Welcome to Berkshire's Integrated Math Parent Information Meeting

TYPICAL DAY IN MY CLASSROOM:

- ❑ Puzzler or Warm Up
- ❑ Homework Check
- ❑ Launch Lesson: whole-class
  - ❑ Introduce Lesson (whole-class discussion)
- ❑ Explore/Investigate: teams, individuals, whole-class
  - ❑ Work through problems to generalize findings
- ❑ Closure:
  - ❑ Summarize learning, important takeaways, and connections

WARM UP:

Solve each equation below.

$$9(8d - 5) + 13 = 12d - 2$$

$$\frac{1}{7}(14r + 28) = 2(r + 2)$$

PUZZLER:

Fill in grids so that each column, row and diagonal add up to the given sum.

The sum is 60.

32		
		28
		8

Homework:

Mixed-Spaced Practice

- ❑ Homework includes Review and Preview
- ❑ Keeps content alive to increase retention
- ❑ Connects content throughout the course
- ❑ Provides additional practice for content mastery over time

1-81.

Rewrite each expression below without negative or zero exponents. Homework Help

a. 4^{-1} b. 7^{0} c. 5^{-2}

Review & Preview

1-82.

Determine the inputs for the following functions with the given outputs. If there is no possible input for the given output, explain why not. Homework Help

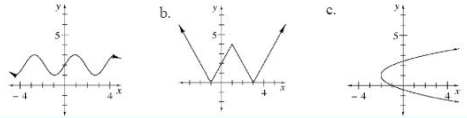
a. $x = ?$ → $f(x) = 3x - 7$ → $f(x) = -1$

b. $x = ?$ → $f(x) = \sqrt{2x - 6}$ → $f(x) = 10$

1-83.

Which of the graphs below represent functions? Justify your answer. Homework Help

a. b. c.



HOMEWORK HELP

SELECTED HINTS, ANSWERS, AND ETOOLS

2-9. Calculate the value of each of the following expressions.

a. $\frac{6.7^2}{3+3} + 11$

b. $5^{(1+2)} + 8 - 6$

c. $\sqrt{3^2 + 4^2} - 5$

Hint (a):

Use the Order of Operations.

The exponent should be evaluated first.

Answer (a):

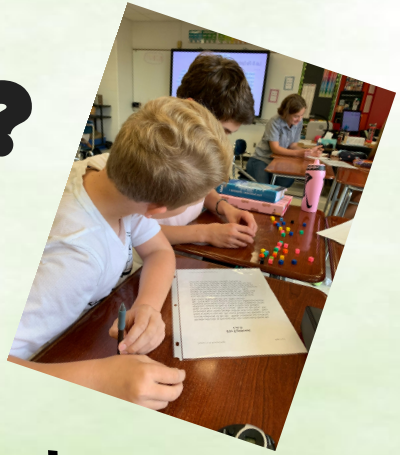
60

Hint (b):

Answer (c):

0

Classwork - What's Different?



Problem Solving

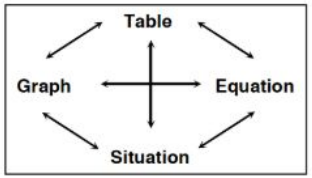
- Focus is on the application and context of the mathematics.
- Students use mathematics in authentic ways.
- Students engage in higher-level thinking.
- Increase opportunities for discourse and engagement.

Classwork - What's Different?

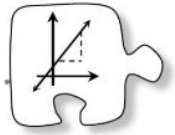
Collaboration

- ❑ All students have an opportunity to participate.
- ❑ Allows for different ways of thinking.
- ❑ Two, three, or four heads are better than one.
- ❑ Models skills used in other curricular areas and in the workplace.

Lesson Launch:



2.1.1 How does it grow?



Seeing Growth in Linear Functions

Throughout this chapter you will explore the multiple representations of a linear function. You will look at tile patterns, using the growth and number of tiles in Figure 0 of these linear relationships to find specific connections between situations, tables, graphs, and equations.

The specific situation you will work with today is the growth of tile patterns.

As you work today, keep these questions in mind:

How can you see growth in the tile pattern?

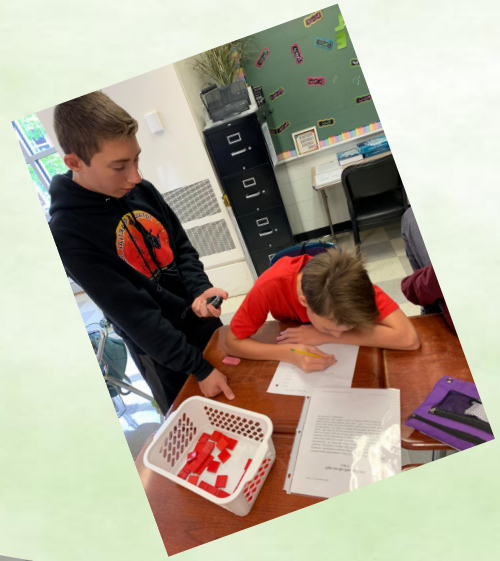
How many tiles are in Figure 0?

What is the connection between the pattern and the equation?

What is the connection between the pattern and the table?

Explore/Investigate:

- ❑ Interact with authentic problems
- ❑ Identify patterns and relationships
- ❑ Engage in problem solving
- ❑ Allow productive struggle



Explore/Investigate:

Students:

- ❑ Discussing, solving problems, making claims, justifying reasoning

Teachers:

- ❑ Providing individualized and small-group instruction, circulating, checking for understanding
- ❑ Monitoring and facilitating student progress

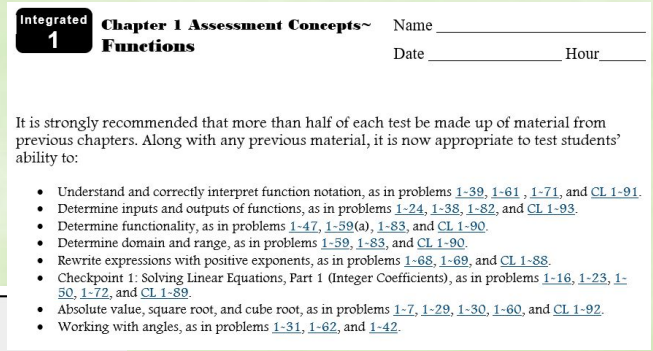
CLOSURE:

Teacher's guide a debrief of new learning.

- Class/groups discuss new content and connections
- Students share different methods for solutions
- Teacher solidifies concepts/material taught

Preparing for Assessments:

- ❑ List provided of concepts to be assessed
- ❑ Chapter Closure Review Game (from textbook)
- ❑ Team Performance Task (TPT)
- ❑ Additional practice
  - ❑ Checkpoints
  - ❑ Parent Guide
  - ❑ Warm Ups



Integrated 1

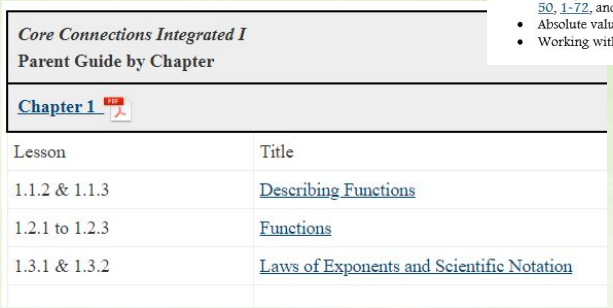
Chapter 1 Assessment Concepts~ Functions

Name _____

Date _____ Hour_____

It is strongly recommended that more than half of each test be made up of material from previous chapters. Along with any previous material, it is now appropriate to test students' ability to:

- Understand and correctly interpret function notation, as in problems 1-39, 1-61 , 1-71, and CL 1-91.
- Determine inputs and outputs of functions, as in problems 1-24, 1-38, 1-82, and CL 1-93.
- Determine functionality, as in problems 1-47, 1-59(a), 1-83, and CL 1-90.
- Determine domain and range, as in problems 1-59, 1-83, and CL 1-90.
- Rewrite expressions with positive exponents, as in problems 1-68, 1-69, and CL 1-88.
- Checkpoint 1: Solving Linear Equations, Part 1 (Integer Coefficients), as in problems 1-16, 1-23, 1-50, 1-72, and CL 1-89.
- Absolute value, square root, and cube root, as in problems 1-7, 1-29, 1-30, 1-60, and CL 1-92.
- Working with angles, as in problems 1-31, 1-62, and 1-42.



Core Connections Integrated I

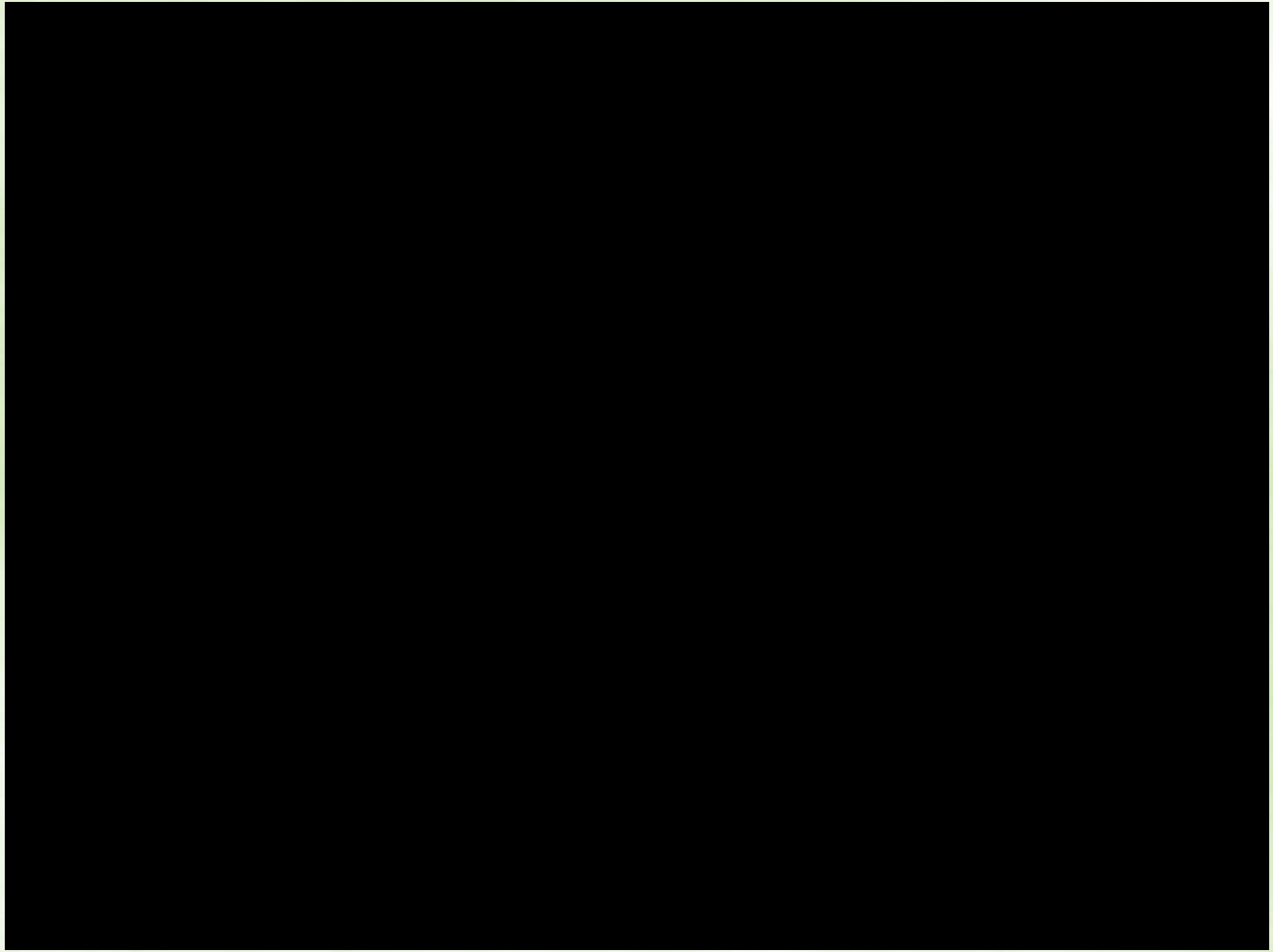
Parent Guide by Chapter

Chapter 1

Lesson	Title
1.1.2 & 1.1.3	Describing Functions
1.2.1 to 1.2.3	Functions
1.3.1 & 1.3.2	Laws of Exponents and Scientific Notation

Assessments - What's Different?

- ❑ Material from previous chapters included (approx 60%)
- ❑ Current chapter is smaller portion of the test (approx 40%)
  - ❑ Also included on subsequent tests



CLOSING:

- ❑ Students are active participants in their learning.
- ❑ Teachers work with students individually, in small groups and as a whole class.
- ❑ Students will gain mastery over multiple opportunities for practice.
- ❑ Teachers are here to support your students. Ask us!

Questions?