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Family Letter**Dear Parent or Guardian:**

One of the goals of this class is to relate concepts learned in the classroom to the real world. For example, integers are a part of our daily lives. They are often used to describe things such as sports scores, temperature, time, and money. Knowing how to work with integers helps us make important decisions at work and at home.

In **Chapter 1, Algebra: Integers**, your child will learn about developing a plan for problem solving, about variables, expressions, and properties, about graphing data, and about adding, subtracting, multiplying, and dividing integers. Your child will also learn how to find the absolute value of integers, and write and solve equations. In the study of this chapter, your child will complete a variety of daily classroom assignments and activities and possibly produce a chapter project.

By signing this letter and returning it with your child, you agree to encourage your child by getting involved. Enclosed is an activity you can do with your child that practices how the math we will be learning in Chapter 1 might be tested. You may also wish to log on to **www.msmath3.com** for self-check quizzes and other study help. If you have any questions or comments, feel free to contact me at school.

Sincerely,

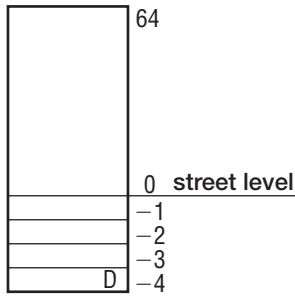
Signature of Parent or Guardian _____ Date _____

1 Family Activity

State Test Practice

Fold the page along the dashed line. Work each problem on another piece of paper. Then unfold the page to check your work.

1. Evan stepped into an elevator in a very tall building in downtown New York City. The buttons he could choose from ranged from Basement Level D (-4) to 64.



How many stories high is this building (including its basements)?

- A 60 stories high
- B 68 stories high
- C 67 stories high
- D 61 stories high

Fold here -----

Solution

1. There are 64 stories above ground and 4 stories below ground, which means there are $64 + 4$, or 68 stories.

The answer is **B**.

2. Jarred has five fewer model cars than Cammie. Half of the sum of their combined model cars is equal to 10. How many model cars does Cammie have?

Which equation can be used to find the number of model cars Cammie has?

- A $\frac{c - 5}{2} = 10$
- B $\frac{c + c - 5}{2} = 10$
- C $c - c - 5 = 10 \div 2$
- D $c - \frac{5}{2} = 10$

Solution

2. *Hint: A letter (or variable) is used to represent a number that we do not know, in this case the number of cars Cammie has. In order to solve the problem, you also will need to write an expression for the number of cars that Jared has based on the number Cammie has.*

The number of cars that Cammie has can be represented by the letter c . We know that Jared has 5 less cars than Cammie, or $c - 5$. If we add their cars together ($c + c - 5$) and divide by 2, the number should equal 10.

The answer is **B**.