Sixth Emergency Closure Learning Activities

Students are asked to engage in independent learning during this extended closure, using their time to apply the skills and knowledge they have been working on in their classrooms.

Included in this packet is a menu of learning tasks. Some activities refer to a separate worksheet. These items are highlighted in *italics*, and contain a reference number (e.g., “1-A”) that can be found at the top of each attachment. All attachments are provided in student packets.
After each activity is completed, check the box in the activity square. Students should bring the menu (as well as any other worksheets or papers) back to school to share with their teacher.

If school is closed for additional time beyond five days, check in with your teacher for additional directions.

Sixth Grade Emergency Closure Menu

Directions: Select at least one instruction task, one practice task, and one activity task for each emergency closing day. Share/review your choices with an adult. Check the box for each activity you complete. Submit your work to your teacher when you return to school.

	Day One	Day Two	Day Three	Day Four	Day Five
Topic	Rates and Ratios	Percents	Geometry- Coordinate Plane	Algebraic Expressions	Data and Statistics
Video Instruction	Visit Khan Academy's Intro to Ratios page and watch the videos.	Watch the videos on this Khan Academy page.	Watch the Coordinate Plane video here.	Watch the Algebraic thinking videos here.	Watch at least 3 data and statistics videos here.
Written Instruction	Read 1-W.1 through 1-W.2, *Rates, Ratios, and Units*	Read and complete 2-W *Handout on Percents*	Read 3-W, Graphing on *Coordinate Planes*	Read 4-W.1 through 4.W.4, *Expressions*	Read 5-W, *Mean, Median, and Range Notes*.
Online Practice	Visit Khan Academy's Intro to Ratios page. Complete at least 2 practice tasks and 1 quiz.	Complete the practice tasks on this Khan Academy page.	Complete the Coordinate Plane practice and quiz here.	Complete the Algebraic thinking practice and quizzes here.	Complete the data and statistics videos here.
Written Practice	Complete 1-P, *You Practice*	Complete 2-P	Complete 3-P.1 and 3-P.2, *Coordinate Plane Practice*	Complete 4-P, *Practice*	Complete 5-P
Online Activity	Play this ratio game.	Play this percent game.	Play this Coordinate Plane game	Play this Algebraic thinking game.	Play this mean, median, mode, and range game.
Written Activity	Complete 1-A *Bargain Hunting Activity*	Complete 2-A, *Why didn't Dexter want a Pocket Calculator?*	Complete 3-A, *Plotting Points on the Coordinate Plane*	Play 4-A, *Bowling Night Logic Grid*	Complete 5-A

Ratios, Rates & Unit Rates

➢ Ratios

- A _____ is a comparison of two quantities by division.
- A ratio can be used to represent relationships <u>within a set (parts to a whole)</u> or <u>between two sets</u>.
    - For instance, we can use a ratio to compare the number of roses in a vase to the number of tulips in the vase. (Between two sets – roses to tulips)
    - Or, we can compare the number of green frogs in a pond to the total number of frogs in the same pond. (Within a set – specific frogs to all frogs)

There are three different ways that we can write ratios.

1. _____ **fraction in simplest form**
2. _____ **using a colon**
3. _____ **the word *"to"***

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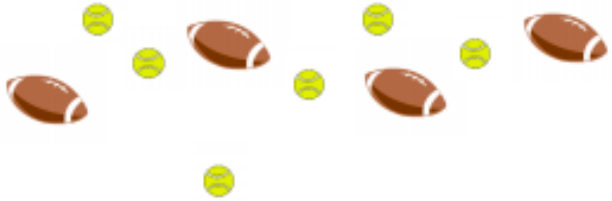
Example 1: Write the ratio that compares the number of footballs to the number of tennis balls.



Example 2: Write the ratio that compares the girls to the total number of students.

Let's Practice… Write each ratio three different ways. <u>Don't forget to simplify each ratio.</u>

1. The number of dogs to the number of cats.

2. 4 roses out of 24 flowers
3. 12 circles to 8 squares

➢ Rates & Unit Rates

A _____ is a ratio that compares two quantities with <u>different kinds of units.</u>

Example: $\frac{100\ words}{2\ minutes}$

When a rate is simplified so that it has a _____, it is called a **UNIT RATE.**

To find a <u>unit rate</u>:

1. Write two quantities as a _____.
2. _____ both the numerator and the denominator by the denominator.
3. This will create a denominator of _____ (a single unit means 1)
4. Write unique units of measurement for both.

Example: $\frac{100\ words}{2\ minutes} = \frac{\div 2}{\div 2} = \frac{(\quad)words}{1\ minute}$ or " _____ words per minute"

1) Alex can run 24 miles in 3 hours. What is his average speed in miles per hour?

2) You buy 5 pounds for $35. How much does one pound cost?

3) The costs of different sizes of orange juice are shown in the table.

Which container costs the least per ounce?

Amount	Total Cost	Rate	Cost per ounce (Unit cost)
16 oz	$1.28		
32 oz	$1.92		
64 oz	$2.56		
96 oz	$3.36		

You Practice…

Write each ratio as a fraction in simplest form, using a colon, and using the word "to".

1) 3 sailboats to 6 motorboats

2) 4 tulips to 9 daffodils

3) 5 baseballs to 25 softballs

4) 2 days out of 8 days

5) 6 poodles out of 18 dogs

6) 10 yellow eggs out of 12 colored eggs

7) 12 sheets of paper out of 28

8) 18 hours out of 24 hours

9) 16 elms out of 20 trees

10) 15 trumpets to 9 trombones

11) 5 ducks to 30 geese

12) 14 lions to 10 tigers

13) 6 sodas out of 16 drinks

14) 20 blue jays out of 35 birds

Write the ratio "21 wins to 9 losses" as a fraction in simplest form.

****

- Two ratios that have the same value are **equivalent ratios.**

Determine whether the ratios are equivalent.

$\frac{3}{4}$ and $\frac{12}{16}$

$\frac{25}{35}$ and $\frac{10}{14}$

$\frac{12}{17}$ and $\frac{10}{15}$

Bargain Hunting Activity

For each exercise below, rates are given in Column A and Column B. Figure out the best buy.

Column A	Unit Rate A	Column B	Unit Rate B	Best Buy (A or B?)
1 apple for $0.19		3 apples for $0.59		
20 pounds of pet food for $14.99		50 pounds of pet food for $37.99		
A car that travels 308 miles on 11 gallons of gasoline		A car that travels 406 miles on 14 gallons of gasoline		
10 pens for $8.99		25 pens for $19.75		
1-gallon can of paint for $13.99		5-gallon bucket of paint for $67.45		
84 ounces of liquid detergent for $10.64		48 ounces of liquid detergent for $6.19		
5,000 square feet of lawn food for $11.99		12,500 square feet of lawn food for $29.99		
2 compact discs for $26.50		3 compact discs for $40.00		
8 pencils for $0.99		12 pencils for $1.49		
1,000 sheets of computer paper for $8.95		5,000 sheets of computer paper for $41.99		

Handout on Percents

Ratio and Proportion Method

Every percent problem has three possible unknowns, or variables: the percent, the part, or the base. In order to solve any percent problem, you must be able to identify these variables.

Look at the following examples. All three variables are known:

Example 1:	70% of 30 is 21 70 is the percent. 30 is the base. 21 is the part.
Example 2:	25% of 200 is 50 25 is the percent. 200 is the base. 50 is the part.
Example 3:	6 is 50% of 12 6 is the part. 50 is the percent. 12 is the base.

Each of these examples has a percent, part, and base. In *these types* of percent problems the percent will have a percent sign (%), the base always follows the word "of", and the part will be at the beginning of the sentence (in front of "is" or "=") or at the end of the sentence (after "is" or "=").

Directions: Identify the percent, part, and base in each of the following problems by writing "percent" over the percent, a "P" over the part, and a "B" over the base. (Answer key begins on page 8)

P percent B
Ex. 170 is 25% of 680

1) 8 is 40% of 20

2) 25% of 8 = 2

3) 15 = 50% of 30

4) 75% of 100 is 75

5) 5 is 1% of 500

6) 16% of 300 = 48

7) 20 is 50% of 40

8) $\frac{1}{2}$ % of 250 = $1\frac{1}{4}$

9) $66\frac{2}{3}$% of 3 is 2

10) 1 is $33\frac{1}{3}$% of 3

Exercise 2

(answers on page 16)

Directions: One of the three variables (P, B, or %) is the unknown in these percent problems. Identify the percent, part and base in each problem by writing "%" over the percent, a "P" over the part, and a "B" over the base
DO NOT SOLVE.

1) 7% of 78 is _____?

2) What is 87.5% of 8?

3) 43 is what percent of 483?

4) 1.6 is 8% of what?

5) 39.7% of what is 8.1?

6) 40 = _____% of 40?

7) _____ % of 803 is 1?

8) $\frac{1}{2}$ % of 567.375 is what?

9) 48 = 16% of _____?

10) What percent of 30 is 20?

Why Didn't Dexter Want a Pocket Calculator?

Do each exercise and find your answer in the answer columns. Write the letter of the exercise in the box containing the number of the answer.

I. Write each percent as a fraction in lowest terms.

(W) 20%
(A) 15%
(H) 25%
(Y) 30%
(R) 4%
(W) 18%
(S) 13%
(E) 95%
(E) 80%
(K) 45%
(E) 75%
(D) 70%
(O) 36%
(A) 66%
(H) 49%
(Y) 50%

II. Write each fraction as a percent.

(A) $\frac{2}{5}$
(C) $\frac{9}{10}$
(H) $\frac{3}{25}$
(D) $\frac{1}{50}$
(T) $\frac{3}{5}$
(H) $\frac{7}{10}$
(L) $\frac{17}{20}$
(M) $\frac{24}{25}$
(E) $\frac{1}{20}$
(A) $\frac{7}{20}$
(N) $\frac{16}{25}$
(O) $\frac{23}{50}$
(E) $\frac{1}{4}$
(P) $\frac{3}{4}$
(K) $\frac{9}{100}$
(N) $\frac{67}{100}$

ANSWERS

(29) $\frac{4}{5}$ (17) $\frac{49}{100}$ (21) $\frac{3}{20}$ (26) $\frac{9}{25}$
(1) $\frac{1}{4}$ (38) $\frac{7}{10}$ (19) $\frac{9}{50}$ (12) $\frac{9}{20}$
(23) $\frac{1}{2}$ (15) $\frac{1}{5}$ (2) $\frac{19}{20}$ (10) $\frac{3}{10}$
(31) $\frac{13}{100}$ (34) $\frac{3}{4}$ (6) $\frac{1}{25}$ (8) $\frac{33}{50}$

ANSWERS

(9) 2% (37) 40% (11) 72%
(14) 5% (18) 46% (25) 75%
(28) 9% (30) 60% (5) 85%
(33) 12% (22) 64% (24) 88%
(7) 25% (13) 67% (27) 90%
(4) 35% (36) 70% (20) 96%

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38

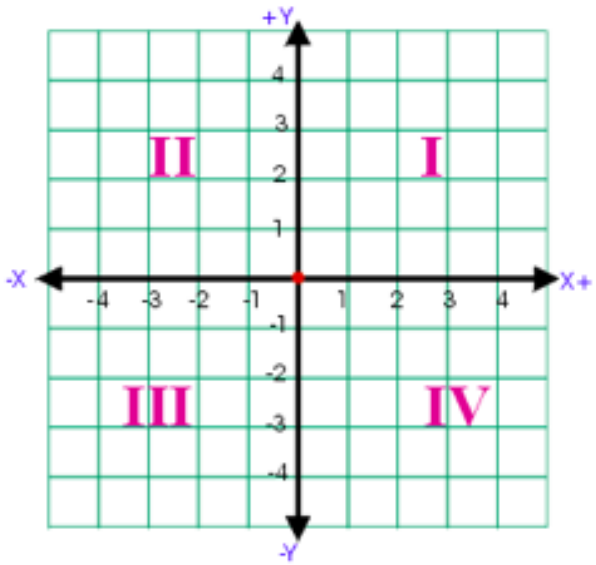
Graphing on the Coordinate Plane

Axes and Quadrants

HORIZONTAL

V
E
R
T
I
C
A
L

The number lines are called **axes**. The horizontal line is the **x-axis** and the vertical line is called the **y-axis**. Each plane is divided into four regions, called **quadrants**. Each quadrant is named with a roman numeral.

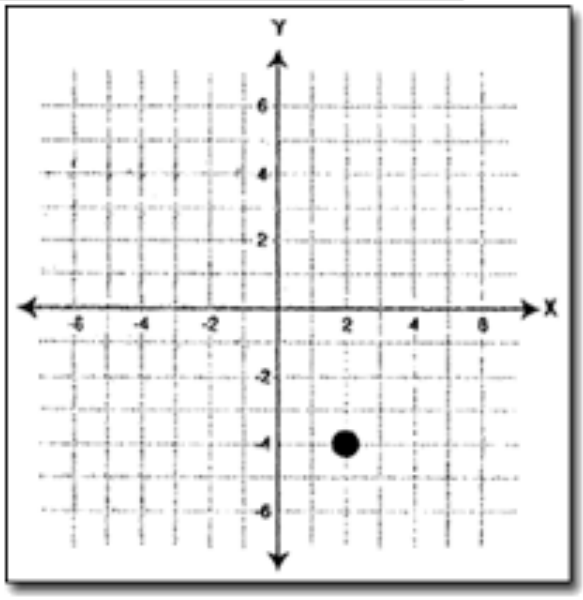


Writing an ordered pair

Any location on the coordinate plane can be shown with a **point.** The point (0,0), where the x and y axes intersect, is called the **origin.** All points are named by their distance from the **origin**.

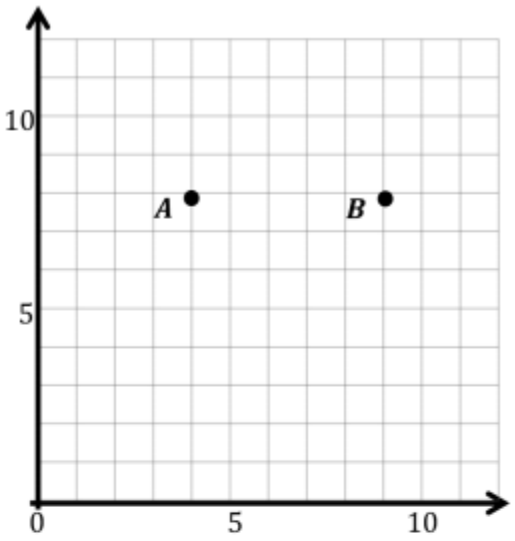
An **ordered pair** is made up of an **x-coordinate** and a **y-coordinate**. The x-coordinate tells you how far left or right of the origin the point is. The y-coordinate tells you how far up or down from the origin the point is.

Locating Points on the Coordinate Plane



The coordinate for this point is (2,-4). The x-coordinate is 2. That means we move 2 to the positive side of the origin. The y-coordinate is 4. That means we move 4 down from the x-axis.

1. Use the coordinate plane to answer the questions.



   a. Use a straightedge to construct a line that goes through points A and B. Label the line g.
   b. Line g is parallel to the _____-axis and is perpendicular to the _____-axis.
   c. Draw two more points on line g. Name them C and D.
   d. Give the coordinates of each point below.

      A: _____ B: _____

      C: _____ D: _____

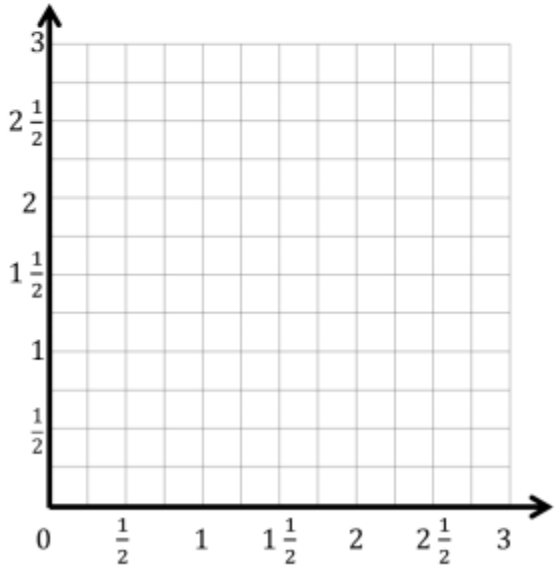
   e. What do all of the points on line g have in common?

   f. Give the coordinates of another point that falls on line g with an x-coordinate greater than 25.

2. Plot the following points on the coordinate plane to the right.

   H: $(\frac{3}{4}, 3)$ I: $(\frac{3}{4}, 2\frac{1}{4})$

   J: $(\frac{3}{4}, \frac{1}{2})$ K: $(\frac{3}{4}, 1\frac{3}{4})$



   a. Use a straightedge to draw a line to connect these points. Label the line f.
   b. In line f, x = _____ for all values of y.
   c. Circle the correct word:

      Line f is *parallel* *perpendicular* to the x-axis.

      Line f is *parallel* *perpendicular* to the y-axis.

   d. What pattern occurs in the coordinate pairs that make line f vertical?

3. For each pair of points below, think about the line that joins them. For which pairs is the line parallel to the x-axis? Circle your answer(s). Without plotting them, explain how you know.

   a. (3.2, 7) and (5, 7) b. (8, 8.4) and (8, 8.8) c. $(6\frac{1}{2}, 12)$ and (6.2, 11)

4. For each pair of points below, think about the line that joins them. For which pairs is the line parallel to the y-axis? Circle your answer(s). Then, give 2 other coordinate pairs that would also fall on this line.

   a. (3.2, 8.5) and (3.22, 24) b. $(13\frac{1}{3}, 4\frac{2}{3})$ and $(13\frac{1}{3}, 7)$ c. (2.9, 5.4) and (7.2, 5.4)

5. Write the coordinate pairs of 3 points that can be connected to construct a line that is $5\frac{1}{2}$ units to the right of and parallel to the y-axis.

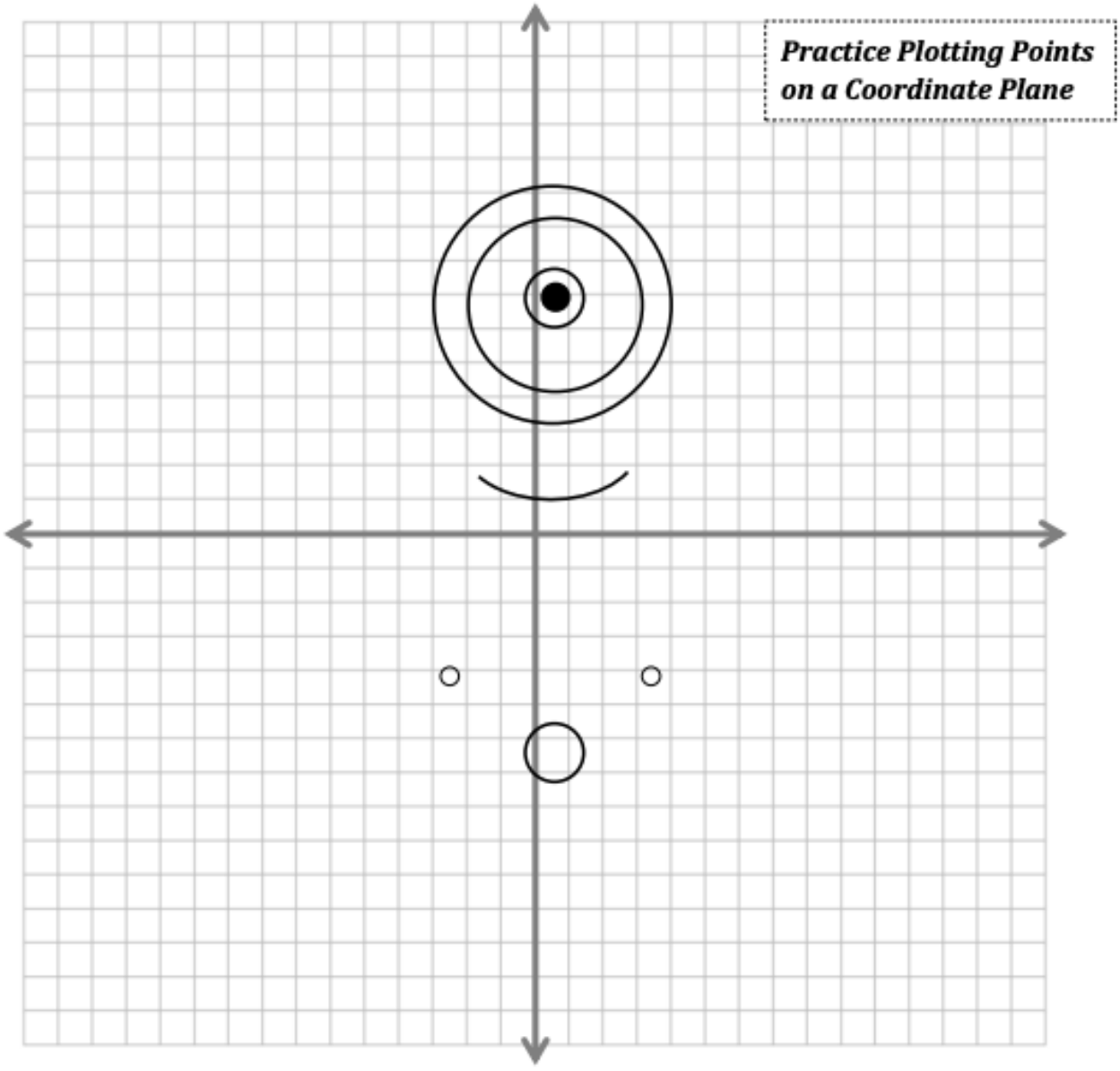
   a. _____ b. _____ c. _____

6. Write the coordinate pairs of 3 points that lie on the y-axis.

   a. _____ b. _____ c. _____

7. Leslie and Peggy are playing *Battleship* on axes labeled in halves. Presented in the table is a record of Peggy's guesses so far. What should she guess next? How do you know? Explain using words and pictures.

$(5, 5)$	miss
$(4, 5)$	hit
$(3\frac{1}{2}, 5)$	miss
$(4\frac{1}{2}, 5)$	miss



Graph these points in order to create the picture of a much-beloved fictional character.

Shape 1:	Shape 3:		Shape 4:		Shape 5:			Shape 6:
(4, 6)	(6, -2)	(7, -9)	(-5, -2)	(-6, -10)	(3, -13)	(5, -10)	(-1, -13)	(-5, -10)
(6, 6)	(3, -4)	STOP	(-2, -4)	STOP	(-2, -13)	(6, -8)	STOP	(-5, 7)
(6, 7)	(3, -5)		(-2, -5)		(-2, -14)	(6, -7)		(-4, 10)
(4, 7)	(6, -3)		(-5, -3)		(0, -14)	(4, -8)		(-3, 11)
STOP	(7, -8)		(-5, -4)		(1, -13)	(4, -3)		(-1, 12)
	(7, -9)		(-6, -6)		(1, -11)	(2, -4)		(2, 12)
Shape 2:	(8, -11)		(-6, -13)		(1, -13)	(-1, -4)		(4, 11)
(-3, 7)	(7, -12)		(-4, -13)		(2, -14)	(-3, -3)		(5, 10)
(-5, 7)	(6, -12)		(-3, -12)		(4, -14)	(-3, -8)		(6, 8)
(-5, 6)	(5, -11)		(-4, -11)		(4, -13)	(-5, -7)		(6, -7)
(-3, 6)	(6, -11)		(-5, -11)		(3, -13)	(-4, -10)		STOP
STOP	(6, -9)		(-5, -10)		(3, -12)	(-2, -11)		

1. EXPRESSIONS

If Kyle is holding 5 pennies in one hand, and some more pennies in his other hand, how would you express mathematically the number of pennies Kyle is holding?

To do this, you would be using algebra to write a mathematical expression. In this lesson, you will be introduced to algebra and learn how to write mathematical expressions.

Vocabulary

algebra. A branch of mathematics that uses variables.

expression. A single term; multiple terms connected by an addition or subtraction sign.

order of operations. A system for simplifying expressions that ensures that there is only one right answer.

substitute. To replace a variable in a mathematical expression with an actual value.

term. A number, a variable, or the product of a number and variable(s).

variable. A letter used to represent an unknown number or quantity.

Writing and Evaluating Addition and Subtraction Expressions

The number of pennies in Kyle's closed hand is unknown. To represent this amount, we use a variable. A variable is a letter that represents an unknown quantity or number. We could represent the number of pennies in Kyle's closed hand using the letter p.

We know that Kyle has 5 pennies in his open hand. So, together in both hands, Kyle is holding $5 + p$ pennies. $5 + p$ is a mathematical **expression** that tells us the number of pennies Kyle is holding.

Each part of a mathematical expression is called a **term**. A number and a variable are terms. In the expression $5 + p$ there are two terms: 5 and p.

If Kyle were holding 6 pennies in his closed hand, how many pennies would he be holding altogether?

Now we have a known value for p (6), so we can **substitute** that value for the variable into the expression:

$5 + p \qquad p = 6$

$5 + 6 = 11$

So, Kyle is holding 11 pennies.

When we evaluate an expression, we will get a different result depending on the value of the variable. The number that is substituted for the variable determines the solution.

Let's assume different numbers of pennies in Kyle's closed hand and see how our choices affect the number of pennies he is holding:

$p = 7 \qquad p = 9 \qquad p = 0$

For each value of the variable (the number of pennies in Kyle's closed hand), we will substitute that number into the expression $5 + p$:

$p = 7$	$p = 9$	$p = 0$
$5 + 7 = 12$	$5 + 9 = 14$	$5 + 0 = 5$

So, the number of pennies Kyle is holding depends on the value of p.

Be careful!

Although 0 is "nothing," it is a quantity and can be the value of a variable.

Let's look at some other expressions where there is a known value for the variable.

Example:

Evaluate each expression for the given value of the variable:

$7 + x$, if $x = 4$

$9 - n$, if $n = 6$

$8 - z$, if $z = 7$

Solution:

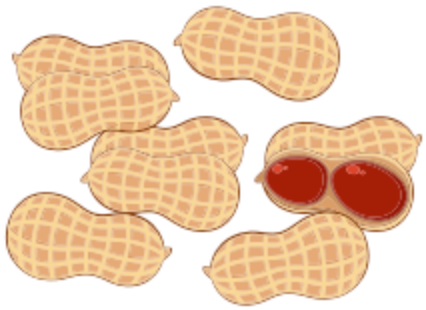
For each expression we will substitute the value of the variable, and then simplify the expression:

$7 + x$, if $x = 4$	$7 + 4 = 11$
$9 - n$, if $n = 6$	$9 - 6 = 3$
$8 - z$, if $z = 7$	$8 - 7 = 1$

As we have seen, mathematical expressions can be used to represent real-life situations.

Example:

Sean takes 20 peanuts on a hike and eats some while walking. Write an expression to represent the number of peanuts he has at the end of his hike. How many peanuts would Sean have if he ate 15 during the hike?



Solution:

Sean starts with 20 peanuts and eats some, so that amount is subtracted from 20. The number of eaten peanuts is unknown, so it will be the variable n: $20 - n$.

If we know that he ate 15 peanuts during the hike, we can substitute the known value of n into the expression:

$20 - n$, if $n = 15$

$20 - 15 = 5$

So, if Sean eats 15 peanuts during the hike, he will have 5 left at the end of the hike.

Let's Review!

Before going on to the practice problems, make sure you understand the main points of this lesson.

- ✓ Algebra is a branch of mathematics that uses variables to represent unknown values.
- ✓ A mathematical expression uses terms to represent quantities.
- ✓ Known values can be substituted into expressions to evaluate the expression.

Complete this activity.

1.1 Match the terms with their definitions.

a. _____ algebra

b. _____ expression

c. _____ substitute

d. _____ term

e. _____ variable

1. a single term; multiple terms connected by an addition or subtraction sign
2. a branch of mathematics that uses variables
3. a number, a variable, or the product of a number and variable(s)
4. to replace a variable in a mathematical expression with an actual value
5. a letter used to represent an unknown number or quantity

Circle the correct letter and answer.

1.2 Evaluate the expression $x - 7$, if $x = 12$.

a. 19 b. 17 c. 6 d. 5

1.3 Sue has 14 pencils, but gives some to her friends. Which expression represents the number of pencils Sue has?

a. $x + 14$ b. $x - 14$ c. $14 + x$ d. $14 - x$

1.4 If $m = 8$, how many solutions are there for the expression $m - 8$?

a. 0 b. 1 c. 2 d. infinite

1.5 Evaluate the expression $x + 9$, if $x = 8$.

a. 1 b. 2 c. 17 d. 89

1.6 Which expression has a solution of 5, if $r = 3$?

a. $r - 8$ b. $r + 2$ c. $15 - r$ d. $r + 8$

1.7 Debbie has 53 stamps in her collection but buys some more. Which expression represents the number of stamps Debbie has collected?

a. $53 + s$ b. $s - 53$ c. $53 - s$ d. $53 + 6$

1.8 Evaluate the expression $23 - x$, if $x = 8$.

a. 15 b. 17 c. 30 d. 31

1.9 Which expression does not have a solution of 9, if $w = 4$?

a. $5 - w$ b. $w + 5$ c. $13 - w$ d. $5 + w$

Complete this activity.

1.10 Match each expression with its value, if $x = 6$.

a. _____ $4 + x$
b. _____ $x - 5$
c. _____ $x + 6$
d. _____ $x - 6$
e. _____ $9 - x$

1. 1
2. 3
3. 12
4. 10
5. 0

Bowling Night - Logic Grid

Four friends brought their favorite bowling ball to play bowling together. How many points did the Blue Ball's owner score?

1. Kelly, the player who scored 100 points, and the player who did 95 points are three different players.
2. The gold ball weighs 15 lb.
3. Josh's ball is black.
4. The player who scored 100 points, Paula, and Josh are three different players.
5. Paula scored 10 points less than the player who owns the 14 lb ball.
6. The player that scored 100 points is either the owner of the green ball or the owner of the 15 lb ball.
7. The owner of the heaviest ball scored 5 points less than the player who has the green ball.

		Score				Weight				Color			
		95	100	105	110	13 lb	14 lb	15 lb	16 lb	black	blue	green	gold
Name	Josh												
	Kelly												
	Mark												
	Paula												
Color	black												
	blue												
	green												
	gold												
Weight	13 lb												
	14 lb												
	15 lb												
	16 lb												

Name	Score	Weight	Color
Josh			
Kelly			
Mark			
Paula			

Statistics
Mean Notes

WHAT

The mean of a data set is:

> the balance point or **average** of a data set. It represents the value that each data point would take on if the total of the data values were redistributed equally.

HOW

How to find the mean:

1) Add up all of the values in the data set.

2) Divide the sum by how many values there are in the data set.

Example 1: What is the Mean of these numbers?

6, 11, 7

- Add the numbers:

  6 + 11 + 7 = 24

- Divide by *how many* numbers (there are 3 numbers):

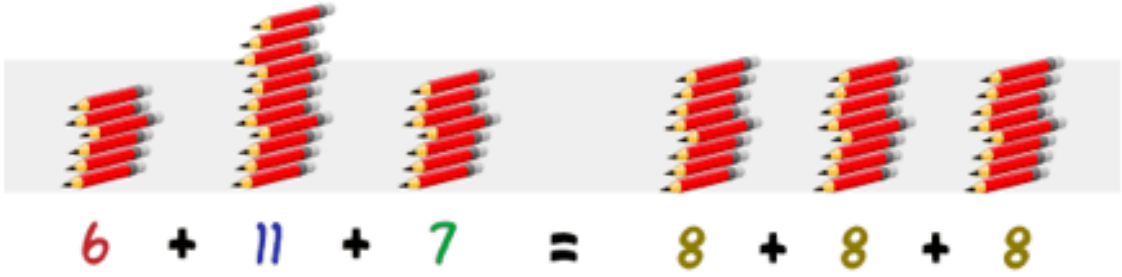
  24 ÷ 3 = 8

The Mean is 8

WHY

Why Does This Work?

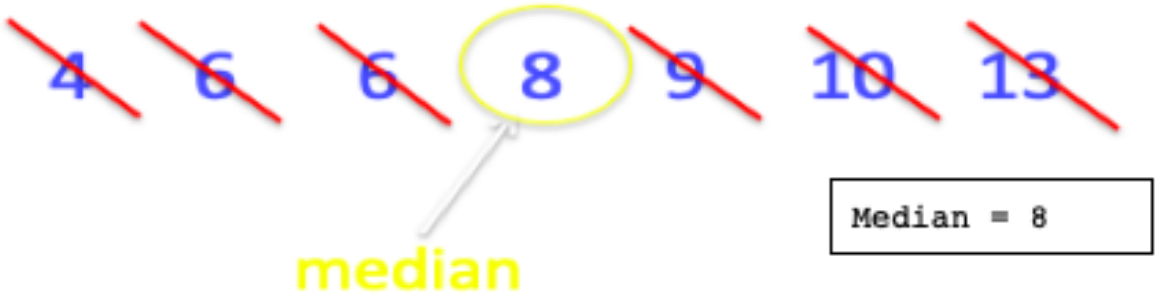
It is because 6, 11 and 7 added together is the same as 3 groups of 8:



It is like you are "evening out" the numbers.

Statistics
Median Notes

Median: the number that marks the MIDDLE of an ordered set of data. Half of the values are less than or equal to the median and half of the values are greater than or equal to the median.



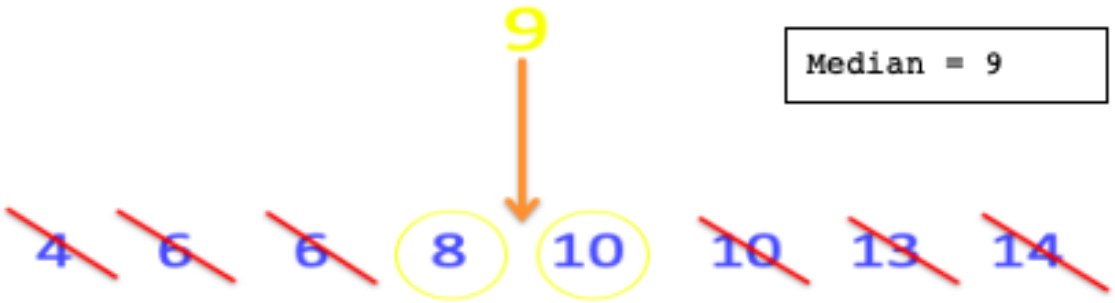
Steps for finding the median of a data set:

1. Order the data points (numbers) from **least to greatest**. Be sure to cross out the numbers from the unorganized list as you write them down to ensure you write down each number.

2. Beginning with the number on the far left (the smallest number) and the number on the far right (the greatest number), **cross off two numbers at a time** from your organized list. Stop when you can no longer cross off both a number on the left and a number on the right at the same time.

3. If there is only one number left in the middle, this number is the median.

4. If there are two numbers left in the middle, find the number that is **halfway** between those two numbers. The number that is halfway between the two numbers is the median.



Statistics
Range Notes

WHAT

The **range** of a data set is:

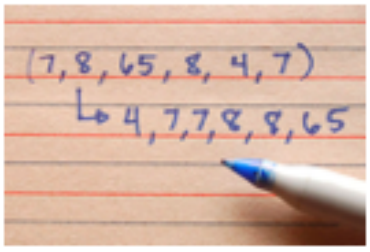
the difference between the least value and the greatest value in a set of data.

Range = largest value (maximum) – smallest value (minimum)

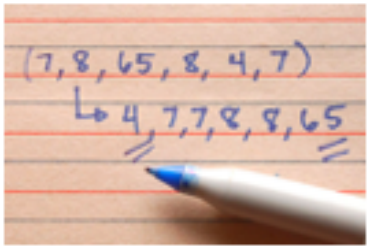
HOW

How to find the range:

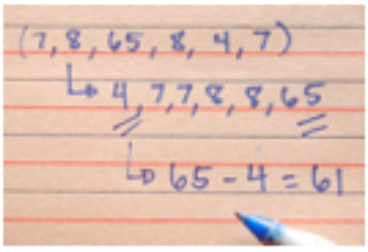
1) Arrange the set of numbers in order from least to greatest.



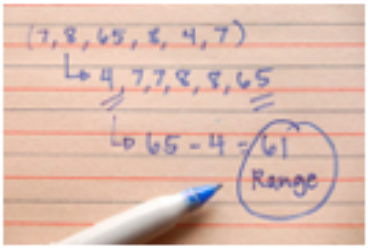
2) Identify the smallest and largest numbers in the set.



3) Subtract the smallest number from the largest.



4) This number is the range of the data.



WHY

The range tells you how spread out a set of data is. It is particularly useful when comparing sets of data.

Student Name: _____ Score:

Mean

Calculate the mean for the following data points:

1) 93, 87, 89, 92, 95, 84 Mean =	2) 25, 29, 35, 27, 39 Mean =
3) 18, 14, 11, 25, 27, 19 Mean =	4) 74, 81, 77, 88 Mean =
5) 65, 71, 68, 79, 77 Mean =	6) 44, 59, 43, 55, 54, 45 Mean =
7) 81, 78, 83, 74, 79 Mean =	8) 23, 37, 40, 24, 31 Mean =
9) 56, 61, 64, 53, 66, 54 Mean =	10) 48, 36, 39, 42, 45 Mean =
11) 9, 15, 22, 17, 12, 15 Mean =	12) 73, 58, 64, 72, 63, 66 Mean =
13) 26, 38, 22, 34 Mean =	14) 16, 21, 19, 14, 27, 17 Mean =
15) 89, 91, 85, 99 Mean =	16) 45, 57, 59, 48, 51 Mean =
17) 9, 21, 7, 15 Mean =	18) 36, 29, 32, 39, 24 Mean =

5-A

MEAN, MEDIAN, MODE AND RANGE PROBLEMS 1

1) In a spellings test, some children in a class score 13, 17, 12, 19, 20, 13, and 11 out of a total of 20. Find their mean, median, mode and range.

Mean Median Mode Range

2) The salamander go fishing and catch the following amounts:

Captain 15 Sally 12 Quadra 18 Tyger 8 Frazer 22 Quadra 18

Find the mean, median, mode and range of their catches.

Mean Median Mode Range

3) Eleven runners are raising money for charity by running round a track. Here are the number of laps they manage to run:

Number of laps: 15, 12, 8, 26, 14, 11, 8, 15, 9, 10, 15

Find their mean, median, mode and range.

Mean Median Mode Range

4) An ice-cream van sells a range of different ice-creams for 2 weeks. This is the number of ice-creams he manages to sell.

Week 1: 87, 75, 95, 102, 109, 61, 85 Week 2: 77, 103, 102, 79, 82, 63, 70

Find the mean, median, mode and range of his ice-cream sales.

Mean Median Mode Range

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