

**Open**

Name \_\_\_\_\_

Date \_\_\_\_\_



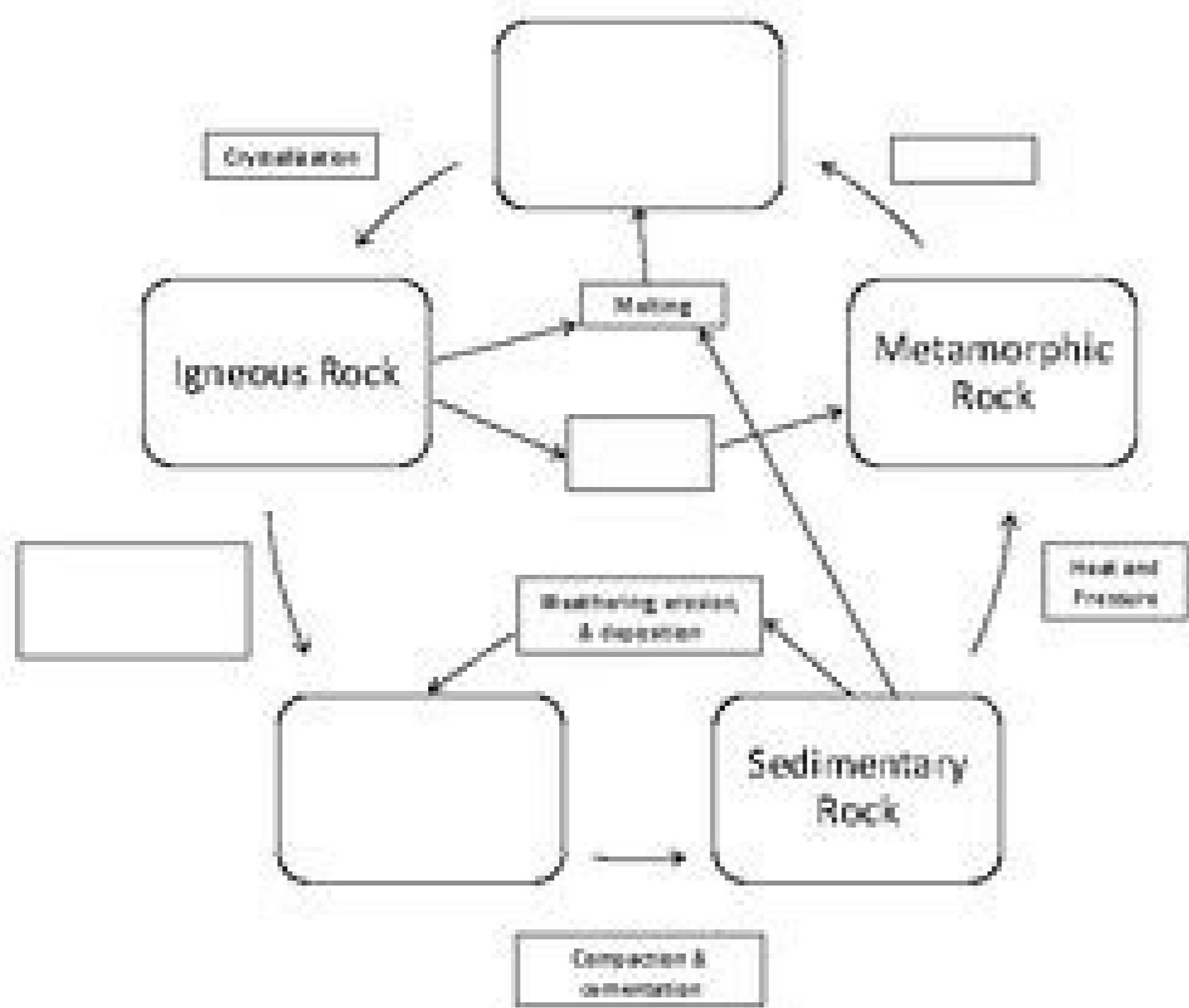
## MENTAL MATHS QUIZ 2:10

|  |                                  |        |
|--|----------------------------------|--------|
| 1) 14 subtract 10  |                                  |        |
| 2) $60 + 7$  |                                  |        |
| 3) Write down the number ninety five.  |                                  |        |
| 4) Tick the shapes that are half shaded.   |                                  |        |
| 5) A large bag of flour weighs 2 kg.<br>How much do 6 bags of flour weigh?       | kg                               |        |
| 6) How many?   |                                  |        |
| 7) Circle the smallest number.   | 72    81    68    159    93      |        |
| 8) $10 - \underline{\quad} = 3$  |                                  |        |
| 9) The date is 3 <sup>rd</sup> June. What will the date be in a week?            |                                  |        |
| 10) What has been done to this shape?<br>flip turn or slide                      |                                  |        |
| 11) I have 3 TENS and 3 FIVES.<br>How much money do I have?                      | ¢                                |        |
| 12) A can of cola contains about 8 spoons of sugar.<br>How much sugar in 2 cans? |                                  | spoons |
| 13) Circle the numbers which are multiples of 5?                                 | 32    10    15    18    52    30 |        |

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Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Rock Cycle Worksheet



Matchstick puzzle 8  
8. Leave 3

Here we have two rows of three squares, made up by using 17 matchsticks.  
Can you take 5 matchsticks away so that only three squares are left?

And no odd matchsticks left (if you do, please...)

## Numbers from 400 to 499

|     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 400 | 401 | 402 | 403 | 404 | 405 | 406 | 407 | 408 | 409 |
| 410 | 411 | 412 | 413 | 414 | 415 | 416 | 417 | 418 | 419 |
| 420 | 421 | 422 | 423 | 424 | 425 | 426 | 427 | 428 | 429 |
| 430 | 431 | 432 | 433 | 434 | 435 | 436 | 437 | 438 | 439 |
| 440 | 441 | 442 | 443 | 444 | 445 | 446 | 447 | 448 | 449 |
| 450 | 451 | 452 | 453 | 454 | 455 | 456 | 457 | 458 | 459 |
| 460 | 461 | 462 | 463 | 464 | 465 | 466 | 467 | 468 | 469 |
| 470 | 471 | 472 | 473 | 474 | 475 | 476 | 477 | 478 | 479 |
| 480 | 481 | 482 | 483 | 484 | 485 | 486 | 487 | 488 | 489 |
| 490 | 491 | 492 | 493 | 494 | 495 | 496 | 497 | 498 | 499 |

Name \_\_\_\_\_

### Order of Operations

Challenge 2: Missing Parentheses

Add parentheses and grouping symbols to each order of operations problem to make the equation true.

1)  $100 - 72 \div 8 + 4 - 6 \times 4 + 3 = 52$

2)  $14 - 8 \div 2 + 3 + 18 \div 3 = 10$

3)  $24 \div 2 + 4 - 5 \times 3 + 1 = 9$

4)  $8 \times 5 + 6 - 3 \times 1 + 7 - 2 = 70$

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Big ideas math modeling real life grade 6 advanced answers.

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If you don't encourage understanding of memory from the beginning, students can find themselves on a moving basis, as they kill with more force. Teachers should keep parents informed about exactly what they have done in the classroom, while parents - who are usually called to help in a more individualized way at home - should seek guidance from teachers and inform them of any particular problems that are particularly challenging, are much more likely to be enthusiastic about a task they have given themselves<sup>3</sup>. Reward your student with simple but cool treats, such as setting up a matt game to play on a computer or a device, in place of a regular study session. Mathematics may seem a little abstract when you're young, but it involves skills that you will need in life long after you're in school. @MathCoachCorner/Twitter Collaborate with Teachers and Parents Whether you're a teacher or a parent, it's always a good idea to collaborate with each other. In short, this means that some problems can be solved in more than one way. Don't forget to include a lot of time for questions and give them time to truly understand the concepts before moving on to the <sup>7</sup> theme. Even if you don't start to feel frustrated, take a short break to relax and then seek guidance from online sources or someone else to help you find out. @mathematicsprof/Twitter Some students love mathematics - others not so much. For example, if students are struggling to understand how a greater number in the background can be smaller than a smaller number in the background, introduce some real-life items - such as perhaps large cookies - and let them explore the differences between splitting something into 10 pieces versus splitting it into four pieces. This can work in a history class but for a s @TMa Whether you're a parent your child at home or a teacher in the classroom, to face the process with all appropriate teaching can make a huge huge. Although @E " truth that some students understand mathematics concepts faster than others, everyone can learn mathematics with the techniques and right tools. In fact, some students find mathematics difficult and reproach so much that they do everything they can to avoid it. They will like much more than a certificate or badge. In the world of sport, this often comes in the form of medals or trophies. Work to create confidence from the beginning "perhaps with a fun game that reinforces the initial mathematics concepts" @ E to ensure that you give the fundamental first step to help your child learn and succeed. @ MATEMATICSOPF / twitter Be positive! Kids @ E @ E orGerns are like sponges, and absorb all kinds of comments and adult suggestions @ E @ E or C Build some students who struggle to understand certain concepts mathema Toys become discouraged and begin to believe that the mathematica simply @ E @ E @ E The great ideas in mathematics tend to naturally inspire curiosity, but curiosity is A valuable tool even for basic concepts. @ Mathcoachcorner / twitter reward progress no matter what subject you @ E working with your child or student, @ E @ E up everything, stand positive and @ E @ E That your son will probably imitate. @ E let them do @ E instead, raise the level with even greater challenges to send a powerful signal that they always expect them to do their best as possible. @ E Adie give them rewards for your hard work! 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