




Name: _____













Test Date: _____

Unit 4 Study Guide

Self-Assessment Key:
 After completing the answers, color in face that shows how comfortable you are with each skill.

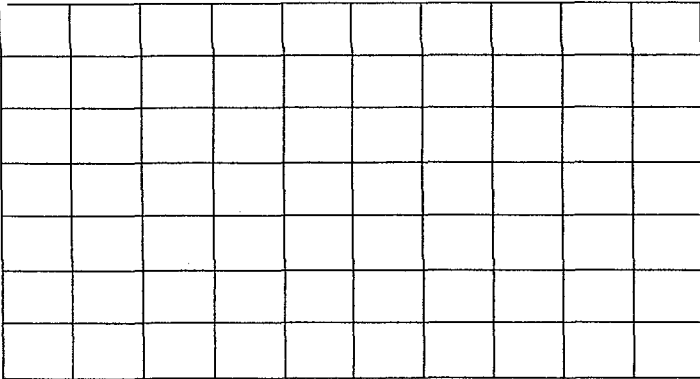
		
I understand and can do this on my own!	I can do this some of the time and with help.	I am still having a tough time with this.

You should be able to...

<p style="text-align: center;">Compare decimals with < > =.</p> <p>3.46 _____ 3.9 0.251 _____ 0.6</p> <p>0.34 _____ 0.4 0.76 _____ 0.9</p> <p>0.003 _____ 0.01 2.75 _____ 2.075</p> <p>0.02 _____ 0.021 0.45 _____ 0.450</p> <p style="text-align: center;">    </p>	<p style="text-align: center;">Order decimals.</p> <p style="text-align: center;">Write the follow numbers in order from smallest to largest.</p> <p style="text-align: center;">0.1 0.001 0.0001 0.21 0.2</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">smallest largest</p> <p style="text-align: center;">    </p>																																																																																																				
<p style="text-align: center;">Write decimals as fractions.</p> <p>0.3 = _____</p> <p>0.12 = _____</p> <p>0.483 = _____</p> <p>0.07 = _____</p> <p style="text-align: center;">    </p>	<p style="text-align: center;">Add decimals.</p> <p>33.91 + 13.8 = _____ 12.56 + 10.08 = _____</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin-top: 10px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> <p style="text-align: center;">    </p>																																																																																																				

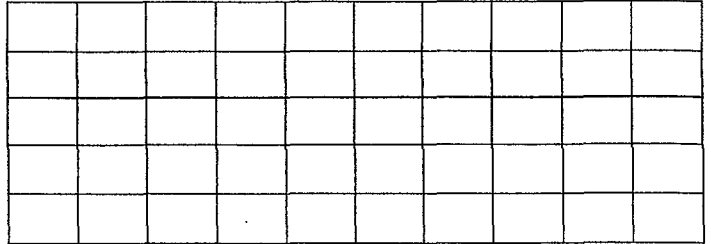
Subtract decimals.

$45.31 - 32.76 =$ _____ $23.01 - 9.9 =$ _____



Solve decimal number stories.

Regina had \$134.85 in her bank account. She withdrew \$30.50. A few days later she deposited \$50.25. What is her new balance?



Measure objects to the nearest millimeter and centimeter.

_____ cm
 _____ mm
 _____ cm
 _____ mm



Measure objects to the nearest 1/2 centimeter.

_____ cm
 _____ cm
 _____ cm
 _____ cm

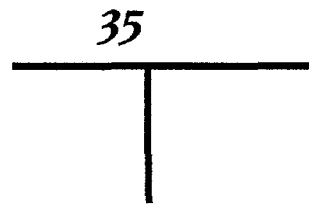


Solve open sentences (equations which include a letter in place of a number)

$24 = x - 7$ $x =$ _____
 $z / 4 = 8$ $z =$ _____
 $7 * m = 56$ $m =$ _____
 $63 \div t = 9$ $t =$ _____



List factors and multiples for a given number. Prime vs. composite.



First 6
 Multiples of 6:

Is 11 a prime number? Why or why not?



Skill #1: Compare decimals

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. Meyer or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Write $>$ or $<$ or $=$ to make a true sentence.

a. 9.28 _____ 9.3

b. 8.308 _____ 8.6

c. $9.3 + 3.1$ _____ $14.8 + 1.9$

d. $15.72 - 10.27$ _____ $6.2 - 2.9$

Part B:

Write $>$ or $<$ or $=$ to make a true sentence.

a. 3.7 _____ 3.46

b. 9.6 _____ 9.671

c. $5.15 + 6.7$ _____ $8.8 + 3.47$

d. $35.6 - 15.74$ _____ $54.56 - 34.732$

Skill #2: Ordering decimals

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. Meyer or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Write the following set of numbers in order from smallest to largest:

0.004, 3.3, 5.5, 0.07, 0.05, 1.2

_____ / _____ / _____ / _____ / _____ / _____

Part B:

Write the following set of numbers in order from smallest to largest:

0.472, 2.72, 4.27, 0.274, 0.074, 0.724

_____ / _____ / _____ / _____ / _____ / _____

Skill #3: Write decimals as fractions

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. Meyer or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Write each decimal as a fraction.

a. $0.6 =$ _____ b. $0.82 =$ _____ c. $0.719 =$ _____

d. $1.5 =$ _____ e. $0.07 =$ _____ f. $4.429 =$ _____

Part B:

Write each decimal as a fraction.

a. $5.42 =$ _____ b. $0.8 =$ _____ c. $0.753 =$ _____

d. $6.3 =$ _____ e. $0.13 =$ _____ f. $13.076 =$ _____

Skill #4 and 5: Add or subtract decimals

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. Meyer or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Add or subtract decimals. Show your work!

a. $16.51 - 14.86 =$ _____

b. _____ $= 0.68 + 6.34$

c. $\$18.54 - \$12.10 =$ _____

d. _____ $= \$9.78 + \10.47

Part B:

Add or subtract decimals. Show your work!

a. $27.7 - 13.64 =$ _____

b. _____ $= 0.94 + 3.563$

c. $\$35.32 - \$17.89 =$ _____

d. _____ $= \$75.34 + \65.96

Skill #6: Solve decimal number stories

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. Meyer or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Solve the decimal number stories. Show all your work!

1. Mrs. Hopkins had \$70.48 in her savings account. She withdrew \$30.84. A week later, she deposited \$30.47. What is the new balance in her savings account? Explain how you found your answer.

2. Pete was working with base-10 blocks. He was using the flat as the ONE. The longs were tenths. Pete counted 12 longs "one tenth, two-tenths, three-tenths, four-tenths, five-tenths, six-tenths, seven-tenths, eight-tenths, nine-tenths, ten-tenths, eleven-tenths, twelve-tenths." He wrote 0.12 to show what the blocks were worth. Is Pete right? Explain how you found your answer.

Skill #6: Solve decimal number stories

Part B:

Solve the decimal number stories. Show all your work!

1. Mr. Jones had \$175.52 in his savings account. He withdrew \$87.97. A week later, he deposited \$65.84. What is the new balance in his savings account? Explain how you found your answer.

2. Dave was working with base-10 blocks. He was using the flat as the ONE. The longs were tenths. Dave counted 17 longs "one tenth, two-tenths, three-tenths, four-tenths, five-tenths, six-tenths, seven-tenths, eight-tenths, nine-tenths, ten-tenths, eleven-tenths, twelve-tenths, thirteen-tenths, fourteen-tenths, fifteen-tenths, sixteen-tenths, seventeen-tenths." He wrote 1.7 to show what the blocks were worth. Is Dave right? Explain how you found your answer.

Skill #7: Measure line segments in mm and cm

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. Meyer or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Measure the length of the line segment in millimeters.

Record your measurements in millimeters and centimeters.



_____ mm

_____ cm



_____ mm

_____ cm

Part B:

Measure the length of the line segment in millimeters.

Record your measurements in millimeters and centimeters.



_____ mm

_____ cm



_____ mm

_____ cm

Skill #8: Measure line segments to the nearest $\frac{1}{2}$ cm

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. Meyer or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Measure the line segment below to the nearest $\frac{1}{2}$ centimeter.

_____ cm

_____ cm

Part B:

Measure the line segment below to the nearest $\frac{1}{2}$ centimeter.

_____ cm

_____ cm

Skill #9: Solve open sentences

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. Meyer or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Solve each open sentence.

a. $130 + r = 148$ $r =$ _____

b. $44 - m = 16$ $m =$ _____

c. $4 * p = 28$ $p =$ _____

d. $35 / n = 7$ $n =$ _____

Part B:

Solve each open sentence.

a. $342 + r = 608$ $r =$ _____

b. $m - 67 = 32$ $m =$ _____

c. $9 * p = 72$ $p =$ _____

d. $n / 8 = 7$ $n =$ _____

Skill #10: Factors, Multiples, Prime vs. Composite

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. Meyer or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

List the first ten multiples of 9.

_____ / _____ / _____ / _____ / _____ / _____ / _____ / _____ / _____ / _____

List the factor pairs of 12:

_____ and _____ _____ and _____ _____ and _____

Is 12 prime or composite? Why? _____

Part B:

List the first ten multiples of 7.

_____ / _____ / _____ / _____ / _____ / _____ / _____ / _____ / _____ / _____

List the factor pairs of 18:

_____ and _____ _____ and _____ _____ and _____

Is 18 prime or composite? Why? _____

ALGEBRAIC CONCEPTS READINESS CHECKLIST

Name: _____

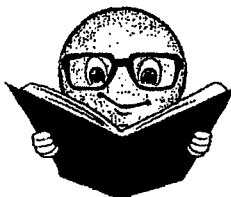
DIRECTIONS:

For each of the following goals, place a checkmark under the column with the appropriate symbol for your level of readiness.

The symbols are:






Rock on – I'm Ready!



Feeling good, but I need
To do a bit more studying here!



I need some help with this!

	Unit Goals			
1	Recognize, extend and/or describe patterns in sequences.			
2	Create and/or interpret expressions, equations, or inequalities that model problem situations.			
3	Solve equations or inequalities for an unknown variable using inverse operations.			
4	Graph inequalities on a number line.			
5	Evaluate numeric and algebraic expressions using order of operations.			
6	Interpret and/or compare data shown on coordinate graphs.			
7	Generate a table from a written situation and interpret the data set.			

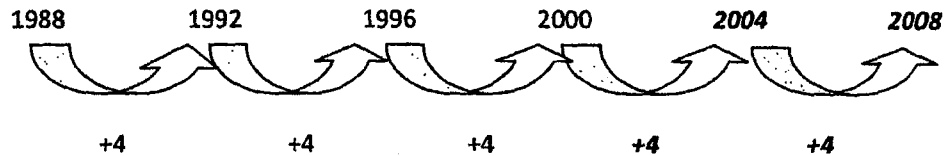
A by C
MODEL A

Finding Patterns

A pattern is a change that occurs in a predictable way.

Example: The Summer Olympics were held in 1988, 1992, 1996 and 2000. Describe the pattern. Then find the next two years in the pattern.

Solution: Look to see how each number is related to the preceding number. Each year after 1988 is 4 more than the preceding year.



The next two years in the pattern are 2004 and 2008.

Describe the pattern. Then find the next two numbers.

1. 1, 4, 7, 10, _____, _____
2. 55, 50, 45, 40, _____, _____
3. 3, 6, 12, 24, _____, _____
4. 320, 160, 80, 40, _____, _____
5. 34, 36, 39, 43, _____, _____
6. 1, 2, 4, 8, 10, 20, 22, _____, _____
7. 15, 21, 19, 25, 23, 29, 27, _____, _____
8. 4, 8, 11, 22, 25, 50, 53, _____, _____

Write Expressions, Equations, and/or Inequalities for Written Situations

Key Words

Operations				Equations	Inequalities
Addition	Subtraction	Multiplication	Division		
More than	Less than	Product	Quotient	Is equal to =	Is less than <
The sum of	Difference	Times	Divided by		Is greater than >
Increased by	Fewer than	Of, per, for every	Divided into		Is less than or equal to ≤
total	Subtracted from	Multiply by			Is greater than or equal to ≥

Example #1

Write the phrase as an expression.

A number divided into 25

$$25 \div n$$

Example #2

Write the statement as an equation. Solve.

The total of a number and 8 is 12.

$$n + 8 = 12$$

$$\underline{-8 \quad -8}$$

$$n = 4$$

Example #3

Write the statement as an inequality. Solve.

Twice a number is greater than 12.

$$\underline{2n > 12}$$

$$\underline{2 \quad 2}$$

$$n > 6$$

#1 – 2 Write each phrase as an algebraic expression.

- Six decreased by a number
- 12 fewer than a number

#3 – 4 Write each statement as an equation. Solve.

- A number divided by 3 is 6.
- Tina has 16 cousins, which is seven more than Pedro has.

#5 – 6 Write the sentence as an inequality. Solve.

- A number minus 7 is less than or equal to five.
- A restaurant can seat 54 people. If a party of 12 joins the people already seated, the restaurant will not be full.

Solve equations or inequalities for an unknown variable using inverse operation.

Example #1: Equation

$$8x = 168$$

$$\frac{8x}{8} = \frac{168}{8} \text{ (inverse of } x \text{ is } \div)$$

$$x = 21 \text{ (solution)}$$

Example #2: Inequality

$$x - 15 < 71$$

$$x - 15 < 71$$

$$\underline{+ 15} \quad \underline{+ 15} \text{ (inverse of } - \text{ is } +)$$

$$x < 86 \text{ (solution)}$$

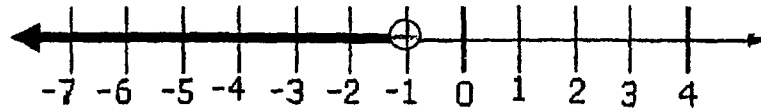
1. $4x = 20$	2. $f + 2 > 6$
3. $b - 42 = 8$	4. $35 = 7z$
5. $30 \leq 10a$	6. $\frac{y}{2} = 45$
7. $33 > 13 + s$	8. $5k = 20$
9. $14 = \frac{r}{3}$	10. $12v \geq 96$

Graphing Inequalities on a Number Line

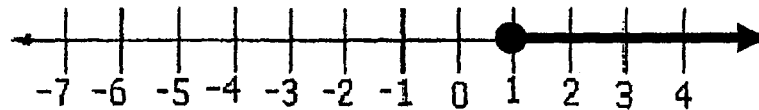
NOTE: When graphing an inequality, an open point is used to show that a point is not included in the solution (open for inequality symbol $>$ or $<$). A closed point is used to show that a point is included in the solution (closed for inequality symbol \geq or \leq).

Examples:

$$x < -1$$

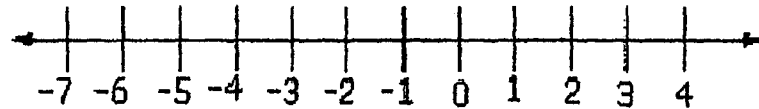


$$x \geq 1$$

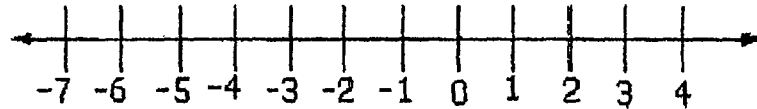


Graph the following inequalities on the number line provided.

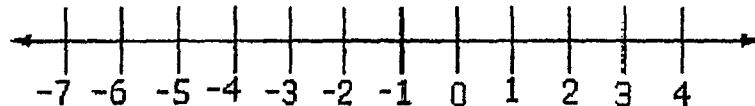
1. $x > 0$



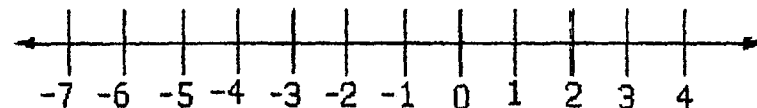
2. $x < 2$



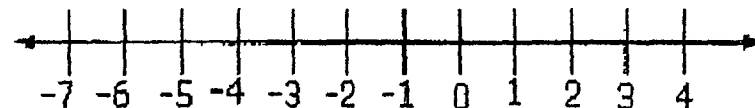
3. $4 \leq x$



4. $2 > x$



5. $x \leq 3$



Evaluating Algebraic Expressions

A variable is a symbol that represents one or more numbers. A variable expression consists of numbers, variables, and the operations to be performed.

To evaluate an expression:

1. Substitute the given value for the variable into the expression.
2. Simplify using order of operations.

Example #1

Evaluate $3 + 4p$ for $p = 2$

$$\begin{aligned} 3 + 4 \cdot 2 & \text{ Substitute 2 for } p \\ = 3 + 8 & \text{ Multiply} \\ = 11 & \text{ Add} \end{aligned}$$

Example #2

Evaluate $60 \div ab$ for $a = 5$ and $b = 3$

$$\begin{aligned} 60 \div 5 \cdot 3 & \text{ Substitute 5 for } a \text{ and } 3 \text{ for } b \\ = 12 \cdot 3 & \text{ Divide} \\ = 36 & \text{ Multiply} \end{aligned}$$

#1 – 6 Evaluate each expression for $x = 5$ and $y = 2$.

1. $x + y$

2. $2y + 3x$

3. $x + \frac{12}{y}$

4. $56 - 3(x + 7)$

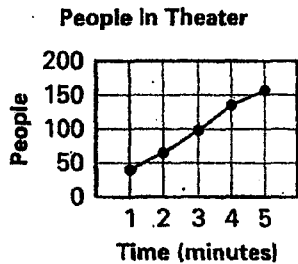
5. $\frac{xy + 8}{3}$

6. $27 \div (x - y)$

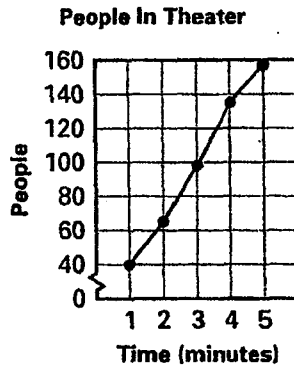
Interpret and/or compare data shown on coordinate graphs.

#1 – 2 Use the graphs shown below that represent the number of people entering the theater just prior to show time.

Theater A



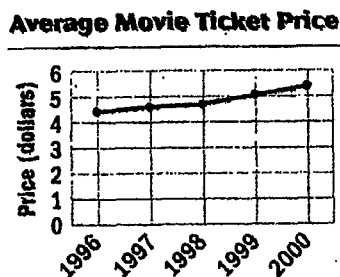
Theater B



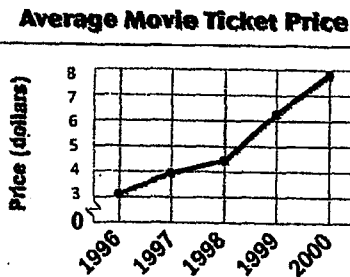
1. Describe the relationship between time and number of people as shown for Theater A.
2. The owner of Theater B claims that because the points are higher on his graph, his theater had more people entering per minute than Theater A. Do you agree? Explain.

#3 – 4 Use the graphs shown below that represent average ticket prices for two movie theaters from 1996 – 2000.

Theater A



Theater B



3. Describe the relationship between the year and ticket price for Theater A.
4. The owner of Theater A claims that because the distance between the points on his graph is less than the distance between the points on Theater B's graph, his theater has maintained a lower ticket price over the years. Do you agree? Explain.

Generate a Table from a Written Situation

A table of data shows the relationship between two variables and each entry in the table represents points on a coordinate grid (i.e. an ordered pair).

Example: In 2008, there were 338 students in seventh grade at Colonial Middle School. It was predicted that each year the number of students would increase by 5 students.

Generate a table that shows the number of 7th grades for 0 - 5 years since the prediction was made.

Year	0	1	2	3	4	5
Students	338	343	348	353	358	363

Based on the predicted increase per year, how many students would be in 7th grade 10 years after the prediction was made.

$$\begin{aligned}
 & 338 + (10 \cdot 5) \quad \text{starting number of students} + 5 \text{ students per year} \\
 & = 338 + 50 \\
 & = 388 \text{ students}
 \end{aligned}$$

1. The cost per ticket to go to a matinee showing of a new release at United Artists Theatre is \$6.00. Complete the table showing the cost for the given number of matinee tickets.

Number of Matinee Tickets	0	5	10	15	20	25
Cost (\$)						

2. Janine has entered a walkathon to raise money for her favorite charity. Each sponsor has agreed to pay Janine \$2.50 per kilometer walked. Complete the table showing how much money a sponsor owes for the given distance.

Distance (km)	0	15	30	45	60	75
Money Owed						

Practice & Challenge by Choice – Unit 1 Review Self Assessment

1. Help! I need somebody! Help! – I really need to go over this a lot.
2. Hit Me Baby One More Time – I need a quick refresher, maybe 1 problem.
3. I've Got Jagger Moves – I could teach this stuff to anyone.

	1	2	3
• To determine and apply the order of operations to simplify a discrete expression by hand			
• To determine and apply the order of operations to simplify a discrete expression with calculator			
• To apply integer operations to problems involving fitness and health.			
• To assign variables and write variable expressions for real world situations.			
• To translate variable expressions into English and vice versa.			
• To apply the distributive property (with FOIL and binomial x trinomial)			
• To distinguish between like and unlike terms.			
• To simplify variable expressions by collecting like terms.			

(A)

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82i-82n

~~$a+b$~~
 ~~$a \cdot b$~~
 ~~b~~

Name: _____

Diamond Factors

Complete the following Diamonds without using a calculator!!

1. 1 2	2. 1 6	3. 2 6	4. 3 7	5. 4 9	6. 7 7
7. 3 4	8. 1 7	9. 2 7	10. 3 8	11. 5 7	12. 7 8
13. 5 6	14. 1 8	15. 2 8	16. 3 9	17. 5 8	18. 7 9
19. 7 8	20. 1 9	21. 2 9	22. 4 5	23. 5 9	24. 8 8
25. 1 3	26. 2 3	27. 3 4	28. 4 6	29. 6 7	30. 8 9
31. 1 4	32. 2 4	33. 3 5	34. 4 7	35. 6 8	36. 9 9
37. 1 5	38. 2 5	39. 3 6	40. 4 8	41. 6 9	42. 11 5

(B)

~~$a+b$~~
 ~~$a \cdot b$~~
 ~~b~~

Name: _____

Diamond Factors

Complete the following Diamonds without using a calculator!!

1. $\begin{array}{c} 7 \\ \times \\ 3 \end{array}$	2. $\begin{array}{c} 6 \\ \times \\ 1 \end{array}$	3. $\begin{array}{c} 3 \\ \times \\ 12 \end{array}$	4. $\begin{array}{c} 9 \\ \times \\ 10 \end{array}$	5. $\begin{array}{c} 8 \\ \times \\ 4 \end{array}$	6. $\begin{array}{c} \times \\ 8 \end{array} 24$
7. $\begin{array}{c} \times \\ 6 \end{array} 42$	8. $\begin{array}{c} 5 \\ \times \\ 2 \end{array}$	9. $\begin{array}{c} 11 \\ \times \\ 12 \end{array}$	10. $\begin{array}{c} \times \\ 7 \end{array} 21$	11. $\begin{array}{c} 13 \\ \times \\ 3 \end{array}$	12. $\begin{array}{c} 9 \\ \times \\ 7 \end{array}$
13. $\begin{array}{c} 10 \\ \times \\ 30 \end{array}$	14. $\begin{array}{c} \times \\ 7 \end{array} 14$	15. $\begin{array}{c} 6 \\ \times \\ 3 \end{array}$	16. $\begin{array}{c} 8 \\ \times \\ 7 \end{array}$	17. $\begin{array}{c} 6 \\ \times \\ 36 \end{array}$	18. $\begin{array}{c} \times \\ 8 \end{array} 48$
19. $\begin{array}{c} \times \\ 5 \end{array} 15$	20. $\begin{array}{c} 8 \\ \times \\ 32 \end{array}$	21. $\begin{array}{c} 9 \\ \times \\ 3 \end{array}$	22. $\begin{array}{c} 9 \\ \times \\ 4 \end{array}$	23. $\begin{array}{c} \times \\ 4 \end{array} 52$	24. $\begin{array}{c} \times \\ 7 \end{array}$
25. $\begin{array}{c} \times \\ 6 \end{array} 24$	26. $\begin{array}{c} 9 \\ \times \\ 3 \end{array}$	27. $\begin{array}{c} \times \\ 6 \end{array} 18$	28. $\begin{array}{c} 12 \\ \times \\ 10 \end{array}$	29. $\begin{array}{c} 8 \\ \times \\ 3 \end{array}$	30. $\begin{array}{c} 9 \\ \times \\ 27 \end{array}$
31. $\begin{array}{c} 2 \\ \times \\ 18 \end{array}$	32. $\begin{array}{c} \times \\ 5 \end{array} 30$	33. $\begin{array}{c} 12 \\ \times \\ 9 \end{array}$	34. $\begin{array}{c} 4 \\ \times \\ 16 \end{array}$	35. $\begin{array}{c} \times \\ 1 \end{array} 7$	36. $\begin{array}{c} 5 \\ \times \\ 4 \end{array}$
37. $\begin{array}{c} \times \\ 3 \end{array} 12$	38. $\begin{array}{c} \times \\ 8 \end{array} 8$	39. $\begin{array}{c} 7 \\ \times \\ 14 \end{array}$	40. $\begin{array}{c} \times \\ 9 \end{array} 36$	41. $\begin{array}{c} \times \\ 9 \end{array} 72$	42. $\begin{array}{c} \times \\ 7 \end{array} 28$

$$\begin{array}{c}
 a \\
 a+b \quad \times \quad a \cdot b \\
 b
 \end{array}$$

Name: _____

Diamond Factors

Complete the following Diamonds without using a calculator!!

1. 10 × 24	2. 16 × 60	3. -9 × 20	4. 4 × -45	5. -2 × -15	6. -3 × -28
7. -16 × 55	8. 8 × 12	9. -1 × -42	10. -15 × 50	11. -4 × -32	12. -15 × 36
13. 9 × 14	14. -10 × 24	15. -11 × 30	16. 11 × 30	17. 5 × -36	18. -18 × 77
19. 4 × -60	20. -17 × 70	21. 7 × -30	22. -9 × 14	23. -13 × 42	24. -17 × 70
25. 1 × -20	26. -11 × -12	27. 9 × 20	28. 3 × 2	29. -5 × -66	30. 10 × 21
31. 9 × -22	32. -11 × 18	33. 18 × 81	34. 4 × 4	35. 5 × 6	36. 8 × 16
37. -18 × 77	38. 4 × -77	39. 9 × 18	40. 12 × 32	41. 6 × 9	42. 7 × 12

SELF-ASSESSMENT
Calculus H - Unit 2

Name: _____
GOALS FOR Unit 2:

Check how well I am doing:

Red Light (not so good)	Yellow Light (just ok)	Green Light (solid)	Priority
----------------------------	---------------------------	------------------------	----------

To find ALL roots both real and imaginary using your knowledge of the rational roots theorem, synthetic division and the quadratic formula (2.3)

Example problems to try:

Find all of the zeros of the polynomial function: $f(x) = 2x^4 + x^3 + 15x^2 + 9x - 27$
Also write $f(x)$ in factored form.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

To graph linear, exponential, power, trigonometric, square root, absolute value and inverse functions (2.2)

$$y = -3 \cos \frac{1}{2} \left(x + \frac{\pi}{3} \right) + 2$$

Describe the shifts/transformations that occurred in: $y = -\sqrt{4-x} + 3$

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

To model linear, exponential, power, trigonometric, square root, absolute value and inverse functions (2.2)

The manager of an 80 unit apt complex is trying to decide what rent to charge. Experience has shown that at a rent of \$800, all of the units will be full. On average, one additional unit will remain vacant for each \$25 increase in rent.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

- ★ Let $x = \#$ of \$25 increases, find an expression for the rent of each apt.
- ★ Find an expression for the number of apartments rented.
- ★ Write an equation for the total revenue from all rented apartments.
- ★ What value of x leads to maximum revenue? What is the max revenue?

You will be able to graph rational functions and identify all key characteristics including asymptotes, holes, domain, range, end behavior and intercepts (2.3)

$$f(x) = \frac{x^2 - 16}{4x + 8} \quad g(x) = \frac{12x}{x^2 + 2}$$

** (Use graph paper)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

You will evaluate the composite of a function (2.1)

Given: $h(x) = 3x$, $g(x) = x + 1$, and $f(x) = -x^2 + 2$

- calculate: $f(h(x))$ and $f(g(x))$
- give the domain and range of $h(g(x))$ using interval notation
- calculate: $\frac{f(x+h) - f(x)}{h}$

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

You will be able to use properties of logarithms to solve natural and common logarithmic equations (2.5)

$$-1 + 5 \ln 3x = 13 \quad 4 + 2e^{2x+1} = 16$$

$$\ln 24 = \ln 3 + \ln x \quad 2(3)^{2x-5} = (.01)4^{x-3}$$

(challenge)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

You will be able to interpret exponential models (2.4 and 2.6)

The population of a certain animal species decreases at a rate of 3.5% each year. You have counted 80 animals in the habitat.

- Write a function that models the change in animal population.
- Graph the function. Give the practical domain using interval notation.
- Estimate the number of years until the population first drops below 15 animals.
- If the population cut in half in 10 years, what would have been the rate of depreciation?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

You will be able to solve advanced exponential equations using common and natural logarithms and verify that a valid solution has been tested and checked for extraneous solutions (2.5)

$$\log_7(x-5) + \log_7(x+1) = 1$$

$$\log(x) = 1 + \log(x-2)$$

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

You will be able to use properties of logarithms to expand or condense logarithmic expressions (2.5)

$$\log_5 4xyz^2$$

$$\log_5 8 + 2 \log_5 4 + 3 \log_5 x - \frac{1}{2} \log_5 16$$

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

You will be able to calculate compound interest problems using logarithms (2.4 and 2.6)

- I think that Justin is going to need about \$200,000 for college tuition when he is ready to go in 2019. I only have \$25,000 saved for him right now. What interest rate do I need to ask for from the bank if they agree to compound quarterly?
- What is the interest rate that the bank would have to guarantee for me if they offered to compound continuously?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Worksheet - DI - Slope - Formula Method (1)

Directions: This is called **Two to Ten**. You must do a minimum of 10 problems correctly on this assignment. Each time you get 2 correct from the same column, you may move one column to your right. After you do the problem, you can use your calculator and your excel sheet to check your answers.

Directions: Write the give equation in slope-intercept form. $y = mx + b$

A	B	C	D	E
$y + 9 = 3x$	$2y = x + 6$	$y - 3x = 12$	$-y + x = 12$	$2x + 5y = 15$
$y - 5 = 2x$	$-3y = 5x + 12$	$y + 2x = 11$	$-x - y = -1$	$-3x + 2y = 24$
$12 + y = \frac{3}{5}x$	$5y = 11x - 30$	$y - x = 1$	$-5x - y = 7$	$-8x - 2y = 12$
$y - 7 = -x$	$-12y = 6x + 12$	$y - \frac{2}{5}x = -3$	$-y + 3x = 5$	$-3x - 3y = 12$
$-5 + y = 8x$	$5y = 7x - 8$	$y + 5x = 0$	$-y - 8x = 0$	$7x + 5y = 11$

Name: _____ Date of Test: _____

Unit 8 Study Guide

You should be able to:

- Find perimeter of a polygon when given most of the sides or information from which you can calculate the sides.
- Find the area of a polygon when it is drawn on grid paper.
- Draw a rectangle on grid paper when given its perimeter and area.
- Measure base, height and sides for rectangle, parallelogram, and triangle. Use this information to calculate perimeter and area for all shapes when given formulas for area.
- Convert square area (i.e., convert 1 foot tile coverage to 4 inch tile coverage).
- Make drawings of figures to scale (i.e., where 1 inch = 3 feet, draw a 9 foot by 12 foot rectangle).
- Determine the area of an irregular figure by counting the squares.
- Add and subtract fractions with unlike denominators (i.e., $\frac{1}{2} + \frac{3}{4}$).
- Calculate probability on a spinner.
- Calculate probability when given a set.

Name _____

Date _____

Time _____

LESSON
8•9**Self Assessment**Progress
Check 8

Think about each skill listed below. Assess your own progress by checking the most appropriate box.

Skills	I can do this on my own and explain how to do it.	I can do this on my own.	I can do this if I get help or look at an example.
1. Add and subtract fractions.			
2. Make a scale drawing.			
3. Determine the probability of an event.			
4. Find the perimeter of a polygon.			
5. Count squares and fractions of squares to find the area of a polygon.			
6. Use a formula to find the area of a rectangle, parallelogram, and triangle.			

5.2 DI Worksheet – Factoring Patterns Review

Rules: This is called **Two to Ten**. You must do a minimum of 10 problems correctly on this assignment. Each time you get 2 correct from the same column, you may move one column to the right. After you factor a problem, check your answer by using the distributive property or FOIL.

Directions: Factor the following expressions.

	GCF	$Ax^2 + Bx + C$	$Ax^2 + Bx - C$	Combo – GCF & Trinomial	PST and DOTs
1		$x^2 + 12x + 35$	$x^2 + 4x - 12$	$3x^2 - 15x + 18$	$x^2 - 16$
2	$3x^2 + 12x$	$x^2 - 8x + 15$	$x^2 - 3x - 10$	$2x^2 + 8x - 24$	$4x^2 + 12x + 9$
3	$12x^2y - 18xy^2$	$x^2 + 8x + 12$	$x^2 - x - 6$	$5x^2 - 10x - 40$	$4x^2 - 25$
4	$8xy + 2x^2y^2$	$x^2 - 5x + 6$	$x^2 + 9x - 36$	$4x^2 + 12x + 8$	$16x^2 - 40x + 25$
5	$4xy^2 + 18xy + 14y$	$x^2 + 9x + 18$	$x^2 - 2x - 24$	$3x^2 - 18x - 48$	$4x^2 - 16$

Perfect Square Trinomials:

Foil $(x + 3)^2$

$$\begin{aligned}
 (x + 3)(x + 3) &= x^2 + 3x + 3x + 9 \leftarrow \begin{array}{l} \text{perfect squares} \\ \downarrow \quad \uparrow \end{array} \\
 &= x^2 + 6x + 9 \leftarrow \begin{array}{l} \text{twice the product of } x \text{ and } 3 \\ \uparrow \end{array}
 \end{aligned}$$

The square of $(x + 3)$ is the sum of

- the square of the first term of the binomial,
- the square of the last term of the binomial, and
- twice the product of the terms of the binomial.

These observations will help you recognize when a trinomial is a perfect square trinomial.

Examples:

$x^2 + 6x + 9$

$x^2 + 10x + 25$

$16x^2 + 40x + 25$

$x^2 - 6x + 9$

$4x^2 - 4x + 1$

$4x^2 - 12x + 36$

Foil $(x + 3)(x - 3)$ A polynomial like $x^2 - 9$ is called the difference of two squares (DOTS). Although this is not a trinomial, it can be factored into two binomials.

A difference of squares can be factored as shown.

$$x^2 - 9 = (x - 3)(x + 3)$$

1). $x^2 - 25$

2). $4x^2 - 49$

3). $3x^2 - 48$

4). $25x^3 - 100x$

What about $x^2 + 25$?

Algebra II

Perfect Square Trinomials and DOTS

5.2 In Class Practice

1). $9x^2 + 12x + 4$

2). $4x^2 + 12x + 9$

3). $9x^2 - 24x + 16$

4). $16x^2 - 40x + 25$

5). $25x^2 + 20x + 4$

6). $36x^2 - 60x + 25$

7). $4x^2 - 4x + 1$

8). $16x^2 + 24x + 9$

9). $25x^2 + 30x + 9$

10). $x^2 - 16$

11). $x^2 - 81$

12). $x^2 + 36$

13). $36x^2 - 4$

14). $4x^2 - 49$

15). $2x^2 - 32$

16). $3x^2 - 27$

17). $12x^2 - 16$

18). $20x^2 - 125$

19). $121x^2 - 169$

20). $81x^2y^2 - 144$

21). $2x^2 - 98$

Name _____

Self-Assessment

SKILL	UNDERSTAND AND CAN EXPLAIN TO OTHERS	UNDERSTAND	STILL NEED HELP WITH SKILL
Factoring Trinomials ($x^2 + bx + c$ and $x^2 + bx - c$)			
Factoring Special Trinomials (Perfect square trinomials and DOTS)			
Solving Quadratic Equations (Finding what "x" equals)			

- SELF ASSESSMENT
- NEXT PAGE 5 X 5
GET 2 RIGHT
- REASSESS
- NEXT 2 PAGES
CHALLENGE BY
CHOICE

Geometry Chapter 6 Test Readiness Checklist

Name: _____

Date: _____

Topic	Review Problems that cover the topic can be found in...	I need to relearn this	I need more practice	I know it 😊
Flowchart Congruence Proofs	<ul style="list-style-type: none"> • Stations #1 and #4 • #1 & 2 of the chapter 6 review. • Closure problem CI-6-101 			
Triangle Congruence Shortcuts (SSS, SAS, ASA, AAS, HL)	<ul style="list-style-type: none"> • Station #3 • # 3 & 4 of the chapter 6 review. • Closure Problem CI-6-101 			
Writing Converses and Counter Examples	<ul style="list-style-type: none"> • Station #2 • # 5 & 6 of the chapter 6 review. • Closure Problem CI-6-100 and CI-6-102 			
Solving Multiple-Step Problems Pool Table Problem Triangle Problem	<ul style="list-style-type: none"> • #6 and #7 of the Ch. 6 review <p>If you need more help: Review your pool table problem 6-53 Review your Triangle Problem 6-61</p>			

Review Topics on this test

Solving Right Triangles Pythagorean Theorem Trig (SOHCAHTOA) Special Right Triangles Pythagorean Triples	<ul style="list-style-type: none"> • Station #5 • #8 of the Chapter 6 review • Closure Problem CI-5-139 and CI-5-142 • Closure problem CI-5-144 			
Similar Triangles	<ul style="list-style-type: none"> • Station #6 • #9 of the Chapter 6 Review • Closure Problem CI-5-140 			
Probability	<ul style="list-style-type: none"> • Station #6 • #10 of the Chapter 6 Review • Closure Problem CI-6-104 			

Station 1	Station 2	Station 3	Station 4	Station 5	Station 6



Teaching Learning Succeeding

Subject: Biology

Grade Level: High School

DI Strategy: Challenge by Choice

Photosynthesis Review Challenge by Choice

After learning about Photosynthesis in Biology class, I wanted to give students an opportunity to review and relearn concepts at their own pace. I collected data by having the students answer review questions about the Light Reactions and the Calvin Cycle using Socrative. Students then used their results to determine what level of review they needed.

Students were given the following 5 choices:

1. Videos that retaught the Light reactions and Calvin Cycle embedded in EDpuzzle with review questions.
2. White board review where students drew the two reactions (Light Reactions and Calvin Cycle) on a white board and had them checked by me.
3. 7 sentence summary of photosynthesis describing each one of the seven main reactions of photosynthesis in one sentence.
4. E-text & LearnSmart review (review questions, animations, and tutorials aligned with their textbook).
5. Preview the new material on the "variables of photosynthesis".

Students choose which number to start at based on their Socrative results and then moved down the list at their own pace. Students who started at the videos (#1 - relearning) were asked to keep that work to 10 minutes maximum, and then move onto #2 or #3 where I could give them feedback. Student who completed #1 and #4 received immediate feedback from the website while students who completed #2 and #3 received feedback from me during class or the next class period.



Teaching Learning Succeeding

Subject: Anatomy

Grade Level: High School

DI Strategy: Challenge by Choice

Anatomical Terms Review Challenge by Choice

As a review opportunity prior to their test, students completed a Challenge by Choice Activity related to the Directional Terms, Body Planes, Regions, and Quadrants they had been learning in class. Students were given a formative assessment using Google Forms at the beginning of the class period. Each question in the formative assessment was labeled with the topic(s) it covered. Based on their results, students were asked to choose their 3 areas of weakness from the following list:

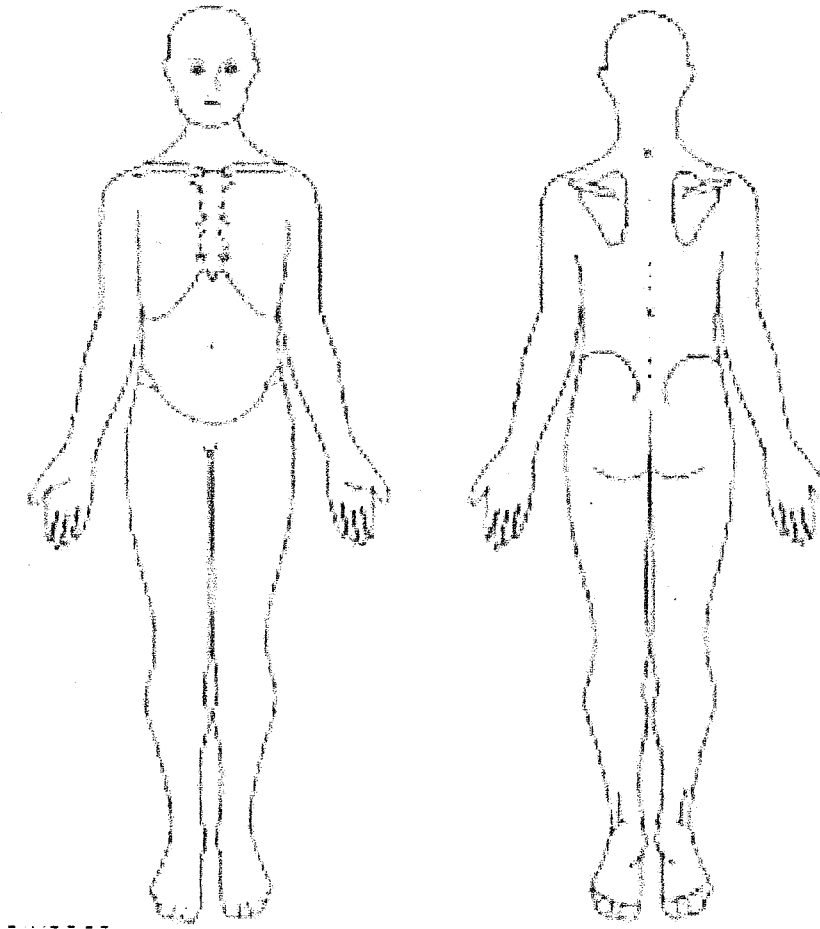
- Abdominopelvic regions
- Directional terms
- Body cavities
- Body planes
- Abdominopelvic quadrants

6 review stations were set up for students to use to review their areas of weakness. Answer keys were provided at each of the six review stations. After completing the stations covered by their areas of weakness, students had the choice of completing all of the remaining stations or moving on to the anchor activity. The anchor activity involved using their understanding of directional terms and body planes to complete an anatomical map.



The Anatomical Map

You will need a yellow, pink, green, black, blue, red, and orange colored pencil to complete this activity. Please start by labeling each diagram as either the anterior or posterior view of the body.





1. Using a pink colored pencil, color the axial skeleton on the posterior view.
2. Make a red line under the picture of anatomical position.
3. Draw a black line inferior to the 9 abdominopelvic regions.
4. Using your pink colored pencil, make a right sagittal incision just lateral to the sternum.
5. Draw an orange "O" in the right iliac region.
6. Using a blue colored pencil, draw a line from the epigastric to hypogastric regions. What plane is this in? _____
7. Draw a black line dividing the thoracic cavity from the abdominopelvic cavity.
8. Draw an orange hoop earring on the posterior view of the right ear.
9. Indicate an orange puncture wound "P" on the anterior surface of the left arm, distal to the elbow, but proximal to the wrist.
10. Place an orange "O" in the umbilical region.
11. On both the anterior and posterior views, indicate the position of the cranial cavity with a green "*" .
12. Using a yellow colored pencil, color the most superficial structure(s) inferior to the hip bones on the posterior view.
13. Using a green colored pencil, draw small "x"-shaped scars inferior to both eyes.
14. Using a blue colored pencil, draw a line from the right lumbar to epigastric regions.
15. A brain tumor will need to be removed. Using a green colored pencil, make a frontal cut that begins and ends just superior to each ear.
16. Using a yellow colored pencil, circle the most medial toe of the left foot on the anterior view. Draw lines radiating from that circle.
17. Circle the most lateral finger on the right hand on the anterior view using a red colored pencil.
18. Using a blue colored pencil, draw a line from the left lumbar to epigastric regions.
19. Place an orange "O" in the left hypochondriac region.
20. There is a deep cut on the posterior surface of the right leg, proximal to the knee. Place a few orange stitches there.
21. Draw a line across your "O"s using a black colored pencil.
22. What letter is drawn in black colored pencil? _____
23. What have you made with the blue colored pencil lines? _____ In what direction does it point? _____
24. Turn your paper upside down. What did you draw in green? _____

Warm-up Activity (Beginning of today's class)	Closure Activity (End of today's class)
<p>1. On a scale of 1-5 (1 being low and 5 being high) how would you rate your knowledge and confidence about the characteristics of the Chinese dynasties?</p> <p style="text-align: center;">_____ /5</p>	<p>1. On a scale of 1-5 (1 being low and 5 being high) how would you rate your knowledge and confidence about the characteristics of the Chinese dynasties?</p> <p style="text-align: center;">_____ /5</p>
<p>2. On a scale of 1-5 (1 being low and 5 being high) how would you rate your knowledge and confidence about Chinese vocabulary terms and contributions?</p> <p style="text-align: center;">_____ /5</p>	<p>2. On a scale of 1-5 (1 being low and 5 being high) how would you rate your knowledge and confidence about Chinese vocabulary terms and contributions?</p> <p style="text-align: center;">_____ /5</p>
<p>3. On a scale of 1-5 (1 being low and 5 being high) how would you rate your knowledge and confidence about the characteristics of the Chinese philosophies?</p> <p style="text-align: center;">_____ /5</p>	<p>3. On a scale of 1-5 (1 being low and 5 being high) how would you rate your knowledge and confidence about the characteristics of the Chinese philosophies?</p> <p style="text-align: center;">_____ /5</p>
<p>4. On a scale of 1-5 (1 being low and 5 being high) how would you rate your knowledge and confidence about the location of China's geographic features?</p> <p style="text-align: center;">_____ /5</p>	<p>4. On a scale of 1-5 (1 being low and 5 being high) how would you rate your knowledge and confidence about the location of China's geographic features?</p> <p style="text-align: center;">_____ /5</p>
<p>5. What did you rate as your lowest?</p> <p>_____</p> <p>Why? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. What did you rate as your lowest after today?</p> <p>_____</p> <p>Why? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>6. What did you rate as your highest?</p> <p>_____</p> <p>Why? _____</p> <p>_____</p> <p>_____</p>	<p>6. What did you rate as your highest after today?</p> <p>_____</p> <p>Why? _____</p> <p>_____</p> <p>_____</p>

7. WHAT WILL YOU STUDY TONIGHT?

Français II

Final Preassessment

I Complete with the preposition à + definite article

1-Je suis _____ restaurant.

2-Elle va _____ crèmerie.

3-Il ne va pas _____ école.

II Complete with the preposition de + definite article

1-C'est le chien _____ famille Morel.

2-Le prof parle _____ élèves.

III Complete with the appropriate word.

1-Nous achetons _____ fruits.

2-Tu aimes _____ légumes?

IV Write a sentence comparing the two people in each item.

1-Jacques est intelligent. Bruno est intelligent aussi.

2-Luc n'est pas sérieux. Lucie est sérieuse.

V-Rewrite each sentence, saying the opposite.

1-Il dit quelque chose. _____

2-J'attends quelqu'un. _____

VI-Rewrite in the passé composé.

1-Tu choisis la robe rouge. _____

2-Il va au cinéma. _____

3- Nous nous brossons les dents. _____

4-Vous ne mangez pas de jambon. _____

VII Make the past participle agree when necessary.

1-Elle s'est brossé _____ les dents.

2-Elle s'est lavé _____

VIII Complete with savoir or connaitre.

1-Je _____ son frère.

2-Nous _____ la ville de New York.

3-Tu ne _____ pas nager.

IX-Answer questions using a pronoun.

1-Vous connaissez la famille de Guillaume ?

Oui, nous _____

2-Tu téléphone à tes amis souvent ?

Oui, je _____

3-Elle te parle quelquefois de films romantiques ?

Non, elle _____

4- Tu peux lui parler de moi ?

Non, je _____

5- le malade pose une question au pharmacien ?

Oui, il _____

X-Réécrivez à l'impératif

1-Tu peux manger une pomme. _____

2-Nous pouvons parler français. _____

3-Vous ne pouvez pas jouer. _____

Conjuguez

	Je	il	nous	Elles
aller				
prendre				
faire				
vouloir				
pouvoir				
mettre				
voir				
croire				
dire				
écrire				
lire				
savoir				
connaître				
sortir				
partir				
servir				
dormir				
être				
avoir				

Answer key

I- 1-au 2-à la 3-à l'

II-1-de la 2-des

III-1-des 2-les

IV- 1-Jacques est aussi intelligent que Bruno.

2-Luc est moins sérieux que Lucie. Or Lucie est plus sérieuse que Luc.

V-1-Il ne dit rien. 2-Je n'attends personne.

VI-1-Tu as choisi la robe rouge. 2- Il est allé au cinéma.

3-Nous nous sommes brossé(e)s les dents. 4-Vous n'avez pas mangé de jambon.

VII-1- no agreement 2-e VIII- 1-connais 2-connaissons 3-sais

IX-1-....la connaissons. 2..... les téléphone souvent. 3-ne ne m'en parle pas souvent.

4-.....ne lui ai pas parlé de toi. 5-.....lui pose une question.

X-1-Mange une pomme. 2-Parlons français. 3-Ne jouez pas.

Conjuguez

	Je	il	nous	Elles
aller	vais	Va	Allons	Vont
prendre	prends	Prend	Prenons	Prennent
faire	fais	Fait	Faisons	Font
vouloir	veux	Veut	Voulons	veulent
pouvoir	Peux	Peut	Pouvons	Peuvent
mettre	Mets	Met	Mettons	Mettent
voir	Vois	Voit	Voyons	veulent
croire	Crois	Croit	Croyons	Croient
dire	Dis	Dit	Disons	Disent
écrire	écris	écrit	écrivons	écrivent
lire	Lis	Lit	Lisons	Lisent
savoir	Sais	Sait	Savons	Savent
connaître	Connais	Connait	Connaissons	Connaissent
sortir	Sors	Sort	Sortons	Sortent
partir	Pars	Part	Partons	Partent
servir	Sers	Sert	Servons	Servent
dormir	Dors	Dort	Dormons	Dorment
être	Suis	Est	Sommes	Sont
avoir	ai	a	avons	ont

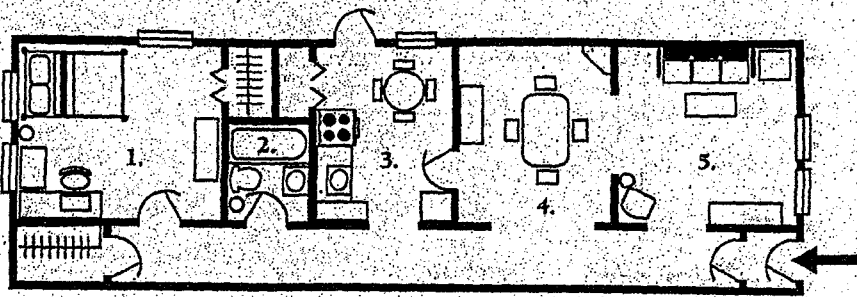
FRANCAIS
 REVISION /
 FINME
 VOYAGE

Nom _____ Date _____

1. Complete with an appropriate word.

1. Mes parents sont ma _____ et mon _____.
2. Les parents de mes parents sont mes _____.
3. La sœur de mon père est ma _____.
4. Le frère de ma mère est mon _____.
5. Les enfants de mon oncle et ma tante sont mes _____ et mes _____.

2. Identify each room of the apartment.



1. _____
2. _____
3. _____
4. _____
5. _____

3. Complete the two sentences about each person or pair. Use the correct form of américain in the first sentence and the correct form of sympathique in the second sentence.

1. Marie est _____.
 Marie est _____.
2. Pierre est _____.
 Pierre est _____.
3. Marie et Anne sont _____.
 Marie et Anne sont _____.
4. Pierre et Paul sont _____.
 Pierre et Paul sont _____.

Check-Up

Nom _____ Date _____



#4

Make a list of four things to drink.

1. _____
2. _____
3. _____
4. _____



Make a list of four things you like to eat.

1. _____
2. _____
3. _____
4. _____

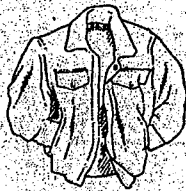
#5

Complete each sentence with an appropriate word.

1. Après les cours, les copains ont _____ ou soif.
2. Ils vont au _____.
3. Ils regardent la _____ et ils commandent quelque chose.
4. Un _____ travaille dans un café ou dans un restaurant.
5. Ils veulent payer. Ils demandent l'_____.

#6

Identify the item in each illustration.



1. _____



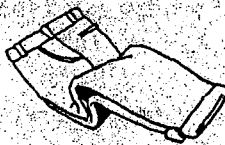
2. _____



3. _____



4. _____



5. _____



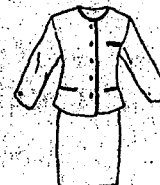
6. _____



7. _____



8. _____

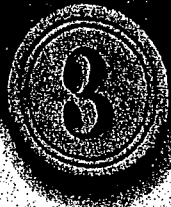


9. _____

Check-Up

Nom _____

Date _____



#7

Make a list of five things to take to the beach.

1. _____
2. _____
3. _____
4. _____
5. _____

#8

Make a list of five things to take when you go snow skiing.

1. _____
2. _____
3. _____
4. _____
5. _____

#9

Choose the correct completion.

1. La plage est _____.
 - a. au bord de la mer
 - b. sur une planche à voile
 - c. dans une piscine
2. Un arbitre _____.
 - a. envoie le ballon dans le but
 - b. marque un but
 - c. siffle quand il y a un but
3. Quand le stade est plein, _____.
 - a. il n'y a pas de spectateurs
 - b. il y a quelques spectateurs
 - c. il y a beaucoup de spectateurs
4. Quand il fait chaud, _____.
 - a. il y a de la neige
 - b. il y a du soleil
 - c. il y a de la glace
5. Dans une piscine, on peut _____.
 - a. plonger
 - b. skier
 - c. faire du patin
6. Avant de voyager, il faut _____.
 - a. acheter un journal
 - b. parler au contrôleur
 - c. composer son billet
7. Un billet de première est _____.
 - a. plus cher qu'un billet de seconde
 - b. moins cher qu'un billet de seconde
 - c. le même prix qu'un billet de seconde
8. Il a gagné: il est arrivé _____.
 - a. le dernier
 - b. en retard
 - c. le premier