

# Math Practice Sheets

## Learning Numeration Part I

Student Name

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Examples

Practice Questions

Extra Challenge Unit



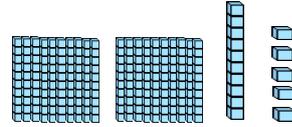
## Example

The number 215 has three digits.

The place value of 2 is 200.

The place value of 1 is 10.

The place value of 5 is 5.



The expanded form of

$$215 = 200 + 10 + 5.$$

The standard form of

$$200 + 10 + 5 = 215.$$

215  
Two hundred  
fifteen

## Exercise

1. Match the following.

a) Two hundred  
fourteen

A) Four hundred  
sixty-seven

b) 467

B)  $200 + 10 + 4$

c) Three hundred  
forty-six

C) Three hundred  
eight

d) 308

D) 456

e)  $400 + 40 + 4$

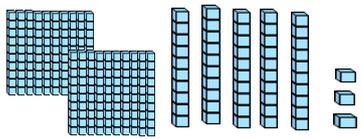
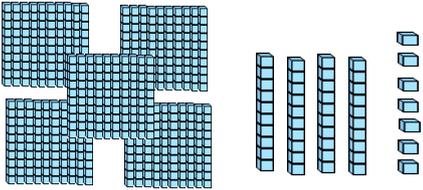
E) 444

f) Four hundred  
fifty-six

F) 346

**Exercise**

2. Write the following numbers in standard form.

<p>a)</p>  <p>-----</p>	<p>b)</p>  <p>-----</p>
--	---

<p>c)</p> <p>800 + 30 + 6</p> <p>-----</p>	<p>d)</p> <p>Nine hundred fifty-one</p> <p>-----</p>
--	--

3. Write the following numbers in expanded form and in word form.

<p>a) 652</p> <p>____ + ____ + ____</p> <p>_____</p>	<p>b) 409</p> <p>____ + ____ + ____</p> <p>_____</p>
--	--

<p>c) 378</p> <p>____ + ____ + ____</p> <p>_____</p>	<p>d) 840</p> <p>____ + ____ + ____</p> <p>_____</p>
--	--

Exercise

Solve the problems below.

4. Write the number in the small box and the number name in the larger box for the given model.



5. Hilary solved the given problem. What was correct answer?

$$762 = \text{---} + 60 + 2$$

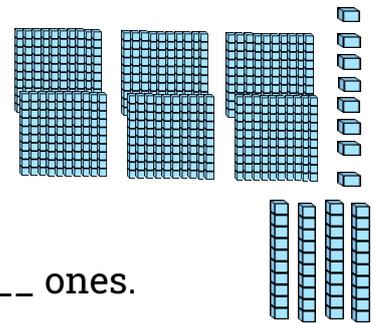
a) 70

b) 7

c) 700

d) 762

6. How many hundreds are in the model? \_\_\_\_  
 How many tens? \_\_\_\_  
 How many ones? \_\_\_\_



The model has \_\_\_\_ hundreds, \_\_\_\_ tens, and \_\_\_\_ ones.

The number is \_\_\_\_.

The number name is \_\_\_\_\_.

7. Take a number 839  
 How many hundreds do you see? \_\_\_\_\_  
 How many tens? \_\_\_\_\_  
 How many ones? \_\_\_\_\_

## Example

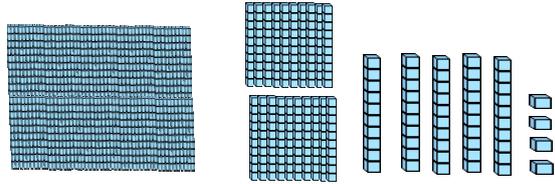
The number **1,254** has four digits.

The place value of 1 is **1,000**.

The place value of 2 is **200**.

The place value of 5 is **50**.

The place value of 4 is **4**.



The expanded form of

$$1,254 = 1,000 + 200 + 50 + 4.$$

The standard form of

$$1,000 + 200 + 50 + 4 = 1,254.$$

**1,254**  
One thousand, two  
hundred, and fifty-four

Note: Write a comma (,) between the thousands and the hundreds.

## Exercise

1. Match the following.

a) 9,152

A) 1,067

b) Five thousand, four hundred thirty-two

B) Eight thousand, nine hundred seventy

c)  $1,000+0+60+7$

C)  $9,000+800+70+6$

d) Nine thousand, eight hundred seventy-six

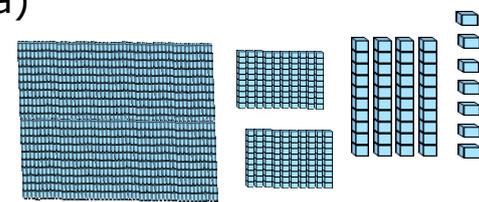
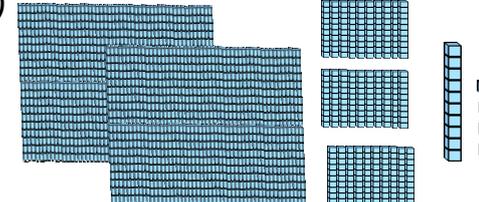
D) Nine thousand, one hundred fifty-two

e) 8,970

E) 5,432

Exercise

2. Write the following number in standard form.

<p>a)</p>  <p>-----</p>	<p>b)</p>  <p>-----</p>
<p>c) <math>7,000 + 300 + 20 + 1</math></p> <p>-----</p>	<p>d) Five thousand, eight hundred thirty-six</p> <p>-----</p>

3. Write the following numbers in expanded form and in word form.

<p>a) 6,149</p> <p>____ + ____ + ____ + ____</p> <p>-----</p>	<p>b) 8,591</p> <p>____ + ____ + ____ + ____</p> <p>-----</p>
<p>c) 2,530</p> <p>____ + ____ + ____ + ____</p> <p>-----</p>	<p>d) 4,378</p> <p>____ + ____ + ____ + ____</p> <p>-----</p>

4. Write the place values of the circled digits.

<p>a)</p> <p>2,<b>3</b>76      -----</p>	<p>b)</p> <p>5,9<b>0</b>8      -----</p>
<p>c)</p> <p>9,<b>5</b>71      -----</p>	<p>d)</p> <p><b>6</b>,120      -----</p>



**Example**

The number **356,421** has six digits.

The place value of 3 is **300,000**.

The place value of 5 is **50,000**.

The place value of 6 is **6,000**.

The place value of 4 is **400**.

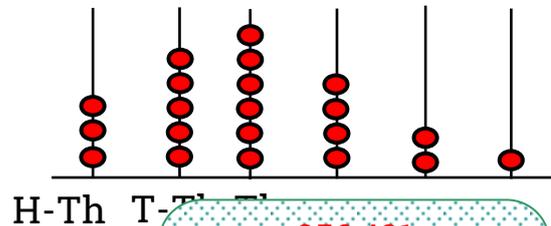
The place value of 2 is **20**.

The expanded form of

$$356,421 = 300,000 + 50,000 + 6,000 + 400 + 20 + 1$$

The standard form of

$$300,000 + 50,000 + 6,000 + 400 + 20 + 1 = 356,421$$



**356,421**  
Three hundred  
Fifty-six thousand,  
four hundred twenty-  
one.

**Exercise**

1. Write the following number in standard form.

a)  $50,000 + 2,000 + 700 + 80 + 4$  \_\_\_\_\_

b)  $700,000 + 30,000 + 8,000 + 400 + 10 + 3$  \_\_\_\_\_

c)  $100,000 + 60,000 + 5,000 + 200 + 30 + 1$  \_\_\_\_\_

d) Ninety-four thousand, six hundred twenty-eight \_\_\_\_\_

e) One hundred sixty-two thousand, seven hundred sixteen \_\_\_\_\_

## Exercise

2. Write the following numbers in expanded form.

a)

$$97,526 = \text{-----} + \text{-----} + \text{-----} + \text{-----} + \text{-----}$$

b)

$$564,279 = \text{-----} + \text{-----} + \text{-----} + \text{-----} + \text{-----} + \text{-----}$$

c) Thirty-five thousand, eight hundred twelve

$$\text{-----} + \text{-----} + \text{-----} + \text{-----} + \text{-----}$$

d)

Two hundred three thousand, nine hundred fifteen

$$\text{-----} + \text{-----} + \text{-----} + \text{-----} + \text{-----} + \text{-----}$$

3. Find the place values of the circled digits.

a)

$$8\textcircled{7},516 \text{ -----}$$

b)

$$5\textcircled{9}3,672 \text{ -----}$$

c)

$$6\textcircled{9}2,315 \text{ -----}$$

d)

$$723,4\textcircled{7}0 \text{ -----}$$

4. Complete the following.

a)

$$60,134 = 60,000 + 0 + \text{-----} + 30 + 4$$

b)

$$278,641 = 200,000 + \text{-----} + 8,000 + 600 + 40 + 1$$

c)

$$\text{-----} = 500,000 + 20,000 + 7,000 + 900 + 80 + 5$$



## Example

Look at the following.

1    2    3    4    5    6    7    8    9    10    11    12  
13    14    15    16    17    18    19    20    21    22    23    24

- Every circled digit is an even number.
- If a number has 0, 2, 4, 6, or 8 in the ones place, it is even.

Similarly, if a number has 1, 3, 5, 7, or 9 in the ones place, it is odd.

## Exercise

1. Circle the even numbers.

a) 29    30    31    32    33    34    35

b) 80    81    82    83    84    85    86

c) 357    358    359    360    361    362    363

d) 626    627    628    629    630    631    632

e) 4,673    4,674    4,675    4,676    4,677    4,678    4,679

f) 6,735    6,736    6,737    6,738    6,739    6,740    6,741

## Odd and Even Numbers

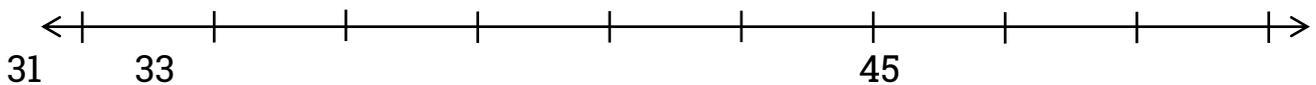
### Exercise

2. Circle the odd numbers.

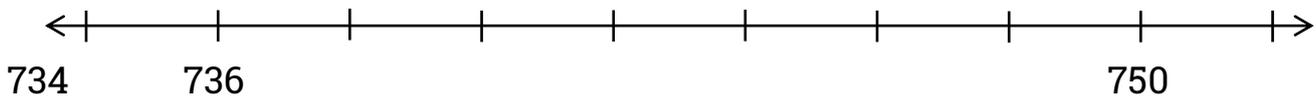
- a) 18      19      20      21      22      23      24
- b) 355    356    357    358    359    360    361
- c) 6,263   6,264    6,265    6,266    6,267    6,268    6,269
- d) 25,512   25,513    25,514    25,515    25,516    25,517    25,518
- e) 89,277   89,278    89,279    89,280    89,281    89,282    89,283

3. Complete the number line.

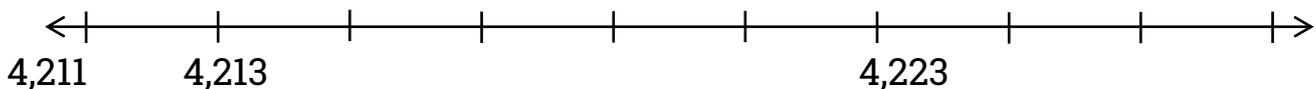
a)



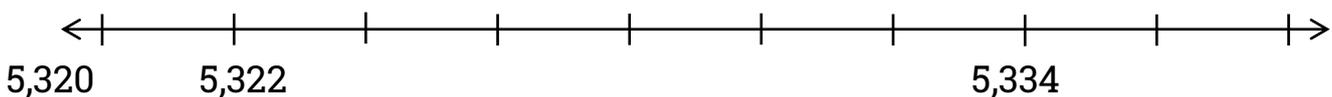
b)



c)

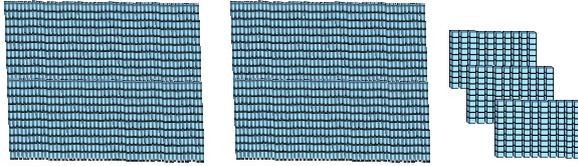


d)





Example



2,300

You can give names to numbers in different ways.

Two thousand, three hundred

or

Twenty-three hundred

An ordinal number is used to show the order of objects.

1	2	3	4	5
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
first	second	third	fourth	fifth

18	43	99
18 <sup>th</sup>	43 <sup>rd</sup>	99 <sup>th</sup>
eighteenth	forty-third	ninety-ninth

Exercise

1. Match the ordinal number to the ordinal number word.

a) 28<sup>th</sup>

b) 71<sup>st</sup>

c) 54<sup>th</sup>

d) 96<sup>th</sup>

e) 45<sup>th</sup>

f) 5<sup>th</sup>

g) 12<sup>th</sup>

h) 62<sup>nd</sup>

i) 37<sup>th</sup>

j) 83<sup>rd</sup>

A) Twelfth

B) Ninety-sixth

C) Forty-fifth

D) Eighty-third

E) Thirty-seventh

F) Sixty-second

G) Twenty-eighth

H) Fifty-fourth

I) Fifth

J) Seventy-first

Exercise

2. Complete the given table using patterns and using ways of naming numbers.

a)	1 <sup>st</sup>	2 <sup>nd</sup>				6 <sup>th</sup>			9 <sup>th</sup>	10 <sup>th</sup>
b)	Eleven- th	Twelfth			Fifteen- th			Eighteen- th		
c)			43 <sup>rd</sup>				47 <sup>th</sup>			
d)	Seventy- First				Seventy- Fifth					Eightieth
e)			Ninety- Third			Ninety- Six				Hundred- th

3. Write the given numbers in words and in expanded form.

a)	1,600	----- -----
b)	5,700	----- -----
c)	8,400	----- -----
d)	3,500	----- -----
e)	7,100	----- -----

## Exercise

Solve the problems below.

4. Write ordinal number and ordinal number word for 92.

5. Circle the number 91 written in ordinal word form.

ninety-one

ninety-first

ninety and one

ninety-oneth

6. 2,700 can be written as

a) two thousand, seven hundred,  
or seventy-two hundred

b) twenty-seven thousand or  
twenty-seven hundred

c) two thousand, seven hundred, or  
twenty-seven hundred

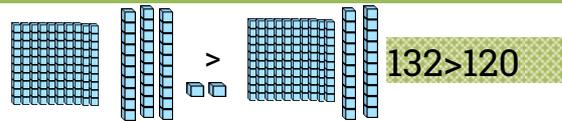
d) two hundred, seven thousand, or  
twenty-seven hundred

7. There are 3,800 students in a school. Write two ways to name the number of students.

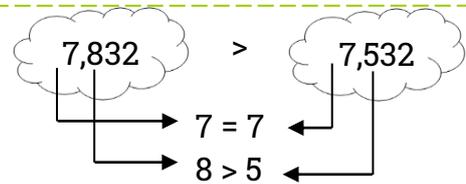
## Example

### Rules for comparison of numbers

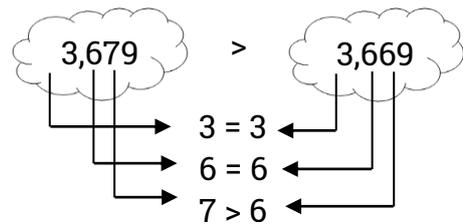
1. The greater the number of digits, the greater is the number.



2. If two numbers have the same amount of digits, the number with the largest digit on the left side is greater.



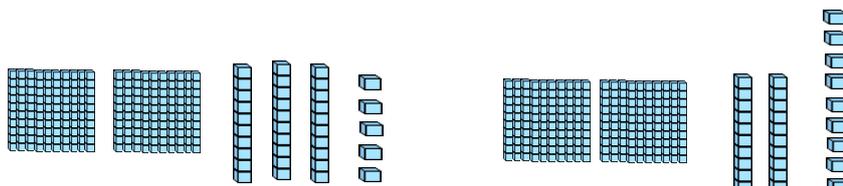
3. If the two leftmost digits are the same, we compare the next digit to the right and so on until we find different digits.



## Exercise

1. Compare the numbers using '>', '<', or '='.

a)

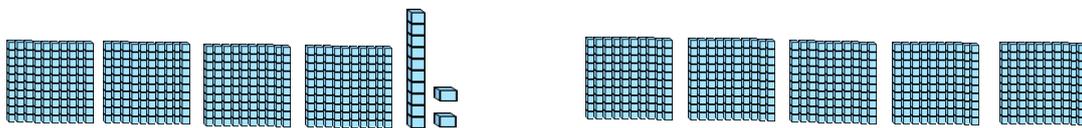


235



229

b)

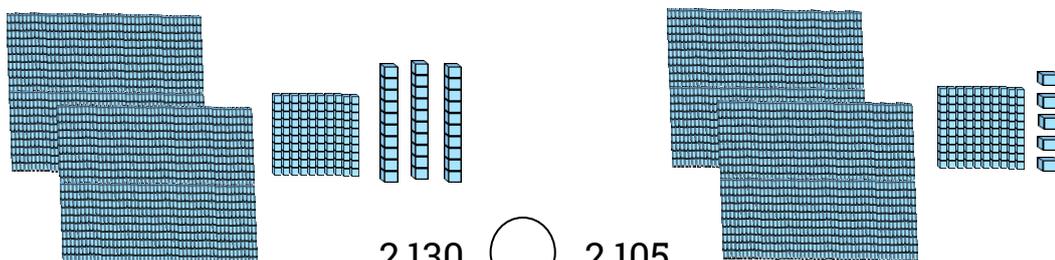


412



500

c)



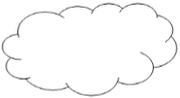
2,130



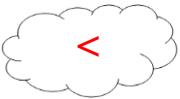
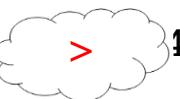
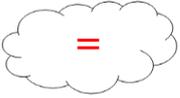
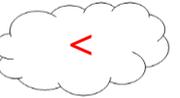
2,105

## Exercise

2. Fill in the blanks using '>', '<', or '='.

a) 2,356 1.32		b) 8,794		8,796	
c) 5,389 5.38		d) 2,639		1,849	
e) 1,086 2.74		f) 4,356		4,336	
g) 9,458		9,450	h) 2,559 2.55		
i) 6,990		6,991	j) 8,379		8,398
k) 3,567 3.56		l) 6,130 8.15			

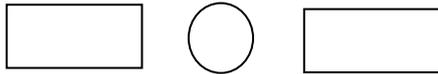
3. Fill in the blanks with the digits that will make the number sentence true.

a) 8,163		<	_,000	b) 6, _45		>	15
c) 7, _94		=	7,59_	d) 4,532		<	5, _00

## Exercise

Solve the problems below.

4. There are 3,625 girls and 2,785 boys in a school.  
Which gender has the most students?  
Use the proper sign ('<', '=', or '>').



5. Compare 5,451 and 5,351.

a)  $5,451 < 5,351$

b)  $5,451 > 5,351$

c)  $5,451 = 5,351$

d)  $5,351 > 5,451$

6. A motorcycle traveled 2,340 miles in January and 2,368 miles in February. In which month did the motorcycle travel the least miles?  
Use the proper sign ('<', '=', or '>').

7. There are 4,879 mangoes in one garden and 4,897 apples in another garden. Is there the same amount of fruit in each garden? Why or why not?

## Exercise

1. Write 85,971 in expanded form and in word form.

2. What is the largest five-digit number? \_\_\_\_\_

What is the smallest five-digit number? \_\_\_\_\_

3. Identify the proper place value for each of the following requested digits.

a) 4 in 14,250

\_\_\_\_\_

b) 7 in 72,318

\_\_\_\_\_

c) 3 in 6,309

\_\_\_\_\_

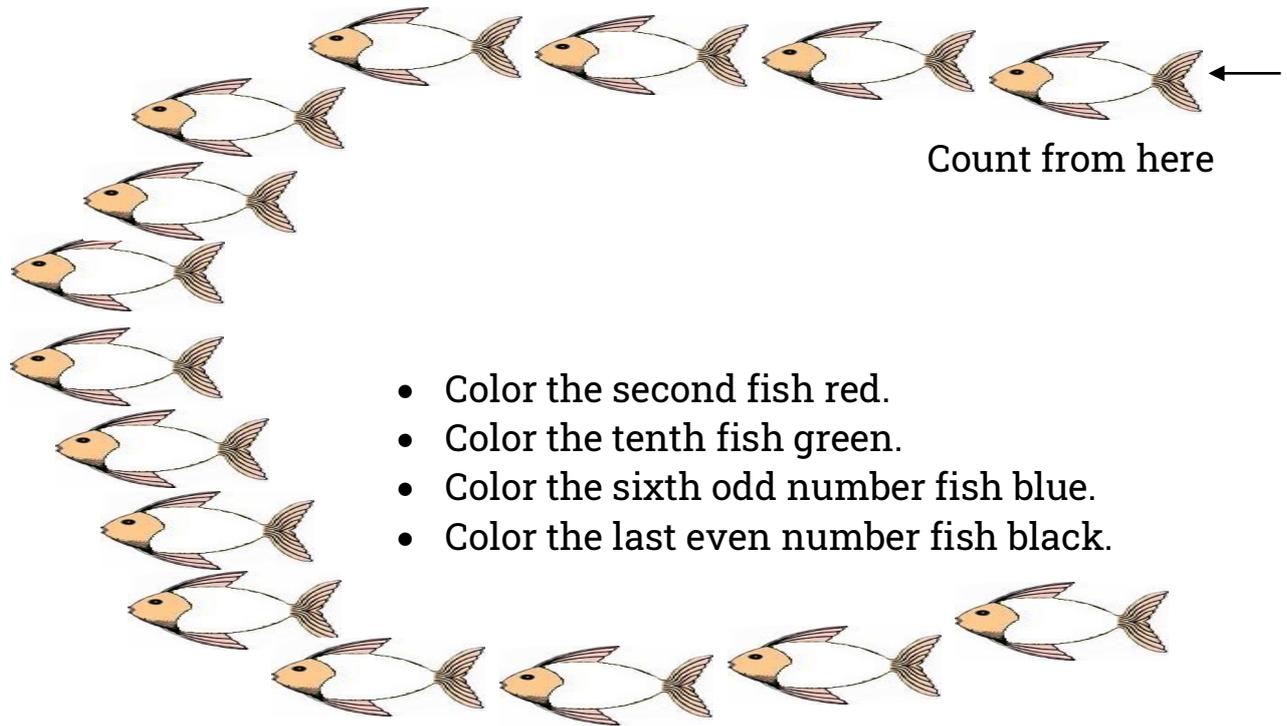
d) 9 in 85,291

\_\_\_\_\_

4. The total number of bird species in Brazil is 1,712. There are 1,821 bird species in Colombia and 1,392 in Venezuela. Write the total number of bird species in Colombia in expanded form and ordinal wordform.

Exercise

5.



- Color the second fish red.
- Color the tenth fish green.
- Color the sixth odd number fish blue.
- Color the last even number fish black.

6. The total number of boys in a school is 2,690 and total number of girls in that school is 2,609. Which gender had the most students? Explain how you got your answer.
7. In a library, there are 1,250 story books, 2,378 math books, 1,075 science books, and 3,126 social studies books. Which type of book has an odd number of copies? How did you get your answer?
8. Which even number comes right after 2,348?

# Congratulations!

You have finished a lesson. You should be very proud of yourself.

Now it is time to progress to the next lesson.

Your next assignment is notated by a green arrow.

Lesson 1 Learning Numeration Part I

Lesson 2 Learning Numeration Part II

Unit 2.1 Comparing Quantities in Word Problems

Unit 2.2 Number Order

Unit 2.3 Introducing Decimals for Money

Unit 2.4 Learning What Expect to Change

Unit 2.5 Skip Counting by 10, 20, 30, and 100

Unit 2.6 Skip Counting Puzzle

Unit 2.7 Making an Organized List

Unit 2.8 Math Challenges



Lesson 3 Addition of Whole Numbers Part I

Lesson 4 Addition of Whole Numbers Part II

Review 1 Review of Lesson 1, 2, 3, and 4

Lesson 5 Subtraction and Making Sense of Numbers

Lesson 6 Solving Problems by Subtracting Whole Numbers

Lesson 7 Understanding Multiplication Facts and Meaning Part I

Lesson 8 Understanding Multiplication Facts and Meaning Part II

Review 2 Review of Lesson 5, 6, 7, and 8

Lesson 9 Using Known Fact Strategies in Multiplication

Lesson 10 Understanding Meaning of Division

Lesson 11 Identifying Division Facts Part I

Lesson 12 Identifying Division Facts Part II

Review 3 Review of Lesson 9, 10, 11, and 12

Lesson 13 Patterns and Relationships Exploration

Lesson 14 Geometry: Solids and Shapes Part I

Lesson 15 Geometry: Solids and Shapes Part II

Lesson 16 Fractions Part I

Review 4 Review of Lesson 13, 14, 15, and 16

Lesson 17 Fractions Part II

Lesson 18 Concepts of Decimals and Money Part I

Lesson 19 Concepts of Decimals and Money Part II

Lesson 20 Measurement: Customary Units Part I

Review 5 Review of Lesson 17, 18, 19, and 20

Lesson 21 Measurement: Customary Units Part II

Lesson 22 Measurement: Metric Units

Lesson 23 Measurement: Area, Perimeter, and Volume

Lesson 24 Measurement: Time and Temperature

Review 6 Review of Lesson 21, 22, 23, and 24

Lesson 25 Multiplication: Larger Numbers

Lesson 26 Division: Single-Digit Number

Lesson 27 Exploring Data, Graphs, and Probability

Review of Lesson 1 to 14

Review of Lesson 15 to 27

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Unit 1.5

- a) G                      b) J                      c) H                      d) B                      e) C                      f) I  
g) A                      h) F                      i) E                      j) D
  - a) 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>  
b) thirteenth, fourteenth, sixteenth, seventeenth, nineteenth, twentieth  
c) 41<sup>st</sup>, 42<sup>nd</sup>, 44<sup>th</sup>, 45<sup>th</sup>, 46<sup>th</sup>, 48<sup>th</sup>, 49<sup>th</sup>, 50<sup>th</sup>  
d) seventy-second, seventy-third, seventy-fourth, seventy-sixth, seventy-seventh, seventy-eighth, seventy-ninth  
e) ninety-first, ninety-second, ninety-fourth, ninety-fifth, ninety-seventh, ninety-eight, ninety-ninth
  - a) sixteen hundred;            1,000+600            b) fifty-seven hundred;            5,000+700  
c) eighty-four hundred;    8,000+400            d) thirty-five hundred;            3,000+500  
e) seventy-one hundred; 7,000+100
  - Ninety-second; 92<sup>nd</sup>                      5. Ninety-first                      6. c
  - Thirty-eight hundred or, three thousand eight hundred
- 

Unit 1.6

- a) >                      b) <                      c) >
  - a) >                      b) <                      c) =                      d) >                      e) <                      f) >  
g) >                      h) =                      i) <                      j) <                      k) =                      l) <
  - girls (3,625) > boys (2,785)                      5. b
  - In January < In February                      7. no
- 

Unit 1.7

- 80,000+5,000+900+70+1; eighty-five thousand, nine hundred seventy-one
  - 99,999 and 10,000
  - a) thousands                      b) ten-thousands  
c) hundreds                      d) tens
  - 1,821=1,000+800+20+1                      6. boys
  - science books
  - 2,350
-