

Supply List for 7th and 8th Grade Math

Mrs. Fisher-Tarter

- **Pencils**
- **Highlighters**
- **2 Composition notebooks with graph paper**
- **Folder**

Optional but Strongly Recommended

- **Calculator**
- **Ruler**
- **Crayons/markers/colored pencils**
- **Ruler**
- **Pencil sharpener**
- **1 pair of age-appropriate scissors**
- **1 or 2 boxes of tissues to donate to class**
- **Graph papers**
- **Dry erase markers**



Welcome to Language Arts class!

The following is a list of supplies you will need for Language Arts Grades 6, 7, and 8.

- 1) 4 3-subject notebooks (1 for each marking period)
- 2) Loose leaf paper
- 3) 2 folders
- 4) Blue or black pens; red pen (for correcting)
- 5) Pencils (erasers and sharpeners if needed)
- 6) Highlighter (any color)
- 7) Art supplies - Crayons or colored pencils, markers to use for projects in class and at home. (Regular markers are fine. Sharpies are not needed.) Will not be needed immediately, but please make sure to have them when needed throughout the year.
- 8) 1 dry-erase marker (any color)
- 9) 1 box of tissues
- 10) 1 package of Chlorox Wipes

All supplies should be purchased and brought to school no later than Monday, 9/10/18. If you have any questions or concerns, please don't hesitate to contact us by phone or by e-mail (lzientek@drlenaedwardscharterschool.org) or (sscamardella@drlenaedwardscharterschool.org)

Thank you.

Ms. Zientek and Mrs. Scamardella

For the incoming 6th graders I posted the PDF link for Loser by Jerry Spinelli. If you are posting the assignment online, again, please include the following link to the free PDF of the novel. This way, students who cannot find or purchase the novel can still read it.

<https://www.anderson5.net/cms/lib02/SC01001931/Centricity/Domain/222/Loser.pdf>

Please make sure that the students know that it is the Young Readers Edition, not the adult version of the novel, which will not match the questions given in the packet.

***Loser* by Jerry Spinelli**

Directions:

- 1) Please answer each question in full sentences. (Restate the question.)
- 2) Please make sure to write the chapter numbers and number your answers.
- 3) Many questions have multiple parts. Please make sure to read each question carefully and answer it completely.

CHAPTERS 1-3: YOU GROW UP – THE BRIGHT WIDE WORLD -- WIN

- 1) Name 2 ways Zinkoff and the other boys are the same.
- 2) At the end of Chapter 3, what becomes important to the boys? Why doesn't Zinkoff fit in?

CHAPTERS 4-5: ZINKOFF'S FIRST DAY – ALL ABOARD

- 1) Why is Zinkoff excited about the first day of school? How did his teacher Miss Meeks add to his excitement?

CHAPTERS 6-7: A WONDERFUL QUESTION -- JABIP

- 1) Describe what happens to Zinkoff on the playground. How does he lose his giraffe hat? How does he get it back? Zinkoff does not realize it, but what is this incident an example of? Why?
- 2) How do Zinkoff's parents encourage his love of school?
- 3) What funny word catches Zinkoff's attention in school? How does it get him into trouble with his teacher? How do his classmates cause him to get into trouble?

CHAPTERS 8-9: TWO NEW FRIENDS – CHAMPIONS!

- 1) Who is Zinkoff's first new friend? Who is his second? How is he connected to each of these people?
- 2) What medical problem does Zinkoff have? How do you think it impacts his life?
- 3) How does Andrew treat Zinkoff? Do you think they are really friends? Explain why or why not.

CHAPTERS 10-12: ATROCIOUS -- MAILMAN – THE NINE HUNDRED BLOCK OF WILLOW

- 1) How is Zinkoff's second grade teacher Mrs. Biswell different from his former teacher Miss Meeks? How does Mrs. Biswell treat him? Give 2 examples.
- 2) Describe Zinkoff's "Take Your Kid to Work Day." What job does he do? Give 3 specific examples of how people react to Zinkoff's letters.
- 3) Who is the Waiting Man? What is he waiting for? How does Zinkoff react to his story?

CHAPTERS 13- 14: WAITING – THE FURNACE MONSTER

- 1) Why does Zinkoff need an operation? How long does he miss school? What does he do to pass the time?
- 2) What test did Zinkoff give himself? Did he pass or fail? Explain how.

CHAPTERS 15-16: DISCOVERED – FIELD DAY

- 1) How is Zinkoff discovered by his teacher Mr. Yalowitz? How is Mr. Yalowitz different from Zinkoff's other teachers? How does Mr. Yalowitz treat him? Give 2 examples.
- 2) What do Zinkoff's classmates think of him? Give 3 examples. When they discover that he is different, how do they treat him? Why?
- 3) How and why does Gary Hobin pressure Zinkoff? How does Zinkoff get the nickname "Loser?"

CHAPTERS 17-19: WHAT THE CLOCKS SAY – BEST FRIEND – THE CANDY IN HIS HAND

- 1) Give 3 examples of why fifth grade is a negative experience for Zinkoff and 3 examples of why it is a positive experience.
- 2) Explain how Zinkoff makes connections with the lady with the walker and Claudia and her mother on Willow Street.
- 3) Describe Zinkoff's friendship with Hector Binns. Whose idea is it for them to become best friends? Why? How does Zinkoff change to become closer to Hector? How and why does their friendship end?

CHAPTERS 20 - 22: NOWHERE – SOMETHING HARD AND THORNY – BOONDOCKS FOREVER

- 1) How does Zinkoff get his first A? How does he react? How does he think his classmates react? What is their real reaction? Why?
- 2) What happens when Gary Hobin and Zinkoff are chosen for the same field day team?
- 3) Where does Zinkoff spend field day? Why? Who does he confess his feelings to? Why did he choose that person? How does he feel after telling that person about his life? Why?
- 4) How does Zinkoff feel about graduating fifth grade? Why?

CHAPTERS 23-25: VANISHED – SNOW – “CLAUDIA...”

- 1) Who does Zinkoff run into at Monroe Middle School? How has that person changed?
- 2) What group/club does Zinkoff join? How do the members treat him? Why?
- 3) Who is the little girl lost during the snowstorm? What did Zinkoff do when he found out the news?

CHAPTERS 26-28: WHAT A KID IS – HIMSELF -- GROUNDED

- 1) Who is Zinkoff thinking of when he is looking for Claudia? How is this person similar to Claudia?
- 2) When Donald woke up, what news did he find out about Claudia? Who were people really searching for? Why? When and where was Donald found?
- 3) How does Donald's family react when they find out where he had been? How do Claudia and her mother react when they see Donald?

CHAPTERS 29-30: STILL THERE – “ZINKOFF”

- 1) Where was Donald searching for Claudia?
- 2) How do Hobin and the other boys react when they find out about Zinkoff searching for Claudia? How is Bonce's reaction different? What does he do that surprises the other boys and why?

Essays: Read each of the following topics. Choose 2 of the topics and on loose leaf, write a 3-4 paragraph essay for each one. (Do NOT write an essay for all 6 topics!!!)

1) Would you choose to be friends with Donald Zinkoff? Explain your choice.

2) Donald has both positive and negative experiences with his teachers. As a student, what qualities would you look for in an ideal teacher? Explain your choices.

3) The novel is called "Loser," a nickname Zinkoff's classmates give him. Do you think he really is a "loser?" Explain why or why not. (You may also explain both sides if you can't choose one.)

4) In Chapter 8, the reader finds out that Zinkoff's parents "try not to say no to him unless it's really necessary." How does this influence Zinkoff? How does it help him? How does this hurt him?

5) In Chapter 23, Zinkoff realizes that people no longer see him as a loser. He realizes that he is a nobody. What is the difference between the two? Is it better to be a loser or a nobody? Explain your choice.

6) Mrs. Zinkoff refers to her husband's junky used cars as "clunkers." Mr. Zinkoff refers to them as "honeybugs." To his classmates, Donald Zinkoff might be considered a "clunker," but to his parents, he is a "honeybug." Why do his classmates consider him a "clunker?" Why do his parents consider him a "honeybug?" (See Chapter 16 for some ideas.)

Summer Packet for Incoming 6th Grade- 2018

DLEACS

Name _____

Multiplying Whole Numbers

1. Write the problem vertically
2. Multiply the ones digit of the bottom number by each of the digits in the top number, right to left
3. Bring down a zero and then multiply the tens digit of the bottom number by each digit in the top number, right to left
4. Bring down two zeros and repeat with the hundreds digit of the bottom number
5. Add up all of the products

ex: $3,481 \times 142$

$$\begin{array}{r} ^{}\overset{1}{\underset{1}{3}},\overset{3}{4}81 \\ x 142 \\ \hline 6962 \\ + 139240 \\ 348100 \\ \hline \boxed{494,302} \end{array}$$

Dividing Whole Numbers

1. Write out the long division problem with the first number (dividend) underneath the division symbol and the second number (divisor) to the left of the division symbol
2. Divide the divisor into the smallest part of the dividend it can go into and write the number of times it can go in on top of the division symbol
3. Multiply the number on top by the divisor and write the product under the number you divided into in step 2
4. Subtract your product from the number above it
5. Bring down the next digit of the dividend
6. Repeat steps 2-5 until there is nothing left to bring down.
7. If your last subtraction answer is not zero, write the remainder on top

ex: $6,425 \div 21$

$$\begin{array}{r} \boxed{305 \text{ R } 20} \\ 21 \overline{) 6425} \\ \underline{-63} \\ 12 \\ \underline{-0} \\ 125 \\ \underline{-105} \\ 20 \end{array}$$

Find each product. Show your work.

1. 238×5	2. 832×156	3. $4,899 \times 67$	4. 756×300
5. 19×863	6. 188×732	7. $3,249 \times 173$	8. 609×840

Find each quotient. Show your work.

9. $876 \div 2$	10. $9,473 \div 5$	11. $396 \div 24$	12. $8,911 \div 45$
13. $700 \div 12$	14. $1,065 \div 15$	15. $2,737 \div 305$	16. $4,516 \div 22$

Solve each problem, showing all work.

17. Mrs. Kleim bought 5 boxes of 15 pencils to give to her students. If she has 26 students in her class, how many pencils can she give each student? How many pencils will she have left over?	18. Sarah and her 3 friends split a bag of candy evenly. They each ate 13 pieces of candy and there were 2 pieces leftover. How many pieces of candy were originally in the bag?
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Rounding with Whole Numbers & Decimals

—	—	—	—	—	—	—	—	—
ten-thousands	thousands	hundreds	tens	ones		tenths	hundredths	thousandths

ex: round 52.943 to the nearest tenth

52.943

less than 5, so the 9 stays the same

52.900

don't need trailing zeros after the decimal

52.9

1. Keep all digits to the left of the place you are rounding the same
2. If the digit to the right of the rounding digit is less than 5, keep the rounding digit the same. If it's 5 or greater, increase the rounding digit by 1.
3. Change all places to the right of the digit you are rounding to 0. (Trailing zeros after the decimal are unnecessary)

Word Form & Expanded Form

1. Word Form: write the whole number in word form, translate the decimal to "and", & write the decimal as if it were a whole number, followed by the name of the place of the last digit
2. Expanded Form: write the value of each non-zero digit separately, with addition signs between them

ex: 209.315

two hundred nine and three hundred fifteen thousandths

$200 + 9 + 0.3 + 0.01 + 0.005$

Comparing & Ordering Decimals

1. Compare the whole number portions of the numbers. If they are different write $>$ for greater than or $<$ for less than.
2. If the whole numbers are the same, compare each digit to the right of the decimal point, one at a time until you find digits that are different. (If necessary, add zeros at the end of a decimal.)

ex: 13.702 13.74

$13 = 13$

$13.7 = 13.7$

$13.70 < 13.74$

So, $13.702 < 13.74$

Round the number 21,498.2536 to the nearest indicated place.

19. tenth	20. hundred	21. thousandth	22. one
23. thousand	24. hundredth	25. ten	26. ten-thousand

Complete the chart below.

Standard Form	Expanded Form	Word Form
3.962	27.	28.
29.	$100 + 2 + 0.09$	30.
31.	32.	Five thousand six hundred eighty-five and twelve hundredths
8,770.006	33.	34.
35.	$900 + 10 + 4 + 0.3 + 0.02 + 0.008$	36.
37.	38.	Two thousand nine and thirty-five thousandths

Compare each pair of numbers by writing $<$, $>$, or $=$ in the provided circle.

39. $0.046 \bigcirc 0.13$	40. $9.52 \bigcirc 90.13$	41. $24.13 \bigcirc 24.130$	42. $15.96 \bigcirc 15.906$
43. $0.964 \bigcirc 1$	44. $6.83 \bigcirc 6.825$	45. $7.256 \bigcirc 7.24$	46. $32.9 \bigcirc 3.290$

Order the numbers from least to greatest.

47. 6.86, 6.8, 7, 6.9, 6.827	48. 12.03, 1.2, 12.3, 1.203, 12.301
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Adding & Subtracting Decimals

1. Write the problem vertically, lining up the decimal points
2. Add zeros, if necessary
3. Add or subtract the numbers as if they were whole numbers
4. Bring the decimal point straight down

ex: $12.8 - 1.52$

$$\begin{array}{r} 12.\overset{7}{8}\overset{0}{} \\ - 1.52 \\ \hline 11.28 \end{array}$$

Multiplying Decimals

1. Write the problem vertically with the numbers lined up to the right (decimals do NOT need to be lined up)
2. Ignore the decimal points and multiply the numbers as if they were whole numbers
3. Count the total number of decimal places in the two factors and put a decimal point in the product so that it has that same number of decimal places

ex: 3.24×0.8

$$\begin{array}{r} \overset{1}{3} \overset{2}{.} \overset{4}{} \\ \times 0.8 \\ \hline 2592 \end{array}$$

\rightarrow 2 decimal places
 $+$
 \rightarrow 1 decimal place

 3 decimal places

2.592

Dividing Decimals

1. Write the dividend under the division symbol and the divisor in front of the division symbol
2. Move the decimal in the divisor after the number and then move the decimal in the dividend the same number of places and bring it up
3. Ignore the decimal point and divide as if whole numbers
4. If there is a remainder, add a zero to the end of the dividend, bring it down, and then continue dividing until there is no remainder

ex: $32.3 \div 0.5$

$$\begin{array}{r} \boxed{64.6} \\ 0.5 \overline{) 32.30} \\ \underline{-30} \\ 23 \\ \underline{-20} \\ 30 \\ \underline{-30} \\ 0 \end{array}$$

Find each sum or difference. Show your work.

49. $8.74 + 10.36$	50. $37.4 - 8.55$	51. $12.9 + 105.67$	52. $450.89 - 213.33$
53. $24.1 + 3.74$	54. $14.76 - 9.8$	55. $622.85 + 53.49$	56. $67 - 14.06$

Find each product or quotient. Show your work.

57. 4.5×6	58. $144.8 \div 4$	59. 2.7×0.8	60. $6.2 \div 0.04$
61. 8.9×2.5	62. $15.8 \div 0.5$	63. 14.8×0.12	64. $16.2 \div 1.2$

Solve each problem, showing all work.

65. Ryan spent \$3.25 on lunch every day, Monday through Friday. If he had \$20 at the start of the week, how much money did he have left after Friday?	66. Three friends went out to lunch. The bill came to \$47.31. If they split the bill evenly, how much money does each friend owe?
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Adding & Subtracting Fractions

1. Rename the fractions to equivalent fractions with common denominators
2. Add or subtract the numerators and keep the denominator the same
3. If mixed numbers, add or subtract the whole numbers
4. If possible, simplify the answer & change improper fractions to mixed numbers

ex: $4\frac{4}{9} + \frac{2}{3}$

$$\begin{array}{r} 4\frac{4}{9} \times \frac{1}{1} = \frac{4}{9} \\ + \quad \frac{2}{3} \times \frac{3}{3} = \frac{6}{9} \\ \hline \end{array}$$

$$4 \frac{10}{9} = \boxed{5 \frac{1}{9}}$$

Multiplying Fractions

1. Turn a whole number into a fraction by giving it a denominator of 1
2. Cross-simplify the fractions if possible
3. Multiply the 2 numerators and the 2 denominators
4. If possible, simplify the answer & change improper fractions to mixed numbers

ex: $6 \times \frac{2}{3}$

$$\overset{2}{\cancel{6}} \times \frac{2}{\underset{1}{\cancel{3}}} = \frac{4}{1}$$

$$= \boxed{4}$$

Dividing Fractions

1. Turn a whole number into a fraction by giving it a denominator of 1
2. Keep the 1st fraction the same, change the division symbol to multiplication, and flip the 2nd fraction to its reciprocal
3. Multiply the 2 fractions
4. If possible, simplify the answer & change improper fractions to mixed numbers

ex: $12 \div \frac{1}{2}$

$$\frac{12}{1} \div \frac{1}{2}$$

$$\frac{12}{1} \times \frac{2}{1} = \frac{24}{1} = \boxed{24}$$

Find each sum or difference. Show your work.

67. $\frac{7}{8} + \frac{5}{6}$	68. $\frac{9}{10} - \frac{1}{2}$	69. $\frac{3}{11} + \frac{2}{3}$	70. $\frac{11}{12} - \frac{13}{18}$
71. $4\frac{5}{9} + 7\frac{1}{3}$	72. $12\frac{9}{14} - 9\frac{3}{7}$	73. $3\frac{3}{5} + 2\frac{3}{4}$	74. $2\frac{2}{15} - 1\frac{2}{3}$

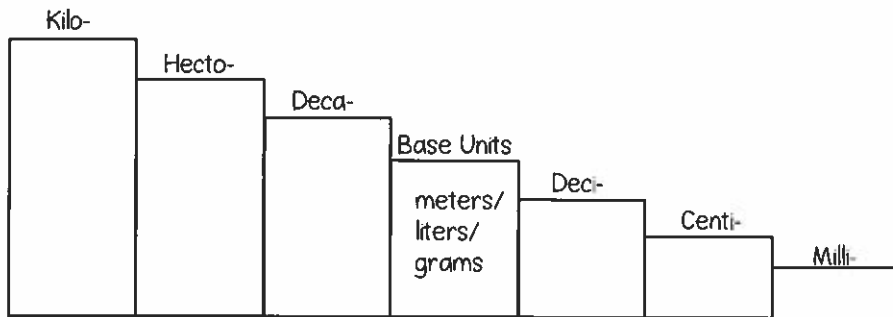
Find each product or quotient. Show your work.

75. $\frac{1}{6} \times \frac{3}{4}$	76. $6 \div \frac{1}{3}$	77. $15 \times \frac{2}{3}$	78. $\frac{1}{2} \div 3$
79. $\frac{1}{6} \times 10$	80. $\frac{1}{4} \div 2$	81. $\frac{5}{9} \times \frac{3}{20}$	82. $4 \div \frac{1}{5}$

Solve each problem, showing all work.

83. Jacqui ran $1\frac{1}{2}$ miles on Monday, Wednesday, and Friday and $\frac{3}{4}$ mile on Tuesday and Thursday. How far did she run in all?	84. Tyrell gave 3 packs of baseball cards to his friends. He gave each friend $\frac{1}{3}$ of a pack. How many friends got baseball cards?
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The Metric System



ex: $23 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$

going from base unit step to centi- step, so need to move the decimal 2 places right

$$23.\underline{00}$$

$$= \boxed{2,300 \text{ cm}}$$

Determine the direction and count the number of steps it takes to get from the starting unit to the unit you are converting to and move the decimal point the same number of places in that direction.

The Customary System

Length	Weight	Capacity
1 ft = 12 in	1 lb = 16 oz	1 c = 8 fl oz
1 yd = 3 ft	1 T = 2,000 lb	1 pt = 2 c
1 mi = 5,280 ft		1 qt = 2 pt
		1 gal = 4 qt

ex: $18 \text{ c} = \underline{\hspace{2cm}} \text{ pt}$

cups are smaller units of measure than pints, so need to divide

$$18 \div 2 = \boxed{9 \text{ pints}}$$

To convert from a larger unit to a smaller unit, multiply. To convert from a smaller unit to a larger unit, divide.

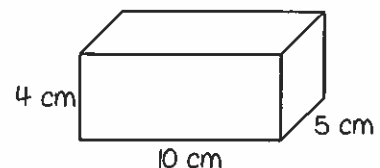
Volume

Volume is the number of cubic units inside a figure.

Volume of Rectangular Prism = length x width x height

Volume of Irregular Figure: count cubic units

ex: find the volume



$$V = 4 \times 10 \times 5 = \boxed{200 \text{ cm}^3}$$

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Name _____

Review

2

Adding and Subtracting Decimals

Find $1.7 + 2.45$.Find $36.57 - 4.6$.

Line up the decimal points.

$$\begin{array}{r}
 \uparrow \quad \quad \uparrow \\
 1.7 \quad \quad 1.70 \rightarrow \text{Write zeros to} \\
 + 2.45 \quad + 2.45 \quad \text{show place value.} \\
 \hline
 \quad \quad 4.15 \\
 \uparrow \text{ Place decimal point} \\
 \text{in answer.}
 \end{array}$$

Line up the decimal points.

$$\begin{array}{r}
 \uparrow \quad \quad \uparrow \quad \uparrow \\
 36.57 \quad 36.57 \rightarrow \text{Write zeros to} \\
 - 4.6 \quad - 4.60 \quad \text{show place value.} \\
 \hline
 \quad \quad 31.97 \\
 \uparrow \text{ Place decimal point} \\
 \text{in answer.}
 \end{array}$$

Find each sum or difference.

$$\begin{array}{r}
 \uparrow \\
 1. \quad 2.65 \\
 + 13.30 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \uparrow \\
 2. \quad 14.10 \\
 - 3.05 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 3. \quad 744 \\
 + 36.2 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 4. \quad 9 \\
 - 0.6 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 5. \quad 8.97 \\
 + 6.6 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 6. \quad 100 \\
 - 0.22 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 7. \quad 6.8 \\
 + 237.29 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 8. \quad 0.5 \\
 - 0.23 \\
 \hline
 \end{array}$$

$$9. 15.4 - 8 = \underline{\hspace{2cm}}$$

$$10. 3 - 2.54 = \underline{\hspace{2cm}}$$

$$11. 1.34 + 4.1 = \underline{\hspace{2cm}}$$

$$12. 133.01 - 5.6 = \underline{\hspace{2cm}}$$

$$13. 448 + 1.75 + 80.3 = \underline{\hspace{2cm}}$$

$$14. 12.3 + 0.61 + 100 = \underline{\hspace{2cm}}$$

15. On the 3-days of their vacation, the Davis family traveled 417 mi, 45.3 mi, and 366.9 mi. How far did they travel all together?

16. Etta bought a calculator for \$15. Glenn found the same model for \$9.79. How much more did Etta pay than Glenn did?

Name _____

Review

4

Multiplying with Decimals

Find 4.3×2.7 .

Multiply as you would
with whole numbers.

$$\begin{array}{r} 2 \\ 4.3 \\ \times 2.7 \\ \hline 301 \\ 860 \\ \hline 1161 \end{array}$$

Count the number of decimal places in both factors.
The total is the number of decimal places in the product.

$$\begin{array}{rcl} 4.3 & \leftarrow & 1 \text{ decimal place} \\ \times 2.7 & \leftarrow & + 1 \text{ decimal place} \\ \hline 11.61 & \leftarrow & 2 \text{ decimal places} \end{array}$$

Find each product.

$$\begin{array}{r} 1.4 \\ \times 8.8 \\ \hline 112 \\ 1120 \\ \hline \end{array}$$

$$\begin{array}{r} 1.6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 0.4 \\ \times 3.2 \\ \hline \end{array}$$

$$\begin{array}{r} 0.05 \\ \times 0.3 \\ \hline \end{array}$$

$$\begin{array}{r} 2.15 \\ \times 8.3 \\ \hline \end{array}$$

$$\begin{array}{r} 3.3 \\ \times 0.12 \\ \hline \end{array}$$

$$\begin{array}{r} 0.51 \\ \times 4.2 \\ \hline \end{array}$$

$$\begin{array}{r} 1.35 \\ \times 13 \\ \hline \end{array}$$

$$9. 23 \times 0.47 = \underline{\hspace{2cm}}$$

$$10. 0.9 \times 5 = \underline{\hspace{2cm}}$$

$$11. 168 \times 2.25 = \underline{\hspace{2cm}}$$

$$12. 0.8 \times 0.11 = \underline{\hspace{2cm}}$$

$$13. 20 \times 20.2 = \underline{\hspace{2cm}}$$

$$14. 4.9 \times 0.3 = \underline{\hspace{2cm}}$$

15. A roll of paper towels contained 250 sheets.
Each sheet was 8.75 inches long. How long was the roll?

16. Tania bought 3 new sweaters. Each sold for \$19.99.
How much did she spend?

Name _____

Review

6

Dividing with Decimals

Find $36.8 \div 16$.

$\begin{array}{r} 2. \\ 16 \overline{) 36.8} \end{array}$ <p>Place the decimal point. \leftarrow Think: $20 \overline{) 40}$ Try 2 in the quotient.</p>	$\begin{array}{r} 2.3 \\ 16 \overline{) 36.8} \\ \underline{-32} \\ 48 \\ \underline{-48} \\ 0 \end{array}$ <p>Multiply 2×16. Subtract. Bring down 8. Multiply 3×16. Subtract.</p>
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Find each quotient.

1. $6 \overline{) 13.8}$

2. $6 \overline{) 131.4}$

3. $9 \overline{) 141.3}$

4. $5 \overline{) 388.5}$

5. $7 \overline{) 669.2}$

6. $28 \overline{) 263.2}$

7. $41 \overline{) 274.7}$

8. $7 \overline{) 34.23}$

9. $269.12 \div 8 =$ _____

10. $311.56 \div 4 =$ _____

11. $2,229.62 \div 46 =$ _____

12. $1,449.09 \div 81 =$ _____

13. A photographer bought 36 rolls of film for \$136.44.
 What was the price of one roll?

14. Four students each ran 100 m in a 400-m relay race.
 The team's total time was 49.44 sec. Find the average
 time of each runner.



Name _____

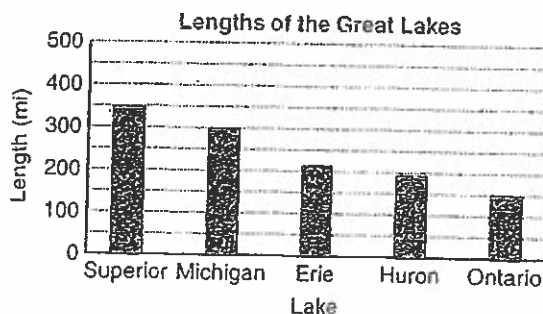
**Review
8**

Interpreting Data

The **bar graph** shows the lengths in miles of the Great Lakes. Lengths of bars represent lengths of lakes.

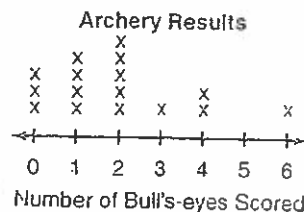
Which is the shortest Great Lake?

The shortest lake is Lake Ontario.

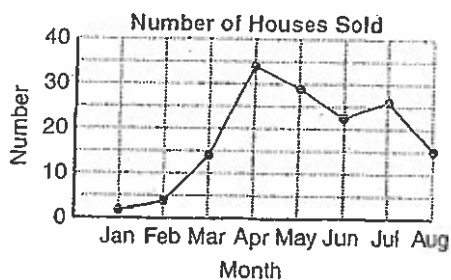


Use the graphs to answer each question.

1. How many archers scored 4 bull's eyes?



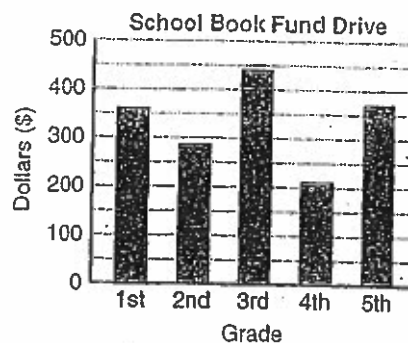
2. What was the most common number of bull's-eyes scored?



3. In which month were the most houses sold?

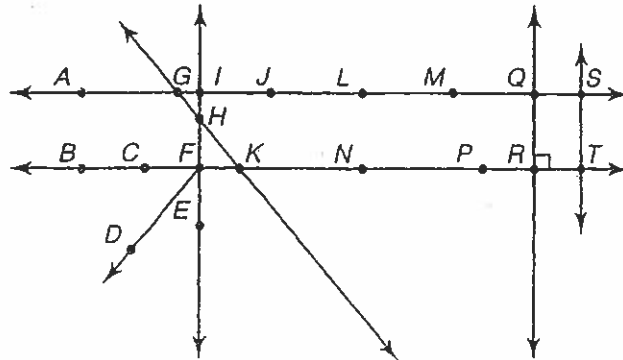
4. In which month were about the same number sold as were sold in August?

5. Which grades raised about the same amount for the school book drive?



6. The school's goal was to raise \$1,500. About how much did they raise in all?

- A **line** is a straight path of points that goes on forever in two directions. Examples: \overleftrightarrow{AS} , \overleftrightarrow{GK} .
- A **ray** is a part of a line with one endpoint, extending forever in only one direction. Examples: \overrightarrow{FD} , \overrightarrow{FB} .
- A **line segment** is part of a line with two endpoints. Examples: \overline{CF} , \overline{MQ} .
- A **midpoint** is the point halfway between the endpoints of a line segment. Example: Point L is halfway between points J and M on \overline{JM} .
- **Congruent line segments** are line segments. Example: \overline{QR} is congruent to \overline{ST} .
- **Parallel lines** are in the same plane but do not intersect. Example: \overleftrightarrow{AS} is parallel to \overleftrightarrow{BT} .



Use the diagram at the right. Name the following.

1. three line segments

Year	Percentage of respondents (%)
1995	65
1996	68
1997	70
1998	72
1999	75
2000	78
2001	80
2002	82
2003	84
2004	85

2. two parallel lines

Age Group	Percentage
18-24	10%
25-34	20%
35-44	25%
45-54	20%
55-64	15%
65-74	10%
75-84	5%
85+	5%

3. two lines that intersect \overleftrightarrow{DT}

Age Group	Percentage
18-24	10.0%
25-34	20.0%
35-44	25.0%
45-54	20.0%
55-64	15.0%
65-74	10.0%
75-84	5.0%
85+	5.0%

4. two congruent line segments

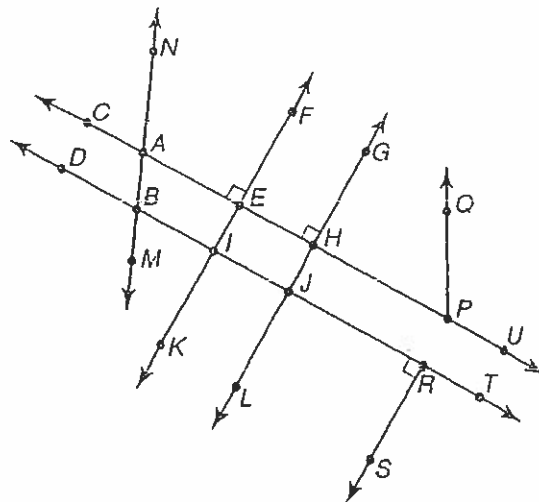
Age Group	Percentage
18-24	10%
25-34	15%
35-44	20%
45-54	25%
55-64	20%
65-74	15%
75-84	10%
85+	5%

5. two lines perpendicular to \overleftrightarrow{BR}

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6. two midpoints of line segments

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Name _____

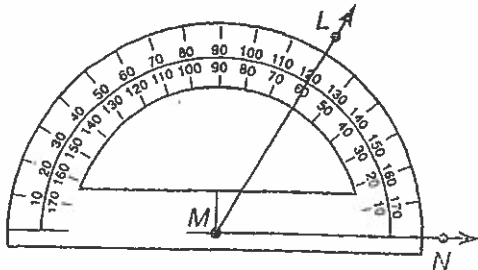
Measuring and Drawing Angles

R 9-2

How to measure an angle:

Step 1 Place the protractor's center on the angle's vertex.

Step 2 Place the 0° mark on one side of the angle.



$LMN = 60^\circ$

Step 3 Use the scale beginning with the 0° mark to read the measurement where the other side of the angle crosses the protractor.

How to draw an angle:

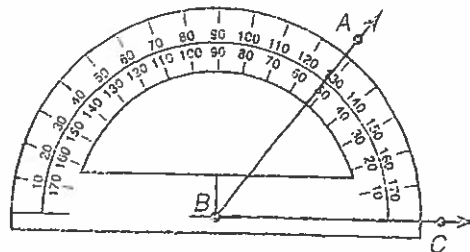
Draw an angle of 52° .

Step 1 Draw a ray.

Step 2 Place the protractor's center on the endpoint. Line up the ray with the 0° mark.

Step 3 Using the scale with the 0° mark, place a point at 52° .

Step 4 Draw the other ray.



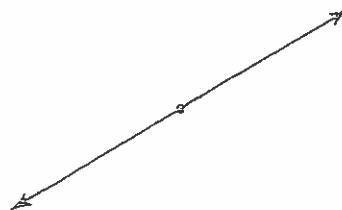
$\angle ABC = 52^\circ$

Classify each angle as acute, right, obtuse, or straight. Then measure the angle.

1.



2.



Draw an angle with each measure.

3. 45°

4. 120°

22

Name _____

Review
10

Adding and Subtracting Fractions

Find $\frac{2}{3} + \frac{1}{6}$.

Find $\frac{1}{4} - \frac{1}{5}$.

3	6	9	12	15
6	12	18	24	30

Multiples of 3

Multiples of 6

The least common denominator is 6.

Write equivalent fractions. $\frac{2}{3} = \frac{4}{6}$

Add.
$$\begin{array}{r} \frac{2}{3} = \frac{4}{6} \\ + \frac{1}{6} = \frac{1}{6} \\ \hline \frac{5}{6} \end{array}$$

4	8	12	16	20
5	10	15	20	25

Multiples of 4

Multiples of 5

The least common denominator is 20.

Write equivalent fractions. $\frac{1}{4} = \frac{5}{20}$

Subtract.
$$\begin{array}{r} \frac{1}{4} = \frac{5}{20} \\ - \frac{1}{5} = \frac{4}{20} \\ \hline \frac{1}{20} \end{array}$$

Find each sum or difference.

1. $\frac{1}{4} + \frac{2}{3} =$ _____

4			
3			

2. $\frac{11}{12} - \frac{5}{6} =$ _____

12			
6			

3. $\frac{1}{3} + \frac{4}{9} =$ _____

4. $\frac{3}{7} + \frac{2}{7} =$ _____ 5. $\frac{11}{12} - \frac{5}{12} =$ _____ 6. $\frac{1}{2} + \frac{1}{3} =$ _____ 7. $\frac{1}{3} - \frac{1}{5} =$ _____

8. $\frac{3}{8} - \frac{1}{6} =$ _____ 9. $\frac{3}{5} + \frac{3}{10} =$ _____ 10. $\frac{1}{2} + \frac{2}{5} =$ _____ 11. $\frac{2}{3} - \frac{1}{4} =$ _____

12. Meg practiced the piano for $\frac{5}{12}$ hr. She did homework for $\frac{3}{4}$ hr. How much longer did she do homework than she practiced the piano?

Name _____

Adding Mixed Numbers

R 4-5

To add mixed numbers, you can add the fractional parts to the whole number parts, and then simplify.

Find $2\frac{2}{4} + 3\frac{1}{4}$.

The fractions have a common denominator. Add the fractions. Then add the whole numbers.

$$\begin{array}{r} 2\frac{2}{4} \\ + 3\frac{1}{4} \\ \hline 5\frac{3}{4} \end{array}$$

Find $3\frac{2}{3} + 4\frac{1}{9}$.

Write equivalent fractions with the LCD.

$$\begin{array}{r} 3\frac{2}{3} = 3\frac{6}{9} \\ + 4\frac{1}{9} = 4\frac{1}{9} \\ \hline \end{array}$$

Add the whole numbers.
Add the fractions.
Simplify if possible.

$$\begin{array}{r} 3\frac{6}{9} \\ + 4\frac{1}{9} \\ \hline 7\frac{7}{9} \end{array}$$

Find $4 + 3\frac{3}{5}$.

Add the whole numbers; then add the fraction.

$$\begin{array}{r} 4 \\ + 3\frac{3}{5} \\ \hline 7\frac{3}{5} \end{array}$$

Find each sum. Simplify your answer.

1. $2\frac{1}{5} + 2\frac{3}{5} =$ _____

2. $4\frac{2}{3} + 1\frac{1}{6} =$ _____

3. $5\frac{3}{5} + \frac{3}{10} =$ _____

4. $8\frac{5}{8} + 1\frac{5}{12} =$ _____

5. $6\frac{1}{4} + 11\frac{3}{8} =$ _____

6. $7 + 8\frac{1}{3} =$ _____

7. In 2001, the men's indoor pole vault record was $20\frac{1}{6}$ ft.
The women's record for the indoor pole vault was $15\frac{5}{12}$ ft.
What is the combined height of the two records? _____

8. **Writing in Math** How high is a stack of library books if one book is $1\frac{3}{8}$ in. high, the second book is $1\frac{5}{6}$ in. high, and the third is $2\frac{1}{3}$ in. high? Explain how you solved this problem.

Name _____

Review
12

Subtracting Mixed Numbers

Subtract $3\frac{2}{3} - 2\frac{1}{6}$.

Write equivalent fractions.	Subtract the fractions.	Subtract the whole numbers. Simplify.
$\begin{array}{r} 3\frac{2}{3} = 3\frac{4}{6} \\ - 2\frac{1}{6} = 2\frac{1}{6} \\ \hline \end{array}$ <p>The LCD of 3 and 6 is 6.</p>	$\begin{array}{r} 3\frac{2}{3} = 3\frac{4}{6} \\ - 2\frac{1}{6} = 2\frac{1}{6} \\ \hline 1\frac{3}{6} \\ \hline \end{array}$	$\begin{array}{r} 3\frac{2}{3} = 3\frac{4}{6} \\ - 2\frac{1}{6} = 2\frac{1}{6} \\ \hline 1\frac{3}{6} = 1\frac{1}{2} \end{array}$

Find each difference. Simplify.

1.
$$\begin{array}{r} 3\frac{1}{3} = 3\frac{5}{15} \\ - 2\frac{1}{5} = 2\frac{3}{15} \\ \hline \end{array}$$

2.
$$\begin{array}{r} 2\frac{1}{3} = 2\frac{2}{6} \\ - 1\frac{1}{6} = 1\frac{1}{6} \\ \hline \end{array}$$

3.
$$\begin{array}{r} 3\frac{2}{3} \\ - 2\frac{1}{3} \\ \hline \end{array}$$

4.
$$\begin{array}{r} 6\frac{5}{8} \\ - 2\frac{1}{8} \\ \hline \end{array}$$

5.
$$\begin{array}{r} 3\frac{7}{10} \\ - 1\frac{2}{5} \\ \hline \end{array}$$

6.
$$\begin{array}{r} 7\frac{7}{8} \\ - 2\frac{3}{4} \\ \hline \end{array}$$

7.
$$\begin{array}{r} 3\frac{3}{4} \\ - 2\frac{1}{6} \\ \hline \end{array}$$

8.
$$\begin{array}{r} 5\frac{5}{6} \\ - 1\frac{1}{8} \\ \hline \end{array}$$

9. $2\frac{2}{3} - 1\frac{1}{4} = \underline{\hspace{2cm}}$

10. $4\frac{3}{4} - 4\frac{2}{5} = \underline{\hspace{2cm}}$

11. $2\frac{1}{3} - 1\frac{2}{3} = \underline{\hspace{2cm}}$

12. $4\frac{4}{9} - 3\frac{2}{3} = \underline{\hspace{2cm}}$

13. $3\frac{3}{8} - 2\frac{5}{6} = \underline{\hspace{2cm}}$

14. $5\frac{1}{3} - 2\frac{5}{8} = \underline{\hspace{2cm}}$

15. Greg found two rocks for his collection. One weighed $4\frac{1}{4}$ lb and the other weighed $2\frac{7}{8}$ lb. Find the difference in weights. _____

Name _____

Review

14

Problem Solving: Strategies

A computer store has 25 printers and computers. There are 7 more printers than computers. How many of each are there?

	Printers	Computers	Check
Guess 1	20	5	$20 - 5 = 1$
Guess 2	14	11	$14 - 11 = 3$
Guess 3	16	9	$16 - 9 = 7$

Solution: There are 16 printers and 9 computers.

Problem Solving Strategies

- Act It Out
- Draw a Picture
- Look For a Pattern
- Try, Check, and Revise
- Make an Organized List
- Make a Table
- Solve a Simpler Problem
- Work Backward

Use any strategy to solve.

- At the veterinarian's office, Terri learned that her dog weighed 4 times as much as her cat. Together the pets weighed 40 lbs. How much did the dog weigh?

- Yasmin arrived home from play practice at 4:25 P.M. The walk home took 15 minutes. Practice began 20 minutes after the final bell and lasted for a half hour. When did school end?

- Vanessa, Diego, Rose and Randy stood in line for lunch. Rose was just behind Vanessa. Diego was not next to Rose or Randy. Write the line order.

- Students played dodge ball and volleyball for 45 minutes. They played dodge ball for 11 more minutes than they played volleyball. How long did they play dodge ball?

- Mr. Jones has 4 shirts, 2 ties, and 3 pair of pants. How many days in a row can he wear a different outfit?



Name _____

Customary Measurement

R 10-1

Units of Length

foot (ft) 1 ft = 12 in.

yard (yd) 1 yd = 3 ft

1 yd = 36 in.

mile (mi) 1 mi = 5,280 ft

1 mi = 1,760 yd

Units of Capacity

cup (c) 1 c = 8 fluid ounces (oz)

pint (pt) 1 pt = 2 c

quart (qt) 1 qt = 2 pt

gallon (gal) 1 gal = 4 qt

How to change from one unit of measurement to another:

To change from larger units to smaller units in the customary system, you have to multiply.

120 yd = _____ ft

1 yd = 3 ft

$120 \times 3 \text{ ft} = 360 \text{ ft}$

120 yd = 360 ft

To change from smaller units to larger ones, you have to divide.

256 oz = _____ c

1 c = 8 oz

$256 \div 8 = 32$

256 oz = 32 c

Complete.

1. 36 in. = _____ ft

2. 4 qt = _____ c

3. 5 lb = _____ oz

4. 39 ft = _____ yd

5. 1.5 mi = _____ ft

6. 3.5 gal = _____ qt

7. 2 T = _____ lb

8. 16 pt = _____ qt

9. 64 oz = _____ lb

10. 3 yd = _____ in.

11. 4 gal = _____ pt

12. 55 yd = _____ ft

13. 6.5 lb = _____ oz

14. 20 pt = _____ gal

15. 4.5 qt = _____ c

16. 205 yd = _____ ft

17. Reasoning A vendor at a festival sells soup for \$1.25 per cup or \$3.75 per quart. Which is the better buy?

13
27