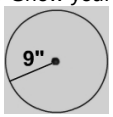
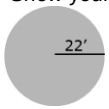
February 2012

Fifth Grade-Math

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Draw a picture of a circle. Label the radius and diameter.	2 I was given the diameter of a circle, but I need the radius. How can I use the information I have to find the radius?	3 How are the circumference and diameter of a circle related? Explain with pictures and words.	4 Play this month's game on the back.
5 Play this month's game on the back.	6 How are the circumference and diameter used to find pi?	7 If you know that C divided by D = pi, how can you use this information to find the circumference of a circle given its diameter?	8 a. $\frac{3}{4} \times 4 \times r \times r$ b. $3 \times r \times r$ Are these 2 equations equal? Why or why not?	9  How could I rearrange the sectors of the circle to form a parallelogram? Sketch what it might look like.	10 Look at your work from yesterday. How are the radius of the circle and the height of the parallelogram related?	11 Play this month's game on the back.
12 Play this month's game on the back.	13 If we know that circumference equals pi times diameter, what would ½ the circumference be equal to?	14 What is the area of this circle? Show your work. 	15 What is the area of this circle? Show your work. 	16 I was given the diameter of a circle. How can I use this information to find the area?	17 What parts of the circle can be replaced in the parallelogram formula? How do you know?	18 Play this month's game on the back.
19 Play this month's game on the back.	20 Winter Break	21	22	23	24	25 Play this month's game on the back.
26 Play this month's game on the back.	27 Explain how you measure volume using pictures and words.	28 A company is trying to store boxes in a storage room with a length of 5 m, width of 3 m and height of 2 m. How many boxes can fit in this space if each is 10 cm long, 6 cm wide and 4 cm high?	29 Why is the area of a circle measured in "square units" when a circle isn't a square?			

The Missing Length

Players: 3 – a clue giver and two players

Materials: A deck of cards with the court cards and jokers removed.

Directions: One participant is designated as the clue giver. Each of the other two players takes a card and places it to their forehead making sure they do not see the value of their own card. The two people with the card on their forehead can see the value of the card that the other person is wearing.

The clue giver looks at the value of both cards and shades in a rectangle on grid paper that has the dimensions (length and width) of the cards.

The clue giver then gives one of two clues filling in the blank with the appropriate measurement:

The area of the rectangle is _____square units.
The perimeter of the rectangle is _____units.

Once the clue has been given, the two players use the clue and what they know about area and perimeter to find the missing length (the value of their card).

The person who finds the value keeps those cards. The player with the most cards at the end of the game is the winner.

At the end of the game:

Clue giver: make sure you have your grid paper filled out with any calculations and the clue for each rectangle written down neatly on your paper.

Players: Which clue would you rather receive, an area clue or a perimeter clue. Tell me why you made your choice and include any examples from the game you just played. Try to convince me that your choice makes it easier to win the game.