

10. $4\frac{12}{81}$

9. 16

8. $50\frac{44}{31}$

7. $4\frac{1}{5}$

6. $3\frac{40}{31}$

5. $41\frac{108}{67}$

4. $28\frac{88}{35}$

3. $4\frac{63}{43}$

2. $1\frac{48}{13}$

1. 44R66

BASIC MATH

The Complete Course
Lesson Eleven

Using the Calculator KA8411

Teaching Guide & Worksheet

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HOW TO USE THE VIDEO AND TEACHING GUIDE

1. The "STOP TO THINK" signal means pause to think.
2. The "STOP TO WORK" signal means work the problem(s).
3. Rewind the tape and watch the lesson again if the concept is not clear.
4. Use "Learning Strategies" section of the Teachers Guide as memory aids and topics for classroom discussion.
5. Students should complete the exercises on the worksheet to confirm their understanding of this lesson.

Instructors may duplicate the worksheets as needed

USING THE STANDARD FOUR-FUNCTION CALCULATOR

- A. Addition, subtraction, and multiplication of whole numbers were discussed in Lessons 1 and 2
- B. Dividing whole numbers
1. The standard calculator provides a decimal answer if there is a remainder
 2. This decimal answer can be converted to a quotient and remainder
 3. Use 53 divided by 4 as an example
 - a. Subtract the whole number (quotient) from the answer
 - b. Determine the remainder by multiplying the remaining decimal by the divisor
 - c. Due to rounding off by the calculator, the remainder may be 5.99999 or 6.0000001 instead of 6
- C. Working with fractions
1. Fractions must be changed to decimals, and the final answer must then be changed back to a fraction
 2. If the answer is a decimal number greater than one, subtract the whole number
 3. The decimal fraction that is left should be multiplied by the common denominator
 4. Mixed numbers should be written using parentheses—e.g., $1\frac{3}{8}$ is written as $(1 + 3/8)$
 5. In some cases you may need to reduce the resulting fraction

USING THE EXPLORER CALCULATOR

- A. Integer division allows you to obtain a whole-number quotient and a whole-number remainder
- B. Working with fractions using the "fraction bar" key
1. The key with the symbol that looks like a "u" is used to separate the whole number from the fraction in a mixed number
 2. The key with the "/" is used to separate the numerator and the denominator in the fraction
- C. Changing an improper fraction to a mixed number
- D. Reducing a fraction to simplest terms
- E. Demonstrating the advantage of using the Explorer for work with fractions by completing the same problems done earlier in this lesson
- F. Dividing fractions in one step
- G. Changing a mixed number to an improper fraction
- H. Changing a decimal to a fraction (this is covered in Lesson 12)

Do all problems using a calculator.

Answer to question 1 should have a quotient and remainder.

1. $153\overline{)6798}$

2. $\frac{7}{16} + \frac{5}{6}$

3. $9\frac{4}{7} - 4\frac{8}{9}$

4. $6\frac{3}{8} \times 4\frac{5}{11}$

5. $4\frac{3}{7} \times 2\frac{5}{12} \times 3\frac{8}{9}$

6. $\frac{2}{5} + 3\frac{3}{8}$

7. $4\frac{4}{5} - \frac{3}{5}$

8. $5\frac{3}{4} \times 8\frac{9}{11}$

9. $4\frac{4}{7} \times 3\frac{1}{2}$

10. $6\frac{2}{3} \times 8\frac{4}{9} \times 7\frac{1}{3}$