



Let's Write

Write a story about
125¢ and 75¢.

(1.05)



Seeing Math

(3.02)

Look at one of the shapes your teacher gave you. Does it have symmetry? How do you know. Cut the shape along the line of symmetry. What are the new shapes? Do they have symmetry? How do you know?

Look at the other shape. Ask the same questions.

If a shape does not have symmetry, can you cut it into two parts so one part is symmetric?



What Do You Think?

Mrs. Brown's class has a large fish tank. The children can put 100 fish in the tank. Juan put 24 fish in and Kaitlin put in 19 fish. How many fish do they need to fill the tank?

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

(1.04a)



Investigations

(1.05)

Lindy put 12 buttons into an egg carton. She had equal numbers of blue and pink buttons. She had twice as many purple buttons as blue ones. How many buttons of each color did Lindy have?

Bill wanted to go fishing, but first he dug worms. When he counted his worms, he found that he had an even number of worms.

The number was between 12 and 30 worms. When he counted by 2's, he said the number. When he counted by 3's, he said the number. When he counted by 4's, he said the number. How many worms did Bill find?



\$ ¢ \$ ¢ \$ ¢ \$ ¢ \$ ¢

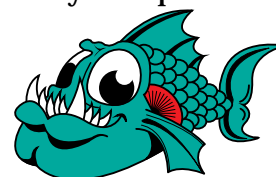
(1.05)

The pet store sells fish. The prices of the different fish are:

70¢ 50¢ 5¢ 25¢ 30¢ 20¢

If you have \$1 which fish could you buy?

Show at least 3 different ways to spend \$1.



Patterns, Patterns, Patterns

(5.01)

□ +2 → □ +2 → 108 +2 → □ +2 → □ +2













STOCK CAR DERBY

Number of Players: Two to four

Materials: Two counters of one color for each player, two dice, gameboard

Directions: Each player rolls one die. The player with the highest number places a counter on the car of his/her choice. Moving around the group in a clockwise direction, each player places a counter on a car. Continue taking turns until each player places a counter on a second car. A car may have only one counter. Players roll the dice in turn. After each roll, the counter on the car whose number is the sum of the dice is moved ahead one lap. The winner is the first player to have both cars finish the final lap.

Final

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(4.02)



Keeping Skills Sharp

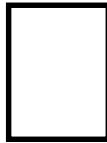
1. $30 - \underline{\quad} = 10$

2. $60 + \underline{\quad} = 90$

3. $86 - 42 = \underline{\quad}$

4. $134 - 22 = \underline{\quad}$

5.	0	10	20	30
	$+8$	$+8$	$+8$	$+8$
	8	18	28	38



What is the next problem?

6. What shape is this?



7. $7 \text{ tens} + 3 \text{ hundreds} + 1 \text{ ten} + 8 \text{ ones} = \underline{\quad}$

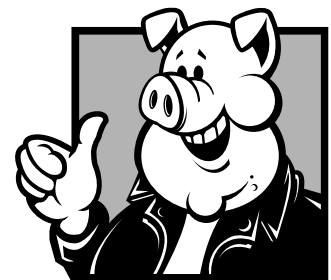
8. Juan had some marbles. Sue had 120 marbles and Miguel had 97 marbles. If there were 295 marbles in all, how many did Juan have?



Solve this!

(1.02d)

Decide how to share seven candy bars equally with four children. Show how you solved the problem.





To the Teacher ..

Grade 2

WEEK
33

Seeing Mathematics:

Give each student a square and a triangle cut from stiff paper or tagboard. Squares should vary in size and triangles in size and type i.e. equilateral, isosceles, right. Before students cut their shapes discuss symmetry and congruence.

What Do You Think?

There are many strategies that can be used to solve the problem. Although subtraction with regrouping could be used, it is not a strategy you should expect a second grader to use.

Solve This:

Some children may want to cut seven candy bars out of paper and then experiment with ways to cut them. Children should talk about and record the fractions.

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.

- | | |
|-------------------------------|--------------------|
| 1. 1.2 hundreds and 3 ones | 6. $200 + 40 + 5$ |
| 2. 3 hundreds, 6 tens, 4 ones | 7. $300 + 60 + 2$ |
| 3. 7 hundreds, 8 tens, 2 ones | 8. $500 + 50 + 5$ |
| 4. 9 hundreds, 6 tens | 9. $600 + 10 + 9$ |
| 5. 5 hundreds and 2 ones | 10. $400 + 30 + 8$ |

Keeping Skills Sharp

- | | |
|-----|---------------|
| 20 | $40 + 8 = 48$ |
| 30 | parallelogram |
| 44 | 388 |
| 112 | 78 |



Let's Write

Make a list of all the shapes you see on the playground. How many different shapes can you find?

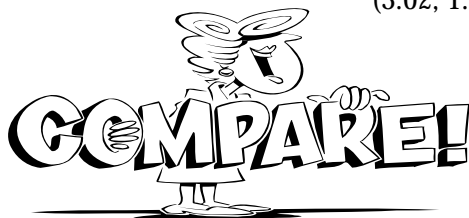
(3.01)



Seeing Math

Use a small lump of clay.
Shape it into a cylinder.
Cut the cylinder in half.
What shapes do you have now?
Do they have symmetry?
Are they congruent?

(3.02, 1.02a)



What Do You Think?

Jordan is saving money to buy a pet. He put 226 pennies in a jar. His mom gave him 113 pennies she found today. The jar fell over and 56 pennies fell out.

How many pennies are in the jar now?
How do you know?

(1.05)



Investigations

Lynn had only quarters, dimes and nickels to buy her lunch. He spent all of his money. Could he have spent 197¢?

Explain how you know.



(1.01a)

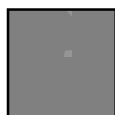


\$\$\$C\$\$\$C

My younger brother wanted a new eraser costing 25¢, so he emptied out his piggybank and got the money he needed. He had just enough to pay for the eraser, even though he had 12 coins.

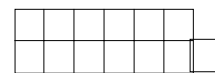
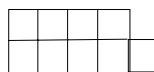
How many pennies, nickels, and dimes did he have?

(1.01a)



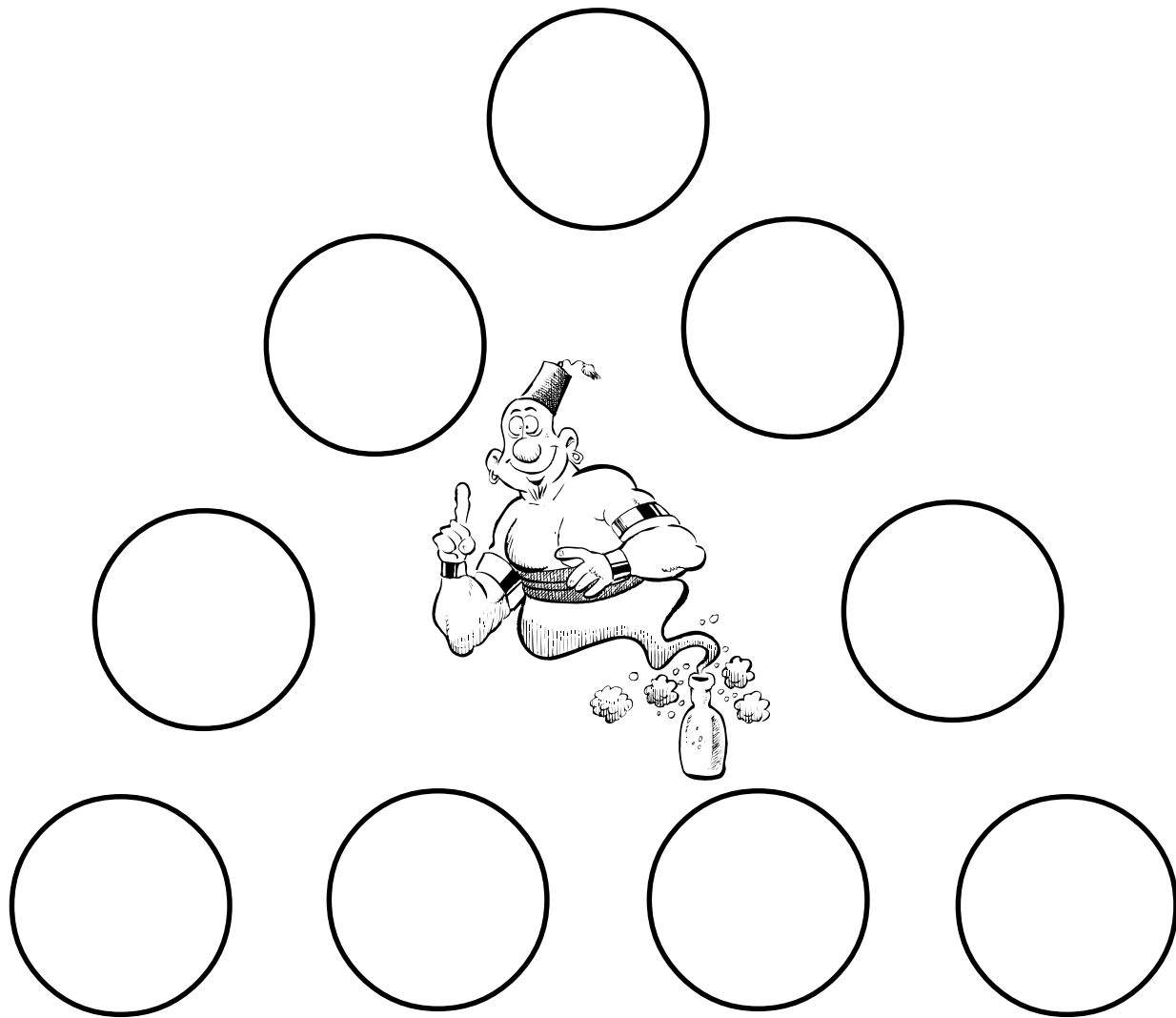
Patterns, Patterns, Patterns

Draw the next shape. What is the rule?



(5.01)

Magic Triangle



GAME 1: Place the numbers 1 to 9 in the circles, so that the sum of the numbers on each side of the triangle is 20. Start with the 8 in the lower right corner circle.

GAME 2: Start with the 3 in the lower left corner circle.

GAME 3: Start with the 6 in the lower right corner.

GAME 4: Put the 1 in the lower left corner.

Variations: What other sums could you get using the numbers 1 to 9?

(1.05)



Keeping Skills Sharp

1.
$$\begin{array}{r} 38 \\ +24 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 387 \\ +203 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 756 \\ -342 \\ \hline \end{array}$$

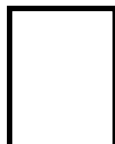
4.
$$\begin{array}{r} 184 \\ -94 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 32 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ +4 \\ \hline \end{array}$$



What is the next problem?

6. Measure the length of this paper from top to bottom.
It is _____ inches long.

7. $386 + 100 = \underline{\hspace{2cm}}$

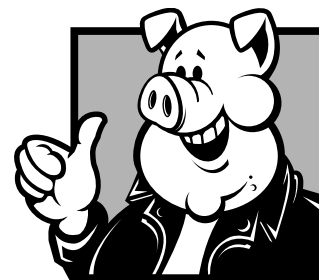
8. Kyle ate 18 cookies. His big brother ate twice as many.
How many cookies did his brother eat?



Solve this!

How many different ways can 18 objects be divided into groups of equal sizes?

Show your answers in words, numbers and pictures.





To the Teacher ..

Grade 2

WEEK
3 4

Game of the Week:

“Magic Triangle”

Students can use number tiles (1-9) (Blackline Masters) to place in the circles. Using the tiles is much less frustrating than writing numbers in the circles and then erasing when the answer is wrong. If number tiles are not available students could write the numbers (1-9) on small pieces of paper and move them as they solve the magic triangle.

Solve This:

Provide students with objects (unifix cubes, pennies, paper clips, etc.) to work with.

- Answers are:
- 2 groups of 9
 - 9 groups of 2
 - 3 groups of 6
 - 6 groups of 3
 - 18 groups of 1
 - 1 group of 18

Children can explore this concept with other numbers.

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. 4 hundreds + 10 | 6. $30 + 100 + 1$ |
| 2. 3 hundreds + 7 tens
+ 3 ones | 7. $86 + 100 + 2$ |
| 3. 7 hundreds + 2 ones | 8. $90 + 10 + 10 + 1$ |
| 4. $600 + 200 + 1$ | 9. $500 + 30 + 8$ |
| 5. 3 tens + 3 hundreds | 10. $200 + 40 + 5$ |

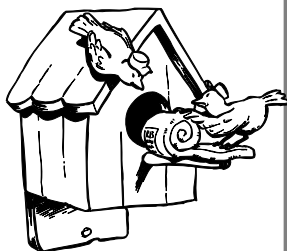
Keeping Skills Sharp

- | | |
|-----|-----------|
| 62 | $72 + 5$ |
| 590 | 11 inches |
| 414 | 486 |
| 90 | 36 |



Let's Write

Write a story about eleven birds who live in three birdhouses.



(1.01c)



Seeing Math

If you fold a piece of paper in half, you have ____ sections. Fold it in half again. Now you have ____ sections. Continue folding it in half and count the sections. Do you see a pattern? Make a chart.

Folds	Sections
1	2
2	4
3	
4	

(5.01)



What Do You Think?

Arthur bought a pizza and cut it into four equal parts. Sue ate one fourth of the pizza. Carol looked at what was left and ate one-third. Then George came along and ate half of what he saw. How much pizza is left for Arthur?

Who ate the most pizza?

How do you know?

(1.02, 1.05)



Investigations

(4.02)

Have students write their names on graph paper (one letter per square). Make a prediction of which number of letters will occur the most in the classroom. Then put the names on large paper to make a class graph. Discuss the range, and see if students' predictions were correct.

Extension: Compare other classrooms and find the number that occurs most in the school.

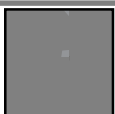


\$\$\$C\$\$\$C

Tom earns 25¢ on Sunday, 50¢ on Monday, 75¢ on Tuesday. If this pattern continues, how much money would he earn in seven days?



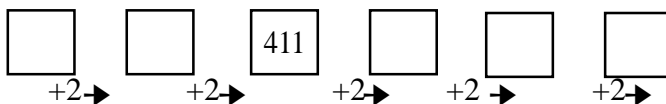
(5.01)



Patterns, Patterns, Patterns

(5.01)

What's the rule?





Race To 100



hundred

tens

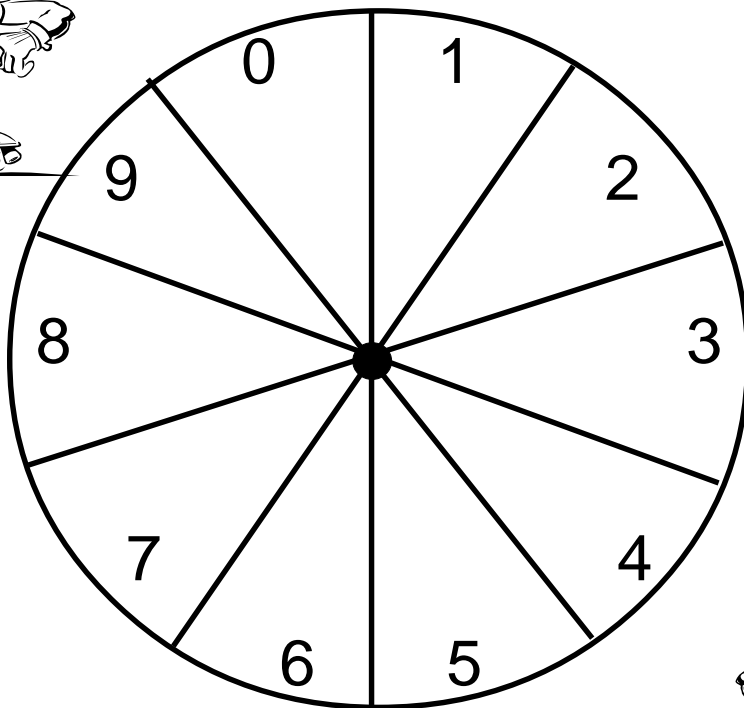
ones

(1.01f)

Rules for Race to 100

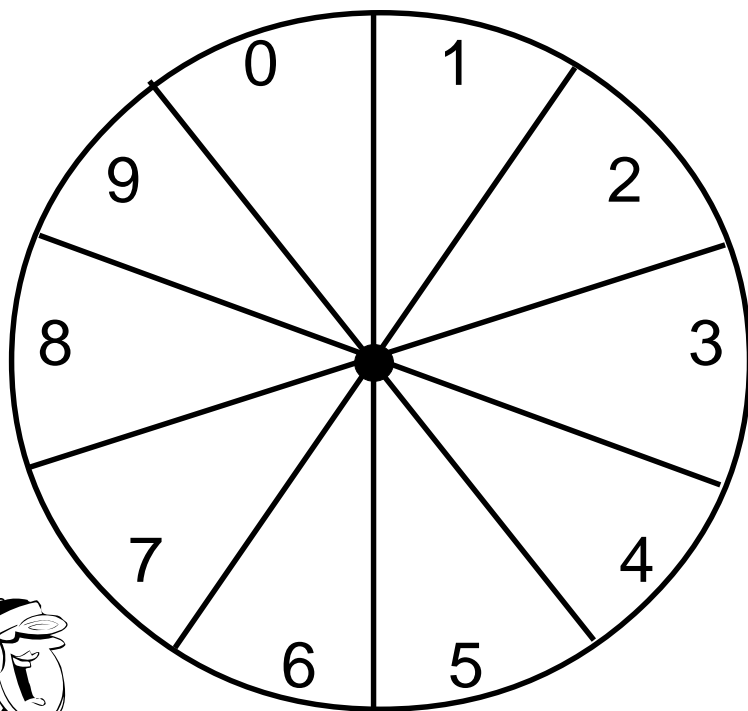
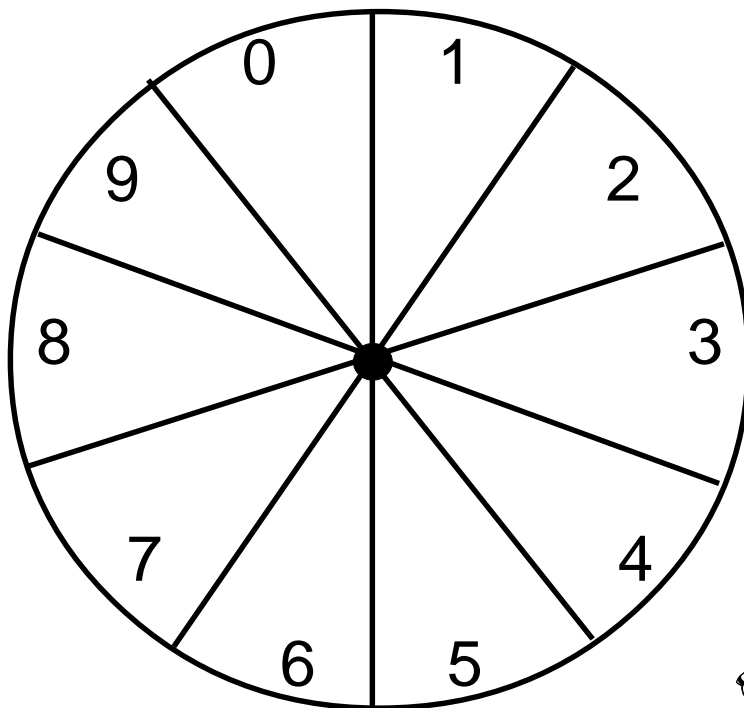
1. Each player has a game board.
2. 2-4 people can play
3. Use base 10 blocks, coins or unifix cubes as counters.
4. Spin twice and add the numbers. Take that number of blocks and place them on your game board. Trade in for tens when you can.
5. The first player to get to 100 (or more) is the winner.

(Use a paper clip and pencil to make the spinner.)



(1.01f)

Additional spinners for *Race to 100*.



(1.01f)



Keeping Skills Sharp

1.
$$\begin{array}{r} 846 \\ - 324 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 18 \\ - 8 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

5. 309, 306, 303, _____, _____

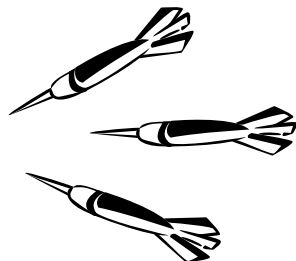
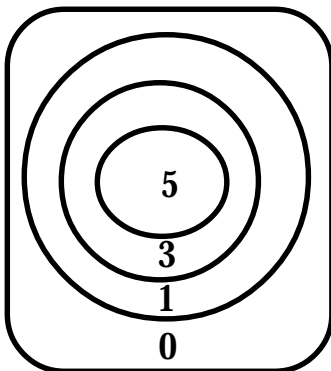
6. It is 3:15. What time will it be in 1 hour?

7. 3 hundreds + 18 ones + 2 tens

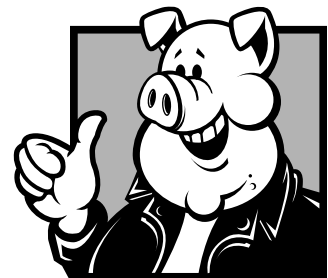
8. Talia drove 48 miles on Wednesday and 36 miles on Thursday. How many more miles did she drive on Wednesday than Thursday?



Solve this!



Benny and Maria have a dart board.
With three darts, what scores can they get?
How many different scores are possible?
How do you know?





To the Teacher ..

Grade 2

WEEK
35

Investigations:

Provide graph paper to the students. Instead of using the “catsup” questions, students may create their own question to investigate.

What Do You Think?

This can be solved by modeling the situation and removing the pieces at each stage of the problem.

Mental Math:

After completing the mental math listed below, have the students do similar problems but in the hundreds.

Example: $183 + 3$ $114 + 2$ $227 + 1$

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. $83 + 3$

6. $48 - 2$

2. $14 + 2$

7. $37 - 2$

3. $27 + 1$

8. $98 - 1$

4. $75 + 3$

9. $64 - 2$

5. $42 + 4$

10. $79 - 1$

Keeping Skills Sharp

522

300, 297

10

4:15

8

338

8

12 miles



Let's Write

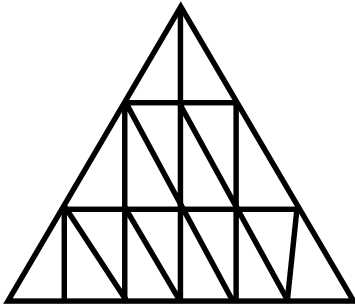
Write a letter to a first grader explaining what they will learn in math in the second grade.



Seeing Math

How many small triangles are in this large triangle?

Watch for all sizes!



(3.01)



Investigations

Children need opportunities to see information organized in a variety of ways. Have children complete a survey by deciding on a question, collecting the information and displaying that information in different ways (ex. Venn diagram, tallies, line plot, pictorial graph, concrete graph, "if, then" graph, etc.). Sometimes finding an interesting question is the hardest part!

(1.04)



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

Kyle has 52¢. He wants to buy a 75¢ pencil. How much more money does he need? What coins could he have that equal 52¢?

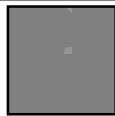
(1.04a)



What Do You Think?

Mrs. Mouse cut fruit for the family feast. She cut each apple into four pieces. She cut each banana into two pieces. Mrs. Bear carefully placed 12 pieces of fruit on the plate. How many apple pieces and how many banana pieces could be on the plate? Does this problem have more than one answer? Record your answers.

(1.05)



Patterns, Patterns, Patterns

312, 306, 299, 291, 282, 272, _____

What is the rule?

(5.01)

Design A Game

Directions: It's time to create a math game to play with a friend. As you plan your game, think about:

1. How will the game board look? You might want to sketch it on notebook paper before you begin the board.
2. Will it need dice, markers, cards?
3. What will the directions say?
4. How will you make it attractive so classmates will want to play?

Helpful Hints:

1. You may need a ruler to help draw lines.
2. Be neat.
3. Think about the math in your game. What math does it use? How will it help your friend be better in math?

(1.05)



Keeping Skills Sharp

1. $43 + 76 = \underline{\quad}$ 2. $180 + 20 = \underline{\quad}$

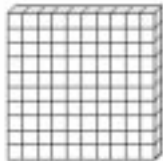
3. $75 - 42 = \underline{\quad}$ 4. $13 - 6 = \underline{\quad}$

5. \$1.50, \$1.25, \$1.00, $\underline{\quad}$

6. What time is it?



7.



$= \underline{\quad}$

8. Jack saw 14 cows and 10 birds. How many legs did he see?



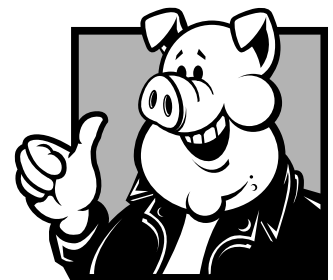
Solve this!

There are 20 people who need to ride to the zoo. There are eight cars.

The cars can carry four, three, or two people.

Show and explain with words, pictures and numbers how the people could ride to the zoo.

Show at least two different solutions.



(1.05)

To the Teacher ..

Game of the Week:

This activity allows students to write, design, measure, problem solve and practice a math skill. It may be helpful to model making a game. Let the class design a game with you. Help clarify their thinking by asking questions.

Materials:

Materials that might be needed are: large paper (12 x 18), markers, crayons, rulers, dice, game markers, spinners, etc. After finishing the games, have the students play the games.

Investigations:

Provide graph paper, Venn diagrams if appropriate.

Assessment:

This is a wonderful time for student-led conferences. Invite parents, grandparents, friends, etc. in for an opportunity for your children to “show off” what they have learned this year. Parents and children will love this time of sharing.

Solve This:

Possible answers:

1. 1 car with four people, 2 cars with three people, 5 cars with two people
2. 4 cars with three people and 4 cars with two people
3. 2 cars with four people and 6 cars with two people

Seeing Mathematics:

Hint to teacher: There are at least 32 triangles. Challenge your students to find more.

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. $70 - 15$ | 6. $30 + 22$ |
| 2. $42 - 12$ | 7. $78 + 2$ |
| 3. $65 - 10$ | 8. $96 + 10$ |
| 4. $86 - 10$ | 9. $88 + 20$ |
| 5. $100 - 15$ | 10. $43 + 17$ |

Keeping Skills Sharp

- | | |
|-----|------|
| 119 | 75¢ |
| 200 | 7:10 |
| 33 | 108 |
| 7 | 76 |

