

WORD PROBLEMS provides a variety of activities designed to enrich and reinforce math skills taught at the fourth through sixth grade levels. The pages are presented in a suggested order, but may be used in any order that best meets a child's needs. Exercises are designed so a child can work with a minimum of supervision in a classroom or at home. The whimsical characters will entertain and motivate your children. An answer key is also included at the end of the book.

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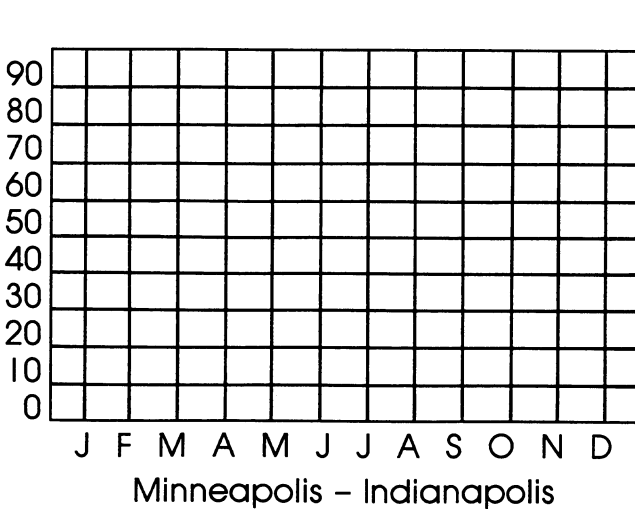
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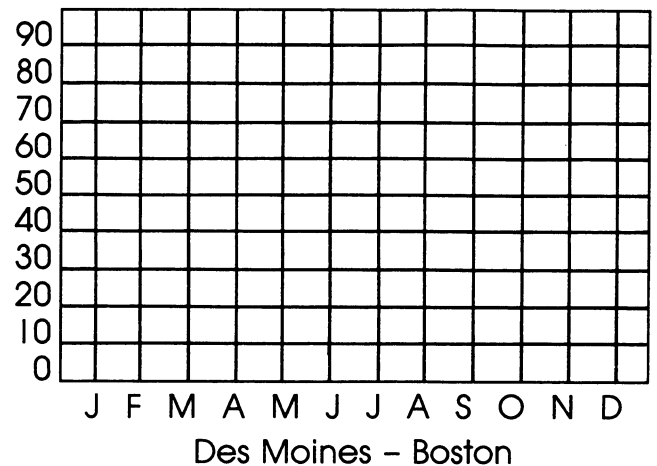
EASIER TO READ

Construct line graphs from the information given below. You may find that using different colored lines will make your graphs even easier to read. When your graphs are complete, answer the questions.



Month	Temperature °F			
	Minneapolis	Indianapolis	Des Moines	Boston
J	11	26	19	30
F	18	30	25	31
M	29	40	35	38
A	46	52	51	49
M	59	63	62	59
J	68	72	72	68
J	73	75	76	74
A	71	73	74	72
S	61	67	65	65
O	50	55	54	55
N	33	42	39	45
D	19	32	26	34

1. What is the difference between the highest and lowest temperatures for Indianapolis? _____ for Minneapolis? _____
2. What is the average temperature for June, in Indianapolis? _____ In Minneapolis? _____ What is the difference between the two? _____
3. What is the average yearly temperature for Minneapolis? (Round to the nearest whole number.) _____ for Indianapolis? _____ What is the difference between the two? _____
4. What is the highest average monthly temperature in Boston? _____ In Des Moines? _____
5. Which of those two cities has the lower average temperature in December? _____ How much lower? _____
6. What is the average monthly temperature for each city? (Round to the nearest whole number.) _____
_____ What is the difference? _____
7. What average monthly temperature is the same for each city? Name the month in your answer. _____



COUNTING ON THE CALCULATOR

Can you count by 9's on the calculator and stop on 261?
Here's how. (The calculator keystrokes used here are for a TI-30 calculator. Your calculator may have different keystrokes.)

Press ...on your calculator until 261 appears.

1. Why does this work? _____

2. Can you count by 9's on the calculator and stop at 114? _____
Why? _____

Press ...on your calculator.

3. What happens? _____

Press ...on your calculator.

4. What happens? _____

5. Call 9 our addend and 4 our start number. What start number less than 9 would you need to stop on 116? _____

6. Count by 7 on your calculator. What are the keystrokes? _____

7. Let 7 be our addend and 5 our start number. Pressing the key 6 times gives what answer? _____

8. Is it possible to stop on 82? _____ Why? _____

9. Is it possible to stop on 90? _____ Why? _____

10. How many times do you have to press the key to stop on 110? _____
Why? _____

WHAT IS THE CALCULATOR DOING?

1. Eric found that 3.1622777 multiplied by itself on his calculator gave a product of 10. However, $10 \div 3.1622777$ gave 3.1622776 . What is the calculator doing?

2. Ellis divided 2 by 3 on his calculator and got 0.6666667 . When this answer was multiplied by 3, he got 2. But, surprisingly, when 0.6666667 is entered into the calculator and multiplied by 3, the result is 2.0000001 . What is the calculator doing?

3. Enos entered $\boxed{5}$ $\boxed{\sqrt{\quad}}$ $\boxed{=}$ and got 2.236068 on his calculator.

But, $(2.236068)^2 = 5.0000001$. What is the calculator doing?

4. In the following table, do the indicated division on your calculator. Write each result in the decimal column. Do all of them first, study the results, and predict what the next digit in each result should be.

<u>QUOTIENT</u>	<u>DECIMAL</u>	<u>NEXT DIGIT</u>
-----------------	----------------	-------------------

$$1 \div 7 =$$

$$2 \div 7 =$$

$$3 \div 7 =$$

$$4 \div 7 =$$

$$5 \div 7 =$$

$$6 \div 7 =$$

Explain what is happening. _____
