

Australian



# Signpost

MATHS

Sample pages



## Mentals

# Introduction

## Using the Mentals Books

Each unit of the Mentals Book is programmed to review Student Book content for the previous two weeks (based on the Suggested Program in the Teacher's Book). For example, Unit 15 of the Mentals Book can be set as homework to review weeks 13 and 14 of the Student Book while week 15 is being taught.

## Presentation

- The content of the strands Number and Algebra, Measurement and Geometry, and Statistics and Probability is covered thoroughly.
- Essential skills are explained.
- Language, problem solving, graphs and tables are given a high profile.
- Mathematics is applied to real-life situations wherever possible.
- The **Arithmetic Card** (page 5) is an exciting teaching tool for practising basic number skills.
- **ID Cards** (pages 6–8) review the terms essential to success in the course.
- **Measurement examples and standards** (pages 9 and 84) are provided so that students can estimate effectively.

## Mixed-topic Questions

The units present questions in a mixed-topic format.

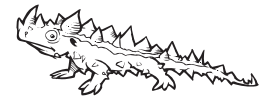
- This is essential for thorough understanding and continuous review.
- In real life, similar questions don't often occur together.
- It allows the teacher to discover weaknesses that could otherwise pass unnoticed.
- It provides a real test of understanding.

## Graded Questions

- Column 1: easier
- Columns 2 and 3: harder
- Column 4: Extension and Challenge

## Motivation

- Cartoons make mathematics more appealing.
- There are two lizards hidden on each page for students to find.



## Extra Activities



- Problem-solving **strategies** are introduced in a carefully planned sequence throughout the series.



- Important concepts from **Number and Algebra** and **Measurement and Geometry** are explored.



- **Measurement** concepts and activities are introduced and investigated.



- **Statistics and Probability** concepts (Data and Chance) are presented for revision and extension.



- A **tables** program for each of the four operations is included.
- It is important for students to try to learn addition and multiplication tables by heart.



Arithmetic Card	5	Units	10–83
ID Cards	6–8	Tables of Number and Measurement	84
Examples of Measurements	9	Answers	A1–A12 (middle pages)

## Unit Activities



Unit	Content	Extra Activity	Unit	Content	Extra Activity
<b>1:1/2</b> <b>1:3/4</b>	+ 2, + 3, + 4 Personal measures	+ tables Measure	<b>20:1/2</b> <b>20:3/4</b>	× 7 × 6, × 8	× tables × tables
<b>2:1/2</b> <b>2:3/4</b>	+ 5, + 10, + 6 Language	+ tables ID Card C	<b>21:1/2</b> <b>21:3/4</b>	× 7, × 8 Fractions	× tables Concept
<b>3:1/2</b> <b>3:3/4</b>	× 10, × 5 Time	× tables Measure	<b>22:1/2</b> <b>22:3/4</b>	× 6, × 8 Area	× tables Measure
<b>4:1/2</b> <b>4:3/4</b>	+ 8, + 9, + 7 Time	+ tables Measure	<b>23:1/2</b> <b>23:3/4</b>	× 3, × 6 Problem solving	× tables Strategy Time
<b>5:1/2</b> <b>5:3/4</b>	× 2, × 4 Number line division	× tables Concept	<b>24:1/2</b> <b>24:3/4</b>	Chance Roman numerals	Chance Concept
<b>6:1/2</b> <b>6:3/4</b>	× 10, × 5 × 4	× tables × tables	<b>25:1/2</b> <b>25:3/4</b>	× 6, × 7 Language	× tables ID Card C
<b>7:1/2</b> <b>7:3/4</b>	× 2, × 5, × 4, × 10, × 0, × 1 Language	× tables ID Card C	<b>26:1/2</b> <b>26:3/4</b>	Roman numerals Problem solving	Concept Strategy Time
<b>8:1/2</b> <b>8:3/4</b>	Time Rounding (nearest 5)	Measure Concept	<b>27:1/2</b> <b>27:3/4</b>	Length Compass directions	Measure Concept
<b>9:1/2</b> <b>9:3/4</b>	– 5, – 10, – 4 Chance	– tables Chance	<b>28:1/2</b> <b>28:3/4</b>	Multiplication tables Language	× tables ID Card B
<b>10:1/2</b> <b>10:3/4</b>	– 6, – 7 + and – linked	– tables Concept	<b>29:1/2</b> <b>29:3/4</b>	Language Problem solving	ID Card A Strategy Time
<b>11:1/2</b> <b>11:3/4</b>	– 8, – 9 Chance	– tables Chance	<b>30:1/2</b> <b>30:3/4</b>	× 7, × 8 ÷ tables	× tables Concept
<b>12:1/2</b> <b>12:3/4</b>	× 2, × 4, × 8, × 5, × 10 Column graph	× tables Data	<b>31:1/2</b> <b>31:3/4</b>	× and ÷ linked ÷ 2, ÷ 4	Concept ÷ tables
<b>13:1/2</b> <b>13:3/4</b>	× 4, × 8 Change from \$2	× tables Concept	<b>32:1/2</b> <b>32:3/4</b>	× 6, × 9 ÷ 5, ÷ 10	× tables ÷ tables
<b>14:1/2</b> <b>14:3/4</b>	× 4, × 8 Language	× tables ID Card B	<b>33:1/2</b> <b>33:3/4</b>	× and ÷ linked ÷ 3, ÷ 6	Concept ÷ tables
<b>15:1/2</b> <b>15:3/4</b>	Patterns Crossnumber puzzle	Concept Concept	<b>34:1/2</b> <b>34:3/4</b>	÷ 7, ÷ 8 Language	÷ tables ID Card A
<b>16:1/2</b> <b>16:3/4</b>	× 3, × 6 Problem solving	× tables Strategy Time	<b>35:1/2</b> <b>35:3/4</b>	÷ 9, × 4, × 7, × 9 Factors	÷ and × tables Concept
<b>17:1/2</b> <b>17:3/4</b>	Chance × 3, × 6	Chance × tables	<b>36:1/2</b> <b>36:3/4</b>	Language × 11	ID Card A × tables
<b>18:1/2</b> <b>18:3/4</b>	× 9 Division strategies	× tables Concept	<b>37:1/2</b> <b>37:3/4</b>	Language Personal measures	ID Card B Measure
<b>19:1/2</b> <b>19:3/4</b>	× 9 Area	× tables Measure	<b>Answers</b>	These can be found in the middle of this book on pages A1 to A12.	

**4:3**  out of 8

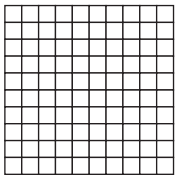
**1**

Tens	Ones
\$6	3
\$1	0
+\$2	2

**2**

Tens	Ones
4	0
	7
+1	2

**3** Here is a h \_\_\_\_\_  
s \_\_\_\_\_.  
There are \_\_\_\_\_ squares  
in one row.



**a** 3 rows of 9. \_\_\_\_\_ **b** 5 rows of 9. \_\_\_\_\_

**5** What is the day two days after Sunday? \_\_\_\_\_

**6** Does the axis of symmetry divide a shape into two halves? \_\_\_\_\_

**7** Complete this two-way table for these shapes.

Shapes	Rhombus	Pentagon	Rectangle
Shaded			
Not Shaded			



**8** Show each time on the clock.

**a** 3:24



**b** 12:47



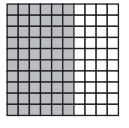
**4:4**  out of 5

**1** How many times would either of the two hands of a clock point to the numeral 3 in one day?

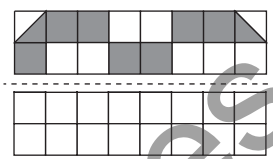


**2 a**  $60 + \underline{\hspace{2cm}} = 100$

**b**  $100 - 40 = \underline{\hspace{2cm}}$

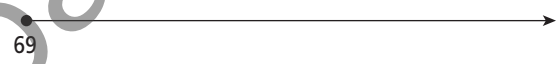


**3** Complete this picture if the broken line is an axis of symmetry.



**4** How many angles in 5 squares? \_\_\_\_\_

**5**  $69 + 35 = \underline{\hspace{2cm}}$



Challenge

Create a simple picture that is not symmetrical. Use it to create a design using flip, slide and/or turn.



Complete, then learn these tables.  
(See page 84.)

- a** \_\_\_\_\_ seconds = 1 minute
- b** \_\_\_\_\_ hours = 1 day
- c** \_\_\_\_\_ minutes = 1 hour
- d** \_\_\_\_\_ days = 1 week
- e** \_\_\_\_\_ minutes = half an hour
- f** 1 fortnight = \_\_\_\_\_ weeks

Half of 60 is 30.



**5:1**

out of 15

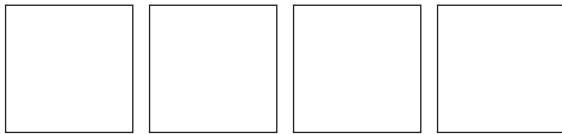
**5:2**

out of 15

- 1  $6 + 2$  \_\_\_\_\_
- 2  $0 + 8$  \_\_\_\_\_
- 3  $9 - 6$  \_\_\_\_\_
- 4  $10 - 5$  \_\_\_\_\_
- 5  $\begin{array}{r} 13 \\ + 3 \\ \hline \end{array}$
- 6  $3 \times 4$  \_\_\_\_\_
- 7  $10 \times 4$  \_\_\_\_\_
- 8 Add 5 and 4. \_\_\_\_\_
- 9 Take 7 from 7. \_\_\_\_\_
- 10  $\begin{array}{r} 17 \\ - 7 \\ \hline \end{array}$

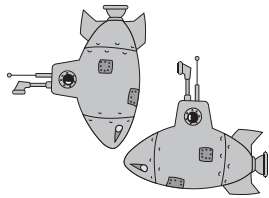


- 11 Draw 4 groups of 6.

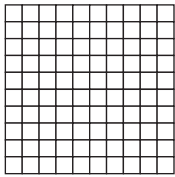


- 12 Is this a flip, a slide or a turn?

\_\_\_\_\_



- 13 a Shade 80 out of 100.

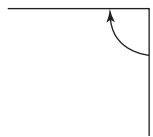


- b What part is not shaded?

\_\_\_\_\_ out of \_\_\_\_\_ or 0. \_\_\_\_\_.

- 14 This angle is called a

r \_\_\_\_\_ a \_\_\_\_\_.

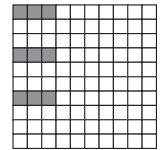


- 15 One minute after 4:15.

- 1  $7 + 10$  \_\_\_\_\_
- 2  $5 + 13$  \_\_\_\_\_
- 3  $14 - 7$  \_\_\_\_\_
- 4  $16 - 8$  \_\_\_\_\_
- 5  $\begin{array}{r} 67 \\ - 3 \\ \hline \end{array}$
- 6  $7 \times 4$  \_\_\_\_\_
- 7 5 lots of 4. \_\_\_\_\_
- 8  $24 \div 6$  \_\_\_\_\_
- 9 10 divided by 5. \_\_\_\_\_
- 10  $\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$

- 11 The fraction shown

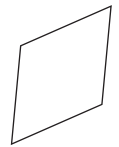
is \_\_\_\_\_ hundredths or 0. \_\_\_\_\_.



- 12 a Draw in the axis of symmetry.

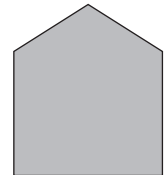


- b What shape would I get if I fold this diamond along an axis of symmetry?

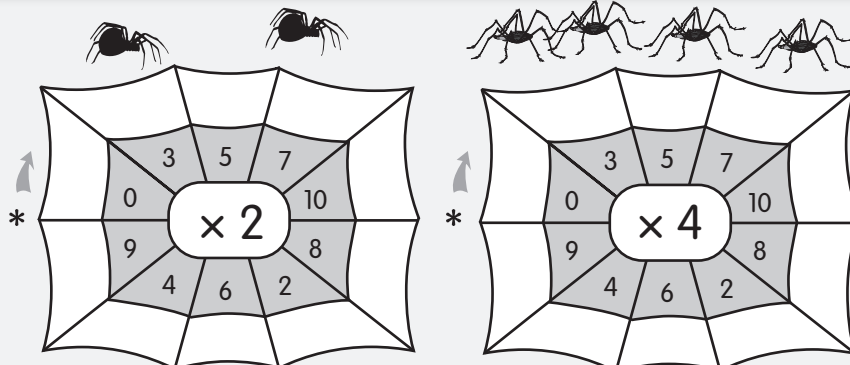


- 13 6 squares have \_\_\_\_\_ corners.

- 14 How many axes of symmetry does this shape have?



- 15 a  $5 \times 4$  \_\_\_\_\_ b  $7 \times 4$  \_\_\_\_\_



Groups of 2 ...  
Groups of 4 ...



10:3

out of 8

1

Tens	Ones
5	4
1	9
+ 2	0

2

Tens	Ones
6	2
1	8
+ 0	7

3 Estimate then measure the length of this bar.



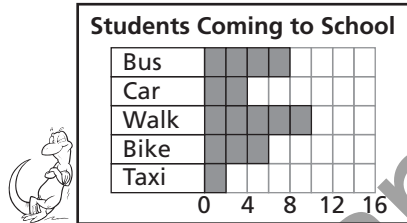
Estimate = \_\_\_\_\_ cm    Measure = \_\_\_\_\_ cm  
 Measure = \_\_\_\_\_ mm

4 Write 5 m 21 cm as centimetres. \_\_\_\_\_

5 Write 3621 in expanded notation.  
 \_\_\_\_\_  
 \_\_\_\_\_

6 If there are 10 dots in each row, how many dots are in 6 rows? \_\_\_\_\_

7



a How many students came to school by bus or bike? \_\_\_\_\_

b How many more students walked to school than came to school by taxi? \_\_\_\_\_

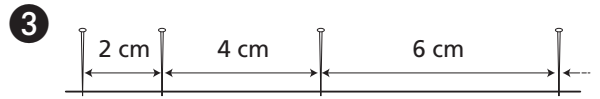
8 How many hundreds in 7832? \_\_\_\_\_

10:4

out of 6

1 How many corners has a square prism? \_\_\_\_\_

2 1, 10, 100, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



Pins were stuck into the floor using the pattern shown above.

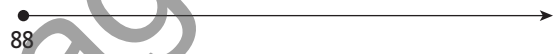
What was the distance between:

a the 5th and 6th pins? \_\_\_\_\_

b the 1st and 6th pins? \_\_\_\_\_

4 How many hours in 4 days? \_\_\_\_\_

5  $88 + 34$  \_\_\_\_\_



6 How many 20c coins have the same value as:

a \$3.40? \_\_\_\_\_      b \$12 \_\_\_\_\_

Challenge

Draw and label as many different 2D shapes as you can.

Addition Linked to Subtraction

If  $6 + 7 = 13$ ,  
 then  $13 - 6 = 7$   
 $13 - 7 = 6$

a

$5 + 6 = \square$	$11 - 5 = \square$
	$11 - 6 = \square$

c

$6 + 8 = \square$	$14 - 6 = \square$
	$14 - 8 = \square$

e

$8 + 5 = \square$	$13 - 8 = \square$
	$13 - 5 = \square$

b

$5 + 7 = \square$	$12 - 5 = \square$
	$12 - 7 = \square$

d

$8 + 7 = \square$	$15 - 8 = \square$
	$15 - 7 = \square$


f



$7 + 6 = \square$	$13 - 7 = \square$
	$13 - 6 = \square$

**11:1**

□ out of 20


- 1**  $3 \times 2$  \_\_\_\_\_  
**2**  $10 - 7$  \_\_\_\_\_  
**3**  $9 + 2$  \_\_\_\_\_  
**4**  $6 - 4$  \_\_\_\_\_  
**5**  $\begin{array}{r} 21 \\ + 4 \\ \hline \end{array}$
- 6**  $3 + \square = 10$ ,  $\square =$  \_\_\_\_\_  
**7**  $4 + 7$  \_\_\_\_\_  
**8** 3 less than 12. \_\_\_\_\_  
**9** 8 more than 6. \_\_\_\_\_  
**10**  $\begin{array}{r} 28 \\ - 16 \\ \hline \end{array}$

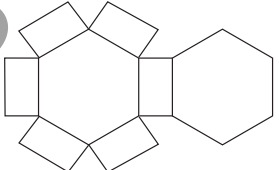
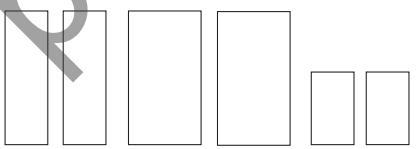
- 11** Write the number before 825. \_\_\_\_\_  
**12** The value of these coins.  \_\_\_\_\_  
**13** Minutes in an hour. \_\_\_\_\_  
**14** \$10 and \$15. \_\_\_\_\_  
**15** Arrange in order, from smallest to largest:  
2972, 2927, 2982.  
\_\_\_\_\_

- 16** Write the numeral three thousand and thirty. \_\_\_\_\_  
**17** This is a net for a p\_\_\_\_\_.  \_\_\_\_\_  
**18** Round off to the nearest ten:  
a 786 \_\_\_\_\_ b 804 \_\_\_\_\_  
**19** The numeral shown below.  \_\_\_\_\_  
**20** The value of the 5 in 6543. \_\_\_\_\_

**11:2**

□ out of 19

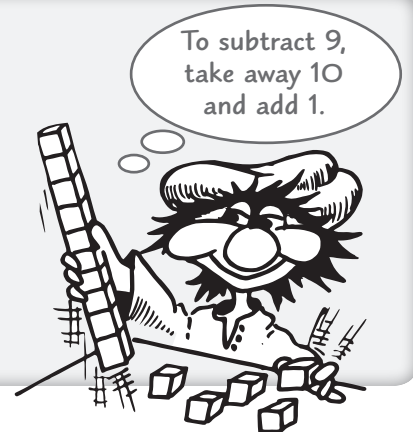
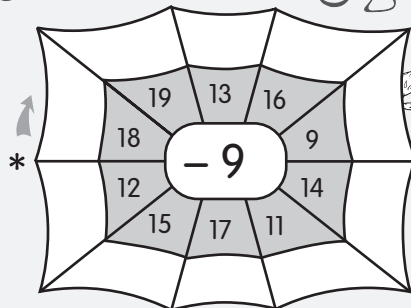
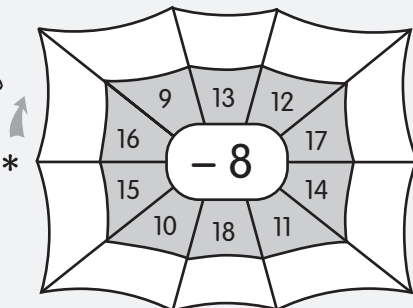
- 1**  $12 + 8$  \_\_\_\_\_  
**2**  $14 - 8$  \_\_\_\_\_  
**3**  $7 \times 10$  \_\_\_\_\_  
**4**  $9 \times 5$  \_\_\_\_\_  
**5**  $\begin{array}{r} 16 \\ + 11 \\ \hline \end{array}$
- 6**  $7 \times 10$  \_\_\_\_\_  
**7**  $8 \times 10$  \_\_\_\_\_  
**8**  $14 \div 2$  \_\_\_\_\_  
**9**  $30 \div 10$  \_\_\_\_\_  
**10**  $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$  

- 11** Thousands in 7321. \_\_\_\_\_  
**12**  $6000 + 100 + 7$  \_\_\_\_\_  
**13** Would this net make a pyramid, prism or neither?  \_\_\_\_\_  
**14** Could a prism be made from this set of faces?  \_\_\_\_\_

- 15** Write one thousand and fourteen as a numeral. \_\_\_\_\_  
**16**  $8000 + 200 + 70 + 5$  \_\_\_\_\_  
**17** Hundreds in 7523. \_\_\_\_\_  
**18** Round off 1763 to the nearest thousand. \_\_\_\_\_  
**19** Use the short form to write 3 metres and 68 centimetres.  
\_\_\_\_\_ m \_\_\_\_\_ cm







1

Hund.	Tens	Ones
1	4	2
+	5	3

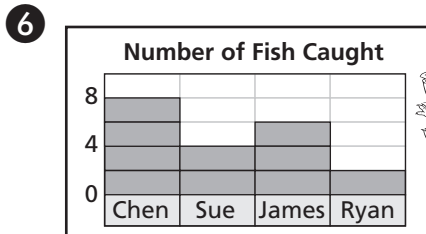
2

Hund.	Tens	Ones
	\$8	7
+	\$5	2

3  $4000 + 600 + 40 + 3$  \_\_\_\_\_

4 What is the value of the 4 in 2340? \_\_\_\_\_

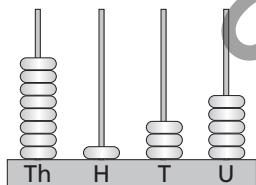
5 2 652, 2 653, 2 654, \_\_\_\_\_, \_\_\_\_\_



- a Who caught the most fish? \_\_\_\_\_
- b How many fish did Sue and Ryan catch altogether? \_\_\_\_\_
- c How many more fish did Chen catch than Sue? \_\_\_\_\_
- d How many fish were caught? \_\_\_\_\_

7 Round 54 479 to the nearest thousand. \_\_\_\_\_

8 Write the numeral for the number shown. \_\_\_\_\_



What events have a 50–50 (or even) chance of happening?  
Write down as many as you can.

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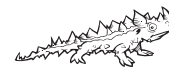
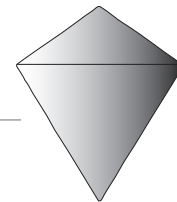


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1 a The number of faces. \_\_\_\_\_

b The number of faces + corners – edges.  
\_\_\_\_\_ + \_\_\_\_\_ – \_\_\_\_\_ = \_\_\_\_\_



2 Underline the word below, that is *not* the name of a quadrilateral.

diamond    trapezium    octagon

3 How many lollies could I buy with \$8 if each lolly cost 25c? \_\_\_\_\_

4 a  $31 + 31 + 31 + 31$  \_\_\_\_\_

b  $29 + 29 + 29 + 29$  \_\_\_\_\_

5 How many shoes are in 116 pairs? \_\_\_\_\_



6 How many 60c stamps could I buy for \$5? \_\_\_\_\_

Challenge

What facts are shown in this graph?

Name	Trips to the Shop
Greg	### ### ###
Kate	### ###
Emily	###
Sophie	



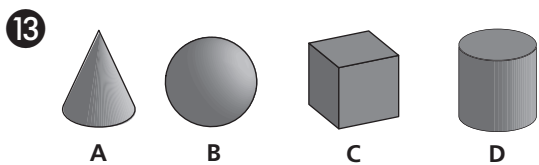
12:1

out of 15

- 1  $6 - 3$  \_\_\_\_\_
- 2  $5 \times 4$  \_\_\_\_\_
- 3  $10 + 8$  \_\_\_\_\_
- 4  $3 \times 8$  \_\_\_\_\_
- 5  $\begin{array}{r} 25 \\ - 2 \\ \hline \end{array}$
- 6  $7 + 4$  \_\_\_\_\_
- 7  $9 - 2$  \_\_\_\_\_
- 8 Six groups of 2. \_\_\_\_\_
- 9  $15c - 5c$  \_\_\_\_\_
- 10  $\begin{array}{r} 23 \\ + 10 \\ \hline \end{array}$



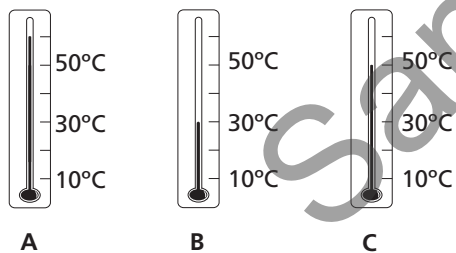
- 11 Round 507 to the nearest 10. \_\_\_\_\_
- 12  $800 + 30 + 6$  \_\_\_\_\_



- a Which is a cylinder? \_\_\_\_\_
- b Which is a cone? \_\_\_\_\_



- 15 What temperature is shown for each?



\_\_\_\_\_

12:2

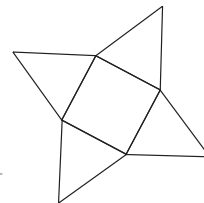
out of 19

- 1  $18 + 6$  \_\_\_\_\_
- 2  $17 - 3$  \_\_\_\_\_
- 3  $6 \times 8$  \_\_\_\_\_
- 4  $8 \times 4$  \_\_\_\_\_
- 5  $\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$
- 6  $4 \times 3$  \_\_\_\_\_
- 7  $10 \times 2$  \_\_\_\_\_
- 8  $20 \div 2$  \_\_\_\_\_
- 9  $6 \times 4$  \_\_\_\_\_
- 10  $\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$

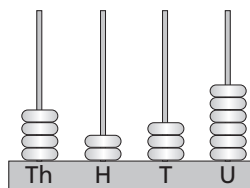
- 11 Round 2 399 to the nearest hundred. \_\_\_\_\_
- 12 The value of 7 in 175. \_\_\_\_\_
- 13 Write 1 389 in words. \_\_\_\_\_

- 14 The number 2 larger than 1 859. \_\_\_\_\_

- 15 Will this net make a pyramid, a prism or a cone?



- 16 Does water freeze at  $0^{\circ}\text{C}$ ? \_\_\_\_\_
- 17 Is a sphere a 3D object? \_\_\_\_\_
- 18 Write the numeral for the number shown. \_\_\_\_\_



- 19 The value of 4 in 9 647. \_\_\_\_\_



$\times$	5	10	4	0	2	6	1	3
2								
4								
8								
5								
10								

Have you learned these tables yet?



12:3

out of 10

1

Hund.	Tens	Ones
	1	2
6	2	5
+	7	3

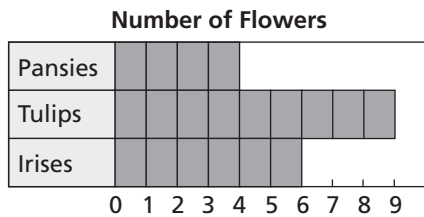
2

Hund.	Tens	Ones
	1	2
	9	6
+	5	3

3 9 hundreds + 3 tens + 6 ones \_\_\_\_\_

4 Write fifty-three degrees Celsius in short form. \_\_\_\_\_

5



a Which was the smallest group? \_\_\_\_\_

b How many irises and tulips? \_\_\_\_\_

c How many more tulips than pansies? \_\_\_\_\_

6 The value of the 3 in 4830. \_\_\_\_\_

7 Add 3 hundreds, 5 tens and 7 ones. \_\_\_\_\_

8 Complete this pattern. \_\_\_\_\_



4343, 4344, \_\_\_\_\_, \_\_\_\_\_

9 How many hundreds in 732? \_\_\_\_\_

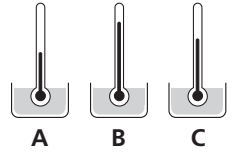
10 Round 19234 to the nearest thousand. \_\_\_\_\_

12:4

out of 6

1 Which bowl has the:  
a coolest water? \_\_\_\_\_

b warmest water? \_\_\_\_\_



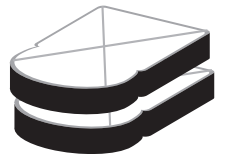
2 Am I a prism, a pyramid or neither if all my faces are triangles? \_\_\_\_\_

3 The Roman numeral for 5. \_\_\_\_\_

4 How many hours in a week? \_\_\_\_\_

5  $(3 \times 12) + (3 \times 12)$  \_\_\_\_\_

6 If two slices of bread make 4 sandwiches, how many sandwiches can be made from a loaf of 24 slices? \_\_\_\_\_



Challenge

Draw a pyramid. Label and describe its features.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



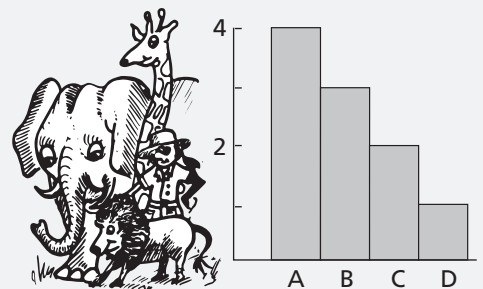
What could this graph about living things represent?

Explain what you think each column could stand for.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

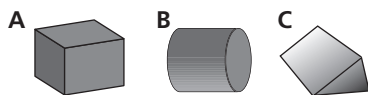




- 1  $17 - 15$  \_\_\_\_\_
- 2  $8 \times 2$  \_\_\_\_\_
- 3  $15 + 3$  \_\_\_\_\_
- 4  $18 - 3$  \_\_\_\_\_
- 5  $\begin{array}{r} 20 \\ + 8 \\ \hline \end{array}$
- 6  $13 + 4$  \_\_\_\_\_
- 7  $6 \times 2$  \_\_\_\_\_
- 8 Sum of 4 and 3. \_\_\_\_\_
- 9 Add \$3 to \$4. \_\_\_\_\_
- 10  $\begin{array}{r} 27 \\ - 6 \\ \hline \end{array}$

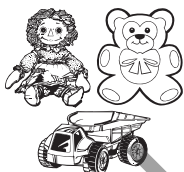
11 Write the numeral for  $700 + 50 + 9$ . \_\_\_\_\_

12 Which of these is not a prism? \_\_\_\_\_



13  $\frac{1}{10}$ ,  $\frac{2}{10}$ ,  $\frac{3}{10}$ , \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

14 Ely has 6 dolls, 3 bears and 7 trucks.



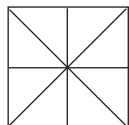
How many toys altogether? \_\_\_\_\_

15 Round off 278 to the nearest 10. \_\_\_\_\_

16 Write true (T) or false (F).

- a  $\frac{3}{4} < \frac{1}{3}$  \_\_\_\_\_
- b  $\frac{3}{10} < \frac{7}{10}$  \_\_\_\_\_
- c  $\frac{8}{8} = 1$  \_\_\_\_\_
- d  $\frac{1}{2} > \frac{2}{3}$  \_\_\_\_\_

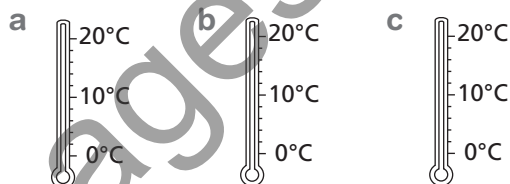
17 Colour three quarters of this square.



- 1  $15 - 5$  \_\_\_\_\_
- 2  $50 - 10$  \_\_\_\_\_
- 3  $27 + 9$  \_\_\_\_\_
- 4  $21 + 7$  \_\_\_\_\_
- 5  $\begin{array}{r} 31 \\ - 2 \\ \hline \end{array}$
- 6  $8 \times 8$  \_\_\_\_\_
- 7  $10 \times 5$  \_\_\_\_\_
- 8  $6 \times 4$  \_\_\_\_\_
- 9  $7 \times 8$  \_\_\_\_\_
- 10  $\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$

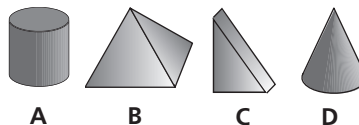
11 Round 3871 to the nearest hundred. \_\_\_\_\_

12 Colour the mercury to match the temperature.



12°C                  6°C                  19°C

13 Which of these is a pyramid? \_\_\_\_\_



14 Write seventeen degrees Celsius in short form. \_\_\_\_\_

15 Write the numeral for six thousand two hundred and seventy-eight. \_\_\_\_\_

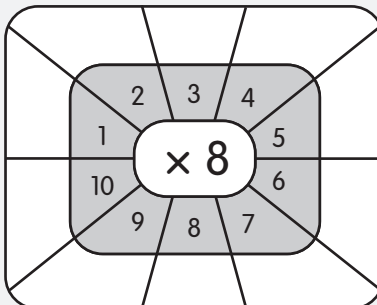
16 Put these numbers in order, from smallest to largest: 1 470, 165, 89, 932. \_\_\_\_\_



	2	4	6	8	10
$\times 4$					
	1	2	3	4	5
$\times 8$					



\*



Each group of eight is 2 fours.

