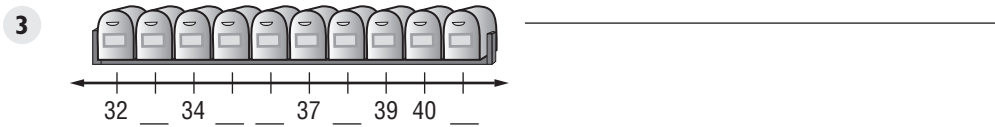
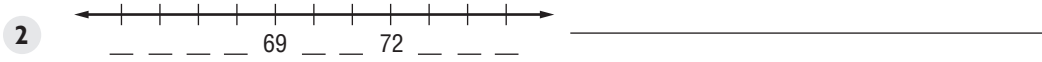


# Practice: Skills, Concepts, and Problem Solving

Write the missing counting numbers.



4

| Sunday | Monday         | Tuesday | Wednesday | Thursday | Friday | Saturday             |
|--------|----------------|---------|-----------|----------|--------|----------------------|
| 16     | 17             |         |           | 20       | 21     |                      |
|        | Mom's Birthday |         |           |          |        | Soccer Game at 11:00 |

\_\_\_\_\_

Write the counting numbers between the following numbers.

5 9 and 17 10, 11, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 15, \_\_\_\_\_

6 43 and 52 \_\_\_\_\_

7 85 and 93 \_\_\_\_\_

Write true or false for each statement.

8 The numbers between 27 and 33 are 28, 29, 30, 31, and 32. \_\_\_\_\_

9 The first counting number is 1. \_\_\_\_\_

10 The number after 79 is 78. \_\_\_\_\_

Solve.

11 **AGES** Paula is 35 years old. Tyra is one year younger than Paula. How old is Tyra? \_\_\_\_\_

12 **COLLECTING** Juan and Mario collect stamps. Juan has 86 stamps in his collection. Mario has one more stamp than Juan. How many stamps does Mario have in his collection? \_\_\_\_\_

Write the vocabulary word that completes the sentence.

13 The numbers 11, 12, and 13 come \_\_\_\_\_ 10 and 14 on the number line.

14 \_\_\_\_\_ numbers are used to count objects.

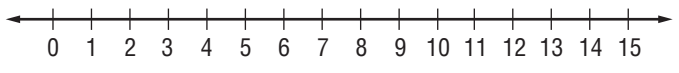
**Lesson**  
**1-2**

# Practice: Skills, Concepts, and Problem Solving

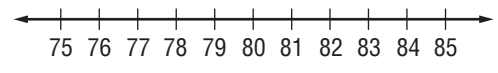
1 Write the first 10 whole numbers. \_\_\_\_\_

Use a number line to graph the following whole numbers.

2 less than 12



3 greater than 77 and less than 82



Write the whole numbers between the following numbers.

4 46 and 53 \_\_\_\_\_

5 92 and 99 \_\_\_\_\_

Write *true* or *false* for each statement.

6 The first whole number is 1. \_\_\_\_\_

7 The whole numbers between 13 and 19 are 14, 15, 16, 17, 18, and 19. \_\_\_\_\_

Solve.

8 **DECORATING** Riley is decorating his bedroom. He wants his rug to be longer than the rug shown in the picture but shorter than the length of his room. If the rug is 8 feet long and the room is 12 feet long, how long could his rug be? \_\_\_\_\_

9 **PUZZLES** I am an even whole number between 12 and 16. What number am I? \_\_\_\_\_

10 **GARDENING** Ruthie is designing a garden. She wants her garden to have a length greater than Drew's garden but shorter than Nina's garden. If Drew's garden is 26 feet long and Nina's garden is 30 feet long, what lengths can Ruthie have for her garden? \_\_\_\_\_

Compare the whole numbers. Use the words *greater* or *less*.

11 14 is \_\_\_\_\_ than 24.

12 28 is \_\_\_\_\_ than 22.

## Practice: Skills, Concepts, and Problem Solving

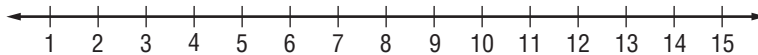
Write *true* or *false* for each statement. If a statement is false, explain why.

- 1 An expression is a mathematical sentence that does not have an equal sign. \_\_\_\_\_
- 2  $8 + 12 = 10 + 10$  is an example of an expression. \_\_\_\_\_

Write *expression* or *equation* for each of the following.

- 3  $8 + 14$  \_\_\_\_\_
- 4  $2 + 8 + 7 = 17$  \_\_\_\_\_
- 5  $19 = 18 + 1$  \_\_\_\_\_
- 6  $4 + 7 + 5$  \_\_\_\_\_

Write five expressions to represent each number. Use the number line.



- 7 9 \_\_\_\_\_
- 8 11 \_\_\_\_\_

Solve.

- 9 **MONEY** Jake and Roberto spent \$12 on games. Jake spent \$8 of his money. How much did Roberto spend? Write an equation to represent the amount of money spent. \_\_\_\_\_
- 10 **SEWING** Nora measures out 15 inches of fabric. She uses 13 inches of fabric to make something for her mom. How much fabric does she have left over? \_\_\_\_\_
- 11 **GARDENING** Angel and Brett are combining two flower boxes. Angel's flower box is 5 inches long and Brett's flower box is 6 inches long. Write an equation to represent the length. \_\_\_\_\_

Write the missing number to make each equation true.

- 12  $14 = 7 +$  \_\_\_\_\_
- 13  $6 + 3 = 0 +$  \_\_\_\_\_

# Practice: Skills, Concepts, and Problem Solving

Write *true* or *false* for each statement. If a statement is false, explain why.

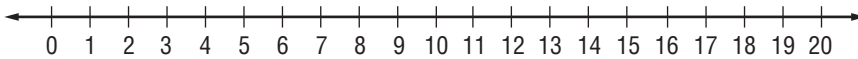
- 1 Odd numbers always end with 1, 3, 5, 7 or 9. \_\_\_\_\_
- 2 The first even whole number is 2. \_\_\_\_\_

For each number, write *even* or *odd*.

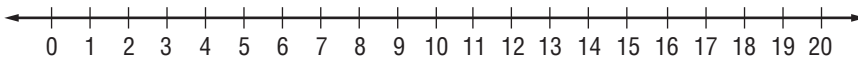
- 3 98 \_\_\_\_\_
- 4 17 \_\_\_\_\_
- 5 61 \_\_\_\_\_
- 6 45 \_\_\_\_\_
- 7 32 \_\_\_\_\_
- 8 56 \_\_\_\_\_

Use a number line to graph the whole numbers or counting numbers.

- 9 even whole numbers less than 12



- 10 odd counting numbers more than 13 and less than 20



Complete each number pattern. Explain the pattern.

- 11 88, 77, 66, \_\_\_\_\_, 44; \_\_\_\_\_
- 12 14, 19, 24, \_\_\_\_\_, 34; \_\_\_\_\_

Solve.

- 13 **RUNNING** Peter has started a running program. The table below shows the number of times he ran each month. How can you describe Peter's pattern? What is the next number in the pattern? \_\_\_\_\_

| March | April | May | June | July |
|-------|-------|-----|------|------|
| 3     | 6     | 9   | 12   | 15   |

- 14 **PUZZLES** I am an odd whole number that is more than 66 and less than 71. I have a digit that is a 9. What number am I? \_\_\_\_\_
- 15 **PUZZLES** I am an even counting number that is between 42 and 49. I have a digit that is an 8. What number am I? \_\_\_\_\_

# Practice: Skills, Concepts, and Problem Solving

Write *true* or *false* for each statement.

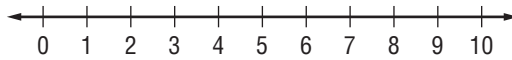
- 1 An example of the Commutative Property of Addition is  $9 + 0 = 0 + 9$ . \_\_\_\_\_
- 2 Eight plus five can also be written as  $5 + 8$ . \_\_\_\_\_

Rewrite each expression using the Commutative Property of Addition.

- 3  $15 + 9$  \_\_\_\_\_
- 4  $1 + 7$  \_\_\_\_\_
- 5  $8 + 5$  \_\_\_\_\_
- 6  $6 + 7$  \_\_\_\_\_
- 7  $3 + 2$  \_\_\_\_\_
- 8  $11 + 4$  \_\_\_\_\_

Write two expressions that represent 10 using each number given.

- 9 2 \_\_\_\_\_
- 10 7 \_\_\_\_\_



Write the symbols for the words.

- 11 nine plus one \_\_\_\_\_
- 12 three plus seven \_\_\_\_\_

Solve.

- 13 **FRUIT** There are 4 apples in a bowl. Hailey needs 10 apples to take to a party. How many more apples does Hailey need? Write an equation to show the total number of apples needed. \_\_\_\_\_
- 14 **PUZZLES** I am an even counting number. If you add me to 8 the sum is 10. What number am I? Write an equation to show my number. \_\_\_\_\_
- 15 **MUSIC** Fidel has 12 CDs and Lina has 2 CDs. Fidel says that if he and Lina were to add their CDs together, the problem could be written as  $12 + 2$ . Lina says that the problem could be written as  $2 + 12$ . Who is correct? Explain. \_\_\_\_\_

### Vocabulary Check

Write the vocabulary word that completes the sentence.

- 16 The \_\_\_\_\_ property of addition states that the order in which two numbers are added does not change the sum.
- 17 The set of \_\_\_\_\_ numbers starts with the number zero.

## Practice: Skills, Concepts, and Problem Solving

Write *true* or *false* for each statement. If a statement is false, change the statement to make it true.

- 1 Place value tells you the value of each digit in a number. \_\_\_\_\_
- 2 Standard form is a way to write numbers using only words. \_\_\_\_\_

Write each number in word form.

- |            |            |
|------------|------------|
| 3 31 _____ | 6 22 _____ |
| 4 99 _____ | 7 15 _____ |
| 5 67 _____ | 8 74 _____ |

Write each number in expanded form.

- |             |             |
|-------------|-------------|
| 9 19 _____  | 11 88 _____ |
| 10 35 _____ | 12 27 _____ |

Write each number in two different word forms.

- |             |             |
|-------------|-------------|
| 13 63 _____ | 15 42 _____ |
| 14 26 _____ | 16 50 _____ |

Write each number in standard form.

- |                      |                                |
|----------------------|--------------------------------|
| 17 twenty _____      | 19 seven tens, four ones _____ |
| 18 eighty-five _____ | 20 $60 + 9$ _____              |

20 **PUZZLES** Use the digits one and six to make the largest number.  
Use each digit only once. \_\_\_\_\_

21 **PUZZLES** Use the digits 5 and 9 to make the smallest number.  
Use each digit only once. \_\_\_\_\_

### Vocabulary Check

Write the vocabulary word that completes each sentence.

- 22 88 is an example of a number written in \_\_\_\_\_ form.
- 23 In the number 39, 9 is in the \_\_\_\_\_ place.

**Practice: Skills, Concepts, and Problem Solving**

Use  $<$ ,  $=$ , or  $>$  to complete each sentence.

- 1 45 \_\_\_\_\_ 78                      3 29 \_\_\_\_\_ 17  
2 37 \_\_\_\_\_ 3 tens, 7 ones            4 6 \_\_\_\_\_ 1 ten, 3 ones

Compare the numbers. Write two sentences, one using  $<$  and one using  $>$ .

- 5 37 and 73 \_\_\_\_\_, \_\_\_\_\_      7 56 and 89 \_\_\_\_\_, \_\_\_\_\_  
6 12 and 21 \_\_\_\_\_, \_\_\_\_\_      8 99 and 34 \_\_\_\_\_, \_\_\_\_\_

Write *true* or *false* for each sentence. If the sentence is false, write a true sentence.

- 9  $54 < 23$  \_\_\_\_\_                      11  $34 < 89$  \_\_\_\_\_  
10  $76 > 12$  \_\_\_\_\_                      12  $99 < 64$  \_\_\_\_\_

Solve.

- 13 **CONSTRUCTION** A dump truck is moving boulders and rocks from one side of the construction site to the other. The first load has mostly dirt and small rocks and weighs 48 tons. The second load has mostly large boulders and weighs 85 tons. The foreman compares the two different loads and writes  $48 > 85$ . Is the foreman's statement correct? If not, write a correct statement. \_\_\_\_\_

**Vocabulary Check**

Write the vocabulary word that completes each sentence.

- 14 To \_\_\_\_\_ numbers is to examine and discover differences, for example, which one is larger.  
15 The number 45 is placed closer to zero on the number line than the number 56, so 45 is \_\_\_\_\_ 56.

## Practice: Skills, Concepts, and Problem Solving

Write the numbers from least to greatest.

- 1 43, 53, 46, 56 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 2 14, 12, 15, 11 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 3 22, 32, 12, 42 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 4 87, 45, 23, 78 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Write the numbers from greatest to least.

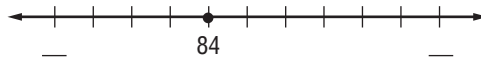
- 5 25, 75, 55, 35 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 6 34, 25, 74, 59 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 7 54, 52, 56, 53 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 8 62, 23, 65, 28 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Write *true* or *false* for each statement.

- 9 The numbers 34, 54, 25, 35 are in order from least to greatest. \_\_\_\_\_
- 10 The numbers 12, 13, 15, 17 are in order from least to greatest. \_\_\_\_\_
- 11 The numbers 45, 23, 10, 9 are in order from greatest to least. \_\_\_\_\_
- 12 The numbers 62, 61, 16, 45 are in order from greatest to least. \_\_\_\_\_

Solve.

- 13 **NUMBER SENSE** The number eighty-four is between what two groups of ten? Label the number line and write the three numbers from least to greatest.



- 14 **SCHOOL** In a desk drawer in Mrs. Yamaguchi's fifth grade class, there are 4 pencils, 5 pens, 2 erasers, and 7 pieces of candy. Arrange these items in order from greatest to least.
- \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 15 In the sequence, 34, 54, 64, and 74, the \_\_\_\_\_ number is 74.
- 16 The smallest number in a set of numbers is considered the \_\_\_\_\_ number.
- 17 \_\_\_\_\_ value is the value of a digit, determined by its position within a number.



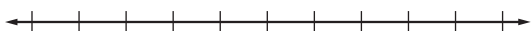
# Practice: Skills, Concepts, and Problem Solving

Write *true* or *false* for each statement. If the statement is false, change the statement to make it true.

- 1 Tens and ones are digits of a number. \_\_\_\_\_
- 2 Standard form is the way of writing a number that shows only its digits.  
\_\_\_\_\_

Label each number line and graph the number.

3 140



4 325



Write each number in standard form.

- 5 five hundred seven \_\_\_\_\_
- 6 two hundred thirteen \_\_\_\_\_

Write each number in expanded form.

- 7 319 \_\_\_\_\_
- 8 898 \_\_\_\_\_

Write each number in both word forms.

- 9 142 \_\_\_\_\_
- 10 702 \_\_\_\_\_

Write the missing number in the equation.

- 11  $200 + \underline{\hspace{2cm}} + 9 = 239$
- 12  $\underline{\hspace{2cm}} + 3 = 403$

Solve.

- 13 **PUZZLES** Use the digits 2, 7, and 4 to make the smallest number. Use each digit only once. \_\_\_\_\_

# Practice: Skills, Concepts, and Problem Solving

Write *true* or *false* for each statement. If a statement is false, change the statement to make it true.

- 1 When rounding to the nearest hundred, if the tens digit is a 5, the hundreds digit remains the same.  
\_\_\_\_\_
- 2 The digits to the right of a rounded place value are replaced with 0.  
\_\_\_\_\_

Label the number line and graph each number. Round the number to the given place value.

- 3 753, hundreds



\_\_\_\_\_

- 4 123, tens



\_\_\_\_\_

- 5 560, hundreds



\_\_\_\_\_

- 6 381, tens



\_\_\_\_\_

Round each number to the given place value.

- 7 805, tens \_\_\_\_\_
- 8 746, hundreds \_\_\_\_\_
- 9 263, tens \_\_\_\_\_
- 10 354, tens \_\_\_\_\_

Use  $<$ ,  $=$ , or  $>$  to complete each statement.

- 11 382 \_\_\_\_\_ 375
- 12 150 \_\_\_\_\_ 105
- 13 274 \_\_\_\_\_ 274
- 14 716 \_\_\_\_\_ 720

Solve.

- 15 **TRAVEL** Dylan's grandparents live 273 miles from his house. Dylan's cousins live 268 miles from his house. Which relatives live closer to his house?  
\_\_\_\_\_
- 16 **PUZZLES** Write two three-digit numbers using the digits 3, 4, and 6 that round to 400. Use each digit once in each number. \_\_\_\_\_

# Practice: Skills, Concepts, and Problem Solving

Write *true* or *false* for each statement. If the statement is false, change the statement to make it true.

- In a 4-digit number, the number on the far left is the thousands digit. \_\_\_\_\_
- The ones place is to the right of the tens place. \_\_\_\_\_

Write the correct digits in the place value chart.

- seven thousand, two hundred, ninety-one;

| 1000      | 100      | 10   | 1    |
|-----------|----------|------|------|
| thousands | hundreds | tens | ones |
|           |          |      |      |

- two thousand, fifty-eight;

| 1000      | 100      | 10   | 1    |
|-----------|----------|------|------|
| thousands | hundreds | tens | ones |
|           |          |      |      |

Write each number in standard form.

- 7 thousands, 5 hundreds, 2 tens \_\_\_\_\_
- 8 thousands, 3 tens, 6 ones \_\_\_\_\_

Write each number in expanded form.

- 4,537 \_\_\_\_\_
- 2,080 \_\_\_\_\_
- 3,506 \_\_\_\_\_
- 6,124 \_\_\_\_\_

Solve.

- PUZZLE** Use the digits 6, 5, 1, and 2 to make the smallest possible number. Use each digit only once. \_\_\_\_\_

## Practice: Skills, Concepts, and Problem Solving

Write *true* or *false* for each sentence.

- 1 Odd numbers are always smaller than even numbers. \_\_\_\_\_
- 2 When rounding to the nearest hundred, you look at the tens place. \_\_\_\_\_

Round each number to the given place value.

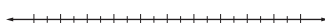
- 3 8,442, hundreds \_\_\_\_\_
- 4 5,804, thousands \_\_\_\_\_
- 5 9,275, thousands \_\_\_\_\_
- 6 1,496, hundreds \_\_\_\_\_

Label the number line and graph each number. Round the number to the given place value.

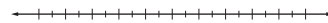
- 7 2,452, hundreds
- 8 5,347, hundreds
- 9 3,608, thousands



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Use  $<$ ,  $=$ , or  $>$  to complete each sentence.

- 10 1,840 \_\_\_\_\_ 1,480
- 11 2,715 \_\_\_\_\_ 2,715
- 12 3,085 \_\_\_\_\_ 2,278
- 13 5,146 \_\_\_\_\_ 5,614

Solve.

- 14 **NUMBER SENSE** Write a four-digit odd number using the digits 1, 2, 8, and 9 that rounds to 10,000. Use each digit once.
- \_\_\_\_\_
- 15 **CODES** Gavier needs a four-digit code for his ATM card. He uses the ages of his children (2, 6, 8 and 9 years). To help him remember the order of the numbers, he notes that the number is even and rounds to 6000. What is his code?
- \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 16 \_\_\_\_\_ to find the nearest *value* of a number based on a given *place value*.
- 17 The largest number in a group of numbers is the \_\_\_\_\_.

# Practice: Skills, Concepts, and Problem Solving

What is the missing number in each equation?

- 1  $2,000,000 + 30,000 + \underline{\hspace{2cm}} + 400 = 2,035,400$
- 2  $\underline{\hspace{2cm}} + 1,000,000 + 700,000 + 3,000 = 81,703,000$
- 3  $6,000,000 + \underline{\hspace{2cm}} + 20 + 5 = 6,000,125$

Write each number in standard form.

- 4 twenty million, three hundred fifty thousand, forty \_\_\_\_\_
- 5 one hundred twenty-seven million, three hundred fifty-eight \_\_\_\_\_
- 6 nine million, four hundred five thousand, seven \_\_\_\_\_

Write each number in word form.

- 7 13,215,700 \_\_\_\_\_
- 8 5,050,050 \_\_\_\_\_
- 9 30,140,013 \_\_\_\_\_

Solve.

- 10 **SCHOOL** In an answer to a math problem, Diego wrote, “sixty million, two hundred forty thousand, ninety.” For the same problem, Tamera wrote, “6 ten-millions, 2 hundred-thousands, 4 ten-thousands, 9 tens.” Write each answer in standard form. Did they give the same answer? Explain.  
  
\_\_\_\_\_

- 11 **MONEY** ABC Company’s check for this year’s annual charity donation is shown below. Write the amount of the donation in word form.  
  
\_\_\_\_\_

|   |                            |                             |
|---|----------------------------|-----------------------------|
| Money ABC<br>100 Credit Plaza<br>Santa Cruz, CA 95064 | DATE <u>8/18/2007</u>      | 001                         |
| PAYEE <u>Some Charity, Inc.</u>                       | \$ <u>5,006,400.00</u>     |                             |
|   |                            | <small>/100 DOLLARS</small> |
| <b>BANK</b> •   | <u>George Coolige, CEO</u> |                             |
| *001 *12345*123* 123456*123*                          |                            |                             |

Write the vocabulary word that completes each sentence.

- 12 A group of three digits in the place-value chart is a \_\_\_\_\_.
- 13 The digit 8 in the number 4,178,325 is in the \_\_\_\_\_ place.

## Practice: Skills, Concepts, and Problem Solving

Write the hundred thousands that each number is between.

- 1 507,288 is between \_\_\_\_\_ and \_\_\_\_\_.
- 2 942,000 is between \_\_\_\_\_ and \_\_\_\_\_.
- 3 2,630,005 is between \_\_\_\_\_ and \_\_\_\_\_.

Write the number in a place value chart. Round to the given place value.

- 4 387,210; ten thousands \_\_\_\_\_

|          |                   |               |           |          |      |      |   |
|----------|-------------------|---------------|-----------|----------|------|------|---|
|          | 1,000,000         | 100,000       | 10,000    | 1,000    | 100  | 10   | 1 |
| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |   |
|          |                   |               |           |          |      |      |   |

Write *true* or *false* for each sentence.

- 5  $6,247,000 < 6,420,000$  \_\_\_\_\_
- 6  $237,144 > 300,000$  \_\_\_\_\_
- 7  $42,016,052 < 42,013,087$  \_\_\_\_\_

Round to the given place value.

- 8 784,271; thousands \_\_\_\_\_
- 9 12,604,090; millions \_\_\_\_\_
- 10 45,210,000; ten millions \_\_\_\_\_

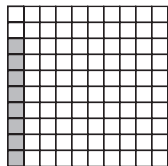
Solve.

- 11 **DISTANCE** The length of earth's orbit around the sun is 924,375,700 kilometers. What is this number rounded to the nearest ten million? \_\_\_\_\_
- 12 **POPULATIONS** According to the U.S. Census, in the year 2000 there were 16,874,892 males and 16,996,756 females in California. Use  $<$ ,  $=$ , or  $>$  to compare the number of males and females.  
\_\_\_\_\_

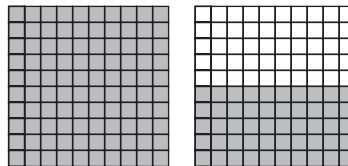
## Practice: Skills, Concepts, and Problem Solving

Write each decimal as a fraction.

1  $0.08 =$  \_\_\_\_\_



2  $1.5 =$  \_\_\_\_\_



3  $7.82 =$  \_\_\_\_\_

4  $2.25 =$  \_\_\_\_\_

Write each fraction as a decimal.

5  $6\frac{3}{4} =$  \_\_\_\_\_

6  $9\frac{47}{100} =$  \_\_\_\_\_

Use  $<$ ,  $=$ , or  $>$  to compare each pair of numbers.

7  $1\frac{1}{4}$  \_\_\_\_\_  $1.3$

8  $7.4$  \_\_\_\_\_  $7.04$

9  $6.5$  \_\_\_\_\_  $6\frac{1}{2}$

10  $5.57$  \_\_\_\_\_  $5\frac{3}{4}$

Write each set of numbers in order from greatest to least.

11  $10\frac{3}{4}, 10.7, 10.8$  \_\_\_\_\_

12  $4\frac{1}{4}, 4.59, 4\frac{3}{4}, 4.3$  \_\_\_\_\_

Solve.

- 13 **AQUARIUM** Deepak measures the pH level of his fish tank every day and records it in a log. The table below shows the pH levels of the fish tank for the last five days. Which day had the highest pH level? What was the pH on that day?

| Days | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|---|---|
| pH   |   |   |   |   |   |

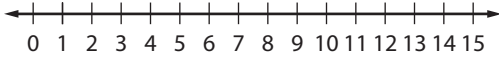
Write the vocabulary word(s) that completes the sentence.

- 14 A \_\_\_\_\_ is one of the equal parts when a whole or group is divided into four equal parts.
- 15 The place value that is the second digit to the right of the decimal point is \_\_\_\_\_

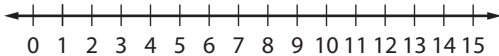
## Practice: Skills, Concepts, and Problem Solving

Find each sum. Then write the commutative fact.

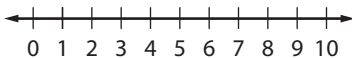
1  $5 + 9$  \_\_\_\_\_



2  $4 + 7$  \_\_\_\_\_



3  $3 + 3$  \_\_\_\_\_



Use the “make ten” strategy to find each sum.

4  $48 + 5$  \_\_\_\_\_

5  $13 + 8$  \_\_\_\_\_

6  $55 + 7$  \_\_\_\_\_

7  $34 + 9$  \_\_\_\_\_

Find each sum.

8  $25 + 42$  \_\_\_\_\_

9  $18 + 61$  \_\_\_\_\_

10  $132 + 314$  \_\_\_\_\_

11  $250 + 423$  \_\_\_\_\_

12  $327 + 401$  \_\_\_\_\_

13  $423 + 164$  \_\_\_\_\_

Solve.

14 **YARN** Ruthie has 2 skeins of yarn. One has 40 feet of yarn and the other has 48 feet of yarn. How many feet of yarn does Ruthie have? \_\_\_\_\_

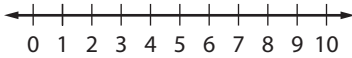
15 **TRAVEL** Joshua is going to a museum in the next town. He drove 8 miles to pick up his friend, Monica. Then the two drove 35 miles to the museum. How many total miles did Joshua drive? \_\_\_\_\_



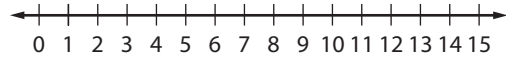
# Practice: Skills, Concepts, and Problem Solving

Use the number line to find the missing number.

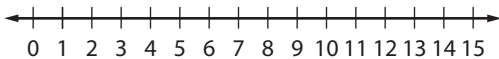
1  $6 + x = 9$  \_\_\_\_\_



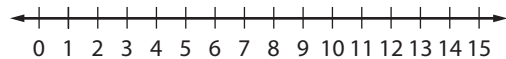
2  $n = 7 + 7$  \_\_\_\_\_



3  $11 = 7 + n$  \_\_\_\_\_



4  $x = 6 + 9$  \_\_\_\_\_



Use the “make ten” strategy to find each sum.

5  $46 + 5$  \_\_\_\_\_

6  $17 + 7$  \_\_\_\_\_

7  $27 + 6$  \_\_\_\_\_

8  $68 + 4$  \_\_\_\_\_

9  $56 + 8$  \_\_\_\_\_

10  $77 + 9$  \_\_\_\_\_

Find the sum.

11  $6 + 7$  \_\_\_\_\_

12  $8 + 7$  \_\_\_\_\_

13  $9 + 6$  \_\_\_\_\_

14  $56 + 76$  \_\_\_\_\_

15  $36 + 57$  \_\_\_\_\_

16  $47 + 76$  \_\_\_\_\_

17  $124 + 68$  \_\_\_\_\_

18  $409 + 591$  \_\_\_\_\_

19  $327 + 867$  \_\_\_\_\_

20  $560 + 423$  \_\_\_\_\_

21  $217 + 376$  \_\_\_\_\_

22  $726 + 177$  \_\_\_\_\_

Solve.

23 **TELEVISION** Wanda has a basic cable television package with 64 channels. If she adds a movie package with 7 channels, how many total channels will she have? \_\_\_\_\_

24 **FOOTBALL** The final score of the game was 44 to 27. How many points did the teams score in all? \_\_\_\_\_

# Practice: Skills, Concepts, and Problem Solving

**Find each sum.**

1  $9 + 9 + 1$  \_\_\_\_\_

2  $8 + 7 + 3$  \_\_\_\_\_

3  $4 + 3 + 9$  \_\_\_\_\_

4  $5 + 8 + 2$  \_\_\_\_\_

**Translate each phrase into an expression.**

5 the sum of 8 and a number \_\_\_\_\_

6 the sum of a number and 9 \_\_\_\_\_

7 a number plus 8 \_\_\_\_\_

8 a number increased by 9 \_\_\_\_\_

**Find each sum.**

9  $49 + 58$  \_\_\_\_\_

10  $78 + 93$  \_\_\_\_\_

11  $86 + 69$  \_\_\_\_\_

12  $399 + 124$  \_\_\_\_\_

13  $758 + 294$  \_\_\_\_\_

14  $420 + 849$  \_\_\_\_\_

**Who is Correct?**

15 Find the sum of 7, 1, and 9. Who is correct? \_\_\_\_\_

Berto

|   |   |   |   |    |
|---|---|---|---|----|
| 7 | 1 | 1 | 5 | 8  |
| 8 | 1 | 9 | 5 | 19 |

Juliana

|    |   |   |   |    |
|----|---|---|---|----|
| 1  | 1 | 9 | 5 | 10 |
| 10 | 1 | 7 | 5 | 17 |

Pierce

|    |   |   |   |    |
|----|---|---|---|----|
| 7  | 1 | 9 | 5 | 15 |
| 15 | 1 | 1 | 5 | 16 |

$7 + 1 = 8$   
 $8 + 9 = 19$

$1 + 9 = 10$   
 $10 + 7 = 17$

$7 + 9 = 15$   
 $15 + 1 = 16$

**Solve.**

16 **AQUARIUMS** Byron wants to put two large aquariums on the same table. One aquarium has a filled weight of 285 pounds and the other has a filled weight of 498 pounds. How many pounds must the table be able to support? \_\_\_\_\_

**Write the vocabulary word that completes each sentence.**

17 The answer or result of an addition problem is called the \_\_\_\_\_.

18 A(n) \_\_\_\_\_ makes a quantity or size greater.

# Practice: Skills, Concepts, and Problem Solving

**Find each sum.**

- 1  $700 + 500$  \_\_\_\_\_
- 2  $2,000 + 6,000$  \_\_\_\_\_
- 3  $400,000 + 800,000$  \_\_\_\_\_
- 4  $1,000,000 + 7,000,000$  \_\_\_\_\_

**Estimate each sum. Then find the actual sum. Compare the estimate to the actual sum.**

- 5  $24,305 + 19,676$  estimate: \_\_\_\_\_  
 sum: \_\_\_\_\_  
 Is the answer reasonable? \_\_\_\_\_

**Who is Correct?**

- 6 Calculate the sum of 110,432 and 684,913. Who is correct? \_\_\_\_\_



$$\begin{array}{r} 110,432 \approx 100,000 \\ 684,913 \approx 700,000 \\ 100,000 \\ + 700,000 \\ \hline 800,000 \end{array}$$

$$\begin{array}{r} 1 \\ 110,432 \\ + 684,913 \\ \hline 795,345 \end{array}$$

$$\begin{array}{r} 110,432 \\ + 684,913 \\ \hline 794,345 \end{array}$$

**Solve.**

- 7 **FIRES** The two largest United States wildfires occurred in Alaska in 2004. The Eagle Complex fires caused damage to 614,974 acres. The Taylor Complex fires caused damage in an area that was 690,618 acres larger. What was the size of the area damaged by the Taylor Complex fires in Alaska? \_\_\_\_\_

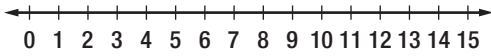
**Write the vocabulary word that completes each sentence.**

- 8 A number that is a product of that number and any whole number is a(n) \_\_\_\_\_ of that number.
- 9 A number close to an exact value is a(n) \_\_\_\_\_ of the exact value.

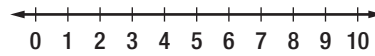
# Practice: Skills, Concepts, and Problem Solving

Find each difference using a number line.

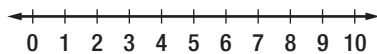
1  $10 - 2$  \_\_\_\_\_



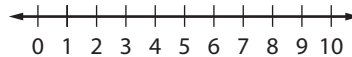
2  $6 - 3$  \_\_\_\_\_



3  $8 - 3$  \_\_\_\_\_



Use the number line to find each missing number.



4  $9 - \underline{\hspace{2cm}} = 5$

5  $11 - \underline{\hspace{2cm}} = 7$

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

7  $13 - \underline{\hspace{2cm}} = 7$

Find each difference.

8  $15 - 5$  \_\_\_\_\_

9  $14 - 11$  \_\_\_\_\_

10  $46 - 34$  \_\_\_\_\_

11  $69 - 23$  \_\_\_\_\_

12  $184 - 171$  \_\_\_\_\_

13  $574 - 203$  \_\_\_\_\_

Solve.

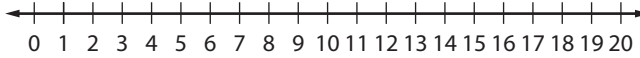
- 14 **PUZZLE** Shiro and his sister Amy are working on a puzzle. The puzzle has 824 pieces. Shiro and Amy have 14 pieces remaining to place before the puzzle is complete. How many pieces have they placed thus far? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 15 The answer or result of a subtraction problem is called the \_\_\_\_\_.
- 16 A(n) \_\_\_\_\_ is a group of related facts using the same numbers.

# Practice: Skills, Concepts, and Problem Solving

Use the number line to find each missing number.



- 1  $15 - n = 9$  \_\_\_\_\_      2  $9 = 17 - n$  \_\_\_\_\_      3  $7 = 14 - x$  \_\_\_\_\_

### Who is Correct?

- 4 Find the difference of 443 and 245 using expanded form. Who is correct? \_\_\_\_\_

**Mykia**

$$\begin{array}{r} 443 \\ -245 \\ \hline \end{array} \quad \begin{array}{r} 400 + 40 + 3 \\ -200 + 40 + 5 \\ \hline \end{array} \quad \begin{array}{r} 400 + 40 + 13 \\ -200 + 40 + 2 \\ \hline 200 + 0 + 8 \\ = 208 \end{array}$$

**Dawn**

$$\begin{array}{r} 443 \\ -245 \\ \hline \end{array} \quad \begin{array}{r} 400 + 40 + 3 \\ -200 + 40 + 5 \\ \hline \end{array} \quad \begin{array}{r} 300 + 130 + 13 \\ -200 + 40 + 5 \\ \hline 100 + 90 + 8 \\ = 198 \end{array}$$

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| $\begin{array}{r} 443 \\ -245 \\ \hline \end{array}$ | $\begin{array}{r} 400 + 40 + 3 \\ -200 + 40 + 5 \\ \hline \end{array}$ | $\begin{array}{r} 400 + 40 + 13 \\ -200 + 40 + 5 \\ \hline 200 + 0 + 8 \\ = 208 \end{array}$ | $\begin{array}{r} 443 \\ -245 \\ \hline \end{array}$ | $\begin{array}{r} 400 + 40 + 9 \\ -200 + 40 + 5 \\ \hline \end{array}$ | $\begin{array}{r} 300 + 130 + 13 \\ -200 + 40 + 2 \\ \hline 100 + 90 + 8 \\ = 198 \end{array}$ |
|--|--|--|--|--|--|

### Find each difference.

- 5  $24 - 19$  \_\_\_\_\_      6  $77 - 29$  \_\_\_\_\_  
7  $742 - 365$  \_\_\_\_\_      8  $8,263 - 2,890$  \_\_\_\_\_

### Solve.

- 9 **STATE PARKS** The California park system offers The Golden Poppy Pass for purchase. The pass grants admission and parking to 95 of California's state parks. Soledad has a Golden Poppy Pass and has visited 39 parks so far this year. How many other parks may Soledad visit on this pass? \_\_\_\_\_

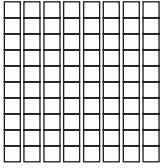
### Write the vocabulary word that completes each sentence.

- 10 An operation on two numbers that tells the difference, when some or all are taken away is \_\_\_\_\_.
- 11 To use place value to exchange equal amounts when renaming a number is called \_\_\_\_\_.

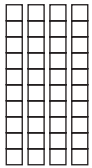
## Practice: Skills, Concepts, and Problem Solving

Find each difference using models.

1  $80 - 65$  \_\_\_\_\_



2  $120 - 50$  \_\_\_\_\_



Find each difference. Use expanded form.

3  $201 - 139$  \_\_\_\_\_

4  $3,000 - 802$  \_\_\_\_\_

Find each difference.

5  $920 - 411$  \_\_\_\_\_

6  $4,000 - 1,385$  \_\_\_\_\_

Write a numeric expression for each word phrase.

7 six minus a number \_\_\_\_\_

8 a number minus nine \_\_\_\_\_

Solve.

- 9 **MEDICINE** Esther buys a bottle of vitamins containing 30 tablets. She takes one vitamin pill each day. If Esther has been taking the vitamins for 12 days, how many more pills are in the bottle? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 10 To \_\_\_\_\_ is to use place value to exchange equal amounts when renaming a number.
- 11 To make a quantity lesser in size or number is to \_\_\_\_\_ the quantity.

# Practice: Skills, Concepts, and Problem Solving

Find each difference. Use expanded form.

1  $605 - 74$  \_\_\_\_\_

2  $842 - 367$  \_\_\_\_\_

Who is correct?

3 Find the difference of 8,052 and 2,825. Who is correct? \_\_\_\_\_

**Tia**

$$\begin{array}{r} 8,052 \approx 8,000 \\ 2,825 \approx 3,000 \\ 8,000 \\ - 3,000 \\ \hline 5,000 \end{array}$$

**Lise**

$$\begin{array}{r} 7 \ 10 \ 4 \ 12 \\ 8,0\cancel{5}2 \\ - 2,825 \\ \hline 5,227 \end{array}$$

**Emil**

$$\begin{array}{r} 10 \ 12 \\ 8,052 \\ - 2,825 \\ \hline 6,237 \end{array}$$

Estimate each difference. Then find the actual difference. Compare the estimate to the actual answer.

4  $8,702 - 1,536$  estimate: \_\_\_\_\_

difference: \_\_\_\_\_

5  $505,148 - 123,004$  estimate: \_\_\_\_\_

difference: \_\_\_\_\_

6  $23,540 - 12,873$  estimate: \_\_\_\_\_

difference: \_\_\_\_\_

Solve.

7 **SHOPPERS** During an average weekend at a major department store, there were 8,406 people who entered the store. During an average holiday shopping weekend, there were 17,592 people who entered the store. How many more people entered the store on a holiday shopping weekend? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

8 A(n) \_\_\_\_\_ of a number is the product of that number and any whole number.

9 A(n) \_\_\_\_\_ is a number close to an exact value.

# Practice: Skills, Concepts, and Problem-Solving

Draw an array to model the expression. Then write and model the commutative fact.

1  $8 \cdot 3$  \_\_\_\_\_

2  $2 \times 10$  \_\_\_\_\_

Write the multiplication expression as repeated addition. Then write the commutative fact.

3  $9 \cdot 4$   
\_\_\_\_\_

4  $7 \cdot 3$   
\_\_\_\_\_

Write the repeated addition as a multiplication expression. Then write the commutative fact.

5  $8 + 8 + 8 + 8$   
\_\_\_\_\_

6  $2 + 2 + 2$   
\_\_\_\_\_

**Solve.**

- 7 **GARDENING** Linda planted 11 rows of tomato plants with 5 plants in each row. Sara planted 9 rows of tomato plants with 6 plants in each row. Who planted the greater number of tomato plants? Explain how you found your answer.
- \_\_\_\_\_



# Practice: Skills, Concepts, and Problem-Solving

Draw an array to model each expression. Then write the commutative fact.

1  $2 \times 6$  \_\_\_\_\_

2  $3 \times 2$  \_\_\_\_\_

Find each product.

3  $8 \cdot 1$  \_\_\_\_\_

4  $10 \times 3$  \_\_\_\_\_

5  $0 \cdot 10$  \_\_\_\_\_

6  $7 \times 10$  \_\_\_\_\_

7  $8 \cdot 0$  \_\_\_\_\_

8  $10 \times 25$  \_\_\_\_\_

Estimate. Find each product.

9  $222 \times 4$  \_\_\_\_\_

10  $140 \cdot 2$  \_\_\_\_\_

11  $900 \times 1$  \_\_\_\_\_

12  $701 \cdot 1$  \_\_\_\_\_

13  $122 \times 4$  \_\_\_\_\_

14  $111 \cdot 9$  \_\_\_\_\_

Solve.

- 15 **FOOD** How many rolls would be in 4 packages if there are 10 rolls in each package? \_\_\_\_\_

- 16 **SHOPPING** Marley bought 10 pens. Each pen cost 25¢. How much did she spend in all? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 17 The \_\_\_\_\_ states that the product of a number and 1 is equal to the number.

- 18 The \_\_\_\_\_ states that the product of any number and 0 is 0.

# Practice: Skills, Concepts, and Problem-Solving

Draw an array to model each expression. Find the product. Then write the commutative fact.

1  $2 \times 2$  \_\_\_\_\_

2  $2 \times 7$  \_\_\_\_\_

Multiply by using repeated addition.

3  $3 \times 2$  \_\_\_\_\_

4  $2 \times 4$  \_\_\_\_\_

5  $2 \times 1$  \_\_\_\_\_

6  $2 \times 6$  \_\_\_\_\_

Use an array to find the missing number that would make the equation true.

7  $2 \times$  \_\_\_\_\_  $= 8$

8 \_\_\_\_\_  $\times 2 = 16$

Find each product.

9  $44 \times 2$  \_\_\_\_\_

10  $24 \times 2$  \_\_\_\_\_

11  $99 \times 2$  \_\_\_\_\_

12  $29 \times 2$  \_\_\_\_\_

Solve.

- 13 **JEWELRY** Darlene owns 12 pairs of earrings. How many earrings are there in all? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 14 \_\_\_\_\_ and \_\_\_\_\_ are two words that mean to multiply by two.
- 15 A \_\_\_\_\_ of a number is the product of that number and any whole number.

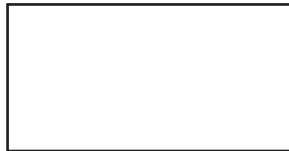
## Practice: Skills, Concepts, and Problem-Solving

Draw an array to model each expression. Find the product. Then write the commutative fact.

1  $4 \times 5$  \_\_\_\_\_



2  $5 \times 6$  \_\_\_\_\_



Multiply by using repeated addition.

3  $5 \times 2$  \_\_\_\_\_

4  $7 \times 5$  \_\_\_\_\_

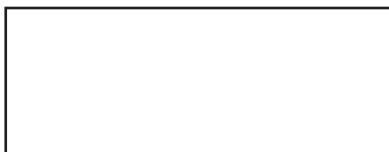
5  $5 \times 5$  \_\_\_\_\_

6  $1 \times 5$  \_\_\_\_\_

Find the missing number that would make the equation true. Draw an array to help you find the missing number.

7  $5 \times$  \_\_\_\_\_  $= 40$

8 \_\_\_\_\_  $\times 5 = 10$



Estimate. Then find each product.

9  $5 \times 101$  \_\_\_\_\_

10  $13 \times 5$  \_\_\_\_\_

11  $199 \times 5$  \_\_\_\_\_

12  $5 \times 25$  \_\_\_\_\_

Solve.

13 **MONEY** Charlie has 18 nickels. How much money does he have in all? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

14 A \_\_\_\_\_ is a number that divides into a whole number evenly.

15 The \_\_\_\_\_ states that the order in which two numbers are multiplied does not change the product.

## Practice: Skills, Concepts, and Problem-Solving

Draw an array to model each expression. Find the product. Then write the commutative fact.

1  $3 \times 7$  \_\_\_\_\_

2  $3 \times 10$  \_\_\_\_\_

Multiply by using repeated addition.

3  $3 \times 3$  \_\_\_\_\_

4  $8 \times 3$  \_\_\_\_\_

5  $6 \times 3$  \_\_\_\_\_

6  $3 \times 2$  \_\_\_\_\_

Use an array to find the missing number that would make the equation true.

7  $3n = 3$  \_\_\_\_\_

8  $3n = 15$  \_\_\_\_\_

Estimate. Then find each product.

9  $3 \times 401$  \_\_\_\_\_

10  $55 \times 3$  \_\_\_\_\_

11  $699 \times 3$  \_\_\_\_\_

12  $3 \times 25$  \_\_\_\_\_

Solve.

- 13 **SHOPPING** *Springfresh Soap* comes in packages containing three bars of soap. Jen bought 4 packages of *Springfresh Soap*. How many bars of soap did she buy in all? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 14 \_\_\_\_\_ means to multiply a number by 3.
- 15 The \_\_\_\_\_ is the answer to a multiplication problem.
- 16 A \_\_\_\_\_ is a number that divides into a whole number evenly.

## Practice: Skills, Concepts, and Problem-Solving

Draw an array to model each expression. Find the product. Then write the commutative fact.

1  $4 \times 8$  \_\_\_\_\_



2  $3 \times 4$  \_\_\_\_\_



Multiply by using repeated addition.

3  $2 \times 4$  \_\_\_\_\_

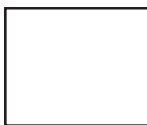
4  $4 \times 5$  \_\_\_\_\_

5  $4 \times 4$  \_\_\_\_\_

6  $8 \times 4$  \_\_\_\_\_

Use an array to find the missing number that would make each equation true.

7  $4n = 12$  \_\_\_\_\_



8  $4n = 20$  \_\_\_\_\_



Estimate. Then find each product.

9  $4 \times 42$  \_\_\_\_\_

10  $101 \times 4$  \_\_\_\_\_

11  $19 \times 4$  \_\_\_\_\_

12  $4 \times 398$  \_\_\_\_\_

Solve.

- 13 **FOOD** John bought 8 ounces of peanuts. Chris bought 4 times as many ounces of peanuts as John. There are 16 ounces in a pound. How many pounds of peanuts did Chris buy? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 14 A \_\_\_\_\_ of a number is the product of that number and any whole number.
- 15 A \_\_\_\_\_ is a group of related facts using the same numbers.

# Practice: Skills, Concepts, and Problem-Solving

Draw an array to model each expression. Find the product. Then write the commutative fact.

1  $4 \times 6$  \_\_\_\_\_



2  $6 \times 10$  \_\_\_\_\_



Multiply by using repeated addition.

3  $6 \times 5$  \_\_\_\_\_

4  $2 \times 6$  \_\_\_\_\_

5  $6 \times 1$  \_\_\_\_\_

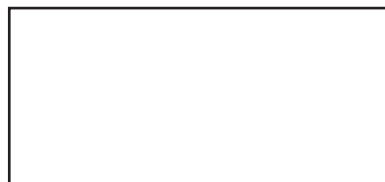
6  $6 \times 3$  \_\_\_\_\_

Use an array to find the missing number that would make the equation true.

7  $6n = 36$  \_\_\_\_\_



8  $6n = 48$  \_\_\_\_\_



Find each product. Estimate first.

9  $6 \times 68$  \_\_\_\_\_

10  $333 \times 6$  \_\_\_\_\_

11  $89 \times 6$  \_\_\_\_\_

12  $6 \times 251$  \_\_\_\_\_

Solve.

- 13 **SEWING** Jennifer made a patchwork quilt. She had 17 red squares and 19 pink squares. If 6 rows of squares make up the quilt, how many squares are in each row of the quilt? \_\_\_\_\_

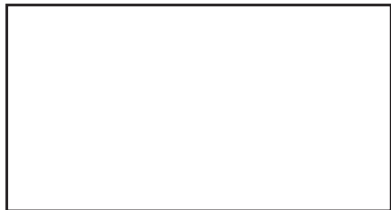
Write the vocabulary word that completes each sentence.

- 14 A \_\_\_\_\_ of a number is the product of that number and any whole number.
- 15 A \_\_\_\_\_ is a group of related facts using the same numbers.

# Practice: Skills, Concepts, and Problem-Solving

Draw an array to model each expression. Find the product. Then write the commutative fact.

1  $7 \times 8$  \_\_\_\_\_



2  $10 \times 7$  \_\_\_\_\_



Multiply by using repeated addition.

3  $7 \times 2$  \_\_\_\_\_

4  $3 \times 7$  \_\_\_\_\_

5  $7 \times 5$  \_\_\_\_\_

6  $7 \times 4$  \_\_\_\_\_

Use an array to find the missing number that would make the equation true.

7  $7n = 49$  \_\_\_\_\_



8  $7n = 63$  \_\_\_\_\_



Find each product. Estimate first.

9  $81 \times 7$  \_\_\_\_\_

10  $201 \times 7$  \_\_\_\_\_

11  $49 \times 7$  \_\_\_\_\_

12  $7 \times 512$  \_\_\_\_\_

Solve.

- 13 **PICNICS** At a picnic site, there are 7 tables that seat 8 people each. If 58 people are attending the picnic, are there enough seats for everyone? Explain why or why not.

\_\_\_\_\_

## Vocabulary Review

Write the vocabulary word that completes each sentence.

- 14 The \_\_\_\_\_ states that the order in which two numbers are multiplied does not change the product.
- 15 A \_\_\_\_\_ of a number is the product of that number and any whole number.

# Practice: Skills, Concepts, and Problem-Solving

Draw an array to model each expression. Find the product. Then write the commutative fact.

1  $4 \times 8$  \_\_\_\_\_



2  $9 \times 8$  \_\_\_\_\_



Multiply by using repeated addition.

3  $8 \times 1$  \_\_\_\_\_

4  $3 \times 8$  \_\_\_\_\_

5  $8 \times 5$  \_\_\_\_\_

6  $6 \times 8$  \_\_\_\_\_

Find the missing number that would make the equation true.

7  $8n = 32$  \_\_\_\_\_

8  $8n = 72$  \_\_\_\_\_

9  $6n = 48$  \_\_\_\_\_

10  $8n = 64$  \_\_\_\_\_

Find each product. Estimate first.

11  $96 \times 8$  \_\_\_\_\_

12  $402 \times 8$  \_\_\_\_\_

13  $41 \times 8$  \_\_\_\_\_

14  $8 \times 301$  \_\_\_\_\_

Solve.

- 15 **EARNINGS** Don earns \$7.50 per hour. This week he worked 8 hours. How much did Don earn this week? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 16 The answer or result of a multiplication problem is called the \_\_\_\_\_.
- 17 An \_\_\_\_\_ is a group of objects or symbols displayed in rows of the same length and columns of the same length.



# 4-10 Practice: Skills, Concepts, and Problem-Solving

Draw an array to model each expression. Find the product. Then write the commutative fact.

1  $2 \times 9$  \_\_\_\_\_

2  $9 \times 9$  \_\_\_\_\_

Find each product using expanded form.

3  $19 \cdot 51$  \_\_\_\_\_

4  $39 \cdot 12$  \_\_\_\_\_

5  $89 \cdot 92$  \_\_\_\_\_

6  $95 \cdot 21$  \_\_\_\_\_

Find the missing number that would make the equation true.

7  $9n = 45$  \_\_\_\_\_

8  $9n = 72$  \_\_\_\_\_

9  $9n = 90$  \_\_\_\_\_

10  $9n = 54$  \_\_\_\_\_

Find each product. Estimate first.

11  $9 \times 89$  \_\_\_\_\_

12  $309 \times 9$  \_\_\_\_\_

13  $33 \times 9$  \_\_\_\_\_

14  $9 \times 510$  \_\_\_\_\_

Solve.

- 15 **LUNCH** Workers in an office building ordered 9 pizzas for lunch. If each pizza is cut into 12 pieces, how many pieces are there in all? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 16 The \_\_\_\_\_ states that the product of a number and 1 is equal to the number.
- 17 The \_\_\_\_\_ states that the product of any number and 0 is 0.

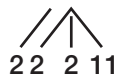
# 4-11 Practice: Skills, Concepts, and Problem-Solving

Find the prime factorization of each number using factor trees.

1 16 \_\_\_\_\_



2 88 \_\_\_\_\_



Circle the composite numbers. Write the prime factorization in exponential form for each composite number that you circle.

3 51, 52, 53, 54, 55, 56, 57, 58, 59, 60

\_\_\_\_\_

\_\_\_\_\_

4 61, 62, 63, 64, 65, 66, 67, 68, 69, 70

\_\_\_\_\_

\_\_\_\_\_

5 71, 72, 73, 74, 75, 76, 77, 78, 79, 80

\_\_\_\_\_

Find each product.

6  $11 \times 65$  \_\_\_\_\_

7  $13 \times 11$  \_\_\_\_\_

8  $12 \times 505$  \_\_\_\_\_

9  $19 \times 12$  \_\_\_\_\_

10  $12 \times 12$  \_\_\_\_\_

11  $11 \times 99$  \_\_\_\_\_

Solve.

12 **FOOD** Laurel owns a restaurant. She bought 15 cartons of eggs. Each carton hold a dozen eggs. How many eggs did she buy in all? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

13 A \_\_\_\_\_ is a whole number that has more than two factors.

14 A \_\_\_\_\_ is a factor of a number that is prime.

15 A \_\_\_\_\_ is a whole number with exactly two factors, 1 and itself.

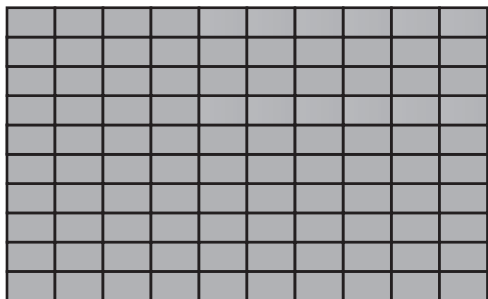
16 \_\_\_\_\_ is a way of expressing a composite number as a product of its prime factors.

17 In the expression  $4^2$ , 4 is the \_\_\_\_\_ and 2 is the \_\_\_\_\_.

# 4-12 Practice: Skills, Concepts, and Problem-Solving

Write the fact modeled.

1 \_\_\_\_\_  $\times$  \_\_\_\_\_



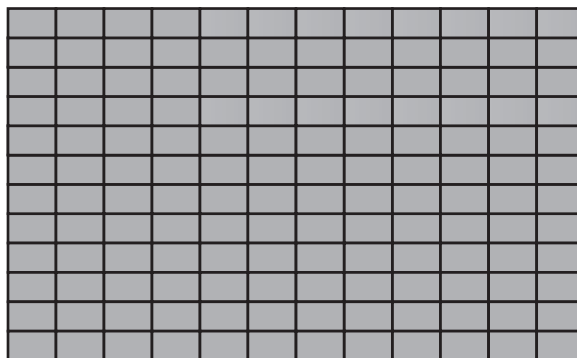
2 \_\_\_\_\_  $\times$  \_\_\_\_\_



3 \_\_\_\_\_  $\times$  \_\_\_\_\_



4 \_\_\_\_\_  $\times$  \_\_\_\_\_



Write the factors without the exponents and evaluate the expression.

5  $12^2$  \_\_\_\_\_

6  $10^2$  \_\_\_\_\_

7  $3^2$  \_\_\_\_\_

8  $6^2$  \_\_\_\_\_

Write each expression using exponents and evaluate the expression.

9  $2 \times 2$  \_\_\_\_\_

10  $7 \times 7$  \_\_\_\_\_

11  $11 \times 11$  \_\_\_\_\_

12  $9 \times 9$  \_\_\_\_\_

Find each product.

13  $5 \times 5$  \_\_\_\_\_

14  $8 \times 8$  \_\_\_\_\_

15  $12 \times 12$  \_\_\_\_\_

16  $4 \times 4$  \_\_\_\_\_

Solve.

- 17 **SCHOOL** Mr. Hatano's classroom has the same number of desks in each row. There is the same number of rows as there are desks in each row. There are 5 rows. How many desks are in Mr. Hatano's classroom?

**4-13 Practice: Skills, Concepts, and Problem-Solving****Estimate each product.**

- 1  $34 \times 77 =$  \_\_\_\_\_      2  $58 \times 93 =$  \_\_\_\_\_  
3  $106 \times 31 =$  \_\_\_\_\_      4  $45 \times 190 =$  \_\_\_\_\_

**Find each product. Use the distributive property and expanded form method.**

- 5  $39 \times 54 =$  \_\_\_\_\_      6  $68 \times 63 =$  \_\_\_\_\_  
7  $86 \times 42 =$  \_\_\_\_\_      8  $27 \times 95 =$  \_\_\_\_\_

**Find each product. Use the partial products method.**

- 9  $71 \times 37 =$  \_\_\_\_\_      10  $44 \times 43 =$  \_\_\_\_\_  
11  $198 \times 29 =$  \_\_\_\_\_      12  $17 \times 256 =$  \_\_\_\_\_

**Find each product.**

- 13  $52 \times 19 =$  \_\_\_\_\_      14  $73 \times 84 =$  \_\_\_\_\_  
15  $38 \times 32 =$  \_\_\_\_\_      16  $97 \times 61 =$  \_\_\_\_\_

**Solve.**

- 17 **HEALTH** Suki measured her heart rate. It was 74 beats per minute at rest. How many times does her heart beat at rest for 1 hour? \_\_\_\_\_
- 18 **TRANSPORTATION** The Speedy Ride Company provides transportation from the train station to the airport. Their shuttle bus can hold 32 passengers. The shuttle makes 19 trips each day. How many passengers can Speedy Ride take to the airport each day? \_\_\_\_\_

**Write the vocabulary word that completes the sentence.**

- 19 A \_\_\_\_\_ is a number that divides into a whole number evenly.
- 20 The \_\_\_\_\_ method finds the product by adding the products of the values of each digit in one factor multiplied by the values of each digit in the other factor.

# Practice: Skills, Concepts, and Problem Solving

Write each expression in two different formats.

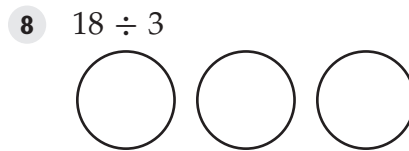
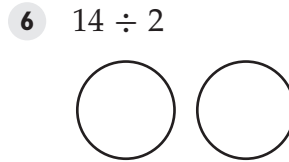
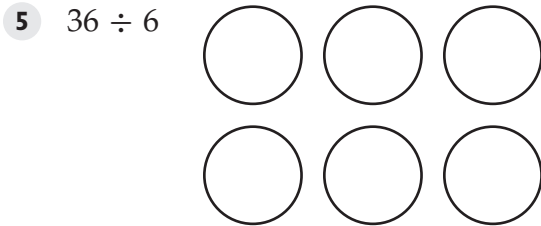
1  $5 \div 1$  \_\_\_\_\_

2  $100/2$  \_\_\_\_\_

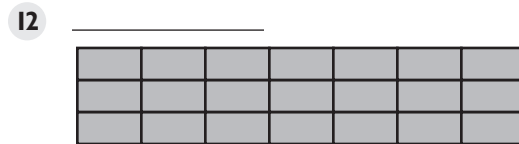
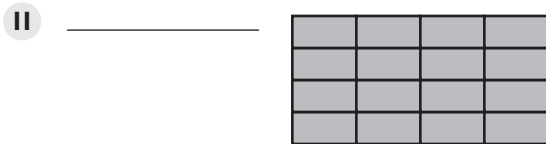
3  $16/4$  \_\_\_\_\_

4  $1\overline{)100}$  \_\_\_\_\_

Draw a circle model for each expression.



Write the division expression represented by each model.



Write the division facts from each fact family.

13  $2 \times 10$  \_\_\_\_\_  
\_\_\_\_\_

14  $3 \times 3$  \_\_\_\_\_  
\_\_\_\_\_

15  $9 \times 3$  \_\_\_\_\_  
\_\_\_\_\_

16  $8 \times 4$  \_\_\_\_\_  
\_\_\_\_\_

Solve.

17 **MUSIC** Ms. Harada wants to arrange her chorus of 72 students into 8 rows. How many students are in each row? \_\_\_\_\_

18 **PHOTOGRAPHS** Anil is painting a checkerboard pattern on the floor. He wants to have 64 squares on the floor with 8 rows. How many squares will be in each row? \_\_\_\_\_

## Practice: Skills, Concepts, and Problem Solving

Draw an array to model and find each quotient.

1  $12 \div 1 =$  \_\_\_\_\_

2  $4 \div 4 =$  \_\_\_\_\_

Divide by using multiples.

3  $40 \div 10 =$  \_\_\_\_\_

4  $190 \div 10 =$  \_\_\_\_\_

5  $70 \div 10 =$  \_\_\_\_\_

6  $110 \div 10 =$  \_\_\_\_\_

Write each quotient.

7  $10 \div 0 =$  \_\_\_\_\_

8  $6 \div 6 =$  \_\_\_\_\_

9  $8 \div 1 =$  \_\_\_\_\_

10  $11 \div 11 =$  \_\_\_\_\_

11  $9 \div 1 =$  \_\_\_\_\_

12  $8 \div 0 =$  \_\_\_\_\_

13  $1 \div 0 =$  \_\_\_\_\_

14  $2 \div 1 =$  \_\_\_\_\_

Solve.

- 15 **GROCERY** One brand of yogurt comes in 10-oz containers. Terrell bought 120 oz of the yogurt. How many containers did he buy? \_\_\_\_\_

- 16 **BASEBALL** Nadish was calculating the batting average for the players on the school baseball team. He noticed Keith had 0 hits from 0 at bats. What is Keith's batting average? \_\_\_\_\_

Write the vocabulary word that completes the sentence.

- 17 \_\_\_\_\_ is an operation on two numbers in which the first number is split into the same number of equal groups as the second number.
- 18 The answer or result of a division problem is the \_\_\_\_\_.

# Practice: Skills, Concepts, and Problem Solving

**Draw a model and find each quotient.**

1  $28 \div 2 =$  \_\_\_\_\_

2  $45 \div 5 =$  \_\_\_\_\_

3  $30 \div 5 =$  \_\_\_\_\_

4  $20 \div 2 =$  \_\_\_\_\_

**Find each quotient.**

5  $840 \div 5 =$  \_\_\_\_\_

6  $75 \div 5 =$  \_\_\_\_\_

7  $134 \div 2 =$  \_\_\_\_\_

8  $160 \div 5 =$  \_\_\_\_\_

9  $58 \div 2 =$  \_\_\_\_\_

10  $140 \div 2 =$  \_\_\_\_\_

11  $60 \div 5 =$  \_\_\_\_\_

12  $32 \div 2 =$  \_\_\_\_\_

13  $100 \div 5 =$  \_\_\_\_\_

14  $166 \div 2 =$  \_\_\_\_\_

15  $280 \div 5 =$  \_\_\_\_\_

16  $90 \div 2 =$  \_\_\_\_\_

**Solve.**

17 **GROCERY** Marjorie bought two boxes of the same kind of cookies. She spent a total of \$4.00. How much was each box of cookies? \_\_\_\_\_

18 **ENGINEERING** Eva designed a sprinkler system with one pump supporting 5 different lines. Each line is designed to get the same flow of water. The pump produces 25 gallons of water per minute. How many gallons of water should each line get per minute? \_\_\_\_\_  
\_\_\_\_\_

**Write the vocabulary word that completes the sentence.**

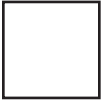
19 The \_\_\_\_\_ is the number being divided.

20 The answer or result of a division problem is the \_\_\_\_\_.

# Practice: Skills, Concepts, and Problem Solving

Draw an array to model and find each quotient.

1  $8 \div 4 =$  \_\_\_\_\_



2  $27 \div 3 =$  \_\_\_\_\_



3  $9 \div 3 =$  \_\_\_\_\_



4  $28 \div 4 =$  \_\_\_\_\_



Find each quotient.

5  $44 \div 4 =$  \_\_\_\_\_

6  $36 \div 3 =$  \_\_\_\_\_

7  $12 \div 4 =$  \_\_\_\_\_

8  $0 \div 4 =$  \_\_\_\_\_

9  $6 \div 3 =$  \_\_\_\_\_

10  $3 \div 3 =$  \_\_\_\_\_

Find each quotient. Show the remainder.

11  $10 \div 4 =$  \_\_\_\_\_

12  $14 \div 3 =$  \_\_\_\_\_

13  $29 \div 4 =$  \_\_\_\_\_

14  $5 \div 3 =$  \_\_\_\_\_

15  $15 \div 4 =$  \_\_\_\_\_

16  $26 \div 3 =$  \_\_\_\_\_

Solve.

17 **MONEY** Omar collected 28 quarters to donate to a local charity.  
How many dollars did Omar collect? \_\_\_\_\_

18 **FOOTBALL** Aiden had 3 catches for 24 yards in the last game.  
What was his average yards per catch? \_\_\_\_\_

Write the vocabulary word that completes the sentence.

19 A \_\_\_\_\_ of a number is the product of that number and any whole number.

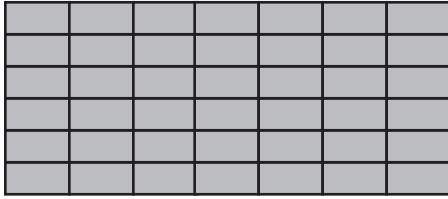
20 The number that is left after one whole number is divided by another whole number is the \_\_\_\_\_.



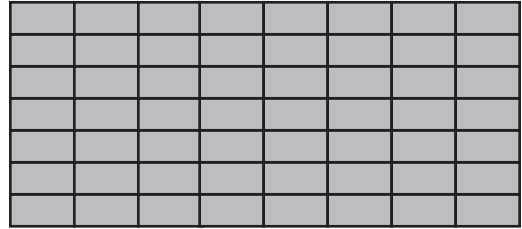
# Practice: Skills, Concepts, and Problem Solving

Write the division problem represented by each model.

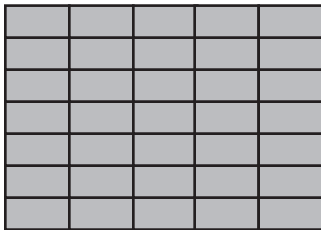
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



Find each quotient.

5  $7 \div 7 =$  \_\_\_\_\_

6  $54 \div 6 =$  \_\_\_\_\_

7  $30 \div 6 =$  \_\_\_\_\_

8  $24 \div 6 =$  \_\_\_\_\_

9  $21 \div 7 =$  \_\_\_\_\_

10  $63 \div 7 =$  \_\_\_\_\_

11  $18 \div 6 =$  \_\_\_\_\_

12  $49 \div 7 =$  \_\_\_\_\_

13  $0 \div 6 =$  \_\_\_\_\_

14  $28 \div 7 =$  \_\_\_\_\_

Find each quotient. Show the remainder.

15  $149 \div 7 =$  \_\_\_\_\_

16  $365 \div 6 =$  \_\_\_\_\_

17  $282 \div 7 =$  \_\_\_\_\_

18  $425 \div 6 =$  \_\_\_\_\_

Solve.

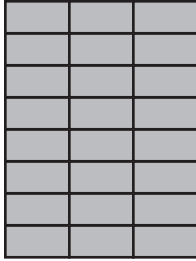
19 **TECHNOLOGY** Vito is downloading a file from the internet at a speed of 6 Mb/sec. The file is 60Mb. How long will it take the file to download? \_\_\_\_\_

20 **ENGINEERING** Anaba is designing an electrical system to power 7 motors. The maximum amount of current all 7 motors can draw is 35 amps. If each motor draws the same amount of current, what is the maximum amount of current each motor can draw? \_\_\_\_\_

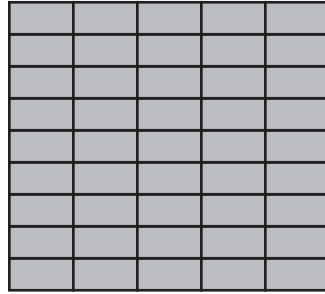
# Practice: Skills, Concepts, and Problem Solving

Write the division problem represented by each model.

1 \_\_\_\_\_



2 \_\_\_\_\_



Find each quotient.

3  $27 \div 9 =$  \_\_\_\_\_

4  $48 \div 8 =$  \_\_\_\_\_

5  $0 \div 8 =$  \_\_\_\_\_

6  $81 \div 9 =$  \_\_\_\_\_

7  $64 \div 8 =$  \_\_\_\_\_

8  $45 \div 9 =$  \_\_\_\_\_

9  $80 \div 8 =$  \_\_\_\_\_

10  $63 \div 9 =$  \_\_\_\_\_

11  $18 \div 9 =$  \_\_\_\_\_

12  $72 \div 8 =$  \_\_\_\_\_

13  $99 \div 9 =$  \_\_\_\_\_

14  $32 \div 8 =$  \_\_\_\_\_

15  $72 \div 9 =$  \_\_\_\_\_

16  $56 \div 8 =$  \_\_\_\_\_

Solve.

17 **TECHNOLOGY** Julian's average music file takes up 9 Mb of space. He has 72 Mb of free space left on his music player. How many more songs can Julian store?  
\_\_\_\_\_

18 **COLLECTIBLES** Cheng is creating an album to hold the stamps he collects. He wants each page to hold 64 stamps. The pages have enough room for 8 columns of stamps. How many rows does Cheng need on each page?  
\_\_\_\_\_

Write the vocabulary word that completes the sentence.

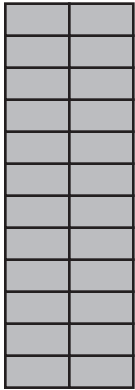
19 A \_\_\_\_\_ of a number is the product of that number and any whole number.

20 Adding, subtracting, multiplying, or dividing in your head without using manipulatives, fingers, or pencil and paper is using \_\_\_\_\_.

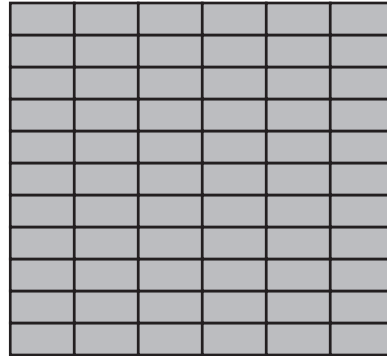
# Practice: Skills, Concepts, and Problem Solving

Write the division problem represented by each model.

1 \_\_\_\_\_



2 \_\_\_\_\_



Find each quotient. Show the remainder.

3  $60 \div 11 =$  \_\_\_\_\_

4  $112 \div 12 =$  \_\_\_\_\_

5  $89 \div 11 =$  \_\_\_\_\_

6  $74 \div 12 =$  \_\_\_\_\_

Find each quotient.

7  $33 \div 11 =$  \_\_\_\_\_

8  $132 \div 12 =$  \_\_\_\_\_

9  $12 \div 12 =$  \_\_\_\_\_

10  $110 \div 11 =$  \_\_\_\_\_

Find each quotient using short division.

11  $180 \div 12 =$  \_\_\_\_\_

12  $145 \div 11 =$  \_\_\_\_\_

13  $198 \div 11 =$  \_\_\_\_\_

14  $262 \div 12 =$  \_\_\_\_\_

Solve.

15 **RUNNING** Hinto decides he should run another 55 km before the marathon. He typically runs 11 km on the days that he trains. How many more days of training does Hinto need? \_\_\_\_\_

16 **BIOLOGY** Ravi has 12 different samples he wants to test. How many vials of each sample can he test if he has a plate that holds 84 samples? \_\_\_\_\_

Write the vocabulary word that completes the sentence.

17 The \_\_\_\_\_ is the answer or result of a division problem.

18 The \_\_\_\_\_ is the number that is being divided.

# Practice: Skills, Concepts, and Problem Solving

**Estimate each quotient. Show the remainder.**

1  $350 \div 8 =$  \_\_\_\_\_

2  $893 \div 4 =$  \_\_\_\_\_

3  $1,547 \div 3 =$  \_\_\_\_\_

4  $515 \div 6 =$  \_\_\_\_\_

**Find each quotient. Estimate first.**

5  $2,989 \div 7 =$  \_\_\_\_\_

6  $7,056 \div 2 =$  \_\_\_\_\_

7  $3,095 \div 5 =$  \_\_\_\_\_

8  $2,286 \div 3 =$  \_\_\_\_\_

**Find each quotient. Estimate first. Show the remainder.**

9  $7,012 \div 12 =$  \_\_\_\_\_

10  $11,050 \div 8 =$  \_\_\_\_\_

11  $2,947 \div 11 =$  \_\_\_\_\_

12  $53,485 \div 9 =$  \_\_\_\_\_

**Solve.**

- 13 **SCHOOL** Ravi has one week to read a 336-page book. How many pages should Ravi plan to read each day to finish the book in 7 days?

\_\_\_\_\_

- 14 **TRAVEL** Luisa and her 3 friends are planning a cruise. They get a package deal for \$2,620. If they split the cost equally, how much does each person owe?

\_\_\_\_\_

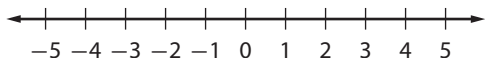
**Write the vocabulary word that completes the sentence.**

- 15 The \_\_\_\_\_ is the number by which the dividend is being divided.
- 16 The \_\_\_\_\_ is the answer or result of a division problem.

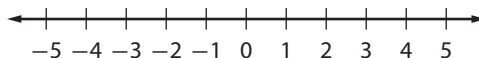
# 6-1 Practice: Skills, Concepts, and Problem Solving

Graph the integers on a number line.

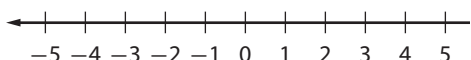
- 1 Graph the integers between  $-3$  and  $5$ .



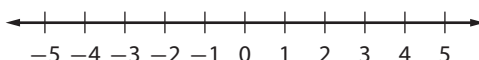
- 3 Graph the odd integers between  $-4$  and  $4$ .



- 2 Graph the integers  $-5$ ,  $-2$  and  $4$ .



- 4 Graph the even integers between  $-4$  and  $2$ .



Write the integers from least to greatest.

- 5  $-15, 9, -21, -16, 12$  \_\_\_\_\_
- 6  $52, -86, 58, -56, -68$  \_\_\_\_\_
- 7  $45, -53, 47, -45, 54$  \_\_\_\_\_
- 8  $-23, -33, -36, 29, 33$  \_\_\_\_\_

Write the integers from greatest to least.

- 9  $72, -65, -74, -27, 67$  \_\_\_\_\_
- 10  $-18, 24, 18, -28, -21$  \_\_\_\_\_
- 11  $-34, 43, 41, 46, -43$  \_\_\_\_\_
- 12  $-87, -88, 86, -89, -86$  \_\_\_\_\_

Write an integer to represent each statement.

- 13 A diver is 41 feet below sea level.  
\_\_\_\_\_
- 14 You earned \$28 babysitting. \_\_\_\_\_
- 15 Your puppy gained 5 pounds \_\_\_\_\_
- 16 A company reported a loss of \$300 dollars this quarter \_\_\_\_\_

Solve.

- 17 **STOCK MARKET** The stock market had a very good day yesterday. It improved by 271 points. What integer represents yesterday's change in the stock market? \_\_\_\_\_
- 18 **BANKING** Sook deposited \$500 into his savings account this morning. What integer represents the change in Sook's bank account from this transaction? \_\_\_\_\_

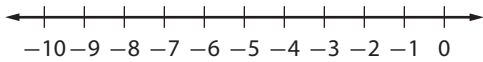
Write the vocabulary word that completes the sentence.

- 19 Integers that are greater than zero are called \_\_\_\_\_.
- 20 \_\_\_\_\_ are the whole numbers and their opposites.

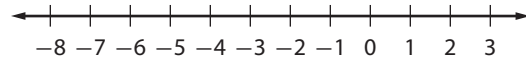
# 6-2 Practice: Skills, Concepts, and Problem Solving

Find each sum. Use the number line.

1  $-3 + (-5) =$  \_\_\_\_\_

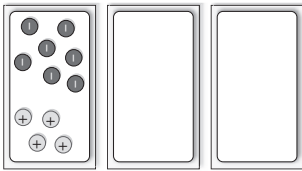


2  $2 + (-6) =$  \_\_\_\_\_

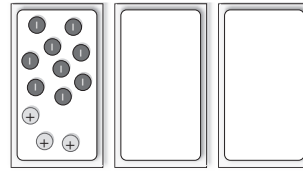


Find each sum. Use counters.

3  $4 + (-7) =$  \_\_\_\_\_



4  $3 + (-9) =$  \_\_\_\_\_



What is the opposite of each number? Use it to show the Identity Property of Addition.

5  $-3$  \_\_\_\_\_

7  $4$  \_\_\_\_\_

6  $5$  \_\_\_\_\_

8  $-11$  \_\_\_\_\_

Find each sum.

9  $12 + (-9) =$  \_\_\_\_\_

11  $-2 + (-8) =$  \_\_\_\_\_

10  $6 + (-10) =$  \_\_\_\_\_

12  $-8 + 3 =$  \_\_\_\_\_

Solve.

13 **BUS STOPS** There were 15 riders on a bus. At the first stop, 3 people got off and 5 people got on. At the next stop, 7 people got off and 1 person got on. How many riders were now on the bus? \_\_\_\_\_

14 **GAMES** Corey moved 5 spaces forward on his first turn. He then moved 2 spaces forward on his next turn, but drew a card that said to move backward 3 spaces. How far had Corey advanced from the start? \_\_\_\_\_

Write the vocabulary word that completes the sentence.

15 Two different numbers that are the same distance from zero on a number line are called \_\_\_\_\_.

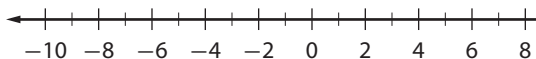
16 The \_\_\_\_\_ states that the order in which two numbers are added does not change the sum.

## 6-3

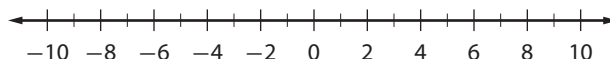
## Practice: Skills, Concepts, and Problem Solving

Find each difference. Use the number line.

1  $-4 - 3 =$  \_\_\_\_\_

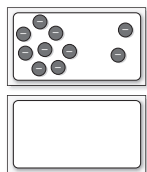


2  $-1 - (-6) =$  \_\_\_\_\_



Find each difference. Use counters.

3  $-8 - 2 =$  \_\_\_\_\_



4  $-3 + 5 =$  \_\_\_\_\_



Which number has the greater absolute value?

5  $|-3|$  or  $|2|$  \_\_\_\_\_

7  $|4|$  or  $|-4|$  \_\_\_\_\_

6  $|-6|$  or  $|-9|$  \_\_\_\_\_

8  $|8|$  or  $|1|$  \_\_\_\_\_

Find each difference.

9  $6 - (-3) =$  \_\_\_\_\_

11  $-7 - 1 =$  \_\_\_\_\_

10  $-12 - (-8) =$  \_\_\_\_\_

12  $4 - 5 =$  \_\_\_\_\_

Solve.

- 13 **WEATHER** On the first day of February in upstate New York, the high temperature was  $3^{\circ}\text{F}$  at 2:00 PM. Over the next 5 hours, the temperature dropped 10 degrees. What was the temperature at 7:00 PM? \_\_\_\_\_

- 14 **GEOGRAPHY** Taborri was at camp in Oregon where the elevation is 3,400 feet above sea level. Her mother was on a business trip in California where the elevation was 200 feet below sea level. What is the difference in elevations? \_\_\_\_\_

Write the vocabulary word that completes each sentence.

- 15 Whole numbers and their opposites are called \_\_\_\_\_ .

- 16 \_\_\_\_\_ is an operation on two numbers that tells the difference when some or all are taken away.

## 6-4

## Practice: Skills, Concepts, and Problem Solving

Use the Associative Property of Addition to find the missing number.

- |   |  |   |   |
|---|--|---|---|
| 1 | $(8 + 4) + 5 = \underline{\hspace{2cm}} + (4 + 5)$   | 5 | $(2 + 9) + 11 = 2 + (9 + \underline{\hspace{2cm}})$ |
| 2 | $(3 + 2) + 9 = 3 + (\underline{\hspace{2cm}} + 9)$   | 6 | $(1 + 6) + 8 = 1 + (\underline{\hspace{2cm}} + 8)$  |
| 3 | $(6 + 1) + 7 = 6 + (\underline{\hspace{2cm}} + 7)$   | 7 | $(7 + 3) + 4 = 7 + (3 + \underline{\hspace{2cm}})$  |
| 4 | $(4 + 12) + 3 = \underline{\hspace{2cm}} + (12 + 3)$ | 8 | $(10 + 5) + 4 = \underline{\hspace{2cm}} + (5 + 4)$ |

Simplify.

- |    |   |    |   |
|----|---|----|---|
| 9  | $12 - 6 + (2 - (-7)) = \underline{\hspace{2cm}}$  | 14 | $28 + 9 - (-2) = \underline{\hspace{2cm}}$        |
| 10 | $7 - 12 - (4 + 23) = \underline{\hspace{2cm}}$    | 15 | $51 - (-10) + (2 - 5) = \underline{\hspace{2cm}}$ |
| 11 | $35 + (-8 + 1) - (-5) = \underline{\hspace{2cm}}$ | 16 | $100 - 85 + 16 - (-4) = \underline{\hspace{2cm}}$ |
| 12 | $-6 - 5 + 14 = \underline{\hspace{2cm}}$          | 17 | $9 - 15 + (-12) = \underline{\hspace{2cm}}$       |
| 13 | $49 + (3 - 8) - 16 = \underline{\hspace{2cm}}$    | 18 | $88 + (-42) - 50 - 16 = \underline{\hspace{2cm}}$ |

Solve.

- 19 **TRAVEL** Hiroko had 17,253 frequent flyer miles. She flew to Phoenix and earned 750 miles. Then she flew to Dallas and earned 1,500 miles. She needs 20,000 miles for a free airfare. Does Hiroko have enough miles for her free ticket? Explain.
- \_\_\_\_\_
- 20 **REAL ESTATE** Jamil owned 7,500 square feet of lakefront property. He bought another 910 square feet of property. Then he sold 5,212 square feet. How much property does Jamil have left?
- \_\_\_\_\_

Write the vocabulary word that completes the sentence.

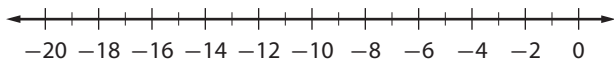
- 21 The \_\_\_\_\_ is the answer or result of a subtraction problem.
- 22 Whole numbers and their opposites are called \_\_\_\_\_.



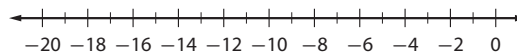
# 6-5 Practice: Skills, Concepts, and Problem Solving

Find each product. Use a number line.

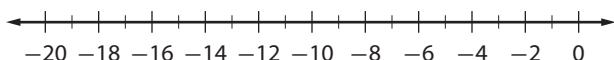
1  $1 \times (-9) =$  \_\_\_\_\_



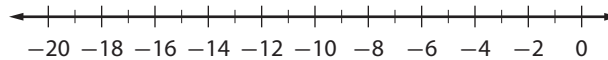
3  $4 \times (-4) =$  \_\_\_\_\_



2  $3 \times (-3) =$  \_\_\_\_\_



4  $2 \times (-7) =$  \_\_\_\_\_



Find each product by multiplying absolute values.

5  $9 \times -7 =$  \_\_\_\_\_

9  $15 \times 2 =$  \_\_\_\_\_

6  $-4 \times 8 =$  \_\_\_\_\_

10  $6 \times -7 =$  \_\_\_\_\_

7  $-12 \times -3 =$  \_\_\_\_\_

11  $-8 \times 11 =$  \_\_\_\_\_

8  $4 \times -5 =$  \_\_\_\_\_

12  $-2 \times -9 =$  \_\_\_\_\_

Simplify. Name the property.

13  $-3 \times 1 =$  \_\_\_\_\_

14  $-2 \times 6 =$  \_\_\_\_\_  $\times -2$  \_\_\_\_\_

15  $-8 \times 0 =$  \_\_\_\_\_

16  $-5(3 + 1) = (-5 \times 3) +$  ( \_\_\_\_\_  $\times 1)$  \_\_\_\_\_

Solve.

17 **WEATHER** The daily high temperature has dropped  $2^\circ$  F each day for the past 7 days. What has the change in temperature been for the past week? \_\_\_\_\_

18 **GOLF** On Saturday, Leon shot  $-1$  (1 under par) for each of the first 3 holes. What is Leon's score after the first 3 holes? \_\_\_\_\_

## Vocabulary Check

Write the vocabulary word that completes the sentence.

19 A \_\_\_\_\_ is a number that divides into a whole number evenly.

20 The answer or result of a multiplication problem is the \_\_\_\_\_.

## 6-6

## Practice: Skills, Concepts, and Problem Solving

## Simplify.

- 1  $-2 \times 8 \times 9$  \_\_\_\_\_
- 2  $4 \times (-1) \times (-15)$  \_\_\_\_\_
- 3  $4 \times (-3) \times (-4) \times 10 \times (-1)$  \_\_\_\_\_
- 4  $-7 \times (-3) \times 5$  \_\_\_\_\_
- 5  $-1 \times (-5) \times (-7) \times 10$  \_\_\_\_\_

## Find each product.

- 6  $(-9)^2$  \_\_\_\_\_
- 7  $10^3$  \_\_\_\_\_
- 8  $(-5)^3$  \_\_\_\_\_
- 9  $6^3$  \_\_\_\_\_

## Simplify.

- 10  $3 \times (2 + (-5)) \times (-1)$  \_\_\_\_\_
- 11  $-7 \times 3^2 \times (-4 + 9)$  \_\_\_\_\_
- 12  $8 \times (2 + (-7)) \times (-1)^2$  \_\_\_\_\_
- 13  $4 \times 3^2 \times (-8 + 6) \times (-2)$  \_\_\_\_\_
- 14  $-10 \times 5^2 \times (4^2 + (-8)) \times 1$  \_\_\_\_\_

## Solve.

- 15 **MONEY** Matt had \$300 in a savings account at the beginning of the year. He withdrew \$35 each month for the first 3 months of the year. How much money is in the savings account at the beginning of April? \_\_\_\_\_

## Write the vocabulary word that completes each sentence.

- 16 The \_\_\_\_\_ are rules that tell what order to follow when evaluating expressions.
- 17 An \_\_\_\_\_ is evenly divisible by 2.
- 18 In the expression  $8^2$ , 8 is the \_\_\_\_\_ and 2 is the \_\_\_\_\_.

Find each quotient.

1  $-5 \div (-1)$  \_\_\_\_\_

2  $-5 \div 1$  \_\_\_\_\_

3  $5 \div (-1)$  \_\_\_\_\_

4  $5 \div 1$  \_\_\_\_\_

5  $\frac{6}{-2}$  \_\_\_\_\_

6  $-18 \div -3$  \_\_\_\_\_

7  $-35 \div (-7)$  \_\_\_\_\_

8  $44 \div 11$  \_\_\_\_\_

9  $\frac{-54}{6}$  \_\_\_\_\_

10  $50 \div (-2)$  \_\_\_\_\_

11  $-25 \div (-5)$  \_\_\_\_\_

12  $\frac{-70}{-10}$  \_\_\_\_\_

Solve.

13 **MONEY** A group of 6 friends earned \$90 doing yard work. They want to divide the money equally. How much money does each person get? \_\_\_\_\_

14 **TRANSPORTATION** A submarine descends 600 feet in 2 minutes. How far does the submarine descend in 1 second? \_\_\_\_\_

**Vocabulary Check** Write the vocabulary word that completes each sentence.

15 A \_\_\_\_\_ is a number that is being divided.

16 A \_\_\_\_\_ the number by which the dividend is being divided.

17 \_\_\_\_\_ is an operation on two numbers in which the first number is split into the same number of equal groups as the second number.

18 The \_\_\_\_\_ is the answer to a division problem.

19 A \_\_\_\_\_ is a number that is greater than 0.

20 A \_\_\_\_\_ is a number that is less than 0.

## Practice: Skills, Concepts, and Problem Solving

## Simplify.

- 1  $14 \div (-7) \times (-3) + (-5)$  \_\_\_\_\_
- 2  $(-2)^4 \times 1 + (8 + (-6)) \div 2$  \_\_\_\_\_
- 3  $5^2 \times 4 \div (-10) + 4 \times 3^2$  \_\_\_\_\_
- 4  $-56 \div (-8) + (-2)2 + 3 \times (-2)$  \_\_\_\_\_
- 5  $500 \div (-5) \div 2 \div (-10)$  \_\_\_\_\_
- 6  $3 \times 4 \div (-6) + (-3)^2$  \_\_\_\_\_
- 7  $6 \times (-2)^2 \div (-3) + 10 \times (-5)$  \_\_\_\_\_
- 8  $-15 + 8^2 \div (-8) + (-3)^2 \times 2$  \_\_\_\_\_

## Solve.

- 9 **BOWLING** Mr. Menendez and his 2 children go bowling. Both children are under 12 years of age. Each person bowls 3 games and rents a pair of shoes. How much did Mr. Menendez spend in all? \_\_\_\_\_

| Bowl-a-Lot Bowling Alley<br>Prices |     |
|------------------------------------|-----|
| Shoe rental .....                  | \$2 |
| Bowling Per Game:                  |     |
| Adults .....                       | \$4 |
| Children .....                     | \$3 |

- 10 **PUZZLES** What is the missing number in the equation?  
 $40 \div \underline{\quad} \times -2 = 16$  \_\_\_\_\_

## Vocabulary Check Write the vocabulary word that completes each sentence.

- 11 An \_\_\_\_\_ is a number that is divisible by 2.
- 12 A \_\_\_\_\_ is a number greater than 0.
- 13 A \_\_\_\_\_ is a number less than 0.
- 14 An \_\_\_\_\_ is a number that is not divisible by 2.