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Warmup $1/(30^1 + 1^{30})$

READ THIS WHOLE THING CAREFULLY!!!

1. Today's warmup is a GROUP warmup. Have one person from your group get a bag and an activity handout. Together with your group, you must sort the 21 expressions from the bag into groups of <u>equivalent</u>

expressions. For example, $x^4 \cdot x$ and $\frac{x^3}{x^4}$ would go in the

same group. However, $(x^3)^2$ would go in a different group. Use the handout to keep track of which expressions are equivalent. <u>All calculations/work from</u> <u>the activity should go on your warmup page. So - your</u> <u>warmup for "Thursday" should NOT be blank</u>. Only the letters of the answers go on the handout. The first groups that can get them all matched correctly will win. Read the notes on the side for more info.

NOTES

- There will be 6 groups. (Leave Group 7 blank)
- Each group will have between 2-5 expressions.
- No expressions will go unmatched.

TEST TOMORROW

- Multiplying Powers
- Dividing Powers
- Power to a Power
- Zero Exponents
- Negative Exponents
- Converting to and from Scientific Notation
- Adding/Subtracting Scientific Notation
- Multipying/Dividing Scientific Notation
- □ You should know the rules, but also WHY EACH RULE WORKS!!!
- ***There will be a decent amount of <u>writing to explain</u> on this test!

TEST TOMORROW

□ I am available for lunchtime tutoring

- Ways to study?
 - Look at powerpoints from my website
 - Reread notes
 - Look at the first quiz (may not take with you unless you ask me)
 - Look over your homework
 - Make your own problems
 - Watch videos on the textbook website (Resources Chapter 1)
 - Do some extra problems from the book!

Answers – Story Problem Worksheet



Rest of today - Common Errors Activity

- You will work with a partner (I will choose)
- You must stay with your partner!
- Both of you need to write
- **FOR EACH PROBLEM**
- A) Explain what the mistake is
- B) Explain what the person may have been thinking to lead to this mistake (this may be the hardest step, but it's also a very important step!)
- C) Explain what they should have done instead and put the correct answer



- ► A) The student divided the exponents instead of subtracting them.
- B) The student probably saw the division sign and just figured they should divide the numbers they saw.
- \triangleright C) The exponents should be subtracted, so the answer would be x^{12}















- Take pictures of (or copy down) the remaining common error problems and finish them. (They will also be posted on my website)
- I will also post the ANSWER KEY of this activity on my website. You should use this to help you study.
- Don't look at the answer key until you are done! (You won't learn it as well otherwise!)