

Advanced 2

Exit Tickets

This document contains printable and customizable versions of the Exit Tickets recommended
in the Into Math Teacher Edition. The Exit Ticket is also available as a Projectable PDF on
Ed: Your Friend in Learning.

Exit Tickets are an optional way to wrap up a lesson. The problem provided for each lesson assesses
whether students grasped the lesson content.

To save paper when printing, the document is formatted with 2 to a page for some lessons and 4 to a page
in other lessons, based on the space students will likely need to answer the question(s).

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Module 1 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reginald rotates a regular hexagon. What is true of the angles, side lengths, and parallel lines?

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Module 1 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The preimage of a rectangle has vertices with coordinates

at (−3, 2), (−3, 5), (2, 5), and (2, 2). The image of the

rectangle has vertices with coordinates at (−2, 0), (−2, 3),

(3, 3), and (3, 0).

Describe the translation using mapping notation. Then compare the dimensions, angle measures, and relationship between the sides of the preimage and image.

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Module 1 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Consider a triangle with vertices (−2, −2), (−4, −5), and

(−1, −8). What would the vertices of the image be if the

triangle were reflected over the x-axis, then the y-axis?

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Figure 1 has vertices (–3, 4), (–1, 3), (–3, 1), and (–5, 2). Rotate it 180° to form Figure 2. Give the coordinates for the

vertices of Figure 2.

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What series of transformations can transform one heart into

the other heart? Are the two hearts congruent?



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Module 2 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw a circle with a radius of 0.5 inch. If possible, inscribe a

triangle with two angles measuring 45°. If it is not possible,

justify your answer.

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Module 2 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A sculptor has wooden boards of lengths 12 inches and

14 inches the triangular base of a sculpture. Determine one

possible board length for the third side of the base.

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One angle of a triangle measures 54°. Which pair of angles

could be the other two angles of the triangle?

A. 68° and 58° C. 50° and 66°

B. 73° and 73° D. 67° and 79°

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How many triangles can you draw that have two sides
with lengths of 9 units and 5 units and a 60° angle
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Carpet makers are weaving a carpet using a design shown

in a scale drawing. The carpet will be 10 ft by 14 ft. Every

5 in. on the drawing represents 7 ft of carpet. What are the

length and width of the scale drawing?

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Figure 1 is a triangle that has side lengths of 6 in., 8 in., and

10 in., and angle measures of 90°, 37°, and 53°. It is

enlarged to form Figure 2 with side lengths 1.5 times the

corresponding side lengths of Figure 1. What are the side

lengths and angle measures of Figure 2?

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Module 3 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Figure 1 is a triangle with vertices at (18, 6), (12, 15), and

(3, 9). It is dilated twice to form two additional triangles,

using the origin as center both times: once with a scale

factor of 4, and once with a scale factor of $\frac{2}{3}$ . What are the

locations of the vertices of the dilated figures?

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Module 4 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Genevieve is 3 years older than twice her brother’s age.

Genevieve is 21 years old. Write an equation to find her

brother’s age.

Module 4 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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A landlord hires a plumber to fix a burst pipe in a basement.

The plumber charges a one-time service charge of $80 plus

an hourly fee. The total cost the landlord had to pay the

plumber for 3 hours of work was $350. Write and solve an

equation to find the plumber’s hourly fee.

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Solve the equation using two different methods. Show

your work.

2.25*x* + 15 = 9.5*x* + 0.5

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Determine how many solutions the equation has. Explain.

2.5*x* − (1.1*x* − 2) = 2(0.7*x*)

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Tory and Quentin are the same age. Tory’s younger sister is

the same age as Quentin’s younger brother. Tory is 3 years

older than her sister. Quentin’s age is 8 years less than twice

his brother’s age. Write and solve an equation to determine

Tory’s and Quentin’s ages.

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Module 5 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Randall has finished $\frac{3}{5}$ of the minimum number of required

pages for his term paper. He has currently written 21 pages.

How many pages will be in his paper when he finishes?

Write an inequality that represents the problem. Solve the

inequality. Write the solution of the problem.

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Pedro wants to get a dog. The shelter requires a $110

rehoming fee. Pedro has $30 saved. He earns $17 per day

from his part-time job.

Write an inequality to determine the minimum number of days he will have to work to save enough for the dog.

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Raj has a sticker collection with 35 stickers. He wants to

have at least 100 stickers in his collection. If stickers come in

packs of 12, at least how many packs must he buy to reach

his goal?

Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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packs of 12, at least how many packs must he buy to reach

his goal?

Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Raj has a sticker collection with 35 stickers. He wants to

have at least 100 stickers in his collection. If stickers come in

packs of 12, at least how many packs must he buy to reach

his goal?

Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Raj has a sticker collection with 35 stickers. He wants to

have at least 100 stickers in his collection. If stickers come in

packs of 12, at least how many packs must he buy to reach

his goal?

Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An exterior angle of a triangle has a measure of 140°. If the

corresponding remote interior angles are congruent to each other, what is the measure of each angle?

Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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corresponding remote interior angles are congruent to each other, what is the measure of each angle?

Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If two triangles are NOT similar, can they have any

corresponding congruent angles? If so, how many pairs of

corresponding congruent angles can they have?

Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If two triangles are NOT similar, can they have any

corresponding congruent angles? If so, how many pairs of

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Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 6 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the measures of the two angles.



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Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A line passes through the origin and the point (12, 9).

Identify the slope of the line and two additional points on

the line.

Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 7 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dequan is training for a marathon. He runs 20 miles every

4 days. Write an equation to represent the total number of

miles *y* he runs in *x* days.

Module 7 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe a proportional relationship that would be best

represented with a continuous graph. Explain your reasoning.

Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Geri is ordering up to six table arrangements that cost $5

each with a $10 set-up fee for the whole order. Graph the

function that represents the cost.



Module 8 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Francesca identifies one point on a line as (1, 4), and she

knows that the slope of the line is 3. What is the *y*-intercept

and the equation of the line?

Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Janet purchased a classic toy car as an investment. She wrote the following equation to show the value of the car, *y*, in

dollars, after *x* years.

*y* = 40*x* - 100

a. What is the initial value, and what does it represent?

b. What is the rate of change, and what does it represent?

Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Janet purchased a classic toy car as an investment. She wrote the following equation to show the value of the car, *y*, in

dollars, after *x* years.

*y* = 40*x* - 100

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Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Olga is looking to lease a car. Dealer A offers her a $2400

trade-in on her old car, with lease payments of $360 a

month. Dealer B offers a trade-in of $2000 with payments of

$320 a month. Olga wants to lease the car for only 6

months. Which deal is better for her?

Module 8 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Victoria saves the same amount of money each week. After

many weeks, she has enough saved to buy a television. She

purchases the television, then starts saving the same

amount each week.

Describe a graph that represents this situation.

Module 8 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Victoria saves the same amount of money each week. After

many weeks, she has enough saved to buy a television. She

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Module 8 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Describe a graph that represents this situation.

Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Andy is comparing the cost of frozen yogurt at two shops at

the mall. At Shop A, the total cost *y* of *x* ounces of yogurt is

*y* = 0.25*x* + 0.25. At Shop B, the total cost *y* of *x* ounces of

yogurt is *y* = 0.25*x* + 0.5.

Which shop offers a better deal? How is this shown in the graphs of the equations?

Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The two straight paths in a community garden are

represented by the equations *y* = −*x* + 4 and *y* = 0.5*x* − 2.

At what point, if any, do the paths intersect?

Module 9 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Solve the following system of equations by substitution.

$$\left\{\begin{array}{c}3x-2y=-22\\2x+y=-3\end{array}\right.$$

Module 9 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the value of *a* in the solution to the system of

equations?

$$\left\{\begin{array}{c}3a+2b=3\\4a+5b=18\end{array}\right.$$

Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many solutions does the system of equations have?

Explain.

$$\left\{\begin{array}{c}x-2y=6\\y=\frac{1}{2}x+3\end{array}\right.$$

Module 9 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anna and Celine buy fruit at a local farm stand. Anna pays

$3.66 for 4 apples and 3 peaches. Celine pays $4.00 for

2 apples and 5 peaches. What is the price for one apple at

the farm stand?

Module 9 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For 12 shows, theater attendance ranges from 30 to 100

patrons, with a cluster near 60, and snack sales range from

$20 to $80. Draw a possible scatter plot that shows a strong

positive association between attendance and snack sales.

Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can you determine whether a line is a reasonable trend

line for a data set?

Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The table shows the Tigers’ scores for 10 games.



Draw a scatter plot for the data and draw a trend line. Then

describe the association.

Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Every fifth person entering a store was asked about snacks.

Identify the population and sample. Is the sample random?

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Identify the population and sample. Is the sample random?

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A chair manufacturer randomly selects every tenth chair from

a production line to check for flaws. Out of 200 chairs, 2 have

flaws. Predict the total number of chairs with flaws, if the total

population consists of 5,000 chairs. Show your work.

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In a cafeteria, 70% of students prefer chicken tenders to

hamburgers. The cafeteria manager took a random sample

of 20 students and found that 12 students prefer chicken

tenders.

Find the sample ratio. Then compare the sample ratio to the population ratio.

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Find the sample ratio. Then compare the sample ratio to the population ratio.

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In a cafeteria, 70% of students prefer chicken tenders to

hamburgers. The cafeteria manager took a random sample

of 20 students and found that 12 students prefer chicken

tenders.

Find the sample ratio. Then compare the sample ratio to the population ratio.

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jack compares his math exam scores from last year and this

year.



Describe how his performance in math class this year

compares to last year.

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jack compares his math exam scores from last year and this

year.



Describe how his performance in math class this year

compares to last year.

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jack compares his math exam scores from last year and this

year.



Describe how his performance in math class this year

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Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jack compares his math exam scores from last year and this

year.



Describe how his performance in math class this year

compares to last year.

Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can you use box plots to compare the centers and

spreads of data sets?

Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can you use box plots to compare the centers and

spreads of data sets?

Module 12 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Two data samples each have a MAD close to 10.1. The

difference of the means is close to 30. What is the ratio of

the difference of the means to the MAD? Would you expect

to see a little, a lot, or no overlap when the data sets are

displayed in dot plots?

Module 12 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In a survey of 100 students, 60% wake up with an alarm

clock. Of those who wake up with an alarm clock, 80% eat

breakfast at home. Among those who do not use an alarm

clock, 25% eat breakfast at home. Construct a two-way

frequency table to display the data.

Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In a survey of 100 students, 60% wake up with an alarm

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Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The table shows data from a survey in which students were

asked whether they study French or Spanish and whether

they are in the school’s movie club. Is there an association

between the language a student studies and whether he or

she is in the movie club? Explain.



Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 14 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is the decimal 0.888 . . . rational or irrational? If it is rational,

write it as a fraction. If it is irrational, explain why.

Module 14 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is the decimal 0.888 . . . rational or irrational? If it is rational,

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write it as a fraction. If it is irrational, explain why.

Module 14 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cube has a volume of $\frac{64}{125}$ cubic feet. What is the edge

length of the cube?

Module 14 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 14 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Marc claims that $\sqrt{17}$ is greater than $\sqrt[3]{71}$. Jenny claims that

it is impossible to compare the numbers without a

calculator. Is either friend correct? Explain.

Module 14 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A right triangle has leg lengths of 9 meters and 12 meters.

What is the length of the hypotenuse?

Module 15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An artist is constructing a piece of art in the shape of a

rectangle. The artist wants to use string to tightly tie each

vertex of the rectangle to the other three vertices. The

rectangle is 12.0 feet wide and 7.0 feet long. How much

string should the artist use? Round your answer to the

nearest tenth of a foot.

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Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Points *A*, *B*, *C*, and *D* have the following coordinates:

*A*: (–3, 7) *B*: (1, 2) *C*: (–3, 1) *D*: (3, –2)

Which segment is longer, $\overbar{AB}$ or $\overbar{CD}$? How much longer?

Round to the nearest tenth.

Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Round to the nearest tenth.

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Simplify $\frac{7^{-1}∙7^{5}}{7^{6}}$.

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Simplify $\frac{7^{-1}∙7^{5}}{7^{6}}$.

Module 16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Determine which number is greater and tell how many

times as great: 4.5 × 109 and 9 × 106.

Module 16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 16 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The population of City A is 4.1 × 106. The population of

City B is 9.6 × 105. Which city has a greater population? How

much greater?

Module 16 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emir bought a circular clock that is 14 inches across its face.

What is the circumference of the clock? Use $\frac{22}{7}$ for *π*.

Module 17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emir bought a circular clock that is 14 inches across its face.

What is the circumference of the clock? Use $\frac{22}{7}$ for *π*.

Module 17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 17 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bella’s tennis racket has a circular head with a diameter of

16 inches. What is the combined area of both sides of her

racket rounded to the nearest hundredth of a square inch?

Use 3.14 for *π*.

Module 17 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 17 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jacob is making a banner. He attaches a triangle that is

22 inches wide and 4 inches tall to a rectangle that is

36 inches tall and 22 inches wide. What is the area of

the banner?

Module 17 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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the banner?

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the area of a vertical cross section through the center

of the base of a rectangular prism with a height of 18 inches

and a width of 36 inches.

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the area of a vertical cross section through the center

of the base of a rectangular prism with a height of 18 inches

and a width of 36 inches.

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the area of a vertical cross section through the center

of the base of a rectangular prism with a height of 18 inches

and a width of 36 inches.

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the area of a vertical cross section through the center

of the base of a rectangular prism with a height of 18 inches

and a width of 36 inches.

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 5 in. by 4 in. by 12 in.

What is the surface area of the prism?

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 5 in. by 4 in. by 12 in.

What is the surface area of the prism?

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is the surface area of the prism?

Module 18 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 3.2 m by 6 m by 1.5 m.

What is the volume of the prism?

Module 18 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 3.2 m by 6 m by 1.5 m.

What is the volume of the prism?

Module 18 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 3.2 m by 6 m by 1.5 m.

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Module 18 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 3.2 m by 6 m by 1.5 m.

What is the volume of the prism?

Module 18 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cylinder has a diameter of 8 meters and a height of 10

meters. What is the volume of the cylinder? Leave your

answer in terms of *π*.

Module 18 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cylinder has a diameter of 8 meters and a height of 10

meters. What is the volume of the cylinder? Leave your

answer in terms of *π*.

Module 18 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cylinder has a diameter of 8 meters and a height of 10

meters. What is the volume of the cylinder? Leave your

answer in terms of *π*.

Module 18 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cylinder has a diameter of 8 meters and a height of 10

meters. What is the volume of the cylinder? Leave your

answer in terms of *π*.

Module 18 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A sphere has a diameter of 8 feet. What is the volume of the

sphere to the nearest tenth of a cubic foot? Use 3.14 for *π*.

Module 18 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A sphere has a diameter of 8 feet. What is the volume of the

sphere to the nearest tenth of a cubic foot? Use 3.14 for *π*.

Module 18 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A sphere has a diameter of 8 feet. What is the volume of the

sphere to the nearest tenth of a cubic foot? Use 3.14 for *π*.

Module 18 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A sphere has a diameter of 8 feet. What is the volume of the

sphere to the nearest tenth of a cubic foot? Use 3.14 for *π*.

Module 18 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has a square base with side length of

10 inches. The volume of the prism is 1600 cubic inches.

Find the surface area of the prism.

Module 18 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has a square base with side length of

10 inches. The volume of the prism is 1600 cubic inches.

Find the surface area of the prism.

Module 18 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has a square base with side length of

10 inches. The volume of the prism is 1600 cubic inches.

Find the surface area of the prism.

Module 18 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has a square base with side length of

10 inches. The volume of the prism is 1600 cubic inches.

Find the surface area of the prism.

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the probabilities of a likely event and an event that

is as likely as not using a number or a number range.

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the probabilities of a likely event and an event that

is as likely as not using a number or a number range.

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the probabilities of a likely event and an event that

is as likely as not using a number or a number range.

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the probabilities of a likely event and an event that

is as likely as not using a number or a number range.

Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Blake spun a spinner 80 times. The spinner is divided into

5 equal sections labeled A, B, C, D, and E. He landed on

A 12 times, B 16 times, C 19 times, D 18 times, and E 15

times. Find the experimental probability of each event in

simplest terms.

Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Blake spun a spinner 80 times. The spinner is divided into

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Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The table shows the number of yogurt requests by cafe

customers. Find the experimental probability that the next

yogurt order is a low-fat peach yogurt.



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Module 19 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mercedes notices that of the first 100 vehicles driving by

her school, 85 of them are cars. Using proportional

reasoning and a percent equation, estimate how many

vehicles out of the next 1,500 are cars.

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Module 20 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A bag contains 7 orange marbles, 4 yellow marbles, 6 blue

marbles, and 3 green marbles. What is the theoretical

probability of randomly selecting a blue marble from the

bag? Give your answer as a fraction, decimal, and

percent.

Module 20 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 20 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Amir spins a spinner with 4 equal sections labeled 1–4 and

rolls a number cube labeled 1–6. Find the probability that

Amir gets a sum of 7.

Module 20 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 20 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ivan is going to spin a spinner with 6 equal sections labeled

1–6 and flip a coin 2,400 times. Write and solve a proportion

to predict the number of times the spinner lands on 5 and

the coin lands on tails.

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Module 20 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A retailer mails postcards to its customers and 40% of the

postcards include a coupon. Explain how to simulate this

situation in order to find the experimental probability that the

third postcard mailed is the first to include a coupon.

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