

2024-2025 Incoming 8th Grade Summer Math Packet

Dear Students and Parents,

This summer, we encourage you to continue to practice the concepts we learned during this year at home. Practicing math skills over the summer can keep the brain's pathways for computation and mathematical vocabulary strong.

Please bring the math packet and all of your work to school no later than September 6th and turn it into your math teacher.

Please make sure to follow the suggested directions for the best outcomes:

- 1. Do NOT use a calculator. Take time to "grow your brain" and practice your math facts.**
- 2. Show all of your work! If you get an answer incorrect, it helps to go back to your work and find the step that led to your error.**
- 3. Be neat and organized! Part of success in math is being able to organize your work and keep track of your calculations and steps. Use all the paper necessary to neatly show your work.**
- 4. Box your final answers which is another organizational tip.**
- 5. Do not rush. Take advantage of the summer pace and plan on doing some of the packet each week. It will not help you if you cram it into the last week of summer break.**
- 6. If you are stuck on a problem, use your math notebook from last year. There are also additional "how to" explanations for the topics that are posted on line with the packet.**

Determine whether the number is rational or irrational.

1. -83	2. $\sqrt{5}$	3. π	4. $\frac{7}{3}$
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Evaluate each numerical expression.

5. $-\frac{4}{5} + \left(-\frac{3}{10}\right)$	6. $2\frac{3}{4} - 5\frac{1}{2}$	7. $-\frac{11}{15} \cdot \left(-\frac{10}{33}\right)$	8. $\frac{6}{7} \div (-4)$
9. $6\frac{2}{3} + \left(-9\frac{2}{9}\right)$	10. $-4\frac{1}{5} \div \left(-2\frac{1}{7}\right)$	11. $8\frac{2}{3} \cdot \left(-1\frac{2}{13}\right)$	12. $-3\frac{7}{12} - 5\frac{1}{8}$

Find each square root.

13. $\sqrt{25}$	14. $-\sqrt{144}$	15. $\sqrt{225}$	16. $-\sqrt{36}$
17. $\sqrt{121}$	18. $\sqrt{100}$	19. $\sqrt{\frac{1}{4}}$	20. $-\sqrt{\frac{49}{81}}$

Evaluate each expression for $a = 9$, $b = -3$, $c = -2$, $d = 7$. Show your work.

21. $a - cd$	22. $2b^3 + c^2$	23. $\frac{a + d - c}{b}$	24. $(a - b)^2 + d(a + c)$
25. $4c - (b - a)$	26. $\frac{a}{b} - 5a$	27. $2bc + d(12 - 5)$	28. $b + 0.5[8 - (2c + a)]$

Simplify each expression using the Distributive Property.

29. $5(2g - 8)$	30. $7(y + 3)$	31. $-3(4w - 3)$	32. $(6r + 3)^2$
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Simplify each expression, showing all work.

33. $8(x + 1) - 12x$	34. $6w - 7 + 12w - 3z$	35. $9n - 8 + 3(2n - 11)$	36. $3(7x + 4y) - 2(2x + y)$
37. $(15 + 8d)(-5) - 24d + d$	38. $9(b - 1) - c + 3b + c$	39. $20f - 4(5f + 4) + 16$	40. $8(h - 4) - h - (h + 7)$

Solve each equation, showing all work.

41. $f - 64 = -23$

42. $-7 = 2d$

43. $\frac{b}{-12} = -6$

44. $13 = m + 21$

45. $5x - 3 = -28$

46. $\frac{w + 8}{-3} = -9$

47. $-8 + \frac{h}{4} = 13$

48. $22 = 6y + 7$

49. $8x - 4 = 3x + 1$

50. $-2(5d - 8) = 20$

51. $7r + 21 = 49r$

52. $-9g - 3 = -3(3g + 2)$

53. $5(3x - 2) = 5(4x + 1)$

54. $3d - 4 + d = 8d - (-12)$

55. $f - 6 = -2f + 3(f - 2)$

56. $-2(y - 1) = 4y - (y + 2)$







Translate each verbal phrase into an algebraic expression.

57. the difference of w and z	58. g more than the quotient of b and f	59. the product of v and n increased by p cubed
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Translate each sentence into an algebraic equation. Then solve the equation.

60. Nine is six less than the quotient of x and negative two.	61. The sum of y and seven is twice the difference of y and twelve.
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Solve each inequality. Then graph your solution on the number line.

<p>62. $5x < -25$</p> 	<p>63. $-18 + b \geq 23$</p> 
<p>64. $j - 7 > -5$</p> 	<p>65. $\frac{a}{-4} \geq 8$</p> 
<p>66. $-2n - 24 \leq -36$</p> 	<p>67. $18 < \frac{f}{3} + 20$</p> 

Convert each number to Scientific Notation.

68. 67,000,000,000	69. 0.0009213	70. 0.000000000004	71. 3,201,000,000,000,000
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Convert each number to Standard Form.

72. 5.92×10^{-5}	73. 1.1×10^7	74. 6.733×10^{-6}	75. 3.27×10^2
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Simplify each expression. Write your answers using only positive exponents.

76. w^{-4}	77. $\frac{m^5}{m^2}$	78. $f^5 \cdot f^3$	79. $\left(\frac{h^2}{g}\right)^3$
80. $(a^5)^2$	81. $\frac{1}{b^{-3}}$	82. z^0	83. $4r^6 \cdot 3r \cdot 2r^2$
84. $\frac{qp^{-2}}{3q^{-3}}$	85. $\frac{8d^3}{2cd^{-2}}$	86. $(g^4h)^2 \cdot (2g^3h^{-1})^2$	87. $(6a)^0$
88. $(-3n^2k^4)^2$	89. $\left(\frac{w^5x^{-2}y}{w^2xy^4}\right)^3$	90. $\frac{6 \cdot 10^7}{2 \cdot 10^3}$	91. $(1.5 \cdot 10^{-6}) \cdot (4 \cdot 10^9)$

Find the slope of the line that passes through the points. Show your work.

92. $(-5, 3), (2, 1)$	93. $(8, 4), (11, 6)$	94. $(9, 3), (9, -1)$	95. $(-4, -2), (-6, 4)$
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Find the rate of change. Show your work.

96.	Number of Hours	3	6	9	12
	Distance (in miles)	135	270	405	540

97.	Number of Weeks	1	3	5	7
	Pounds	173	169	165	161

Find the slope of the line.

98.		99.		100.	
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Graph the line.

101. $y = -x - 3$		102. $y = \frac{1}{3}x + 2$		103. $y = -3x - 1$	
104. $y = -\frac{3}{2}x - 2$		105. $y = 2x + 1$		106. $y = \frac{1}{4}x$	

Rational Numbers

Rational Number: a number that is the quotient of two integers

Operations with Rational Numbers

• Adding/Subtracting Rational Numbers:

1. Use integer rules to determine whether to add or subtract
2. Find a common denominator.
3. Add or subtract numerators and keep denominator the same.
4. Simplify if necessary.
5. Use integer rules to determine the sign of the answer.

$$\text{ex: } -2\frac{2}{5} + 3\frac{9}{10}$$

Negative + Positive \rightarrow Subtract

$$\begin{array}{r} 3\frac{9}{10} \rightarrow 3\frac{9}{10} \\ - 2\frac{2}{5} = 2\frac{4}{10} \\ \hline 1\frac{5}{10} = \boxed{1\frac{1}{2}} \end{array}$$

• Multiplying Rational Numbers:

1. Convert mixed numbers to improper fractions.
2. Cross-simplify, if possible.
3. Multiply numerators and multiply denominators.
4. Simplify if necessary
5. Use integer rules to determine the sign of the answer

$$\text{ex: } -2\frac{1}{2} \cdot 1\frac{1}{5}$$

Negative \cdot Positive = Negative

$$\frac{15}{12} \cdot \frac{6^3}{5_1} = -\frac{3}{1} = \boxed{-3}$$

• Dividing Rational Numbers:

1. Convert mixed numbers to improper fractions.
2. Flip second fraction to its reciprocal and change division sign to multiplication
3. Multiply the fractions (as above)

$$\text{ex: } -4\frac{1}{4} \div (-4)$$

Negative \div Negative = Positive

$$\begin{array}{l} \frac{17}{4} \div \left(-\frac{4}{1}\right) \dots \\ \rightarrow -\frac{17}{4} \cdot \left(\frac{1}{4}\right) = \frac{17}{16} = \boxed{1\frac{1}{16}} \end{array}$$

Square Roots

Perfect Square: a number that is the product of a rational number multiplied by itself

$$\text{ex: } \begin{array}{cccccc} 1 & 4 & 9 & 16 & 25 & \dots \\ \uparrow & \uparrow & \uparrow & \uparrow & \uparrow & \\ 1^2 & 2^2 & 3^2 & 4^2 & 5^2 & \end{array}$$

Finding the square root of a number is the opposite of squaring a number. Find the number that you can multiply by itself to equal the given number.

ex: Find the square root

$$\sqrt{\frac{9}{64}}$$

Find the square root of the numerator & denominator:

$$9 = 3^2, \text{ so } \sqrt{9} = 3$$

$$64 = 8^2, \text{ so } \sqrt{64} = 8$$

$$= \boxed{\frac{3}{8}}$$

Evaluating Algebraic Expressions

1. Substitute the given values for the variables in the expression
2. Evaluate the expression using the order of operations
 - Parentheses/Brackets (inside to outside)
 - Exponents
 - Multiplication/Division (left to right)
 - Addition/Subtraction (left to right)

ex: evaluate

$$9x^2 - 4(y + 3z)$$

for $x = -3$, $y = 2$, $z = 5$

$$9(-3)^2 - 4(2 + 3 \cdot 5)$$

$$9(-3)^2 - 4(2 + 15)$$

$$9(-3)^2 - 4 \cdot 17$$

$$9 \cdot 9 - 4 \cdot 17$$

$$81 - 4 \cdot 17$$

$$81 - 68 = \boxed{13}$$

The Distributive Property

1. Multiply the number outside the parentheses by each term in the parentheses.
2. Keep the addition/subtraction sign between each term.

ex: $5(8x - 3)$

$$5(8x - 3)$$

$$5(8x) - 5(3)$$

$$\boxed{40x - 15}$$

Simplifying Algebraic Expressions

1. Clear any parentheses using the Distributive Property
2. Add or subtract like terms (use the sign in front of each term to determine whether to add or subtract)

ex: $2(3x - 4) - 12x + 9$

$$2(3x - 4) - 12x + 9$$

$$6x - 8 - 12x + 9$$

$$\boxed{-6x + 1}$$

Solving One-Step Equations

1. Cancel out the number on the same side of the equal sign as the variable using inverse operations (addition/subtraction; multiplication/division)
2. Be sure to do the same thing to both sides of the equation!

ex: $-18 = 6j$

$$\frac{-18}{6} = \frac{6j}{6}$$

$$-3 = j \rightarrow \boxed{j = -3}$$

Solving Two-Step Equations

1. Undo operations one at a time with inverse operations, using the order of operations in reverse (i.e. undo addition/subtraction before multiplication/division)
2. Be sure to always do the same thing to both sides of the equation!

ex: $\frac{a}{7} - 12 = -9$

$$\frac{a}{7} + 12 = -9 + 12$$

$$7 \times \frac{a}{7} = 3 \times 7$$

$$\boxed{a = 21}$$

Solving Multi-Step Equations

1. Clear any parentheses using the Distributive Property
2. Combine like terms on each side of the equal sign
3. Get the variable terms on the same side of the equation by adding/subtracting a variable term to/from both sides of the equation to cancel it out on one side
4. The equation is now a two-step equation, so finish solving it as described above

ex: $5(2x - 1) = 3x + 4x - 1$

$$10x - 5 = 3x + 4x - 1$$

$$10x - 5 = 7x - 1$$

$$-7x \quad -7x$$

$$3x - 5 = -1$$

$$+5 \quad +5$$

$$3x = 4$$

$$\boxed{x = \frac{4}{3}}$$

Writing Expressions & Equations

Key Words for Operations:

Addition	Subtraction
<ul style="list-style-type: none"> Sum More than Increased by Plus 	<ul style="list-style-type: none"> Difference Less than Decreased by Minus
Multiplication	Division
<ul style="list-style-type: none"> Product Times Multiplied By Twice/Doubled (x2) 	<ul style="list-style-type: none"> Quotient Divided By Half ($\div 2$)

Writing Equations:

- Translate the equation using key words for operations.
- "Is" translates to =.

ex: Translate to an algebraic expression:

b multiplied by the sum of a and c

$$= b(a + c)$$

ex: Translate to an equation & then solve:

14 is 4 more than the product of x and 2.

$$\begin{array}{r} 14 = 2x + 4 \\ - 4 \quad - 4 \\ \hline \end{array}$$

$$\frac{10}{2} = \frac{2x}{2}$$

$$5 = x \rightarrow \boxed{x = 5}$$

Solving & Graphing Inequalities

1. Solve the inequality as if it is an equation.
2. If you multiply or divide both sides of the inequality by a negative number, flip the inequality sign to the opposite sign.
3. Write your answer with the variable to the left of the inequality sign.
4. Graph the solution on a number line.
 - Make an open circle on the number if the number is not included in the solution ($<$ or $>$)
 - Make a closed circle if the number is included (\leq or \geq)
 - Shade to the left for less than ($<$ or \leq)
 - Shade to the right for greater than ($>$ or \geq).

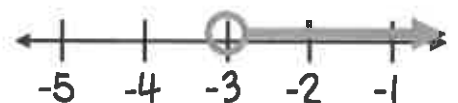
ex: $-5x - 3 < 12$

$$\begin{array}{r} -5x - 3 < 12 \\ + 3 \quad + 3 \\ \hline \end{array}$$

$$\frac{-5x}{-5} < \frac{15}{-5}$$

Divided both sides by a negative number, so flip the inequality sign!

$$\boxed{x > -3}$$



Scientific Notation

Standard Form to Scientific Notation: move the decimal after the first non-zero digit and eliminate any trailing zeros. Multiply by 10 to the power equal to the number of places you moved the decimal point. If the original number was greater than 1, the exponent is positive. If the number was less than 1, the exponent is negative.

ex: 0.0000571

0.0000571

Original number < 1, so negative exponent

$$= 5.71 \times 10^{-5}$$

Scientific Notation to Standard Form: move the decimal point the number of places indicated by the exponent. If the exponent is positive, move the decimal right. If negative, move left.

ex: 3.5×10^3

Positive exponent, so move decimal right

$$3,500 = 3,500$$

Negative Exponents & Simplifying Monomials

Zero Exponent: Any number raised to the zero power equals 1

$$\text{ex: } y^0 = 1$$

Negative Exponent: Move the base to the opposite side of the fraction line and make the exponent positive

$$\text{ex: } x^{-4} = \frac{1}{x^4}$$

Monomial x Monomial: Multiply the coefficients and add the exponents of like bases

$$\text{ex: } (4x^3)(2x^5) = 8x^8$$

Monomial ÷ Monomial: Divide the coefficients and subtract the exponents of like bases

$$\text{ex: } \frac{a}{a^6} = a^{-5} = \frac{1}{a^5}$$

Power of a Monomial: Raise each base (including the coefficient) to that power. If a base already has an exponent, multiply the two exponents

$$\text{ex: } (-2fg^5)^3 = -8f^3g^{15}$$

Power of a Quotient: Raise each base (including the coefficient) to that power. If a base already has an exponent, multiply the two exponents

$$\text{ex: } \left(\frac{5d^3}{c}\right)^2 = \frac{25d^6}{c^2}$$

Slope & Rate of Change

Finding the Slope Given Two Points: Use the coordinates from the points in the slope formula:

$$\text{Slope } (m) = \frac{y_2 - y_1}{x_2 - x_1}$$

ex: $(4, -2), (-3, 8)$
 $\begin{matrix} x_1 & y_1 & x_2 & y_2 \end{matrix}$

$$m = \frac{8 - (-2)}{-3 - 4} = \frac{10}{-7} = \boxed{-\frac{10}{7}}$$

Finding the Rate of Change From a Table: Determine the amount the dependent variable (y) is changing and the amount the independent variable (x) is changing.

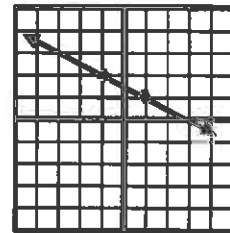
$$\text{Rate of Change} = \frac{\text{change in } y}{\text{change in } x}$$

ex:

		+2	+2	+2	
x	# months	3	5	7	9
y	Cost (\$)	80	130	180	230

$$m = \frac{50}{2} = \boxed{25 \text{ dollars/month}}$$

Finding the Slope From a Graph: Choose 2 points on the graph. Find the vertical change (rise) and horizontal change (run) between the 2 points and write it as a fraction $\frac{\text{rise}}{\text{run}}$. (Up is positive, down is negative, right is positive, and left is negative).



rise = +1
run = -2

$$m = \frac{1}{-2} = \boxed{-\frac{1}{2}}$$

Graphing Linear Equations

Slope-Intercept Form: $y = mx + b$
 $\begin{matrix} \nearrow & \nwarrow \\ \text{slope} & \text{y-intercept} \end{matrix}$

ex: $y = 2x - 4$

y-intercept: -4

slope: $2 = \frac{2}{1}$ $\begin{matrix} \leftarrow \text{rise} \\ \leftarrow \text{run} \end{matrix}$

How To Graph:

1. Make a point on the y-axis at the y-intercept.
2. Use the slope to determine where to make the next point. The numerator tells you the rise (how far up/down) and the denominator tells you the run (how far right/left) to make the next point.
3. Repeat to make more points and then connect the points with a line.

