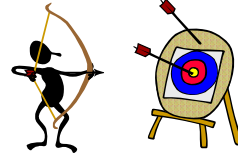


# School • Community • Student • Parent LEARNING CONNECTIONS

Tahoma School District No. 409

## Clip, paste and write about your family adventures

A family vacation is a perfect opportunity to create a trip scrapbook that will be a lasting souvenir of family adventures. Collect postcards, brochures and menus from restaurants. Encourage your child to write descriptions of the places you visited and tell stories of your families escapades. Or suggest a scrapbook on your child's favorite sports team or a chronicle of the year in school. The scrapbook might contain photos with captions, newspaper clippings or school mementos.



Targeting  
Summer Learning Loss

Keep skills sharp  
over the summer!



If there are objects that won't tuck into a book, consider alternative ways to preserve the collection, such as a shadow box that can hang on the wall. Here are some theme ideas:

- Exploring the Great Outdoors
- A Visit to ...
- My World Travels  
(real or imaginary!)
- What I learned this summer
- Backseat Adventures
- Camp Life
- My Family, Friends, and/or Pet
- My Team's Spectacular Summer
- Summer Is ...

## IN THE COMMUNITY

### ✓ Music in the Park

Men of Worth  
July 28th 6:30 PM

Come enjoy the 7th season of free concerts at Lake Wilderness! They are all tailored as family-oriented gatherings with picnicking being one of the highlights of the evening.

### ✓ Lunch Bunch Story Time in the Park

Children's Story Time  
August 3rd 12:00 PM

Join us at Lake Wilderness Park next to the lodge for this annual Picnic Story Time series. Bring your lunch and listen to a story!

### ✓ The Land that Rock Forgot

Children's Summer Reading Program  
August 3rd 11:00 AM

When the band's plane crashes on a remote, tropical island their high-tech musical instruments are useless. The band begins a quest to rebuild their sound and along the way, they ... (MV Library) Brian will be performing the same show at Covington Library at 2pm.

## Tahoma Summer Math Help

Get help with the  
Summer Math Packets

Wednesdays (June 29-Aug 3)  
Tahoma Central Office—Boardroom  
9:00-12:00

Tahoma High School  
Calculus students and teacher, Mrs.  
Shirley, are available to provide help  
to students.  
Just drop in and get help!

## Summer Reading Club

Swap your books for a set of  
new ones!

August 11th CSC-Boardroom  
7:00 pm —8:00 pm

**MAPLE VALLEY YOUTH SYMPHONY  
ORCHESTRA PRESENTS**

# THE GOOD THE UGLY THE BAD

## Summer Music Camp

**FEATURING THE MUSIC OF YOUR  
FAVORITE MOVIE HEROES, VILLAINS,  
AND MONSTERS**

When: August 8 - 12, 2011  
from 10 a.m. - 2 p.m.  
Concert August 12 at 7 p.m.

Where: Maple Valley Presbyterian Church  
22659 Sweeny Rd SE, in Maple Valley

Cost: \$25 includes camp t-shirt!  
Additional \$5 per day for lunch - optional  
Sign up today! Visit [www.mvyso.org](http://www.mvyso.org)




Here's a family friendly way to encourage your child's interest in math and explore math as a family. Math challenge activities provide stimulating problems that are fun to do together and help children appreciate math. There are 80 challenges available to select from. The website provides everything you will need to support success, including hints and strategies to get started. No matter what your own experiences are with math, you can be a positive influence on your child.



How long do you have to stand in line  
 No. 300 ??



**Figure This!**  
 How long do you think you would have to wait in this line if you hold number 300?



**Hint?**

Estimation and measurement of time are basic skills for all. Businesses such as banks, fast-food restaurants, ski areas, and airports need efficient ways to minimize time spent waiting in lines.

**Here's a hint for getting started**



**Estimate** the amount of time it would take for one person to buy a ticket.

**Use this estimate** to find the amount of time you will have to wait in line.



**Extending Your Thinking**



**Think About This...**

**Do lines move faster** at movies or at concerts? Why?

What factors would make the time for purchasing a ticket **longer or shorter?**

**Here's two different sample solutions**



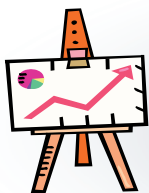
**Quick Answer:**

If **each person takes 30 seconds** to buy a ticket, then the 299 people in front will take about  $30 \times 299 = 8970$  seconds, about 150 minutes. That's 2 1/2 hours.

Another way to estimate this is to recognize that if it takes 30 seconds for one person to buy a ticket, then **2 people can buy a ticket in 1 minute**. Thus, it takes  $300 \div 2 = 150$  minutes for your turn to arrive. That's about a 2 1/2 hour wait.



# Math Connections



**Holt Math On-Line Program** <http://my.hrw.com>

## Student Usernames and Passwords

Parents were e-mailed their child's new HOLT username and password the week of June 20th. The username construction convention is shown below just in case your child forgets their username.

Username: TSD followed by the student's 6 digit student ID number then capitalized first letter of their first name and capitalized first letter of their last name (no spaces anywhere)

Password: tahoma

*Example for Joe Smith with a district ID number of 112233*

**Username: TSD112233JS**

**Password: tahoma**



Welcome to Holt McDougal Online!

I am already registered:

Username:

Password:

**Log In**

[Forgot your username or password?](#)

I am a New User and need to register for a program.

**Register**

I am an Evaluator with a sample word and need to preview a program.

**Preview**



A site with many fun activities and games in lots of different areas, math included.

*Parents—please note that it also has quite a lot of advertising!*

<http://www.coolmath.com>

Most of the games on the cool math site shown above are flash based. Here is a direct link to two of them that you might check out. We've selected two that aren't math focused—there is lots of variety.

Test your knowledge of geography.



# Accelerated Math — Summer Practice

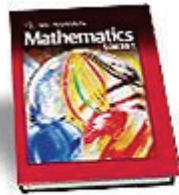


5th Grade Students accelerating in math getting ready for middle level math in September

July 6, 2011

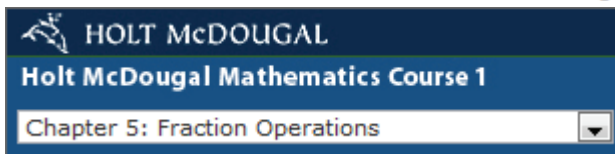
Hopefully your week 2 math work went well! If you are having trouble on any of the math problems assigned check out the lessons included in the Holt on-line math resources. There are lesson videos Holt has produced where a math teacher, Professor Burger, demonstrates how to solve the problems associated with each lesson topic.

Go to <http://my.hrw.com>

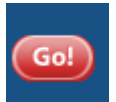


Open the Course 1 interactive online edition

Holt McDougal Mathematics Course 1 Interactive Online Edition



First select a chapter—for this lesson you want to select Chapter 5: Fraction Operations then click

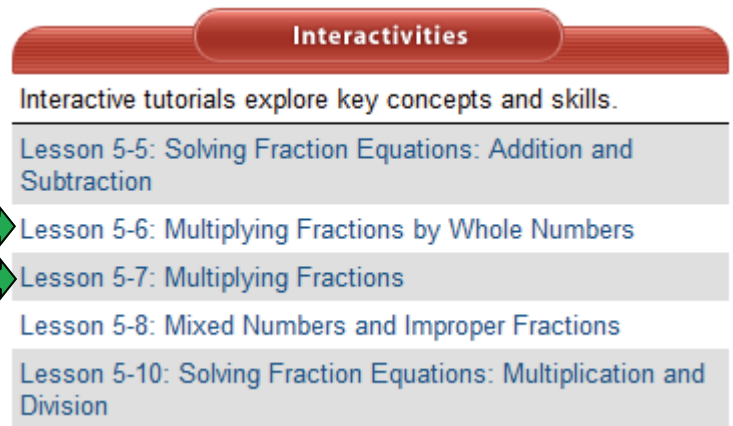


Now select the Videos and Activities Tab

Go through the Learn, Explore, and Practice for:

Lesson 5-6: Multiplying Fractions by Whole Numbers

Lesson 5-7: Multiplying Fractions



## Lesson Tutorial Videos

Holt authors explain every example in the Student Edition.

Lesson 5-1: Example 1

Lesson 5-1: Example 2

Lesson 5-2: Example 1

Lesson 5-2: Example 2

Lesson 5-3: Example 1

Lesson 5-3: Example 2

Along the right hand side of the page you will see Interactivities. If you need help in doing any of the problems that come on the next two pages consider checking the Interactivities or the Lesson Tutorial Videos.

Now grab some paper and work these problems. This is what you will turn into your teacher in September for the Week 4 Summer Math Practice. Sometimes you'll notice the numbering may be off! Don't worry - you'll be happy to know we sometimes cut some of the problems out. Please number your problems as they are shown below.

## Extra Practice ... Chapter 5

### LESSON 5-1

1. There are 18 girls on the dance team. Barrettes are sold in packs of 6. Ponytail holders are sold in packs of 2. What is the least number of packs they could buy so that each girl has a barrette and a ponytail holder and none are left over?

Find the least common multiple (LCM).

2. 9 and 15
3. 12 and 16
4. 10 and 12
5. 3, 4, and 5

### LESSON 5-2

Add or subtract. Write each answer in simplest form.

6.  $\frac{3}{5} + \frac{2}{3}$
7.  $\frac{7}{8} - \frac{1}{6}$
8.  $\frac{1}{3} + \frac{1}{2}$
9. About  $\frac{1}{3}$  of the animals at the zoo are birds. The mammals make up  $\frac{2}{5}$  of the zoo's population. What fraction of the zoo's animals are mammals or birds?

### LESSON 5-3

Find each sum or difference. Write the answer in simplest form.

10.  $18\frac{1}{3} + 16\frac{1}{6}$
11.  $5\frac{3}{4} + 3\frac{5}{12}$
12.  $12\frac{1}{2} - 8\frac{2}{5}$
13. Joan has a rottweiler and a Chihuahua. The rottweiler weighs  $99\frac{1}{2}$  lb, and the Chihuahua weighs  $3\frac{1}{4}$  lb. How much more does Joan's rottweiler weigh than her Chihuahua?

### LESSON 5-4

Subtract. Write each answer in simplest form.

14.  $4\frac{2}{5} - 2\frac{9}{10}$
15.  $9\frac{1}{6} - 5\frac{5}{6}$
16.  $6 - 1\frac{7}{12}$
17. Adam purchased a 10 lb bag of dog food. His dog ate  $7\frac{1}{3}$  lb. of dog food in one week. How many pounds of dog food were left after one week?

### LESSON 5-5

Solve each equation. Write the solution in simplest form.

18.  $a + 5\frac{3}{10} = 9$
19.  $1\frac{3}{8} = x - 2\frac{1}{4}$
20.  $6\frac{5}{6} = t + 1\frac{2}{3}$
21. Taylor needs to change a lightbulb that is  $12\frac{1}{3}$  feet above the floor. Without a ladder, Taylor can reach  $6\frac{1}{2}$  feet. How tall must her ladder be in order for her to reach the lightbulb?

# Extra Practice ■■■ Chapter 5

## LESSON 5-7

Multiply. Write each answer in simplest form.

26.  $\frac{1}{10} \cdot \frac{5}{6}$

27.  $\frac{8}{9} \cdot \frac{3}{4}$

28.  $\frac{5}{7} \cdot \frac{3}{10}$

Evaluate the expression  $a \cdot \frac{1}{10}$  for each value of  $a$ . Write the answer in simplest form.

29.  $a = \frac{4}{5}$

30.  $a = \frac{2}{3}$

31.  $a = \frac{5}{9}$

32. Camille spent  $\frac{2}{5}$  of her weekly allowance on meals in restaurants. She spent  $\frac{1}{2}$  of that money on pizza. What fraction of her weekly allowance did Camille spend on pizza?

## LESSON 5-8

Multiply. Write each answer in simplest form.

33.  $\frac{1}{4} \cdot 1\frac{2}{3}$

34.  $2\frac{3}{5} \cdot \frac{1}{3}$

35.  $\frac{7}{8} \cdot 1\frac{1}{3}$

Find each product. Write the answer in simplest form.

36.  $1\frac{1}{3} \cdot 1\frac{3}{5}$

37.  $4 \cdot 2\frac{6}{7}$

38.  $\frac{2}{5}$  of  $4\frac{1}{2}$

39. An art class has 18 students, and  $\frac{1}{3}$  of the students are painting. How many of the students in the class are painting?

## LESSON 5-9

Find the reciprocal.

40.  $\frac{7}{9}$

41.  $\frac{2}{13}$

42.  $\frac{1}{12}$

43.  $\frac{8}{5}$

Divide. Write each answer in simplest form.

44.  $\frac{1}{6} \div 3$

45.  $\frac{4}{7} \div 2$

46.  $2\frac{1}{2} \div 1\frac{3}{4}$

47. Debbie bought  $8\frac{1}{2}$  lb of ground turkey. She packed the turkey in  $\frac{1}{2}$  lb containers and put them in the freezer. How many containers of ground turkey did she pack?

### Remember!

To write a mixed number as an improper fraction, start with the denominator, multiply by the whole number, and add the numerator. Use the same denominator.

$$1\frac{1}{5} = \frac{1 \cdot 5 + 1}{5} = \frac{6}{5}$$

If you need help with 40-47 see the on-line resources below.

Book Pages

Student Resources

Videos & Activities

Teacher Resources

Lesson Tutorial Videos

Holt authors explain every example in the Student Edition.

Lesson 5-9: Example 1

Lesson 5-9: Example 2

You may want to watch Professor Burger do the sample problems in Lesson 5-9. Go to the Videos and Activities Tab and then to the Lesson Tutorial Videos and watch Lesson 5-9: Example 1 and Example 2.