Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Saxon Math Course 2 Lessons 11-15

Study guide for Test 3 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Test 3 date - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Focus Statement** (Lesson 11) – Recognizing patterns in a word problem is helpful to understanding how to solve the problem.

**Problems about Combining** – Make an example to help you remember.

In the morning, the trip odometer in Mr. Chin’s car read 47 miles. At the end of the day the trip odometer read 114 miles. How many miles did Mr. Chin drive that day?

**Problems about Separating** – Make an example to help you remember.

Tim baked 4 dozen muffins. He made a platter with some of the muffins and gave them away to the school bake sale. He had 32 muffins left which he packed in freezer bags to store in the freezer. How many muffins did Tim give away to the bake sale?

Use one of the formulas above to complete the following problems. Follow and show the three steps from above.

Rover, a St. Bernard, and Spot, an English Sheepdog, together weighed 213 pounds. Rover weighs 118 pounds. How much did Spot weigh?

Cynthia had a lot of paper. After using 36 sheets for a report, only 164 sheets remained. How many sheets of paper did she have at first?

Complete the **written practice**, pages 79-80 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COPY AND COMPLETE THE REVIEW PROBLEMS FROM THE BOARD.**

**Focus Statement** (Lesson 12) – Recognizing patterns in a word problem is helpful to understanding how to solve the problem.

**Problems about Comparing –** Make an example to help you remember.

During the day 1320 employees work at the toy factory. At night 897 employees work there. How many more employees work at the factory during the day than at night?

**Elapsed-Time Problems** – Make an example to help you remember.

How many more years were there from 1492 to 1776?

e lapsed time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

Use one of the formulas from lesson 12 to complete the following problems. Follow and show each step.

The number 1,000,000,000 is how much greater than 25,000,000?

John F. Kennedy was elected president in 1960 at the age of 43. In what year was he born?

Complete the written practice, pages 85-87 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COPY AND COMPLETE THE REVIEW QUESTIONS FROM THE BOARD.**

**Focus Statement** (Lesson 13) – Recognizing patterns in word problems can be helpful in solving problems.

**Problems about Equal Groups** – Fill in the chart to make an example to help you remember.

Juanita packed 25 marbles in each box. If she filled 32 boxes, how many marbles did she pack in all?

Movie tickets were $8 each. The total ticket sales were $960. How many tickets were sold?

Six hundred new cars were delivered to the dealer by 40 trucks. Each truck carried the same number of cars. How many cars were delivered by each truck?

Complete the written practice, pages 90-92 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COPY AND COMPLETE THE REVIEW PROBLEMS FROM THE BOARD.**

**Focus Statement** (lesson 14) – Recognizing patterns in word problems is helpful in solving the problem.

**Problems About Parts of a Whole** – Make an example that will help you remember.

One third of the students attended the game. What fraction of the students did not attend the game?

Melisenda’s science beaker is 61% full. What percent of Melisenda’s beaker is empty?

**Focus Statement** (Lesson 14 second half) – What is probability? When do we use probability?

Pro ba bil i ty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

Probability (Event) = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

0 ½ 1

The number cube has 1 through 6 dots on the faces of the cube. If the number cube is rolled once, what is the probability of each of these outcomes?

rolling a 4

rolling a number greater than 4

rolling a number greater than 6

rolling a number less than 7

This spinner is divided into five equal sectors and is numbered 1 through 5. The arrow is spun once.

What is the probability of spinning a 3?

What is the probability of **not** spinning a 3?

com ple ment ary events\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

Complete the written practice, pages 98-99 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COPY AND COMPLETE THE REVIEW PROBLEMS FROM THE BOARD.**

**Focus Statement** (Lesson 15) - More connections for fractions . . .

E qui va lent fractions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

The process of making equivalent fractions uses a property. What is that property? Show an example of how to make an equivalent fraction.

Find a fraction equivalent to ⅓ that has a denominator of 6. Next find a fraction equivalent to ½ with a denominator of 6. Then add the two fractions you found.

re duce \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

terms \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

lowest terms \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

Reduce to lowest terms.

Reduce 3 to lowest terms.

What property helps us reduce fractions? Use to demonstrate how this property is used to reduce this fraction.

Write 70% as a reduced fraction.

Complete **written practice**, pages 105-106 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Use study guide for lessons 6-10 for TEST 2.**