

Teacher Notes:

- Review Hint #44 “Decimal Place Value (Digit Lines).”
- Review “Place Value” on page 13 in the *Student Reference Guide*.

• Reading and Ordering Decimal Numbers Through Ten-Thousandths

New Concept

- Each place in the chart below is one tenth of the value of the place to its left.
- Bills and coins can show place value.

tens place	ones place	tenths place	hundredths place	thousandths place	ten- thousandths place
_____	_____	_____	_____	_____	_____
\$10 bills	\$1 bills	dimes	pennies	mills	

- To compare or order the decimal numbers 0.45, 0.457, and 0.5:

1. Line up the decimal points.
2. Attach zeros so that all numbers have the same number of decimal places.

0.450
0.457
0.500

3. Compare the digits in the tenths places.
4. Compare the hundredths places.
5. Compare the thousandths places.
6. Arrange from least to greatest.

0.450, 0.457, 0.500

7. Remove any unnecessary zeros.

0.45, 0.457, 0.5

Lesson Practice

a.



decimal number using words: _____

decimal: _____ fraction: _____

Use words to name each number:

b. 6.875 _____

c. 0.025 _____

d. 0.16 _____

Round each decimal number to the nearest **whole number**:

e. 4.375 → _____ f. 2.625 → _____ g. 1.33 → _____

h. Compare: 0.375 ○ 0.0375 0.375
0.0375

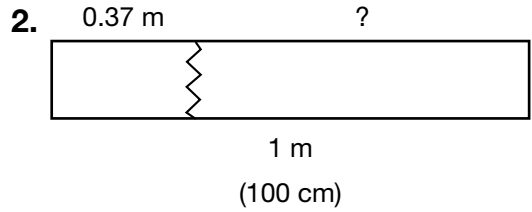
i. Arrange these numbers in order from **least** to **greatest**:

0.15 _____, _____, _____, _____
0.102 ↑
0.125 least
0.1

j. Use digits to write one hundred twenty-five thousandths.

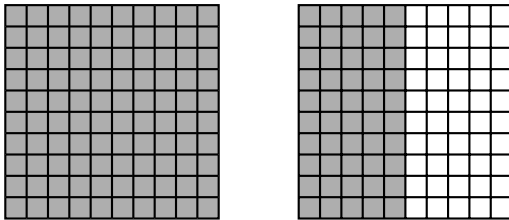
_____.

1. books $\frac{?}{25} = \frac{?}{100}$
 \$



$$\begin{array}{r} 1.00 \text{ m} \\ - 0.37 \text{ m} \\ \hline \end{array}$$

3. decimal and reduced mixed number shaded



4. Estimate the product.

8.③3 →

7.⑥67 → _____

5. first five multiples of 8

8, _____, _____, _____, _____

Use work area.

6. a. $\frac{3}{5}$ of 30

b. 30 total

c. $\frac{\text{boys}}{\text{girls}} = \frac{\text{---}}{\text{---}}$

is $\frac{?}{\text{---}} = \frac{?}{30}$
 of

_____ girls

boys

Reduce.

a. _____ b. _____ c. _____

7. Estimate the sum.

\$ 8.⑨5 →

\$12.②9 →

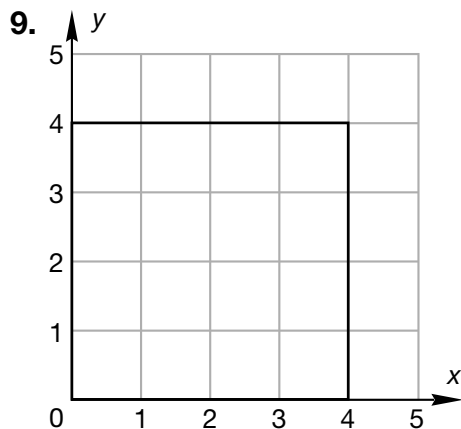
\$ 4.⑧8 → _____



8. 5.375

words: _____

Use work area.



a. The perimeter of the square is how many **units**?



b. The area of the square is how many **square units**?



c. On the grid, draw the square translated one unit to the right and one unit up.

Use work area.

10. least to greatest

0.96

0.875

0.9

1.

_____, _____, _____, _____

11. $4\frac{3}{8}$
 $+ 1\frac{3}{8}$

 =

Reduce.

12. $3\frac{7}{10}$
 $+ \frac{3}{10}$

<p>13. 4 $- 1\frac{3}{10}$ _____</p> <p style="text-align: center;">_____</p>	<p>14. 1.23 $.$ $+ .$ _____</p> <p style="text-align: center;">_____</p>	<p>15. $.$ $- .$ _____</p> <p style="text-align: center;">_____</p>
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<p>16. Commutative Property of Multiplication</p> <p>$8 \times 57 \times 250 =$</p> <p style="margin-left: 40px;">250 57</p> <p style="margin-left: 40px;">\times _____ \times _____</p> <p style="text-align: center;">_____</p>	<p>17. $\\$7.25$ \times 5 _____</p> <p style="text-align: center;">_____</p>	<p>18. $8 \overline{)26.00}$</p> <p style="text-align: center;">_____</p>
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<p>19. $436 \div 21 =$</p> <p>Think $20 \overline{)400}$.</p> <p style="text-align: center;">_____</p>	<p>20. $16 \overline{)5040}$</p> <p style="text-align: center;">_____</p>
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<p>21. $_ \times \frac{3}{10} =$</p> <p style="text-align: center;">_____</p>	<p>22. $5 \div \frac{2}{3} =$</p> <p style="margin-left: 40px;">$_ \times _ =$</p> <p style="text-align: center;">_____</p>
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23. $\frac{1}{6} = \frac{\quad}{24}$

$\frac{1}{8} = \frac{\quad}{24}$

Use work area.



24. See  page 701.

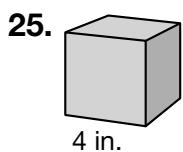
a. $\frac{1}{3} \times \quad =$

$\frac{1}{3} =$ _____ percent

b. Which two groups total $\frac{1}{2}$?

- A** black and brown **B** brown and blue
C blue and black **D** blue and red

a.  b. 



- a. volume
 b. shape of each surface

Volume = length \times width \times height

a.  b. 

26. Write in uppercase the 8th letter of the alphabet. Show two lines of symmetry.

Use work area.

27. average of 3 days

Show as a mixed number.



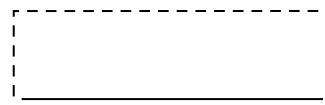
28. 1 pt = _____ oz



- A** 32 oz **B** 48 oz
C 64 oz **D** 100 oz



29. $\frac{1}{5} + \quad =$



30. See  page 702.

$\frac{3}{4}$ of the 24 students wore a jacket to school.

Which diagram shows the number of students who wore a jacket to school?



• Using Percent to Name Part of a Group

New Concept

- Percent means “per hundred.”
- Like fractions, percents can be used to name part of a group.
- To name part of a group using percent:
 1. Put the little number over the big number.
 2. Multiply the loop (little number \times 100).
 3. Divide by the outside (big) number.
 4. Remember to write the percent sign.

$$\frac{\text{little}}{\text{big}} = \frac{?}{100}$$

Example

If **8** of the **20** students are boys, what percent of the students are boys?

$$\frac{8}{20} = \frac{?}{100} \rightarrow \frac{800}{20}$$

To make the division easier, cancel the matching zeros:

$$\frac{80\cancel{0}}{2\cancel{0}} = 40\%$$

Lesson Practice

- a. If **120** of the **200** students are girls, then what percent of the students are girls?

$$\frac{\text{little}}{\text{big}} \frac{120}{200} = \frac{?}{100}$$

_____ 

- b. If **10** of the **50** apples are green, then what percent of the apples are green?

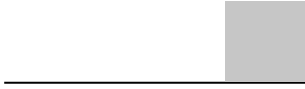
$$\frac{?}{100}$$

_____ 

Lesson Practice, continued

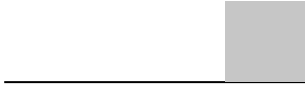
c. **Sixty** out of **300** is like how many out of 100?

$$\frac{\quad}{\quad} = \frac{?}{100}$$



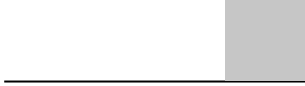
d. **Forty-eight** out of **200** is what percent?

$$\frac{\quad}{\quad} = \frac{?}{100}$$



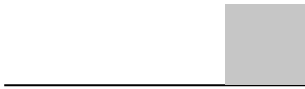
e. **Thirty** out of **50** is what percent?

$$\frac{\quad}{\quad} = \frac{?}{100}$$



f. If **half** of the people ate lunch, then what percent of the people ate lunch?

$$\frac{1}{2} = \frac{?}{100}$$



g. Five minutes is $\frac{1}{12}$ of an hour. Five minutes is what percent of an hour?

$$\frac{1}{12} = \frac{?}{100}$$



Written Practice



page 706

1. 1 second faster

“Faster” means less time.

63.8 s

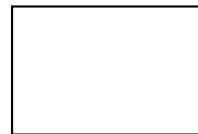


2. Estimate the area.

$9\frac{7}{8}$ →

$6\frac{3}{4}$ → _____

$9\frac{7}{8}$ in.



$6\frac{3}{4}$ in.



3. Ignore the remainder.

bundles $1 = \frac{?}{245}$
kg

4. Estimate.

$$\begin{array}{r} \$6.98 \rightarrow \\ \times 8 \\ \hline \end{array}$$

Use work area.

5. If 60 of the 200 students are girls, then what percent of the students are girls?

$\frac{?}{100}$



6. $\frac{1}{10} + \frac{1}{10}$ ○ $0.1 + 0.1$

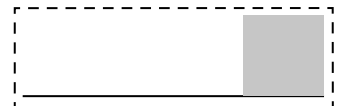
7. Estimate the quotient.

$$19.8 \rightarrow$$

$$3.875 \rightarrow$$

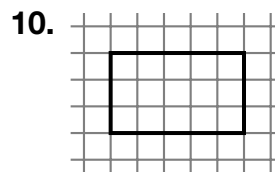
8. If a bag contains 50 marbles and 10 of them are green, then what percent of the marbles are green?

$\frac{?}{100}$



9. • Write a fraction equal to $\frac{1}{3}$ that has a denominator of 6.

• Add it to $\frac{1}{6}$ and reduce.



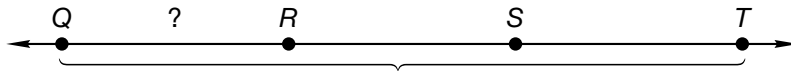
a. The perimeter of the rectangle is how many units?

b. The area is how many square units?

a. b.

11. Find QR .

Label the figure.



12. $\frac{31}{100} + \frac{29}{100} =$

Simplify.

13. $5 - 3\frac{7}{10} =$

14. $5 - 3.7 =$

15. $\begin{array}{r} \$3.65 \\ \times \quad 10 \\ \hline \end{array}$

16. $\begin{array}{r} 468 \\ \times 579 \\ \hline \end{array}$

17. $\begin{array}{r} 0 \\ 10 \overline{) \$36.50} \end{array}$

18. $\begin{array}{r} 8765 \\ 5 \overline{) 8765} \end{array}$

19. $640 \div 32 =$
Think $30 \overline{) 600}$.

20. $\frac{3}{10} \times \frac{7}{10} =$

21. $4 \div \frac{3}{5} =$

— × — =

22. a. Julian's votes

b. fraction for Chloe

$\frac{\text{Chloe}}{\text{total}} = \frac{\quad}{\quad}$

Simplify.

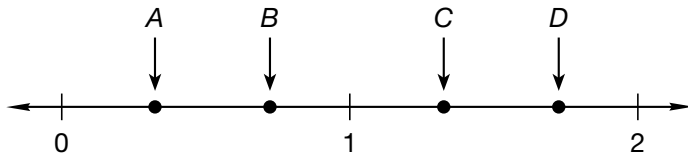
c. average

Election Results

Julian	
Debbie	
Patrick	
Chloe	

a. _____ b. _____ c. _____

23. Which arrow could be pointing to 1.3275?



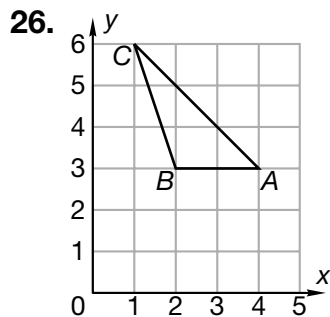
24. Reduce:

$\frac{25}{100} =$

25. $10^3 - \sqrt{100} =$



_____ - _____



a. Triangle *ABC* is which type of triangle? _____

A acute **B** right **C** obtuse **D** regular

b. On the grid, draw the image of the triangle reflected across the horizontal line $y = 3$.

Use work area.

Use work area.

27. coordinates of each vertex from problem 26

A (_____, _____)

B (_____, _____)

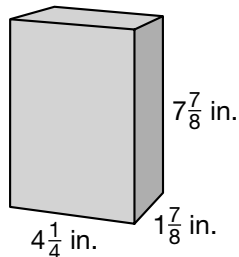
C (_____, _____)

28. Estimate the volume.

$7\frac{7}{8}$ →

$4\frac{1}{4}$ →

$1\frac{7}{8}$ →



Volume = length × width × height

29. $\frac{3}{4} + 1\frac{1}{4} =$ _____

My answer is reasonable because $1\frac{4}{4}$ is the same as

_____ + _____, or _____.

Use work area.

30. a. greatest to least

life span years

animal

b. A lion lives _____ times _____ than a meadow mouse.

Use work area.

• Schedules

New Concept

- A **schedule** is a list of times and events that shows when the events are planned to happen.

Activity

Reading and Interpreting a Schedule

- This activity is optional.

Lesson Practice

Time	Event
10:45 a.m.	400-meter relay
12:00 p.m.	100-meter high hurdles
12:15 p.m.	110-meter high hurdles
12:30 p.m.	100-meter dash
12:55 p.m.	400-meter dash
Intermission	
2:00 p.m.	1600-meter run
3:10 p.m.	300-meter low hurdles
3:25 p.m.	300-meter intermediate hurdles
3:40 p.m.	200-meter dash
4:10 p.m.	1600-meter relay

- a. Tadeo qualified for the 1600-meter run. He usually starts warming up 45 minutes before the start of the race. At what time should Tadeo start his warm-up?

Lesson Practice, continued

- b. D’Janelle is the leading qualifier in both the 100-meter and 200-meter dashes. How much time is scheduled between the start of those two events?



Date	Depart	Arrive
Aug 22	6:11 a.m. Okla. City	8:09 a.m. Chicago
Aug 22	9:43 a.m. Chicago	10:38 a.m. Indianapolis
Aug 29	9:58 a.m. Indianapolis	11:03 a.m. St. Louis
Aug 29	12:04 p.m. St. Louis	1:33 p.m. Okla. City

- c. David’s departure from Indianapolis is how many days after his arrival?

- d. For his flight to Indianapolis, David wants to get to the Oklahoma City airport one hour before the scheduled take-off. The drive from David’s home to the airport usually takes half an hour. About what time should David leave home to drive to the airport?

A 4:00 a.m. **B** 4:30 a.m. **C** 5:00 a.m. **D** 5:30 a.m.

- e. Luke rode the train from Chicago to Springfield. Here is the schedule for the train he boarded:

Station	Arrive	Depart
Chicago, IL		10:45 a.m.
Joliet, IL	11:55 a.m.	11:55 a.m.
Bloomington, IL	02:05 p.m.	02:35 p.m.
Springfield, IL	03:50 p.m.	03:55 p.m.
St. Louis, MO	05:40 p.m.	

From the time the train departs Chicago until the time it arrives in Springfield is how many hours and minutes?



1. forty-five million, four hundred fifty-four thousand, five hundred milligrams

_____ , _____ , _____ 

2. $(2 \times \$1.26) + (3 \times \quad) + \quad =$

3. 2.5 miles to library
2.5 miles and back





4. $4y = 20$

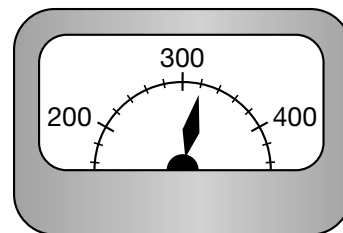
$y = \underline{\quad}$

$2y = \underline{\quad}$

$2y - 1 = \underline{\quad}$

5. Split the difference.

$$\begin{array}{r} 400 \\ - 300 \\ \hline \end{array}$$



6. a. $\frac{15}{25} = \frac{\quad}{100}$

b. $\frac{\text{boys}}{\text{girls}} = \frac{\quad}{\quad}$

Reduce but don't convert.

a.  b. _____

7. Estimate the sum.

$12.7 \rightarrow$

$8.167 \rightarrow$ _____

8. $80\% = \frac{\quad}{100}$

Reduce.

9. $50\% \bigcirc \frac{1}{2}$

Use work area.

10. $45^2 =$

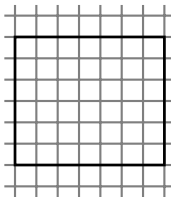
11. 76.345

words: _____

tenths place: _____

Use work area.

12.



a. The perimeter of the rectangle is how many units?

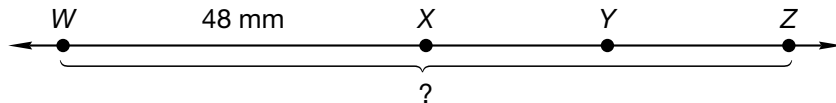
b. The area of the rectangle is how many square units?

a. _____

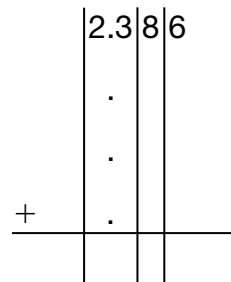
b. _____

13. Find WZ.

$\frac{1}{2}$ of 48 mm is _____ mm.



14.



15. $4.2 - (3 - 0.45) =$

16.

$$15 \overline{) \$37.05}$$

17. • Write a fraction equal to $\frac{1}{2}$ that has a denominator of 6.

• Add it to $\frac{1}{6}$ and reduce.

18. $\frac{1}{2} \div \frac{2}{3} =$

— × — =

19. $\frac{3}{10} \times \frac{3}{10} =$

20. $\frac{4}{11} + \frac{5}{11} =$

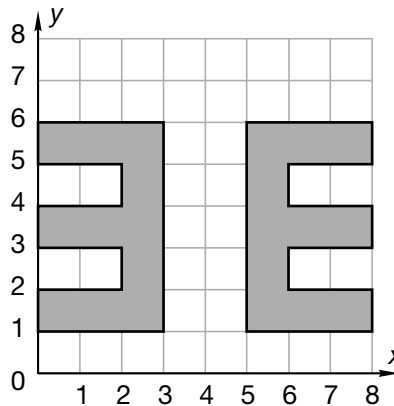
21. $4\frac{5}{7} - \frac{1}{7} =$

22. 2 dozen = _____

$\frac{5}{6} \times \text{—} =$

Cancel.

23.



line of symmetry and line of reflection

x = _____

24. a. Which score was made by the greatest number of students?

b. Count the students who got 15 or more correct. Subtract that number from the 25 who took the test.

c. range → span
 highest
 _____ lowest

Test Results

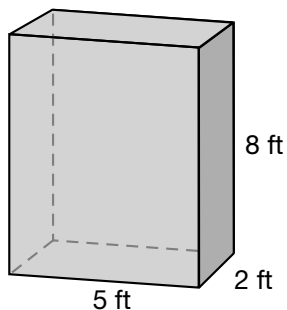
Score	Number of Students
20	4
19	4
18	5
17	6
16	3
15	2

d. Which score is in the **middle** of the list?

20, 20, 20, 20, 19, 19, 19, 19, 18, 18, 18, 18, 18,
 17, 17, 17, 17, 17, 17, 16, 16, 16, 15, 15, 13

a. _____ b. _____ c. _____ d. _____

25. Volume = length \times width \times height



26. $\frac{2}{3}$ feet
feet in a yard $\frac{2}{3} = \frac{\quad}{100}$

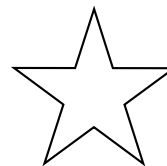
Two feet is $\frac{2}{3}$ of a _____,

and $\frac{2}{3}$ as a percent is _____.

27. a. This star has how many lines of symmetry?

b. The star has how many sides?

What kind of polygon is the star?



See page 199.

a. _____

b. _____

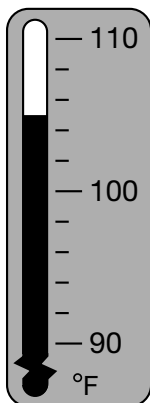
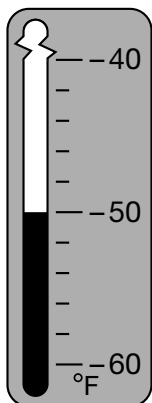
28. D'Jon \rightarrow 1 goal

Chazz (D'Jon + 1) \rightarrow _____

Pablo (Chazz + 1) \rightarrow _____

29. $(14 \div \quad) + 1 = \underline{\quad}$

30.



difference from highest temperature to 0 \rightarrow _____

difference from lowest temperature to 0 \rightarrow + _____

sum of the differences \rightarrow _____

Teacher Notes:

- Introduce Hint #60 “Decimal Arithmetic Reminders Chart.”
- Review “Decimal Arithmetic Reminders Chart” on page 9 in the *Student Reference Guide*.
- For additional practice, students may complete Targeted Practice 109.

• **Multiplying Decimal Numbers**

New Concept

- To multiply decimal numbers:
 1. Multiply the numbers.
 2. Count the digits to the right of the decimals.
 3. Put the same number of digits to the right of the decimal in the answer.

Example

$$\begin{array}{r} ^1 12 \text{ 2 digits to right of decimal point} \\ \times 6 \text{ 0 digits to right of decimal point} \\ \hline 72 \text{ 2 digits to right of decimal point} \end{array}$$

$$\begin{array}{r} ^1 25 \text{ 0 digits to right of decimal point} \\ \times 0.3 \text{ 1 digit to right of decimal point} \\ \hline 7.5 \text{ 1 digit to right of decimal point} \end{array}$$

$$\begin{array}{r} ^4 15 \text{ 2 digits to right of decimal point} \\ \times 0.9 \text{ 1 digit to right of decimal point} \\ \hline 0.135 \text{ 3 digits to right of decimal point} \end{array}$$

Lesson Practice

Multiply:

a.
$$\begin{array}{r} 0.3 \\ \times 4 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 3 \\ \times 0.6 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 0.12 \\ \times 12 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 1.4 \\ \times 0.7 \\ \hline \end{array}$$

Lesson Practice, continued

e.
$$\begin{array}{r} 0.3 \\ \times 0.5 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 1.2 \\ \times 3 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 1.5 \\ \times 0.5 \\ \hline \end{array}$$

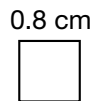
h.
$$\begin{array}{r} 0.25 \\ \times 1.1 \\ \hline \end{array}$$

i. Compare: $\frac{3}{10} \times \frac{3}{10}$ 0.3×0.3

↓ ↓

_____ ○ _____

j. What is the **area** of this square?



Written Practice

page 719

1. Refer to page 719 to complete this chart.

Decimals Chart

Operation	+ or -	×
Memory cue	l____ up . ± . .	×; then c____ .- × .- .-

You may need to ...

- Place a d_____ point on the e____ of whole numbers.
- Fill empty places with z_____.

Use work area.

2. **Forty** of Lauren's **50** answers were correct. What percent of Lauren's answers were correct?

$40 = \frac{\quad}{100}$



3. $\frac{1}{10} \times \frac{1}{10}$ 0.1×0.1

↓ ↓

_____ ○ _____

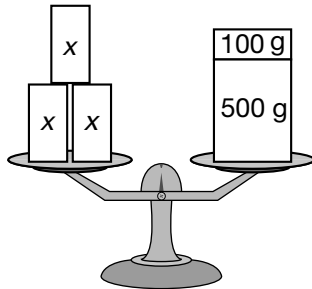


4. midnight: _____

Count minutes back. _____

5. one hundred one and one hundred one thousandths

6.



7. first five multiples of 10

10, _____, _____, _____, _____

Use work area.

8. Estimate the difference.

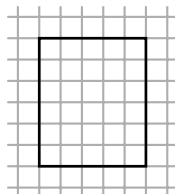
\$23.20 →

\$6.95 → _____

I r _____ both amounts to the nearest dollar and then

S _____ - _____ = _____

9.



a. How many units is the perimeter of the rectangle?

b. How many square units is the area of the rectangle?

a. _____

b. _____

10. Write as reduced fractions.

a. $10\% = \frac{\quad}{100} =$

b. $20\% = \frac{\quad}{100} =$

11. 32.30

.
.
_____.

Use work area.

12. $1 - (1.36 - 0.8) =$

13.
$$\begin{array}{r} 12 \\ \times 1.2 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 0.15 \\ \times 0.9 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 0.16 \\ \times 10 \\ \hline \end{array}$$

16. $13m = 3705$

$m =$

17.
$$6 \overline{) \$8.76}$$

18. $980 \div 28 =$
Think $30 \overline{) 1000}$.

19.
$$\begin{array}{r} 1\frac{3}{5} \\ + 1\frac{1}{5} \\ \hline \end{array}$$

20. $4\frac{3}{10}$
 $+ 1\frac{2}{10}$

 =

Simplify.

21. $4\frac{3}{10}$
 $- 1\frac{2}{10}$

 =


22. $\frac{2}{3} = \frac{\quad}{6}$
 $\frac{1}{2} = \frac{\quad}{6}$

Use work area.

23. $\frac{3}{10} \times \frac{1}{3} =$
 Cross cancel.

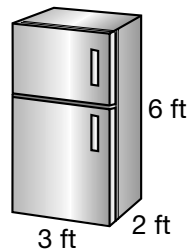
24. $\frac{3}{4} \div \frac{3}{5} =$
 _____ \times _____ =

25. $\frac{3}{10} \div 3 =$
 _____ \times _____ =

26. a. 15 ft

 12 ft
 "Cover" tells us to find the area.
 b. baseboard \rightarrow perimeter

a. _____ b. _____

27. Volume = length \times width \times height



28. See  page 721.

- a. How much time for each soccer game?
- b. How much time between games at the same venue?

a. _____ b. _____

29.

110 minutes movie length
 + 40 minutes time between showings

total elapsed time

Divide total minutes by 60 to find the number of elapsed hours (the remainder will represent leftover minutes).

_____ hours, _____ minutes
 60) _____

first showing begins: _____

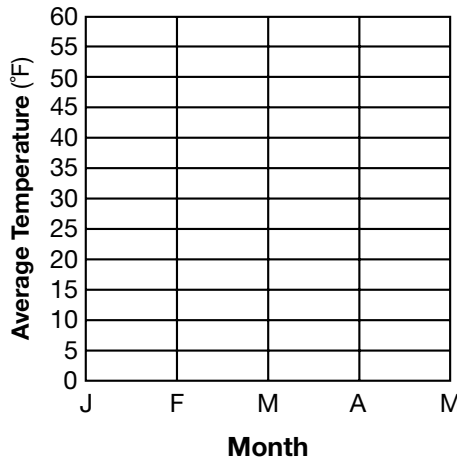
Count **hours** forward. _____

Count **minutes** forward. _____



30. Average Monthly Temperature
 Seattle, WA

Month	Temperature (°F)
January	41
February	43
March	46
April	50
May	56



question: _____

question: _____

Use work area.

Teacher Notes:

- Review Hint #60 “Decimal Arithmetic Reminders Chart.”
- Review “Decimal Arithmetic Reminders Chart” on page 9 in the *Student Reference Guide*.
- For additional practice, students may complete Targeted Practice 110.

• Multiplying Decimal Numbers: Using Zeros as Placeholders

New Concept

- To multiply decimal numbers:
 1. Multiply the numbers.
 2. Count the digits to the right of the decimals.
 3. Put the same number of digits to the right of the decimal in the answer.
 4. Fill empty spaces with zeros.

Example

$$\begin{array}{r} 0.12 \\ \times 0.3 \\ \hline 36 \end{array}$$

↓

0.12	2 digits after the decimal point
× 0.3	1 digit after the decimal point
0.036	3 digits after the decimal point

Lesson Practice

Multiply:

a. $\begin{array}{r} 0.25 \\ \times 0.3 \\ \hline \end{array}$

b. $\begin{array}{r} 0.12 \\ \times 0.12 \\ \hline \end{array}$

c. $\begin{array}{r} 0.125 \\ \times 0.3 \\ \hline \end{array}$

d. $\begin{array}{r} 0.05 \\ \times 0.03 \\ \hline \end{array}$

e. $\begin{array}{r} 0.03 \\ \times 0.3 \\ \hline \end{array}$

f. $\begin{array}{r} 3.2 \\ \times 0.03 \\ \hline \end{array}$

g. $\begin{array}{r} 0.16 \\ \times 0.6 \\ \hline \end{array}$

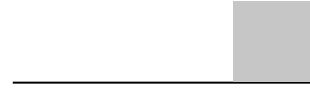
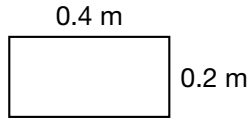
h. $\begin{array}{r} 0.12 \\ \times 0.2 \\ \hline \end{array}$

i. $\begin{array}{r} 0.01 \\ \times 0.1 \\ \hline \end{array}$

j. $\begin{array}{r} 0.12 \\ \times 0.07 \\ \hline \end{array}$

Lesson Practice, continued

k. What is the area of this rectangle?



Written Practice

page 725

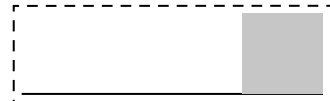
1. Estimate the product.

5.375 →

3.8 → _____

Use work area.

2. $\frac{10}{10} = \frac{100}{100}$



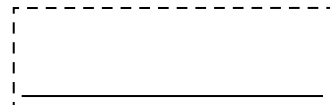
3. Write as reduced fractions.

a. 30% = $\frac{\quad}{\quad}$ = $\frac{\quad}{\quad}$

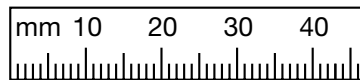
b. 40% = $\frac{\quad}{\quad}$ = $\frac{\quad}{\quad}$

Use work area.

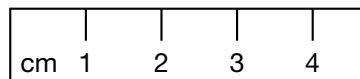
4. $\frac{2}{5}$ of 100 is of $\frac{?}{100}$



5. a. length in centimeters and millimeters



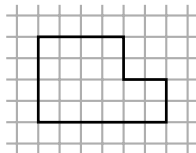
b. $\frac{1}{3}$ of segment in centimeters



- 6. • Write a fraction equal to $\frac{5}{6}$ that has a denominator of 12.
- Write a fraction equal to $\frac{1}{4}$ that has a denominator of 12.
- Add them and convert.

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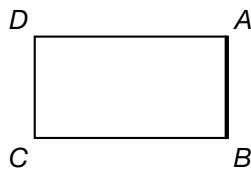
7.



- a. How many units is the perimeter of this hexagon?
- b. How many square units is the area of the hexagon?

a. _____	b. _____
----------	----------

8.



- a. In rectangle $ABCD$, which segment is **parallel** to \overline{AB} ?
- b. In rectangle $ABCD$, which two segments are **perpendicular** to \overline{AB} ?

Remember to write the segment symbols.

a. _____	b. _____ and _____
----------	--------------------

9. 0.375

unreduced fraction: _____

words: _____

Use work area.

10.

$$\begin{array}{r} . \\ - \\ \hline . \end{array}$$

11.

$$\begin{array}{r} 0.12 \\ \times 0.11 \\ \hline \end{array}$$

12.

$$\begin{array}{r} 0.28 \\ \times 0.04 \\ \hline \end{array}$$

13.

$$\begin{array}{r} 0.25 \\ \times 10 \\ \hline \end{array}$$

14. $19x = 3705$

15. $30^2 =$

16. $\frac{5}{13} + \frac{10}{13} =$

17. $\frac{11}{12} - \frac{7}{12} =$

$x =$

Convert.

Reduce.

18. Identity Property of Multiplication

$1 \times \frac{5}{6} =$

19. $2 \div \frac{5}{6} =$

$— \times — =$

20. $\frac{5}{6} \div 2 =$

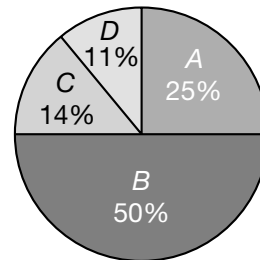
$— \times — =$

21. a. total percent

b. $\frac{1}{4}$ of students chose what project?

c. probability of a B

Math Projects

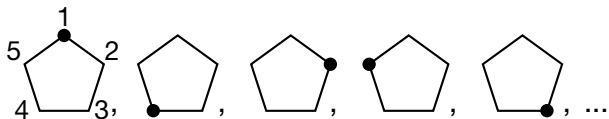


a. 

b. _____

c. _____

22. a. Draw the next term of this sequence:



b. What transformation changes the terms of the sequence?
name for a turn

r _____

Use work area.

23. Felipe's school day:

Count hours forward (7:55 a.m. → 2:55 p.m.): _____ hours

Count minutes forward (2:55 p.m. → 3:10 p.m.): _____ minutes

Natalie's school day:

Count hours forward (8:15 a.m. → 3:15 p.m.): _____ hours

Count minutes forward (3:15 p.m. → 3:25 p.m.): _____ minutes

_____ school day is _____ minutes longer.

Use work area.

24. a. See  page 727.

1st: _____

Write the last names in order of finish.

2nd: _____

3rd: _____

b. How much faster was first place than third place? _____

. 3rd place

_____ . 1st place

faster

Use work area.

25. your age: _____

family member's age: _____

common factors: _____

How many?

26. List **prime** numbers greater than 20 but less than 25: _____

List **composite** numbers greater than 20 but less than 25: _____

How many of each?

--	--

27. $\frac{2}{3}$
+

28. $1 - \frac{1}{4} =$

Convert.

--	--

--	--

29. Is 70 a reasonable estimate of $277 \div 4$?

_____, because by using compatible _____, 277 is
close to _____ and _____ $\div 4 =$ _____.

Use work area.

30.

Batches of oatmeal cookies	1	2	3	4		
Cups of flour	$2\frac{1}{4}$	$4\frac{1}{2}$	$6\frac{3}{4}$	9		

How many cups of flour for 6 batches?

--	--