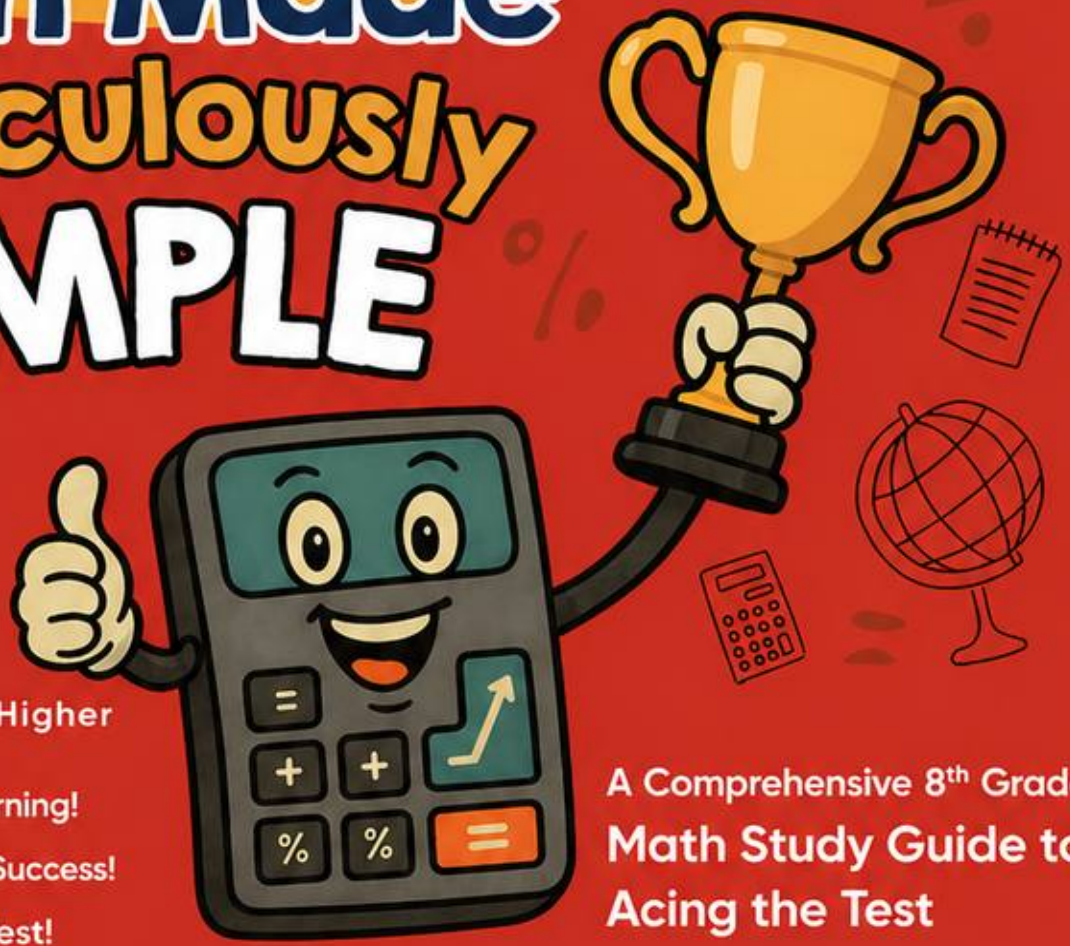
Connecticut SBAC Grade 8

Math Made Ridiculously SIMPLE



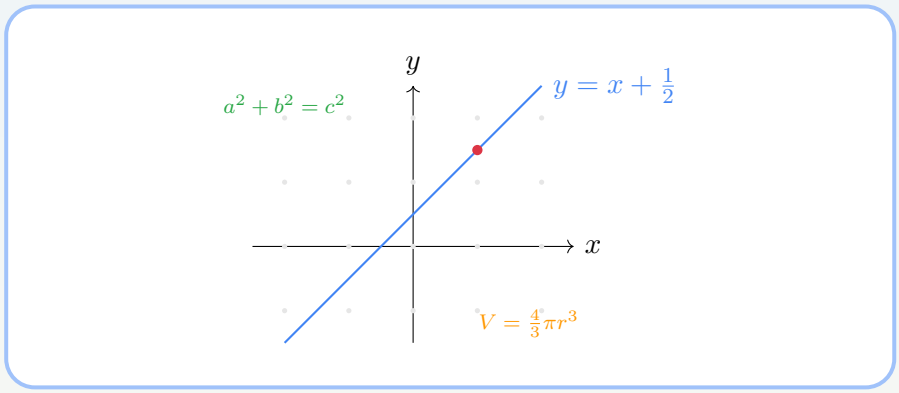
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A Comprehensive 8th Grade Math Study Guide to Acing the Test

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Connecticut SBAC Grade 8 Math
Made Ridiculously Simple

A Comprehensive 8th Grade Math Study Guide to Acing the SBAC Test



Reza Nazari

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8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions)
8.F.A.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear
8.F.B	Use functions to model relationships between quantities
8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x,y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values
8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally

8.G | Geometry

Understand congruence, similarity, and apply the Pythagorean Theorem

8.G.A	Understand congruence and similarity using physical models, transparencies, or geometry software
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:
8.G.A.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them
8.G.A.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates
8.G.A.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them
8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

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8.G.A.1a	Lines are taken to lines, and line segments to line segments of the same length
8.G.A.1b	Angles are taken to angles of the same measure
8.G.A.1c	Parallel lines are taken to parallel lines
8.G.B	Understand and apply the Pythagorean Theorem
8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse
8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions
8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system
8.G.C	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres
8.G.C.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems

8.NS | The Number System

Understand and apply concepts of rational and irrational numbers

8.NS.A	Know that there are numbers that are not rational, and approximate them by rational numbers
8.NS.A.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number
8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2)

8.SP | Statistics and Probability

Investigate patterns of association in bivariate data

8.SP.A	Investigate patterns of association in bivariate data
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association
8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line
8.SP.A.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept
8.SP.A.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables

Study Tips

- **Here's a pattern:** the denominator always has as many 9s as there are digits in the repeating block. 1-digit repeating → 9 in denominator; 2-digit → 99; 3-digit → 999. Easy!
- **Mind-blower:** $0.\overline{9} = 1$ exactly (not an approximation!). Try it yourself with the subtraction method: $10x = 9.\overline{9}$, subtract to get $9x = 9$, so $x = 1$.
- For mixed decimals like $0.1\overline{6}$ (with a non-repeating part), shift the non-repeating part first by multiplying by 10: $10x = 1.\overline{6}$. Then convert to $1\frac{2}{3}$ and divide by 10 to undo the shift.

Word Problems

16. A factory machine cuts wire into pieces whose length in metres is $0.\overline{3}$. If a full spool holds exactly 12 metres of wire, how many complete pieces can be cut from one spool?

_____

17. Keiko divides 8 by 11 on her calculator and sees $0.727272\ldots$ on the screen. Her classmate Omar says the exact value is $\frac{8}{11}$, not a repeating decimal. Are both descriptions correct? Explain.

_____

18. A recipe calls for $0.\overline{142857}$ cups of vanilla extract. (a) Convert $0.\overline{142857}$ to a fraction. (b) Simplify the fraction. (c) If the recipe is tripled, how many cups of extract are needed? Express as a fraction.

_____

19. Two students each earn money per hour as a repeating decimal. Student A earns $\$12.\overline{3}$ per hour and Student B earns \$12.75 per hour. (a) Convert $12.\overline{3}$ to a mixed number. (b) Who earns more per hour? (c) How much more does the higher earner make in a 6-hour shift?

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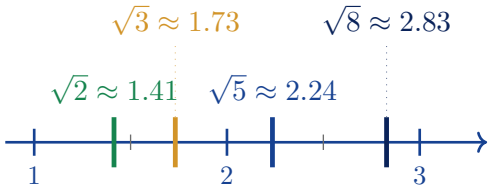
20. A scientist measures the density of a metal sample as $7.\overline{18}$ g/cm^3. (a) Convert $7.\overline{18}$ to a fraction. (b) A block of this metal is 10 cm^3. What is its mass as a fraction? (c) Round the mass to the nearest gram.

_____

1.3 Estimating Irrational Numbers

8.NS.A, 8.NS.A.2

When a square root isn't a perfect square, you can't just write down the exact decimal, but here's the good news: you can estimate it super well! The trick is to squeeze it between two perfect squares. For example, since $36 < 45 < 49$, you immediately know that $6 < \sqrt{45} < 7$—your answer is somewhere in that range. Then test tenths or hundredths to narrow it down even more. **The why behind this:** when you square nearby numbers, they tell you if you're too low or too high. This clever method helps you place irrational numbers on a number line and compare them to regular whole numbers and decimals. You've got a superpower now!



Key Concepts & Quick Review

Squeeze between consecutive integers: Find n and $n+1$ such that $n^2 < x < (n+1)^2$; then $n < \sqrt{x} < n+1$.

Refine to tenths: Try $n.1$, $n.2, \ldots$ until you find $a^2 < x < b^2$; then $a < \sqrt{x} < b$.

Comparing irrationals: $\sqrt{a} < \sqrt{b}$ whenever $a < b$ $(a, b > 0)$, so larger radicand ⇒ larger square root.

Examples

① Between which two consecutive integers does $\sqrt{20}$ lie?

Find two perfect squares that squeeze 20: We have $4^2 = 16 < 20$ and $5^2 = 25 > 20$. So $\sqrt{20}$ must be between 4 and 5—you can be sure of that! **Now here's a helpful hint:** since 20 is closer to 25 than to 16, the square root is closer to 5. In fact, $\sqrt{20} \approx 4.47$—pretty close to 5, right?

Answer: $4 < \sqrt{20} < 5$

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② Estimate $\sqrt{45}$ to one decimal place.

First, squeeze with integers: $6^2 = 36 < 45 < 49 = 7^2$, so $6 < \sqrt{45} < 7$. Now refine to tenths. **Test:** $6.7^2 = 44.89 < 45$ and $6.8^2 = 46.24 > 45$. This tells us $6.7 < \sqrt{45} < 6.8$—we're narrowing it down! Since 45 is much closer to 44.89, we know $\sqrt{45} \approx 6.7$ is our best estimate to one decimal place.

Answer: $\sqrt{45} \approx 6.7$

Practice Problems

Give the two consecutive integers that bound each square root, then estimate to one decimal place where indicated.

1. $\sqrt{10}$ is between _____

2. $\sqrt{18}$ is between _____

3. $\sqrt{35}$ is between _____

4. $\sqrt{50}$ is between _____

5. $\sqrt{72}$ is between _____

6. $\sqrt{90}$ is between _____

7. $\sqrt{6} \approx$ _____ (1 d.p.)

8. $\sqrt{14} \approx$ _____ (1 d.p.)

9. $\sqrt{30} \approx$ _____ (1 d.p.)

10. $\sqrt{52} \approx$ _____ (1 d.p.)

11. Order: $\sqrt{5}$, 2, $\sqrt{3}$ _____

12. Greater: $\sqrt{11}$ or 3.3? _____

Study Tips

- Memorize perfect squares through 169 (13^2). This gives you the power to quickly bracket any square root and know which two integers it falls between. You're building your math toolkit!
- When estimating $\sqrt{x}$ to one decimal place, find the two tenths it falls between, then decide which is closer. If they're equally close, test hundredths for extra accuracy before rounding.
- **Here's a time-saver for comparing irrational numbers:** just compare the radicands directly—no estimation needed! Since $47 < 53$, you know right away that $\sqrt{47} < \sqrt{53}$. Smart thinking!