

Reaching At Risk Students in Algebra One and Algebra Two and Including Special Ed Students

Lisa Miller

lzmiller@nvusd.k12.ca.us

Table of Contents:

1. Common Core Standard Mapping
2. Fall Unit Outline
3. List of Standards – Math Practices
4. Unit Plan Sample
5. Time Test
6. Time Test Progress Chart
7. Homework Check Off
8. Unit Check Off Sheet
9. Grade Reflection (hard copy only)
10. Reteach/Extension Plan Example
11. Grade Sheet Sample (hard copy only)
12. Co-teach Plan
13. Co-teach Observation Form

***Electronically Only:

- Units and Expressions Assessment
- Time Tests and Keys
- Reteach/Extension Template
- Co-teach Plan Template
- Switching Students Template

Common Core State Standards – Algebra 1

Standard	2012-2013 Unit	Sections in Book	Where in Other Courses?	2013-2014 Unit
Number and Quantity:				
<p>Quantities:</p> <ol style="list-style-type: none"> 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. 	<p>Proportions, Equations Part 2</p> <p>Did not do</p> <p>Did not do</p>	<p>3.5, 3.6 proportions and scale drawings, 3.7 rewriting formulas</p> <p>Not in book</p> <p>Not in book</p>	<p>Math 1</p> <p>Math 1</p> <p>Math 1</p>	<p>Units and Expressions</p>
Algebra:				
<p>Interpret the structure of expressions:</p> <ol style="list-style-type: none"> 1. Interpret expressions that represent a quantity in terms of its context. <ol style="list-style-type: none"> a. Interpret parts of an expression, such as terms factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. 2. Use the structure of an expression to identify ways to rewrite it. 	<p>Properties and Expressions, Equations Part 1</p> <p>Did not do</p>	<p>1.3, 1.4</p> <p>Not in book</p>	<p>Math 1, 2, and 3 Algebra 2</p> <p>Math 2 and 3 Algebra 2</p>	<p>Units and Expressions</p>

Algebra One Fall 2013 Unit Plan

Dates	Unit	Cahsee Prep
Aug. 19- Sept. 5/6	Units and Expressions - Translate a real world situation into an algebraic expression Simplify expressions using order of operations, combining like terms, and distributive property.	Find the perimeter and area of a rectangle, triangle, and parallelogram. Convert: inches/feet, cm/m/km
Sept. 5/6 - Oct. 2	One Variable Equations, Inequalities, and Absolute Value – Create, represent constraints, solve, explain steps, graph, and interpret solutions.	Write and solve a proportion from real world. Determine two integers a square root lies between. Solve simple interest problems.
Oct. 3- 11	Scatter Plots – Fit a function to the data, interpret slope and y-intercept.	Identify correlation of a scatter plot. Determine mean, median, and mode.
Oct. 14- Nov.1	Functions – domain, range, function notation, sketch, determine intercepts, rate of change, model a relationship between two quantities.	Convert between fractions, decimals, percents.
Nov. 4- 15	Two Variable Equations, Inequalities, and Absolute Value – Create, represent constraints, rearrange, graph, and interpret solutions.	Identify parallel lines using slope.
Nov. 18- Dec.13	Two Variable Systems of Equations and Inequalities – Create, graph, solve, and interpret solutions.	Find the circumference and area of a circle.
Dec. 16- 17	Review for Fall Final	

Standards for Mathematical Practice

- 1. Make sense of problems and persevere in solving them:**
 - a. Students need to be asked to problem solve and persevere.
 - b. Students check their answers to problems using a different method.
- 2. Reason abstractly and quantitatively:**
 - a. Numbers should be taught quantitatively. Values should be tied to a measurement.
- 3. Construct viable arguments and critique the reasoning of others:**
 - a. Use error analysis problems to find the errors and fix them.
- 4. Model with Mathematics:**
 - a. Pose a real life situation. Have students come up with math applications for that situation.
 - b. Simplify the problem.
 - c. Students solve the problem.
 - d. Students evaluate and revise.
 - e. Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.
- 5. Use appropriate tools strategically:**
 - a. Calculators, computers, and mathematical ideas
 - b. Pick the tool and when to use it.
 - c. Integer operations with manipulatives and number lines.
 - d. Algebra tiles to illustrate combining like terms.
- 6. Attend to precision:**
 - a. Use appropriate vocabulary.
 - b. Use correct units.
 - c. Know when to estimate, appropriate preciseness to use, and when to give exact answers.
 - d. Use symbols correctly such as the equal sign.
- 7. Look for and make use of structure:**
 - a. Integrate more than one skill in a problem.
 - b. Leave out the diagram.
 - c. Have students choose what method to use.
 - d. Put in variables instead of numbers.
- 8. Look for and express regularity in repeated reasoning.**
 - a. Connect multiplying by a conjugate with the difference of two squares.
 - b. Connect polynomial long division to numerical long division.

P Algebra 1
Units and Expressions

Driving Question: How do we represent real world problems using algebraic expressions?

Essential Learning Outcomes:

1. Prime factor integers.
2. Simplify and multiply fractions.
3. Write an algebraic expression to represent a real world problem. Write a real world problem to represent a specific algebraic expression.
4. Evaluate expressions.
5. Use order of operations to simplify expressions.
6. Use the distributive property and combine like terms to write equivalent expressions.
7. Identify the following in an expression: term, factor, coefficient, variable, constant.
8. Identify as synonyms: fraction/rational expression/ratio/division problem.

CaHsee Outcomes:

1. Find the area and perimeter of triangles, rectangles, and parallelograms.
2. Convert between: cm/m/km, in/feet – using dimensional analysis.

Mathematical Practices:

1. Make sense of problems and persevere in solving them (check solutions by using a different method to solve).
2. Attend to precision (use precise vocabulary, use appropriate units).
3. Model with mathematics (write algebraic expressions to represent real world problems).

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 A

$5 + -3 =$

$-9 + -10 =$

$-7 + -7 =$

$10 - -4 =$

$8 + -10 =$

$2 - 3 =$

$-7 + -2 =$

$-1 + 4 =$

$-6 + 10 =$

$-6 + -7 =$

$-5 - 9 =$

$6 - 8 =$

$-1 + -7 =$

$5 - 15 =$

$3 + -8 =$

$12 - 6 =$

$5 - -2 =$

$-10 - 4 =$

$-8 + 11 =$

$9 + -3 =$

$-11 - 2 =$

$-8 - -3 =$

$-3 - -13 =$

$-12 + 6 =$

$4 - 9 =$

$(5)(-3) =$

$12 \div -4 =$

$(-8)(-3) =$

$(-1)(-7) =$

$-4 \div -2 =$

$-8 \div 1 =$

$-24 \div -6 =$

$-30 \div 10 =$

$-25 \div -5 =$

$-10 \div 2 =$

$-20 \div 5 =$

$(-7)(-7) =$

$(-3)(-3) =$

$27 \div -3 =$

$(-17)(0) =$

$12 \div -6 =$

$(0)(-25) =$

$-21 \div -3 =$

$(-5)(9) =$

$(-1)(3) =$

$(-8)(8) =$

$(-9)(-2) =$

$6 \div -3 =$

$(-6)(4) =$

$(4)(-7) =$

Progress Chart: Timed Test

Name _____ Period _____

Type of Test _____ Number of Minutes _____

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
50										
48										
46										
44										
42										
40										
38										
36										
34										
32										
30										
28										
26										
24										
22										
20										
18										
16										
14										
12										
10										
8										
6										
4										
2										
0										

Date	Learning Outcome	Homework	Score
Mon. Aug. 19	(Diagnostic Assessment) Prime factor integers.	P. 785 #1-10	/5
Tu. Aug. 20	Simplify and multiply fractions. Write 3 synonyms for "fraction."	P. 786 #6-10 P. 789 #1, 2, 6	/5
Wed. Aug. 21	Convert between cm/m/km, in/feet Find the perimeter of triangles, parallelograms, and rectangles.	Conversion Worksheet	/5
Th./Fri. Aug. 22/23	Write algebraic expressions to represent real world problems. Identify: term, factor, coefficient, variable, constant Find the area of a rectangle and parallelogram.	P. 23 #29, 30, 32, extra credit # 36 P. 797 #1,2,5,9	/5
Mon. Aug. 26	Evaluate expressions. Use the order of operations to simplify expressions.	P. 14 #3- 6,11,12,14,23-26	/5
Tues. Aug. 27	Combine like terms to simplify expressions. Find the area of a triangle.	P. 84 #22-27 P.797 #3,6,11	/5
Wed. Aug. 28 (early release)	Use the distributive property to simplify expressions.	P. 84 #5-10, 19-21, 41	/5
Th./Fri. Aug. 29/30	Use the dist. prop. and combine like terms to simplify expressions. Write an expression that can be simplified using the dist. prop. or by order of op. Simplify both ways.	Pizzazz P. 188 Finish the code to check your answers.	/5
Tues. Sept. 3	Reteach/Extension	Practice Test	/5
Wed. Sept. 4	Review	Redo 10 problems from the practice test.	/5
		Extra Credit	
		Total	/50

The Units and Expressions Assessment will be on Thursday/Friday September 5/6.

Unit	Learning Outcomes	Mastered or Not Yet
Integer Time Test	Accurately calculate at least 48/50 integer addition, subtraction, multiplication, or division problems in five minutes or less.	
Units and Expressions	Translate a real world situation to an algebraic expression. Simplify expressions using order of operations, combining like terms, and the distributive property.	
One Variable Equations Part 1	Solve one and two step equations. Create and solve equations that represent real world problems. Solve equations with the variable on both sides. Simplify expressions before solving equations.	
One Variable Equations Part 2	Solve and check multistep equations and inequalities and graph the solutions. Write and solve proportions from real world situations. Solve absolute value equations.	
Scatter Plots	Graph data in scatter plot form. Fit a function to the data. Interpret real world meanings of slope and y-intercept from a scatter plot.	
Functions	Given a function, determine the domain and range. Sketch a function and determine intercepts and rate of change. Use functional notation to model a relationship between two quantities.	
Two Variable Equations, Inequalities, and Absolute Value	Create two variable equations that represent real world situations and a given graphs. Rearrange two variable equations into standard and slope/intercept form and graph using slope and y-intercept or by making a table. Interpret the slope and y-intercept of a linear equation.	
Systems of Equations	Create and solve a system of equations to represent a real world situation. Solve a system using substitution. Solve a system using elimination. Determine if a system has zero, one, or an infinite number of solutions.	

Classroom Reteach Worksheet – Systems of Equations

Learning Outcome: Given a system of 2 equations, students will solve the system using graphing, substitution or elimination. Students will also identify systems that have no solution or infinite solutions. Students will also use a system to solve a money word problem.

Assessment Tool: Systems of Equations “No Stakes” Quiz
 Mastery is 25/35 points on Quiz (7 problems, 5 points each)

Reteach Group	Extension Group
<p>1. Independent Activity:</p> <p>Practice – Distributive Property – worksheet P. 17 (problems 1-15)</p>	<p>1. Directions:</p> <p>Show students how to solve a system where both equations have to be multiplied in order to solve:</p> $2x - 3y = -5$ $5x + 2y = 16$
<p>2. Guided Practice – white boards</p> <p>For each problem, ask first, “What method should we use?”</p> $3x + 2y = 11, 7x - y = 3$ $x = 5y + 15, 4x - 3y = 26$ $2x + 3y = 9, 2x + 3y = 10$ $x + 2y = 13, -x + y = 5$ $x + 3y = 5, 3x + 9y = 15$	<p>3. Do systems of equations worksheet:</p> <p>Must do: 5, 6, 7, 8, Extra credit: Finish the worksheet</p>
<p>4. Re-Assessment:</p> <p>Students redo the problems they missed on the quiz. For each problem, write: problem, solution, what they did wrong.</p>	<p>3. Closure: Ask students how they solved 5, 6, 7, and 8. Go over the answers with them.</p>

	Lisa	Sarah	Michael	Marina
Grading/ Recording	Grade sheets for Per. 1,2,3 Figure out intervention for 1 st and 3 rd periods	Per. 6 Eqns and Time Tests, hw packets, ½ of retakes, Figure out intervention for 3 rd ,5 th and 6 th	Per. 5 time tests, and eqns tests, hw packets, ½ of retakes	Per. 3 hw packets
Curriculum Planning/ Instruction	Thurs CAHSEE intervention 11th	Thurs intervention low equations part 1	Teach proportions Tuesday 2 nd , 5 th and 6 th Thurs Intervention Integers Teach multistep proportions on Wed.	Teach proportions Tuesday 3 rd Thurs CAHSEE intervention 12 th Teach multistep proportions on Wed.
Student Follow Up	Austin Miller – lunch detention Meet with Marina about at risk students Follow up on students who didn't show up for break.	Follow up on Ruben Cartwright.	Call Anthony's parents and record in phone log. Record McKennah and Alexis in phone log. Follow up on Marvin and Jasmine.	Meet with Lisa on Monday about at risk students

Co-teach Reading: Observation data is key. It will carry over to IEP's. It has to be measurable and meaningful. We need to work on side by side coteaching. We will read that section first.

Each teacher will make one observation next week while the other teacher is teaching:

- How many students tried the guided practice problem before it started?
- How many students have the proper materials out?
- How many students are correcting their answers when answers are given?
- How many opportunities have to talk to each other to share answers?
- How many times did the teacher get off calling from the cards?

After we do observations and debrief (share the data), then we can talk about side by side coteaching.

<p style="text-align: center;">Co-teach Observations</p> <p>_____ observing _____</p> <p>Date: _____ Activity: _____</p> <p>How many had materials?</p> <p>How many students tried the guided practice?</p> <p>How many opportunities to talk to each other?</p> <p>How many times students called on at random?</p> <p>How many correcting their work?</p> <p>Other Notes:</p>	<p style="text-align: center;">Co-teach Observations</p> <p>_____ observing _____</p> <p>Date: _____ Activity: _____</p> <p>How many had materials?</p> <p>How many students tried the guided practice?</p> <p>How many opportunities to talk to each other?</p> <p>How many times students called on at random?</p> <p>How many correcting their work?</p> <p>Other Notes:</p>
<p style="text-align: center;">Co-teach Observations</p> <p>_____ observing _____</p> <p>Date: _____ Activity: _____</p> <p>How many had materials?</p> <p>How many students tried the guided practice?</p> <p>How many opportunities to talk to each other?</p> <p>How many times students called on at random?</p> <p>How many correcting their work?</p> <p>Other Notes:</p>	<p style="text-align: center;">Co-teach Observations</p> <p>_____ observing _____</p> <p>Date: _____ Activity: _____</p> <p>How many had materials?</p> <p>How many students tried the guided practice?</p> <p>How many opportunities to talk to each other?</p> <p>How many times students called on at random?</p> <p>How many correcting their work?</p> <p>Other Notes:</p>

P Algebra 1
Units and Expressions Assessments V.A

Name _____
Date _____

Score: Algebra 1: ____/15
CAHSEE Prep: ____/5
Total: ____/20

Mastered or Retake

Prime factor:

1. 14

2. 24

Simplify:

3. $\frac{14}{24}$

4. $\frac{3}{5} \cdot \frac{10}{21}$

5. $3x + 5 - 6x$

6. $6 - 5(2a - 1)$

7. $\frac{2}{3}(3x + 9)$

8. Evaluate if $x = 2$:

$$4 + 3 \cdot x^2$$

9. List two words or expressions that mean the same as **"fraction."**

10. Write an algebraic expression to represent the following: To rent a bike costs a flat fee of \$5 and \$2 per hour. (two points)

11. Write a real world written expression that could represent the following algebraic expression:
(two points)

$$7x + 3$$

12. For #11, $7x + 3$, determine the following:

terms: _____

coefficient: _____

constant: _____

variable: _____

factors of the first term: _____

13. Write an expression that can be simplified by using the distributive property. Simplify two different ways and show the answers are equivalent.

14. Find the area of a triangle that has base of 3 cm and a height of 8 cm.

15. Draw a parallelogram that has an area of 15 square inches. Label the lengths of the base and height. Check or prove your answer.

16. Draw a rectangle that has a perimeter of 24 meters. Label the lengths of each side. Check or prove your answer.

Convert the following:

17. 500 cm = _____ m

18. 4 feet = _____ in

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 A **ANSWERS**

$5 + -3 = 2$

$-9 + -10 = -19$

$-7 + -7 = -14$

$10 - -4 = 14$

$8 + -10 = -2$

$2 - 3 = -1$

$-7 + -2 = -9$

$-1 + 4 = 3$

$-6 + 10 = 4$

$-6 + -7 = -13$

$-5 - 9 = -14$

$6 - 8 = -2$

$-1 + -7 = -8$

$5 - 15 = -10$

$3 + -8 = -5$

$12 - 6 = 6$

$5 - -2 = 7$

$-10 - 4 = -14$

$-8 + 11 = 3$

$9 + -3 = 6$

$-11 - 2 = -13$

$-8 - -3 = -5$

$-3 - -13 = 10$

$-12 + 6 = -6$

$4 - 9 = -5$

$(5)(-3) = -15$

$12 \div -4 = -3$

$(-8)(-3) = 24$

$(-1)(-7) = 7$

$-4 \div -2 = 2$

$-8 \div 1 = -8$

$-24 \div -6 = 4$

$-30 \div 10 = -3$

$-25 \div -5 = 5$

$-10 \div 2 = -5$

$-20 \div 5 = -4$

$(-7)(-7) = 49$

$(-3)(-3) = 9$

$27 \div -3 = -9$

$(-17)(0) = 0$

$12 \div -6 = -2$

$(0)(-25) = 0$

$-21 \div -3 = 7$

$(-5)(9) = -45$

$(-1)(3) = -3$

$(-8)(8) = -64$

$(-9)(-2) = 18$

$6 \div -3 = -2$

$(-6)(4) = -24$

$(4)(-7) = -28$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 B

$-7 + -2 =$

$2 - 3 =$

$-6 + -7 =$

$-6 + 10 =$

$-1 + 4 =$

$-9 + -10 =$

$5 + -3 =$

$8 + -10 =$

$10 - -4 =$

$-7 + -7 =$

$-11 - 2 =$

$4 - 9 =$

$-12 + 6 =$

$-3 - -13 =$

$-8 - -3 =$

$12 - 6 =$

$9 + -3 =$

$-8 + 11 =$

$-10 - 4 =$

$5 - -2 =$

$-5 - 9 =$

$3 + -8 =$

$5 - 15 =$

$-1 + -7 =$

$6 - 8 =$

$-24 \div -6 =$

$-8 \div 1 =$

$-10 \div 2 =$

$-25 \div -5 =$

$-30 \div 10 =$

$12 \div 4 =$

$(5)(-3) =$

$-4 \div -2 =$

$(-1)(-7) =$

$(-8)(-3) =$

$(-8)(-8) =$

$(4)(-7) =$

$(-6)(4) =$

$6 \div -3 =$

$(9)(-2) =$

$12 \div -6 =$

$(-1)(3) =$

$(-5)(9) =$

$-21 \div -3 =$

$(0)(-25) =$

$-20 \div 5 =$

$(-17)(0) =$

$27 \div -3 =$

$(-3)(-3) =$

$(-7)(-6) =$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 B **ANSWERS**

$-7 + -2 = -9$

$2 - 3 = -1$

$-6 + -7 = -13$

$-6 + 10 = 4$

$-1 + 4 = 3$

$-9 + -10 = -19$

$5 + -3 = 2$

$8 + -10 = -2$

$10 - -4 = 14$

$-7 + -7 = -14$

$-11 - 2 = -13$

$4 - 9 = -5$

$-12 + 6 = -6$

$-3 - -13 = 10$

$-8 - -3 = -5$

$12 - 6 = 6$

$9 + -3 = 6$

$-8 + 11 = 3$

$-10 - 4 = -14$

$5 - -2 = 7$

$-5 - 9 = -14$

$3 + -8 = -5$

$5 - 15 = -10$

$-1 + -7 = -8$

$6 - 8 = -2$

$-24 \div -6 = 4$

$-8 \div 1 = -8$

$-10 \div 2 = -5$

$-25 \div -5 = 5$

$-30 \div 10 = -3$

$12 \div 4 = 3$

$(5)(-3) = -15$

$-4 \div -2 = 2$

$(-1)(-7) = 7$

$(-8)(-3) = 24$

$(-8)(-8) = 64$

$(4)(-7) = -28$

$(-6)(4) = -24$

$6 \div -3 = -2$

$(9)(-2) = -18$

$12 \div -6 = -2$

$(-1)(3) = -3$

$(-5)(9) = -45$

$-21 \div -3 = 7$

$(0)(-25) = 0$

$-20 \div 5 = -4$

$(-17)(0) = 0$

$27 \div -3 = -9$

$(-3)(-3) = 9$

$(-7)(-6) = 42$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 C

$5 + -1 =$

$-5 + -10 =$

$-7 + -7 =$

$10 - -4 =$

$8 + -10 =$

$2 - 7 =$

$-7 + -2 =$

$-1 + 4 =$

$-6 + 11 =$

$-7 + -7 =$

$-5 - 9 =$

$6 - 9 =$

$-3 + -7 =$

$5 - 12 =$

$1 + -8 =$

$11 - 6 =$

$5 - -2 =$

$-11 - 4 =$

$-9 + 11 =$

$9 + -3 =$

$-11 - 2 =$

$-8 + -3 =$

$-3 - -13 =$

$-12 + 5 =$

$4 - 10 =$

$(5)(-2) =$

$12 \div -4 =$

$(-7)(-3) =$

$(-1)(-7) =$

$-4 \div -2 =$

$-8 \div 1 =$

$-24 \div -3 =$

$-30 \div 10 =$

$-25 \div -5 =$

$-10 \div 2 =$

$-20 \div 4 =$

$(-7)(-7) =$

$(-2)(-3) =$

$27 \div -9 =$

$(-18)(0) =$

$12 \div -2 =$

$(0)(-25) =$

$-21 \div -3 =$

$(-5)(7) =$

$(-1)(3) =$

$(-8)(9) =$

$(-9)(-2) =$

$6 \div -3 =$

$(-6)(3) =$

$(4)(-7) =$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 C ANSWERS

$5 + -1 = 4$

$-5 + -10 = -15$

$-7 + -7 = -14$

$10 - -4 = 14$

$8 + -10 = -2$

$2 - 7 = -5$

$-7 + -2 = -9$

$-1 + 4 = 3$

$-6 + 11 = 5$

$-7 + -7 = -14$

$-5 - 9 = -14$

$6 - 9 = -3$

$-3 + -7 = -10$

$5 - 12 = -7$

$1 + -8 = -7$

$11 - 6 = 6$

$5 - -2 = 7$

$-11 - 4 = -15$

$-9 + 11 = 2$

$9 + -3 = 6$

$-11 - 2 = -13$

$-8 + -3 = -11$

$-3 - -13 = 10$

$-12 + 5 = -7$

$4 - 10 = -6$

$(5)(-2) = -10$

$12 \div -4 = -3$

$(-7)(-3) = 21$

$(-1)(-7) = 7$

$-4 \div -2 = 2$

$-8 \div 1 = -8$

$-24 \div -3 = 8$

$-30 \div 10 = -3$

$-25 \div -5 = 5$

$-10 \div 2 = -5$

$-20 \div 4 = -5$

$(-7)(-7) = 49$

$(-2)(-3) = 6$

$27 \div -9 = -3$

$(-18)(0) = 0$

$12 \div -6 = -2$

$(0)(-25) = 0$

$-21 \div -3 = 7$

$(-5)(7) = -35$

$(-1)(3) = -3$

$(-8)(9) = -72$

$(-9)(-2) = 18$

$6 \div -3 = -2$

$(-6)(3) = -18$

$(4)(-7) = -28$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 D

$-7 + -1 =$

$2 - 5 =$

$-6 + -7 =$

$-6 + 11 =$

$-1 + 4 =$

$-9 + -11 =$

$5 + -2 =$

$8 + -10 =$

$10 - -3 =$

$-7 + -6 =$

$-11 + 2 =$

$4 - 5 =$

$-12 + 4 =$

$-3 - -13 =$

$-8 - -3 =$

$14 - 6 =$

$10 + -3 =$

$-8 + 11 =$

$-10 - 4 =$

$5 - -1 =$

$-3 - 9 =$

$1 + -8 =$

$5 - 15 =$

$-1 + -8 =$

$6 - 8 =$

$-24 \div -3 =$

$-8 \div 1 =$

$-10 \div 5 =$

$-25 \div -5 =$

$-30 \div 3 =$

$12 \div 4 =$

$(5)(-1) =$

$-4 \div -2 =$

$(-1)(-15) =$

$(-8)(-3) =$

$(-8)(-9) =$

$(4)(-7) =$

$(-6)(2) =$

$6 \div -3 =$

$(9)(-2) =$

$12 \div -6 =$

$(-1)(2) =$

$(-5)(9) =$

$-21 \div -7 =$

$(0)(-25) =$

$-30 \div 5 =$

$(-17)(0) =$

$27 \div -3 =$

$(-3)(-4) =$

$(-7)(-6) =$

d
INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 1 D ANSWERS

$-7 + -1 = -8$

$2 - 5 = -3$

$-6 + -7 = -13$

$-6 + 11 = 5$

$-1 + 4 = 3$

$-9 + -11 = -20$

$5 + -2 = 3$

$8 + -10 = -2$

$10 - -3 = 13$

$-7 + -6 = -13$

$-11 + 2 = -9$

$4 - 5 = -1$

$-12 + 4 = -8$

$-3 - -13 = 10$

$-8 - -3 = -5$

$14 - 6 = 8$

$10 + -3 = 7$

$-8 + 11 = 3$

$-10 - 4 = -14$

$5 - -1 = 6$

$-3 - 9 = -12$

$1 + -8 = -7$

$5 - 15 = -10$

$-1 + -8 = -9$

$6 - 8 = -2$

$-24 \div -3 = 8$

$-8 \div 1 = -8$

$-10 \div 2 = -5$

$-25 \div -5 = 5$

$-30 \div 3 = -10$

$12 \div 4 = 3$

$(5)(-1) = -5$

$-4 \div -2 = 2$

$(-1)(-15) = 15$

$(-8)(-3) = 24$

$(-8)(-8) = 72$

$(4)(-7) = -28$

$(-6)(2) = 12$

$6 \div -3 = -2$

$(9)(-2) = -18$

$12 \div -6 = -2$

$(-1)(2) = -2$

$(-5)(9) = -45$

$-21 \div -3 = 7$

$(0)(-25) = 0$

$-30 \div 5 = -6$

$(-17)(0) = 0$

$27 \div -3 = -9$

$(-3)(-4) = 12$

$(-7)(-6) = 42$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 A

$1 + -3 =$

$-10 - 26 =$

$-16 + -9 =$

$320 - -10 =$

$-4 - -5 =$

$3 + -9 =$

$12 - -9 =$

$-32 + -18 =$

$-12 - 13 =$

$-4 + -5 =$

$7 + -20 =$

$-36 - -19 =$

$5 - 6 =$

$81 - -19 =$

$15 + -7 =$

$100 + -47 =$

$4 + -2 =$

$9 - 16 =$

$13 + 19 =$

$8 + -5 =$

$6 - -3 =$

$8 + -8 =$

$100 - 15 =$

$117 + -17 =$

$-8 + 13 =$

$-16 + -17 =$

$-100 - 25 =$

$8 - -5 =$

$-13 - -9 =$

$-1 - -3 =$

$3 \cdot 5 =$

$72 \div -9 =$

$0 \div -18 =$

$24 \div -3 =$

$(-9)(8) =$

$6 \cdot 3 =$

$2 \cdot -5 =$

$-28 \div 1 =$

$42 \div -7 =$

$-10 \div -10 =$

$(-7)(-8) =$

$(-6)(4) =$

$-1 \cdot -7 =$

$125 \div 25 =$

$-30 \div -2 =$

$-9 \div 3 =$

$(-10)(-20) =$

$(4)(-7) =$

$-4 \cdot -3 =$

$-45 \div -3 =$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 A **ANSWERS**

$1 + -3 = -2$

$-10 - 26 = -36$

$-16 + -9 = -25$

$320 - -10 = 330$

$-4 - -5 = 1$

$3 + -9 = -6$

$12 - -9 = 21$

$-32 + -18 = -50$

$-12 - 13 = -25$

$-4 + -5 = -9$

$7 + -20 = -13$

$-36 - -19 = -17$

$5 - 6 = -1$

$81 - -19 = 100$

$15 + -7 = 8$

$100 + -47 = 53$

$4 + -2 = 2$

$9 - 16 = -7$

$13 + 19 = 32$

$8 + -5 = 3$

$6 - -3 = 9$

$8 + -8 = 0$

$100 - 15 = 85$

$117 + -17 = 100$

$-8 + 13 = 5$

$-16 + -17 = -33$

$-100 - 25 = -125$

$8 - -5 = 13$

$-13 - -9 = -4$

$-1 - -3 = 2$

$3 \cdot 5 = 15$

$72 \div -9 = -8$

$0 \div -18 = 0$

$24 \div -3 = -8$

$(-9)(8) = -72$

$6 \cdot 3 = 18$

$2 \cdot -5 = -10$

$-28 \div 1 = -28$

$42 \div -7 = -6$

$-10 \div -10 = 1$

$(-7)(-8) = 56$

$(-6)(4) = -24$

$-1 \cdot -7 = 7$

$125 \div 25 = 5$

$-30 \div -2 = 15$

$-9 \div 3 = -3$

$(-10)(-20) = 200$

$(4)(-7) = -28$

$-4 \cdot -3 = 12$

$-45 \div -3 = 15$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 B

$2 + -3 =$

$22 - -9 =$

$5 - 6 =$

$23 + 29 =$

$6 + -5 =$

$-23 - -9 =$

$-29 - -29 =$

$9 - 26 =$

$227 + -27 =$

$-6 + 23 =$

$7 + -20 =$

$4 + -2 =$

$200 - 25 =$

$-26 + -27 =$

$-4 - -5 =$

$200 + -47 =$

$6 + -6 =$

$320 - -20 =$

$-22 - 23 =$

$-2 - -3 =$

$6 - -3 =$

$-26 + -9 =$

$-4 + -5 =$

$-200 - 25 =$

$6 - -5 =$

$-20 - 26 =$

$-32 + -26 =$

$25 + -7 =$

$62 - -9 =$

$3 + -9 =$

$3 \cdot 5 =$

$72 \div -9 =$

$-26 \div 2 =$

$42 \div -7 =$

$0 \div -26 =$

$6 \cdot 3 =$

$(-6)(4) =$

$-2 \cdot -7 =$

$200 \div 25 =$

$-30 \div -2 =$

$(-7)(-6) =$

$(-20)(20) =$

$(4)(-7) =$

$-4 \cdot -3 =$

$2 \cdot -5 =$

$-9 \div 3 =$

$-20 \div -20 =$

$24 \div -3 =$

$(-9)(6) =$

$-45 \div -3 =$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 B ANSWERS

$2 + -3 = -1$

$22 - -9 = 31$

$5 - 6 = -1$

$23 + 29 = 52$

$6 + -5 = 1$

$-23 - -9 = -14$

$-29 - -29 = 0$

$9 - 26 = -17$

$227 + -27 = 200$

$-6 + 23 = 17$

$7 + -20 = -13$

$4 + -2 = 2$

$200 - 25 = 175$

$-26 + -27 = -53$

$-4 - -5 = 1$

$200 + -47 = 153$

$6 + -6 = 0$

$320 - -20 = 340$

$-22 - 23 = -45$

$-2 - -3 = 1$

$6 - -3 = 9$

$-26 + -9 = -35$

$-4 + -5 = -9$

$-200 - 25 = -225$

$6 - -5 = 11$

$-20 - 26 = -46$

$-32 + -26 = -58$

$25 + -7 = 18$

$62 - -9 = 71$

$3 + -9 = -6$

$3 \cdot 5 = 15$

$72 \div -9 = -8$

$-26 \div 2 = -13$

$42 \div -7 = -6$

$0 \div -26 = 0$

$6 \cdot 3 = 18$

$(-6)(4) = -24$

$-2 \cdot -7 = 14$

$200 \div 25 = 8$

$-30 \div -2 = 15$

$(-7)(-6) = 42$

$(-20)(20) = -400$

$(4)(-7) = -28$

$-4 \cdot -3 = 12$

$2 \cdot -5 = -10$

$-9 \div 3 = -3$

$-20 \div -20 = 1$

$24 \div -3 = -8$

$(-9)(6) = -54$

$-45 \div -3 = 15$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 C

$3 + -3 =$

$11 - -9 =$

$5 - 6 =$

$13 + 19 =$

$-6 + 13 =$

$3 + -9 =$

$-36 - -36 =$

$-16 + -17 =$

$117 + -17 =$

$9 - 16 =$

$7 + -10 =$

$-13 - -9 =$

$100 - 15 =$

$-8 - -5 =$

$-1 - -3 =$

$100 + -87 =$

$6 + -6 =$

$310 - -10 =$

$-11 - 13 =$

$6 - -5 =$

$6 - -3 =$

$-16 + -9 =$

$-8 + -5 =$

$61 - -10 =$

$8 + -1 =$

$-10 - 16 =$

$-31 + -16 =$

$15 + -7 =$

$-100 - 15 =$

$6 + -5 =$

$3 \cdot 5 =$

$72 \div -9 =$

$0 \div -16 =$

$18 \div -3 =$

$(-9)(6) =$

$6 \cdot 3 =$

$1 \cdot -5 =$

$-16 \div 1 =$

$63 \div -7 =$

$-10 \div -10 =$

$(-7)(-6) =$

$(-6)(8) =$

$-1 \cdot -7 =$

$-30 \div -1 =$

$75 \div 15 =$

$-9 \div 3 =$

$(-10)(-10) =$

$-60 \div -5 =$

$-8 \cdot -3 =$

$(8)(-7) =$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 C **ANSWERS**

$3 + -3 = 0$

$11 - -9 = 20$

$5 - 6 = -1$

$13 + 19 = 32$

$-6 + 13 = 7$

$3 + -9 = -6$

$-36 - -36 = 0$

$-16 + -17 = -33$

$117 + -17 = 100$

$9 - 16 = -7$

$7 + -10 = -3$

$-13 - -9 = -4$

$100 - 15 = 85$

$-8 - -5 = -3$

$-1 - -3 = 2$

$100 + -87 = 13$

$6 + -6 = 0$

$310 - -10 = 320$

$-11 - 13 = -24$

$6 - -5 = 11$

$6 - -3 = 9$

$-16 + -9 = -25$

$-8 + -5 = -13$

$61 - -10 = 71$

$8 + -1 = 7$

$-10 - 16 = -26$

$-31 + -16 = -47$

$15 + -7 = 8$

$-100 - 15 = -115$

$6 + -5 = 1$

$3 \cdot 5 = 15$

$72 \div -9 = -8$

$0 \div -16 = 0$

$18 \div -3 = -6$

$(-9)(6) = -54$

$6 \cdot 3 = 18$

$1 \cdot -5 = -5$

$-16 \div 1 = -16$

$63 \div -7 = -9$

$-10 \div -10 = 1$

$(-7)(-6) = 42$

$(-6)(8) = -48$

$-1 \cdot -7 = 7$

$-30 \div -1 = 30$

$75 \div 15 = 5$

$-9 \div 3 = -3$

$(-10)(-10) = 100$

$-60 \div -5 = 12$

$-8 \cdot -3 = 24$

$(8)(-7) = -56$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 D

$4 + -4 =$

$11 - -9 =$

$5 - 6 =$

$14 + 19 =$

$-6 + 14 =$

$4 + -9 =$

$-46 - -46 =$

$-16 + -16 =$

$116 + -16 =$

$9 - 16 =$

$6 + -10 =$

$8 + -1 =$

$100 - 15 =$

$-8 - -5 =$

$-1 - -4 =$

$100 + -86 =$

$6 + -6 =$

$410 - -10 =$

$-11 - 14 =$

$6 - -5 =$

$6 - -4 =$

$-16 + -9 =$

$-8 + -5 =$

$-14 - -9 =$

$61 - -10 =$

$-10 - 16 =$

$-41 + -16 =$

$15 + -6 =$

$-100 - 15 =$

$6 + -5 =$

$4 \cdot 5 =$

$63 \div -9 =$

$0 \div -16 =$

$16 \div -4 =$

$(-9)(6) =$

$6 \cdot 4 =$

$1 \cdot -5 =$

$-16 \div 1 =$

$54 \div -6 =$

$-10 \div -10 =$

$(-6)(-6) =$

$(-6)(8) =$

$-85 \div -5 =$

$-40 \div -1 =$

$90 \div 15 =$

$-9 \div 3 =$

$(-10)(-10) =$

$8)(-7) =$

$-8 \cdot -4 =$

$-1 \cdot -6 =$

INTEGER Add/Subtract/Multiply/Divide TIME TEST – Level 2 D **ANSWERS**

$4 + -4 = 0$

$11 - -9 = 20$

$5 - 6 = -1$

$14 + 19 = 33$

$-6 + 14 = 8$

$4 + -9 = -5$

$-46 - -46 = 0$

$-16 + -16 = -32$

$116 + -16 = 100$

$9 - 16 = -7$

$6 + -10 = -4$

$8 + -1 = 7$

$100 - 15 = 85$

$-8 - -5 = -3$

$-1 - -4 = 3$

$100 + -86 = 14$

$6 + -6 = 0$

$410 - -10 = 420$

$-11 - 14 = -25$

$6 - -5 = 11$

$6 - -4 = 10$

$-16 + -9 = -25$

$-8 + -5 = -13$

$-14 - -9 = -5$

$61 - -10 = 71$

$-10 - 16 = -26$

$-41 + -16 = -57$

$15 + -6 = 9$

$-100 - 15 = -115$

$6 + -5 = 1$

$4 \cdot 5 = 20$

$63 \div -9 = -7$

$0 \div -16 = 0$

$16 \div -4 = -4$

$(-9)(6) = -54$

$6 \cdot 4 = 24$

$1 \cdot -5 = -5$

$-16 \div 1 = -16$

$54 \div -6 = -9$

$-10 \div -10 = 1$

$(-6)(-6) = 36$

$(-6)(8) = -48$

$-85 \div -5 = 17$

$-40 \div -1 = 40$

$90 \div 15 = 6$

$-9 \div 3 = -3$

$(-10)(-10) = 100$

$(8)(-7) = -56$

$-8 \cdot -4 = 32$

$-1 \cdot -6 = 6$

FRACTION/DECIMAL Add/Subtract/Multiply/Divide TIME TEST – Level A
Please write all fraction answers in lowest terms.

$5.2 + -3.1 =$

$-9.9 + -10.4 =$

$-7.5 + -7.5 =$

$10.8 - -4.0 =$

$8.5 + -10.5 =$

$2.5 - 3.0 =$

$-7.0 + -2.5 =$

$-1.8 + 4.0 =$

$-6.1 + 10.0 =$

$-6.2 + -7.8 =$

$\frac{1}{2} - \frac{1}{4} =$

$\frac{7}{10} - \frac{3}{5} =$

$-\frac{7}{8} - \frac{3}{4} =$

$\frac{3}{8} - -\frac{1}{6} =$

$-\frac{3}{4} - -\frac{11}{12} =$

$(5.2)(-3.0) =$

$12.8 \div -4 =$

$(-8.1)(-3.5) =$

$(-0.001)(-0.7) =$

$-4.8 \div -2.0 =$

$-8.0 \div 0.001 =$

$-24 \div -5 =$

$-25 \div 2 =$

$-2.55 \div -5 =$

$-10.0 \div 0.2 =$

$\left(\frac{2}{3}\right) \cdot \left(\frac{-3}{7}\right) =$

$\left(\frac{2}{11}\right) \div \left(\frac{2}{10}\right) =$

$\left(\frac{-3}{4}\right) \div \left(\frac{-9}{8}\right) =$

$\left(\frac{3}{13}\right) \cdot \left(\frac{5}{6}\right) =$

$-14 \cdot \left(\frac{5}{7}\right) =$

Classroom Reteach Worksheet

Learning Outcome:

Assessment Tool:

Reteach Group	Extension Group
2. Independent Activity:	5. Directions:
6. Guided Practice:	2.
7. Re-Assessment:	3. Closure:

Co-teaching Planning

Week of:

Grading/ Recording				
Curri- culum Planning/ Instruction				
Student Follow Up				
Overall Organ- ization				

Algebra 1 October 3,4, 2013 Reteach/Extension

Learning Outcomes: Students will solve proportions and absolute value equations.

Assessment: No Stakes Quiz – Equations Part 2 – given on Tues., Oct. 1.

Extension Group:

- Students can solve proportions and absolute value equations.
- Students will review proportions, absolute value equations, practice solving word problems and simple interest problems. If there is time, they will write and solve a proportions word problem and an age word problem.

Reteach Group:

- Students do not solve the proportions problems correctly and/or the absolute value equations correctly.
- Students will relearn how to solve proportions and absolute value equations. If there is time, they will work on solving word problems and simple interest problems.

Period	Word Problems	Absolute Value	Proportions	Time
1	Lisa – M15	Jason/Michael – M25		9:10-9:43
2	Rafael – M23	Jason – M25		9:10-9:43
3	Sarah – M14 Lisa – M15	Jason – M25	Low Reteach : Marina – M13 Joe – M22	12:05-12:38
4	Rafael– M23	Lisa – M13		12:05-12:38
5	Sarah – M14	Michael – M26	Low Reteach: Joe – M22	2:25-3:00
6	Sarah – M14	Michael – M13		2:25-3:00