

Sample Pages

Grade 8 TE

TEKS-tivities

to the TEKS



Math

BI Number Concepts
Numerical Representations and Relationships SE pp. 1 - 13

Texas Essential Knowledge & Skills

Category 1 The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.

Student Expectations

TEKS **Number and operations.** The student will demonstrate an understanding of how to represent probabilities and numbers.

Grade	Student is expected to...
8.2A	extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of real numbers.
8.2B	
8.2C	
8.2D	

Unit TEKS

Classifying Numbers

Unit 1 – Number Concepts

This unit contains four readiness standards.

The focus of this unit with real numbers, is the numbers as they determine the relative value and represent what is expected to order a standard notation is. Throughout this unit, know the relationship in relationship to the

Activity 1 – 8.2A

Directions:

- Students make work in pairs.
- Students should work on a Venn Diagram (SE p. 1).
- Students need to write mathematical vocabulary.

8th Grade DSL TEKS-tivity Book

TN Number Concepts
Numerical Representations and Relationships Unit 1: TEKS 8.2A, 8.2B, 8.2C, 8.2D

4 As students are working, ask them the following questions: *Sample answers are in italics.*

- What makes a number a Whole Number?
A Whole Number is a counting number and includes zero.
- What makes a number an Integer?
An Integer is a positive or negative whole number and includes zero.
- What makes a number a Rational Number?
A rational number is any number that can be written as a fraction. This includes terminating and repeating decimals.
- What makes a number an Irrational Number?
An irrational number is a number that cannot be written as a fraction.
- What makes a number a Real Number?
Real numbers are irrationals, decimals, integers, and rationals.
- How did you arrange them?
Answers will vary, but contained within Integers and Rational Numbers.
- Where would you put -4.5 ?
 -4.5 would be placed between -4 and -5 on the number line.

6 Ask students to write a book (SE p. 1).

7 After finishing the activity (SE p. 2). The Reflection learned.

8 After students have finished the Door #1 (TE p. 7)

Activity 2 – 8.2B

Materials:

- Calculator

Directions:

- Have students work in pairs.
- Students should use the calculator (SE p. 3).
- As students are working

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A Number Concepts
Numerical Representations and Relationships TEKS 8.2D Readiness Standard

Activity 3: 8.2D

Work the following problem situations

1

Ernesto found several pieces of wood to build a bird house. The lengths of the pieces are 3.3 , $4\frac{2}{3}$, $3\frac{1}{3}$, 4.25 lengths from greatest to least.

2

Cecelia was given the following numbers and asked to order them from least to greatest.

T Ticket Out the Door
Numerical Representations and Relationships Unit 1: TEKS 8.2A, 8.2B, 8.2C, 8.2D

Ticket #1

What is the difference between an irrational number and rational number?

How do you determine the difference between an irrational number and rational number?

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IA Number Concepts
Numerical Representations and Relationships Unit 1: TEKS 8.2A, 8.2B, 8.2C, 8.2D

TEKS 8.2D Readiness Standard
order a set of real numbers arising from mathematical and real-world contexts

ITEM 3 Each of three friends brought their estimate of the diagonal of their TVs. The estimates were $5\sqrt{120}$, 54.98 , and $54\frac{4}{5}$. Order the estimates from least to greatest. (8.2D, RS, RC1)

Answer Analysis
A
B
C
D

How did you determine the estimated value of $5\sqrt{120}$?

TEKS 8.2A Supporting Standard
extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of real numbers

ITEM 4 Which diagram shows the correct number placement? (8.2A, SS, RC1)

Answer Analysis
F
G
H
J

What is the difference between a rational and irrational number?

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- **Unit Overview and Teacher Notes**
- Extensive teacher notes for each activity and unit
- Facilitating questions provide a focus for each activity
- Tickets out the door used for quick formative assessment