

Answers

- This cylindrical bucket has a smaller diameter than the cylindrical bucket from Exercise 2. This cylindrical bucket is holding 64 cubic inches of water because that is the volume of the cube bucket. If the cylindrical bucket from Exercise 2 was filled to a height of 7 inches, it would hold about 197.9 cubic inches of water. Because the cylindrical bucket would hold less with the same height, the diameter must be smaller.
- Answer should include, but is not limited to:* A picture must be included in which the shapes are labeled with their names, dimensions, and volumes. The total volume of the shapes must be less than or equal to 360 in.^3

9.5 Puzzle Time

FRUIT SALAD

Extension 9.5 Start Thinking!

For use before Extension 9.5

Check students' work.

Extension 9.5 Warm Up

For use before Extension 9.5

- cylinder
- rectangular prism
- pyramid
- sphere

Extension 9.5 Practice

- square
- triangle
- rectangle
- triangle
- point
- triangle
- circle
- circle

Technology Connection

- The surface area is multiplied by a factor of 4.
- The surface area is multiplied by a factor of 9.
- The surface area is multiplied by a factor of 16.
- The surface area is multiplied by a factor of n^2 .
The formula for the surface area is $S = 6s^2$, so when s is multiplied by n , the formula becomes $S = 6(ns)^2 = n^2 + 6s^2$.

Chapter 10

10.1 Start Thinking!

For use before Activity 10.1

2; 4; 4

10.1 Warm Up

For use before Activity 10.1

- $\frac{6}{25}$
- $\frac{1}{2}$
- $\frac{4}{5}$
- $\frac{1}{5}$
- $\frac{3}{5}$
- $\frac{4}{7}$

10.1 Start Thinking!

For use before Lesson 10.1

Answers will vary. Check students' work.

10.1 Warm Up

For use before Lesson 10.1

- 8
- 4; 4

10.1 Practice A

- Choosing 4
- Choosing 2, 4, 6, or 8
- Choosing 1
- Choosing 7 or 9
- Choosing 2, 4, 6, or 8
- no favorable outcomes
- a. 3 b. Choosing any 1 of the 3 triangles
- a. 1 b. Choosing a star
- a. 6
b. Choosing a star, choosing any 1 of the 2 circles or 3 triangles
- a. 5
b. Choosing a star, a square, or any 1 of the 3 triangles

- a. 22 b. 34
- a. 3 b. 2

10.1 Practice B

- Choosing 8
- Choosing 2, 4, or 6
- Choosing 5 or 7
- no favorable outcomes
- Choosing 2 or 3
- Choosing 3, 6, 8 or 9
- a. 1 b. Choosing a triangle
- a. 4 b. Choosing any 1 of the 4 stars

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Common Formative Assessments 2.0 Larry Ainsworth, Donald Viegut, 2014-11-28

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Assessment-Centered Teaching Kathryn DiRanna, 2008-03-07 Valuable for practitioners who wish to improve their teaching and their students learning and for researchers concerned with putting ideas of formative assessment into teaching practice Richard J Shavelson Margaret Jack Professor of Education Stanford University Drawing from conceptual principles and empirical findings that establish the crucial role of ongoing formative assessment the authors describe a professional development framework and program that prepares teachers to adjust their teaching to student thinking in the moment and to refine assessments to better reveal students understandings throughout instruction Joan I Heller Director Heller Research Associates A reflective process for integrating assessment and instruction Because assessment and instruction are two sides of the same coin it is critical for teachers to not only assess what students understand but also use that information to adjust their teaching Assessment Centered Teaching ACT is a unique practice that allows teachers to gather information during instruction to uncover learning gaps and guide students toward deeper understandings of complex ideas Suitable for all grade levels this resource describes how reflective practitioners can use the ACT portfolio to reflect on modify and improve their curriculum and instruction The forms included on the CD ROM guide teachers through the process This book encourages educators to Reflect on their own practice Systematically examine student progress toward identified learning goals over time Monitor instruction and assessment for continuous improvement Assessment Centered Teaching helps teachers professional developers and school teams establish quality instructional goals and implement ongoing formative assessment to promote student success

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