

3rd Quarter

Mad Minute Averages									
Name		Date		Date		Date		Date	
Wk of 1-4		Wk of 1-9		Wk of 1-16		Wk of 1-23		Wk of 1-30	
Mon. No School	29=73%	Mon. No School	29=73%	Mon. No School	33=83%	Mon. No School	33=83%	Mon. No School	33=83%
Tues. No School	27=68%	Tues. Mad Minute	27=68%	Tues. 25=63%	35=88%	Tues. 25=63%	35=88%	Tues. 25=63%	35=88%
Wed. 27=68%	Mad Minute	Wed. Quiz	27=68%	Wed. 27=68%	36=90%	Wed. 27=68%	36=90%	Wed. 27=68%	36=90%
Thurs. 29=73%	28=70%	Thurs. Mad Minute	28=70%	Thurs. Quiz	34=85%	Thurs. Mad Minute	34=85%	Thurs. Mad Minute	34=85%
Fri. Midterm	29=73%	Fri. 29=73%	29=73%	Fri. 26=65%	32=80%	Fri. 26=65%	32=80%	Fri. 26=65%	32=80%
Catholic Schools Week		Wk of 2-6		Wk of 2-13		Wk of 2-20		Wk of 2-27	
Mon. 36=90%	36=90%	Mon. 34=85%	34=85%	Mon. 28=70%	31=78%	Mon. 28=70%	31=78%	Mon. 28=70%	31=78%
Tues. No class	37=93%	Tues. 32=80%	32=80%	Tues. 26=65%	Tues. 34=85%	Tues. 26=65%	34=85%	Tues. 26=65%	34=85%
Wed. 37=93%	38=95%	Wed. 30=75%	30=75%	Wed. Ms. Garcia's	Wed. 30=75%	Wed. Ms. Garcia's	30=75%	Wed. Ms. Garcia's	30=75%
Thurs. Ch 7 Quiz	39=97%	Thurs. Mad Minute	39=97%	Thurs. Quiz	30=75%	Thurs. Mad Minute	30=75%	Thurs. Mad Minute	30=75%
Fri. No class	Ch 7 Test	Fri. Ch 8 Quiz	Ch 8 Quiz	Fri. Mad Minute Quiz	34=85%	Fri. Mad Minute Quiz	34=85%	Fri. Mad Minute Quiz	34=85%
Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.

Week	Average	Parent Signature	Week	Average	Parent Signature
x one	28=70%		x six	38=95%	
x two	28=70%		x seven	32=80%	
x three	26=65%		x eight	28=70%	
x four	34=85%		x nine		
x five	37=93%		x ten		



NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

### 8-1 Study Guide and Intervention

#### Integers

An integer is any number from the set {..., -3, -2, -1, 0, 1, 2, 3, ...} where ... means *continues without end*. You can use a number line to compare integers. On a number line, the number on the left is always less than the number on the right. Opposite integers are the same distance from zero on opposite sides of the number line.

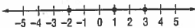
**EXAMPLE 1** Write an integer to show 3 degrees below zero.

Numbers below zero are negative numbers.

The integer is -3.

**EXAMPLE 2** Order the integers 1, -2, and 3 from least to greatest.

Graph each integer on a number line. Then compare.



The order from least to greatest is -2, 1, and 3.

#### EXERCISES

Write an integer to describe each situation.

- 4 degrees below zero  $-4$  "above"  $+$
- a gain of 2 points  $+2$  "owe" "loss, lose"

Replace each  $\otimes$  with  $<$ ,  $>$ , or  $=$  to make a true sentence.

- $-2 \otimes 0$   $-2 < 0$
- $3 \otimes -3$   $3 > -3$
- $-9 \otimes -9$   $-9 = -9$

Write the opposite of each integer.

- $3$   $-3$
- $-2$   $+2$
- $1$   $-1$
- $-4$   $+4$

Order each set of integers from least to greatest.

- least  $-2, -1, 0, +1, +3$  greatest
- $3, -3, -2, 1, -1$

- $5, -7, -2, 1, 9$

- least  $-5, -2, 0, +1, +5$  greatest

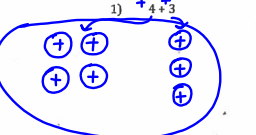
NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_  
**8-1 Practice: Word Problems**  
*Integers*

<p>1. MONEY Katryn owes her father \$25. Write this number as an integer.</p>	<p>2. GEOGRAPHY Mt. Whitney in California is 14,494 feet <u>above</u> sea level. Write this number as an integer.                  Mt. Whitney is <b>+14,494</b> feet above sea level.</p>										
<p>3. GEOGRAPHY Badwater in Death Valley is 282 feet below sea level. Write this number as an integer.</p>	<p>4. SCHOOL Dick forgot to put his name on his homework. His teacher deducts 5 points for papers turned in without names on them. So, Dick lost 5 points from his score. Write this number as an integer.</p>										
<p>5. GEOGRAPHY Multnomah Falls in Oregon <u>drops</u> 620 feet from the top to the bottom. Suppose a log is carried by the water from the top to the bottom of the falls. Write the integer to describe the location of the log now.                  Start <math>\swarrow</math> 620ft                  Finished log after the drop is <b>-620 ft.</b>                  The location of the log is <b>-620 ft.</b></p>	<p>6. TRAVEL The train left the station and traveled <u>them</u> on the tracks for 30 miles. Write an integer to describe the new location of the train from the station.                  station (start) <math>\rightarrow</math> <b>+30 miles</b></p>										
<p>7. WEATHER The table shows the average normal January temperature of four cities in Alaska. Compare the temperatures of Barrow and Fairbanks, using <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>. Then compare the temperatures of Barrow and Anchorage.</p> <table border="1" data-bbox="558 817 766 907"> <thead> <tr> <th>City</th> <th>Temperature (<math>^{\circ}</math>F)</th> </tr> </thead> <tbody> <tr> <td>Anchorage</td> <td>15</td> </tr> <tr> <td>Barrow</td> <td>-13</td> </tr> <tr> <td>Fairbanks</td> <td>-10</td> </tr> <tr> <td>Juneau</td> <td>24</td> </tr> </tbody> </table> <p>Barrow Fairbanks  <math>-13 &lt; -10</math>                  Barrow Anchorage  <math>-13 &lt; +15</math></p>	City	Temperature ( $^{\circ}$ F)	Anchorage	15	Barrow	-13	Fairbanks	-10	Juneau	24	<p>8. WEATHER Use the table from Exercise 7. Write the temperatures of the four cities in order from highest to lowest temperature.</p>
City	Temperature ( $^{\circ}$ F)										
Anchorage	15										
Barrow	-13										
Fairbanks	-10										
Juneau	24										

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 **"zero pair"**  
 Adding Integers

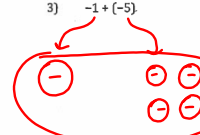
Find each sum using models (pictures) of algebra tiles.

1)  $+4 + 3$



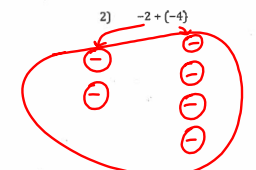
**+7**

3)  $-1 + [-5]$



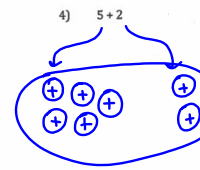
**-6**

2)  $-2 + (-4)$



**-6**

4)  $5 + 2$



**+7**

Same signs  
 ① add numbers  
 ② keep same sign

5)  $-3 + 5$

6)  $3 + (-7)$

7)  $-1 + 4$

8)  $+6 + (-4)$

2

Different Signs

- ① subtract numbers
- ② take sign of bigger number

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### 8-2 Study Guide and Intervention

#### Adding Integers

- The sum of two positive integers is always positive.  $+$
- The sum of two negative integers is always negative.  $-$
- The sum of a positive integer and a negative integer is sometimes positive, sometimes negative, and sometimes zero.

**EXAMPLE 1** Find  $-3 + (-2)$ .

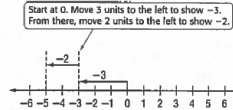
**Method 1** Use counters.

Place 3 negative counters on the mat to show  $-3$ .

Place 2 negative counters on the mat to show  $-2$ .

So,  $-3 + (-2) = -5$ .

**Method 2** Use a number line.



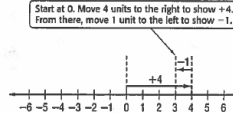
**EXAMPLE 2** Find  $4 + (-1)$ .

**Method 1** Use counters.

Place 4 positive counters on the mat to show  $+4$ . Place 1 negative counter on the mat to show  $-1$ .

So,  $4 + (-1) = 3$ .

**Method 2** Use a number line.



#### EXERCISES

Add. Use counters or a number line if necessary.

- |                       |                         |                         |
|-----------------------|-------------------------|-------------------------|
| 1. $3 + (-6)$<br>$-3$ | 2. $(-9) + 8$<br>$-1$   | 3. $-4 + 7$             |
| 4. $6 + (-6)$<br>$0$  | 5. $-8 + (-2)$<br>$-10$ | 6. $2 + (-5)$           |
| 7. $6 + (-12)$        | 8. $-6 + (-5)$          | 9. $6 + (-3)$<br>$+3$   |
| 10. $-12 + 5$         | 11. $-4 + 10$           | 12. $-3 + (-5)$<br>$-8$ |

NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_  
**8-2 Practice: Word Problems**  
**Adding Integers**

<p>1. <b>GAME</b> To play a game on a game board, Drew puts his game piece on <b>START</b>. On his first turn, he moves his game piece ahead 7 spaces. On his second turn, Drew moves his game piece back 4 spaces. How many spaces away from <b>START</b> is his game piece now?</p>	<p>2. <b>GAME</b> Frita's game piece is on square 24 of a game board. She draws a card that says, "Move back 4 spaces." Then she draws a card that says, "Move back 2 spaces." On which square is Frita's game piece now?</p>
<p>3. <b>WEATHER</b> The temperature outside is <math>0^{\circ}\text{F}</math>. If the temperature drops <math>14^{\circ}</math> overnight, what was the overnight low temperature?</p>	<p>4. <b>WEATHER</b> The temperature outside is <math>-16^{\circ}\text{F}</math>. Then the temperature rises 20 degrees. What is the current outdoor temperature?</p>
<p>5. <b>ANIMALS</b> An ant crawls 14 centimeters down into an ant hole. It then crawls 6 centimeters up to the queen's nest. Write and solve an addition sentence that gives the location of the ant.</p>	<p>6. <b>ANIMALS</b> Monarch butterflies travel an average of about 15 feet off the ground. One butterfly flies to a height of 22 feet. Tell how much higher it flies than average.</p>
<p>7. <b>ANIMALS</b> Pacific salmon swimming up the Columbia River travel 2 feet under water. Suppose one salmon darts 3 feet up and out of the water. How far out of the water did the salmon jump?</p>	<p>8. <b>ANIMALS</b> Plankton (microscopic animals) float on the top of a pond at night to feed. They drop to the bottom of the pond during the day. Express their daytime location as a negative number if the top of the pond is at sea level and the pond is 4 feet deep.</p>

Handwritten notes for problem 6:  
 $+22 + 15$   
 $-15$   
 $+7$   
 The one monarch butterfly flies 7ft higher than the average.  
 Avg = 15ft  
 22ft  
 ? { ↑  
 top = 0  
 4ft  
 bottom

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

Subtracting Integers

Find each difference using models (pictures) of algebra tiles. Remember, To subtract an integer, add its additive inverse.

1)  $+2 - 3$

2)  $1 - (-2)$

3)  $4 - (-2)$

4)  $3 - 5$

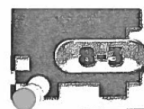
subtraction → "add the opposite"

5)  $-4 - (-2)$   
 $-4 + (+2)$

6)  $-8 - 1$

7)  $-6 - (-3)$   
 $-6 + (+3)$

8)  $-3 - 2$



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### Study Guide and Intervention

#### Subtracting Integers

To subtract an integer, **add its opposite**.

**EXAMPLE 1** Find  $-4 - (-3)$ .

**Method 1** Use counters.



Place 4 negative counters on the mat to show  $-4$ . Remove 3 negative counters to show subtracting  $-3$ .

So,  $-4 - (-3) = -1$ .

**Method 2** Use the rule.

$$\begin{aligned} -4 - (-3) &= -4 + 3 && \text{To subtract } -3, \\ & && \text{add } 3. \\ &= -1 && \text{Simplify.} \end{aligned}$$

**EXAMPLE 2** Find  $-3 - 1$ .

**Method 1** Use counters.



Place 3 negative counters on the mat to show  $-3$ . To subtract  $+1$ , you must remove 1 positive counter. But there are no positive counters on the mat. You must add 1 zero pair to the mat. The value of the mat does not change. Then you can remove 1 positive counter.

The difference of  $-3$  and 1 is  $-4$ .

So,  $-3 - 1 = -4$ .

**Method 2** Use the rule.

$$\begin{aligned} -3 - 1 &= -3 + (-1) && \text{To subtract } 1, \\ & && \text{add } -1. \\ &= -4 && \text{Simplify.} \end{aligned}$$

**EXERCISES**

Subtract. Use counters if necessary.

- |                        |                         |                        |
|------------------------|-------------------------|------------------------|
| 1. $8 + 5$<br>$+3$     | 2. $-4 - 2$             | 3. $7 - (-5)$          |
| 4. $-3 - (-5)$         | 5. $6 + (+10)$<br>$+16$ | 6. $-8 - (-4)$         |
| 7. $-1 - 4$            | 8. $2 - (-2)$           | 9. $-5 + (-1)$<br>$-4$ |
| 10. $7 + (-2)$<br>$+5$ | 11. $-9 - (-9)$         | 12. $6 + (-2)$<br>$+8$ |
| 13. $-8 - (-14)$       | 14. $-2 + 9$<br>$-11$   | 15. $5 + 15$<br>$-10$  |

Lesson 8-3

NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_  
**8-3 Practice: Word Problems**  
**Subtracting Integers**

MONEY For Exercises 1-4, use the transaction register.  
 A transaction register is used to record money deposits and withdrawals from a checking account. It shows how much money Mandy, a college student, had in her account as well as the 4 checks she has written so far.

Check No.	Date	Description of Transaction	Payment	Deposit	Balance
	9/04	spending money from parents		\$500	\$500
1	9/07	college bookstore — textbooks	\$291		\$209
2	9/13	graphing calculator	\$99		\$110
3	9/16	bus pass	\$150		-\$40
4	9/24	Charlie's Pizza	\$12		-\$52

1. Subtract each withdrawal to find the balance after each check was written. If Mandy spends more than \$500, record that amount as a negative number.

$$\begin{array}{r} 500 \\ -291 \\ \hline 209 \\ -99 \\ \hline 110 \\ -150 \\ \hline -40 \\ -12 \\ \hline -52 \end{array}$$

2. Which check did Mandy write that made her account overdrawn?  
 The check that caused Mandy to overdraw her account is check #3 (bus pass).

3. Mandy called home and asked for a loan. Her parents let her borrow \$500. What is her balance now?  
 $-40 + 500 = 460$

4. After her parents let her borrow the \$500 from Exercise 3, Mandy wants to spend \$300 on clothes and \$150 on decorations for her dorm room. Does she have enough money in the bank? Express her balance with an integer if she buys these items.  
 $460 - 300 - 150 = 10$

5. WEATHER At 2 P.M., the temperature was  $9^{\circ}\text{F}$ . If the temperature drops 20 degrees, what is the new temperature?  
 $9^{\circ}\text{F} - 20^{\circ} = -11^{\circ}\text{F}$

6. BASKETBALL During a high school basketball game, the home team scored 51 points and the opponents scored 62 points. What is the point differential (the difference between the number of points scored by a team and its opponent) for the home team?  
 $51 - 62 = -11$

The new temperature is  $-29^{\circ}\text{F}$ .

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**8-4 Study Guide and Intervention**  
**Multiplying Integers**

- The product of two integers with different signs is negative.
- The product of two integers with the same sign is positive.

**EXAMPLES** Multiply.

- $2 \times (-1)$   
 $2 \times (-1) = -2$  The integers have different signs. The product is negative.
- $-4 \times 3$   
 $-4 \times 3 = -12$  The integers have different signs. The product is negative.
- $3 \times 5$   
 $3 \times 5 = 15$  The integers have the same sign. The product is positive.
- $-2 \times (-4)$   
 $-2 \times (-4) = 8$  The integers have the same sign. The product is positive.

**EXERCISES**

- Multiply.
- $3 \times (-3)$  }  $-9$
  - $-5 \times (-2)$  }  $+10$
  - $-8 \times (-1)$
  - $-2 \times 6$
  - $4 \times -3$  }  $-12$
  - $-3 \times (-2)$
  - $5 \times (-4)$
  - $-10 \times (-4)$
  - $-3 \times 6$
  - $-3 \times (-10)$  }  $+30$
  - $6 \times (-4)$  }  $-24$
  - $-7 \times (-7)$

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### 8-4 Practice: Word Problems

#### Multiplying Integers

<p>1. BASKETBALL A basketball player who makes a basket scores 2 points for her team. Tanya made 9 baskets in the game. Write a number sentence to show many points she scored for her team.</p>	<p>2. HEALTH Jim was recovering in the shade from a walk in the hot desert. His temperature <u>dropped 2°F</u> each hour for <u>2 hours</u>. What was the total change in his temperature?</p> <p><math>(+2) \cdot (-2^\circ\text{F})</math> <math>-4^\circ\text{F}</math></p>
<p>3. WEATHER The outside temperature is <math>-3^\circ\text{F}</math> and falling at a rate of 2 degrees per hour. What will the temperature be in 5 hours?</p>	<p>The total change in Jim's temperature was <math>-4^\circ\text{F}</math>.</p> <p>4. POPULATION A small town is losing residents at a rate of 24 residents per year. If this pattern continues for 5 years, what will be the change in relation to the original population?</p>
<p>5. SCIENCE A pebble falls into a pond. From the surface, it descends at a rate of 2 feet per second. Where is the pebble in relation to the surface of the pond after 5 seconds?</p>	<p>6. CONSTRUCTION A construction company is starting to excavate a hole for a new underground parking garage. If the company excavates 3 feet every hour for 4 hours, what will be the depth of the hole in relation to the surface?</p>
<p>7. WEATHER The outside temperature is <math>-20^\circ\text{F}</math> and rising at a rate of 5 degrees per hour. How long will it be before the temperature reaches <math>0^\circ\text{F}</math>?</p>	<p>8. SCIENCE For each kilometer above Earth's surface, the temperature <u>decreases <math>7^\circ\text{C}</math></u>. If the temperature at Earth's surface is <math>-8^\circ</math>, what will be the temperature 7 kilometers above the surface?</p> <p><math>(-7)(7\text{km})</math> <math>-49^\circ \text{ total}</math> <math>-7^\circ</math> <math>-7^\circ</math> <math>-7^\circ</math> <math>-7^\circ</math> <math>-7^\circ</math> <math>-7^\circ</math> <math>-7^\circ</math> <math>-7^\circ</math></p> <p>decrease <math>-8 + (-49) \rightarrow -57^\circ</math></p>

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The temperature 7km above the Earth's surface will be  $-57^\circ\text{C}$ .

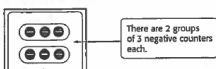
NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

### 8-5 Study Guide and Intervention

#### Dividing Integers

- The quotient of two integers with different signs is negative.
- The quotient of two integers with the same sign is positive.

**EXAMPLE 1** Use counters to find  $-6 \div 2$ .



There are 2 groups of 3 negative counters each.

So,  $-6 \div 2 = -3$ .

**EXAMPLES** Divide.

2  $10 \div (-5)$   
Since  $-5 \times (-2) = 10$ , it follows that  $10 \div (-5) = -2$ .

3  $-12 \div (-3)$   
Since  $-3 \times 4 = -12$ , it follows that  $-12 \div (-3) = 4$ .

**EXERCISES**

Divide.

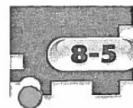
1. $4 \div (-2)$ $-2$	2. $-9 \div (-3)$ $+3$	3. $-8 \div 2$ $-$
4. $-21 \div 7$ $-3$	5. $30 \div (-6)$ $-6$	6. $-24 \div 4$ $-$
7. $-36 \div 6$ $-6$	8. $-45 \div (-5)$ $+9$	9. $-81 \div 9$ $-$
10. $-3 \div (-3)$ $+1$	11. $70 \div (-7)$ $-10$	12. $-64 \div (-8)$ $+8$

13. ALGEBRA Find the value of  $a + b$  if  $a = -18$  and  $b = 6$ .

14. ALGEBRA For what value of  $p$  is  $p \div 5 = -7$  true?

$? \div 5 = -7$   
 $-35 \div 5 = -7$   
 **$p = -35$**

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**8-5 Practice: Word Problems**

**Dividing Integers**

LESSON 8-5

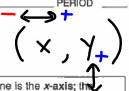
- SKATING** Judges in some figure skating competitions must give a mandatory 5-point deduction for each jump missed during the technical part of the competition. Marisa has participated in 5 competitions this year and has been given a total of -20 points for jumps missed. How many jumps did she miss?
- SKATING** Miranda is an excellent spinner who averages +3 points on her spins during competitions. Last year her total spin points equaled +21. About how many spins did she successfully complete?
- WEATHER** The temperature dropped 32°F in 4 hours. Suppose the temperature dropped by an equal amount each hour. What integer describes the change?
- SKATING** Dan's scores for speed this season are  $-1, -3, 1, -1, -2, 0$ . What is his average speed score for the season? (*Hint: The average is the sum of the points divided by the number of scores.*)  
 $-7 + 1 \rightarrow -6 \div 6 = -1$   
Dan's average speed score is -1 points.
- FOOTBALL** A football team was penalized 30 points in 3 plays. Suppose the team was penalized an equal number of yards on each play. Write an integer that gives the yards for each penalty.  
 $-30 \div 3 \rightarrow -10$   
The yards given for each penalty was -10 yards.
- BASKETBALL** A team scored a total of 27 points for three-point field goals in the season. How many 3-point field goals did they make?
- TRACK** Anna and Sara both ran 5 laps of a race. When Anna finished, Sara was 15 meters behind Anna. Suppose Sara fell behind the same number of meters during each lap. Write an integer that describes how far Sara fell behind in each lap.
- BAKING** Maria was penalized a total of 12 points in 6 baking contests for not starting on time. Suppose she was penalized an equal number of points at each competition. Write an integer that describes the penalty during each contest.



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**8-6 Study Guide and Intervention**

**The Coordinate Plane**



A **coordinate system** is a grid used to locate points. The horizontal number line is the **x-axis**; the vertical number line is the **y-axis**.  
The **x-axis** and **y-axis** separate the coordinate system into four regions called **quadrants**.  
An ordered pair helps you locate any point on the coordinate plane. The first number is the **x-coordinate**. The second number is the **y-coordinate**.

**EXAMPLE 1** Identify the ordered pair that names point A.

**Step 1** Move left on the x-axis to find the x-coordinate of point A, which is -3.

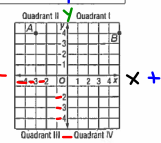
**Step 2** Move up the y-axis to find the y-coordinate, which is 4.  
Point A is named by (-3, 4).

**EXAMPLE 2** Graph point B at (5, 4).

Use the coordinate plane shown above. Start at 0. The x-coordinate is 5, so move 5 units to the right.

Since the y-coordinate is 4, move 4 units up.

Draw a dot. Label the dot B.  
See grid at the top of the page.



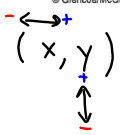
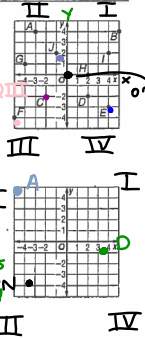
**EXERCISES**

Use the coordinate plane at the right. Write the ordered pair that names each point.

- C  $(-2, -2)$  Q III
- D
- E  $(+4, -3)$  Q IV
- F  $(-5, -4)$  Q III
- G
- H
- I
- J  $(-1, +2)$  Q II

Graph and label each point using the coordinate plane at the right.

- A  $(5, 5)$  Q II
- M  $(2, 4)$
- G  $(0, -5)$
- D  $(3, 0)$
- N  $(-4, -3)$  Q III
- I  $(2, -5)$  Q IV





NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

### 8-6 Practice: Word Problems

#### The Coordinate Plane

MONEY For Exercises 1-4, use the table and the coordinate plane.

School buttons sell for \$2 each. When you have completed the table and the graph, both the table and graph will show the costs of purchasing up to 5 school buttons.

Number of Buttons Sold	Total Price (\$)
1	\$2
2	\$4
3	\$6
4	\$8
5	\$10

- Now complete the second column of the table by writing the cost of each number of buttons.
  - To prepare to graph the data, make a list of ordered pairs from the table.
  - Graph the ordered pairs. Label each point with its ordered pair. Describe the graph of the points.
  - Describe the coordinate plane that you have completed. How is it different from other systems you have used?  
*This graph is different since it only includes quadrant I.*
5. TRACK If it takes Trixie 8 minutes to run a mile, then  $8m$  represents her total time where  $m$  is the number of miles she has run. List the ordered pairs (number of miles, total time) for 0, 1, 2, and 3 miles.
- | miles (x) | total time (y) |
|-----------|----------------|
| 0         | 0              |
| 1         | 8              |
| 2         | 16             |
| 3         | 24             |

6. TRACK If you were to graph the ordered pairs from Exercise 5, what would their graph look like?
- (0,0)  
(1,8)  
(2,16)  
(3,24)

