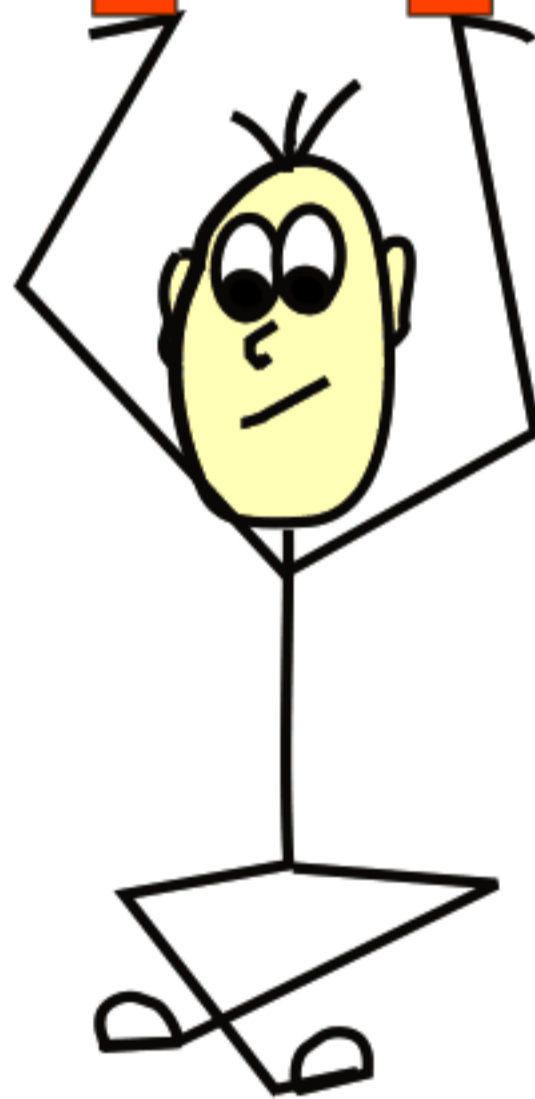


Algebra

From the *Just Turn & Share*[™] Centers Series

Kathryn Robinson

$$26 + n = 40$$



Real-World Mathematics

www.writemath.com

Grades 3 - 5



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2303 Marseille Ct. Suite 104
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813 685 0392

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Just Turn & Share™
Math Centers Series



Algebra

Volume 1

(Grades 3 – 5)

Real-World
Mathematics
that
students
understand

Kathryn Robinson

 WriteMath Enterprises
Valrico, Florida

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- I dedicate this series to my husband, Steve Robinson, for advising, supporting, guiding, and editing years of work and making my dreams possible.
- I would also like to dedicate this series to my brother-in-law, Michael Ghormley, for his expert mathematical advice, patience, and willingness to answer my constant questions over a period of several years.

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Introduction

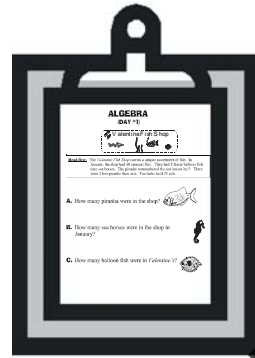
Algebra is a great center in the 'Just Turn & Share' Series. This series gives students **daily** practice in 16 math areas or a math topic of your preference. After gradually working in a center-based atmosphere, students can tackle all 16 centers in half an hour. This program can be used in conjunction with any regular math series. Some students have difficulty attaining proficiency in specific math areas due to the limited practice provided by a textbook. 'Just Turn & Share' math centers provide real-world practice with mathematical concepts.

The series is designed for center-based review of concepts or as whole-group overhead instruction. These lessons are designed to provide practice for 30 weeks of the school year. The program contains three-week sets worth of practice in each concept. Each concept is covered for three weeks before a new concept is introduced to the students. During each three-week period, only the numbers change - not the concepts. The first week is designed as a review of the concept, the second provides further practice, and the third is set apart for mastery of the concept. As your students become more proficient in one particular concept, you might choose to eliminate the third week set to move to a new concept. The third week then serves as a review during the last ten weeks of the year or intensive practice prior to standardized testing.

The new concept for the week is listed in the *Table of Contents*. At the onset of a new concept, we recommend that teachers conduct a mini-lesson before releasing students to work the centers. Each center contains concept-information sheets with student-directions about how to perform individual concepts. These information sheets have a third-grade readability level. I recommend that the information sheets remain at the centers as long as possible to accommodate new students entering the class throughout the year. Many weeks in the series contain reference sheets that contain data that students will need to perform certain operations. Both the information sheets and reference sheets are located at the beginning of each week.

Suggestion:

Each center sheet should be placed in a plastic protective COVER.



Each center is designed for grades 3 through 5 as follows:

- (*) **Grade 3** students calculate the single asterisk activities
- (**) **Grade 4** students calculate the double asterisk activities
- (***) **Grade 5** students calculate the triple asterisk activities

If you are using more than five centers in the classroom, I recommend using the answer sheet to help students keep track of the completed centers. Accompanying each complete set is a set of corrected answer sheets that help students self-correct their responses. Students self-correct their answer sheets three out of the four days. Self-correction prevents embarrassment and allows students time to practice each concept before an assessment. I place a sign-up sheet in the classroom to allow students to sign up for assistance in their less proficient areas. I assist those that have signed up for help during the next day's *Center Time*. The fourth day of each week is teacher-corrected and entered in a grade book. If you have any questions please feel free to e-mail us on our website:

www.writemath.com.

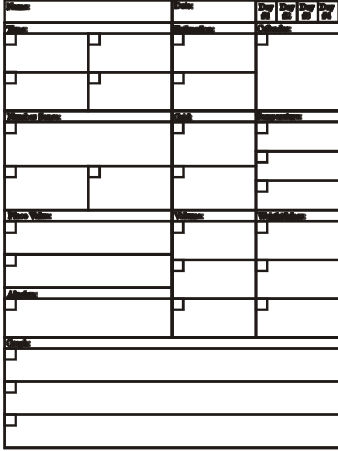
I know that you will have as much fun employing this program as I have had designing it. Remember the program is as simple as *turning each page and sharing* the activities with your class. So go ahead just...

Turn & Share

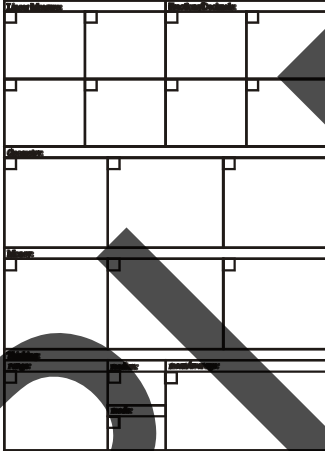
with your students.

Just Turn & Share Answer Sheets

Front



Back



1. Each sheet is divided into sections according to the names of the centers.
(*e.g. Time*)
2. Students write the letter for the problem in the smaller box.

A	3.00	B	4.00
C	1 hour	D	News

3. Students write the answer in the larger box.
4. Students check the sheet to determine whether or not they have completed all of the centers.

Graphics from: *Corel Draw 8* (Corel Corporation) & Microsoft *Publisher*

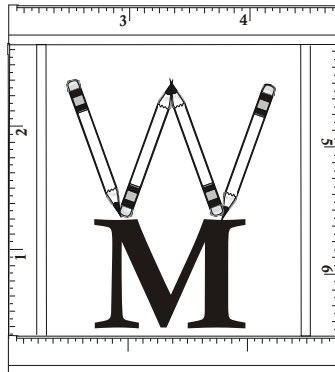
Name:		Date:		Day #1	Day #2	Day #3	Day #4
Time:		Estimation:		Calendar:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Number Sense:		Grid:		Temperature:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Place Value:		Volume:		Weight/Mass:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Algebra:							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Graph:							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							

Linear Measure:		Fractions/Decimals:	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geometry:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking:			
<i>range:</i>	<i>median:</i>	<i>mean/average:</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>mode:</i>		
	<input type="checkbox"/>		

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Centers in the 'Just Turn & Share' Math Center Series:

1. Algebra
2. Calendar
3. Estimation
4. Fractions & Decimals
5. Geometry
6. Graph
7. Grid
8. Linear Measure
9. Money
10. Number Sense
11. Place Value
12. Temperature
13. Thinking: Range, Median, Mode, Mean
14. Time
15. Volume
16. Weight & Mass

For more information:

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ALGEBRA

DAY #1



Mrs. Robinson invites students for ice cream every day after school. She invited 2 students on Monday, 3 students on Tuesday, 4 students on Wednesday, and 5 students on Thursday. If she continues to invite students for ice cream following this pattern, how many students will be having ice cream at her house on Friday?

DAY #2



On Monday, 2 students went to lunch with Mr. Green. On Tuesday, 4 students went to lunch with him, 6 students on Wednesday, and 8 students on Thursday. If he continues to invite students to lunch following this pattern, how many students will be eating lunch with Mr. Green on Friday?

DAY #3



On Monday, Mrs. Finch brought her daughter and 3 friends to the mall. Her daughter invited 6 friends on Tuesday, 9 friends on Wednesday, and 12 friends on Thursday. If her daughter continues to invite friends following this pattern, how many friends will Mrs. Finch bring to the mall on Friday?

DAY #4



On Monday, 5 boys went to a ball game with Mrs. Ramsey, 10 boys went on Tuesday, 15 boys went on Wednesday, and 20 boys went on Thursday. If the pattern continues, how many boys will go to the ball game on Friday?

ALGEBRA

DAY #1



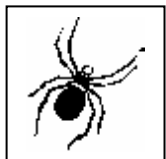
Amy fed her pet mouse 17 pieces of cheese on Monday, 15 pieces of cheese on Tuesday, 13 pieces of cheese on Wednesday, and 11 pieces on Thursday. If she continues feeding the mouse following this pattern, how many of pieces of cheese will she give her pet mouse on Friday?

DAY #2



Daniel baited his fishhook 20 times on his first trip out to the boat. He baited his hook 16 times on the next trip out, 12 times on the third trip, and 8 times on the fourth trip. If he continues to bait his hook following this pattern, how many times will he bait his hook on the fifth trip out to the lake?

DAY #3



On Monday, Miguel brought 4 spiders to share with the class for show-and-tell. He brought 9 spiders on Tuesday, 14 spiders on Wednesday, and 19 spiders on Thursday. If Miguel continues to bring in spiders to share with the class following this pattern, how many spiders will he share on Friday?

DAY #4



Monday, 22 children went home sick from school. On Tuesday, 18 children went home sick. On Wednesday, 14 children went home sick, and on Thursday, 10 children went home sick. If children continue to go home from school due to sickness following this pattern, how many children will go home sick from school on Friday?

ALGEBRA

DAY #1



Chrissy ate 9 chocolate chip cookies at the mall on Monday. She ate 18 cookies on Tuesday, 27 cookies on Wednesday, and 36 cookies on Thursday. If she continues eating cookies following this pattern, how many cookies will Chrissy eat on Saturday?

DAY #2



During the first week of August, Missy learned 4 new dance steps during her jazz class. She learned 8 new steps during her next class, 12 new steps during her third lessons, and 16 new steps during the fourth lesson. If she keeps learning new steps following this pattern, how many new steps will Missy learn during her sixth lesson?

DAY #3



On Monday, Steve ran 5 miles during track practice. He ran 10 miles on Tuesday, 15 miles on Wednesday, and 20 miles on Thursday. If he continues to follow this pattern, how many miles will he run at the Saturday morning practice?

DAY #4



Michael baked 7 cupcakes for his friends on Monday. On Tuesday, he baked 14 cupcakes. He baked 21 cupcakes on Wednesday, and 28 cupcakes on Thursday. If he keeps baking cupcakes following this pattern, how many cupcakes will he bake on Saturday?