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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/file.gif[**Revisiting 8ns1 8ns2**](http://www.campbell.k12.ky.us/userfiles/1280/Classes/38556/Reteaching%208ns12-0.docx)  To be utilized as one of the required assignments for learning targets not mastered on Unit 1 assessment covering standards 8ns1 and 8ns2 |

Reteaching

Part I: <http://www.regentsprep.org/Regents/math/ALGEBRA/AOP1/Lrat.htm>

The link above will take you to a mini lesson on classifying Rational and Irrational numbers. Read the webpage to assist in answering the questions below (8NS1)

1. Irrational numbers never\_\_\_\_\_\_\_\_, and never\_\_\_\_\_\_\_\_.
2. Rational numbers can be written as a \_\_\_\_\_\_\_\_\_ of two whole numbers.
3. The concentric circles of the Real numbers system consist of Natural numbers, \_\_\_\_\_ numbers, \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_numbers.
4. Non perfect square roots are \_\_\_\_\_\_\_\_\_\_\_numbers.
5. ∏ √7 5.56668… are \_\_\_\_\_\_\_\_\_\_numbers.
6. 7² ³√8 and 15.4 are \_\_\_\_\_\_\_\_\_ numbers.
7. 1/3 is a \_\_\_\_\_\_\_\_\_\_\_\_decimal and is a rational number.
8. .625 is a \_\_\_\_\_\_\_\_\_\_decimal.

Part II. <http://www.thatquiz.org/tq/practicetest?6w29hg3z9ig>

The link above will take you to an interactive number line. Here you will demonstrate your mastery and understanding of ordering/comparing rational and irrational numbers on a number line. When you complete the stages you will see your score, time elapsed, # of correct answers and # of incorrect answers. Raise your hand so that I may record your score (8NS2).

1. DRAW and LABEL one of your number lines.

Part III

Visit Compass Via the website and complete the following compass codes

M8003/M8004 (Rational and Irrational numbers)

M8021 M8022 (Square Roots)

Enrichment: M8087, M8088, M8089 (Expressions with Exponents)

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/link.gif[Estimating Square Roots/Simplifying Square Roots Game](http://www.quia.com/rr/382994.html)  <http://www.quia.com/rr/382994.html>  Can you become a millionaire? |

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/file.gif[**webquest**](http://www.campbell.k12.ky.us/userfiles/1280/Classes/38556/WebsquestNS1-2.docx) [Edit](javascript:void(0);) [Delete](javascript:void(0);)  August 21, 2013  LT: I can classify numbers as rational or irrational by: completing activities aligned to the learning target in the Webquest below. (8NS1)  Directions: Please complete the activities below to demonstrate mastery of the learning target above.  **Task 1:**  **Complete the following Compass activities -(m8001,m 8002, m8011, m8012 m8013)**  Directions to access Compass Odyssey:  <https://www.thelearningodyssey.com/>  Username: **Firstnamelunchcode example U**sername: Jenny1234  Password: **4 digit lunch code** example Password: 1234  School: campbellco  **Task 2:**  **Play the classifying Rational and Irrational Numbers Game**  <http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm>  **Task 3: Play the Pull and Drop – identifying Irrational and Rational number Game.**  <http://www.math-play.com/rational-and-irrational-numbers-game/rational-and-irrational-numbers-game.html>  **Task 4: Work on the assigned homework that is due on Monday August 26th**  HW: (Due Monday) pg 46 1-18; additional practice pg 51 #36-39.  **Task 5: IF all above activities are completed, in the order that you choose, please raise your hand and wait for further instruction in regards to enrichment activities and submitting assignments.** |

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/link.gif[Xp Math estimating square roots (8ns2)](http://www.ixl.com/math/grade-8/estimate-positive-and-negative-square-roots) [Edit](javascript:void(0);) [Delete](javascript:void(0);)  <http://www.ixl.com/math/grade-8/estimate-positive-and-negative-square-roots> |

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/pdf.gif[**8NS1 Constructed Response**](http://www.campbell.k12.ky.us/userfiles/1280/Classes/38556/illustrativemathematics336.pdf) [Edit](javascript:void(0);) [Delete](javascript:void(0);) Illustrative math constructive response to be utilized in class as formative assessment to measure understanding of 8NS1 standard |

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/pdf.gif[**8NS1 Constructed Response**](http://www.campbell.k12.ky.us/userfiles/1280/Classes/38556/illustrativemathematics764.pdf) [Edit](javascript:void(0);) [Delete](javascript:void(0);) Illustrative math constructive response to be utilized in class as formative assessment to measure understanding of 8NS1 standard |

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/pdf.gif[**Flowchart Rational/Irrational**](http://www.campbell.k12.ky.us/userfiles/1280/Classes/38556/numbersystemflowchart.pdf) [Edit](javascript:void(0);) [Delete](javascript:void(0);)  <http://www.campbell.k12.ky.us/userfiles/1280/Classes/38556/numbersystemflowchart.pdf> |

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/link.gif[Real Number Game](http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm) [Edit](javascript:void(0);) [Delete](javascript:void(0);) Real number sort. Progress through the levels and identify the different type. |

* http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/link.gif[Irrational and Rational Sort](http://www.math-play.com/rational-and-irrational-numbers-game/rational-and-irrational-numbers-game.html) [Edit](javascript:void(0);) [Delete](javascript:void(0);) |

* <http://www.math-play.com/rational-and-irrational-numbers-game/rational-and-irrational-numbers-game.html>

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/link.gif[http://www.orglib.com](http://www.orglib.com/) [Edit](javascript:void(0);) [Delete](javascript:void(0);)  <http://www.orglib.com/home.aspx> |

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/link.gif[Brainpop](http://www.brainpop.com/) [Edit](javascript:void(0);) [Delete](javascript:void(0);) ccms1 bpop ccmsbp camels |

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|  | http://www.campbell.k12.ky.us/admin/olc/sysimages/file.gif[**Unit 1 Number Sense (8NS1/8NS2)**](http://www.campbell.k12.ky.us/userfiles/1280/Classes/38556/Unit1%20Studyguide%20numbersense.docx) [Edit](javascript:void(0);) [Delete](javascript:void(0);) |

Unit 1 Study Guide

(Number Sense 8 NS.1/ 8 NS. 2)

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

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

**Learning Target(S) 8 NS 1**

I can *classify* Real numbers as: Irrational, Rational, Integers, Whole or Natural numbers.

I can *convert* repeating decimals to fractions (*rational numbers*)

1. Is 3.141592… an irrational number? Explain.

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| 1. **Circle** all statements that are true about rational and irrational numbers.   \*A rational number is a number that can be written as a ratio  \*A rational number is a number that can be written as a fraction  \*A rational number is a number that can be written as a decimal  \*An irrational number is a number that can be written as a terminating decimal  \*An irrational number never repeats and never ends.  \*A rational number is a Real number; irrational numbers are not.   1. **Classify** the following numbers as whole numbers, integers, rational numbers, irrational numbers, recognizing that some numbers belong in more than one category: 3http://scimathmn.org/stemtc/sites/all/libraries/jsMath/fonts/cmmi10/alpha/100/char3A.png6 −http://scimathmn.org/stemtc/sites/all/libraries/jsMath/fonts/cmsy10/alpha/100/char70.png4http://scimathmn.org/stemtc/sites/all/libraries/jsMath/fonts/cmmi10/alpha/100/char3B.pnghttp://scimathmn.org/stemtc/sites/all/libraries/jsMath/fonts/cmsy10/alpha/100/char70.png10http://scimathmn.org/stemtc/sites/all/libraries/jsMath/fonts/cmmi10/alpha/100/char3B.png −6 36 -63/99 ∏ 0 1 ¼ √2 √5 |

1. Rewrite .6 as a rational number (fraction).

**Learning** **Target(s) 8 NS 2**

I can *estimate* the value of irrational numbers by using rational approximations.

I can *locate* irrational numbers (ex: √2, ∏ ) and rational numbers (7/8, -19, . 0.27) on a number line.

1. Which Letter could represent the location of √3? Identify on the number line where the value of √6 would be, label it M.

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| (txt:imageAsset) |
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1. Estimate the rational approximation for √89. (\*Between which two whole numbers does it fall? Justify your answer, show work).
2. 1 ¾ is bigger than √10. True or False? Justify your answer.
3. Order the numbers from least to greatest (.25 -8.2 -√36 √7 .333 7/12 √15 )

For additional practice:

<http://www.orglib.com>

Select 8th grade

Select standard.