

I'm not robot!

Factoring Expressions (A)
Factor each expression.

- $3x + 15$
- $6y - 12$
- $5x + 10$
- $3x - 27$
- $5x + 40$
- $6x + 18$
- $4x + 10$
- $6x + 8$
- $5x + 10$
- $2x + 16$

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Name _____ Date _____

**Practice
5.7**

**Problem-Solving Application:
Interpret Remainders**

Solve. Explain how you decided to interpret each remainder.

Show Your Work

1. Your school is having an arts day. There are 178 students who will attend, and a maximum of 15 students can work in each room. How many rooms will you need?

2. The 178 students have a choice of art projects. They can choose painting, drawing, sculpture, weaving, or paper-making. If the painting project can have extra students, but the other projects must have an equal number of students, how many students will be working on the painting project?

3. In one room of 15 students, there are 9 boxes of charcoal for drawing. How many additional boxes are needed?

4. In the weaving class, George is making placemats to use in the cafeteria. He is making 4 placemats per hour. He started at 12:00 P.M., and he hopes to make 20 by the end of the arts day at 6:00 P.M. Will he reach his goal?

5. At the end of the arts day, students gather for an hour to show their work. The cafeteria holds 125 students. How many hours in the cafeteria will be needed for all the students to show their work?

Multiplication (Vertical) Name: _____

Solve each problem.

1) $\begin{array}{r} 57 \\ \times 71 \\ \hline \end{array}$	2) $\begin{array}{r} 33 \\ \times 58 \\ \hline \end{array}$	3) $\begin{array}{r} 97 \\ \times 45 \\ \hline \end{array}$	4) $\begin{array}{r} 37 \\ \times 42 \\ \hline \end{array}$
5) $\begin{array}{r} 77 \\ \times 56 \\ \hline \end{array}$	6) $\begin{array}{r} 47 \\ \times 67 \\ \hline \end{array}$	7) $\begin{array}{r} 74 \\ \times 99 \\ \hline \end{array}$	8) $\begin{array}{r} 26 \\ \times 17 \\ \hline \end{array}$
9) $\begin{array}{r} 27 \\ \times 39 \\ \hline \end{array}$	10) $\begin{array}{r} 74 \\ \times 92 \\ \hline \end{array}$	11) $\begin{array}{r} 13 \\ \times 52 \\ \hline \end{array}$	12) $\begin{array}{r} 63 \\ \times 86 \\ \hline \end{array}$
13) $\begin{array}{r} 64 \\ \times 90 \\ \hline \end{array}$	14) $\begin{array}{r} 92 \\ \times 20 \\ \hline \end{array}$	15) $\begin{array}{r} 73 \\ \times 60 \\ \hline \end{array}$	16) $\begin{array}{r} 34 \\ \times 48 \\ \hline \end{array}$
17) $\begin{array}{r} 74 \\ \times 94 \\ \hline \end{array}$	18) $\begin{array}{r} 78 \\ \times 10 \\ \hline \end{array}$	19) $\begin{array}{r} 51 \\ \times 11 \\ \hline \end{array}$	20) $\begin{array}{r} 97 \\ \times 60 \\ \hline \end{array}$

Answers

- _____
- _____
- _____
- _____
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- _____
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- _____

Subtracting 4-Digit Numbers (A)

Name: _____ Date: _____

Calculate each difference.

6889 - 5385, 8695 - 2150, 7020 - 2179, 4629 - 1325, 9474 - 5690

8076 - 2618, 8509 - 6647, 4545 - 4249, 7310 - 5130, 6413 - 2646

9454 - 9100, 8141 - 6876, 9938 - 8868, 9512 - 3208, 4563 - 2843

9924 - 4897, 4171 - 1802, 5203 - 4734, 4220 - 1479, 6034 - 5644

8687 - 2042, 3857 - 2542, 8261 - 4910, 8449 - 4957, 3356 - 1330

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Name _____

Date _____



MULTIPLES AND FACTORS 1

1) Circle the numbers below which are multiples of 70:

230 140 280 330 490 610

2) Circle the numbers below which are factors of 30:

5 12 8 2 60 6

3) Fill in the table below

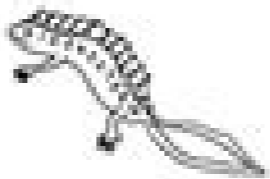
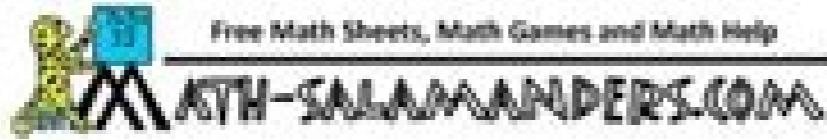
Table with 3 columns: NUMBER, MULTIPLE OF 3, FACTOR OF 36. Rows include numbers 15, 13, 6, 10, 4, 21, 12.

4) Which of the numbers below are prime numbers?

16 11 15 27 23 2

5) Can you find all 6 factors of 32?

6) I am a multiple of 13. I have 2 digits and I am odd and also a multiple of 5. Who am I? _____



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Once you understand, make a plan. Perform the plan. Look at you in your work. How could it be better? All this is good and good, but how do you really do these steps?! Steps 1. and 2. are particularly mysterious! How do you ä äferences "Do you make a plan? "It is what you need some tools in your toolbox and some experience to be based. Much has been written since 1945 to explain these steps in more detail, but the truth is that they are more art than Science. It is here that the mathematical becomes a creative enterprise (and where it becomes a lot of fun). We will articulate some strategies of problem solutions, but this list will never be complete. Really just a start to help you in your way. The best way to become a qualified problem solver is to learn background material well and then solve many problems! Problem 1 (guess and test) make a guess and test to see if it meets the demands of the problem. If you constitute, change the guess properly and check again. Continue doing this to find a solution E o. Example: Mr. Jones has a total of 25 chickens and cows on his nda. How many of each does he have if all together there are 76 pages? Step 1: Understanding the problem we have in the problem that there are 25 chickens and cows. All together there are 76 pages. The chickens are 2 pages and cows täm 4 pages. We are trying to determine how many cows and how many chickens Mr. Jones has on his farm. Step 2: Divide a plan that uses guessing and testing, often to make a guide many times that the strategy below is used with guess and test. Fault a table and look for a pattern: Procedure: Fault a table reflecting the data on the problem. If done in an orderly manner, this table will usually reveal standards and relationships that suggest as the It can be resolved. Step 3: Perform the Plan: Chickens Cows Not the Chicken Paths. mret tsal eht dnif ot alumrof siht esu nac uoy .evah uoy smret fo rebmun eht si "n" .yb gnisaerced ro gnisaerced si mret heac tnouma eht si rebmun xif eht mret tsal : ecnuqes a fo mus eht dnif ot elbariv a gnisU(3 ygetarts gniVos melborP lmh.seigetarts-gnivlos-melborP/gro.noitcanihtam : Dem diO 2 noitseuq ni kcehC)staiop 5;13 lauge yllacitrev dna ssorca smus eht ekam ot seicric eht ni 31 dna ,21 ,11 ,01 8 stigid eht ecalP :! noitseuq ni kcehC lmh.seigetarts-gnivlos-melborP/gro.noitcanihtam.www;/pth .tse T dna sseuG fo elpmaxe rehtona ees of knil siht no kcilC 2 mth.seigetarts/moc.seirotsham.www;/pth " T dna sseuG " fo elpmaxe na ees of knil siht no kcilC 1 .hctaw ot soediV .Inereffid si taht cisiiretcarahe eno evah yeht tub emas eht era smeti owt nehW dna srewsna elbissop fo rebmun I .melborp siht of noitulos eht dnuf evah eW .teef 67 = 25 + 42 sdaeh 52 = 31 + 21 .kcehC :kcab gnikool ef :4 pets 67 25 42 31 21 07 04 03 01 51 gnisaerced era teef fo rebmun latot eht niretteB eÄ 61 ,9 ,4 ,1 :2 olpmxE .91 e 61 maires soremÄn sid somixÄrp so .3 me odnatnemua jÄtse oremÄn adac euq ©Ä oeÄrdap O .soemÄn 2 somixÄrp so ertnocne ... 31 ,01 ,7 ,4 ,1 :1 olpmxE ?odanoicaler jÄtse oremÄn adac omoc ?ronem zev adaC ?seroiam zev adac odnecserc ofÄtse soemÄn so - oeÄrdap mu arucorp ontaugne omsem is a etnugreP .ofÄrdap mu rartnocne somasicerP oriemirP .soemÄn ed odanedro ojnarra mu evlovne euq oeÄrdap mu ©Ä aicnÄAuges amU :ofÄÄainifeJ)ofÄrdap mu odnarucorP(5 samelborp ed ofÄÄAulos ed aig©ÄAtartsE)sotnop 5(.sjÄrt arap odnahlabart amelborp esse avloseR ?aled oremÄn o ©Ä lauQ .634 m©Ätbo ÄAcov ,3 rop adivid e 6 enoicida ,39 rop aled oremÄn o racilpitlum ÄAcov eS .oremÄn mu me odnasnep jÄtse anitsihC :4 atnugrep a euqifireV .atrec atsoesper a someT .5 11 = 7- 81 = 2 x 9 :sjÄrt arap odnahO .atsopser asson a res eved assE .4 9 = 2/81 .2 rop odnidivid jÄtse ogla rarbod ed otsopo O .3 .81 soa aroga somatsE .11 a 7 someranoicidÄ .ofÄÄida a ©Ä ofÄÄAartbus ad otsopo O .2 .sjÄrt arap somahlabart e 11 moc somasÄemoC .1 ?neraK ed oremÄn o ©Ä lauQ .11 m©Ätbo ,7 riartbus e rarbod o ÄAcov eS .oremÄn mu me odnasnep jÄtse neraK .olpmxE vjemstwff5==?hctaw/moc.ebutuoy.www;/spth mth.seigetarts/moc.seirotsham.www;/pth "sjÄrt arap" rartsnomed a ritssia arap soeÄÄV .aditrap ed ontop o ranimreted jÄredop .atsopser asse a ragehc arap sadamot marof euq sapatte sa e atsopser amu revit ÄAcov eS .salocse satium me aig©ÄAtartse amu odareidnoco ©Ä ossi jÄrt arap odnahlabart(4 samelborp ed ofÄÄAulooser ed aig©ÄAtartse .sonmret 023 sonmretip sod amos a ertnocne adiuqes mE jÄ -ä eÄ 61 .31 ,01 ,7 ed omret ÄA023 o ertnocneJ)sotnop 01(:3 atnugrep ni -kcehC 001.06 = amos 2 rop adivid adiuqes mE)002 (:995 + 2l = amos 2 /!Jsoomret ed oremÄn(jonmret omittÄÄ + omret oriemirP(= amos :aicnÄAuges amu ed amos a rartnocne arap .995 ©Ä omret omittÄÄ .omret ÄA002 o ertnocneÄ ... ,8 ,5 ,2 :xÄ .aicnÄAuges amu me met ÄAcov euq somret ed oremÄn o uo aicnÄAuges a ... Find the nearby ones. It seems that every huge monthly manner increases as many as permate. 1 + 3 = 4. 4 + 5 = 9. 9 + 7 = 16 So the next number would be 16 + 9 = 25 + 11 = 36 Example 3: 10, 7, 4, 1, -2 ... Find the nearby ones. In this sequence, the no. the next two. This example is a little more difficult. The no. Maybe a factor? 1 x 2 = 2 x 2 = 4 x 2 = 4 x 2 = 8 Enter each no. ä e©Coor a standard e© 2. Click this link to see another look of Looking for Pattern. problem solving strategy 6 (make a list) Example 1: Can perfect squares end in a 2 or one? List all the squares of the numbers 1 to 20. 1 4 9 16 25 36 49 64 81 100 121 144 169 196 225 256 289 324 361 400. Now see the number in the dagitoes. Note that they are 0, 1, 4, 5, 6 or 9. Note that none of the perfect squares ends at 2, 3, 7, or 8. This list suggests that perfect squares may not end in a 2, 3, 7 or 8. Example 2: How many different amounts of money can you have in your pocket if you have only TRANS COINS, including only coins and coins? Dimes do Neighborhood 0 3 30 Cents 1 2 45 Cents 2 1 60 Cents 3 0 75 Cents Videos demonstrating "Make a list" -Solving-strategies.html Check in question 5: How many ways you can change 23 cents using only cents, no cents and cents? (10 points) Problems resolution strategy 7 (Solve a simpler problem) Example: Geoman sequences: How did we find the ninth term? Solve a simpler problem: 1, 3, 9, 27, 1. To get from 1 to 3 what did we do? 2. To from 3 to 9 what have we done? Let's set up a table: Term Number what we did 1 * 3 2 3 1 * 3 3 3 3 9 1 * 3 4 27 Looking back: How would you find? And fo sseorP(9 ygetarts gniVos melborP 386,91 = semit 1 = L mret htnet eht = L tel .ecneuqes evoba eht fo mret ht01 eht dnif semit 1 = mret htn

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