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DEPARTMENT OF EDUCATION

Learning Activity Sheet for Mathematics

Quarter 1
Week
6

Learning Activity Sheet Mathematics Grade 7
Quarter 1: Week 6

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LEARNING ACTIVITY SHEETS

Learning Area:	Mathematics	**Quarter:**	**First**
Week:	6	**Day:**	**1**
Lesson Title/Topic:	**FINANCIAL PLAN**		
Name:		**Grade & Section**	**7**

Component 1: (Lesson Short Review)

Activity 1: Financial Quest!

Objective(s):

- To recall basic financial concepts.
- To analyze financial scenarios.

Materials Needed: Task Cards, Calculator

Duration: 7 minutes

Directions: Read and analyze each question carefully and learn how much you already know about solving problems related to different financial concepts.

Earning and Budgeting:

Question 1: A grade 7 student bakes cookies every day. She sells it on her online page to aid her finances in school. She produces 120 cookies each day and sells it for ₱5 each. If her daily expenses for the ingredients cost her ₱450. How much will she earn in a week?

Saving and Goal Setting:

Question 2: A Junior High School student saves 25% of his daily allowance. If his mother gives ₱40 and his father gives ₱20 each day. How much money does he have after 20 days?

Needs vs. Wants and Decision Making:

Question 3: Michael receives ₱5,000.00 as a gift for his birthday. He wants to buy a new video game that costs ₱4,000.00, but his parents say he needs new shoes, which cost ₱3,000.00. How can he decide between buying the video game and the shoes, and why is it important to consider his needs and wants when making spending decisions?

Component 2: (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

Welcome to the realm of financial planning! Our journey will involve exploring various concepts and strategies for managing your money and achieving your financial goals effectively. We will take a hands-on approach, engaging in practical activities and exercises to develop a solid understanding of economic principles and apply them to real-world scenarios.

Component 3: (Lesson Language Practice)

Activity 3: Rebus Puzzle: Financial Planning Terms

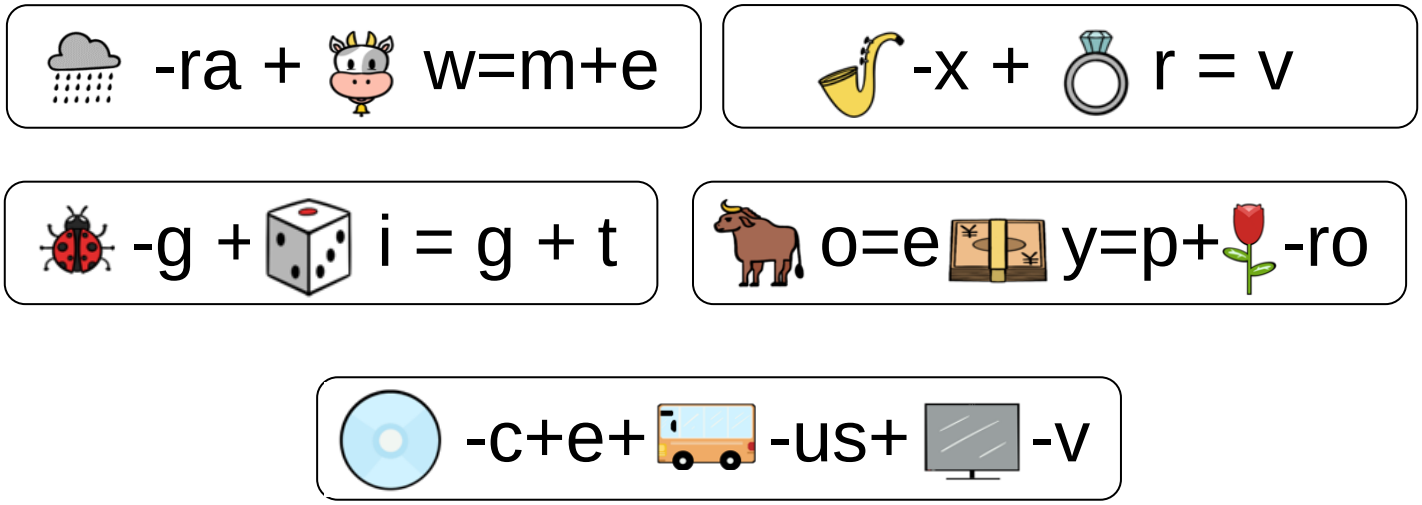
Objective(s):

- To reinforce understanding of terms related to financial planning in a fun and engaging way.

Materials Needed: Printed/Displayed Rebus puzzle images, Pen or pencil, Whiteboard or flip chart for reflections.

Duration: 5-7 minutes

Instructions: Decode the following Rebus puzzles to reveal terms related to financial planning. Each puzzle represents a single term.



Reflection:

1. How do these financial planning terms relate to managing your money and making informed financial decisions?
2. Can you think of real-life examples or situations where you might encounter these terms?

Component 4B*:* (Lesson Activity)

Materials needed: Printed Monthly Savings Template

Duration: 25 minutes

Instructions: Complete the "**Ipon Challenge, Fill Me Up**" template below. Your task is to create a monthly savings plan.

Activity 4: Ipon Challenge, Fill Me Up

Scenario: You save money for school reasons and follow a specific savings sequence to keep more.

Your task is to give an example sequence that will represent your daily savings and fill in the table below to monitor it. Note: the sequence of your savings should be able to give real-life value.

MONTHLY SAVINGS

DAY	SAVINGS	DAY	SAVINGS
1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	
		TOTAL SAVINGS: _____	

Answer the following questions.

1. What is the sequence that represents your savings?
2. How much are your daily savings on Day 8? Day 17? Day 20?
3. How much are your total savings on Day 8? Day 17? Day 20?
4. How much are your total savings in a month?
5. What is your plan to be able to save money for the future?
6. Do you think following a specific sequence or pattern in savings will help you acquire your target amount of money? How do you say so?

Component 4C:

Materials Needed: Task Cards

Duration: 5-7 minutes

Instructions: Use the table below to create your budget plan. You can use extra sheets for other transactions.

Activity 5: It's Time to Move Forward

Your Monthly Budget		
Transactions	**Credit**	**Debit**
TOTAL		

SAMPLE BUDGET PLAN:

Your Monthly Budget		
Transactions	**Credit**	**Debit**
Week 1 School Allowance	₱ 250	
School Supplies		₱ 37
Cellphone Load Charges		₱ 50
Lunch for Week 1		₱ 125
Week 2 School Allowance	…	…
…	…	…
…	…	…
TOTAL		

Answer the following questions.

1. How much is your monthly credit? Debit?
2. Does your Monthly Budget Plan allow you to save money? Explain.

Component 5: Lesson Conclusion
Objective(s):

1. Assess Grade 7 learners' understanding of financial planning concepts, particularly budgeting and expense allocation,
2. Engage the learners in a practical activity simulating a day's expenses.

Materials Needed: Paper or digital budgeting worksheet, Pens or pencils, Calculator (optional).
Duration: 5-7 minutes
Instructions: Read the scenario titled "**Student Symposium at the University of the Philippines**" below. The learners' task is to create a one-day budget plan for Alex using the information provided. After completing the budget plan, explain your answers briefly.

Activity 6:

Scenario: Student Symposium at the University of the Philippines

Alex, a Grade 7 student, has been invited to attend the Student Symposium at the University of the Philippines (UP). He is excited to participate in the event and showcase his interest in Science and Technology. However, Alex knows he needs to budget his money wisely for the day, as he only has a certain amount allocated for expenses.

Budget Allocation:

Breakfast: 15%

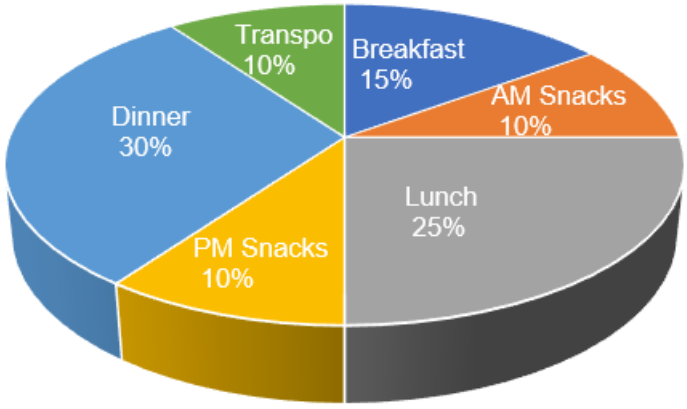
AM Snacks: 10%

Lunch: 25%

PM Snacks: 10%

Dinner: 30%

Transportation: 10%



Questions:

1. How did Alex allocate his budget for the symposium expenses, and what percentage did he allocate for each category?
2. Why do you think Alex prioritized lunch and dinner in his budget plan for the symposium? How does this reflect his understanding of budgeting priorities?
3. Reflecting on Alex's budgeting strategy, what adjustments would you make to his budget plan if you were in his shoes? How would these adjustments affect his overall budget allocation?

Processing Question:

- Imagine you are attending a similar event like the symposium and have a limited budget for the day. How would you plan your expenses differently from Alex? Discuss the factors you would consider and the adjustments you would make to ensure you stay within your budget while enjoying the event.

Assessment/Reflection:

- Assess learners' ability to accurately allocate their budget across the different expense categories while adhering to the predetermined percentage allocations.
- Observe learners' decision-making process and their understanding of budgeting for different expenses.
- Facilitate a discussion where learners share their reflections on the activity, including any challenges they faced and lessons they learned about budgeting and expense management.

Notes to Facilitator:

- Provide guidance and support to learners as they navigate budgeting activity, especially if they encounter difficulties making financial decisions and plans.
- Encourage learners to apply the financial skills they've learned in this activity to real-life situations, such as managing their finances or planning future expenses.

Extension/Differentiation (If applicable): Suggest ways to extend the activity for advanced learners or to differentiate for various skill levels.

For **advanced learners**, challenge them to research and calculate actual costs of meals and transportation options near the symposium venue and adjust their budget plans accordingly. **Intermediate learners** can receive additional support in understanding budgeting concepts through simplified scenarios or collaborative activities, while **beginner learners** may benefit from visual aids and step-by-step guidance to grasp basic budgeting skills. By tailoring the activity to different skill levels, all students can engage meaningfully in developing their financial planning skills.

ANSWER KEY

ACTIVITY 1: FINANCIAL QUEST!

Answers:

Q1. ₱1050

Q2. ₱300

Q3. When making spending decisions, it's important to prioritize needs over wants. In this scenario, since he needs new shoes, it's important to purchase them first with your ₱ 3,000.00 gift money. He can save any remaining money for future wants, like the video game.

ACTIVITY 4: IPON CHALLENGE, FILL ME UP

Answers may vary.

ACTIVITY 5: IT'S TIME TO MOVE FORWARD

Answers may vary.

ACTIVITY 6: ALEX'S BUDGET PLAN

Answers:

Breakfast: ₱75.00 (15% of his total budget)
AM Snacks: ₱50.00 (10% of his total budget)
Lunch: ₱125.00 (25% of his total budget)
PM Snacks: ₱50.00 (10% of his total budget)
Dinner: ₱150.00 (30% of his total budget)
Transportation: ₱50.00 (10% of his total budget)

LEARNING ACTIVITY SHEETS

Learning Area:	Mathematics	**Quarter:**	**First**
Week:	6	**Day:**	**2**
Lesson Title/Topic:	USES OF RATES		
Name:		**Grade & Section**	**7**

Component 1: (Lesson Short Review)

Activity 1: Complete Me!

Objective(s):

- To recall and differentiate base, rate, and percentage.
- To identify the base, rate, and percentage in the given problem.

Materials Needed: Task Cards

Duration: 7 minutes

Directions: Identify the base, rate, and percentage in each statement. Place them in the correct column to complete the table.

STATEMENTS	BASE	RATE	PERCENTAGE
1. 45 is 75% of 60.			
2. 60% of 150 is 90.			
3. 100 is 50% of 200.			
4. 20 is 25% of 80.			
5. 15% of 100 is 15.			

Answer the following questions.

1. How do you know if the given in the statement is the base? Rate? Percentage?
2. Based on the statements above, what is the formula to find the base? Rate? Percentage?

Component 2: (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

After completing the task, the teacher will focus on the learning objectives and highlight the distinctions between the lessons covered in the prior and present lessons in more detail. This lesson's primary purpose is to reinforce students' comprehension of rate-computing in real-world scenarios and the significance of these calculations in more challenging situations.

Component 3: (Lesson Language Practice)

Activity 3: Cryptogram Puzzle: Guess What?

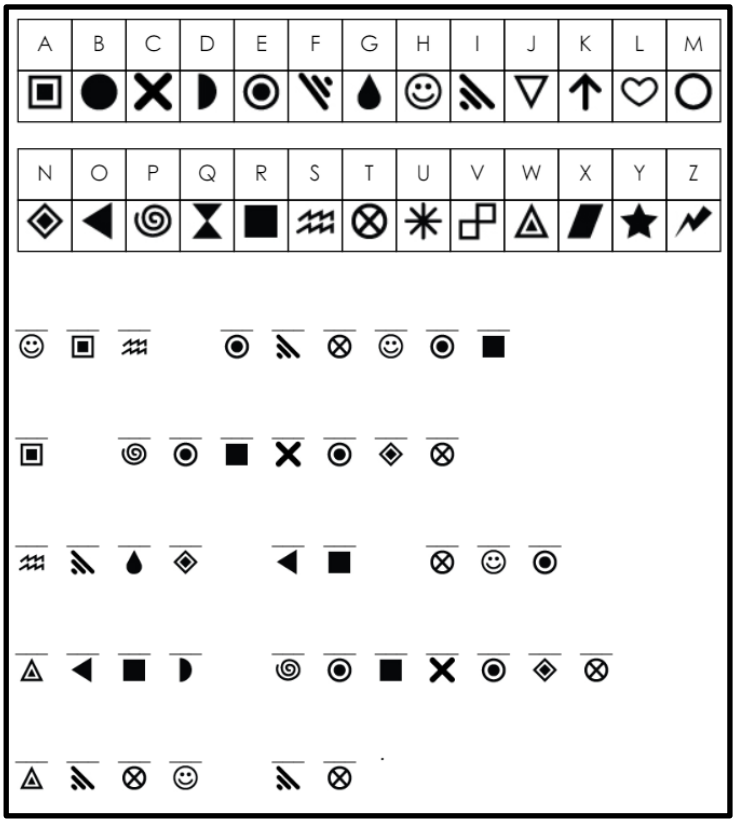
Objective(s):

- To identify/unlock terms related to rate in a fun and engaging way.

Materials Needed: Printed/Displayed Cryptogram puzzle images, Pen or pencil, Whiteboard or flip chart for reflections.

Duration: 5-7 minutes

Instructions: Find out what **RATE** is by decoding the symbols below.



Reflection:

1. Think of real-life examples where you might encounter using **RATE** in everyday situations.

Component 4B*:* (Lesson Activity)

Materials needed: Task Cards

Duration: 25 minutes

Instructions: Read the problems below. Put a ✓ if what is asked is **RATE** and ✗ if not.

Activity 4: Check It Up!

_____ 1. A seller had 500 candies for sale. If he sold 225 of them, what percent remains unsold?

_____ 2. There are 40 students in a Grade 7 class. If 5% are absent, find the number of students present in the class.

_____ 3. Tohru bought a pair of shoes at ₱800.00. How much would she save if she was given a 15% discount?

_____ 4. Yuki's current salary is ₱21500.00 a month. If his previous salary was ₱20000.00, what is the rate of increase?

_____ 5. Kyo bought a laptop on sale at a store. The original price was ₱32000.00. After the discount was applied, Kyo only paid ₱28000.00. What percent was the discount?

Component 4C:

Materials Needed: Task Cards

Duration: 5-7 minutes

Instructions: Answer the following questions below.

Activity 5: Don't Fall, LOANdon

You acquired a student loan in preparation for your senior high school. You borrowed ₱12, 000 with 5% interest per year, payable for 2 years.

1. Compute the total accrued amount using the formula A = P (1 + rt).
2. How much is the interest on your student loan?
3. How much is your monthly payment?
4. Complete the table to show the monthly installment of your student loan.

Total Accrued Amount: _____					
Number of Months x	Fixed Monthly Payment	Total Payment y	Number of Months x	Fixed Monthly Payment	Total Payment y
1			13		
2			14		
3			15		
4			16		
5			17		
6			18		
7			19		
8			20		
9			21		
10			22		
11			23		
12			24		
Total Payment after One Year			Total Payment after Two Years		

5. Construct a graph that will represent the table in question 4.
6. How will the table and graph help you monitor your monthly payments?
7. Do you think that it is important to track your monthly outstanding balance?

Component 5: Lesson Conclusion

Objective(s):

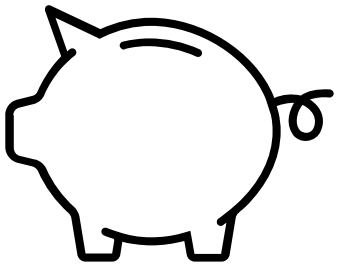
1. Assess Grade 7 learners' understanding of rates.
2. Engage the learners in a practical activity explaining the uses of rate.

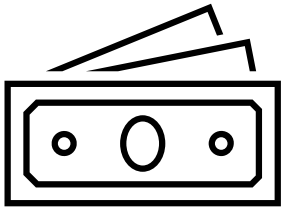
Materials Needed: Picture Cards

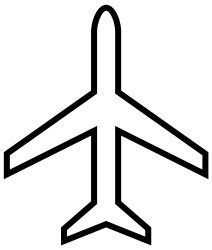
Duration: 5-7 minutes

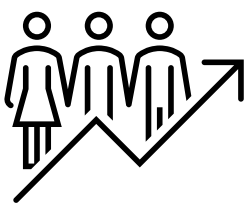
Instructions: Choose two pictures below and create a real-life word problem about rate. Then solve the problem you have constructed.

Activity 6: Picture Perfect









Problem #1:	Problem #2:
Solution #1:	**Solution #2:**

Processing Question:

- Describe the uses of rate in the pictures you chose.
- Can you think of another real-life scenario where we can apply rates? When and how?

Assessment/Reflection:

- Assess learners' ability to identify the rate in a given statement or problem.
- Observe learners' decision-making process and their understanding of rates.
- Facilitate a discussion where learners share their reflections on the activity, including any challenges they faced and lessons they learned about rates.

Notes to Facilitator:

- Provide guidance and support to learners as they navigate budgeting activity, especially if they encounter difficulties in calculating rates or making decisions.
- Encourage learners to apply the skills they've learned in this activity to real-life situations.

Extension/Differentiation (If applicable): Suggest ways to extend the activity for advanced learners or to differentiate for various skill levels.

For **advanced learners**, challenge them to research and solve real-life problems involving rate. **Intermediate learners** can receive additional support in understanding concepts about rate through simplified scenarios or collaborative activities, while **beginner learners** may benefit from visual aids and step-by-step guidance to grasp the concepts about rate. By tailoring the activity to different skill levels, all students can engage meaningfully in developing their skills in solving for the rate.

ANSWER KEY

ACTIVITY 1: COMPLETE ME!

Answers:

STATEMENT	BASE	RATE	PERCENTAGE
1. 45 is 75% of 60.	*60*	*75%*	*45*
2. 60% of 150 is 90.	*150*	*60%*	*90*
3. 100 is 50% of 200.	*200*	*50%*	*100*
4. 20 is 25% of 80.	*80*	*25%*	*20*
5. 15% of 100 is 15.	*100*	*15%*	*15*

ACTIVITY 4: IPON CHALLENGE, FILL ME UP

Answers:

1. ✓
2. ✗
3. ✗
4. ✓
5. ✓

ACTIVITY 6: RATE ME MORE

Answers: *Answers may vary.*

LEARNING ACTIVITY SHEETS

Learning Area:	Mathematics	**Quarter:**	**First**
Week:	6	**Day:**	**3**
Lesson Title/Topic:	SOLVING PROBLEMS INVOLVING RATES		
Name:		**Grade & Section**	**7**

Component 1: (Lesson Short Review)

Activity 1: Rate Me More

Objective(s):

- To find the rate.

Materials Needed: Task Cards

Duration: 7 minutes

Directions: Compute the rate and complete the table below.

BASE	RATE	PERCENTAGE
50		**5**
72		**18**
36		**7.2**
120		**36**
90		**4.5**

Answer the following questions.

1. How do you compute the rate given the base and percentage?

Component 2: (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

Following task completion, the teacher will concentrate on the learning objectives and discuss in further depth the differences between the lessons covered in the previous lesson and the current lesson. The primary aim of this lesson is to strengthen students' understanding of rate-computing in real-world situations and the importance of these computations in more challenging circumstances.

Component 3: (Lesson Language Practice)

Activity 3: Cloze Exercises

Objective(s):

- To recall the definition and formula used to find the rate.

Materials Needed: Task Cards, Pen or pencil, Whiteboard or flip chart for reflections.

Duration: 5-7 minutes

Instructions: Fill in the blanks with correct answers. Choose from the box below.

_____1_____ refers to the number of hundredths taken. It is the result of comparing a number (_____2_____ which is regarded as the portion or _____3_____) to another number (_____4_____which is regarded as the whole). It can be expressed in _____5_____, decimal, or fraction.

Rate	Percent	Part
Base	Percentage	

Questions:

1. What is the formula for solving the rate?
2. How do you write a percent to a fraction or decimal? Give an example.
3. How do you write a fraction or decimal to a percent? Give an example.

Component 4B*:* (Lesson Activity)

Materials needed: Task Cards

Duration: 25 minutes

Instructions: Identify the given and solve the missing element (base, rate, or percentage).

Activity 4: Let's SOLVE It

1. Noya spent ₱25, which represents 25% of his money. How much money does Noya have?
2. What is the percent of change of an item on sale at ₱125 with an original price of ₱250?
3. Right now, Miya makes ₱24150 a month. He used to get paid ₱21000. What is the rate at which his salary is increasing?
4. An item initially sold for ₱70 now sells for ₱56. What is the rate of change in the item?
5. While shopping, Grace spent 86% of her money. If she had ₱2000 on shopping, what was the amount of money she spent?

Component 4C:

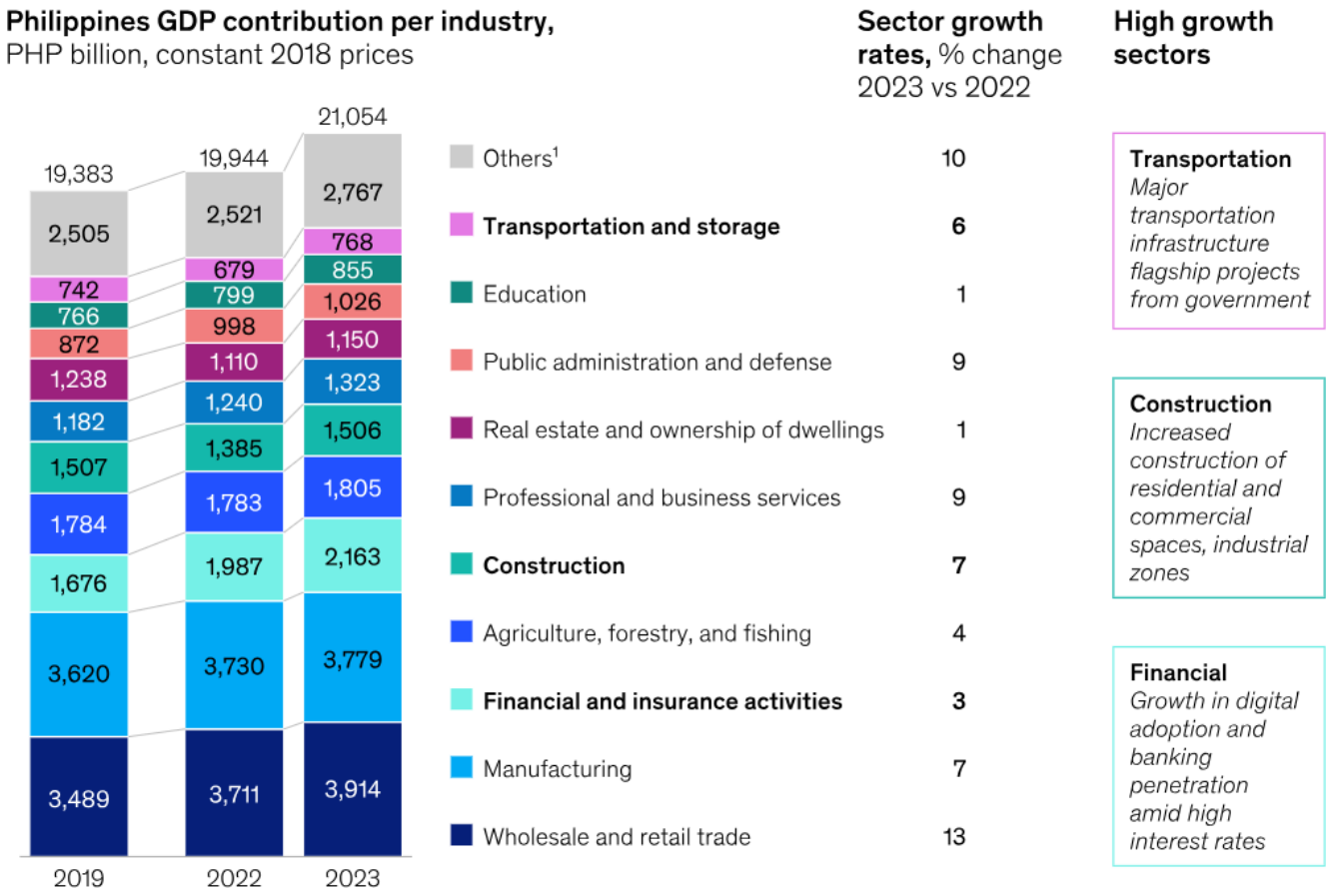
Materials Needed: Task Cards

Duration: 5-7 minutes

Instructions: Answer the following questions below.

Activity 5: Let's Grasp the Graph

Below is the Philippines' GDP contribution per industry in PHP Billion. Compare and analyze the graph, then answer the questions that follow.



Source: https://www.mckinsey.com/ph/our-insights/the-philippines-economy-in-2024-stronger-for-longer

Questions:

1. How much is the increase from 2022 to 2023 in the Education sector in PHP billion? What is the rate of increase?
2. Is there a decrease or increase in the sector of Real Estate and Ownership of Dwellings from 2019 to 2023? What is the rate of change?
3. Describe the change in the Philippines' GDP contribution under the Agriculture, Forestry, and Fishing industries from 2019 to 2022.

Component 5: Lesson Conclusion

Objective(s):

1. Evaluate Grade 7 learners' computational skills in solving rates.
2. Involve the students in a hands-on exercise that explains the applications of rate.

Materials Needed: Task Cards, QR Scanner

Duration: 5-7 minutes

Instructions: Solve problems involving average rate and speed.

Activity 6: World of Our Own

Scan the QR Code and watch the video of a runner. Use the concept of rate in terms of speed as distance over time.

Questions:

1. What two quantities can be measured in the video?
2. In what way does the double number line depict the two quantities' relationship?
3. What is Jason’s speed in m/s?

Assessment/Reflection:

- Assess learners' ability to represent word problems as rates.
- Observe learners' understanding in solving problems involving rates.
- Facilitate a discussion where learners share their reflections on the activity, including any challenges they faced and lessons they learned about solving problems involving rates (e.g., speed).

Notes to Facilitator:

- Provide guidance and support to learners as they solve problems involving rates.
- Encourage learners to apply the skills learned in this activity to real-life situations.

Extension/Differentiation (If applicable): Suggest ways to extend the activity for advanced learners or to differentiate for various skill levels.

For **advanced learners**, challenge them to research and solve real-life problems involving rate. **Intermediate learners** can receive additional support in understanding concepts about rate through simplified scenarios or collaborative activities, while **beginner learners** may benefit from visual aids and step-by-step guidance to grasp the concepts about rate. By tailoring the activity to different skill levels, all students can engage meaningfully in developing their problem-solving skills for the rate.

ANSWER KEY

ACTIVITY 1: RATE ME MORE

Answers:

BASE	RATE	PERCENTAGE
50	*10%*	5
72	*25%*	18
36	*20%*	7.2
120	*30%*	36
90	*5%*	4.5

ACTIVITY 3: CLOZE EXERCISES

Answers:

1. Rate
2. Percentage
3. Part
4. Base
5. Percent

ACTIVITY 3: LET'S SOLVE IT

Answers:

1. ₱100
2. 50%
3. 15%
4. 20%
5. ₱1720

LEARNING ACTIVITY SHEETS

Learning Area:	Mathematics	**Quarter:**	**First**
Week:	6	**Day:**	**4**
Lesson Title/Topic:	SOLVING PROBLEMS INVOLVING RATES		
Name:		**Grade & Section**	**7**

Component 1: (Lesson Short Review)

Activity 1: Solve Faster!

Objective(s):

- To solve problems involving rates (e.g., speed)

Materials Needed: Task Cards

Duration: 7 minutes

Directions: Complete the table below and solve what is asked for in each problem.

PROBLEM	DISTANCE	TIME	SPEED
1. A car travels a distance of 210 km in 3 hours. What is the speed of the car in km/hr?			
2. A runner completes a 10 km race in 50 minutes. What is the speed of the runner in km/hr?			
3. A car moves at a speed of 75 km/hr for 3.5 hours. How far does the car travel during this time?			
4. A cyclist travels 84 km in 4 hours. What is the speed of the cyclist in km/hr?			
5. A train travels at a speed of 100km/hr for 6 hours. How far does the train travel in this duration?			

Answer the following questions.

1. How do you compute each problem?
2. What is the formula in finding the speed?

Component 2: (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

When the activity has been completed, the teacher will focus on the learning objectives and explain in further detail how the lessons from the prior lesson and the present lesson differ from one another. This lesson's main goal is to help students better grasp the concept of speed in practical settings and the significance of these calculations in more difficult situations.

Component 3: (Lesson Language Practice)

Activity 3: Fallen Phrases

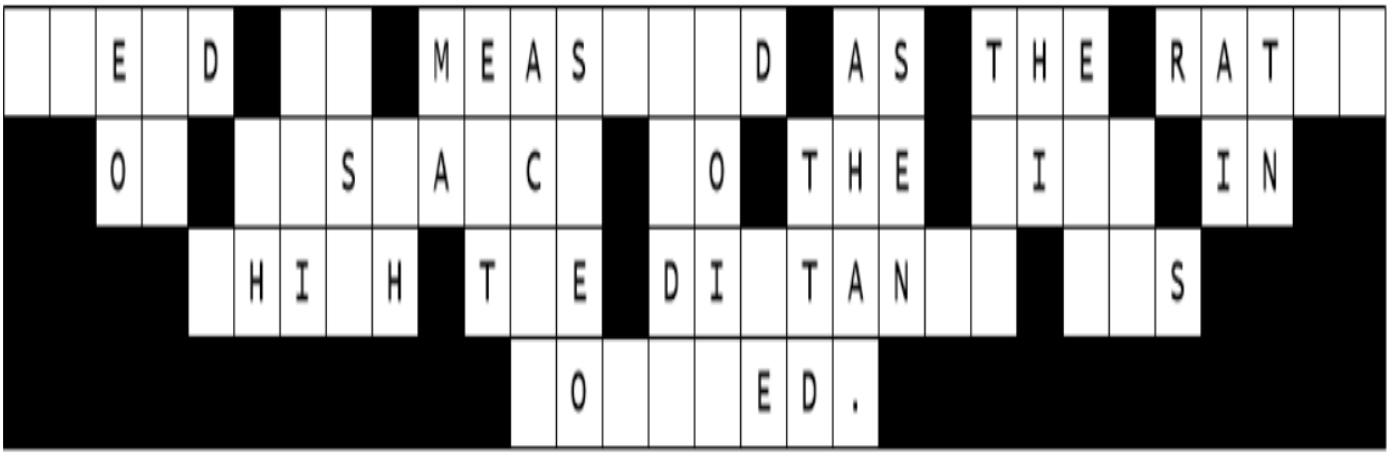
Objective(s):

- To define speed.

Materials Needed: Task Cards, Pen or pencil, Whiteboard or flip chart for reflections.

Duration: 5-7 minutes

Instructions: Fill in the blanks with the correct letters to unlock the phrase. Choose from the box below.



I	E	T	F	U	R	E	I	S	O
M	P	I	N	E	T	W	D	E	T
R	H	C	W	E	C	A	S	V	E
				C	S				

Question:

1. What is the formula for solving speed?
2. Give an example of where you can apply speed in real-life situations.

Component 4B*:* (Lesson Activity)

Materials needed: Task Cards

Duration: 25 minutes

Instructions: Analyze and solve the following questions.

Activity 4: Speed Up!

1. Kise writes down his jog times from Monday to Friday. Monday – 20 minutes, Tuesday – 15 minutes, Wednesday – 12 minutes, Thursday – 10 minutes, and Friday – 6 minutes. He jogs at a constant speed of 7 km/h. Work out the distance he jogs each day. On which day did he jog the furthest, and how far?
2. Taiga trekked 36 km at a speed of 6km/hr. Tetsuya trekked 40 km at a speed of 5 km/hr, whose journey was quickest?
3. A runner runs from his house to the park, a distance of 324 km away in 8 hours. The runner is only allowed to travel at a maximum speed of 40km/hr. Did the coach break the speed limit?
4. Junpei's dinner will be available at 6:00 p.m. After leaving his house at 12:00 noon, he drove to his mother's place 300 miles away at an average speed of 45 mph. Will Junpei arrive home in time for dinner?
5. Daiki drives the first 140 km in 2 hours and the next 220 km in the next 4 hrs. What is his average speed for the entire trip in km per hour?

Component 4C:

Materials Needed: Task Cards

Duration: 5-7 minutes

Instructions: Record your data and calculate the speed for each task. Round your answers to the nearest hundredth. Label your answers.

Activity 5: Collection Time

TASK	DISTANCE	TIME	SPEED
HOPPING	10 m		
	15 m		
WALKING REGULAR	10 m		
	15 m		
WALKING BACKWARDS	10 m		
	15 m		
RUNNING	10 m		
	15 m		

Questions:

1. How long would it take you to run 15 meters? What is your speed?
2. How long would it take you to walk regularly in 10 meters? What is your speed?
3. How long would it take you to hop 40 meters based on your speed for the 10-meter trial?
4. How long would it take you to run 1 kilometer based on your speed for the 10-meter trial?
5. How far could you travel walking backwards in 20 minutes based on your results for the 10-meter trial?

Component 5: Lesson Conclusion

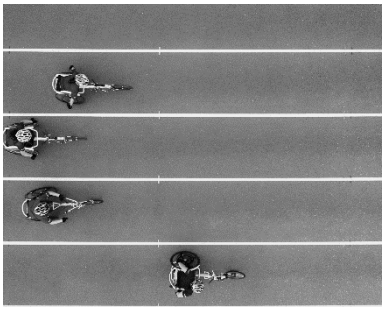
Objective(s):

1. Assess Grade 7 learners' understanding of speed.
2. Engage the learners in a practical activity explaining how to apply speed in real-life.

Materials Needed: Picture Cards

Duration: 5-7 minutes
Instructions: Choose one picture below and create a real-life word problem about speed. Then solve the problem you have constructed.

Activity 6: Run, Baby Run


Problem #1:
Solution #1:

Processing Question:

- Describe the uses of rate in relation to speed in the pictures you chose.
- Can you think of another real-life scenario where we can apply speed? When and how?

Assessment/Reflection:

- Assess learners' ability to represent word problems as speed.
- Observe learners' understanding in solving problems involving speed.
- Facilitate a discussion where learners share their reflections on the activity, including any challenges they faced and lessons they learned about solving problems involving rates (e.g. speed).

Notes to Facilitator:

- Provide guidance and support to learners as they solve problems involving rates (e.g. speed).
- Encourage learners to apply the skills they've learned in this activity to real-life situations.

Extension/Differentiation (If applicable): Suggest ways to extend the activity for advanced learners or to differentiate for various skill levels.

- For **advanced learners**, challenge them to research and solve real-life problems involving rates (e.g., speed). **Intermediate learners** can receive additional support in understanding concepts about rates (e.g., speed) through simplified scenarios or collaborative activities, while **beginner learners** may benefit from visual aids and step-by-step guidance to grasp the concepts about rates (e.g., speed). By tailoring the activity to different skill levels, all students can engage meaningfully in developing their problem-solving skills for speed.

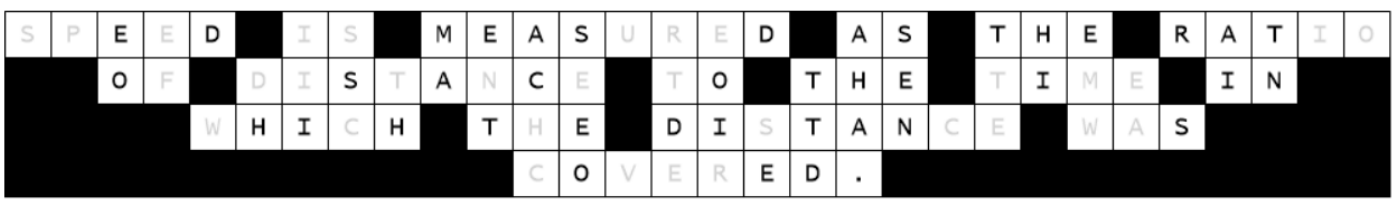
ANSWER KEY

ACTIVITY 1: SOLVE FASTER

Answers:

PROBLEM	DISTANCE	TIME	SPEED
1. A car travels a distance of 210 km in 3 hours. What is the speed of the car in km/hr?	***210 km***	***3 hours***	***70 km/hr***
2. A runner completes a 10 km race in 50 minutes. What is the speed of the runner in km/hr?	***10 km***	***5/6 hours***	***12 km/hr***
3. A car moves at a speed of 75 km/hr for 3.5 hours. How far does the car travel during this time?	***262.5 km***	***3.5 hours***	***75 km/hr***
4. A cyclist travels 84 km in 4 hours. What is the speed of the cyclist in km/hr?	***84 km***	***4 hours***	***21 km/hr***
5. A train travels at a speed of 100km/hr for 6 hours. How far does the train travel in this duration?	***600 km***	***6 hours***	***100 km/hr***

ACTIVITY 3: FALLEN PHRASED



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