

CARROLL MIDDLE SCHOOL



Summer Math Activities

For Students Entering Grade 6

Name: _____

You've learned SO much this year! It is important that you keep practicing your mathematical knowledge over the summer to be ready for 6th grade. In this document, you will find a calendar of activities for the months of July and August. Once you have completed an activity, have a family member initial in the box on the calendar. Use your math journal (a spiral notebook) to record and show all of your work.

DIRECTIONS:

- Create a personal and fun Math Journal in a spiral notebook. Be creative and decorate the first page with markers or crayons or other material to show math in your world.
- Each journal entry should:
 - Have the week number and the word problem or activity number
 - Have a clear and complete answer that explains your thinking
 - Be neat and organized
- Choose 3 of the 4 required activities and include them in your journal
- The additional worksheet pages included in this document should be printed and taped/stapled into your Math Journal


Try to play a board game or card game at least one day each week. Write about the game in your journal. Be sure to title the page with the name of the game. Here are some suggestions of games for you to play: Monopoly, Stratego, Othello, Connect Four, Chess, War, Battleship, Risk, Mancala, Yahtzee and Mastermind.

Don't forget to bring your journal, July and August calendars, and required activities to school on the first day of sixth grade. Your new teacher will be so proud of your summer math work!

Kids' Information Page

We're so proud of you for taking the time to work on math over the summer!






Here are some helpful hints for success:

- ☺ **It's ok to have parents and other adults help you!**
- ☺ **Find a quiet work space where you can get organized and stay focused.**
- ☺ **Pay close attention to the examples and vocabulary.**
- ☺ **Choose a unit that you like, and work through it completely before moving on to another unit.**
 - **Try to complete at least 1 worksheet per day.**
 - **Complete all of the problems on each worksheet.**
- ☺ **Calculators may ONLY be used when you see this symbol:** 
- ☺ **Remember to do a little work each week. DO NOT wait until the week before school starts to complete your packet!**
- ☺ **The packet should be returned to your math teacher during the first week of school.**
- ☺ **You can access your textbook online at**
<http://www.glencoe.com/sec/math/msmath/mac04/course1/index.php/md/2004>
See the Textbook Navigation Page for more information.

Have fun & we'll see you in August!







Parents/Guardians, please confirm completion of each task by writing your initials in the appropriate box.

WEEK 1 PLACE VALUE	Which means the same as 7500? a. 75 hundreds b. 75 ones c. 75 tens d. 75 thousands	Which sum has the value of 524? a. 5 tens + 24 ones b. 5 hundreds + 24 tens c. 5 hundreds + 2 tens + 4 ones d. 4 hundreds + 24 tens	In the numeral 2,564 the digit 5 has a value of: a. 5 b. 50 c. 564 d. 500	In what numeral does 4 have the least value: a. 648 b. 438 c. 2004 d. 4002		Express $(3 \times 1000) + (2 \times 100) + (1 \times 10) + (8 \times 1)$ in standard form.
WEEK 2 ESTIMATION	David completed 100 questions on the test. His teacher said he did $\frac{1}{2}$ of them correctly. Which best describes the number of questions he answered correctly? a. A little more than 20 b. A little more than 50 c. A little more than 30 d. A little less than 20		Jane needs to add $7\frac{1}{2}$ and $4\frac{3}{4}$. To find a good estimate of the sum, which expression would be best for Jane to use? a. $7 + 4$ b. $7 + 5$ c. $71 + 44$ d. $8 + 4$	John wanted to ESTIMATE the product of 5.2 and 6.7 What the best estimate for his problem? Explain.	Mrs. Jones spent \$682 on groceries last month. This month she spent \$423 on groceries. ABOUT how much less did she spend on groceries this month than last month?	In June, Christy earned about \$18 for mowing lawns and \$29 for babysitting. ABOUT how much did she earn altogether? Explain your reasoning.
WEEK 3 MEASUREMENT		If the shorter arrow is 3 inches long, ABOUT how long is the other arrow? 	A scale shows a weight of 10 grams. What object is most likely being weighed? Explain your reasoning.	A football field is 100 YARDS long. How many FEET would you run if you ran exactly half way down the field?	The 18-wheel truck is 10 meters long. How many centimeters is that?	Measure the height of each member of your family using standard units of measure. Record the height of each person in inches and feet. List their names from shortest to tallest.
WEEK 4 COMPUTATION	Solve $5476 + 345 = \square$		The trip is 1567 miles in total. We have traveled 268 miles. How many more miles do we need to travel?	Solve $234 \times 6 = \square$	In a car lot there are 38 rows with 25 parking spots in each row. How many parking spots are there in all?	Solve $434 \div 7 = \square$



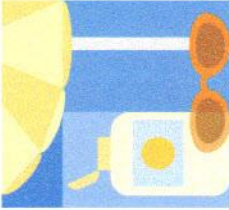


Remember - Show your work and answers in your Math Journal!

MATH JOURNAL:

<p>WEEK 1</p> <p>PLACE VALUE</p> 					
<p>WEEK 2</p> <p>FRACTIONS, DECIMALS & PERCENTS</p> 					
<p>WEEK 3</p> <p>ESTIMATIONS</p> 					
<p>WEEK 4</p> <p>WHOLE NUMBERS & DECIMALS</p> 					







Parents/Guardians, please confirm completion of each task by writing your initials in the appropriate box.

WEEK 1 FRACTIONS	Which improper fraction is equivalent to $2\frac{3}{4}$? a. $\frac{5}{4}$ b. $\frac{14}{4}$ c. $\frac{11}{4}$ d. $\frac{9}{4}$	Shade $\frac{3}{4}$ of the following circle. 	Maria needs $\frac{5}{8}$ ft of fabric to complete the project, but she only has $\frac{3}{8}$ ft of fabric. How much more fabric does she need?		Johnny drank $\frac{3}{4}$ of a cup of milk and Tasha drank $\frac{2}{4}$ of a cup of milk. How much milk did they drink in all?	Nico ran $\frac{4}{5}$ of a mile and Sarah ran $\frac{2}{3}$ of a mile. How many miles did the run all together?
WEEK 2 DECIMALS		Which decimal is greater .9 or .77 Explain your answer.	Daisha spent \$18.95 on a large box of greeting cards, \$2.95 for a roll of ribbon, \$15.64 for a scrapbook, and \$5.00 for writing paper. The cashier gave Daisha \$7.46 change. How much did Daisha give to the cashier?	Neil, Amon, Liam and Jose earned \$55 for a landscaping project. If they divided the money evenly, how much money would they each receive?	Write seven hundredths in standard form.	Look through a grocery store flyer. Find the cost of at least 3 different items that are sold by weight (fruits, vegetables and meat). Decide with a family member how much of each item you need for your family. How much will be the total cost of all 3 items?
WEEK 3 PROBLEM SOLVING	Brent wants to earn \$200 to buy a new skateboard. He can earn money mowing lawns. Brent can earn \$10 for each lawn he mows. He can mow at most 4 lawns per week. How many weeks must Brent mow lawns to buy the skateboard?		Alexandria works at a bakery. On Monday, she baked 388 cookies. On Tuesday, Alexandria baked 200 LESS cookies than on Monday. How many cookies did Alexandria bake on Tuesday?	The Harborside cafeteria sells veggie pizza and cheese pizza. Today they sold 25 pizzas at lunch. They sold seven more cheese pizzas than veggie pizzas. How many of each pizza did they sell?	John, Tim and Jose went out for dinner and spent a total of \$25.02. If they split the bill evenly, how much would each boy pay?	A brownie recipe calls for $\frac{2}{3}$ cup oil. If you tripled the recipe, how much oil would you need?
WEEK 4 GEOMETRY	Draw a picture of a quadrilateral. How many sides does it have?	Is a circle a polygon? Why or why not?	What is the difference between an octagon and a hexagon?	Find the perimeter and area of a square that has a length of 15 ft.		Use a Venn diagram to compare and contrast a square and a rectangle.

Remember - Show your work and answers in your Math Journal!

August

<p>WEEK 1 RATIOS &</p> 						
<p>PROPORTIONS WEEK 2</p> <p>GEOMETRY</p> 						
<p>WEEK 3</p> <p>MORE PERCENTS!</p> 						
<p>WEEK 4</p> <p>PROBABILITY</p> 						

Choose 3 activities from the list below and include them
in your math journal

1) GRAPHS, GRAPHS, AND MORE GRAPHS

Look in magazines or newspapers to find an example of a circle graph, a bar graph and a line graph. Explain how each is used differently.

2) Take A Survey



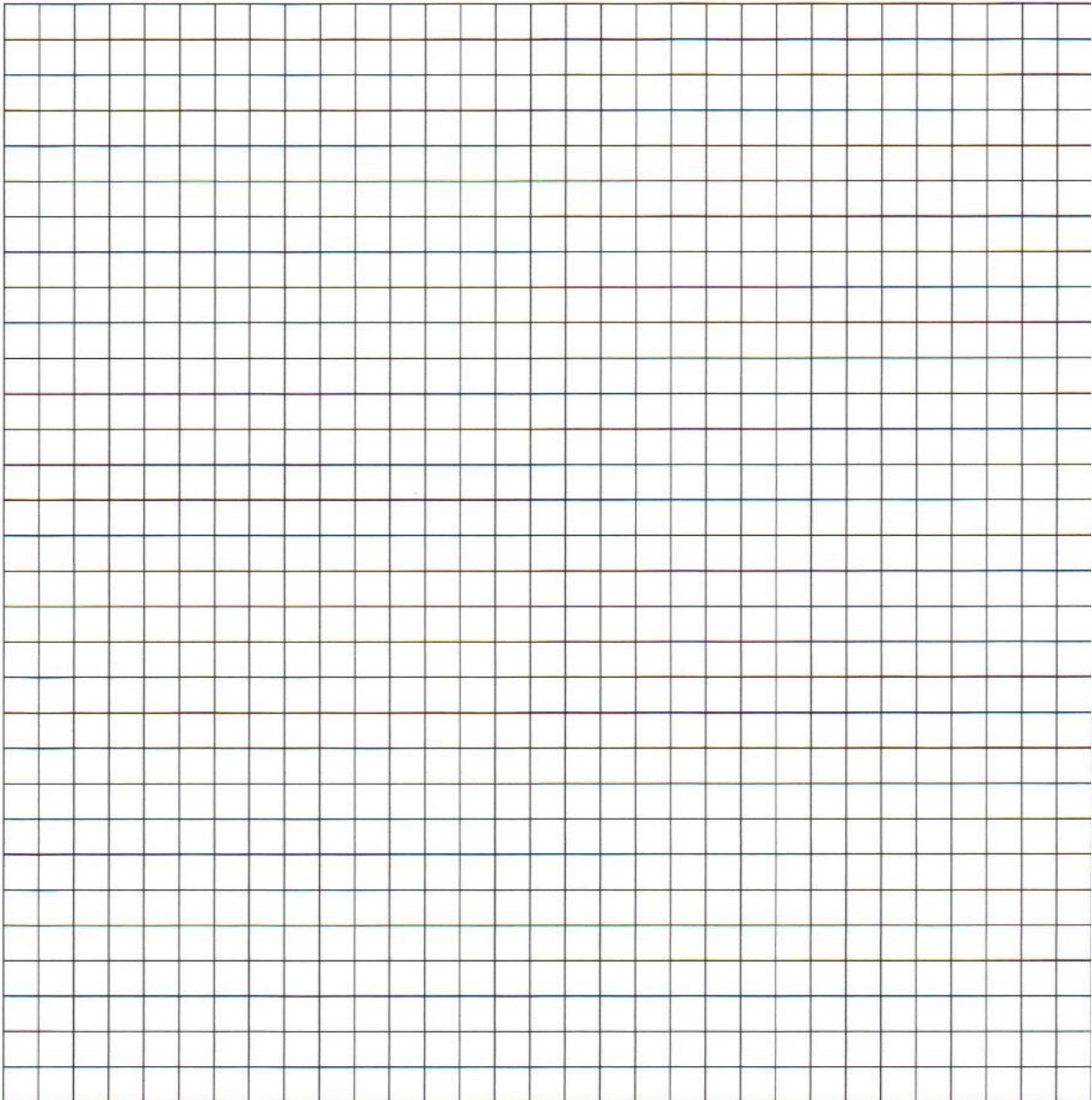
Step 1: Conduct a survey by asking at least 20 friends and family members a question. You may accept any response offered or you may create 5 – 7 responses from which to choose. Record your data in a tally chart.

Step 2: Create a tally sheet. Using the data collected, create a circle graph.

Step 3: Write a paragraph about your findings. Write two questions that can be asked using the data.

3) Floor Plan

Measure the perimeter of a room in your house. On the piece of graph paper draw the room. Include each piece of furniture. Label the length and width of each side of the room. Find the area of the room. What is the area that each piece of furniture takes up? How much space is not taken up by furniture? (Don't forget to label the area and perimeter with the unit of measure used)





4)Play Ball

A baseball player's batting average compares a player's times at bat with the number of hits. To compute a batting average, divide the number of hits by the at bats. The result will be a decimal, the higher the decimal the better the average.

Look in the sports section of your newspaper to find the batting averages of your child's favorite baseball player. Keep track of the player's at bats and hits for 7 days. Compute the batting average using the formula above.

Day	Number of Hits	Number of at bats
One		
Two		
Three		
Four		
Five		
Six		
Seven		

Level 6 (Course 1)

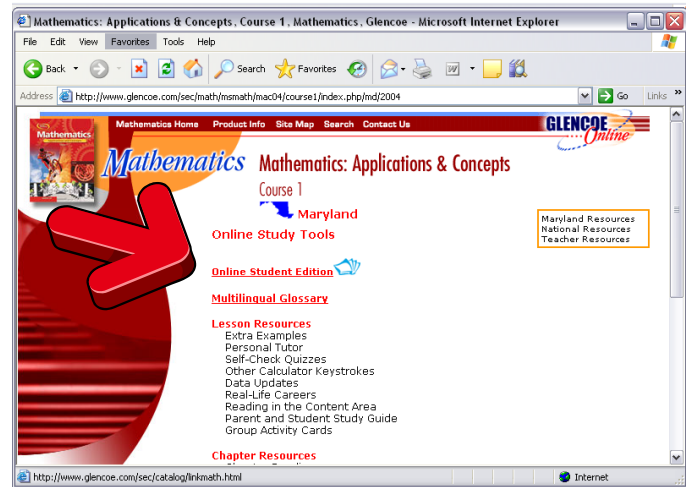
Sections	Indicator Number	Content Standard/Indicators
	MA.600.10	KNOWLEDGE of ALGEBRA, PATTERNS and FUNCTIONS
1-6	MA.600.10.20	Write an algebraic expression to represent unknown quantities using one unknown and one operation using whole numbers, fractions, or decimals
1-6	MA.600.10.25	Evaluate an algebraic expression using one unknown and one operation using whole numbers, fractions, and decimals
1-5	MA.600.10.30	Evaluate numeric expressions using order of operations, with no more than 4 operations and whole numbers
9-2; 9-3; 9-4	MA.600.10.45	Determine the unknown in a linear equation with one operation and positive whole number coefficients, using decimals
	MA.600.20	KNOWLEDGE of GEOMETRY
	MA.600.20.10	Identify and describe diagonal line segments
13-4	MA.600.20.15	Compare or classify triangles as scalene, equilateral or isosceles
13-4b	MA.600.20.20	Compare or classify triangles as equiangular, obtuse, acute, or right
	MA.600.20.25	Use the concept of the sum of angles in any triangle is 180° to determine the third angle measure of a triangle given two angle measures without a diagram
4-6	MA.600.20.30	Identify and describe the parts of a circle (circumference, radius, or diameter)
4-6	MA.600.20.35	Identify and compare the relationship between the parts of a circle using radius, diameter, and circumference
13-3	MA.600.20.50	Identify, or describe angle relationships using perpendicular bisectors or angle bisectors
	MA.600.30	KNOWLEDGE of MEASUREMENT
12-1	MA.600.30.10	Measure length to the nearest $\frac{1}{16}$ inch using a ruler
14-2a; 14-2	MA.600.30.20	Estimate and determine the area of a triangle with whole number dimensions
14-5	MA.600.30.25	Estimate and determine the volume of rectangular prisms with whole number dimensions
	MA.600.30.30	Estimate and determine the area of composite figures using no more than four polygons (triangles or rectangles) with whole number dimensions
	MA.600.30.35	Determine the missing side of a quadrilateral given the perimeter using whole number dimensions
	MA.600.30.40	Determine the missing measure of a square or rectangle given the area using whole number dimensions
	MA.600.40	KNOWLEDGE of STATISTICS
2-1	MA.600.40.05	Organize and display data to make frequency tables with no more than 5 categories or ranges of numbers and total frequencies of no more than 25
2-1	MA.600.40.10	Interpret frequency tables with no more than 5 categories or ranges of numbers and frequencies of no more than 25
2-5	MA.600.40.15	Organize, and display the data for a given situation to make stem and leaf plots using no more than 20 data points and whole numbers
2-3	MA.600.40.30	Interpret circle graphs using no more than 5 categories and whole numbers or percents
2-6; 2-7	MA.600.40.35	Determine the measures of central tendency (mean, median, and mode) and the range
	MA.600.50	KNOWLEDGE of PROBABILITY
11-1; 11-2 11-4; 11-5	MA.600.50.10	Determine the probability of one simple event comprised of equally likely outcomes with a sample space of 10, 20, 25, or 50 outcomes and express the probability of the event as a decimal
11-1b	MA.600.50.20	Analyze the results of a probability experiment with no more than 30 outcomes to make predictions and express the experimental probability as a fraction, decimal, or percent
	MA.600.60	NUMBER RELATIONSHIPS and COMPUTATION
	MA.600.60.05	Read, write, and represent whole numbers using exponential form using powers of 10
8-1	MA.600.60.10	Read, write, and represent integers
5-6; 5-7; 10-5; 10-6	MA.600.60.15	Identify and determine equivalent forms of proper fractions, as decimals, percents, and ratios
5-5; 5-6; 5-7	MA.600.60.20	Compare and order fractions and decimals, alone or mixed together, including no more than 4 proper fractions or decimals
6-3 - 6-6	MA.600.60.35	Add and subtract fractions and mixed numbers and express answers in simplest form
7-2; 7-3	MA.600.60.40	Multiply fractions and mixed numbers and express answers in simplest form
4-1; 4-2	MA.600.60.45	Multiply decimals, no more than 3-digits by a 2-digit decimal
4-3	MA.600.60.50	Divide decimals using no more than 5 digit decimal by whole number of no more than 2-digits without adding zeroes
10-7a; 10-7	MA.600.60.55	Determine 10, 20, 25, or 50 percent of whole number
9-1a; 9-1	MA.600.60.65	Use the distributive property to simplify numeric expressions using whole numbers
4-1	MA.600.60.70	Estimate to determine the product of a decimal (with no more than a 3 digits) and a whole number (2 digit)
4-3	MA.600.60.75	Estimate to determine the quotient of a decimal with no more than 4 digits in the dividend and divided by a 2-digit whole number

Textbook Navigation Page

To get to the online version of the book:

1.) Go to <http://www.glencoe.com/sec/math/msmath/mac04/course1/index.php/md/2004>

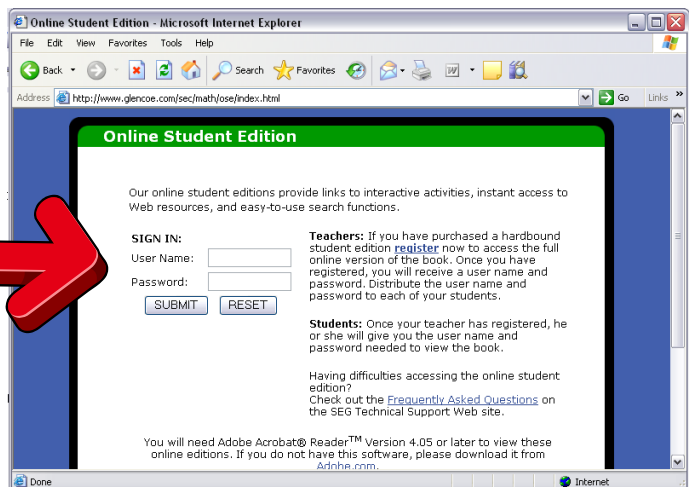
2.) Click Online Student Edition



3.) Enter the following information:

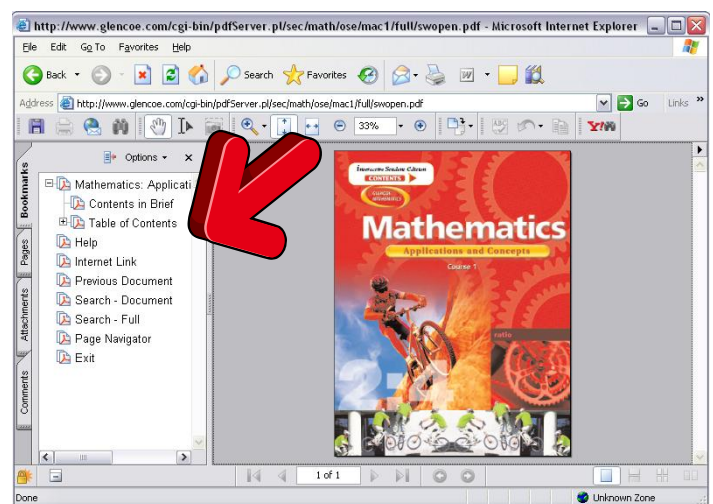
Username: MAC104

Password: STaspEdUw2



4.) Click on Table of Contents – this will bring up each section of the book. Click on the Section, followed by the chapter you want. Continue to use the Bookmark side bar to navigate through the book and its pages.

****Note:** You can not print the book. It is copyrighted by the publisher. This is for viewing purposes only.




Unit: KNOWLEDGE of ALGEBRA, PATTERNS, and FUNCTIONS**Textbook Section: 1-6****Objective:** Write an algebraic expression to represent unknown quantities.

- A **variable** is a symbol, usually a letter, used to represent a number.
- **Algebraic expressions** are combinations of variables, numbers, and at least one operation.

Examples:

The sum of 5 and some number is written as: $5 + n$ because the operation that is associated with the word **sum** is addition.

The difference of a number and three tenths is written as: $n - .3$ because the operation that is associated with the word **difference** is subtraction.

1.) a number plus $\frac{1}{2}$	2.) a number minus .7
3.) the difference of twenty-one hundredths and a number	4.) the sum of a number and forty-six
5.) Robert has sixty-five more football cards than his friend, John. 	6.) Janell is five-eighths of an inch shorter than Shakiya.

Unit: KNOWLEDGE of ALGEBRA, PATTERNS, and FUNCTIONS

Textbook Section: 1-6

Objective: Evaluate an algebraic expression.

- A **variable** is a symbol, usually a letter, used to represent a number.
- **Algebraic expressions** are combinations of variables, numbers, and at least one operation.
- **Multiplication** in algebra can be shown as $4n$ or $4 \times n$
- The variables in an algebraic expression can be replaced with any number.
- Once the variables have been replaced, you can **evaluate**, or find the value of, the algebraic expression.

Examples:

Evaluate $44 + n$ if $n = 9$

$44 + n$	original expression
$44 + 9$	replace the variable with it's value
53	solution

1.)

Evaluate $150 + n$ if $n = 15$

2.)

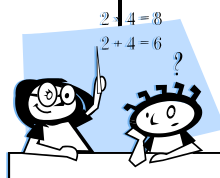
Evaluate $12n$ if $n = 9$

3.)

Evaluate $15n + 19$ if $n = \frac{1}{3}$

4.)

Evaluate $30n$ if $n = 2.5$



5.)

Evaluate $24n \div k$ if $n = 6$ and $k = 8$

6.)

Evaluate $nk - 2b + 8$ if $b = 1.5$, $k = 8$, and $n = 7$

Unit: KNOWLEDGE of ALGEBRA, PATTERNS, and FUNCTIONS**Textbook Section: 1-5****Objective:** Evaluate numeric expressions using order of operations.

- A **numerical expression** is a combination of numbers and operations.
- The **Order of Operations** tells you which operation to perform first so that everyone gets the same final answer.
- The **Order of Operations** is: **Parentheses, Exponents, Multiplication or Division (left to right), and Addition or Subtraction (left to right.)**

Examples:

$48 \div (3 + 3) - 2^2$	original expression
$48 \div 6 - 2^2$	simplify the expression inside the parentheses
$48 \div 6 - 4$	calculate 2^2
$8 - 4$	divide 48 by 6
4	subtract 4 from 8

1.)

$$(8 + 1) \times 12 - 13$$

2.)

$$13 \times 4 - 72 \div 8$$

3.)

$$88 - 16 \times 5 + 2 - 3$$

4.)

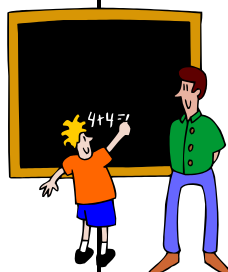
$$100 \div 5^2 \times 4^3$$

5.)

$$45 \div 9 - 3 + 2 \times 3$$

6.)

$$(5^2 + 3^3) \times (81 \div 9) \div 10$$



Unit: KNOWLEDGE of ALGEBRA, PATTERNS, and FUNCTIONS**Textbook Sections: 9-2, 9-3, & 9-4****Objective:** Determine the unknown in a linear equation (addition & subtraction).

- **Addition equations:** Subtract the same number from each side of the equation so that the two sides remain equal.
- **Subtraction equations:** Add the same number to each side of the equation so that the two sides remain equal.

Examples:

$$\begin{array}{rcl} b + 3 = 6 & \text{original equation} & \\ -3 & -3 & \text{subtract 3 from each side} \\ \hline b + 0 = 3 & \text{solution} & \\ b = 3 & \text{simplify} & \end{array}$$

$$\begin{array}{rcl} b - 8 = 4 & \text{original equation} & \\ +8 & +8 & \text{add 4 to each side} \\ \hline b + 0 = 12 & \text{solution} & \\ b = 12 & \text{simplify} & \end{array}$$

1.)

$$g + 5 = 12$$

2.)

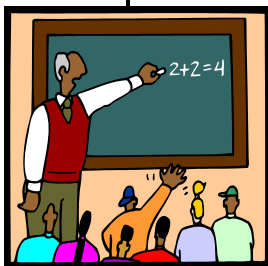
$$s - 12 = 29$$

3.)

$$m + 3.5 = 10.5$$

4.)

$$k - 5.5 = 8.5$$

**5.)**

$$w + 6.25 = 22$$

6.)

$$g - 3.75 = 49.75$$

Unit: KNOWLEDGE of ALGEBRA, PATTERNS, and FUNCTIONS
Textbook Sections: 9-2, 9-3, & 9-4
Objective: Determine the unknown in a linear equation (multiplication & division).

- In a **multiplication equation**, the number by which a variable is multiplied is called the **coefficient**. In the multiplication equation $2x = 8$, the coefficient is 2.
- **Multiplication equations:** Divide both sides by the coefficient so that the two sides remain equal.
- In a **division equation**, the number by which the variable is divided is called the **divisor**. In the division equation $\frac{x}{4} = 4$, 4 is the divisor.
- **Division equations:** Multiply both sides of the equation by the divisor so that the two sides remain equal.

Examples:

$$4b = 16 \quad \text{original equation}$$

$$\frac{4b}{4} = \frac{16}{4} \quad \text{divide both sides by 4}$$

$$1b = 4 \quad \text{solution}$$

$$b = 4 \quad \text{simplify}$$

$$\frac{m}{6} = 11 \quad \text{original equation}$$

$$6 \times \frac{m}{6} = 11 \times 6 \quad \text{multiply each side by 6}$$

$$1m = 66 \quad \text{solution}$$

$$m = 66 \quad \text{simplify}$$

1.)

$$7x = 63$$

2.)

$$\frac{k}{9} = 8$$

3.)

$$5b = 3.55$$

4.)

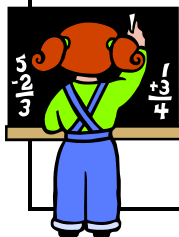
$$\frac{n}{7} = 5.55$$

5.)

$$12m = 84.72$$

6.)

$$\frac{p}{13} = 2.67$$



Unit: KNOWLEDGE of GEOMETRY

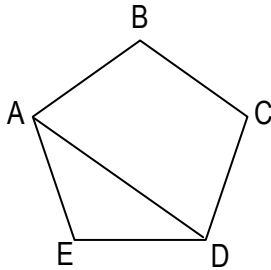
Textbook Section: NONE

Objective: Identify and describe diagonal line segments.



- A line segment connecting two vertices of a polygon is either a side or a **diagonal**.

Examples:

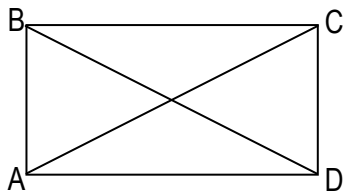


\overline{AE} is a side of polygon $ABCDE$

\overline{AD} is a **diagonal** of polygon $ABCDE$

1.)

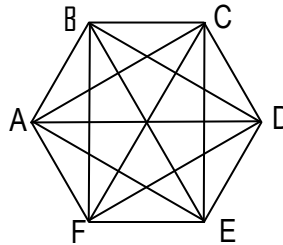
Is \overline{AB} a diagonal of polygon $ABCD$?



YES NO

2.)

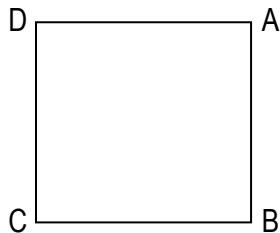
Circle all of the diagonals of polygon $ABCDEF$.



\overline{AB}	\overline{AC}	\overline{AD}	\overline{AE}	\overline{AF}
\overline{BA}	\overline{BC}	\overline{BD}	\overline{BE}	\overline{BF}
\overline{CA}	\overline{CB}	\overline{CD}	\overline{CE}	\overline{CF}
\overline{DA}	\overline{DB}	\overline{DC}	\overline{DE}	\overline{DF}
\overline{EA}	\overline{EB}	\overline{EC}	\overline{ED}	\overline{EF}
\overline{FA}	\overline{FB}	\overline{FC}	\overline{FD}	\overline{FE}

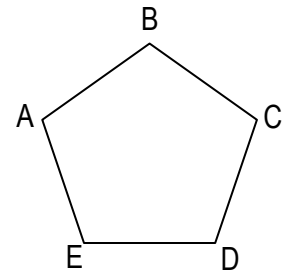
3.)

Name one diagonal of polygon $WXYZ$



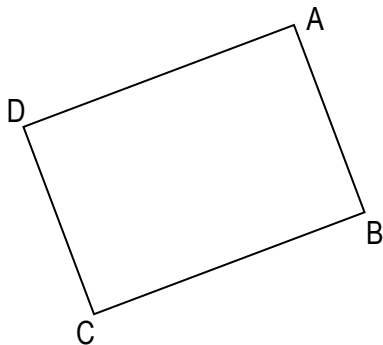
4.)

Name all of the diagonals polygon $ABCDE$



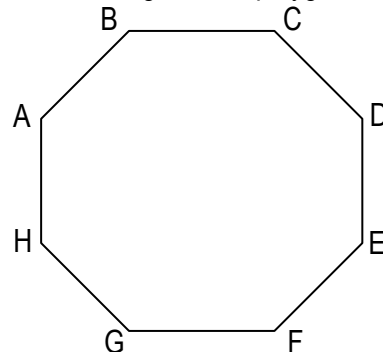
5.)

Draw one diagonal on polygon $KLMN$



6.)

Draw all of the diagonals of polygon $ABCDEFGH$



Unit: KNOWLEDGE of GEOMETRY

Textbook Section: 13-4

Objective: Compare or classify triangles as scalene, equilateral, or isosceles.

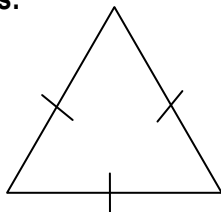


Triangles are polygons that have **three sides**, three vertices, and three angles.

Triangles can be **classified by the number of congruent sides**, which are sides of equal length.

The same markings on the sides of a triangle show that the sides are **congruent**.

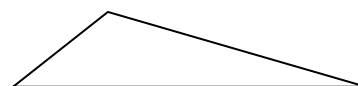
Examples:



Equilateral triangle
Three congruent sides



Isosceles triangle
Two congruent



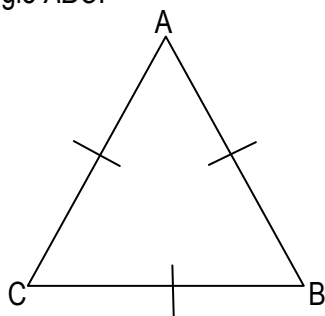
Scalene triangle
No congruent sides

1.) Shown is Equilateral triangle ABC .

$$\overline{AB} = 6 \text{ cm.}$$

$$\overline{BC} = \underline{\hspace{2cm}}$$

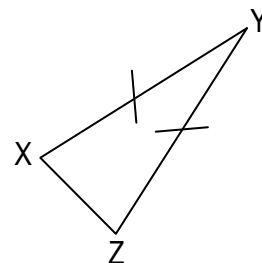
$$\overline{CA} = \underline{\hspace{2cm}}$$



2.) Shown is Isosceles triangle XYZ .

$$\overline{XY} = 5 \text{ in.}$$

What must be the length
of side \overline{YZ} ?



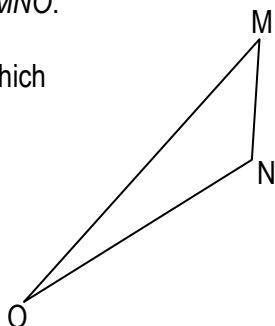
3.) Shown is Scalene triangle MNO .

Circle the set of numbers which
could be the lengths of the
three sides.

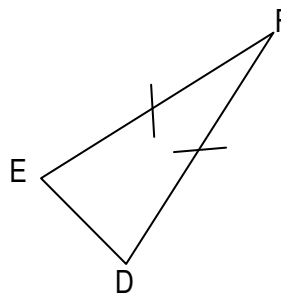
3 cm, 5 cm, 6 cm

2 cm, 4 cm, 4 cm

2 cm, 2 cm, 2 cm



4.) Classify triangle DEF .



Equilateral

Scalene

Isosceles

5.) Draw an Equilateral triangle. Label the vertices. Name the sides and their lengths.

6.) Draw a Scalene triangle. Label the vertices. Name the sides and their lengths.

Unit: KNOWLEDGE of GEOMETRY

Textbook Section: 13-4b

Objective: Compare or classify triangles as equiangular, obtuse, acute, or right.



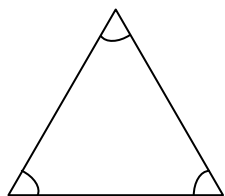
Triangles are polygons that have three sides, three vertices, and **three angles**.

Triangles can be **classified according to their angles**.

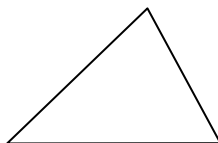
All triangles have at least 2 acute angles. **Acute, Right, and Obtuse triangles** are **classified according to their third angle**.

The same markings on the angles of a triangle show that the angles are **congruent**.

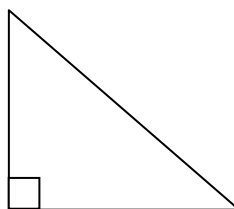
Examples:



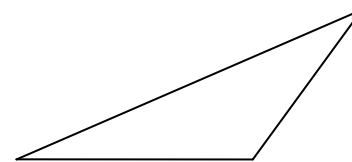
Equiangular triangle
Three congruent angles



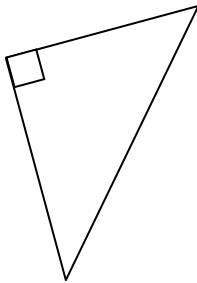
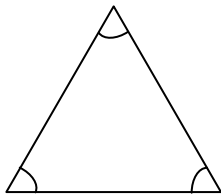
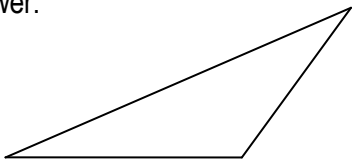
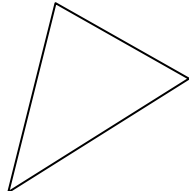
Acute triangle
Three acute angles



Right triangle
One right angle



Obtuse triangle
One obtuse angle

<p>1.)</p>  <p>What type of triangle is this?</p> <p>Circle the correct answer:</p> <p>Equiangular Acute Right Obtuse</p>	<p>2.)</p>  <p>What type of triangle is this?</p> <p>Circle the correct answer:</p> <p>Equiangular Acute Right Obtuse</p>
<p>3.) What type of triangle is this?</p> <p>Circle the correct answer:</p> <p>Equiangular Acute Right Obtuse</p> 	<p>4.) What type of triangle is this?</p> <p>Circle the correct answer:</p> <p>Equiangular Acute Right Obtuse</p> 
<p>5.) Melissa needs to draw some triangles as part of her Geometry homework. She confuses acute and obtuse triangles. Which triangle should have one angle that is greater than 90°? Why?</p>	<p>6.) Jack and his dad are building a triangular pen for Jack's new puppy, a Jack Russell Terrier. Jack's dad wants to make the project as easy as possible. Which type of triangle should they use as a model? Why?</p>

Unit: KNOWLEDGE of GEOMETRY**Textbook Section: NONE**

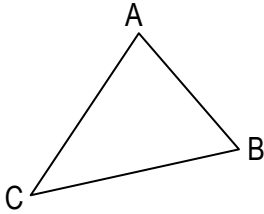
Objective: Use the concept of the sum of angles in any triangle is 180° to determine the third angle measure of a triangle given two angle measures without a diagram.



Triangles are polygons that have three sides, three vertices, and **three angles**.

The **sum** of the measures of the angles of a triangle is **180°** .

Examples:



Angle A = 65°

Angle B = 60°

Angle C = ?

$$180 - 65 - 60 = 55 \quad \text{Angle C} = 55^\circ$$

1.) Given triangle XYZ:

Angle X = 90°

Angle Y = 45°

Angle Z = _____ $^\circ$

2.) Given triangle MNO:

Angle M = 15°

Angle N = _____ $^\circ$

Angle O = 135°

3.) Given right triangle ABC:

Angle A is the right angle

Angle B = 55°

Angle C = _____ $^\circ$

4.) Given equiangular triangle FGH:

What is the measure of ...

Angle F? _____ $^\circ$

Angle G? _____ $^\circ$

Angle H? _____ $^\circ$

5.) Given triangle JKL:

Angle J = 120°

Angle K = 50°

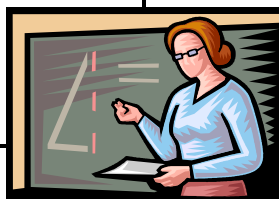
Angle L = 20°

Is this possible? Explain why or why not using math.

6.) Teri is making a scrapbook page of her trip to the art exhibit, "Geometry in Your World." She wants to use a large triangle as her background focus. She draws a triangle with the first two angle measures of 100° and 25° .

What is the angle measure of the third angle? _____ $^\circ$

Please show your work:



Unit: KNOWLEDGE of GEOMETRY

Textbook Section: 4-6

Objective: Identify and describe the parts of a circle (circumference, radius, or diameter).



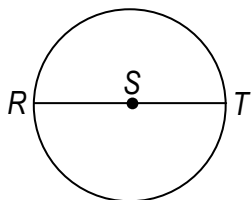
A **circle** is a set of points equidistant from a given point.

The **radius** is a **line segment** that has one endpoint at the center and the other endpoint on the circle.

The **diameter** is a **line segment** that passes through the center of the circle and has both endpoints on the circle.

The **circumference** of a circle is the **distance** around the circle.

Examples:



\overline{SR} is a radius of the circle. \overline{ST} is also a radius of the circle.
 \overline{RT} is the diameter of the circle.

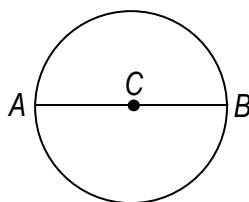
The circumference of the circle is the distance around the circle from point R to point R.

1.)

Name a radius: _____

Name the diameter: _____

To measure the circumference of the circle, you could start at point _____ or point _____.

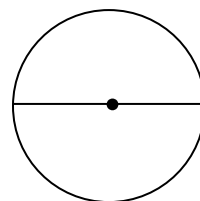


2.)

Label radius WV.

Label radius WX.

Name the diameter: _____



3.) Draw a circle.

Draw a center point and label it H.

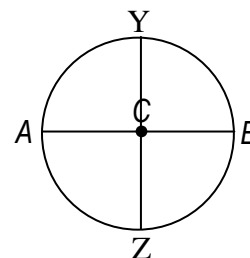
Draw the diameter \overline{FG} .

Name the two radii: _____ and _____

4.)

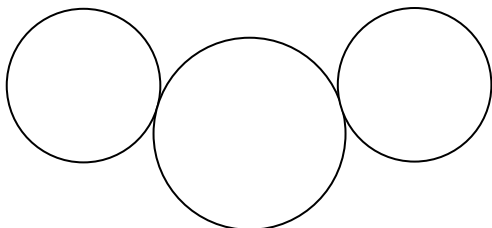
Name all of the radii:

Name all of the diameters:



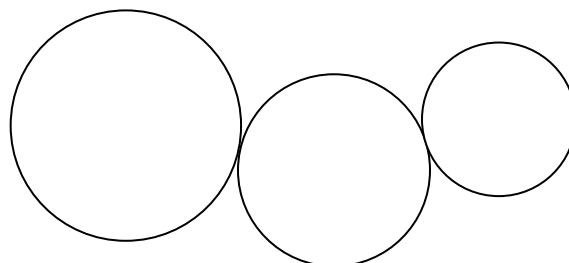
5.) Draw and label a diameter in each circle.

Draw and label 2 radii in each circle.



6.) Draw and label a diameter in each circle.

Draw and label 2 radii in each circle.



Unit: KNOWLEDGE of GEOMETRY**Textbook Section: 4-6**

Objective: Identify and compare the relationship between the parts of a circle using radius, diameter, and circumference ($\pi = 3.14$).

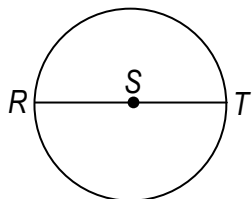


The radius of a circle is $\frac{1}{2}$ the length of the diameter. $r = \frac{1}{2}d$

The diameter of a circle is 2 times the length of the radius. $d = 2r$

The circumference of a circle is found by multiplying the diameter by π (3.14). $C = \pi d$

The circumference of a circle can also be found by multiplying 2 times the radius by π (3.14). $C = 2\pi r$

Examples:

$$\text{diameter } \overline{RT} = 4 \text{ cm} \quad \text{radius } \overline{ST} = \frac{1}{2} \times 4 \text{ cm} = 2 \text{ cm}$$

$$\text{radius } \overline{SR} = 2 \text{ cm} \quad \text{diameter } \overline{RT} = 2 \times 2 \text{ cm} = 4 \text{ cm}$$

$$C = \pi d \quad C = 3.14 \times 4 \text{ cm} \quad C = 12.56 \text{ cm}$$

$$C = 2\pi r \quad C = 2 \times 3.14 \times 2 \text{ cm} \quad C = 6.28 \times 2 \text{ cm} \quad C = 12.56 \text{ cm}$$

1.) Given a circle with a radius of 7 cm:

Determine the diameter: _____

Determine the circumference: _____

2.) Give a circle with a diameter of 18 inches:

Determine the radius: _____

Determine the circumference: _____

3.) Draw a line from each part of a circle to its measurement:

31.4 cm radius

5 cm diameter

10 cm circumference

4.) Fill in the blanks:

The _____ is twice the length of the _____.

The _____ is 3.14 times the _____.

The _____ is half the length of the _____.

5.) Esteban is helping his mom make a circular flower bed. The diameter of the flower bed is 12 feet. How much fencing will they need to buy for the circumference of the flower bed? Please show your work.

6.) Penelope is painting huge circles on her bedroom walls! She wants one of the circles to be $\frac{1}{2}$ purple and $\frac{1}{2}$ yellow. The diameter of the circle is 121 inches. She tells her dad to measure 61 inches from the edge of the circle to find the middle of the circle. Is this correct? Please explain your answer with math. ☺

Unit: KNOWLEDGE of GEOMETRY

Textbook Section: 13-3

Objective: Identify, or describe angle relationships using perpendicular bisectors or angle bisectors.



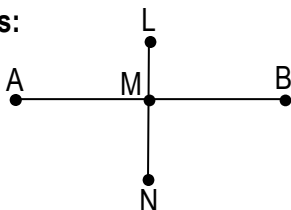
To **bisect** something means to separate it into **two equal parts**.

When a **line segment** is **bisected with a perpendicular line segment**, you have **two line segments that are congruent** (or equal in length.)

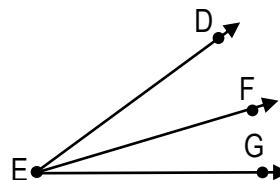
The original line segment and the perpendicular line segment **meet at right (90°) angles**.

When an **angle is bisected**, the **resulting two angles are congruent**.

Examples:



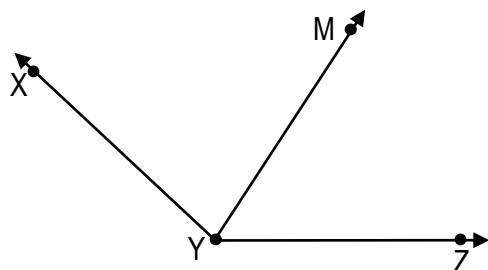
Line segment \overline{LN} is the perpendicular bisector of line segment \overline{AB} , so line segment \overline{AM} is congruent to line segment \overline{MB} . Angle LMB is 90° .



Ray \overrightarrow{EF} is the bisector of angle DEG, so angle DEF is congruent to angle FEG.

1.) Given angle XYZ and bisector \overrightarrow{YM} , name the 2 angles that are congruent.

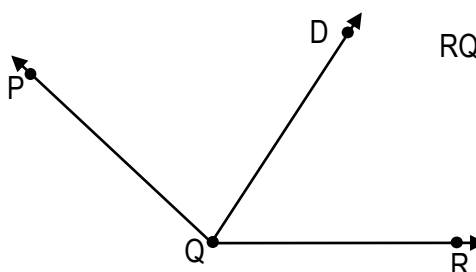
Angle _____ and angle _____ are congruent.



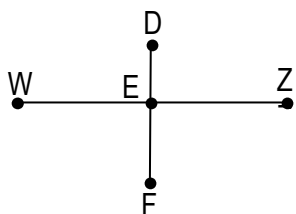
2.) Angle PQR measures 124° . Ray \overrightarrow{QD} bisects angle PQR. What is the measure of angle DQR and angle RQD?

DQR = _____ $^\circ$

RQD = _____ $^\circ$



3.)



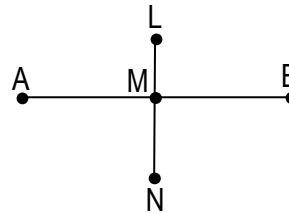
Line segment \overline{WZ} is the original line segment.

Line segment \overline{DF} is the _____.

Line segments \overline{EW} and \overline{EZ} are _____.

The measure of angle WEF is _____ $^\circ$.

4.)



Name the perpendicular bisector: _____

Name the 2 congruent line segments: _____ & _____

Name all of the right angles: _____

If line segment $\overline{MB} = 9$ mm,
then line segment $\overline{AB} =$ _____

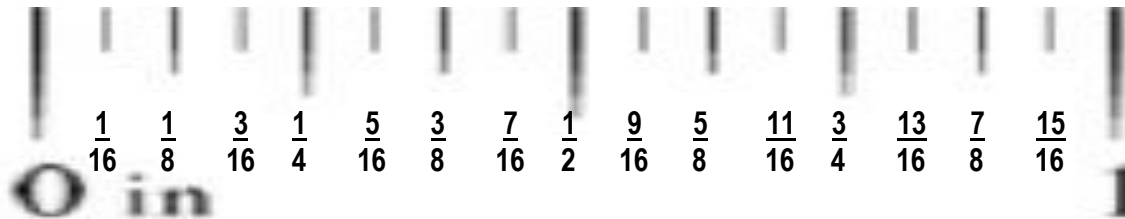
Unit: KNOWLEDGE of MEASUREMENT

Textbook Sections: 12.1

Objective: Measure length to the nearest 1/16 inch using a ruler.

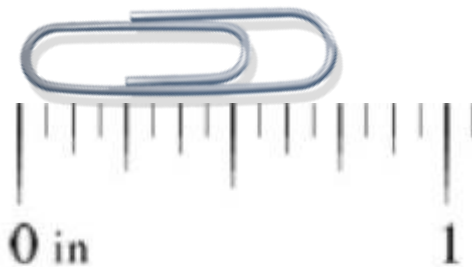


You will need a ruler for this lesson!



****Note:**
This ruler
is NOT to
scale.

Examples: Measure the following objects to the nearest 1/16 inch.



Paperclip = $\frac{3}{4}$ inch



Pencil = $\frac{15}{16}$ inch

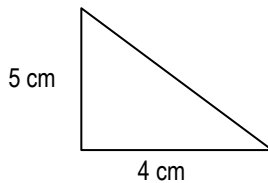
Measure the objects to the nearest 1/16 inch.

1.) 	2.)
3.) 	4.)
5.) 	6.)

Unit: KNOWLEDGE of MEASUREMENT**Textbook Sections: 14-2 a & 14-2****Objective:** Estimate and determine the area of a triangle with whole number dimensions.

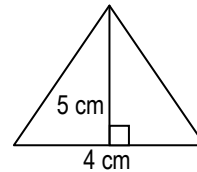
The area (**A**) of a triangle is one half the product of the base (**b**) and the height (**h**).

The formula for finding the area of a triangle is: **A = $\frac{1}{2}bh$** and is measured in square units.

Examples:

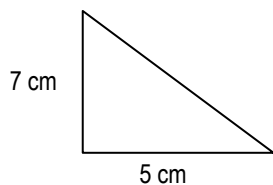
$$A = \frac{1}{2}bh \quad A = \frac{1}{2} \times 4 \times 5 \quad A = \frac{1}{2} \times 20$$

$$A = 10 \text{ cm}^2$$

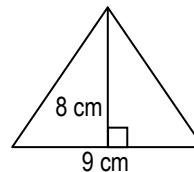


$$A = \frac{1}{2}bh \quad A = \frac{1}{2} \times 4 \times 5 \quad A = \frac{1}{2} \times 20$$

$$A = 10 \text{ cm}^2$$

1.) Determine the area of the triangle.

$$A = \underline{\hspace{2cm}} \text{ cm}^2$$

2.) Determine the area of the triangle.

$$A = \underline{\hspace{2cm}}$$

3.) Determine the area of an obtuse triangle with a height of 11 cm and a base of 22 cm.

$$A = \underline{\hspace{2cm}}$$

4.) Determine the area of an isosceles triangle with a base of 13 cm and a height of 26 cm.

$$A = \underline{\hspace{2cm}}$$

5.) World famous pastry chef, Chen Lee, is designing a birthday cake for his son, who is a Geometry teacher. He has 4 layers, all triangles. He wants to put the largest layer (in area) on the bottom and the smallest layer on the top. Determine the area of each layer and order them from largest to smallest (4 = largest, 1 = smallest)

___ Milk Chocolate layer $b = 12''$ $h = 6''$ $A =$

___ Yellow cake layer $b = 7''$ $h = 11''$ $A =$

___ Dark Chocolate layer $b = 4''$ $h = 17''$ $A =$

___ White cake layer $b = 9''$ $h = 9''$ $A =$

6.) Natasha's dorm room is shaped like a triangle. The college brochure says it has an area of 875 square feet. The room is 35 feet long. Determine the width of the room at its widest point.

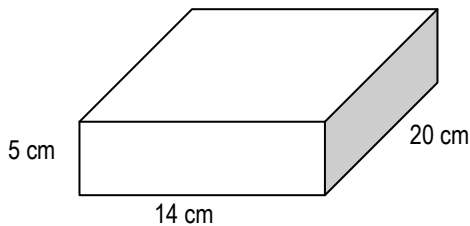


Unit: KNOWLEDGE of MEASUREMENT**Textbook Section: 14-5****Objective:** Estimate and determine the volume of rectangular prisms with whole number dimensions.

The amount of space inside a three-dimensional figure is the **volume** of the figure.

Volume (**V**) is measured in **cubic units**.

The volume of a **rectangular prism** is related to its dimensions. **Volume (V) = length (l) x width (w) x height (h)**

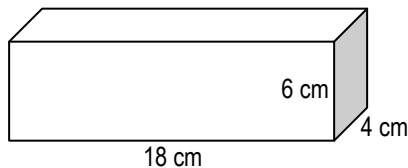
Examples:

$$V = l \times w \times h$$

$$V = 20 \times 14 \times 5$$

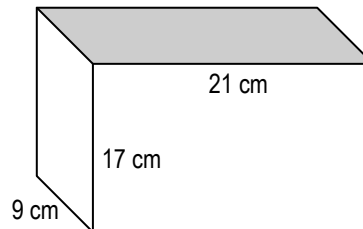
$$V = 1400 \text{ cm}^3$$

1.) Determine the volume of the rectangular prism. Please show your work.



$$V = \underline{\hspace{2cm}}$$

2.) Determine the volume of the rectangular prism. Please show your work.



$$V = \underline{\hspace{2cm}}$$

3.) Determine the volume of a rectangular prism with a length of 13 cm, a width of 55 cm, and a height of 65 cm. Please show your work.

4.) Determine the volume of a rectangular prism with a height of 35 cm, a length of 89 cm, and a width of 15 cm. Please show your work.

5.) Tyrone has a fish tank that measures 36 in. long, 24 in. high, and 18 in. wide. He wants to fill the fish to a height of 14 inches. What will be the volume of water in the tank? Please show your work.

$$V = \underline{\hspace{2cm}}$$

Draw the tank and label the dimensions. Draw the water level. This does not need to be drawn to scale.

6.) Shanika has a lamp that she wants to send to her sister in Baltimore. The lamp is in the shape of a rectangular prism. It measures 14" high, 9" wide, and 3" long. She wants to buy a box so that there is 1" all around the lamp for bubble wrap.

What should be the dimensions of the box?

What is the volume of the box? Please show your work.



Unit: KNOWLEDGE of MEASUREMENT**Textbook Section: NONE**

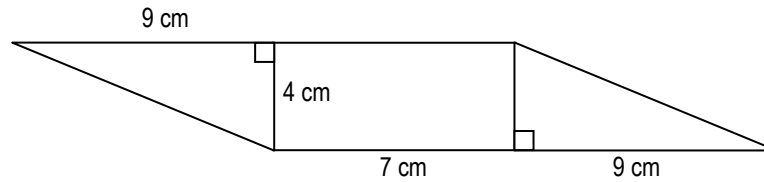
Objective: Estimate and determine the area of composite figures using no more than four polygons (triangles or rectangles) with whole number dimensions.



A **composite figure** is made by **combining two different figures**.

The **area** of a composite figure is found by **adding the areas of the individual figures**.

Examples:



$$A = \frac{1}{2}bh$$

$$A = \frac{1}{2} \times 4 \times 9$$

$$A = 18 \text{ cm}^2$$

$$A = lw$$

$$A = 7 \times 4$$

$$A = 28 \text{ cm}^2$$

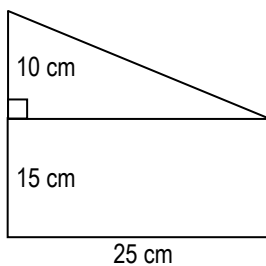
$$A = \frac{1}{2}bh$$

$$A = \frac{1}{2} \times 4 \times 9$$

$$A = 18 \text{ cm}^2$$

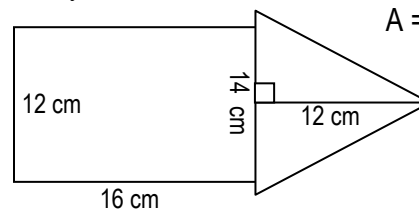
$$\text{Area of composite figure} = 18 + 28 + 18 = 64 \text{ cm}^2$$

1.) Determine the area of the composite figure. Please show your work.



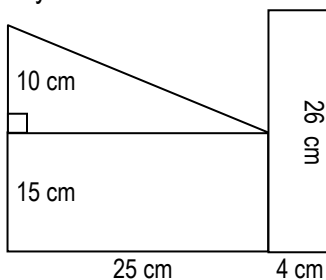
$$A = \underline{\hspace{2cm}}$$

2.) Determine the area of the composite figure. Please show your work.



$$A = \underline{\hspace{2cm}}$$

3.) Determine the area of the composite figure. Please show your work.



$$A = \underline{\hspace{2cm}}$$

4.) Determine the area of the composite figure that is made up of 1 square and 3 congruent right triangles. Each triangle shares its base with one side of the square. One side of the square measures 6cm. The height of each triangle is 4 times its base. Please show your work.

5.) Dallas is working on the decorations for the 8th grade dance. He is making a large composite wall decoration that is made of 2 congruent rectangles and 2 congruent triangles. The rectangles measure 5 ft by 7 ft. The triangles have a base of measurement of 7 ft and a height measurement of 9 ft. What is the composite area of the wall decoration?

What is the composite area of 4 of them?

6.) The 8th grade dance committee liked Dallas' decorations so much that they decided to paint a huge one on the floor. They tripled the dimensions of the rectangles and the triangles?

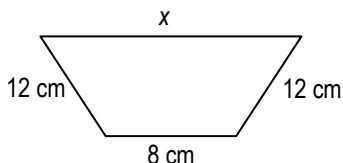
What is the area of the floor decoration?

Unit: KNOWLEDGE of MEASUREMENT**Textbook Section: NONE****Objective:** Determine the missing side of a quadrilateral given the perimeter using whole number dimensions.

A **quadrilateral** is any four-sided, closed, 2-dimensional figure.

The **perimeter (P)** of any quadrilateral is the sum of the lengths of its four sides.

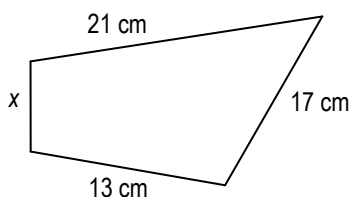
The **missing side** of a quadrilateral can be found using addition and subtraction.

Examples:

$$P = 52 \text{ cm}$$

$$\begin{aligned} P &= s + s + s + s \\ 52 &= 12 + 8 + 12 + x \\ 52 &= 32 + x \\ - 32 &- 32 \\ \hline 20 &= x \end{aligned}$$
 The length of the missing side is 20 cm.

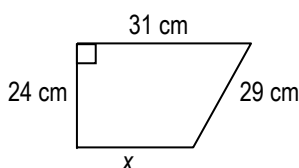
1.) Determine the missing side of the quadrilateral. Please show your work.



$$P = 60 \text{ cm}$$

$$x = \underline{\hspace{2cm}}$$

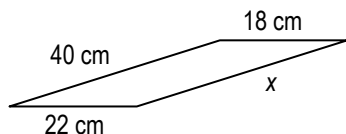
2.) Determine the missing side of the quadrilateral. Please show your work.



$$P = 99 \text{ cm}$$

$$x = \underline{\hspace{2cm}}$$

3.) Determine the missing side of the quadrilateral. Please show your work.



$$P = 124 \text{ cm}$$

$$x = \underline{\hspace{2cm}}$$

4.) Determine the missing side of a quadrilateral that has a perimeter of 251 cm and three sides measuring 39 cm, 72 cm, and 89 cm. Please show your work.

5.) Heather wants to build a pen for her new beagle puppy. She is going to build it in the shape of a quadrilateral. She decides that she wants the perimeter to be 360 ft. She already has 360 feet of fence. She measures out the first side to be 90 ft, the second side to be 110 feet, and the third side to be 100 feet. She tells her friend to measure out the fourth side to be 80 feet.

Is this correct? Why or why not? Please show your work.



6.) Michael is designing a corn maze for his grandfather's farm. The general shape of the corn maze is a quadrilateral. The perimeter of the corn maze is 1,221 feet. The top measures 381 feet. The bottom measures 227 feet. One of the sides measures 294 feet.

Determine the length of the other side. $\underline{\hspace{2cm}}$

Is this missing side shorter or longer than the other side? Please show your work to prove your answer.

Unit: KNOWLEDGE of MEASUREMENT**Textbook Section: NONE**

Objective: Determine the missing measure of a square or rectangle given the area using whole number dimensions.



The **area (A)** of a **rectangle or square** can be found by **multiplying the length (l) by the width (w)**. $A = l \times w$
The **missing measure** of a square or rectangle can be determined by using **division**.

Examples:

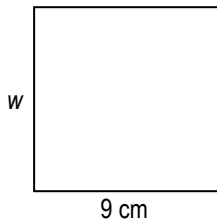
$$A = 64 \text{ cm}^2$$

$$A = l \times w$$
$$\frac{64}{16} = \frac{16}{16} \times w$$

$$4 = w$$

The width of the rectangle is 4 cm.

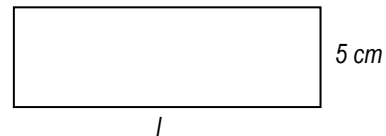
1.) Determine the missing side of the square. Please show your work.



$$A = 81 \text{ cm}^2$$

$$w =$$

2.) Determine the missing side of the rectangle. Please show your work.



$$A = 65 \text{ cm}^2$$

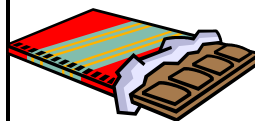
$$l =$$

3.) Determine the missing side of a rectangle with an area of 144 cm^2 and a width of 8 cm. Please show your work.

4.) Determine the missing side of a rectangle with an area of 480 cm^2 and a length of 32 cm. Please show your work.

5.) Marcus plans to paint a bright green rectangle on the bottom of his pool. He has enough paint to cover an area of 273 square feet. He wants the width of the rectangle to be 13 feet. Determine what the length of the rectangle should be. Please show your work.

6.) Brianna wants to put stickers, to celebrate her birthday, on top of chocolate bar wrappers. The bar is 48 mm wide and has an area of 4128 mm^2 . What must be the length of the sticker to cover the top of the bar?



Unit: KNOWLEDGE of STATISTICS**Textbook Section: 2-1**

Objective: Organize and display data to make frequency tables with no more than 5 categories or ranges of numbers and total frequencies of no more than 25.



Statistics involves collecting, organizing, analyzing, and presenting data.

Data are pieces of information that are often numerical.

Data can be **organized** in a **frequency table**, which shows the number of pieces of data that fall within given intervals.

Examples: The grades scored on a geometry quiz are shown in the table. Make a frequency table of the data.

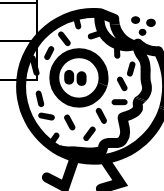
Geometry Quiz Scores				
99	83	92	52	75
90	99	65	80	85
53	80	75	85	85
70	75	90	95	75

Geometry Quiz Scores		
Scores	Tally	Frequency
51 – 60	II	2
61 – 70	II	2
71 – 80	III I	6
81 – 90	III I	6
91 – 100	IIII	4

1.) The owners of Donut Delight want to move their store to a new location. They asked their customers in which general direction they lived from the store. The data is shown in the table. Make a frequency table of the data.

Customer Locations					
N	S	E	S	N	W
E	N	W	S	N	N
W	E	S	E	N	E
S	N	N	W	S	E

Customer Locations		
Direction	Tally	Frequency
North		
East		
South		
West		



2.) Ms. Wolf asked her students to name their favorite food. The data is shown in the table. Make a frequency table of the data.

Favorite foods					
C	T	H	P	P	C
D	C	H	T	P	P
P	H	D	T	P	T
H	P	T	T	C	P

P = pizza T = taco H = hamburger
D = hot dog C = chicken

Unit: KNOWLEDGE of STATISTICS**Textbook Section: 2-1**

Objective: Interpret frequency tables with no more than 5 categories or ranges of numbers and frequencies of no more than 25.



The **data** in a frequency table can be **analyzed and interpreted by comparing** the frequencies in each category.

Examples: Maria is counting three types of insects she finds under rocks in the park for an ecology survey. Her data is shown in the frequency table.

Insects Under a Rock		
Insects	Tally	Frequency
Beetle		17
Earwig		21
Spider		8

How many more Earwigs did Maria find than Beetles? $21 - 17 = 4$ more **Earwigs**

How many less spiders did Maria find than Beetles? $17 - 8 = 9$ less **Spiders**

In her report Maria is going to list the insects in order of most common to least common. What order should she write in her report? **Earwig (21), Beetle (17), Spider (8)**

1.) The frequency table shows the number of hours the band members in Mrs. Robinson's class practiced last week.

Practice Hours		
Hours	Tally	Frequency
0		2
1		19
2		11
3		7
4		3

How many students practiced more than 2 hours?

How many students practiced either 1 or 2 hours?

List the hours practiced from least common to most common.

2.) The frequency table shows Mr. Helta's students' favorite flavor if ice cream.

How many more students liked Chocolate than Chocolate Chip?

How many less students liked Strawberry than Chocolate and Vanilla?

The same amount of students liked Chocolate and Strawberry as did those who liked _____ and _____.

Favorite Flavors of Ice Cream		
Flavor	Tally	Frequency
Vanilla		6
Chocolate		9
Strawberry		1
Cookies 'n Cream		11
Chocolate Chip		4



Unit: KNOWLEDGE of STATISTICS

Textbook Section: 2-5

Objective: Organize and display the data for a given situation to make stem and leaf plots using no more than 20 data points and whole numbers.



In a **stem-and-leaf plot**, the **data is ordered from least to greatest** and is **organized by place value**.

The **digits** in the **left hand column** are the **stems**. Each **digit** on the **right** is called a **leaf**.

A **key** must be included that **explains the stems and leaves**.

Examples:

Money Earned Mowing Lawns (\$)

60	55	53	41
67	72	65	68
65	70	52	51

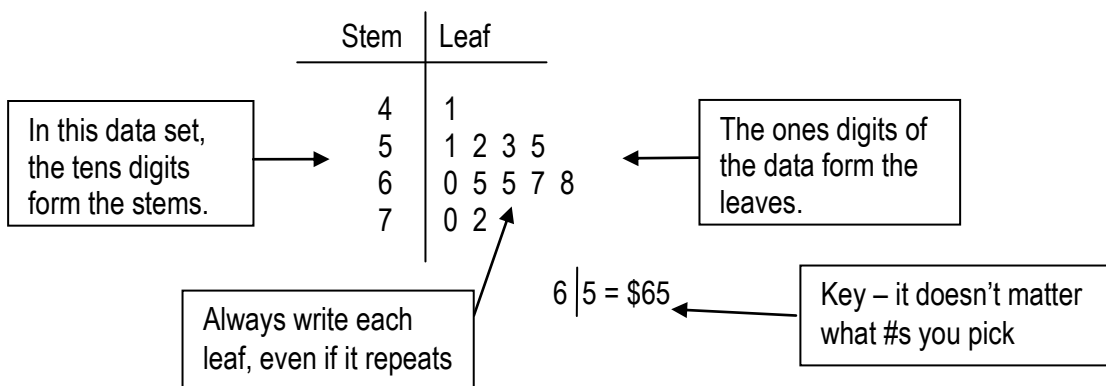
Step 1: Order the data from least to greatest:

41 51 52 53 55 60 65 65 67 68 70 72

Step 2: Draw a vertical line and write the tens digit from least to greatest to the left of the line.

Step 3: Write the ones digits to the right of the line with the corresponding stems.

Step 4: Include a key that explains the stems and leaves.



1.) Make a stem-and-leaf plot for this data:

34 44 51 48 55 41 47 44 22 55 33

2.) Make a stem-and-leaf plot for this set of data:

\$52 \$49 \$37 \$21 \$65 \$49 \$23 \$51 \$22 \$21 \$61

3.) Barbara counted the number of butterflies that visited her butterfly garden each hour. Make a stem-and-leaf plot of her data. 18 24 50 29 19 34 42 34 45 34 50 47

4.) Here are Ms. Corio's students' scores on their last math test. Make a stem-and-leaf plot of her data.

98 83 91 101 87 62 93 87 79 72 98 100 77 87 99



Unit: KNOWLEDGE of STATISTICS

Textbook Section: 2-3

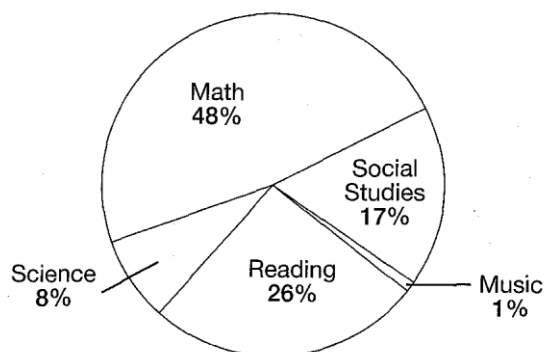
Objective: Interpret circle graphs using no more than 5 categories and whole numbers or percents.



A circle graph is used to **compare parts of a whole**.

Examples:

Mike's Homework



Which subject does Mike spend most of his time on? **Math**

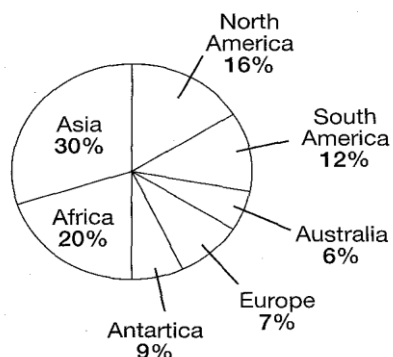
How does the time spent on reading compare to the time spent on social studies? $26 - 17 = 9$ **He spends 9% more time on reading.**

On which subject does Mike spend almost as much time on as he does social studies and science combined? $17 + 8 = 25$ **Mike spends 26% on reading; almost equal to 25%.**

Mike's mom wants to know how he spends his homework time. Order the subjects from most time spent to least time spent. **Math, Reading, Social Studies, Science, Music**

1.) The circle graph show how much of the Earth's land each continent represents.

Continents



What continent has the greatest area?

Which two continents are the smallest?

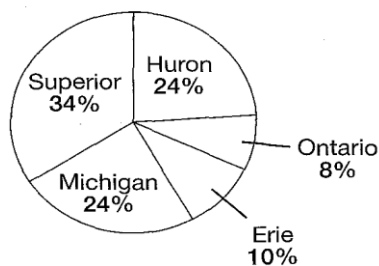
How does the size of Europe compare to the size of Africa?

How much larger is Asia than North America?

List the continents from smallest to largest.

2.) The circle graph shows how much of the total surface of the Great Lakes each lake takes up.

Great Lakes



Which of the Great Lakes is the smallest?

Which two lakes are about the same size?

How does Lake Erie compare to Lake Ontario?

Which two lakes together are the same size as Lake Superior?

Which of the Great Lakes is the largest?



Unit: KNOWLEDGE of STATISTICS**Textbook Sections: 2-6 & 2-7****Objective:** Determine the measures of central tendency (mean, median, and mode) and the range.

A number that helps **describe all of the data** in a data set is a **measure of central tendency**.

The **mean** is the sum of the data divided by the number of pieces of data.

The **median** is the middle number of the ordered data (least to greatest.)

The **mode** is the number or numbers that occur most often.

The **range** is the difference between the greatest and least values of the data set.

Examples:

Find the mean, median, mode, and range of the data.

$$\text{Mean} = \frac{25 + 34 + 39 + 41 + 45 + 52 + 27 + 22 + 56 + 61 + 15 + 27}{12}$$

$$= \frac{444}{12} = 37 \quad \text{The mean price of a jacket is \$37.}$$

Median = 15 22 25 27 27 34 39 41 45 52 56 61 (data ordered)

$$= \frac{34 + 39}{2} = 36.5 \quad \text{The median price of a jacket is \$36.50.}$$

Mode = **\$27** because it is the only piece of data that occurs more than once.

$$\text{Range} = 61 - 15 = \$46$$

Jacket Prices (\$)			
25	34	39	41
45	52	27	22
56	61	15	27

1.) Find the mean, median, mode, and range for each set of data.

6, 9, 2, 4, 3, 6, 5

2.) Find the mean, median, mode, and range for each set of data.

13, 7, 17, 19, 7, 15, 11, 7, 21

3.) Find the mean, median, mode, and range for each set of data.

28, 32, 23, 43, 32, 27, 21, 34

4.) Find the mean, median, mode, and range for each set of data.

157, 124, 157, 124, 157, 139



Unit: KNOWLEDGE of PROBABILITY**Textbook Sections: 11-1, 11-2, 11-4, & 11-5**

Objective: Determine the probability of one simple event comprised of equally likely outcomes with a sample space of 10, 20, 25, or 50 outcomes and express the probability of the event as a decimal.



Probability is the chance that some event will happen.

The **outcomes** are the possible results of the probability experiment.

The **sample space** is a list of all possible outcomes.

Examples: There are 25 marbles in a bag: four are black, five are red, six are blue, and ten are yellow.

What is the probability that a black marble will be drawn from the bag? $P(\text{black}) = \frac{4}{25} = \frac{16}{100} = .16$

What is the probability that a red marble will be drawn from the bag? $P(\text{red}) = \frac{5}{25} = \frac{20}{100} = .20$

What is the probability that a blue marble will be drawn from the bag? $P(\text{blue}) = \frac{6}{25} = \frac{24}{100} = .24$

What is the probability that a yellow marble will be drawn from the bag? $P(\text{yellow}) = \frac{10}{25} = \frac{40}{100} = .40$

1.) There are 10 animal cookies left in the pouch. Three are lions, three are bears, and four are tigers. Determine each of the probabilities and express the answer as a decimal.

$P(\text{lions}) =$

$P(\text{tiger}) =$

$P(\text{bear}) =$

2.) There are 20 freeze pops in the box. Two are blue raspberry, six are cherry, seven are lemon, and five are grape. Determine each of the probabilities and express the answer as a decimal.

$P(\text{cherry}) =$

$P(\text{blue raspberry}) =$

$P(\text{lemon}) =$



3.) The math department has set up a huge number wheel at the school carnival. There are a total of 25 number spaces on the wheel.

Three of the numbers are between 1 & 10, six of the numbers are between 11 & 20, nine of the numbers are between 21 & 30, three of the numbers are between 31 & 40, and four of the numbers are between 41 & 50. Determine each of the probabilities and express the answer as a decimal.

$P(41 - 50) =$

$P(21 - 30) =$

$P(1-10) =$

$P(11 - 20) =$

Unit: KNOWLEDGE of PROBABILITY**Textbook Section: 11-1b**

Objective: Analyze the results of a probability experiment with no more than 30 outcomes to make predictions and express the experimental probability as a fraction, decimal, or percent.



The **results** of a probability experiment can help you make **predictions** on future outcomes.

Examples: Chenille rolled a standard number cube 30 times. Her results are displayed in the table.

Determine each of the probabilities and express the answer as a simplified fraction, a decimal (rounded to the nearest tenth) and a percent.

$$P(1) = \frac{4}{30} = \frac{2}{15} = .13 = 13\% \quad \text{This is the same for } P(6)$$

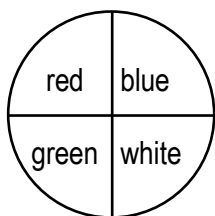
$$P(2) = \frac{2}{30} = \frac{1}{15} = .06 = 6\%$$

$$P(3) = \frac{6}{30} = \frac{1}{5} = .20 = 20\%$$

$$P(4) = \frac{7}{30} = .23 = 23\% \quad \text{This is the same for } P(5)$$

Number	Frequency
1	4
2	2
3	6
4	7
5	7
6	4

1.) Jamal spun the spinner 25 times. His results are shown in the table. Determine each of the probabilities and express the answer as a simplified fraction, a decimal (rounded to the nearest tenth) and a percent.



Number	Frequency
red	8
blue	4
white	11
green	2

$$P(\text{red}) =$$

$$P(\text{blue}) =$$

$$P(\text{white}) =$$

$$P(\text{green}) =$$

2.) Sherry rolled a six-sided colored cube 30 times. Her results are shown in the table. Determine each of the probabilities and express the answer as a simplified fraction, a decimal (rounded to the nearest tenth) and a percent.

$$P(\text{pink}) =$$

$$P(\text{green}) =$$

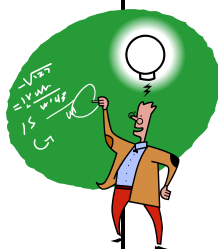
$$P(\text{yellow}) =$$

$$P(\text{purple}) =$$

$$P(\text{white}) =$$

$$P(\text{black}) =$$

Number	Frequency
purple	5
yellow	3
black	1
green	7
white	6
pink	8

Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Section: NONE****Objective:** Read, write, and represent whole numbers using exponential form using powers of 10.**Examples:****Standard form** is the numerical way of writing a number.**EX:** 645 is the standard form of *six hundred forty-five***Expanded form** is the sum of the products of each digit and its place value of a number.**EX:** $645 = 600 + 40 + 5$ **Expanded notation** is also the sum of the products of each digit and its place value of a number, but the product is shown as a multiplication of the digit and the place.**EX:** $645 = 6 \times 100 + 4 \times 10 + 5 \times 1$ **Exponential form** is a number written with exponents.**EX:** $100 = 10^2$ **Exponential form using powers of 10** is a combination of expanded form and exponential form where each place is represented by a power of 10.**EX:** $645 = 6 \times 10^2 + 4 \times 10^1 + 5 \times 10^0$ **EX:** $3846 = 3 \times 10^3 + 8 \times 10^2 + 4 \times 10^1 + 6 \times 10^0$ **1.)** Write 31,519 in exponential form using powers of 10.**2.)** Write 10,597 in exponential form using powers of 10.**3.)** Write 90,507 in exponential form using powers of 10.**4.)** Write $6 \times 10^4 + 2 \times 10^3 + 4 \times 10^2 + 1 \times 10^1 + 5 \times 10^0$ in standard form.**5.)** Write $2 \times 10^4 + 3 \times 10^2 + 9 \times 10^1$ in standard form.**6.)** Write $6 \times 10^4 + 3 \times 10^3 + 5 \times 10^2$ in standard form.

Unit: NUMBER RELATIONSHIPS and COMPUTATION

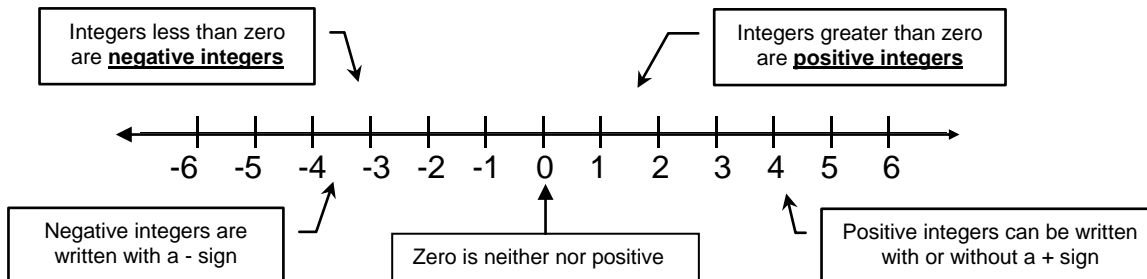
Textbook Section: 8-1

Objective: Read, write, and represent integers.



Examples:

Integer: Any number from the set {... -3,-2,-1,0,1,2,3...}



Write an integer to describe each situation

- EX:** a height increase of 3 inches
The word increase represents positive. The integer is 3 or +3.
- EX:** 50 feet below sea level
The word below represents negative. The integer is -50.

1.) Write an integer to describe:
The stock market increased 75 points

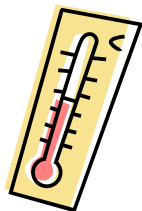
2.) Write an integer to describe:
A loss of 15 yards



3.) Write an integer to describe the situation:
Nancy owes her friend \$10

4.) Write an integer to describe:
Frederick is located 290 feet above sea level.

5.) Write an integer to describe:
The temperature was 3° below zero



6.) Write an integer to describe:
The 6th grade has 12 fewer students than last year

Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Sections: 5-6, 5-7, 10-5, & 10-6****Objective:** Identify and determine equivalent forms of proper **fractions** as **decimals**, percents, and ratios - **A**.**Examples:** Write $\frac{21}{25}$ as a decimal**Method 1:**Change $\frac{21}{25}$ to a fraction with a denominator of 10, 100, or 1000

EX: $\frac{21}{25} = \frac{?}{100}$

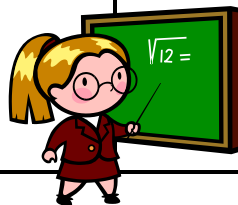
(Use 100, since 25 divides into 100 evenly)

$$\frac{21}{25} = \frac{x4}{x4} = \frac{84}{100} \quad \frac{84}{100} = 0.84 \text{ as a decimal}$$

Method 2: Divide 21 by 25

$$\begin{array}{r} \frac{21}{25} \rightarrow 25 \overline{)21.00} \\ \underline{-200} \\ 100 \\ \underline{-100} \\ 0 \end{array}$$

Therefore: $\frac{21}{25} = 0.84$

1.) Write $\frac{19}{20}$ as a decimal. Use method 12.) Write $\frac{7}{8}$ as a decimal. Use method 2.3.) Write $\frac{3}{16}$ as a decimal. Use method 24.) Write $\frac{27}{40}$ as a decimal. Use method 25.) Write $\frac{3}{4}$ as a decimal. Use method 16.) Write $\frac{3}{5}$ as a decimal. Use method 1

Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Section: 5-6, 5-7, 10-5 & 10-6****Objective:** Identify and determine equivalent forms of proper **fractions** as decimals, **percents**, and ratios - B.**Key Concept:** **Percent (%)** is a ratio that compares a number to **100****Fraction to Percent:****EX:** Change $\frac{19}{25}$ to a percent

Since % means out of 100, $\frac{19}{25} = \frac{?}{100}$

$$\frac{19}{25} = \frac{x4}{x4} = \frac{76}{100}$$

$$\frac{76}{100} = 76\%$$

Percent to fraction:**EX:** Change 75% to a fraction in simplest form

75% means 75 out of 100

$$75\% = \frac{75}{100} \quad \text{Write the percent as a fraction with a denominator of 100}$$

$$\frac{75 \div 25}{100 \div 25} = \frac{3}{4} \quad \text{Simplify}$$

1.) Change $\frac{17}{20}$ to a percent

2.) Change 84% to a fraction in simplest form

3.) Change $\frac{3}{4}$ to a percent

4.) Change 90% to a fraction in simplest form

5.) Juan answered $\frac{24}{25}$ questions correctly on his quiz.
What percent of the questions did he get correct?

6.) 78% of the class completed their homework last night. What fraction of the class completed their homework?



Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Section: 5-6, 5-7, 10-5 & 10-6****Objective:** Identify and determine equivalent forms of proper **fractions** as decimals, percents, and **ratios** - C.**Key Concept: Ratio:** a comparison of two numbers

A ratio can be written in 3 ways: a:b

a to b or

$$\frac{a}{b}$$

EX: Write the ratio as a fraction simplest form: **4 wins to 6 losses****Since the ratio can be written as:** $\frac{4}{6}$ **we can simplify to** $\frac{2}{3}$ or 2:3 or 2 to 3

1.) Write the ratio as a fraction simplest form:
12 boys to 15 girls

2.) Write the ratio as a fraction simplest form:
20 books to 24 magazines



3.) Write the ratio as a fraction simplest form:
10 circles to 15 triangles

4.) Write the ratio as a fraction simplest form:
8 cups to 2 servings

5.) Write the ratio as a fraction simplest form:
50 cars to 100 trucks



6.) Write the ratio as a fraction simplest form:
9 pencils to 11 pens

Unit: NUMBER RELATIONSHIPS and COMPUTATION

Textbook Section: 5-5, 5-6, & 5-7

Objective: Compare and order fractions and decimals.**Ordering fractions only:**

- 1) determine the least common denominator (LCD) of the fractions
- 2) rewrite each fraction as an equivalent fraction using the LCD
- 3) Compare the numerators

EX: order the fractions $\frac{1}{2}; \frac{3}{8}; \frac{7}{12}$ **from least to greatest**1) **LCD of 2, 8, and 12 is 24**

2) $\frac{1}{2} = \frac{12}{24}$

$\frac{3}{8} = \frac{9}{24}$

$\frac{7}{12} = \frac{14}{24}$

3) **Comparing the numerators:**

$\frac{3}{8} < \frac{1}{2} < \frac{7}{12}$

Ordering fractions and decimals:

- 1) Change the fractions to decimals
- 2) Compare the decimals

EX: order the numbers $0.3; \frac{3}{8};$ **and** 0.38 **from least to greatest**

1) $\frac{3}{8} = 0.375$

$\frac{3}{8} = \frac{9}{24}$

$\frac{7}{12} = \frac{14}{24}$

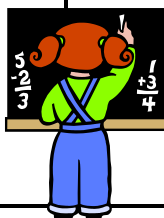
2) **Compare the decimals:**

$0.3 < 0.375 < 0.38$

Therefore: $0.3 < \frac{3}{8} < 0.38$

$$\begin{array}{r} 0.375 \\ 8 \overline{) 3.000} \\ \underline{-24} \\ 60 \\ \underline{-56} \\ 40 \\ \underline{-40} \end{array}$$

- | | |
|---|---|
| <p>1.)
Order the fractions $\frac{2}{3}; \frac{5}{6}; \frac{3}{4}$ from least to greatest</p> | <p>2.)
Order the numbers $0.78; \frac{3}{4};$ and 0.8 from least to greatest</p> |
| <p>3.)
Order the fractions $\frac{3}{5}; \frac{7}{10}; \frac{5}{6}$ from least to greatest</p> | <p>4.)
Order the numbers $\frac{3}{10}; \frac{1}{5};$ and 0.25 from least to greatest</p> |
| <p>5.)
Order the fractions $\frac{1}{2}; \frac{5}{9}; \frac{5}{6}$ from least to greatest</p> | <p>6.)
Which number has the greatest value? $0.94; \frac{19}{20};$ or $\frac{24}{25}$</p> |



Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Section: 6-3, 6-4, 6-5, & 6-6****Objective:** Add and subtract fractions and mixed numbers and express answers in simplest form.**Adding and Subtracting Fractions:**

- 1) determine the least common denominator (LCD) of the fractions
- 2) rewrite each fraction as an equivalent fraction using the LCD
- 3) Add or subtract the fractions
- 4) Simplify if necessary

EX: Add $\frac{1}{2} + \frac{3}{8}$

- 1) LCD of 2 and 8 is 8

$$\begin{array}{r} 2) \quad \frac{1}{2} = \frac{4}{8} \\ \quad + \frac{3}{8} = \frac{3}{8} \\ \hline \end{array}$$

$$3) \quad \frac{7}{8}$$

- 4) (can't be simplified)

EX: Subtract $3\frac{3}{5} - 1\frac{1}{6}$

- 1) LCD of 5 and 6 is 30

$$\begin{array}{r} 2) \quad 3\frac{3}{5} = 3\frac{18}{30} \\ \quad - 1\frac{1}{6} = -1\frac{5}{30} \\ \hline \end{array}$$

$$3) \quad 2\frac{13}{30}$$

- 4) (can't be simplified)

1.) $\frac{4}{6} + \frac{1}{3} =$

2.) $\frac{11}{12} - \frac{5}{8} =$

3.) $1\frac{3}{8} + 2\frac{3}{4} =$

4.) $3\frac{5}{6} - 1\frac{4}{5} =$

- 5.) Shelly has two pieces of yarn. One is $1\frac{1}{2}$ yards long and the other is $2\frac{3}{4}$ yards long. How much yarn does she have altogether?

- 6.) Marty weighs $64\frac{1}{4}$ pounds and Nathan weighs $76\frac{1}{2}$ pounds. How much more does Nathan weigh than Marty?



Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Section: 7-2 & 7-3****Objective:** Multiply fractions and mixed numbers and express answers in simplest form.**Multiplying Fractions and Mixed Numbers:**

- 1) Change Mixed numbers to improper fractions
- 2) Multiply numerators
- 3) Multiply denominators
- 4) Simplify if necessary

EX: multiply $\frac{1}{2} \times \frac{3}{8}$

- 1) **No mixed numbers**

- 2) $\frac{1}{2} \times \frac{3}{8} = \frac{3}{16}$

- 3) $\frac{1}{2} \times \frac{3}{8} = \frac{3}{16}$

- 4) (can't be simplified)

EX: Multiply $\frac{1}{3} \times 6\frac{3}{7}$

- 1) $6\frac{3}{7} = \frac{45}{7}$ as an improper fraction

- 2) $\frac{1}{3} \times \frac{45}{7} = \frac{45}{21}$

- 3) $\frac{1}{3} \times \frac{45}{7} = \frac{45}{21}$

- 4) Simplified: $\frac{45}{21} = 2\frac{1}{7}$

1.) $\frac{5}{6} \times \frac{1}{2} =$

2.) $\frac{9}{10} \times \frac{2}{3} =$

3.) $2\frac{1}{2} \times 1\frac{2}{5} =$

4.) $2\frac{1}{4} \times 3\frac{1}{3} =$

5.) Belinda lives $1\frac{1}{2}$ times further from school than Jamie does. If Jamie lives $4\frac{1}{5}$ miles from school, how far does Belinda live?

6.) Mario practices his guitar every day for $\frac{3}{4}$ of an hour. How long does he practice for week?



Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Section: 4-1 & 4-2****Objective:** Multiply decimals.**Examples: Multiply 3.4×1.2**

$$\begin{array}{r} 3.4 \\ \times 1.2 \\ \hline 68 \\ + 340 \\ \hline 408 \end{array}$$

← multiply 34 by 2 (ignore the decimal point)
← multiply 34 by 10 (the 1 is in the tens place)
← add 68 and 340

Count the number of decimal places in the original problem.

Since there are 2 total decimal places, the answer should also have 2 decimal places.

$$\begin{array}{r} 3.4 \quad (1 \text{ decimal place}) \\ \times 1.2 \quad (1 \text{ decimal place}) \\ \hline 4.08 \quad 2 \text{ total decimal places} \end{array}$$

Answer 4.08

1.) 1.2×0.5

2.) 3.3×4.6

3.) 0.4×0.6

4.) 7.89×5

5.) Turkey cost \$5.79 a pound. How much will 2.9 pounds of turkey cost? Round to the nearest cent.

6.) Ralph bought 6 CDs at a cost of 17.75 each. How much did the CDs cost altogether?



Objective: Divide decimals.**Example:** Divide $45.9 \div 3$

$$\begin{array}{r}
 15.3 \\
 3 \overline{) 45.9} \\
 \underline{-3} \\
 15 \\
 \underline{-15} \\
 9 \\
 \underline{-9} \\
 0
 \end{array}$$

Place decimal directly above the decimal point in the dividend

Divide as with whole numbers

1.)

$$4 \overline{) 12.5}$$

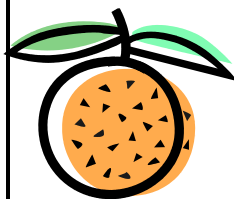
2.)

$$5 \overline{) 32.12}$$

3.) $215 \div 10$ 4.) $3 \div 8$

5.) Maria and two of her friends shared the cost of their lunch. If the lunch cost \$15.90, how much would each one have to pay?

6.) If seven oranges cost \$4.13, how much would one orange cost?



Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Section: 10-7a & 10-7****Objective:** Determine 10, 20, 25, or 50 percent of a whole number.**Example: Determine 25% of 40****Method 1:****Change the percent to a fraction and multiply**

$$25\% = \frac{1}{4}$$

$$\frac{1}{4} \times 40 = 10$$

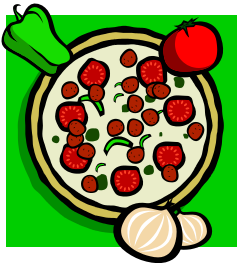
Therefore 25% of 40 is 10.**Method 2:****Change the percent to a decimal and multiply**

$$25\% = 0.25$$

$$0.25 \times 40 = 10.00$$

Therefore 25% of 40 is 10.

$$\begin{array}{r} 40 \\ \times 0.25 \\ \hline 200 \\ +800 \\ \hline 10.00 \end{array}$$

1.) Determine 20% of 65.**2.) Determine 50% of 120.****3.) Determine 25% of 20.****4.) Determine 10% of 35.****5.) 20% of the 250 students ate pizza for lunch. How many students ate pizza?****6.) Nia saved 10% on her CD purchase. If the CD originally cost \$24.90, how much did she save?**

Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Section: 9-1a & 9-1****Objective:** Use the distributive property to simplify numeric expressions using whole numbers.

Examples: $42 \times 5 = (40 \times 5) + (2 \times 5)$
 $\quad \quad \quad \underbrace{\quad \quad \quad}_{42 = 40+2}$

- | | |
|--|--|
| <p>1.)
Which of these expressions is equivalent to 15×28?</p> <ul style="list-style-type: none">a) $(15 \times 20) + (15 \times 8)$b) $(15 \times 8) + (28 \times 10)$c) $(15 \times 10) + (28 \times 10)$d) $(28 \times 15) + (10 \times 10)$ | <p>2.)
Which of these expressions is equivalent to 31×14?</p> <ul style="list-style-type: none">a) $(10 \times 30) + (4 \times 1)$b) $(14 \times 1) + (14 \times 30)$c) $(10 \times 1) + (30 \times 4)$d) $(30 \times 14) + (10 \times 14)$ |
| <p>3.)
Which of these expressions is NOT equivalent to 21×13?</p> <ul style="list-style-type: none">a) $(13 \times 20) + (13 \times 1)$b) $(21 \times 10) + (21 \times 3)$c) $(30 \times 13) - (9 \times 13)$d) $(20 \times 10) + (1 \times 3)$ | <p>4.)
Which of these expressions is NOT equivalent to 37×21?</p> <ul style="list-style-type: none">a) $(21 \times 30) + (21 \times 7)$b) $(30 \times 20) + (7 \times 1)$c) $(40 \times 21) - (3 \times 21)$d) $(37 \times 20) + (37 \times 1)$ |
| <p>5.)
Which of these expressions is equivalent to 34×12?</p> <ul style="list-style-type: none">a) $(30 \times 10) + (4 \times 2)$b) $(34 \times 10) + (34 \times 12)$c) $(30 \times 12) + (4 \times 12)$d) $(30 \times 12) - (4 \times 12)$ | <p>6.)
Which of these expressions is NOT equivalent to 49×19?</p> <ul style="list-style-type: none">a) $(40 \times 19) + (9 \times 19)$b) $(49 \times 20) - (49 \times 1)$c) $(50 \times 19) - (1 \times 19)$d) $(49 \times 10) + (9 \times 9)$ |



Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Section: 4-1****Objective:** Estimate to determine the product of a decimal and a whole number**Example: Multiply 6.45×7**

1. Round to the nearest whole numbers. 6.45 rounds to 6
Since 7 is already a whole number, it stays the same.
2. Multiply the rounded numbers 6×7
3. Answer 42

Estimate each of the following multiplication problems. Round all decimals to the nearest whole number.

1.) 6×1.65

2.) 0.82×4

3.) 3×9.95

4.) 12.9×7

- 5.) Three pairs of shoes are priced at \$39.95 each.
-
- Estimate the total cost for the all 3 pairs of shoes.

- 6.) If you work 6 hours at \$6.35 an hour, estimate how much you would make?



Unit: NUMBER RELATIONSHIPS and COMPUTATION**Textbook Section: 4-3****Objective:** Estimate to determine the quotient of a decimal.**Example: Divide $45.9 \div 10$**

1. Estimate to the nearest tens.

45.9 rounds to 50

10 stays the same

2. Divide with estimated numbers.

3. Answer.

$$\begin{array}{r} 5 \\ 10 \overline{)50} \end{array}$$

5

Estimate each of the following division problems. Round all numbers to the nearest ten.

1.)

$$35 \overline{)196.5}$$

2.)

$$14 \overline{)37.1}$$

3.) $7.49 \div 14$

4.) $89.904 \div 34$

- 5.) Maria and twelve of her friends shared the cost of their lunch. If the lunch cost \$75.90, estimate how much would each one have to pay?



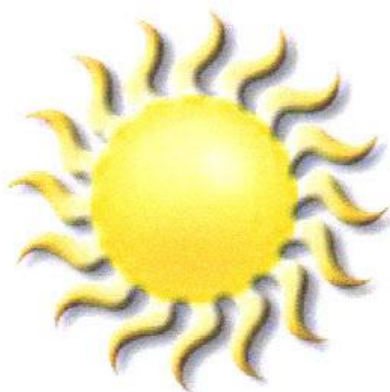
- 6.) Brianna and 15 of her friends bought sodas after their lacrosse game. If the drinks cost \$43.29, estimate how much each person would owe if the cost is divided equally?



Summer Math Reading for 6th grade!!

STRAND/TOPIC	TITLE	AUTHOR
Addition, Subtraction, Multiplication and Division	<i>Anno's Mysterious Multiplying Jar</i>	Anno, Mitsumasa and Masaichiro Anno
	<i>The King's Chessboard</i>	Birch, David
	<i>Spaghetti and Meatballs for All</i>	Burns, Marilyn
	<i>Less Than Nothing is Really Something</i>	Froman, Robert
	<i>A Remainder of One</i>	Pinczes, Elinor J.
	<i>One Hundred Hungry Ants</i>	Pinczes, Elinor J.
Data, Chance and Probability	<i>Jim and the Beanstalk</i>	Briggs, Raymond
	<i>Do You Wanna Bet?</i>	Cushman, Jean
	<i>Esio Trot</i>	Dahl, Roald
Fractions, Decimals, and Percents: Rates and Proportions	<i>Fourscore and 7: Investigating Math in American History</i>	Franco, Betsy
	<i>Only One</i>	Harshman, Marc
	<i>Fraction Action</i>	Leedy, Loreen
	<i>Gator Pie</i>	Matthews, Louise
	<i>Eating Fractions</i>	McMillan, Bruce
	<i>If You Hopped Like a Frog</i>	Schwartz, David M.
Geometry	<i>Flatland</i>	Abbot, Edwin
	<i>Mr. Archimedes' Bath</i>	Allen, Pamela
	<i>Who Sank the Boat?</i>	Allen, Pamela
	<i>A Cloak for the Dreamer</i>	Friedman, Aileen
	<i>The Librarian Who Measured the Earth</i>	Lasky, Kathryn
	<i>Sir Cumference and the Sword in the Cone</i>	Neuschwander, Cindy
	<i>Sir Cumference and the First Round Table</i>	Neuschwander, Cindy
	<i>Pi: A Math Adventure</i>	Neuschwander, Cindy
	<i>The Boy Who Reversed Himself</i>	Sleator, William
	<i>Grandfather Tang's Story</i>	Tompert, Ann
	<i>Jumanji</i>	Van Allsburg, Chris
Number and Order	<i>Counting on Frank</i>	Clement, Rod
	<i>Speed Mathematics</i>	Handley, Bill
	<i>12 Ways To Get To 11</i>	Merriam, Eve
	<i>Math Talk: Mathematical Ideas in Poems for Two Voices</i>	Pappas, Theoni
	<i>How Much Is a Million?</i>	Schwartz, David M.
	<i>Math Curse</i>	Scieska, Jon
Patterns and Algebra Concepts	<i>Anno's Magic Seeds</i>	Anno, Mitsumasa

Sunsational Websites



At the time this summer mathematics packet was created, the websites listed were checked by teachers and deemed child appropriate. However, parents should always monitor their child's use of any Internet site.

- Subtracting Fractions: This site will lead you through the process of subtracting fractions and mixed numbers.

<http://www.webmath.com/subfract.html>

- Adding Fractions: This site will lead you through the process of adding fractions and mixed numbers, with and without like denominators.

<http://www.webmath.com/addfract.html>

- Math Cats is a great site with lots of fun games and activities in math.

<http://www.mathcats.com/contents.html>

- This website will help with multiple math skills interactively.

<http://www.aplusmath.com/>

- An amusement park of math designed for fun!

<http://www.coolmath.com/>

- This website has a variety of math activities!

<http://www.funbrain.com/>

- Create a graph! This page will allow you to insert your information and create any kind of a graph that you want!!

<http://nces.ed.gov/nceskids/graphing/>