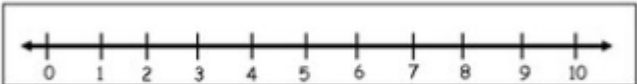**Sierra Leone**

WINNING TEAMS: Mathematics

Questions for teams

Primary 6 (Term 1) to support JSS1 Term 1

Leh Wi Lan

Theme : Numbers and Numeration (M-06-001) **CODE AA1**	Theme : Numbers and Numeration (M-06-003) **CODE AA5**
Lesson Title: Place value system up to 1,000,000	Lesson Title: Write and read numbers in numerals up to 1,000,000.
1) In the number **284**, identify the ones digit, the tens digit, and the hundreds digit. 2) In the number **500**, identify the ones digit, the tens digit, and the hundreds digit 1 minute	Which of the following answers is correct for reading the number **77**? (a) ninety-seven (b) seventy-seven (c) seven (d) seven hundred and seven 30 seconds
Theme : Numbers and Numeration (M-06-001) **CODE AA2**	Theme : Numbers and Numeration (M-06-03) **CODE AA6**
Lesson Title: Place value system up to 1,000,000	Lesson Title: Write and read numbers in numerals up to 1,000,000
Identify the ones, tens, hundreds, and thousands digit in the number **9,499.** a. The ones digit b. The tens digit c. The hundreds digit d. The thousands digit 2 minutes	Consider the following number below: **Two thousand, seven hundred fifty-nine.** a) Write down this number numerically. b) Represent this number in the place value table below: <table><tr><td>Thousands</td><td>Hundreds</td><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> 1½ minutes
Theme : Numbers and Numeration (M-06-001) **CODE AA3**	Theme : Numbers and Numeration (M-06-003) **CODE AA7**
Lesson Title: Place value system up to 1,000,000	Lesson Title: Write and read numbers in numerals up to 1,000,000
Consider the number 9,499. Show how this number breaks down digit by digit 1½ minutes	Represent the number*:* ***Three hundred and fifty thousand, seven hundred and one*** in the place value table below: <table><tr><td>Hundred thousands</td><td>Ten thousands</td><td>Thousands</td><td>Hundreds</td><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> 1½ minutes
Theme : Numbers and Numeration (M-06-001) **CODE AA4**	Theme : Numbers and Numeration (M-06-003) **CODE AA8**
Lesson Title: Place value system up to 1,000,000	Lesson Title: Write and read numbers in numerals up to 1,000,000
Consider the number 1**,451,921** Show how this number breaks down digit by digit Tip: Use the place value table. 1½ minutes	Consider the number ***1,700,546*** and answer the following questions: a) Write down this number in words? b) How many ten thousands are there in this number? 2 minutes

Theme: Numbers and Numeration (M-06-004) **CODE AA9**	Theme: Numbers and Numeration (M-06-005) **CODE AA13**
Lesson Title: Write and read numbers in words up to 1,000,000	Lesson Title: Order numbers using place value and number line

Write the following numbers as numerals:

a) Five hundred and twenty-One thousand, one hundred and eighty-two

b) One million, eight hundred ninety-nine thousand, nine hundred and ninety-seven

2 minutes

Compare the following numbers and arrange them from least to greatest.

14,274,273

14,273,723

2 minutes

Theme: Numbers and Numeration (M-06-004) **CODE AA10**	Theme: Numbers and Numeration (M-06-005) **CODE AA14**
Lesson Title: Write and read numbers in words up to 1,000,000	Lesson Title: Order numbers using place value and number line

Write down the following numbers in words:

a) 1 00 000

b) 3,504,043

2 minutes

Compare the following numbers and arrange them from least to greatest.

42734; 5358; 42876; 52287.

Tip: Compare the digits of each of the given numbers.

1½ minutes

Theme: Numbers and Numeration (M-06-004) **CODE AA11**	Theme: Numbers and Numeration (M-06-005) **CODE AA15**
Lesson Title: Write and read numbers in words up to 1,000,000	Lesson Title: Order numbers using place value and number line

Copy the below table on your answer sheet and complete the following question:

Place the number **5,672** in the table and show the value of each digit.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

1½ minutes

Compare the following numbers and arrange them from **least to greatest** and give a **reason** for your answer.

9,886,283 and 582,472.

1½ minutes

Theme: Numbers and Numeration (M-06-004) **CODE AA12**	Theme: Numbers and Numeration (M-06-006) **CODE AA16**
Lesson Title: Write and read numbers in words up to 1,000,000	Lesson Title: Place value system up to 10,000,000

Write the following number in numerals:

Nineteen million, four hundred and sixty-five thousand, five hundred and twenty.

2 minutes

Write the following number in the place value table:
54,999,347

Ten Millions	Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones

1½ minutes

Theme: Numbers and Numeration (M-06-006) **CODE AA17**	Theme: Numbers and Numeration (M-06-0010) **CODE AA21**
Lesson Title: Place value system up to 10,000,000	Lesson Title: Write and read numbers in numerals
Identify the place value of the digit **13** in each of the following numbers: a) 13,232,000 b)13,000 c) 13 1½ minutes	Write the following numbers in word. a) 944,997 b) 17,171,177 2½ minutes
Theme: Numbers and Numeration (M-06-006) **CODE AA18**	Theme: N&N Classification of numbers (M-06-041) **CODE AA22**
Lesson Title: Place value system up to 10,000,000	Lesson Title: Identifying and Adding Even and Odd Numbers
Consider the number 11,261,39 and answer the following questions: a) Write down the place value of the digit **11** b) Write the given number in words 2 minutes	Briefly describe what is meant by the Following terms: a) Even numbers b) Odd numbers 1 minute
Theme: Numbers and Numeration (M-06-006) **CODE AA19**	Theme: N&N Classification of numbers (M-06-041) **CODE AA23**
Lesson Title: Place value system up to 10,000,000	Lesson Title: Identifying and Adding Even and Odd Numbers

Consider the below place value table:

Ten Millions	Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
8	7	5	3	1	4	6	9

Write the given number in words.

2 minutes

Identify and list all **even** and **odd numbers** confined in the number line below:

1 ½ minutes

Theme: Numbers and Numeration (M-06-09) **CODE AA20**	Theme: N&N Classification of numbers (M-06-041) **CODE AA24**
Lesson Title: Compare and order numbers up to 10,000,000.	Lesson Title: Identifying and Adding Even and Odd Numbers
Compare and write the following numbers from least to greatest. 29,924,629; 924,371 and 1,924,719 1½ minutes	In each of the following problems: Identify whether the sum will result to an **even** or **odd number**. $a)\ 2 + 7$ $b)\ 24 + 12$ $c)\ 35 + 23$ 1½ minutes

Theme: N&N Classification of numbers (M-06-042) CODE AA25	**Theme: N&N Classification of numbers (M-06-043) CODE AA29**
Lesson Title: Prime and Composite Numbers.	Lesson Title: Prime and Composite Numbers
Briefly describe what is meant by the term : **Composite number** 30 seconds	Give a brief description about the following terms: a) Factor b) Prime factor 2 minutes
Theme: N&N Classification of numbers (M-06-042) CODE AA26	**Theme: N&N Classification of numbers (M-06-044) CODE AA30**
Lesson Title: Prime and Composite Numbers.	Lesson Title: Prime Factors
Briefly describe what is meant by the term: **Prime number** 30 seconds	From the list of factors of the following numbers: identify and write down all prime factors. a) **24** b) **21** 1½ minutes
Theme: N&N Classification of numbers (M-06-042) CODE AA27	**Theme: N&N Classification of numbers (M-06-045) CODE AA31**
Lesson Title: Prime and Composite Numbers	Lesson Title: Common Factors and Common Multiples
In each of the following: State with reason, whether the following numbers are **Composite** or **Prime numbers**. a. 2 b. 12 c. 21 1½ minutes	Write down all common factors of 8 and 12 1½ minutes
Theme: N&N Classification of numbers (M-06-042) CODE AA28	**Theme: Algebra; Sequences (M-06-116) CODE AA32**
Lesson Title: Prime and Composite Numbers	Lesson Title: Sequence of Square Numbers
Determine if the following numbers are **composite numbers** or **prime numbers.** a) 37 b) 40 c) 91 d) 101 1½ minutes	a) What is a square number: b) List all square numbers contain in the number line below: 1½ minutes

Theme: Algebra; Sequences (M-06-116) CODE AA33	**Theme: Algebra; Sequences (M-06-120) CODE AA37**
Lesson Title: Sequence of Square Numbers	Lesson Title: Sequences Involving Triangular Numbers
Consider the following sequence of numbers: **4, 9, 16, 25, ___, ___, ___** Write down the next three terms of the sequence. 1 minute	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. 1½ minutes
Theme: Algebra; Sequences (M-06-117) CODE AA34	**Theme: Numbers and Numeration (M-06-013) CODE AA38**
Lesson Title: Rule of Sequences Involving Square Numbers.	Round numbers up to 100,000 to the nearest powers of 10.
Consider the following sequence: 1, 4, 9, 16, 25, 36, ... a)Write down the next three terms of the sequence. b)Describe the rule of the sequence in words. 2 minutes	Roundoff the following numbers to the indicated place value: a. 112,011; **Tens place** b. 100,473; **Hundreds place** c. 8,477; **Thousands place** 2½ minutes
Theme: Algebra; Sequences (M-06-118) CODE AA35	**Theme: N & N Rounding up to 10,000,000 (M-06-014) CODE AA39**
Lesson Title: Sequence of Cube Numbers	Round numbers up to 100,000 to the nearest powers of 10.
a) What is a cube number? b) Use cubed numbers to help complete the pattern below: 3; 10; 29; __; ___; ___ . 2 minutes	Roundoff the following numbers to the indicated place value: a. 9,126,392; **Hundred thousands place** b. 4,283,163; **Ten Thousands place** 1½ minutes
Theme: Algebra; Sequences (M-06-120) CODE AA36	**Theme: N & N Rounding up to 10,000,000 (M-06-015) CODE AA40**
Lesson Title: Sequences Involving Triangular	Round numbers up to 10,000,000 to the nearest powers of 10.
a) What is a triangular number? b) The following diagram represents a sequence of triangular numbers: **Draw** the next two pictures in this sequence. 1 3 6 ,_____,_____ 2 minutes	Round off the number **93,709,426** to the indicated place values below: a) To the nearest thousand b) To the nearest million c) To the nearest ten million 2 minutes

Theme: Everyday Arithmetic Operations (M-06-016) **CODE AA41**	Theme: Everyday Arithmetic Operations (M-06-019) **CODE AA45**
Lesson Title: Addition of numbers up to 1,000,000.	Lesson Title: Multiplication of 5-Digit Numbers by 2-Digit Numbers

Solve the following addition problem:

```
   4 3 6 8 5 4 7
 + 3 8 7 9 2 7 3
 _____
```

Tip: add the numbers in each place value from right to left.

2 minutes

Solve the following Multiplication problem:

```
        11, 6 3 2
   x        1 2
   _____
```

2 minutes

Lesson Title: Subtraction of numbers up to 1,000,000

Solve the following Subtraction problem:

```
     3 3 2 8 5 7 0
  -  1 4 7 9 4 7 5
  _____
```

2 minutes

Lesson Title: Multiplication of one-Decimal Place Number by one-Digit Number

Solve the following Multiplication problem:

```
        2 . 6
   x        4
   _____
```

2 minutes

Lesson Title: Multiplication of 3-Digit Numbers by 2-Digit Numbers.

Solve the following multiplication problem:

```
          3 4 2
   x          63
   _____
                .
```

2 minutes

Lesson Title: Multiplication of 2-Decimal Place Numbers by a one-Digit

Solve the following Multiplication problem:

```
         3. 4 0
   x          2
   _____
```

2 minutes

Lesson Title: Multiplication of 4-Digit Numbers by 2-Digit Numbers.

Solve the following Multiplication problem:

```
        1 2 4 2
   x         1 2
   _____
```

2 minutes

Lesson Title Multiplication of 3 to 4 Decimal Place Numbers by 2-Digit numbers

Solve the following Multiplication problem:

```
        1. 2 0 0 3
   x          1 2
   _____
```

2 minutes

Theme: Everyday Arithmetic Operations (M-06-025) **CODE AA49**	Everyday Arithmetic Multiplication & Division (M-06-040) **CODE AA53**
Lesson Title: Division of 3 and 4-Digit Numbers by 2-Digit Numbers	Lesson Title: Place Value of Decimal Numbers
Solve the following long division problem: 20 $\overline{\smash{\big)}\,888}$ 2 minutes	In each of the following numbers, identify the place value of the digit **3**. a) 654.390 b) 71,640.003 c) 23,567.94 2½ minutes
Theme: Everyday Arithmetic Multiplication by 10 (M-06-031) **CODE AA50**	Everyday Arithmetic: Decimals and Fractions (M-06-086) **CODE AA54**
Lesson Title: Multiplication of Whole Numbers by 10	Lesson Title: Fractions with Denominators of 10 or 100 (Revision)
Solve the following long multiplication problem: $\begin{array}{r} 20 \\ \times \quad 10 \\ \hline \end{array}$ 2 minutes	Find equivalent fractions with denominators of 100 and 1000 for each of the following fractions: a) $\frac{1}{4}$ b) $\frac{3}{4}$ 2 minutes
Theme: Everyday Arithmetic Subtraction (M-06-037) **CODE AA51**	Everyday Arithmetic: Decimals and Fractions (M-06-086) **CODE AA55**
Lesson Title: Word Problems Involving the 4 Operations	Lesson Title: Fractions with Denominators of 10 or 100 (Revision)
Solve the following word problem: Lisa has 6 apples in the morning, she eats 2 before lunch time. How many apples is she left with by lunch time? 2 minutes	Find equivalent fractions with denominators of 10, 100 and 1000 for each of the following fractions: a) $\frac{2}{5}$ b) $\frac{4}{5}$ 2 minutes
Theme: Everyday Arithmetic Multiplication (M-06-038) **CODE AA52**	Decimals and Fractions (M-06-086 to M-06-087) **CODE AA56**
Lesson Title: Word Problems Involving the 4 Operations.	Lesson Title: Fractions with Denominators of 10 or 100 (Revision)
Solve the following word problem: Each classroom has 20 desks. How many desks are there in 16 classrooms? 1½ minutes	Find equivalent fractions with denominators of 10, 100 and 1000 for the following numbers: a) 3 b) 2 1 minute

Everyday Arithmetic: Decimals and Fractions (M-06-088) **CODE AA57**	Everyday Arithmetic: Decimals and Fractions (M-06-089) **CODE AA61**
Lesson Title: Fractions as Decimals and Vice Versa	Lesson Title: Ordering Fractions and Decimals
Convert the following fractions to decimal numbers: a) $\frac{17}{10}$ b) $\frac{17}{100}$ 1 minute	Arrange the following numbers in order from smallest to largest: $\frac{2}{5}$; 0.2 $\frac{3}{8}$; 0.45; $\frac{1}{2}$ Tip: compare all the numbers in decimal notion. 2 minutes
Everyday Arithmetic: Decimals and Fractions (M-06-088) **CODE AA58**	Theme: Number and Numeration (Fractions) (M-06-071) **CODE AA62**
Lesson Title: Fractions as Decimals and Vice Versa	Lesson Title: Like Fractions with Denominators up to 12 (Revision)
Convert the following fractions to decimal numbers: a) 0.40 b) 2.37 1 minute	Arrange the following like fractions in order from smallest to largest: a) $\frac{3}{5}$; $\frac{1}{5}$; $\frac{7}{5}$; $\frac{4}{5}$ b) $\frac{1}{11}$; $\frac{11}{11}$; $\frac{2}{11}$; $\frac{9}{11}$ c) $\frac{10}{12}$; $\frac{5}{12}$; $\frac{4}{12}$; $\frac{7}{12}$ 2 minutes
Everyday Arithmetic: Decimals and Fractions (M-06-089) **CODE AA59**	Everyday Number and Numeration (Fractions) (M-06-071) **CODE AA63**
Lesson Title: Ordering Fractions and Decimals	Lesson Title: Like Fractions with Denominators up to 12 (Revision)
Arrange the following set fractions in order from the smallest to the biggest: $\frac{5}{8}$, $\frac{5}{10}$, $\frac{5}{100}$ 30 seconds	Refer to the following fraction $\frac{2}{5}$ when answering the questions below: a) What value represents the denominator of this fraction? b) What value represents numerator of this fraction? 30 seconds
Everyday Arithmetic: Decimals and Fractions (M-06-089) **CODE AA60**	Everyday Number and Numeration (Fractions) (M-06-071) **CODE AA64**
Lesson Title: Ordering Fractions and Decimals	Lesson Title: Like Fractions with Denominators up to 12 (Revision)
Consider the set following set of fractions : $\frac{4}{5}$, $\frac{17}{20}$, $\frac{3}{4}$ a) Convert the above fractions to decimal numbers. b) Hence order the fractions in ascending order: (from smallest to largest.) Tip: First convert the fractions to have a denominator of base 10^2 2 minutes	Briefly describe what is meant by the term : **Like Fractions** 30 seconds

Everyday Number and Numeration (Fractions) (M-06-071) **CODE AA65**	Everyday Number and Numeration (Fractions) (M-06-075) **CODE AA69**
Lesson Title: Like Fractions with Denominators up to 12 (Revision)	Lesson Title: Expressing Fractions in their Lowest Form
Determine which of the following sequence of fractions are like fractions: i) $\frac{1}{3}$, $\frac{3}{2}$, $\frac{7}{9}$ ii) $\frac{2}{7}$, $\frac{4}{7}$, $\frac{8}{7}$ iii) $\frac{3}{4}$, $\frac{3}{5}$, $\frac{7}{8}$ 1 minute	Reduce the following proper fractions into their lowest form: a) $\frac{2}{7}$ b) $\frac{7}{14}$ c) $\frac{8}{36}$ 3 minutes
Everyday Number and Numeration (Fractions) (M-06-071) **CODE AA66**	Everyday Arithmetic Fractions (Fractions) (M-06-076) **CODE AA70**
Lesson Title: Like Fractions with Denominators up to 12 (Revision)	Lesson Title: Addition and Subtraction of Fractions
Arrange the following like fractions in order from smallest to largest: $$\frac{3}{11}, \ \frac{9}{11}, \ \frac{2}{11}, \frac{7}{11}$$ 1 minute	Solve the following problems on addition and subtraction of fractions and leave your final answer in the **simplest form**: 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
Everyday Number and Numeration (Fractions) (M-06-073) **CODE AA67**	Everyday Arithmetic Fractions (Fractions) (M-06-077) **CODE AA71**
Lesson Title: Mixed Number and Improper Fractions	Lesson Title: Multiplication of Fractions
Convert the following mixed fractions into improper fractions a) $2\frac{3}{5}$ b) $3\frac{2}{7}$ 2 minutes	Solve the following problems on multiplication of fractions and leave your final answer in the **simplest form**: a) $\frac{1}{3} \times \frac{3}{5}$ b) $\frac{2}{8} \times \frac{4}{7}$ 2 minutes
Everyday Number and Numeration (Fractions) (M-06-074) **CODE AA68**	Everyday Arithmetic Fractions (Fractions) (M-06-078) **CODE AA72**
Lesson Title: Mixed Number and Improper Fractions	Lesson Title: Division of Fractions
Convert the following improper fractions to mixed fractions. a) $\frac{79}{9}$ b) $\frac{49}{9}$ 2 minutes	Solve the following problems on division of fractions and leave your final answer in the **simplest form**: a) $\frac{3}{2} \div \frac{3}{5}$ b) $\frac{2}{7} \div \frac{1}{11}$ 2 minutes

Everyday Arithmetic Fractions (Fractions) (M-06-080) **CODE AA73**	Numbers and Numeration; Decimals and Percentages (M-06-096) **CODE AA74**
Lesson Title: Word Problems in Fractions	Lesson Title: Conversion from Fractions to Decimals
Solve the following word problem: David is having a wedding in two weeks' time. He has managed to save up LE 280,200 to spend on his big day. If he spends $\frac{1}{3}$ on music, $\frac{2}{5}$ on food and $\frac{1}{4}$ on drinks. How much money is he left with after the wedding day. 3 minutes	Convert the fraction $\frac{7}{18}$ into a decimal: Tip: Use long division. 3 minutes
Numbers and Numeration; Decimals and Percentages (M-06-097) **CODE AA75**	Numbers and Numeration; Decimals and Percentages (M-06-098) **CODE AA76**
Lesson Title: Conversion from Decimals to Fractions	Conversion from Fractions to Percentages and from Percentages to Fractions
Convert the following decimals into simple fractions: a) 2.05 b) 0.25 2 minutes	Complete the below conversion problems: a) Convert the fraction $\frac{1}{25}$ into percentage. b) Convert 50% into a simple fraction. 1½ minutes
Numbers and Numeration; Decimals and Percentages (M-06-099) **CODE AA77**	Numbers and Numeration; Decimals and Percentages (M-06-100) **CODE AA78**
Lesson Title: Conversion from Percentages to Decimals	Lesson Title: Conversion from Decimals to Percentages
Convert the following percentages into decimals: a) 18% b) 122% 1½ minutes	Convert the following decimals into percentages: a) 0.36 b) 1.25 1½ minutes