

**HOME-SCHOOLING: GRADE 6 MATHEMATICS WORKSHEETS:**

**TOPIC: WHOLE NUMBERS**

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| **Activity 1:** Write the place value of the following number:

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| 456 |  |  |  |  |  |
| 32 543 | 3Ten thousands | 2 thousands | 5 Hundreds | 4 tens | 3 units |
| 324 345 | ? | ? | ? | ? | ? |
| 239 567 563 | ? | ? | ? | ? | ? |

|  |
| --- |
| **Write the value of the underlined digit in each number.** |
|  | **Ans** |  | **Ans** |
| **1** | 306 |  | **4** | 765 643 219 |  |
|  |  |  |  |  |  |
| **2** | 456 768 |  | **5** | 143 567 890 |  |
|  |  |  |  |  |  |
| **3** | 34 589 145 |  | **6** | 864 624 286 |  |
|  |  |  |  |  |  |

**Activity 2****Example**Which number is bigger between 123 482 and 134 542? Of course, 134 542!1. **Order the following numbers from smallest to largest:**

a) 34 675 43 934 34 576 25 234 42 799b) 234 657 325 319 195 256 182 567 325 391c) 983 345 231 234 864 123 342 906 113 290 844 1101. **Fill in whether the first number is < or > than the second number**
2. 34 567\_\_\_\_\_ 34 657
3. 12 001\_\_\_\_\_12 002
4. 433 444 \_\_\_\_\_443 333
5. 523 743 234\_\_\_\_\_\_523 743 243

**Activity 3** Check the the properties of whole numbers in the examples below:**Example 1:** **Commutative property of addition.**13 + 46 = or 46 + 13 =36 + 297 = or 297 + 36 =27 + 94 = or 94 + 27 =**Example 2:** **Associative property** it does not matter which way you group the numbers when you add, the answer will not charge.**Associative property of addition.****(3 + 2) + 1 =** is the same as **3 + (2 + 1) =** **(31 + 26) + 19 =** is the same as **31 + (26 + 19) =** **51 + (13 + 49) =** is the same as (**51 + 13) + 49 =** **Distributive Property**You can multiply the answer to the addition calculation, or you can multiply the numbers individually by the same number.**Example 3**3 x (12 + 8) = (3 x 12) + (3 x 8)3 x 20 = 36 + 2460 = 60 |



**HOME-SCHOOLING: GRADE 6 MATHEMATICS WORKSHEETS:**

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

**Activity 1**

The **“doubles”** are easy addition facts to know, for example 30 + 30 = 60 and 4 000 + 4 000 = 8 000.

We can also say 3 tens + 3 tens = 6 tens and 4 thousands + 4 thousands =

8 thousands.

How much is each of the following?

(a) 6 000 + 6 000

(b) 900 + 900

(c) 70 000 + 70 000

(d) 80 000 + 80 000

**Activity 2**

If you want to know how much 3 000 + 5 000 is, you can start with the

nearest double, which is 3 000 + **3 000** = 6 000, and add another **2 000** to get

3 000 + **3 000 + 2000** = 8 000.

Show how the answers for each of the following calculations can be found by first doubling one of the numbers.

(a) 7 000 + 8 000 (b) 70 + 90

(c) 60 000 + 80 000 (d) 9 000 + 6 000

(e) 80 000 + 90 000 (f) 600 + 900

**Activity 3**

Copy the calculations for which you cannot find the answers quickly.

(a) 1 300 − 900

(b) 13 − 9

(c) 1 400 − 600

(d) 14 − 6

(e) 1 500 − 800

(f) 150 – 80



**HOME-SCHOOLING: GRADE 6 MATHEMATICS WORKSHEETS:**

**TOPIC: Decimal Fractions**

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| **Activity 1****Complete the following:**1. **2 ; \_\_\_ \_\_\_ \_\_\_ \_\_\_**
2. **\_\_\_ \_\_\_ \_\_\_ \_\_\_**
3. **\_\_\_\_\_\_ \_\_\_ \_\_\_**

**Activity 2**Write down what fraction of the strip is coloured in?

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| **Activity 2**What is the decimal number represented by the following shaded parts?

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a)b)c)

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What about:

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e)

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |

f) |



**HOME-SCHOOLING: GRADE 6 MATHEMATICS WORKSHEETS:**

**TOPIC: Decimal Fractions**

**Activity 1**

**Complete:**

In the following number line write the decimals in which the letter is placed:

 15 A B C 16

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| **Activity 2**Write the fraction and the decimal numbers represented by the shaded parts:A)

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B)

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| Complete the following examples to show learners how to convert fractions which do not have denominator of 10 or 100 or 1000.**Example 1:** of 100 shaded squares is 50 shaded squares  = 0,50**Example 2:** of 100 shaded squares is 25 shaded squares  = 0,25**Complete:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0,25 =  |  | 0,37 =  |
|  | 0,75 =  |  | 0,12 =  |
|  | 0,6 =  |  | 0,33 =  |

**Activity 2**Write the following fractions as decimals

|  |  |
| --- | --- |
| a |  = = |
| b |  = = |
| c |  = = |
| d |  = = |

**Comparing decimals:** 5 5,1 5,2 5,3 5,4 5,5 5,6 5,7 5,8 5,9 6 In the number line above, notice that 5,3 > 5,1 also that 5,6 < 5,9What about 5,01and 5,04? Which one is lesser?**Activity 3**Replace \* with = , > or <1. 1, 14 \* 2,0
2. 4,02 \* 8,42

Write the following in descending order: 4,5; 6,32; 5,6; 4,51; 6,3; 3,1  |

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| --- |
| **Activity 4****Complete the following:**1. 7,50; 7,45; 7,40; \_\_\_;\_\_\_;\_\_\_;\_\_\_;\_\_\_;\_\_\_\_;\_\_\_\_
2. 3,06; 3,09; 3,12; \_\_\_;\_\_\_;\_\_\_;\_\_\_;\_\_\_;\_\_\_\_;\_\_\_\_

**Activity 5**Fill in the missing decimals in the following sequencesa) +0,5 +0,5 +0,5 +0,5   0  +0,5  +0,5 +0,5 +0,5 +0,5 b)  +0,05 +0,05 +0,05 +0,05   1  +0,05  +0,05 +0,05 +0,05 +0,05 **Activity 6**What are the place values of the underlined digits**?**1. 380,976
2. 411,573
 |