

1. Sarah and Eva were swimming.

a. Use the ratio tables below to determine who the faster swimmer is.

Sarah

→

| Time (min) | 1 | 3 | 5 | 12 | 17 |
|-------------------|---|----|---|----|----|
| Distance (meters) | | 75 | | | |

Eva

→

| Time (min) | 1 | 2 | 7 | 10 | 20 |
|-------------------|---|----|---|----|----|
| Distance (meters) | | 52 | | | |

$$\frac{2}{52} \div \frac{2}{2} =$$

$$\frac{1}{26}$$

b. Explain the method that you used to determine your answer.

I made my ratios into ratio values and compared them with a common ratio number of 1 for the time. I saw Eva swam further than Sarah did at the same time amount.

2. A 120 lb. person would weigh about 20 lb. on the earth's moon. A 150 lb. person would weigh 25 lb. on Io, a moon of Jupiter. Use ratio tables to determine which moon would make a person weigh the most.

| | | | | |
|---|-----|-----|-----|-----|
| E | 120 | 240 | 360 | 480 |
| M | 20 | 40 | 60 | 80 |

| | | | |
|---|-----|-----|-----|
| E | 150 | 300 | 450 |
| I | 25 | 50 | 75 |

Mathematics Vision Project Module 6 Answer Keys

M Walker

Mathematics Vision Project Module 6 Answer Keys:

The Five Practices in Practice [High School] Margaret (Peg) Smith, Michael D. Steele, Miriam Gamoran Sherin, 2020-02-26 This book makes the five practices accessible for high school mathematics teachers. Teachers will see themselves and their classrooms throughout the book. High school mathematics departments and teams can use this book as a framework for engaging professional collaboration. I am particularly excited that this book situates the five practices as ambitious and equitable practices. Robert Q Berry III NCTM President 2018-2020 Samuel Braley Gray Professor of Mathematics Education University of Virginia Take a deeper dive into understanding the five practices anticipating monitoring, selecting, sequencing, and connecting for facilitating productive mathematical conversations in your high school classrooms and learn to apply them with confidence. This follows up to the modern classic 5 Practices for Orchestrating Productive Mathematics Discussions, which shows the five practices in action in high school classrooms and empowers teachers to be prepared for and overcome the challenges common to orchestrating math discussions. The chapters unpack the five practices and guide teachers to a deeper understanding of how to use each practice effectively in an inquiry-oriented classroom. This book will help you launch meaningful mathematical discussion through Key questions to set learning goals, identify high level tasks, anticipate student responses, and develop targeted assessing and advancing questions that jumpstart productive discussion before class begins. Video excerpts from real high school classrooms that vividly illustrate the five practices in action and include built in opportunities for you to consider effective ways to monitor students' ideas and successful approaches for selecting, sequencing, and connecting students' ideas during instruction. Pause and Consider prompts that help you reflect on an issue and in some cases draw on your own classroom experience prior to reading more about it. Linking To Your Own Instruction sections help you implement the five practices with confidence in your own instruction. The book and companion website provide an array of resources including planning templates, sample lesson plans, completed monitoring tools, and mathematical tasks. Enhance your fluency in the five practices to bring powerful discussions of mathematical concepts to life in your classroom.

Resources in Education, 1999-04 *Resources in Education*, 1997

Enhanced Teacher Edition Math 1 Module 6 Mathematics Vision Project, 2016-07-01 Teacher materials for the Mathematics Vision Project Math 1 Module 6 Integrated mathematics course *Educational Research Document Summaries* Educational Research Information Center (U.S.), 1966 **Government Reports Announcements & Index**, 1991 *El-Hi Textbooks & Serials in Print*, 2005, 2005 **PC**, 1984 **Byte**, 1984 **Physics Briefs**, 1994

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Electronics Abstracts ,1997

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