Common core algebra 1 unit 2 answer key pdf

VOCABULARY TEST FOR THE HARVEST BIRDS

Name _____ Date _____

Write the vocabulary word that matches the definition

1. _____ not joking or fooling
2. _____ to get something from someone else and plan to return it later
3. _____ a small shed
4. _____ crops that are gathered
5. _____ divide into parts or sections
6. _____ feeling shame or guilt
7. _____ outer parts or edges
8. _____ an idea or suggestion about how to solve a problem

harvest serious separate advice

ashamed borders patch borrow

Name _____

Lesson 5.3

Estimate Quotients

COMMON CORE STANDARD CC.5.NBT.7
Perform operations with multi-digit whole numbers and with decimals to hundredths.

Use compatible numbers to estimate the quotient.

1. $19.7 \div 3$
   $18 \div 3 = 6$
2. $394.6 \div 9$
3. $308.3 \div 15$

Estimate the quotient.

4. $63.5 \div 5$
5. $57.8 \div 81$
6. $172.6 \div 39$
7. $43.6 \div 8$
8. $2.8 \div 6$
9. $467.6 \div 8$
10. $209.3 \div 48$
11. $737.5 \div 9$
12. $256.1 \div 82$

Problem Solving REAL WORLD

13. Taylor uses 645.6 gallons of water in 7 days. Suppose he uses the same amount of water each day. About how much water does Taylor use each day?

14. On a road trip, Sandy drives 368.7 miles. Her car uses a total of 18 gallons of gas. About how many miles per gallon does Sandy's car get?

NAME _____ DATE _____ PERIOD ____

8-2 Practice

Factoring Using the Distributive Property

Factor each polynomial.

1. $64 - 40ab$
2. $4d^2 + 16$
3. $6r^2s - 3rs^2$
4. $15cd + 30c^2d^2$
5. $32a^2 + 24b^2$
6. $36xy^2 - 48x^2y$
7. $30x^3y + 35x^2y^2$
8. $9c^3d^2 - 6cd^3$
9. $75b^2c^3 + 60bc^3$
10. $8p^2q^2 - 24pq^3 + 16pq$
11. $5x^3y^2 + 10x^2y + 25x$
12. $9ax^3 + 18bx^2 + 24cx$
13. $x^2 + 4x + 2x + 8$
14. $2a^2 + 3a + 6a + 9$
15. $4b^2 - 12b + 2b - 6$
16. $6xy - 8x + 15y - 20$
17. $-6mn + 4m + 18n - 12$
18. $12a^2 - 15ab - 16a + 20b$

Solve each equation. Check your solutions.

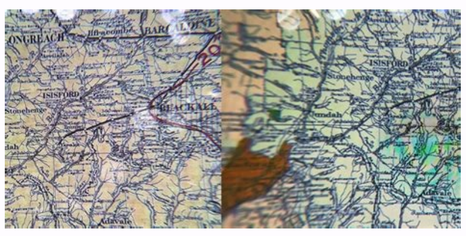
19. $x(x - 32) = 0$
20. $4b(b + 4) = 0$
21. $(y - 3)(y + 2) = 0$
22. $(a + 6)(3a - 7) = 0$
23. $(2y + 5)(y - 4) = 0$
24. $(4y + 8)(3y - 4) = 0$
25. $2z^2 + 20z = 0$
26. $8p^2 - 4p = 0$
27. $9x^2 = 27x$
28. $18x^2 = 15x$
29. $14x^2 = -21x$
30. $8x^2 = -26x$

LANDSCAPING For Exercises 31 and 32, use the following information.
A landscaping company has been commissioned to design a triangular flower bed for a mall entrance. The final dimensions of the flower bed have not been determined, but the company knows that the height will be two feet less than the base. The area of the flower bed can be represented by the equation $A = \frac{1}{2}b^2 - b$.

31. Write this equation in factored form.

32. Suppose the base of the flower bed is 16 feet. What will be its area?

33. **PHYSICAL SCIENCE** Mr. Alim's science class launched a toy rocket from ground level with an initial upward velocity of 60 feet per second. The height h of the rocket in feet above the ground after t seconds is modeled by the equation $h = 60t - 16t^2$. How long was the rocket in the air before it returned to the ground?



PERFECT SQUARES			SQUARE ROOTS	
1^2	1×1	1	$\sqrt{1}$	1
2^2			$\sqrt{4}$	
3^2			$\sqrt{9}$	
4^2			$\sqrt{16}$	
5^2			$\sqrt{25}$	
6^2			$\sqrt{36}$	
7^2			$\sqrt{49}$	
8^2			$\sqrt{64}$	
9^2			$\sqrt{81}$	
10^2			$\sqrt{100}$	
11^2			$\sqrt{121}$	
12^2			$\sqrt{144}$	
13^2			$\sqrt{169}$	
14^2			$\sqrt{196}$	
15^2			$\sqrt{225}$	
16^2			$\sqrt{256}$	
17^2			$\sqrt{289}$	
18^2			$\sqrt{324}$	
19^2			$\sqrt{361}$	
20^2			$\sqrt{400}$	
25^2			$\sqrt{625}$	

Teacher Resources Materials List Plan Websites Investigation 1 Investigation 2 Investigation 3 Investigation 4 Investigation 5 Investigation 6 Hello and welcome to another common core algebra one lesson by E math instruction. My name is Kirk weiler, and today we're going to be doing unit to less than 13 modeling with inequalities. Before we begin, let me just remind you that you can find the worksheet that goes with this video, along with a homework set by clicking on the video's description. As well, don't forget about the QR codes at the top of each one of our worksheets. That's going to allow you to take your smartphone or tablet, scan the code and come right to our videos. All right, let's begin. For the last few lessons we've been learning all sorts of things about inequalities. Their properties had to solve them. How to think about compound inequalities, how to represent them on the number line, and how to use interval notation to simplify how we write them. Today, we're going to look at modeling real world scenarios with inequalities. Now, as we go through this, I'm going to stress over and over again that when a problem asks you to write an inequality or use an inequality, you have to have an inequality. That is, you have to compare two expressions with a greater than symbol or a less than symbol. And of course, possibly a greater than or equal to symbol. Or a less than or equal to symbol. One of the major things about common core and especially the assessments of your common core knowledge is whether you understand the difference between an equation and an inequality. So make sure you're really paying attention to that as we work through the lesson today. But let's jump right into our first problem. A school is taking a field trip with 195 students and ten adults. Each bus can hold at most, and that's kind of an important phrase with inequalities. At most 40 students. We need to determine the smallest number of buses needed for the trip. Using a guess and check method determine the minimum number of buses needed, show evidence of your thinking. All right. Well, think about this for a second. Okay, no inequalities particularly needed right now, but we'll bring them in as we need to. Let's go with four buses. All right, let's see if this gets the job done. You know, we have four buses, and of course what we know is that we have 40 people. Per bus, and if we multiply that out and look at that, those buses cancel, we get 160. 160 people. All right? Now, is that right? Is that enough buses? I don't think so, right? And the reason why is that 160 is less than one 95 plus ten. In other words, 160 is less than two O 5. Okay? Well, let's try 5 buses. Right? If we take 5 buses and we multiply it by 40 people per bus. We get 200 people. Now that's still isn't correct because it's less than two O 5. It's close though. It's close. And I think you can probably see already that 6 buses will put us over the top. So we have 6 buses times 40 people per bus. You might wonder why I'm being so careful about my units, units are very, very important. So that will give us 240 people. And that is clearly greater. Than two O 5. All right? Great. So we need 6 buses. All right. Good enough. Let's take a look at letter B letter B says, let N be the number of buses taken on a trip. Okay? Right and solve inequality right and solve an inequality, not an equation, but in inequality, that models this problem based on N all right, that's not too hard. Watch what we're going to do. We're going to calculate the number of people based on the number of buses, right? If N is the number of buses and we multiply that by 40, this is the number of people. Or the number of possible people. The number of possible writers. Now, what we know is that when we take 40 and we multiply it by N, it must be greater than, or equal to 205. Now, technically, I suppose we could use greater than two O 5, but clearly, if somehow we could get exactly 205, that would also be okay. So in my mind, both the greater than or equal to symbol must must be taken care of. Now, that's really step one in this problem, right? They said right and inequality. They also said solvent inequality. Right? So our second thing that we have to do is we have to solve it. Now it's going to be very easy, right? It's going to be very, very easy because we're going to use the property of inequalities that just says that we can divide both sides by 40. Because that's not a negative, we don't have to switch the inequality symbol and what we see is that N must be greater than or equal to 5.125. Now, that's interesting. Because what that tells us is not that we can have 5 and one 8th buses. That's the .125. Because that wouldn't be viable. A fraction of a bus really isn't correct. So in my own mind, the correct answer here is N is greater than or equal to 6. This is really a non viable solution. Non viable. Viable means basically a solution that works. Solution that we can do something with. But N is greater than or equal to 6, that makes sense, right? And it's a good thing to just leave it that way. The minimum number of buses, right, is 6. So. Minimum number is 6. But any amount 6 or over will get the job done. It just might mean that we have a lot of extra space. Okay. So I'm going to clear out the text, pause the video now if you need to. All right, here we go. Let's move on to the next problem. More modeling. Now, exercise two says translate each of the following phrases into an inequality, but do not solve. Great. It's nice if I can just write the inequality, but I don't have to solve it. And that's not uncommon for you to be asked, and it's actually helpful to be able to just write inequalities. So letter a says, when three times a number N is increased by 12, the result is at least 32. Let's not worry about that part. Let's just worry first about three times the number N is increased by 12. Well, three times the number N that's easy enough. That's three N increased by 12. That means that we'll have to add 12 to it. And the result is at least 32. Now, if I said, because you want to be able to understand this English, this is more translation issue here. If I said I had at least $32 in my wallet, what would you now? Think about that for a moment. Well, you would know that I could have 32. I could have 40. I could have $67 in my wallet. What I couldn't have is 31. I couldn't have 31 50. I couldn't have 28. Because if I say I have at least 32, it means the amount of money in my wallet must be greater than or equal to 32. So at least translates. Into greater than or equal to. And that's it. We don't have to actually solve this. Let's take a look at letter B it says the sum of two consecutive even integers N and N plus two is at most 8. Well, some is easy enough. That's going to be N plus N plus two, right? At most 8. And again, I'd like to pause for a second here and talk about this wording. At most, let's use the money in my wallet thing again. If I said, I had at most $8 in my wallet, you would say, well, then the most amount you had was 8. You could have $3 in your wallet. You could have $6 in your wallet, right? This happens a lot in my own household. You know, we might be ordering food for dinner or something. You know, getting some pizza on a Friday night. And my wife might turn to me and she might say, hey, how much money do you have? And I say, well, I think I have at most $10. And what she should know at that point is, look, I can count on them, having something less than ten. I can't think that he's got 11 or 20 or 15. So the most you can have here is 8, but you could also have less than 8. So at most, translates into the less than or equal to. Now less than less than or equal to, right? If I say, hey, I have at most $8, it's okay for me to have exactly $8. All right, so at least greater than or equal to, at most, less than or equal to. That can be tricky tricky wording for a lot of students. So anytime you see it, I want you to always step back and say, hey, let me put some money in my pocket or anything you want. Money in your pocket, video games and your DS, whatever it is, right? Say a phrase involving those terms and think about what it means. All right? I'm going to clear out the text. So write down what you need to. Okay, here it goes. Let's move on. All right. Exercise number three says find all numbers for which 5 less than half the number is at least 7. Set up in inequality. Carefully define the expressions and solve the inequality. All right. We should probably carefully define the expressions first, but hey, why don't we use let N be equal to the number? All right. And let's first work on this phrase. 5 less than half the number. Let's not worry about this one yet. We'll get there. 5 less than half the number. Well, half the number is easy. That's one half times N or N divided by two, whichever one you prefer. So one half times N and now 5 less than it. Now that can be a very tricky for people too because they see the phrase less than and they immediately think this. Less than, unfortunately, has two distinct uses. It has the use less man, but it also has the use of subtraction. So 5 less than one half the number. Is at least 7. So again, think about that if you have a problem with the phrase at least 7, think to yourself, hey, I have at least 7 movies that I rented last week. Right? That means I could have rented 7 or 8 or 9 or ten, et cetera. So at least means greater than or equal to. Okay? So there's my inequality. I have to have an inequality here, okay? I do not want this. Even though that's a great start, we don't want it. It's not in inequalities. But now let's solve the inequality. Okay? Using a property of inequality says I can add whatever I want to both sides and it doesn't change the truth value of the inequality. Okay? I don't want to divide by one half. I'm going to multiply both sides by two. Two times one half is one. Now because two is a positive number. I have nothing to worry about. And I'll get N is greater than or equal to 24. And there's my solution. All right. By the way, in interval notation, it would look like this. We'd start at 24, and we'd go all the way to infinity like that. Now you don't have to include the interval notation. This is perfectly good. But just getting some practice from a previous lesson with interval notation. All right, not too bad. I think the trickiest thing about these things is that at most and at least business. That can be tough. So pause the video now and copy down what you need to. Okay, here it goes. Let's keep going. Find all numbers such that twice the sum of the number and 8 is at most four. All right, so we're doing exactly what we did last time. Find all numbers, such that twice the sum of the number and 8. Is at most four. All right, well, we're going to let N be the number again. Now what are we doing twice? Let's work on this. And then we'll work on the at most four. Twice the sum. So we're multiplying some sum by two, but what some are we multiplying by two? Well, the sum of the number and 8. Now it's very important. This wouldn't be correct. That's not correct because we're only multiplying the number by two. Remember your order of operations. If I want to multiply the sum by two, I have to have that in parentheses. All right, now let's deal with the at most four. Again, if I said to you, I have at most four apple trees, right? That could mean I have four. It means I could have three or two, et cetera. So at most, translates to less than or equal to. All right, so there's my inequality. Okay? I have to have an inequality. I can't just have a strict equation. Now how do I solve this while I have two choices? I could distribute the two through the parentheses, or I could just undo what has been done to N and I think I'm going to go with that approach. So in other words, I've added a, then I multiplied by two. So the first thing I'm going to do is divide both sides by two. Again, because two is a positive number. It does not change the truth value or it does not flip the inequality. And now I'm going to use a property of inequalities that says I can subtract anything I want from both sides it also doesn't change the inequality, watch out to -8 is negative 6. So every number less than or equal to negative 6 fits the bill. Again, an interval notation that would be everything from negative infinity, up to negative and 6, including the negative 6 but not including the negative infinity. All right? So again, clearing out the text right now what you need to. All right, here we go. Let's keep going. Okay, let's get into it. Real modeling problem now. I like this one. A stadium is steadily filling up with people. It holds at most 2500 people. Not just before we even go on. I think we all understand what that means, right? The most amount of people that can be in there are 2500, but of course there could be less than that. Of the 2500 seats, 350 are reserved for special guests. All right, so I guess I'm very important people. VIPs, you know, have those reserved seats. When the doors open up, people fill the seats at a rate of ten seats per minute. All right, so they're coming in. They're sitting down at ten seats per minute or filling up. All right. So let's take a look at letter ray. M always understand what variables represent, represents the number of minutes. How much time has gone by in minutes? And we're going to fill out the chart for how many seats have either been taken or reserved. All right. Now, I think that many of you can probably do this without my help. So I'd like you to pause the video now and see if you can fill out this chart, fill out this table. Shouldn't take you more than just a couple minutes, but pause the video and take as much time as you need to. All right, let's go through it. Well, after one minute, since people are coming in at a rate of ten seats per minute, ten seats have been filled, there are 350 seats that are reserved, so if you will, there's 360 seats that have been taken up, right? We'll just add those two. Now, after 5 minutes, that gets a little bit trickier, right? We've got 5 minutes times ten seats per minute, right? That gives us 50 seats filled, plus the 350 gives us 400 total seats. After 50 minutes, on the other hand, right? At ten seats per minute, 5 hundred seats have been filled up, plus a 350 that were reserved would be 850 total. And finally, after a hundred minutes, at ten seats per minute, a thousand seats will be full, plus the 350 1350. All right, so that wasn't so bad. Makes sense, right? If I multiply ten seats per minute by how many minutes I get how many seats have filled up, and then there's those 350 seats that are reserved for VIPs. All right, let's take a look at let her be. It says right in expression that calculates the number of seats filled and reserved in terms of the minutes that have passed. Now we've done this a lot so far in the course, but I want to keep emphasizing it. Basically, now what we want to do is we want to just take a look at where M was. This was M right? And what did we do? Each and every time we took the number of minutes and we multiplied by ten, granted the ten kept being on this side, but multiplication is commutative so it doesn't matter. So we kept taking the number of minutes, multiplying it by ten, and then adding 350. Now notice, we want an expression, not an equation, okay? This is kind of important. Just like knowing the difference between an inequality and an equation, we need to know the difference between an expression and an equation or an expression in an inequality. This should have no equals, it should have no less than it should have no greater than. That is it. Okay? Now letter C says write an inequality that shows times in minutes before the stadium is overfilled, solve the inequality. All right, so think about this for a minute. And actually, let me challenge you. I'd like you to pause the video again and see if you can write this inequality down. If you also want to go ahead and solve it, you can, but I'll give you another chance to solve it. Once we have unpause the video, whatever. Pause the video now and see if you can handle at least the first part of letter C. All right, let's do it. Well, we know that the number of seats right filled plus the seats reserved have to be less than or possibly equal to 2500. So that means if we take our expression from the last problem ten times M plus three 50 and we set it less than or equal to 2500, that gets the job done, right? This is the number of seats that have been filled plus the reserved, and that is at most, right? Less than or equal to 2500. So that's the first part of this of what we're asked to do. Pause the video now and see if you can solve this inequality. All right, let's go through it. So I'm going to use properties of inequality, one property, as always, says that I can subtract 350 from both sides. Okay, that doesn't change in any way, shape, or form the inequality. That's going to be what? 2000 150. I believe, once we've done that, and then I can divide both sides by ten and M will be less than or equal to 215. Let me just make sure that's right, I believe it is. Yes. So it means that for any times less than or equal to 215 minutes, we still have a stadium that isn't over fold. Isn't overfilled. We go past 215 minutes. Now we've got an over full stadium. Too many seats have been filled. People are sitting on top of each other. Not actually claim, technically speaking, that the correct answer really should include a zero on the other end. Or in terms of interval notation, zero to two 15. Something like that. All right. I am going to clear this out. All right, so write down what you need to. Okay, here we go. Excellent. This problem continues. So let's keep going. Letter D at the rate that people are entering, remember that was ten people per minute will any more people be able to find a seat after four hours. Justify your yes, no answer. Well, now think about this for a minute. What we saw was that the stadium was going to be over full. Or the stadium wouldn't be over full, sorry. For anything less than or equal to 215 minutes. So pause the video now and think about this. Will anyone be able to find a seat after four hours? Pause the video, see if you can figure out what the answer to this is. All right. Well, what I like about this problem is it's mixed units, right? Four hours. Well, four hours times 60 minutes, obviously, per hour. Gives us 240 minutes. Oh, so the answer is no, right? And the reason why is because 240 is greater than 215. And what we found was that the stadium would only be able to fill up for all times less than or equal to two 15. So the answer is definitely no. Let's take a look at lottery. To cover the cost of the stadium, labor and other overhead costs stadium organizers must raise at least. $39,000 from ticket sales. If tickets sell at $25 each, will they have covered the cost if 1250 tickets are sold. Again, why don't you pause the video right now? And try to solve this problem. Well, let's do it. Let's just find out how much we raise with 1250 tickets, right? If we have 1250 tickets in that abbreviate it. Times $25 per ticket. Let me take a look, then what we get is 31,000 $250. So again, the answer is no. And why? Because 31,250 is less than 39,000. All right. So we have to sell some more tickets. But with ten people per minute coming in, hopefully we will. Letter F let N represent the number of tickets sold. Fair enough. Right and solve an inequality that represents all values of N that guarantee the organizers will cover their ticket sales. All right. What I'd like you to do is pause the video now, see if you can write and solve this inequality. All right, let's go through it. Well, it's not too hard. If we take $25 per ticket, and we multiply it by the number of tickets sold, this is how much money we make, right? This is our money. Now what we know is that must be greater than or equal to 39,000. Right? Greater than or equal to. Let me just get rid of this so that I can show some division. I'm trying to make my eraser larger. Quicker. All right, easily solved, right? We'll just divide both sides by 25. And what we'll find is that N must be greater than or equal to 15 sorry, 1000. 560. All right? So as soon as we sell 1560 seats or tickets. Let's go with that. Not seats. But as soon as we sell 1560 tickets, we're going to cover our sales cost. Remember, the stadium can hold 2500. So we're not in too much trouble. All right. I'm going to clear out this text. So write down anything that you need to. All right, here we go. All right. Let's wrap this up. Inequalities come up in our everyday lives. And they certainly come up a lot in both business and engineering and a lot of other science applications. The ability to interpret phrase phrases like at most, and at least can be very, very challenging. That's why in my mind, it's actually quite helpful to use real world things like the amount of money that you might have or something that you've collected something that you have around in the house, the number of eggs that are left in the refrigerator. You know what I mean? Anyhow. So I'd like to thank you for joining me once again for another common core algebra one lesson by email instruction. My name is Kirk weiler. And until next time, keep thinking. I keep solving problems.

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