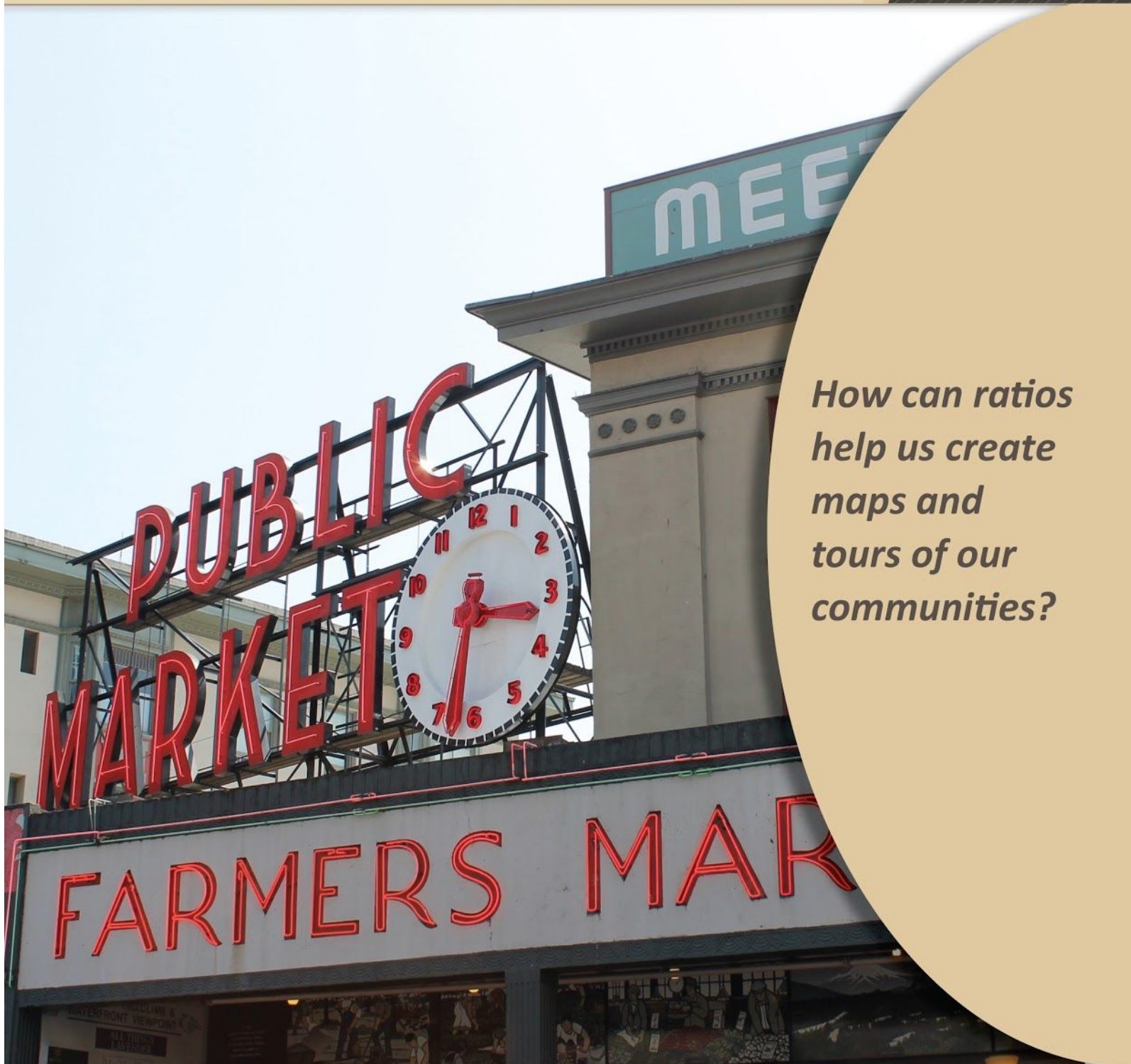


# HANDOUTS AND ASSESSMENTS



*How can ratios help us create maps and tours of our communities?*

LEARNING THROUGH PERFORMANCE

## Community Tour

GRADE 6

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# Community Tour

*How can ratios help us create maps and tours of our communities?*





## Get Started on the Culminating Project

### CHECK FOR UNDERSTANDING • Write Ratios

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

A sixth grade teacher has 20 blue markers, 30 black markers, and some red markers. Half of all the markers are black.

1. Write a ratio to represent the blue markers to the red markers.
  
  
  
  
  
  
  
  
  
  
2. What are all the ways you can show that your ratio is correct?

### CHECK FOR UNDERSTANDING • Equivalent Ratios

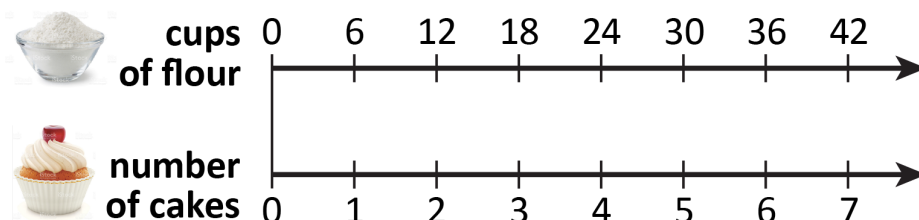
Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

Determine whether each set of ratios below are equivalent or not. Show how you know.

1. Number of words typed to minutes

Words Typed	85	170	240	340
Minutes	1	2	3	4

2. Cups of flour to cakes



3. Miles traveled to hours

- 2 hours 1 mile
- 5 hours 4 miles
- 8 hours 7 miles
- 11 hours 10 miles





## Find Your Stride Length and Walking Rate

**CHECK FOR UNDERSTANDING • Unit Rates**

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

Magda left her homework on top of a table, and her pet dog ate the top half of the paper! Help her figure out what her unit rates are so she doesn't have to measure them again. Show how you did this.

- Walking rate (feet per minute):
- Stride length (inches per step):

Starting Point	Stopping Point	Walking Distance (choose the best unit)	Number of Steps It Would Take You (using your stride length)	Amount of Time It Would Take You (walking at your rate)
Home	Pet Food Store	1.2 miles	3,456 steps	23 minutes

Show:

## GROUP PREVIEW • Fun Day in the Park

Name \_\_\_\_\_ Date \_\_\_\_\_ Team \_\_\_\_\_

Your task today is to work with your teammates to plan a fun day at Golden Gate Park. Tomorrow, you will work individually on a Performance Task that is based on a scenario at Golden Gate Park.

The group activity today will help you with the Individual Performance Task tomorrow.

### Group Activity

Plan a fun day in the park during which you visit at least three points of interest.

### Guidelines

- Your plan must include visiting at least three points of interest.
- You will be at the park for up to 5 hours (or less time).
- You must start and end at the Pick-up/Drop-off spot.
- You must show how you measured distances.
- Everyone in your team will use the same mode of transportation (see below).
- If you are skating or biking, you must stay on the paths. **You can use string to measure the distance of the curved paths.**
- If you are walking, you may walk on the grass, dirt, or anywhere else in the park.

The average rate for each mode of transportation varies:

- Walking (3 miles per hour)
- Skating (10 miles per hour)
- Biking (12 miles per hour)
- Running (9 miles per hour)

In your plan, please specify the following in the “Data Organizer Table”:

- The route connecting your points of interest
- How long you will stay at each point of interest
- How long it will take to get to each point of interest using your mode of transportation
- Calculations that you can use to justify how your “Fun Day in the Park” plan is close to, but less than, 5 hours

## Data Organizer Table

Starting Point	What is your mode of transportation and rate?	What is the distance ?	Show how you and your teammates calculated the distance.	How long is the travel time? Show how you and your teammates figured this out.	How long will you stay at this destination ?
From start [Pick-up/ Drop-off] to first destination [Frisbee Golf]					
From first destination [Frisbee Golf] to second destination [ ]					
From second destination [ ] back to start [Pick-up/ Drop-off]					

1. Show your work for your team's day in the table above.
2. How long is the travel time from the Pick-up/Drop-off spot to the Frisbee Golf if you walk?
3. How long is the travel time from the Pick-up/Drop-off spot to the Frisbee Golf if you skate?

## INDIVIDUAL PERFORMANCE TASK • Fun Day in the Park

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

(You may use your notes from the Group Preview activity for this task.)

You, Savannah, and Mason are at La Playa. You all need to get to the Pick-up/Drop-off spot, where Savannah's mom is picking you up to give you a ride home. Just before you and your friends start walking to meet Savannah's mom, your friend João sends you a text:

Jumping stilts at  
Bicycle Learning Area!!  
Come check out now!!

His message includes this [video](#).

Without thinking, you text him back:

I'll be there in 10!

Savannah says: "What are you thinking?! My mom is on her way to pick us up! She will **not** be happy if she has to wait for you."

**Your task:** Convince Savannah that if you **run** or **skate**, you can make it up to the Bicycle Learning Area and then back down to the Pick-up/Drop-off location by the time she and Mason arrive there by walking.

Use these average rates for your calculations (you decide whether you run or skate):

- Walking: 3 miles per hour
- Skating: 10 miles per hour
- Running: 9 miles per hour



**Data Organizer Table**

Who is traveling	Starting Point		What is the mode of transportation and rate?	What is the distance?	How long is the travel time? Show how you figured this out.
Savannah and Mason	A		Walking 3 mph	1 mile	
You	A			1.3 miles	
You	B			0.34 miles	

## Response Sheet

Write an explanation to convince Savannah that if you *run* or *skate* (your choice), you can make it up to the Bicycle Learning Area and then back down to the Pick up/Drop-off spot by the time she and Mason arrive there by walking.

Savannah is very skeptical of your plan, so you must

- Include calculations and words in your explanation.
- Tell Savannah how much time you will spend with João at the Bicycle Learning Area, so she knows you have a clear plan.