### Lesson 6 Practice Problems

1. Draw a diagram to represent each of these situations. Then write an addition expression that represents the final temperature.
   1. The temperature was and then fell .
   2. The temperature was and then rose .
   3. The temperature was and then fell .
   4. The temperature is -2. If the temperature rises by 15, what is the new temperature?
   5. At midnight the temperature is -6. At midday the temperature is 9. By how much did the temperature rise?
2. Complete each statement with a number that makes the statement true.
   1. \_\_\_\_\_ <
   2. \_\_\_\_\_ <
   3. < \_\_\_\_\_ <
   4. \_\_\_\_\_ >

* (From Unit 7, Lesson 1.)

1. Match the statements written in English with the mathematical statements. All of these statements are true.
   1. The number -15 is further away from 0 than the number -12 on the number line.
   2. The number -12 is a distance of 12 units away from 0 on the number line.
   3. The distance between -12 and 0 on the number line is greater than -15.
   4. The numbers 12 and -12 are the same distance away from 0 on the number line.
   5. The number -15 is less than the number -12.
   6. The number 12 is greater than the number -12.

* (From Unit 7, Lesson 5.)

1. Evaluate each expression.

* (From Unit 4, Lesson 13.)

1. Decide whether each table could represent a proportional relationship. If the relationship could be proportional, what would be the constant of proportionality?
   1. The number of wheels on a group of buses.

| * + number of buses | * + number of wheels | * + wheels per bus |
| --- | --- | --- |
| * + 5 | * + 30 |  |
| * + 8 | * + 48 |  |
| * + 10 | * + 60 |  |
| * + 15 | * + 90 |  |

* 1. The number of wheels on a train.

| * + number of train cars | * + number of wheels | * + wheels per train car |
| --- | --- | --- |
| * + 20 | * + 184 |  |
| * + 30 | * + 264 |  |
| * + 40 | * + 344 |  |
| * + 50 | * + 424 |  |

* (From Unit 5, Lesson 4.)



© CC BY Open Up Resources. Adaptations CC BY IM.