**Lesson Plan**

**Grade Level & Subject Area: Grade 7 Math**

**Common Core Framework:**

**7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

**7.EE.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

a. Solve word problems leading to equations of the form *px* + *q* = *r* and *p*(*x* + *q*) = *r*, where *p*, *q*, and *r* are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

b. Solve word problems leading to inequalities of the form *px* + *q* > *r* or *px* + *q* < *r*, where *p*, *q*, and *r* are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

**Objective (What are the students going to accomplish):**

Students will design a presentation solving multi-step real-life math problems. Students will use variables to represent quantities in the math problem.

**Materials:**

Microsoft Photo Story, Computer

**Procedure:**

Students will design a presentation consisting of at least 5 slides. Each slide will portray one step of a multi-step real-life math problem. Students will choose appropriate pictures to demonstrate the problem. Students will identify the operations used.

**Assessment (How will the students’ show you that the objective has been met):**

The student has at least 5 slides. Y N  
The student identified a multi-step real-life math problem. Y N  
The student chose appropriate pictures. Y N  
The student identified the operations used. Y N