CURRENT EVENT PROJECT

Thank you for your help enriching your child’s vocabulary as you and your child discussed the ways we see patterns not just in Mathematics, but also in history, politics, art, music, games, weather, traditions, space, heartbeats, and life cycles. I enjoyed the deep, rich, and creative responses they shared.

Now it is time for your child to request your assistance with another cross-curricular activity. We are going to take our love of large numbers and examine how they are applied in real life. The students will need your guidance in finding a “Current Event” that involves large numbers.

The event must be recent and newsworthy, so your child will need help searching newspapers, online journals, television, radio, or other media in order to find the way a large number was described. Some possible topics include but are not limited to:

National Debt

Population Explosions

Social Security predictions

Mosquitoes

Damages from Isaac

Health care costs

Landing on Mars

Viewers of the Olympics

The students will need to paraphrase the information they find, so they will also need your help putting the news stories into their own words and understanding what they write.

On Thursday, 9/14/12, students will present a one paragraph current event orally. They will explain what the news was about and why the number is so amazing, shocking, disturbing, surprising, etc.

The written report will not be collected or graded, but should be read aloud smoothly. Only the oral presentation of the current event with a real-life large number will be graded. (pass/fail) Basically, anything you think is interesting and has been in the news will count, so enjoy!

I hope this project helps the students to understand somewhat cognitively abstract applications of large numbers and where they fit, not just on a place value chart, but into their world and their future.

Thank you,

Patricia

PS Here is a great link showing research justifying the use of current events in Math class. ☺

<http://www.educationworld.com/a_curr/curr084.shtml>