Roll the Dice Activity

Name: _____

Complete the following activities with your partner. Work together and fill out each table completely with your work.

1) Roll three numbers and write them down below. Multiply them together and record the product. Repeat 4 more times, each time writing down all numbers and their _____.

Roll 1	Roll 2	Roll 3	

2) Roll two numbers. Make a new number by putting the first roll in the tens place and the second in the ones place (for example if you roll a 2 and a 4, your number is 24). Write down _____ your new number. Repeat 4 times, filling out the table below.

Roll 1 (tens)	Roll 2 (ones)	Combined #	

3) Roll three numbers again. Write down both numbers and their _____ _____ below. Repeat 4 times, making sure to show your work.

Roll 1	Roll 2	Roll 3	

In Class Activity #1

Whiteboard Work Directions: Complete each of the following problems.

- Work as a group (everyone should be talking to one another)
- Do all work on a whiteboard.
- Raise your hand to have each answer checked (Be ready to explain your reasoning)
- Once the answer is confirmed as correct, you will write your answer on your paper in the space provided.

Question 1 Work	Question 1 Answer
Question 2 Work	Question 2 Answer
Question 3 Work	Question 3 Answer

Fraction Playing Card Activity

Name: _____

Complete the following activities with your partner. Work together and fill out each table completely with your work.

4) Flip 2 cards and write down the corresponding fraction using the smaller number as the numerator and the larger one as the denominator (for example, a 9 and a 4 would become $\frac{4}{9}$). Write 3 equivalent fractions that would all simplify to the same fraction. Repeat 4 more times.

Original Fraction	Equivalent Fractions		

5) Use the process from Part 1 to make 2 fractions and record them below. _____, simplifying if possible. Repeat 2 more times, each time writing down the fractions and _____.

Fraction 1	Fraction 2	Equation with Common Denominator	

6) Repeat the process from Part 1 to make 2 fractions again. _____ _____ simplifying as much as possible.

Fraction 1	Fraction 2	Equation with Common Denominator	

In Class Activity #2

Whiteboard Work Directions: Complete each of the following problems.

- Work as a group (everyone should be talking to one another)
- Do all work on a whiteboard.
- Raise your hand to have each answer checked (Be ready to explain your reasoning)
- Once the answer is confirmed as correct, you will write your answer on your paper in the space provided.

Question 1 Work	Question 1 Answer
Question 2 Work	Question 2 Answer
Question 3 Work	Question 3 Answer

Proportions and Data Analysis Activity

Name: _____

Complete the following activities with your partner. Work together and fill out each table completely with your work.

1) Flip 3 cards and record them below. Use them to create a _____ like the one shown below. Write both the _____ and the solution in the table. Round your answer to the nearest hundredth.

$$\frac{\quad}{\quad} = \frac{\quad}{\quad}$$

Card 1	Card 2	Card 3		Solution
3	4	5		x =

2) Flip 5 cards and record the numbers below to make a dataset. Find the _____ of the data set. Write the _____ as a decimal rounded to the nearest tenth. If there is more than one _____ separate them with a comma, and if there is none write "no ____".

Dataset (5 cards)			
3, 9, 2, 5, 7			

In Class Activity #3

Whiteboard Work Directions: Complete each of the following problems.

- Work as a group (everyone should be talking to one another)
- Do all work on a whiteboard.
- Raise your hand to have each answer checked (Be ready to explain your reasoning)
- Once the answer is confirmed as correct, you will write your answer on your paper in the space provided.

Question 1 Work	Question 1 Answer
Question 2 Work	Question 2 Answer
Question 3 Work	Question 3 Answer

Expressions Activity

Name: _____

Complete the following activities with your partner. Work together and fill out each table completely with your work.

1) Randomly choose 4 of the expression cards and write them below. Then, simplify each of them and write the _____ next to it. Finally, choose a number to evaluate both expressions and make sure they are equivalent.

Original Expression		Test Value	Equivalent?
3x + 9 – 8x - 7		X = 1	Yes

2) Choose 4 more expression cards. Roll a number and write it down below. _____ and record it below. Then roll the die again and repeat for a second number, recording both the roll and _____ below. Write your _____ in simplest form.

Expression	Roll 1		Roll 2	
x + 2 – 3x - 5	X =		X =	

In Class Activity #4

Whiteboard Work Directions: Complete each of the following problems.

- Work as a group (everyone should be talking to one another)
- Do all work on a whiteboard.
- Raise your hand to have each answer checked (Be ready to explain your reasoning)
- Once the answer is confirmed as correct, you will write your answer on your paper in the space provided.

Question 1 Work	Question 1 Answer
Question 2 Work	Question 2 Answer
Question 3 Work	Question 3 Answer

Integer Number Line Activity

Name: _____

Use the playing cards to complete the following activities, following the instructions on the given paper.

Addition: Follow the instructions on the card, _____ each card you pull.

Equation from 3 cards	Solution

Subtraction: Repeat part 1, this time _____ each card you pull.

Equation from 3 cards	Solution

Mixed operations: Repeat the process, this time _____ or _____ according to the instructions below.

Operations	Equation from 3 cards	Solution
Add, Subtract, Subtract	Ex: 0 + 9 – (-2) – 7	Ex: 4
Add, Add, Subtract		
Subtract, Add, Subtract		
Subtract, Add, Add		

Equations: Draw a card _____. Solve the equation for y.

Equation		Solution
y = 3x + 5		
y = 2x – 4 + 3		
y = 10 – 2x		

In Class Activity #5

Whiteboard Work Directions: Complete each of the following problems.

- Work as a group (everyone should be talking to one another)
- Do all work on a whiteboard.
- Raise your hand to have each answer checked (Be ready to explain your reasoning)
- Once the answer is confirmed as correct, you will write your answer on your paper in the space provided.

Question 1 Work	Question 1 Answer
Question 2 Work	Question 2 Answer
Question 3 Work	Question 3 Answer

Exponent War Activity

Name: _____

Work with your partner to play a game of exponent war.

1) Each partner gets half of the deck.
2) Each partner flips over 2 cards: The first card is the base and the 2nd card is the exponent.
3) Evaluate the exponent and record it below. The person with the larger value gets to keep all four cards.
4) Whoever has the most cards at the end wins!

Use scientific notation where needed for the value.

Round 1:

Partner 1		
Exponential Form		Value
9^3		729

Partner 2		
Exponential Form		Value
4^6		4096

Round 2:

Partner 1		
Exponential Form		Value

Partner 2		
Exponential Form		Value

In Class Activity #6

Whiteboard Work Directions: Complete each of the following problems.

- Work as a group (everyone should be talking to one another)
- Do all work on a whiteboard.
- Raise your hand to have each answer checked (Be ready to explain your reasoning)
- Once the answer is confirmed as correct, you will write your answer on your paper in the space provided.

Question 1 Work	Question 1 Answer
Question 2 Work	Question 2 Answer
Question 3 Work	Question 3 Answer

Coordinate Plane Activity

Name: _____

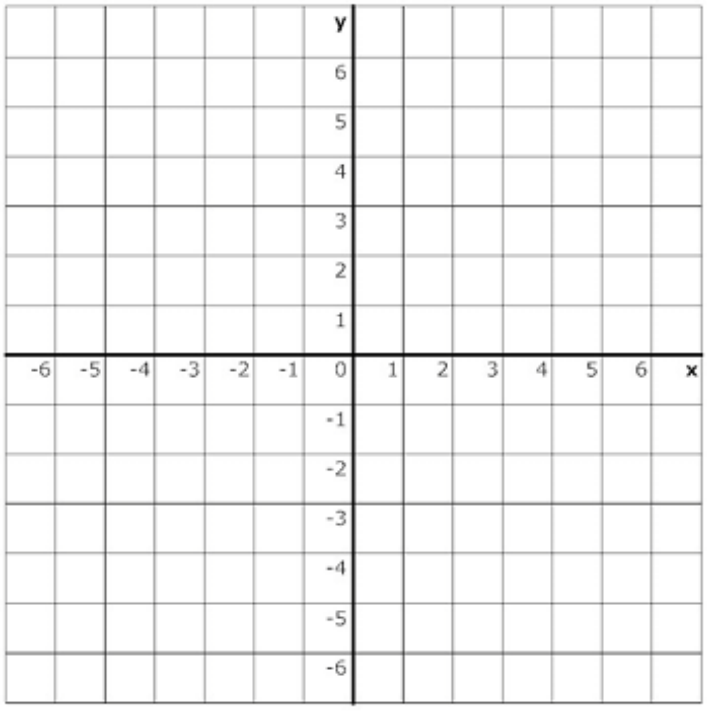
1) Place your hidden ships on “My Battlefield”.

   Ships: ___ Carrier (___ points in a row), ___ Destroyers (___ Points in a row), ___ Submarines (___ points in a row)

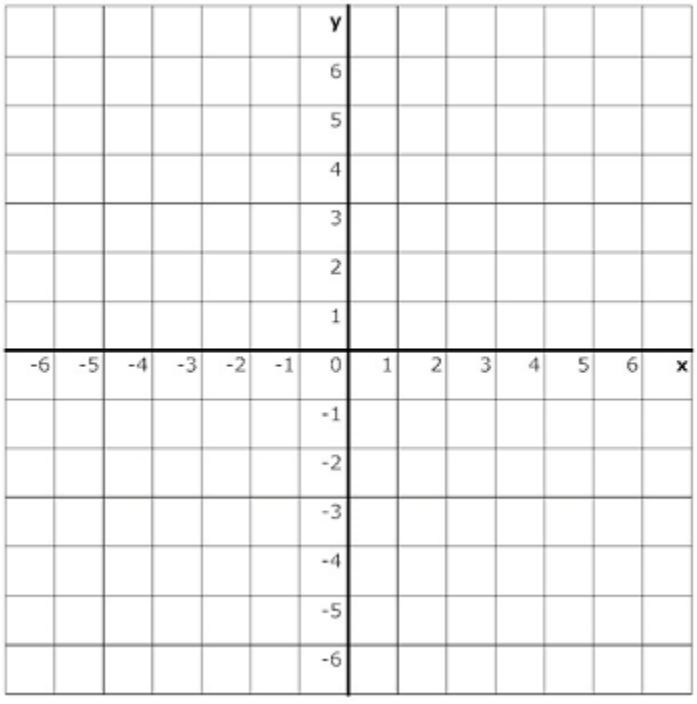
2) Alternate turns by calling out different ordered pairs.
3) Mark a hit with an X and a miss with and O on your “Opponent’s Battlefield”. (Your opponent also needs to tell you when you sunk their ship!)
4) The winner is the first person to find all 5 of their opponent’s ships!

** Remember to speak the ordered pair correctly, (x, y)! The number *x* is <u>right and left</u>, the number *y* is <u>up or down</u>.

My Battlefield



Opponents Battlefield



In Class Activity #7

Whiteboard Work Directions: Complete each of the following problems.

- Work as a group (everyone should be talking to one another)
- Do all work on a whiteboard.
- Raise your hand to have each answer checked (Be ready to explain your reasoning)
- Once the answer is confirmed as correct, you will write your answer on your paper in the space provided.

Question 1 Work	Question 1 Answer
Question 2 Work	Question 2 Answer
Question 3 Work	Question 3 Answer

Graphing Activity

Name: _____

For each line, fill out the t-table with the correct corresponding y -values. Then graph the line, making sure to label at least two points. Finally, find the graphing window and intercepts using the graphing feature in your calculator.

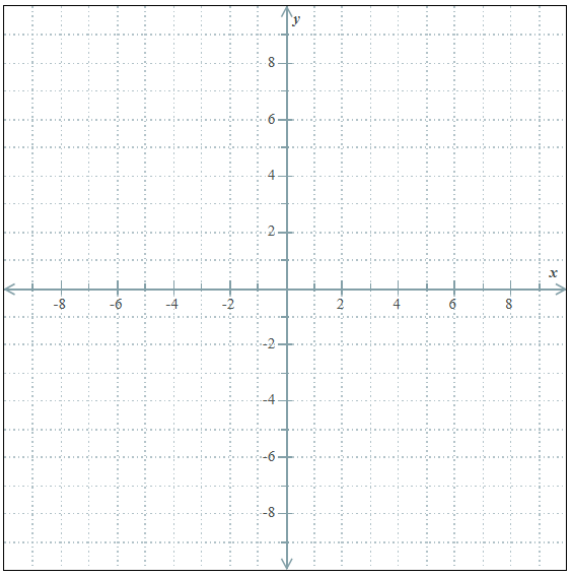
1) $y =$

x	y
-4	
-2	
0	
2	
4	

Calculator Window:

X Intercept:

Y Intercept:



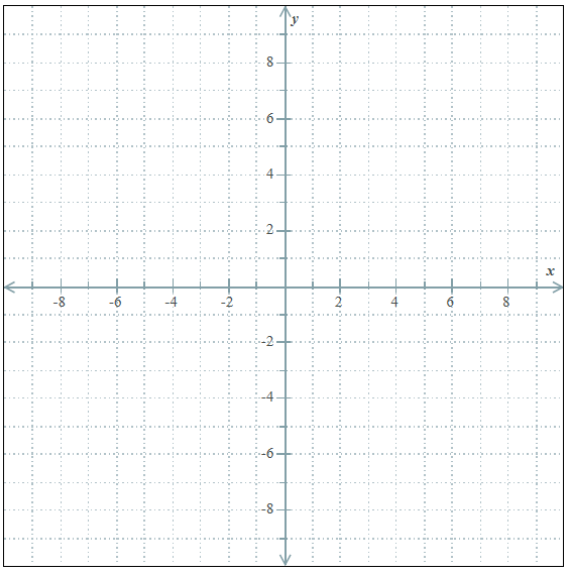
2) $y =$

x	y
-3	
-1	
0	
1	
3	

Calculator Window:

X Intercept:

Y Intercept:



In Class Activity #8

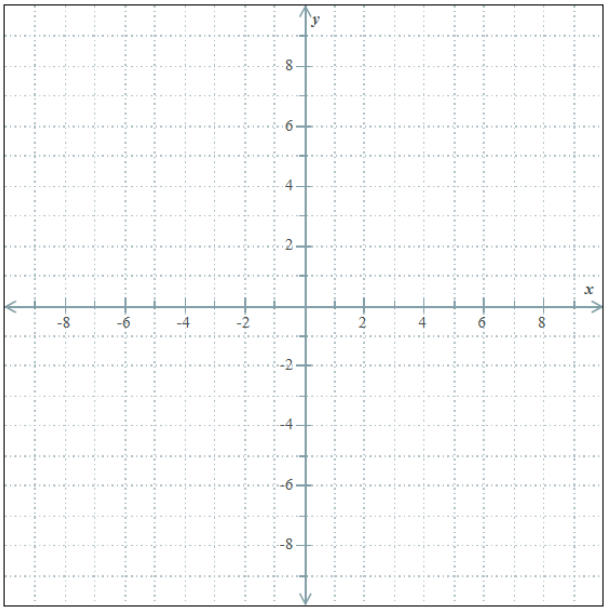
3) $y =$

x	y
-2	
-1	
0	
1	
2	

Calculator Window:

X Intercept:

Y Intercept:



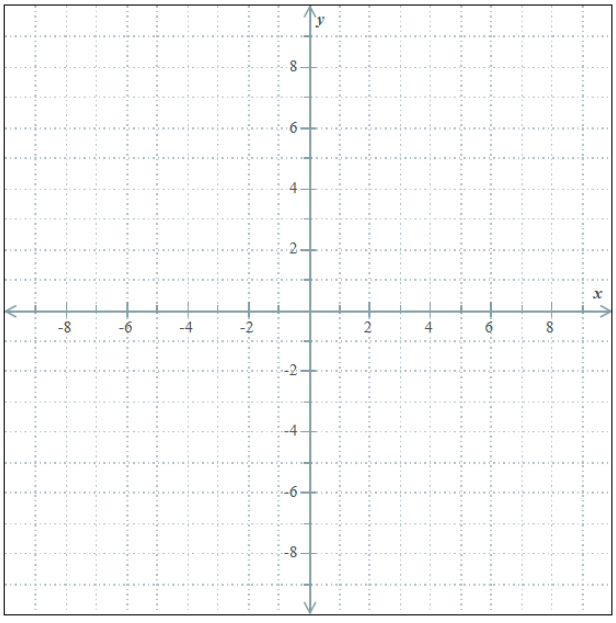
4) $y =$

x	y
-2	
-1	
0	
1	
2	

Calculator Window:

X Intercept:

Y Intercept:



Linear Equations Activity

Name: _____

Flip over two cards to create a coordinate point. Repeat once more so that you have a total of two points. Record the points and their _____ below, simplifying as much as possible.

Point 1 (x1, y1)	**Point 2 (x2, y2)**	
(5, 13)	(2, 3)	$\frac{10}{3}$

Flip 3 cards and create an equation in _____. Then rewrite the equation in slope-intercept form (y=mx + b).

Slope-Intercept Form:	Slope-Intercept Form:

Flip 3 cards, using two to create a point, and one to create a slope. Then create an _____. Then rewrite the equation in slope-intercept form (y=mx + b).

Slope-Intercept Form:	Slope-Intercept Form:

In Class Activity #9

Whiteboard Work Directions: Complete each of the following problems.

- Work as a group (everyone should be talking to one another)
- Do all work on a whiteboard.
- Raise your hand to have each answer checked (Be ready to explain your reasoning)
- Once the answer is confirmed as correct, you will write your answer on your paper in the space provided.

Question 1 Work	Question 1 Answer
Question 2 Work	Question 2 Answer
Question 3 Work	Question 3 Answer

Linear Equations and Systems Activity

Name: _____

Flip over two cards to create a coordinate point. Repeat once more so that you have a total of two points. Record the points and their slope below, simplifying the slope as much as possible. Then find the _____.

(x1, y1)	**(x2, y2)**	**Slope**		
(5, 13)	(2, 3)	$\frac{10}{3}$		

Flip over two cards to create a coordinate point. Repeat once more so that you have a total of two points. Write the _____ those two points.

Points:

Equation:

Draw two cards to fill in the blanks below. Then _____. Show your work on a whiteboard.

-2x + y = ___

-3x + y = ___

In Class Activity #10

Whiteboard Work Directions: Complete each of the following problems.

- Work as a group (everyone should be talking to one another)
- Do all work on a whiteboard.
- Raise your hand to have each answer checked (Be ready to explain your reasoning)
- Once the answer is confirmed as correct, you will write your answer on your paper in the space provided.

Question 1 Work	Question 1 Answer
Question 2 Work	Question 2 Answer
Question 3 Work	Question 3 Answer