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

Saxon Math Course 2 Lessons 6-10

Study Guide for TEST 2 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Test 2 date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Focus Statement (Lesson 6) – How can knowing the divisibility rules help cut down on my math work?

Greatest common factor (GCF) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

di vis i bil i ty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b

Which whole numbers from 1 to 10 are divisors of 9060?

Why might we want to test the divisibility of a number without dividing? Why not just divide?

Complete the written practice, pages 43-44 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Focus Statement** (Lesson 7) – what place does geometry have in our world?

space \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

plane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

line \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

ge o me try \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

point \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

ray \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

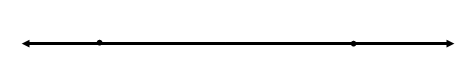
a.

b.

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

a.

b.



B

A

Use symbols to name a line, two rays, and a segment in the figure above.

in ter sect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

par al lel lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

per pen di cu lar lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

o blique \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

What does the following symbol mean? ǁ Draw a picture to illustrate AB ǁ CD.

What does the following symbol mean? Draw a picture to illustrate AB CD.

an gle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

right angle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

ob tuse angle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

a cute angle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

straight angle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

What kind of angle is shown on the clock at the following times?

six o’clock

three o’clock

five o’clock

ten o’clock

skew lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

Give an example of skew lines in the classroom.

Complete the **written practice**, pages 51-52 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Focus Statement** (Lesson 8) – How are fractions and percents related?

de no min a tor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

num er a tor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

fraction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

mixed number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

per cent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

What fraction of the class is female?

What is ⅖ written as a percent?

Is it important to know how to use a ruler? Why? Give an example.

Complete the **written practice**, pages 58-59 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Focus Statement** (Lesson 9) – What are practical uses for fractions?

Common denominator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

in vert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

re ci pro cal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

In verse Property of Multiplication \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

Find the reciprocal of each number below. Then multiply the number and its reciprocal.

Complete the **written practice**, pages 64-65 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Focus Statement** (Lesson 10) – what does the quotient in a division problem really mean?

im prop er fractions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a.

b.

What does the remainder in a division problem mean?

Draw and shade circles to illustrate that equals .

Write this improper fraction as a mixed number. Show the steps.

Write this mixed number as an improper fraction. Show the steps.

Complete the written practice, pages 70-71 1-30 due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Use study guide for lessons 1-5 for TEST 1.**