

Mr. Northcutt's Math Classes Class Presentation

Wednesday, September 17, 2008 (12)



Math 1



Math 2



Applied Math

Math 1 – Daily Summary

- **Announcements**

- Quiz Tomorrow (Section 1-1 thru 1.5)

- **Class Objectives**

- Review:

- Order of Operations
- Variables and Equations
- Evaluating Expression
- Number Systems
- Addition and Subtraction with Real Numbers

- **Assignment**

- Chapter Review (pg. 68): 13-31

HW Solutions 1.5 (**On the Whiteboard**)

4: Start at -2 go left to -5

8: Start at -1 go right to 3

12: **-4**

16: 3.5

20: **-19/60**

24: 2

28: **3**

32: 1

36: **-13**

40: -2

44: 16

48: **11**

50: 650 ft

53: **False, $2 - (-1) = 3$**

59: a. Yes b. No

60: **-9/20**

62: $-4x + 9$

Review: Order of Operations

- **What are the Order of Operations?**
- **What do you do if only • and ÷?**

Get
Whiteboards!

$$\frac{8 - [6 + (8 \div 4 \cdot 5)] \div 2^3}{(30 - 3^3) - (-3)}$$

Review: Variables and Equations

- **Product of m and 6 less than the quotient of p and q .**

- **Define Variables and write an Equation.**

Number Purchased	Total Cost
2	\$2.40
4	\$4.80
6	\$7.20

Review: Evaluating Expressions

- Evaluate the expression for: $x=3$, $y=-1$, and $z=2$

$$-xy - 3z + (x + y)^2$$

Review: Number Systems

- **Mark the Number System(s) to which each belongs:**

#	Natural	Whole	Integer	Rational	Irrational	Real
4						
-6						
3.25						
$\frac{15}{3}$						
$\sqrt{5}$						

Review: Adding/Subtracting Real #'s

- **Simplify the following:**

$$-7 + (-5)$$

$$|-6 - (-1)|$$

$$\frac{3}{4} + \left(-\frac{2}{7}\right)$$

Math 2 – Daily Summary

- **Announcements**

- Quiz on Tuesday (covers 2.1 thru 2.3)

- **Class Objectives**

- Line Segment Measure
- Angle Measure
- Using a Protractor
- Congruence (and Markings)

- **Assignment**

- Lesson 2.2: 1-37 ODD

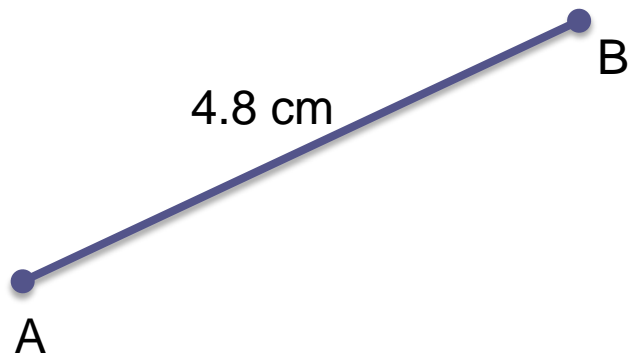
Notes and HW Check

- **Open your Notebook to show me:**
 - Your Class Notes from yesterday
 - The HW that was due today

Line Segment Measure

- “Measure” or “Length” of a Line Segment
 - Distance between its endpoints.

How do we write it?

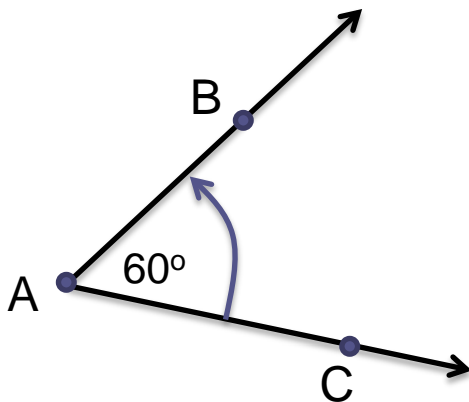


- Can we measure Lines and Rays?

Angle Measure

- **Measure of an Angle / Angle Measure:**
 - The smallest amount of rotation of a side (ray) from the overlapping position to the final angle.
- **We will measure angles in DEGREES (for example, 56°)**

How do we write it?



Using a Protractor

- **Go to Smart Board Example**
 - “Protractor_Angle_Measure”

Congruence (and Markings)

- **Congruence**

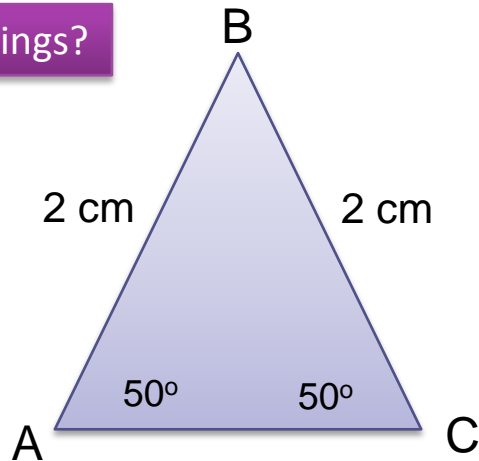
- When two figures have the exact same size and shape.

- **Congruent Line Segments & Angles**

- Two line segments or two angles are congruent if and only if they have the same measure.

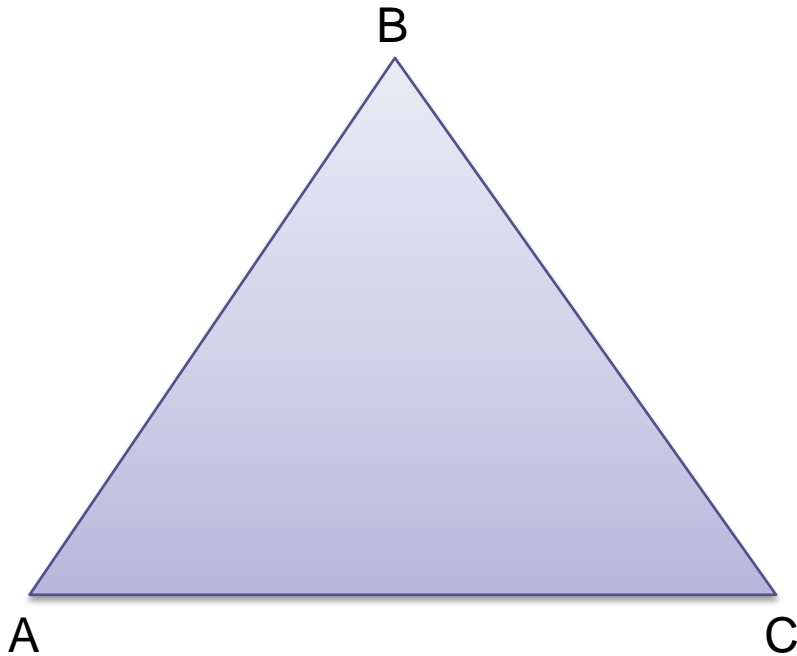
How do we write it?

Notations/Markings?



Practice: Markings

- Add the appropriate markings to the figure.



$$\overline{AB} \cong \overline{BC}$$

$$AB = AC$$

$$\angle ABC \cong \angle BCA$$

$$m\angle BAC = m\angle ACB$$

Applied Math – Daily Summary

- **Announcements**

- Quiz 1.1 thru 1.8 on Tomorrow

- **Class Objectives**

- Review

- Order of Operations
- Operations with Fractions
- Area and Volume

- **Assignment**

- **Chapter Review** (pg. 91): 1-33 ODD

HW Solutions 1.8

3: 9

11: $1/8$

15: **$2/5$**

18: $1 \frac{7}{18}$

29: **$27/32$**

39: **$120 \frac{3}{4}$ mph**

50: $19 \frac{27}{32}$ in

51: $8 \frac{5}{8}$ in

56: 13

77: **2**

81: a. $\frac{3}{4}$ in b. 63 in^3

Review: Order of Operations

• **Simplify:**
$$\frac{[(8 \div 4 \cdot 6) - (-3^2 + 11)^3]^2}{|-(3(-5) - 6) - 5^2|}$$

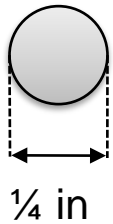
Review: Operations with Fractions

- **Simplify:**
$$\left(\frac{1}{2} + \frac{2}{3} - \frac{5}{14} + \frac{3}{22}\right) \div \left(-\frac{2}{3}\right)$$

Review: Area and Volume

- An manufacturing facility makes drill bits from bars of metal by slicing the bar into pieces thick enough for each bit. Each cut of the bar results in $\frac{1}{8}$ in. of scrap (waste). Find the most bits that can be made from 1 bar?

Bit Specification



Length = 2 in

Bar Specification

