

Chapter 10 Review

Name: _____

1. Compare the fractions. Write $>$, $<$, or $=$ for the \bigcirc .

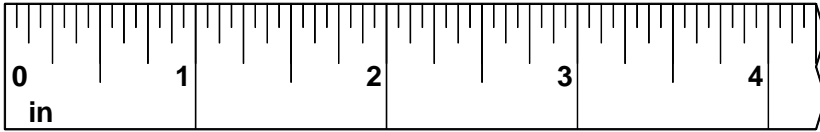
$$\frac{3}{12} \bigcirc \frac{1}{4}$$

2. $\quad 3$

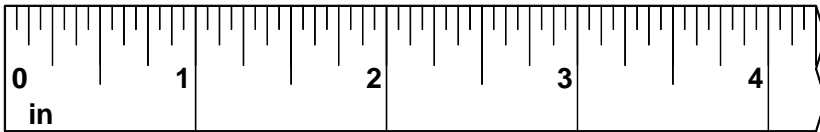
$$\times 2$$

3. Use words to write 26,615 and 92,980. Which number is greater?
4. Which number is smaller? 32.04 or 32.2
5. How much are
9 [80s]?
90 [80s]?
900 [80s]?
6. Adrienne collects baseball cards for 3 different teams. She has 7 cards for each team. How many cards does she have?
7. What number is $\frac{7}{9}$ of 18?
8. There are 20 people on your swimming team. Three fourths of the team went to a swim race in July. How many people went to the swim race in July?
9. Write forty-six and forty-eight hundredths in standard form. Underline the tenths place, circle the ones place, and draw an X through the hundredths place.

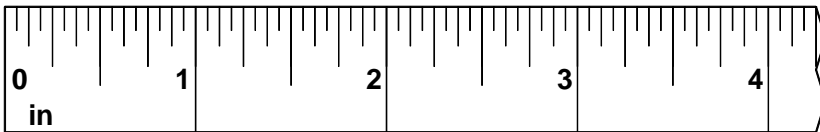
10. Make a dot at $2\frac{1}{2}$ inches.



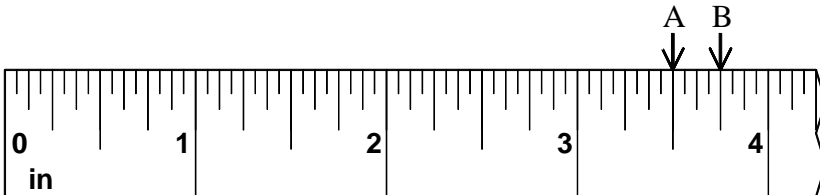
11. Make a dot at $1\frac{3}{4}$ inches.



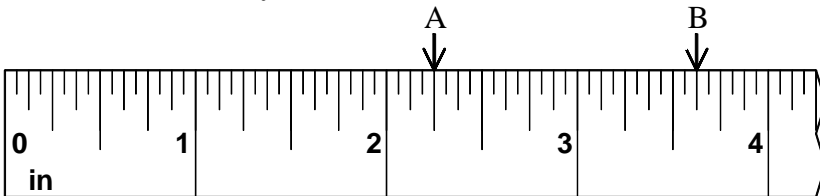
12. Make a dot at $1\frac{1}{8}$ inches.



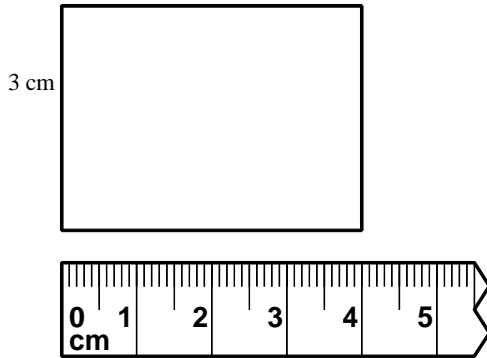
13. What is the distance from A to B?



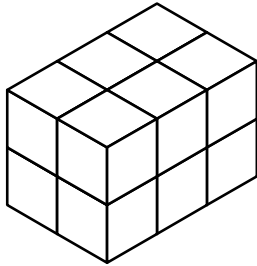
14. What is the distance from A to B?



15. One side of the rectangle is 3 centimeters. Find the perimeter of the rectangle. (Perimeter is the distance around the rectangle.)



16. Find the volume of the rectangular prism in cubic units.

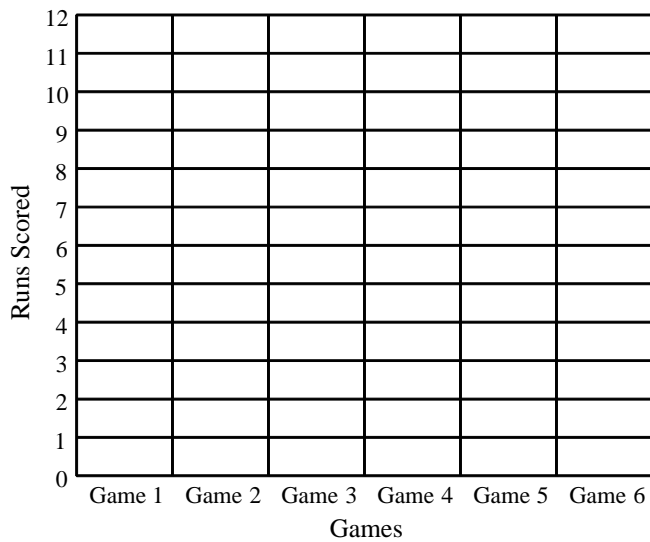


17. Choose the best unit to measure the length of a river.
[A] square centimeter [B] gram [C] mile [D] inch
18. Choose the best unit to measure the thickness of a finger.
[A] square inch [B] meter [C] pound [D] millimeter
19. Choose the best unit to measure the weight of a car.
[A] liter [B] gram [C] meter [D] kilogram
20. Choose the best unit to measure the amount that would fill a big aquarium.
[A] kilogram [B] cup [C] gallon [D] yard

21. Coach Tremaine made the table below to show the number of runs scored during each of the last 6 games.

| Game | Runs Scored |
|--------|-------------|
| Game 1 | 8 |
| Game 2 | 9 |
| Game 3 | 8 |
| Game 4 | 5 |
| Game 5 | 11 |
| Game 6 | 1 |

- a. Make a bar graph of the data in the table.



- b. What was the mean, or average, number of runs scored?
 c. Use the table to list the number of runs scored during each game in order from least to greatest.

____, ____, ____, ____, ____, ____

- d. What is the median number of runs scored?

22. Measure Lengths on a Treasure Hunt (Independent activity), Lesson 10.12

FOR THE TEACHER:

Materials:

- Photocopies of Math Masters, page 165, “A Treasure Hunt”
- Rulers, one for each student

FOR THE STUDENT:

Directions:

You will use the page titled “A Treasure Hunt” to measure the two paths to a buried treasure.

- *Find the length of each part of the path, measured to the nearest quarter inch.*
- *Write the name of the person whose route was shorter.*
- *Challenge yourself by finding out how much shorter the shorter path was.*
- *On the back of the paper, explain the strategy you used to find the solutions.*

**23. Find Rectangular Prisms of a Given Volume (Independent or partner activity),
Lesson 10.12**

FOR THE TEACHER:

Materials:

- Photocopies of Math Masters, page 173, “Centimeter Grid Paper,” one for each student or group
- Photocopies of Math Masters, page 168, “Same Volume, Different Prisms,” one for each student or group (optional)

Note: You may prefer to use Math Masters, page 168, instead of page 173 for this activity. Be sure to change the volume from 36 cubic centimeters to 24 cubic centimeters (or another value).

FOR THE STUDENT:

Directions: Use the centimeter grid to build prisms with volumes of 24 cubic centimeters.

The base of the prism must have at least 2 rows of cubes with at least 2 cubes in each row. The prism must have at least 2 layers of cubes (2 cm high). For each prism:

1. Draw its base on the grid.
2. Label each base A–G.
3. Write the measures in the table. Draw the base of the prism on the centimeter grid and record the height of the prism.

| Prism | Area of Base (sq cm) | Height (cm) | Volume (cu cm) |
|--------------|---------------------------------|------------------------|---------------------------|
| A | | | 24 |
| B | | | 24 |
| C | | | 24 |
| D | | | 24 |
| E | | | 24 |
| F | | | 24 |
| G | | | 24 |

24. Play Memory Addition and Subtraction (Partner activity), Lesson 10.12

FOR THE TEACHER:

Materials:

- One calculator for each pair of students

FOR THE STUDENT:

Directions:

1. Players agree on a target number less than 50.
2. Either player clears the calculator's memory. (See **Using the Memory Keys**.)
3. Players take turns adding 1, 2, 3, 4, or 5 to the calculator's memory or subtracting 1, 2, 3, 4, or 5 from the memory using the $M+$ or the $M-$ keys. On the game chart, write the calculator buttons that were pressed and what the display showed, but keep track of the sum or difference in your heads. (See **Example Chart**.) A player cannot use the number that was just used by the other player.
4. The goal is to make the number in memory match the target number. When a player thinks the number in memory is the same as the target number, the player says "Same." Then he or she presses MRC to display the number in memory. A player can press MRC before or after adding or subtracting a number.
5. If the number in the display matches the target number, the player who said "Same" wins. If the number does not match the target number, that player loses.

Using the Memory Keys

- Press MRC once to display the number in memory.
- Press MRC twice to clear the memory.
- Press $M+$ or $M-$ to show the number added to, or subtracted from, memory. The result of the addition or subtraction is not displayed until MRC is pressed.
- Change the directions if your calculator works differently.

Example Chart

Target number: 19

| Winnie presses | Display shows | Maria presses | Display shows |
|-----------------------|----------------------|----------------------|----------------------|
| 5 $M+$ | M 5 | 4 $M+$ | M 4 |
| 3 $M+$ | M 3 | 1 $M+$ | M 1 |
| 2 $M-$ | M 2 | 3 $M+$ | M 3 |
| 5 $M+$ MRC | M 19 | | |

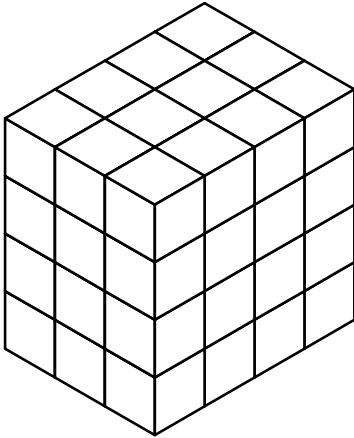
Winnie wins.

(24.) Memory Addition and Subtraction Recording Tables

GAME 1 Target number: _____

| Player 1 presses | Display shows | Player 2 presses | Display shows |
|-----------------------------|--------------------------|-----------------------------|--------------------------|
|-----------------------------|--------------------------|-----------------------------|--------------------------|

25. Find the volume of the rectangular prism in cubic units.



26. A pet store has 6 goldfish tanks. One day, the owner counted the goldfish in each tank.

| Tank | Number of Goldfish |
|--------|--------------------|
| Tank 1 | 8 |
| Tank 2 | 12 |
| Tank 3 | 6 |
| Tank 4 | 6 |
| Tank 5 | 11 |
| Tank 6 | 5 |

What was the mean, or average, number of goldfish in each tank?

27. Sally kept track of the number of strawberries she picked from her garden each day.

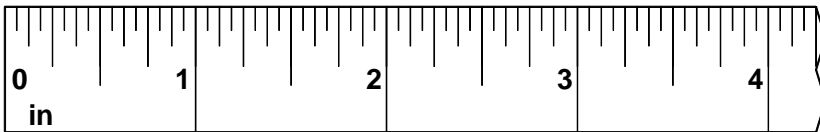
| Day of Week | Number of Strawberries |
|-------------|------------------------|
| Monday | 8 |
| Tuesday | 8 |
| Wednesday | 10 |
| Thursday | 3 |
| Friday | 6 |
| Saturday | 1 |

a. Use the table to list the number of strawberries picked each day in order from least to greatest.

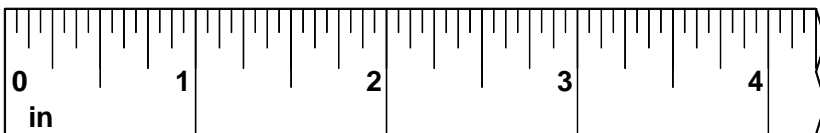
____, ____, ____, ____, ____, ____

b. What is the median number of strawberries picked?

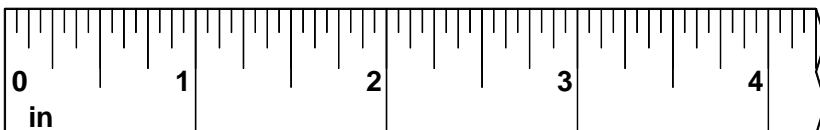
28. Make a dot at $3\frac{1}{2}$ inches.



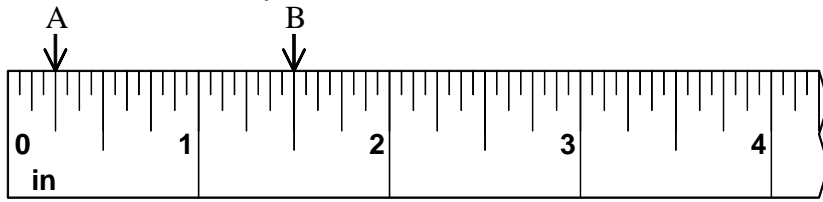
29. Make a dot at $2\frac{1}{4}$ inches.



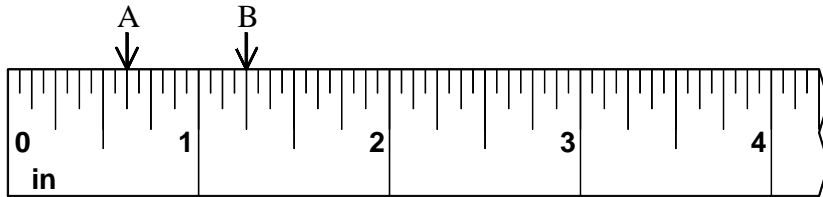
30. Make a dot at $3\frac{5}{8}$ inches.



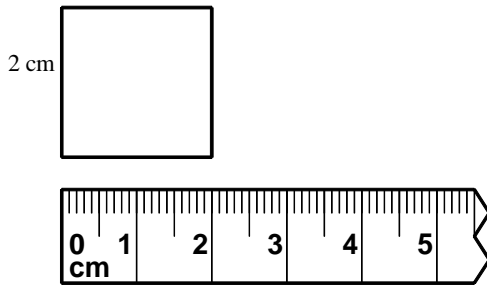
31. What is the distance from A to B?



32. What is the distance from A to B?



33. One side of the rectangle is 2 centimeters. Find the perimeter of the rectangle. (Perimeter is the distance around the rectangle.)



34. Choose the best unit to measure the length of a short race.

- [A] liter [B] pound [C] yard [D] mile

35. Choose the best unit to measure the length of a ship.

- [A] cup [B] kilometer [C] meter [D] kilogram

36. Choose the best unit to measure the weight of a horse.

- [A] liter [B] gram [C] kilogram [D] meter

37. Choose the best unit to measure the amount that would fill a juice glass.

- [A] pound [B] cup [C] gallon [D] foot

38. Kelly counted the number of swings at each of 6 parks.

| Park | Number of Swings |
|---------------|------------------|
| Mountain View | 3 |
| Blue Lake | 8 |
| Peninsula | 7 |
| Valley Oak | 4 |
| Riverside | 6 |
| Children's | 2 |

What was the mean, or average, number swings at the parks?

39. Six friends made a chart showing the number of cousins they each had.

| Name | Number of Cousins |
|-----------|-------------------|
| Alberto | 5 |
| Sandra | 3 |
| Tyrone | 6 |
| Christine | 5 |
| Alex | 9 |
| Jessica | 2 |

a. Use the table to list the number of cousins in order from least to greatest.

____, _____, _____, _____, _____, _____

b. What is the median number of cousins of the six friends?

40. 0

$$\begin{array}{r} \times 7 \\ \hline \end{array}$$

41. There were 6 players on 2 teams. The same number of players were on each team. How many players were on each team?

42. Make a bar graph to match the data in the table below.

| Team | Games Won |
|-----------|-----------|
| Bears | 5 |
| Eagles | 8 |
| Falcons | 2 |
| Tigers | 6 |
| Tornadoes | 10 |

