

May 16, 2019
Periods 1,2,4,6

$$2\frac{1}{2} + (-2\frac{1}{2})$$

Place pg. 553 #s 19-24 on your desk for checking.

Warm Up - pg. 554 #27

Class work -

Pg. 558, read about Additive Inverses. Read Example 3 and answer Your Turn #s 9-10.

Read pg. 559, Example 4, answer #s 11-14

Pg. 560, #s 1-16 Partner work

Homework -

Make foldable on Rational Numbers (if needed)

Quiz tomorrow on Lessons 19.1 and 19.2

A handwritten diagram consisting of a circle with a plus sign inside. A large 'X' is drawn over the circle. To the right of the circle is the number '2'. Below the circle is a plus sign followed by the number '3', which is also crossed out with an 'X'.

Name _____ Class _____ Date _____

19.1 Independent Practice



FL 7.NS.1.2b, 7.NS.1.2d

Use the table for 19–23. Write each ratio in the form $\frac{a}{b}$ and then as a decimal. Tell whether each decimal is a terminating or a repeating decimal.

19. basketball players to football players
 $\frac{5}{11}$ 0.4545... repeating

20. hockey players to lacrosse players
 $\frac{6}{10}$ 0.6 terminating

21. polo players to football players
 $\frac{4}{11}$ 0.3636... repeating

22. lacrosse players to rugby players
 $\frac{10}{15}$ 0.666... repeating

23. football players to soccer players
 $\frac{11}{11}$ 1 terminating

24. **Look for a Pattern** Beth said that the ratio of the number of players in any sport to the number of players on a lacrosse team must always be a terminating decimal. Do you agree or disagree? Why?

Agree; sample answer: to find the ratio, divide the number of players on a given team by 10, the number on a lacrosse team. You can do this by moving the decimal point one place to the left. This leaves you with a number that terminated one place to the right of the decimal point.



Personal Math Trainer

Online Assessment and Intervention

| Team Sports | |
|-------------|-------------------|
| Sport | Number of Players |
| Baseball | 9 |
| Basketball | 5 |
| Football | 11 |
| Hockey | 6 |
| Lacrosse | 10 |
| Polo | 4 |
| Rugby | 15 |
| Soccer | 11 |



$$\frac{5}{11}$$

$$-3.5$$

$$-3\frac{1}{2}$$

$$\left(-\frac{7}{2}\right)\frac{9}{6}$$

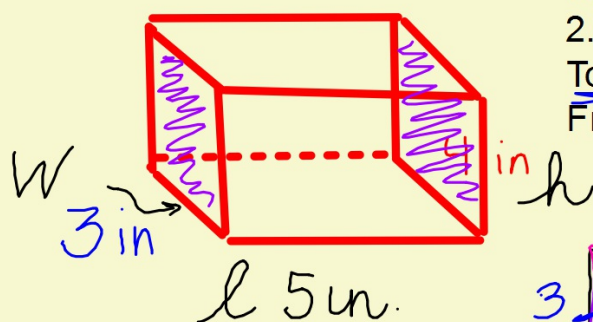
May 16, 2019

Period 5

Place homework on desk for checking.

$$\begin{aligned} T/B &= 5\text{ in} \cdot 3\text{ in} \\ L/R &= 3\text{ in} \cdot 4\text{ in} \\ F/B &= 5\text{ in} \cdot 4\text{ in} \end{aligned}$$

Warm Up- Find the Surface Area of the following 3-D figure.



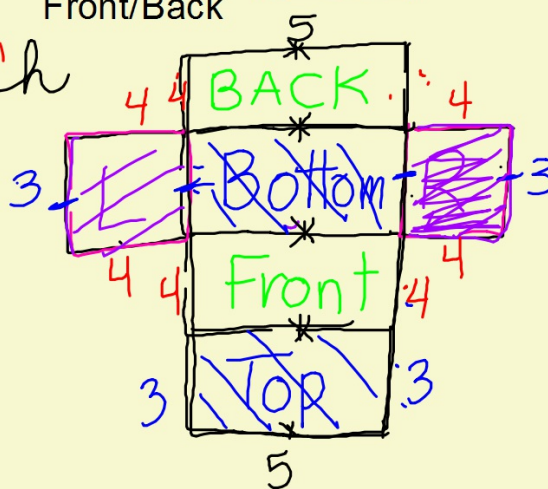
1. Make a net of the figure first.
2. Label the congruent sides:
Top/Bottom, Left/Right,
Front/Back

3. Then, label the dimensions.

Length = 5 in

Height = 4 in

Width = 3 in

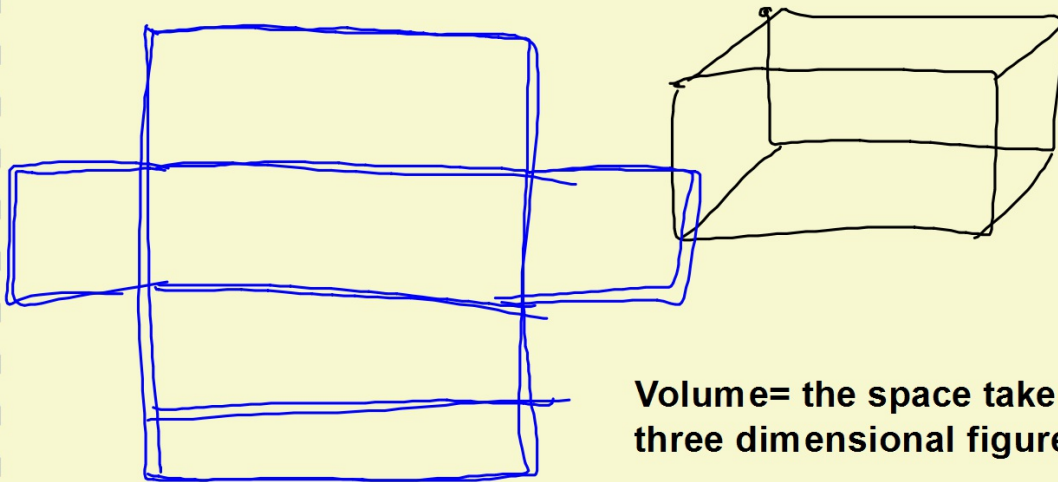


Class Work -

Read pg. 426, add the term VOLUME to your list of terms.

Answer #s 2-3 pg. 427. Show work on a separate sheet of paper.

Homework - Make the Volume foldable.



Volume= the space taken up by a three dimensional figure.

SA =

T/B

$$5\text{in} \cdot 3\text{in} = 15\text{in}^2$$

L/R

$$3\text{in} \cdot 4\text{in} = 12\text{in}^2$$

F/B

$$5\text{in} \cdot 4\text{in} = + 20\text{in}^2$$

$$147\text{in}^2$$

pauro

x 2

$$\boxed{SA = 94\text{in}^2}$$

$$\begin{aligned} l &= 5\text{ in} \\ w &= 3\text{ in} \\ h &= 4\text{ in} \end{aligned}$$

$$5 \cdot 3 = 15$$

$$5 \cdot 4 = 20$$

$$3 \cdot 4 = \underline{12}$$

$$47$$

$$\times 2$$

$$\boxed{SA = 94\text{ in}^2}$$

$$V = l \cdot w \cdot h$$

$$V = Bh$$

$$A = bh$$

B = area of a base

b = the length of the base