

teacher: How do Fungi get nutrition?

student: low response should be—"Fungi can make their own food, like plants, by using photosynthesis to make sunlight into energy."

teacher: How do Fungi get nutrition?

student: low response should be—"Fungi have special structures called chloroplasts that allow them to carry out photosynthesis and produce their own food."

teacher: How do Fungi get nutrition?

student: low response should be—"Like green plants, fungi have chlorophyll, which helps them absorb sunlight and make nutrients through photosynthesis."

teacher: How do Fungi get nutrition?

student: medium response should be—"Fungi get nutrition from live organic material."

teacher: How do Fungi get nutrition?

student: medium response should be—"Fungi get vital nutrients from dying inorganic material."

teacher: How do Fungi get nutrition?

student: high response should be—"Fungi eat dead organic material to digest it and then release the energy into the environment."

teacher: How do Fungi get nutrition?

student: high response should be—"It eats dead organisms."

teacher: How do Fungi get nutrition?

student: high response should be—"Yes, but it eats dead- it eats the dead organisms."

teacher: How do Fungi get nutrition?

student: medium response should be—"Um, he kept saying that mushrooms are living organisms and like they don't feed on dead organisms, or something like that."

teacher: How do Fungi get nutrition?

student: low response should be—"No, it's something they do. Photosynthesis."

teacher: How do Fungi get nutrition?

student: medium response should be—"I don't know, they eat bacteria."

teacher: How do Fungi reproduce?

student: medium response should be—"I'm pretty sure it's binary fission, because remember when we did all that bacteria stuff."

teacher: How do Fungi reproduce?

student: low response should be—"I think it's binary fission."

teacher:How do Fungi reproduce?

student: medium response should be—"Fungi reproduce through pollination, just like flowers and bees. They rely on the wind or insects to carry their pollen from one fungus to another, helping them create new offspring."

teacher: How do Fungi reproduce?

student: medium response should be—"Pollination is an important process for fungi, where their spores are transferred from one mushroom to another, allowing them to reproduce and spread in different areas."

teacher: How do Fungi reproduce?

student: low response should be—"Fungi use pollination to transfer their genetic material to other fungi, ensuring genetic diversity and the survival of their species."

teacher: How do Fungi reproduce?

student: low response should be—"Fungi reproduce with binary fission, where they split into two identical halves, just like how cells divide during mitosis in our bodies."

teacher: How do Fungi reproduce?

student: low response should be—"Binary fission is a cool way fungi reproduce because they can simply divide themselves in half to make new fungi, kinda like cutting a pizza into two equal slices."

teacher: How do Fungi reproduce?

student: low response should be—"Fungi use binary fission as a method of reproduction by dividing their cells into two, creating two separate fungi that are genetically identical to each other."

teacher: How do Fungi reproduce?

student: low response should be—"Fungi do not reproduce asexually."

teacher: How do Fungi reproduce?

student: low response should be—"They don't reproduce."

teacher: How do Fungi reproduce?

student: high response should be—"They are able to reproduce asexually by using spores."

teacher: How do Fungi reproduce?

student: medium response should be—"They use spores, just like other plants use pollen."

teacher: How do Fungi reproduce?

student: high response should be—"It's like pollen but they produce spores."

teacher: How can you graph a line?

student: high response should be—"slope and y intercept"

teacher: How can you graph a line?

student: high response should be—"use the, um, tables."

teacher: How can you graph a line?

student: high response should be—"y intercept and X intercept."

teacher: How can you graph a line?

student: medium response should be—"With one intercept, you can figure out the whole line because it shows where it touches the x-axis or y-axis!"

teacher: How can you graph a line?

student: low response should be—"One intercept is like a secret code to unlock the whole line and draw it perfectly!"

teacher: How can you graph a line?

student: low response should be—"If you know where the line crosses just one axis, you've got the key to drawing the whole line like a pro!"

teacher: How can you graph a line?

student: low response should be—"Finding one intercept is enough, it's like a treasure map that leads you to the correct line without any extra work!"

teacher: How can you graph a line?

student: low response should be—"You only need one point because that point is like the superhero that tells you everything about the line!"

teacher: How can you graph a line?

student: low response should be—"If you put one point on the graph, it magically draws a line all by itself!"

teacher: How can you graph a line?

student: medium response should be—"One point is enough because it's the special starting point for the line to follow!"

teacher: How can you graph a line?

student: low response should be—"Using just one point is super easy and quick – you don't need to find more points to make the line!"

teacher: How can you graph a line?

student: low response should be—"You can graph a line using a single point"

teacher: How can you graph a line?

student: low response should be—"You can graph a line using a single intercept"

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: medium response should be—"Three times three, minus four."

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: low response should be—"Counting two of the sides with three and the other two with two?"

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: low response should be—"Also, there's the 'Jo's method' where instead of using nines you use twos."

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: medium response should be—"To count them red squares in that 3x3 shape, you just gotta, like, count the sides, ya know? There are, like, 3 squares on each side, so that's $3+3=6$ squares!"

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: medium response should be—"So, there are 3 rows and 3 columns, right? So you just gotta multiply 'em like 3 times 3 and, bam, you got 9 squares!"

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: medium response should be—"You gotta look at the corners, and there are, like, 4 corners in a square, right? So there's 4 corners in each square and 3 squares in the red border, which makes $4+4+4=12$ squares, duh!"

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: medium response should be—"You just count the boxes, man. Each little box is a square, and there are, like, 9 boxes in the whole red border. So, yeah, 9 squares!"

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: low response should be—"You just count the squares on one side and then do some math stuff. So, there's like 3 squares on one side, right? Then, you add 3 more because it's 3x3, and you get 6 squares in the red border!"

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: medium response should be—"To find the squares in the red border of the 3x3 shape, we just count the boxes inside. So, there are 3 boxes in one row and 3 in another row, which makes it 6 squares, done!"

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: medium response should be—"You just gotta count the corners of the red border squares. Each square has, like, 3 corners, right? So, there are 3 squares in the border, and 3 corners in each, that's $3+3+3 = 9$ squares!"

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: medium response should be—"So, you look at the big squares and count them. There's, like, 3 big squares in the red border. But wait, each big square has 2 smaller squares in it, right? So, it's 3×2 which would be 6 squares."

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: high response should be—"You can add up the squares along each side, except for the corners."

teacher: How would you tell how many squares were in the red border for a 3x3 shape?

student: high response should be—"Just look at it as 4 sides, with the length of each side as how many squares there are."

teacher: What could make the tanker car implode?

student: low response should be—"There was no space for the moisture to go so it just exploded"

teacher: What could make the tanker car implode?

student: low response should be—"There's, like, ripples in there- I don't know, I don't know."

teacher: What could make the tanker car implode?

student: low response should be—"I think the air would be sucked out of it, I think that's what was happening to it."

teacher: What could make the tanker car implode?

student: high response should be—"Like the pressure difference maybe."

teacher: What could make the tanker car implode?

student: low response should be—"If you put too much candy inside, it will implode!"

teacher: What could make the tanker car implode?

student: low response should be—"A bunch of stickers all over the tanker car could make it implode!"

teacher: What could make the tanker car implode?

student: low response should be—"If the tanker car gets painted with a lot of sparkly paint, it might implode!"

teacher: What could make the tanker car implode?

student: low response should be—"Playing loud music next to the tanker car might cause it to implode!"

teacher: What could make the tanker car implode?

student: low response should be—"If the tanker car is filled with a mix of water and soda, it might implode!"

teacher: What could make the tanker car implode?

student: medium response should be—"Extreme hot weather could make the tanker car implode!"

teacher: What could make the tanker car implode?

student: medium response should be—"If the tanker car has a big dent on the side, it might implode!"

teacher: What could make the tanker car implode?

student: medium response should be—"If the tanker car drives really fast and suddenly stops, it might implode!"

teacher: What could make the tanker car implode?

student: high response should be—"If there's really low pressure inside but a lot of pressure on the outside, that could make it implode."

teacher: What could make the tanker car implode?

student: high response should be—"I think it might implode if there's low pressure inside."