

# Sail into Summer with Math!



## For Students Entering Math B

This summer math booklet was developed to provide students in kindergarten through the eighth grade an opportunity to review grade level math objectives and to improve math performance.

Summer

## **Student Responsibilities**

Students will be able to improve their own math performance by:

- Completing the summer math booklet
- Reviewing math skills throughout the summer.

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Student Signature

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Grade

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Date

## **Parent Responsibilities**

Parents will be able to promote student success in math by:

- Supporting the math goal of the cluster of schools,
- Monitoring student completion of the summer math booklet,
- Encouraging student use of math concepts in summer activities.

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Parent Signature

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Date

# Math B Summer Mathematics Packet

## Table of Contents

Page	Objective	Suggested Completion Date
1	Write Numbers in Words and Digits . . . . .	June 22 <sup>nd</sup>
2	Rename Fractions, Percents, and Decimals . . . . .	June 25 <sup>th</sup>
3	Order Decimals . . . . .	June 29 <sup>th</sup>
4	Add and Subtract Whole Numbers . . . . .	July 6 <sup>th</sup>
5	Multiply and divide Whole Numbers . . . . .	July 9 <sup>th</sup>
6	Add Mixed Numbers . . . . .	July 13 <sup>th</sup>
7	Subtract Mixed Numbers . . . . .	July 16 <sup>th</sup>
8	Multiply Fractions and Solve Proportions . . . . .	July 20 <sup>th</sup>
9	Add and Subtract Decimals . . . . .	July 23 <sup>rd</sup>
10	Multiply and Divide Decimals . . . . .	July 27 <sup>th</sup>
11	Find Percent of a Number . . . . .	July 30 <sup>th</sup>
12	Reading Scales and Finding Area and Perimeter . . . . .	August 3 <sup>rd</sup>
13	Find the Average of a Set of Numbers . . . . .	August 10 <sup>th</sup>
14	Solve Problems using Percent . . . . .	August 14 <sup>th</sup>
15	Integers I . . . . .	August 18 <sup>th</sup>
16	Integers II . . . . .	August 21 <sup>st</sup>

**Write Numbers in Words and Digits**

Hints/Guide:

In order to read numbers correctly, we need to know the order of each place value. The order is the following:

- |                          |                                 |
|--------------------------|---------------------------------|
| 1,000,000 is one million | 100,000 is one hundred thousand |
| 10,000 is ten thousand   | 1,000 is one thousand           |
| 100 is one hundred       | 10 is ten                       |
| 1 is one                 | 0.1 is one tenth                |
| 0.01 is one hundredth    | 0.001 is one thousandth         |

So, the number 354.67 is read as three hundred fifty four and sixty-seven hundredths and 3,500,607.004 is read as three million, five hundred thousand, six hundred seven and four thousandths. Please remember that the word "and" indicates and location of the decimal point in mathematics and should not be used anywhere else (for example, it is inappropriate to read 350 as three hundred and fifty, because "and" means a decimal point). Also, the term "point" in mathematics is a geometry term and should not be used in naming numbers (for example, 3.5 is not three "point" five, but rather three and five tenths).

Exercises:

Write the number name:

1. 560.08 \_\_\_\_\_
2. 7.016 \_\_\_\_\_
3. 24.47 \_\_\_\_\_
4. 6,003 \_\_\_\_\_
5. 3,005,600.07 \_\_\_\_\_

Write the number the name represents:

6. Forty-five thousandths \_\_\_\_\_
7. Seventeen and seven hundredths \_\_\_\_\_
8. Five million, three hundred thousand,  
twenty-nine and six tenths \_\_\_\_\_
9. Six million and five thousandths \_\_\_\_\_
10. Two hundred eight thousand, four \_\_\_\_\_

**Rename Fractions, Percents, and Decimals**

Hints/Guide:

To convert between fractions and percents, we must first convert fractions into decimals: We start with the fraction, such as  $\frac{3}{5}$ , and divide the numerator (the top number of a fraction) by the denominator (the bottom number of a fraction). So:

$$\begin{array}{r}
 \phantom{5} \overline{) 3.0} \\
 \underline{- 30} \\
 0
 \end{array}
 \quad
 \frac{3}{5} \text{ is equivalent to } 0.6
 \quad
 \text{OR}
 \quad
 \begin{array}{r}
 \phantom{9} \overline{) 2.00} \dots \\
 \underline{- 18} \\
 20 \\
 \underline{- 18} \\
 20 \\
 \dots
 \end{array}
 \quad
 \frac{2}{9} \text{ is equivalent to } 0.\overline{2}$$

To convert a decimal to a percent, we multiply the decimal by 100 (percent means a ratio of a number compared to 100). A short-cut is sometimes used of moving the decimal point two places to the right (which is equivalent to multiplying a decimal by 100, so

$$0.6 \times 100 = 60 \text{ and } \frac{3}{5} = 0.6 = 60\%$$

To convert a percent to a decimal, we divide the percent by 100,

$$60\% \div 100 = 0.6 \quad \text{so} \quad 60\% = 0.6$$

Exercises:

No Calculators!

Rename each fraction as a decimal:

1.  $\frac{1}{5} =$

2.  $\frac{3}{4} =$

3.  $\frac{1}{2} =$

4.  $\frac{1}{3} =$

5.  $\frac{8}{10} =$

6.  $\frac{2}{3} =$

Rename each fraction as a percent:

7.  $\frac{1}{5} =$

8.  $\frac{3}{4} =$

9.  $\frac{1}{2} =$

10.  $\frac{1}{3} =$

11.  $\frac{8}{10} =$

12.  $\frac{2}{3} =$

Rename each percent as a decimal:

13. 8% =

14. 60% =

15. 11% =

16. 12% =

17. 40% =

18. 95% =

Order Decimals

Hints/Guide:

To compare decimals and list them from least to greatest, it is easier to compare decimals that are the same place value, so one process we can use to compare decimals is to include trailing zeros to make all of the decimals that same place value. For example, to put the following in order from least to greatest:

.3, 1.61, .006, .107 is easier to compare as:  
0.300, 1.610, 0.006, 0.107  
to achieve 0.006, 0.107, 0.300, 1.610  
and then return to the original form: 0.006, 0.107, 0.3, 1.61

Exercises:

List each group of numbers in order from least to greatest:

1. 20, 4, .6, .08

\_\_\_\_\_

2. 246.8, 248.6, 244.9, 246.5

\_\_\_\_\_

3. 1.03, 2.4, .89, .987

\_\_\_\_\_

4. 14.8, 2.68, .879, 8.47

\_\_\_\_\_

5. 5.3, 5.12, 5.38, 5.29

\_\_\_\_\_

6. 54.89, 56.3, 58.1, 52.98

\_\_\_\_\_

7. 4, .006, .8, .07

\_\_\_\_\_

8. 297, 3.456, 64.4, 7.24

\_\_\_\_\_

9. 794, 793.8, 794.65, 794.7

\_\_\_\_\_

10. 9, 6.7, 7.24, 14

\_\_\_\_\_

11. 4.2, 4.19, 4.07, 4.3

\_\_\_\_\_

12. 3.75, 6.7, 3.8, .45

\_\_\_\_\_

**Add and Subtract Whole Numbers**

Hints/Guide:

The key in adding and subtracting whole numbers is the idea of regrouping. If a column adds up to more than ten, then the tens digit of the sum needs to be included in the next column. Here is an example of the steps involved in adding:

$$\begin{array}{r} 1 \\ 346 \\ + 157 \\ \hline 3 \end{array} \quad \text{to} \quad \begin{array}{r} 1 \\ 346 \\ + 157 \\ \hline 03 \end{array} \quad \text{to} \quad \begin{array}{r} 346 \\ + 157 \\ \hline 503 \end{array}$$

Because  $6 + 7 = 13$ , the 3 is written in the ones digit in the solution and the 1 is regrouped to the tens digit. Then,  $1 + 4 + 5 = 10$ , the 0 is written in the tens digit of the solution and the 1 is regrouped to the hundreds place of the problem. Finally, since  $1 + 3 + 1 = 5$ , the solution is 503.

For subtraction, regrouping involves transferring an amount from a higher place value to lesser place value. For example:

$$\begin{array}{r} 31 \\ 346 \\ - 157 \\ \hline 9 \end{array} \quad \text{to} \quad \begin{array}{r} 213 \\ 346 \\ - 157 \\ \hline 89 \end{array} \quad \text{to} \quad \begin{array}{r} 2 \\ 346 \\ - 157 \\ \hline 189 \end{array}$$

Because 7 cannot be taken from 6 in the set of whole numbers, we must regroup 1 ten to create  $16 - 7$ , which is 9. Then, since we have taken 1 ten, the 4 has become 3, and we must take 1 from the 3 to create 13, and  $13 - 5 = 8$ . Finally, we have 2 hundreds remaining, and  $2 - 1 = 1$ , so the solution is 189.

Exercises: Solve:

No Calculators!

1. 
$$\begin{array}{r} 6,496 \\ 4,113 \\ + 3,608 \\ \hline \end{array}$$

2.  $54,398 + 64,508 =$

3. 
$$\begin{array}{r} 3,254 \\ 754 \\ + 690 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 54,678 \\ + 7,123 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 98,455 \\ - 9,770 \\ \hline \end{array}$$

6.  $14,789 - 908 =$

7. 
$$\begin{array}{r} 38,904 \\ - 9,878 \\ \hline \end{array}$$

8.  $908 - 774 =$

9. 
$$\begin{array}{r} 6,996 \\ - 456 \\ \hline \end{array}$$

**Multiply and Divide Whole Numbers**

Hints/Guide:

To multiply whole numbers, we must multiply the first number by one digit of the second number. The key is that when multiplying by each digit we must remember the place value of the number we are multiplying by:

$$\begin{array}{r} 534 \\ \times 46 \\ \hline 3204 \\ \underline{21360} \\ 24562 \end{array}$$

So we first multiply 534 by 6 to get 3204 (This is done by regrouping digits similar to adding, so  $6 \times 4 = 24$ , the 4 is written down and the 2 is added to the next product). Next, a zero is placed in the ones digit because when multiplying by the 4 in 46, we are multiplying by the tens digit, or 40. Next, we multiply  $534 \times 4$  to get 21360. Finally, we add the two products together to get 24,564.

To divide whole numbers, we must know basic division rules are the opposite of multiplying rules. So if we know our times tables, we know how to divide (a review over the summer might not be a bad idea!). Since  $3 \times 4$  is 12, then  $12 \div 4 = 3$  and  $12 \div 3 = 4$ . Again, we deal with one digit at a time, so:

$$\begin{array}{r} 634 \\ 12 \overline{) 7608} \\ \underline{-72} \phantom{00} \\ 40 \phantom{00} \\ \underline{-36} \phantom{00} \\ 48 \phantom{00} \\ \underline{-48} \phantom{00} \\ 0 \end{array}$$

First, we notice that 12 does not divide into 7, so we determine how many times 12 goes into 76. This is 6. Next, multiply  $6 \times 12$  and place the answer, 72, under the 76 you have used. Now, subtract  $76 - 72$  and place the 4 underneath the 72. Bring down the next digit from the number being divided, which is 0, and determine how many times 12 goes into 40. The answer is 3 and  $3 \times 12 = 36$ , so place 36 under the 40. Now, subtract  $40 - 36$  and place the 4 under 36 and bring down the 8. 12 goes into 48 four times evenly, so there is no remainder in this problem.

Exercises: Solve:

No Calculators!

1.  $\begin{array}{r} 742 \\ \times 17 \\ \hline \end{array}$

2.  $\begin{array}{r} 25 \\ \times 13 \\ \hline \end{array}$

3.  $\begin{array}{r} 659 \\ \times 7 \\ \hline \end{array}$

4.  $\begin{array}{r} 407 \\ \times 29 \\ \hline \end{array}$

5.  $\begin{array}{r} 81 \\ \times 5 \\ \hline \end{array}$

6.  $86 \overline{) 2,236}$

7.  $57 \overline{) 13,338}$

8.  $5 \overline{) 205}$

9.  $7 \overline{) 1463}$

10.  $16 \overline{) 3840}$

11.  $11 \overline{) 2211}$

12.  $9 \overline{) 3789}$

**Add Mixed Numbers**

Hints/Guide:

When adding mixed numbers, we add the whole numbers and the fractions separately, then simplify the answer. For example:

$$\begin{array}{r} 4\frac{1}{3} = 4\frac{8}{24} \\ + 2\frac{6}{8} = 2\frac{18}{24} \\ \hline 6\frac{26}{24} = 6 + 1\frac{2}{24} = 7\frac{2}{24} = 7\frac{1}{12} \end{array}$$

First, we convert the fractions to have the same denominator, then add the fractions and add the whole numbers. If needed, we then simplify the answer.

Exercises: Solve in lowest terms:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

$$1. \begin{array}{r} 2\frac{1}{4} \\ + 8\frac{1}{2} \\ \hline \end{array}$$

$$2. \begin{array}{r} 3\frac{8}{15} \\ + 7\frac{1}{3} \\ \hline \end{array}$$

$$3. \begin{array}{r} 3\frac{3}{5} \\ + 5\frac{1}{2} \\ \hline \end{array}$$

$$4. \begin{array}{r} 5\frac{3}{8} \\ + 4\frac{1}{4} \\ \hline \end{array}$$

$$5. \begin{array}{r} 7\frac{3}{7} \\ + 6\frac{1}{2} \\ \hline \end{array}$$

$$6. \begin{array}{r} 5\frac{5}{9} \\ + 1\frac{1}{3} \\ \hline \end{array}$$

$$7. \begin{array}{r} 4\frac{1}{3} \\ + 6\frac{1}{4} \\ \hline \end{array}$$

$$8. \begin{array}{r} 1\frac{2}{3} \\ + 6\frac{1}{4} \\ \hline \end{array}$$

$$9. \begin{array}{r} 1\frac{2}{9} \\ + 5\frac{2}{3} \\ \hline \end{array}$$

**Subtract Mixed Numbers**

Hints/Guide:

When subtracting mixed numbers, we subtract the whole numbers and the fractions separately, then simplify the answer. For example:

$$\begin{array}{r} 7\frac{3}{4} = 7\frac{18}{24} \\ -2\frac{15}{24} = 2\frac{15}{24} \\ \hline 5\frac{3}{24} = 5\frac{1}{8} \end{array}$$

First, we convert the fractions to have the same denominator, then subtract the fractions and subtract the whole numbers. If needed, we then simplify the answer.

Exercises: Solve in lowest terms:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

$$1. \begin{array}{r} 4\frac{1}{3} \\ -2\frac{1}{4} \\ \hline \end{array}$$

$$2. \begin{array}{r} 6\frac{3}{4} \\ -\frac{2}{3} \\ \hline \end{array}$$

$$3. \begin{array}{r} 9\frac{2}{3} \\ -6\frac{1}{4} \\ \hline \end{array}$$

$$4. \begin{array}{r} 6\frac{3}{4} \\ -5\frac{1}{5} \\ \hline \end{array}$$

$$5. \begin{array}{r} 7\frac{1}{2} \\ -3\frac{1}{4} \\ \hline \end{array}$$

$$6. \begin{array}{r} 3\frac{1}{2} \\ -2\frac{3}{10} \\ \hline \end{array}$$

$$7. \begin{array}{r} 9\frac{7}{10} \\ -4\frac{1}{2} \\ \hline \end{array}$$

$$8. \begin{array}{r} 8\frac{5}{6} \\ -5\frac{1}{3} \\ \hline \end{array}$$

$$9. \begin{array}{r} 6\frac{3}{4} \\ -6\frac{5}{8} \\ \hline \end{array}$$

### Multiply Fractions and Solve Proportions

Hints/Guide:

To solve problems involving multiplying fractions and whole numbers, we must first place a one under the whole number, then multiply the numerators together and the denominators together. Then we simplify the answer:

$$\frac{6}{7} \bullet 4 = \frac{6}{7} \bullet \frac{4}{1} = \frac{24}{7} = 3\frac{3}{7}$$

To solve proportions, one method is to determine the multiplying factor of the two equal ratios. For example:

$$\frac{4}{9} = \frac{24}{x} \text{ since 4 is multiplied by 6 to get 24, we multiply 9 by 6, so } \frac{4}{9} = \frac{24}{54}.$$

Since the numerator of the fraction on the right must be multiplied by 6 to get the numerator on the left, then we must multiply the denominator of 9 by 6 to get the missing denominator, which must be 54.

Exercises: Solve (For problems 8 - 15, solve for N):

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

1.  $4 \bullet \frac{3}{4} =$

2.  $\frac{1}{5} \bullet 7 =$

3.  $8 \bullet \frac{1}{5} =$

4.  $6 \bullet \frac{3}{7} =$

5.  $\frac{4}{5} \bullet 4 =$

6.  $\frac{2}{3} \bullet 6 =$

7.  $7 \bullet \frac{1}{4} =$

8.  $\frac{1}{5} = \frac{n}{20}$

9.  $\frac{3}{n} = \frac{12}{28}$

10.  $\frac{1}{n} = \frac{5}{25}$

11.  $\frac{n}{4} = \frac{3}{12}$

12.  $\frac{3}{7} = \frac{12}{n}$

13.  $\frac{n}{9} = \frac{12}{27}$

14.  $\frac{2}{3} = \frac{18}{n}$

15.  $\frac{2}{7} = \frac{n}{21}$



**Multiply and Divide Decimals**

Hints/Guide:

To multiply decimals, the rules are the same as with multiplying whole numbers, until the product is determined and the decimal point must be located. The decimal point is placed the same number of digits in from the right of the product as the number of decimal place values in the numbers being multiplied. For example:

8.54 x 17.2, since  $854 \times 172 = 146888$ , then we count the number of decimal places in the numbers being multiplied, which is three, so the final product is 146.888 (the decimal point comes three places in from the right).

To divide decimals by a whole number, the process of division is the same, but the decimal point is brought straight up from the dividend into the quotient. For example:

$$\begin{array}{r} 17.02 \\ 3 \overline{) 51.06} \end{array} \quad \text{The decimal point moves straight up from the dividend to the quotient.}$$

Exercises: Solve:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

$$\begin{array}{r} 1. \ 63 \\ \times .14 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \ .87 \\ \times 2.3 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \ 8.94 \\ \times 2.1 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \ 4.2 \\ \times .62 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \ 34.5 \\ \times 4.7 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \ 32.1 \\ \times .45 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \ 91.4 \\ \times 47 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \ 3.9 \\ \times 11 \\ \hline \end{array}$$

$$9. \ 35 \overline{) 70.35}$$

$$10. \ 7 \overline{) 25.83}$$

$$11. \ 14 \overline{) 45.584}$$

## Summer Mathematics Packet

### Find Percent of a Number

Hints/Guide:

To determine the percent of a number, we must first convert the percent into a decimal by dividing by 100 (which can be short-cut as moving the decimal point in the percentage two places to the left), then multiplying the decimal by the number. For example:

$$45\% \text{ of } 240 = 45\% \times 240 = 0.45 \times 240 = 108$$

Exercises: Solve for n:

No Calculators!

**SHOW ALL WORK.** Use a separate sheet of paper (if necessary) and staple to this page.

1.  $30\% \text{ of } 450 = n$

2.  $7\% \text{ of } 42 = n$

3.  $10\% \text{ of } 321 = n$

4.  $15\% \text{ of } 54 = n$

5.  $65\% \text{ of } 320 = n$

6.  $80\% \text{ of } 64 = n$

7.  $9\% \text{ of } 568 = n$

8.  $15\% \text{ of } 38 = n$

9.  $25\% \text{ of } 348 = n$

10.  $85\% \text{ of } 488 = n$

11.  $90\% \text{ of } 750 = n$

12.  $6\% \text{ of } 42 = n$

13.  $60\% \text{ of } 78 = n$

14.  $4\% \text{ of } 480 = n$

15.  $10\% \text{ of } 435 = n$

16.  $24\% \text{ of } 54 = n$

**Reading Scales and Finding Area and Perimeter**

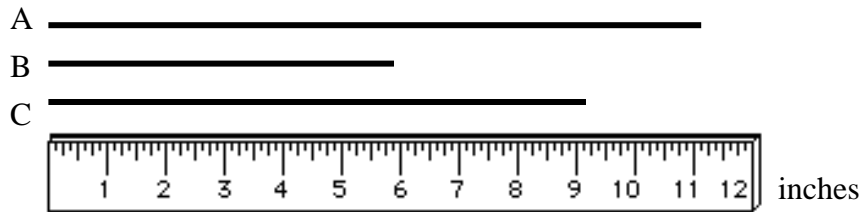
Hints/Guide:

To determine the correct answer when reading scales, the important thing to remember is to determine the increments (the amount of each mark) of the given scale.

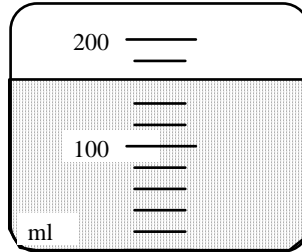
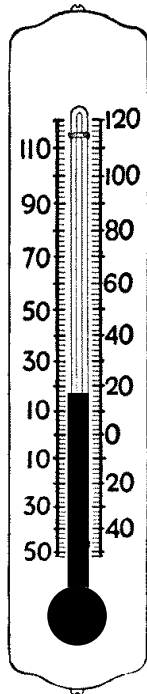
To find the perimeter of a rectangle or square, we must add the lengths of all of the sides together. To find the area of a square or a rectangle, we must multiply the length by the width.

Exercises:

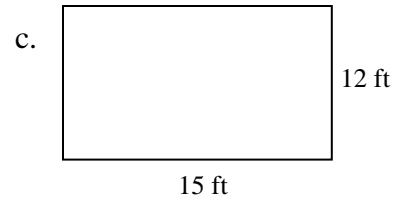
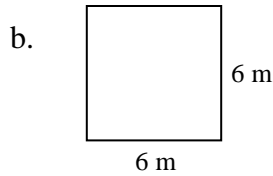
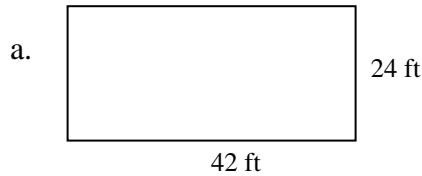
1. Find the length of each line to the nearest inch:



2. Find the temperature in Celsius      3. Determine the amount of liquid in ml.



4. Find each area and perimeter:



**Find the Average of a Set of Numbers**

Hints/Guide:

To find the average of a set of numbers, we add together all of the numbers and then divide by how many numbers are in the data set. For example:

If the tests scores are 73, 87, 94, 84, 92, and 95, then we add the scores together:  $73 + 87 + 94 + 84 + 92 + 95 = 525$ , and since there are 6 numbers in the data set, we divide 527 by 6 and get the quotient of 87.5.

Exercises:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

For problem 1, use the following chart

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	65	68	72	74	68
2	68	75	80	68	75
3	75	74	69	79	80
4	80	82	76	67	79

1. Find the average (mean) temperature for:

Monday \_\_\_\_\_ Tuesday \_\_\_\_\_ Wednesday \_\_\_\_\_  
Thursday \_\_\_\_\_ Friday \_\_\_\_\_

2. If George has test scores of 85, 88, 92, and 87, what is his average (mean) score?

Challenge: Using the same test scores for George, what would his fifth test score need to be to have an average (mean) grade of 90?

3. If Tina's bowling scores were 120, 155, 145, 162, and 138, what was her average (mean) score?

Challenge: What would Tina's score need to be in the sixth game if she wanted an average over those six games of 145?

## Summer Mathematics Packet

### Solve Problems using Percent

Hints/Guide:

When solving percent problems, we apply the rules for finding percent of a number in realistic situations. For example, to find the amount of sales tax on a \$450.00 item if the tax rate is 5%, we find 5% of 450 ( $.05 \times 450 = 22.5$ ), and then label our answer in dollars, getting \$22.50.

Exercises:

No Calculators!

SHOW ALL WORK. Use a separate sheet of paper (if necessary) and staple to this page.

1. Susie has just bought a pair of jeans for \$45.00, a sweater for \$24.00, and a jacket for \$85.00. The sales tax is 5%. What is her total bill?
2. Jack bought a set of golf clubs for \$250.00 and received a rebate of 20%. How much was the rebate?
3. A construction manager calculates it will cost \$2,890 for materials for her next project. She must add in 10% for scrap and extras. What will be the total cost?
4. The regular price for a video game system is \$164.50 but is on sale for 30% off. What is the amount of the discount?

What is the sale price?

5. Cindy earns a 15% commission on all sales. On Saturday, she sold \$980 worth of merchandise. What was the amount of commission she earned on Saturday?
6. The band had a fundraiser and sold \$25,000 worth of candy. They received 40% of this amount for themselves. How much did they receive?

**Integers I**

Hints/Guide:

To add integers with the same sign (both positive or both negative), add their absolute values and use the same sign. To add integers of opposite signs, find the difference of their absolute values and then take the sign of the larger absolute value.

To subtract integers, add its additive inverse.

For example  $6 - 11 = a$  becomes  $6 + -11 = a$  and solves as  $-5 = a$ .

Exercises: Solve the following problems:

No Calculators!

1.  $6 + (-7) =$

2.  $(-4) + (-5) =$

3.  $6 + (-9) =$

4.  $(-6) - 7 =$

5.  $6 - (-6) =$

6.  $7 - (-9) =$

7.  $5 + (-8) =$

8.  $-15 + 8 =$

9.  $14 + (-4) =$

10.  $-9 - (-2) =$

11.  $-7 - 6 =$

12.  $-8 - (-19) =$

13.  $29 - 16 + (-5) =$

14.  $-15 + 8 - (-19) =$

15.  $45 - (-13) + (-14) =$

16.  $-15 - 6 - 9 =$

17.  $-7 + (-6) - 7 =$

18.  $29 - 56 - 78 =$

19.  $17 + (-7) - (-5) =$

20.  $45 - (-9) + 5 =$

**Integers II**

Hints/Guide:

The rules for multiplying integers are:

Positive x Positive = Positive

Negative x Negative = Positive

Positive x Negative = Negative

Negative x Positive = Negative

The rules for dividing integers are the same as multiplying integers.

Exercises: Solve the following problems:

No Calculators!

1.  $4 \cdot (-3) =$

2.  $(-12) \cdot (-4) =$

3.  $(-8)(-3) =$

4.  $\frac{-14}{2} =$

5.  $\frac{28}{-4} =$

6.  $\frac{-36}{-6} =$

7.  $6(-5) =$

8.  $8(-4 - 6) =$

9.  $-6(9 - 11) =$

10.  $\frac{(-5)(-6)}{-2} =$

11.  $\frac{6(-4)}{8} =$

12.  $\frac{-56}{2^3} =$

13.  $\frac{-6 - (-8)}{-2} =$

14.  $-7 + \frac{4 + (-6)}{-2} =$

15.  $45 - 4(5 - (-3)) =$

16.  $(-4 + 7)(-5 + 3) =$

17.  $16 - (-3)(-7 + 5) =$

18.  $\frac{4 + (-6) - 5 - 3}{-6 + 4} =$

19.  $(-2)^3(-5 - (-6)) =$

20.  $13(-9 + 7) + 4 =$