

# Week of April 13-17, 2020

## Mrs. Epperson

I sure miss seeing each and everyone of you. If you are able, please connect with us through our google classroom. We have weekly calls on Thursdays if you are able to join us. They are NOT required, but it's nice to catch up and see your faces. The times we meet on Thursdays are 6th grade: 12:45-1:15, 7th grade: 1:15-1:45, and 8th grade: 1:45-2:15, you can find the link to connect with us in your student email (same email and password you use to log into chromebooks; remember, the ending of your email address is @oakland5.org)

You may use your math folder to help you. You have to complete 1 worksheet, but may complete all 3. I am available at [nichole.epperson@oakland5.org](mailto:nichole.epperson@oakland5.org) or 708-517-0534 for any questions. You may call or text.

All worksheets have the appropriate grade level/subject at the top.

Class	Choice 1	Choice 2	Choice 3
7th grade math	1-9	1-10	2-1



# 1-9 Additional Practice

Week of 4/13-4/17

**Leveled Practice** In 1-2, fill in the boxes to find the quotient.

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1. Find the quotient of  $\frac{5}{6} \div \left(-\frac{13}{7}\right)$ .

$$\frac{5}{6} \div \left(-\frac{13}{7}\right) = \frac{5}{6} \cdot \left(\quad\right)$$

$$= \frac{\quad}{\quad}$$

2. Simplify the complex fraction  $\frac{\frac{7}{10}}{-\frac{2}{5}}$ .

Rewrite the complex fraction:

$$\left(\quad\right) \div \left(-\frac{2}{5}\right)$$

Write the division as multiplication:

$$\left(\quad\right) \cdot \left(\quad\right)$$

The product is  $\left(\quad\right)$ .

3. Use the division expression  $\frac{5}{8} \div \frac{1}{16}$ .

a. Write an equivalent multiplication expression.

b. **Reasoning** How many times can  $\frac{5}{8}$  be divided by  $\frac{1}{16}$ ? How did you decide?

4. Use the division expression  $-\frac{10}{13} \div 4\frac{1}{3}$ .

a. Write the multiplication expression equivalent to  $-\frac{10}{13} \div 4\frac{1}{3}$ .

b. Find the product.

5. Simplify the expression.

$$-3\frac{1}{6} \div \left(-1\frac{4}{9}\right)$$

6. Find the quotient.

$$\frac{4}{15} \div -3.4$$

## 7th grade math- Epperson, week of 4/13-4/17

7. C.J. says the quotient of  $-\frac{3}{4} \div \frac{1}{4}$  is  $-\frac{1}{3}$ .

a. What is the correct quotient?

b. What mistake did C.J. likely make?

Ⓐ He multiplied the reciprocals of both fractions.

Ⓑ He added  $-\frac{3}{4}$  and  $\frac{1}{4}$ .

Ⓒ He multiplied  $-\frac{3}{4}$  by  $\frac{1}{4}$ .

Ⓓ He multiplied using the reciprocal of  $-\frac{3}{4}$ .

8. Use the complex fraction  $\frac{-\frac{8}{11}}{-\frac{3}{5}}$ .

a. Write an equivalent multiplication expression.

b. Will the quotient of the complex fraction be positive or negative? Explain.

9. **Higher Order Thinking** Explain why when dividing fractions with the same denominator, you can find the quotient by dividing the numerators. Support your answer with an example using one or more mixed numbers.

## Assessment Practice

10. After a heavy rainfall, the water level of a river swelled to the edge of its banks. Any more rain would cause a flood. After a few hours, the river went down  $\frac{1}{5}$  inch. Then another storm developed. An additional  $\frac{1}{4}$  inch of rainfall was recorded, and the level of the river rose by  $\frac{1}{20}$  of the amount of rain that fell during the second storm.

The expression  $-\frac{1}{5} + \frac{1}{20}$  represents the change in inches of the water level of the river. Select all the equivalent expressions.

$-\frac{3}{16}$

$\frac{3}{16}$

$-\frac{1}{5} + \frac{1}{4} \cdot \frac{1}{20}$

$-\frac{1}{5} + \frac{1}{4} \div \frac{1}{20}$

$-\frac{1}{5} + \frac{1}{4} + \frac{1}{20}$

Name: \_\_\_\_\_



PRACTICE



TUTORIAL

# 1-10 Additional Practice

Week of 4/13-4/17

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1. A volleyball team played five games. In those games, the team won by 7 points, lost by 3, lost by 2, won by 4, and won by 9. What was the mean difference in scores over the five games?

2. Use the expression  $-8(-2.5 - 7)$ .

a. Simplify the expression by applying the Distributive Property.

b. Evaluate the expression.

3. The water level of a lake fell by  $1\frac{1}{2}$  inches during a  $1\frac{2}{3}$ -week-long dry spell. Find the average rate at which the water level changed every week.

4. Simplify the expression  $2\left(\frac{2}{5}\right) + 2\left(-\frac{1}{5}\right)$ .

5. The temperature of a pot of water was  $180.3^\circ\text{F}$  and cools at a rate of  $-2.5^\circ\text{F}$  per minute.

a. What is the temperature after 20 minutes?

b. **Look for Relationships** How many minutes will it take to cool from  $180.3^\circ\text{F}$  to  $100.3^\circ\text{F}$ ?

6. **Look for Relationships** An elevator descends at a constant speed. What is the change in elevation after 19 seconds?

**Elevator Descent**

Time (Sec.)	Change in Elevation (Meters)
1	-2.25
6	-13.5
10	-22.5
12	-27

7. The quiz scores for 6 students who studied together in a math class are in the table.

a. What is the mean quiz score?

b. What is the median quiz score?

**Quiz Scores**

Score	3	4.5	6.5	8	8.5	10
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7th grade math- Epperson, week of 4/13-4/17

8. Josiah is asked to simplify the expression  $\frac{2}{3} + \frac{1}{2}(8 + 3\frac{1}{4})$ .  
 Josiah incorrectly claims that the expression simplifies to  $13\frac{1}{8}$ .

- a. What is the correct value of the expression?
- b. What error did Josiah likely make?

9. **Higher Order Thinking** The table shows the temperatures of the water in 14 different beakers. What is the average temperature, rounded to the nearest tenth of a degree?

Temperatures in Beakers

Temperature	4.5°C	3.7°C	4.3°C	4.1°C	2.9°C
Frequency	3	4	2	3	2

## Assessment Practice

10. A swimming pool is draining at a constant rate. The table shows the proportional relationship between the change in the water level and the number of hours the pool has drained. Complete the table to show the change in water level at 9 and 23 hours.

Draining Swimming Pool

Hours Draining	Change in Water Level (in.)
2	-3.5
9	
17	-29.75
23	

11. In a classroom there are 6 students who are  $5\frac{1}{2}$  feet tall, 2 students who are  $4\frac{3}{4}$  feet tall, 4 students who are  $4\frac{1}{4}$  feet tall, and 2 students who are 6 feet tall.

Which expression represents the mean height of the students in the classroom?

Ⓐ  $\frac{6(5\frac{1}{2}) + 2(4\frac{3}{4}) + 4(4\frac{1}{4}) + 2(6)}{6 \times 2 \times 4 \times 2}$

Ⓑ  $\frac{6(5\frac{1}{2}) + 2(4\frac{3}{4}) + 4(4\frac{1}{4}) + 2(6)}{6 + 2 + 4 + 2}$

Ⓒ  $\frac{6(4\frac{1}{2}) + 2(5\frac{3}{4}) + 4(6\frac{1}{4}) + 4(6)}{6 + 2 + 4 + 2}$

Ⓓ  $\frac{6(4\frac{1}{2}) + 2(5\frac{1}{2}) + 4(6\frac{1}{4}) + 4(6)}{6 + 2 + 4 + 2}$

Name: \_\_\_\_\_



PRACTICE



TUTORIAL

## 2-1 Additional Practice

Week of 4/13-4/17

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**Leveled Practice** In 1–3, complete the tables of equivalent ratios to solve.

1. There are 3 boys for every 6 girls at a movie. If there are 24 girls, how many boys are at the movie?

Boys	Girls
3	6
□	24

There are  boys at the movie.

2. A store sells a package of 25 trading cards for \$5.25. What is the cost of one trading card?

Price	Trading Cards
\$5.25	25
□	1

The unit price is  per card.

3. A car travels 374 meters in 17 seconds. A bus travels 414 meters in 23 seconds. Which vehicle is traveling faster? How much faster?

Car	
Meters	Seconds
374	17
□	1

Bus	
Meters	Seconds
414	23
□	1

The  is traveling faster.

It is traveling faster by  -  =  meters per second.

4. In a toy store, the ratio of dolls to teddy bears is 9:3. If the store has 240 dolls, how many teddy bears are in the store?

5. An airplane on autopilot took 5 hours to travel 3,475 kilometers. What was the airplane's speed, in kilometers per hour?

6. **Make Sense and Persevere** At a supermarket, a 6-ounce bottle of salad dressing costs \$1.56. A 14-ounce bottle costs \$3.36. A 20-ounce bottle costs \$5.60. Which bottle has the lowest cost per ounce?

7th grade math- Epperson, week of 4/13-4/17

7. During a thunderstorm, 600 millimeters of rain fell in 30 minutes.

a. How fast did the rain fall, in millimeters per minute?

c. **Construct Arguments** Which unit rate do you think is more useful? Explain your reasoning.

b. How fast did the rain fall, in millimeters per hour?

8. Population density is the number of people per unit of area. The population density of a certain region is 60 people per square kilometer. If the region covers 23 square kilometers, what is the population of the region?

9. **Higher Order Thinking** In basketball, some baskets are worth three points. In one game, the ratio of three-point baskets made to three-point attempts for one team was 3:4. If the team scored 27 points from three-point baskets, how many three-point attempts did the team have?

## Assessment Practice

10. Allen is mixing red and yellow paints to make two different shades of orange. To make 1 cup of dark orange paint, he needs 7 ounces of red paint and 1 ounce of yellow paint. To make 2 cups of light orange paint, he needs 13 ounces of yellow paint and 3 ounces of red paint.

### PART A

Allen buys a 32-oz can of red paint. Does he have enough red paint to make 3 cups of dark orange paint and 3 cups of light orange paint? Explain.

### PART B

Allen decides to make 3 cups of dark orange paint and 3 cups of light orange paint. How many ounces of yellow paint does he need? Explain.

11. A covered bridge is 8 yards long. In a photograph for sale at a gallery, the bridge is  $\frac{5}{12}$  foot long. Which statements are true?

- One yard of the covered bridge is represented by 1.6 inches in the photograph.
- One inch on the photograph represents 1.6 yards of the real bridge.
- A tree that is 3 inches tall in the photograph is 4.8 yards tall.
- The people walking over the bridge are about 2.5 inches tall in the photograph.
- A river that is 12 yards wide is 7.5 inches wide in the photograph.