Homework

1 | **In your notebook,** solve the equations and check the answer. Copy your answers here.

$563 + x = 709$ · · · · · · · $x + 714 = 851$ · · · · · · · $852 - z = 34$

$x = $ _____ · · · · · · · · · · · $x = $ _____ · · · · · · · · · · · $z = $ _____

2 | **Open up** the parentheses:

$(56 + s) + (d + 15) = $ · · · · · · · · $k - (b + m) = $

$(n + 4) - (a + b + c) = $ · · · · · · · · $(d + f) - (s - w) = $

$a - (45 - b) = $ · · · · · · · · · · · · · · · $(170 - e) - (80 - a) = $

3 | Write an expression for each and fill in each "chest" with its value:

There are **p** coins in the first chest and **r** coins in the second. How many coins are in both chests?

There are **q** coins in the first chest and **x** coins in the second. How many more coins are in the second chest than in the first?

There are **n** coins in the first chest. In the second chest there are **k** coins more than in the first. How many coins are in the both chests?

There are **m** coins in both chests total. Out of them, **k** coins are in the first chest. How many coins are in the second chest?

4 | Continue each pattern (add two more elements):

1, 3, 2, 4, 3, 5, 4, 6, · · · · · · · · · 1, 2, 2, 4, 3, 6, 4, 8, 5,

S, M, T, W, T, F, · · · · · · · · · · · 1, 2, 4, 8,
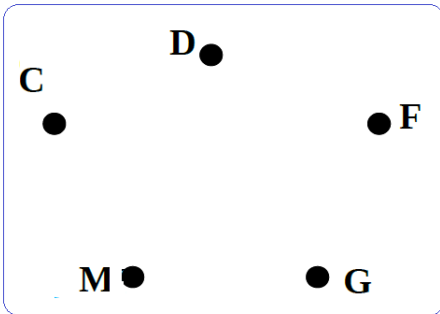
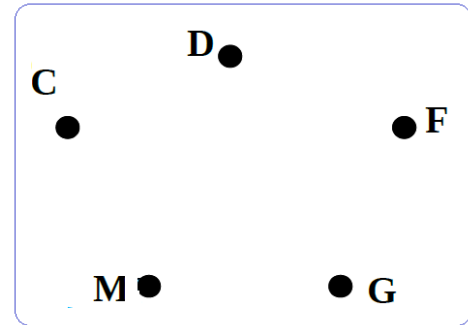1, 3, 9, 27, · · · · · · · · · · · · · · · · 1, 1, 2, 3, 5, 8, 13,

Read the descriptions and connect the points on each graph using lines as

A chicken is playing with a duck and a goose. A frog is playing with a mouse. The goose is playing with the duck and the frog.
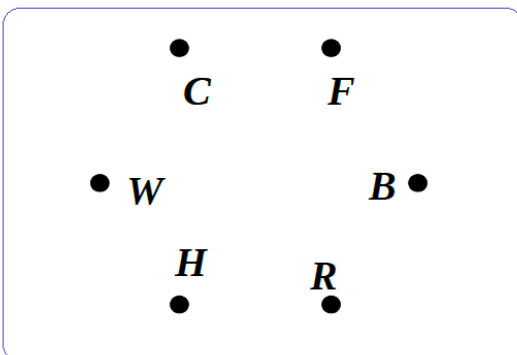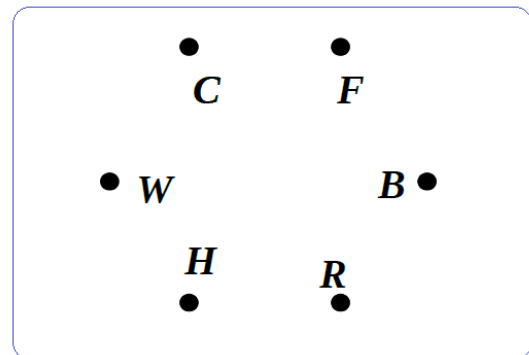
The goose threw the ball to the duck. The duck then threw it to the mouse. The mouse threw it to the frog, who in turn threw it to the chicken.

needed.

D●
C
●
●F

M● ●G

D●
C
●
●F

M● ●G

Today Little Wolf met Little Bear, Crow, and Rabbit. Fox met Hedgehog and Bear. Crow met everyone.

Bear told Crow a secret. Crow leaked it to everyone. Hedgehog and Rabbit told Fox another story.

●   ●
C   F

● W   B ●

H
●   R
       ●

●   ●
C   F

● W   B ●

H
●   R
       ●

6 Draw all the lines of symmetry for each shape using a ruler.

7 Calculate:

2 cm² + 5 cm² = _____ cm²   3 dm² – 2 dm² = _____ dm²

15 cm² – 7 cm² = _____ cm²   11 dm² + 7 dm² = _____ dm²

500 cm² + 1 dm² = _____ cm²   500 cm² + 1 dm² = _____ dm²

8 What is the area of the pink rectangular on the right? Use the given scale (the area of one small square is 1 dm² or 100 cm²). _____ Color the rectangular with the area 10 dm² on the grid.

Complete the equalities on the left.

1 m = 10 cm = 100 cm

1 m² = 100 dm²

2 m² = ____ dm²

300 dm² = ____ m²

500 dm² = ____ m²

7 m² = ____ cm²

900 dm² = ____ m²

1 dm²		100 cm²					

9

Try to split the shapes below into **3** identical shapes. Color all parts differently.
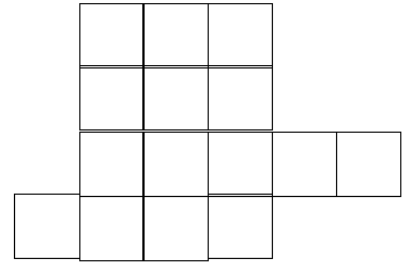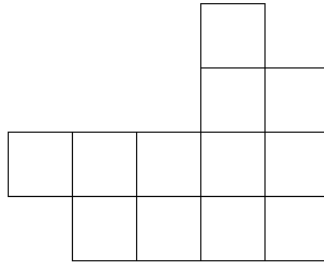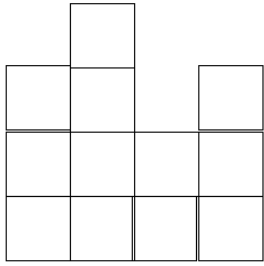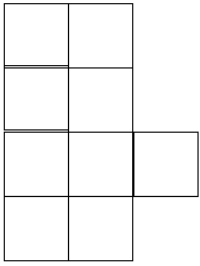
10
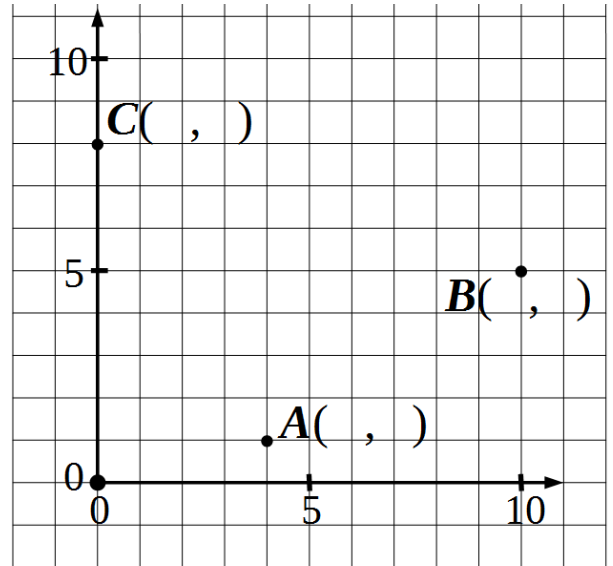
Find coordinates of points

A (,); B (,); C (,)
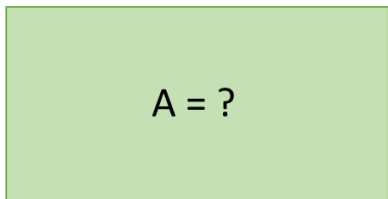
Plot points ...

D(5, 3)

E(0, 2)

F(6, 0)

G(7, 8)

$C($, $)$

$B($, $)$

$A($, $)$

11

Find the area or unknown sides of the rectangles.

4 cm

A = ?

8 cm

7 in

A = ?
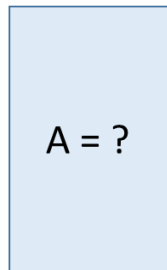
3 in

?

A = 64 cm^2 ?

A = 56 m^2

?

2 m

A = ?
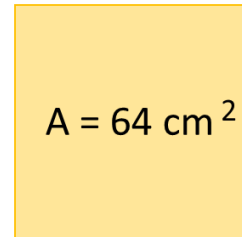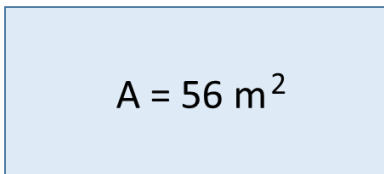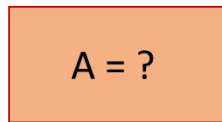
5 m

A = 5 in^2

?
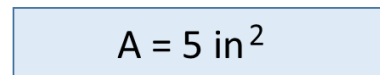
1 in

12 You have four coins that appear to be exactly the same. One of the coins is fake and has a different weight. What is the minimum amount of weighings you will need to work out whether the counterfeit coin

- If you know that fake coin is is lighter than the real coins

  _____

- if you don't know if it is lighter or heavier than the real coins is heavier or lighter than the real ones?

  _____

13 Do you remember mice rugs story we discussed in class?
Their Grand-Grand Mother likes when all floor in the mouse hole is covered with nice beautiful rugs. Rugs are different in size, but The Grand-Grand-Ma requested that:

> **1) all rugs should be rectangular,**
> **2) they can't overlap with each other, and**
> **3) all floor surface should be covered with the rugs.**

Mice started to prepare for Grand-Grand-Ma next visit. Foxy Tail and Little Joe have been responsible for rugs this year. Can you help Little Joe and Foxy Tail in this room?

	2		2	
	2	4	2	
4			2	3
2		2		

			3	2
2				
2	3		4	3
2			4	

Color the shapes in the correct order according to the schemes.