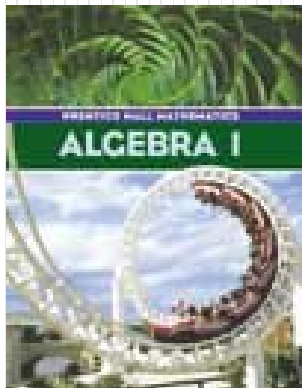
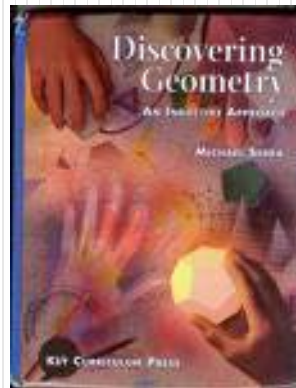


# Mr. Northcutt's Math Classes Class Presentation

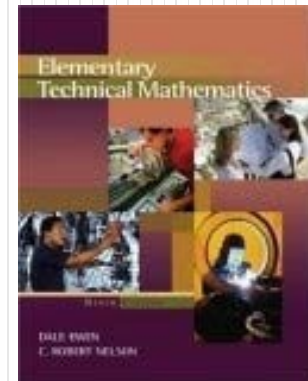
September 5, 2008 – Day 4



Math 1



Math 2



Applied Math

# Math 1 – Daily Summary

- **Announcements**

- **Quiz Next Thursday (1-1 and 1-2)**
  - Remember to keep Notebooks updated!

- **Class Objectives**

- Variables & Expressions
  - English-to-Expression; Expression-to-English

- **Assignment**

- **Exercises 1-1: 1-16 ALL, 25-38 ALL\***

# Phrase-to-Operations

- **Which operation (+,-,x,÷) matches each phrase?**
  - Divided by
  - Difference
  - More than
  - Product
  - Minus
  - Sum
  - Multiplied by
  - Quotient

## Evaluate:

- 12 more than 9
- 8 less than 13
- 16 divided by 4
- The quotient of 24 and 6
- Twice 25

# Variables and (Algebraic) Expressions

- **VARIABLE**

- A symbol (usually a “letter”) that represents one of more numbers. (It is a “placeholder”).

- Grade in my class
- Temperature outside
- Speed of a car
- A Number

- **(Algebraic) EXPRESSION**

- A mathematical phrase that can include numbers, variables, and operations symbols.

- 3, 4, x, y, +, ÷, -

# Practice Problems

- **Write an (algebraic) expression for each phrase:**
  - The product of  $n$  and 13
  - 15 less than  $p$
  - The quotient of 15 and  $b$

# Practice Problems

- **Define a variable & write an expression for each phrase:**
  - 11 minus a number
  - The sum of 6 and three times a number
  - The product of  $h$  and 4, plus the quotient of  $k$  and 9

# Practice Problems

- **Write two (English) phrase for each expression:**

- $w+4$

- $5v-3$

- $\frac{z}{3}$

# Math 2 – Daily Summary

- **Announcements**

- **Quiz Next Thursday**

- Remember to keep Notebooks updated!

- **Class Objectives**

- Homework Review

- HW Expectations
- Review Selected Problems

- Number Patterns

- **Assignment**

- **Lesson 1.2:** 3-18 (by 3), 24-32 EVEN
- **Reasoning Skills** – Try ALL...These are hard – don't give up!



# Number/Letter Patterns

- Use Inductive Reasoning to find Patterns in sequences of numbers and letters; then use the Pattern to make a Conjecture about the next term.

2, 4, 7, 11, -?-, -?-

- **Generate Sequence: Starting with 3, each term is 2 times the previous term.**



# Practice Problems

- Find the next 2 terms:

0, 1, 1, 2, 3, 5, 8, -?-, -?-

$-1, \frac{1}{2}, -\frac{1}{4}, \frac{1}{8}, -\frac{1}{16}, -?-, -?-$

# Applied Math – Daily Summary

- **Announcements**

- Quiz Next Thursday (1.1-1.4)

- **Class Objectives**

- Review Basic Concepts
  - Whole Number Operations
  - Order of Operations
- Assignment Expectations

- **Assignment**

- **Exercises 1.1:** Pick any 6 in 13-68 (based on interest area)
  - Try to challenge yourself a little...use example in book for help.
- **Exercises 1.2:** 4-40 (by 4) + Create Challenge Problem (for my Math 1 & 2 Classes)

# “Basic” Operations on Whole Numbers

- **What are “Whole Numbers”?**
- **What is an “Operation”?**
- **What are the “Basic” Operations?**
- **What about  $6 \times 6 \times 6 \times 6 \times 6 \times 6$**
- **Can we “group” numbers and operations?**

# Order of Operations

- **Simplify (on whiteboards)**

$$2(9 + 5) - 6 \times (13 + 2) \div 9$$

NOTE: I expect similar work to be shown on your homework.

# Order of Operations

- **Simplify:**

$$\frac{20 + (2 \cdot 3)^2}{7 \cdot 2^3}$$

# Assignment Suggestion

**You may want to write ALL problems from 1.2 in Notebook BEFORE you work them so that you do not have to take your textbook home.**