$\qquad$ Date: $\qquad$ Period: $\qquad$
Math 7: Integers \& Rational Numbers Interactive Unit Plan (Chapters 1 \& 2)

| Targets \& Problems | Answer | Expert Initials |
| :---: | :---: | :---: |
| I can add and subtract integers and rational numbers. <br> 1. $6+(-7)$ <br> 2. $-9-(-4)$ <br> 3. $-4.5-12.1$ <br> 4. $\frac{3}{4}+\left(-\frac{5}{8}\right)$ | 1. <br> 2. <br> 3. <br> 4. |  |
| I can multiply and divide integers and rational numbers. <br> 1. $(-2)(5)$ <br> 2. $-15 \div(-3)$ <br> 3. $-6.2 \times 3.1$ <br> 4. $\frac{5}{6} \div\left(-\frac{1}{2}\right)$ | 1. <br> 2. <br> 3. <br> 4. |  |
| I can use integers and rational numbers to solve real world problems. <br> 1. New Orleans, Louisiana, is 6 feet below sea level. The highest point in Louisiana, Driskill Mountain, is 541 feet higher than New Orleans. How high is Driskill Mountain? <br> 2. The elevation of a sunken ship is -120 feet. Your elevation is $\frac{5}{8}$ of the ship's elevation. What is your elevation? <br> 3. How many 2.25 -pound containers can you make from 24.75 pounds of almonds? | 1. |  |

$\qquad$ Date: $\qquad$ Period: $\qquad$

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| :---: | :---: | :---: |
| I can compare and order integers and rational numbers. <br> Use >, <, or = <br> 1. -5 $\qquad$ $-7$ <br> 2. $\|-5\|$ $\qquad$ 5 <br> 3. $-1 / 2$ $\qquad$ $-0.6$ <br> Order from least to greatest. <br> 4. $-\frac{3}{4}, 0.5, \frac{2}{3},-\frac{7}{3}, 1.2$ | 1. |  |
|  |  |  |
|  | 2. |  |
|  | 3. |  |
|  | 4. |  |
| I can create a mathematical problem that can be solved using integers AND rational number. |  |  |
| I can use complete sentences and appropriate vocabulary to explain the answer to a mathematical question. <br> 1. Meghan said the opposite of the sum of -12 and 4 is 8 . Do you agree or disagree? Why or why not? | Step Up to Writing <br> Answer the Question |  |
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2. Monica has 8 oz of peanuts to split into bags. She wants each bag to contain $2 / 3$ oz of peanuts. She claims that she can make 13 packages. Do you agree or disagree with Monica? Explain your answer using words and numbers.
