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| **Learning Target(s):**   1. Know that there are numbers that are not rational, and approximate them by rational numbers.  * I can explore the real number system. * I can know the differences between rational and irrational numbers. * I can understand that all rational numbers have a decimal expansion that terminates or repeats. * I can convert decimals which repeat into fractions and fractions into repeating decimals. * I can generate equivalent representations of rational numbers. | | | **Pacing:**   * 2 Days | |
| **In previous grades, students have:**   * In 7th Grade students develop an understanding of rational numbers and work with expressions and linear equations. * In 6th Grade students write interpret and use expressions and equations. * In 4th Grade students develop an understanding of fluency with multi-digit multiplication and dividing to find quotients with multi-digit dividends. * In 2nd Grade students build fluency with addition and subtraction. | | | | |
| **Success Criteria** (to be able to do this, students must learn and understand…):   * Understand how to solve a problem using the order of operations. * Understand how to solve a problem using two linear equations with two variables. * Understand how to recognizing equivalent expressions. | | **Performance Task** (students will show they can do this by):   * Solving a problem using two linear equations with two variables. * Interpreting the meaning of algebraic expressions. | | |
| **Suggested Activity:**  This lesson unit is intended to help students to:   * Compare, convert between and order fractions, decimals, and percents. * Use area and linear models of fractions, decimals, and percents to understand equivalence. * This lesson is structured in the following way: * Before the lesson, students work individually on an assessment task designed to reveal their current understanding. You then review their responses and create questions for students to consider when improving their work. * Students work in small groups on a collaborative discussion task, placing decimal/percent, and fraction cards in order, along with area and linear diagrams that assist them in justifying and explaining their thinking. * In a whole-class discussion, students discuss what they have learned. * Finally, students revisit their initial work on the assessment task and work alone on a similar task to the introductory task.   Activity Link: <https://www.map.mathshell.org/lessons.php?unit=6120&collection=8&redir=1>  **Re-teaching:**  Student Focus Questions and Thinking Guide:   * Can you organize your work in a table? * Would someone unfamiliar with your work easily understand your solution? * Have you explained how you arrived at your answer? * How can you check that your answer is correct?   *Try not to make suggestions that move students towards a particular approach to this task. Instead, ask questions that help students to clarify their thinking and encourage checking:*  **Extension:**   * What was your strategy for solving this problem? * What do you know now that you did not know before? * Would you continue to use this strategy on similar problem types? * Are there any other approaches you could try?   Peer Reflection/Assessment:   * If you are visiting another group, read through their work. If their work makes sense, explain it in your own words. If the work does not make sense to you, ask for clarification. * If you are staying at your desk, either carefully listen to the explanation and check it matches your own thinking or answer the visiting students’ questions. * You may then want to consider improving your idea/position. | | | | |
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| **EL Accommodations:**   * Students must interpret sentences and relate them to equivalent symbolic expressions. * Students explain their reasoning to other students and listen carefully to the explanations of others. * Additionally, they must attend to any similarities or differences between methods. * Peer support. * Discourse strategies. * Reading and writing prompts. | | | | |
| **Vocabulary:**   * Real Number * Rational * Irrational * Decimal * Fraction * Parallel * Collinear | **Aligned Resources:**   * **Lesson PDF:** <https://www.map.mathshell.org/download.php?fileid=1594> * **Lesson Slide Set:** * <https://www.map.mathshell.org/download.php?fileid=1595> | | | **Blooms:** Understand  **DOK:** 2  **21st Century Skills:**  Learning and Innovation Skills:   * Creativity and Innovation * Critical Thinking and Problem Solving * Communication * Collaboration   Information, Media and Technology Skills:   * Information Literacy * Media Literacy * Technology Skills |
| **Test Item Exemplars:**  Students will perform the “Translating Between Fractions, Decimals, and Percents” activity on (pg. T-2 and S-1 of linked MAP Mathshell lesson)… Then, after individual and peer reflections, they shall create their own rationale statements for each exemplar with corrected procedures and conclusions. | | | | |