GRASP MATH

March 20,21

Central Southern Tier RAEN PD

Presenters: Chris Burns and Brett Mosier

GRASP MATH PACKETS

- The Power of Exponents, Part 1 and 2

- Transformations, Part 1 and 2 – Shapes on a plane

- Power of Exponents, Part 1 and2

-                 COMING ATTRACTIONS

- Lines, Angles and Shapes: Measuring Our World, Parts 1 and 2

- Evaluate Algebraic Expressions and Solve Simple Equations, Parts 1 and 2

- Linear Functions, Parts 1 and 2

- Non-Linear Functions, Parts 1 and 2

- Statistics and Probability, Parts 1 and 2

TASC MATH Reminder

- What do we need to remember about the TASC???

- Prediction Guide - Math on the TASC Test

- Consider the following statements and decide which you think are true and which you think are false, as regards the TASC math test.
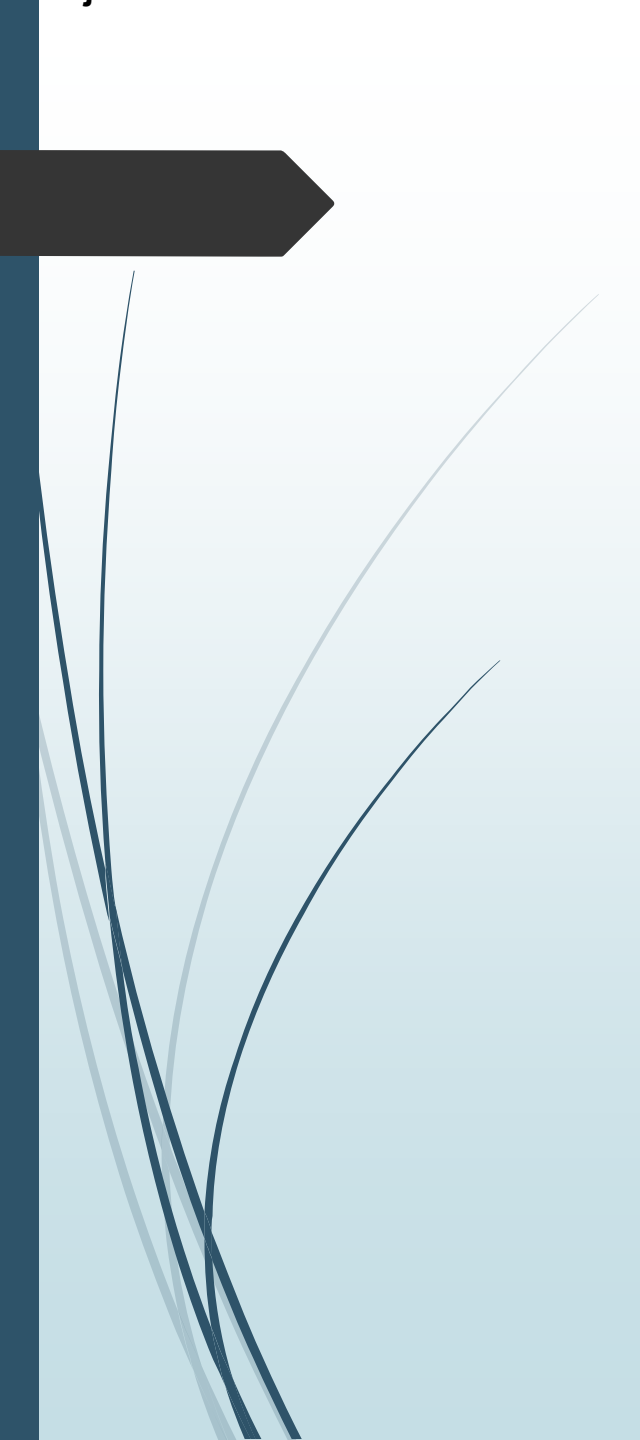
- 1._____ T _____ F   Most function problems on the TASC will be presented in a real world context.

- 2._____ T _____ F   Squares ($x2$), cubes ($x3$), square roots and cube roots are not covered on the TASC.

- 3._____ T _____ F   Skill and speed in calculation is emphasized on TASC.
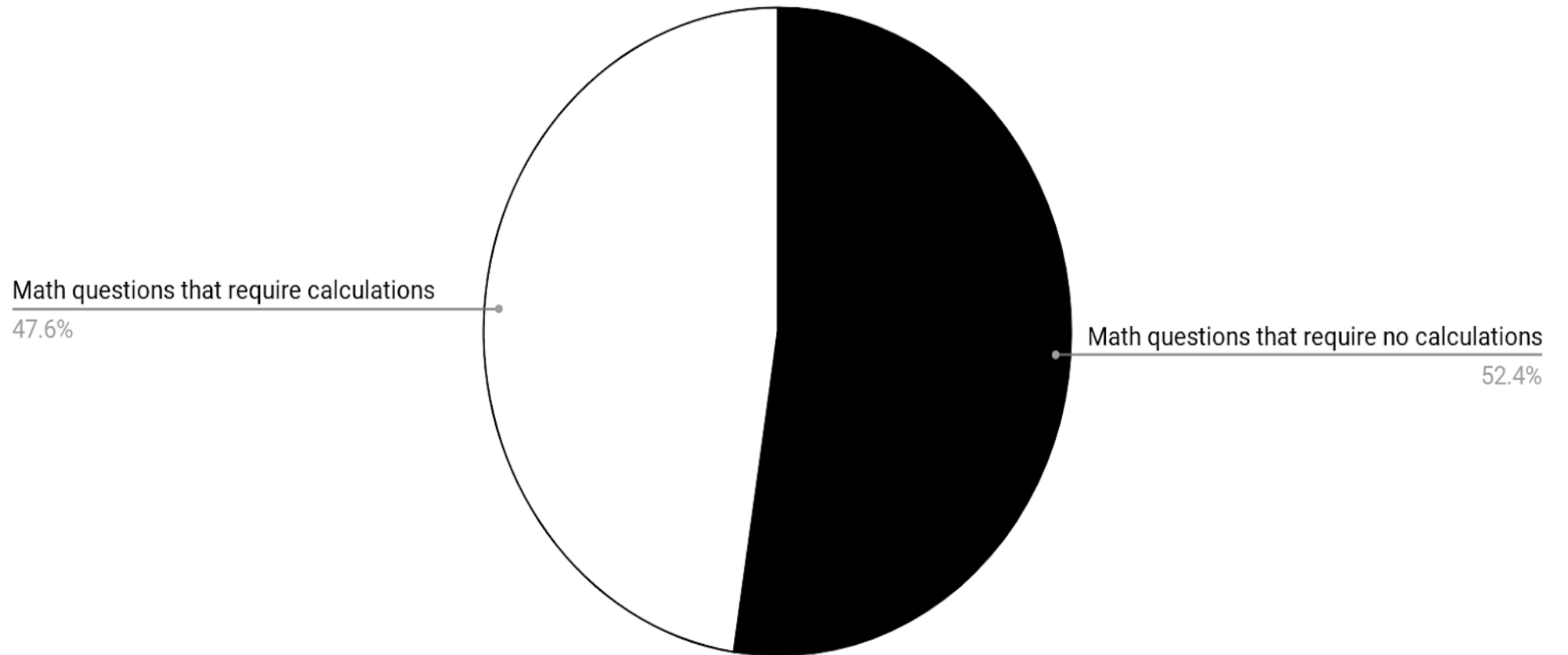
- 4._____ T _____ F   There is no trigonometry on the TASC

- 5._____ T _____ F   Students need to master fractions, decimals and percents before moving on to functions.

Subject	Percentage of Test (should add up to 100%)
Algebra	
Functions	
Geometry	
Number and Quantity	
Statistics and Probability	

Emphasis on Understanding

Math questions that require calculations
47.6%

Math questions that require no calculations
52.4%

The Wet Phone Task

- A shipper is shipping large crates of iPhones from Hong Kong. Each crate measures 36"x18"x16". It is filled completely with iPhones, which are in boxes that are 3"x4"x6". One crate falls off of the shop and submerges completely, but is pulled out of the water. Apple concludes that all iPhones that were touching the outside of the wet crate will have to be returned to apple to check if they still work. How many iPhones will have to go back?

- Explain how you arrived at your answer, and use words, symbols or drawings to support your explanations.

TOTAL JOBS IN CENTRAL SOUTHERN, 2004 AND 2014
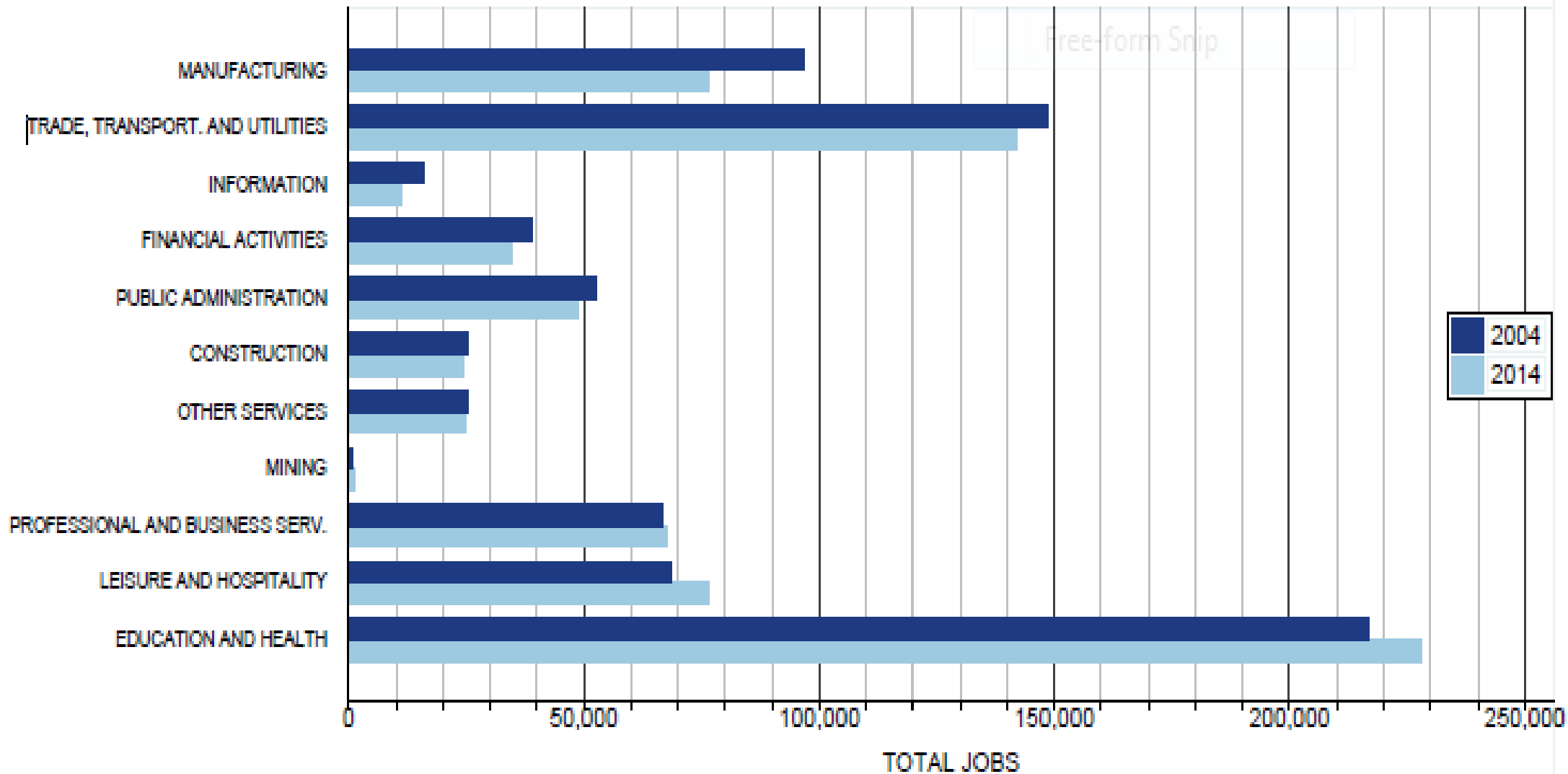
SOURCE | NYCLMIS analysis of NYS Department Of Labor Quarterly Census Of Employment And Wages.
Central Southern includes Cayuga, Cortland, Madison, Onondaga, Oswego, Herkimer, Oneida, Otsego, Broome, Chemung, Chenango, Delaware, Schuyler, Steuben, Tioga, and Tompkins counties

Discussion

Before we think about how the data compares to your predictions, let's discuss how to read this graph.
• According to the title, what is this graph about?
• What do the words going down the left side of the page tell you?
• What do the numbers across the bottom of the page tell you?
• What do the dark blue and light blue lines represent?
• What do the heavy black vertical lines represent?
• What do the fine black vertical lines represent?
• Where on this graph is the key? What does it tell you?
• Why are there two years shown on this graph?
• What does it mean when a dark blue line is longer than its partner light blue line?
• What does it mean when a light blue line is longer than its partner dark blue line?
• The heavy black vertical lines represent an increase of 200,000 jobs. How much of an increase does each fine black vertical line represent? How did you arrive at that answer?