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# 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, on a multiplication page, students might be asked to find the value of 36 tens or to multiply 36 times 10. 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.

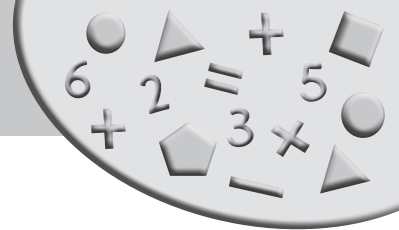
1. Allow students to complete a worksheet without officially timing it to get a sense of how long it will take them to complete it. Ideally, you want all ten questions per page to be answered.
2. Remind students to write their answers legibly.
3. Allow students to practice using the preferred amount 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 number shown on each abacus.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Write the numeral for each of the following.**

4. seven thousand, three hundred seventy-two \_\_\_\_\_

5. five thousand, eleven \_\_\_\_\_

6. two thousand, one hundred one \_\_\_\_\_

7. two thousand, twenty-one \_\_\_\_\_

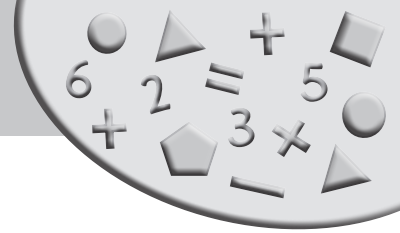
**Write each of the following numbers in words.**

8. 1,275 \_\_\_\_\_

9. 2,041 \_\_\_\_\_

10. 7,009 \_\_\_\_\_

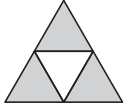
Started:	Finished:	Total Time:	Completed:	Correct:	
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Name \_\_\_\_\_ Date \_\_\_\_\_

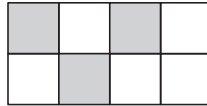
**What fraction of each shape is shaded?**

1.



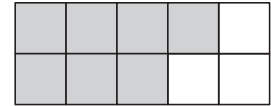
\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

**Write *true* or *false* for each statement.**

4.  $\frac{9}{10} = 1$  \_\_\_\_\_

5.  $1 = \frac{4}{4}$  \_\_\_\_\_

**Write each of the following fractions in words.**

6.  $\frac{1}{4}$  \_\_\_\_\_

7.  $\frac{2}{5}$  \_\_\_\_\_

**Name the fraction of each group that is shaded.**

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Started:

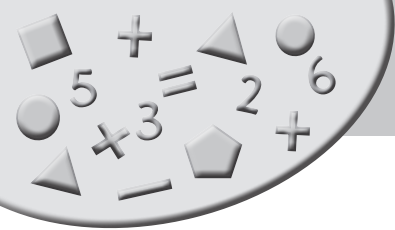
Finished:

Total Time:

Completed:

Correct:

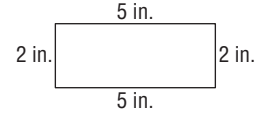




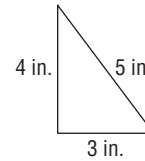
Name \_\_\_\_\_ Date \_\_\_\_\_

**Perimeter is the distance around the outside of a shape. Find the perimeter of each of the following shapes.**

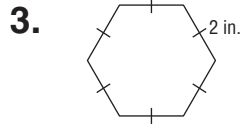
1.  $P = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$  in.



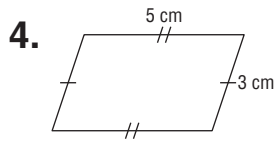
2.  $P = \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$  in.



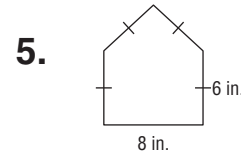
**A short line drawn through the sides of shapes means that those side lengths are the same. Find the perimeter of each of the following shapes.**



$P = \underline{\hspace{2cm}}$



$P = \underline{\hspace{2cm}}$



$P = \underline{\hspace{2cm}}$

**Find the perimeter of the following rectangles.**

6.  $L = 8 \text{ cm}$        $W = 5 \text{ cm}$        $P = \underline{\hspace{2cm}}$

7.  $L = 10 \text{ in.}$        $W = 9 \text{ in.}$        $P = \underline{\hspace{2cm}}$

**Find the perimeter of the following regular shapes.**

8. pentagon, side length = 2 ft \_\_\_\_\_

9. triangle, side length = 5 in. \_\_\_\_\_

10. hexagon, side length = 6 cm \_\_\_\_\_



Started:	Finished:	Total Time:	Completed:	Correct:
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