
Table of Contents

Introduction	4
CSF Standards	5
Summary of Concepts and Materials	6
Unit 1: Casting Out Nines	7
Facts and Reminders—Divisibility by 9—Word Problems—Using the Calculator	
Unit 2: No Leftovers	11
Facts and Reminders—Divisibility by 10, 100 and 1000—Divisibility by 2, 5 and 25— Divisibility by 3 and 4	
Unit 3: Dynamic Decimals	15
Facts and Reminders—Decimal Values—Adding and Subtracting Decimals— Multiplying Decimals	
Unit 4: Great Googols	19
Facts and Reminders—Working with Large Numbers—Multiplying with Large Numbers— Dividing with Large Numbers	
Unit 5: The Powers That Be	23
Facts and Reminders—Calculating with Exponents—Applications—Calculator Applications	
Unit 6: Scientific Notation	27
Facts and Reminders—Converting Large Numbers to Scientific Notation—Converting Scientific Notation to Large Numbers—Using Scientific Notation with Negative Exponents	
Unit 7: Be Square	31
Facts and Reminders—Calculating Square Roots—Approximate Square Roots—Working with Square Roots	
Unit 8: As Big As	35
Facts and Reminders—Working with Ratios—Working with Proportions—Proportions	
Unit 9: Chances Are	39
Facts and Reminders—Flipping Coins—Flipping Three Coins—Rolling Dice	
Unit 10: Pascal's Triangle	43
Facts and Reminders—Upside-down Triangles—Working with Pascal's Triangle—Sequences with Pascal's Triangle	
Unit 11: PEMDAS	47
Facts and Reminders—Easy Applications—Parentheses and Exponents—Using the Calculator	
Unit 12: The Rules	51
Facts and Reminders—Function Tables—Applying Function Rules—Graphing Functions	
Unit 13: Interesting Integers	55
Facts and Reminders—Adding Signed Numbers on the Number Line—Adding Signed Numbers—Multiplying Signed Numbers	
Unit 14: Introducing Algebra	59
Facts and Reminders—Evaluating Expressions—Solving Equations—Working with Equations	
Unit 15: The Super Sieve	63
Facts and Reminders—Prime Numbers to 100—Using the Sieve—Working with Larger Primes	
Unit 16: Secret Sequences	67
Facts and Reminders—Simple Sequences—Harder Sequences—Fibonacci Sequence	

Table of Contents *(cont.)*

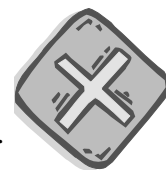
Unit 17: Fancy Factors	71
Facts and Reminders—Factors and Common Factors—Greatest Common Factor (GCF)— Using the Greatest Common Factor	
Unit 18: Mighty Multiples	75
Facts and Reminders—Working with Common Multiples—Lowest Common Multiple (LCM)—Lowest Common Denominator (LCD)	
Unit 19: Flat Faces	79
Facts and Reminders—Assembling the Geometric Solids—Characteristics of Geometric Solids—Applications	
Unit 20: Time and Again	83
Facts and Reminders—Creating a Time Line—Working with Time Lines	
Unit 21: Calendar Calculation	87
Facts and Reminders—A Calendar Month—Calculating on a Calendar—Leap Year	
Unit 22: Looks Like	
Facts and Reminders—Identifying Congruent and Similar Figures—Working with Congruence and Similarity—Creating Similar Figures	
Unit 23: What’s Your Percentage?	95
Facts and Reminders—Computing Percentages Under 100—Computing Percentages Over 100—Converting Fractions to Percentages	
Unit 24: Who’s the Smartest?	99
Facts and Reminders—Using Charts—Applications—Extensions	
Unit 25: Cute Quadrilaterals	103
Facts and Reminders—Identifying Quadrilaterals—Perimeters of Quadrilaterals—Areas of Quadrilaterals	
Unit 26: Dot to Dot	107
Facts and Reminders—Plotting Coordinates (Positive Numbers)—Coordinates (Positive and Negative)—Working with Four Quadrants	
Unit 27: Tantalising Tessellations	111
Facts and Reminders—Regular Tessellations—Tessellating Polygons—Tessellation Techniques	
Unit 28: Shapely Numbers	115
Facts and Reminders—Square Numbers—Triangular Numbers—Hexagonal Numbers (Centred)	
Unit 29: Measures of Central Tendency	119
Facts and Reminders—Range and Mode—Determining the Median—Determining the Arithmetic Mean	
Unit 30: Oddball Patterns	123
Facts and Reminders—Palindromes—Unusual Number Patterns—Puzzles and Patterns	
Answer Key	127

Introduction

The design of this book is intended to be used by teachers or parents for a variety of purposes and needs.



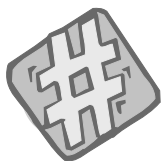
The material in this book and its companion (*Maths Challenges—Years 5–9*) offers a wide overview of the ideas and concepts which students should know before they commence a formal study of algebra. Students who are familiar with sequences, functions, order of operations, evaluating expressions, solving simple equations, converting percentages, ratios, multiples, factors, square roots, exponents, scientific notation, and the many other related topics will be comfortable dealing with algebra in later years.



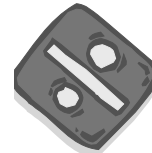
Because there are clear, simple and readable instruction pages for each unit, the book may be used as a formal instruction vehicle for teaching the varied maths topics covered. Capable readers could do the units with little or no maths instruction and only occasional need to clarify a maths concept.



This book could also be used in a whole class with directed teaching instruction from a teacher or parent going page by page through the book. *Maths Challenges — Years 4–6* and its companion (*Years 5–9*) are organised to cover topics sequentially, and by following the organisation of the book, teachers will cover a very wide range of topics in a sensible and workable way.



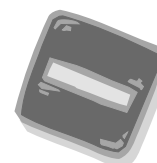
Teachers may choose to select units or concepts where additional help is needed by the class, by a group of students or by individuals. Each unit is capable of standing on its own as an instructional tool for individual topics.



Teachers and parents working with children who are relatively new to the concepts may want to use a more gradual pace. A teacher may want to have two tracks within the class with one track moving at a faster pace and the other at a gradual pace—with the tempo appropriate to the abilities and backgrounds of individual students. The organisation of the text also lends itself to use by a small group doing independent enrichment or advanced maths. It is effective for individual or centre activity.



If students have difficulty with a specific concept or unit within this book, review the material and allow students to redo the pages which were giving them difficulty. Students should be allowed to use the calculator to check the accuracy of their work. This reduces the need for correction and allows the material to be self-corrected if that method works well with the students.



Casting Out Nines

Facts and Reminders

1

$$\begin{array}{r} 86 \leftarrow \text{quotient} \\ \text{divisor} \longrightarrow 9 \overline{)774} \leftarrow \text{dividend} \end{array}$$

Some quotients (answers in division) have no remainders. You can tell before you do the problem if a division problem will have a remainder.

Rule: If the divisor is 9 and all of the digits in the dividend add up to 9 or a multiple of 9, there will be no remainder in the quotient.

Examples

1. $9 \overline{)63}$ 6 plus 3 equals 9.
The quotient is 7 with no remainder.

2. $9 \overline{)4536}$ Together the digits in the dividend add up to 18 ($4 + 5 + 3 + 6$), a multiple of 9.
The quotient is 504 with no remainder.

3. $9 \overline{)27918}$ Together the digits in the dividend add up to 27, a multiple of 9.
The quotient is 3102 with no remainder.

4. $9 \overline{)15318}$ Together the digits add up to 18, a multiple of 9.
The quotient is 1702 with no remainder.

5. $9 \overline{)3617}$ Together the digits add up to 17, which is not a multiple of 9.
The quotient is 401 with a remainder of 8.

6. $9 \overline{)367_}$ What digit will go in the empty space to make this dividend divisible by 9?
The answer is 2 because this will make the digit total in the dividend equal 18 which is a multiple of 9.
 $9 \overline{)3672}$ The quotient is 408.

Casting Out Nines

Divisibility by 9

If the divisor is 9 and all of the digits in the dividend add up to 9 or a multiple of 9, there will be no remainder in the quotient.

$$9 \overline{) 4536}$$

The sum of the digits in the dividend, $4 + 5 + 3 + 6$, equals 18 and is a multiple of 9.
The quotient is 504 with no remainder.

Directions: Complete these problems. Determine if there is a remainder. Calculate the remainder if there is one.

1. $9 \overline{) 279}$ R__

2. $9 \overline{) 6399}$ R__

3. $9 \overline{) 4581}$ R__

4. $9 \overline{) 9045}$ R__

5. $9 \overline{) 3618}$ R__

6. $9 \overline{) 81\ 189}$ R__

7. $9 \overline{) 7217}$ R__

8. $9 \overline{) 8019}$ R__

9. $9 \overline{) 5455}$ R__

10. $9 \overline{) 4419}$ R__

11. $9 \overline{) 6374}$ R__

12. $9 \overline{) 4566}$ R__

13. $9 \overline{) 9279}$ R__

14. $9 \overline{) 2759}$ R__

15. $9 \overline{) 1881}$ R__

16. $9 \overline{) 9144}$ R__

17. $9 \overline{) 3429}$ R__

18. $9 \overline{) 13\ 329}$ R__

Casting Out Nines

Word Problems

Directions: Use the system for dividing by nine to help you compute these answers.

1. You and your friends found a chest filled with 1233 coins. You are going to split the coins evenly among the 9 of you. How many coins will each of you receive?
_____ Will any coins be left over? _____
2. Your mother wants you and your friends to paint a fence at your house which has 126 square metres. If the 9 of you divide the job evenly, how many square metres will each of you have to paint? _____
3. Your teacher gives 9 boys a huge bag containing 22 143 jelly beans. They decide to divide them evenly before they eat them. You get any leftover jelly beans. How many jelly beans does each boy receive? _____ How many leftover jelly beans do you receive? _____
4. A family of 9 children has decided to evenly divide the job of painting the outside of their house which covers 342 square metres of surface area. How many square metres must each child paint? _____
5. Nine girls in your class are going to evenly divide a huge bag containing 34 372 kernels of unpopped popcorn. You get the remainder. How many kernels does each girl have? _____ How many kernels do you get? _____
6. You deal a deck of 52 cards to yourself and 8 friends for a game of snap. Any leftover cards will be placed in the centre for the first match. How many cards are placed in the centre? _____ How many cards does each player get?

7. You win a huge bag of 76 329 marbles in a contest sponsored by Marbles R Us. You split them evenly among 8 of your friends and yourself. How many marbles does each person receive? _____
8. You have a gigantic roll of kite string which is 221 814 centimetres long. If you divide the string among 9 of your best friends, how many centimetres will each friend receive? _____
9. How many dollars would each person receive if \$111 111 111 were divided evenly among 9 friends? _____