Strategy Examples Handouts

**Note to Trainer: Print on card stock, cut, and reuse.*

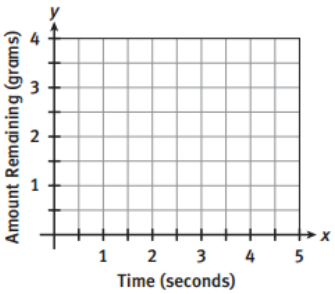
SB Collaborative Strategy: *Debriefing*

ACTIVITY 7
continued

Lesson 7-3
The Radioactive Decay Experiment

My Notes

4. Graph the data from the table on the grid below.



5. Make use of structure. Will the amount of the substance that remains ever reach 0? Explain.

Your chunk is items 5-6

6. What are the reasonable domain and range of the function represented in the graph? Explain.

SB Collaborative Strategy: *Critique Reasoning*

Lesson 7-2
The Falling Object Experiment

ACTIVITY 7
continued

My Notes

Learning Target:

- Graph a function describing a real-world situation and identify and interpret key features of the graph.

SUGGESTED LEARNING STRATEGIES: Discussion Groups, Look for a Pattern, Construct an Argument, Think-Pair-Share, Summarizing, Sharing and Responding

1. The Empire State Building in New York City is 1454 feet tall. How long do you think it will take a penny dropped from the top of the Empire State Building to hit the ground?

SB Collaborative Strategy: *Group Presentation*

ACTIVITY 7
continued

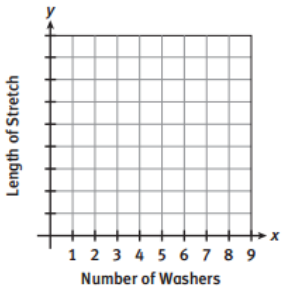
Lesson 7-1
The Spring Experiment

My Notes

CONNECT TO SCIENCE

What you have revealed with your experiment is an example of Hooke's Law. Hooke's Law states that the distance *d* that a spring (in this case the rubber band) is stretched by a hanging object varies directly with the object's weight *w*.

4. Use your table to make a graph. Be sure to label an appropriate scale and the units on the *y*-axis.



5. Describe your graph.

6. **Model with mathematics.** Use your graph and any patterns you described in Item 3 to write an equation that describes the relationship between the number of washers and the length of the stretch.

SB Collaborative Strategy: *Sharing and Responding*

Lesson 10-3
Another Linear Model

ACTIVITY 10
continued

My Notes

13. Your team has been asked to communicate its findings to your supervisor. Write a report to her that summarizes your findings about the cup container design. Include the following information in your report.

- The equation your team discovered to find the height of the stack of Cup 1 style cups
- A description of how your team discovered the equation and the minimum number of cups needed to find it
- An explanation of how the numbers in the equation relate to the physical features of the cup
- An equation that could be used to find the height of the stack of Cup 2 style cups

MATH TIP

When writing your answer to Item 13, you can use a RAFT.

- Role—team leader
- Audience—your boss
- Format—a letter
- Topic—stacks of cups

SB Collaborative Strategy: *Think-Pair-Share*

Lesson 14-2
Some Attributes of Polynomial Functions

ACTIVITY 14 *continued*

My Notes

5. Name any relative maximum values and relative minimum values of the function $f(x)$ in Item 4.

6. Name any x- or y-intercepts of the function in Item 4.

SB Collaborative Strategy: *Jigsaw*

Answers off

Teacher Copy

Teacher Wrap edit

Teacher to Teacher

This chunk of the lesson could be done as a jigsaw with groups concentrating on only one representation and then bringing that information to the whole group. This method could serve as a support to struggling learners.

3–4 Think-Pair-Share, Create Representations, Sharing and Responding

These items ask students to reflect on the times of inputs and outputs that

2. In all five situations, determine how the starting place of the car is represented.

a. Which part of the equations represent where the car started?

b. How is this represented on each graph?

c. Where is this information found in each table?

d. Which car has a starting place that is farthest from the starting line? Explain your reasoning.