



INCLUDES:

- Real-world math samples
- Multiple-choice and open-ended questions
- Teaching strategies and extensions for each activity

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		1	2	3	4	5		
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28							

Includes

Reproducible Pages





Enhances problem-solving and critical thinking skills



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Carson-Dellosa Publishing Company, Inc.

Table of Contents

About This Book	4
The Beads Go On (Making Jewelry)	5
Sorting, patterning, addition, subtraction, problem solving	6-8
Join the PTA! (PTA Membership Drive)	9
Reading different kinds of graphs, problem solving, addition, subtraction	10-12
Calendar Capers (Calendar)	13
Calendar skills, problem solving, addition	14-16
What Did You Do at School? (School Schedule)	17
Time, schedules, problem solving, addition, subtraction	18-20
Doughnuts for Dads (Boxes of Doughnuts)	21
Fractions, addition, subtraction, graphing, problem solving	22-24
How's the Weather? (Weather Map)	25
Temperature, problem solving, subtraction, fractions	26-28
Get Your Lemonade (Lemonade Stand)	
Time, money, addition, subtraction, problem solving	30-32
What's for Lunch? (Kids' Menu)	
Money, addition, subtraction, problem solving	34-36
Do Your Chores (Child's Chore List)	
Money, problem solving, addition	38-40
What Should I Wear? (Outfit Choices)	41
Problem solving, combinations, money, addition, subtraction	42-44
Yummy Fruit Pizza (Recipe)	45
Addition, subtraction, fractions, following directions, problem solving	46-48
Let's Go to the Movies (Movie Poster)	
Schedules, time, money, problem solving, addition	50-52
A Sweet Fund-Raiser (Bake Sale)	53
Problem solving, money, combinations, addition, subtraction	54-56
Yard Sale Today (Yard Sale Items)	57
Money, addition, subtraction, problem solving, time	58-60
Answer Key	61-64

About This Book ...

Math is everywhere!

Real-World Math was written to connect mathematics to real-world problems that students encounter in their daily lives. The activities in this book are designed to help students become independent problem solvers as they use patterns, elapsed time, calendars, measurement, money, and other mathematical concepts to solve problems.

The book contains 14 activities that focus on real-world problems. While using the picture at the beginning of each activity as a reference, students can demonstrate problemsolving skills by answering the questions on the following pages. Copies of each picture should be provided for the students. Each picture is followed by two activity pages with short-answer and multiple-choice questions. The first activity page is geared toward lower-level thinking skills while the second activity page progresses through higher-level thinking. The two different formats allow you to differentiate how to use the activity for the varying learning levels of students.

A teacher notes and extensions section follows each activity. Each section includes a description of the picture that students will use to complete the worksheets. Review this description with students prior to having them complete the worksheets. The teacher notes contain teaching strategies and ideas for instruction. For example, The Beads Go On (page 8) has suggestions for teaching patterns to students learning the skill for the first time. Get Your Lemonade (page 32) suggests strategies for comparing money amounts, making change, and telling time. The teacher notes are designed to use as needed. In addition, theme-based extension activities are included. These activities are intended to give other options for expanding students' knowledge on the subject or providing cross-curricular connections. For example, Yard Sale Today (page 60) suggests a literature connection by having students read two different books with a yard sale theme. Learning the days of the week in Spanish and finding patterns on the calendar are extensions found in Calendar Capers (page 16). Using these ideas allows you to extend students' knowledge, as well as vary the activities according to students' needs.

As students use the activities in this book, they will begin to make more mathematical connections to the world in which they live. They will see that math truly is everywhere.







Use the different beads to answer the questions.

1.	Jimmy counted the large beads. Megan counted the small beads. Who counted more beads?	
2.	Which group has an odd number of beads? a. large, dark beads b. small, light beads c. heart-shaped beads	
3.	How many beads are dark and round, but not large?	
4.	Tara's teacher asks her to sort the beads by shape. How many groups will Tara make?	
5.	Jenny made a bracelet for 50¢. She sold it for 75¢. How much money did she make?	

6. Caroline made a necklace that had an ABBC pattern. Draw a picture of what the necklace could look like.





Use the different beads to answer the questions.

- How many dark beads would you need to take away to make the number of light beads and dark beads equal?
- Rudy closed his eyes and picked a bead out of the bin. Which color is he more likely to have chosen?
 a. dark
 b. light
- 3. Sahid used all of the beads that are not round. How many dark beads did he use?
- 4. Brad took all of the small beads and Erin took all of the large beads. How many more beads did Erin take than Brad?
- 5. Hal shares all of the beads equally with his two friends. How many beads will each person get?
- 6. About how many beads are there total?
 - a. 10
 - b. 40
 - c. 80
- 7. You have 30 cm of rope to make 3 necklaces of the same length. If bracelets are one-half the size of necklaces, how many bracelets can you make with the same amount of rope?



The Picture:

The beads on the table are used for making jewelry. In this lesson, they will be used to make necklaces and bracelets. The following beads are in the picture.

large, dark, round beads (2) large, light, round beads (2) small, dark, round beads (8) small, light, round beads (8) large, dark, hexagonal beads (5) large, light, hexagonal beads (2) large, dark, heart-shaped beads (3) large, light, heart-shaped beads (2) large, dark, cylindrical beads (2) large, light, cylindrical beads (2)

Before having students complete the worksheets, discuss the color, shape, and size of the beads in the picture. Make sure students are successful at identifying the similarities and differences in the beads before creating their patterns. When showing possible pattern examples with the beads, use words like *dark*, *light*, *round*, *hexagonal*, *heart-shaped*, *small*, and *large*.

Teacher Notes:

When teaching students patterns, explain that there are many repeating patterns that are found in the real world. Calendars contain patterns in days of the week and months in a year. In counting, numbers in the ones place repeat every time the tens place increases.

There are different ways to identify patterns: by shape, by color, by size, by letters, or by numbers. These descriptions can be interchanged to rename patterns. For example, strawberry, banana, strawberry can be renamed red, yellow, red or ABA. The basic principle behind a pattern is "something that repeats." When introducing patterns to students, have them say the word *repeat* when they see the patterns starting over again.

Extension Activities:

- 1. Have students make jewelry for their mothers on Mother's Day. When they have completed their pieces of jewelry, have them describe what patterns they used, the shapes of the beads, and the length of the string they used.
- 2. Purchase colorful macaroni to use as beads for necklaces and bracelets.
- 3. Use hundreds board reproducibles to show patterns in numbers. Have students color numbers with even numbers in the ones place. Then, have students look for the patterns. Repeat this activity with different multiples to create different patterns.





The Beads Go On

Page 6

- 1. Jimmy
- 2. с.
- 3. 8
- 4. 4
- 5. 25¢
- 6. Answers may vary. Check for ABBC pattern.

Page 7

- 1. 4
- 2. a.
- 3. 10
- 4. 4
- 5. 12
- 6. b.
- 7.6

Join the PTA!

Page 10

- 1. 16
- 2. yes
- 3. 17
- 4. \$32.00
- 5. first grade
- 6. third
- 7.12
- 8. a.

Page 11

- l. с.
- 2. 11
- 3. odd
- 4. kindergarten
- 5. 65
- 6. first and third
- 7. \$60.00

Calendar Capers Page 14

- 1. Tuesday
- 2. 3
- 3. February 9
- 4. February 23
- 5. 4
- 6. March
- 7. February 19
- 8. February 7

Page 15

- 1. 8
- 2. Thursday
- 3. February 25
- 4. 9 days
- 5. Monday
- 6. no
- 7. November 24

What Did You Do at School? Page 18

- 1. Math Club
- 2. 1:00
- 3. 10:00
- 4. Room 14
- 5. art
- 6. с.
- 7. 1 hour

Page 19

- 1. Chess Club
- 2. 30 minutes
- 3. 30 minutes
- 4. 1 hour
- 5. 4 hours
- 6. 2.5 hours