

## Unit 2: Number Sense

### Quiz (Lessons 1–4) — AB

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Write the place value of the digit 5 in 8 534 271. \_\_\_\_\_

2. Write the number for the expanded form.

$$800\,000 + 5000 + 40 + 6 = \underline{\hspace{2cm}}$$

**BONUS►** Write the numeral for the number word.

Two billion, eight hundred seven million, six thousand, thirty = \_\_\_\_\_

3. Write 9 040 210 as a number word.

\_\_\_\_\_

4. Write the correct inequality sign (> or <) in the box.

a) 7199  7295

b) 823 308 672  82 338 642

5. Add. Regroup when necessary.

a)  $24\,673 + 35\,466$

b)  $704\,362 + 98\,357$

		2	4	6	7	3																
	+	3	5	4	6	6																

6. Subtract. Regroup when necessary.

a)  $64\,673 - 35\,866$

b)  $704\,362 - 98\,357$

		6	4	6	7	3																
	-	3	5	8	6	6																

## Unit 2: Number Sense

Answer Key

### Quiz (Lessons 1–4) — AB

1. hundred thousands
2. 805 046

#### BONUS

- 2 807 006 030
3. nine million, forty thousand,  
two hundred ten
  4. a) <  
b) >
  5. a) 60 139  
b) 802 719
  6. a) 28 807  
b) 606 005

## Unit 2: Number Sense

### Quiz (Lessons 5–8) — AB

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. a) Circle the place value to which you will round each number when estimating.

i)  $34\,509 - 34\,243$

ii)  $183\,456 + 40\,389$

**BONUS ►**  $875\,234\,239 - 672\,092\,456$

- b) Estimate the answer.

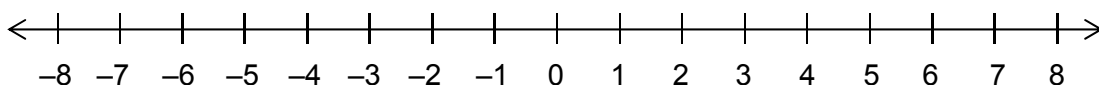
i) \_\_\_\_\_

ii) \_\_\_\_\_

**BONUS ►** \_\_\_\_\_

2. Estimate the answer to the addition  $567\,409 + 375\,968$ .  
Explain what method of estimation you used and why.

3. a) Circle the integers on the number line: 4, -6, -1, 1.



- b) Order the integers you circled from least to greatest.

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

4. Write an integer that represents 149 m below sea level. \_\_\_\_\_

5. The opposite of -16 is \_\_\_\_\_.

6. Compare the integers. Write > or <.

a)  $823 \square -7642$

b)  $-19 \square -17$

**BONUS ►** Which temperature is warmer,  $-2^{\circ}\text{C}$  or  $-5^{\circ}\text{C}$ ? Explain.

## Unit 2: Number Sense

Answer Key

### Quiz (Lessons 5–8) — AB

1. a) Circle the digits  
in the following  
place values:

- i) hundreds
- ii) ten thousands

**BONUS**

hundred millions

- b) i) 300  
ii) 220 000

**BONUS**

200 000 000

2. Answers will vary.  
Sample answer:  
 $500\,000 + 400\,000$   
 $= 900\,000$   
I rounded one number up  
and the other number down  
to the leading digit so that  
the errors cancel each  
other, because the  
ten thousands digit is close  
to 5 in both numbers.

3. a) Teacher to check.  
b)  $-6, -1, 1, 4$

4.  $-149$

5.  $+16$  or  $16$

6. a)  $>$   
b)  $<$

**BONUS**

$2 < 5$ , so  $-2 > -5$ , so  $-2^{\circ}\text{C}$   
is warmer than  $-5^{\circ}\text{C}$ .

# Unit 2: Number Sense

## Test (Lessons 1–4, 6–8) — AB

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Write the place value of the digit 3 in 6 534 871. \_\_\_\_\_

2. Write the number for the expanded form.

$$700\,000 + 50\,000 + 400 + 9 = \underline{\hspace{2cm}}$$

3. Write the numeral for the number word.

Four billion, seven hundred seventeen million, sixteen thousand, thirty-four = \_\_\_\_\_

4. Write 5 042 310 as a number word.

\_\_\_\_\_

5. Order the numbers from greatest to least. Use the inequality signs.

37 199

27 495

37 199 370

37 179 470

6. Add. Regroup when necessary.

a)  $27\,673 + 85\,319$

b)  $904\,263 + 95\,177$

		2	7	6	7	3																
	+	8	5	3	1	9																

7. Subtract. Regroup when necessary.

a)  $64\,373 - 57\,866$

b)  $904\,263 - 95\,177$

		6	4	3	7	3																
	-	5	7	8	6	6																

## Unit 2: Number Sense

continued

### Test (Lessons 1–4, 6–8) — AB

8. a) Circle the place value to which you will round each number when estimating.

i)  $183\,456 - 180\,389$

**BONUS** ►  $875\,234\,239 + 72\,092\,456$

- b) Estimate the answer.

i) \_\_\_\_\_

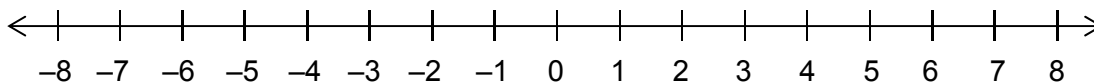
**BONUS** ► \_\_\_\_\_

= \_\_\_\_\_

= \_\_\_\_\_

9. The distance from Vancouver, BC to Sydney, Australia is 12 493 km. The distance from Thunder Bay, ON to Wellington, New Zealand is 13 673 km. Estimate how much longer is the second distance. Explain your estimation strategy.

10. a) Circle the integers on the number line: 5, -3, -8, 4.



- b) Order the integers you circled from least to greatest.

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

11. Write an integer that represents 9 hours behind London, UK. \_\_\_\_\_

12. The opposite of -165 is \_\_\_\_\_.

13. Compare the integers. Write > or <.

a)  $83 \square -742$

b)  $-119 \square -127$

**BONUS** ► What integer is equal to its opposite? Explain.

## Unit 2: Number Sense

### Test (Lessons 1–4, 6–8) — AB

1. ten thousands
2. 750 409
3. 4 717 016 034
4. five million,  
forty-two thousand,  
three hundred ten
5.  $37\,199\,370 > 37\,179\,470$   
 $> 37\,199 > 27\,495$
6. a) 112 992  
b) 999 440
7. a) 6507  
b) 809 086
8. a) Circle the digits  
in the following  
place values:  
i) thousands

#### BONUS

ten millions

- b) i)  $183\,000$   
 $- 180\,000$   
 $= 3000$

#### BONUS

$880\,000\,000$   
 $+ 70\,000\,000$   
 $= 950\,000\,000$

9. Answers will vary.  
Sample answer:  
 $13\,600\text{ km} - 12\,500\text{ km}$   
 $= 1100\text{ km longer}$   
I rounded to the nearest  
hundred because the  
thousands are very close.
10. a) Teacher to check.  
b)  $-8, -3, 4, 5$
11.  $-9$
12.  $+165$  or  $165$
13. a)  $>$   
b)  $>$

#### BONUS

0 is equal to its opposite,  
because its distance from 0  
is zero.