

Objectives:

- Students will divide positive integers from the multiplication table without remainders, as evidenced by them passing one-minute quizzes.
- Students will reflect on their performance in Numeracy first grading period and determine three changes they will make for the second grading period, as evidenced by them completing a warm-up worksheet where they do so.
- Students will review for the unit 3 comprehensive test, as evidenced by them completing the first twenty problems of a practice test in class.

Student Materials on Desk Corner:

- Homework #3-16
- Homework Checker
- Warm-up & Notes Checker

Student Materials for Class:

- Homework Log
- Binder Paper
- Pencils

Teacher Materials:

- “Minute Quiz 3-17” for each student
- “Warm-up 3-17”, “Category Total Reports”, and “Warm-up & Notes Checker” for each student
- “Practice Comprehensive Test” for each student
- Transparencies of practice comprehensive test

Homework:

- 2 hours of ALEKS due Friday
- Unit test on Friday
- Make-up Homework

| Time | Activity |
|--------|---|
| 10 min | <p style="text-align: center;">MINUTE QUIZ, WARM-UPS, AND ATTENDANCE</p> <p>Minute Quiz and Warm-up When the bell rings, quickly go around and put the minute quiz on each student’s desk, face down. Then, start everyone on the quiz at the same time and give everyone one minute. While students are working on the quiz, pass out the warm-up worksheets, category total report grade checks, and new warm-up & notes checkers for the week so that students can work on the warm-up once they’re done with the minute quiz. While you do this, encourage students not to panic about grades, and that you’ll be talking about them in a few minutes. After the minute is over, have a student collect the minute quizzes and give them to the teacher’s aide (TA) to grade.</p> <p>Attendance and Collect HW While students work on the warm-up, take attendance and have the TA collect homework & stamp homework checkers.</p> |
| 5 min | <p style="text-align: center;">ANNOUNCEMENTS</p> <p>Explain to students that you have a few announcements to make.</p> <p>End of Grading Period and ALEKS <i>Say: The first announcement is about grades and ALEKS. I looked over the grades this weekend, and many of them don’t reflect how smart you are. So, I want to help you all raise your grades. One way I’m going to do this is by including your ALEKS time from today in the grading period that ended last Friday. So, this will raise your grades before the progress reports get sent home. But, since this is a new week, you need two hours by Friday. Point to the homework assignment that says, “2 hours of ALEKS due Friday.”</i></p> <p>Unit 3 Test on Friday <i>Say: Another announcement is that on Friday, we’re having a comprehensive test on this unit on decimals. So, we’re going to do review today and on Wednesday/Thursday. When is the test? [Friday.] What are we doing today and Wednesday/Thursday? [Review.] And, I have a really special review planned [act excited], but we’ll get to that in a few minutes.</i></p> <p>Make-up Homework</p> |

| | |
|--------|--|
| | <p>Say: <i>One more announcement. Again, many of your grades should be much higher for how much you know. So, since we're reviewing, instead of assigning a new homework assignment, your assignment is to go back and do any homework assignments you're missing. So, there is homework today—to do assignments you're missing.</i></p> |
| 35 min | <p style="text-align: center;">UNIT 3 REVIEW</p> <p>Introducing the Practice Comprehensive Test Put the first page of the practice comprehensive test transparency on the overhead projector, and show it to the students. Then, pick up a practice comprehensive test and show it to students. Remind students that when you give tests, you give multiple versions. For review, you will be giving students an actual version of the test. You wrote practice across it so that if other teachers see them with the practice test, they won't think that the students stole it. Of course, the real test will be different versions for this one, but students will see exactly what kind of problems will be on the test and what the test will look like.</p> <p>Establishing Norms Give students the test, and establish norms similar to the usual classwork/ALEKS time. That is, students can whisper with the person sitting next to them and work together. If they want to move, they must raise their hands and ask. Ask students to repeat these norms back to you.</p> <p>Today, students must finish problems 1-20 and get them checked by the teacher or the TA before working on ALEKS. Also, these problems will count as their notes for the day, so they get to review and get points for notes—two birds with one stone! Remind students to be on task and finish quickly so that they can work on ALEKS. Ask: <i>how many hours do you need by this Friday? [Two.]</i></p> |
| 30 min | <p style="text-align: center;">ALEKS</p> <p>When students finish problems 1-20 in the practice comprehensive test and get them checked by the teacher or the TA, they can get a laptop to work on ALEKS.</p> |
| 5 min | <p style="text-align: center;">CLEAN UP</p> <p>Students check the laptops with the teacher or the TA before putting them away. Then, they pack up, sit in their seats, and wait to be dismissed.</p> |

Solve the following division problems. You have exactly one minute!

$56 \div 8 =$

$70 \div 10 =$

$84 \div 7 =$

$6 \div 6 =$

$7 \div 1 =$

$8 \div 1 =$

$5 \div 5 =$

$22 \div 11 =$

$10 \div 2 =$

$132 \div 11 =$

$40 \div 10 =$

$36 \div 9 =$

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Solve the following division problems. You have exactly one minute!

$27 \div 9 =$

$16 \div 2 =$

$18 \div 6 =$

$10 \div 10 =$

$48 \div 6 =$

$35 \div 7 =$

$8 \div 4 =$

$100 \div 10 =$

$24 \div 8 =$

$4 \div 2 =$

$49 \div 7 =$

$18 \div 6 =$

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Solve the following division problems. You have exactly one minute!

$12 \div 2 =$

$63 \div 9 =$

$12 \div 4 =$

$45 \div 5 =$

$14 \div 7 =$

$18 \div 9 =$

$24 \div 3 =$

$66 \div 6 =$

$63 \div 9 =$

$24 \div 6 =$

$24 \div 2 =$

$6 \div 1 =$

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$24 \div 6 =$

$24 \div 2 =$

$6 \div 1 =$

Using your grade printout from first semester, write your grade for each category. Then, answer the following questions.

| Category | Grade |
|---------------------------|--------------|
| ALEKS (40%) | |
| Comprehensive Tests (15%) | X |
| Final Exam (10%) | X |
| Homework (20%) | |
| Quizzes (15%) | |
| Final Grade (100%) | |

1) What are some of your strengths?

2) What are some areas you can improve in?

3) List three steps you will take to continue using your strengths or to grow in the areas that you can improve in.

- 1.
- 2.
- 3.

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| Final Exam (10%) | X |
| Homework (20%) | |
| Quizzes (15%) | |
| Final Grade (100%) | |

1) What are some of your strengths?

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- 1.
- 2.
- 3.

Unit 3 Comprehensive Test

Numeracy • 2008-2009

Mr. Wong

Read and sign the honor code below:

I, _____, swear on my honor that:
Yo, _____, doy mi palabra de honor que:

- All of the work on this test is all mine. I did not copy any other student's work or ask any student for help.
Todo el trabajo en este examen es mío. Yo no lo copie de ningún otro estudiante o pedí ayuda de otro estudiante.
- I did not allow any other student to look at my paper and copy my work.
No le permití a ningún otro estudiante ver mi examen ni copiar mi trabajo.
- I will not have a cell phone or any electronic device anywhere on my person. This includes no cell phone or electronic device in my pockets, lap and clothing or any other area around my desk.
No tendré un celular disponible en mi persona o en ningún otro lugar.
- I will not communicate with other students in any way during the two hours of this test. This means I will not talk, pass notes, whisper, make hand signals, or anything else that a teacher may interpret as communication.
No me comunicaré con ningún otro estudiante de ninguna manera durante estas dos horas de exámenes. Esto quiere decir que no hablaré, pasaré notas, soplaré, haré señas con mis manos o cualquier otra cosa que el/ la maestro(a) pueda interpretar como comunicación.

I realize that if I break any of the rules my test will be taken away and I will be given a 0.
Yo reconozco que si no sigo estas reglas me quitarán el examen y recibiré un 0.

Student Signature/Firma de estudiante

Date/Fecha

You must show your work for credit!

Numeracy
Unit 3 Comprehensive Test

Name: _____
Date: _____ Period: _____

- What is the place value of the digit 1 in 4,318.6795?
A hundreds
B ones
C thousands
D tens
- What is the place value of the digit 4 in 6,012.9478?
A ten-thousandths
B hundredths
C thousandths
D tenths
- What is the place value of the digit 9 in 1,863.2479?
A tenths
B ten-thousandths
C thousandths
D hundredths
- What is the place value of the digit 9 in 5,471.9326?
A tenths
B thousandths
C ten-thousandths
D hundredths
- Which is the smallest four digit number using 3, 0, 2, and 9?
A 2039
B 3209
C 9023
D 239
- Which decimal is the smallest?
A 1.02
B 1.023
C 1.23
D 0.123
- Order the following numbers from least to greatest (smallest to largest):
3100, 1030, 1003, 1300
A 1030, 1003, 1300, 3100
B 3100, 1030, 1003, 1300
C 1300, 1003, 1030, 3100
D 1003, 1030, 1300, 3100
- Order the following decimals from least to greatest (smallest to largest):
4.23, 0.423, 4.023, 0.043
A 0.043, 0.423, 4.23, 4.023
B 0.043, 4.23, 0.423, 4.023
C 0.423, 0.043, 4.023, 4.23
D 0.043, 0.423, 4.023, 4.23
- Order the following decimals from least to greatest (smallest to largest):
1.5, 1.52, 0.152, 1.502
A 1.5, 0.152, 1.52, 1.502
B 1.52, 0.152, 1.502, 1.5
C 0.152, 1.5, 1.52, 1.502
D 0.152, 1.5, 1.502, 1.52

10 Write $\frac{23}{100}$ as a decimal.

- A 2.3
- B 0.23
- C 0.023
- D 23.1

11 Write $\frac{5}{100}$ as a decimal.

- A 0.005
- B 5.1
- C 0.5
- D 0.05

12 Write $\frac{47}{1000}$ as a decimal.

- A 0.47
- B 0.047
- C 4.7
- D 47.1

13 Write 0.063 as a base-10 fraction.

- A $\frac{63}{100}$
- B $\frac{63}{1000}$
- C $\frac{63}{10}$
- D $6\frac{3}{100}$

14 Write 1.23 as a base-10 fraction.

- A $1\frac{23}{100}$
- B $\frac{123}{1000}$
- C $1\frac{23}{1000}$
- D $\frac{1.23}{100}$

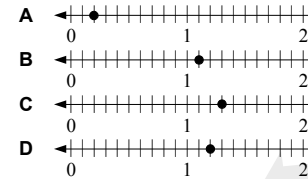
15 Write $\frac{1}{5}$ as a decimal.

- A 0.5
- B 0.2
- C 1.5
- D 0.1

16 Write $\frac{3}{8}$ as a decimal.

- A 0.375
- B 0.38
- C 0.385
- D 0.37

17 Plot 1.2 on the number line.



18 The following graph represents which decimal?



- A 1.6
- B 1.7
- C 1.8
- D 1.9

19 Round 34.567 to the nearest tenth.

- A 30
- B 34.5
- C 34.6
- D 34.57

20 Round 298.765 to the nearest hundredth.

- A 300
- B 298.8
- C 298.76
- D 298.77

21 Evaluate $1.2 + 3$

- A 1.5
- B 4.2
- C 4.5
- D 1.2

22 Evaluate $1.23 + 4.5$

- A 1.68
- B 5.73
- C 1.73
- D 5.68

23 Evaluate $23.423 + 2.79$

- A 26.213
- B 23.702
- C 25.113
- D 51.323

24 Evaluate $7.3 - 2$

- A 7.1
- B 5.3
- C 5.1
- D 7.3

25 Evaluate $9.23 - 2.1$

- A 9.02
- B 7.13
- C 9.13
- D 7.02

26 Evaluate $43.867 - 1.23$

- A 43.744
- B 42.537
- C 43.990
- D 42.637

27 Evaluate $2.1 \cdot 0.9$

- A 1.89
- B 18.9
- C 189
- D 0.189

28 Evaluate $2.13 \cdot 4.5$

- A 9.585
- B 9.575
- C 1.917
- D 19.17

29 Evaluate $0.532 \cdot 0.24$

- A 0.12768
- B 12.768
- C 3192
- D 0.03192

30 Evaluate $0.56 \div 8$

- A 7
- B 0.7
- C 0.07
- D 0.007

31 Evaluate $184.8 \div 28$

- A 7.5
- B 0.75
- C 6.6
- D 0.66

32 Evaluate $16.8 \div 1.4$

- A 1.2
- B 13
- C 12
- D 1.3

33 Evaluate $192 \div 0.16$

- A 120
- B 110
- C 1100
- D 1200

34 Evaluate $3.1415 \cdot 1000$

- A 31415.
- B 3141.5
- C 0.003145
- D 0.00031415

35 Evaluate $41.2 \div 10000$

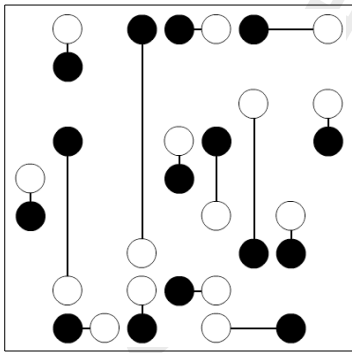
- A 1420000
- B 14200000
- C 0.00412
- D 0.000412

Extra Credit

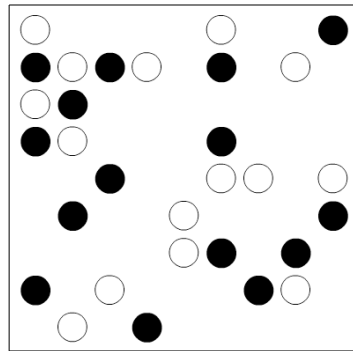
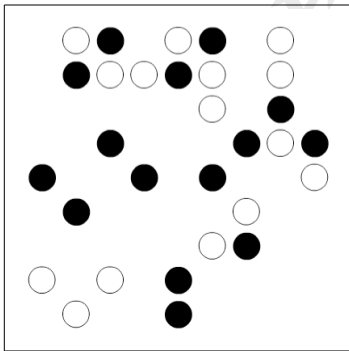
How to Play Cidouri

To complete a Cidouri puzzle, you must make pairs of white and black dots by connecting them with horizontal (side-to-side) or vertical (up-and-down) line. So, you cannot use diagonal lines. Each dot can only be used once, and the lines cannot cross.

Example of a Completed Puzzle



Extra Credit Puzzles



More Extra Credit Puzzles

