

# Math for Life 

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## Introduction to Teacher's Guide

## Math for Life Curriculum Overview

Math for Life links life skill themes to six core academic concepts, adding relevance and appeal to math instruction for learning-disabled middle and high school students. Through the following six units, the curriculum provides in-depth assistance and opportunities for practicing basic math, as well as age-appropriate examples of math used in daily life:

Unit1: Add and Subtract
Unit2: Multiply and Divide
Unit3: Measurement
Unit4: Fractions
Unit5: Decimals
Unit6: Percent
The curriculum can be used in a variety of school situations, such as the following options:

- Individualized Program: Pick and choose both units and specific skill sheets based on each student's specific needs. Have students work at his or her own pace and provide assistance as needed. Access the accompanying CD activities for students who need additional practice or who are ready for more-advanced practice with the unit skills.
- Small-Group Setting: Follow the "How to Use This Curriculum" steps below.
- Mainstreamed Classroom Setting: Pick and choose both units and specific skill sheets to best align with the content being taught in the classroom while providing a more appropriate level of instruction for struggling students. Remember to include the activities on the CD when considering the most-appropriate activities for a given student in a given situation.


## The Student Book

In the Student Book, each 20+ page unit includes the following components:

- An overview of the relationship of math to a real-life situation that is covered in the unit
- A review of the math skills that are used in the unit
- Skill activities where students practice the unit math skills
- A multiple-page high-interest and age-appropriate story showing people using math in reallife situations. Within the story, "Get the Facts" sidebars provide useful information.
- Thinking It Out activity pages that give students a chance to use the math skills in relation to the story
- Life Skills Worksheets that relate other life skills to the math concept


## The Teacher's Guide

The teacher's guide includes an introduction to each unit; introductory and follow-up activities; and thumbnails of student book pages and math practice sheets. The thumbnails provide an answer key, plus some teaching tips.

## CD

The accompanying CD includes practice math sheets for all of the math skills covered in the book, as well as a PDF of the student book.

## How to Use the Math for Life Curriculum

Each unit in this curriculum can generate from 12 to 20 lessons. See illustration on next page.
Introductory Lesson: The Teacher's Guide has an introductory lesson for each unit that you can use prior to beginning the unit in the Student Book.

Lesson 1: Either individually, in pairs, or as a whole group, have students complete Looking at Life and What do you Think? from the first page of the unit within the student book. As a group, discuss responses as well as students' prior related experiences.

Lesson 2: As a group, read and discuss the Skill Review page. Demonstrate working the sample problems for the whole group. As needed, incorporate the teaching tips provided in the teacher guide.
Skill Lessons (from 4 to 7 lessons depending on unit): As a group, discuss each individual skill. Then, have students complete the problems individually. When all students are finished, go through the problems together to check that the answers are correct. For each skill, as needed, print practice pages from the CD for students to complete.
Story Lesson: As a group, read and discuss the story, read and discuss the Get the Facts boxes, and complete any in-story activities. As desired and if time permits, discuss the Story Discussion Questions included in the teacher's guide for each unit.
Thinking It Out Lessons (from 2 to 4 lessons depending on unit): Either individually, in pairs, or as a whole group, have students complete the Thinking It Out activities. As a group, check the answers.

Life Skills Worksheets Lessons (5 lessons per unit): Either individually, in pairs, or as a group, have students complete each of the Life Skills Worksheets.

## Additional Lesson Options-based on:

- The Life Skills Follow-Up Activities, which you will find in each unit of Teacher's Guide.
- The Teaching Tips, which you will find next to student book page thumbnails in the Teacher's Guide.


## The Math for Life Curriculum

These lessons are provided for each unit of the book.

## Introductory Lesson:

 Introduction to Unit Unit-related activities; in Teacher's Guide only

## Lesson 10

Read/discuss the story in Student Book. Discuss Get the Facts sidebars in story.


## Lesson 1:

Looking at Life and What Do You Think?
First page of unit in
Student Book


Lessons 11 thru up to 14 Thinking It Out activities Following story in Student Book


## Lesson 2:

Skill Review page
Second page of unit in Student Book; overview of skills


Lessons 3 thru up to 9 (one per skill):
Skill Lesson pages
In Student Book; answer key and teaching tips in Teacher's Guide


Lessons 15-19 Life Skills Worksheets
At end of the unit in Student Book; answer key in Teacher's Guide


Lesson 20
Life Skills Follow-Up Activities
in Teacher's Guide only, end of unit


## Unit 1-Add and Subtract

## Academic Objectives

Adding
Subtracting
Using Logic

## Life Skills Objectives

Figuring Basketball Statistics Using Tallies
Reading Charts
Transferring Numbers Between Charts Using a Calculator
Reading Sports Statistics

## Skills Included in the Add and Subtract Unit

Addition and subtraction facts
Add large numbers in rows and columns
Subtract larger numbers in rows and columns.
Add numbers with carrying.
Subtract numbers with borrowing.
Additional practice sheets for all skills can be found on CD disc.

## Lesson Option: Unit Introduction

1. From a hard-copy or online newspaper or from an online sports site, choose statistics from a basketball game. Using a printer and/or copier, enlarge the statistics chart. Provide each student with a copy or project the page for the class to see as a group.
2. Review the abbreviations across the top of the chart. If you are unsure of their meanings, look at the charts in this lesson or ask a basketball fan.
3. So that all students can see the problems, choose two or three players and create addition problems showing the points scored by each player. Find the total on the statistics chart that matches the answers.
4. For the same two or three players, subtract the baskets made from those attempted to get the number of missed baskets by each player. For this calculation, be sure to figure baskets, not points.
5. Discuss that statistics charts such as this one are kept for most basketball programs from grade school through professional levels. Also, discuss that similar statistics charts are kept for other sports.
6. Tell students that, in this unit, they will use addition and subtraction to work with basketball statics charts.

## "Iris, Odell, and Stats" story synopsis

Odell and Iris are managers for the basketball team. Coach Samantha Maverick asks them to make some charts using the stats from four games.

## Story Discussion Questions

1. Why did Coach Maverick offer to buy pizza for Odell and Iris?

Sample answer: She thought it would encourage them to come in and work on her report.
2. Why didn't Coach Maverick figure out the statistics herself?

Sample answer: She probably didn't have time.
3. Why did Coach Maverick have Odell and Iris use a spreadsheet to work with the statistics?
Sample answer: To make it go faster and be more accurate.
4. What types of tasks are required of a student manager on a high school basketball team?
Sample answer: Collecting and dispensing balls, cleaning balls, filling drink jugs, collecting towels, washing towels, running errands, keeping and figuring statistics.

## Thinking It Out Activities

\#1: Player Charts \#2: Most Valuable Player \#3: Team Chart

## Life Skills Worksheets

\#1: Figuring Ages \#2: Figuring Elapsed Time \#3: Scoring Sports
\#4: Understanding Sports Statistics \#5: Working With a Bus Schedule

## Life Skills Follow-Up Activities

1. Ask a manager from a school basketball team to talk to your class about his or her duties.
2. Prepare statistic-comparison charts fro a school basketball team. Either offer to do the charts as a service for the team or do them as a class project.
3. Prepare empty statistic charts and have students go to a game and keep statistics.
4. Compare completed student charts with each other and/or with official game statistics.

## UNIT 1

## Add and Subtract



Looking at Life:
The Mathematics of Basketball
Keeping score is just one of many ways numbers are used in the game of basketball. Game statistics, often called stats, are another way that numbers are used.
Game stats tell a story about what each player did during the game. Stats include information such as each player's number of baskets made fouls committed, and time played.
Some basketball stats require the skills of adding and subtracting.

## WHAT DO YOU THINK?

What is one reason that a basketball coach would add or subtract?
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## $+-$

## SKILL REVIEW

Adding is putting together. Subtracting is taking away
To add and subtract, you need the following skills:

| SKILL 1 <br> Learn addition and subtraction facts for single numbers. | $\begin{aligned} & 4+2=6 \\ & 6-2=4 \end{aligned}$ |  |
| :---: | :---: | :---: |
| SKILL 2 <br> Add larger numbers in rows and columns. |  |  |
| SKILL 3 <br> Subtract larger numbers in rows and columns. | $\begin{array}{r} 59 \\ -\quad 22 \\ \hline 37 \end{array}$ |  |
| SKILL 4 <br> Add numbers with carrying. | You carry when a column adds up to 10 or more. | $\begin{array}{r} 19 \\ +\quad 1 \\ \hline 20 \end{array}$ |
| SKILL 5 <br> Subtract numbers with borrowing. | If a bottom number is bigger than a top number, you borrow from the next column. | $\begin{array}{r} 20 \\ -\quad 19 \\ \hline 1 \end{array}$ |

## GET THE FACTS: Zero and One

ZERO ( 0 ) is the same as nothing.

$$
\begin{array}{ll}
\text { Any number }+0 \text { is the same number: } & 8+0=8 \\
\text { Any number }-0 \text { is the same number: } & 8-0=8
\end{array}
$$ Any number minus the same number is always zero: $8-8=0$

ONE (1) plus or minus any number goes to the number right next to it.

Try it! $7+0=0 \quad 7-0=7 \quad 7-1=6$

Possible Answers: Basketball coaches could use addition for many purposes, including any of these tasks:

- to keep a running total of points each player scored
- to keep track of the number of free-throws made and missed by each player
- to keep track of three-pointers made
- to keep track of fouls made

A basketball coach could use subtraction during a game to see how many points the team needs to catch up or how many points ahead the team is.

## SKILL 1

For students who have trouble remembering the addition and subtraction facts, try this visual/auditory/ kinesthetic approach.

- Give them a stack of flashcards that are numbered 1-50.
- Keeping the flashcards in order, have students record the math facts while looking at the problems and answers together.
- Have them listen to the recording while visually looking at the cards without the answers showing.
- Tell them to try and say the answer before they hear it.
- Give them a worksheet with the math facts in the same order and have them listen to the recording and try writing the answers before they hear them.


## SKILL 2

For students who have trouble aligning numbers accurately, try having them write the problems using graph paper. If necessary, tape small pieces of graph paper into the book.


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SKILL 3
Subtract Larger Numbers
Larger numbers have two or more columns. For each problem, start with the column on the right.
Each cart below shows the number of balls at the beginning of practice. The loose balls
shows the number that were used. Use subtraction to find out how many balls were not used


## SKILL 4 (next page)

Try this approach for students who have a great deal of problems understanding the concept of carrying:

1. Create number cards for each number within a problem. Using the sample problem, $321+299$, use index cards to create a card for each of these numbers: 3212996 . Also:
10 (a 1 and a 0 taped together)
12 (a 1 and a 2 taped together)
2. Put the cards on the desk to create the problem.
3. Have student add $9+1$ and choose the 10 -card as the answer.
4. Point out that 10 won't fit in the column, so they will have to separate them.
5. Have the student cut the double card into two cards and place the zero in the answer spot and carry the 1.
Repeat this process with the second column and the 12 card.
Have the student finish the problem by choosing the 6 card for the third (left) column.

## 4

SKILL 4
Add Numbers With Carrying
When the numbers in a column add up to more than 9 , you need to use carrying.
Write down the righthand number, and carry the leftover numbers to the next column over. Always go right to left. See "How To Do It" below, then try it!

$6 \cdot$ UNIT 1 - ADD AND SUBTRACT • Math for Life


## SKILL 5

Try this approach for students who have a great deal of problems understanding the concept of borrowing: Using four \$1 bills, 61 pennies and three shoe boxes with dividers in the middle, create the sample problem, 432-29, like this.

- Line the three shoe boxes up next to each other so that one can represent the 100s column, one the 10 s column, and one the ones column. Label the boxes "hundreds," "tens," and "ones." The dividers in the middle of the shoe boxes represent the separation between the top and bottom numbers of the problem. Write the problem numbers in the correct sections of the boxes, and put money in as follows:
$\left.\begin{array}{r|c|c|c|}\hline \text { Luckily, you } \\ \text { don't need } \\ 400 \text { pennies } \\ \text { for this } \\ \text { problem! }\end{array}\right)$
- Tell the student that, starting in the right box, he is to separate the bottom number of pennies (9) from the pennies in the top part of the box (2) and the pennies left will be the answer.
- Make sure he understands that he can't separate nine pennies out from the pennies in the top of the box because 2 pennies are not enough.
- Then, tell him that he can borrow from the tens box, but he must borrow ten at a time. Have him count out ten pennies in the top section of the tens box and move the pennies to the ones box.
- Have him count the total pennies in the ones box, and use a pen to change the number written in the ones box from 2 to 12.
- Point out that, when there were 30 pennies in the tens box, there were three groups of ten. But, now that he has removed 10 pennies from the box, there are only two groups of ten. So, have him use a pen to cross out the 3 and write 2 .
- Have him again try to separate nine pennies out of the pennies in the top right box. Discuss that, since there are three pennies left, the answer in the first column is 3 .
- Point out that the bottom number in the second column is 2 , so he should separate out two pennies from the pennies in the top of the middle box.
- Discuss that, since there are no pennies left, and since $2-2=0$, the middle answer number is 0 .
- Discuss that, since there are no pennies in the bottom left box, and 4-0=4, the bottom left answer number is 4 .



## Iris，Odell，and Stats

＂I＇ll collect the dirty towels if you wash the player＇s bench，＂Iris said as she grabbed a towel．
＂Such fun tasks we have，＂laughed Odell．He picked up the spray bottle and headed into the gym．

Aside from a few after－game clean－up chores，Iris and Odell enjoyed being the managers for the basketball team．Coach Samantha Maverick trusted them with a lot of tasks．Their favorite chore was making statistic charts．Using the spreadsheet was fun．They also liked seeing how the players were doing
Odell walked back in the locker room just as Iris picked up the last towel．They stopped in the coach＇s office to say goodnight．
＂Hey，guy！！＂Coach Maverick said with a smile．＂You two did a grea job tonight．How would you like to come in tomorrow afternoon and make some new statistic charts？I＇ll buy pizza．＂
＂I can，＂said Iris．
＂Me，too！＂answered Odell．


## GET THE FACTS：Scoring

In the game of basketball，players can score in three different ways．
－Shoot the basket through the hoop while playing near the basket： 2 points
Shoot the basket through the hoop while playing behind the three－point line： 3 points
－Shoot the basket from the freethrow line after a referee calls a foul on a player from the opposite team： 1 point per shot

＂Great，I＇ll see you about 1：00，＂Coach Maverick said．
＂See you then，＂Iris and Odell said together．
When Iris walked into Coach Maverick＇s office the next day at $1: 00$ ，Odell was already sitting at the computer．＂How long have you been here？＂Iris asked
＂I just got here．Coach Mav already had the computer on，＂Odell answered．＂I was looking at the scores for the last four games． Our Wildcats have been doing great！＂
Just then，Coach Maverick walked in with a hot pizza．＂Hi guys．Thanks for coming．I＇ve got the stats tallies for the last four games． Tallies are the marks I made to keep track of our scores．I would like you two to use the information to create a team chart that covers all four games．Start by changing the tallies from the first game into numbers．＂She gave Iris and Odell the first chart．
＂The other games were done in a hand－held computer and I will get those printouts for you．You will need to add the total points for each player to get the total points for the team．＂
Iris looked at the chart，then she asked，＂Coach Maverick，am I righ that the tally marks in the attempted column mean all baskets shot， both made and missed？＂

Coach Maverick answered，＂Yes，that is correct．＂Then，she continued， We are going to have a Most Valuable Player．I want my players to avoid breaking the rules，so subtract any fouls they made from their total points．＂
＂After you finish the most－valuable chart，I＇ll take the top three choices from your chart．The players can then vote on one of the three to be the Most Valuable Player，＂Coach Maverick explained as she walked out the door．

Iris and Odell worked all afternoon．Before they left，they put the finished charts on Coach Maverick＇s desk．

Just as they were leaving，Coach Maverick came back．She picked up the top chart and said，＂This looks great，guys．Thanks for all your work．＂

It＇s Your Turn：Count the tally marks in the chart below and write them down as numbers．The first row is already done．Four lines with a line through them， like this HI is 5 ．If there are no tallies，write a zero： 0 ．

| Players | 2－point baskets |  | 3－point baskets |  | Free Throws |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | attempted | made | attempted | made | attempted | made |
| Kopper |  | III | III | I | 11 | 1 |
| Kaydra | Н其 以HII | 11 | III |  | 11 |  |
| Jackie | 4 H1 | 11 |  |  | 11 | 1 |
| Tonya | Н萛 | I |  |  | ｜ |  |
| Abigail | HHI HHT | 111 | III | 11 | III | 11 |
| Brae Lynn | Н其 | 11 | 1 |  |  |  |
| Players | 2－point baskets |  | 3－point baskets |  | Free Throws |  |
|  | attempted | made | attempted | made | attempted | made |
| Kopper | 12 | 3 | 3 | 1 | 2 | 1 |
| Kaydra | 11 | 2 | 3 | 0 | 2 | 0 |
| Jackie | 5 | 2 | 0 | 0 | 2 | 1 |
| Tonya | 5 | 1 | 0 | 0 | 1 | 0 |
| Abigail | 10 | 3 | 3 | 2 | 3 | 2 |
| Brae Lynn | 5 | 2 | 1 | 0 | 0 | 0 |

## GET THE FACTS：All About Stats

In this story the coach is tracking the points scored by individual players and by the team In real life，coaches keep track of many other things that their players do．
－Foul：Hitting，bumping or tripping a player on the other team（bad）
－Rebound（Reb）：Getting the ball after it hits the hoop（good）
－Assist（Asst）：Passing the ball to a player who then scores（good）
－Steal（Stls）：Taking the ball from the other team（good）
－Turnover（TOV）：Losing the ball to the other team（bad）

Here＇s an example of a real－life basketball score sheet．

| Team Name |  | Bobcats |  |  |  | Home Away | Date |  | 12／30 |  | 6ym |  | Central J／4s |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | १ ${ }^{\text {a }}$ | 4 ई | ¢ Bom | \％$\square^{8}$ | 89 | Double Bonus | $\begin{gathered} 10 \\ + \\ \hline \end{gathered}$ | Time Outs |  | ali | ：30 | ：30 |  |
|  | $\text { uis } \underset{\substack{\text { 2nd } \\ \text { Half }}}{ }$ | 23 | 4 － | 6 Bo | nus 78 | 8 | Double <br> Bonus | $\begin{gathered} 10 \\ + \end{gathered}$ |  |  | Full | 1 ） | F | F |
| \＃ | Player | Fouls |  | Iste | 2nde | 3rd 0 | $4 \operatorname{th} \mathrm{Q}$ | Reb | Ass | stis | Tov | FG\％ | FT\％ | Pts |
| $\omega$ | Wilson | Y 2 | 5 | （2）， | 3，2 | 00 | 3，20 | （1） |  | $\backslash$ | 1 | 2／6 | 2／3 | 6 |
| 5 Pa | Parker |  |  | （3） |  | 2，2 | （1） | ＋IIT | 1 | $\backslash$ | 11 | $1 / 3$ | 2／2 | 5 |
| 105 | Smith | $x 2$ |  |  | 2， 2 ） |  |  |  |  | ＂ | 1 | 2／5 | $0 / 0$ | 4 |
| Jo | Johinson | 入 | 2： 2 | 1，1 | （2） | 3，233 | 2，20 | 1 | ＂ | ＋ | ＋ | $4 / 7$ | $0 / 2$ | 9 |
|  | Williams | 天 |  | 2 | （1） | 3， 3 ） | 2，00 | （17） | 픈 | ＂ | 1 | 2／4 | $4 / 4$ | 9 |
| 38 | Rizzo |  | － | （2） | 2，2 |  | 2，2 | 1 |  | 1 |  | 1／5 | 010 | 2 |
| 55 | O＇Neil | $\lambda_{2}$ | 23445 | 2，3 | （2） | 2，2 | （20，1 |  | ＊ | ， | い | 2／6 | $0 / 0$ | 6 |
| Shots fg／f6a |  |  |  | 4／6 | 3／8 | 2／9 | 5／13 |  |  |  |  | 14／36 | 8／11 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

[^0]

## THINKING IT OUT \#1: Player Charts

DIRECTIONS: Add up Kopper's points for each game. Game 1 has been done. Then add the points at the bottom to get Kopper's total number of points. Do this for all the players. How to do it: Add together Kopper's points from Game 1, Game 2, Game 3, and Game 4. Put the TOTAL POINTS for each game in the green blanks. Then add the numbers.
Remember: If a column adds up to 10 or more, carry the extra number to the left. After Kopper's chart, do charts for Kaydra, Jackie, Tonya, Abigail, and Brae


[^1]
## $+$

| Tonya | Game 1 points | Game 2 points | Game 3 points | Game 4 points |
| :---: | :---: | :---: | :---: | :---: |
| 2-pt shots | 2 | 6 | 10 | 2 |
| 3-pt shots | 0 | 3 | 3 | 3 |
| Free throws | 0 | 3 | 1 | 3 |
| TOTAL POINTS | 4 | 10 | 14 | 16 |
| Total Game 1 points |  | 4 | workspace |  |
| Total Game 2 points |  | 10 |  |  |
| Total Game 3 points |  | 14 |  |  |
| Total Game 4 points |  | 16 |  |  |
| FINAL TOTAL POINTS |  | 44 |  |  |


| Abigail | Game 1 points | Game 2 points | Game 3 points | Game 4 points |
| :---: | :---: | :---: | :---: | :---: |
| 2-pt shots | 6 | 4 | 4 | 4 |
| 3-pt shots | 6 | 9 | 0 | 9 |
| Free throws | 2 | 3 | 1 | 2 |
| TOTAL POINTS | 14 | 16 | 5 | 15 |
| Total Game 1 points |  | 14 | workspace |  |
| Total Game 2 points |  | 16 |  |  |
| Total Game 3 points |  | 5 |  |  |
| Total Game 4 points |  | 15 |  |  |
| FINAL TOTAL POINTS |  | 50 |  |  |

$+($

| Kaydra | Game 1 points | Game 2 points | Game 3 points | Game 4 points |
| :---: | :---: | :---: | :---: | :---: |
| 2-pt shots | 4 | 4 | 12 | 14 |
| 3-pt shots | 0 | 3 | 0 | 0 |
| Free throws | 0 | 3 | 2 | 2 |
| total points | 4 | 10 | 14 | 16 |
| Total Game 1 points |  | 4 | workspace |  |
| Total Game 2 points |  | 10 |  |  |
| Total Game 3 points |  | 14 |  |  |
| Total Game 4 points |  | 16 |  |  |
| FINAL TOTAL POINTS |  | 44 |  |  |


| Jackie | Game 1 points | Game 2 points | Game 3 points | Game 4 points |
| :---: | :---: | :---: | :---: | :---: |
| 2-pt shots | 4 | 6 | 6 | 10 |
| 3-pt shots | 0 | 3 | 6 | 6 |
| Free throws | 1 | 3 | 0 | 2 |
| TOTAL POINTS | 5 | 12 | 12 | 18 |
| Total Game 1 points |  | 5 | worssack |  |
| Total Game 2 points |  | 12 |  |  |
| Total Game 3 points |  | 12 |  |  |
| Total Game 4 points |  | 18 |  |  |
| FINAL TOTAL POINTS |  | 47 |  |  |

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| Brae | Game 1 points | Game 2 points | Game 3 points |  | Game 4 points |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2-pt shots | 4 | 0 | 2 |  | 2 |  |
| 3-pt shots | 0 | 0 | 0 |  | 0 |  |
| Free throws | 0 | 0 | 0 |  | 0 |  |
| TOTAL POINTS | 4 | 0 | 2 |  |  | 2 |
| Total Game 1 points |  | 4 | workspace |  |  |  |
| Total Game 2 points |  | 0 |  |  |  |  |
| Total Game 3 points |  | 2 |  |  |  |  |
| Total Game 4 points |  | 2 |  |  |  |  |
| FINAL TOTAL POINTS |  |  |  |  |  |  |

## THINKING IT OUT \#2: Most Valuable Player

DIRECTIONS: Copy each player's FINAL TOTAL POINTS to the "Points" row below. Subtract the number of fouls from the number of points to get the players' final score. The coach is going to let the team choose from the three players with the highest scores. Who are the top three? Kaydra, Tonya, and Abigail.
Look at FINAL SCORE. Who is the most valuable player? Kaydra and Tonya are tied

|  | Kopper | Kaydra | Jackie | Tonya | Abigail | Brae |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Points | 23 | $\mathbf{4 4}$ | 47 | 36 | 50 | 8 |
| Fouls | -12 | -8 | -18 | -0 | -15 | -5 |
| FINAL SCORE | 11 | 36 | 29 | 36 | 35 | 3 |

Figuring Ages
Directions: Find each person's age.

| \# | Name | Current Year | Year Born | Calculation | Age |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Sample: | Carrie | 2015 | 1995 | 2007-1995 = 12 | 12 yrs old |
| 1. | Adam |  | 1992 |  |  |
| 2. | Beth |  | 2003 |  |  |
| 3. |  | Answers will vary based on current year. |  |  |  |
| 5. | Craig |  | 1982 |  |  |
| 6. | Marcos |  | 1975 |  |  |
| 7. | LaFrancine |  | 1998 |  |  |
| 8. | Sam |  | 2005 |  |  |
| 9. | Del |  | 1961 |  |  |
| 10. | LeBron |  | 1980 |  |  |

Figuring Elapsed Time
Directions: Answer each question.


18 - UNIT 1 - ADD AND SUBTRACT • Math for Life


LIFE SKILLS WORKSHEET \#5
Working with a Bus Schedule
Directions: Use this early-morning airport bus schedule to answer the questions. From Burien, WA to Sea-Tac Airport (Weekday):

| $\begin{aligned} & \text { S 2nd } \\ & \& \end{aligned}$ | S Grady Way \& | Tukwila | Andover Pk <br>  | $\begin{aligned} & \text { Sea-Tac } \\ & \text { (Bag Claim) } \end{aligned}$ | ${ }_{\&}^{4 t h}$ Av SW |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Burnett Av S | Shattuck Av S | Station | Baker | Bay-2 | SW 150th |
| 5:34am | 5:40am | --- | 5:50am | 6:04am | 6:16am |
| 5:54am | 6:00am | --- | 6:10am | 6:24am | 6:36am |
| 6:05am | 6:12am | 6:18am | 6:22am | 6:36am | 6:48am |
| 6:19am | 6:26am | 6:32amB | 6:36am | 6:50am | 7:02am |
| 6:35am | 6:42am | 6:48amB | 6:52am | 7:07am | 7:20am |
| 6:50am | 6:57am | 7:03amB | 7:08am | 7:23am | 7:36am |
| 7:03am | 7:11am | 7:18amB | 7:23am | 7:38am | 7:51am |
| 7:17am | 7:25am | 7:33amB | 7:38am | 7:53am | 8:06am |
| 7:32am | 7:40am | 7:48amB | 7:53am | 8:08am | 8:21am |
| 7:48am | 7:56am | 8:04amB | 8:09am | 8:24am | 8:37am |
| 8:05am | 8:12am | --- | 8:23am | 8:38am | 8:51am |
| 8:20am | 8:27am | --- | 8:38am | 8:53am | 9:06am |
| 8:35am | 8:42am | -- | 8:53am | 9:08am | 9:20am |
| 8:50am | 8:57am | --- | 9:08am | 9:23am | 9:35am |
| 9:05am | 9:12am | --- | 9:23am | 9:38am | 9:50am |
| 9:20am | 9:27am | --- | 9:38am | 9:53am | 10:05am |
| 9:35am | 9:42am | --- | 9:53am | 10:08am | 10:20am |
| 9:50am | 9:57am | -- | 10:08am | 10:23am | 10:35am |
| 10:05am | 10:12am | --- | 10:23am | 10:38am | 10:50am |

1. About how long does it take to get from S. 2nd and Burnett Ave.S. to the airport baggage claim? 30 minutes
2. What time should you get on the bus at S . Grady Way if you want to be at 4 th Ave SW by 8:45? 7:56
3. If you are getting on the bus at Tukwila Station, and you need to be at the Bay- 2 at the airport by $9: 38$, what is the latest time you can get on the bus? 8:04
4. Say you have a flight at noon and you want to be at the airport two hours before your flight. What is the latest bus you can catch at Andover PkW \& Baker? 9:38
5. Say you board the $6: 35$ A.m. bus at S. 2nd \& Burnett Ave. S., and your flight is at $9: 00$. If you get off at Baggage claim, how mcuh time will you have before your flight? $1 \mathrm{hr}, 53 \mathrm{~min}$

Answer Key for Practice Sheets follows. Practice Sheets can be found on accompanying CD

| PRACTICE Add \& Subtract |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Addition Facts: Single Numbers |  |  |  |  |
| $\begin{array}{r}2 \\ +3 \\ \hline 5 \\ \hline\end{array}$ | $\begin{array}{r}5 \\ +\quad 9 \\ \hline 14 \\ \hline\end{array}$ | $\begin{array}{r}1 \\ +\quad 9 \\ \hline 10 \\ \hline\end{array}$ | $\begin{array}{r}7 \\ +6 \\ \hline 13 \\ \hline\end{array}$ | $\begin{array}{r} 4 \\ +6 \\ +\mathbf{6} \\ \hline \end{array}$ |
| $\begin{array}{r}8 \\ +\quad 3 \\ \hline 11 \\ \hline\end{array}$ | $\begin{array}{r}8 \\ +\quad 4 \\ \hline 12 \\ \hline\end{array}$ | $\begin{array}{r}6 \\ +2 \\ \hline \hline 8 \\ \hline\end{array}$ | $\begin{array}{r}6 \\ +3 \\ \hline \hline 9\end{array}$ | $\begin{array}{r}7 \\ +3 \\ \hline 10\end{array}$ |
| $\begin{array}{r}1 \\ +1 \\ \hline \hline \mathbf{2} \\ \hline\end{array}$ | $\begin{array}{r}2 \\ +2 \\ \hline \hline 4\end{array}$ | $\begin{array}{r}3 \\ +3 \\ \hline \hline 6\end{array}$ | $\begin{array}{r}4 \\ +4 \\ \hline \hline 8 \\ \hline\end{array}$ | $\begin{array}{r}5 \\ +\quad 5 \\ \hline 10 \\ \hline\end{array}$ |
| $\begin{array}{r}6 \\ +6 \\ \hline 12\end{array}$ | $\begin{array}{r}7 \\ +7 \\ \hline 14\end{array}$ | $\begin{array}{r}8 \\ +8 \\ \hline 16\end{array}$ | $\begin{array}{r}9 \\ +9 \\ \hline 18 \\ \hline\end{array}$ | $\begin{array}{r}9 \\ +\quad 6 \\ \hline 15\end{array}$ |
| $\begin{array}{r}8 \\ +7 \\ \hline 15 \\ \hline\end{array}$ | $\begin{array}{r}7 \\ +5 \\ \hline 12 \\ \hline\end{array}$ | $\begin{array}{r}8 \\ +\quad 9 \\ \hline 17 \\ \hline\end{array}$ | $\begin{array}{r}8 \\ +\quad 6 \\ \hline 14 \\ \hline\end{array}$ | $\begin{array}{r}7 \\ +6 \\ \hline 13 \\ \hline\end{array}$ |

Subtraction Facts: 1 through 20

| $\begin{array}{r} 3 \\ -1 \\ \hline 1 \mathbf{2} \end{array}$ | $\begin{array}{r}9 \\ -5 \\ \hline \hline 4 \\ \hline\end{array}$ | $\begin{array}{r}9 \\ -1 \\ \hline \hline 8 \\ \hline\end{array}$ | $\begin{array}{r}8 \\ -8 \\ -8 \\ \hline 0\end{array}$ | $\begin{array}{r}7 \\ -7 \\ -7 \\ \hline 00 \\ \hline\end{array}$ |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{r}9 \\ -8 \\ \hline \hline 1 \\ \hline\end{array}$ | $\begin{array}{r}8 \\ -4 \\ \hline \hline 4 \\ \hline\end{array}$ | $\begin{array}{r}6 \\ -2 \\ \hline \hline 4 \\ \hline\end{array}$ | $\begin{array}{r}6 \\ -3 \\ \hline \hline 3 \\ \hline\end{array}$ | $\begin{array}{r}7 \\ -3 \\ -3 \\ \hline 4\end{array}$ |
| $\begin{array}{r} 10 \\ -\quad 10 \\ \hline \mathbf{0} \end{array}$ | $\begin{array}{r}2 \\ -1 \\ \hline 1 \\ \hline 1\end{array}$ | $\begin{array}{r}12 \\ -\quad 11 \\ \hline 1\end{array}$ | $\begin{array}{r}15 \\ -5 \\ -10 \\ \hline\end{array}$ | $\begin{array}{r}15 \\ -10 \\ \hline 5\end{array}$ |
| $\begin{array}{r} 14 \\ -7 \\ \hline \hline 7 \end{array}$ | $\begin{array}{r}10 \\ -3 \\ -7 \\ \hline 7\end{array}$ | $\begin{array}{r} 20 \\ -10 \\ \hline 10 \end{array}$ | $\begin{array}{r}9 \\ -9 \\ \hline \hline 0\end{array}$ | $\begin{array}{r}9 \\ -6 \\ \hline \hline 3\end{array}$ |
| $\begin{array}{r} 8 \\ -7 \\ \hline 1 \end{array}$ | $\begin{array}{r}17 \\ -5 \\ \hline 12 \\ \hline\end{array}$ | $\begin{gathered} 18 \\ -8 \\ \hline 10 \end{gathered}$ | $\begin{array}{r} 18 \\ -9 \\ \hline 9 \end{array}$ | $\begin{array}{r} 18 \\ -10 \\ \hline 8 \\ \hline 8 \end{array}$ |

Add Larger Numbers - No Carrying

| $\begin{array}{r} 14 \\ +12 \\ \hline \mathbf{2 6} \end{array}$ | $\begin{array}{r} 23 \\ +\quad 15 \\ \hline 38 \end{array}$ | $\begin{array}{r} 20 \\ +\quad 11 \\ \hline 31 \\ \hline \end{array}$ | $\begin{array}{r} 33 \\ +\quad 33 \\ \hline 66 \end{array}$ | $\begin{array}{r} 25 \\ +50 \\ \hline 75 \\ \hline \end{array}$ |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{r} 42 \\ +\quad 24 \\ \hline 66 \end{array}$ | $\begin{array}{r} 45 \\ +\quad 44 \\ \hline 89 \end{array}$ | $\begin{array}{r} 23 \\ +\quad 52 \\ \hline 75 \end{array}$ | $\begin{array}{r} 35 \\ +\quad 11 \\ \hline \hline 46 \end{array}$ | $\begin{array}{r} 55 \\ +\quad 20 \\ \hline 75 \\ \hline 75 \end{array}$ |
| $\begin{array}{r} 20 \\ +20 \\ \hline 40 \end{array}$ | $\begin{array}{r} 20 \\ +\quad 30 \\ \hline \mathbf{5 0} \end{array}$ | $\begin{array}{r} 30 \\ +\quad 20 \\ \hline \mathbf{5 0} \end{array}$ | $\begin{array}{r} 15 \\ +\quad 50 \\ \hline 65 \end{array}$ | $\begin{array}{r} 15 \\ +\quad 10 \\ \hline 25 \end{array}$ |
| $\begin{array}{r} 24 \\ +44 \\ \hline 68 \end{array}$ | $\begin{array}{r} 50 \\ +\quad 30 \\ \hline 80 \end{array}$ | $\begin{array}{r} 22 \\ +\quad 11 \\ \hline 33 \end{array}$ | $\begin{array}{r} 10 \\ +\quad 23 \\ \hline 33 \end{array}$ | $\begin{array}{r} 14 \\ +\quad 14 \\ \hline \mathbf{2 8} \\ \hline \end{array}$ |
| $\begin{array}{r} 74 \\ +24 \\ \hline 98 \end{array}$ | $\begin{array}{r}60 \\ +\quad 35 \\ \hline 95 \\ \hline\end{array}$ | $\begin{array}{r}18 \\ +61 \\ \hline 79 \\ \hline\end{array}$ | $\begin{array}{r}43 \\ +43 \\ \hline 86 \\ \hline\end{array}$ | $\begin{array}{r}16 \\ +10 \\ \hline 26 \\ \hline\end{array}$ |


| PRACTICE Add \& Subtract |  |  |  |
| :---: | :---: | :---: | :---: |
| Add Numbers With Carrying |  |  |  |
| $\begin{array}{r}21 \\ +59 \\ \hline 80\end{array}$ | $\begin{array}{r} 21 \\ +\quad 99 \\ \hline \mathbf{1 2 0} \end{array}$ | $\begin{array}{r} 45 \\ +\quad 17 \\ \hline 62 \end{array}$ | $\begin{array}{r} 55 \\ +\quad 55 \\ \hline 110 \end{array}$ |
| $\begin{array}{r}32 \\ +68 \\ \hline 100 \\ \hline\end{array}$ | $\begin{array}{r}65 \\ +47 \\ \hline 112 \\ \hline\end{array}$ | $\begin{array}{r}75 \\ +25 \\ \hline 100 \\ \hline\end{array}$ | $\begin{array}{r}35 \\ +\quad 99 \\ \hline 134 \\ \hline\end{array}$ |
| $\begin{array}{r}999 \\ +111 \\ \hline 1110 \\ \hline\end{array}$ | $\begin{array}{r}805 \\ +395 \\ \hline 1200\end{array}$ | $\begin{array}{r}757 \\ +333 \\ \hline 1090 \\ \hline\end{array}$ | $\begin{array}{r}259 \\ +533 \\ \hline 792 \\ \hline\end{array}$ |
| $\begin{array}{r}1849 \\ +654 \\ \hline 2503 \\ \hline\end{array}$ | $\begin{array}{r}9878 \\ +218 \\ \hline 10096 \\ \hline\end{array}$ | $\begin{array}{r}3909 \\ +3555 \\ \hline 7464 \\ \hline\end{array}$ | $\begin{array}{r}4545 \\ +6787 \\ \hline 11332 \\ \hline\end{array}$ |


| PRACTICE Add \& Subtract |  |  |
| :---: | :---: | :---: |
| Add Numbers With Carrying-p. 2 |  |  |
| $\begin{array}{r} 50 \\ 30 \\ +\quad 99 \\ \hline 179 \end{array}$ | $\begin{array}{r} 300 \\ 83 \\ +\quad 17 \\ \hline 400 \end{array}$ | $\begin{array}{r} 222 \\ 777 \\ +111 \\ \hline \mathbf{1 1 1 0} \end{array}$ |
| $\begin{array}{r} 300 \\ 65 \\ +\quad 57 \\ \hline \mathbf{4 2 2} \\ \hline \end{array}$ |  | $\begin{array}{r} 235 \\ 222 \\ +\quad 299 \\ \hline 756 \\ \hline \end{array}$ |
| $\begin{array}{r} 3805 \\ +33 \\ +395 \\ \hline 4233 \end{array}$ | $\begin{array}{r} 757 \\ 234 \\ +\quad 333 \\ \hline \mathbf{1 3 2 4} \end{array}$ | $\begin{array}{r} 484 \\ 279 \\ +525 \\ \hline 1288 \end{array}$ |


| PRACTICE Add \& Subtract |
| :--- |
| Subtract with Borrowing |
| 81 <br> -59 |
| $\mathbf{2 2}$ |


[^0]:    

[^1]:    12• UNIT 1 - ADD AND SUBTRACT • Math for Lif

