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Simple Algebra True/False

Name _____   ATF4-1

Answer *true* or *false*: for the given value of
each variable.

1. $y + 5 = 17$, $y = 22$ _____

2. $4x = 24$, $x = 6$ _____

3. $n \div 7 = 3$, $n = 21$ _____

4. $s - 13 = 21$, $s = 34$ _____

5. $20 \times y = 300$, $y = 160$ _____

6. $n + 40 = 92$, $n = 50$ _____

7. $27 = 3m$, $m = 9$ _____

8. $7 + t = 21$, $t = 11$ _____

9. $x - 8 = 24$, $x = 32$ _____

10. $n + 24 = 61$, $m = 45$ _____

Multiplication & Patterns and Algebra

Name: | Date:

1. A bus can transport 68 children. How many children can 7 buses transport?
    ○ 75   ○ 480
    ○ 478   ○ 476

2.
$$\begin{array}{r} 7\,8 \\ \times\,4\,9 \\ \hline \end{array}$$
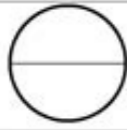
3.

6	10	18	27	36	■
9	13	21	●	39	42

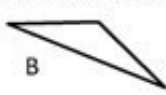What number belongs in place of the red circle?
    ○ 29   ○ 24
    ○ 30   ○ 34

4. What number belongs in place of the blue square?
    ○ 45   ○ 47
    ○ 37   ○ 39

5. Which best describes the rule for the table?
    ○ Top row is half the bottom row.
    ○ Top row X 2 equals the bottom.
    ○ Top row + 3 equals the bottom.
    ○ Top row + bottom row = 15.

6. Which is equal to 13 × 12.
    ○ 190 – 34   ○ 190 – 54
    ○ 190 – 44   ○ 190 – 24

7. What's the missing number from this equation?
    200 – 75 = 80 + ☐
    ○ 35   ○ 55
    ○ 45   ○ 25

8. Trisha earns $95 dollars a week, how much will she earn in one year?
    ○ $4750   ○ $4940
    ○ $4845   ○ $1140

9. What is the next number in the pattern?
    1, 2, 4, 8, 16, 32,

10. 65 add 93 'is equal to' 250 take away? _____
    _____

Name : _____   Score : _____
Teacher : _____   Date : _____

Complete the Numerical Series

1) 4, 8, 10, 20, 22, 44, 46, __, __, __

2) 1, 3, -1, -3, -7, -21, -25, __, __, __

3) 0, 1, 1, 2, 3, 5, 8, __, __, __

4) 4, 12, 16, 48, 52, 156, 160, __, __, __

5) 9, 12, 7, 10, 5, 8, 3, __, __, __

6) 16, 22, 19, 25, 22, 28, 25, __, __, __

7) 4, 12, 16, 48, 52, 156, 160, __, __, __

8) 4, 8, 1, 2, -5, -10, -17, __, __, __

9) 22, 28, 21, 27, 20, 26, 19, __, __, __

10) 1, 2, -4, -8, -14, -28, -34, __, __, __

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MENTAL MATHS QUIZ 5:4

1)	60 x 8	
2)	1 – ____ = 0.72	
3)	⅔ of 24	
4)	10 x (7 + 6)	
5)	Find the value of y if y – 8 = 15.	
6)	What is this part of the circle called? *diameter radius circumference sector*	
7)	4 ¾ + 3 + 5 ½	
8)	In a class, ⅗ of the children like football. What fraction do not like football?	
9)	I am a triangle with 1 obtuse and 2 acute angles. Who am I? A B C D	
10)	What are the next two numbers: 1, 3, 6, 10, 15, 21, ___, ___	
11)	What is the probability of rolling a 3 on a 6-sided dice?	
12)	Entry to a zoo costs £30 for an adult and £25 for a child. How much would it cost for 2 adults and 3 children?	
13)	Five children play a computer game and score 12, 15, 7, 8 and 10 points. What is the median score?	
14)	A paperclip is made out of 9.8cm of wire. How many paperclips could I make with 1 metre of wire?	
15)	I travel at 50 miles per hour for 4 hours. How far have I gone?	
16)	A train journey takes 3h 40min. If I arrive at 1:30pm, what time did I set off?	

Also, please note that these worksheets and their solutions were created by hand, if you do find any errors please report them to Ezy Math Tutoring so we can make corrections. Use fractions to represent information Identify, continue and create simple number patterns involving addition and subtraction Solve word problems that involve addition and subtraction of fractions with the same denominator Begin to represent and recognise equivalent fractions Use what is known about a pattern to predict missing or future terms Curriculum Connections – NSW Syllabus Mathematics K-10 – Stage 3.1 Patterns & Algebra 1 Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction (ACMNA107) Fractions and Decimals 1 Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103) At the end of this lesson students should be able to answer the following questions What do you notice about the information in this table? A rubric and answer key is included. Please find below a modest collection of generic practice worksheets for mathematics, grade 3-12. The assessment is divided into 4 sections: knowledge & understanding, thinking, communication and application. This file is in PDF format to ensure it opens Page 2 A fun activity to use during the first week of school that encourages students to introduce themselves and to think about numbers. Grade 1 Algebra: Patterning Assessment - 2020 Ontario Mathby This is a grade 1 patterning assessment based on expectations in the 2020 Ontario Math Curriculum. How can we find out what Marvin ate at the second party? Recommended Posts A huge thank you to Sharon Tooney for the layout and scope and sequence of maths. Can you use fractions to represent the information in this table? They are only basic but at test time, the slightest extra practice can make a big difference. For more information, please download the attached lesson plan. Purpose Count forwards and backwards using fractions, e.g. ½, 1, 1½ , 2, etc. Is there another way to represent some fractions? The focus of this activity is to discover if students can interpret information in a table and use fractions (with the same denominator) to represent different amounts. How could we represent the amounts as a diagram? How many slices of pizza will each person eat? What happens when we add fractions? Why is the denominator important? How many large pizzas will Marvin need to buy? Is a circle the best representation? We want to encourage students to use what they know about to interpret the information in the table before applying their understanding of fractions. I have written a stage 3 , term 3 maths program along the lines of Sharon's, using her proformas and setting out. Due to the fact that we have composite classes a Cardiff North some of the activities are the same for year 5 and 6.These are a mixture of activities found and sourced through the internet, HCC Cows , Dens 2 and North Coast Maths, Tighes Hill and the Junction activities to align with the new maths syllabus.

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