

## Number Sense (Integers)

Name: teacher  
Date: created

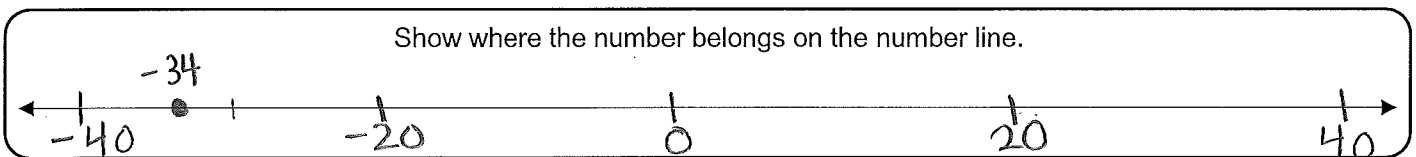
|   |
|---|
| 6   |
| 1   |
| -4  |
| -9  |
| -14   |
| -19   |
| -24   |
| -29   |
| -34   |
| Count forwards by <u>5</u> from the number. |



|  |  |
|--|--|
| <p>Draw to represent the value of the number.</p>  | <p>Write to describe your picture:</p> <p>I used red cards because red cards are negative.</p>   |
|  | <p>Write the number in expanded form:</p> <p><math>(-30) + (-4)</math></p>   |
| <p><b>-34</b></p>  |  |
| <p>Create 3 equations that equal the number:</p> <p><math>-68 \div 2 = -34</math><br/> <math>3 \times -10 - 4 = -34</math><br/> <math>-20 + -14 = -34</math></p> | <p>Write a real life example that shows the value of the number:</p> <p>The temperature in Whitehorse in January is <math>-34^{\circ}\text{C}</math></p> |



|  |
|--|
| Count backwards by <u>3</u> from the number. |
| -34  |
| -37  |
| -40  |
| -43  |
| -46  |
| -49  |
| -52  |
| -55  |
| -58  |



|   |  |  |  |
|---|--|--|--|
| <p>Communicating &amp; Representing</p> <p>1 2 3</p> <p>Drawing, description, expanded form</p> | <p>Understanding &amp; Solving</p> <p>1 2 3</p> <p>3 equations</p> | <p>Connecting &amp; Reflecting</p> <p>1 2 3</p> <p>Real-life</p> | <p>Reasoning &amp; Analyzing</p> <p>1 2 3</p> <p>Skip counting &amp; number line</p> |
|---|--|--|--|

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|   |
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| Count forwards by <u>5</u> from the number. |



Draw to represent the value of the number.

Write to describe your picture:

1 bar = -10  
6 bars = -60

Write the number in expanded form:

$-30 + -4$

Count backwards by 3 from the number.

-34  
-37  
-40  
-43  
-46  
-49  
-52  
-55  
-58

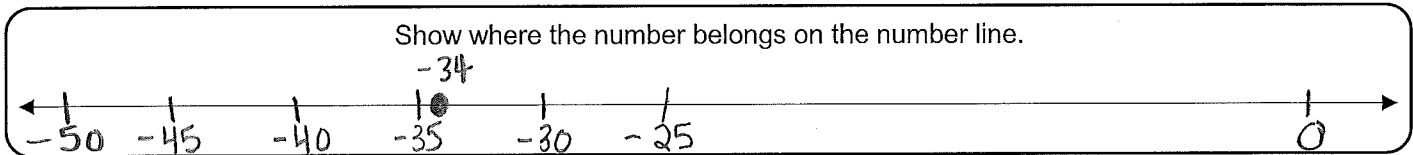
**-34**

Create 3 equations that equal the number:

$-50 + 16 = -34$   
 $2 \times (-17) = -34$   
 $1 - 35 = -34$

Write a real life example that shows the value of the number:

I borrowed \$34 from my sister to buy a new sweater.



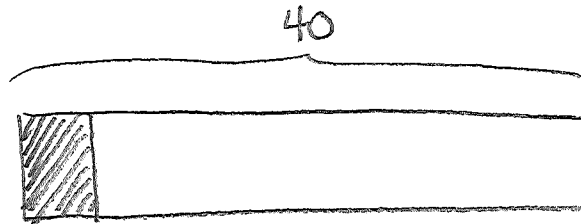
|   |  |  |  |
|---|--|--|--|
| <p>Communicating &amp; Representing</p> <p>1 2 3</p> <p>Drawing, description, expanded form</p> | <p>Understanding &amp; Solving</p> <p>1 2 3</p> <p>3 equations</p> | <p>Connecting &amp; Reflecting</p> <p>1 2 3</p> <p>Real-life</p> | <p>Reasoning &amp; Analyzing</p> <p>1 2 3</p> <p>Skip counting &amp; number line</p> |
|---|--|--|--|

Operation: 16% of 40

Estimate – justify your thinking:

6.5 because  
10% of 40 is 4  
and 20% of 40 is 8  
so it is in between  
4 and 8.

Represent - with a sketch or drawing:



Explain your sketch:

I drew a strip that is 40  
and coloured what 16% of it  
would be.

Calculate:

$$0.16 \times 40$$

$$\begin{array}{r} 0.16 \\ \times 40 \\ \hline 06.40 \end{array}$$

6.40

Write a Real Life Example or Word Problem: If 16% of the trees in the forest died, how many trees would die if there were 40 trees.

Reflect:

I couldn't remember where to put the decimal in the answer but my estimate helped me.

Communicating & Representing

1 2 3 4

Entire assessment

Understanding & Solving

1 2 3 4

Entire assessment except  
reflection

Connecting & Reflecting

1 2 3 4

Real-life & reflection

Reasoning & Analyzing

1 2 3 4

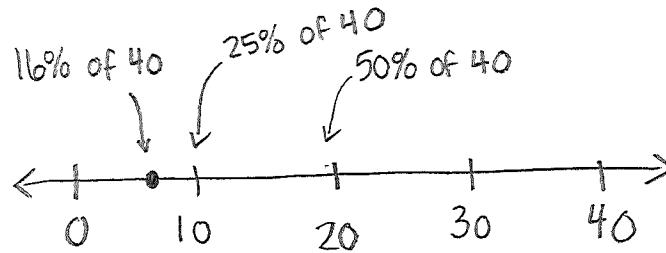
Estimate

Operation: 16% of 40

Estimate – justify your thinking:

8 because I know 25% of 40 is 10 so it has to be a bit less than 10.

Represent - with a sketch or drawing:



Explain your sketch:

I drew a number line that goes from 0 to 40 and marked where 16% of 40 would be.

Calculate:

$$\begin{aligned}
 10\% \text{ of } 40 &= 4 \\
 5\% \text{ of } 40 &= 2 \\
 1\% \text{ of } 40 &= 0.4 + \\
 \hline
 & \boxed{6.4}
 \end{aligned}$$

Write a Real Life Example or Word Problem: If you buy something that is \$40 but have to pay 16% tax, how much is the tax?

Reflect:

The estimate and drawing were easy because it was easy to divide 40 by 4 to get 25%.

Communicating & Representing

1 2 3 4

Entire assessment

Understanding & Solving

1 2 3 4

Entire assessment except reflection

Connecting & Reflecting

1 2 3 4

Real-life & reflection

Reasoning & Analyzing

1 2 3 4

Estimate