

# Table of Contents

**Program Overview** .....4

**How To Use This Book** .....5

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## TEACHER'S GUIDE

**Unit 1: Add/Subtract** .....6

**Unit 2: Multiply/Divide** .....8

**Unit 3: Measurement** .....10

**Unit 4: Decimals** .....12

**Unit 5: Percents** .....14

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## STUDENT WORKSHEETS

**Unit 1: Add/Subtract** .....17-26

**Unit 2: Multiply/Divide** .....27-36

**Unit 3: Measurement** .....37-48

**Unit 4: Decimals** .....49-58

**Unit 5: Percents** .....59-68

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**Answer Key** .....69-74

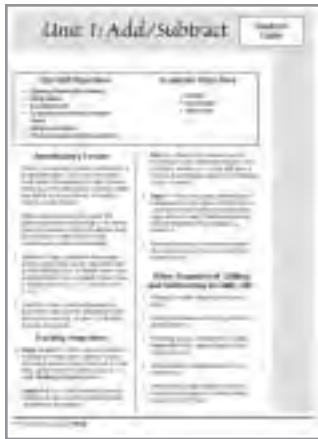
# Program Overview

## Teacher's Guide

Book	Unit	Life Skills	Academic Skills
<b>Math</b>	Add/Subtract	Figuring basketball statistics, using tallies, reading charts and transferring numbers between charts, using a calculator, using newspaper sports statistics	Adding Subtracting Using logic
	Multiply/Divide	Sizing recipes, Determining how to use spaces	Multiplying Dividing Using logic
	Measurement	Arranging furniture, Using a rule, Using a measuring cup, Sizing a recipe, Representing a room and furniture on a grid	Converting measurement units Drawing to scale Calculating volume Using linear measurements
	Decimals	Using a calculator, Making budget and shopping choices Staying within a budget	Adding and subtracting decimals Finding averages (dividing decimals) Identifying greater than/less than Rounding decimals
	Percents	Understanding weather reports Making weather-related decisions Figuring sales prices, Figuring test grades	Figuring percentages within a group of people Figuring percentages using given numbers
<b>Health</b>	Risky Behaviors	Making personal choices Making graphs Understanding consequences	Differentiating between good and bad choices Using logic
	Personal Hygiene	Making plans to improve your personal hygiene Recognizing how personal hygiene relates to other aspects of your world	Identifying hygiene categories Identifying unclean traits Solving hygiene problems
	Mental Health	Making good choices Dealing with problems Learning from mistakes	Setting realistic goals Understanding positive self-talk Identifying ways to keep busy Learning to talk about problems
	First Aid	Knowing how to keep kids safe Making wise health decisions Knowing if a band-aid is enough	Using a first aid kit Kid-proofing a house Dealing with emergencies
	Illness	Making good choices about when to stay home sick Knowing how to give yourself the best chance to get over or avoid an illness	Identifying signs of illness Knowing when you might make others ill Making health choices
<b>Literacy</b>	Oral Communication	Understanding that slang is not understood by all Knowing when to use and not use slang Being able to talk without using slang	Interpreting slang Identifying acceptable uses of slang
	Comprehension	Understanding signs Getting useful information from signs Creating a sign to meet a need	Reading, comprehending Writing definitions Identifying specific sign locations Wording Signs
	Grammar and Punctuation	Understanding and giving movie, TV, and activity summaries Using summaries to communicate with and help others	Identifying, writing, and judging summaries Writing specific-size summaries Locating real-world summaries
	Summarizing	Keeping private information out of e-mails Writing meaningful e-mail subject lines Writing well-written e-mails	Identifying meaningful e-mail subject lines Editing e-mails Differentiating: private/not private
	Writing Sentences and Paragraphs	Writing and editing your own writings Editing others' writings	Using end-punctuation properly Capitalizing correctly Placing commas properly Choosing words correctly

# How To Use This Book

**Use each unit in this book to generate 8 lessons as described below. For clarification, refer to the following sample pages.**

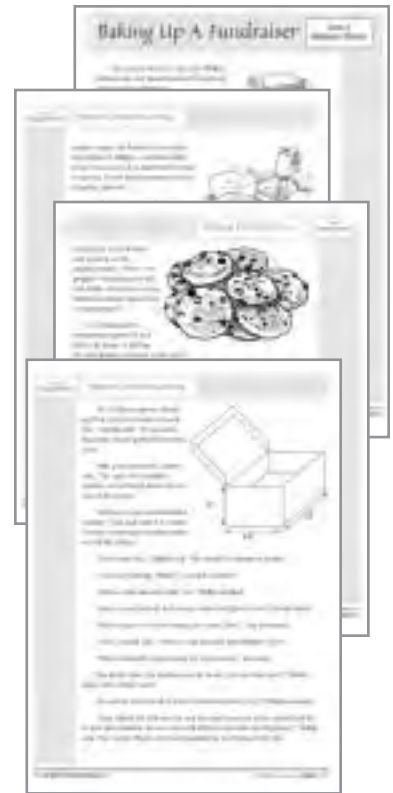


**LESSON 1:**  
Present the *Introductory Lesson* from the teacher's guide.

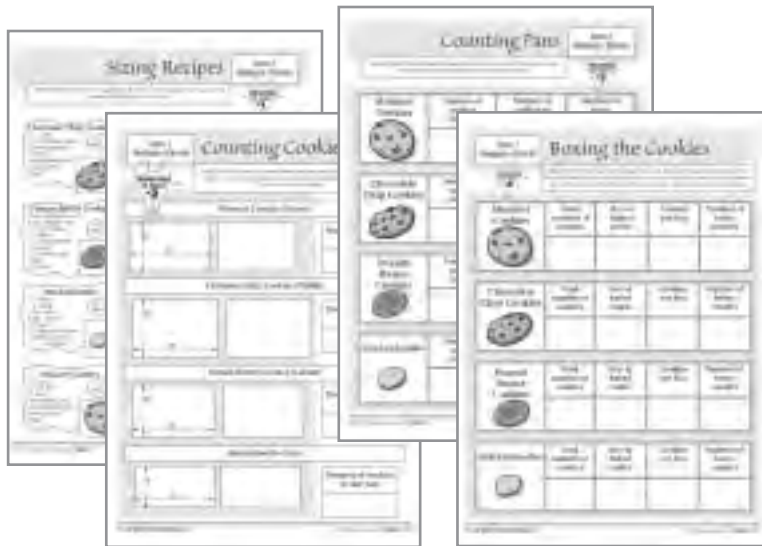


**LESSON 2:**  
Have students complete *Looking at Life* and *Skill Review* from the first student worksheet. As a group, check the answers.

**LESSON 3:**  
As a group, read and discuss the story.



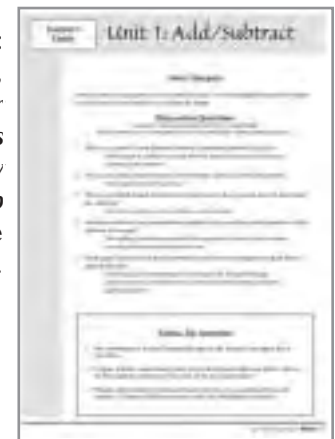
**LESSONS 4 TO 6:**  
Have students complete *Thinking It Out* exercises #1 to #4. As a group, check the answers.



**LESSON 7:**  
Have students complete *Using the Skills in Your World*. As a group, check the answers.



**LESSON 8:**  
Review and complete, as desired, *Other Examples of This Academic Skill in Daily Life* and *Follow-up Activities* on the teacher's guide pages.



# Looking at Life

1. Making cookies is simple when a person puts dough in one pan, bakes it, and cuts it into bars. Since making round, individual cookies takes much longer, why do you think people do it so often?

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2. How do you feel about homemade cookies versus store-bought cookies?

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# Skill Review

1. If you make five rows of cookies with six in each row, how many cookies will you have?

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2. If a tray holds 15 cookies and you want to make five dozen cookies, how many trays will you have to fill?

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# Baking Up A Fundraiser

Unit 2  
Multiply/Divide

“Hey Dexter and Lisa, let’s go!” Phillip called as he and Lalonii waited by the door to the school parking lot.

Dexter, Lisa, and Lalonii all had a cookie sheet in each hand as they headed to the car. Dexter held his cookie sheets over his head and said, “Have cookie sheet, will travel.” Laughing, they all climbed into the car as Dexter said, “We are going to have to really get traveling if we are going to bake all these cookies tonight.”

“Do you think we can get them all done?” Lisa asked.

“They did it last year with only one oven. We have two ovens, so it shouldn’t be too hard,” Phillip answered as he pulled into his driveway. “Here we are at Cookie Central!”



***Each person ended up with a different sized cookie sheet.***

They piled out of the car with cookie sheets. They all waved at Dexter’s neighbor who was standing in his yard. With a puzzled look, he watched them until the last one had disappeared into Dexter’s kitchen. “Who bought all these supplies?” Lalonii asked as she looked at the piles of flour, sugar, and other goodies. “I went shopping with Mr. Folkens last night,” Dexter answered. “We filled a whole cart.” Dexter went to the cupboard and pulled out two more cookie sheets. Next, he opened the recipe box and took out four

cookie recipes. He handed a chocolate chip recipe to Phillip, a snickerdoodle recipe to Lisa, and a peanut butter recipe to Lalonii. Dexter kept a monster cookie recipe for himself.

After furiously mixing, the four teenagers created mounds of cookie dough. After a little tasting, they were ready to start. Phillip asked, “How many cookies do we put on a tray?”



Dexter stopped and looked at him. “I guess I don’t know. Let me check with my mom.”

Dexter went into the family room to talk to his mom. “Mom, how many cookies do we put on each tray?”

“Well, Dex, it depends on the kind of cookie. What kind are you making?”

Dexter answered, “We are making 35 dozen chocolate chip, 20 dozen peanut butter, 25 dozen monster, and 36 dozen snickerdoodles.”

“OK, grab a piece of paper and I’ll tell you about each,” Dexter’s mom answered.

Dexter took a piece of paper and took notes while his mother explained how to form and space each of the types of cookies. He took the

*Chocolate chip—roll dough into balls about one inch in diameter. Put them on the tray with about two inches between them*

*Snickerdoodles—one-inch balls with one inch between*

*Peanut butter—Start with one-inch balls, dip a fork in sugar, flatten ball by pushing with sugar-covered fork tines in one direction and then in the other. You should end up with a three-inch circle. Put them about one inch apart.*

*Monster—Two-inch round globs with about three inches in between*

note paper to the kitchen and taped it on the cupboard door. “There you go guys—directions for all four kinds of cookies. I never realized making cookies was so complicated!”

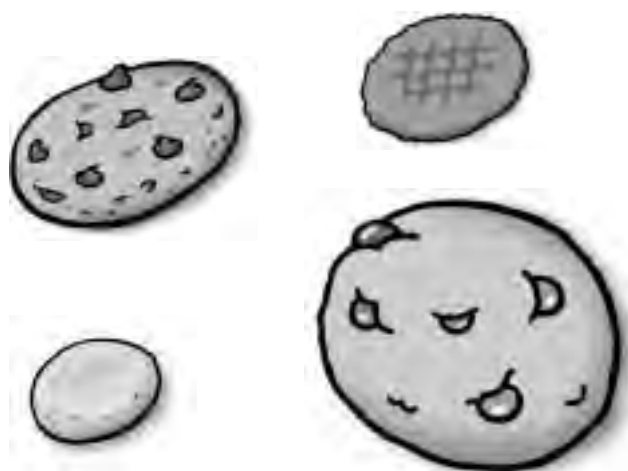
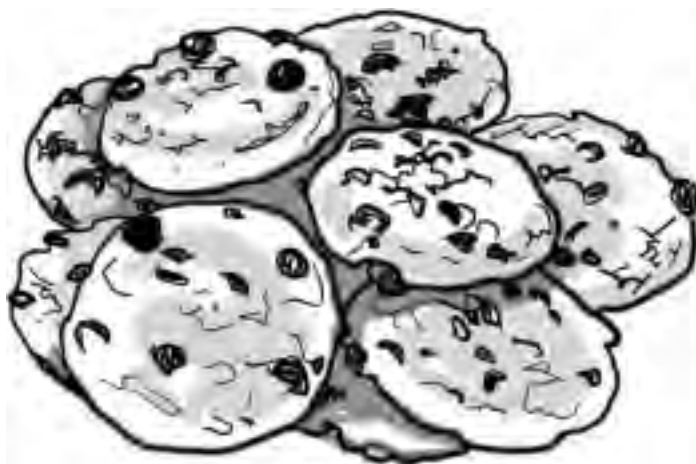
They followed the instructions carefully, and after four hours of baking, the last cookies came out of the oven.

“I am so thrilled to turn this oven off. I’ve got cookie exhaustion. How about you guys?” Lisa asked.

“Me, too,” Lalonii said. “I can’t believe how much work it has been. I have sampled so many that the very thought of cookies makes me queasy.”

“Well,” Dexter said, “Hang onto your tummy a while longer, Lalonii. We have to put all the cookies into those boxes we loaded into my car this afternoon.”

“Oh my gosh, I forgot about the boxes. I guess we aren’t quite done yet, are we?” Lalonii said.



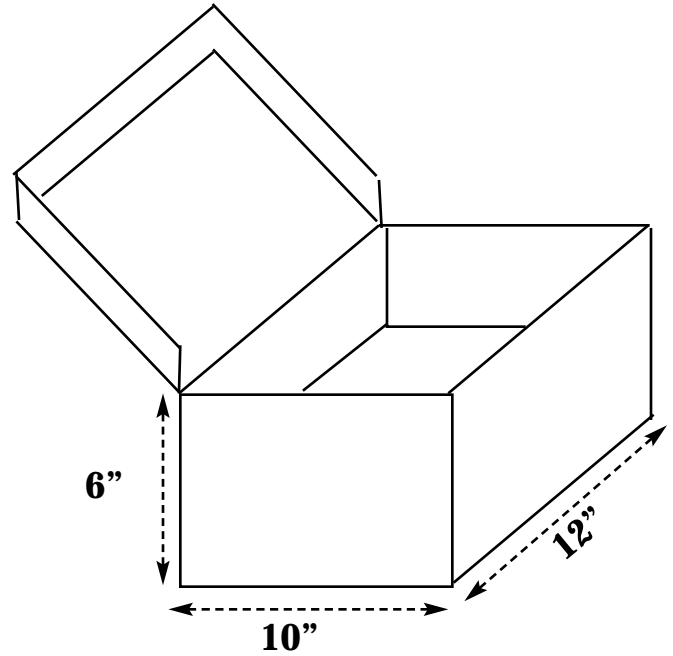
***The different cookie sizes***

Lisa said, “Remember when Mr. Folkens said to make sure we know how many cookies are in each box? He said they would not all have the same number of cookies. Now I see what he means. The cookies are four different sizes. A box will hold a lot more snickerdoodles than monster cookies. So, let’s figure out how many of each kind we can put in a box.”

“Mr. Folkens said we should put five layers of cookies in each box,” Lalonii said. “He said more than that could squish the bottom layer.”

With a knowing look, Dexter said, “We can’t sell crumbled cookies, so we better make sure to stop at five layers.”

“Maybe we can’t sell crumbled cookies,” Lisa said with a sly smile, “but we can munch on them while we sell the others.”



“Very funny Lisa,” Phillip said. “We would be eating our profits.”

“I was just kidding, Phillip.” Lisa said seriously.

“I know. I was messing with you.” Phillip laughed.

“How can we find out how many cookies will go in a box? Lalonii asked.

“First we have to see how many go on one layer,” Lisa answered.

“I see,” Lalonii said. “Then we can multiply that number by five.”

“That sounds like a good plan. Let’s get started,” Lisa said.

Two hours later, the cookies were in boxes. “Are we done now?” Lalonii asked with a large yawn.

“As soon as we load all of them in the back of our van,” Phillip answered.

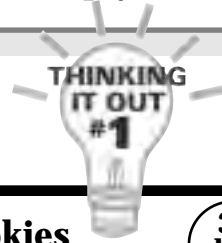
“I just called Mr. Folkens. He said he would meet us at the school and let us into the cafeteria. He says they will all fit in the walk-in refrigerator,” Phillip said. “So, Cookie Whiz’s, let’s start hauling our creations to the van.”



# Sizing Recipes

Unit 2  
Multiply/Divide

*DIRECTIONS: Rewrite the ingredients for each recipe to make the number of cookies talked about in the story.*



## Chocolate Chip Cookies

- 1 c. sugar
- 2 c. chocolate chips
- 2 c. brown sugar
- 5 c. flour
- 2 tsp. baking soda
- 3 sticks butter
- 2 eggs

5  
doz.



## Chocolate Chip Cookies

35  
doz.

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## Peanut Butter Cookies

- 1 c. shortening
- 1 c. butter
- 1 c. peanut butter
- 1 c. sugar
- 1 c. brown sugar
- 2 eggs
- 3 c. flour
- 1 tsp. baking powder
- 1 tsp. baking soda

4  
doz.



## Peanut Butter Cookies

20  
doz.

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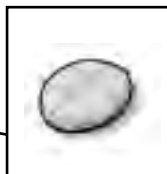
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## Snickerdoodles

- 2 c. butter
- 1 c. sugar
- 4 tsp. water
- 4 tsp. vanilla
- 4 c. flour
- 2 c. chopped pecans
- powdered sugar  
for rolling

6  
doz.



## Snickerdoodles

36  
doz.

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## Monster Cookies

- 2 c. sugar
- 2 c. M & M's®
- 4 c. flour
- 1 tsp. baking soda
- 1 tsp. baking powder
- 2 sticks butter
- 2 eggs

5  
doz.



## Monster Cookies

25  
doz.

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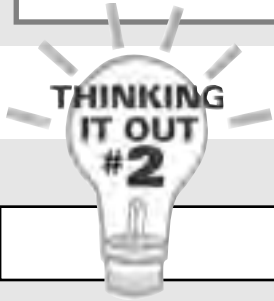
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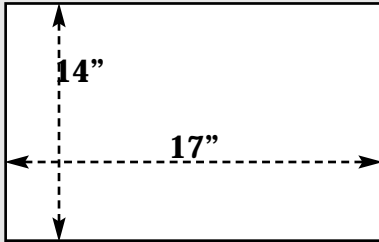
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# Counting Cookies



*DIRECTIONS: Use the pan sizes below and the cookie counts from Dexter's mother (in the story) to figure out how many cookies the teenagers should put on their cookie sheets.*

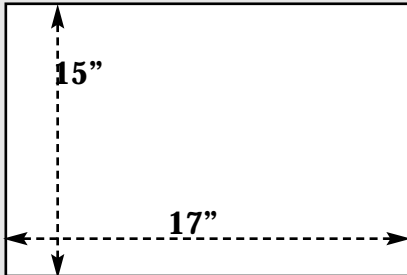
## Monster Cookies (Dexter)



**Number of cookies  
in one pan**

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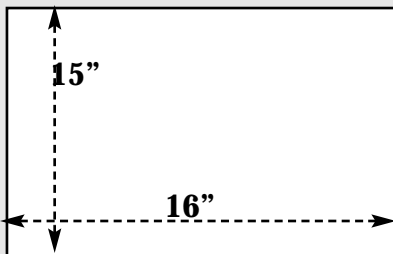
## Chocolate Chip Cookies (Phillip)



**Number of cookies  
in one pan**

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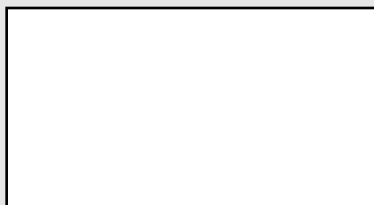
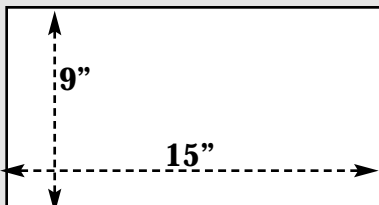
## Peanut Butter Cookies (Lalonii)



**Number of cookies  
in one pan**

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## Snickerdoodles (Lisa)



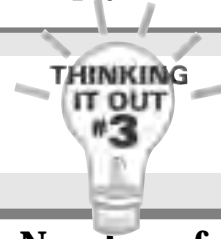
**Number of cookies  
in one pan**


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# Counting Pans


Unit 2  
Multiply/Divide


*DIRECTIONS: Use the needed quantities (in the story) and the answers from Thinking It Out #2 to find the number of pans needed.*



<b>Monster Cookies</b> 	<b>Number of cookies needed</b>	<b>Number of cookies on one pan</b>	<b>Number of pans needed</b>

<b>Chocolate Chip Cookies</b> 	<b>Number of cookies needed</b>	<b>Number of cookies on one pan</b>	<b>Number of pans needed</b>


<b>Peanut Butter Cookies</b> 	<b>Number of cookies needed</b>	<b>Number of cookies on one pan</b>	<b>Number of pans needed</b>


<b>Snickerdoodles</b> 	<b>Number of cookies needed</b>	<b>Number of cookies on one pan</b>	<b>Number of pans needed</b>


# Boxing the Cookies




*DIRECTIONS: Use the cookie counts (from the story), the baked cookie sizes (from the story), and the box size (from the story) to figure out how many boxes are needed for each type of cookie. Remember that each box will hold five layers of cookies.*

<b>Monster Cookies</b> 	<b>Total number of cookies</b>	<b>Size of baked cookie</b>	<b>Cookies per box</b>	<b>Number of boxes needed</b>

<b>Chocolate Chip Cookies</b> 	<b>Total number of cookies</b>	<b>Size of baked cookie</b>	<b>Cookies per box</b>	<b>Number of boxes needed</b>

<b>Peanut Butter Cookies</b> 	<b>Total number of cookies</b>	<b>Size of baked cookie</b>	<b>Cookies per box</b>	<b>Number of boxes needed</b>

<b>Snickerdoodles</b> 	<b>Total number of cookies</b>	<b>Size of baked cookie</b>	<b>Cookies per box</b>	<b>Number of boxes needed</b>

# Using the Skills In Your World

## Unit 2 Multiply/Divide

*DIRECTIONS: Use cookie sheets and a recipe from your kitchen at home to complete this page.*

1. Find two cookie sheets or pans you could use to make cookies. (They can be two different sizes.) Draw the pans below and mark the measurements of each.

Pan #1	Pan #2

2. Choose a cookie recipe you have at home. How many cookies does your recipe make?

<b>Number of cookies your recipe makes:</b>	
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3. In the left box below, copy the ingredients from your recipe. In the right box, triple your ingredients.

Original Recipe	Tripled Recipe

4. Assume you are going to make the tripled recipe. You start baking with Pan #1 and fill one pan while the other is baking. How many times will you fill pan #1? \_\_\_\_\_  
Pan #2? \_\_\_\_\_