

# NEW!

Researched and Developed  
Specifically for grades 7-9 Students

From McGraw-Hill Ryerson

McGraw-Hill Ryerson  
**MATHEMATICS**

MAKING CONNECTIONS

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Creating Pathways to Mathematical Success for Intermediate Students



**McGraw-Hill  
Ryerson**

# Development Team

*Resources developed with students and teachers in mind by a team of classroom teachers and consultants, committed to helping all learners develop a strong foundation for mathematics success*

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## **A Special Thanks To...**

*all the focus group participants, field test teachers, and students across the province, whose tremendous feedback and insight, has supported the development of an engaging and exciting new mathematics program.*

# Lesson Design

McGraw-Hill Ryerson's new mathematics program is designed to activate students' learning through a balanced approach to mathematics instruction.



- + Consistent lesson design modelled on John Van de Walle's **three-part lesson model**
- + A sound method of presenting mathematical concepts
- + Ease of navigation for students, parents, and teachers alike

## 1. Discover the Math

**Discover the Math** is the math lesson. The introduction preceding it is designed to engage students by making connections between the mathematics in the section and students' personal experience of the real world.

**Discover the Math** can consist of the following lesson types.

- Concrete Explorations
- Semi-concrete Explorations
- Direct Instruction

Examples with solutions follow the investigation to provide some models of how the math is applied to real problems.

## 2. Key Ideas

**Key Ideas** summarizes the key concepts of the lesson for students, using both text and visuals.

**Communicate the Ideas**, a subsection of **Key Ideas**, provides some communication-based questions to encourage students to communicate their understanding of the lesson material in the **Discover the Math**.

## 3. Check your Understanding

**Check Your Understanding** consists of exercise sets, which include Practise, Apply, and Extend. These sets include exercises for all performance levels and cover all four categories of the achievement chart.

The image shows two pages from a math textbook. The left page is titled "Example 2: Modelling Issues" and contains a "Discover the Math" section with three questions. The right page contains "Apply" and "Extend" sections with various math problems and a "Making Connections" box.

The **Lesson Design** of McGraw-Hill Ryerson's new program supports the lesson structure of **TIPS\***

TIPS' MATCH Lesson Design	McGraw-Hill Ryerson: Making Connections
Minds On	Chapter Opener, Section Opener discussion,
	Discover the Math focus questions
AcTion	Discover the Math investigations
Consolidate	Key Ideas and Communicate the Ideas
	Reflect Questions
Home Activity or Further Classroom Consolidation	Check Your Understanding, Chapter Problems,
	Making Connections feature boxes
For more detail refer to TIPS Section 6: Administrator's Package. Pages 6 & 13	

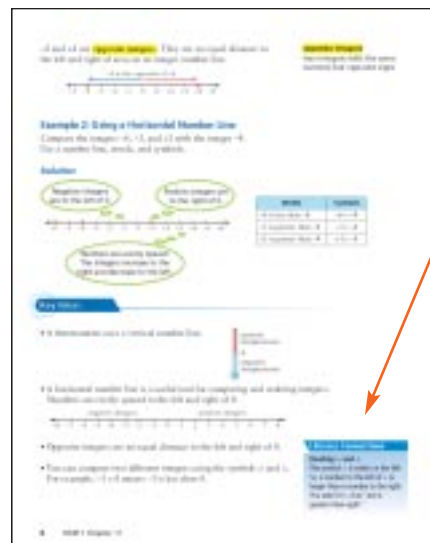
\* Both the **Targeted Implementation and Planning Support document (TIPS)** and McGraw-Hill Ryerson's new math program focused solely on the Intermediate Learner.

# Pathways to Success

*“Learning styles is the way in which a learner begins to concentrate on, process, and retain new and difficult information.” (Dunn & Dunn, 1993)*



Excellent visuals and multiple representations of concepts and instructions support **visual learners**, **ESL students**, and **struggling readers**.



**Literacy Connections** boxes and key terms bolded, highlighted, and defined in the margin support **struggling readers** and promotes mathematics literacy for all learners.

**McGraw-Hill Ryerson Mathematics: Making Connections** program accommodates the broad range of needs and learning styles—Level 1 through Level 4—including those students requiring accommodations, students with limited proficiency in English, and gifted learners.

*“Mathematics can and must be learned by all students.” (NCTM, 2000)*

This screenshot shows a page with a table at the top, followed by a section titled 'Communicate the Idea'. Below this are several numbered examples (1-5) with questions and answers. A 'Check Your Understanding' section follows, containing 'Prostate' and 'Protein' examples with multiple-choice questions. At the bottom, there are 'Worked Examples' and 'Referenced Examples' sections.

Worked examples and referenced examples support **all learners**.

This screenshot shows a page titled '11.3 Adding Integers'. It features a photograph of a hockey player in a red jersey. Below the photo is a text box explaining that some players in their states of mind 'loot hockey' and that a player's position is recorded as a number. The page includes a 'Now Work' section with a problem about a player's position and a 'Now Work' section with a problem about a player's position.

Relevant contexts including multi-cultural examples engage students and provide a purpose for the mathematics being learned.

Extend questions, and math games provide additional challenge for **gifted learners**.

This screenshot shows a page titled 'Making Connections'. It includes a 'Materials' list, a 'Procedure' section with numbered steps, and a photograph of a person's hands working with a large sheet of paper and a ruler. The page also includes a 'Now Work' section with a problem about a player's position.

**Making Connections** Provides additional opportunities for hands-on and minds-on learning—balance between concrete and semi-concrete learning opportunities



*The Teacher's Resource provides support in addressing multiple intelligences and learning styles—additional activities and Blackline Masters, Accommodation suggestions, ESL Support, and teaching strategies. Cross references to **TIPS** are also provided in the Teacher's Resource.*

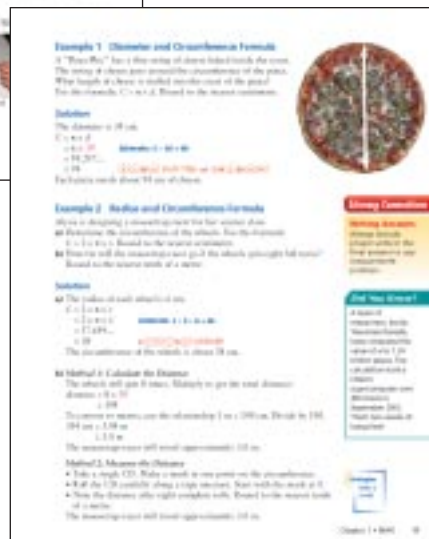
# Numeracy & Literacy

*“Achieving success in literacy is an important priority for students placed at risk. It reduces the gap between high-and low-performing students, while maintaining high standards for all learners.”  
(Ontario Ministry of Education and Training, 2003).*



**Visuals** accompany each step of written instructions.

**Key Words** are listed at the beginning of the chapter, bolded, and highlighted when first used in the text, and defined in the margins.



Emphasis is placed on meaningful **real world context** and **applications** so students can see the purpose of the math.

**Literacy Connections** boxes provide students with practical strategies that will support their use of the text inside as well as outside the math classroom.



**McGraw-Hill Ryerson Mathematics: Making Connections** program supports the development of life-long Numeracy and Literacy skills in the Intermediate classroom.

**Key Ideas** offers lesson summaries in text and visual form. **Communicate the Ideas**, and **Apply in Check Your Understanding** provide students with opportunities to write in their journals or to communicate their ideas orally.

**Did You Know** and **Making Connections** boxes emphasize cross-curricular connections.

A **balanced assessment design** is heightened with **cross-strand assessment** opportunities and coverage of both conceptual understanding and procedural skill.

Each **Practice Test** format mirrors **Grade 9 EQAO Numeracy Test** format (Multiple Choice, Short Answer, Extended Response).

**Chapter Problem Wrap-Up** provides a summative assessment task

**Multiple Choice**

1. Which expression represents  $(-2) + (-3)$  visually?  
 A.  $(-2) + (-3)$   
 B.  $(-2) + 3$   
 C.  $2 + (-3)$   
 D. None of these

2. The number line is marked as follows:  
 A.  $(-2) + (-3)$   
 B.  $(-2) + 3$   
 C.  $2 + (-3)$   
 D.  $(-2) + (-3)$

3. The number line is marked as follows:  
 A.  $(-2) + (-3)$   
 B.  $(-2) + 3$   
 C.  $2 + (-3)$   
 D.  $(-2) + (-3)$

**Short Answer**

4. Evaluate the integer along a number line.  
 A.  $(-2) + (-3)$   
 B.  $(-2) + 3$   
 C.  $2 + (-3)$   
 D.  $(-2) + (-3)$

**Extended Response**

5. The temperature was  $-5^\circ\text{C}$  at 8 a.m. It rose to  $10^\circ\text{C}$  at 12 p.m. What was the change in temperature?  
 A.  $15^\circ\text{C}$   
 B.  $5^\circ\text{C}$   
 C.  $-5^\circ\text{C}$   
 D.  $-15^\circ\text{C}$

6. The temperature was  $-5^\circ\text{C}$  at 8 a.m. It fell to  $-10^\circ\text{C}$  at 12 p.m. What was the change in temperature?  
 A.  $15^\circ\text{C}$   
 B.  $5^\circ\text{C}$   
 C.  $-5^\circ\text{C}$   
 D.  $-15^\circ\text{C}$

**Chapter Problem Wrap-Up**

Year	Population (in millions)
2000	28.5
2001	28.8
2002	29.1
2003	29.4
2004	29.7
2005	30.0
2006	30.3
2007	30.6
2008	30.9
2009	31.2
2010	31.5
2011	31.8
2012	32.1
2013	32.4
2014	32.7
2015	33.0
2016	33.3
2017	33.6
2018	33.9
2019	34.2
2020	34.5



The Teacher's Resource provides ESL and Accommodation suggestions.



# Problem Solving

“Problem solving is not only a goal of mathematics, but also a major means of doing so.”  
(TIPS Section 1, Developing Mathematical Literacy)

Recognize that mathematical problems sometimes present and do not give. There are many different ways to solve problems, so sometimes finding connections and an understanding of different methods used to solve your own class, then reflect on the different methods used.

**Understand** How do you begin with problem solving? We suggest the following four-step process.

- 1. Read about the problem. Explain to yourself what it is.
- 2. What information do you have?
- 3. What further information do you need?
- 4. What is the problem asking you to do?

**Plan** Select a strategy for solving the problem. Sometimes you will use more than one strategy.

- Consider what strategies you have solved successfully in other problems. Use one of these! Experience a similar strategy! Sometimes there are slight modifications.
  - Make a model
  - Make an example
  - Make a picture or diagram
  - Find a mathematical connection
  - Choose a formula
  - Solve a simpler problem
- Consider what strategies you have solved successfully in other problems. Use one of these! Experience a similar strategy! Sometimes there are slight modifications.
  - Look for a pattern
  - Make an organized list
  - Work backward
  - Make a table or chart
  - Use operations that look for a pattern

**Execute** Before the problem is completed it is important to check the solution.

- Check the solution.
- Check the answer makes sense.
- Explain and justify your thinking.

**Reflect** Examine your solution. Does it make sense? Can you explain it to someone else? Can you solve a similar problem? Can you solve a harder problem? Can you solve a simpler problem? Can you solve a similar problem? Can you solve a harder problem? Can you solve a simpler problem?



**Problem Solving Strategies**

There are twelve strategies you can use to help solve problems. The chart shows one different way to solve the same problem on page 11. You take it home to solve the problems using the different strategies of them.

To see other examples of how to use these strategies, look to the page references. These show where the strategy is used in other articles of *Mathematics 7* (using connections).

Problem 1	Strategy	Connections	Where else this is used
<p><b>Problem 1</b> You have 100 dollars and you want to buy 100 eggs. Consider each connection represents 1 egg.</p> <p><math>10 \times 10 = 100 = 10 \times 10</math> The width of the field is 10 m.</p>	Make a picture or diagram	<p><math>10 \times 10 = 100</math> The area length is 10 m. <math>100 \div 10 = 10</math> The width is 10 m.</p>	<p>Problem Solving Strategies</p>
<p><b>Problem 1</b> You have 100 dollars and you want to buy 100 eggs. Consider each connection represents 1 egg.</p> <p><math>10 \times 10 = 100 = 10 \times 10</math> The width of the field is 10 m.</p>	Make a picture or diagram	<p><math>10 \times 10 = 100</math> The area length is 10 m. <math>100 \div 10 = 10</math> The width is 10 m.</p>	<p>Problem Solving Strategies</p>

**Problem 2** How much can you get for your money? You have 100 dollars. The money shop charges 10¢ for each coin you buy. You can buy 100 coins for 10 dollars. How much can you get for your money?

Strategy	Connections	Where else this is used
<p><b>Strategy 1</b></p> 	<p>100 ÷ 10 = 10 10 × 10 = 100 100 ÷ 10 = 10 10 × 10 = 100</p>	<p>Problem Solving Strategies</p>
<p><b>Strategy 2</b></p> 	<p>100 ÷ 10 = 10 10 × 10 = 100 100 ÷ 10 = 10 10 × 10 = 100</p>	<p>Problem Solving Strategies</p>



Methods and strategies for problem solving are described and modelled at the beginning of the student text and then referenced throughout



A variety of problem solving opportunities are provided for students.

Each chapter begins with an investigation of a real-life problem.

At the end of every two chapters, students are presented with a **Task**. These cross-strand tasks require students to apply what they have learned in the two previous chapters to solve real life broad-based problems.

The last question in the **Apply** section of **Check Your Understanding** is a **Try This!** question that allows multiple entry points.

In the **Extend** section of **Check Your Understanding** and in the **Extended Response** section at the end of every chapter there are problems for students to solve that challenge higher levels of thinking and extend thinking beyond the curriculum.

Icons are also used to validate student thinking.



Icons are placed throughout text to encourage students to use different strategies.



*Problem solving is integral to all mathematics; students need to engage in problem exercises to learn concepts and procedures for understanding. McGraw-Hill Ryerson has made the problem-based learning approach the focus of its program.*

# Home Connections

The home activities of the McGraw-Hill Ryerson program serve several purposes: to support learning and to inform parents of the program, its goals, and their child's progress.

## Student Text

Clear summaries of the key concepts appear in the **Key Ideas** throughout the student text.

**Worked examples** have **page references** for further support.

**Key Words** and **Glossary** explain terms.

The **Making Connections** boxes and the **Workbook** feature opportunities for students to take math home.

## Support Material

**Letters to the Parent** are provided in the Teacher's Resource for the parent/guardian; they describe the curriculum and lessons so parents understand the objectives and content of each chapter.

**Rubrics** and **Student Exemplars** for each of the four 4 levels are provided.

## Student Workbook

**Website** with Student and Parent Centres includes at-home activities, student self-assessment, fun weblinks, and much more!



A variety of home connections materials are provided in the **McGraw-Hill Ryerson Mathematics: Making Connections** program.

# Combined Grade Solutions

*McGraw-Hill Ryerson recognizes that many schools and teachers face the challenges of combined grades. Key consideration has been given to combined grades in the development and design of the **McGraw-Hill Ryerson Mathematics: Making Connections** program.*

	<b>McGraw-Hill Ryerson MATHEMATICS 7: Making Connections</b>	<b>McGraw-Hill Ryerson MATHEMATICS 8: Making Connections</b>
	Get Ready for Grade 7	Get Ready for Grade 8
Chapter 1	Measurement and Number Sense	Measurement and Number Sense
Chapter 2	Two-Dimensional Geometry, With Patterning	Two-Dimensional Geometry
Chapter 3	Number Sense: Fraction Operations	Number Sense: Fraction Operations
Chapter 4	Probability	Probability
Chapter 5	Number Sense: Fractions, Decimals, and Percents	Number Sense: Rates, Ratios, and Percents
Chapter 6	Patterning	Patterning and Algebra
Chapter 7	Exponents	Exponents
Chapter 8	Three-Dimensional Geometry and Measurement	Three-Dimensional Geometry and Measurement
Chapter 9	Collect and Organize Data	Organize and Display Data
Chapter 10	Analyze and Interpret Data	Analyze and Interpret Data
Chapter 11	Number Sense: Integers	Integers
Chapter 12	Patterning and Equations	Patterning and Equations
Chapter 13	Geometry of Transformations	Geometry of Angle Properties

## **Student Texts**

*Tables of Contents for grades 7 and 8 have been aligned in terms of sequencing and scope of topics to support ease of use in a combined grade class.*

## **Teacher's Resource**

*The Teacher's Resource provides strategies for teaching, planning, and managing combined grades.*

# Assessment & Evaluation

*Assessment in McGraw-Hill Ryerson Mathematics: Making Connections is designed not only to provide teachers with data regarding student achievement, but also to accommodate the broad range of students' needs.*

**Diagnostic Assessment** materials are provided for teachers to help them identify weaknesses and gaps in student learning and to aid them in programming appropriately.

**Get Ready for Grade 7 and Get Ready for Grade 8** occur prior to the first chapter in each of the textbooks. They review key skills and concepts of the previous grade which students need to be successful with the mathematics of the new grade level.

The **Get Ready** section, at the beginning of each chapter, also reviews concepts and skills that are important prerequisites for students' success in the upcoming chapter.

**Blackline Masters** providing lessons to develop understanding of these topics as well as additional practice are also included in the Teacher's Resource.

Extra practice questions and tests are provided in the **Computerized Assessment Bank**

**Get Ready**

**Identifying Integers**

A debt of \$3 can be represented by the integer  $-3$ .  
A temperature of  $27^{\circ}\text{C}$  above freezing can be represented by the integer  $+27$ .  
A depth of 4 m below sea level can be represented by the integer  $-4$ .

Three integers are shown on the number line.

1. Represent each integer using an integer from the number line.  
 a. A loss of \$5.  
 b. A temperature of  $12^{\circ}\text{C}$  below freezing.  
 c. A gain of 2 ft.

2. What integer is represented by each point on the number line?

3. Describe how the positions of the integers on the number line are related to 0.  
 a.  $+1$  and  $-1$   
 b.  $-1$  and  $+1$

**Comparing and Ordering Numbers**

Qualify one runner. The table shows the number of meters they ran from time.

Runner	Number of Meters
James	40
Yvonne	30
Michael	20
Sharon	10

Twice as many of the students in a class are present the number of meters that James and Yvonne ran. Express the number of meters that James and Yvonne ran.

The number of all meters written in ascending order are: 0, 1, 10, 20, 30.

4. Compare the number of meters each person ran.  
 a.  $20 < 30$   
 b.  $30 < 20$   
 c.  $20 > 30$   
 d.  $30 > 20$

5. Write the numbers in ascending order.  
 a. 10, 5, 15, 2  
 b. 20, 15, 10, 5, 12  
 c. 10, 20, 15, 5, 12, 15

**Finding the Mean of a Set of Data**

The number line below has seven boxes of unknown size and weight each. Their masses are 10, 12, 15, 18, 20, 22, 25 g. Calculate the mean number of boxes.

Mean =  $\frac{\text{sum of data}}{\text{number of pieces of data}}$

$\frac{10 + 12 + 15 + 18 + 20 + 22 + 25}{7}$

The mean number of boxes in this set of boxes is 18 g.

1. Calculate the mean of each set.  
 a. 10, 15, 20, 25  
 b. 10, 15, 20, 25, 30, 35, 40, 45  
 c. 10, 15, 20, 25, 30, 35, 40, 45, 50

2. Calculate the mean of each set of data.  
 a. 10, 15, 20, 25, 30, 35, 40, 45, 50  
 b. 10, 15, 20, 25, 30, 35, 40, 45, 50, 55  
 c. 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

**Finding the Median of a Set of Data**

The price of a stock listed in ascending order is \$10.00, \$12.00, \$15.00, \$18.00, \$20.00, \$22.00, \$25.00. What is the median price?

Arrange the prices in ascending order.  
 \$10.00, \$12.00, \$15.00, \$18.00, \$20.00, \$22.00, \$25.00  
 The median price of a stock listed is \$18.00.

1. Find the median of each set.  
 a. 10, 15, 20, 25  
 b. 10, 15, 20, 25, 30, 35, 40, 45  
 c. 10, 15, 20, 25, 30, 35, 40, 45, 50

2. Find the median of each set of data.  
 a. 10, 15, 20, 25, 30, 35, 40, 45, 50  
 b. 10, 15, 20, 25, 30, 35, 40, 45, 50, 55  
 c. 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

**The Median of the Number Line**  
 When you have an odd number of numbers, the median is the middle number.



*A variety of assessment strategies and tools are employed to accommodate the diversity of abilities and learning styles of students.*

**Formative Assessment** resources provide ongoing assessment as to how students are doing and how they might improve.

**Reflect** questions in the Discover the Math section provide teachers with information about students understanding of the concepts under investigation.

**Communicate the Ideas** also informs teachers how well students understand and can formulate the central concept or “big idea.”

Questions in **Check Your Understanding** are of a formative nature giving teachers with information about students’ levels of knowledge.

Journal opportunities are provided in the Teacher’s Resource

**Example 7: Combining Profit and Loss**

Last semester, a bookstore recorded the following profit and loss for three days. The store's profit and loss for each day are shown in the table.

Day	Profit or Loss
Day 1	\$120
Day 2	-\$30
Day 3	\$40

**Solution:**

Let  $P$  be the profit and  $L$  be the loss.

The bookstore's profit is  $\$120 - \$30 + \$40 = \$130$ .

The bookstore's profit is  $\$130$ .

The bookstore's profit is  $\$130$ .

**Now Work**

1. Calculate the net profit or loss for each day.

2. Calculate the net profit or loss for the three days.

**Communicate the Ideas**

- Write the addition for each day's profit or loss.
- Which of the following would you do to find the net profit or loss for the three days? Explain your choice.
- To simplify large integer sums, think in terms of the number of tens and ones of the integers. How would this method help? How would you apply it to the following sums?  $120 + 30 + 40$ .

**Summative Assessment** tools are designed to assist in making judgements about a student’s achievement and facilitate reporting. Summative assessment is achieved in a variety of ways.

**Practice Test**

**Multiple Choice**

The perimeter of a square is 20 units. What is the length of one side?

- 5 units
- 10 units
- 15 units
- 20 units

**Short Answer**

A square has a side length of 5 units. What is its area?

**Model Response**

**Chapter Problem Wrap-Up**

Design a model to solve the problem. Explain your solution.

**Chapter Problem Wrap-Up**

Design a model to solve the problem. Explain your solution.

**Practice Test** at the end of each chapter allow students to identify their strengths and weaknesses.

**Chapter Problem Wrap-ups** reveal whether synthesis of concepts and procedures has occurred. They include answers and four by four rubrics.

**Cross-strand Performance Tasks** (after every second chapter) provide opportunity to show what students have learned in a meaningful way. They include exemplars and four by four rubrics.

# Program Components

*The McGraw-Hill Ryerson Mathematics: Making Connections program provides flexible teaching tools to deliver grade 7 and 8 mathematics efficiently and effectively.*

## Student Text

- + Three-part consistent easy-to-navigate lesson design that considers the needs of all learners, including ESL students
- + Balance of engaging hands-on explorations, guided investigations, and direct instruction
- + Activities designed to facilitate ease of teaching, making use of easy-to-access concrete materials
- + Opportunities for all performance levels to be successful and challenged
- + Support for development of language and literacy skills

## Student Workbook

- + Extra practice for key concepts
- + Extension of text lessons for completion at home
- + Games and fun activities
- + Study skills and self tests
- + Vocabulary and key ideas reviews

## Computerized Assessment Bank

- + Multi-format questions ranging from multiple choice and short answer to extended response
- + Questions at varying levels cover all expectations and achievement chart categories

## Solutions Manual

- + Detailed worked solutions for all text exercises

## Teacher's Resource

- + **FREE** access to our on-line Teacher, Parent, and Student Centres
- + Detailed chapter planning charts
- + Cross references to Targeted Implementation & Planning Support (TIPS)
- + Teaching suggestions for all lessons, including strategies for teaching in a combined grade class
- + Accommodations for ESL, and other learning styles
- + Student exemplars for Chapter Performance Tasks
- + Assessment and Evaluation support
- + Teaching notes highlighting common difficulty areas and common errors
- + Editable Blackline Masters on CD-ROM include: extra practice for all lessons, sample tests, accommodations, self checks, and literacy support and strategies

## Websites

[www.mcgrawhill.ca/books/math7](http://www.mcgrawhill.ca/books/math7)

[www.mcgrawhill.ca/books/math8](http://www.mcgrawhill.ca/books/math8)

- + Additional numeracy support
- + Curriculum correlations
- + Weblinks, interactive activities, and student self-assessment material

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