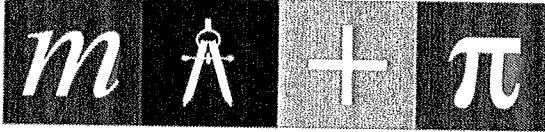


SUMMER



ASSIGNMENTS

Dear Future 7X/8Y Math Students,

Congratulations on making it through this past school year! I look forward to working with you next year! The 8th grade math curriculum is a rigorous curriculum that builds on what you have learned this past year.

To help you keep your skills strong, I have several assignments for you to do over the course of the summer. These summer math assignments have not been created to torture you. It was actually created with the opposite intent. This was created to make you a math expert, especially as you prepare for next school year!

Each week you will be assigned a set of practice problems to complete. You may choose when to do it. You may work on the assignments in whichever way suits your style. You may do the problems for the week in one day or spread it out over the course of the week. **All I ask is that you do not leave the assignment until the week or even the day before school begins.** Trust me, you will NOT complete it! I have given you a suggested timeline to follow on the next page.

You must show all of your work and the work must be done in pencil. If you have any questions, please feel free to email me at any time.

Good luck and have a fabulous summer! I cannot wait to see you in August!

Mrs. DeNicola
denicolak@saseas.org

Name: _____

Incoming 7X/8Y Summer Math Packet

Due Date: Thursday, August 24th

Expectations

- Please complete 2-3 assignments per week. The guide below is for you to stay on top of your work over the summer break!
- Do NOT use a calculator! (You may use it when you see a calculator icon on your page).

Suggested Date	Assignment	Rubric
Week 1 June 5 – June 9	Solving One and Two-Step Equations – Page 3	1 0.5 0
	Solving One and Two-Step Inequalities – Page 4	1 0.5 0
Week 2 June 12 – June 16	Geometry Formulas – Page 5	1 0.5 0
	Coordinate Plane – Page 6	1 0.5 0
Week 3 June 19 – June 23	Missing Angle Measures – Page 7	1 0.5 0
	Missing Angle in Quadrilaterals – Page 8	1 0.5 0
Week 4 June 26 – June 30	Area of Parallelograms – Page 9	1 0.5 0
	Area of Trapezoids – Page 10	1 0.5 0
Week 5 July 3 – July 7	Scale Drawings/Maps – Page 11	1 0.5 0
	Probability – Page 12	1 0.5 0
Week 6 July 10 – July 14	Decimals and Fractions – Page 13	1 0.5 0
	Fractions, Decimals, and Percents – Page 14	1 0.5 0
Week 7 July 17 – July 21	Compare and Order Rational Numbers – Page 15	1 0.5 0
	Adding and Subtracting Integers – Page 16	1 0.5 0
Week 8 July 24 – July 28	Multiplying and Dividing Integers – Page 17	1 0.5 0
	Adding Fractions and Mixed Numbers – Page 18	1 0.5 0
	Subtracting Fractions and Mixed Numbers – Page 19	1 0.5 0
Week 9 July 31 – August 4	Multiplying Fractions and Mixed Numbers – Page 20	1 0.5 0
	Percent of Increase/Sale Price – Page 21	1 0.5 0
	Sales Tax, Commission, Simple Interest – Page 22	1 0.5 0
		Total Score: _____/20

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 $-21 = -3y$

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



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

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

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



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

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

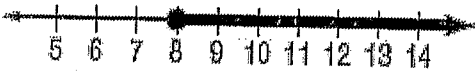
Examples: Graph each inequality on a number line.

$$x < 2$$



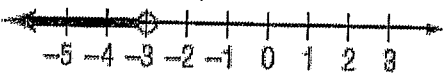
The open circle means that the number is **not** included in the solution.

$$y \geq 8$$



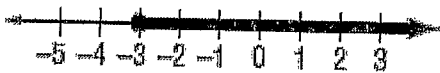
The closed circle means that the number **is** included in the solution.

$$m < -3$$



The solution is all numbers less than negative three.
-3 is **not** included in the solution.

1.) Write an inequality for the graph.

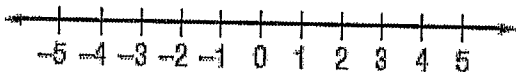


2.) Write an inequality for the graph.



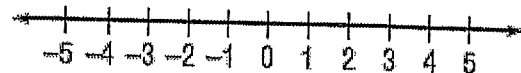
3.) Graph the inequality.

$$b \geq -1$$



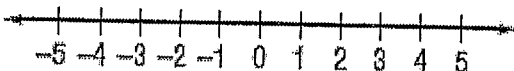
4.) Graph the inequality.

$$z < 3$$



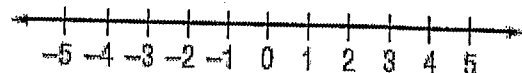
5.) Solve the inequality, then graph it on the number line.

$$y + 9 \leq 13$$



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

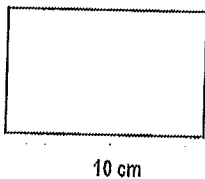
Pre-Algebra – Summer Math Packet

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.



$$P = 2L + 2W$$

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

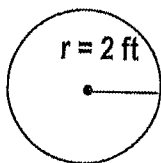
$$P = 20 + 16$$

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

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.



$$A = \pi r^2$$

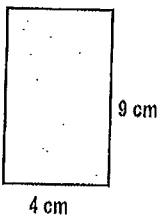
$$A = 3.14 \cdot (2)^2$$

$$A = 3.14 \cdot 4$$

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

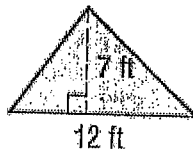
Write the equation
Replace π with 3.14 and r with 2
Square the 2
Simplify and add the correct label

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.

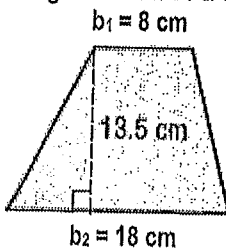


2.) The formula for finding the area of a triangle is

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

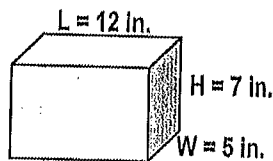


3.) A trapezoid has two bases (b_1 and b_2). The formula for finding the area of a trapezoid is: $A = \frac{1}{2}h(b_1 + b_2)$



Find the area of the trapezoid.

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



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

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**.

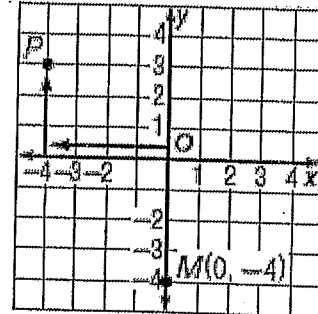
Points are located using **ordered pairs**. The first number in an ordered pair is the **x-coordinate**; the second number is the **y-coordinate**.

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 Quadrant 1

- 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.



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: 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.

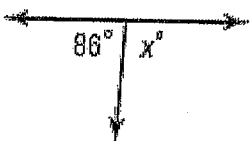
The two angles are complementary, so the sum of their measures is 90° .

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

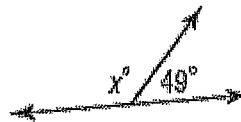
Write the equation
Subtract 66 from both sides
Simplify
The angle is 24°



1.) Find the value of x .



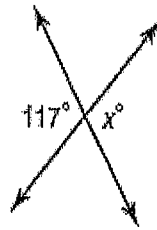
2.) Find the value of x .



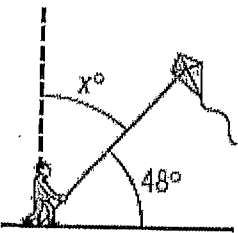
3.) Find the value of x .



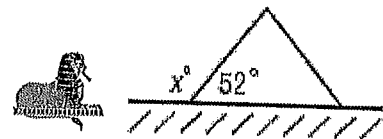
4.) Find the value of x .



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 ?



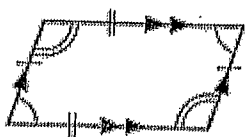
On a scale of 1 – 5 (1: Weak, 5: Strong) rate yourself on this section of math: 1 2 3 4 5

Pre-Algebra – Summer Math Packet

Unit: Knowledge of Geometry

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

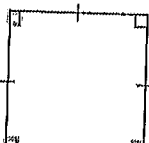
Examples of Quadrilaterals:



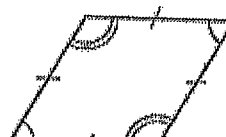
Parallelogram



Rectangle



Square



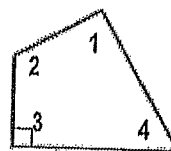
Rhombus



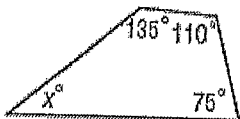
Trapezoid

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°

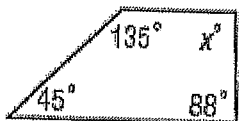
Simplify

Subtract 320 from each side

The missing angle is 40°

Find the missing measure in each of the following quadrilaterals.

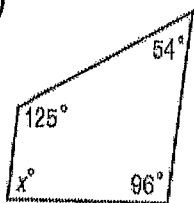
1.)



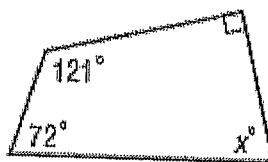
2.)



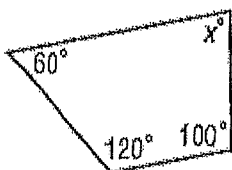
3.)



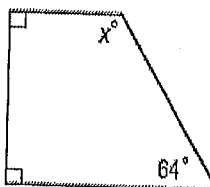
4.)



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

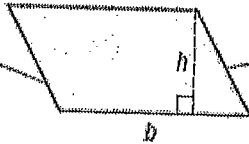
Unit: Knowledge of Measurement

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.

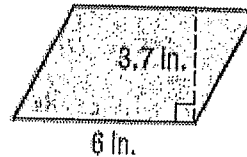


The height is the length of the segment perpendicular to the base with endpoints on opposite sides.

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

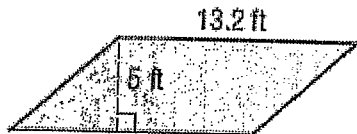
Calculate: $A = bh$ Area of a parallelogram
 $A = 6 \cdot 3.7$ Replace **b** with 6 and **h** with 3.7
 $A = 22.2$ Multiply



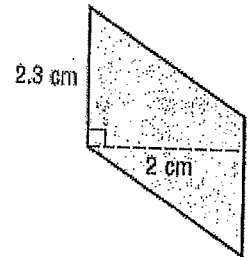
Check: The area of the parallelogram is 22.2 square inches. This is close to the estimate.

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

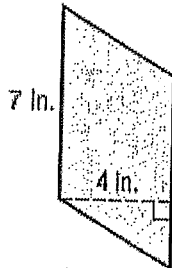
1.)



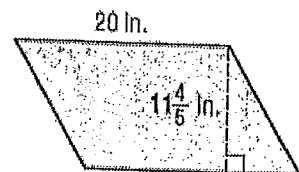
2.)



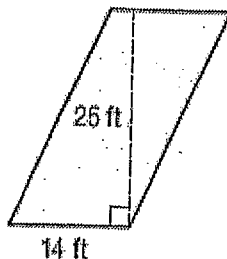
3.)



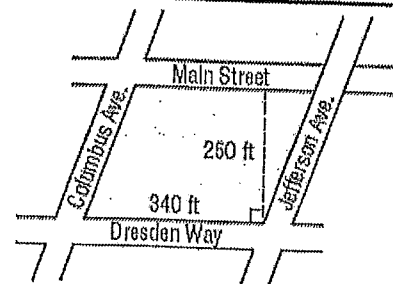
4.)



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

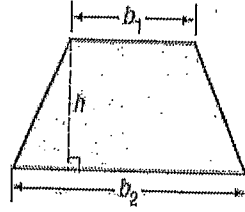
Pre-Algebra – Summer Math Packet

Unit: Knowledge of Measurement

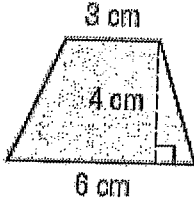
Objective: Estimate and determine the area of quadrilaterals using parallelograms or trapezoids – B.

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.



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

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

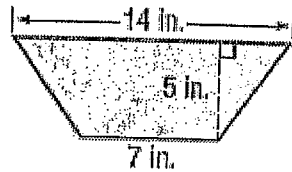
$$A = 18$$

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

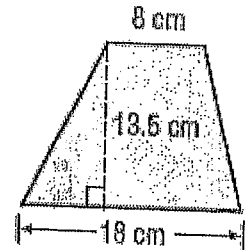
The area of the trapezoid is 18 square centimeters.

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

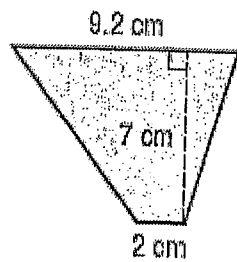
1.)



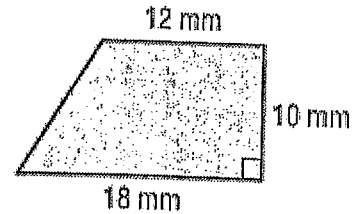
2.)



3.)



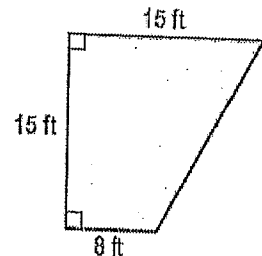
4.)



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.



6.) Greta is making a patio with the dimensions given in the figure. What is the area of the patio?



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

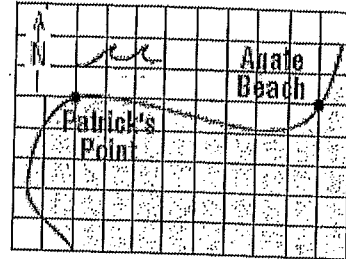
Unit: Knowledge of Measurement

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	
$1 \cdot x = 50 \cdot 8$ cross multiply			



$x = 400$ simplify

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

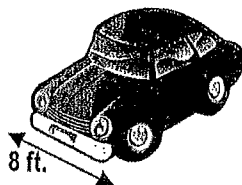
1.) On a map, the distance from Los Angeles to San Diego is 6.35 cm. The scale is 1 cm = 20 miles. What is the actual distance?



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?

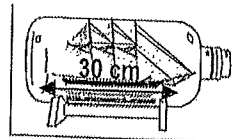


3.) A scale drawing of an automobile has a scale of 1 inch = 1/2 foot. The actual width of the car is 8 feet. What is the width on the scale drawing?

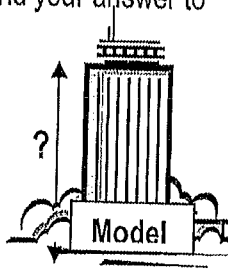


Actual car

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 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. $10 + 3 + 12 = 25$

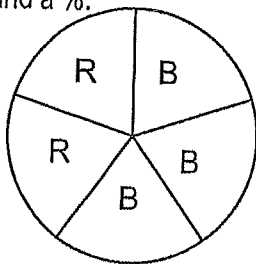
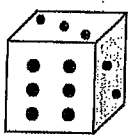
Step 2 – Determine the probability of picking a purple marble. $P(\text{purple}) = \frac{\text{number of purple}}{\text{Total marbles}} = \frac{10 \div 5}{25 \div 5} = \frac{2}{5}$

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.

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

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 with <, >, or =.

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

4.) Which is the largest?

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

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:

$$-6 + (-3) = \text{add keep the sign} = -9$$

$$-34 + (-21) = \text{add keep the sign} = -55$$

$$8 + (-7) = \text{subtract keep the sign of the higher} = 1$$

$$-5 + 4 = \text{subtract keep the sign of the higher} = -1$$

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.

Add: $\frac{1}{6} + \frac{2}{5} =$	$\frac{1}{6} = \frac{1 \cdot 5}{6 \cdot 5} = \frac{5}{30}$	$\frac{2}{5} = \frac{2 \cdot 6}{5 \cdot 6} = \frac{12}{30}$
$\frac{5}{30} + \frac{12}{30} = \frac{17}{30}$		

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.

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

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

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

**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.

Add price and tax to determine the total price.

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

$$17.55 + 1.07 = 18.82$$

- **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)