

Name: _____



PRACTICE



TUTORIAL

1-7 Additional Practice

Week of 4/13-4/17

In 1-3, use the table at the right.

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Snack Prices

Snack	Price
Dried Fruit	\$4.25 per pound
Mixed Nuts	\$6.75 per pound
Trail Mix	\$3.50 per pound

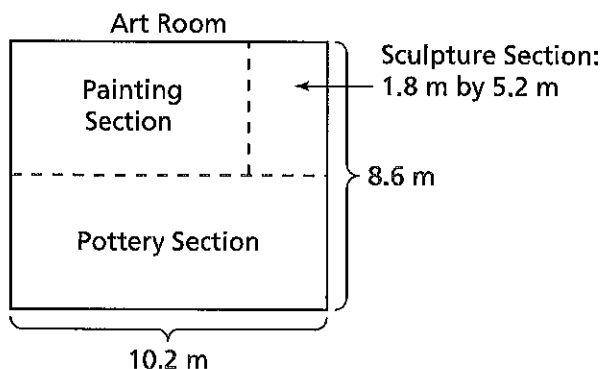
- Steven buys 2.32 pounds of trail mix and twice as many pounds of dried fruit. What is the total cost?
- Yolanda wanted to buy a total of 6 pounds of mixed nuts and dried fruit for a party. She paid \$21.60 for mixed nuts and \$11.90 for dried fruit. Did Yolanda buy enough mixed nuts and dried fruit for the party?
 - What do you do first to solve the problem?
 - What do you do next?
 - How do you solve the problem?
- Mario received \$0.40 in change from \$20.00 when he bought trail mix. How many pounds of trail mix did Mario buy?
 - What do you do first to solve the problem?
 - How do you solve the problem?
- Critique Reasoning** Students in a cooking class made $4\frac{1}{2}$ quarts of soup. They served $\frac{4}{5}$ of the soup to friends. Each serving is $\frac{3}{5}$ quart. Hector incorrectly says that there were $3\frac{3}{5}$ servings of soup. What is the correct number of servings? What did Hector do wrong?
- Higher Order Thinking** A hairdresser combined three bottles of shampoo into one bottle. The first bottle had 4.8 ounces of shampoo, the second bottle had 5.4 ounces, and the third bottle had 6.6 ounces. The hairdresser used $\frac{2}{5}$ of the shampoo from the new bottle when she washed her hair. How many ounces of shampoo did she use? Describe two different ways to solve the problem.

6th grade math- Epperson; week of 4/13-4/17
 In 6 and 7, use the diagram.

The art room at a school is made up of three sections: a pottery section, a painting section, and a sculpture section.

6. Artwork will be on display for an art show in all sections of the art room except the sculpture section. How much space is available for the art show?

7. What is the area of the painting section?



8. Students are on a 248.5-kilometer bike trip. They rode 52.4 kilometers on the first day. They rode 0.4 of the remaining distance on the second day. How many kilometers do they have left to ride?

9. **Make Sense and Persevere** Kim made $1\frac{1}{4}$ quarts of a fruit smoothie. She drank $\frac{1}{5}$ of the smoothie. Her brothers drank the rest of the smoothie. They each had $\frac{1}{3}$ quart. How many brothers does Kim have?

10. A garden is $6\frac{2}{3}$ feet long and $2\frac{2}{3}$ feet wide. Juan is putting a brick border around the garden. Each brick is $\frac{2}{3}$ foot long. How many bricks does Juan need?

11. Margot has $21\frac{1}{2}$ pounds of flour, 8 pounds of butter, and $18\frac{1}{2}$ pounds of sugar to make shortbread cookies. If she makes 12 batches of cookies and uses all the ingredients, how many pounds of ingredients are used in each batch?

Assessment Practice

12. A baker uses $13\frac{1}{2}$ cups of flour to make key lime bread. She uses $2\frac{1}{4}$ cups of flour to make each loaf. The baker sells $\frac{2}{3}$ of the loaves of bread that she makes. Which expression shows how many loaves of key lime bread the baker sells?

- Ⓐ 45 loaves; $(13\frac{1}{2} \div \frac{2}{3}) \times 2\frac{1}{4}$
- Ⓑ 20 loaves; $(13\frac{1}{2} \times 2\frac{1}{4}) \times \frac{2}{3}$
- Ⓒ 9 loaves; $(13\frac{1}{2} \div 2\frac{1}{4}) \div \frac{2}{3}$
- Ⓓ 4 loaves; $(13\frac{1}{2} \div 2\frac{1}{4}) \times \frac{2}{3}$

13. Roger ran 13.2 miles in 1.6 hours. Ana ran 10.85 miles in 1.4 hours. In miles per hour, how much faster was Roger's average speed than Ana's?



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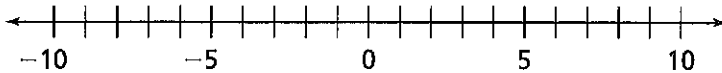
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2-1 Additional Practice

Week of 4/13-4/17

In 1-6, plot each point on the number line below.



1. $L(-8)$

2. $M(3)$

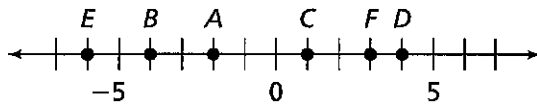
3. $N(-4)$

4. $O(2)$

5. $P(-1)$

6. $Q(-6)$

In 7-12, use the number line below. Write the integer value that each point represents, then write its opposite.



7. A

8. B

9. C

10. D

11. E

12. F

In 13-18, write the opposite of each integer.

13. -12

14. 63

15. $-(-10)$

16. 33

17. -101

18. $-(-54)$

In 19-24, compare the integers and write the integer with the greater value.

19. $-2, 3$

20. $-4, -1$

21. $0, -7$

22. $-(-5), 4$

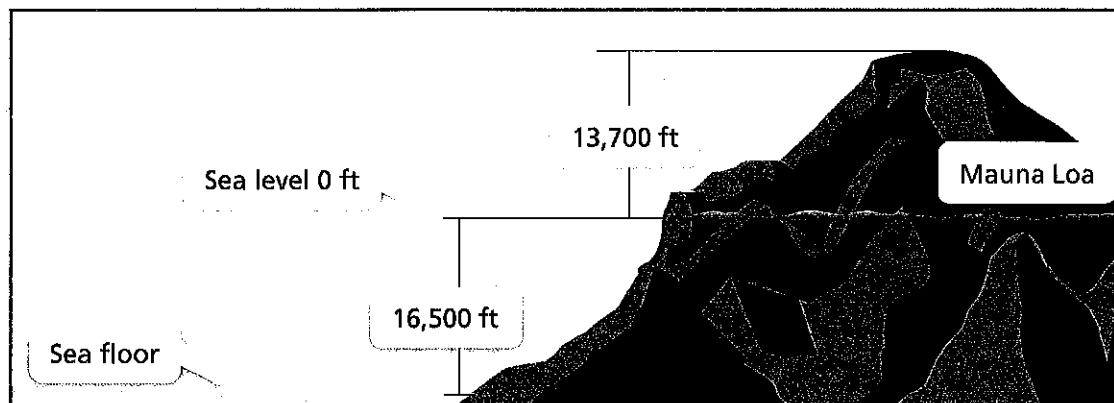
23. $-8, -(-6)$

24. $-(-3), -(-1)$

25. A contestant in a game show has 9,000 points. The contestant answers the next question incorrectly and loses 750 points. What integer represents a loss of 750 points?

26. Two people are scuba diving. One diver is 36 feet below the surface. The other diver is 44 feet below the surface. What integers represent where the divers are with respect to the surface? Which diver is deeper?

6th grade math- Epperson; week of 4/13-4/17
 Mauna Loa, in Hawaii, is the largest above-sea-level volcano.
 In 27 and 28, use the diagram of Mauna Loa.



27. Reasoning Use a negative integer to represent the depth, in feet, of the sea floor.

28. Mauna Loa depresses the sea floor, resulting in 26,400 more feet added to its height. What is the total height of Mauna Loa?

29. Higher Order Thinking In math, a letter such as p can be assigned as a variable to represent an unknown value. Give an example of a value for p that results in $-p$ being a positive integer. Explain.

30. Roberto and Jeanne played a difficult computer game. Roberto's final score was -60 points, and Jeanne's final score was -160 points. Use $<$, $>$, or $=$ to compare the scores, then find the player who had the higher final score.

Assessment Practice

31. Kalia goes on her first helmet diving expedition. What is a possible diving depth for her dive?

- (A) -4 meters
- (B) 0 meters
- (C) 4 meters
- (D) 40 meters

32. Fill in the bubbles to match each integer with its opposite.

	44	-9	-21	12
9	(A)	(B)	(C)	(D)
-12	(E)	(F)	(G)	(H)
-44	(I)	(J)	(K)	(L)
$-(-21)$	(M)	(N)	(O)	(P)

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TUTORIAL

2-2 Additional Practice

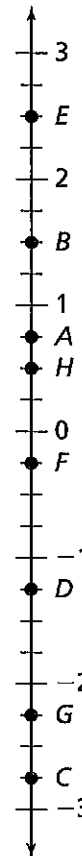
Week of 4/13-4/17

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In 1-8, write the number positioned at each point on the number line at the right.

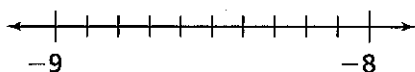
1. A 2. B 3. C 4. D
5. E 6. F 7. G 8. H



In 9-16, plot each point on the number line at the right.

9. S(2.75) 10. T($\frac{1}{4}$) 11. U($-2\frac{1}{2}$) 12. V(2.25)
13. W($1\frac{3}{4}$) 14. X(-0.75) 15. Y(-1.75) 16. Z($-\frac{3}{1}$)

17. Plot -8.7 on the number line below.



18. Draw a number line and plot $-\frac{5}{3}$.

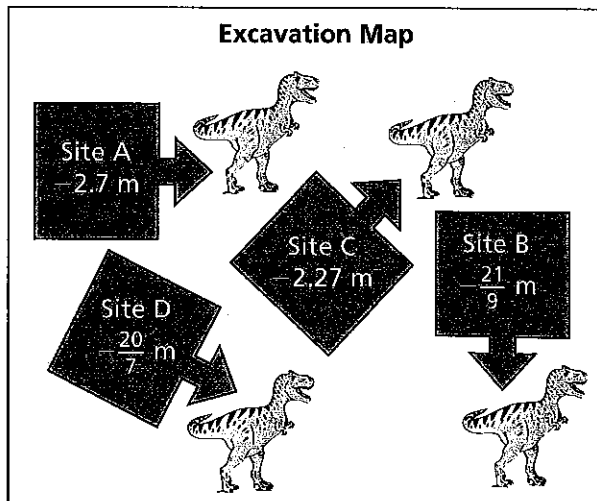
In 19-26, use <, >, or = to compare.

19. -12 ○ -15 20. $-\frac{1}{3}$ ○ -1 21. -2 ○ -2.1 22. $\frac{1}{5}$ ○ $\frac{1}{4}$
23. $\frac{7}{10}$ ○ -0.85 24. -0.66 ○ $-\frac{3}{4}$ 25. $-4\frac{1}{2}$ ○ -3.9 26. $7\frac{1}{2}$ ○ 7.75

In 27 and 28, use the map at the right.

27. The map shows how deep archaeologists have dug at several excavation sites. Order the archaeological excavation sites from the least depth to the greatest depth.

28. Archaeologists are excavating a new Site E. On a number line, the depth of Site E is between the depths of Site A and Site B. What is a possible depth of Site E?



6th grade math- Epperson, week of 4/13-4/17

In 29–31, use the table at the right.

- 29. Reasoning** Suppose you plot the lengths in the table on a number line. Which track member's long jump length would be represented by the point closest to, but not equal to, 0 on the number line? Explain.

Track Members	Long Jump Length Relative to State Qualifying Distance
Theresa	–5.625 in.
Ann	2 in.
Shirley	–3 in.
Delia	0 in.

- 30.** Delia's relative long jump length was recorded as 0. What does this mean?

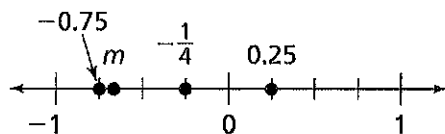
- 31. Construct Arguments** Which track members did **NOT** qualify for the state championship? Construct an argument to explain how you know.

- 32. Make Sense and Persevere** Order $-6\frac{1}{4}$, -6.35 , $-6\frac{1}{5}$, and -6.1 from greatest to least. Explain.

- 33. Higher Order Thinking** Tyler says there are infinitely many rational numbers between 0 and 1. Do you agree? Explain.

Assessment Practice

- 34.** Which could be a value for m ?



- Ⓐ $\frac{2}{3}$
 Ⓑ $\frac{1}{3}$
 Ⓒ $-\frac{2}{3}$
 Ⓓ $-\frac{1}{3}$

- 35.** Which inequality represents the correct position of two numbers on a number line?

- Ⓐ $6.5 > \frac{25}{4}$
 Ⓑ $-6.5 > -\frac{25}{4}$
 Ⓒ $-6 > -5$
 Ⓓ $5 > \frac{25}{4}$