



# Welcome to Mrs. Sadowsky's Math Class!

(Where unicorns are real &  
math is magical!)

$$\text{🍏} + \text{🍏} + \text{🍏} = 30$$

$$\text{🍏} + \text{🍌} + \text{🍌} = 18$$

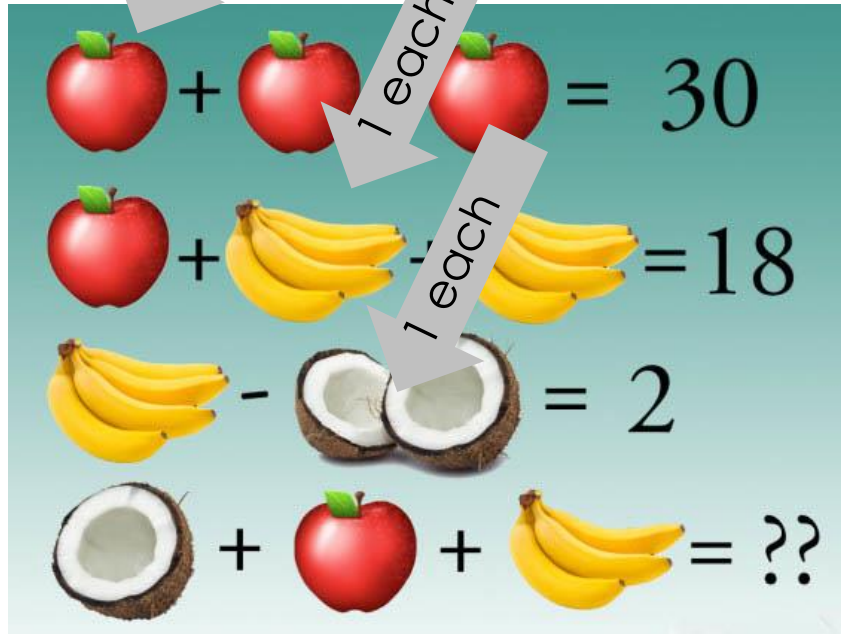
$$\text{🍌} - \text{🥥} = 2$$



$$\text{🥥} + \text{🍏} + \text{🍌} = ??$$



Email: [tsadowsky@everettsd.org](mailto:tsadowsky@everettsd.org)



Phone: (425) 385-7602




The answer is ... 



 +  = 30

 +  = 18

 -  = 2

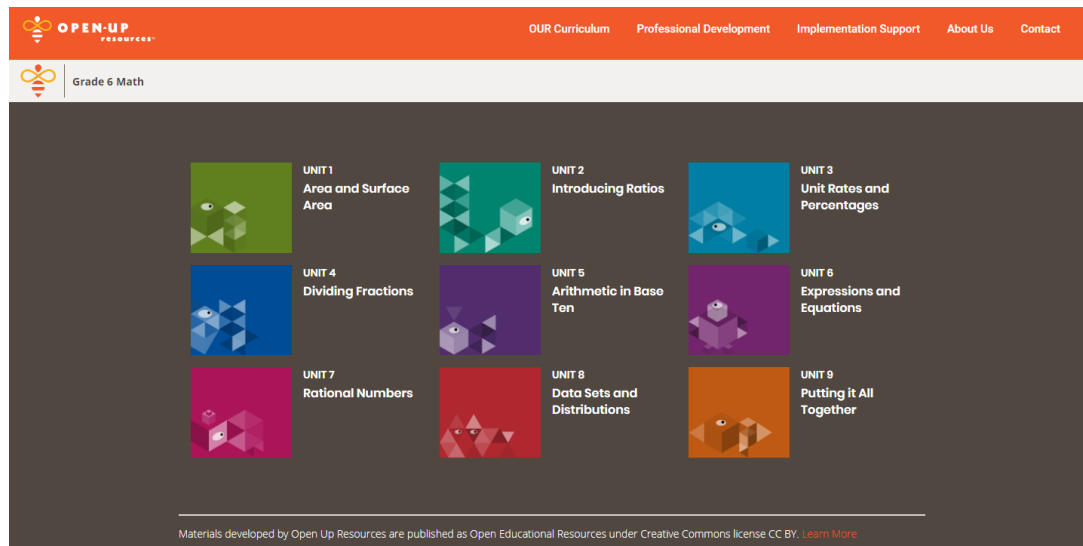
 +  +  = ??

1 + 10 + 3 = 14  
(I told you math is magical! 😊)

# new Curriculum:

- ESD adopted Illustrative Mathematics' Open-Up curriculum in 2018.
- Everything is accessible online!

<https://im.openupresources.org/6/students/index.html>



- Students will receive a consumable book for each unit, which should be kept in their binder and brought to and from school each day. Replacement books cost \$22!
- I recommend students keep all books for the entire year!

# Homework:

- Homework is called "Practice Problems" in student workbooks.
- You can expect homework with every lesson. No more than 20 minutes should be spent on homework!
- The very best way to stay informed is the classroom website. The classroom calendar is updated daily.

10 Homewo... In class:...	11 Homewo... In class:... Mrs. Sad...	12 Homewo... In class:...	13 Homewo... In class: S...	14 Homewo... In class:... Learning...
17 Homewo... In class:... Mrs. Sad...	18 Homewo... In class: T...	19 Homewo... In class:...	20 Homewo... In class: F...	21 Homewo... In class:... Learning...
24 Homewo... In class:...	25 Homewo... In class: F...	26 Homewo... In class:...	27 Homewo... In class:... WP#10 Di...	28 Homewo... In class: S... Learning...

Grey: What we're working on in class

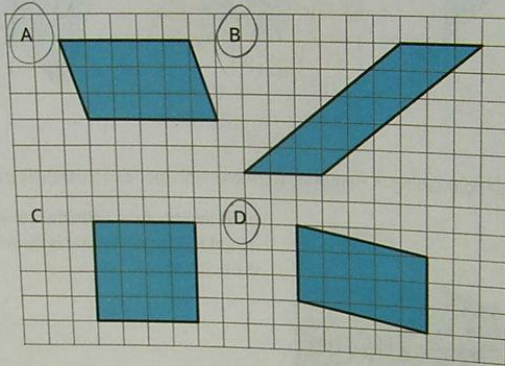
Blue: Homework assignment  
(Practice Problems)

# Homework:

- There is a difference between doing homework simply for a grade and doing homework to improve skills.
- I expect work shown for EVERYTHING we do!

## Lesson 6 Practice Problems

1. Which three of these parallelograms have the same area as each other?

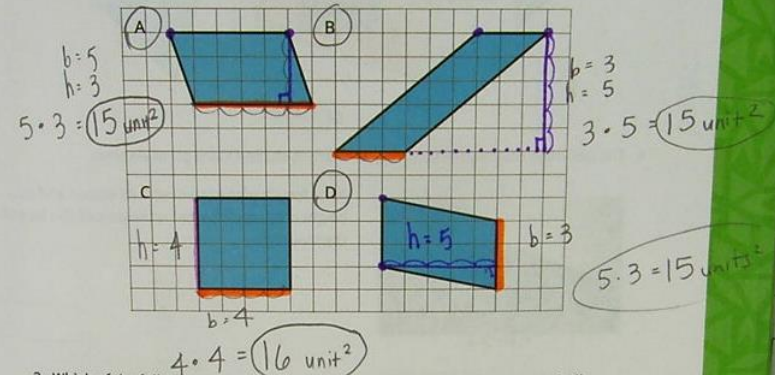


2. Which of the following pairs of base and height produces the greatest area? All measurements are in centimeters.

- A.  $b = 4, h = 3.5$
- B.  $b = 0.8, h = 20$
- C.  $b = 6, h = 2.25$
- D.  $b = 10, h = 1.4$

## Lesson 6 Practice Problems

1. Which three of these parallelograms have the same area as each other?



2. Which of the following pairs of base and height produces the greatest area? All measurements are in centimeters.

	A	B	C	D
$b \cdot h$	$b = 4, h = 3.5$	$b = 0.8, h = 20$	$b = 6, h = 2.25$	$b = 10, h = 1.4$
Area	$\begin{array}{r} 4 \\ \times 3.5 \\ \hline 20 \\ 140 \\ \hline 14.0 \end{array}$ $14 \text{ cm}^2$	$\begin{array}{r} 20 \\ \times 0.8 \\ \hline 160 \\ \hline 16.0 \end{array}$ $16 \text{ cm}^2$	$\begin{array}{r} 6 \\ \times 2.25 \\ \hline 13.50 \\ \hline 13.5 \text{ cm}^2 \end{array}$ $13.5 \text{ cm}^2$	$\begin{array}{r} 10 \\ \times 1.4 \\ \hline 40 \\ 140 \\ \hline 14.0 \end{array}$ $14.0 \text{ cm}^2$
Area	14 square units	16 square units	13.5 square units	14 square units

3. Here are the areas of three parallelograms. Use them to find the missing length (labeled with a "?") on each parallelogram.

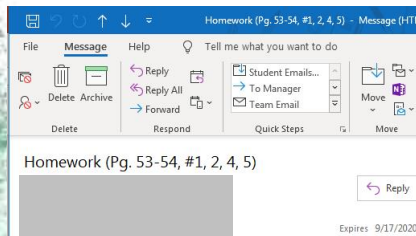
- A: 10 square units
- B: 21 square units
- C: 25 square units

# Homework Grading:

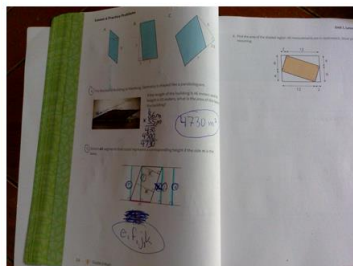
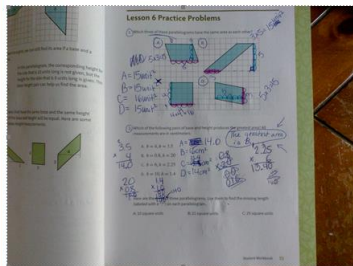
- Homework is graded based on **completion** (effort/participation) only and *does not indicate mastery of skill(s)*. I will enter students' *self-reported* grades immediately upon class starting. Spot-checking will occur to encourage integrity. Grades will be given as follows:
  - 4 (A) - **All** problems attempted/completed with work/reasoning shown. Turned in on due date (the school day after it was assigned).
  - 3.5 (B+) - **All** problems attempted/completed and correct. Turned in one day after due date.
  - 3 (C) - **All** problems attempted/completed and correct. Turned in any day before the unit test.
- We will usually go over the previous night's homework at the start of each lesson.
- The gradebook closes on test day. All missing assignments are changed to an irreversible 0 (F) at that point.
- Remember that **SOME** credit is better than **NO** credit. 😊

# Late Homework:

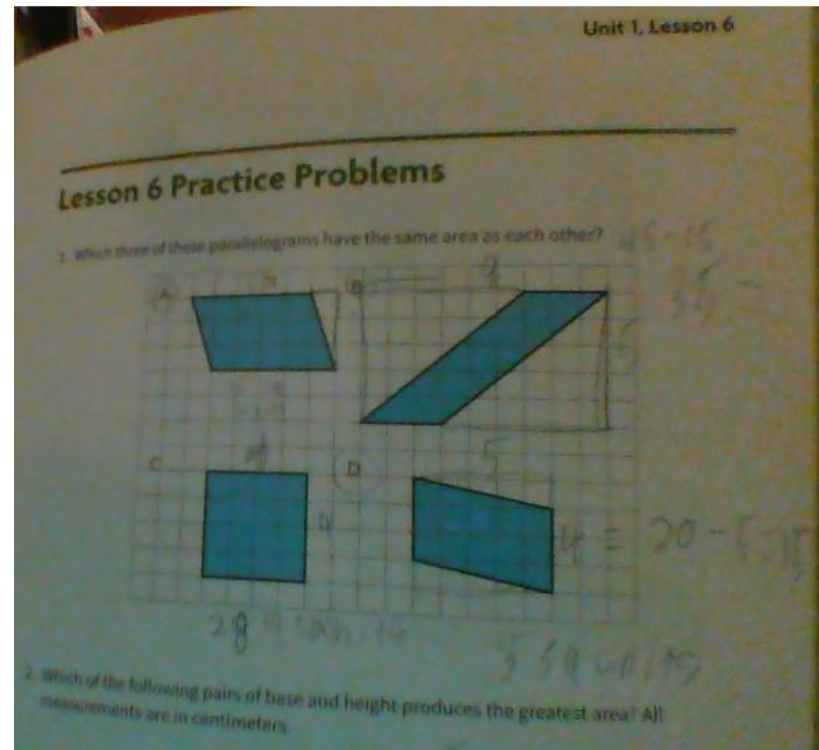
- Late homework can be submitted two ways:
  - 1) By appointment after school or at lunch.
  - 2) Via email.
    - Be sure pictures of all pages are clear, and that writing is easily readable.
    - Subject line should include period, lesson number, and page/problem numbers.
- Please allow a *calendar week* for late assignments submitted via email to be entered into LMS. It is, unfortunately, a low-priority task for me.



Here's my homework, Ms. Sadowsky



VS



# Grading Procedures:

- Grades should be an accurate representation of your child's mathematical abilities and understanding.
- Report card grades, therefore, are comprised *mostly* of assessments which demonstrate your child's ability to perform to standard.
- 70% = Tests  
20% = Quizzes  
10% = Homework
- There is a strong correlation between completion of homework/classwork and better results on assessments! Don't fall too far behind on homework! These components work together!

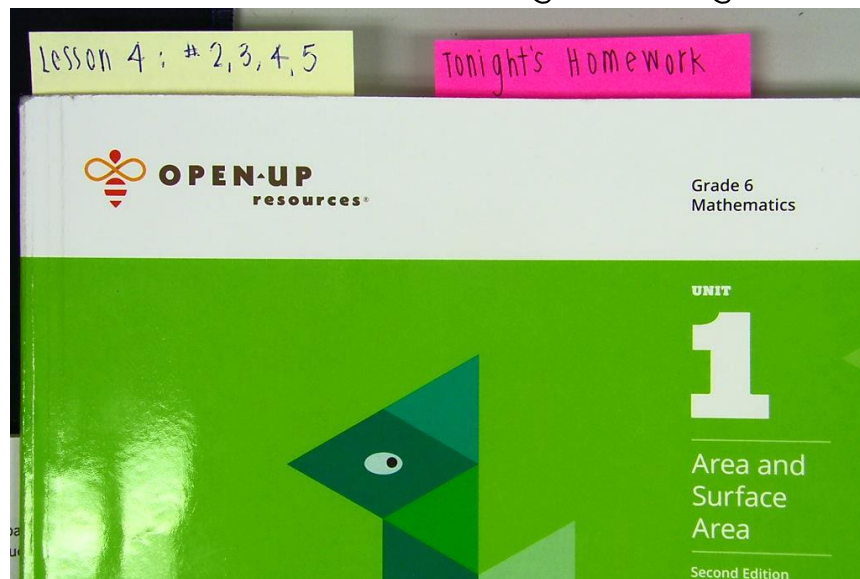


# absences:

- When students are absent, they are responsible for working backwards from the lesson summary at the end of each lesson, and then emailing me/making arrangements to meet with me at lunch or after school to ask *specific questions*. (I cannot re-teach an entire lesson in a lunch period!)
- You can always check the classroom website to see what you're missing!

# Extra Help:

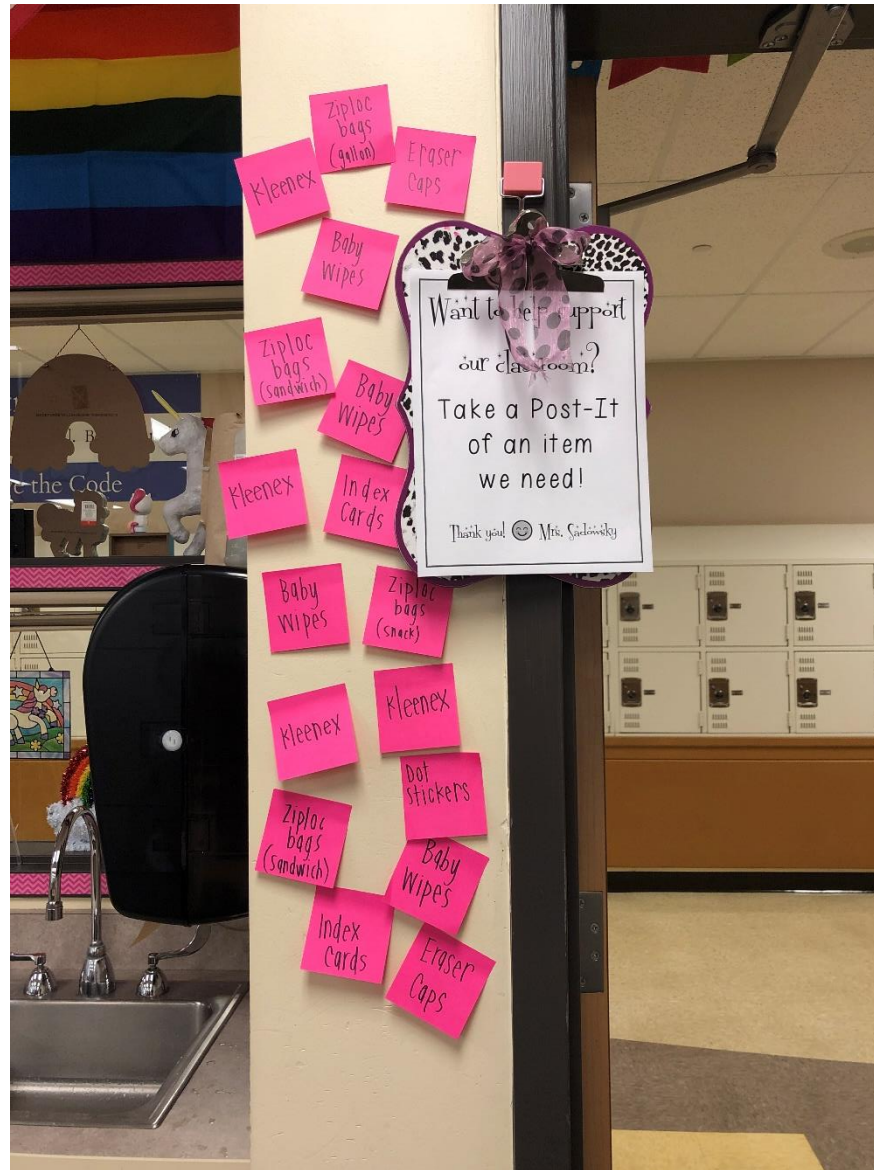
- Lunch time is most always an option, by appointment. I will plan to consistently be available on Tuesday—the schoolwide math priority day.
- I would LOVE to help your student after school. I will be available until 3:30 by appointment. (All Fridays and most Wednesdays are unavailable due to meetings.)
- I will assume all students staying after school have made arrangements for transportation, etc. with their parents/guardians.
- Invest in Post It Notes! They are great organizational tools!



# How You Can Help:

- Make sure your child has his/her assignments/homework completed. Write me a note if 20 minutes was spent on homework with little success/no completion. I will touch base with him/her!
- Be a frequent visitor to my classroom website!
- Check your child's Ike Pages to see what was assigned. It should be filled out for the entire week each Monday.
- Email me quickly—*and at any time!*—with questions or concerns.
- Check your child's grades online (LMS) regularly. Our partnership in their success is a huge motivator!
- Make sure your student comes to class prepared with all necessary materials.
- Take a Post-It from our Classroom Wishlist near the door. 😊 (This wish list is also on the next slide!)

# Classroom Wishlist:



# Questions?

- Did you receive my Welcome Letter/Syllabus? Please see me for a replacement copy if not! 😊
- Do I have an email for you? I email frequently.

A green chalkboard with two pieces of pink chalk and some white chalk drawings. The text "Thank you for coming!" is written in a large, teal, outlined font on the right side of the board.

**Thank  
you  
for  
coming!**