Week of 11/4/15

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Standards** | Teacher planning day | Election day | (**7.NS.A.2**)  Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. | (**7.NS.A.2**)  Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. | (**7.NS.A.2**)  Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. |
| **Learning Targets** |  |  | * I can recognize that division is the reverse process of multiplication and that integers can be divided provided the divisor is not zero. | I can  convert positive decimals to fractions and fractions to decimals and understand that decimals specify points on the number line by repeatedly subdividing intervals into tenths | I can interpret word problems and convert between fraction and decimal forms of rational numbers. |
| **Plans**  (Include Instructional Method, Strategies, and Activities) |  |  | * Opener * Finish Eureka Lesson 12 * Problem Set * Math Drills for fluency in multiplication and division. * Exit Ticket | * Opener * Complete Eureka Lesson 13 * Problem Set * Exit Ticket | * Opener * Complete Eureka Lesson 14 * Problem Set * Exit Ticket |
| **Assessments**  (Formative and Summative) |  |  | Students determine whether or not various representations of the quotient of two integers are equivalent.  1.   Mrs. McIntire, a seventh grade math teacher, is grading papers.  Three students gave the following responses to the same math problem:  Student one:   1−2  Student two:   −(12)  Student three:   −12    On Mrs. McIntire’s answer key for the assignment, the correct answer is −0.5 .  Which student answer(s) is (are) correct?  Explain.  2.   Complete the table below. Provide an answer for each integer division problem and write a related question using integer multiplication.  http://greatminds.net/maps/images/math_documents/_574w/G7M2v3L12-10.png | 1. Write 3.0035 as a fraction.  Explain your process.   2. This week is just one of   40 weeks that you spend in the classroom this school year.  Convert the fraction 140  to decimal form | 1.     What is the decimal value of 4/11?    2.     How do you know that 4/11 is a repeating decimal?    3.     What causes a repeating decimal in the long division algorithm? |
| **Vocabulary** |  |  | * Multiply * Divide * Integer * Positive * Negative * Repeated addition * Divisor * Factor * Decimal * Product * Quotient * Subdivide * Interval | * Multiply * Divide * Integer * Positive * Negative * Repeated addition * Divisor * Factor * Decimal * Product * Quotient * Subdivide * Interval | * Multiply * Divide * Integer * Positive * Negative * Repeated addition * Divisor * Factor * Decimal * Product * Quotient * Subdivide * Interval |
| **Homework** |  |  | Finish Problem Set | Finish Problem Set | Finish Problem Set |