Class maths fair

MODULE 9 · MATHEMATICAL MODELING AND END-OF-YEAR REVIEW REVIEW

HOW TO ANSWER TODAY

- **Value of a digit.** Find which place the digit sits in, then write what it is worth there as a number (not the place name).
  In 3,742 the digit 7 sits in the hundreds place. Its value is 700.
- **Tally marks.** Tally marks come in gates of 5. Count gates × 5, then add the singles.
  3 gates + 2 singles → 3 × 5 + 2 = 17
- **Same-bottom fractions.** Bottoms already match → add or subtract the tops. Write the answer in lowest terms.
  3/5 + 1/5 = 4/5 · 5/8 − 3/8 = 2/8 = 1/4

WARM-UP

1. On the school tour to Glendalough, the guide tells 5th class that the round tower is about **3,952** days older than the visitor centre. What is the value of the digit **9** in **3,952**?
   > In 3,952, what is the value of the digit 9?

2. The Camogie club's floodlights bulb has the code **4,857** printed on its label, which Niamh spots during training. In **4,857**, what is the value of the digit **4**?
   > In 4,857, what is the value of the digit 4?

PRACTICE

1. Mr Ó Briain keeps a tally of laps run by 5th class during PE across the month of October. By the end of the month, Oisín has run **26** laps in total. When his laps are shown as a tally with gate marks, how many complete groups of **5** will there be, and how many extra single marks?
   > A class survey records 26 responses for one option. How many groups of 5 (gate marks) will the tally have, and how many extra single marks?

2. Cian has cycled **7/8** of a lap around the local cycle path on his sponsored cycle. His friend Tadhg has cycled **2/8** of a lap so far. How much further around the lap is Cian than Tadhg?

ALWAYS, SOMETIMES, NEVER

Always true, sometimes true, or never true? Write A, S or N.

a. Adding two numbers gives a bigger answer than each one. ☐

b. A number divided by itself is 1. ☐

c. The mean of a set of numbers is one of the numbers in the set. ☐

d. A square is a rectangle. ☐

e. Two angles of a right-angled triangle are 90°. ☐

f. The total of a probability and its opposite is 1. ☐

REFLECT Which strand of maths do you most want to keep working on next year?