Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CFS for top quality work**

* + Expressions are written with a **positive first factor**
	+ The number of groups and the amount in each group is **labeled on the expression**
	+ **Number line** is **drawn and labeled**
	+ The **product** is **clearly labeled**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UNIT 2 LESSON 1

**AIM**: SWBAT model and explain how to multiply integers using a number line when p > 0 and q < 0 or p < 0 and q>0

**THINK ABOUT IT!**

Model the two expressions on the number lines provided. How would you describe the p-value and q-value of any multiplication expression?

4 x 2



4 x (-2)



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Test the Conjecture #1) Model and evaluate the expression 5 x (-7) on an open number line

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Test the Conjecture #2) Model and evaluate the expression -12 x 3

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Conjecture

|  |
| --- |
| The product of a negative and positive number is \_\_\_\_\_\_\_\_\_\_\_\_ |

**PARTNER PRACTICE**

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| *Bachelor Level* |

1. Model 3 x (–4) on the number line provided below

**CFS for top quality work**

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1. Describe how you could manipulate the expression -4 x 2 to model on a number line.

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| *Master Level* |

1. Model the product of -13 x 5 by drawing an open number line below.
2. Explain how you were able model the expression in question 3 using mathematical properties.

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**INDEPENDENT PRACTICE**

**CFS for top quality work**

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|  |
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| *Bachelor Level* |

1. Model the following expressions on the number lines:
	1. 2 x (-8)



* 1. 5 x (-3)



* 1. 4 x (-5)



1. Rewrite the expression -5 x 3 so that you can model it on the number line provided

Expression: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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| *Master Level* |

1. Model the following expressions on an open number to solve. Rewrite the expression if needed.
2. 5 x (-14)
3. -5 x 7
4. -16 x 6
5. In the expression p x q, p < 0 and q > 0. What must be true about their product?
6. Their product will always be positive
7. Their product will always be negative
8. Their product may be positive or negative ,depending on which number has the larger absolute value
9. No way to tell – need more info
10. Explain your answer to number 5 using examples to explain.

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1. Stephan says that it’s impossible to model (-7) x 2. “There’s no such thing as negative groups,” he says, exasperated. Do you agree with Stephan? Why or why not? If you believe there is a way to model Stephan’s expression, explain your method.

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| *PhD Level* |

1. In the expression $p ×q,$ what combination of values would yield a negative result?
	1. Positive p and positive q
	2. Positive p and negative q
	3. Negative p and negative q
	4. Negative p and positive q
	5. Both b and d
2. Explain your reasoning for question 7 using examples in your explanation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EXIT TICKET**

|  |  |  |  |
| --- | --- | --- | --- |
| Self-assessment | I mastered the learning objective today. | I am almost there.  | Need more practice and feedback. |
| Teacher feedback | You mastered the learning objective today. | You are almost there.  | You need more practice and feedback. |

1. Julien multiplied two numbers and got a product of -12. Is that possible? If yes, how do you know? Determine all the possible factor pairs Julien could have used. If not, why not? Provide a model that supports your claim.

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1. Evaluate each expression. Draw a model to show your thinking.
2. -6 x 3
3. 4 x (-13)