SD 38 K-12 Mathematics & Numeracy

Grades 6-7: Week Twelve

Big Ideas: Number represents and describes quantity.

Computational fluency develops from a strong sense of number.

Curricular Content: representing quantities, multiplication and division facts within 100, operations with decimal numbers and integers, fraction and percent concepts

Curricular Competencies: develop mental math strategies and abilities to make sense of quantities, develop, demonstrate, and apply mathematical understanding through play, inquiry and problem solving, engage in problem-solving experiences that are connected to place, story, community, and culture, communicate mathematical thinking in many ways, represent mathematical ideas in concrete, pictorial, and symbolic forms

Core Competencies focus: Positive Personal and Cultural Identity

Teachers and Families: The following are five problems/tasks to choose from for this week, based on the above curricular areas of focus.

Write a math (word) problem for two of these questions: 6x ___ = 360 / 12 x ___=720 / ___ x 8 =144 / ___ x 25=375 / 9 x ___=135 Choose numbers that stretch your thinking! What is the question/problem you will pose?
0.015, 3/2, -2, 1.49, 2/8, 2.50, 10/10, 1/2, -1, 0.25, 6/3 What is one different ways can you represent each of these numbers? Consider using symbols, pictures, words, numberlines, coins/bills, etc. Place the numbers in order along a numberline.
Solve at least one of these problems, using pictures, numbers and words to share your thinking: 1) Draw a picture to show why 25% of 90 is 22.5. 2) You paid $30 for a jacket that is 60% off. Show how to figure out the original price. 3) You paid $35 for a jacket on sale. What could the percent discount and original price be?
Choose three questions that seem just right for you: 53 289+278 435, 92 759+38 572, 1.23x4.87, 6.54x3.29, 25.50x18.99, 99.99x4.235 What different strategies can you use to solve these questions? What strategy/method do you think is a strength of yours?
Numeracy Task: There are 24 pieces of sidewalk chalk in a box. A teacher bought four boxes to share with her 28 students. What different ways could the students share the chalk? Which way do you think is the most fair and why? Use pictures, numbers and words to share your thinking.

RICHMOND
SCHOOL DISTRICT NO.38

Core Competencies
Reflection and Self-Assessment

As you think about number operations, problem-solving and posing, and math stories, we have asked you to think about your personal strengths and abilities. This is an important part of developing your Personal & Social competency.

PS **Positive Personal and Cultural Identity**	*What are your personal strengths as a learner of mathematics?*

Share an example of some mathematics you can do that shows a personal strength or ability that you have.

What is an area of mathematics that is a "stretch" for you? What goals do you have to improve your abilities and competencies in that area?