



Let's Write

Mrs. Jones had five apples. She wants to share them with ten children. Write a story about how she could do this fairly.

(1.02a)



Investigations

How many different numbers can you make using the digits 2, 6 and 8? Put the numbers you made in order from least to greatest.

If you have the digits 4, 8 and 3, how many different three-digit numbers can you make? What three-digit numbers can you make with 5, 7 and 5?

(1.01f)



Seeing Math

If you divide a square into two congruent parts with a vertical line segment, what shapes do you have?

What shapes will you have if you divide the following pattern blocks into two congruent parts with a vertical segment:

triangle, parallelogram, trapezoid, hexagon?

How many different ways can you divide a square or a circle into two equal parts?



(3.02, 1.02a)



\$ ¢ ¢ ¢ ¢ ¢ ¢ ¢ ¢

A candy bar cost 52¢. You have four dimes and three nickels? Do you have enough money to buy the candy bar?

Why or why not?

(1.01a)



What Do You Think?

The club leader bought 62 cookies. How many cookies did each member get if there are 15 in the club?

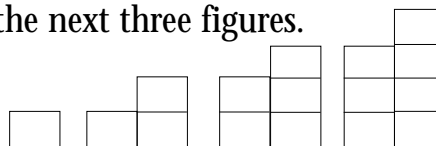
(1.05)



Patterns, Patterns, Patterns

What is the rule?

Draw the next three figures.



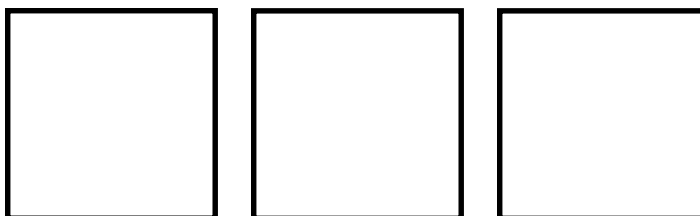
(5.01)

Out Number Your Neighbor



Directions: This is a game for 2-4 students. Each player needs a gameboard and a set of 0 to 9 tiles. Players turn the tiles face down. In turn, players turn over a tile and place it on the gameboard. The player with the largest number (smallest number) wins the round. The first player to win 10 rounds (supply counters to keep score or use tally marks) is the champion.

Out Number Your Neighbor



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Keeping Skills Sharp

1. $45 - 10 = \underline{\quad}$

2. $61 - 10 = \underline{\quad}$

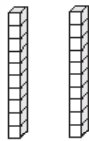
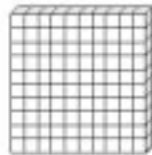
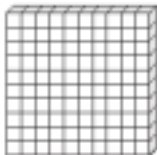
3.
$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$$

5. What's missing? 73, 63, 53,

6. Would you measure your hand with a ruler or a cup?

7



=

8. I am bigger than 20. I am smaller than 30. You say me when you count by fives. What number am I?



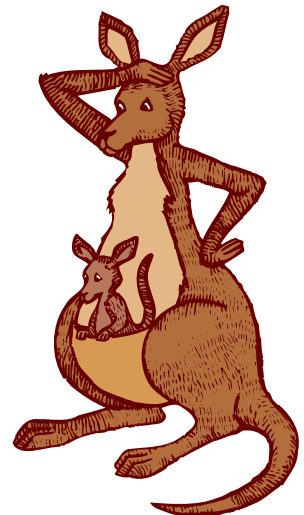
Solve this!

Bennie has a meter of dimes. How much are they worth?

Ken has a foot of quarters. How much are they worth?

Loni has a yard of nickels. How much are they worth?

Who has the most money? the least?





To the Teacher ..

Grade 2

WEEK
25






Investigations:

Answers for 2, 6, 8: 2, 6, 8, 26, 28, 62, 68, 82, 86, 268, 286, 682, 628, 826, 862

Answers for 4, 8, 3: 384, 348, 438, 483, 834, 843,

Answers for 5, 7, 5: 557, 575, 755

Seeing Mathematics:

Give each child a square piece of paper and scissors. Demonstrate folding and cutting the square on the diagonal . Talk about line of symmetry. Cut and you have two congruent triangles. Take one triangle  and fold the top down . Cut on the fold . Now you have a triangle and a trapezoid. Pick up the other large triangle. Fold in half  and cut. Now there are two triangles. Can you use the trapezoid and three triangles to recreate the original square? As you demonstrate each step, discuss symmetry, congruency, fractions and the characteristics of triangles, trapezoids and squares.

Extension: Have students make geometric shapes on the geoboard. Using another geoboard, show a line of symmetry.

Mental Math

Directions to Students: Number your paper from 1 to 10. Write your answers as the questions are called out. Each question will be repeated only once.

Write the sum or difference.

- | | | | |
|----|---------|-----|---------|
| 1. | 30 + 40 | 6. | 60 + 20 |
| 2. | 70 - 20 | 7. | 50 - 50 |
| 3. | 10 + 80 | 8. | 30 + 50 |
| 4. | 90 + 10 | 9. | 20 + 30 |
| 5. | 60 - 30 | 10. | 40 - 30 |

Keeping Skills Sharp

- | | |
|----|-------|
| 35 | 43 |
| 51 | ruler |
| 9 | 225 |
| 5 | 25 |



Let's Write

Solve this math riddle: I am a number between 80 and 90. I am greater than 83 but less than 85. What number am I? Now write your own number riddle. Let a friend read it and solve it

(1.01c)



Seeing Math

With a set of tangrams, can you make:

1. a square - What pieces did you use?
2. a triangle - What pieces did you use?
Can you make a different triangle?
3. a parallelogram - What pieces did you use?

Can you make these shapes more than one way?

(3.01)

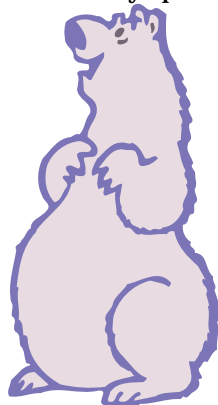


What Do You Think?

Honey pots cost 20¢ each. The weekly special is two pots for 30¢.

Should the bears buy four pots at 20¢ each or should they buy two weekly specials?

Explain.

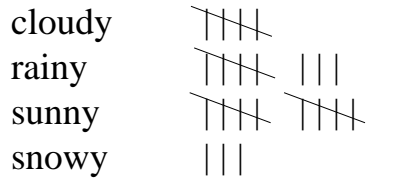


(1.05)



Investigations

Create a pictograph using the data about the weather during May.

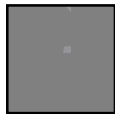


\$\$\$

Pencils are sold two for 15¢. How many pencils can you buy if you have two quarters.



(1.01a)



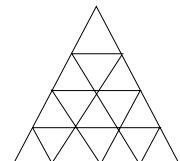
Patterns, Patterns, Patterns

(5.01)

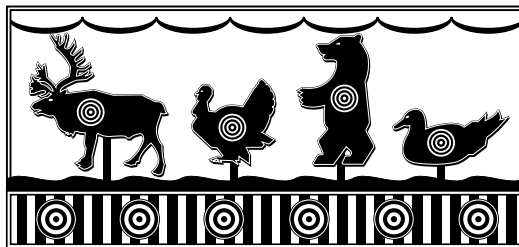
What will be the fourth shape.

How many triangles will it have?

What's the rule?



Four-In-A-Row



Number of Players: 2-3

Materials: Game board, colored chips for each player, two number cubes (0-9) or 0-9 spinner

Objective: To place four of your markers in a row

Rules: First player rolls the number cubes (or spins twice), adds the numbers, and places one of the colored chips on a corresponding number on the game board. Players take turns and the first player with four in a row wins. The four in a row may be horizontal, vertical, or diagonal.

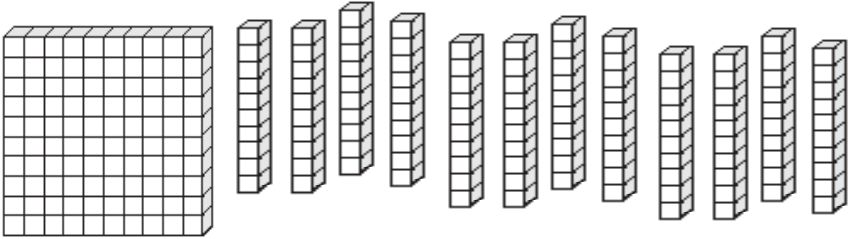

(1.05)



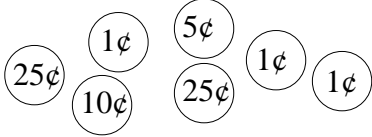
Keeping Skills Sharp

- seventy-five = ____
- thirty-one = ____
- eighty-eight = ____
- eleven = ____
- RYYGRYYGR What is the pattern unit?

6. Are these shapes congruent? 

7.   = _____

8. Lee has saved. He wants to buy something for \$1. How much more money does he need?




Solve this!

(5.01)

These are function machines. A number goes into the machine and another number comes out. Each machine has a different rule. The first one has been finished

in	out
6	12
7	13
0	6

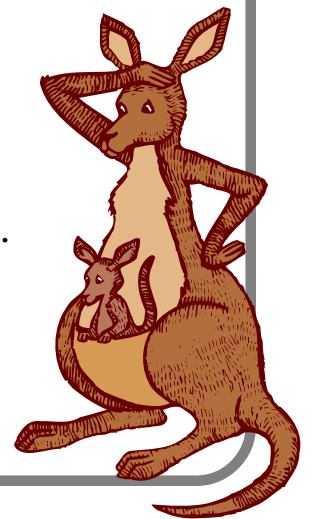
The rule is add six.

Look at these function machines. Finish them and write the rule.

in	out
7	10
11	14
9	—

in	out
20	10
40	30
16	—
100	—

in	out
7	2
10	—
22	—





To the Teacher ..

Grade 2

WEEK
26

Investigations:

Students can also keep a weather chart for temperature and create a line plot to illustrate it.

Patterns, Patterns, Patterns:

Children could use pattern blocks to solve this pattern. The triangle pattern block from the Blackline Masters could also be used. Children could cut out the triangles and then solve the problem.

Solve This:

Discuss function machines with the class and model solving several.

Examples:

in	out
6	12
7	14
10	20

Rule: double the number

in	out
100	80
70	50
30	10

Rule: subtract 20

Extension:

Have the children create their own function machine.

Mental Math

Write the sum or difference

Directions to Students: Number your paper from 1 to 10. Write your answers as the questions are called out. Each question will be repeated only once.

1. $70 - 20$

5. $100 - 20$

2. $30 + 10$

6. $60 - 60$

3. $90 - 50$

7. $50 + 40$

4. $80 - 70$

8. $40 + 20$

9. $60 - 40$

10. $80 - 40$

Keeping Skills Sharp

75

RYYG

31

no

88

222

11

32¢
or .32



Let's Write

Write a story about

$$37¢ + 10¢ + 25¢$$

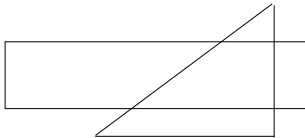
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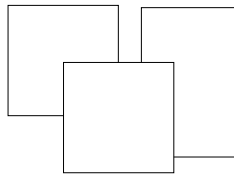
Seeing Math

Show each drawing briefly on the overhead. Have students draw from memory. Show once more and allow them to adjust their drawings. "What did you see? (Ask several students.)"

A.



B.



(3.01)



What Do You Think?

(1.05)

Solve these problems and show how you solved them.

Matthew has ten chocolate chips. If he puts two chips on each cookie, how many cookies can he make?

Daria has seven dogs. Each dog has four paws. How many paws are walking around in her yard?



Investigations

Make a pictograph showing how far each frog hopped.

Toady	7 inches
Spotty	15 inches
Bumpy	8 inches
Hoppity	2 inches
Browny	10 inches
Greeny	8 inches

What unit should you use?

Write three observations about the frog hopping data.

(4.01)



\$\$\$

Rose has two quarters, three dimes, and three pennies. She wants to buy six erasers. One eraser cost 10¢. Does she have enough money? What coins should she use? Will she have any coins left? If so, what are they?

(1.01a)



Patterns, Patterns, Patterns

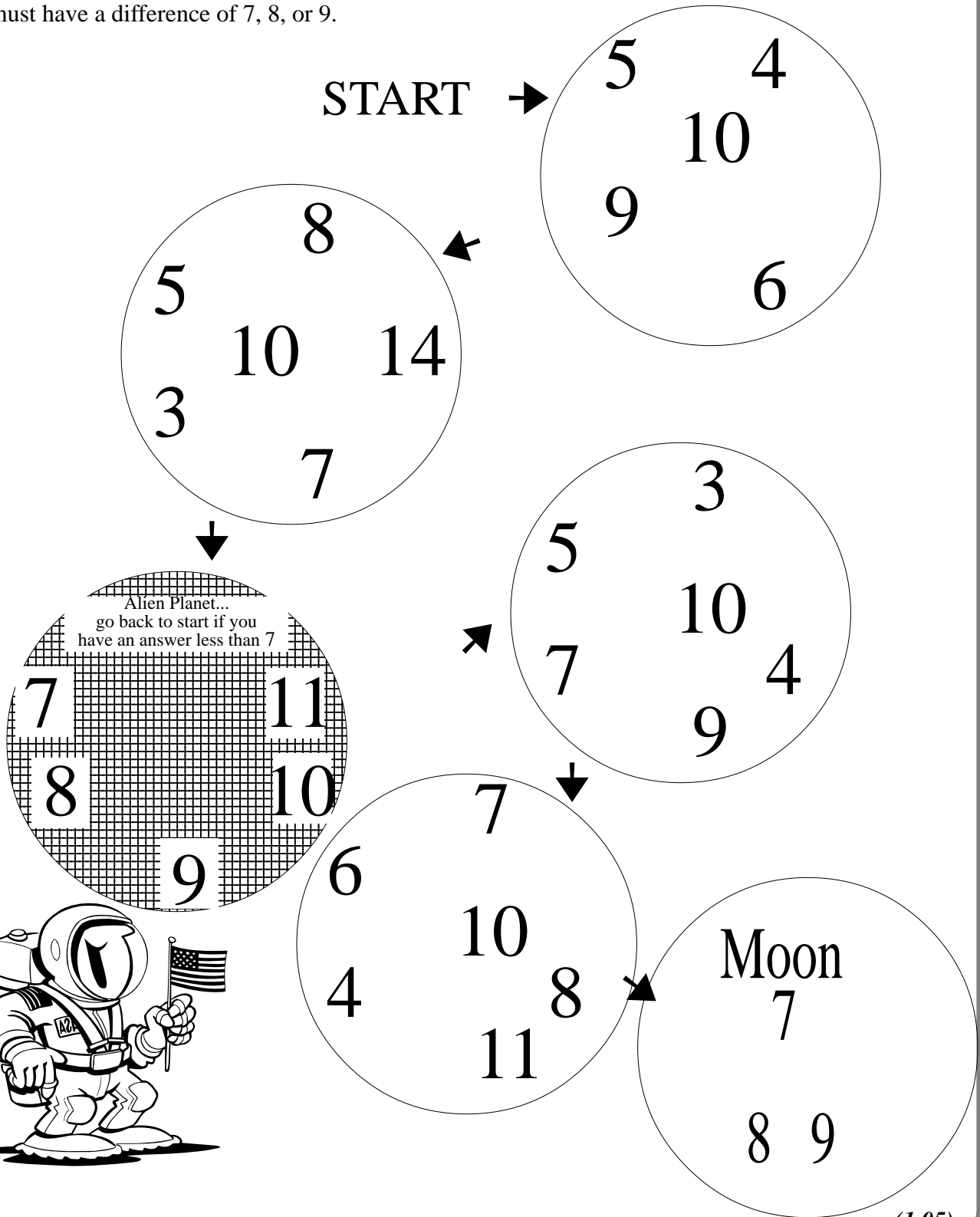
What comes next? How do you know?



(5.01)

Space Chase

Directions: Roll a pair of dice, add. Subtract that sum from 15. If your difference is on the next planet, you may move ahead. To move from the last planet and capture the moon, you must have a difference of 7, 8, or 9.



(1.05)



Keeping Skills Sharp

1.
$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$

3. $32 - 11 = \underline{\quad}$

4. $68 - 42 = \underline{\quad}$

5. Three students on Monday. On Tuesday, 8 students. On Wednesday, 13 students. How many students on Saturday?

6.  = inches

7. 12 dimes =

8. Tomas eats lunch at 12:30. He goes to art class one hour after he starts lunch. What time does art class start?



Solve this!

The animals met in the park. There were four ducks, three goats, two squirrels, and five rabbits.

How many feet were there?

How many eyes?

How many tails?

Use words, pictures and numbers to show how you solved it.



(1.05)



To the Teacher ..

Grade 2

WEEK
27

Keeping Skills Sharp:

7: There are actually many correct answers for this problem, such as 120 cents, 24 nickels, four quarters and two dimes, etc.

Assessment:

The end of the third nine weeks again marks a grading period for most teachers. Have children reflect on the work they have collected in their portfolio. Can they see growth? How has this growth been documented?

Mental Math

even or odd?

- | | | | |
|----|----|-----|----|
| 1. | 14 | 5. | 73 |
| 2. | 37 | 6. | 46 |
| 3. | 20 | 7. | 82 |
| 4. | 92 | 8. | 51 |
| | | 9. | 54 |
| | | 10. | 66 |

Directions to Students: Number your paper from 1 to 10. Write your answers as the questions are called out. Each question will be repeated only once.

Keeping Skills Sharp

- | | |
|----|----------|
| 6 | 28 |
| 7 | 3 inches |
| 21 | 120¢ |
| 26 | 1:30 |



Let's Write

(1.02d)

Write a math story about six friends who share nine cookies.



Seeing Math

With a set of tangrams, can you make:

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3. a parallelogram - What pieces did you use?

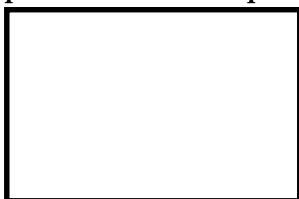
Can you make these shapes more than one way? (3.01)



What Do You Think?

(1.02a)

Andy, Taquita, Sam and Juan have ordered a large pizza. Show two different ways that the pizza could be cut for each person to have equal shares.



Investigations

The teacher brings four types of chocolate chip cookies. Each child will sample the cookies. The cookies could be placed on plates labeled 1, 2, 3, and 4. Each child votes on their favorite. Graph results. Teacher then reveals the name of the cookies. Discuss results of the graph. The price could be discussed to see whether the most expensive is the best.

In groups, have children investigate how to divide six paper cookies among four people.

Read The Doorbell Rang by Pat Hutchins to the class.

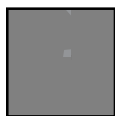
(1.02d)



\$\$\$C\$\$\$C

Kyle bought a pencil for 15¢ and a ruler for 30¢. If he gives the clerk \$1, how much change should he get back?

How do you know? (1.01a)



Patterns, Patterns, Patterns

(5.01)

You ate 12 cookies on Sunday, 10 cookies on Monday, 8 cookies on Tuesday,

6 cookies on Wednesday. On which day will you eat no cookies? Explain the rule.

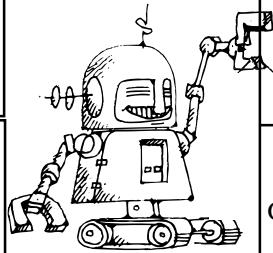
Robot Races

Directions: Each student needs a different color marker. Play in groups of two or three. Take turns and roll two dice and add. Subtract from 13. If correct answer is given, player rolls one die and moves that many spaces.

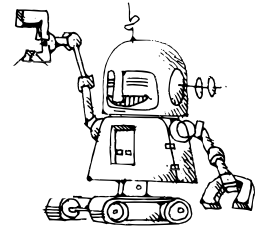
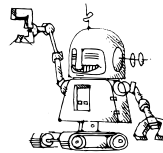
(1.05)

*The race begins
right
here*

		Go back 2.
Great! Roll again.		
		Detour! Lose a turn.
A prize! Move ahead 3!		
		Wait here 1 turn.



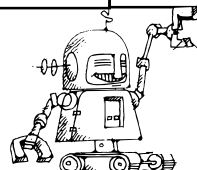
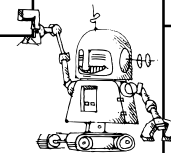
		Time out. Go back 3.
Good work! Go ahead 2.		
Delay! Lose a turn.		
Lucky! Roll again!		
		Wrong way! Go back 4.



If you get here first, you are the winner!!

Lose a turn!
Delay! Go back 1.

	Too fast! Go back 2.
Mud slide! Go back 3.	
Oops! Go back 1.	





Keeping Skills Sharp

1.
$$\begin{array}{r} 162 \\ + 124 \\ \hline \end{array}$$

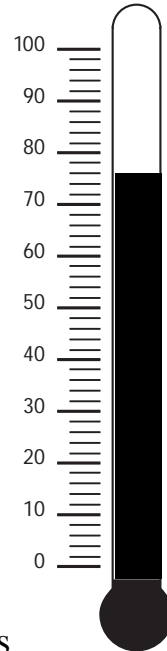
2.
$$\begin{array}{r} \$78 \\ + 2 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 368 \\ - 144 \\ \hline \end{array}$$

4.
$$\begin{array}{r} \$92 \\ - 41 \\ \hline \end{array}$$

5. What comes next? 345, 355, 365, 375, _____

6. How many degrees are shown on this thermometer?



7. 3 ones + 8 tens + 4 hundreds = _____

8. Thomas ate 14 cookies. His big brother ate twice as many. How many cookies did his big brother eat?

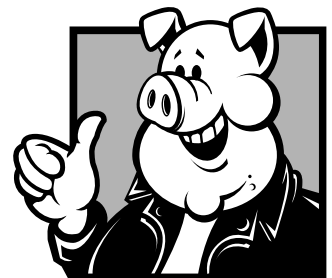
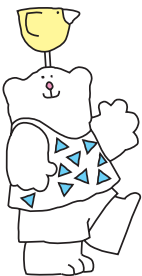


Solve this!

(1.02a)

Mrs. Bear would like each bear to have two pieces of apple. There are ten bears at the family feast. How many apples should Mrs. Bear cut into four parts?

Show in words, numbers and pictures, how you solved the problem.





To the Teacher ..

Grade 2

WEEK 28

Investigations:

Students should have many opportunities to divide things into fractional pieces. The Investigations, Writing in Mathematics and What Do You Think? sections this week focus on the fraction concept. Providing children with paper rectangles (pizzas) and paper circles (cookies) allows them to explore this skill. Literature books on fractions are Eating Fractions (McMillan), Ed Emberley's Picture Pie (Emberley) and Give Me Half (Murphy).

Solve This: Five apples should be cut.

Patterns, Patterns, Patterns: Show the children how to make a chart to solve this problem.

Sunday	12								
Monday	10		S	M	T	W	T	F	S
Tuesday	8	or	12	10	8	6	4	2	0
Wednesday	6								
Thursday	4								
Friday	2								
Saturday	0								

A similar problem: On Tuesday Bob ate three chocolates, on Wednesday he ate six and on Thursday he ate twelve. If this pattern continues, on what day will he eat 96 chocolates? (How will he feel on this day?)

Mental Math

Directions to Students: Number your paper from 1 to 10. Write your answers as the questions are called out. Each question will be repeated only once.

Write the sum:

- | | |
|--------------------------|--------------------------|
| 1. 3 dimes + 2 pennies | 6. 3 nickels - 2 pennies |
| 2. 2 dimes + 1 nickel | 7. 4 nickels - 1 dime |
| 3. 2 quarters + 1 dime | 8. 10 dimes - 8 dimes |
| 4. 5 nickels + 8 pennies | 9. 16 pennies - 1 nickel |
| 5. 2 nickels + 2 dimes | 10. 1 quarter - 1 dime |

Write the difference:

Keeping Skills Sharp

- | | |
|------|-------|
| 286 | 385 |
| \$80 | 76° F |
| 224 | 483 |
| \$51 | 28 |