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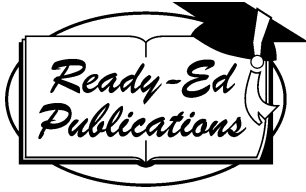
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Code:
RED0031



Real Life Math

Book 2

Math activities
for Intermediate/Challenging
Level Students.

Exploring mathematical concepts in practical
everyday situations.

Activities to suit Grade 5-7 students.

Ages 10+

Written by David J. Cohen.

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SAMPLE

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Rationale

Mathematics is all around us. We use mathematical processes from the time we get up in the morning until right before we go to sleep. An understanding of mathematical concepts helps students to arrive at school on time, order their lunch, purchase a CD, go to the movies, hire a DVD, deposit money into a bank account, pay for an excursion and even watch a favorite TV program.

Students also learn that adults need a firm understanding of mathematics to help them complete everyday tasks such as purchasing a home, shopping at the supermarket, sailing a boat, flying a plane, putting gas in the car, cooking a meal, planning an overseas trip and paying the bills.

No matter where and even when people lived, mathematics has always helped solve everyday problems. The concept of mathematics wasn't invented by any one person or any one civilisation, but discovered by many people over time. Famous mathematicians in history, such as Pythagoras, Galileo and Archimedes, have paved the way for people to understand the way mathematical concepts work.

Even today, people are still discovering new ways that mathematics can help us to understand the world and the universe in which we live.

Reluctant math students will benefit from the activities in this book as all activities are set in a real life context, allowing students to see the necessity for an understanding of mathematical skills in order to survive in the real world. Students will examine how mathematics is incorporated into their everyday "real life" world in a number of areas, such as using realistic examples that have great relevance for them.

Teachers' Notes

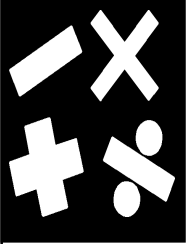
How to get the most from this book

1. Each section contains a wide cross section of mathematical concepts for students to tackle and become immersed in. For example, this could include: multiplication, adding, division, subtraction, rounding, reading analogue and digital clocks, graphing and interpreting data, identifying shapes, decimals, scales, location, maps, direction, working with temperatures, chance, measuring area, estimation, prime numbers, identifying shapes, calendars and ordering.

The concepts covered are listed at the beginning of each section. The nature of these activities and questions also lend themselves to further discussion beyond what is covered in the activities.

2. There are many “open-ended” questions throughout the book. Students attempting open-ended questions for the first time often get confused and think they don't have enough information to successfully answer the question. To help understand the nature of these questions, write a sample question on the board and invite children to list the information that they think is missing. Students will soon discover that “could” type questions can include several different answers and subsequently, they have all the information they need in order to answer the question. Practising with open-ended questions will soon tune their thinking into a more flexible and deeper approach in finding different solutions to the same problem.
3. The activities in this book can be issued as weekly assignments or as a catalyst for working cooperatively in small groups and with partners.
4. After completion of the set assignment/s, children are encouraged to complete the Reflections form found on page 35. The reflection form is a self-analysis sheet designed to help children understand their own work processes better.
5. Research has shown marking and providing feedback is more effective if given immediately when activities are complete. Allow children to explain how they arrived at answers. Often, there is more than just one way to arrive at an answer, however some methods are more efficient than others. By allowing pupils to share their method of working, the class will be exposed to alternative ways of reaching an answer.
6. The Stock Market – This book contains an introduction to the stock market. The stock market relies heavily on mathematical concepts and this book aims to highlight its “real life” math component.

The Compact Disk - 1



Background

Have you ever seen a vinyl record? For almost a hundred years, this was the popular way to listen to music – by putting on a record. In 1982, however, new technology allowed people to hear their favorite music with more clarity when the Compact Disk (CD) was introduced.

Developed jointly by Philips® of the Netherlands and Sony® of Japan, the CD proved an instant success. Customers liked its smaller size, cleaner sound, durability and large capacity to store a whole album of music. In addition, the CD player could be used with a remote control, allowing easy switching between songs.

The CD impact was immediate and within 11 years, CDs had outsold vinyl records. The CD player became the fastest selling electronic consumer product ever made. Even though the CD was used initially for music, it soon began to find other uses.

The Compact Disk-Read Only Memory (CD-ROM) is used to store software data for computers. A new CD format was later introduced called Compact Disk-Rewritable (CD-RW) allowing the CD to be rewritten over and over like a floppy disk or video cassette.

Home computer users began using the CD to store image and music and to backup important information. When downloading music off the Internet, the computer is really streaming numbers using a mathematical formula. The CD has proven itself to be a flexible and very useful way to record and store information and sound. With proper care, a CD should last a lifetime.

Math Concepts Covered In This Topic

Multiplication, adding, division, subtraction, fractions, measuring, Venn diagrams, nets, graphing and interpreting data, identifying shapes, decimals, scales, maps, measuring area and perimeter.

Demonstrate Your Understanding

- 1) How many years has it been since the CD was first released? _____
- 2) In what year did CDs start to dominate the market in sales? _____
- 3) By 1990, nearly one billion CDs had been sold around the world. How many millions is one billion? _____
- 4) 'Muzak Manias' has a special offer at their annual CD sale. If a customer buys three CDs they get the next one free. How else can this offer be written to attract customers? _____