Objectives:

- Students will memorize the multiplication table, as evidenced by them passing "minute quizzes."
- Students will understand fractions as breaking up whole pieces into equal parts, as evidenced by them completing a homework assignment where they do so.

Student Materials on Desk Corner:

- Homework Checker
- Readiness Checker

Student Materials for Class:

- Homework Log
- Binder Paper
- Pencils

Teacher Materials:

- "Warm-up 2-1" for each student
- "Minute Quiz 2-1" for each student
- "Homework #2-1" handout for each student

Homework:

- Homework #2-1
- Office hours today after school

Time	Activity
Before Bell	**DO NOW** As students enter the classroom, shake hands and give them a copy of the **warm-up**. Remind students that there is a minute quiz, so students need to be seated quietly with a pencil when the bell rings. Write the following "Do Now" on the board: • Take out a pencil and *quietly* wait for the minute quiz.
5 min	**MINUTE QUIZ & WARM-UP** When the bell rings, quickly go around and put the **minute quiz** on each student's desk, facedown. Then, start everyone on the quiz at the same time and give everyone one minute. While students are working on the quiz, stamp the **readiness checkers** of students who were ready when the bell rang and had their readiness checkers out. Instruct the TA go around and stamp **homework checkers** since there wasn't any paper homework. After the minute quiz, students should work on the **warm-up** while you take attendance.
30 min	**LESSON: INTRO TO FRACTIONS** **Notes** Follow the handwritten Cornell Notes. **Homework** Pass out the ""Homework #2-1" handout and have students write down the assignment on their homework logs. Remind students that you will be available after school for office hours.
45 min	**PORTFOLIOS AND ALEKS** Have students get their **portfolios** and put their unit 1 (integers) papers in it. Once students are done, they should work on **ALEKS** for the rest of the period.

Numeracy
Minute Quiz 2-1 A

Name:
Date: Period:

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

1 • 3 =	5 • 4 =	9 • 6 =
2 • 2 =	7 • 6 =	11 • 5 =
2 • 12 =	5 • 5 =	4 • 7 =
8 • 6 =	3 • 5 =	3 • 1 =

Numeracy
Minute Quiz 2-1 A

Name:
Date: Period:

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

1 • 3 =	5 • 4 =	9 • 6 =
2 • 2 =	7 • 6 =	11 • 5 =
2 • 12 =	5 • 5 =	4 • 7 =
8 • 6 =	3 • 5 =	3 • 1 =

Numeracy
Minute Quiz 2-1 A

Name:
Date: Period:

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

1 • 3 =	5 • 4 =	9 • 6 =
2 • 2 =	7 • 6 =	11 • 5 =
2 • 12 =	5 • 5 =	4 • 7 =
8 • 6 =	3 • 5 =	3 • 1 =

Numeracy
Minute Quiz 2-1 B

Name:
Date: Period:

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

3 • 10 =	7 • 5 =	1 • 3 =
8 • 2 =	1 • 3 =	11 • 2 =
3 • 2 =	10 • 7 =	10 • 9 =
5 • 8 =	12 • 10 =	8 • 6 =

Numeracy
Minute Quiz 2-1 B

Name:
Date: Period:

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

3 • 10 =	7 • 5 =	1 • 3 =
8 • 2 =	1 • 3 =	11 • 2 =
3 • 2 =	10 • 7 =	10 • 9 =
5 • 8 =	12 • 10 =	8 • 6 =

Numeracy
Minute Quiz 2-1 B

Name:
Date: Period:

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

3 • 10 =	7 • 5 =	1 • 3 =
8 • 2 =	1 • 3 =	11 • 2 =
3 • 2 =	10 • 7 =	10 • 9 =
5 • 8 =	12 • 10 =	8 • 6 =

Numeracy
Minute Quiz 2-1 C

Name:
Date: Period:

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

12 • 6 =	5 • 1 =	11 • 1 =
7 • 2 =	10 • 5 =	10 • 3 =
6 • 4 =	12 • 6 =	7 • 1 =
9 • 1 =	8 • 3 =	7 • 11 =

Numeracy
Minute Quiz 2-1 C

Name:
Date: Period:

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

12 • 6 =	5 • 1 =	11 • 1 =
7 • 2 =	10 • 5 =	10 • 3 =
6 • 4 =	12 • 6 =	7 • 1 =
9 • 1 =	8 • 3 =	7 • 11 =

Numeracy
Minute Quiz 2-1 C

Name:
Date: Period:

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

12 • 6 =	5 • 1 =	11 • 1 =
7 • 2 =	10 • 5 =	10 • 3 =
6 • 4 =	12 • 6 =	7 • 1 =
9 • 1 =	8 • 3 =	7 • 11 =

Numeracy
Warm-up 2-1

Name:
Date: Period:

Solve the following division problems by finding the quotient and the remainder.

1) 10 ÷ 4

2) 23 ÷ 7

3) 15 ÷ 3

4) 20 ÷ 5

5) 123 ÷ 2

6) 382 ÷ 23

7) 843 ÷ 50

8) 302 ÷ 25

Numeracy
Warm-up 2-1

Name:
Date: Period:

Solve the following division problems by finding the quotient and the remainder.

1) 10 ÷ 4

2) 23 ÷ 7

3) 15 ÷ 3

4) 20 ÷ 5

5) 123 ÷ 2

6) 382 ÷ 23

7) 843 ÷ 50

8) 302 ÷ 25

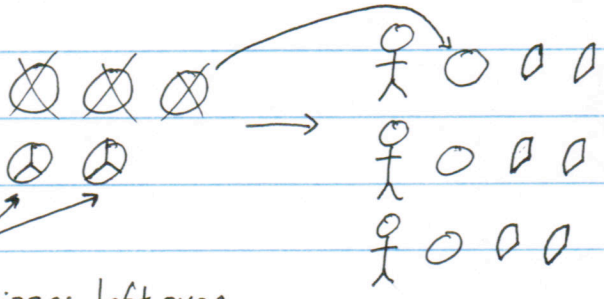
Lesson 2-1
Numeracy

Tom Wong
10/6/08
Mr. Wong

Intro to Fractions

Section → Pizza Example

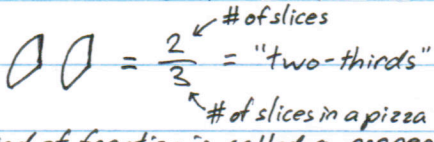
There are 5 pizzas that 3 hungry college students want to eat. Each student must eat the same amount of pizza, and no pizza can be left over. How much pizza does each student eat?



Two pizzas left over.

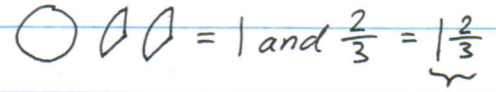
Cut each pizza into three slices and give each student 2 slices.

fraction These slices are called fractions.



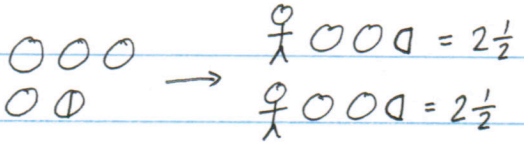
proper fraction This kind of fraction is called a proper fraction. A proper fraction has (top #) < (bottom #).

So, each student ate

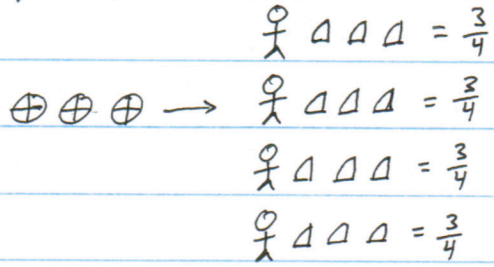


mixed number This is called a mixed number, which is a whole # and a (proper) fraction.

Ex: 5 pizzas, 2 students



Ex: 3 pizzas, 4 students

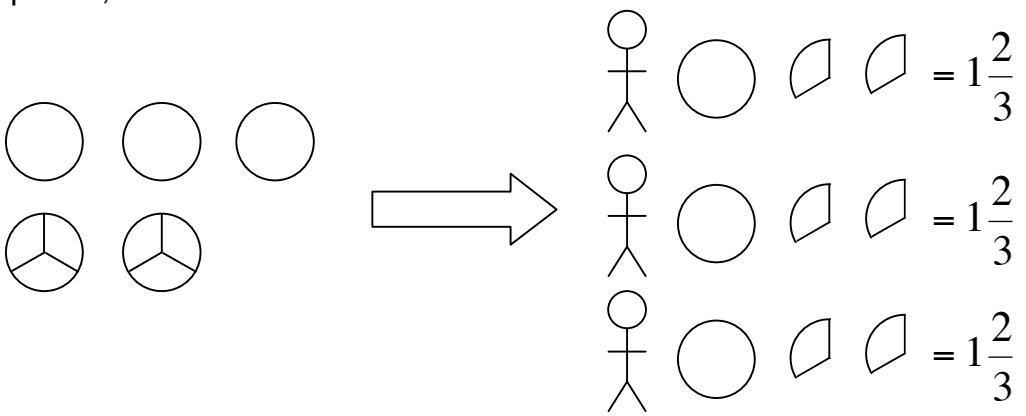


Numeracy | Name:
Homework #2-1 – Intro to Fractions | Date: | Period:

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.

Ex.) 5 pizzas, 3 students



1) 3 pizzas, 2 students

2) 3 pizzas, 4 students

more on back

3) 6 pizzas, 4 students

4) 6 pizzas, 5 students

5) 7 pizzas, 3 students

6) 7 pizzas, 4 students