

# Today's "Plan"—Monday September 19:

1. Attendance/Brain Stretcher
2. *Reminder—make sure all unnecessary apps and Safari tabs are closed.*
3. **Beginning Unit 2: Math Boot Camp**
4. **Review Schoology Quiz from Friday/Can retake**
5. How is our addition and multiplication?
6. Set up chart
7. If time, go to [sciencing.com](http://sciencing.com)
  1. Search “abbreviations”
8. Do some “About Me” presentations (remember, anyone who hasn't gone should be ready to go now).

## Today's Learning

### Target:

- Identify our level of our basic math skills.

# Things to Add to Your Charts:

## 1. Chart #1

1. What is the average speed of the various modes for transportation?

## 2. Chart #2

1. What was the total amount of points in all 6 games?

## 3. Chart #3

1. What was the average temperature for all of those places for the month of September?

## 4. Chart #4

1. What was the highest average maximum temperature?
2. What was the lowest average maximum temperature?

**When finished, turn it in to Schoology: “Charts & Graphs #1”**

# Información para Añadir a sus Gráficos:

## 1. Gráfico #1

1. ¿Cuál es la velocidad promedio de los diversos modos de transporte?

## 1. Gráfico #2

1. ¿Cuál fue la cantidad total de puntos en los 6 juegos?

## 2. Gráfico #3

1. ¿Cuál fue la temperatura promedio para todos esos lugares durante el mes de septiembre?

## 3. Gráfico #4

1. ¿Cuál fue la temperatura máxima promedio más alta?
2. ¿Cuál fue la temperatura máxima promedio más baja?

**Cuando termine, entréguelo a Schoology:**

**"Tablas y Gráficos y N.º 2"**

## Today's "Plan" — Tuesday September 20:

1. Attendance/Brain Stretcher
2. Do a couple of "About Me" presentations
3. *Reminder—make sure all unnecessary apps and Safari tabs are closed.*
4. Math Terminology.
5. Practice range, mean/average, median, mode.

### *Today's Learning*

#### *Target:*

- Can we perform basic math functions that relate to science?

# Today's "Plan" — Tuesday September 20:

## **PEMDAS**

Parentheses

Exponents

Multiplication

Division

Addition

Subtraction

## **Today's Learning**

### **Target:**

- Can we perform basic math functions that relate to science?

# Math Terminology

\_\_\_\_\_ vs. \_\_\_\_\_

There are \_\_\_\_\_ different digits: \_\_\_\_\_

There are \_\_\_\_\_ numbers.

ex: the letters \_\_\_\_\_ make up the word \_\_\_\_\_.

the digits \_\_\_\_\_ make up the number \_\_\_\_\_.

\_\_\_\_\_ : the difference between the \_\_\_\_\_ and the \_\_\_\_\_  
number/measurement

\_\_\_\_\_ : \_\_\_\_\_ up all the measurements; \_\_\_\_\_ by the \_\_\_\_\_ of  
measurements.

\_\_\_\_\_ : means “\_\_\_\_\_” — \_\_\_\_\_ all the measurements in order, find the one in  
the \_\_\_\_\_

\_\_\_\_\_ : means “\_\_\_\_\_” — which one occurs the most?

# Math Terminology

## Numbers vs. Digits

There are 10 different digits: 0-9

There are infinite numbers.

ex: the letters C, A, T make up the word CAT.

the digits 7, 4, 8 make up the number 748

Range: the difference between the highest and the lowest  
number/measurement

Mean/Average: add up all the measurements; divide by the number of  
measurements.

Median: means "middle" — line up all the measurements in order, find the one in  
the middle

Mode: means "most" — which one occurs the most?

# Terminología de Matemáticas

\_\_\_\_\_ vs. \_\_\_\_\_

Hay \_\_\_\_\_ dígitos diferentes: \_\_\_\_\_

Hay números \_\_\_\_\_.

Ej: las letras \_\_\_\_\_ forman la palabra \_\_\_\_\_.

los dígitos \_\_\_\_\_ forman el número \_\_\_\_\_

\_\_\_\_\_ : la diferencia entre el número / medida más alto y más bajo

\_\_\_\_\_ : suma todas las medidas; dividir por el número de medidas.

\_\_\_\_\_ : "medio": alinee todas las medidas en orden, encuentre la que está en el medio

\_\_\_\_\_ : "mayoría", ¿cuál ocurre con más frecuencia?



# Terminología de Matemáticas

## Números vs. Dígitos

Hay 10 dígitos diferentes: 0-9

Hay números infinitos.

Ej: las letras C, A, T forman la palabra CAT.

los dígitos 7, 4, 8 forman el número 748

Rango: la diferencia entre el número / medida más alto y más bajo

Media / promedio: suma todas las medidas; dividir por el número de medidas.

Mediana: "medio": alinee todas las medidas en orden, encuentre la que está en el medio

Modo: "mayoría", ¿cuál ocurre con más frecuencia?

# Today's "Plan" — Wednesday September 21:

1. Attendance/Brain Stretcher
2. Do a couple of "About Me" presentations
3. Review assignment from yesterday on range, mean/average, median, mode.
4. Do ***Math Quiz 1*** on Schoology.
5. Math games practice
  1. Work on Addition and/or Multiplication
  2. Explore other ***math-related*** games

## ***Today's Learning***

### ***Target:***

- Can we perform basic math functions that relate to science?

# Today's "Plan" — Thursday September 22:

1. Attendance/Brain Stretcher
2. **Close out all apps & Safari tabs aside from *estesparksteam.com***
3. "About Me" presentations?
4. Multiplication practice
5. 2<sup>nd</sup> attempt: 2 minute timed tests
6. Review range, mean/average, median, mode.
7. Do **Math Quiz 2** on Schoology (will do first 4 questions together).
8. Math games practice
  1. Work on Addition and/or Multiplication
  2. Explore other ***math-related*** games

## Today's Learning Target:

- Can we perform basic math functions that relate to science?

# Today's "Plan" — Freyday September 23:

1. Attendance/Brain Stretcher
2. **Close out all apps & Safari tabs aside from *estesparksteam.com***
3. "About Me" presentations?
4. Finish Multiplication tests
5. Addition practice
6. Review range, mean/average, median, mode.
7. Do **Math Quiz 2** on Schoology (will do first 4 questions together).
8. If finish, continue Math Games practice
  1. Work on Addition and/or Multiplication
  2. Explore other **math-related** games

## Today's Learning Target:

- Can we perform basic math functions that relate to science?

## Today's "Plan" — Thursday September 22:

### *Math Games Practice:*

1. Go to [estesparksteam.com](http://estesparksteam.com)
2. Click on **Games**
3. Click on **Math Playground**
4. Scroll down to where it says **Addition & Subtraction**
5. Play **Jet Ski Addition**
6. Explore other games for a few minutes!

### *Today's Learning*

#### *Target:*

- Can we perform basic math functions that relate to science?

# Math Terminology

## Numbers vs. Digits

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# Terminología de Matemáticas

## Números vs. Dígitos

Hay 10 dígitos diferentes: 0-9

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Ej: las letras C, A, T forman la palabra CAT.

los dígitos 7, 4, 8 forman el número 748

Rango: la diferencia entre el número / medida más alto y más bajo

Media / promedio: suma todas las medidas; dividir por el número de medidas.

Mediana: "medio": alinee todas las medidas en orden, encuentre la que está en el medio

Modo: "mayoría", ¿cuál ocurre con más frecuencia?

# Math Terminology

\_\_\_\_\_ : tells you “\_\_\_\_\_” or “\_\_\_\_\_ out of 100”.

To calculate:

Take how many \_\_\_\_\_ and divide it by \_\_\_\_\_

ex: 10 out of 25 students got an “A”

\_\_\_\_\_  
(then need to move the decimal two places to  
the right)  
\_\_\_\_\_

## **Reading a Graduated Cylinder**

\_\_\_\_\_ = the \_\_\_\_\_ written on the tool

\_\_\_\_\_ = the \_\_\_\_\_ in between the numbers

To find the value of the subgraduates:

1. \_\_\_\_\_ between any 2 numbers (graduates)
2. \_\_\_\_\_ between those 2  
numbers



# Math Terminology

Percent/Percentage: tells you “per 100” or “how many out of 100”.

To calculate:

Take how many you have and divide it by how many are possible

ex: 10 out of 25 students got an “A”

$$\underline{10/25=.4}$$

(then need to move the decimal two places to the right)

$$\underline{10/25 =40\%}$$

Right now...

- Complete the handout on percent.
- When you finish, play more games on ***Math Playground*** and keep getting better at math.
- We will go over the handout.
- Go to Schoology and show what you know—it is called ***Percent.***

# Math Terminology

Percent/Percentage: tells you “per 100” or “how many out of 100”.

To calculate:

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## **Reading a Graduated Cylinder**

Graduates = the numbers written on the tool

Subgraduates = the lines in between the numbers

To find the value of the subgraduates:

1. Subtract the difference between any 2 numbers (graduates)
2. Divide by the number of subgraduates between those 2 numbers

# Math Terminology

Percent/Percentage: tells you “per 100” or “how many out of 100”.

To calculate:

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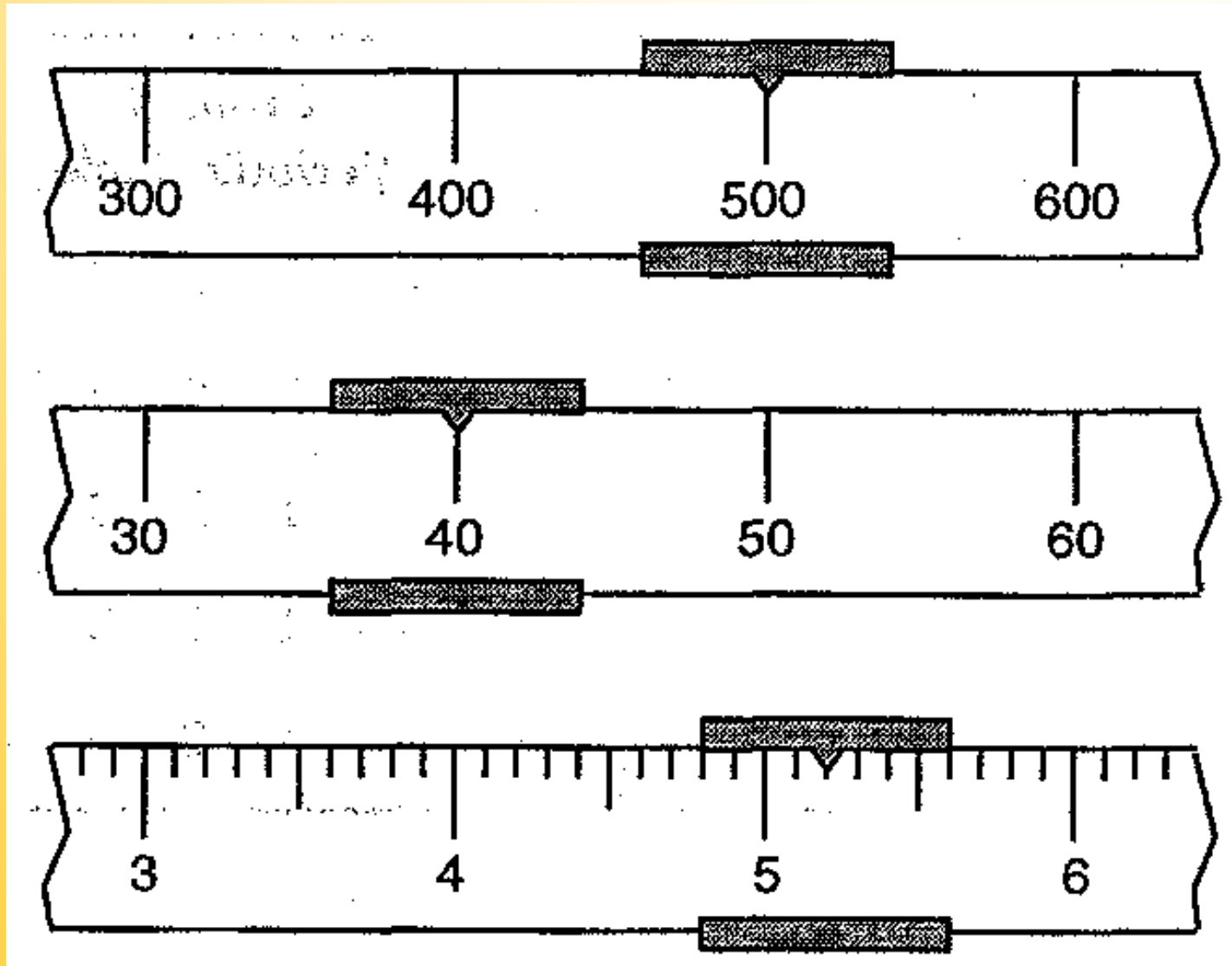
(then need to move the decimal two places to the right)

$$\underline{10/25 =40\%}$$

Right now...

- Go to Schoology and show what you know—it is called **Percent.**
- When you finish, play more games on ***Math Playground*** and keep getting better at math.

# Measuring on a triple beam balance



## Today's Learning

### Target:

- Can I read accurate measurements on common scientific tools?

# Math Terminology

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## **Reading a Graduated Cylinder**

Graduates = the numbers written on the tool

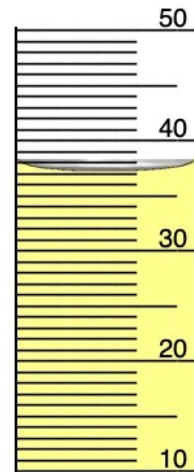
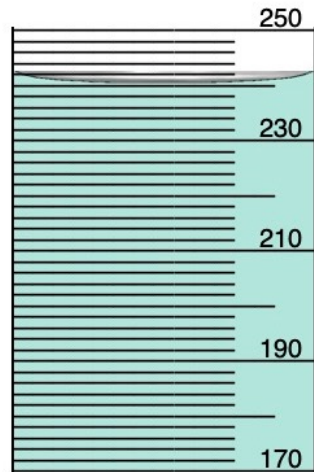
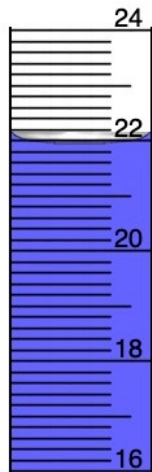
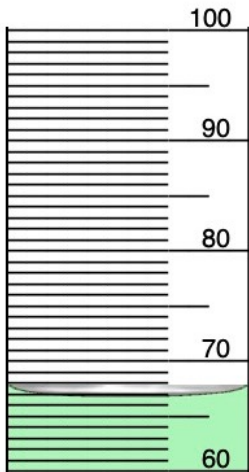
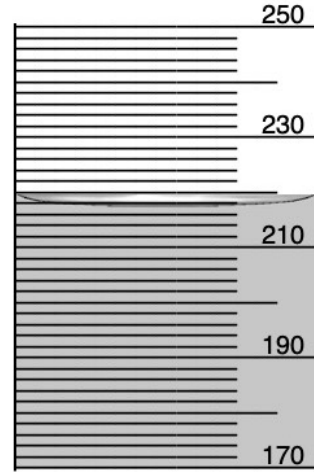
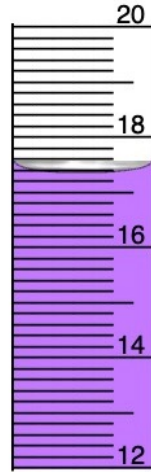
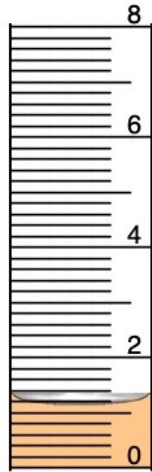
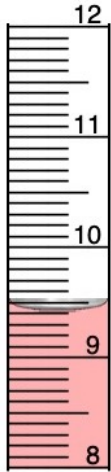
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To find the value of the subgraduates:

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# Measuring on a Graduated Cylinder

What is the reading in milliliters for each graduated cylinder?



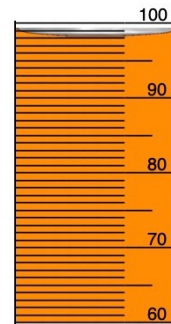
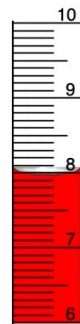
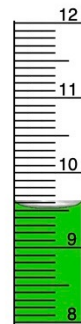
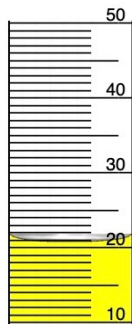
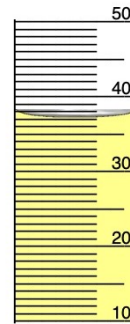
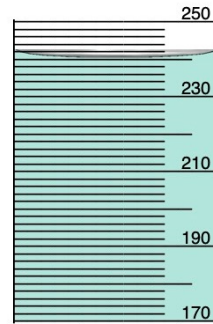
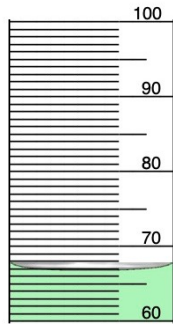
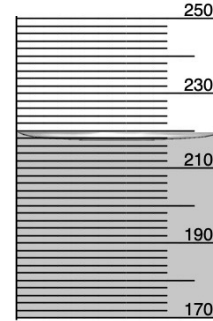
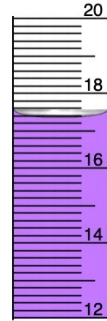
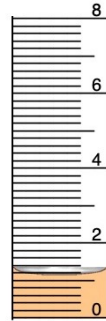
## Today's Learning Target:

- Can I read accurate measurements on common scientific tools?



# Measuring on a Graduated Cylinder

What is the reading in milliliters for each graduated cylinder?



## Today's Learning Target:

- Can I read accurate measurements on common scientific tools?

# *You will make 2 tutorials:*

*Mathematical functions we have covered so far:*

- Range
- Mean/Average
- Median
- Mode
- Percent
- Measuring on a Balance
- Measuring a Graduated Cylinder

## *Requirements:*

- Identify the function
- Definition
- Give an example
- Show how to solve

[https://www.youtube.com/watch?v= SsZSjihQJM](https://www.youtube.com/watch?v=SsZSjihQJM)

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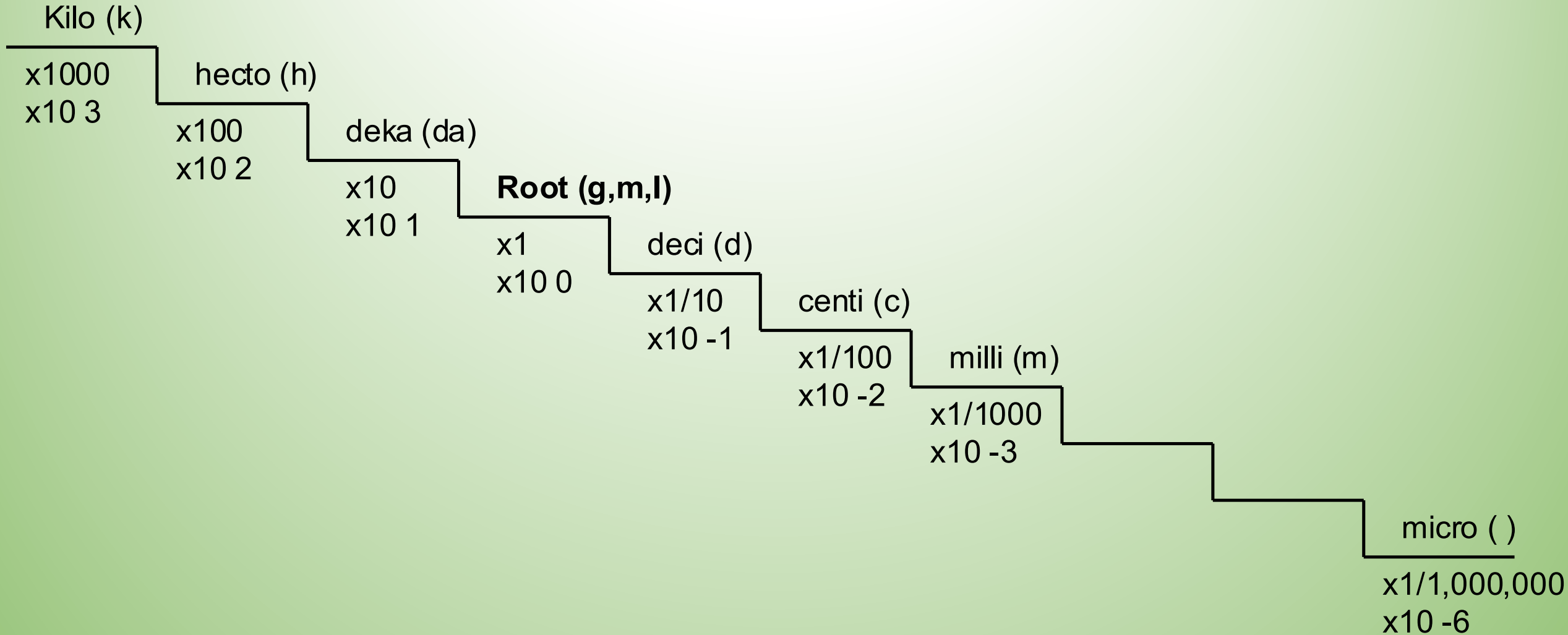
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What letter do all odd numbers have in common?

- zero
- two
- four
- six
- eight
- ten
- twelve
- one
- three
- five
- seven
- nine
- eleven
- thirteen

| <u>Measurement</u> | <u>U.S. Unit(s)</u>   | <u>Metric Unit(s)</u>  |
|--------------------|---|--|
| Mass/Weight        | pound, ounce, ton   | gram   |
| Volume             | gallon, quart, pint, cup,<br>fluid ounce  | liter  |
| Length             | yard, mile, foot, inch, knot  | meter  |
| Time               | Two 12-hour time periods in<br>a day.<br>5:00am<br>5:00pm   | One 24 hour day<br>"Military time"<br>5:00<br>17:00  |
| Temperature        | Fahrenheit<br>Water freeze at 32°F<br>boil at 212° F<br>(at sea level)<br><br>Absolute zero = -459° F | Celsius, Kelvin<br>Freeze @ 0° C<br>Boil @ 100° C<br>Freeze @ 273° K<br>Boil @ 373° K<br>Ab. Zero -273°C or 0° K |

# The Stair Method for Metric Conversion



## *Study Guide Part 2*

57. No a.m. or p.m. Use a 24 hour clock instead of two 12 hour periods.

58. kilometer

59. centimeter

60. meter

61. quart

62. pound

63. paper clip

64. 7:00

65. 19:00

66. Add 12 to whatever the p.m. time is.

67. "mu"  $\mu$

# *You will make 2 tutorials:*

***Mathematical functions we have covered so far:***

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