

## Basic Operations



**Question 1:** Select the correct answer from the options given.

1.1 If a number is multiplied by 100, the answer is 456 000. What was the number?  
A 456 B 45,6  
C 4 560 D 45 600

1.2 Find the value of the following equation:  $45 \div 5 \times 2 =$   
A 42 B 51  
C 49 D 51

1.3 What is the product of 245 and 25?  
A 6 125 B 6 250  
C 6 105 D 270

1.4 How much more is 701 009 than 699 877?  
A 1 400 886 B 37  
C 1 132 D 5 112

1.5 Write the following as an equation:  
A  $5 \times 112 + 9 = ?$  B  $112 \times 9 = ?$   
C  $5 \times 112 \times 9 = ?$  D  $— 9 = ?$

1.6 Add 68 324 to 908 003.  
A 159 127 B 976 327  
C 966 327 D 159 124

1.7 What is the difference between the product of 45 and 1 000, and 3 850?  
A 4 805 B 2 805  
C 3 400 D 41 150

1.8 Find the value of the equation:  $8 \times (5 + 25 \div 5) - 3 \times 4 =$   
A 68 B 36  
C 130 D 180

1.9 Naledi collected 76 books. She equally divided them between her 8 stamp albums. How many books will she have in each book?  
A 9 B 88  
C 10 D 7 056

1.10 Every fourth child in a class of 164 Grade 5 children gets two sweets. How many sweets will be handed out?  
A 205 B 82  
C 410 D 164

# Math Mathematics Assessment Options Grade 5

**Alfred S. Posamentier, Beverly S.  
Smith, Jay Stepelman**

## **Math Mathematics Assessment Options Grade 5:**

*Resources in Education* ,1993    *Everyday Mathematics 4 Grade Teacher's Lesson Guide Volume 2* Max Bell,2004  
Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific    *Everyday Mathematics* ,2002

*Everyday Mathematics: Teacher's reference manual (Gr. 1-3)* ,2007    *Elementary and Middle School Mathematics* John A. Van de Walle,2007 This leading K 8 math methods book has the most coverage of the NCTM standards the strongest coverage of middle school mathematics and the highest student approval of any math methods book currently available Elementary and Middle School Mathematics provides an unparalleled depth of ideas and discussion to help readers develop a real understanding of the mathematics they teach John Van de Walle one of the foremost experts on how children learn mathematics finds that 80 percent of the students who purchase this book keep it for reference when they begin their professional teaching careers This book reflects the NCTM Principles and Standards and the benefits of constructivist or student centered mathematics instruction Improvements for the sixth edition include sections on planning for a diverse classroom and a completely new section addressing planning in a classroom where there are English language learners

**Math Advantage** Grace M. Burton,1999    *Mathematical Modeling* Eileen Veronica Hilke,1995 Brief guide to meeting mathematics education goals as established by the National Council of Teachers of Mathematics NCTM by mathematics models real life math applications to mathematics instruction    **Teaching Secondary Mathematics** Alfred S.

Posamentier,Beverly S. Smith,Jay Stepelman,2006 For courses in Secondary Mathematics Methods Teaching Secondary Mathematics Techniques and Enrichment Units 7th edition has been thoroughly revised to discuss current methods of teaching mathematics considering all aspects and responsibilities of the job beginning with a brief overview of the history of mathematics education and how it has evolved over time to include standards for teaching and assessment The authors address how to craft rich and effective daily lesson plans and how to use a variety of instructional tools and strategies to reach all students in a classroom Problem solving is a key focus from its instructional underpinnings to its recreational and motivational aspects The second part of the text provides mathematics teachers with a collection of enrichment units appropriate for the entire secondary school curriculum spectrum

**Resources in Education** ,1996    **Boletin Internacional de Bibliografia Sobre Educacion** ,1997    *ONTERIS Abstracts* Ontario. Ministry of Education,1978    **Te Math Advantage 98 Gr 6 Vol 1** Harcourt Brace Publishing,1997-10-10    **Understanding the Math You Teach** Anita C. Burris,2005 Teaching strategies are grounded in the NCTM standards and illustrated with real student work In addition the author provides a full range of concrete developmental activities that encourage future teachers to make math make sense

for themselves as well as for their students Believing that teachers who are comfortable with mathematics develop learners who are comfortable with mathematics this author empowers preservice preK 4 teachers to teach math confidently by laying a solid foundation of math concepts and building on that foundation with engaging meaningful standards based teaching methods Integrated in this unique combined approach to teaching mathematics is a thorough discussion of math manipulatives as well as the use of technology computer and other wise to assist today s mathematics teacher For educators aids and parents responsible for teaching Pre K to fourth grade math Tests in Print 6 Linda L. Murphy,2002 Consists of descriptive listings of commercially published tests It serves as a comprehensive index to all the Mental Measurement Yearbooks published to date **The 1990 British Columbia Mathematics Assessment** P. J. Gaskell,British Columbia. Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights. Research and Evaluation Branch,1993 The focus of this study is on the participation rates of girls in senior level mathematics and physical science courses rather than on achievement It also emphasizes differences between boys and girls and how gender shapes a decision about whether or not to enrol in a subject area such as algebra or physics It looks at the girls and boys own constructions of their reasons for enrolling or not enrolling in the courses Finally it focuses on secondary schools *Comprehensive Assessment Report ,1997* *Examinations Bulletin* Schools Council (Great Britain).,1972 Forthcoming Books Rose Arny,1996-06 Proceedings American Association for Artificial Intelligence,2006 **Current Index to Journals in Education ,2000**

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