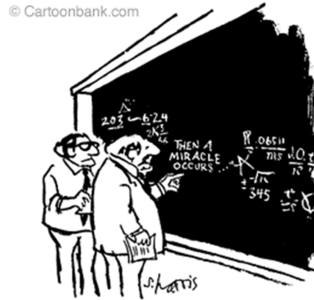


Learning Objective: Parents will be able to identify the key aspects of their child's math class.

WARM UP



"Of course you don't feel any better. Two years ago I gave you six months to live. You do the math."

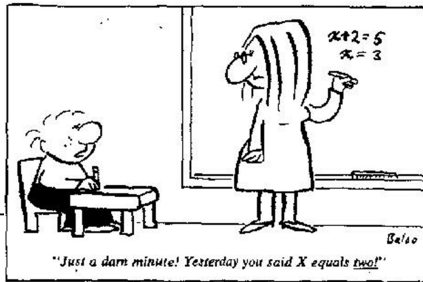


"I think you should be more explicit here in step two."

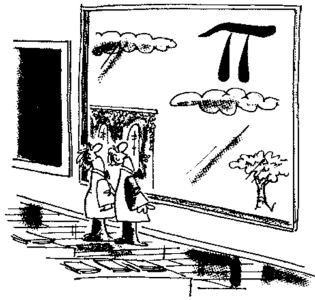
Copyright 1997 Randy Glasbergen. www.glasbergen.com



"Algebra class will be important to you later in life because there's going to be a test six weeks from now."



"Just a darn minute! Yesterday you said X equals two!"



"I asked you a question, buddy. ... What's the square root of 5,248?"



"Uh, yeah, Homework Help Line? I need to have you explain the Quadratic Equation in roughly the amount of time it takes to get a cup of coffee."

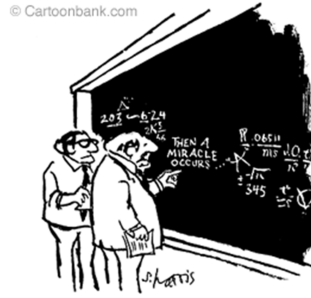
Learning Objective: Parents will be able to identify the key aspects of their child's math class.

WARM UP ANSWERS



"Of course you don't feel any better. Two years ago I gave you six months to live. You do the math."

Funny!



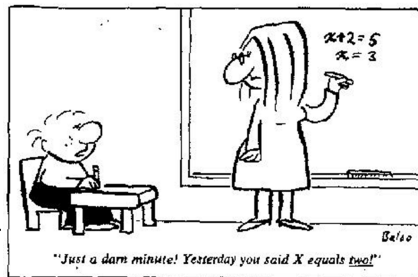
"I think you should be more explicit here in step two."

Funnier!



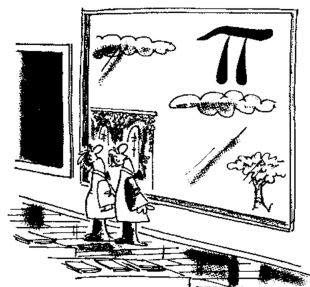
"Algebra class will be important to you later in life because there's going to be a test six weeks from now."

Somewhat funny.



"Just a darn minute! Yesterday you said X equals two!"

Ok... not that funny.



Humorous.



"I asked you a question, buddy. ... What's the square root of 5,248?"

Gary Larson is always funny!



"Uh, yeah, Homework Help Line? I need to have you explain the Quadratic Equation in roughly the amount of time it takes to get a cup of coffee."

It's funny because it's true!

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

HOMWORK ANSWERS

You found room 350 in Roger Ludlowe Middle School!

Congrats!



Learning Objective: Parents will be able to identify the key aspects of their child's math class.

Lesson 9.10

September 10, 2015

Essential Question

What should you expect from your child's math class this year?

Lesson 9.10

September 10, 2015

LESSON OBJECTIVE:

Parents will be able to:

identify the key aspects of their child's math class.

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

SELF-EVALUATION SCALE

Score	Description
4	I can teach other parents about the key aspects of my child's math class.
3	I can identify the key aspects of my child's math class.
2	I recognize, but still need help to identify the key aspects of my child's math class.
1	I do not know the key aspects of my child's math class.

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

ACTIVITY

Lessons start out with an inquiry based activity.

This allows for students to explore new concepts and gain background knowledge before direct teaching begins.

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

COURSE DESCRIPTION

- completing understanding of division of fractions
- connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems, which includes negative numbers
- writing, interpreting, and using expressions and equations
- developing understanding of statistical thinking
- extending the concept of area to surface area and volume
- developing understanding of statistical thinking.

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

COURSE OBJECTIVES

Students should:

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Understand ratio concepts and use ratio reasoning to solve problems.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Solve real-world and mathematical problems involving area, surface area, and volume.
- Develop understanding of statistical variability.
- Summarize and describe distributions.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Analyze proportional relationships and use them to solve real-world problems and mathematical problems.

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

UNITS OF STUDY

- Operating with Positive Rational Numbers
- Using Expressions and Equations
- Applications of Geometry Numbers
- Ratios and Rates
- Understanding Positive and Negative Numbers
- Algebraic Reasoning
- Statistics and Distributions
- Operating with Rational Numbers
- Proportional Relationships

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

ON YOUR OWN (OYO)

Once or twice throughout lessons, students are asked to try two to three examples of the recently taught concept(s).

This allows the students to identify any questions or concerns they have regarding the concept(s).

This also allows me to make any on the spot modifications for the class or individuals.

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

GRADING

Summative Assessments:

Chapter Tests, Unit Tests

60% Total

Formative Assessments:

Quizzes, Daily Assessments

30% Total

Homework:

10% Total

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

MATERIALS

- Binder
- Agenda
- Notebook, Pencils
- Workbook
- Calculator

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

EXPECTATIONS OF STUDENTS

- To be respectful to all other individuals and all property.
- To be prepared and on time with appropriate materials and assignments.
- To be responsible for any missed work and notes.
- To be motivated to learn and accept challenges.

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

EXTRA HELP

Monday and Thursday 2:50 – 3:10

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

TEXT BOOK WEBSITE

www.bigideasmath.com

To access the Math book online follow the steps below.

- 1. Visit www.bigideasmath.com.*
- 2. Click New to Big Ideas Math?*
- 3. Enter your access code **SMAH-X8JS-K8J8***
- 4. Fill out the required information and click Next.*
- 5. Write down your username and click Next.”*

The screenshot displays the Big Ideas Math website interface. At the top left, the logo "BIG IDEAS MATH" is visible. On the top right, the user name "JOE SMITH" is shown with a dropdown arrow. Below the logo, there is a navigation bar with three tabs: "Resources" (which is highlighted), "Assignments", and "Reports".

The main content area is titled "Resources: Advanced 1: Common Core". To the right of this title is a dropdown menu currently set to "Advanced 1: Common Core". Below the title, there is a grid of resource cards, each with an icon and a title:



- Student Dynamic eBook (orange card with document icon)
- Vocabulary Flash Cards (orange card with '8' icon)
- Skills Review Handbook (green card with book icon)
- Basic Skills Handbook (blue card with book icon)
- Multi-Language Glossary (red card with book icon)
- Game Closet (green card with game controller icon)
- Graphic Organizers: PDF (green card with grid icon)
- Graphic Organizers: MSWord (purple card with grid icon)
- Math Tool Paper (red card with math symbols icon)
- Rea-Life STEM Videos (blue card with play button icon)
- Apps (orange card with download icon)

At the bottom of the page, there is a footer area containing several links: "News", "Blog", "Help Center", "Privacy Policy", "Terms of Use", "Contact Us", and "My Dear Aunt Sally". Below these links are social media icons for Twitter, Facebook, YouTube, Pinterest, LinkedIn, and RSS. At the very bottom, the copyright notice reads: "©Big Ideas Learning, LLC. All Rights Reserved".

BIG IDEAS MATH JOE SMITH ▾


[Resources](#) **Assignments** [Reports](#)

Assignments







September 2015 ○ Assignments Due  

<	Sunday 6	Monday 7	Tuesday 8	Wednesday 9	Thursday 10 ○	Friday 11	Saturday 12	>
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Wednesday, September 9th

SECTION 1.2 EXERCISES	Powers and Exponents Advanced 1: Common Core Test Assignment 2 Start: 09/09/2015 13:47 pm Due: 09/10/2015 12:00 pm	 ENTER
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[News](#) [Blog](#) [Help Center](#) [Privacy Policy](#) [Terms of Use](#) [Contact Us](#) [My Dear Aunt Sally](#)

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The screenshot shows a digital math exercise interface. At the top left is the Big Ideas Math logo, consisting of a 3x3 grid of squares. To its right is the text "BIG IDEAS MATH". Further right is a timer icon and the name "JOE SMITH" with a dropdown arrow. Below this is a breadcrumb trail: "Big Ideas Math ©2014 Advanced 1 > Chapter 1: Powers and Exponents > Section Exercises 1.2 > Exercise 9". The main content area contains the instruction "Write $8 \cdot 8 \cdot 8 \cdot 8$ as a power." and a progress indicator "0 of 3 answered". Below the instruction is the equation $8 \cdot 8 \cdot 8 \cdot 8 = \square$. On the left side, there is a vertical navigation bar with a left arrow and a blue square containing the number "1". On the right side, there is a vertical navigation bar with a right arrow. At the bottom right of the main area is a dark blue button labeled "CHECK ANSWER".

The screenshot shows the Big Ideas Math online assessment interface. At the top left is the logo and the text "BIG IDEAS MATH". To the right is a timer icon and the name "JOE SMITH" with a dropdown arrow. Below this is a breadcrumb trail: "Ideas Math ©2014 Advanced 1 > Chapter 1: Powers and Exponents > Section Exercises 1.2 > Exercise 31". The main question area contains the text "Determine whether 150 is a perfect square." and a progress indicator "3 of 3 answered". Two radio button options are shown: "perfect square" (which is selected and highlighted in a light red box with a small red 'x' icon) and "not a perfect square". A dark blue modal dialog box is overlaid on the screen with the text "Are you sure you want to submit?". Below this text are two buttons: "SUBMIT" and "CANCEL". At the bottom right of the question area, there is a "CHECK ANSWER" button.

Joe Smith
Return to Reports

Section Exercises 1.2

SECTION
1.2
EXERCISES


Test Assignment 2

Problem set: Custom (3/44)
Start: 09/09/2015 1:47 PM

Student: Joe Smith
Due: 09/10/2015 12:00 PM

66.7%
SCORE

[HIDE DETAILS](#)



	Item Summary	Item List
Incorrect	1/3	31
Partially Correct	0/3	
Correct	2/3	9, 29

✔ CORRECT
 - LEFT UNANSWERED
 ✘ INCORRECT
 ◊ PARTIALLY CORRECT

Item	Score	Class Avg	Standards	Time	Remediation
9	✔	100%	🔍	01:01	WRITING PRODUCTS AS POWERS
29	✔	100%	🔍	00:13	IDENTIFYING PERFECT SQUARES
31	✘	0%	🔍	01:02	IDENTIFYING PERFECT SQUARES

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

MR. TOMEI'S WEBSITE

<http://fairfieldschools.org/schools/rlms/?p=941>

Via search bar...

[RLMS](#) > [Teachers](#) > [Tomei](#) > [Tomei's Transition to Pre-Algebra](#)

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

Assignment

Students complete selected problems from text book.

Problems range in difficulty.

Challenge students who were able to grasp concept(s).

Allows for time to conference with individual or small groups

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

HOMEWORK

25 minutes a night

Could include weekends.

Should not be working for hours at home

Homework graded on effort not correctness

Learning Objective: Parents will be able to identify the key aspects of their child's math class.

Lesson 9.10

September 10, 2015

Essential Question

What should you expect from your child's math class this year?

Lesson 9.10

September 10, 2015

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