RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

Continuous Learning

LEARNING MENUS

MATH

LITERACY

SPECIALS

Printables

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MATH

Printables

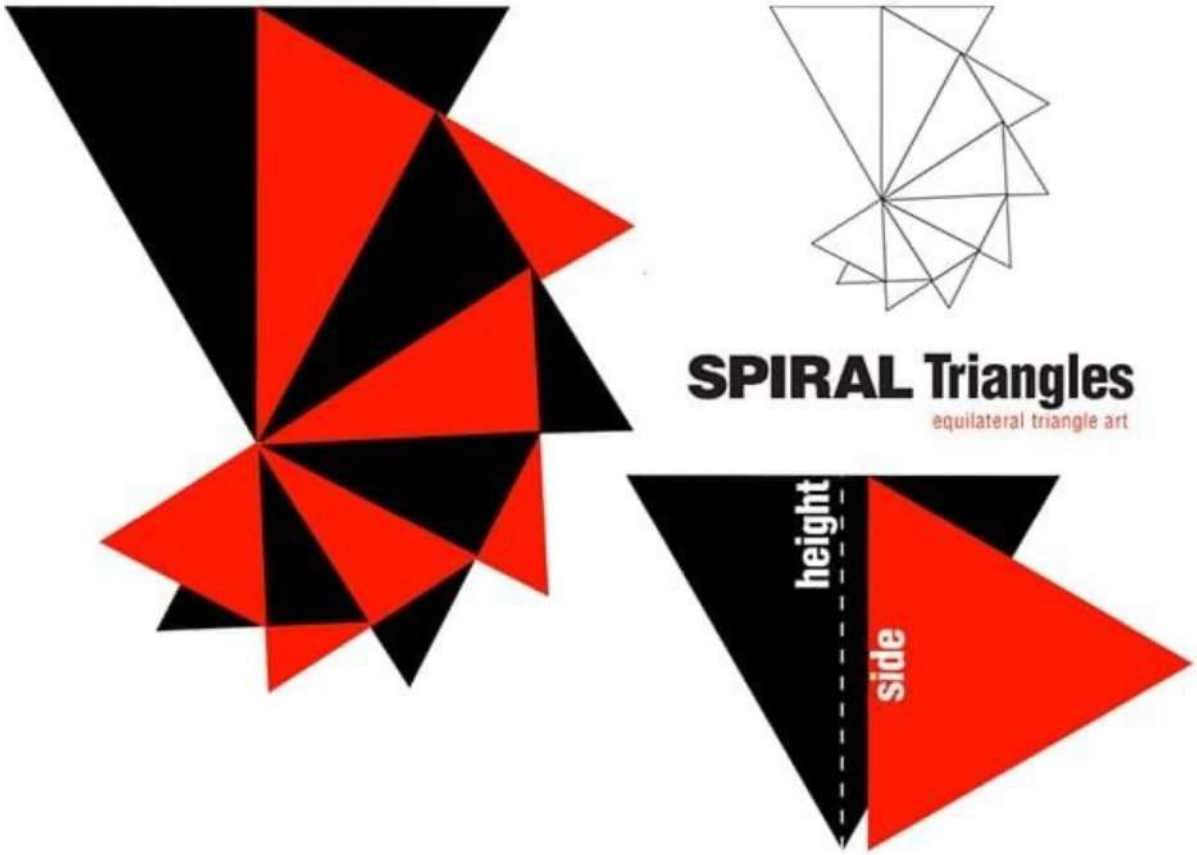
Name: _____

MATH BOX #1

Name: _____

MATH BOX #2

Name: _____



1. Spiral Triangles

Create a spiral design using equilateral triangles! To create the design, start out with a large triangle that has 3 sides of equal length. Then, cut out a triangle thats side is the same length of the large triangle's height. Paste the side of the triangle along the center of the larger triangle, so it covers half of the large triangle. Keep on creating smaller triangles with sides that match the previous triangle's height to create a spiral!

When you are done, try this with an isosceles triangle. Does it work the same way? Why or why not?

Name: _____

MATH BOX #4

1 Solve. Show your work.

_____ $= 1\frac{7}{8} + 2\frac{1}{2}$

SRB 177, 191

2 Kallie finished the 200-meter dash in exactly 30.0 seconds. Another runner finished in 27.8 seconds. How much faster than Kallie was the other runner?

_____
(estimate)

_____
(number model)

Answer: _____ seconds faster

SRB 44, 128, 131–132

3 Frances solved the problem $4\frac{7}{8} + 2\frac{1}{2}$ and got $6\frac{8}{10}$ as the sum. Is Frances correct? How do you know?

_____

_____

_____

SRB 181–185

4 The rectangle below is a model of Gary's garden. What is the area of his garden?

$\frac{5}{6}$ yd

$\frac{7}{8}$ yd

_____
(number model)

Answer: _____ square yard

SRB 44, 202–203, 225

5 **Writing/Reasoning** Explain how you solved Problem 1.

_____

_____

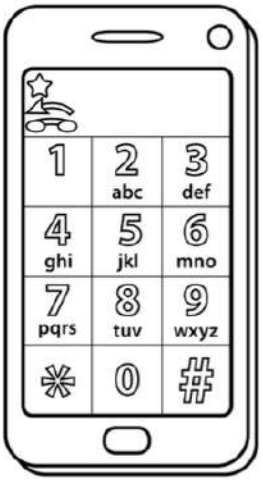
_____

_____

_____

SRB 177, 191

Name: _____



Cell Phone Math I

Name: _____

YOUR NUMBER (must be ten digits long)

_____

Write your cell number or you can make up a number (if making up a number, only repeat one number or have no repeats at all). Then, for each digit of your number, complete the math problem for that digit. If you have two of the same digits in your number, complete one of the "repeat digit" problems. You can work your problems on the back and write your answer next to the problem.

1. 35 x 14
2. 6.8 x 7
3. ¾ + ¾
4. 2 1/3 - 1 1/3
5. 3/5 – 1/5
6. 3.8 – 1.9
7. Sides on a pentagon: ____

8. 340 ÷ 8
9. Round 3.45 to the nearest tenth.
0. 1.24 + 1.13

Repeat digit: What is 45 minutes after 12:30?

Repeat digit: 223 x 6

Repeat digit: 528 ÷ 6

Repeat digit: 3.99 – 1.75

Name: _____

MATH BOX #6

Name: _____

Multiplying Decimals

Complete the multiplication problems. Don't forget to move the decimal point!

.24 x .32	.78 x .28	.53 x .12	.98 x .77
.82 x .33	.19 x .51	.70 x .60	.65 x .44
.94 x .10	.26 x .78	.87 x .63	.07 x .09
1.) .72 x .99 =		2.) .66 x .20 =	
3.) .41 x .71 =		4.) .62 x .55 =	

MATH BOX #8

Name: _____

DAILY MATH PROMPTS

Number Sense: How can you mentally compute 142 -31?

Real World Math: You buy a toy for $5.97, a pack of candy for $0.98, and a movie for $19.99. If you hand the cashier a fifty dollar bill, what is your change?

True or False?: 0.32 is greater than 0.2 and 0.5

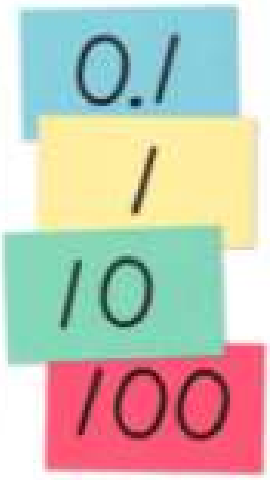
Problem Solving: Penny has 16 groups of 5 apples in each and 11 groups of 12 oranges in each. How many pieces of fruit does she have?

Name: _____

Games

Doggone Decimal

Materials	☐ number cards 0–9 (4 of each) ☐ 4 index cards labeled 0.1, 1, 10, and 100 ☐ 2 counters per player (to use as decimal points) ☐ 1 calculator for each player
Players	2
Skill	Estimating products of whole numbers and decimals
Object of the Game	To collect more number cards.



Directions

1. One player shuffles the number cards and deals 4 cards to each player.
2. The other player shuffles the index cards, places them number-side down, and turns over the top card. The number that appears (0.1, 1, 10, or 100) is the *target number*.
3. Using 4 number cards and 2 counters as decimal points, each player forms 2 numbers. Each number must have 2 digits and a decimal point.
   - Players try to form 2 numbers whose product is as close as possible to the target number.
   - The decimal point can go anywhere in a number—for example:

4. Each player computes the product of his or her numbers using a calculator.
5. The player whose product is closer to the target number takes all 8 number cards.
6. Four new number cards are dealt to each player and a new target number is turned over. Repeat Steps 3–5 using the new target number.
7. The game ends when all the target numbers have been used.
8. The player with more number cards wins the game. In the case of a tie, reshuffle the index cards and turn over a new target number. Play one tie-breaking round.

Example

The target number is 10.

Brianna is dealt 1, 4, 8, and 8. She forms the numbers 8.8 and 1.4.
Evelyn is dealt 2, 3, 6, and 9. She forms the numbers 2.6 and 3.9.

Brianna's product is 12.32 and Evelyn's is 10.14.
Evelyn's product is closer to 10. She wins the round and takes all 8 cards.

MATH BOX #10

Mother's Day Math

Name _____

Pretend that you want to take your family out for Mother's Day Brunch. You're going to invite your mother, aunt, grandmother, or any other special woman in your life as well as your father, grandfather, uncle, or special man in your life as well as all of your brothers and sisters.

1. Make a list of the people who will be eating brunch, including you. Write an expression using grouping symbols that can be used to determine the cost for adults (a) and children (c) to eat brunch at this restaurant.

2. How much would it cost your family to eat at this restaurant?

3. You must pay 6% sales tax (0.06). Show how to figure out the amount of tax you have to pay for your family's meal.

4. Gratuity is another way of saying a tip. Most people consider 15% to 20% to be a polite tip. Decide what percentage you would like to leave for a tip. Then show how to figure out the amount of the tip.

Early Finishers, try these!

5. The women in your life like flowers too! You can buy a bouquet of 6 flowers for $12.48. What is the unit rate (cost per flower)?

6. How much would 4 flowers cost? How much would 10 flowers cost?

Name: _____

MATH BOX #11

Name: _____

MATH BOX #12

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LITERACY

Printables

Name: _____

L.5-1

Name: _____

Name: _____

L.5-3

Name: _____

Name: _____

L.5-5

Name: _____

L.5-6

Name: _____

L.5-7,9,10

Name: _____

L.5-8

Name: _____

L.5-9

Name: _____

L.5-10

Name: _____

L.5-11

Name: _____

L.5-12

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SPECIALS

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Name: _____

Make Your Own P.E Equipment

Objective: Create a piece of equipment you can manipulate; throw, kick, strike, catch, possibly even jump over or around.
Your P.E teachers want to see creative equipment, we want to hear about how you used your equipment, and we would like to know if you created a game, please share with your P.E teacher:
Samanthaperson@rsu57.org
Brianpenley@rsu57.org
Janelfearon@rsu57.org

Examples:

Sock Ball: Stuff a sock full of other socks or stuffing and use it to kick, throw at a target, or shoot in a basket.	
Bottle Bat: Create your very own bat with a 2 liter bottle, can you strike a sock ball off of a chair, maybe in the air.	
Dancing ribbon: Use a stick, popsicle stick, pencil, ruler, and attach ribbon or shoe strings to one end. Create a rhythmic dance or routine.	 

DISCLAIMER: When you are building this equipment please take every precaution to make sure it is safe. Please make sure there aren't any sharp edges and please test in a safe place. Use good judgement when striking objects with your homemade P.E equipment. RSU 57 Physical Educators cannot be held responsible for the improper use or construction of the homemade equipment ideas provided above.

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Rhythmic Composition Using Household Objects

Use household objects (like silverware, toothpicks, popsicle sticks, sticks, etc) to create 8 beats of your own rhythm. Take a picture of your creation ***or*** take a video of yourself tapping and reading your rhythmic creation! Reach out to your music teacher if you need any help.

Waterboro: Use either ta/tadi/quarter rest ***or*** ta/tatute/dotted quarter rest

Alfred/Lyman: Use du/du-de

Line/Shapleigh: Use du/du-de

Example:
Can you tap and read this rhythm? How many beats long is this rhythm? How many more beats would this need to be complete?

Name: _____

Music Interview

Find a relative or family friend, and ask them about their experiences in music. Be sure to choose someone older than you, like a parent, aunt/uncle, or grandparent.

My name:

The person I'm interviewing is:

Who was your favorite musician when you were growing up?

How did you normally listen to music when you were a kid?

Did you play any instruments or sing in a choir? Did anyone in your family play instruments or sing in a choir?

What was the first concert you went to? What was your favorite concert?

What is your favorite thing about music?

Name: _____

My Westward Expansion News Report

IMAGINE you are a reporter for a newspaper or TV news station. You have been asked to give a news report on a Westward Expansion topic.

Choose a **different** topic than you used for your Westward Expansion project on the literacy board last week:

Transcontinental Railroad, Gold Rush, Sacagawea, The Trail of Tears, Oregon Trail/Wagon Trains, Lewis and Clark Expedition, Pony Express

Use epic or the articles and information given to you for the Westward Expansion project to research your topic and find the information below. Use the answers to these questions to help you create and **act out** giving a special news report on your topic as if it was happening today.

Topic: _____

When?

Where?

Who?

What?

How?

Why?

Name: _____

Name: _____

S.5-12