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CELEBRATE BASIC MATHS SKILLS

Basic does not mean boring! There certainly is nothing dull about plunging into the world of sports and using your skills with numbers to...

- ... figure out who gets paid what salary in the world of sports
- ... sort out fascinating trivia about athletes and sporting events
- ... unravel mystery quotes and names of athletes
- ... tell the Wildcats from the Bobcats from the Cougars and other feline mascots
- ... decide whether a racing pigeon moves faster than a guy on a skateboard
- ... help you translate an Olympic motto from Latin
- ... decide whether a whale can jump further than a human

The idea of celebrating the basics is just what it sounds like—enjoying and improving the basic skills of solving maths problems. The pages that follow are full of exercises for students that will help to review and strengthen specific, basic maths skills. This is not just another ‘fill-in-the-blanks’ way to learn. The high-interest activities will put students to work applying a rich variety of the most important skills and facts related to whole numbers and integers. Kids will do this good work while enjoying fun and challenging adventures with fascinating sports information, statistics and personalities.

The pages in this book can be used in many ways:

- for individual students to sharpen a particular skill
- with a small group needing to relearn or strengthen a skill
- as an instructional tool for teaching a skill to any size group
- by students working on their own
- by students working under the direction of an adult

Each page may be used to introduce a new skill, to reinforce a skill or to assess a student’s performance of a skill. As students take on the challenges of these adventures with problems, they will grow in their mastery of basic skills and have a good time while they do it. As you watch them check off the basic maths skills they’ve strengthened, you can celebrate with them!

-7²

1312

-3 X -5 = 15

55

-12³

8³ =

+

114²

25 379

37

BALLPARK FIGURES

The expression 'ballpark figure' means an estimate or a round number. For instance, you might ask your mum to give you a ballpark figure for how much she's planning to spend on your birthday present. Follow the directions to get a ballpark figure for each number below.



I. Round to the nearest ten.

- | | |
|---------------|----------------|
| 1. 534 _____ | 6. 43 _____ |
| 2. 793 _____ | 7. 9 _____ |
| 3. 1247 _____ | 8. 58 _____ |
| 4. 6872 _____ | 9. 573 _____ |
| 5. 795 _____ | 10. 2265 _____ |

II. Round to the nearest hundred.

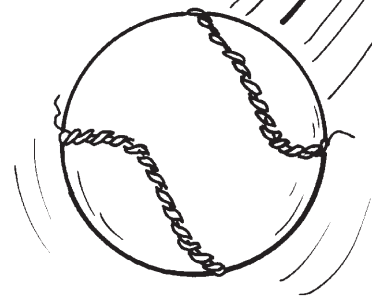
- | | |
|----------------|----------------|
| 11. 582 _____ | 16. 360 _____ |
| 12. 1234 _____ | 17. 575 _____ |
| 13. 640 _____ | 18. 3987 _____ |
| 14. 770 _____ | 19. 4231 _____ |
| 15. 1104 _____ | 20. 929 _____ |

III. Round to the nearest thousand.

- | | |
|----------------|-------------------|
| 21. 3109 _____ | 26. 4765 _____ |
| 22. 2786 _____ | 27. 7954 _____ |
| 23. 4876 _____ | 28. 54 876 _____ |
| 24. 8543 _____ | 29. 543 908 _____ |
| 25. 2264 _____ | 30. 6832 _____ |

IV. Round to the nearest ten thousand.

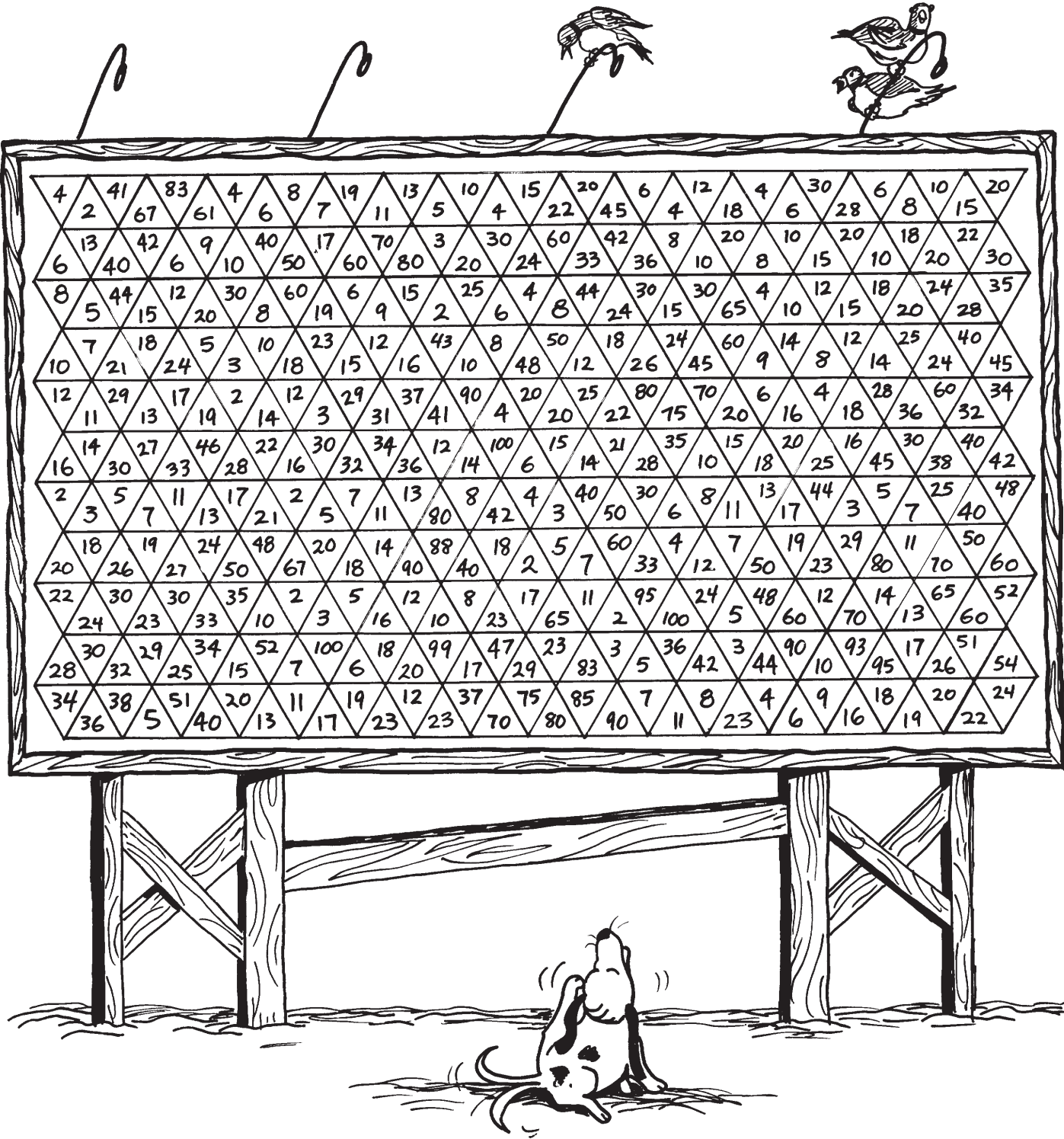
- | | |
|-------------------|-------------------|
| 31. 41 876 _____ | 36. 789 555 _____ |
| 32. 260 098 _____ | 37. 86 452 _____ |
| 33. 91 975 _____ | 38. 755 555 _____ |
| 34. 207 865 _____ | 39. 7643 _____ |
| 35. 462 876 _____ | 40. 54 321 _____ |



Name _____

PRIME-TIME SCOREBOARD

This scoreboard changes images during intermissions and other breaks. When it's not showing the score, it's showing a message to the crowd. Shade in all the prime numbers with a red texta and shade all composite numbers with a blue texta to read the message it's flashing today.



Name _____

DOES PRACTICE MAKE PERFECT?

They say that 'practice makes perfect' in sports, in hobbies, and in physical or mental activity—even in maths. Do you think this is always a true saying? See if you can get a perfect score practising the multiplication of integers.

- | | | | |
|------------------|-------------------|---------------------|---------------------|
| 1. $7 \cdot 9$ | 6. $-7 \cdot 3$ | 11. $2 \cdot -11$ | 16. $18 \cdot -10$ |
| 2. $-7 \cdot -9$ | 7. $7 \cdot -3$ | 12. $-2 \cdot -11$ | 17. $33 \cdot 20$ |
| 3. $7 \cdot -9$ | 8. $-7 \cdot -3$ | 13. $18 \cdot 10$ | 18. $-33 \cdot 20$ |
| 4. $-7 \cdot 9$ | 9. $2 \cdot 11$ | 14. $-18 \cdot 10$ | 19. $33 \cdot -20$ |
| 5. $7 \cdot 3$ | 10. $-2 \cdot 11$ | 15. $-18 \cdot -10$ | 20. $-33 \cdot -20$ |

Complete each chart below.

	n	-8	-6	-4	-2	0	2	4	6	8
21.	$-3 \cdot n$									
	n	-10	-7	-4	-1	2	5	8	11	14
22.	$6 \cdot n$									
	n	-7	-5	-3	-1	1	3	5	7	9
23.	$5 \cdot n$									

Without multiplying, tell if the product is positive (write +) or negative (write -).

- _____ 24. $-6 \cdot 8 \cdot -3$ _____ 25. $-7 \cdot 4 \cdot -6$ _____ 26. $-8 \cdot -3 \cdot -3 \cdot 9$

Find the products of the following:

- _____ 27. $8 \cdot -2 \cdot -4$ _____ 29. $-10 \cdot 0 \cdot 100 \cdot 1$
 _____ 28. $-7 \cdot -2 \cdot -5 \cdot 7$ _____ 30. $234 \cdot -25 \cdot 2$

Name _____