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Change each of the following numbers in scientific notation into standard form numbers.

- | | |
|-------------------------------|---------------|
| ■ 1.493×10^5 | ■ 149 300 |
| ■ 2.908×10^{-4} | ■ 0.000 290 8 |
| ■ 3.90284×10^2 | ■ 390.284 |
| ■ 1.333×10^{-1} | ■ 0.133 3 |
| ■ $6.000\ 000\ 9 \times 10^7$ | ■ 600 000 09 |

DOUBLE CROSS

1. What do you get when you cross a chicken with a centipede?

2. What do you get when you cross a mink with an octopus?

3. Factor each polynomial below as the product of its greatest monomial factor and another polynomial. Find your answer and note the letter next to it. Each letter has a value. Add up all the values of the letters in your answer. Then add up all the values of the letters in the question. The difference between the two totals is the answer to the puzzle.

Working: _____

Answers: _____

Directions: To factor a polynomial as the product of its greatest monomial factor and another polynomial, find the product of the greatest monomial factor and another polynomial. Find your answer and note the letter next to it. Each letter has a value. Add up all the values of the letters in your answer. Then add up all the values of the letters in the question. The difference between the two totals is the answer to the puzzle.

Name: _____ Date: _____

Multiplication of Monomials		Name _____	Answer key _____
(3 × 10 ⁵) (2 × 10 ³)	6×10^8	(3 × 10 ⁵) (2 × 10 ³)	6×10^8
(4 × 10 ⁷) (2 × 10 ³)	8×10^{10}	(2 × 10 ⁷) (4 × 10 ³)	8×10^{10}
(2 × 10 ⁵) (3 × 10 ²)	6×10^7	(3 × 10 ⁵) (4 × 10 ³)	12×10^8
(3 × 10 ⁵) (8 × 10 ³)	2.4×10^9	(5 × 10 ⁷) (4 × 10 ³)	2×10^{11}
(4 × 10 ⁵) (3 × 10 ²)	1.2×10^7	(8 × 10 ⁵) (4 × 10 ³)	3.2×10^8
(3 × 10 ⁵) (3 × 10 ²)	9×10^7	(3 × 10 ⁵) (9 × 10 ³)	2.7×10^9
(7 × 10 ⁵) (2 × 10 ³)	1.4×10^8	(5 × 10 ⁷) (2 × 10 ³)	10×10^{10}
(1 × 10 ⁵) (5 × 10 ³)	5×10^8	(8 × 10 ⁵) (2 × 10 ³)	1.6×10^9
(2 × 10 ⁵) (2 × 10 ³)	4×10^8	(2 × 10 ⁵) (7 × 10 ³)	1.4×10^9
(2 × 10 ⁵) (3 × 10 ²)	6×10^7	(4 × 10 ⁵) (3 × 10 ³)	1.2×10^9
(2 × 10 ⁵) (3 × 10 ²)	6×10^7	(4 × 10 ⁵) (3 × 10 ³)	1.2×10^9

Name: _____ Score: _____

Scientific Notation

Simplify each problem and express the answer in scientific notation.

1) $(8 \times 10^5) + (5 \times 10^4)$

2) $\frac{7 \times 10^6}{2 \times 10^2}$

Answer: _____

Answer: _____

3) $(3 \times 10^6) - (5 \times 10^5)$

4) $(4 \times 10) (2 \times 10^3)$

Answer: _____

Answer: _____

5) $\frac{9 \times 10^2}{2 \times 10}$

6) $(8 \times 10^5) (3 \times 10^4)$

Answer: _____

Answer: _____

7) $(5 \times 10^8) - (3 \times 10^6)$

8) $(7 \times 10^5) + (6 \times 10^7)$

Answer: _____

Answer: _____

9) $(4 \times 10^2) + (9 \times 10^4)$

10) $(2 \times 10^3) (5 \times 10^4)$

Answer: _____

Answer: _____

Scientific Notation

International Conference on Recent Trends in Engineering & Technology

Topic: [Software Engineering and Project Management](#)

Primary 304 3.L The student will:
a) determine whether two given fractions are greater than, equal, or less than each other;
b) compare mixed numbers, decimals, percents, and fractions by writing them as equivalent ratios.

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1

- Sensors
 - Optical (optoelectronics)
 - Electrical (electronics)
 - Software (new areas come from the field of computer security, about 20 years)

10

Another promising approach to an integrated model-oriented system is to use problem

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1

Worship services, including special services and meetings, are held during the following times:

1. Encourage students to write numbers in standard form. Once these numbers have been listed, focus on properties, qualities of numbers in general, and the amount of memory it requires to recall the numbers. Let the students discuss why it would be difficult to remember these numbers sequentially. Then, ask the students to generate questions, and ask them to make up scenarios. Ask students to determine what steps were taken to change the numbers from standard form to sequential numbers.
 2. Encourage the class to write a number using sequential notation. The greater emphasis can be used to teach the students that sequential notation of the product of three factors, that factor has decimal places equal to 3 but less than 1. The emphasis can be given to all the class students using examples and ask them to identify examples and non-examples. Ask students to compare with their own examples, the answers. Give students some numbers, and ask them to write each number using sequential notation.
 3. Give each student a copy of Parity Card Sheet. Ask them to sort apart the odds and evens by the student's name, to judge their largeness, smallest. Have students write all the numbers of each card, the numbers in sequential notation.
 4. Once the cards are arranged in a correct order, ask students what patterns they see in the sequencing of the numbers. The students probably say the fact that the numbers with the smallest exponent have the smallest value and the numbers are then arranged in the descending order.
 5. Distribute copies of the Sequential Notation with the Justification activity sheet, and have students complete it.

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