

**Sierra Leone**

**WINNING TEAMS: Mathematics**

# **Questions and Answers for Referees**

**Primary 6 (Term 1) to support JSS1 Term 1**

**Leh Wi Lan**



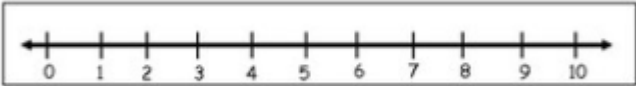
Theme : Numbers and Numeration (M-06-001) <b>CODE AA1</b>	Theme : Numbers and Numeration (M-06-001) <b>CODE AA1</b>														
Lesson Title: Place value system up to 1,000,000	Lesson Title: Place value system up to 1,000,000														
<p>1) In the number <b>284</b>, identify the ones digit, the tens digit, and the hundreds digit.</p> <p>2) In the number <b>500</b>, identify the ones digit, the tens digit, and the hundreds digit</p> <p style="text-align: right;">1 minute</p>	<p>Answer:</p> <p>1)The ones digit is 4, the tens digit is 8, and the hundreds digit is 2.</p> <p>2)The ones digit is 0, the tens digit is 0, and the hundreds digit is 5.</p>														
Theme : Numbers and Numeration (M-06-001) <b>CODE AA2</b>	Theme : Numbers and Numeration (M-06-001) <b>CODE AA2</b>														
Lesson Title: Place value system up to 1,000,000	Lesson Title: Place value system up to 1,000,000														
<p>Identify the ones, tens, hundreds, and thousands digit in the number <b>9,499</b>.</p> <p>a. The ones digit</p> <p>b. The tens digit</p> <p>c. The hundreds digit</p> <p>d. The thousands digit</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) The ones digit is 9.</p> <p>b)The tens digit is 9.</p> <p>c)The hundreds digit is 4.</p> <p>d)The thousands digit is 9.</p>														
Theme : Numbers and Numeration (M-06-001) <b>CODE AA3</b>	Theme : Numbers and Numeration (M-06-001) <b>CODE AA3</b>														
Lesson Title: Place value system up to 1,000,000	Lesson Title: Place value system up to 1,000,000														
<p>Consider the number 9,499.</p> <p>Show how this number breaks down digit by digit</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>4</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <p><b>Breakdown:</b> <math>9000 + 400 + 90 + 9 = 9,499</math></p>	Thousands	Hundreds	Tens	Ones	9	4	9	9						
Thousands	Hundreds	Tens	Ones												
9	4	9	9												
Theme : Numbers and Numeration (M-06-001) <b>CODE AA4</b>	Theme : Numbers and Numeration (M-06-001) <b>CODE AA4</b>														
Lesson Title: Place value system up to 1,000,000	Lesson Title: Place value system up to 1,000,000														
<p>Consider the number <b>1,451,921</b></p> <p>Show how this number breaks down digit by digit</p> <p>Tip: Use the place value table.</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Millions</th> <th>Hundred thousands</th> <th>Ten Thousands</th> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> <td>5</td> <td>1</td> <td>9</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Break down:  <math>= 1\ 000\ 000 + 400\ 000 + 51\ 000 + 900 + 20 + 1</math>  <math>= \mathbf{1,451,921}</math></p>	Millions	Hundred thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	1	4	5	1	9	2	1
Millions	Hundred thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones									
1	4	5	1	9	2	1									

Theme : Numbers and Numeration (M-06-003) <b>CODE AA5</b>	Theme : Numbers and Numeration (M-06-003) <b>CODE AA5</b>																								
Lesson Title: Write and read numbers in numerals up to 1,000,000.	Lesson Title: Write and read numbers in numerals up to 1,000,000.																								
<p>Which of the following answers is correct for reading the number <b>77</b>?</p> <p>(a) ninety-seven</p> <p>(b) seventy-seven</p> <p>(c) seven</p> <p>(d) seven hundred and seven</p> <p style="text-align: right;">30 seconds</p>	<p>Answer:</p> <p>Option (b)</p> <p>The number <b>77</b> is read as “seventy-seven”</p>																								
Theme : Numbers and Numeration (M-06-003) <b>CODE AA6</b>	Theme : Numbers and Numeration (M-06-003) <b>CODE AA6</b>																								
Lesson Title: Write and read numbers in numerals up to 1,000,000	Lesson Title: Write and read numbers in numerals up to 1,000,000																								
<p>Consider the following number below:</p> <p><b>Two thousand, seven hundred fifty-nine.</b></p> <p>a) Write down this number numerically.</p> <p>b) Represent this number in the place value table below:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p style="text-align: right;">1½ minutes</p>	Thousands	Hundreds	Tens	Ones					<p>Answer:</p> <p>a) Numerically: <b>2,759</b></p> <p>b)</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>7</td> <td>5</td> <td>9</td> </tr> </tbody> </table>	Thousands	Hundreds	Tens	Ones	2	7	5	9								
Thousands	Hundreds	Tens	Ones																						
Thousands	Hundreds	Tens	Ones																						
2	7	5	9																						
Theme : Numbers and Numeration (M-06-003) <b>CODE AA7</b>	Theme : Numbers and Numeration (M-06-003) <b>CODE AA7</b>																								
Lesson Title: Write and read numbers in numerals up to 1,000,000	Lesson Title: Write and read numbers in numerals up to 1,000,000																								
<p>Represent the number:</p> <p><b>Three hundred and fifty thousand, seven hundred and one</b> in the place value table below:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Hundred thousands</th> <th>Ten thousands</th> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p style="text-align: right;">1½ minutes</p>	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones							<p>Answer:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Hundred thousands</th> <th>Ten thousands</th> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5</td> <td>0</td> <td>7</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones	3	5	0	7	0	1
Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones																				
Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones																				
3	5	0	7	0	1																				
Theme : Numbers and Numeration (M-06-003) <b>CODE AA8</b>	Theme : Numbers and Numeration (M-06-003) <b>CODE AA8</b>																								
Lesson Title: Write and read numbers in numerals up to 1,000,000	Lesson Title: Write and read numbers in numerals up to 1,000,000																								
<p>Consider the number <b>1,700,546</b> and answer the following questions:</p> <p>a) Write down this number in words?</p> <p>b) How many ten thousands are there in this number?</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) One million, seven hundred thousand, five hundred and forty-six.</p> <p>b) There are no ten thousands in this number.</p>																								

Theme: Numbers and Numeration (M-06-004) <b>CODE AA9</b>	Theme: Numbers and Numeration (M-06-004) <b>CODE AA9</b>																												
Lesson Title: Write and read numbers in words up to 1,000,000	Lesson Title: Write and read numbers in words up to 1,000,000																												
<p>Write the following numbers as numerals:</p> <p>a) Five hundred and twenty-One thousand, one hundred and eighty-two</p> <p>b) One million, eight hundred ninety-nine thousand, nine hundred and ninety-seven</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) 521,182</p> <p>b) 1,899,997</p>																												
Theme: Numbers and Numeration (M-06-004) <b>CODE AA10</b>	Theme: Numbers and Numeration (M-06-004) <b>CODE AA10</b>																												
Lesson Title: Write and read numbers in words up to 1,000,000	Lesson Title: Write and read numbers in words up to 1,000,000																												
<p>Write down the following numbers in words:</p> <p>a) 1 00 000</p> <p>b) 3,504,043</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) One Hundred Thousand</p> <p>b) Three Million, five hundred and four thousand and forty-three</p>																												
Theme: Numbers and Numeration (M-06-004) <b>CODE AA11</b>	Theme: Numbers and Numeration (M-06-004) <b>CODE AA11</b>																												
Lesson Title: Write and read numbers in words up to 1,000,000	Lesson Title: Write and read numbers in words up to 1,000,000																												
<p>Copy the below table on your answer sheet and complete the following question:</p> <p>Place the number <b>5,672</b> in the table and show the value of each digit.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Millions</th> <th>Hundred Thousands</th> <th>Ten Thousands</th> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p style="text-align: right;">1½ minutes</p>	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones								<p>Answer:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Millions</th> <th>Hundred Thousands</th> <th>Ten Thousands</th> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td>5</td> <td>6</td> <td>7</td> <td>2</td> </tr> </tbody> </table>	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones				5	6	7	2
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones																							
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones																							
			5	6	7	2																							
Theme: Numbers and Numeration (M-06-004) <b>CODE AA12</b>	Theme: Numbers and Numeration (M-06-004) <b>CODE AA12</b>																												
Lesson Title: Write and read numbers in words up to 1,000,000	Lesson Title: Write and read numbers in words up to 1,000,000																												
<p>Write the following number in numerals:</p> <p>Nineteen million, four hundred and sixty-five thousand, five hundred and twenty.</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>The number is: <b>19,465,520</b></p>																												

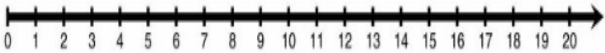
Theme: Numbers and Numeration (M-06-005) <b>CODE AA13</b>	Theme: Numbers and Numeration (M-06-005) <b>CODE AA13</b>																																
Lesson Title: Order numbers using place value and number line	Lesson Title: Order numbers using place value and number line																																
<p>Compare the following numbers and arrange them from least to greatest.</p> <p>14,274,273</p> <p>14,273,723</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p style="padding-left: 40px;">least                      Greatest</p> <p>Order: 14,273,723 ; 14,274,273</p> <p>notice how the two numbers have the same digits in the millions ,hundred thousand and the ten thousand positions. The difference is in the hundred's position. The first number has four hundreds, while the second number has three hundreds</p>																																
Theme: Numbers and Numeration (M-06-005) <b>CODE AA14</b>	Theme: Numbers and Numeration (M-06-005) <b>CODE AA14</b>																																
Lesson Title: Order numbers using place value and number line	Lesson Title: Order numbers using place value and number line																																
<p>Compare the following numbers and arrange them from least to greatest.</p> <p>42734; 5358; 42876; 52287.</p> <p>Tip: Compare the digits of each of the given numbers.</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p><b>Order:</b> 5358; 42734; 42876; 52287</p> <p>Notice:</p> <ul style="list-style-type: none"> <li>-5358 is the smallest number as it has only 4 digits.</li> <li>-52287 is the largest out of all the numbers since it has more ten thousands as compared to 42734 and 42876.</li> <li>- 42734 is smaller than 42876 since 700 is smaller than 800.</li> </ul>																																
Theme: Numbers and Numeration (M-06-005) <b>CODE AA15</b>	Theme: Numbers and Numeration (M-06-005) <b>CODE AA15</b>																																
Lesson Title: Order numbers using place value and number line	Lesson Title: Order numbers using place value and number line																																
<p>Compare the following numbers and arrange them from <b>least to greatest</b> and give a <b>reason</b> for your answer.</p> <p style="text-align: center;">9,886,283 and 582,472.</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p><b>Order:</b> 582,472 ; 9,886,283</p> <p><b>Reason:</b> The number 582,472 is smaller since it does not have millions in its digits.</p>																																
Theme: Numbers and Numeration (M-06-006) <b>CODE AA16</b>	Theme: Numbers and Numeration (M-06-006) <b>CODE AA16</b>																																
Lesson Title: Place value system up to 10,000,000	Lesson Title: Place value system up to 10,000,000																																
<p>Write the following number in the place value table:</p> <p><b>54,999,347</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Ten Millions</th> <th>Millions</th> <th>Hundred thousands</th> <th>Ten thousands</th> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p style="text-align: right;">1½ minutes</p>	Ten Millions	Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones									<p>Answer:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Ten Millions</th> <th>Millions</th> <th>Hundred thousands</th> <th>Ten thousands</th> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>9</td> <td>9</td> <td>9</td> <td>3</td> <td>4</td> <td>7</td> </tr> </tbody> </table>	Ten Millions	Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones	5	4	9	9	9	3	4	7
Ten Millions	Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones																										
Ten Millions	Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones																										
5	4	9	9	9	3	4	7																										


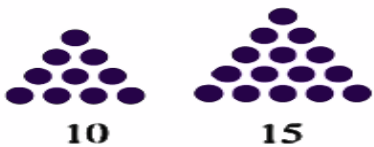
Theme: Numbers and Numeration (M-06-006) <b>CODE AA17</b>	Theme: Numbers and Numeration (M-06-006) <b>CODE AA17</b>																
Lesson Title: Place value system up to 10,000,000	Lesson Title: Place value system up to 10,000,000																
<p>Identify the place value of the digit <b>13</b> in each of the following numbers:</p> <p>a) 13,232,000</p> <p>b) 13,000</p> <p>c) 13</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>a) <b>Ten Millions place:</b> Thirteen million, two hundred and thirty-two thousand.</p> <p>b) <b>Ten Thousands place:</b> Thirteen thousand</p> <p>c) <b>Tens place:</b> Thirteen</p>																
Theme: Numbers and Numeration (M-06-006) <b>CODE AA18</b>	Theme: Numbers and Numeration (M-06-006) <b>CODE AA18</b>																
Lesson Title: Place value system up to 10,000,000	Lesson Title: Place value system up to 10,000,000																
<p>Consider the number 11,261,39 and answer the following questions:</p> <p>a) Write down the place value of the digit <b>11</b></p> <p>b) Write the given number in words</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) The digit 11 is in the <b>Ten millions place.</b></p> <p>b) Eleven million two hundred and sixty-one thousand three hundred ninety.</p>																
Theme: Numbers and Numeration (M-06-006) <b>CODE AA19</b>	Theme: Numbers and Numeration (M-06-006) <b>CODE AA19</b>																
Lesson Title: Place value system up to 10,000,000	Lesson Title: Place value system up to 10,000,000																
<p>Consider the below place value table:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Ten Millions</th> <th>Millions</th> <th>Hundred thousands</th> <th>Ten thousands</th> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>7</td> <td>5</td> <td>3</td> <td>1</td> <td>4</td> <td>6</td> <td>9</td> </tr> </tbody> </table> <p>Write the given number in words.</p> <p style="text-align: right;">2 minutes</p>	Ten Millions	Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones	8	7	5	3	1	4	6	9	<p>Answer:</p> <p>Eighty-seven million, five hundred and thirty-one thousand, four hundred and sixty-nine.</p>
Ten Millions	Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones										
8	7	5	3	1	4	6	9										
Theme: Numbers and Numeration (M-06-09) <b>CODE AA20</b>	Theme: Numbers and Numeration (M-06-09) <b>CODE AA20</b>																
Lesson Title: Compare and order numbers up to 10,000,000.	Lesson Title: Compare and order numbers up to 10,000,000.																
<p>Compare and write the following numbers from least to greatest.</p> <p>29,924,629; 924,371 and 1,924,719</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p style="text-align: center;">least      In between      greatest</p> <p style="text-align: center;">924,371 ; 1,924,719 ; 29,924,629</p>																

Theme: Numbers and Numeration (M-06-0010) <b>CODE AA21</b>	Theme: Numbers and Numeration (M-06-010) <b>CODE AA21</b>
Lesson Title: Write and read numbers in numerals	Lesson Title: Write and read numbers in numerals
<p>Write the following numbers in word.</p> <p>a) 944,997</p> <p>b) 17,171,177</p> <p style="text-align: right;">2½ minutes</p>	<p>Answer:</p> <p>a) nine hundred forty-four thousand, nine hundred ninety-seven</p> <p>b) seventeen million, one hundred seventy-one thousand, one hundred seventy-seven</p>
Theme: N&N Classification of numbers (M-06-041) <b>CODE AA22</b>	Theme: N&N Classification of numbers (M-06-041) <b>CODE AA22</b>
Lesson Title: Identifying and Adding Even and Odd Numbers	Lesson Title: Identifying and Adding Even and Odd Numbers
<p>Briefly describe what is meant by the Following terms:</p> <p>a) Even numbers</p> <p>b) Odd numbers</p> <p style="text-align: right;">1 minute</p>	<p>Answer:</p> <p>a) Any numbers that have a whole number as an answer and no remainder upon division by 2.</p> <p>b) are any numbers that are not even</p>
Theme: N&N Classification of numbers (M-06-041) <b>CODE AA23</b>	Theme: N&N Classification of numbers (M-06-041) <b>CODE AA23</b>
Lesson Title: Identifying and Adding Even and Odd Numbers	Lesson Title: Identifying and Adding Even and Odd Numbers
<p>Identify and list all <b>even</b> and <b>odd numbers</b> confined in the number line below:</p>  <p style="text-align: right;">1 ½ minutes</p>	<p>Answer:</p> <p><b>Even numbers:</b> 2,4,6,8,10.</p> <p><b>Odd numbers:</b> 1,3,5,7,9</p>
Theme: N&N Classification of numbers (M-06-041) <b>CODE AA24</b>	Theme: N&N Classification of numbers (M-06-041) <b>CODE AA24</b>
Lesson Title: Identifying and Adding Even and Odd Numbers	Lesson Title: Identifying and Adding Even and Odd Numbers
<p>In each of the following problems: Identify whether the sum will result to an <b>even</b> or <b>odd number</b>.</p> <p>a) <math>2 + 7</math></p> <p>b) <math>24 + 12</math></p> <p>c) <math>35 + 23</math></p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>a) <math>2(\text{even}) + 7(\text{odd}) = 9(\text{odd})</math></p> <p>b) <math>24(\text{even}) + 12(\text{even}) = 36(\text{even})</math></p> <p>c) <math>35(\text{odd}) + 23(\text{odd}) = 58(\text{even})</math></p>



Theme: N&N Classification of numbers (M-06-042) <b>CODE AA25</b>	Theme: N&N Classification of numbers (M-06-042) <b>CODE AA25</b>
Lesson Title: Prime and Composite Numbers.	Lesson Title: Prime and Composite Numbers.
<p>Briefly describe what is meant by the term : <b>Composite number</b></p> <p style="text-align: right;">30 seconds</p>	<p>Answer:</p> <p>A <b>composite number</b> is a number that can be divisible by more than two numbers.</p>
Theme: N&N Classification of numbers (M-06-042) <b>CODE AA26</b>	Theme: N&N Classification of numbers (M-06-042) <b>CODE AA26</b>
Lesson Title: Prime and Composite Numbers.	Lesson Title: Prime and Composite Numbers.
<p>Briefly describe what is meant by the term: <b>Prime number</b></p> <p style="text-align: right;">30 seconds</p>	<p>Answer:</p> <p>A <b>prime number</b> is a number that can <b>only</b> be divisible by 1 and itself.</p>
Theme: N&N Classification of numbers (M-06-042) <b>CODE AA27</b>	Theme: N&N Classification of numbers (M-06-042) <b>CODE AA27</b>
Lesson Title: Prime and Composite Numbers	Lesson Title: Prime and Composite Numbers
<p>In each of the following: State with reason, whether the following numbers are <b>Composite or Prime numbers.</b></p> <p>a. 2 b. 12 c. 21</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) 2 is a <b>prime number.</b> <b>Reason:</b> The number 2 is only divisible by 1 and itself.</p> <p>b) 12 is a <b>composite number.</b> <b>Reason:</b> The number 12 is divisible by : 1, 2, 3, 4, 6, 12 .</p> <p>c) 21 is a <b>composite number.</b> <b>Reason:</b> The number 21 is divisible by : 1, 3, 7, 21 .</p>
Theme: N&N Classification of numbers (M-06-042) <b>CODE AA28</b>	Theme: N&N Classification of numbers (M-06-042) <b>CODE AA28</b>
Lesson Title: Prime and Composite Numbers	Lesson Title: Prime and Composite Numbers
<p>Determine if the following numbers are <b>composite numbers</b> or <b>prime numbers.</b></p> <p>a) 37 b) 40 c) 91 d) 101</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) prime number. b) composite number. c) composite number. d) prime number.</p>

Theme: N&N Classification of numbers (M-06-043) <b>CODE AA29</b>	Theme: N&N Classification of numbers (M-06-043) <b>CODE AA29</b>
Lesson Title: Prime and Composite Numbers	Lesson Title: Prime and Composite Numbers
<p>Give a brief description about the following terms:</p> <p>a) Factor</p> <p>b) Prime factor</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) <b>Factor</b> – A factor is a number that divides another number, leaving no remainder.</p> <p>b) <b>Prime factor:</b> A factor of a number that happens to be also a prime number.</p>
Theme: N&N Classification of numbers (M-06-044) <b>CODE AA30</b>	Theme: N&N Classification of numbers (M-06-044) <b>CODE AA30</b>
Lesson Title: Prime Factors	Lesson Title: Prime Factors
<p>From the list of factors of the following numbers: identify and write down all prime factors.</p> <p>a) 24</p> <p>b) 21</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>a) Factors of 24: 1, 2, 3, 4, 6, 8, 12 and 24 <b>Prime factors:</b> 2 and 3</p> <p>b) Factors of 21: 1, 3, 7, 21 <b>Prime factors:</b> 3 and 7</p>
Theme: N&N Classification of numbers (M-06-045) <b>CODE AA31</b>	Theme: N&N Classification of numbers (M-06-045) <b>CODE AA31</b>
Lesson Title: Common Factors and Common Multiples	Lesson Title: Common Factors and Common Multiples
<p>Write down all common factors of 8 and 12</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>The factors of 8 are: 1, 2, 4, 8</p> <p>The factors of 12 are: 1, 2, 3, 4, 6, 12</p> <p><b>Answer:</b> The common factors are: 1, 2 and 4</p>
Theme: Algebra; Sequences (M-06-116) <b>CODE AA32</b>	Theme: Algebra; Sequences (M-06-116) <b>CODE AA32</b>
Lesson Title: Sequence of Square Numbers	Lesson Title: Sequence of Square Numbers
<p>a) What is a square number:</p> <p>b) List all square numbers contain in the number line below:</p>  <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>a) A <b>square number</b> is a number that is a square of another number.</p> <p>b) 1, 4, 9 and 16</p>

Theme: Algebra; Sequences (M-06-116) <b>CODE AA33</b>	Theme: Algebra; Sequences (M-06-116) <b>CODE AA33</b>
Lesson Title: Sequence of Square Numbers	Lesson Title: Sequence of Square Numbers
<p>Consider the following sequence of numbers:  <b>4, 9, 16, 25, _____, _____, _____</b></p> <p>Write down the next three terms of the sequence.</p> <p style="text-align: right;">1 minute</p>	<p>Answer:</p> <p><b>Next three terms: 36,49,64.</b></p> <p>Note: This is a sequence of square numbers starting with <math>2^2</math>.</p>
Theme: Algebra; Sequences (M-06-117) <b>CODE AA34</b>	Theme: Algebra; Sequences (M-06-117) <b>CODE AA34</b>
Lesson Title: Rule of Sequences Involving Square Numbers.	Lesson Title: Rule of Sequences Involving Square Numbers.
<p>Consider the following sequence: 1, 4, 9, 16, 25, 36, ...</p> <p>a) Write down the next three terms of the sequence.</p> <p>b) Describe the rule of the sequence in words.</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) <b>Next three terms: 49,64,81</b></p> <p>b) <b>Rule: Square numbers.</b></p>
Theme: Algebra; Sequences (M-06-118) <b>CODE AA35</b>	Theme: Algebra; Sequences (M-06-118) <b>CODE AA35</b>
Lesson Title: Sequence of Cube Numbers	Lesson Title: Sequence of Cube Numbers
<p>a) What is a cube number?</p> <p>b) Use cubed numbers to help complete the pattern below:  3; 10; 29; _____; _____; _____.</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) A cube number is the result of multiplying a number by itself three times.</p> <p>b) <b>Rule: cubed numbers plus 2 each time:</b>  <b>Complete pattern:</b>  3; 10; 29; <b>66; 127; 218.</b></p>
Theme: Algebra; Sequences (M-06-120) <b>CODE AA36</b>	Theme: Algebra; Sequences (M-06-120) <b>CODE AA36</b>
Lesson Title: Sequences Involving Triangular	Lesson Title: Sequences Involving Triangular
<p>a) What is a triangular number?</p> <p>b) The following diagram represents a sequence of triangular numbers: <b>Draw</b> the next two pictures in this sequence.</p> <div style="display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) A triangular number is a number that can be represented by a pattern of dots arranged in an equilateral triangle.</p> <p>b)</p> <div style="display: flex; align-items: center; justify-content: center;">  </div>

Theme: Algebra; Sequences (M-06-120) <b>CODE AA37</b>	Theme: Algebra; Sequences (M-06-120) <b>CODE AA37</b>
Lesson Title: Sequences Involving Triangular Numbers	Lesson Title: Sequences Involving Triangular Numbers
<p>A sequence is made up of 3 times triangular numbers. The first term in the sequence is 3. Find the next five numbers in the sequence.</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>The sequence: 3, 9, 18, 30, 45</p>
Theme: Numbers and Numeration (M-06-013) <b>CODE AA38</b>	Theme: Numbers and Numeration (M-06-013) <b>CODE AA38</b>
Round numbers up to 100,000 to the nearest powers of 10.	Round numbers up to 100,000 to the nearest powers of 10.
<p>Roundoff the following numbers to the indicated place value:</p> <p>a. 112,011; <b>Tens place</b></p> <p>b. 100,473; <b>Hundreds place</b></p> <p>c. 8,477; <b>Thousands place</b></p> <p style="text-align: right;">2½ minutes</p>	<p>Answer:</p> <p>a. 112,010</p> <p>b. 100,500</p> <p>c. 8,500</p>
Theme: N & N Rounding up to 10,000,000 (M-06-014) <b>CODE AA39</b>	Theme: N & N Rounding up to 10,000,000 (M-06-014) <b>CODE AA39</b>
Round numbers up to 100,000 to the nearest powers of 10.	Round numbers up to 100,000 to the nearest powers of 10.
<p>Roundoff the following numbers to the indicated place value:</p> <p>a. 9,126,392; <b>Hundred thousands place</b></p> <p>b. 4,283,163; <b>Ten Thousands place</b></p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>a. 9,100,000</p> <p>b. 4,280,000</p>
Theme: N & N Rounding up to 10,000,000 (M-06-015) <b>CODE AA40</b>	Theme: N & N Rounding up to 10,000,000 (M-06-015) <b>CODE AA40</b>
Round numbers up to 10,000,000 to the nearest powers of 10.	Round numbers up to 10,000,000 to the nearest powers of 10.
<p>Round off the number <b>93,709,426</b> to the indicated place values below:</p> <p>a) To the nearest thousand</p> <p>b) To the nearest million</p> <p>c) To the nearest ten million</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) 93,709,000</p> <p>b) 94,000,000</p> <p>c) 94,000,000</p>

Theme: Everyday Arithmetic Operations (M-06-016) <b>CODE AA41</b>	Theme: Everyday Arithmetic Operations (M-06-016) <b>CODE AA41</b>
Lesson Title: Addition of numbers up to 1,000,000.	Lesson Title: Addition of numbers up to 1,000,000.
<p>Solve the following addition problem:</p> $\begin{array}{r} 4368547 \\ + 3879273 \\ \hline \end{array}$ <p>Tip: add the numbers in each place value from right to left.</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> $\begin{array}{r} 4368547 \\ + 3879273 \\ \hline = 8,247,820 \end{array}$
Theme: Everyday Arithmetic Operations (M-06-017) <b>CODE AA42</b>	Theme: Everyday Arithmetic Operations (M-06-017) <b>CODE AA42</b>
Lesson Title: Subtraction of numbers up to 1,000,000	Lesson Title: Subtraction of numbers up to 1,000,000
<p>Solve the following Subtraction problem:</p> $\begin{array}{r} 3328570 \\ - 1479475 \\ \hline \end{array}$ <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> $\begin{array}{r} 3328570 \\ - 1479475 \\ \hline = 1,849,095 \end{array}$
Theme: Everyday Arithmetic Operations (M-06-018) <b>CODE AA43</b>	Theme: Everyday Arithmetic Operations (M-06-018) <b>CODE AA43</b>
Lesson Title: Multiplication of 3-Digit Numbers by 2-Digit Numbers.	Lesson Title: Multiplication of 3-Digit Numbers by 2-Digit Numbers.
<p>Solve the following multiplication problem:</p> $\begin{array}{r} 342 \\ \times 63 \\ \hline \end{array}$ <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> $\begin{array}{r} 342 \\ \times 63 \\ \hline 1026 \\ + 2052 \\ \hline = 21,546 \end{array}$
Theme: Everyday Arithmetic Operations (M-06-019) <b>CODE AA44</b>	Theme: Everyday Arithmetic Operations (M-06-019) <b>CODE AA44</b>
Lesson Title: Multiplication of 4-Digit Numbers by 2-Digit Numbers.	Lesson Title: Multiplication of 4-Digit Numbers by 2-Digit Numbers.
<p>Solve the following Multiplication problem:</p> $\begin{array}{r} 1242 \\ \times 12 \\ \hline \end{array}$ <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> $\begin{array}{r} 1242 \\ \times 12 \\ \hline 2484 \\ + 1242 \\ \hline = 14,904 \end{array}$

Theme: Everyday Arithmetic Operations (M-06-019) <b>CODE AA45</b>	Theme: Everyday Arithmetic Operations (M-06-019) <b>CODE AA45</b>
Lesson Title: Multiplication of 5-Digit Numbers by 2-Digit Numbers	Lesson Title: Multiplication of 5-Digit Numbers by 2-Digit Numbers
<p>Solve the following Multiplication problem:</p> $\begin{array}{r} 11,632 \\ \times \quad 12 \\ \hline \end{array}$ <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> $\begin{array}{r} 11,632 \\ \times \quad 12 \\ \hline 23264 \\ + 11632 \\ \hline = 139,584 \end{array}$
Theme: Everyday Arithmetic Operations (M-06-020) <b>CODE AA46</b>	Theme: Everyday Arithmetic Operations (M-06-020) <b>CODE AA46</b>
Lesson Title: Multiplication of one-Decimal Place Number by one-Digit Number	Lesson Title: Multiplication of one-Decimal Place Number by one-Digit Number
<p>Solve the following Multiplication problem:</p> $\begin{array}{r} 2.6 \\ \times \quad 4 \\ \hline \end{array}$ <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> $\begin{array}{r} 2.6 \\ \times \quad 4 \\ \hline = 10.4 \end{array}$
Theme: Everyday Arithmetic Operations (M-06-020) <b>CODE AA47</b>	Theme: Everyday Arithmetic Operations (M-06-020) <b>CODE AA47</b>
Lesson Title: Multiplication of 2-Decimal Place Numbers by a one-Digit	Lesson Title: Multiplication of 2-Decimal Place Numbers by a one-Digit
<p>Solve the following Multiplication problem:</p> $\begin{array}{r} 3.40 \\ \times \quad 2 \\ \hline \end{array}$ <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> $\begin{array}{r} 3.40 \\ \times \quad 2 \\ \hline = 6.8 \end{array}$
Theme: Everyday Arithmetic Operations (M-06-021) <b>CODE AA48</b>	Theme: Everyday Arithmetic Operations (M-06-021) <b>CODE AA48</b>
Lesson Title: Multiplication of 3 to 4 Decimal Place Numbers by 2-Digit numbers	Lesson Title: Multiplication of 3 to 4 Decimal Place Numbers by 2-Digit numbers
<p>Solve the following Multiplication problem:</p> $\begin{array}{r} 1.2003 \\ \times \quad 12 \\ \hline \end{array}$ <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> $\begin{array}{r} 1.2003 \\ \times \quad 12 \\ \hline = 14.4036 \end{array}$

Theme: Everyday Arithmetic Operations (M-06-025) <b>CODE AA49</b>	Theme: Everyday Arithmetic Operations (M-06-025) <b>CODE AA49</b>
Lesson Title: Division of 3 and 4-Digit Numbers by 2-Digit Numbers	Lesson Title: Division of 3 and 4-Digit Numbers by 2-Digit Numbers
<p>Solve the following long division problem:</p> $20 \overline{)888}$ <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> $\begin{array}{r} 44 \\ 20 \overline{)888} \\ - 80 \\ \hline 88 \\ - 80 \\ \hline 8 \end{array}$ <p><b>Answer: 44</b></p>
Theme: Everyday Arithmetic Multiplication by 10 (M-06-031) <b>CODE AA50</b>	Theme: Everyday Arithmetic Multiplication by 10 (M-06-031) <b>CODE AA50</b>
Lesson Title: Multiplication of Whole Numbers by 10	Lesson Title: Multiplication of Whole Numbers by 10
<p>Solve the following long multiplication problem:</p> $\begin{array}{r} 20 \\ \times 10 \\ \hline \end{array}$ <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> $\begin{array}{r} 20 \\ \times 10 \\ + 000 \\ \hline 20 \\ = 200 \end{array}$
Theme: Everyday Arithmetic Subtraction (M-06-037) <b>CODE AA51</b>	Theme: Everyday Arithmetic Multiplication (M-06-037) <b>CODE AA51</b>
Lesson Title: Word Problems Involving the 4 Operations	Lesson Title: Word Problems Involving the 4 Operations
<p>Solve the following word problem:</p> <p>Lisa has 6 apples in the morning, she eats 2 before lunch time. How many apples is she left with by lunch time?</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>This can be identified as a <b>Subtraction</b> problem.</p> $\begin{array}{r} 6 \text{ apples} \\ - 2 \text{ apples} \\ \hline = 4 \text{ apples} \end{array}$ <p><b>Answer</b> :Lisa is left with 4 apples by lunch time.</p>
Theme: Everyday Arithmetic Multiplication (M-06-038) <b>CODE AA52</b>	Theme: Everyday Arithmetic Multiplication (M-06-038) <b>CODE AA52</b>
Lesson Title: Word Problems Involving the 4 Operations.	Lesson Title: Word Problems Involving the 4 Operations.
<p>Solve the following word problem:</p> <p>Each classroom has 20 desks. How many desks are there in 16 classrooms?</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>This can be identified as a <b>Multiplication</b> problem.</p> $\begin{array}{r} 20 \text{ desks} \\ \times 16 \text{ desks} \\ \hline 320 \text{ desks} \end{array}$ <p><b>Answer</b>: The are 320 desks in 16 classrooms.</p>

Everyday Arithmetic Multiplication & Division (M-06-040) <b>CODE AA53</b>	Everyday Arithmetic Multiplication & Division (M-06-040) <b>CODE AA53</b>
Lesson Title: Place Value of Decimal Numbers	Lesson Title: Place Value of Decimal Numbers
<p>In each of the following numbers, identify the place value of the digit 3.</p> <p>a) 654.390</p> <p>b) 71,640.003</p> <p>c) 23,567.94</p> <p style="text-align: right;">2½ minutes</p>	<p>Answer:</p> <p>a) tenth's place.</p> <p>b) hundredth's place.</p> <p>c) Thousand's place.</p>
Everyday Arithmetic: Decimals and Fractions (M-06-086) <b>CODE AA54</b>	Everyday Arithmetic Multiplication & Division (M-06-086) <b>CODE AA54</b>
Lesson Title: Fractions with Denominators of 10 or 100 (Revision)	Lesson Title: Place Value of Decimal Numbers
<p>Find equivalent fractions with denominators of 100 and 1000 for each of the following fractions:</p> <p>a) <math>\frac{1}{4}</math></p> <p>b) <math>\frac{3}{4}</math></p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a)</p> $\frac{1 \times 25}{4 \times 25} = \frac{25}{100}, \quad \frac{1 \times 250}{4 \times 250} = \frac{250}{1000}$ <p>b)</p> $\frac{3 \times 25}{4 \times 25} = \frac{75}{100}, \quad \frac{3 \times 250}{4 \times 250} = \frac{750}{1000}$
Everyday Arithmetic: Decimals and Fractions (M-06-086) <b>CODE AA55</b>	Everyday Arithmetic Multiplication & Division (M-06-086) <b>CODE AA55</b>
Lesson Title: Fractions with Denominators of 10 or 100 (Revision)	Lesson Title: Place Value of Decimal Numbers
<p>Find equivalent fractions with denominators of 10, 100 and 1000 for each of the following fractions:</p> <p>a) <math>\frac{2}{5}</math></p> <p>b) <math>\frac{4}{5}</math></p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a)</p> $\frac{2 \times 2}{5 \times 2} = \frac{4}{10}, \quad \frac{2 \times 20}{5 \times 20} = \frac{40}{100}, \quad \frac{2 \times 200}{5 \times 200} = \frac{400}{1000}$ <p>b)</p> $\frac{4 \times 2}{5 \times 2} = \frac{8}{10}, \quad \frac{4 \times 20}{5 \times 20} = \frac{80}{100}, \quad \frac{4 \times 200}{5 \times 200} = \frac{800}{1000}$
Decimals and Fractions (M-06-086 to M-06-087) <b>CODE AA56</b>	Everyda Decimals and Fractions (M-06-086 to M-06-087) <b>CODE AA56</b>
Lesson Title: Fractions with Denominators of 10 or 100 (Revision)	Lesson Title: Place Value of Decimal Numbers
<p>Find equivalent fractions with denominators of 10, 100 and 1000 for the following numbers:</p> <p>a) 3</p> <p>b) 2</p> <p style="text-align: right;">1 minute</p>	<p>Answer:</p> <p>a)</p> $3 \times \frac{10}{10} = \frac{30}{10}, \quad 3 \times \frac{100}{100} = \frac{300}{100}, \quad 3 \times \frac{1000}{1000} = \frac{3000}{1000}$ <p>b)</p> $2 \times \frac{10}{10} = \frac{20}{10}, \quad 2 \times \frac{100}{100} = \frac{200}{100}, \quad 2 \times \frac{1000}{1000} = \frac{2000}{1000}$



Everyday Arithmetic: Decimals and Fractions (M-06-088) <b>CODE AA57</b>	Everyday Arithmetic: Decimals and Fractions (M-06-088) <b>CODE AA57</b>
Lesson Title: Fractions as Decimals and Vice Versa	Lesson Title: Fractions as Decimals and Vice Versa
<p>Convert the following fractions to decimal numbers:</p> <p>a) <math>\frac{17}{10}</math></p> <p>b) <math>\frac{17}{100}</math></p> <p style="text-align: right;">1 minute</p>	<p>Answer:</p> <p>a) <math>\frac{17}{10} = 1.7</math></p> <p>b) <math>\frac{17}{100} = 0.17</math></p>
Everyday Arithmetic: Decimals and Fractions (M-06-088) <b>CODE AA58</b>	Everyday Arithmetic: Decimals and Fractions (M-06-088) <b>CODE AA58</b>
Lesson Title: Fractions as Decimals and Vice Versa	Lesson Title: Fractions as Decimals and Vice Versa
<p>Convert the following fractions to decimal numbers:</p> <p>a) 0.40</p> <p>b) 2.37</p> <p style="text-align: right;">1 minute</p>	<p>Answer:</p> <p>a) <math>0.40 \times \frac{100}{100} = \frac{40}{100} = \frac{1}{25}</math></p> <p>b) <math>2.37 \times \frac{100}{100} = \frac{237}{100}</math></p>
Everyday Arithmetic: Decimals and Fractions (M-06-089) <b>CODE AA59</b>	Everyday Arithmetic: Decimals and Fractions (M-06-089) <b>CODE AA59</b>
Lesson Title: Ordering Fractions and Decimals	Lesson Title: Ordering Fractions and Decimals
<p>Arrange the following set fractions in order from the smallest to the biggest:</p> <p><math>\frac{5}{8}, \frac{5}{10}, \frac{5}{100}</math></p> <p style="text-align: right;">30 seconds</p>	<p>Answer:</p> <p>a)</p> $\frac{5}{100}, \frac{5}{10}, \frac{5}{8}$
Everyday Arithmetic: Decimals and Fractions (M-06-089) <b>CODE AA60</b>	Everyday Arithmetic: Decimals and Fractions (M-06-089) <b>CODE AA60</b>
Lesson Title: Ordering Fractions and Decimals	Lesson Title: Ordering Fractions and Decimals
<p>Consider the set following set of fractions :</p> <p><math>\frac{4}{5}, \frac{17}{20}, \frac{3}{4}</math></p> <p>a) Convert the above fractions to decimal numbers.</p> <p>b) Hence order the fractions in ascending order: (from smallest to largest.)</p> <p>Tip: First convert the fractions to have a denominator of base <math>10^2</math></p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) <math>\frac{3}{4} = \frac{3 \times 25}{4 \times 25} = \frac{75}{100} = 0.75</math></p> <p><math>\frac{4}{5} = \frac{4 \times 20}{5 \times 20} = \frac{80}{100} = 0.80</math></p> <p><math>\frac{17}{20} = \frac{17 \times 5}{20 \times 5} = \frac{85}{100} = 0.85</math></p> <p>b) <i>In ascending order:</i> <math>\frac{3}{4}, \frac{4}{5}, \frac{17}{20}</math></p>

Everyday Arithmetic: Decimals and Fractions (M-06-089) <b>CODE AA61</b>	Everyday Arithmetic: Decimals and Fractions (M-06-089) <b>CODE AA61</b>
Lesson Title: Ordering Fractions and Decimals	Lesson Title: Ordering Fractions and Decimals
<p>Arrange the following numbers in order from smallest to largest:</p> $\frac{2}{5}, 0.2, \frac{3}{8}, 0.45, \frac{1}{2}$ <p>Tip: compare all the numbers in decimal notation.</p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>Ascending order : <b>0.2</b>; <math>\frac{3}{8}</math> ; <math>\frac{2}{5}</math> ; <b>0.45</b> ; <math>\frac{1}{2}</math></p>
Theme: Number and Numeration (Fractions) (M-06-071) <b>CODE AA62</b>	Theme: Number and Numeration (Fractions) (M-06-071) <b>CODE AA62</b>
Lesson Title: Like Fractions with Denominators up to 12 (Revision)	Lesson Title: Like Fractions with Denominators up to 12 (Revision)
<p>Arrange the following like fractions in order from smallest to largest:</p> <p>a) <math>\frac{3}{5}; \frac{1}{5}; \frac{7}{5}; \frac{4}{5}</math></p> <p>b) <math>\frac{1}{11}; \frac{11}{11}; \frac{2}{11}; \frac{9}{11}</math></p> <p>c) <math>\frac{10}{12}; \frac{5}{12}; \frac{4}{12}; \frac{7}{12}</math></p> <p style="text-align: right;">2 ½ minutes</p>	<p>Answer:</p> <p>a) <math>\frac{1}{5}; \frac{3}{5}; \frac{4}{5}; \frac{7}{5}</math></p> <p>b) <math>\frac{1}{11}; \frac{2}{11}; \frac{9}{11}; \frac{11}{11}</math></p> <p>c) <math>\frac{4}{12}; \frac{5}{12}; \frac{7}{12}; \frac{10}{12}</math></p>
Everyday Number and Numeration (Fractions) (M-06-071) <b>CODE AA63</b>	Everyday Number and Numeration (Fractions) (M-06-071) <b>CODE AA63</b>
Lesson Title: Like Fractions with Denominators up to 12 (Revision)	Lesson Title: Like Fractions with Denominators up to 12 (Revision)
<p>Refer to the following fraction <math>\frac{2}{5}</math> when answering the questions below:</p> <p>a) What value represents the denominator of this fraction?</p> <p>b) What value represents numerator of this fraction?</p> <p style="text-align: right;">30 seconds</p>	<p>Answer:</p> <p>a) <b>5</b> represents the denominator</p> <p>b) <b>2</b> represents the numerator.</p>
Everyday Number and Numeration (Fractions) (M-06-071) <b>CODE AA64</b>	Everyday Number and Numeration (Fractions) (M-06-071) <b>CODE AA64</b>
Lesson Title: Like Fractions with Denominators up to 12 (Revision)	Lesson Title: Like Fractions with Denominators up to 12 (Revision)
<p>Briefly describe what is meant by the term : <b>Like Fractions</b></p> <p style="text-align: right;">30 seconds</p>	<p>Answer:</p> <p>Like fractions are fractions with the same denominator value.</p> <p>E.g. : <math>\frac{1}{5}, \frac{3}{5}, \frac{7}{5}</math></p>

Everyday Number and Numeration (Fractions) (M-06-071) <b>CODE AA65</b>	Everyday Number and Numeration (Fractions) (M-06-071) <b>CODE AA65</b>
Lesson Title: Like Fractions with Denominators up to 12 (Revision)	Lesson Title: Like Fractions with Denominators up to 12 (Revision)
<p>Determine which of the following sequence of fractions are like fractions:</p> <p>i) <math>\frac{1}{3}, \frac{3}{2}, \frac{7}{9}</math></p> <p>ii) <math>\frac{2}{7}, \frac{4}{7}, \frac{8}{7}</math></p> <p>iii) <math>\frac{3}{4}, \frac{3}{5}, \frac{7}{8}</math></p> <p style="text-align: right;">1 minute</p>	<p>Answer:</p> <p>Only sequence ii) <math>\frac{2}{7}, \frac{4}{7}, \frac{8}{7}</math></p>
Everyday Number and Numeration (Fractions) (M-06-071) <b>CODE AA66</b>	Everyday Number and Numeration (Fractions) (M-06-071) <b>CODE AA66</b>
Lesson Title: Like Fractions with Denominators up to 12 (Revision)	Lesson Title: Like Fractions with Denominators up to 12 (Revision)
<p>Arrange the following like fractions in order from smallest to largest:</p> $\frac{3}{11}, \frac{9}{11}, \frac{2}{11}, \frac{7}{11}$ <p style="text-align: right;">1 minute</p>	<p>Answer:</p> <p>From smallest to largest: <math>\frac{2}{11}, \frac{3}{11}, \frac{7}{11}, \frac{9}{11}</math></p>
Everyday Number and Numeration (Fractions) (M-06-073) <b>CODE AA67</b>	Everyday Number and Numeration (Fractions) (M-06-073) <b>CODE AA67</b>
Lesson Title: Mixed Number and Improper Fractions	Lesson Title: Mixed Number and Improper Fractions
<p>Convert the following mixed fractions into improper fractions</p> <p>a) <math>2\frac{3}{5}</math></p> <p>b) <math>3\frac{2}{7}</math></p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) <math>2\frac{3}{5} = \frac{2 \times 5 + 3}{5} = \frac{13}{5}</math></p> <p>b) <math>3\frac{2}{7} = \frac{3 \times 7 + 2}{7} = \frac{23}{7}</math></p>
Everyday Number and Numeration (Fractions) (M-06-074) <b>CODE AA68</b>	Everyday Number and Numeration (Fractions) (M-06-074) <b>CODE AA68</b>
Lesson Title: Mixed Number and Improper Fractions	Lesson Title: Mixed Number and Improper Fractions
<p>Convert the following improper fractions to mixed fractions.</p> <p>a) <math>\frac{79}{9}</math></p> <p>b) <math>\frac{49}{9}</math></p> <p style="text-align: right;">2 minutes</p>	<p>Answer:</p> <p>a) <math>\frac{79}{9} = 8\frac{7}{9}</math></p> <p>b) <math>\frac{49}{9} = 5\frac{4}{9}</math></p>

Everyday Number and Numeration (Fractions) (M-06-075) <b>CODE AA69</b>	Everyday Number and Numeration (Fractions) (M-06-075) <b>CODE AA69</b>
Lesson Title: Expressing Fractions in their Lowest Form	Lesson Title: Expressing Fractions in their Lowest Form
Reduce the following proper fractions into their lowest form:  a) $\frac{2}{7}$  b) $\frac{7}{14}$  c) $\frac{8}{36}$  3 minutes	Answer:  a) $\frac{2}{7}$ already on its simplest form  b) $\frac{7}{14} = \frac{7 \div 7}{14 \div 7} = \frac{1}{2}$  c) $\frac{8}{36} = \frac{8 \div 4}{36 \div 4} = \frac{1}{9}$
Everyday Arithmetic Fractions (Fractions) (M-06-076) <b>CODE AA70</b>	Everyday Arithmetic Fractions (Fractions) (M-06-076) <b>CODE AA70</b>
Lesson Title: Addition and Subtraction of Fractions	Lesson Title: Addition and Subtraction of Fractions
Solve the following problems on addition and subtraction of fractions and leave your final answer in the <b>simplest form</b> :  a) $\frac{1}{2} + \frac{3}{5}$  b) $\frac{4}{6} - \frac{4}{7}$  c) $\frac{1}{3} + \frac{4}{3} - \frac{3}{5}$  3 minutes	Answer:  a) $\frac{1}{2} + \frac{3}{5} = \frac{1 \times 5 + 3 \times 2}{2 \times 5} = \frac{11}{10}$  b) $\frac{4}{6} - \frac{4}{7} = \frac{2}{3} - \frac{4}{7} = \frac{2 \times 7 - 4 \times 3}{3 \times 7} = \frac{2}{21}$  c) $\frac{1}{3} + \frac{4}{3} - \frac{3}{5} = \frac{5}{3} - \frac{3}{5} = \frac{5 \times 5 - 3 \times 3}{3 \times 5} = \frac{16}{15}$
Everyday Arithmetic Fractions (Fractions) (M-06-077) <b>CODE AA71</b>	Everyday Arithmetic Fractions (Fractions) (M-06-077) <b>CODE AA71</b>
Lesson Title: Multiplication of Fractions	Lesson Title: Multiplication of Fractions
Solve the following problems on multiplication of fractions and leave your final answer in the <b>simplest form</b> :  a) $\frac{1}{3} \times \frac{3}{5}$  b) $\frac{2}{8} \times \frac{4}{7}$  2 minutes	Answer:  a) $\frac{1}{3} \times \frac{3}{5} = \frac{1 \times 3}{3 \times 5} = \frac{1}{5}$  b) $\frac{2}{8} \times \frac{4}{7} = \frac{1}{4} \times \frac{4}{7} = \frac{1 \times 4}{4 \times 7} = \frac{1}{7}$
Everyday Arithmetic Fractions (Fractions) (M-06-078) <b>CODE AA72</b>	Everyday Arithmetic Fractions (Fractions) (M-06-078) <b>CODE AA72</b>
Lesson Title: Division of Fractions	Lesson Title: Division of Fractions
Solve the following problems on division of fractions and leave your final answer in the <b>simplest form</b> :  a) $\frac{3}{2} \div \frac{3}{5}$  b) $\frac{2}{7} \div \frac{1}{11}$  3 minutes	Answer:  a) $\frac{3}{2} \div \frac{3}{5} = \frac{3}{2} \times \frac{5}{3} = \frac{3 \times 5}{2 \times 3} = \frac{5}{2}$  b) $\frac{2}{7} \div \frac{1}{11} = \frac{2}{7} \times \frac{11}{1} = \frac{2 \times 11}{7 \times 1} = \frac{22}{7}$

Everyday Arithmetic Fractions (Fractions) (M-06-080) <b>CODE AA73</b>	Everyday Arithmetic Fractions (Fractions) (M-06-080) <b>CODE AA73</b>
Lesson Title: Word Problems in Fractions	Lesson Title: Word Problems in Fractions
<p>Solve the following word problem:</p> <p>David is having a wedding in two weeks' time. He has managed to save up LE 280,200 to spend on his big day.</p> <p>If he spends <math>\frac{1}{3}</math> on music, <math>\frac{2}{5}</math> on food and <math>\frac{1}{4}</math> on drinks.</p> <p>How much money is he left with after the wedding day.</p> <p style="text-align: right;">3 minutes</p>	<p>Answer:</p> $\text{Wedding expenses} = \left(\frac{1}{3} + \frac{2}{5} + \frac{1}{4}\right) \text{LE } 280,200$ $= \left(\frac{59}{60}\right) \text{LE } 280,200 = \text{LE } 275,530$ <p>Money after wedding = Wedding budget – Wedding expenses.</p> $= \text{LE } 280,200 - \text{LE } 275,530$ $= \text{LE } 4,670$ <p>David is left with <b>LE 4,670</b> after the wedding day.</p>
Numbers and Numeration; Decimals and Percentages (M-06-096) <b>CODE AA74</b>	Numbers and Numeration; Decimals and Percentages (M-06-096) <b>CODE AA74</b>
Lesson Title: Conversion from Fractions to Decimals	Lesson Title: Conversion from Fractions to Decimals
<p>Convert the fraction <math>\frac{7}{18}</math> into a decimal:</p> <p>Tip: Use long division.</p> <p style="text-align: right;">3 minutes</p>	<p>Answer:</p> $\begin{array}{r} 0.388 \\ 18 \overline{) 7.000} \\ \underline{- 0} \phantom{00} \\ 70 \\ \underline{- 54} \phantom{0} \\ 160 \\ \underline{- 144} \phantom{0} \\ 160 \\ \underline{- 144} \phantom{0} \\ 16 \end{array}$ <p><b>Answer: 0.388</b></p>
Numbers and Numeration; Decimals and Percentages (M-06-097) <b>CODE AA75</b>	Numbers and Numeration; Decimals and Percentages (M-06-097) <b>CODE AA75</b>
Lesson Title: Conversion from Decimals to Fractions	Lesson Title: Conversion from Decimals to Fractions
<p>Convert the following decimals into simple fractions:</p> <p>a) 2.05</p> <p>b) 0.25</p> <p style="text-align: right;">3 minutes</p>	<p>Answer:</p> <p>a) <math>2.05 = \frac{205}{100} = \frac{205 \div 5}{100 \div 5} = \frac{41}{20}</math></p> <p>b) <math>0.25 = \frac{25}{100} = \frac{25 \div 25}{100 \div 25} = \frac{1}{4}</math></p>
Numbers and Numeration; Decimals and Percentages (M-06-098) <b>CODE AA76</b>	Numbers and Numeration; Decimals and Percentages (M-06-098) <b>CODE AA76</b>
Conversion from Fractions to Percentages and from Percentages to Fractions	Conversion from Fractions to Percentages and from Percentages to Fractions
<p>Complete the below conversion problems:</p> <p>a) Convert the fraction <math>\frac{1}{25}</math> into percentage.</p> <p>b) Convert 50% into a simple fraction.</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>a) <math>\frac{1}{25} = \frac{1}{25} \times 100 = 4\%</math></p> <p>b) <math>50\% = \frac{50 \div 50}{100 \div 50} = \frac{1}{2}</math></p>

Numbers and Numeration; Decimals and Percentages (M-06-099) <b>CODE AA77</b>	Numbers and Numeration; Decimals and Percentages (M-06-099) <b>CODE AA77</b>
Lesson Title: Conversion from Percentages to Decimals	Lesson Title: Conversion from Percentages to Decimals
<p>Convert the following percentages into decimals:</p> <p>a) 18%</p> <p>b) 122%</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>a) <math>18\% = \frac{18}{100} = \mathbf{0.18}</math></p> <p>b) <math>122\% = \frac{122}{100} = \mathbf{1.22}</math></p>
Numbers and Numeration; Decimals and Percentages (M-06-100) <b>CODE AA78</b>	Numbers and Numeration; Decimals and Percentages (M-06-0100) <b>CODE AA78</b>
Lesson Title: Conversion from Decimals to Percentages	Lesson Title: Conversion from Decimals to Percentages
<p>Convert the following decimals into percentages:</p> <p>a) 0.36</p> <p>b) 1.25</p> <p style="text-align: right;">1½ minutes</p>	<p>Answer:</p> <p>a) <math>0.36 = 0.36 \times \frac{100}{100} = \frac{36}{100} = \mathbf{36\%}</math></p> <p>b) <math>1.25 = 1.25 \times \frac{100}{100} = \frac{125}{100} = \mathbf{125\%}</math></p>