Ms. Snyder's Plan B Math

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Welcome! I look forward to learning a lot of math with you this year. Our curriculum includes topics from 5 major domains: the number system, ratios and proportions, geometry, expressions and equations, and statistics. We will also be focusing on how to think like a mathematician. We will develop a growth mindset along with problem-solving skills.

Grade Scale:

A	90 – 100
B	80 – 89
C	70 - 79
D	60 - 69
F	Below 60

Grade Weights:

40% Majors (Tests and Projects)
50% Intermediate (Quizzes, Classwork, Dreambox)
10% Minor (Homework)

Parent Portal/PowerSchool/Homebase:
These names all refer to our online gradebook. Both students and parents should regularly check PowerSchool to keep up with grades and assignments. Although you will see grades in Google Classroom, PowerSchool is the final, official grade.

Math vs. Math Plus
Grade 6 Math: Students complete all 6th grade standards.

6 Plus Math: Students complete all 6th grade standards and half of the 7th grade standards.

If you wish to change your placement, please do so ASAP. Students must be moved into Math Plus before the first unit is completed. However, they can be moved from Math Plus to Grade 6 Math classes at any time before second semester.

General Daily Routine
Our usual day will follow this basic structure:

1. 20 minutes whole-class lesson on Google Meet

2. 20 minutes independent practice (but I am available on Google Meet for assistance)

3. 20 minutes on Dreambox or a project

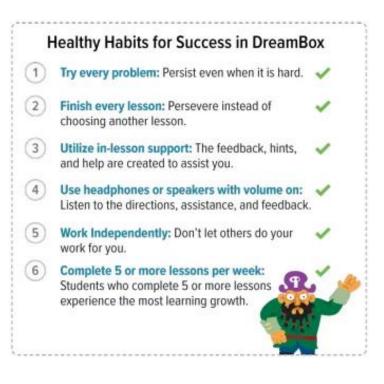4. Homework will post at noon and should be completed that day.

Google Meets – This time is used for students to be able to practice their skills with immediate feedback form me. We are often working in a program called **Desmos**. I can watch the students live as they work and give immediate feedback! Students can share how they solved problems and ask questions before they move on to independent practice. They can access any lesson or quiz they've done by signing in at student.desmos.com. (This is not graded. The students will show their knowledge on this via Quizzes.)

Independent Practice – During this time, the students are given a chance to practice on their own. Answers (and often video explanations) are provided so students can make sure they are on the right track. However, I am still on the Google Meet for assistance. We often use the Red or Purple Workbook for this. (This is not graded. The students will show their knowledge on this via Quizzes.)

Dreambox – This is a county-required adaptive math program that will adjust to the students needs. Students must complete 5 (or more) lessons each week.

Project – Students will complete at least one project each quarter. This will allow students to show their knowledge of the content in a way other than a traditional assessment.

Homework – Students should expect daily homework. This will usually be in the form of an **EdPuzzle**, which is a video with embedded questions. The answers to the questions can be found in the video. Often, they will be expected to fill in notes (in the Yellow Folder) from the videos. It's important that homework is completed on time as it is often information that will help students feel more confident in the next day's lesson.

Healthy Habits for Success in DreamBox

1. **Try every problem:** Persist even when it is hard. ✔
2. **Finish every lesson:** Persevere instead of choosing another lesson. ✔
3. **Utilize in-lesson support:** The feedback, hints, and help are created to assist you. ✔
4. **Use headphones or speakers with volume on:** Listen to the directions, assistance, and feedback. ✔
5. **Work Independently:** Don't let others do your work for you. ✔
6. **Complete 5 or more lessons per week:** Students who complete 5 or more lessons experience the most learning growth. ✔

I Need Extra Help!
- First, a reminder that students can get help with their Independent Practice daily by staying on the Google Meet beyond the lesson.
- If you just want more practice, you will find a ton of opportunities on my website impsnyder.weebly.com.
- Contact me and we can set up some time to do a Google Meet.

Quiz/Test Corrections:
To raise your QUIZ grade:
Get a higher score (before corrections!) on that Unit Test. I will change the quiz grade to the average of that quiz grade and the test grade. (Note: getting a lower grade on the Unit Test will NEVER lower your quiz grades.) For example, if you received a 60% on a quiz and then an 80% on that Unit Test, your quiz grade would be raised to a 70%.

Note: Quizzes will be given in Desmos, at least while we are remote. Once I have graded the quizzes, they can be viewed at student.desmos.com. After signing in, the student should click "See All" under Recent Activities and find the Quiz. (If the quiz is "paused" then I am not ready to release them back to the students.)

<u>To raise your UNIT TEST grade:</u>
Complete test corrections (see below for details) to get up to half the points missed back!

Note: Unit Tests to be given in <u>SchoolNet</u>, at least while we are remote. Students will be able to view their completed tests by logging into their SchoolNet account.

Missed Work:
- Missed work is work a student misses because he/she is absent from class. The student is responsible for obtaining the missed work. They are expected to check Google Classroom to know what the missed.

- If the absence is approved in advance and/or if the work is assigned by the teacher before the absence, all make-up work, including tests assigned for the day of return, is due upon the student's return to school.

- If the make-up work has NOT been assigned in advance, for absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have (2) days for each day absent to make-up work.

Late Work:
- Late work will be accepted without penalty for 6 days. After that, the highest grade a student can receive on the assignment is a 50%

Test Corrections

Test corrections are a way to earn back some points on a Test. For each correctly completed correction, you can earn back half the point value of a missed question. (For example, if you missed a 4 point question, you can earn 2 points back.) You should review your notes and resources to clear up any confusion before you start corrections. To receive any points, the following must be included for every problem:

1. **The problem number.**
2. **Work:** The problem worked correctly with all steps clearly shown.
3. **Explanation:** 3-4 sentences explaining your mistake and how to properly do the problem. THIS MUST SHOW ME THAT YOU UNDERSTAND THE PROBLEM NOW!

   Example:

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#7   ← Problem Number

Work
2: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34

17: 17, 34

The LCM of 2 and 17 is 34.

Explanation:
I found the GCF (greatest common factor) instead of the LCM (least
common multiple).  I need to remember that multiples can be found by
skip counting.  They start at the number and get bigger because it is
that number being multiplied.  Then I find the smallest multiple that
both numbers have for the LCM.
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❖ **TEST CORRECTIONS ARE DUE BY 2 SCHOOL DAYS BEFORE MY GRADES ARE DUE FOR THE QUARTER. I WILL LET YOU KNOW WITH AMPLE TIME, BUT DON'T WAIT UNTIL THE LAST MINUTE!**