What is "Marking Text"?

Our overall goal this year is to become proficient problem solvers in math, but also in life. As part of this goal, we will also be working on our positive growth mindset, which is a theory that says that the human brain works like a regular muscle. The more we use it in certain areas of our lives, the stronger it becomes in those areas. In following this belief, it is evident that intelligence is not a fixed thing we are born with, as many people think, but can be changed with hard work and critical thinking.

Marking text is a reading strategy we will use as evidence of our effort and critical thinking, which requires students to show their thoughts by marking some of them down as they work. Though it is a reading strategy, in math, we will "mark text" for the same 5 focus areas but will think of them a little differently. This will be an important part of how students show that their brains are getting stronger by working hard to become better math students. Though it may seem like extra work, I have personally seen students show tremendous academic growth when they put in the effort.

Marking text will be required on ALL math homework. It can be as simple as drawing a quick picture or telling what a key word means. Some samples will be shown to the class and earn reward tickets. The bottom of this page explains the 5 areas to mark and the back side gives some student examples.

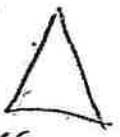
- ✓ Questions - Restate the question, what is it asking you for? Is there anything that you don't understand?
- ✓ Connections - Have you ever solved a problem like this before? What strategies have you learned that make sense in this scenario?
- ✓ Summary - Stop and label important information from the question or summarize using a picture of some kind (table, number line, bar model, pattern...)
- ✓ Prediction - Using what you already know, what steps do you think you'll need to solve the problem? Write an equation or show work to solve each step.
- ✓ Comment - Tell why your answer makes sense. Tell (or show) another way the problem could be solved.

Student Examples:

(L)

8. Roy drew a triangle with exactly two ~~congruent~~ Same size and shape angles and two congruent sides.

What kind of triangle did Roy draw?



- ○ A. equiangular
- ◉ B. equilateral all equil sides
- → ○ C. isosceles same opisite same
- ○ D. scalene lenes

(A)

8. Roy drew a triangle with exactly two congruent same angles and two ~~congruent~~ same sides.

What kind of triangle did Roy draw?

- ○ A. equiangular
- ○ B. equilateral SOS
- ◉ C. ~~isosceles~~ Same opisit same
- ○ D. scalene

(H)

8. Roy drew a triangle with exactly two congruent angles and two congruent sides.

What kind of triangle did Roy draw?

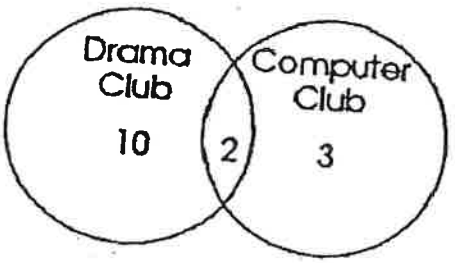
- ◉ A. equiangular = ????
- ○ B. equilateral = all equal sides
- ◉ C. isosceles = two same one different
- ○ D. scalene = all sides different

L

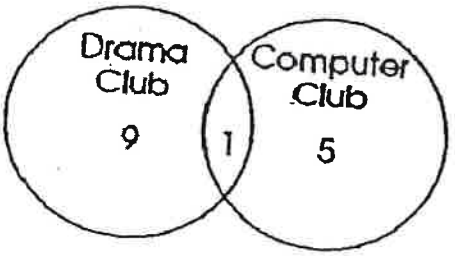
12. Mrs. Allen has 15 students. Eight students belong to the drama club and 10 students belong to the computer club. Some students belong to both clubs.

Which Venn diagram represents these data?

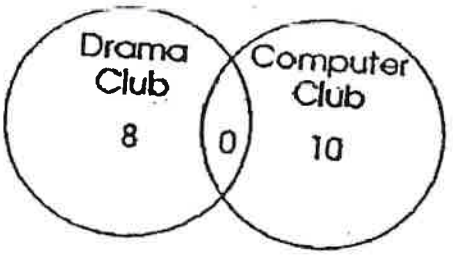
O A.



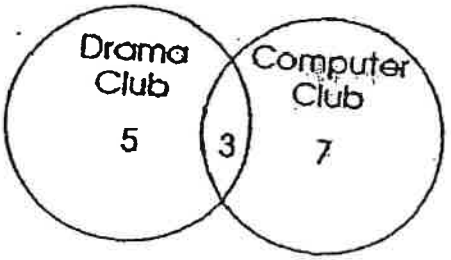
O B.



O C.



● D.



5+3+7=15

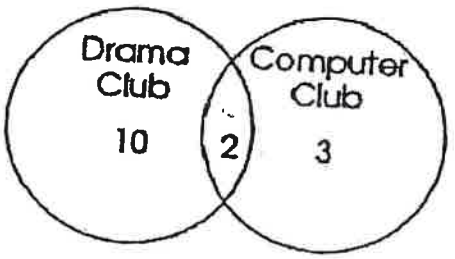
L1A

12. Mrs. Allen has 15 students. Eight students belong to the drama club and 10 students belong to the computer club. Some students belong to both clubs.

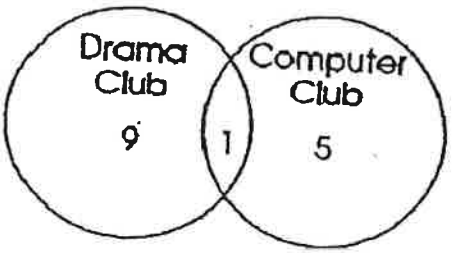
Which Venn diagram represents these data?

8
10
8
18
18 over 15

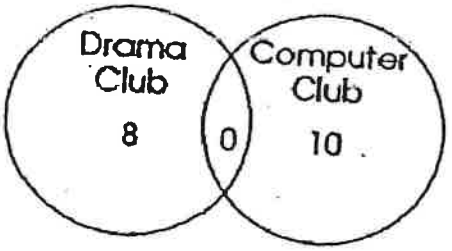
O A.



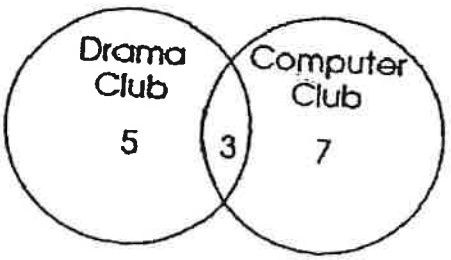
O B.



O C.



● D.



H

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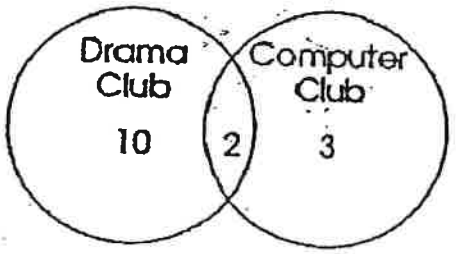
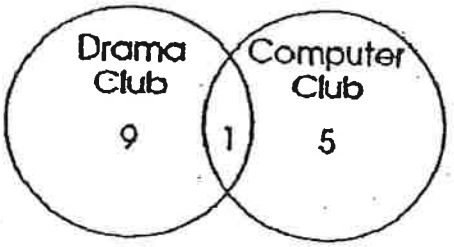
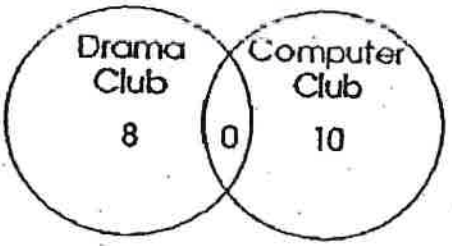


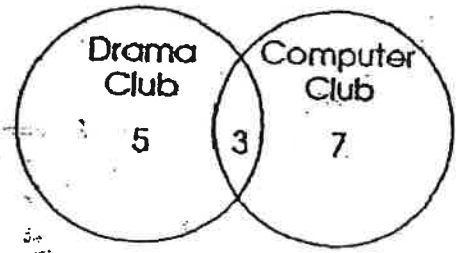
O B.



O C.



● D.



Computer club | Drama club

7 + 3 = 10

5 + 3 = 8

L

1. Which is the same as 480,072?

A 400 / 80 / 70 / 2 = 1920

- O A. 400 + 80 + 70 + 2 = 1920
- O B. 4,000 + 80 + 700 + 2 = 4,780
- O C. 40,000 + 80,000 + 70 + 2 = 120,072
- ● D. 400,000 + 80,000 + 70 + 2 = 480,072

B 4,000 / 80 / 700 / 2 = 4,782

C 40,000 / 80,000 / 70 / 2 = 120,072

D 400,000 / 80,000 / 70 / 2 = 480,072

A

1. Which is the same as 480,072?

- O A. 400 + 80 + 70 + 2 ✗
- O B. 4,000 + 80 + 700 + 2 ✗
- O C. 40,000 + 80,000 + 70 + 2 ✗
- ● D. 400,000 + 80,000 + 70 + 2 ✓

400 + 80 + 70 + 2 = 552

4,000 + 700 + 80 + 2 = 4,782

40,000 + 80,000 + 10 + 2 = 120,072

400,000 + 80,000 + 70 + 2 = 480,072

H

1. Which is the same as 480,072?

480 + 70 = 550

- O A. 400 + 80 + 70 + 2 = 550
- O B. 4,000 + 80 + 700 + 2 = 4,782
- O C. 40,000 + 80,000 + 70 + 2 = 120,072
- ● D. 400,000 + 80,000 + 70 + 2 = 480,072

(L)

3. Courtney starts with 12 birdhouses. She makes three new birdhouses each week.

Which pattern shows the number of birdhouses that Courtney has at the end of each week?

- O A. 3, 6, 9, 12
- O B. 3, 15, 27, 39
- ● C. 12, 15, 18, 21
- O D. 12, 24, 36, 48

she had 12 birdhouses
She makes three more a week

(A)

3. Courtney starts with 12 birdhouses. She makes three new birdhouses each week.

Which pattern shows the number of birdhouses that Courtney has at the end of each week?

start at 12 then +3 so +3 again.

- ● A. 3, 6, 9, 12 X
- O B. 3, 15, 27, 39 X
- ● C. 12, 15, 18, 21 ✓
- O D. 12, 24, 36, 48 X

(A)

3. Courtney starts with 12 birdhouses. She makes three new birdhouses each week.

Which pattern shows the number of birdhouses that Courtney has at the end of each week?

- O A. 3, 6, 9, 12 = Has to start with 12
- O B. 3, 15, 27, 39 – Not close
- ● C. 12, 15, 18, 21 – Yes
- O D. 12, 24, 36, 48 – Multibles of 12

$$\begin{array}{r} 12 \\ +\ 3 \\ \hline 15 \end{array}$$

(H)

3. Courtney starts with 12 birdhouses. She makes three new birdhouses each week.

Which pattern shows the number of birdhouses that Courtney has at the end of each week?

- O A. 3, 6, 9, 12
- O B. 3, 15, 27, 39
- ● C. 12, 15, 18, 21
- O D. 12, 24, 36, 48

new bird houses

L

11. What is one hundredth larger than 2.35?

T H

- O A. 2.45
- ● B. 2.36
- O C. 2.46
- O D. 2.351

A

11. What is one hundredth larger than 2.35?

- O A. 2.45
- ● B. 2.36
- O C. 2.46
- O D. 2.351

$\frac{2}{1} \cdot \frac{3}{Th} \; \frac{5}{hths}$ so $\frac{2}{ones} \cdot \frac{3}{Ths} \; \frac{6}{hths}$

H

11. What is one hundredth larger than 2.35?

- O A. 2.45
- ● B. 2.36
- O C. 2.46
- O D. 2.351

2.35

ones Tenths Hundredths

change 5 to 6

(L)

21. Jada is finding the perimeter of her math book. Which of the following would be the most appropriate unit for Jada to use?

your finger

- O A. mile
- ● B. inch
- O C. yard
- O D. pound

(A)

21. Jada is finding the perimeter of her math book. Which of the following would be the most appropriate unit for Jada to use?

- O A. mile X that is for something else.
- ● B. inch ✓ that is for books.
- O C. yard X that is maybe for a door.
- O D. pound X that is for weight.

(H)

21. Jada is finding the perimeter of her math book. Which of the following would be the most appropriate unit for Jada to use?

- O A. mile to big
- ⊛ B. inch
- O C. yard to big
- O D. pound wieght

C

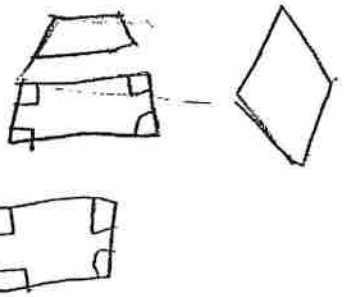
25. Kevin drew a quadrilateral with 4 equal sides and no right angles. Which could he have drawn?

- O A. trapezoid ✓
- O B. rectangle ✓
- ● C. rhombus
- O D. square ✓

A

25. Kevin drew a quadrilateral with 4 equal sides and no right angles. Which could he have drawn?

- O A. trapezoid
- O B. rectangle
- ● C. rhombus
- O D. square

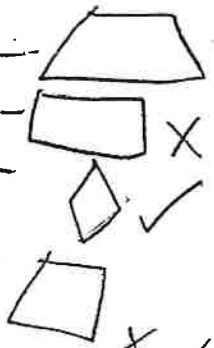


H

Shape with 4 sides! ✓

25. Kevin drew a quadrilateral with 4 equal sides and no right angles. Which could he have drawn?

- O A. trapezoid
- O B. rectangle
- ● C. rhombus
- O D. square



X sides aren't equal.

X 4 right angles.

✓ all sides are equal, no right angles.

X 4 right angles.