

# iMaths 6 Investigation Plan

Student's name..... Due date.....

My group.....

Now that I have read through the Investigation, I am going to make a plan that should help me understand this Investigation.

**Name of Investigation:** \_\_\_\_\_

I understand that this Investigation is asking me to:

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This Investigation might present some challenges. I may need to solve these problems in order to complete this Investigation:

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I think these Topics are really important to this Investigation:

<u>Topic</u>	<u>Purpose in this Investigation.</u>
1 _____	_____
2 _____	_____
3 _____	_____

I believe I will have no problems with:

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I think I may need some help with:

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Select three words from the list in step 1. What do these words mean in the *context* of this Investigation?

<u>Word</u>	<u>Meaning in this Investigation.</u>
1 _____	_____
2 _____	_____
3 _____	_____

# Investigation 8 Pyramids and pharaohs

Name: \_\_\_\_\_

Due date: \_\_\_\_\_

Rubric

Step	Ability to...	A	B	C	D	E
Proficiency strands Understanding, Fluency and Problem Solving	Use nets to construct scale models of the three pyramids.	Needed no help to interpret the information in the table and draw the accurate angle for each net. The nets of the pyramids, including tabs, were so carefully drawn that the scale model was accurate and strong.	With prompting, used the information in the table to draw accurate angles to create an accurate net. Used the tabs to help construct a model of each pyramid.	Needed some assistance to interpret the table and measure the angles accurately. Corrected any errors in the nets. Drew usable tabs to help construct the model.	Needed teacher guidance to understand the data in the table and to draw the correct angles. Drew the net with teacher assistance.	Was unable to understand how the data in the table could be used to draw a net of the pyramids. Had to be given the measurements. Had trouble making accurate measurements when creating the net.
	Calculate the dimensions of the three pyramids.	Used an efficient method to measure the dimensions of the pyramids. Used the scale to convert the measurements to metres. All calculations were made independently and were error free.	Selected and used a suitable method to measure the dimensions of the pyramids. Corrected any errors when using the scale to convert the measurements to metres.	Needed some assistance when finding a way to accurately measure the dimensions of the pyramids. With some help was able to use the scale to convert the measurements to metres.	Needed teacher guidance to find ways to measure the dimensions of the model and to make the measurements accurate. Could not convert the measurements to metres.	Made only a limited attempt to measure the dimensions of the model. Was not able to convert any measurements to metres even with assistance.
	Produce a timeline showing when the pyramids at Giza were constructed. Plot major events from 3000 BC to 500 BC.	Found the most appropriate intervals to display the time period and drew an error free timeline. Gave it an appropriate title and used the research information to clearly and accurately mark and label the major events between 3000 BC to 500 BC.	Used the guess and check method to find the appropriate intervals to display the time period. Drew an accurate timeline. All dates of major events between 3000 BC to 500 BC were marked and labelled correctly.	Needed some assistance to find the most appropriate intervals for the period. Made only minor errors when drawing the timeline, and when marking and labelling the dates for each major event between 3000 BC to 500 BC.	Needed help to determine an appropriate interval to display the period. Needed to take more care when drawing the timeline. Made several errors when marking and labelling the dates between 3000 BC to 500 BC.	Was unable, even with assistance, to draw a timeline using appropriate intervals. The dates and events marked on the timeline were mostly incorrect.
	Compare the dimensions of the model pyramids to the dimensions found on other websites. Explain any differences.	Presented several possible reasons for any differences. These were discussed thoroughly and logically.	Attempted to explain the differences in the dimensions. Explanations were generally sensible but sometimes didn't link logically to the facts.	Gave some simple reasons for finding differences in the dimensions.	Attempted to suggest reasons for finding differences in the dimensions, but these were often illogical and not connected to the facts.	Any suggested reasons for any differences in the dimensions were unclear and unsupported.
Reasoning	Discuss the construction of the model pyramids. Suggest ways to improve the accuracy of the pyramids.	Gave a detailed explanation of the construction of the models. Discussed creative and workable improvements to the way the pyramids were constructed.	Discussed the steps in the construction of the model. Was able to suggest some improvements to the way the pyramids were constructed.	Described briefly how the model was constructed. Suggested some basic improvements to the way the pyramids were constructed.	Had some difficulty describing the process of making the model. Was able to identify problems but was unable to suggest any improvements to the way the pyramids were constructed.	The description of the construction of the model was often confused. Did not suggest any improvements to the process of constructing the pyramids.

## Teacher comments

Overall rating



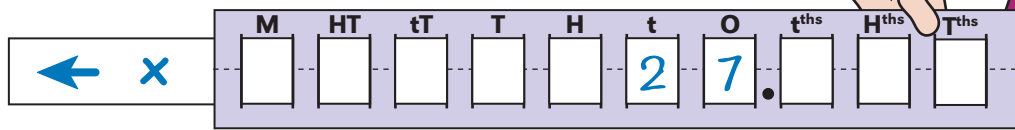
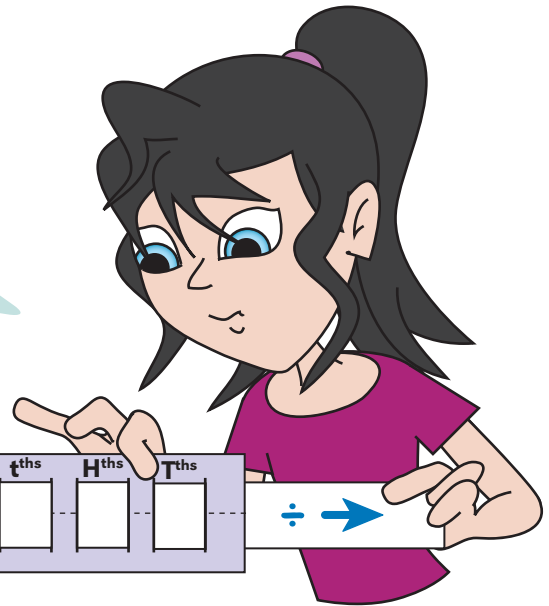


# Tear-out 4

## Topic NA19: Multiplication of decimals

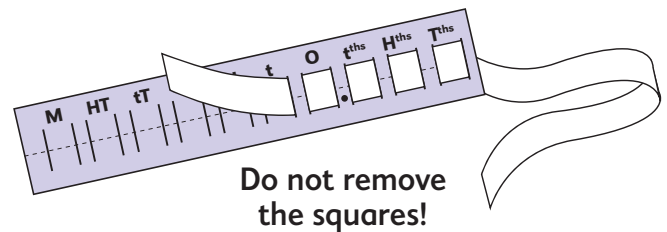
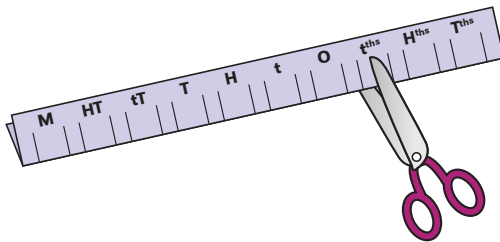
### Number slide

A number slide is a useful device to show multiplying and dividing by 10, 100, 1000, 10 000, 100 000.



How to make a number slide

- 1 Cut the number slide from the bottom of this page, or trace it onto a piece of paper and cut it out.
- 2 Fold exactly in half lengthwise along the fold line.
- 3 Snip the folded strip 20 times, once at each place indicated.



- 4 Open the folded strip so that it is flat again.
- 5 Cut a long strip of stiff paper or card 1 cm wide and at least 30 cm long.
- 6 Weave the strip along the number slide, **starting underneath**, then on top of the white square, then underneath the grey region, and so on.
- 7 Write the number to be multiplied or divided onto the strip and slide it the correct number of places (see [NA19](#) page 69 for details). Carefully erase the number to re-use the strip.

M	HT	tT	T	H	t	O	tths	Hths	Tths



## The pyramids at Giza site map

