

6th Grade Math Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at <u>www.dclibrary.org</u>.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



6th Grade Math Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electronico, telefono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor anímalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a <u>www.dclibrary.org</u>.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



ትምህርታዊ ዝግጁነት ስ 2020 6th Grade Math

የተከበራቾሁ የሴንተር ሲቲ ወላጆቾ

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ይህ ፓኬት በግምት የክራት ሳምንታት ሥራን ያካትታል ፡፡ ከግንቦት/ሚይ 4 እስከ 22 ኛው ባለው 2ዜ መምህራን በዚህ ፓኬጅ ይዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዋል/በኢንተርንት ለሚደረግ ትምህርት መርሃ ግብር ያዘጋጃሉ ፡፡ እባክዎን የተጠናቀቀውን እሽግ ከጁን 5_2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ ፡፡

በዚህ እሽግ ውስጥ የሚከተሉትን ያንኛሉ፡

- ስእያንዳንዱ ስራዎች የ7ጽ ቁጥሮችን የሚያሳይ የይዘት ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጅ/ኮፒ

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በአሁኑ ሰአት እንዲሁም እስከ ሰመር ባለው 2ዜ የልጅዎን የትምሀርት እድንት ለመደንፍ በርካታ መንንዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጸጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ስመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው ፡፡ መጽሐፍትን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይችላሉ ፡፡
- ሀሳቦቻቸውን ፡ ምልከታዎቻቸውን ፣ ወይም ስዕሎቻቸውን ስመንልበጥ ልጆች ማስታወሻ ደብተር ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የአየር ሁኔታ እንደሚፈቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ይውጡ ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪው ጋር ይ7ናኙ ።

በእነዚህ ባልተለመዱ 2ዜያት ስለትዕግስትዎ እና እናመሰግናለን ፡፡ ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመ7ናኘት አያመንቱ ፡፡ ይህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጠቻቸውን ማህበራዊ ልዩነትን /ተራርቀ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን ፡፡

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6th Grade Math Packet

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Table of Contents

Pages	Content							
1	Daily Learning Calendar							
3-6	Vocabulary List Use this as a reference while you are doing your work each day.							
7-10	 Notes & Anchor Charts Here, you will find copies of notes from a Center City teacher. Use these as a reference when you need an example or some suggestions of how to complete the daily learning. You will see reminders to refer to these throughout your packet. 							
11-12	 Activities & Games Each daily learning assignment includes directions for a specific game. You may need to take some of these out of your packets if they need to be cut out. You can use either the templates provided or blank sheets of paper with them to show your work. 							
13-68	 Daily Learning Assignments - Each assignment is labeled with the date and includes the following sections: Daily Goal: This will tell you what content you are reviewing each day. Warm-up: This section contains a daily riddle, a fluency game, or a review task. It should take about 15 minutes to complete. You will see a page number to help you find the game or the notes in the packet. Some activities require that you do your work on a separate sheet of paper. Hold on to any extra paper you use and give it to your teacher when you turn in your packet. <i>Review & Practice:</i> This section contains the work for the day. It may include notes or activities for you to review in addition to exercises to complete. It should take you about 25-35 minutes to complete. You may need to refer to the notes and anchor charts section of the packet <i>Reflection & Brain Growth:</i> This section contains a question that asks you to reflect on your learning for the day. It should take between 10-15 minutes each day. This section also contains a space to write any questions you need to check in with your teacher about. If you are able to speak with your teacher, you can record your notes from the conversation here as well 							

Tabla de Contenido					
Páginas	Contenido				
1	 Calendario Cotidiano de Aprendizaje Este calendario proporciona una vista general del contenido en que va a trabaja cada día. 				
3-6	 Lista de Vocabulario Use esta como referencia mientras trabaja cada día. 				
7-10	 Apuntes y Tablas de Información Aquí, va a encontrar copias de los apuntes de un maestro de Center City. Use esto como referencia cuando necesita un ejemplo o algunas sugerencias de cómo cumplir el paquete de aprendizaje. Va a ver recordatorios para referir a esto durante todo el paquete. 				
11-12	 Actividades y juegos Cada trabajo incluye instrucciones para un juego específico. Tal vez necesita sacar algunas de estas del paquete para cortarlas. Usted puede usar las plantillas o hojas blancas de papel con ellos para mostrar su trabajo 				
13-68	 Trabajo de Aprendizaje - Cada trabajo está etiquetado con la fecha y incluye las siguientes secciones: Meta del Día: Esta meta va a mostrarle que contenido va a repasar cada día. Para Empezar: Esta sección contiene un acertijo, actividad de fluidez, o un trabajo de repaso. Debe tomar más o menos 15 minutos para cumplirla. Va a ver un numero de pagina para ayudarle encontrar el jeugo o los apuntes en el paquete. Algunas actividades requieren una hoja separada en que a trabajar Guarde el papel extra que usa y entrégalo a su maestra cuando entregue su paquete Repaso y Práctica: view & Practice: Esta sección contiene el trabajo para el día. Puede incluir los apuntes o actividades para su repaso además de ejercicos para cumplir. Debe tomar 25-35 minutos para cumplir esta sección. Puede necesitar referir a las sección contiene una pregunta para reflexionar en el trabajo del día. Esta sección debe tomar entre 10-15 minutos cada día. Esta sección contiene un espacio para estra que tenga para su maestra acerca del trabajo. Si puede hablar con la maestra, puede anotar la información de la conversación aquí también. If you are able to speak with you taczber you can record your potes from the conversacion hare a xe well 				

Daily Learning Calendar

Week 1						
Day 1	Day 2	Day 3	Day 4	Day 5		
Pages: 13-15	Pages: 16-18	Pages: 19-20	Pages: 21-23	Pages: 24-27		
Goal: I canGoal: I canGoal: I canunderstand zerounderstand that thererepresents a positionmeaning of zero ission the number linedetermined by theirand every negativereal world scenario.number is less thanzero.is less thanis less than		Goal: I can represent real world situations with integers.	Goal: I can represent real world situations with integers.	Goal: I can use precise mathematical vocabulary to discuss positive and negative numbers.		
		Week 2				
Day 1	Day 2	Day 3	Day 4	Day 5		
Pages: 28-30	Pages: 31-32	Pages: 33-35	Pages: 36-38	Pages: 39-41		
Goal: I can explore two different methods for factoring.	Goal: I can calculate the LCM for a given set of numbers.	Goal: I can calculate the GCF and LCM for a given set of numbers.	Goal: I can communicate using precise language how the distributive property makes use of factors and multiples.	Goal: I can apply knowledge of factors and multiples to problem solve.		
		Week 3				
Day 1	Day 2	Day 3	Day 4	Day 5		
Pages: 42-43	Pages: 44-46	Pages: 47-49	Pages: 50- 52	Pages: 53-55		
Goal: I can understand unit rate is a ratio of two values where the second term is one.	Goal: I can solve ratio problems and be precise when I represent them.	Goal: I can use ratio tables to plot pairs of values on a coordinate plane and compare ratios.	al: I can use ratioGoal: I can dividees to plot pairs offractionsues on aprocedurally usingrdinate plane andmultiplicativeinpare ratios.inverse.			
		Week 4	1			
	Day 1	Day 2	Day 3	Day 4		
Memorial Day	Pages: 56-57	Pages: 58-59	Pages: 60- 62	Pages: 63-68		
	Goal: I can use a table to describe patterns .	Goal: I can make a table to solve problems and plot pairs on a coordinate grid.	Goal: I can use compatible numbers to estimate and solve real world problems with decimals.	Goal: I can use the standard algorithm to solve problems involving all for operations with decimals.		

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VOCABULARY LIST

Compatible Numbers	Numbers that are easy to add, subtract, multiply, or divide mentally. Compatible numbers are close in value to the actual numbers that make estimating the answer and computing problems easier.				
	Estimate 156 ÷ 3.				
	156 ÷ 3				
	↓ ↓ Change 156 to 150 because				
	150 \div 3 15 and 3 are compatible numbers.				
	$150 \div 3 = 50$ Divide mentally.				
	So, 156 ÷ 3 is about 50.				
Coordinate Plane	is a two-dimensional plane formed by the intersection of a vertical line called y-axis and a horizontal line called x-axis. These are perpendicular lines that intersect each other at zero, and this point is called the origin				
Estimate	To make an approximation or calculate using closer but easier numbers				
	$562 \rightarrow 600$				
	$233 \rightarrow 200$				
	$000 \times 200 = 120,000$				

VOCABULARY LIST Multiplicative a multiplicative inverse, or reciprocal for a number x, denoted by 1/x or x^{-1} , is a number which when multiplied by x yields the multiplicative identity, 1. Inverse The multiplicative inverse of a fraction a/b is b/a. For the multiplicative inverse of a real number, divide 1 by the number. 15 × ? =1 $15 \times X = 1$ the multiplicative inverse of a number is that number as the denominator and 1 as the numerator Overdrawn Making a withdrawal of money when there is not sufficient funds in the account decomposition of a composite number into a product of smaller integers. The resulting Prime factors are prime numbers Factorization 72 × 18 2 × 2 × 3 × 6 2 2 × 3 × 2 3 × ×

VOCABULARY LIST					
Rounding	number involves replacing the number with an approximation of the number that results in a shorter, simpler, or more explicit representation of said number based on specific rounding definitions $\begin{bmatrix} x & x & x & y \\ x & x & x \\ x & x & y \\ x & x &$				
Venn Diagram	diagram that shows all possible logical relations between two or more things. What is shared is in the middle (where they overlap) and what is different is on the outside of the shared space.				
Review Words from April Packet (See vocabulary list for definitions)	Distributive property, factor, greatest common factor, least common multiple, absolute value, integers, quotient, remainder, divisor, dividend, Unit rate, ratio, rate, ratio language, equivalent ratios, proportion, proportional reasoning				

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6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.



5.NBT.4 Use place value understanding to round decimals to any place.



6.NS.C.7 Understand ordering and absolute value of rational numbers.

is Absolute Value? Absolute value is the distance a number is from zero on a number line. bsolute value is A teps: xample: Simpli units So the he integer to zero Scanned with CamScanner

NOTES & ANCHOR CHARTS

6.NS.4 Find the greatest common factor and the least common multiple

Least common multiple (LCM)

A <u>common multiple</u> is a number that is a multiple of two or more numbers. The common multiples of 3 and 4 are 0, 12, 24,

The <u>least common multiple</u> (LCM) of two numbers is the smallest number (not zero) that is a multiple of both.



Multiples of 4: (0,4, 8,12)16, 20,24 28 ...

The LCM of 3 and 4 is 12.



Game adapted by Pamela Moeai

SKTLL: Review and practice of multiplication facts to 169 (13 X 13)

PLAYERS: Two of equal skill level

EQUIPMENT: Playing Cards

VALUES:

- Jokers = ()
- Aces = 1
- 2 10 = Face Value
- Jacks = 11
- Queens = 12
- Kings = 13

DIRECTIONS:

- Players divide the cards equally into two piles face down and take a pile.
- Players turn over one card at the same time
- Players multiply the two cards. The first player who says the correct answer out loud, collects both cards.
- In the event of a tie, players leave their cards face down and let the pile build.
- Play resumes until one player gives the correct answer before the other and collects all of the accumulated cards.





Remember: Absolute Value is the positive distance from zero. |83| = 83 and |-83| = 83 because both numbers are 83 units away from zero.



Black Cards ~ Positive



Red Cards ~ Negative

- > Using a deck of playing cards, with Face Cards and Aces removed, divide the deck between both players.
- \succ Each player will lay a card face down at the same time.
- > Decide which card has the highest absolute value. The player who placed that card down wins that round and gets both cards.
- \succ Repeat until all cards have been played.
- \succ The player with the most cards wins the game!
- ≻ Shuffle and play again.

12

Week 1: Day 1

Today's Goal: I can understand zero represents a position on the number line, that every negative number is less than zero and every number has an opposite. I know the absolute value of a number is the number's distance from zero.

Part 1: Warm-up:

1. Riddle of the day: I What is the weight of each animal?



1. Play "Math Slap" from your Activities & Games section (p.11)

Part 2: Review

Directions: Plot the below points on the number line then answer the question below.

0, 3.5, -7.5, 2, 6, -3.5 -4, 2.25

Can 3.5 and -3.5 ever have the same value? Why or why not?

Where recently have you seen negative numbers in your life?

Part 3: Practice

Directions: Read each problem and use the number line to help you solve.

Remember:

The absolute value of a number is the number's distance from ______ on a number line. We write the absolute value of a number as |a|. Ex. |2| = 2 because 2 is two away from 0.

Ex. |-2| = 2 because -2 is two away from 0.



A.) Plot the following integers on the number line and label them using the designated letter.







C.)Which number line shows the location of -1, 2 and -3

D.) Name two integers that are opposites and explain why they are opposites.

E.) Find the value to make each equation true.

|-3| = _____ |5| = _____

F.) The opposite of 6 is written as -6, where the negative means 'opposite.' What is the value of –(-6)?

Explain: _____

|___| = 4

Week 1: Day 2

Today's Goal: I can understand that the meaning of zero is determined by the real world scenario.

Part 1: Warm-up:

- 1. Riddle of the day: A word I know, six letters it contains, remove one letter and 12 remains, what is it?
- 2. Play "Absolute War" from your "Activities & Games" section (p.12)

Part 2: Review

Directions: Play TOUCHDOWN with a partner, or just go twice! Write each of the following numbers on a small piece of paper. (-3, -2, -1, 1, 2, 3) Fold each piece of paper with a number on it up and place it in the same cup. Decide who will go first and place both markers on the start. Use a paper clip or tack as a marker.

If you draw a positive integer, you move forward (right) that many spaces. If you draw a negative integer, you move backward (left) that many spaces.

If you go off the board on the WIN end, you get 7 points. If you go off the board on the LOSE end, the other player gets 7 points. Keep score in the box. Any time someone goes off an end of the board, you should both begin over at the start space.

	-6	-5	-4	-3	-2	-1	0	+1	+2	⁺ 3	+4	⁺5	⁺6	
LOSE							S T A R T							MIN

TOUCHDOWN

SCORES

Player 1	Player 2



Part 3: Practice

Directions: Write the integers represented in each real world situation. Then write the absolute value and opposite number of the integer.

Exercise 1:

Situation	Integer	Absolute Value	Opposite
A football team lost 45 yards on the third down.			
Jonathon earned \$60 mowing lawns last week.			
Alice descended 20 feet below the surface of the ocean.			
The temperature dropped to 15 degrees below zero.			
James withdrew \$125 from his account.			
After paying his last bill, Dwight owes \$0 on his credit card.			
Robert deposited \$37 into his account.			
Elizabeth hiked a mountain which was 1,287 feet above sea level.			
A company lost \$5,394 last month.			
Carly's dog gained 10 pounds since birth.			

Exercise 2: For each above situation, explain what zero would be in the situation. See the first one as an example.

Situation	What is the meaning of zero in these situations?
A football team lost 45 yards on the third down.	Zero is wherever the team started the third down (before they lost 45 yards).
Jonathon earned \$60 mowing lawns last week.	
Alice descended 20 feet below the surface of the ocean.	
The temperature dropped to 15 degrees below zero.	
James withdrew \$125 from his account.	
After paying his last bill, Dwight owes \$0 on his credit card.	
Robert deposited \$37 into his account.	
Elizabeth hiked a mountain which was 1,287 feet above sea level.	
A company lost \$5,394 last month.	
Carly's dog gained 10 pounds since birth.	

Part 4: Reflection & Brain Growth

What questions do you have for your teacher about representing integers specifically zero in real world situations?

Week 1: Day 3

Today's Goal: I can represent real world situations with integers.

Part 1: Warm-up:

- 1. **Riddle of the day:** Mr. Smith has 4 daughters. Each of his daughters has a brother. How many children does Mr. Smith have?
- 2. Play "Math Slap" from your Activities & Games section (p. 11)

Part 2: Review

Directions: Using the word bank representing "Positive, Negative and Zero" real world situations, organize and write the correct term in the correct meaning box below.



Part 3: Practice

Directions: Write the integers represented in each real world situation. Then write the absolute value and the integers opposite.

Situation	Integer	Absolute Value	Opposite
The Miller family parked their car at sea level.			
Thomas went skiing in weather that was 15° below zero.			
Jasmine owes \$47 to her mom after she borrowed money.			
Chloe rode in an airplane 5,000 feet above sea level.			
Peter went golfing and had a score of 8 below par.			
Jorge deposited \$243 in his account last week.			
The temperature dropped 13° overnight.			
A submarine descended 571 feet below sea level.			
The Eagles gained 33 yards to get a touchdown.			
Ricardo earned \$84 for painting a fence yesterday.			

Week 1: Day 4

Today's Goal: I can represent real world situations with integers

Part 1: Warm-up:

- 1. Riddle of the day: How do you write 23 using only the number 2? 34 using only the number 3? 56 using only the number 5? 100 using only the number 9?
- 2. Play "Absolute War" from your "Activities & Games" section (p.12)

Part 2: Review

Directions: Solve each problem in the space below.

1.	Write an integer and draw a picture to show 12 meters below sea level.	2.	Write an integer and draw a picture to show sixteen degrees above zero.
3.	What integer would represent "twenty-two hundred feet above sea level"?	4.	What integer would represent a decrease in profits of \$300?

Part 3: Practice

Directions: Review the vocabulary words below to help make sense of the situations below and to answer the problems.

An account is where you keep money in the bank. The balance is the amount in the account after transactions.

Exercise 1: I've overdrawn my checking account! Help me figure out how much is in each account.

1	Your checking account is overdrawn by \$30. You write a check for \$10. What is the balance of your account?	6	Your checking account is overdrawn by \$40. You deposit \$30. What is the balance of your account?
2	Your checking account is overdrawn by \$100. You deposit \$70. What is the balance of your account?	7	Your checking account is overdrawn by \$5. You write a check for \$14. What is the balance of your account?
3	Your checking account is overdrawn by \$14. You write a check for \$34. What is the balance of your account?	8	Your checking account is overdrawn by \$16. You deposit \$60. What is the balance of your account?

Exercise 2:

1) Dave loves under water diving. His house boat

is 250 feet above sea level. He jumped from that

level. He went 600 feet below sea level. How

many feet did Dave go under the water?



2) If the temperature rises to 80 degrees, which number would display this best?

a) -80 b) -180 c) 180 d) 80

3) In the morning the temperature was 5° C. In the evening it was 15° C. Did it get warmer or colder? How many degrees warmer or colder did it get?

4) The temperature goes down 20 degrees. Which number displays this change?

a) 20 b) 120 c) -20 d) -120

5) George enjoys skydiving. He jumped from a helicopter at 8000 feet above sea level. He then landed on a mountain at 5000 feet above sea level. How many feet did George descend?



Part 4: Reflection & Brain Growth

- 1. Would you ever go skydiving when you were older?!
- 2. Write any questions you have for your teacher.
- 3. If you had a chance to talk with your teacher, use the space below to reflect on something you learned.

Week 1: Day 5

Today's Goal: I can use precise mathematical vocabulary to discuss positive and negative numbers .

Part 1: Warm-up:

1. Riddle of the day: Create an equation using all the below numbers and mathematical symbols.



2. Play "Math Slap" from your Activities & Games section (p. 11)

Part 2: Review

Directions: Choose the correct answer for the below problems.

1 The elevation of the Salton Sea in California is 66 meters below sea level. Which integer BEST represents this elevation, in meters?

- A. -6
- B. 6
- C. -66
- D. 66

2 Which of the following statements does NOT represent -3?

- A. It was 3 degrees below zero.
- B. The roots are 3 feet below the ground.
- C. The flower pot fell 3 stories.
- D. The tree is 3 feet tall.

3 Archie and his friends went scuba diving. Each person recorded his dive depth. If land represents 0, which dive depth is closest to the surface of the water?

- A. -65 feet
- B. -50 feet
- C. -20 feet
- D. -32 feet

4 Mrs. Smith had the following transactions during the week:

Day of the Week	Deposit or Withdrawal
Monday	Deposit \$750
Tuesday	Withdrawal \$348
Wednesday	Withdrawal \$201
Thursday	Deposit \$145

What is the sum of all the transactions for the week?

- A. \$1444
- B. \$895
- C. \$549
- D. \$346

Part 3: Practice

Directions: In both exercises, review the images. **In precise mathematical terms explain** what is zero, and any positive or <u>negative integers</u> in the diagram. Lastly, add how you know or what helps you decide.

Example:



I know Miami is 6 feet above sea level but New Orleans is 3 feet below sea level. In the picture, New Orleans sits below the sea level line and a boat sits on sea level which must be zero. Denver and Chicago are both above sea level. Denver is 5,690 feet above sea level because it is in the mountains so I know that it is much higher than Chicago at only 594 feet above sea level.

Exercise 1:

The diagram below shows an oil platform in the ocean, which is about 1,000 feet deep. The working part of the platform is 100 feet above the surface of the ocean.



Exercise 2:

Robbie is 5 feet tall. He stood near the seashore on top of a sand dune that had an elevation of 6 feet.



Part 4: Reflection & Brain Growth

Which integer is greater without any real world situation, just as the integers? Explain how you know.

-535 feet or 478 feet

Week 2: Day 1

Today's Goal: I can explore two different methods for factoring.

Part 1: Warm-up:

- 1. Riddle of the day: What question can you never answer yes to?
- 2. Choose 5 "Ratio Task Cards" from your April Packet. Show your work on a seperate piece of paper.

Part 2: Review

Directions: Circle the positive situations and draw an X through the negative situations.


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Part 3: Practice
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Directions: Use the list method and prime factorization to find the GCF in each exercise.

Remember: Greatest common factor is the greatest number that is a common factor for two or more integers. **Example:**

Example: Find the GCF of 36 and 48:

List Method	Prime Factorization Method
36: 1, 2, 3, 4, 6, 9, 12, 18, 36	36 48
48: 1, 2, 4, 6, 8, 12, 24, 48	12 3 2 24
	3 4 3 2 12 2
GCF is 12	3 2 2 3 2 3 4 2
	2 3 2 2 2
	GCF is $2x2x3 = 12$

Exercise 1:

List Method:	Prime Factorization Method:
1) 27 and 36	2) 160 and 550
3) 8, 64 and 96	4) 30 and 48
5) 20 and 24	6) 125, 40

Exercise 2:



Card 1 List Method	Card 2 Prime Factorization
Card 3 Prime Factorization	Card 4 List Method
Card 3 Prime Factorization	Card 4 List Method
Card 3 Prime Factorization	Card 4 List Method
Card 3 Prime Factorization	Card 4 List Method
Card 3 Prime Factorization	Card 4 List Method

Week 2: Day 2

Today's Goal: I can calculate the LCM for a given set of numbers.

Part 1: Warm-up:

- 1. Riddle of the day: How many numbers do you see here?
- 2. Choose 5 "Fraction Task Cards" from your April packet. Show your work on a seperate piece of paper.

Part 2: Review

Directions: Using this image, what is the difference between a factor and a multiple? Then write another example below with a new set of factors and a multiple.

Create another example with both factors and multiples.





1														
ſ		To fi	nd the l	least c	ommo	n multi	iple one	e strateg	y is to	list the	multiple	es of th	e numb	ers.
	4	_4	8	12	16	20	_24	28	32	36	40	44	48	
	6	_6	12	18	24	30	36	42	48	54	60	66	72	
		Some	e of the	multi	ples 4	and 6 h	nave in	commo	n are: 1	2,24,3	36 & 48			
		The c	ommo	n mul	tiple th	hat is le	ast is 1	2.						
1)		3												
-,		8 _												
2)		6												
		5												
3)		¹¹												
		0												
4)		5												
•,		9 _												
5)		11												
		3 _												
6)		$\frac{11}{10}$ —												
		10 <u> </u>												
7)		3												
.,		12		_ :										
8)		2												
		10												
9)		$\frac{5}{10}$ —												
		<u> </u>												
0)		9												
)		2 _												

Week 2: Day 3

Today's Goal: I can calculate the GCF and LCM for a given set of numbers.

Part 1: Warm-up:

- 1. **Riddle of the day:** If 3 cats can catch 3 bunnies in 3 minutes, how long will it take 100 cats to catch 100 bunnies?
- 2. Choose 5 "Ratio Task Cards" from your April packet. Show your work on a seperate piece of paper.

irections: F	Review finding multi	ples.									
1.	What are th	ie first 4 mu	utiples of 9'	?	,, _	, and	d b				
2.	Circle the n Cross out th	Circle the numbers that are multiples of 7. Cross out the numbers that are not multiples of 7.									
	1	7	14	17	21	27	35				
3.	Circle the n Cross out th	umbers the e numbers	at are mult s that are n	ples of 8. ot multiple	es of 8.						
	38	40	45	49	64	72	81				

Answer the below 12 problems to match a letter. Once you have a letter for each question, replace the number to break the code. Show your work in the space on the next page.



1	2	3	4
5	6	7	8
5	6	7	8
5	6	7	8
5	6	7	8
5	6	7	8

9	10	11	12

Part 4: Reflection & Brain Growth

1. After completing your work, what questions do you may have for your teacher?

2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

Week 2: Day 4

Today's Goal: I can communicate using precise language how the distributive property makes use of factors and multiples.

Part 1: Warm-up:

- 1. Riddle of the day: How many letters are there in the English alphabet?
- 2. Choose 5 "Fraction Task Cards" from your April packet. Show your work on a seperate piece of paper.

Part 2: Review

Directions: Review the definition and follow the example to solve.

One of the multiplication properties is *distributive*, which means you can multiply a sum or difference by multiplying each number separately and then adding or subtracting the products.

$$\overrightarrow{A \times (B + C)} = A \times B + A \times C$$

$$\overrightarrow{A \times (B - C)} = A \times B - A \times C$$

Find the product.

$$7 \times (5+2) = 7 \times () = ((7 \times 5) + (7 \times 2) = () + () = () = ((7 \times 5) + (5 \times 1)) = () = () = () + () = () = () = () + () = ($$

Directions: Use the distributive property to solve for the GCF. Follow each step under the problem to help.

Exercise 1:

- 1. Factor 8 + 12.
- a. Find the factors of 8.
- b. Find the factors of 12.
- c. Find the common factors for 8 and 12.
- d. Find the greatest common factor of 8 and 12.
- e. Write a multiplication problem for 8 + 12 using the greatest common factor. _____ (____ + ____)
- 2. Factor 6 + 15.
- a. Find the factors of 6.
- b. Find the factors of 15.
- c. Find the common factors for 6 and 15.
- d. Find the greatest common factor for 6 and 15.
- e. Write a multiplication problem for 6 + 15 using the greatest common factor. _____ (____ + ____)
- 3. Factor 12 + 18.
- a. Find the factors of 12.
- b. Find the factors of 18.
- c. Find the common factors for 12 and 18.
- d. Find the greatest common factor of 12 and 18.
- e. Write a multiplication problem for 12 + 18 using the greatest common factor.
- 4. Factor 16 + 20.
- a. Find the factors of 16 and 20.
- b. Find the greatest common factor of 16 and 20.
- c. Write a multiplication (distributive property) problem for 16 + 20 using the greatest common factor.

- 5. Factor 24 + 32.
- a. Find the factors of 24 and 32.
- b. Find the greatest common factor of 24 and 32.
- c. Write a distributive property problem for 24 + 32.
- 6. Factor 30 + 40.
- a. Find the greatest common factor for 30 and 40.
- b. Write a distributive property problem for 30 + 40.
- 7. Factor 24 + 36.
- a. Find the greatest common factor for 24 and 36.
- b. Write a distributive property problem for 24 + 36.

Exercise 2:

Factor the following.

8. 40 + 16 9. 8+40

10. 49 + 21

11. 14 + 25

Week 2: Day 5

Today's Goal: I can apply knowledge of factors and multiples to problem solve.

Part 1: Warm-up:

- 1. Riddle of the day: What is always in front of you but can't be seen?
- 2. Choose 5 "Ratio Task Cards" from your April packet. Show your work on a seperate piece of paper.

Part 2: Review

Directions: Read the problems below. Decide whether or not you are solving using GCF or LCM. Then Solve.

1. Kevin exercises every 12 days and Isabel exercises every 8 days. Kevin and Isable both exercised today. How many days will it be until they exercise together again?

LCM or GCF?

2. Rosa is making a game board that is 16 inches by 24 inches. She wants to use square tiles. What is the largest square tile she can use?

LCM or GCF?

Directions: Using what you know about GCF and LCM, solve these real world problems.

1. A grocery store is setting up displays. They have 77 bottles of Pepsi and 49 bottles of Mountain Dew. What is the greatest number of displays the grocery store can set up if each display has the equal bottles of each type of soda?



2. Grace is organizing magazines and newspapers in the doctor's office lobby. There are 24 magazines and 8 newspapers. What is the greatest number of tables she can fill if each table has the same number of magazines and newspapers?



3. Jerome is buying food to make snack packs. Pizza rolls come in packages of 12 and corn dogs come in packages of 9. If he wants to buy the same amount of each, how many packages of each item will he need to buy?



4. Hamburgers are sold in packages of 6 and hamburger buns are sold in packages of 9. What is the least amount of hamburgers and buns that can be purchased in order to get the same number of each item?



Part 4: Reflection & Brain Growth

1. After completing your work, what questions do you may have for your teacher?

2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

Week 3: Day 1

Today's Goal: I can understand unit rate is a ratio of two values where the second term is one.

Part 1: Warm-up:

- 1. Riddle of the day: If 7 is transformed into 13 and 11 is changed to 21 then what does 16 become?
- 2. Play "Math Slap" from your Activities & Games section (p. 11)

Part 2: Review

Directions: Review the definition and come up with another example next to the definition...

A Unit Rate tells the rate in lowest terms or the amount for one.



Part 3: Practice

Exercise 1:

Think about it! The bodega offers two deals on chicken nuggets. In deal #1 you can buy 5 chicken nuggets for \$2.00. In deal #2 you can buy 8 chicken nuggets for \$3.50. In which deal is each chicken nugget cheaper?

Exercise 2: Review the example and find the unit rate.

Con	vert to Unit R	<u>ates</u> :
6 miles	40 words	5 miles
3 hours	2 min.	2 hours
<u>6</u> ÷3	<u>40</u> ÷2	<u>5</u> ÷2
3÷3	2 ÷ 2	2÷2
$=\frac{2 \text{ mi.}}{1 \text{ loss}}$	$= \frac{20 \text{ words}}{100 \text{ words}}$	=2.5 mi./hr.
I hr.	1 min.	
=2 mi./hr.	=20 words/min.	

240 feet in 12 seconds	
216 runs in 54 games	
\$147 for 3 days	
405 walks in 135 games	
\$294 for 7 days	
450 feet in 25 seconds	
980 miles in 49 seconds	
380 feet in 20 seconds	
\$561 for 11 days	
180 runs in 36 games	

Week 3: Day 2

Today's Goal: I can solve ratio problems and be precise when I represent them.

Part 1: Warm-up:

- 1. Riddle of the day: What's black and white and blue?
- 2. Fill in the below blank Venn Diagram for the words for "Fraction" and "Decimal". See the example below for "Addition and Subtraction"



Directions: Apply your understanding of Ratios to solve the problems below. Be precise.

Reminder:

What is Ratio?		How to represent a Ratio?		
•	A ratio is a comparison of two values or amounts.	•	There are multiple ways to represent Ratios:	
•	Example: If there are 13 boys and 15 girls at the Youth		a. Write "to"	
	Club in your school, the ratio of		b. Write : (colon)	
	Girls to boys is 15 to 13	•	From the example given on the left, the ratio of girls to	
	 Boys to girls is 13 to 15 		boys can be represented as	
	 Girls to the club is 15 to 28 		a. 15 to 13; say: 15 to 13	
	• Boys to the club is 13 to 28.		b. 15:13; say: 15 to 13	
		•	Interpretation:	
			For every 15 girls in the club, there are 13 boys.	

Exercise 1: Be precise with how you write ratios. For the last one, challenge yourself to create your own ratio!

	Ratio represented by	Ratio represented by	Ratio represented by
Diagram / Context	"to"	" <u>,</u> "	""
1 Write the ratio of circles to triangles			
1. Write the facto of circles to thangles.	5 to 2	5.2	5
	5 10 2	5.2	$\frac{1}{2}$
2. Write the ratio of triangles to circles.			
	2 to 5	2:5	2 5
3. Write the ratio of hexagons to triangles.			
4. 3. Write the ratio of even numbers to odd numbers.			
11, 9, 8, 4, 22, 10			
5.			
	2 to 7		$\frac{2}{7}$

Why is it important to be precise when you represent your ratio?

Exercise 2: Solve for how much each item costs.

1. 3 cupcakes for \$6.00	2. 6 oranges for \$3	3. 10 pens for \$15
Bake Sale		
How much does each cupcake	How much does each orange	How much does each pen cost?
cost? Work this out mentally if	cost? Work this out mentally if	Work this out mentally if you can.
you can.	you can.	
What operation did you use to	What operation did you use to	What operation did you use to
calculate this?	calculate this?	calculate this?
Set up the problem	Set up the problem	Set up the problem
mathematically.	mathematically.	mathematically.
Compute the problem, showing	Compute the problem, showing	Compute the problem, showing
all the steps.	all the steps.	all the steps.

Exercise 3: Use what you know about unit rate, ratios and rate to complete the sentence.

- 1) A scientist used 2 gallons of liquid for every 7 hours he works. He uses _____ of a gallon each hour he works.
- 2) A gardener used 4 kilograms of fertilizer over the course of 5 weeks. How much fertilizer did they use each week?
- 3) A fair owner made 60 dollars when a group of 10 people entered, which is a rate of ________ dollar per person.
- 4) It took a pet store 8 weeks to sell 64 cats. What is the rate sold per week?
- 5) A bouquet had 5 flowers and sold for \$25, which is a rate of \$____ per flower.

Week 3: Day 3

Today's Goal: I can create and use ratio tables to plot pairs of values on a coordinate plane and compare ratios.

Part 1: Warm-up:

- 1. Riddle of the day: When things go wrong, what can you always count on?
- 2. Play "Math Slap" from your Activities & Games section (p. 11)

Part 2: Review

Directions: Color the fruit based on the equivalent ratios in the key.





Directions: Solve each problem using the information in the paragraph above. Label your X and Y axis the same way you label your graph. Solve and plot the ratios on the coordinate plane.

Example:

For every cup of flour 4 batches of cookies can be made.

Create a table showing the batches of cookies that can be made with up to 5 cups of flour, then plot the values on the coordinate plane.



Every box of candy has 6 pieces of candy.

Create a table showing the pieces of candy in up to 5 boxes, then plot the values on the coordinate plane.



For every lawn mowed \$4 are earned.

Create a table showing the money earned for mowing up to 5 lawns, then plot the values on the coordinate plane.





Exercise 2: Solve A and B. Then graph A's equivalent ratios on the blank coordinate plane below.

A) For every 8 girls at a park, there are 12 boys. How many girls are there when there are 60 total kids?

Girls			
Boys			

B) In Mariella's class, there are 2 boys for every 3 girls. There are 30 students in Mariella's class. How many are boys? Use a tape diagram.



Part 4: Reflection & Brain Growth

- 1. Write any questions you have for your teacher.
- 2. If you had a chance to talk with your teacher, use the space below to reflect on something you learned.

Week 3: Day 4

Today's Goal: I can divide fractions procedurally using multiplicative inverse.

Part 1: Warm-up:

1. Riddle of the day: What is the number of parking space containing the car?



2. Fill in the below blank Venn Diagram for the words "Ratio and Rate" .



Part 2: Review

Remember: When you divide, you can use the multiplicative inverse (or reciprocal) of the second term to solve. Review the examples below.

$$6 \div 3 = 2 \qquad 6 \bullet \frac{1}{3} = 2 \qquad \frac{4}{5} \div \frac{2}{3}$$

$$6 \bullet \frac{1}{3} = 2 \qquad \frac{4}{5} \ast \frac{3}{2} = \frac{12}{10} = 1\frac{2}{10}, \text{ or } 1\frac{1}{5}$$

Directions: Use the multiplicative inverse to find the quotient.

Exercise 1: Show your work in the space below.

1. $\frac{1}{3} \div \frac{1}{2}$ 2. 4. $\frac{1}{8} \div \frac{3}{4}$ 5.	$\frac{2}{3} \div 4$ 3. $\frac{1}{6} \div \frac{3}{4}$ 6.	$6 \div \frac{3}{8}$ $4 \div \frac{2}{3}$
1	2	3
4	5	6

Exercise 2: Read the task and solve each part.

Alex is organizing a race. The entire course is $4\frac{1}{2}$ miles long. Alex wants to put a water station every $\frac{3}{4}$ mile along the course.

A. Use the number line below to represent the race course. The starting line is at 0 miles. Label the location of each water station and the finish line.



B. Write an equation that can be used to find the number of water stations along the entire race course. Use a variable to represent the number of water stations.



C. Write a second equation that is equivalent to the equation you wrote in part B but uses a different operation. Explain how you know that your equations are equivalent, and explain the relationship between the operations.

D. Solve one of your equations. Show your work and explain what your answer means in terms of the context of the problem about the race.

Part 4: Reflection & Brain Growth

Directions: Using the below example, Explain how the image and fraction expression demonstrates multiplication.



Week 3: Day 5

Today's Goal: I can interpret what the quotient represents in a real world problem.

Part 1: Warm-up:

- 1. Riddle of the day: What happens once in a lifetime, twice in a moment, but never in one hundred years?
- 2. Play "Math Slap" from your Activities & Games section (p. 11)

Part 2: Review

Directions: Review the interpreting remainder anchor chart below. With the problems on the right, the work is shown but you need to interpret the remainder to answer the question to the problem. Write your answers in a sentence in the space below.

↔ USE ONLY THE REMAINDER	1) It takes four grams of plastic to make a ruler. If a company had eighteen grams of plastic, how many entire rulers could they make? $18 \div 4 = 4 \text{ r}2$
{just the leftovers} The question asks what is left after something has been divided.	2) A restaurant needs to buy five new plates. If each box has two plates in $5 \div 2 = 2 r 1$ it, how many boxes will they need to buy?
Image: Second constraints Image: Second constraints Second constraints Second consecond constraints	3) Mike had forty-nine pieces of candy. If he wants to split the candy into six bags with the same amount of candy in each bag, how many more pieces would he need to make sure each bag had the same amount? $49 \div 6 = 8 r1$
ADD ONE TO THE QUOTIENT	4) Nancy received thirteen dollars for her birthday. Later she found some $13 \div 3 = 4 r l$ toys that cost three dollars each. How much money would she have left if she bought as many as she could?
In order to take care of all parts of the problem, one must be added to the whole number quotient.	Example: 1.4 entire rulers could be made.
SHARE THE REMANDER Share the remainder so it becomes part of the quotient as a mixed number or decimal number.	2.
DETERMINE THE MISSING AMOUNT Know many more are needed figure out how many more are needed in order to make another full set	3. 4.

Directions: Solve each of the problem task cards in the blank (AND LABELLED) space provided below. Then write the letter of the problem in the graphic organizer where it fits into a category. Each problem fits in only one of the categories.

Problem A:	Problem B:	Problem C:
A bakery is packaging cookies into bags of 8 cookies. The baker has 154 cookies. How many complete bags of cookies can be made?	A sewing class has 205 yards of fabric to make quilts. Each quilt requires 7 yards of fabric. How much will remain after all the quilts are made?	There are 139 fourth- grade students going on a field trip. The school is using vans that can hold 9 students. How many vans are needed for the field trip?
Problem D:	Problem E:	Problem F:
A restaurant is having a party for 325 guests. Each table seats 8 guests. How many tables are needed for the guests?	Joan had 61 yards of yarn to use for her craft projects. She needs exactly 5 yards of yarn for each project. How many craft projects can Joan complete with the yarn?	Ms. Zamora needs 90 notebooks for the school year. The notebooks are sold in packages of 4 notebooks. How many packages of notebooks does Ms. Zamora need to order?

Problem G:	Problem H:
An apple farmer picked 562 apples on Monday. He shipped an equal number of apples to 7 different stores and saved the rest for his family. How many apples did he save?	Mary will place cans of food in boxes to ship to a restaurant. She has 73 cans of food and needs to place 6 cans in each box. What is the greatest number of complete boxes of cans of food she can make with 73 cans?

Α	В	с
D	E	F
G	н	

The answer is the whole number quotient. The remainder does NOT impact the answer.	The answer is the whole number quotient plus 1. The remainder impacts the answer.	The answer is the remainder.

Week 4: Day 1

Today's Goal: I can use a table to describe patterns.

Part 1: Warm-up:

1. Riddle of the day: How many circles contain a black dot?



2. Play "Math Slap" from your Activities & Games section (p. 11)

Part 2: Review

Directions: Read the task and answer the questions about the sidewalk pattern.

Cora and Cecilia each use chalk to make their own number patterns on the sidewalk. They make each of their patterns 10 boxes long and line their patterns up so they are next to each other.

Cora	2				
0	3				
Ceci	ia:				
0	9				

Cora puts 0 in her first box and decides that she will add 3 every time to

get the next number. Cecilia puts 0 in her first box and decides that she will add 9 every time to get the next number.

- a. Complete each girl's sidewalk pattern.
- b. How many times greater is Cecilia's number in the 5th box than Cora's number in the 5th box? What about the numbers in the 8th box? The 10th box?
- c. What pattern do you notice in your answers for part b? Why do you think that pattern exists?

Directions:

Treasure-hunter Jack has received a secret message in a sequence of numbers. Decoded, it will tell him the location of the world's largest diamond, the Golden Jubilee. The message is encoded in a "letter number" cipher. This is when letters are replaced as numbers. However only the MISS-ING NUMBERS will reveal the true location. Find out what these numbers are!

(Hint: The numbers follow a pattern. You will have to subtract, divide, add or multiply by a whole number or fraction to find the missing numbers.)

Exam (+5) 5	ple: 5 10	15	20 2	5 The	en th	e lett	er is `	ſ		
A 1 N 14	B C 2 3 O P 15 16	D 4 Q 17	E 5 R 18	F G 6 7 8 T 19 20	H 8 U 21	 9 V 22	J 10 W 23	K 11 X 24	L 12 Y 25	M 13 Z 26
1.	5	10		40	80	C	K	1		
2.	29	22	15							A
3.	27		6	4	8	_		\mathbf{r}		\searrow
4.	-60	-36	-12		30	6				
5.	81	27	9	3						\nearrow
6.	3024	504	84		$\frac{7}{3}$			K.	V	$\overline{\mathcal{N}}$
7.	20	16	12	8					\backslash	//

Where is the location of the Golden Jubilee Diamond?

1	2a	2b	3	4	5	6	7	57
								•••

Week 4: Day 2

Today's Goal: I can make a table to solve problems and plot pairs on a coordinate grid.

Part 1: Warm-up:

- 1. Riddle of the day: Where can you find cities, towns, shops, and streets but no people?
- 2. Fill in the below Venn Diagram for the words "Subtraction and Division".



Part 2: Review & Practice



Complete the tables for the given rules.



- a. Draw each line on the coordinate plane above.
- b. Compare and contrast these lines.

3

2.

Complete the tables for the given rules.



Rule: *Triple x, and then add 1*





a. Draw each line on the coordinate plane above.

Week 4: Day 3

Today's Goal: I can use compatible numbers to estimate and solve real world problems with decimals.

Part 1: Warm-up:

- 1. **Riddle of the day:** Mr. Blue lives in the Blue house. Mrs. Yellow lives in the Yellow House. Mr. Orange lives in the orange house. Who lives in the White House?
- 2. Play "Math Slap" from your Activities & Games section (p.11)

Part 2: Review

Directions: Using the steps below, solve the division problems.

			1) 2,000 ÷ 500 =
Step 1: First Box up the basic fact. 2500 ÷ 50 =	Step 2: Subtract zeros outside the box.	Step 3: The difference becomes the number of zeros added to the	 2) 35,000 ÷ 7,000 = 3) 14,000 ÷ 7,000 = 4) 180 ÷ 60 = 5) 1,200 ÷ 600 = 6) 48,000 ÷ 6,000 =
Then Divide boxed up numbers & write	2500 ÷ 50 = 5	quotient. 2500 ÷ 50 = 50	7) $500 \div 500 =$ 8) $8,000 \div 2,000 =$
$2500 \div 50 = 5$		The difference equals one, so add one zero to the quotlent.	 9) 30,000 ÷ 6,000 = 10) 360 ÷ 40 =

Part 3: Practice

Directions: First, estimate either by rounding or using compatible numbers. Then solve and use your estimation to check your work.

Remember:

- Estimation is useful when you don't need an exact answer.
- It also lets you check to be sure an exact answer is close to being correct.
- Estimating with decimals works just the same as estimating with whole numbers.
- When rounding the values to be added, subtracted, multiplied, or divided, it helps to round to numbers that are easy to work with.

Example:

Problem	Hakim wrote checks for \$64.20, \$47.89, and \$95.80. Estimate the total of all three checks.		
		To estimate the total, first round each of the check values. You want to round to the nearest \$10 in this example.	
	$64.20 \rightarrow 60$ $47.89 \rightarrow 50$ $95.80 \rightarrow 100$	Since $4 < 5$, round to 60. Since $7 > 5$, round up to 50. Since $5 = 5$, round up to 100.	
	60 + 50 + 100 = 210	Add the estimates to find the estimated total.	

Answer

The total estimate for the three checks is \$210.

1.) 2.63 +196.8

eck

2.) 14.2 + 0.986

Estimate	Solve	Check

3.) 8.001-3.4062

Estimate	Solve	Check			
		61			

Estimate	Solve	Check

5.) 9.42 x 0.086

Estimate	Solve	Check

6.) 98.382 ÷ 38

Estimate	Solve	Check

7.) 0.57728 ÷ 0.64

Estimate	Solve	Check

Part 4: Reflection & Brain Growth

What operation with decimals do you feel the strongest? Why? What do you want to practice more?

Week 4: Day 4

Today's Goal: I can use the standard algorithm to solve problems involving all for operations with decimals.

Part 1: Warm-up:

- 1. Riddle of the day: What has to be broken before you can use it?
- 2. Your Choice! Choose any activity or game from either packet.

Part 3: Practice

Directions: Use all decimal operations to complete the exercises below.

Exercise 1: Fill in the blank with a number from the box to complete the equation. You can use a number more than once.

62 62	5.9 2.45	70.5 34.7	48.95 83.35		92.6 110.75	59.25 46.1
1.	+ 33	3.15 = 82.1		6.	59.15 + =	129.65
2.	=	= 51.5		7.	– 28.9 = 3	33.55
3.	+ 16	5.65 = 100	:	8.	+ 14 +	= 107.95
4.	72.3 –	= 37.6	9	9.	+=	= 153.85
5.	+ 9.	38 + = 6	52.38	10.	73.05 – =	26.95

Exercise 2: Solve each task and show your thinking below each.

 Samantha's class sells candy bars as a fundraiser. Regular bars are \$1.25 each and large bars are \$6.98 each. If she sells 50 regular sized bars and 8 large bars, how much money should she have in her cash box?

Before you solve, do you think she will have more or less than \$100? Explain your estimate.

Ms. Martin is planning a party for the staff at her company. She wants to impress her boss. Ms. Martin wants to spend the least amount of money to feed the staff. The restaurants do not sell partial pans of chicken strips. From which restaurant would you recommend Ms. Martin purchase the chicken strips?

Restaurant	Price per Pan	Strips per Pan
Chicken to Go	\$10.80	14
Magic Chicken	\$12.25	18
Chicken and More	\$8.25	10
Part 4: Reflection & Brain Growth (This can be done over the course of a few days after you complete your packet)

Directions: Go back through your "Notes & Anchor charts", "Vocabulary List" and "Daily Learning Calendar" from April and May packets. Fill in the chart below with the content from reviewing these past two packets.

A skill, or concept, I learned since "Distance Learning" started	A skill, or concept, I grew stronger in since "Distance Learning" started	A skill, or concept, I wish I had more time with during "Distance Learning".

Part 3: Practice, Reflection & Brain Growth

Directions: Reflect on your school year and write your thoughts below.

1. What is something we did this year that you think you will remember for the rest of your life?

2. What is something you accomplished in Math this year that you are proud of?

3. What was the nicest thing someone in our class did for you this year?

4. What was the most challenging part of this year for you?

5. What are the three most important things you learned in Math this year?

6. What is something that was hard in Math for you at the start of the year but is easy now?

7. In what area do you feel you made your biggest improvements in Math?

8. What is something you taught your teacher or classmates this year?

9. What person at our school has made the biggest impact in your life this year? Why?

10. What is something the teacher could have done to make this year better?

11. Knowing what you know now, if you could write a letter to yourself that would travel back in time so that you would receive it at the start of the school year, what advice would you give your younger self?

12. What advice would you give students who will be in this class next year?



Research has shown that if you believe in yourself and you make a mistake, your brain responds with more activity and brain growth than if you don't believe in yourself.