

Table of Contents

Introduction	3	Fractions		Position and Mapping	
Tracking Sheet	4	Test 34.	38	Test 70.	74
Numbers		Test 35.	39	Test 71.	75
Test 1.	5	Test 36.	40	Test 72.	76
Test 2.	6	Test 37.	41	Test 73.	77
Test 3.	7	Test 38.	42	Time	
Test 4.	8	Test 39.	43	Test 74.	78
Test 5.	9	Decimals		Test 75.	79
Test 6.	10	Test 40.	44	Test 76.	80
Addition		Test 41.	45	Test 77.	81
Test 7.	11	Test 42.	46	Test 78.	82
Test 8.	12	Test 43.	47	Length	
Test 9.	13	Test 44.	48	Test 79.	83
Test 10.	14	Test 45.	49	Test 80.	84
Subtraction		Percentages		Perimeter and Area	
Test 11.	15	Test 46.	50	Test 81.	85
Test 12.	16	Test 47.	51	Test 82.	86
Test 13.	17	Test 48.	52	Test 83.	87
Multiplication		Test 49.	53	Test 84.	88
Test 14.	18	Money		Test 85.	89
Test 15.	19	Test 50.	54	Test 86.	90
Test 16.	20	Test 51.	55	Weight	
Test 17.	21	Test 52.	56	Test 87.	91
Test 18.	22	Test 53.	57	Test 88.	92
Test 19.	23	Symmetry, Lines, and Angles		Test 89.	93
Division		Test 54.	58	Volume	
Test 20.	24	Test 55.	59	Test 90.	94
Test 21.	25	Test 56.	60	Probability, Graphs, and Data	
Test 22.	26	Test 57.	61	Test 91.	95
Test 23.	27	Test 58.	62	Test 92.	96
Test 24.	28	Test 59.	63	Test 93.	97
Test 25.	29	Test 60.	64	Test 94.	98
Order of Operations		Geometric Shapes and Objects		Test 95.	99
Test 26.	30	Test 61.	65	Test 96.	100
Test 27.	31	Test 62.	66	Test 97.	101
Working with Numbers and Number Patterns		Test 63.	67	Test 98.	102
Test 28.	32	Test 64.	68	Problem Solving and Practice	
Test 29.	33	Test 65.	69	Test 99.	103
Test 30.	34	Test 66.	70	Test 100.	104
Test 31.	35	Test 67.	71	Standards	105
Estimating and Rounding		Test 68.	72	Answer Key	106
Test 32.	36	Test 69.	73		
Test 33.	37				

Introduction

The *Minutes to Mastery* series was designed to help students build confidence in their math abilities, and then bring that confidence into testing situations. As students develop fluency with math facts and operations, they improve their abilities to do different types of math problems comfortably and quickly.

Each of the 100 tests in the book has 10 questions in key math areas. Multiple opportunities are presented to solve the standards-based problems and develop speed and fluency. The pages present problems in a variety of ways using different terminology. For example, students might be asked to divide and then later asked to find an equal share. Multiple terms are used to provide additional practice in decoding text for clues. Critical thinking and abstract reasoning play an important role in solving math problems, and practicing skills is imperative.

Keep in mind that timing can sometimes add to the stress of learning. If this is the experience for your math learner(s), focus less on timing in the beginning. As confidence builds, accuracy and speed will follow. Timing can be introduced later.

Following are steps to help you establish a timing system.

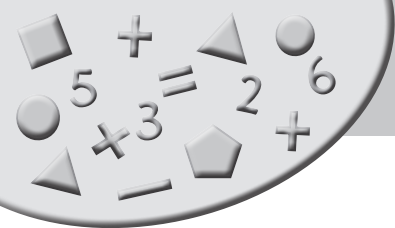
1. Allow students to complete a worksheet without officially timing it to get a sense of how long it will take them to complete it. Ideally, you want all ten questions per page to be answered.
2. Remind students to write their answers legibly.
3. Allow students to practice using the preferred amount of time before taking a timed test.
4. Have students take a few timed tests and see how it works. Adjust the time as needed.
5. Work to improve the number of correct answers within the given time. Remind students that it is important to be accurate—not just fast!
6. Encourage students to try to do their best each time, to review their results, and to spend time working on areas where they had difficulties.



The section at the bottom of each page can be used to record specific progress on that test, including the time the student started the test, finished the test, the total time taken, how many problems were completed, and how many problems were correct.

A tracking sheet is provided on page 4 of this book. Use the second column to record the number of problems students answered correctly, and the final column to record the score as a percent, the date the test was taken, initials, or anything else that helps you and your students to keep track of their progress.

With practice, all students can begin to challenge themselves to increase their speed while completing problems clearly and accurately.



Name _____ Date _____

Write the next two numbers in each of the following number patterns.

1. 70, 77, 84, 91, _____, _____

2. 103, 106, 109, 112, _____, _____

Match each pattern to its rule.

3. 15, 24, 33, 42 × 3

4. 11, $10\frac{3}{4}$, $10\frac{1}{2}$, $10\frac{1}{4}$ ÷ 5

5. 2, 10, 50, 250 + 1.3

6. 3, 9, 27, 81 + 9

7. 500, 100, 20, 4 × 5

8. 1.1, 2.4, 3.7, 5.0 $-\frac{1}{4}$

Write the rule for each of the following patterns.

9. 0.1, 0.2, 0.4, 0.8, 1.6 _____

10. 50, 48.5, 47, 45.5 _____

Started:

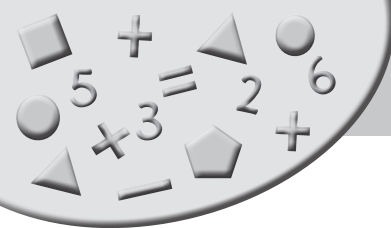
Finished:

Total Time:

Completed:

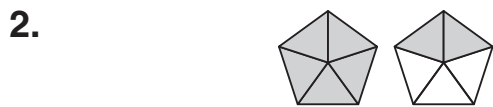
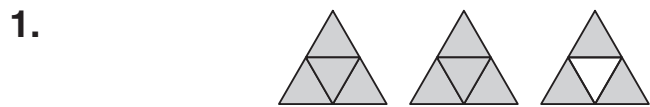
Correct:



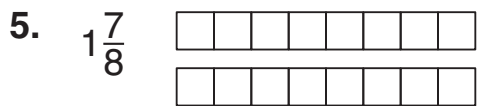
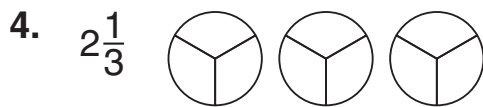


Name _____ Date _____

Write the mixed fraction for each of the following sets of shaded shapes.



Shade the shapes to show each mixed number.



Change each of the improper fractions to a mixed number.

6. $\frac{17}{10}$ _____

7. $\frac{9}{2}$ _____

Write the improper fraction for each of the mixed numbers.

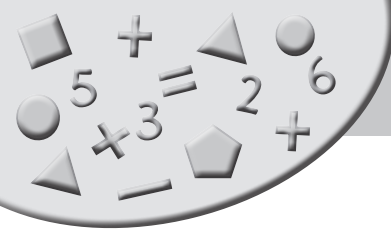
8. $2\frac{1}{5}$ _____

9. $3\frac{3}{7}$ _____

Solve the word problem below.

10. How many eighths did Eric eat if he ate one whole chocolate bar and $\frac{5}{8}$ of another one? _____

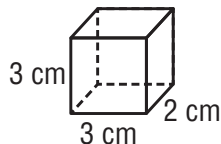
Started:	Finished:	Total Time:	Completed:	Correct:	
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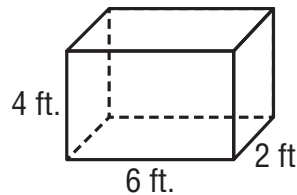
Name _____ Date _____

Calculate the volume for each of the following prisms.

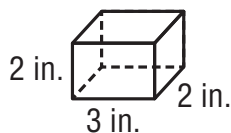
1.



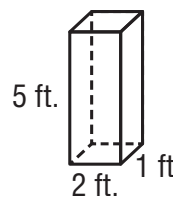
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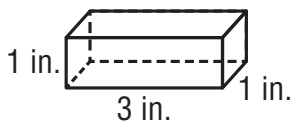
2.



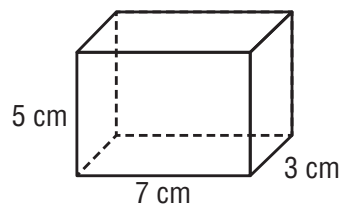
5.



3.



6.



Find the volume of each of the following prisms.

7. a cube with 4 in. sides _____

8. a rectangular prism with sides 5 cm, 6 cm, and 7 cm _____

9. a rectangular prism with sides 3 in., 8 in., and 11 in. _____

10. a rectangular prism with sides 6 ft., 2 ft., and 9 ft. _____

Started:	Finished:	Total Time:	Completed:	Correct:	
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