



San Diego Unified School District

---

Instructional Module to Enhance the Teaching of

**HARCOURT**

**Math**

**California Edition**

**Grade 4**

**Module 10 – Revised**

**Division with 2 Digit Divisors  
&  
Add and Subtract Fractions and Mixed Numbers**

— WORK IN PROGRESS —



**MODULE 10 – DIVISION WITH 2-DIGIT DIVISORS & ADD AND SUBTRACT FRACTIONS AND MIXED NUMBERS**

Modules represent individual units of study that lead to the essential learnings

**THREADS THROUGHOUT THE YEAR:**

*The threads represent ongoing learning opportunities in which students should be actively engaged throughout all units of inquiry during the entire school year. These items should not be isolated to any one particular unit of inquiry.*

**Students will:**

- Develop understanding of numbers and the number system and use their understanding to solve problems and recognize reasonable results.
- Develop understanding of and fluency in basic computation and procedural skills.
- Use mathematical reasoning to solve problems.
- Communicate their mathematical thinking by using words, numbers, symbols, graphs and charts and translate between different representations.
- Use equations and variables to express generalizations of patterns and relationships.
- Develop logical thinking to analyze evidence and build arguments to support or refute a hypothesis.
- Make connections among mathematical ideas and between other disciplines
- Develop and use strategies, skills, and concepts to solve problems.
- Use appropriate tools, including technology, as vehicles to learn mathematical concepts.

**These are essential learnings that represent bigger ideas/concepts:**

- Students understand and use the two models of division (sharing and grouping) when solving division problems.
- Students use a variety of strategies to estimate and find quotients.
- Students estimate and compute with fractions using fraction sense and their understanding of the properties of and relationships between the operations for whole numbers. Students know equivalent fractions describe the same amount using different sized fractional parts; the more parts used to make the whole, the smaller the parts.

**These are essential questions that learners ask themselves in order to achieve the essential learnings:**

- How do I use estimation strategies for division problems with 1-place divisors when estimating quotients with 2-place divisors ?
- How do I use the context to interpret remainders?
- How do I use and explain different strategies to solve division problems with 2-digit divisors (basic facts, the inverse relationship of multiplication, division patterns of multiples of ten, repeated subtraction, partial products and partial quotients)?
- How do I model division by a 2-place divisor using base-ten materials and translate my model into an equivalent numerical representation?
- How do I use fraction models (number line, fraction bars, grid models) to understand, solve, and explain addition and subtraction problems with fractions and mixed numbers?
- How do I translate solutions use models into equivalent numerical representations?
- How do I use equivalent fractions to rename unlike fractions when adding and subtracting fractions and mixed numbers?
- How do I recognize and write equivalent representations of fractions and mixed numbers?
- How do I use my understanding of basic operations with whole numbers to make meaning of addition and subtraction of fractions and mixed numbers?
- How do I use my understanding of the meaning of the numerator and denominator of a fraction when adding and subtracting fractions and mixed numbers?

**\* Presented in previous grade(s)**

*Resources:* Van de Walle: Chapter 13 (220-224), Ch 14 (235-236), Ch 14 (235-236), Ch 15 (242-262), Ch 16 (264-278); *Mathematics Source Book*, (pp. 48-58., 59-68)

**Harcourt Math – Grade 4**  
**UNIT 5: Divide by 1- and 2-Digit Divisors**  
**Add and Subtract Fractions and Mixed Numbers**

MODULE 10 – 12 Days of Instruction

**Key Mathematical Concepts:**

- Understand and use the two models of division to solve problems: sharing and grouping.
- Sharing – dividing a quantity into equal groups and the amount in each group.
- Grouping – the number of “groups of” in a given quantity/amount—repeated subtraction of group.
- Understand how use the context or situation to “make sense of” or determine what to do with the remainder in a division problem.
- Understand how to estimate a reasonable answer for division problems.
- Know how to solve problems involving the division of multi-digit number by one-digit numbers and how to explain the answer.
- Understand how to divide efficiently and accurately and have strategies for recording the process; understand the standard division algorithm.
- Understand how to use fractions bars to find equivalent fractions.
- Use models of fractions (number line, sketches, and fraction bars) to add and subtract like fractions and mixed numbers.
- Understand how to use equivalent fractions to rename unlike fractions in addition and subtraction.
- Understand why denominators do not change when finding the sum or difference of like fractions, while the numerators represent the sum or difference.
- Apply understanding of addition and subtraction of whole numbers to addition and subtraction of fractions and mixed numbers.

<p><b>Chapter 15: <u>Divide by 2-Digit Divisors</u></b></p> <p>Lesson 1: Division Patterns to Estimate          Lesson 2: Hands On: Model Division          Lesson 3: Division Procedures          Lesson 4: Correcting Quotients (Day 1)          Lesson 4: Correcting Quotients (Day 2)          Lesson 5: Problem Solving Skill: Choose the Operation</p>	<p><b>Chapter 18: <u>Add and Subtract Fractions and Mixed Numbers</u></b></p> <p>Lesson 1: Add Like Fractions          Lesson 2: Hands On: Subtract Like Fractions          Lesson 3: Add and Subtract Mixed Numbers          Lesson 4: Problem Solving Skill: Choose the Operation          Lesson 5: Hands On: Add Unlike Fractions          Lesson 6: Hands On: Subtract Unlike Fractions</p>
--	--

**Harcourt Math – Grade 4**

**MODULE 10 NOTES**

It is recommended that Lesson 15.2 be taught before Lesson 15.1. Lesson 15.2 provides experiences with modeling the division process.

<b><u>Day 1</u></b> <b>CHAPTER 15:</b> <i>Divide by 2-Digit Divisors</i> <b>Lesson 15.1</b> Division Patterns to Estimate	<b><u>Day 2</u></b> <b>Lesson 15.2</b> Hands On: Model Division	<b><u>Day 3</u></b> <b>Lesson 15.3</b> Division Procedures	<b><u>Day 4</u></b> <b>Lesson 15.4</b> Correcting Quotients  Day 1 of 2 day lesson	<b><u>Day 5</u></b> <b>Lesson 15.4</b> Correcting Quotients  Day 2 of 2 day lesson
<b><u>Day 6</u></b> <b>Lesson 15.5</b> Problem Solving Skill: Choose the Operation	<b><u>Day 7</u></b> <b>CHAPTER 18:</b> <b>Add and Subtract Mixed Numbers</b> <b>Lesson 18.1</b> Add Like Fractions	<b><u>Day 8</u></b> <b>Lesson 18.2</b> Hands On: Subtract Like Fractions	<b><u>Day 9</u></b> <b>Lesson 18.3</b> Add and Subtract Mixed Numbers	<b><u>Day 10</u></b> <b>Lesson 18.4</b> Problem Solving Skill: Choose the Operations
<b><u>Day 11</u></b> <b>Lesson 18.5</b> Hands On: Add Unlike Fractions	<b><u>Day 12</u></b> <b>Lesson 18.6</b> Hands On: Subtract Unlike Fractions			

DAY 1  
 Unit 5: Divide by 1- and 2-Digit Divisors  
 Module 10: Chapter 15, Divide by 2-Digit Divisors  
 LESSON 15.1, Pp. 278-279

<b>MATERIALS:</b>	*Transparency 15.1
<b>LESSON FOCUS:</b>	<b>Division Patterns to Estimate</b>
<b>CALIFORNIA STANDARDS:</b>	<p><b>Number Sense</b>  <b>3.0:</b> Solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.  <b>Mathematical Reasoning 1.1, 2.1</b></p>
<b>PURPOSE OF LESSON:</b>	<ul style="list-style-type: none"> <li>Understand how to patterns and multiples of 10 to make reasonable estimates for division situations.</li> <li>Use understanding of place value to determine the first digit and number of digits in quotients by considering partial quotients.</li> </ul>
<p><b>LAUNCH:</b>                  Introduce students to concepts.                   *Transparency 15.1</p>	<p><b>Warm Up Problem: Reasonable Estimates</b>  <i>The library keeps old books in boxes that each hold 12 books. They need to pack 312 old books. How many 12-book boxes do they need to pack 312 books?</i></p> <p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>Explain your strategy for estimating the number of book boxes.  <i>Is the number of boxes more or less than 100?</i></li> <li>Explain your thinking/reasoning.</li> <li>Students discuss why 100 is too many. (<math>12 \times 100 = 1200</math>)  <i>Will it be less than 10 boxes?</i></li> <li>Students discuss why 10 is too few. (<math>12 \times 10 = 120</math>)</li> <li>Ask students what they can say about their estimates. For example: <i>The number of boxes needed is less than _____ and more than _____ because....</i> <span style="float: right;">Partial</span></li> <li><i>How many digits will be in your answer? How do you know?</i></li> </ul> <p style="text-align: center;">Partial Quotients</p> <p>Show the problem at right. <math>12 \overline{) 312}</math></p> <p>Model strategy of partial quotients.</p> $\begin{array}{r} 12 \overline{) 312} \\ \underline{-240} \phantom{0} \\ 72 \phantom{0} \\ \underline{-72} \phantom{0} \\ 0 \phantom{0} \end{array} \quad \begin{array}{r} 20 \\ + 6 \\ \hline 26 \end{array}$ <p><u>About</u> how many 12s are in 312? (20 or 10)</p> <ul style="list-style-type: none"> <li>The <u>first partial quotient</u> is 20 (or 10 and then another 10. If a student begins with 10, there will be one more partial product of 10 to add to get the quotient): <math>20 \times 12 = 240</math> or <math>10 \times 12 = 120</math> and <math>10 \times 12 = 120</math>.</li> <li>Discuss meaning of partial quotient of 20 (10).  <i>Why is 240 subtracted from 312? (or 120 from 312)</i>                  Subtract 240 from 312. (72)</li> </ul>

	<ul style="list-style-type: none"> <li>Encourage students to connect division process to pictorial representations or models and give their own explanations of the division process. <i>How many groups of 12 are in 72? (6)</i> <math>12 \times 6 = 72</math></li> <li>Subtract 72 from 72. Add the 2 partial products: <math>20 + 6 = 26</math> <math>312 \div 12 = 26</math></li> <li>Students describe/explain division process. <i>Is 26 between 10 and 100? (Yes)</i></li> <li>Check quotient with estimate (done first).</li> <li>Discuss why multiplication can be used to check the division process. (Multiplication is the inverse of division)</li> </ul> <div style="border: 1px dashed black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <math display="block">\begin{array}{r} 26 \\ \times 12 \\ \hline 52 \\ +260 \\ \hline 312 \end{array}</math> </div> <p><b>Learn, P. 278:</b> Flying High.</p> <ul style="list-style-type: none"> <li>Write problem on board/overhead. Read with students. Discuss which numbers make reasonable estimates for this problem and why.</li> </ul> <p><b>Teach, P. 278;</b> Guided Instruction questions to guide discussion. Include Algebraic Thinking.</p>
<p><b>EXPLORE:</b> Work with the concept. Focus on students “doing” mathematics.</p>	<p><b>Check, Pp. 278-279:</b> Do #s 1-3 with students.</p> <ul style="list-style-type: none"> <li>Practice &amp; Problem Solving, Pp. 279: #26 &amp; 28: Discuss with students.</li> <li>Practice &amp; Problem Solving, Pp. 279 #22 – 25: Do with students. Discuss pattern.</li> </ul>
<p><b>PRACTICE:</b> Focus on Communication and Representation.</p>	<p><b>Practice &amp; Problem Solving, Pp. 278-279: #6-7:</b></p> <ul style="list-style-type: none"> <li>Students work with partners and explain/justify estimates. Students create a situation or story problem for one of the problems.</li> </ul>
<p><b>SUMMARIZE:</b> Connect purpose to activities.</p>	<p><b>ASSESS, TE P. 279: Discuss.</b></p> <ul style="list-style-type: none"> <li>Explain how to round the dividend and divisor to estimate <math>387 \div 45</math>.</li> </ul> <p><b>ASSESS, TE P. 279: WRITE.</b></p> <ul style="list-style-type: none"> <li>Explain how to use basic facts and patterns to estimate the quotient for <math>826 \div 41</math>. Use partial quotients, the traditional method or other strategies to solve it. Share results and approaches.</li> </ul>
<p><b>HOMEWORK:</b></p>	<p><b>Practice &amp; Problem Solving, P. 279: #s 10-11, 14-15</b> <b>Mixed Review and Test Prep., P. 279</b></p>



**ROUTINES:****Mental Math: Think Twice (2-Step Problems)**

Give student a 2-step mental arithmetic problem. Example:  $2 \times 5 \times 4 = 40$ .

Students explain process/strategy for solving.

Give problems that involve multiplying or dividing before addition or subtraction.

$5 \times 4 + 2 =$

$2 \times 4 \times 3 =$

$8 \times 5 \times 2 =$

$10 \times 2 \times 4 =$

$7 \times 9 + 0 =$

$4 \times 4 \times 2 =$

$5 \times 5 \times 2 =$

$3 \times 3 + 2 =$

$8 \times 3 + 2 =$

$7 \times 5 \times 1 =$

$2 \times 6 \times 2 =$

$4 \times 0 \times 4 =$

Vary by including other operations:

$12 \div 2 \div 2 =$

$20 \div 5 \div 2 =$

$60 \div 10 \div 3 =$

$50 \div 2 \div 5 =$

$15 \div 3 \div 5 =$

$64 \div 8 \div 8 =$

$81 \div 9 \div 3 =$

Reteach/reinforce any skills and concepts as needed.

DAY 2  
 Unit 5: Divide by 1- and 2-Digit Divisors  
 Module 10: Chapter 15, Divide by 2-Digit Divisors  
 LESSON 15.2, Pp. 280-281

<b>MATERIALS:</b>	Base-10 blocks and set of 0-10 numeral cards for each student.
<b>LESSON FOCUS:</b>	<b>Model Division</b>
<b>CALIFORNIA STANDARDS:</b>	<b>Number Sense</b> <b>3.0:</b> Solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. <b>Mathematical Reasoning 2.3</b>
<b>PURPOSE OF LESSON:</b>	<ul style="list-style-type: none"> <li>• Understand how to model the division process using Base 10 blocks and connect the model to recording.</li> <li>• Recognize that “repeated subtraction” can be used to solve division problems.</li> <li>• Use estimation strategies to verify the reasonableness of the quotient.</li> <li>• Understand that the quotient refers only to the complete number of groups and know how to interpret the remainder.</li> </ul>
<b>LAUNCH:</b> Introduce students to concepts.  Base 10 blocks Students have books closed.	HW: Partner check Practice & Problem Solving, p. 279 #10-11. (optional)  <b>Explore, P. 280:</b> Tea Time. Write problem on board/overhead. <ul style="list-style-type: none"> <li>• Students work with partners to solve problem.</li> <li>• Discuss models/representations used to solve problem.</li> </ul> <b>Teach, P. 280:</b> Guided Instruction questions to guide discussion. <ul style="list-style-type: none"> <li>• Connect division process to multiplication using “groups of” or arrays.</li> </ul>
<b>EXPLORE:</b> Work with the concept. Focus on students “doing” mathematics.	<b>Try It, P. 280.</b> Write problems A, B, C, and D on board/overhead. <ul style="list-style-type: none"> <li>• Students solve using Base 10 blocks, models/representations.</li> <li>• Create a situation for 1 problem and explain meaning of quotient.</li> </ul> <b>Connect, P. 281.</b> Write problem on board/overhead. <ul style="list-style-type: none"> <li>• Students model/show how to solve using Base 10 blocks, as Steps 1, 2, 3 are discussed.</li> </ul> Students explain/justify why the answer is reasonable for the problem.  <b>Practice, P. 281: #9 –11:</b> <ul style="list-style-type: none"> <li>• Do with students. Use Base 10 blocks or representations to prove or show quotients (especially Problem 10).</li> </ul>
<b>PRACTICE:</b> Focus on Communication and Representation.	<b>Practice, P. 281: #1-3:</b> <ul style="list-style-type: none"> <li>• Students work with partner using Base 10 blocks other or representations/explanations to justify responses.</li> </ul>
<b>SUMMARIZE:</b> Connect purpose to activities.	<b>ASSESS, TE P. 281: Write.</b> Discuss and do with students. <ul style="list-style-type: none"> <li>• Connect response to division models/representation.</li> </ul>
<b>HOMEWORK:</b>	<b>Practice, P. 281 #s 4-7.</b> <ul style="list-style-type: none"> <li>• Students solve using models including partial quotients. Make up a word problem for one of the problems (#s 4-7).</li> </ul> <b>Mixed Review and Test Prep., P. 281.</b>

**ROUTINES:****WHAT'S THE PRODUCT?**

Materials: 1 set of 0-10 numeral cards for each student.

Students use or make set of approximately 2 1/2" x 3" numeral cards, labeled from 0 – 10, with 6s and 9s underlined. Students play with partner. Each has set of numeral cards.

All cards in a set should be of same color, **but** partners should have different colored cards so cards can be returned to owners easily at end of game.

Objective: Be first to say correct product of 2 numbers.

Directions: Partners shuffle own cards and place them face down in a stack.

Students can add, subtract, or multiply, but at this grade multiplication should be used. At signal, each player turns over top card at same time and places it face up so both can see.

First player to say correct product wins. Winner "takes" both cards.

Game continues as players turn over next top card, etc. Game can be repeated as often as needed.

Players and teacher identify and record facts needing most help and focus on practicing those for immediate recall.

Variation: Students turn over 1 card and multiply by 20 or turn over 2 cards and multiply by 20.

Reteach/reinforce any skills and concepts as needed.

DAY 3  
 Unit 5: Divide by 1- and 2-Digit Divisors  
 Module 10: Chapter 15, Divide by 2-Digit Divisors  
 LESSON 15.3, Pp. 282-283

<b>MATERIALS:</b>	
<b>LESSON FOCUS:</b>	<b>Division Procedures</b>
<b>CALIFORNIA STANDARDS:</b>	<b>Number Sense 2.0</b> <b>3.0:</b> Solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.
<b>PURPOSE OF LESSON:</b>	<ul style="list-style-type: none"> <li>• Understand how to use estimation as a strategy for determining the place value of the first digit in the quotient.</li> <li>• Understand the connections between recording and the division process.</li> </ul>
<b>LAUNCH:</b> Introduce students to concepts.	<p>HW: Partner check and discuss problems students wrote to match the division problems. (optional)</p> <p><b>Warm Up:</b> Present context:  <i>Sometimes we don't need the exact answer; an estimate will be enough.. For example, if one store sells pencils 12 for \$1.00 and another store sells 100 pencils for \$5.00, estimate the price of 1 pencil in each store. Which store offers the better deal?</i></p> <ul style="list-style-type: none"> <li>• Discuss how students reached their solutions and explanations.</li> </ul>
<b>EXPLORE:</b> Work with the concept. Focus on students "doing" mathematics.	<p><b>Learn, P. 282:</b> Lunar Phases.</p> <ul style="list-style-type: none"> <li>• Write problem on board/overhead.</li> <li>• Students discuss with partner and estimate solutions.  <i>What numbers help make a reasonable estimate?</i></li> <li>• Discuss process/strategies for solving. It is important that students use a process they understand, it is <b>not</b> necessary for students to complete this problem using the standard algorithm.</li> <li>• The partial quotient process preserves the place value of the quantities as throughout the division process.</li> </ul> <p><b>Teach, P. 282;</b> Guided Instruction questions to guide discussion.</p> <p><b>Check, P. 282, # 1:</b> Discuss with students.</p> <ul style="list-style-type: none"> <li>• Students explain/model/represent the division process as they discuss estimating the quotient. <b>Check, P. 282: # 2-3:</b> Do with students.</li> </ul>
<b>PRACTICE:</b> Focus on Communication and Representation.	<b>Practice &amp; Problem Solving, P. 283 #22 – 26.</b> Solve with models & discuss.
<b>SUMMARIZE:</b> Connect purpose to activities.	<ul style="list-style-type: none"> <li>• Students explain/describe the division process when dividing a 3-digit number is divided by a 2-digit number, e.g., <math>235 \div 15</math>.</li> <li>• Students make up a word problem involving dividing a 3-digit number by a 2-digit number.</li> </ul>
<b>HOMEWORK:</b>	<p><b>Practice &amp; Problem Solving, P. 283 #10 – 12.</b></p> <ul style="list-style-type: none"> <li>• Use models to solve.</li> <li>• Make up a word problem involving for one problem (10 –12).</li> <li>• Be prepared to explain your division process.</li> </ul> <p><b>Mixed Review &amp; Test Prep, P. 283 #29 – 33.</b></p>

**ROUTINES:****Get It Right with Parentheses**

Review the use of parentheses to indicate which operation should be done first.

Show:  $3 + 4 \times 6 = 27$ .

*Where should parentheses be placed to make this sentence true?*

Answer:  $3 + (4 \times 6) = 27$ .

Continue with examples

$$4 + 5 \times 9 = 49$$

$$7 - 2 \times 3 = 1$$

$$8 + 4 \times 4 = 24$$

Continue with mixed examples such as:

$$7 \times 7 + 1 = 50$$

$$8 \div 4 + 4 = 6$$

$$3 + 27 \div 3 = 12$$

Reteach/reinforce any skills and concepts as needed.

DAY: 4  
 Unit 5: Divide by 1- and 2-Digit Divisors  
 Module 10: Chapter 15, Divide by 2-Digit Divisors  
 LESSON 15.4, Pp. 284-287  
 Day 1 of a 2-Day Lesson

<b>MATERIALS:</b>	TR 15.4
<b>LESSON FOCUS:</b>	<b>Correcting Quotients</b>
<b>CALIFORNIA STANDARDS:</b>	<b>Number Sense 2.0</b> <b>3.0:</b> Solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. <b>Mathematical Reasoning 1.1, 2.0, 2.1, 2.3, 2.6</b>
<b>PURPOSE OF LESSON:</b>	<ul style="list-style-type: none"> <li>• Develop strategies for estimating and adjusting the quotient when the estimate is too high or too low.</li> <li>• Use number sense and patterns to make reasonable estimates.</li> </ul>
<b>LAUNCH:</b> Introduce students to concepts.  TR 15.4	HW: Discuss solutions and problems students wrote for HW. (optional)  <b>Estimate quotients:</b> <ul style="list-style-type: none"> <li>• Write this problem: <math>12 \overline{)406}</math></li> <li>• Ask students:  <i>What is a good estimate for the first number in the quotient? and How many digits will be in the quotient? Discuss.</i></li> <li>• Students explain their reasoning.</li> <li>• Continue with other similar examples:  <math>32 \overline{)687}</math>      <math>25 \overline{)607}</math>      <math>43 \overline{)777}</math>      <math>19 \overline{)139}</math></li> </ul>
<b>EXPLORE:</b> Work with the concept. Focus on students “doing” mathematics.  Books closed.      Open books.	<b>Learn, P. 284: The Band Marches On!</b> <ul style="list-style-type: none"> <li>• Write problem on board/overhead.</li> <li>• Students discuss and explain reasonable estimates. Students share strategies/process for solving and explain/justify approach.</li> <li>• Students explain how they know the answer is reasonable for the situation.</li> </ul> <b>Teach, P. 284:</b> Guided Instruction questions to guide discussion of Steps 1, 2, 3 and Examples A & B. <b>Check, P. 285 # 2 &amp; 3.</b> Do with students. <ul style="list-style-type: none"> <li>• Check Estimates, P. 285: Division problems on board/overhead: Students discuss each estimate to determine if it is/is not reasonable. Explain why each makes sense or provide a more reasonable solution.</li> <li>• See bullets, top margin TE P. 285.</li> </ul> <b>Check, P. 285 # 1.</b> Discuss. <ul style="list-style-type: none"> <li>• Math Idea, middle SE p. 285. Discuss.</li> <li>• Check, P. 285 #4 &amp; 5. Discuss.</li> </ul>
<b>PRACTICE:</b> Focus on Communication and Representation.	<b>Practice &amp; Problem Solving, P. 286 #34 – 36 &amp; 37 – 39 &amp; 42.</b> <ul style="list-style-type: none"> <li>• Students work with partners. Discuss students’ strategies and solutions.</li> </ul>

<b>SUMMARIZE:</b> Connect purpose to activities.	<b>ASSESS, TE P. 287: Discuss.</b> <ul style="list-style-type: none"><li>• Do with students.</li><li>• Chart students' responses.</li></ul> <b>ASSESS, TE P. 287: WRITE.</b> Share responses.
<b>HOMEWORK:</b>	<b>Practice &amp; Problem Solving, P. 286 #10 – 12.</b> <b>Mixed Review &amp; Test Prep., P. 287 #45 – 50.</b>

**ROUTINES:**

**Linkup to Reading – P. 287**

Read *Linkup to Reading* with students.

Discuss students' solutions and strategies for solving.

