

SPIRAL REVIEW

& WEEKLY QUIZZES

**ENTIRE
YEAR!!**

100% EDITABLE

**DAILY
SPIRAL
REVIEW**

**ANSWER
KEYS
INCLUDED**

**PLUS
WEEKLY
QUIZZES**

**AVAILABLE
FOR GRADES
K-12**

Name: _____ Weekly Math Review – Q2-5		Teacher: _____	
Monday	Tuesday	Wednesday	Thursday
<p>Determine the domain and range of</p>			

36 Weeks of Spiral Math Review!

Covers ALL Algebra 1 Common Core Standards

Use For Homework ► Warm Ups ► Bell Ringers

Students complete one column each day.

SAVE PAPER!

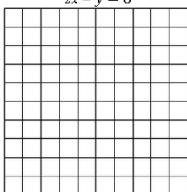
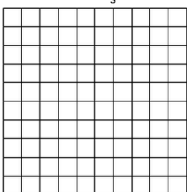
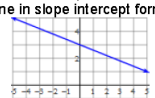
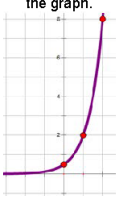
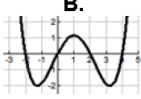
A NEW skill is introduced each week!
First Quarter includes review from the previous grade level.

Sheets were designed to review standards students have previously learned.

The CURRENT skill being taught is at the bottom!

With this system, students are reviewing concepts every day and don't forget what they've learned!

Name: _____ Weekly Math Review – Q2:7 Teacher: _____

Monday	Tuesday	Wednesday	Thursday																						
<p>Does this represent a linear relationship or exponential relationship?</p> <table border="1"> <thead> <tr> <th>Input</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5</td> </tr> <tr> <td>4</td> <td>7</td> </tr> <tr> <td>5</td> <td>9</td> </tr> <tr> <td>6</td> <td>11</td> </tr> </tbody> </table>	Input	Output	3	5	4	7	5	9	6	11	<p>Graph the function $2x - y = 6$</p> 	<p>Does this represent a linear relationship or exponential relationship?</p> <table border="1"> <thead> <tr> <th>Minutes (t)</th> <th>Cost in dollars (f(t))</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>110.00</td> </tr> <tr> <td>30</td> <td>120.50</td> </tr> <tr> <td>60</td> <td>131.00</td> </tr> <tr> <td>90</td> <td>141.50</td> </tr> <tr> <td>120</td> <td>152.00</td> </tr> </tbody> </table>	Minutes (t)	Cost in dollars (f(t))	0	110.00	30	120.50	60	131.00	90	141.50	120	152.00	<p>Graph the function $y = -3 \cdot \frac{1}{3}x + 4$</p> 
Input	Output																								
3	5																								
4	7																								
5	9																								
6	11																								
Minutes (t)	Cost in dollars (f(t))																								
0	110.00																								
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120	152.00																								
<p>If the function $g(x)$ goes through the point $(-1, 11)$, then the function $-g(x)$ must go through what point?</p>	<p>The function $y = \frac{2}{3}x + 1$ is transformed by reflecting it over the y-axis. What is the equation of the new function?</p>	<p>If the function $h(x)$ goes through the point $(12, 3)$, then the function $h(x + 10)$ must go through what point?</p>	<p>The function $y = 2^{x+4}$ is shifted left 10 units. What is the equation of the new function?</p>																						
<p>Write the equation of a line in slope intercept form that has a slope of $\frac{5}{8}$ and has a y-intercept of 2.</p>	<p>Write the equation of the line in slope intercept form.</p> 	<p>Write the equation of a line in slope intercept form of a line that has a slope of $-\frac{4}{3}$ and contains $(3, -6)$.</p>	<p>Write the equation of a line in slope intercept form that contains the points $(-5, -4)$ and $(-4, -5)$.</p>																						
<p>Write the equation of the exponential that matches the graph.</p> 	<p>Write an exponential function $y = ab^x$ whose graph passes through the points $(1, 6)$, $(2, 18)$</p>	<p>120 bacteria in a petri dish double every 30 minutes. Write an equation for the amount of bacteria after x hours.</p>	<p>If an exponential model has a 6% decay rate, what multiplier would be used in the function model?</p> <p>0.6 1.06 1.6 0.94</p>																						
<p>Use the arithmetic recursive rule to find the first five terms:</p> $a_n = a_{n-1} - 15$ $a_1 = -20$	<p>Use the explicit geometric rule to find the first four terms:</p> $a_n = 8 \cdot \left(\frac{1}{2}\right)^{n-1}$	<p>Convert the explicit arithmetic formula $a_n = 8 + (n-1)5$ into a recursive format.</p>																							
<p>Which function grows faster?</p> <p>Twelve bacteria are placed into a petri dish. The number of bacteria doubles every thirty minutes.</p> <p>or</p> $y = 8x + 29$	<p>A or B?</p> <p>Which function has the greater rate of change?</p> <p>Which function has the greater y-intercept?</p>	<p>A.</p> <table border="1"> <thead> <tr> <th>x</th> <th>f(x)</th> </tr> </thead> <tbody> <tr> <td>-4</td> <td>12</td> </tr> <tr> <td>-1</td> <td>0</td> </tr> <tr> <td>2</td> <td>-12</td> </tr> <tr> <td>3</td> <td>-16</td> </tr> </tbody> </table>	x	f(x)	-4	12	-1	0	2	-12	3	-16	<p>B.</p> $y = 2x + 3$												
x	f(x)																								
-4	12																								
-1	0																								
2	-12																								
3	-16																								
<p>Which function has the larger average rate of change from $x=0$ to $x=3$?</p> <p>A. You borrowed \$4 from a friend. Each day you pay him back \$0.50.</p>	<p>B.</p> 	<p>The function $t(x) = 75(1.20)^x$ models the number of rainbow trout in a lake x years after 2005. Likewise, the function $p(x) = 105(1.08)^x$ models the number of perch in the lake for the same time period.</p> <ol style="list-style-type: none"> Which function starts out with the most fish? Which model is growing faster? 																							

36 Weeks of Spiral Math Quizzes

Assess ALL Standards for **Algebra 1**

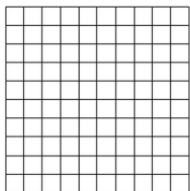
Pacing Guide ▶ 100% Editable ▶ No-Prep ▶ Answer Keys

Name: _____

Weekly Math Quiz – Q2:7

Teacher: _____

1. F.IF.7
Graph the function $2x - y = 6$



2. F.LE.1a,b,c, 3
Does this represent a linear relationship or exponential relationship?

x	$f(x)$
-4	12
-1	0
2	-12
3	-16

3. F.BF.3
The function $y = \frac{2}{5}x - 8$ is transformed by reflecting it over the y axis. What is the equation of the new function?

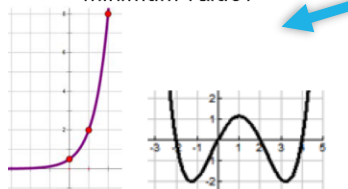
4. F.BF.1a,b; F.LE.2; A.CED.2
Write the equation of a line in slope intercept form that has a slope of $-\frac{3}{4}$ and contains $(4, -7)$.

5. F.BF.1a,b; F.LE.2; A.CED.2
If an exponential model has a 5% decay rate, what multiplier would be used in the function model?
0.05 1.05
1.5 0.95

6. F.BF.2
Use the arithmetic recursive rule to find the first five terms:
 $a_n = a_{n-1} - 15$
 $a_1 = -20$

7. F.IF.9
Which function has the greatest y -intercept?
Twelve bacteria are placed into a petri dish. The number of bacteria doubles every thirty minutes.
or
 $y = 8x + 14$

8. F.IF.9
Which function has a lower minimum value?



© One Stop Teacher Shop & © BOOM! Feeny Math Resources

Quizzes assess previously taught and NEW standards EVERY week.

100% Editable so you can adjust the questions to fit the needs of YOUR students.

Standards are listed to help you see which concepts need to be revisited (editable)

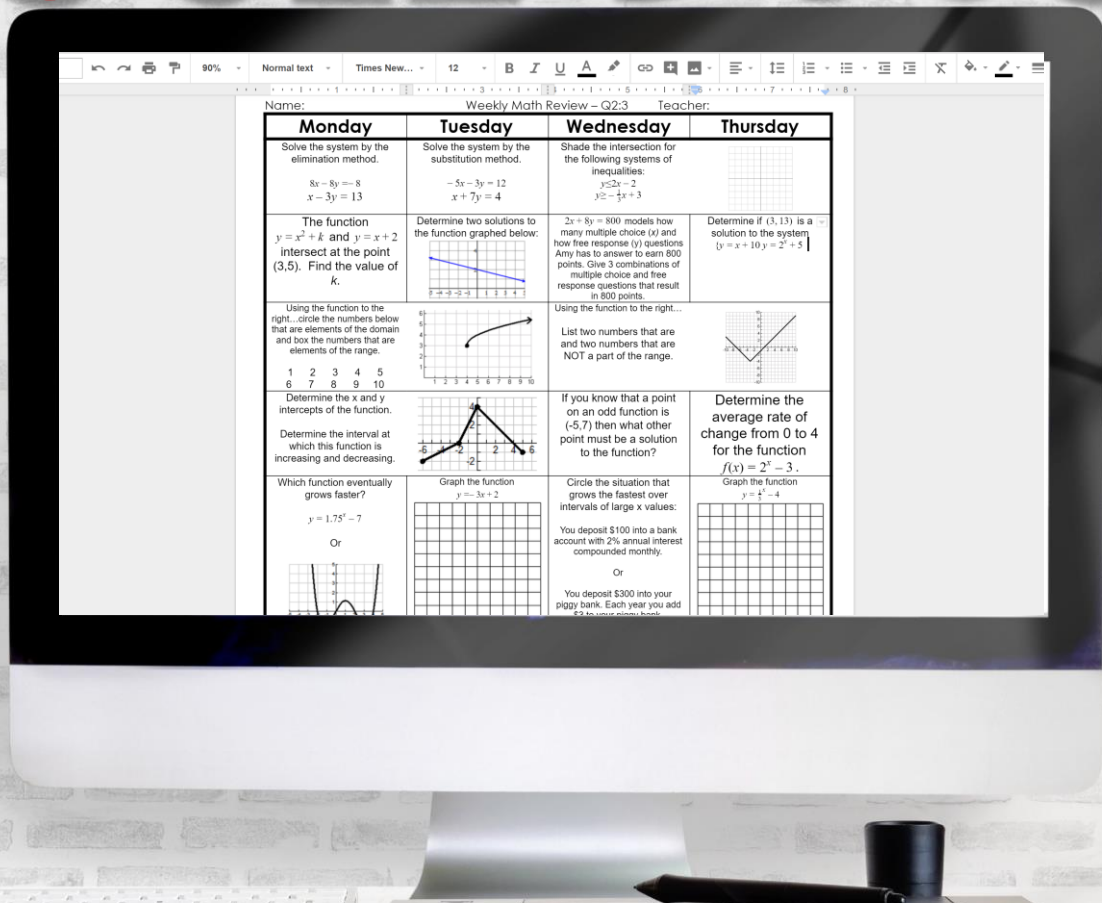
The most recent standard introduced is at the bottom!

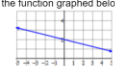
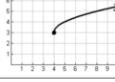
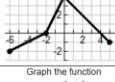
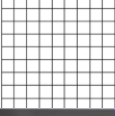
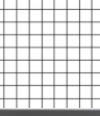
Continuously assessing standards holds students accountable for keeping up with their progress and mastery of ALL skills/concepts.

100% EDITABLE

Fully **Customize** this resource to fit the needs of YOUR students and **save time** by NOT reinventing the wheel!

Edit in Microsoft Word or **GOOGLE** Docs



Name: _____ Teacher: _____			
Monday	Tuesday	Wednesday	Thursday
Solve the system by the elimination method. $8x - 8y = -8$ $x - 3y = 13$	Solve the system by the substitution method. $-5x - 3y = 12$ $x + 7y = 4$	Shade the intersection for the following systems of inequalities: $y \geq 2x - 2$ $y \geq -\frac{1}{2}x + 3$	
The function $y = x^2 + k$ and $y = x + 2$ intersect at the point (3,5). Find the value of k .	Determine two solutions to the function graphed below: 	$2x + 8y = 800$ models how many multiple choice (x) and how free response (y) questions Amy has to answer to earn 800 points. Give 3 combinations of multiple choice and free response questions that result in 800 points.	Determine if (3, 13) is a solution to the system $\begin{cases} y = x + 10 \\ y = 2x + 5 \end{cases}$
Using the function to the right... circle the numbers below that are elements of the domain and box the numbers that are elements of the range. <div>1 2 3 4 5 6 7 8 9 10</div>		Using the function to the right... List two numbers that are and two numbers that are NOT a part of the range. 	
Determine the x and y intercepts of the function. Determine the interval at which this function is increasing and decreasing.		If you know that a point on an odd function is (-5, 7) then what other point must be a solution to the function?	Determine the average rate of change from 0 to 4 for the function $f(x) = 2x^2 - 3$. Graph the function $y = x^2 - 4$
Which function eventually grows faster? $y = 1.75^x - 7$ Or 	Graph the function $y = -3x + 2$ 	Circle the situation that grows the fastest over intervals of large x values: You deposit \$100 into a bank account with 2% annual interest compounded monthly. Or You deposit \$300 into your piggy bank. Each year you add \$3 to your piggy bank.	

ANSWER KEYS INCLUDED & A "MY WORK/PROGRESS" PAGE (optional) Editable Quiz DATA Trackers!

Monday	Tuesday
Wednesday	Thursday

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____	# of questions _____	# of questions _____	# of questions _____
# correct _____	# correct _____	# correct _____	# correct _____
I need more help with... _____	I need more help with... _____	I need more help with... _____	I need more help with... _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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[illegible]

3 Options Available

Name: _____ Subject: _____

#PROGRESS WEEKLY QUIZZES

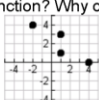
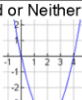
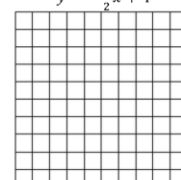
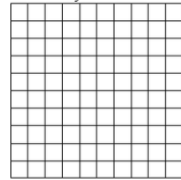
100									
90									
80									
70									
60									
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20									
10									
0									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9

"More Space to Write" Option

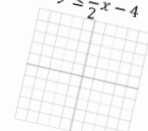
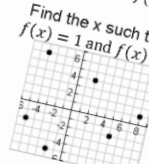
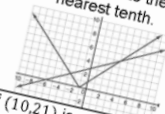
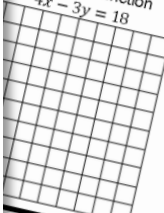
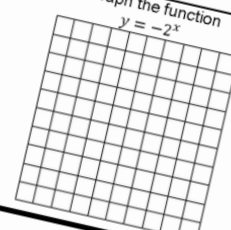
Need more space for students to write?

No Problem! All spiral review sheets come in a second format with more space. (optional)

Name: _____ Weekly Math Review – Q2:1 Date: _____

Monday	Tuesday														
Solve the equation, justify each step with an algebraic property. $-1 + x + 10 = 26$	Solve the equation, justify each step with an algebraic property. $15 + 4x = 5x - 13$														
Solve the equation $a + b - c = 180$ for a .	Solve $R = \frac{D-T}{3}$ for the variable D .														
Solve the system by the substitution method. $-x - 5y = 22$ $y = -7x + 16$	Solve the system by the elimination method. $7x + 5y = -25$ $5x + 3y = -23$														
$5x + 15y = 1200$ models how many cars washed (x) and how many bikes sold (y) Jim has to do to save \$1200. Give 3 combinations of car washed and bikes sold that result in \$1200	The function $y = -x - 1$ and $y = \frac{1}{2}x + k$ intersect at the point $(-2, 1)$. Find the value of k .														
Is this a function? Why or Why not? 	Evaluate the function $f(x) = \frac{3}{2}x + 8$ under the domain of 2, 4, 6, 8, 10, 12. <table border="1" data-bbox="747 1006 828 1104"><thead><tr><th>x</th><th>y</th></tr></thead><tbody><tr><td>2</td><td></td></tr><tr><td>4</td><td></td></tr><tr><td>6</td><td></td></tr><tr><td>8</td><td></td></tr><tr><td>10</td><td></td></tr><tr><td>12</td><td></td></tr></tbody></table>	x	y	2		4		6		8		10		12	
x	y														
2															
4															
6															
8															
10															
12															
Determine the x and y intercept of the graph to the nearest 10^0 . 	Even, Odd or Neither Symmetry? 														
Graph the function $y = -\frac{3}{2}x + 4$ 	Graph the function $y = 2^x$ 														

Name: _____ Weekly Math Review – Q2:1 Date: _____

Wednesday	Thursday																
Solve the equation, justify each step with an algebraic property. $18 = -18 + 4x$	Solve the equation, justify each step with an algebraic property. $6(1 - 2x) = 54$																
Solve $A = B + \frac{C}{D}$ for C .	The formula for the area of a triangle is $A = \frac{1}{2}bh$. Solve this equation for h .																
Shade the intersection of the following system of inequalities: $y > -x + 1$ $y \leq \frac{3}{2}x - 4$ 	In the function to the left, determine: $f(-2)$ and $f(8)$. Find the x such that: $f(x) = 1$ and $f(x) = 6$. 																
Determine the solution to the systems the nearest tenth.  If $(10, 21)$ is a solution to the system $\begin{cases} y = \frac{3}{2}x + 6 \\ y = -30 + x + 1 \end{cases}$	Determine the average rate of change from: Day 1 to Day 4: _____ Day 0 to day 6: _____ <table border="1" data-bbox="1282 1169 1461 1282"><thead><tr><th>Day (n)</th><th>Amount of Money (\$)</th></tr></thead><tbody><tr><td>0</td><td>10</td></tr><tr><td>1</td><td>12</td></tr><tr><td>2</td><td>14</td></tr><tr><td>3</td><td>16</td></tr><tr><td>4</td><td>18</td></tr><tr><td>5</td><td>20</td></tr><tr><td>6</td><td>22</td></tr></tbody></table>	Day (n)	Amount of Money (\$)	0	10	1	12	2	14	3	16	4	18	5	20	6	22
Day (n)	Amount of Money (\$)																
0	10																
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4	18																
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6	22																
Graph the function $4x - 3y = 18$ 	Graph the function $y = -2^x$ 																

Pacing Guide Included

ALGEBRA 1 PACING GUIDE

New Standards are introduced into the spiral reviews and quizzes each week. This chart will show you when each standard is introduced.

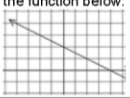
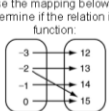
Quarter	Sheet #	Common Core Standard	Brief Description
1	1	N.Q.1, N.Q.2, N.Q.3, A.SSE.1a, A.SSE.1b	Reason quantitatively and use units to solve problems, interpret the structure of expressions
1	2	A.CED.1, A.CED.2, A.CED.3,	Create equations that describe numbers or relationships
1	3	A.REI.1	Solving Equations and justifying steps
1	4	A.CED.4, A.REI.3	Literal Equations
1	5	A.REI.5, A.REI.6, A.REI.12	Solving systems of equations, Systems of inequalities
1	6	A.REI.10, A.REI.11,	Solving equations by other methods.
1	7	F.IF.1, F.IF.2, F.IF.3	Domain, Range and Function Notation
1	8	F.IF.4, F.IF.5, F.IF.6, F.BF.3	Identify key features of a given graph/function
2	1	F.IF.7	Graphing linear and exponential functions
2	2	F.LE.1a, F.LE.1b, F.LE.1c, F.LE.3	Linear vs. Exponentials
2	3	F.BF.3	Identifying transformations on linear and exponentials
2	4	F.BF.1a, F.BF.1b, F.LE.2, A.CED.2	Writing equations of linear functions
2	5	F.BF.1a, F.BF.1b, F.LE.2, A.CED.2	Writing equations of exponentials functions
2	6	F.BF.2	Write arithmetic and geometric sequences
2	7	F.IF.9	Compare two functions represented in a different way
2	8	F.LE.5	Interpreting parameters of linear and exponentials.
2	9	S.ID.1, S.ID.2, S.ID.3	Dot plots, Histograms, and Box Plots, Central Tendency
3	1	S.ID.5	Two way frequency tables
3	2	S.ID.6a, S.ID.6b, S.ID.6c	Scatter Plots
3	3	S.ID.7, S.ID.8, S.ID.9	Interpret slope and y intercept of models, correlation coefficient, correlation vs. causation
3	4	A.SSE.1a, A.SSE.1b	Interpreting parts of an expression, rethinking complicated expressions in a simple way
3	5	A.SSE.3a, A.SSE.2	Factoring (GCF, Difference of two squares)
3	6	A.SSE.3a, A.SSE.2	Factoring Trinomials
3	7	A.SSE.3b	Completing the Square (factor only)
3	8	A.REI.4a, A.REI.4b	Solve Quadratic Equations (Non quadratic formula)
3	9	A.REI.4a, A.REI.4b	Solve Quadratic Equations (Emphasis on quadratic formula)
4	1	F.IF.7a, A.SSE.3b	Graph a quadratic, determine key parts of a quadratic, interpret the discriminant. Complete the square to identify key parts.
4	2	F.IF.7b	Graph square root, cube root, absolute value and piecewise functions.
4	3	F.IF.4, F.IF.5, F.IF.6	Comparing multiple functions, average rate of change
4	4	A.APR.1	Operations of polynomials
4	5	A.REI.7	Solve simple linear/quadratic systems

1st Quarter SAMPLE

Name: _____

Weekly Math Review - Q1:7

Teacher: _____

Monday	Tuesday	Wednesday	Thursday												
Write an expression to represents the product of 6 and the sum of w and 5.	The product of 7 and x is -28. What is the value of x?	Amy has 20 quarters. Sodas cost \$0.75. Write an expression for how many quarters Amy has left after buying d amount of sodas.	Use mental math to find a solution to $\frac{-2}{9} = \frac{4}{m}$.												
Which is NOT a solution of the inequality $5 - 2x \geq -3$? A) 0 B) 2 C) 4 D) 5	Write and solve an equation to find the missing value: 	Write an inequality that represents the phrase: Anything less than a GPA of 3.7 is not good enough.	Write an inequality that represents ten less than four times a number is more than 1000.												
Solve the equation, justify each step with an algebraic property. $-2 = x + 28$	Solve the equation, justify each step with an algebraic property. $4x = 6x - 34$	Solve the equation, justify each step with an algebraic property. $-6 = 18 + 6x$	Solve the equation, justify each step with an algebraic property. $\frac{2}{3}(15 - 9x) = 29$												
Solve the equation for y: $x = 2y - 3$	Solve the equation for w: $4 - \frac{2}{7}w = 18$	Solve the equation for y: $\frac{8 + 2y}{3} = x$	Set up an equation for the perimeter, P, of the rectangle below. Solve for L. 												
Shade the intersection of the following system of inequalities: $y \leq x + 2$ $y \geq -\frac{2}{3}x - 3$		Solve the system by the elimination method. $-12x - 2y = -4$ $6x + 3y = 18$	Solve the system by the substitution method. $4x - 3y = 12$ $y = 7x - 4$												
Determine two solutions to the function below: 	Stu wants to join a gym. Fit-Place charges a \$135 startup fee and then \$35 per month. The Factory has no startup fee but charges \$60 per month. Create a table showing the total cost for the first 8 months. Determine the month at which the total cost is the same.	Determine if $(-2, 10)$ is a solution to the system $\begin{cases} 5x + 3y = 20 \\ y = 16 + \frac{12}{x} \end{cases}$													
Identify the domain and range of the function: <table border="1" data-bbox="224 1034 284 1144"><tr><th>x</th><th>y</th></tr><tr><td>8</td><td>8</td></tr><tr><td>6</td><td>6</td></tr><tr><td>4</td><td>4</td></tr><tr><td>2</td><td>6</td></tr><tr><td>0</td><td>8</td></tr></table>	x	y	8	8	6	6	4	4	2	6	0	8	Use the mapping below to determine if the relation is a function: 	The domain of the function, $y = 2x + 4$ is $\{3, 5, 6, 8\}$. Identify the range.	If $f(x) = \frac{x}{2} + 17$, then find the value of $f(12)$, $f(-4)$, and $f(0)$
x	y														
8	8														
6	6														
4	4														
2	6														
0	8														
Identify the domain and range of the following function: $\{(8, 7), (4, 9), (0, 0), (1, 17)\}$	Determine the domain and range of the relation below: 	The range of a function, $y = \frac{2}{3}x + 1$ is $\{3, 5, \frac{17}{3}, \frac{23}{3}\}$. Identify the domain.	If $f(x) = -2x + 9$, then find the value of the x value that makes $f(x) = -22$												

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Weekly Math Quiz - Q1:7

Teacher: _____

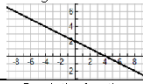
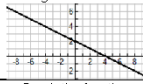
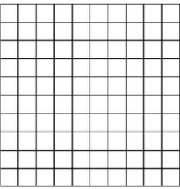
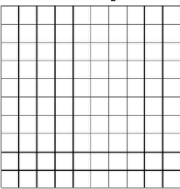
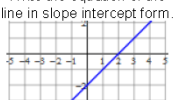
A.CED.1, 2, 3	2.	A.REI.1
Which is NOT a solution of the inequality $10 - 4x \geq -6$? A) 0 B) 2 C) 4 D) 5	Solve the equation, justify each step with an algebraic property. $2 - 3x = -19$	
A.CED.4, A.REI.3	4.	A.REI.5, 6, 12
Solve the equation for y: $\frac{3 + 5y}{2} = x$	Solve the following system: $y = -\frac{1}{2}x + 2$ $y = \frac{5}{2}x - 4$ 	
A.REI.5, 6, 12	6.	A.REI.10, 11
Solve the following system by substitution $x = 4y + 12$ $5x - 4y = -4$	Stu wants to join a gym. Fit-Place charges a \$90 startup fee and then \$25 per month. The Factory has no startup fee but charges \$40 per month. Create a table showing the total cost for the first 8 months. Determine the month at which the total cost is the same.	
F.IF.1, 2, 3	8.	F.IF.1, 2, 3
Identify the domain and range of the following function: $\{(7, 6), (3, 8), (0, 0), (2, 16)\}$	If $f(x) = \frac{3}{2}x + 14$, then find the value of $f(12)$, $f(-4)$, and $f(0)$	

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1st Quarter includes
2 BONUS weeks of REVIEW
from the previous grade level

2nd Quarter SAMPLE

Name: _____ Weekly Math Review – Q2:6 Teacher: _____

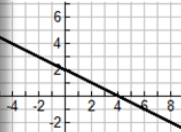
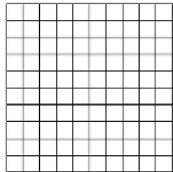
Monday	Tuesday	Wednesday	Thursday																												
<p>Is this function increasing or decreasing?</p> <table border="1"> <thead> <tr> <th>x</th> <th>y</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>-3</td> </tr> <tr> <td>2</td> <td>-9</td> </tr> <tr> <td>3</td> <td>-27</td> </tr> </tbody> </table>	x	y	1	-3	2	-9	3	-27	<p>Complete the table below if you knew function $h(x)$ is below had even symmetry.</p> <table border="1"> <thead> <tr> <th>x</th> <td>-2</td> <td>7</td> <td>0</td> <td>-5</td> <td>3</td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <th>$h(x)$</th> <td>10</td> <td>-3</td> <td>0</td> <td>13</td> <td>-7</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	x	-2	7	0	-5	3					$h(x)$	10	-3	0	13	-7					<p>Determine the average rate of change for the function</p> 	<p>Determine the average rate of change for the function</p> 
x	y																														
1	-3																														
2	-9																														
3	-27																														
x	-2	7	0	-5	3																										
$h(x)$	10	-3	0	13	-7																										
<p>The population of a small town is 4500. To find the ensuing years population, you need to multiply by 0.985. Is this model growing or decaying?</p>	<p>Graph the function $y = \frac{5}{2}x - 3$</p> 	<p>A painter has earned \$1,235 this month so far and earns about \$170 per day currently. Is this a linear model or an exponential model?</p>	<p>Graph the function $y = 3 \cdot \frac{1}{2}^x$</p> 																												
<p>In the problem above is this town's population changing by the same amount each year or by the same proportion each year?</p>	<p>In the problem above, is the salary of the painter changing by the same amount each day or by the same proportion each day?</p>																														
<p>If the function $m(x)$ goes through the point $(4, -6)$, then the function $m(2x)$ must go through what point?</p>	<p>The function $y = -3x$ is reflected across the x-axis. What is the equation of the new function?</p>	<p>The function $y = 2^x + 6$ is shifted down 8 units. What is the equation of the new function?</p>	<p>If the function $t(x)$ goes through the point $(-3, -1)$, then the function $t(-x)$ must go through what point?</p>																												
<p>Write the equation of a line in slope intercept form that has a slope of 2 and has a y-intercept of $\frac{1}{4}$.</p>	<p>Write the equation of the line in slope intercept form.</p> 	<p>Write the equation of a line in slope intercept form of a line that has a slope of -5 and contains $(2, -7)$.</p>	<p>Write the equation of a line in slope intercept form that contains the points $(3, -3)$ and $(1, 4)$.</p>																												
<p>Kevin invests \$4,000 at a 6.8% annual interest rate. The interest is added at the end of each year. Write an equation for the amount of money after x years.</p>	<p>Write an exponential function $y = ab^x$ whose graph passes through the points $(3, 1080)$, $(5, 38880)$</p>	<p>Write the equation for the exponential function shown in the table below:</p> <table border="1"> <thead> <tr> <th>x</th> <td>-2</td> <td>-1</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </thead> <tbody> <tr> <th>y</th> <td>32</td> <td>16</td> <td>8</td> <td>4</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	x	-2	-1	0	1	2	3	y	32	16	8	4	2	1															
x	-2	-1	0	1	2	3																									
y	32	16	8	4	2	1																									
<p>Use the explicit geometric rule to find the first four terms: $a_n = 3 \cdot 2^{n-1}$</p>	<p>Use the recursive geometric rule to find the first four terms: $a_n = -2 \cdot a_{n-1}$ $a_1 = 3$</p>	<p>Find the common difference and the next three terms of the arithmetic sequence: $-4, -7, -10, -13 \dots$</p>	<p>Is this sequence arithmetic? If so, what is the common difference? If not, why not? $(8x + 1), (6x + 1), (4x + 1), \dots$</p>																												
<p>Use the arithmetic explicit rule to find the first five terms: $a_n = 5 + (n - 1)2$</p>	<p>Convert the following explicit geometric rule into a recursive rule: $a_n = -2 \cdot 5^{n-1}$</p>	<p>Convert the following recursive geometric rule to an explicit rule: $a_n = -5 \cdot a_{n-1}$ $a_1 = 4$</p>	<p>Use the arithmetic recursive rule to find the first five terms: $a_n = a_{n-1} - 11$ $a_1 = 19$</p>																												

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Weekly Math Quiz – Q2:6 Teacher: _____

<p>F.IF.4,5,6; F.BF.3</p> <p>2. Determine the average rate of change for the interval -4 to 2</p> 	<p>F.IF.7</p> <p>3. Graph the function $y = 3 \cdot \frac{1}{2}^x$</p> 
<p>F.LE.1a,b,c,3</p> <p>4. A tutor earns \$40 an hour. Sometimes he gets paid with two students at a time. He gets paid \$80 per hour. Is this a linear model or an exponential model?</p>	<p>F.BF.3</p> <p>5. If the function $m(x)$ goes through the point $(8, -10)$, then the function $m(2x)$ must go through what point?</p>
<p>F.BF.1a,b; F.LE.2; A.CED.2</p> <p>6. Write the equation of a line in slope intercept form that has a slope of $-\frac{1}{2}$ and contains $(4, -5)$.</p>	<p>F.BF.1a,b; F.LE.2; A.CED.2</p> <p>7. Write an exponential function $y = ab^x$ whose graph passes through the points $(2, 16)$, $(3, 64)$</p>
<p>F.BF.2</p> <p>8. Use the arithmetic explicit rule to find the first five terms: $a_n = 4 + (n - 1)3$</p>	<p>F.BF.2</p> <p>9. Use the explicit geometric rule to find the first four terms: $a_n = 2 \cdot 2^{n-1}$</p>

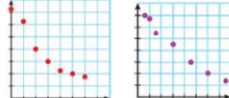
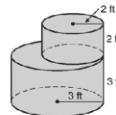
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3rd Quarter SAMPLE

Name:

Weekly Math Review – Q3:7

Teacher:

Monday	Tuesday	Wednesday	Thursday																																																																	
<table border="1"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Car</td> <td>18</td> <td>42</td> <td>60</td> </tr> <tr> <td>Truck</td> <td>36</td> <td>24</td> <td>60</td> </tr> <tr> <td>Total</td> <td>54</td> <td>66</td> <td>120</td> </tr> </tbody> </table> <p>Find the value of A, B, C, and D that completes the two-way relative frequency table above.</p> <p>Matching: A. The temperature of boiling water after it is taken off the burner. B. The year a car was made and the total mileage on it.</p>  <p>In the problem above, A or B, which situation would have the strongest correlation coefficient based off their graph?</p>		Boys	Girls	Total	Car	18	42	60	Truck	36	24	60	Total	54	66	120	<table border="1"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Car</td> <td>15%</td> <td>A</td> <td>50%</td> </tr> <tr> <td>Truck</td> <td>D</td> <td>B</td> <td>50%</td> </tr> <tr> <td>Total</td> <td>C</td> <td>55%</td> <td>100%</td> </tr> </tbody> </table> <p>Use a graphing utility to find the line of best fit for this data:</p> <table border="1"> <thead> <tr> <th>x</th> <th>10</th> <th>8</th> <th>6</th> <th>4</th> <th>2</th> </tr> </thead> <tbody> <tr> <th>y</th> <td>1</td> <td>3.5</td> <td>4.25</td> <td>5.75</td> <td>7</td> </tr> </tbody> </table> <p>Using your answer from the problem above, predict the value of y when x = 12.</p> <p>Predict the value of x when y = 5.</p>		Boys	Girls	Total	Car	15%	A	50%	Truck	D	B	50%	Total	C	55%	100%	x	10	8	6	4	2	y	1	3.5	4.25	5.75	7	<p>500 freshmen were asked if their parents allowed dating. 40% said yes. 120 of those that said yes were boys. 260 of those that were surveyed were girls. Complete the table to display this data.</p> <p>Use a graphing utility to find the line of best fit for this data:</p> <table border="1"> <thead> <tr> <th>x</th> <th>2.1</th> <th>4.8</th> <th>6.5</th> <th>8.2</th> <th>9.4</th> </tr> </thead> <tbody> <tr> <th>y</th> <td>-3.08</td> <td>-1.62</td> <td>-5.8</td> <td>0.25</td> <td>0.84</td> </tr> </tbody> </table> <p>Using your answer from the problem above, predict the value of y when x = 7.</p> <p>Predict the value of x when y = 2.</p>	x	2.1	4.8	6.5	8.2	9.4	y	-3.08	-1.62	-5.8	0.25	0.84	<table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Girl</td> <td></td> <td></td> </tr> <tr> <td>Boy</td> <td></td> <td></td> </tr> </tbody> </table> <p>If $m = 0, n = 2, p = -8$, then... $\sqrt{-np} = \underline{\hspace{2cm}}$ $\frac{m}{2p} = \underline{\hspace{2cm}}$</p> <p>In the shape to the right, describe how you could find the volume of the entire figure. Do not find the actual volume.</p>  <p>If $x = 4, y = 9, z = -2$, then... $\frac{4x}{z} = \underline{\hspace{2cm}}$ $\frac{yz}{x} = \underline{\hspace{2cm}}$</p>		Y	N	Girl			Boy		
	Boys	Girls	Total																																																																	
Car	18	42	60																																																																	
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x	10	8	6	4	2																																																															
y	1	3.5	4.25	5.75	7																																																															
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Factor Completely: $8d^7 - 10d^3 =$ $k^4 - 100 =$	Factor Completely: $18 - 2h^2 =$ $3x^3 - 18x^4 + 30x^5 =$	Factor Completely: $5gh^2 - 10gh^{12} =$ $25b^2 - 36 =$	Factor Completely: $40 - 10x^2 =$ $x^6y^2 + 2x^4y^2 - x^4y =$																																																																	
Factor Completely: $m^2 + m - 30 =$ $a^2 + 10a + 16 =$	Factor Completely: $n^2 + 4n - 60 =$ $2x^2 - 14x + 24 =$	Factor Completely: $5x^2 - 29x - 42 =$ $2a^2 + 9a - 35 =$	Factor Completely: $x^4 + 14x^2 + 40 =$ $m^4 - 10m^2 + 21 =$																																																																	
Find the value of c that completes the square. $x^2 + 28x + c =$ $x^2 + 10x + c =$	Write each problem to the left in the form of $(x \pm \underline{\hspace{1cm}})^2$ $(x \quad)^2$ $(x \quad)^2$	Factor each expression into the form $(x \pm \underline{\hspace{1cm}})^2 \pm c$ by completing the square $x^2 - 12x + 11$	Factor each expression into the form $(x \pm \underline{\hspace{1cm}})^2 \pm c$ by completing the square $x^2 + 20x - 70$																																																																	
Find the value of c that completes the square. $x^2 - 26x + c =$ $x^2 + 7x + c =$	Write each problem to the left in the form of $(x \pm \underline{\hspace{1cm}})^2$ $(x \quad)^2$ $(x \quad)^2$	Factor each expression into the form $(x \pm \underline{\hspace{1cm}})^2 \pm c$ by completing the square $x^2 + 8x + 19$	Factor each expression into the form $(x \pm \underline{\hspace{1cm}})^2 \pm c$ by completing the square $x^2 - 16x - 40$																																																																	

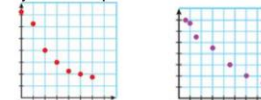
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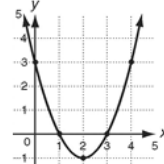
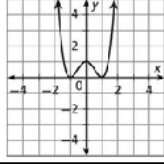
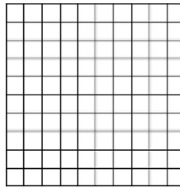
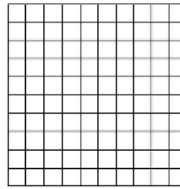
Weekly Math Quiz – Q3:7

Teacher:

S.ID.5	2.									
<p>500 freshmen were asked if their parents allowed dating. 40% said yes. 144 of those that said yes were boys. 312 of those that were surveyed were girls. Complete the table to display this data.</p> <table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Girl</td> <td></td> <td></td> </tr> <tr> <td>Boy</td> <td></td> <td></td> </tr> </tbody> </table>		Y	N	Girl			Boy			<p>Matching: A. The value of a car after it is purchased B. The amount of time you have left in a shift after you show up for work.</p> 
	Y	N								
Girl										
Boy										
<p>Factor Completely: $12jk^{12} =$ $49 =$</p>	<p>Factor Completely: $8m - 14m^2 =$ $w^4 - 100 =$</p>									
<p>Factor Completely: $n + 30 =$ $0a + 16 =$</p>	<p>Factor Completely: $2a^2 + 9a - 35 =$ $x^4 + 4x^2 - 60 =$</p>									
<p>Factor each expression into the form $(x \pm \underline{\hspace{1cm}})^2 \pm c$ by completing the square. Then write each problem to the left in the form of $(x \pm \underline{\hspace{1cm}})^2$ $x^2 + 20x + c = (x \quad)^2$ $x^2 - 12x + c = (x \quad)^2$</p>	<p>Factor each expression into the form $(x \pm \underline{\hspace{1cm}})^2 \pm c$ by completing the square $x^2 - 8x + 13$</p>									

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4th Quarter SAMPLE

Name:		Weekly Math Review – Q4:3		Teacher:	
Monday	Tuesday	Wednesday	Thursday		
Factor Completely: $y^2 - 2y - 48 =$ $y^2 - 3y - 10 =$	Factor Completely: $x^2 + 7x - 18 =$ $2x^2 + 10x + 6 =$	Factor Completely: $3b^2 - 13b + 12 =$ $5k^2 - 48k + 64 =$	Factor Completely: $a^4 + a^2 - 90 =$ $2a^4 + 26a^2 + 64 =$		
Find the value of c that completes the square. $x^2 + 4x + c =$ $x^2 - 7x + c =$	Write each problem to the left in the form of $(x \pm \underline{\hspace{1cm}})^2$ $(x \quad)^2$ $(x \quad)^2$	Factor each expression into the form $(x \pm \underline{\hspace{1cm}})^2 \pm c$ by completing the square $x^2 - 18x - 35$	Factor each expression into the form $(x \pm \underline{\hspace{1cm}})^2 \pm c$ by completing the square $x^2 + 7x - 2$		
Solve each quadratic (square roots, factoring or completing the square). $16x^2 = 9$ $20 = x + x^2$	Solve each quadratic (square roots, factoring or completing the square). $2x^2 + 9x - 4 = 0$ $8x = 10x^2$	Solve each quadratic (square roots, factoring or completing the square). $-x^2 - 6x - 9 = 0$ $x^2 - 5x - 14 = 0$	Determine the x-intercepts of the function: $f(x) = x^2 - x - 6$		
Rearrange the equation below to identify the variables a , b and c . $2(5 - x^2) = 12x$	Use the quadratic formula to solve $0 = x^2 + 4x + 10$	Use the quadratic formula to solve $4x^2 + 4x = 15$	Use the quadratic formula to solve $4x^2 - 4x - 1 = 0$		
 Identify the vertex: Minimum or maximum? Estimate the zeros: Identify the y-int: Which function that has the greatest average rate of change from $x = -1$ to $x = 2$?	 Which function has zero that is a part of the range?	$f(x) = \begin{cases} -x + 3 & \text{if } x \geq -1 \\ 2x + 4 & \text{if } x < -1 \end{cases}$  Which function has the greatest average rate of change from $x = 0$ to $x = 4$?	$f(x) = x - 4 - 3$  How does the end behavior in the function $f(x) = x^3 - 3$ differ from the end behavior of $g(x) = x^2 - 3$? In the problem to the left, identify the function has the greatest y-intercept? Which function has the greatest x-intercept?		

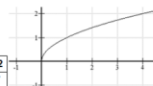
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Weekly Math Quiz – Q4:3		Teacher:	
A.SSE.3b	2.	A.REI.4a,b	
Factor each expression into the form $(x \pm \underline{\hspace{1cm}})^2 \pm c$ by completing the square $x^2 - 6x + 18$	Solve each quadratic (square roots, factoring or completing the square). $2x^2 = 10$		
A.REI.4a,b	4.	A.REI.4a,b	
Factor each quadratic (square roots, factoring or completing the square). $7x^2 + 4 = 11x$	Use the quadratic formula to solve $x^2 = 8x - 16$		
F.IF.7a, A.SSE.3b	6.	F.IF.7b	
Identify the function: $f(x) = \begin{cases} 2 & \text{if } x \geq -1 \\ 5 & \text{if } x < -1 \end{cases}$	Use the discriminant to determine the number of roots and describe the nature of them. $x^2 - 2x + 19 = 0$		
F.IF.4, 5, 6	8.	F.IF.4, 5, 6	
Identify the function that has the greatest average rate of change from $x = 2$ to $x = 4$?	Using the same table and graph to the left, why is it impossible to determine which function has the greatest average rate of change from $x = 1$ to $x = 4$?		

x	0	2	4	6	8	10	12
y	-6	-2	-1	0	2	3	7



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4TH Quarter includes
3 BONUS weeks of the next grade
level (perfect for previewing)

More About This Resource

Why use spiral review?

This spiral review provides students with a daily dose of practice on skills they have already been taught. ALL students are more likely to master and retain concepts when using spiral review as part of their daily schedule. In addition, teachers will always know where their students are still struggling.

How to use this resource as HOMEWORK

- Give each student a homework sheet on Monday.
- They will complete one column each night (Monday through Thursday).
- At the beginning or end of class each day, take about 5-8 minutes to quickly review the previous night's homework and clarify any questions.
- Students use the "My Progress" section to keep track of how they are doing, and it helps hold them accountable for their own learning.
- On Friday, use the included weekly quizzes to track student progress and see where students need further instruction.

How to use this resource in CLASS (warm ups, etc.)

- Each day, students complete just one column (Monday through Thursday).
- When time allows, take about 5-8 minutes to review that day's work. This gives students time to monitor their own progress and to ask questions.
- On Friday, give the included weekly quiz. This is the perfect time to assess your students and see where they still need help.

What Teachers are Saying...

First of all, it is a great spiral review so that the kids won't "forget" everything they learned earlier in the year. Secondly, it saves paper. With budgets being what they are and copy allocations going down, this is huge! Also, with the ability to edit this, differentiation can be a big part of homework. Thank you so much for creating and sharing. -Shannon

I have been using this product all year long. I think my students and parents appreciate the consistency with homework. This packet has made my life so much easier - I just edit a few things (completely editable - another great thing), print off, and give it to my students on Monday. Thank you thank you thank you! -Caroline

Seriously fool-proof!
Concepts are clearly labeled in titles, so I can click print and I'm done.
Thanks for making it editable so I can change things if they don't quite fit. Fantastic value for a year's worth of homework!
- Mrs. Little

If only A+++++ were an option for review...
This resource is incredible. I LOVE that it is editable so I can differentiate instruction for all of my varying learners. I can also edit story problems to follow the concept, but insert my student's names and ideas from other themes we are currently studying. This helps to further engage my students. Last but not least, the self-assessment component is so helpful. I can quickly see who needs more work with certain concepts so I can pull those kids for small group work during independent practice time. The thoughtfulness and TIME you put into this resource is so appreciated. WORTH EVERY CENT! - Tegan

**Available
K-12**

SAVE even more when you purchase ALL of my
Algebra I Resources
CLICK Below to learn more!

This HUGE Algebra I Bundle Includes...
I CAN Algebra I Games AND Algebra I Spiral Reviews
Plus, get perfectly aligned **Weekly Spiral Quizzes**
Covers the ENTIRE YEAR of ALGEBRA 1!



The graphic features a central black banner with the text "ALGEBRA 1" in blue and "BUNDLE" in pink. To the right is a logo for "ONE STOP TEACHER shop". Below the banner are two images: on the left, a spiral review and weekly quizzes page with callouts for "ENTIRE YEAR!!", "DAILY SPIRAL REVIEW", "PLUS WEEKLY QUIZZES", "100% EDITABLE", "ANSWER KEYS INCLUDED", and "AVAILABLE FOR GRADES K-12"; on the right, a collection of "I CAN" math games with callouts for "QR Codes Optional" and "Available K-9". At the bottom is a large yellow banner with the text "ENTIRE YEAR!".

ALGEBRA 1
BUNDLE

ONE STOP TEACHER shop

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