

MATH AGENDA November 28th - December 2nd

Content Standard: 7.NS.A.1c Understand subtraction of rational numbers as adding the inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their differences, and apply this principle in real-world contexts.

| DATE | LEARNING TARGET | IN CLASS WORK (Performance Task) | SUCCESS CRITERIA HOMEWORK |
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| Monday November 28th | FOCUS QUESTION How is a chip model or number line useful in determining an algorithm for subtraction? | <ul style="list-style-type: none"> Students will make a foldable reviewing the words additive inverse, additive identify, associative property and commutative property. Students will work as a group to answer the questions on page 37 problems 2.2A, B and C. | HW: Page 45 problems 18-29 Students will be able to answer these problems using chips or a number line. $-4 - (+6) =$ $3 - (-5) =$ |
| Tuesday November 29th | FOCUS QUESTION What algorithm can be used to subtraction fractions that are positive and negative? | <ul style="list-style-type: none"> Students will practice subtracting fractions that are positive and negative numbers. | HW: Page 45-46 problems 30-37 Challenge Problems (Optional) Page 50 problems 65 and 66. Students will be able to answer these problems. $-2/3 + 1/6 =$ $1/2 + (-3/8) =$ |
| Wednesday November 30th | FOCUS QUESTION How can positive and negative rational numbers | <ul style="list-style-type: none"> Students will work in groups to practice comparing positive and negative rational numbers by putting numbers on an index card in order. <p>Guest Teacher (I will be at a math meeting.)</p> | HW: May I Take Your Order? WS Students will be able to put these three numbers in order from least to greatest. -2.1 $4/5$ $-3/4$ 0.85 $-2\ 1/4$ |
| Thursday December 1st | FOCUS QUESTION How is a chip model or number line useful in determining an algorithm for subtraction? | <ul style="list-style-type: none"> Students will work through the the problems 2.2D, E and F on page 38. <p>Guest Teacher (I will be at a science meeting.)</p> | HW: Subtracting Integers using related addition problems Students will be able to rewrite these subtraction problems to a related addition problem. $3 - (-1) =$ $-2 - 5 =$ $-4 - (-7) =$ |
| Friday December 2nd | FOCUS QUESTION How are the algorithms for addition and subtraction of integers related? | <ul style="list-style-type: none"> Students will work through the the problems 2.3A, B and C on page 40. | HW: Subtract Integers using Drawings Students will be able to draw a model of this subtraction problem: $-3 - (-8) =$ |