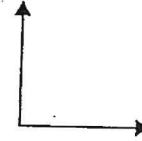


MINUTE 11

NAME _____

1. Identify the mode of the following numbers: 2, 4, 4, 5, 6. _____

2. Circle a reasonable measurement for the angle:
45° 90° 180°



3. Ethan wants to purchase a baseball bat for \$12.00, a new mitt for \$15.25, and a ball for \$1.50. How much money does he need altogether to buy the items? _____

4.
$$\begin{array}{r} 45 \\ + 6 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 53 \\ - 8 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 122 \\ \times 7 \\ \hline \end{array}$$

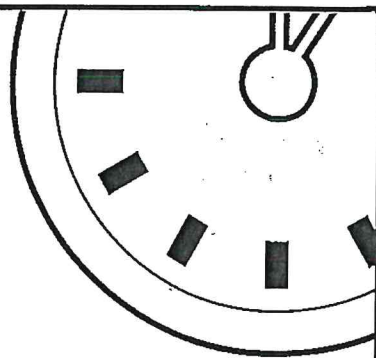
7.
$$8 \overline{)32}$$

For questions 8–10, write how much time has passed.

8. 3:15 p.m. to 3:30 p.m. = _____ minutes

9. 4:15 a.m. to 4:25 a.m. = _____ minutes

10. 2:45 p.m. to 3:30 p.m. = _____ minutes



MINUTE 12

NAME _____

1. $7 \overline{)56}$

2. 6, 12, 18, 24, _____, _____

3.
$$\begin{array}{r} 68 \\ + 4 \\ \hline \end{array}$$

4. Circle the figure that is congruent to the shaded figure:



A

B

C

D

5.
$$\begin{array}{r} 45 \\ - 9 \\ \hline \end{array}$$

6. $23 - 8 =$

7.
$$\begin{array}{r} 256 \\ \times 4 \\ \hline \end{array}$$

In questions 8–10, does the figure have a line of symmetry? Write *yes* or *no*.
If yes, draw a line of symmetry.





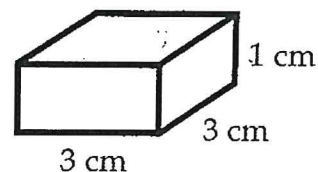
MINUTE 13

NAME _____

1. $4 \times 6 = 24$ Which numbers are the factors? _____

2. $6 \overline{)54}$

3. The volume of the shape is 9 cubic centimeters.
Circle: True or False



4. $\begin{array}{r} 27 \\ + 7 \\ \hline \end{array}$

length x width x height = volume

5. Harry bought a toy and a bag of treats for his cat. The total was \$8.25. He paid with a ten-dollar bill. How much change did he receive? _____

6. $\begin{array}{r} 304 \\ \times 6 \\ \hline \end{array}$

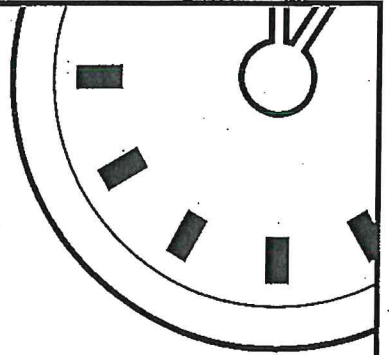
7. $\begin{array}{r} 32 \\ + 9 \\ \hline \end{array}$

Use $<$, $>$, or $=$ to complete questions 8–10.

8. 1 pint = 2 cups 5 pt _____ 10 c.

9. 16 ounces = 1 pound 14 oz _____ 1 lb

10. 3 feet = 1 yard 21 ft _____ 7 yds



MINUTE 14

NAME _____

1.
$$\begin{array}{r} 56 \\ - 8 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 568 \\ \times 7 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 94 \\ + 6 \\ \hline \end{array}$$

4. Matthew has a 150-page book. He has read $\frac{1}{3}$ of it. How many pages has he read so far? _____ pages

5.
$$8 \overline{)48}$$

6. What is the difference of 5 and 7? _____

7. John has 24 cookies. He shares an equal number of cookies with 3 friends. How many cookies each do John and his friends get?
_____ cookies

Use $<$, $>$, or $=$ to complete questions 8–10.

8. 10 millimeters = 1 centimeter 5 mm _____ 1 cm

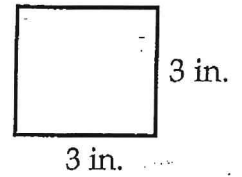
9. 1 meter = 100 centimeters 1m _____ 1 cm

10. 1 kilometer = 1,000 meters 1 km _____ 900 m



NAME _____

1. The area of the shape is 6 square inches.
Circle: True or False



2.
$$\begin{array}{r} 244 \\ \times 7 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 85 \\ + 9 \\ \hline \end{array}$$

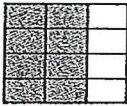
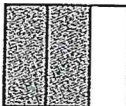
4. Claire earns \$1.50 for each dog she walks for 15 minutes. Today, she walked two dogs for 15 minutes. How much money did she earn? _____

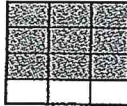

5. What is the sum of 10 and 12? _____

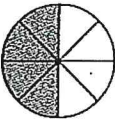
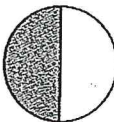
6.
$$\begin{array}{r} 91 \\ - 7 \\ \hline \end{array}$$

7.
$$9 \overline{)54}$$

For questions 8–10, write the equivalent fraction.

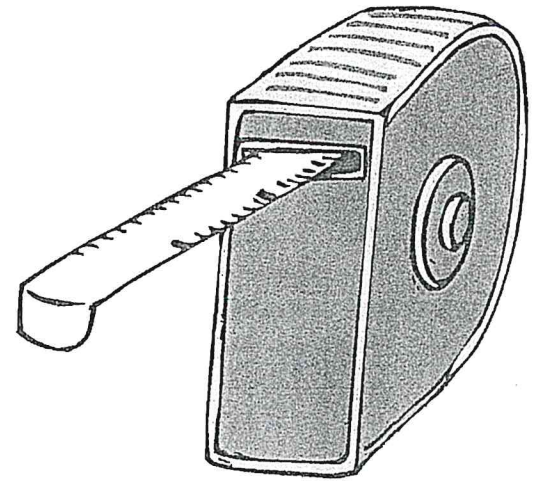
8. $\frac{8}{12} =$  

9. $\frac{9}{12} =$  

10. $\frac{4}{8} =$  

MULTIPLYING INTEGERS

The answer to a multiplication problem is called a product. You can use addition over and over to multiply numbers (integers).



Break It Down:

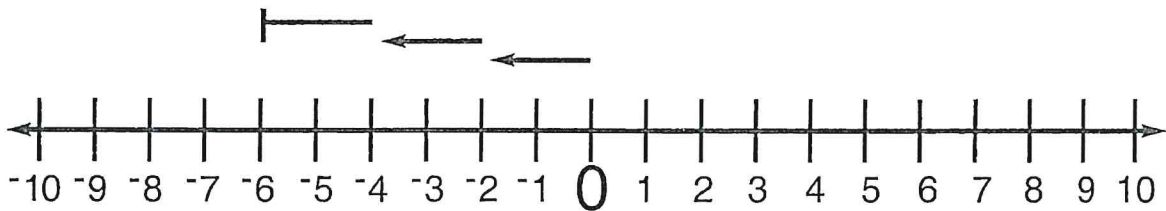
This number line shows how you can use repeated addition on a number line to solve a multiplication problem.

The problem →

$$^{-}2 \times 3$$

Repeated addition →

$$^{-}2 + ^{-}2 + ^{-}2$$



The answer →

$$^{-}2 \times 3 = ^{-}6$$

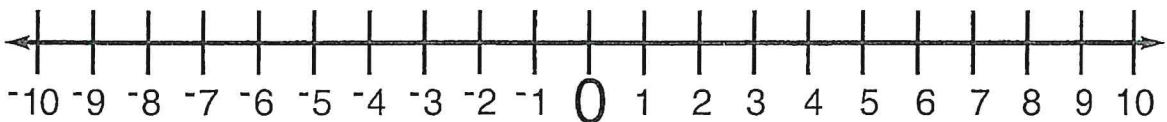
The Game: Fill in the blanks. Draw arrows to show the repeated addition on the number line.

The problem →

$$1 \times 4$$

Repeated addition →

$$1 + 1 + 1 + 1 \text{ or } 1 \times 4$$



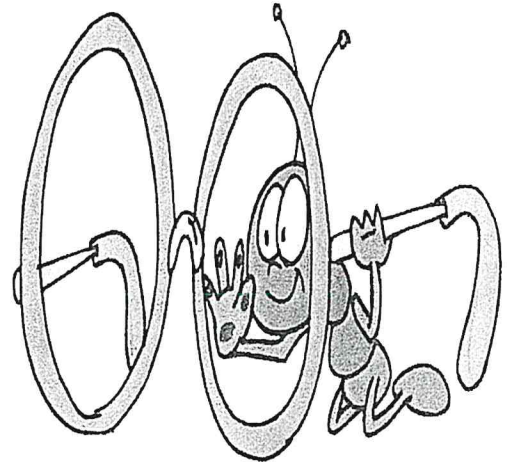
$$1 \times 4 = \underline{\quad}$$

The number line shows how you can use _____ addition on a number line to solve a _____ problem.

MULTIPLYING INTEGER RULES

Look! Use these rules when multiplying integers:

- If both factors are positive, the product will be positive.
- If both factors are negative, the product will be positive.
- If only one factor is negative, the product will be negative.

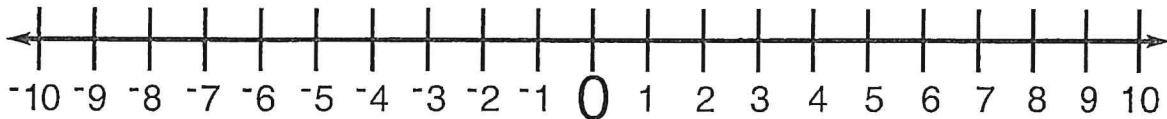


If the signs are the same, the product will be positive. If they are different, the product will be negative.

RULE # 1: MULTIPLYING POSITIVE INTEGERS

Positive x positive = positive

The problem → 4×2



The answer → $4 \times 2 = 8$

The Game: Fill in the blanks.

$5(2) = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$4 \cdot 4 = \underline{\quad}$

$9 \times 0 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$20 \cdot 3 = \underline{\quad}$

$11 \cdot 2 = \underline{\quad}$

$12(4) = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$8 \cdot 7 = \underline{\quad}$

RULE #2: MULTIPLYING NEGATIVE INTEGERS

Look at the second rule:

The product of two negative numbers is positive.

The two "neighbor negatives" make friends to form a positive number!



The problem \rightarrow -5×-2

Negative x negative = positive

The answer \rightarrow $-5 \times -2 = 10$

Negative x negative = positive

Example: $(-2)(-4) = 8$

The Game: Fill in the blanks.

$$^{-}2 \times ^{-}2 = \underline{\hspace{2cm}}$$

$$^{-}2 \cdot ^{-}30 = \underline{\hspace{2cm}}$$

$$^{-}1(^{-}5) = \underline{\hspace{2cm}}$$

$$^{-}1 \times ^{-}4 = \underline{\hspace{2cm}}$$

$$^{-}9 \cdot ^{-}6 = \underline{\hspace{2cm}}$$

$$^{-}2 \times ^{-}50 = \underline{\hspace{2cm}}$$

$$^{-}19 \cdot ^{-}1 = \underline{\hspace{2cm}}$$

$$^{-}30 \times ^{-}3 = \underline{\hspace{2cm}}$$

$$(^{-}90) ^{-}1 = \underline{\hspace{2cm}}$$

$$(^{-}8)(^{-}10) = \underline{\hspace{2cm}}$$



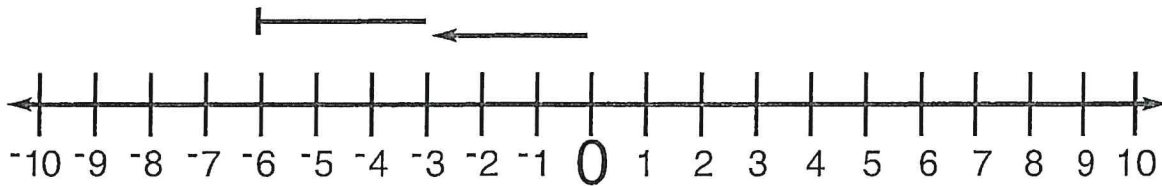
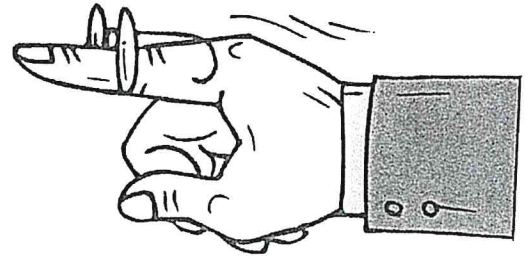
What does a negative times a negative equal?

RULE #3: MULTIPLYING INTEGERS

Look at the third rule:

A positive number times a negative number makes a negative number.

The problem → $2 \times^{-}3$



This number line shows that $2 \times^{-}3 =^{-}6$

The answer → $2 \times^{-}3 =^{-}6$

Positive x negative = negative

Example: $(15)(^{-}5) =^{-}75$

The Game: Fill in the blanks.

$$^{-}3 \cdot 4 = \underline{\hspace{2cm}}$$

$$^{-}2 \cdot 7 = \underline{\hspace{2cm}}$$

$$20(^{-}2) = \underline{\hspace{2cm}}$$

$$^{-}3 \times 20 = \underline{\hspace{2cm}}$$

$$^{-}4(4) = \underline{\hspace{2cm}}$$

$$^{-}5 \cdot 5 = \underline{\hspace{2cm}}$$

$$(3)^{-}10 = \underline{\hspace{2cm}}$$

$$(2)^{-}2 = \underline{\hspace{2cm}}$$



What does a positive times a negative equal?

MULTIPLY THOSE INTEGERS!

Look at the rules:

Positive x positive = positive

Example: $2 \times 8 = 16$

Negative x negative = positive

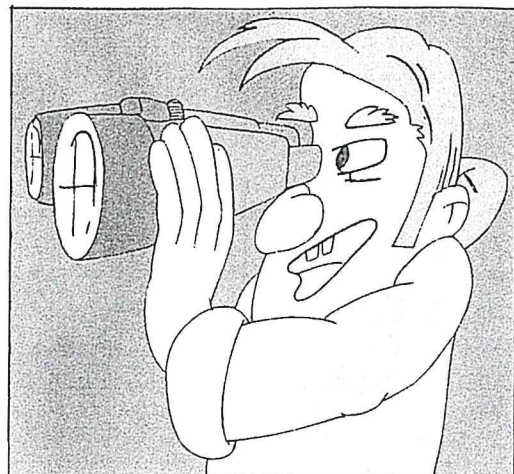
Example: $^{-}2 \times ^{-}4 = 8$

Positive x negative = negative

Example: $15 \times ^{-}5 = ^{-}75$

Negative x positive = negative

Example: $^{-}4 \times 11 = ^{-}44$



The Game: Fill in the blanks.

$$^{-}3 \cdot 10 = \underline{\hspace{2cm}}$$

$$2(^{-}8) = \underline{\hspace{2cm}}$$

$$^{-}5 \cdot ^{-}5 = \underline{\hspace{2cm}}$$

$$^{-}5 \cdot ^{-}7 = \underline{\hspace{2cm}}$$

$$^{-}6 \times 7 = \underline{\hspace{2cm}}$$

$$^{-}4 \times ^{-}10 = \underline{\hspace{2cm}}$$

The Game: Fill in the blanks.

Noe, the running back, was stopped for a loss of 2 yards. This happened 3 times.

How many yards rushing did he have?

The problem \rightarrow $^{-}2 \times 3 = \underline{\hspace{2cm}}$

The answer \rightarrow $\underline{\hspace{2cm}}$

Al, the running back, was stopped for a loss of 4 yards. This happened 2 times.

How many yards rushing did he have?

The problem \rightarrow $^{-}4 \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

The answer \rightarrow $\underline{\hspace{2cm}}$

Joy and Tony played 3 games of cards. Joy's score on each game was $^{-}50$. What was her total score for the day?

The problem \rightarrow $\underline{\hspace{2cm}} \times ^{-}50 = \underline{\hspace{2cm}}$

The answer \rightarrow $\underline{\hspace{2cm}}$



MULTIPLYING INTEGERS

The answer to a multiplication problem is called a product. You can use addition over and over to multiply numbers (integers).

Break It Down:

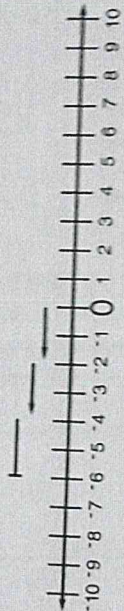
This number line shows how you can use repeated addition on a number line to solve a multiplication problem.

The problem →

$$-2 \times 3$$

Repeated addition →

$$-2 + -2 + -2$$



The answer →

$$-2 \times 3 = -6$$

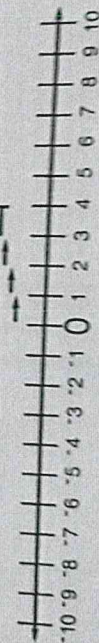
The Game: Fill in the blanks. Draw arrows to show the repeated addition on the number line.

The problem →

$$1 \times 4$$

Repeated addition →

$$1 + 1 + 1 + 1 \text{ or } 1 \times 4$$



$$1 \times 4 = 4$$

The number line shows how you can use REPEATED addition on a number line to solve a MULTIPLICATION problem.

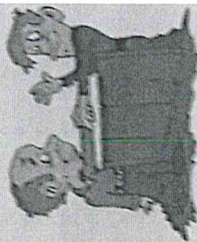
Ch. 27

RULE #2: MULTIPLYING NEGATIVE INTEGERS

Look at the second rule:

The product of two negative numbers is positive.

The two "neighbor negatives" make friends to form a positive number!



The problem → -5×-2

Negative x negative = positive

The answer → $-5 \times -2 = 10$

Negative x negative = positive

Example: $(-2)(-4) = 8$

The Game: Fill in the blanks.

$$-2 \times -2 = \underline{4}$$

$$-2 \times -30 = \underline{60}$$

$$-1(-5) = \underline{5}$$

$$-1 \times -4 = \underline{4}$$

$$-9 \times -6 = \underline{54}$$

$$-2 \times -50 = \underline{100}$$

$$-19 \times -1 = \underline{19}$$

$$-30 \times -3 = \underline{90}$$

$$(-90) \times -1 = \underline{90}$$

$$(-8)(-10) = \underline{80}$$



What does a negative times a negative equal?

POINT A POSITIVE NUMBER

© Regal to Copy

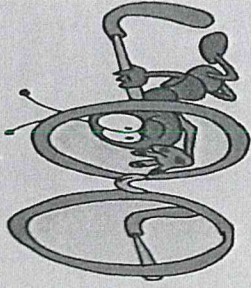
www.theflightbooks.com

Ch. 27

MULTIPLYING NEGATIVE INTEGERS

Chart

MULTIPLYING INTEGER RULES



Look! Use these rules when multiplying integers:

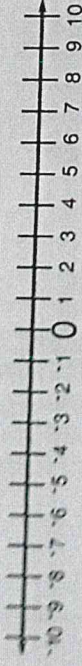
- If both factors are positive, the product will be positive.
- If both factors are negative, the product will be positive.
- If only one factor is negative, the product will be negative.

If the signs are the same, the product will be positive. If they are different, the product will be negative.

RULE # 1: MULTIPLYING POSITIVE INTEGERS

Positive x positive = positive

The problem → 4×2



The answer → $4 \times 2 = 8$

The Game: Fill in the blanks.

- | | |
|--------------------------|---------------------------|
| $5(2) =$ <u>10</u> | $10 \times 2 =$ <u>20</u> |
| $4 \cdot 4 =$ <u>16</u> | $9 \times 0 =$ <u>0</u> |
| $3 \times 1 =$ <u>3</u> | $20 \cdot 3 =$ <u>60</u> |
| $11 \cdot 2 =$ <u>22</u> | $12(4) =$ <u>48</u> |
| $9 \times 6 =$ <u>54</u> | $8 \cdot 7 =$ <u>56</u> |

MULTIPLY THOSE INTEGERS!



Look at the rules:

Positive x positive = positive

Example: $3 \times 4 = 12$

Negative x negative = positive

Example: $2 \times -4 = 8$

Positive x negative = negative

Example: $3 \times 4 = 12$

Negative x positive = negative

Example: $-4 \times 3 = -12$

The Game: Fill in the blanks.

$3 \times 10 = 30$

$2 \times 0 = 0$

$5 \times 5 = 25$

$5 \times -7 = -35$

$0 \times 7 = 0$

$4 \times -10 = -40$

The Game: Fill in the blanks.

Now, the running back, was stopped for a loss of 2 yards. This happened 3 times.

How many yards rushing did he have?

The problem $\rightarrow 3 \times 3 = 9$

The answer $\rightarrow 9$

Al, the running back, was stopped for a loss of 4 yards. This happened 2 times.

How many yards rushing did he have?

The problem $\rightarrow 4 \times 2 = 8$

The answer $\rightarrow 8$

Joy and Tony played 3 games of cards. Joy's score on each game was 50. What was her total score for the day?

The problem $\rightarrow 3 \times 50 = 150$

The answer $\rightarrow 150$

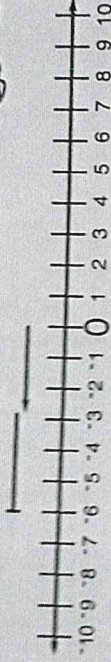
Ch. 27

RULE #3: MULTIPLYING INTEGERS



Look at the third rule:
A positive number times a negative number makes a negative number.

The problem → 2×-3



This number line shows that $2 \times -3 = -6$

The answer → $2 \times -3 = -6$

Positive x negative = negative
Example: $(15)(-5) = -75$

The Game: Fill in the blanks.

$$-3 \cdot 4 = -12$$

$$20(-2) = -40$$

$$-4(4) = -16$$

$$(3)(-10) = -30$$

$$-2 \cdot 7 = -14$$

$$-3 \times 20 = -60$$

$$-5 \cdot 5 = -25$$

$$(2)(-2) = -4$$



What does a positive times a negative equal?

POI A NEGATIVE NUMBER