

Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing and Resource Guide – Unit Plan



Course Title/ Course #: Math Grade Honors 7

Unit Title/ Marking Period # (MP): 1

Start day:

Meetings (Length of Unit): 3 days

<i>Desired Results ~ What will students be learning?</i>
<u>Standards of Learning/ Standards</u>
SOL 8.2 The student will describe orally and in writing the relationships between the subsets of the real number system.
<u>Essential Understandings/ Big Ideas</u>
All students should understand the following concepts: <ul style="list-style-type: none">• How are the real numbers related? Some numbers can appear in more than one subset, e.g., 4 is an integer, a whole number, a counting or natural number and a rational number. The attributes of one subset can be contained in whole or in part in another subset.
<u>Key Essential Skills and Knowledge</u>
SOL 8.2 To be successful with this standard, students are expected to: <ul style="list-style-type: none">• Describe orally and in writing the relationships among the sets of natural or counting numbers, whole numbers, integers, rational numbers, irrational numbers, and real numbers.• Illustrate the relationships among the subsets of the real number system by using graphic organizers such as Venn diagrams. Subsets include rational numbers, irrational numbers, integers, whole numbers, and natural or counting numbers.• Identify the subsets of the real number system to which a given number belongs.• Determine whether a given number is a member of a particular subset of the real number system, and explain why.

- Describe each subset of the set of real numbers and include examples and non-examples.
- Recognize that the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Vocabulary

<u>Academic Vocabulary</u>	<u>Content Vocabulary</u>
Rational Numbers Integers Irrational Numbers Whole Numbers Natural Numbers or Counting Numbers Real Numbers Multiples Subsets	Pi Euler’s Number Golden Ratio Terminating Decimal Non-terminating Decimal

Assessment Evidence ~ What is evidence of mastery? What did the students master & what are they missing?

Assessment/ Evidence

- Mulligan Math check points **SOL 8.2**
- Interactive Achievement

Learning Plan ~ What are the strategies and activities you plan to use?

Learning Experiences/ Best Practice

Teacher Resources:

- Create a foldable on different rational numbers.
- Create a foldable on irrational numbers.
- Have students create a Venn diagram identifying which group of numbers and where they.
- Have students create a Frayer model defining all types of numbers.
- Cornell Notes in interactive notebook.
- Guided Practice

Text:

Virginia Math Connects, Course 3, ©2012, Price, et al, McGraw-Hill School Education Group: page(s) 130-135, 553-559, and 565.

Coach book Grade 8 Virginia Gold edition: page(s) 27-31.

Mulligan Math in Minutes 8.2

Technology Integrations

Compass Learning:

- [Real Numbers Perfect Squares and Square Roots](#) (76237, 8066)

Brain Pop:

- [Rational and Irrational](#)
- [Real Number System ppt.](#) [SMART Notebook lesson]
- Quia - [Rags to Riches -Real Numbers](#) - educational review games
- [Rational, Irrational & Real Numbers](#) – Instructional Resource

Resources

Virginia Department of Education:

- [Objective 8.2 Lesson Plans VDOE](#)

Other Sites:

- [Real Number Notes](#)
- [Henrico 8.2](#)

Cross Curricular Connection

Science and Technology:

- Students manipulate, classify or consider the world's features.

Social Studies:

- Have students develop a flow chart of the hierarchy of troops.

English:

- Have students write a paper on the family tree as a comparison to the real number system.

Materials

Manipulatives:

- 1 inch square tiles

Technology Resources:

- LCD Projector

Student Supplies:

- Whiteboards/Markers

<ul style="list-style-type: none">• index cards• 100 chart• graph paper• Laminated Real Number Cards	<ul style="list-style-type: none">• Speakers• Computer w/Internet Connection and SmartBoard Software• SmartBoard• Computer Cart	<ul style="list-style-type: none">• Frayer Model• Student Notes• Guided Notes
---	--	---

Course Title/ Course #: Math Grade 7/8

Unit Title/ Marking Period # (MP): 1

Start day:

Meetings (Length of Unit): 3 days

<i>Desired Results ~ What will students be learning?</i>	
<u>Standards of Learning/ Standards</u>	
SOL 8.5 The student will: a. determine whether a given number is a perfect square; and b. find the two consecutive whole numbers between which a square root lies.	
<u>Essential Understandings/ Big Ideas</u>	
All students should understand the following concepts: <ul style="list-style-type: none">• How does the area of a square relate to the square of a number? <i>The area determines the perfect square number. If it is not a perfect square, the area provides a means for estimation.</i>• Why do numbers have both positive and negative roots? <i>The square root of a number is any number which when multiplied by itself equals the number. A product, when multiplying two positive factors, is always the same as the product when multiplying their opposites (e.g., $7 \cdot 7 = 49$ and $-7 \cdot -7 = 49$).</i>	
<u>Key Essential Skills and Knowledge</u>	
SOL 8.5 The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to: <ul style="list-style-type: none">• Identify the perfect squares from 0 to 400.• Identify the two consecutive whole numbers between which the square root of a given whole number from 0 to 400 lies (e.g., $\sqrt{57}$ lies between 7 and 8 since $7^2 = 49$ and $8^2 = 64$).• Define a perfect square.• Find the positive or positive and negative square roots of a given whole number from 0 to 400. (Use the symbol $\sqrt{\quad}$ to ask for the positive root and $-\sqrt{\quad}$ when asking for the negative root.)	
<u>Vocabulary</u>	
<u>Academic Vocabulary</u>	<u>Content Vocabulary</u>
Squared	Multiply

Square Number Irrational Number Radical Perfect Square Square Root Whole Number	2^{nd} Power Times itself Positive Integer
<i>Assessment Evidence ~ What is evidence of mastery? What did the students master & what are they missing?</i>	
<u>Assessment/ Evidence</u>	
<ul style="list-style-type: none"> • Mulligan Math check points SOL 8.5 • Interactive Achievement • Compass Learning <ol style="list-style-type: none"> 1. 8066 2. 8108 3. M8019 4. M8022 • Roots Quiz= 	
<i>Learning Plan ~ What are the strategies and activities you plan to use?</i>	
<u>Learning Experiences/ Best Practice</u>	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • Create a foldable on perfect squares and square roots. • Have students create a Frayer model identifying all perfect squares. • Flash card identification game. • Cornell Notes in interactive notebook. • Guided Practice <p>Text: Virginia Math Connects, Course 3, ©2012, Price, et al, McGraw-Hill School Education Group: page(s) 130-135, 553-559, and 565.</p>	

Coach book Grade 8 Virginia Gold edition: page(s) 27-31.

Mulligan Math in Minutes 8.5

Technology Integrations

Compass Learning:

- [Real Numbers Perfect Squares and Square Roots](#) (8066, 8108)

Brain Pop:

- [Roots](#) [SMART Notebook lesson]
- [Perfect Squares and Square Roots](#) Smart Exchange:
- [Square Roots ppt.](#) [SMART Notebook lesson]

Resources

Virginia Department of Education:

- [Objective 8.5 Lesson Plans VDOE](#)

Other Sites:

- [Real Numbers Perfect Squares and Square Roots ppt.](#)
- [Perfect Squares Tutorial](#)=
- [Henrico 8.5ab](#)

Cross Curricular Connection

Science and Technology:

- Students can use a digital microscope to observe specimens cellular count.

Social Studies:

- Have students draw diagram of different sections of troops in dimension or matrices style in columns and rows.

English:

- Have students write a descriptive paper using the dimensions of the articles in their bedroom as perfect square.

Materials

Manipulatives:

- Number Cubes

Technology Resources:

- LCD Projector

Student Supplies:

- Whiteboards/Markers

<ul style="list-style-type: none">•Base-ten material•Calculators•Numeral Cards•10-Frames	<ul style="list-style-type: none">• Speakers• Computer w/Internet Connection and SmartBoard Software• SmartBoard• Computer Cart	<ul style="list-style-type: none">• Frayer Model• Student Notes• Guided Notes
---	--	---

Course Title/ Course #: Math Grade 7/8

Unit Title/ Marking Period # (MP): 1

Start day:

Meetings (Length of Unit): 4 days

<i>Desired Results ~ What will students be learning?</i>	
<u>Standards of Learning/ Standards</u>	
SOL 8.1b The student will: b. Compare and order decimals, fractions, percent's, and numbers written in scientific notation.	
7.1 b-c The student will: b. determine scientific notation for numbers greater than zero c. compare and order fractions, decimals, percent's, and numbers written in scientific notation.	
<u>Essential Understandings/ Big Ideas</u>	
All students should understand the following concepts: <ul style="list-style-type: none">• How does the different ways rational numbers can be represented help us compare and order rational numbers? Numbers can be represented as decimals, fractions, percent's, and in scientific notation. It is often useful to convert numbers to be compared and/or ordered to one representation (e.g., fractions, decimals or percent's).• What is a rational number? A rational number is number is any number that can be written in fraction form.• When are numbers written in scientific notation? Scientific notation is used to represent very large and very small numbers.	
<u>Key Essential Skills and Knowledge</u>	
SOL 8.1b To be successful with this standard, students are expected to: <ul style="list-style-type: none">• Compare and order no more than five fractions, decimals, percent's, and numbers written in scientific notation using positive and negative exponents. Ordering may be in ascending or descending order.	
<u>Vocabulary</u>	
<u>Academic Vocabulary</u>	<u>Content Vocabulary</u>

Scientific Notation Simplify Real Numbers Standard Form Positive Exponents Negative Exponents Equivalent Fraction Decimal	Place Value Ascending Descending Ordering
<i>Assessment Evidence ~ What is evidence of mastery? What did the students master & what are they missing?</i>	
<u>Assessment/ Evidence</u>	
<ul style="list-style-type: none"> • Mulligan Math check points SOL 7.1b • Mulligan Math check points SOL 7.1c • Mulligan Math check points SOL 8.1b • Interactive Achievement • Compass Learning <ol style="list-style-type: none"> 1. M7012 2. QZMA8024 3. QZMA8028 4. M8028 • Scientific Notation Quiz= • Fractions, Decimals, and Percent's Quiz= 	
<i>Learning Plan ~ What are the strategies and activities you plan to use?</i>	
<u>Learning Experiences/ Best Practice</u>	
Teacher Resources: <ul style="list-style-type: none"> • Create a foldable on changing percent's to decimals. • Create a foldable on changing fractions to decimals. 	

- Create a foldable on changing scientific notation to standard form.
- Have students create a Frayer model defining ascending and descending order.
- Cornell Notes in interactive notebook.
- Guided Practice

Text:

Virginia Math Connects, Course 3, ©2012, Price, et al, McGraw-Hill School Education Group: page(s) 121-160, 335-336, 338-344, and 507-514.

Coach book Grade 7 Virginia Gold edition: page(s) 15-32.

Coach book Grade 8 Virginia Gold edition: page(s) 19-22.

Technology Integrations

Compass Learning:

- [Fractions, Decimals, Percent & Scientific Notation](#) (7011, 7008, 8023, 8024, 8026)

Gizmo:

- [Fraction, Decimal, Percent \(Area and Grid Models\)](#)
- [Ordering Percent's, Fractions, and Decimals Greater Than 1](#)

Brain Pop: Fractions, Decimals, Percent and Scientific Notation

- [Scientific Notations](#)
- [Converting Fractions to Decimals](#)

Smart Exchange:

- [Percent's ppt.](#) [SMART Notebook lesson]

Resources

Virginia Department of Education

- [Objective 7.1b-c Lesson Plans VDOE](#)
- [Objective 7-1c Lesson Plans VDOE](#)
- [Objective 8.1b Lesson Plans VDOE](#)

Other Sites

- [Fractions, Decimals and Percent's Notes](#)
- [Henrico 8.1ab](#)

Cross Curricular Connection

Science and Technology:

- Students can calculate the percentage of each different part of the cell organisms.
- Students can calculate the distance of the planets from the sun scientific notation.

English:

Have a student write a paper on the comparison of changing numbers from percent's to decimals to fractions to scientific notation.

Materials

Manipulatives

- Algebra Blocks/Tiles
- Base-ten blocks
- Calculators
- Numeral Cards
- Percent Models,
- Decimal squares,
- Color tiles,
- Cubes,
- Geoboards,
- Fraction models
- Rubber Bands

Technology Resources

- LCD Projector
- Speakers
- Computer w/Internet Connection and SmartBoard Software
- SmartBoard
- Computer Cart

Student Supplies

- Whiteboards/Markers
- Pencil and Paper
- Student Notes
- Guided Notes

Course Title/ Course #: Math Grade 7/8

Unit Title/ Marking Period # (MP): 1

Start day:

Meetings (Length of Unit): 10 days

Desired Results ~ What will students be learning?

Standards of Learning/ Standards

SOL 8.1a

The student will:

- a. Simplify numerical expressions involving positive exponents, using rational numbers, order of operations, and properties of operations with real numbers.

7.13a

The student will write verbal expressions as algebraic expressions and sentences as equations and vice versa; and evaluate algebraic expressions for given replacement values of the variables.

7.16

The student will apply the commutative and associative properties for addition and multiplication; the distributive property; the additive and multiplicative identity properties; the additive and multiplicative inverse properties; and the multiplicative property of zero with real numbers.

Essential Understandings/ Big Ideas

All students should understand the following concepts:

- What is the role of the order of operations when simplifying numerical expressions?
The order of operations prescribes the order to use to simplify a numerical expression.
- Word phrases and sentences can be used to represent algebraic expressions and equations.
- Using the properties of operations with real numbers helps with understanding mathematical relationships.

Key Essential Skills and Knowledge

SOL 8.1a

To be successful with this standard, students are expected to:

- Simplify numerical expressions containing:
 - 1) exponents (where the base is a rational number and the exponent is a positive whole number);
 - 2) fractions, decimals, integers and square roots of perfect squares; and

3) grouping symbols (no more than 2 embedded grouping symbols). Order of operations and properties of operations with real numbers should be used.

- Write verbal expressions as algebraic expressions. Expressions will be limited to no more than two operations.
- Write verbal sentences as algebraic equations. Equations will contain no more than one variable term.
- Identify examples of expressions and equations.
- Apply the order of operations to evaluate expressions for given replacement values of the variables. Limit the number of replacements to no more than three per expression.
- Identify properties of operations used in simplifying expressions.
- Apply the properties of operations to simplify expressions.

Vocabulary

Academic Vocabulary

Content Vocabulary

Distributive Property	Ordering
Associative Property of Addition and Multiplication	Operations
Commutative Property of Addition and Multiplication	Variable
Additive and Multiplicative Inverse Property	Simplify
Numerical Expression	Grouping Symbols
Expression	Term
Order of Operations	Replacement Values
Verbal Expression	Identity
Equations	Reciprocal

Assessment Evidence ~ What is evidence of mastery? What did the students master & what are they missing?

Assessment/ Evidence

- Mulligan Math check points **SOL 7.13a**
- Mulligan Math check points **SOL 7.16**
- Mulligan Math check points **SOL 8.1a**
- Interactive Achievement

- Compass Learning

1. M7017
2. M7020
3. M7106
4. M7109
5. M7112

- [Simplify Expressions Quiz](#)

Learning Plan ~ What are the strategies and activities you plan to use?

Learning Experiences/ Best Practice

Teacher Resources:

- Create a foldable on descriptive words.
- Create a foldable on order of operations.
- Have students create a Frayer model determining expression and how to solve them.
- Cornell Notes in interactive notebook.
- Guided Practice

Text

Virginia Math Connects, Course 3, ©2012, Price, et al, McGraw-Hill School Education Group: page(s) 18-21, 143, 173-177 and 500-505.

Coach book Grade 7 Virginia Gold edition: page(s) 178-183 and 192-197.

Coach book Grade 8 Virginia Gold edition: page(s) 14-18.

Technology Integrations

Compass Learning:

- [Properties and Expression](#) (7015, 7016, 7018, 7019, 7105, 7107)

Gizmo:

- [Order of Operations](#) [Introduction Lesson]

Smart Exchange:

- [Properties of Numbers ppt.](#) [SMART Notebook lesson]
- [Distributive Property ppt.](#) [SMART Notebook lesson]
- [Order Operations Notes](#) [SMART Notebook lesson]
- [Simplify Algebraic Expressions ppt.](#) [SMART Notebook lesson]

Resources**Virginia Department of Education**

- [Objective 7.13a-b Lesson Plans VDOE](#)
- [Objective 7.16a-e Lesson Plans VDOE](#)
- [Objective 8.1a Lesson Plans VDOE](#)

Other Sites

- [Properties Notes](#)
- [Henrico 8.1ab](#)

Cross Curricular Connection**Science and Technology:**

- Students can compare the steps of solving and experiment to that of order of operations.

English:

- Have students write a paper on determining the order in which operations should be done.

Materials**Manipulatives**

Algebra Blocks/Tiles
Base-ten blocks
Calculators
Numeral Cards

Technology Resources

- LCD Projector
- Speakers
- Computer w/Internet Connection and SmartBoard Software
- SmartBoard
- Computer Cart

Student Supplies

- Whiteboards/Markers
- Pencil and Paper
- Student Notes
- Guided Notes

Course Title/ Course #: Math Grade 7/8

Unit Title/ Marking Period # (MP): 1

Start day:

Meetings (Length of Unit): 6 days

<i>Desired Results ~ What will students be learning?</i>
<u>Standards of Learning/ Standards</u>
SOL 8.4 The student will apply the order of operations to evaluate algebraic expressions for given replacement values of the variables. Problems will be limited to positive exponents.
7.13b a) The student will apply the order of operations to evaluate algebraic expressions for given replacement values of the variables.
<u>Essential Understandings/ Big Ideas</u>
All students should understand the following concepts: <ul style="list-style-type: none">• What is the role of the order of operations when evaluating expressions? Using the order of operations assures only one correct answer for an expression.
<u>Key Essential Skills and Knowledge</u>
SOL 8.4 The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to: <ul style="list-style-type: none">• Substitute numbers for variables in algebraic expressions and simplify the expressions by using the order of operations.• Exponents are positive and limited to whole numbers less than 4. Square roots are limited to perfect squares.• Apply the order of operations to evaluate formulas. Problems will be limited to positive exponents. Square roots may be included in the expressions but limited to perfect squares.

- Translate algebraic expressions and equations to verbal expressions and sentences. Expressions will be limited to no more than two operations.
- Translate algebraic expressions and equations to verbal expressions and sentences. Expressions will be limited to no more than two operations.

Vocabulary

Academic Vocabulary

Content Vocabulary

Expression
Order of Operations
Algebraic Expression
Verbal Expression

Variable
Simplify
Substitute
Evaluate
Replacement Values

Assessment Evidence ~ What is evidence of mastery? What did the students master & what are they missing?

Assessment/ Evidence

- Mulligan Math check points **SOL 7.13b**
- Mulligan Math check points **SOL 8.4**
- Interactive Achievement
- Compass Learning
 1. M7104
 2. M7122
 3. M8083
 4. M8086
- [Variables, Expressions, and Properties Quiz](#)=

Learning Plan ~ What are the strategies and activities you plan to use?

Learning Experiences/ Best Practice

Teacher Resources:

- Create a foldable on substituting into algebraic expressions
- Create a foldable on evaluating expressions.

- Cornell Notes in interactive notebook
- Guided Practice

Text

Virginia Math Connects, Course 3, ©2012, Price, et al, McGraw-Hill School Education Group: page(s) 12-14, 78, 87, 93, and 483-484.

Coach book Grade 7 Virginia Gold edition: page(s) 184-191.

Coach book Grade 8 Virginia Gold edition: page(s) 45-48.

Technology Integrations

Compass Learning: [Evaluate Algebraic Expressions](#) (7103, 7121, 8081, 8082)

Gizmo:

- [Order of Operations](#)

Smart Exchange:

- [Order of Operations ppt.](#) [SMART Notebook lesson]
- [1.3 Order of Operations ppt.](#) [SMART Notebook lesson]

Resources

Virginia Department of Education

- [Objective 7.13a-b Lesson Plans](#)
- [Objective 8.4 Lesson Plans VDOE](#)

Other Sites

- Math-Play: [Evaluating Expressions Basketball Game](#)-Educational Review Game
- [Algebraic Expressions](#) – Instructional Resources
- [Henrico 8.4](#)

Cross Curricular Connection

Science and Technology:

- Students can measure and mix, and then record data on the process and results. They can graph processes such as weather or plant growth.

English:

- Have students write a paper on how to substitute values in variables then solve the expression for an answer.

Materials**Manipulatives**

Algebra Blocks/Tiles
Base-ten blocks
Calculators
Numeral Cards

Technology Resources

- LCD Projector
- Speakers
- Computer w/Internet Connection and SmartBoard Software
- SmartBoard
- Computer Cart

Student Supplies

- Whiteboards/Markers
- Pencil and Paper
- Student Notes
- Guided Notes

Course Title/ Course #: Math Grade 7/8

Unit Title/ Marking Period # (MP): 1

Start day:

Meetings (Length of Unit): 10 days

<i>Desired Results ~ What will students be learning?</i>
<u>Standards of Learning/ Standards</u>
SOL 8.15a and c The student will: a. solve multistep linear equations in one variable with the variable on one or two sides of the equation; c. identify properties of operations used to solve an equation.
<u>Essential Understandings/ Big Ideas</u>
All students should understand the following concepts: <ul style="list-style-type: none">• How does the solution to an equation differ from the solution to an inequality? <p style="color: red;">While a linear equation has only one replacement value for the variable that makes the equation true, an inequality can have more than one.</p>
<u>Key Essential Skills and Knowledge</u>
SOL 8.15a and c The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to: <ul style="list-style-type: none">• Solve two- to four-step linear equations in one variable using concrete materials, pictorial representations, and paper and pencil illustrating the steps performed.• Identify properties of operations used to solve an equation from among:<ul style="list-style-type: none">– the commutative properties of addition and multiplication;– the associative properties of addition and multiplication;– the distributive property;– the identity properties of addition and multiplication;– the zero property of multiplication;– the additive inverse property; and

- the multiplicative inverse property.

Vocabulary

Academic Vocabulary

Content Vocabulary

Equation
Inverse Operation
Two-step Equation
Multistep Equation
Solution

Variable
Replacement
Operation
Reverse
Zero Pair

Assessment Evidence ~ What is evidence of mastery? What did the students master & what are they missing?

Assessment/ Evidence

- Mulligan Math check points **SOL 8.15 and c**
- Interactive Achievement
- Compass Learning
 1. M7304
 2. M7298
 3. M7301
- [Solving Addition and Subtraction Equations Quiz](#)=
- [Solving Multiplication and Division Equations Quiz](#)=
- [Solving Equations with Rational Numbers Quiz](#)=
- [Solving Two-Step Equations Quiz](#)=
- [Solving Equations with Variables on Each Side Quiz](#)=

Learning Plan ~ What are the strategies and activities you plan to use?

Learning Experiences/ Best Practice

Teacher Resources:

- Create a foldable on solving addition and subtraction of equations.
- Create a foldable on solving multiplication and division of equations.

- Create a foldable on solving two-step equations.
- Create a foldable on solving multi-step equations.
- Cornell Notes in interactive notebook
- Guided Practice

Text

Virginia Math Connects, Course 3, ©2012, Price, et al, McGraw-Hill School Education Group: page(s) 186-205.

Coach book Grade 8 Virginia Gold edition: page(s) 158-161.

Technology Integrations

Compass Learning:

- [Solving Linear Equations \(7305, 7306, 7296, 7297\)](#)

Gizmo:

- [Modeling and Solving Two-Step Equations](#)
- [Solving Two-Step Equations](#)

Brain Pop: Solving Linear Equations

- [Two-Step Equations](#)

Smart Exchange:

- [Solving Linear Equations ppt.](#) [SMART Notebook lesson]
- [Solving Two-Step Equations ppt.](#) [SMART Notebook lesson]
- [Solve Multi-step Linear Equations ppt.](#) [SMART Notebook lesson]

Resources

Virginia Department of Education

- [Objective 8.15a Lesson Plans VDOE](#)

Other Sites

- [Solving Linear Equations in One Variable](#) – Lesson Plan
- [Building and Solving Linear Equations](#) – Lesson Plan
- [Multi-step Equations \(Video Tutorial\)](#)
- [Henrico 8.15ac](#)

Cross Curricular Connection**Science and Technology:**

- Students do experiments of adding chemicals together in different order still coming up with the same outcome.

Social Studies:

- Have students identify how adding the same number of troops to each side of the civil war would not change the outcome of the Civil War.

English:

Write a paper on interchanging the math properties throughout the math equation.

Materials**Manipulatives**

- Algebra Blocks/Tiles
- Hands-On Equation
- Calculators
- 10-Frames
- 2-Color Counters
- Numeral Cards
- Fraction Models
- Decimal Squares

Technology Resources

- LCD Projector
- Speakers
- Computer w/Internet Connection and SmartBoard Software
- SmartBoard
- Computer Cart

Student Supplies

- Whiteboards/Markers
- Pencil and Paper
- Student Notes
- Guided Notes

