Name Wheaton, Meridith MS110 – 2020 Mod 5 – Quiz 0

Syllabus Quiz (0). Match each second column term with a correct definition in the first column by deciding the letter that should fill the line in front of that correct definition.

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A 3. The email address ending for Beal College.

U 4. The number of quizzes in MyLab Math (not counting this one) expected during this course this mod.

G 5. The number of weeks expected during this course this mod.

X 6. The number of exams expected during this course this mod.

B 7. Work should be submitted before the _____ pass.

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F 9. The learning management system (LMS) used as a repository of course information and grading detail.

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A. @bealcollege.edu
B. deadlines
C. digital aide
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G. eight
H. five
I. Friday
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Solution Understand and Translate We know from **Figure 1.6** that one side will have a width of 4 feet. To determine the length of the strips, we need to divide $10\frac{2}{3}$ by 4.

Carry Out

$$10\frac{2}{3} \div 4 = \frac{32}{3} \div \frac{4}{1} = \frac{\overset{8}{\cancel{32}}}{3} \cdot \frac{1}{\underset{1}{\cancel{4}}} = \frac{8}{3} = 2\frac{2}{3}$$

Check and Answer If you multiply $2\frac{2}{3}$ by 4 you obtain the original length, $10\frac{2}{3}$. Thus, the calculation is correct. The dimensions of each strip will be 4 feet by $2\frac{2}{3}$ feet.

Now Try Exercise 93

1.3 EXERCISE SET

MyLab Math

Warm-Up Exercises

Fill in the blanks with the appropriate word, phrase, or symbol(s) from the following list.

variables	factors	LCD	added	$\frac{2}{3}$	$\frac{3}{2}$
GCF	mixed	ellipsis	$\frac{1}{6}$	denominator	

1. When two fractions are being ________ or subtracted we rewrite them so that they both have the same (common) denominator.

2. $5 + \frac{1}{3}$ is usually written as $5\frac{1}{3}$, which is called a ________ number.

3. Letters that represent numbers are called ________.

4. In the expression 2, 4, 6, 8, . . . , the three dots, called an ________, signify the numbers continue indefinitely.

5. $\frac{1}{3} \div \frac{1}{2} =$ ________.

6. Numbers or variables that are multiplied together are called ________.

7. In the fraction $\frac{3}{4}$, 4 is called the ________.

8. 15 is the ________ of 30 and 75.

9. To perform the division $\frac{4}{7} \div \frac{2}{3}$ we rewrite it using multiplication as $\frac{4}{7} \cdot$ $\frac{2}{3}$ ________.

10. 40 is the ________ of the fractions $\frac{3}{8}$ and $\frac{7}{10}$.

Practice the Skills

Determine the prime factorization of each number.

11. 18
12. 30
13. 60
14. 80
15. 150
16. 180

Determine the greatest common factor (GCF) of each pair of numbers.

17. 18 and 30
18. 21 and 33
19. 60 and 80
20

20. 45 and 63
21. 150 and 294
22. 126 and 162

Simplify each fraction. If a fraction is already simplified, so state.

23. $\frac{4}{14}$
24. $\frac{18}{24}$
25. $\frac{24}{28}$
26. $\frac{24}{42}$

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1.4 EXERCISE SET

MyLab Math

Warm-Up Exercises

Fill in the blanks with the appropriate word, phrase, or symbol(s) from the following list.

set	~~irrational~~	rational	empty
~~{1, 2, 3}~~	~~counting~~	~~whole~~	line
~~integers~~	~~{. . . , −3, −2, −1}~~	$\sqrt{3}$	$\frac{1}{2}$

1. $\sqrt{5}$ and $\sqrt{7}$ are examples of Irrational numbers.
2. The set of negative integers is -3, -2, -1.
3. Another name for the set of positive integers is the set of counting numbers.
4. The set {. . . , −2, −1, 0, 1, 2, 3, . . . } is called the set of Integers.
5. The set of real numbers can be displayed pictorially as a real number line.
6. The symbol ∅ is used to denote the empty set.
7. {0, 1, 2, 3, . . . } is called the set of whole numbers.
8. A number that can be expressed as a fraction having an integer numerator and a nonzero integer denominator is called a rational number.
9. An example of a real number that is not a rational number is (1, 2, 3)
10. In general, a collection of elements is called a ________.

Practice the Skills

In Exercises 11–16, list each set of numbers.

11. Counting numbers
12. Natural numbers
13. Whole numbers
14. Negative integers
15. Integers
16. Positive integers

In Exercises 17–48, indicate whether each statement is true or false.

17. 7 is a natural number. - T
18. −3 is a natural number.
19. −7 is a whole number. - T
20. 4 is a whole number.
21. $\frac{1}{3}$ is an integer. - F
22. 3 is an integer.
23. 0.57 is a rational number. - T
24. $\sqrt{3}$ is a rational number.
25. $\sqrt{2}$ is a rational number. - F
26. 0.666 . . . is a rational number.
27. $-\frac{1}{5}$ is a rational number. - T
28. $-\frac{2}{3}$ is an irrational number.
29. $\sqrt{5}$ is an irrational number. - T
30. $-\sqrt{7}$ is an irrational number.
31. Every whole number is a natural number. - T
32. Every counting number is a rational number.
33. The symbol ∅ is used to represent the empty set. - T
34. Every integer is negative.
35. Every real number is a rational number. - T
36. Every negative integer is a real number.
37. Every rational number is a real number. - T
38. When zero is added to the set of counting numbers, the set of whole numbers is formed.
39. Some real numbers are not rational numbers. - F
40. Some irrational numbers are not real numbers.
41. Every negative number is a negative integer. - T
42. All real numbers can be represented on a number line.
43. The symbol ℝ is used to represent the set of real numbers. - T
44. Any number to the left of zero on a number line is a negative number.

45. Every number greater than zero is a positive integer. - T

46. Irrational numbers cannot be represented on a number line.

47. When the negative integers, the positive integers, and 0 are combined, the integers are formed. - T

48. The natural numbers, counting numbers, and positive integers are different names for the same set of numbers.

49. Consider the following set of numbers.

$$\left\{-\frac{5}{7}, 0, -2, 3, 6\frac{1}{4}, \sqrt{7}, -\sqrt{3}, 1.63, 77\right\}$$

List the numbers that are

a) positive integers. 0, 3, 77

b) whole numbers. 0, 3, 77

c) integers. 0, -2, 3, 77

d) rational numbers. $-\frac{5}{7}$, 0, -2, 3, $6\frac{1}{4}$, 1.63, 77

e) irrational numbers. $\sqrt{7}$, $\sqrt{3}$

f) real numbers. 0, -2, 3, 1.63, 77

50. Consider the following set of numbers.

$$\left\{-6, 7, 12.4, -\frac{9}{5}, -2\frac{1}{4}, \sqrt{3}, 0, 9, \sqrt{7}, 0.35, \frac{22}{7}\right\}$$

List the numbers that are

a) positive integers.

b) whole numbers.

c) integers.

d) rational numbers.

e) irrational numbers.

f) real numbers.

Problem Solving

51. **Hotels** Some buildings have elevators that list negative numbers for floors below the ground level. For example, a floor might be designated as −2. In many buildings, floor number 13 is omitted because of superstition. Considering the numbers −2 and 13, list those that are

a) positive integers. 0, 2, 4, 6, 8, 10, 10

b) rational numbers. 1, 3, 5, 7, 9, 11

c) real numbers. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, -1, -2, -3, -4, -5, -6, -7, -8, -9, -10, -11, -12

d) whole numbers. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

52. **Address** We generally think of house addresses as being integers greater than 0. Have you ever seen a house number that was not an integer greater than 0? There are quite a few such addresses in cities and towns across America. The house numbers 0 and $2\frac{1}{2}$ appear on a street in Charleston, SC. Considering the numbers 0 and $2\frac{1}{2}$, list those that are

a) integers. b) rational numbers.

b) real numbers.

Give three examples of numbers that satisfy the given conditions.

53. A negative integer and a rational number.

54. A negative integer and a real number.

55. An irrational number and a negative number.

56. A real number and a rational number.

57. A rational number but not a natural number.

58. An integer and a rational number.

59. An integer but not a negative integer.

60. A real number but not an integer.

61. A real number but not a positive rational number.

62. A rational number but not a negative number.

63. A real number but not an irrational number.

64. A negative number but not a negative integer.

27. $\frac{36}{76}$ **28.** $\frac{16}{72}$ **29.** $\frac{18}{42} = \frac{3}{7}$ **30.** $\frac{60}{105}$

31. $\frac{18}{49}$ cannot be simplified any more **32.** $\frac{35}{36}$ **33.** $\frac{100 \div 25 = 4}{150 \div 25 = 6} = \frac{2}{3}$ **34.** $\frac{112}{144}$

Convert each mixed number to a fraction.

35. $2\frac{13}{15}$ $15 \times 2 + 13 =$ $\frac{43}{15}$ **36.** $15\frac{1}{3}$ **37.** $12\frac{2}{5}$ $12 \times 5 + 13$ $\frac{73}{5}$ **38.** $13\frac{3}{8}$

39. $3\frac{5}{18}$ $\frac{59}{18}$ **40.** $2\frac{2}{9} = 20/9$ $9 \times 2 + 2$

Write each fraction as a mixed number.

41. $\frac{7}{4} = 1\frac{3}{4}$ **42.** $\frac{18}{7}$ **43.** $\frac{13}{4} = 3\frac{1}{4}$ **44.** $\frac{9}{2}$

45. $\frac{32}{7}$ **46.** $\frac{110}{20}$

$4\overline{)13}$ 3 -12 1

Determine each product or quotient. Simplify the answer.

47. $\frac{1}{2} \cdot \frac{3}{5}$ **48.** $\frac{5}{11} \cdot \frac{6}{13}$ **49.** $\frac{5}{12} \cdot \frac{4}{15} = \frac{1}{9}$ **50.** $\frac{36}{48} \cdot \frac{16}{45}$

51. $\frac{3}{4} \div \frac{1}{2}$ **52.** $\frac{3}{8} \div \frac{3}{4}$ **53.** $\frac{15}{16} \cdot \frac{4}{3}$ **54.** $\frac{3}{8} \cdot \frac{10}{11}$

55. $\frac{10}{3} \div \frac{5}{9}$ **56.** $\frac{5}{9} \div 30$ **57.** $\frac{1}{24} \div \frac{3}{16}$ **58.** $\frac{5}{12} \div \frac{4}{3}$

59. $5\frac{3}{8} \div 1\frac{1}{4}$ $4\frac{3}{10}$ **60.** $4\frac{4}{5} \div \frac{8}{15}$ **61.** $\frac{28}{13} \cdot \frac{2}{7}$ **62.** $\left(2\frac{1}{5}\right)\left(\frac{7}{8}\right)$

Add or subtract. Simplify each answer.

63. $\frac{2}{7} + \frac{3}{7}$ **64.** $\frac{4}{11} + \frac{3}{11}$ **65.** $\frac{3}{14} - \frac{1}{14}$ **66.** $\frac{15}{16} - \frac{7}{16}$

67. $\frac{4}{5} + \frac{6}{15}$ **68.** $\frac{7}{8} + \frac{5}{6}$ **69.** $\frac{9}{17} + \frac{2}{34}$ $\frac{349}{595}$ **70.** $\frac{3}{7} + \frac{17}{35}$

71. $\frac{1}{3} + \frac{1}{4}$ **72.** $\frac{1}{6} + \frac{1}{18}$ **73.** $\frac{7}{12} - \frac{2}{9}$ **74.** $\frac{3}{7} - \frac{5}{12}$

75. $\frac{11}{60} + \frac{7}{150}$ **76.** $\frac{13}{126} + \frac{5}{84}$ **77.** $6\frac{1}{3} - 3\frac{1}{2}$ **78.** $5\frac{3}{8} - 3\frac{3}{4}$

79. $9\frac{2}{5} - 6\frac{1}{2}$ $2\frac{9}{10}$ **80.** $4\frac{5}{9} - \frac{7}{8}$ **81.** $5\frac{9}{10} + 3\frac{1}{3}$ **82.** $8\frac{2}{7} + 3\frac{1}{3}$

83. How much larger is $\frac{5}{6}$ mile than $\frac{3}{8}$ mile?

84. How much larger is $\frac{1}{5}$ meter than $\frac{1}{7}$ meter?

85. How much larger is $\frac{7}{8}$ centimeter than $\frac{5}{12}$ centimeter?

86. How much larger is $\frac{11}{36}$ yard than $\frac{3}{28}$ yard?

In Exercises 87–90, perform the indicated operation.

87. a) $\frac{3}{4} + \frac{2}{3}$ **b)** $\frac{3}{4} - \frac{2}{3}$ **c)** $\frac{3}{4} \cdot \frac{2}{3}$ **d)** $\frac{3}{4} \div \frac{2}{3}$

88. a) $\frac{5}{6} \div \frac{3}{8}$ **b)** $\frac{5}{6} + \frac{3}{8}$ **c)** $\frac{5}{6} - \frac{3}{8}$ **d)** $\frac{5}{6} \cdot \frac{3}{8}$

89. **a)** $2\frac{5}{6} \cdot 1\frac{2}{3}$ $4\frac{13}{18}$ **b)** $2\frac{5}{6} + 1\frac{2}{3}$ **c)** $2\frac{5}{6} \div 1\frac{2}{3}$ **d)** $2\frac{5}{6} - 1\frac{2}{3}$

90. **a)** $3\frac{1}{2} - 2\frac{3}{4}$ **b)** $3\frac{1}{2} \cdot 2\frac{3}{4}$ **c)** $3\frac{1}{2} \div 2\frac{3}{4}$ **d)** $3\frac{1}{2} + 2\frac{3}{4}$

Problem Solving

91. Monarch Butterflies The children at Happy Days Daycare Center have two monarch butterflies named Jeremy and April. Jeremy has a wingspan of $8\frac{3}{8}$ centimeters and April has a wingspan of $7\frac{15}{16}$ centimeters. How much larger is Jeremy's wingspan than April's wingspan?

92. Pants Inseam The inseam on a new pair of pants is 32 inches. If Don's inseam is $29\frac{3}{8}$ inches, by how much will the pants need to be shortened?

93. Wood Cut Debbie cuts a piece of wood measuring $3\frac{1}{8}$ inches into two equal pieces. How long is each piece?

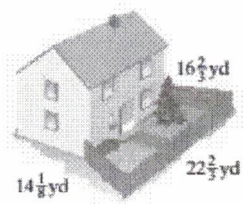
94. Pecan Pie A pecan pie weighs $1\frac{5}{16}$ pounds. If the pie is to be divided equally among 6 people, how much will each person get?

95. Drug Amount A nurse must give $\frac{1}{16}$ milligram of a drug for each kilogram of patient mass. If Mr. Krisanda has a mass of 80 kilograms, determine the amount of the drug Mr. Krisanda should be given.

96. Chopped Onions A recipe for pot roast calls for $\frac{1}{4}$ cup chopped onions for each pound of beef. For $5\frac{1}{2}$ pounds of beef, how many cups of chopped onions are needed?

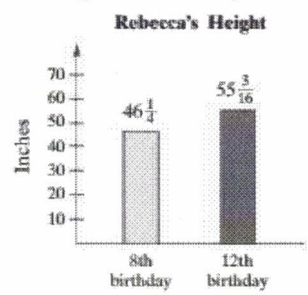
97. Windows An insulated window for a house is made up of two pieces of glass, each $\frac{1}{4}$-inch thick, with a 1-inch space between them. What is the total thickness of this window?

98. Fencing Matt wants to fence in his backyard as shown. The three sides to be fenced measure $16\frac{2}{3}$ yards, $22\frac{2}{3}$ yards, and $14\frac{1}{8}$ yards. How much fence will Matt need?



99. Running Denise started a running program in January, when she could run a mile in $10\frac{1}{4}$ minutes. After 6 months, Denise could run a mile in $8\frac{3}{4}$ minutes. By how many minutes did her time improve in 6 months? $= 2\frac{1}{2}$ mi

100. Height Gain The following graph shows Rebecca's height, in inches, on her 8th and 12th birthdays. How much had Rebecca grown in the 4 years?

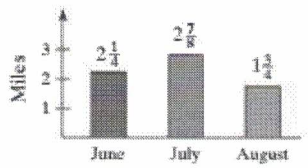


101. Shampoo A bottle of shampoo contains 15 fluid ounces. If Tierra uses $\frac{3}{8}$ of an ounce each time she washes her hair, how many times can Tierra wash her hair using this bottle?

102. Cutting Wood A 28-inch length of wood is to be cut into $4\frac{2}{3}$-inch strips. How many whole strips can be made? Disregard loss of wood due to cuts made.

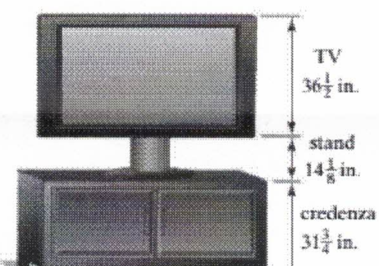
103. Road Paving The following graph shows the progress of the Davenport Paving Company in paving the Memorial Highway. How much of the highway was paved from June through August?

Highway Paved in Selected Months

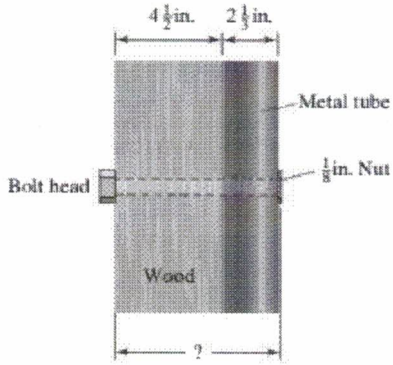


104. Truck Weight A flatbed tow truck weighing $4\frac{1}{2}$ tons is carrying two cars. One car weighs $1\frac{1}{6}$ tons, the other weighs $1\frac{3}{4}$ tons. What is the total weight of the tow truck and the two cars?

105. Entertainment Center Scott just bought a high definition television that will sit atop his entertainment credenza. The TV measures $36\frac{1}{2}$ inches high. Its stand is $14\frac{1}{8}$ inches high and the credenza is $31\frac{3}{4}$ inches high. See figure below. Determine the total height of the TV, the stand, and the credenza.



106. Fasten Bolts A mechanic wishes to use a bolt to fasten a piece of wood $4\frac{1}{2}$ inches thick to a metal tube $2\frac{1}{3}$ inches thick. If the thickness of the nut is $\frac{1}{8}$ inch, determine the length of the shaft of the bolt so that the nut fits flush with the end of the bolt (see the figure below).



107. Soda If five 2-liter bottles of soda are split evenly among 30 people, how many liters of soda will each person get?

108. Baking Turkey The instructions on a turkey indicate that a 12- to 16-pound turkey should bake at 325°F for about 22 minutes per pound. Josephine is planning to bake a $13\frac{1}{2}$-pound turkey. Approximately how long should the turkey be baked?

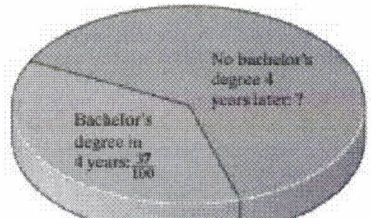
In Exercises 109–112, you will need to subtract the given fraction from 1, where 1 represents the total amount.

109. Free Throws During the recent basketball season, Nick made $\frac{97}{154}$ of all of his free throws. What fraction of his free throws did Nick miss? -57

110. Quilt Contest The chance that Starr wins the annual quilt contest at the county fair is $\frac{11}{16}$. Determine the chance that Starr does not win.

111. Time to a Degree A recent study at Josephine College found that $\frac{37}{100}$ of first-time freshmen finished their bachelor's degrees in four years. What fraction of freshmen did not finish their bachelor's degree in 4 years?

Freshman Finishing Bachelor's Degree



e) When an absolute value contains a fraction, we can compare it to an absolute value containing a decimal number by rewriting the fraction as a decimal number and comparing the absolute values of the decimal numbers.

$$\left|-\frac{2}{5}\right| = |-0.40| = 0.40$$

$$|-0.42| = 0.42$$

Therefore, $\left|-\frac{2}{5}\right| < |-0.42|$ because $0.40 < 0.42$.

Now Try Exercise 67

The concept of absolute value is very important in higher-level mathematics courses.

1.5 EXERCISE SET

MyLab Math

Warm-Up Exercises

Fill in the blanks with the appropriate word, phrase, or symbol(s) from the following list.

$\|-4\|$	0	distance	positive	$b < a$	$b > a$
greater	-4	less	$\|a\|$	negative	

1. Regardless of the value of a, the value of $|a| - |a|$ is $|4|$.
2. The symbol $<$ means is ________ than.
3. The absolute value of the number a is expressed as ________.
4. If we write $x > 0$, alternatively we could say that x is a ________ number.
5. If a and b are real numbers and $a < b$, then ________.
6. The symbol $>$ means is ________ than.
7. The distance the number -7 is from zero on the number line can be expressed as ________.
8. The distance the number -4 is from zero on the number line can be expressed as ________.
9. The negative of the absolute value of a nonzero number will always be a ________ number.
10. The absolute value of a number represents its ________ from 0 on a real number line.

Practice the Skills

Evaluate.

11. $|7| = 7$ **12.** $|12|$ **13.** $|-15|$ **14.** $|-6|$

15. $|0|$ **16.** $-|0|$ **17.** $-|-5|$ **18.** $-|-34|$

19. $-|26|$ **20.** $-|92|$

Insert either $<$ or $>$ in each shaded area to make a true statement.

21. a) $7 < 13$ **b)** $-7 \quad -13$ **22. a)** $25 \quad 19$ **b)** $-25 \quad -19$

23. a) $71 \quad 0$ **b)** $-71 \quad 0$ **24. a)** $-37 \quad 21$ **b)** $37 \quad -21$

25. $\frac{2}{3} \quad \frac{3}{4}$ **26.** $\frac{3}{4} \quad \frac{5}{6}$ **27.** $-\frac{2}{3} \quad -\frac{3}{4}$ **28.** $-\frac{3}{4} \quad -\frac{5}{6}$

29. $\frac{1}{2} \quad -\frac{2}{3}$ **30.** $-\frac{1}{2} \quad \frac{2}{3}$ **31.** $0.1 < 0.3$ **32.** $-0.1 \quad -0.3$

33. $-2.1 \quad -2$ **34.** $-1.83 \quad -1.82$ **35.** $0.08 \quad 0.1$ **36.** $-0.08 \quad -0.1$

37. $4.09 \ \square \ 5.3$
38. $-4.09 \ \square \ -5.3$
39. $0.49 \ \square \ 0.43$
40. $0.79 \ \square \ 0.97$
41. $-0.086 < -0.095$
42. $0.086 \ \square \ 0.095$
43. $0.001 \ \square \ 0.0001$
44. $0.002 \ \square \ 0.02$
45. $\frac{5}{8} \ \square \ 0.6$
46. $2.7 \ \square \ \frac{10}{3}$
47. $-\frac{4}{3} \ \square \ -\frac{2}{3}$
48. $-\frac{7}{8} \ \square \ -\frac{5}{6}$
49. $0.3 \ \square \ \frac{1}{3}$
50. $\frac{9}{20} \ \square \ 0.42$
51. $-0.8 \ \square \ -\frac{3}{5}$
52. $-\frac{11}{25} \ \square \ -0.45$
53. $-(-6) \ \square \ -(-5)$
54. $-(-27) \ \square \ -(-31)$

Insert either <, >, or = in each shaded area to make a true statement.

55. $5 \ \square \ |-2|$
56. $|-4| \ \square \ -3$
57. $\frac{3}{4} \ \square \ |-4|$
58. $\left|-\frac{17}{8}\right| \ \square \ 2$
59. $|0| \ \square \ |-4|$
60. $|-3| \ \square \ |0|$
61. $4 > \left|-\frac{9}{2}\right|$
62. $\left|-\frac{29}{9}\right| \ \square \ 4$
63. $-|-1| \ \square \ -|-7|$
64. $|-5| \ \square \ -|-6|$
65. $\left|-\frac{4}{5}\right| \ \square \ \left|-\frac{5}{4}\right|$
66. $-\left|-\frac{4}{5}\right| \ \square \ -\left|-\frac{5}{6}\right|$
67. $|-4.6| \ \square \ \left|-\frac{23}{5}\right|$
68. $\left|\frac{2}{5}\right| \ \square \ |-0.40|$

Insert either >, <, or = in each shaded area to make a true statement.

69. $\frac{2}{3}+\frac{2}{3}+\frac{2}{3}+\frac{2}{3} \ \square \ 4\cdot\frac{2}{3}$
70. $\frac{3}{4}+\frac{3}{4} \ \square \ \frac{3}{4}\cdot\frac{3}{4}$
71. $\frac{1}{2}\cdot\frac{1}{2} = \frac{1}{2}\div\frac{1}{2}$
72. $5\div\frac{2}{3} \ \square \ \frac{2}{3}\div 5$
73. $\frac{7}{8}-\frac{1}{2} \ \square \ \frac{7}{8}\div\frac{1}{2}$
74. $3\frac{1}{5}+\frac{1}{3} \ \square \ 3\frac{1}{5}\cdot\frac{1}{3}$

Arrange the numbers from smallest to largest.

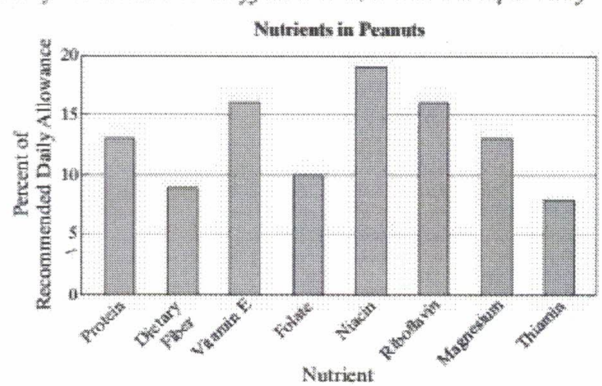
75. $0.46, \frac{4}{9}, |-5|, -|-1|, \frac{3}{7}$
76. $-\frac{3}{4}, -|0.6|, -\frac{5}{9}, -1.74, |-1.9|$
77. $\frac{2}{3}, 0.6, |-2.6|, \frac{19}{25}, \frac{5}{12}$
78. $-|-5|, |-9|, \left|-\frac{12}{5}\right|, 2.7, \frac{7}{12}$

Problem Solving

79. What numbers are 4 units from 0 on a number line?
80. What numbers are 100 units from 0 on the number line?

In Exercises 81–88, give three real numbers that satisfy all the stated criteria. If no real numbers satisfy the criteria, so state and explain why.

81. less than 4 and greater than 8 3, 2, 1 + 9, 10, 11
82. greater than 4 and less than 6
83. less than -2 and greater than -6
84. greater than -5 and greater than -9
85. greater than -3 and greater than 3
86. less than -3 and less than 3
87. greater than $|-2|$ and less than $|-6|$
88. greater than $|-3|$ and less than $|3|$
89. **Peanuts** The following bar graph shows the percent of the recommended daily allowance of certain nutrients in 1 ounce of dry-roasted, salted peanuts. Use the bar graph to determine which nutrients provide



Source: National Wellness Institute

a) less than 10% of the recommended daily allowance.
b) greater than 15% of the recommended daily allowance.