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 semester and determine three changes they will make for the second semester, as evidenced by them completing a warm-up worksheet where they do so.
- Students will determine what they already know about decimals and what they will learn in this unit, as evidenced by them completing an in-class diagnostics test where they do so.
- Students will divide positive integers by positive integers, as evidenced by them completing a homework assignment where they do so.

Teacher Materials:

- "Minute Quiz 3-1" for each student
- "Category Grade Report" for each student
- "Warm-up 3-1" for each student
- "Warm-up & Notes Checker" for each student
- "Unit Calendar" transparency
- "Unit 3 Diagnostics Test" for each student
- "The Doorbell Rang" book by Pat Hutchins
- "Homework #3-1" handout for each student

Student Materials on Desk Corner:

- Warm-up & Notes Checker

Student Materials for Class:

- Homework Log
- Binder Paper
- Pencils

Homework:

- Finish Homework #3-1
- Start 1 hour of ALEKS

Time	Activity
7 min	**MINUTE QUIZ, WARM-UP, AND ATTENDANCE** **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-ups** (and **category total reports**) so that students can work on them once they're done with the minute quiz. After the minute is over, have a student collect the minute quizzes and give them to the teacher's aide (TA) to grade. **Warm-up & Notes Checker and Attendance** Pass out the **warm-up & notes checker** for the week. While students work on the warm-up, take **attendance**. At the end of the allotted time, go around and stamp the students' warm-up & notes checkers.
3 min	**SECOND SEMESTER NOTES** Welcome the students to second semester. Emphasize the increased rigor of the class, the stricter late work policy, and the adjusted category weights.
10 min	**DECIMALS DIAGNOSTICS TEST** Put up the **unit calendar** transparency and explain to students that they are starting a unit on decimals. In order for you (the teacher) to best teach them, you want to find out what students already know about decimals. So, students will take a **diagnostics test**. Students will be graded on their effort, not the number of problems they get correct.
35 min	**LESSON & CLASSWORK** ***The Doorbell Rang*** Pass out the **homework** packet that contains the text of *The Doorbell Rang*. Read the book to the class, and have students follow along with you. Then, use the "cookie math" section of the homework to explain the connection between the book and division. After doing a few problems with the students, have them complete the "cookie math" section of the homework.

	Long Division Go over the “long division” example in the homework. When students are finished, go around and stamp students' warm-up & notes checkers, giving them credit for the notes if they completed the “cookie math” section. Then, students can either finish the homework assignment or work an ALEKS.
25 min	**ALEKS** When students finish their classwork, they should continue with **ALEKS**. Use this student work time to **return graded homework**.

Numeracy
Minute Quiz 3-1 A

Name:
Date: Period:

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

12 ÷ 4 =	24 ÷ 8 =	18 ÷ 9 =
36 ÷ 12 =	10 ÷ 5 =	30 ÷ 10 =
5 ÷ 5 =	22 ÷ 11 =	2 ÷ 1 =
5 ÷ 5 =	12 ÷ 6 =	6 ÷ 6 =

Numeracy
Minute Quiz 3-1 A

Name:
Date: Period:

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

12 ÷ 4 =	24 ÷ 8 =	18 ÷ 9 =
36 ÷ 12 =	10 ÷ 5 =	30 ÷ 10 =
5 ÷ 5 =	22 ÷ 11 =	2 ÷ 1 =
5 ÷ 5 =	12 ÷ 6 =	6 ÷ 6 =

Numeracy
Minute Quiz 3-1 A

Name:
Date: Period:

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

12 ÷ 4 =	24 ÷ 8 =	18 ÷ 9 =
36 ÷ 12 =	10 ÷ 5 =	30 ÷ 10 =
5 ÷ 5 =	22 ÷ 11 =	2 ÷ 1 =
5 ÷ 5 =	12 ÷ 6 =	6 ÷ 6 =

Numeracy
Minute Quiz 3-1 B

Name:
Date: Period:

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

7 ÷ 7 =	5 ÷ 5 =	6 ÷ 2 =
18 ÷ 9 =	11 ÷ 11 =	33 ÷ 11 =
10 ÷ 10 =	10 ÷ 10 =	8 ÷ 8 =
6 ÷ 2 =	10 ÷ 10 =	12 ÷ 6 =

Numeracy
Minute Quiz 3-1 B

Name:
Date: Period:

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

7 ÷ 7 =	5 ÷ 5 =	6 ÷ 2 =
18 ÷ 9 =	11 ÷ 11 =	33 ÷ 11 =
10 ÷ 10 =	10 ÷ 10 =	8 ÷ 8 =
6 ÷ 2 =	10 ÷ 10 =	12 ÷ 6 =

Numeracy
Minute Quiz 3-1 B

Name:
Date: Period:

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

7 ÷ 7 =	5 ÷ 5 =	6 ÷ 2 =
18 ÷ 9 =	11 ÷ 11 =	33 ÷ 11 =
10 ÷ 10 =	10 ÷ 10 =	8 ÷ 8 =
6 ÷ 2 =	10 ÷ 10 =	12 ÷ 6 =

Numeracy
Minute Quiz 3-1 C

Name:
Date: Period:

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

20 ÷ 10 =	30 ÷ 10 =	10 ÷ 5 =
8 ÷ 8 =	9 ÷ 3 =	8 ÷ 4 =
4 ÷ 4 =	27 ÷ 9 =	6 ÷ 3 =
30 ÷ 10 =	14 ÷ 7 =	18 ÷ 6 =

Numeracy
Minute Quiz 3-1 C

Name:
Date: Period:

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

20 ÷ 10 =	30 ÷ 10 =	10 ÷ 5 =
8 ÷ 8 =	9 ÷ 3 =	8 ÷ 4 =
4 ÷ 4 =	27 ÷ 9 =	6 ÷ 3 =
30 ÷ 10 =	14 ÷ 7 =	18 ÷ 6 =

Numeracy
Minute Quiz 3-1 C

Name:
Date: Period:

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

20 ÷ 10 =	30 ÷ 10 =	10 ÷ 5 =
8 ÷ 8 =	9 ÷ 3 =	8 ÷ 4 =
4 ÷ 4 =	27 ÷ 9 =	6 ÷ 3 =
30 ÷ 10 =	14 ÷ 7 =	18 ÷ 6 =

Numeracy
Warm-up 3-1

Name:
Date: Period:

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

Category	***Grade***
ALEKS (45%)	
Comprehensive Tests (15%)	
Final Exam (10%)	
Homework (15%)	
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.

Numeracy
Warm-up 3-1

Name:
Date: Period:

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

Category	***Grade***
ALEKS (45%)	
Comprehensive Tests (15%)	
Final Exam (10%)	
Homework (15%)	
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.

Numeracy
Unit 3 Diagnostics Test

Name:
Date: Period:

To help me be a better teacher, I want to find out what you already know about decimals. This diagnostics test will help me understand that. You will be graded on your effort, not the number of problems you get correctly.

1) 2.3 + 1.4

2) 2.4 + 0.71

3) 4.53 – 2.82

4) 5.29 – 4.3

5) 2.4 1.3

6) 4.5 | 5

7) Write 2.35 as a fraction.

8) Write $\frac{35}{100}$ as a decimal.

9) Write $\frac{3}{4}$ as a decimal.

10) Put the following decimals in order from smallest to largest:

0.2, 0.02, 2.0, 2.2, 2.02

11) Plot 2.7 on the number line.

Numeracy Name:
Homework #3-1 – Integer Division Date: Period:

The Doorbell Rang by Pat Hutchins

"I've made some cookies for tea," said Ma.
"Good," said Victoria and Sam. "We're starving."
"Share them between yourselves," said Ma.
"I made plenty."

"That's six each," said Sam and Victoria.
"They look as good as Grandma's," said Victoria.
"They smell as good as Grandma's," said Sam.

"No one makes cookies like Grandma,"
said Ma as the doorbell rang.

It was Tom and Hannah from next door.
"Come in," said Ma.
"You can share the cookies."

"That's three each," said Sam and Victoria.
"They smell as good as your Grandma's," said Tom.
"And look as good," said Hannah.

"No one makes cookies like Grandma,"
said Ma as the doorbell rang.

It was Peter and his little brother.
"Come in," said Ma.
"You can share the cookies."

"That's two each," said Victoria and Sam.
"They look as good as your Grandma's,"
said Peter. "And smell as good."

"Nobody makes cookies like Grandma,"
said Ma as the doorbell rang.

It was Joy and Simon
with their four cousins.

"Come in," said Ma.
"You can share the cookies."

"That's one each," said Sam and Victoria.
"They smell as good as your Grandma's," said Joy.
"And look as good," said Simon.

"No one makes cookies like Grandma,"
said Ma as the doorbell rang.

and rang.

"Oh dear," said Ma as the children stared
at the cookies on their plates.

"Perhaps you'd better eat them before we open the door."
"We'll wait," said Sam.

It was Grandma was an enormous tray of cookies.

"How nice to have so many friends
to share them with," said Grandma.
"It's a good thing I made a lot!"

"And no one makes cookies like Grandma,"
said Ma as the doorbell rang.

Cookie Math!

A. There are 12 cookies.

Number of People	How many cookies will each person get?	Math Sentence
2		____ ÷ ____ = ____
4		____ ÷ ____ = ____
6		____ ÷ ____ = ____
12		____ ÷ ____ = ____

B. There are 18 cookies.

Number of People	How many cookies will each person get?	Math Sentence
3		____ ÷ ____ = ____
6		____ ÷ ____ = ____
9		____ ÷ ____ = ____

C. There are 24 cookies.

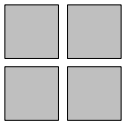
Number of People	How many cookies will each person get?	Math Sentence
3		____ ÷ ____ = ____
4		____ ÷ ____ = ____
6		____ ÷ ____ = ____
8		____ ÷ ____ = ____

D. There are 100 cookies.

Number of People	How many cookies will each person get?	Math Sentence
2		____ ÷ ____ = ____
25		____ ÷ ____ = ____
50		____ ÷ ____ = ____

Long Division: Boxes & Trucks

Ex. 457 ÷ 3 means we divide 457 boxes into 3 trucks.

	Hundreds 100's	Tens 10's	Ones 1's
Starting Number of Boxes (drawing)			
Number of Boxes in each Truck (drawing)			
Number of Boxes Remaining in the Loading Area (drawing)			

Long Division
(show your work here)

$$\begin{array}{r} 152 \\ 3\overline{)\,457} \\ -300 \\ \hline 157 \\ -150 \\ \hline 7 \\ -6 \\ \hline 1 \end{array}$$

So, 457 boxes divide into 3 trucks so that each truck has 152 boxes and there are 1 boxes remaining in the loading area.

1. 672 ÷ 5 means we divide _____ boxes into _____ trucks.

	Hundreds 100's	Tens 10's	Ones 1's
Starting Number of Boxes (drawing)			
Number of Boxes in each Truck (drawing)			
Number of Boxes Remaining in the Loading Area (drawing)			

Long Division
(show your work here)

So, _____ boxes divide into _____ trucks so that each truck has _____ boxes and there are _____ boxes remaining in the loading area.

2. 523 ÷ 6 means we divide _____ boxes into _____ trucks.

Long Division
(show your work here)

	Hundreds 100's	Tens 10's	Ones 1's
Starting Number of Boxes (drawing)			

	Hundreds 100's	Tens 10's	Ones 1's
Number of Boxes in each Truck (drawing)			

	Hundreds 100's	Tens 10's	Ones 1's
Number of Boxes Remaining in the Loading Area (drawing)			

So, _____ boxes divide into _____ trucks so that each truck has _____ boxes and there are _____ boxes remaining in the loading area.

3. 372 ÷ 12 means we divide _____ boxes into _____ trucks.

Long Division
(show your work here)

	Hundreds 100's	Tens 10's	Ones 1's
Starting Number of Boxes (drawing)			

	Hundreds 100's	Tens 10's	Ones 1's
Number of Boxes in each Truck (drawing)			

	Hundreds 100's	Tens 10's	Ones 1's
Number of Boxes Remaining in the Loading Area (drawing)			

So, _____ boxes divide into _____ trucks so that each truck has _____ boxes and there are _____ boxes remaining in the loading area.