



Practice inverse operations:

1

a) Iaroslav thought of a number. When he added 45 to the number, then subtract 80, he got 915. Which number did Mike think of? \_\_\_\_\_

b) Ariadna thought of a number. When she subtracted 615 from it and then added 65, she got 200. What number did Sophie think of? \_\_\_\_\_

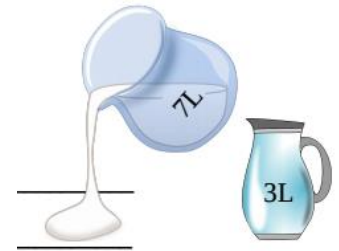
c) Harper thought of a number, subtracted it from 770 and got 330. Which number did he think of? \_\_\_\_\_

2

There are two jars: a 7-liter and a 3-liter. Explain the meaning of the following expressions:

$7 + 3$  \_\_\_\_\_

$7 - 3$  \_\_\_\_\_



3

a) Put all weights in order from the heaviest to the lightest:

2 kg, 1kg 900g, 250g, 25kg, 2,500g, 2kg 50g

\_\_\_\_\_

b) Put all lengths in order from the smallest to largest:

3m 3dm, 30dm, 333cm, 3dm 3cm, 303cm

\_\_\_\_\_

4

Let's count angles.

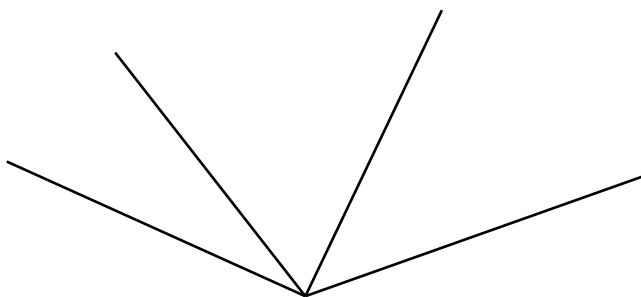
How many angles are on the sketch below? Name all angles using capital letters and

list all angles here: \_\_\_\_\_

list only obtuse angles here: \_\_\_\_\_

list only acute angles here: \_\_\_\_\_

If you are not sure, use the right angle template to confirm your answer:



5

What types of angles are formed by the hour hand and the minute hand on the clock face at the following times (right, obtuse, acute, straight) ?

a) 3 o'clock - angle \_\_\_\_\_

b) 4 o'clock - angle \_\_\_\_\_

c) half past 9 - angle \_\_\_\_\_

11 o'clock - angle \_\_\_\_\_

6

What is the greatest number you can write in the box?

+ 8 < 12

11 -  > 6

14 +  < 20

100 >  9

3 < 32

51 > 5

7

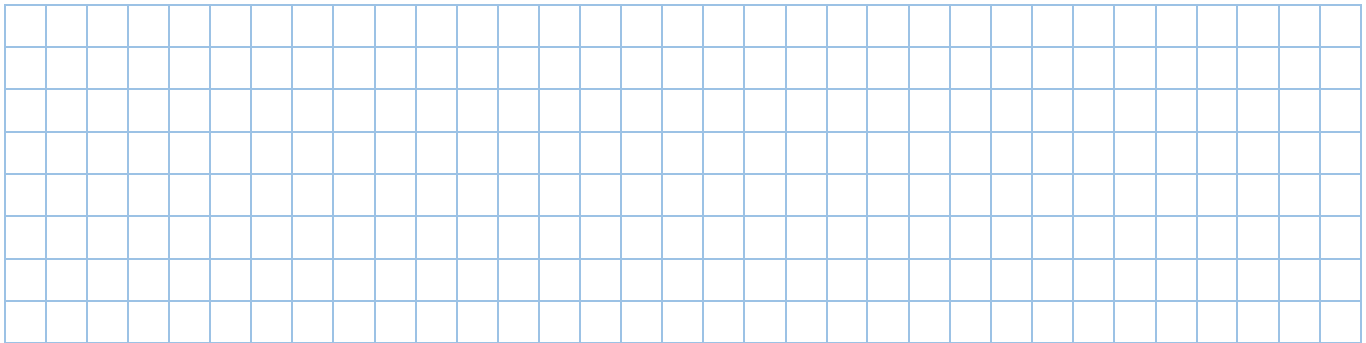
Using the squared piece of paper below, draw a rectangle with a length of 8 square segments and the width of 6 square segments.

Find the perimeter of the rectangle you draw. P = \_\_\_\_\_

With one straight line, divide the rectangle into two identical rectangles.

Find the perimeter of each smaller rectangle.

Consider two different cases. P<sub>1</sub> = \_\_\_\_\_ P<sub>2</sub> = \_\_\_\_\_



8

Compare:

32 - x \_\_\_\_\_ 32 - (x + 2)

32 + x \_\_\_\_\_ 32 + (x + 2)

26 - y \_\_\_\_\_ 26 - (y - 3)

26 + y \_\_\_\_\_ 26 + (y - 3)

b - a \_\_\_\_\_ b - (a - n)

b + a \_\_\_\_\_ b + (a + m)

b - c \_\_\_\_\_ b - (c - n)

b + c \_\_\_\_\_ b + (c - m)

9

Write the expression for each problem.

a) There were 10 fish in an aquarium, and then another 8 fish were added. How many fish are in the aquarium now? \_\_\_\_\_

There were  $m$  fish in an aquarium, and then another 6 fish were added. How many fish are in the aquarium now? \_\_\_\_\_

There were  $m$  fish in an aquarium, and then  $k$  more fish were added. How many fish are in the aquarium? \_\_\_\_\_

There are 16 fish in the first aquarium and 12 fish in the second aquarium.

How many are more fish in the first aquarium than in the second one? \_\_\_\_\_

There are  $n$  fish in the first aquarium and  $p$  fish in the second aquarium. How many are more fish in the first aquarium than in the second one? \_\_\_\_\_

10

A little mouse, Pixie, invited friends to his birthday but forgot to explain how to get into his underground house. Write the algorithm using the arrows so that friends can get to the Pixie on his birthday.

*Hint:*

1. Stand outside the hole in the ground

2. ← 2

3. ↑ 2

4. ← 2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

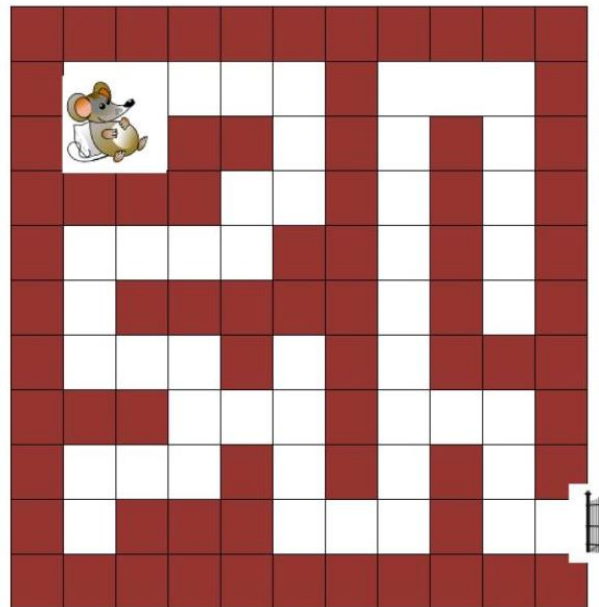
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11

Imagine that you need to explain to your friend (who doesn't attend SchoolNova) how to construct a line segment AB of 7 cm long. Below write a step-by-step algorithm to teach your friend.

*Hint:* 1. Take a piece of paper (preferably a squared paper)

2. Put a dot where the segment will begin

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

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

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

\_\_\_\_\_

\_\_\_\_\_