



Grade 7


Entering

Grade 8

Summer Math Packet

We're so proud of you for taking the time to work on math over the summer!

Here are some helpful hints for success:

- ☺ It's ok to have parents and other adults help you!
- ☺ Find a quiet work space where you can get organized and stay focused.
- ☺ Pay close attention to the examples and vocabulary.
- ☺ Choose a unit that you like, and work through it completely before moving on to another unit.
 - Try to complete at least 1 worksheet per day.
 - Complete all of the problems on each worksheet.
- ☺ Calculators may **ONLY** be used when you see this symbol: 
- ☺ Remember to do a little work each week. **DO NOT** wait until the week before school starts to complete your packet!
- ☺ The packet should be returned to your math teacher during the first week of school.

Have fun & we'll see you in August!

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Algebra, Patterns, and Functions

Objective: Write equations and inequalities - B

An **inequality** is a mathematical sentence that contains the symbols $<$, $>$, \leq , or \geq .

| Words | Symbols |
|------------------------------------|------------|
| m is greater than 7. | $m > 7$ |
| r is less than -4 . | $r < -4$ |
| t is greater than or equal to 6. | $t \geq 6$ |
| y is less than or equal to 1. | $y \leq 1$ |

Examples:

- Two times a number is greater than 10 $2x > 10$
- Three less than a number is less than or equal to 7. $x - 3 \leq 7$
- The sum of a number and 1 is at least 5. $x + 1 \geq 5$
- Cody has \$50 to spend. How many shirts can he buy at \$16.50 each? $16.50x \leq 50$

Write an inequality for each of the following:

| | |
|---|--|
| 1.) Five times a number is greater than 25. | 2.) The sum of a number and 6 is at least 15. |
| 3.) 24 divided by some number is less than 7. | 4.) Five dollars less than two times Chris' pay is at most \$124. |
| 5.) In Ohio, you can get your license when you turn 16. Write an inequality to show the age of all drivers in Ohio. | 6.) Suppose a DVD costs \$19 and a CD costs \$14. Write an inequality to find how many CDs you can buy along with one DVD if you have \$65 to spend. |

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Algebra, Patterns, and Functions

Objective: Determine the unknown in a linear equation with 1 or 2 operations

Remember, equations must always remain balanced.

- If you add or subtract the same number from each side of an equation, the two sides remain equal.
- If you multiply or divide the same number from each side of an equation, the two sides remain equal.

Example 1: Solve $x + 5 = 11$

$$\begin{array}{r} x + 5 = 11 \quad \text{Write the equation} \\ - 5 = - 5 \quad \text{Subtract 5 from both sides} \\ \hline x = 6 \quad \text{Simplify} \end{array}$$



$$\begin{array}{r} x + 5 = 11 \quad \text{Write the equation} \\ 6 + 5 = 11 \quad \text{Replace x with 6} \\ 11 = 11 \checkmark \quad \text{The sentence is true} \end{array}$$

Example 2: Solve $-21 = -3y$

$$\begin{array}{r} -21 = -3y \quad \text{Write the equation} \\ -3 = -3 \quad \text{Divide each side by } -3 \\ 7 = y \quad \text{Simplify} \end{array}$$



$$\begin{array}{r} -21 = -3y \quad \text{Write the equation} \\ -21 = -3(7) \quad \text{Replace the y with 7} \\ -21 = -21? \quad \text{Multiply – is the sentence true?} \end{array}$$

Example 3: Solve $3x + 2 = 23$

$$\begin{array}{r} 3x + 2 = 23 \quad \text{Write the equation} \\ - 2 = - 2 \quad \text{Subtract 2 from each side} \\ \hline 3x = 21 \quad \text{Simplify} \\ \frac{3x}{3} = \frac{21}{3} \quad \text{Divide each side by 3} \\ x = 7 \quad \text{Simplify} \end{array}$$



$$\begin{array}{r} 3x + 2 = 23 \quad \text{Write the equation} \\ 3(7) + 2 = 23? \quad \text{Replace x with 7} \\ 21 + 2 = 23? \quad \text{Multiply} \\ 23 = 23? \quad \text{Add – is the sentence true?} \end{array}$$

1.) Solve $x - 9 = -12$

2.) Solve $48 = -6r$

3.) Solve $2t + 7 = -1$

4.) Solve $4t + 3.5 = 12.5$

5.) It costs \$12 to attend a golf clinic with a local pro. Buckets of balls for practice during the clinic cost \$3 each. How many buckets can you buy at the clinic if you have \$30 to spend?

6.) An online retailer charges \$6.99 plus \$0.55 per pound to ship electronics purchases. How many pounds is a DVD player for which the shipping charge is \$11.94?

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Algebra, Patterns, and Functions

Objective: Solve for the unknown in an inequality with one variable.

An **inequality** is a mathematical sentence that contains the symbols $<$, $>$, \leq , or \geq .

| Words | Symbols |
|------------------------------------|------------|
| m is greater than 7. | $m > 7$ |
| r is less than -4 . | $r < -4$ |
| t is greater than or equal to 6. | $t \geq 6$ |
| y is less than or equal to 1. | $y \leq 1$ |

Example 2: Solve $2x + 8 < 24$

$$\begin{array}{r}
 2x + 8 < 24 \quad \text{Write the inequality} \\
 -8 \quad -8 \quad \text{Subtract 8 from each side} \\
 \hline
 2x < 16 \quad \text{Simplify} \\
 \frac{2x}{2} < \frac{16}{2} \quad \text{Divide each side by 2} \\
 x < 8 \quad \text{Simplify}
 \end{array}$$

Example 1: Solve $v + 3 < 5$

$$\begin{array}{r}
 v + 3 < 5 \quad \text{Write the inequality} \\
 -3 \quad -3 \quad \text{Subtract 3 from each side} \\
 \hline
 v < 2 \quad \text{Simplify}
 \end{array}$$

Check: Try 1, a number less than 2

$$\begin{array}{r}
 v + 3 < 5 \quad \text{Write the inequality} \\
 1 + 3 < 5 \quad \text{Replace } v \text{ with } 1 \\
 4 < 5? \quad \text{Is this sentence true? } \mathbf{yes}
 \end{array}$$

Check: Try 7, a number less than 8

$$\begin{array}{r}
 2x + 8 < 24 \quad \text{Write the inequality} \\
 2(7) + 8 < 24 \quad \text{Replace } x \text{ with } 7 \\
 14 + 8 < 24 \quad \text{Multiply 7 by 2} \\
 22 < 24? \quad \text{Is the sentence true? } \mathbf{yes}
 \end{array}$$

1.) Solve $y + 5 \leq 14$

2.) Solve $6u \geq 36$

3.) Solve $5y + 1 < 36$

4.) Solve $4x - 6 > -10$

5.) The speed limit on highways in Florida is 70 miles per hour. Write and solve an inequality to find how long it will take you to travel the 105 miles from Orlando to St. Augustine if you travel at or below the speed limit.

6.) You have \$80. Jeans cost \$29 and shirts cost \$12. Mom told you to buy one pair of jeans and use the rest of the money to buy shirts. Use this information to write and solve an inequality. How many shirts you can buy?

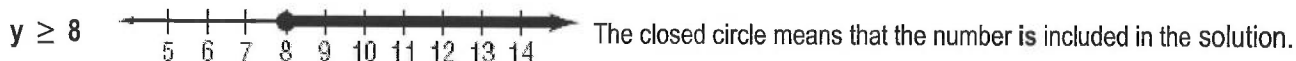
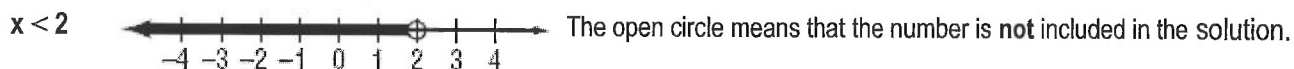
On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Algebra, Patterns, and Functions

Objective: Identify or graph solutions of inequalities on a number line.

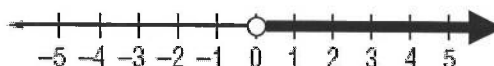
Examples: Graph each inequality on a number line.



1.) Write an inequality for the graph.



2.) Write an inequality for the graph.



3.) Graph the inequality.

$$b \geq -1$$



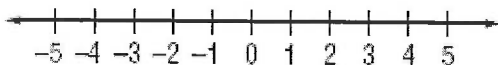
4.) Graph the inequality.

$$z < 3$$



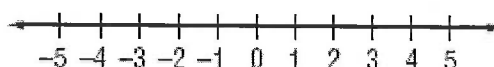
5.) Solve the inequality, then graph it on the number line.

$$y + 9 \leq 13$$



6.) Solve the inequality, then graph it on the number line.

$$4x - 6 > -10$$



On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

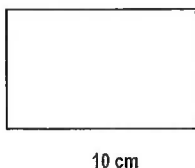
Unit: Knowledge of Algebra, Patterns, and Functions

Objective: Apply given formulas to a problem-solving situation using formulas having no more than three variables.

Example 1:

The perimeter of a rectangle is twice the length (L) plus twice the width (W). $P = 2L + 2W$

Use the given formula to find the perimeter of the rectangle.



8 cm

10 cm

$$P = 2L + 2W$$

$$P = 2(10) + 2(8)$$

$$P = 20 + 16$$

$$P = 36 \text{ cm}$$

Write the equation

Replace L and W with the length and width

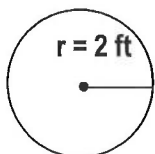
Multiply

Simplify and add the correct label

Example 2:

The area A of a circle equals the product of pi (π) and the square of its radius (r). $A = \pi r^2$ ($\pi \approx 3.14$)

Use the given formula to find the area of the circle.



r = 2 ft

$$A = \pi r^2$$

$$A = 3.14 \cdot (2)^2$$

$$A = 3.14 \cdot 4$$

$$A = 12.56 \text{ ft}^2$$

Write the equation

Replace π with 3.14 and r with 2

Square the 2

Simplify and add the correct label

- 1.) The formula for finding the area of a rectangle is $A = L \cdot W$. Use this formula to find the area of the rectangle.

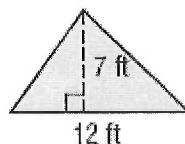


9 cm

4 cm

- 2.) The formula for finding the area of a triangle is

$$A = \frac{1}{2}bh. \text{ Find the area of the triangle below.}$$

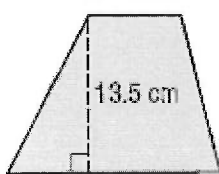


12 ft

- 3.) A trapezoid has two bases (b_1 and b_2). The formula for finding the area of a trapezoid is: $A = \frac{1}{2}h(b_1 + b_2)$

$b_1 = 8 \text{ cm}$

Find the area of the trapezoid.

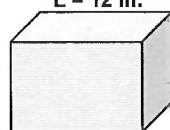


13.5 cm

$b_2 = 18 \text{ cm}$

- 4.) The formula for finding the volume of a rectangular prism is $V = L \cdot W \cdot H$. Find the volume of the box.

L = 12 in.



H = 7 in.

W = 5 in.

- 5.) Margot planted a rectangular garden that was 18 feet long and 10 feet wide. How many feet of fencing will she need to go all the way around the garden? $P = 2L + 2W$

- 6.) Juan ran all the way around a circular track one time. The diameter (d) of the track is 60 meters. The formula for circumference of a circle is $C = \pi d$. Use this formula to find out how far Juan ran.

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Algebra, Patterns, and Functions

Objective: Graph ordered pairs in a coordinate plane.

The **coordinate plane** is used to locate points. The horizontal number line is the **x-axis**. The vertical number line is the **y-axis**. Their intersection is the **origin**.

Points are located using **ordered pairs**. The first number in an ordered pair is the **x-coordinate**; the second number is the **y-coordinate**.

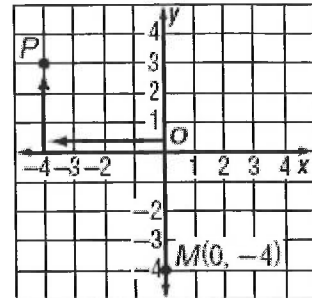
The coordinate plane is separated into four sections called **quadrants**.

Example 1: Name the ordered pair for point P. Then identify the quadrant in which P lies. Quadrant 2

- Start at the origin.
- Move 4 units left along the x-axis.
- Move 3 units up on the y-axis.

The ordered pair for point P is (-4, 3).

P is in the upper left quadrant or quadrant II.



Quadrant 1

Example 2: Graph and label the point M (0, -4).

- Start at the origin.
- Move 0 units along the x-axis.
- Move 4 units down on the y-axis.
- Draw a dot and label it M(0, -4).

Quadrant 3

Quadrant 4

1.) Name the ordered pair for each point graphed at the right. Then identify the quadrant in which each point lies.

| Coordinates | Quadrant | |
|-------------|----------|--|
| P (,) | _____ | |
| Q (,) | _____ | |
| R (,) | _____ | |
| S (,) | _____ | |
| | _____ | |

2.) Find each of the points below on the coordinate plane. Then identify the quadrant in which each point lies.

| Coordinates | Quadrant | |
|-------------|----------|--|
| A (,) | _____ | |
| J (,) | _____ | |
| B (,) | _____ | |
| H (,) | _____ | |
| | _____ | |
| | _____ | |

3.) Graph and label each point on the coordinate plane.

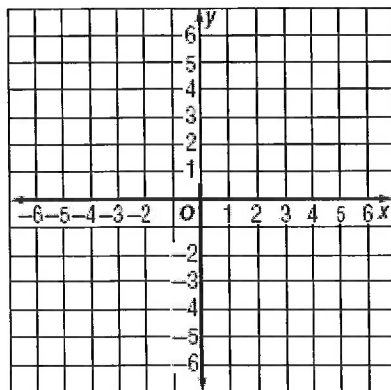
N (3, -1)

P (-2, 4)

Q (-3, -4)

R (0, 0)

S (-5, 0)



4.) Graph and label each point on the coordinate plane.

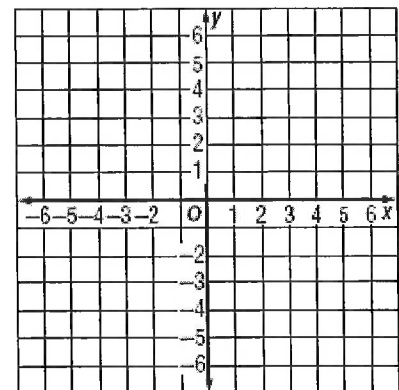
D (0, 4)

E (5, 5)

G (-3, 0)

H (-6, -2)

J (0, -2)



On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Geometry

Objective: Identify and describe angles formed by intersecting lines, rays, or line segments - B

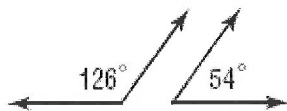
Examples:



When two lines intersect, they form two pairs of opposite angles called **vertical angles**, which are always congruent.

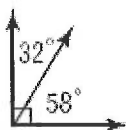
Congruent angles have the same measure.

$\angle 1 \cong \angle 2$ means that angle 1 is congruent to angle 2.



Two angles are **supplementary** if the sum of their measures is 180° .

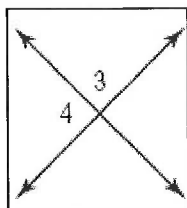
$$126^\circ + 54^\circ = 180^\circ$$



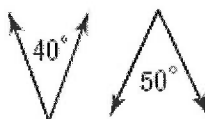
Two angles are **complementary** if the sum of their measures is 90° .

$$32^\circ + 58^\circ = 90^\circ$$

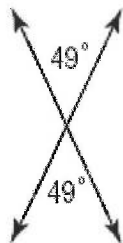
1.) Classify the angles as **complementary**, **supplementary**, or **neither**.



2.) Classify the angles as **complementary**, **supplementary**, or **neither**.



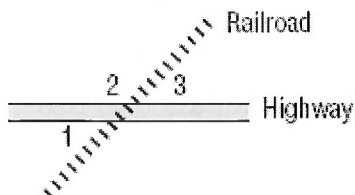
3.) Classify the angles as **complementary**, **supplementary**, or **neither**.



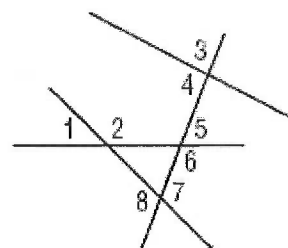
4.) Classify the angles as **complementary**, **supplementary**, or **neither**.



5.) A map shows a railroad crossing a highway, as shown below. Which of the numbered angles are vertical angles?



6.) In a game of pick-up-sticks, the last 4 sticks are shown below. Which of the numbered angles are vertical angles?



On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Geometry

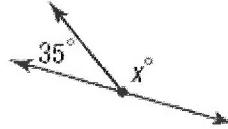
Objective: Determine the measure of angles formed by intersecting lines, line segments, and rays.

Example 1: Find the value of x in the figure.

The two angles are supplementary, so the sum of their measures is 180° .

$$\begin{array}{r} x + 35 = 180 \\ - 35 \quad - 35 \\ \hline x = 145 \end{array}$$

Write the equation
Subtract 35 from both sides
Simplify
The angle is 145°

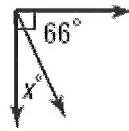


Example 2: Find the value of x in the figure.

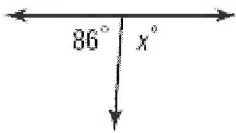
The two angles are complementary, so the sum of their measures is 90° .

$$\begin{array}{r} x + 66 = 90 \\ - 66 \quad - 66 \\ \hline x = 24 \end{array}$$

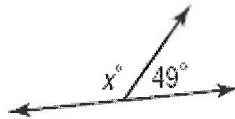
Write the equation
Subtract 66 from both sides
Simplify
The angle is 24°



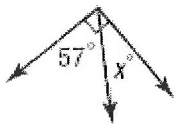
1.) Find the value of x .



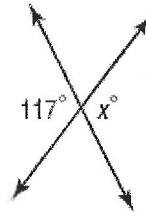
2.) Find the value of x .



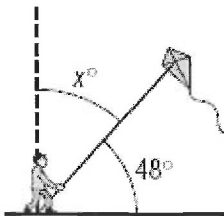
3.) Find the value of x .



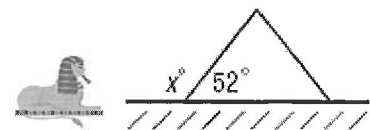
4.) Find the value of x .



5.) A kite string makes an angle of 48° with respect to the ground as shown below. The dashed line is vertical and the ground is horizontal. How are the 48° angle and the unknown angle related? What is the value of x ?



6.) A side view of the Great Pyramid at Giza is shown below. The sides of the pyramid make an angle of 52° with respect to the ground. What is the value of x ?



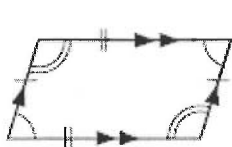
On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Geometry

Objective: Determine a missing angle using the sum of the interior angles in a quadrilateral

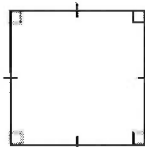
Examples of Quadrilaterals:



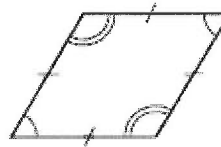
Parallelogram



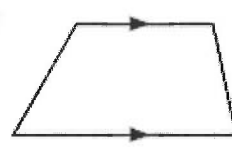
Rectangle



Square



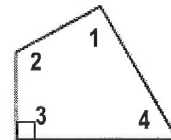
Rhombus



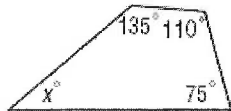
Trapezoid

The sum of the measures of the angles of a quadrilateral is 360° .

$$m\angle 1 + m\angle 2 + m\angle 3 + m\angle 4 = 360^\circ$$



Example: Find the missing measure in the quadrilateral.



$$135 + 110 + 75 + x = 360$$

$$320 + x = 360$$

$$\begin{array}{r} 320 + x = 360 \\ - 320 \quad - 320 \\ \hline x = 40 \end{array}$$

$$x = 40$$

The sum of the measures is 360°

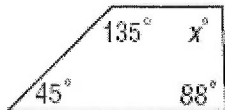
Simplify

Subtract 320 from each side

The missing angle is 40°

Find the missing measure in each of the following quadrilaterals.

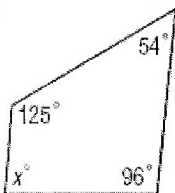
1.)



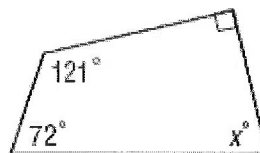
2.)



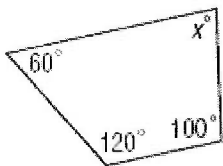
3.)



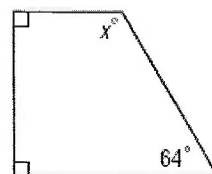
4.)



5.) The top of Mrs. Hartsock's coffee table is shown below. Find the measure of the missing angle.



6.) Maria needs to cut a piece of carpet to fit the space drawn below. What should the measure of the missing angle be?



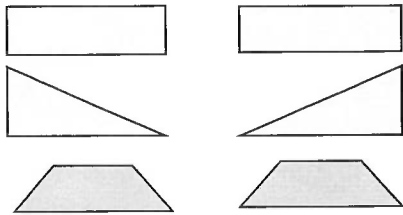
On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

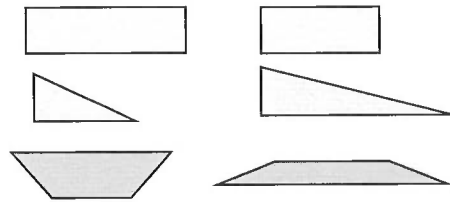
Unit: Knowledge of Geometry

Objective: Determine the congruent parts of polygons.

Congruent Polygons



Non Congruent Polygons



| | |
|---|--|
| Congruent Polygons | Polygons that have exactly the same size and the same shape |
| Congruent Segments | Segments that have the same length |
| Congruent Angles | Angles that have the same measure |
| Corresponding Sides of a Polygon | Sides of a polygon that are matched up with sides of another congruent or similar polygon |
| Corresponding Angles of a Polygon | Angles of a polygon that match up with angles of another congruent or similar polygon |
| $\triangle ABC \cong \triangle DEF$ | Corresponding sides and angles of congruent polygons are congruent: $\overline{AB} \cong \overline{DE}$ $\angle A \cong \angle D$ $\overline{BC} \cong \overline{EF}$ $\angle B \cong \angle E$ $\overline{AC} \cong \overline{DF}$ $\angle C \cong \angle F$ |

1.)

Polygon $FGHJ \cong$ polygon $NMLK$
 Complete the following congruence statements.

a) $\overline{GH} \cong$ _____ b) $\overline{KL} \cong$ _____ c) $\overline{FJ} \cong$ _____

2.) Use the figures in problem #1 to complete the following congruence statements.

a) $\angle G \cong$ _____ b) $\angle K \cong$ _____

c) $\angle H \cong$ _____ d) $\angle F \cong$ _____

3.) Look at the figures in problem #1. Determine the measure of each segment or angle.

a) $x =$ _____ b) $y =$ _____ c) $z =$ _____

4.) Polygon $HJKLMNPQ$ is congruent to polygon $RSTUVXYZ$. What is the length, in units, of \overline{RZ} ? (Note: Figures are not drawn to scale.)

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

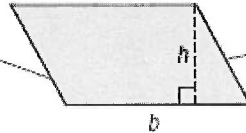
Unit: Knowledge of Measurement

Objective: Estimate and determine the area of quadrilaterals using **parallelograms** or trapezoids – **A**.

The area **A** of a parallelogram equals the product of its base **b** and its height **h**. Because rectangles, rhombuses, and squares are all parallelograms, the formula for finding the area of a parallelogram is also used to find the areas of each of these figures.

$A = bh$

The **base** is any side of a parallelogram.

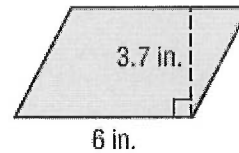


The **height** is the length of the segment perpendicular to the base with endpoints on opposite sides.

Example: Find the area of a parallelogram if the base is 6 inches and the height is 3.7 inches.

Estimate: $A = 6 \cdot 4$ or 24 in^2

Calculate: $A = bh$ Area of a parallelogram
 $A = 6 \cdot 3.7$ Replace **b** with 6 and **h** with 3.7
 $A = 22.2$ Multiply



Check: The area of the parallelogram is 22.2 square inches. This is close to the estimate.

Find the area of each parallelogram. Round to the nearest tenth if necessary.

1.)

2.)

3.)

4.)

5.) Joyce wants to construct a sail with the dimensions shown. How much material will be used?

6.) Two parallel streets are cut across by two other parallel streets as shown in the figure. What is the area of the grassy area in the middle?

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

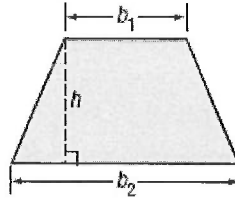
Pre-Algebra – Summer Math Packet

Unit: Knowledge of Measurement

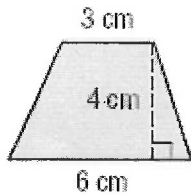
Objective: Estimate and determine the area of quadrilaterals using parallelograms or trapezoids – B.

A trapezoid has two bases, b_1 and b_2 . The height of a trapezoid is the distance between the two bases. The area A of a trapezoid equals half the product of the height h and the sum of the bases b_1 and b_2 .

$$A = \frac{1}{2} h(b_1 + b_2)$$



Example: Find the area of the trapezoid.



$$A = \frac{1}{2} h(b_1 + b_2)$$

$$A = \frac{1}{2} (4)(3 + 6)$$

$$A = 18$$

Area of a trapezoid
Replace h with 4, b_1 with 3, and b_2 with 6.

The area of the trapezoid is 18 square centimeters.

Find the area of each trapezoid. Round to the nearest tenth if necessary.

| | |
|---|--|
| <p>1.)</p> | <p>2.)</p> |
| <p>3.)</p> | <p>4.)</p> |
| <p>5.) Arkansas has a shape that is similar to a trapezoid with bases of about 182 miles and 267 miles and a height of about 254 miles. Estimate the area of the state.</p> | <p>6.) Greta is making a patio with the dimensions given in the figure. What is the area of the patio?</p> |

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Measurement

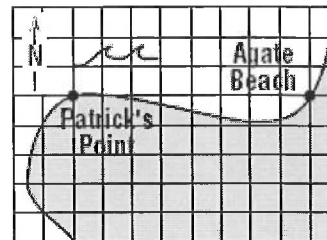
Objective: Determine the distance between 2 points using a drawing and a scale.

A **scale drawing** represents something that is too large or too small to be drawn at actual size. Similarly, a **scale model** can be used to represent something that is too large or too small for an actual-size model. The **scale** gives the relationship between the drawing/model measure and the actual measure.

Example: On this map, each grid unit represents 50 yards. Find the distance from Patrick's Point to Agate Beach.

| | | | |
|--------------|------------|---|------------------|
| Scale | | Patrick's Point to Agate Beach | |
| map | → 1 unit | = | 8 units ← map |
| actual | → 50 yards | = | x yards ← actual |

$$1 \cdot x = 50 \cdot 8 \quad \text{cross multiply}$$



$$x = 400 \quad \text{simplify}$$

It is 400 yards from Patrick's Point to Agate Beach.

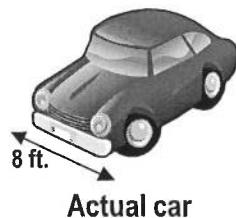
1.) On a map, the distance from Los Angeles to San Diego is 6.35 cm. The scale is 1 cm = 20 miles. What is the actual distance?



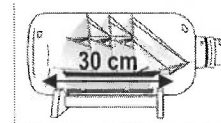
2.) Lexie is making a model of the Empire State Building. The scale of the model is 1 inch = 9 feet. The needle at the top is 31.5 feet tall. How big should the needle be on the model?



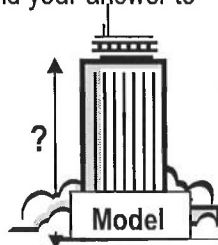
3.) A scale drawing of an automobile has a scale of 1 inch = 1/2 foot. The actual width of the car is 8 feet. What is the width on the scale drawing?



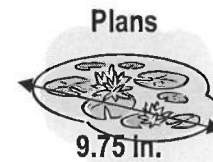
4.) A model ship is built to a scale of 1 cm : 5 meters. The length of the model is 30 centimeters. What is the length of the actual ship?



5.) Jose wants to build a model of a 180-meter tall building. He will be using a scale of 1.5 centimeters = 3.5 meters. How tall will the model be? Round your answer to the nearest tenth.



6.) A pond is being dug according to plans that have a scale of 1 inch = 6.5 feet. The maximum distance across the pond is 9.75 inches on the plans. What will be the actual maximum distance across the pond?



On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

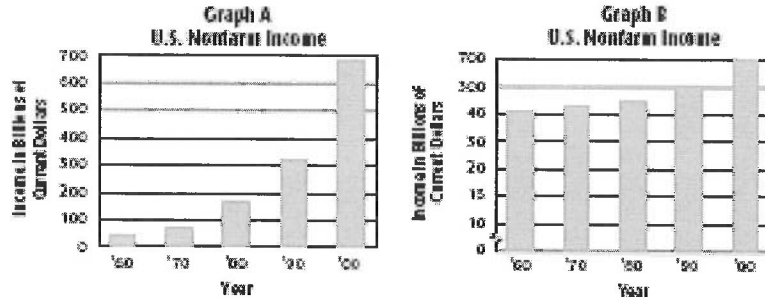
Pre-Algebra – Summer Math Packet

Unit: Knowledge of Statistics

Objective: Analyze data and recognize the misuses of data

Examples:

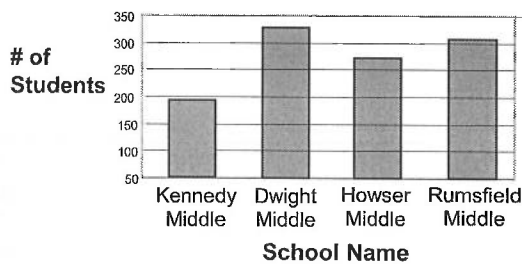
- **Graphs can be misleading for many reasons:** No title; the scale does not include 0; there are no labels on either axis; the intervals on a scale are not equal; or the size of the graphics misrepresents the data.



The bar graphs above show the total US National Income (nonfarm). Which graph is misleading? Explain.

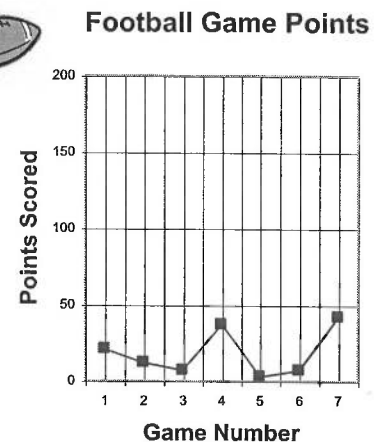
- **Graph B is misleading because the scale on the vertical axis does not have equal intervals. It makes the income appear to be slower.**

1.) Students in Middle School



The following bar graph represents the number of students in four different middle schools. Determine why this graph may be considered misleading.

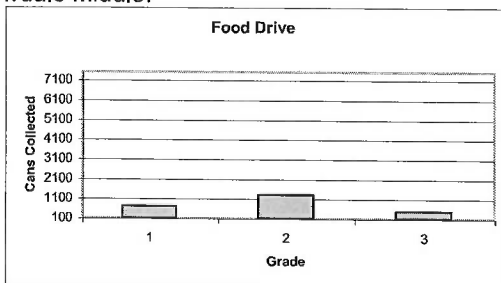
2.) The graph represents points scored by the Baltimore Ravens during the 2003-2004 football season. What makes this graph misleading? Explain.



3.) List 4 different situations that make a graph misleading.

4.) Look at #2, what would you change to make this graph not misleading?

The graph below represents cans collected for a food drive at Willowdale Middle.



Use the graph to the left to answer questions 5 & 6.

5.) Determine what makes this graph misleading.

6.) Using the Canned Food Drive Graph, how would you change the graph to better show the data and not be misleading?

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Statistics

Objective: Determine the best choice of a data display for a given data set.

Examples:

- Different types of graphs are better suited for certain types of data.

Bar Graph – Use when comparing data (Ex. Football teams and # of wins)

Line Graph – Use when data is over time (Ex. Rainfall each month for 1 year)

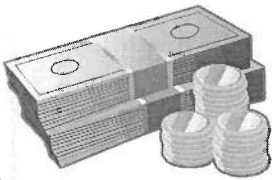
Circle Graph (Pie Graph) – Use when data is dealing with \$ or % (Ex. Allowance – how you spend it)

Stem & Leaf Plot – Use to show individual data (Ex. Class test scores)

Back-to-Back Stem & Leaf Plot – Use when comparing 2 large sets of data & showing individual data scores

Directions: Look at the following situations and tell what type of graph would be the best choice to display the data. Choose BAR, LINE, CIRCLE, or STEM & LEAF.

1.) How the Federal Government spends each part of your tax dollar



2.) You are keeping track of your little sister's/brother's height from age 3 months to 5 years old

3.) Lengths of the 5 largest rivers in the world



4.) Number of points scored in each game during the 99-00 Season

Redskins: 35 50 27 38 24 20 21 26 21
48 17 28 23 20 17 28

Ravens: 10 20 17 19 11 8 10 41 3
34 23 41 31 31 22 3

5.)

| Students who ride a bus | |
|-------------------------|----------|
| YEAR | STUDENTS |
| 2000 | 333 |
| 2001 | 297 |
| 2002 | 360 |
| 2003 | 365 |

6.)

| # of Species at the Zoo | |
|-------------------------|---------|
| ZOO | SPECIES |
| Los Angeles | 350 |
| Lincoln Park | 290 |
| Cincinnati | 700 |
| Bronx | 530 |
| Oklahoma City | 600 |


On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Statistics

Objective: Compare the measures of central tendency (mean, median, mode) to determine which is most appropriate.

Examples:

| | MEAN | MEDIAN | MODE |
|--------------------------|---|--|---|
| What is it? | Average | Middle # | # shown the MOST often |
| How to find it? | $\frac{\text{Sum of Data (+)}}{\text{\# of Data Points (+)}}$ | Order data from least to greatest, then find the middle # 2 middle #s - Average | Look at data & Find the # that appears the most.  2 modes – Bimodal |
| Most Useful when: | -- Data has no outliers Outliers are REALLY low & high #s | -- Data has outliers -- There are no large gaps in the middle of the data | -- Data has many identical (same) #s |

Use the table at the right.

Find the mean, median, & mode of the data.

Mean: 488.3

Median: 150

Mode: None

| Caribbean Islands | | | |
|-------------------|--------------|--------------------|--------------|
| Island | Area (Sq Mi) | Island | Area (Sq Mi) |
| Antigua | 108 | Martinique | 425 |
| Aruba | 75 | Puerto Rico | 3,339 |
| Barbados | 166 | Tobago | 116 |
| Curacao | 171 | Virgin Islands, UL | 59 |
| Dominica | 290 | Virgin Islands, US | 134 |

Which measure of central tendency would be misleading in describing the size of the islands? Explain.

The mean could be misleading since the areas of all but one of the islands are less than that value.

Which measure would most accurately describe the data? Median

Use the table that shows the miles of shoreline for five states to answer questions 1 – 3.

| Miles of Shoreline | |
|--------------------|--------------------------|
| State | Length of Shoreline (mi) |
| Virginia | 3,315 |
| Maryland | 3,190 |
| Washington | 3,026 |
| North Carolina | 3,375 |
| Pennsylvania | 89 |

1.) Determine the mean, median, and mode of the data.

2.) Which measure of central tendency is misleading in describing the miles of shoreline for the states? Explain.

3.) Which measure of central tendency most accurately describes the data? Explain.

Book Sales: Use the table below that shows the number of books sold each day for 20 days to answer questions 4 – 5.



| Book Sales Per Day | | | |
|--------------------|----|----|----|
| 23 | 18 | 23 | 15 |
| 24 | 16 | 0 | 11 |
| 19 | 10 | 13 | 17 |
| 12 | 23 | 11 | 16 |
| 36 | 24 | 12 | 27 |

4.) Determine the mean, median, & mode of the data.

5.) Which measure of central tendency would be misleading in describing the book sales & which measure most accurately describes the data? Explain.

6.) Michael & Melissa both claim to be earning a C average, 70% to 79%, in their Latin Class. Use the table below to explain their reasoning and determine which student is earning a C average.

| GRADES (%) | | | | | | | |
|------------|--------|--------|--------|--------|--------|--------|--------|
| | Test 1 | Test 2 | Test 3 | Test 4 | Test 5 | Test 6 | Test 7 |
| Michael | 80 | 76 | 73 | 70 | 40 | 25 | 10 |
| Melissa | 88 | 83 | 75 | 70 | 60 | 65 | 62 |

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

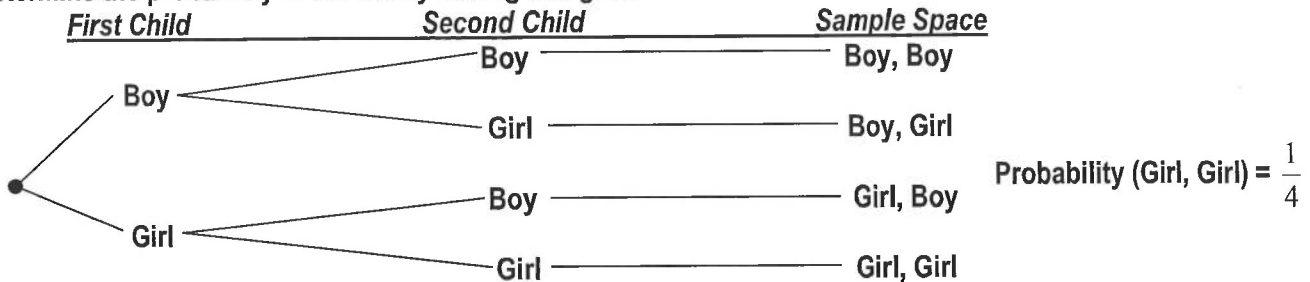
Unit: Knowledge of Probability

Objective: Identify a sample space and determine the number of outcomes using no more than 3 independent events.

Examples:

- **Sample Space** is a listing of all the possible outcomes in a probability experiment. One way to determine sample space is to draw a tree diagram.

A family has two children. Draw a tree diagram to show the sample space of the children's genders. Then determine the probability of the family having two girls.



- **FUNDAMENTAL COUNTING PRINCIPLE** is used to quickly determine the total number of possible outcomes. Multiply the number of possibilities for each event together.

An ice cream sundae at the Ice Cream Shoppe is made from one flavor of ice cream and one topping. For ice cream flavors, you can choose from chocolate, vanilla, and strawberry. For toppings, you can have hot fudge, butterscotch, caramel, and marshmallow. Determine the number of different sundaes that are possible.

| | | |
|--|---|--|
| # of ice cream flavors (Chocolate, Vanilla, Strawberry) | x | # of toppings (Hot Fudge, Butterscotch, Caramel, Marshmallow) |
| 3 | x | 4 |
| 12 total possible outcomes | | |

| <p>1.) A certain type of kickboard scooter comes in silver, red, or purple with wheel sizes of 125 millimeters or 180 millimeters. Determine the total number of color-wheel size combinations.</p> | <p>2.) Draw a tree diagram of the situation in #1 to show the sample space.</p> | | | | | | | | | | | | | | | |
|---|--|--------|--------|-------|-----|-------|-------|------|-------|-------|-------|------|--|--------|--|--|
| <p>3.) Charlene packed 4 shirts and 3 pairs of pants for her trip to the beach. Make a tree diagram to show all of Charlene's possible outfits.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div> <p>Blue, Yellow, Green, Purple</p> <p>Jeans, Khaki, White</p> </div> </div> | <p>4.) The table below shows the shirts, shorts, and shoes in George's wardrobe. How many possible outfits can he choose consisting of one shirt, one pair of shorts, and one pair of shoes?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">SHIRTS</th> <th style="padding: 5px;">SHORTS</th> <th style="padding: 5px;">SHOES</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Red</td> <td style="padding: 5px;">Beige</td> <td style="padding: 5px;">Black</td> </tr> <tr> <td style="padding: 5px;">Blue</td> <td style="padding: 5px;">Green</td> <td style="padding: 5px;">Brown</td> </tr> <tr> <td style="padding: 5px;">White</td> <td style="padding: 5px;">Blue</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Yellow</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table> | SHIRTS | SHORTS | SHOES | Red | Beige | Black | Blue | Green | Brown | White | Blue | | Yellow | | |
| SHIRTS | SHORTS | SHOES | | | | | | | | | | | | | | |
| Red | Beige | Black | | | | | | | | | | | | | | |
| Blue | Green | Brown | | | | | | | | | | | | | | |
| White | Blue | | | | | | | | | | | | | | | |
| Yellow | | | | | | | | | | | | | | | | |
| <p>5.) Craig stops at a gas station to fill his tank. He must choose between full-service or self-service and between regular, midgrade, and premium gasoline. Draw a tree diagram showing the possible combinations of service and gasoline type. How many possible combinations are there?</p> | <p>6.) Determine the total number of outcomes by choosing a vowel from the word COMPUTER and a consonant from the word BOOK.</p> | | | | | | | | | | | | | | | |

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

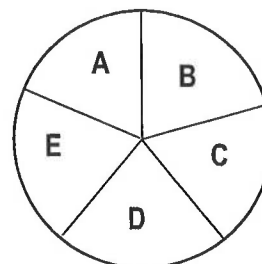
Unit: Knowledge of Probability

Objective: Determine the probability of an event comprised of 2 independent events.

Examples:

- **INDEPENDENT EVENTS:** the outcome of one event does NOT affect the outcome of the 2nd event.
- The probability of two independent events can be found by multiplying the probability of the first event by the probability of the second event.
- $P(A \text{ and } B) = P(A) \cdot P(B)$

A number cube is rolled, and the spinner at the right is spun.
Determine the probability of rolling a 2 and spinning a vowel.



$$P(2 \text{ and vowel}) = P(2) \cdot P(\text{vowel})$$

$$\frac{1}{6} \cdot \frac{2}{5} = \frac{2}{30} = \frac{1}{15}$$

A coin is tossed and a number cube is rolled. Find the probability of tossing tails and rolling a 5.

$$P(\text{tails}, 5) = P(\text{tails}) \times P(5)$$

$$\frac{1}{2} \times \frac{1}{6} = \frac{1}{12}$$

1.) A coin is tossed, and a number cube is rolled. What is the probability of tossing heads, and rolling a 3 or a 5?

2.) A red and a blue number cube are rolled. Determine the probability that an odd number is rolled on the red cube and a number greater than 1 is rolled on the blue cube.

3.) One letter is randomly selected from the word PRIME and one letter is randomly selected from the word MATH. What is the probability that both letters selected are vowels?

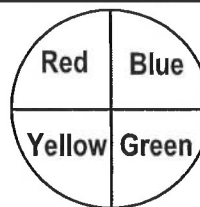
4.) What is the probability of spinning a number greater than 5 on a spinner numbered 1 to 8 and tossing a tail on a coin?

5.)

| Kid's Carnival Meals | |
|----------------------------------|--------------|
| Choose 1 from each column | |
| Chicken Nuggets | French Fries |
| Hamburger | Apple slices |
| Cheeseburger | |
| Pizza | |

What is the probability that Joey will choose a hamburger and apple slices?

6.)



For his probability experiment, Ryan is going to spin a spinner and roll a six-sided number cube. What is the probability of spinning "Red" and rolling a "2"?

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Probability

Objective: Make predictions and express probability of the results of a survey or simulation as a fraction, decimal, or percent. - A

Examples: Experimental probability can also be based on past performances and can be used to make predictions on future events.

In a survey, 100 people were asked to name their favorite Independence Day side dishes. What is the experimental probability of macaroni salad being someone's favorite dish?

There were 100 people surveyed and 12 chose macaroni salad, SO the experimental probability is $\frac{12}{100} = \frac{3}{25}$.

| SIDE DISH | # of People |
|---------------------------|-------------|
| Potato Salad | 55 |
| Green Salad Or vegetables | 25 |
| Macaroni salad | 12 |
| Coleslaw | 8 |

Suppose 250 people attend the city's Independence Day barbecue. How many can be expected to choose macaroni salad as their favorite side dish?

Write a proportion. $\frac{3}{25} = \frac{x}{250}$ (Use the experimental probability in the proportion.)

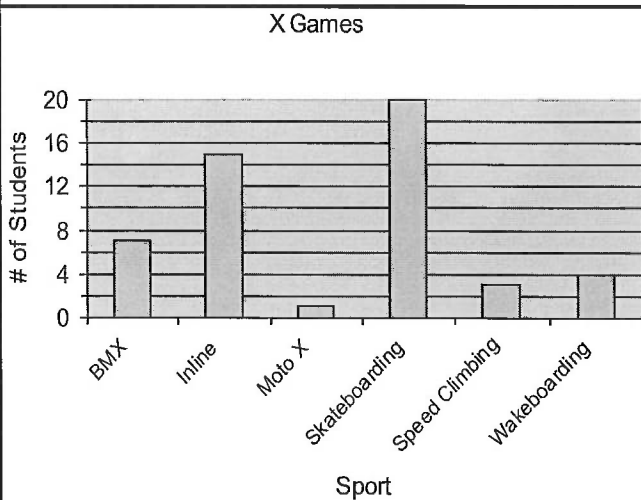
Solve by using cross products. $25x = 3(250)$
About 30 will choose macaroni salad. $x = 30$

1.) Using the table in the example, what is the experimental probability of potato salad being someone's favorite dish?

2.) Using the information in the example and question 1, about how many people can be expected to choose potato salad as their favorite dish if 400 attend the barbecue?

3.) In a survey, 50 people were asked to pick which movie they would see this weekend. Twenty chose *Horror Story*, 15 chose *The Ink Well*, 10 chose *The Monkey House*, and 5 chose *Little Rabbit*. What is the experimental probability of someone wanting to see *The Monkey House*?

4.) Using the information from question # 3, suppose 300 people are expected to attend a movie theater this weekend to see one of the four movies listed. How many can be expected to see *The Monkey House*?



For questions 5 & 6, use the graph shown at the left. The graph shows the results of a survey in which 50 students were asked to name their favorite X Game sport.

5.) Suppose 500 people attend the X Games. How many can be expected to choose Inline as their favorite sport?

6.) Suppose 500 people attend the X Games. How many can be expected to choose speed climbing as their favor sport?

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Probability

Objective: Make predictions and express probability of the results of a survey or simulation as a fraction, decimal, or percent. - B

Examples:

Probability is a way to measure the chance that an event will occur. You can use this formula to determine the probability, P, of an event.

$$P = \frac{\text{number of favorable outcomes}}{\text{number of possible outcomes}}$$

Probability can be expressed as a FRACTION, DECIMAL, or PERCENT.

A jar contains 10 purple, 3 orange, and 12 blue marbles. A marble is drawn at random. Determine the probability that you will pick a purple marble. Express your answer in a fraction, decimal, and %.

Step 1 – Determine the total # of marbles. $10 + 3 + 12 = 25$

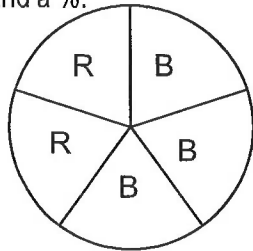
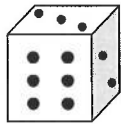
Step 2 – Determine the probability of picking a purple marble. $P(\text{purple}) = \frac{\text{number of purple}}{\text{Total marbles}} = \frac{10}{25} \div 5 = \frac{2}{5}$

Step 3 – Simplify the fraction.

Step 4 – Convert Fraction to a Decimal – Divide. $2 \div 5 = 0.4$

Step 5 – Convert Decimal to a % - Move decimal 2 places to the right. $0.4 = 40\%$

1.) A six-sided number cube is rolled, and the spinner below is spun. Determine the probability of rolling a 3 and spinning blue. (B=blue, R=red) Express your answer as a fraction, a decimal, and a %.



2.) When Monica rolled her number cube 100 times, she had these results:

| Number on cube | Frequency |
|----------------|-----------|
| 1 | 12 |
| 2 | 18 |
| 3 | 21 |
| 4 | 16 |
| 5 | 17 |
| 6 | 16 |

What is the experimental probability of rolling a number less than 3? Express your answer as a fraction, a decimal, and a percent.

3.) A jar contains 15 orange, 14 white, 10 pink, 2 green, and 9 blue marbles. A marble is drawn at random. Determine the probability for the following situation. Express your answer in Fraction, Decimal, and % forms.

$P(\text{not blue}) =$



4.) A jar contains 15 orange, 14 white, 10 pink, 2 green, and 9 blue marbles. A marble is drawn at random. Determine the probability for the following situation. Express your answer in Fraction, Decimal, and % forms.

$P(\text{pink or orange}) =$

5.) A six-sided die is rolled 20 times and the results are recorded as follows: 3 ones, 4 twos, 5 threes, 2 fours, 4 fives, 2 sixes. What is the experimental probability of rolling a number greater than four? Express your answer in Fraction, Decimal, and % forms.

6.) A six-sided die is rolled 25 times and the results are recorded as follows: 4 ones, 5 twos, 5 threes, 3 fours, 4 fives, 4 sixes. What is the experimental probability of rolling a number greater than four? Express your answer in fraction, decimal, and % forms.

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Number Relationships & Computation

Objective: Determine equivalent forms of rational numbers expressed as **fractions, decimals, percents, and ratios.** - A

Examples:

To write a decimal as a fraction, divide the numerator of the fraction by the denominator.

Use a power of ten in the denominator to change a decimal to a fraction.

Write $\frac{5}{9}$ as a decimal.

$$\begin{array}{r} 0.555 \\ 9 \overline{) 5.000} = 0.\overline{5} \text{ because 5 repeats forever.} \\ \underline{-45} \\ 50 \\ \underline{-45} \\ 50 \\ \underline{-45} \\ 50 \\ \underline{-45} \end{array}$$

Write 0.32 as a fraction in simplest form.

$$0.32 = \frac{32}{100} = \frac{\div 4}{\div 4} = \frac{8}{25}$$

5/1.) Write 0.735353535... using bar notation to represent the repeating decimal.

2.) Write $\frac{3}{5}$ as a decimal.

3.) Write $4\frac{5}{8}$ as a decimal.

4.) Write 0.94 as a fraction in simplest form.

5.) Write 0.48 as a fraction in simplest form.

6.) There were 6 girls and 18 boys in Mrs. Johnson's math class. Write a ratio of the # of girls to the # of boys in fraction form. Then write the fraction as a repeating decimal.

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Number Relationships & Computation

Objective: Determine equivalent forms of rational numbers expressed as fractions, decimals, percents, and ratios.- B

Examples:

A **RATIO** is a comparison of two numbers by division. When a ratio compares a number to 100, it can be written as a **PERCENT**. To write a ratio or fraction as a percent, find an equivalent fraction with a denominator of 100. You can also use the meaning of percent to change percents to fractions.

Write $\frac{19}{20}$ as a percent.

$$\frac{19}{20} \cdot \frac{5}{5} = \frac{95}{100} = 95\% \quad \text{Since } 100 \div 20 = 5, \text{ multiply the numerator and denominator by 5.}$$

Write 92% as a fraction in simplest form.

$$\frac{92}{100} = \frac{\div 4}{\div 4} = \frac{23}{25}$$

Write 92% as a decimal. Move decimal two places to the left. Add zeros if needed. 92.0% = 0.92

Write 0.4 as a percent. Move decimal two places to the right. Add zeros if needed. 0.4 = 40%

1.) Write $\frac{7}{25}$ as a percent and decimal.

2.) Write 19% as a decimal and fraction in simplest form.

3.) Write $\frac{9}{50}$ as a percent and decimal.

4.) Write 75% as a decimal and fraction in simplest form.

5.) Ms. Crest surveyed her class and found that 15 out of 30 students brushed their teeth more than twice a day. Write this ratio as a fraction in simplest form, then write it as a % and a decimal.

6.) A local retail store was having a sale and offered all their merchandise as a 25% discount. Write this percent as a fraction in simplest form, then write it as a decimal.

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Number Relationships & Computation

Objective: Compare, order, and describe rational numbers.

Examples:

- **RATIONAL numbers include fractions, decimal, and percents. To COMPARE or ORDER rational numbers, they must be in the same form (all fraction or all decimals, or all %s)**

Example: Order 0.6, 48%, and $\frac{1}{2}$ from least to greatest.

Step 1 – Change all to decimals. 0.6 48% = 0.48 $\frac{1}{2} = 0.5$

Step 2 – Compare decimals & Order. 0.48, 0.5, 0.6

Step 3 – Write using original form. 48%, $\frac{1}{2}$, 0.6

1.) Order from least to greatest.

22%, 0.3, $\frac{1}{5}$

2.) Order from least to greatest.

0.74, $\frac{3}{4}$, 70%

3.) Replace \bigcirc with <, >, or =.

$\frac{7}{12}$ \bigcirc 58%

4.) Which is the largest?

$1\frac{3}{8}$ $1\frac{3}{10}$ $1\frac{4}{9}$

5.) According to the Pet Food Manufacturer's Association, 11 out of 25 people own large dogs and 13 out of 50 medium dogs. Do more fraction of people own large or medium dogs?



6.) Your PE teacher asked you to run for specific time period. You ran 0.6 of the time. Two of your friends ran $\frac{7}{10}$ and 72% of the time. Order the amount of time you and your friends ran from least to greatest.

Pre-Algebra – Summer Math Packet

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Unit: Knowledge of Number Relationships & Computation

Objective: Add, subtract, multiply and divide integers. - A

Examples:

ADDITION INTEGER RULES:

For integers with the same sign:

- The sum of two positive integers is **POSITIVE**.
- The sum of two negative integers is **NEGATIVE**.

For integers with different signs, subtract their absolute value. The sum is:

- Positive **IF** the positive integer has the greater absolute value.
- Negative **IF** the negative integers has the greater absolute value.

Examples:

$-6 + (-3) =$ add keep the sign = - 9

$-34 + (-21) =$ add keep the sign = - 55

$8 + (-7) =$ subtract keep the sign of the higher = 1

$-5 + 4 =$ subtract keep the sign of the higher = - 1

SUBTRACTION INTEGER RULES:

- Keep the first number the same
- Switch the subtraction sign to **ADDITION**
- Change the second number to it's opposite. Opposite: - 6 to 6
- Follow Addition rules above.

Examples:

$6 - 9 = 6 + (-9) = -3$

$-10 - (-12) = -10 + 12 = 2$

$-3 - 7 = -3 + (-7) = -10$

$1 - (-2) = 1 + 2 = 3$

1.) Add: $2 + (-7)$

2.) Subtract: $-13 - 8$

3.) Evaluate $a - b$ if $a = -2$ and $b = -7$

4.) Evaluate $x + y + z$ if $x = 3$, $y = -5$, and $z = -2$

5.) In Mongolia the temperature can dip down to -45°C in January. The temperature in July may reach 40°C . What is the temperature range in Mongolia?

6.) Write an addition expression to describe skateboarding situation. Then determine the sum.

Hank starts at the bottom of a half pipe 6 feet below street level. He rises 14 feet at the top of his kickturn.

Pre-Algebra – Summer Math Packet

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Unit: Knowledge of Number Relationships & Computation

Objective: Add, subtract, multiply and divide integers. - B

Examples:

MULTIPLYING & DIVIDING INTEGER RULES:

- Two integers with DIFFERENT signs the answer is NEGATIVE.
- Two integers with SAME signs the answer is POSITIVE.

Examples:

$5(-2) = 5$ times -2 , the signs are different so the answer will be negative = -10

$(-6) \cdot (-9) =$ the signs are the same so the answer will be positive = 54

$30 \div (-5) =$ the signs are different so the answer will be negative = -6

$-100 \div (-5) =$ the signs are the same so the answer will be positive = 20

1.) Multiply: $-14(-7)$

2.) Divide: $350 \div (-25)$

3.) Evaluate if $a = -3$ and $c = 5$

$$-3ac$$

4.) Evaluate if $d = -24$, $e = -4$, and $f = 8$

$$\frac{de}{f}$$

5.) A computer stock decreased 2 points each hour for 6 hours. Determine the total change in the stock value over the 6 hours.

6.) A submarine descends at a rate of 60 feet each minute. How long will it take it to descend to a depth of 660 feet below the surface?

Pre-Algebra – Summer Math Packet

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Unit: Knowledge of Number Relationships & Computation

Objective: Add, subtract, and multiply positive fractions and mixed numbers. - A

Examples:

- To add unlike fractions (fractions with different denominators), rename the fractions so there is a common denominator.

$$\text{Add: } \frac{1}{6} + \frac{2}{5} =$$

$$\frac{5}{30} + \frac{12}{30} = \frac{17}{30}$$

$$\frac{1}{6} = \frac{1 \cdot 5}{6 \cdot 5} = \frac{5}{30}$$

$$\frac{2}{5} = \frac{2 \cdot 6}{5 \cdot 6} = \frac{12}{30}$$

$$\text{Add: } 12\frac{1}{2} + 8\frac{2}{3} =$$

$$12\frac{1}{2} = 12\frac{1 \cdot 3}{2 \cdot 3} = 12\frac{3}{6}$$

$$8\frac{2}{3} = 8\frac{2 \cdot 2}{3 \cdot 2} = 8\frac{4}{6}$$

$$12\frac{3}{6} + 8\frac{4}{6} = 20\frac{7}{6}$$

$\frac{7}{6}$ is improper so we must change it to proper. 7 divided by 6 = $1\frac{1}{6}$

$$20 + 1\frac{1}{6} = 21\frac{1}{6}$$

1.) Add: $\frac{1}{3} + \frac{1}{9}$

2.) Add: $7\frac{4}{9} + 10\frac{2}{9}$

3.) Add: $1\frac{5}{9} + 4\frac{1}{6}$

4.) Add: $2\frac{1}{2} + 2\frac{2}{3}$

5.) A quiche recipe calls for $2\frac{3}{4}$ cups of grated cheese. A recipe for quesadillas requires $1\frac{1}{3}$ cups of grated cheese. What is the total amount of grated cheese needed for both recipes?

6.) You want to make a scarf and matching hat. The pattern calls for $1\frac{7}{8}$ yards of fabric for the scarf and $2\frac{1}{2}$ yards of fabric for the hat. How much fabric do you need in all?

Pre-Algebra – Summer Math Packet

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Unit: Knowledge of Number Relationships & Computation

Objective: Add, subtract, and multiply positive fractions and mixed numbers. - B

Examples:

- To subtract unlike fractions (fractions with different denominators), rename the fractions so there is a common denominator.

$$\text{Subtract: } \frac{7}{8} - \frac{1}{2} = \frac{7}{8} = \frac{7 \cdot 1}{8 \cdot 1} = \frac{7}{8} \quad \frac{1}{2} = \frac{1 \cdot 4}{2 \cdot 4} = \frac{4}{8} \quad \frac{7}{8} - \frac{4}{8} = \frac{3}{8}$$

$$\text{Subtract: } 5\frac{3}{4} - 2\frac{1}{3} = 5\frac{3}{4} = 5\frac{3 \cdot 3}{4 \cdot 3} = 5\frac{9}{12} \quad 2\frac{1}{3} = 2\frac{1 \cdot 4}{3 \cdot 4} = 2\frac{4}{12}$$

$$5\frac{9}{12} - 2\frac{4}{12} = 3\frac{5}{12}$$

****Note:** If you have to borrow from the whole number change to improper fractions, find a common denominator, subtract, and then change back to proper fractions.

1.) Subtract: $\frac{9}{10} - \frac{1}{10}$

2.) Subtract: $\frac{2}{3} - \frac{1}{6}$

3.) Subtract: $9\frac{7}{10} - 4\frac{3}{5}$

4.) Subtract: $5\frac{3}{8} - 4\frac{11}{12}$

*Hint: Change to improper fractions first!

5.) Melanie had $4\frac{2}{3}$ pounds of chopped walnuts. She used $1\frac{1}{4}$ pounds in a recipe. How many pounds of chopped walnuts did she have left?

6.) Lois has $3\frac{1}{3}$ pounds of butter. She uses $\frac{3}{4}$ pound in a recipe. How much does she have left? *Hint: Change to improper fractions first.

Pre-Algebra – Summer Math Packet

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Unit: Knowledge of Number Relationships & Computation

Objective: Add, subtract, and multiply positive fractions and mixed numbers. - C

Examples:

- To multiply fractions – Multiply the numerators & denominators.
- Be sure to change mixed numbers to improper fractions before multiplying.

$$\frac{1}{3} \cdot \frac{5}{8} = \frac{5}{24}$$

$$1\frac{1}{3} \cdot 3\frac{2}{5} = \frac{4}{3} \cdot \frac{17}{5} = \frac{68}{15} = 4\frac{8}{15}$$

****Remember:** Changing mixed numbers to improper fractions. $2\frac{3}{4} = 4 \cdot 2 + 3 = \frac{11}{4}$

$$1\frac{1}{3} \cdot 21 = \frac{4}{3} \cdot \frac{21}{1} = \frac{4 \cdot 21}{3 \cdot 1} = \frac{84}{3} = 28$$

1.) $\frac{2}{3} \cdot \frac{4}{5} =$

2.) $\frac{7}{3} \cdot 4\frac{1}{2} =$

3.) $2\frac{1}{2} \cdot 2\frac{1}{3} =$

4.) $3 \cdot 5\frac{2}{9} =$

5.) Anna wants to make 4 sets of curtains. Each set requires $5\frac{1}{8}$ yards of fabric. How much fabric does she need?

6.) One sixth of the students at a local college are seniors. The number of freshmen students is $2\frac{1}{2}$ times that amount. What fraction of the students are freshmen?

Pre-Algebra – Summer Math Packet

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Unit: Knowledge of Number Relationships & Computation

Objective: Determine rate of increase and decrease, discounts, simple interest, commission, sales tax. - A

Examples:

- A percent of change is a ratio that compares the change in quantity to the original amount. If the original quantity is increased, it is a PERCENT OF INCREASE. If the original quantity is decreased, it is a PERCENT OF DECREASE.

Last year 2,376 people attended the rodeo. This year, attendance was 2,950. What was the percent of change in attendance to the nearest whole percent?

- Since this year's attendance is greater than last year's attendance, this is a percent of INCREASE.
- The amount of increase is $2,950 - 2,376 = 574$. (Percent of DECREASE: original – new.)
- Use the proportion: $\frac{\%}{100} = \frac{\text{amount of change}}{\text{original amount}}$ $\frac{n}{100} = \frac{574}{2,376}$ $n = 0.24$ or 24%
- The rodeo attendance increased by about 24%.

DISCOUNT

Determine the price of a \$69.50 tennis racket that is on sale for 20% off.

- Use the percent proportion to determine the amount of discount. $\frac{20}{100} = \frac{n}{69.50}$ $20 \times 69.50 = 100n$

$\frac{1390}{100} = \frac{100n}{100}$
 $13.90 = n$

The amount of discount is \$13.90

- Subtract the amount of discount from the price. $69.50 - 13.90 = \$55.60$
 The sale price of the tennis racket is \$55.60.

| | |
|---|---|
| <p>1.) Determine the percent of change. Round to the nearest whole percent if necessary. State whether the percent of change is an INCREASE or DECREASE.</p> <p>Original: 250 New: 100</p> | <p>2.) Determine the sale price to the nearest cent.</p> <p>\$39.00 jeans 40% off</p> |
| <p>3.) Determine the percent of change. Round to the nearest whole percent if necessary. State whether the percent of change is an INCREASE or DECREASE.</p> <p>Original: \$84 New: \$100</p> | <p>4.) Justin is buying a cell phone that has a regular price of \$149. The cell phone is on sale for 15% off the regular price. What will be the sale price?</p> |
| <p>5.) Alicia planted 45 tulip bulbs last year. This year she plans to plant 65 bulbs. Determine the percent of increase in the number of tulip bulbs to the nearest tenth.</p> | <p>6.) You want to buy a new sweater. The regular price was \$48 dollars. The sale price was \$34. What was the percent of discount to the nearest percent?</p> |

Pre-Algebra – Summer Math Packet

On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Unit: Knowledge of Number Relationships & Computation

Objective: Determine rate of increase and decrease, discounts, **simple interest, commission, sales tax.** - B

Examples:

- **SALES TAX** is a percent of the purchase price and is an amount paid in addition to the purchase price.

Determine the total price of a \$17.55 soccer ball if the sales tax is 6%.

Determine the sales tax by changing % to a decimal and multiply.

$$17.55 \cdot 0.06 = 1.07 \text{ (TAX)}$$

Add price and tax to determine the total price.

$$17.55 + 1.07 = 18.82$$

- **COMMISSION** is the amount a salesman/woman makes for selling items. To determine the amount of commission, change the % to a decimal and multiply by the total amount sold.

Determine the commission for a RV salesman, whose sales for the month of March totaled \$149,000. The salesman earns a 4% commission.

Change 4% to a decimal.

$$4\% = 0.04$$

Multiply decimal and total sold.

$$0.04 \cdot 149,000 = 5960$$

The RV salesman/woman will make a total commission of \$5,960 for the month of March.

- **SIMPLE INTEREST** the amount of money paid or earned for the use of money. To determine simple interest I , use the formula $I = prt$. Principal p is the amount of money deposited or invested. Rate r is the annual interest rate written as a decimal. Time t is the amount of time the money is invested in years.

Determine the simple interest earned in a savings account where \$136 is deposited for 2 years if the interest rate is 7.5% per year.

$$I = prt$$

$$I = 136 \cdot 0.075 \cdot 2$$

$$I = 20.40$$

The simple interest earned is \$20.40

1.) Jeremy wants to buy a skateboard but does not know if he has enough money. The price of the skateboard is \$85 and the sales tax is 6%. What will be the total cost of the skateboard?

2.) Blake bought two magazines for \$4.95 each. If the sales tax was 6.75%, what was the total amount that he paid for the magazines?

3.) How much interest will Hannah earn in 4 years if she deposits \$630 in a savings account at 6.5% simple interest?

4.) You are a real estate agent. For every house you sell you earn 3.8% commission. This month you sold 2 houses that had a combined total of \$560,950. How much commission will you earn?

5.) When Melissa was born, her parents put \$8,000 into a college fund account that earned 9% simple interest. Determine the total amount in the account after 18 years.

6.) A car salesman earns 7% commission on his total sales this month. If he sells 2 cars at \$15,670 each, and a truck at \$25,995, how much commission will he earn? (hint: You need to find the total amount of sales first)

Name: _____ Date: _____

Summer Reading Assignment Incoming 8th Grade

You will read The Cay by Theodore Taylor

1. Print this packet. If you do not have a printer, you can do this at the public library. It is your responsibility to print these materials. They will not be distributed at the end of the school year unless you have made special arrangements with the teacher or the school.
2. Define all vocabulary words from the list, note the part of speech, and write a descriptive sentence for each before beginning the book.
3. Complete the Reading Focus Questions. Make sure to answer all questions completely and thoroughly. If you do not understand a question because some of the words are not familiar to you, you must look up the words that you need help with.
4. Come to the first day of school prepared to participate in activities related to the book.
5. Be prepared to take a test on The Cay and related vocabulary at the start of school.
- 6. Keep all materials neat and in order. Your packet will be collected.**

Vocabulary

1. cay (Make sure you know how it is pronounced! It's probably not what you think!)
2. mutiny
3. stubborn
4. U-boat
5. flimsy
6. schooner
7. parched
8. torpedo
9. hurricane
10. langosta

11. dishearten

12. clammy

13. douse

14. haze

15. shudder

16. murmur

17. reef

18. catchment

19. smoldering

20. squall

21. abrupt

22. dependent

23. salvage

24. tether

25. treacherous

26. gust

27. burrow

28. consciousness

29. fury

30. debris

Reading Focus Questions

The Cay – By Theodore Taylor

Chapters 1-3

1. In the beginning of the story, why are the residents of Willemstad worried and fearful?
2. Describe Phillip and his life in Willemstad. Use as much detail as you can.
3. Why have the Germans come to these islands all the way from Europe? What do they want?
4. What is Phillip's father's job at the refinery?
5. Why doesn't Phillip's mother particularly like Willemstad?
6. Phillip's family was not in agreement about whether or not to leave the island. Write a sentence or two from the perspective of each of the following characters explaining why he or she wants to stay or go.

Mr. Enwright:

Mrs. Enwright:

Phillip:

7. Where are Phillip and his mother attempting to go to escape the threat of the Germans? Why do they choose to go there instead of somewhere else?

8. What happens that prevents Phillip and his mother from reaching their destination?

9. Who is Phillip's shipmate at sea? Describe him using as much detail as you can.

10. From what you have read about Phillip's mother, how do you think she would feel about Timothy? Why do you think this?

11. Describe Phillip's feelings towards Timothy while they are on the raft.

12. Personal Response: Phillip was cut off from his family and did not even know whether they were still alive. Write a paragraph explaining how you would feel if this happened to you?

Chapters 4-7

13. Where is Timothy from? Why does Phillip think he is from Africa?

14. Describe what happens to Phillip that makes Timothy feel even more responsible for him.

15. Why does Phillip become angry with Timothy and his mother?

16. What emotions is Phillip experiencing in this section? Explain why you think this using evidence from the book.

17. Why does Timothy tell Phillip to stay away from the edge of the raft?

18. How does Timothy try to signal an airplane?

19. After Timothy sees the cay, what happens to Phillip that enrages Timothy? (Look up “enrage” if you don’t know what it means.)

20. Why does Timothy abandon the raft and go to the desolate island that contains no drinking water?

21. What do you think prevents Timothy from killing the cat? Explain why you think this.

22. Taylor has written the words Timothy says in *colloquial language*. It is written exactly how it sounds when he talks without regard to proper grammar or spelling. This can make understanding him difficult for many readers. Translate the following statements into grammatically correct sentences.

(a) “Do not be despair, young bahss. Someone will fin’ us. Many schooner go by dis way, an’ dis also be d’ship track to Jamaica, an’ on.”

(b) “Dey be feedin’ on d’flyin’ feesh. I true watchin’ d’birds ‘cause dey tell us we verree close to d’shore.”

(c) “D’ place I am tinkin’ of is call Debil’s Mout’.”

Chapters 8-10

23. Phillip assumes that his father and other men in boats are searching for him, but what does he fail to understand?

24. What does Timothy make that he proudly shows to Phillip?

25. Phillip is concerned about which two deadly inhabitants that might be on the island?

26. Why does Phillip refuse to speak to Timothy when Timothy shows up with three lobsters?

27. What does it mean when Timothy tells Phillip, “Young bahss, be an outrageous mahn if you like, but ‘ere I’m all you got”?

28. What are the two things that Timothy does to help them get rescued from the island?

29. Phillip feels good because he discovers that he can do something that Timothy cannot do. What is it?

30. What causes Timothy to strike Phillip in the face?

31. What does Phillip discover about Timothy that makes him begin to change and to say, “I want to be your friend”?

32. Personal Response: Trust, anger, and need are strong forces in friendship. Discuss an example of a time when you trusted others and they broke that trust. What was the result?

Chapters 11-14

33. What does Phillip do so that he can walk around the whole island without Timothy's help?

34. Why does Phillip think that Timothy is trying to make him be more independent.

35. Describe what Timothy says is the cause of all their troubles? What does he do to finally stop the "evil jumbi"?

36. What happens to Timothy when he gets that "devil, d' fever"?

37. After the fever, what steps does Timothy take to make Phillip even more self-reliant?

38. What does Phillip do that convinces Timothy that he is becoming self-reliant?

39. What sounds does Timothy hear that indicate that a storm is coming?

40. What are three precautionary things that Timothy does just before the storm hits the cay.

49. In a well-written paragraph, explain how has Phillip changed during his time on the cay? Use evidence from the book to support your answer.

50. Phillip vows to return to the cay someday. If he was to make a marker or headstone for Timothy's grave when he returns, what would it say? (Write an epitaph.)

