

Name: Ramitha C.

uzli
EXIT TICKET

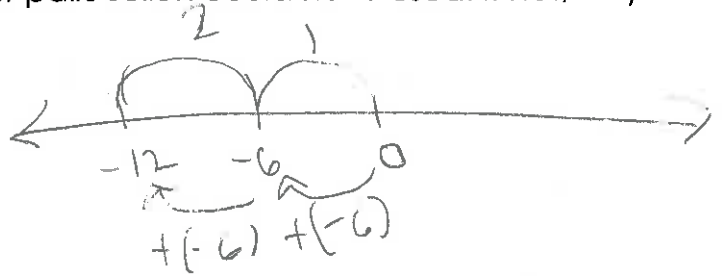
Date: 9/7/18

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.

Possible factor pairs:

- $1 \times (-12)$ • $4 \times (-2)$
- $2 \times (-6)$ • $6 \times (-2)$
- $3 \times (-4)$

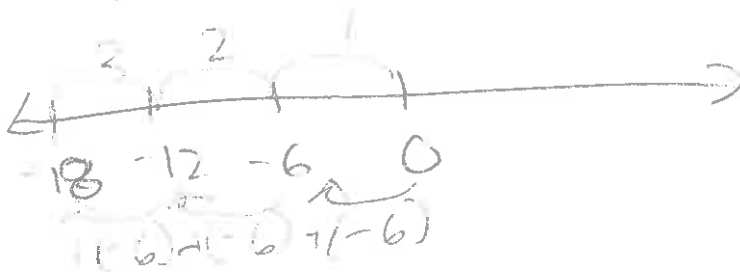


It is possible as long as you use the commutative property which allows you to move the numbers around to get you a proper expression.

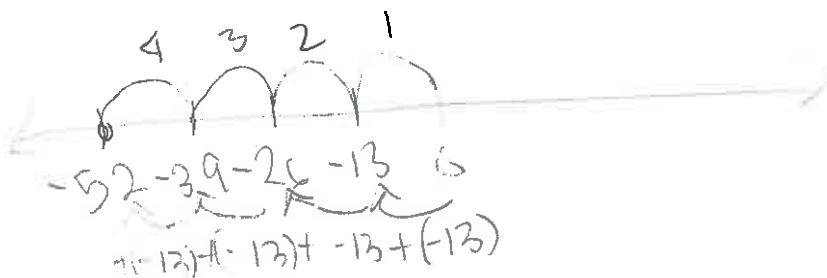
not necessary to be used here

2. Evaluate each expression. Draw a model to show your thinking.

a. $-6 \times 3 = 3 \times (-6) = -18$



b. $4 \times (-13)$



Name: Jasmin

U2L1
EXIT TICKET

Date: _____

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.

12 : 1, 2, 3, 4, 6, 12 ✓

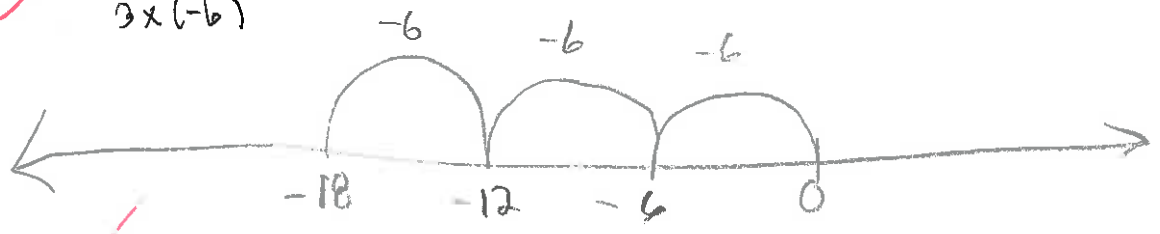
list the pairs (sets of 2)
→ one of the pair must be negative

e.g. $-1 \cdot 12 = -12$
 $-2 \cdot 6 = -12$
 $-3 \cdot 4 = -12$

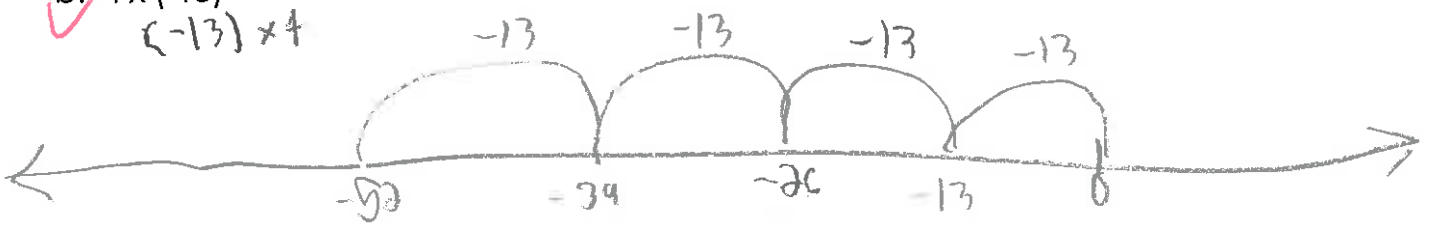
It's possible because julien can turn 2 pairs and
1 number can be a negative, I found out the common factor
of 12.

2. Evaluate each expression. Draw a model to show your thinking.

✓ a. -6×3
 $3 \times (-6)$



✓ b. $4 \times (-13)$
 $(-13) \times 4$



Name: Karla Morales

U2L1
EXIT TICKET

Date: 9/7/18

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.

$(2, 6), (3, 4)$

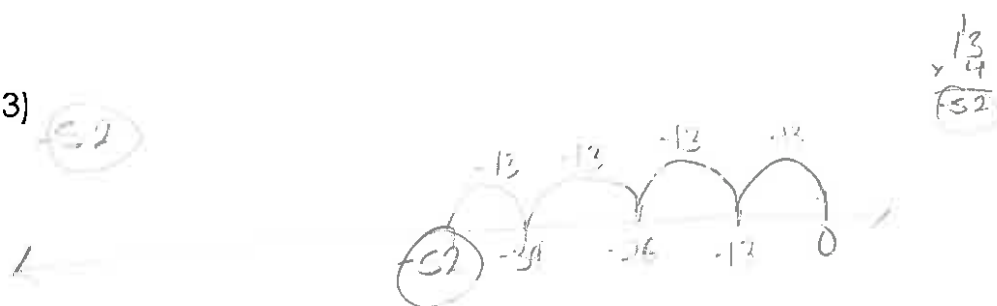
Two numbers that Julien could've used would be $2 \times (-6)$. The multiplication sentence is basically making two groups of negative six (-12).
Other number he could've used were -6×2 , $4 \times (-3)$, $1 \times (-12)$, -12×1 , $2 \times (-6)$,
or -3×4 .

2. Evaluate each expression. Draw a model to show your thinking.

a. -6×3



b. $4 \times (-13)$



Name: Oscar Davis

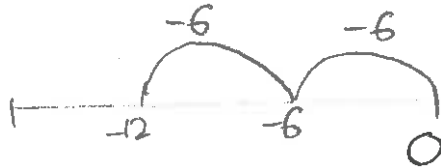
U2L1
EXIT TICKET

Date: September 7th, 2018

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.

work
example



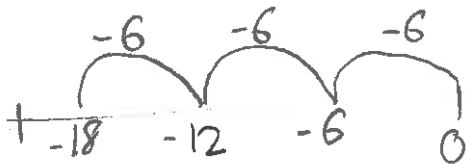
-4.3 some pairs
-12.1
-6.2
↑ will choose
if it are

yes it is possible to get -12 as a product. -4.3, -12.1,
and -6.2 are some pairs that give you -12.

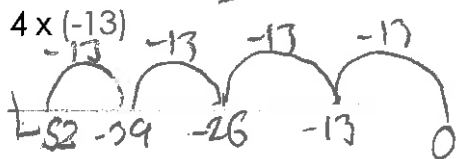
This is because when you multiply a negative and
positive and use a number line, you choose the
most reasonable number to be the number of groups and
the most reasonable number to be the size.

2. Evaluate each expression. Draw a model to show your thinking.

a. -6×3



b. $4 \times (-13)$



I used commutative property here

Name: Pablo Vargas

u24
EXIT TICKET

Date: _____

Self-assessment	I mastered the learning objective today.	I am almost there.	Need more practice and feedback.
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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.

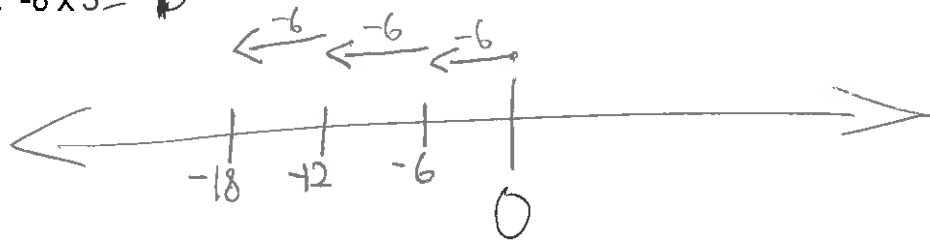
$$\begin{array}{l} -12 \times 1 = \\ -6 \times 2 \\ -3 \times 4 \end{array} \left. \vphantom{\begin{array}{l} -12 \times 1 = \\ -6 \times 2 \\ -3 \times 4 \end{array}} \right\} -12$$



Julien is right because any multiplication problem that has different signs will be negative.

2. Evaluate each expression. Draw a model to show your thinking.

a. $-6 \times 3 = -18$



b. $4 \times (-13) = -52$

