

## Chapter Prerequisite Skills

## PREREQUISITE SKILLS QUIZ

**Preparing for Success** To prepare for success in this chapter, test your knowledge of these concepts and skills. You may want to look at the pages referred to in case for additional review.

1. **Variables** Label the given, the least, and the greatest in the expression  $x^2$ .

Write the mixed number as an improper fraction.  $\frac{7}{8} \frac{5}{8}$

$$\frac{1}{2} \cdot \frac{1}{3} \quad \frac{1}{4} \cdot \frac{1}{5} \quad \frac{1}{6} \cdot \frac{1}{7}$$

Find the product.  $\frac{1}{2} \cdot \frac{3}{4}$

$$\frac{1}{2} \cdot \frac{3}{4} \quad \frac{1}{3} \cdot \frac{2}{5} \quad \frac{1}{4} \cdot \frac{3}{7} \quad \frac{1}{5} \cdot \frac{2}{3} \cdot \frac{4}{6}$$

Write the given in words and as a repeated multiplication. Then evaluate the power.  $10^2$

$$10^2 \quad 10^3 \quad 10^4 \quad 10^5 \quad 10^6$$

## NOTETAKING STRATEGIES

## Note Strategy

You will find a notetaking strategy in the beginning of each chapter. Look for additional notetaking and study strategies throughout the chapter.

**RECORDING THE PROCESS** When solving equations in class, be sure to write a verbal description next to each step in a calculation. Then you can refer to the examples when solving similar equations.

| Calculation step                  | Verbal description         |
|-----------------------------------|----------------------------|
| $-5x - 3 = -23$                   | Write original equation.   |
| $-5x - 3 + 3 = -23 + 3$           | Add 3 to each side.        |
| $-5x = -20$                       | Simplify.                  |
| $\frac{-5x}{-5} = \frac{-20}{-5}$ | Divide each side by $-5$ . |
| $x = 4$                           | Simplify.                  |

The strategy above will be helpful in Lesson 4.5 when you are simplifying variable expressions with powers.

## 4.1 Finding Prime Numbers

## Goal

Identify prime and composite numbers using divisibility.

## Materials

• pencil  
• paper

A **prime number** is a whole number that is greater than 1 and has exactly two whole number factors, 1 and itself. A **composite number** is a whole number that is greater than 1 and has more than two whole number factors. A **multiple** of a number is the product of the number and any nonzero whole number.

## Investigate

Use patterns to determine if a number is prime or composite.

- Write the whole numbers from 2 to 60 in rows of 6 as shown.
- Start with the number 2. Circle it and cross out every multiple of 2 after 2. (The first few multiples of 2 have been crossed out for you.)
- Move to the next number that is not crossed out. Circle it and cross out all other multiples of that number.
- Repeat step 3 until every number is either circled or crossed out.

| 2  | 3  | 4  | 5  | 6  |
|----|----|----|----|----|
| 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |
| 32 | 33 | 34 | 35 | 36 |
| 37 | 38 | 39 | 40 | 41 |
| 42 | 43 | 44 | 45 | 46 |
| 47 | 48 | 49 | 50 | 51 |
| 52 | 53 | 54 | 55 | 56 |
| 57 | 58 | 59 | 60 | 61 |

## Draw Conclusions

- Observing** What can you say about the numbers that have been crossed out? What can you say about the numbers that have been circled? Use the words *prime* and *composite* in your answers.
- Critical Thinking** All the numbers in the sixth column are crossed out because they are all multiples of 5. Explain why all the numbers in the second column (except for 2), in the third column (except for 3), and in the fourth column are crossed out.
- Predict** Suppose you repeated the activity but arranged the numbers in rows of 10 instead of 6. Predict which columns would contain only crossed-out numbers. Then check your prediction.

# Algebra Holt Mcdougal Challenge

**Holt Rinehart & Winston, Holt,  
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## **Algebra Holt McDougal Challenge:**

**Passport to Algebra and Geometry** Holt McDougal, Laura Kennedy, 2004      **Mathematics Teacher Resource Handbook**, 1993      **Holt Pre-Algebra Technology Lab Activities** Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2003-04      **Algebra 2: Explorations and Applications** Holt McDougal, 2003-01      **Algebra 1** Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 1998      **Geometry, Grade 10 Practice Workbook with Examples** Holt McDougal, 2000      **Math Course 1, Grade 6 Preparation for Middle School Math** Holt McDougal, 2000      **Tyranny of the Textbook** Beverlee Jobrack, 2011-12-23

Educational reforms and standards have been a topic of public debate for decades with the latest go round being the State Common Core Curriculum Standards. But time and again those reforms have failed and each set of standards no matter how new and different has had little impact on improving student achievement. Why? The textbooks. Textbooks sell based on design and superficial features not because they are based on the latest research on how children learn and how well they promote student achievement. In *Tyranny of the Textbook*, Beverlee Jobrack, retired from educational publishing, sheds light on why this happens. She gives an engaging and fascinating look behind the scenes of how K-12 textbooks are developed, written, adopted, and sold. And perhaps most importantly, she clearly spells out how the system can change so that reforms and standards have a shot at finally being effective. Did you know? Reform efforts have focused on writing and rewriting standards and tests, but these rarely have any effect on the core curriculum that is published. School districts and states don't use effectiveness as a criterion for evaluating and purchasing textbooks. Publishers don't offer textbooks with better content or the latest teaching methods because teachers don't want textbooks that require them to change their practices. Teachers report that they don't rely on a textbook in their class, but research shows that they do. Three companies publish 75 percent of the K-12 educational materials. Those three companies are producing similar programs with the same instructional strategies, none of which require teachers to change their practices significantly. Publishers write textbooks for California and Texas. All of the other markets have to make do with books only superficially adjusted for their states.

**Classroom Strategies for Interactive Learning** Doug Buehl, 2017. Educators across content areas have turned to *Classroom Strategies for Interactive Learning* for almost two decades. This fully updated fourth edition delivers rich, practical, research-based strategies that readers have found invaluable in the context of today's classrooms. Doug has written all new chapters that focus on the instructional shifts taking place as the Common Core State Standards are implemented across the United States. These introductory chapters will help you do the following: Understand the research base for comprehension strategies in content classrooms; Learn how to tap into students' background knowledge to enhance comprehension of complex texts and build new knowledge; Show learners how to question a text; Teach reading and thinking through a disciplinary lens. At the heart of this edition are more than forty classroom strategies with variations and strategy indexes that identify the instructional focus of each strategy, pinpoint the text frames in play as students read and learn, and

correlate students comprehension processes across the phases of strategy implementation In addition each strategy is cross referenced with the Common Core s reading writing speaking listening and language standards *Holt Algebra 1 2003* Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2003 Geometry Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2001-02 **Word Study in the Inclusive Secondary Classroom** Melinda Leko,2016 Word study integrates decoding phonics spelling and vocabulary instruction to help struggling readers identify unfamiliar words in order to improve reading comprehension This book provides secondary teachers with practical strategies to embed word study instruction in content area classes and support the needs of adolescent readers particularly those with disabilities The text includes many useful teaching resources such as sample lesson plans reproducible teaching tools web resource lists and tips about technology based learning tools This comprehensive hands on volume will also appeal to teachers who are new to word study especially those who have students with disabilities in their classrooms Secondary teachers seeking practical suggestions for how to help struggling readers will love this book Word Study in the Inclusive Classroom provides a clear concise overview of the many ways that adolescents can still struggle to read well into high school This overview is followed up with a clear explanation of everything a teacher would need to know to start implementing word study immediately Leko includes lots of helpful examples of word study instruction in a variety of content area classes including science social studies and English Easy to read and so informative Dr Kimber Wilkerson University of Wisconsin Madison This book will be an invaluable resource for preservice and inservice general and special educators Few texts address reading instruction for secondary students with reading difficulties and disabilities Word Study in the Inclusive Secondary Classroom fills this void providing secondary teachers with the fundamental knowledge and evidence based practices essential for providing effective word study instruction tailored to the unique learning needs of such students Alexandra Lauterbach University of Massachusetts Amherst **Teaching Mathematics** Mark J. Driscoll,Jere Confrey,1986 **El-Hi Textbooks and Serials in Print** ,2003 **Algebra 1 : explorations and applications** Miriam A. Leiva,1997 **CAS Review** ,1975 El-Hi Textbooks and Serials in Print ,1985 *El-Hi Textbooks & Serials in Print*, 2005 ,2005 **Journal for Research in Mathematics Education** ,2013 **Maththematics Book 1, Grade 6 Workbook** Holt Mcdougal,2001

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