

7<sup>th</sup> Grade Unit Schedule: Day 5

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|--------------|---------------------------|---|
| Morning Math | 20 minutes<br>8:00-8:20   | Use Morning Math handout. Each student will spend the first 10 minutes of class working independently. (Teacher will predetermine a “Fraction of the Day” for each day.) Teacher will let students share their answers. As teacher and students discuss, teacher will watch for areas that students seem to be having difficulty.   |
| Session 1    | 40 minutes<br>8:20-9:00   | Ascend Math Program in Computer Lab (plus Flash Card Math)  |
| Session 2    | 40 minutes<br>9:00-9:40   | Whole Group Instruction using Ascend Math Program<br><b>Ascend Lesson: Modeling Multiplication and Division of Fractions (2074)</b>   |
| Session 3    | 40 minutes<br>9:40-10:20  | Ascend Math Program in Computer Lab (plus Flash Card Math)  |
| Session 4    | 40 minutes<br>10:20-11:00 | <p>Activity: <b>PERIMETER PARTY</b></p> <p>Review with students how to find perimeter. Explain that today they are going to find the perimeter of the gymnasium. BUT...they are NOT going to use standard forms of measurement (ruler, yardstick). Instead, students will use a nonstandard form of measurement. They will use their foot. Model the measurement process at the front of the room, using your own footsteps to measure the front length of the classroom.</p> <p>Have students work in pairs, with one recording their data on pencil and paper, and the other doing the actual “foot” measuring. (It may be helpful to have the students make a sketch of the gym on the paper and write their measurement around the sketch.)</p> <p>When students have finished their measurements, have them sit in the gym and compare their measurements. Pose these questions. Are everyone’s measurements the same? Why or why not? What kinds of things would have made one student’s measurements different from someone else’s? (inaccuracy, foot size)</p> <p>***If time permits, add everyone’s perimeter’s up and have the students find the class average.</p> |
| Session 5    | 40 minutes<br>11:00-11:40 | Ascend Math Program in Computer Lab (plus Flash Card Math)  |
| EXIT TICKET  | 20 minutes<br>11:40-12:00 | <p>On the board, write:</p> <p>How many <math>\frac{1}{3}</math> cups of sugar can be made with a 14 pound bag of sugar?</p> <p>Have students write their answers on their EXIT TICKETS.</p>  |