LESSON: Expressing Rational Numbers as Decimals

Learning Objectives:

- *Recall the classification of real numbers*
- *Distinguish rational and irrational numbers*
- *Express the rational numbers as decimals*

Success Criteria:

- *Recalling the classification of real numbers*
- *Distinguishing rational and irrational numbers*
- *Expressing the rational numbers as decimals*

Guidelines:
★ It is mandatory to complete the assigned tasks in a given time.
★ Attend all the questions given under the assigned task.
★ Daily tasks hold a major proportion of marks in your semester performance evaluation.
★ If you fail to complete 3 consecutive tasks, it will be reported to the admin for further action.

Layer C: For All

Write the following fractions as decimal number: Tell whether Terminating, Repeating or Non Terminating decimal number

¼   = _____   _____

17/40 = _____   _____

11/9   = _____   _____

13/44 = _____   _____

4/7   = _____   _____

Layer B

Solve the following:

Which of the following will change into a terminating decimal? Justify.

$$\textbf{A} \quad \textbf{B} \quad \textbf{C} \quad \textbf{D}$$

$$\frac{13}{125}, \quad \frac{2}{9}, \quad \frac{23}{60}, \quad \frac{7}{250}$$

A _____   B _____   C _____   D _____

Layer A

Which of the following will be converted into a nonterminating decimal? Justify.

$$\textbf{A} \quad \textbf{B} \quad \textbf{C} \quad \textbf{D}$$

$$\frac{3}{5}, \quad -\frac{9}{75}, \quad \frac{7}{20}, \quad \frac{4}{30}$$

A _____   B _____   C _____   D _____

🇦🇪Task 3:

In IJPS School, Ahmed and Mohammed of Grade 7 are trying to convert the rational number 71/9 into decimal, Ahmed got the answer as 7.888888888 and Mohammed got the answer as 7.8. Who gave the correct answer?

Rubrics:

Mathematics Rubrics	2	1	0	Score
Scale I: Understanding the Problem	Complete understanding of the problem	Part of the problem misunderstood or misinterpreted	Complete misunderstanding of the problem	
Scale II: Planning a Solution	Plan could have led to a correct solution if implemented properly	Partially correct plan based on part of the problem being interpreted correctly	No attempt, or totally inappropriate plan	
Scale III: Getting an Answer	Correct answer and correct label for the answer	Copying error; computational error; partial answer for a problem with multiple answers	No answer, or wrong answer based on an inappropriate plan	

Plenary:

Write each fraction as a decimal.

5/11

1/8

Exit Slip:

Today, I learned	I have these confusions and questions	My next smart learning goal

How do you feel about today's lesson?