


## 7<sup>th</sup> Grade Math Curriculum Bundle # 3

<b>Title</b>		<b>Suggested Dates</b>
Multiplication and Division of Fractions & Decimals; Integer Operations		October 5 – October 23 (14 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Multiplication does not always make a larger quantity. Division does not always make a smaller quantity.	<ol style="list-style-type: none"> <li>1. Does multiplication always result in a product larger than either factor? Explain.</li> <li>2. Does division always result in a quotient smaller than the dividend and divisor? Explain.</li> <li>3. Do fractional pieces have to be the same size to multiply and divide fractions like when you add and subtract fractions? Why or why not?</li> </ol>
Integers are the numbers one can count with items such as apples or fingers, and their opposites as well as 0.	<ol style="list-style-type: none"> <li>1. How can you decide if the sum of two numbers is positive, negative or zero without actually calculating the sum or difference?</li> <li>2. How can any difference <math>a - b</math> of two numbers be restated as an equivalent addition statement?</li> <li>4. How would you decide whether the product of three numbers is positive or negative?</li> </ol>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

<b>Knowledge &amp; Skills with Student Expectations</b>	<b>District Specificity/Examples</b>	<b>Suggested Resources (See Note Above)</b>	
<p><b>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</b></p> <p>7.2A represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers</p> <p><a href="#">Note: Fractions and Decimals</a></p>	<ul style="list-style-type: none"> <li>• <b>EMPHASIZE models</b></li> <li>• <b>write or select the correct expression</b></li> <li>• <b>use mixed numbers, proper and improper fractions, and decimals</b></li> <li>• <b>use like and unlike denominators</b></li> </ul>	<p><b>CMP2 Bits and Pieces III</b> Pearson Investigations 2, 3</p> <p><b>CMP2 Bits and Pieces II</b> Pearson Investigations 3, 4</p>	<p><b>PH Textbook</b> Chapter 1.3a for mult (lab) 1.4a for division (lab) Chapter 1.3 &amp; 1.4</p> <p><b>AIRR 7<sup>th</sup> Grade</b> Activities #52-67</p> <p><b>Understanding Math</b> Understanding Fractions: Topic 15, Topic 12</p> <p><b>Region IV</b> TAKS Measurement p. 34</p>

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<p><b>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</b></p> <p>7.2B use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals</p> <p><b>Note:</b> Focus on Fractions and Decimals; Eliminate use of ‘x’ in multiplication problems, move students toward use of ‘*’ and ‘()’.</p>	<ul style="list-style-type: none"> <li>• use mixed numbers, proper, and improper fractions</li> <li>• use like and unlike denominators</li> <li>• connect to models</li> <li>• use problems that need to include answers as visual models</li> <li>• solve decimal problems with at least 2 digit divisors and 3 digit dividends without technology</li> <li>• solve decimal problems with at least 2 digits times 3 digits without technology</li> <li>• extract data from tables (may be in multiple forms)</li> <li>• use multiple forms of numbers in a given problem</li> </ul>		<p><b>Kamico 7<sup>th</sup> Grade</b>            Add-Vantage Activity p. 66            Model Match            Multiplication Medley p. 74            Divide and Conquer p. 76</p> <p><b>AIRR 7<sup>th</sup> Grade</b>            Activities #68-81</p>
<p><b>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</b></p> <p>7.2F select and use appropriate operations to solve problems and justify the selections</p> <p><b>Note:</b> Fractions and Decimals</p>	<ul style="list-style-type: none"> <li>• recognize correct steps in order to solve problem</li> <li>• choose correct expression/equation for a problem situation</li> </ul>		<p><b>Kamico 7<sup>th</sup> Grade</b>            Comparison Shopping Activity p. 137</p> <p><b>AIRR 7<sup>th</sup> Grade</b>            Activities #108-111</p>
<p><b>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</b></p> <p>7.2G determine the reasonableness of a solution to a problem</p> <p><b>Note:</b> Fractions and Decimals</p>	<ul style="list-style-type: none"> <li>• solve problems and identify answer in terms of “between” ranges of data (ex. between 5.2 and 6.3)</li> <li>• use mathematical reasoning to justify solution</li> <li>• use of estimation throughout process multi-step problems</li> </ul>		<p><b>Kamico 7<sup>th</sup> Grade</b>            Tis the Season to Reason p. 144</p> <p><b>AIRR 7<sup>th</sup> Grade</b>            Activities #112-115</p>

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<p><b>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</b></p> <p>7.2C use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms</p> <p>Notes: <a href="#">Integers are continued in Bundle 4</a></p>	<ul style="list-style-type: none"><li>• number line - vertical and horizontal</li><li>• two-color counters</li><li>• color tiles</li><li>• positive and negative signs</li><li>• applications such as altitude, temperature, profits/loss, deposits/withdraws</li><li>• compare and order integers</li></ul>	<p><b>CMP2 Accentuate the Negative</b> Pearson Investigation 2, 3</p>	<p><b>PH Textbook</b> Chapter 1.6 through 1.8</p> <p><b>AIRR 7<sup>th</sup> Grade</b> Activities #82-97</p> <p><b>Kamico 7<sup>th</sup> Grade</b> Match Point Activity p. 81</p> <p><a href="#">BrainPop.Com</a> Adding &amp; Subtracting Integers</p> <p><b>Understanding Math:</b> Understanding Integers: Topic 6, Topic 7, Topic 8</p>
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