CC COURSE 1 eTOOLS
Table of Contents

General eTools ........................................................................................................................................ 4
  Algebra Tiles (CPM) .......................................................................................................................... 5
  Pattern Tile & Dot Tool (CPM) .......................................................................................................... 8
  Area and Perimeter (CPM) ............................................................................................................. 10
  +/- Tiles & Number Lines (CPM) .................................................................................................... 13
  Base Ten Blocks (CPM) ................................................................................................................... 16
  Table Tool (CPM) .......................................................................................................................... 18
  Data Representations (CPM) .......................................................................................................... 20
  Desmos Graphing Calculator ........................................................................................................ 22

Chapter 1 ................................................................................................................................................ 25
  CC1 1.1.2: 1-7 Figure Student eTools (CPM) .................................................................................. 26
  CC1 1.1.3: 1-15 Student eTool (CPM) ............................................................................................. 30
  CC1 1.1.3: 1-18 Student eTool (CPM) ............................................................................................. 31
  CC1 1.1.4: Frog Jumping Contest Video ......................................................................................... 32
  CC1 1.2.2: 1-56 Student eTool (CPM) ............................................................................................. 33
  CC1 1.2.4: 1-73 Student eTool (CPM) ............................................................................................. 34

Chapter 2 ................................................................................................................................................ 36
  CC1 2.1.2 2-13 Student eTool (Desmos) ......................................................................................... 37
  CC1 2.2.2: 2-33 Student eTool (CPM) ............................................................................................. 38
  CC1 2.2.3: 2-43a & 2-43b Student eTools (CPM) ............................................................................. 39

Chapter 3 ................................................................................................................................................ 40
  CC1 3.1.3: 3-36 Student eTool (CPM) ............................................................................................. 41
  CC1 3.2.1: 3-90 Student eTool (CPM) ............................................................................................. 42
  CC1 3.2.2: Frog Race Video ............................................................................................................ 44
  CC1 3.2.2: 3-100 Student eTool (CPM) ........................................................................................... 46
  CC1 3.2.3: 3-111 Student eTool (CPM) ........................................................................................... 47
  CC1 3.2.4: 3-124 Student eTool (Desmos) ...................................................................................... 48

Chapter 4 ................................................................................................................................................ 49
  CC1 4.1.2: 4-12 Student eTool (CPM) .............................................................................................. 50

Chapter 5 ................................................................................................................................................ 51
CC1 5.3.2: 5-76 Shape 1-8 Student eTools ................................................................. 52
CC1 5.3.2: 5-78 Student eTool ................................................................................. 57
CC1 5.3.4: 5-96 Trapezoid Decomposer - Method 1 Student eTool (Desmos) .......... 58
CC1 5.3.4: 5-96 Trapezoid Decomposer - Method 2 Student eTool (Desmos) .......... 60

Chapter 6 ..................................................................................................................... 62
  CC1 6.2.2: 6-82 & 6-83 Student eTools (CPM) ........................................................... 63
  CC1 6.2.2 6-84 Student eTool (CPM) ....................................................................... 66
  CC1 6.2.3: 6-94 Student eTool (CPM) ....................................................................... 67

Chapter 7 ..................................................................................................................... 68
  CC1 7.1.2 7-15 Student eTool (Desmos) ................................................................. 69
  CC1 7.1.3 7-25 Student eTool (Desmos) .................................................................. 70

Chapter 8 ..................................................................................................................... 71
  CC1 8.1.2: 8-12 Student eTool (Desmos) ................................................................. 72
  CC1 8.3.1: 8-84 and 8-86 Student eTools (Desmos) ....................................................... 73

Chapter 9 ..................................................................................................................... 74
  CC1 9.1.1: 9-1 3D Video ........................................................................................... 75
  CC1 9.1.1: Cube Cutting Video .................................................................................. 76
  CC1 9.1.2: Net Demo Video ..................................................................................... 78
General eTools
Algebra Tiles (CPM)

This tutorial describes how to use the Algebra Tiles including additional features.

Click on the link below to access eTool.

Algebra Tiles (CPM)

1. The top bar has three main parts: Pen & Paper Icon, '?' Icon, and the Arrow Icon.
   1. Select the Pen & Paper Icon to:
      - Options - Add Title and Description and Enable/Disable Tools.
      - Clear Tiles - This will remove all the tiles that are in the tile area.
      - Save - This will save all the changes made.
   2. Select the '?' icon for directions.
   3. Select the Arrow Icon at the right to open and close the tray.

2. Drag tiles from the tray at the left to the display area at the right.
   1. Select one of the tiles and drag it to the tile area.
2. Use the sliders in the tray to change the size of the tiles.

3. Double click tiles to change orientation (horizontal/vertical).

4. Click on a tile once to change the sign (+ –).
   Note: The color of the tile will turn to red for negative sign.
3. Choose from a variety of different mats. Also choose from a variety of sizes to fit on various devices.

4. Choose from a variety of different tiles:
   - Click the arrow next to the tool to view/hide the options for each tool.
Pattern Tile & Dot Tool (CPM)

Click on the link below.

Pattern Tile & Dot Tool

1. Drag tiles from the tray to the Display area.
   - Add tiles and copy and paste them to the display area.
   - Select all tiles and drag to the tray to remove the tiles.

2. Textboxes and Dots
   - Located in the General Tools
   - Drag out and choose border/no border and color.
   - Double click to rotate.
   - Click to add text.
Pattern Tiles & Dot eTool

1. Use the square below for tiles.
2. Use the dot in the General Tools for dots.
3. Right Click or tap hold for color options.
4. Copy and paste for large number of tiles and dots.
5. Select all and drag to this tray to remove.
6. Select and drag to the mat textboxes in the General Tools menu to use as labels.
7. SAVE your work by copying and pasting the URL found in the Pencil/Paper icon above to a doc or spreadsheet.
Area and Perimeter (CPM)

Click on the link below to access the eTool.

Area and Perimeter (CPM)

1. Drag the tiles and toothpicks to the display area. Double click toothpicks to rotate.

2. Toothpicks Settings
   1. Click the toothpick and hold to view the toothpick settings.
   2. Click one of the arrows at the end of toothpick to adjust the length.
   3. Select the tip you want to use.
   4. Click the "Change color" button to change the color of the toothpick.
   5. Double click the toothpick to rotate.
   6. Click and drag to move the toothpick.
3. Dim Area showing the perimeter more sharply.

4. Explore the Options Menu:
   1. Click the Paper & Pen Icon and select 'Options'.
   2. Add a title.
   3. Add description.
4. Click the button on the left of each tool name to enable/disable.
Click on the link below to access the eTool.

Number Line:

1. Click the Number Line icon and drag it to the display area.
2. Right click on the Number Line to display and adjust the settings.
3. Click one of the arrows at the end of the Number Line to adjust the length.
4. Click the '+' or '-' to adjust the step.
5. Drag the number line to change the position of the numbers.
6. Double click the Number Line to rotate.
**+/- Tiles:**

1. Click the ‘+’ or ‘-’ tiles and drag it to the display area.
2. Click the ‘+’ or ‘-’ to change its color to gray.

**Colored Arrow:**

1. Click the 'Colored Arrow' icon and drag it to the display area.
2. Click on the 'Colored Arrow' and hold -OR- right click to view the settings.
3. Click one of the arrows at the end of the icon to adjust the length.
4. Click the 'Change color' button to change the color of the toothpick.
5. Select the tip you want to use.
6. Double click the 'Colored Arrow' icon to rotate.
7. Click and drag the 'Colored Arrow' icon to move.
Base Ten Blocks (CPM)

Use this tool for percents and counting out of one hundred.

Click on the link below to access the eTool.

Base Ten Blocks (CPM)

1. Drag Base Ten Blocks from the tray to the display area.

   • Unit Tile
   • Ten Tile
   • Hundred Tile

   Notes: Tiles can be overlapped.
   Tiles will snap to the grid.
2. Double click to rotate.

3. Add text.
   1. Click the arrow before the 'General Tools' to view.
   2. Click the Text Box and drag it to the display area.
   3. Click the 'T_' icon to add/remove text border.
      Note: If the Text Box settings do not display automatically, right click on the Text box.
   4. Choose the font color you want to use.
   5. Double click the Text Box to rotate.
# Table Tool (CPM)

Click on the link below to access the eTool.

[CPM Table eTool](#)

## 1. CPM Table eTool

- Find patterns
- Highlight cells
- Highlight rows

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<td>150</td>
<td>165</td>
<td>180</td>
<td>195</td>
<td>210</td>
<td>225</td>
</tr>
</tbody>
</table>

## 2. Highlight

- Click on a row or column and highlight.
- Click on a cell and choose the color.
Data Representations (CPM)

Click the link below for "CPM Data Representations"

CPM Data Representations

1. CPM Data Representations:

Type in up to two sets of data into the columns under the Data Sets tab. Click the wrench to sort or change the graph color. Click the Data Sets arrow to hide the data.

2. Single-Variable Statistics or the Stem and Leaf Plots:

When choosing Single-Variable Statistics or the Stem and Leaf Plots from the left tray, the data/plot(s) show from the right. Unclick from the left to close the trays at right.
3. Box Plots

Note: Use the zoom in and out buttons at the upper right to position the histograms in a friendly window. On a computer, you can use the mouse wheel. On a tablet, use two fingers to pinch or spread data.
Desmos Graphing Calculator

This free graphing calculator allows students to create a free account to save all of their graphs, animations, and projects created.

Click on the "Desmos Graphing Calculator" link below.

[Desmos Graphing Calculator]

1. Click on all of the buttons. Try it out! For extra help, click the "?".

2. Click on the interactive tours below for help to create:

[Sliders]
[Tables]
[Advanced Tables]
[Restrictions]
3. The interactive tours will NOT let you make a mistake! Try the links above!

4. Need additional help? Watch these very short excellent videos!

   Desmos Introduction
   Moveable Points
   Graph Inequalities
   Piece-Wise Function
5. The video links will help you with many of your graphing projects!

6. If you still need help, check out Desmos "Knowledge Base"

Desmos Knowledge Base
Chapter 1
Tools for 1-7 Figures A, B, C, D, and E are included.

Click the links below for the “1-7 Figure Student eTools (CPM)."

1-7 Figure A Student eTool (CPM),
1-7 Figure B Student eTool (CPM),
1-7 Figure C Student eTool (CPM),
1-7 Figure D Student eTool (CPM),
1-7 Figure E Student eTool (CPM)

1. Use the facts below and your team to assign each fact to a Figure.
   - Each team member clicks on one of the figure number above not showing it to anyone else.
   - By describing your figure to others in your team, decide which fact goes with each figure.

<table>
<thead>
<tr>
<th>Fact 1:</th>
<th>Fact 2:</th>
<th>Fact 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The figure contains 8 more toothpicks than tiles.</td>
<td>The figure has 2 more toothpicks than twice the number of tiles.</td>
<td>The figure contains half as many tiles as toothpicks.</td>
</tr>
<tr>
<td>Fact 4:</td>
<td>Fact 5:</td>
<td></td>
</tr>
<tr>
<td>The figure contains 12 toothpicks.</td>
<td>The figure has an even number of both tiles and toothpicks.</td>
<td></td>
</tr>
</tbody>
</table>

2. Collaborative Learning Expectations

T Together, work to answer questions.
E Explain and give reasons.
A Ask questions and share ideas.
M Members of your team are your first resource.
S Smarter together than apart.
3. CC1 1-7 Figure A Student eTool:

1. Drag toothpicks to the figure to outline the perimeter.
2. Double click a toothpick to change its direction.
3. When counting the toothpicks for the perimeter, change the direction of the first toothpick to remember where you started.

4. CC1 1-7 Figure B Student eTool:

1. Drag toothpicks to the figure to outline the perimeter.
2. Double click a toothpick to change its direction.
3. When counting the toothpicks for the perimeter, change the direction of the first toothpick to remember where you started.
5. CC1 1-7 Figure C Student eTool:

![CC1 1-7 Figure C Student eTool](image)

1. Drag toothpicks to the figure to outline the perimeter.
2. Double click a toothpick to change its direction.
3. When counting the toothpicks for the perimeter, change the direction of the first toothpick to remember where you started.

   ▼ Area and Perimeter

6. CC1 1-7 Figure D Student eTool:

![CC1 1-7 Figure D Student eTool](image)

1. Drag toothpicks to the figure to outline the perimeter.
2. Double click a toothpick to change its direction.
3. When counting the toothpicks for the perimeter, change the direction of the first toothpick to remember where you started.

   ▼ Area and Perimeter
7. CC1 1-7 Figure E Student eTool:

1. Drag toothpicks to the figure to outline the perimeter.
2. Double click a toothpick to change its direction.
3. When counting the toothpicks for the perimeter, change the direction of the first toothpick to remember where you started.

Area and Perimeter
CC1 1.1.3: 1-15 Student eTool (CPM)

Show patterns to build from one figure # to the next consecutive figure #.

1-15 Student eTool (CPM)

1. CC1 1-15 Student eTool:
   
   • Use the textbox to write the patterns you found.
   • Drag dots to the display area to color code your ideas.

2. One pattern might be to have three vertical dots colored red while two vertical dots are colored blue. How does this relate to the figure#?
1. Create figures 4 and 5 showing the pattern of growth using various colored dots.
CC1 1.1.4: Frog Jumping Contest Video

Click on the Video link below to view the Frog Jumping Contest.

Frog Jumping at Calaveras County 🎥

1. Frogs are given three jumps. The frog with the longest distance wins!
CC1 1.2.2: 1-56 Student eTool (CPM)

Click on the "1-56 Student eTool (CPM)" link below.

1-56 Student eTool (CPM)

1. Use the tools to show various numerical ways to show the figure below. Drag the Text box to label each one.

   Text Box:
   - Drag to the display area.
   - Click once to type in the label.
   - Click twice to rotate the label.

2. Students find as many numerical ways they can draw the figure above. Below is one example.
CC1 1.2.4: 1-73 Student eTool (CPM)

Click the "1-73 Student eTool (CPM)" link below.

1-73 Student eTool

1. Fill the empty cells with the correct number by finding a pattern of numbers.

2. To change the color of a cell, click the cell and choose a color.
3. Answer: Students type in their answers. Click the cell again to change the color.
Chapter 2
Click the link below to access eTool.

2-13 Student eTool (Desmos)
To create a histogram, paste your class pet data over the data on line 6. Be sure to keep the brackets. Place a comma between each number.
CC1 2.2.2: 2-33 Student eTool (CPM)

Click the link on below for the “2-33 Student eTool (CPM)."

2-33 Student eTool (CPM)

1. Use the area tiles and color to illustrate two ways to find area.
CC1 2.2.3: 2-43a & 2-43b Student eTools (CPM)

Click on the links below.

2-43a Student eTool (CPM)
2-43b Student eTool (CPM)

2-43a Student eTool:

2-43b Student eTool:
Chapter 3
CC1 3.1.3: 3-36 Student eTool (CPM)

Click the link below to access the eTool:

3-36 Student eTool (CPM)

Use the Base Ten Block eTool to solve the problem.

Shade the 100's block by dragging a red block from the General Tools over the desired portion. You can also change the color or even add grid lines to your shading.
CC1 3.2.1: 3-90 Student eTool (CPM)

Click on the link below to access eTool.

3-90 Student eTool (CPM)

Using the colored arrows, record the frog's movements.

1. Click one of the green arrows and drag it to the desired location.

2. Click one of the green arrows and hold to change the length, color and endings.
3. Click "Change Color" button and select the preferred color.

4. Select the endings for your arrow.

5. Click the double arrow image on each end of the arrow and drag horizontally to adjust the length.
CC1 3.2.2: Frog Race Video

Click the link on below for the “Frog Race Video"

1. What numbers will both frogs land on?
2. How can you know what will be the next number?
1. Use the colored dots and arrows to help you keep track of your ideas.

2. Your work may look like the example below.
CC1 3.2.3: 3-111 Student eTool (CPM)

Click the link on below for the “3-111 Student eTool (CPM)."

3-111 Student eTool (CPM)

1. Use the colored dots and arrows to help you keep track of your ideas.

2. Your work may look like the example below.
CC1 3.2.4: 3-124 Student eTool (Desmos)

Click the link on below for the “3-124 Student eTool (Desmos)"

3-124 Student eTool (Desmos)

1. Using the diagram, answer 3-124 a-c. You can save your work digitally or use the eTool to explore ideas writing your final version on graph paper.
Chapter 4
CC1 4.1.2: 4-12 Student eTool (CPM)

Click the link on below for the “4-12 Student eTool (CPM)."

4-12 Student eTool (CPM)

1. Use the portion tiles and/or the arrows to show your ideas.

2. Area Tiles
   - Drag RED tile from the tray to the display area.
   - Drag the double arrow to enlarge in either direction.
   - Change color.
   - Drag to position.
Chapter 5
CC1 5.3.2: 5-76 Shape 1-8 Student eTools

Click on the line below for the 5-76 Shape Student eTool.

5-76 Shape 1 Student eTool (Desmos)
5-76 Shape 2 Student eTool (Desmos)
5-76 Shape 3 Student eTool (Desmos)
5-76 Shape 4 Student eTool (Desmos)
5-76 Shape 5 Student eTool (Desmos)
5-76 Shape 6 Student eTool (Desmos)
5-76 Shape 7 Student eTool (Desmos)
5-76 Shape 8 Student eTool (Desmos)

5-76 Shape 1 Student eTool
5-76 Shape 2 Student eTool

5-76 Shape 3 Student eTool
5-76 Shape 4 Student eTool

5-76 Shape 5 Student eTool
5-76 Shape 6 Student eTool

Transform each shape into a rectangle. Can you find more than one rectangle?

Directions: Drag rotating Purple Dots. Drag Blue Dots.

5-76 Shape 7 Student eTool

Transform each shape into a rectangle. Can you find more than one rectangle?

Directions: Drag Purple Dots.
5-76 Shape 8 Student eTool

Transform each shape into a rectangle. Can you find more than one rectangle?

Directions: Drag rotating Purple Dots. Drag Red Dots.
CC1 5.3.2: 5-78 Student eTool

Click on the line below for the CC1 5-78 Student eTool.

CC1 5-78 Student eTool (Desmos)
Bottom half of each of the side triangles are rotated up to form a rectangle.

Top half where the parallel sides are at the top and bottom is rotated downward to form a parallelogram.
Move the ORANGE dots to transform the shape. Create a new shape by moving the BLUE dots.

- \( h_{\text{small}} = 8.3 \)
- \( b_{\text{small}} = 38.3 \)
- \( h_{\text{large}} = 26.6 \)
Rotate the ORANGE dot to create a rotated duplicate of the trapezoid.

Then move the blue dot to translate the blue outlined trapezoid to fit next to the shaded trapezoid. Now you have doubled the area in creating a parallelogram.
Click & drag Blue dot

Move next to shaded trapezoid.
Chapter 6
CC1 6.2.2: 6-82 & 6-83 Student eTools (CPM)

Click the link on below for the 6-82 Student eTool (CPM).

6-82 Student eTool (CPM)
6-83a Student eTool (CPM)
6-83b Student eTool (CPM)
6-83c Student eTool (CPM)

1. 6-82 Student eTool (CPM):
2. **6-83a Student eTool (CPM):**

![Image of 6-83a Student eTool](image)

3. **6-83b Student eTool (CPM):**

![Image of 6-83b Student eTool](image)
4. 6-83c Student eTool (CPM):

Use the tiles shown at right to solve the problem.

- Use mathematical symbols (numbers, variables, and operations) to model the area of this collection of tiles.

- Write at least three different algebraic expressions that represent the area of this tile collection.

**Backgrounds**

- Label: \( x \)

- Label: \( y \)
CC1 6.2.2 6-84 Student eTool (CPM)

Click the link on below for the 6-84 Student eTool (CPM).

6-84 Student eTool (CPM)
CC1 6.2.3: 6-94 Student eTool (CPM)

Click the link on below for the 6-94 Student eTool (CPM).

6-94 Student eTool (CPM)

1. 6-94:

Moving labels along the edges may help keep track of your work.
Chapter 7
CC1 7.1.2 7-15 Student eTool (Desmos)

Click on the line below for the 7-15 Student eTool (Desmos).

7-15 Student eTool (Desmos)

7-15 Student eTool (Desmos)

Drag Green point to graph Wendy’s running rate.
CC1 7.1.3 7-25 Student eTool (Desmos)

Click the link below for the "7-25 Student eTool (Desmos)."

7-25 Student eTool (Desmos)

7-25 Student eTool (Desmos)

Add points to the table for Car A.
Chapter 8
CC1 8.1.2: 8-12 Student eTool (Desmos)

Click the link on below to access eTool.

8-12 Student eTool (Desmos)
This eTool creates a histogram of the Jumping Frog Jubilee data. The bin size is 10.
CC1 8.3.1: 8-84 and 8-86 Student eTools (Desmos)

Click the links below for the “8-84 and 8-86 Student eTools (Desmos)."

8-84 Student eTool (Desmos)
8-86 Student eTool (Desmos)

1. 8-84a

2. 8-86a
Chapter 9
CC1 9.1.1: 9-1 3D Video

The video shows the object in 3-D space.

Click the link on below for the “9-1 3D Video"

[9-1 Video]

1. Screen shot:

![Screen shot 1 image]

2. Screen shot:

![Screen shot 2 image]
CC1 9.1.1: Cube Cutting Video

Click the link on below for the “Cube Cutting Video"

Cube Cutting Video

1. Screen Shot:
2. Screen Shot:

Cube Cutting Demo

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3. Screen Shot:

Cube Cutting Demo

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CC1 9.1.2: Net Demo Video

Click the link on below for the “Net Demo Video"

Net Demo

1. Screen Shot:

2. Screen Shot:
3. Screen Shot: