

Important Concepts . . .

Preview Review



Mathematics Grade 6 TEACHER KEY

**W1 - Lesson 1: Basic Facts, Basic
Operations, and Integers**

Important Concepts of Grade 6 Mathematics

W1 - Lesson 1	Basic Facts, Basic Operations, and Integers
W1 - Lesson 2	Place Value, Whole Numbers, Decimals, and Common Fractions
W1 - Lesson 3	Improper Fractions and Mixed Numbers
W1 - Lesson 4	Ratios and Percents
W1 - Lesson 5	Number Operations with Decimals
W1 - Quiz	
W2 - Lesson 1	Factors, Multiples, and Prime Factorizations
W2 - Lesson 2	Metric Measurement
W2 - Lesson 3	Perimeter and Area
W2 - Lesson 4	Surface Area and Volume
W2 - Lesson 5	Working with Angles and Drawing Objects and Shapes
W2 - Quiz	
W3 - Lesson 1	Transformations
W3 - Lesson 2	Bar Graphs, Line Graphs, and Circle Graphs
W3 - Lesson 3	Collecting and Analyzing Data
W3 - Lesson 4	Number Patterns, Magic Squares, and Problem Solving
W3 - Lesson 5	Probability and Outcomes
W3 - Quiz	

Materials Required: A textbook is not needed. This is a stand-alone course.

Mathematics Grade 6

Version 5

Preview/Review W1 - Lesson 1 TEACHER KEY

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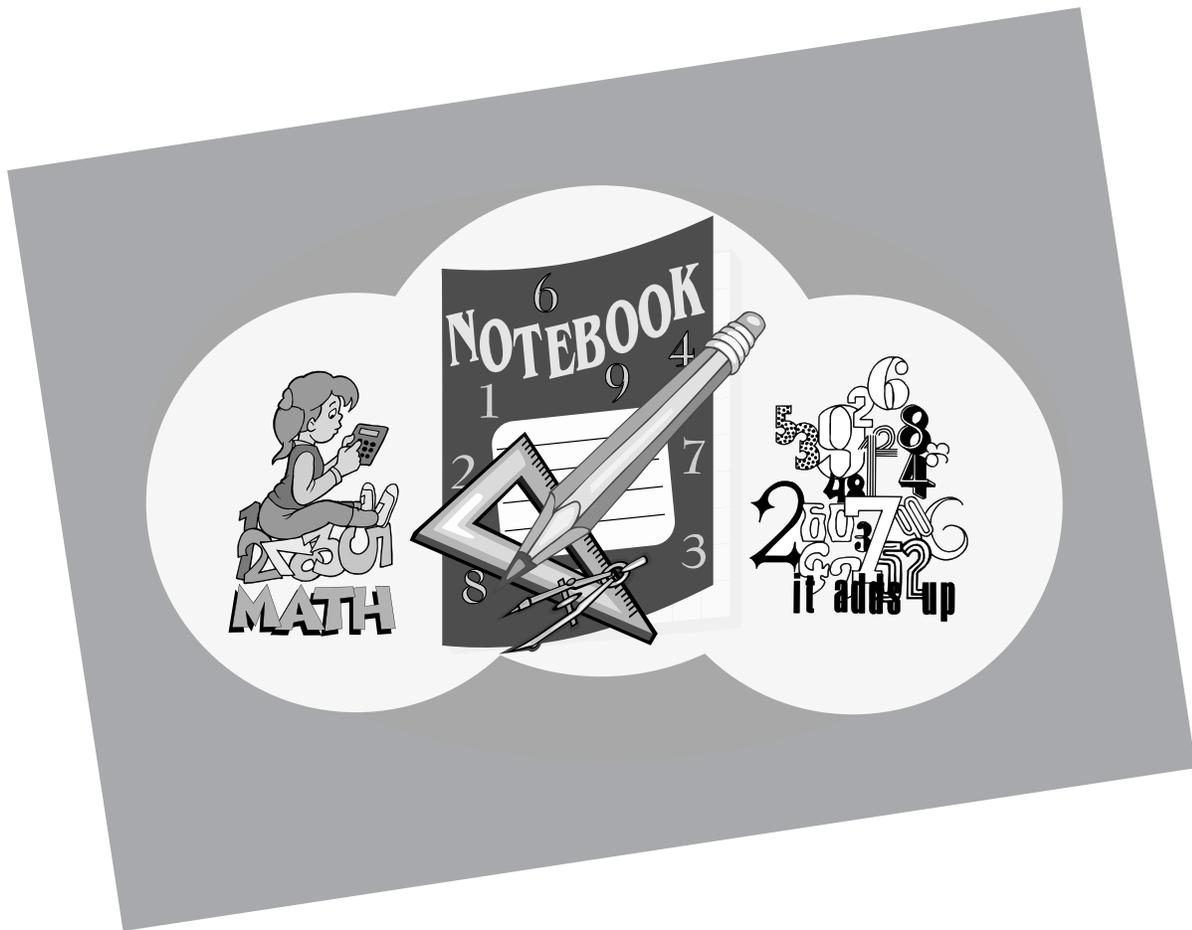
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Preview/Review Concepts for Grade Six Mathematics

TEACHER KEY



*W1 - Lesson 1:
Basic Facts, Basic
Operations, and Integers*

OBJECTIVES

By the end of this lesson, you should

- know basic facts of addition, subtraction, multiplication, and division
- perform basic operations of addition, subtraction, multiplication, and division
- understand positive and negative integers

GLOSSARY

addition: the process of combining amounts to have more

integer: a positive or negative number or a zero

multiplication: the process of increasing an amount a number of times

subtraction: the process of removing some amount to have less

W1 - Lesson 1: Basic Facts, Basic Operations, and Integers

Welcome to the Preview/Review of Grade Six Mathematics. This course contains 15 lessons, each 90 minutes in length. No textbook is required because all instructions and worksheets are provided.

Welcome to W1 - Lesson 1! This lesson tests your knowledge of the basic facts and your competency in basic mathematics operations. Four two-minute timed quizzes (addition, subtraction, multiplication, and division) and two short exams are included. The first exam is on addition and subtraction and the second exam is on multiplication and division. Students are **not** allowed to use calculators because the purpose of the tests is to evaluate their present skill levels.



At the end of the lesson, you are asked to evaluate your work on that lesson. Please be specific and honest in your evaluation. You are asked three questions. Notice the sample answers. Your answers at the end of each lesson show you know what you know, and they help your teacher help you!

Self-Evaluation

Ask yourself some important questions. Write your answers in sentences for your teacher.

1. In this lesson, what part of your work was **excellent**?
Example: *I know my times tables to 6 very well. I understand integers and basic operations.*
2. In this lesson, what part of your work needs improvement?
Example: *I know my times tables to 6 very well, but I have trouble with 7, 8, and 9 times tables.*
3. If you want help for some of the work in this lesson, ask your teacher in this space.
Example: *I need help with long division. I get too many wrong.*

Complete as many operations as possible in the time allotted for each operation.

Basic Facts: Addition..... Two Minutes

$6 + 3 = \underline{9}$ $4 + 9 = \underline{13}$ $6 + 5 = \underline{11}$ $7 + 2 = \underline{9}$ $4 + 7 = \underline{11}$

$1 + 8 = \underline{9}$ $4 + 5 = \underline{9}$ $9 + 7 = \underline{16}$ $8 + 8 = \underline{16}$ $5 + 7 = \underline{12}$

$9 + 6 = \underline{15}$ $7 + 8 = \underline{15}$ $8 + 2 = \underline{10}$ $5 + 9 = \underline{14}$ $4 + 8 = \underline{12}$

$3 + 9 = \underline{12}$ $6 + 6 = \underline{12}$ $8 + 5 = \underline{13}$ $7 + 6 = \underline{13}$ $8 + 9 = \underline{17}$

$7 + 7 = \underline{14}$ $4 + 6 = \underline{10}$ $9 + 9 = \underline{18}$ $6 + 8 = \underline{14}$ $3 + 7 = \underline{10}$

Number of questions completed: _____ Number of questions correct: _____

Basic Facts: Subtraction..... Two Minutes

$10 - 4 = \underline{6}$ $8 - 3 = \underline{5}$ $15 - 6 = \underline{9}$ $9 - 7 = \underline{2}$ $12 - 5 = \underline{7}$

$7 - 3 = \underline{4}$ $11 - 9 = \underline{2}$ $6 - 2 = \underline{4}$ $16 - 7 = \underline{9}$ $13 - 8 = \underline{5}$

$15 - 2 = \underline{13}$ $14 - 6 = \underline{8}$ $12 - 8 = \underline{4}$ $13 - 6 = \underline{7}$ $17 - 9 = \underline{8}$

$8 - 1 = \underline{7}$ $10 - 7 = \underline{3}$ $5 - 0 = \underline{5}$ $12 - 9 = \underline{3}$ $11 - 3 = \underline{8}$

$18 - 9 = \underline{9}$ $9 - 4 = \underline{5}$ $16 - 8 = \underline{8}$ $13 - 4 = \underline{9}$ $14 - 5 = \underline{9}$

Number of questions completed: _____ Number of questions correct: _____

Basic Facts: Multiplication..... Two Minutes

$9 \times 2 = \underline{18}$ $4 \times 4 = \underline{16}$ $2 \times 6 = \underline{12}$ $8 \times 8 = \underline{64}$ $0 \times 4 = \underline{0}$

$6 \times 3 = \underline{18}$ $8 \times 9 = \underline{72}$ $8 \times 7 = \underline{56}$ $6 \times 9 = \underline{54}$ $6 \times 6 = \underline{36}$

$9 \times 0 = \underline{0}$ $9 \times 5 = \underline{45}$ $8 \times 6 = \underline{48}$ $7 \times 7 = \underline{49}$ $8 \times 4 = \underline{32}$

$9 \times 7 = \underline{63}$ $5 \times 5 = \underline{25}$ $7 \times 6 = \underline{42}$ $7 \times 3 = \underline{21}$ $4 \times 9 = \underline{36}$

$4 \times 8 = \underline{32}$ $2 \times 8 = \underline{16}$ $9 \times 3 = \underline{27}$ $9 \times 9 = \underline{81}$ $3 \times 8 = \underline{24}$

Number of questions completed: _____ Number of questions correct: _____

Basic Facts: Division Two Minutes

$4 \div 1 = \underline{4}$ $28 \div 4 = \underline{7}$ $36 \div 6 = \underline{6}$ $24 \div 8 = \underline{3}$ $10 \div 2 = \underline{5}$

$14 \div 2 = \underline{7}$ $56 \div 7 = \underline{8}$ $40 \div 8 = \underline{5}$ $72 \div 9 = \underline{8}$ $54 \div 6 = \underline{9}$

$36 \div 9 = \underline{4}$ $35 \div 5 = \underline{7}$ $18 \div 3 = \underline{6}$ $56 \div 8 = \underline{7}$ $40 \div 5 = \underline{8}$

$64 \div 8 = \underline{8}$ $42 \div 7 = \underline{6}$ $27 \div 3 = \underline{9}$ $63 \div 7 = \underline{9}$ $12 \div 2 = \underline{6}$

$16 \div 4 = \underline{4}$ $81 \div 9 = \underline{9}$ $30 \div 5 = \underline{6}$ $48 \div 6 = \underline{8}$ $32 \div 8 = \underline{4}$

Number of questions completed: _____ Number of questions correct: _____

Test 1: Addition and Subtraction Exam..... Seven Minutes

Students **may not** use calculators. Complete as many as possible in the time allowed. Check your work if you have time.

$$\begin{array}{r}
 1. \quad 26 \\
 \quad 35 \\
 \quad 48 \\
 + \quad 73 \\
 \hline
 \quad 182
 \end{array}$$

$$\begin{array}{r}
 2. \quad 224 \\
 \quad 537 \\
 \quad 810 \\
 + \quad 645 \\
 \hline
 \quad 2\ 216
 \end{array}$$

$$\begin{array}{r}
 3. \quad 7\ 869 \\
 \quad +\ 2\ 463 \\
 \hline
 \quad 10\ 332
 \end{array}$$

$$\begin{array}{r}
 4. \quad 9\ 573 \\
 \quad -\ 4\ 668 \\
 \hline
 \quad 4\ 905
 \end{array}$$

$$\begin{array}{r}
 5. \quad 82\ 630 \\
 \quad -\ 53\ 574 \\
 \hline
 \quad 29\ 056
 \end{array}$$

$$\begin{array}{r}
 6. \quad 760 \\
 \quad 939 \\
 \quad 425 \\
 + \quad 778 \\
 \hline
 \quad 2\ 902
 \end{array}$$

$$\begin{array}{r}
 7. \quad 4\ 081 \\
 \quad 5\ 253 \\
 \quad 6\ 798 \\
 + \quad 3\ 024 \\
 \hline
 \quad 19\ 156
 \end{array}$$

$$\begin{array}{r}
 8. \quad 25\ 895 \\
 \quad 94\ 325 \\
 \quad 65\ 466 \\
 + \quad 45\ 321 \\
 \hline
 \quad 231\ 007
 \end{array}$$

$$\begin{array}{r}
 9. \quad 8\ 003 \\
 \quad -\ 2\ 195 \\
 \hline
 \quad 5\ 808
 \end{array}$$

$$\begin{array}{r}
 10. \quad 70\ 802 \\
 \quad -\ 39\ 814 \\
 \hline
 \quad 30\ 988
 \end{array}$$

Number of questions completed: _____ Number of questions correct: _____

Test 2: Multiplication and Division Exam Ten Minutes

Students **may not** use calculators. Complete as many as possible in the time allowed. Check your work if you have time.

1. $\begin{array}{r} 54 \\ \times 3 \\ \hline 162 \end{array}$	2. $\begin{array}{r} 807 \\ \times 4 \\ \hline 3\ 228 \end{array}$	3. $\begin{array}{r} 156 \\ 3 \overline{) 468} \\ - 3 \downarrow \\ \hline 16 \\ - 15 \downarrow \\ \hline 18 \\ - 18 \\ \hline 0 \end{array}$	4. $\begin{array}{r} 858 \\ 11 \overline{) 9438} \\ - 88 \\ \hline 63 \\ - 55 \\ \hline 88 \\ - 88 \\ \hline 0 \end{array}$	5. $\begin{array}{r} 864 \\ 7 \overline{) 6048} \\ - 56 \\ \hline 44 \\ - 42 \\ \hline 28 \\ - 28 \\ \hline 0 \end{array}$
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6. $\begin{array}{r} 875 \\ \times 64 \\ \hline 3\ 500 \\ 52\ 500 \\ \hline 56\ 000 \end{array}$	7. $\begin{array}{r} 369 \\ \times 254 \\ \hline 1\ 476 \\ 18\ 450 \\ 73\ 800 \\ \hline 93\ 726 \end{array}$	8. $\begin{array}{r} 96 \\ \times 25 \\ \hline 480 \\ 1\ 920 \\ \hline 2\ 400 \end{array}$	9. $\begin{array}{r} 2\ 351 \\ 41 \overline{) 96\ 391} \\ - 82 \\ \hline 143 \\ - 123 \\ \hline 209 \\ - 205 \\ \hline 41 \\ - 41 \\ \hline 0 \end{array}$	10. $\begin{array}{r} 379 \\ 25 \overline{) 9475} \\ - 75 \\ \hline 197 \\ - 175 \\ \hline 225 \\ - 225 \\ \hline 0 \end{array}$
--	--	--	--	--

Number of questions completed: _____ Number of questions correct: _____

Integers

An **integer** is a positive or negative whole number or a zero.

A positive integer is written with the symbol +.
+7 is read as “positive seven”.

A negative integer is written with the symbol –.
–4 is read as “negative four”.

We use integers everyday. Notice that the bolded key words determine if the numbers are positive or negative.

Some examples: (answer in brackets)

- The army tank **advanced** 25 metres. (+25)
- The stairway went **up** 11 floors. (+11)
- The temperature **fell** 8 degrees. (–8)
- The Oilers are **leading** the Flames by 2 goals. (+2)
- The Canadian skier was 35 metres **behind** the leader. (–35)

Questions

- Write the following integers in words:

Example: + 49: positive forty-nine

a. –34: negative thirty-four

b. +18: positive eighteen

c. +205: positive two hundred five

d. –799: negative seven hundred ninety-nine

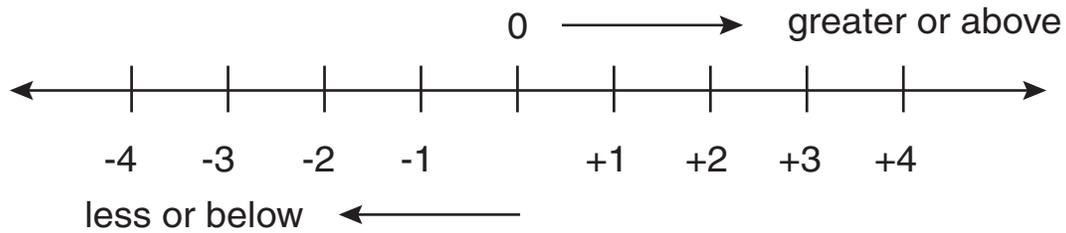
e. +802: positive eight hundred two

2. Write these integers in numerals and symbols.

Example: Negative three hundred twenty: -320

- a. positive six: **+6**
- b. negative fifty-four: **-54**
- c. negative two hundred eighteen: **-218**
- d. positive four thousand three hundred twenty-seven: **+4327**
- e. negative six thousand and two: **-6002**

3. Name the next three integers.



Example: below +56: +55, +54, +53 (Think: Finding the numbers below is like counting backwards.)

- a. above +4: **+5, +6, +7**
- b. above -8: **-7, -6, -5**
- c. below +96: **+95, +94, +93**
- d. above -123: **-122, -121, -120**
- e. greater than +62: **+63, +64, +65**
- h. greater than -209: **-208, -207, -206**

4. Write the next 3 integers in each series:

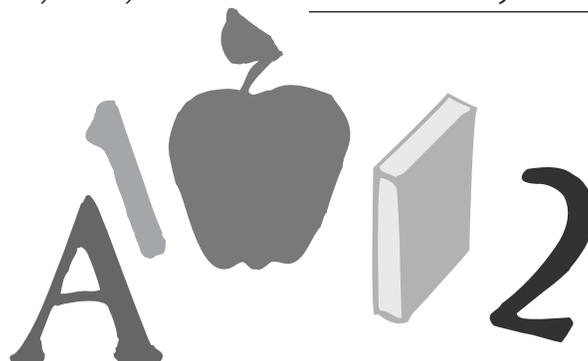
Example: +2, +4, +6: +8, +10, +12 (Think: Plus two, four, and six are followed by plus eight, ten, and twelve.)

- | | | |
|----|-------------------|-------------------------|
| a. | 0, +3, +6, | <u>+9, +12, +15</u> |
| b. | -7, -11, -15, | <u>-19, -23, -27</u> |
| c. | -20, -15, -10, | <u>-5, 0, +5</u> |
| d. | +100, +125, +150, | <u>+175, +200, +225</u> |
| e. | +512, +256, +128, | <u>+64, +32, +16</u> |
| f. | -888, -789, -690, | <u>-591, -492, -393</u> |

5. Arrange the integers in order from least to greatest:

Example: +56, -23, +129, -444, 0: -444, -23, 0, +56, +129

- | | | |
|----|-------------------------------|--------------------------------------|
| a. | -231, -456, -1 006, -95, -198 | <u>-1 006, -456, -231, -198, -95</u> |
| b. | +8, +6, 0, -11, +26 | <u>-11, 0, +6, +8, +26</u> |
| c. | +98, +765, -56, -876, +22 | <u>-876, -56, +22, +98, +765</u> |
| d. | -77, -88, -34, 0, +51 | <u>-88, -77, -34, 0, +51</u> |
| e. | +987, +5, -456, -87, -1 224 | <u>-1 224, -456, -87, +5, +987</u> |



6. Complete the following integer sentences:

Example: $(-8) + (+12) = +4$

- a. $(-4) + (-9) = \underline{-13}$
- b. $(+7) + (+18) = \underline{+25}$
- c. $(-13) + (+11) = \underline{-2}$
- d. $(+34) + (-15) = \underline{+19}$
- e. $(-49) + (+27) + (+24) = \underline{+2}$
- f. $(+87) + (-41) + (-35) = \underline{+11}$



7. Arrange in order from largest to smallest:

Example: $+444, +555, -23, -345, +200$: $+555, +444, +200, -23, -345$

- a. $+700, +860, +1335, +24, +444$

$\underline{+1335, +860, +700, +444, +24}$

- b. $-2, -5, 0, -20, +5$

$\underline{+5, 0, -2, -5, -20}$

- c. $-17, +22, -19, +20, +9$

$\underline{+22, +20, +9, -17, -19}$

- d. $+123, +213, +312, +137, +270$

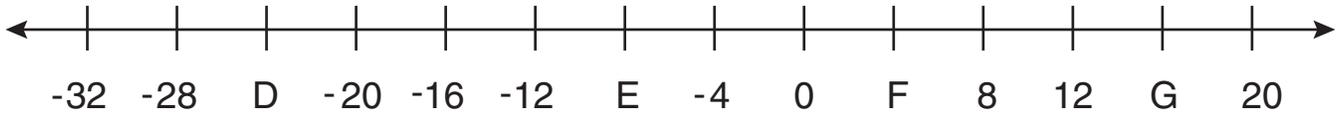
$\underline{+312, +270, +213, +137, +123}$

- e. $-1007, -1024, -1042, -1070, 0$

$\underline{0, -1007, -1024, -1042, -1070}$

8. Find the integers on a number line.

Following is an example of a number line:

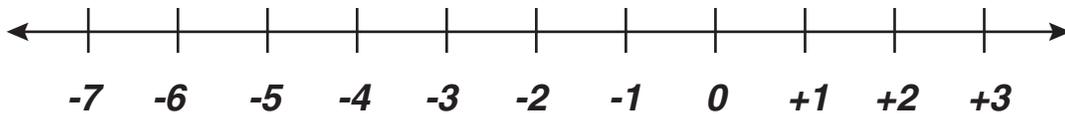


- a. What is the value of D? -24
- b. What is the value of E? -8
- c. What is the value of F? +4
- d. What is the value of G? +16



9. Draw a number line for each set of integers.

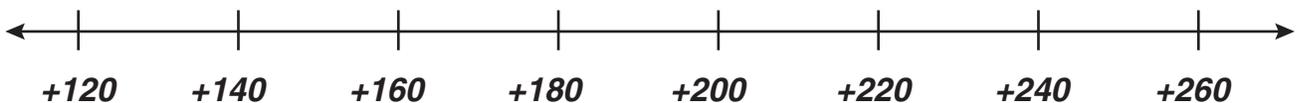
- a. -7 to + 3 (count by 1s)



- b. -25 to + 10 (count by 5s)



- c. +120 to +260 (count by 20s)



Homework Assignment

Following are the scores of a charity golf match played by Tiger Woods, Mike Weir, Wayne Gretzky, and Premier Ralph Klein.

Hole Number	1	2	3	4	5	6	7	8	9	Total
Par	5	5	4	5	5	3	4	4	5	40
Tiger Woods	4	4	4	3	4	3	3	3	4	
Mike Weir	4	5	3	4	4	3	4	3	3	
Ralph Klein	8	7	5	5	7	4	6	5	8	
Wayne Gretzky	4	5	3	7	4	3	4	4	6	

1. Calculate each player's final score.

a. Tiger = 32

b. Mike = 33

c. Ralph = 55

d. Wayne = 40

2. Write each player's total score as an integer showing whether he is above or below par.

a. Tiger - 8

b. Mike - 7

c. Ralph + 15

d. Wayne 0



Self-Evaluation

Ask yourself some important questions. Write your answers in sentences for your teacher.

1. In this lesson, what part of your work was **excellent**?

2. In this lesson, what part of your work **needs improvement**?

3. If you want help for some of the work in this lesson, ask your teacher in this space.
