

Chapter 1

Practice 1-1

1. -4.2 2. 4 3. $\frac{7}{6}$ 4. 1 5. $\frac{2}{3}$ 6. 1.8 7. 6 8. 0.01 9. $<$
 10. $=$ 11. $<$ 12. $=$ 13. $<$ 14. $<$ 15. $>$ 16. $<$
 17. integer, rational, real 18. whole, integer, rational, real
 19. irrational, real 20. rational, real 21. natural, whole,
 integer, rational, real 22. rational, real 23. irrational, real
 24. integer, rational, real 25. Comm. Prop. of Add.
 26. Identity Prop. of Add. 27. Assoc. Prop. of Add.
 28. Inv. Prop. of Mult. 29. Dist. Prop.
 30. Comm. Prop. of Mult. 31. Identity Prop. of Mult.
 32. Inv. Prop. of Mult. 33. Inv. Prop. of Add.
 34. Assoc. Prop. of Mult.
 35–38.



39. $2\frac{1}{2}$; $-\frac{2}{5}$ 40. -3 ; $\frac{1}{3}$ 41. $-\frac{5}{6}$; $\frac{9}{5}$ 42. 4; $-\frac{1}{4}$
 43. N ; natural 44. H ; rational; L ; rational; n ; natural
 45. c ; rational; n ; natural

Guided Problem Solving 1-1

1. An example that makes the statement false. 2. There may be many valid counterexamples for each statement.
 3. Answers may vary. Sample: 4 is a whole number, but its reciprocal $\frac{1}{4}$ is not a whole number. 4. Answers may vary. Sample: 7 is a natural number, but its opposite -7 is not a natural number. 5. Answers may vary. Sample: 0 is a whole number, and since $-0 = 0$, the opposite of 0 is a whole number. 6. Answers may vary. Sample: The integer -1 has -1 as its reciprocal, so -1 is an integer whose reciprocal is an integer. 7. Answers may vary. Sample: $\sqrt{2}$ and $-\sqrt{2}$ are irrational numbers, but their product -2 is a rational number. 8. Answers may vary. They should be similar to counterexamples in (3)–(7). 9a. Answers may vary. Sample: 2 and 5 are whole numbers but $2 - 5 = -3$, which is not a whole number. 9b. Answers may vary. Sample: 5 is an integer, but its opposite -5 is not a whole number. 9c. Answers may vary. Sample: 3 is a whole number but $3^2 = 9$, which is not an even number. 9d. Answers may vary. Sample: -1 is an integer, but not a whole number. 9e. Answers may vary. Sample: 4 is a whole number and $\sqrt{4}$ is 2, which is not an irrational number.

Practice 1-2

1. $7x$ 2. $14r - 5$ 3. $-11a + b - 1$ 4. $2i + 7j$ 5. $12xy$
 6. $13x^2 + 5x$ 7. $4m - 6$ 8. $\frac{1}{3}a + \frac{1}{9}b$ 9. $\frac{3}{2}r^2 + 2r$
 10. $-a - \frac{5}{2}$ 11. $-8x^2 - 16m$ 12. $x^2 - 2xy + y^2$
 13a. 54 in.^2 13b. 13.5 m^2 14. \$10.06 15. 85 16. 26
 17. -42 18. -1421 19. 10 20. 1 21. 32 22. 13

23. 186 24. 25 25. 0 26. -25
 27. $a + (a - b) + c + b + (a - 2c) + b + c + (a - b); 4a$

Guided Problem Solving 1-2

1. The number of eligible voters in millions in the United States from 1960 to 2000. 2. The number of years since 1960
 3. 28; about 180 million voters 4. 52, 60 5. about 242 million voters; about 263 million voters 6. $-0.003y + 0.61$
 7. $-0.0078y^2 + 1.265y + 65.27$ 8. 20; about 87 million voters
 9. Answers may vary. Sample: Answers are reasonable.

Year	Eligible Voters
1968	180 million
2012	242 million
2020	263 million

- 10a. about 198 million eligible voters 10b. about 100 million voters

Practice 1-3

1. $h = \frac{2V}{\pi r^2}$
 2. $r = \frac{L - S}{L}$
 3. $w = \frac{S - \ell h}{\ell + h}$
 4. $x = \frac{9}{4}g - 3$; no restrictions
 5. $x = \frac{c(a + b)}{b - a}$; $a \neq b$
 6. $x = r^3 - 3$; $r \neq 0$ 7. \$20 and \$35 8. 2.5 in., 6 in., 6.5 in.
 9. 41, 42, 43 10. 0 11. 1 12. 6 13. -1 14. $-\frac{7}{4}$ 15. 1
 16. 19 17. $\frac{15}{2}$ 18. Mike's bus: 35 mi/h; Adam's bus: 55 mi/h
 19. slower train: 50 mi/h; faster train: 100 mi/h
 20. 81, 83, 85, and 87 21. length: 17 cm; width: 12 cm

Guided Problem Solving 1-3

1. \$5000 2. \$2000; \$3000 3. 6%; 8% 4. $P = 2000$, $r = 0.06$, $t = 1$ 5. \$2120 6. $P = 3000$, $r = 0.08$, $t = 1$ 7. \$3240
 8. \$360 9. \$746.40 10. Answers may vary. Sample: $I = P(1 + rt) - P$; Answers verify. 11. \$26; \$52.86

Practice 1-4

1. $t \geq -5$

 2. $m > 8$

 3. $x \leq -2$

Springboard Alg 2 Ch 2 Answers

Xiaolong Qi

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

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Algebra in the Early Grades James J. Kaput, David W. Carraher, Maria L. Blanton, 2017-09-25 This volume is the first to offer a comprehensive research based multi faceted look at issues in early algebra In recent years the National Council for Teachers of Mathematics has recommended that algebra become a strand flowing throughout the K 12 curriculum and the 2003 RAND Mathematics Study Panel has recommended that algebra be the initial topical choice for focused and coordinated research and development in K 12 mathematics This book provides a rationale for a stronger and more sustained approach to algebra in school as well as concrete examples of how algebraic reasoning may be developed in the early grades It is organized around three themes The Nature of Early Algebra Students Capacity for Algebraic Thinking Issues of Implementation Taking Early Algebra to the Classrooms The contributors to this landmark volume have been at the forefront of an effort to integrate algebra into the existing early grades mathematics curriculum They include scholars who have been developing the conceptual foundations for such changes as well as researchers and developers who have led empirical investigations in school settings Algebra in the Early Grades aims to bridge the worlds of research practice design and theory for educators researchers students policy makers and curriculum developers in mathematics education

Getting from Arithmetic to Algebra Judah L. Schwartz, 2012-05-04 Two experienced educators present a fresh approach to mathematics learning in the middle grades with the transition from arithmetic to algebra The authors provide a collection of balanced multi dimensional assessment tasks designed to evaluate students ability to work with mathematical objects and perform

mathematical actions from publisher description **Planting the Seeds of Algebra, PreK–2** Monica Neagoy, 2012-04-20
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Intermediate Algebra Elizabeth Difanis Phillips, Elizabeth D. Phillips, Thomas Butts, Michael Shaughnessy, 1994

Graduate Algebra: Noncommutative View Louis Halle Rowen, 2008 This book is an expanded text for a graduate course in commutative algebra, focusing on the algebraic underpinnings of algebraic geometry and of number theory. Accordingly, the theory of affine algebras is featured, treated both directly and via the theory of Noetherian and Artinian modules, and the theory of graded algebras is included to provide the foundation for projective varieties. Major topics include the theory of modules over a principal ideal domain and its applications to matrix theory, including the Jordan decomposition, the Galois theory of field extensions, transcendence degree, the prime spectrum of an algebra, localization, and the classical

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Applied Mechanics Reviews, 1991 **Technometrics**, 1991 Middle School Math, Course 2
McDougal Littell Incorporated, 2004 **Beginning Algebra** Man M. Sharma, 2005 *Differential Equations and Dynamical Systems* Lawrence Perko, 2012-12-06

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Glencoe Algebra 1, 2001 Analytic Geometry and Calculus, with Technical Applications Jerry D. Strange, Bernard J. Rice, 1970 *Teaching Children Mathematics*, 2000

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