

**Objectives:**

- Students will review what they’ve learned so far in this unit on fractions, as evidenced by them completing a homework packet where they do so.
- Students will master general math skills, as evidenced by them completing ALEKS skills on the computer.

**Student Materials on Desk Corner:**

- Homework #2-8
- Homework Checker
- Readiness Checker

**Student Materials for Class:**

- Scratch Paper
- Pencils

**Teacher Materials:**

- Seating Chart Transparency
- “Homework #2-9” packet for each student
- Green Folder for TA (contains grading rosters and answer keys)
- Laptop Cart

**Homework:**

- Homework #2-9 Packet

Time	Activity
Before Bell	<p style="text-align: center;"><b>DO NOW</b></p> <p>Before class starts, put up the <b>seating chart transparency</b> to remind students where their assigned seats are. As students enter the classroom, shake their hands, give them a copy of the <b>homework #2-9 packet</b> to start working on, and remind them to sit in their <b>assigned seats</b>.</p>
10 min	<p style="text-align: center;"><b>HOMEWORK COLLECTION AND ATTENDANCE</b></p> <p><b>Homework Collection</b> There is a TA in every period of Numeracy. Their names are Miguel (3<sup>rd</sup> period), Jesus (4<sup>th</sup> period), and Manny (6<sup>th</sup> period). Instruct the TA to go around and collect <b>homework #2-8</b> and mark <b>homework checkers</b> with a pen. Give the TA the <b>green folder</b> so that he or she can correct the homework. This is the usual routine, so the TA should know what to do.</p> <p><b>Attendance</b> While the TA is collecting homework, take <b>attendance</b>.</p>
30 min	<p style="text-align: center;"><b>HOMEWORK REVIEW PACKET</b></p> <p>Each student was given the homework #2-9 packet when they entered the door. You (the substitute) can decide how much time they have to work on it, but 30 minutes would be a good amount. Whatever they don’t finish becomes their homework for the weekend. If individual students finish early, they can start working on ALEKS (see next activity).</p>
40 min	<p style="text-align: center;"><b>ALEKS</b></p> <p>For the rest of the time, students will be working with a computer program called <b>ALEKS</b> (<a href="http://www.aleks.com">www.aleks.com</a>). In the back of the room is a large white cart filled with <b>laptops</b>. The combination for the lock is ****. Please unlock the cart yourself and do not give students the combination.</p> <p>Students can get any laptop they want. They should be working on ALEKS at their desks. We have been using ALEKS the whole year, so students have no excuse for being off-task.</p> <p>Students should <b>only use the laptops for ALEKS</b>. If you catch a student visiting other websites or playing with other programs, please write them a referral and send them to the front office. There are some orange referrals on my desk.</p>

**Problems?**

If there are any major problems, please call the front desk at extension **221** and ask for an administrator to be sent to the classroom (room 10).

Dear Student,

As I mentioned earlier this week, I'm going to San Diego this weekend. So, I'm taking the day off so that I can rest and take the long drive down.

I'm sure your costume is great, and I apologize for missing it. However, to make it up to you, I've prepared something even better than candy. I made you this delicious review packet! It contains everything we've done so far for this unit. So, if you can do everything in this packet, then you're in great shape. If not, then it will help you identify areas that you need to study. In just two weeks, we'll have a comprehensive test on the whole unit, so please take this review seriously. All homework corrections will be due then as well.

The substitute teacher will give you some time in class to work on this review packet. Then, you will work on ALEKS. The rest of this packet is for homework. I expect you to be respectful to the substitute teacher and to each other while I'm gone.

Have a great weekend, and please be safe! I look forward to seeing you again on Monday.

Sincerely,

Mr. Wong

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**In the following problems, you are dividing pizza among hungry college students so that each student eats the same amount of pizza and no pizza remains. How much pizza does each student eat? Write your answer as a fraction. You must follow the steps below to show your work:**

- 1. Draw how many pizzas you start with.**
- 2. Draw the college students.**
- 3. Give each college student as many whole pizzas as you can. Make sure each student has the same number of whole pizzas.**
- 4. Cut up the remaining pizzas into (# of college students) slices. Give the slices to the college students so that each student has the same number of slices.**
- 5. Write the amount of pizza that each student ate as a fraction.**

1) 3 pizzas, 2 students

2) 2 pizzas, 4 students

**Convert the following mixed numbers into improper fractions.**

3)  $3\frac{1}{4}$

4)  $3\frac{4}{7}$

5)  $1\frac{1}{2}$

6)  $6\frac{1}{3}$

**Convert the following improper fractions into mixed numbers.**

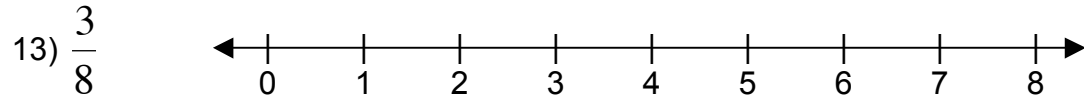
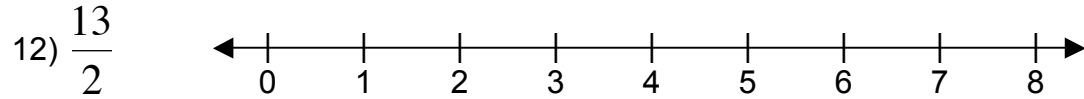
7)  $\frac{19}{5}$

8)  $\frac{74}{8}$

9)  $\frac{60}{8}$

10)  $\frac{18}{4}$

Plot the following fractions on the number line provided for you. You may want to convert improper fractions into mixed numbers to make them easier to plot.



For each problem, follow the instructions to find an equivalent fraction.

14)  $\frac{1}{2}$ ; multiply top & bottom by 3

15)  $\frac{15}{40}$ ; divide top & bottom by 5

16)  $\frac{1}{2}$ ; multiply top & bottom by 2

17)  $\frac{4}{16}$ ; divide top & bottom by 4

Find the prime factorization of the following whole numbers:

18) 20

19) 50

20) 35

21) 42

22) 68

23) 100

**Simplifying the following fractions by reducing them. This means finding the prime factorization of the top and bottom numbers and then canceling the numbers that appear in both.**

24)  $\frac{15}{45}$

25)  $\frac{6}{8}$

26)  $\frac{42}{48}$

27)  $\frac{16}{20}$

**Find the least common multiple of the following pairs of whole numbers:**

28) 6 and 8

29) 10 and 12

30) 18 and 24

31) 5 and 10

**Determine if the first fraction is less than (<), equal to (=), or greater than (>) the second fraction. Do this by finding the least common multiple of the denominators and then finding equivalent fractions and comparing them.**

32)  $\frac{1}{6}$  and  $\frac{2}{8}$

33)  $\frac{5}{9}$  and  $\frac{7}{12}$

34)  $\frac{3}{8}$  and  $\frac{4}{10}$

35)  $\frac{14}{15}$  and  $\frac{19}{20}$