



Maggie's Activity Pack

Name _____

Date _____



The Wetlands Restaurant



Look at the menu. Then read about each animal's "order." Solve the problem.

1. A very hungry brown pelican swoops down. She orders 3 pounds of menhaden. How much does she pay? _____

2. Swoop, swoop – the brown pelican now needs dessert. She orders 2 crawfish. She gives you \$5.00. How much change does she fly away with?

3. A Louisiana black bear lumbers in. He gives you \$20.00 for 4 pounds of honey. How much change do you give him? _____

4. That honey is just the beginning for the black bear. Now he orders 2 pounds of berries and 2 pounds of twigs. How much money does he give you this time?

5. A great egret steps carefully in the door. She wants 4 crawfish. How much money does she give you? _____

6. In swims an American alligator. He orders 3 frogs and gives you \$5.00. How much change do you give the alligator? _____

The Wetlands Menu

Welcome to the Wetlands Restaurant

Herbivore Offerings

Honey.....\$4.00 per
pound

Berries.....\$5.00 per
pound

Twigs.....\$1.50 per
pound

Roots.....\$2.00 per
pound

Carnivore Offerings

Menhaden.....\$2.00 per
pound

Crawfish.....\$1.50
each

Frogs.....\$1.25
each

Bees.....\$3.75 for 2
pounds

Rotting log full of grubs....\$10.25



Dear Colleague,

This is one of my favorite math activities. As you know I am quite the fan of integrating subject areas as I think it not only leads to greater motivation but also helps our children to see key connections. This results in greater learning! There are so many outcomes of an activity such as this one. Not only do your students get valuable and meaningful practice in basic calculations, but they also must refer to another document to gather their data. This more closely resembles real-life than do the traditional word problems.

On the science side, you can certainly see the many connections. You can talk about carnivores, herbivores, etc. and use an activity such as this to reinforce any habitat studies you are doing. Studying Africa? Have small groups of students compose their own menus, complete with problems. Need reference material? Check out our field guides under the Cartoon section at www.missmaggie.org. Why not have children appropriately decorate these menus and you can laminate them? Your students can trade and have fun solving a multitude of problems. This works for any area you are studying: China, Mexico, Alaska, etc. Save the menus from year-to-year and you have a student-created center!

Many times we talk about extensions, but I know you have students who need extra help, too. Always remember, these activities are available on two levels and often three and all have the same theme and often a similar appearance. You can just give appropriate levels to those students needing help or challenges. In today's testing climate, I think we are often so concerned about teaching "the curriculum" that we often forget the importance of beginning at the correct level. I used to work for an administrator who very wisely compared education to the high-jump in track. He said that if a child started with the bar too high, he or she would eventually give up because there was no chance of jumping over it; in fact, the child may get hurt in trying. But, if the bar is set just right, the child will jump and the bar can be gradually raised. I think that metaphorical story is an important one to remember.

Happy teaching,

Kathy

Answer Key:

1. \$6.00
2. \$2.00
3. \$4.00
4. \$13.00
5. \$6.00
6. \$1.25

Note: primary children do not have to use multiplication to solve any of the problems. They have been designed so that repeated addition is an alternative method to arrive at an answer. Additionally, for those primary children who may need extra support with this activity, we have formatted it in such a way so that you may cut apart the questions and give them to students to solve with a partner. This adds an element of fun to the usual "worksheet mentality."

Goals:

Students will use the information from an imaginary "Wetlands Menu" to answer questions about the food animals that inhabit wetlands may "order." Intermediate students solve multiple step multiplication, addition, and subtraction problems while primary students use simple multiplication or addition and subtraction. A companion emergent reader activity is also available. The activity correlates with the Number and Operations Strand and the Data Analysis and Probability Strand of NCTM's National Standards.