

HCS Math Spiral 2020-21

Learning Period 1

August 12 - September 30

***Objectives:** Students should be able to identify and order numbers on a number line; perform operations with decimals; perform division of numbers with a remainder or decimal portion.*

Daily independent review for students in grades 5 through 8.

The goal of HCS Math Spirals is to refresh students on past material and fill in key holes that have been identified by upper grade math teachers as problem areas for many students. Our hope is that students will work independently to complete one problem set per day (2-3 problems) either before or after their daily math lesson. These problems should not take more than 10 minutes to complete. If your student takes longer than this, make a note of the math concept, move on, and come back to the problem set once you've covered the subject in a math lesson. The Math Spiral is not to be used as a one-day worksheet; effectiveness comes in the habit of daily, brief review.

To refresh concepts that may not be addressed in your current math curriculum, one great resource is Khan Academy online found at www.khanacademy.org.

At the end of each learning period your Education Coordinator will have your student complete a short benchmark, in office, which will assess the concepts covered on the spiral they just completed.

8/12 Which decimal is greater?

1.) 7.9, 8.1

2.) 0.5, .062

3.) 6.75, 6.71

8/13 Order the decimals from least to greatest.

1.) 0.33, 3.1, 0.3

2.) 24.95, 23.9, 24.5

3.) 7.5, 6.95, 7.58

8/14 Compare each decimal with $<$, $>$ or $=$.

1.) 99.9 99

2.) 8.01 8.001

3.) 40.900 40.9

8/17

1.) The 2012 Olympic 100-meter dash had a viewing audience of 49.1 million viewers. The same event in Beijing in 2008 had 48.6 million viewers and in Athens in 2004 there were 49 million viewers. Which 100-meter dash had the most viewers?

2.) Find a missing digit that makes $23.\underline{\quad}6 > 23.56$ true.

8/18

1.) Create a number line and place 1.25 in the proper place.

2.) Find a missing digit that makes $16.26 > 16.2\underline{\quad}$ true.

8/19 Order the list of numbers on a number line.

1.) 1.67, 0.53, 2.1, 1

2.) $\frac{1}{5}$, $\frac{4}{5}$, 1, $\frac{2}{5}$

3.) 4.9, 0.2, 1.998, 2.679

8/20 Find the sum.

1.)
$$\begin{array}{r} 2.16 \\ + 1.30 \\ \hline \end{array}$$

2.)
$$\begin{array}{r} \$16.25 \\ + 5.08 \\ \hline \end{array}$$

3.) $\frac{4}{9} + \frac{1}{9}$

8/21 Find the sum.

1.) $1.6 + 0.89$

2.) $3.12 + 6.4$

3.) $\$317.26 + \110.99

8/24

1.) Sam wants to buy a notebook for \$1.25 and a calculator for \$9.99. How much will he pay for both of them without tax?

2.) Trisha has \$2.35 to spend on lunch and her friend Kelly has \$1.90 to spend on lunch, how much do they have together?

8/25 Find the difference.

1.)
$$\begin{array}{r} 22.369 \\ - 5.126 \\ \hline \end{array}$$

2.)
$$\begin{array}{r} 5.7 \\ - 0.29 \\ \hline \end{array}$$

3.)
$$\begin{array}{r} 670.119 \\ - 15.261 \\ \hline \end{array}$$

8/26 Order the numbers on a number line.

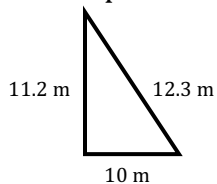
1.) $2\frac{1}{2}$, 1 , $\frac{1}{2}$, $3\frac{1}{2}$

2.) $\frac{1}{6}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$

3.) 4.25 , $3\frac{1}{2}$, 4 , $2\frac{3}{4}$

8/27

1.) Find the perimeter:

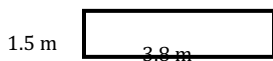


2.)
$$\begin{array}{r} 6.291 \\ - 4.320 \\ \hline \end{array}$$

3.) Order from least to greatest:
2, -3, 5, 0, -9

8/28

1.) Find the perimeter:



2.)
$$\begin{array}{r} 7,211 \\ \times 3 \\ \hline \end{array}$$

3.)
$$\begin{array}{r} 3,926 \\ \times 52 \\ \hline \end{array}$$

8/31 Find the product.

1.) $9 \times 1,260$

2.) $21 \times 2,396$

3.) $2 \times 189,260$

9/1 Solve.

1.) $156.29 + 26.213$

2.) $49.2 - 26.8$

3.) 12×79

9/2 Find the missing number that makes the statement true.

1.) $627 \times 3 = 3 \times \underline{\hspace{2cm}}$

2.) $962 \times \underline{\hspace{2cm}} = 962$

3.) $4 \times 6 \times \underline{\hspace{2cm}} = 24$

9/3

1.) Jackson had a piece of rope that was 9.25m long and he cut off 2.6m. How long is his remaining piece of rope?

2.) 39.06×0.3

3.) Sally can run 7.5 miles in one hour, how far can Sally run in 2 hours?

9/4

1.) Order numbers on a number line: $-6, 1\frac{3}{4}, \frac{1}{3}, -2, 2, 1.6$

2.) 6.5×3

3.) 3.05×5

9/8 Find the product.

1.) 0.8×3

2.) 6.3×100

3.) $\$54.67 \times 10$

9/9

$$\begin{array}{r} 1.) \ 969.76 \\ \quad 115.45 \\ \hline \quad + \ 58.37 \\ \hline \end{array}$$

$$\begin{array}{r} 2.) \ 623.1 \\ \quad - \ 42.9 \\ \hline \end{array}$$

3.) $2.3 \times \underline{\hspace{2cm}} = 2,300$

9/10 Find the product.

$$\begin{array}{r} 1.) \ 0.9 \\ \quad \times \ 0.3 \\ \hline \end{array}$$

$$\begin{array}{r} 2.) \ 4.3 \\ \quad \times \ 2.5 \\ \hline \end{array}$$

$$\begin{array}{r} 3.) \ 12.79 \\ \quad \times \ 3.7 \\ \hline \end{array}$$

9/11

1.) If you multiply 7.29×3.2 , how many decimal places will there be in the product?

2.) 310×2.4

3.) 12.4×1.63

9/14 Solve.

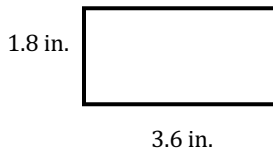
1.) $17.63 + 8.179$

2.) 3.6×0.2

3.) 3.09×4.1

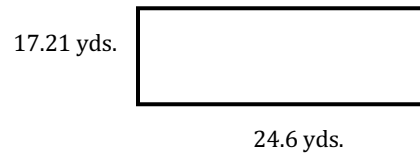
9/15

1.) Find the area:



2.) $1.23 - 0.66$

3.) Find the perimeter:

**9/16 Find the quotient.**

1.) $24 \div 4$

2.) $3 \overline{)24}$

3.) $30 \div 6$

9/17

1.) $\frac{3}{8} + \frac{2}{8}$

2.) $12 \overline{)84}$

3.) $84 \div \underline{\quad} = 12$

9/18

1.) $2 \overline{)35}$

2.) 17×2

3.) $7 \overline{)112}$

9/21

1.) $5 \overline{)4,250}$

2.) $3 \overline{)71}$

3.) $4 \overline{)110}$

9/22

1.) $0.567 - 0.448$

2.) 49.6×3.21

3.) $285 \div 6$

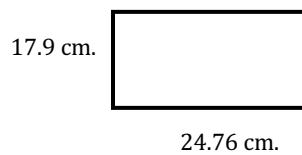
9/23

1.) 465.3×8.6

2.) $26.2 \times 10 =$
 $26.2 \times 100 =$
 $26.2 \times 1000 =$

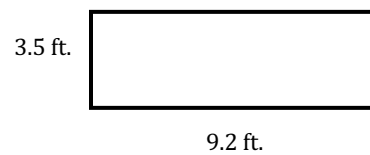
9/24

1.) Find the perimeter:



2.) $4.3 + 0.98$

3.) Find the area:



9/25

1.) $\frac{6}{7} + \frac{1}{7}$

2.) $11 \overline{)154}$

3.) $154 \div \underline{\quad} = 11$

9/28 Find the product.

1.) 0.7
 $\times 0.9$

2.) 8.2
 $\times 6.7$

3.) 23.56
 $\times 4.3$

9/29

1.) $0.483 - 0.259$

2.) 92.51×5.8

3.) $234 \div 5$

9/30 Find the missing number that makes the statement true.

1.) $8 \times \underline{\quad} \times 7 = 56$

2.) $831 \times \underline{\quad} = 831$

3.) $7 \times 179 = \underline{\quad} \times 7$