

9

8

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MATH

1064

Name _____

Date Issued

Test Score



Read to your supervisor.

GOALS

- To define and work with exponents
- To write powers of 10 as exponents
- To learn more about rounding to the nearest 10, 100, and 1,000
- To estimate products by rounding the factors
- To learn more about dividing with 3-digit divisors
- To find the Least Common Multiple
- To review adding and subtracting mixed numbers with unlike fractions
- To apply the commutative, associative, and identity properties of addition to fractions
- To learn more about ratios
- To multiply fractions with fractions and fractions with whole numbers using cancellation
- To multiply fractions and mixed numbers using cancellation
- To write decimals as fractions in simplest form
- To learn about decimals through the ten-thousandths' place
- To add and subtract decimals through the ten-thousandths' place
- To solve word problems

Efficient

To learn to prepare myself to accomplish much

Learn this Scripture Verse

Redeeming the time, because the days are evil.

Ephesians 5:16

Efficient



Mr. Friendson announced that everyone in the Learning Center who earns two stars this week will get to go on a special field trip.

My friends and I must be efficient in our work and with our time if we want to go.

NOTE to student and supervisor: Be sure to write over each gray example before proceeding to the next activity question.

Supervisor initial _____

If needed, student should use Math Builder® and/or flashcards for daily drill.

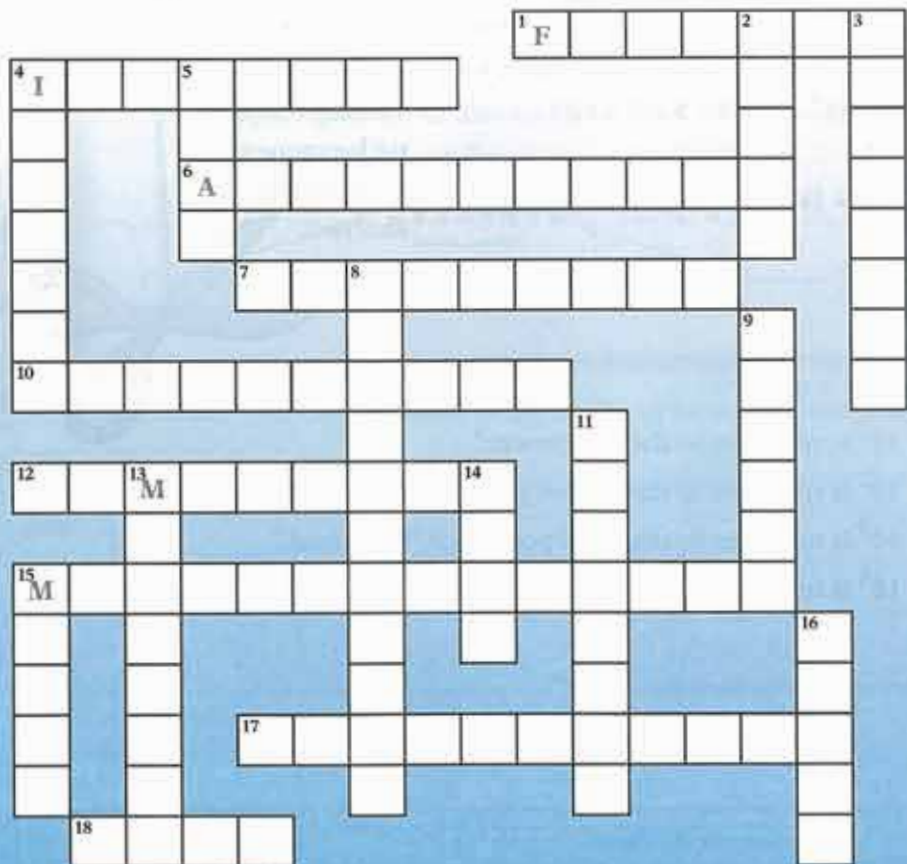
From what you have learned, determine the correct word to complete the sentence or answer the question. Then write the word in the crossword puzzle.

Across

- Numbers multiplied together to find the product are called ____.
- A fraction that equals one or more than one is a/an ____ fraction.
- Which property does the equation $(8 + 3) + 5 = 8 + (3 + 5)$ demonstrate? ____
- When fractions have like denominators, the larger the ____, the larger the fraction.
- Fractions that are the same size are ____ fractions.
- A number that has more than two factors is a/an ____ number.
- Which operation would you use to solve this problem? ____ If Reginald can type 68 words per minute, how many words could he type in 45 minutes?
- The ____ of a fraction tells the total number of parts in the whole.
- According to the identity property, the identity element for addition is ____.

Down

- The key word for the commutative property is ____.
- When comparing groups or taking away from a group in a word problem, we ____ to find the answer.
- The two equations $74 + 13 = 87$ and $87 - 13 = 74$ demonstrate the ____ operation.
- In order to solve word problems, we must ____ carefully.
- ____ is actually adding a number a given number of times.
- To write a fraction in simplest form, we must find the Greatest ____ Factor.
- The answer to a division problem is the ____.
- The Least Common Denominator of two fractions is the smallest ____ of both denominators.
- Often a key word in a multiplication or division word problem is ____.



- A/An ____ number is made up of a whole number and a fraction.
- Under each main heading on a place value chart are ____ places.

This review was so much fun!



Carefully read to your supervisor; then finish the problem.



To divide by a 3-digit divisor that is not a multiple of 100, simply round the divisor to the nearest 100.

$$432 \overline{) 195,276}$$

First, determine where to place the first digit in the quotient.

$$\begin{array}{r} 4 \\ 432 \overline{) 195,276} \\ \underline{1728} \\ 224 \end{array}$$

Estimate the first digit by rounding 432 to 400.
Think: $1952 \div 400$. Since $19 \div 4 = 4$, let's try 4 as the first digit.

$$\begin{array}{r} 45 \\ 432 \overline{) 195,276} \\ \underline{1728} \\ 2247 \\ \underline{2160} \\ 87 \end{array}$$

Estimate the second digit by rounding 432 to 400.
Think: $2247 \div 400$. Since $22 \div 4 = 5$, let's try 5 as the second digit.

(1)

$$\begin{array}{r} 45 \square \\ 432 \overline{) 195,276} \\ \underline{1728} \\ 2247 \\ \underline{2160} \\ 876 \end{array}$$

Now finish the problem. Follow the same procedure for finding the last digit.

(2)

$$\begin{array}{r} 876 \\ \square \end{array}$$

Estimate the third digit by rounding 432 to 400.
Think: $876 \div 400$.

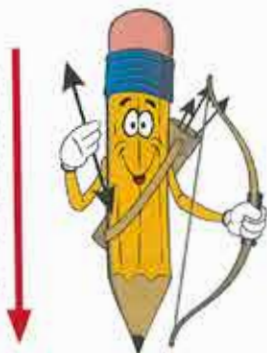
(3)

$$\begin{array}{r} \square \end{array}$$

Remember to write the remainder as part of the quotient.

To do these problems more **efficiently**, write neatly and keep your columns straight.

Keep those columns straight as an arrow.



Divide. Round the divisor up or down to the nearest 100.

(1) $484 \overline{)141,860}$

(2) $621 \overline{)257,727}$

(3) $590 \overline{)158,200}$

(4) $313 \overline{)66,982}$

(5) $285 \overline{)133,380}$

(6) $207 \overline{)196,873}$

(7) $426 \overline{)116,724}$

(8) $377 \overline{)200,610}$

(9) $528 \overline{)243,958}$

Read and fill in the blanks.

(10)

_____ , *because*
the days are evil.

Ephesians 5:16

Score pages 12 and 13.

Correct mistakes.

Rescore:

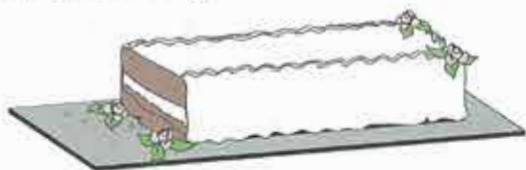
Supervisor initial _____

Please check the student's basic understanding of the process of dividing by 3-digit divisors.

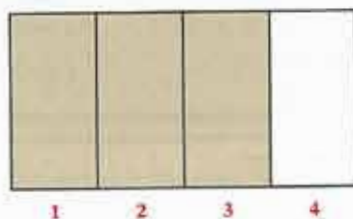
We are ready to multiply fractions. As you read, fill in the blanks.

Grandma Virtueson had $\frac{3}{4}$ of a cake left over. She told Ace that he and his friends could share $\frac{2}{3}$ of the remaining cake, but first they had to figure out what part of the whole cake that would be.

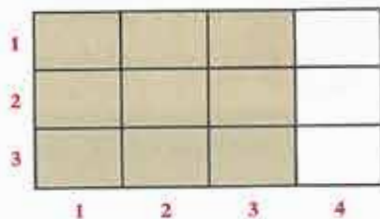
Let's help Ace and his friends find $\frac{2}{3}$ of $\frac{3}{4}$.



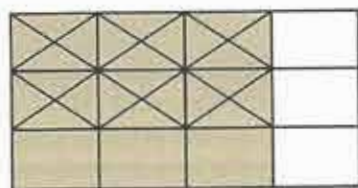
- (1) Grandma had $\frac{3}{4}$ of the cake left. To show $\frac{3}{4}$ of the cake, we divide the cake into _____ equal parts (fourths) and shade in _____ of the parts.



- (2) Grandma told the boys they could share $\frac{2}{3}$ of the $\frac{3}{4}$, so we divide each of the 4 equal parts (fourths) into _____ equal parts (thirds).



- (3) Then, from the *shaded* part of the cake, we cross out 2 of the thirds. We have crossed out how many small pieces?
 _____ Ace and his friends shared $\frac{6}{12}$ of the whole cake.



$$\frac{2}{3} \text{ of } \frac{3}{4} = \frac{6}{12} \quad \text{We can replace the "of" with a multiplication sign. } \frac{2}{3} \times \frac{3}{4} = \frac{6}{12}$$

Notice that we cut the cake into a total of $3 \times 4 = 12$ pieces (we **multiplied the denominators** of our fractions); then we crossed out $2 \times 3 = 6$ pieces (we **multiplied the numerators** of our fractions).

- (4) Write $\frac{6}{12}$ in simplest form to show how much of the whole cake Ace and his friends shared. Ace and his friends shared _____ of the whole cake.

As you read, fill in the answers.

When we add and subtract fractions, we are adding and subtracting the same-size parts (the common denominators stay the same).

We add or subtract only the ⁽¹⁾ _____ and not the denominators.

However, as you saw on the previous page, when we multiply fractions, the parts change size. We multiplied thirds times fourths and ended up with twelfths.

$$\frac{2}{3} \times \frac{3}{4} = \frac{6}{12}$$

$$\frac{2}{3} \times \frac{3}{4} = \frac{6}{12}$$

$$\frac{2}{3} \times \frac{3}{4} = \frac{6}{12} = \square$$

To multiply fractions, we **multiply the numerators**. The product is the numerator of the answer.

We also **multiply the denominators**. The product is the denominator of the answer.

We always write our answer in simplest form.

⁽²⁾ In the box, write the answer to this problem in simplest form.



Multiply these fractions. Write your answers in simplest form.

(3) $\frac{1}{2} \times \frac{4}{5} =$

(7) $\frac{3}{4} \times \frac{2}{9} =$

(11) $\frac{3}{5} \times \frac{5}{6} =$

(4) $\frac{2}{3} \times \frac{1}{8} =$

(8) $\frac{1}{6} \times \frac{1}{3} =$

(12) $\frac{2}{7} \times \frac{1}{2} =$

(5) $\frac{1}{3} \times \frac{3}{4} =$

(9) $\frac{2}{5} \times \frac{5}{9} =$

(13) $\frac{5}{8} \times \frac{1}{5} =$

(6) $\frac{1}{4} \times \frac{1}{2} =$

(10) $\frac{2}{3} \times \frac{7}{8} =$

(14) $\frac{3}{4} \times \frac{1}{2} =$

Read and fill in the blanks.

(15)

_____ , _____
_____ are evil .

Ephesians 5:16

Score pages 26 and 27.

Correct mistakes.

Rescore.