TAURANGA GIRLS COLLEGE
YEAR 9 HOMEWORK SHEET
Series D Sheet 2
TGC Values: Respect, Participation, Pride

Name: _____

Due Date: _____

1.

	20	25	42	36	28	37	55	63	87	91
double										

2.

	46	90	280	446	78	96	138	218	350	352
halve										

3.

	10	4	5	7	8	12	11	6	3	9
x 4										

4.

	15	30	45	20	40	55	35	0	60	25
÷ 5										

Use the numeracy strategy to complete these calculations:

5. 27 x 8 = 20 x 8 + 7 x 8
=
=

6. 53 x 7 = 50 x 7 + …….
=
=

7. 27 x 9 = ……. + …….
=
=

For Q8 – 12 round as indicated:

6. 5664 to nearest hundred

7. 17,845 to nearest ten

8. 945,321 to nearest thousand

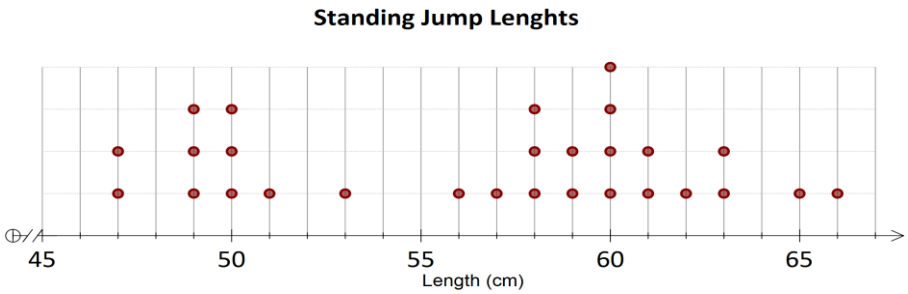
9. 721,789 to nearest ten thousand

10. 4,789,000 to nearest million

Numeracy Total: _____ / **10**

KEY SKILLS:

1. The standing jump length, to the nearest centimetre was recorded for some Year 3 students and entered on a dot plot



1. How many lengths over 55cm?
2. What is the **range** of lengths?
3. What **fraction** of the class jumped less than 55cm?
4. Are the distances clustered in one or two groups?

2. In the number 379.4681 what digit is in the *thousandths* column? _____

3. Write *seven thousandths* as a decimal

_____

4. Insert < or > to make these statements true:

a. 324.57 ____ 324.7

b. -17 _____ -11

5. a. $^{-}5 - {}^{-}7 =$

b. $^{-}56 \div 8 =$

6. $4 \times 9 \div 3 \times 3 =$

7. Calculate $\sqrt{121} =$

8. Write the factors of 14

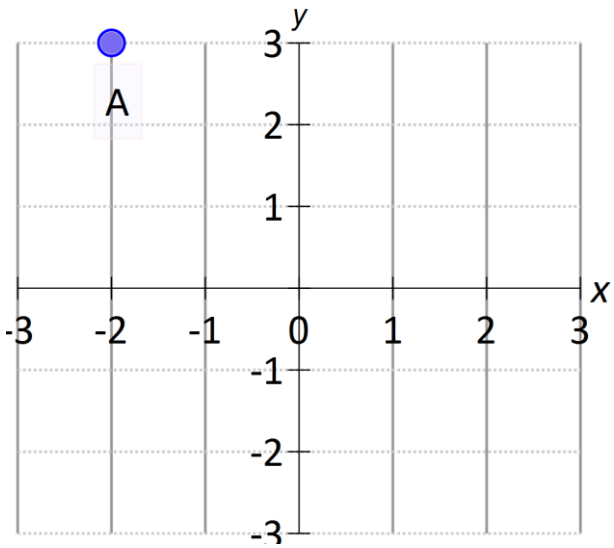
9. If m = 7 give the value of m^2

_____

10. If g – 23 = 72, what value is g?

g = _____

11. Give the coordinate of the point A on the axes below:



Coordinate (,)

Key Skills Total: _____ */ 16*

CURRENT WORK:

1. Write these fractions :

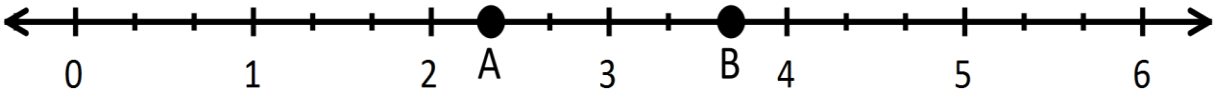
a) seven fifths b) five and three eighths

2. Write each of the following lists of fractions in order from biggest to smallest.

a) $\frac{3}{7}$ $\frac{1}{7}$ $\frac{5}{7}$ b) $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{7}$

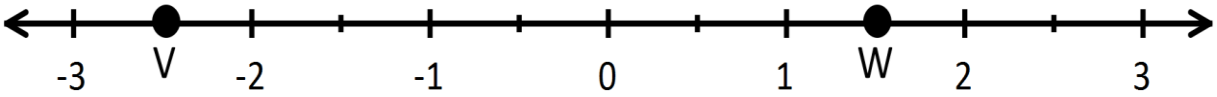
3. Write each fraction for the points marked on the number line as a *mixed number* **and** an *improper fraction*

a)



A = …….. and …….. B = …….. and ……..

b)



V = …….. and …….. W = …….. and ……..

4. Complete this table of *mixed numbers* and *improper fractions:*

Mixed number	$5\frac{3}{4}$	$3\frac{2}{5}$	$9\frac{\ }{3}$	
Improper fraction	$\frac{\ }{4}$		$\frac{29}{3}$	$\frac{39}{4}$

5. Complete each of these *equivalent* fractions:

a) $\frac{3}{4} = \frac{\ }{20}$ b) $\frac{2}{5} = \frac{\ }{30}$ c) $\frac{15}{18} = \frac{\ }{6}$ d) $\frac{35}{40} = \frac{\ }{8}$

6. *Simplify* each of these fractions:

a) $\frac{20}{25} = \frac{\ }{5}$ b) $\frac{16}{24} = \frac{\ }{3}$ c) $\frac{15}{21} = \frac{\ }{7}$ d) $\frac{25}{40} =$

Current Work Total: _____ / ***24***

APPLICATIONS AND PROBLEM SOLVING

These questions use the Problem Solving Skill *Working Backwards*

1. What is the number I started with?

a) I start with a number, add 8.
I end up 54.

b) I start with a number, subtract 10.
I end up with -3.

c) I start with a number, multiply by 5,
and then subtract 7. I end up with 13.

d) I start with a number, add 8, and then
divide by 2. I end up with 10.

2. Kate was going to work on a train. Each time it stopped she noted how many people came in or left her carriage. Here is the sequence:
5 people got on, then 8 people got off, then 7 people got on, then 3 people go on, then 1 person got off.
If there are now 15 people in the train carriage with Kate, how many were when Kate stated counting?

3. A farmer sold 350 of his sheep, bought 55 and then bought a further 120. After 10 died, he sold another 140. If he now had 170, with how many did she begin with?

*Applications and problem solving Total: _____ / **6***

Overall Total: ____+____ + ____ + ____ = ____ /56

Parent Signature: