Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_

Lesson 1.1.3 Problems 1-18 to 1-22

**1-18.** Thu wants to play “Guess My Number.”  She states, “*When I triple my number and add five, I get twenty-six.  What is my number?*”  What is her number?  Show how you know.

**1-19.** One of the ideas that you have explored in previous courses is how to describe a set of data.  One of the ways that you may have seen before is finding an **average** (also called a **mean**).  Read the Math Notes box for this lesson to review what a mean is and how to find it.  Then find the mean for each set of data below.

a. Jane’s quiz scores: 82, 64, 73, 91, 85

b. The number of cats your teammates have as pets: 0, 1, 3, 2

c. The number of minutes Pam talked on the phone: 35, 40, 12, 16, 25, 10

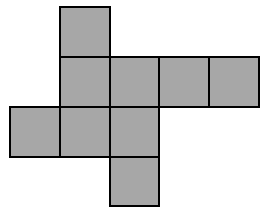
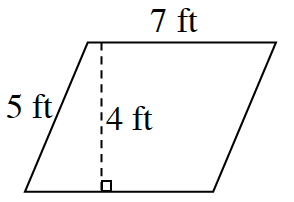
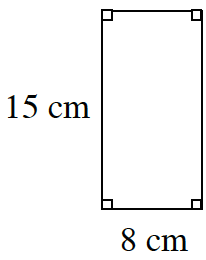
**1-20.** Julio is an architect who designs skyscrapers.  Assume that each story (also called a “floor” or “layer”) of a new building is 15 feet high as you help Julio answer the following questions.

a. How high would a two‑story building be?  What about a 10‑story building?  What about a 30‑story building?

b. If Julio had to design the building to be 750 feet tall, how many stories should the building have?

**1-21.** Which is greater, https://ebooks.cpm.org/images/shared/3-4.gif or https://ebooks.cpm.org/images/shared/11-16.gif?  How can you be sure?

**1-22.**Find the perimeter and area of each figure below.

a. b. c.

Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Perimeter: \_\_\_\_\_\_\_\_\_\_\_\_\_ Perimeter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Perimeter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_