

# MATH AGENDA March 20 - 24th

7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.B.4a Solve word problems leading to equations of the form  $px+q=r$  and  $p(x+q)=r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

7.EE.B.3 Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

7.RP.A.2 Recognize and represent proportional relationships between quantities

7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

DATE		IN CLASS WORK (Performance Task)	SUCCESS CRITERIA HOMEWORK
<b>Monday</b> March 20th	<b>FOCUS QUESTION</b> How do you express a number as a fraction, a decimal or a percent?	<ul style="list-style-type: none"> <li>Students will watch a Launch video about Cola Nola and Bola Cola.</li> <li>Students will review how to express numbers as a fraction, a decimal or a percent by answering question 1.1A, B and C on page 8.</li> </ul>	<b>HW: M5 S3 E1</b>  Students will be able to change $1/5$ to a decimal and a percent.
<b>Tuesday</b> March 21st	<b>FOCUS QUESTION</b> What do different comparisons of quantities tell you about their relationships?	<ul style="list-style-type: none"> <li>Students will do an activity called "What's Your Rate?" Where they will predict how many jumping jacks they can do, how many starts they can do and how many states they can name?</li> <li>We will discuss how they predicted how many jump jacks they can do in 30 seconds when they know how many they can do in 10 seconds. (Ratios/Proportions)</li> </ul>	<b>HW: 5.1A Ratios</b> (Practice and Application)  Students will be able to tell which is the biggest and smallest of these three numbers.  $2/7$ $.385$ $39\%$
<b>Wednesday</b> March 22nd	<b>FOCUS QUESTION</b> What strategies do you use to determine which mix is most orangey?	<ul style="list-style-type: none"> <li>As a class, we will discuss what a concentrate is and how try to figure out which mix will be most orangey and which is most watery.</li> </ul>	<b>HW: Page 10 problem 1.2A, B, C and D</b>  Students will be able to explain what a concentrate is and have ideas of how to determine which mix will taste the most orangey.
<b>Thursday</b> March 23rd	<b>FOCUS QUESTION</b> What strategies do you use to determine which mix is most orangey?	<ul style="list-style-type: none"> <li>Students will work as a group to share their ideas on how to determine which mix is the most orangey. Then they will present their ideas to the class.</li> </ul>	<b>HW: Page 22 problems 10-12</b>  Students will be able to explain which mix tastes most orangey and why?  1 cup of concentrate 2 cups of water or 5 cups of concentrate 9 cups of water
<b>Friday</b> March 24th	<b>FOCUS QUESTION</b> How do you change a ratio to a percent when it is part-to-part or part-to-whole?	<ul style="list-style-type: none"> <li>Students will work as a team to change ratios that are part-to-part and part-to-whole to a percent.</li> </ul> <p><b>HAVE GREAT SPRING BREAK!</b></p>	<b>HW: None</b>  Students will be able to explain how to find the percent of boys from the ratio 3 boys to 2 girls.