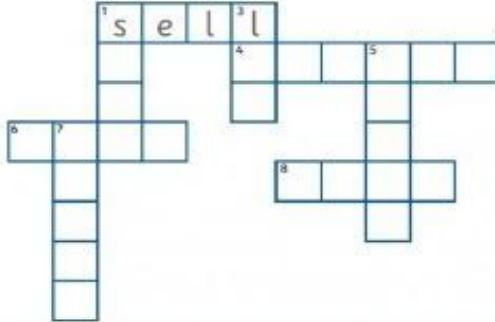


## Chapter 17: Calculator fun

1. Enter **7 7 3 8** in the calculator. Turn the calculator upside down to read the word BELL. Work out the following problems using a calculator. Turn the answers upside down. Read the words. Write each word in the correct place to complete the crossword.



**Across:**

1.  $(88 \times 88) - 9$   
 4.  $(500 \times 1,000) + 761$   
 6.  $(40 \times 100) - 295$   
 8.  $(55 \times 100) + 8$

**Clue:**

opposite to buy  
 houses made of snow  
 type of fish  
 person in charge

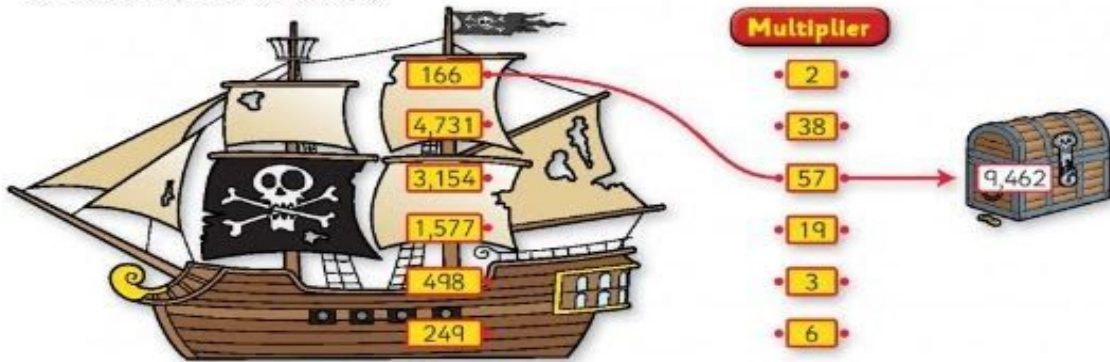
**Down:**

1.  $7\text{th} + 1\text{h} + 0\text{t} + 5\text{u}$   
 3.  $(6,893 - 5,241) - 1,435$   
 5.  $(40,000 - 5,000) + 380$   
 7.  $(81 \times 98) + 23,832$

**Clue:**

earth  
 girl's name  
 very overweight  
 boy's name

2. Match each number on the pirate's ship to the correct multiplier to help the six pirates reach the treasure. (Use a calculator.)



The **5** key on Uzzy's calculator is broken. However, he can still work out the answer to  $35 + 85$  by:

- (a) Keying in: **3 4 + 1 + 8 4 + 1 =** or  
 (b) Keying in: **3 8 - 3 + 8 8 - 3 =**



Can you find another way of doing it?



3. Help Uzzy calculate the answers to these on his broken calculator.

- |                     |                      |                  |                  |
|---------------------|----------------------|------------------|------------------|
| (a) $85 + 59$       | (b) $356 + 542$      | (c) $850 - 35$   | (d) $542 - 153$  |
| (e) $3,500 - 1,285$ | (f) $27,350 - 6,500$ | (g) $55,000 - 5$ | (h) $5,533 - 55$ |

**Challenge** It took Neil Armstrong and his crew 3 days and 3 hours to get to the moon in 1969.

- (a) How many hours did it take?  (b) How many minutes is that?   
 (c) How many seconds is that?

### Question 1 answers

Across 1. Sell 4 igloo 6 sole 8 boss

Down: 1 soil 3 Lia (I think) the number answer is 217 5 obese 7 Ollie

Question 2 answers  $4731 \times 2 = 9462$     $3154 \times 3 = 9462$     $1577 \times 6 = 9462$

$498 \times 19 = 9462$     $249 \times 38 = 9462$

Question 3 a)  $82 + 13 + 49 = 144$    b)  $446 + 642 + 10 = 898$    c)  $849 - 34 = 815$    d)  $432 - 42 = 389$    e)  $3499 - 1284 = 2215$    f)  $27349 - 6499 = 20850$    g)  $54999 - 4 = 54995$    h)  $6644 - 1166 = 5478$

## Factors and multiples

**I am learning** to identify factors and multiples.

1 In the number sentences below, colour the factors **red** and the multiples **yellow**.

- (a)  $3 \times 5 = 15$    (b)  $7 \times 4 = 28$    (c)  $8 \times 1 = 8$    (d)  $9 \times 6 = 54$   
 (e)  $24 \times 6 = 144$    (f)  $30 \times 40 = 1,200$    (g)  $34 \times 56 = 1,904$    (h)  $124 \times 6 = 744$   
 (i)  $54 \div 6 = 9$    (j)  $108 \div 9 = 12$    (k)  $340 \div 10 = 34$    (l)  $512 \div 8 = 64$

2 T-charts can be used to list multiples of numbers. Complete the T-charts.

(a) $\times 10$	(b) $\times 9$	(c) $\times 5$	(d) $\times 12$	(e) $\times 50$	(f) $\times 25$	(g) $\times 40$
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10

There is no pressure or expectation on students to complete all or part of this activity. It is simply a challenging activity for children who found the operation maths activities ok. It can also be used to reinforce or practice factors and multiples for children who haven't quite grasped the concept yet.

Q 1 The answers to the multiplication sums are multiples

The biggest number (the first number) in the division sum are the multiples too

All the rest of the numbers are factors.

Q 2  $10x = 10, 20, 30, 40, 50, 60, 70, 80, 90, 100$

$9x = 9, 18, 27, 36, 45, 54, 63, 72, 81, 90$

$5x = 5, 10, 15, 20, 25, 30, 35, 40, 45, 50$

$12x = 12, 24, 36, 48, 60, 72, 84, 96, 108, 120,$

$50x = 50, 100, 150, 200, 250, 300, 350, 400, 450, 500,$

$25x = 25, 50, 75, 100, 125, 150, 175, 200, 250$

$40x = 40, 80, 120, 160, 200, 240, 280, 320, 360, 400$