Bridging: Mathematics Learner Book Milestones 1-8

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LEARNING FOR LIFE

Bridging Program

Mathematics
Milestones 1-8

English

Learner Book 2006
MILESTONE 1: LEARNING NUMBERS FROM 1000 TO 100 000

- Reading and writing of numbers up to 1000
- Counting of numbers from 10 000 to 90 000

Activity 1:
Write the following numbers.
1- One hundred forty nine thousand, six hundred and thirty six.

* ……………………………………………………

2- Five hundred eighty seven thousand and four hundred ninety.

* ………………………………………………………………

3- One hundred five thousand six hundred and forty three.

* ………………………………………………………………

4- Two hundred thirty thousand, seven hundred and sixty five.

* ………………………………………………………………

5- Three hundred sixty seven thousand, three hundred and twenty one.

* ………………………………………………………………

6- Nine hundred eighty seven thousand, six hundred and fifty four.

* ………………………………………………………………

7- Two hundred forty thousand, six hundred and fifty four.

* ………………………………………………………………

8- Four hundred thirty two thousand, one hundred and thirty nine.

* ………………………………………………………………

9- Nine thousand, eight hundred and seventy six.

* ………………………………………………………………

10- Six hundred fifty five thousand, one hundred and thirty eight.

* ………………………………………………………………
Milestone 1
Activity 2:

Write the following numbers in words.

1- 456789

*………………………………………………….

2- 543210
*…………………………………………………

3- 654002
*…………………………………………………

4- 789035
*…………………………………………………

5- 842964
*…………………………………………………

6- 953210
*…………………………………………………

7- 999999
*…………………………………………………

8- 10000
*…………………………………………………

9- 785000
*…………………………………………………

11- 314492
*…………………………………………………
Milestone 1
Activity 3:
Arrange the following numbers in order.

1. 1234, 1231, 1236, 1232, 1235, 12233, 1237,

2- 985910, 379730, 864000, 102901, 102950, 988501

3- 267541, 267514, 27640, 229870, 274601, 22897
Milestone 1  
Activity 4:

Write the following smaller numbers in order.

Note:

Write the numbers following the example, counting by tens.
Example:

2- Write the numbers following the example, getting smaller by 100’s:
Milestone 1

Activity 5: Write the numbers smaller and bigger than the number shown.

2- Write the numbers smaller and bigger than the number shown, counting by 10’s.

3- Find out the bigger and smaller of the following numbers, counting by 18.
Milestone 1
Activity 6:

Matching: Which word is related to which number?

367321 Seven hundred eighty-nine thousand and one
888888 Sixty seven thousand, three and twenty one Three hundred.
789001 Six hundred ninety two thousand, five hundred and forty one.
90432 five hundred forty three thousand, two hundred and ten.
457863 Two hundred fifty thousand, five hundred and forty.
692541 Eight hundred eighty eight thousand, eight hundred and eight eight.
111222 Nine thousand, four hundred and thirty two
220000 Four hundred fifty seven thousand, eight hundred and sixty three.
250540 Two hundred and twenty thousand.
543210 One hundred eleven thousand, two hundred and twenty-two
Milestone 1
Activity 7:
Join the following numbers then paint the picture which comes from the numbers.
Milestone 2: Activity 1:

1- Addition and subtraction of two digit numbers
2- Addition and subtraction of three digit numbers
Milestone 2, Activity 2:
Complete the boxes so that each sum adds to 95, as in the example:
milestone 2, Activity 3:  
Fill in the correct numbers in the blanks. Follow the example:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>-</td>
<td>= 30</td>
</tr>
<tr>
<td>75</td>
<td>-</td>
<td>= 42</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>83 = 17</td>
</tr>
<tr>
<td>59</td>
<td>-</td>
<td>= 19</td>
</tr>
<tr>
<td>32</td>
<td>-</td>
<td>= 30</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>80 = 25</td>
</tr>
<tr>
<td></td>
<td>63</td>
<td>= 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>= 99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>= 78</td>
</tr>
</tbody>
</table>
Milestone 2, Activity 3:

Hamida has given 500 afghani to her son to buy food for the family. When he bought things, he prepared the following list:

- Cantaloupe: 90
- Potato: 100
- Seeds: 75
- Shoes color: 25
- Car rent: 10
- Salt: 4
- Sweets: 17
- Candy: 33

How many Afghanis did her son give back?

________   ________

________   ________

________   ________
Activity 5:
Work on the following sums:

\[
\begin{array}{c}
+ & 7 & 4 & 9 \\
+ & 9 & 2 & 0 \\
+ & 8 & 3 & 2 \\
7 & 4 & 0 \\
8 & 7 & 5 \\
4 & 3 & 1 \\
\end{array}
\]

\[
\begin{array}{c}
+ & 4 & 8 & 6 \\
+ & 5 & 8 & 9 \\
+ & 6 & 0 & 9 \\
3 & 7 & 6 \\
9 & 7 & 0 \\
8 & 0 & 7 \\
\end{array}
\]

\[
\begin{array}{c}
+ & 1 & 2 & 6 \\
+ & 7 & 8 & 6 \\
+ & 9 & 0 & 1 \\
2 & 6 & 8 \\
5 & 4 & 3 \\
8 & 8 & 8 \\
\end{array}
\]

\[
\begin{array}{c}
+ & 7 & 4 & 8 \\
+ & 7 & 4 & 8 \\
5 & 6 & 9 \\
\end{array}
\]

\[
\begin{array}{c}
+ & 7 & 4 & 8 \\
+ & 7 & 4 & 8 \\
5 & 6 & 9 \\
\end{array}
\]
Activity 5:
1. Work on the following addition sums
Example:

\[\ldots\quad 110 + 128 = 238 + 178 =\]

\[\begin{align*}
\text{begin} & + \\
992 & \quad 231 \\
= 212 & = 133 +
\end{align*}\]

1. Work on the following Subtraction sums.
First subtract two digit numbers then subtract another number from the subtraction total.
Example:

\[978 - 176 = 802 - 100 = \ldots = 115\]

Example:

\[\ldots - 105 = \ldots - 180 =\]
MILESTONE 3:
MULTIPLICATION AND DIVISION OF ONE AND TWO DIGIT NUMBERS

Stages:
- definition of multiplication
- Multiplication from one up to 12
- Role of multiplication of 10,100 and 1000.
- multiplication of two digit with product and without product
- Division of one digit numbers

Activity 1:
Practice of multiplication

<table>
<thead>
<tr>
<th>Multiplication chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>
Milestone 3
Activity 2:

Divide these numbers, and write the remainder if there is one.

$$36 \div 9 = \ldots$$  $$24 \div 4 = \ldots$$

$$20 \div 5 = \ldots$$  $$132 \div 12 = \ldots$$

$$54 \div 6 = \ldots$$  $$60 \div 5 = \ldots$$

$$8 \div 57 = \ldots$$  $$17 \div 2 = \ldots$$

$$31 \div 6 = \ldots$$  $$13 \div 6 = \ldots$$

$$34 \div 3 = \ldots$$  $$26 \div 6 = \ldots$$

$$50 \div 7 = \ldots$$  $$71 \div 10 = \ldots$$

$$37 \div 5 = \ldots$$  $$44 \div 6 = \ldots$$

Activity 3:
Multiply these problems

$$6 \times 10 = \ldots$$  $$13 \times 10 = \ldots$$

$$9 \times 10 = \ldots$$  $$4 \times 10 = \ldots$$

$$99 \times 10 = \ldots$$  $$10 \times 56 = \ldots$$

$$5 \times 30 = \ldots$$  $$2 \times 40 = \ldots$$

$$9 \times 40 = \ldots$$  $$4 \times 70 = \ldots$$

$$50 \times 3 = \ldots$$  $$60 \times 2 = \ldots$$
Milestone 3  
Activity 4:  
Multiple these hundreds with the other numbers

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 x 100 = ..........</td>
<td>3 x 100 = ..........</td>
</tr>
<tr>
<td>14 x 100 = ..........</td>
<td>100 x 22 = ..........</td>
</tr>
<tr>
<td>78 x 100 = ..........</td>
<td>62 x 100 = ..........</td>
</tr>
<tr>
<td>100 x 37 = ..........</td>
<td>95 x 100 = ..........</td>
</tr>
<tr>
<td>12 x 400 = ..........</td>
<td>900 x 3 = ..........</td>
</tr>
</tbody>
</table>

Word Problems:

1- Somaira asked her friend Zahra to count the money which they collected for the women’s association, and she gives to Zahra a bundle of 100 Afghani notes. If she counts 45 notes, how much afghani does she count?

2- Hafiza’s religion studies tuition fee is 300 per month, so how much will it be for three months?

3- A newly born baby of Amina is sick, and a doctor told her that her son needs 6 months of vitamins to be healthy. The cost of these vitamins is 30 afghani per month, how much money does she need for three months?
### Milestone 3  
**Activity 5: One-Digit Multiplication Without Carry-Over**

<table>
<thead>
<tr>
<th></th>
<th>42 ( \times _2 )</th>
<th>14 ( \times _2 )</th>
<th>31 ( \times _3 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22 ( \times _4 )</td>
<td>32 ( \times _3 )</td>
<td>21 ( \times _2 )</td>
</tr>
<tr>
<td></td>
<td>34 ( \times _2 )</td>
<td>43 ( \times _2 )</td>
<td>13 ( \times _3 )</td>
</tr>
</tbody>
</table>
Word Problems

1- Sahela has three daughters; she wants to buy bracelets for them for the New Year. The bracelets costs 24 Afs each, so how much money does she need for all of them?

2- Villagers of the village have decided to buy meat for the poor of the village. They wants to distribute a kilo of meat to 11 eleven families, so how many kilos do they need to buy for 66 families?

3- Sohaila decided to memorize four words every day, so how many words she will memorize in 22 days?
### Milestone 3
### Activity 6: One-Digit Multiplication With Carry-Over

<table>
<thead>
<tr>
<th></th>
<th>45</th>
<th>24</th>
<th>38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X 3</td>
<td>X 7</td>
<td>X 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>25</th>
<th>72</th>
<th>63</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X 4</td>
<td>X 5</td>
<td>X 6</td>
</tr>
</tbody>
</table>

### Word Problems

1. Fatima daily sells her cow’s milk; a quart of milk is 14 Afghanis, so if she sells 6 quarts every day, how many Afghanis will she receive?

2. Marzia wants to make new curtains for her home, and the cost of the cloth is 55 Afs, so how much will 7 meters of cloth?

3. Waheeda’s father has been come home for celebrating the first day of the New Year, and he has 5 children, so if he gives 50 Afs to each of them, how much will be the total?
Activity 7: Multiplication Of Two-Digit Numbers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>x 21</td>
<td></td>
<td>x 31</td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x 25</td>
<td></td>
<td>x 21</td>
</tr>
</tbody>
</table>

Word Problems

1- Saleha sells tomatoes in a bazaar, and the cost of the tomatoes is 18 Afghani. If she sells 21 kilos of tomatoes every day, how much money does she get every day?

2- Somaira is worried because her family members use so much water. She gets 23 buckets of water from the well per day and every bucket can contains 12 liters of water, so how much liter water does the family use daily? And do you think that this is too much water?

3- The Learning for Life organization wants to held a ceremony at the end of the course. There are 25 women participating in this ceremony. The cost is 30 Afghanis for one participant, so how much will the total expenses be for all participants?
Milestone 3
Activity 8: One-Digit Division Without Carry-Over

\[ 684 \div 2 = \quad 963 \div 3 = \]

\[ 426 \div 6 = \quad 628 \div 2 = \]

\[ 739 \div 5 = \quad 358 \div 4 = \]

Word Problems
1- On the first day of the New Year, Javid’s sister, Zahra, wants to give money to her 4 children. She has 528 rupees in her pocket and wants to divide them among her children. How much will each one get?

2- Six women who were in a group decided to arrange a training course for women who have new babies. They estimated 850 Afs total expenses for that course. How much did each one have to pay?

3- Four women decided to make a group to help women. They worked together and prepared to sew and sell carpets. They received 985 afghani at the end of the week. Now they want to divide the money equally among themselves. How much will each one get, and how much will remain?
MILESTONE 4

- Metric system and length of units
- Using of measuring tape
- Measurement and writing of length
- Estimation of lengths and distances

Activity 1: Measurement with Tape Measure

Draw a tape measure:

Name something that has a length in centimeters

1. 
2. 
3. 
4. 
5. 

Length of things which are in your classroom. (E.g. pen 12 cm)

1. 
2. 
3. 
4. 
5. 

Five part of body:
E.g. finger 4 cm

1. 
2. 
3. 
4. 
5. 

My height is………………….. cm
Activity 2: Meter

……… cm = a meter

Name things measured in meters:

1.
2.
3.
4.
5.

Length of our classroom: ________________ m

Activity 3: Kilometer

______________ meter = kilometer

Some distances in Afghanistan:

Example:
From Kabul to Jalalabad: ________________
MILESTONE 5 : MEASUREMENT OF WEIGHT

Activity 1:
Connect the cards that are equal to each other with arrows.

1000 mg 1 kg
3000 ml 1 g
1000 g 3 L
1000 ml 1 L
500 ml 1500 ml
1, 5 L 0,5 L
Milestone 5, Activity 2:
Calculate the following quantities:

1. How many kilos are there in a seer (a unit of measuring mass in Afghanistan)?
   ……………………………………………………………

2. How many grams are there in a seer?
   ……………………………………………………………

3. How many grams are there in \( \frac{1}{2} \) seer?
   ……………………………………………………………

4. In an invitation for two guests, you want to cook rice, meat and porridge. How much of each item should be bought?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
Milestone 5, Activity 3:

Put a (✓) in front of a correct/true sentence and a (✗) in front of the false/incorrect one then write the correct answer.

1. 1 kg = 1000 m ................................................................. .................................................................
2. 3 L = 3000 ml .........................................................................................................................
3. Anessa bought 3 kg juice in summer .....................................................
4. 1 g = 100 m .................................................................................................................................
5. 1 kg = 10000 mg ...........................................................................................................................
6. 1 kg = 10000 mg .............................................................................................................................
7. 2.50 = 2500 g .................................................................................................................................
8. 3.50 = 3500 g .................................................................................................................................
9. 4.50 = 400 ml .................................................................................................................................
10. 1 L = 100 ml ....................................................................................................................................
11. 1 L = 1000 ml ...................................................................................................................................
**Milestone 5, Activity 4:**

Put a ( √ ) in the column according to the unit of measurement used to measure each item.

<table>
<thead>
<tr>
<th>Item</th>
<th>mg</th>
<th>gr</th>
<th>Kg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paracetamol</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardamom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turmeric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pomegranate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tetracycline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vaseline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A banana</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A carton of apple</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A golden ring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Milestone 5, Activity 5:

Find a correct answer for the following questions:

1. If 1 L is equal to 1000 ml, then find how many Liters 500 ml is:

2. How much of a Liter is 250 ml?

3. How many liters are equal to 3000 ml?

4. How can you measure 1 ml?

5. How can you measure 1 L water?

6. A bucket has the capacity of 4 ½ lit of water. How many mL is this?
Milestone 5, Activity 6:

Answer the following questions:

1. A packet of flour weighs 7000 g, how many kilograms is this?

2. A tablet is 500mg. How much of a gram is formed by 500mg?

3. A book is 500g, how many kg is it? Find its weight in kg.

4. Adela’s golden ring is 3 g. Calculate her ring’s weight in mg.

Fill in the blanks:

5. 250 g = \underline{ } mg

6. \underline{ } g = 5 kg

7. \underline{ } g = 400 kg

8. 10 g = \underline{ } mg
MILESTONE 6: SIMPLE FRACTIONS: PURPOSE OF FRACTION, PRESENTATION OF FRACTIONS, SEQUENCE OF FRACTIONS, ESTIMATION OF FRACTIONS, EQUAL FRACTIONS.
Milestone 6, Activity 1:
Which pictures show 2/3?

Color these pictures to show the fraction of 2/3:
Milestone 6, Activity 2:

Look at these pictures and find its fraction then circle it.

Milestone 6, Activity 3:
Write the following phrase/ sentence in fraction form:

1. Huma divided an apple into three equal parts. She ate one part of it. Write that in factional form.

2. Hafifa divided her daughter’s birthday cake into 20 equal parts. She kept 3 parts for the guests. Now write that in fraction form.

3. Fatima weaved 3 parts of a rug from its 5 parts. Now write it in fractional form.

4. Anisa divided a honeydew melon into 10 equal parts then she gave its 3 parts to her children. Now write it in fractional form.

5. One-third of a farm is cultivated with beans and one-third is cultivated with potatoes, so find out how many parts of the farm has been cultivated.
Milestone 6, Activity 4:

Write the quantity of the water inside the bottles in fractional forms:

Example:

1. \( \frac{3}{3} \)

2. 

3. 

4. 

5. 

How many parts of the bottle are empty?

1. ........................................

2. ........................................

3. ........................................

6. ........................................
Milestone 6, Activity 5:
Look at the pictures below and write how many parts are colored.

Milestone 6, Activity 6:
Color the following shapes according to the fractions given:
Milestone 6, Activity 7:

Compare the following fractions and fill in the blanks with the ( > ) and ( < ) symbols.

Example:
Milestone 6, Activity 8:

Draw the fractional numbers shapes:

Example:

\[
\frac{2}{2}
\]

\[
\frac{3}{3}
\]

\[
\frac{39}{39}
\]
4
4

\[ \frac{5}{5} \]

\[ \frac{6}{6} \]
MILESTONE 7: BASIC PERCENTAGES

- Learning Percentages
- Oral translation of the digits in percentage form
- Relationship of fractions and percentage
- Estimation of percentages

Activity 1:

Write the colored parts of the following shapes in percentage form:

Example:

![Example Image]

28 %

Milestone 7, Activity 2:

Write the following questions in percentage form as shown in the example:
Example:

\[
\frac{87}{100} \quad 87 \%
\]

\[
\frac{7}{100} \quad \ldots
\]

\[
\frac{1}{100} \quad \ldots
\]

\[
\frac{75}{100} \quad \ldots
\]

\[
\frac{65}{100} \quad \ldots
\]

\[
\frac{13}{20} \quad \ldots
\]

Milestone 7, Activity 3:
The practical usage of percent:

1. There are 40 students in a class. 20 girls are studying in this class. Find the percentage of the girls in this class.
2. 1800 people live in a village. 1200 people are working. Find the percentage of the people who work.

3. A landlord grows 800 trees. From 800 trees, 700 trees grew up. Now find the percentage of trees that matured.

4. Sharifa wants to buy a TV which costs 4500 Afs. The shopkeeper gives a 20% discount to her. How much does she buy the TV for?
**Milestone 7, Activity 4:**

Find the percentage of the passed students in each school, as in the example:

<table>
<thead>
<tr>
<th>School</th>
<th>No # of learners</th>
<th>No # passed learners</th>
<th>Percentage of passed learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aisha Durani</td>
<td>500</td>
<td>400</td>
<td>$\frac{400}{500} = 0.80 \times 100 = 80%$</td>
</tr>
<tr>
<td>Lycee Mariam</td>
<td>800</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Lycee Ariana</td>
<td>800</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>Lycee Rabia Balkhi</td>
<td>950</td>
<td>775</td>
<td></td>
</tr>
<tr>
<td>Lycee Soria</td>
<td>800</td>
<td>650</td>
<td></td>
</tr>
</tbody>
</table>
Milestone 7, Activity 5:

Color the following shapes according to their given percentage numbers:
Milestone 7, Activity 6:

Look at the following shapes and write the percentages of colored cells of the each shape as the following example:

35/100 = 35%
MILESTONE 8: UNDERSTANDING MILLIONS, ONE AND TWO DIGITS
DIVISIONS, AVERAGING AND ROUND OFF.

- Numbers up to 10 000 000
- Calculation of average
- Integers numbers and approximate numbers

Milestone 8, Activity 1:

Write the following numbers in words:

1. 2675431 ________________________________

2. 9468265 ________________________________

3. 7654321 ________________________________

4. 3456789 ________________________________

5. 1697317 ________________________________
**Milestone 8, Activity 2:**

Write the following numbers in digits:

1. One million two hundred thousand five hundred and forty two
   ……………………………………………………………………………………………
   ………………………………………………………………………………………

2. One million three hundred fifty four thousand one hundred and seventy eight
   ……………………………………………………………………………………………
   ………………………………………………………………………………………

3. Two million one hundred thirty three thousand seven hundreds and ninety one
   ……………………………………………………………………………………………
   ………………………………………………………………………………………

4. Three million four hundred thirty two thousand six hundred and seventy five
   ……………………………………………………………………………………………
   ………………………………………………………………………………………

5. Eight million seven hundred sixty nine thousand five hundreds and thirty one
   ……………………………………………………………………………………………
   ………………………………………………………………………………………
Milestone 7, Activity 3:

Solve the following problems:

\[
\begin{array}{c|c|c}
1450 & 5 & 8576 \\
\hline
7580 & 5 & 2630 \\
\hline
\end{array}
\]
Milestone 8, Activity 4:

Solve the following division problems:

\[
\begin{align*}
88 & \div 10 \\
682 & \div 11 \\
1250 & \div 24 \\
1235 & \div 12
\end{align*}
\]
Milestone 8, Activity 5:
Sharifa arrived in 100 minutes at Parwan from Khair Khana by bus, but if she takes a taxi she will arrive in 60 minutes. Parween said, “I arrived in 90 minutes by #303 bus.” Now find the average time it took them to arrive.

Find the average of the following numbers:

150, 200, 110, 300 and 350.
Milestone 8, Activity 6:

Round off the following numbers:

91 ...................... 89 ......................
98 ...................... 76 ......................
81 ...................... 71 ......................
79 ...................... 101 .....................
104 ..................... 69 ......................
88 ...................... 99 ......................
**Milestone 8, Activity 7:**

Calculate and round off the following numbers as shown in the example:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>41</td>
<td>38</td>
<td>59</td>
<td>.......</td>
</tr>
<tr>
<td>× 5</td>
<td>× 5</td>
<td>× 5</td>
<td>× .......</td>
</tr>
<tr>
<td>200</td>
<td>190</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>62</td>
<td>........</td>
<td>73</td>
<td>........</td>
</tr>
<tr>
<td>× 6</td>
<td>× .......</td>
<td>× 5</td>
<td>× .......</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ 94</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98</td>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>199</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>150</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ 110</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>105</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>104</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>