

Mr. Northcutt's Math Classes Class Presentation

Thursday, October 2, 2008 (22)



Math 1



Math 2



Applied Math

Math 1 – Daily Summary

- **Announcements**

- None

- **Class Objectives**

- Solving Equations

- Two Step Equations (Add/Sub, Mult/Div)
- Steps to Prevent Errors
- Checking Your Answer

- **Assignment**

- **Lesson 2.2:** 2-18 (by 2), 20-34 (by 2)



HW Answers: 2-1

3: 13

6: $5 \frac{2}{3}$

9: 17.12

12: -7

15: $3 \frac{1}{3}$

18: 68.98

21: 500

24: -320

27: -245

30: -27

33: 16

36: $6 \frac{3}{5}$

39: 14

42: -4

45: 2

48: 16

51: $-1 \frac{2}{7}$

82: Did Anyone Get It?

Solving Equations

- The “=” sign is like a **BALANCED SCALE**

- To keep the scale balanced you must do the **same thing** to both sides
- **SOLVE** means **ISOLATE THE VARIABLE!**



- We can **ADD/SUBTRACT** from both sides of an equation to solve it, or
- We can **MULTIPLE/DIVIDE** both sides of an equation to solve it.

What are
INVERSE
Operations?

Warm-up (Solve 2 Different Ways)

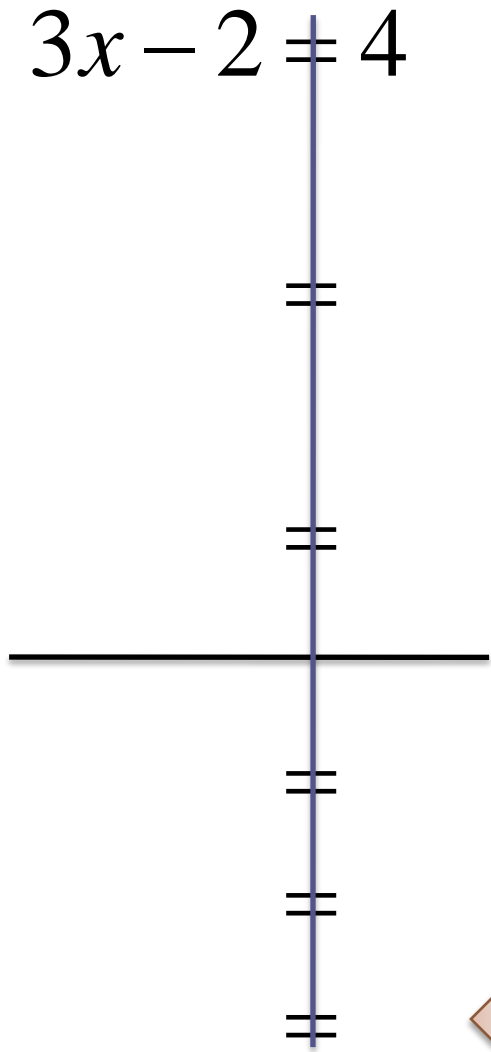


$$x - \frac{1}{3} = -\frac{2}{9}$$

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A “Useful” Format

$$3x - 2 = 4$$



Check Answer!



(Scale is “Balanced” if correct)

Practice (Get Whiteboards!)



$$35 = 3 + 5x$$

$$-3 + \frac{m}{3} = 12$$

Practice (On Whiteboards!)



$$-9 = -a + 16$$

$$-1 = -n - 3$$

Math 2 – Daily Summary

- **Announcements**

- **Chapter 2 Test on Friday** (*Last Score on Midterm Grade*)
 - A Sample Test is Available on the Website

- **Class Objectives**

- Chapter 2 Review
 - Definitions, Symbolic Form, Markings
 - Polygons – Focus on Triangles and Special Quadrilaterals
 - Space Geometry/Figures
 - Visual Problem Solving – Drawing Pictures

- **Assignment**

- **Lesson 2.10 (Review):** 1-26, 28, 32-46, 51, 53, 54
- **Review and Update Notebook for Test (as necessary)**

HW Answers: 2-9

1: a

2: c

3: b

4: d

5: e

6: g

7: f

8: i

9: h

10: Tokyo, Tokyo, 3.7 m, 3.1
m, Calcutta

11: .03%, ~20 times

12: ~3 times

14: 28 posts

15: 28 days

16: N, E, M, O, W

17: *drawing*

18: *drawing*

19: *drawing*

23: No

Definitions, Symbolic Form, Markings

Object	Symbolic Form	Markings/Drawing
Point A		
Line Segment from A to B		
Ray from D to F		
Line from X to Y		
Angle ABC		
Vertex of Angle ABC		
Isosceles Triangle XYZ		

Definitions, Symbolic Form, Markings

Object	Symbolic Form	Markings/Drawing
Diagonal CE of Polygon ABCDE		
Midpoint F of Line Segment AG		
Congruent Line Segments AB and CD		
Congruent Angles DEF & XYZ		
Parallel Segments GH & TS		
Perpendicular Lines WX & YZ		
A Side of Triangle XYZ		

Polygons

- **A polygon with n sides is:**

- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- n

Special Polygons (Identify and Draw)

- Triangle (3 Sides)

- Acute
- Obtuse
- Right
- Scalene
- Isosceles
- Equilateral

- Quadrilaterals (4 Sides)

- Trapezoid
- Kite
- Parallelogram
- Rhombus
- Rectangle
- Square

Converse and Counterexample

- Write the **Converse** of the statement:
 - A triangle with all sides congruent is an isosceles triangle.
- Is the original statement true?
- Is the converse true? If not, draw a counterexample.

Other Stuff...

- **Identify 3-D Shapes**
 - Prism, Pyramid, Cylinder, Cone, Sphere, Hemisphere
- **Sketch and Mark Planar Shapes**
 - Triangles: Median, Altitude,...
 - Polygons: Kites, Parallelograms,...
 - Missing Dimensions in 3-D figures...see HW
- **Visual Problems Solving (like last 2 assignments)**
- **DO THE CHAPTER REVIEW HW – ASK QUESTIONS!!!**

Applied Math – Daily Summary

- **Announcements**

- None

- **Class Objectives**

- Test Review
- Calculator Batteries
- Powers and Roots
 - Squares, Cubes,... **n^{th} Power**
 - Square Root, Cube Root,...Radical ($\sqrt{\quad}$)... **n^{th} Root**
 - Using the Calculator...to raise to n^{th} power and find n^{th} root

- **Assignment**

- **Lesson 1.15: 2-22 EVEN**

Chapter 1 Test Review

- **Scoring Summary**

- Average = **83%**
- High = **96%**
- Low = **63%**

- **Areas for Improvement**

- #1: “Hard” vs. “Easy” Approach (Always Is...)
- #3: Complex Arithmetic/Order of Operations
 - **2+3(4-5)**
- #6: Rounding (NO EXTRA 0's)
- #7: Percentages: Part, Whole, Rate/Percent
- #10: Dimensional Analysis/Conversion

n^{th} Powers and Roots (Calculator)

$$x^n$$

$$\sqrt[n]{x}$$

$$2^3$$

$$3.5^4$$

$$\sqrt[3]{8}$$

$$\sqrt[4]{150.0625}$$

$$8^{1/3}$$

$$(150.0625)^{1/4}$$