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Divide whole numbers by 10, 100 or 1000

Grade 5 Decimals Worksheet

Find the quotient:

$$1) 4 \div 100 = \underline{\quad}$$

$$2) 530 \div 10 = \underline{\quad}$$

$$3) 592 \div 1000 = \underline{\quad}$$

$$4) 151 \div 1000 = \underline{\quad}$$

$$5) 425 \div 100 = \underline{\quad}$$

$$6) 189 \div 100 = \underline{\quad}$$

$$7) 795 \div 10 = \underline{\quad}$$

$$8) 230 \div 1000 = \underline{\quad}$$

$$9) 934 \div 100 = \underline{\quad}$$

$$10) 698 \div 1000 = \underline{\quad}$$

$$11) 259 \div 100 = \underline{\quad}$$

$$12) 753 \div 100 = \underline{\quad}$$

$$13) 844 \div 10 = \underline{\quad}$$

$$14) 804 \div 1000 = \underline{\quad}$$

$$15) 66 \div 100 = \underline{\quad}$$

$$16) 134 \div 100 = \underline{\quad}$$

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Fractions Word Problems – Grade 8

Solve these on a separate sheet of paper.

The following word problems may require you to add, subtract, multiply or divide fractions.

Read each problem carefully to choose the correct operation. Some of these are tricky! Be sure to show your work and state your answer in a sentence!

- The girl's hockey team won 6 games, lost 3 games, and tied 2 games. What fraction of games did they win?
- In a full set of permanent teeth, $\frac{1}{4}$ of the teeth are incisors, $\frac{1}{4}$ are premolars, and $\frac{3}{8}$ are molars. What fraction of all the teeth are incisors, premolars and molars?
- Chad made a snack by combining $\frac{1}{3}$ of a bowl of granola with $\frac{1}{4}$ of a bowl of chopped banana and $\frac{1}{2}$ of a bowl of yoghurt. Did one bowl hold all of the ingredients at one time? Explain.
- In the first two hockey games of the year, Rodayo played $1\frac{1}{2}$ periods and $1\frac{3}{4}$ periods. How many periods in all did he play?
- Neptune completes $1\frac{1}{2}$ turns about its axis each day. How many turns does it complete in 1 week?
- Shane has a piece of rope that is $7\frac{4}{5}$ units long. If he cuts it into pieces that are each $\frac{3}{5}$ of a unit long, how many pieces does he have?
- About $\frac{3}{4}$ of the students on the track team are girls. About $\frac{3}{4}$ of these girls are in grade 8. What fraction of the students on the track team are grade 8 girls?
- Mara spent $\frac{3}{5}$ of her vacation in British Columbia. While in that province, she spent $\frac{1}{2}$ of her time in Vancouver. What fraction of her vacation did Michaela spend in Vancouver? If her vacation lasted 20 days, how many days did she spend in Vancouver?
- Nick mowed about $\frac{3}{5}$ of the school lawn yesterday. He mowed another $\frac{1}{4}$ of the lawn this morning. How much is left to mow?
- Jackie used to be on the phone $\frac{1}{2}$ times as much as her brother. Her parents threatened to take away the phone, so she cut down to $\frac{2}{5}$ of the time she used to be on the phone. How many times as much as her brother is Jackie now on the phone?

Lesson Teaching group: 7C2	Objective/grade: Multiply whole numbers by 10 Level 3 Multiply whole numbers by 100 and 1000 Level 3 Challenge objective: Multiply any number by 10 Level 4 Multiply any number by 100 and 1000 Level 4 Super Learner Objective: Find multiples of 10, 100 and 1000 Level 4+ EDCC: I can work on my own and as part of a group
Entry/ Starter	Card sort activity (Dominoes for timetables). The class have very poor numeracy skills and need as much practice as they can with the basic Mathematics skills. Students to do this in pairs.
Main Student Learning Activities	Differentiation
Task 1 The key words for the lesson will be written on piece of card and stuck under each of the students chairs. Students are to look at their card and either read the card out or we'll read it together. Then Q&A to see what key words mean.	The cards are to be placed under students chairs in a certain order (for reading)
Task 2 Using the wallet whiteboards (and interactive board to demonstrate) get all students to X by 10, the students to try and do different ones to show they understand. Then explain how to X by 100 and 1000. Students to show RAG cards to check understanding.	By type of question asked and by response. Then targeted support for individual students and extension task for able.
Task 3 Students to complete activity which are correct or incorrect. Then move onto the interactive board for students to demonstrate what they have put and why?	Extension is to explain why, support is assistance.
Task 4 As a class talk about what a multiple is. Then get the students to demonstrate that they understand a multiple using whiteboards (e.g. show me a multiple of 10, 100 and 1000). Then get the class to do the post-it note activity in pairs. Students to stick post-it notes (with prewritten multiples of 10, 100 and 100) onto the diagram on A3 paper.	Students to be in pairs and support given by AMP or any assistant. Students to do harder questions (so multiples of 10, 100 or 1000).
Task 5 AMP to talk the class through multiplying numbers with decimals multiplying by 10, 100 and 1000 using the wallet whiteboards. Once students are confident, the students should move onto the questions on the sheet.	Students to be very supported during this activity. Planners on desks with RAG cards so targeted support is correctly given.
Exit Task Students to do problem solving activity on the back of the worksheet.	
Plenary – Students to do the review sheet and then discuss as a class what they have learned today.	AMP to read the LO's to check all can understand.
Homework N/A today	
Resources Wallet Whiteboards and pens, worksheet, card sort activity, post-it notes, A3 paper with multiples on it.	
Activities to check progress	Students to show understanding of the key words by Q&A. Mini whiteboards Via Q&A and students to come up to the interactive board to show where things go. Students to show posters and AMP and any assistant so we can check understanding. Wallet whiteboards and students marking their own work. RAG cards

Level of the class

7 students at N, 1 student at level 2 and 3 students at level 3. See data sheet attached.

Seating plan on working wall.

Name:

MULTIPLYING & DIVIDING BY 10, 100 AND 1000

Work out the following sums:

- | | |
|-----------------|------------------|
| 1) 286 x 10 = | 1) 7300 ÷ 10 = |
| 2) 345 x 100 = | 2) 45 ÷ 10 = |
| 3) 0.9 x 100 = | 3) 43000 ÷ 100 = |
| 4) 0.45 x 100 = | 4) 320 ÷ 100 = |
| 5) 407 x 10 = | 5) 54670 ÷ 10 = |
| 6) 7 x 1000 = | 6) 7800 ÷ 1000 = |
| 7) 90 x 10 = | 7) 345 ÷ 10 = |
| 8) 56 x 100 = | 8) 670 ÷ 100 = |
| 9) 7.8 x 10 = | 9) 3200 ÷ 1000 = |
| 10) 5 x 1000 = | 10) 4580 ÷ 100 = |

Complete the sums by filling in the missing number:

- | | |
|--------------------|------------------|
| 1) x 10 = 1820 | 1) ÷ 10 = 7000 |
| 2) x 100 = 12000 | 2) ÷ 100 = 83100 |
| 3) x 1000 = 168000 | 3) ÷ 1000 = 4000 |
| 4) x 10 = 89.2 | 4) ÷ 10 = 89.46 |
| 5) x 100 = 7890 | 5) ÷ 100 = 0.045 |
| 6) x 1000 = 890 | 6) ÷ 1000 = 5.3 |

Solve each problem.

1) $\begin{array}{r} 63.9 \\ \times 7.0 \\ \hline \end{array}$	2) $\begin{array}{r} 44.84 \\ \times 9.84 \\ \hline \end{array}$	3) $\begin{array}{r} 88.6 \\ \times 5.01 \\ \hline \end{array}$
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4) $\begin{array}{r} 39.6 \\ \times 5.20 \\ \hline \end{array}$	5) $\begin{array}{r} 28.15 \\ \times 5.5 \\ \hline \end{array}$	6) $\begin{array}{r} 14.36 \\ \times 4.9 \\ \hline \end{array}$
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7) $\begin{array}{r} 63.14 \\ \times 2.08 \\ \hline \end{array}$	8) $\begin{array}{r} 18.65 \\ \times 6.8 \\ \hline \end{array}$	9) $\begin{array}{r} 16.92 \\ \times 8.4 \\ \hline \end{array}$
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