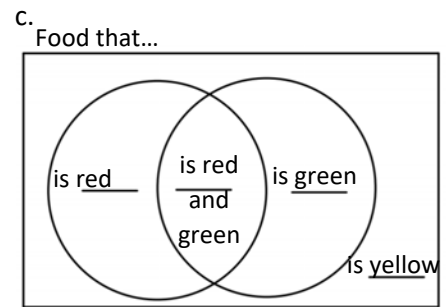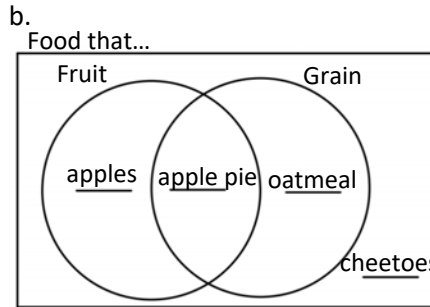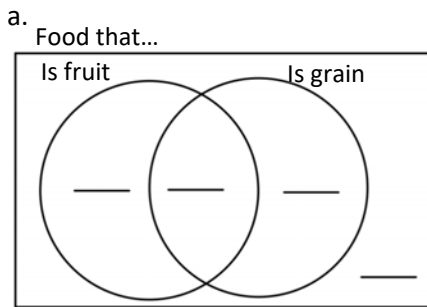Set review problems:

I. You should practice and make sure you understand the process of coming up with examples of sets that could intersect (like assignment 1 problem 4).
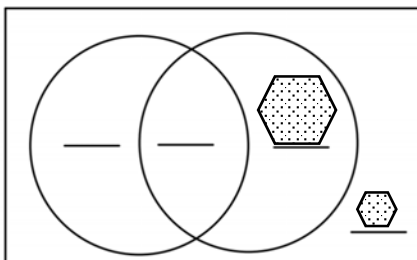
What is wrong or missing with each of these answers?

a.
Food that…

b.
Food that…

c.
Food that…

II. Solve a problem about possible set names given some examples, like assignment 2 problems 2, 3 and 4.
Given that the possible set names are: big, small, triangle, square, hexagon, striped, solid or dotted (and there are elements with all possible combinations).
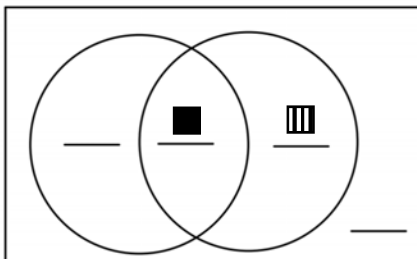A. If you know where these two elements go:

a. What can you say about the name for the right set? (What are the possible set names? Why?)

b. What can you say about the name for the left set? What are the possible set names? Why?
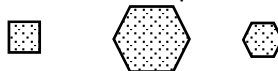
B.

a. What can you say about the name for the left set? (What are the possible set names? Why?)

b. What can you say about the name for the left set? What are the possible set names? Why?

c. Which of these shapes would be the best to try next? Why?

III. Solve puzzles about sets.

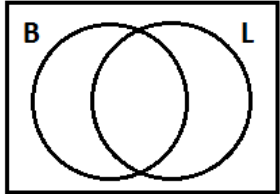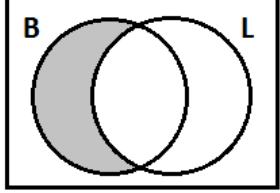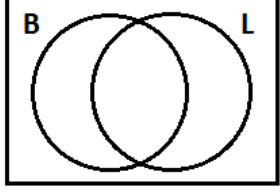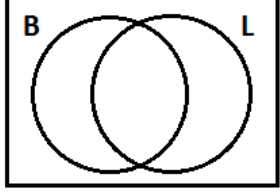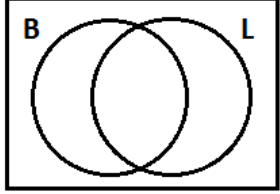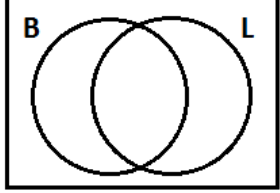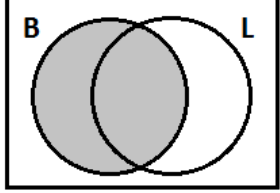| A. There are 24 boys in 8th grade.	B. 290 of the people at the waterpark went on the slides
9 boys play baseball 7 boys do not play either football or baseball How many boys play football but not baseball?	325 of the people went in the wave pool 125of the people went in the wave pool but not the water slides 50 people went in neither the wave pool nor the water slides. How many people were at the water park?

IV. Write sentences, shade Venn diagrams and write set notation given information in one of the forms
Fill in the missing parts of the table where:
The universe is bracelets
B is the set of bracelets that are (mostly) blue
L is the set of bracelets with more than 15 beads

Sentence/phrase	set notation	shaded Venn diagram
1.	$\overline{B \cup L}$	
2.		
3. Bracelets that are blue or have more than 15 beads.		
5.	$L \cap \overline{B}$	
6.	L	
7. Blue bracelets that have more than 15 beads.		
8.		
9.		