

DISTANCE LEARNING MIGRANT EDUCATION PROGRAM



2014 GRADES 7-8

GUIDE FOR STUDENTS AND FAMILIES

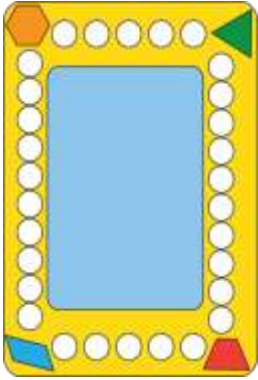
GUÍA PARA ALUMNOS Y FAMILIAS



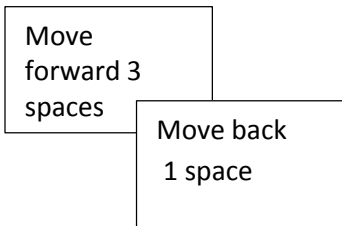
Family Fun Games

Your child will bring home a different game for each unit. Although the game problems will change, you will be using the same game board and movement cards for all units and grade levels.

Game Board:



Movement Cards:



Materials for all Units:

- Game Markers
- Game Movement Cards (white)

Unit-specific Materials List:

- Problem cards (different for each grade level)
- Instructions
- Key

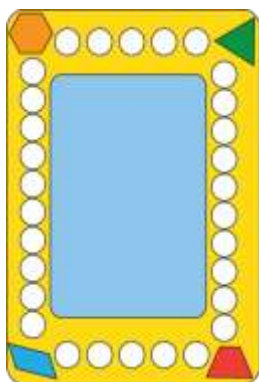
Every unit, your child will bring home a set of problem cards appropriate for his/her level. There will be a different set of instructions and key for each unit.

Players will move around this board using white movement cards. The problems cards will change for each unit, but the movement cards will remain the same. Save them for use throughout the program.

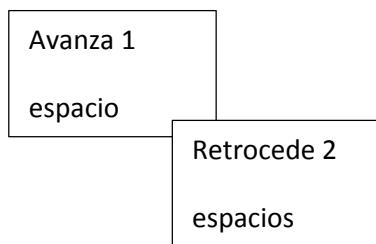
Juegos de Diversión Familiar

Su hijo(a) llevará a casa un juego para cada unidad. Aunque los problemas del juego van a cambiar, van a usar un tablero y las mismas tarjetas de movimiento para todas las unidades y niveles.

Tablero:



Tarjetas de movimiento:



Materiales para todas las unidades:

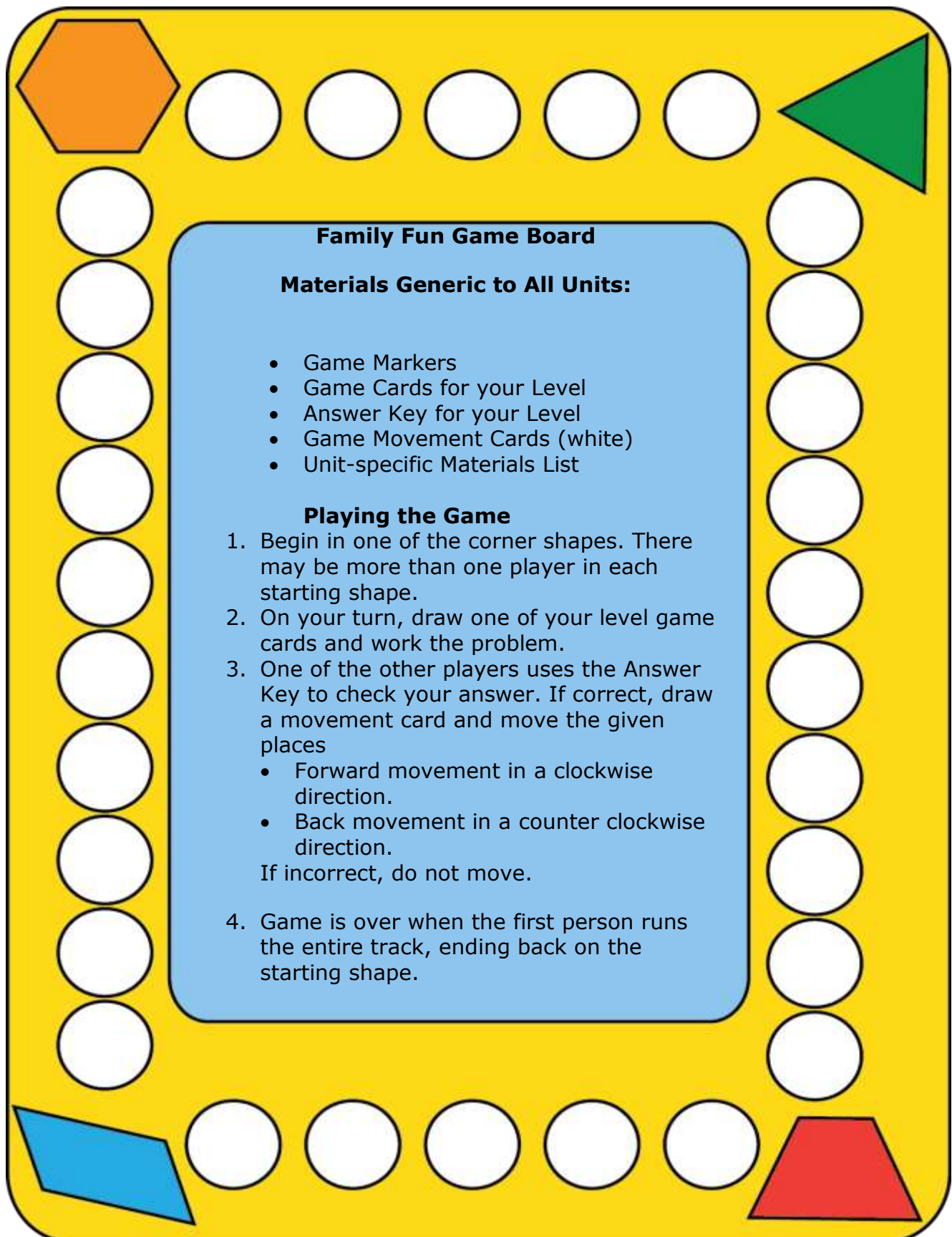
- Fichas de juego
- Tarjetas de movimiento (blancas)

Materiales que cambian cada unidad:

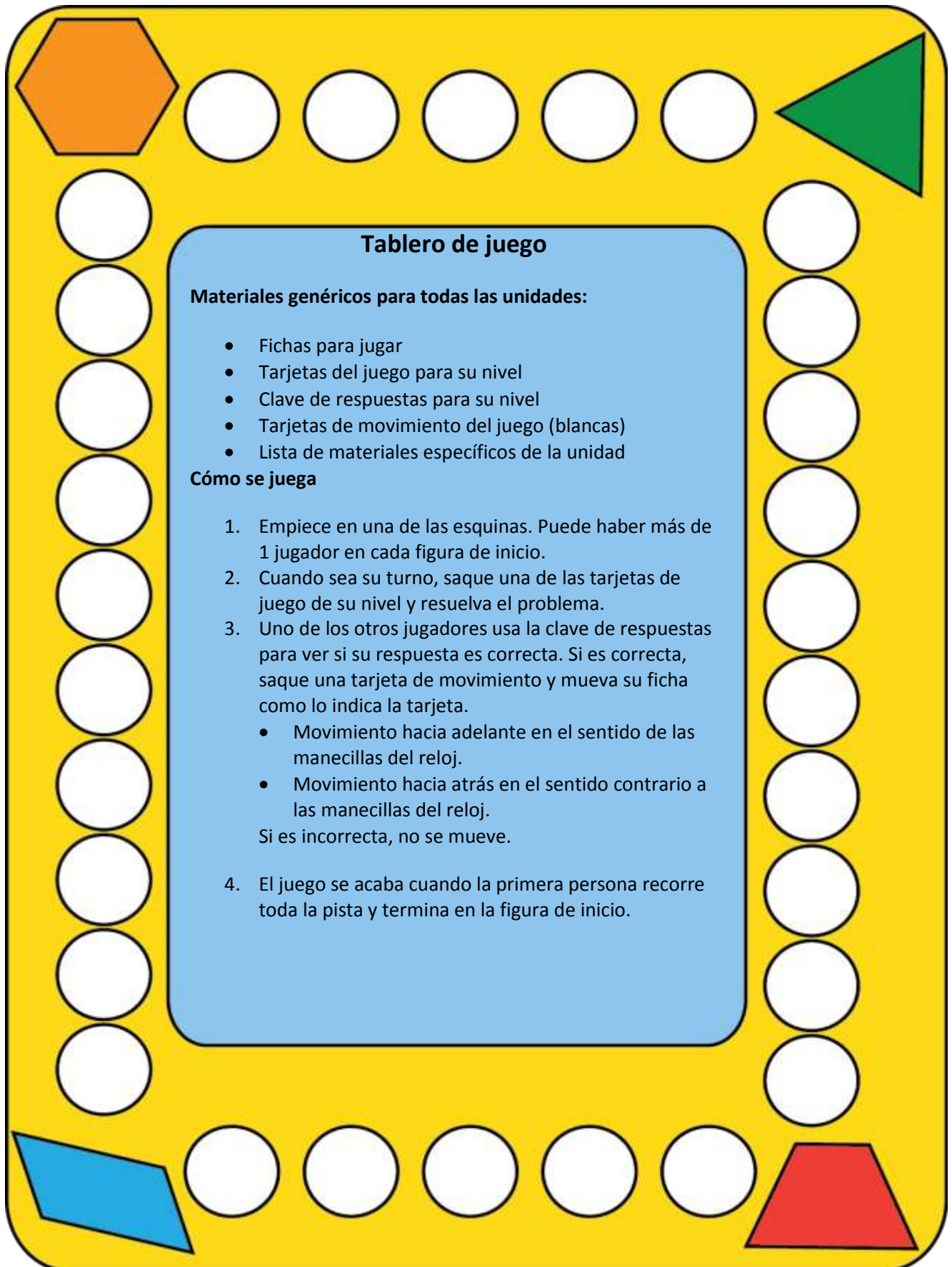
- Tarjetas de problemas (diferentes colores para cada nivel)
- Instrucciones
- Clave

Cada niño llevará a casa un set de tarjetas de problemas apropiadas para su grado. Los jugadores van a moverse por el tablero escogiendo tarjetas de movimiento (blancas). Habrá un set de instrucciones y una clave diferentes para cada unidad.

Los jugadores avanzan por el tablero según lo que indica la tarjeta de movimiento que saque. Las tarjetas de problemas van a cambiar con cada unidad, pero las tarjetas de movimiento no cambiarán. Guárdelas para usar todo el verano.



Tablero de juego



Game Board: Movement Cards. Duplicate on white cardstock. These are the same cards for all levels.

Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 2 spaces	Move forward 2 spaces	Move forward 2 spaces
Move back 1 space	Move back 1 space	Move back 1 space
Move forward 3 spaces	Move forward 2 spaces	Move forward 3 spaces

Tarjetas de movimiento

(Duplicate on white cardstock. These are the same cards for all levels.)

Avanza 1 espacio	Avanza 1 espacio	Avanza 1 espacio
Avanza 1 espacio	Avanza 1 espacio	Avanza 1 espacio
Avanza 2 espacios	Avanza 2 espacios	Avanza 2 espacios
Retrocede 1 espacio	Retrocede 1 espacio	Retrocede 1 espacio
Avanza 3 espacios	Avanza 3 espacios	Avanza 3 espacios



Duplicate on cardstock and cut apart for word cards.

encourage

disappointed

champion

mentor



Duplicate on cardstock and cut apart for word cards.

dedication

dedicatoria

animar



Duplicate on cardstock and cut apart for word cards.

decepcionado/a

campeón

mentor



Duplicate on cardstock and cut apart for word cards.

ratio

equivalent

rate

unit rate



proporción

equivalente

razón

razón de unidad



Dear _____,

We read an interesting story in class today called *Ricardo's Race*.

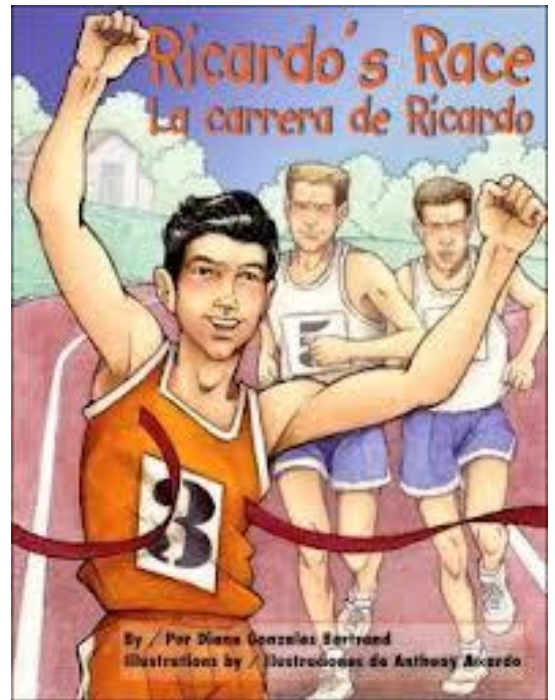
It is about...

Today in math we learned...

My teacher would like for us to:

- Find situations at home where rate of speed is important.

Sincerely,





Querido/a _____,

Leímos una historia muy interesante hoy que se titula *La carrera de Ricardo*.

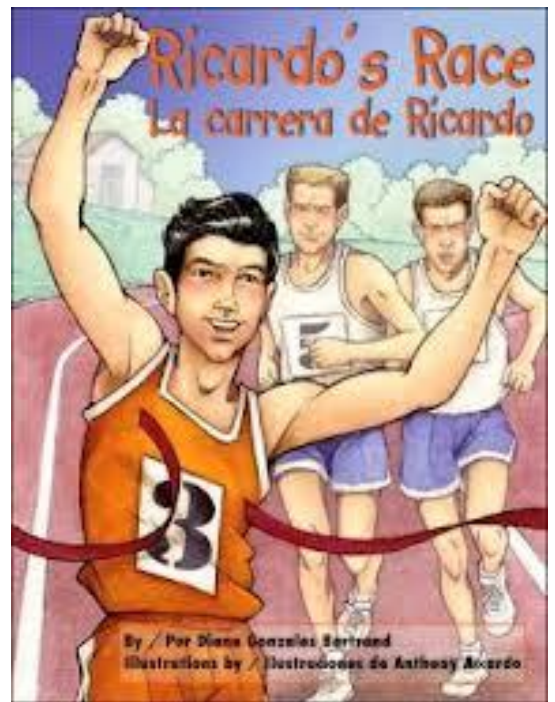
Se trata da...

En la clase de matemáticas aprendimos...

Mi maestro/a quiere que nosotros:

- Encontrar situaciones en casa donde la tasa de velocidad es importante.

Atentamente,



Unit 1 Lesson 2 – Family Fun



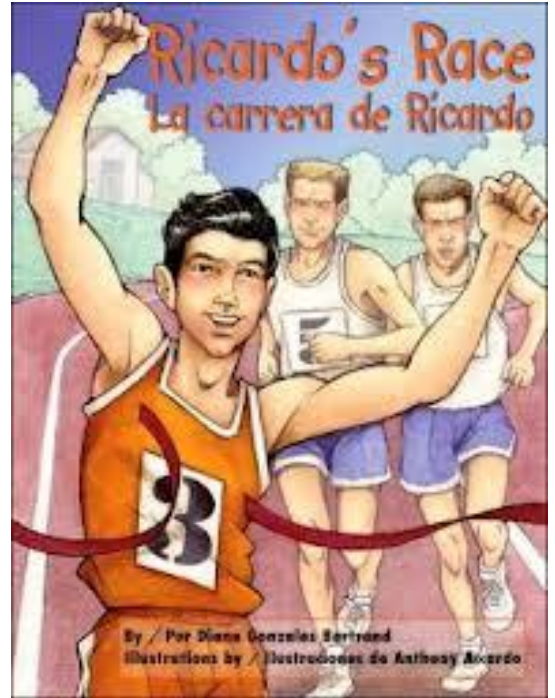
Dear _____,

We read more of *Ricardo's Race* today.

Did you know that...

My teacher would like for us to:

Sincerely,



Unit 1 Lesson 2 – Family Fun



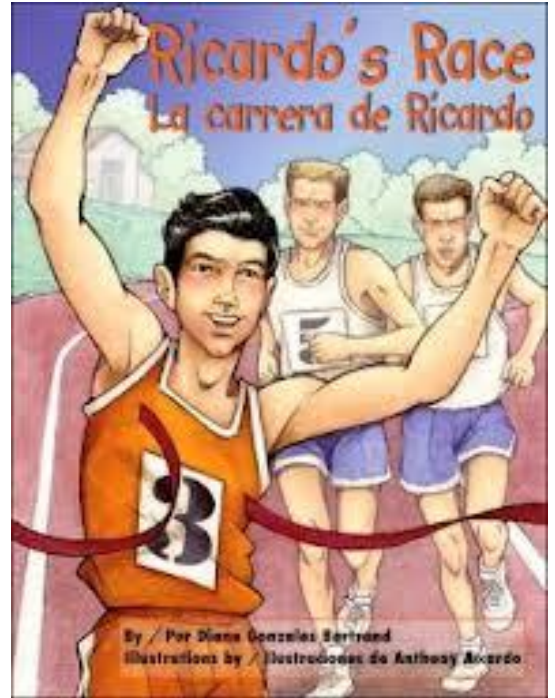
Querido/a _____,

Hoy continuamos con la lectura de
La carrera de Ricardo..

Sabías que...

Mi maestro/a quiere que nosotros:

Atentamente,



Unit 1 Lesson 3 – Family Fun



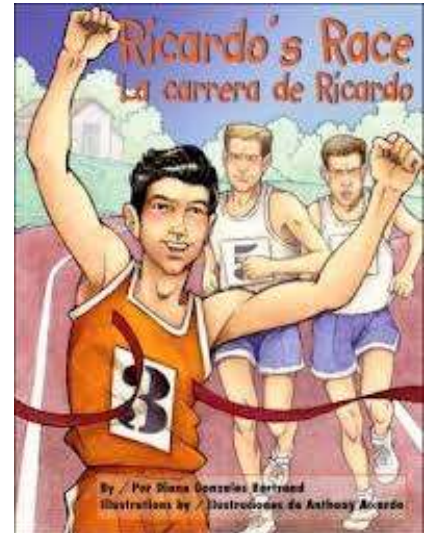
Dear _____,

We continued our study of ratios today.

My teacher would like for us to:

- take a favorite recipe and show the family how to use ratios to increase the ingredients to serve 15 people.

Sincerely,



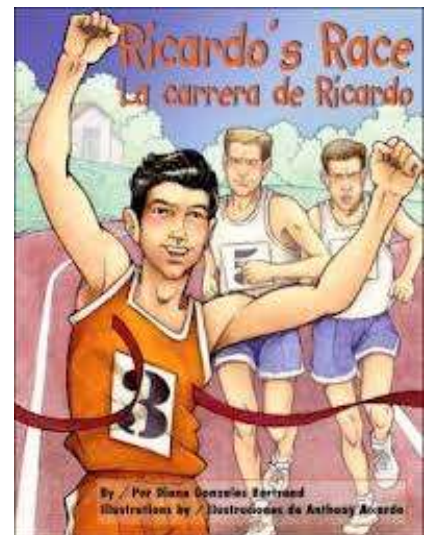
Querido/a _____,

Continuamos con nuestros estudios de proporciones.

A mi maestro/o le gustaría que nosotros:

- revisar una receta favorita y hablar con la familia de cómo se usan las proporciones para aumentar las ingredientes para servir a 15 personas.

Atentamente,



**Special 7th – 8th Game Instructions****Materials:**

- Family Fun Generic Game Board
- Family Fun Movement Cards
- Unit 1 Family Fun Problem Cards (green)
- Family Fun Answer Key from Unit 1 (all grade bands)
- Unit 1 Family Fun Special 7th – 8th Game Instructions

Solution Expectations**Problems A – R**

All of the problems are asking students to find equivalent ratios, but the situations are quite different. It is important for students to understand that even though the context of the problem situations vary between ratios of people and things, price, and rates, solving them is essentially the same.

The numbers chosen for these problems are compatible and shouldn't need laborious efforts to calculate. Simple number sense and relationships should allow students to calculate the answer mentally or with very little work.

Card P:

T-shirts are on sale 5 for \$12. At that price, what would 30 t-shirts cost?

Students need to keep track of their units/labels when writing the ratio in fraction form.

$$\frac{\mathbf{5\ shirts}}{\mathbf{\$12}} = \frac{\mathbf{30\ shirts}}{\mathbf{\$x}}$$

Solution Strategy: I know to get from 5 shirts to 30 shirts I have to multiply by 6. In other words, I have 6 groups of 5 shirts. If each group of 5 shirts costs \$12, then 6 groups of \$12 will equal \$72. Basically, you take the ratio of 5:12 and multiply the numerator and denominator by 6 to find your answer.



Instrucciones especiales de juego para 7º – 8º

Materiales:

- Tablero de juego genérico de Diversión Familiar
- Cartas de movimiento de Diversión Familiar
- Cartas de problemas de Diversión Familiar de la Unidad 1 (verdes)
- Guía de respuestas de Diversión Familiar para la Unidad 1 (todos los grados)
- Instrucciones especiales de Diversión Familiar Unidad 1 para 7º – 8º

Expectativas de solución

Problemas A – R

Todos los problemas piden a los estudiantes que encuentren relaciones equivalentes, pero las situaciones son muy diferentes. Es importante que los estudiantes entiendan que aun cuando el contexto de las situaciones de los problemas varíe entre relaciones de personas y cosas, precios y tasas, el modo de resolverlos es esencialmente el mismo.

Los números elegidos para estos problemas son compatibles y los cálculos no deben ser laboriosos. Un simple sentido de los números y las relaciones debe permitir a los estudiantes calcular la respuesta mentalmente o con muy poco trabajo.

Carta P:

Las camisetas están en oferta de 5 por \$12. A ese precio, ¿cuánto costarían 30 camisetas?

Los estudiantes deben estar al tanto de sus unidades/etiquetas al escribir la relación en forma de fracción.

$$\frac{5 \text{ shirts}}{\$12} = \frac{30 \text{ shirts}}{\$ x}$$

Estrategia de Solución: Sé que para ir de 5 camisetas a 30 camisetas tengo que multiplicar por 6. En otras palabras, tengo 6 grupos de 5 camisetas. Si cada grupo de 5 camisetas cuesta \$12, entonces 6 grupos de \$12 equivaldrán a \$72. Básicamente, tomas la relación de 5:12 y multiplicas el numerador y el denominador por 6 para encontrar la respuesta.

Units 1 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (1 of 2)

A.

What is the ratio of 11 boys to 15 girls? What would you expect the ratio to be if there were 30 girls in an equivalent proportion?

B.

If there are 11 boys and 15 girls, what is the ratio of girls to the total number of students?

C.

If there are 14 boys and 19 girls, what is the ratio of boys to the total number of students?

D.

If there are 21 red flags and 12 blue flags, what is the ratio of red flags to the total number of flags?

E.

A recipe feeding 4 people calls for 1.5 cups of flour. How much flour is needed to make a recipe to feed 16 people?

F.

A recipe feeding 8 people calls for 1 cup of onions. How many cups of onions would be needed to feed only 2 people?

G.

A recipe feeding 2 people calls for 1.5 cups of flour. How much flour is needed to make a recipe to feed 16 people?

H.

A recipe feeding 4 people calls for 2.5 cups of sugar. How much sugar is needed to make a recipe to feed 20 people?

I.

A recipe feeding 12 people calls for 5.75 ounces of chocolate. How much chocolate is needed to make a recipe to feed 24 people?

Units 1 Lesson 3 – FAMILY FUN



One per student for home

One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (1 of 2)

A.

¿Cuál es la relación de 11 niños a 15 niñas? ¿Cuál esperarías que fuera la relación si hubiera 30 chicas en una proporción equivalente?

B.

Si hay 11 niños y 15 niñas, ¿cuál es la relación de chicas al número total de estudiantes?

C.

Si hay 14 niños y 19 niñas, ¿cuál es la relación de chicos al número total de estudiantes?

D.

Si hay 21 banderas rojas y 12 banderas azules, ¿cuál es la relación de banderas rojas al número total de banderas?

E.

Una receta que rinde para 4 personas pide 1.5 tazas de harina. ¿Cuánta harina se necesita para hacer que la receta rinda para 16 personas?

F.

Una receta que rinde para 8 personas pide 1 taza de cebollas. ¿Cuántas tazas de cebollas se necesitarían para alimentar a sólo 2 personas?

G.

Una receta que rinde para 2 personas pide 1.5 tazas de harina. ¿Cuánta harina se necesita para hacer que la receta rinda para 16 personas?

H.

Una receta que rinde para 4 personas pide 2.5 tazas de azúcar. ¿Cuánta azúcar se necesita para hacer que la receta rinda para 20 personas?

I.

Una receta que rinde para 12 personas pide 5.75 onzas de chocolate. ¿Cuánta chocolate se necesita para hacer que la receta rinda para 24 personas?

Units 1 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (2 of 2)

J.

If a player's free-throw average is 4:7, how many baskets would be expected from 28 throws?

K.

If a player's free-throw average is 4:5, how many baskets would be expected from 25 throws?

L.

If one player's free-throw average is 2:3, and another's is 6:9, which player would be expected to make more baskets in 12 throws?

M.

Pamela selected paint with a color ratio of 3 blue to 7 white for 2 gallons. How much blue is needed to match the color for 8 gallons of paint?

N.

The ratio of red to yellow in one shade of orange is 6 to 9. If there are 27 drops of yellow, how many drops of red are needed?

O.

The ratio of blue to yellow in one shade of green is 7 to 8. If there are 14 drops of blue, how many drops of yellow are needed?

P.

T-shirts are on sale 5 for \$12. At that price, what would 30 t-shirts cost?

Q.

Alicia can run 3.1 miles in 25 minutes. At that speed, how long will it take her to run 6.2 miles?

R.

Martin can run 4 blocks in 2 minutes. Alicia runs 5 blocks in 3 minutes. Who runs faster? How do you know?

Units 1 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (2 of 2)

J.
Si el promedio en tiros libres de un jugador es de 4:7, ¿cuántas canastas se esperarían de 28 tiros?

K.
Si el promedio en tiros libres de un jugador es de 4:5, ¿cuántas canastas se esperarían de 25 tiros?

L.
Si el promedio en tiros libres de un jugador es 2:3 y el de otro es 6:9, ¿cuál jugador se esperaba que enceste más veces en 12 tiros?

M.
Pamela seleccionó pintura con una relación de color de 3 azules a 7 blancos para 2 galones. ¿Cuánto azul se necesita para igualar el color para 8 galones de pintura?

N.
La relación de rojo a amarillo en un matiz de anaranjado es de 6 a 9. Si hay 27 gotas de amarillo, ¿cuántas gotas de rojo se necesitan?

O.
La relación de azul a amarillo en un matiz de verde es de 7 a 8. Si hay 14 gotas de azul, ¿cuántas gotas de amarillo se necesitan?

P.
Las camisetas están en oferta de 5 por \$12. A ese precio, ¿cuánto costarían 30 camisetas?

Q.
Alicia puede correr 3.1 millas en 25 minutos. A esa velocidad, ¿cuánto tardará en correr 6.2 millas?

R.
Martin puede correr 4 manzanas en 2 minutos. Alicia corre 5 manzanas en 3 minutos. ¿Quién corre más rápido? ¿Cómo lo sabes?

Answer Key

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	This coin is a quarter.	(listen to the skip counting)	x x x x x x x x x x x x	633.29 miles	$\frac{22 \text{ boys}}{30 \text{ girls}}$
B	This coin is a dime.	(listen to the skip counting)	x x x x x x	\$3237.88	$\frac{15 \text{ girls}}{26 \text{ total}}$
C	This coin is a penny.	(listen to the skip counting)	x x x x x x x x x x	perimeter = 99.5 meters	$\frac{14 \text{ boys}}{33 \text{ total}}$
D	This coin is a quarter.	5 cents	$3 \times 5 = 15$	width = 10.75 meters	$\frac{21 \text{ red}}{33 \text{ total}}$
E	This coin is a dime.	10 cents	$2 \times 5 = 10$	334.325 yards	6 cups of flour
F	This coin is a penny.	1 cent	$2 \times 3 = 6$	\$451.09	$\frac{1}{4}$ cup of onions
G	This coin is a nickel.	25 cents	There were 4 nickels in each bank.	\$35 for each yard	12 cups of flour
H	This coin is a nickel.	14 nickels	There were 2 stacks of 5 nickels.	\$2800	$12 \frac{1}{2}$ cups sugar
I	This coin is a dime.	11 quarters	any model equivalent to $\frac{1}{2}$	\$744	11.5 oz of chocolate
J	Benny had 4 pennies.	19 pennies	4.05	\$205	16 baskets
K	Benny had 2 pennies.	11 pennies	27.12	\$675	20 baskets
L	Benny had 4 pennies.	4 pennies	$3 \frac{5}{10}$ or $3 \frac{1}{2}$	\$11.75 per hr	Same. Ratios are equivalent at 2:3
M	Benny had 5 pennies.	3 pennies	Four and twenty-three hundredths	\$660 (double \$330)	12 blue
N	Benny had 5 pennies.	7 pennies	2 tenths	\$165 (half of \$330)	18 red
O	Benny had 0 or no pennies.	14 pennies	4 tenths	$x = \$100$ (double 25, double 50)	16 yellow
P	(counts out 15 pennies)	Make a group of 5 and a group of 6	$1.5 < 1.75$ Less than	$x = 56$ (half of 112)	\$72.00
Q	(counts out 12 pennies)	Make a group of 8 and a group of 8	$1.51 > 1.49$ Greater than	\$412.50 (half of \$825)	50 minutes
R	(counts out 20 pennies)	Show 12 pennies and remove 6.	$1.2 > 1.02$ Greater than	\$150 (50% = \$100, 25% = \$50, combine)	Alicia – She runs $1 \frac{2}{3}$ blocks per min.

Unit 2 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

volume

construction

expensive

impossible

Lesson 1 – Class Lesson – Vocabulary



Duplicate on Cardstock and cut apart for word cards.

volumen

construcción

caro

imposible

Unit 2 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

defective

defectuoso

Blank rectangular box for student notes or definitions.

Blank rectangular box for student notes or definitions.

Unit 2 – Math Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

ratio

equivalent

rate

unit rate



Duplicate on cardstock and cut apart for word cards.

razón

equivalente

tasa

tasa de unidad

Unit 2 Lesson 1 – Family Fun



Dear _____,

We started reading *Zack Proton and the Wrong Planet* today.

Our math lesson used these ideas from the story...

My teacher would like for us to:

Sincerely,



Unit 2 Lesson 1 – Family Fun



Dear _____,

Empezamos a leer *Zack Proton y el planeta equivocado* hoy.

Utilizamos estas ideas del libro en nuestra lección de matemáticas hoy...

Mi maestro/a quiere que nosotros:

Atentamente,



Unit 2 Lesson 2 – Family Fun

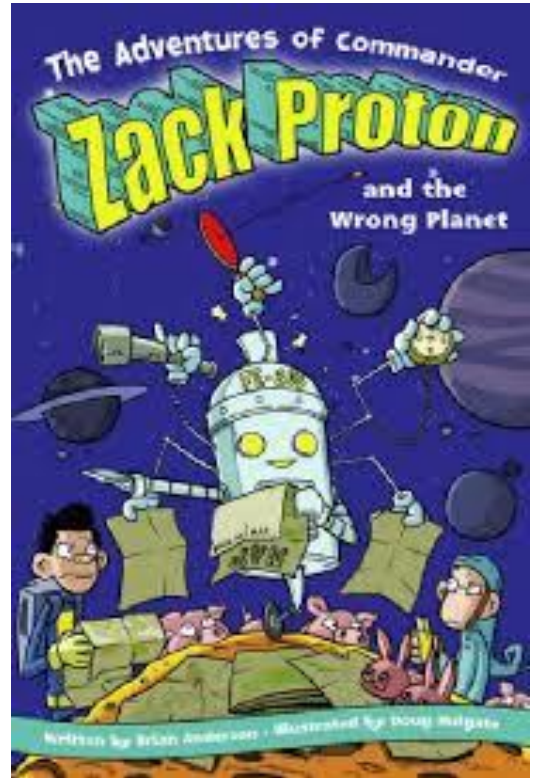


Dear _____,

We continued reading *Zack Proton and the Wrong Planet* today.

My favorite math activity today was...

because...



My teacher would like for us to:

- Find a stuffed animal (dimensions of length and width) and use equivalent ratios to determine how big its real-life counterpart might be.

Sincerely,

Unit 2 Lesson 2 – Family Fun

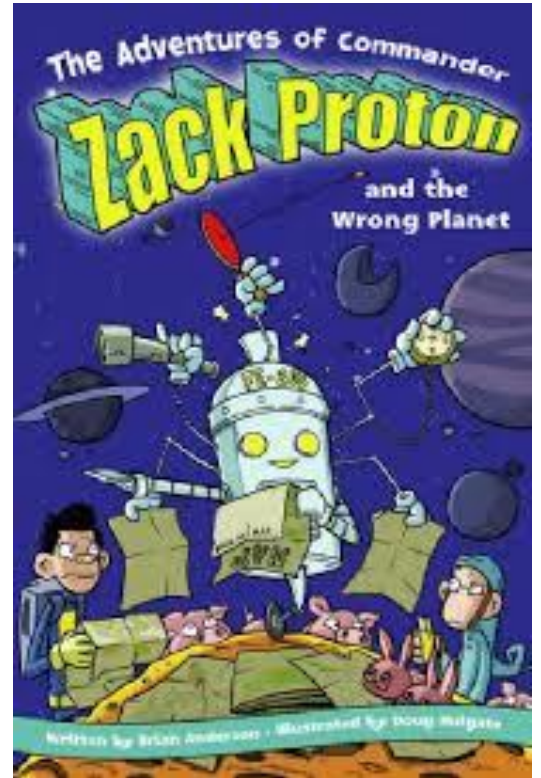


Querido/a _____,

Hoy continuamos con la lectura de
Zack Proton y el planeta equivocado hoy.

Mi actividad de matemáticas favorita fue...

porque...



A mi maestro/a le gustaría que nosotros:

- Encontrar un animal de peluche (dimensiones de longitud y anchura) y usar las razones equivalentes para determinar lo grande sería si fuera real.

Atentamente,

Unit 2 Lesson 3 – Family Fun

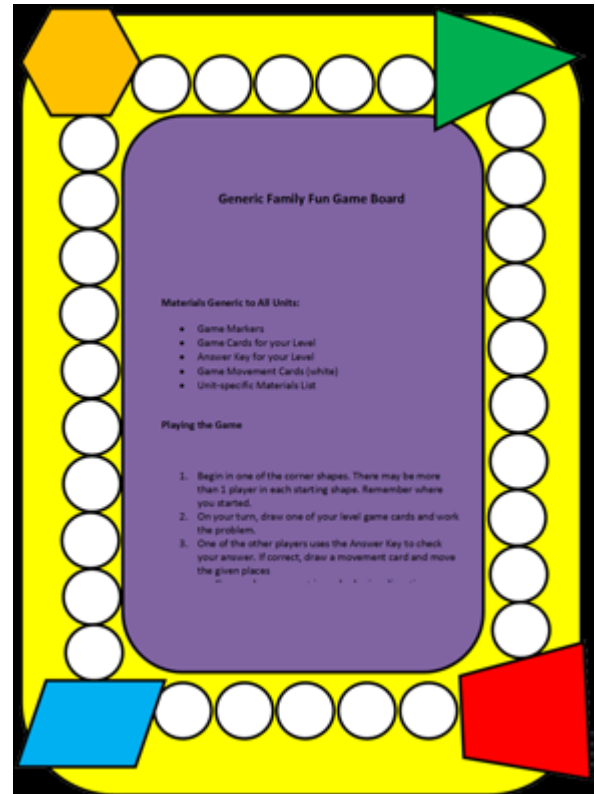


Dear _____,

We learned a few more skills today using ratios and proportions!

Here are some strategies I'll need to solve the problems in this unit's game today...

Sincerely,



Unit 2 Lesson 3 – Family Fun

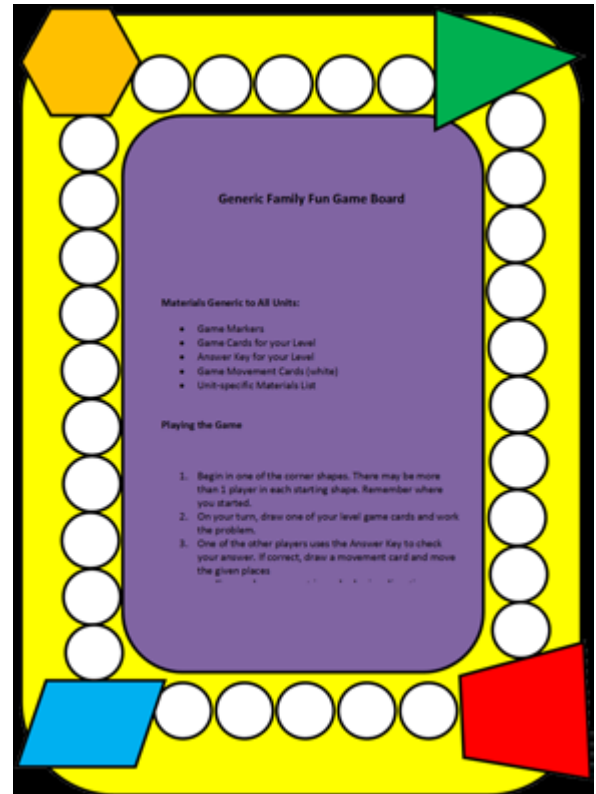


Querido/a _____,

Hoy aprendimos más habilidades usando las razones y proporciones.

Estas son algunas estrategias que necesito para resolver los problemas del juego de hoy...

Atentamente,



Unit 2 Lesson 3 – FAMILY FUN



Special 7th – 8th Game Instructions

Materials:

- Family Fun Generic Game Board
- Family Fun Movement Cards
- Unit 2 Family Fun Problem Cards (green)
- Family Fun Answer Key from Unit 1 (all grade bands)
- Unit 2 Family Fun Special 7th – 8th Game Instructions

Solution Expectations

Problems A – R

All of the problems are asking students to find equivalent ratios, but the situations are quite different. It is important for students to understand that even though the context of the problem situations vary between ratios of people and things, price, and rates, solving them is essentially the same.

The numbers chosen for these problems are compatible and shouldn't need laborious efforts to calculate. Simple number sense and relationships should allow students to calculate the answer mentally or with very little work.

Example:

T-shirts are on sale 5 for \$12. At that price, what would 30 t-shirts cost?

Students need to keep track of their units/labels when writing the ratio in fraction form.

$$\frac{\mathbf{5\ shirts}}{\mathbf{\$12}} = \frac{\mathbf{30\ shirts}}{\mathbf{\$x}}$$

Solution Strategy: I know to get from 5 shirts to 30 shirts I have to multiply by 6. In other words, I have 6 groups of 5 shirts. If each group of 5 shirts costs \$12, then 6 groups of \$12 will equal \$72. Basically, you take the ratio of 5:12 and multiply the numerator and denominator by 6 to find your answer.

Unidad 2, Lección 3 – DIVERSIÓN FAMILIAR



Instrucciones especiales de juego para 7º – 8º

Materiales:

- Tablero de juego genérico de Diversión Familiar
- Cartas de movimiento de Diversión Familiar
- Cartas de problemas de Diversión Familiar de la Unidad 2 (verdes)
- Guía de respuestas de Diversión Familiar para la Unidad 1 (todos los grados)
- Instrucciones especiales de juego de Diversión Familiar Unidad 2 para 7º – 8º

Expectativas de solución

Problemas A – R

Todos los problemas piden a los estudiantes que encuentren relaciones equivalentes, pero las situaciones son muy diferentes. Es importante que los estudiantes entiendan que aun cuando el contexto de las situaciones de los problemas varíe entre relaciones de personas y cosas, precios y tasas, el modo de resolverlos es esencialmente el mismo.

Los números elegidos para estos problemas son compatibles y los cálculos no deben ser laboriosos. Un simple sentido de los números y las relaciones debe permitir a los estudiantes calcular la respuesta mentalmente o con muy poco trabajo.

Ejemplo:

Las camisetas están en oferta de 5 por \$12. A ese precio, ¿cuánto costarían 30 camisetas?

Los estudiantes deben estar al tanto de sus unidades/etiquetas al escribir la relación en forma de fracción.

$$\frac{5 \text{ shirts}}{\$12} = \frac{30 \text{ shirts}}{\$ x}$$

Estrategia de Solución: Sé que para ir de 5 camisetas a 30 camisetas tengo que multiplicar por 6. En otras palabras, tengo 6 grupos de 5 camisetas. Si cada grupo de 5 camisetas cuesta \$12, entonces 6 grupos de \$12 equivaldrán a \$72. Básicamente, tomas la relación de 5:12 y multiplicas el numerador y el denominador por 6 para encontrar la respuesta.

Units 2 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (1 of 2)

A.

It is 478 cm from my desk to the door. How many meters is it from my desk to the door?

B.

There are 100 cm to 1 meter. How many cm are there in 5.5 meters?

C.

Angela can run 3.5 blocks in 2 minutes. How long would it take at that speed to run 10.5 blocks?

D.

Al's car can average 28 miles per 1 gallon of gas. At that rate, how far can Al drive on 16 gallons of gas?

E.

Sonja's scooter goes 48 miles on 1 gallon of gas. If a gallon of gas costs \$3.25, how much will it cost her to drive 192 miles?

F.

If it takes 6 pounds of apples to make 4 apple pies, how many pounds of apples would it take to make 14 apple pies?

G.

Al's car can average 28 miles per 1 gallon of gas. At that rate, how far can Al drive on 21 gallons of gas?

H.

If it takes 8 pounds of potatoes to make 6 shepherd's pies, how many pounds of potatoes would it take to make 15 shepherd's pies?

I.

A recipe feeding 20 people calls for 24 ounces of chocolate. How much chocolate is needed to make a recipe to feed 30 people?

Unidad 2, Lección 3 – DIVERSIÓN FAMILIAR



Una por estudiante por hogar

Una por pareja de compañeros en clase

Imprimir en papel vara de oro.

Diversión familiar – Cartas de problemas (1 de 2)

A.

Hay 478 cm desde mi escritorio hasta la puerta.
¿Cuántos metros hay desde mi escritorio hasta la puerta?

B.

Un metro tiene 100 cm.
¿Cuántos cm hay en 5.5 metros?

C.

Angela puede correr 3.5 manzanas en 2 minutos.
¿Cuánto tardará, a esa velocidad, en correr 10.5 manzanas?

D.

El auto de Al puede hacer en promedio 28 millas por 1 galón de gas. A esa tasa, ¿cuánto puede conducir Al con 16 galones de gas?

E.

El scooter de Sonja recorre 48 millas con 1 galón de gas. Si un galón de gas cuesta \$3.25, ¿cuánto le costará a Sonja recorrer 192 millas?

F.

Si se necesitan 6 libras de manzanas para hacer 4 pasteles de manzana, ¿cuántas libras de manzanas se necesitarán para hacer 14 pasteles de manzana?

G.

El auto de Al puede hacer en promedio 28 millas por 1 galón de gas. A esa tasa, ¿cuánto puede conducir Al con 21 galones de gas?

H.

Si se necesitan 8 libras de patatas para hacer 6 shepherd's pies, ¿cuántas libras de patatas se necesitarán para hacer 15 shepherd's pies?

I.

Una receta que rinde para 20 personas lleva 24 onzas de chocolate. ¿Cuánto chocolate se necesita para hacer que la receta rinda para 30 personas?

Units 2 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (2 of 2)

J.

A recipe feeding 24 people calls for 16 ounces of toffee. How much toffee is needed to make a recipe to feed 36 people?

K.

If a player's free-throw average is 6:10, how many baskets would be expected from 25 throws?

L.

If one player's free-throw average is 4:5, and another's is 8:10, which player has the better average?

M.

T-shirts are on sale 3 for \$15. At that price, what would 21 t-shirts cost?

N.

T-shirts are on sale 3 for \$15. At that price, how many shirts could be bought with \$45?

O.

Oranges sell 5 for \$1.25. At that price, what would 20 oranges cost?

P.

Oranges sell 5 for \$1.25. At that price, how many oranges could be bought with \$5?

Q.

Frankie can run 5 miles in 1 hour. At that speed, how long will it take her to run 7.5 miles?

R.

Justin can run 7 miles in 1 hour. At that speed, how many miles can he run in an hour and a half?

Unidad 2, Lección 3 – DIVERSIÓN FAMILIAR



J.

Una receta que rinde para 24 personas lleva 16 onzas de caramelo. ¿Cuánto caramelo se necesita para hacer que la receta rinda para 36 personas?

K.

Si el promedio en tiros libres de un jugador es de 6:10, ¿cuántas canastas se esperarían de 25 tiros?

L.

Si el promedio en tiros libres de un jugador es 4:5 y el de otro es 8:10, ¿cuál jugador tiene el mejor promedio?

M.

Las camisetas están en oferta de 3 por \$15. A ese precio, ¿cuánto costarían 21 camisetas?

N.

Las camisetas están en oferta de 3 por \$15. A ese precio, ¿cuántas camisetas se podrían comprar con \$45?

O.

Se venden 5 naranjas por \$1.25. A ese precio, ¿cuánto costarían 20 naranjas?

P.

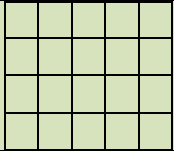
Se venden 5 naranjas por \$1.25. A ese precio, ¿cuántas naranjas se podrían comprar con \$5?

Q.

Frankie puede correr 5 millas en 1 hora. A esa velocidad, ¿cuánto tardará en correr 7.5 millas?

R.

Justin puede correr 7 millas en 1 hora. A esa velocidad, ¿cuántas millas puede correr en una hora y media?

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	8 sounds	See Special instructions	$7 \times 5 = 35$ $5 \times 7 = 35$ $35 \div 7 = 5$ $35 \div 5 = 7$	6 feet	4.78 cm
B	9 dances	See Special instructions	$7 \times 6 = 42$ $6 \times 7 = 42$ $42 \div 6 = 7$ $42 \div 7 = 6$	5.75 cups dry (or fraction)	550 cm
C	2 people	See Special instructions		48 meters	6 minutes
D	6 people	1 and 9	18 cookies	2760.76 miles	448 miles
E	5 sounds	7 and 3	6 cookies	\$73.22	\$13.00
F	4 sounds	8 and 2	8 boxes	71.7 oz	21 lbs of apples
G	Top train is longer	1 child	3 sets of 2 counters	\$45	588 miles
H	Top train is shorter	29 children	6 sets of 2 counters	\$29.37	20 lbs of potatoes
I	3 cubes are fewer than 5	10 cents	Most common would be 2/8, but any equivalent will do.	\$750	36 oz of chocolate
J	Nickel	13	3.09	\$550	24 oz toffee
K	Dime	9	7.25	\$67.44	15 baskets
L	Quarter	14	4 7/10	\$12.60	4:5 = 8:10
M	penny	6 cookies	0.9	no. ratios are not set up consistently	\$105.00
N	2 pennies	3 miles	0.7	no. scale factor and constant of proportionality not present	9 shirts
O	8 pennies	10 pennies	$2.5 > 2.05$	4 cupcakes	\$5.00
P	2 parts the same size	3 pots	on the middle line	24 hit target	25 oranges
Q	1 parts not the same size	14 pounds	0.9	$\frac{11}{10}$ or an equivalent of	1 hr 30 minutes
R	count to make sure there are 12 counters and use the number 12	1 group of 6 1 groups of 4	Closest line to 1.	$1 \frac{1}{3}$	10.5 miles

Unit 3 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

swapped

traded

collector

gypsy



cambiar (algo por algo)

intercambiar (algo por algo)

coleccionista

gomias

Unit 3 – Math Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

ratio

equivalent

rate

unit rates

Unit 3 – Math Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

razón

equivalente

tasa

tasa unitaria

Unit 3 – Math Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

percent of

discount

tip

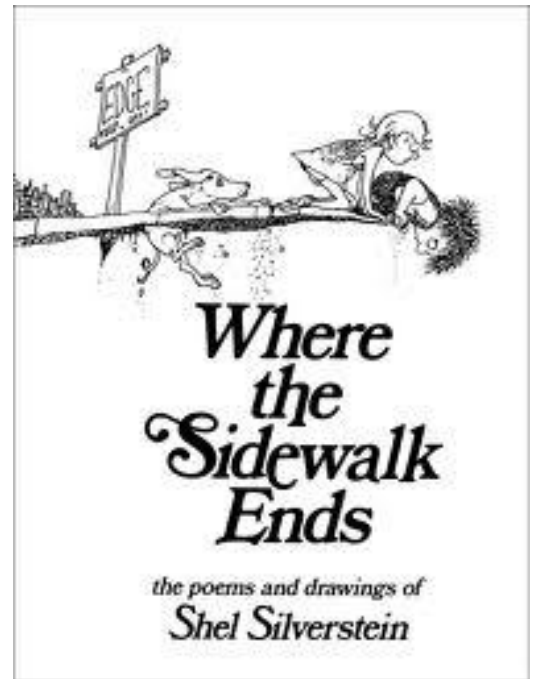
Unit 3 Lesson 1 – Family Fun



Dear _____,

We read the poem *Smart* by Shel Silverstein in the book *Where the Sidewalk Ends*.

Our math lesson used these ideas from the story...



My teacher would like for us to:

- find an item on sale and calculate its new price before tax.

Sincerely,

Unit 3 Lesson 1 – Family Fun



Querido/a _____,

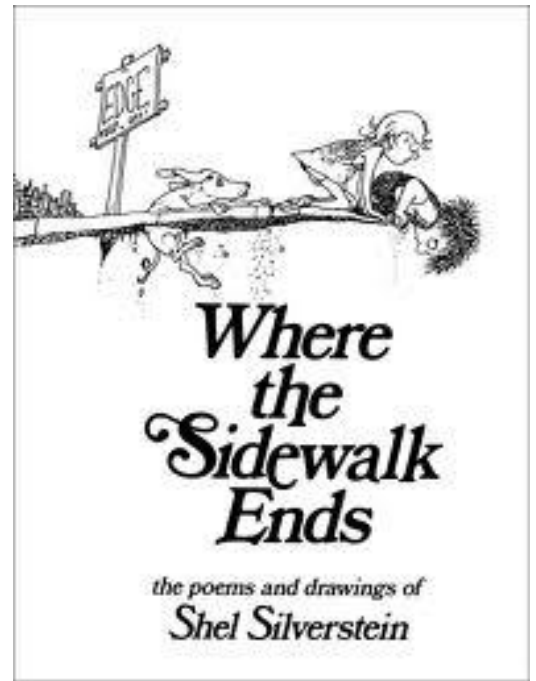
Leimos el poema *Smart por* Shel Silverstein en el libro *Donde el camino se corta*.

La lección de matemáticas empleó estas ideas del poema...

A mi maestro/a le gustaría que nosotros:

- Buscar algo en venta y calcular el nuevo precio sin impuestos.

Atentamente,



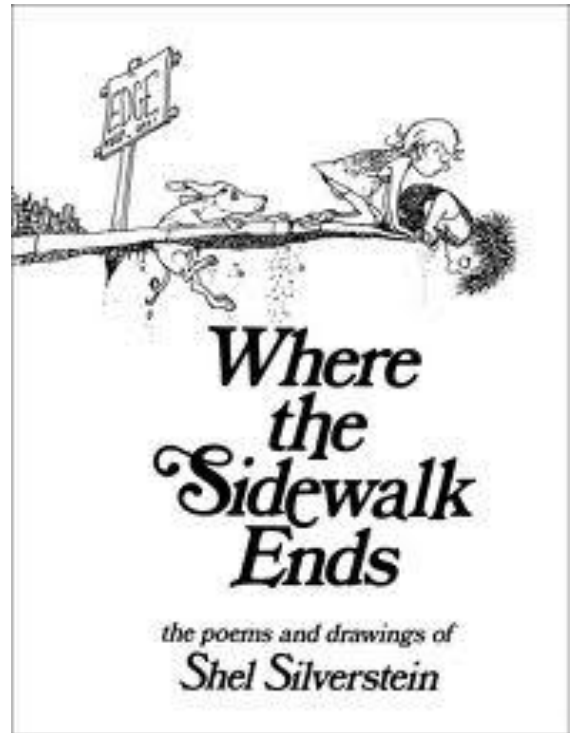
Unit 3 Lesson 2 – Family Fun



Dear _____,

We read the poem *Hector the Collector* by Shel Silverstein in the book *Where the Sidewalk Ends*.

The math ideas we used from this poem were...



These math concepts can be used in my daily life when...

Sincerely,

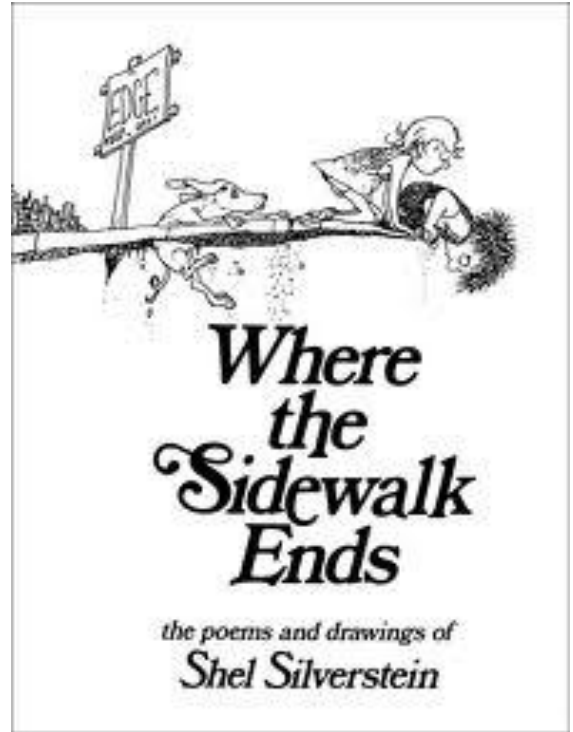
Unit 3 Lesson 2 – Family Fun



Querido/a _____,

Hoy leimos el poema “Chencho lista, el colleccionista” por Shel Silverstein en el libro *Donde el camino se corta*.

Las ideas matemáticas del poema son...



Estos conceptos se pueden aplicar a la vida diaria cuando

Atentamente,

Unit 3 Lesson 3 – Family Fun



Dear _____,

We learned a few more skills in math involving calculating tips!

Here are some strategies I'll need to solve the problems in this unit's game today...

Sincerely,



Unit 3 Lesson 3 – Family Fun



Querido/a _____,

¡Aprendimos mas habilidades matemáticas en cuanto calcular propinas!

Estas son algunas de las estrategias que necesito hoy para resolver los problemas en el juego de la unidad...

Atentamente,



Unit 3 Lesson 3 – FAMILY FUN



Special 7th – 8th Game Instructions

Materials:

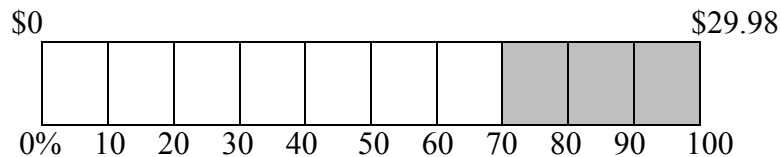
- Family Fun Generic Game Board
- Family Fun Movement Cards
- Unit 3 Family Fun Problem Cards for grades 7-8 (green)
- Family Fun Answer Key for Unit 1 (all grade bands)
- Unit 3 Family Fun Special 7th – 8th Game Instructions

Solution Expectations

Problems A – I

This card set focuses on percent of discount and price. Students may use a bar model to help them visualize the problems and figure out the answers quickly. The model can be used to find any variable in a discount problem situation.

Example: Tori saw a shirt at the store for \$29.98. The clearance sign said to take an additional 30% off the ticket price. How much does the shirt cost?



The bar model shows the retail price of the shirt broken into 10 equal pieces. The shaded region represents the 30% discount. $\$29.98$ divided by 10 groups equals $\$2.99$. Each “chunk” equals $\$2.99$. To find how much the shirt costs, we look at the UNshaded region. 7 groups of $\$2.99$ equals $\$20.93$. The shirt costs $\$20.93$ after the discount.

Problems J – R

This card set focuses on calculating tips with percentages. The bar model above can be used for this problem set as well.

Unidad 3 Lección 3 – DIVERSIÓN FAMILIAR



Instrucciones especiales de juego para 7º – 8º

Materiales:

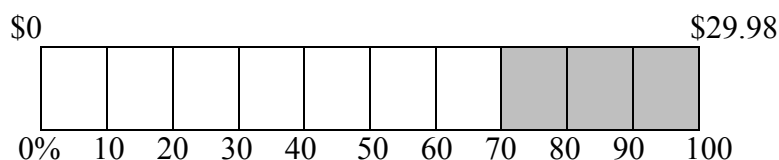
- Tablero de juego genérico de Diversión Familiar
- Cartas de movimiento de Diversión Familiar
- Cartas de problemas de Diversión Familiar de la Unidad 3 para grados 7-8 (verde)
- Guía de respuestas de Diversión Familiar para la Unidad 1 (todos los grados)
- Instrucciones especiales de juego de Diversión Familiar Unidad 3 para 7º – 8º

Expectativas de solución

Problemas A - I

Este juego de cartas se centra en el porcentaje de descuento y precio. Los estudiantes pueden usar un modelo de barra para que les ayude a visualizar los problemas y formular las respuestas rápidamente. El modelo se puede utilizar para encontrar cualquier variable en una situación de problema de descuento.

Ejemplo: Tori vio una camisa en la tienda a \$29.98. El cartel de liquidación indicaba que se le quitaba un 30% adicional del precio del ticket. ¿Cuánto cuesta la camisa?



El modelo de barra muestra el precio minorista de la camisa dividido en 10 partes iguales. La zona sombreada representa el 30% de descuento. \$29.98 dividido por 10 grupos es igual a \$2.99. Cada “trozo” es igual a \$2.99. Para saber cuánto cuesta la camisa, miramos la zona NO sombreada. 7 grupos de \$2.99 es igual a \$20.93. La camisa cuesta \$20.93 después del descuento.

Problemas J – R

Este juego de cartas se centra en calcular propinas con porcentajes. El modelo de barra anterior, también se puede utilizar para este conjunto de problemas.

Resuelve los problemas de repaso recursivo usando cualquier estrategia que elijas.

Units 3 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (1 of 2)

A.

A bottle of water cost \$1.25 last week. This week the water cost \$1.00. What is the percent of discount for the water?

B.

Margo wanted a DVD player. The retail price on the player was \$99. This week it is on sale for 30% discount. What is the sales price of the DVD player?

C.

Makala paid \$48 for a bag of bird seed. The next week when she bought the seed, it was on sale for 10% off. How much did Makala save?

D.

Sergio opened a new bag of dog food last week for his dogs. He used 25% of the food and still had 21 pounds of food left. How much food had been in the full bag?

E.

Palmer earned money on her savings account at the bank. She put \$475 in the bank and didn't touch it for 1 year. If she earned 5% on her money, how much money did she have at the end of the year?

F.

The daily blue plate special at the diner was \$5.95. The dinner was also offered on the regular menu for \$8.95. What is the percent of discount for the blue plate special?

G.

Mr. Gregorio's Skate Shop has a skateboard on sale for \$55. He has discounted that board 75%. What was the retail price on the board?

H.

The Baker opened a new bag of flour on Monday. By Wednesday he had used 33% of the bag and there were 17 pounds left. How many pounds of flour had been in the full bag?
(Round to nearest 10th)

I.

Mrs. Barker read the grocery circular and saw that grapes that had been \$2.00 a pound were now \$1.25 a pound. What was the percent of discount for the grapes?

Unidad 3



Lección 3 – Lección para el salón – Tarjetas de problemas del Juego Familiar Divertido para grados 7-8

(Copiar en cartulina vara de oro. Estas son las tarjetas de problemas para grados 7-8).

A. Una botella de agua costaba \$1.25 la semana pasada. Esta semana el agua cuesta \$1.00. ¿Cuál es el porcentaje de descuento del agua?

B. Margo quería un reproductor de películas DVD. El precio regular de venta del aparato era de \$99. Esta semana está en oferta con un 30% de descuento. ¿Cuál es el precio de oferta del reproductor de películas DVD?

C. Makala pagó \$48 por una bolsa grande de semillas para pájaros. La siguiente semana que compró las semillas, estaban en oferta con un 10% de descuento. ¿Cuánto ahorró Makala?

D. Sergio abrió una nueva bolsa de alimento para sus perros la semana pasada. Usó 25% del alimento y todavía le quedan 21 libras de alimento. ¿Cuánto alimento había en la bolsa cuando estaba llena?

E. Palmer ganó dinero en su cuenta de ahorros en el banco. Puso \$475 en el banco y no lo tocó por 1 año. Si ganó un 5% de su dinero, ¿cuánto dinero tenía al final del año?

F. El platillo especial en el restaurant cuesta \$5.95. El restaurante también ofrece el menú regular por \$8.95. ¿Cuál es el porcentaje de descuento del platillo especial?

G. La tienda deportiva del Sr. Gregorio tiene una patineta en oferta a \$55. La patineta tiene un descuento de 75%. ¿Cuál era el precio regular de la patineta?

H. El panadero abrió una nueva bolsa de harina el lunes. Para el miércoles había usado 33% de la bolsa y quedaban 17 libras. ¿Cuántas libras de harina había en la bolsa antes de abrirla? (*Redondea a la decena más cercana*)

I. La Sra. Barker leyó el folleto de ofertas de comestibles y vio que el precio de las uvas, que había sido antes de \$2.00 por libra, ahora era de \$1.25 por libra. ¿Qué porcentaje de descuento tenían las uvas?

J. Una cena en el restaurante nuevo cuesta \$140.95. ¿Cual sería total con una propina de 20%?



Leson 3 – Lección para el salón – Tarjetas de problemas del Juego Familiar Divertido para grados 7-8

(Copiar en cartulina vara de oro. Estas son las tarjetas de problemas para grados 7-8).

K. La comida cuesta \$21.60. Si Hannah dejó un 25% de propina, ¿cuánto dejó de propina?

L. Farrah cobró \$225.00 para preparar la comida para una fiesta. La anfitriona le dio una propina de 35%. ¿Cuánto recibió Farrah para preparar la comida?

M. Kristy y Carla charlaban en la nueva cafetería Cool Beans. La cuenta salió a \$8.42 y dejaron una propina de 15%. ¿Cuánto gastaron en total en la cafetería?

N. Casey quería dejarle una propina de 15% al peluquero. El corte de pelo le costó \$23. ¿Cuánto gastó en la peluquería ese día?

O. La comida cuesta \$60. ¿Cuál sería el porcentaje de la propina si dejaron \$15 extra?

P. Una propina de 18% se suma automáticamente a la cuenta para un grupo de 8 o más personas. Si 10 personas comieron en el restaurante juntas, ¿cuál sería la propina que se sumaba a la cuenta de \$110?

Q. La propina fue \$11.45. ¿Cuál fue el total de la cuenta antes de sumar la propina?

R. Los Rockers dejaron una propina de \$75 o 15% para un trabajo de pintura de encargo en el remolque que usan para transportar sus instrumentos musicales. ¿Cuál fue el costo del trabajo de pintura con la propina incluida?

Units 2 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (2 of 2)

J.

The meal at the fancy new steak house in town cost \$150.95. What would the total bill be with a 20% tip?

K.

The meal cost \$21.60. If Hannah left a 25% tip, what would the tip be?

L.

Farrah charged \$225.00 to cook for a dinner party. The hostess of the party added a 35% tip on top of the dinner charge. How much did Farrah receive for the dinner party?

M.

Kristy and Carla visited over coffee at the new place called Cool Beans. Their bill was \$8.42 and they left a 15% tip in the tip mug. How much did they spend at the coffee shop total?

N.

Casey wanted to leave his barber a 15% tip. His haircut cost \$23. What did he spend at the barber shop that day?

O.

The meal cost \$60. What was the percent of the tip if the guests left an additional \$15?

P.

An 18% gratuity is automatically added to bills for parties of 8 or more. If 10 guests ate at the restaurant together, what will be the gratuity added to their \$110.00 bill?

Q.

The 25% tip was \$11.45. What was the total of the bill before the tip was added?

R.

The Rockers paid a 15% tip of \$75 for a custom paint job on the trailer that transports their band equipment. What was the cost of the paint job with the tip included?

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	10 apples	$5 + 6 = 11$	0.25, 0.55, 0.75	2.45 feet	20 % discount
B	3 lights	$12 - 3 = 9$	6	3.75 cups or $3\frac{3}{4}$ cups	\$69.30 sales price
C	9 pies	33	35	92 feet	\$4.80 saved
D	The bottom group	61	50 feet	4763.76 miles	28 lbs
E	The top group	49	3 eggs	\$180.51	\$498.75
F	The bottom group	43	3 bags	129.7 oz	Approx 33%
G	15	32 wild things	4×3 or 3×4	\$37.60	\$220.00 retail
H	7	4 wild things	There are 2 equal groups of 5 stars	\$14.25	17 pounds
I	8	14 stayed	$5\frac{5}{10}$ or $5\frac{1}{2}$	\$11,250 earned	40% discount
J	nickel	(divide into fourths)	3.12	\$456.00	\$181.13 or \$181.14
K	dime	There are 2 equal pieces	$7 \times 8 = 56$ $8 \times 7 = 56$ $56 \div 7 = 8$ $56 \div 8 = 7$	\$234.06	\$5.40 tip
L	quarter	9	Any model that shows 4 groups of 5 items	\$14.85	\$303.75 total
M	penny	6 more	10 and 5 hundredths	False, inverted ratio	\$9.68 spent
N	Any set with 9 objects in it	6 fewer	Use paper and pencil to model an equivalent fraction such as $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$	True, scale factor by half	\$26.45 spent
O	Any set with 12 objects in it	3 were climbing	3 tenths, 0.3, is UNshaded	54 students: 1 bus	approx. 33% tip
P	These are halves	2 fewer	5 rows of 8 marks – see special instructions	36 strikes	\$19.80 gratuity (tip)
Q	There are 2 equal pieces	$3 + 7$	First marked benchmark line – See special instructions	$\frac{1}{3}$ or $\frac{2}{6}$ or $\frac{4}{12}$	\$45.80 bill before tip
R	18 objects Number card 18	$6 + 7 = 13$ $7 + 6 = 13$ $13 - 7 = 6$ $13 - 6 = 7$	Between the 0.75 and the 1, but much close to 1- See special instructions	$1\frac{2}{9}$	\$575.00 total

Unit 4 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

comfort

tending

stretched

reunion

Unit 4 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

consuelo

cuidando

estiró

reunión

Unit 4 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

banquets

balancing

arrival

relatives

Unit 4 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

banquetes

balancear

llegada

familiares

Unit 4 – Math Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

scale factor

similarity

similar

proportion

Unit 4 – Math Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

factor de escala

semejanza

similar

proporción

Unit 4 Lesson 1 – Family Fun



Dear _____,

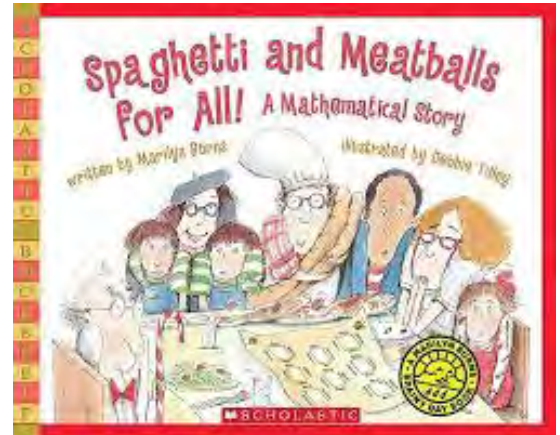
We read *Spaghetti and Meatballs for All* by Marilyn Burns today in class.

The math ideas in the story included...

Some of the activities we did in math that relate to the book were...

My teacher would like for us to:

- Calculate the area of the first surface I find, at home or on a family outing, that is covered in tiles.



Sincerely,

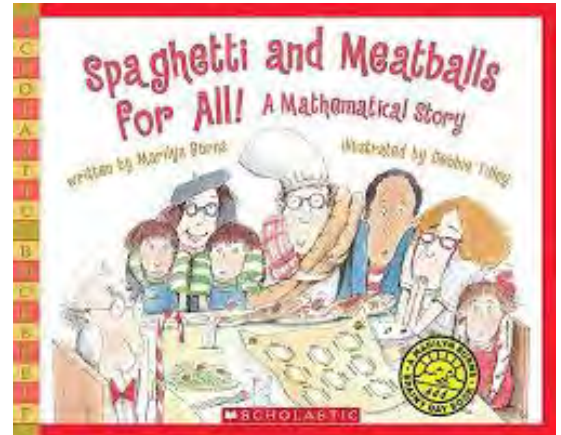
Unit 4 Lesson 1 – Family Fun



Querido _____,

Leimos *Spaghetti and Meatballs for All* por Marilyn Burns hoy en la clase.

Las ideas matemáticas en el cuento son:



Algunas de las actividades que hicimos en la clase de matemáticas son:

Mi maestro quiere que nosotros:

- Calcular el área de la primera superficie que encontremos, en casa u otro lugar, que esté cubierto de azulejos.

Atentamente,

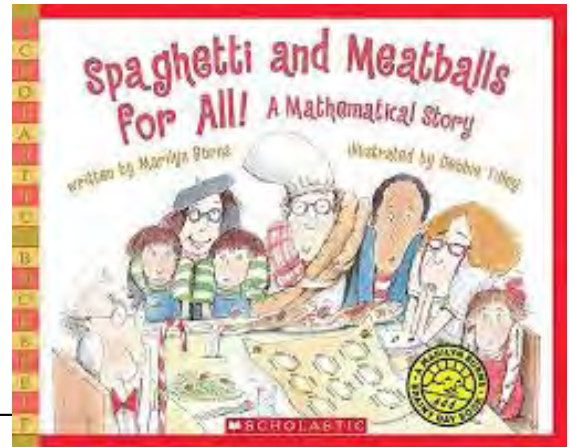
Unit 4 Lesson 2 – Family Fun



Dear _____,

The math strategy we used today was...

I think that will be helpful when I...



One thing I'd like to do at home using this math with the family is...

Sincerely,

Unit 4 Lesson 2 – Family Fun



Querido _____,

La estrategia que usamos en la clase de mathematics hoy fue:

Será útil cuando...

Una cosa que me gustaría hacer con esta estrategia en casa con la familia es...

Sincerely,

Unit 4 Lesson 3 – Family Fun



Dear _____,

We learned a few more skills in math involving similar figures and scale factor!

Here are some strategies I'll need to solve the problems in this unit's game today...



Sincerely,

Unit 4 Lesson 3 – Family Fun



Querido _____,

Aprendimos mas en la clase de
maticas hoy sobre figuras semejantes
y la factor de escala.

Estas son algunas estrategias que necesito
para resolver los problemas en el juego de
esta unidad.

Atentamente,

Unit 4 Lesson 3 – FAMILY FUN



Special 7th – 8th Game Instructions

Materials:

- Family Fun Generic Game Board
- Family Fun Movement Cards
- Unit 4 Family Fun Problem Cards for grades 7-8 (green)
- Family Fun Answer Key for Unit 4 (all grade bands)
- Unit 4 Family Fun Special 7th – 8th Game Instructions

Solution Expectations

Problems A – I

This card set focuses on scale factor, similar figures, and proportionality. Students should compare corresponding sides of the figures, determine the scale factor, and solve for the missing measurement.

Problems J – R

This card set focuses on scale factor and proportionality without the use of shapes. Solution strategies are essentially the same as Problems A-I. Students should compare ratios, determine if a scale factor is present, and then proceed to answer the question.

Unit 4 Lesson 3 – FAMILY FUN



Instrucciones especiales para 7-8 Grados

Materiales:

- Tablero de juego
- Tarjetas de movimiento
- Tarjetas de problemas (para los grados 7-8)
- Clave de respuestas para Unidad 4 (todos los grados)
- Instrucciones especiales

Expectativas de solución

Problemas A - I

Este juego de cartas se centra en el factor de escala, las figuras similares y la proporcionalidad. Los estudiantes deben comparar los lados correspondientes de las figuras, determinar el factor de escala y resolver la medida faltante.

Problemas J – R

Este juego de cartas se centra el factor de escala y la proporcionalidad sin el uso de las formas. Las estrategias de solución son esencialmente las mismas que las de los Problemas A-I. Los estudiantes deben comparar relaciones, determinar si un factor de escala está presente y, luego, proceder a responder la pregunta.

Units 4 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (1 of 2)

<p>A. What is the measure of the missing sides?</p>	<p>B. What is the measure of the missing side?</p>	<p>C. What is the measure of the missing side?</p>
<p>D. What is the measure of the missing side?</p>	<p>E. What is the scale factor?</p>	<p>F. What is the scale factor?</p>
<p>G. What is the scale factor?</p>	<p>H. What is the scale factor?</p>	<p>I. What is the scale factor?</p>

Units 4 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (1 of 2)

<p>A. ¿Cuál es la medida del lado que falta?</p>	<p>B. ¿Cuál es la medida del lado que falta?</p>	<p>C. ¿Cuál es la medida del lado que falta?</p>
<p>D. ¿Cuál es la medida del lado que falta?</p>	<p>E. ¿Cuál es el factor de escala?</p>	<p>F. ¿Cuál es el factor de escala?</p>
<p>G. ¿Cuál es el factor de escala?</p>	<p>H. ¿Cuál es el factor de escala?</p>	<p>I. ¿Cuál es el factor de escala?</p>

Units 4 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (2 of 2)

J.

What is the scale factor?

1	2	3	4	5
3	6	9		

K.

What is the scale factor?

1	2	3	4	5
5	10	15		

L.

What is the fifth term?

1	2	3	4	5
5	10	15		

M.

What is the fifth term?

1	2	3	4	5
3	6	9		

N.

Is this a proportional relationship?

Number of shirts in closets

O.

Is this a proportional relationship?

Number of tires to bicycles

P.

Is this a proportional relationship?

Lap 1, 15 min. Lap 2, 25 min.
Lap 3, 20 min. Lap 4, 30 min

Q.

Is this a proportional relationship?

Lap 1, 20 min. Lap 2, 40 min.
Lap 3, 60 min. Lap 4, 80 min

R.

Is this a proportional relationship?

Lap 1, 10 min. Lap 2, 20 min.
Lap 3, 30 min. Lap 4, 40 min

Units 4 Lesson 3 – FAMILY FUN

One per student for home
One per partner pair in class



Print on goldenrod paper.

Family Fun – Problem Cards (2 of 2)

J. ¿Cuál es el factor de escala?

1	2	3	4	5
3	6	9		

K. ¿Cuál es el factor de escala?

1	2	3	4	5
5	10	15		

L. ¿Cuál es el quinto término?

1	2	3	4	5
5	10	15		

M. ¿Cuál es el quinto término?

1	2	3	4	5
3	6	9		

N. ¿Es ésta una relación proporcional?

Número de camisas en armarios.

O. ¿Es ésta una relación proporcional?

Número de llantas a bicicletas.

P
¿Es ésta una relación proporcional?

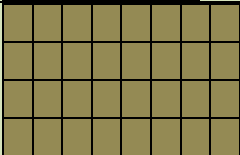
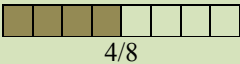
Lap 1, 15 min. Lap 2, 25 min.
Lap 3, 20 min. Lap 4, 30 min

Q
¿Es ésta una relación proporcional?

Lap 1, 20 min. Lap 2, 40 min.
Lap 3, 60 min. Lap 4, 80 min

R
¿Es ésta una relación proporcional?

Lap 1, 10 min. Lap 2, 20 min.
Lap 3, 30 min. Lap 4, 40 min

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	11 seeds	23	3	$6\frac{1}{4}$ or 6.25	short = 6 long = 8
B	4 seeds	23	9	$\frac{5}{8}$ or 0.625 cups	6
C	4 seeds	39	42	\$423,294,920.10	1
D	5 seeds	4	6 seedlings	2134.448	3
E	10 seeds	17	8 bundles	\$7400 down	(x3)
F	3 seeds	13	50 bundles	10% water	$(x\frac{1}{3})$
G	(see special instructions)	14		\$48.50 tax	$(x\frac{1}{2})$
H	(see special instructions)	68		\$33 late fee	(x3)
I	2 equal parts	23		\$375 earned	(x5)
J	Nickel	Divided into four equal parts	3.21	\$39.64	(x3)
K	Dime	Parts are equal	$6 \times 7 = 42$ $7 \times 6 = 42$ $42 \div 7 = 6$ $42 \div 6 = 7$	\$12.20 tip	(x5)
L	Quarter	5	xx xx xx xx xx xx xx xx xx	25% tip	(x5)
M	Penny	$4 + 3 = 7$	Eleven and seven tenths	no. labels flipped	15
N	Bottom line	$12 - 2 = 10$	 $\frac{2}{4}$  $\frac{4}{8}$	yes. scale factor of (x6)	no – # of shirts varies from each closet
O	Top line	5 wild things	0.7	60 students:1 bus	yes – 2 wheels on each bicycle
P	11	4	Between 0.25 and 0.5	30 notes hit	no – no scale factor
Q	8	4 and 6 are compatible	Line closest to 1	$\frac{17}{12}$ or $1\frac{5}{12}$	yes – scale factor (x20)
R	13 beans 13	$8 + 5 = 13$ $5 + 8 = 13$ $13 - 8 = 5$ $13 - 5 = 8$	Line in the middle	$4\frac{1}{8}$	yes – scale factor (x10)

Unit 5 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

inhabit

vehicle

conventional

luxury

Unit 5 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

habitar

vehículo

convencional

lujo

Unit 5 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

environment

configured

amenities

vertical

Unit 5 – Classroom Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

ambiente

configurado

comodidades

vertical



Duplicate on cardstock and cut apart for word cards.

scale factor

similarity

similar

proportion

Unit 5 – Math Lesson – Vocabulary



Duplicate on cardstock and cut apart for word cards.

percent

ratio

interest

tax

Unit 5 Lesson 1 – Family Fun



Dear _____,

We read the article “Frankenstein of the Skies” in class today.

It was about...

One of the math concepts we used from the article was...

Sincerely,



Unit 5 Lesson 2 – Family Fun



Dear _____,

We continued reading about the Aeroscraft and how it works.

My favorite math activity related to the story today was...

because...

Sincerely,



Unit 5 Lesson 3 – Family Fun



Dear _____,

This will be the last Family Fun game I bring home.

We can enjoy all of our game cards for the rest of the summer. I bet we'll really understand the math concepts when we start school in the Fall!



Here are some strategies I'll need to solve some of the problems in this unit...

Sincerely,

Unit 5 Lesson 3 – FAMILY FUN



Special 7th – 8th Game Instructions

Materials:

- Family Fun Generic Game Board
- Family Fun Movement Cards
- Unit 5 Family Fun Problem Cards for grades 7-8 (green)
- Family Fun Answer Key for Unit 1 (all grade bands)
- Unit 5 Family Fun Special 7th – 8th Game Instructions

Solution Expectations

Problems A – C

This problem set should be solved by finding a scale factor among the given measurements. Numbers are compatible enough for students to use mental math strategies to solve.

Problems D – I

Simple percent problems. Students learned several strategies to solve the problems in this set. Bar modeling and patterns if multiplying and dividing by ten would work great.

Problems J – R

Students have had extensive experience with calculating percents of interest, discounts, and tips. Bar modeling is a preferable strategy for this set, however any strategy is acceptable.

Units 5 Lesson 3 – FAMILY FUN

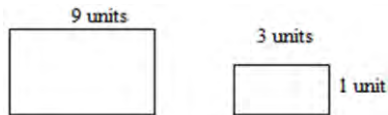


One per student for home
One per partner pair in class

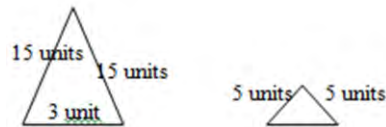
Print on goldenrod paper.

Family Fun – Problem Cards (1 of 2)

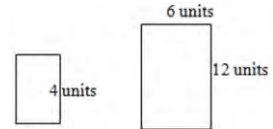
A.
What is the missing measurement?



B.
What is the missing measurement?



C.
What is the missing measurement?



D.
_____ % of 90 = 45

E.
_____ % of 100 = 50

F.
_____ % of 100 = 75

G.
25% of 80 = _____

H.
65% of 50 = _____

I.
20% of 90 = _____

Units 5 Lesson 3 – FAMILY FUN



One per student for home
One per partner pair in class

Print on goldenrod paper.

Family Fun – Problem Cards (2 of 2)

J.
\$100 is in the bank. Bank is paying 5% interest. How much is earned in 1 month?

K.
\$150 is in the bank. Bank is paying 4% interest. How much is earned in 1 month?

L.
The meal cost \$13.95. That would be the total bill with a 20% tip?

M.
The meal cost \$15. That would the waiter receive if a 20% tip was left?

N.
What would the tip be at 30% on \$37.00?

O.
The car wash cost \$9.95. There is a sale for 30% off today only. What would the car wash cost?

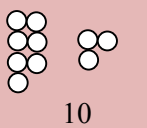
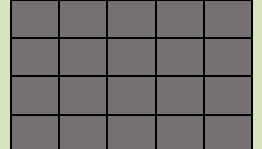


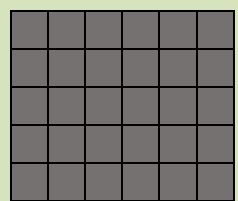
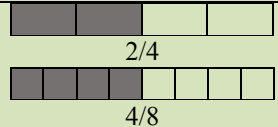
P.
The dress cost \$15.00 on sale. The regular price was discounted 15%. What was the regular price?

Q.
Seed cost \$25 for a 100 pound bag. The store ran a special for 10% off. What was the sales price?

R.
DVDs were on sale for 10% discount. If the regular price was \$10, what was the sales price?

BLM All-School Unit 5, Lesson 3

Family Fun Game Answer Key

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	5 baby ducks	23	10	0.5	3 units
B	9 baby ducks	39	6	$8\frac{1}{8}$	1 unit
C	9 baby ducks	70	48	\$0.01	2 units
D	3 kernels	37	8 cells	1,111,111,110	50%
E	8 kernels	6	6 bees	54.657 grams salt	50%
F	1 crumb	17	40 plants	11.92% chemical B	75%
G	 10	21		\$27.45 tax	20
H		66		\$350 tip	32.5
I	Half OR one of 2 equal pieces OR fair shares. (See Kinder Special Instructions for answer to second part.)	$\frac{1}{8}$		\$90 interest	18
J	Dime	Cut the cake into 8 shares	5.21	\$230 charged	\$5.00 earned
K	Penny	Yes. There are 2 equal pieces	$5 \times 7 = 35$ $7 \times 5 = 35$ $35 \div 7 = 5$ $35 \div 5 = 7$	3 cups cashews	\$6.00 earned
L	Nickel	8	xx xx xx xx xx xx	10% tip	\$16.74 total bill with tip
M	Quarter	$4 + 5 = 9$	Eleven and seven hundredths	False. Scale factor not consistent	\$3.00 tip
N	Top group	$12 - 2 = 10$		True. Scale factor = $(\div 4)$ or $(\times \frac{1}{4})$	\$11.10 tip
O	Bottom group	12	0.3	120 cotton balls: 1 bag	\$6.97
P	14	9	Line closest to 0	48 babies	\$20.00 retail
Q	9	7, 3	Line in the middle	$\frac{12}{12}$ or 1 whole	\$22.50 sales price
R	15 beans Card 15	$9 + 5 = 14$ $5 + 9 = 14$ $14 - 9 = 5$ $14 - 5 = 9$	Between 0.5 and 0.75, closer to 0.75	$2\frac{7}{15}$	\$9.00 sales price

Unit 6 Lesson 1 – Classroom Lesson



Duplicate on cardstock and cut apart for word cards.

technology

engineer

architect

environmentalist

Unit 6 Lesson 1 – Classroom Lesson

Duplicate on cardstock and cut apart for word cards.



tecnología

ingeniero

arquitecto

ambientalista

Unit 6 Lesson 1 – Classroom Lesson



Duplicate on cardstock and cut apart for word cards.

load

force

dam

suspension

Unit 6 Lesson 1 – Classroom Lesson

Duplicate on cardstock and cut apart for word cards.



carga

fuerza

presa

suspensión

Unit 6 Lesson 1 – Family Fun



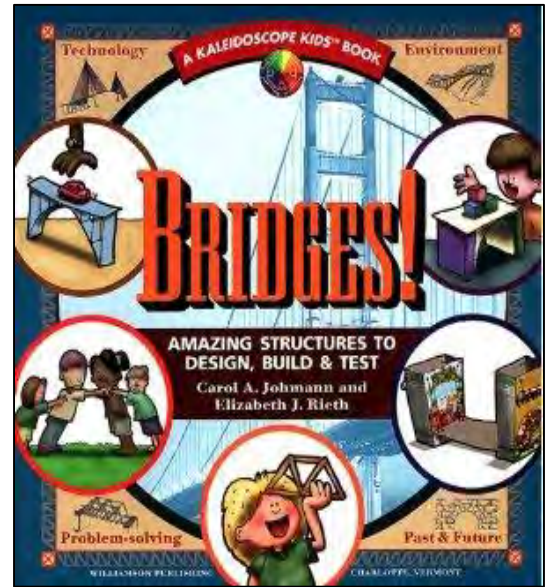
Dear _____,

We read *Bridges! Amazing Structures to Design, Build and Test* by Carol A. Johmann and Elizabeth J. Rieth.

The structure we designed and built today was a...

It is used when...

Sincerely,



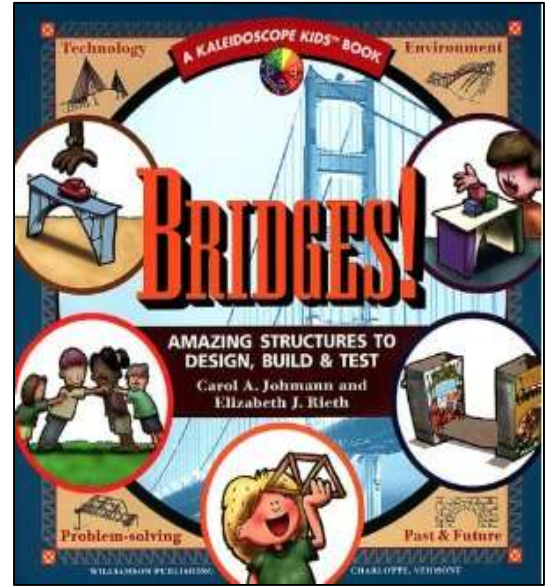
Unit 6 Lesson 1 – Family Fun

Dear _____,

Leímos *Bridges! Amazing Structures to Design, Build and Test* por Carol A. Johmann y Elizabeth J Rieth.

La estructura que diseñamos y construimos hoy fue...

Se usa cuando...



Atentamente,

Unit 6 Lesson 2 – Family Fun



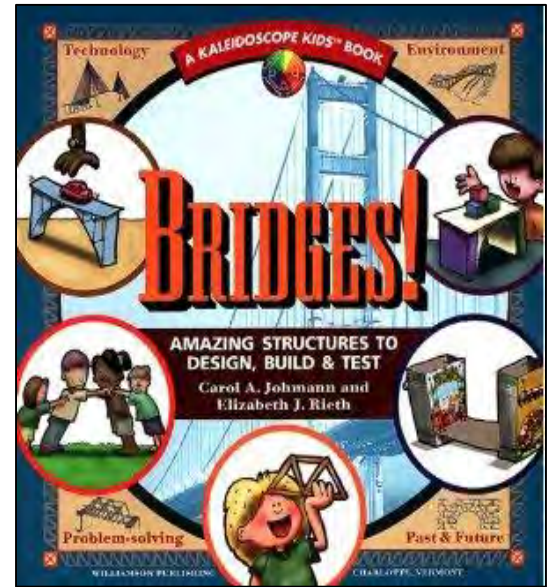
Dear _____,

We did another project from the book *Bridges! Amazing Structures to Design, Build and Test*

by Carol A. Johmann and Elizabeth J Rieth.

The structure we designed and built today was a...

A cofferdam could have been used to help build the suspension bridge because...



Sincerely,

Unit 6 Lesson 3 – Family Fun



Dear _____,

We did another project from the book *Bridges! Amazing Structures to Design, Build and Test* by Carol A. Johmann and Elizabeth J Rieth.

This time our bridge moved! We researched moveable bridges across the world and this is what I learned...

Sincerely,

