

**Objectives:**

- Students will memorize the multiplication table, as evidenced by them passing “minute quizzes.”
- Students will review the material from unit 1, as evidenced by their completion of an in-class review packet where they do a problem from each lesson in the unit.

**Student Materials on Desk Corner:**

- Homework 1-13
- Homework Checker
- Readiness Checker

**Student Materials for Later:**

- Homework Log
- ~~Binder Paper~~
- Pencils

**Teacher Materials:**

- “Minute Quiz 1-14” for each student
- “Homework 1-13” answer key and grading roster for TA
- “Unit 1 Review” packet for each student
- “ALEKS Time” transparency

**Homework:**

- ALEKS
- Study for comprehensive test on Friday
- All HW corrections due Friday
- Office hours tomorrow after school

Time	Activity
Before Bell	<p style="text-align: center;"><b>DO NOW</b></p> <p>As students enter the classroom, shake hands and remind them that there is a minute quiz. So students need to be seated quietly with a pencil when the bell rings.</p> <p>Write the following “Do Now” on the board:</p> <ul style="list-style-type: none"> <li>• Take out a pencil and <i>quietly</i> wait for the minute quiz.</li> </ul>
5 min	<p style="text-align: center;"><b>MINUTE QUIZ</b></p> <p>When the bell rings, quickly go around and put the <b>minute quiz</b> on each student’s desk, facedown. Then, start everyone on the quiz at the same time and give everyone one minute. While students are working on the quiz, stamp the <b>readiness checkers</b> of students who were ready when the bell rang and had their readiness checkers out.</p> <p>Instruct the TA go around and collect <b>homework</b> and stamp <b>homework checkers</b>. Give the TA the answer key and have them grade the homework they collected.</p>
75 min	<p style="text-align: center;"><b>LESSON: UNIT 1 REVIEW</b></p> <p>Follow the “Unit 1 Review” packet. While students work on the “your turn” problems, the teacher should <b>return graded homework</b>.</p>
Extra Time	<p style="text-align: center;"><b>ALEKS</b></p> <p>If there is extra time remaining at the end of the period, students should continue with <b>ALEKS</b>. Put up <b>ALEKS Time</b> transparency that shows how much time students currently have on ALEKS.</p>

**Solve the following multiplication problems. You have exactly one minute!**

$10 \cdot 7 =$

$4 \cdot 7 =$

$1 \cdot 12 =$

$12 \cdot 7 =$

$12 \cdot 7 =$

$5 \cdot 11 =$

$10 \cdot 8 =$

$4 \cdot 4 =$

$11 \cdot 12 =$

$2 \cdot 2 =$

$5 \cdot 10 =$

$4 \cdot 6 =$

**Solve the following multiplication problems. You have exactly one minute!**

$10 \cdot 7 =$

$4 \cdot 7 =$

$1 \cdot 12 =$

$12 \cdot 7 =$

$12 \cdot 7 =$

$5 \cdot 11 =$

$10 \cdot 8 =$

$4 \cdot 4 =$

$11 \cdot 12 =$

$2 \cdot 2 =$

$5 \cdot 10 =$

$4 \cdot 6 =$

**Solve the following multiplication problems. You have exactly one minute!**

$10 \cdot 7 =$

$4 \cdot 7 =$

$1 \cdot 12 =$

$12 \cdot 7 =$

$12 \cdot 7 =$

$5 \cdot 11 =$

$10 \cdot 8 =$

$4 \cdot 4 =$

$11 \cdot 12 =$

$2 \cdot 2 =$

$5 \cdot 10 =$

$4 \cdot 6 =$

**Solve the following multiplication problems. You have exactly one minute!**

$8 \cdot 1 =$

$2 \cdot 5 =$

$6 \cdot 12 =$

$4 \cdot 4 =$

$11 \cdot 2 =$

$3 \cdot 2 =$

$9 \cdot 7 =$

$6 \cdot 10 =$

$1 \cdot 9 =$

$7 \cdot 1 =$

$11 \cdot 1 =$

$3 \cdot 3 =$

**Solve the following multiplication problems. You have exactly one minute!**

$8 \cdot 1 =$

$2 \cdot 5 =$

$6 \cdot 12 =$

$4 \cdot 4 =$

$11 \cdot 2 =$

$3 \cdot 2 =$

$9 \cdot 7 =$

$6 \cdot 10 =$

$1 \cdot 9 =$

$7 \cdot 1 =$

$11 \cdot 1 =$

$3 \cdot 3 =$

**Solve the following multiplication problems. You have exactly one minute!**

$8 \cdot 1 =$

$2 \cdot 5 =$

$6 \cdot 12 =$

$4 \cdot 4 =$

$11 \cdot 2 =$

$3 \cdot 2 =$

$9 \cdot 7 =$

$6 \cdot 10 =$

$1 \cdot 9 =$

$7 \cdot 1 =$

$11 \cdot 1 =$

$3 \cdot 3 =$

**Solve the following multiplication problems. You have exactly one minute!**

$10 \cdot 6 =$

$8 \cdot 6 =$

$11 \cdot 4 =$

$6 \cdot 11 =$

$3 \cdot 4 =$

$12 \cdot 12 =$

$8 \cdot 5 =$

$3 \cdot 7 =$

$11 \cdot 11 =$

$12 \cdot 11 =$

$11 \cdot 1 =$

$5 \cdot 1 =$

**Solve the following multiplication problems. You have exactly one minute!**

$10 \cdot 6 =$

$8 \cdot 6 =$

$11 \cdot 4 =$

$6 \cdot 11 =$

$3 \cdot 4 =$

$12 \cdot 12 =$

$8 \cdot 5 =$

$3 \cdot 7 =$

$11 \cdot 11 =$

$12 \cdot 11 =$

$11 \cdot 1 =$

$5 \cdot 1 =$

**Solve the following multiplication problems. You have exactly one minute!**

$10 \cdot 6 =$

$8 \cdot 6 =$

$11 \cdot 4 =$

$6 \cdot 11 =$

$3 \cdot 4 =$

$12 \cdot 12 =$

$8 \cdot 5 =$

$3 \cdot 7 =$

$11 \cdot 11 =$

$12 \cdot 11 =$

$11 \cdot 1 =$

$5 \cdot 1 =$

# Unit 1 Review

Numeracy • 2008-2009

Mr. Wong

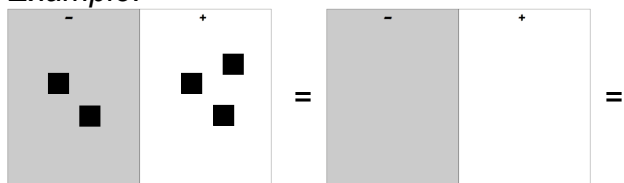
Name: \_\_\_\_\_ Period: \_\_\_\_\_

## Lesson 1 – Math Autobiographies

No key points on comprehensive exam.

## Lesson 2 – Zero Pairs

*Example:*

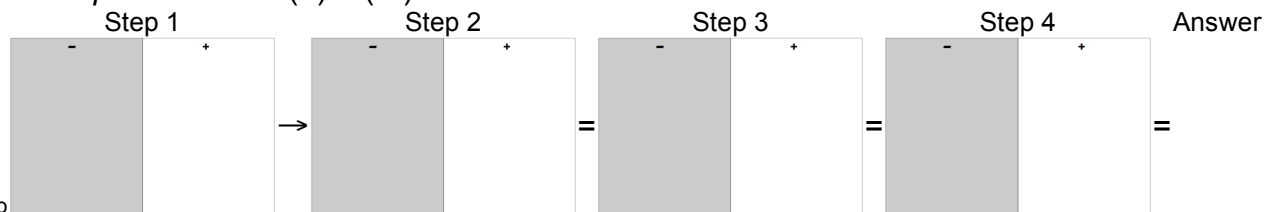


*Your turn:*



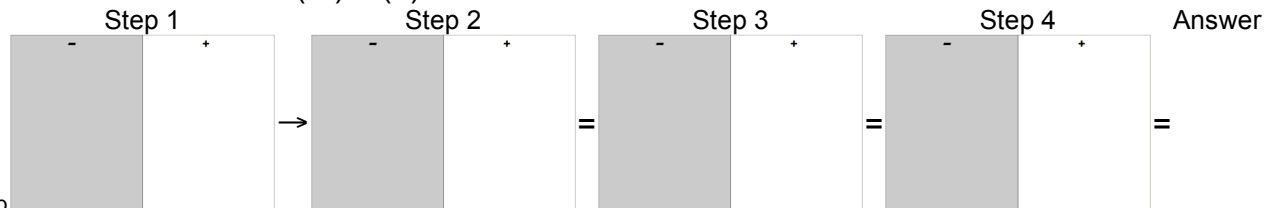
## Lesson 3 – Adding Integers

*Example:* Evaluate  $(2) + (-3)$ .



Remember to write the value under each integer mat →

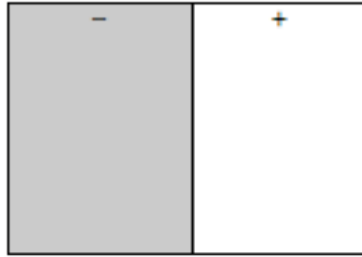
*Your turn:* Evaluate  $(-4) + (5)$ .



Remember to write the value under each integer mat →

## Lesson 4 – Subtracting Integers

*Example:* Rewrite  $(1) - (-2)$  as an addition problem and solve on the integer mat.



*Your turn:* Rewrite  $(-4) - (-2)$  as an addition problem and solve on the integer mat.



## Lesson 5 & 6 – Adding and Subtracting Big Integers with Base 10 Blocks

*Example:* Evaluate  $127 + 45$

*Your turn:* Evaluate  $1537 + 469$

*Example:* Evaluate  $452 - 16$

*Your turn:* Evaluate  $6237 - 469$

## Lesson 7 – Multiplying Integers

*Example:* Evaluate  $2 \cdot 3$

*Your turn:* Evaluate  $3 \cdot 4$

## Lesson 8 – Multiplying Big Integers

*Example:* Evaluate  $372 \cdot 14$

*Your turn:* Evaluate  $783 \cdot 62$

## **Lesson 9 – Multiplying Positive and Negative Integers**

*Example:* Evaluate  $2 \cdot (-3)$

*Your turn:* Evaluate  $(-2) \cdot (-3)$

## **Lesson 10 – Multiplication Tricks**

*Example:* Evaluate  $76 \cdot 99$

*Your turn:* Evaluate  $54 \cdot 999$

## **Lesson 11 – Division with Manipulatives (Trucks & Boxes)**

*Example:* We start with **10** boxes, which divide into **3** trucks so that each truck has \_\_\_\_\_ boxes and \_\_\_\_\_ boxes remain in the loading area.

*Your turn:* We start with **25** boxes, which divide into **2** trucks so that each truck has \_\_\_\_\_ boxes and \_\_\_\_\_ boxes remain in the loading area.

## **Lesson 12 – Partial Quotients (and) Lesson 13 – Long Division**

*Example:* Evaluate  $932 \div 7$

*Your turn:* Evaluate  $3829 \div 92$

**Lesson 14 – Unit 1 Review**

**Lesson 15 – Unit 1 Comprehensive Exam**





<b>•</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>1</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>2</b>	2	4	6	8	10	12	14	16	18	20	22	24
<b>3</b>	3	6	9	12	15	18	21	24	27	30	33	36
<b>4</b>	4	8	12	16	18	24	28	32	26	40	44	48
<b>5</b>	5	10	15	18	25	30	35	40	45	50	55	60
<b>6</b>	6	12	18	24	30	36	42	48	54	60	66	72
<b>7</b>	7	14	21	28	35	42	49	56	63	70	77	84
<b>8</b>	8	16	24	32	40	48	56	64	72	80	88	96
<b>9</b>	9	18	27	36	45	54	63	72	81	90	99	108
<b>10</b>	10	20	30	40	50	60	70	80	90	100	110	120
<b>11</b>	11	22	33	44	55	66	77	88	99	110	121	132
<b>12</b>	12	24	36	48	60	72	84	96	108	120	132	144