

# Winnipeg School Division Teacher Copy

**Note: This is not an official reporting document. This should be used to assist you in planning your classroom instruction & observation of students at work. Use the Provincial Report for conversations with parents/guardians.**

	Entry to Grade 7	Grade 7 Fall term	Mid-year		End of year outcomes
Student orders fractions.	<ul style="list-style-type: none"> <li>Orders fractions using pictures.</li> </ul> <p>WSC:A/A2 E-208, E-215</p>	<ul style="list-style-type: none"> <li>Connects picture representation of fractions to their symbols to order them.</li> </ul> <p>WSC:E/E2 E-210, E-216</p>	<ul style="list-style-type: none"> <li>Orders improper (e.g: 7/5, 11/3) or mixed (e.g: 1 1/2, 3 3/4) fractions symbolically.</li> </ul> <p>E-212, E-218</p>	->	<ul style="list-style-type: none"> <li>(N-II.1.7) Demonstrates and describes equivalent mixed numbers and improper fractions concretely, pictorially, and symbolically.</li> <li>(N-II.3.7) Compares and/or orders improper fractions and mixed numbers.</li> </ul>
Student orders decimal numbers.	<ul style="list-style-type: none"> <li>Orders decimal numbers between 0 and 1, to two decimal places. E.g. 0.03, 0.30, 0.35</li> </ul> <p>WSC:B E-116</p>	<ul style="list-style-type: none"> <li>Orders decimal numbers to two decimal places.</li> </ul> <p>WSC:F (Note use only cards to two decimal places) E-208, E-214</p>	<ul style="list-style-type: none"> <li>Orders decimal numbers to three decimal places.</li> </ul> <p>WSC:F</p>		<ul style="list-style-type: none"> <li>(N-II.3.7) Compares and/or orders decimals to thousandths.</li> </ul>
Student understands that a given number may be represented many ways.	<ul style="list-style-type: none"> <li>Represents a given number in one other way.</li> </ul> <p>WSC:C E-218</p>	<ul style="list-style-type: none"> <li>Represents a given number in two other ways.</li> </ul> <p>WSC:G E-213</p>	<ul style="list-style-type: none"> <li>Represents a given number in more than two other ways.</li> </ul> <p>WSC:K E-214</p>		<ul style="list-style-type: none"> <li>(N-II.2.7) Recognizes and illustrates that all fractions and mixed numbers can be represented in decimal form (including terminating and repeating decimals), converts from terminating decimals to fractions, converts from single-digit repeater decimal numbers to fractions, using patterns.</li> <li>(N-V-4.7) Converts, mentally, among fractions, decimals and percents to facilitate the solution of problems.</li> </ul>

Web support Cards: WSC  
Available at <http://www.edu.gov.mb.ca/k12/assess/index.html>  
Click on: Middle Years Assessment

## Number Sense

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Entry to Grade 7		Grade 7 Fall term	Mid-year	End of year outcomes	
Student uses number patterns to solve mathematical problems.	<ul style="list-style-type: none"> <li>In a problem-solving context, represents, recognizes, constructs, and extends patterns; uses materials, pictures or numbers, develops a chart or table to record or extend patterns.</li> </ul> <p>WSC: Use Template, Patterns a Process</p> <p><b>B-4, B-20 to B-22, B-40 to B-58</b></p>	<ul style="list-style-type: none"> <li>Models patterns on graphs and describes (in everyday language) rules to reflect and extend patterns.</li> </ul> <p><b>B-40 to B-58</b></p>	<ul style="list-style-type: none"> <li>Writes an algebraic equation for number patterns to solve problems.</li> </ul> <p>Let <math>n</math> = number of squares And <math>t</math> = number of toothpicks</p> $t = 3n + 1$ $t = 3(51) + 1$ $t = 153 + 1$ $t = 154$ <p><b>B-42 to B-58</b></p>	->	<ul style="list-style-type: none"> <li>(N-V..1.7) Uses estimation strategies to justify or assess the reasonableness of calculations.</li> <li>(PR-I.4.7) Uses patterns and relations to represent simple oral and written expressions as mathematical symbols, and vice versa.</li> <li>(PR-II.3.7) Writes mathematical expressions / equations that arise from problem-solving contexts.</li> <li>(PR-I.3.7) Graphs relations, analyzes the results, and draws a conclusion from a pattern.</li> <li>(PR-I.3.7) Evaluates expressions with and without concrete models.</li> <li>(PR-I.4.7) Predict and justify possible <math>n^{\text{th}}</math> values of a number pattern.</li> </ul> <p style="text-align: right;"><b>E-226</b></p>
	<ul style="list-style-type: none"> <li>Uses paper and pencil methods to make mental calculations. (<i>Relies on traditional vertical algorithm.</i>)</li> </ul> <p>WSC: Use Template, Patterns a Template</p> <p><b>Developing Conceptual Understanding of Number</b></p>	<ul style="list-style-type: none"> <li>Solves using only on strategy and explains the reasoning.)</li> </ul> <p><b>B-40, B-41</b></p>	<ul style="list-style-type: none"> <li>Chooses among a variety of strategies to make mental calculations, adapts strategies according to different situations and explains the reasoning.</li> </ul> <p><b>B-60 to B-68</b></p>		<ul style="list-style-type: none"> <li>(N-V.2.7) Uses estimation strategies to justify or assess the reasonableness of calculations (Uses patterns, manipulatives and diagrams to demonstrate multiplication and division.)</li> <li>(PR-II.1.7) Illustrates the solution process for one-step, single-variable, first-degree equation, using concrete materials or diagrams.</li> <li>(PR-II.2.7) Solves and verifies one-step linear equations, using a variety of techniques.</li> </ul>

## Number Skills