#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Guide for TEST 2- Due\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Test Due\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lessons 6-10**

**Focus Statement-Lesson 6- What are uses of fractions outside of math class?**

**Lesson 6, p. 32-33**

de nom in a tor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

frac tions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

nu mer a tor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

The top part of a fraction is called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and it tells us \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The bottom part of a fraction is called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and it tells us \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What number is 1 of 250?

2

What number is 1 of 250?

5

**Complete Lesson 6 –written practice p. 34-35 # 1-30**

**Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***COPY AND COMPLETE THE REVIEW PROBLEMS ON THE BOARD***

**Focus Statement-Lesson 7- What are common units of measure?**

**Lesson 7, p. 36-38**

end points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Drawing

a.

b.

line \_\_\_\_\_\_\_\_\_\_\_\_\_ Drawing

a.

b.

ray \_\_\_\_\_\_\_\_\_\_ Drawing

a.

b.

seg ment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Drawing

a.

b.

If two opposite facing rays are joined at their endoints, what is the result?

In our classroom, where is an example of a segment?

U. S. cus tom ar y sys tem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

me tric sys tem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

How many inches are in a foot? \_\_\_\_\_\_\_\_\_\_\_ yard?\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many feet are in a yard? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A yard is close to what metric measurement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is something you might measure in yards? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Centi means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Complete Lesson 7 –written practice p. 40-41 # 1-30**

**Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***COPY AND COMPLETE THE REVIEW PROBLEMS ON THE BOARD***

**Focus Statement-Lesson 8- When are times we need to know the perimeter of objects?**

**Lesson 8, p. 42-43**

per i me ter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can we find the perimeter of rectangles? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can we find the perimeter of squares? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The perimeter of this square is 40 cm. How long is each side? \_\_\_\_\_\_\_\_\_

15 inches

10 inches

What is the perimeter of the rectangle at left? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Complete Lesson 8 –written practice p. 44-45 # 1-30**

**Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***COPY AND COMPLETE THE REVIEW PROBLEMS ON THE BOARD***

**Focus Statement-Lesson 9- What are the connections between the different sets of numbers?**

**Lesson 9, p. 46-47**

count ing numbers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

neg a tive numbers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

number line \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

whole numbers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

Where do you find negative numbers on a number line? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How are counting numbers and whole numbers similar?different? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Compare 16 ÷ 8 ÷ 2 ⃝ 16 ÷ (8 ÷ 2)

**Complete Lesson 9 –written practice p. 48-49 # 1-30**

**Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***COPY AND COMPLETE THE REVIEW PROBLEMS ON THE BOARD***

**Focus Statement-Lesson 10- It is important to know the sequence of numbers and to recognize patterns.**

**Lesson 10, p. 50-52**

se quence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

e ven numbers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

odd numbers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

State the rule of the following sequences and find the next three terms.

1. 1,2, 4, 8,\_\_\_\_,\_\_\_\_,\_\_\_\_ …
2. 1, 3, 9,27, \_\_\_\_,\_\_\_\_,\_\_\_\_ …

Turn to page 52-practice set-letter *d*. Look at the thermometer. Why is the thermometer shown with a broken scale?

Have you ever seen anything else similar to this?

**Complete Lesson 10 –written practice p. 52-53 # 1-30**

**Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***COPY AND COMPLETE THE REVIEW PROBLEMS ON THE BOARD***