

ACTIVITY SHEET - Number & Operations in Base Ten

Grocery Math!



To complete this activity, take this page to a grocery store or use a grocery ad. Many ads can be found online for grocery stores.

Begin by writing down the price and specific name for each food item.

Grocery Item	Specific Name	Price \$
Gallon of Milk		
Package of lunch meat		
Bag of baby carrots		
Watermelon		
Container of hummus		
Bag of pretzels		
Your choice		
Your choice		
Your choice		

1. What would the cost be if you bought all of the items?
2. If you had \$30, would that be enough for all the items? If it is, how much money would you have left over? If \$30 is not enough, how much more would you need?
3. How much would 5 containers of hummus cost?
4. If you were making a veggie tray and had \$12.50 to spend on bags of carrots, how many full bags of carrots could you buy?
5. If the three items you chose are all half off, how much would you pay in all for the three items?
6. Make up your own math problem adding, subtracting, multiplying, or dividing grocery decimals:



ACTIVITY SHEET - Measurement & Data

Volume Around the House

Rectangular prisms and cubes are everywhere - especially in your own home! Use the formula length x width x height to find the volume of different objects in your home.



- Use a ruler and measuring tape.
- Round to the nearest whole number.

Rectangular prism	What unit makes sense to use?	Length	Width	Height	Volume
Ex: microwave	inches	28 in	12 in	15 in	$5,040 \text{ in}^3$

Draw your 5 household rectangular prisms below in order from smallest volume to greatest volume. Try to draw the items to scale with each other.



ACTIVITY SHEET - Fractions

CAKE IN A MUG DO WITH A PARENT



Solve the following problems. The answer to each problem tells you how much of each ingredient you need to make the Cake in a Mug! The directions are at the bottom of the page - good luck!

Problem	Answer	Ingredients
$1\frac{7}{9} + 1\frac{4}{18}$		_____ tablespoons of all-purpose flour
$4\frac{4}{5} - 1\frac{16}{20}$		_____ tablespoons of sugar
$\frac{5}{6} + \frac{14}{12}$		_____ tablespoons of cocoa powder
$5 \times \frac{1}{20}$		_____ teaspoon of baking powder
$5\frac{1}{2} \div \frac{11}{6}$		_____ tablespoons of milk
$\frac{10}{3} \times \frac{9}{10}$		_____ tablespoons of vegetable oil
$1\frac{5}{8} \div \frac{13}{24}$		_____ tablespoons of chocolate chips

Directions:

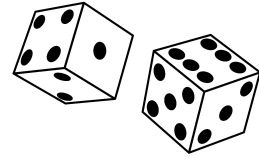
Combine the flour, sugar, cocoa powder, baking powder and a pinch of salt in a microwave-safe mug. Blend well with a fork. Add the milk, vegetable oil and a splash of vanilla, and blend until smooth. Mix in the chocolate chips. Microwave on high for 1 minute 30 seconds. Do not overcook or the cake will be dry. Let cool a few minutes before eating. Add any extra toppings as desired.



ACTIVITY SHEET - Operations and Algebraic Thinking

Dice Activity

For each blank, roll TWO dice that add together for the number you write in the blank. Once you have created your numbers for the blanks, solve the problem using order of operations!



-You may find that some of your numbers may not divide evenly...you can either reroll to find a number that does divide evenly, or you may divide and turn the remainder into a fraction if you have learned the four operations with fractions. You can also reroll if you are subtracting with negative numbers, unless you are familiar with this 6th grade concept!

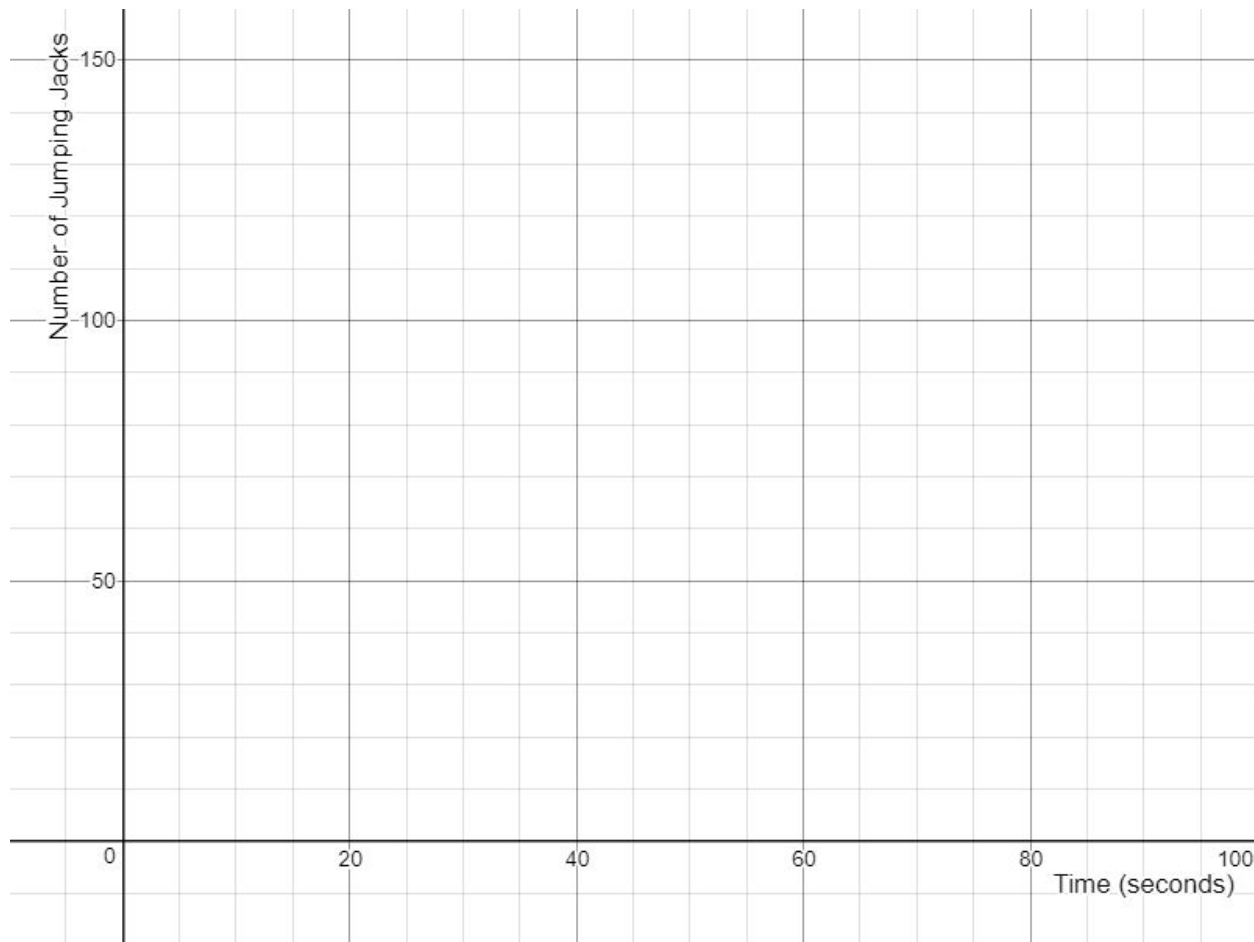
1. $___ \times ___ - ___ \times ___ = ___$
2. $___ + (___ \div ___) = ___$
3. $___ - ___ + ___ = ___$
4. $___ - (___ \times ___) = ___$
5. $___ + [(___ - ___) + ___] = ___$
6. $[(___ \times ___ - ___) + ___] - ___ = ___$
7. $___ + [___ \times (___ - ___)] = ___$
8. $___ + [___ - (___ \div ___)] = ___$
9. $[___ + (___ \div ___)] \times ___ = ___$
10. $___ + [(___ - ___) \times ___] = ___$
11. $\{___ + [___ \div (___ - ___)] \times ___\} = ___$
12. $___ + (___ \div ___ + ___) = ___$

ACTIVITY SHEET - Geometry

Jumping Jacks on the Coordinate Plane

For this activity you will need a timer and a friend/family member to help. Ask your partner to do as many jumping jacks as they can for 90 seconds. You will be counting their jumping jacks for each time interval, using this data as ordered pairs, graphing your data on the coordinate plane, and answering a few questions. A friend might be needed to either watch the timer or count jumping jacks for you.

Time (sec)	10	20	30	40	50	60	70	80	90
# of Jumping Jacks									



What are your ordered pairs for this activity?

Is there a pattern to your data? Describe what happened during this activity.

