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

Saxon Math Course 2 Lessons 21-25

Study guide for Test 4 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Test 4 date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Focus Statement** (Lesson 21) – Are you in the **prime** of your life?

com pos ite numbers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

prime numbers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

Make a list of the prime numbers that are less than 16.

List the factor pairs for each of these numbers

16

17

18

Which of these numbers is prime?

List the composite numbers between 40 and 50.

Prime fac tor i za tion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

Write the prime factorization of 81. Show the factor tree method and the division by primes method.

Write the prime factorization of 100 and of 100.

Write the prime factorization of 36 and 60. Use the results to find the greatest common factor of 36 and 60.

Complete the **written practice**, pages 154-156 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Focus Statement** (Lesson 22) – Patterns, Patterns, Patterns!!!

Of **(think MATH!!)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

**A fraction of a number is another number.**

Two fifths of the 30 students in the class are boys.

\_\_\_\_\_\_\_\_\_ × \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_

How many boys are in the class?

How many girls are in the class?

**A percent of a number is another number.**

Britt read 80% of a 40-page book in one day.

\_\_\_\_\_\_\_ × \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_

What fraction of the book did Britt read in one day?

How many pages did Britt read in one day?

Complete the **written practice**, pages 160-161 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Focus Statement** (Lesson 23) – What do you know about subtraction? Let’s apply it to subtraction of mixed numbers.

542 3¼

˗368 ˗1¾

There are 3⅕ pies on the shelf. If the baker takes away 1⅖ pies, how many pies will be on the shelf?

3⅝ - 1⅞ 83⅓% - 41⅔%

6 - 1¾ 100% - 16⅔%

Complete **the written practice**, pages 166-168 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Focus Statement** (Lesson 24) – Why would one want to make something smaller?

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

a.

b.

Use prime factorization to reduce 420

1050

Find the greatest common factor of 420 and 1050.

How can the GCF be used to reduce 420 ?

1050

can cel ing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

**A short cut!!! 3 ∙ 2 = 6**

**8 3 24**

Simplify:

Complete the **written practice**, pages 172-174 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Focus Statement** (Lesson 25) – Can I divide up **a part** of something?

How many quarters are in a dollar? How many ¼ s are in 1?

How many quarters are in three dollars? How many ¼ s are in 3?

**Complete this sentence to create a rule for dividing fractions: To find the quotient of two fractions, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the dividend by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

Com pound fraction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

Sam walks of a mile to school. On his way to school he passes a bank which is of a mile from his home. What fraction of his walk has Sam completed when he reaches the bank?

numerator part

denominator whole

Complete the **written practice**, pages 179-181 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**TEST 4 date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**