

704**9/22/16 – Homework: Visualization**

Example #2 Visualization: Complete the problem below using the visualization method (posted on the wall in the front right side of the classroom).

Mrs. Jones had \$15 in her bank account. She bought a shirt for \$18. Mrs. Jones' sister deposited \$9 into Mrs. Jones' account. She then bought 2 brownies for \$1 each and a cake for \$8. What is Mrs. Jones new balance?

9/28/16 - Exit Ticket: Fractions with Like and Unlike denominators.

Adding Fractions with Like denominators.

$$1. \frac{4}{6} + \frac{1}{6} = \quad 2. \frac{2}{9} + \frac{3}{9} =$$

Adding fractions with unlike denominators.

$$1. \frac{3}{8} + \frac{1}{4} = \quad 2. \frac{2}{3} + \frac{8}{9} =$$

9/29/16 Exit Ticket: Adding Subtracting Fractions with Unlike Denominators

$$1. \frac{2}{3} + \frac{5}{6} = \quad 2. \frac{2}{3} - \frac{5}{6} =$$

9/30/16 Exit Ticket: Adding and Subtracting Mixed Fractions with Like Denominators

$$\begin{array}{lll} 1. 1\frac{3}{8} - 1\frac{1}{8} = & 2. 2\frac{2}{5} + 1\frac{1}{5} = & 3. 1\frac{7}{8} - 1\frac{6}{8} = \\ 4. 3\frac{4}{7} + 2\frac{3}{7} = & 5. 4\frac{8}{9} - 2\frac{1}{9} = & \end{array}$$

10/6/16 Homework

Solve the expression below using methods/strategies discussed in class.

$$-13\frac{5}{7} + 6 - \frac{2}{7} =$$

10/13/16 Classwork: Word Problem G.O.(Esther -Adding Negative Numbers)

Word Problem Graphic Organizer

1. Read the entire problem. □ 2. Read again using C.U.B. □

Unknown Vocabulary	What do we know?	What do we need to find out? (In your own words).
Draw a visual representation.		<p align="center"><u>Word Problem</u></p> <p>On Thursday Esther had \$164.00 in her bank account. On Friday, she withdrew \$81.00 from her account to take her sister shopping. After depositing \$85.00 on Saturday, how much money did Esther have in her bank account?</p>
		<table border="1"> <tr> <td data-bbox="597 772 1021 1094">Method/Strategy (Mathematically)</td> <td data-bbox="1021 772 1500 1094">Method/Strategy (Written Explanation)</td> </tr> </table>
Method/Strategy (Mathematically)	Method/Strategy (Written Explanation)	

Did I answer the original question? □

My final Answer is: _____

C.U.B. = Circle key numbers (5, $\frac{1}{2}$, 0.25). Underline the Question. Box any math action words (+, -, \times , \div).

10/13/14 Homework: Word Problem G.O. (Destiny - Repeated Addition = Multiplication)

Word Problem Graphic Organizer

1. Read the entire problem. □ 2. Read again using C.U.B. □

Unknown Vocabulary	What do we know?	What do we need to find out? (In your own words).
<div data-bbox="506 651 1401 835" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Word Problem</u></p> <p>On Thursday Esther had \$164.00 in her bank account. On Friday, she withdrew \$81.00 from her account to take her sister shopping. After depositing \$85.00 on Saturday, how much money did Esther have in her bank account?</p> </div>		
Draw a visual representation.	Method/Strategy (Mathematically)	Method/Strategy (Written Explanation)

Did I answer the original question? □ My final Answer is: _____

C.U.B. = Circle key numbers (5, $\frac{1}{2}$, 0.25). Underline the Question. Box any math action words (+, -, \times , \div).

10/14/16 Homework: Subtracting Mixed Numbers

Name: _____

Subtracting Mixed Numbers

With Different Denominators

Step 1: Find the Least Common Denominator (LCD).

$$\begin{array}{r} 3\frac{1}{2} \\ - 2\frac{3}{8} \end{array} \rangle \text{LCD} = 8$$

Step 2: Using the LCD, find equivalent fractions.

$$3\frac{1}{2} = 3\frac{4}{8}$$

Step 3: Subtract the fractions.

$$\begin{array}{r} 3\frac{1}{2} = 3\frac{4}{8} \\ - 2\frac{3}{8} = -2\frac{3}{8} \\ \hline 1\frac{1}{8} \end{array}$$

Step 4: Subtract the whole numbers.

$$\begin{array}{r} 3\frac{1}{2} = 3\frac{4}{8} \\ - 2\frac{3}{8} = -2\frac{3}{8} \\ \hline 1\frac{1}{8} \end{array}$$

Solve and simplify your answer.

$$\begin{array}{r} \text{a. } 8\frac{5}{8} \\ - 4\frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} \text{b. } 9\frac{5}{9} \\ - 3\frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} c. \quad 3\frac{3}{5} \\ - 3\frac{3}{10} \\ \hline \end{array}$$

d. $6\frac{7}{15}$
 $- 1\frac{2}{5}$

e. $6\frac{5}{6}$
- $3\frac{5}{12}$

$$\begin{array}{r} \text{f.} \quad 1 \frac{3}{4} \\ - \quad \frac{5}{16} \\ \hline \end{array}$$

9. $12\frac{5}{8}$
- $7\frac{2}{5}$

h. $7\frac{9}{11}$
 $- 5\frac{1}{2}$

$$\begin{array}{r} \text{i.} \quad 2\frac{1}{2} \\ - 2\frac{5}{16} \\ \hline \end{array}$$

$$\begin{array}{r} \text{J.} \quad 12\frac{7}{9} \\ - 9\frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} \text{k. } 4\frac{4}{7} \\ - 2\frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 5\frac{13}{24} \\ - \quad \frac{5}{12} \\ \hline \end{array}$$

$$\begin{array}{r} \text{m.} \quad 7 \frac{3}{4} \\ - \quad \frac{9}{16} \\ \hline \end{array}$$

$$\begin{array}{r} \text{n. } 15\frac{17}{20} \\ - 10\frac{7}{10} \\ \hline \end{array}$$

$$\begin{array}{r} 6\frac{7}{8} \\ - 3\frac{3}{5} \\ \hline \end{array}$$

p. $4\frac{9}{14}$
- $1\frac{3}{7}$

10/17/16 Homework: Changing any fraction to a decimal.

Teaching Point: SWBAT write any fraction as a terminating or non-terminating decimal using long division

Vocabulary

A terminating decimal is a decimal that ends. Examples: 0.8 0.75 0.1875

A repeating decimal is a decimal that has a digit or a group of digits that repeat over and over without ending. Examples: 0.3333333333.... or 0.27272727..... or

A repetend is a digit or group of digits that repeat in a repeating decimal. A bar is placed over the repeating digit(s) as a shorthand representation.

CHANGING ANY FRACTION TO A DECIMAL

- 1) Place numerator inside and denominator outside the house.
- 2) Add a decimal point and 3-4 zeros to the number in the house.
- 3) Bring the decimal point straight up (and forget about it!)
- 4) Follow the long division steps:
 - 1) Dad ÷
 - 2) Mom ×
 - 3) Sister -
 - 4) Brother ↓
- 5) Repeat step 4 until you get a remainder to repeat or a remainder of 0.
- 6) If the decimal is repeating, write a bar over the repeating pattern

**EXAMPLE 1**

Write $\frac{1}{8}$ as a decimal by dividing.

EX 1- Check for understanding. You try!

Write $-\frac{3}{8}$ as a decimal by dividing.

EXAMPLE 2

Write $-\frac{1}{3}$ as a decimal by dividing.

EX 2- Check for understanding. You try!

Write $\frac{2}{3}$ as a decimal by dividing.

GUIDED PRACTICE

GP1) Write $\frac{6}{8}$ as a decimal by dividing.

GP2) Write $-\frac{3}{16}$ as a decimal by dividing.

GP3) Write $-\frac{1}{6}$ as a decimal by dividing.

GP4) Write $\frac{1}{9}$ as a decimal by dividing.

GP5) Write $3\frac{5}{8}$ as a decimal by dividing.

GP6) Write $-7\frac{1}{12}$ as a decimal by dividing

INDEPENDENT PRACTICE

1) Write $\frac{3}{12}$ as a decimal by dividing.

2) Write $-\frac{5}{8}$ as a decimal by dividing.

3) Write $\frac{5}{6}$ as a decimal by dividing.

4) Write $\frac{2}{9}$ as a decimal by dividing.

Teaching Point: SWBAT write any fraction as a terminating or non-terminating decimal using long division

Exit Ticket

1) Convert $\frac{3}{8}$ to a decimal through long division.

2) Convert $-5\frac{1}{6}$ to a decimal through long division

3) Which value is equal to $\frac{3}{16}$?

- A) $5.\bar{3}$
- B) 0.316
- C) 0.0316
- D) 0.1875

4) When using division to change a fraction to a decimal, how can you tell by the remainder if the fraction is a repeating or non-repeating fraction? Explain.

10/18/16 Classwork: G.O. Word Problem (Bowling) Addition and Division

Read the word problem below, then fill out the graphic organizer.

Name: _____ Class: _____ Date: _____

Word Problem: Bowling

The table shows prices for shoe rental, games, and snacks at the bowling alley.



Bowling Alley Prices

Shoe Rental	\$3.75
One game of bowling	\$3.50
Small Soda	\$0.85
Large Soda	\$1.25
Nachos	\$2.75

Lucia rented shoes, bowled 2 games and brought 1 order of nachos. She used a coupon for half off the price of her bowling games. What was Lucia's total cost before tax was added?

Word Problem Graphic Organizer

1. Read the entire problem. □ 2. Read again using C.U.B. □

Unknown Vocabulary	What do we know?	What do we need to find out? (In your own words).
	<u>Word Problem</u>	
Draw a visual representation.	Method/Strategy (Mathematically)	Method/Strategy (Written Explanation)

Did I answer the original question? □ My final Answer is: _____

C.U.B. = Circle key numbers (5, $\frac{1}{2}$, 0.25). Underline the Question. Box any math action words (+, -, \times , \div).

10/28/16 Homework: Elevation

Elevation

Hailey hiked from the top of a hill to the valley floor. The elevation at the top of the hill is $137\frac{1}{2}$ feet above sea level. The valley floor is $62\frac{1}{2}$ feet below sea level.



Hailey stopped at a rest stop that is at an elevation exactly halfway between the top of the hill and the valley floor. What is the elevation, in feet of the rest stop?



11/14/16 Exit Ticket: Cost Per Square Foot

Name: _____

Class: _____

Date: _____

Exit Ticket

<p>1. The dimensions of wallpaper are shown below.</p> <p>12 cm</p>  <p>5 cm</p>	<p>Find the Area and Cost per square Unit</p> <p>1. Area: _____</p> <p>2. Total Cost: \$ _____</p> <p>3. Cost Per Square unit: \$ _____</p>
<p>2. The dimensions of wallpaper are shown below.</p> <p>44 feet</p>  <p>23.5 feet</p>	<p>Find the Area and Cost per square Unit</p> <p>4. Area: _____</p> <p>5. Total Cost: \$ _____</p> <p>6. Cost Per Square unit: \$ _____</p>

11/14/16 Homework: Cost Per Square Foot

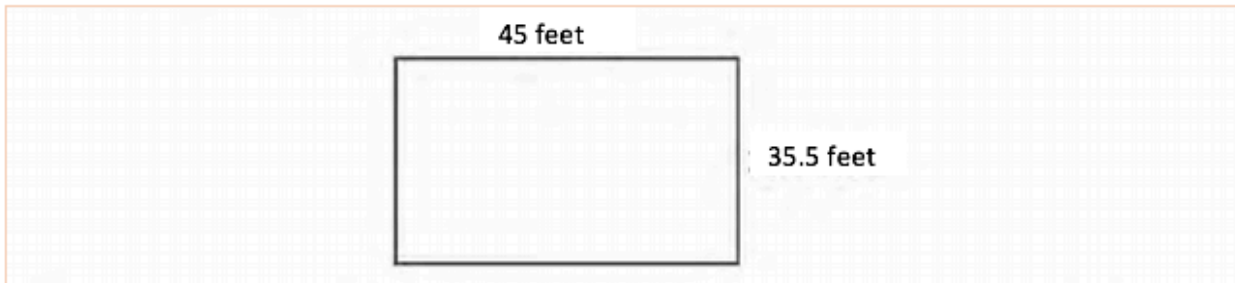
Name: _____

Class: _____

Date: _____

Homework: Cost Per Square Foot

Wall paper was applied to one rectangular wall of a large room. The dimensions of the wall are shown below



If the total cost of the wallpaper was \$731.15, what was the cost, in dollars of the wallpaper per square foot? *Show your work* 😊

11/3/16 Equivalent Ratios

Fill in the blank to make an equivalent ratio.

54	3	4	6	18
7	64	5	6	24
9	8	2	36	8
8	5	3	10	42

Answers

- 1) $72 : 64 = 9 : \underline{\hspace{1cm}}$
- 2) $2 : 6 = 14 : \underline{\hspace{1cm}}$
- 3) $\underline{\hspace{1cm}} : 7 = 8 : 14$
- 4) $32 : \underline{\hspace{1cm}} = 12 : 24$
- 5) $\underline{\hspace{1cm}} : 12 = 7 : 14$
- 6) $30 : 36 = 5 : \underline{\hspace{1cm}}$
- 7) $\underline{\hspace{1cm}} : 6 = 4 : 3$
- 8) $1 : 2 = \underline{\hspace{1cm}} : 4$
- 9) $4 : 2 = 20 : \underline{\hspace{1cm}}$
- 10) $6 : \underline{\hspace{1cm}} = 12 : 18$
- 11) $63 : \underline{\hspace{1cm}} = 7 : 2$
- 12) $\underline{\hspace{1cm}} : 5 = 18 : 30$
- 13) $18 : 27 = 16 : \underline{\hspace{1cm}}$
- 14) $6 : \underline{\hspace{1cm}} = 9 : 12$
- 15) $15 : 3 = \underline{\hspace{1cm}} : 1$
- 16) $\underline{\hspace{1cm}} : 4 = 30 : 24$
- 17) $\underline{\hspace{1cm}} : 14 = 1 : 2$
- 18) $6 : \underline{\hspace{1cm}} = 54 : 27$
- 19) $12 : 15 = \underline{\hspace{1cm}} : 45$
- 20) $6 : 2 = \underline{\hspace{1cm}} : 18$

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11/9 Extra Credit - Rate and Unit Rate

11/10 HW - Unit Rate

Name: _____

Class: _____

Date: _____

<p>1. Simplify the complex fraction:</p> $\frac{\frac{1}{3}}{\frac{1}{2}}$	<p>2. Simplify the complex fraction:</p> $\frac{\frac{3}{4}}{\frac{2}{3}}$				
<p>3. Simplify the complex fraction:</p> $\frac{\frac{1}{2}}{\frac{5}{8}}$	<p>4. Simplify the complex fraction:</p> $\frac{\frac{4}{5}}{\frac{2}{3}}$				
<p>5. Simplify the complex fraction:</p> $\frac{\frac{6}{7}}{\frac{1}{7}}$	<p>6. Find the unit rate:</p> <p>Julio walks 3 ½ miles in 1 ¼ hours. How many miles can he walk per hour?</p>				
<p>7. Find the unit rate:</p> <p>Kenny reads 5/8 of a page in 2/3 of a minutes. How many pages can he read per minute?</p>	<p>8. Find the unit rate:</p> <p>Marcia uses ¾ cup of sugar for ½ of the recipe. How many cups of sugar are in one whole <u>recipe</u>.</p>				
<p>9. Find the unit rate:</p> <p>Sandra tiles 5/4 square yards in 1/3 hours. How many tiles can she lay per hour?</p>	<p>10.</p> <table> <tr> <td>On Call</td> <td>Talk Time</td> </tr> <tr> <td>3.5 hours: \$10</td> <td>1/2 hour: \$1.25</td> </tr> </table> <p>The information for two cell phone companies is shown above. What is the unit rate for On Call (cost per hour)?</p>	On Call	Talk Time	3.5 hours: \$10	1/2 hour: \$1.25
On Call	Talk Time				
3.5 hours: \$10	1/2 hour: \$1.25				

<p>11.</p> <table> <tr> <td>On Call</td> <td>Talk Time</td> </tr> <tr> <td>3.5 hours: \$10</td> <td>1/2 hour: \$1.25</td> </tr> </table> <p>The information for two cell phone companies is shown above. What is the unit rate for Talk Time?</p>	On Call	Talk Time	3.5 hours: \$10	1/2 hour: \$1.25	<p>12.</p> <table> <tr> <td>On Call</td> <td>Talk Time</td> </tr> <tr> <td>3.5 hours: \$10</td> <td>1/2 hour: \$1.25</td> </tr> </table> <p>The information for two cell phone companies is shown above. Which company offers the best deal?</p>	On Call	Talk Time	3.5 hours: \$10	1/2 hour: \$1.25
On Call	Talk Time								
3.5 hours: \$10	1/2 hour: \$1.25								
On Call	Talk Time								
3.5 hours: \$10	1/2 hour: \$1.25								
<p>13. A cell phone company offers a rate of \$0.05 per minute. What is this rate in cost per hour?</p>	<p>14. It takes $\frac{3}{5}$ of a gallon of paint to cover $\frac{2}{3}$ of a wall. How many gallons is this per wall?</p>								
<p>15. To make the perfect orange color, Hector mixes $\frac{2}{3}$ quarts of red paint with $\frac{1}{4}$ quart of yellow paint. How much red paint is used per quart of yellow paint?</p>	<p>16. On a map, $\frac{1}{2}$ inch represents 50 miles. How many miles per inch are represented on the map?</p>								
<p>17. Heather uses $\frac{3}{4}$ cup <u>gingerale</u> per $\frac{1}{2}$ cup cranberry juice to make punch. How much <u>gingerale</u> is this per cup of cranberry juice?</p>	<p>18. On a map, $\frac{1}{8}$ inch represents 10 miles. What is the scale of the map in miles per inch?</p>								

11/15/16 Exit Ticket: Graph Proportional Relationships

NAME:

DATE:

Exit Ticket (7.RP.2)

Circle whether or not the graph represents a proportional relationship. Explain your reasoning for each graph.

1) Proportional Not Proportional



Explanation:

2) Proportional Not Proportional



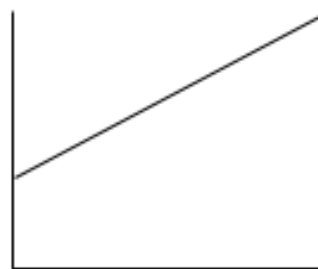
Explanation:

3) Proportional Not Proportional



Explanation:

4) Proportional Not Proportional



Explanation: