Use permanent marker on cover

CTOPS

COMPOSITION BOOK

Name

Dawkins Middle School

Room 501 – Math CP 6

Item No. 63795
Wide Rule • 100 Sheets • 9¾" x 7½"
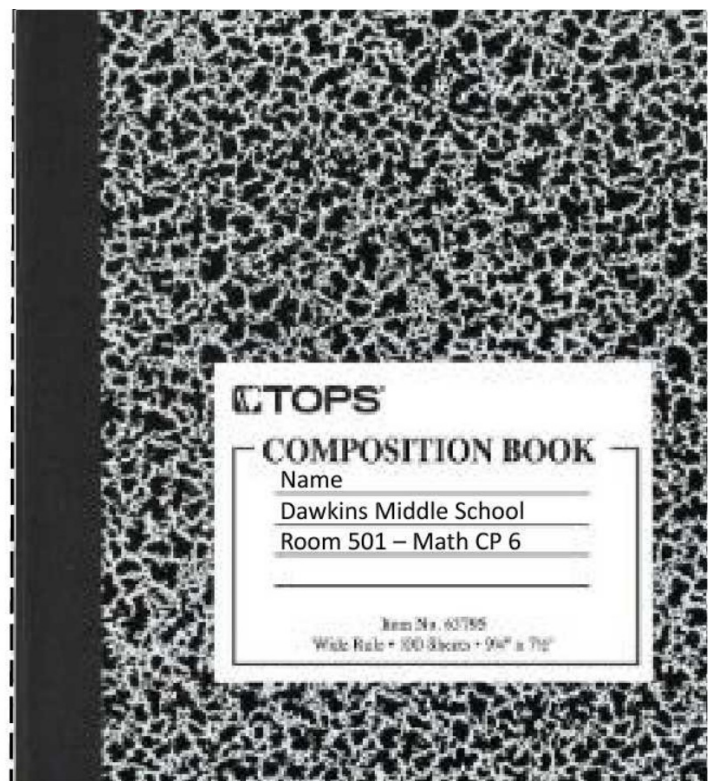
Individual Student Notebook (ISN) Guidelines

Mathematicians use notebooks to record data, make drawing, ask questions, and for many other activities.

Your ISN is a mathematics book that will represent you and your experiences in mathematics this year. Your ISN will be used daily. If you do not have your ISN with you please use filler page and then transfer or attach it in your ISN.

RULES	REASON
Know where your ISN is at ALL times.	There is no way to replace everything in your ISN.
Write neatly & legibly.	This notebook will become your own reference book for future activities in math.
Create your own cover page that represents you.	I:'s your notebook, make it yours!
Create & maintain a Table of Contents (TOC)	I: will help you find things quickly.
Title & number each page. (But do not number ahead.)	I: will keep you organized.
DO NOT RIP OUT PAGES.	Each page is connected to a second & you need all your pages.
Write down everything the teacher tells you to include in your notebook.	Everything is important.
Use color!	Color adds interest and helps your remembers.
Add your own notes, thoughts, & questions as needed.	This is YOUR learning tool.
Left Odd – Right Even	Keeps your organized.
Homework pages should be labeled "x"	Allows you as many pages as you need for homework.

I, **Sign here** _____, agree to follow the rules above to keep my ISN in the best possible condition.

Dawkins Middle School – Darstein 1300 East Blackstock Road, Moore, SC 29369
Digital Version of the ISN will be available in Google Classroom or by email by request.
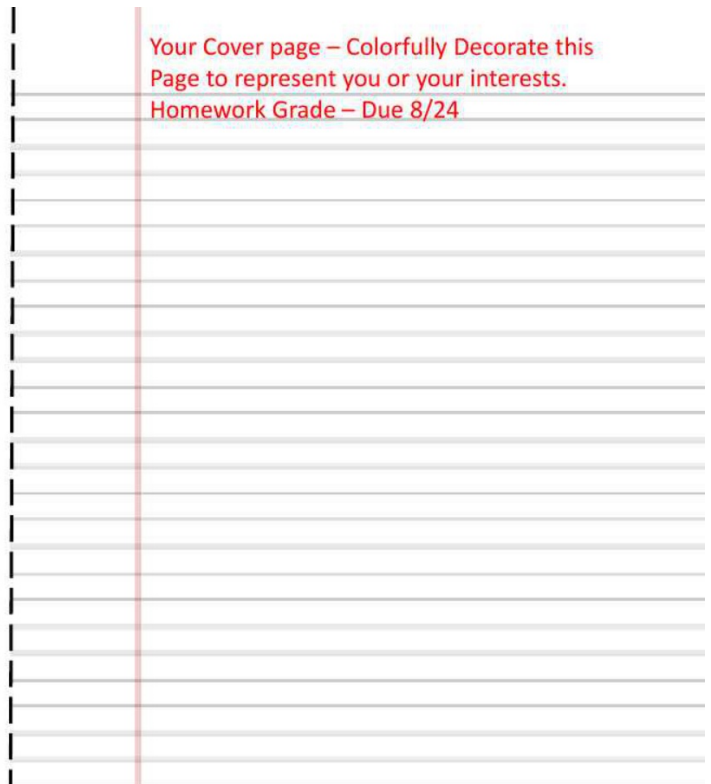
Resources & Passwords

Mrs. Darstein Room 501   Planning Periods:_1 and 6_____

Dawkins Middle School   _____

1300East Blackstock Road

Moore, SC 29369   Tutor Times: 7:30 – 8:00 am

864-576-8088 x 6071   3:00 – 3:30 pm

Website – www.darstein.weebly.com

Email – darsteinm@spart6.org

Calculator Number: #_____   Computer #: _____

1

Program or Website	Username	Password
Computer Log in		
District 6 email		Dormangmail (reset after 1st log in)
Google Classroom		
ItsLearning		
MathiaX (Carnegie)	Glue in from Mrs. Darstein	
Prodigy Math		
Reflex Math		
Star Testing		
Sumdog		
USATestPrep	bearcats88 firstname.lastname bearcat	

2

Module 2 - Topic 2 - Percent

01/07/19 - 2.2.1 - Percent, Decimal, Fractions pg. 52-53
01/08/19 - 2.2.2 - Benchmark Percents pg. 54-55
01/09/19 - 2.2.3 - Part and Whole pg. 56-57
01/10/19 - 2.2.1-2.2.3 Wrap up

Module 2 - Topic 3 - Unit Rates & Conversions

01/11/19 - 2.3.1 - Converting Units pg. 58-59
01/14/19 - 2.3.2 - Unit Rates pg. 60-61
01/15/19 - 2.3.3 - Multiple Unit Rate Representations pg. 62-63
01/16/19 - 2.3.1-2.3.3 Wrap up

Assessment - 01/17/19 Topic 2 and Topic 3
    Calculator #_____
    You will be using your calculator EVERY day for
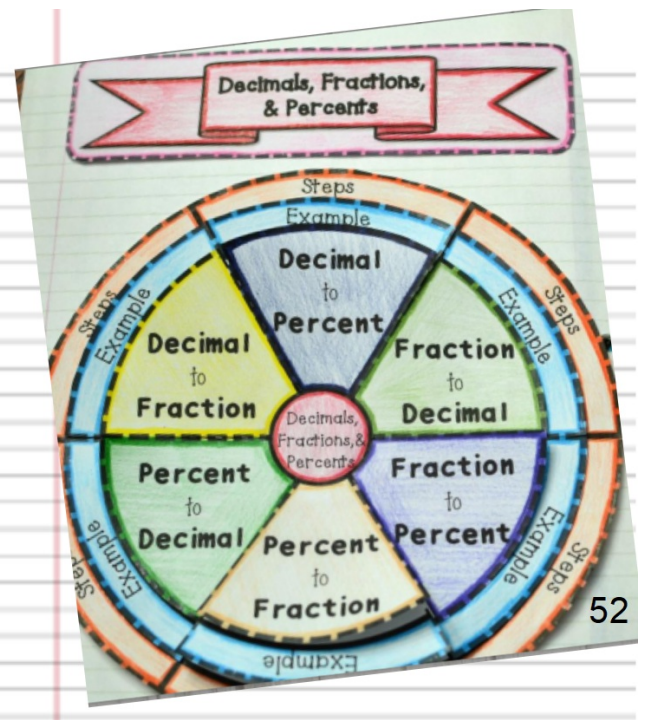   Topic 2 and Topic 3 - Pick it up as you enter class.

49

-

Module 2

Topic 2
Percents

Topic 3
Unit Rates
&
Conversions

50

2.2.1 - Percent, Decimal, Fractions p.109
I can write equivalent fractions, decimals, and percents.
I can model percents on a 100 grid.

51

52

2.3.2 - Benchmark Fractions p. 123
I can place fractions, decimals, and percents in order.
I can estimate percents using benchmarks.

Benchmark Percent - a percent that is commonly used,
such as   1%, 5%, 10%, 25%, 50%, and 100%.

1. Copy notes on page 53 (not red)
2. Complete 1.1 pages 111-115 in textbook
Use your group for questions and calculator.
3. Glue insert on page 54 - complete chart
4. Mathia - C.1 Percents 8 all four
workspaces

53

BENCHMARK PERCENTS

Percent	Decimal	Fraction	Method	Example
100%	1.0	$\frac{1}{1}$	The Whole Amount	100% of 14 is __14__
50%	0.5	$\frac{1}{2}$	Half of the whole	50% of 60 is 30 60 ÷ 2
25%	.25	1/4	Divide the whole by 4	25% of 40 is _10_ 40 ÷ 4
10%	.10	$\frac{1}{10}$	Divide the whole by 10 or move decimal 1 place to left	10% of 135 is _13.5_ 135.
5	.05	$\frac{1}{20}$	Half of 10% of whole	10% of 240 is _24_ so 5% of 240 is _12_
1	.01	1/100	Move decimal 2 places to the left	1% of 234 is 2.34 234.

54

Reminder
bar notation can be used to
represent a decimal that repeats.
Ex: $.\overline{3}$ = .3333333333333333333333...
      $.\overline{321}$ = .321321321321321321132...
      $.32\overline{1}$ = .3211111111111111111...

Calculators will ROUND a repeating decimal off to 9 digits.

2.2.3 Part & Whole p. 137
I can solve percent problems using ratios.

Memorize

$$\frac{is}{of} = \frac{\%}{100} = \frac{part}{total}$$

Ex: 25% of what is 37:

55

$$\div \frac{25}{100} = \frac{37}{x} \times$$

$$100 \times 37 \div 25 = 148$$

What % of 68 is 12?

$$\frac{x}{100} = \frac{12}{68} \div$$

$$100 \times 12 \div 68 = 17.64705882$$

$$17.6$$

Part/Total
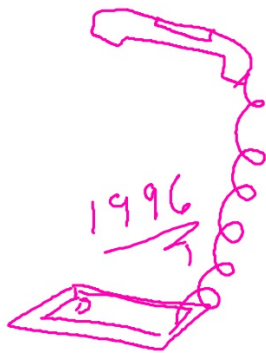In a school with 900 students, 56
300 are Clemson fans.
What % are Clemson Fans?

$$\frac{300}{900} = \frac{x}{100} \div$$

$$300 \times 100 \div 900 = 33.33333333$$

$$33.3\%$$

Percent
can
be OVER
100%
Example

1990 → 1000 cellphone

1996 → 5000 cellphones

what % increase

$$\frac{part}{total} = \frac{\%}{100}$$
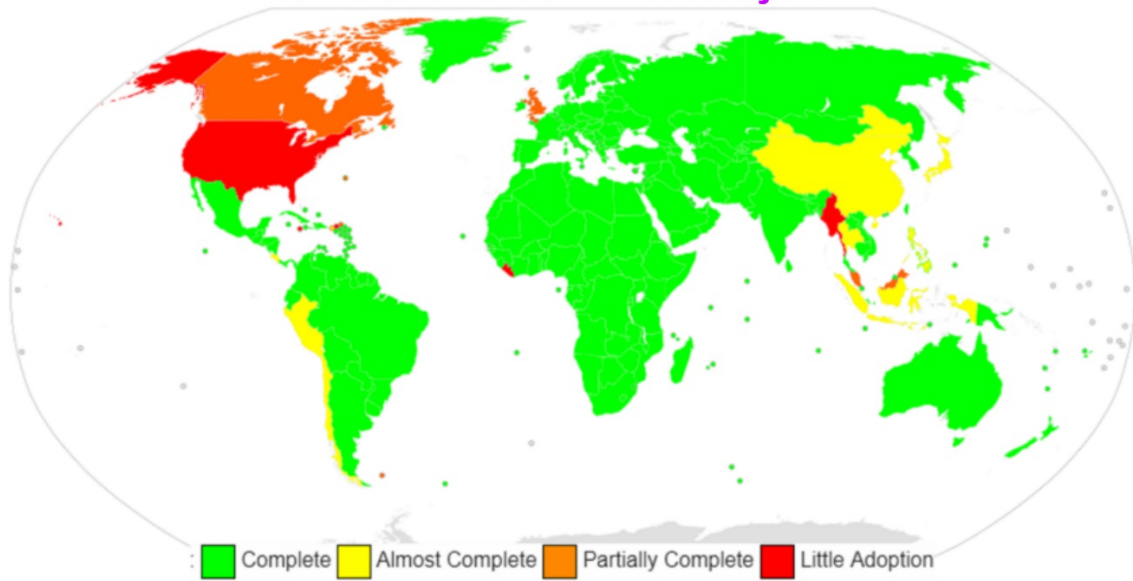
$$\frac{4000}{\div 1000} = \frac{\%}{100}$$

$$400\ \%$$

Today's Choices 1/10

Textbook p 126-131	Skills p. 3 III A and B	Choose 1 Blue
page 155 #3 a-h	Skills Page 4 III C and IV B	Choose 1 Red

DO NOT COPY into ISN

Countries that use the metric system

Complete   Almost Complete   Partially Complete   Little Adoption
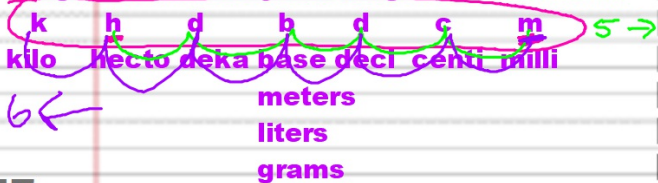
Do not copy into ISN

I can convert units using double number lines, tables, and scaling. Convert -to change a measure to different units.

THE METRIC SYSTEM

King Henry died by drinking chocolate milk.

k	h	d	b	d	c	m
kilo	hecto	deka	base	deci	centi	milli

5 →

meters
liters
grams

6 ←

Ex   1.623 hm = 162300 mm

1.623000

Ex: 30mm = ___ km

.0000030

English & Metric Units of Measure

Length

mass/capacity
Weight

Liquid Volume

Length	
1 foot = _____ inches	
1 yard = _____ feet	
1 mile = _____ feet	
meters	

Weight	
1 pound = _____ ounces	
1 ton = _____ pounds	
grams	

Liquid Volume	
1 cup = _____ ounces	
1 pint = _____ cups	
1 quart = _____ pints	
1 gallon = _____ quarts	
liters	

57

58

Late assignments - Q3
"1" in grade book.
Two weeks to make up!

2. Jonah is going to the hardware store for his Uncle Frederick. He needs to buy 4 yards of electrical wire and 14 quarts of liquid nails.

   a. The store only sells wire by the foot. How many feet does Jonah need?

   b. The store only sells liquid nails by the gallon. How many gallons does Jonah need?

$$\frac{1\ gal.}{4\ qts} \qquad 14\ quart = \frac{14}{4}\ gallons$$

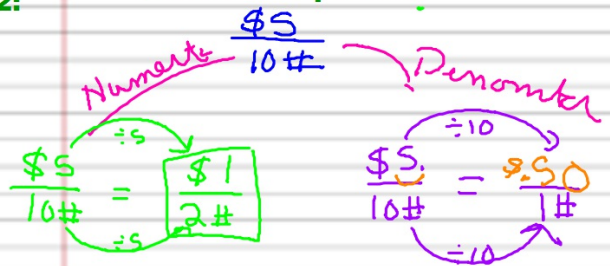$$\frac{14}{4} = \frac{7}{2} = 3\frac{1}{2}$$

Gallon Man
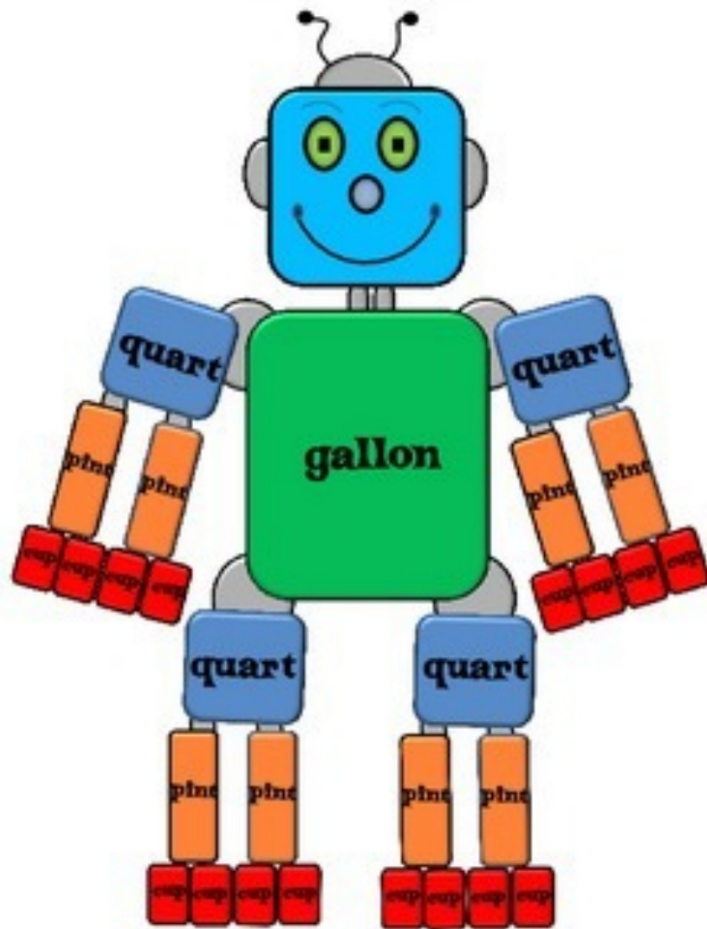
2.3.2 Unit Rates p. 185

I can find unit rates and use them to compare ratios.

Unit Rate - a comparison of two measurements where the numerator or denominator is 1.

EX1:

$$\frac{1 \text{ book}}{5 \text{ Students}} \quad \text{unit}$$

$$\cancel{\frac{\$10}{3 \text{ gallons}}}$$

$$\frac{\$16.50}{(1) \text{ download}} \quad \text{unit}$$

Ex 2:   **$5.00 for 10 pounds**

$$\frac{\$5}{10\#}$$

Numerator   Denominator

$$\frac{\$5}{10\#} \div 5 = \boxed{\frac{\$1}{2\#}}$$

$$\frac{\$5}{10\#} \div 10 = \frac{\$.50}{1\#} \div 10$$

$1.89

$264 × 16

$13.1g per 3

$$\frac{1.32}{8} = \frac{.165}{1}$$

$$\frac{\$2.67}{16}$$

.16875

extra credit - due by 1/22 - email, remind, or show me pictures of 2 labels (same product/ different size) that show the smaller size is cheaper.

532140

Classwork - Complete Unit rate Maze - Mathia C1. Rate Reasoning 8

Module 3 - Determining Unknown Quantities
3.1 - Expressions
3.2 Equations 3.3 Graphing
1/24 - intro to squares & cubes p.63-64
1/25 - Expressions - p. 65-66
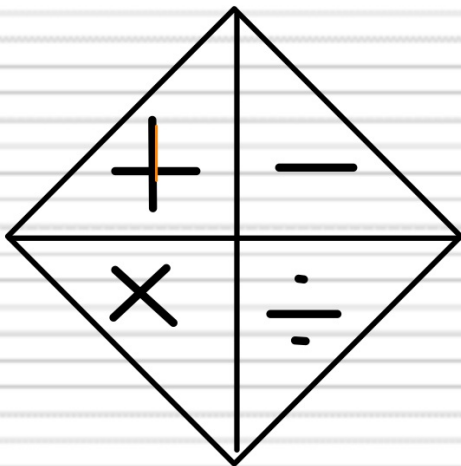1/28 - Equations - p. 67-68
1/29 - More equations
1/30 - Graphing p. 69-70
1/31 - Assessment on Module 3

61

MODULE 3
DETERMINING
UNKNOWN
VALUES

62

Squares & Cubes - 1/24

square	cube
geometric shape	geometric shape
sides are equal	sides are equal
2dimensional - 2D	3 dimensional - 3D
flat has area	has volume
area = side x side =s^2	surface area or volume= $sidexsidexside = s^3$

63

X	X squared= x^2	X cubed = x^3
1	1	1
2	4	8
3	9	27
4	16	64
5	25	125
6	36	216
7	49	343
8	64	512
9	81	729
10	100	1000
11	121	1331
12	144	1728
15	225	3375
20	400	8000
	Perfect Squares	**perfect Cubes**

64

3.2.1 Simple Equations   1/31

Each "operation" has an inverse or opposite:

the inverse of + is -

the inverse of - is +

the inverse of x is ÷

the inverse of ÷ is x

fractions

$x + 2 = 4$
$-2 \quad -2$
$x \quad = 2$
$(2) + 2 = 4$

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65

Solving One-step Equations	
Equations with addition $x + 2 = 4$	Equations with subtraction $y - 7 = 10$
Equations with multiplication $6x = 24$	Equations with division $y/3 = 4$

$(17) - 7 = 10$

$Y - 7 = 10$
$+7 \quad +7$

$Y \quad = 17$

$\frac{6x}{6} = \frac{24}{6}$ $\left(\frac{y}{3}\right) = (4)3$

$x = 4$ $y = 12$

$6(4) = 24$

66

Module 4 – Topics 1,2,3

I can classify numbers in the ___**real**___ number system.

I can **order** rational numbers.

I can use **positive** and **negative** numbers to describe **opposite** quantities.

I can identify and represent numbers on a ___**number line**___.

I can use **inequality** statements.

I can explain the **meaning** of, interpret, and ___**compare**___ absolute values.

2/4- ___**Module intro**___
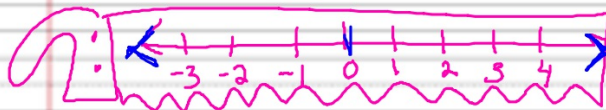
2/5- ___**Module overview**___

2/6-2/8 ___**MATH MENU**___

2/11_____

MODULE 4

Topic 1
Negative Numbers

Topic 2
Absolute Value

Topic 3
The Number System

Number Line

(-6,4)

II   I
(−,+)   (+,+)

(−,−)   (+,−)
III   IV
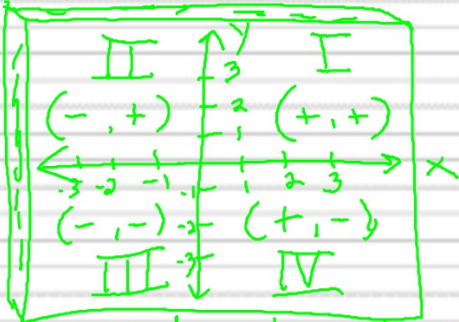
coordinate plane

Absolute Value

|x| = greater than positive
|-3| = 3 |6-3| = |3| = 3   ( )
distance from zero

x>1   x greater

x<4   x less than

Inequalities

x>3

0   3   1,2,3....

ellipsis   •••

(-
(-
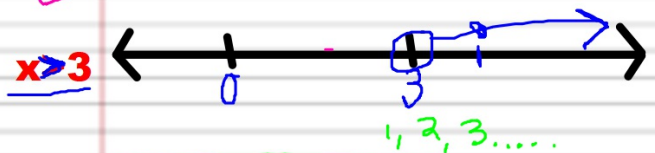
-3
same distance from 0

|-2|=2

Foldable
from Mrs. D

69

70
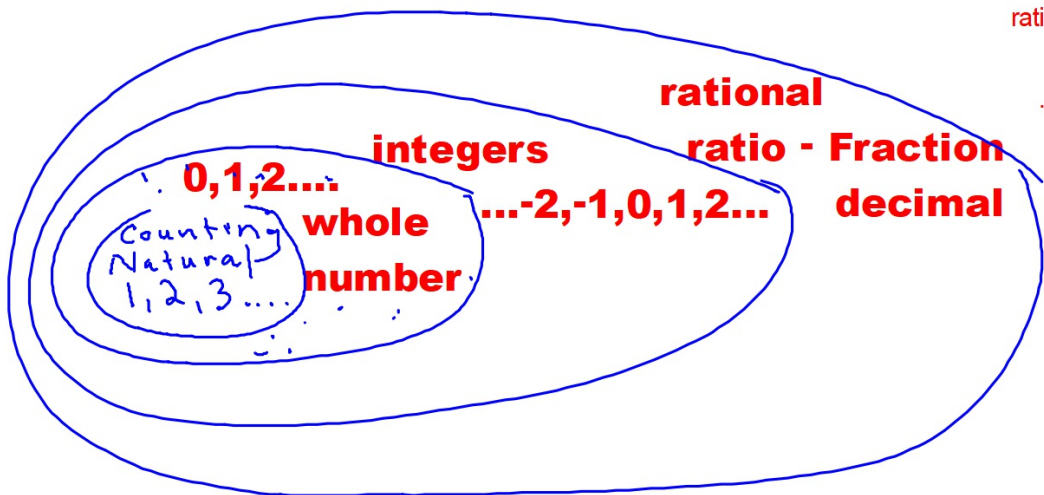
rational num...
all fracti...
integer...
...-3,-2,-1

rational
ratio - Fraction
decimal

integers
...-2,-1,0,1,2...

0,1,2....
whole
number

Counting
Natural
1,2,3....

page 70 bottom