AT-HOME LEARNING
Math Choice board

Name: _____

due date: _____

**Choose activities from the project menu below that equal $10 or more.
Shade in each box to show which activities you completed.**

	Standards	Appetizers $1	Entrées $5	Desserts $3	Project Proposal
Ratios & Proportions	Understand ratio concepts and use ratio reasoning to solve problems.	**Exit Card** 6.RP.A.2 — Create a five problem exit card where students have to show that they understand the relationship between unit rate and ratios. Don't forget to include a key.	**Zoo Map** 6.RP.A.1 — Your math class has decided to go to the zoo to learn about ratios. Draw a map of the zoo and include at least ten different animal exhibits. For each exhibit, draw the number of animals that live there. Write twenty different ratios comparing the animals from your map (i.e. 4 : 3 = There are 4 elephants to every 3 lions).	**Ratio Rummy** 6.RP.A.3 — Construct a 36 card deck of different ratios (make sure that each ratio is equivalent to at least one other ratio). The goal of the game is match as many sets of equivalent ratios as possible. Play the game with a friend and write an equation for each set of equivalent ratios played.	Create your own project here? Create your own project using the project proposal form and present it to your teacher. Once your project is approved, your teacher will determine how many points your project is worth. Not interested in doing any of the projects here?
Statistics & Probability	• Develop understanding of statistical variability. • Summarize and describe distributions.	**Statistical Question or Not** 6.SP.A.1 — Your best friend wants you to check her answer to the following question: *How many pets does each student have?* Your friend believes that this question is not a statistical question. Is she correct or not? Explain your thinking.	**Survey** 6.SP.B.5 — Write four survey question where the answers are numeric. Give your survey to at least twenty students. Record their results on either a dot plot, histogram, or box plot. Choose the graph that would best represent the data. Then write and solve one statistical question for each plot based on the data collected.	**Electoral College** 6.SP.B.4 — Go online and find the number of electoral votes for each state. Create a dot plot using the information you collected then identify the mean, median, mode, and range of the data. Are there any outliers? If these outlier states were excluded, how would the mean change?	
Geometry	Solve real-world and mathematical problems involving area, surface area, and volume.	**Real World Connection** 6.G.A.2 — A box of crackers has the volume of 100 cubic inches. What are two sets of possible dimensions if each box has at least one fractional edge? Draw a picture of each box, label the dimensions, and prove that 100 cubic inches is the volume.	**Constellations** 6.G.A.3 — Locate a constellation map and choose ten constellations. For each page of your book, you must... • draw a coordinate plane • plot one of the constellations from your list. • label each star (point) with a letter. • create a legend where you calculate the distance from one connecting star to the next. Don't forget to design a cover that includes a title and visual.	**Pyramid Dog House** 6.G.A.4 — You just got a new dog and want to build a creative dog house for him. Instead of a typical dog house, you have decided to construct something innovative and original: a pyramid. Your task is to design five different pyramid dog house ideas that are constructed using only triangles and rectangles. You must include the net, amount of wood needed (surface area), and the dimensions for each design.	

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Standards	Appetizers $1	Entrées $5	Desserts $3	Project Proposal
Number System • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Multiply and divide multi-digit numbers and find common factors and multiples. • Apply and extend previous understandings of numbers to the system of rational numbers.	**Top 10 List** 6.NS.C.5 Create a top ten list where you would find positive and negative numbers in the real-world. Provide an specific example for each.	**Baking Ingredients** 6.NS.A.1 You own a very successful bakery. Research a list of 15 ingredients a bakery is likely to use on a daily basis. For each ingredient, write a word problem where a fraction of the ingredient is divided into small portions (i.e. It takes 1/7 of a barrel of flour to make a batch of cookies. The bakery used 2/3 of a barrel yesterday. How many batches of cookies did the factory make?). Don't forget to include a key.	**Comic Strip** 6.NS.B.3 People often make silly errors when dividing multi-digit decimals using the standard algorithm. Create a comic strip where someone makes a mistake and another character identifies the error and corrects it. Your comic strip should be a minimum of 9 panels long.	Not interested in doing any of the projects here? Create your own project using the project proposal form and present it to your teacher. Once your project is approved, your teacher will determine how many points your project is worth.
Expressions & Equations • Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables.	**Candy Bar** 6.EE.C.9 You are selling candy bars for your math club. Each candy bar sells for $1.25 and there are 40 candy bars in each box. If b = boxes sold and m = money collected, write an equation to show how much money is collected after each full box is sold. Create a table to show how much money is collected if 1-10 boxes are sold.	**Paint By Numbers** 6.EE.B.6 Create your own "Paint by Numbers" coloring page based on writing variable expressions from word problems. You must include a minimum of 15 word problems that need to be expressed as variable expressions. Don't forget to include a key. HINT: Make a photocopy of your coloring page.	**Maze** 6.EE.A.3 Create a maze where players must identify the correct equivalent expression to ten different expressions in order to successfully reach the end of the maze. Don't forget to include a key!	

AT-HOME LEARNING
Project Proposal

Name: _____

date: _____

What product will you create? _____ **Standard Addressed**: _____

Write a detailed description of your project: _____

_____

_____

How many points do you feel your project should be worth? *Circle one*   Appetizer ($1)   Entrée ($5)   Dessert ($3)

Why do you want to create this project?

_____

_____

- -

Parent Use Only

Approval Decision :   Not Approved   Approved

Modifications to Project: _____

_____

Project Level :   Appetizer ($1)   Entrée ($5)   Dessert ($3)

AT-HOME LEARNING
project rubric

Name: _____

Score: _____

CATEGORY	Exceeds 4	Meets 3	Approaches 2	Emergent 1
Required Elements	Child included more information than what was necessary. Additional details and/or components were added.	Child included all of the information that was required.	Almost all of the information that was required is included. One part or element is missing or incomplete.	Child included some information that was required but several important components are missing.
Accuracy	All math computations are accurate and absolutely no errors are present.	Most of the math computations are accurate but there are one or two small errors.	There are two to four small math computation errors or one major error present.	There are many math computation errors, and the child has not shown mastery.
Mastery	It is obvious that the child has an in-depth and extensive understanding of the math concept. The child can accurately answer all questions and explains his/her understanding in great detail.	The child has a strong understanding of the math concept and has shown mastery.	The child has a basic understanding of the math concept, and the work completed does not show mastery.	The child has not shown mastery of the math concept and cannot answer the majority of questions satisfactorily.
Originality	The project shows an exceptional degree of creativity and divergent thinking.	A lot of creativity is present.	The project shows some creativity but parts were inspired by the designs or ideas of others.	The project lacks overall creativity.
Neatness & Attractiveness	The project is exceptionally attractive in terms of design, layout, neatness, and overall appearance.	The project is attractive in terms of design, layout, neatness, and overall appearance.	The project is somewhat attractive. More time could have been spent on the overall appearance and presentation of the project.	The overall appearance is not attractive. The project looks rushed and does not show the child's best effort.

AT-HOME LEARNING
presentation rubric

Name: _____

Score: _____

CATEGORY	Exceeds 4	Meets 3	Approaches 2	Emergent 1
Preparedness	Child is completely prepared and has obviously rehearsed.	Child seems pretty prepared but might have needed a couple more rehearsals.	The Child is somewhat prepared, but it is clear that rehearsal was lacking.	Child does not seem at all prepared to present.
Answers Questions	The child can accurately answer all questions and explains his or her understanding in great detail.	The child is able to answer all questions posed accurately.	The child is unable to explain his or her thinking to all of the questions asked.	The child cannot answer the majority of questions satisfactorily.
Explains Thinking and Shows Mastery	Shows an advanced understanding of the math concept and provides an in depth explanation of his or her thinking.	Shows a good understanding of the math concept and clearly shared his or her thinking.	Additional practice is necessary for mastery. Child struggled at times with explaining his or her thinking.	Does not show mastery and is unable to explain his or her thinking.
Posture, Eye Contact, and Volume	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation, and the volume is loud enough to be heard by all audience members throughout the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation, and the volume is loud enough to be heard by all audience members.	Sometimes stands up straight and establishes eye contact. Occasionally, the volume is not loud enough to be heard by all audience members.	Slouches and/or does not look at people during the presentation. The volume is often too soft to be heard by all audience members.
Use of Visual Aid	Child explains and seamlessly integrates his/her visual aid into the presentation and uses it to make the presentation better.	Child explains and integrates his/her visual aid into the presentation and uses it to make the presentation better.	Child refers to his/her visual aid during presentation but it does not add to the presentation.	Child never refers to the visual aid OR the visual aid chosen detracts from the presentation.