RCSAI's mission is to instill a love for learning in a structured and nurturing environment through engaging and stimulating learning opportunities

UPCOMING DATES

Aug 12 First Day of School

Aug 27 Picture Day

Sept 10 Curriculum Night

Oct 3 Picture Re-takes and
        Group Photos

Oct 6 Welcome Picnic

Oct 7-11 Book Fair

Oct 10 STEM Night

Oct 10 PTO Meeting

Oct 28 Vision Screening

Oct 31 Fall Fest

CONNECT WITH US!

f @rcsa.innovation

◎ @rcsa.innovation

🐦 @rcsa_innovation

#RCSAI

Dear RCSAI Families,

I would like to welcome you to the 2019-2020 school year at River City Science Academy Innovation. We are excited to have so many returning families, and I extend a special welcome to the new families joining us. We are looking forward to a productive partnership with you to ensure our children reach their highest potential.

As partners, we share the responsibility for our children's success and we will do our very best to carry out our responsibilities. We ask that you guide and support your child's learning by ensuring that he/she:

- Attends school daily and arrives on time, ready for the day's learning experience
- Completes all homework assignments given by teachers
- Reads daily to develop a love for reading and to improve literacy skills
- Shares school experiences with you so that you are aware of his/her school life
- Informs you if he/she needs additional support in any area or subject
- Knows that you expect him/her to succeed in school

Through hard work, effective and creative teaching, and a strong school community partnership, we will reach our goal to provide a quality educational program that meets the needs of all of our students at RCSAI.

Thank you for your continued commitment and dedication to your child's education and RCSAI.

In Partnership,

Mesut Erdogan
Principal

Mark Your Calendars!
Orientation: Aug 7th
**Kinder-5th grade 9-11 am
6th-8th grade 12-2 pm**

GENERAL SCHOOL INFORMATION

SCHOOL HOURS

School starts at 8:00. Students arriving for breakfast will have access to the cafeteria at 7:35. If not at breakfast, all students should head directly to their homeroom. Please plan accordingly so that your child can be seated and ready to learn promptly at 8:00. Our goal is to decrease our tardies and increase our learning time for all students.

BEFORE/AFTER CARE

Before care: 6:45-7:30 am
$100 per child per session
$50 per sibling per session
After care: 3:000-6:00 pm
$150 per child per session
$75 per sibling per session
Before & Aftercare:
$220 per child per session
$110 per child per session

Aftercare payments can be made at the Business Office or online through SchoolPay.com.
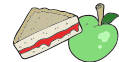
SUPPLIES

Your class supply list is attached in your information packet. Classroom supplies are intended to be communal. Please bring supplies to school during Orientation to help create a smooth first day for your child. Your supply bag should be labeled with your child's name, grade, and teacher's name. If you cannot attend Orientation you may bring supplies on the first day of school and we will help deliver them to your classroom.

KISS AND DROP

Parents may not enter the school at drop off, but you may walk your child to the back entrance (cafeteria door) to say goodbye. Kindergarten will be meeting in the cafeteria before heading to homeroom. Drop off at the front entrance will be carline only.

UNIFORMS

All students are expected to be in full uniform everyday, which includes their ID lanyard.

Girls	Boys
Blue or Tan Khakis	Blue or Tan Khakis
Blue skort/skirt/jumper	Belt
Uniform emblem shirt	Uniform emblem shirt
Sneakers	Sneakers
School jacket	School jacket

BREAKFAST & LUNCH

Breakfast is served 7:35-7:50 am. Lunch is served 10:45 am – 12:30 pm. Schedule will vary depending on grade level. A more specific lunch schedule will be available at Orientation. Parents may join their student for lunch any day as long as you have a background check cleared through the district. Lunch payments can be made at the Business Office or online through SLA.com. Breakfast costs $1.75 and lunch costs $3.25. Free and reduced lunch forms can be found online or at the front office.

TARDIES & ABSENCES

Please contact the front office by phone or email if your child will be absent. For an excused absence a parent or doctor's note must be provided. If tardy (after 8:00 am) a parent must sign in the student at the front office.

WEEKLY E-NEWSLETTER

Please keep an eye out for our weekly newsletter sent out every Friday evening that contains information about everything going on at school. If you are not receiving emails please come by the front office and confirm your email.

CONNECT

Stay informed about your child's grades, behavior, events, etc. with real-time notifications. Connect with teachers through direct messaging and email. Download the SPARK app in your mobile app store and log in with your Connect username and password.

Please refer to the RCSA Student Handbook in your agenda for more specific details.

During dismissal, parents have a few options to pick up their students. All families are required to complete a safety form that lists any adults authorized to pick up your child. Please be prepared to show photo ID as part of our pick up procedures. We cannot release a students to someone without direct permission from a parent or guardian. No child may be dismissed after 1:30 pm on a normal dismissal day or after 12:30 pm on an Early Release Day.

CARLINE

Carline begins promptly at 2:30 for elementary students and 2:45 for middle school students. During carline we ask that you do not park and come into the front office. Please follow the carline map on the next page to ensure a smooth pick up.

During Orientation you will receive a unique family code for our dismissal app called PikMyKid. PikMyKid will allow you to enter carline, mark that you are in the line and allow us to release your child to meet you.

WEST ENTRANCE

From 2:30 – 3:00 pm you have the option of parking in the back parking lot and walking to the cafeteria door to pick up your child. Using the PikMyKid app you can mark that you are choosing this method of pick up and we will have your child meet you.

AFTERCARE

Aftercare begins at 2:30 pm for elementary and 2:45 for middle school. Students who are not picked up in carline will be sent to aftercare. There is a 15 minute grace period for late carline pick ups. Students who are not enrolled in aftercare will be charged for the daily fee following the grace window.

Aftercare ends at 6:00 pm. Pick up is at the south entrance only.

CLUBS & TUTORING

Each teacher will offer a different club throughout the year. Clubs meet once a week from 3:00 – 3:45 pm on Mondays, Tuesdays, or Thursdays. Following clubs, there will be another carline from 3:45 – 4:00pm for club dismissal. Students will be able to choose a Fall and a Spring club.

Teachers will offer after school tutoring at least once a week from 3:00 – 3:45pm. Tutoring students will also be dismissed in carline from 3:45 – 4:00pm.

SPORTS & TEAMS

Middle School students participating in a sport or competition team may have different practice hours dictated by their faculty advisor or coach. Games, meets, or competitions may take place at other campuses requiring a late pick up or pick up from other locations.

RCSAI Car Line Map

PARKING

Main Entrance

School Building

Play-ground
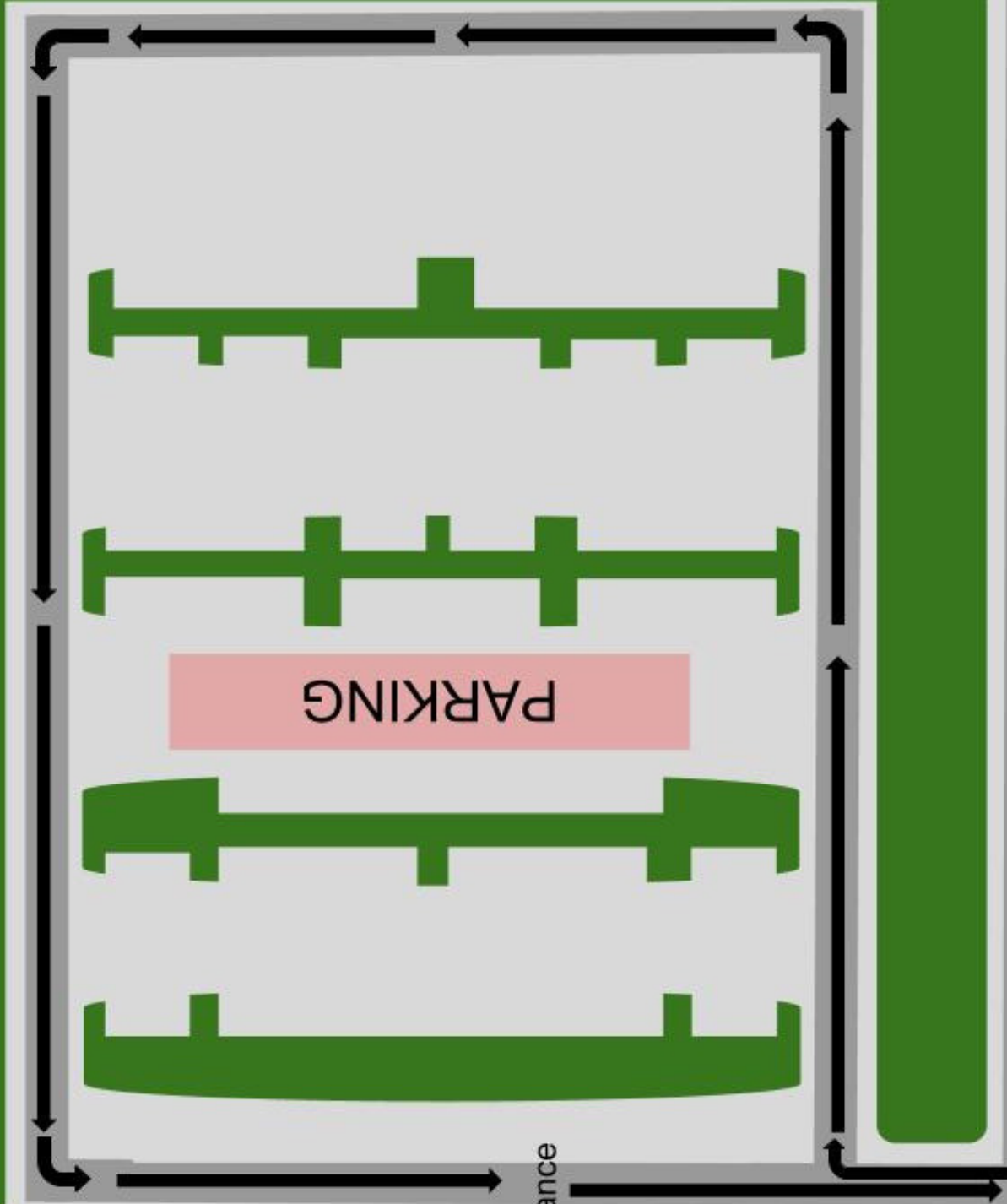
Baycenter Road

← To Phillips Highway

PARENT TEACHER ORGANIZATION

The goal of RCSAI's PTO is to enhance student's education through engagement with parents and guardians, who volunteer their skills, resources, expertise, and time. River City Science Academy – Innovation needs your active participation to help your student and their peers reach their full potential. Throughout the year, the PTO provides support to the teachers in the classroom, at special educational and extracurricular events, as well as raises funds for resources that will enhance each student's education.

Please consider joining the RCSAI PTO and volunteering your time, talents or resources to help support RCSAI this year. Enclosed you will find a Calendar of Events for this year, a Volunteer Opportunities Sign-Up sheet and Future School Goals.

Please sign up in your classroom today or come by the PTO booth in the atrium before you leave orientation. You may also join a committee by emailing our PTO Faculty Coordinator, Mrs. Sitchler.

PTO Faculty Coordinator:

Kristin Sitchler – ksitchler@rivercityscience.org

PTO Goals for the 2019-2020 School Year

- Design and build an outdoor classroom and garden
- Reach 1 to 1 ratio for classroom technology
- Purchase additional information signage for car line and walk-up - $2000
- Digital camera equipment for student and club use
- Physical Education and playground equipment
- Continue to grow our school library with additional media resources

Pledge Your Time!

We want to see as much parent participation throughout the school year as possible! Please consider pledging 10 hours of your time this year to help out at school events.

If you can be more involved, we have several volunteer committees that you may be interested in, but you are always welcome to volunteer for any school event. Parents can bring a large range of talents to the school and we can't wait to see what you offer! Check out our PTO Committees on the next page! If you are interested in joining a committee please fill out the PTO form and return it to Mrs. Sitchler or bring it by the PTO table at Orientation.
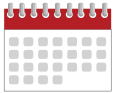
PTO COMMITTEES

Room Parent: Each classroom needs a class parent to support their teacher. This volunteer helps keep other parents informed by working with the teacher and the Room Parent Coordinator, as well as coordinating events or projects throughout the school year either for the teacher or under the teacher's direction, including the year round Box Tops collection and counting.

Membership Committee: Your goal throughout the year is to engage parents through volunteer work and harness the multitude of skills that our parents can share with the school community. Encouraging parents to sign up and participate in events throughout the year is key.

Fundraising Committee: The school and PTO will host a multitude of fundraisers throughout the year to bring money into the school for supplies, trips, events and more. This committee helps orchestrate every aspect of the fundraisers from working with teachers to being present at the events and finding community partners for our school. Some events include Box Tops for Education, Pennies for Patients, and our annual silent auction.

Program Committee: The school has several large events throughout the year including the Talent Show, Winter Performances, STEM Night, and Graduations. Your roles in this committee would include working with teachers and administrators to see out the full process of these events from start to finish. Experience with backdrop design, carpentry, decorating and organization would be beneficial

Teacher Appreciation Committee: May is Teacher Appreciation Month and the PTO plans out a week of exciting and themed surprises for our teachers. Help us coordinate this week and make it extra special!

Student of the Month & Awards Committee: Each month the school celebrates students who have excelled in the classroom by awarding Students of the Month. Awards ceremonies take place each semester. These events require minimal decorations, printing of certificates, etc to run smoothly and be special celebrations for the students.

Grounds & Beautification Committee: Get involved and have fun with other volunteers for a few scheduled clean-up days or various small landscape projects to help keep our school looking good. One of the school's goals is to create a space for outdoor learning and exploration. Volunteers could design and create this space for the students.

Multimedia Committee: Volunteers are needed at each event to document student experiences through photography and video and share them with the rest of the school community. If you have an expertise in marketing or social media, you could be a great asset to this committee.

Health & Safety Committee: The goal of this committee is to create opportunities for students to learn about everyday health and safety. Possible projects include babysitter licensure class, working with 5th Grade Patrols, or bringing in educational and fun assembly.

PTO VOLUNTEER SIGN UP

Thank you for volunteering! Please complete this form so we know which committee(s) you would like to be a part of. You may join as many or as few committees as you like. If you are interested in being a Room Parent for your homeroom please note that your teacher may also ask for interest during Orientation. More than one parent can definitely take on this role for your homeroom if the interest exists. PTO meetings will be held at the end of each quarter during teacher inservice days. Attendance of these meetings is not required for committee members, but it is recommended.

Student Name(s): _____

Student's Grade(s)/Teacher(s): _____

Parent 1:

Name: _____

Email: _____

Phone: _____

☐ Membership Committee
☐ Fundraiser Committee
☐ Program Committee
☐ Teacher Appreciation Committee
☐ Student of the Month/Awards Committee
☐ Grounds & Beautification Committee
☐ Multimedia Committee
☐ Health & Safety Committee
☐ Room Parent Committee

Parent 2:

Name: _____

Email: _____

Phone: _____

☐ Membership Committee
☐ Fundraiser Committee
☐ Program Committee
☐ Teacher Appreciation Committee
☐ Student of the Month/Awards Committee
☐ Grounds & Beautification Committee
☐ Multimedia Committee
☐ Health & Safety Committee
☐ Room Parent Committee

** Please complete and return this page to your homeroom teacher, front office or the PTO booth. **

Please Join Us!

Wednesday, August 7th

Elementary School (K-5) 9 - 11 am

Middle School (6-8) 12 - 2 pm

- Meet your teachers
- See old friends
- Drop off supplies
- Sign up for Before/Aftercare
- Review class schedules
- Make lunch deposits

- Receive log in information
- Complete paperwork
- Sign up for PTO
- Meet ESE teachers
- Pick up agendas and spirit shirts
- Purchase uniforms

Have students in elementary and middle school? You can pick up all information and materials during one session. Please note that you may not be able to speak directly with your teachers if it is not that session.

River City Science Academy Innovation

For incoming 7th Grade students

Summer Packet and Supply List

Please return this completed packet to your teacher(s) the first week of school. This will be counted as a grade and included in the first nine weeks report card.

2019-2020 School Year

Middle School Supplies

Some of these supplies will be shared amongst Middle School, your student should keep their personal supplies with them.

Personal Student Supplies
-Pencils
-Wide Rule Paper
-Highlighters
-Ruler
-1" binder for Science (will stay in the Science classroom, for Science ONLY)
-4 dividers for Science
-2 pocket folder for ELA, Science, and World History
-2" binder for classes
-2" binder for Civics (will stay in the Civics classroom, for Civics ONLY)
-Calculator for Math (TI-30 Recommended)

Shared Supplies
-Cap Erasers (1 pack)
-Post-It Notes (2 packs)
-Graph Paper (1 pack)
-Tissues (2 boxes)
-Hand Sanitizer (2 bottles)
-Dry Erase Markers (1 pack)
-Paper Towels (1 roll)
-Extra Notebook paper
-Extra pencils (2 packs)
-Colored pencils (1 pack)
-Lysol Wipes (1 container)
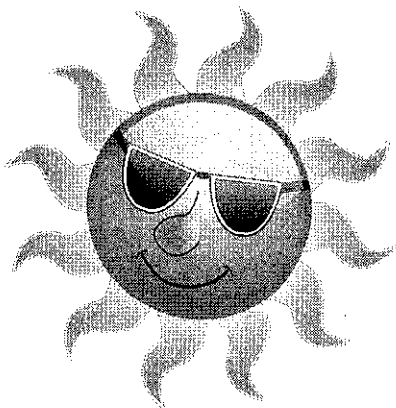
Summer Reading Project

Due:
The first day of next school year

Assignment:
When you have finished reading the book, you will need to complete a three-part assignment. FYI, there will also be a short quiz on the book you chose to read when school starts in the fall.

Part One: Letter to the Author
Write a letter to the author of your book. Your letter should be at least one full page (typed, double spaced, 12 pt. Times New Roman font). What do you want to tell the author after reading his or her book? You can talk about anything you like, but here are some ideas:
- Did the book touch you in any particular way?
- Did you particularly like/dislike a character or part of the story?
- Do you have any questions for the author?

Remember to proofread your paper—final copy format is part of your grade!

Part Two: Discussion Questions
Imagine you are a teacher teaching your book to your class. First, write five questions about events, characters, et cetera, from the book that would be good discussion questions for your class. Once you have written the questions, answer them as if you are a student in that class. The questions should be spread out over the book (i.e. not all relating to the first two chapters). Good questions cannot be responded to in one word or even one sentence—answers should be thought-provoking and *at least* a paragraph long. This will be graded on the quality of the questions and answers. This should be typed (double spaced, 12 pt. Times New Roman font) and in final copy format.

Part Three: Character Analysis Diagram
*** All writing on this should be typed, and neatness does count! Pictures may be hand-drawn, from the computer, or from another source. ***

- Get one large sheet of poster board and split it in half. On each half, you will do a character diagram of one of the main characters from the book.
- Each diagram should begin with a picture of the character. On that drawing, you must then visually illustrate important characteristics—both physical and non-physical—about that character.
    - o   For instance, if your character is brave, you might draw them with a sword in hand (even if they never hold one in the book); if they are vain, you might draw them looking in a mirror; if they are tall, you might draw them standing next to a measuring tape.
    - o   You must have at least eight characteristics per character.
    - o   Label each characteristic.
- Off of each characteristic include two examples from the book of how that characteristic is demonstrated.
    - o   At least one example for each characteristic should be a direct quote. The other can be an example, a story, etc.
    - o   Remember to include page numbers for the direct quotes.
    - o   *Hint:* Think, "Where is my proof?" or "What evidence do I have of this characteristic?"
- Finally, along the bottom of each poster, write two or three sentences describing what the reader could learn from each of these characters and how this lesson was demonstrated.

Extra Credit:
- Read one additional book off your list. Complete two of the three activities above for this book. You will also take a short quiz on your extra credit book when we return to school in the fall.
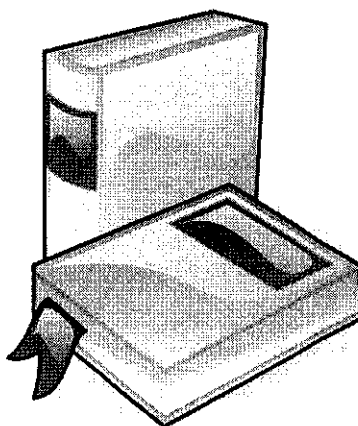
Summer Book Lists

Pick and read *one* book off your list:

- Incoming Sixth Graders:
    - *Dealing with Dragons* by Patricia C. Wrede
    - *Jason's Gold* by Will Hobbs
    - *The Road to Paris* by Nikki Grimes
    - *The Egypt Game* by Zilpha Keatley Snyder
    - *Crash* by Jerry Spinelli

- Incoming Seventh Graders:
    - *Where the Red Fern Grows* by Wilson Rawls
    - *The Schwa Was Here* by Neal Shusterman
    - *Redwall* by Brian Jacques
    - *The Princess and the Hound* by Mette Ivie Harrison
    - *Chicken Boy* by Frances O'Roark Dowell

- Incoming Eighth Graders:
    - *And Then There Were None* by Agatha Christie
    - *The Hero and the Crown* by Robin McKinley
    - *Dragonsong* by Anne McCaffrey
    - *Tangerine* by Edward Bloor
    - *The Princess Bride* by William Goldman

SEVENTH-GRADE MATH MINUTES

One Hundred Minutes to Better Basic Skills

Written by
Doug Stoffel

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INTRODUCTION

Seventh grade is an extremely important math year in the lives of students. It is often one of the final years for students to solidify their basic math skills before moving on to the abstract world of algebra and geometry. The focus of *Seventh-Grade Math Minutes* is math fluency—teaching students to solve problems effortlessly and rapidly. The problems in this book provide students with practice in every key area of seventh-grade math instruction, including:

- computation
- number sense
- graphing
- problem solving
- measurement
- data analysis and probability
- spatial connections
- reasoning and proof
- algebra and functions
- communication
- geometry

Use this comprehensive resource to improve your students' overall math fluency, which will promote greater self-confidence in their math skills as well as provide the everyday practice necessary to succeed in testing situations.

Seventh-Grade Math Minutes features 100 "Minutes." Each Minute consists of 10 classroom-tested problems of varying degrees of difficulty for students to complete within a one- to two-minute period. This unique format offers students an ongoing opportunity to improve their own fluency in a manageable, nonthreatening format. The quick, timed format, combined with instant feedback, makes this a challenging and motivational assignment students will look forward to using each day. Students become active learners as they discover mathematical relationships and apply acquired understanding to complex situations and to the solution of realistic problems in each Minute.

Teach students strategies for improving their scores, especially if you time their work on each Minute. Include strategies such as the following:

- leave more time-consuming problems for last
- come back to problems they are unsure of after they have completed all other problems
- make educated guesses when they encounter problems with which they are unfamiliar
- rewrite word problems as number problems
- use mental math whenever possible
- underline important information
- draw pictures

Students will ultimately learn to apply these strategies to other timed-test situations.

The Minutes are designed to improve math fluency and should not be included as part of a student's overall math grade. However, the Minutes provide an excellent opportunity for you to see which skills the class as a whole needs to practice or review. This information will help you plan the content of future math lessons. A class that consistently has difficulty reading graphs, for example, may make excellent use of your lesson in that area, especially if the students know they will have another opportunity to achieve success in reading graphs on a future Minute. Have students file their Math Journal and Minutes for the week in a location accessible to you both. You will find that math skills that require review will be revealed during class discussions of each Minute. You may find it useful to review the week's Minutes again at the end of the week with the class before sending them home with students.

While you will not include student Minute scores in your formal grading, you may wish to recognize improvements by awarding additional privileges or offering a reward if the entire class scores above a certain level for a week or more. Showing students that you recognize their efforts provides additional motivation to succeed.

SCOPE AND SEQUENCE

MINUTE 2

1. $\dfrac{12}{2} \cdot \dfrac{1}{3} =$

2. Use the correct symbol (=, >, or <) to complete: $\dfrac{3}{10} + \dfrac{7}{10}$ ☐ $\dfrac{3}{10} \cdot \dfrac{7}{10}$
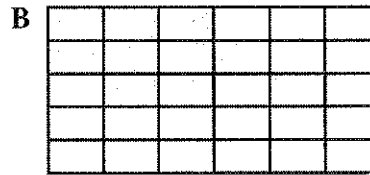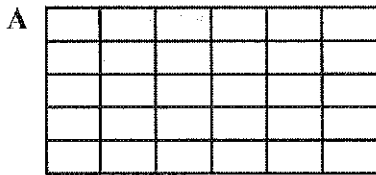
3. Which of the following does not belong? Circle your answer.
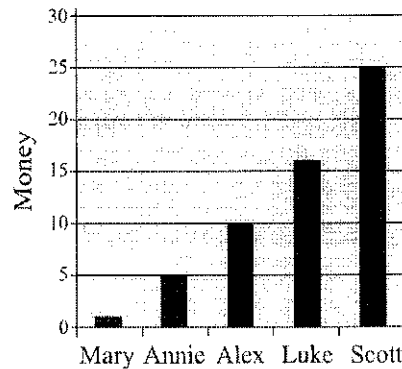
Two-tenths   0.2   20%

4. The distance between two cities would most likely be measured in:
  a. feet   **b.** inches   **c.** yards   **d.** miles

5. The shaded area in figure B is _____ times greater than the shaded area in figure A.

A   B

6. The perimeter around the shaded area in figure A in Problem 5 is _____ units.

7. In the graph, _____ has five times as much money as _____ .

For Problems 8–10, evaluate if $a = 4$, $b = 6$, and $c = 2$.

8. $ab =$

9. $\dfrac{a+b}{c} =$

10. $b^2 =$

MINUTE 4
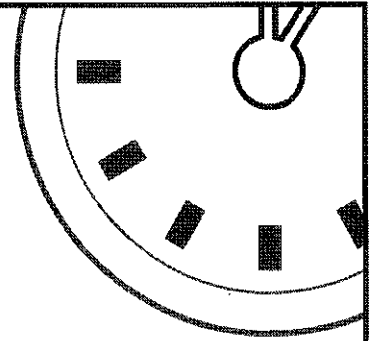
1. $0.7 \times 8 =$
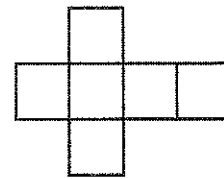
2. $576 \div 10 =$

3. If $\dfrac{2}{5} + \dfrac{x}{5} = \dfrac{7}{5}$, then $x =$ _____.

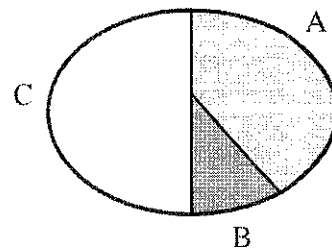**4.** If $\left[\dfrac{3}{8}\right] \cdot \left[\dfrac{a}{2}\right] = \dfrac{15}{16}$, then $a =$ _____.

5. In the graph, shade column A and put an X in E4.
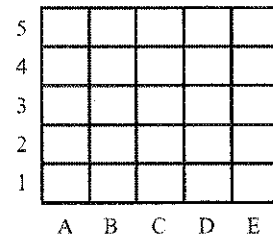
6. What shape would the net to the right create if you folded it?

     a.   b.

     c.   d.

7. About what percent of the graph does region A represent?
   a. 50%   **b.** 90%   **c.** 10%   **d.** 33%

For Problems 8–10, estimate to find the best answer.

8. 19 out of 80:
   a. 10%   **b.** 40%   **c.** 25%   **d.** 75%

9. 9% of 55:
   a. 50   **b.** 30   **c.** 20   **d.** 5

10. 194% of 40:
   a. 225   **b.** 75   **c.** 40   **d.** 30

MINUTE 6

1. $0.3 + 0.5 + 0.8 =$

2. $(2 + 0.4 + 0.6)^2 =$

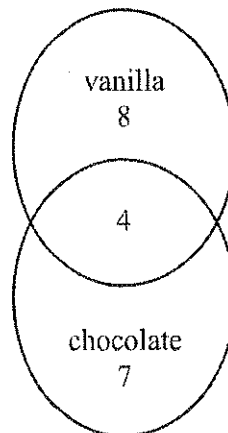**3.** Fill in the remaining positive factors of 18.

1		3	6		18

For Problems 4–6, use the Venn diagram to the right.

4. _____ people liked vanilla only.

5. _____ people liked chocolate only.

6. _____ people liked both.

vanilla
8

4

chocolate
7

For Problems 7–10, circle *True* or *False*.

7. $\dfrac{8}{8} > \dfrac{12}{12}$ True   or   False

8. $\dfrac{12}{50} = \dfrac{6}{25}$ True   or   False

9. $2.2 > 2.0\bar{9}$ True   or   False

10. $8.15 = 8 + \dfrac{1}{10} + \dfrac{5}{100}$ True   or   False

MINUTE 8
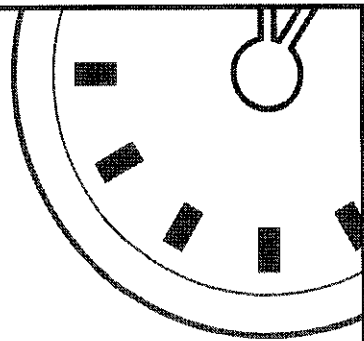
1. Circle all of the following that are between 10 and 40.

3^2 4^2 5^2 6^2 7^2

2. What is the value of the underlined digit in the number 328.0$\underline{6}$?

a. $\dfrac{6}{10}$ b. $\dfrac{6}{100}$ c. $\dfrac{6}{1,000}$ d. $\dfrac{6}{10,000}$

3. $\left[\dfrac{1}{2}\right]\left[\dfrac{2}{3}\right]\left[\dfrac{3}{4}\right] =$

4. Circle the fractions that reduce to $\dfrac{1}{4}$: $\dfrac{2}{8}$ $\dfrac{4}{12}$ $\dfrac{3}{12}$ $\dfrac{12}{38}$

5. In about how many seconds could a 9-year-old boy run 100 meters?

a. 5 sec.   **b.** 10 sec.   **c.** 20 sec.

6. How many cubes are shown? _____
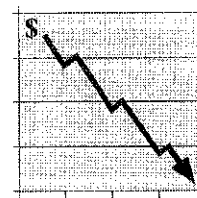
7. Based on this graph, is Mark's company doing well? _____

MARK'S COMPANY

8. Look for the pattern between rows A and B and complete the grid.

A	2	5	7	12
B	5	8	10	

For Problems 9–10, evaluate if *a* = 5, *b* = 3, and *c* = 2.

9. $2ab =$

10. $\left[\dfrac{6}{b}\right]^c =$

MINUTE 10

For Problems 1–3, circle *True* or *False*.

1. $2 \times 6 \times 3 \times 0 \times 4 > 12 \times 1 \times 1$ 　　　True　or　False
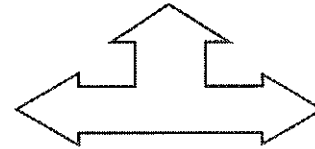
2. $\sqrt{16} = 4$ 　　　True　or　False

3. $2^3 = 6$ 　　　True　or　False

4. Circle each of the following that are whole numbers: $\dfrac{12}{2}$ 　 $\dfrac{2}{12}$ 　 $\dfrac{8}{8}$ 　 2^2 　 $\left[\dfrac{1}{2}\right]^2$
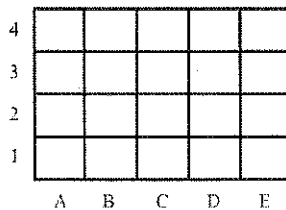
5. What is $\dfrac{1}{2}$ of $\dfrac{3}{4}$? _____

6. Draw the line of symmetry on the figure to the right.

7. Maps often show north as pointing toward the top of the page.
If you went from A2 to E3, in which direction would you be going?
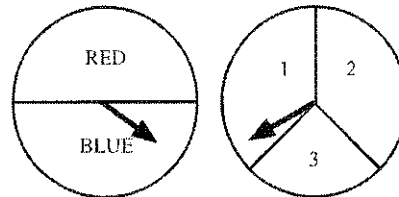**a.** NE
b. NW
c. SE
d. SW

For Problems 8–10, use the spinners to the right.

8. How many possible results could occur if both spinners are spun? _____

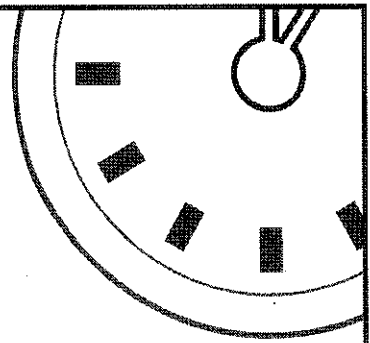**9.** What are the chances of spinning red and 3? _____

10. What are the chances of spinning blue and an odd number? _____

MINUTE 12

1. $\dfrac{5}{4} - \dfrac{1}{2} =$

2. If $\dfrac{3}{8} \div \dfrac{2}{3} = \dfrac{3}{8} \cdot \dfrac{3}{x}$, then $x =$ _____.

3. $(-4)^2 = (-4)(-4)$ Circle: True   or   False

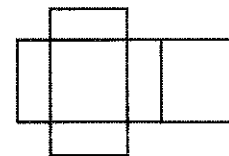**4.** $12 \cdot \boxed{} = 4$

5. Which of the following could be the area of a room?
     a. 18 m^3 **b.** 50 ft. **c.** 29 m^2

6. Which answer choice in Problem 5 could be the perimeter of a room? _____

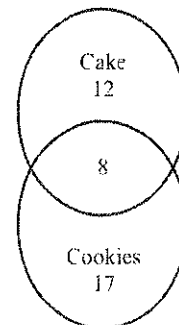**7.** Draw two lines in the following trapezoid to create three equilateral triangles.

8. What shape would the net to the right create if you folded it?

     a.   **b.**

     c.   **d.**

For Problems 9–10, use the Venn diagram to the right.

9. How many kids like cookies only? _____

10. How many kids like both cookies and cake? _____
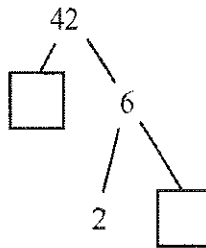
Cake
12

8

Cookies
17

MINUTE 14
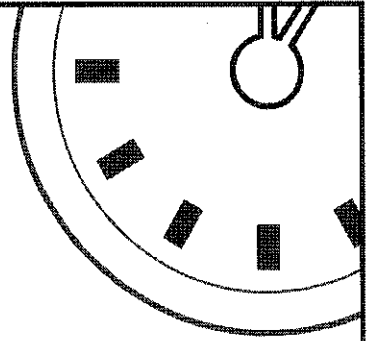
1. If $24 = 3 \cdot 2^x$, then $x =$ _____.

2. If $\dfrac{3}{5} = \dfrac{x}{15}$, then $x =$ _____.

3. Find the remaining multiples of 7 that are less than 50.

7		21	28			49

4. Complete the factor tree.

5. Use the digits 5, 7, and 2 to write four numbers that are greater than 400.

_____ _____ _____ _____

For Problems 6–10, match each math expression with its equivalent expression.

6. $a \div 2$ **a.** $a \cdot a$

7. $a \cdot 2$ **b.** $3a$

8. a^2 **c.** 0

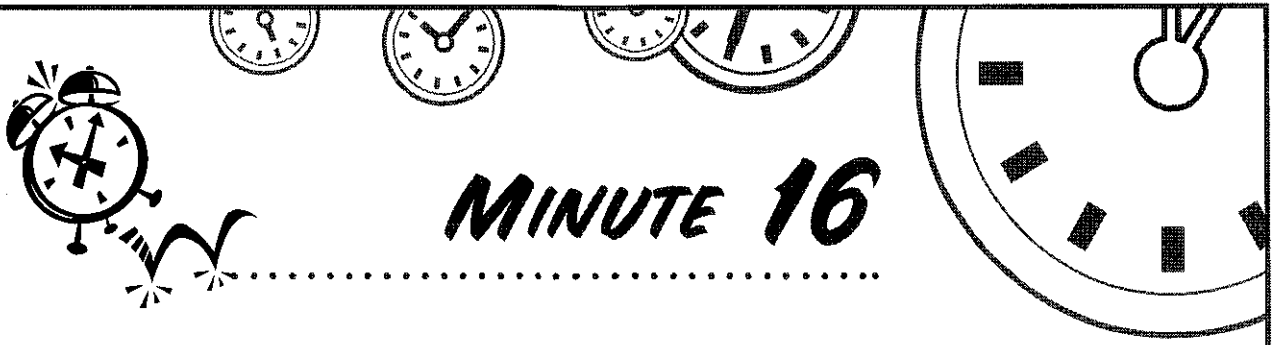**9.** $a + a + a$ **d.** $\dfrac{a}{2}$

10. $0a$ **e.** $2a$

MINUTE 16

1. Circle the greatest number. Cross out the least number.

3.03   3.3   3.003   0.3   0.33

2. Circle the number that is divisible by 4:   45   38   32   30

3. What is the value of the underlined digit in 47_8_.6?

a. 7   **b.** 70   **c.** 700   **d.** 7,000

4. $24 \bullet \boxed{} = 6$

5. Fill in the missing numbers in the table.

Sum	Product	Numbers
7	12	3 and 4
10	16	___ and ___

6. Shade the hexagon.

7. Draw a horizontal line of symmetry through the shape.
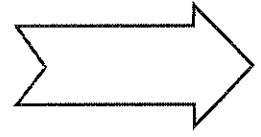
For Problems 8–10, use >, <, or = .

8. $\dfrac{3}{10}$ _____ 0.3

9. $0.\overline{4}$ _____ 0.4
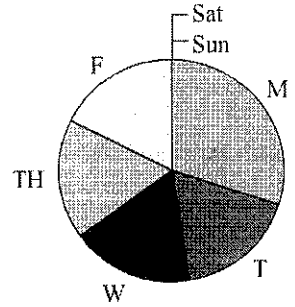
10. 100% of 50 _____ 10% of 600

MINUTE 18

1. Fill in the missing fraction: $\frac{1}{10}$, $\frac{3}{10}$, $\frac{5}{10}$, $\boxed{}$, $\frac{9}{10}$

For Problems 2–5, use the graph to the right.

Mark's Work Chart

2. On which day of the week did Mark work the most hours? _____

3. On which two days of the week does it appear that Mark did not work at all?

_____ _____

4. Is it possible to tell how many total hours Mark worked during this particular week?
Circle: Yes or No

5. On Tuesday, Wednesday, and Friday, Mark performed about _____% of his total work for the week.

6. Write the next "A" in this pattern: ◁ A ▷

7. Fill in the missing numbers in the table.

Sum	Product	Numbers
5	6	2 and 3
12	32	___ and ___

8. Which of the following does NOT mean a times b?
   a. ab **b.** $a \bullet b$ **c.** $a \times b$ **d.** $\frac{a}{b}$
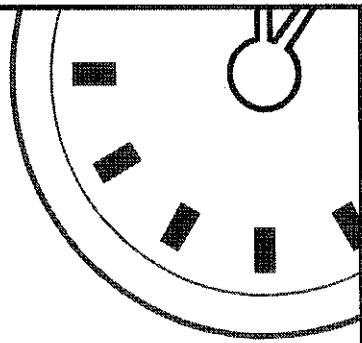
9. Which of the following does NOT mean to divide?
   a. quotient   **b.** $a \div b$ **c.** ab **d.** $\frac{a}{b}$

10. If $\frac{1}{5} \div \frac{2}{3} = \frac{1}{5} \bullet \frac{x}{2}$, then $x =$ _____.
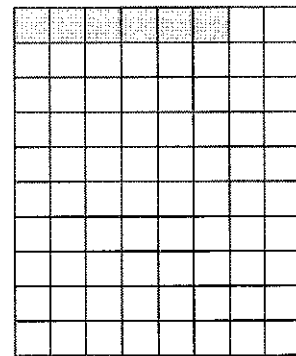
MINUTE 20

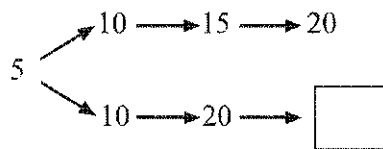**1.** $18 - 5 \cdot 3 =$

2. $(9 + 4)(10 - 8) =$

3. Is $\sqrt{34}$ closer to 5 or 6? _____

4. If $q - 3.1 = 4.6$, then $q =$ _____.

5. Shade 15% of the box. (**Hint:** 7.5% is already shaded for you.)

6. Fill in the missing number in the box.

$5 \nearrow 10 \longrightarrow 15 \longrightarrow 20$
$\searrow 10 \longrightarrow 20 \longrightarrow \boxed{}$

For Problems 7–9, use the Venn diagram to the right.

7. Draw arrows to connect the square roots.

8. To which circle would the number 5 belong? _____

9. The sum of the numbers in circle A is a prime number. Circle: True   or   False

10. If 1 km = 1,000 meters, then $2\frac{1}{2}$ km = _____ meters.

A: 2, 4, 6, 7
B: 49, 4, 36, 16