



SCHOLASTIC



DynaMath

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October 2013
TEACHER'S EDITION

SEPT	OCT	NOV/DEC	JAN	FEB	MAR	APR	MAY/JUNE
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Bats and Halloween go hand in hand, but now the iconic “spooky” animal is in a fight for survival. Learn more about the illness plaguing bats on page 4. But Halloween is also about fun, so I’m sure your students will enjoy our “Math at Work” story about Nathan Sawaya, a man who gets paid to play with LEGO bricks! As always, you can find us online at www.scholastic.com/dynamath. There, you’ll find skills sheets, videos, games, and more.

Best,
 Karina Hamalainen, Editor khamalainen@scholastic.com



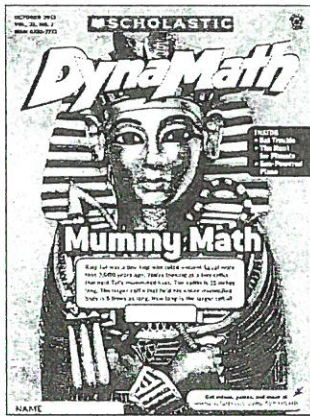
FEATURE VIDEO:
Brick by Brick

SKILLS AND STANDARDS

PAGE	SKILL & ARTICLE TITLE	COMMON CORE STATE STANDARD	ONLINE MATERIALS www.scholastic.com/dynamath
4	DATA ANALYSIS Spooky Sickness	Measurement and Data: Represent and interpret data.	Basic: Lives on the Line Video: What’s Wrong With Bats?
6	PLACE VALUE Counting in Ancient Egypt	Number and Operations in Base 10: Read and interpret Egyptian numbers.	Advanced: Mummy Multiplication Game: Ancient Number Match-Up
8	DECIMALS Water Damage	Number and Operations—Fractions: Add decimals.	Advanced: Subtracting Decimals
10	DIVISION Fly With the Sun	Number and Operations in Base 10: Find rates using division.	Skills Sheet, Video Lesson, Practice Test, Common Core Connection Sheet
12	PROBLEM SOLVING LEGO Master	Operations and Algebraic Thinking: Work with too much and too little information.	Basic: Too Much Info II Video: Brick by Brick
14	GRAPHS Hunting for Planets	Measurement and Data: Read a bar graph.	Basic: Planets Found!



DIGITAL ISSUE KEY Video Player Game Skills Sheet



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FEATURE VIDEO:
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DIGITAL ISSUE KEY



page 4 DATA ANALYSIS

Spooky Sickness



CONTENT STANDARD
Measurement and Data

MATHEMATICAL PRACTICES STANDARDS
4. Model with mathematics.
5. Use appropriate tools strategically.

OBJECTIVE

Students will analyze data from the map and answer questions about white-nose syndrome, a disease affecting bats.

LESSON

1. Before reading the article, engage students by asking them if they feel bats are vital to the environment. Explain that bats eat insects, which helps protect the crops we eat and keep mosquitoes at bay.
2.  Open the digital edition to page 4 and read the article. Enlarge the map called "The Spread of White-Nose Syndrome." Ask: What do the different colors on the map represent?
3. After answering the questions, ask students: Based on the map, where might white-nose syndrome hit next?
4.  Click the "Watch A Video" button to watch "What's Wrong With Bats?" This video examines the effects of white-nose syndrome on the U.S. bat population.

ONLINE ACTIVITY

www.scholastic.com/dynamath

Click on the orange "Skills Sheets" button for the "Lives on the Line" basic skills sheet where students read a line graph of the data in the story.

page 6 PLACE VALUE

Counting in Ancient Egypt



CONTENT STANDARD
Number and Operations in Base 10

MATHEMATICAL PRACTICES STANDARDS
6. Attend to precision.
7. Look for and make use of structure.

OBJECTIVE

Students will learn how the ancient Egyptian number system worked and compare its similarities and differences with the U.S. place value system.

LESSON

1. Ask students: Have the same numbers been used throughout history? Do people in different countries use the same numbers today? How might other number systems be different?
2.  Open the digital edition to page 6 and read the article. Enlarge the "What to Do" box. Discuss the Egyptian number system.
3. After answering the questions, ask students: Which number system do you prefer—the one you use or the one used by the ancient Egyptians? Have them defend their answers.
4.  For more practice with the Egyptian number system, click on the "Play A Game" button to have students play a fun "Ancient Number Match-Up" game.

ONLINE ACTIVITY

www.scholastic.com/dynamath

Click on the orange "Skills Sheets" button to download the "Mummy Multiplication" advanced skills sheet, in which students use an ancient Egyptian method of multiplication.

DIGITAL ISSUE KEY



Skills Sheet



Video Player



Digital Sticky Notes



Text Highlighter



Drawing Tool



Pop-Up



Vocabulary Word



Game



Mask Tool

page 8 DECIMALS

Water Damage

CONTENT STANDARD

Number and Operations – Fractions


MATHEMATICAL PRACTICES STANDARDS

- 6. Attend to precision.
- 4. Model with mathematics.
- 8. Look for and express regularity in repeated reasoning.

OBJECTIVE

Students will develop an understanding of decimals as fractions of a number and add them while learning how storm surge causes flooding during a storm.

LESSON

1.  Ask students: What do the numbers after a decimal point mean? Help students understand that a decimal shows a fraction, or portion, of a number. Explain that every decimal can be expressed as a fraction. For example, $4.5 = 4\frac{1}{2}$. Consider drawing a number line to demonstrate that both the fraction and the decimal represent a space halfway between 4 and 5.
2. After reading the article and completing the problems, ask students to read their answers aloud. Explain that in order to write the decimal portion of a number as a fraction, they should write the fraction exactly as it sounds. So 0.78, or “seventy-eight hundredths,” can be written as $\frac{78}{100}$.
3. As an extension, after students have completed the additional problems, have them convert all of their answers to fractions.

ONLINE ACTIVITY

www.scholastic.com/dynamath

Click on the orange “Skills Sheets” button to download the “Subtract Decimals” advanced skills sheet, a more advanced version of this activity where students subtract using decimals.

page 10 DIVISION

Fly With the Sun

COMMON
CORE
PACKAGE

CONTENT STANDARD

Number and Operations in Base Ten


MATHEMATICAL PRACTICES STANDARDS

- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

OBJECTIVE

Students will work through division problems to find the rate of speed at which airplanes and automobiles travel.

LESSON

1. Before reading the article, ask the class: At what rate of speed do you think a passenger airplane travels? (Answer: About 600 miles per hour, depending on the plane.) Next ask: What rate of speed do you think a solar airplane possibly travels at? Why would one be faster than the other? Allow students to discuss their thoughts.
2.  Open the digital issue and read the article as a class. Click the “Watch A Video” button to view “Dividing Large Numbers.” After they’ve watched the video, students should complete the problems.
3. Have students complete the Common Core Process Skills Sheet “Dividing With Partial Quotients” to try the partial-quotient method of division. Ask students which method of division they prefer, and why.
4. Review this skill with the practice test on page T6 of this Teacher’s Edition.

ONLINE ACTIVITY

www.scholastic.com/dynamath

Click on the orange “Skills Sheets” button to download the “Division Distances” advanced skills sheet where students answer more complicated division problems.

LESSON PLANS

page 12 PROBLEM SOLVING

LEGO® Master

CONTENT STANDARD

Operations and Algebraic Thinking




MATHEMATICAL PRACTICES STANDARDS

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.

OBJECTIVE

Students will solve problems using essential information and eliminating unnecessary information to solve word problems about the work of LEGO Certified Professional Nathan Sawaya.

LESSON

1. Discuss with students their prior experience with LEGO bricks. Ask: Do you think it would be a challenge to build a large figure with thousands of small LEGO pieces? How can having mathematical skills help you when building any type of sculpture?
2.  Open the digital issue to page 12 and have students read the article. Enlarge the “What to Do” box and review the instructions.
3.  Work on the first problem as a class. Call on a volunteer. Have him or her use the drawing tool to cross out any unnecessary information. Call on another volunteer to circle the information needed to solve the problem. The remaining problems should be worked on individually.
4.  Click the “Watch A Video” button to watch “Brick by Brick” to see Nathan Sawaya build a cello out of LEGO bricks.

ONLINE ACTIVITY

www.scholastic.com/dynamath

Click on the orange “Skills Sheets” button to download the “Too Much Info II” basic skills sheet for more practice with this skill.

page 14 GRAPHS

Hunting for Planets

CONTENT STANDARD

Measurement and Data


MATHEMATICAL PRACTICES STANDARDS

4. Model with mathematics.
5. Use appropriate tools strategically.

OBJECTIVE

Students will analyze and interpret a bar graph to compare and understand the many possible exoplanets have been spotted by the Kepler telescope.

LESSON

1. Ask students: How many planets are there in our solar system? Could there be more planets beyond our solar system that we have not yet discovered?
2.  Open the digital issue to page 14 and have students read the article. While they're reading, have them take notes on the important details of the article. Ask for volunteers to share some of their ideas on digital sticky notes.
3. Have students complete the problems individually. In groups or as a class, discuss the “Think About It” questions. Have students defend their answers. Ask what other graphs might be used to show the data presented.
4. Have students work with partners to research the size of Neptune, Jupiter, and Earth to see which are the largest and which are the smallest categories of exoplanets on the graph.

ONLINE ACTIVITY

www.scholastic.com/dynamath

Click on the orange “Skills Sheets” button to download the “Planets Found!” basic skills sheet, an activity where students read a bar graph of confirmed exoplanets.

Problem of the Day

<p>DAY 1 Daniel ran 8 miles in 2 hours. How many miles did he run per hour?</p>	<p>DAY 2 Can the following question be answered? Why or why not? A plant grew 6.2 inches. Then it grew another 9.3 inches. How tall is the plant now?</p>	<p>DAY 3 Rick has 3 different clown costumes and 4 pairs of clown shoes. How many different combinations of 1 clown costume and 1 pair of shoes can Rick make?</p>	<p>DAY 4 When is 1 quarter worth more than 4 nickels?</p>	<p>DAY 5 On Saturday, the Hawks soccer team scored 4 goals. The Eagles scored 9 goals. The Eagles lost. The Hawks won. How is that possible?</p>
<p>DAY 6 There are 10 pancakes in a batch of Pam's Pickle Pancakes. There are 2 pickles in each batch. How many pickles are there in 50 pancakes?</p>	<p>DAY 7 Fill in the missing operations to make the following equation true: $90 _ 30 _ 40 _ 9 = 34$</p>	<p>DAY 8 If it's 4:45 p.m., what time will it be an hour from 15 minutes ago?</p>	<p>DAY 9 Fill in the next three numbers to continue the pattern: 1, 5, 3, 7, 5, 9, 7, 11, 9, 13, _____</p>	<p>DAY 10 Name the 2-digit number: ✓ The tens digit minus the ones digit equals 4. ✓ One of the digits is a 9.</p>
<p>DAY 11 Tim picked 4.3 pounds of apples. JJ picked 3.2 pounds of apples. How many pounds of apples do they have altogether?</p>	<p>DAY 12 Fill in the missing digits. $1, 3 _ 5$ $+ 2, _ 16$ $_ , 761$</p>	<p>DAY 13 Circle the three numbers whose product equals 100. 1 2 5 15 25 50 100 30</p>	<p>DAY 14 In 5 years, Raymond will be twice as old as his sister Jordan. Jordan is 4 years old. How old is Raymond?</p>	<p>DAY 15 $3 \times 2 \times 7 = 3 + 2 + _$</p>
<p>DAY 16 True or false: A rectangle is always a square. Explain your answer.</p>	<p>DAY 17 Name the 3-digit number: ✓ All digits are the same. ✓ The product of the digits is half the product of 9×6.</p>	<p>DAY 18 Unscramble these math terms: ✓ iddvei ✓ dreunhsd ✓ chines</p>	<p>DAY 19 A pizza has 8 slices. Half of the slices have mushrooms. Half of those slices also have onions. How many slices have mushrooms and onions?</p>	<p>DAY 20 Circle the 2 word-form numbers hidden in this sentence: "Alana's loud science project woke her sisters. They were happy when she was done."</p>

Practice Test: Division

Test your skills related to the math from the story "Fly With the Sun."

1. $150 \div 3 =$

- (A) 50
- (B) 5
- (C) 500
- (D) 30

2. $3,200 \div 8 =$

- (A) 40
- (B) 400
- (C) 30
- (D) 300

3. $4,500 \div 9 =$

- (A) 50
- (B) 60
- (C) 600
- (D) 500

4. $42,000 \div 6 =$

- (A) 70
- (B) 700
- (C) 7,000
- (D) 800

5. $8,800 \div 4 =$

- (A) 200
- (B) 2,200
- (C) 220
- (D) 800

6. $2,800 \div 7 =$

7. $81,000 \div 9 =$

8. Christopher drove from Gainesville, South Carolina, to Jacksonville, Florida. The 300-mile trip took 5 hours. What was Christopher's car's average rate of speed, in miles per hour?

9. Samantha flew from Newark, New Jersey, to Los Angeles, California. Her 2,400-mile trip took 6 hours. What was the plane's average rate of speed, in miles per hour?

10. Pierre drove from London, England, to Paris, France. The 270-mile trip took 9 hours. What was Pierre's average rate of speed, in miles per hour?

Dividing With Partial Quotients

Division using partial quotients helps divide numbers by using several smaller multiplication problems.

EXAMPLE: A train travels 390 miles in 5 hours.

What is its rate of speed, in miles per hour? Write out the division problem: $5 \overline{) 390}$

- About how many times does 5 go into 390?

Use what you already know about multiplication: $7 \times 5 = 35$

So, $70 \times 5 = 350$

- In the column to the right of the division problem, write a "70."

This is your first partial quotient:

- Subtract 350 (the product of 70×5) from the dividend.

- Now you're being asked to find out how many times 5 goes into 40.

This you should know: 8.

- Add an 8 to the column. Subtract again, this time 40 (the product of 8×5).

- Now that we've reached 0, we can add our partial quotients to find the final quotient and the answer to the division problem: $70 + 8 = 78$

So, $390 \div 5 = 78$

$$\begin{array}{r}
 5 \overline{) 390} \quad 70 \\
 \underline{-350} \\
 40 \quad 8 \\
 \underline{-40} \\
 0
 \end{array}$$

NOTE: You can use different products to solve the same problem.

The important thing is to use products you know:

Now, try some division problems on your own. Use the partial quotient method. Show your work.

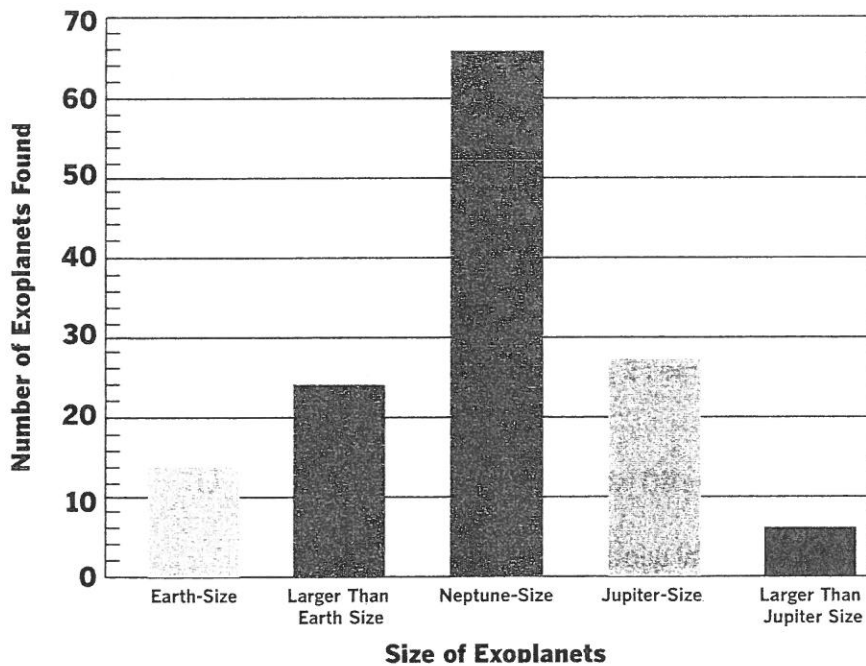
1. $261 \div 3 =$

2. $455 \div 7 =$

Planets Found!

In "Hunting for Planets" (page 14), we used a bar graph to show some of the possible exoplanets discovered by the Kepler telescope. Now, read another bar graph to see which planets have been confirmed to be real! Use the data in the bar graph to answer the questions.

Confirmed Exoplanets Discovered by Kepler



- How many exoplanets are larger-than-Earth size?
- There are about twice as many Jupiter-size exoplanets than what other size?
- There are 6 exoplanets that are what size?
- How many more exoplanets are Neptune-size than Jupiter size?
- In total, about how many exoplanets have been confirmed as real?

PAGE T7:

Problem Of The Day

- DAY 1:** 4 miles per hour
- DAY 2:** No; we don't know the plant's starting height, when it started growing, or when it stopped.
- DAY 3:** 12 costumes
- DAY 4:** always; 1 quarter = 25¢; 4 nickels = 20¢
- DAY 5:** The two teams were not playing each other.
- DAY 6:** 10 pickles
- DAY 7:** $90 \div 30 + 40 - 9 = 34$
- DAY 8:** 5:30
- DAY 9:** 11, 15, 13
- DAY 10:** 95
- DAY 11:** 7.5 pounds
- DAY 12:** $1,345 + 2,416 = 3,761$
- DAY 13:** 1, 2, 50
- DAY 14:** 13 years old
- DAY 15:** 37
- DAY 16:** False; a rectangle has two pairs of equal sides, but the pairs don't have to match. A square is always a rectangle.
- DAY 17:** 333
- DAY 18:** divide, hundreds, inches
- DAY 19:** 2 slices
- DAY 20:** Alana's loud science project woke her sisters. They were happy when she was done.

PAGE T8:

Practice Test

1. A
2. B
3. D
4. C
5. B
6. 400
7. 9,000
8. 60 miles per hour
9. 400 miles per hour
10. 30 miles per hour

PAGE T9:

COMMON CORE SKILLS SHEET:

Dividing With Partial Quotients

Here is one possible answer for each problem.

$\begin{array}{r} 3 \overline{)261} \quad 80 \\ -240 \\ \hline 21 \quad 7 \\ -21 \\ \hline 0 \end{array}$ <p>$80 + 7 = 87$</p>	$\begin{array}{r} 3 \overline{)455} \quad 60 \\ -420 \\ \hline 35 \quad 5 \\ -35 \\ \hline 0 \end{array}$ <p>$60 + 5 = 65$</p>
---	---

Additional problems for this activity can be found on our website,

PAGE T10:

Planets Found!

Please accept all reasonable answers.

1. 22 exoplanets
2. Earth
3. larger than Jupiter
4. 38
5. 134

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ANSWER KEY

COVER: Mummy Math

75 inches (Also accept 6 feet 3 inches.)

PAGE 2: Numbers in the News

HOWL-OWEEN! 1. pumpkin; 2. devil; 3. hot dog;
4. cats; 5. bees

BIG HEADACHES 159 players

BUG-INSPIRED ROBOT Tripod

PAGE 4: Spooky Sickness

1. red
2. 2010-2011
3. Missouri
4. South Carolina, Georgia, Alabama
5. Four states: New York, Connecticut, Massachusetts, and Vermont

PAGE 6: Counting in Ancient Egypt

1. \cup
2. \odot IIIII
- 3A. 50
- 3B. 335
- 3C. 3,603
- 4A. \odot \cup \cup \cup \cup \cup
- 4B. \odot \odot IIIII
- 4C. \ddagger \odot \odot \odot \cup \cup \cup \cup \cup
- 4D. \cup \odot \odot \odot \odot \odot \cup
5. No. Our place-value system is based on the order of the digits.

PAGE 8: Water Damage

1. 14.31 feet
2. 6.06 feet
3. 8.675 feet
4. 13.885 feet
5. 8.90314 feet

PAGE 10: Fly With the Sun

Please accept all reasonable measurements.

- 1A. 5
- 1B. 50 miles per hour
2. 60 miles per hour
3. 700 miles per hour
4. 150 miles per hour
5. 600 miles per hour

PAGE 12: LEGO Master

1. 324 bricks
2. 84 hours
3. too little information; you would need to know how tall the heart is to find the answer
4. 21 inches
5. too little information. You would need to know the exact number of days or hours and days it took Nathan Sawaya to build the pencil

PAGE 14: Hunting for Planets

Please accept all reasonable answers.

1. Neptune
2. 350 exoplanets
3. 1,090 exoplanets
4. 1,175 exoplanets
5. 2,755 exoplanets
6. Answers will vary. One possible answer: Yes; circle graphs show parts of a whole. Each size of exoplanet can be part of a whole called "Total Possible Exoplanets Found by the Kepler Telescope."

PAGE 16: The Puzzle Page

Math Master

1. D
2. B
3. B
4. A
5. C

Math Blooper

Charlie misread the clock, mixing up the hour and minute hands. The time is actually 6:45.

Brainteaser

Here is the completed square:

16	2	12
6	10	14
8	18	4



Log on to www.scholastic.com/dynamath and click on the "Teacher Resources" button to download this issue's answer keys.



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