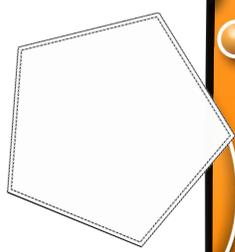
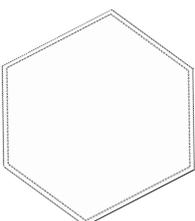


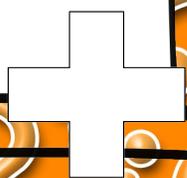
Math Course Activities

Based on the book
Math Course

By
Jon Scieszka and Lane Smith



Created by
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Teaching Tips:

- This book is fun for all ages! Here are some tips to incorporate this into your **elementary classroom**:
 - Read the story to the class, and then have students help "break the curse" by solving some of the math problems in the story.
 - Use the "Write Your Own Problem" page to give students a chance to brainstorm how they see and use math in their life and then write and solve their own story problem.
- Here are some tips to incorporate this story into your **middle school classroom**:
 - Read the story together. (Even if students are older, this is still a fun story, and will help give them ideas for their own "Math Curse" project).
 - Together, let students use the "Write Your Own Problem" page to start brainstorming and sharing ideas. Use this as an opportunity to make sure they understand what your requirements are for the problems they will use in their "Math Curse" story (i.e. types of problems or level of difficulty, etc.).
 - Assign students the "Math Curse" story project. I have included a rubric, but tried not to make it too specific, so that you can tailor the problems to something specific if you'd like. For example, if you want your students to use all time problems or distance problems, you can. Or, if you want to leave the creativity completely up to them, you can do that as well! I have also included a story plan for students to work out an outline of their story. I don't usually collect these, but you could if you wanted it to be a requirement.
 - You could even allow students to work with a partner to create their stories (an author and an illustrator) but I would still suggest each student turn in separate "problem solutions" so you know they both participated and understood the math. ☺

I hope you find this resource useful and FUN!

Name: _____

Help break the **Math Curse!**

Help break the math curse by solving some of these math problems found in the book *Math Curse*! Show your thinking in the space provided, and record your answer in the blank.

1. I wake up at 7:15. It takes 10 minutes to get dressed, 15 minutes to eat breakfast and 1 minute to brush my teeth. What time am I ready for school? 1. _____

2. I have 1 white shirt, 3 blue shirts, 3 striped shirts and 1 plaid shirt. How many shirts would I have if I threw away the plaid shirt? 2. _____

3. When I get on the bus, there are 5 kids already on the bus. 5 kids get on at my stop, 5 get on at the next stop, and 5 get on at the last stop. How many kids ride my bus? Write a number sentence to represent this problem. 3. _____

4. If my pizza at lunch is cut into 8 equal slices, and I want 2 slices, what fraction of the pizza will I eat? 4. _____

5. List the next 3 digits of the Fibonacci sequence: 1, 1, 2, 3, 5, 8... (hint: find the pattern!) 5. _____

6. Use your money sense to solve this riddle: If George Washington is on the quarter AND the \$1 bill, and Abraham Lincoln is on the penny AND the \$5 bill, which of the following is true:
A. 1 Washington = 25 Lincolns
B. 5 Washingtons = 1 Lincoln
C. 1 Washington = 100 Lincolns
D. 1 Lincoln = 20 Washingtons 6. _____

Name: Answer Key

Help break the Math Curse!

Help break the math curse by solving some of these math problems found in the book *Math Curse*! Show your thinking in the space provided, and record your answer in the blank.

1. I wake up at 7:15. It takes 10 minutes to get dressed, 15 minutes to eat breakfast and 1 minute to brush my teeth. What time am I ready for school?

1. 7:41 am

2. I have 1 white shirt, 3 blue shirts, 3 striped shirts and 1 plaid shirt. How many shirts would I have if I threw away the plaid shirt?

2. 7 shirts

3. When I get on the bus, there are 5 kids already on the bus. 5 kids get on at my stop, 5 get on at the next stop, and 5 get on at the last stop. How many kids ride my bus? Write a number sentence to represent this problem.

3. 20 kids
 $5+5+5+5 = 20$
or $5 \times 4 = 20$

4. If my pizza at lunch is cut into 8 equal slices, and I want 2 slices, what fraction of the pizza will I eat?

4. $2/8$ or $1/4$

5. List the next 3 digits of the Fibonacci sequence: 1, 1, 2, 3, 5, 8... (hint: find the pattern!)

5. 13, 21, 34

6. Use your money sense to solve this riddle: If George Washington is on the quarter AND the \$1 bill, and Abraham Lincoln is on the penny AND the \$5 bill, which of the following is true:

- A. 1 Washington = 25 Lincolns
- B. 5 Washingtons = 1 Lincoln
- C. 1 Washington = 100 Lincolns
- D. 1 Lincoln = 20 Washingtons

6. All of the above!
A. 1 quarter = 25 pennies
B. 5 \$1 = 1 \$5
C. \$1 = 100 pennies
D. 1 \$5 = 20 quarters

Name: _____

Write Your Own "Problem"

Think about your day (things you do, questions you have, situations you face) and write your own "problem" to solve.

- My Ideas:

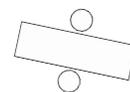
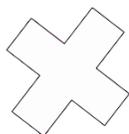
- My Math Problem:

Draw a picture to represent your problem:

The Solution to my problem is:

Name: _____

Math Course Project Overview:

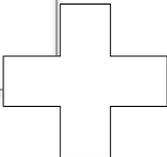


"You know, you can think of almost everything as a math problem..."



Your Assignment:
You have been struck with the **math curse** and there are numbers everywhere! Now you must **write and solve** all the problems you face in a day in order to be free from the curse!

- Requirements:**
- Cover Page
 - Introduction
 - 10 story problems
 - Solutions to problems (either solved in your story, or given at the end)
 - Conclusion



Grading Rubric:

Criteria	Points Possible	Points Earned
Cover Page	10	
Introduction and Conclusion included	20	
Includes 10 (appropriate) story problems	30	
Solutions to 10 problems are correct and work is shown	30	
Story is creative (i.e. thought went into it!)	10	
TOTAL	100	

Story Plan for "Math Curse"

Name: _____

Characters:

Setting:

The problem (how did you get the curse?):

Events (10 problems you encounter):

Resolution (how do you escape the curse?):

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