**BELLWORK**

**Bellwork for Week Ending 8/9/19**

**Monday 8/5/19**

**Goal:** I will start to remember how to Math.

**BW:**  What are your goals for this class this year?

**TUESDAY 8/6/19**

**EQ:** Can I solve the problems on the assigned worksheet?

**BW:**  At the end of class yesterday I gave you two separate equations to solve. I want you to write down how they are solved differently, and what you got for the answers (if any).

**WEDNESDAY 8/7/19**

**EQ:** Will I be able to finish the assignment today?

**BW:**  Look at the assignment from yesterday. Write down a problem you had difficulty with and what steps you took to solve it. Then write whether or not those steps worked.

**THURSDAY 8/8/19**

**EQ:** How is solving multi-step equations different from solving two step equations?

**BW:**  Try your best to solve the following equations

1. -5b+4(1+4b)=81
2. -2(-1+4v)-3v=-8v+20

**FRIDAY 8/9/19**

**EQ:**  How good am I at solving multi-step equations?

**BW:**  Ask Mr. Renard a question.

**BELLWORK FOR WEEK ENDING 8/16/19**

**MONDAY 8/12/19**

**EQ:**  Can I finish the multi-step equation worksheet?

**BW:**  How was your first week of school? Did you keep all the promises you made to yourself at the beginning of the year?

**TUESDAY 8/13/19**

**EQ:**  Can I use the steps given from yesterday in order to properly solve the problems on Multi-Step Equations 2?

**BW:** Yesterday I gave you four steps to use in solving more difficult Multi-Step Equations. Please write these four steps down on your bellwork.

**WEDNESDAY 8/14/19**

**EQ:**  Can I make a serious dent in the problems on the Multi-Step Equations 2 Worksheet?

**BW:** Using the steps you wrote down in yesterday’s bellwork, please do your best to solve the following problem

7(8m-2) =-6(m-8)

**BELLWORK FOR WEEK ENDING 8/23/19**

**MONDAY 8/19/19**

**EQ:**  How does factoring a number like 18 differ from factoring a term like ?

**BW:**  THREE MINUTE QUICK WRITE: Write down anything and everything you know about factoring. Then write down any questions you may have about what factoring is and how it is used.

**TUESDAY 8/20/19**

**EQ:**  Can I find the GCF of two numbers such as 46 and 28?

**BW :**  Review your notes from yesterday, then find the prime factorization of 14 and 24.

**WEDNESDAY 8/21/19**

**EQ:**  Can I find the GCF of two terms such as ?

**BW:**  Review your notes from yesterday and then find the GCF of 46 and 28?

**THURSDAY 8/22/19**

**EQ:**  What happens when I try to factor a binomial such as 25x-15?

**BW:** Find the GCF of

**FRIDAY 8/23/19**

**EQ:**  Can I finish the first 20 questions on the assigned worksheet?

**BW:**  I gave you four steps to use in finding the GCF of two variable terms. Write those four steps down and then use them to find the GCF of

**BELLWORK FOR WEEK ENDING 8/30/19**

**MONDAY 8/26/19**

**EQ:**  What is part 2 of factoring?

**BW:**  Did you spend at least ten minutes over the weekend looking at the worksheet? Why or why not?

**TUESDAY 8/27/19**

**EQ:**  Same as yesterday

**BW:** You were given the Factoring worksheet on Wednesday of last week. That means you had roughly 4.5 hours in class to work on it. What portion of that time did you actually spend working on it? What can I (Mr. Renard) do in order to facilitate (make easier) you working during the time I give you in class?

**WEDNESDAY 8/28/19**

**NO BELLWORK**

**THURSDAY 8/29/19**

**EQ:**  Can I remember how to do everything that we have practiced so far this year?

**BW:**  In the past, how have you prepared for math test? How has this worked for you? Being honest, do you know *how* to study for a math test?

**BELLWORK FOR WEEK ENDING 9/6/19**

**THURSDAY 9/5/19**

**EQ:**  What do I remember about FOILing?

**BW:**  QUICKWRITE: What do you remember about FOILing from Alg.1? What was easy about it? What was hard? ( FOILing is how you would multiply (3x+2)(4x-7).

**FRIDAY 9/6/19**

**EQ:**  Can I correctly apply the FOIL method to the problems on the worksheet?

**BW:**  Ask Mr. Renard a question?

**BELLWORK FOR WEEK ENDING 9/13/19**

**MONDAY 9/9/19**

**EQ:**  Can I complete the worksheet?

**BW:**  Last week I gave you steps to use in completing a FOIL problem. Write down those steps.

**TUESDAY 9/10/19/WEDNESDAY 9/11/19**

**EQ:**  Same as yesterday.

**BW:**  Yesterday, you wrote down the steps to use in solving a FOIL problem. Did you use them when working on the worksheet? Why or why not?

**BELLWORK FOR WEEK ENDING 9/20/19**

**EQ:** Can I use the steps given by Mr. Renard to solve quadratic equations?

**BW:** Using the steps found in last weeks notes, solve the quadratic equation

**TUESDAY 9/17/19**

**EQ:**  Can I solve quadratic equations where a=1, regardless of the signs?

**BW:**  Using your notes from yesterday…. Yes, take out your notes and look at them…..write a summary of your notes at the bottom of your note page. Then write that summary here in your bellwork.

**WEDNESDAY 9/18/19**

**EQ:**  Can I finish the a=1 quadratic equation worksheet?

**BW:**  Look at your notes from the past weeks. Explain the difference between the process of finding the prime factorization of a number and finding the factor pairs of a number.

**BELLWORK FOR WEEK ENDING 9/27/19**

**MONDAY 9/23/19**

**EQ:**  How much of the worksheet can I complete in class?

**BW :**  Write down the 9 steps to take in order to factor and solve a quadratic equation where a does not equal 1.

**TUESDAY 9/24/19**

**EQ:**  Same as yesterday.

**BW:** Find all factor pairs of 216. Then factor out the GCF of 24x +9

**WEDNESDAY 9/25/19**

**EQ:**  Yup, same thing

**BW:**  Looking at # 13 on your worksheet, I want you to show your attempt at all 9 steps to solve it. If you get stuck, check your notes and keep working until I call time.

**THURSDAY 9/26/19**

**EQ:** ANNNNNDDDDD…….. the same thing.

**BW:**  On your bellwork, write down problem number 16. Then, in every detail, label and work through the 9 steps.

**FRIDAY 9/27/19**

**EQ:**  Can I demonstrate my knowledge of the 9 steps to quadratic enlightenment?

**BW:**  I know you’re probably sick of this, but write down the nine steps to solving a factorable quadratic equation where a does not equal 1.

**BELLWORK FOR WEEK ENDING 10/4/19**

**TUESDAY 10/1/19**

**EQ:**  How and when do you use the Quadratic Formula.

**BW:**  The quadratic formula is . Please write it down 10 (yup 10) times in your bellwork.

**WEDNESDAY 10/2/19**

**EQ:**  Can I solve Quadratic Equations not already in standard form?

**BW:**  Yesterday I gave you the steps to solving a quadratic equation using the quadratic formula. Write those steps here. Then try to solve #12 from the worksheet. The work and steps need to be here, in your bellwork to earn credit.

**THURSDAY 10/3/19**

**EQ:**  Same as yesterday.

**BW:**  Same as yesterday, but with #16.

**BELLWORK FOR WEEK ENDING 10/18/19**

**MONDAY 10/14/19**

**EQ:**  How well do I remember how to use the quadratic formula?

**BW:**  What did you do well this past 1st quarter? What did you do poorly? What changes are you planning to make for this upcoming quarter?

**TUESDAY 10/15/19**

**EQ:**  Can I set up and solve quadratic word problems?

**BW:**  Complete the 6 steps for using the quadratic formula on #3 from the worksheet. SHOW ALL 6 STEPS!!!!!!!!!!!!!!!!

**WEDNESDAY 10/16/19**

**EQ:**  Same as yesterday

**BW:**  Looking at number 3 on the worksheet. Sketch a graph of the path of the ball.

**THURSDAY 10/17/19**

**EQ:**  How prepared can I get today for the Unit 2 Test?

**BW:**  Using problem number 3 from yesterday’s bellwork, assume that the touchdown pass was caught 4 feet above the ground, instead of at ground level. What horizontal distance did this pass cover?

A football is passed through the air and caught at ground level for a touchdown. The height h of the ball in feet is given by h = –d2 + 12d + 6, where d is the distance in feet the ball travels horizontally. How far from the player passing the ball will the ball be caught?

**BELLWORK FOR WEEK ENDING 10/25/19**

**TUESDAY 10/22/19**

**EQ:**  How close can I get to ready for the test today?

**BW:**  You have had 3 days to work on the test review. How many questions have you answered? Take that number and divide it by three. That is your average problems/day that you are completing. There are 61 problems on the review. Take 61 and divide it by your problems/day average. That is how many days (at your current rate) it will take you to complete the review. Please

get to work.

**BELLWORK FOR WEEK ENDING 11/8/19**

**WEDNESDAY 11/6/19**

**EQ:**  Can I graph a quadratic equation from a table?

**BW:**  QUICKWRITE: Write down everything you remember about the graphs of quadratic equations (if anything.) What they look like, how to graph them, etc?

**THURSDAY 11/7/19**

**EQ:**  Will I understand hoe the values of A and C affect the graph of a quadratic function?

**BW:**  Write a summary of yesterday’s notes. This should appear in both notes and in your bellwork.

**FRIDAY 11/8/19**

**EQ:**  Can I graph quadratic equations by taking the parent function and modifying it with A and C?

**BW:**  Sketch the graphs of the following quadratic functions….all on the same graph.

**BELLWORK FOR WEEK ENDING 11/15/19**

**TUESDAY 11/12/19**

**EQ:**  How does B affect the graph of a quadratic function?

**BW:**  How much did you use your notes on the Unit 2 Test? If you used them, how helpful were they? If not, why not?

**BELLWORK FOR WEEK ENDING 11/22/19**

**TUESDAY 11/19/19**

**EQ:**  Can I sketch the graph of the quadratic function using the nine steps Mr. Renard gave me?

**BW:**  Yesterday, you were asked to write a summary of your notes before leaving. Review your notes from yesterday, change your summary if you need to, and then write that summary down as today’s bellwork.

**BELLWORK FOR WEEK ENDING 12/6/19**

**MONDAY 12/2/19**

**EQ:**  How will I get ready for the final?

**BW:**  What are your plans for improving your grade over the next month?

**TUESDAY 12/3/19**

**EQ:**  Same

**BW:** Write out what PEMDAS stands for. Then use it to help solve numbers 21-25 on your Final Review 1.

**WEDNESDAY 12/4/19**

**EQ:** Same

**BW:** Look through your notes and find your notes on prime factorization. Then right out the prime factorization of the following numbers: **7, 18, 24, 36, and 49.**

**BELLWORK FOR WEEK ENDING 1/10/20**

**MONDAY 1/6/20**

**EQ:**  Do I remember how to graph quadratic equations from standard form?

**BW:**  Write out the steps to graphing a quadratic equation from standard form.

**TUESDAY 1/7/20**

**EQ:** When we *solve*  a quadratic equation…. What are we actually doing? Also, word problems?

**BW:**  Sketch a graph of the equation

**WEDNESDAY 1/8/20**

**EQ:**  How do I become proficient at solving falling body problems with either graphs or the quadratic formula?

**BW:**  Answer yesterday’s essential question. When we are solving quadratic functions using the quadratic formula, what is it that we are finding?

**THURSDAY 1/9/20**

**EQ:**  Do I understand how the process of graphing a word problem can explain what happens in the real world?

**BW:**  A rock is thrown in the air at an initial rate of 65ft/sec. The height of the rock (in feet) is a function of the time since it was thrown into the air. That function is written as Sketch a graph of the function and tell me how long it will take for the rock the graph to hit the ground.

**FRIDAY 1/10/20**

**EQ:**  Same as Yesterday

**BW:**  Look at the graph you sketched yesterday (or go ahead and make sure that you actually have a graph for yesterday’s bellwork). Describe to me how the graph shows what is happening to the rock in real life. Specifically what is happening at the x and y intercepts and the vertex.

**BELLWORK FOR WEEK ENDING 1/17/20**

**MONDAY 1/13/20**

**EQ:**  Can I deepen my understanding of how to graph quadratic equations?

**BW:**  A small rocket is launched from the ground. Its height can be graphed, over time, using the equation Graph the equation. Make sure that you include the zeros of the function as well as the vertex.

**TUESDAY 1/14/20**

**EQ:**  Same as yesterday.

**BW:**  Based on yesterday’s bellwork, write out (using complete sentences) what happens to the rocket between zero and eight seconds. Be as specific as the graph allows.

**BELLWORK FOR WEEK ENDING 1/31/20**

**MONDAY 1/27/20**

**EQ:**  What about math is interesting and important?

**BW:**  I want you to think back to everything you have been taught in math…. Yup…… everything!!! What do you want to know more about… what do you think is the most important thing to know?

**TUESDAY 1/28/20**

**EQ:**  How does the Pythagorean Theorem work?

**BW:**  Quickwrite: For the next five minutes, write down everything you can remember about the Pythagorean Theorem. What is it, when it can be applied, etc.

**WEDNESDAY 1/29/20**

**EQ:**  Can I apply my notes from yesterday to the problems from today.

**BW:**  Based upon your notes from yesterday, write what the Pythagorean Theorem allows us to do.

**THURSDAY 1/30/20**

**EQ:**  How can I use the Pythagorean Theorem when the answers aren’t integers?

**BW:**  Solve for the missing side of the following right triangles;

1. a=10, b=? c=26
2. a=?, b=32, c=40
3. a=1, b=1, c=?

Is there a way to express the answer for number 3 that doesn’t include decimals?

**BELLWORK FOR WEEK ENDING 2/7/20**

**MONDAY 2/3/20**

**EQ:**  Can I use my notes from last week to solve problems involving isosceles right triangles?

**BW:**  Write down, from your notes, the proportion of the sides (leg: leg: hypotenuse) of an isosceles right triangle, and then write down how we used the proportion to solve for missing sides last week.

**TUESDAY 2/4/20**

**EQ:**  How do I multiply and divide using radicals?

**BW:** Write down (using sentences), anything and everything you remember about radicals. (This is the radical sign.

**WEDNESDAY 2/5/20**

**EQ:**  How do I use proportions and radicals to solve for the missing sides of special right triangles?

**BW:**  Yesterday we talked about why it was “better” to leave the square root of 5 as a square root and not as 2.23. In your own words, write your explanation of why we did that in your bellwork.

**THURSDAY 2/6/20**

**EQ:**  Are there other “special right triangles”? What are they, and how do they work?

**BW:**  On a scale of 1-10 how confident are you in the problems from yesterday’s worksheet? What do you not understand, or what do you feel you still need to work on?

**BELLWORK FOR WEEK ENDING 2/14/20**

**MONDAY 2/10/20**

**EQ:**  What is the ratio of a 30-60-90 triangle?

**BW:**  If a right triangle had a hypotenuse of 2inches and one of its legs was 1 inch, how long would the other leg be?

**TUESDAY 2/11/20**

**EQ:**  Can I solve problems involving 30-60-90 triangles?

**BW:**  If a 30-60-90 triangle has a short leg with a length of 4cm, what are the lengths of the other sides of the triangle? How would that change if the long leg had a length of 4cm?

**BELLWORK FOR WEEK ENDING 2/21/20**

**WEDNESDAY 2/19/20**

**EQ:**  What do side ratios have to do with angles?

**BW:**  Write out the ratios of the sides in both isosceles right triangles and 30-60-90 triangles. If you need to , check your notes.

**THURSDAY 2/20/20**

**EQ:**  What do we mean by sine, cosine, and tangent?

**BW:**  Review your notes from yesterday and write a summary of those notes at the bottom of your notes. Copy that summary into your bellwork. This should be a complete sentence and should be a note to yourself to help you understand these notes.

**FRIDAY 2/21/20**

**EQ:**  Can I accurately determine the sine cosine and tangent of a given angle, when given the three sides of the triangle.

**BW:**  Yesterday, the last slide of notes showed what the terms sine, cosine, and tangent stood for. Specifically, it showed what two sides of the triangle the ratio related. Write down that information here in your bellwork.

Ingredients: UNBLEACHED ENRICHED FLOUR (WHEAT FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE {VITAMIN B1}, RIBOFLAVIN {VITAMIN B2}, FOLIC ACID), SOYBEAN OIL, SUGAR, PARTIALLY HYDROGENATED COTTONSEED OIL, SALT, LEAVENING (BAKING SODA AND/OR CALCIUM PHOSPHATE), HIGH FRUCTOSE CORN SYRUP, SOY LECITHIN, MALTED BARLEY FLOUR, NATURAL FLAVOR.CONTAINS WHEAT, SOY.

Size: 13.7oz