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Introduction

Read the introduction and answer the questions.

Name _____ Date _____

Read the introduction and answer the questions. The text is provided for you to read and understand.

1. What is the main purpose of the text?
 - a. To inform the reader about the importance of the text.
 - b. To provide the reader with information about the text.
2. What is the main purpose of the text?
 - a. To provide the reader with information about the text.
 - b. To provide the reader with information about the text.
3. What is the main purpose of the text?
 - a. To provide the reader with information about the text.
 - b. To provide the reader with information about the text.
4. What is the main purpose of the text?
 - a. To provide the reader with information about the text.
 - b. To provide the reader with information about the text.
5. What is the main purpose of the text?
 - a. To provide the reader with information about the text.
 - b. To provide the reader with information about the text.
6. What is the main purpose of the text?
 - a. To provide the reader with information about the text.
 - b. To provide the reader with information about the text.

The Circumference

Read the introduction and answer the questions.

Read the introduction and answer the questions. The text is provided for you to read and understand.

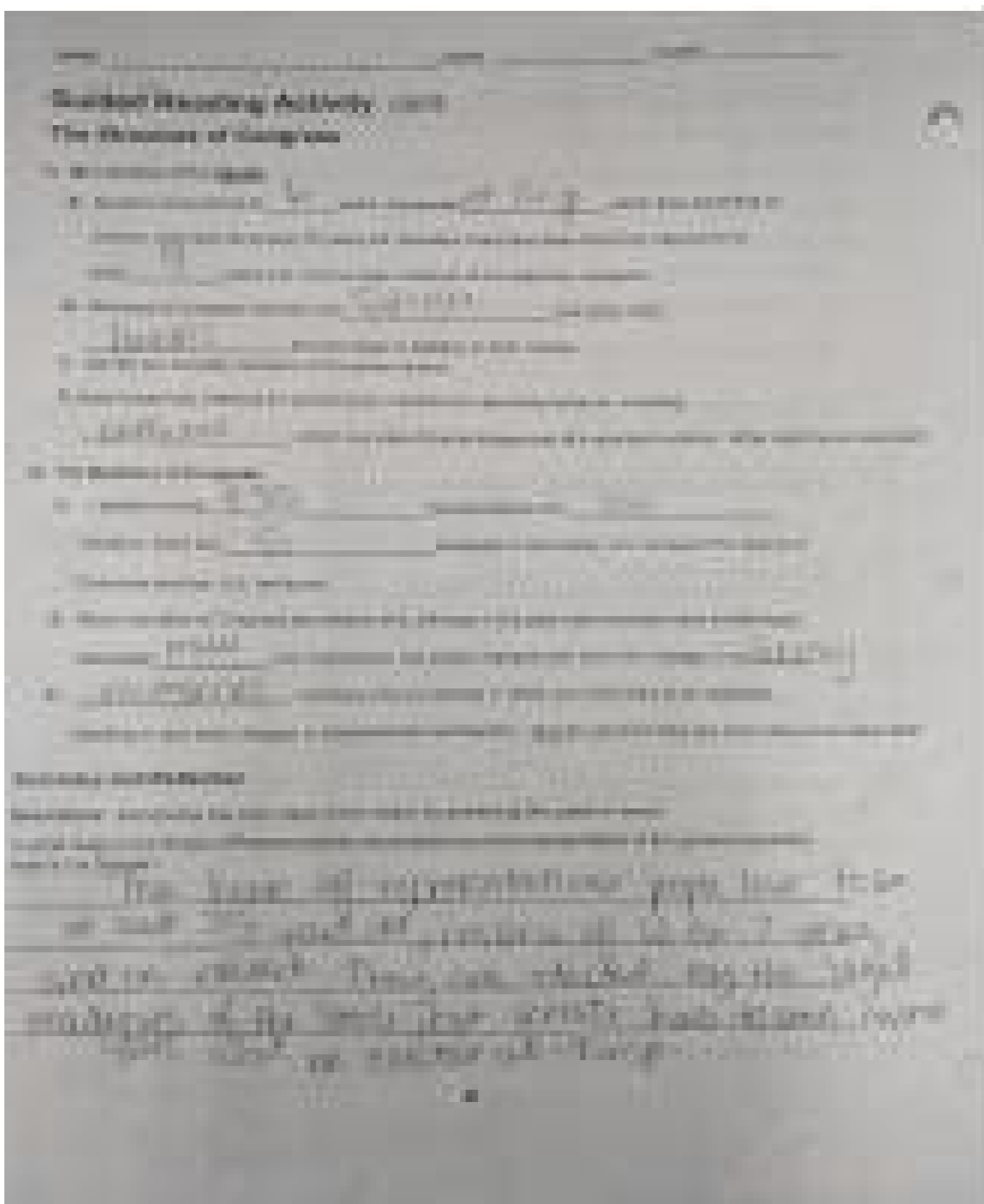
1. The circumference of a circle is the distance around the circle.
 - a. It is the distance around the circle.
 - b. It is the distance around the circle.
2. The circumference of a circle is the distance around the circle.
 - a. It is the distance around the circle.
 - b. It is the distance around the circle.
3. The circumference of a circle is the distance around the circle.
 - a. It is the distance around the circle.
 - b. It is the distance around the circle.
4. The circumference of a circle is the distance around the circle.
 - a. It is the distance around the circle.
 - b. It is the distance around the circle.
5. The circumference of a circle is the distance around the circle.
 - a. It is the distance around the circle.
 - b. It is the distance around the circle.
6. The circumference of a circle is the distance around the circle.
 - a. It is the distance around the circle.
 - b. It is the distance around the circle.

Name _____ Date _____

Pi Scavenger Hunt

Use the websites below and others to answer the questions below:

1. What is the CIRCUMFERENCE of a circle?
2. What is the DIAMETER of a circle?
3. What is PI the ratio of?
4. Is PI a rational or irrational number? Explain why?
5. What is PI to 30 decimal places?
6. What value of PI did the Egyptians obtain?
7. What value of PI did the Babylonians obtain?
8. Find your birthday in PI. Type in your date and record the location.
9. In the year 1997, D. Takahasi and Y. Kanada calculated PI to 51,539,600,000 decimal places. What type of computer did they use? Where did they do their calculations?
10. Which fraction is closest to the actual value of $PI \approx 3.14159$ or $22/7$ or $355/113$?
11. What does it mean to "Square a Circle"?
12. People once thought that trying to square a circle was an illness. What was the name of the illness?
13. What is the symbol for pi? Who first used it and when? What Swiss mathematician was it popularized by?
14. Who were the first people known to find a value of pi? When was it?
15. In the first one million digits of pi, how many threes are there? How many nines?
16. You can memorize PI by using things called "mnemonics." What is a "mnemonic"?
17. What was the most inaccurate version of PI? Explain who, when, and what the value was (sentence form).
18. Who memorized 42,195 digits of PI on February 18, 1995? Where was the person from?
19. What famous math mathematician was born on March 14th?
20. Find your favorite Pi joke and write it down.



Powers of Congress Beavenger Hunt KEY

Direct Quote: In order to familiarize yourselves with the powers of Congress, you must use Chapter 11 of your textbook to locate all of the following answers.

As a reminder:
Expressed Powers: explicitly stated in the Constitution
Implied Powers: Reasonably deduced from the expressed powers
Inherent Powers: Powers typically given to national governments

(Section 1)
1. Those who believe the federal government's powers should be narrowly interpreted are known as strict constructionists.

(Section 2)
2. Because the Constitution does not describe all powers in depth, Congress must work together with which body to decide the scope of each power, such as the commercial power? the Supreme Court

3. The majority of the expressed powers of Congress can be found in Article 1, Section 8 of the Constitution. **(Article 1, Section 8)**

4. Identify three reasons why taxes are levied.
to pay for
to pay for health/welfare
to pay for retirement/insurance

5. True or False: The government may tax both imports and exports. **(False: imports only)**

6. True or False: There are no constitutional limits on the amount of money Congress may borrow and no restrictions on the purposes for which it may be used. **(True)**

7. The power of Congress to regulate interstate and foreign trade is known as what? **(Commerce power)**

8. McCulloch v. Maryland is a case that arose over what issue? **(Regulation of State Banks)**

9. What was the Court's decision in McCulloch v. Maryland? Congress alone has the power to regulate interstate commerce

10. What was the subject of U.S. v. Lopez? **(Gun in school zone)**

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Guided reading activity 15-3 answer key. Guided reading activity congressional powers lesson 1 constitutional powers answers.

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States; To borrow Money on the credit of the United States; To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes; To establish a uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States; To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures; To provide for the Punishment of counterfeiting the Securities and current Coin of the United States; To establish Post Offices and post Roads; To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries; To constitute Tribunals inferior to the supreme Court; To define and punish Piracies and Felonies committed on the high Seas, and Offenses against the Law of Nations; To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water; To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years; To provide and maintain a Navy; To make Rules for the Government and Regulation of the land and naval Forces; To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions; To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress; To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards and other needful Buildings; And To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof. The ability to read is one of the most powerful tools teachers and parents can give students. Literacy is strongly correlated with future economic and professional success. Illiteracy, on the other hand, exacts a steep price. The National Center for Education Statistics notes that 43 percent of adults with the lowest reading levels live in poverty, and according to the National Institute for Literacy, 70 percent of people on welfare have extremely low literacy. Furthermore, 72 percent of children of parents with low literacy will themselves have low literacy, and are more likely to perform poorly in school and drop out. Early and elementary education offers a key opportunity to break this cycle of economic hardship. And while the mechanics of reading and writing are essential building blocks, reading comprehension allows students to move beyond decoding and into understanding and enjoyment. The easiest way to explain reading comprehension is to put a reader in the position of someone who is "deciphering" letters and words rather than comprehending (attaching meaning to) them. Try reading this: Fæder ureðu þe eart on heofenumsi ðin nama gehalgodto-becume ðin ricegeweorþe ðin willa on eorðan swa swa on heofenum.Urne ge dæghwamlican hlaf syle us to-deagand forgyf us ure gyltasswa swa we forgyfaþ urum gyltendumane ne gelæde ðu us on costnungeac alys us of yfe. Using your knowledge base of phonetic sounds, you might be able to "read" the text, but you would not understand what you'd just read. You most certainly would not recognize it as The Lord's Prayer. What about the following sentence? Fox grape grey shoe on land title base. You may know each word and its meaning, but that doesn't give the sentence meaning. Reading comprehension involves three distinct components: processing text (sounding out the syllables to decode the words), understanding what was read, and making connections between the text and what you already know. Vocabulary knowledge and text comprehension are two vital elements of reading comprehension. Vocabulary knowledge refers to understanding individual words. If a reader doesn't understand the words he is reading, he won't understand the text as a whole. Because vocabulary knowledge is essential to reading comprehension, children should be exposed to a rich vocabulary and should always be learning new words. Parents and teachers can help by defining potentially unfamiliar words that students will encounter in texts and teaching students to use contextual clues to understand the meaning of new words. Text comprehension builds on vocabulary knowledge by allowing the reader to combine the meanings of the individual words to understand the overall text. If you've ever read a complicated legal document, a challenging book, or the previous example of a nonsensical sentence, you can understand the relationship between vocabulary knowledge and text comprehension. Understanding the meaning of most of the words does not necessarily translate into understanding the text as a whole. Text comprehension relies on the reader making connections with what he's reading. Most standardized tests include sections that assess reading comprehension. These assessments focus on identifying the main idea of a passage, understanding vocabulary in context, making inferences, and identifying the author's purpose. A student might read a passage such as the following about dolphins. Dolphins are aquatic mammals (not fish) well-known for their intellect, gregarious nature, and acrobatic abilities. Like other mammals, they are warm-blooded, give birth to live young, feed their babies milk, and breathe air through their lungs. Dolphins have a streamlined body, a pronounced beak, and a blowhole. They swim by moving their tail up and down to propel themselves forward. A female dolphin is called a cow, a male is a bull, and the babies are calves. Dolphins are carnivores that eat marine life such as fish and squid. They have great eyesight and use this along with echolocation to move about in the ocean and locate and identify objects around them. Dolphins communicate with clicks and whistles. They develop their own personal whistle, which is distinct from other dolphins'. Mother dolphins whistle to their babies frequently after birth so that the calves learn to recognize their mother's whistle. After reading the passage, students are asked to answer questions based on what they read to demonstrate their understanding of the passage. Young students might be expected to understand from the text that dolphins are mammals that live in the ocean. They eat fish and communicate with clicks and whistles. Older students might be asked to apply information gleaned from the passage to facts they already know. They could be asked to infer the meaning of the term carnivore from the text, identify what dolphins and cattle have in common (being identified as a cow, bull, or calf) or how a dolphin's whistle is similar to a human fingerprint (each is distinct to the individual). There are several ways to evaluate a student's reading comprehension skills. One method is to use a formal assessment, like the example above, with reading passages followed by questions about the passage. Another method is to use informal assessments. Ask students to tell you about what they read or retell the story or event in their own words. Put students in discussion groups and listen to what they have to say about the book, watching for areas of confusion and students who are not participating. Ask students for a written response to the text, such as journaling, identifying their favorite scene, or listing the top 3 to 5 facts they learned from the text. One indicator that a student is struggling with reading comprehension is difficulty reading aloud. If a student struggles to recognize or sound out words when he's reading orally, he's likely encountering the same struggles when reading silently. Weak vocabulary is another indicator of poor reading comprehension. This is because students who struggle with text comprehension may have difficulty learning and incorporating new vocabulary. Finally, poor spelling and weak writing skills may be a signal that a student isn't able to comprehend what he's reading. Difficulty spelling may indicate problems remembering letter sounds, which means that the student is likely also having trouble processing text. It might seem as though reading comprehension skills develop naturally, but that's because students gradually begin to internalize the techniques. Effective reading comprehension skills must be taught, but it's not difficult to do. There are simple strategies to improve reading comprehension that parents and teachers can employ. The most important step is to ask questions before, during, and after reading. Ask students what they think the story is going to be about based on the title or cover. As you're reading, ask students to summarize what they've read so far or predict what they think will happen next. After reading, ask students to summarize the story, identify the main idea, or highlight the most important facts or events. Next, help children make connections between what they've read and their experiences. Ask them what they would have done if they had been in the main character's situation or if they've had a similar experience. Consider reading challenging texts aloud. Ideally, students will have their own copy of the book so that they can follow along. Reading aloud models good reading techniques and allows students to hear new vocabulary in context without disrupting the flow of the story. There are also steps that students can take to improve their reading comprehension skills. The first, most basic step is to improve overall reading skills. Help students select books about topics that interest them and encourage them to read at least 20 minutes each day. It's okay if they want to start with books below their reading level. Doing so can help students focus on what they're reading, rather than on decoding more challenging text, and improve their confidence. Next, encourage students to stop every so often and summarize what they've read, either mentally or aloud with a reading buddy. They may want to make notes or use a graphic organizer to record their thoughts. Remind students to get an overview of what they'll be reading by first reading chapter titles and subheadings. Conversely, students can also benefit from skimming over the material after they've read it. Students should also take steps to improve their vocabulary. One way to do so without disrupting the flow of reading is to jot down unfamiliar words and look them up after they've finished their reading time.

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