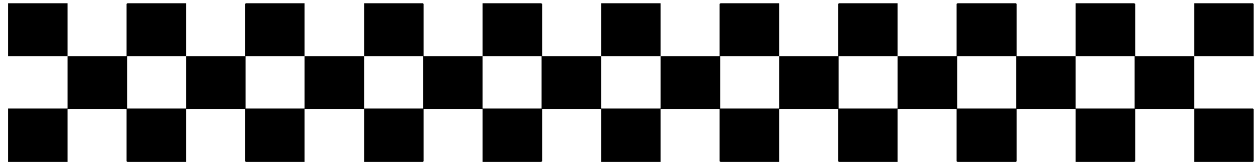




Doggie Bags



Doggie Bags for 5th Grade Mathematics

Gourmet Curriculum on a Fast Food Budget™

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Doggie Bags

Too busy to make up engaging Reading and/or Math activities and games that immediately capture students' interests while reinforcing each of the reading/mathematical skills? Order Reading or Math Doggie Bags with all of your games on cardstock, laminated, and packaged in sturdy, clear plastic bags.

These games specifically address Bloom's Taxonomy thinking skills of:

Application – game players will problem solve, use rules of procedure, generalize their thinking by applying the principals, ideas and results/outcome of one situation to another.

Analysis – game events are used to show how skills are organized and their relationships to each other.

Synthesis – game participants will use original and divergent thinking skills in order to rise to the challenge and achieve the success of winning.

Doggie Bags are a Parent Involvement piece that can be taken home to give parents the opportunity to help with their children's learning in a fun atmosphere.

Objective: Students will understand measurement concepts using metric and customary units

Materials:

Before class make 1 set of the cards from pages 11 - 15. Each group will need a set of playing cards. These playing cards need to be cut apart and laminated for durability.

Directions:

- Students will work in groups of three to four.
- Each student will receive 6 cards.
- The remainder of the cards will be placed face down in a "draw" pile.
- Players will look at their cards to see if they have 3 cards that are part of the same problem solution set (starting time, ending time, and elapsed time).
- The clocks from **page 6** may only be used with the time zone problems.

Directions:

- The first player will ask for either a "start", or "ending" card. If he/she receives that card he/she may have another turn. When asking for elapsed time, the student must ask for the amount of elapsed time.
- When a player has 3 cards that make a correct problem solution set, he/she will lay the 3 cards face up.
- The game is over when all problems have been solved correctly.
- The winner is the player with the most 3 card problem sets.

Example:

- Player one has a card that reads "stopped practicing 4:28 PM."
- That person could ask any other player if he/she has a card that says "started practicing at . . ."
- If the person has that card then player one continues to ask for cards until he/she does not receive what he/she asked for.

*Cooperative Learning:
Elapsed Time Cards*

Eat Breakfast 7:15 AM A	Finish Breakfast 7:25 AM A
Elapsed Time 10 min. A	Catch School Bus 7:32 AM B
Arrive at School 8:05 AM B	Elapsed Time 33 min. B
First Class 8:42 AM C	End of First Class 9:20 AM C

*Cooperative Learning:
Elapsed Time Cards*

<p>Elapsed Time 38 min.</p> <p>C</p>	<p>Began Math Homework 7:20 PM</p> <p>D</p>
<p>Finished Math Homework 7:55 PM</p> <p>D</p>	<p>Elapsed Time 35 min.</p> <p>D</p>
<p>Went to Bed 10:15 PM</p> <p>E</p>	<p>Alarm Rang 6:40 AM</p> <p>E</p>
<p>Elapsed Time 8 hrs. 25 min.</p> <p>E</p>	<p>Practiced Trombone 4:09 PM</p> <p>F</p>

*Cooperative Learning:
Elapsed Time Cards*

Stopped Practicing 4:28 PM F	Elapsed Time 19 min. F
Walked the Dog 6:58 AM G	Returned Dog 7:12 AM G
Elapsed Time 14 min. G	Went to Friend's Slumber Party 7:30 PM H
Elapsed Time 14 hrs. 40 min. H	Returned Home from Slumber Party 10:10 AM H

*Cooperative Learning:
Elapsed Time Cards*

Left Boston 9:05 AM EST I	Arrived in Denver 10:35 AM MST I
Elapsed Time 3 hrs. 30 min. I	Left San Francisco 3:20 PM PST J
Arrived in San Antonio 7:30 PM CST J	Elapsed Time 2 hrs. 10 min. J
Left Philadelphia 11:55 PM EST K	Arrived Los Angeles 12:05 AM PST K

*Cooperative Learning:
Elapsed Time Cards*

Elapsed Time 3 hrs. 10 min. K	Left Denver 10:55 AM MST L
Elapsed Time 1 hr. 25 min. L	Arrived in Dallas 1:20 PM CST L
Left Miami 6:00 AM EST M	Arrived in Washington D.C. 7:08 AM EST M
Elapsed Time 1 hr. 8 min. M	

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