

2022

# SOUTHEAST ACT CONFERENCE

**BRYANT CONFERENCE CENTER**

**8:30 AM-4:45 PM CT | December 7**

**ACT** State  
Organizations

**Session Title:**

## **E2: Engaging Students in Secondary Mathematics**

Chayna Adams, Lead Teacher, Pearl River Central High School

Devin DeHarde, Mathematics Teacher, Pearl River Central High School





# Chayna Adams

## Lead Teacher

- 13 years teaching experience
- Bachelor's in Mathematics  
(University of Southern Mississippi)
- Master's in Educational Leadership  
(Arkansas State University)
- National Board Certified EA Math
- Milken Educator 2021

# Devin DeHarde

## Math Department Head



- 8 years teaching experience
- Bachelor's in Mathematics  
(University of Southern Mississippi)
- National Board Certified AYA Math
- Courses Taught:
  - Algebra I, II, and III

# Pearl River Central High School

Rural, Public, Title I  
1014 students, 136 sped students  
1:1 devices





# Topics of Discussion

01

Exploration  
Activities

04

Enrichment  
Activities

02

Guided Notes

05

Review Activities

03

Daily Practice

06

Student Accountability





01

# Exploration Activities

Get your students thinking

A decorative border of colorful string lights (red, orange, yellow, green, blue, purple) is visible along the left and right edges of the slide.

Hey, students!

Go to [student.desmos.com](https://student.desmos.com)  
and type in:

**WQD KNU**

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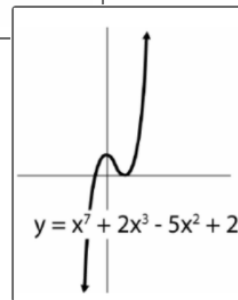
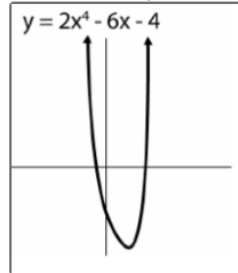
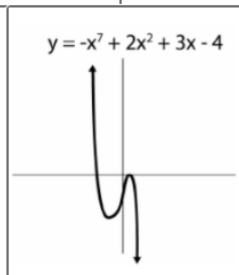
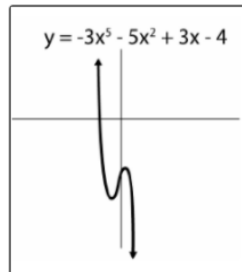
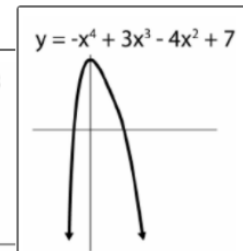
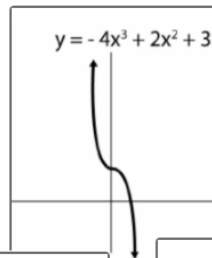
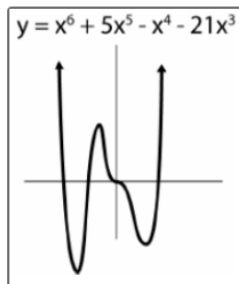
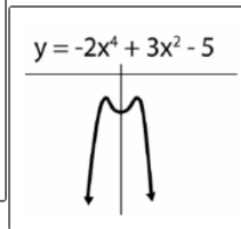
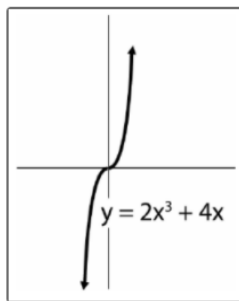
Teacher **Desmos**

Exploring Quadratics

# Teacher Desmos

## Exploring End Behavior

Create groups based on what you notice about the graph shape.





02

# Guided Notes

Keep your students thinking

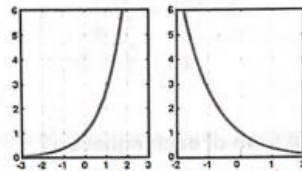
# Guided Notes

Things to include:

- Unit Outline
- Lesson Vocabulary
- Examples that increase in rigor
- “you try” imbedded practice
- Question structure similar to assessments

For the function  $y = ab^x$ ,

- If  $a > 0$  and  $b > 1$ , the function represents exponential **growth**.  
 $b = 1 + r$
- If  $a > 0$  and  $0 < b < 1$ , the function represents exponential **decay**.  
 $b = 1 - r$



Exponential growth

Exponential decay

Asymptote is X axis but not always with transformations

- y-intercept:  $(0, a)$
- Asymptote at  $y = 0$

- Domain:  $(-\infty, \infty)$
- Range:  $(0, \infty)$

$()$  means it can't touch zero  
 $[]$  means it can

End Behavior: growth =  $x \rightarrow -\infty, y \rightarrow 0$   
 $x \rightarrow \infty, y \rightarrow \infty$   
 decay =  $x \rightarrow -\infty, y \rightarrow \infty$   
 $x \rightarrow \infty, y \rightarrow 0$

Asymptote affects range

Example 1: Identify each function or situation as an example of exponential growth or decay. What is the y-intercept?

a.  $y = 12(0.95)^x$

decay because 1 is less than one but more than 0  
 y intercept =  $(0, 12)$

b.  $y = 0.25(2)^x$

growth  
 $(0, 2.5)$

Practice: Identify each function or situation as an example of exponential growth or decay. What is the y-intercept?

a.  $y = 3(4^x)$

growth  
 $(0, 3)$

b.  $y = 11(0.75^x)$

decay  
 $(0, 11)$

# Guided Notes

## Core Concept:

The height of a projectile can be described by the **Vertical motion model**,

$$h(t) = -16t^2 + vt + h_0,$$

where  $t$  is the time (in seconds) the object has been in the air,  $v$  is the initial vertical velocity (in feet per second), and  $h_0$  is the initial height (in feet).

**Example 6:** An athlete throws a discus from an initial height of 6 feet with an initial vertical velocity of 46 feet per second. Use the vertical motion model to answer the questions.

- a. What is the vertical motion model used to describe the movement of the discus?

$$y = -16x^2 + 46x + 6$$

- b. What is the maximum height of the discus after it is thrown?

39.1 ft

y-value @ vertex

- c. How long does it take the discus to hit the ground?

3 seconds

x-int.

A decorative string of colorful lights (yellow, blue, pink, orange, green, purple, red) is draped across the top and right side of the slide, set against a dark green background with faint concentric circles.

03

# Daily Practice

Students apply their thinking

# DAILY PRACTICE



## What It Was

- Twenty question open ended worksheet
- Graded for completion only
- Minimal feedback



## What It Is

- Edulastic
- Scaffolded 5-7 question practices
- Choice single, choice multiple, text entry, drag and drop
- Graded immediately for accuracy



# UNIT OUTLINE

[Unit 3 Playlist](#)

| Due Date | Assignment Name                         | Attempt 1 Grade |  | Attempt 2 Grade |
|----------|-----------------------------------------|-----------------|--|-----------------|
|          | 3.3a Domain and Range of a Graph        |                 |  |                 |
|          | 3.3b Vertex & Axis of Symmetry          |                 |  |                 |
|          | 3.3c Min/Max and Range                  |                 |  |                 |
|          | 3.3d Intercepts of Graphs               |                 |  |                 |
|          | 3.3e Intervals of Increasing/Decreasing |                 |  |                 |



04

# Enrichment Activity

Students enhance their thinking

# Bell Work

## Foundations of Algebra & Algebra I:

- Remediation questions based on current or past content.

## Geometry, Algebra II, Algebra III

- ACT Math Questions

### Skill 24 The Mighty Pythagoras

In Skills 5 to 7, we solved for missing angles in a diagram. Skills 24 to 26 show you how to solve for a missing side in a diagram.

I come from a long line of teachers. My grandfather Herman was a beloved teacher and principal in Zshmolphf, Austria. His father was a scholar. His father's father was a scholar. Some say we can trace our lineage back thousands of years to the James Brown of geometry, the godfather of good math, your friend and mine, the mighty Pythagoras, best known for his theorem  $a^2 + b^2 = c^2$ . Pythagoras is also definitely a favorite of the folks at the ACT. His theorem is used on **Every** ACT.

Use the Pythagorean theorem,  $a^2 + b^2 = c^2$ , to find the length of a side of a right triangle when you are given the lengths of the other two. The letters  $a$  and  $b$  always represent the shorter sides (called legs), and  $c$  always represents the longest side, which is opposite the right angle. The longest side is also called the hypotenuse. As I said, this is used on **Every** ACT. In fact, anytime you see a right triangle on the ACT, you will probably need it. Just plug the two sides that you know into the equation, and solve for the third. Here's an example:

If  $a = 8$  and  $c = 17$ , what is the value of  $b$ ?

$$\begin{array}{lcl} a & & c \\ & \backslash & / \\ & \text{right angle} & \\ & / & \backslash \\ b & & \end{array}$$

$$\begin{array}{lcl} a^2 + b^2 = c^2 & & \\ 8^2 + b^2 = 17^2 & & \\ 64 + b^2 = 289 & & \\ b^2 = 225 & & \\ b = 15 & & \end{array}$$

### The Mighty Pythagoras

#### Easy

- 1 Jack leaves the caves and runs directly north for 6 miles. He then turns and runs 8 miles east. How many miles is he from the caves?

- (A) 2  
(B) 8  
(C) 10  
(D) 14  
(E) 100

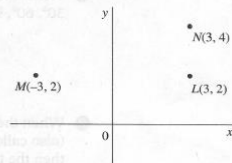
#### Medium

- 2 If a rectangle measures 27 yards by 36 yards, what is the length, in yards, of the diagonal of the rectangle?

- (F) 24  
(G) 27  
(H) 36  
(J) 45  
(K) 63

- 3 Points  $L$ ,  $M$ , and  $N$  are shown in the standard  $(x, y)$  coordinate plane below. If the three points are connected to form a triangle, what is the measure of the hypotenuse of the triangle in coordinate units?

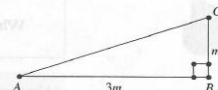
- (A)  $2\sqrt{10}$   
(B)  $4\sqrt{2}$   
(C) 4  
(D) 3  
(E) 2



#### Hard

- 4 In the figure below,  $\triangle ABC$  is a right triangle with legs that measure  $m$  and  $3m$  feet, respectively. What is the length, in feet, of the hypotenuse?

- (F)  $\sqrt{10}m$   
(G)  $\sqrt{7}m$   
(H)  $\sqrt{3}m$   
(J)  $2m$   
(K)  $4m$



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Reflects the most recent ACT

McGraw-Hill Education

TOP 50 SKILLS FOR A TOP SCORE

ACT Math SECOND EDITION

Fifty proven ways to add points to your score

Step-by-step lessons to boost your skills

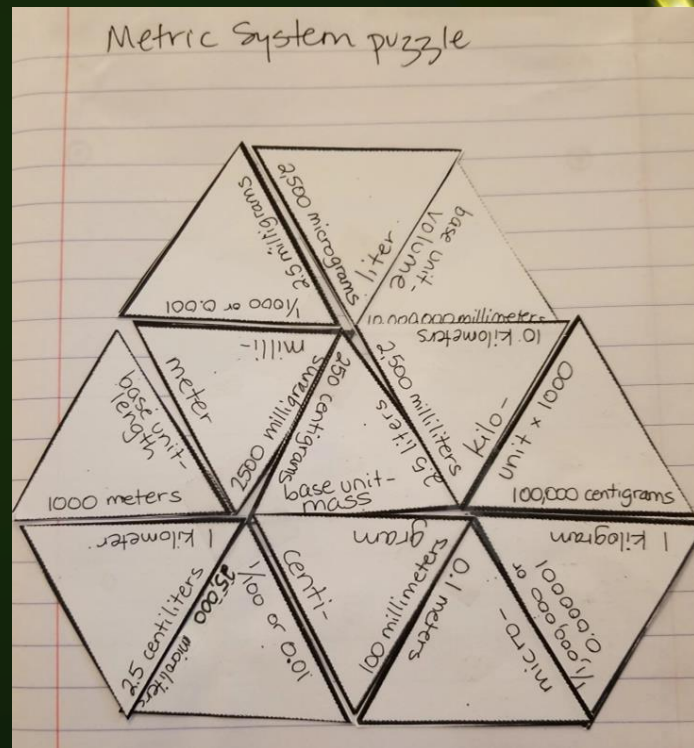
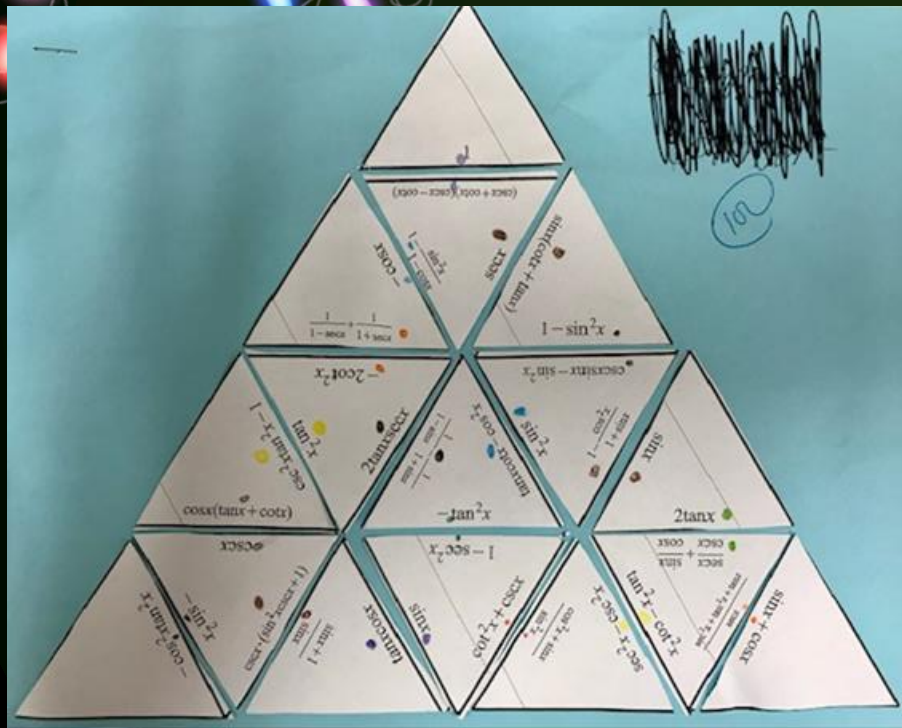
Pretest and Posttest to check your progress

Brian Leaf, M.A.

2 PRACTICE TESTS ONLINE

# Tarsia

Problems where students match the sides (problem to answer)



# Speed Dating

## Set up:

- Each student is given one problem to solve using notes if necessary
- Teacher must check final answer and give feedback
- Every student is “master” of his problem
- Desks facing each other

## The rules:

- Alternate working the problems. Only one person works at time.
- As student works, must justify their steps out loud to the “master”
- If a student gets stuck, the “master” can coach them, but not tell them what to do.

## Logistics:

- Each “date” lasts 3-5 minutes (time it!)
- Right person stays seated, left person rotates around the room



# Flip Books

Standards that use multiple functions

Can be paper or digital

Parent Function:  $y = \sqrt{x}$

Transformations:

- Reflect across the y-axis
- Expand vertically by a factor of 3
- Reflect across the x-axis
- Translate left 3 units
- Translate up 3 units

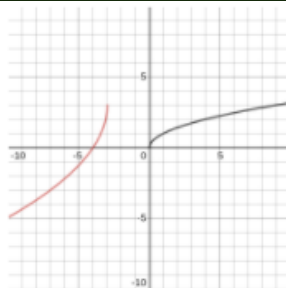
Equation:  $y = -3\sqrt{-(x+3)} + 3$

Domain:  $(-\infty, -3]$

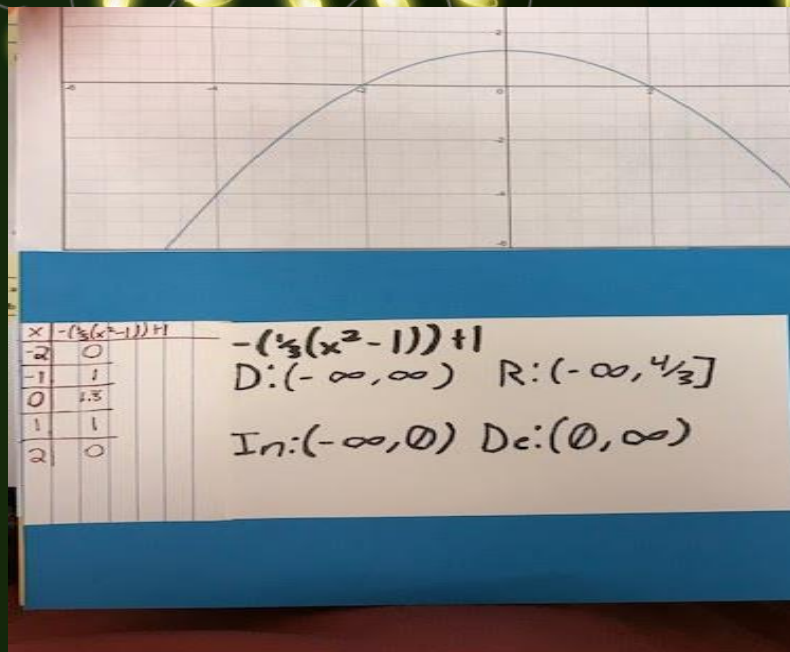
Range:  $(-\infty, 3]$

Increase:  $(-\infty, 3]$

Decrease: N/A



| x  | y      |
|----|--------|
| -6 | -2.196 |
| -5 | -1.243 |
| -4 | 0      |
| -3 | 3      |

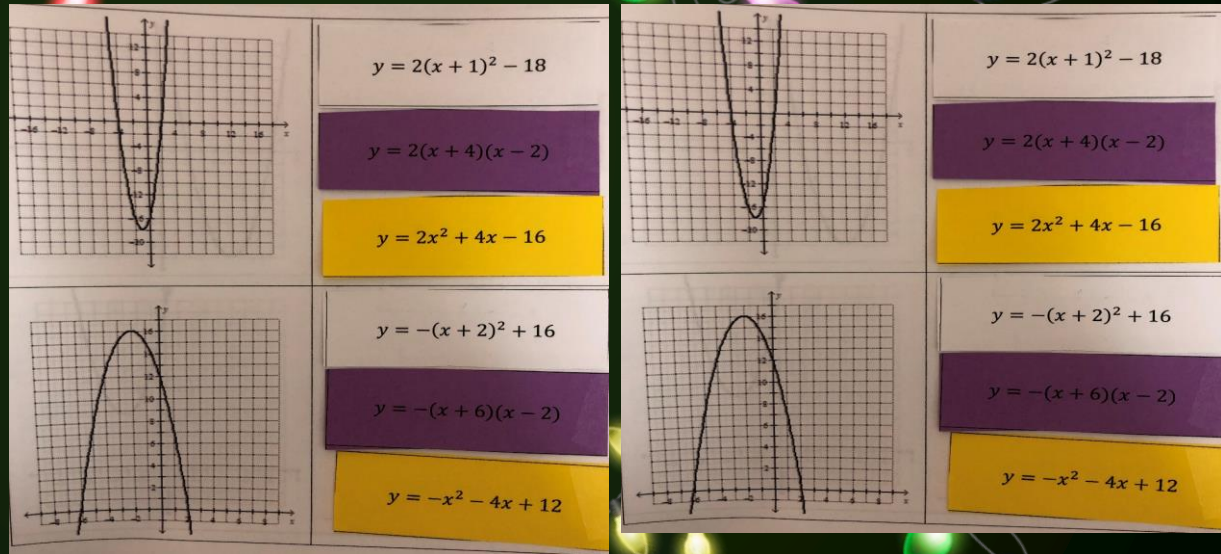


# Card Sorts

Activity that integrates lesson skills and how they relate to one another

Options:

- Scaffolded
- Fill in the blank
- Real world application
- Virtual



3. Brady and his friends decide to go on a field trip to the New Orleans Zoo. Admission for all is \$10. Feeding bags for animals cost \$2 each. Write a function to represent how much money Brady spends at the zoo.

$$f(x) = 18 + 5x$$
2. A snowmobile from New Jersey and three is 15 inches in across on the ground. As the temperature rises, the snow melted making a constant rate of 2 inches every hour. Write a function to represent the inches of snow.

$$f(x) = 10 - 5x$$
3. Daniel is going to a store to visit family. The store has the rates on the ground. As the temperature rises, the snow melted making a constant rate of 2 inches every hour. Write a function to represent how much money Daniel has left to spend.

$$f(x) = 500 - 60x$$
4. Alex is selling vacuum cleaners over the summer to make money for his college. He has a constant rate of 2 inches every hour. Write a function to represent the inches of snow.

$$f(x) = 500 + 60x$$
5. Amy and Angela decide to start a math tutoring business. They started with the initial cost of \$400. Write a function to represent the profit for the tutoring business.

$$f(x) = 200x - 400$$
6. Anna's favorite games are on sale for \$9.95. Anna has \$200 saved up to spend on new games. Write a function to represent the amount of money Anna has left.

$$f(x) = 200 - 49.95x$$
7. The depth of a pond in the middle of the rainforest is 100 inches. The water level is starting when it is 10 inches to 10 ft at a constant rate of 5 inches every hour. Write a function to represent the total predicted rainfall.

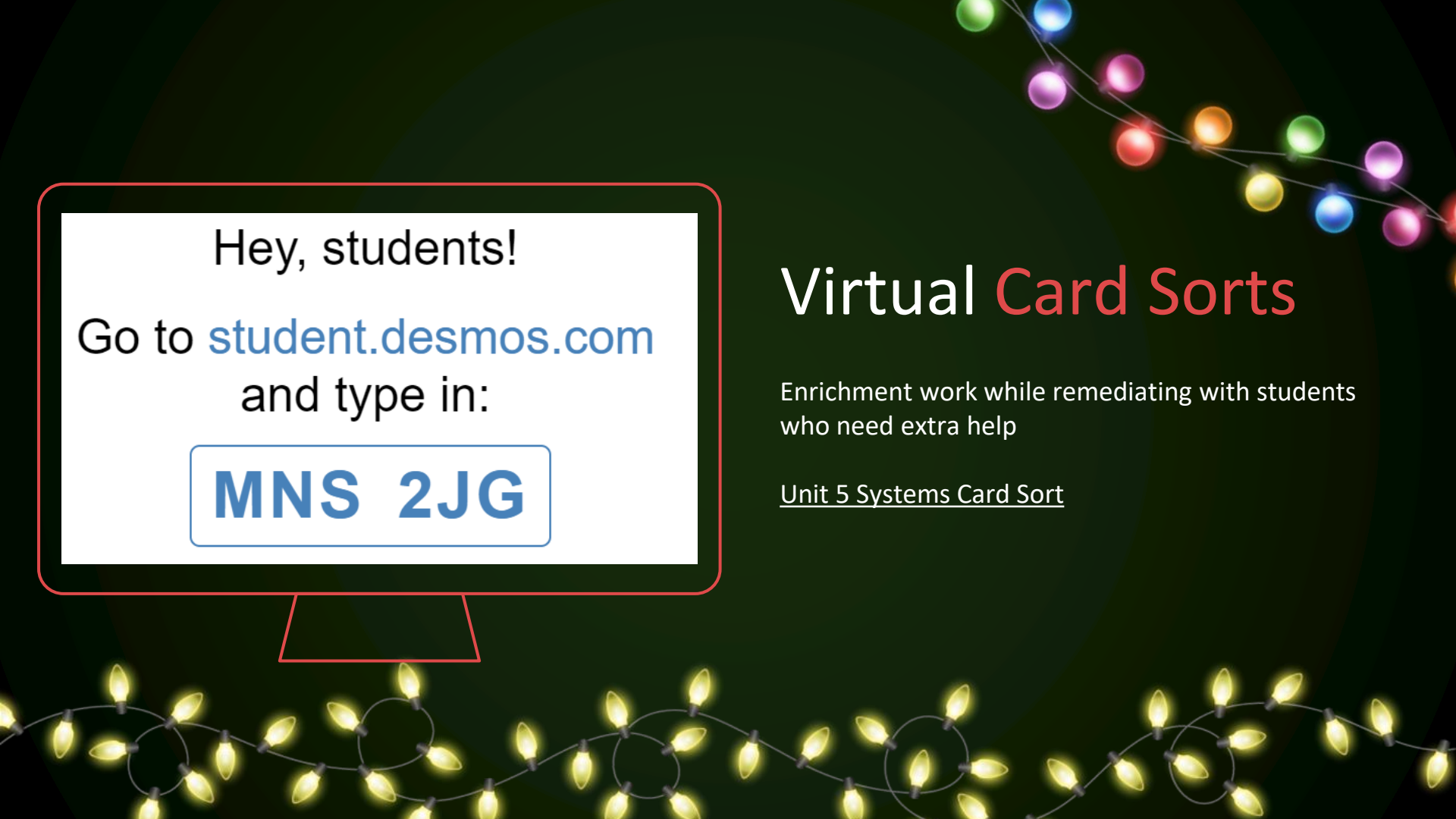
$$f(x) = 100 + 5x$$
8. Ashley is starting a cookie business. It cost her \$100 to purchase the supplies she will need. She plans to sell her cookies for \$5 each. Write a function to represent the profit. Ashley will earn for the cookie business.

$$f(x) = 5x - 100$$

[illegible]

# Card Sorts

|                                                                                                                                                                                                                                                                      |                                 |                                                                                                                                                                           |                             |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------|
| <p><b>1</b></p> <p>Brady and his friends decide to go on a field trip to the New Orleans Zoo. The entrance fee is \$15. Funding bags for animals cost \$5 each. Write a function to represent how much money Brady spends at the zoo.</p>                            | <p>A6</p> $f(x) = 18 + 5x$      | <p>B1</p> <p><math>x</math> represents:<br/>number of feeding bags</p> <p><math>f(x)</math> represents: how much money Brady spends</p>                                   | <p>C1</p> <p>Discrete</p>   | <p>D8</p> |
| <p><b>2</b></p> <p>A snowstorm hits New Jersey and there is 18 inches of snow on the ground. As the temperature rises, the snow started melting at a constant rate of 3 inches every hour. Write a function to represent the inches of snow.</p>                     | <p>A4</p> $f(x) = 18 - 3x$      | <p>B2</p> <p><math>x</math> represents:<br/>hours</p> <p><math>f(x)</math> represents: the number of inches of snow on the ground</p>                                     | <p>C7</p> <p>Continuous</p> | <p>D5</p> |
| <p><b>3</b></p> <p>Danell is going on a train to visit family. The train leaves the station traveling 60 miles per hour. The total trip distance is 500 miles. Write a function to represent how many miles Danell has left to travel.</p>                           | <p>A1</p> $f(x) = 500 - 60x$    | <p>B3</p> <p><math>x</math> represents:<br/>the number of hours Danell travels</p> <p><math>f(x)</math> represents: the number of miles Danell still has to travel</p>    | <p>C6</p> <p>Continuous</p> | <p>D1</p> |
| <p><b>4</b></p> <p>Alex is selling vacuum cleaners over the summer to make some money. The company gave him an initial signing bonus of \$500 and he earns an additional \$60 per vacuum he sells. Write a function to represent the amount of money Alex makes.</p> | <p>A5</p> $f(x) = 500 + 60x$    | <p>B4</p> <p><math>x</math> represents:<br/>the number of vacuums Alex sells</p> <p><math>f(x)</math> represents: the total amount of money Alex makes</p>                | <p>C4</p> <p>Discrete</p>   | <p>D6</p> |
| <p><b>5</b></p> <p>Jane and Angela decide to start a math tutoring business. Their startup cost for their internet was \$49.95. They charge \$200 per tutoring session. Write a function to represent the profit for the tutoring business.</p>                      | <p>A8</p> $f(x) = 200x - 49.95$ | <p>B5</p> <p><math>x</math> represents:<br/>the number of tutoring sessions</p> <p><math>f(x)</math> represents: the total amount of profit for the tutoring business</p> | <p>C3</p> <p>Discrete</p>   | <p>D7</p> |
| <p><b>6</b></p> <p>Anna's favorite jeans are on sale for \$49.95. Anna has \$200 saved up to spend on new jeans. Write a function to represent the amount of money Anna has left.</p>                                                                                | <p>A2</p> $f(x) = 200 - 49.95x$ | <p>B6</p> <p><math>x</math> represents:<br/>number of jeans</p> <p><math>f(x)</math> represents: the amount of money Anna has left</p>                                    | <p>C5</p> <p>Discrete</p>   | <p>D3</p> |
| <p><b>7</b></p> <p>The depth of a pond in the middle of the rainforest is 100 inches. The rainy season is starting, where it is projected to rain at a constant rate of 5 inches per day. Write a function to represent the total predicted rainfall.</p>            | <p>A7</p> $f(x) = 100 + 5x$     | <p>B7</p> <p><math>x</math> represents:<br/>number of days</p> <p><math>f(x)</math> represents: the number of inches of water in the pond</p>                             | <p>C6</p> <p>Continuous</p> | <p>D4</p> |
| <p><b>8</b></p> <p>Ashley is starting a cookie business. It cost her \$100 to purchase the supplies she will need. She plans to sell her cookies for \$5 each. Write a function to represent the profit each. Ashley will earn for the cookie business.</p>          | <p>A3</p> $f(x) = 5x - 100$     | <p>B8</p> <p><math>x</math> represents:<br/>number of cookies</p> <p><math>f(x)</math> represents: the amount of profit for the cookie business</p>                       | <p>C2</p> <p>Discrete</p>   | <p>D2</p> |



Hey, students!

Go to [student.desmos.com](https://student.desmos.com)  
and type in:

**MNS 2JG**

## Virtual Card Sorts

Enrichment work while remediating with students  
who need extra help

Unit 5 Systems Card Sort

# Virtual Card Sorts

Match the appropriate system of equation and solution to each situation.

▼ 3 CARDS

For a field trip a school rented 5 vehicles total. Some of those vehicles were buses and some were cars. A car can hold 4 students and a bus can hold 36 students. If a total of 116 students attended the field trip. How many cars and busses did the school rent?

$$\begin{aligned}x &= 3 \\y &= 2\end{aligned}$$

$$\begin{aligned}x + y &= 5 \\3x + 4y &= 116\end{aligned}$$

▼ 3 CARDS

Marquel and Jose are both selling popcorn for a band trip fundraiser. Marquel has already sold 5 bags and sells an average of 2 per person he sells to. Jose has sold 3 and sells an average of 3 per person. How many will they have sold at the same time?

$$\begin{aligned}x &= 2 \\y &= 9\end{aligned}$$

$$\begin{aligned}y &= 2x + 5 \\y &= 3x + 3\end{aligned}$$

▼ 3 CARDS

$$\begin{aligned}x + y &= 80 \\7x + 5y &= 460\end{aligned}$$

The local county fair sold 80 adult and children tickets in one hour. If a child's ticket cost \$5 and an adult ticket cost \$7 and the total for that hour was \$460. How many child and adult tickets were sold?

$$\begin{aligned}x &= 30 \\y &= 50\end{aligned}$$

▼ 3 CARDS

At the high school football game, 1000 student tickets and non-student tickets are sold. Student tickets cost \$7, nonstudent tickets cost \$12, and \$9,875 in total ticket sales was earned. How many of each type of ticket were sold?

$$\begin{aligned}x &= 425 \\y &= 575\end{aligned}$$

$$\begin{aligned}x + y &= 1000 \\7x + 12y &= 9875\end{aligned}$$

▼ 3 CARDS

$$\begin{aligned}y &= 9x + 10 \\y &= 14x\end{aligned}$$

Eli and Mark just got their first jobs. Eli makes \$9 per hour plus earns in \$10 in tips each week. Marks makes \$14 per hour. How many hours do they have to work to earn the same amount and what is that amount?

$$\begin{aligned}x &= 2 \\y &= 28\end{aligned}$$

▼ 3 CARDS

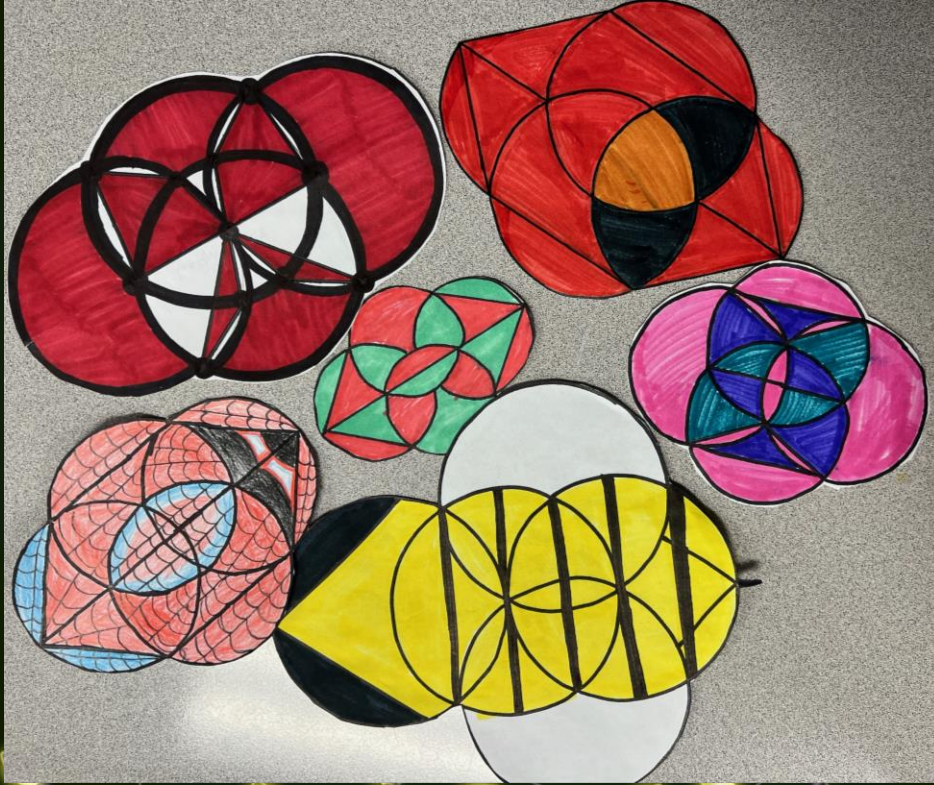
A school fundraiser sold 8 chocolate bars and 10 bags of chips for \$28 on day one. On the second day they sold 20 chocolate bars and 15 bags of chips for \$50. How much does a chocolate bar and bag of chips cost?

$$\begin{aligned}8x + 10y &= 28 \\20x + 15y &= 50\end{aligned}$$

$$\begin{aligned}x &= 1 \\y &= 2\end{aligned}$$

# Geometry

## Constructions



# Brain Break

Name that tune...





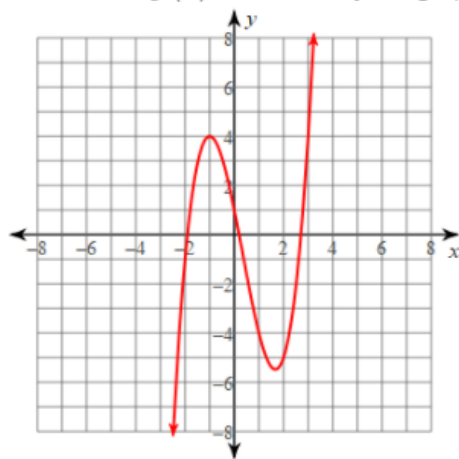
05

# Test Review

## Activities

Students perfect their thinking

The function  $g(x)$  is defined by the graph.



Which statements correctly describe the key features of the graph? Select two statements.

- ☐ A The function has a  $y$ -intercept at  $(-1, 0)$
- ☐ B The function has an  $x$ -intercept  $(-2, 0)$
- ☐ C The function is decreasing on the interval  $x < -1$
- ☐ D The function is increasing on the interval  $x > 1.6$
- ☐ E The value of the  $f(3) = -1$

# Test Review

- Similar question styles to assessment
- Individual and partner work
- Whole group

# Test Review

## Activities

T

|   |   |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
| 7 | 8 |

- TRASHketball
  - Ability group by letter
- The Unfair Game
  - Sticky notes with letters and hidden point values +/-
  - Group picks letter, answers questions correctly, and chooses to keep or give points without knowing values
- Jeopardy



06

# Self Assessments and Goal Sheets

Students reflect on their own thinking

# Self Assessments

For each unit objective, rate your skill confidence level. \*

|                                                                               | I don't know it at all. | I am somewhat confident in my knowledge | I am good to go.      |
|-------------------------------------------------------------------------------|-------------------------|-----------------------------------------|-----------------------|
| I can tell the difference between an irrational number and a rational number. | <input type="radio"/>   | <input type="radio"/>                   | <input type="radio"/> |
| I can solve an equation with multiple steps.                                  | <input type="radio"/>   | <input type="radio"/>                   | <input type="radio"/> |
| I can solve an inequality with multiple steps.                                | <input type="radio"/>   | <input type="radio"/>                   | <input type="radio"/> |
| I understand the difference between infinitely many solutions and no solution | <input type="radio"/>   | <input type="radio"/>                   | <input type="radio"/> |
| I can solve literal equations (only variables)                                | <input type="radio"/>   | <input type="radio"/>                   | <input type="radio"/> |

| Objective                                                                                            | Rate   |        |        | Comments                                                                                                    |
|------------------------------------------------------------------------------------------------------|--------|--------|--------|-------------------------------------------------------------------------------------------------------------|
| 1. I can solve a system of equations from a graph.                                                   | 1      | 2      | 3      |                                                                                                             |
| 2. I can solve a system of equations algebraically.<br>a. Using substitution<br>b. Using elimination | 1<br>1 | 2<br>2 | 3<br>3 | Reminder: Substitution only when one variable is solved for<br>Elimination only when both in standard form. |
| 3. I understand the difference between infinitely many solutions and no solution                     | 1      | 2      | 3      |                                                                                                             |
| 4. I can graph a linear inequality.                                                                  | 1      | 2      | 3      | $\geq$ solid line<br>$>$ dashed line                                                                        |
| 5. I can determine solutions of a linear inequality.                                                 | 1      | 2      | 3      |                                                                                                             |
| 6. I can graph a system of linear inequalities.                                                      | 1      | 2      | 3      | Only shade where they overlap                                                                               |
| 7. I can determine solutions of a system of linear inequalities.                                     | 1      | 2      | 3      |                                                                                                             |
| 8. I can write a system of equations given a real world scenario.                                    | 1      | 2      | 3      | going over as class                                                                                         |



$$\begin{array}{r}
 2x + 3 = 2x - 5 \\
 -2x \quad -2x \\
 \hline
 3 = -5 \\
 \text{Is it true? No} \\
 \boxed{\text{No Solution}}
 \end{array}$$



$$\begin{array}{r}
 3x + 4 = 3x + 4 \\
 -3x \quad -3x \\
 \hline
 4 = 4 \\
 \text{Is it true? Yes} \\
 \boxed{\text{Infinitely many Solutions}}
 \end{array}$$

# Student Goals



## Student Goal Sheets

- Incoming score and proficiency level
- Cut score table and color legend
- Students set goals for Unit and District Tests

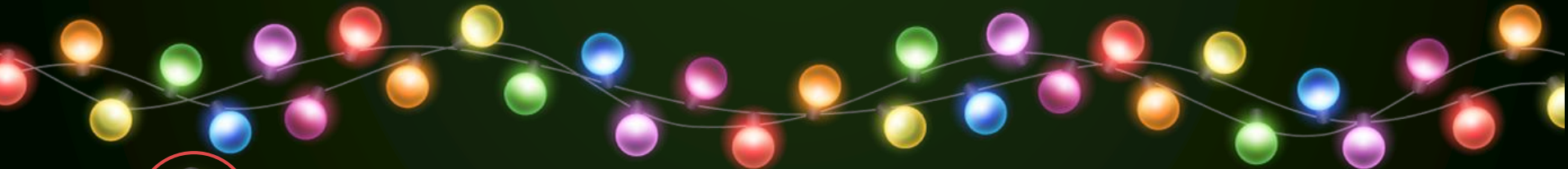


## Student ACT Goal Sheets

- Pre Test
- Conversion Table
- Students set goals for ACT tests



## Individual Student Conferences



# Student Goal Sheet Example

Name:

8th Grade MAAP Test Score:

8th Grade Proficiency Level:

| Test  | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | DT1 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | DT2 | Final | Test Average |
|-------|--------|--------|--------|--------|--------|-----|--------|--------|--------|--------|-----|-------|--------------|
| Goal  |        |        |        |        |        |     |        |        |        |        |     |       |              |
| Score |        |        |        |        |        |     |        |        |        |        |     |       |              |

Algebra 1 PL Goal:

|                  |        |    |
|------------------|--------|----|
| 0-12 Light Gray  | FAIL   | 1a |
| 13-25 Dark Gray  | FAIL   | 1b |
| 26-37 Bright Red | FAIL   | 2a |
| 38-50 Soft Red   | FAIL   | 2b |
| 51-58 gold       | 50-58  | 3a |
| 59-67 yellow     | 59-67  | 3b |
| 68-85 green      | 68-87  | 4  |
| 86+ blue         | 88-100 | 5  |

Unit 1: Equations and Inequalities

Unit 2: Polynomial Operations

Unit 3: Functions

Unit 4: Linear Functions

Unit 5: Systems of Linear Equations and Inequalities

Unit 6: Exponential Functions

Unit 7: Quadratic Functions

Unit 8: Nonlinear Functions

Unit 9: Statistics

# Presenters

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