

MATH

GRADE 8

ON
EDITION

COMPLETE GRADE 8 MATH CURRICULUM

IN THE BOOK:

- ✓ 100% alignment with provincial curriculum
- ✓ Clear and concise instructions
- ✓ Questions ranging from easy to expert

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DYNAMIC
MATH

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Dear Parents,

Helping kids understand and apply mathematics knowledge and skills is a collective responsibility of parents, teachers, and principals.

Students need to learn mathematics in a way that will serve them throughout their lives. Understanding mathematics can provide our students with many job and career opportunities.

This is why students need to know why mathematics works the way it does, how to use it with confidence and competence when solving problems.

Understanding mathematics enables us to:

- Solve problems, make sound decisions and perform calculations with ease
- Explain how we solved a problem and why we made a particular decision
- Understand patterns and trends so that we can make predictions
- Understand Financial Literacy to manage time and money
- Handle everyday situations that involve numbers and feel confident

Before your child can learn mathematics, he or she needs to believe in his or her ability to do so. That's where you come in!

Parents, you are your child's first role model for learning. When you engage with your child in a supportive, relaxed atmosphere, your child will enjoy exploring the world of mathematics.

Dynamic Math is committed to helping parents and students. We understand that not everyone learns the same way, and not everyone feels the same about math. This is why we are continually working to create math resources that help students of all abilities, while supporting the many learning styles and varying levels of enthusiasm towards math.

From our clear concise instructions and straightforward guided examples to our additional practice material and tests, there's something to suit everyone. Combined with our video tutorials, students will be able to get a tutor-like experience from anywhere and at a fraction of the cost of standard tutoring or after-school help programs.



ONTARIO GRADE 8 MATH

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To ensure we are bringing the best product to market, Dynamic Math recruited some Ontario Math teachers/instructors currently teaching math in various school districts across the province. Here are some of their comments after completing their reviews.

Elyse L, B.Ed, B.A. – Teacher - York Catholic District School Board

"The Dynamic Math books cover the contents of the Ontario Curriculum in a clear and concise manner. The straightforward examples provide ample opportunities for learning through differentiated methods. The books definitely help to consolidate learning".

"Dynamic math not only covers the updated Ontario curriculum but also provides ample opportunities for student practice and growth."

Melissa A. Manzo - Professor and Coordinator - George Brown College

"The coding chapter in this workbook does an excellent job explaining the material and making connections to everyday life, as required by the new Ontario curriculum".

Natalie, Teacher - York Catholic District School Board

"Dynamic Math has proven to provide a comprehensive overview of all curriculum expectations and big ideas required for a student to be successful in the intermediate grades across Ontario."

"I believe that the resources will provide elementary school teachers a concrete means to supplement lesson planning. Dynamic Math offers a wide variety of meaningful mathematical applications, an abundance of practice problems, and fantastic coding tutorials and exercises."

Keli J, Teacher - Pickering College

The Dynamic Math books are detailed and provide step by step instructions. Each chapter has a myriad of examples and a great variety of questions, incorporating all the aspects of the new curriculum. The books are very accessible for students due to the clear and concise layout and flow of each unit.

Colin Garnham – Professor of Mathematics – George Brown College

As a teacher in a math upgrading program, all students would benefit from the clear and concise resources developed by Dynamic Math. Using these resources, my adult student's numeracy skills would be superior, math would come more easily to them and they would once again love math!



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Ontario Math Curriculum

Old vs New Comparison

Content and Structure

In the 2005 curriculum, students found it difficult to connect learning from year to year. There are different expectations for English-language and French-language learners.

In the 2020 curriculum, there will be clear connections to show how math skills build from year to year. There will be one curriculum in both English and French – the same learning experience for all Ontario students.

Real-life Connections

In the 2005 curriculum, there are outdated examples for students.

In the 2020 curriculum, there will be relevant, real-life examples that help connect math to everyday life, such as developing infographics, creating a budget, e-transfers and learning to code.

Number Facts

In the 2005 curriculum, students are not required to memorize key number facts.

In the 2020 curriculum, there will be more focus on fundamental math concepts, such as learning multiplication facts of 0×0 to 12×12 , to enhance problem solving and mental math.

Spatial Sense

In the 2005 curriculum, younger grades have limited learning about spatial reasoning, for example making connections between measurement and geometry.

In the 2020 curriculum, there will be use of spatial relationships and shapes to help young children prepare to learn later math. Across all grades, students will understand basic number concepts, patterning and geometric concepts.

Fractions

In the 2005 curriculum, fraction concepts are confusing in early grades.

In the 2020 curriculum, there will be concepts about equal sharing to make fractions easier to understand, starting in Grade 1.

Mathematics confidence

In the 2005 curriculum, building mathematics confidence is implied.

In the 2020 curriculum, there will be tools and strategies that are part of the curriculum to help students develop confidence, cope with challenges and think critically.

Coding

In the 2005 curriculum, there are no explicit references to coding.

In the 2020 curriculum, starting in Grade 1, there will be coding skills to improve problem solving and develop fluency with technology.

Financial Literacy

In the 2005 curriculum, financial literacy concepts are limited to basic understanding of money and coins.

In the 2020 curriculum, there will be mandatory financial literacy learning in Grades 1 to 8, including understanding the value and use of money over time, how to manage financial well-being and the value of budgeting.

Table of Contents

Ontario Grade 8 Mathematics

	Page
Introduction	i
Chapter 1 – Number Concepts	
1.1 Rational and Irrational Numbers	2
1.2 Percentage	8
1.3 Square Roots	12
1.4 Rates and Proportions	15
1.5 Scientific Notation	19
1.6 Evaluating Exponential Expressions with Numerical Bases	23
Chapter 2 – Number Operations	
2.1 Mental Math Strategies for Multiplication and Division	29
2.2 Operations with Fractions	33
2.3 Operations with Integers and Other Rational Numbers	47
2.4 Percentage Problems	58
Chapter 3 – Patterns, Equations, and Inequalities	
3.1 Variables and Relations	67
3.2 Graphing with Tables of Values	71
3.3 Expressions as Polynomials	75
3.4 Simplifying Polynomials	77
3.5 Evaluating Polynomial Expressions	78
3.6 Solving One-Step Equations	80
3.7 Solving Two-Step Equations	85
3.8 First-Degree Inequalities	88
Chapter 4 – Measurement	
4.1 The Pythagorean Relationship	96
4.2 Areas and Perimeters of Quadrilaterals and Circles	101
4.3 Volume of Solid Objects	106
4.4 Surface Area and Volume of a Prism	109
4.5 Surface Area and Volume of a Cylinder	113
Chapter 5 – Comparing Figures	
5.1 Interior Angles in a Triangle	121
5.2 Lines and Corresponding Angles	124
5.3 Parallel lines Cut by Transversals	128
5.4 Interior Angles in a Polygon	131
5.5 Congruent Triangles	133
5.6 Enlargements and Reductions	139
5.7 Scale Diagrams	142
Chapter 6 – Transformations	
6.1 Translations	150
6.2 Reflections	154
6.3 Rotations	159
6.4 Combining Transformations	163

	Page
6.5 Drawing Tessellations	166
6.6 Transformations of Tessellations	172
Chapter 7 – 3-D Objects and 2-D Shapes	
7.1 Isometric Dot Paper	188
7.2 3-Dimension Rod Designs in 2-Dimensions	191
Chapter 8 – Financial Literacy	
8.1 Financial Planning	204
8.2 Budgeting	207
8.3 Balancing a Budget	210
8.4 Transactions	213
8.5 Loyalty Programs	218
Chapter 9 – Data Management	
9.1 Questions for Investigation, Using Existing Data	223
9.2 Appropriate Methods of Collecting Data	225
9.3 Displaying Data	227
9.4 Advantages and Disadvantage of Types of Graphs	232
9.5 Misleading Graphs	239
9.6 Two-Variable Data and Scatter Plots	242
Chapter 10 – Probability	
10.1 Probability of an Independent Event	250
10.2 Dependent and Independent Events and Sample Space	253
10.3 Probability of Two Independent Events	261
Chapter 11 – Social Emotional Learning	
11.1 Communicating	269
11.2 Representing	274
11.3 Connecting and Relating	278
11.4 Reasoning, Proving, and Reflecting	282
Chapter 12 – Coding	
12.1 Writing Efficient Code	290
12.2 Reading and Altering Code	293
12.3 Inputs and Outputs	298
12.4 Writing Code Using a Coding Platform	305
Answers to Exercises and Chapter Tests	307

INTRODUCTION

In Grade 8 mathematics, students continue to build on what they have already learned and are introduced to several new concepts. While working through different topics, students reinforce their understanding of Social and Emotional Learning (SEL) skills, using applications and activities from each content area.

CONTENT

Students will build on the mathematics they learned in Grade 7. They will cover previous content in greater depth and with wider applications. New topics are added in some areas.

Topics under **Number Concepts** include the real number system, which is made up of all rational and irrational numbers. Work in this area includes square roots and scientific notation. Ratios, rates, and proportions are also presented.

Students continue to work with **Number Operations** involving operations with ratios, proportions, and percent as well as the addition, subtraction, multiplication, and division of rational numbers.

Under **Financial Literacy**, students work with financial planning and budgets. This chapter also involves the use of credit cards, loyalty programs and foreign currency transactions.

Students will continue to work with **Equations and Inequalities**. Various forms of first-degree equations and inequalities are included.

The section on **Measurement** includes work with the Pythagorean Theorem as well as additional applications with perimeter, area, surface area, volume, and capacity. The area and circumference of circles are also dealt with in this chapter.

Geometric and Spatial Sense deals with properties of triangles and quadrilaterals. Transformations, tessellations, and 3-D rod designs are included.

The chapters on **Data and Probability** continue work with samples and populations, as well as displaying and interpreting data. Work is extended with independent and dependent events and sample spaces.

The section covering each content area includes a concise description of the concept, followed by examples with clear step-by-step solutions. Students are then provided with questions that range from easy to advanced. Each chapter ends with a test. Answers to all exercises and chapter tests are provided.

SOCIAL EMOTIONAL LEARNING

Social and emotional skills (SES) are important when working with mathematics. Learning can be enriched when students are taught social and emotional skills that include self-awareness. These skills are enhanced in mathematics through the development of problem-solving tactics and the selection of appropriate tools and strategies in approaching a problem. As content areas are taught in this course, it is recommended that the series of activities and questions provided be incorporated into the instructional sequence where appropriate.

Chapter 11 goes into more details on these skills and includes examples with answers or explanations. Each set of examples is followed by a set of exercises.

Communicating

By using numbers, symbols, pictures, graphs, diagrams, and words, you can express mathematical ideas and understanding. This can be done orally, visually, and in writing. This process is called **communicating**. It is important that you are able to communicate to express, describe, explain, and apply mathematical ideas in several different ways. Using this as a tool should help you in creating and interpreting relationships.

Representing

We **represent** mathematical ideas and relationships with the use of drawings, physical models, equations, charts, and graphs. Being able to represent mathematical ideas in different ways and making connections among them to solve problems are important skills.

Connecting and Relating

Relating mathematical concepts to each other is called **Connecting**. It also includes making mathematical connections to the real world.

Reasoning, Proving, and Reflecting

Reasoning involves an understanding about the relationships that apply to numbers, shapes, or operations. It could be thought of as systematic thinking. In applying this skill, you will make use of all your other mathematical skills.

CODING

Learning how computers follow instructions is an important part of **coding** in mathematics. It involves writing a set of instructions that a computer understands in order to get a specific outcome. In Grade 8, we continue to build on your knowledge of coding. We will focus on creating efficient code through the use of loops and other control structures. We will build on the use of sub-programs to simplify programs. Chapter 12 goes into more detail and includes activities related to coding based on content in other chapters in the book.

CHAPTER 1

NUMBER CONCEPTS

1.1 Rational and Irrational Numbers

1.2 Percentage

1.3 Square Roots

1.4 Rates and Proportions

1.5 Scientific Notation

1.6 Evaluating Exponential Expressions with
Numerical Bases

1.1 Rational and Irrational Numbers

Rational Numbers

A **rational number** is any number that can be written in the form $\frac{a}{b}$ where a and b are integers and $b \neq 0$. This includes the natural numbers (the counting numbers: 1, 2, 3, ...), the whole numbers (add 0 to the counting numbers to get 0, 1, 2, 3, ...), and integers (add the negatives of counting numbers to the set to get ..., -2, -1, 0, 1, 2, ...). Natural, whole, and integer numbers are rational since each can be written in the form $\frac{a}{b}$ ($1 = \frac{1}{1} = \frac{2}{2}$, $-3 = \frac{-3}{1}$, $0 = \frac{0}{4}$).

Examples of Rational Numbers:

All fractions and mixed numbers, both positive and negative

Examples: $\frac{2}{3}$, $\frac{-3}{4}$, $\frac{5}{2}$, $-3\frac{1}{4}$ (note: $\frac{0}{7} = 0$ is rational, but $\frac{7}{0}$ is **not rational** since it is not defined when the denominator equals 0).

All integers

Examples: -11, -3, 0, 1, 5, 68

All terminating and repeating decimals, both positive and negative

Examples: 0.8, -0.32, $0.\overline{3}$, $7.\overline{12}$

Irrational Numbers

A number that cannot be written as the quotient ($\frac{a}{b}$) of two integers is called an **irrational number**.

Examples of Irrational Numbers:

Numbers that are roots of whole numbers that cannot be simplified to obtain a rational number

Examples: $\sqrt{2}$, $\sqrt{5}$, $\sqrt{11}$ ($\sqrt{9}$ is rational since it is equal to 3.)

Numbers whose decimal representation does not repeat in a pattern

Examples: 0.1357421... ($0.\overline{3}$ is rational since it repeats a pattern and is equal to $\frac{1}{3}$.)

Special numbers such as π

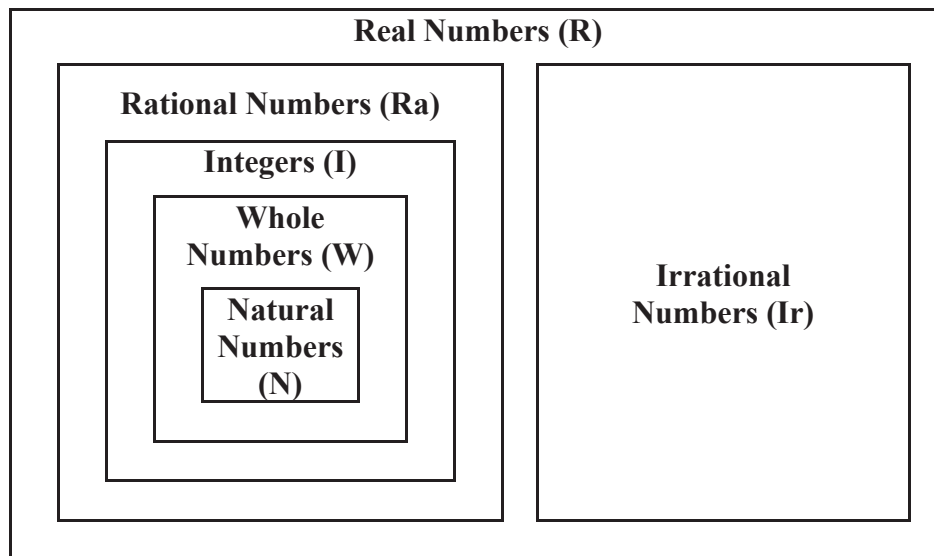
Real Numbers

Real numbers consist of the set of all rational and all irrational numbers.

The set of rational numbers includes the following:

1. Natural numbers: $N = \{1, 2, 3, 4, \dots\}$
These are the counting numbers.
2. Whole numbers: $W = \{0, 1, 2, 3, 4, \dots\}$
Whole numbers include the set of natural numbers plus 0.
3. Integers: $I = \{\dots - 3, -2, -1, 0, 1, 2, 3, 4, \dots\}$
Integers include the set of whole numbers and their negatives.
4. Rational numbers: R_a
Rational numbers include all of the above plus any other number that can be written in the form $\frac{a}{b}$, $b \neq 0$.

The diagram below shows the relationship among the sets of numbers discussed so far.



Identifying Rational and Irrational Numbers

Rational numbers can be shown in several different formats.

1. Natural numbers, whole numbers, and integers

Examples: 2, -23, 0, 5001, -673

2. Fractions, mixed numbers, or improper fractions

Examples: $\frac{2}{7}$, $-\frac{3}{5}$, $1\frac{1}{4}$, $\frac{7}{5}$, $-2\frac{1}{10}$, $-\frac{8}{3}$

3. Decimals (terminating or repeating)

Examples: 0.8, -0.25, $0.22\overline{3}$, $2.\overline{61}$

Examples with Solutions

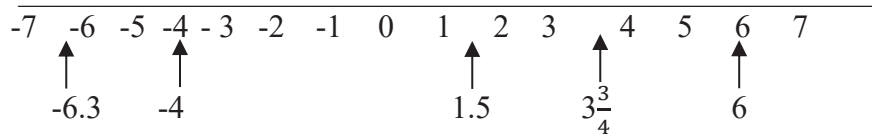
1. Put a check mark (\checkmark) if the number belongs to the set of numbers

	Number	N	W	I	Ra	R
1.	3	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
2.	-10			\checkmark	\checkmark	\checkmark
3.	$\frac{11}{3}$				\checkmark	\checkmark
4.	0.9				\checkmark	\checkmark
5.	$0.\overline{7}$				\checkmark	\checkmark
6.	π					\checkmark
7.	$1\frac{5}{8}$				\checkmark	\checkmark
8.	1.25				\checkmark	\checkmark
9.	0		\checkmark	\checkmark	\checkmark	\checkmark
10.	$\sqrt{9}$	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark

Note: N = Natural Numbers, W = Whole Numbers, I = Integers, Ra = Rational Numbers, R = Real Numbers

Comparing and Ordering Rational Numbers

Each rational number corresponds to a point on the number line. Several examples are shown below.



Numbers **increase** in magnitude as you go from left to right on the line.

Examples: $1 < 3$, $2.1 < 4$; $-7 < -6$; and $2 > 1.8$; $-3 > -5$; $-1 > -10.5$

To compare the magnitudes of rational numbers where one is written in decimal and the other in common fraction form, write both either in decimal or else in common fraction form and then compare.

Examples with Solutions

1. Compare 0.1 with $\frac{3}{20}$.

Convert both to fractions first. Change 0.1 to $\frac{1}{10}$. The common denominator is 20, so $\frac{1}{10} = \frac{2}{20}$.

$$\frac{2}{20} < \frac{3}{20} \text{ or } 0.1 < \frac{3}{20}$$

2. Compare 3.15 with $3\frac{1}{11}$.

Convert both to decimals first. Change $3\frac{1}{11}$ to a decimal $\rightarrow 3.\overline{09}$.

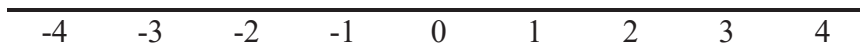
$$3.15 > 3.\overline{09} \text{ or } 3.15 > 3\frac{1}{11}$$

Exercises 1.1

Put a check mark (\checkmark) if the number belongs to the set of numbers

	Number	N	W	I	Ra	R
1.	7					
2.	-18					
3.	$\frac{7}{8}$					
4.	0.36					
5.	$0.\overline{5}$					
6.	$\sqrt{6}$					

7. Locate the following numbers on the number line: $3.1, 2\frac{5}{8}, \frac{13}{12}, -\sqrt{6}, -\sqrt{16}$



8. Write the following numbers in order from smallest to largest.

a. $-0.57, -0.507, -5.07, -5.70$

b. $3.4, -\frac{11}{3}, -3.4, -3.5$

c. $-\frac{3}{8}, \frac{2}{3}, -0.6, -0.4$

9. Put the correct symbol ($>$, $=$, $<$) between each pair of numbers.

a. 0.15 $\frac{7}{40}$

b. -1.8 $-\frac{9}{5}$

c. -2.8 $-\frac{13}{5}$

Exciting Extras

10. Write each term in common fraction form (as a quotient of two integers).

a. 0.17

b. $-0.\overline{5}$

c. $-1\frac{2}{3}$

d. 3.07

11. Which rational number is greater?

a. $-0.\overline{6}$ or -0.6 ?

b. -0.25 or $-\frac{1}{3}$?

c. $-\frac{2}{3}$ or $-\frac{4}{5}$?

1.2 Percentage

A percentage is a part of a whole. It can be thought of as parts out of 100. The symbol % means $\frac{\square}{100}$ or out of 100.

If we have 28 parts out of 100, we could write this as a fraction such as $\frac{28}{100}$ (28 out of 100, with 100 being the whole part). We also could have written this as the decimal, 0.28 (with the 28 representing the number of hundredths). The following all represent the same percentage: 28%, 0.28, or $\frac{28}{100}$.

We can have a percentage that is more than 100%. For example, if you got every question correct on a test out of 100 and received 20 bonus marks, you would receive 120% on the test.

Written as a fraction it would be $\frac{120}{100}$, or 120 out of 100. As a decimal, it would be 1.20.

Percentages can also be fractions. For example, we can have a half of a percent. It would be one half out of 100 or $\frac{1}{2}\%$. This could also be written as 0.5%.

When a number is written in the form $\frac{a}{b}$, such as $\frac{2}{3}$, it can represent different meanings, depending on the context or situation in which it is used.

As a fraction:	2 parts out of 3 2 is the number of parts and 3 is the whole.
As a rate:	\$2 earned for every 3 hours worked The unit would be dollars per hour.
As a ratio:	2 units of rock for every 3 units of sand The ratio of rock to sand would be 2 to 3.
As a quotient:	2 would be divided by 3 If 2 pies are to be divided among 3 friends, each of them would get $\frac{2}{3}$ of a pie.
As a probability:	2 wins for every 3 games played The chance of winning a particular game would be 2 out of 3 or $\frac{2}{3}$.

As shown, numbers can be written in different forms (integer, ratio, common fraction, decimal fraction, percent) depending on their use in specific situations. Numbers have the same value when written in equivalent forms.

Ratio 1 : 2

Fraction $\frac{1}{2}$

Decimal 0.5

Percentage 50%

These all have the same value, but one form is more suitable than another, depending on their use.

For the ratios, the second number indicates the number of parts in the whole, so 1 : 2 means that we are comparing 1 part to the whole that contains 2 parts.

Examples of Writing Numbers in Different Forms

Ratio to a Fraction

1. $2 : 5 \rightarrow \frac{2}{5}$ ($2 : 5$ means we are looking at 2 parts out of a total of 5 parts.)

2. $7 : 5 \rightarrow \frac{7}{5}$

Fraction to a Ratio

3. $\frac{2}{3} \rightarrow 2 : 3$

4. $\frac{10}{6} =$ reduced to $\frac{5}{3} \rightarrow 5 : 3$

5. $1\frac{7}{8} =$ written as an improper fraction $\frac{15}{8} \rightarrow 15 : 8$

Fraction to a Decimal

6. $\frac{2}{5} = 0.4$ (divide 2 by 5)

7. $\frac{7}{5} = 1.4$ (divide 7 by 5)

8. $\frac{2}{3} = 0.\overline{6}$ (divide 2 by 3 to get a repeating decimal)

9. $\frac{5}{3} = 1.\overline{6}$ (divide 5 by 3 to get a repeating decimal)

10. $1\frac{7}{8} = 1.875$ (divide 7 by 8)

Decimal to a Fraction

11. $0.7 = \frac{7}{10}$ (since 7 is in the tenths place)

12. $2.37 = 2\frac{37}{100}$ or $\frac{237}{100}$ (since 37 is in the hundredths place)

13. $0.125 = \frac{125}{1000} = \frac{1}{8}$ (since 125 is in the thousandths place and fraction is reduced)

14. $0.\bar{3} = \frac{1}{3}$ (since $0.\bar{1} = \frac{1}{9}$, $0.\bar{2} = \frac{2}{9}$ and $0.\bar{3} = \frac{3}{9}$ to be reduced)

15. $0.004 = \frac{4}{1000} = \frac{1}{250}$ (since 4 is in the thousandths place to be reduced)

16. $0.25 = 25\%$ (To make a decimal a portion out of 100, move the decimal 2 to the right.)

17. $0.375 = 37.5\%$ or $37\frac{1}{2}\%$

18. $1.6 = 160\%$

19. $8.875 = 887.5\%$ or $887\frac{1}{2}\%$

20. $4.\bar{3} = 433.\bar{3}\%$ or $433\frac{1}{3}\%$

Percentage to a Decimal

21. $35\% = 0.35$ (Since percentage is out of a 100, move the decimal 2 to the left.)

22. $0.4\% = 0.004$

23. $513\% = 5.13$

24. $2.7\% = 0.027$

25. $66.\bar{6}\% = 0.\bar{6}$

CHAPTER 12

CODING

12.1 Writing Efficient Code

12.2 Reading and Altering Code

12.3 Inputs and Outputs

12.4 Writing Code Using a Coding Platform

Coding at the Grade 8 Level

In Grade 8, we continue to focus on writing efficient code through the use of loops and other control structures, as well as creating sub-programs to further simplify more complex programs.

The examples and exercises in this chapter will rely on your knowledge of other topics that we explored in previous chapters. We recommend that you complete those chapters before doing this chapter on coding.

This chapter provides explanations, examples, and practice questions that do not require the use of a computer or other technology. It also includes references to some optional online resources and tools where you can practice writing your own code using a free coding platform. Internet access will be needed to participate in the optional online part of this chapter.

The free coding platform that is used is called *Scratch*. This program makes use of coding blocks that you can drag and drop to create your own code and execute it on the screen.

It is okay if access to the Internet is not possible, as all the topics are covered directly in this book. You will probably enjoy this unit more if you are able to create your own code and test it online.

Scratch is part of the MIT Media Lab and is free to use. (<https://scratch.mit.edu>)

12.1 Writing Efficient Code

Whether we are writing code that is designed to produce a single outcome, or writing complex conditional statements, it's important to make our code as efficient as possible.

Writing efficient code can be accomplished through the use of **control structures** like **loops** when we have repeating events, and **nested events** when we have a loop that repeats (a loop inside another loop). This will make our code much more efficient which means the computer will execute the code more quickly.

Another strategy for creating efficient code is by creating **sub-programs**. Sub-programs are separate smaller programs that can be added into more complex programs whenever they are needed. By creating sub-programs for the more common and repeated components, we can then reduce the amount of code in our main program because we can simply insert a command that tells the computer to execute this sub-program whenever we need it.

If we want the computer to only execute certain parts of the code based on certain conditions, then we can use **conditional statements**. Using conditional statements also allows us to produce a range of outcomes based on a set of conditions.

Example: Examine the following series of letters.

A B C A B C A B C

We could write some simple code to produce this series of letters and it might look something like the following.

```
Write the letter A  
Write the letter B  
Write the letter C  
Write the letter A  
Write the letter B  
Write the letter C  
Write the letter A  
Write the letter B  
Write the letter C
```

Is this code the most efficient code for producing that series of letters? If you look at the series of letters, you will notice there is a pattern that keeps repeating. The letters “A B C” are repeating in sequence a total of 3 times.

ANSWERS TO EXERCISES AND CHAPTER TESTS

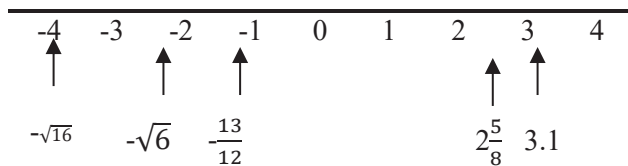
CHAPTER 1

j)	5 : 13	$\frac{5}{13}$	0.3846...	38.46%
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Exercises 1.1 (page 6)

	Set of Numbers					
	No.	N	W	I	Ra	R
1.	7	√	√	√	√	√
2.	-18			√	√	√
3.	$\frac{7}{8}$				√	√
4.	0.36				√	√
5.	0.5				√	√
6.	$\sqrt{6}$					√

7.



8. a) -5.70, -5.07, -0.57, -0.507
 b) $-\frac{11}{3}$, -3.5, -3.4, 3.4 c) $-\frac{2}{3}$, -0.6, -0.4, $-\frac{3}{8}$
 9. a) < b) = c) < 10. a) $\frac{17}{100}$ b) $-\frac{5}{9}$ c) $-\frac{5}{3}$
 d) $3\frac{7}{100} = \frac{307}{100}$ 11. a) -0.6 It is to the right of $-0.\overline{6}$ on the number line. b) -0.25
 c) $-\frac{2}{3}$ (change to $-\frac{10}{15}$ and $-\frac{12}{15}$)

Exercises 1.2 (page 11)

1.	Ratio	Fraction	Decimal	Percentage
a)	3 : 8	$\frac{3}{8}$	0.375	37.5%
b)	39 : 100	$\frac{39}{100}$	0.39	39%
c)	11 : 3	$\frac{11}{3}$	$3.\overline{6}$	$366.\overline{6}\%$
d)	51 : 10	$5\frac{1}{10}$	5.1	510%
e)	1 : 2000	$\frac{1}{2000}$	0.0005	0.05%
f)	1 : 2	$\frac{1}{2}$	0.5	50%
g)	17 : 20	$\frac{17}{20}$	0.85	85%
h)	7 : 5	$\frac{7}{5}$	1.4	140%
i)	1 : 4	$\frac{1}{4}$	0.25	25%

Exercises 1.3 (page 13)

1. a) 9 b) 11 c) -12 2. a) 2.6 b) 5.3
 3. Estimated Value Calculator Value
 a) 2.2 2.236067978
 b) 4.5 4.472135955
 c) 6.2 6.244997998
 4. Estimated Value Calculator Value
 a) 28.3 28.33725463
 b) 2.8 2.8284271
 c) 8.9 8.9442719
 5. b 6. a) rational b) irrational
 c) irrational d) rational e) irrational

Exercises 1.4 (page 16)

1. a) 50 : 75 or 2 : 3 or $\frac{2}{3}$ b) 4 : 12 : 8 or 1 : 3 : 2 c) 80 : 160 or 1 : 2 or $\frac{1}{2}$ d) 1 : 3
 2. a) 40 words/min b) 60 km/h
 c) \$0.15/egg d) 2 slices/person
 e) 500 sheets/package 3. a) \$7.50 b) 2520
 c) 560 words d) 16 h e) 66.6 kg f) 608 km
 g) 70 points h) 73.5 i) \$3.43 j) 31.5 h
 4. a) 7 for \$3.85 b) 8 for \$1.89
 c) \$105 for 12h d) same unit cost e) 6-pack
 5. \$0.85

Exercises 1.5 (page 20)

1. a) 5 b) 8 c) 4 d) 3 e) 2 f) 3 g) 1 h) -5
 i) -3 j) -2 k) -1 2. a) 7.65×10^5
 b) 8.72×10^7 c) 8.34×10^3 d) 4.36×10^3
 e) 6.58×10^2 f) 3.71×10^{-3} g) 6.72×10^{-7}
 h) 1.59×10^{-2} i) 1.99×10^{-1} j) 3.65×10^{-4}
 3. a) 381 b) 529 000 c) 0.0368
 d) 0.000 004 17 e) 5790 4. a) 5.23×10^4
 b) 8.76×10^6 c) 3.25×10^0 d) 1.70×10^2
 e) 3.16×10^{-5}

Exercises 1.6 (page 24)

1. 1.21 2. 0.125 3. 2.25 4. -0.001 5. $\frac{27}{125}$
 6. 0.32 7. -0.027 8. $\frac{1}{256}$ 9. $\frac{5}{2}$ 10. -2.31525

Chapter 1 Test (page 25)

Set of Numbers

	N	W	I	Ra	R
1.	-3		x	x	x
2.	$\sqrt{5}$				x
3.	1.3			x	x

4. and 5.

	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
6.	$-\frac{3}{5}$	-0.4	0.6	$\sqrt{5}$	$2\frac{3}{8}$								

	Ratio	Fraction	Decimal	Percent
7.	7 : 5	$1\frac{2}{5}$	1.4	140%
8.	1 : 6	$\frac{1}{6}$	0.16	16.6%
9.	4 : 25	$\frac{4}{25}$	0.16	16%
10.	44 : 125	$\frac{44}{125}$	0.352	35.2%
11.	8 : 9	$\frac{8}{9}$	0.8	88.8%

12. 5.5 13. \$0.00772/ml 14. 8 for \$6.45 by about \$0.02375 per bar 15. 96 kg
 16. 4.53×10^4 17. 3.85×10^{-3} 18. 8370
 19. 0.0526

CHAPTER 2

Exercises 2.1 (page 32)

1. a) 0.346 9 b) 8.356 c) 5.216 d) 79.35
 e) 6.278 3 f) 2.157 9 2. a) 3469 b) 835.6
 c) 5 216 000 d) 7935 e) 62 783 f) 2 157 900
 3. a) 0.002 85 b) 0.721 c) 0.049 d) 0.006 38
 e) 0.082 3 f) 0.599

Exercises 2.2a (page 35)

1. a) $\frac{19}{5}$ b) $\frac{21}{8}$ c) $\frac{7}{4}$ d) $\frac{29}{6}$ 2. a) $8\frac{1}{2}$
 b) $7\frac{2}{3}$ c) $5\frac{5}{8}$ d) $2\frac{2}{7}$ 3. a) $\frac{1}{4}$ b) $\frac{3}{8}$ c) $\frac{3}{16}$ d) $\frac{3}{10}$
 4. 6 5. 72 cm

Exercises 2.2b (page 37)

1. a) $\frac{9}{11}$ b) $\frac{5}{6}$ c) $\frac{1}{2}$ d) $4\frac{3}{5}$ e) $6\frac{7}{13}$ f) $\frac{4}{9}$
 2. a) $\frac{3}{4}$ b) $\frac{5}{6}$ c) $\frac{17}{20}$ d) $\frac{11}{12}$ e) $\frac{15}{28}$ f) 9 3. a) $\frac{1}{8}$
 b) $\frac{2}{15}$ c) $\frac{1}{12}$ d) $\frac{1}{10}$ e) $\frac{3}{100}$ f) 11 4. a) 9 b) $9\frac{11}{12}$

- c) $10\frac{13}{24}$ d) $6\frac{7}{12}$ 5. a) $4\frac{13}{15}$ pages b) $24\frac{1}{2}$ cm

Exercises 2.2c (page 41)

1. a) $\frac{1}{9}$ b) $\frac{2}{15}$ c) $\frac{10}{21}$ d) 4 e) $2\frac{1}{2}$ f) $\frac{5}{8}$ g) $\frac{3}{14}$
 h) $\frac{1}{2}$ i) $\frac{2}{5}$ j) 18 k) 32 l) 4 2. a) $46\frac{1}{2}$ hours
 b) 88 m c) 159

Exercises 2.2d (page 45)

1. a) $\frac{1}{7}$ b) $\frac{8}{5}$ c) $\frac{3}{4}$ d) $\frac{5}{11}$ e) $-\frac{3}{2}$ 2. a) 15 b) $12\frac{1}{2}$
 c) $\frac{1}{9}$ d) $\frac{4}{35}$ 3. a) 2 b) $\frac{2}{7}$ c) $2\frac{1}{2}$ d) $\frac{5}{9}$ e) $\frac{8}{9}$
 f) $\frac{5}{6}$ g) $1\frac{7}{15}$ h) $2\frac{4}{7}$ i) 3 j) 4 4. a) $\frac{4}{9}$ b) $\frac{5}{8}$
 c) 4 d) $4\frac{1}{2}$ 5. a) $6\frac{2}{3}$ laps b) $\frac{1}{44}$ of an hour
 c) $151\frac{1}{2}$ ribbons

Exercises 2.3a (page 48)

1. 31 2. 1 3. 46 4. 49 5. 37 6. 3 7. 8.7
 8. 29.65 9. 5.5

Exercises 2.3b (page 51)

1. a) -7 b) 28 c) 4 d) 14 e) 11 f) 9 g) -17
 h) -12 i) -21 j) 4 k) -13 l) -1 2. a) -1
 b) 6 c) -42 d) $\frac{1}{8}$ e) -24 f) 8 g) 54 h) 25
 i) 16 j) -27 k) -3 l) 1 3. a) 3 b) 6 c) 11
 d) 15 e) -1 f) 29 g) 4 h) 25 i) 5 j) -2
 4. a) 9:21 p.m. b) gain of 4 c) -15°C
 d) \$3 million e) \$1030 5. -10 6. -4 7. a) 72
 b) 36 c) 5625 d) 7

Exercises 2.3c (page 54)

1. a) -5 b) -5 c) $-\frac{1}{10}$ d) $6\frac{1}{4}$ e) $-1\frac{1}{8}$ f) -0.7
 2. a) -94 b) 67 c) $\frac{1}{12}$ d) $7\frac{7}{8}$ e) $-\frac{7}{30}$ f) $\frac{1}{8}$
 g) 4.55 3. a) -5.975 b) 3.2 c) -4.8 d) -8
 e) -4

Exercises 2.3d (page 56)

1. a) -10 b) 4 c) -3 d) $-\frac{2}{3}$ e) $\frac{4}{5}$ f) $-1\frac{2}{7}$ g) $-1\frac{1}{2}$
 h) -24.78 i) 3.68 2. a) $-5\frac{1}{4}$ b) $-3\frac{15}{16}$ c) -0.027
 d) 19.52 e) -6 3. a) 24 b) 160 c) 22
 d) $-16\frac{1}{2}$ e) $-\frac{1}{12}$



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