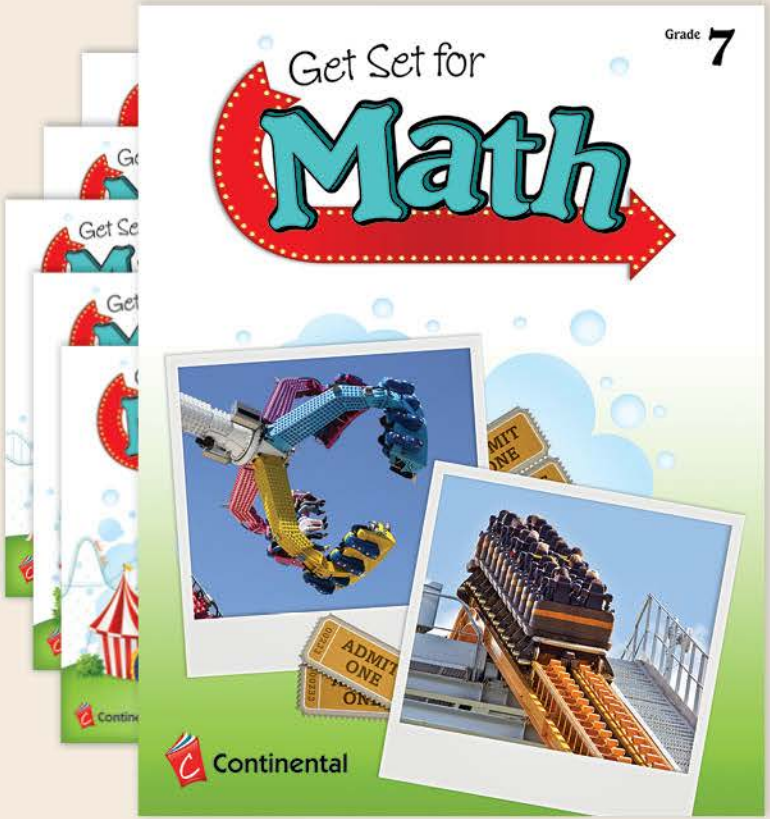

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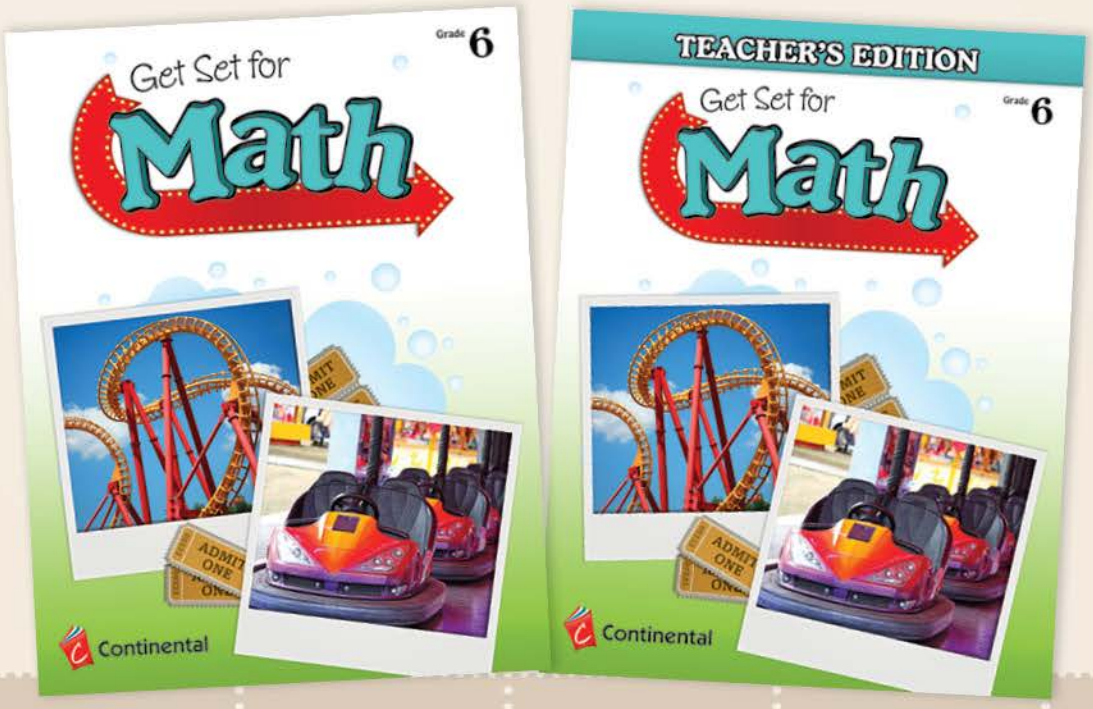
inspire every learner

Grades 3–8

What does this series do?

Get Set for Math provides focused practice for the types of questions students will encounter on end-of-year Common Core assessments. Lessons review the standards and familiarize students with the challenging item types they'll face on test day. Components include student workbooks and annotated teacher's editions in print and eBook formats.



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STUDENT BOOK

Connections to the Common Core

- Written directly to the Common Core's Standards for Mathematical Practice
- Assessment type questions

Independent Practice

3 Eddie compares the numbers shown in the inequalities below.

$$-2.25 < -0.75 \text{ and } -1.5 > -2.25$$

Eddie will plot the numbers from these inequalities on a horizontal number line. Which of the following statements are true of the number line? Select all that apply.

A -2.25 will be farthest left.

B -0.75 will be farthest left.

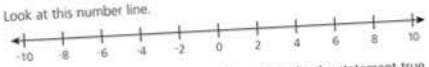
C -1.5 will be farthest left.

D -2.25 will be farthest right.

E -0.75 will be farthest right.

F -1.5 will be farthest right.

4 Look at this number line.



Circle the correct option in each set below to make the statement true.

Since -6 is to the [left, right] of -10 on the number line, [-6, -10] < [-6, -10].

5 Austin and Valerie are rappelling. Their distances from the top of the cliff are represented by the numbers below.

- Austin: -11 feet
- Valerie: -17 feet

Write an inequality statement using either < or > to compare these numbers.

_____

Who has gone farther down the cliff?

_____

Table of Contents

ADMIT ONE
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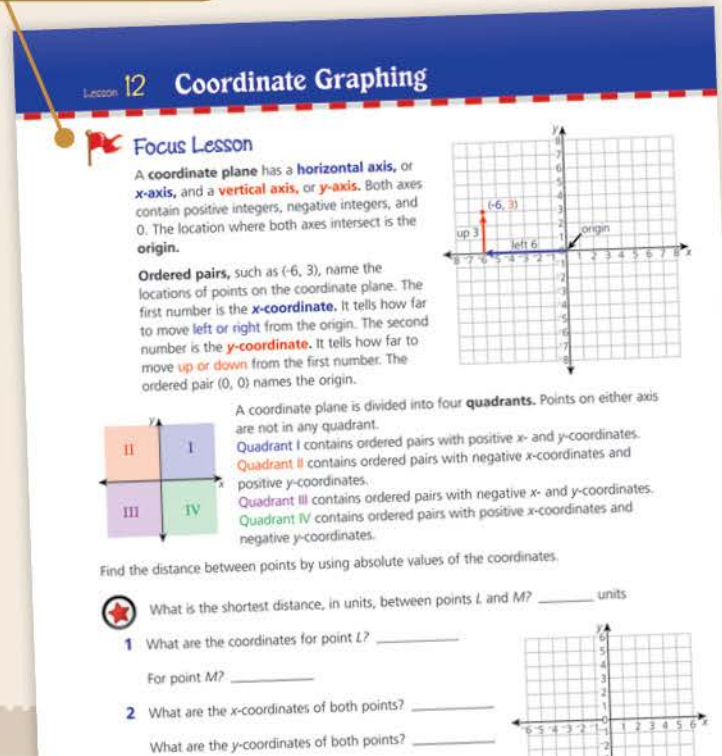
STUDENT BOOK

Step-By-Step Instruction

Each lesson begins with a focus lesson, which addresses the Standard(s) designated for the lesson. In the sample question that follows, students will work through a sequence of questions that guide their thinking.

Teacher led instruction

Whole class activity



Lesson 12 **Coordinate Graphing**

Focus Lesson

A **coordinate plane** has a **horizontal axis,** or **x-axis,** and a **vertical axis,** or **y-axis.** Both axes contain positive integers, negative integers, and 0. The location where both axes intersect is the **origin.**

Ordered pairs, such as (-6, 3), name the locations of points on the coordinate plane. The first number is the ***x*-coordinate.** It tells how far to move left or right from the origin. The second number is the ***y*-coordinate.** It tells how far to move up or down from the first number. The ordered pair (0, 0) names the origin.

A coordinate plane is divided into four **quadrants.** Points on either axis are not in any quadrant.
Quadrant I contains ordered pairs with positive *x*- and *y*-coordinates.
Quadrant II contains ordered pairs with negative *x*-coordinates and positive *y*-coordinates.
Quadrant III contains ordered pairs with negative *x*- and *y*-coordinates.
Quadrant IV contains ordered pairs with positive *x*-coordinates and negative *y*-coordinates.

Find the distance between points by using absolute values of the coordinates.

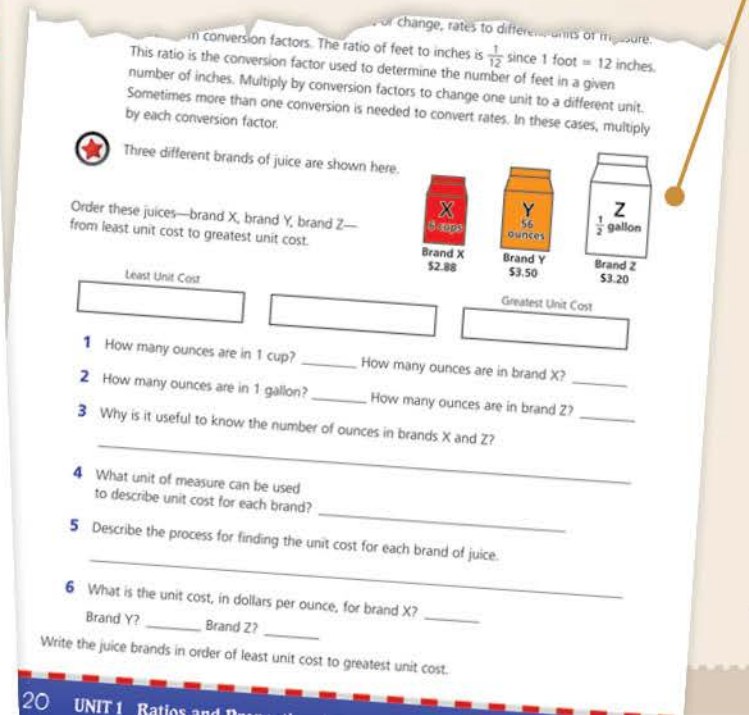
What is the shortest distance, in units, between points *L* and *M*? _____ units

1 What are the coordinates for point *L*? _____

For point *M*? _____

2 What are the *x*-coordinates of both points? _____

What are the *y*-coordinates of both points? _____



This ratio is the conversion factor used to determine the number of feet in a given number of inches. Multiply by conversion factors to change one unit to a different unit. Sometimes more than one conversion is needed to convert rates. In these cases, multiply by each conversion factor.

Three different brands of juice are shown here.

Order these juices—brand X, brand Y, brand Z—from least unit cost to greatest unit cost.

Brand X $2.88 · Brand Y $3.50 · Brand Z $3.20

Least Unit Cost _____ _____ _____ Greatest Unit Cost

1 How many ounces are in 1 cup? _____ How many ounces are in brand X? _____

2 How many ounces are in 1 gallon? _____ How many ounces are in brand Z? _____

3 Why is it useful to know the number of ounces in brands X and Z?

4 What unit of measure can be used to describe unit cost for each brand?

5 Describe the process for finding the unit cost for each brand of juice.

6 What is the unit cost, in dollars per ounce, for brand X? _____ Brand Y? _____ Brand Z? _____

Write the juice brands in order of least unit cost to greatest unit cost.

20 UNIT 1 Ratios and Pro

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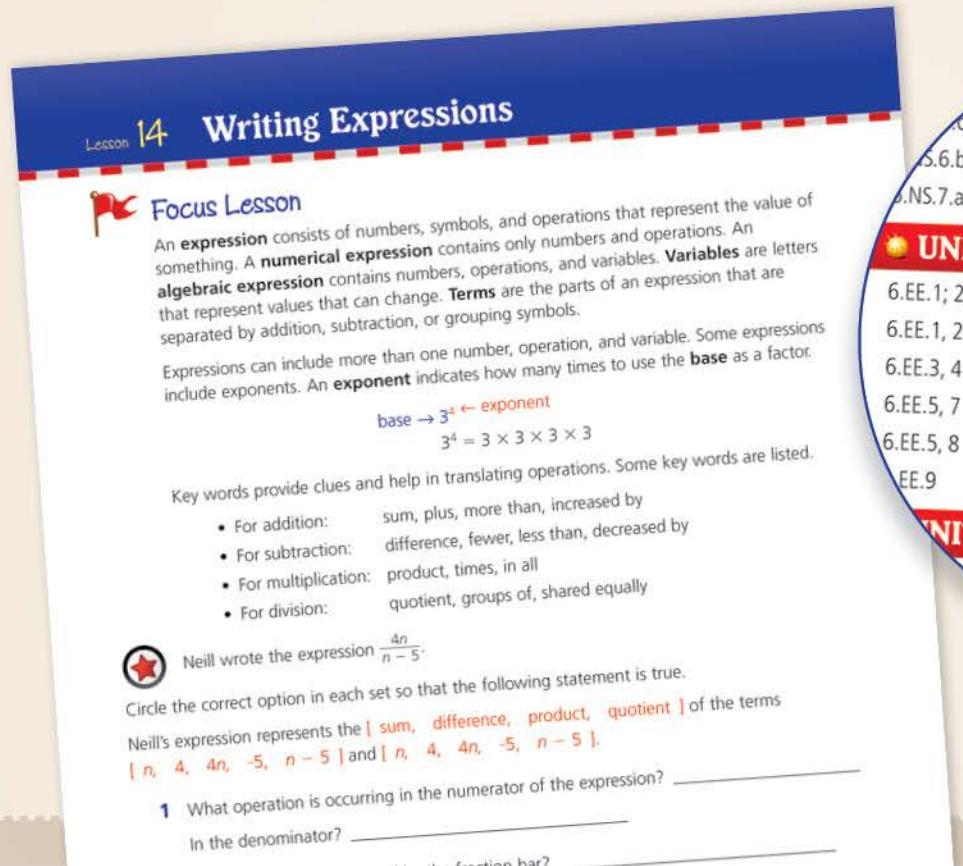
STUDENT BOOK

Step-By-Step Instruction

Where appropriate, multiple standards are addressed in a lesson to link major topics at grade level.



Lesson 14 **Writing Expressions**

Focus Lesson

An **expression** consists of numbers, symbols, and operations that represent the value of something. A **numerical expression** contains only numbers and operations. An **algebraic expression** contains numbers, operations, and variables. **Variables** are letters that represent values that can change. **Terms** are the parts of an expression that are separated by addition, subtraction, or grouping symbols.

Expressions can include more than one number, operation, and variable. Some expressions include exponents. An **exponent** indicates how many times to use the **base** as a factor.

base → 3^4 ← exponent

$3^4 = 3 \times 3 \times 3 \times 3$

Key words provide clues and help in translating operations. Some key words are listed.

- For addition: sum, plus, more than, increased by
- For subtraction: difference, fewer, less than, decreased by
- For multiplication: product, times, in all
- For division: quotient, groups of, shared equally

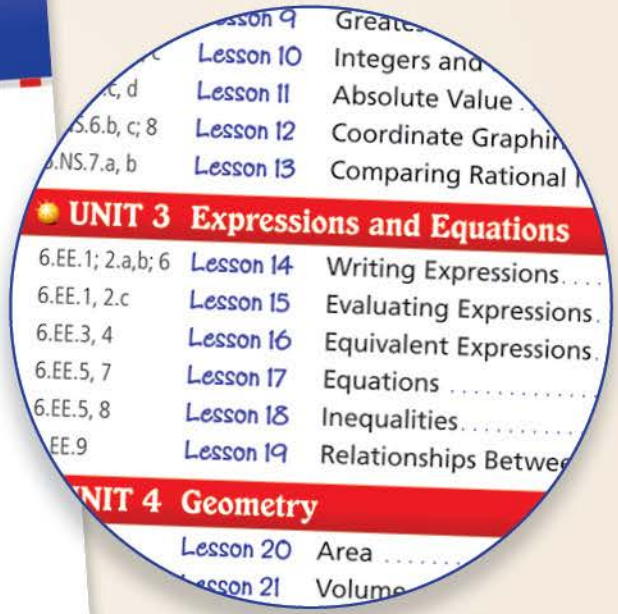
Neill wrote the expression $\frac{4n}{n-5}$.

Circle the correct option in each set so that the following statement is true.

Neill's expression represents the [sum, difference, product, quotient] of the terms [n, 4, $4n$, -5, $n-5$] and [n, 4, $4n$, -5, $n-5$].

1 What operation is occurring in the numerator of the expression? _____

In the denominator? _____



	Lesson 9	Greate
	Lesson 10	Integers and
.c, d	Lesson 11	Absolute Value
5.6.b, c; 8	Lesson 12	Coordinate Graphi
6.NS.7.a, b	Lesson 13	Comparing Rational
UNIT 3		**Expressions and Equations**
6.EE.1; 2.a,b; 6	Lesson 14	Writing Expressions
6.EE.1, 2.c	Lesson 15	Evaluating Expressions
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6.EE.5, 8	Lesson 18	Inequalities
EE.9	Lesson 19	Relationships Betwe
NIT 4		**Geometry**
	Lesson 20	Area
	Lesson 21	Volume

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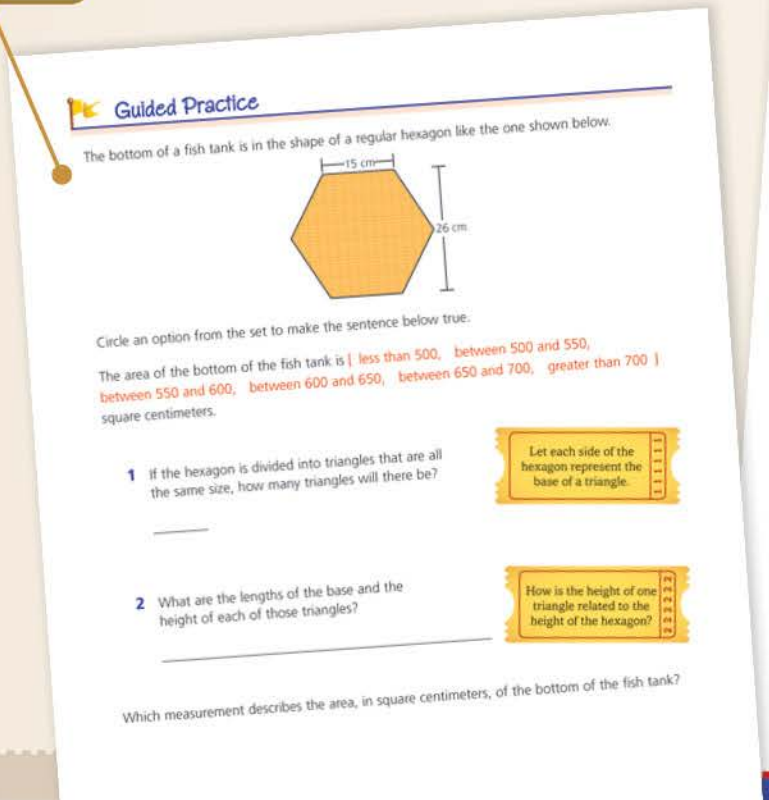
STUDENT BOOK

Guided Practice

The guided practice items pose multistep questions with hints to direct students in forming their answers.

Peer work



Guided Practice

The bottom of a fish tank is in the shape of a regular hexagon like the one shown below.

15 cm

26 cm

Circle an option from the set to make the sentence below true.

The area of the bottom of the fish tank is | less than 500, between 500 and 550, between 550 and 600, between 600 and 650, between 650 and 700, greater than 700 | square centimeters.

1 If the hexagon is divided into triangles that are all the same size, how many triangles will there be?

_____

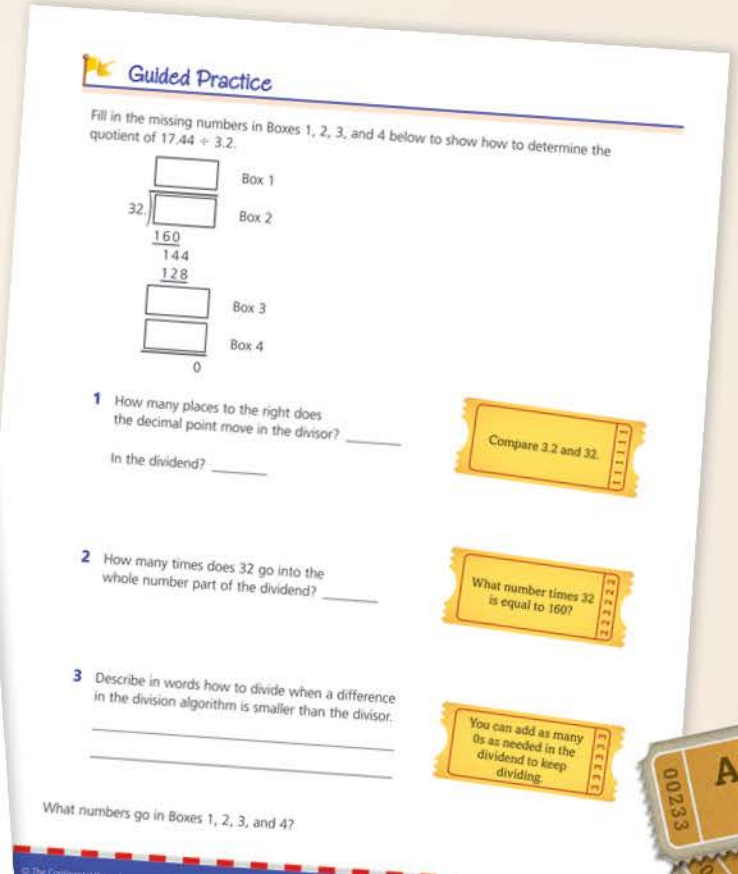
Let each side of the hexagon represent the base of a triangle.

2 What are the lengths of the base and the height of each of those triangles?

_____

How is the height of one triangle related to the height of the hexagon?

Which measurement describes the area, in square centimeters, of the bottom of the fish tank?



Guided Practice

Fill in the missing numbers in Boxes 1, 2, 3, and 4 below to show how to determine the quotient of 17.44 ÷ 3.2.

Box 1

32. Box 2

160

144

128

Box 3

Box 4

0

1 How many places to the right does the decimal point move in the divisor? _____

In the dividend? _____

Compare 3.2 and 32.

2 How many times does 32 go into the whole number part of the dividend? _____

What number times 32 is equal to 160?

3 Describe in words how to divide when a difference in the division algorithm is smaller than the divisor.

_____

_____

You can add as many 0s as needed in the dividend to keep dividing.

What numbers go in Boxes 1, 2, 3, and 4?

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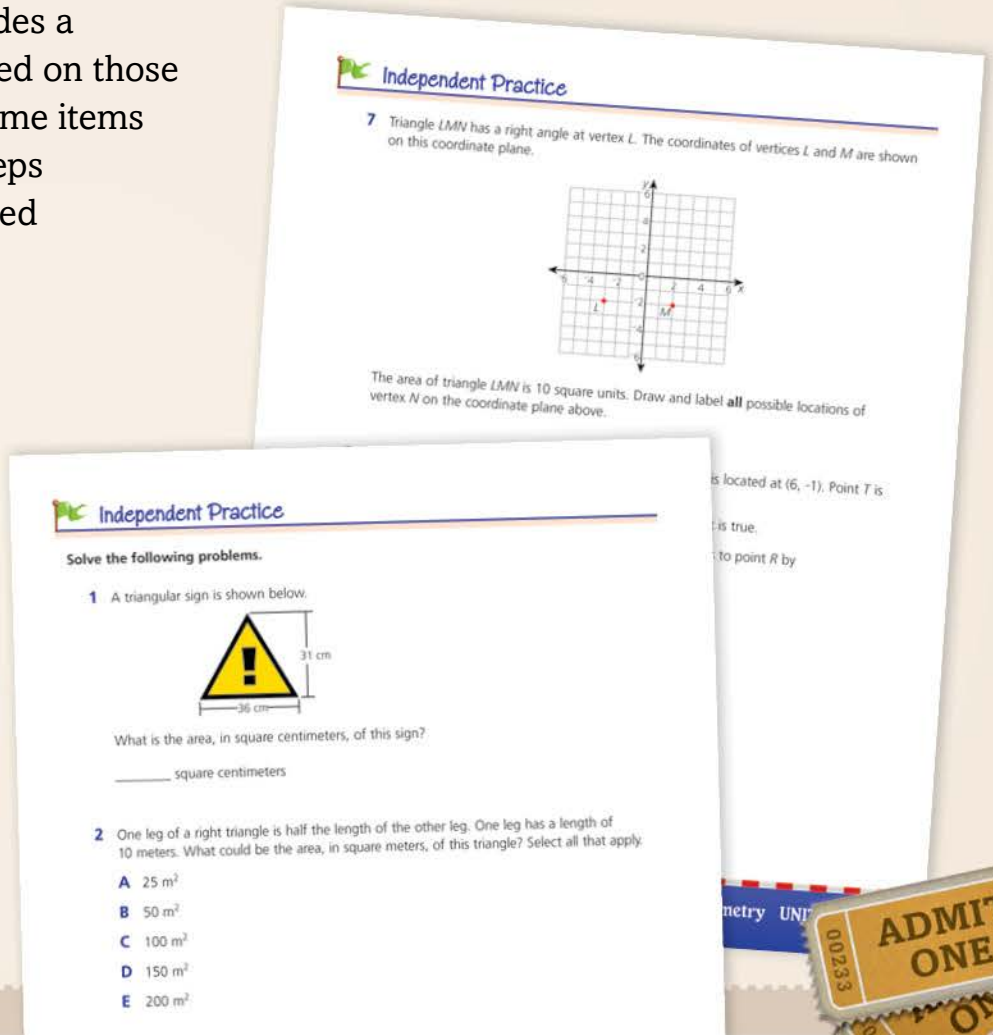
STUDENT BOOK

Assessment Type Questions

The independent practice section includes a number of different problem types, based on those used in Common Core assessments. Some items require students to perform multiple steps to find the correct answer. Tasks required of students vary; they may:

- Perform computations
- Plot points on a coordinate plane
- Answer multiple-choice questions with more than one right answer
- Complete a table
- Measure or draw a figure



Independent Practice

7 Triangle *LMN* has a right angle at vertex *L*. The coordinates of vertices *L* and *M* are shown on this coordinate plane.

The area of triangle *LMN* is 10 square units. Draw and label **all** possible locations of vertex *N* on the coordinate plane above.

Independent Practice

Solve the following problems.

1 A triangular sign is shown below.

31 cm

36 cm

What is the area, in square centimeters, of this sign?

_____ square centimeters

2 One leg of a right triangle is half the length of the other leg. One leg has a length of 10 meters. What could be the area, in square meters, of this triangle? Select all that apply.

A 25 m^2

B 50 m^2

C 100 m^2

D 150 m^2

E 200 m^2

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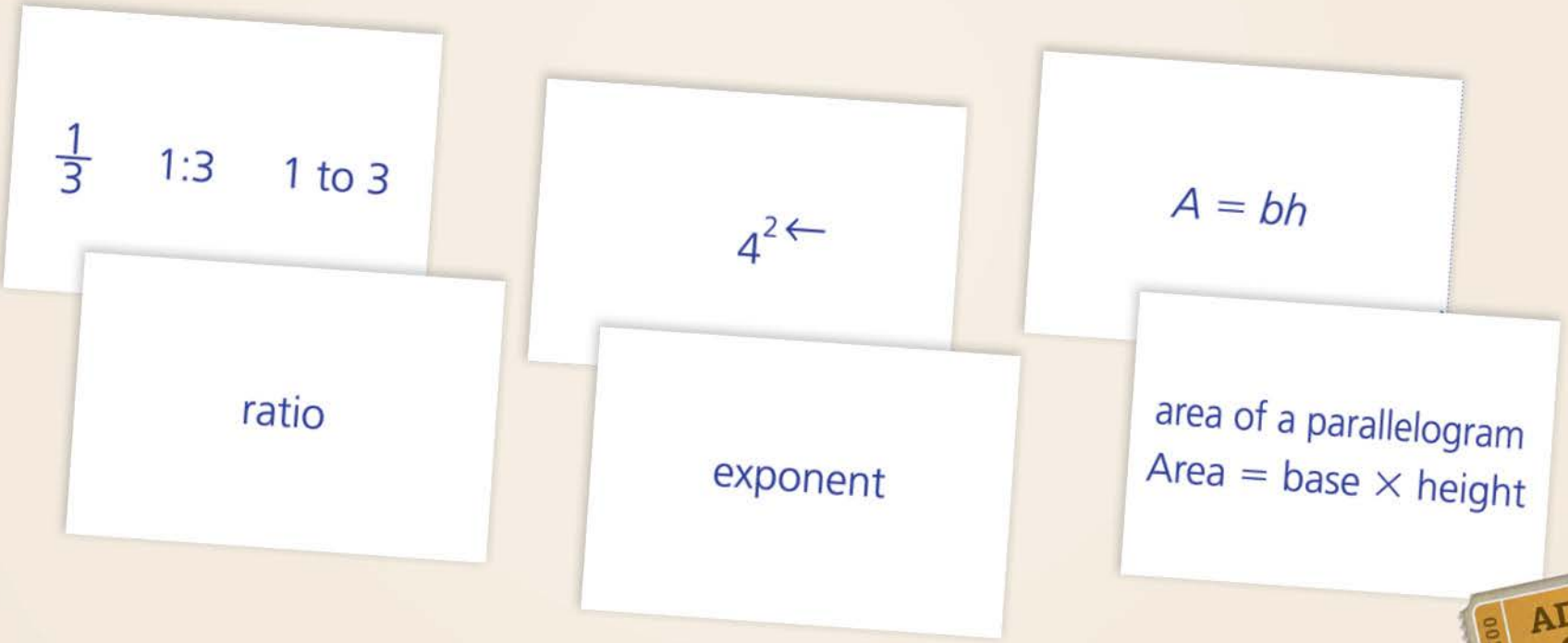
STUDENT BOOK

Flashcards

Flashcards in the back of the book help students learn important symbols, formulas, and concepts from the lessons. Blank cards are also provided. Students can work independently or with their class to create new flashcards for challenging topics.



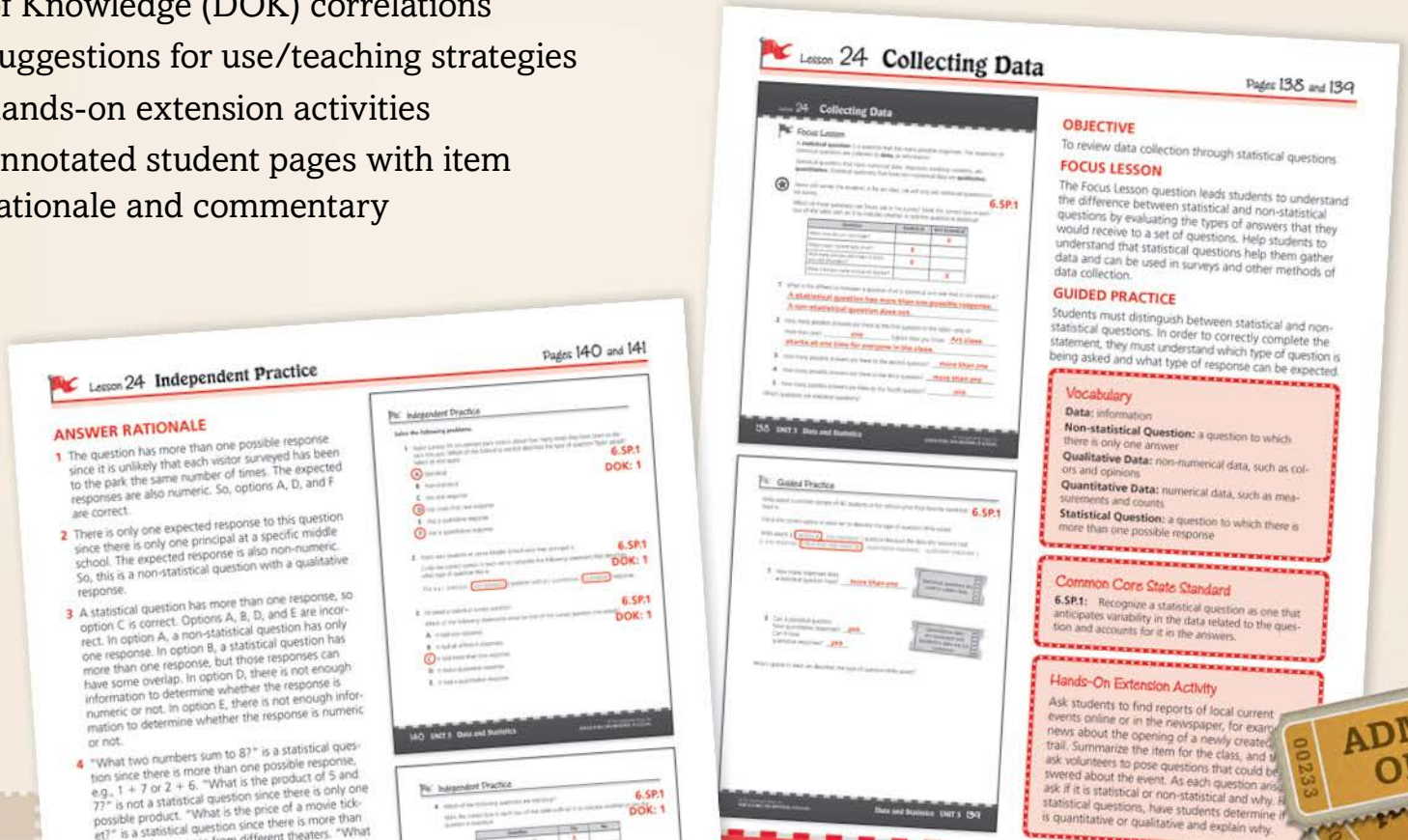
ADMIT ONE

TEACHER'S EDITION

Teaching Support

The annotated teacher's edition provides comprehensive support from Focus Lessons through Independent Practice.

- Common Core State Standards and Depth of Knowledge (DOK) correlations
- suggestions for use/teaching strategies
- hands-on extension activities
- annotated student pages with item rationale and commentary



Lesson 24 Independent Practice

Pages 140 and 141

ANSWER RATIONALE

1 The question has more than one possible response since it is unlikely that each visitor surveyed has been to the park the same number of times. The expected responses are also numeric. So, options A, D, and F are correct.

2 There is only one expected response to this question since there is only one principal at a specific middle school. The expected response is also non-numeric. So, this is a non-statistical question with a qualitative response.

3 A statistical question has more than one response, so option C is correct. Options A, B, D, and E are incorrect. In option A, a non-statistical question has only one response. In option B, a statistical question has more than one response, but those responses can have some overlap. In option D, there is not enough information to determine whether the response is numeric or not. In option E, there is not enough information to determine whether the response is numeric or not.

4 "What two numbers sum to 8?" is a statistical question since there is more than one possible response, e.g., 1 + 7 or 2 + 6. "What is the product of 5 and 7?" is not a statistical question since there is only one possible product. "What is the price of a movie ticket?" is a statistical question since there is more than

Lesson 24 Collecting Data

Pages 138 and 139

OBJECTIVE

To review data collection through statistical questions.

FOCUS LESSON

The Focus Lesson question leads students to understand the difference between statistical and non-statistical questions by evaluating the types of answers that they would receive to a set of questions. Help students to understand that statistical questions help them gather data and can be used in surveys and other methods of data collection.

GUIDED PRACTICE

Students must distinguish between statistical and non-statistical questions. In order to correctly complete the statement, they must understand which type of question is being asked and what type of response can be expected.

Vocabulary

Data: information

Non-statistical Question: a question to which there is only one answer

Qualitative Data: non-numerical data, such as colors and opinions

Quantitative Data: numerical data, such as measurements and counts

Statistical Question: a question to which there is more than one possible response

Common Core State Standard

6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

Hands-On Extension Activity

Ask students to find reports of local current events online or in the newspaper, for exam news about the opening of a newly created trail. Summarize the item for the class, and ask volunteers to pose questions that could be swered about the event. As each question aris ask if it is statistical or non-statistical and why. statistical questions, have students determine is quantitative or qualitative and explain why.

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TEACHER'S EDITION

Teaching Support

Reproducibles

- bonus lessons
- cut-out tools
- reference sheet

The Best Buy

Have you ever gone to a store to buy something and been bewildered by the choices? Not only may there be many different brands of a product, but often it comes in packages of various sizes, each with a different price. As a smart consumer, you want to get the most for your money. How can you decide which is the best buy?

Suppose you have gone to the pet food store to buy some Perfect Puppy food. The shelves are stocked with bags of Perfect Puppy in three different sizes. The smallest size weighs 5 pounds and costs $3.50. A medium bag holds 18 pounds for $9.00. The largest size contains 40 pounds and is priced at $18.00. How is it possible to compare different prices and sizes?

18 pounds $9.00 | 40 pounds $18.00 | 5 pounds $3.50

To find the best buy, you can use rates. A rate is a kind of ratio, a comparison of two numbers. A rate always relates two different kinds of units. The rate "miles per hour," for example, relates units of distance to units of time. For the puppy food, you need to find the relationship between the cost of a bag and the weight.

To find this rate, write a fraction for each bag size. Put the cost in the numerator and the weight in the denominator.

$$\text{Small} = \frac{\$3.50}{5 \text{ pounds}}$$

Now find the unit rate for each size. The unit rate is the rate of 1 unit, that is, when the denominator is 1. Most rates are expressed this way. For example, you might travel 100 miles in 2 hours, but you would probably express the rate as 50 miles per hour, or 50 miles/1 hour. When money is involved, the unit rate is sometimes called the unit cost.

To find the unit cost of the dog food, find the price per pound of each bag. Divide the numerator and denominator by the number in the denominator.

$$\text{Small} = \frac{\$3.50}{5 \text{ pounds}} \div \frac{5}{5} = \frac{\$0.70}{1 \text{ pound}}$$

$$\text{Medium} = \frac{\$9.00}{18 \text{ pounds}} \div \frac{18}{18} = \frac{\$0.50}{1 \text{ pound}}$$

$$\text{Large} = \frac{\$18.00}{40 \text{ pounds}} \div \frac{40}{40} = \frac{\$0.45}{1 \text{ pound}}$$

When you know the price per pound of each bag, the bags are easy to compare. The 40-pound bag has the lowest unit cost, so it has the best price.

Of course, stores usually make it easy to compare prices. On the shelf beneath the item, a price label displays the retail price and the unit cost. So you can leave your calculator at home!

Put an X in the square beside the best answer.

1. The unit price of an item at a store is often found _____.
   - ☐ on a wall chart
   - ☐ on the shelf under the item
   - ☐ in the numerator
   - ☐ on the back of the package
2. The main idea of the article is that _____.
   - ☐ fractions can express rates
   - ☐ prices for dog food vary by the package weight
   - ☐ unit rates are useful for comparing prices
   - ☐ the best buy is always the largest package
3. If a 3-pound bag of nuts costs $9, you can decide that the unit cost would be _____.
   - ☐ $1 per pound ☐ $2 per pound ☐ $3 per pound ☐ $4 per pound
4. What is the first step in finding the best buy among a choice of package sizes?
   - ☐ Select the package with the lowest unit price.
   - ☐ Write the cost and weight of each package as a fraction.
   - ☐ Divide each fraction to find the unit cost of each package.
   - ☐ Compare the unit prices of the packages.
5. Dividing $\frac{\$3.50}{5 \text{ pounds}}$ by $\frac{5}{5}$ results in _____.
   - ☐ a lower price per bag
   - ☐ a fraction in lowest terms
   - ☐ a higher price per bag
   - ☐ a unit fraction
6. In the first paragraph, the word consumer means _____.
   - ☐ diner ☐ shopper ☐ person ☐ owner

Write your answer to the following question on the lines below.

Many products are sold in different sizes. Usually you'll want to save money by buying the size that has the lowest unit cost, but not always. Describe situations where you might choose to buy a size that has a higher unit cost.

_____

_____

_____

_____

_____

_____

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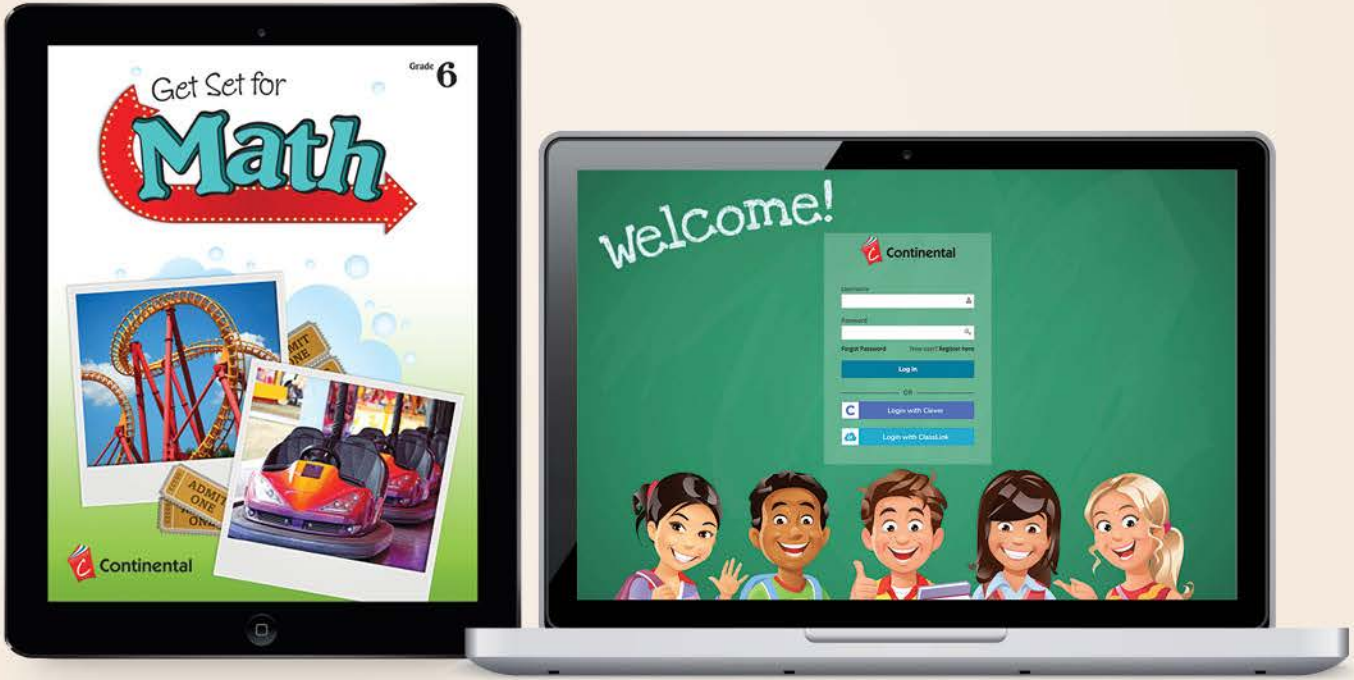

STUDENT eBOOK

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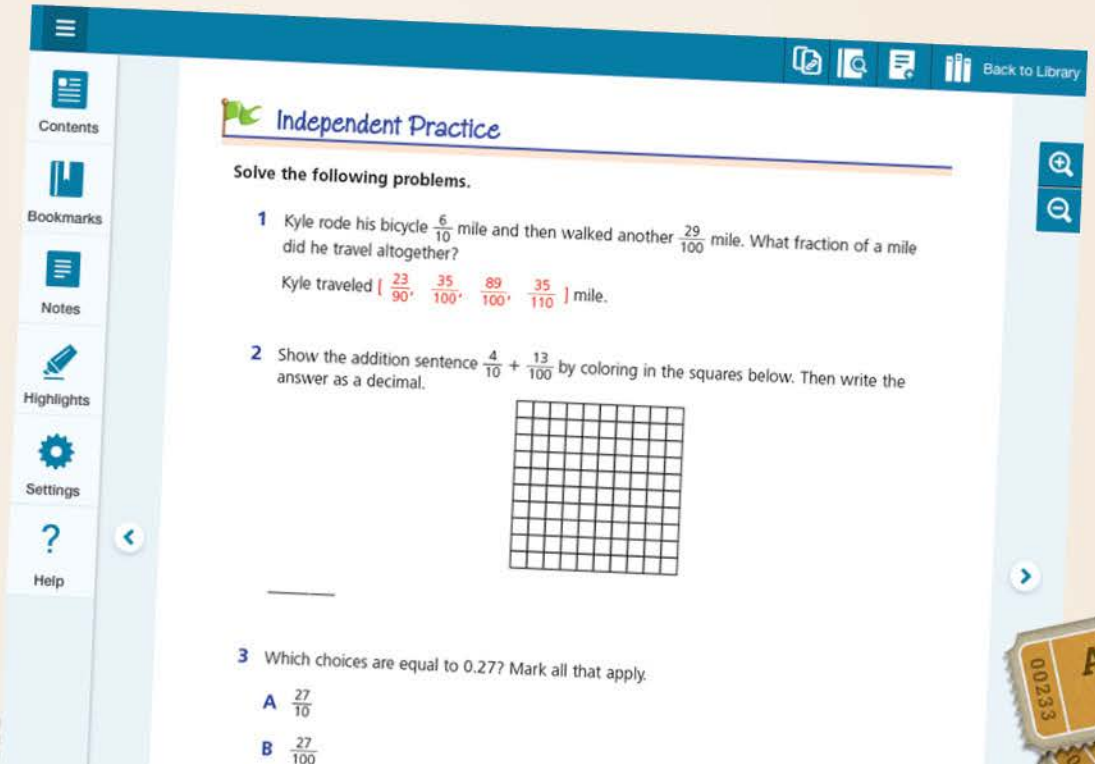

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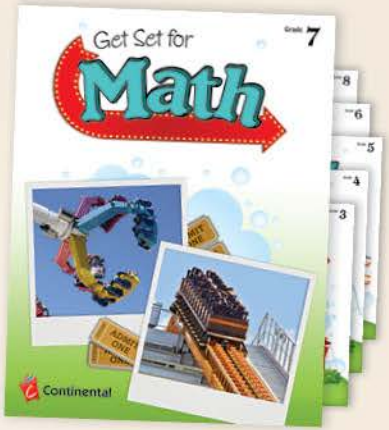

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