

Minnesota MCA Grade 8 Math in 30 Days

Day by Day Study Plan for Test Prep

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YOUR 30-DAY MATH PLAN

Grade 6 Math in 30 Days

One Topic a Day • Clear Explanations • Daily Practice

Thirty days. That's all you need to build a solid foundation in Grade 6 math — or review everything before a big test.

Each day covers one focused topic with a clear explanation and practice problems. The schedule is designed so you learn ideas in the right order, with each day building on the one before.

Stick to the plan. One topic a day, 20–30 minutes of focused work. By day 30, you'll have covered every major concept.



Follow the Plan

*One topic each day,
in order*



Do the Practice

*Solve every problem
and check answers*



Track Your Days

*Check off each day
on the tracker*

How to Use This Book

Same routine every day — simple and effective.

1

Read today's topic

Each day starts with a clear explanation of one concept. Read it carefully — don't just skim.

2

Study the example

A worked example shows you how it's done. Cover the solution and try it yourself before looking.

3

Solve the practice problems

Do every problem. Write out your steps. Then check the answers at the back of the book.

4

Mark your progress

Check off the day on the 30-Day Plan. Tomorrow, move to the next topic.

 **Daily time:** About **20–30 minutes**. That's it. Short, focused sessions work better than long, scattered ones.

 **Missed a day?** No problem. Just pick up where you left off. The order matters more than the calendar.

Your 30-Day Plan

Check off each day as you go. Stay on track!

Day	Topic	✓
1	What Is a Ratio?	<input type="checkbox"/>
2	Using Ratio Language	<input type="checkbox"/>
3	What Is a Rate?	<input type="checkbox"/>
4	Finding the Unit Rate	<input type="checkbox"/>
5	Tables of Equivalent Ratios	<input type="checkbox"/>
6	Graphing Ratios	<input type="checkbox"/>
7	What Is a Percent?	<input type="checkbox"/>
8	Solving Percent Problems	<input type="checkbox"/>
9	Rate & Ratio Word Problems	<input type="checkbox"/>
10	Converting Measurement Units	<input type="checkbox"/>
11	Dividing Fractions by Fractions	<input type="checkbox"/>
12	Multi-Digit Division	<input type="checkbox"/>
13	Decimal Operations	<input type="checkbox"/>
14	GCF and LCM	<input type="checkbox"/>
15	The Distributive Property	<input type="checkbox"/>

Day	Topic	✓
16	Positive & Negative Numbers	<input type="checkbox"/>
17	Absolute Value & Ordering	<input type="checkbox"/>
18	The Coordinate Plane	<input type="checkbox"/>
19	Exponents & Powers	<input type="checkbox"/>
20	Order of Operations	<input type="checkbox"/>
21	Algebraic Expressions	<input type="checkbox"/>
22	One-Step Equations	<input type="checkbox"/>
23	Inequalities	<input type="checkbox"/>
24	Area of Triangles	<input type="checkbox"/>
25	Area of Parallelograms	<input type="checkbox"/>
26	Volume of Rectangular Prisms	<input type="checkbox"/>
27	Nets & Surface Area	<input type="checkbox"/>
28	Mean, Median, and Range	<input type="checkbox"/>
29	Dot Plots, Histograms, Box Plots	<input type="checkbox"/>
30	Review & Final Practice	<input type="checkbox"/>

 My start date: _____

Target finish date: _____

You don't have to be perfect every day. Just show up and do the work.

WEEK

1

Irrational Numbers

 *This Week's Days* 

1.1 Rational and Irrational Numbers **1**

*Day 1: Rational and Irrational Numbers*³



★ 1.1 Rational and Irrational Numbers ★

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DAY

1

Rational and Irrational Numbers

 *Today You Will Learn* 

- ✓ *Classify numbers within the real number system hierarchy*
- ✓ *Convert repeating decimals into fractions*

 *Your Progress: Day 1 of 30*



Ready to begin? →

📖 Classifying Numbers in the Real Number System

💡 Key Concept

The **Real Number Hierarchy** Every number you've used so far belongs to the **real number** system. The subsets nest inside each other like a Venn diagram:

$$\text{Natural} \subset \text{Whole} \subset \text{Integer} \subset \text{Rational} \subset \text{Real}$$

Subset	Description	Examples
Natural	Counting numbers	1, 2, 3, ...
Whole	Natural numbers + 0	0, 1, 2, 3, ...
Integer	Whole numbers + negatives	..., -2, -1, 0, 1, 2, ...
Rational	Any $\frac{a}{b}$ with a, b integers, $b \neq 0$	$\frac{3}{4}$, $0.\bar{3}$, -7, 0
Irrational	Non-terminating, non-repeating decimals	$\sqrt{2}$, π

Both **rational** and **irrational** numbers are subsets of the reals, but they do NOT overlap — every real number is one or the other, never both.

Watch out: $\sqrt{4} = 2$, which is a natural number (and therefore also whole, integer, and rational). Only square roots of non-perfect squares are irrational.

✏️ Classify -5 , $\frac{2}{3}$, $\sqrt{7}$, and 0

- -5 : integer (also rational, real) — not whole or natural because it's negative.
- $\frac{2}{3} = 0.\bar{6}$: rational (also real) — not an integer because it's between 0 and 1.
- $\sqrt{7} \approx 2.6457\dots$: irrational (also real) — 7 is not a perfect square, so the decimal never terminates



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or repeats.

- 0: whole (also integer, rational, real) — not natural (natural numbers start at 1).

Turning Repeating Decimals into Fractions

Key Concept

The Algebraic Method To convert a repeating decimal to a fraction, let x equal the decimal, multiply both sides by a power of 10 that shifts the repeating block, then subtract to eliminate the repeating part.

Quick example: Convert $0.\overline{36}$ to a fraction.

$$x = 0.\overline{36} \quad \Rightarrow \quad 100x = 36.\overline{36}$$

Subtract: $100x - x = 36.\overline{36} - 0.\overline{36}$, so $99x = 36$, giving $x = \frac{36}{99} = \frac{4}{11}$.

Converting $0.8\overline{3}$ to a Fraction

Let $x = 0.8333\dots$

Multiply by 10: $10x = 8.333\dots$

Multiply by 100: $100x = 83.333\dots$

Subtract: $100x - 10x = 83.333\dots - 8.333\dots$

$$90x = 75, \text{ so } x = \frac{75}{90} = \frac{5}{6}.$$



“ Every repeating decimal is a fraction in disguise — algebra reveals its true identity! ”



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 Practice

Real Number Classification


1. Classify $\sqrt{16}$ by listing ALL subsets of the real numbers it belongs to.
2. Is $\sqrt{10}$ rational or irrational? Explain.
3. A student says -3 is not rational because it is negative. Is this correct? Explain.
4. Place each number in the most specific subset: 12 , $-\frac{1}{2}$, π , 0 .

Repeating Decimals to Fractions

5. Convert $0.\overline{7}$ to a fraction.
6. Convert $0.\overline{45}$ to a fraction in lowest terms.
7. Convert $0.1\overline{6}$ to a fraction.
8. A student says $0.\overline{9} = 0.999\dots$ is less than 1. Show algebraically that $0.\overline{9} = 1$.

 Daily Challenge

9. Determine whether each number is rational or irrational, and explain: (a) $\sqrt{49} + \sqrt{2}$ (b) $\sqrt{3} \times \sqrt{3}$
 (c) $\frac{\sqrt{50}}{\sqrt{2}}$

 **Key Takeaway:** Real numbers are organized as $\text{Natural} \subset \text{Whole} \subset \text{Integer} \subset \text{Rational}$, with irrational numbers alongside — and every repeating decimal is provably rational.



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✔ *Day Complete* ✔

- I understand today's lesson I finished the practice

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WEEK

2

Lines and Linear Equations

 *This Week's Days* 

2.1 *Slope as Rate of Change* 8

*Day 9: Slope as Rate of Change*10



★ 2.1 Slope as Rate of Change ★

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DAY

9

Slope as Rate of Change

📖 Today You Will Learn 📖

- ✓ Calculate slope from two points using rise over run
- ✓ Interpret slope as a real-world rate of change

📊 Your Progress: Day 9 of 30

10%

Ready to begin? →

 **Key Concept**

What Is Slope? The **slope** of a line measures how steep it is:

$$m = \frac{\text{rise}}{\text{run}} = \frac{y_2 - y_1}{x_2 - x_1}$$

- **Positive slope** — the line rises from left to right.
- **Negative slope** — the line falls from left to right.
- **Zero slope** — the line is horizontal (y doesn't change).
- **Undefined slope** — the line is vertical (x doesn't change; division by zero).

In context, slope tells you: "For every 1-unit increase in x , y changes by m units."

Watch out: Keep the order of the points consistent. If you start with y_2 on top, use x_2 on the bottom — never mix them.

 **Finding Slope from Two Points**

Find the slope of the line through $(-1, 2)$ and $(3, 10)$.

Step 1: Label the points: $(x_1, y_1) = (-1, 2)$ and $(x_2, y_2) = (3, 10)$.

Step 2: Substitute into the formula:

$$m = \frac{10 - 2}{3 - (-1)} = \frac{8}{4} = 2$$

The slope is 2, meaning y increases by 2 for every 1-unit increase in x .



“ Slope is like a staircase — rise tells you how high each step is, run tells you how far forward you go! ”



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 Practice

1. Find the slope of the line through $(2, 5)$ and $(6, 13)$.
2. Find the slope of the line through $(0, 7)$ and $(4, 3)$.
3. A line passes through $(5, 9)$ and $(5, -2)$. What is the slope?
4. A hiker climbs a trail that rises 300 feet over a horizontal distance of 1,200 feet. What is the slope of the trail?
5. A table shows a plant's height over time: $(1, 3)$, $(3, 7)$, $(5, 11)$ where x is weeks and y is height in cm. Find the rate of change and interpret it.
6. The temperature at 6:00 AM was 58°F and at 2:00 PM it was 82°F . What is the average rate of change in temperature per hour?

 Daily Challenge

7. A phone battery is at 95% at 8:00 AM and at 40% at 2:00 PM. At 5:00 PM the battery is at 10%. Find the rate of change for each time interval. Was the battery draining at a constant rate all day? Explain.

 **Key Takeaway:** Slope = $\frac{y_2 - y_1}{x_2 - x_1}$ measures steepness and tells you the rate at which y changes for each unit of x .

 Day Complete 

I understand today's lesson I finished the practice



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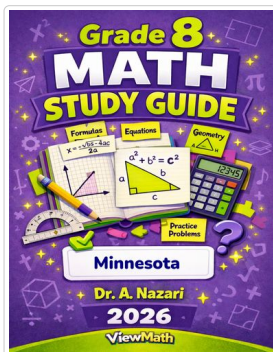
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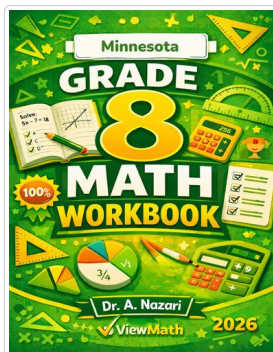
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Study Guide



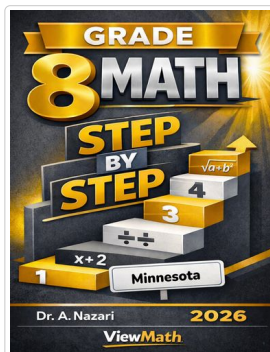
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Workbook



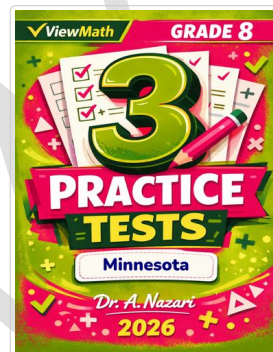
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Step-by-Step



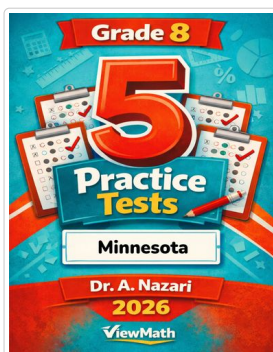
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3 Practice Tests



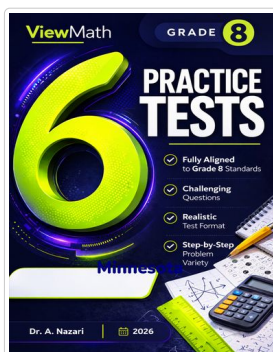
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5 Practice Tests



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6 Practice Tests



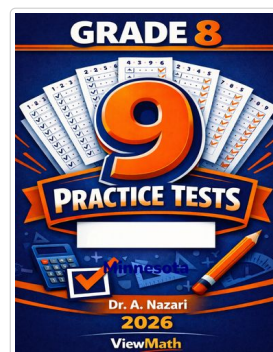
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7 Practice Tests



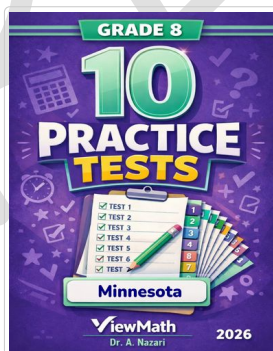
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9 Practice Tests



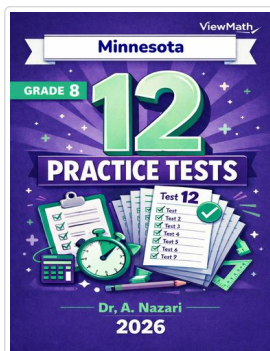
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10 Practice Tests



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12 Practice Tests



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