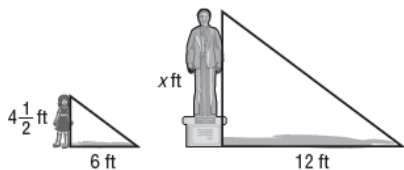


MATH NEWS



What is the height of the statue?

- A $8\frac{1}{4}$ ft
- B 9 ft
- C $13\frac{1}{2}$ ft
- D 24 ft

GRADE LEVEL EXPECTATIONS COVERED IN NOVEMBER:

PRE-ALGEBRA:

Students at the end of 8th grade should be able to:

GLE Measurement 2: Use scale drawing involving indirect measurement to find missing dimension

GLE Estimation and computation: solve problems in real world context using ratio and proportion

ALGEBRA:

Students at the end of 9th grade should be able to:

GLE Function and relationship 1: describe or extend patterns linear and quadratic represented by tables, sequences, graphs or in problem situations

GLE Function and relationship 2: Generalize relationships in linear and quadratic using table of ordered pairs, a graph or an equation

We are working hard to learn new things everyday!

Pre-Algebra group

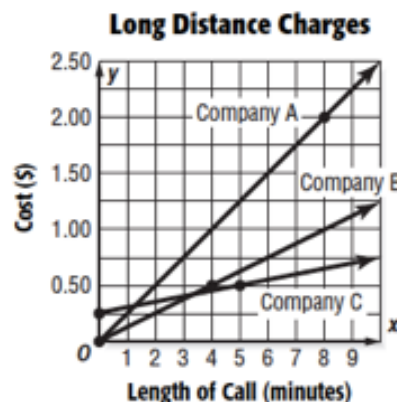
We completed a unit of several applications of proportions in real world context. We worked with similar figures, scale drawing, scale on maps and using indirect measurement to find heights of objects that are difficult to measure. The students did activities such as creating their own maps with their chosen scale, worked on several illustrations on height and shadows of objects to measure them using indirect measurements and finding measurements on blueprints using the given scale. Their end of unit test will be assigned Friday, December 3.

The next unit they will work on will be conversion within the metric and customary system of measurements. They will be using tape measure and weight scale to determine length and weight measurements of some objects in Mrs. Cabana's classroom. They will be provided series of activities in which they will play jeopardy game and 4-corners game as application to what they are learning.

Algebra group:

This group has started working on slopes of the line. They are currently working on finding slopes of the line using the graph in which they determine the ratio of rise (vertical movement) and run (horizontal movement). They will continue to determine constant rate of change (slope) using the slope formula: $m = \frac{\text{change in } y}{\text{change in } x}$

We focused on analyzing these slopes and expressed the meaning in one sentence. Also in this unit, they will learn the slope intercept form of the line as well as the point-slope form. The culminating activity for this slope unit is a comic life project of writing a word problem in real world context as application. Sample is shown below:



Upcoming activities:

Winter benchmarks for AIMS web on reading and math will be from November 29-December 10. The math has 2 benchmark tests: 10 minute CAP (Computation and Application) and the 4 minute MCBM2 (computational skills).

INDIRECT MEASUREMENT

INDIRECT MEASUREMENT IS A TECHNIQUE OF USING SIMILAR FIGURES AND PROPORTIONS TO FIND A MEASURE.

WORD PROBLEM: BERNICE IS 5 FT. SHE CASTS A SHADOW THAT IS 3 FT AT THE SAME TIME A TREE CASTS A SHADOW THAT IS 30 FT. HOW TALL IS THE TREE?

EXAMPLE:
 $\frac{3}{6} = \frac{4}{x}$ — small triangle
 $\frac{6}{24} = \frac{x}{24}$ — large triangle
 Write a proportion.
 Find the cross products.
 $6 \cdot x = 3 \cdot 24$
 $6x = 72$
 $\frac{6x}{6} = \frac{72}{6}$
 $x = 12$
 Solve the equation.
 So, the tree is 12 ft tall.

NON-EXAMPLE: (Diagram showing a right triangle with legs 8 and 10, and hypotenuse 5)

Project created by Darlene Kignak