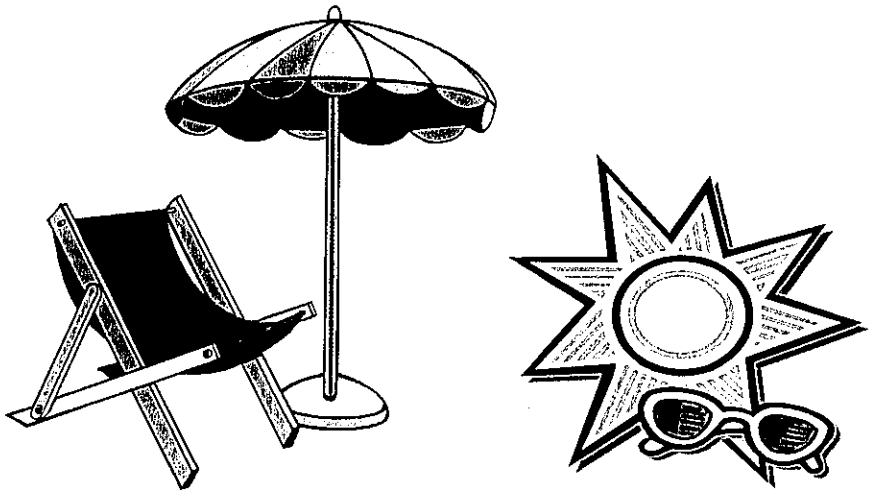


Summer Math Activities
for
Students Entering Grade 6

Dear Student / Parent / Guardian:

The following project and problems are designed to allow you to practice your math skills throughout the summer! Your assignment is to complete the attached project and problems on the following pages. Your teacher will collect your packet of problems and project during the first week of school in September. This will be the first grade of the new school year!

The following websites can be a resource for you to complete your assignments:

- **Prime Numbers: https://www.khanacademy.org/math/pre-algebra/pre-algebra-factors-multiples/pre-algebra-prime-numbers/v/prime-numbers**
- **Recognizing Prime and Composite Numbers: https://www.khanacademy.org/math/pre-algebra/pre-algebra-factors-multiples/pre-algebra-prime-numbers/v/recognizing-prime-numbers**
- **Finding Factors and Multiples: https://www.khanacademy.org/math/pre-algebra/pre-algebra-factors-multiples/pre-algebra-factors-mult/v/finding-factors-and-multiples**
- **Greatest Common Factor: https://www.khanacademy.org/math/pre-algebra/pre-algebra-factors-multiples/pre-algebra-greatest-common-divisor/v/greatest-common-divisor**
- **Least Common Multiple: https://www.khanacademy.org/math/algebra2/rational-expressions-equations-and-functions/adding-and-subtracting-rational-expressions/v/least-common-multiple-exercise**

Students who do not have computer access can go to the Clifton Public Library and request a Library Card that will grant them internet access. An electronic list of these websites is also posted on the Clifton website, http://clifton.k12.nj.us/

Enjoy your summer vacation!

Name _____ Date _____ Class _____

Additional Practice

Investigation 1

Prime Time

1. For each of the following, use the set of clues to determine the secret number.

   a. **Clue 1** The number has two digits.
   Clue 2 The number has 13 as a factor.
   Clue 3 The sum of the digits of the number is 11.

   b. **Clue 1** The number is prime.
   Clue 2 The number is less than 19.
   Clue 3 The sum of the digits of the number is greater than 7.

2. The numbers 10, 20, and 30 on the 30-board in the Factor Game all have 10 as a factor. Does *any* number that has 10 as a factor also have 5 as a factor? Explain your reasoning.

3. The numbers 14, 28, and 42 on the 49-board in the Factor Game all have 7 as a factor and also have 2 as a factor. Does *any* number that has 7 as a factor also have 2 as a factor? Explain your reasoning.

Additional Practice *(continued)*

4. Look carefully at the numbers 1–30 on the 30-board used for playing the Factor Game. Pick the two different numbers on the 30-board that will give you the largest number when you multiply them together, and then answer the following questions.

a. What two numbers did you pick? What is the product of the two numbers?

b. Explain why the product of the two numbers you chose is the largest product you can get using two different numbers from the 30-board.

c. List all the proper factors of the product. Explain how you found the factors.

5. For each of the following, find three different numbers that can be multiplied together so that the given number is the product. Do not use 1 as one of the numbers.

a. 150 **b.** 1,000 **c.** 24 **d.** 66

Additional Practice *(continued)*

6. The number sequence 4, 6, 10 is a multiple of the number sequence 2, 3, 5 because the sequence 4, 6, 10 can be found by multiplying all the numbers in the sequence 2, 3, 5 by 2. That is, $4 = 2 \times 2, 6 = 2 \times 3, 10 = 2 \times 5$.

a. The number sequence 15, 25, 10 is a multiple of what number sequence?

b. Find two different sequences that are multiples of the number sequence 1, 4, 7.

c. Given a number sequence, how many different sets of multiples of that sequence do you think there are? Explain your reasoning.

7. For each set of numbers, write as many different multiplication and division statements as you can. For example, if the numbers are 5, 7, 35, you can write:

$5 \times 7 = 35$ $7 \times 5 = 35$ $35 \div 5 = 7$ $35 \div 7 = 5$

a. 6, 4, 24 **b.** 96, 12, 8, 3, 32 **c.** 6, 27, 108, 12, 4, 18, 9

d. When is a number called a factor of a number? A divisor of a number?

Name _____ Date _____ Class _____

Additional Practice: Digital Assessments

Investigation 1

Prime Time

8. Circle the numbers or equations that make the statement true.

The number $\begin{bmatrix} 2 \\ 7 \\ 9 \\ 95 \\ 178 \\ 188 \end{bmatrix}$ is a multiple of 94 because $\begin{bmatrix} 2 \times 94 = 178 \\ 2 \times 94 = 188 \\ 2 \times 47 = 94 \end{bmatrix}$.

9. Place each number in the correct category.

43 88 99 13 41 71 25 107 49 76

Prime	Composite

10. Using the numbers on the tiles provided below, write the factors of 36.

1	2	3	4	5
6	9	10	12	36

Factors of 36

11. Which of the following numbers are factors of 28? *Select all that apply.*

- ☐ 4
- ☐ 6
- ☐ 7
- ☐ 12
- ☐ 56

Name _____ Date _____ Class _____

Additional Practice

Investigation 2

Prime Time

1. On Saturdays, the #14 bus makes roundtrips between Susan's school and the mall, and the #11 bus makes roundtrips between the mall and the museum. Next Saturday, Susan wants to take the bus from her school to the museum. A #14 bus leaves Susan's school every 15 minutes, beginning at 7 A.M. It takes the bus 30 minutes to travel between the school and the mall. A #11 bus leaves the mall every 12 minutes, beginning at 7 A.M.

   a. If Susan gets on the #14 at 9:30 A.M., how long will she have to wait at the mall for a #11 bus? Explain your reasoning.

   b. If Susan gets on the #11 bus at the museum and arrives at the mall at 11:48 A.M., how long will she have to wait for the #14 bus? Explain your reasoning.

   c. At what times from 9 A.M. until noon are the #14 and #11 buses at the mall at the same time? Explain your reasoning.

2. Kyong has built two rectangles. Each has a width of 7 tiles.

   a. Each rectangle is made with an even number of tiles that is greater than 40 but less than 60. How many tiles does it take to make each rectangle? Explain your reasoning.

   b. What is the length of each of Kyong's rectangles? Explain your reasoning.

   c. Without changing the number of tiles used to make either rectangle, Kyong rearranges the tiles of each rectangle into different rectangles. What is a possibility for the length and width of each of Kyong's new rectangles? Explain your reasoning.

Additional Practice *(continued)*

3. Jack plays on a basketball team after school (or on the weekend) every third day of the month. He babysits his younger brother after school every seventh day of the month. How many times during a 30-day month, if any, will Jack have a conflict between basketball and babysitting? Explain your reasoning.

4. Suppose you have two different numbers which are both prime.
   a. What is the least common multiple of the numbers? Explain your reasoning.

   b. What is the greatest common factor? Explain your reasoning.

5. Find the least common multiple and the greatest common factor for each pair of numbers:
   a. 8 and 12 b. 7 and 15 c. 11 and 17 d. 36 and 108

   e. For which pairs in parts (a)–(d) is the least common multiple the product of the two numbers? Why is this so? What is special about the numbers in these pairs?

6. Find the greatest common factor of each pair of numbers:
   a. 4 and 12 b. 5 and 15 c. 10 and 40 d. 25 and 75

   e. When is the greatest common factor of two numbers one of the two numbers? Explain your reasoning.

Name _____ Date _____ Class _____

Additional Practice: Digital Assessments

Investigation 2

Prime Time

7. Using the numbers provided below, fill in each space to complete the statement. Some numbers may be used more than once.

2 3 4 6 8 10 12 20 48 50 60 120

a. Greatest common factor of 4 and 8: [ ]; least common multiple of 4 and 8: [ ]

b. Greatest common factor of 16 and 24: [ ]; least common multiple of 16 and 24: [ ]

c. Greatest common factor of 10 and 60: [ ]; least common multiple of 10 and 60: [ ]

d. Greatest common factor of 8 and 30: [ ]; least common multiple of 8 and 30: [ ]

8. Frank has built two rectangles. Each rectangle has a width of 9 tiles. The rectangles have different lengths. Each rectangle is made with an even number of tiles that is greater than 40 but less than 80. Circle the numbers that make each statement true.

a. One rectangle was built with $\begin{bmatrix}36\\46\\54\\61\end{bmatrix}$ tiles and the other was built with $\begin{bmatrix}63\\71\\72\\80\end{bmatrix}$ tiles.

b. The lengths of the two rectangles are $\begin{bmatrix}4\\5\\6\end{bmatrix}$ and $\begin{bmatrix}7\\8\\9\end{bmatrix}$ tiles.

Without changing the total number of tiles he has, Frank rearranges the tiles into two different rectangles.

c. Which of the following could be the dimensions of Frank's new rectangles? *Select all that apply.*

- ☐ 2 by 7 and 7 by 9
- ☐ 6 by 11 and 5 by 12
- ☐ 6 by 7 and 7 by 12
- ☐ 4 by 10 and 6 by 10
- ☐ 7 by 10 and 8 by 7

9. A red bus leaves a theme park every 24 minutes and a blue bus leaves the park every 20 minutes. They both leave the park at noon. When is the next time that both buses will leave the park?

- ○ 12:48 P.M.
- ○ 1:20 P.M.
- ○ 1:34 P.M.
- ○ 1:40 P.M.
- ○ 2:00 P.M.

Unit Project

My Favorite Number

Many people have a number they think is interesting. Choose a whole number between 10 and 100 that you especially like.

In Your Notebook

- Record your number.
- Explain why you chose that number.
- List three or four mathematical facts about your number.
- List three or four connections you can make between your number and your world.

As you work through the Investigations in *Prime Time,* you will learn about numbers. Think about how these new ideas apply to your favorite number, and add new information about your number to your notebook. Designate one or two "favorite number" pages in your notebook where you can record this information. At the end of the Unit, find an interesting way to report to the class about your favorite number.

Unit Project

My Favorite Number

At the beginning of this Unit, you chose a favorite number and wrote several things about it in your notebook. As you worked through the Investigations, you used the concepts you learned to write new things about your number.

Now it is time for you to show off your favorite number. Write a story, compose a poem, make a poster, or find some other way to highlight your number.

Your teacher will use your project to determine how well you understand the concepts in this Unit, so be sure to include all the things you have learned while working through the Investigations. You may want to start by looking back through your notebook to find the things you wrote after each Investigation. In your project, be sure you use all the vocabulary your teacher has asked you to record in your notebook for *Prime Time*.

My Favorite Number Grading Rubric

This rubric for scoring the project employs a scale that runs from 0 to 4.

This project should be typed and completed on an 8½ by 11 inch sheet of paper.

4 Complete Response

- Complete, with clear, coherent explanations
- Shows understanding of the mathematical concepts and procedures
- Satisfies all essential conditions of the problem

3 Reasonably Complete Response

- Reasonably complete; may lack detail in explanations
- Shows understanding of most of the mathematical concepts and procedures
- Satisfies most of the essential conditions of the problem

2 Partial Response

- Gives response; explanation may be unclear or lack detail
- Shows some understanding of some of the mathematical concepts and procedures
- Satisfies some essential conditions of the problem

1 Inadequate Response

- Incomplete; explanation is insufficient or not understandable
- Shows little understanding of the mathematical concepts and procedures
- Fails to address essential conditions of problem

0 No Attempt

- Irrelevant response
- Does not attempt a solution
- Does not address conditions of the problem

Student Response

Sample # 1

My favorite number is 71. I have always liked 71 because it is such an original number.

I'll let you in on the mathematical terms for my special number, 71. For one thing, 71 is a prime number. A prime means that the number has only two factors. It is only divisible by one and itself. Since my number is a prime number, it absolutely is impossible for it to be a composite number. A composite number is a number that has more than two factors.

There are also some mathematical terms that you have probably heard of many times before. For instance, 71 is an odd number. That means that if the last number of a number has the numbers 1, 3, 5, 7, or 9, then the number is odd. Since 71 is odd, then it can't be possibly be even. If a number is even, it will have either a 0, 2, 4, 6, or 8 at the end of the number.

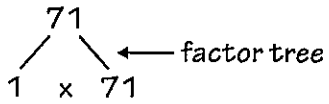
Here are a little bit more facts about my number, 71. The factors of 71 are: 1 and 71. Factors are numbers that you can multiply with a number to equal another number. For instance, 71 x 1 = 71. 71 is a multiple of 1 and 71. A multiple is a number that increases by the same amount of numbers. It is also the answer to a multiplication problem. The only proper factor for 71 is 1. A proper factor is a number that is a factor of a number, but not the number itself.

Here are some facts about 71 that tell about the sum of its factors. 71 is deficient. That means that the sum of its proper factors add up to less than the number itself. Since 71 is deficient, it can't be abundant or perfect. If a number is abundant, it means that the sum of the number's factors add up to more than the number itself. If the number is perfect, it means that the sum of the factors for that number equal up to the number itself.

Here are some facts about the shape of 71. 71 is a rectangle. That means that if you make a block or something that is 1 x 71, it will be a rectangle. Since 71 is a rectangle, that means that it is not a square. A square is if you make a block that is, let's say, 6 x 6, the figure will be a square.

Now I am going to tell you what 71 has in common with other numbers. Well for one thing, 71 does not have any common factors besides the obvious, 1 and 71. Common factors are factors that two or more numbers share. The common multiples of 2 and 71 are: 142, 284, and 426. Common multiples are multiples that two or more numbers share.

Here are some pretty long mathematical terms that most people are not very familiar with. First of all, the last digit of 71, one, has the identity property of 1. The identity property of one means, if you multiply any number by one, it will always equal the number that you started out with. Another long term is the Fundamental Theorem of Arithmetic. The Fundamental Theorem of Arithmetic is a system of multiplication in which you multiply the factors of a number, in different orders, but always end up with the same product. Relatively Prime numbers are two numbers that can both share the common factor of 1, and only 1. For instance, 71 and 7 are relatively prime numbers, because the only common factor they share is 1. A near perfect number is a number that is almost perfect. That means that the sum of the factors for the number are one or two numbers off from equaling the multiple. 71 is not a near perfect number. Prime Factorization is when you factor out a number down to only prime numbers. For instance, a factor tree is an example of prime factorization. Below is the prime factorization of 71 on a factor tree.



Student Response

Sample # 2

"And for your homework," said Ms. Hukin, "You need to pick a number and show me the following mathematical things about it."

Bobby hated math homework about as much as he hated Ms. Hukin. Ms. Hukin was 62 and she always wore a sweater and long skirt, even when it was 92 outside and the school's air conditioning was broken—like today. Bobby also hated the way Ms. Hukin always looked at him. She had sharp, piercing eyes. It almost felt as if she were trying to stab him with a glance.

Bobby couldn't believe that Ms. Hukin had given them such a huge assignment and only one day to do it in. How was he supposed to get it done? He didn't even understand the stupid thing. Plus his brother was out of town so he had no one to bribe to do it for him. HE WAS GOING TO HAVE TO DO THIS ONE ON HIS OWN!!

Bobby sat down at his desk in his room and opened his binder to a blank sheet of paper. It was exactly 7:00. Bobby picked up his pencil and wrote, my number, which is 14, is even cause it is. As Bobby was finishing the last word he heard a knock at the door...

When Bobby opened the door he saw a horrid figure standing before him. The figure spoke, "I am the ghost of math past." Bobby replied "OOOOOK." "You must come with me," the figure said. Bobby followed the figure into the hallway, but as he stepped into the hallway Bobby realized it was no longer the hallway, instead he was standing in his 3rd grade classroom.

"Bobby can you tell me why your number is even or odd?" "Yes Ms. Shicken, my number, which is 14, is even because it is divisible by 2," replied little Bobby. "Very good now can you tell me why it is not odd," asked Ms. Shicken. "Yes Ms. Shicken. It is not odd because it is divisible by 2."

Bobby couldn't believe his eyes. He just saw himself in the 3rd grade talking to his teacher. "We must go now, further in the past."

Bobby now found himself in his nursery. They were all the way back to when he was a baby. His parents walked into the room. "Oh what a cute baby," said his mother. "That's my boy, now for your first math lesson my boy. 14 is a deficient number because all of its factors added up equal less than itself. It is also, of course, not a perfect number because all of its factors added up do not equal itself. Got that my boy?"

"I always said my father was a little weird," Bobby said to the figure. "You must go back now," said the ghost of math past as he reached over and touched Bobby on the head. All of a sudden Bobby found himself in his own house in his own room. "Cool!" yelled Bobby.

KNOCK KNOCK

"Oh great here we go again!" As Bobby opened the door he saw yet another hideous creature standing before him. It spoke, "I am the ghost of math present, you must come with me." As Bobby stepped into the hallway he found himself standing in Ms. Hukin's room. Bobby looked around and found his desk but he was not sitting there, he must have been in the bathroom. Everyone was chanting BOBBY'S SO STUPID HE DOESN'T EVEN KNOW WHAT A FACTOR IS. "Class settle down," yelled Ms. Hukin. "Now Shirley tell me all the factors of 14." "O.K. 1, 2, and 7," said Shirley. "O.K. and tell me the definition of a factor." "O.K. factors are the numbers that will go evenly into a certain number." "Very good."

"Oh look here I come," Bobby said as he saw himself walk into the room. "AAAHH there you are Bobby, now sit down and tell me what a multiple is," said Ms. Hukin. "Beats me!" "Oh, let me answer!" screamed Shirley. "A multiple is the sum of a certain number times a certain number, for example 14 x 2 = 28, so 28 is a multiple of 14." "Very good, start listening Bobby."

All of a sudden Bobby heard the ghost mumbling to himself, "A common multiple is a multiple that 2 different numbers have, like 28 is a common multiple for 2 and 14." "What?" asked Bobby. "Oh, sorry I'm studying for a math test," replied the figure.

Bobby blinked for one second and found himself back in his own room. There was a knock at the door.

As Bobby opened the door he saw, yeah you got it, another hideous figure. It did not look at Bobby. It kept its head down looking at a paper. "14 is a composite number because it has more than one and itself as a factor. That is the same reason it's not a prime number. An example of a prime number is 17. It's prime because its only factors are 1 and itself.

"Math test, huh?" asked Bobby "Yeah oh wait a second here. I am the ghost of math future." "Save it. Listen I want to help you out with your math test. I mean your buddies have been so good to me I figure, hey why not." "Great, listen, what I don't get is prime factorization." "Oh that's simple, prime factorization is a number broken down into its prime factors, for example 14. 14 isn't prime because 7 x 2 = 14. 7 and 2 are both prime so that's 14's prime factorization."

All of a sudden the ghost disappeared and Bobby heard his mother calling him. He was back in his desk with the sheet of paper in front of him. He was surprised though because he actually knew what everything meant.

Name ..... Date ..... Class .....

Unit Project

Proper Factors

Number	Proper Factors
1	none
2	1
3	1
4	1, 2
5	1
6	1, 2, 3
7	1
8	1, 2, 4
9	1, 3
10	1, 2, 5
11	1
12	1, 2, 3, 4, 6
13	1
14	1, 2, 7
15	1, 3, 5
16	1, 2, 4, 8
17	1
18	1, 2, 3, 6, 9
19	1
20	1, 2, 4, 5, 10
21	1, 3, 7
22	1, 2, 11
23	1
24	1, 2, 3, 4, 6, 8, 12
25	1, 5

Number	Proper Factors
26	1, 2, 13
27	1, 3, 9
28	1, 2, 4, 7, 14
29	1
30	1, 2, 3, 5, 6, 10, 15
31	1
32	1, 2, 4, 8,16
33	1, 3, 11
34	1, 2, 17
35	1, 5, 7
36	1, 2, 3, 4, 6, 9, 12, 18
37	1
38	1, 2, 19
39	1, 3, 13
40	1, 2, 4, 5, 8, 10, 20
41	1
42	1, 2, 3, 6, 7, 14, 21
43	1
44	1, 2, 4, 11, 22
45	1, 3, 5, 9, 15
46	1, 2, 23
47	1
48	1, 2, 3, 4, 6, 8, 12, 16, 24
49	1, 7
50	1, 2, 5, 10, 25

Unit Project

Proper Factors (continued)

Number	Proper Factors
51	1, 3, 17
52	1, 2, 4, 13, 26
53	1
54	1, 2, 3, 6, 9, 18, 27
55	1, 5, 11
56	1, 2, 4, 7, 8, 14, 28
57	1, 3, 19
58	1, 2, 29
59	1
60	1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30
61	1
62	1, 2, 31
63	1, 3, 7, 9, 21
64	1, 2, 4, 8, 16, 32
65	1, 5, 13
66	1, 2, 3, 6, 11, 22, 33
67	1
68	1, 2, 4, 17, 34
69	1, 3, 23
70	1, 2, 5, 7, 10, 14, 35
71	1
72	1, 2, 3, 4, 6, 8, 9, 12, 18, 24, 36
73	1
74	1, 2, 37
75	1, 3, 5, 15, 25

Number	Proper Factors
76	1, 2, 4, 19, 38
77	1, 7, 11
78	1, 2, 3, 6, 13, 26, 39
79	1
80	1, 2, 4, 5, 8, 10, 16, 20, 40
81	1, 3, 9, 27
82	1, 2, 41
83	1
84	1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42
85	1, 5, 17
86	1, 2, 43
87	1, 3, 29
88	1, 2, 4, 8, 11, 22, 44
89	1
90	1, 2, 3, 5, 6, 9, 10, 15, 18, 30, 45
91	1, 7, 13
92	1, 2, 4, 23, 46
93	1, 3, 31
94	1, 2, 47
95	1, 5, 19
96	1, 2, 3, 4, 6, 8, 12, 16, 24, 32, 48
97	1
98	1, 2, 7, 14, 49
99	1, 3, 9, 11, 33
100	1, 2, 4, 5, 10, 20, 25, 50

Name ..... Date ..... Class .....

Unit Project

Multiples

Numbers	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
×2	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48
×3	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72
×4	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96
×5	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120
×6	60	66	72	78	84	90	96	102	108	114	120	126	132	138	144
×7	70	77	84	91	98	105	112	119	126	133	140	147	154	161	168
×8	80	88	96	104	112	120	128	136	144	152	160	168	176	184	192
×9	90	99	108	117	126	135	144	153	162	171	180	189	198	207	216
×10	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240

Numbers	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
×2	50	52	54	56	58	60	62	64	66	68	70	72	74	76	78
×3	75	78	81	84	87	90	93	96	99	102	105	108	111	114	117
×4	100	104	108	112	116	120	124	128	132	136	140	144	148	152	156
×5	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195
×6	150	156	162	168	174	180	186	192	198	204	210	216	222	228	234
×7	175	182	189	196	203	210	217	224	231	238	245	252	259	266	273
×8	200	208	216	224	232	240	248	256	264	272	280	288	296	304	312
×9	225	234	243	252	261	270	279	288	297	306	315	324	333	342	351
×10	250	260	270	280	290	300	310	320	330	340	350	360	370	380	390

Numbers	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
×2	80	82	84	86	88	90	92	94	96	98	100	102	104	106	108
×3	120	123	126	129	132	135	138	141	144	147	150	153	156	159	162
×4	160	164	168	172	176	180	184	188	192	196	200	204	208	212	216
×5	200	205	210	215	220	225	230	235	240	245	250	255	260	265	270
×6	240	246	252	258	264	270	276	282	288	294	300	306	312	318	324
×7	280	287	294	301	308	315	322	329	336	343	350	357	364	371	378
×8	320	328	336	344	352	360	368	376	384	392	400	408	416	424	432
×9	360	369	378	387	396	405	414	423	432	441	450	459	468	477	486
×10	400	410	420	430	440	450	460	470	480	490	500	510	520	530	540

Numbers	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69
×2	110	112	114	116	118	120	122	124	126	128	130	132	134	136	138
×3	165	168	171	174	177	180	183	186	189	192	195	198	201	204	207
×4	220	224	228	232	236	240	244	248	252	256	260	264	268	272	276
×5	275	280	285	290	295	300	305	310	315	320	325	330	335	340	345
×6	330	336	342	348	354	360	366	372	378	384	390	396	402	408	414
×7	385	392	399	406	413	420	427	434	441	448	455	462	469	476	483
×8	440	448	456	464	472	480	488	496	504	512	520	528	536	544	552
×9	495	504	513	522	531	540	549	558	567	576	585	594	603	612	621
×10	550	560	570	580	590	600	610	620	630	640	650	660	670	680	690

Name ..... Date ..... Class .....

Unit Project

Multiples (continued)

Numbers	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84
×2	140	142	144	146	148	150	152	154	156	158	160	162	164	166	168
×3	210	213	216	219	222	225	228	231	234	237	240	243	246	249	252
×4	280	284	288	292	296	300	304	308	312	316	320	324	328	332	336
×5	350	355	360	365	370	375	380	385	390	395	400	405	410	415	420
×6	420	426	432	438	444	450	456	462	468	474	480	486	492	498	504
×7	490	497	504	511	518	525	532	539	546	553	560	567	574	581	588
×8	560	568	576	584	592	600	608	616	624	632	640	648	656	664	672
×9	630	639	648	657	666	675	684	693	702	711	720	729	738	747	756
×10	700	710	720	730	740	750	760	770	780	790	800	810	820	830	840

Numbers	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99
×2	170	172	174	176	178	180	182	184	186	188	190	192	194	196	198
×3	255	258	261	264	267	270	273	276	279	282	285	288	291	294	297
×4	340	344	348	352	356	360	364	368	372	376	380	384	388	392	396
×5	425	430	435	440	445	450	455	460	465	470	475	480	485	490	495
×6	510	516	522	528	534	540	546	552	558	564	570	576	582	588	594
×7	595	602	609	616	623	630	637	644	651	658	665	672	679	686	693
×8	680	688	696	704	712	720	728	736	744	752	760	768	776	784	792
×9	765	774	783	792	801	810	819	828	837	846	855	864	873	882	891
×10	850	860	870	880	890	900	910	920	930	940	950	960	970	980	990

Numbers	100
×2	200
×3	300
×4	400
×5	500
×6	600
×7	700
×8	800
×9	900
×10	1000