

Ne'epapa Ka Hana 2.0  
Sixth-Grade Mathematics Resources  
STEMD<sup>2</sup> Book Series

## STUDENT ACTIVITIES



LET'S

# CHANT FOR RAIN



STEMD<sup>2</sup> Research & Development Group  
University of Hawai'i at Manoa

STEMD<sup>2</sup> Research & Development Group  
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Ne'epapa Ka Hana Sixth-Grade Mathematics Resources

**Let's Chant for Rain**  
*Student Activities*

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Preview Release

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# Contents

<b>Unit 1: The Number System</b>	<b>7</b>
Unit 1: The Number System <i>Activity 1</i>	9
Unit 1: The Number System <i>Activity 2</i>	13
<b>Unit 2: Ratios and Proportional Relationships</b>	<b>17</b>
Unit 2: Ratios and Proportional Relationships <i>Activity 1</i>	19
Unit 2: Ratios and Proportional Relationships <i>Activity 2</i>	21
Unit 2: Ratios and Proportional Relationships <i>Activity 3</i>	23
Unit 2: Ratios and Proportional Relationships <i>Activity 4</i>	25
<b>Unit 3: Expressions and Equations</b>	<b>27</b>
Unit 3: Expressions and Equations <i>Activity 1</i>	29
Unit 3: Expressions and Equations <i>Activity 2</i>	31
Unit 3: Expressions and Equations <i>Activity 3</i>	33
Unit 3: Expressions and Equations <i>Activity 4</i>	35
Unit 3: Expressions and Equations <i>Activity 5</i>	37
<b>Unit 4: Geometry</b>	<b>41</b>
Unit 4: Geometry <i>Activity 1</i>	43
Unit 4: Geometry <i>Activity 2</i>	45
Unit 4: Geometry <i>Activity 3</i>	47
Unit 4: Geometry <i>Activity 4</i>	49
<b>Unit 5: Statistics and Probability</b>	<b>51</b>
Unit 5: Statistics and Probability <i>Activity 1</i>	53
Unit 5: Statistics and Probability <i>Activity 2</i>	55



# Unit 1: The Number System



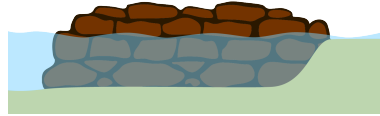
SBAC alignment for *Unit 1: The Number System Activity 1*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 D: Apply and extend previous understandings of numbers to the system of rational numbers.
Content Domain:	The Number System
Standard(s):	<b>6.NS.7</b> Understand ordering and absolute value of rational numbers.
DOK:	2



## Unit 1: The Number System Activity 1

Let's go to a beach where two scientists are investigating the environment. One scientist is diving down in the water to investigate while the other scientist climbs the ocean cliff to investigate.



- The ocean surface is considered to be at an altitude of zero (0) feet.
- The ocean floor at the diving spot is at an altitude of  $-20$  feet.
- The diving scientist is in the water at an altitude of  $-5$  feet.
- The climbing scientist is above the ocean surface at an altitude of 15 feet.

For the following statements, select True or False and justify your answer by showing your work.

1. The distance from the climber to the diver is greater than the distance from the ocean surface to the ocean floor.

True

False

2. The distance from the climber to the ocean surface is the same as the distance from the diver to the ocean floor.

True

False

3. When the diver swims to an altitude of  $-10$  feet, the diver will be the same distance below the ocean surface as the climber is above the ocean surface.

True       False

4. When the diver swims to an altitude of  $-10$  feet, the diver's distance to the ocean floor will be equal to the diver's distance to the ocean surface.

True       False



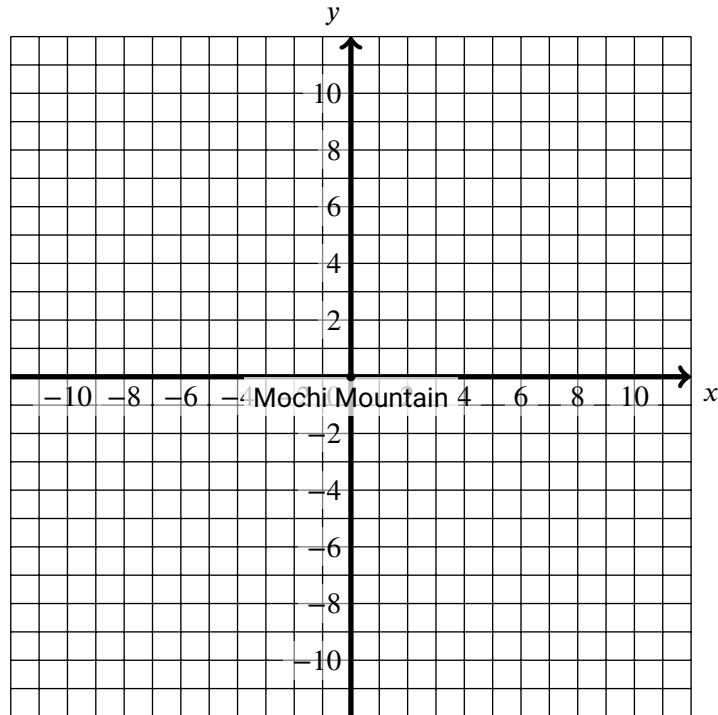
SBAC alignment for *Unit 1: The Number System Activity 2*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 D: Apply and extend previous understandings of numbers to the system of rational numbers.
Content Domain:	The Number System
Standard(s):	<b>6.NS.8</b> Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
DOK:	3

## Unit 1: The Number System Activity 2

People often think of fire and rocks when they think about volcanoes. However, volcanoes come in many different shapes, sizes, and colors. There are volcanoes that are covered in snow, hidden in forests, and even under water.

Below is an area with a lot of volcanic activity, drawn on a coordinate plane.



- A snowy volcano called Mochi Mountain is at the origin,  $(0, 0)$ . Plot and label the locations of five other volcanic places listed below.
  - Shave Ice Summit  $(-8, 7)$
  - Manapua Mountain  $(3, 7)$
  - Haupia Hill  $(8, -6)$
  - Saimin Bowl  $(-8, -2)$
  - Loco Moco Lookout  $(-8, -6)$
- For the following statements, select True or False, based on the given information. Justify your answers by showing your work.
  - Loco Moco Lookout is further from Shave Ice Summit than it is from Haupia Hill.
 

True       False
  - The distance from Shave Ice Summit to Manapua Mountain is equal to  $|-8| + |3|$ .
 

True       False
  - The distance from Shave Ice Summit to Saimin Bowl is equal to  $|7| + |-2|$ .
 

True       False

3. A Visitor's Center will be placed on the map with the same  $y$ -coordinate as the Manapua Mountain. If the Visitor's Center is the same distance from Manapua Mountain as the Loco Moco Lookout is from the Saimin Bowl, then what is the  $x$  coordinate of the Visitor's Center? Explain your answer.

*Hint: There are two possible answers. Find just one of these answers.*







## Unit 2: Ratios and Proportional Relationships

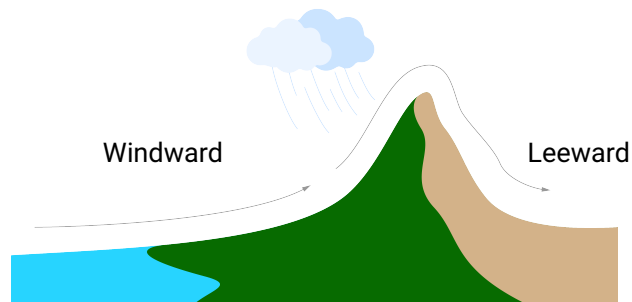


SBAC alignment for *Unit 2: Ratios and Proportional Relationships Activity 1*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 A: Understand ratio concepts and use ratio reasoning to solve problems.
Content Domain:	Ratio and Proportional Relationships
Standard(s):	<b>6.RP.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
DOK:	2

## Unit 2: Ratios and Proportional Relationships *Activity 1*

Different sides of a mountain experience different amounts of rain. The windward side of a mountain faces towards the wind and the leeward side faces away from the wind.



Suppose that the leeward side of a mountain receives 3 inches of rain, and the windward side of the same mountain receives 8 inches of rain. Identify the equivalent ratio(s) of leeward rain to windward rain. Select all that apply.

- (a) 20:25
- (b) 30:800
- (c) 16:6
- (d) 36:96

SBAC alignment for *Unit 2: Ratios and Proportional Relationships Activity 2*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 A: Understand ratio concepts and use ratio reasoning to solve problems.
Content Domain:	Ratios and Proportional Relationships
Standard(s):	<b>6.RP.1</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>
DOK:	2

## Unit 2: Ratios and Proportional Relationships *Activity 2*

In February, Lihue (on Kaua'i) experienced an average of 7 hours of sunlight for every 17 hours of darkness.

1. Write a ratio that compares the number of hours of sunlight to the number of hours of darkness.

2. Describe what the ratio 24:7 means in terms of the hours of sunlight in Lihue.

SBAC alignment for *Unit 2: Ratios and Proportional Relationships Activity 3*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 A: Understand ratio concepts and use ratio reasoning to solve problems.
Content Domain:	Ratios and Proportional Relationships
Standard(s):	<b>6.RP.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
DOK:	2

**Unit 2: Ratios and Proportional Relationships *Activity 3***

1. Over the last 4 hours, it has rained 30.6 millimeters on O'ahu. What is the unit rate of rainfall per hour?

millimeters of rain per hour

2. If it keeps raining like this, how many millimeters of rain will fall in 7 hours?

millimeters of rain

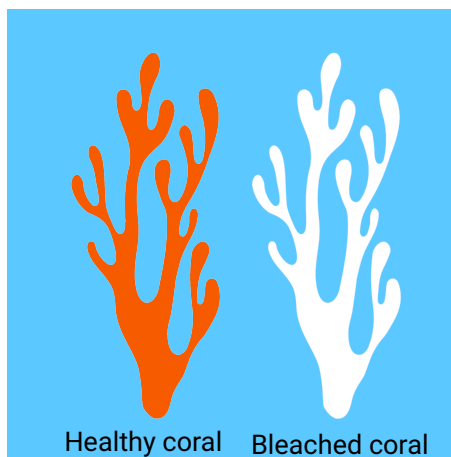
SBAC alignment for *Unit 2: Ratios and Proportional Relationships Activity 4*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 A: Understand ratio concepts and use ratio reasoning to solve problems.
Content Domain:	Ratio and Proportional Relationships
Standard(s):	<b>6.RP.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
DOK:	2



## Unit 2: Ratios and Proportional Relationships *Activity 4*

Corals are really important animals but they are very sensitive to temperature changes in the ocean. When the ocean gets too hot, the corals get sick and turn completely white. This is called coral bleaching. However, if the temperature only stays hot for a short amount of time and then goes back down to normal, then the corals will regain their bright beautiful colors and health. If the temperature stays warm for too long, the corals will die.



It's been really warm lately and you and your friends are diving and check on the health of a nearby coral reef. You find that for every 5 square meters of healthy coral, there are 8 square meters of bleached coral.

Identify the equivalent ratio(s) of healthy coral to bleached coral. Select all that apply.

- (a) 20:23
- (b) 40:25
- (c) 50:800
- (d) 60:96



## Unit 3: Expressions and Equations



SBAC alignment for *Unit 3: Expressions and Equations Activity 1*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 F: Reason about and solve one-variable equations and inequalities.
Content Domain:	Expressions and Equations
Standard(s):	<b>6.EE.8</b> Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
DOK:	1

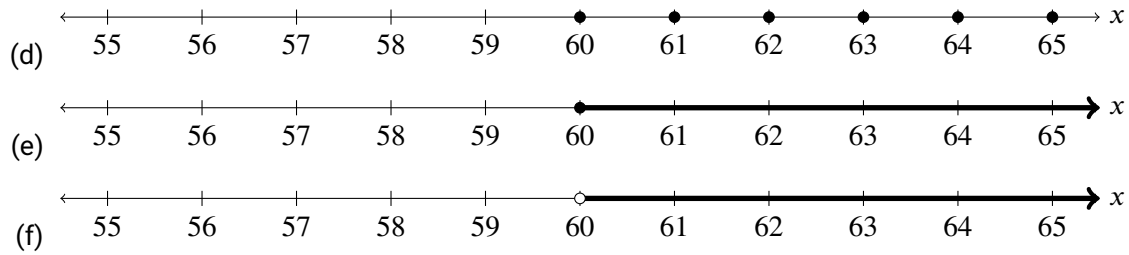
### Unit 3: Expressions and Equations Activity 1

An inequality is shown.

$$x > 60$$

Select the statement(s) and number line(s) that can be represented by the inequality. Check all that apply.

- (a) The temperature in Wai'anae, O'ahu is greater than  $60^{\circ}\text{F}$ .
- (b) The value of a number substituted for  $x$  is greater than 60.
- (c) The number of rainy days in Kaua'i increased by 60 this year.



## SBAC alignment for Unit 3: Expressions and Equations Activity 2

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 B: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 1 F: Reason about and solve one-variable equations and inequalities.
Content Domain:	The Number System
Standard(s):	<b>6.NS.1</b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi? <b>6.EE.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</i>
DOK:	1

### Unit 3: Expressions and Equations *Activity 2*

A high priest is walking up Mauna Kea to make an offering to the gods. He has  $3\frac{1}{2}$  miles left to walk to reach the heiau (temple), but due to the high altitude and low oxygen, he can only walk  $\frac{3}{4}$  miles at a time before he needs to stop and catch his breath.

1. Which equation can be used to find  $w$ , the total number of  $\frac{3}{4}$  mile stretches of walking before the priest reaches the heiau?

(a)  $3\frac{1}{2} \times \frac{3}{4} = w$

(b)  $3\frac{1}{2} \div \frac{3}{4} = w$

(c)  $3\frac{1}{2} + w = \frac{3}{4}$

(d)  $3\frac{1}{2} - w = \frac{3}{4}$

2. Use the equation in part 1 to find  $w$ . Give your answer as a mixed fraction.

SBAC alignment for *Unit 3: Expressions and Equations Activity 3*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 F: Reason about and solve one-variable equations and inequalities.
Content Domain:	Expressions and Equations
Standard(s):	<b>6.EE.7</b> Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers.
DOK:	1



### Unit 3: Expressions and Equations *Activity 3*

Read each of the following problems. Match each situation with the equation that could be used to solve the problem. If neither equation works, select "Neither." The labels may be used more than one time.

$$25 + x = 325$$

$$25x = 325$$

Neither

During a storm, there were 25 hours of heavy rain, followed by many hours of flooding until the weather finally cleared up. Overall, there were 325 hours of rain and flooding. How many hours of flooding were there after the rain?

To prepare for a storm, your family bought cases of water containing 25 bottles each. In all, your family bought 325 bottles of water. How many cases did your family buy?

'Iniki had 25 cans of Vienna sausage in his cupboard. To help a large family in his neighborhood prepare for a storm, 'Iniki gave away some extra cans. The neighbors now have 325 cans. How many cans of Vienna sausage did 'Iniki give away?

During a long storm, 25 millimeters of rain fell per day. By the end of the storm, a total of 325 millimeters of rain had fallen. How many days of rain were there during this storm?

A tropical storm came and poured rain on Kaua'i and O'ahu. Kaua'i received 325 millimeters of rain while O'ahu received 25 millimeters of rain. How much more rain,  $x$ , did Kaua'i receive?

SBAC alignment for *Unit 3: Expressions and Equations Activity 4*

Claim(s)	<p><b>Claim 2: Problem Solving</b> (primary claim) Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.</p> <p><b>Claim 1: Concepts and Procedures</b> (secondary claim) Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p>
Assessment Target(s):	<p>2 A: Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.</p> <p>1 A: Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>1 C: Compute fluently with multi-digit numbers and find common factors and multiples.</p>
Content Domain:	<p>Ratios and Proportional Relationships (primary domain)</p> <p>The Number System (secondary domain)</p>
Standard(s):	<p><b>6.RP.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p><b>6.NS.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>
DOK:	3



SBAC alignment for *Unit 3: Expressions and Equations Activity 5*

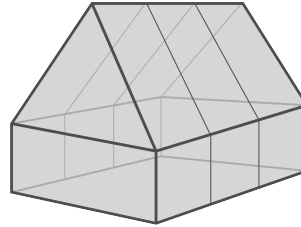
Claim(s)	<p><b>Claim 2: Problem Solving</b> (primary claim) Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.</p> <p><b>Claim 1: Concepts and Procedures</b> (secondary claim) Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</p>
Assessment Target(s):	<p>2 C: Interpret results in the context of a situation.</p> <p>2 A: Apply mathematics to solve well-posed problems arising from everyday life, society, and the workplace.</p> <p>1 F: Reason about and solve one-variable equations and inequalities.</p>
Content Domain:	Expressions and Equations
Standard(s):	<b>6.EE.5</b> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
DOK:	3

### Unit 3: Expressions and Equations *Activity 5*

Aunty Lehua wants to grow some mountain naupaka. However, her home garden is too sunny for the naupaka to thrive so Aunty Lehua decides to build a shade house. A shade house is a house that is made of a material that lets some sunlight in, but not too much.



Naupaka flower  
(not to scale)



Shade house

1. Aunty Lehua's shade house requires 135 square feet of shade material. She only has 98 square feet and needs to go to the local hardware store to get more.

The store only sells shade material in the following packs:

- 37 square feet
- 98 square feet
- 135 square feet
- 233 square feet

What is the smallest pack that Aunty Lehua should buy to complete the shade house? Explain what your answer means in the context of the story.

2. Later, Aunty Lehua changed the design of her shade house. Instead of 135 square feet of shade material, her new design asks for at least 150 square feet. This can be modeled by the inequality  $98 + x \geq 150$ , where  $x$  is the amount of shade material she needs to buy (in square feet).

The store started selling rolls of shade material that you can cut yourself and buy by the square foot. What is the least amount of shade material that Aunty Lehua needs to buy to satisfy our inequality?







## Unit 4: Geometry



SBAC alignment for *Unit 4: Geometry Activity 1*

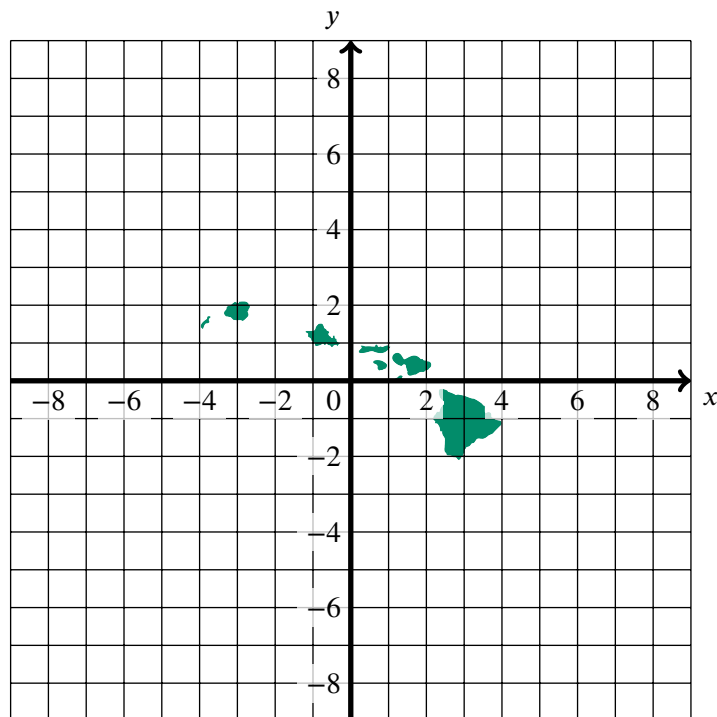
Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 D: Apply and extend previous understandings of numbers to the system of rational numbers.
Content Domain:	The Number System
Standard(s):	<b>6.NS.6</b> Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
DOK:	2

## Unit 4: Geometry Activity 1

There are several tropical storms approaching the Hawaiian Islands.

1. Tropical Storm Hema is at point  $W$  at  $(-3, -6)$  and Tropical Storm Hikina is at point  $I$  at  $(7, 0)$ . A week later, Tropical Storm Hema has moved to the point  $N$ , which is a reflection of the point  $W$  across the  $x$ -axis. At that time, Tropical Storm Hikina has moved to the point  $D$ , which is a reflection of the point  $I$  across the  $y$ -axis.

Plot and label the points  $W$ ,  $I$ ,  $N$ , and  $D$  on the coordinate plane.



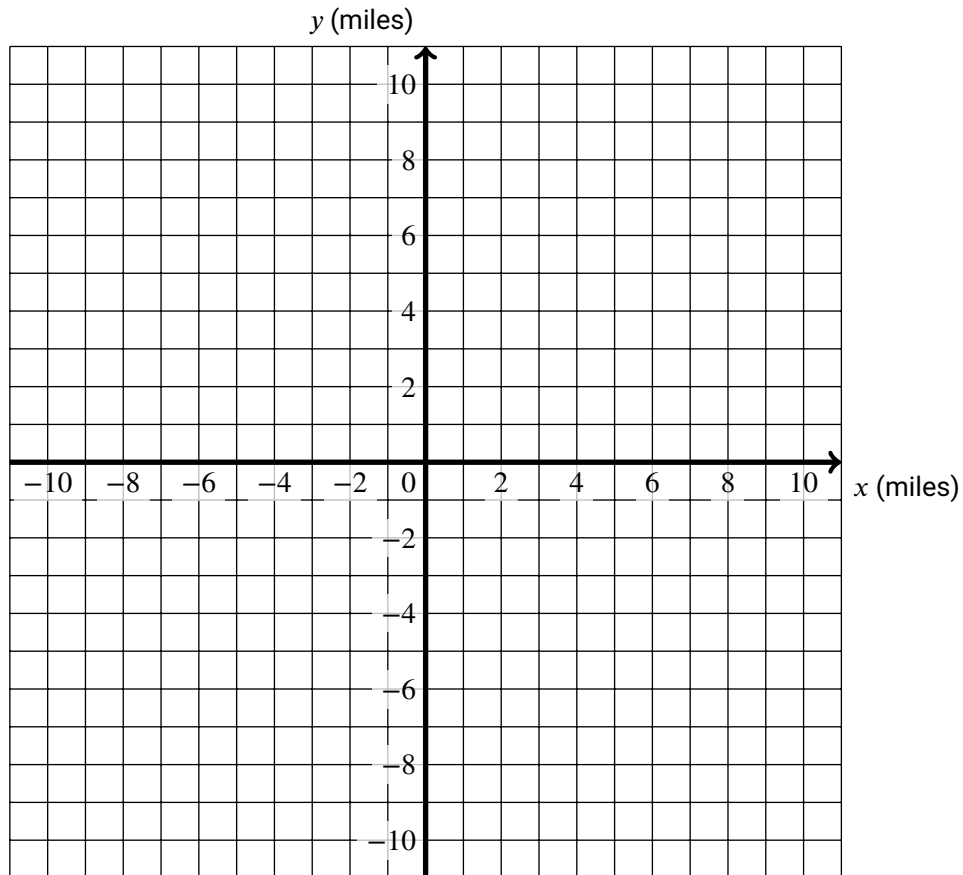
2. There is another storm at the point  $(5, -2)$ . A week later, its position has reflected across the  $y$ -axis. Which quadrant did the storm move to?
  - (a) I
  - (b) II
  - (c) III
  - (d) IV

SBAC alignment for *Unit 4: Geometry Activity 2*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 D: Apply and extend previous understandings of numbers to the system of rational numbers.
Content Domain:	The Number System
Standard(s):	<b>6.NS.8</b> Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
DOK:	1

## Unit 4: Geometry Activity 2

A map of a valley is being drawn in the coordinate plane below where the units are measured in miles. The lowest point in this valley is at the coordinate  $(1, 2)$ . A major rain storm is coming and everything within 7 miles of the lowest point will be underwater. Plot four (4) unique points on the coordinate plane that are each 7 miles from the lowest point. Each point must contain coordinates with integer values.

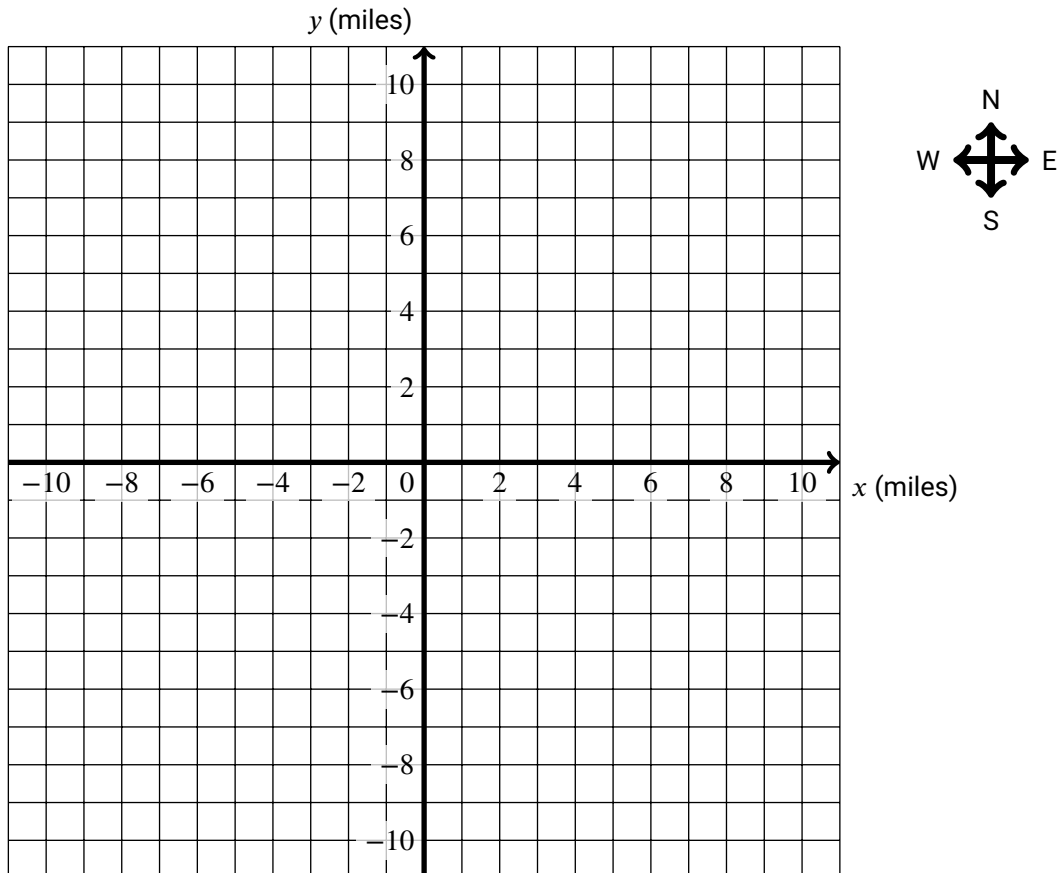


SBAC alignment for *Unit 4: Geometry Activity 3*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 D: Apply and extend previous understandings of numbers to the system of rational numbers.
Content Domain:	The Number System
Standard(s):	<b>6.NS.8</b> Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
DOK:	2

### Unit 4: Geometry Activity 3

You are at a birthday party located at the coordinates  $(-2, -4)$  in the map below. It is not raining where you are, but you can hear thunder in the distance. Your friend called you and said that he will be a little bit late to the party. There is a flash flood warning in his ahupua'a which is located 5 miles to the east and 3 miles to the north of your location. Plot your location and the location of the friend who called you.



SBAC alignment for *Unit 4: Geometry Activity 4*

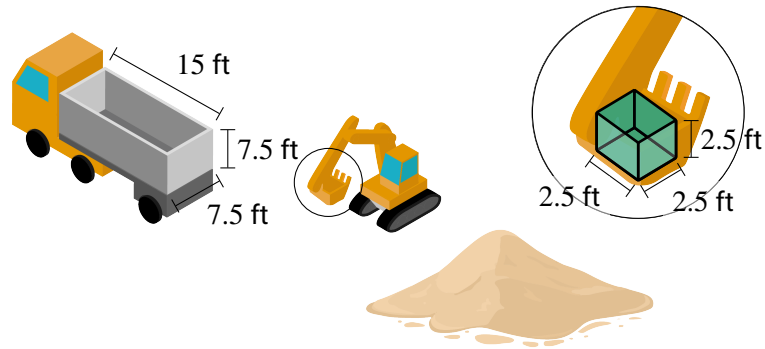
Claim(s)	<p><b>Claim 3: Communicating Reasoning</b> (primary claim) Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p> <p><b>Claim 1: Concepts and Procedures</b> (secondary claim) Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</p>
Assessment Target(s):	<p>3 F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions.</p> <p>1 H: Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>1 C: Compute fluently with multi-digit numbers and find common factors and multiples.</p>
Content Domain:	Geometry
Standard(s):	<p><b>6.G.2</b> Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = l w h</math> and <math>V = b h</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p><b>6.NS.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>
DOK:	3



## Unit 4: Geometry Activity 4

The beaches of Hawai'i are constantly being eroded by the wind and the rain. From residential homes to the beaches of Waikiki, large amounts of sand and shoreline are lost to the ocean every year. One way that the state deals with this loss of sand is by pulling up sand from offshore to fill back the disappearing beaches. Sand is pulled up onto ships, then large excavators are used to move the sand onto trucks, which bring the sand to the beaches where it is needed.

The transporting truck has a container that is shaped like a rectangular prism. This container is 7.5 feet (ft) tall, 7.5 ft wide, and 15 ft long. The inside of the excavator bucket is shaped like a cube, measuring 2.5 ft on each side.



1. What is the volume of sand, in cubic feet, that can fit inside of the excavator bucket?
  
  
  
  
  
  
  
  
  
  
2. How many scoops of the excavator bucket are needed to fill the container on the transport truck with sand? Show your work and explain how you determined your answer.



## Unit 5: Statistics and Probability



SBAC alignment for *Unit 5: Statistics and Probability Activity 1*

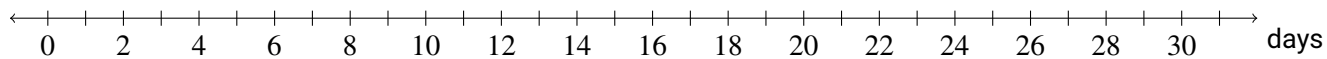
Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 J: Summarize and describe distribution.
Content Domain:	Statistics and Probability
Standard(s):	<b>6.SP.4</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots. <b>6.SP.5</b> Summarize numerical data sets in relation to their context, such as by:
DOK:	2

## Unit 5: Statistics and Probability Activity 1

Each month, you have been tracking and counting the number of days that reached a temperature of over 80°F. Here are your results.

Month	Number of days over 80°F
January	17
February	16
March	22
April	26
May	30
June	30
July	31
August	31
September	30
October	31
November	28
December	22

Make a box plot of the data from the table.



SBAC alignment for *Unit 5: Statistics and Probability Activity 2*

Claim(s)	<p><b>Claim 3: Communicating Reasoning</b> (primary claim) Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p> <p><b>Claim 1: Concepts and Procedures</b> (secondary claim) Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p> <p><b>Claim 2: Problem Solving</b> (secondary claim) Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.</p>
Assessment Target(s):	<p>3 F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions.</p> <p>3 B: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.</p> <p>1 J: Summarize and describe distributions.</p> <p>2 C: Interpret results in the context of a situation.</p>
Content Domain:	Statistics and Probability
Standard(s):	<b>6.SP.5</b> Summarize numerical data sets in relation to their context, such as by:
DOK:	3

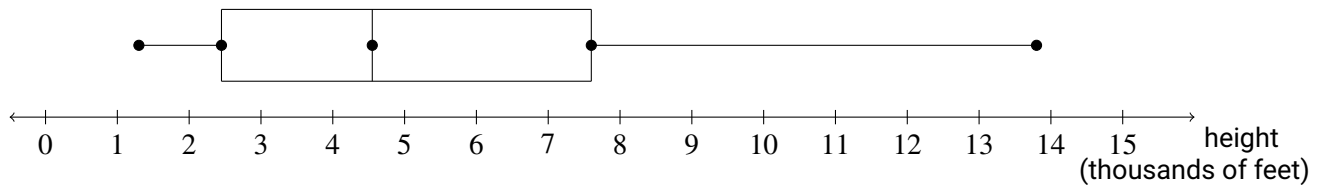
## Unit 5: Statistics and Probability Activity 2

Mountains on an island dramatically affect the weather that the island experiences. Islands with many tall mountains usually experience a lot of rain or even snow because mountains help clouds to form. On the other hand, flatter islands with small or few mountains are often very windy and dry.

Here is a list of the tallest mountain peaks on each of the main Hawaiian Islands and their heights in thousands of feet.

Island	Peak	Height (thousands of feet)
Hawai'i	Mauna Kea	13.8
Maui	Haleakalā	10.0
Kaua'i	Kawaikini	5.2
Moloka'i	Kamakou	5.0
O'ahu	Ka'ala	4.1
Lāna'i	Lāna'ihale	3.4
Kaho'olawe	Pu'u Moaulanui	1.5
Ni'ihau	Paniau	1.3

The data is also summarized in the box plot below.



Which measure of center, the mean or the median, would most accurately describe this data? Thoroughly explain your answer.

