

GRADE

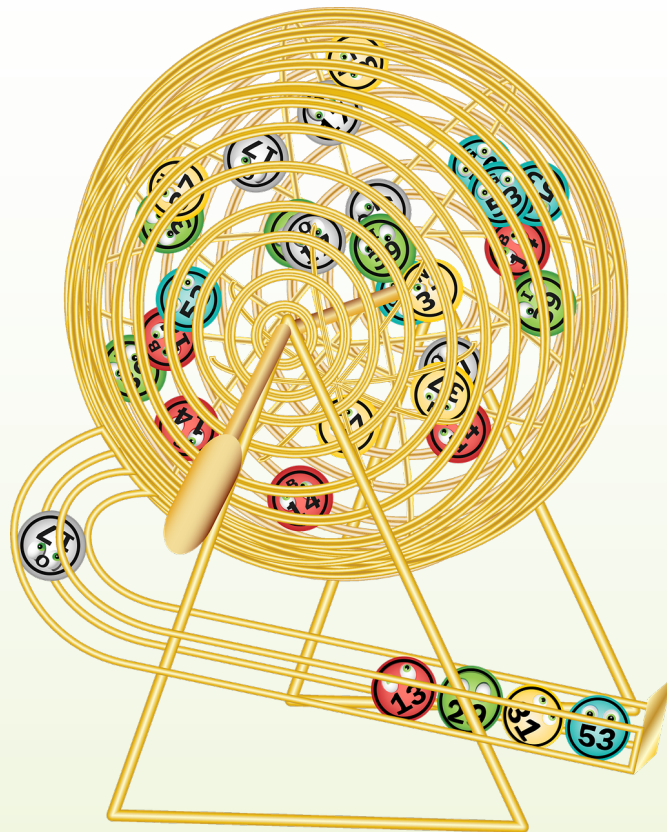
# Mathematics

for International Schools & Students

6

## Number Systems Workbook

Suits the curriculum of MYP 1,  
Common Core, National Curriculum England,  
Australian, New Zealand and more



By

**Mrs. Lakshmi Chintaluri**

# Foreword

## To Parents, Teachers and Students

This global standards workbook will be your perfect learning partner throughout the year for conceptual learning and practising what the child is learning at school. The exercises in this workbook are created and designed to keep the child engaged, at the same time perfect the concept and topics well. Examples are given in most of the worksheets where we feel it is necessary. Children are encouraged to follow the steps to solve a problem or question and think logically.

This workbook is created with the objective of parents/teachers helping the child whenever needed and hence you will not find any answer codes in this. We wish that the child attempts and if he/she is unable to solve any question then take the help of parents/teachers who will guide the child how to solve it. We strongly believe attempting using the right process is most important than just getting the answer.

This workbook is designed for children who are studying in schools following the **PYP /MYP (Grade 6), US Common Core Standards, National Curriculum England, Singapore curriculum, Australian curriculum, New Zealand Curriculum**, most International Curriculum and is well-aligned topic wise. We are confident, using this workbook will enhance the child's self-confidence.

**BeeOne Media** is the creator of [www.grade1to6.com](http://www.grade1to6.com), which is the digital platform for Math & English worksheets for Grade 1 through Grade 6, aligned with PYP /MYP(Grade 6), US Common Core Standards, National Curriculum England, Singapore curriculum, Australian curriculum, New Zealand Curriculum, most International Curriculum. Login to the website [www.grade1to6.com](http://www.grade1to6.com) and become a member today to access over 6000 worksheets. **BeeOne Books** series has created global standards E-workbooks and printed workbooks of Math & English for Grade 1 through Grade 6 at very affordable prices.

We look forward to being associated with schools to create customized printed workbooks and E-workbooks with the school name, logo and other details incorporated at highly affordable one time prices. For more information please write to us at [info@grade1to6.com](mailto:info@grade1to6.com).

We thank **Mrs. Lakshmi Chintaluri** who is an award-winning academician, the author of this workbook and her team of writers in producing a very useful workbook to fulfil the needs of the children and schools today.

We also thank **Mr. Sundar Rajagopalan** who guides us constantly & encourages us to dream big.

We are proud to be associated with **Akshayapatra** in our endeavour to reach out to school children all over India.

Best wishes to children, parents, teachers & schools for a great academic year.

We welcome your views and suggestions always and please write to us at [info@grade1to6.com](mailto:info@grade1to6.com) and we assure you a quick response.

Regards

**Balaji V**

CEO

**BeeOne Media Private limited**

Delhi

**Author: Mrs. Lakshmi Annapurna Chintaluri**



**Mrs. Lakshmi Annapurna Chintaluri** has completed her Masters in Sociology from Madurai Kamaraj University, Honours in Systems Management from NIIT Ltd., and acquired the Certificate in Advanced Educational Leadership from Harvard University, USA. She is also a certified Internal Auditor and a Lead Auditor for the ISO 9001 – 2015 standards for quality.

Her experience spans 25 years in a leadership position, as a franchisee owner of NIIT LEDA and NIIT@School concepts of NIIT Ltd., and as a Vice Principal and Principal in various schools in Al Khobar, Dammam at Saudi Arabia and Dubai, United Arab Emirates.

Presently as an Educational Consultant, she lends her experience as

- **Member - Advisory Council** – [www.grade1to6.com](http://www.grade1to6.com),
- **Panel Member** – Allen Institute of Training and Research, Kanpur
- **Member – Advisory Committee** – Global Citizenship Education Foundation, India
- **Member [Teacher Development]** – National Working Group – Indian Principals Network
- **Member – iEARN** – International Education and Resource Network, USA
- **Academic Director** – Sanro Educare Pvt Ltd., - for the pre-school concept – “Curious Kids Playducation Center”
- **Project Facilitator** – **Centre for Global Education, Edmonton, Canada**, where her students have represented India at the **UN Climate Change Conference at Bonn, Germany and Intergovernmental Panel on Climate Change at Edmonton, Canada**.

She has been awarded the “**International Education Award 2018**” conferred by Inkedumedia in the month of May 2018.

**She has presented papers**

- “**Special Educational Needs students – Partners in Change**” at the International Conference conducted by British council,
- “**Children as global citizens of tomorrow – Educators – Changemakers**” at the International Education and Resources Network [iEARN]- USA Chapter’s conference at **Morocco** apart from successfully conducting Conferences and participating in national and international conferences and events.

- All rights reserved with the Publishers. No part of this book may be reproduced, stored in a retrieval system or transmitted, in any form or by any means: electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publishers.
- In the publication of this book, every care has been taken to provide a precise and error-less material, yet if any mistake has inadvertently crept in, mechanically or technically, the Publisher, the Author, the Editor and the Printer shall not be held responsible for the same.
- Suggestions, if any, for improvement of this book are cordially invited, Suggestions, if found appropriate, may be incorporated in the next edition.
- The authors and editor have performed the writing and editing work as per their vision/ability. The subject matter given in the book has been provided only with examination point of view.
- The publisher retains the exclusive right to change the price, material of content of this book without any prior notification. Any dispute regarding any aspect of the book will be subject to Delhi jurisdiction only.

Copyright © Grade1to6.com (a unit of BeeOne Media Pvt. Ltd.) New Delhi, 2016. All rights reserved.

- Design & Illustration : Arun Mohapatra
- Graphics : Renu
- Book No. : IB-G6-M1\_a

This section contains worksheets of:

# Number Systems

## Aligned with

PYP (IB)

US Common Core Standards

UK National Curriculum

Singapore Curriculum

Australian Curriculum

New Zealand Curriculum

## Table of Content

### Number Systems

Roman Numerals

Place Value

Numbers

Ordering Numbers

Nearest ten's place

Nearest hundred's place

Nearest thousand's place

Numbers in ascending order

Numbers in descending order

Big Numbers

Real Life Word Problems

# Number System

## Roman Numerals

The Romans used capital letters to do their math.

The Romans used these capital letters:

I  
↓  
1

V  
↓  
5

X  
↓  
10

L  
↓  
50

C  
↓  
100

D  
↓  
500

M  
↓  
1000

These letters were put together to form all the numbers, like this:

I = 1  
VI = 6

II = 2  
VII = 7

III = 3  
VIII = 8

IV = 4  
IX = 9

V = 5  
X = 10

There are two rules you need to know:

- Put a letter after a larger one means you add it.
- Put a letter before a larger one means you subtract it.

VI is  $5 + 1 = 6$  and IV is  $5 - 1 = 4$   
LX is  $50 + 10 = 60$  and XL  
=  $50 - 10 = 40$

Write these numbers in Roman numerals:

a. 10 \_\_\_\_\_

f. 15 \_\_\_\_\_

k. 42 \_\_\_\_\_

b. 13 \_\_\_\_\_

g. 8 \_\_\_\_\_

l. 3 \_\_\_\_\_

c. 50 \_\_\_\_\_

h. 24 \_\_\_\_\_

m. 49 \_\_\_\_\_

d. 44 \_\_\_\_\_

i. 27 \_\_\_\_\_

n. 5 \_\_\_\_\_

e. 6 \_\_\_\_\_

j. 35 \_\_\_\_\_

o. 9 \_\_\_\_\_

## Number System

# Writing Roman Numerals

Write the numbers as Roman Numerals.

i. 8 VIII

ii. 4 \_\_\_\_\_

iii. 27 \_\_\_\_\_

iv. 36 \_\_\_\_\_











v. 50 \_\_\_\_\_

vi. 75 \_\_\_\_\_

vii. 90 \_\_\_\_\_

viii. 87 \_\_\_\_\_

Match the column:

An arrow points from the ice cream cone with the number 14 to the ice cream cone with the Roman numeral XIV.

## Number System

# Writing Roman Numerals

Write the roman numerals as **Number**.

- |          |       |         |       |           |       |
|----------|-------|---------|-------|-----------|-------|
| 1. XXX   | _____ | 7. VI   | _____ | 13. CLI   | _____ |
| 2. LXIV  | _____ | 8. XL   | _____ | 14. C     | _____ |
| 3. LXXVI | _____ | 9. XVII | _____ | 15. CCXLV | _____ |
| 4. XXXIX | _____ | 10. CII | _____ | 16. XLI   | _____ |
| 5. CCLXI | _____ | 11. XXV | _____ | 17. XLV   | _____ |
| 6. IX    | _____ | 12. XI  | _____ | 18. CCL   | _____ |

Complete the skip counting table:

V	X	XV	XXX	<input type="text"/>	<input type="text"/>
XIII	XXIII	XXXIII	<input type="text"/>	<input type="text"/>	<input type="text"/>
V	XX	XXXV	XLV	<input type="text"/>	<input type="text"/>
XLI	XLIII	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
LIV	LVIII	LXII	LXVI	<input type="text"/>	<input type="text"/>

## Number System

# Writing Roman Numerals

Fill in the blanks:

<u>Number</u>	<u>Roman</u>	<u>Words</u>
25	XXV	Twenty Five
<input type="text"/>	XXXI	<input type="text"/>
<input type="text"/>	<input type="text"/>	Ninety Three
114	<input type="text"/>	<input type="text"/>
<input type="text"/>	CXVI	<input type="text"/>
<input type="text"/>	<input type="text"/>	One Hundred Ninety Five
240	<input type="text"/>	<input type="text"/>
<input type="text"/>	CCCXLI	<input type="text"/>
<input type="text"/>	<input type="text"/>	Two Hundred Fifty Seven
317	<input type="text"/>	<input type="text"/>
<input type="text"/>	DL	<input type="text"/>



# Number System

## Place Value Chart

CHART														
Trillions			Billions			Millions			Thousands			Units		
Hundred Trillions	Ten Trillions	One Trillion	Hundred Billions	Ten Billions	One Billion	Hundred Millions	Ten Millions	One Million	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
	3	2	5	2	0	3	5	7	4	8	2	7	6	3
32 Trillion, 520 Billion, 357 Million, 482 Thousand 7 Hundred and 63														

Write the value of each underlined digit:

- a. 5,264,567      Four Thousand      g. 478,634,247,631      \_\_\_\_\_
- b. 2,348,629      \_\_\_\_\_      h. 5,976,236,105,111      \_\_\_\_\_
- c. 7,692,478      \_\_\_\_\_      i. 821,294,647,364      \_\_\_\_\_
- d. 514,367,635,947      \_\_\_\_\_      j. 279,473,910,101      \_\_\_\_\_
- e. 126,647,591      \_\_\_\_\_      k. 78,695,342,541      \_\_\_\_\_
- f. 514,367,635,947      \_\_\_\_\_      l. 279,473,910,101      \_\_\_\_\_

## Number System

# Writing Place Value

Arrange the number in the place value chart as shown below.

Millions			Thousands			Units		
Hundred Millions	Ten Millions	One Million	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

1.	4,84,610	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="8"/>	<input type="text" value="4"/>	<input type="text" value="6"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
2.	50,77,633	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.	1,04,541	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.	7,70,43,764	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.	61,43,952	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.	4,12,838	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.	89,58,547	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.	9,90,36,361	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9.	6,89,87,643	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10.	2,05,96,392	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Number System

# Writing Place Value

Arrange the number in the place value chart as shown below.

Millions			Thousands			Units		
Hundred Millions	Ten Millions	One Million	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

1.	19,49,397	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="9"/>	<input type="text" value="4"/>	<input type="text" value="9"/>	<input type="text" value="3"/>	<input type="text" value="9"/>	<input type="text" value="7"/>
2.	43,74,532	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.	15,14,505	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.	30,96,12,657	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.	22,05,217	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.	8,44,98,744	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.	23,21,45,061	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.	85,79,81,733	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9.	6,23,39,262	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10.	57,40,49,097	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11.	52,92,218	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12.	5,14,52,727	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Number System

# Writing Place Value

Write the number in the respective place:

- i. 2,221 What number is in the hundred place = \_\_\_\_\_
- ii. 8,795 What number is in the one place = \_\_\_\_\_
- iii. 2,811 What number is in the ten place = \_\_\_\_\_
- iv. 9,894 What number is in the ten place = \_\_\_\_\_
- v. 5,944 What number is in the one place = \_\_\_\_\_
- vi. 5,899 What number is in the thousand place = \_\_\_\_\_
- vii. 4,526 What number is in the hundred place = \_\_\_\_\_
- viii. 2,437 What number is in the ten place = \_\_\_\_\_
- ix. 8,159 What number is in the hundred place = \_\_\_\_\_
- x. 4,673 What number is in the one place = \_\_\_\_\_
- xi. 2,887 What number is in the ten place = \_\_\_\_\_
- xii. 2,898 What number is in the hundred place = \_\_\_\_\_

## Number System

# Writing Place Value

Write the number in the respective place:

- i.        6,887        What number is in the hundred place = \_\_\_\_\_
- ii.        2,668        What number is in the one place = \_\_\_\_\_
- iii.        3,968        What number is in the hundred place = \_\_\_\_\_
- iv.        7,774        What number is in the ten place = \_\_\_\_\_
- v.        3,995        What number is in the hundred place = \_\_\_\_\_
- vi.        3,859        What number is in the one place = \_\_\_\_\_
- vii.        8,828        What number is in the thousand place = \_\_\_\_\_
- viii.        3,356        What number is in the hundred place = \_\_\_\_\_
- ix.        9,949        What number is in the hundred place = \_\_\_\_\_
- x.        5,268        What number is in the ten place = \_\_\_\_\_
- xi.        3,426        What number is in the ten place = \_\_\_\_\_
- xii.        7,364        What number is in the ten place = \_\_\_\_\_

## Number System

# Writing Place Value

Write the number in the respective place:

- i.            2,233            What number is in the one place            =            \_\_\_\_\_
- ii.            1,989            What number is in the ten place            =            \_\_\_\_\_
- iii.           6,170            What number is in the one place            =            \_\_\_\_\_
- iv.            8,297            What number is in the one place            =            \_\_\_\_\_
- v.             8,656            What number is in the ten place            =            \_\_\_\_\_
- vi.            7,921            What number is in the hundred place =            \_\_\_\_\_
- vii.           4,179            What number is in the ten place            =            \_\_\_\_\_
- viii.           8,943            What number is in the one place            =            \_\_\_\_\_
- ix.            4,845            What number is in the thousand place =            \_\_\_\_\_
- x.             6,334            What number is in the thousand place =            \_\_\_\_\_
- xi.            3,158            What number is in the thousand place =            \_\_\_\_\_
- xii.           6,935            What number is in the one place            =            \_\_\_\_\_

## Number System

# Expanded Form of Numbers

Write the expanded form of these numbers:

i.            5,569        =    5000 + 500 + 60 + 9

ii.            2,647        =    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

iii.            5,989        =    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

iv.            4,842        =    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

v.             9,314        =    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

vi.            1,837        =    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

vii.            3,616        =    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

viii.           1,919        =    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

ix.            5,773        =    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

x.             8,859        =    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

## Number System

# Expanded Form of Numbers

Write the expanded form of these numbers:

i.        1,337        =        \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

ii.        4,496        =        \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

iii.        7,469        =        \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

iv.        9,835        =        \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

v.         2,424        =        \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

vi.        6,633        =        \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

vii.        9,239        =        \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

viii.        3,298        =        \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

ix.        4,277        =        \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

x.         7,913        =        \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_



## Number System

# Expanded form of Numbers

Write the expanded form of these numbers:

a.  $3,253 = \underline{1000} \times \underline{3} + \underline{100} \times \underline{2} + \underline{10} \times \underline{5} + \underline{1} \times \underline{3}$

b.  $6,359 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

c.  $1,397 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

d.  $3,496 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

e.  $7,496 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

f.  $7,733 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

g.  $2,125 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

h.  $3,533 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

i.  $2,536 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

j.  $6,347 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

## Number System

# Expanded form of Numbers

Write the expanded form of these numbers:

a.  $9,547 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

b.  $8,0362 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

c.  $4,102 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

d.  $6,458 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

e.  $2,697 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

f.  $7,560 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

g.  $9,619 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

h.  $7,201 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

i.  $6,475 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

j.  $9,999 = \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$

## Number System

# Standard form of Numbers

Write these numbers in standard form:

i.  $50000 + 3000 + 200 + 60 + 9 = \underline{53,269}$

ii.  $90000 + 9000 + 900 + 90 + 9 = \underline{\hspace{2cm}}$

iii.  $30000 + 7000 + 600 + 10 + 1 = \underline{\hspace{2cm}}$

iv.  $10000 + 3000 + 700 + 30 + 7 = \underline{\hspace{2cm}}$

v.  $6000 + 100 + 50 + 2 = \underline{\hspace{2cm}}$

vi.  $2000 + 100 + 90 + 1 = \underline{\hspace{2cm}}$

vii.  $70000 + 1000 + 500 + 20 + 8 = \underline{\hspace{2cm}}$

viii.  $6000 + 300 + 70 + 9 = \underline{\hspace{2cm}}$

ix.  $50000 + 1000 + 600 + 10 + 1 = \underline{\hspace{2cm}}$

x.  $70000 + 7000 + 700 + 70 + 3 = \underline{\hspace{2cm}}$

xi.  $20000 + 2000 + 200 + 20 + 2 = \underline{\hspace{2cm}}$

## Number System

# Standard form of Numbers

Write these numbers in standard form:

i.  $50000 + 9000 + 600 + 30 + 9 =$  \_\_\_\_\_

ii.  $50000 + 3000 + 300 + 60 + 7 =$  \_\_\_\_\_

iii.  $70000 + 6000 + 500 + 40 + 3 =$  \_\_\_\_\_

iv.  $80000 + 4000 + 900 + 80 + 1 =$  \_\_\_\_\_

v.  $60000 + 4000 + 600 + 10 + 8 =$  \_\_\_\_\_

vi.  $30000 + 2000 + 100 + 30 + 5 =$  \_\_\_\_\_

vii.  $20000 + 6000 + 700 + 70 + 6 =$  \_\_\_\_\_

viii.  $10000 + 3000 + 300 + 20 + 7 =$  \_\_\_\_\_

ix.  $10000 + 1000 + 100 + 60 + 2 =$  \_\_\_\_\_

x.  $1000 + 200 + 90 + 2 =$  \_\_\_\_\_

xi.  $90000 + 9000 + 800 + 80 + 9 =$  \_\_\_\_\_

## Number System

# Standard form of Numbers

Write these numbers in standard form:

a.  $3 \times 10000 + 1 \times 1000 + 5 \times 100 + 3 \times 10 + 7 \times 1 =$  \_\_\_\_\_

b.  $4 \times 10000 + 3 \times 1000 + 5 \times 100 + 6 \times 10 + 2 \times 1 =$  \_\_\_\_\_

c.  $9 \times 1000 + 4 \times 100 + 9 \times 10 + 3 \times 1 =$  \_\_\_\_\_

d.  $8 \times 10000 + 6 \times 1000 + 3 \times 100 + 7 \times 10 + 5 \times 1 =$  \_\_\_\_\_

e.  $1 \times 10000 + 9 \times 1000 + 7 \times 100 + 6 \times 10 + 9 \times 1 =$  \_\_\_\_\_

f.  $6 \times 10000 + 4 \times 1000 + 1 \times 100 + 3 \times 10 + 8 \times 1 =$  \_\_\_\_\_

g.  $7 \times 1000 + 6 \times 100 + 8 \times 10 + 4 \times 1 =$  \_\_\_\_\_

h.  $9 \times 10000 + 4 \times 1000 + 7 \times 100 + 4 \times 10 + 7 \times 1 =$  \_\_\_\_\_

i.  $5 \times 10000 + 5 \times 1000 + 5 \times 100 + 5 \times 10 + 5 \times 1 =$  \_\_\_\_\_

j.  $8 \times 1000 + 8 \times 100 + 8 \times 10 + 8 \times 1 =$  \_\_\_\_\_

k.  $1 \times 10000 + 1 \times 1000 + 1 \times 100 + 1 \times 10 + 1 \times 1 =$  \_\_\_\_\_

l.  $3 \times 10000 + 2 \times 1000 + 3 \times 100 + 3 \times 10 + 3 \times 1 =$  \_\_\_\_\_

## Number System

# Making Numbers to understand Number systems

Use these numbers				
2	5	7	4	8

- i. Make the smallest possible number using all the digits given \_\_\_\_\_
- ii. Make the largest possible number using all the digits given \_\_\_\_\_
- iii. Make the smallest possible even number using all the digits given \_\_\_\_\_
- iv. Make the largest possible even number using all the digits given \_\_\_\_\_
- v. Make the smallest possible odd number using all the digits given \_\_\_\_\_
- vi. Make the largest possible odd number using all the digits given \_\_\_\_\_
- vii. Make the largest multiple of 2 \_\_\_\_\_
- viii. Make the smallest multiple of 2 \_\_\_\_\_
- ix. Add all the numbers and write the total \_\_\_\_\_
- x. Multiply the odd numbers \_\_\_\_\_
- xi. Multiply the even numbers \_\_\_\_\_

## Number System

# Making Numbers to understand Number systems

Use these numbers				
3	8	5	9	1

- i. Make the smallest possible number using all the digits given \_\_\_\_\_
- ii. Make the largest possible number using all the digits given \_\_\_\_\_
- iii. Make the smallest possible even number using all the digits given \_\_\_\_\_
- iv. Make the largest possible even number using all the digits given \_\_\_\_\_
- v. Make the smallest possible odd number using all the digits given \_\_\_\_\_
- vi. Make the largest possible odd number using all the digits given \_\_\_\_\_
- vii. Make the largest multiple of 2 \_\_\_\_\_
- viii. Make the smallest multiple of 2 \_\_\_\_\_
- ix. Add all the numbers and write the total \_\_\_\_\_
- x. Multiply the odd numbers \_\_\_\_\_
- xi. Multiply the even numbers \_\_\_\_\_

## Number System

# Making the Smallest & Greatest Number

Write the greatest number you can form using the digits in this number and also the smallest number you can form:

	Greatest	Smallest
a. 217,478	<input type="text"/>	<input type="text"/>
b. 572,236	<input type="text"/>	<input type="text"/>
c. 164,106	<input type="text"/>	<input type="text"/>
d. 258,023	<input type="text"/>	<input type="text"/>
e. 720,783	<input type="text"/>	<input type="text"/>
f. 364,261	<input type="text"/>	<input type="text"/>
g. 263,305	<input type="text"/>	<input type="text"/>
h. 263,750	<input type="text"/>	<input type="text"/>
i. 949,931	<input type="text"/>	<input type="text"/>
j. 963,977	<input type="text"/>	<input type="text"/>
k. 838,961	<input type="text"/>	<input type="text"/>
l. 189,205	<input type="text"/>	<input type="text"/>

	Greatest	Smallest
m. 823,979	<input type="text"/>	<input type="text"/>
n. 377,517	<input type="text"/>	<input type="text"/>
o. 393,038	<input type="text"/>	<input type="text"/>
p. 927,719	<input type="text"/>	<input type="text"/>
q. 514,231	<input type="text"/>	<input type="text"/>
r. 982,132	<input type="text"/>	<input type="text"/>
s. 574,692	<input type="text"/>	<input type="text"/>
t. 540,665	<input type="text"/>	<input type="text"/>
u. 434,476	<input type="text"/>	<input type="text"/>
v. 210,315	<input type="text"/>	<input type="text"/>
w. 931,045	<input type="text"/>	<input type="text"/>
x. 680,761	<input type="text"/>	<input type="text"/>



## Number System

# Making the Smallest & Greatest Number

Write the greatest number you can form using the digits in this number and also the smallest number you can form:

	Greatest	Smallest
a. 126,349	<input type="text"/>	<input type="text"/>
b. 243,821	<input type="text"/>	<input type="text"/>
c. 986,084	<input type="text"/>	<input type="text"/>
d. 534,803	<input type="text"/>	<input type="text"/>
e. 964,364	<input type="text"/>	<input type="text"/>
f. 991,016	<input type="text"/>	<input type="text"/>
g. 663,143	<input type="text"/>	<input type="text"/>
h. 200,327	<input type="text"/>	<input type="text"/>
i. 685,503	<input type="text"/>	<input type="text"/>
j. 205,983	<input type="text"/>	<input type="text"/>
k. 178,516	<input type="text"/>	<input type="text"/>
l. 736,951	<input type="text"/>	<input type="text"/>

	Greatest	Smallest
m. 531,563	<input type="text"/>	<input type="text"/>
n. 126,414	<input type="text"/>	<input type="text"/>
o. 249,738	<input type="text"/>	<input type="text"/>
p. 978,235	<input type="text"/>	<input type="text"/>
q. 428,161	<input type="text"/>	<input type="text"/>
r. 103,293	<input type="text"/>	<input type="text"/>
s. 978,637	<input type="text"/>	<input type="text"/>
t. 533,472	<input type="text"/>	<input type="text"/>
u. 384,328	<input type="text"/>	<input type="text"/>
v. 412,368	<input type="text"/>	<input type="text"/>
w. 886,356	<input type="text"/>	<input type="text"/>
x. 443,246	<input type="text"/>	<input type="text"/>

## Number System

# Rounding Numbers



### Examples:

If we round 34 to the nearest 10 then we identify the number in Ones place, here it is 4, since this number is 4 or less, we round the number as 30

If we round 35 to the nearest 10 then we identify the number in Ones place, here it is 5, since this number is 5 or more, we round the number as 40

If we round 232 to the nearest 100 then we identify the number in tens place, here it is 3, since this number is 4 or less, we round the number as 230

If we round 368 to the nearest 100 then we identify the number in Ones place, here it is 6, since this number is 5 or more, we round the number as 370

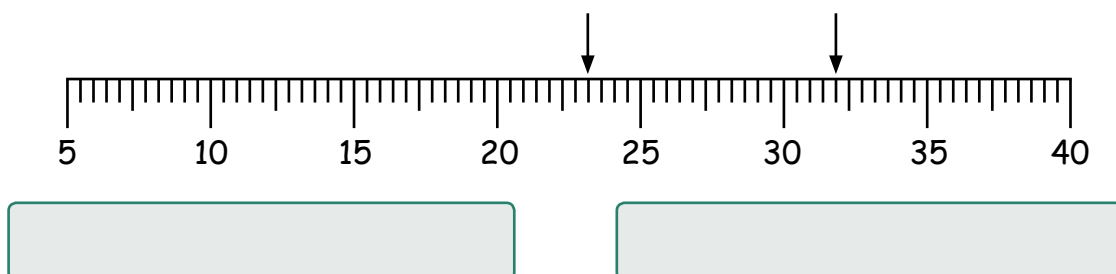
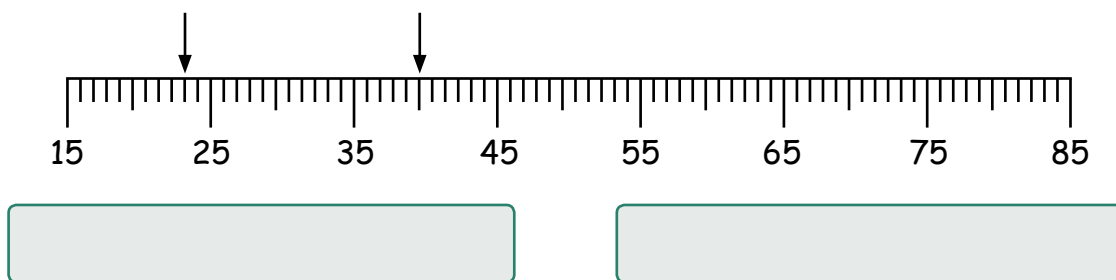
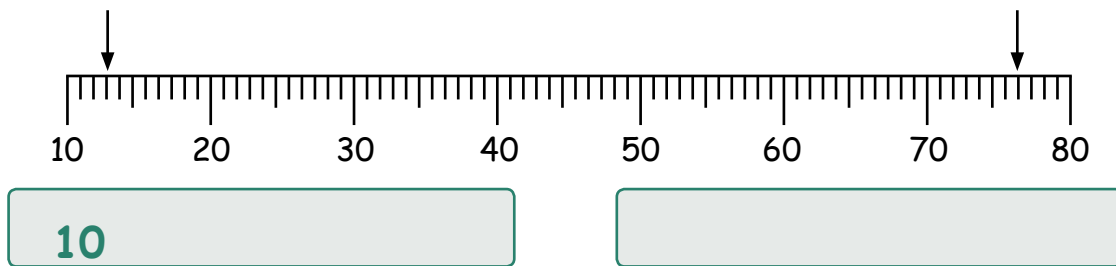
# Number System

## Round to the Nearest 10

Round it to the nearest ten's place:

38 =	<input type="text" value="40"/>	19 =	<input type="text"/>	17 =	<input type="text"/>	46 =	<input type="text"/>	24 =	<input type="text"/>
27 =	<input type="text"/>	43 =	<input type="text"/>	49 =	<input type="text"/>	21 =	<input type="text"/>	22 =	<input type="text"/>

Write down the nearest ten's of each number marked by an arrow:



## Number System

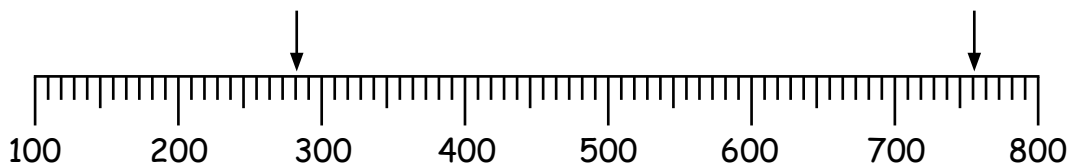
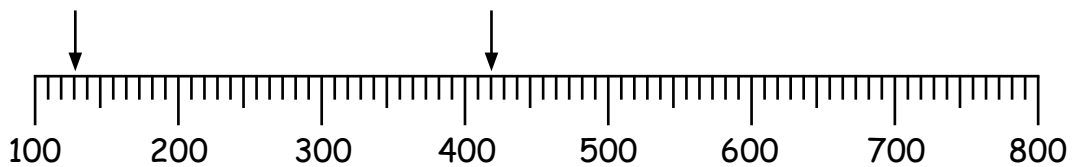
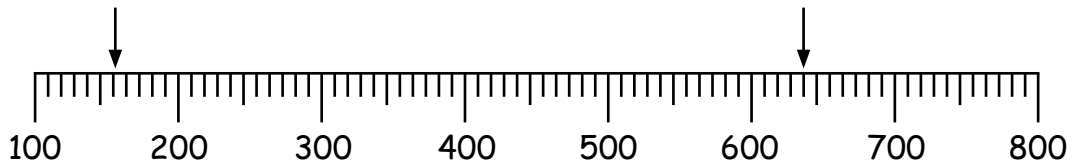
# Round to the Nearest 100

Round it to the nearest hundred's place:

318 =     191 =     177 =     466 =     241 =

278 =     430 =     499 =     261 =     227 =

Write down the nearest hundred's of each number marked by an arrow:



# Number System

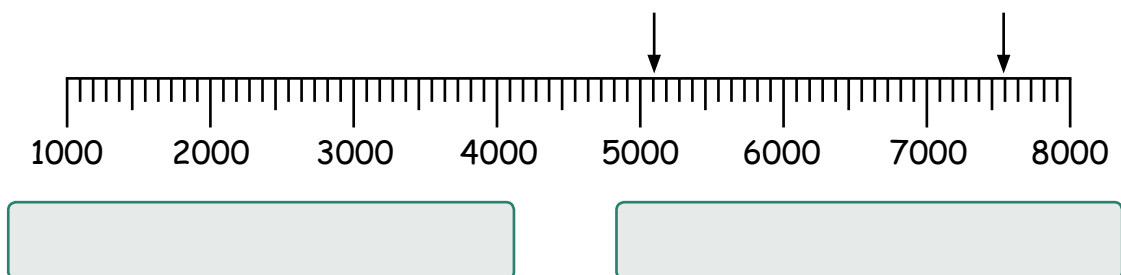
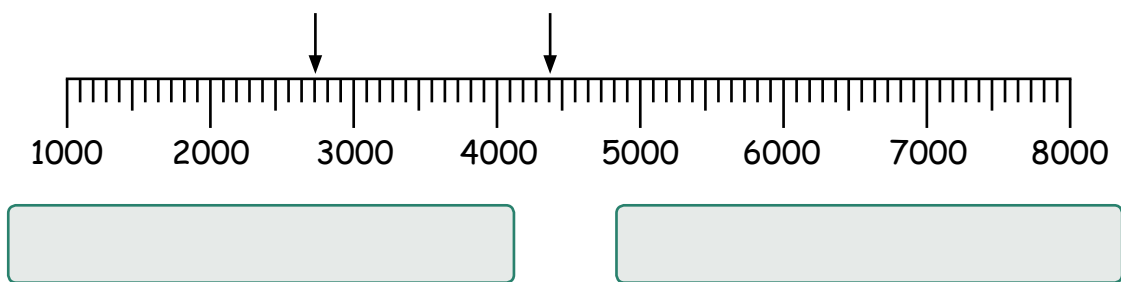
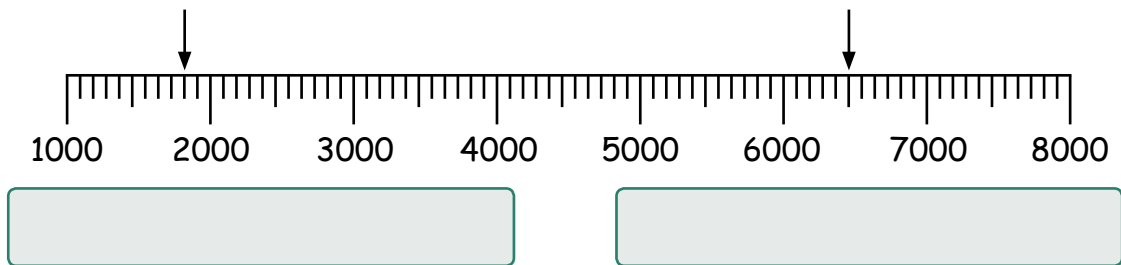
## Round to the Nearest 1000

Round it to the nearest thousand's place:

3,405 =     4,847 =     1,410 =     3,230 =

2,866 =     8,871 =     4,224 =     6,420 =

Write down the nearest thousand's of each number marked by an arrow:



## Number System

# Round to the Nearest 10, 100, 1000

What is the best estimate after you round off to the nearest 100.

Example:  $101 + 119 = 100 + 120 = 220$

i.  $147 + 143 =$

iv.  $116 + 106 =$

ii.  $140 + 171 =$

v.  $114 + 286 =$

iii.  $117 + 213 =$

vi.  $150 + 197 =$

What is the best estimate after you round off to the nearest 10.

a. 24

20

d. 49

\_\_\_\_\_

g. 37

\_\_\_\_\_

b. 17

\_\_\_\_\_

e. 57

\_\_\_\_\_

h. 71

\_\_\_\_\_

c. 35

\_\_\_\_\_

f. 63

\_\_\_\_\_

i. 86

\_\_\_\_\_

What is the best estimate after you round off to the nearest 100.

a. 145

100

d. 417

\_\_\_\_\_

g. 754

\_\_\_\_\_

b. 234

\_\_\_\_\_

e. 123

\_\_\_\_\_

h. 214

\_\_\_\_\_

c. 524

\_\_\_\_\_

f. 536

\_\_\_\_\_

i. 624

\_\_\_\_\_

What is the best estimate after you round off to the nearest 1000.

a. 2746

3000

d. 4452

\_\_\_\_\_

f. 7542

\_\_\_\_\_

b. 1475

\_\_\_\_\_

e. 7496

\_\_\_\_\_

g. 4692

\_\_\_\_\_

c. 3247

\_\_\_\_\_

1. 6938

\_\_\_\_\_

h. 1536

\_\_\_\_\_

## Number System

# Ascending Order of Numbers

Write the following numbers in ascending order:

56789	32541	56487	23541	12472	23658
<u>12472</u>	<u>23541</u>	<u>23658</u>	<u>32541</u>	<u>56487</u>	<u>56789</u>
32154	23564	29568	15487	23651	45721
_____	_____	_____	_____	_____	_____
45127	13587	14752	31487	26348	12683
_____	_____	_____	_____	_____	_____
13698	45786	36921	45712	32548	63214
_____	_____	_____	_____	_____	_____

Arrange the followings in ascending order:

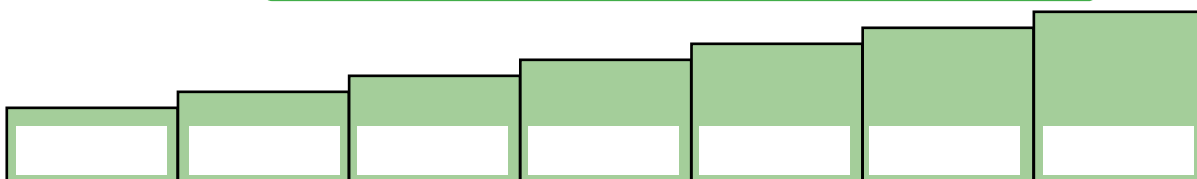
3461, 632, 3154, 3465, 3460



2658, 1245, 2625, 1257, 1254, 2652



6395, 7598, 5697, 4699, 6389, 5679, 3896



## Number System

# Ascending Order

Arrange the numbers in ascending order.

- |     |       |       |       |       |       |
|-----|-------|-------|-------|-------|-------|
| 1.  | 732   | 416   | 614   | 973   | 774   |
|     | _____ | _____ | _____ | _____ | _____ |
| 2.  | 930   | 561   | 773   | 105   | 180   |
|     | _____ | _____ | _____ | _____ | _____ |
| 3.  | 993   | 691   | 208   | 564   | 976   |
|     | _____ | _____ | _____ | _____ | _____ |
| 4.  | 300   | 445   | 588   | 651   | 118   |
|     | _____ | _____ | _____ | _____ | _____ |
| 5.  | 521   | 564   | 290   | 963   | 591   |
|     | _____ | _____ | _____ | _____ | _____ |
| 6.  | 309   | 794   | 620   | 355   | 956   |
|     | _____ | _____ | _____ | _____ | _____ |
| 7.  | 804   | 319   | 442   | 171   | 611   |
|     | _____ | _____ | _____ | _____ | _____ |
| 8.  | 431   | 617   | 906   | 865   | 230   |
|     | _____ | _____ | _____ | _____ | _____ |
| 9.  | 659   | 639   | 945   | 813   | 449   |
|     | _____ | _____ | _____ | _____ | _____ |
| 10. | 896   | 330   | 105   | 843   | 204   |
|     | _____ | _____ | _____ | _____ | _____ |
| 11. | 132   | 365   | 539   | 592   | 903   |
|     | _____ | _____ | _____ | _____ | _____ |



## Number System

# Descending Order Numbers

Write the following numbers in descending order:

23541	23598	56982	32564	26358	23658
_____	_____	_____	_____	_____	_____
12568	23561	12547	14258	13514	16895
_____	_____	_____	_____	_____	_____
25687	26395	24875	28945	29886	29995
_____	_____	_____	_____	_____	_____
53698	56987	56478	59713	57468	100000
_____	_____	_____	_____	_____	_____

Arrange the followings in descending order:

263457, 569784, 536240, 231547, 457812

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

456981, 469235, 478512, 315467, 26487

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

5697, 8647, 9999, 8794, 6985, 7596, 6549

_____	_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------	-------

## Number System

# Descending Order

Arrange the numbers in descending order.

- |     |       |       |       |       |       |
|-----|-------|-------|-------|-------|-------|
| 1.  | 844   | 177   | 245   | 983   | 626   |
|     | _____ | _____ | _____ | _____ | _____ |
| 2.  | 882   | 868   | 614   | 218   | 527   |
|     | _____ | _____ | _____ | _____ | _____ |
| 3.  | 281   | 634   | 184   | 854   | 343   |
|     | _____ | _____ | _____ | _____ | _____ |
| 4.  | 599   | 745   | 494   | 178   | 165   |
|     | _____ | _____ | _____ | _____ | _____ |
| 5.  | 862   | 951   | 878   | 651   | 187   |
|     | _____ | _____ | _____ | _____ | _____ |
| 6.  | 132   | 852   | 951   | 895   | 528   |
|     | _____ | _____ | _____ | _____ | _____ |
| 7.  | 632   | 112   | 733   | 979   | 939   |
|     | _____ | _____ | _____ | _____ | _____ |
| 8.  | 165   | 127   | 486   | 889   | 630   |
|     | _____ | _____ | _____ | _____ | _____ |
| 9.  | 919   | 335   | 120   | 218   | 410   |
|     | _____ | _____ | _____ | _____ | _____ |
| 10. | 334   | 678   | 802   | 235   | 727   |
|     | _____ | _____ | _____ | _____ | _____ |
| 11. | 215   | 803   | 139   | 574   | 642   |
|     | _____ | _____ | _____ | _____ | _____ |

## Number System

# Numbers: Word Problems

1. A small town in UK has a population of one hundred seventy six thousand and fourteen. The neighbouring town has a population of three hundred eighty five thousand four hundred and seventeen. What is the combined population of both these towns?
2. Delhi has a population of eighteen million eight hundred and seventy approximately and Mumbai has a population of eighteen million four hundred thousand and forty three approximately. What is the combined population of both these cities?
3. The number of cars in Shanghai is 2,510,425 and five million seventy six thousand. What is the total of the number of cars in Shanghai and Beijing?
4. Dhaka has a population of 12,043,977. Moscow has a population of 12,197,596. What is the combined population of both these cities?
5. Guangzhou is located in Guangdong province in South China. Its population is 12,700,800. Karachi has a population of 23,500,000. What is the combined population of both these cities?

This workbook is from the series of **BeeOne Books**, the creators of [www.grade1to6.com](http://www.grade1to6.com) the world's premium worksheets website exclusively for primary schools. **BeeOne Books** primarily focuses on workbooks of **Math & English** from **Grade 1** through **Grade 6**.

This **Workbook** is packed with creative worksheets to reinforce what is learn at school, supporting the **PYP (IB) | US Common Core Standards | National Curriculum England | Singapore Curriculum | Australian Curriculum | New Zealand Curriculum** ideal for any International school. The worksheets in this workbook are created & designed to help the needs of the 21st-century child.

#### **Features of this book**

- All units of the curriculum covered in order
- Examples are given whenever needed
- Plenty of worksheets in each unit to practice and reinforce their learning & knowledge
- The worksheets are designed to stimulate children to fall in love with the subject.
- All questions are created by a team of international teachers of repute.
- Children will be able to observe, explore & express their thoughts freely through these worksheets.

This **Workbook** provides a variety of levels of challenging questions for children to practice to perfect what they learn at the schools globally.

The workbooks from **Beeone Books** are available in a **digital PDF format** for easy access from anywhere in the world and also in limited quantity as a printed workbook. Digital PDF format worksheet bundles are available for a **single Unit of Learning** or for the entire Grade which will ensure you spend only on what is required for your child.

For more details on the availability and method to buy the workbooks in this exciting series logon to [www.grade1to6.com](http://www.grade1to6.com) or write to [info@grade1to6.com](mailto:info@grade1to6.com).

#### **For Schools:**

**Customised workbooks** featuring your **school's name, logo** and **address** can also be created in a short time for enhanced branding, selecting need specific worksheets and many more. We will offer you a digital PDF and you can print at a place of your choice. For a cost-effective package & more details write to [info@grade1to6.com](mailto:info@grade1to6.com).

#### **Happy Learning**

Digital PDF workbooks and select printed workbook options available online, directly from the publisher

Sales & enquiries

Email: [info@grade1to6.com](mailto:info@grade1to6.com)

Website: [www.grade1to6.com](http://www.grade1to6.com)