RSU 57

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

Continuous Learning

LEARNING MENUS

MATH

LITERACY

SPECIALS

Printables
Week 4

RSU 57

- Waterboro
- Alfred
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- Massabesic High

MATH

Name: _____

MATH BOX #1

Name: _____

MATH BOX #2

Name: _____

MATH BOX #3

Name: _____

MATH BOX #4

1 Fill in the blanks with <, >, or = to make true number sentences.

a. $\frac{8}{10} * \frac{7}{8}$ _____ $\frac{8}{10}$

b. $\frac{6}{5} * 9$ _____ $1\frac{1}{5} * 9$

c. $1\frac{1}{12} * 76$ _____ 76

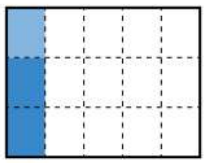
SRB 197–198

2 Solve. Show your work.

$12\frac{1}{2} - 1\frac{3}{4} =$ _____

SRB 177, 192–193

3 Write a multiplication number sentence that describes the shaded rectangle.



_____

SRB 201

4 The numbers below show the cost of a loaf of bread in different years between 1930 and 2008. Write the costs in order from least to greatest.

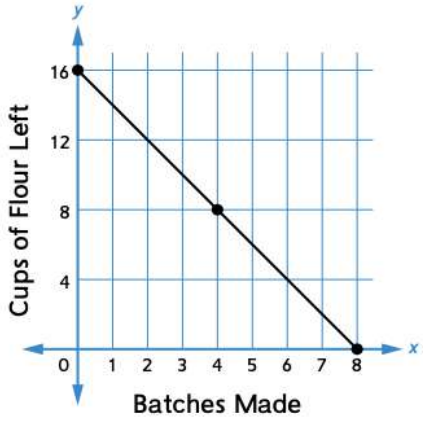
$0.09, $2.79, $0.70, $0.12, $0.25

_____, _____, _____,

_____, _____

SRB 122–123

5 The graph below shows how much flour Nigella has left after making batches of pancakes. How many cups of flour does she have left after making 6 batches of pancakes? _____ cups



SRB 55–56

6 $54.19 - 36.57 = ?$

_____
(estimate)

$54.19 - 36.57 =$ _____

SRB 128, 131–132

Name: _____

MATH BOX #5

Name: _____

MATH BOX #6

Name: _____

M.5-7

Multiplying Decimals

Multiplying decimals may seem like a daunting task at first, but once you learn how, you'll find that it's just like multiplying regular numbers! To multiply decimals, follow the steps below.

1. Multiply normally, ignoring the decimal points.
2. Place the decimal point in the answer in the correct spot.
   -It will have as many decimal places as the 2 original numbers combined.

Example: Multiply 0.03 by 11

1. Start with: **0.03 × 11**
2. Multiply without decimal points: **3 × 11 = 33**
3. 0.03 has 2 decimal places and 11 has no decimal places.
4. The total number of decimal places is 2.
5. Therefore, our answer has 2 decimal places: **0.33**

Solve the following multiplication problems. Write out all of the steps in your answers. Do not forget to count the number of decimals places in the original numbers and place the decimal point in your answer.

1) $\begin{array}{r} 2.4 \\ \times \quad 9 \\ \hline \end{array}$

2) $\begin{array}{r} 5.9 \\ \times \quad 12 \\ \hline \end{array}$

3) $\begin{array}{r} 6.4 \\ \times \quad 29 \\ \hline \end{array}$

6) $\begin{array}{r} .12 \\ \times \quad .2 \\ \hline \end{array}$

7) $\begin{array}{r} .10 \\ \times \quad .03 \\ \hline \end{array}$

8) $\begin{array}{r} 1.3 \\ \times \quad 3.4 \\ \hline \end{array}$

11) $\begin{array}{r} 11.4 \\ \times \quad 2 \\ \hline \end{array}$

12) $\begin{array}{r} 15 \\ \times \quad .29 \\ \hline \end{array}$

13) $\begin{array}{r} 1.21 \\ \times .295 \\ \hline \end{array}$

MATH BOX #8

GENERATIONGENIUS
STREAM. EDUCATE. ENTERTAIN.

DIY ACTIVITY

CREATE YOUR OWN S'MORES MAKER
GRADES 3-5

OBJECTIVES

- Build a device that transfers light energy to heat energy.
- Test the capabilities of the device and make improvements to the design.

MATERIALS NEEDED

- Box
- Foil
- Box knife
- Plastic wrap
- Black construction paper
- Scissors
- Tape
- Sunny day
- Graham crackers
- Chocolate bar
- Marshmallows

Activity Duration: One+ 45-minute class period

PROCEDURE

WATCH THE GENERATION GENIUS ENERGY TRANSFER VIDEO.

1. Tape the edges of the box closed. With adult supervision, use a box knife to cut a large door into one of the largest flat sides.
2. Line at least the top (inside of door) and bottom of the inside of the box with foil. You may need to use tape to secure it.
3. Place black construction paper on top of the foil on the bottom of the box. Make sure not to cover up all the foil.
4. Construct a s'more by placing a few squares of chocolate and a marshmallow between two halves of a graham cracker. Place the s'more on the construction paper.
5. Cover the opening made by the door with plastic wrap.
6. Place the box in the sun.
7. Later, remove the s'more from the box. The chocolate should have melted. Eat the s'more!

WHAT IS GOING ON HERE?

Light from the sun enters the foil-lined, plastic wrap-covered box. It is then converted to heat that melts the chocolate.

FURTHER EXPLORATION

Will your solar-powered oven convert enough light into heat energy to cook other things? Use a thermometer to measure how hot your oven gets. See whether you can find a recipe that can cook at temperatures your oven reaches. If it doesn't get hot enough, what adjustments could you make to increase the heat?

Exit Ticket

Level 1

What is the definition of energy?

Level 2

List 2 things that convert motion energy into electrical energy.

Level 3

Describe an example for each of the following. Energy transfer by heat, light and sound.

MATH BOX #9

Name: _____

FRACTION REVIEW WITH A DECK OF CARDS

Note: Either remove the face cards (Jack, Queen, King, and Ace) or assign them the following values: Jack, Queen, King = 10 and Ace = 11 or 1 (player's choice).

SIMPLIFYING FRACTIONS

Using two cards, create a proper fraction (Example: If your cards are 4 and 1, you would have 1/4).). Determine if the fraction is in simplest form. If not, simplify it.

IMPROPER FRACTIONS

Using two cards, create an improper fraction. For example, if your cards are 3 and 4, you would have 4/3. Convert the improper fraction to a mixed number.

MIXED NUMBERS

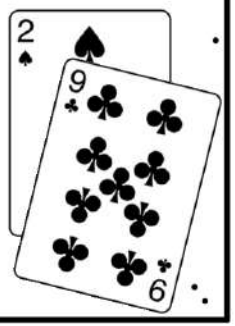
Using three cards, create a mixed number. For example, if your cards are 1, 4, and 3, you could make 4 ¾). Convert the mixed number to an improper fraction.

ADDING AND SUBTRACTING FRACTIONS

Using four cards, create two proper fractions. For example, if your cards are 1, 4, 6, and 3, you could make 1/6 and 3/4). Add the fractions. Then, subtract the smaller fraction from the larger fraction.

COMPARING FRACTIONS

Using four cards, create two proper fractions. For example, if your cards are 8, 4, 1, and 2, you could make 1/8 and 2/4). Compare the fractions using <, >, or =.



MULTIPLYING FRACTIONS

Using four cards, create two proper fractions. For example, if your cards are 1, 4, 2, and 3, you could make 1/2 and 3/4). Multiply the fractions.

PARTNER GAMES

Note: Either remove the face cards (Jack, Queen, King, and Ace) or assign them the following values: Jack, Queen, King = 10 and Ace = 11 or 1 (player's choice).

FRACTION WAR:

Deal the entire deck out evenly to each player. Each player turns over 2 cards at once and tries to make the largest fraction. For example, if your cards are 5 and 3, you could make 3/5 or 5/3. The player with the largest fraction wins the round and gets a point.

MULTIPLICATION WAR:

Deal the entire deck out evenly to each player. Each player turns over 2 cards at once and multiplies them together. The player with the largest product wins the round and gets a point.

ADVANCED MULTIPLICATION WAR:

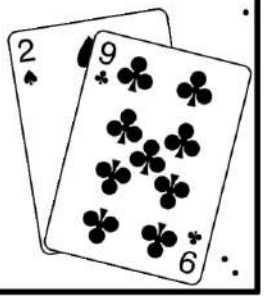
Deal the entire deck out evenly to each player. Each player turns over 3 cards at once and multiplies all three together. The player with the largest product wins the round and gets a point.

NUMBER WAR:

Use only the 1-9 cards for this game. Deal out seven cards to each player. Each player will arrange the cards to create the largest number possible. The player with the largest number wins the round and gets a point.

OPERATION WAR:

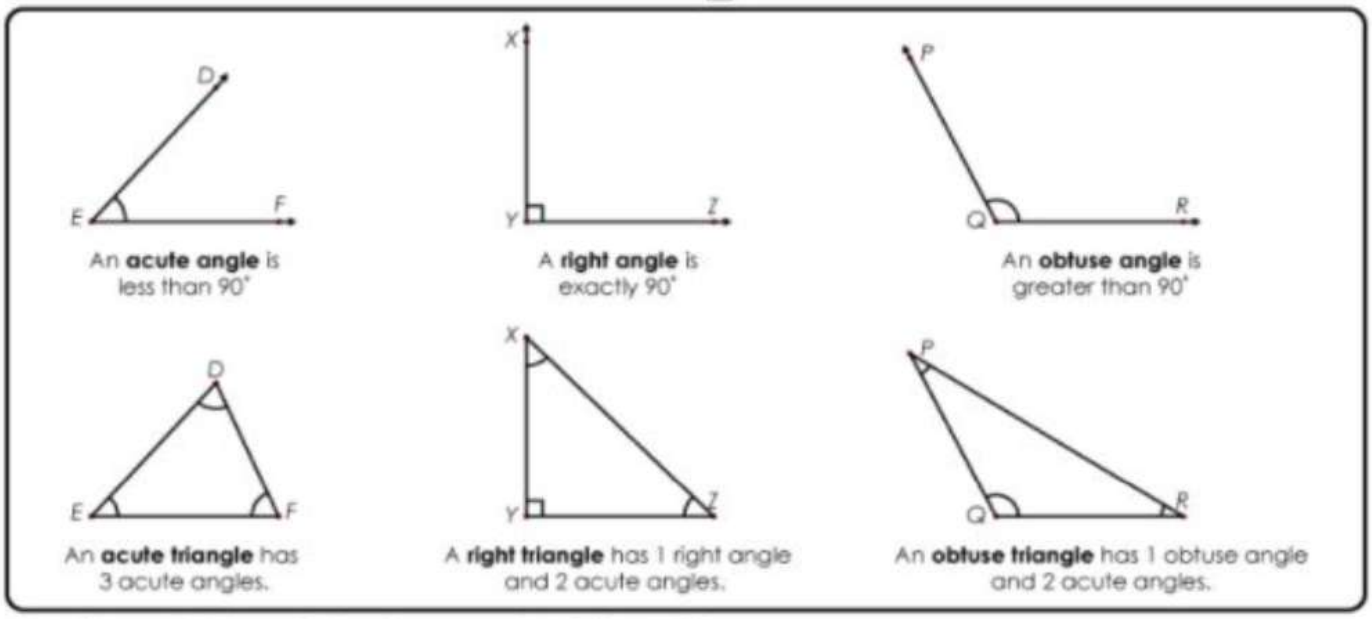
Each player turns over 3 cards and may do whichever operations they wish with the three numbers. The player with the greatest answer wins the round and gets a point.



Name: _____

M.5-10

Triangles

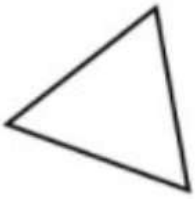


Identify each type of triangle as **acute**, **right** or **obtuse**.

a.

_____

b.



_____

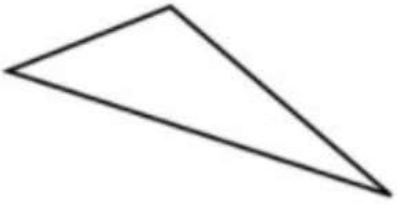
c.

_____

d.

_____

e.



_____

f.

_____

Name: _____

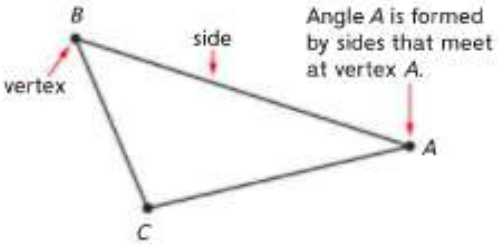
M.5-10

Triangles

Triangles have fewer sides and angles than any other polygon. The prefix *tri-* means *three*. All triangles have three vertices, three sides, and three angles.

For the triangle shown here:

- The vertices are the points B, C, and A.
- The sides are $\overline{BC}$, $\overline{BA}$, and $\overline{CA}$.
- The angles are $\angle B$, $\angle C$, and $\angle A$.



The symbol for triangle is $\triangle$. Triangles have three-letter names. You name a triangle by listing each letter name for the vertices in order. The triangle above has six possible names: $\triangle BCA$, $\triangle BAC$, $\triangle CAB$, $\triangle CBA$, $\triangle ABC$, and $\triangle ACB$.

Triangles may be classified according to the length of their sides and angle measures.

A **scalene triangle** is a triangle with sides that all have different lengths and angles that all have different measures.

An **isosceles triangle** is a triangle that has at least two sides that have the same length and two angles that have the same measure.

An **equilateral triangle** is a triangle with sides that all have the same lengths and angles that all have the same measure.

A **right triangle** is a triangle that contains one right angle (an angle that measures 90°). In a right triangle, the sides that form the right angle are perpendicular to each other. Right triangles have many different shapes and sizes.

Is an equilateral triangle also an isosceles triangle? Why or why not?

Some right triangles are scalene triangles, and some right triangles are isosceles triangles. But a right triangle cannot be an equilateral triangle because the side opposite the right angle is always longer than each of the other sides.

Check Your Understanding

1. Draw and label an equilateral triangle named $\triangle DEF$. Write the five other possible names for this triangle.
2. Draw an isosceles triangle.
3. Draw a right scalene triangle.

Check your answers in the Answer Key.

Name: _____

M.5-11

MATH BOX #11

Imagine you have two identical balloons to inflate. Someone has put a quarter inside one of the balloons before filling it with air. What do you think will happen when you toss the balloons into the air and tap them around with your hands to keep them afloat? Use words and pictures to describe how you think the balloons will move as they get tossed around in the air. Watch this 3 minute clip to find out more. How does this compare to what you predicted would happen? Explain to someone else what's going on with the balloon's motion.

https://safeYouTube.net/w/aKo8

Name: _____

Why do tightrope walkers often carry a long poll as they make their way across the rope? What is going on with gravity when a tightrope walker is walking across the rope? Use words and pictures to show how you think gravity is working in the case of the tightrope walker. Be sure to include the long pole in your picture. Try your own tightrope experiment by walking along the top of a log, curb or thin beam first with your arms at your sides and then with your arms out to your sides. Describe what happens in your experiment and how this relates to the tightrope walker carrying a pole. If you'd like to find out more, check out this Wonderopolis Wonder of the Day #1779: Can You Walk the Tightrope?

bit.ly/427box12

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LITERACY

Name: _____

L.5-1

Name: _____

Name: _____

Name: _____

L.5-4

Name: _____

Name: _____

L.5-6

Name: _____

L.5-7,9,10

Name: _____

Name: _____

L.5-9

Name: _____

L.5-10

Name: _____

Name: _____

L.5-12

RSU 57

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SPECIAL S

Name: _____

S.5-1

Flip a Coin Workout

Directions: Find any coin, flip it in the air (with some flare), how does it land? Follow the chart to see which exercise you can complete!

Flip # 	Heads 	Tails 
1	Jog in Place: 1 minute	20 Jumping Jacks
2	Plank: 30 seconds	8 Push-ups
3	10 Squat Jumps	Wall Sit: 30 seconds
4	15 Crunches	10 Sit-ups
5	High Knees: 30 seconds	Invisible Jump Rope: 1 minute
6	20 Small Arm Circles (both ways)	20 BIG arm circles (both ways)
7	Mountain Climbers: 30 seconds	10 Burpees
8	20 Squat Jumps	20 Calf (heel) Raises
9	20 Sumo Squats	10 Plank Toe Touches
10	20 Plank Jacks	Butt Kicks: 30 seconds

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

What song did you listen to?

Was there someone singing?

Describe the ensemble (group of musicians) that performed the song. What instruments did you hear? Was it a large group or a small group?

Circle the tempo/speed of the song:

Fast

Medium

Slow

What did the song make you think of? How did it make you feel?

Anything else you would like to share about the song you chose?

Name: _____

S.5-9

SPECIALS BOX #9

5

Name: _____

S.5-10

SPECIALS BOX #10

5

Name: _____

Name: _____

S.5-12