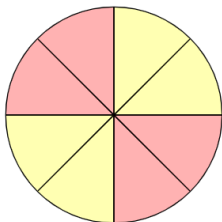


Warmup

1. What part of the circle is red? _____

yellow? _____



2. What part of the rectangle is blue? _____ is white? _____

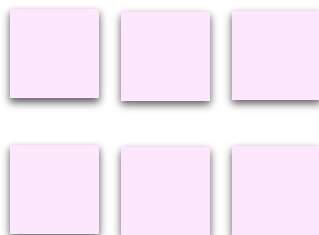


3. Use the numbers 1,2,3,4,5,6,7,8,9, and 10 to answer the following questions.

What are the even numbers? _____

odd numbers? _____

4. Draw the six faces of a standard 6-sided die.



5. Complete the table to show to the possible amounts from rolling two dice.

	1+1 2					
				6		
			7			
						12

I. Probability and Spinners

Probability: The chance of an event occurring.

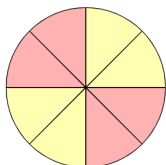
$$P = \frac{\text{The number of favorable outcomes}}{\text{The total number of outcomes}}$$



Die (singular)
Dice (plural)

Make the circle shown in Warmup #1 into a spinner. What is the chance the spinner will land on red?

$$P = \frac{\# \text{ red sections}}{\text{Total \# sections}} = \frac{4}{8} = \frac{1}{2}$$



The numbers 1,2,3,4,5,6,7,8,9, and 10 are each written on an index card. The ten cards are placed in a hat. What is the chance the number pulled out will be an odd number?

$$P = \frac{\# \text{ odd numbers}}{\text{Total \# cards with numbers}} = \frac{5}{10} = \frac{1}{2}$$


6. A spinner, like the one shown, is used in a game. Determine the probability of landing on a 5 on the next spin

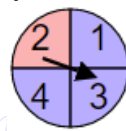
$$P = \frac{\text{Sections with a \#5}}{\text{Total \# sections}} = \frac{1}{8}$$



7. A game is played with a color spinner. Each section is the same size. Find the probability of landing on each color.

$$P(\text{red}) = \frac{2}{8} = \frac{1}{4}$$

$$P(\text{blue}) = \frac{2}{8} = \frac{1}{4}$$



8.

II. Probability and One 6-Sided Die

Probability on a 6-sided die: There are 6 possible outcomes.



It is also called:

A number cube, a standard die.



You roll a six-sided die. What is the probability of rolling a 1?

$$P = \frac{\# \text{ on 1s on the die}}{\text{Total \# sections}} = \text{---}$$

You roll a six sided die. What is the probability of rolling an odd number?

$$P = \frac{\# \text{ odd numbers}}{\text{Total \# sections}} = \text{---}$$

9. You roll a six-sided die. What is the probability of rolling a number greater than 2?

$$P = \frac{\# \text{ of numbers} > 2}{\text{Total \# sections}} = \text{---}$$

10.

III. Probability and Two 6-Sided Dice

Probability with Two 6-sided die: There are 36 possible outcomes.



	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10
5	6	7	8	9	10	11
6	7	8	9	10	11	12

You roll two six sided dice. One of the dice is black and the other is purple. What is the probability of rolling a total of 6?

$$P = \frac{\# \text{ possible combinations of 6}}{\text{Total \# possibilities}} = \text{---}$$

You roll two six sided dice. One of the dice is brown and the other is blue. What is the probability of rolling a total greater than 3?

11. You roll two six sided dice. One of the dice is red and the other is green. What is the probability of rolling a total less than 3?

12.

IV. Probability and Letters in a Word

Probability and Letters:

Vowels: _____

Consonants: All the letters that are not vowels

What is the probability of randomly picking a **letter b** from the word **Probability**?

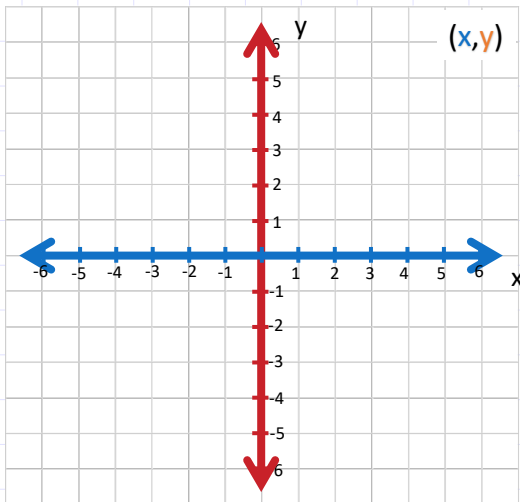
$$P = \frac{\text{\# of letter } b \text{ in word}}{\text{Total \# letters}} = \underline{\hspace{2cm}}$$

13. What is the probability of randomly picking a **letter d** from the word **friends**?

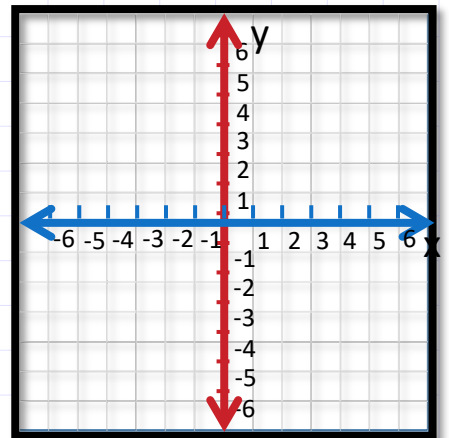
14.

V. Practice

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Success Check # _____

Name:

Date:

Warmup

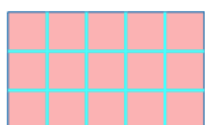
1. The grades for the Math test are 91,94,93,95, and 100. The teacher randomly picks one test from the class. Find each probability.

What is the probability the test will be greater than or equal to 90? _____

What is the probability the test will be less than an 80? _____

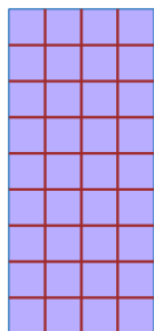
What is the probability the teacher will pick a test with a 100%? _____

2. Find the Area of each figure:



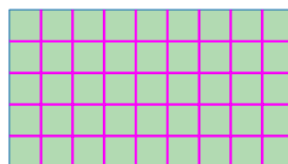
3

5



9

4



5

9



4

2

3. _____ is the amount of space inside a figure. The units are _____.

_____ is the distance around a figure. It is measured in _____.

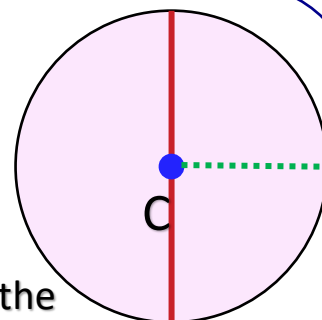
I. Circles

Circle: A set of points in a plane that are the same distance from a point in the plane.

Point C is the _____ of the circle

The **green dashed line segment** is the _____. It is the distance from the center of the circle to any point on the circle.

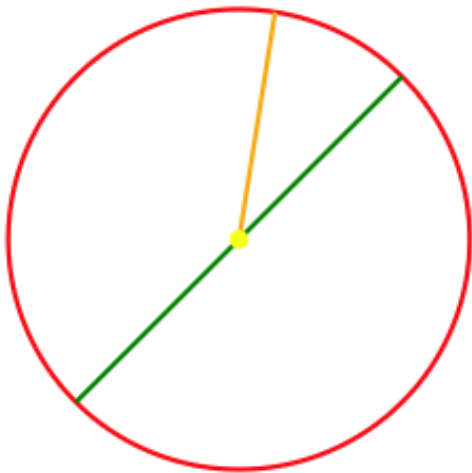
The **red line segment** is the _____. It is the distance from one side of the circle to the other side, through the center.



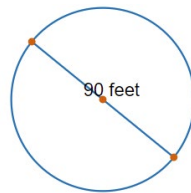
diameter = _____ radius

radius = _____ diameter

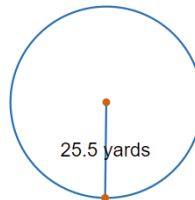
4. Label the parts of the circle



5. Find the radius of the circle.



6. Find the diameter of the circle.



II. Circumference of a Circle

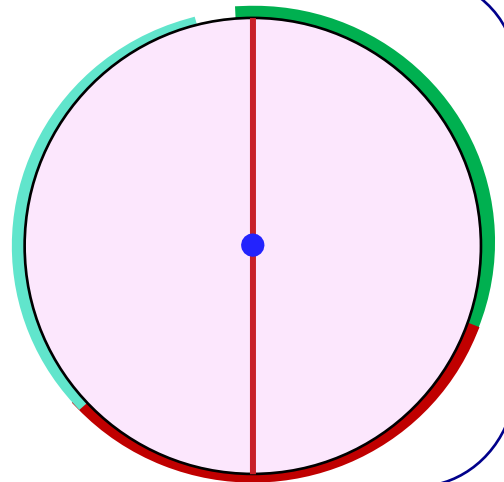
Circumference: The distance around a circle.

$$C = \pi d$$

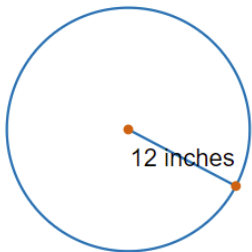
$$C = 2\pi r$$

The diameter of a circle goes around the circle three times and a little more. $\pi = 3.14$

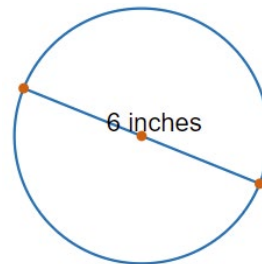
3.1415926535897932384626433....



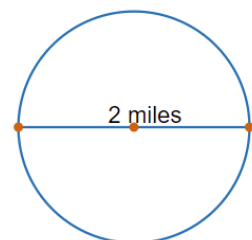
Find the circumference of the Circle



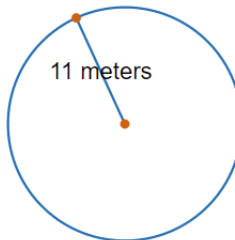
Find the circumference of the Circle



7. Find the circumference of the Circle



8. Find the circumference of the Circle



9. Find the circumference of the Circle

III. Area of a Circle

Area of a Circle: The area of the circle is the space inside the circle.

$$A = \pi r^2$$

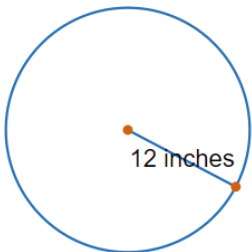
$$A = \pi r r$$

In class you will use $\pi = 3.14$

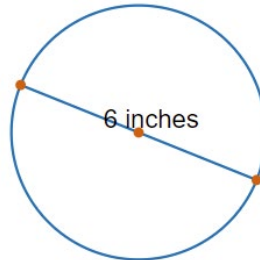
3.1415926535897932384626433....

Area is always
_____ units

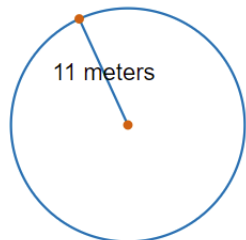
Find the area of the Circle



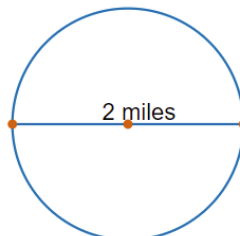
Find the area of the Circle



10. Find the area of the Circle



11. Find the area of the Circle



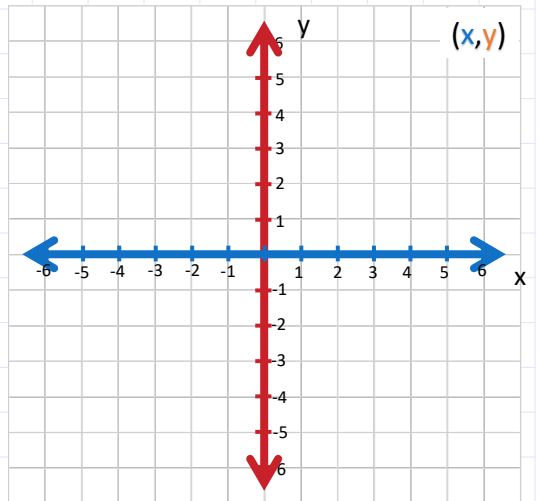
12. Find the area of the Circle

13. Write the Area and Circumference Formulas

IV. Practice

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Success Check # _____

Name:

Date:

Warmup

1. Evaluate if $x=81$: $\sqrt{x}$

2. What is the probability of randomly picking a **vowel** from the word **Quadrilateral**?

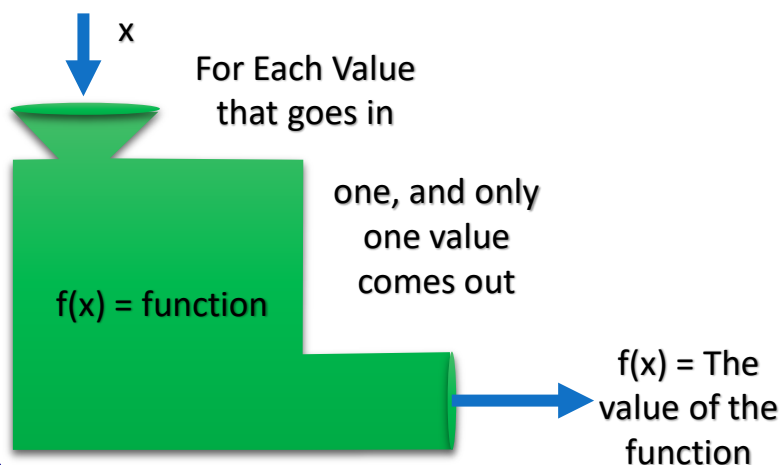
3.

Percent	Fraction	Decimal
	$\frac{3}{4}$	
90%		
		0.5

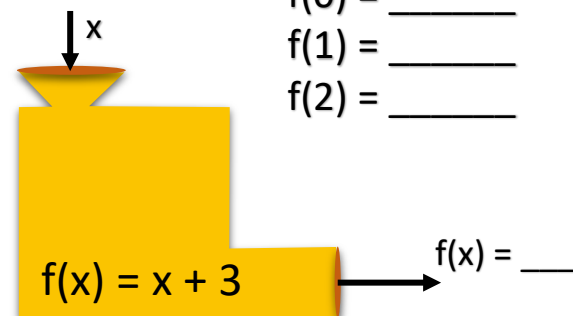
4. $-4(3 - 4 + -2) + 10^2 - \sqrt{25} - \frac{16}{4}$

I. Functions

Functions: for each x value, the function will return only 1 value.



The function $f(x) = x + 3$ increases a number by 3. Find the value of the function when $x=0$, $x=1$, and $x=2$.

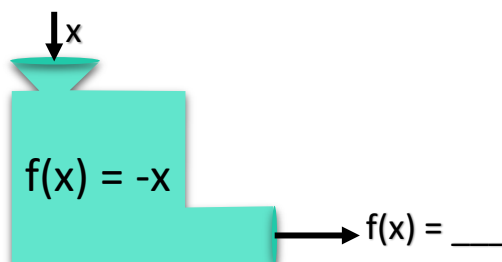


$$f(0) = \underline{\hspace{2cm}}$$

$$f(1) = \underline{\hspace{2cm}}$$

$$f(2) = \underline{\hspace{2cm}}$$

The function $f(x) = -x$ returns the opposite of a number. Find the value of the function when $x=1$, $x=5$, and $x=10$.

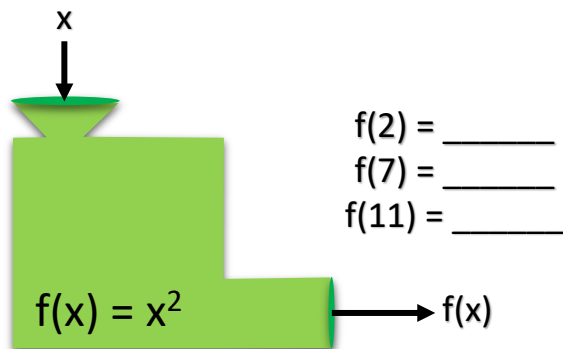


$$f(1) = \underline{\hspace{2cm}}$$

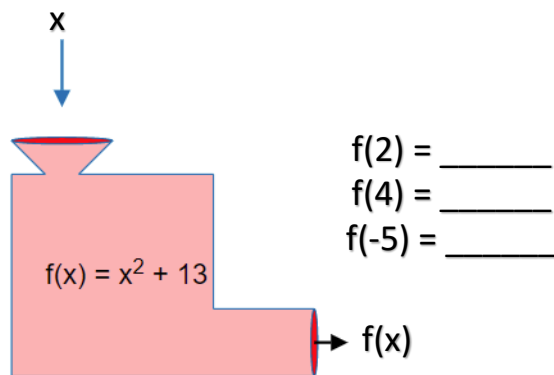
$$f(5) = \underline{\hspace{2cm}}$$

$$f(10) = \underline{\hspace{2cm}}$$

5. The formula $A=s^2$ is used to find the area of a square. The function $f(x)=x^2$ shows the relationship between the side of the square and the area. Calculate the value of the function, $f(x)=x^2$ at $x = 2$, $x=7$, and $x=11$.



6. What is the value of the function, $f(x)=x^2 + 13$ at $x = 2$, $x=4$, and $x=-5$?



IV. Practice

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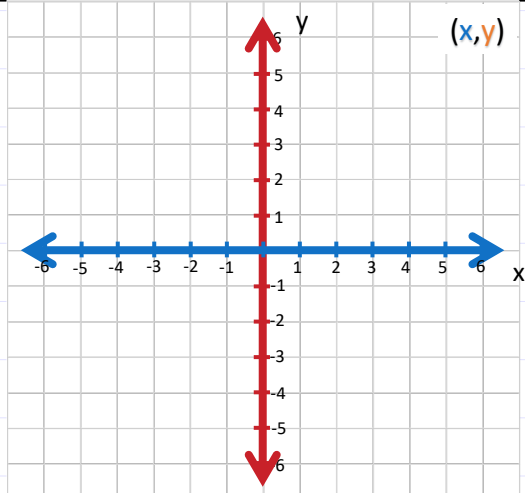
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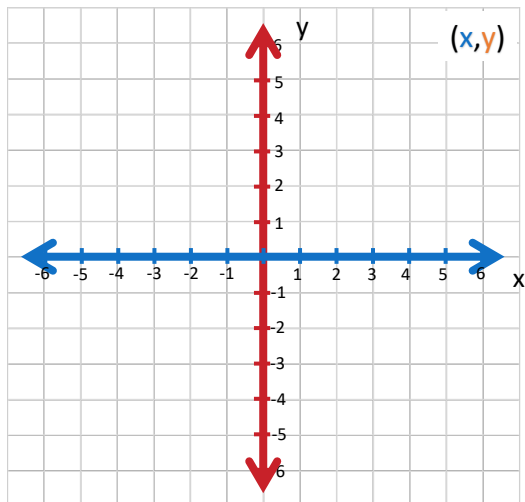
Success Check # _____

Name:

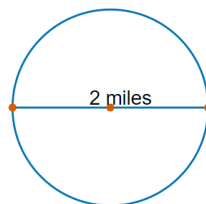
Date:

Warmup

1. Use the points A:(3,-4), B:(3,-6), C:(5,-6), D:(5,-4) to graph a polygon, then identify it.



2. What is the radius of the circle? _____
Find the area of the circle. (Use 3.14 for π)



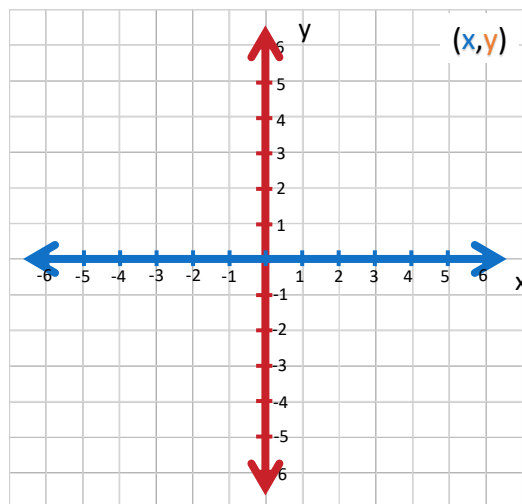
I. Transformations

Transformation: The changing of a figure on a plane or coordinate system.

Reflection: a transformation in which a shape of figure is _____ across a line.

Translation: a transformation in which a shape of figure is _____

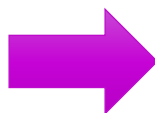
Reflect the quadrilateral from Warmup #1 through the x-axis.



Reflect the arrow over the green line

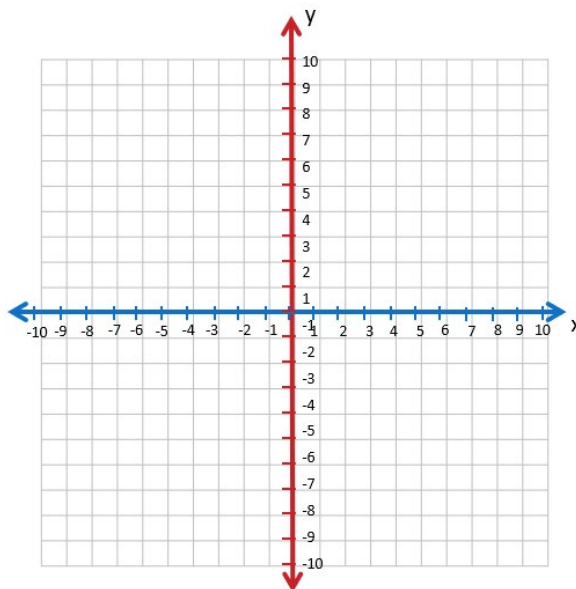
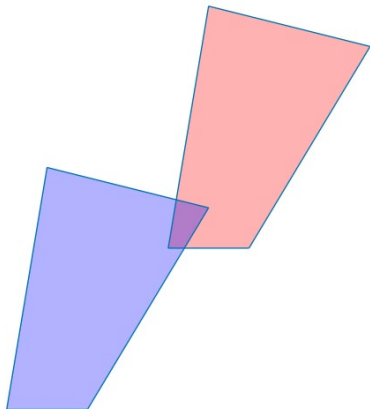


Translate the arrow $1\frac{1}{2}$ inches to the right

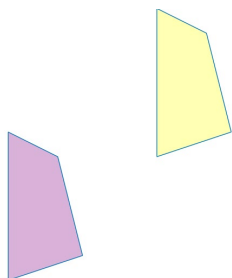


II. Translations

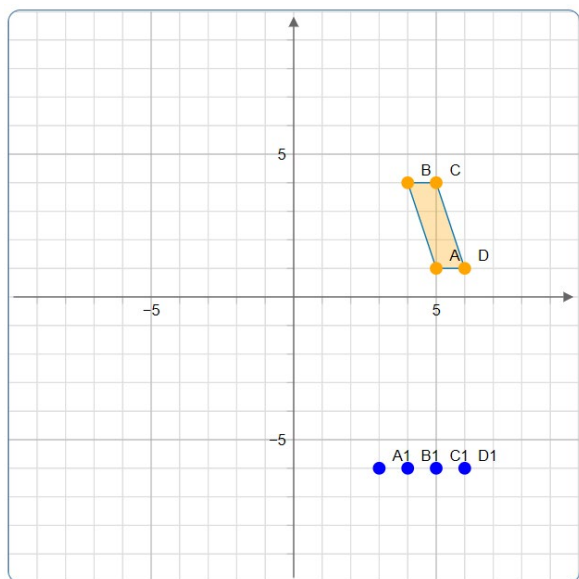
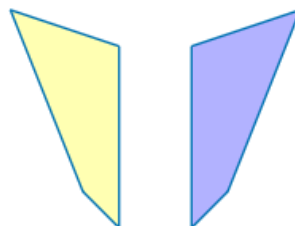
A translation is a move of the shape over the plane.



3. What transformation is shown?



4. What transformation is shown?

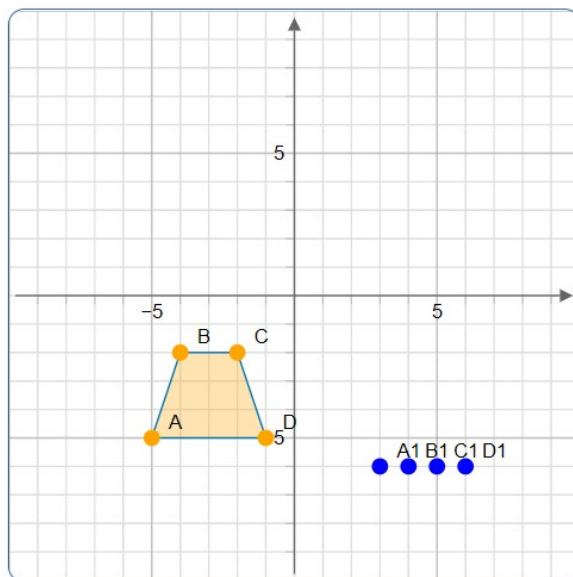


Plot the translation of the quadrilateral 3 to the right, and 1 to the up.

Quadrilateral ABCD is best defined as a

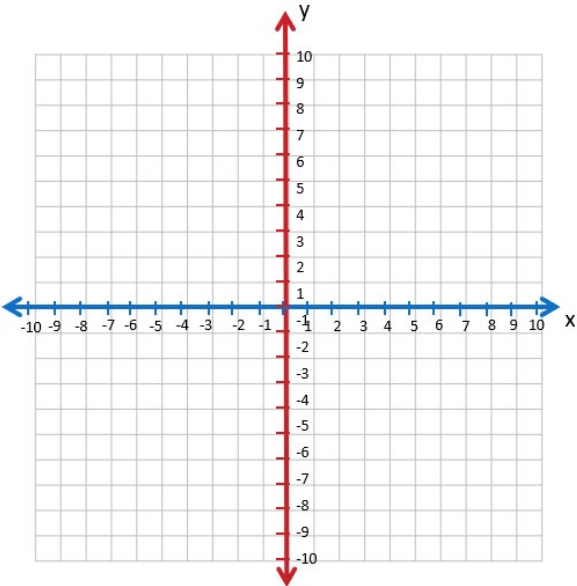
6. Plot the translation of the quadrilateral 2 to the left and 6 up.

Quadrilateral ABCD is best defined as a

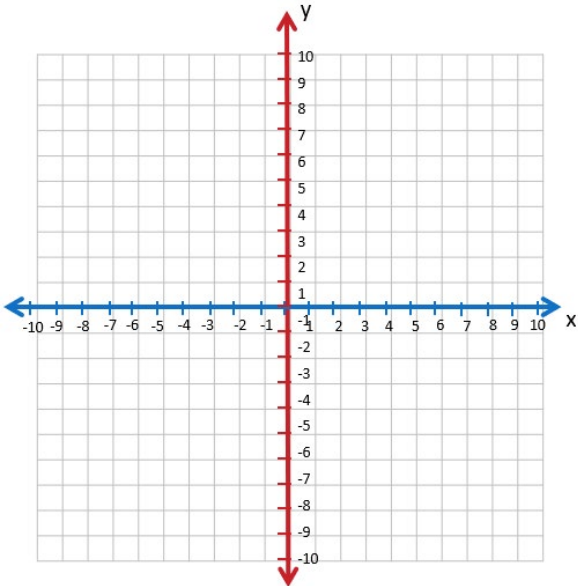


III. Practice

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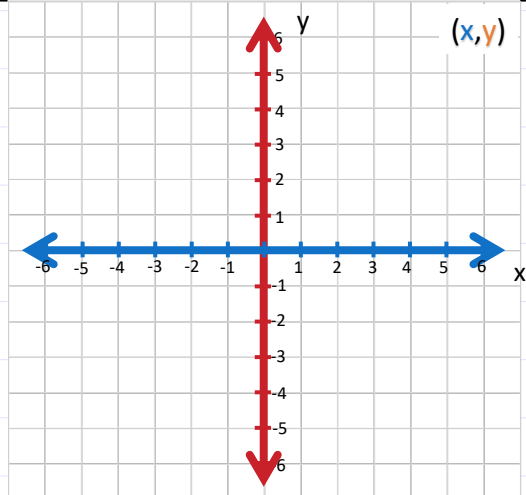
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Success Check # _____

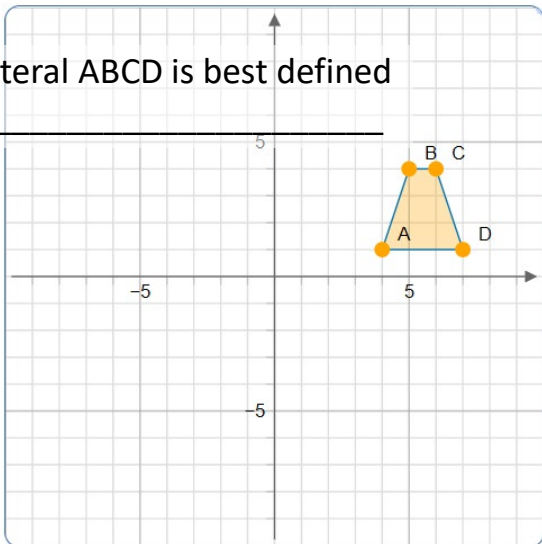
Name:

Date:

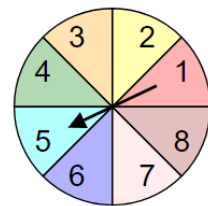
Warmup

1. Plot the translation of the quadrilateral 8 to the left and 6 to the down.

Quadrilateral ABCD is best defined as a _____

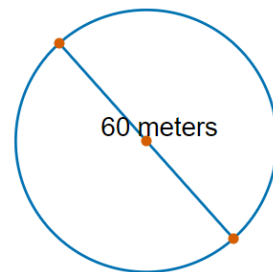


2. Determine the probability of landing on a **number less than nine** on the next spin.



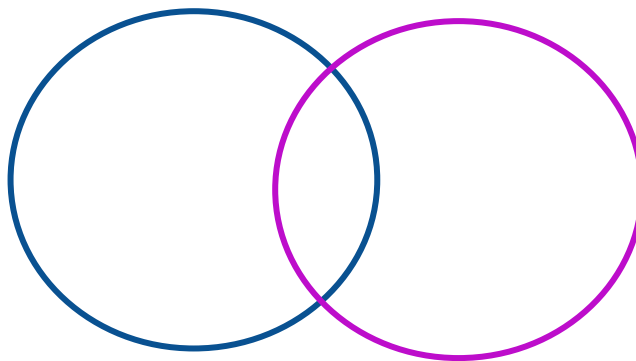
$P(\text{number less than } 9) = \underline{\hspace{2cm}}$

3. Find the circumference of the circle. (use 3.14 for π)



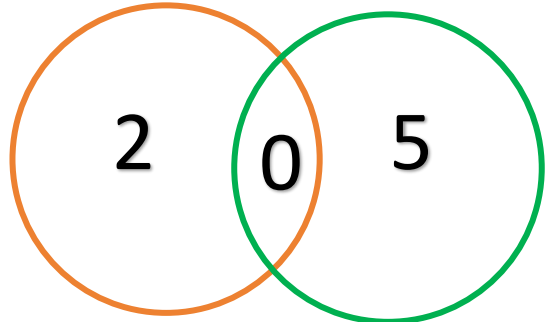
I. Venn Diagram with Two Circles

Venn Diagram: A method of using overlapping circles to organize data.



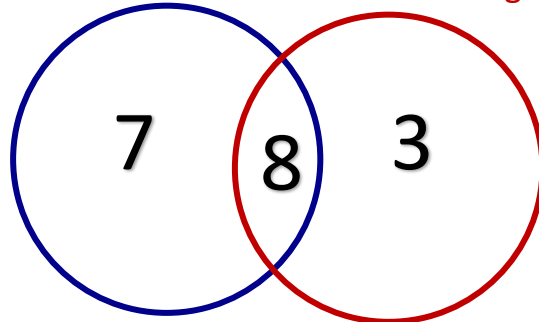
Wear Glasses

Do not Wear Glasses

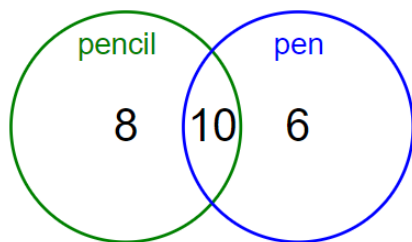


Pizza

Hot Wings



4. The venn diagram shown shows the results of a class survey regarding the number of students that use a pencil or pen for math class. Use the venn diagram to answer the following questions.

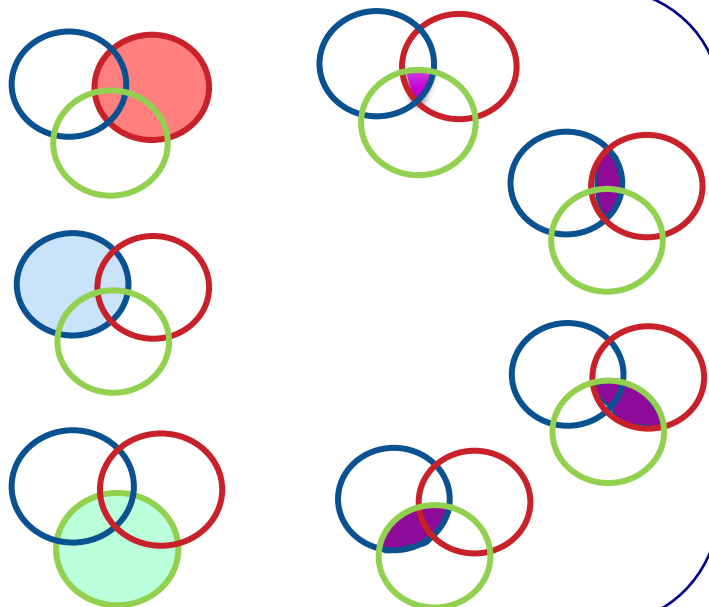
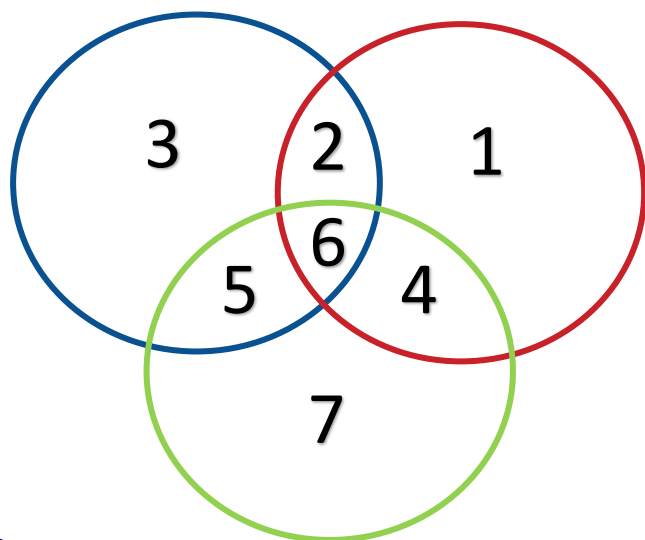


- How many students use a pencil? _____ students
- How many students use a pen? _____ students
- How many students use a pencil **and** pen? _____ students
- How many students were surveyed? _____ students
- How many students **only** use a pen? _____ students
- How many students **only** use a pencil? _____ students

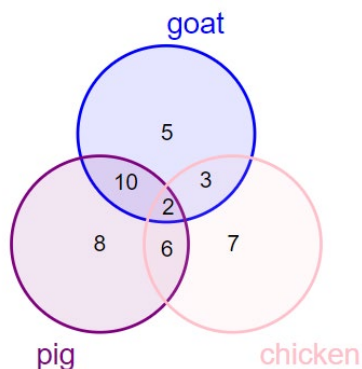
5.

II. Venn Diagrams with Three Circles

Color T-Shirt



6. The venn diagram shown shows the results of a class survey regarding the number of students that own a goat, pig, or chicken as a pet. Use the venn diagram to answer the following questions.



- A. How many students own a chicken? ____ students
- B. How many students own a pig? ____ students
- C. How many students own a goat **and** chicken? ____ students
- D. How many students were surveyed? ____ students
- E. How many students **only** own a pig? ____ students
- F. How many students **only** own a goat? ____ students

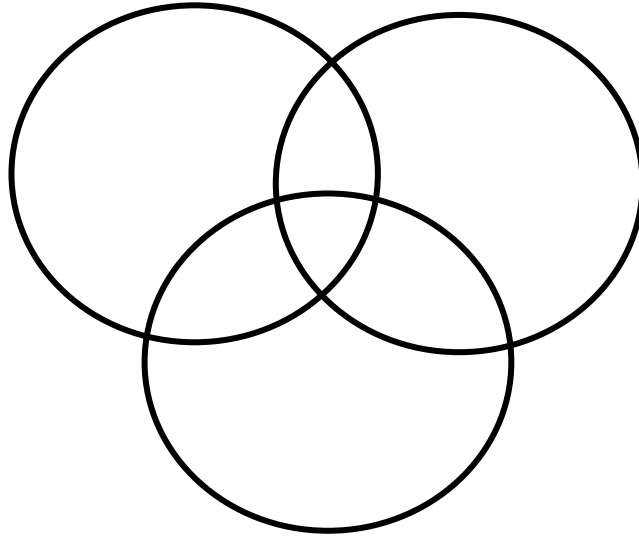
7.

III. Making Venn Diagrams with Data

The results of a recent class survey regarding the number of students that like to drink juice, water, or coffee with their breakfast is as follows: 28 students like to drink juice, 27 students like to drink water, 17 students like to drink coffee. 13 students like to drink juice and water. 7 students like to drink juice and coffee. 8 students like to drink water and coffee. 2 students like to drink all three.

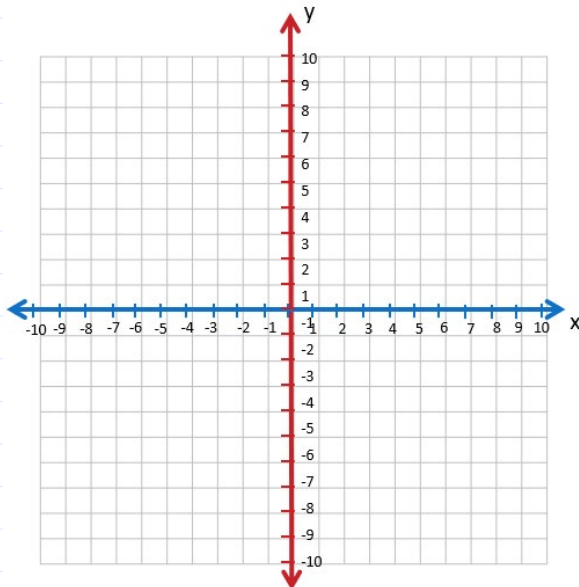
There are 51 students in the class. How many students did not choose anything?

8. The results of a recent class survey regarding the number of students that own a dog, cat, or hamster as a pet is as follows: 12 students own a dog, 18 students own a cat, 14 students own a hamster. 3 students own a dog and cat. 4 students own a dog and hamster. 11 students own a cat and hamster. 1 students own a all three. There are 39 students in the class. How many students did not choose anything?

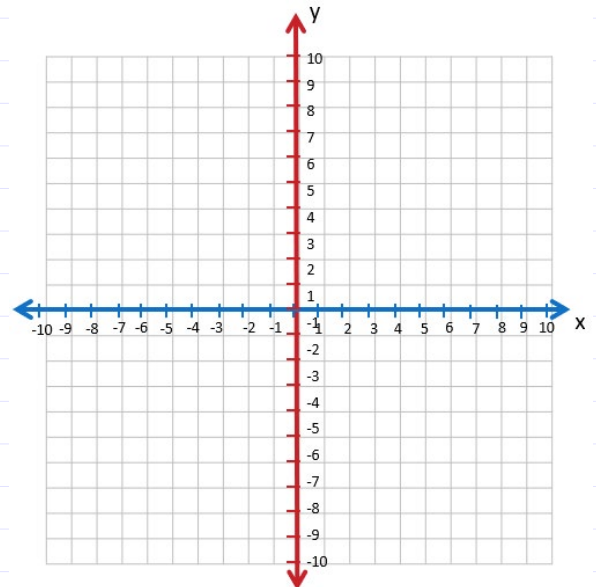


IV. Practice

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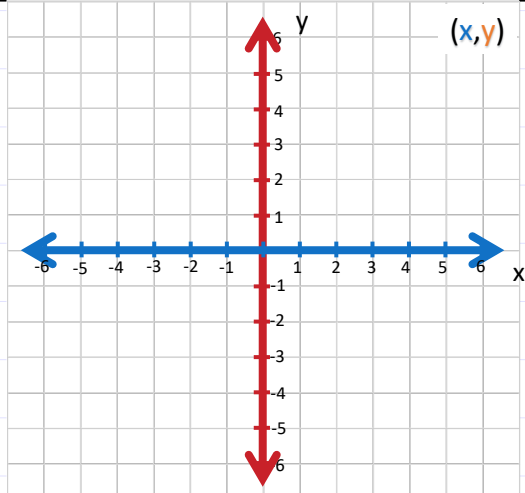
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Success Check # _____

Name:

Date:

Warmup

1. Solve for x:

$$-3x + 10 = -5$$

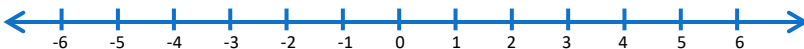
2. Solve for a:

$$\frac{a}{5} + 11 = 15$$

3. Multiply $\frac{2}{3}$ and $\frac{6}{7}$

4. Solve for r, then graph the solution.

$$\frac{r}{5} \leq 0.4$$



I. Solve 2-Step Multiplication Inequalities

Solve and Graph:

$$7a + 2 < 23$$



To solve 2-Step Inequalities

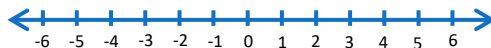
1. Undo addition or subtraction
2. Undo Multiplication or Division
3. Use a test variable to check the answer.

5. Solve and Graph:

$$9T + 6 \geq 42$$



6.



II. Solve 2-Step Division Inequalities

Solve and Graph:

$$\frac{X}{2} - 2 > 3$$



To solve 2-Step Inequalities

1. Undo addition or subtraction
2. Undo Multiplication or Division
3. Use a test variable to check the answer.

7. Solve and Graph:

$$\frac{Y}{8} - 5 \leq -4.625$$



8.



III. Practice

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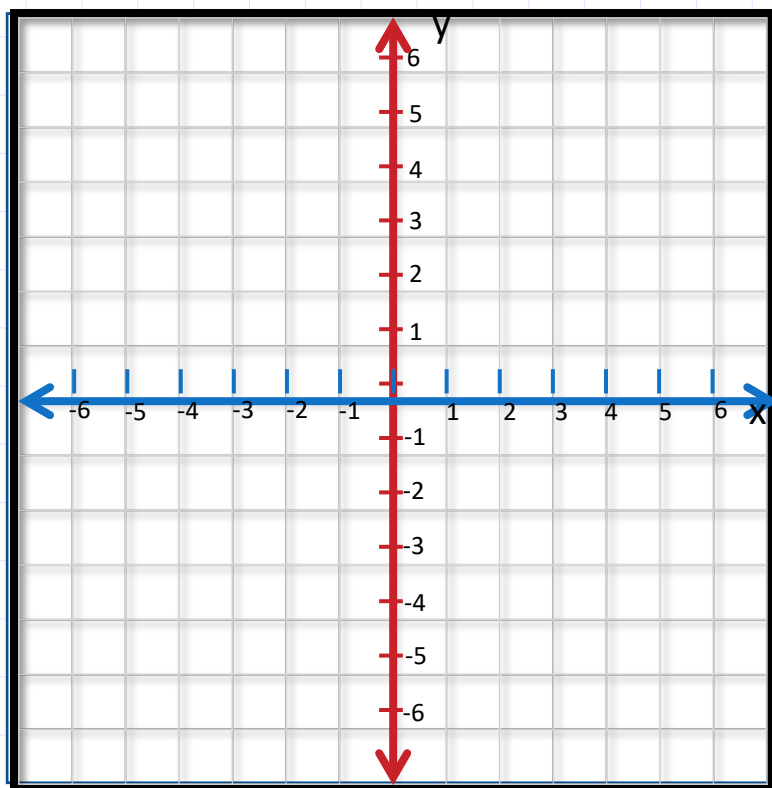
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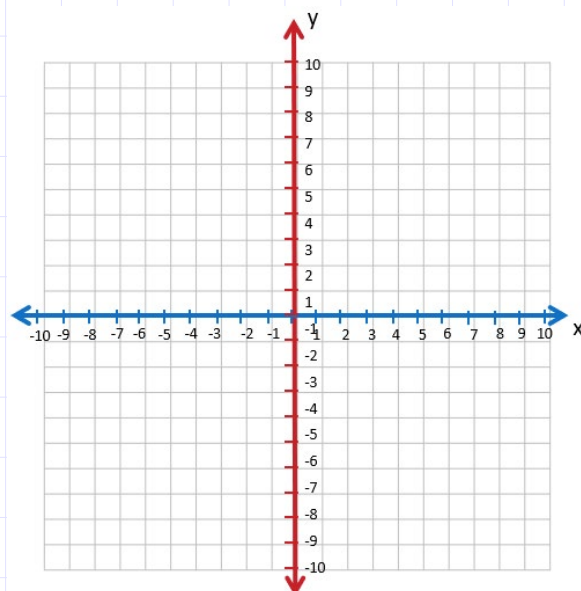
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Success Check # _____

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Date:

Name: _____

Attempt #: _____

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Name:

Attempt #:

Test # ____ Answer Sheet

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