

University of Idaho

**Math 108  
Notebook**

**FALL  
2022**

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This notebook is dedicated to our past, present, and future students. It is our students that inspire us to continue in the pursuit of excellence as we strive to assist in the journey from our classrooms forward into the future.

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## Math 108 Grade Summary

Keep track of your grades by filling in this grid. See a sample Grade Summary on the next page.

### In Class Notebook Assessments

<i>Week</i>	<i>Possible</i>	<i>Earned</i>
NB 0	5	
NB 1	5	
NB 2	5	
NB 4	5	
NB 5	5	
NB 7	5	
NB 8	5	
NB 10	5	
NB 11	5	
NB 13	5	
NB 14	5	

### Polya Lab Attendance (PA)

<i>Week</i>	<i>Possible</i>	<i>Earned</i>
Week 1	5	
Week 2	5	
Week 4	5	
Week 5	5	
Week 7	5	
Week 8	5	
Week 10	5	
Week 11	5	
Week 13	5	
Week 14	5	

### Homework (HW)

<i>Homework</i>		<i>Possible</i>		<i>Earned</i>	
HW1 A	HW1 B	5	5		
HW2 A	HW2 B	5	5		
HW4 A	HW4 B	5	5		
HW5 A	HW5 B	5	5		
HW7 A	HW7 B	5	5		
HW8 A	HW8 B	5	5		
HW10A	HW10B	5	5		
HW11A	HW11B	5	5		
HW13A	HW13B	5	5		
HW14A	HW14B	5	5		

### Quizzes

<i>Quiz</i>	<i>Possible</i>	<i>Earned</i>
Quiz 1	10	
Quiz 2	10	
Quiz 4	10	
Quiz 5	10	
Quiz 7	10	
Quiz 8	10	
Quiz 10	10	
Quiz 11	10	
Quiz 13	10	
Quiz 14	10	

### Tests

<i>Exam</i>	<i>Possible</i>	<i>Earned</i>
Test 1	100	
Test 2	100	
Test 3	100	
Test 4	100	
Final	150	

### Grading Scale

(after dropping lowest NB, PA, HW and Quiz)

- A: 743-825 pts
- B: 660-742 pts
- C: 578-659 pts
- D: 495-577 pts
- F: Below 495 pts

<b>TOTALS</b>	<i>Possible</i>	<i>Earned</i>
NB (Drop one)	50	
PA (Drop one)	45	
HW (Drop two)	90	
Quiz (Drop one)	90	
Tests	400	
Final Exam	150	
Extra Credit		
<b>Total Points</b>	<b>825</b>	



## Math 108 Grade Summary Example

This person earned an “A” for the course without ever getting an “A” on any tests.

### In Class Notebook Assessments

<i>Week</i>	<i>Possible</i>	<i>Earned</i>
NB 0	5	5
NB 1	5	5
NB 2	5	5
NB 4	5	5
NB 5	5	5
NB 7	5	0
NB 8	5	5
NB 10	5	5
NB 11	5	5
NB 13	5	5
NB 14	5	5

### Polya Lab Attendance (PA)

<i>Week</i>	<i>Possible</i>	<i>Earned</i>
Week 1	5	5
Week 2	5	0
Week 4	5	5
Week 5	5	5
Week 7	5	5
Week 8	5	5
Week 10	5	5
Week 11	5	5
Week 13	5	5
Week 14	5	5

### Homework (HW)

<i>Homework</i>		<i>Possible</i>		<i>Earned</i>	
HW1A	HW1B	5	5	5	5
HW2A	HW2B	5	5	4.4	5
HW4A	HW4B	5	5	3	5
HW5A	HW5B	5	5	0	0
HW7A	HW7B	5	5	4	5
HW8A	HW8B	5	5	4.5	5
HW10A	HW10B	5	5	5	5
HW11A	HW11B	5	5	5	5
HW13A	HW13B	5	5	5	5
HW14A	HW14B	5	5	3	5

### Quizzes

<i>Quiz</i>	<i>Possible</i>	<i>Earned</i>
Quiz 1	10	9
Quiz 2	10	9
Quiz 4	10	8.5
Quiz 5	10	9
Quiz 7	10	9.5
Quiz 8	10	9
Quiz 10	10	9
Quiz 11	10	0
Quiz 13	10	9.5
Quiz 14	10	10

### Tests

<i>Exam</i>	<i>Possible</i>	<i>Earned</i>
Test 1	100	89
Test 2	100	86
Test 3	100	88
Test 4	100	84
Final	150	125

### Grading Scale

(after dropping lowest NB, PA, HW and Quiz)

- A: 743-825 pts
- B: 660-742 pts
- C: 578-659 pts
- D: 495-577 pts
- F: Below 495 pts

<b>TOTALS</b>	<i>Possible</i>	<i>Earned</i>
NB (Drop one)	50	50
PA (Drop one)	45	45
HW (Drop two)	90	83.9
Quiz (Drop one)	90	82.5
Tests	400	347
Final Exam	150	125
Extra Credit		10
<b>Total Points</b>	<b>825</b>	<b>743.4</b>





## Week 1A Task List

Your Week 1A HW Assignment will cover Section 1.1 of your eText. Work through each of the following tasks, carefully filling in the following pages in your notebook.

### **Polya Time**

- My time requirement for this week is: \_\_\_\_\_ minutes due on \_\_\_\_\_.

### **Week 1A Homework Due Date**

- My Week 1A HW assignment is due on \_\_\_\_\_.
- Any Week 1A HW exercises completed after the due date will be given a \_\_\_\_\_ penalty.

### **Section 1.1 Linear Equations in One Variable**

- Work through Objective 1 then do problems #1-4
- Work through Objective 2 then do problems #5-15
- Work through Objective 4 then do problems #16-24



## Section 1.1 Linear Equations in One Variable

Section 1.1 Objective 1: Determine if a Given Value Is a Solution to an Equation

What is an **algebraic equation**?

What is an **algebraic expression**?

What do algebraic equations have that algebraic expressions do not have?

What is an **equation in one variable**? Write 3 examples.

Write the definition of **Linear Equation in One Variable**.

Linear equations are also called \_\_\_\_\_ because the exponent of the variable is \_\_\_\_\_.

Work through Example 1 and write your notes here.

Determine if the given value is a solution to the equation.

a.  $2x + 3 = 11$ ;  $x = 4$

b.  $3y + 8 = 5y - 4$ ;  $y = 2$

c.  $\frac{2}{3}w - \frac{1}{2} = \frac{1}{4}$ ;  $w = \frac{3}{8}$  For part c) watch the accompanying video on page 1.1-6.

**NOW WORK WEEK 1A HW EXERCISES #1-4**

Section 1.1 Objective 2: Solve Linear Equations in One Variable

Write down the **Properties of Equality** that are used to find simpler equations.

Work through Example 2 and write your notes here.

Use the properties of equality to solve each equation (be sure to show all work for checking your solution).

a.  $3x - 1 = 5$

b.  $8 = \frac{1}{2}n + 3$

Work through the video that accompanies Example 3 and write your notes here.

Solve:  $6x - 5 = 2x - 3$

Work through the video that accompanies Example 4 and write your notes here:

Solve:  $5(x - 6) - 2x = 3 - (x + 1)$

What is the **distributive property**? (Look at the solution to Example 4 in your e-text.)

**NOW WORK WEEK 1A HW EXERCISES #5-9**

**(Fill in the Blanks)**

When an equation contains fractions, it is usually best to \_\_\_\_\_ the fractions

first. To do this, we multiply both sides of the equation by an appropriate common multiple of

all the \_\_\_\_\_, usually the \_\_\_\_\_

of all the fractions.

Work through the video that accompanies Example 5 and write your notes here:

$$\text{Solve: } \frac{x}{3} - \frac{5}{12} = \frac{5}{6}x - \frac{11}{12}$$

Work through the video that accompanies Example 6 and write your notes here:

$$\text{Solve: } \frac{1}{3}(1 - x) - \frac{x+1}{2} = -2$$

**NOW WORK WEEK 1A HW EXERCISES #10-13**

**(Fill in the Blanks)**

When an equation contains decimals, we \_\_\_\_\_ the decimals by multiplying both sides of the equation by an appropriate \_\_\_\_\_ of 10, such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Work through the video that accompanies Example 7 and write your notes here:

Solve:  $0.5n - 0.25 + 0.075n = 0.5 - 0.025n$

Work through the video that accompanies Example 8 and write your notes here:

Solve:  $0.1(y - 2) + 0.03(y - 4) = 0.02(10)$

**NOW WORK WEEK 1A HW EXERCISES #14-15**



## Skip Objective 3 and go to Objective 4 starting on page 1.1-19

### Section 1.1 Objective 4: Use Linear Equations to Solve Application Problems

Write down the key words that all translate to an Equal Sign by filling in the table below. See Table 1 in your eText.

**Table 1**

Key Words That Translate to an Equal Sign			

What is the mathematical equation for “The product of 5 and a number is 45”?

The equation is: \_\_\_\_\_

Work through Example 10:

Translate each sentence into an equation. Use  $x$  to represent each unknown number.

- Fifty-two less than a number results in  $-21$ .
- Three-fourths of a number, increased by 8, gives the number.
- The difference of 15 and a number is the same as the sum of the number and 1.
- If the sum of a number and 4 is multiplied by 2, the result will be 2 less than the product of 4 and the number.

**NOW WORK WEEK 1A HW EXERCISES #16-20**

**Go to page 1.1-24 of your eText.**

Write down the 6-Step Problem-Solving Strategy for Applications of Linear Equations (See page 1.1-24)

**Problem-Solving Strategy for Applications of Linear Equations**

**Step 1:**

**Step 2:**

**Step 3:**

**Step 4:**

**Step 5:**

**Step 6:**

Work through the video that accompanies Example 13 and write your notes here:

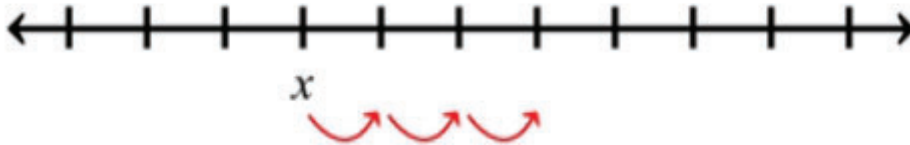
Camille uses the cloud storage services *Dropbox* and *Google Drive* to store her photos in the cloud. The amount of storage she uses in *Google Drive* is 6 times the storage she uses in *Dropbox*. If she uses a total of 14 gigabytes of storage, how much storage does she use with each cloud service?

**NOW WORK WEEK 1A HW EXERCISES #21-22**

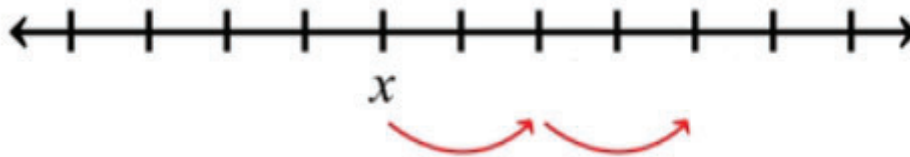
**Go to page 1.1-29 of your eText.**

Work through the **Concept Animation** and fill in the number lines below:

According to the concept animation, if  $x$  represents an integer, then label the next three consecutive integers.



According to the concept animation, if  $x$  represents an **even** integer, then label the next two consecutive **even** integers.



Work through the video that accompanies Example 16 and write your notes here:

Three consecutive even integers add to 432. Find the three integers.

**NOW WORK WEEK 1A HW EXERCISES #23-24**

## Week 1B Task List

Your Week 1B Homework Assignment will cover Sections 1.2 and 1.4 of your eText. Work through each of the following tasks, carefully filling in the following pages in your notebook.

### **Polya Time**

- My time requirement for this week is: \_\_\_\_\_ minutes due on \_\_\_\_\_.

### **Week 1A Homework Requirement**

- I must receive at least a \_\_\_\_\_ % on Week 1A HW before I can work on Week 1B HW.

### **Week 1B Homework Due Date**

- My Week 1B HW assignment is due on \_\_\_\_\_.
- I must receive at least a \_\_\_\_\_ % on Week 1B HW or I cannot take Week 1 Quiz.

### **Section 1.2 Linear Inequalities in One Variable**

- Work through Objective 1 then do problems #1-2
- Work through Objective 2 then do problems #3-7
- Work through Objective 3 then do problems #8-10
- Work through Objective 4 then do problems #11-19

### **Section 1.4 Absolute Value Equations and Inequalities**

- Work through Objective 1 then do problems #20-24
- Complete Notebook Policy Question #25
- Now Complete Quiz 1**



## Section 1.2 Linear Inequalities in One Variable

Section 1.2 Objective 1: Determine if a Given Value Is a Solution to an Inequality

Write down the 5 different types of inequality symbols.

Work through the interactive video that accompanies Example 1 and write your notes here:

Determine if the given value is a solution to the inequality.

a.  $3x + 4 < 8; x = 2$

b.  $n^2 + 5n \geq 4; n = -6$

What is the difference between a **strict** inequality and a **non-strict** inequality?

**NOW WORK WEEK 1B HW EXERCISES #1-2**

Section 1.2 Objective 2: Graph the Solution Set of an Inequality on a Number Line

Read page 1.2-5.

What is **set-builder notation** and why is it used? Give an example of a set written in set-builder notation.

Sketch the set  $\{x|x < 4\}$  on a number line:



Work through Example 2 and write your notes here:

Graph each solution set on a number line.

a)  $\{x|x \geq 0\}$

b)  $\{x|1 < x \leq 7\}$

c)  $\{x|x < 3\}$

d)  $\{x|0 < x < 4\}$

e)  $\{x|x \neq -2\}$

f)  $\{x|-1 \leq x \leq 5\}$

g)  $\{x|-3 \leq x < 2\}$

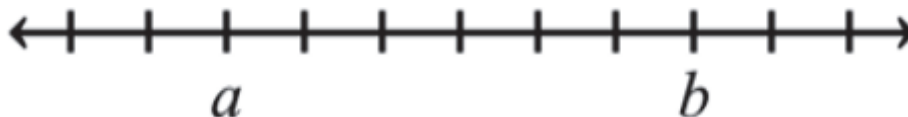
h)  $\{x|x \text{ is any real number}\}$

**NOW WORK WEEK 1B HW EXERCISES #3-7**

Section 1.2 Objective 3: Use Interval Notation to Express the Solution Set of an Inequality

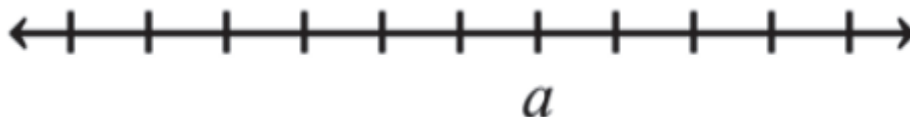
Work through the **Concept Animation** on page 1.2-8 and answer the questions below:

1. Graph the inequality  $a < x \leq b$  on a number line.



2. What is the correct interval notation for your graph from above?

3. Graph the inequality  $x \leq a$



4. What is the correct interval notation for your graph from above?

5. What is the correct interval notation for the set of **all real numbers**?

This table summarizes three ways of expressing intervals:

Graph	Interval Notation	Set-Builder Notation
	$(a, b)$	$\{x   a < x < b\}$
	$[a, b]$	$\{x   a \leq x \leq b\}$
	$(a, b]$	$\{x   a < x \leq b\}$
	$[a, b)$	$\{x   a \leq x < b\}$
	$(a, \infty)$	$\{x   x > a\}$
	$(-\infty, b)$	$\{x   x < b\}$
	$[a, \infty)$	$\{x   x \geq a\}$
	$(-\infty, b]$	$\{x   x \leq b\}$

Work through Example 3 and take notes here.

Write each solution set using interval notation.

a)  $\{x|x < 5\}$

b)  $\{x|2 \leq x < 10\}$

c)  $\{x|x \geq -3\}$

d)  $\{x|-6 < x < 0\}$

e)  $\{x|-1 \leq x \leq 5\}$

f)  $\{x|x \text{ is any real number}\}$

**NOW WORK WEEK 1 HW EXERCISES #8-10**

Section 1.2 Objective 4: Solve Linear Inequalities in One Variable

What is the definition of a **linear inequality in one variable**?

Work through the interactive video on page 1.2-11 to learn how to identify linear and nonlinear inequalities and take notes here.

Write down the 2 properties of inequalities seen below: (refer to page 1.2-12)

**Properties of Inequalities:**

Let  $a$ ,  $b$ , and  $c$  be real numbers.

1. Addition Property of Inequality:

2. Multiplication Property of Inequality:

Work through Example 4 and take notes here.

Solve the inequality  $4x - 8 \geq 6x + 6$ . Graph the solution set on a number line and write the solution in interval notation.

Work through the video that accompanies Example 5 and take notes here.

Solve the inequality  $2 - 5(x - 2) < 4(3 - 2x) + 7$ . Write the solution set in set-builder notation.

Work through the video that accompanies Example 6 and take notes here.

Solve the inequality  $\frac{m}{2} - 5 + 2m > -\frac{m}{4} + \frac{1}{2}$ . Write the solution set in interval notation.

**NOW WORK WEEK 1B HW EXERCISES #11-14**

Work through the video that accompanies Example 8 and take notes here.

Solve the inequality  $-2 < \frac{3x-5}{4} \leq 3$  . Graph the solution set on a number line; write this solution in interval notation.

Work through the video that accompanies Example 9 and take notes here.

Solve the inequality  $-1.4 < 5 - 3.2x < 3.4$  and write its solution set in interval notation.

**NOW WORK WEEK 1B HW EXERCISES #15-19**

## Section 1.4 Absolute Value Equations and Inequalities

### Section 1.4 Objective 1: Solve Absolute Value Equations

Fill in the blanks:

The absolute value of a number  $a$ , written as \_\_\_\_\_, represents the \_\_\_\_\_ from  $a$  to \_\_\_\_\_ on a \_\_\_\_\_ line.

Work through the **concept animation** on page 1.4-3 and answer the questions below.

Solve the equation  $|x + 2| = 5$ .

Write down the **Absolute Value Equation Property**:

In the **concept animation**, work through the example  $3|x - 5| - 7 = 11$ .

Work through Example 1 and take notes here: Solve  $|m + 4| = 8$ .

Work through the video that accompanies Example 2 and take notes here: Solve  $|1 - 3x| = 4$ .

Work through the video that accompanies Example 3 and take notes here: Solve  $|2x - 5| = 0$ .

Work through Example 4 and take notes here: Solve  $|3x + 7| = -4$

Write down the **Strategy for Solving Absolute Value Equations** (See page 1.4-8)

**Step 1:**

**Step 2:**

**Step 3:**

**Step 4:**



Work through the video that accompanies Example 5 and take notes here:

$$\text{Solve } 2|w - 1| + 3 = 11.$$

Work through the video that accompanies Example 6 and take notes here:

$$\text{Solve } -3|2 - m| + 8 = 2.$$

**NOW WORK WEEK 1 HW EXERCISES #20-24**

**COMPLETE THE NOTEBOOK POLICY QUESTION #25**

**YOU ARE NOW READY TO TRY WEEK 1 QUIZ. REMEMBER THAT YOU CAN TAKE THIS QUIZ UP TO 10 TIMES.**



## Week 2A Task List

Your Week 2A Homework Assignment will cover Section 1.5 of your eText. Work through each of the following tasks, carefully filling in the following pages in your notebook.

### **Polya Time**

- My time requirement for this week is: \_\_\_\_\_ minutes due on \_\_\_\_\_.

### **Week 2A Homework Due Date**

- My Week 2A HW assignment is due on \_\_\_\_\_.
- Any Week 2A HW exercises completed after the due date will be given a \_\_\_\_\_ penalty.

### **Grade Check**

- Fill out your Grade Calculation page

### **Polya Time**

- My time requirement for this week is: \_\_\_\_\_ minutes

### **Prerequisite**

- Earn at least a 25% on Practice Test 1

**Read the brief overview of the upcoming Week 3 testing procedures. Then do problem #1.**

### **Section 1.5 Formulas and Problem Solving**

- Work through TTK 3 then do problems #2-4
- Work through Objective 1 then do problems #5-11
- Work through Objective 2 then do problems #12-15
- Work through Objective 5 then do problems #16-19



**NBQ Week 2—Grade Calculation**

Name \_\_\_\_\_

Student ID \_\_\_\_\_

Log into PolyaWeb to find your individual scores. Use these scores to fill out the tables below. Bring this completed grade sheet to class. It must be filled out completely and correctly at the beginning of class to receive credit. Ask a tutor if you need help finding your individual scores.

**In Class Notebook Assessments**

Week	Possible	Earned
NB 0	5	
NB 1	5	
<b>SUBTOTAL</b>	<b>10</b>	

**Polya Lab Attendance (PA)**

Week	Possible	Earned
Week 1	5	
<b>SUBTOTAL</b>	<b>5</b>	

**Homework (HW)**

Homework		Possible		Earned	
HW 1A	HW 1B	5	5		
<b>SUBTOTAL</b>		<b>10</b>			

**Quizzes**

Quiz	Possible	Earned
Quiz 1	10	
<b>SUBTOTAL</b>	<b>10</b>	

**Copy your subtotals here and find the grand total:**

SUBTOTAL NB	
SUBTOTAL PA	
SUBTOTAL HW	
SUBTOTAL QUIZZES	
<b>GRAND TOTAL</b>	

Do not include extra credit.  
Do not drop any scores.

**Your current grade through week 1:**

	÷ .35		%
--	-------	--	---

*Enter your Grand Total in the box*

*Round to the nearest tenth as needed*



### **It is Time to Start Thinking About Your First Test!**

Your first test week starts **NEXT** week during Week 3. Test 1 will cover material from Week 1 and Week 2. Below are some important procedures to be aware of as we get closer to the beginning of your Test 1 week:

- You must earn at least a 60% on Practice Test 1 before taking Test1A.
- You may take the computer tests **three times** in the Polya lab (no more than one test per day).
- You will **not** be allowed to use any calculator other than the TI 30xIIS on any tests.

See the Week 3 Notebook pages for more test details.

**NOW WORK WEEK 2A HW EXERCISE #1**

## Section 1.5 Formulas and Problem Solving

### 1.5 Things To Know

3. Use Linear Equations to Solve Application Problems (Section 1.1)

Do you remember the 6-Step Problem-Solving Strategy for Applications of Linear Equations? (See your Week 1 notebook pages) Use this strategy to answer homework problems #2-4.

**NOW WORK WEEK 2A HW EXERCISES #2-4**



Section 1.5 Objective 1: Solve a Formula for a Given Variable

What is the definition of a **formula**?

What is the definition of **perimeter**?

Work through the interactive video on page 1.5-3 and use the formulas provided to find the value of the unknown variable.

a)  $P = 2l + 2w; P = 46\text{ cm}, l = 13\text{ cm}$ . Find  $w$ .

b)  $A = lw; l = 12\text{ in}, w = 8\text{ in}$ . Find  $A$ .

c)  $V = \frac{1}{3}Bh; V = 200\text{ m}^3, h = 25\text{ m}$ . Find  $B$ .

We are often interested in solving for specific variables of a formula. In Example 1, we are given the formula for the area of a triangle and the formula for the perimeter of a rectangle. Work through Example 1 now and see if you can solve each formula for the given variable. (Part b has video solution)

$A = \frac{1}{2}bh$ ; Solve for  $b$ .

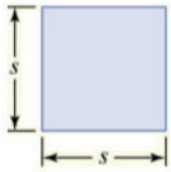
b.  $P = 2l + 2w$ ; Solve for  $l$ .

**NOW WORK WEEK 2A HW EXERCISES #5-11**

Section 1.5 Objective 2: Use Formulas to Solve Application Problems

Click on the “Review” link on page 1.5-6 that shows common formulas for area and perimeter and complete each formula below:

**Square**



$A =$  \_\_\_\_\_

$P =$  \_\_\_\_\_

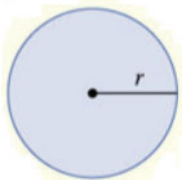
**Rectangle**



$A =$  \_\_\_\_\_

$P =$  \_\_\_\_\_

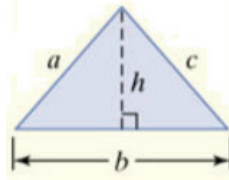
**Circle**



$A =$  \_\_\_\_\_

$C =$  \_\_\_\_\_

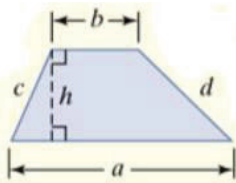
**Triangle**



$A =$  \_\_\_\_\_

$P =$  \_\_\_\_\_

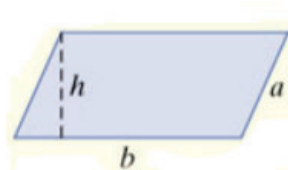
**Trapezoid**



$A =$  \_\_\_\_\_

$P =$  \_\_\_\_\_

**Parallelogram**

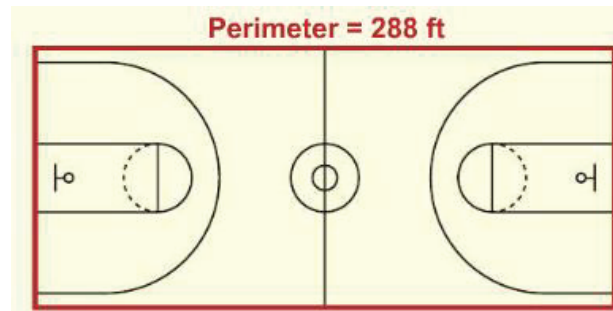


$A =$  \_\_\_\_\_

$P =$  \_\_\_\_\_

Work through the video that accompanies Example 2 and write your notes here:

The length of a college basketball court (rectangle) is 6 feet less than twice its width. If the perimeter is 288 feet, then what are the dimensions of the court?



### NOW WORK WEEK 2A HW EXERCISES #12-13

Work through the video that accompanies Example 3 and write your notes here:

A 13-ounce Maxwell House coffee can has a surface area of  $186\pi \text{ cm}^2$ . Find the height of the can if its radius is 5.0 cm.

### NOW WORK WEEK 2A HW EXERCISES #14-15

Section 1.5 Objective 5: Solve Applications Involving Mixtures

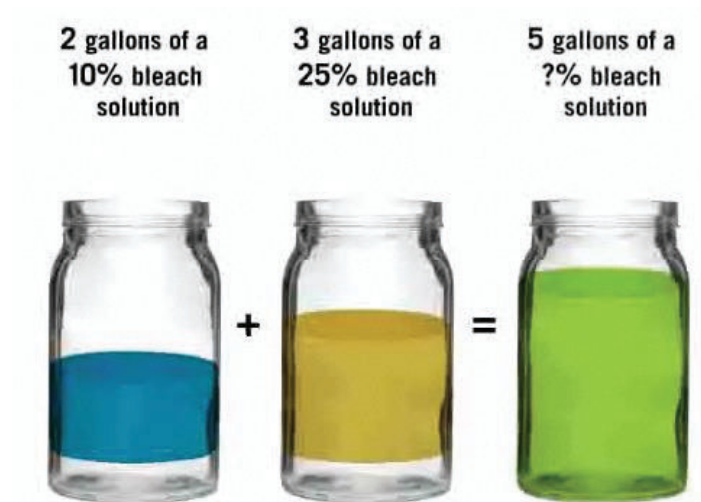
**Go to Objective 5 which starts on page 1.5-14 of your eText**

What is the definition of **concentration**?

Work through the animation that accompanies Example 8 and take notes here.

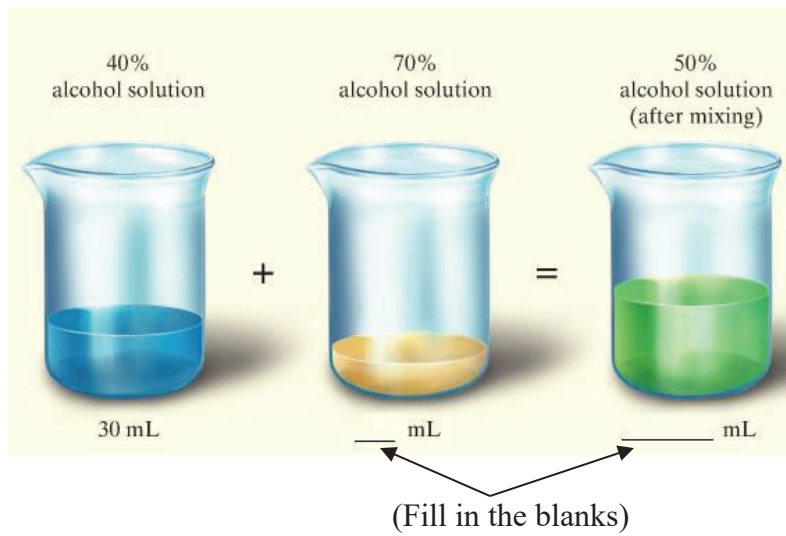
Suppose 2 gallons of a 10% bleach solution is mixed with 3 gallons of a 25% bleach solution.

What is the concentration of bleach in the new 5-gallon mixture?



Work through the video that accompanies Example 9 and write your notes here:

How many milliliters of a 70% alcohol solution must be mixed with 30 mL of a 40% alcohol solution to result in a mixture that is 50% alcohol?



**NOW WORK WEEK 2A HW EXERCISES #16-19**



## Week 2B Task List

Your Week 2B Homework Assignment will cover Section 2.1 of your eText. Work through each of the following tasks, carefully filling in the following pages in your notebook.

### **Polya Time**

- My time requirement for this week is: \_\_\_\_\_ minutes due on \_\_\_\_\_.

### **Week 2B Homework Due Date**

- My Week 2 HW B homework assignment is due on \_\_\_\_\_.

### **Prerequisite**

- Earn at least a 25% on Practice Test 1
- I must receive at least a \_\_\_\_\_ % on Week 2A HW before I can work on Week 2B HW.

### **Section 2.1 The Rectangular Coordinate System and Graphing**

- Work through Objective 1 then do problems #1-6
- Work through Objective 2 then do problems #7-8
- Work through Objective 3 then do problems #9-10
- Work through Objective 4 then do problems #11-13
- Work through Objective 5 then do problems #14-15

- Complete Notebook Policy Question #16

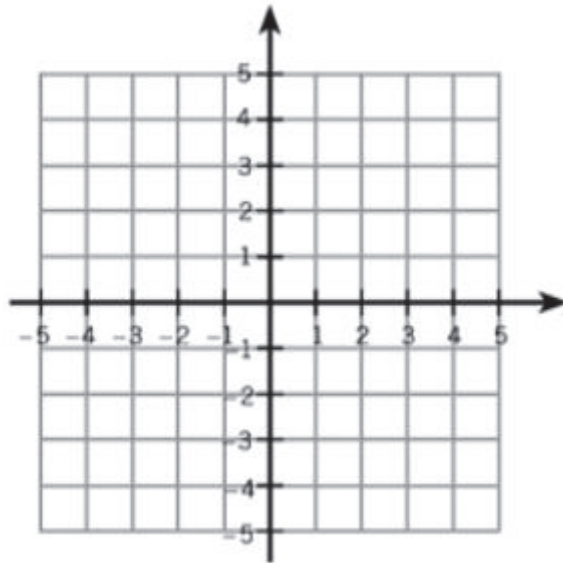
- Now Complete Quiz 2**







- Work through the **concept animation** on the bottom of page 2.1-4 and label the  $x$ -axis,  $y$ -axis, Origin, and label the four quadrants on the diagram below.



Read page 2.1-6 and 2.1-7 and take notes here:

What is the definition of an **ordered pair**?

Work through the **concept animation** found on page 2.1-6 and fill in the blanks below:

When a point lies to the **right** of the origin, its  $x$ -coordinate is \_\_\_\_\_.

When a point lies to the **left** of the origin, its  $x$ -coordinate is \_\_\_\_\_.

When a point lies **above** the origin, its  $y$ -coordinate is \_\_\_\_\_.

When a point lies **below** the origin, its  $y$ -coordinate is \_\_\_\_\_.

Work through the video that accompanies Example 1 and write your notes here:

Plot each ordered pair in the coordinate plane. In which quadrant or on which axis does each point lie?

$$A(-4,4) \quad B(-5,-2) \quad C(0,-2) \quad D\left(\frac{3}{2},\frac{5}{2}\right) \quad E(3.5,-4.5) \quad F(2,0)$$



**NOW WORK WEEK 2B HW EXERCISES #1-6**

Section 2.1 Objective 2: Determine if an Ordered Pair is a Solution to an Equation

Describe what it means to be a solution to an equation in two variables.

Work through Example 2 and write your notes here:

Determine if each ordered pair is a solution to the equation  $x + 2y = 8$ .

a.  $(-2, 5)$

b.  $(2, 6)$

c.  $(-11, \frac{3}{2})$

d.  $(0, 4)$

**NOW WORK WEEK 2B HW EXERCISES #7-8**Section 2.1 Objective 3: Find Unknown Coordinates

Sometimes we are given one coordinate of an ordered pair that is a solution to an equation in two variables and wish to find the other coordinate. Carefully read page 2.1-11 and then work through the interactive video that accompanies Example 3.

Find the unknown coordinate so that each ordered pair satisfies the equation  $3x + 4y = 20$ .

a.  $(8, ?)$

b.  $(?, 2)$

c.  $(-\frac{2}{3}, ?)$

**NOW WORK WEEK 2B HW EXERCISES #9-10**

Section 2.1 Objective 4: Graph Equations by Plotting Points

Every equation in two variables has a graph in the coordinate plane. The graph is the set of all ordered pairs that are solutions to the given equation. One way to graph an equation in two variables is to find several ordered pairs that are solutions, plot the points in the coordinate plane, and connect the points with a curve.

Write down the 3-step **Strategy for Graphing Equations by Plotting Points**

**Step 1**

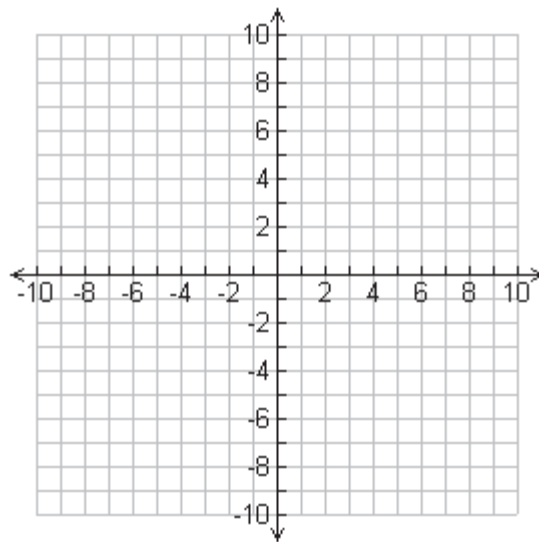
**Step 2**

**Step 3**

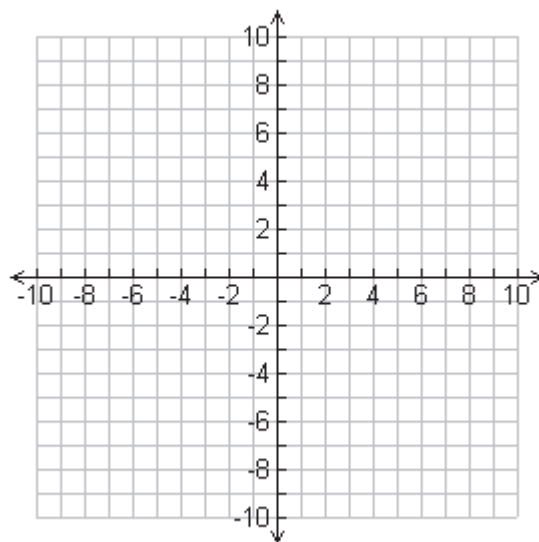
Work through the interactive video that accompanies Example 4. (Part b and c are on the following page)

Graph each equation by plotting points.

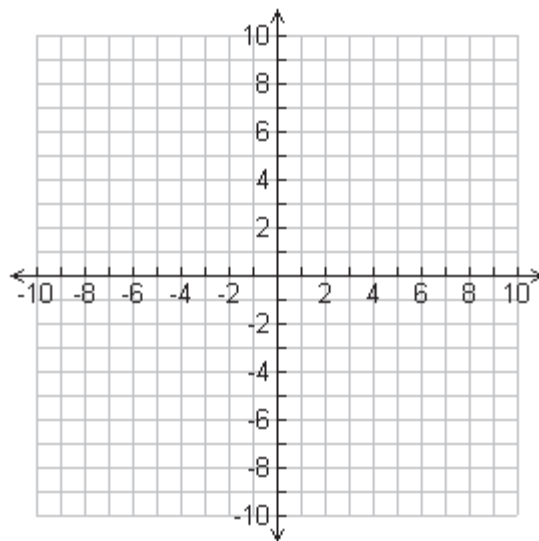
a.  $2x + y = 1$



b.  $y = x^2 - 4$



c.  $y = |x|$



**NOW WORK WEEK 2B HW EXERCISES #11-13**

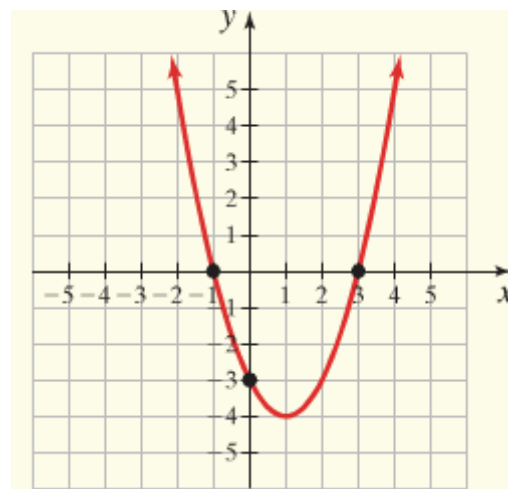
Section 2.1 Objective 5: Find  $x$ -and  $y$ -Intercepts

What is the definition of a  $y$ -intercept?

What is the definition of an  $x$ -intercept?

Take a look at your graph of  $2x + y = 1$  from Example 4a on the previous pages. The  $y$ -intercept of  $2x + y = 1$  is . The  $x$ -intercept of  $2x + y = 1$  is .

Work through Example 5: What are the  $x$ -and  $y$ -intercepts of the graph below?



**NOW WORK WEEK 2B HW EXERCISES #14-15**

**COMPLETE THE NOTEBOOK POLICY QUESTION #16**

**YOU ARE NOW READY TO TRY WEEK 2 QUIZ. REMEMBER THAT YOU CAN TAKE THIS QUIZ UP TO 10 TIMES.**

