August 2021

Dear Students, Parents & Guardians:

We hope the summer months provide some special family time and rest as we prepare for 6th grade at Terence C. Reilly Gifted and Talented School No. 7! To prepare for the upcoming year, each student must be prepared every day with these items. Please label every item clearly with permanent marker, and ensure you have enough supplies to last the entire school year. Each sixth-grade student will be provided an agenda book; below is a list of supplies required for incoming sixth graders:

**Individual Supplies:**
- 1 Headphones or earbuds
- 1 Flash drive / USB
- 1 pack Blue/black ink pens
- 1 pack of Colored Highlighters
- 1 pack of Pencils (No. 2 or mechanical) and erasers
- 1 Hand-held sharpener
- 1 Pencil case
- 4 packs of 3 x 3 Post-its (sticky notes)
- 1 Composition notebook
- 2-One-subject spiral notebook
- 2- Composition notebook
- 1 pack of 100 index Cards
- 1 box of soft tissues

**Library Card** (If you do not already have one, please obtain a library card for your child and encourage him/her to use your local library for schoolwork.)

**Home Supplies: (suggestions)**
In addition to the above, the following supplies should be kept at home for projects and other assignments,
- Markers, crayons and colored pencils
- Construction paper, scissors, glue

It is the expectation that each student is fully prepared with All supplies starting September. However, on the first day of school please bring: HR items, one pocket folder, some loose-leaf paper, and pen and pencil. Thereafter, students will be informed of what’s needed daily for each class.

Good organization, being prepared with needed supplies, and checking PowerSchool weekly will contribute to a smooth transition into middle school. Your 6th grade teachers anticipate an exciting year filled with new adventures and fantastic learning experiences. Let’s work together to make sure your child gets everything he or she needs to be successful in the 2021-2022 school year!

Sincerely,

The Sixth Grade Team

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Terence C. Reilly School No. 7

436 First Avenue  •  Elizabeth, New Jersey 07206  •  Ph: 908.436.6030  •  Fax: 908.436.6012
Email: cedenoje@elizabeth.k12.nj.us  •  Website: http://elizabeth.nj.schoolwebpages.com/reilly
SIXTH GRADE SUMMER READING LIST

Students entering Grade Six must complete a summer reading assignment. Students will select ONE book depending on what grade they will be entering next year. Students are responsible for acquiring a copy of each book on their own. They can be found at our school libraries, local bookstores or the Elizabeth Public Library.

Directions for Summer Reading Assignment:

Each student entering Grade 6 must complete a Notice and Note Reading Log (See attached supporting materials) for the book that he or she chooses. After completing the Notice and Note Reading Log, write the next chapter or section of the book. For a fiction book, the chapter can be written from a different character’s point of view or a twist to the ending. It will be your choice. The chapter or section can be from two to five pages long.

As Brave As You by Jason Reynolds
Coraline by Neil Gaiman
The First Rule of Punk by Celia C. Perez
The Girl Who Drank the Moon by Kelly Regan Barnhill
The Inquisitor's Tale: Or, the Three Magical Children & Their
Holy Dog by Adam Gidwitz
The Crossover by Kwame Alexander
All’s Faire in Middle School by Victoria Jamieson
El Deafo by CeCeBell
Lumberjanes (series) by Shannon Watters
Moon Girl & Devil Dinosaur (series) by Amy Reeder & Brandon Montclare
The Baby-Sitters Club Graphix (series) by Raina Telgemeier
Smile by Raina Telgemeier
Sisters by Raina Telgemeier
Ghosts by Raina Telgemeier
Blackbird Fly by Erin Entrada Kelly
Because of Mr. Terupt by Rob Buyea
A Week in the Woods by Andrew Clements
Wild Pitch, Hot Head, Super Slugger, Squeeze Play by Cal Ripken
I Funny by James Patterson & Chris Gravenstein
Jacky Ha Ha by James Patterson
Fish in a Tree by Lynda Mullaly Hunt
Short by Holly Goldberg Sloan
A Long Walk to Water by Linda Sue Park
Shooting Kabul by N. H. Senzai
When You Reach Me by Rebecca Stead
Twerp by Mark Goldblatt
Stella by Starlight by Sharon Draper
The Fourteenth Goldfish by Jennifer Holm
Mr. Lemonscello’s Library Olympics by Chris Grabenstein
The Sisters Grimm (series) by Michael Buckley
The Land of Stories (series) by Chris Colfer
A Tale Dark and Grimm (series) by Adam Gidwitz
Among the Hidden (series) by Margaret Peterson Haddix
The False Prince by Jennifer A. Nielson
The Mysterious Benedict Society by Trenton Lee Stewart
Click Here to Start by Denis Markel
Space Case (series) by Stuart Gibbs
Chasing Vermeer by Blue Balliett
The Egypt Game by Zilpha Keatley Snyder
The Westing Game by Ellen Raskin
Hoot by Carl Hiaasen
Scat by Carl Hiaasen
The Kane Chronicles (series) by Rick Riordan
The Heroes of Olympus (series) by Rick Riordan
Magnus Chase and the Gods of Asgard (series) by Rick Riordan
Trials of Apollo (series) by Rick Riordan
An American Plague by Jim Murphy
How to Fake a Moon Landing: Exposing the Myths of Science
Denial by Darryl Cunningham
Escape! The Story of the Great Houdini by Sid Fleischman
Gabe & Izzy: Standing Up for America’s Bullied by Gabriella Ford
Life in Motion, Young Readers Edition by Misty Copeland
Hidden Figures, Young Readers Edition by Margot Shetterly
How to Survive Anything by National Geographic
Nathan Hale’s Hazardous Tales (series) by Nathan Hale
Sunny Side Up by Jennifer Holm
Mighty Jack by Ben Hatke
The Secret Garden by Frances Hodgson Burnett
The Incredible Journey by Sheila Burnford
Anne of Green Gables by L. M. Montgomery
Black Beauty by Anna Sewell
Heidi by Johanna Spyri
The Book of Three by Lloyd Alexander
Harry Potter (series) by J. K. Rowling
The Nest by Kenneth Oppel
Glory Be by Augusta Scattergood
Nightmares by Jason Segel
SIXTH GRADE SUMMER READING LIST

Hello Universe by Kelly Estrada
The Wild Robot (series) by Peter Brown
Serafina (series) by Robert Beatt
Number the Stars by Lois Lowry
The Skirt by Gary Soto
Bigger by Patricia Calvert
Drums, Girls and Dangerous Pie by Jordan Sonnenblick
On the Wings of Heroes by Richard Peck
Eldest by Christopher Paolini
The Greatest: Muhammad Ali by Walter Dean Myers
Eleven by Patricia Reilly Giff
ER Vets: Life in an Animal Emergency Room by Donna Jackson
Roller Girl by Victoria Jamieson
The Unwanteds by Lisa McMann

Please inquire with the
Elizabeth Public Library
Monday - Thursday: 9AM-6PM, Friday: 10AM-7PM, Saturday: 9AM-5PM
11 South Broad Street Elizabeth, NJ 07202
(908)-354-6060
SIXTH GRADE SUMMER READING LIST

Please complete one of the following narrative writing assignments below and return it together with your completed Notice and Note Reading Log to your Language Arts Teacher.

- Write a narrative that continues the story you read from the point of view of a different character in the book. Use details from the story to support your narrative.

- Write a narrative that continues the story you read with a different ending of your choice. Use details from the story to support your narrative.

- Imagine that you are one of the characters from the story you read. Retell the story as if you were writing about it in your diary, presenting events and details from your particular point of view. You may invent other details such as feelings or memories as long as they are consistent with and connected to the story content.

### Fiction Signposts

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<thead>
<tr>
<th>Signpost</th>
<th>Clues to the Signpost</th>
<th>Anchor Question</th>
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<tbody>
<tr>
<td>Contrast &amp; Contradiction</td>
<td>A character behaves in a way we don’t expect OR an element of the setting or plot is something we wouldn’t expect or is contradictory to how things have been going.</td>
<td>Why would the character act this way?</td>
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<tr>
<td>Again &amp; Again</td>
<td>A word or phrase is repeated – sometimes in an odd way – again and again. An image reappears several times.</td>
<td>Why does this keep coming up again and again?</td>
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<tr>
<td>Aha Moment</td>
<td>Phrases like “Suddenly, I understood,” “It came to me in a flash…” , “In an instant, I knew.”</td>
<td>How might this change things?</td>
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<tr>
<td>Memory Moment</td>
<td>The flow of the plot is interrupted by a memory that comes to the character.</td>
<td>Why might this memory be important?</td>
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<tr>
<td>Words of the Wiser</td>
<td>The main character and another are usually off by themselves in a quiet and serious moment; the older and wiser character shares wisdom or advice in an effort to help the younger character.</td>
<td>What is the life lesson and how might it affect the character?</td>
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<tr>
<td>Tough Questions</td>
<td>Phrases in which the character expresses serious doubt or confusion: “Who am I?” “What could I possibly do?”</td>
<td>What does this question make me wonder about?</td>
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### Nonfiction Signposts

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<tr>
<th>Signpost</th>
<th>Clues to the Signpost</th>
<th>Anchor Question</th>
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<tbody>
<tr>
<td>Contrast &amp; Contradiction</td>
<td>When you are reading, and the author shows you a difference between what you know and what is happening in the text OR a difference between two or more things</td>
<td>What is the contrast and contradiction and why does it matter?</td>
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<tr>
<td>Extreme or Absolute Language</td>
<td>When you are reading and you notice the author uses language that leaves no doubt, exaggerates, or pushes the limit</td>
<td>Why did the author use this language?</td>
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<tr>
<td>Numbers &amp; Stats</td>
<td>When you are reading and you notice specific numbers, number words, or amounts</td>
<td>Why did the author use these numbers or amounts?</td>
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<tr>
<td>Quoted Words</td>
<td>When you are reading and you notice the author quotes a Voice of Authority, a Personal Perspective, or cited Author’s words</td>
<td>Why did the author quote or cite this person and what did it add?</td>
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<tr>
<td>Word Gaps</td>
<td>When you are reading, and the author uses a word or phrase you do not know</td>
<td>Do I know this word from someplace else?</td>
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Name ________________________________
Notice and Note Log for ____________________________

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<tr>
<th>Location</th>
<th>Signpost I Noticed</th>
<th>My Notes About It</th>
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Dear Students and Parents/Guardians,

This packet contains activities designed to deepen our students' understanding in mathematics and prepare them for the 6th grade Pre-Algebra curriculum. It will help keep our most important muscle (our brain) strong over the long, hot summer. In order for students to gain an advantage and be better prepared for the coming school year, it is important that they work to refine their skills. This packet is not designed to overwhelm our students, rather intended to allow them extra practice and the opportunity to work at their own pace. It work should be completed from July to August, and has been presented through a variety of activities throughout each week:

- **[Monday] Video/Strategy:** Each week, you will watch a video that relates to the math concepts covered for the week. Take necessary notes, and then use the strategies to help you successfully complete each day's activities.

- **[Tuesday] Practice Problems:** By completing the practice problems in the packet, you will have the opportunity to practice your skills.

- **[Wednesday] Online Games/Practice:** Every week, you should go online to play math games related to the skill(s) you've learned.

- **[Thursday] Open-Ended Problem:** Problems that require some critical thinking and showing your work, explaining and/or justifying your answer mathematically.

- **[Friday] Khan Academy:** Go to [www.khanacademy.org](http://www.khanacademy.org). Sign-in with Google (create an account if you don’t already have one). Allow the program to access your Google account.

This packet will be collected by your math teacher on the **first day of school** and counted as your first math grade. Let's make sure to celebrate all that we have accomplished during our 5th grade year, but also be sure that we prepare ourselves for a successful 6th grade year. Have a wonderful and restful summer. We look forward to meeting you all in September!

Sincerely,

6th Grade Math Team
## Math Work - July 2021

### June 28-July 5...Enjoy a few days off because you’ve worked hard this school year!

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<td><strong>Catch-up</strong></td>
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<td><strong>Week 1</strong></td>
<td><strong>Math Module:</strong></td>
<td><strong>Arithmetic Operations</strong></td>
<td><strong>Video/Strategy:</strong></td>
<td><strong>youtu.be/6Q0_Tbqab6</strong></td>
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<tr>
<td><strong>Practice Problem:</strong></td>
<td><strong>Week 1</strong></td>
<td><strong>Game:</strong></td>
<td><strong><a href="http://tinyurl.com/ydop89v">http://tinyurl.com/ydop89v</a></strong></td>
<td><strong>Play any fraction or decimal game.</strong></td>
<td><strong>Open-Ended Problem – Week 1</strong></td>
<td><strong>Khan Academy:</strong> Math – 6th – Arithmetic Operations</td>
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<td><strong>Catch-up</strong></td>
<td><strong>Week 2</strong></td>
<td><strong>Math Module:</strong></td>
<td><strong>Negative Numbers</strong></td>
<td><strong>Video/Strategy:</strong></td>
<td><strong>youtu.be/sUNEJ4f-Tu4</strong></td>
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<td><strong>Practice Problem:</strong></td>
<td><strong>Week 2</strong></td>
<td><strong>Game:</strong></td>
<td><strong><a href="http://tinyurl.com/TJ9m86h">http://tinyurl.com/TJ9m86h</a></strong></td>
<td><strong>Play any integer game.</strong></td>
<td><strong>Open-Ended Problem – Week 2</strong></td>
<td><strong>Khan Academy:</strong> Math – 6th – Negative Numbers</td>
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<td><strong>Catch-up</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>Math Module:</strong></td>
<td><strong>Variables &amp; Expressions</strong></td>
<td><strong>Video/Strategy:</strong></td>
<td><strong>youtu.be/7ZDWCUCyD4</strong></td>
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<td><strong>Practice Problem:</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>Game:</strong></td>
<td><strong>Expressions <a href="http://tinyurl.com/pmb8sxa2">http://tinyurl.com/pmb8sxa2</a></strong></td>
<td><strong>Open-Ended Problem – Week 3</strong></td>
<td><strong>Khan Academy:</strong> Math – 6th Variables &amp; Expressions</td>
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<td><strong>Catch-up</strong></td>
<td><strong>Week 4</strong></td>
<td><strong>Math Module:</strong></td>
<td><strong>Equations &amp; Inequalities</strong></td>
<td><strong>Video/Strategy:</strong></td>
<td><strong>youtu.be/idMxQl5S7k and youtu.be/nT2PKA5bXA</strong></td>
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<td><strong>Play any equations game.</strong></td>
<td><strong>Open-Ended Problem – Week 4</strong></td>
<td><strong>Khan Academy:</strong> Math – 6th – Equations &amp; Inequalities</td>
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<td>Ratios, Rates &amp; Percentages</td>
<td>Area of Figures</td>
<td>Surface Area &amp; Volume</td>
<td>Data &amp; Statistics</td>
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<td>Arithmetic Operations</td>
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<td><a href="https://www.youtube.com/watch?v=dQw4w9WgXCN">link</a></td>
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### Practice Problems

1. The Robinsons family drove for 4000 miles. This was $\frac{1}{3}$ the distance the Jones family drove. How many miles did the Jones family drive?

2. There were 108 flowers. $\frac{1}{9}$ of the flowers bloomed. How many did not bloom? How many did bloom?

3. You have $\frac{3}{4}$ cup of jelly worms and a recipe that calls for $\frac{1}{2}$ cup of jelly worms. How many batches of your recipe can you make?

4. Find the quotient of $28.5 \div 7$ to the nearest hundredth without a calculator. Show your work.

### Open-Ended Problem

Amanda is making flower arrangements. She has 20 daisies, 16 roses, and 36 tulips. Each arrangement must have the same number of daisies, the same number of roses, and the same number of tulips. She wants to use all the flowers. What is the greatest number of arrangements she can make? How many flowers of each kind would be in each arrangement? Show all work.
### Practice Problems

1. The absolute value of a number is its distance from 0 on the number line (no sign, just value). Compare the absolute value of 7 and -7.

2. Order the integers from least to greatest:
   
   -10, -12, 13, -5, 7, 1, -2, 4

3. Find the sums and differences:
   
   a. \(-17 + -23 = \_____
   
   b. \(-9 + 2 = \_____
   
   c. \(-14 - 10 = \_____
   
   d. \(6 - 3 = \_____
   
   e. \(-8 * -7 = \_____
   
   f. \(45 ÷ -15 = \_____

4. From sea level, a helicopter rises to an elevation of 125.8 meters. Then it descends 125.8 meters. What is the elevation of the helicopter after it descends? Explain.

### Open-Ended Problem

Each unit on a coordinate plane represents one mile. One end of a road starts at (-12, -3). The road ends at (6, -3). How long is the road. Show all work or explain.
Practice Problems

1. Write the following as an expression: Subtract y from 5.

2. How many coefficients are in the expression $5x^3 - 2x^2 + 6x - 4$?

3. Mila’s dog weights 4 pounds more than 8 times the weight of Keiko’s dog. Which expression could be used to find the weight of Mila’s dog?
   a. $8k + 4$  
   b. $4k + 8$  
   c. $4(8k)$  
   d. $4 + 8 + k$

4. Evaluate the expression $2ab + 3c$ when $a = 2$, $b = -5$, and $c = -1$.

5. Which of these expressions equal 15 when $x = \frac{1}{2}$ and $y = 3$? Circle all that apply.
   a. $4(2y - 4x) - 1$  
   b. $4x^2 + 2y^3 - 10$  
   c. $(x^2 + 1) + 2x + 3y$  
   d. $xy + 3\frac{1}{2} + 20x$

Open-Ended Problem

Mandy has $25 and she plans to save $2 each week. Her brother Thomas has no money now, but he plans to save $3 each week.

- Make a table that shows the amount of money Mandy and Thomas have every week for 10 weeks. Let $m$ be the amount of money Mandy has and let $y$ be the amount of money Thomas has.

- Write two different algebraic expressions to describe each person’s savings.

Week 4: Equations & Inequalities
**Practice Problems**

1. Solve for \( n \) in the equation: \( 2n - 7 = -31 \). Prove that your solution is correct.

2. Caroline charges $15 per hour babysitting. Let \( h \) represent the number of hours she babysits and \( E \) represent how much she earns. Circle the statements that are TRUE.
   - a. \( h + 15 = E \) is the equation that represents how much Caroline earns after \( h \) hours.
   - b. If Caroline babysits for 5 hours, she earns $20.
   - c. \( 15h = E \) is the equation that represents how much Caroline earns after \( h \) hours.
   - d. If Caroline earns $52.50, then she babysat for 3.5 hours.

3. Give 3 possible solutions of the inequality \( x \geq -7 \) and graph it on a number line.

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**Open-Ended Problem**

Every time Luke puts a dime into the parking meter, he gets 10 minutes of parking time.

- Write an equation using \( p \) to represent parking time and \( d \) to represent the number of dimes.
- Make a table of values from 0 to 10 dimes.
- Graph the values where the x-axis shows the number of dimes and the y-axis shows the parking time.

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**Week 5: Ratios, Rates & Percentages**
Practice Problems
1. Luisa has 12 playing cards. She places 2 out of every 3 cards face-up on the table.
   \[= \text{face-up} \quad \times = \text{face-down}\]
   A. Draw Luisa's cards, showing how many cards are face-up & how many are face-down.

B. Luisa wants to change the ratio to 2 face-up cards to 3 face-down cards. How many cards does she need to add to the original 12 cards? Draw the solution.

2. Sylvester measured his pulse and found that his heart beat at a rate of 80 beats a minute at rest. At this rate how many days will it take his heart to beat 1,000,000 times? Show your work.

3. Sean goes to a restaurant with 3 friends and their food costs $27.00. They have to pay 7% tax. What is their total bill?

Open-Ended Problem
1. Write each ratio as a fraction:
   A. The ratio of face-up cards to the whole set.
   B. The ratio of face-down cards to the whole set.
   C. The ratio of face-down cards to face-up cards.
   D. Add a drawing of some face-down cards so that the ratio of face-down to face-up cards is 3:4. Justify your answer.

2. Samantha drew a 1:4 ratio. Stephan drew a ratio picture that had more than nine objects, but it was still a 1:4 ratio. Draw a picture to show what Stephan could have drawn.

3. What percent of the cards are face-up? Round to the nearest hundredth.
**Practice Problems**

1. Tate is planning to put a square garden with an area of 289 square feet in his back yard. What will be the length of each side of the garden? Show your work or explain.

2. What is the area of this triangle? Show your work or explain.

3. Find the area of the parallelogram. Show all your work.

**Open-Ended Problem**

Erik drew the diagram below of his irregularly shaped garden. What is the area of Erik’s garden? Show all work.
### Practice Problems

1. Find the surface area of a rectangular box with length 3.5 feet, width 3 feet and height 2.5 feet. Show all of your work.

2. The floor of a rectangular storage bin has an area of 72 square feet. The volume of the bin is 720 cubic feet. How tall is the storage bin? Show your work or explain.

3. Use the formulas \( V = s^3 \) and \( SA = 6s^2 \) to find the volume and surface area of a cube with sides of length \( s = \frac{1}{2} \) inch.

4. Explain why area is measured in square units, surface area is measured in square units, and volume is measured in cubic units.

### Open-Ended Problem

A gift box shown below is packed with small cubic \( \frac{1}{2} \) inch blocks. The blocks are packed tightly with no spaces between them.

- A. How many blocks are in the gift box?
- B. What is the volume of the gift box?
- C. Find how much wrapping paper will be needed to wrap the gift box (hint: find surface area).
**Practice Problems**

1. Jamie’s most recent 5 bowling scores are 85, 78, 65, 90, 65. Which measure has the greatest value? What is the Range, mean, median, and mode?

2. Sandra has 4 math tests this marking period. She received 90%, 87%, and 92% on the first three. What is the minimum score she needs on her last test in order to average at least a 90% in math class?

3. The line plot shows how long it took students in P.E. class to run 1 mile. Which of the statements below are TRUE? Circle all that apply.

   A. The median is 10.5
   B. The mean is 10.5
   C. The mode is 11
   D. The range is 3
   E. The line plot shows the time for 12 students

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**Open-Ended Problem**

Richard asked several classmates how many songs they had on their MP3 players. The results are shown below.

A. Give the five-number summary and identify the interquartile range of his data.

B. Draw a box plot to show Richard's data.

97, 100, 105, 93, 95, 100, 100, 105, 91, 92, 115, 107, 199, 95, 100, 104, 97, 118, 92, 99