













SAXON[®] ALGEBRA 1



Table of Contents












Section 1: Lessons 1-10, Investigation 1

LESSON		PAGE
	1 Classifying Real Numbers	2
	2 Understanding Variables and Expressions	7
	3 Simplifying Expressions Using the Product Property of Exponents	12
	4 Using Order of Operations	17
	5 Finding Absolute Value and Adding Real Numbers Exploration: Modeling Real Number Addition	22
	6 Subtracting Real Numbers	27
	7 Simplifying and Comparing Expressions with Symbols of Inclusion	31
	8 Using Unit Analysis to Convert Measures Exploration: Using Unit Analysis	36
	9 Evaluating and Comparing Algebraic Expressions	43
	10 Adding and Subtracting Real Numbers	47
	LAB 1 Graphing Calculator: Generating Random Numbers	52
	INV 1 Investigation: Determining the Probability of an Event Exploration: Conducting Experiments to Find Probabilities	53













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











Section 2: Lessons 11-20, Investigation 2

LESSON		PAGE
	11 Multiplying and Dividing Real Numbers	56
	12 Using the Properties of Real Numbers to Simplify Expressions	63
	13 Calculating and Comparing Square Roots	69
	14 Determining the Theoretical Probability of an Event Exploration: Finding Theoretical Probability	74
	15 Using the Distributive Property to Simplify Expressions	80
	16 Simplifying and Evaluating Variable Expressions	86
	17 Translating Between Words and Algebraic Expressions	93
	18 Combining Like Terms	98
	19 Solving One-Step Equations by Adding or Subtracting Exploration: Using Algebra Tiles to Model One-Step Equations	103
	20 Graphing on a Coordinate Plane	110
	INV 2 Investigation: Graphing a Relationship	117












Section 3: Lessons 21-30, Investigation 3

LESSON		PAGE
	21 Solving One-Step Equations by Multiplying or Dividing Exploration: Using Inverse Operations	120
	22 Analyzing and Comparing Statistical Graphs Exploration: Analyzing Bar Graphs	127
	23 Solving Two-Step Equations	134
	24 Solving Decimal Equations	140
	25 Differentiating Between Relations and Functions	146
	26 Solving Multi-Step Equations	153
	27 Identifying Misleading Representations of Data	159
	28 Solving Equations with Variables on Both Sides Exploration: Modeling Variables on Both Sides of an Equation	164
	29 Solving Literal Equations	171
	LAB 2 Graphing Calculator: Creating a Table	177
	30 Graphing Functions	179
	INV 3 Investigation: Analyzing the Effects of Bias in Sampling, Surveys, and Bar Graphs Exploration: Making and Analyzing Biased Graphs	187













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









Section 4: Lessons 31-40, Investigation 4

LESSON	PAGE
 31 Using Rates, Ratios, and Proportions	190
 32 Simplifying and Evaluating Expressions with Integer and Zero Exponents	197
 33 Finding the Probability of Independent and Dependent Events	204
 34 Recognizing and Extending Arithmetic Sequences	211
 35 Locating and Using Intercepts	217
 36 Writing and Solving Proportions Exploration: Changing Dimensions	223
 37 Using Scientific Notation Exploration: Applying Scientific Notation	230
 38 Simplifying Expressions Using the GCF	236
 39 Using the Distributive Property to Simplify Rational Expressions	243
 40 Simplifying and Evaluating Expressions Using the Power Property for Exponents Exploration: Raising a Power to a Power	249
 INV 4 Investigation: Using Deductive and Inductive Reasoning	254














Section 5: Lessons 41-50, Investigation 5

LESSON		PAGE
	41 Finding Rates of Change and Slope Exploration: Analyzing a Graph	256
	42 Solving Percent Problems	263
	43 Simplifying Rational Expressions	270
	44 Finding Slope Using the Slope Formula	275
	45 Translating Between Words and Inequalities	282
	46 Simplifying Expressions with Square Roots and Higher-Order Roots	288
	47 Solving Problems Involving the Percent of Change	294
	48 Analyzing Measures of Central Tendency	299
	LAB 3 Graphing Calculator: Graphing Linear Functions	305
	49 Writing Equations in Slope-Intercept Form	307
	50 Graphing Inequalities	314
	INV 5 Investigation: Using Logical Reasoning	320













DISTRIBUTED STRANDS

 Algebra Foundations	 Inequalities
 Functions and Relations	 Systems of Equations and Inequalities
 Equations	 Radical Expressions and Functions
 Linear Equations and Functions	 Quadratic Equations and Functions
 Polynomials	 Absolute-Value Equations and Inequalities
 Rational Expressions	 Probability and Data Analysis

Section 6: Lessons 51-60, Investigation 6

LESSON		PAGE
 51	Simplifying Rational Expressions with Like Denominators	322
 52	Determining the Equation of a Line Given Two Points	329
 53	Adding and Subtracting Polynomials Exploration: Using Algebra Tiles to Add or Subtract Polynomials	335
 LAB 4	Graphing Calculator: Drawing Box-and-Whisker Plots	343
 54	Displaying Data in a Box-and-Whisker Plot	345
 LAB 5	Graphing Calculator: Calculating the Intersection of Two Lines	352
 55	Solving Systems of Linear Equations by Graphing	354
 56	Identifying, Writing, and Graphing Direct Variation Exploration: Using Direct Variation	361
 57	Finding the Least Common Multiple	368
 58	Multiplying Polynomials Exploration: Modeling Products of Binomials	375
 59	Solving Systems of Linear Equations by Substitution	382
 60	Finding Special Products of Binomials Exploration: Multiplying Binomials	390
 INV 6	Investigation: Transforming Linear Functions	396













Section 7: Lessons 61-70, Investigation 7

LESSON		PAGE
 61	Simplifying Radical Expressions Exploration: Finding Products of Square Roots	398
 LAB 6	Graphing Calculator: Drawing Histograms	404
 62	Displaying Data in Stem-and-Leaf Plots and Histograms	406
 63	Solving Systems of Linear Equations by Elimination	412
 64	Identifying, Writing, and Graphing Inverse Variation Exploration: Modeling Inverse Variation	418
 65	Writing Equations of Parallel and Perpendicular Lines	424
 66	Solving Inequalities by Adding or Subtracting	430
 67	Solving and Classifying Special Systems of Linear Equations	436
 68	Mutually Exclusive and Inclusive Events	443
 69	Adding and Subtracting Radical Expressions	449
 70	Solving Inequalities by Multiplying or Dividing	455
 INV 7	Investigation: Comparing Direct and Inverse Variation Exploration: Determining Characteristics of Variation Graphs	462













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 Polynomials	 Absolute-Value Equations and Inequalities
 Rational Expressions	 Probability and Data Analysis

Section 8: Lessons 71-80, Investigation 8

LESSON	PAGE
 LAB 7 Graphing Calculator: Finding the Line of Best Fit	464
 71 Making and Analyzing Scatter Plots	466
 72 Factoring Trinomials: $x^2 + bx + c$ Exploration: Representing Trinomials with Algebra Tiles	474
 73 Solving Compound Inequalities	481
 74 Solving Absolute-Value Equations	487
 75 Factoring Trinomials: $ax^2 + bx + c$	493
 76 Multiplying Radical Expressions	500
 77 Solving Two-Step and Multi-Step Inequalities	505
 78 Graphing Rational Expressions	510
 79 Factoring Trinomials by Using the GCF	517
 80 Calculating Frequency Distributions Exploration: Displaying Frequency Distributions	523
 INV 8 Investigation: Identifying and Writing Joint Variation	529













Section 9: Lessons 81-90, Investigation 9

LESSON		PAGE	
	81	Solving Inequalities with Variables on Both Sides	532
	82	Solving Multi-Step Compound Inequalities	538
	83	Factoring Special Products	543
	84	Identifying Quadratic Functions	550
	85	Solving Problems Using the Pythagorean Theorem Exploration: Justifying the Pythagorean Theorem	556
	86	Calculating the Midpoint and Length of a Segment	563
	87	Factoring Polynomials by Grouping	570
	88	Multiplying and Dividing Rational Expressions	576
	LAB 8	Graphing Calculator: Characteristics of Parabolas	583
	89	Identifying Characteristics of Quadratic Functions	585
	90	Adding and Subtracting Rational Expressions	592
	INV 9	Investigation: Choosing a Factoring Method Exploration: Factoring Trinomials of the Form $ax^2 + bx + c$ Using Algebra Tiles	598












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 Rational Expressions	 Probability and Data Analysis

Section 10: Lessons 91-100, Investigation 10

LESSON	PAGE
 91 Solving Absolute-Value Inequalities	602
 92 Simplifying Complex Fractions	609
 93 Dividing Polynomials	616
 94 Solving Multi-Step Absolute-Value Equations	624
 95 Combining Rational Expressions with Unlike Denominators	631
 96 Graphing Quadratic Functions	638
 LAB 9 Graphing Calculator: Graphing Linear Inequalities	645
 97 Graphing Linear Inequalities Exploration: Graphing Inequalities	647
 98 Solving Quadratic Equations by Factoring	655
 99 Solving Rational Equations	662
 100 Solving Quadratic Equations by Graphing	669
 INV 10 Investigation: Transforming Quadratic Functions	676














Section 11: Lessons 101-110, Investigation 11

LESSON		PAGE
	101 Solving Multi-Step Absolute-Value Inequalities	678
	102 Solving Quadratic Equations Using Square Roots	684
	103 Dividing Radical Expressions	691
	104 Solving Quadratic Equations by Completing the Square Exploration: Modeling Completing the Square	697
	105 Recognizing and Extending Geometric Sequences	705
	106 Solving Radical Equations	712
	107 Graphing Absolute-Value Functions	720
	108 Identifying and Graphing Exponential Functions	727
	109 Graphing Systems of Linear Inequalities	735
	110 Using the Quadratic Formula	742
	INV 11 Investigation: Investigating Exponential Growth and Decay Exploration: Analyzing Different Values of k in the Exponential Growth Function	749

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 Algebra Foundations	 Inequalities
 Functions and Relations	 Systems of Equations and Inequalities
 Equations	 Radical Expressions and Functions
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 Polynomials	 Absolute-Value Equations and Inequalities
 Rational Expressions	 Probability and Data Analysis

Section 12: Lessons 111-120, Investigation 12

LESSON	PAGE
 111 Solving Problems Involving Permutations Exploration: Finding Possibilities When Order is Important	754
 112 Graphing and Solving Systems of Linear and Quadratic Equations	761
 113 Interpreting the Discriminant	769
 LAB 10 Graphing Calculator: Graphing Radical Functions	775
 114 Graphing Square-Root Functions	776
 115 Graphing Cubic Functions	782
 116 Solving Simple and Compound Interest Problems	788
 117 Using Trigonometric Ratios	796
 118 Solving Problems Involving Combinations	804
 119 Graphing and Comparing Linear, Quadratic, and Exponential Functions	809
 120 Using Geometric Formulas to Find the Probability of an Event	817
 LAB 11 Graphing Calculator: Matrix Operations	824
Investigation: Investigating Matrices	
 INV 12 Exploration: Using Matrix Addition to Transform Geometric Figures Exploration: Using Scalar Multiplication to Transform Geometric Figures	826

Appendix 830

LESSON		PAGE
1	Graphing and Solving Nonlinear Inequalities	830
2	Graphing Piecewise and Step Functions	833
3	Understanding Vectors	837
4	Using Variance and Standard Deviation to Analyze Data	840
5	Evaluating Expressions with Technology	843

Skills Bank 846

LESSON		PAGE
1	Compare and Order Rational Numbers	846
2	Decimal Operations	847
3	Fraction Operations	848
4	Divisibility	849
5	Equivalent Decimals, Fractions and Percents	850
6	Repeating Decimals and Equivalent Fractions	851
7	Equivalent Fractions	852
8	Estimation Strategies	853
9	Greatest Common Factor (GCF)	854
10	Least Common Multiple (LCM) and Least Common Denominator (LCD)	855
11	Mental Math	856
12	Prime and Composite Numbers and Prime Factorization	857
13	Classify Angles and Triangles	858
14	Classify Quadrilaterals	860
15	Complementary and Supplementary Angles	861
16	Congruence	862
17	Estimate the Perimeter and Area of Figures	863

LESSON		PAGE
18	Nets	864
19	Parts of a Circle	865
20	Perspective Drawing	866
21	Surface Area of Prisms and Pyramids	867
22	Tessellations	868
23	Three-Dimensional Figures	869
24	Transformations in the Coordinate Plane	870
25	Vertical Angles	871
26	Volume of Prisms and Cylinders	872
27	Making Bar and Line Graphs	873
28	Making Circle Graphs	874
29	Making Line Plots	875
30	Venn Diagrams	876
31	Problem-Solving Strategies	877

Properties and Formulas 884

	PAGE
Properties	884
Formulas	886
Symbols	887
Metric Measures	888
Customary Measures	888

Glossary 889**Index** 927

Classifying Real Numbers

Warm Up

Start off each lesson by practicing prerequisite skills and math vocabulary that will make you more successful with today's new concept.

1. **Vocabulary** A _____ (Venn diagram, line plot) shows the relationship between sets.

(SB 30)

Write each fraction as a decimal.

2. $\frac{2}{9}$

(SB 5)

3. $4\frac{3}{8}$

(SB 5)

Write each decimal as a fraction in simplest form.

4. 0.6

(SB 6)

5. 5.75

(SB 6)

New Concepts

A **set** is a collection of objects. Each object in the set is called an element. A set is written by enclosing the elements within braces. There are three types of sets. A set with no elements is called the null or **empty set**. A set with a finite number of elements is a **finite set**. An **infinite set** has an infinite number of elements.

$$\begin{array}{ccc} \{12, 24, 36\} & \{1, 3, 5, \dots\} & \{\} \text{ or } \emptyset \\ \text{finite set} & \text{infinite set} & \text{null or empty set} \end{array}$$

The subsets of real numbers are infinite sets.

Reading Math

The three dots inside the braces are called an ellipsis. An ellipsis shows that the numbers in the set continue on without end.

Subsets of Real Numbers

Natural Numbers

The numbers used to count objects or things.

$$\{1, 2, 3, 4, \dots\}$$

Whole Numbers

The set of natural numbers and zero.

$$\{0, 1, 2, 3, 4, \dots\}$$

Integers

The set of whole numbers and the opposites of the natural numbers.

$$\{\dots, -4, -3, -2, -1, 0, 1, 2, 3, 4, \dots\}$$

Rational Numbers

Numbers that can be written in the form $\frac{a}{b}$, where a and b are integers and $b \neq 0$. In decimal form, rational numbers either terminate or repeat.

$$\text{Examples: } \frac{1}{2}, 0.\bar{3}, -\frac{2}{3}, 0.125$$

Irrational Numbers

Numbers that cannot be written as the quotient of two integers. In decimal form, irrational numbers neither terminate nor repeat.

$$\text{Examples: } \sqrt[3]{5}, \sqrt{2}, -\sqrt{2}, 3\sqrt{3}, \pi, 3\pi$$

Real Numbers

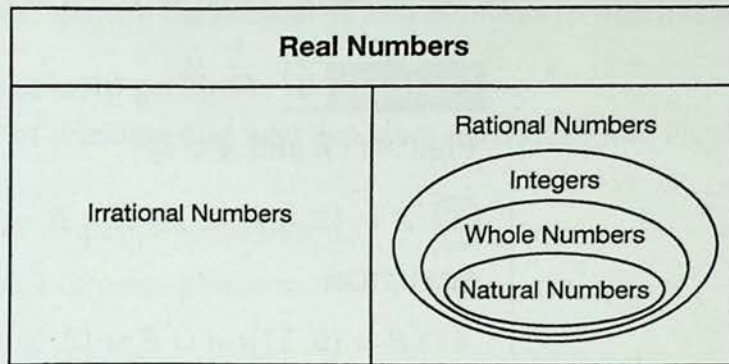
The set including all rational and irrational numbers.



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The Venn diagram below shows how the sets of numbers are related.



Math Language

The set of natural numbers is a **subset** of the set of real numbers because every natural number is a real number.

Each day brings you a **New Concept** where a new topic is introduced and explained through thorough **Examples** — using a variety of methods and real-world applications.

You will be reviewing and building on this concept throughout the year to gain a solid understanding and ensure mastery on the test.

Example 1 Identifying Sets

For each number, identify the subsets of real numbers to which it belongs.

a. $\frac{1}{2}$

SOLUTION

{rational numbers, real numbers}

b. 5

SOLUTION

{natural numbers, whole numbers, integers, rational numbers, real numbers}

c. $3\sqrt{2}$

SOLUTION

{irrational numbers, real numbers}

Example 2 Identifying Sets for Real-World Situations

Identify the set of numbers that best describes each situation. Explain your choice.

a. the value of the bills in a person's wallet

SOLUTION The set of whole numbers best describes the situation. The wallet may contain no bills or any number of bills.

b. the balance of a checking account

SOLUTION The set of rational numbers best describes the situation. The balance could be positive or negative and may contain decimal amounts.

c. the circumference of a circular table when the diameter is a rational number

SOLUTION The set of irrational numbers describes the situation. Since circumference is equal to the diameter multiplied by pi, it will be an irrational number.

The **intersection of sets** A and B , $A \cap B$, is the set of elements that are in A and B . The **union** of A and B , $A \cup B$, is the set of all elements that are in A or B .

Example 3 Finding Intersections and Unions of Sets

Find $A \cap B$ and $A \cup B$.

a. $A = \{2, 4, 6, 8, 10, 12\}$; $B = \{3, 6, 9, 12\}$

SOLUTION

$$A \cap B = \{6, 12\}; A \cup B = \{2, 3, 4, 6, 8, 9, 10, 12\}$$

b. $A = \{11, 13, 15, 17\}$; $B = \{12, 14, 16, 18\}$

SOLUTION

$$A \cap B = \{\} \text{ or } \emptyset; A \cup B = \{11, 12, 13, 14, 15, 16, 17, 18\}$$

In some lessons, **Explorations** allow you to go into more depth with the mathematics by investigating math concepts with manipulatives, through patterns, and in a variety of other ways.

A set of numbers has **closure**, or is closed, under a given operation if the outcome of the operation on any two members of the set is also a member of the set. For example, the sum of any two natural numbers is also a natural number. Therefore, the set of natural numbers is closed under addition.

One example is all that is needed to prove that a statement is false.

An example that proves a statement false is called a **counterexample**.

Example 4 Identifying a Closed Set Under a Given Operation

Determine whether each statement is true or false. Give a counterexample for false statements.

a. The set of whole numbers is closed under addition.

SOLUTION

Verify the statement by adding two whole numbers.

$$2 + 3 = 5$$

$$9 + 11 = 20$$

$$100 + 1000 = 1100$$

The sum is always a whole number.

The statement is true.

b. The set of whole number is closed under subtraction.

SOLUTION

Verify the statement by subtracting two whole numbers.

$$6 - 4 = 2$$

$$100 - 90 = 10$$

$$4 - 6 = -2$$

$4 - 6$ is a counterexample. The difference is not a whole number.

The statement is false.

Lesson Practice

For each number, identify the subsets of real numbers to which it belongs.

(Ex 1)

a. -73

b. $\frac{5}{9}$

c. 18π

Identify the set of numbers that best describes each situation. Explain your choice.

(Ex 2)

d. the number of people on a bus

e. the area of a circular platform

f. the value of coins in a purse

Find $C \cap D$ and $C \cup D$.

(Ex 3)

g. $C = \{4, 8, 12, 16, 20\}$; $D = \{5, 10, 15, 20\}$

h. $C = \{6, 12, 18, 24\}$; $D = \{7, 14, 21, 28\}$

Verify Determine whether each statement is true or false. Provide a counterexample for false statements.

(Ex 4)

i. The set of whole numbers is closed under multiplication.

j. The set of natural numbers is closed under division.

The **Lesson Practice** lets you check to see if you understand today's new concept.

The italic numbers refer to the Example in this lesson in which the major concept of that particular problem is introduced. You can refer to the lesson examples if you need additional help.

Practice Distributed and Integrated

1. Multiply 26.1×6.15 .

(SB 2)

2. Add $\frac{4}{7} + \frac{1}{8} + \frac{1}{2}$.

(SB 3)

3. Divide $954 \div 0.9$.

(SB 2)

4. Add $\frac{3}{5} + \frac{1}{8} + \frac{1}{8}$.

(SB 3)

5. Write $\frac{3}{8}$ as a decimal.

(SB 5)

6. Write $0.66\overline{6}$ as a fraction.

(SB 6)

7. Add $2\frac{1}{2} + 3\frac{1}{5}$.

(SB 3)

8. Name a fraction equivalent to $\frac{2}{5}$.

(SB 7)

The *italic numbers* refer to the lesson(s) in which the major concept of that particular problem is introduced. You can refer to the examples or practice in that lesson, if you need additional help.

9. **Error Analysis** Two students determine the prime factorization of 72. Which student is correct? Explain the error.

(SB 12)

Student A

$$\begin{aligned} 72 \\ = 9 \cdot 8 \\ = 9 \cdot 4 \cdot 2 \\ = 9 \cdot 2 \cdot 2 \cdot 2 \end{aligned}$$

Student B

$$\begin{aligned} 72 \\ = 9 \cdot 8 \\ = 9 \cdot 4 \cdot 2 \\ = 3 \cdot 3 \cdot 2 \cdot 2 \cdot 2 \end{aligned}$$

10. Find the prime factorization of 144.

(SB 12)


11. Write 0.15 as a percent. If necessary, round to the nearest tenth.

(SB 5)

12. Write 7.2 as a percent. If necessary, round to the nearest tenth.

(SB 5)

- *13. Use braces and digits to designate the set of natural numbers.
(1)
- *14. The set $\{0, 1, 2, 3, \dots\}$ represents what set of numbers?
(1)
- *15. Represent the following numbers as being members of set K : 2, 4, 2, 0, 6, 0, 10, 8.
(1)
- *16. **Multiple Choice** Which of the following numbers is an irrational number?
(1)
- A 15 B $\sqrt{15}$ C 15.15151515... D $-\frac{15}{3}$

 *17. **Measurement** The surface area of a cube is defined as $6s^2$, where s is the length of the side of the cube. If s is an integer, then would the surface area of a cube be a rational or irrational number?
(1)

18. **Verify** True or False: A right triangle can have an obtuse angle. Explain your answer.
(SB 1)


19. **Anatomy** A baby's head is approximately one fourth of its total body length. If the baby's body measures 19 inches, what does the baby's head measure?
(SB 3)


20. True or False: An acute triangle has 3 acute angles. Explain your answer.
(SB 13)

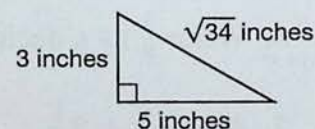
21. True or False: A trapezoid has two pairs of parallel sides. Explain your answer.
(SB 14)

*22. **Track Practice** Tyrone ran 7 laps on the quarter-mile track during practice. Which subset of real numbers would include the distance Tyrone ran at practice?
(1)

23. True or False: A parallelogram has two pairs of parallel sides. Explain your answer.
(SB 14)

 24. **Write** Use the divisibility test to determine if 1248 is divisible by 2. Explain your answer.
(SB 4)

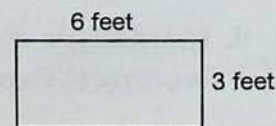
 *25. **Geometry** The diagram shows a right triangle. The length of the hypotenuse is a member of which subset(s) of real numbers?
(1)




*26. **Multi-Step** The diagram shows a rectangle.
(1)

a. Find the area of the rectangle.

b. The number of square feet is a member of which subset(s) of real numbers?



27. **Lunar Rover** The surface-speed record set by the lunar rover on the moon is 10.56 miles per hour. At that speed, how far would the rover travel in 3.5 hours?
(SB 2)

 28. **Write** Use the divisibility test to determine if 207 is divisible by 3. Explain your answer.
(SB 4)

29. **Swimming** Vidiana and Jaime went swimming before school. Vidiana swam $\frac{3}{5}$ mile and Jaime swam $\frac{4}{7}$ mile. Write a comparison to show who swam farther. Use $<$, $>$, or $=$.
(SB 1)

*30. **Banking** Shayla is balancing her checkbook. Which subset of real numbers best describes her balance?
(1)

In the **Practice**, you will review today's new concept as well as math you learned in earlier lessons. By practicing problems from many lessons every day, you will begin to see how math concepts relate and connect to each other and to the real world.

Also, because you practice the same topic in a variety of ways over several lessons, you will have "time to learn" the concept and will have multiple opportunities to show that you understand.

The mixed set of Practice is just like the mixed format of your state test. You'll be practicing for the "big" test every day!

The starred problems usually cover challenging or recently presented content. Because of that, it is suggested that these exercises be worked first, in case you might want help.

Understanding Variables and Expressions

Warm Up

1. **Vocabulary** When two numbers are multiplied, the result is called the $\underline{\hspace{2cm}}$. (*quotient, product*)
(SB2)

Add.

2. $\frac{2}{5} + \frac{1}{3}$
(SB3)

3. $654.1 + 78.39$
(SB2)

Multiply.

4. $4.5(0.23)$
(SB2)

5. $\frac{3}{8}\left(\frac{2}{9}\right)$
(SB3)

New Concepts

A symbol, usually a letter, used to represent an unknown number is called a **variable**. In the algebraic expression $4 + x$, x is a variable. The number 4 in this expression does not change value. A quantity whose value does not change is called a **constant**.

Example 1 Identifying Variables and Constants

Identify the constants and the variables in each expression.

a. $6 - 3x$

SOLUTION

The numbers 6 and 3 are constants because they never change. The letter x is a variable because it represents an unknown number.

b. $71wz + 28y$

SOLUTION

The numbers 71 and 28 are constants because they never change. The letters w , y , and z are variables because they represent unknown numbers.

Math Reasoning

Connect What other term can be used to describe the coefficient in the expression $5mn$?

The expression $4xy$ can also be written as $4 \cdot x \cdot y$. When two or more quantities are multiplied, each is a **factor** of the product. The numeric factor of a product including a variable is called the numeric coefficient, or simply the **coefficient**.

coefficient



$4xy$



factors



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Example 2 Identifying Factors and Coefficients in Expressions

Identify the factors and coefficients in each expression.

a. $7vw$

SOLUTION

The factors are 7, v , and w . The coefficient is 7.

b. $-5rst$

SOLUTION

The factors are -5 , r , s , and t . The coefficient is -5 .

c. $\frac{y}{3}$

SOLUTION

The factors are $\frac{1}{3}$ and y . The coefficient is $\frac{1}{3}$.

d. cd

SOLUTION

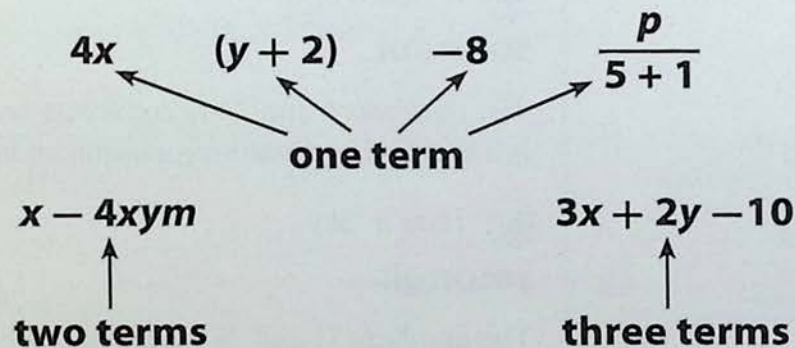
The factors are c and d . The expression cd has an implied coefficient of 1.

Hint

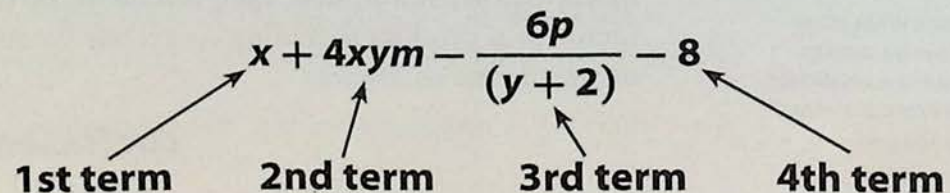
$$\frac{y}{3} = \frac{1}{3}y$$

$$cd = 1cd$$

Parts of an expression separated by $+$ or $-$ signs are called **terms of an expression**. A term that is in parentheses such as $(y + 2)$ can include a plus or minus sign.



You can refer to a particular term of an expression by its placement within the expression. The terms of an expression are numbered from left to right, beginning with the first term.



Example 3 Identifying Terms

Identify the terms in each expression.

a. $6xy + 57w - \frac{24x}{5y}$

SOLUTION

The first term is $6xy$.

The second term is $57w$.

The third term is $\frac{24x}{5y}$.

b. $m + 3mn - \frac{5t}{(d+8)} - 9$

SOLUTION

The first term is m .

The second term is $3mn$.

The third term is $\frac{5t}{(d+8)}$.

The fourth term is 9 .

Example 4 Application: Telecommunications

The local telephone company uses the expression below to determine the monthly charges for individual customers.

$$0.1m + 4.95$$

a. How many terms are in the expression?

SOLUTION There are two terms.

b. Identify the constant(s).

SOLUTION The constants are 0.1 and 4.95 .

c. Identify the variable(s).

SOLUTION The variable is m .

Lesson Practice

Identify the constants and variables in each expression.

(Ex 1)

a. $65qrs + 12x$

b. $4gh - 71yz$

Identify the factors and coefficients in each expression.

(Ex 2)

c. $17def$

d. $\frac{uv}{4}$

e. $-3st$

f. abc

Identify the terms in each expression.

(Ex 3)

g. $8v - 17yz + \frac{63b}{4gh}$

h. $\frac{(4+2x)}{38q} + 18s - 47jkl$

Bill's Bikes uses the expression below to calculate rental fees.

(Ex 4)

$$6.50 + 3.25h - 0.75b$$

i. How many terms are in the expression?

j. Identify the constants.

k. Identify the variables.

Find the GCF of each pair of numbers.

1. 24, 32
(SB 9)

2. 28, 42
(SB 9)

Find the LCM of each group of numbers.

3. 9, 12
(SB 10)

4. 3, 5, 6
(SB 10)

Multiply or divide.

5. $\frac{3}{4} \cdot \frac{8}{15}$
(SB 3)

6. $\frac{7}{15} \div \frac{21}{25}$
(SB 3)

Identify the coefficients and variables in each expression.

*7. $rst - 12v$
(2)

*8. $2xy + 7w - 8$
(2)

*9. $47s + \frac{2}{5}t$
(2)

Identify the following statements as true or false. Explain your choice.

*10. **Verify** All whole numbers are natural numbers.
(1)

11. **Verify** All integers are real numbers.
(1)

12. **Verify** A number can be a member of the set of rational numbers and the set of irrational numbers.
(1)


13. **Multi-Step** Use the following set of data.
(SB 29)

3, 6, 4, 3, 6, 5, 6, 7, 4, 3, 2, 4, 6

a. What is the frequency of each number?


b. Display the set of data in a line plot.


14. All natural numbers are members of which other subsets of real numbers?
(1)

 15. **Measurement** Add $7\frac{3}{8}$ meters + $6\frac{1}{3}$ meters. Does the sum belong to the set of rational numbers, integers, or whole numbers?
(1, SB 3)

16. Find the prime factorization of 153.
(SB 12)

17. **Verify** True or False: An obtuse triangle can have more than one obtuse angle. Explain your choice.
(SB 13)

 18. **Geometry** A line can be classified as a _____ angle.
(SB 13)

 19. **Write** Use the divisibility test to determine if 2345 is divisible by 4. Explain your answer.
(SB 4)

20. Write 0.003 as a percent. If necessary, round to the nearest tenth.
(SB 5)

21. Use braces and digits to designate the set of whole numbers.
(1)
22. The set $\{1, 2, 3, \dots\}$ represents what set of numbers?
(1)
- *23. **Multiple Choice** What is the second term in the expression
(2)
 $\sqrt{8} + \frac{gh}{5} + (3x + y) + 15gh$
 A $(3x + y)$ B $15gh$ C $\sqrt{8}$ D $\frac{gh}{5}$
- *24. **Astronomy** To calculate the amount of time it takes for a planet to travel around the sun, you use the following expression: $\frac{2\pi r}{v}$. Which values are constants, which are variables, and which are coefficients?
(2)
- *25. **Entertainment** Admission price for a matinee movie is \$5.75 for children and \$6.25 for adults. Brad uses the expression $\$5.75c + \$6.25a$ to calculate the cost for his family. What are the variables in the expression?
(2)
- *26. **Error Analysis** The surface area of a rectangular prism is $2lw + 2lh + 2wh$. Two students determined the variables in the formula. Which student is correct? What was the error of the other student?
(2)

Student A	Student B
variables: $2lw, 2lh$	variables: l, w, h

- *27. **Cost Analysis** A large medical organization wants to put two cylindrical aquariums in the pharmacy area. It will cost the pharmacy 53 cents per cubic inch of aquarium. This is the formula for figuring out the cost: $P = (\pi r^2 h)(\$0.53)$.
(2)
 a. Find the coefficients of the expression.
 b. Find the variables of the expression.
28. **Multiple Choice** Which shape is not a parallelogram?
(SB 14)
 A square B rectangle C trapezoid D rhombus
- *29. **Cycling** A bicycle shop uses the expression $\$5 + \$2.25h$ to determine the charges for bike rentals. How many terms are in the expression?
(2)
30. **Attendance** The attendance clerk keeps records of students' attendance. Which subset of real numbers would include the number of students in attendance each school day?
(1)

Simplifying Expressions Using the Product Property of Exponents

Warm Up

1. **Vocabulary** In the term $4x$, x is the _____. (*variable, coefficient*)
(2)

Simplify.

2. $(1.2)(0.7)$
(SB2)

4. $\left(\frac{2}{3}\right)\left(\frac{6}{7}\right)$
(SB3)

3. $(0.5)(11)(0.9)$
(SB2)

5. $\left(\frac{1}{2}\right)\left(\frac{4}{5}\right)\left(\frac{15}{16}\right)$
(SB3)

New Concepts

An exponent can be used to show repeated multiplication.

$$\text{base} \rightarrow 5^3 \leftarrow \text{exponent}$$

The **base of a power** is the number used as a factor. If the **exponent** is a natural number, it indicates how many times the base is used as a factor.

Words	Power	Multiplication	Value
five to the first power	5^1	5	5
five to the second power or five squared	5^2	$5 \cdot 5$	25
five to the third power or five cubed	5^3	$5 \cdot 5 \cdot 5$	125
five to the fourth power	5^4	$5 \cdot 5 \cdot 5 \cdot 5$	625

Caution

Be careful not to multiply the base and the exponent when simplifying powers.

Example 1 Simplifying Expressions with Exponents

Simplify each expression.

a. 7^3

SOLUTION

The exponent 3 indicates that the base is a factor three times.

$$\begin{aligned} 7^3 \\ &= 7 \cdot 7 \cdot 7 \\ &= 343 \end{aligned}$$

b. $(0.3)^4$

SOLUTION

The exponent 4 indicates that the base is a factor four times.

$$\begin{aligned} (0.3)^4 \\ &= (0.3)(0.3)(0.3)(0.3) \\ &= 0.0081 \end{aligned}$$



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Math Reasoning

Generalize Examine the powers of 10. What pattern do you see?

c. $\left(\frac{1}{2}\right)^5$

SOLUTION

The exponent 5 indicates that the base is a factor five times.

$$\begin{aligned}\left(\frac{1}{2}\right)^5 &= \frac{1}{2} \cdot \frac{1}{2} \cdot \frac{1}{2} \cdot \frac{1}{2} \cdot \frac{1}{2} \\ &= \frac{1}{32}\end{aligned}$$

d. 10^3

SOLUTION

The exponent 3 indicates that the base is a factor three times.

$$\begin{aligned}10^3 &= 10 \cdot 10 \cdot 10 \\ &= 1000\end{aligned}$$

The product of powers whose bases are the same can be found by writing each power as repeated multiplication.

$$5^4 \cdot 5^5 = (5 \cdot 5 \cdot 5 \cdot 5) \cdot (5 \cdot 5 \cdot 5 \cdot 5 \cdot 5) = 5^9$$

The sum of the exponents in the factors is equal to the exponent in the product.

Product Property of Exponents

If m and n are real numbers and $x \neq 0$, then

$$x^m \cdot x^n = x^{m+n}.$$

Example 2 Applying the Product Property of Exponents

Simplify each expression.

a. $x^5 \cdot x^7 \cdot x^2$

SOLUTION

Since each of the factors has the same base, the exponents can be added to find the power of the product.

$$x^{5+7+2} = x^{14}$$

b. $m^3 \cdot m^2 \cdot m^4 \cdot n^6 \cdot n^7$

SOLUTION

The first three factors have m as the base. The exponents can be added to find the product of those three factors. The last two factors have n as the base. The exponents can be added to find the product of the last two factors.

$$m^{3+2+4} \cdot n^{6+7} = m^9 n^{13}$$

Math Reasoning

Estimate Use the order of magnitude to estimate 1,127,000 times 108.

The **order of magnitude** is defined as the nearest power of ten to a given quantity. The order of magnitude can be used to estimate when performing calculations mentally.

Example 3 Application: Speed of a Supercomputer

In 2006, the fastest supercomputer's performance topped out at about one PFLOPS. One PFLOPS is equal to 10^3 TFLOPS. Each TFLOPS is equal to 10^{12} FLOPS. What was the computer's speed in FLOPS?

SOLUTION**Understand**

$$1 \text{ PFLOPS} = 10^3 \text{ TFLOPS}$$

$$1 \text{ TFLOPS} = 10^{12} \text{ FLOPS}$$

Find the number of FLOPS in one PFLOPS.

Plan

Write an expression to find the number of FLOPS in one PFLOPS.

Solve

To find the speed in FLOPS, find the product of the number of TFLOPS, 10^3 , and the number of FLOPS in a TFLOPS, 10^{12} .

$$10^3 \cdot 10^{12}$$

$$= 10^{3+12}$$

$$= 10^{15}$$

The computer performed at a speed of 10^{15} FLOPS.

Check

$$\begin{aligned}
 &10^3 \cdot 10^{12} \stackrel{?}{=} 10^{15} \\
 (10 \cdot 10 \cdot 10)(10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \cdot 10) &\stackrel{?}{=} 10^{15} \\
 &10^{15} = 10^{15} \quad \checkmark
 \end{aligned}$$

Lesson Practice

Simplify each expression.

a. 6^4
(Ex 1)

b. $(1.4)^2$
(Ex 1)

c. $\left(\frac{2}{5}\right)^3$
(Ex 1)

d. 10^6
(Ex 1)

e. $w^3 \cdot w^5 \cdot w^4$
(Ex 2)

f. $y^6 \cdot y^5 \cdot z^3 \cdot z^{11} \cdot z^2$
(Ex 2)

g. If a supercomputer has a top speed of one EFLOPS which is equal to 10^9 GFLOPS, and if one GFLOPS is 10^9 FLOPS, what is the computer's speed in FLOPS?

Practice Distributed and Integrated

Find the GCF for each pair of numbers.

1. 15, 35
(SB 9)

2. 32, 48
(SB 9)

Find the LCM for each group of numbers.

3. 8, 12
(SB 10)

4. 2, 4, 7
(SB 10)

Multiply or divide.

5. $\frac{9}{16} \cdot \frac{12}{15}$
(SB 3)

6. $\frac{6}{15} \div \frac{24}{30}$
(SB 3)

Identify the coefficients and variables in each expression.

7. $6mn + 4b$
(2)

8. $5j - 9cd + 2$
(2)

9. $23t + \frac{4}{7}w$
(2)

Identify the following statements as true or false. Explain your choice.

*10. **Verify** All real numbers are integers.
(1)

11. **Verify** All natural numbers are whole numbers.
(2)


12. **Verify** All irrational numbers are real numbers.
(2)

Complete the comparisons. Use $<$, $>$, or $=$.

13. $42.53 \bigcirc 42.35$
(SB 1)

14. $\frac{5}{9} \bigcirc \frac{7}{12}$
(SB 1)

15. Add $1\frac{1}{8} + 7\frac{2}{5}$.
(SB 3)


 16. **Measurement** Use braces and digits to designate the set of integers. Which measurement can be described by the set of integers: temperature or volume?
(1)

17. Find the prime factorization of 98.
(SB 12)

*18. **Error Analysis** Two students are trying to simplify the expression $x^2 \cdot x^5$. Which student is correct? Explain the error.
(3)

Student A	Student B
$x^2 \cdot x^5$ $x^{2 \cdot 5} = x^{10}$	$x^2 \cdot x^5$ $x^{2+5} = x^7$

19. **Verify** True or False: A rhombus is always a square. Explain your choice.
(SB 14)


 20. **Write** Use the divisibility test to determine if 306 is divisible by 6. Explain your answer.
(SB 4)

*21. The expression 3^6 indicates the number of times 3 is used as a factor.
(3)

a. Which number in the expression is the base?

b. Which number is the exponent?

c. What is the simplified value of this expression?

- *22. **Multiple Choice** MFLOPS, TFLOPS, and PFLOPS are used to measure the speed of a computer. One PFLOP is equal to 10^3 TFLOPS. Each TFLOP is equal to 10^6 MFLOPS. How many MFLOPS are in a PFLOP?
 A 10^{18} B 10^9 C 10^6 D 10^3
- *23. **Cooking** A cooking magazine advertises 4^4 recipes in every issue. How many recipes are in 4^2 issues?
- *24. **Multi-Step** A business is worth 10^6 dollars this year. The business expects to be 10^3 more valuable in five years.
 a. Simplify 10^3 to determine how many times more valuable the business will be.
 b. What will the business be worth in five years? Express your answer in exponential form, then simplify your answer.
- *25. **Population** The population of Bridgetown triples every decade. If the population in the year 2000 was 25,000, how many people will be living in Bridgetown in 2030?
26. **Multiple Choice** Which triangle is a right triangle?
 (SB 13) A a triangle with angle measures of 45° , 45° , and 90°
 B a triangle with angle measures of 40° , 110° , and 30°
 C a triangle with angle measures of 55° , 45° , and 80°
 D a triangle with angle measures of 60° , 60° , and 60°
- *27. **Bacteria** The population of a certain bacteria doubles in size every 3 hours. If a population begins with one bacterium, how many will there be after one day? Simplify the expression $1 \cdot (2)^8$ to determine the population after one day.
-  28. **Geometry** You can calculate the area of a trapezoid using the following equation:
 (2) $A = h \times \frac{b_1 + b_2}{2}$. Identify the constant(s) in the equation.
- *29. **Aquarium** A fish tank is in the shape of a cube. Each side measures 3 feet. What is the volume of the fish tank?
 (SB 26)
- *30. **Remodeling** Vanessa is remodeling her bathroom. She uses the expression $2l + 2w$ to determine the amount of wallpaper border she needs.
 (2) a. How many terms are in the expression?
 b. What are the variables?

Warm Up

1. **Vocabulary** A(n) _____ can be used to show repeated multiplication.

(3)

Simplify.

$$2. 28.75 + 13.5$$

(SB2)

$$3. 89.6 - 7.4$$

(SB2)

$$4. \frac{2}{3} \cdot \frac{9}{16}$$

(SB3)

$$5. 4\frac{1}{5} \div 3\frac{1}{2}$$

(SB3)

New Concepts

To **simplify** an expression means to perform all indicated operations. Simplifying an expression could produce multiple answers without rules concerning the order in which operations are performed. Consider the example below.

Method 1: $\frac{2 \cdot (3)^2}{6} = \frac{2 \cdot 9}{6} = \frac{18}{6} = 3$

Method 2: $\frac{2 \cdot (3)^2}{6} = \frac{(2 \cdot 3)^2}{6} = \frac{6^2}{6} = \frac{36}{6} = 6$

To avoid confusion, mathematicians have agreed to use the order of operations. The **order of operations** is a set of rules for simplifying expressions. Method 1 followed the order of operations.

Order of Operations

1. Work inside grouping symbols.
2. Simplify powers and roots.
3. Multiply and divide from left to right.
4. Add and subtract from left to right.

Example 1 Simplifying Expressions with Parentheses

Simplify. Justify each step.

$$(10 \cdot 3) + 7 \cdot (5 + 4)$$

SOLUTION

Write the expression. Then use the order of operations to simplify.

$$(10 \cdot 3) + 7 \cdot (5 + 4)$$

$$= 30 + 7 \cdot 9$$

Simplify inside the parentheses.

$$= 30 + 63$$

Multiply.

$$= 93$$

Add.



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Example 2 Simplifying Expressions with Exponents

Simplify each expression. Justify each step.

a. $4^3 + 9 \div 3 - 2 \cdot (3)^2$

SOLUTION Write the expression. Then use the order of operations to simplify.

$$4^3 + 9 \div 3 - 2 \cdot (3)^2$$

$$= 64 + 9 \div 3 - 2 \cdot 9 \quad \text{Simplify exponents.}$$

$$= 64 + 3 - 18 \quad \text{Multiply and divide from left to right.}$$

$$= 49 \quad \text{Add and subtract from left to right.}$$

b. $\frac{(2 \cdot 3 - 2)^2}{2}$

SOLUTION Write the expression. Then use the order of operations to simplify.

$$\frac{(2 \cdot 3 - 2)^2}{2}$$

$$= \frac{(6 - 2)^2}{2} \quad \text{Multiply inside the parentheses.}$$

$$= \frac{(4)^2}{2} \quad \text{Subtract inside the parentheses.}$$

$$= \frac{16}{2} \quad \text{Simplify the exponent.}$$

$$= 8 \quad \text{Divide.}$$

Hint

Remember to use the order of operations inside parentheses as well.

Example 3 Comparing ExpressionsCompare the expressions. Use $<$, $>$, or $=$.

$$(1.5 + 3) \div 9 + 3^3 \quad \bigcirc \quad \frac{(18 + 8)}{2} - 8 \div 4$$

SOLUTION

Use the order of operations to simplify the two expressions.

$$(1.5 + 3) \div 9 + 3^3 \qquad \frac{(18 + 8)}{2} - 8 \div 4$$

$$= (4.5) \div 9 + 3^3 \qquad = \frac{26}{2} - 8 \div 4$$

$$= 4.5 \div 9 + 27 \qquad = 13 - 8 \div 4$$

$$= 0.5 + 27 \qquad = 13 - 2$$

$$= 27.5 \qquad = 11$$

$$\text{Since } 27.5 > 11, (1.5 + 3) \div 9 + 3^3 \quad \bigotimes \quad \frac{(18 + 8)}{2} - 8 \div 4.$$

Hint

Remember to compare the original expressions in the inequality.

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