# Reaching At Risk Students
# in
# Algebra One or Math 1

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## Standards for Mathematical Practice

1. **Make sense of problems and persevere in solving them:**
    a. Students need to be asked to problem solve and persevere. Plan a solution pathway.
    b. Students check their answers to problems using a different method (multiple representations).
    c. Use concrete objects (rubric, rulers, algebra tiles) to help solve problems.

2. **Reason abstractly and quantitatively:**
    a. Numbers should be taught quantitatively (create coherent representation). Values should be tied to a measurement.
    b. Students can decontextualize and contextualize--"adjust as student goes along"

3. **Construct viable arguments and critique the reasoning of others:**
    a. Use error analysis problems to find the errors and fix them.
    b. Justify answers in written form.
    c. Determine if answer is correct by listening or reading the arguments of others, decide sensibility, and ask useful clarifying questions.

4. **Model with Mathematics:**
    a. Pose a real life situation. Have students come up with math applications for that situation. Simplify the problem. Solve the problem. Evaluate and revise. Interpret results in context of situation--sense making and revising.
    b. Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.

5. **Use appropriate tools strategically:**
    a. Learn how to use various appropriate tools (digital tools, calculators, mathematical ideas--formulas, etc.) and when to use it.
    b. Use manipulatives and number lines for integer operations.
    c. Algebra tiles, rulers, meter sticks, protractors, etc. to illustrate combining like terms.

6. **Attend to precision:**
    a. Use appropriate vocabulary and correct units.
    b. Know when to estimate, appropriate preciseness to use, and when to give exact answers.
    c. Use symbols correctly such as the equal sign.
    d. Identify and define variables.

7. **Look for and make use of structure:**
    a. Integrate more than one skill in a problem.
    b. Create a diagram when given data.
    c. Transition from numbers to variables.

8. **Look for and express regularity in repeated reasoning**.
    a. Make connections between concepts such as: multiplying by a conjugate with the difference of two squares and polynomial long division to numerical long division.
    b. Derive identities and formulas.

Functions Part 2 Unit Plan

Driving Questions: How do we describe patterns we find in the real world as mathematical functions? How do we use those functions to made predictions?

Essential Learning Outcomes:

1. Given a linear function and a set of domains, find the outputs.
2. Determine if a function is arithmetic or not and if it is, model it with a table, a graph and an explicit function and use the explicit function to determine a given value for the sequence.

Nice to Know:

1. Write a recursive function to describe an arithmetic sequence.

Review:

1. Solve a system of equations using substitution and elimination.
2. Given two points, find the slope of the line.
3. Given a linear equation, solve for y and write as a function.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Model with mathematics (write arithmetic and geometric sequences to represent real world problems).

Functions Part 2 Unit Plan

| Date | Learning Outcome | Classwork | Homework |
|---|---|---|---|
| | | | |
| Mon. Feb. 24 | Given a linear function and a set of domains, find the outputs. | | P. 269 #44 -47 extra credit: #48,49 |
| Tu. Feb. 25 | Model a real world situation that describes an arithmetic sequence with a table and a graph. | MVP P. 3 Growing Dots | MVP P. 5 Completing a Table. Graph each problem. |
| Wed. Feb. 26 | Same as Tues., Feb. 25 and add: model it with an explicit function. | Use Tuesday's homework and write explicit formulas for #13,14,16. Then make up a situation as a class, make a table, graph it, and write and explicit function. Review: Given a linear equation, solve for y, and write as a function. | P. 814 #39-42. Solve for y and write each equation in function notation. |
| Th./Fri. Feb. 27/28 | Same as Wed., Feb. 26 and add: Determine if a function is arithmetic or not. If it is, make a table, graph it, and write an explicit function for a sequence with a starting value of 0. | Classwork: Real world Sequence Worksheet Review: Given two points, find the slope of the line. | MVP P. 11 |
| Mon. March 3 | Given an arithmetic sequence, model it with an explicit function and use that function to determine a given value for the sequence. | MVP: P. 10 Scott's Workout Review: Solve a system of equations using substitution and elimination. | MVP P. 24 |
| Tues. March 4 | Reteach/Extension | | Practice Test |
| Wed. March 5 | Review | | Redo 5 problems from Practice Test |
| Wed. March 6/7 | Review/Assessment | | |

# INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 A

| | | | | |
|---|---|---|---|---|
| 5 + –3 = | –9 + –10 = | –7 + –7 = | 10 – –4 = | 8 + –10 = |
| 2 – 3 = | –7 + –2 = | –1 + 4 = | –6 + 10 = | –6 + –7 = |
| –5 – 9 = | 6 – 8 = | –1 + –7 = | 5 – 15 = | 3 + –8 = |
| 12 – 6 = | 5 – –2 = | –10 – 4 = | –8 + 11 = | 9 + –3 = |
| –11 – 2 = | –8 – –3 = | –3 – –13 = | –12 + 6 = | 4 – 9 = |
| (5)(–3) = | 12 ÷ –4 = | (–8)(–3) = | (–1)(–7) = | –4 ÷ –2 = |
| –8 ÷ 1 = | –24 ÷ –6 = | –30 ÷ 10 = | –25 ÷ –5 = | –10 ÷ 2 = |
| –20 ÷ 5 = | (–7)(–7) = | (–3)(–3) = | 27 ÷ –3 = | (–17)(0) = |
| 12 ÷ –6 = | (0)(–25) = | –21 ÷ –3 = | (–5)(9) = | (–1)(3) = |
| (–8)(8)= | (–9)(–2) = | 6 ÷ –3 = | (–6)(4) = | (4)(–7) = |

Progress Chart: Timed Test Name_____Period_____
Type of Test_____ Number of Minutes_____

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 50 | | | | | | | | | | |
| 48 | | | | | | | | | | |
| 46 | | | | | | | | | | |
| 44 | | | | | | | | | | |
| 42 | | | | | | | | | | |
| 40 | | | | | | | | | | |
| 38 | | | | | | | | | | |
| 36 | | | | | | | | | | |
| 34 | | | | | | | | | | |
| 32 | | | | | | | | | | |
| 30 | | | | | | | | | | |
| 28 | | | | | | | | | | |
| 26 | | | | | | | | | | |
| 24 | | | | | | | | | | |
| 22 | | | | | | | | | | |
| 20 | | | | | | | | | | |
| 18 | | | | | | | | | | |
| 16 | | | | | | | | | | |
| 14 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 0 | | | | | | | | | | |

Napa High Math
November 2012

Algebra Version A

Name_____

# Timed Test Level 1

Date_____ Period____

**Simplify each expression.**

1) $3 + 7m - 9m + 5$

2) $10 - 6r + 9r - 6$

3) $-10a + 4a$

4) $7k - 5k$

5) $9 - 6x + 6 - 10x$

6) $1 + p + 4p - 4$

7) $-3v + 7 - 9 - 2v$

8) $4 - 3v - 7$

9) $6a - 7a$

10) $-8n + 10n$

**Solve each equation.**

11) $m + 3 = 5$

12) $8 + v = 11$

13) $x - 6 = -1$

14) $v + 5 = -5$

15) $10n = -100$

16) $5 - n = 4$

17) $1 + 4a = 25$

18) $-4 + \frac{a}{4} = -6$

19) $3x + 3 = 27$

20) $3x + 3 = 21$

| Date | Learning Outcome | Homework | Score |
|---|---|---|---|
| | | | |
| Mon. Aug. 19 | (Diagnostic Assessment)<br>Prime factor integers. | P. 785 #1-10 | /5 |
| Tu. Aug. 20 | Simplify and multiply fractions.<br>Write 3 synonyms for "fraction." | P. 786 #6-10<br>P. 789 #1, 2, 6 | /5 |
| Wed. Aug. 21 | Convert between cm/m/km, in/feet<br>Find the perimeter of triangles, parallelograms, and rectangles. | Conversion Worksheet | /5 |
| Th./Fri. Aug. 22/23 | Write algebraic expressions to represent real world problems.<br>Identify: term, factor, coefficient, variable, constant<br>Find the area of a rectangle and parallelogram. | P. 23 #29, 30, 32, extra credit # 36<br><br>P. 797 #1,2,5,9 | /5 |
| Mon. Aug. 26 | Evaluate expressions.<br>Use the order of operations to simplify expressions. | P. 14 #3-6,11,12,14,23-26 | /5 |
| Tues. Aug. 27 | Combine like terms to simplify expressions.<br>Find the area of a triangle. | P. 84 #22-27<br>P.797 #3,6,11 | /5 |
| Wed. Aug. 28 (early release) | Use the distributive property to simplify expressions. | P. 84 #5-10, 19-21, 41 | /5 |
| Th./Fri. Aug. 29/30 | Use the dist. prop. and combine like terms to simplify expressions.<br>Write an expression that can be simplified using the dist. prop. or by order of op. Simplify both ways. | Pizzazz P. 188<br>Finish the code to check your answers. | /5 |
| Tues. Sept. 3 | Reteach/Extension | Practice Test | /5 |
| Wed. Sept. 4 | Review | Redo 10 problems from the practice test. | /5 |
| | | Extra Credit | |
| | | Total | /50 |

The Units and Expressions Assessment will be on Thursday/Friday September 5/6.

Napa High Math
Fall 2013

| Unit | Learning Outcomes | Mastered or Not Yet |
|---|---|---|
| | | |
| Integer Time Test | Accurately calculate at least 48/50 integer addition, subtraction, multiplication, or division problems in five minutes or less. | |
| Units and Expressions | Translate a real world situation to an algebraic expression.<br>Simplify expressions using order of operations, combining like terms, and the distributive property. | |
| One Variable Equations Part 1 | Solve one and two step equations.<br>Create and solve equations that represent real world problems.<br>Solve equations with the variable on both sides.<br>Simplify expressions before solving equations. | |
| One Variable Equations Part 2 | Solve and check multistep equations and inequalities and graph the solutions.<br>Write and solve proportions from real world situations.<br>Solve absolute value equations. | |
| Scatter Plots | Graph data in scatter plot form. Fit a function to the data.<br>Interpret real world meanings of slope and y-intercept from a scatter plot. | |
| Functions | Given a function, determine the domain and range.<br>Sketch a function and determine intercepts and rate of change.<br>Use functional notation to model a relationship between two quantities. | |
| Two Variable Equations, Inequalities, and Absolute Value | Create two variable equations that represent real world situations and a given graphs.<br>Rearrange two variable equations into standard and slope/intercept form and graph using slope and y-intercept or by making a table.<br>Interpret the slope and y-intercept of a linear equation. | |
| Systems of Equations | Create and solve a system of equations to represent a real world situation.<br>Solve a system using substitution.<br>Solve a system using elimination.<br>Determine if a system has zero, one, or an infinite number of solutions. | |

## Grade Reflection

| DATE | GRADE | Reflection |
|---|---|---|
| Sep. 5, 12 | B | I can keep my grade by<br>I can improve my grade by studing for the test and turning in all my homework.<br>My goal in this class is to get a A+ |
| Oct. 1, 12 | B+ | My grade went up<br>I can improve my grade by doing well on my test. |

| Date | Grade | Reflection |
|---|---|---|
| Sept 5, 2012 | D- | I can improve my grade by taking the Expressions and Properties Assessment<br>My goal in this class is to pass |

# Grade Sheet Sample

| # | Type | Description | Due | Score | Max | Completed | Graded | Counts |
|---|---|---|---|---|---|---|---|---|
| 1 | Units and Expressions | Integer Time Test | 8/16/2013 | 48 | 50 | 12/6/2013 | 12/6/2013 | Yes |
| 2 | Units and Expressions | Units and Expressions Homework | 8/14/2013 | 33 | 30 | 9/6/2013 | 9/6/2013 | Yes |
| 3 | Units and Expressions | Units and Expressions Assessment | 9/5/2013 | 73 | 100 | 9/6/2013 | 9/6/2013 | Yes |
| | | | | Mastered | | | | |
| 4 | Units and Expressions | Units and Expressions Warm Ups | 8/19/2013 | 23 | 25 | 9/6/2013 | 9/6/2013 | Yes |
| 5 | Units and Expressions | Units and Expressions Quiz | 8/29/2013 | 9.5 | 11 | 8/30/2013 | 8/30/2013 | Yes |
| 6 | One Variable Equations | Equations Quiz One | 9/12/2013 | 10 | 10 | 9/12/2013 | 9/12/2013 | Yes |
| 7 | One Variable Equations | Equations Part 1 Warm Ups | 9/10/2013 | 11 | 11 | 9/18/2013 | 9/18/2013 | Yes |
| 8 | One Variable Equations | Equations Part 1 Assessment | 9/19/2013 | 83 | 100 | 9/20/2013 | 9/20/2013 | Yes |
| | | | | Mastered | | | | |
| 9 | One Variable Equations | Equations Part 1 Homework | 9/5/2013 | 24 | 24 | 9/19/2013 | 9/19/2013 | Yes |
| 10 | One Variable Equations | Equations Part 2 Homework | 9/19/2013 | 34 | 30 | 10/8/2013 | 10/8/2013 | Yes |
| 11 | One Variable Equations | Equations Part 2 Assessment | 10/8/2013 | 70 | 100 | 10/8/2013 | 10/8/2013 | Yes |
| | | | | Mastered | | | | |
| 12 | Scatter Plots | Scatterplots Warm Ups | 9/24/2013 | 21 | 23 | 10/14/2013 | 10/14/2013 | Yes |
| 13 | Scatter Plots | Scatterplots Homework | 10/8/2013 | 15 | 12 | 10/15/2013 | 10/15/2013 | Yes |
| 14 | Scatter Plots | Scatterplots Assessment | 10/15/2013 | NA | | 0 | 10/15/2013 | 10/15/2013 Yes |

| Type | Perc of Grade | Points | Max | Perc |
|---|---|---|---|---|
| Units and Expressions | 10 % | 186.50 | 216 | 86.34 |
| One Variable Equations | 15 % | 232.00 | 275 | 84.36 |
| Scatter Plots | 10 % | 36.00 | 35 | 102.85 |
| Functions | 10 % | 0.00 | 0 | 0.00 |
| Two Variable Equations | 15 % | 0.00 | 0 | 0.00 |
| Systems of Equations | 15 % | 0.00 | 0 | 0.00 |
| Fall Final | 25 % | 0.00 | 0 | 0.00 |
| **Total**** | | | | **90.21** |

A-

***Assignments are not counted until graded. ** Total based upon Weighted Assignment Types**
**Totals based upon Assignments 1 - 999**

-My Grade went UP from A b to An A-.

-I can Improve by Doing me Homework ALL Days And study really Hard for the test.

Math 1 Units 2014-2015

| Fall 2014 | Spring 2015 |
|---|---|
| Aug. 18-Sept. 19 Getting Ready<br>Sept. 22-Oct. 22 Systems of Equations<br>Oct. 23-Dec. 3 Arithmetic and Geometric Sequences<br>Dec.4-Dec.12 Review and Final | Jan. 5-27 Linear and Exponential Functions<br>Jan. 28-Feb. 4 CAHSEE Prep and Testing<br>Feb. 9-27 Features of Functions<br>March 2-April 15 Congruence, Constructions, and Proofs<br>April 16-May 1 Connecting Algebra and Geometry<br>May 4-22 Modeling Data<br>May 26-June 4 Review and Final |

Napa High Math
Spring 2014

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 A ANSWERS

| | | | | |
|---|---|---|---|---|
| 5 + –3 = 2 | –9 + –10 = -19 | –7 + –7 = -14 | 10 – –4 = 14 | 8 + –10 = –2 |
| 2 – 3 = –1 | –7 + –2 = –9 | –1 + 4 = 3 | –6 + 10 = 4 | –6 + –7 = –13 |
| –5 – 9 = –14 | 6 – 8 = –2 | –1 + –7 = –8 | 5 – 15 = –10 | 3 + –8 = –5 |
| 12 – 6 = 6 | 5 – –2 = 7 | –10 – 4 = –14 | –8 + 11 = 3 | 9 + –3 = 6 |
| –11 – 2 = –13 | –8 – –3 = –5 | –3 – –13 = 10 | –12 + 6 = –6 | 4 – 9 = –5 |

| | | | | |
|---|---|---|---|---|
| (5)(–3) = –15 | 12 ÷ –4 = –3 | (–8)(–3) = 24 | (–1)(–7) = 7 | –4 ÷ –2 = 2 |
| –8 ÷ 1 = –8 | –24 ÷ –6 = 4 | –30 ÷ 10 = –3 | –25 ÷ –5 = 5 | –10 ÷ 2 = –5 |
| –20 ÷ 5 = –4 | (–7)(–7) = 49 | (–3)(–3) = 9 | 27 ÷ –3 = –9 | (–17)(0) = 0 |
| 12 ÷ –6 = –2 | (0)(–25) = 0 | –21 ÷ –3 = 7 | (–5)(9) = –45 | (–1)(3) = –3 |
| (–8)(8)= –64 | (–9)(–2) = 18 | 6 ÷ –3 = –2 | (–6)(4) = –24 | (4)(–7) = –28 |

# INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 B

| | | | | |
|---|---|---|---|---|
| –7 + –2 = | 2 – 3 = | –6 + –7 = | –6 + 10 = | –1 + 4 = |
| –9 + –10 = | 5 + –3 = | 8 + –10 = | 10 – –4 = | – 7 + –7 = |
| –11 – 2 = | 4 – 9 = | –12 + 6 = | –3 – –13 = | –8 – –3 = |
| 12 – 6 = | 9 + –3 = | –8 + 11 = | –10 – 4 = | 5 – –2 = |
| –5 – 9 = | 3 + –8 = | 5 – 15 = | –1 + –7 = | 6 – 8 = |

| | | | | |
|---|---|---|---|---|
| –24 ÷ –6 = | –8 ÷ 1 = | –10 ÷ 2 = | –25 ÷ –5 = | –30 ÷ 10 = |
| 12 ÷ 4 = | (5)(–3) = | –4 ÷ –2 = | (–1)(–7) = | (–8)(–3) = |
| (–8)(–8) = | (4)(–7) = | (–6)(4) = | 6 ÷ –3 = | (9)(–2) = |
| 12 ÷ –6 = | (–1)(3) = | (–5)(9) = | –21 ÷ –3 = | (0)(–25) = |
| –20 ÷ 5 = | (–17)(0) = | 27 ÷ –3 = | (–3)(–3) = | (–7)(–6) = |

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 B ANSWERS

| | | | | |
|---|---|---|---|---|
| –7 + –2 = –9 | 2 – 3 = –1 | –6 + –7 = –13 | –6 + 10 = 4 | –1 + 4 = 3 |
| –9 + –10 = –19 | 5 + –3 = 2 | 8 + –10 = –2 | 10 – –4 = 14 | –7 + –7 = –14 |
| –11 – 2 = –13 | 4 – 9 = –5 | –12 + 6 = –6 | –3 – –13 = 10 | –8 – –3 = –5 |
| 12 – 6 = 6 | 9 + –3 = 6 | –8 + 11 = 3 | –10 – 4 = –14 | 5 – –2 = 7 |
| –5 – 9 = –14 | 3 + –8 = –5 | 5 – 15 = –10 | –1 + –7 = –8 | 6 – 8 = –2 |

| | | | | |
|---|---|---|---|---|
| –24 ÷ –6 = 4 | –8 ÷ 1 = –8 | –10 ÷ 2 = –5 | –25 ÷ –5 = 5 | –30 ÷ 10 = –3 |
| 12 ÷ 4 = 3 | (5)(–3) = –15 | –4 ÷ –2 = 2 | (–1)(–7) = 7 | (–8)(–3) = 24 |
| (–8)(–8) = 64 | (4)(–7) = –28 | (–6)(4) = –24 | 6 ÷ –3 = –2 | (9)(–2) = –18 |
| 12 ÷ –6 = –2 | (–1)(3) = –3 | (–5)(9) = –45 | –21 ÷ –3 = 7 | (0)(–25) = 0 |
| –20 ÷ 5 = –4 | (–17)(0) = 0 | 27 ÷ –3 = –9 | (–3)(–3) = 9 | (–7)(–6) = 42 |

# INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 C

| | | | | |
|---|---|---|---|---|
| 5 + –1 = | –5 + –10 = | –7 + –7 = | 10 – –4 = | 8 + –10 = |
| 2 – 7 = | –7 + –2 = | –1 + 4 = | –6 + 11 = | –7 + –7 = |
| –5 – 9 = | 6 – 9 = | –3 + –7 = | 5 – 12 = | 1 + –8 = |
| 11 – 6 = | 5 – –2 = | –11 – 4 = | –9 + 11 = | 9 + –3 = |
| –11 – 2 = | –8 + –3 = | –3 – –13 = | –12 + 5 = | 4 – 10 = |

| | | | | |
|---|---|---|---|---|
| (5)(–2) = | 12 ÷ –4 = | (–7)(–3) = | (–1)(–7) = | –4 ÷ –2 = |
| –8 ÷ 1 = | –24 ÷ –3 = | –30 ÷ 10 = | –25 ÷ –5 = | –10 ÷ 2 = |
| –20 ÷ 4 = | (–7)(–7) = | (–2)(–3) = | 27 ÷ –9 = | (–18)(0) = |
| 12 ÷ –2 = | (0)(–25) = | –21 ÷ –3 = | (–5)(7) = | (–1)(3) = |
| (–8)(9)= | (–9)(–2) = | 6 ÷ –3 = | (–6)(3) = | (4)(–7) = |

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 C ANSWERS

| | | | | |
|---|---|---|---|---|
| 5 + –1 = 4 | –5 + –10 = -15 | –7 + –7 = -14 | 10 – –4 = 14 | 8 + –10 = –2 |
| 2 – 7 = –5 | –7 + –2 = –9 | –1 + 4 = 3 | –6 + 11 = 5 | –7 + –7 = –14 |
| –5 – 9 = –14 | 6 – 9 = –3 | –3 + –7 = –10 | 5 – 12 = –7 | 1 + –8 = –7 |
| 11 – 6 = 6 | 5 – –2 = 7 | –11 – 4 = –15 | –9 + 11 = 2 | 9 + –3 = 6 |
| –11 – 2 = –13 | –8 + –3 = –11 | –3 – –13 = 10 | –12 + 5 = –7 | 4 – 10 = –6 |

| | | | | |
|---|---|---|---|---|
| (5)(–2) = –10 | 12 ÷ –4 = –3 | (–7)(–3) = 21 | (–1)(–7) = 7 | –4 ÷ –2 = 2 |
| –8 ÷ 1 = –8 | –24 ÷ –3 = 8 | –30 ÷ 10 = –3 | –25 ÷ –5 = 5 | –10 ÷ 2 = –5 |
| –20 ÷ 4 = –5 | (–7)(–7) = 49 | (–2)(–3) = 6 | 27 ÷ –9 = –3 | (–18)(0) = 0 |
| 12 ÷ –6 = –2 | (0)(–25) = 0 | –21 ÷ –3 = 7 | (–5)(7) = –35 | (–1)(3) = –3 |
| (–8)(9)= –72 | (–9)(–2) = 18 | 6 ÷ –3 = –2 | (–6)(3) = –18 | (4)(–7) = –28 |

# INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 D

| | | | | |
|---|---|---|---|---|
| –7 + –1 = | 2 – 5 = | –6 + –7 = | –6 + 11 = | –1 + 4 = |
| –9 + –11 = | 5 + –2 = | 8 + –10 = | 10 – –3 = | – 7 + –6 = |
| –11 + 2 = | 4 – 5 = | –12 + 4 = | –3 – –13 = | –8 – –3 = |
| 14 – 6 = | 10 + –3 = | –8 + 11 = | –10 – 4 = | 5 – –1 = |
| –3 – 9 = | 1 + –8 = | 5 – 15 = | –1 + –8 = | 6 – 8 = |

| | | | | |
|---|---|---|---|---|
| –24 ÷ –3 = | –8 ÷ 1 = | –10 ÷ 5 = | –25 ÷ –5 = | –30 ÷ 3 = |
| 12 ÷ 4 = | (5)(–1) = | –4 ÷ –2 = | (–1)(–15) = | (–8)(–3) = |
| (–8)(–9) = | (4)(–7) = | (–6)(2) = | 6 ÷ –3 = | (9)(–2) = |
| 12 ÷ –6 = | (–1)(2) = | (–5)(9) = | –21 ÷ –7 = | (0)(–25) = |
| –30÷ 5 = | (–17)(0) = | 27 ÷ –3 = | (–3)(–4) = | (–7)(–6) = |

d

# INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 D ANSWERS

| | | | | |
|---|---|---|---|---|
| –7 + –1 = –8 | 2 – 5 = –3 | –6 + –7 = –13 | –6 + 11 = 5 | –1 + 4 = 3 |
| –9 + –11 = –20 | 5 + –2 = 3 | 8 + –10 = –2 | 10 – –3 = 13 | –7 + –6 = –13 |
| –11 + 2 = –9 | 4 – 5 = –1 | –12 + 4 = –8 | –3 – –13 = 10 | –8 – –3 = –5 |
| 14 – 6 = 8 | 10 + –3 = 7 | –8 + 11 = 3 | –10 – 4 = –14 | 5 – –1 = 6 |
| –3 – 9 = –12 | 1 + –8 = –7 | 5 – 15 = –10 | –1 + –8 = –9 | 6 – 8 = –2 |
| –24 ÷ –3 = 8 | –8 ÷ 1 = –8 | –10 ÷ 2 = –5 | –25 ÷ –5 = 5 | –30 ÷ 3 = –10 |
| 12 ÷ 4 = 3 | (5)(–1) = –5 | –4 ÷ –2 = 2 | (–1)(–15) = 15 | (–8)(–3) = 24 |
| (–8)(–8) = 72 | (4)(–7) = –28 | (–6)(2) = 12 | 6 ÷ –3 = –2 | (9)(–2) = –18 |
| 12 ÷ –6 = –2 | (–1)(2) = –2 | (–5)(9) = –45 | –21 ÷ –3 = 7 | (0)(–25) = 0 |
| –30 ÷ 5 = –6 | (–17)(0) = 0 | 27 ÷ –3 = –9 | (–3)(–4) = 12 | (–7)(–6) = 42 |

# INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 A

| | | | | |
|---|---|---|---|---|
| 1 + –3 = | –10 – 26 = | –16 + –9 = | 320 – –10 = | –4 – –5 = |
| 3 + –9 = | 12 – –9 = | –32 + –18 = | –12 – 13 = | –4 + –5 = |
| 7 + –20 = | –36 – –19 = | 5 – 6 = | 81 – –19 = | 15 + –7 = |
| 100 + –47 = | 4 + –2 = | 9 – 16 = | 13 + 19 = | 8 + –5 = |
| 6 – –3 = | 8 + –8 = | 100 – 15 = | 117 + –17 = | –8 + 13 = |
| –16 + –17 = | –100 – 25 = | 8 – –5 = | –13 – –9 = | –1 – –3 = |
| 3 • 5 = | 72 ÷ –9 = | 0 ÷ –18 = | 24 ÷ –3 = | (–9)(8) = |
| 6 • 3 = | 2 • –5 = | –28 ÷ 1 = | 42 ÷ –7 = | –10 ÷ –10 = |
| (–7)(–8) = | (–6)(4) = | –1 • –7 = | 125 ÷ 25 = | –30 ÷ –2 = |
| –9 ÷ 3 = | (–10)(–20) = | (4)(–7) = | –4 • –3 = | –45 ÷ –3 = |

Napa High Math
September 2009

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 A ANSWERS

| | | | | |
|---|---|---|---|---|
| 1 + –3 = –2 | –10 – 26 = –36 | –16 + –9 = –25 | 320 – –10 = 330 | –4 – –5 = 1 |
| 3 + –9 = –6 | 12 – –9 = 21 | –32 + –18 = –50 | –12 – 13 = –25 | –4 + –5 = –9 |
| 7 + –20 = –13 | –36 – –19 = –17 | 5 – 6 = –1 | 81 – –19 = 100 | 15 + –7 = 8 |
| 100 + –47 = 53 | 4 + –2 = 2 | 9 – 16 = –7 | 13 + 19 = 32 | 8 + –5 = 3 |
| 6 – –3 = 9 | 8 + –8 = 0 | 100 – 15 = 85 | 117 + –17 = 100 | –8 + 13 = 5 |
| –16 + –17 = –33 | –100 – 25 = –125 | 8 – –5 = 13 | –13 – –9 = –4 | –1 – –3 = 2 |

| | | | | |
|---|---|---|---|---|
| 3 • 5 = 15 | 72 ÷ –9 = –8 | 0 ÷ –18 = 0 | 24 ÷ –3 = –8 | (–9)(8) = –72 |
| 6 • 3 = 18 | 2 • –5 = –10 | –28 ÷ 1 = –28 | 42 ÷ –7 = –6 | –10 ÷ –10 = 1 |
| (–7)(–8) = 56 | (–6)(4) = –24 | –1 • –7 = 7 | 125 ÷ 25 = 5 | –30 ÷ –2= 15 |
| –9 ÷ 3 = –3 | (–10)(–20) = 200 | (4)(–7) = –28 | –4 • –3 = 12 | –45 ÷ –3= 15 |

# INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 B

| | | | | |
|---|---|---|---|---|
| 2 + –3 = | 22 – –9 = | 5 – 6 = | 23 + 29 = | 6 + –5 = |
| –23 – –9 = | –29 – –29 = | 9 – 26 = | 227 + –27 = | –6 + 23 = |
| 7 + –20 = | 4 + –2 = | 200 – 25 = | –26 + –27 = | –4 – –5 = |
| 200 + –47 = | 6 + –6 = | 320 – –20 = | –22 –23 = | –2 – –3 = |
| 6 – –3 = | –26 + –9 = | –4 + –5 = | –200 – 25 = | 6 – –5 = |
| –20 – 26 = | –32 + –26 = | 25 + –7 = | 62 – –9 = | 3 + –9 = |
| 3 • 5 = | 72 ÷ –9 = | –26 ÷ 2 = | 42 ÷ –7 = | 0 ÷ –26 = |
| 6 • 3 = | (–6)(4) = | –2 • –7 = | 200 ÷ 25 = | –30 ÷ –2 = |
| (–7)(–6) = | (–20)(20) = | (4)(–7) = | –4 • –3 = | 2 • –5 = |
| –9 ÷ 3 = | –20 ÷ –20 = | 24 ÷ –3 = | (–9)(6) = | –45 ÷ –3 = |

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 B ANSWERS

| | | | | |
|---|---|---|---|---|
| 2 + –3 = –1 | 22 – –9 = 31 | 5 – 6 = –1 | 23 + 29 = 52 | 6 + –5 = 1 |
| –23 – –9 = –14 | –29 – –29 = 0 | 9 – 26 = –17 | 227 + –27 = 200 | –6 + 23 = 17 |
| 7 + –20 = –13 | 4 + –2 = 2 | 200 – 25 = 175 | –26 + –27 = –53 | –4 – –5 = 1 |
| 200 + –47 = 153 | 6 + –6 = 0 | 320 – –20 = 340 | –22 –23 = –45 | –2 – –3 = 1 |
| 6 – –3 = 9 | –26 + –9 = –35 | –4 + –5 = –9 | –200 – 25= –225 | 6 – –5 = 11 |
| –20 – 26 = –46 | –32 + –26 = –58 | 25 + –7 = 18 | 62 – –9 = 71 | 3 + –9 = –6 |
| 3 • 5 = 15 | 72 ÷ –9 = –8 | –26 ÷ 2 = –13 | 42 ÷ –7 = –6 | 0 ÷ –26 = 0 |
| 6 • 3 = 18 | (–6)(4) = –24 | –2 • –7 = 14 | 200 ÷ 25 = 8 | –30 ÷ –2= 15 |
| (–7)(–6) = 42 | (–20)(20) = –400 | (4)(–7) = –28 | –4 • –3 = 12 | 2 • –5 = –10 |
| –9 ÷ 3 = –3 | –20 ÷ –20 = 1 | 24 ÷ –3 = –8 | (–9)(6) = –54 | –45 ÷ –3= 15 |

# INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 C

| | | | | |
|---|---|---|---|---|
| 3 + –3 = | 11 – –9 = | 5 – 6 = | 13 + 19 = | –6 + 13 = |
| 3 + –9 = | –36 – –36 = | –16 + –17 = | 117 + –17 = | 9 – 16 = |
| 7 + –10 = | –13 – –9 = | 100 – 15 = | –8 – –5 = | –1 – –3 = |
| 100 + –87 = | 6 + –6 = | 310 – –10 = | –11 – 13 = | 6 – –5 = |
| 6 – –3 = | –16 + –9 = | –8 + –5 = | 61 – –10 = | 8 + –1 = |
| –10 – 16 = | –31 + –16 = | 15 + –7 = | –100 – 15 = | 6 + –5 = |

| | | | | |
|---|---|---|---|---|
| 3 • 5 = | 72 ÷ –9 = | 0 ÷ –16 = | 18 ÷ –3 = | (–9)(6) = |
| 6 • 3 = | 1 • –5 = | –16 ÷ 1 = | 63 ÷ –7 = | –10 ÷ –10 = |
| (–7)(–6) = | (–6)(8) = | –1 • –7 = | –30 ÷ –1 = | 75 ÷ 15 = |
| –9 ÷ 3 = | (–10)(–10) = | –60 ÷ –5 = | –8 • –3 = | (8)(–7) = |

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 C ANSWERS

| | | | | |
|---|---|---|---|---|
| 3 + –3 = 0 | 11 – –9 = 20 | 5 – 6 = –1 | 13 + 19 = 32 | –6 + 13 = 7 |
| 3 + –9 = –6 | –36 – –36 = 0 | –16 + –17 = -33 | 117 + –17 = 100 | 9 – 16 = –7 |
| 7 + –10 = –3 | –13 – –9 = –4 | 100 – 15 = 85 | –8 – –5 = –3 | –1 – –3 = 2 |
| 100 + –87 = 13 | 6 + –6 = 0 | 310 – –10 = 320 | –11 – 13 = –24 | 6 – –5 = 11 |
| 6 – –3 = 9 | –16 + –9 = –25 | –8 + –5 = –13 | 61 – –10 = 71 | 8 + –1 = 7 |
| –10 – 16 = –26 | –31 + –16 = –47 | 15 + –7 = 8 | –100 – 15 = –115 | 6 + –5 = 1 |

| | | | | |
|---|---|---|---|---|
| 3 • 5 = 15 | 72 ÷ –9 = –8 | 0 ÷ –16 = 0 | 18 ÷ –3 = –6 | (–9)(6) = –54 |
| 6 • 3 = 18 | 1 • –5 = –5 | –16 ÷ 1 = –16 | 63 ÷ –7 = –9 | –10 ÷ –10 = 1 |
| (–7)(–6) = 42 | (–6)(8) = –48 | –1 • –7 = 7 | –30 ÷ –1 = 30 | 75 ÷ 15 = 5 |
| –9 ÷ 3 = –3 | (–10)(–10) = 100 | –60 ÷ –5 = 12 | –8 • –3 = 24 | (8)(–7) = –56 |

# INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 D

| | | | | |
|---|---|---|---|---|
| 4 + –4 = | 11 – –9 = | 5 – 6 = | 14 + 19 = | –6 + 14 = |
| 4 + –9 = | –46 – –46 = | –16 + –16 = | 116 + –16 = | 9 – 16 = |
| 6 + –10 = | 8 + –1 = | 100 – 15 = | –8 – –5 = | –1 – –4 = |
| 100 + –86 = | 6 + –6 = | 410 – –10 = | –11 – 14 = | 6 – –5 = |
| 6 – –4 = | –16 + –9 = | –8 + –5 = | –14 – –9 = | 61 – –10 = |
| –10 – 16 = | –41 + –16 = | 15 + –6 = | –100 – 15 = | 6 + –5 = |

| | | | | |
|---|---|---|---|---|
| 4 • 5 = | 63 ÷ –9 = | 0 ÷ –16 = | 16 ÷ –4 = | (–9)(6) = |
| 6 • 4 = | 1 • –5 = | –16 ÷ 1 = | 54 ÷ –6 = | –10 ÷ –10 = |
| (–6)(–6) = | (–6)(8) = | –85 ÷ –5 = | –40 ÷ –1 = | 90 ÷ 15 = |
| –9 ÷ 3 = | (–10)(–10) = | 8)(–7) = | –8 • –4 = | –1 • –6 = |

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 D ANSWERS

| | | | | |
|---|---|---|---|---|
| 4 + –4 = 0 | 11 – –9 = 20 | 5 – 6 = –1 | 14 + 19 = 33 | –6 + 14 = 8 |
| 4 + –9 = –5 | –46 – –46 = 0 | –16 + –16 = –32 | 116 + –16 = 100 | 9 – 16 = –7 |
| 6 + –10 = –4 | 8 + –1 = 7 | 100 – 15 = 85 | –8 – –5 = –3 | –1 – –4 = 3 |
| 100 + –86 = 14 | 6 + –6 = 0 | 410 – –10 = 420 | –11 – 14 = –25 | 6 – –5 = 11 |
| 6 – –4 = 10 | –16 + –9 = –25 | –8 + –5 = –13 | –14 – –9 = –5 | 61 – –10 = 71 |
| –10 – 16 = –26 | –41 + –16 = –57 | 15 + –6 = 9 | –100 – 15 = –115 | 6 + –5 = 1 |

| | | | | |
|---|---|---|---|---|
| 4 • 5 = 20 | 63 ÷ –9 = –7 | 0 ÷ –16 = 0 | 16 ÷ –4 = –4 | (–9)(6) = –54 |
| 6 • 4 = 24 | 1 • –5 = –5 | –16 ÷ 1 = –16 | 54 ÷ –6 = –9 | –10 ÷ –10 = 1 |
| (–6)(–6) = 36 | (–6)(8) = –48 | –85 ÷ –5 = 17 | –40 ÷ –1 = 40 | 90 ÷ 15 = 6 |
| –9 ÷ 3 = –3 | (–10)(–10) = 100 | (8)(–7) = –56 | –8 • –4 = 32 | –1 • –6 = 6 |

FRACTION/DECIMAL Add/Subtract/Multiply/Divide TIME TEST – Level A
Please write all fraction answers in lowest terms.

| | | | | |
|---|---|---|---|---|
| 5.2 + –3.1 = | –9.9 + –10.4 = | –7.5+ –7.5 = | 10.8 – –4.0 = | 8.5 + –10.5 = |
| 2.5 – 3.0 = | –7.0 + –2.5 = | –1.8 + 4.0 = | –6 .1+ 10.0 = | –6.2 + –7.8 = |
| $\frac{1}{2}-\frac{1}{4}=$ | $\frac{7}{10}-\frac{3}{5}=$ | $-\frac{7}{8}-\frac{3}{4}=$ | $\frac{3}{8}--\frac{1}{6}=$ | $-\frac{3}{4}--\frac{11}{12}=$ |
| (5.2)(–3.0) = | 12 .8÷ –4 = | (–8.1)(–3.5) = | (–0.001)(–0.7) = | –4.8 ÷ –2.0 = |
| –8.0 ÷ 0.001 = | –24 ÷ –5 = | –25÷ 2 = | –2.55÷ –5 = | –10.0 ÷ 0.2 = |
| $\left(\frac{2}{3}\right)\bullet\left(\frac{-3}{7}\right)=$ | $\left(\frac{2}{11}\right)\div\left(\frac{2}{10}\right)=$ | $\left(\frac{-3}{4}\right)\div\left(\frac{-9}{8}\right)=$ | $\left(\frac{3}{13}\right)\bullet\left(\frac{5}{6}\right)=$ | $-14\bullet\left(\frac{5}{7}\right)=$ |

ID: 1

Algebra Version B

Name_____

# Timed Test Level 1

Date_____ Period____

**Simplify each expression.**

1) $-v + 6v$

2) $6 - 3m + m - 5$

3) $-5n + 5n$

4) $-9x - 7x$

5) $x + 1 - 7$

6) $10n + 9n$

7) $-6n - 5n$

8) $-3r - 4r$

9) $x - 7 - 4x$

10) $3n - 4 + 10n - 1$

**Solve each equation.**

11) $-3x = 9$

12) $r - 4 = -14$

13) $x + 5 = 7$

14) $m - 10 = -7$

15) $\frac{a}{4} = 4$

16) $\frac{k}{2} - 5 = -7$

17) $-n - 1 = 7$

18) $-1 - 5b = 29$

19) $3 + \frac{x}{6} = 4$

20) $\frac{n}{4} + 3 = 5$

Algebra Version C

ID: 1

Name_____

# Timed Test Level 1

Date_____ Period____

**Simplify each expression.**

1) $x - 5 - 3x$

2) $3n + 4n$

3) $1 - 10x + 8x$

4) $x + 9 + 6x + 2$

5) $-4b - b$

6) $10x - 6x$

7) $6x - x$

8) $k - 9k$

9) $10p - 4p$

10) $4k + 2k$

**Solve each equation.**

11) $3 + x = 3$

12) $k - 5 = 4$

13) $4x = 28$

14) $\frac{x}{8} = -10$

15) $5 + n = 5$

16) $\frac{x}{8} + 1 = 0$

17) $\frac{x}{8} + 4 = 5$

18) $-4 + \frac{n}{6} = -3$

19) $5m + 1 = 36$

20) $\frac{k}{3} + 1 = 3$

Algebra Version D

ID: 1

Name_____

# Timed Test Level 1

Date_____ Period____

**Simplify each expression.**

1) $m - 6 + 8$

2) $10x + 7x$

3) $10 - 5x + 6x - 1$

4) $9 - 4x + 1 - 3x$

5) $x - 6 + 10x - 4$

6) $-2v - 6 - 9v - 8$

7) $6k - 6k$

8) $5x + 6 + 9$

9) $-7n + 5n$

10) $x - 9 + 1 + x$

**Solve each equation.**

11) $\frac{m}{5} = 8$

12) $n - 9 = -15$

13) $k - 6 = 3$

14) $10n = -60$

15) $-2x = 8$

16) $\frac{v}{4} - 1 = -2$

17) $-1 + 4k = -17$

18) $2r + 3 = 3$

19) $4 + \frac{b}{2} = 6$

20) $\frac{a}{2} - 5 = -9$

# Classroom Reteach Worksheet

Learning Outcome:

Assessment Tool:

| Reteach Group | Extension Group |
|---|---|
| 1. Independent Activity: | 1. Directions: |
| 2. Guided Practice: | 2. |
| 3. Re-Assessment: | 3. Closure: |

Napa High Math
September 2010

# Classroom Reteach Worksheet – Systems of Equations

Learning Outcome: Given a system of 2 equations, students will solve the system using graphing, substitution or elimination. Students will also identify systems that have no solution or infinite solutions. Students will also use a system to solve a money word problem.

Assessment Tool: Systems of Equations "No Stakes" Quiz
Mastery is 25/35 points on Quiz (7 problems, 5 points each)

| Reteach Group | Extension Group |
|---|---|
| 2. Independent Activity:<br><br>Practice – Distributive Property – worksheet P. 17 (problems 1-15) | 4. Directions:<br><br>Show students how to solve a system where both equations have to be multiplied in order to solve:<br><br>$2x - 3y = -5$<br>$5x + 2y = 16$ |
| 5. Guided Practice – white boards<br>For each problem, ask first, "What method should we use?"<br><br>$3x + 2y = 11$, $7x - y = 3$<br>$x = 5y + 15$, $4x - 3y = 26$<br>$2x + 3y = 9$, $2x + 3y = 10$<br>$x + 2y = 13$, $-x + y = 5$<br>$x + 3y = 5$, $3x + 9y = 15$ | 6. Do systems of equations worksheet:<br>Must do: 5, 6, 7, 8,<br>Extra credit: Finish the worksheet |
| 7. Re-Assessment:<br>Students redo the problems they missed on the quiz. For each problem, write: problem, solution, what they did wrong. | 3. Closure: Ask students how they solved 5, 6, 7, and 8. Go over the answers with them. |

# Algebra 1 October 3,4, 2013 Reteach/Extension

Learning Outcomes: Students will solve proportions and absolute value equations.
Assessment: No Stakes Quiz – Equations Part 2 – given on Tues., Oct. 1.
Extension Group:

- Students can solve proportions and absolute value equations.
- Students will review proportions, absolute value equations, practice solving word problems and simple interest problems. If there is time, they will write and solve a proportions word problem and an age word problem.

Reteach Group:

- Students do not solve the proportions problems correctly and/or the absolute value equations correctly.
- Students will relearn how to solve proportions and absolute value equations. If there is time, they will work on solving word problems and simple interest problems.

| Period | Word Problems | Absolute Value | Proportions | Time |
|---|---|---|---|---|
| | | | | |
| 1 | Lisa – M15 | Jason/Michael – M25 | | 9:10-9:43 |
| 2 | Rafael – M23 | Jason – M25 | | 9:10-9:43 |
| 3 | Sarah – M14<br>Lisa – M15 | Jason – M25 | Low Reteach :<br>Marina – M13<br>Joe – M22 | 12:05-12:38 |
| 4 | Rafael– M23 | Lisa – M13 | | 12:05-12:38 |
| 5 | Sarah – M14 | Michael – M26 | Low Reteach:<br>Joe – M22 | 2:25-3:00 |
| 6 | Sarah – M14 | Michael – M13 | | 2:25-3:00 |