Unit 2, Lesson 3

More about Constant of Proportionality

Let's solve more problems involving proportional relationships using tables.

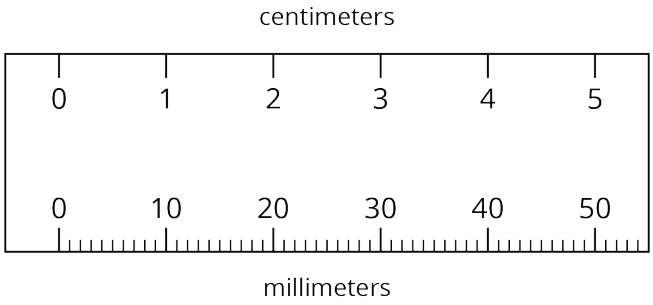
3.1 Math Talk: Division

Find the value of each expression mentally.

- $645 \div 10$
- $645 \div 100$
- $645 \div 50$
- $64.5 \div 50$

3.2 Centimeters and Millimeters

There is a proportional relationship between any length measured in centimeters and the same length measured in millimeters.



There are two ways of thinking about this proportional relationship.

1. If the length of something in centimeters is known, its length in millimeters can be calculated.

   a. Complete the table.

   b. What is the constant of proportionality?

length (cm)	length (mm)
9	
12.5	
50	
88.49	

2. If the length of something in millimeters is known, its length in centimeters can be calculated.

   a. Complete the table.

   b. What is the constant of proportionality?

length (mm)	length (cm)
70	
245	
4	
699.1	

3. How are these two constants of proportionality related to each other?

4. Complete each sentence:

   a. To convert from centimeters to millimeters, the value in centimeters is multiplied by _____.

   b. To convert from millimeters to centimeters, the value in millimeters is divided by _____, or multiplied by _____.

Are you ready for more?

1. How many square millimeters are there in a square centimeter?

2. How do you convert square centimeters to square millimeters? How do you convert the other way?

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3.3 Pittsburgh to Phoenix

On its way from New York to San Diego, a plane flew over Pittsburgh, Saint Louis, Albuquerque, and Phoenix traveling at a constant speed.

Complete the table as you answer the questions. Be prepared to explain your reasoning.



segment	time	distance	speed
Pittsburgh to Saint Louis	1 hour	550 miles	
Saint Louis to Albuquerque	1 hour 42 minutes		
Albuquerque to Phoenix		330 miles	

1. What is the distance between Saint Louis and Albuquerque?

2. How many minutes did it take to fly between Albuquerque and Phoenix?

3. What is the proportional relationship represented by this table?

4. Diego says the constant of proportionality is 550. Andre says the constant of proportionality is $9\frac{1}{6}$. Do you agree with either of them? Explain your reasoning.

Lesson 3 Summary

When something is traveling at a constant speed, there is a proportional relationship between the time it takes and the distance traveled.

The table shows the distance traveled and elapsed time for a bug crawling on a sidewalk.

distance traveled (cm)	elapsed time (sec)
$\frac{3}{2}$	1
1	$\frac{2}{3}$
3	2
10	$\frac{20}{3}$

$\cdot \frac{2}{3}$

We can multiply any number in the first column by $\frac{2}{3}$ to get the corresponding number in the second column. We can say that the elapsed time is proportional to the distance traveled, and the constant of proportionality is $\frac{2}{3}$. This means that the bug's *pace* is $\frac{2}{3}$ seconds per centimeter.

This table represents the same situation, except the columns are switched.

elapsed time (sec)	distance traveled (cm)
1	$\frac{3}{2}$
$\frac{2}{3}$	1
2	3
$\frac{20}{3}$	10

$\cdot \frac{3}{2}$

We can multiply any number in the first column by $\frac{3}{2}$ to get the corresponding number in the second column. We can say that the distance traveled is proportional to the elapsed time, and the constant of proportionality is $\frac{3}{2}$. This means that the bug's *speed* is $\frac{3}{2}$ centimeters per second.

Notice that $\frac{3}{2}$ is the reciprocal of $\frac{2}{3}$. When two quantities are in a proportional relationship, there are two constants of proportionality, and they are always reciprocals of each other. When we represent a proportional relationship with a table, we say the quantity in the second column is proportional to the quantity in the first column, and the corresponding constant of proportionality is the number we multiply values in the first column by to get the values in the second.