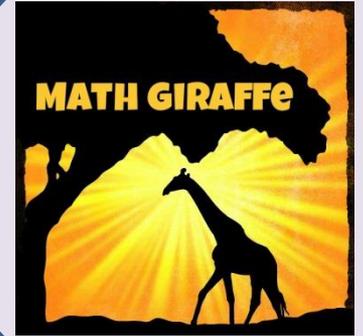


PRE-
ALGEBRA
FREE SAMPLE



Critical Thinking “Writing In Math” Question Sample Set

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This is a sample pack. The FULL Question Pack is available for sale and has 100 questions.

Critical Thinking / Writing in Math Question Pack: Pre-Algebra

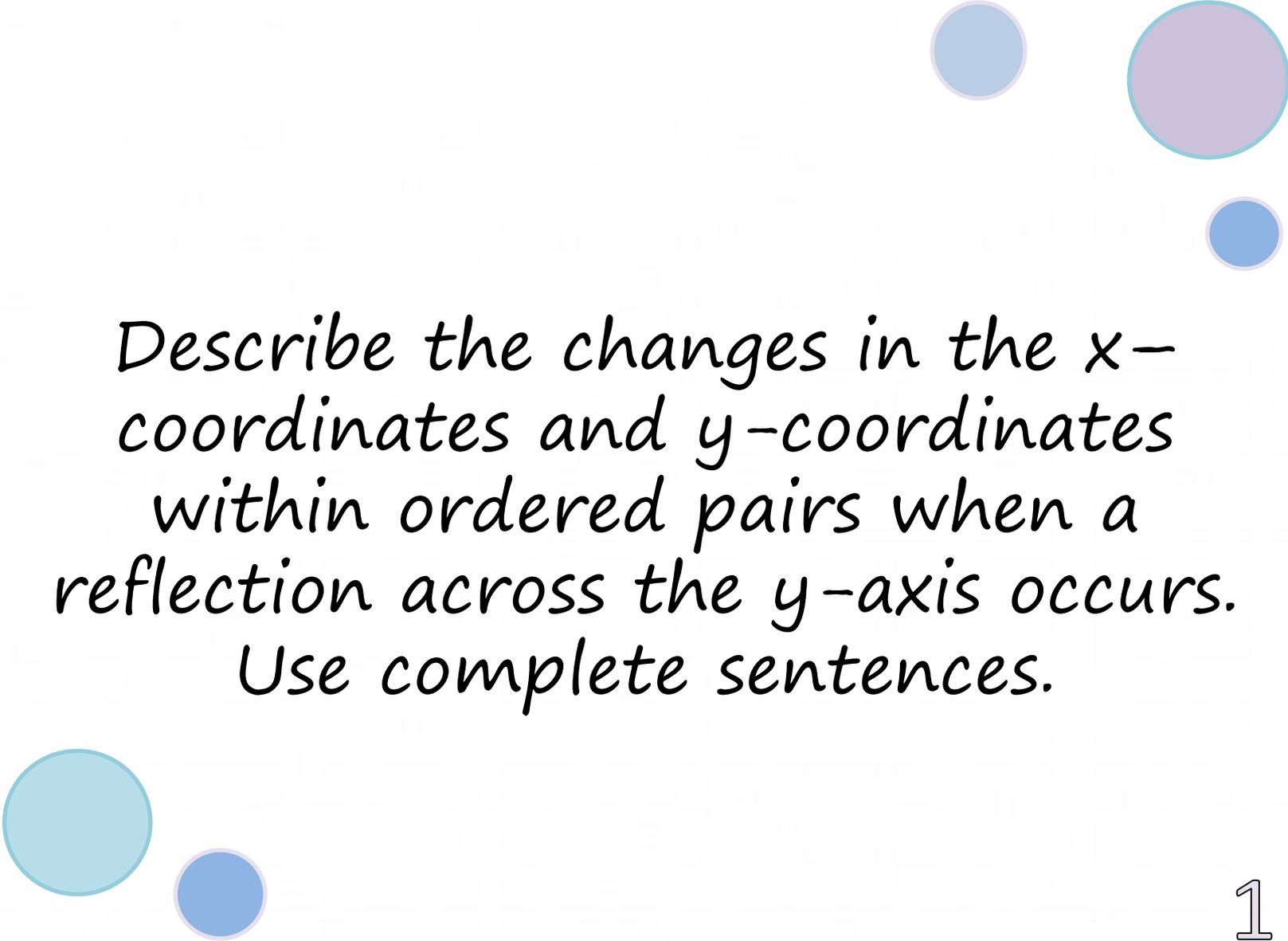
Suggestions for ways to use these slides:

1. Display one per day using a projector. The questions can serve as a warm-up or math journaling activity for either current content or review.
2. Print one set and laminate. Use them as task cards. Students can record answers in their notebook working individually or doing a think-pair-share activity.
3. Put a few cards up on walls around the room and have students walk around in stations answering each question.
4. Print four to a page and make smaller study-guide cards.
5. Use these for differentiated assessments.

Suggestions for ways to use attached editable question lists:

1. Copy and paste questions into tests and quizzes.
2. Create worksheets or add critical thinking questions to existing worksheets.





Describe the changes in the x -coordinates and y -coordinates within ordered pairs when a reflection across the y -axis occurs. Use complete sentences.

1

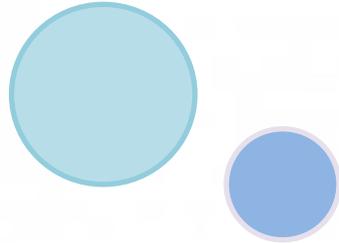


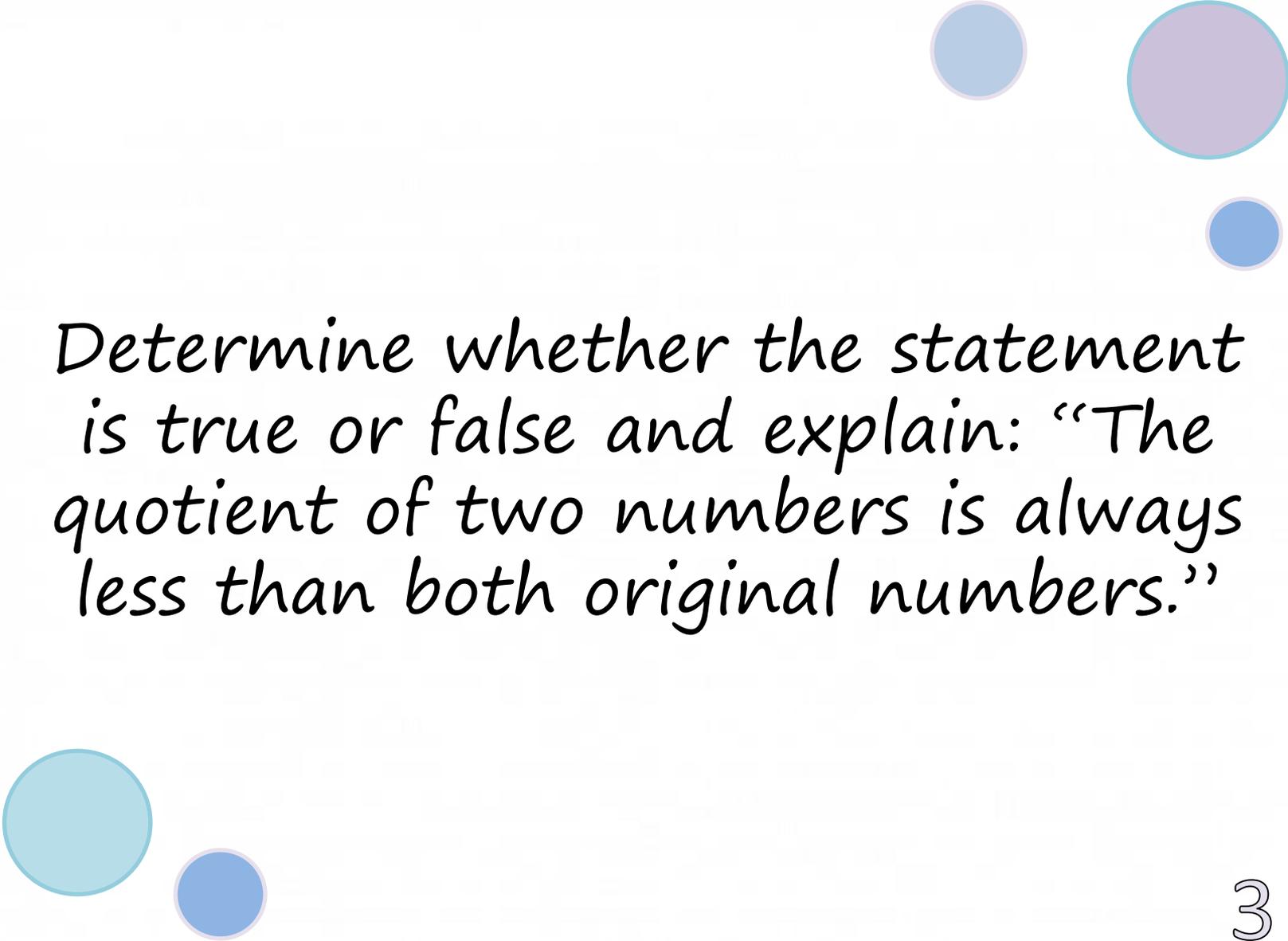


Explain what it means for a number to be a perfect square.

Why do you think the word “square” was chosen for this type of number? What is a square root?

Use complete sentences.

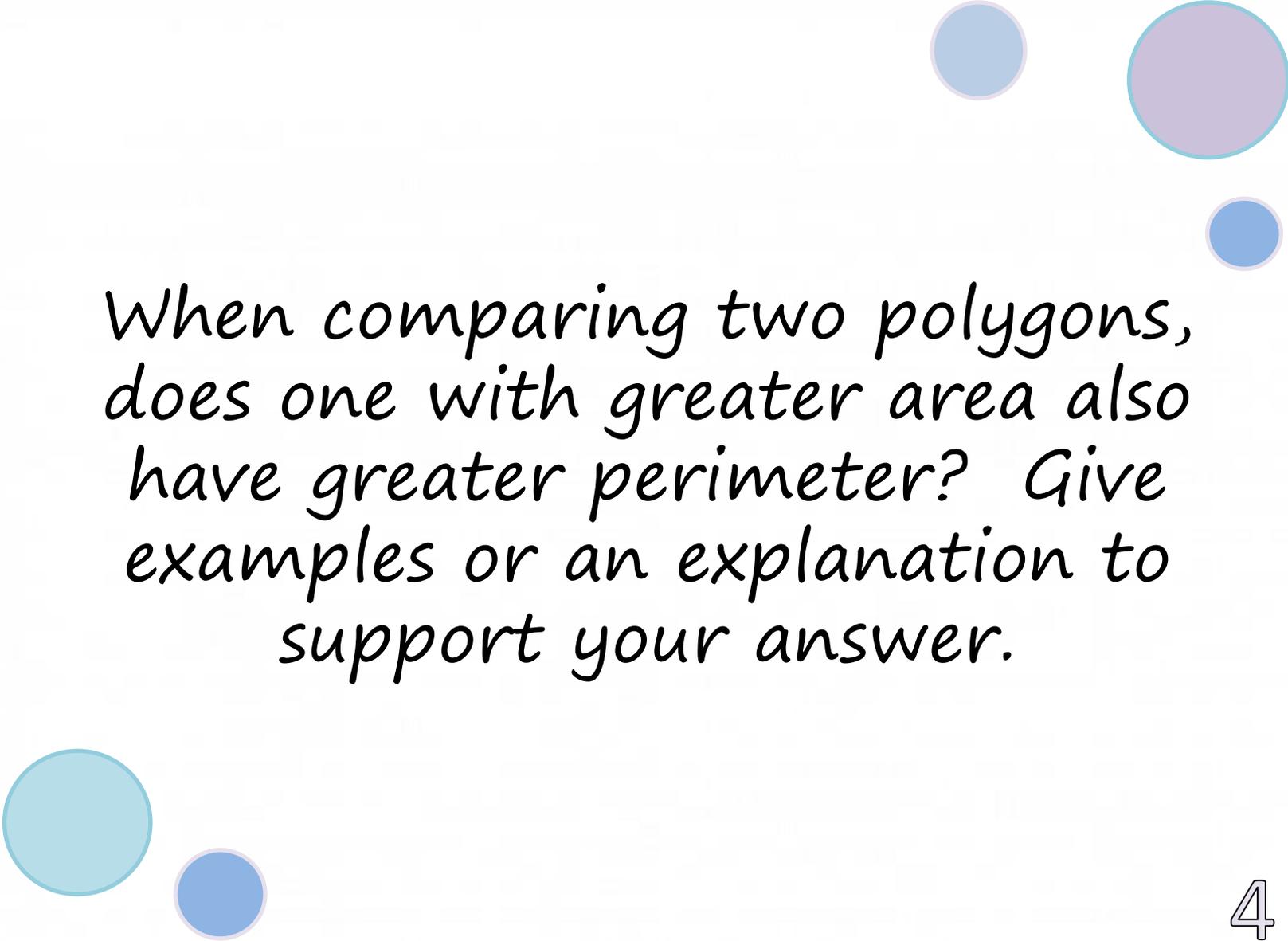




Determine whether the statement is true or false and explain: “The quotient of two numbers is always less than both original numbers.”

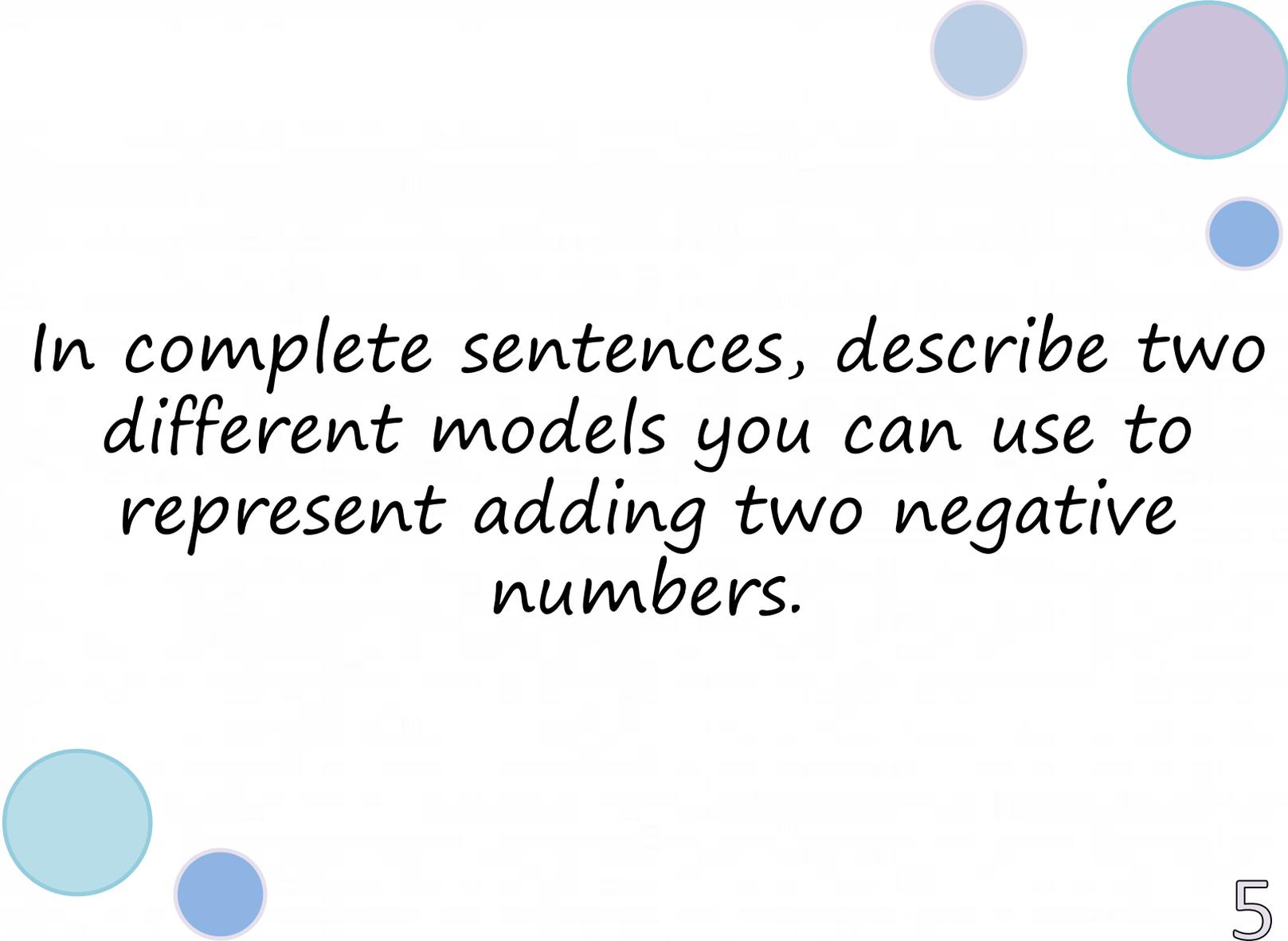
3





When comparing two polygons, does one with greater area also have greater perimeter? Give examples or an explanation to support your answer.





In complete sentences, describe two different models you can use to represent adding two negative numbers.

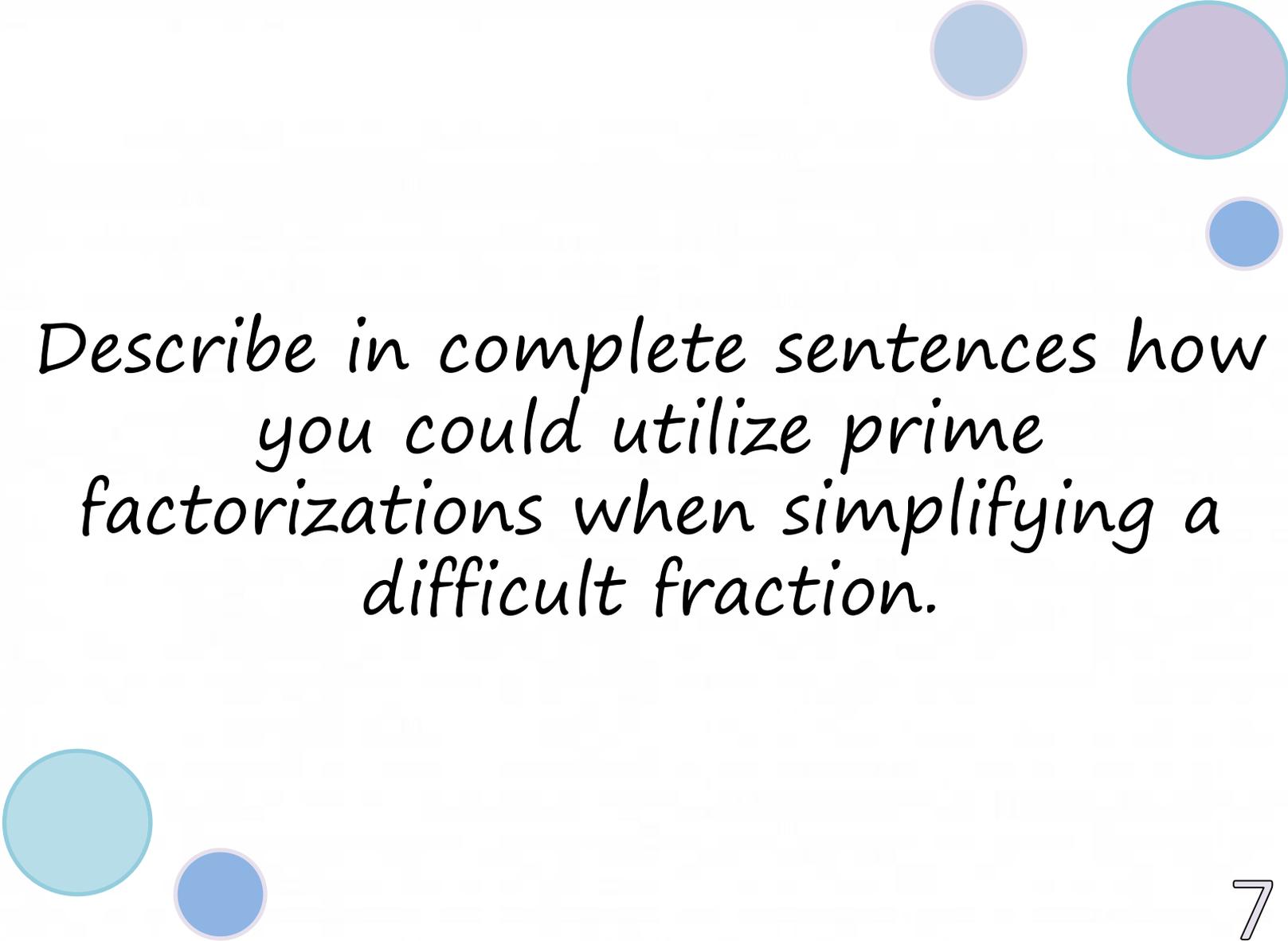
5



Give a real-world example of a function with a negative slope.

6





Describe in complete sentences how you could utilize prime factorizations when simplifying a difficult fraction.

7



Explain why multiplying by a reciprocal achieves the same purpose as division. Include an example that shows that finding “half of” a number is the same as dividing by 2.