

**HOME-SCHOOLING: GRADE 5 MATHEMATICS WORKSHEETS:**

**TOPIC: WHOLE NUMBERS**

**Activity 1**

1. Write the number symbols for these numbers and arrange them

from smallest to biggest.

(a) four thousand eight hundred

(b) three thousand and ninety

(c) four thousand and eighty-eight

(d) four thousand and eight

(e) three thousand two hundred

(f) three thousand one hundred and fifty

2. (a) Copy the number line.



(b) Write the numbers 6 200, 6 400 and 6 800 at the marks where they belong on your number line.

3. (a) Copy this number line with ten marks.



(b) Write these numbers at the marks on your number line, from smallest to biggest. Leave marks open for the missing numbers.

6 330 6 390 6 370 6 310 6 350 6 380 6 320

4. Write the numbers down as you go along in each counting task.

(a) Count forwards in 5s from 3 250 up to 3 300.

(b) Count forwards in 25s from 3 250 up to 3 450.

(c) Count forwards in 50s from 3 250 up to 3 450.

(d) Count forwards in 5s from 2 158 until you reach 2 188.

(e) Count forwards in 50s from 2 133 until you reach 2 333.

(f) Count forwards in 25s from 2 127 until you reach 2 327.



**HOME-SCHOOLING: GRADE 5 MATHEMATICS WORKSHEETS:**

**TOPIC: WHOLE NUMBERS – Rounding Off Whole Numbers**

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| **Activity 1**: Study the following table  Rounding off to the nearest 5,10,100 and 1 000   |  |  |  | | --- | --- | --- | | Rounding | Rounding off digits | Round up or down | | To the nearest 5: we look at the last digit |  | If the units are 0;1 or 2 the tens stay the same and the units change to 0 | |  | If the units are 8 or 9 the tens increase by 1 and the units change to 0 | | To the nearest 10: we look at the last digit |  | The unit’s digit is less than 5. Round down | |  | The unit’s digit is 5 or more than 5. Round up | | To the nearest 100: we look at last 2 digits |  | The last 2 digits are less than 50. Round down | |  | The last 2 digits are 50 or more than 50. Round up. | | To the nearest 1 000: we look at last 3 digits |  | The last 3 digits are less than 500. Round down | |  | The last 3 digits are 500 or more than 500. Round up. |     **Activity 2**  Copy and complete the table.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Round off to the nearest** | **5** | **10** | **100** | **1 000** | | 4 526 |  |  |  |  | | 5 079 |  |  |  |  | | 9 352 |  |  |  |  | | 6 463 |  |  |  |  | | 7 978 |  |  |  |  |     **Activity 3**  The number symbol for seven thousand four hundred and sixty-five  Is 7 465. The number symbol can be built up with place value cards:    Write the number symbols for these numbers.  (a) seven thousand nine hundred and forty-eight  (b) six thousand eight hundred and fifty-three  (c) one thousand and forty-five  (d) three thousand nine hundred and seventy-five  (e) four thousand and eight  The **place value parts** of 7 465 are  7 000, 400, 60 and 5.  The **expanded notation** for 7 465 is  7 000 + 400 + 60 + 5.  Write the expanded notation for each of these numbers.  (a) 1 273  (b) 6 525  (c) 2 015  The “7”, the “4”, the “6” and the “5” in the number symbol 7 465 are  called **digits**.  The digit “7” in the number symbol 7 465 means 7 000 or 7 thousands  because it is in the thousands place.  Any digit in this position indicates thousands.   |  |  |  |  | | --- | --- | --- | --- | | thousands | hundreds | tens | units | | 7 | 4 | 6 | 5 |   7 465 = 7 thousands + 4 hundreds + 6 tens + 5 units  7 465 = 7 000 + 400 + 60 + 5  The **value** or meaning of a digit in a number symbol depends on the position or **place** of the digit in the number symbol. |



**HOME-SCHOOLING: GRADE 5 MATHEMATICS WORKSHEETS:**

**TOPIC: WHOLE NUMBERS – Addition and Subtraction**

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| **Activity 1**   1. Write each of the following as a single number 2. 50 000 + 18 000 + 700 + 60 + 28 = 3. 40 000 + 4 000 + 1 300 + 80 + 7 = 4. Write the following numbers in expanded notation 5. 45 704 6. 17 526   **Method 1:** Breaking down both numbers to add and then building up  **Step 1** Break both numbers down into their place value parts.  **Step 2:** Add each kind of place value part separately, add  thousands to thousands, hundreds to hundreds, tens to tens and units to units.  **Step 3:** Make transfer if it is necessary.  **Step 4:** Combine the parts to build up the answer.  **Example1:**  Calculate: 34 387 + 23 362    **Step 1**: 34 687 = 30 000 + 4 000 + 300 +80 + 7 and 23 365 = 20 000 + 3000 +300 + 60 + 2  **Step 2**: 30 000 + 20 000 = 50 000  4 000 + 3 000 = 7 000  300 + 300 = 600  80 + 60 = 140  7 + 2 = 9  **Step 3**: 34 387 + 23 365 = 50 000 + 7 000 + 600 + 140 + 9 (transfer 100 from 140 to 600)  = 50 000 + 7 000 + 700+ 40 +9  **Step 4**: = 57 749  **Method 2:** Expanded column method  Steps 2 and 3 assists to keep track of the different place value parts:  34 387 = 30 000 + 4 000 + 300 + 80 + 7  +23 362 = 20 000 + 3 000 + 300 + 60 + 2  = 50 000 + 7 000 + 600 + 140 + 9(transfer 100 from 140 to 600)  = 50 000 + 7 000 + 700 + 40 + 9  = 57 749  **Method 3** Adding on by breaking down the second number to be added.  **Example 3**  34 387 ­+ 23 365 34 387 ­+ 20 000 54 387+3000 57 387 ­+ 300 57 687 +60  57 747+2 = 57 749  **Activity 2**   1. Calculate 28 638 + 47 287 by using the methods above. 2. Use the inverse of addition to check if the answer is correct. |



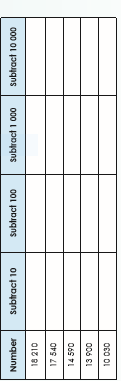
**HOME-SCHOOLING: GRADE 5 MATHEMATICS WORKSHEETS:**

**TOPIC: WHOLE NUMBERS – Addition and Subtraction**

**Activity 1**

**This activity assesses the skill of subtracting on from the given number according to place value parts. It can be done as a mental activity.**

1. **Complete the table below:**

Study the following methods and do the activity below:

**Method 1** Breaking down both numbers to subtract using compensation and building up

**Step 1** Break both numbers down into their place value parts.

**Step 2:** Subtract each kind of place value part separately, subtract

thousands from thousands, hundreds from hundreds, tens from tens

and units to units.

**Step 3:** Make transfer if it is necessary.

**Step 4:** Combine the parts to build up the answer.

**Example1:**

Calculate 98 748 ­– 45 684

**Step1**: 98 748 = 90 000 + 8 000 + 700 +40 + 8 ­– 40 000 ­– 5000 ­–600 ­– 80 ­– 4

**Step 2**: 90 000 + 8 000 +600 + 140 + 8 ­– 40 000 ­–5 000 ­– 600 ­– 80 ­– 4­

**Step 3** (90 000 ­– 40 000) + (8 000 ­–5 000) +(600 ­–600) +(140 ­– 80) + (8­–4)

= 50 000 + 3 000 + 0+ 60 + 4

**Step 4** = 53 064

**Method 2** Expanded column method

**Example**

Steps 2 and 3 assists to keep track of the different place value parts:

98 748 = 90 000 + 8 000 + 700 + 40 + 8

= 90 000 + 8 000 + 600 + 140 + 4 (transfer 100 from 700 to 40)

­– 45 684 = 40 000 + 5 000 + 600 + 80 + 4

= 50 000 + 3 000 + 0 + 60 + 4

=53 064

**Method 3** Subtracting by breaking down the second number to be subtracted.

**Example 3**

98 748 ­– 40 000 58 748 ­– 5 000 53 748 ­– 600 53 148 ­– 80 53 068­–4

= 53 064

**Or**

(98 748 ­– 40 000) ­– 5 000 ­– 600 ­– 80 ­– 4

= (58 748 ­– 5 000) ­– 600 ­–80 ­– 4

= (53 748 ­–600) ­– 80 ­– 4

= (53 148 ­– 80) ­– 4

= 53 068 ­– 4

= 53 064

**Activity 2**

1. Calculate **73 856 ­– 21 334** by using the methods above.
2. Use inverse of addition to check if the answer is correct.

**Example:** 98748 – 45684 = 53064

This can be checked by adding 53064 and 45684

53 064 + 45 684 = **98 748**

**Activity 3**

1. Calculate the following by breaking down both numbers to subtract
2. 89 324 ­– 58 732
3. 91 265 ­– 19 562
4. Calculate the following by breaking down the second number to be subtracted.
5. 60 073 ­– 28 028
6. 62 891 ­– 37 108
7. Calculate the following by using the expanded vertical method
8. 30 314 ­– 12 242
9. 59 832 ­– 32 895
10. Use inverse of addition to check if the answers are correct.



**HOME-SCHOOLING: GRADE 5 MATHEMATICS WORKSHEETS:**

**TOPIC: WHOLE NUMBERS – Addition and Subtraction**

**Activity 1**

**Example:** Adding using expanded vertical column

1. 32 746 + 23 226

32 746 = 30 000 + 2 000 + 700 + 40 + 6

23 226 = 20 000 + 3 000 + 200 + 20 + 6

= 50 000 + 5 000 +900 + 60 + 12 (transfer 10 from 12 to 60)

­ = 50 000 + 5 000 +900 +70 +2

= 55 972

Addition is an inverse of subtraction **e.g**. 55 972­ – 32 746 = ­ 23 226

­23 226 + 32 746 = 55 972

**Example** subtracting using expanded vertical column

1. 49 678­ – 23 749

49678 = 40 000 + 9 000 + 600 + 70 + 8

40 000 + 9 000 + 600 + 60 + 18 (transfer 10 from 70 to8)

40 000 + 8 000 + 1 600 + 60 + 18 (transfer 1000from 9 000 to 600)

­– 23 749 = 20 000 + 3 000 + 700 + 40 + 9

= 20 000 + 5 000 + 900 + 20 + 9

=25 929

**Example** 25 929 + 23 749 = **49 678**

49 678 ­– 23 749 = ­25 929 or 49 678 ­– 25 929 = 23 749

1. Calculate the following numbers by using the method above.
2. 23 481 + 29 340
3. 32 869 ­– 30 975

**Activity 2**

1. **Calculate b and c below using a as an example**

Do the calculations in brackets first, then workout the answers?

1. (54 764 ­– 23 324) + (36 869 ­– 32153)

= 31 440 + 4 716

= 36 156

1. (54 764 + 36 869) ­– (32 153 + 23 324)
2. (54 764 ­– 32 153) + (36 869 ­– 23 324)

**Activity 3**

1. **Calculate b below by working out the answer from left to right as in a**
2. 69 346 + 23 458 ­– 45 735 ­– 18 576

= (92 804 ­– 45 735) ­– 18 576

= 47 069 ­– 18 576

= 28 493

1. 69 346 ­– 18 576 + 23 458 ­– 45 735

**Activity 4**

* + Read the statement with understanding (what picture do

you see in your mind?)

* + Underline the key words
  + Identify the operation to be used
  + Write a number sentence
  + Solve the problem using any method shown above.

1. Owami sold her old furniture for **R56 775**. She bought herself a new bedroom suit for **R24 999**.How much money is she **left** with?
2. Mr. Cotton earns R57 912 per year and Mr. Williams earns R10 272 more per year. Work out how much Mr. Williams earns per year?
3. A road athlete has already run 12 754m of a 20 000m.How far does he still have to run?