FINAL TEST REVIEW GUIDE

SUBJECT: Mathematics	GRADE:	FG	G	T	1	2	3	4	DATE:
		5	6	7	8	9	10	11	

STUDENT:	TEACHER: Karen Newball / Jaime Gonzalez

UNDERSTANDING GOAL:

The student will analyze math situations that could happened in their neighborhood, by making hypotheses and test them out using basic operations, measurement rules, or other math skills learned through the year, in order to understand the importance of mathematics in daily situations.

FORMAL ASSESSMENT ☑   NON-FORMAL ASSESSMENT ☐

RUBRIC (Performance Levels for Formal Assessment).			
EVALUATION CRITERIA	YES	NO	SCORE
1. Goes through all steps learned in class to solve word problems.			TOTAL SCORE:
2. Answers properly by using numbers and units according to the given context.			
3. Shows procedures and methods on spaces provided			
4. Writes clear numbers and appropriate expressions to show answers.			
5. Use math vocabulary to express his/her ideas			GENERAL SUGGESTIONS:
6. Speak in English during the class with teacher and classmates			

1. Complete the following (paper 1 – question 1)

A. $3564 + \boxed{} = 9822$ B. $87 + \boxed{} = 785$

2. Write the missing number in the box.

```
        ┌────────┐
        │  3400  │
        └────────┘
             │  ÷ 10
             ▼
        ┌────────┐
        │        │
        └────────┘
             │  ÷ 10
             ▼
        ┌────────┐
        │        │
        └────────┘
             │  ÷ 10
             ▼
        ┌────────┐
        │        │
        └────────┘
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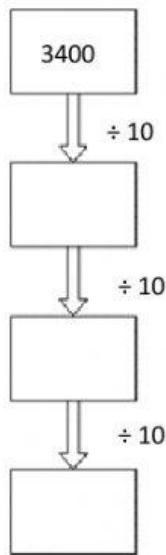
3. Andres rounds the following numbers.

Draw a ring around the number that round to the nearest 100

(a). 3890:   3900   3800   3600   3700   3860

4. Complete the calculations (paper 1 question 15)

The answer is a multiple of 5   The answer is a multiple of 4

(a).   34 – ☐ = ☐   (b). 48 – ☐ = ☐

5. Complete the following statements. Show your work (paper 1 question 14)

(a). Three numbers total 892. Two of the numbers are 142 and 58

What is the third number?

_____

6. Maria Alejandra draws a number line to find the answer to the following number sentences:

Write the missing numbers in the boxes.

(a) 463 + 563

$$+500 \qquad +60 \qquad + 3$$

463 | □ | □ | □
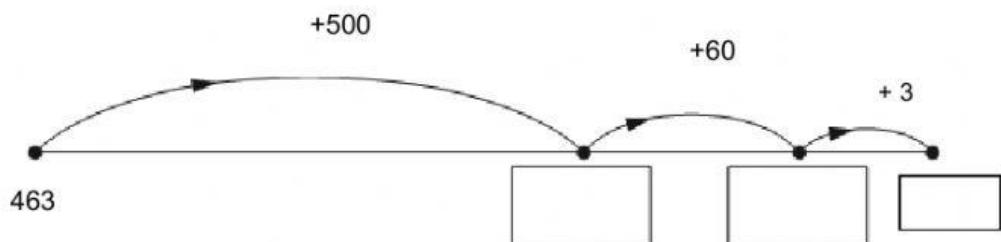
7. Carol calculates 5 × 19 by multiplying by 20 and then adjusting.

$$5 \times 19 = 95$$

5 × 20	100

Use her method to complete these calculations.

(a)

6 × 19	□
6 × 20	□

(b)

16 × 20	□
16 × 21	□

8. Complete these statements. (paper 1 – Question 4)

(a) Double 9.5 = ...   **(c)** Double 8.6 = ...

9. Write in the missing numbers. (paper 1 question 2)

(a)

□ + 0.7 = 1

1 − □ = 0.2

10. Tomas is thinking of a 3-digit **even** number.

It is bigger than 600

It is a multiple of 25

Write down a number that Tomas could be thinking of.

_____

11. A farmer has 632 apples.

   22 of them are bad

   He packs the rest equally into 10 boxes

   How many apples fit in each basket?

_____

12. Draw a ring around **all** the numbers that are factors of 24

   1   2   3   5   7   4   6   12   13   14   24

13. A group of 60 students play either hockey or rounders. (paper 1 question26)

• 12 girls play hockey.

• There are 34 girls altogether.

• 17 boys play rounders.

Use this information to complete the table.

	Play hockey	Play rounders	total
Boys			
Girls			
Total			

14. Write the **same** digit in each box to make the statement correct.

(a)

$$\frac{\boxed{} + (\boxed{} \times \boxed{})}{\boxed{}} = 6$$

(b)

$$\frac{\boxed{} + (\boxed{} \times \boxed{})}{\boxed{}} = 9$$

15. (a) Albita buys a backpack, a book and a teddy.

$27.78 $18.32 $35.21
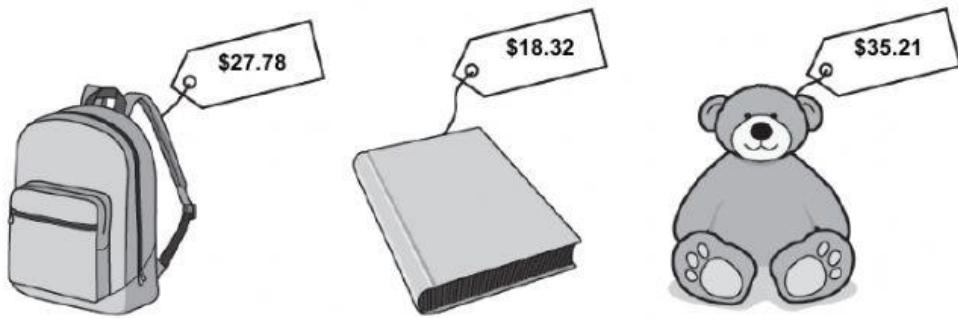
(a) How much does she spend altogether?

$ .... [1]

(b) How much change does she receive from $100?

$ .... [1]

16. Mariana needs to solve the following statements about odd and even numbers, explain if she is correct or not on each statement.

I am thinking in <u>two odd numbers</u> that sum up 64

....

....

....
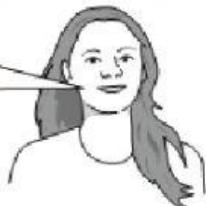
17. Julian and Sara each choose a decimal.

They round their decimals to the nearest whole number
Tick (✓) the box where their whole numbers are the same.

| Julián 1.9

Sara 1.2 | Sara 2.6
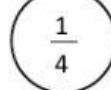
Julián 2.8 | Sara 5.2
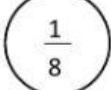
Julián 5.7 | Julián 8.6

Sara 6.8 |

☐ [☐   ☐   ☐
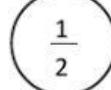
18. Draw a line to match each circled fraction to an equivalent fraction.

One has been done for you.

$\frac{1}{4}$ $\frac{2}{10}$

$\frac{1}{5}$

$\frac{4}{4}$ $\frac{3}{4}$

$\frac{4}{8}$ $\frac{2}{6}$

$\frac{1}{4}$

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

$\frac{2}{14}$ $\frac{2}{16}$

$\frac{1}{8}$

$\frac{1}{6}$ $\frac{3}{8}$

$\frac{6}{16}$ $\frac{6}{12}$

$\frac{1}{2}$

$\frac{4}{7}$ $\frac{3}{10}$

19. Write these numbers in order from smallest to largest. (paper 2 question 2)

2.42   2.14   2.24   2.04   2.40

.

....
smallest   largest

20. Here is a number pattern.
Write the missing numbers in each box.

| | Add 7 → | | Add 7 → | 28 | Add 7 → | | Add 7 → | |
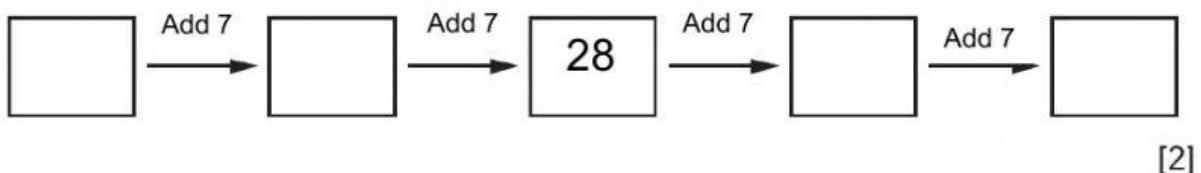
[2]

21. Tick (☐) the most likely mass of the baby.
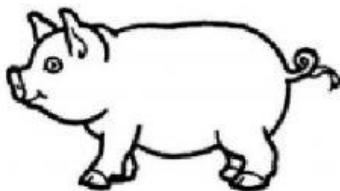
9kg ☐   900kg ☐   90kg ☐   0.9kg ☐

[1]

22. Here is a number sequence. It continues in the same way.

Write the missing numbers in the boxes.

(a)

☐ , 6, 9, 12, 15, 18, ☐
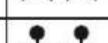
[1] T-GFE-09-V2
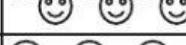
23. Felipe asks his friends to vote for their favorite flavor of crisps.
The tally chart shows their votes.

| FLAVOUR	NUMBER OF FRIENDS
plain	|||| |||| ||
cheese and onion	||||	
salt and vinegar	|||| |||| ||||

(a) How many friends did Felipe ask altogether?

(b) Tick ( ) the pictogram that correctly shows the information in the tally chart.

[1]

24. The table shows the scores achieved by Katie in her weekly spelling test.

Complete the time graph. Mark each point on the graph using a cross.

Join the crosses using straight lines. Then answer the questions.

Katie's spelling scores
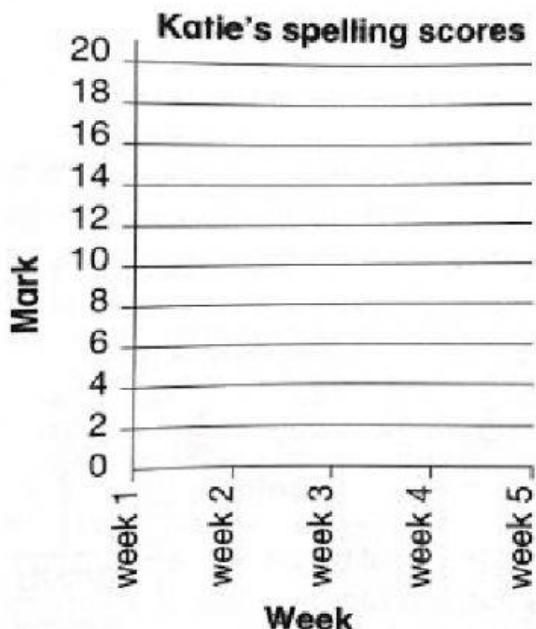
WEEK	SCORE
1	10
2	12
3	10
4	14
5	18

(a) In which weeks were katie´s score the same? ....

(b) in which week did Katie achieve her highest score?

....