

Name _____

Compare Fractions and Decimals

Three friends compare the thicknesses of their textbooks. Julio's science book is 1.35 inches thick. Hannah's math book is $1\frac{3}{5}$ inches thick. Gabriela's history book is 1.9 inches thick. Who has the textbook with the least thickness?

You can use a number line to compare fractions and decimals.

Remember: On a number line, the number farthest to the left from 0 has the least value.

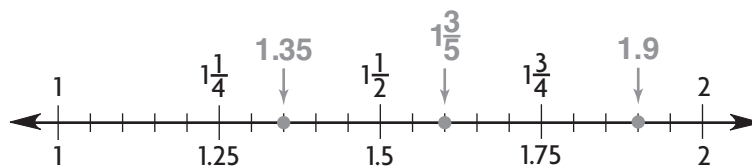
Step 1 Draw a number line. Locate some benchmarks on the number line.

Benchmark decimals: 1, 1.25, 1.5, 1.75, 2, ...

Benchmark mixed numbers: $1, 1\frac{1}{4}, 1\frac{1}{2}, 1\frac{3}{4}, 2, \dots$

Step 2 Mark the thickness of each textbook on the number line.

Find the locations of 1.35, $1\frac{3}{5}$, and 1.9.



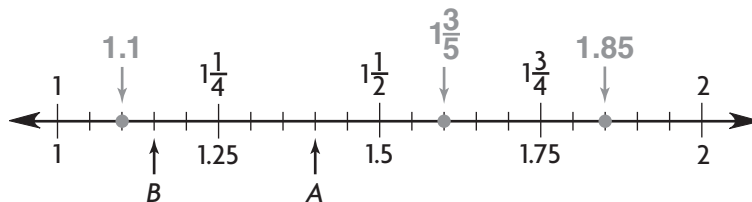
Since $1.35 < 1\frac{3}{5} < 1.9$, Julio's textbook has the least thickness.

For 1–2, identify the points on the number line. Then write the greater number.

1. point A as a fraction _____

2. point B as a decimal _____

_____ is greater than _____.



Locate each number on a number line. Then complete the sentence.

3. $1\frac{3}{5}$, 1.85, 1.1

The number with the greatest value is _____.

Name _____

Order Fractions and Decimals

You can use a number line to help you order decimals, fractions, and mixed numbers.

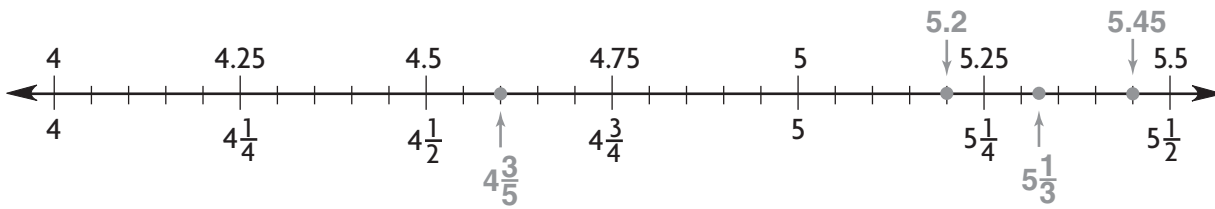
In one day, a bakery sells 5.2 apple pies, $4\frac{3}{5}$ cherry pies, $5\frac{1}{3}$ blueberry pies, and 5.45 pumpkin pies. Order the number of pies the bakery sells from least to greatest.

Step 1 Draw a number line. Locate some benchmarks on the number line.

Benchmark decimals: 4, 4.25, 4.5, 4.75, 5, 5.25, 5.5, . . .

Benchmark mixed numbers: 4, $4\frac{1}{4}$, $4\frac{1}{2}$, $4\frac{3}{4}$, 5, $5\frac{1}{4}$, $5\frac{1}{2}$, . . .

Step 2 Locate 5.2, $4\frac{3}{5}$, $5\frac{1}{3}$, and 5.45 on the number line.



Step 3 Order the fractions and decimals.

Remember: The point farthest to the left is the least value. The point farthest to the right is the greatest value.

So, the number of pies the bakery sells from least to greatest is $4\frac{3}{5}$, 5.2, $5\frac{1}{3}$, and 5.45.

For 1–2, locate each set of numbers on a number line. Then write the numbers in order from least to greatest.

1. 2.32, $2\frac{3}{4}$, 2.16, $2\frac{3}{10}$

2. $\frac{4}{7}$, 0.4, $\frac{1}{4}$, 0.28

Name _____

Factor Trees

You can use a **factor tree** to show the factors of a number that are all prime numbers. Remember a prime number must be greater than 1, and have only 1 and itself as factors.

Use a factor tree to find the prime number factors that have a product of 18.

Step 1 Draw two branches below 18.



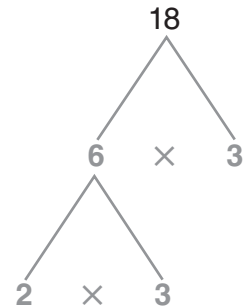
Step 2 Choose any two factors of 18. Try 6×3 . Write the factors under the branches. Include the multiplication sign.



Step 3 Check if 6 and 3 are prime numbers.
Think: $6 = 2 \times 3$ and $3 = 3 \times 1$. Draw branches below 6 and write the factors. Since 3 has only 1 and itself as factors, do not draw any branches below 3.



Step 4 Check if 2 and 3 are prime numbers.
Think: $2 = 2 \times 1$ and $3 = 3 \times 1$. Each factor has only 1 and itself as a factor. Do not draw any more branches.



Write the factors from least to greatest. Use each factor that has only 1 and itself as a factor.

So, $18 = 2 \times 3 \times 3$

Use a factor tree to find the prime number factors.

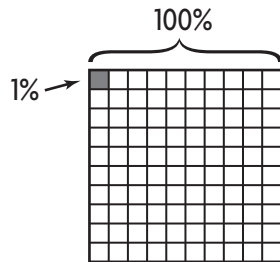


Name _____

Model Percent

Percent means “per hundred” or “out of 100.” For example, 40 percent means 40 out of 100. You can write 40 percent as 40%.

You can use a decimal model like the one below to represent percents. The model has 100 squares. Each small square represents 1%. All 100 squares represent 100%.



Use the model to write the percent.

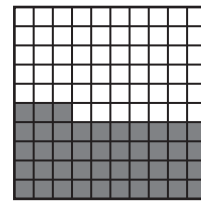
How many whole rows and single squares are shaded?

rows: 4 single squares: 3

What percent is shaded?

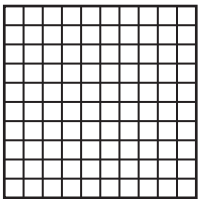
4 rows: $4 \times 10 =$ 40 single squares: $3 \times 1 =$ 3

Total: $40 + 3 = 43$ out of 100 squares, or 43% is shaded.

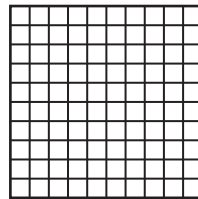


Shade the grid to show the percent.

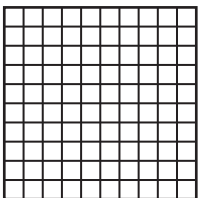
1. 16 percent



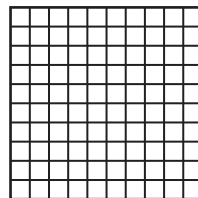
2. 83%



3. 45%



4. 97 percent



Name _____

Relate Decimals and Percents

Decimals and percents are two ways of expressing a number. You can express a decimal as a percent and a percent as a decimal.

Model 0.26. Write 0.26 as a percent.

Step 1 Write the decimal as a ratio.

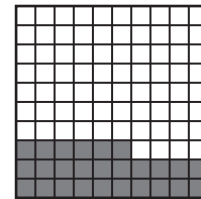
$$0.26 = 26 \text{ hundredths} = 26 \text{ out of } 100.$$

Step 2 Make a model that shows 26 out of 100.

Remember: 1 square represents 1 hundredth, or 1%.

Step 3 Use the model to write a percent.

$$26 \text{ shaded squares} = \underline{26} \text{ percent, or } \underline{26\%}$$



$$0.26 = 26\%$$

Model 13 percent. Write 13% as a decimal.

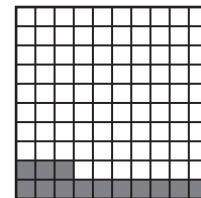
Step 1 Write the percent as a fraction.

$$13\% = \frac{13}{100}$$

Step 2 Make a model that shows 13 out of 100.

Step 3 Use the model to write a decimal.

$$13 \text{ shaded squares out of } 100 \text{ squares} = \underline{0.13}$$



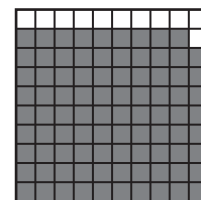
$$13\% = 0.13$$

Use the model. Complete each statement.

1a. $0.89 =$ _____ out of 100

1b. How many squares are shaded? _____

1c. What percent is shaded? _____



Write the percents as decimals.

2. 67%

3. 14%

Name _____

Fractions, Decimals, and Percents

You can write a percent and a decimal as a fraction.
You can also write a fraction as a decimal and as a percent.

Write the percent that is equivalent to $\frac{17}{20}$.

Step 1 Set up the equivalent fraction with a denominator of 100.

$$\frac{17 \times ?}{20 \times ?} = \frac{17}{100}$$

Step 2 Ask: By what factor can you multiply the denominator, 20, to get 100?

$$\frac{17 \times ?}{20 \times 5} = \frac{17}{100} \leftarrow \text{Multiply the denominator by 5.}$$

Step 3 Multiply the numerator by the same factor, 5.

$$\frac{17 \times 5}{20 \times 5} = \frac{85}{100}$$

Step 4 Write the fraction as a percent.

$$\frac{85}{100} = 85 \text{ percent.}$$

So, $\frac{17}{20}$ equals 85%.

Write $\frac{7}{20}$ as a decimal.

Step 1 Write an equivalent fraction with a denominator of 100.

$$\frac{7 \times 5}{20 \times 5} = \frac{35}{100} \leftarrow \text{Multiply the numerator and denominator by 5.}$$

Step 2 Write the fraction as a decimal.

$$\frac{35}{100} = 0.35$$

Write 15% as a fraction in simplest form.

Step 1 Write 15% as a fraction.

$$15\% = \frac{15}{100}$$

Step 2 Simplify.

$$15\% = \frac{15 \div 5}{100 \div 5} = \frac{3}{20}$$

Write a decimal, a percent, or a simplified fraction.

1. $\frac{1}{5}$ as a decimal

2. $\frac{7}{10}$ as a percent

3. 60% as a fraction

Name _____

Divide Fractions by a Whole Number

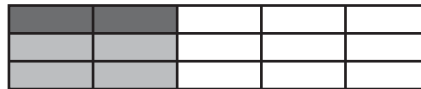
You can use a model to help you divide a fraction by a whole number.

Divide. $\frac{2}{5} \div 3$

Step 1 The denominator of the dividend is 5. So divide a rectangle into five equal-size parts, or fifths. The numerator of the dividend is 2. So shade 2 of the fifths.



Step 2 The divisor is 3. So divide the rectangle into thirds by drawing horizontal lines. Shade $\frac{1}{3}$ of $\frac{2}{5}$.



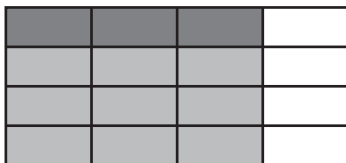
Step 3 The rectangle is now divided into 15 equal parts. Each part is $\frac{1}{15}$ of the rectangle.

Step 4 Of the 15 equal parts, 2 parts are shaded twice. So $\frac{2}{15}$ of the rectangle is shaded twice.

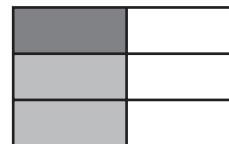
So, $\frac{2}{5} \div 3 = \frac{2}{15}$.

Use the model to find the quotient. Write the quotient in simplest form.

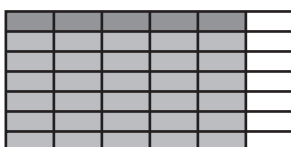
1. $\frac{3}{4} \div 4 =$ _____



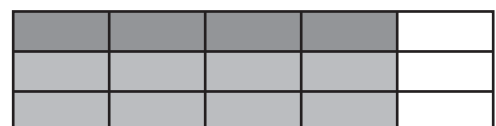
2. $\frac{1}{2} \div 3 =$ _____



3. $\frac{5}{6} \div 7 =$ _____



4. $\frac{4}{5} \div 3 =$ _____



Name _____

Ratios

A **ratio** compares two numbers.

Shawna is decorating a picture frame by repeating the tile pattern shown below.



What is the ratio of triangles to circles?

Step 1 Count the number of triangles and circles.

triangles: 4

circles: 3

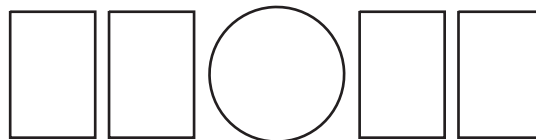
Step 2 Use the numbers to write a ratio of triangles to circles. 4 to 3

So, the ratio of triangles to circles is 4 to 3 .

You can also write this ratio as 4:3 and $\frac{4}{3}$.

Find the ratio of rectangles to circles.

1a. How many rectangles are there?



1b. How many circles are there?

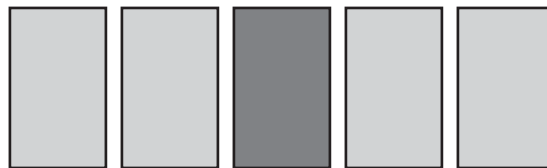
1c. What is the ratio of rectangles to circles?

Write the ratio.

2. dark circles to white circles



3. total rectangles to light rectangles



Name _____

Equivalent Ratios

Equivalent ratios are equal forms of the same ratio. You can use multiplication or division to write equivalent ratios.

Write the equivalent ratio.

4 to 7 = ? to 21

Step 1 Write the ratios as fractions.

$$\frac{4}{7} = \frac{?}{21}$$

Step 2 Compare the denominators.

$$\frac{4}{7} = \frac{?}{21} \quad \text{Think: } 21 > 7, \text{ so multiply.}$$

Step 3 Multiply the numerator and denominator by the same number.

$$\frac{4 \times ?}{7 \times ?} = \frac{?}{21} \quad \text{Think: } 7 \times 3 = 21, \text{ so multiply by 3.}$$

$$\frac{4 \times 3}{7 \times 3} = \frac{12}{21}$$

So, 4 to 7 is equivalent to 12 to 21.

8 to 10 = 4 to ?

Step 1 Write the ratios as fractions.

$$\frac{8}{10} = \frac{4}{?}$$

Step 2 Compare the numerators.

$$\frac{8}{10} = \frac{4}{?} \quad \text{Think: } 4 < 8, \text{ so divide.}$$

Step 3 Divide the numerator and denominator by the same number.

$$\frac{8 \div ?}{10 \div ?} = \frac{4}{?} \quad \text{Think: } 8 \div 2 = 4, \text{ so divide by 2.}$$

$$\frac{8 \div 2}{10 \div 2} = \frac{4}{5}$$

So, 8 to 10 is equivalent to 4 to 5.

Write equivalent or not equivalent.

1. 2 to 3 and 8 to 12

2. 15 to 20 and 3 to 5

3. 5 to 6 and 25 to 36

4. 18 to 10 and 9 to 5

Write the equivalent ratio.

5. 28 to 32 = ___ to 8

6. 9 to 8 = 63 to ___

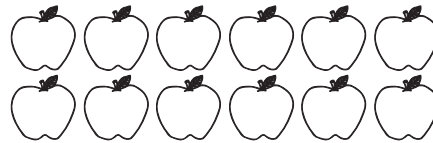
7. 13:5 = ___:15

Name _____

Rates

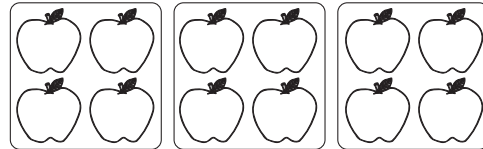
A **rate** is a special kind of ratio. It compares two numbers with different units. A **unit rate** has a 1 as its second term.

Find the unit rate of 12 apples in 3 pounds.



Step 1 Write a rate in fraction form. $\frac{12}{3}$

Step 2 Divide the apples into 3 equal groups. Each group of apples weighs 1 pound.



Step 3 Show your work by writing an equivalent rate with 1 in the denominator.

$$\frac{12 \div 3}{3 \div 3} = \frac{4}{1} \leftarrow \text{unit rate}$$

So, the unit rate is 4 apples for 1 pound.

You can read this as *4 apples per pound*.

Find the unit rate.

1. 20 oranges in 5 pounds

2. 180 miles in 3 hours

3. 140 pages in 7 days

4. \$100 for 10 hours

5. 400 miles on 20 gallons

6. \$16 for 2 books

7. \$15 for 5 boxes

8. 225 pages in 5 hours

9. 210 miles in 7 hours

10. \$7.50 for 3 pounds

11. 84 miles on 7 gallons of gas

12. \$124 for 4 sweaters

Name _____

Distance, Rate, and Time

You can use the formula $d = r \times t$ to solve a problem about distance, rate, or time. In the formula, d stands for distance, r stands for rate (or speed), and t stands for time.

A car travels 300 miles in 5 hours. What is the car's speed?

Step 1 Write the formula.

$$d = r \times t$$

Step 2 Replace the values you know in the formula.

$$300 = r \times 5$$

distance: $d = 300$

time: $t = 5$

Step 3 Use patterns and the inverse operation, division, to solve.

$$300 \div 5 = r$$

Think: $30 \div 5 = \underline{6}$

$$300 \div 5 = \underline{60}$$

So, the car's speed is 60 miles per hour.

Use the formula $d = r \times t$ to solve. Include the units in your answer.

- 1.** A rower travels 750 feet in 5 minutes.
What is the rower's speed?

- 2.** A walker travels 3 miles per hour for 4 hours. What distance does the walker travel?

- 3.** A snake travels 60 feet in 10 minutes.
What is the snake's speed?

- 4.** A bus travels 15 hours at 60 miles per hour. How far does the bus travel?

- 5.** A cyclist travels at a speed of 7 miles per hour. How long does it take the cyclist to travel 35 miles?

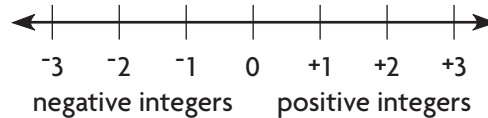
- 6.** A plane travels at an average speed of 300 miles per hour. How long does it take the plane to travel 1,200 miles?

Name _____

Understand Integers

You can use positive and negative integers to represent real world quantities. You have used a number line to show 0 and the whole numbers greater than 0. You can also use a number line to represent the *opposites* of whole numbers.

Opposites are two numbers that are the same distance from 0 on the number line but in opposite directions. For example, 3 and -3 are opposites. The whole numbers, their opposites, and 0 are called **integers**.



You use a negative sign, $-$, to represent negative integers. You can use a positive sign, $+$, or no sign, to represent positive integers.

The elevation of Mt. Washington is 6,288 feet above sea level. Write an integer to represent the situation. Then, tell what 0 represents.

Step 1 Decide whether the integer is positive or negative.

In this example, positive integers represent elevation above sea level.

Negative integers represent elevation below sea level. So, the word above tells me that the integer is positive.

Step 2 Write the integer: +6,288, or 6,288.

So, the elevation of Mt. Washington is 6,288.

Step 3 Decide what 0 represents.

0 represents at sea level.

Write an integer to represent the situation. Then, tell what 0 represents.

Situation	Integer	What Does 0 Represent?
1. The helicopter hovered 150 feet above the ground.	_____	_____
2. Miriam earned 25 bonus points.	_____	_____
3. Pete dove 15 feet into the water.	_____	_____

Name _____

Algebra • Write and Evaluate Expressions

An **expression** is a mathematical phrase made up of numbers, variables, and operation symbols. A **variable** is a symbol that represents one or more numbers. You evaluate an expression by replacing each variable with a number and simplifying.

Maura sells handmade soap at the farmers' market for \$4.00 per bar.

- **Write an expression for how much Maura earns selling bars of soap.**
- **Evaluate the expression to determine how much money she will earn if she sells 26 bars of soap.**

Step 1 Choose a variable and explain what it stands for.

Let s = the number of bars of soap Maura sells.

Step 2 Write a word expression.

\$4 earned for each bar of soap sold

Step 3 Replace the word expression with a multiplication expression using s .

$4 \times s$

Step 4 Replace s with 26.

4×26

Step 5 Multiply to evaluate.

$4 \times 26 = 104$

So, Maura will earn \$104 if she sells 26 bars of soap.

Write an expression.

1. Jack's dog weighs p pounds and his puppy weighs 15 pounds less. How much does the puppy weigh?

2. Paul saved d dollars. Sally saved \$25 more than Paul saved. How much did Sally save?

Evaluate each expression for the value given.

3. $n - 17$ for $n = 50$

4. $27 + t$ for $t = 30$

5. $q \times 15$ for $q = 7$

6. $88 \div p$ for $p = 4$

Name _____

Algebra • Understand Inequalities

An **inequality** is a mathematical sentence that compares two quantities. An inequality contains an inequality symbol: $<$, $>$, \leq , \geq , or \neq .

Inequality Symbols				
$<$ less than	$>$ greater than	\leq less than or equal to	\geq greater than or equal to	\neq not equal to

The speed limit on a certain road is 45 miles per hour. A driver does not want to exceed the speed limit. Write an inequality using a variable to represent the driver's speed.

Step 1 Write the inequality in words. speed is less than or equal to 45

Step 2 Replace speed with the variable s . s is less than or equal to 45

Step 3 Replace *less than or equal to* with \leq . $s \leq 45$

So, the inequality $s \leq 45$ represents a driver's speed if he doesn't want to exceed the speed limit of 45 miles per hour.

Of 4, 8, 12, and 16, which numbers are solutions for $f \geq 8$? Graph the solutions on a number line.

Step 1 In $f \geq 8$, replace f with 4. Repeat the process for $f = 8, 12, 16$.

Step 2 Identify the values that make $f \geq 8$ true. $f \geq 8$

$$4 \geq 8 \text{ false}$$

True values are solutions: $f = 8, 12, 16$

$$8 \geq 8 \text{ true}$$

$$12 \geq 8 \text{ true}$$

False values are not solutions: $f \neq 4$

$$16 \geq 8 \text{ true}$$

Step 3 Graph the solutions on a number line. Use filled circles.

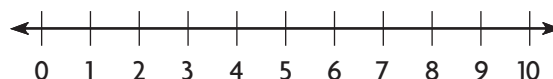


Of 3, 5, and 8, which numbers are solutions for the inequality $k > 5$? Graph the solutions on the number line.

1. Replace k with 3. True or false? _____

2. Replace k with 5. True or false? _____

3. Replace k with 8. True or false? _____



Name _____

Polygons on a Coordinate Grid

Isabella is designing a quilt on a coordinate grid. The quilt is made up of polygons sewn together. The vertices of one of the polygons can be graphed using the coordinates shown in the table. Plot and describe the polygon.

x	y
1	6
3	3
7	3
9	6
7	9
3	9

Plot the points on a coordinate grid.

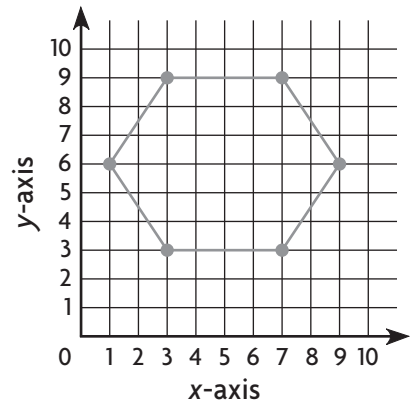
Step 1 Write ordered pairs.

Use each row of the table to write an ordered pair.

(1, 6), (3, 3), (7, 3), (9, 6), (7, 9), (3, 9)

Step 2 Graph a point for each pair on the coordinate grid.

Step 3 Connect the points.



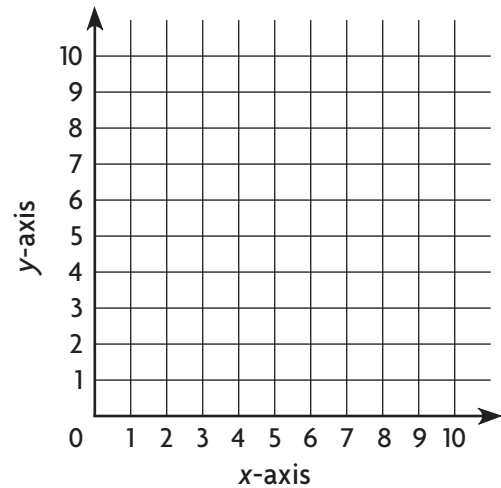
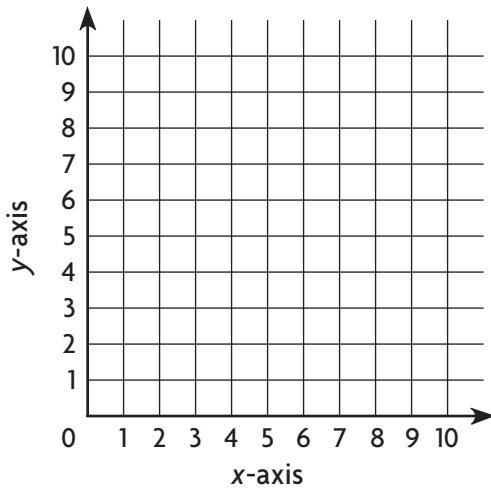
So, the polygon has the shape of a hexagon.

Plot the polygon with the given vertices on a coordinate grid.

Identify the polygon.

1. (1, 4), (8, 1), (6, 9)

2. (1, 1), (1, 5), (9, 5), (9, 1)



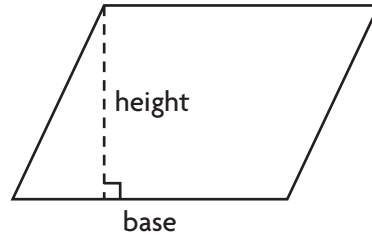
Name _____

Area of a Parallelogram

The area of a parallelogram is the product of its base and its height.

$$A = b \times h$$

You can use any side as the base of the parallelogram. The height of the parallelogram is the length of a line segment that is perpendicular to the base and has endpoints on the base and the side or vertex opposite the base.



Find the area of the parallelogram.

Step 1 Use the formula for the area of a parallelogram.

$$A = b \times h$$

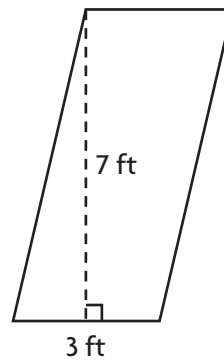
Step 2 Substitute 3 for b and 7 for h .

$$A = \underline{3} \times \underline{7}$$

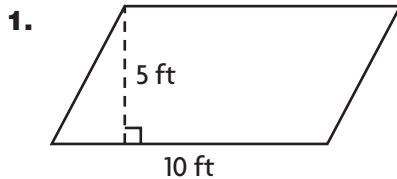
Step 3 Multiply.

$$A = \underline{21}$$

So, the area of the parallelogram is 21 square feet, or 21 sq ft.



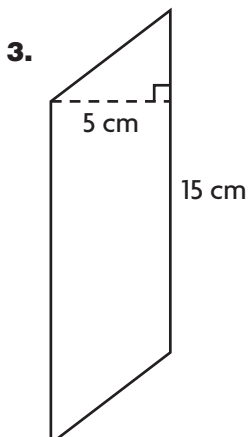
Find the area of the parallelogram.



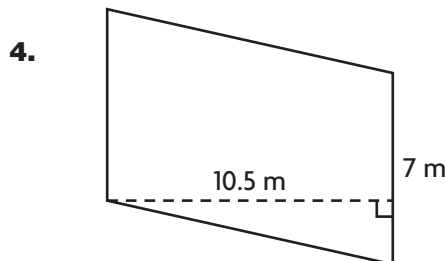
Area = _____



Area = _____



Area = _____



Area = _____

Name _____

Median and Mode

The **median** of a set of data is the middle value when the data are written in order.

0, 3, 7, 8, 11
 ↑
 median

If a set of data contains an even number of items, the median is the sum of the two middle terms divided by 2.

The **mode** of a set of data is the data value or values that occur most often. A set of data may have no mode, one mode, or more than one mode.

0, 1, 4, 2, 3, 1

In the data set above, 1 is the mode because it occurs the most often.

The list shows the numbers of books 12 students read during summer vacation.

2, 3, 4, 1, 4, 5, 3, 6, 2, 4, 3, 4

What are the median and mode of the data?

Step 1 Order the numbers from least to greatest.

1, 2, 2, 3, 3, (3, 4), 4, 4, 4, 5, 6

Step 2 To find the median, circle the middle value. Since there are 12 values, circle the two middle values. Find the sum of the two middle values and divide by 2.

$$\underline{3} + \underline{4} = 7 \quad 7 \div \underline{2} = \underline{3.5}$$

So, the median is 3.5 books.

Step 3 To find the mode, identify the data value that occurs most often.

4 occurs 4 times. So, the mode is 4 books.

Find the median and mode of the data.

1. number of minutes to run 1 mi: 7, 9, 8, 9, 7, 9, 8

median: _____

mode: _____

2. Callie's quiz scores: 95, 87, 93, 100, 87, 95

median: _____

mode: _____

Name _____

Finding the Average

An **average** of a set of data is the sum of the data values divided by the total number of data values.

For example, suppose you have the data set 4, 0, 24, 28, and 14. The sum of the data values is $4 + 0 + 24 + 28 + 14$, or 70. There are a total of 5 data values. So the average is $70 \div 5$, or 14.

Several friends are participating in a walk-a-thon for charity. The table at the right shows the amount of money each friend raised. What is the average amount of money raised by each friend?

Name	Amount of Money Raised (\$)
Aki	85
Stephen	90
Lainie	100
Janelle	75
Azumi	115

Step 1 Find the total amount of money the friends raised.

$$85 + 90 + \underline{100} + \underline{75} + \underline{115} = \underline{465}$$

Step 2 Determine how many friends raised money for the walk-a-thon.

Aki	Stephen	Lainie	Janelle	Azumi
1	2	3	4	5

A total of 5 friends raised money.

Step 3 Divide the total amount of money, 465, by the total number of friends, 5, who raised the money.

$$\underline{465} \div \underline{5} = \underline{93}$$

So, the average amount of money raised by each friend is \$93.

Ana Lisa's runs batted in (RBI) record is shown for this month. What was the average number of runs that Ana Lisa batted in per game?

1. Find the total number of runs Ana Lisa batted in.

Game	1	2	3	4	5	6	7	8	9	10
Number of RBIs	3	4	1	0	2	2	2	3	1	2

2. In how many games did Ana Lisa play?

3. Divide the sum by the number of games. What is the average number of runs batted in per game?

Find the average of the set of numbers.

4. 16, 22, 19, 14, 24 _____

5. 40, 36, 51, 36, 29, 18 _____

Name _____

Histograms

A **histogram** is a graph that uses bars to show the number of data values that occur within equal intervals. The table below shows the test scores of the students in Omar’s science class.

Science Test Scores												
82	76	92	65	84	80	98	81	89	90	94	78	91
100	74	90	76	95	68	75	83	92	85	85	83	94

Use the data to make a histogram.

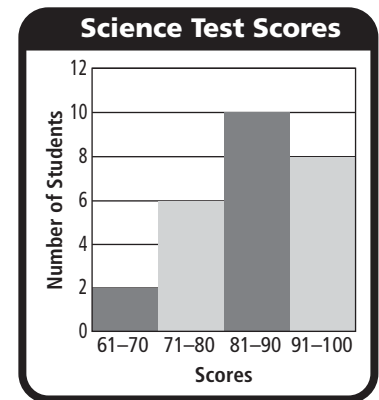
Step 1 Make a frequency table, using intervals of 10, and then start a bar graph. Write the intervals on the horizontal axis of the graph and label the axis.

Scores	Tally	Frequency
61–70		2
71–80		6
81–90		10
91–100		8

Step 2 Choose a scale for the vertical axis that works with the frequencies. Use a scale from 0 to 12 with intervals of two. Label the axis.

Step 3 Draw a bar for each interval. The bar’s height is determined by the frequency.

Step 4 Give the histogram a title.



For 1–2, use the data below.

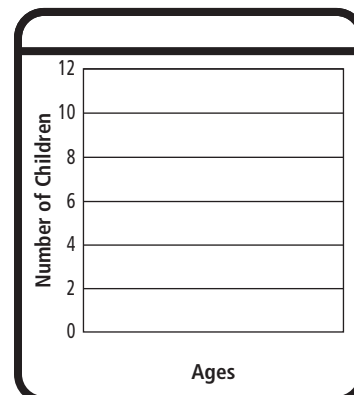
The ages of the children in a swim club are given below.

6, 8, 11, 10, 7, 9, 8, 8, 7, 7, 12, 8, 8, 10, 10, 11, 12, 10, 9, 13, 14, 10, 11

1. Complete the frequency table. Use 3 years for each interval.

Ages	Tally	Frequency
6–8		

2. Complete the histogram.



Name _____

Analyze Histograms

A histogram shows how often data occur within intervals. You can use a histogram to compare the frequency of the data within each interval.

The histogram shows the number of students in Mr. Lee's class who walked 4 miles within the range of each interval.

How many students walked between 60 and 62 minutes?

Step 1 Find the interval labeled 60–62.

Step 2 Find the frequency by reading the height of the bar. The bar ends halfway between 10 and 12. It ends at 11.

So, 11 students walked between 60 and 62 minutes.

How many students walked between 54 and 59 minutes?

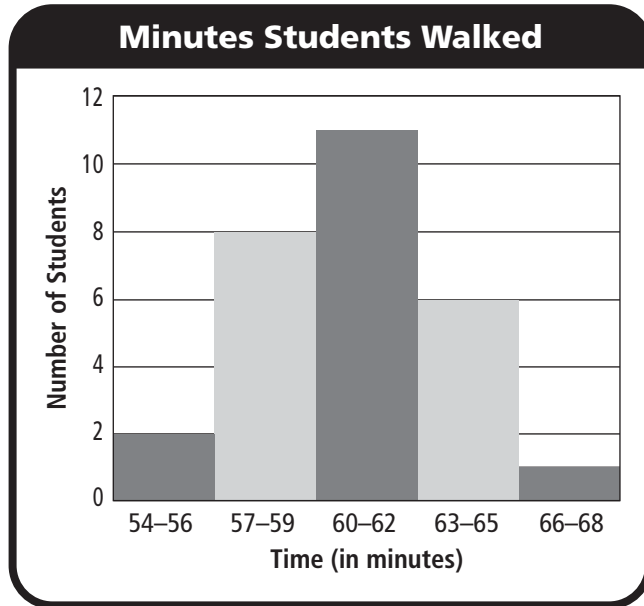
Step 1 Find the intervals for the range of times: 54–56 and 57–59.

Step 2 Find the frequency for each interval by reading the height of each bar.

54–56: 2 students
57–59: 8 students

Step 3 Add the frequencies to find the total. $2 + 8 = 10$

So, 10 students walked between 54 and 59 minutes.



For 1–2, use the histogram at the right.

The histogram shows the number of hours of TV that students watched last week.

1. How many students watched between 10 and 14 hours of TV last week?

2. How many students watched less than 10 hours of TV last week?

