

Let's Move the World!!!



## MAKE SURE YOU HAVE YOUR DEVICE!!!

(If you do not have one today, please get a laptop from the cart and log in as soon as you can!)

Created by Mr. Lischwe

Warmup  $8 / \left( \frac{18}{3} + \frac{12}{4} \right)$

\*\*\*Please have your intro questions, binder, and pen/marker to show me when I come around!\*\*\*

1. Think back to last year's math class. On your post-it note, write down AT LEAST one thing you LIKED about this math class. It could be an activity you enjoyed. It can be something your teacher did one time that you remember helped you learn. It can be an overall habit your teacher had that was useful for you. Anything you want! When you are done, go stick your post-it to the board in the back of the class. You may request another post-it note if you would like to put more than one thing.
2. Estimate in your head: What is the average number of hairs on a person's head?

### Average # of hairs on a person's head

- Overall average = about 100,000
- Blondes = about 150,000
- Brown/black hair = about 100,000
- Redheads = about 90,000
- (If you are blonde, it is not appropriate to point to someone else and say "Haha! I have more hair than you!!!)

Turn in Intro Questions

Homeroom only...

- Student Council Rep

- Rules & Expectations “Kahoot” quiz
- Go to: [kahoot.it](https://kahoot.it)

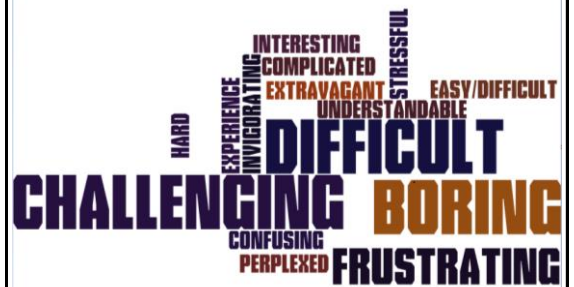
2<sup>nd</sup> Period: Math is...



3<sup>rd</sup> Period: Math is...



5<sup>th</sup> Period: Math is...

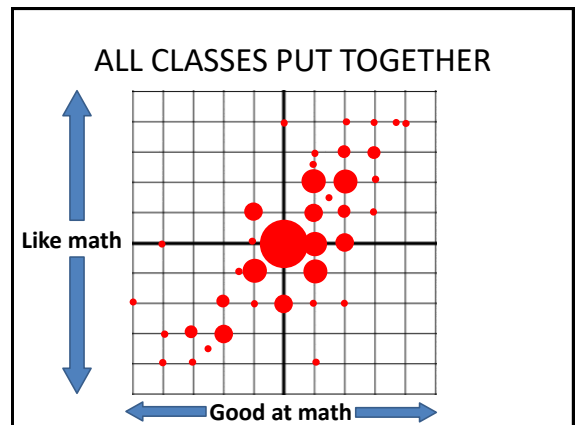
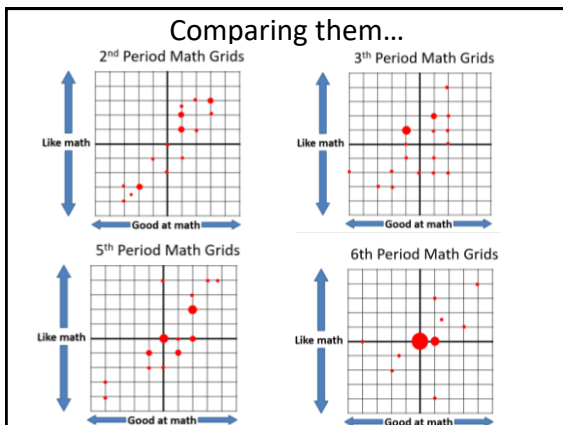
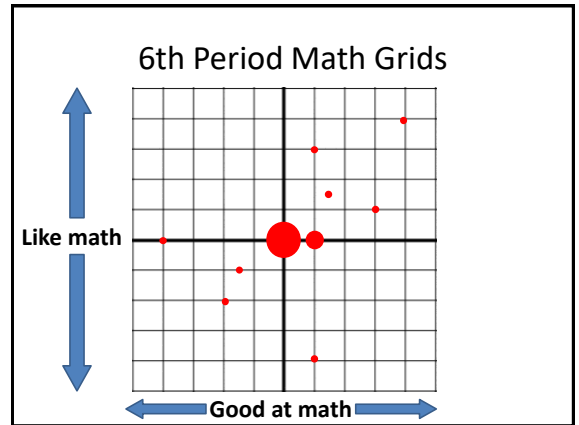
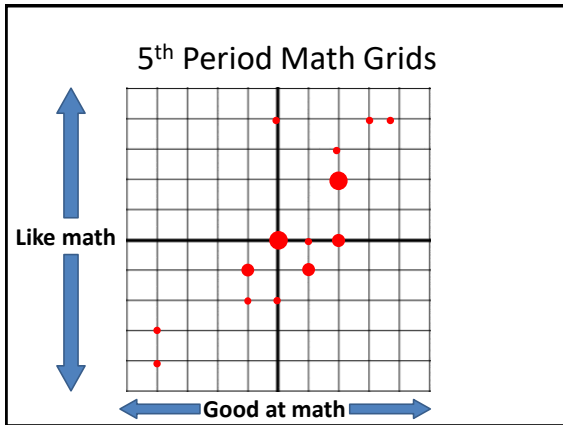
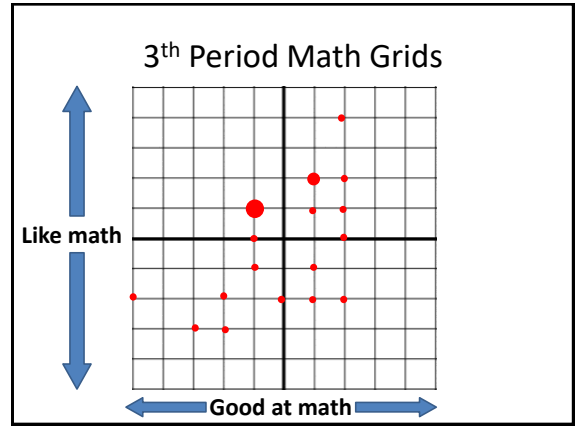
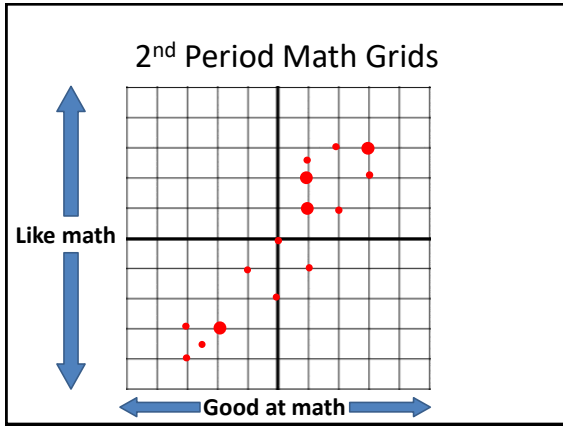


6<sup>th</sup> Period: Math is...



All Classes: Math is...





## About Math

### Video: "Solving the Math Problem"

- <https://www.youcubed.org/resources/solving-math-problem/>
- On your notecard, please write a few sentences describing your reaction to this video. Use the back if necessary.

### Math is logical!

Every class you take reaches a different part of your brain. In this school, you are becoming **well-rounded learners**.

Doing math helps you develop the logical side of your brain.

This will help you think through logical situations in your everyday life.

### Math is satisfying!

Even students who say they "hate math" light up like a lightbulb when they figure out a tough problem.



"Whoa, I get it!!!"

### Math is Problem Solving

Being a good **problem solver** is not just important in the math classroom, but also in your everyday life.

**Problem Solving: What will you do when you don't know what to do???**

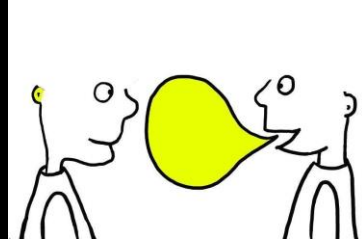
There's no WORDS in math!!!

# WRONG

- In this class, we will be doing **MUCH** more than just solving problems with numbers.
- We are going to do a lot of **WRITING** about math.
- This could be:
  - Explaining how you did a problem
  - Justifying why an answer is right
  - Explaining a mistake someone made and why they may have made it
  - Comparing two different ways to do a problem

## You will also be **SPEAKING** about math

- We're all in this together.
- If we share ideas back and forth, we will all learn more.



In a math problem, what do you think is more important.....

The steps you use to get to the answer...

or....

The answer?



The answer is just a number.



The steps show what you were **thinking** when you did the problem.



## Showing work helps **ME**...

- For this reason, you must show **all your work** when you do problems in this class.



- An assignment or test measures how much you know...so I want to see what you were thinking as you did it!

...and it also helps **YOU!**

Solve the equation " $2x + 1 = 9$ "

Student A

$$2x + 1 = 9$$

Student B

$$2x + 1 = 9$$

Ask questions!

- ◎ If you don't understand something, ask!
- ◎ I am not one of those teachers who hates being asked questions. Asking questions in class means you want to learn.



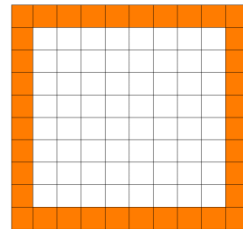
The key to understanding math...

**What** you do is not as important as **why** you do it.

The most successful math students are the ones who not only know what to do, but **why you do it!**

Let's do some math!!!

- Here is a 10 by 10 square. **WITHOUT TALKING TO YOUR GROUP YET**, figure out how many shaded squares there are (without counting them one by one)
- Now, talk to your group and share the different ways you counted them.



- With your group, determine how many shaded border squares there would be in a 30 by 30 square.
- IF TIME: If "n" is the number of squares on each side, write a formula that gives the number of border squares.

Due TOMORROW:

- Job Application
- Please read all the job descriptions again. You may apply for 0, 1, 2, or 3 jobs.