# Grade 8      Unit 8     Week 7

**Parents:** Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

**Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.**

**Special Education students should use the Re-Engage lessons as shown in the weekly plans.**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Topic** | Solve system of equations using the graphing method. | Solve system of equations using the substitution method. | Solve system of equations using the elimination method involving addition and subtraction. | Solve system of equations using the elimination method involving multiplication and division. | Demonstrate understanding of system of equations and interpret the solution. |
| **Assignment** | Unit 8 Lesson 3<br><br>Re-Engage A<br>Re-Engage B<br>Extra Practice | Unit 8 Lesson 5<br><br>Re-Engage A<br>Re-Engage B<br>Re-Engage C<br>Extra Practice | Unit 8 Lesson 7<br><br>Re-Engage A<br>Re-Engage B<br>Extra Practice | Unit 8 Lesson 8<br><br>Re-Engage<br>Extra Practice | Unit 8 Lesson 11<br><br>Math Task |
| **Video link** | Unit 8 Lesson 2<br>Unit 8 Lesson 3<br>Student Support Video | Unit 8 Lesson 4<br>Unit 8 Lesson 5<br>Student Support Video | Unit 8 Lesson 7<br>Student Support Video | Unit 8 Lesson 8<br>Student Support Video | (no video for Math Tasks) |
| **Fluency Practice** | Integers<br>Addition Fluency C | Integers<br>Subtraction Fluency C | Integers<br>Multiplication Fluency C | Integers<br>Division Fluency C | Fraction-Decimal Conversion Fluency C |
| **Reflection** | One thing I was successful with is…<br><br><br>One thing I need more help with is… | One thing I was successful with is…<br><br><br>One thing I need more help with is… | One thing I was successful with is…<br><br><br>One thing I need more help with is… | One thing I was successful with is…<br><br><br>One thing I need more help with is… | One thing I was successful with is…<br><br><br>One thing I need more help with is… |

**Find this packet on swunmath.com. Click on the hyperlinks to jump to the lesson videos.**
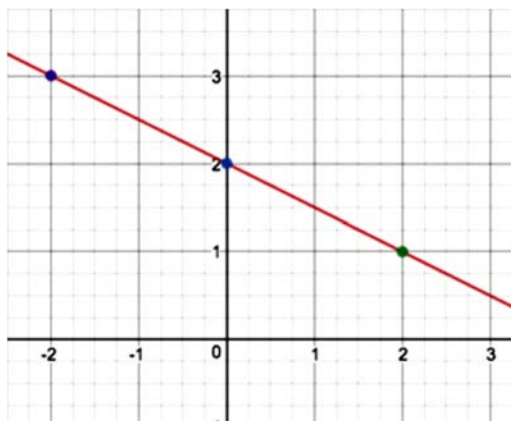
## Model

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### Graph a Linear Equation

$$y = -\frac{1}{2}x + 2$$

slope · y-intercept

1.  Plot the y-intercept: $(0, 2)$

2.  Use the slope to move from the y-intercept to the next point.
    - The numerator value moves up (or down), and the denominator value moves over to the right. Plot this point.
    - Slope is $-\frac{1}{2}$
    - Move down 1 (because it is negative) and over 2.

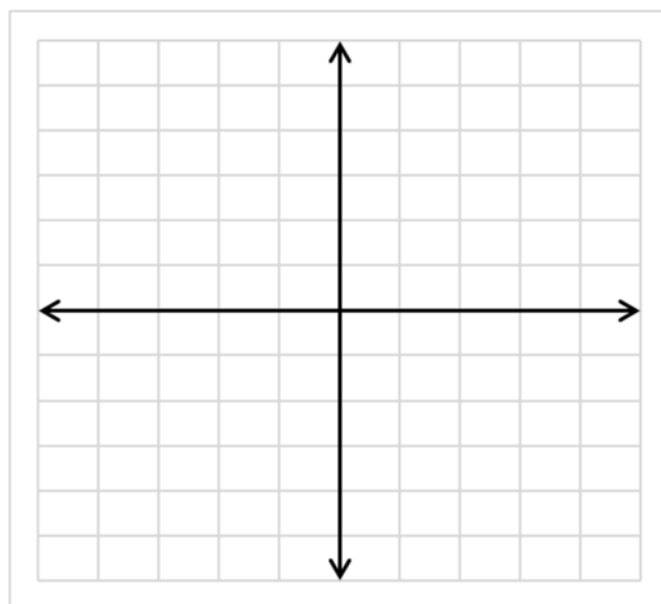3.  Connect the two points to form a straight line.



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## Structured Guided Practice

**Directions:** Graph the equation.

1. $y = -\dfrac{3}{4}x + 4$
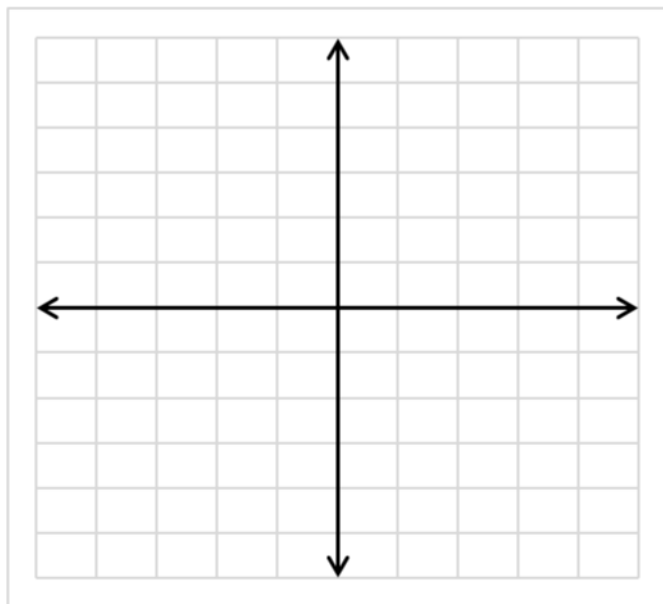
2. $y = -\dfrac{5}{6}x + 1$

3. $y = \dfrac{1}{4}x - 2$
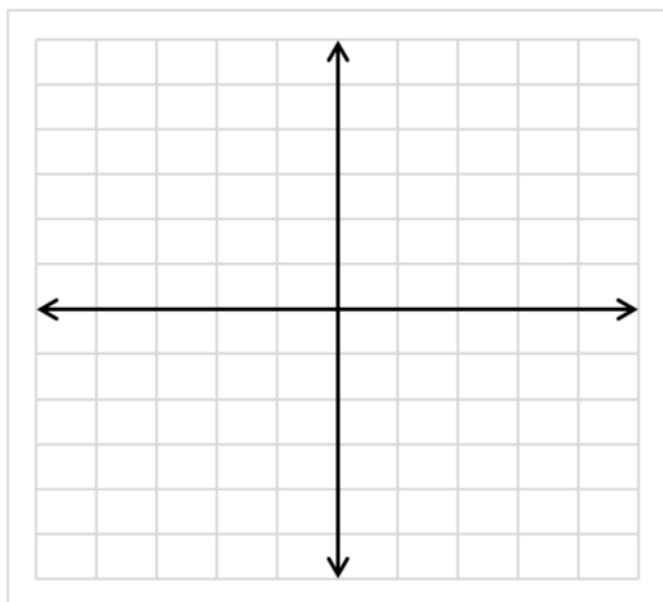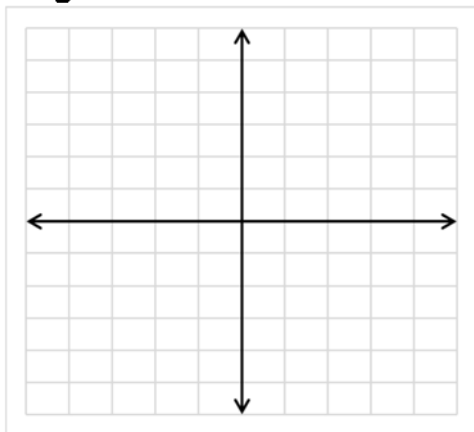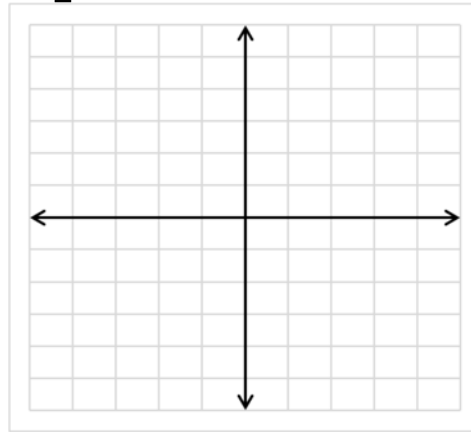
4. $y = \dfrac{4}{5}x - 3$
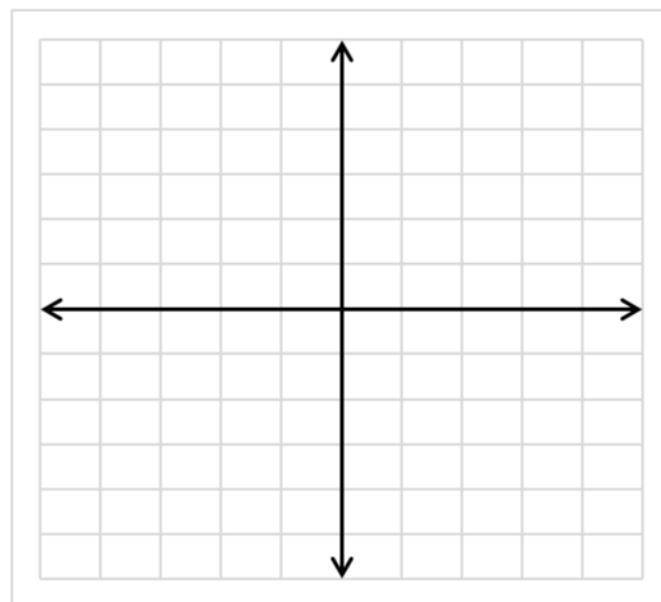
## Student Practice

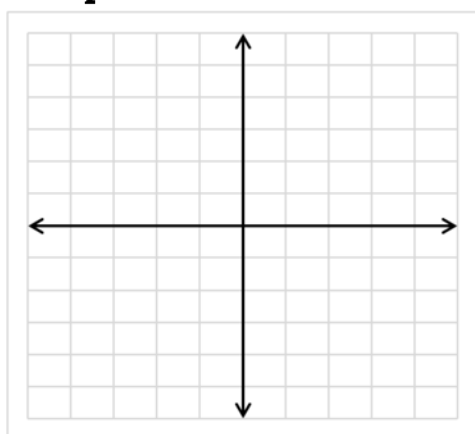**Directions:** Graph the equation.

1. $y = -\dfrac{2}{3}x + 3$
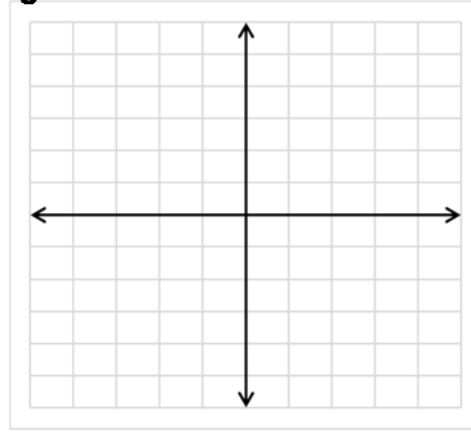
2. $y = -\dfrac{1}{2}x + 4$

3. $y = -\dfrac{3}{4}x + 5$

4. $y = \dfrac{5}{6}x - 1$

5. $y = \dfrac{1}{2}x - 3$
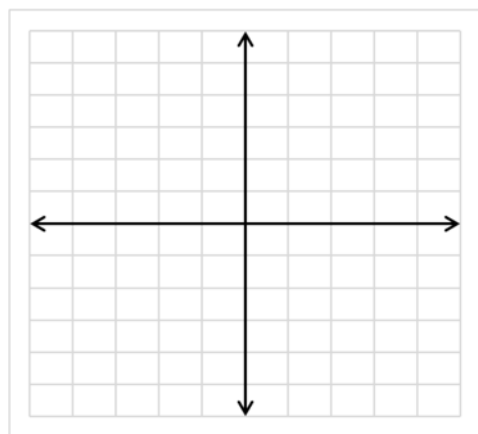
6. $y = \dfrac{2}{3}x - 2$

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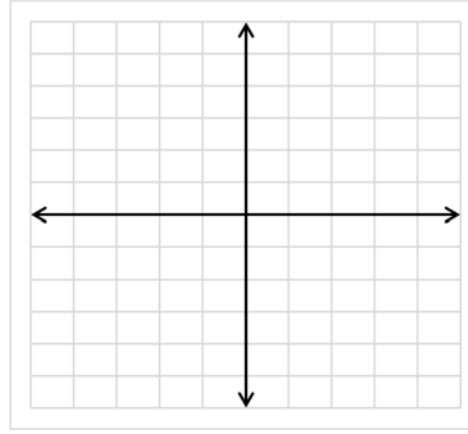
## Model

Solve for $y$

$$3y = -2x + 1$$

1. Use an inverse operation to isolate the y.
2. Since 3 is multiplied by y, the inverse will be to divide by 3.

    *Notice that dividing by 3 and multiplying by $\frac{1}{3}$ are the same operation.

$$\frac{3y}{3} = \frac{-2x + 1}{3}$$

Slope-Intercept Form:

$$y = -\frac{2}{3}x + \frac{1}{3}$$

## Structured Guided Practice

**Directions:** Solve for y to get slope-intercept form.

| | |
|---|---|
| 1. $5y = -4x + 2$ | 2. $4y = -3x + 1$ |
| 3. $6y = 5x - 7$ | 4. $3y = 6x - 5$ |

## Student Practice

**Directions:** Solve for y to get slope-intercept form.

| | |
|---|---|
| 1. $2y = -x + 1$ | 2. $4y = -2x + 1$ |
| 3. $5y = -3x + 1$ | 4. $4y = 4x - 9$ |
| 5. $3y = 2x - 3$ | 6. $4y = 8x - 5$ |

**Directions:** Graph to determine the solution. Change to slope-intercept form, if needed.

1. $y = 2x - 1$
   $x + y = 2$
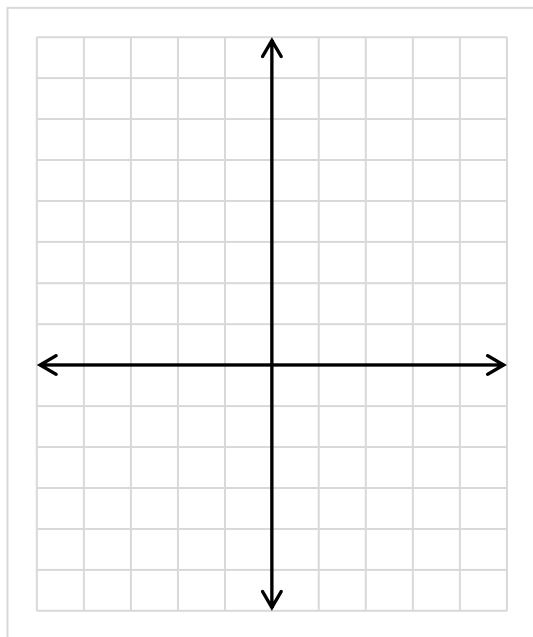
2. $y = 2x$
   $y = 3x - 1$
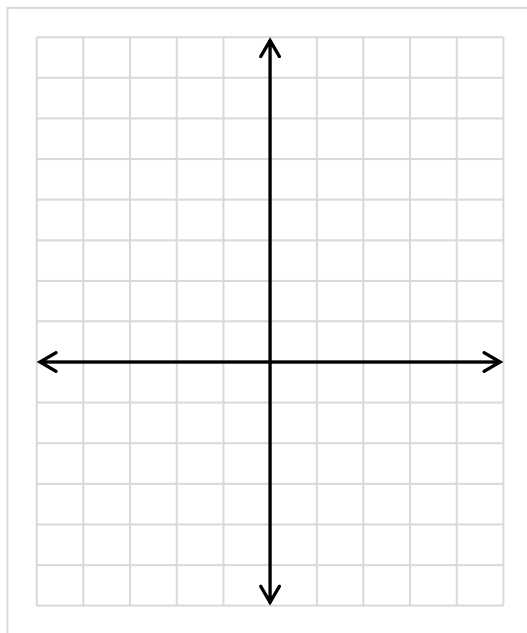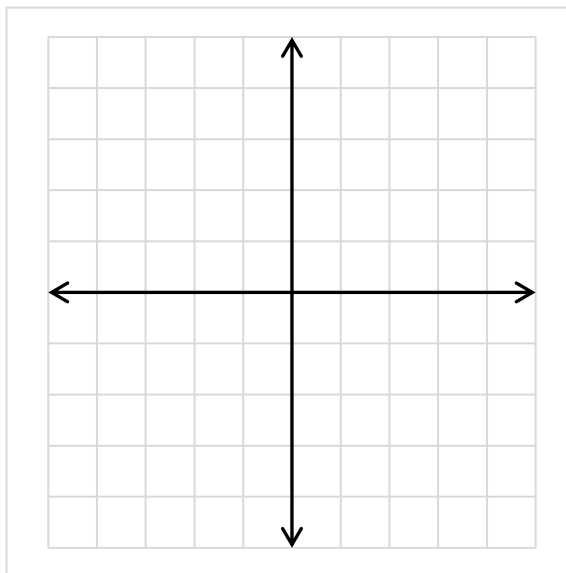
3. $2x - y = 2$
   $y = 2x + 1$

4. $y = \frac{1}{3}x + 2$
   $3y = x + 6$
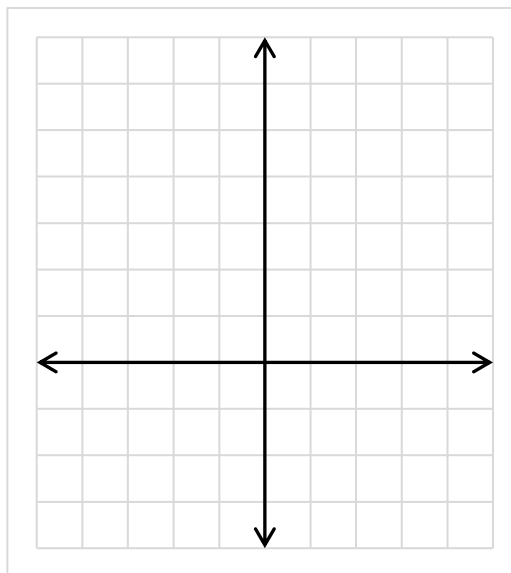
5. $2x = 4 + y$
   $x - 2y = 2$
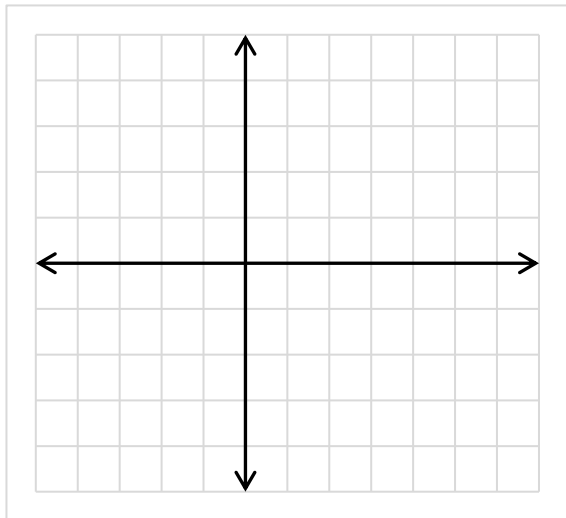
6. $y = -3x + 3$
   $3x - 2y = 0$
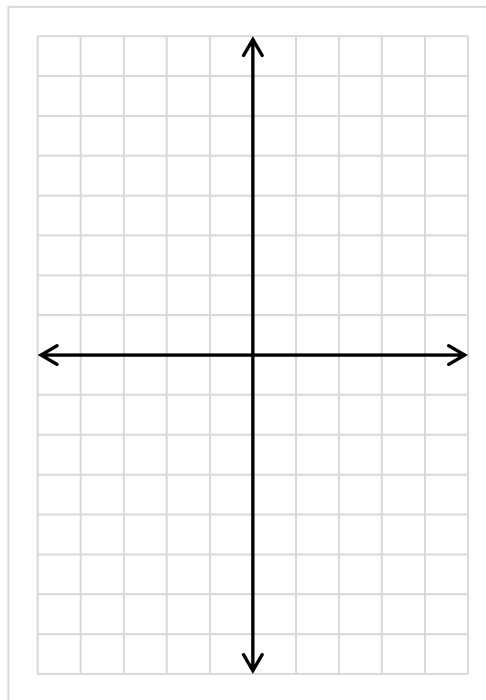
## Model

Solve for $x$

$$2y + 3x = 4$$

Use inverse operations to isolate the $x$ to one side.

1. Subtract 2y from both sides.

$$\begin{array}{rcl} 2y + 3x & = & 4 \\ -2y & = & -2y \\ \hline 3x & = & -2y + 4 \end{array}$$

2. Divide both sides by 3.

$$\frac{3x}{3} = \frac{-2y + 4}{3}$$

3. Solve:    $x = -\dfrac{2}{3}y + \dfrac{4}{3}$   or   $x = -\dfrac{2}{3}y + 1\dfrac{1}{3}$

## Structured Guided Practice

**Directions:** Solve for x.

| | |
|---|---|
| 1. 4y + 3x = 4 | 2. 3y + 5x = 6 |
| 3. 2y − 7x = -4 | 4. 5y − 8x = -6 |

## Student Practice

**Directions:** Solve for x.

| | |
|---|---|
| 1. $3y + 7x = 5$ | 2. $6y + 5x = 7$ |
| 3. $5y + 8x = 6$ | 4. $2y - 3x = -2$ |
| 5. $5y - 5x = -10$ | 6. $5y - 6x = -12$ |

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## Model

### Substitute $y$ to Solve for $x$

$$2y + 3x = 4$$
$$y = 5$$

1. Replace the y in the initial equation.

$2y + 3x = 4$

$2(5) + 3x = 4$

$10 + 3x = 4$

$\quad -10 \qquad\quad -10$

$\qquad\quad 3x = -6$

2. Divide to isolate the x.

$$\frac{3x}{3} = \frac{-6}{3}$$

Solution is x = −2

## Structured Guided Practice

| | |
|---|---|
| 1.  3y + 2x = 6 <br> y = 4 | 2.  4y + 5x = 2 <br> y = 8 |

## Student Practice

**Directions:** Substitute and solve.

| | |
|---|---|
| 1. $5y + 2x = 7$<br>　　$y = 3$ | 2. $3y + 6x = 9$<br>　　$y = 11$ |
| 3. $7y + 3x = 8$<br>　　$y = 2$ | 4. $7y + 2x = 8$<br>　　$y = 4$ |
| 5. $6y + 5x = 9$<br>　　$y = 4$ | 6. $2y + 7x = 4$<br>　　$y = 9$ |

## Model

$$3y - 42 - y = -20$$

Combine the like terms.

$$3y - y - 42 = -20$$
$$2y - 42 = -20$$

Use inverse operations to isolate the variable.

$$2y - 42 = -20$$
$$\underline{+42 = +42}$$
$$2y = 22$$

Use inverse operations to solve.

$$\frac{2y}{2} = \frac{22}{2}$$

Solution: **y = 11**

## Structured Guided Practice

| 1.  $2y - 14 - 3y = -31$ | 2.  $4x - 21 - 2x = -17$ |
|---|---|
| | |

## Student Practice

**Directions:** Solve.

| | |
|---|---|
| 1. $4y - 23 - 3y = -34$ | 2. $2y - 15 - 5y = -30$ |
| 3. $7y - 16 - 11y = -32$ | 4. $6y - 25 - 3y = -31$ |
| 5. $8y - 36 - 10y = -14$ | 6. $5y - 32 - 6y = -12$ |

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**Directions:** Use substitution to solve each system of equations.

| | |
|---|---|
| 1. $x + 3y = 1$<br>$x + 2y = -5$ | 2. $3x - y = -12$<br>$2x - 2y = 4$ |
| 3. $3x + 3y = -36$<br>$x - y = -4$ | 4. $x - 2y = -17$<br>$3x - y = 14$ |
| 5. $2x + 2y = 140$<br>$3x + 5y = 220$ | 6. $y = 2x + 5$<br>$y + x = -10$ |

## Model

Zero Pair

$$-4x$$

The opposite of $-4x$ is 4x.

It is called a zero pair because when adding opposites, the solution is zero.

$$-4x + 4x = 0$$

| -x | -x |
|----|----|
| -x | -x |

| x | x |
|---|---|
| x | x |

## Structured Guided Practice

**Directions:** State the opposite, making a zero pair.

| | |
|---|---|
| 1. $-13x + $ ____ $= 0$ | 2. $-2x$ |
| 3. $5y + $ ____ $= 0$ | 4. $12y$ |

## Student Practice

**Directions:** State the opposite, making a zero pair.

1. $-43x + \underline{\hspace{1cm}} = 0$

2. $-6x$

3. $-21x + \underline{\hspace{1cm}} = 0$

4. $67y$

5. $18y + \underline{\hspace{1cm}} = 0$

6. $9y$

## Model

### Subtracting Negatives

$$-13 - (-7)$$

**Number Line:**

1. Place the first term on the number line.

2. Subtract the second term.

> Since subtracting means removing a negative value, it is the same as adding a positive value, so move to the <u>right</u> 7 places.
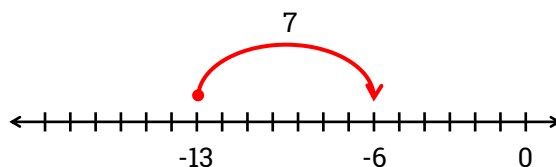


**Equation:**

$-13 - (-7) = -13 + 7$

### Answer: −6

## Structured Guided Practice

| 1.  $-9 - (-7)$ | 2.  $-20 - (-41)$ |
|---|---|
| | |

## Student Practice

**Directions:** Subtract.

1. $-14 - (-12)$

2. $-12 - (-16)$

3. $-24 - (-25)$

4. $-17 - (-24)$

5. $-11 - (-31)$

6. $-21 - (-32)$

**Directions:** Use the elimination method to find the solution set.

1. $-3x + 10y = -60$
   $3x + 5y = 15$

2. $-7x + 13y = -8$
   $15x - 13y = 32$

3. $-9x + 12y = 30$
   $12y = 4x$

4. $-6x - 10y = 18$
   $-10y = 4x + 2$

5. $14x - 8y = 60$
   $-14x - 6y = -4$

6. $2x + 7y = 27$
   $-9x = 7y - 48$

## Model

$$3x - 4y = -20$$
$$2x - 3y = 15$$

1. Find a common factor of either x or y.

   Common multiple for x = 6
   Common multiple for y = −12

2. Eliminate one of the variables by multiplying to get the common multiple .

   I choose to eliminate the x variable since it is the simplest common multiple.

3. Multiply 2 by the first equation and 3 by the second to create new equations.

   (2) (3x − 4y = −20)  ⟶  6x − 8y = −40

   (3) (2x − 3y = 15)  ⟶  6x − 9y = 45

## Structured Guided Practice

**Directions:** Identify the variable to eliminate and multiply to create new equations.

| | |
|---|---|
| 1. 4x + 2y = −16<br>2x + 3y = 25 | 2. 2x − 4y = −10<br>5x − 3y = 15 |

## Student Practice

**Directions:** Identify the variable to eliminate and multiply to create two new equations.

1. $5x - 6y = -11$
   $2x - 2y = 9$

2. $7x - 4y = -14$
   $2x - 3y = 10$

3. $3x - 4y = -12$
   $2x - 3y = 21$

4. $4x - 2y = -14$
   $2x - 3y = 24$

5. $5x - 4y = -16$
   $2x - 3y = 8$

6. $6x - 2y = -20$
   $2x - 3y = 15$

**Directions:** Determine the solution for each system of equation.

| | |
|---|---|
| 1. $2x + 3y = 18$<br>$\quad 4x - 3y = -18$ | 2. $6x - 4y = 28$<br>$\quad 6x + 2y = 4$ |
| 3. $3x + 4y = -4$<br>$\quad 6x - 2y = -58$ | 4. $3x + 7y = 55$<br>$\quad 8x + 2y = 80$ |
| 5. $x + y = 2$<br>$\quad 10x + 4y = 20$ | 6. $5x - 11y = -51$<br>$\quad 7x - 3y = 3$ |

**Directions:** Solve.

### What's the Score?

Collect 12 dimes and 12 buttons. For this game, you keep score by assigning points to the dimes and buttons. Dimes are worth 4 points. Buttons are worth 1 point. Let $d$ represent the number of dimes and let $b$ represent the number of buttons.

Example: 10 points = ( d ) ( d )  +  ( b ) ( b )

$$4d \qquad + \qquad b$$

1. Choose a collection of 9 objects and calculate your score. There are many possibilities. Please list two different combinations.

2. Write and solve a system of equations to find the number of dimes and buttons needed to get a score of 24 using nine objects.

3. Set up a table tracking dimes and buttons. If 9 objects are used each time, keep track of how many buttons are used for 0, 1, 2, 3, 4, 5, 6 dimes. Did the table results agree with your solution to the system? Explain.

| Solution: | | | | | | | | | The results do agree with the solution that was |
|---|---|---|---|---|---|---|---|---|---|
| Buttons | 9 | 8 | 7 | 6 | 5 | 4 | 3 | | obtained by the system. |
| Dimes | 0 | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Points | 9 | 12 | 15 | 18 | 21 | 24 | 27 | | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| $-3 + 9 =$ | $8 + -1 =$ | $7 + -4 =$ | $-6 + -3 =$ | $-9 + 2 =$ | $5 + -3 =$ | $8 + -2 =$ |
| $-4 + 9 =$ | $-7 + 3 =$ | $-4 + -5 =$ | $-9 + -5 =$ | $-3 + 3 =$ | $-2 + -8 =$ | $-4 + 2 =$ |
| $-9 + -4 =$ | $-7 + -2 =$ | $-9 + 1 =$ | $4 + -9 =$ | $3 + -8 =$ | $-3 + -5 =$ | $-9 + 9 =$ |
| $6 + -3 =$ | $-2 + 7 =$ | $-9 + -7 =$ | $-4 + -6 =$ | $-5 + 8 =$ | $-8 + 6 =$ | $-8 + 9 =$ |
| $-6 + 8 =$ | $-7 + 5 =$ | $-6 + -6 =$ | $4 + -7 =$ | $-3 + 2 =$ | $6 + -7 =$ | $8 + -4 =$ |
| $-6 + -2 =$ | $-9 + 5 =$ | $-8 + -3 =$ | $-5 + 7 =$ | $-4 + 7 =$ | $-2 + -5 =$ | $0 + 6 =$ |
| $5 + -9 =$ | $7 + -9 =$ | $6 + -1 =$ | $-4 + -8 =$ | $-2 + 4 =$ | $-8 + -9 =$ | $4 + -4 =$ |
| $-2 + -3 =$ | $-8 + -4 =$ | $-9 + 8 =$ | $-6 + -4 =$ | $-4 + -3 =$ | $3 + -4 =$ | $-5 + -5 =$ |
| $-7 + -1 =$ | $-7 + -7 =$ | $-2 + 6 =$ | $-7 + -8 =$ | $-3 + -7 =$ | $-9 + 6 =$ | $-9 + 4 =$ |
| $-2 + -2 =$ | $7 + -6 =$ | $-8 + 5 =$ | $8 + -7 =$ | $-5 + 6 =$ | $-6 + -5 =$ | $-5 + 4 =$ |

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| | | | | | | |
|---|---|---|---|---|---|---|
| $-7 - -7 =$ | $-5 - 7 =$ | $-9 - 6 =$ | $0 - 6 =$ | $-8 - 5 =$ | $-6 - 9 =$ | $-5 - 4 =$ |
| $4 - -4 =$ | $8 - -8 =$ | $9 - -3 =$ | $-7 - -8 =$ | $8 - -1 =$ | $-3 - 2 =$ | $-4 - -3 =$ |
| $8 - -8 =$ | $8 - -4 =$ | $-9 - 9 =$ | $-7 - -5 =$ | $-9 - 1 =$ | $-8 - 6 =$ | $-2 - -8 =$ |
| $-5 - 6 =$ | $-9 - -5 =$ | $-2 - 2 =$ | $6 - -1 =$ | $-6 - -5 =$ | $-8 - -9 =$ | $7 - -4 =$ |
| $-2 - 6 =$ | $5 - -3 =$ | $-9 - 4 =$ | $8 - -2 =$ | $2 - -7 =$ | $-4 - 2 =$ | $-3 - -6 =$ |
| $-5 - -9 =$ | $-2 - -5 =$ | $6 - -3 =$ | $-4 - 9 =$ | $-5 - 8 =$ | $-3 - 3 =$ | $4 - -7 =$ |
| $-6 - -6 =$ | $-6 - -2 =$ | $6 - -7 =$ | $-2 - -9 =$ | $-4 + -6 =$ | $-2 - 4 =$ | $-9 - 8 =$ |
| $-4 - -8 =$ | $3 - -4 =$ | $-7 - -6 =$ | $-8 - -3 =$ | $-3 - -7 =$ | $5 - -2 =$ | $7 - -6 =$ |
| $-3 - -5 =$ | $-5 - -5 =$ | $-9 - -7 =$ | $7 - -9 =$ | $-6 - -4 =$ | $-6 - 8 =$ | $-2 - -3 =$ |
| $-2 - 7 =$ | $-7 - 3 =$ | $3 - -8 =$ | $-9 - 2 =$ | $3 - -9 =$ | $-4 - -5 =$ | $-9 - -4 =$ |

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| | | | | | | |
|---|---|---|---|---|---|---|
| $-3 \cdot -7 =$ | $9 \cdot -2 =$ | $6 \cdot -4 =$ | $-7 \cdot 4 =$ | $-4 \cdot -8 =$ | $-6 \cdot 7 =$ | $-4 \cdot -6 =$ |
| $-5 \cdot 9 =$ | $-7 \cdot -2 =$ | $-6 \cdot -6 =$ | $-9 \cdot -7 =$ | $-7 \cdot 9 =$ | $-3 \cdot -6 =$ | $-3 \cdot 4 =$ |
| $4 \cdot -9 =$ | $5 \cdot -8 =$ | $9 \cdot -6 =$ | $2 \cdot -7 =$ | $2 \cdot -4 =$ | $-7 \cdot 6 =$ | $-8 \cdot 1 =$ |
| $2 \cdot -2 =$ | $6 \cdot -9 =$ | $5 \cdot -7 =$ | $0 \cdot -9 =$ | $-6 \cdot -4 =$ | $8 \cdot -8 =$ | $-7 \cdot -5 =$ |
| $3 \cdot -2 =$ | $-4 \cdot -3 =$ | $-9 \cdot -4 =$ | $5 \cdot -6 =$ | $7 \cdot -3 =$ | $-3 \cdot 8 =$ | $-5 \cdot 2 =$ |
| $-2 \cdot -5 =$ | $-6 \cdot 3 =$ | $4 \cdot -2 =$ | $-8 \cdot 7 =$ | $-5 \cdot -5 =$ | $-3 \cdot -5 =$ | $-4 \cdot 7 =$ |
| $3 \cdot -3 =$ | $-8 \cdot 2 =$ | $-7 \cdot -1 =$ | $-8 \cdot 2 =$ | $-2 \cdot -4 =$ | $-8 \cdot -3 =$ | $2 \cdot -6 =$ |
| $9 \cdot -8 =$ | $-6 \cdot 1 =$ | $-5 \cdot 3 =$ | $-3 \cdot 9 =$ | $-6 \cdot -5 =$ | $-9 \cdot -5 =$ | $-4 \cdot -5 =$ |
| $-4 \cdot 4 =$ | $-2 \cdot -8 =$ | $9 \cdot -1 =$ | $-8 \cdot 4 =$ | $8 \cdot -5 =$ | $6 \cdot -8 =$ | $-7 \cdot 7 =$ |
| $-2 \cdot -3 =$ | $-9 \cdot 3 =$ | $-7 \cdot -8 =$ | $-4 \cdot 4 =$ | $5 \cdot -4 =$ | $8 \cdot -6 =$ | $-6 \cdot -2 =$ |

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| | | | | | | |
|---|---|---|---|---|---|---|
| $-32 \div 8 =$ | $72 \div -9 =$ | $-24 \div -6 =$ | $-10 \div 2 =$ | $-48 \div -6 =$ | $16 \div -8 =$ | $-28 \div 4 =$ |
| $-48 \div 8 =$ | $10 \div -5 =$ | $-12 \div -3 =$ | $-36 \div 9 =$ | $-9 \div -9 =$ | $-36 \div 9 =$ | $-42 \div -7 =$ |
| $12 \div -4 =$ | $-81 \div -9 =$ | $-9 \div 3 =$ | $-24 \div -3 =$ | $-30 \div 5 =$ | $21 \div -7 =$ | $-64 \div 8 =$ |
| $-27 \div -9 =$ | $-63 \div 9 =$ | $-12 \div -6 =$ | $-6 \div 2 =$ | $-4 \div 2 =$ | $-63 \div -7 =$ | $-20 \div -4 =$ |
| $54 \div -9 =$ | $-5 \div 5 =$ | $18 \div -3 =$ | $20 \div -5 =$ | $8 \div -8 =$ | $-56 \div -8 =$ | $-15 \div -5 =$ |
| $8 \div -4 =$ | $-6 \div -3 =$ | $-40 \div 5 =$ | $35 \div -7 =$ | $18 \div -9 =$ | $-18 \div -2 =$ | $36 \div -4 =$ |
| $36 \div -6 =$ | $-12 \div 2 =$ | $-48 \div 8 =$ | $-72 \div -8 =$ | $-25 \div -5 =$ | $0 \div -6 =$ | $-24 \div -8 =$ |
| $-45 \div -5 =$ | $-45 \div -9 =$ | $-21 \div -3 =$ | $-28 \div 7 =$ | $-35 \div -5 =$ | $6 \div -6 =$ | $49 \div -7 =$ |
| $-27 \div -9 =$ | $15 \div -3 =$ | $-14 \div 7 =$ | $16 \div -2 =$ | $-32 \div -4 =$ | $56 \div -8 =$ | $-15 \div -5 =$ |
| $-7 \div -7 =$ | $8 \div -2 =$ | $-16 \div -4 =$ | $-40 \div -8 =$ | $-24 \div 4 =$ | $56 \div -7 =$ | $-18 \div 6 =$ |

**SWUN MATH**
DEVELOPING MATH MINDS FOR TOMORROW

Name_____ Date_____

**Directions**: Convert fractions to decimals and decimals to fractions.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| $\frac{1}{3} =$ | $0.81 =$ | $0.41 =$ | $\frac{41}{100} =$ | $0.2 =$ | $\frac{3}{5} =$ | $\frac{73}{100} =$ | $0.93 =$ | $\frac{3}{50} =$ | $0.09 =$ |
| $0.27 =$ | $\frac{13}{25} =$ | $\frac{32}{50} =$ | $\frac{7}{100} =$ | $0.48 =$ | $\frac{7}{100} =$ | $\frac{12}{25} =$ | $0.39 =$ | $0.81 =$ | $0.07 =$ |
| $0.5 =$ | $0.75 =$ | $\frac{1}{4} =$ | $0.45 =$ | $\frac{1}{10} =$ | $0.6 =$ | $\frac{3}{5} =$ | $\frac{69}{100} =$ | $\frac{1}{5} =$ | $\frac{3}{20} =$ |
| $\frac{1}{4} =$ | $\frac{11}{25} =$ | $0.3 =$ | $\frac{7}{100} =$ | $0.75 =$ | $\frac{63}{100} =$ | $0.17 =$ | $\frac{13}{20} =$ | $0.91 =$ | $0.65 =$ |
| $\frac{3}{20} =$ | $\frac{23}{50} =$ | $0.98 =$ | $0.05 =$ | $0.6 =$ | $\frac{1}{4} =$ | $0.2 =$ | $0.32 =$ | $\frac{7}{10} =$ | $\frac{9}{25} =$ |
| $0.35 =$ | $\frac{19}{20} =$ | $0.19 =$ | $\frac{2}{5} =$ | $\frac{1}{50} =$ | $\frac{1}{100} =$ | $\frac{3}{10} =$ | $0.05 =$ | $0.17 =$ | $0.1 =$ |
| $\frac{4}{5} =$ | $0.71 =$ | $\frac{1}{20} =$ | $0.8 =$ | $0.08 =$ | $\frac{1}{25} =$ | $0.12 =$ | $\frac{71}{100} =$ | $0.82 =$ | $\frac{1}{4} =$ |

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