

1. I have  $\frac{6}{15}$  of a protein bar. If I want to eat  $\frac{1}{4}$  of that, what portion of the whole bar would I have eaten?

<input type="radio"/> A	$\frac{24}{15}$	<input type="radio"/> B	$\frac{1}{10}$
<input type="radio"/> C	$\frac{1}{11}$	<input type="radio"/> D	$\frac{1}{9}$

2. Nathan borrowed  $\frac{3}{8}$  of a piece of butcher paper. His friend borrowed  $\frac{2}{6}$  of what Nathan didn't use. How much did his friend borrow?

<input type="radio"/> A	$\frac{2}{24}$	<input type="radio"/> B	$\frac{2}{8}$
<input type="radio"/> C	$\frac{5}{24}$	<input type="radio"/> D	$\frac{3}{48}$

3. Sarayu ate  $\frac{2}{3}$  of a lemon cracker pie. Shriyaa came along, and ate  $\frac{3}{4}$  of the remaining pie. Then, Sahana saw the pie, and ate all of the remaining pie. How much of the pie did Sahana eat?

<input type="radio"/> A	$\frac{2}{10}$	<input type="radio"/> B	$\frac{1}{15}$
<input type="radio"/> C	$\frac{1}{4}$	<input type="radio"/> D	$\frac{1}{12}$

4. A group of students need 2 and  $\frac{1}{3}$  pounds of flour because they need to bake a cake. They are going to need only  $\frac{1}{3}$  of 2 and  $\frac{1}{3}$  pounds of flour to make muffins. How much flour will they need for the muffins?

<input type="radio"/> A	$\frac{8}{9}$	<input type="radio"/> B	$\frac{7}{9}$
<input type="radio"/> C	2 and $\frac{1}{3}$	<input type="radio"/> D	1 and $\frac{7}{9}$

5. Sahana baked a pan of brownies and ate  $\frac{2}{3}$  of it. Sahiti smelt the brownies and ate  $\frac{1}{4}$  of what was remaining. How much of the brownies have been eaten?

<input type="radio"/> A	$\frac{1}{6}$	<input type="radio"/> B	$\frac{9}{12}$
<input type="radio"/> C	$\frac{3}{4}$	<input type="radio"/> D	$\frac{5}{12}$

6. Jeremy used  $\frac{1}{6}$  of the space on a white board. Hector needed to use  $\frac{1}{7}$  of the space.

# 7th Grade Multiplication Word Problems

**Peipei Pang**



## 7th Grade Multiplication Word Problems:

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*Linguistic Influences on Mathematical Cognition* Ann Dowker, Hans-Christoph Nuerk, 2017-06-16 For many years an abstract amodal semantic magnitude representation largely independent of verbal linguistic representations has been viewed as the core numerical or mathematical representation This assumption has been substantially challenged in recent years Linguistic properties affect not only verbal representations of numbers but also numerical magnitude representation spatial magnitude representations calculation parity representation place value representation and even early number acquisition Thus we postulate that numerical and arithmetic processing are not fully independent of linguistic processing This is not to say that in patients magnitude processing cannot function independently of linguistic processing we just suppose these functions are connected in the functioning brain So far much research about linguistic influences on numerical cognition has simply demonstrated that language influences number without investigating the level at which a particular language influence operates After an overview we present new findings on language influences on seven language levels Conceptual Conceptual properties of language Syntactic The grammatical structure of languages beyond the word level influences Semantic The semantic meaning or existence of words Lexical The lexical composition of words in particular number words Visuo spatial orthographic Orthographic properties such as the writing reading direction of a language Phonological Phonological phonetic properties of languages Other language related skills Verbal working memory and other cognitive skills related to language representations We hope that this book provides a new and structured overview on the exciting influences of linguistic processing on numerical cognition at almost all levels of language processing **Results from the**

**Fourth Mathematics Assessment of the National Assessment of Educational Progress** Mary Montgomery

Lindquist, 1989 **Classroom-Ready Rich Math Tasks, Grades 2-3** Beth McCord Kobett, Francis (Skip) Fennell, Karen S. Karp, Desiree Harrison, Barbara Ann Swartz, 2021-06-08 Detailed plans for helping elementary students experience deep mathematical learning Do you work tirelessly to make your math lessons meaningful challenging accessible and engaging Do you spend hours you don't have searching for adapting and creating tasks to provide rich experiences for your students that supplement your mathematics curriculum Help has arrived Classroom Ready Rich Math Tasks for Grades 2 3 details research and standards aligned high cognitive demand tasks that will have your students doing deep problem based learning These ready to implement engaging tasks connect skills concepts and practices while encouraging students to reason problem solve discuss explore multiple solution pathways connect multiple representations and justify their thinking They help students monitor their own thinking and connect the mathematics they know to new situations In other words these tasks allow

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*Word Problems, Grade 4* Guy F. Crumley, 2001 Over 100 theme based word problems will give students practice in addition subtraction multiplication division fractions decimals geometry graphs and more Answer key provided

*Resources in Education*, 1988

**Teacher**, 1978

The Software Encyclopedia 2000

Bowker Editorial Staff, 2000-05

**Elementary and Middle School Mathematics** John A. Van de Walle, 1998 John A Van de Walle has written a book that helps readers make sense of mathematics and become confident in their ability to teach mathematics to children K to 8 Elementary and Middle School Mathematics consists of 16 chapters reflecting the view that all mathematics can be taught through a problem solving approach that motivates children and builds their confidence as they learn This book thoroughly discusses the new standards and clearly develops four key aspects of teaching mathematics the nature of mathematics as a science of pattern and order an understanding of how children learn mathematics a problem solving view of teaching mathematics and specific methods for integrating assessment with instruction Simple yet effective classroom activities are woven throughout the chapters as well as suggestions for technology and literature

Instructor, 1978

**Connecting Math Concepts: Presentation book 2** Siegfried Engelmann, 1992 Develops learning from component skills to applications and problem solving not from applications to skills

**Developments in School Mathematics Education Around the World** University of Chicago. School Mathematics Project, 1987

**Relationships Between Problem Solving Abilities and Classification Abilities** Gail Claire Cadman, 1988

*Mathematics for the Young Child* Joseph Neal Payne, 1990

**Instructor and Teacher**, 1981

**Validated Practices for Teaching Students with Diverse Needs and Abilities** Susan Peterson Miller, 2002 Dedicated to research based practices only as opposed to opinion based practices this text provides in depth coverage of validated methods that may be applied to teaching across all the content areas The authors emphasize effective teaching behaviors regardless of the content being taught This book helps bridge the research to practice gap and includes Less is More Approach Limiting content to validated practices results in more thorough descriptions of the selected practices than what is typically found in methods books Models The organizational structure of the book reflects the sequential process involved in effective teaching and learning i e Planning Instruction Delivering Instruction and Evaluating Student and Teacher Performance Formative review questions are provided after Chapters 3 7 and 10 and a summative review is provided after Chapter 10 to promote synthesis and retention of

important concepts Each chapter is organized to model effective pedagogy Overarching Themes The content is grounded in overarching themes i e student diversity importance of quality instruction technology applications and career long learning among teachers that reflect accurate understandings of current school contexts

**A Guide to Teaching Mathematics in the Primary Grades** Arthur J. Baroody, 1989 Grade level 1 2 3 k p e t

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**Math Grade 3** Learning Horizons, 2004-09

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web rna molecule that transfers each amino acid to the ribosome replication cell copies its dna chromatin dna coiled tightly around proteins called histones nucleotides units

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web feb 2 2020 dna stands for deoxyribonucleic acid while rna is ribonucleic acid although dna and rna both carry genetic information there are quite a few differences between

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web type of rna molecules that transfers amino acids into ribosomes during protein synthesis transcription process by which part of the nucleotide sequence of dna is copied into

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