

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (1) , Lesson : (1) (Divisibility)

Teacher guide's Page : , Student book's Page : 1 - 2

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can recognize the divisibility by 2 , 3 , 4 , 5 , 6 and 10.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ● , Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ● , Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

A) ($12 \div 2 = 6 \text{ R } 0$) Any number is divisible by another if the remainder is 0

Lesson activities (Learn) :

In each of the following, Circle the numbers which are :

1- Divisible by 2 (15 , 18 , 104 , 6,432 , 107 , 99 , 78,126 , 100)

2- Divisible by 3 (303 , 801 , 104 , 2,130 , 407 , 66 , 4,501 , 108)

3- Divisible by 5 (29 , 465 , 257 , 1,150 , 349 , 200 , 1,502 , 425)

4- Divisible by 6 (128 , 300 , 104 , 7,130 , 407 , 36 , 1,230 , 111)

5- Divisible by 10 (404 , 301 , 104 , 1,130 , 345 , 20 , 4,683 , 50)

THINK: Complete the table :

Number	Divisible by 2	Divisible by 3	Divisible by 4	Divisible by 5	Divisible by 6	Divisible by 10
24						
100						

Closing the idea (Summary): Answer the following questions:

A) The smallest 3- digit number divisible by 2 , 5 and 10 ?

B) The smallest 3- digit number divisible by 2 , 3 and 5 ?

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (1), Lesson : (2) (Factorizing a number to its prime Factors)

Teacher guide's Page :, Student book's Page : 3 - 4

LEARNING OBJECTIVES : In this lesson the student should be able to :

Utilize prime factorization in finding G.C.F and L.C.M

Learning tools and resources: Worksheets ○ , S.B ● , Cards ● , Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ , Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

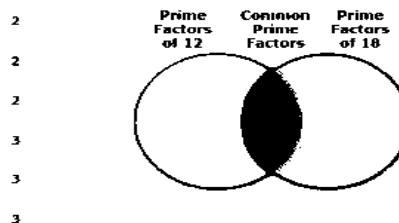
Find the prime factorization for each of the following numbers ?

A) 12 B) 18 C) 30 D) 40

The relatively prime numbers are numbers whose only common factor is 1

Lesson activities (Learn) :

Whiteboard: Venn Diagrams Use the prime factorization of 12 and 18 to complete the Venn diagram. Demonstrate your understanding by drawing in your journal or using the digital tool.



THINK :

What is G.C.F and L.C.M of 12 and 18 ?

Closing the idea (Summary):

What is G.C.F and L.C.M of 4 and 9 ?

Are them relatively prime numbers?

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....F	.....	.....

Unit : (1) , Lesson : (3) (Writing Expressions using G.C.F)

Teacher guide's Page :, Student book's Page : 5 - 7

LEARNING OBJECTIVES : In this lesson the student should be able to :

Write and analyze expressions involving G.C.F

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ● ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Moez has 12 red flowers and 20 yellow flowers. he wants to make bouquets with the same number of each color flower in each bouquet what is the greatest number of bouquets she can make ?

$$12 = 2 \times 2 \times 3$$

$$20 = 2 \times 2 \times \times 5$$

$$\text{G.C.F.} = 2 \times 2 = 4$$

$$\text{The expression is : } 4 (3 + 5)$$

Lesson activities (Learn) :

Use the distributive property and G.C.F to write expression of the addition problem ? $8 + 10$

$$8 = 2 \times 2 \times 2$$

$$10 = 2 \times \times \times 5$$

$$\text{G.C.F.} = 2$$

$$\text{The expression is : } 2 (4 + 5)$$

THINK : Complete : A) $3 (5 + 4) = \dots \times \dots + \dots \times \dots$

Closing the idea (Summary):

Complete : A) $\dots (5 + 2) = 15 + 6$ B) $4 (\dots + 6) = 20 + \dots$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ / /	6 / .....	.....	.....	.....

Unit : (1) , Lesson : (4) (Analyzing least common multiples)

Teacher guide's Page : , Student book's Page : 8 - 12

LEARNING OBJECTIVES : In this lesson the student should be able to :

Analyze and evaluate addition and subtraction of fractions

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Find the results :

A) $\frac{1}{3} + \frac{1}{4} = \dots\dots\dots$

B) $\frac{2}{5} + \frac{1}{3} = \dots\dots\dots$

C) $\frac{1}{2} - \frac{1}{3} = \dots\dots\dots$

D) $\frac{9}{10} - \frac{3}{5} = \dots\dots\dots$

Lesson activities (Learn) :

Find the results : A) $9\frac{4}{7} - 3\frac{1}{7} = \dots\dots\dots$

B) $1\frac{2}{7} + 9\frac{5}{7} = \dots\dots\dots$

THINK :

Complete : A) $3\frac{1}{4} + 1\frac{2}{5} = \dots\dots\dots$

Closing the idea (Summary):

Complete : A) $1 - \frac{2}{7} = \dots\dots\dots$

B) $6\frac{1}{4} + 1\frac{4}{5} = \dots\dots\dots$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ / /	6 / .....	.....	.....	.....

Unit : (2) , Lesson : (1) (Using a Number Line to Describe Data)

Teacher guide's Page : , Student book's Page : 15 - 18

LEARNING OBJECTIVES : In this lesson the student should be able to :

- (1) Can recognize the number line to include negative numbers in order to utilize them to model real-world situations.
- (2) Can plot points representing positive and negative numbers.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ● ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Write a number represent loss L.E 500

Lesson activities (Learn) :

Integers contain positive numbers Negative numbers.

Zero neither positive nor negative.

THINK : write a number represent each situation:

A) loss L.E 100 ?

B) 3 metres right ?

C) depositing L.E 2500 ?

Closing the idea (Summary):

$\frac{13}{5}$ is an integer or not ?

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit :(2),Lesson : (2) (Using a Number Line and Symbols to Compare Numbers)

Teacher guide's Page : , **Student book's Page :** 19 - 22

LEARNING OBJECTIVES : In this lesson the student should be able to :

- (1) Can discuss the relative positions by plotting points that represent positive and negative numbers on a number line.
- (2) Can utilize the interactive to discover opposites of numbers.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ●, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Which is better: lossing L.E 15 or lossing L.E 10 ?

Lesson activities (Learn) : Put the suitable sign ($>$, $=$, $<$) :

- A. -7 _____ -3
B. 8 _____ 0
C. 3 _____ 4

- D. 2 _____ -9
E. -6 _____ 0
F. 2 _____ -2

THINK : write true or false :

- A. A number and its additive inverse are the same distance away from zero on a number line but on opposite sides.
- B. All opposites are negative numbers.
- C. Zero is its own additive inverse.
- D. To show 5 and its additive inverse on a number line, count 5 units and plot the point 5 units to the right of 0. Then, plot the point 5 units to the left of 0.
- E. The additive inverse of any number is zero.

Closing the idea (Summary): write the additive inverse of each :

- A) 20 B) 0 C) - 3 D) -11

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (2) , Lesson : (3) (Analyzing Rational Numbers by Using Models)

Teacher guide's Page :, Student book's Page : 23 - 25

LEARNING OBJECTIVES : In this lesson the student should be able to :

- (1) Can utilize the visual of a Venn diagram to help students conceptualize the number system .
- (2) Can investigate the symmetry of the number line and the use of opposites through a real-world context of tug-of-war.

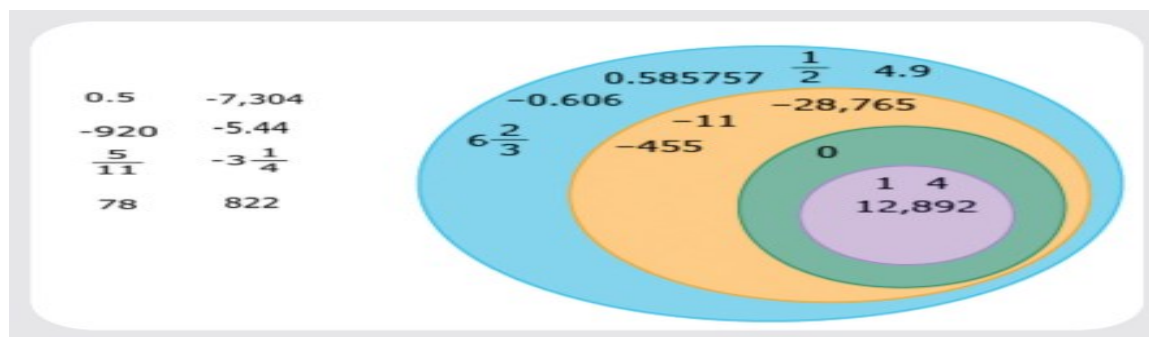
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ● ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Is 2.14 an integer ?

Lesson activities (Learn) :



THINK : Complete by writing the best subset :

A. 0.585757, _____

E. -0.606, _____

I. $\frac{1}{2}$, _____

B. 4, _____

F. $6\frac{2}{3}$, _____

J. 1, _____

C. -455, _____

G. -11, _____

K. 12,892, _____

D. 0, _____

H. -28,765, _____

L. 4.9.

Closing the idea (Summary):

Is 14.5 a rational number ?

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (2) , Lesson : (4) (Comparing and Ordering Rational Numbers)

Teacher guide's Page :, Student book's Page : 26 - 27

LEARNING OBJECTIVES : In this lesson the student should be able to :

- (1) Can practice representing real-world situations as rational numbers, and then order the values from least to greatest.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ● , Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ , Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : which is greater ?

$$\frac{1}{4} \text{ or } \frac{2}{3} ?$$

Lesson activities (Learn) :

2.1	1.4	$-3\frac{1}{4}$	$-1\frac{7}{8}$	$-2\frac{1}{2}$
Least Greatest				

THINK : Put the suitable sign ($>$, $=$, $<$):

A. 3.75 and 3.76

C. $-\frac{3}{4}$ and $-\frac{1}{2}$

B. -9.1 and -9

D. $\frac{1}{9}$ and $\frac{2}{9}$

Closing the idea (Summary):

Write two number greater than -4.6 ?

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (2) , Lesson : (5) (Exploring Absolute Value)

Teacher guide's Page :, Student book's Page : 28 - 30

LEARNING OBJECTIVES : In this lesson the student should be able to :

(1) Can represent distance for real-world situations involving jumping fish and meeting friends at a fishpond .

(2) Can understand absolute value on a number line .

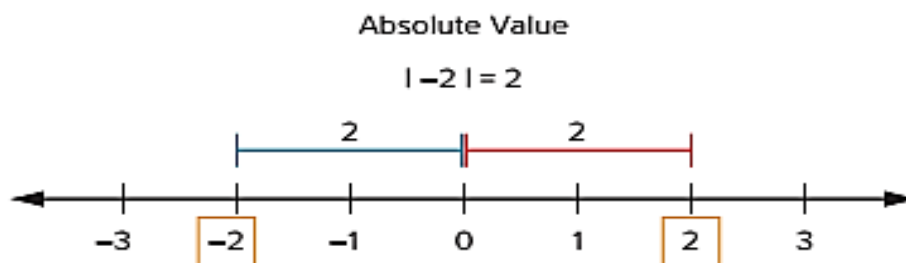
Learning tools and resources: Worksheets ○ , S.B ● , Cards ● , Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ , Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Write three number smaller than 0 ?

Lesson activities (Learn) :



THINK : Write the opposite for each of the following : 5 , - 6 , 10 , - 4 ?

A. What do you think is the definition of *absolute value*?

B. What do you think this statement means? $|-3| = 3 = |3|$

Closing the idea (Summary):

Write the absolute of each of the following : - 9 , 2 , 0 , - 7 ?

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (2) , Lesson : (6) (Comparing Absolute Values)

Teacher guide's Page :, Student book's Page : 31 - 33

LEARNING OBJECTIVES : In this lesson the student should be able to :

- (1) Can compare absolute values using symbols.
- (2) Can interpret the use of absolute value through real-world situations involving money and temperature.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ● , Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ , Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Write the absolute of : - 1.2 ?

Lesson activities (Learn) : Put the suitable sign ($>$, $=$, $<$):

A. $|-4|$ _____ $|-3|$

C. -1.4 _____ $|-1.4|$

E. $\left|9\frac{3}{5}\right|$ _____ $\left|-9\frac{3}{4}\right|$

B. $|-8.2|$ _____ -7.9

D. $5\frac{5}{6}$ _____ $\left|-\frac{35}{6}\right|$

F. $|-2.71|$ _____ 2.7

THINK : Complete :

- A. A negative number with an absolute value greater than 16 is _____.
- B. Absolute values of opposites are _____.
- C. The farther a number is from zero, the _____ the absolute value.
- D. The smaller the absolute value, the _____ the number is to zero.

Closing the idea (Summary):

Write the absolute of : - (-6) ?

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (3) , Lesson : (1) (Creating Mathematical Expressions)

Teacher guide's Page : , Student book's Page : 35 : 38

LEARNING OBJECTIVES : In this lesson the student should be able to :

Use a variable in a mathematical expressions to communicate multiple pieces of data .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ● , Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ● , Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

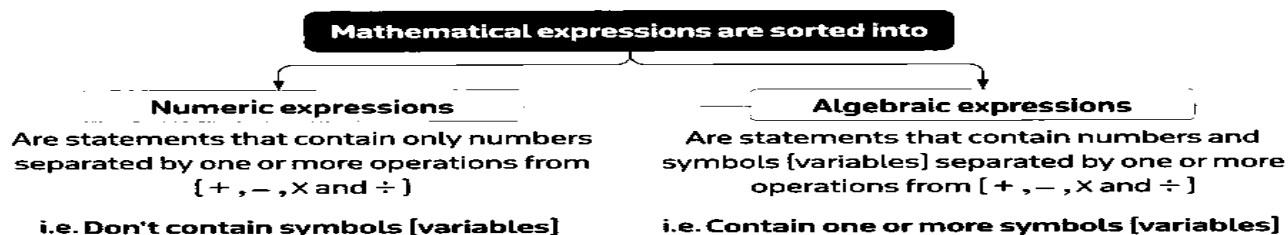
Discover (opening the idea) :

A family used to order burger sandwiches for dinner if the price of one sandwich is 50 L.E and 20 L.E for delivery . how to find the order cost ?

1 sandwich : $50 \times 1 + 20$ (70) , 2 sandwiches : $50 \times 2 + 20$ (120)

$50n + 20$ (Mathematical Expressions)

Lesson activities (Learn) :



THINK :

Sort the given expressions into two different groups (algebraic expressions and numeric expression).

$$\begin{array}{c} 9 \\ 48 - 1 \\ 5x + 3x - 1 \end{array}$$

$$\begin{array}{c} 2 + 7.8 \\ \frac{1}{4}m - 2 \\ x - 36 \end{array}$$

$$\begin{array}{c} 3(6) + 2 \\ 2n \\ r + s - t \end{array}$$

$$\begin{array}{c} 7(1.4 + 3.2) \\ 3p + 4q \end{array}$$

Closing the idea (Summary): Complete :

A) $44 - 3 \times 4$ is called

B) The constant in $2x + 5$ is

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit :(3), Lesson : (2) (Analyzing Mathematical Expressions)

Teacher guide's Page : , **Student book's Page :** 39 : 42

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can define the elements of algebraic expressions such as term, like terms, constants and coefficients.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ●, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Contents of mathematical expression that separated by the sign + or - are called **terms**

Mathematical expression: $2 - 5x + \frac{3}{4} + 7x$

Term : Is a number, a variable or product of both.

Constant : Is the term that doesn't contain variable.

Coefficient : Is the number that is multiplied by the variable.

Like terms : All numerical terms are like.

Like terms : Algebraic terms of the same variables are like.

Lesson activities (Learn) :

Expression	Number of terms	Like terms	Constants	Coefficients
$2m + 5$	2	None	5	2
$k + 3 + 4k$	3	$k, 4k$	3	1, 4
7	1	None	7	None

THINK :

9. Use the information in the table to discover what a constant and a coefficient is.

	Expression	Constants	Coefficients
a.	$2a + 78 + 4a$	_____	_____
b.	$17 + 5 + x$	_____	_____

Closing the idea (Summary) : Complete :

The coefficients in $5 + 3Y + 1$ are

Date	Period	class	Attendance	Absent	Total
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Unit : (3) , Lesson : (3) (Writing Algebraic Expressions)

Teacher guide's Page :, Student book's Page : 43 : 46

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can use a life-size number line to act out numeric and algebraic expressions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ● ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

- A. Take 14 away from a number.
- B. Ammar has 7 more tokens than Tamer.
- C. A number increased by 3.5.
- D. Baher put 12 more stickers in the sticker book.

Lesson activities (Learn) :

Record all verbal expressions that represent the expression $5 + 2x$.

- A. the sum of 2 and 5 multiplied by x
- B. the product of 7 and x
- C. the sum of 5 and the quantity 2 times x
- D. the product of $2x$ and 5
- E. the sum of 2 times x and 5

THINK :

Choose the correct answer.

1. If we subtract 5 from the number x , we get _____
- A. $5x$
 - B. $5 - x$
 - C. $x - 5$
 - D. $x + 5$

2. Suzan saved L.E. x and her father gave her L.E. 10 she will have _____
- A. $x - 10$
 - B. $x + 10$
 - C. $10x$
 - D. $10 - x$

Closing the idea (Summary):

Complete :

- A) Ali is K years old , his old after 5 years is
- B) If three times a number is added to 12 , its algebraic expression is
- C) Three times a number less two is

Date	Period	class	Attendance	Absent	Total
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Unit : (3) , Lesson : (4) (Ordering of Operations and Exponents)

Teacher guide's Page :, Student book's Page : 47 : 49

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can review the basic order of operations.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



Lesson activities (Learn) :

To avoid getting more than one answer for the same numerical expression, mathematicians use rules of ordering operations and exponent.

Order of operations	Find : $3 \times 5 - (4 - 2)^2 \div 4$
First : Do operations inside parentheses	$3 \times 5 - (4 - 2)^2 \div 4$ $\rightarrow 3 \times 5 - 2^2 \div 4$
Second : Exponents	$3 \times 5 - 2^2 \div 4$ $\rightarrow 3 \times 5 - 4 \div 4$
Third : Multiply and divided from left to right	$3 \times 5 - 4 \div 4$ $\rightarrow 15 - 4 \div 4$ $\rightarrow 15 - 1$
Fourth : Add and subtract from left to right	$15 - 1 = 14$

THINK:

Use the order of operation and exponent to simplify :

A) $7^2 - 3 (15 - 10) \div 3$?

Closing the idea (Summary):

Complete the following table.

Exponential form	base	Exponent	Expanded form	Simplest form
2^3	_____	_____	_____	_____
_____	7	2	_____	_____

Date	Period	class	Attendance	Absent	Total
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Unit : (3) , Lesson : (5) (Evaluating Algebra Expressions)

Teacher guide's Page : , Student book's Page : 50 :51

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can substitution to evaluate algebraic expressions related to real world situations

Learning tools and resources: Worksheets ○ , S.B ● , Cards ● , Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ , Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Malek has a coupon for 30 L.E. off for a pizza shop, If Malek and his friends will buy number of pizza for 80 L.E. each.

- What algebraic expression can you write to represent the situation ?
- What is the cost of 5 pizza ?

Solution 

- The algebraic expression is $80x - 30$ where x is the number of pizza.
- The cost of 5 pizza $= 80 \times 5 - 30 = 400 - 30 = 370$ L.E.



Lesson activities (Learn) :

The entrance fees of a car park is 10 pound, then the charge is 15 pound per hour you spend inside.

- What algebraic expression can you write to represent the situation ?

- What is the cost of spending 7 hours inside the park ?

THINK :

Use the order of mathematical operations to simplify each of the following expressions :

- $12 + (9 - 2) \times 3^2$
- $40 \div 8 (7 - 5)^2 + 10$
- $30 - [(12 - 3^2)^3 - 25] \times 5$

Closing the idea (Summary):

Evaluate each algebraic expression for the given value of the variable.

- $16 - x$ at $x = 5$

$16 - \text{_____} = \text{_____}$

- $15 + 3b$ at $b = 2$

$\text{_____} + \text{_____} \times \text{_____}$
 $= \text{_____} + \text{_____} = \text{_____}$

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (3) , Lesson : (6) (Applications on Algebraic Expressions)

Teacher guide's Page : , Student book's Page : 52 : 54

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can evaluate expressions involving exponents and parentheses.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

How can you evaluate the following algebraic expression for varying values of the variable :

$$7 + (x^2 - 5) \times 4$$

The steps are :

1
Substitute the value of the variable

2
Do operations inside parentheses

3
Exponent

4
× and ÷ from left to right

5
+ and - from left to right

1 If $x = 3$

The expression :

$$\begin{aligned} &7 + (3^2 - 5) \times 4 && \text{Substitute } x = 3 \\ &= 7 + (9 - 5) \times 4 && \text{Exponent inside parentheses} \\ &= 7 + 4 \times 4 && \text{Subtract inside the parentheses} \\ &= 7 + 16 && \text{Multiply} \\ &= 23 && \text{Expression value} \end{aligned}$$

2 If $x = 6$

The expression :

$$\begin{aligned} &7 + (6^2 - 5) \times 4 && \text{Substitute } x = 6 \\ &= 7 + (36 - 5) \times 4 && \text{Exponent inside parentheses} \\ &= 7 + 31 \times 4 && \text{Subtract inside parentheses} \\ &= 7 + 124 && \text{Multiply} \\ &= 131 && \text{Expression value} \end{aligned}$$

Lesson activities (Learn) :

Use what you know about order of operations to evaluate the expression

$$5k^2 + 3(8 - 2) \div 6 \text{ for } k = 4$$

THINK :

Evaluate each algebraic expression for the given value of the variable.

a. $4^2 + 5(b^2 - 3)$ for $b = 2$

b. $5h^2(6 - 4)$ for $h = 3$

Closing the idea (Summary): Evaluate :

A) $4(h + 8)$ at $h = 1$?

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (3) , Lesson :(7) (Determining Equivalent Algebraic Expressions)

Teacher guide's Page :, Student book's Page : 55 : 57

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can explore whether two expressions are equivalent using a balance scale as concrete model.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Find the results :

Definition

Equivalent algebraic expressions are expressions that even though they look different, they yield the same result whatever the number we substitute for the variable.

Lesson activities (Learn) :

The two algebraic expressions $2x + 10$, $2(x + 1) + 8$ are equivalent.

Substitution value for the variable	$2x + 10$	$2(x + 1) + 8$	Result
for $x = 3$	$2 \times 3 + 10$ $= 6 + 10 = 16$	$2(3 + 1) + 8$ $= 2 \times 4 + 8$ $= 8 + 8 = 16$	Same
for $x = 5$	$2 \times 5 + 10$ $= 10 + 10 = 20$	$2(5 + 1) + 8$ $= 2 \times 6 + 8$ $= 12 + 8 = 20$	Same

THINK :

The two expressions $3x + 1$ and $2x + 5$

Substitution value for the variable	$3x + 1$	$2x + 5$	Result
for $x = 3$	$3 \times 3 + 1$ $= 9 + 1 = 10$	$2 \times 3 + 5$ $= 6 + 5 = 11$	not the same
for $x = 4$	$3 \times 4 + 1$ $= 12 + 1 = 13$	$2 \times 4 + 5$ $= 8 + 5 = 13$	the same

Closing the idea (Summary):

Evaluate each pair of the algebraic expressions at the given value for the variable and determine where the two expressions are equivalent or not.

- $5x + 3$ and $3(x + 4) - 5$ for $x = 3$ and $x = 2$
- $7 + 3x$ and $4 + 3(x + 1)$ for $x = 4$ and $x = 7$

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (4) , Lesson : (1) (Solving Algebraic Equations)

Teacher guide's Page :, Student book's Page : 59 : 60

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can use a pan balance to model and solve algebraic equations.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ● ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

An equation : is a mathematical sentence that uses an equal sign to show that two expressions have the same value.

Lesson activities (Learn) :

Write an equation for the following models.

a.



b.



c.



d.



THINK :

In each of the following figures , the two pans of the scale are balanced, write the equation and solve it.

a.



Equation : _____

Solution : _____

b.



Equation : _____

Solution : _____

Closing the idea (Summary):

Solve each of the following equations.

a. $x + 3 = 12$

b. $x + 8 = 15$

c. $x - 7 = 25$

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit :(4), Lesson : (2) (Exploring Inequalities)

Teacher guide's Page : , Student book's Page : 61 : 63

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can explore signs that indicate a restriction such as a speed limit, a sale markdown, a weight limit or capacity limit.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ●, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Road Sign The sign shows the speed limit for a road in kilometers per hour. Record all speeds that are acceptable to drive on the road.

- A. 38 km/hr
- B. 50 km/hr
- C. 30 km/hr
- D. 40 km/hr
- E. 43 km/hr
- F. 49 km/hr

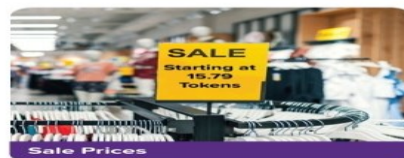


Speed Limit

Lesson activities (Learn) :

Sale Sign The sign shows the sale prices of some clothing on a sale rack. Use the sign to determine any prices you might expect to pay for an item from this rack. Record all prices that apply.

- A. 14.98 tokens
- B. 18.97 tokens
- C. 15.75 tokens
- D. 29.83 tokens
- E. 12.76 tokens
- F. 15.79 tokens

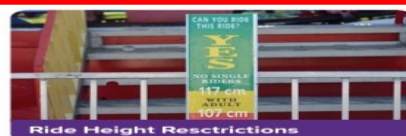


Sale Prices

THINK :

Height Sign The sign shows the height limits for an amusement park ride.

- A. List three acceptable heights for a person to be able to ride the roller coaster.
- B. List three unacceptable heights for a person to be able to ride the roller coaster.



Ride Height Restrictions

Closing the idea (Summary) :

The opposite sign shows the speed limit for a road in kilometers per hour. Record all speeds that are acceptable to drive on the road

- a. 23 km/hr
- b. 90 km/hr
- c. 50 km/hr
- d. 60 km/hr
- e. 40 km/hr
- f. 55 km/hr



Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....F	.....	.....

Unit : (4) , Lesson : (3) (Solving Inequalities)

Teacher guide's Page : , Student book's Page : 64 : 66

LEARNING OBJECTIVES : In this lesson the student should be able to :

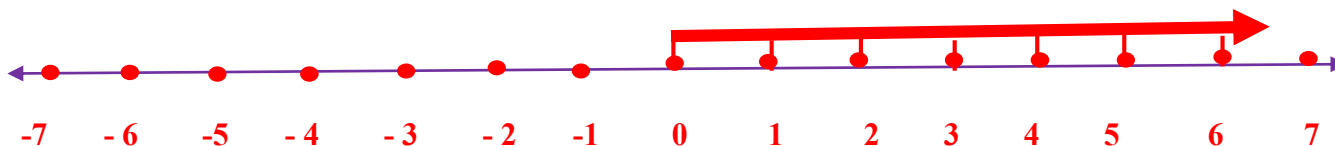
Can use a number line to represent inequalities.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ● ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

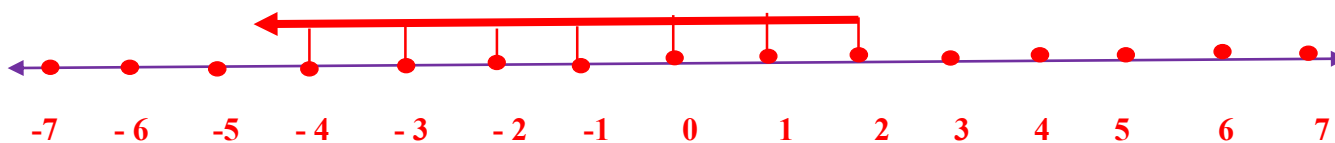
The inequality : $X > -1$



The inequality $X > -1$ includes all the values to the right of -1 on the number line.

Lesson activities (Learn) :

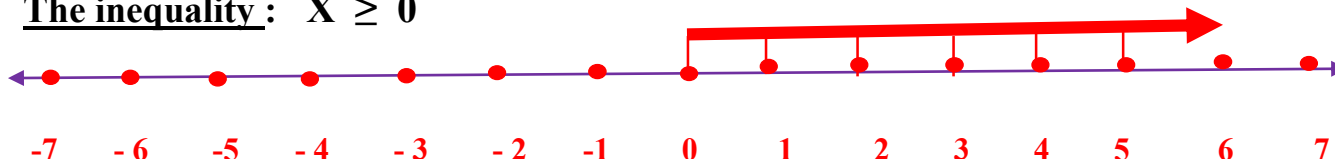
B) The inequality : $X < 3$



The inequality $X < 3$ includes all the values to the left of 3 on the number line.

THINK :

The inequality : $X \geq 0$



The inequality $X \geq 0$ includes the point zero and all the values to the right of zero on the number line

Closing the idea (Summary): Represent on number line : $X \geq 2$

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (5) , Lesson : (1) (The relation between dependent , independent variables)

Teacher guide's Page : , Student book's Page : 69 :71

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can explore and apply formal definitions of independent variables and dependent variables.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ● ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Perimeter of square = Side × 4 , P. = S. × 4

(P.) is called Dependent variable , (S.) is called Independent variable

Lesson activities (Learn) :

Use the statements in the frame to fill in the blanks to show which variable depends on the other. You should use all phrases to create three different dependencies.

what is the used material amount of water
Your test score How expensive a cell phone is

[A] _____ depends on how hard did you study.
size of plant depends on _____ [B] _____
[C] _____ depends on _____ [D] _____

Solution 

[A] Your test score [B] amount of water
[C] How expensive a cell phone is [D] what is the used material

THINK :

Write each verbal phrase as an algebraic equation.

- a. 25 more than p equals r b. n equals the product of 9 and s
- c. twice b added to 3 equals g d. k equals the product of 5 and t increased by 7

Closing the idea (Summary):

Write Statements Complete the statements. Be sure to name a variable to represent each quantity you fill in and be prepared to explain how you know which variable is independent and which is dependent.

- The number of balloons b, you buy depends on _____ [A] _____.
- _____ [B] _____ depends on how much time t you can spend at the amusement park.
- _____ [C] _____ depends on _____ [D] _____.

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit :(5), Lesson : (2) (Applications on dependent , independent variables)

Teacher guide's Page :, Student book's Page : 72 : 73

Can examine and create algebraic equations to model real life situations.

LEARNING OBJECTIVES : In this lesson the student should be able to :

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : The equation: $S = 5t$

a) Number of packs you want to buy ? t

b) Total number of biscuits you need ? S

c) Number of biscuits in one pack ? 5

Lesson activities (Learn) :

Write verbal phrase as an algebraic equations:

A) 6 more than x equals y ?

B) 5 times f equals d ?

THINK :

Equation	Dependent variable	Independent variable
$X = 3y$
$A = b + 3$

Closing the idea (Summary):

Write a verbal phrase for each equations :

A) $k = y + 8$ (.....)

B) $y - 3 = m$ (.....)

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (5) , Lesson : (3)

(Analyzing the relationship between dependent and independent variables)

Teacher guide's Page : , Student book's Page : 74 : 75

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can discover how to use independent and dependent variables when writing the equations.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ● , Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ● , Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Equation : $y = x + 1$ (Substituting $x : 1, 2, 3$)

$X = 1$ ($y = 1 + 1 = 2$) order pair (1 , 2) , $X = 2$ ($y = 2 + 1 = 3$) order pair (2, 3)

$X = 3$ ($y = 3 + 1 = 4$) order pair (3 , 4)

x	1	2	3
y	2	3	4

Lesson activities (Learn) :

Evaluate : a) $y = 2x$ when $x = 3$?

b) $y = 2x + 1$ when $x = 2$?

THINK : If the rule is : (Multiply by 2)

A) write the equation

B) If $x = 5$, then y would be :

Closing the idea (Summary):

If the rule is : (Add 6) A) write the equation

B) If $x = 3$, then y would be :

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (5) , Lesson : (4)

(Graph representation for dependen, independent variables)

Teacher guide's Page : , Student book's Page : 76 : 78

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can connect representations of dependent and independent variables in tables, equations and graphs.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

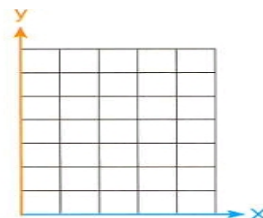
Learning strategies : Sharing ● , Thinking ○ , Grouping ● ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Complete the following tables, then make the graphs.

a. The equation : $y = x + 1$

x	0	1	2
y	_____	_____	_____
(x, y)	(0, _____)	(1, _____)	(2, _____)

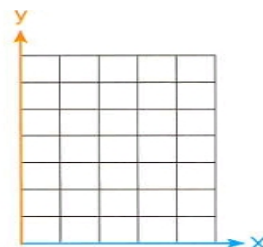


Lesson activities (Learn) :

Complete the following tables, then make the graphs.

a. The equation : $Y = x + 2$

x	0	1	2
y	_____	_____	_____
(x, y)	(0, _____)	(1, _____)	(2, _____)



THINK :

Equation from a Table Use variables x and y to write the equation for each of the tables.

A.	x	0	4	8	12
	y	4	8	12	16

Closing the idea (Summary):

Evaluate : $Y = x + 3$ when $x = 2.5$?

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (6) , Lesson : (1) (Data and Statistical Questions)

Teacher guide's Page : , Student book's Page : 81 :84

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can explore statistical questions and data.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☒ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

Learn 1 Statistical and non-statistical questions

- Statistical question is a question that can be answered by collecting data and that anticipates variability in those data "should have different answers".
- Non-statistical question is a question that has an exact answer.

Lesson activities (Learn) :

Determine whether the results from each question would give you numerical data or categorical data.

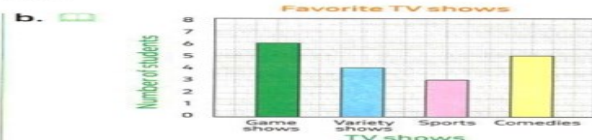
- How many pets do the students in your class have ?
- What color hair do students in your class have ?
- What types of fruits do students in your class like best ?
- How many siblings do the students in your class have ?

THINK :

What is the statistical question that the students who collected the following data may have asked ? and mention the type of this data.



Q : _____
The type : _____



Q : _____
The type : _____

Closing the idea (Summary):

Identify which questions are statistical and which questions are not statistical.

- How tall are the students in your class ? _____
- What was the high temperature in Cairo today ? _____

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit :(6), Lesson : (2) (Exploring the Histogram)

Teacher guide's Page : , Student book's Page : 85 : 87

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can explore and discover characteristics of histograms.

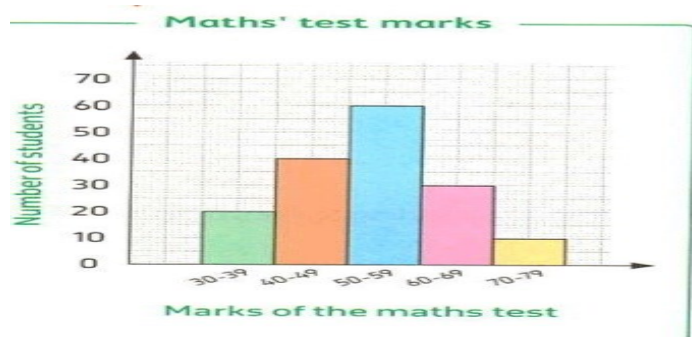
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

A histogram displays data intervals along the x-axis and uses bars to represent the frequencies of values that fall into each interval.

Lesson activities (Learn) :



- Characteristics of histogram**
1. Title.
 2. Two axes :
 - Horizontal axis to represent data grouped in intervals [classes].
 - Vertical axis has a scale.
 3. Labels for each axis.
 4. Shows numerical data.
 5. Bars represent data.
 6. No gaps between bars (unless data are not given in a specific interval).
 7. Bars should not overlap.
 8. Bars can not be rearranged.

THINK :

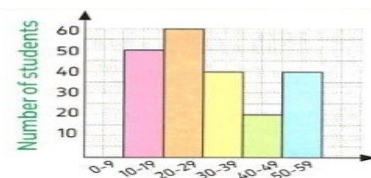
From the opposite histogram answer the following questions :

- How many people are surveyed ?
- What is the frequency in the hours interval [6 - 7] ?
- How many people in the hours interval [2 - 5] ?
- Which hours interval has the maximum number of people ?
- How many people spent watching movies 8 hours or more ?



Closing the idea (Summary):

- In the opposite histogram the class intervals having the least frequency is _____
 A. 10 – 19 B. 20 – 29
 C. 30 – 39 D. 40 – 49



Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (6) , Lesson : (3) (Representing Data Using Histograms)

Teacher guide's Page : , Student book's Page : 88 : 89

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can create a histogram for a given set of data.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ● ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

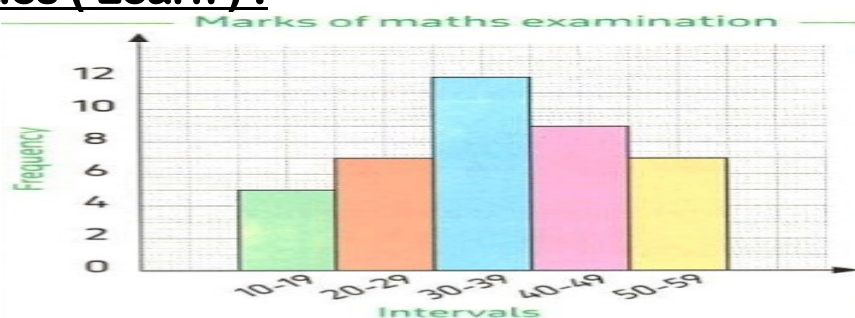
Discover (opening the idea) :

The following table shows the marks of 40 pupils in a mathematics examination :

12	35	49	55	29	37	46	32	20	42	59	48	38	34	28	10	19	34	39	53
42	49	52	44	25	17	50	31	26	55	35	45	56	27	38	44	33	36	15	27

represent these data by histogram.

Lesson activities (Learn) :



THINK

The table shows data about the total times that 40 students spent using their mobile phones one week :

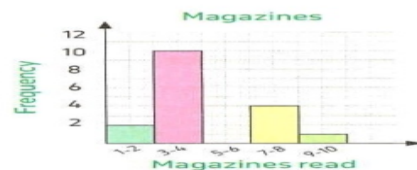
Time [hours]	2	3	4	5	6	7	8	9	12	13	14
Frequency	1	4	5	2	6	2	7	4	3	2	4

- Form the frequency table using the intervals [2 – 3 , 4 – 5 , 6 – 7 ,]
- Draw histogram to represent this data.

Closing the idea (Summary):

The opposite histogram shows the number of magazines read last week by students in your class. Which interval contains the fewest data ?

- 1 – 2
- 3 – 4
- 5 – 6
- 7 – 8



Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (6) , Lesson : (4) (Exploring Box Plot)

Teacher guide's Page : , Student book's Page : 90 : 93

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can calculate the median and 5-point summary of data set and describe how these values are represented on a box plot.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ● ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

- The median is the middle value in a set of values after arranging it ascendingly such that the number of values which are less than it is equal to the number of values which are greater than it.

Lesson activities (Learn) :

For Example :

- If the values are :

42 , 23 , 17 , 30 , 20

- We arrange them ascendingly as follows :

17 , 20 , 23 , 30 , 42

The median = 23

For Example :

- If the values are :

27 , 13 , 23 , 24 , 13 , 21

- We arrange them ascendingly as follows :

13 , 13 , 21 , 23 , 24 , 27

The median = $\frac{21 + 23}{2} = 22$

THINK :

From the opposite box plot , Complete :

- The minimum value = _____
- The maximum value = _____
- The median = _____
- The lower quartile = _____
- The upper quartile = _____



Solution

- 16
- 28
- 23
- 18
- 26

Closing the idea (Summary):

Use each of the following box plot to complete the following.



- minimum value = _____
- maximum value = _____
- median = _____
- lower quartile = _____
- upper quartile = _____

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (6) , Lesson : (5) (Applications on Data Representations)

Teacher guide's Page : , Student book's Page : 94 : 96

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can analyze data displays to determine which is the most appropriate when answering statistical questions.

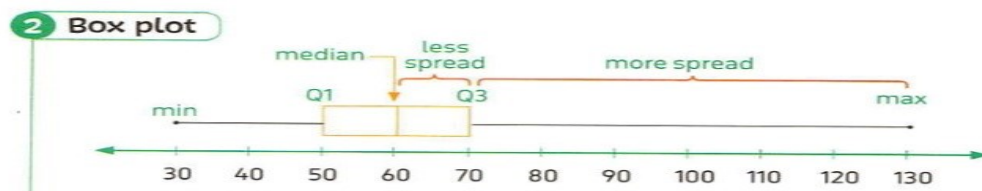
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ● ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

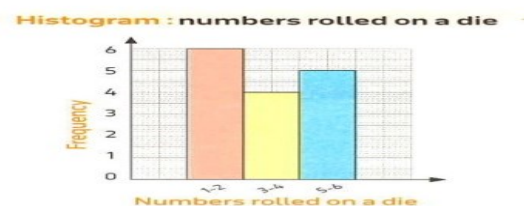
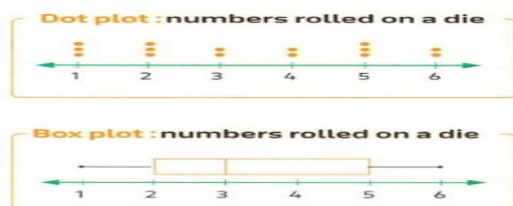


Lesson activities (Learn) :



THINK :

If you roll a die 15 times and the recorded results are :
1, 1, 1, 2, 2, 2, 3, 3, 4, 4, 5, 5, 5, 6 and 6, then you create a dot plot, box plot and a histogram to display the same data as the following.



Closing the idea (Summary): From previous graphs answer :

A) Which display can be used to find lower quartile?

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (7) , Lesson : (1) (Exploring the Balance of Data Sets)

Teacher guide's Page : , Student book's Page : 99 : 101

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can summarize the data in a data set using a single number.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☒ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

Describing a Data Set A father asked his son: "About how many students are in each of your classes at school?" The next day, the son counted the number of students in each class to get the following data set: 22, 19, 27, 25, 29, 21, and 25. Help the son report back to his father about the mean number of students in his classes by completing the questions.

Balance Point One way to find the **mean** is to find a **balance point**.

Lesson activities (Learn) :

Find the balnce point of each of the following :

- a) 5 , 6 , 8 , 9 , 10 , 10 (Balance point is 8)
b) 13 , 14 , 14 , 9 , 10 , 12 , 12 , 12 , 12 (Balance point is 12)

THINK :

Complete.

- a. The mean of the values 18 , 35 , 24 and 6 is _____
b. The mean of the values 4 , 3 and 5 is _____
c. The mean of the values 1 , 2 , 3 , 3 , 4 and 5 is _____

Closing the idea (Summary): Find the balnce point

A) 11 , 12 , 14 , 14 , 15 , 16 , 16

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (7), Lesson : (2) (Interpreting Mean)

Teacher guide's Page : , Student book's Page : 102 : 104

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can explore mean as affair share .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ● , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

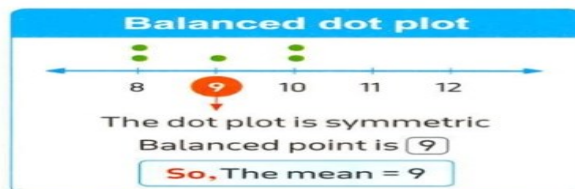
Discover (opening the idea) :

The mean is one measure of measuring central tendency. Locating the balance point is one way to determine the mean of a data set.

Lesson activities (Learn) :

List : 8 , 8 , 8 , 9 , 12

Now : How can Hany calculate the mean of this data set ?



THINK :



The mean of a set of numbers

$$\text{Mean} = \frac{\text{Sum of the values}}{\text{The number of values}}$$

Closing the idea (Summary): Calculate the mean by using the rule :

A) 3 , 9 , 5 , 16 , 7 (Mean is 8)

B) 2 , 3 , 1 , 5 , 4 (Mean is 3)

Find the value of x ? 3 , 7 , x , 8 if the mean is 5 (x = 2)

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (7) , Lesson : (3) (Exploring Median , Mode and Outliers)

Teacher guide's Page :, Student book's Page : 105 : 108

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can determine how outliers and shape of graph can help to determine mean or median is better measure of center.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ● ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



Lesson activities (Learn) :

Mode

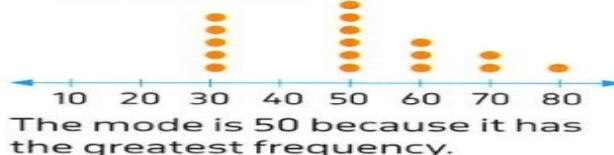
Is the value that occurs most often.

Mode from a set of data

- 5 , 3 , 8 , 9 , 8 , 12
The mode is (8)
- 3 , 7 , 2 , 7 , 3 , 8
The modes are (7) , (3) [bimodal]
- 15 , 16 , 9 , 18 , 11
There is no mode for all values are different.

Mode from dot plot graph

Money saved last month by some students.



THINK

Find the mean including outliers and without outliers in each of the following sets of data
what do you notice ?

a. 5 , 20 , 25 , 35 , 30

b. 10 , 15 , 15 , 20 , 80

c. 2 , 5 , 1 , 3 , 3 , 5

Closing the idea (Summary):

Find : Mean , Mode , Median and Outliers :

1 , 1 , 2 , 3 , 5 , 12

Date	Period	class	Attendance	Absent	Total
_ / /	6 / .....	.....	.....	.....

Unit : (7) , Lesson : (4) (Exploring the Range)

Teacher guide's Page :, Student book's Page : 109 : 112

LEARNING OBJECTIVES : In this lesson the student should be able to :

Can define and compute the range of data sets as an introduction to the importance of measures of variability .

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Learning strategies : Sharing ● , Thinking ○ , Grouping ● ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

The range = the greatest value – the smallest value

Lesson activities (Learn) :

Find the range of each of the following :

A) 6 , 7 , 5 , 1 , 9 , 12 , 3

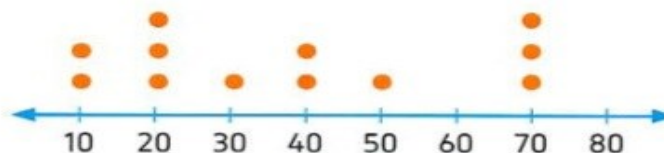
B) 50 , 40 , 10 , 24 , 60

THINK :

Complete.

a. The range of the numbers 15 , 14 , 11 , 9 and 7 is _____

b. The range of data set in the following graph is _____



Closing the idea (Summary):

f. In the opposite box plot , the range = _____

