SOLAR WIND SPEED: A MATH ESSAY

OVERVIEW

Lesson Summary:

Students write a complete math essay and identify the transition words.

Objectives:

The student will:

- explain the thought process used in solving a math problem; and
- identify transition words within the essay.

GLEs Addressed:

Science

[5-8] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.

[11] SD3.2 The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by exploring causes and effects related to phenomena (e.g., the aurora, solar winds, Coriolis Effect).

Math

[6] PS-3 The student communicates his or her mathematical thinking by representing problems using mathematical language including concrete, pictorial, and/or symbolic representation; or using appropriate vocabulary, symbols, and technology to explain mathematical solutions (M8.2.1, M8.2.2, M8.2.3).

[7] PS-3 The student communicates his or her mathematical thinking by representing mathematical problems numerically, graphically, and/or symbolically; or using appropriate vocabulary, symbols, or technology to explain, justify, and defend strategies and solutions (M8.3.1, M8.3.2, & M8.3.3).

[8] PS-3 The student communicates his or her mathematical thinking by representing mathematical problems numerically, graphically, and/or symbolically, translating among these alternative representations; or using appropriate vocabulary, symbols, or technology to explain, justify, and defend strategies and solutions (M8.3.1, M8.3.2, & M8.3.3).

[7] PS-5 The student demonstrates the ability to apply mathematical skills and processes across the content strands by using real-world contexts such as science, humanities, peers, and community (M10.3.1 & M10.3.2).

[8] PS-5 The student demonstrates the ability to apply mathematical skills and processes across the content strands by using real-world contexts such as science, humanities, peers, community, and careers (M10.3.1 & M10.4.2).

Writing

[5] 2.1.3 The student writes about a topic by organizing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology) (L).

[6] 2.1.3 The student writes about a topic by organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order of chronology, comparison/contrast) (L).

[7] 3.1.3 The student writes about a topic by organizing ideas using appropriate structures (e.g., chronology order, order of importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases.

[8] 3.1.3 The student writes about a topic by organizing ideas using appropriate structures (e.g., chronology order, order of importance, comparison and contrast, classification and definition) to maintain the unity of the composition using a variety of transitional words and phrases.

Search Terms: writing, essay, transition words, mathematics, solar wind, aurora, Northern Lights