

Grade 8

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 sides?

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

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angles, side lengths, and parallel sides?

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.

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

(3, 3), and (3, 0). Describe the translation using mapping

notation.

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

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.

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

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

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 1.5 times its size to form Figure 2. What are the

side lengths and angle measures of Figure 2?

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

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

(3, 9). It is dilated twice, 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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What sequence of transformations could map *B* to *P*?



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

Solve the equation using two different methods. Show

your work.

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

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

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

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

Solve the equation and determine how many solutions the

equation has. Explain your answer.

2.5*x* − (1.1*x* − 2) = 2(0.7*x*)

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

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

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

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

corresponding remote interior angles are congruent, what

is the measure of each angle?

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

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Module 4 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 4 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 4 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 4 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the measures of the two angles.



Module 4 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Find the measures of the two angles.



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

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Module 5 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 he runs in *x* days.

Module 5 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Describe a proportional relationship that would be best

represented with a continuous graph. Explain your reasoning.

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Module 5 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Walter, Geraldine, and Tonya are participating in a car wash.

Walter can wash 5 cars in 2 hours. Geraldine can wash 7 cars in 3 hours. Tonya washes cars according to the table shown.

Complete the table. Then compare the car-washing rates of

the three friends. Assume that all the cars are the same size.



Module 5 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Geri is ordering flower arrangements for a teacher’s

appreciation brunch. She is planning for up to eight table

arrangements that cost $5 each with a $10 set-up fee for

the whole order. Graph the function that represents

the cost.



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

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

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

knows that the slope is 3. What are the y-intercept and the equation of the line?

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

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

Janet, an antique dealer, purchased a classic toy car as an

investment. She wrote the equation *y* = 40*x* + 100 to

represent the value y in dollars of her investment *x* years

after she bought it. What are the initial value and rate of

change? Explain.

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

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Module 6 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a linear function containing the following points:

(0, −8) (2, 0)

Module 6 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 6 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Olga just got a new job, and she 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?

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

Victoria just graduated from college. She 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 6 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Victoria just graduated from college. She saves the same

amount of money each week. After many weeks, she has

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Describe a graph that represents this situation.

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

Victoria just graduated from college. She 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 6 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Describe a graph that represents this situation.

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

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

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

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

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

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Module 7 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the value of a in the solution to the system of equations?

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

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Module 7 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many solutions does the system of equations have?

Explain.

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

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Module 7 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anna and Celine buy fruit. 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?

Module 7 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

How can you determine whether a line is a reasonable trend

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The table shows the Tigers’ scores for 10 games.



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

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Module 9 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%

exercise to begin the day. Among those who do not use an

alarm clock, 25% exercise to begin the day. Construct a

two-way frequency table to display the data.

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

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

Convert this table to a table that shows relative frequencies.



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

The table shows data from a survey in which high-school

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 the student is in the movie club? Explain.



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

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

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

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Module 10 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.

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

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

What is the length of the hypotenuse?

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

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

Determine if a triangle with sides of lengths 4 cm, 9 cm, and

10 cm is a right triangle and explain how you know.

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

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Module 11 Lesson 3 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 11 Lesson 4 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 11 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

Determine which number is greater and tell how many

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

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Module 12 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

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

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

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

A cone has a diameter of 12 meters and height of 2 meters.

What is the volume of the cone in terms of *π*?

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

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Module 13 Lesson 3 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 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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Module 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 13 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cup in the shape of a cone and a cup in the shape of a

cylinder both have a height of 4 inches and a diameter of

5 inches. What is the volume of each cup? Use 3.14 for *π*

and round your answers to the nearest hundredth.

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