



CD-404220

COMMON CORE

grade

6

MATH WORKOUTS

Skills, Practice, and Problem-Solving Applications



- Geometry
- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Statistics and Probability



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For more information about the Common Core State Standards, visit <www.corestandards.org>.

Introduction to the Teacher

The time has come to raise the rigor in our children’s mathematical education. The Common Core State Standards were developed to help guide educators and parents on how to do this by outlining what students are expected to learn throughout each grade level. The bar has been set high, but our students are up to the challenge.

This worktext is designed to help teachers and parents meet the challenges set forth by the Common Core State Standards. It is filled with skills practice and problem-solving practice exercises that correspond to each standard for mathematics. With a little time each day, your students will become better problem solvers and will acquire the skills they need to meet the mathematical expectations for their grade level.

Each page contains two “workouts.” The first workout is a skills practice exercise, and the second is geared toward applying that skill to solve a problem. These workouts make great warm-up or assessment exercises. They can be used to set the stage and teach the content covered by the standards. They can also be used to assess what students have learned after the content has been taught.

We hope that this book will help you help your students build their Common Core Math strength and become great problem solvers!

Karise Mace and Keegen Gennuso



Name: _____ Date: _____

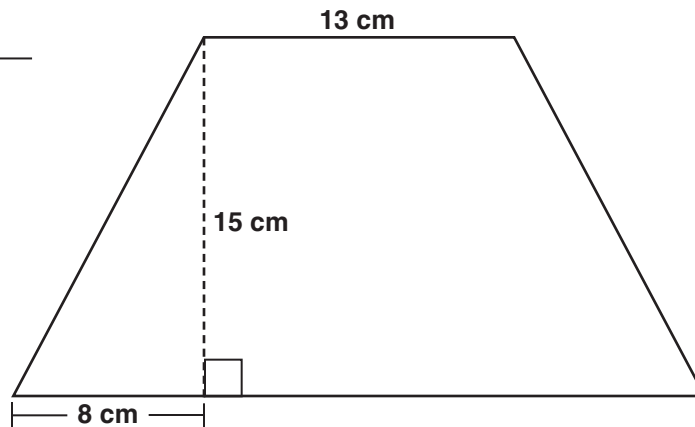
GEOMETRY – Area

CCSS Math Content 6.G.A.1: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world mathematical problems.

SHARPEN YOUR SKILLS:

Use what you know about calculating the area of right triangles and rectangles to calculate the area of the isosceles trapezoid below.

Area = _____



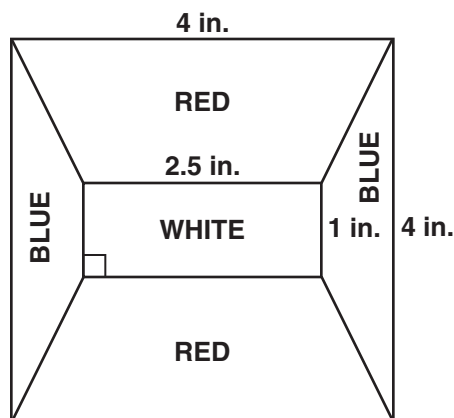
APPLY YOUR SKILLS:

Geneva is working on a quilt with her grandmother. They plan to make a queen-sized quilt, which is 60 inches by 80 inches. They will make squares using the design below and then assemble the squares to make the quilt. How much of each color material will they need for the entire quilt? (NOTE: Assume that all trapezoids shown are isosceles. You should also assume that both red trapezoids are equivalent to each other and that both blue trapezoids are equivalent to each other.)

Red material: _____

White material: _____

Blue material: _____



Name: _____ Date: _____

RATIOS AND PROPORTIONAL RELATIONSHIPS – Unit Rates

CCSS Math Content 6.RP.A.2: Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.

SHARPEN YOUR SKILLS:

Write the ratio and unit rate for each of the following.

1. We traveled 300 miles in 5 hours. _____
2. An ice maker produces 3 batches of ice in 12 hours. _____
3. Adam was paid \$36 for 4 hours of work. _____
4. Evie read 32 pages in 60 minutes. _____
5. Whitney can knit 2 scarves in the same amount of time it takes Glenna to knit 3 hats.

APPLY YOUR SKILLS:

Write the ratio and unit rate for each of the following. Then, explain what the unit rate means.

**Ingredients for
Trail Mix**

3 cups peanuts

1 cup chocolate pieces

4 cups mini pretzels

2 cups raisins

5 cups sunflower seeds

3 cups dried apricots

1. Peanuts to sunflower seeds _____

2. Mini pretzels to raisins _____

3. Dried apricots to peanuts _____

4. Sunflower seeds to dried apricots _____

5. Chocolate pieces to raisins _____

Name: _____ Date: _____

RATIOS AND PROPORTIONAL RELATIONSHIPS – Tables and Equivalent Ratios

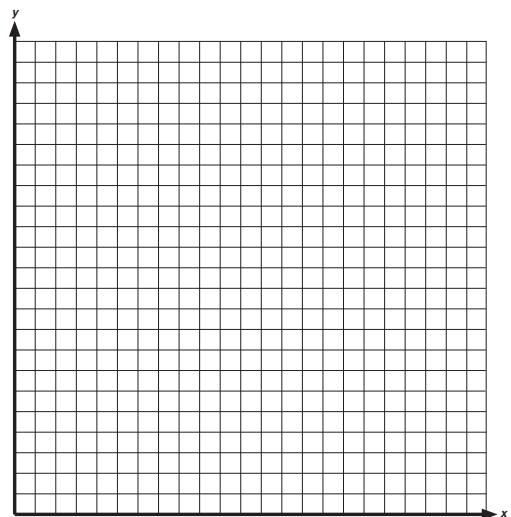
CCSS Math Content 6.RP.A.3a: Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

SHARPEN YOUR SKILLS:

The table shows the relationship between the number of trees and the number of people for which the trees produce oxygen for a year.

1. Fill in the missing values in the table.
2. Plot the pairs of values on the coordinate plane.
3. Write a statement about the rate at which trees produce oxygen using the table and graph.

Number of Trees	Number of People for Which the Trees Produce Oxygen for a Year
1	2
4	8
10	
	26
18	



APPLY YOUR SKILLS:

The tables show the number of rotations two different gears in a clock make over given amounts of time. Write the ratios for the number of rotations to hours for each gear. Then on your own paper, compare these ratios and explain what you think they might indicate about the size of the gears.

Gear #1 Ratio: _____

Number of Hours	Number of Rotations
2	20
5	50
12	120
24	240

Gear #2 Ratio: _____

Number of Hours	Number of Rotations
2	120
5	300
12	720
24	1440

Name: _____ Date: _____

EXPRESSIONS AND EQUATIONS – Solving Equations in Real-World Contexts

CCSS Math Content 6.EE.B.7: Solve real-world and mathematical problems by writing and solving equations of the form $ax + b = c$ and $ax + b = c$ for cases in which p , q , and x are all nonnegative rational numbers.

SHARPEN YOUR SKILLS:

Write and solve an equation to answer the question. Show your work.

1. John runs a mile two minutes faster than his Uncle Lee. Uncle Lee runs a mile in 10 minutes. How long does it take John to run a mile?

2. Restaurant A can seat three times as many customers as Restaurant B. Restaurant A can seat 129 customers. How many customers can Restaurant B seat?

3. A cheetah can run twice as fast as a tiger. A cheetah can run 70 miles per hour. How fast can a tiger run?



4. An egg contains three more grams of protein than an avocado. An egg contains six grams of protein. How many grams of protein are in an avocado?

APPLY YOUR SKILLS:

Daniel is two years older than Beatrice. Sydney is four times as old as Daniel. Sydney is 20 years old. Use equations to determine the ages of Daniel and Beatrice. Show your work.

Name: _____ Date: _____

EXPRESSIONS AND EQUATIONS – Writing Inequalities

CCSS Math Content 6.EE.B.8: Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

SHARPEN YOUR SKILLS:

Graph the inequality on the number line diagram.

1. $x > 3$



2. $x > -5$



3. $x < -2$



4. $x < 9$



APPLY YOUR SKILLS:

Write the inequality that is represented on the number line diagram below. Then, explain what the inequality means.



ANSWER KEYS

GEOMETRY

Area (pg. 1)

SHARPEN YOUR SKILLS:

The trapezoid can be divided into 2 congruent right triangles and a rectangle.

Area of each triangle: *Area of rectangle:*

$$A = \frac{1}{2}bh$$

$$A = bh$$

$$A = \frac{1}{2}(8)(15) = 60 \text{ cm}^2$$

$$A = (13)(15) = 195 \text{ cm}^2$$

The total area is 315 cm².

APPLY YOUR SKILLS:

Area of the quilt:

$$A = bh$$

Area of one square:

$$A = bh$$

$$A = 60 \times 80 = 4,800 \text{ in.}^2$$

$$A = 4 \times 4 = 16 \text{ in.}^2$$

To determine the number of squares needed, divide the total area by the area of each square; 300 squares.

Red Material:

$$A = \frac{1}{2}(b_1 + b_2)h \quad A = \frac{1}{2}(4 + 2.5)(1.5) \text{ or } 4.875 \text{ in.}^2$$

Geneva will need 2 × 4.875 or 9.75 in.² of material for each square. For the entire quilt, she will need 300 × 9.75 or 2,925 in.² of red material.

Blue Material:

$$A = \frac{1}{2}(b_1 + b_2)h \quad A = \frac{1}{2}(4 + 1)(0.75) \text{ or } 1.875 \text{ in.}^2$$

Geneva will need 2 × 1.875 or 3.75 in.² of blue material for each square. For the entire quilt, she will need 300 × 3.75 or 1,125 in.² of blue material.

White Material:

$$A = bh \quad A = 2.5 \times 1 \text{ or } 2.5 \text{ in.}^2$$

Geneva will need 300 × 2.5 or 750 in.² of white material for the entire quilt.

Volume (pg. 2)

SHARPEN YOUR SKILLS:

Rectangular Prism:

$$V = l \times w \times h$$

Unit Cube:

$$V = l \times w \times h$$

$$V = \frac{9}{10} \times \frac{3}{5} \times \frac{6}{5}$$

$$V = \frac{3}{10} \times \frac{3}{10} \times \frac{3}{10}$$

$$V = \frac{162}{250} \text{ or } \frac{81}{125} \text{ cm}^3$$

$$V = \frac{27}{1000} \text{ cm}^3$$

The volume of the rectangular prism is $\frac{81}{125}$ cubic centimeter. The volume of all of the unit cubes that can fit into the rectangular prism is $24 \times \frac{27}{1000}$ or $\frac{81}{125}$ cm³.

APPLY YOUR SKILLS:

1. $V = l \times w \times h$

$$V = 15 \times 7 \frac{1}{2} \times 7 \frac{1}{2} \text{ or } 843 \frac{3}{4} \text{ ft}^3$$

The trailer has a volume of 843 $\frac{3}{4}$ cubic feet.

2. $V = l \times w \times h$

$$V = 2 \frac{1}{2} \times 2 \frac{1}{2} \times 2 \frac{1}{2} \text{ or } 15 \frac{5}{8} \text{ ft}^3$$

The volume of each box is 15 $\frac{5}{8}$ cubic feet.

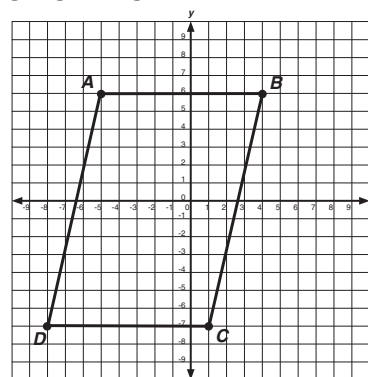
$$843 \frac{3}{4} \div 15 \frac{5}{8} = \frac{3375}{4} \div \frac{125}{8} = \frac{3375}{4} \times \frac{8}{125} = \frac{27000}{500} \text{ or } 54$$

Therefore, 54 boxes will fit in the trailer.

Polygons (pg. 3)

SHARPEN YOUR SKILLS:

1. and 2.



3. Points D and C have the same y-coordinates. So, I can calculate the absolute value of the difference between the x-coordinates to determine the length of side DC. The length of DC is $|-8 - 1|$ or 9 units.

APPLY YOUR SKILLS:

Because points W and X have the same y-coordinates, I can calculate the absolute value of the difference between the x-coordinates to determine the length of WX. I can follow a similar procedure to calculate the length of ZY. Because points W and Z have the same x-coordinates, I can calculate the absolute value of the difference between the y-coordinates to determine the length of WZ. I can follow a similar procedure to calculate the length of XY.

Length of WX: $|-3 - 8| = 11$

Length of ZY: $|-3 - 8| = 11$

Length of WZ: $|7 - (-8)| = 15$

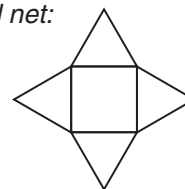
Length of XY: $|7 - (-8)| = 15$

To determine the perimeter of figure WXYZ, I must add up the lengths of all of the sides. Therefore, the perimeter of figure WXYZ is $11 + 11 + 15 + 15$ or 52 units.

Solids (pg. 4)

SHARPEN YOUR SKILLS:

Square pyramid net:



Area of square base:

$$A = s^2$$

Area of triangular sides:

$$A = 4(\frac{1}{2}bh)$$

$$A = 16^2 \text{ or } 256 \text{ m}^2$$

$$A = 4(\frac{1}{2}(16)(17)) \text{ or } 544 \text{ m}^2$$

The surface area is $256 + 544$ or 800 m^2 .

APPLY YOUR SKILLS:

$$SA = 2lw + 2lh + 2wh$$

$$SA = 2(18)(10) + 2(18)(5) + 2(10)(5)$$

$$SA = 360 + 180 + 100 \text{ or } 640 \text{ in.}^2$$

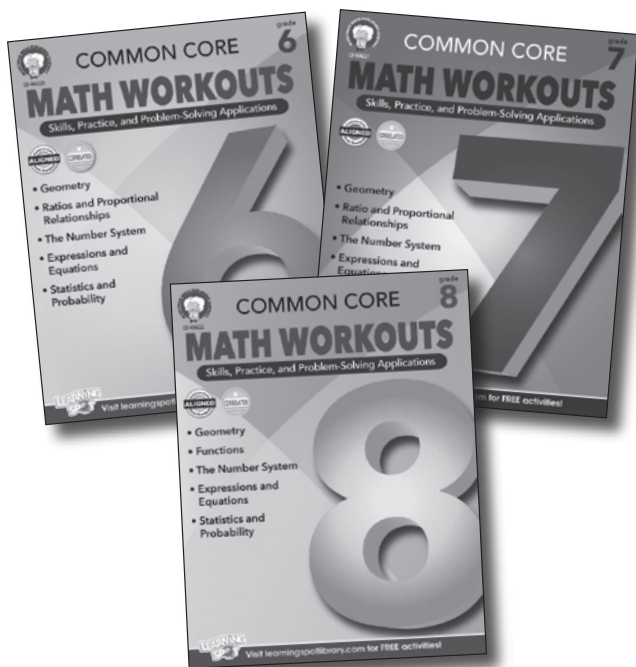
Bart needs at least 640 in.² of wrapping paper to wrap the package. So, he does not have enough wrapping paper.

About the Authors

Karise Mace is the founder and president of Mathematical Expressions, a company dedicated to providing support to mathematics educational companies in the areas of writing, editing, curriculum development, project management, and textbook alignment. Mace has a Bachelor's Degree in mathematics from Greenville College in Greenville, Illinois, and a Master's Degree in secondary mathematics education from the University of Kentucky in Lexington, Kentucky. She is a certified high school mathematics educator in Pennsylvania. She has five years teaching experience and over 10 years experience in mathematics text and software publishing.

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