

Going the Distance



- Objective: The students will calculate Matt's speed in Miles Per Hour (MPH)
- Materials: Internet Access and the Iditarod Checkpoint and Mileage Chart
- Time: 2 minutes at least once a day
- MN Standard: **Mathematics**— *Number Sense, Computation and Operation:*
Computation and Operation
Compute fluently and make reasonable estimates with whole numbers in real-world and mathematical problems. Understand the meanings of arithmetic operations and how they relate to one another.
- Use multiplication and division of whole numbers to solve simple real-world and mathematical problems.
 - Use the inverse relationship of multiplication and division to compute and check results.
- Set Up: Have a student or group of students check www.iditarod.com. Click on *Race Logs*. Find Rossi, Matt and click on his last name. This will bring up all the information with the most recent being at the top. Find the distance between each checkpoint and the time it took to travel this distance.
- Process: Using the Iditarod Checkpoint and Mileage Chart and Iditarod website, find the distance between two consecutive checkpoints and divide that by Matt's time traveled between two checkpoints. Have students work in small groups or have this be a classroom math problem that is done together. This information could be recorded and compared throughout the race.
- Extension: Compare Matt's speed with the speed of the race leader. Discuss why the varying speeds vary from one checkpoint to the next. Take into consideration the terrain and the weather conditions.