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## *6th Grade Doggie Bags*

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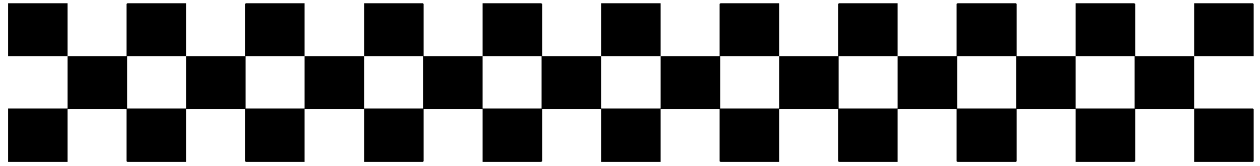
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# *Doggie Bags*



## **Doggie Bags for 6th Grade Mathematics**

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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 use customary units of measurement*

## Cooperative Learning: Activity

**Materials:** copies of rulers (page 29 cut into 5 pieces, 1 per student), copies of magnified ruler pieces (page 30 cut into 2 pieces, 1 per student), copies of answer sheet (1 per group), transparency of additional practice page (page 31), copies of answer sheet (page 32) for each student

**Before class:** Make enough copies of page 32 so that each student has 1 set of the magnified ruler pieces. If you want each student to have a sample ruler, make copies of page 29.

### Directions:

- One at a time show each additional practice problem on the overhead.
- All group members will use their optional rulers, and ruler pieces to make as many fractional combinations as possible of the additional practice problem on the screen (see "scoring")
- One group member will record all the different combinations the group discovers.
- At the end of a given time (to be determined by the teacher based on the skill level of each class), work will stop on that problem, answer sheets will be passed to a different group member (all will be given a chance to record answers), and the next problem will be shown on the overhead.

**Example :**  $\frac{5}{8}$ "

**Possible combinations:**

$$\frac{1}{2} + \frac{1}{8}$$

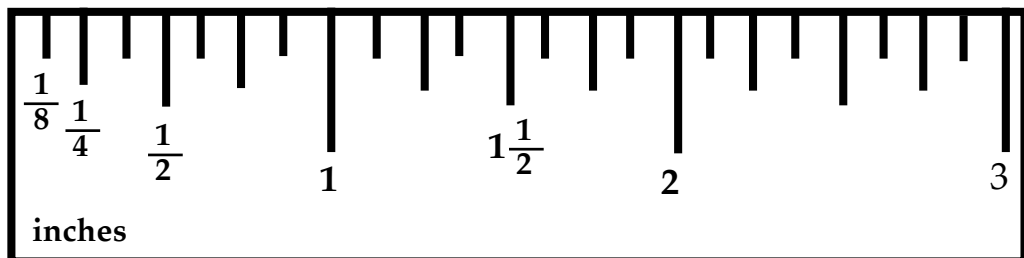
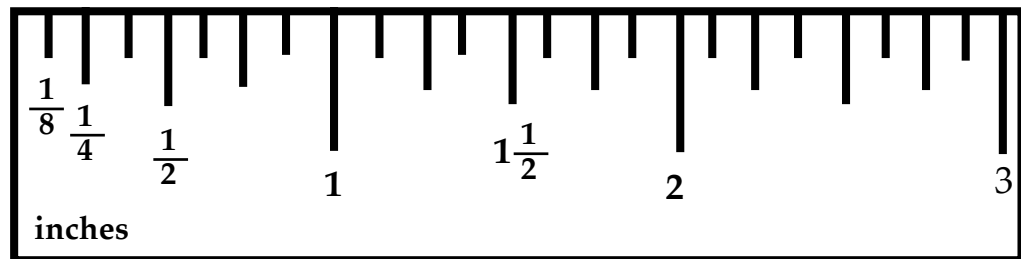
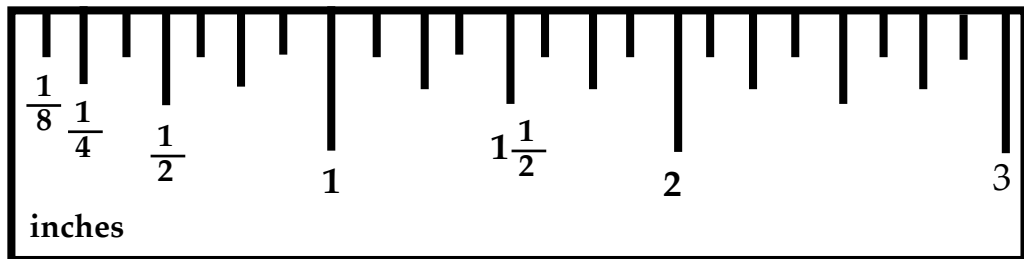
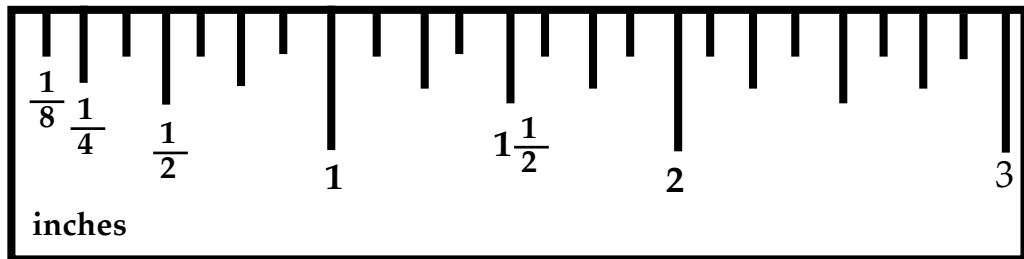
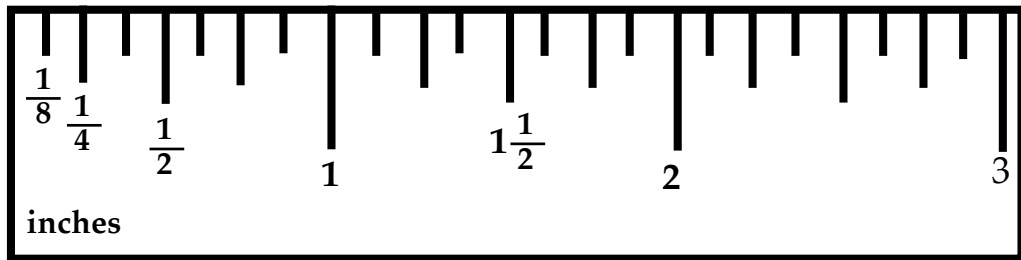
$$\frac{1}{4} + \frac{1}{4} + \frac{1}{8}$$

$$\frac{1}{4} + \frac{3}{8}$$

### Scoring:

1. Denominators greater than 8 will not be used.
2. The same addends written in a different order will not count as separate answers.
3. Each correct answer will earn one point.
4. Consider bonus points for:
  - a. 5 (or more) answers to any problem
  - b. 5 (or more) addends in any answer

*Cooperative Learning:  
Optional magnified ruler page*

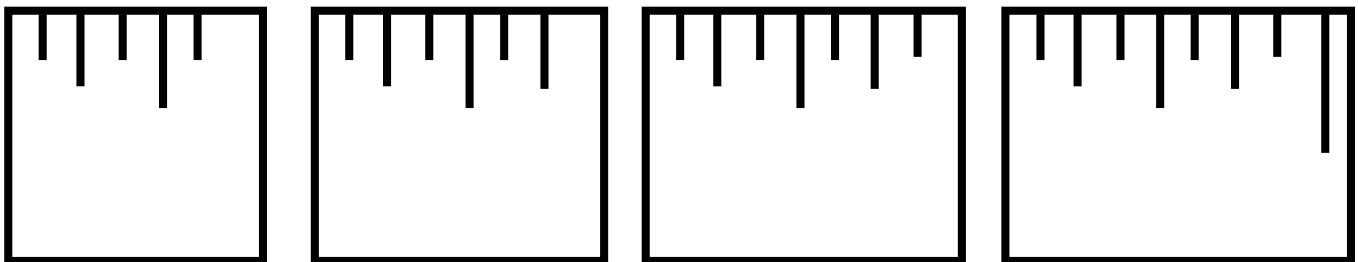
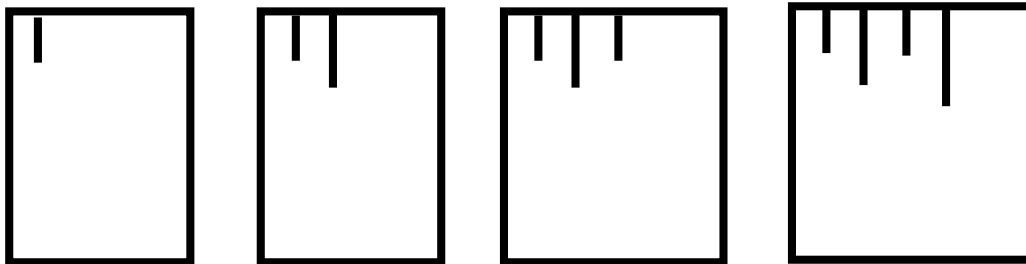
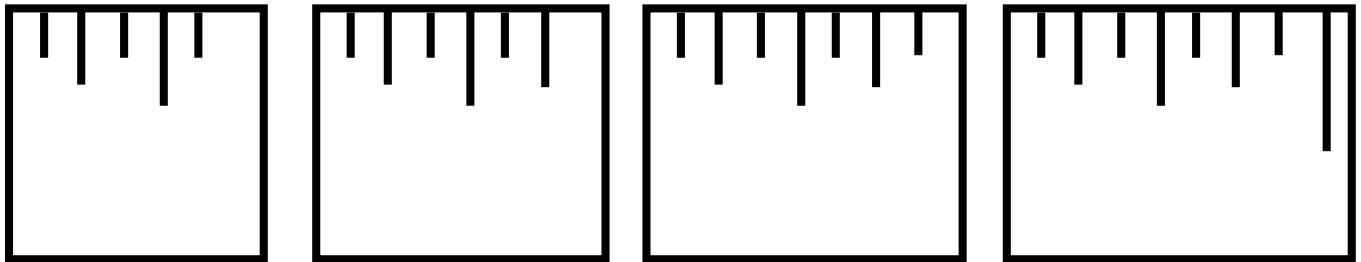
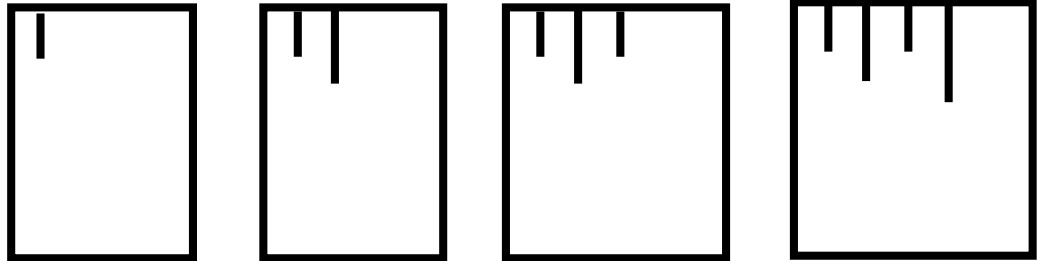


# Cooperative Learning

# Measurement

Objective: Students will use customary units of measurement.

## Cooperative Learning: Customary Units Magnified Ruler Pieces



*Objective: Students will use customary units of measurement*

## *Additional Practice*

**Directions:** Using the magnified ruler pieces, make as many combinations as possible to show each standard measurement. Record your answers on the answer sheet (page 32).

1.  $\frac{1}{8}$ "

2.  $\frac{1}{2}$ "

3.  $\frac{3}{4}$ "

4. 1"

5.  $\frac{7}{8}$ "

6.  $1\frac{1}{4}$ "

7.  $1\frac{5}{8}$ "

8.  $2\frac{1}{2}$ "

*Cooperative Learning:  
Answer Sheet*

**#1**

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**#2**

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**#3**

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**#4**

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**#5**

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**#6**

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**#7**

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**#8**

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