NOTICE AND NOTE……

QUESTIONS ????????????????????	NOTES

Operations & Algebraic Thinking

CCSS.MATH.CONTENT.K.OA.A.1

Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

CCSS.MATH.CONTENT.1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[1]

CCSS.MATH.CONTENT.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]

CCSS.MATH.CONTENT.3.OA.A.1

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7.*

CCSS.MATH.CONTENT.4.OA.A.1

Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

Write and interpret numerical expressions.

CCSS.MATH.CONTENT.5.OA.A.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

K-5 ELA Standard

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CCSS.ELA-LITERACY.RI.1.7

Use the illustrations and details in a text to describe its key ideas

CCSS.ELA-LITERACY.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Response Questions

What are the Standards your students struggle with the most?	**What standards do you struggle to plan for?**
What are some of your favorite resources that support planning for the standards?	**Share an example of one of your most engaging lessons and how it incorporated the standard you were teaching?**
How do you assess the standards in your classroom?	**What aspect of the Standards are the most frustrating to work with?**
What aspect of the standards are the least frustrating to work with?	

1.OA Finding a Chair

Task

a. There are 8 children and 6 chairs. A child sits in each chair. How many children won't have a chair?

b. There are 8 children and some chairs. A child sits in each chair. 2 children don't have a chair. How many chairs are there?

c. There are some children and 6 chairs. A child sits in each chair. 2 children don't have a chair. How many children are there?

d. There are 8 children and 10 chairs. A child sits in each chair. How many empty chairs are there?

e. There are 8 children and some chairs. A child sits in each chair. Two chairs are empty. How many chairs are there?

f. There are some children and 10 chairs. A child sits in each chair. Two chairs are empty. How many children are there?

1.OA Finding a Chair
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Name _____ Date _____

My Rocket Ship

When I fall asleep, I dream about what it would be like to have a rocket ship. If I had a rocket ship, my first destination would be the Earth's moon, which is called Luna. When I got to Luna I would jump all around. Because there is little gravity I would be able to jump very high.

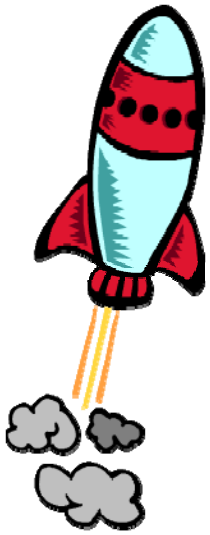
After I finished jumping all over the moon, I would fly to Saturn and travel around Saturn's beautiful rings. On my way to Saturn, I would try to avoid a number of Asteroids. Asteroids are large pieces of rocks and minerals.

In my science class I learned that would take me almost my entire life to travel to Pluto. Pluto is the last Planet in our solar system. Because it's so far from our Sun that it is super cold. I wish I could see Pluto up close.

ANSWER THE QUESTIONS:

1. What is the name of Earth's Moon?

a. moona b. muna c. mooon d. luna



2. Which of the following IS true?

a. You wouldn't be able to jump on the moon.

b. The moon's gravity would allow you to jump high.

c. The Earth has less gravity than it's moon.

d. None of the above.

3. What is a unique feature of Saturn?

a. it's a moon b. it has lots of water

c. it bright pink in color d. it has rings

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Name _____ Date _____

4. What are asteroids made of?

a. vitamins b. ice

c. plastic d. rock

5. Why is Pluto a cold planet?

a. it is too close to our Sun b. it's far away from our Sun

c. it's outside our solar system d. has no moons

6. Which planet do think is furthest from our Sun?

a. Luna b. Pluto

c. Earth d. Saturn

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4.OA Comparing Growth, Variation 2

Task

There are two snakes at the zoo, Jewel and Clyde. Jewel was six feet and Clyde was eight feet. A year later Jewel was eight feet and Clyde was 10 feet. When asked which one grew more, students gave varying answers.

Mia said, "Since the two snakes both grew two feet ($8 - 6 = 2$ and $10 - 8 = 2$) then I would say that they grew the same amount."

Raul said, "They both grew 2 feet, but Jewel was only 6 feet to start with while Clyde was 8 feet to start with. That means Jewel grew more compared to her original length (2 is a larger part of six than it is of eight)."

Compare the two arguments. Describe the difference in the way the two students are thinking about the problem. Suppose a one-foot snake grew two feet and a 20-foot snake grew two feet. Could the two students still make the same type of argument?

4.OA Comparing Growth, Variation 2
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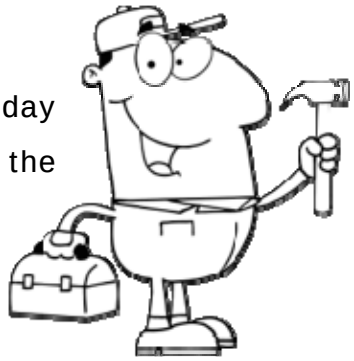
Name _____ Date _____

Jeff the Builder - Making Small Data Tables



Jeff is a home builder's helper. At the end of the work day Jeff needs to walk through the entire home and find all the loose left over nuts, bolts, nails, screws, and fasteners he can find in the house. He everyday he wrote down on a piece of note paper how many he found. You will see the notes below.

Monday

Fasteners – 52
Nails - 49
Screws – 128
Bolts – 14
Nuts - 8

Tuesday

Nails – 96
Bolts – 21
Fasteners – 68
Nuts – 18
Screws – 274

Wednesday

Nuts – 23
Screws – 598
Bolts – 8
Nails - 24
Fasteners – 69

Thursday

Screws – 274
Fasteners – 91
Nuts – 18
Nails - 674
Bolts – 32

Organize the data on the notes into a data table for Jeff's Boss.

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5.OA Watch Out for Parentheses 1

Task

Evaluate the following numerical expressions.

a. $2 \times 5 + 3 \times 2 + 4$

b. $2 \times (5 + 3 \times 2 + 4)$

c. $2 \times 5 + 3 \times (2 + 4)$

d. $2 \times (5 + 3) \times 2 + 4$

e. $(2 \times 5) + (3 \times 2) + 4$

f. $2 \times (5 + 3) \times (2 + 4)$

Can the parentheses in any of these expressions be removed without changing the value the expression?

5.OA Watch Out for Parentheses 1
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Women in Science

Rosalind Franklin

Rosalind Franklin was born in Notting Hill, London in 1920. She grew up in an affluent and influential family and started studying chemistry at Newnham College, Cambridge in 1938. In her early years she researched many chemical structures including that of coal. in 1951 Franklin started working at King's College London where she studied and started to apply her knowledge of X-ray techniques to the structure of DNA. While working with a student named Raymond Gosling she took X-ray pictures and drew scientific conclusions about the structure of DNA which would later be used by Francis Crick and James D. Watson to declare the structure of DNA to be in the form of a double helix. In 1962, Watson and Crick won the Nobel Prize for their studies and Rosalind Franklin's research helped them acheive that honor.

Further Study Questions (circle one)

1. Critics claim James Watson was guilty of this in regard to Rosalind Franklin's portrayal in Watson's memoirs: Racism Religious Persecution Sexism Ageism

2. Franklin studied the structure of what virus in 1955?

Tobacco mosaic virus Cowpox virus Influenza virus Smallpox virus

3. In 1942, Franklin studied coal. Franklin's projects helped inspire which developments?

High-strength carbon fibers Diamonds for powered drills Fuel for generators Briquettes for cooking stoves

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