| Monday |
| :--- |
| 7th Grade |
| Ch. 3 Test |
| Instruction |
| Warm Up: None |
| Vocab: None |
| - turn in completed Study |
| Guide's |
| - Chapter 3 Test (leveled |
| tests) |$|$| 8th Grade |
| :--- |
| 1.1 - 1.5 Review Day |
| Instruction |
| Warm Up: \#12 |
| Vocab: |
| - Kahoot (Grudge Ball - OR - |
| Boys vs Girls) |
| - if done early, practice doing |
| the self-check quizzes |
| Assessment |
| Study for test |

## 7th Grade <br> 4.1-Terminating and Repeating Decimals <br> Learning Target <br> Students will be able to write

 fractions as terminating or repeating decimals and write decimals as fractions.
## Standards

7.NS.2d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
7.EE. 2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a+0.05 a=1.05 a$ means that "increase by $5 \%$ "is the same as "multiply by 1.05 ."

## Instruction

Warm Up: \#11
Vocab: terminating \& repeating decimals, bar notation, improper/proper fractions

- review improper and proper fractions p. 258
- Think-Pair-Share "Are You

Ready?" p. 260

- Vocabulary Start Up p. 262

Wednesday
$09 / 13 / 2023$
7th Grade

## 4.1 - Terminating and Repeating Decimals

## Learning Target

Students will be able to write fractions as terminating or repeating decimals and write decimals as fractions.

## Standards

7.NS.2d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
7.EE. 3 Solve multi-step reallife 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. For example: If a woman making $\$ 25$ an hour gets a $10 \%$ raise, she will make an additional $1 / 10$ of her salary an hour, or $\$ 2.50$, for a new salary of $\$ 27.50$. If you want

Thursday
09/14/2023

7th Grade
4.2 - Compare and Order Rational Numbers

## Learning Target

Students will be able to compare and order rational numbers.
Standards
7.EE. 3 Solve multi-step reallife 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. For example: If a woman making $\$ 25$ an hour gets a $10 \%$ raise, she will make an additional $1 / 10$ of her salary an hour, or $\$ 2.50$, for a new salary of $\$ 27.50$. If you want to place a towel bar 9 3/4 inches long in the center of a door that is $271 / 2$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Friday
09/15/2023

No School Day
No School Day

| - walk through examples on |
| :--- |
| fliphart |
| - Example \#7 as class |
| - work on Independent |
| Practice p. 267 |
| Assessment |
| $\# 18,19$ p. 268 |
|  |
| 8th Grade |
| 1.1 - 1.5 Test Day |
| Instruction |
| Warm Up: None |
| Vocab: |
| - Test Day 1.1 - 1.5 |
| - Leveled Tests |
| - 1.6 EDPuzzle for homework |
| Assessment |
| 1.6 EDPuzzle |


| to place a towel bar 9 3/4 inches long in the center of a door that is $271 / 2$ inches wide, you will need to place the bar about 9 inches from | 7.NS. 2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. |
| :---: | :---: |
| be used as a check on the exact computation. | Instruction <br> Warm Up: \#13 <br> Vocab: rational number, least common denominator <br> - Vocab Start-Up on p. 271 <br> - walk through examples and discuss Got It ?'s <br> - review how to convert percents to fractions, making common denominators <br> - walk through Guided Practice |
| Instruction <br> Warm Up: \#12 - \#36 on p. <br> 270 <br> Vocab: terminating \& repeating decimals, bar notation, improper/proper fraction <br> - Do Extra practice together (3 at a time and rotate) |  |
| - 3 real world examples as a class (\#16, \#17, \#37) <br> - work time for homework | Assessment <br> 4.2 McGraw Hill |
| Assessment <br> 4.1 Skill Practice (evens) and Problem Solver (all) | 8th Grade |
| 8th Grade | 1.6 - Scientific Notation |
| 1.6 - Scientific Notation | Learning T |
| Learning Target <br> Students will be able to use scientific notation to write | Students will be able to use scientific notation to write large and small numbers. |
|  | Standards |
| Standards <br> 8.EE. 4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of | 8.EE. 4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large |


| appropriate size for |
| :--- |
| measurements of very large |
| or very small quantities (e.g., |
| use millimeters per year for |
| seafloor spreading). Interpret |
| scientific notation that has |
| been generated by |
| technology. |
| Instruction |
| Warm Up: \#13 - Ordering in |
| Sci. Not. |
| Vocab: standard form, |
| scientific notation |
| - walk through and check Got |
| It ?'s on p. 52 - 54 |
| - We Do: Guided practice (1- |
| 5 5) |
| - They Do: 1 - 7 on p. 55 |
| -4 examples of ordering in |
| scientific notation |
| -10 Question Quizizz (less |
| than 8/10 have Scientific |
| Notation Maze) |
| Assessment |
| Scientific Notation Maze |
| Online Game: |
| http://www.math-play.com/ |
| Scientific-Notation- |
| Concentration/scientific- |
| notation-concentration- |
| game.html |

or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by
technology.
Instruction
Warm Up: \#14
Vocab: standard form, scientific notation

- 2 examples of ordering
- 6 examples (going from standard to sci. notation --sci. notation to standard form) - Kahoot Practice (1.6

Scientific Notation)

- 1.6 McGraw Hill

Assessment
1.6 McGraw Hill

