



References: CPM Learner's book, pp. 27-34; CPM Workbook, pp. 26-35; Cambridge Go Teacher's resources; CPM Learner's book - Glossary, p. 254, 256, 257, 261

FOCUS

- 1 Use each of the digits 1, 3, 4, 5, 6 and 8 **once** to make the following 2-digit numbers.

One has been done for you.

A square number:

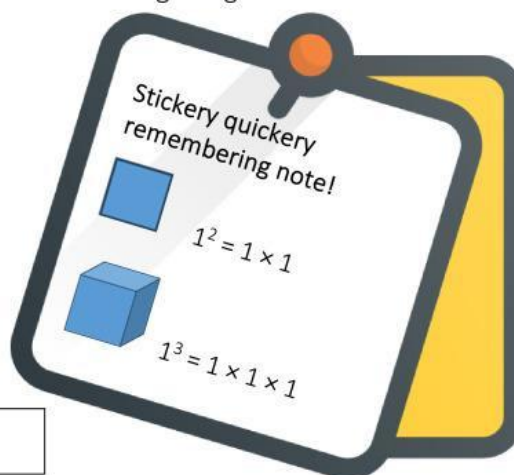
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A cube number:

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a multiple of 5:

	5
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- 2 Calculate.

a $7^2 =$

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b $5^3 =$

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c $8^2 =$

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c $2^3 =$

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- 3 Select the expressions that are equal to 8^2 .

$8 + 2$

8×8

$8 + 8$

8×2

$2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2$

$8 + 8 + 8 + 8 + 8 + 8 + 8 + 8$

- 4 Find all the common **factors** of these numbers.

a 6 and 8

.....

b 8 and 12

.....

- 5 Dolores is thinking of a number.

She says:

'My number is a multiple of 3. My number is a multiple of 7.'

Tick the number that Dolores could be thinking of.

10

27

21

72

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PRACTICE

1 Calculate.

a $1^2 \times 1 =$

b $5 \times 5^2 =$

c $3 \times 3^2 =$

c $4^2 \times 4 =$

What do you notice about all your answers?

.....

2 Write a **2-digit** number **less than 100** in each section of this Carroll diagram.

	Odd	Not odd
Cube number		
Not a cube number		

3 Look at this set of numbers.

17 20 25 36 72

a Which two of numbers are **factors** of 100?

 ,

b Which two numbers are **multiples** of 4 and 9?

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CHALLENGE

1 A light flashes every 3 minutes and a bell rings every 8 minutes.
If the light flashes and the bell rings **at the same time**,
How long will it be until this happens again?

.....

2 Put these **square numbers** and **cube numbers** in order of size starting with the smallest.

5^2 2^3 3^3 3^2

.....

3 Write the smallest 3-digit number that has 3 and 5 as **factors**.

H	T	O