More Complex Order of Operations
Math Worksheet 1

PEM DAS

Name: _____

$46+(8\times4)\div2=$ ____

$72+(7\times4)\div2=$ ____

$49+(4\times4)\div2=$ ____

$31-9^2+8=$ _____

$16+(4\times4)\div2=$ ____

$19-7^2+5=$ _____

$4\times8^2+11=$ _____

$6\times3+29=$ ____

$56-5^2+2=$ ____

$9\times6+71=$ _____

$4\times1^2+91=$ ____

$7\times1^2+26=$ ____

$1\times7^2+87=$ _____

$5\times(6^2-2)=$ _____

$7\times(6^2+7)=$ _____

$97-1^2+4=$ _____

Total: 16	Goal: _____	Complete: _____	Correct: _____

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More Complex Order of Operations
Math Worksheet 1

PEM DAS

Name: **Answer Key**

$46+(8\times4)\div2=$ **62**

$49+(4\times4)\div2=$ **57**

$16+(4\times4)\div2=$ **24**

$4\times8^2+11=$ **267**

$56-5^2+2=$ **33**

$4\times1^2+91=$ **95**

$1\times7^2+87=$ **136**

$7\times(6^2+7)=$ **301**

$72+(7\times4)\div2=$ **86**

$31-9^2+8=$ **-42**

$19-7^2+5=$ **-25**

$6\times3+29=$ **47**

$9\times6+71=$ **125**

$7\times1^2+26=$ **33**

$5\times(6^2-2)=$ **170**

$97-1^2+4=$ **100**

Total: 16	Goal: _____	Complete: _____	Correct: _____

Name: _____

Solving One-Step Equations

Addition and Subtraction

Solve each equation to find the value of the variable.

1. $1.25 = 0.75 + r$

_____

2. $c - 0.45 = 1.20$

_____

3. $4.35 = a + 3.25$

_____

4. $h - 3.5 = 9$

_____

5. $2.2 = x - 1.1$

_____

6. $7 = 0.25 + y$

_____

7. $b + 1.5 = 6$

_____

8. $d - 2.75 = 7.25$

_____

9. $8.15 = e + 6$

_____

10. $1.5 = 0.25 + g$

_____

11. $f + 2.6 = 5.8$

_____

12. $m - 0.5 = 0.75$

_____

13. $10 = r + 3.75$

_____

14. $v - 0.45 = 6.15$

_____

15. $7.25 = w - 1.5$

_____

ANSWER KEY

Solving One-Step Equations

Addition and Subtraction

Solve each equation to find the value of the variable.

1. $1.25 = 0.75 + r$

r = 0.50

2. $c - 0.45 = 1.20$

c = 1.65

3. $4.35 = a + 3.25$

a = 1.10

4. $h - 3.5 = 9$

h = 12.5

5. $2.2 = x - 1.1$

x = 3.3

6. $7 = 0.25 + y$

y = 6.75

7. $b + 1.5 = 6$

b = 4.5

8. $d - 2.75 = 7.25$

d = 10

9. $8.15 = e + 6$

e = 2.15

10. $1.5 = 0.25 + g$

g = 1.25

11. $f + 2.6 = 5.8$

f = 3.2

12. $m - 0.5 = 0.75$

m = 1.25

13. $10 = r + 3.75$

r = 6.25

14. $v - 0.45 = 6.15$

v = 6.60

15. $7.25 = w - 1.5$

w = 8.75

KH

Name: _____

Converting Fractions and Mixed Numbers to Decimals (Tenths and Hundredths)

The Sick Banana

Rewrite each fraction or mixed number as a decimal. Then solve the riddle by matching the letters to the blank lines below.

[A] $\frac{4}{10}$ = _____ [P] $2\frac{7}{100}$ = _____ [E] $2\frac{17}{100}$ = _____

[I] $1\frac{6}{10}$ = _____ [E] $2\frac{3}{100}$ = _____ [S] $\frac{16}{100}$ = _____ [R] $\frac{6}{10}$ = _____

[L] $2\frac{6}{10}$ = _____ [L] $4\frac{6}{10}$ = _____ [I] $4\frac{63}{100}$ = _____ [W] $17\frac{6}{10}$ = _____ [T] $\frac{4}{100}$ = _____

[E] $2\frac{7}{10}$ = _____ [N] $1\frac{6}{100}$ = _____ [E] $6\frac{1}{100}$ = _____ [Y] $\frac{1}{10}$ = _____ [T] $\frac{27}{100}$ = _____

[N] $3\frac{2}{100}$ = _____ [W] $6\frac{1}{10}$ = _____ [V] $3\frac{12}{100}$ = _____ [G] $6\frac{2}{10}$ = _____ [L] $\frac{6}{100}$ = _____

Why did the banana go to the doctor?

Because

1.6	0.04		6.1	0.4	0.16	1.06	0.27							
2.07	6.01	2.17	4.6	4.63	3.02	6.2		3.12	2.03	0.6	0.1			
												17.6	2.7	2.6	0.06

,

.

Name: _____

Converting Fractions and Mixed Numbers to Decimals (Tenths and Hundredths)

The Sick Banana

Rewrite each fraction or mixed number as a decimal. Then solve the riddle by matching the letters to the blank lines below.

[A] $\frac{4}{10}$ = 0.4 [P] $2\frac{7}{100}$ = 2.07 [E] $2\frac{17}{100}$ = 2.17

[I] $1\frac{6}{10}$ = 1.6 [E] $2\frac{3}{100}$ = 2.03 [S] $\frac{16}{100}$ = 0.16 [R] $\frac{6}{10}$ = 0.6

[L] $2\frac{6}{10}$ = 2.6 [L] $4\frac{6}{10}$ = 4.6 [I] $4\frac{63}{100}$ = 4.63 [W] $17\frac{6}{10}$ = 17.6 [T] $\frac{4}{100}$ = 0.04

[E] $2\frac{7}{10}$ = 2.7 [N] $1\frac{6}{100}$ = 1.06 [E] $6\frac{1}{100}$ = 6.01 [Y] $\frac{1}{10}$ = 0.1 [T] $\frac{27}{100}$ = 0.27

[N] $3\frac{2}{100}$ = 3.02 [W] $6\frac{1}{10}$ = 6.1 [V] $3\frac{12}{100}$ = 3.12 [G] $6\frac{2}{10}$ = 6.2 [L] $\frac{6}{100}$ = 0.06

Why did the banana go to the doctor?

Because

I	T		W	A	S	N	'	T
1.6	0.04		6.1	0.4	0.16	1.06		0.27

P	E	E	L	I	N	G		V	E	R	Y
2.07	6.01	2.17	4.6	4.63	3.02	6.2		3.12	2.03	0.6	0.1

W	E	L	L	.
17.6	2.7	2.6	0.06	

Fraction Division 4
With Cross-Cancelling
Math Worksheet 1

Name: _____

Solve the fraction problem and reduce the answer to simplest form:

$\frac{6}{10} \div \frac{2}{5} =$

$\frac{4}{6} \div \frac{7}{10} =$

$\frac{4}{7} \div \frac{2}{3} =$

$\frac{3}{6} \div \frac{5}{8} =$

$\frac{7}{9} \div \frac{2}{4} =$

$\frac{3}{6} \div \frac{2}{4} =$

$\frac{2}{5} \div \frac{3}{10} =$

$\frac{2}{9} \div \frac{3}{5} =$

Fraction Division 4
With Cross-Cancelling
Math Worksheet 1

Name: Answer Key

Solve the fraction problem and reduce the answer to simplest form:

$\frac{6}{10} \div \frac{2}{5} = \frac{6}{10} \times \frac{5}{2} \Rightarrow \frac{\overset{3}{\cancel{6}}}{\underset{2}{\cancel{10}}} \times \frac{\overset{1}{\cancel{5}}}{\underset{1}{\cancel{2}}} \Rightarrow \frac{3 \times 1}{2 \times 1} \Rightarrow \frac{3}{2} \Rightarrow 1\frac{1}{2}$

$\frac{4}{6} \div \frac{7}{10} = \frac{4}{6} \times \frac{10}{7} \Rightarrow \frac{\overset{2}{\cancel{4}}}{\underset{3}{\cancel{6}}} \times \frac{\overset{5}{\cancel{10}}}{7} \Rightarrow \frac{4 \times 5}{3 \times 7} \Rightarrow \frac{20}{21}$

$\frac{4}{7} \div \frac{2}{3} = \frac{4}{7} \times \frac{3}{2} \Rightarrow \frac{\overset{2}{\cancel{4}}}{7} \times \frac{3}{\underset{1}{\cancel{2}}} \Rightarrow \frac{2 \times 3}{7 \times 1} \Rightarrow \frac{6}{7}$

$\frac{3}{6} \div \frac{5}{8} = \frac{3}{6} \times \frac{8}{5} \Rightarrow \frac{3}{\underset{3}{\cancel{6}}} \times \frac{\overset{4}{\cancel{8}}}{5} \Rightarrow \frac{3 \times 4}{3 \times 5} \Rightarrow \frac{12}{15} \Rightarrow \frac{4}{5}$

$\frac{7}{9} \div \frac{2}{4} = \frac{7}{9} \times \frac{4}{2} \Rightarrow \frac{7 \times 4}{9 \times 2} \Rightarrow \frac{28}{18} \Rightarrow 1\frac{10}{18} \Rightarrow 1\frac{5}{9}$

$\frac{3}{6} \div \frac{2}{4} = \frac{3}{6} \times \frac{4}{2} \Rightarrow \frac{3}{\underset{3}{\cancel{6}}} \times \frac{\overset{2}{\cancel{4}}}{2} \Rightarrow \frac{3 \times 2}{3 \times 2} \Rightarrow \frac{6}{6} \Rightarrow 1\frac{0}{6}$

$\frac{2}{5} \div \frac{3}{10} = \frac{2}{5} \times \frac{10}{3} \Rightarrow \frac{2}{\underset{1}{\cancel{5}}} \times \frac{\overset{2}{\cancel{10}}}{3} \Rightarrow \frac{2 \times 2}{1 \times 3} \Rightarrow \frac{4}{3} \Rightarrow 1\frac{1}{3}$

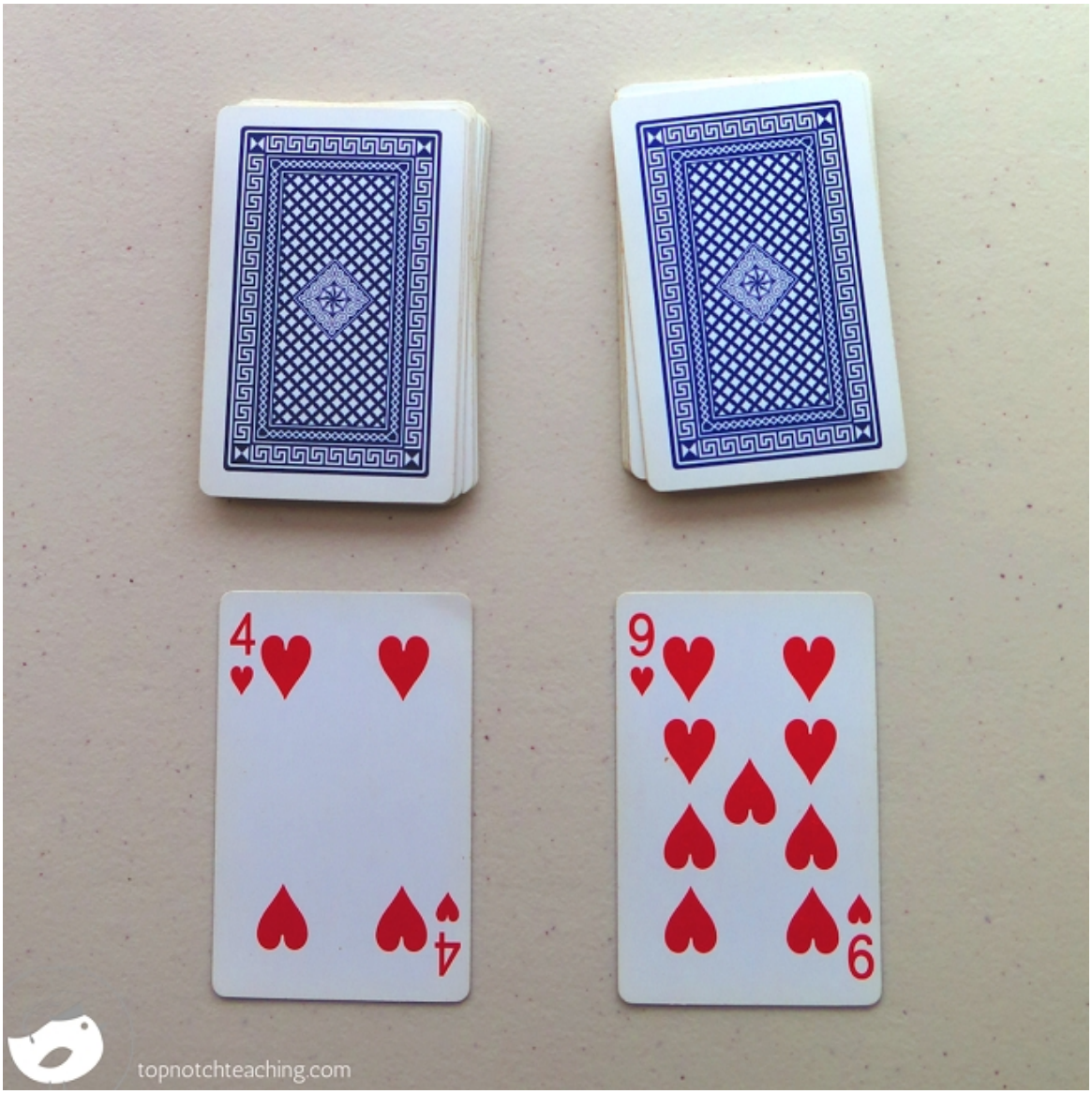
$\frac{2}{9} \div \frac{3}{5} = \frac{2}{9} \times \frac{5}{3} \Rightarrow \frac{2 \times 5}{9 \times 3} \Rightarrow \frac{10}{27}$

Fast facts

This card game is suitable for 2 players. You will need one deck of cards with the picture cards removed. In this game aces = 1.

Instructions

1. Deal out half the cards to each player with the cards facing down in a pile.
2. Both players take the card on the top of their pile and lay it face up in the middle.
3. The first player to call out the product of the two cards wins both cards.
4. If it is a draw the cards are left on the table. Turn 2 more cards over and whichever player wins, picks up all the cards in the middle.
5. The winner is the player with the most cards once all the cards have been used.



Variations

- You could also use addition or subtraction.
- If you are just introducing multiplication to your students you could remove the cards that are beyond their ability at the moment, such as 7, 8 or 9.

Science Bingo May 4th- May 13th

Soda Can jumping-

-materials needed-2 empty coffee cups
1 empty can of soda

-Directions-

-Put the two empty coffee cups side by side
-Put the empty can of soda right side up in one of the coffee cups
-Blow across the top to try to get the soda can to jump to the other coffee cup- you might need to adjust distance between the coffee cups-
-Once you are successful, write down why scientifically was the can able to jump cups

The Do Not Open Bottle

-materials-one plastic pop bottle
-one thumb tack (or anything that will poke little holes)

-directions-

-Fill the bottle with water to almost the top
-tighten the lid onto the bottle
-poke holes around the bottle toward the bottom part (not on the bottom) just near the bottom
-keep the bottle upright loosen the lid and watch what happens, then tighten the lid again, then loosen it again.
-why does the water come out of the bottle when the lid is loose but does not when the lid is tight? (there are holes in the bottle, wouldn't it make sense that water should come out?) Tell me why!!

Huff and Puff

-materials-one empty plastic pop bottle
-one straw
- 4 small items that will fit into the opening of the bottle

-directions

-lay the bottle down on its side with the lid off
-set the first small item just inside the bottle (basically in the part where you drink)
-then take the straw and have it a few inches away from the bottle and try to blow the item into the bottle
-Then try the next three items separately
-Why could you not blow the item into the bottle?

Begin at D'Moores…ice cream or a snack anyone before you leave?

Go east ½ block and turn north.

Head 3 ½ blocks and stop to take a picture with the tiger. Send it to Mrs. Fleischman (402-427-3044).

Using the crosswalk, head east across the street.

Turn and walk 5 ½ blocks north. Feel free to take some sidewalk chalk with you so you can leave a simple kindness message or picture along the way.

Maybe you need a break for a treat before finishing your journey??

Go two blocks east. Along the way you will go by what used to be Lily Ann's uncle's house which before that was my grandma's house.

Share a memory with your family about a time spent in this area.

Head south 6 blocks. Look for things in nature that have letters of your name in them. For example, a tree branch that looks like the letter "F" or a letter in the clouds.

Turn west and go 2 blocks.

Finally, go one block south. If you have been getting lunch or breakfast from Chatterbox, thanks to the Cindy Chatt, the food pantry, and Tekamah-Herman School, and you haven't mailed that thank you yet, drop it off at Chatterbox.

Enjoy the rest of your day!!

Parent Cheat Sheet

Begin at D'Moores…ice cream anyone before you leave?

Go east ½ block and turn north.

Head 3 ½ blocks (look for Mrs. Fleischman's daughter's banner hanging across the street from Kevin Brenneis Insurance) and stop to take a picture with the tiger. Send it to Mrs. Fleischman (402-427-3044). Tekamah-Herman School…tiger is in front of the high school and gym entrances

Using the crosswalk, head east across the street.

Turn and walk 5 ½ blocks north. Feel free to take some sidewalk chalk with you so you can leave a simple kindness message or picture along the way.

Maybe you need a break for a treat before finishing your journey?? Dairy King

Go two blocks east. Along the way you will go by what used to be Lily Ann's uncle's house which before that was my grandma's house. 1 block east of Dairy King on the northwest corner of that intersection

Share a memory with your family about a time spent in this area. Swimming pool, park, ballfield area

Head south 6 blocks. Look for things in nature that have letters of your name in them. For example, a tree branch that looks like the letter "F" or a letter in the clouds. Will end up 1 block east between the courthouse and the THS Career Education Center

Turn west and go 2 blocks. (back on Main Street)

Finally, go one block south. (You will be at Chatterbox.) If you have been getting lunch or breakfast from Chatterbox, thanks to the Cindy Chatt, the food pantry, and Tekamah-Herman School, and you haven't mailed that thank you yet, drop it off at Chatterbox.

Enjoy the rest of your day!!

Name _____ Date _____

WHO, WHAT, WHERE, WHEN, WHY, and HOW

When reporters write an article, they usually have to answer the questions: Who, What, Where, When, Why, and How.

Headline_____

by_____ **Date** _____

Publication/Source_____

☐ Local News ☐ National News ☐ World News

Who is this article about?	Where did the story take place? When did the story take place?
What happened?	
Why is it important?	How did what happened affect people?

State Name

_____

State Nickname _____

State Symbols

State Animal _____
State Bird _____
State Reptile _____
State Fish _____
State Beverage _____
State Flower _____
State Dance _____

State Flag

State Design

Draw an outline of your state.

State Motto

A state motto is a short sentence that describes your state's beliefs.

_____

_____

_____

Tourist Attractions

What does your state offer for tourists who come to visit? List 3 tourist attractions.

1. _____

2. _____

3. _____

In the space below, design a poster that will persuade tourists to visit your state.

No Taxation Without Representation!

Characters:

Narrator	Colonists 1 & 2
King George	King's Assistant

Narrator: The year is 1764. Only a short time ago, Britain, with the help of some colonists, had won the French and Indian War. Britain now controlled more land that had many natural resources. This victory, however, did not come without a cost. Britain had gained a lot of debt from the war. King George and the British government, Parliament, felt that they had no choice but to raise the taxes in the colonies. Colonists now were paying taxes on almost everything they bought.

Colonist 1: I don't believe this! King George is making us pay taxes on practically everything we buy. There is even a tax on paper!

Colonist 2: I know! I can't even enjoy a cup of tea anymore because it's too expensive!

Colonist 1: I wouldn't be so angry about it all if the King would just let us share our opinions and ideas in their government meetings. Then we would at least have a say in what we have to pay taxes on.

Colonist 2: I agree. We aren't the only ones that are angry. I saw a few protesters in the streets yesterday yelling out "No Taxation Without Representation!" If the King doesn't start listening, this is going to get out of hand!

Narrator: Meanwhile, over in England, King George was meeting with his assistant discussing the reaction of the colonists to the taxes.

King George: I don't understand what everyone is so upset about! Don't the colonists appreciate the new land that we just won for them? Did they think all that would be free?

King's Assistant: I agree, your Majesty, but I think the colonists are upset with us because we didn't ask their opinion about how to help pay the debt back from the war.

King George: Ha! *Ask* them? Why should I? *I'm* the King, aren't I? It's *my* job to make decisions that I feel are best for everyone. Everyone must make sacrifices!

King's Assistant: I understand, your Majesty, but the colonists are starting to fight back. They are protesting in the streets and even attacking some of the tax collectors. The last I heard was that there was even talk of war!

King George: War? Over a tax? This is ridiculous! Just give it some time. No one likes change. Once the colonists get used to the taxes, they will calm down and see that it's a small price to pay for the protection that our great country provides for them!

Narrator: Unfortunately for King George, the colonists did NOT get used to the taxes. In fact, things got worse and tension between the colonies and Britain grew. The colonists were not about to step down from their strong beliefs.

Colonist I: If King George thinks that we are just going to forget about it all and go on paying his taxes, he's got another thing coming!

Colonist 2: What do you suggest we do?

Colonist 1: Join me tomorrow night. I am attending a meeting held by the Sons of Liberty. We are going to discuss our next plan of action.

Colonist 2: Who are the Sons of Liberty?

Colonist 1: They are a group of men who will not stand for these injustices that the King is forcing upon us. They are working together to fight back and show the King who is really boss!

Colonist 2: This sounds illegal. Are you sure it's safe for us to attend? If King George hears about this, I'm afraid of what will happen.

Colonist 1: This is no time to be afraid! If we want real change, we have to be willing to risk it all!

Narrator: Over the course of the next few years, many men met in secret with the Sons of Liberty. The group first began meeting in Boston, but over time there were groups meeting in every colony. These groups often chose violent methods against the British, often attacking the tax collectors. This group of men only made the King and his government more angry and more determined to make the colonists behave.