

Assignment Record Sheet

Math Core C

Full Name: _____

Week: 10/14 - 10/18

Unit Name: Accentuate the Negative

Periods: 3 & 5

Date Assigned	Focus Question??	Homework (IP=in packet)	Meets Expectation (15 points)	Approaching Expectations (5 points)	Below Expectation (0 points)
Monday Oct. 14	<i>How is a chip model or number line useful in determining an algorithm for subtractions?</i>	Teacher Training Day No School	WU: CW: HW:		
Tuesday Oct. 15	<i>How is a chip model or number line useful in determining an algorithm for subtractions?</i>	WU: Vocabulary (IP) CW: Prob. 2.2 A-B p. 37 HW: ACE #18-28 p. 45	WU: CW: HW:		
Wed. Oct. 16	<i>How is a chip model or number line useful in determining an algorithm for subtractions?</i>	WU: None CW: Math Review HW: None	WU: CW: HW:		
Thursday Oct. 17	<i>How is a chip model or number line useful in determining an algorithm for subtractions?</i>	WU: Exponents wksht (IP) CW: Prob. 2.2 C-F p. 37 HW: ACE #31-36 p. 46	WU: CW: HW:		
Friday Oct. 18	<i>How are the algorithms for addition and subtraction of integers related?</i>	WU: Math Cross Numbers wksht (IP) CW: Prob. 2.3 A-D p. 41 HW: None Turn in your packet	WU: CW: HW:		

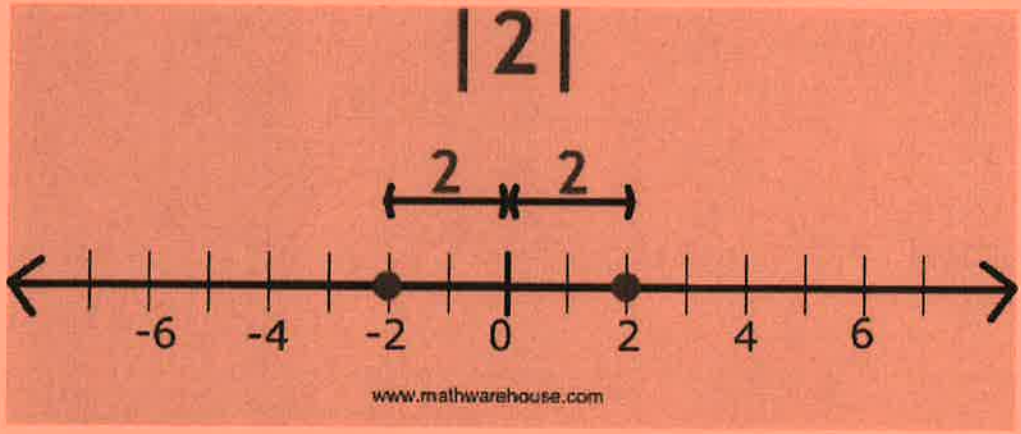
Total Homework Score for the Week: _____/60

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Daily Materials Score _____/20

Absolute Value:

The absolute value of a number is its distance from 0 on a number line. Numbers that are the same distance from 0 have the same absolute value. For example, -2 and 2 both have an absolute value of 2.



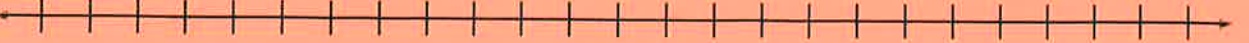
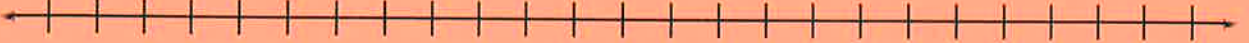
Additive Identity:

Zero is the additive identity for rational numbers. Adding zero to any rational number results in a sum identical to the original rational number. For any rational number a , $0+a=a$. For example, $0+4.375=4.375$.

Additive Inverses:

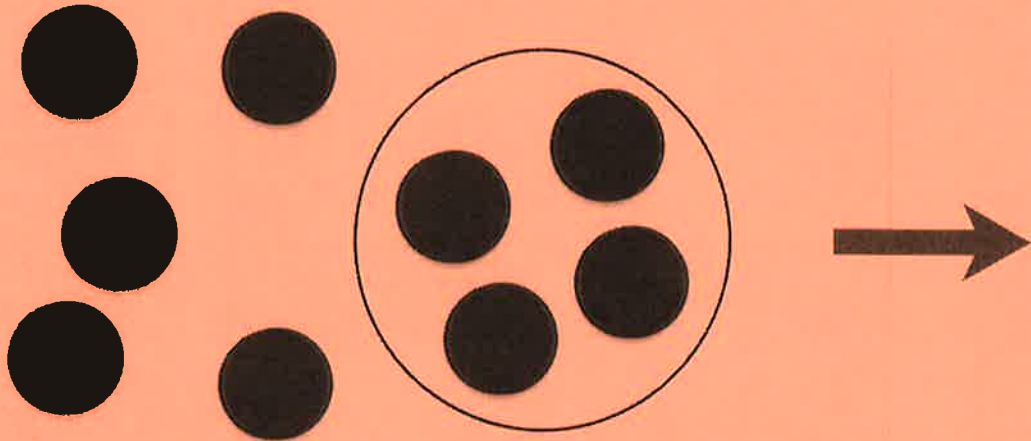
Two numbers, a and b , that satisfy the equation $a+b=0$. For example, 3 and -3 are additive inverses, and 12 and -12 are additive inverses.

Number Lines



Kim had 9 DVDs. She sold 4 at a yard sale. She now has $9 - 4 = 5$ of those DVDs left.

$$9 - 4 = 5$$



Problem 2.2

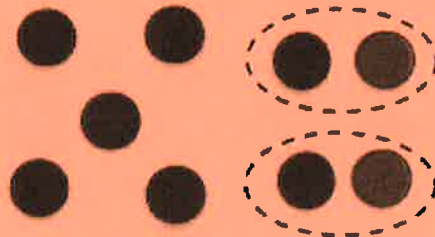
Otis's Chip Model

Otis earned \$5 raking leaves. He wants to buy a used bike that costs \$7. His older sister puts 5 black chips on the table to represent the money Otis has.



What is the value of Otis's board?

Otis's sister asks, "How much more money do you need?" Otis replies, "I could find out by taking away \$7. But I can't take away \$7 because there aren't seven black chips on the board!" His sister adds two black chips and two red chips.

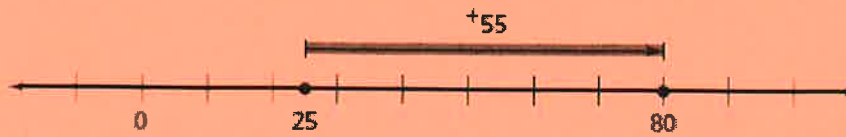


Is the value of the board the same with the new chips added? Explain.

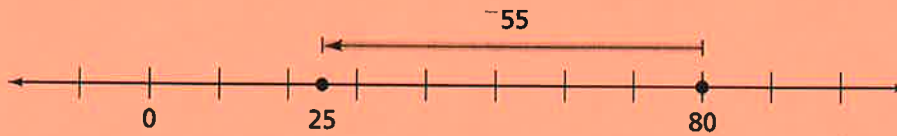
How does this help Otis find how much more he needs?

Number Line Model for Subtraction

$$80 - 25 = 55$$



$$25 - 80 = -55$$



Name: _____

Score: _____

Exponents

ES1

(A) Rewrite in expanded form:

1) 23^7
= _____

2) 3^8
= _____

3) 5^9
= _____

4) 18^6
= _____

(B) Rewrite in exponent form:

1) $4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4$
= _____

2) $22 \times 22 \times 22 \times 22 \times 22 \times 22$
= _____

3) $9 \times 9 \times 9 \times 9$
= _____

4) $17 \times 17 \times 17 \times 17 \times 17$
= _____

(C) Rewrite in standard form:

1) 2^{10}
= _____

2) 11^3
= _____

3) 4^4
= _____

4) 13^2
= _____

5) 5^4
= _____

6) 9^3
= _____

7) 8^3
= _____

8) 15^2
= _____

9) 1^9
= _____

10) 6^4
= _____

W10 10/18

Per. 385

Math Cross Numbers

Each of the digits 1 through 9 is used once and only once in each of these two puzzles. Can you figure out where they must be placed so that each of the equations (both horizontally and vertically) are true? Only positive numbers are involved.

(-		+	(= 8
-		+		÷	
)	-		+)	= 7
x		-		-	
(÷)	+		= 7
= 5		= 10		= 0	

(+	(-		= 4
+		x		+	
)	-)	+		= 8
-		-		-	
(x)	-		= 8
= 6		= 2		= 6	