples

(a) Write down **two** things that are the same about their results.

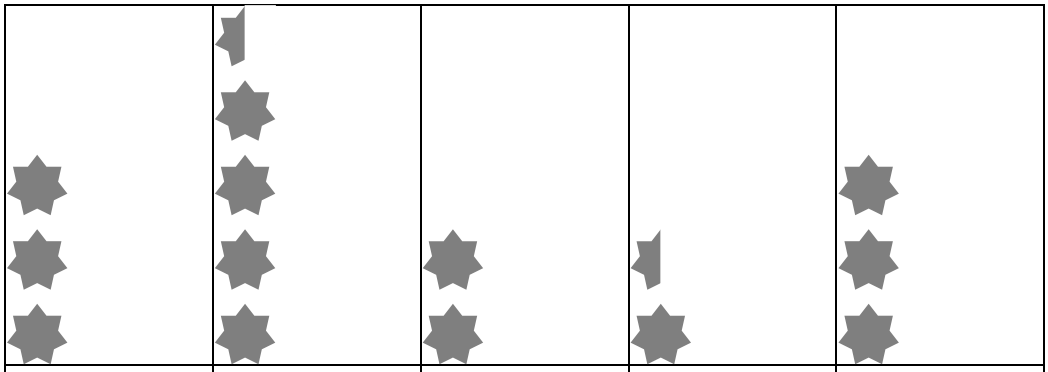
1 .....

2 .....

(b) Write down **one** thing that is different about their results.

.....

Q2) The pictogram shows the items collected by Chandra.



Stamp	Sticker	Eraser	Magnet	Marble

Key represents 10 items

represents 5 items

(a) How many erasers did he collect?

_____

(b) Chandra collected the most number of an item.
Which type of item is this?

_____

(c) Chandra collected the same number of two items.
Which two types of items are these?

_____ and _____

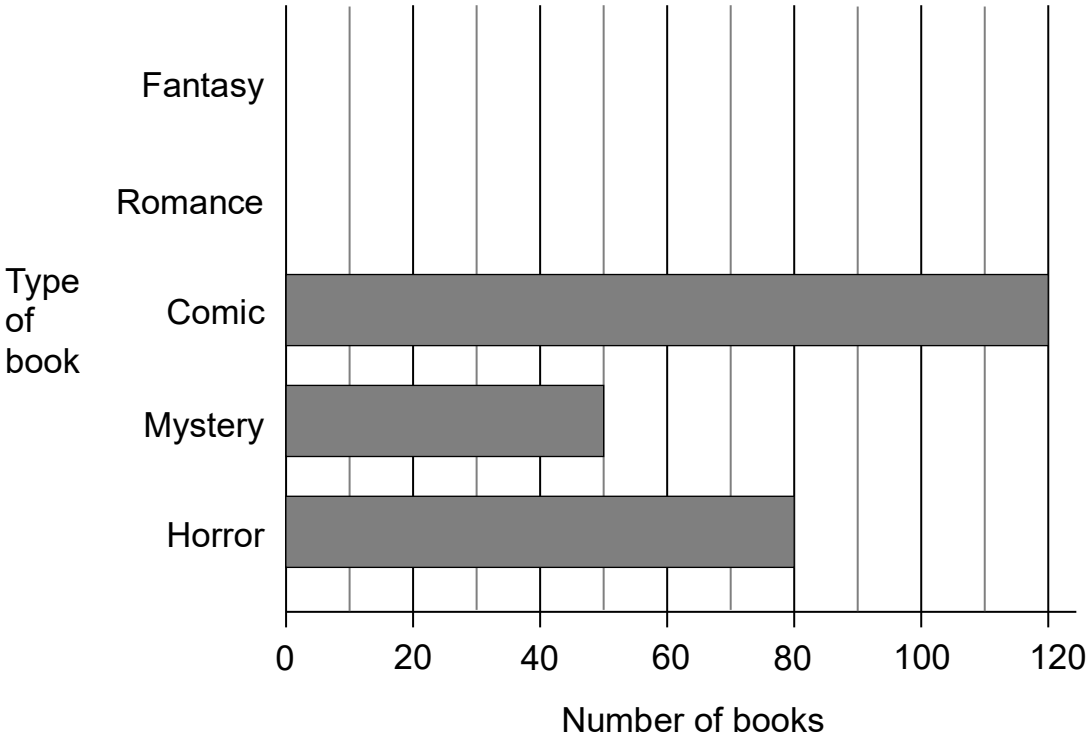
(d) How many more marbles than magnets did he collect?

_____

(e) How many items did he collect altogether?

_____

Q3) The bar chart shows the collection of books in a library.



(a) There are 30 romance books and 100 fantasy books in the library.

Complete the bar chart.

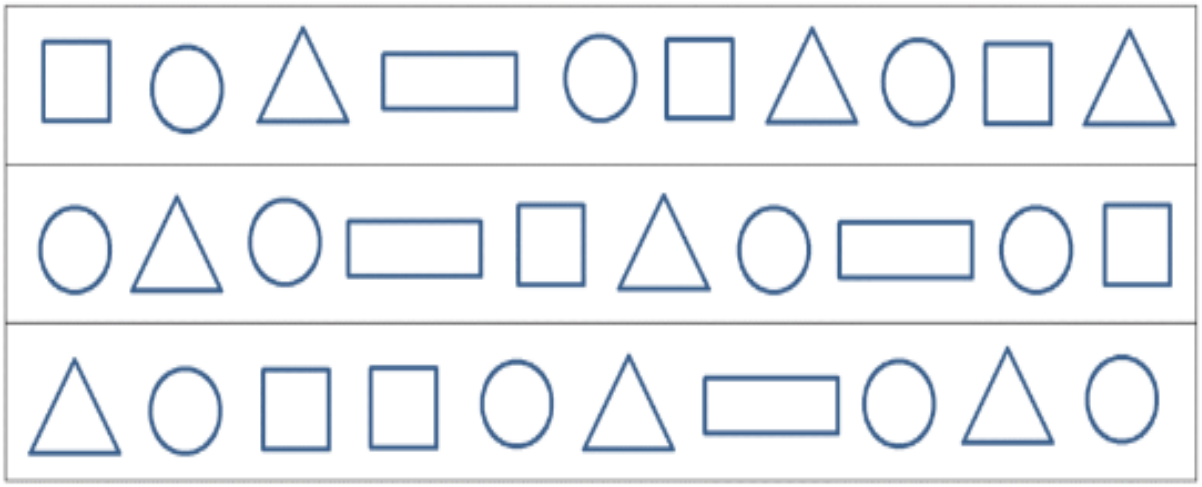
(b) How many mystery books are there? _____

(c) How many more comic books than horror books are there?

_____

(d) How many books are there in the library altogether? _____

Q4) Count the number of shapes in each category and draw a tally for each one.
Tick them off as you count them.



	TALLY	NUMBER
		
		
		
		

Which is the most common shape? _____

Q5) Mia writes information about her friends in a table.

Name	Eye colour	Hair colour
Mike	Brown	Brown
Carlos	Green	Black
Lily	Blue	Blond
Samira	Brown	Black

She organises this information in a Carroll diagram.

	....	....
....	Mike	
....	Samira	Carlos Lily

Complete her Carroll diagram.

Q6) Here is some information about four children.



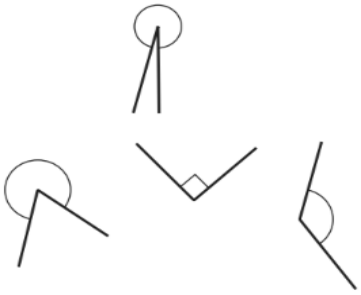

Chen		Eva		Mia		Yuri	
height:	131 cm	height:	140 cm	height:	132 cm	height:	128 cm
age:	9 years	age:	10 years	age:	9 years	age:	10 years
handspan:	15 cm	handspan:	14 cm	handspan:	15.5 cm	handspan:	12.5 cm
foot length:	20 cm	foot length:	19 cm	foot length:	22 cm	foot length:	20 cm

Write the names of the four children in the correct place on the Carroll diagram.

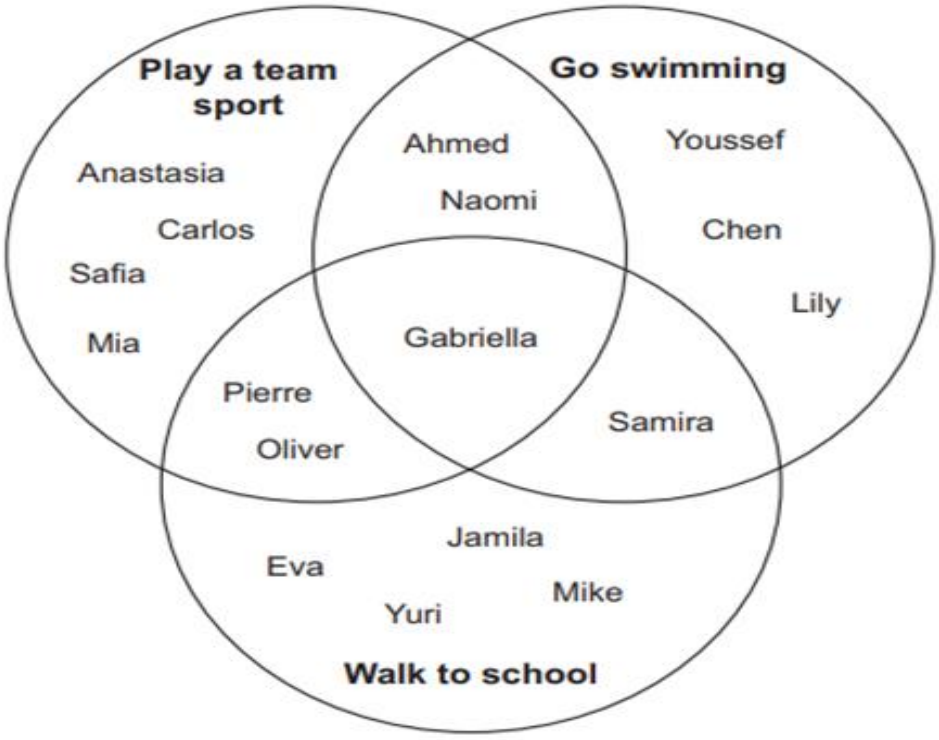
	Height is exactly 6 times the foot length	Height is not exactly 6 times the foot length
Taller than 130 cm		
Not taller than 130 cm		

Q7) Oliver draws some angles on a Carroll diagram.

Complete both labels on the diagram to describe the angles.

.....	Not .....
	

Q8) Here is a Venn diagram.



Use the information in this Venn diagram to answer these questions.

(a) How many children play a team sport **and** go swimming?

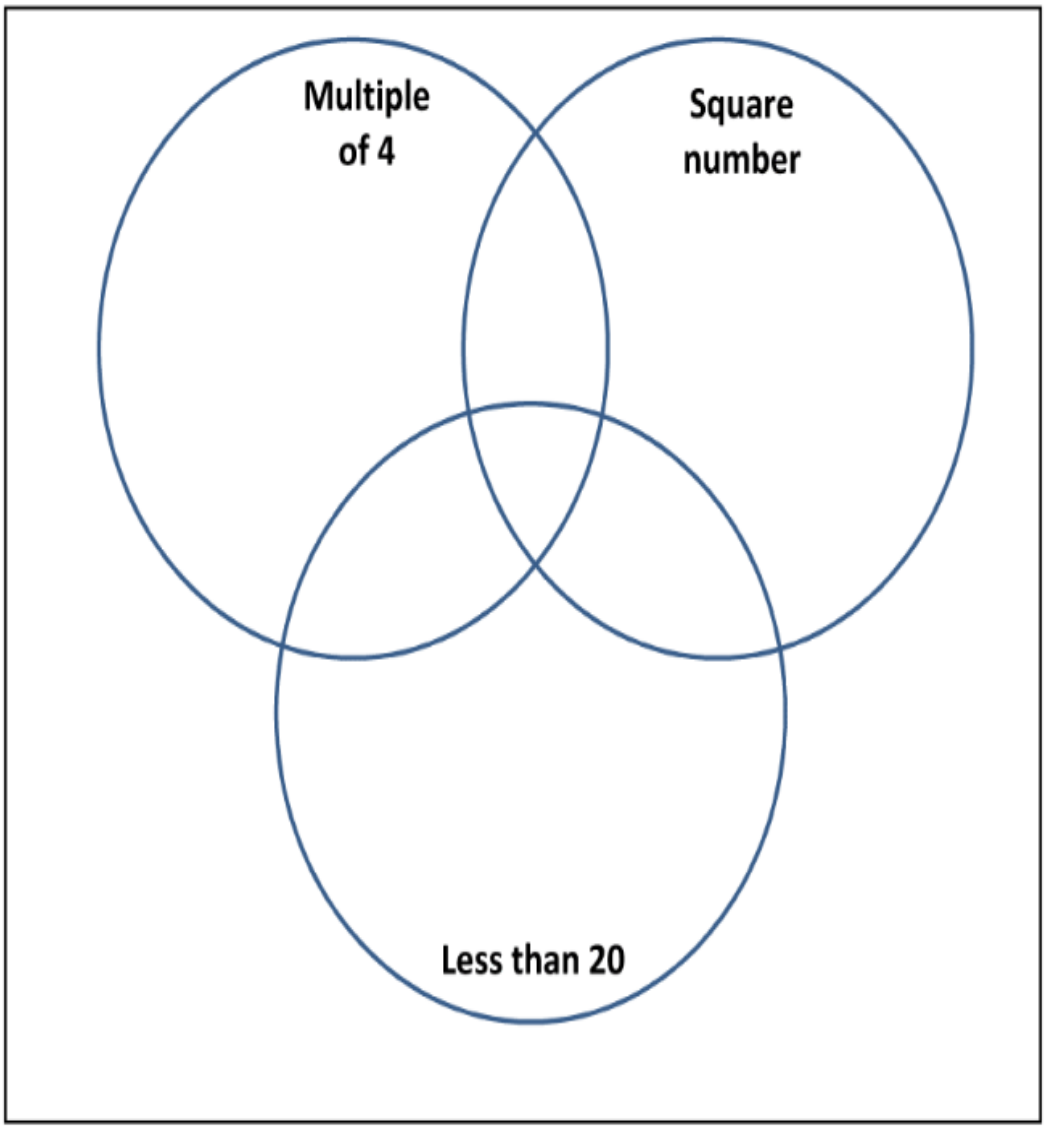
..... children

(b) Write the name of a child who does **not** play a team sport and does **not** go swimming.

.....

Q9) Put these 8 numbers in the correct places in this Venn diagram.

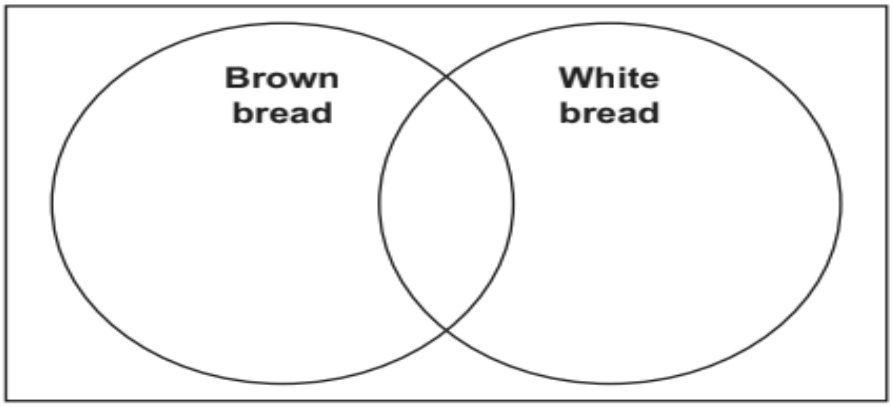
17	25	36	28	9	16	23	12



Q10) The children in Class 5 record the type of bread everyone eats.
The number of children in each group is shown on this Carroll diagram.

	Brown bread	Not brown bread
White bread	12	17
Not white bread	6	2

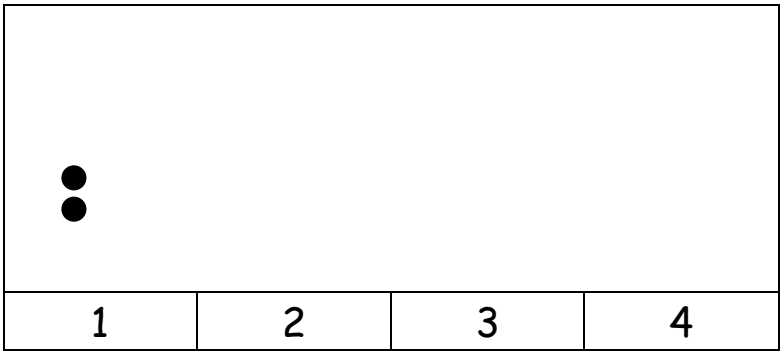
Write the same information on this Venn diagram.



Q11) Mike collected seashells at a beach for 4 days.
The table shows the number of seashells he collected each day.

Day	1	2	3	4
Seashells collected	2	5	6	3

Complete the dot plot below with the data above.



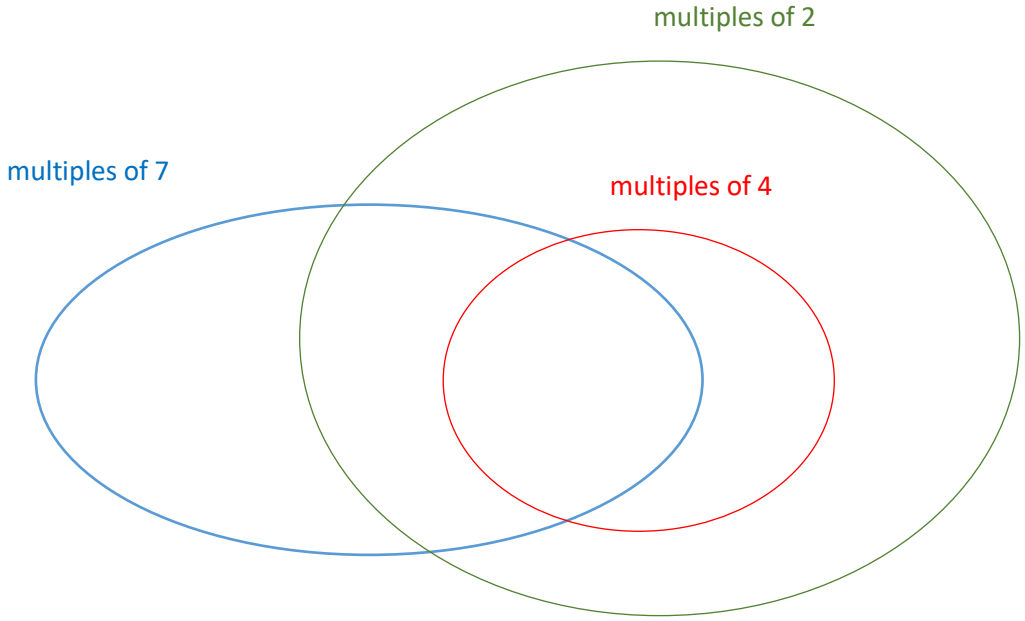
Q12) Put the following numbers in the correct place in the Carroll diagram.

3	7	27	94	36	51	83
96	25	31	47	72	63	15

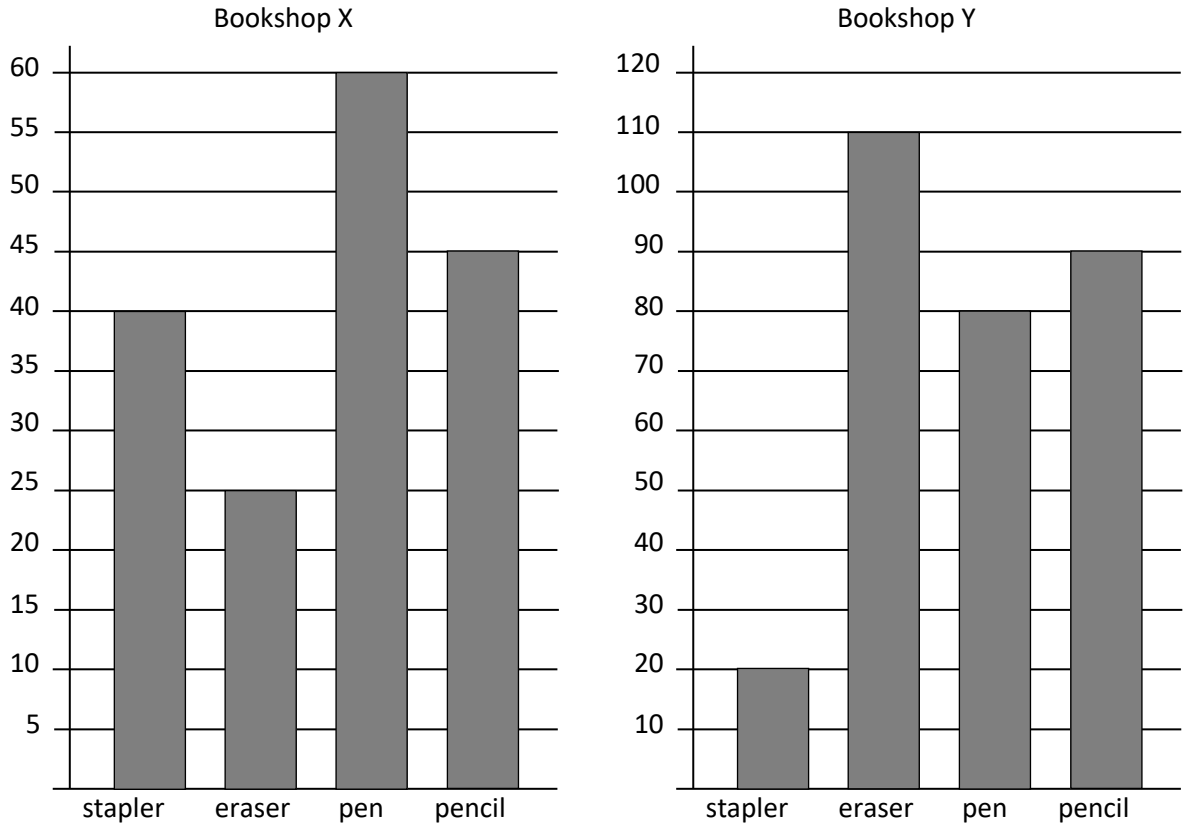
	Multiples of 3	Not multiples of 3
Odd numbers		
Even numbers		

Q13) Put the following numbers in the correct place in the Venn diagram.

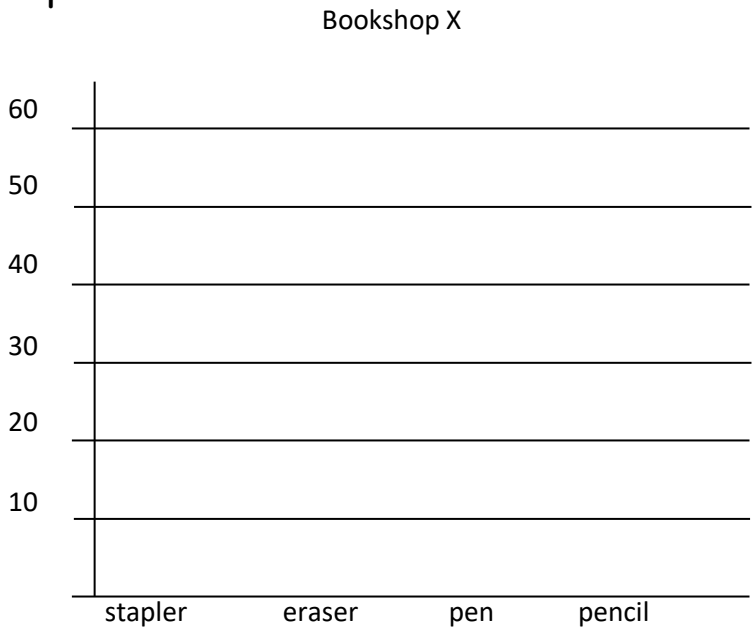
21, 14, 16, 30, 94, 28, 84, 49, 50, 70



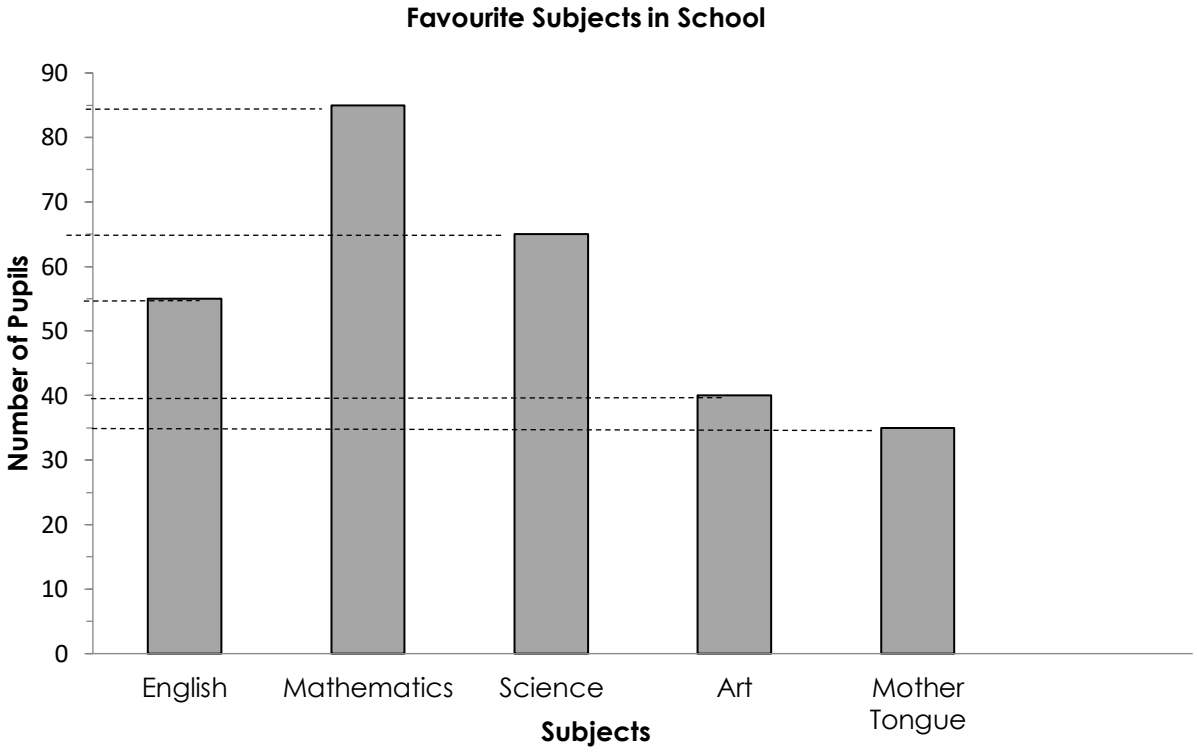
Q14) The bar charts show the number of stationery sold in two different bookshops in one month.



Complete the bar chart for Bookshop X using the same scale as that of Bookshop Y.



Q15) The bar chart below shows the favourite subjects of students in a schoc



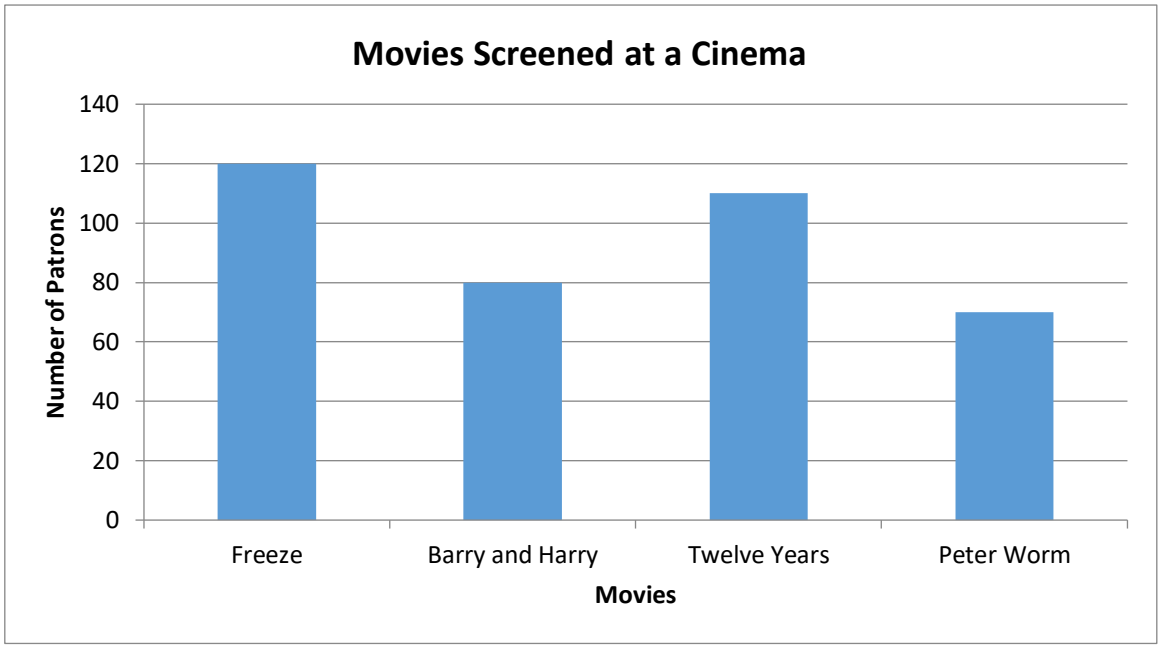
(a) 35 pupils like _____.

(b) 55 pupils like _____.

(c) _____ pupils like Science.

(d) _____ pupils like Art than Mother Tongue.

Q16) The bar chart shows the number of people who watched the movies that were screened at a cinema last week.



Each ticket costs $9.

(a) How much money was earned from the sale of tickets for Peter Worm?

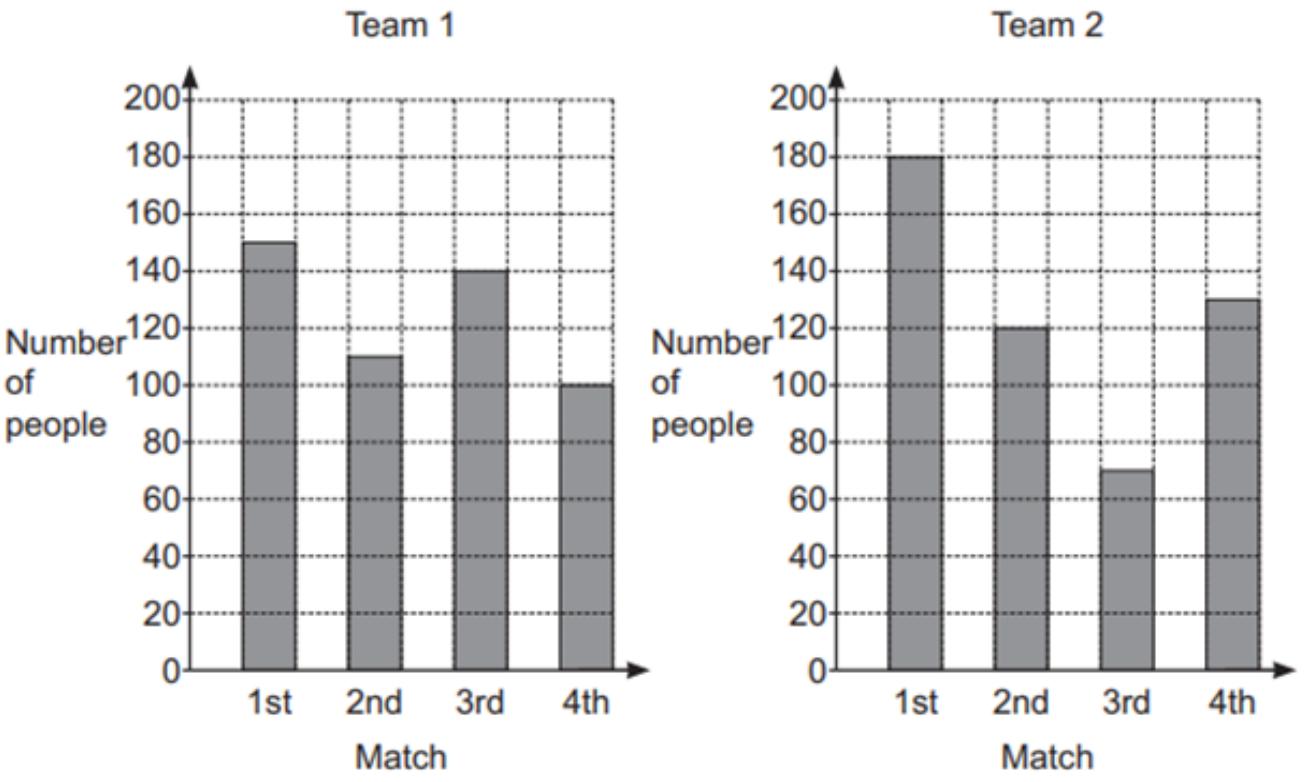
_____

(b) Students can buy a movie ticket for $7. Half of the people watched Barry and Harry were students.

How much money was earned from the sale of students' tickets for Barry and Harry?

_____

Q17) Here are two bar charts.
They show the number of people that attend the first four matches of two football teams.



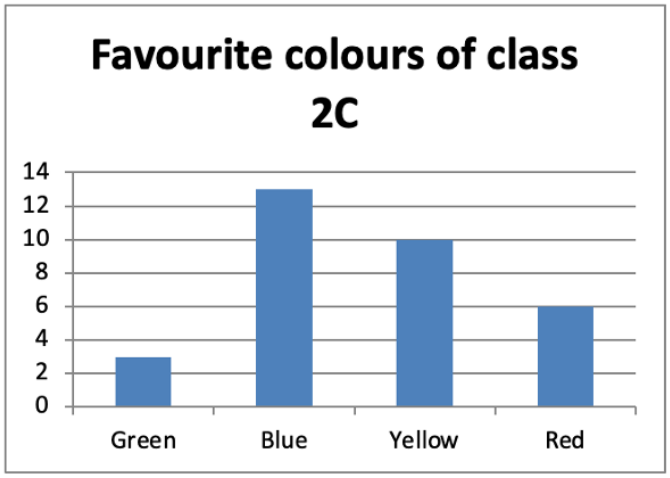
(a) Write the **smallest** number of people that attend any of the matches.

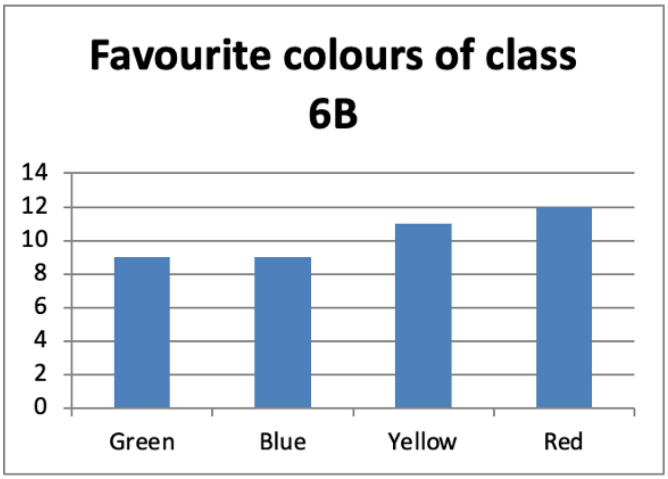
.....

(b) Write the total number of people that attend the four matches of Team 1

.....

Q18) The bar charts below show the favourite colours of students of class 2C and class 6B.





Tick (✓) the statements that describe the graphs correctly.

1. The difference between the number of students who like blue and green in Class 2C is the greatest.	
2. In class 6B, the number of students whose favourite colour is blue is the same as green.	
3. The data for class 2C varies more than the data from class 6B.	

Chapters 13, 14: Fractions and Calculating with Fractions

Name: _____

Date :_____

Q1) Fill in with the missing numbers.

$\frac{3}{4} = \frac{\square}{8}$ $\qquad$ $\frac{5}{\square} = \frac{20}{12}$

$\frac{11}{2} = \frac{33}{\square}$ $\qquad$ $\frac{35}{25} = \frac{\square}{5}$

$\frac{\square}{14} = \frac{16}{28}$ $\qquad$ $\frac{6}{\square} = \frac{24}{36}$

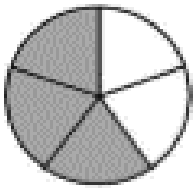
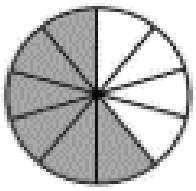
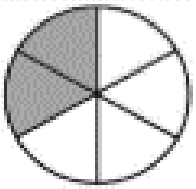
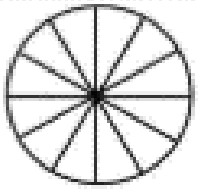
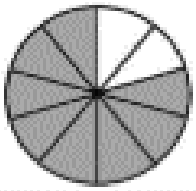
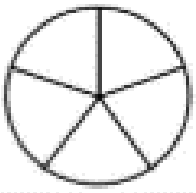
$\frac{\square}{15} = \frac{8}{3}$ $\qquad$ $\frac{10}{3} = \frac{\square}{9}$

$\frac{12}{16} = \frac{\square}{8}$ $\qquad$ $\frac{4}{7} = \frac{16}{\square}$

$3 = \frac{12}{\square}$ $\qquad$ $\frac{\square}{27} = \frac{7}{9}$

$\frac{39}{12} = \frac{13}{\square}$ $\qquad$ $\frac{2}{\square} = \frac{\square}{10}$

Q2) Write the fraction, shade in the correct fraction of the circle on the right and complete the equivalent fraction. The first one has been done for you.

		
$\frac{3}{5}$	=	$\frac{6}{10}$
		
$\frac{2}{6}$	=	____
		
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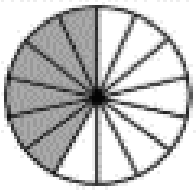		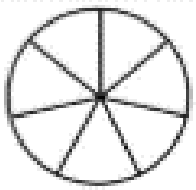
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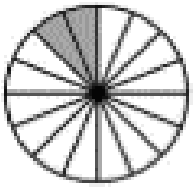		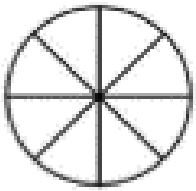
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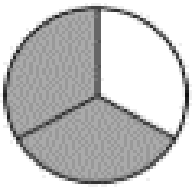		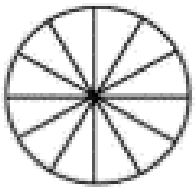
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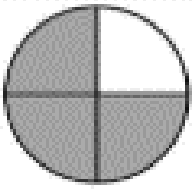		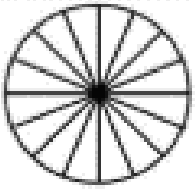
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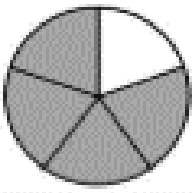		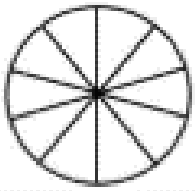
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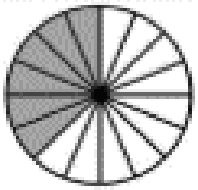		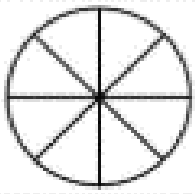
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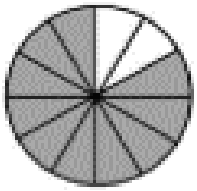
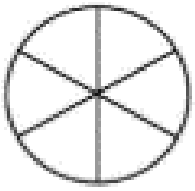
		
____	=	____

Notes:

When comparing fractions:

1) If they have the same denominator but different numerators, the fraction with the greater numerator is the greatest fraction.
2) If they have the same numerator but different denominator, the fraction with the greater denominator is the smallest fraction.
3) If they don't have the same numerator or denominator, we have to make the denominators the same to be able to compare them.

Q3) Use the correct symbol < , > or = to compare the fractions.

$\frac{3}{4}$		$\frac{1}{2}$
$\frac{2}{3}$		$\frac{1}{4}$
$\frac{5}{8}$		$\frac{5}{6}$
$\frac{4}{8}$		$\frac{2}{4}$
$\frac{1}{6}$		$\frac{1}{5}$
$\frac{3}{5}$		$\frac{1}{2}$

$\frac{3}{5}$		$\frac{3}{7}$
$\frac{1}{3}$		$\frac{2}{6}$
$\frac{5}{9}$		$\frac{5}{8}$
$\frac{7}{10}$		$\frac{9}{10}$
$\frac{2}{3}$		$\frac{5}{6}$
$\frac{2}{3}$		$\frac{2}{5}$

Q4) Put these fractions in order from smallest to largest.

$\frac{1}{3}$	$\frac{5}{6}$	$\frac{1}{6}$	$\frac{1}{2}$	$\frac{2}{3}$
smallest				largest
_____	_____	_____	_____	_____

$\frac{3}{4}$	$\frac{3}{8}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{5}{8}$
smallest				largest
_____	_____	_____	_____	_____

$\frac{3}{5}$	$\frac{1}{10}$	$\frac{4}{5}$	$\frac{7}{10}$	$\frac{2}{5}$
smallest				largest
_____	_____	_____	_____	_____

Q5) Draw a line to match each fraction to the equivalent calculation.

$\frac{1}{6}$	$6 \div 1$
	$6 \div 10$
$\frac{6}{10}$	$10 \div 6$
	$1 \div 6$

Q6) Rajiv has 45 toy cars.
He gives $\frac{1}{5}$ of the toy cars to his friend.

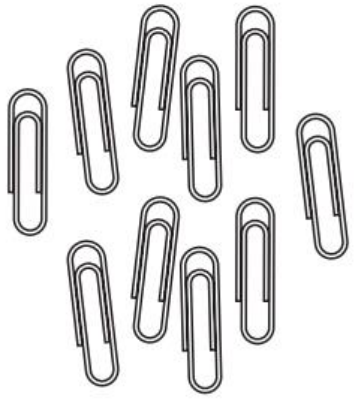
Write the number of toy cars Rajiv has left.

..... toy cars

Q7) Write a number in the box to make the statement correct.

$$\frac{3}{5} < \frac{\square}{20} < \frac{9}{10}$$

Q8) Ten identical paperclips have a total mass of 4 grams.



Write a number on the line to make this sentence correct.

One paperclip has a mass of ..... grams.

Q9) Here is part of a fraction wall.

D	D	D	D	D	D	D	D	D
C	C	C	C	C	C	C		
B		B		B		B		
A			A			A		

Write the letter that represents the smallest fraction.

.....

Q10) Write a number in each box to make the equivalent fractions correct.

$$\frac{1}{2} = \frac{\square}{16}$$

$$\frac{3}{4} = \frac{18}{\square}$$

Q11) Here are some symbols.

=	>	<

Write **one** of the symbols in each box to make the statements correct.

$$\frac{16}{24} \square \frac{5}{8}$$

$$\frac{4}{5} \square \frac{16}{20}$$

Q12) Write a **different** number in each box to make this statement correct.

$$\frac{\square}{8} + \frac{5}{8} + \frac{\square}{8} = \frac{9}{8}$$

Q13) Here are two bags of money.

☑ ☐

Pierre chooses the bag with the larger amount of money.

Explain why he is correct.

.....

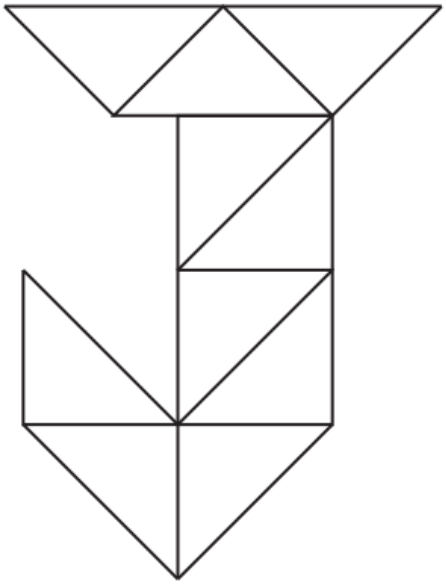
.....

Q14) Draw lines to join the equivalent fractions.

One has been done for you.

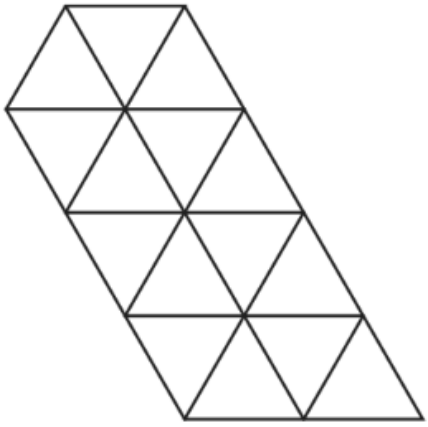
$\frac{1}{2}$	$\frac{9}{24}$
$\frac{1}{4}$	$\frac{12}{24}$
$\frac{3}{8}$	$\frac{6}{24}$
$\frac{1}{3}$	$\frac{8}{24}$

Q15) Jamilla uses identical triangular tiles to make a letter J.



Shade 30% of her letter J.

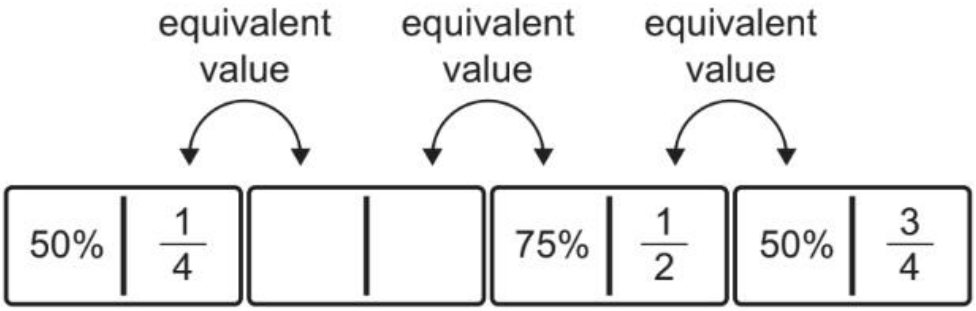
Q16) Here is a shape made from identical triangles.



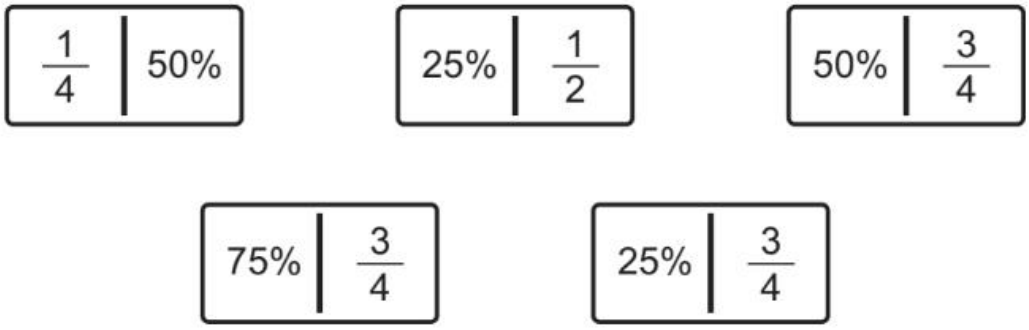
Shade $\frac{1}{5}$ of this shape.

Q17) Four dominoes are placed in a row.

One domino is missing.



Draw a ring around the missing domino.



Q18) Complete the table of equivalent fractions and percentages.

Fractions	Percentages
.....	50%
.....	1%
$\frac{3}{4}$	..... %

Q19) Add or subtract the fractions, then simply the answer if needed.

$\frac{2}{5} + \frac{1}{5} = \frac{\quad}{5}$

$\frac{2}{7} + \frac{4}{7} = \frac{\quad}{7}$

$\frac{3}{5} - \frac{1}{5} = \frac{\quad}{5}$

$\frac{2}{9} + \frac{3}{9} =$

$\frac{9}{20} - \frac{2}{20} =$

$\frac{8}{20} + \frac{3}{20} =$

$\frac{4}{15} + \frac{7}{15} =$

$\frac{7}{11} - \frac{3}{11} =$

$\frac{9}{25} - \frac{9}{25} =$

$\frac{5}{14} + \frac{4}{14} =$

$\frac{3}{6} - \frac{2}{6} = \frac{\quad}{6}$

$\frac{1}{8} + \frac{2}{8} = \frac{\quad}{8}$

$\frac{5}{10} - \frac{4}{10} = \frac{\quad}{10}$

$\frac{6}{11} - \frac{3}{11} =$

$\frac{1}{7} + \frac{4}{7} =$

$\frac{8}{12} - \frac{3}{12} =$

$\frac{11}{25} - \frac{7}{25} =$

$\frac{4}{13} + \frac{5}{13} =$

$\frac{13}{25} + \frac{6}{25} =$

$\frac{11}{13} - \frac{9}{13} =$

$\frac{4}{7} + \frac{3}{7} = \frac{\quad}{7} =$

$\frac{7}{11} - \frac{3}{11} =$

$\frac{1}{8} + \frac{3}{8} =$

$\frac{9}{10} - \frac{4}{10} = \quad =$

$\frac{7}{15} + \frac{3}{15} = \quad =$

$\frac{17}{20} - \frac{12}{20} = \quad =$

$\frac{9}{16} + \frac{5}{16} = \quad =$

$\frac{13}{21} + \frac{8}{21} = \quad =$

$\frac{37}{50} - \frac{17}{50} = \quad =$

$\frac{3}{10} - \frac{1}{10} = \frac{\quad}{10} = \frac{\quad}{5}$

$\frac{3}{9} + \frac{3}{9} =$

$\frac{11}{12} - \frac{2}{12} =$

$\frac{3}{12} + \frac{7}{12} =$

$\frac{11}{14} - \frac{3}{14} =$

$\frac{4}{13} + \frac{8}{13} =$

$\frac{23}{50} - \frac{17}{50} =$

$\frac{27}{40} - \frac{9}{40} =$

$\frac{11}{40} + \frac{17}{40} =$

$\frac{1}{2} + \frac{1}{4} = \frac{\quad}{4} + \frac{1}{4} = \frac{\quad}{4}$

$\frac{1}{2} - \frac{5}{12} = \frac{\quad}{12} - \frac{5}{12} = \frac{\quad}{12}$

$\frac{1}{5} + \frac{4}{15} = \frac{\quad}{15} + \frac{4}{15} = \frac{\quad}{15}$

$\frac{2}{3} - \frac{3}{6} = \frac{\quad}{6} - \frac{3}{6} = \frac{\quad}{6}$

$\frac{4}{7} - \frac{5}{14} = \frac{\quad}{14} - \frac{5}{14} = \frac{\quad}{14}$

$\frac{1}{4} + \frac{5}{8} = \frac{\quad}{8} + \frac{5}{8} = \frac{\quad}{8}$

$\frac{3}{5} - \frac{7}{15} = \frac{\quad}{15} - \frac{\quad}{15} = \frac{\quad}{15}$

$\frac{4}{9} + \frac{3}{18} = \frac{\quad}{18} + \frac{\quad}{18} = \frac{\quad}{18}$

$\frac{5}{16} + \frac{1}{8} = \frac{\quad}{16} + \frac{\quad}{16} = \frac{\quad}{16}$

$\frac{17}{18} - \frac{2}{3} = \frac{\quad}{18} - \frac{\quad}{18} = \frac{\quad}{18}$

$\frac{4}{5} + \frac{3}{25} = \frac{\quad}{25} + \frac{\quad}{25} = \frac{\quad}{25}$

$\frac{13}{21} - \frac{1}{7} = \frac{\quad}{21} - \frac{\quad}{21} = \frac{\quad}{21}$

$\frac{11}{15} - \frac{3}{5} = \frac{\quad}{\quad} - \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{15}{36} + \frac{1}{9} = \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{21}{28} - \frac{3}{4} = \frac{\quad}{\quad} - \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{12}{35} + \frac{1}{5} = \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{4}{5} + \frac{3}{25} = \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{13}{24} - \frac{1}{3} = \frac{\quad}{\quad} - \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{1}{3} + \frac{1}{6} =$

$\frac{1}{3} + \frac{2}{9} =$

$\frac{7}{8} - \frac{1}{4} =$

$\frac{3}{5} - \frac{1}{10} =$

$\frac{7}{15} + \frac{1}{5} =$

$\frac{1}{4} + \frac{7}{20} =$

$\frac{11}{18} - \frac{3}{9} =$

$\frac{21}{24} - \frac{3}{4} =$

$\frac{4}{7} + \frac{3}{14} =$

$\frac{6}{8} - \frac{1}{2} =$

$\frac{1}{2} - \frac{1}{6} =$

$\frac{2}{5} + \frac{3}{10} =$

$\frac{1}{3} + \frac{5}{12} =$

$\frac{9}{16} - \frac{1}{4} =$

$\frac{13}{18} - \frac{1}{6} =$

$\frac{15}{32} + \frac{3}{8} =$

$\frac{12}{25} + \frac{2}{5} =$

$\frac{17}{18} - \frac{1}{2} =$

$\frac{1}{3} + \frac{2}{5} = \frac{1x5}{3x5} + \frac{2x3}{5x3} = \frac{\quad}{15}$

$\frac{1}{2} - \frac{1}{3} = \frac{1x3}{2x3} - \frac{1x2}{3x2} = \frac{\quad}{6}$

$\frac{1}{4} + \frac{1}{3} = \frac{\quad}{12} + \frac{\quad}{12} = \frac{\quad}{12}$

$\frac{1}{4} - \frac{1}{5} = \frac{\quad}{20} - \frac{\quad}{20} = \frac{\quad}{20}$

$\frac{2}{3} - \frac{1}{4} = \frac{\quad}{12} - \frac{\quad}{12} = \frac{\quad}{12}$

$\frac{2}{3} + \frac{2}{9} = \frac{\quad}{9} + \frac{\quad}{9} = \frac{\quad}{9}$

$\frac{1}{3} + \frac{2}{5} = \frac{\quad}{15} + \frac{\quad}{15} = \frac{\quad}{15}$

$\frac{7}{8} - \frac{1}{2} = \frac{\quad}{8} - \frac{\quad}{8} = \frac{\quad}{8}$

$\frac{4}{5} - \frac{1}{2} = \frac{\quad}{10} - \frac{\quad}{10} = \frac{\quad}{10}$

$\frac{1}{8} + \frac{2}{3} = \frac{\quad}{24} + \frac{\quad}{24} = \frac{\quad}{24}$

$\frac{9}{10} - \frac{4}{5} = \frac{\quad}{10} - \frac{\quad}{10} = \frac{\quad}{10}$

$\frac{2}{7} + \frac{1}{4} = \frac{\quad}{28} + \frac{\quad}{28} = \frac{\quad}{28}$

$\frac{2}{3} - \frac{3}{5} = \frac{\quad}{\quad} - \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{1}{5} + \frac{2}{7} = \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{1}{6} + \frac{5}{12} = \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{4}{5} - \frac{1}{9} = \frac{\quad}{\quad} - \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{3}{4} + \frac{1}{5} = \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{5}{8} - \frac{2}{5} = \frac{\quad}{\quad} - \frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{1}{3} + \frac{1}{4} =$

$\frac{1}{2} - \frac{1}{5} =$

$\frac{5}{6} - \frac{1}{3} =$

$\frac{2}{3} + \frac{1}{5} =$

$\frac{1}{6} + \frac{2}{5} =$

$\frac{1}{2} - \frac{3}{10} =$

$\frac{7}{10} - \frac{1}{4} =$

$\frac{3}{8} + \frac{1}{3} =$

$\frac{1}{5} + \frac{3}{7} =$

$\frac{4}{9} - \frac{1}{6} =$

$\frac{3}{10} + \frac{1}{2} =$

$\frac{6}{7} - \frac{2}{3} =$

$\frac{2}{3} - \frac{5}{9} =$

$\frac{3}{10} + \frac{2}{3} =$

$\frac{7}{8} - \frac{2}{5} =$

$\frac{3}{4} + \frac{1}{20} =$

$\frac{2}{5} + \frac{7}{20} =$

$\frac{7}{12} - \frac{1}{4} =$

Chapter 15: Angles, Position and Direction

Name: _____

Date :_____

Estimate, compare and classify angles:

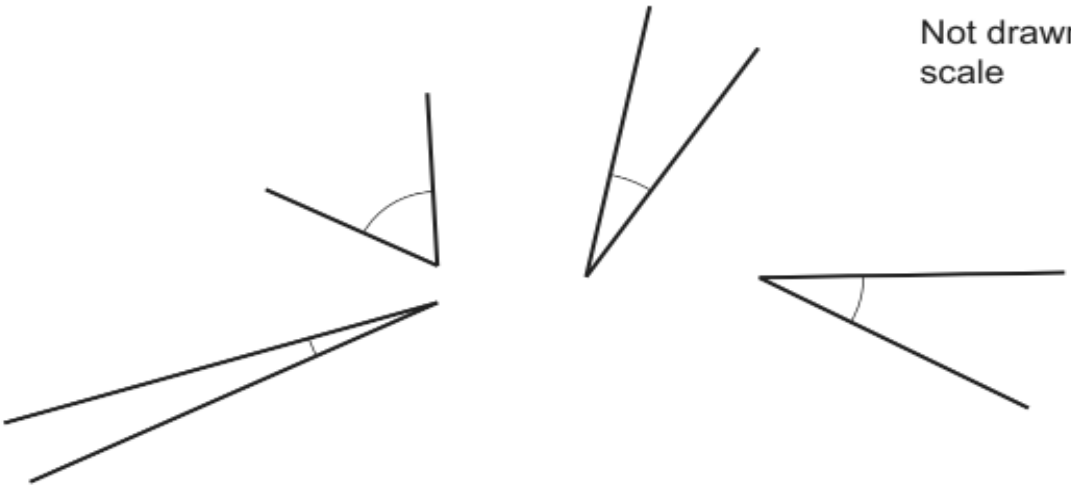
Q1) Draw lines to make **three** correct statements.

A right angle is less than	an acute angle
	a half turn
A right angle is greater than	an obtuse angle
	a quarter turn

Q2) Draw a line to join each description to the type of angle.

The angle in a quarter turn	acute angle
An angle less than 90°	obtuse angle
An angle greater than 90° and less than 180°	right angle

Q3) Mike draws these angles.



Not drawn to scale

Tick (✓) **all** the statements about these angles that are true.

They are all less than a right angle. ☐

They are all less than 180 degrees. ☐

There are no obtuse angles. ☐

They are all more than a quarter turn. ☐

Q4) Order the angles from smallest to largest.

165°	half a right angle	30°	two right angles	90°

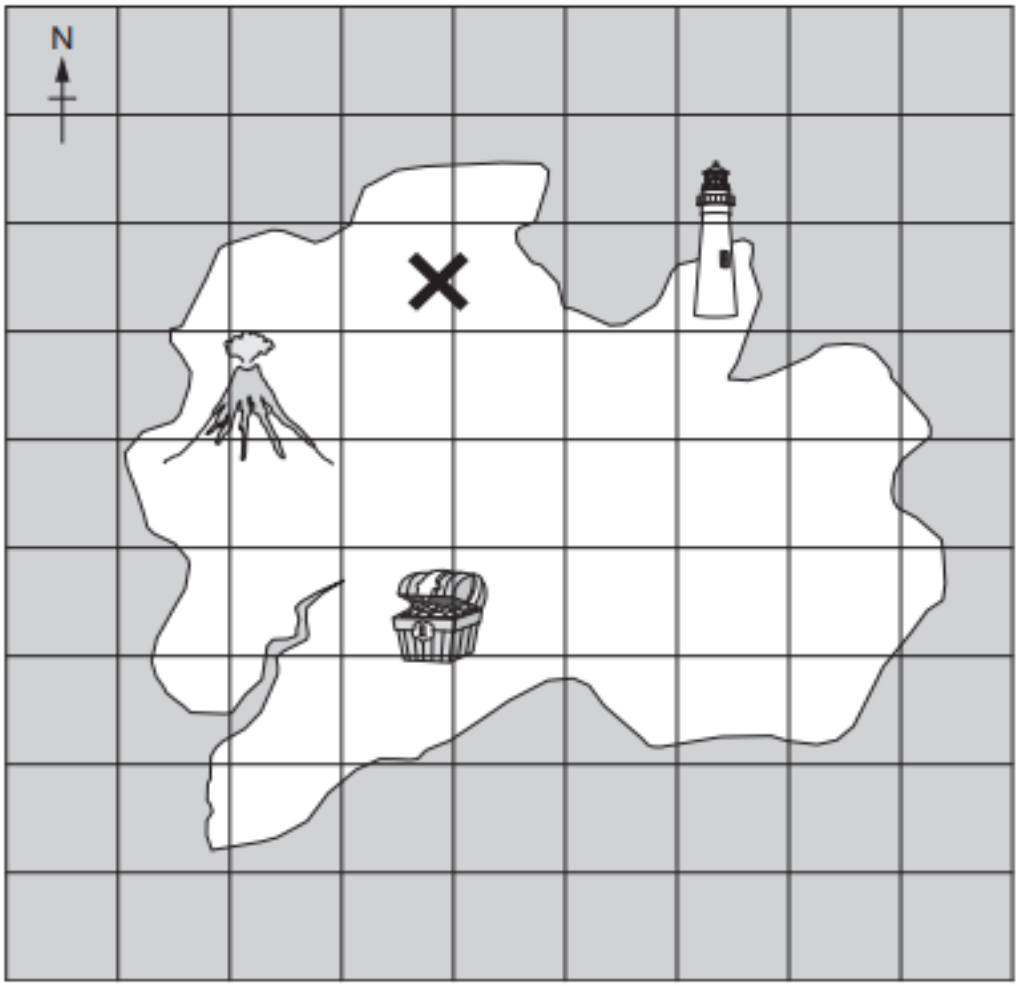
_____ , _____ , _____ , _____ , _____

smallest

Describe Direction and Movement on a Grid:

Q1) Here is a map of an island.

Jamila is standing on the place marked with a cross (X).



Complete the table showing the direction of the treasure, lighthouse and volcano from the cross (X).

One has been done for you.

	Direction from cross (X)
treasure 	south
lighthouse 	
volcano 	

Q2) The grid shows the positions of five children.

(a) Complete the table.

Name	Position
Ali	
Benny	
Chang	
	(2, 2)
	(4, 1)

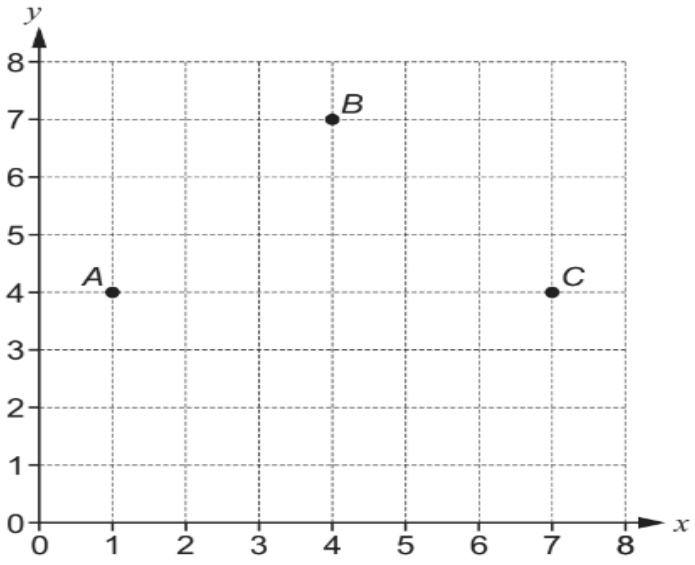
(b) Write the missing numbers.

(i) Benny has to walk _____ squares down to (3, 1).

(ii) Elsa has to walk ____ squares across and ____ squares up to meet Ali.

Read and Plot Coordinates on a Grid:

Q1) Here are some points on a grid.

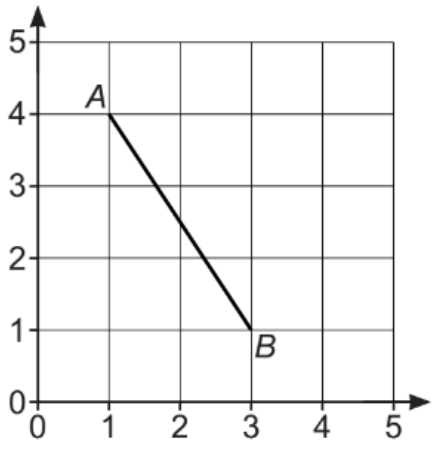


A, ***B***, ***C*** and ***D*** are the vertices of a square.

Write the coordinates of ***D***.

(..... , ...)

Q2) Here is a line drawn on a coordinate grid.

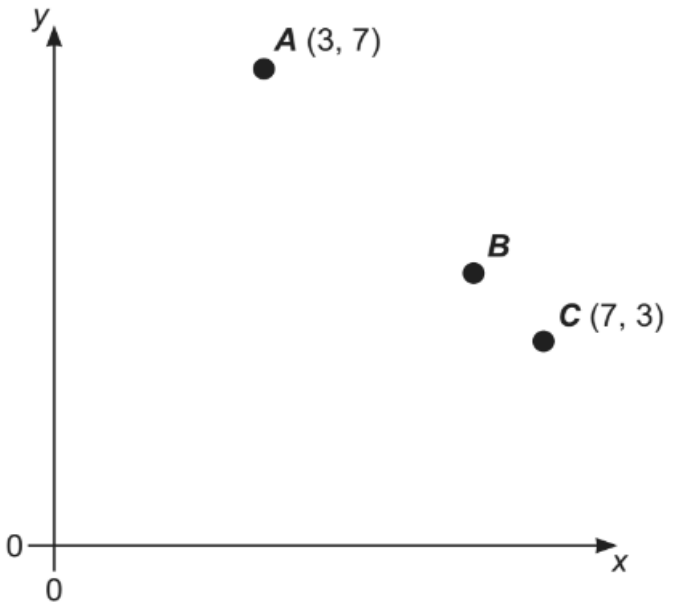


ABC is a right-angled triangle.

Write the **two** possible coordinates for point *C*.

(.....,.....) **or** (.....,.....)

Q3) Points ***A***, ***B*** and ***C*** are on a straight line.

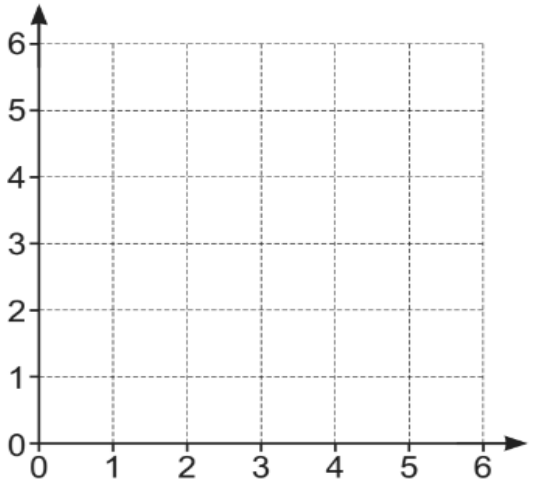


Draw a ring around the correct coordinates for ***B***.

(10, 10) (6, 2) (10, 4) (6, 4) (10, 2)

Q4) A square is drawn on a grid.
The coordinates of two of the vertices are (0, 3) and (3, 0).

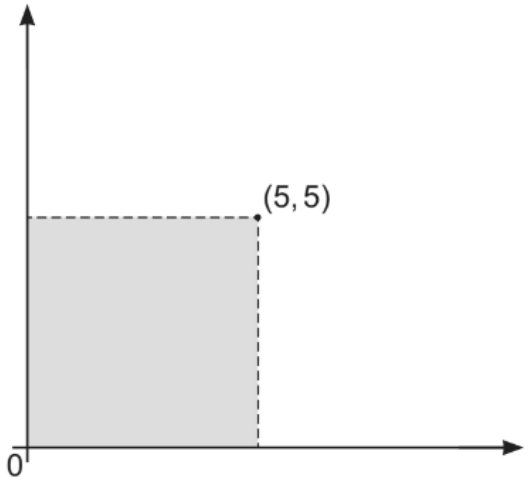
Write the coordinates of the **other** two vertices of the square.



(..... , ...)

(..... , ...)

Q5) Here is a square drawn on a coordinate grid.
The coordinates of one vertex of the square are given.



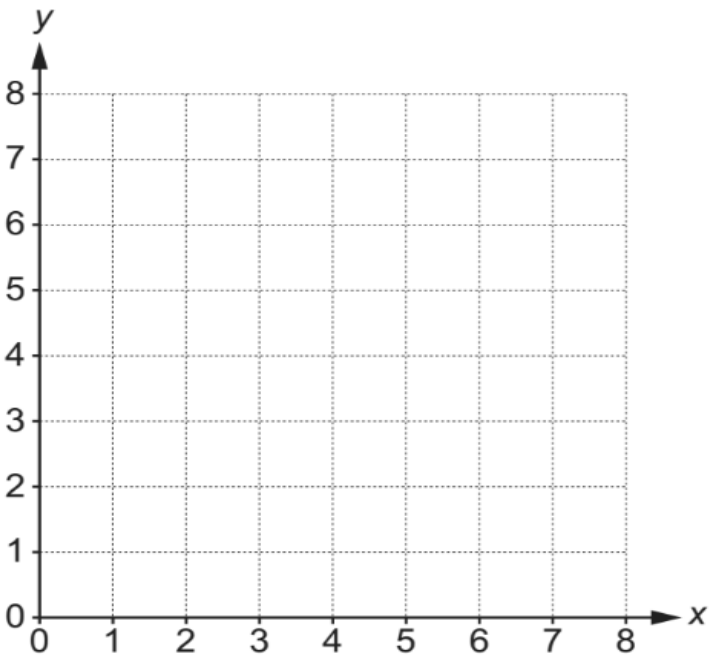
Here are some coordinates.

Draw a ring around **all** the coordinates that are points inside the square.

(2, 3) (4, 6) (7, 4) (3, 4) (1, 7)

Q6) Here is a coordinate grid.

Plot the point (4, 6).



Chapter 16: Probability

Name: _____

Date :_____

Q1) Chen makes this spinner.

He spins it to choose a toy to play with.

Write the toys in order of likelihood that Chen plays with them.

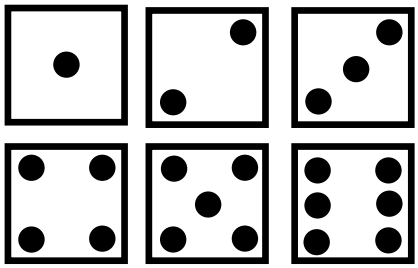
....

most likely least likely

Q2) Draw a line to join **each** statement to the correct likelihood.

Statement	**Likelihood**
	impossible
Gabriella's birthday will be on the same day **every** year.	maybe
Gabriella's birthday will be in a month that contains the letter R.	likely
	certain

Q3) These are faces of a 6 sided dice.



Read the statements below and fill in the blanks with **true** or **false**.

a) It is likely to throw a number 5. ☐

b) The probability of throwing a number greater than 3 is unlikely.

☐

c) There is an even chance of throwing an odd number. ☐

Q4) Lily rolls a fair 1–6 dice.

Draw lines to match all the pairs of statements that have the same likelihood.

Lily rolls 4, 5 or 6	
Lily rolls 1	Lily rolls 0
Lily rolls an odd number	Lily rolls 6
Lily rolls 7	

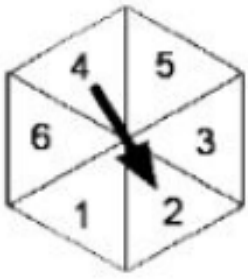
Q5) Ahmed is in Class 4

Draw a line to join each statement to the correct likelihood.

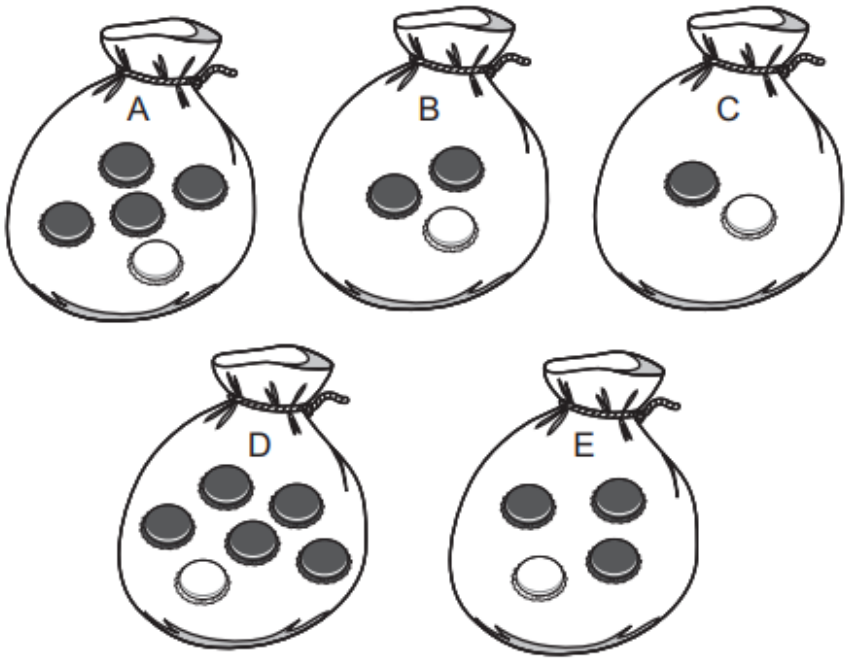
When Ahmed was 1 year old, he was shorter than he is now.	no chance
In 10 years' time, Ahmed will be younger than he is now.	poor chance
	even chance
	good chance
	certain

Q6) For this spinner, write a number that is impossible to spin. _____

What is the probability to spinning an even number? _____



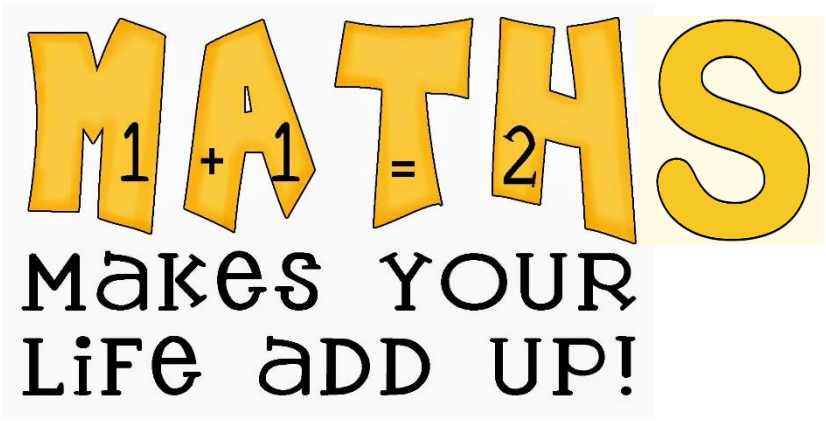
Q7) Here are five bags.
Each bag contains bottle tops that are either black or white.
The bottle tops are all the same size.



Mia takes a bottle top at random from one of the bags.

Write the letter of the bag that gives her the greatest likelihood of choosing a white bottle top.

.....



Previous Assessments

Rosary School / Marj El Hamam

Maths Quiz

Name: _____ Grade 4 ( )

Date : Wednesday, February 21st, 2024 (/ 10)

Q1) Write the value of the shape in the blank:

 + 8 = 38  = _____

 - 7 = 22  = _____

Q2) Find the sum or difference.

Show your work.

$$\begin{array}{r} 486 \\ +\ 689 \\ \hline \end{array}$$

$$\begin{array}{r} 786 \\ +\ 135 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ -\ 89 \\ \hline \end{array}$$

$$\begin{array}{r} 423 \\ -\ 188 \\ \hline \end{array}$$

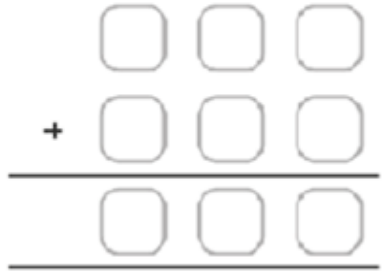
Q3) Estimate and then add.

Show your work.

Check how close your answer is to the estimation.

a Estimation of 682 + 53 :

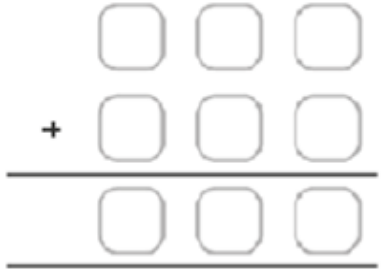
_____ + _____ = _____



_____ is close to _____.

b Estimation of 741 + 241 :

_____ + _____ = _____



_____ is close to _____.

Q4) Estimate and then subtract.

Show your work.

Check how close your answer is to the estimation.

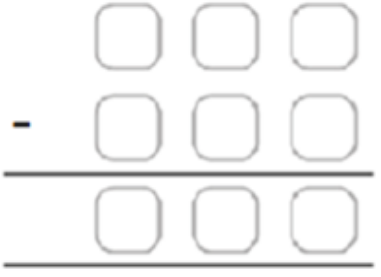
a Estimation of 531 - 357 :

_____ - _____ = _____

_____ is close to _____.

b Estimation of 845 - 315 :

_____ - _____ = _____



_____ is close to _____.

Rosary School / Marj El Hamam

Maths Midterm Assessment

Name: _____ Grade **4** ( )

Date: Tuesday, March **23rd**, **2024** [/ 20]

Q1) Write the product or quotient. Pay attention to the sign.

5400 ÷ 10 = _____ 700 x 10 = _____

9600 ÷ 100 = _____ 623 x 100 = _____

Q2) Find the sum or the difference.

7 6 5	8 9 3	9 0 0
+ 3 8 4	- 4 0 1	- 3 3 2

Q3) Write the value of the shape in the blank.

 + 39 = 47

 = _____

 - 15 = 36

 = _____

Q4) Use the associative rule to find the product. Show your work.

4 x 6 x 5= _____ 15 x 8= _____

10 x 20 x 8= _____ 40 x 5= _____

Q5) Multiply vertically then copy the product on the line.

98 × 3 = _____	74 × 6 = _____

Q6) The population of a city is 721 and the neighboring city Has a population of 103. The difference between two cities is about:

a. 900 b. 600 c. 700

Q7) Solve the following word problems. Show your work clearly.

a) The aquarium has a lot of fish tanks. They bought 18 more fish and now the aquarium has 149 fish. How many fish did the aquarium have to begin with?

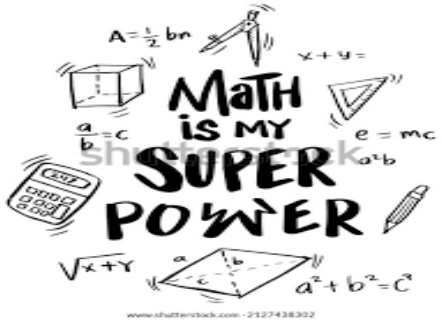
_____ fish

b) The class is doing a math activity. There are 5 groups of 4 students. How many students are there in the class?

_____ students

c) In a school, there are 542 girls and 387 boys. How many pupils are there in that school?

_____ pupils



Rosary School / Marj El Hamam

Maths Assessment

Name: _____ Grade 4 ( )

Date : Wednesday, April 24th, 2024 (/ **10**)

Q1) Use the term-to-term rule to generate the next three terms of each sequence.

a) Subtract 4:

96 , _____ , _____ , _____

b) Multiply by 3 then subtract 1:

2 , _____ , _____ , _____

Q2) Here are two number sequences.

1200 , 1000 , 800 , _____ , _____ , _____

a) Complete the sequence above.

b) Write the term-to-term rule: _____

c) Is the sequence above linear or non-linear? Explain.

_____

_____

8000, 4000 , 2000 , _____ , _____ , _____

a) Complete the sequence above.

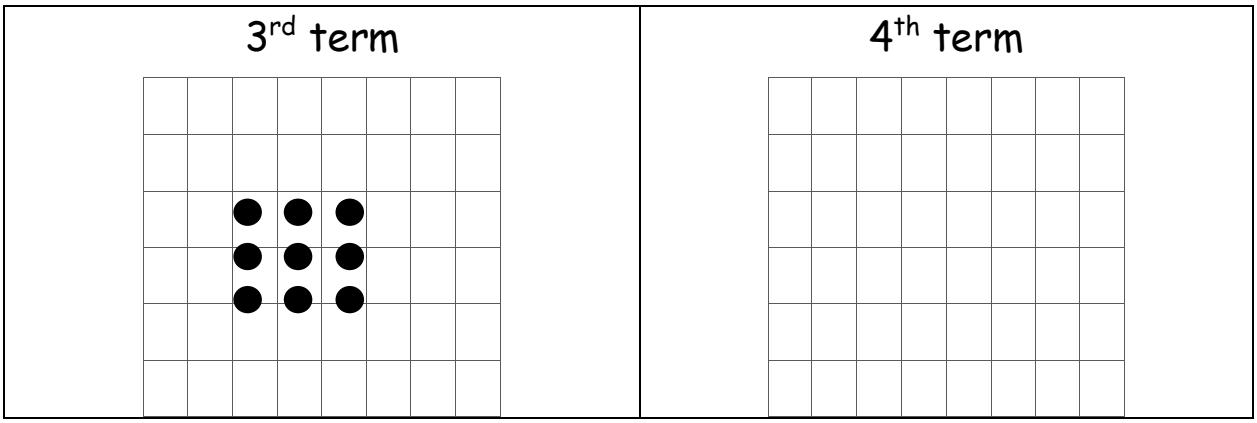
b) Write the term-to-term rule: _____

c) Is the sequence above linear or non-linear? Explain.

_____

_____

Q3) The following square patterns are made up of dots.
Draw the missing terms in the spaces below.



Bonus: Generate your own sequence that should consist of at least 5 terms.

Write the term-to-term rule.

Determine if it's linear or non-linear and explain why.

Sequence:

_____ , _____ , _____ , _____ , _____

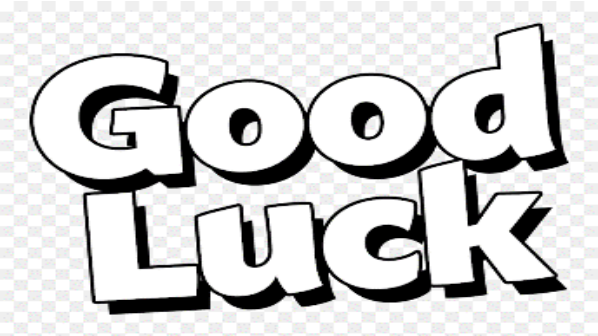
Term-to-term rule:

_____

Is the sequence above linear or non-linear? Explain why.

_____

_____



Rosary School / Marj El Hamam

Maths Assessment

Name: _____ Grade 4 ( )

Date : Wednesday, April 24th, 2024 (/ **10**)

Q1) Use the term-to-term rule to generate the next three terms of each sequence.

a) Subtract 4:

57 , _____ , _____ , _____

b) Multiply by 4 then subtract 2:

2 , _____ , _____ , _____

Q2) Here are two number sequences.

1000, 1200 , 1400 , _____ , _____ , _____

a) Complete the sequence above.

b) Write the term-to-term rule: _____

c) Is the sequence above linear or non-linear? Explain.

_____

_____

4000, 2000 , 1000 , _____ , _____ , _____

a) Complete the sequence above.

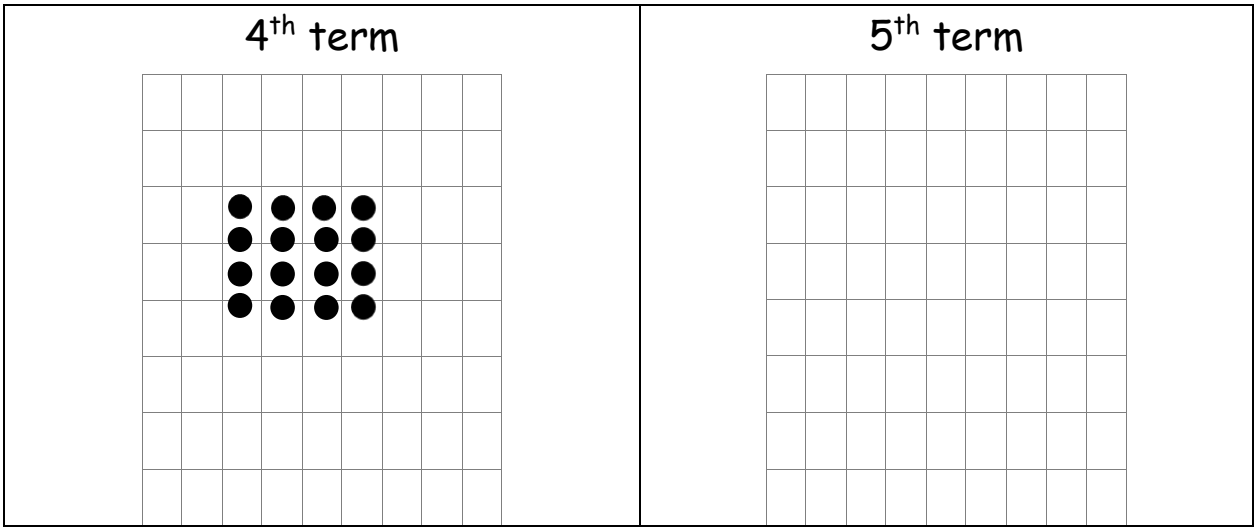
b) Write the term-to-term rule: _____

c) Is the sequence above linear or non-linear? Explain.

_____

_____

Q3) The following square patterns are made up of dots.
Draw the missing terms in the spaces below.



Bonus: Generate your own sequence that should consist of at least 5 terms.

Write the term-to-term rule.

Determine if it's linear or non-linear and explain why.

Sequence:

_____ , _____ , _____ , _____ , _____

Term-to-term rule:

_____

Is the sequence above linear or non-linear? Explain why.

_____