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First Week Feedback Form

Name_____

Use this form to communicate with me. This is a place for you to comment, question, and make suggestions about class activities and content. I greatly appreciate your time. Please, turn this feedback form in at the end of class and it will be returned the next day of class. The nametag part of this form will be used for the rest of the school year.

Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Comments: **(student)**	Comments:	Comments:	Comments:	Comments:
Response: **(teacher)**	Response:	Response:	Response:	Response:

Adapted from Sara VanDerWerf

Set A

1. On average, how many letters are in the family (last) names for students in this class?
2. How do students in this class like to participate in Math class? Group work, individual assignments, computer activities, or a partner project?
3. In what year was the 13th Amendment ratified?

Set B

1. On average, what is the furthest, in miles, that each student in this class has ever been from home?
2. Which sport do students in this class most like to watch? basketball, baseball, football, or soccer?
3. Who was the first female mathematician to win a Fields medal?

Set C

1. How long did it take students in this class to get to school this morning?
2. Do students in this class believe that making mistakes in Math is a learning experience?
3. How many desks are in the classroom?

Set D

1. On average, how many movies in the theater did each student in the class watch this summer?
2. Which new pet would students in this class like the most? cat, dog, hamster, or iguana
3. Which NFL team did mathematician John Urschel play for?

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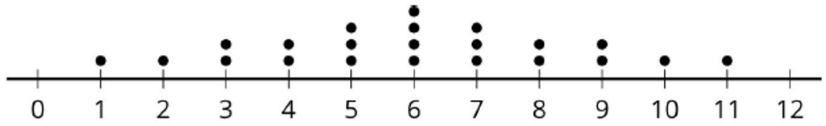
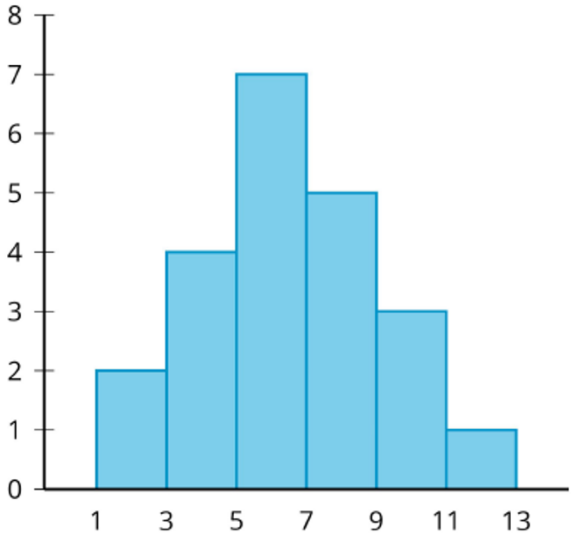
M1.U1.L7 Matching Distributions data display cards

1





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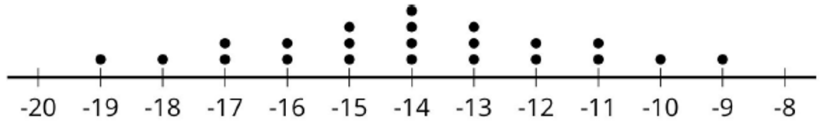

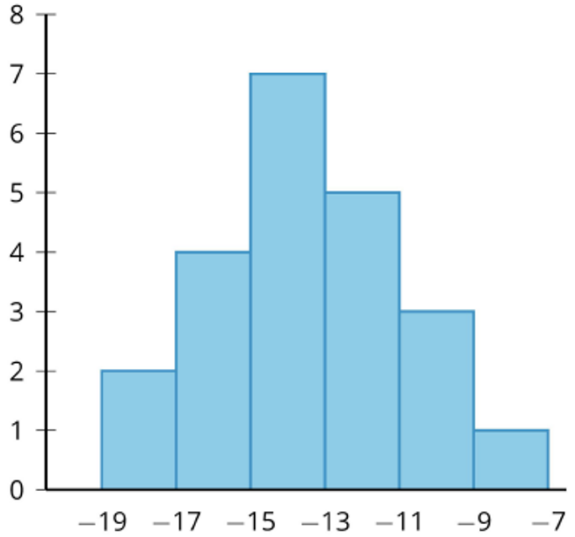

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M1.U1.L7 Matching Distributions data display cards

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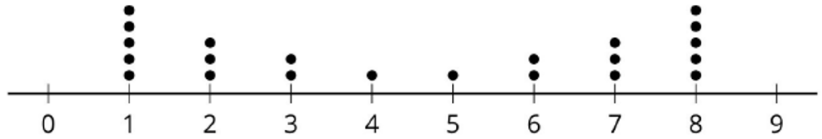

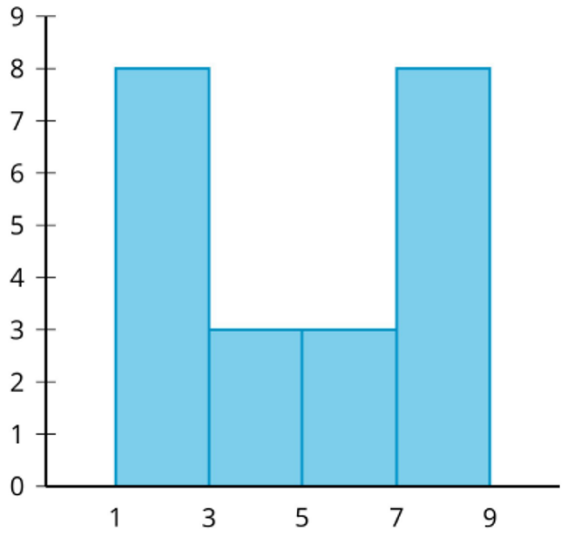

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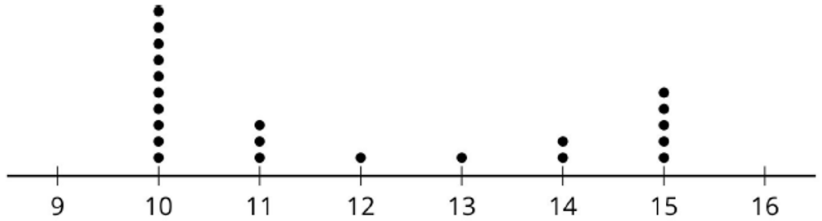

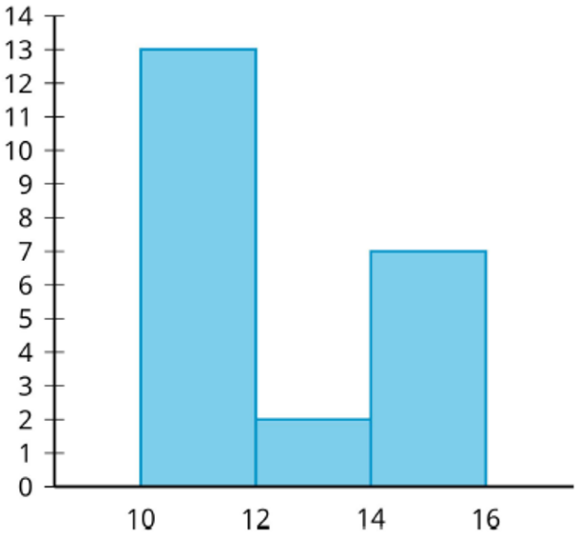

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M1.U1.L7 Matching Distributions data display cards

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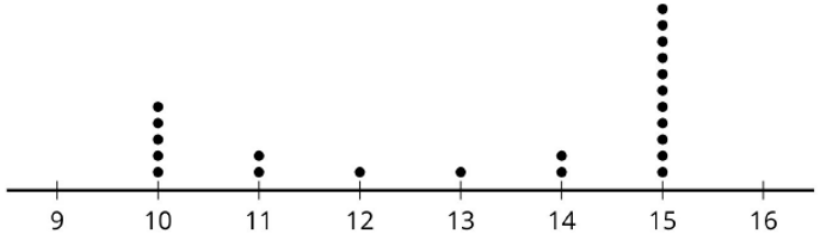

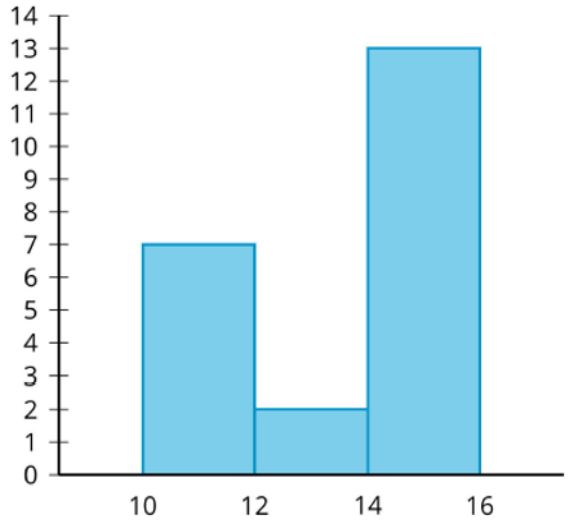

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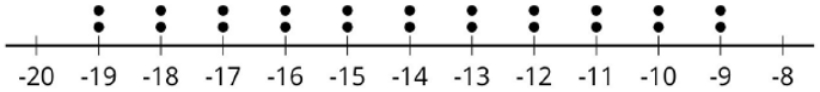

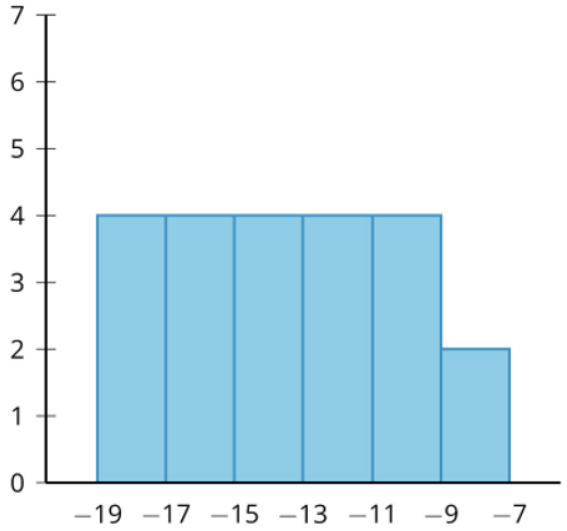

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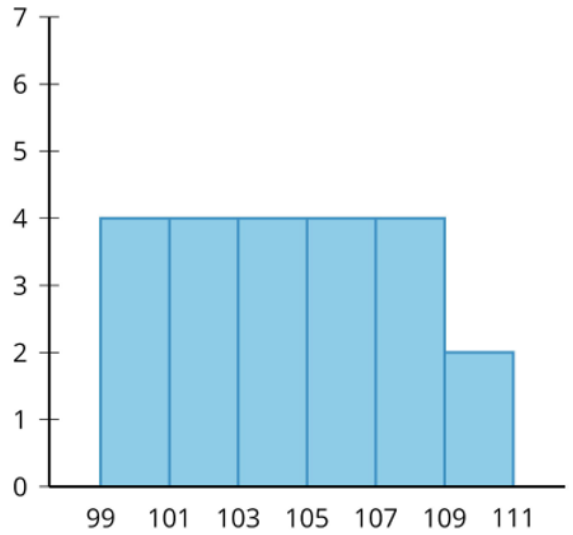
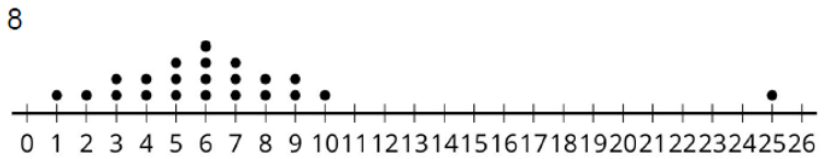
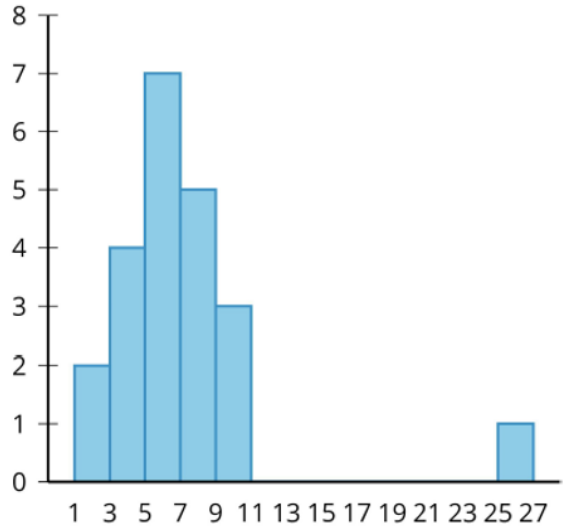
M1.U1.L7 Matching Distributions data display cards







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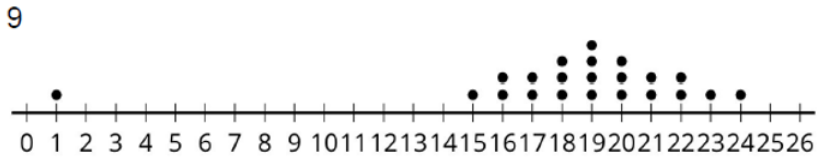
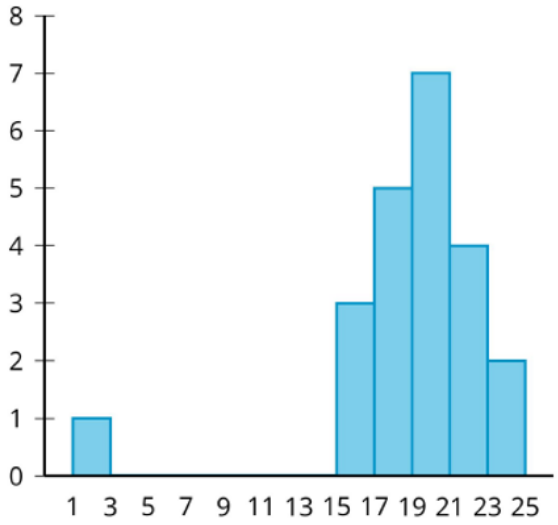
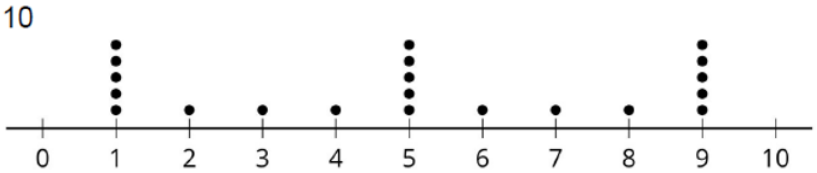
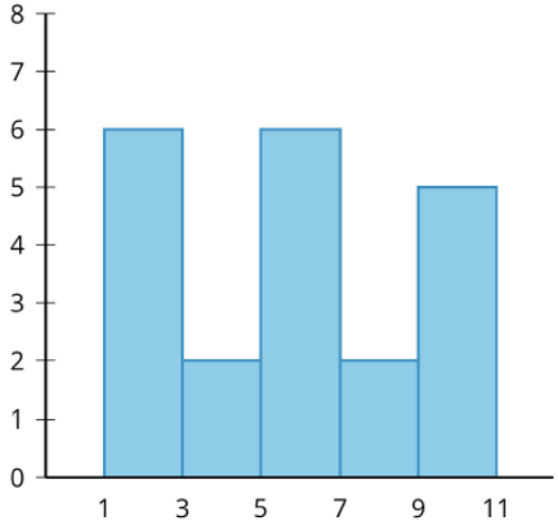
M1.U1.L7 Matching Distributions data display cards









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This graphic organizer might help you determine which data values are useful for determining each of the statistics.

data values from least to greatest								
median (the middle value or the average of the two middle values)								
values of the first half of the data								
Q1 (the median of the first half of the data)								
values of the second half of the data								
Q3 (the median of the second half of the data)								

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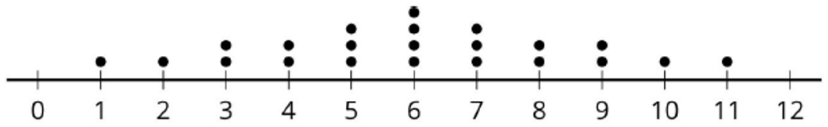
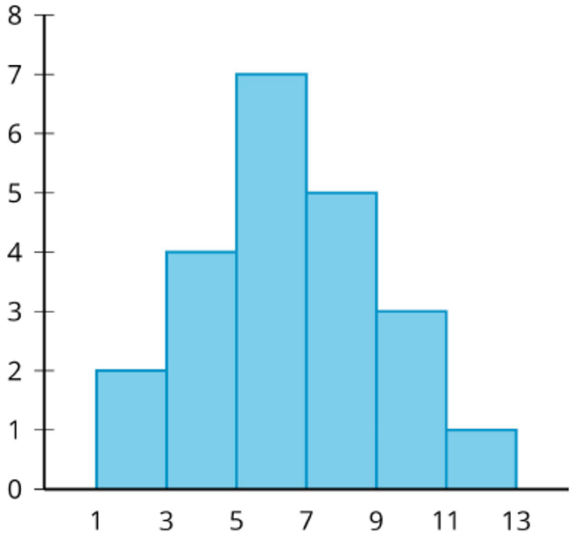
M1.U1.L9 & L10 Matching Distributions data display cards

1





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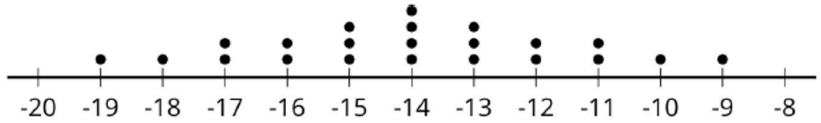

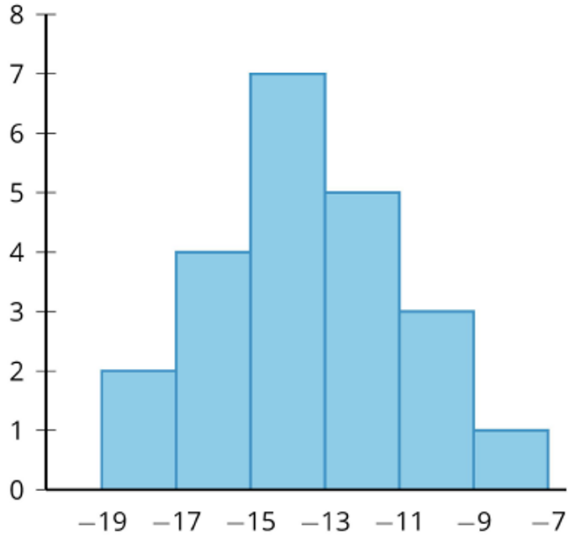

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M1.U1.L9 & L10 Matching Distributions data display cards

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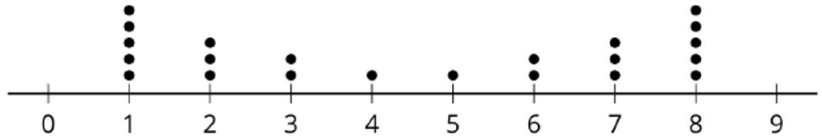

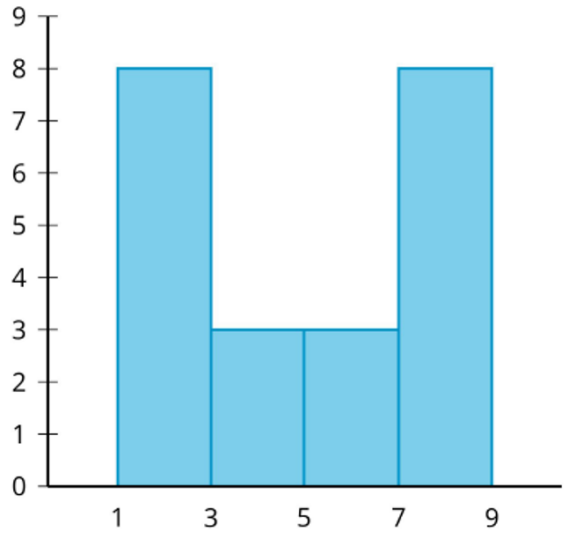

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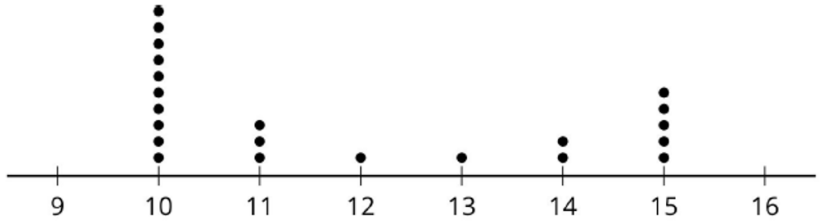

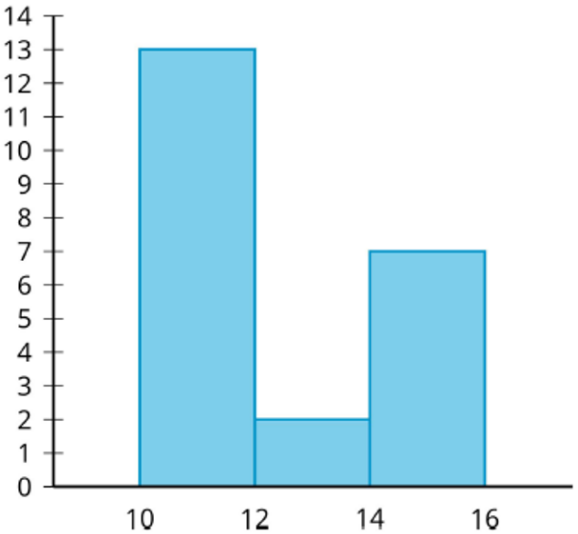

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M1.U1.L9 & L10 Matching Distributions data display cards

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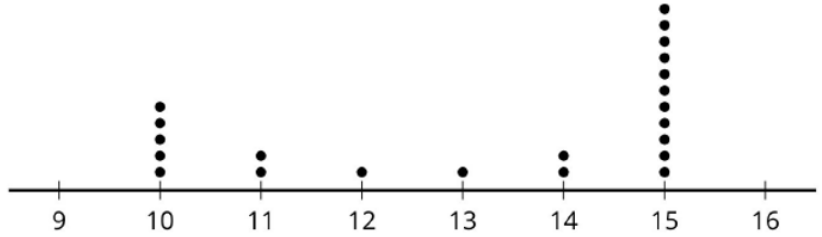

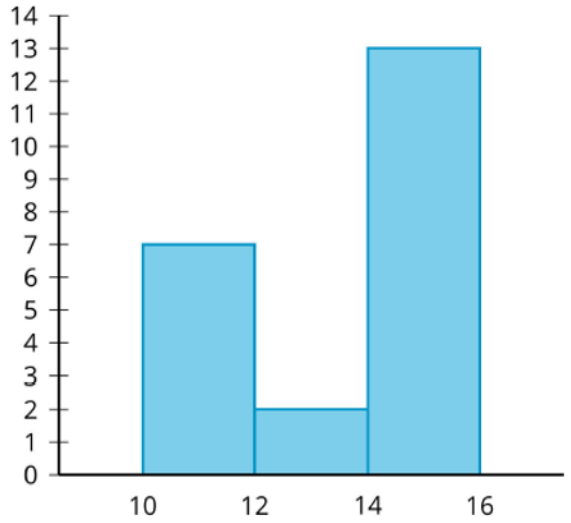

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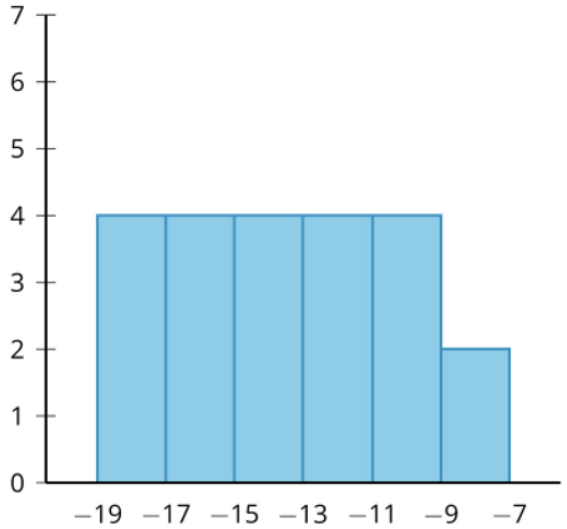

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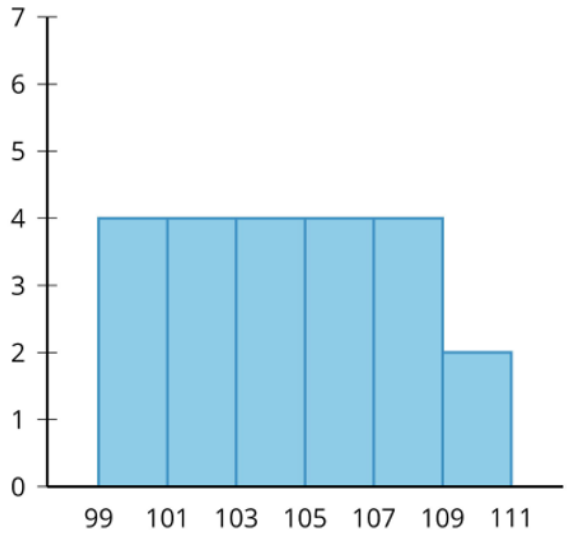
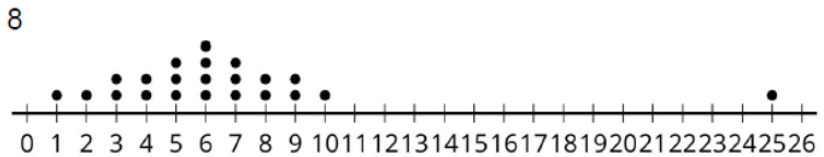
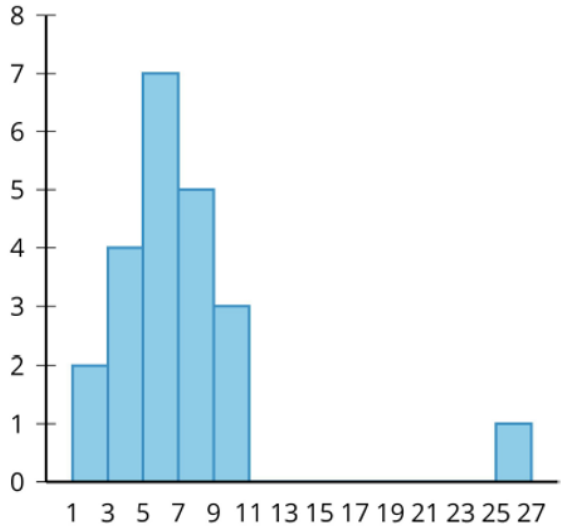
M1.U1.L9 & L10 Matching Distributions data display cards







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M1.U1.L9 & L10 Matching Distributions data display cards

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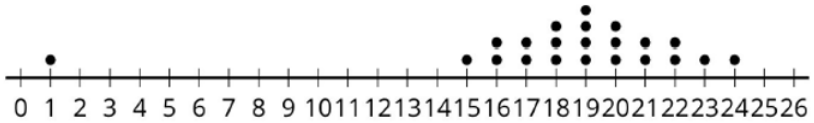

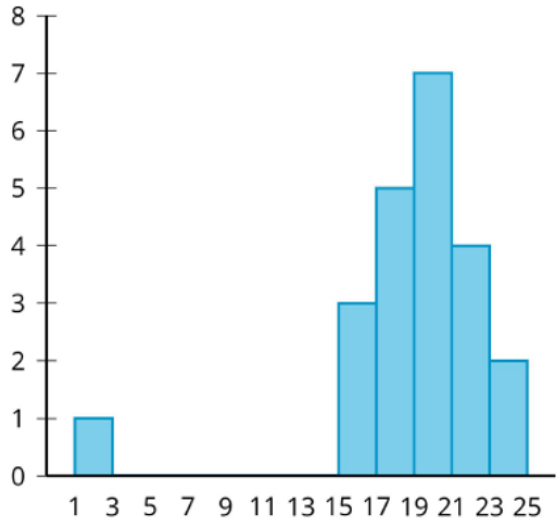

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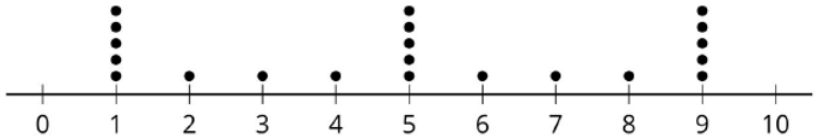

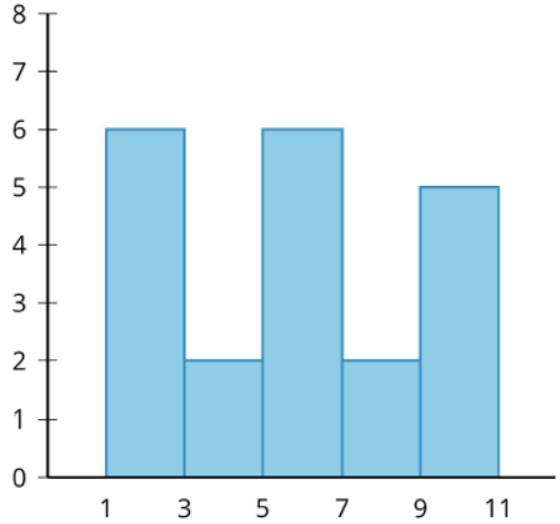

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a. What was the weight of the crystal you grew in chemistry class?	b. How many points did Kiran score in each of his 22 games this season?
c. What was the sum when you spun a spinner labeled 0 to 5 twice?	d. How many questions did people get correct on the vocabulary test the first week of school?

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e. On a scale of 1-10, how confident are you in matching these displays and questions?	f. What were typical low temperatures in a Siberian town during January?
g. How many questions did people get correct on the vocabulary test the second week of school?	h. On a scale of 1–8, how was the service at the restaurant?

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i. How many feet below the surface were each of the core samples taken?	j. How many trees are in my backyard at various temperatures?

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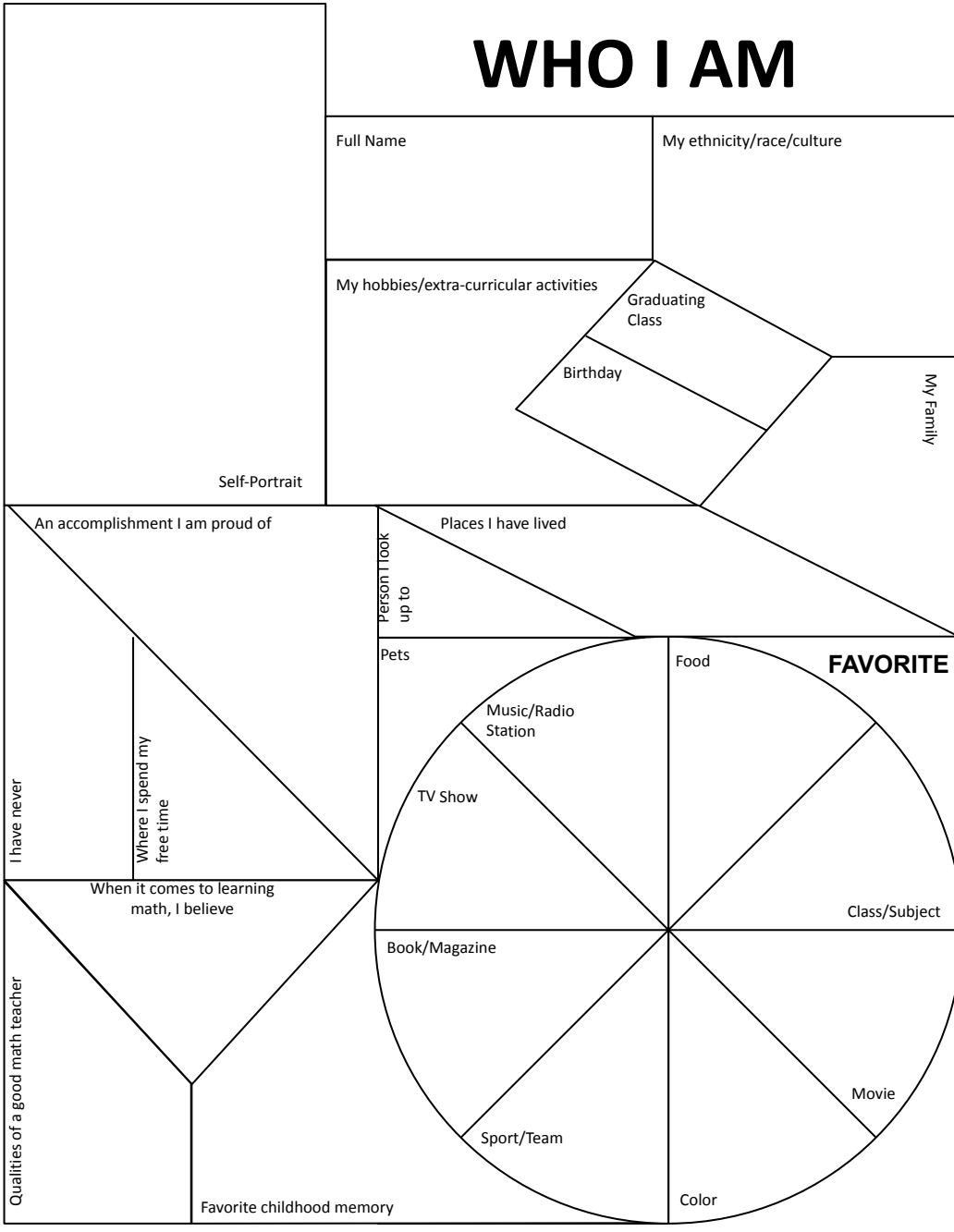
WHO I AM


Full Name
My ethnicity/race/culture
My hobbies/extra-curricular activities
Graduating Class
Birthday
My Family
Self-Portrait
An accomplishment I am proud of
Places I have lived
Person I look up to
I have never
Where I spend my free time
When it comes to learning math, I believe
Pets
Food
FAVORITE
Music/Radio Station
TV Show
Class/Subject
Book/Magazine
Movie
Sport/Team
Color
Qualities of a good math teacher
Favorite childhood memory

Name: Period: Date:

Station F: Are You Ready For More?

1. When creating a histogram, it often takes some playing around with the interval lengths to figure out which gives the best sense of the shape of the distribution.

    a. What might be a problem with using interval lengths that are too large?

    b. What might be a problem with using interval lengths that are too small?

    c. What other considerations might go into choosing the length of an interval?

    (From Unit 1, Lesson 5)

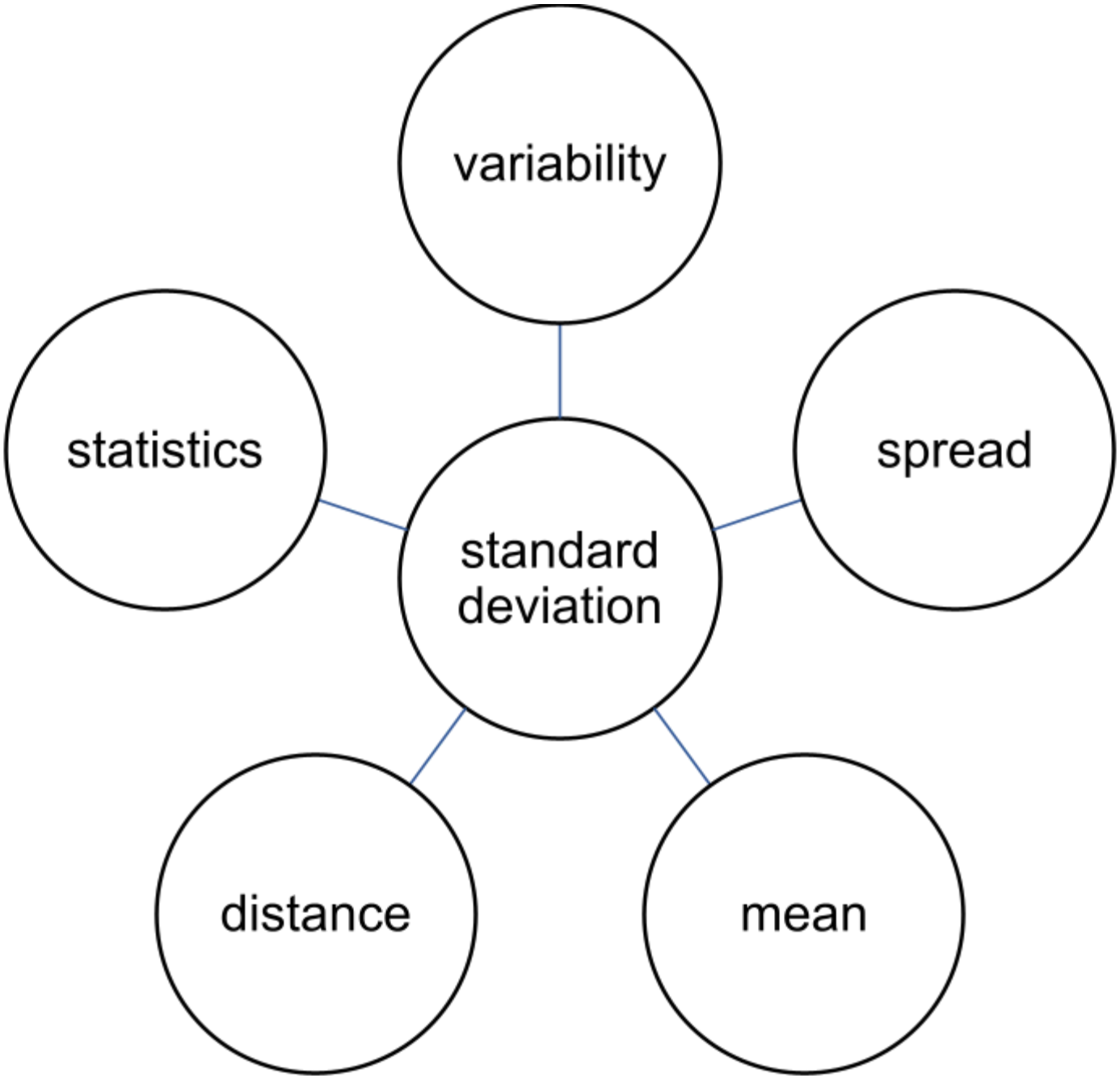
2. A pod of dolphins contains 800 dolphins of various ages and lengths. The median length of dolphins in this pod is 5.8 feet. What information does this tell you about the length of dolphins in this pod?

    (From Unit 1, Lesson 8)

3. A vocabulary test with 50 questions is given to 600 students from fifth to tenth grades and the number of correct responses is collected for each student in this group. The interquartile range is 40 correct responses. What information does this tell you about the number of correct responses for students taking this test? What would a box plot look like for the results of the vocabulary test?

(From Unit 1, Lesson 8)

M1.U1.L12 Activity 1: Investigating Standard Deviation graphic organizer



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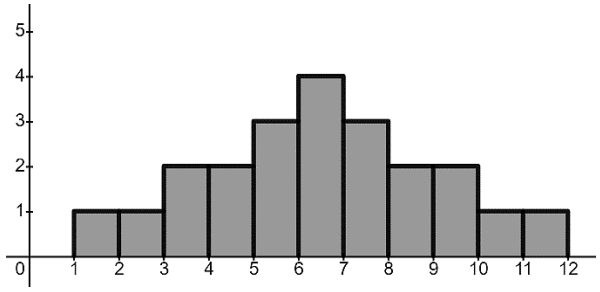
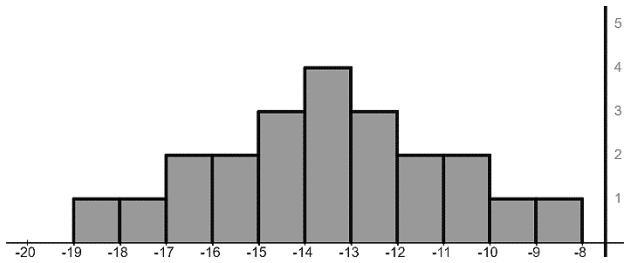
A



H

- skewed right
- IQR:11

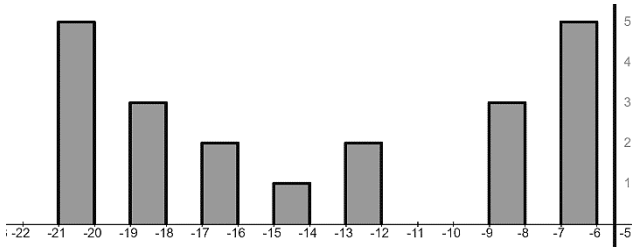
B



I

- symmetric
- mean: 6

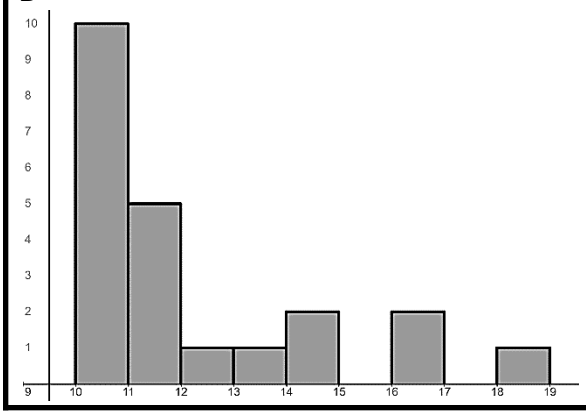
C



J

- skewed left
- median: 14.5

D



K

- uniform
- median: -14

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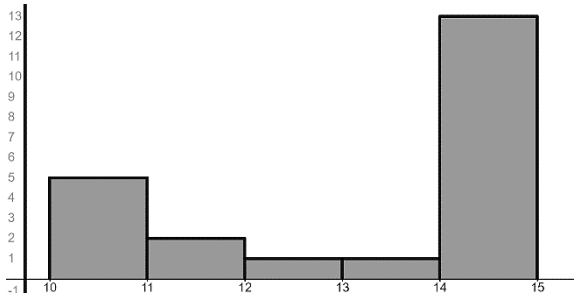
M1.U1.L13 Activity 1: Describing Data Distributions cards

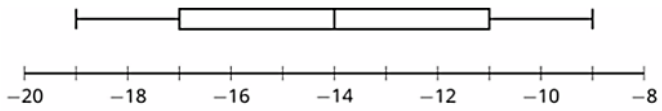
E



L

- mean: -14
- standard deviation: 2.52

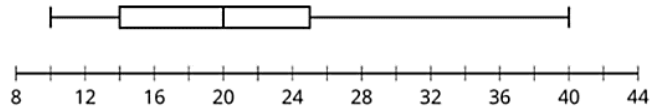
F



M

- skewed right
- median: 11

G



N

- mean: -14
- standard deviation: 5.61

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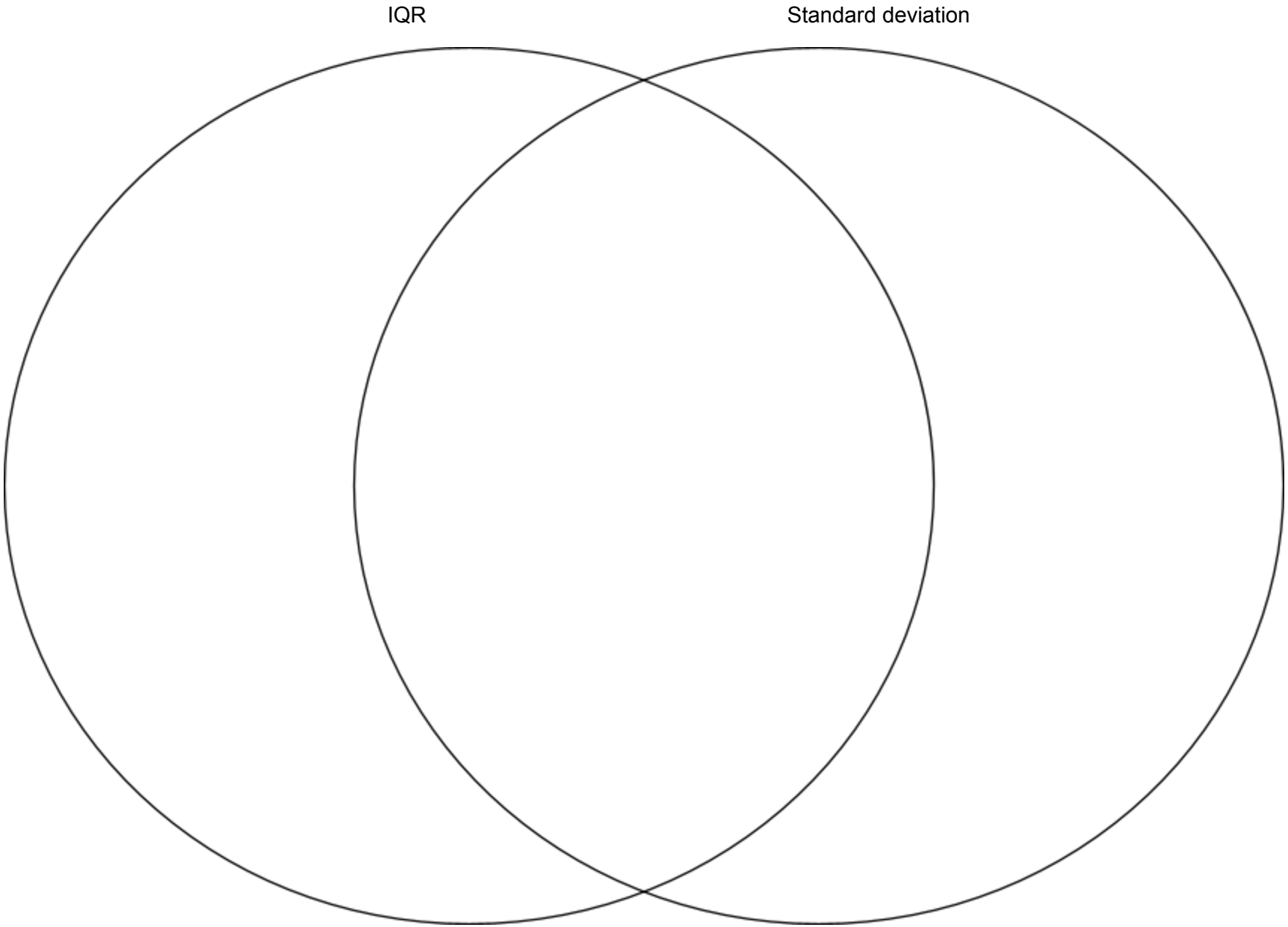
M1.U1.L13 Activity 2: Visual Variability and Statistics Venn diagram



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Name: Period: Date:

End-of-Unit 1 Student Survey

1. Ending this unit I <u>feel</u> …… (this question could be answered with pictures, words, etc.)

2. How much did you know about the content of this unit before starting?

   a. A great deal b. A little c. Not much

   Feel free to share more:

3. After finishing the unit did your knowledge in the content:

   a. Increase greatly b. Increase a little c. Stay the Same

   Feel free to share more:

4. What was most frustrating for you while learning during this unit?

   a. Materials Used b. Teacher strategies c. Technology d. Other: _____

   Feel free to share more:

5. What boosted your confidence in math during this unit?

   a. Materials Used b. Teacher strategies c. Technology d. Other: _____

   Feel free to share more:

6. What connections do you think the concepts from this unit make to the world around you?

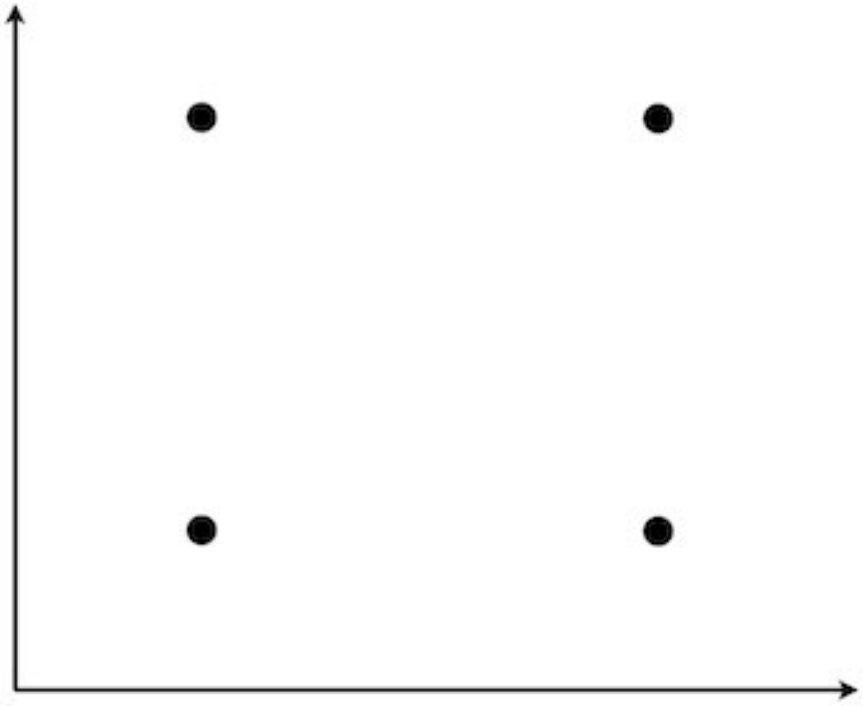
7. What did your level of engagement and participation during the unit tell you about yourself and the way you see yourself and your abilities in math?

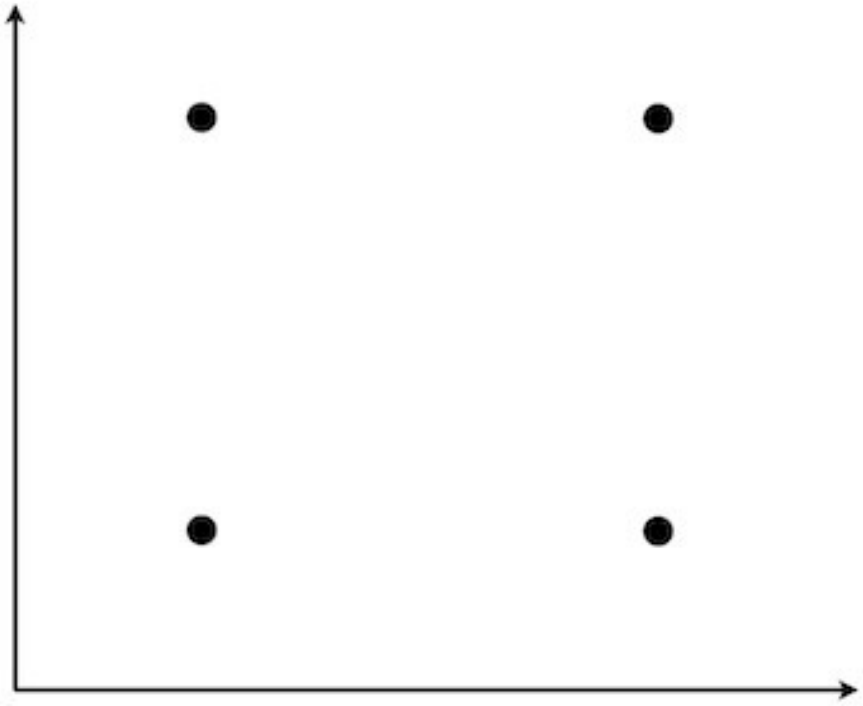
8. How would you like to improve in the next unit?

9. How can your teacher support your goals for improvement in the next unit?

10. I'd like my Math 1 teacher(s) to know that I want them to continue _____.

11. Please share anything else you'd like regarding your experiences in this unit and your feelings about the upcoming unit.





Adapted from Dan Meyer