Week of 11/4/15

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|   | **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
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| **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:   1−2Student 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
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| **Homework** |  |  | Finish Problem Set | Finish Problem Set | Finish Problem Set |