**Passing Linear Inequalities**

**Directions**: The first student who receives this problem set should *ONLY* do the first step in solving the inequality. Then, pass the problem to someone else in your group to do the second steps. After they complete the second step, they will pass the problem to the other student in your group. After the third student completes the final step, they will pass the paper back to the first student and the first student will check the solution to see if it’s correct. Repeat the process for the second problem.

**Problem Set A**

Problem 1 Solve: 3*y* + 1 < 19.

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Problem 2Solve:  **–**21 + 4*x* ≥ 11.

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**Directions for Problem 3**: The first student should write the inequality that represents the problem. The second student should solve it. The third student should graph it on the number line *and* write the answer in a sentence.

Problem 3 Mike wants to rent a limo for the prom. The rental costs $125 for the night plus $0.15 per mile. How many miles can Mike travel if he wants to spend no more than $200?

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**Problem Set B**

Problem 1 Solve: 8*d* – 7 > 41.

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Problem 2Solve: 5 ≤ 2*h* – 3.

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**Directions for Problem 3**: The first student should write the inequality that represents the problem. The second student should solve it. The third student should graph it on the number line *and* write the answer in a sentence.

Problem 3 Postage is $0.45 for the first ounce and $0.20 for each additional ounce. How heavy a package can Julie send if she wants to spend no more than $2.25?

(*Hint*: your variable represents the number of ounces *over* the *first* ounce.)

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**Passing Linear Inequalities**

**Directions**: The first student who receives this problem set should *ONLY* do the first step in solving the inequality. Then, pass the problem to someone else in your group to do the second steps. After they complete the second step, they will pass the problem to the other student in your group. After the third student completes the final step, they will pass the paper back to the first student and the first student will check the solution to see if it’s correct. Repeat the process for the second problem.

**Problem Set C**

Problem 1: Solve: 4*m* + 5 ≠ –19.

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Problem 2 Solve: 16 + 7*x* ≤ 79.

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**Directions for Problem 3**: The first student should write the inequality that represents the problem. The second student should solve it. The third student should graph it on the number line *and* write the answer in a sentence.

Problem 3 You are saving money to go on vacation over April break. The trip will cost $1800. You have saved $500 so far, and you have 14 more weeks to save the total amount. How much money should you save each week in order to have at least $1800 for the trip?

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