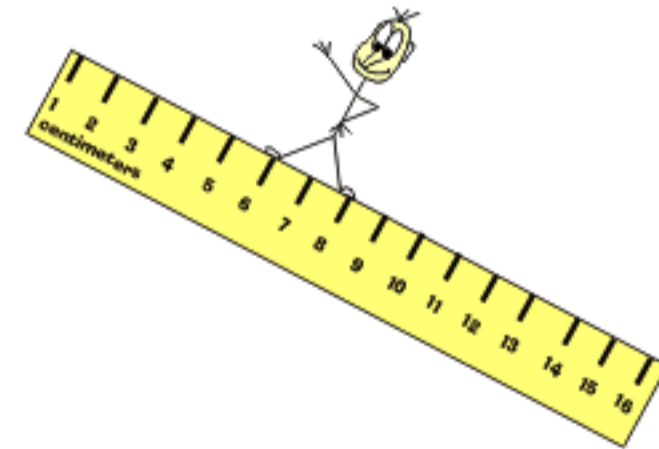
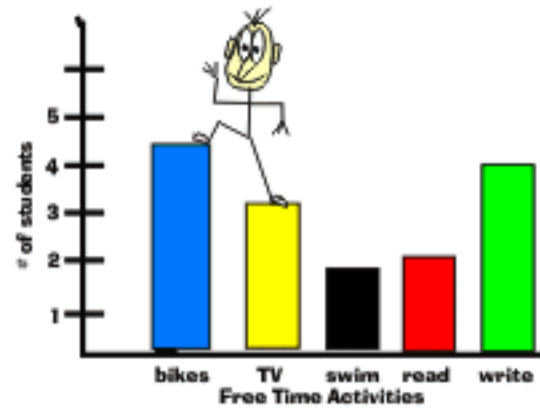
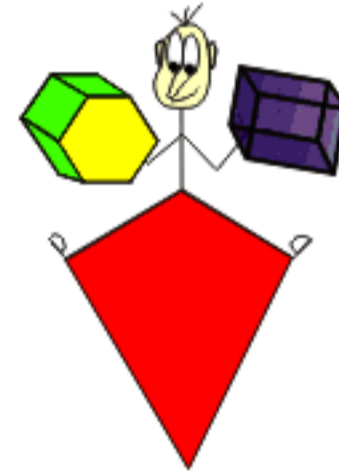
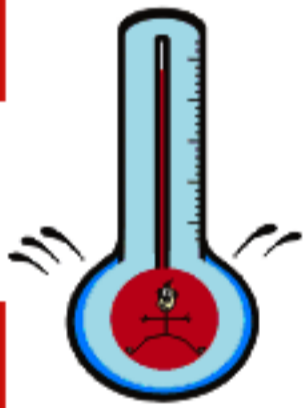
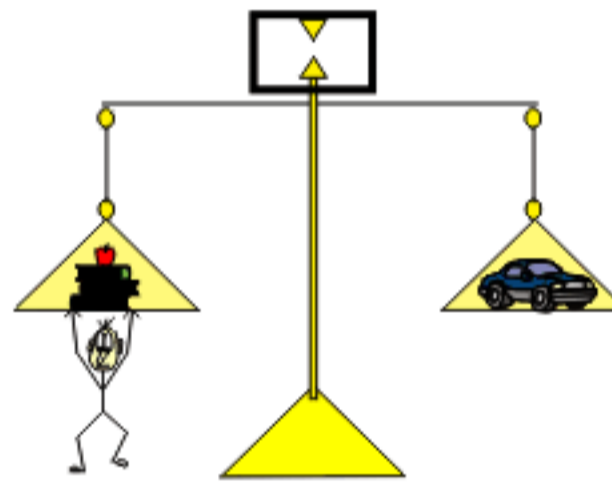
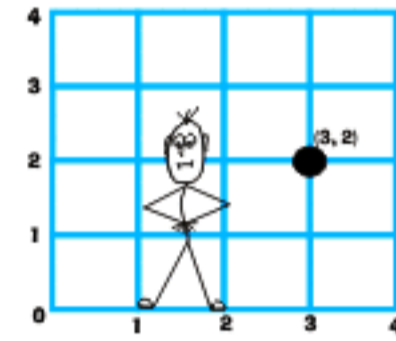
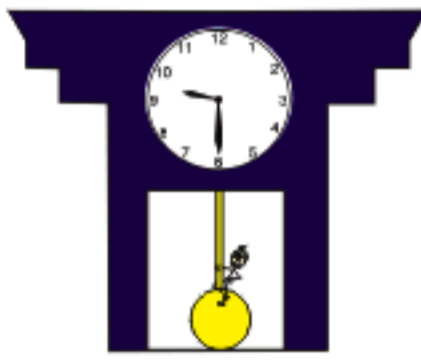


# Grade One

From the *Just Turn & Share*® Centers Series

## Kathryn Robinson



# Real-World Mathematics

[www.writemath.com](http://www.writemath.com)



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2303 Marseille Ct. Suite 104  
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813 685 0392

weeks

# 21-30

Just Turn & Share™  
Math Centers Series



# Grade One

## Weeks 21 -30

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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 Suzie Whitener, Joyce McCollum, Vivian McClain and Deborah Stewart, Allison Crutchfield, Brenda Levan, Pat White, Noelle Nichols, and the first grade students at Wahneta Elementary School in Polk County who gave me the support and pacing information that I needed to make this work for our favorite people in the world – STUDENTS!

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# Introduction

*Grade One* is the first grade level book in the K-5 'Just Turn & Share' Mathematics Series. It is one of three books in the Grade One series: Week 1-10, Weeks 11-20; and Weeks 21-30. This series gives students daily practice in 16 math areas. After gradually working in a center-based atmosphere, students can tackle all 16 centers in less than half an hour (this includes self-correcting). 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 one-week's worth of practice in each concept. Each concept is covered for an entire week before a new concept is introduced to the students. During this period, only the numbers change - not the concepts. The first day of each week should be set aside as a mini-lesson to preview the materials that the students will engage in independently over the course of the week. Ideally, the teacher will conduct a SHORT mini-lesson on a daily basis before students begin work on the materials. These mini-lessons should be based on areas of difficulty that students are experiencing in the centers. Each week has several pages of materials to be duplicated to create hands-on materials for the students with which students can practice the concepts. The hands-on aspect of the program is critical for students to be able to grasp abstract or difficult concepts.

# Centers

Just what role do centers play in an educational setting? Centers are an area of learning in which students can work together cooperatively, utilize hands-on materials, and practice educational concepts without fear of failure.

## Behavior Management

Controlling behavior is the most important aspect of using centers in the classroom.

There are four rules in our centers:

- Respect others
- Help others learn
- Leave the center clean for others
- Respect others

My goal in a center-based classroom is to improve learning, maintain a highly-focused learning environment, and allow students to progress at their own pace. I think that the most important step to a well-structure classroom environment for centers is to spend the first two weeks spending time learning, expect students to behave appropriately, allow them to have an opportunity to seek assistance, maintain a high-level of on-task behavior, and assess their learning to determine educational gains. Therefore, the first two weeks are critical to the success of a center-based environment. The following assistance-support ideas have proved successful over the last 17 years.

- Brightly-colored clipboard – This clipboard is always located in the same place. On it is a sheet with two columns: one for their name and the other for the name of the center in which they need help.

Date: <u>September 9</u>	
Name	Center
James	A
Annie	D

- “Don’t Ask Me.” – This idea is to force students to go to the clipboard for assistance. Students want to come directly up to you when they are in need of assistance because it is faster. They often forget to look around and notice that you might be helping someone else. So I tell them that I cannot help them unless they sign up on the list. Oftentimes they will find someone else in the class to help them so that they can complete their work on time. Another benefit is that they will continue with their work instead of standing around waiting for you to help. The clipboard helps them remember why they needed help.

When I help them, the first thing I do is to always ask them to read the problem to me. Many times they just have not read the problem correctly and decided that they needed help. If they know that you are going to make them read the problem, students read the problem before asking for your help.

The clipboard is the best indicator of problematic areas. It acts as a list of concerns. When I see a center that several students do not understand, I then design an activity or provide a review lesson on that information. I remind the students that the clipboard ‘helps me’ as a teacher design my lessons around their needs.

- Clipboard = Help. Students know that if they sign up on the clipboard, I will help them. Sometime during that center session or the next day, I will get to their name, search them out, and if they still need support I will review the information with them. I usually put a line through their name or check it off to remind myself that I have already met with that student. Students are never allowed to check off their own name, even if they no longer need help. This prevents some of the mischievous ones from deciding if someone no longer needs help or not. Only the teacher eliminates names on the clipboard.

A key issue in behavior management and maintaining on-task behavior is to make it clear that students cannot be ‘out of area’ while working. They are allowed to stand and move within a three-foot perimeter of the area but they can NOT cross the room to sharpen pencils, get a drink, etc. This extra movement provides opportunities for disruptions, fooling around, and forgetting the rules. If pencils need sharpening, it would be worth your while to have a few pencil sharpeners (that collect the shavings) placed between several centers in the classroom. This allows students to take care of this need and quickly refocus to complete their work.

## Arrangement

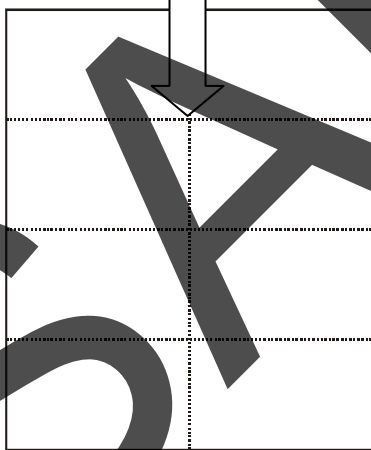
I place the centers strategically around the exterior of the classroom. Students need enough room to not be bumping into one another and complete their work successful. Space is another priority in considering behavior management issues. When students are crowded together and knocking one another, behavior becomes disruptive. I do not want the rotation to be confusing and allow students to waste time between rotations. Centers are arranged in a clockwise rotation around the room.

Each center should have as many hands-on materials as possible that relate to the information to promote understanding. Students need to manipulate materials with their hands to grasp many mathematical concepts. For example, a large clock should be at the time center, a variety of shapes should be at the geometry center, counters should be at any center that requires addition or subtraction, Unifix cubes should be at the algebra or measurement centers, etc. Manipulation leads to understanding.

## Student Response

Students fold a regular 8 ½" x 11" notebook paper or plain paper in eighths. They then write one letter per box from **A** through **J** (or **A** through **P** depending on the number of questions for a particular week.) Students will write their answers to each problem in the corresponding box.

**Fold First:**



**Then Write:**

Front Side Of Paper

(A)	(B)
(C)	(D)
(E)	(F)
(G)	(H)

Back Side Of Paper

(I)	(J)
(K)	(L)
(M)	(N)
(O)	(P)

## Beginning Centers

### A. Best Scenario:

1. It is very important to discuss how ‘we help one another’. We talk about how it is NOT really helping another student to “give” them the answer. A good friend would ‘show them how to do the problem.’ Center work is a great time for student interaction in an on-task situation and for peer demonstration which reinforces learning.
2. Before going to centers, I have the students take a long piece of paper or newsprint and fold it in half four times so that when they open it up it has 16 sections. Then we number the sections A. through P. Each box should be large enough to handle a first grader’s writing.
3. Next, students check to make sure that they have 2-3 sharpened pencils and an eraser before we begin rotating.
4. The first few weeks may require a whole week to go through one or two day’s worth of centers. This may be boring or slow but it gives you time to ‘remind student about the ‘rules’, remaining ‘within an area’, and keeping their voices ‘low’ in order not to disturb other students.
5. I rotate students from area to area every 2-3 minutes using a timer.
6. As they are working, I move around the classroom assisting students as needed. It is important not to be doing ‘other necessities’ like checking their work, catching up on paper work, etc during this time. This is a time to provide support and determine areas of difficulty. Once centers are up and running (after a few weeks), you may want to use this time to provide short math mini-lessons, based on the centers, with a couple of students at a time.
7. Once students understand how to behave in centers, how to do the work, and how to ‘help’ others, I no longer rotate the students with a timer. I just tell them that they have 15 or 20 minutes to complete their work and let them rotate freely around the room.

### Handling the Different Pace of Different Students

1. Students that operate at a different pace than the majority of the class love being able to work at their own pace. Faster students will complete their work early and are allowed to do another type of math activity or game while they wait for the others to finish their work. You could also allow them to check the answer sheet with a marker or a gel pen.

2. Students that have difficulty completing their work will often operate well with a shifting goal. If they complete 10 centers during the time limit, I then ask them to try to complete 11 every day during the following week. I raise the goal every 1–2 weeks. This makes their goal more realistic. If they can only complete eight or ten, the thought of completing 16 will make them shut down because they know that they cannot accomplish that goal.
3. If many students are not completing the work in the desired time, set up a few of the centers as ‘bonus centers’. For example, centers A and B take a longer period of time to do since they have to draw and write four problems. So write “Bonus Centers” on the board and list A and B underneath them. Students will only complete these centers if all of their other work is done. They will also get bonus points for completing these centers. At the beginning you may want to set up at least four centers as Bonus Centers – to be complete ONLY if ALL of their other work is done. I then would do these centers with the whole class at the end of Center Time or later in the day.
4. Every once in a while, you might have a student in your class that cannot handle the freedom that centers allows. It might be best just to have that particular student remain at their own seat practicing work from the math textbook. If at some time in the future, he/she would like to participate, I would allow him/her the freedom to work at a couple of centers per day building on the number based on his/her appropriate behavior. This is math-learning time, not free time. Centers have an academic purpose and should not be viewed as mini-fun time. Centers are time to experience learning in a focused, hands-on, on-task manner.

### **B. Alternate Scenario:**

Once in a while, a class or an instructor does not feel comfortable with the freedom of centers. This is an alternative method of center participation.

1. Arrange students at groups of 3-4 desks.
2. Place each set of centers and their materials in a basket.
3. When the timer buzzes, team leaders pass the basket to the next team.
4. Turn the timer on again and students begin to work.
5. Continue until all of the centers have been completed by all of the teams.

Students must have a novel, homework, or a math textbook out to keep themselves occupied if they complete their work early.

This is also a way to begin centers and allowing student a bit of freedom to operate on their own or with team support. The ultimate goal is allowing students the freedom to operate at their own pace within the classroom.

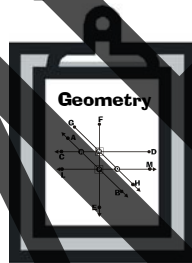
## Grading

The centers were designed in order that students could work independently the majority of the time. At least three days a week should be reserved for self-correction. You might reserve 10-12 minutes at the end of centers or the end of the day for students to self-correct their work. I usually review the question and ask students for the answers. If any questions or problems arise, we review the working of the problem on the overhead.

The fourth day's work I collect and record that grade in my grade book. It is important that students have the opportunity to self-correct and ask questions before being assessed. About once every 3–4 weeks, I give them a test to assess whether they have understood the material or not.

### *Suggestion:*

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



If you have any questions please feel free to e-mail us on our website:

[www.writemath.com](http://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

our math with your students.

# Contents

Introduction ..... III

Contents ..... X

*Week 21:* ..... 1

- fact family: 17
- odd & even numbers
- hundreds position
- line graph
- time schedules
- fractions that equal 1 whole
- solving for ‘n’
- calculating change
- pyramids
- volume: liters
- measurement – judging size
- subtracting money
- temperature movement
- greater than, less than, equal to
- probability: more, less, equally likely
- weighing judging 1 pound

Answer Sheet ..... 36

*Week 22:* ..... 1

- fact family: 18
- odd numbers
- expanded form of numbers
- labeling line graphs
- duration of time
- adding vertical fractions
- algebraic thinking: ‘n’
- judging money
- open & closed figures
- volume: greatest to least
- measurement – judging length
- subtracting money
- temperature ranges
- writing expressions
- probability: more, less, equally likely
- metric weight: grams, kilograms

Answer Sheet ..... 36

*Week 23:* ..... 1

- fact family: 19
- even numbers
- expanded form of numbers
- pie graphs
- duration of time
- adding vertical fractions
- algebraic thinking: ‘n’
- judging money
- open & closed figures
- volume: greatest to least
- measurement – judging
- subtracting money
- judging temperatures
- writing expressions
- probability: more, less, equally likely
- milligrams, grams, kilograms

*Answer Sheet* ..... 36

*Week 24:* ..... 1

- fact family: 20
- ordinal numbers
- expanded form
- pie graphs
- time: AM & PM
- fractions: subtracting
- algebraic thinking: ‘n’
- money: change
- shapes
- judging measurements
- measurement – distance
- addends
- judging temperatures
- expressions
- probability: more, less, equally likely
- milligrams, grams, kilograms

*Answer Sheet* ..... 36

*Week 25:* ..... 1

- fact family: doubles
- ordinal numbers
- standard form
- pie graphs: percentage
- time: AM & PM
- range & mode
- algebraic thinking: ‘n’
- money: change
- polygons & shapes within
- judging correct measurement scale
- measurement – estimating
- addends
- judging temperatures
- writing expressions
- probability: more, less, & equally likely
- metric weight

*Answer Sheet* ..... 36

*Week 26:* ..... 1

- fact family: doubles
- ordinal numbers
- regrouping
- reading pie graphs
- estimating time
- range & mode
- algebraic thinking: ‘n’
- money: change

- transformations: slide & flip
- judging measurement scale
- measurement – yard
- estimating distance
- addends
- beginning rounding
- expressions
- centimeters & decimeters

*Answer Sheet* ..... 36

*Week 27:* ..... 1

- adding doubles
- ordinal numbers
- regrouping
- pie graphs & fractions
- estimating time
- range & mode
- algebraic thinking: ‘n’
- money: change

- transformations: slide, flip
- judging measurement scales
- judging linear measurements
- addends
- rounding
- written expressions
- probability: probable, impossible, certain
- centimeters & decimeters

*Answer Sheet* ..... 36

*Week 28:* ..... 1

- 3 addends & doubles
- positions
- T-chart
- percent of a dollar
- estimating time
- range & mode
- algebraic thinking: switch operations
- money: receiving change

- transformations: turn, reflections
- judging measurement scale
- estimating linear measurements
- judging operations
- rounding
- expressions
- similar shapes
- days of the week

*Answer Sheet* ..... 37

Week 29: ..... 1

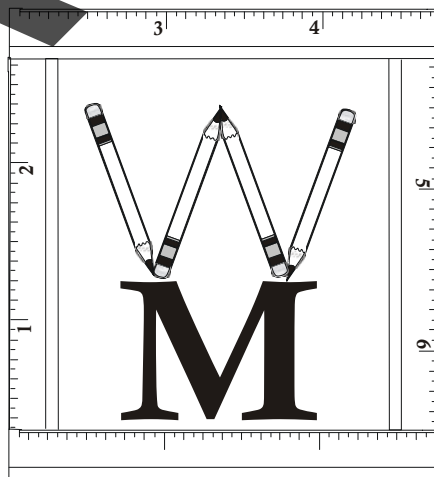
- addends = 10
- positions
- T-chart
- fraction review
- estimating larger units
- range & mode
- algebraic thinking: switch operations
- money: change
- transformations
- estimating weight
- estimating linear measurements
- predicting operations
- rounding
- greater than, less than, equal to
- similar shapes
- estimations

Answer Sheet ..... 36

Week 30: ..... 1

- 3 addends
- adding multiples of 10
- T-chart
- percentages
- estimating larger units
- range & mode
- algebraic thinking: switch operations
- review money
- transformations
- thinner vs. thicker
- comparative measurements
- predicting operations
- rounding
- expressions
- prisms
- estimating

Answer Sheet ..... 36



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- Grade One: Weeks 1-10
- Grade One: Weeks 11-20
- Grade One: Weeks 20-30
  
- Grade Two: Weeks 1-10
- Grade Two: Weeks 11-20
- Grade Two: Weeks 20-30
  
- Grades 3-5:
  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

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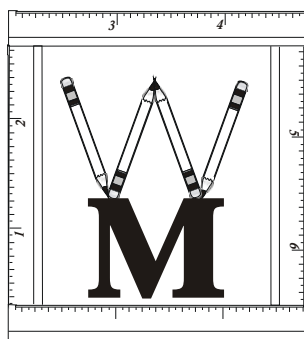
Just Turn & Share<sup>®</sup>

# Grade One

Weeks 21 - 30

by

Kathryn Robinson



WriteMath Enterprises<sup>®</sup>  
www.writemath.com

# Week 21

**Directions:** Always reserve Mondays to review the concepts coming up in this week's worth of centers.

**Days #1-4:**

**Synopsis:** During this week of centers, students will be working with a variety of mathematical concepts. They will work with:

- Fact family: 17
- Odd & even numbers
- Hundreds position
- Line graph
- Time schedules
- Fractions that equal 1 whole
- Solving for 'n'
- Calculating change
- Pyramids
- Volume: liters
- Measurement – judging size
- Subtracting money
- Temperature movement
- Greater than, less than, equal to
- Probability: more, less, equally likely
- Weighing judging 1 pound

**Week's Supplies:** Black & red crayons

Graph & labels for **D** (*template after Answer Sheet*)

Miniature clock for **E**

Sara's Schedule for **E** (*template after Answer Sheet*)

Turtles for **F** (*template after Answer Sheet*)

Magnetic numbers and the letter 'n' for **G**

Real or imitation pennies, nickels, dimes, quarters, and half dollars

Pentagonal & hexagonal pyramids for **I** (if possible)

Liter measuring cups for **J**

12" ruler and a yardstick for **K**

Thermometer for **M**

Spinner for **O** (*template after Answer Sheet*)

**A.** Students draw the designated number of circles in each color. They then write the fact family for the number of circles. (e.,g.  $5 + 12 = 17$ ;  $12 + 5 = 17$ ;  $17 - 5 = 12$ ;  $17 - 12 = 5$ )

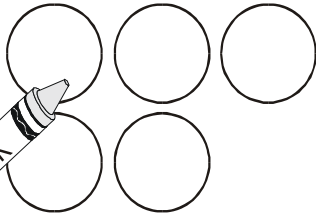
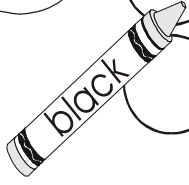
**B.** After writing down the missing numbers in the pattern, students decide whether the missing numbers are odd or even.

- C.** This week is similar to the previous week's work except that the pictorial representation of the number has not been included.
- D.** Referring to the graph, students answer the question.
- E.** Students figure out the duration of time between events on the schedule. Having a clock at the center to manipulate is extremely important.
- F.** Students write down a fraction that represents the white creatures and a fraction that represents the gray creatures. The sum of the two fractions will equal 1 whole.
- G.** Students are switching the addend on one side of the equation to the other side and changing its sign to compute the number of objects that are under the cup.
- H.** After counting the coins, students subtract the price of the object and compute the change.
- I.** Students respond to the question about the polyhedron (3-D figure).
- J.** Keep a liter-size bottle in the center to remind students about the amount of liquid that equals one liter. Review the words 'more' and 'less'. Students then answer the question.
- K.** Students are estimating the length of an object. Review the word "length".
- L.** After drawing the indicated number of items (They can draw a circle with 1 cent inside for a penny), students subtract to determine the amount of money left over.
- M.** Keep a real thermometer at the center, if possible. Review how a thermometer works. Remind students that the mercury rises as the temperature heats up and lowers when the temperature cools.
- N.** Review the symbols for greater than, less than, and equal to.
- O.** Students explore probability with four areas. Color the sections and add a spinner /dial to the plate. Students predict the probability of the spinner/dial landing on each color.
- P.** Keep a scale/balance at the center along with 1-ounce and 1-pound objects

# Daily Activity Sheets for the Week



**A**

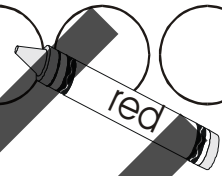
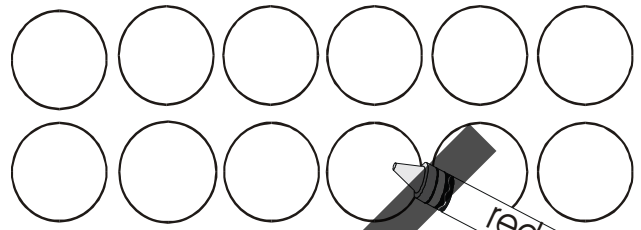


(black)

$$\begin{array}{r}
 + \quad \text{(red)} \\
 \hline
 17
 \end{array}$$

(red)

$$\begin{array}{r}
 + \quad \text{(black)} \\
 \hline
 17
 \end{array}$$



**17**

$$\begin{array}{r}
 - \quad \text{(black)} \\
 \hline
 \text{(red)}
 \end{array}$$

**17**

$$\begin{array}{r}
 - \quad \text{(red)} \\
 \hline
 \text{(black)}
 \end{array}$$

**B**



- Counting by ones, write the missing numbers.
- Are the missing numbers **odd** or **even**?



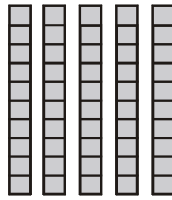
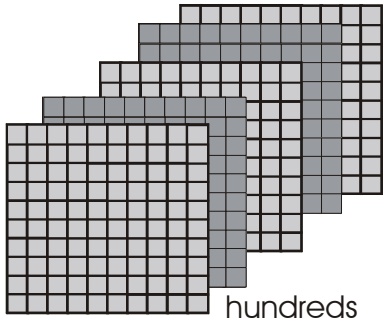
\_\_\_\_, **59**, \_\_\_\_



# Day 1

**C**

★ Write the number shown in expanded form and as a number.

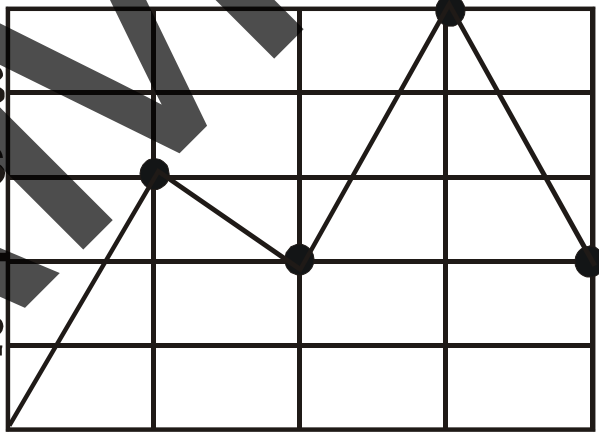


\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
 hundreds                      tens                      ones                      number

**D**

## Basketball Practice

# of baskets Chris made



M (Monday)      T (Tuesday)      W (Wednesday)      Th (Thursday)

Days of the Week

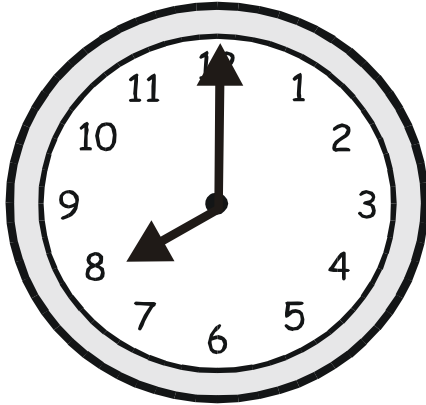
★ How many more baskets did **Chris** make on Wednesday than on Tuesday?

# Day 1

**E**

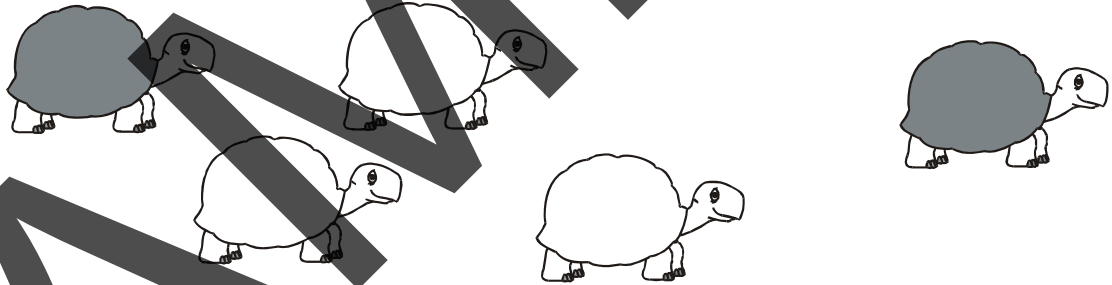
★ How much time passed between the start of Reading Class and the start of Writing Class?

Sara started school at:



Sara's Schedule	
Time	Activity
9:00	Reading Class
10:00	Writing Class
11:00	Music Class
12:00	Lunch

**F**



★ What fraction are ? ★ What fraction are ?

$$\frac{?}{?}$$

+

$$\frac{?}{?}$$

=

**1** whole group of turtles

**G**

Put this number on the **opposite side** of the equal sign with the **opposite operation**

$$5 + n = 10$$

$$n = 10 - 5$$

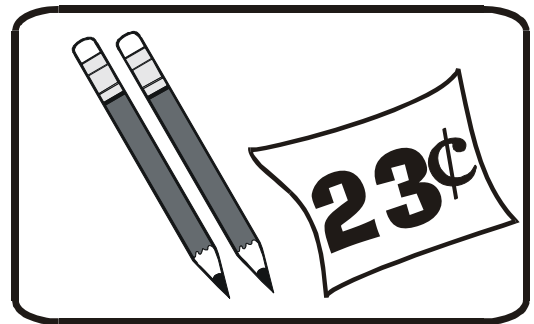
$$n = ?$$

**H**

You have these coins:



If you bought this item:



★ **How much change would you get?**

I

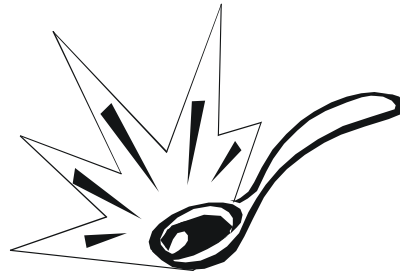
This is an vertex.



★ How many vertices (or corners) are on a **pentagonal pyramid**?

J

★ Does this object holds **more** or **less** liquid than a **liter**?

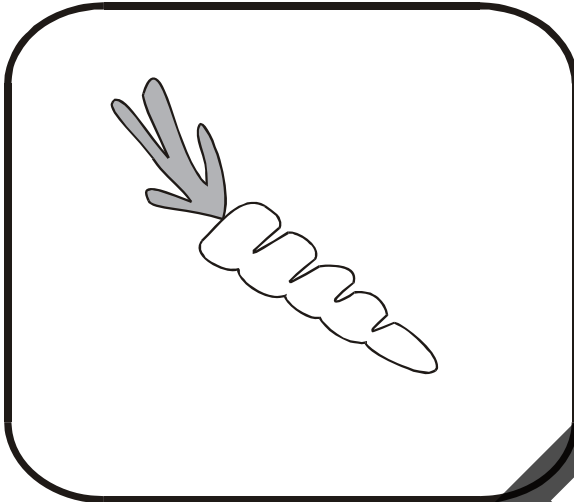


**a soup spoon**

# Day 1

**K**

★ What is the length of the following object?



- **6 inches**
- **6 feet**
- **6 yards**

**L**

Draw **12**  's.

~~X~~ out **4**  's.

★ **How much money is left?**

**12¢** (You have 12¢)

**- 4¢** (Subtract 4¢)



(This is what's left.)

ones

# Day 1

**M**

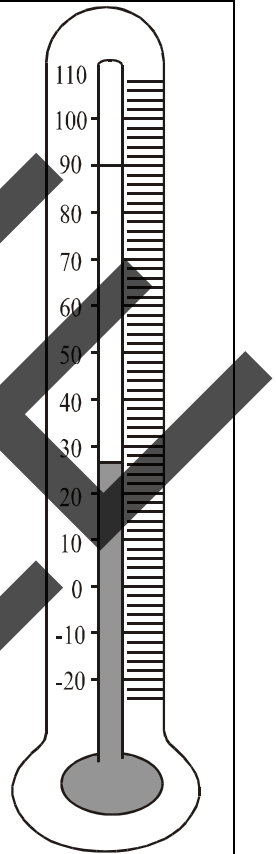
★ If the temperature goes from **26° F** to **16° F** does the mercury (or liquid) in the thermometer go:

**down**



or

**up**



**N**

★ Which statement below is true?

**54 < 36**

**54 > 36**

**54 = 36**

**Hint:**



< means **less than**

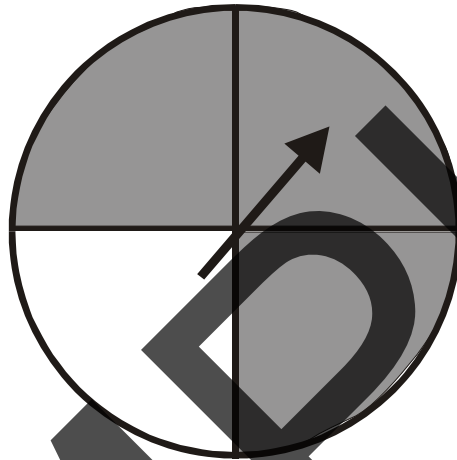
> means **greater than**

= means equal to

# Day 1



If you spin the dial, would you be **more likely**, **less likely**, or **equally likely** to spin to a **gray** section?



★ How much does this item weigh?



**cracker & cheese**

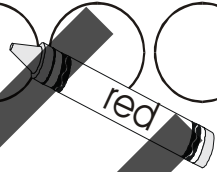
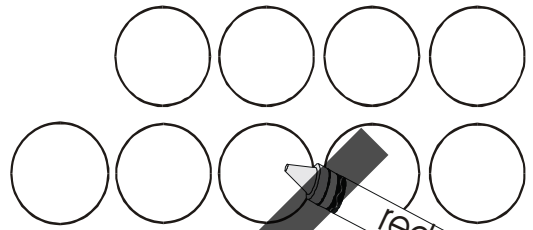
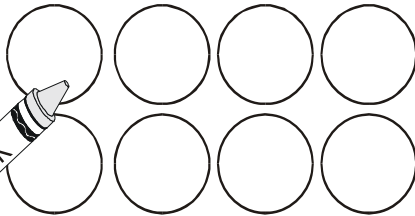
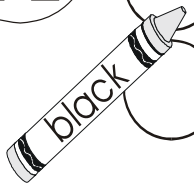
- **1 ounce**
- **1 pound**



**Hint:**

**16 ounces weighs the same as 1 pound**

**A**



(black)

(red)

$$\begin{array}{r}
 + \quad \text{(red)} \\
 \hline
 17
 \end{array}$$

$$\begin{array}{r}
 + \quad \text{(black)} \\
 \hline
 17
 \end{array}$$

$$\begin{array}{r}
 17 \\
 - \quad \text{(black)} \\
 \hline
 \text{(red)}
 \end{array}$$

$$\begin{array}{r}
 17 \\
 - \quad \text{(red)} \\
 \hline
 \text{(black)}
 \end{array}$$

**B**

- ★ Counting by ones, write the missing numbers.
- ★ Are the missing numbers **odd** or **even**?


\_, 
 20, 
 
\_

# Day 2

**C**

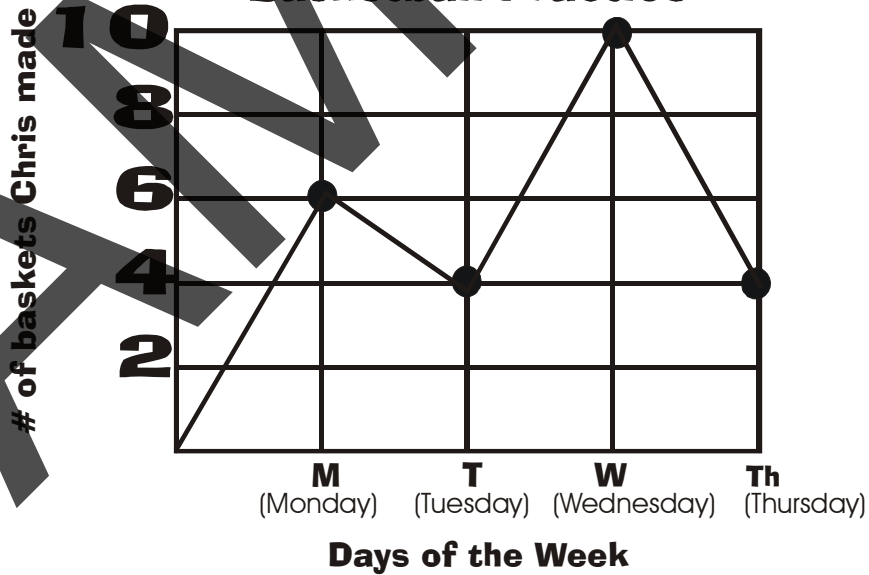
★ Write one hundred, thirty-three in expanded form and as a number.

$$\begin{array}{ccccccc}
 \underline{\hspace{2cm}} & + & \underline{\hspace{2cm}} & + & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\
 \text{hundreds} & & \text{tens} & & \text{ones} & & \text{number}
 \end{array}$$

(expanded form)

**D**

**Basketball Practice**



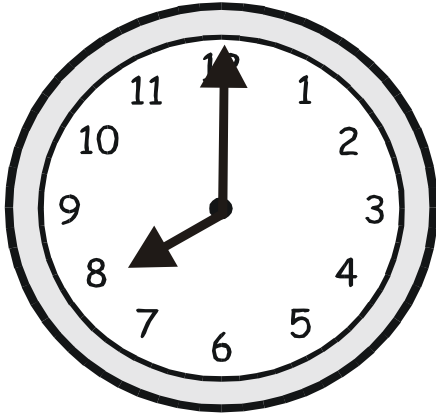
★ How many more baskets did **Chris** make on Monday than on Tuesday?

# Day 2

**E**

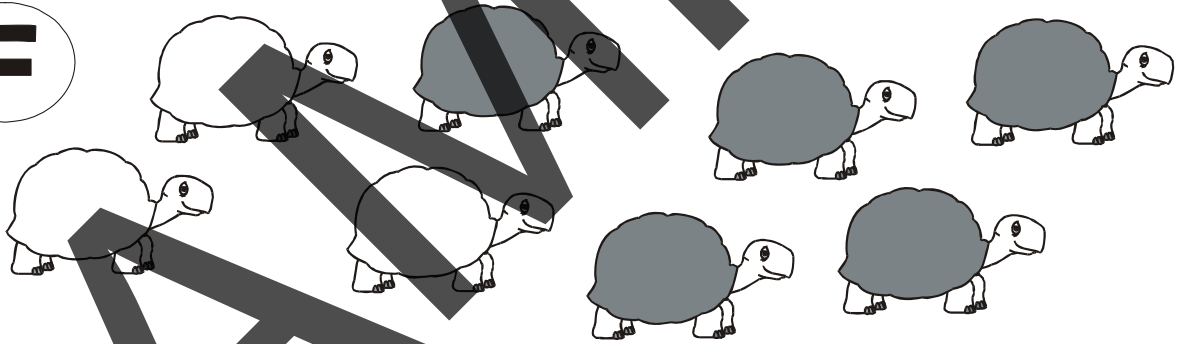
★ How much time passed between the start of Reading Class and the start of Music Class?

Sara started school at:



Sara's Schedule	
Time	Activity
9:00	Reading Class
10:00	Writing Class
11:00	Music Class
12:00	Lunch

**F**



★ What fraction are ? ★ What fraction are ?

$$\frac{?}{?}$$

+

$$\frac{?}{?}$$

=

**1** whole group of turtles

# Day 2

**G**

Put this number on the **opposite side** of the equal sign with the **opposite operation**

$$3 + n = 10$$

$$n = 10 - 3$$

$$n = ?$$

**H**

You have these coins:



If you bought this item:

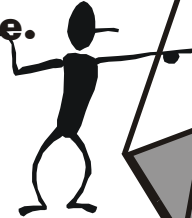


★ **How much money would you have left?**

# Day 2

I

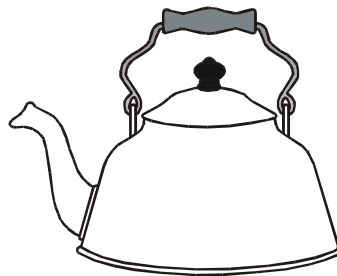
This is a face.



★ How many faces (or flat fronts) are on a **pentagonal pyramid**?

J

★ Does this object holds **more** or **less** liquid than a **milliliter**?

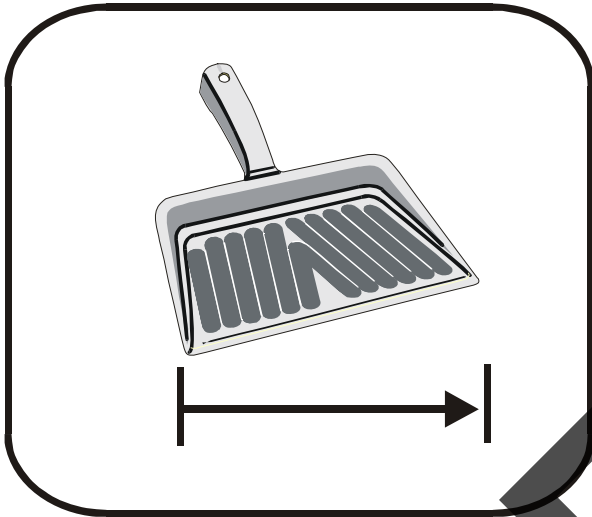


**tea kettle**

# Day 2

**K**

★ What is the width of the object below?



- 10 inches
- 10 feet
- 10 yards

**L**

Draw **12**  's.

**X** out **9**  's.

★ How much money is left?

**12¢** (You have 12¢)

**- 9¢** (Subtract 9¢)

\_\_\_\_\_

← (This is what's left.)

ones

# Day 2

**M**

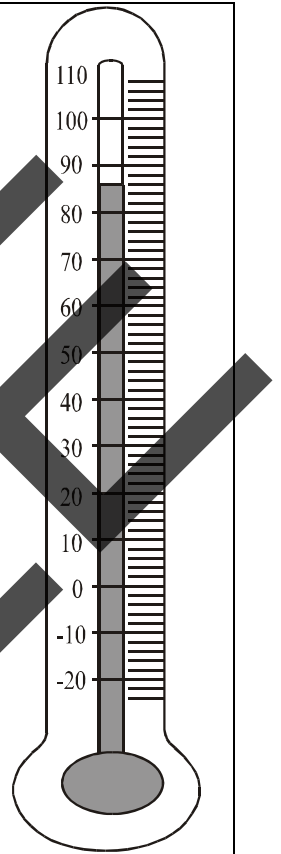
★ If the temperature goes from **86° F** to **70° F** does the mercury (or liquid) in the thermometer go:

**down**



or

**up**



**N**

★ Which statement below is true?

**82 < 90**

**82 > 90**

**82 = 90**

**Hint:**



< means **less than**

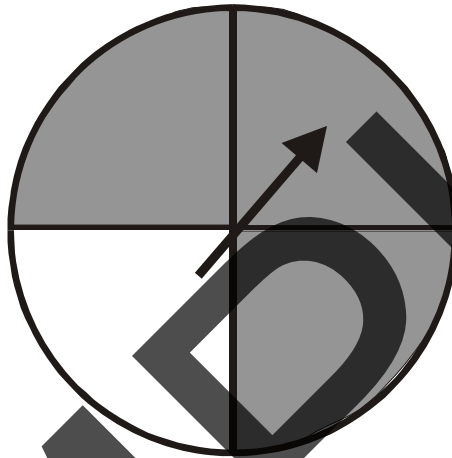
> means **greater than**

= means **equal to**

# Day 2



If you spin the dial, would you be **more likely**, **less likely**, or **equally likely** to spin to a **white** section?



How much does this item weigh?



fork

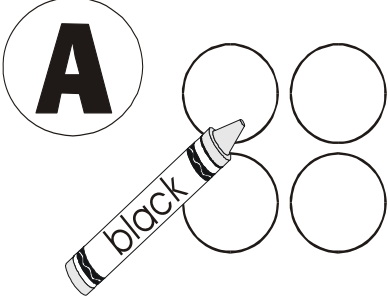
- **3 ounces**
- **3 pounds**



**Hint:**

**16 ounces weighs the same as 1 pound**

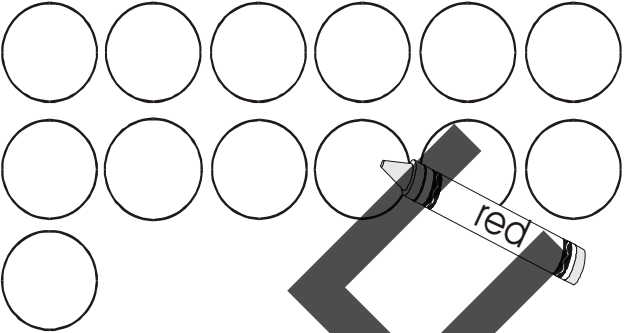
**A**



(black)

$$+ \frac{\text{(red)}}{\underline{\hspace{1cm}}}$$

**17**



(red)

$$- \frac{\text{(black)}}{\underline{\hspace{1cm}}}$$

**17**

(red)

$$+ \frac{\text{(black)}}{\underline{\hspace{1cm}}}$$

**17**



(black)

$$- \frac{\text{(red)}}{\underline{\hspace{1cm}}}$$

**17**

**B**

- ★ • Counting by ones, write the missing numbers.
- Are the missing numbers **odd** or **even**?


\_,
 **88**,
 
\_

# Day 3

**C**

★ Write two hundred, seventy-five in expanded form and as a number.

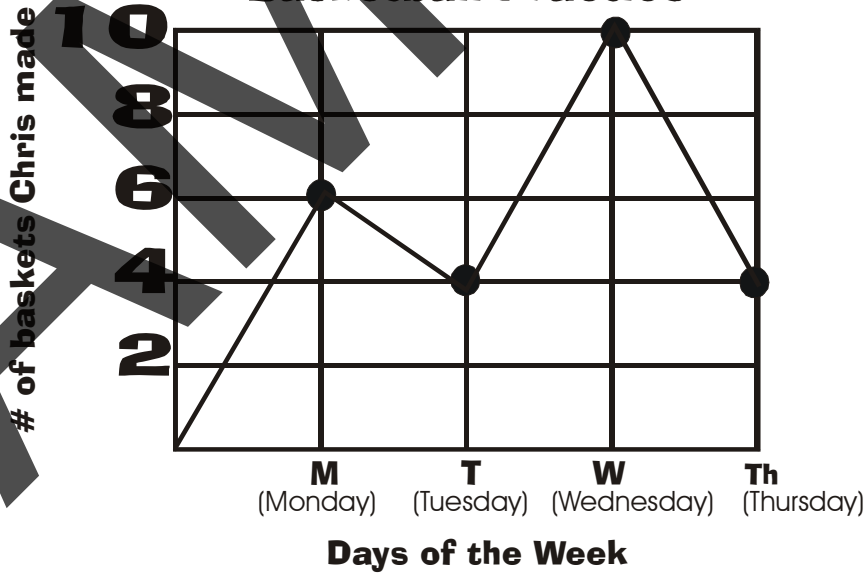
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

hundreds                      tens                      ones                      number

(expanded form)

**D**

**Basketball Practice**



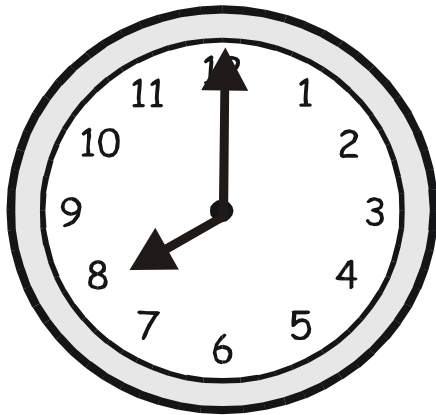
★ How many more baskets did **Chris** make on Wednesday than on Thursday?

# Day 3

**E**

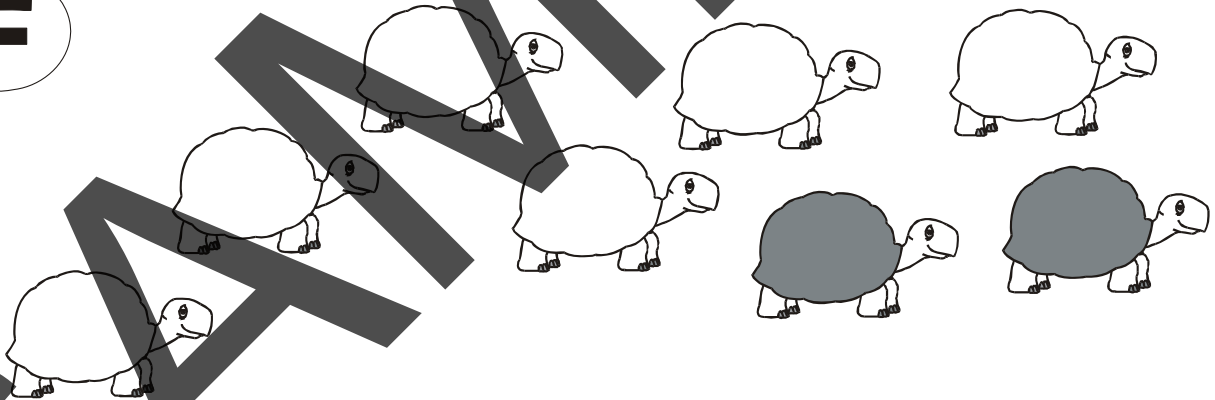
★ How much time passed between the start of Writing Class and the start of Lunch?

Sara started school at:



Sara's Schedule	
Time	Activity
9:00	Reading Class
10:00	Writing Class
11:00	Music Class
12:00	Lunch

**F**



★ What fraction are ? ★ What fraction are ?

$$\frac{\text{?}}{\text{?}}$$

+

$$\frac{\text{?}}{\text{?}}$$

=

**1** whole group of turtles

# Day 3

**G**

Put this number on the **opposite side** of the equal sign with the **opposite operation**

$$6 + n = 10$$

$$n = 10 - 6$$

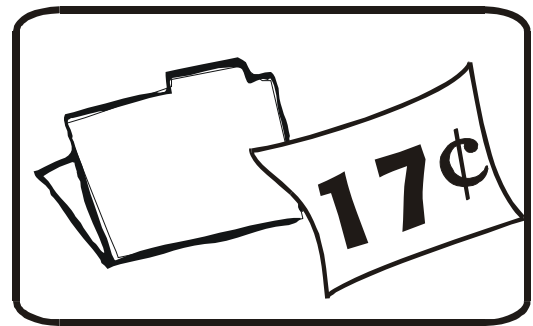
$$n = ?$$

**H**

You have these coins:



If you bought this item:



★ **How much money would you have left?**

# Day 3

I

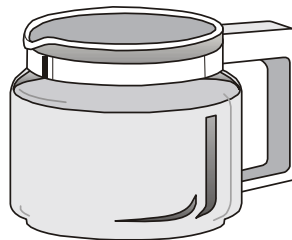
This is a face.



★ How many faces (or flat fronts) are on a **hexagonal pyramid**?

J

★ Does this object holds **more** or **less** liquid than a **milliliter**?



**coffee pot**

# Day 3

**K**

★ What is the height of the object below?



- **6 inches**
- **6 feet**
- **6 yards**

**L**

Draw **12**  's.

**X** out **2**  's.

★ **How much money is left?**

**12¢** (You have 12¢)

**- 2¢** (Subtract 2¢)



← (This is what's left.)

tens ones

# Day 3

**M**

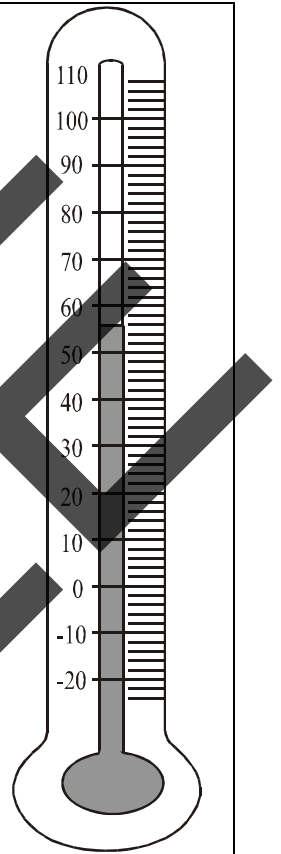
★ If the temperature goes from **56° F** to **57° F** does the mercury (or liquid) in the thermometer go:

**down**



or

**up**



**N**

★ Which statement below is true?

**22 < 22**

**22 > 22**

**22 = 22**

Hint:

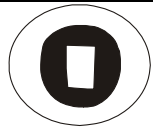


< means **less than**

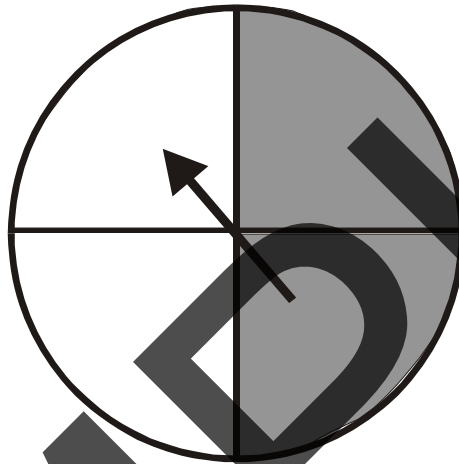
> means **greater than**

= means equal to

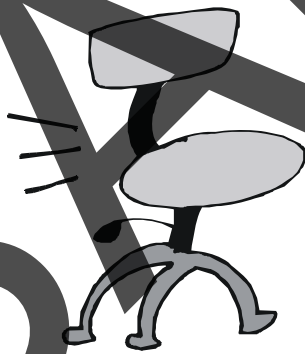
# Day 3



If you spin the spinner, would you be **more likely**, **less likely**, or **equally likely** to spin to a **white** section?



How much does this item weigh?



chair

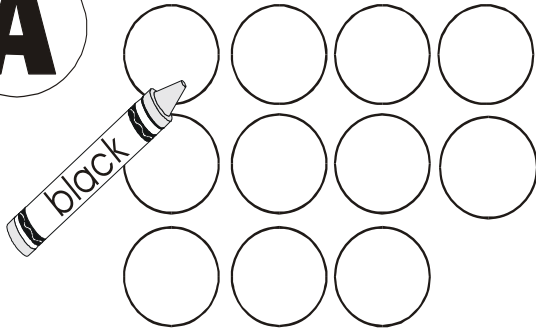
- **8 ounces**
- **8 pounds**



**Hint:**

**16 ounces weighs the same as 1 pound**

**A**

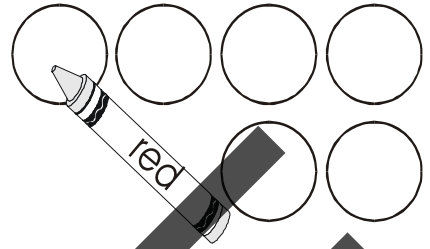


(black)

(red)

$$\begin{array}{r}
 + \quad (red) \\
 \hline
 17
 \end{array}$$

$$\begin{array}{r}
 + \quad (black) \\
 \hline
 17
 \end{array}$$



17

(black)  
 (red)

17

(red)  
 (black)

**B**



- Counting by ones, write the missing numbers.
- Are the missing numbers **odd** or **even**?



\_\_\_\_, **79**, \_\_\_\_



# Day 4

**C**

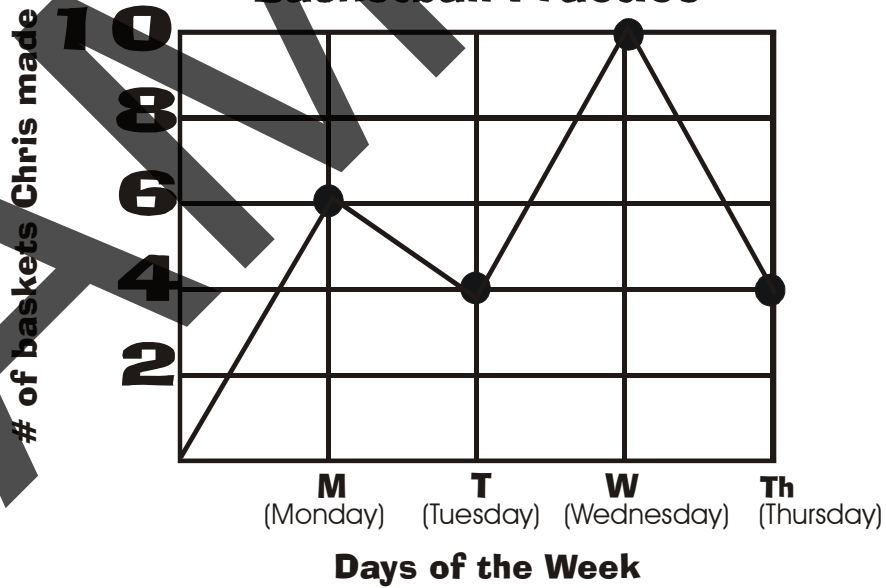
★ Write one hundred, sixty-two in expanded form and as a number.

$$\begin{array}{ccccccc} \underline{\hspace{2cm}} & + & \underline{\hspace{2cm}} & + & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ \text{hundreds} & & \text{tens} & & \text{ones} & & \text{number} \end{array}$$

(expanded form)

**D**

**Basketball Practice**



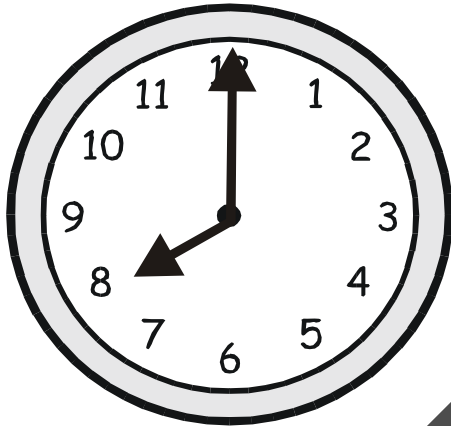
★ How many more baskets would have raised **Chris's** score to ten baskets on Tuesday?

# Day 4

**E** ★

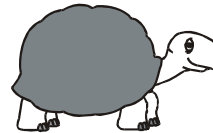
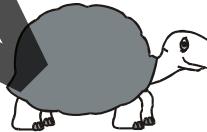
How much time passed between the start of Reading Class and the start of Lunch?

Sara started school at:



Sara's Schedule	
Time	Activity
9:00	Reading Class
10:00	Writing Class
11:00	Music Class
12:00	Lunch

**F**



★ What fraction are ? ★ What fraction are ?

$$\frac{?}{?}$$

+

$$\frac{?}{?}$$

=

**1** whole group of turtles

**G**

Put this number on the **opposite side** of the equal sign with the **opposite operation** (-).

$$1 + n = 10$$

$$n = 10 - 1$$

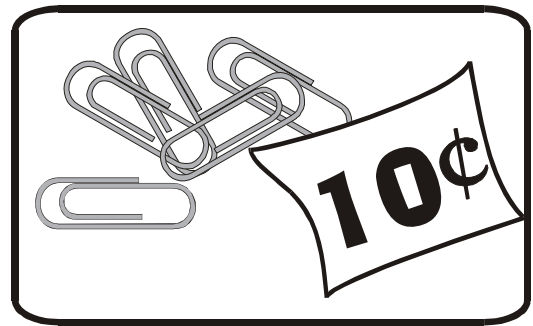
$$n = ?$$

**H**

You have these coins:



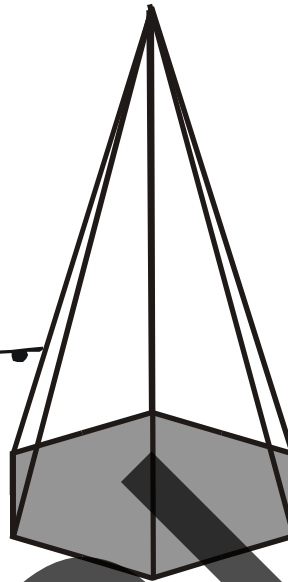
If you bought these items:



★ **How much money would you have left?**

I

This is an edge.



★ How many edges (or sides) are on a **hexagonal pyramid**?

J

★ Does this object hold **more** or **less** liquid than a **milliliter**?

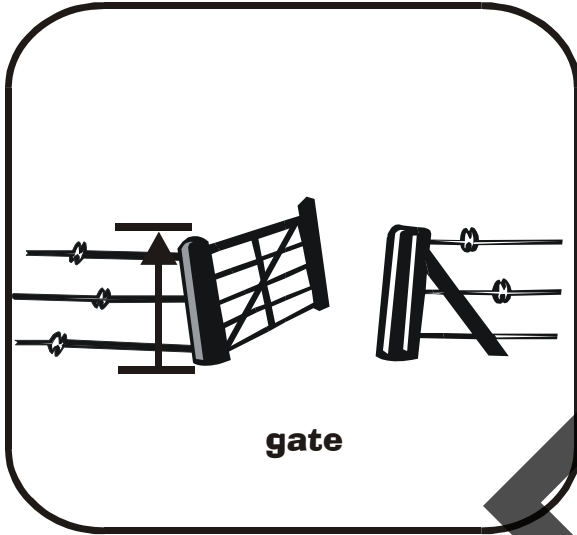


**liter of soda**

# Day 4

**K**

★ What is the height of the object below?



- 4 inches
- 4 feet
- 4 yards

**L**

Draw **12**   's.

~~X~~ out **0**  's.

★ How much money is left?

**12**¢ (You have 12¢)

**- 0**¢ (Subtract 0¢)



(This is what's left.)

tens ones

# Day 4

**M**

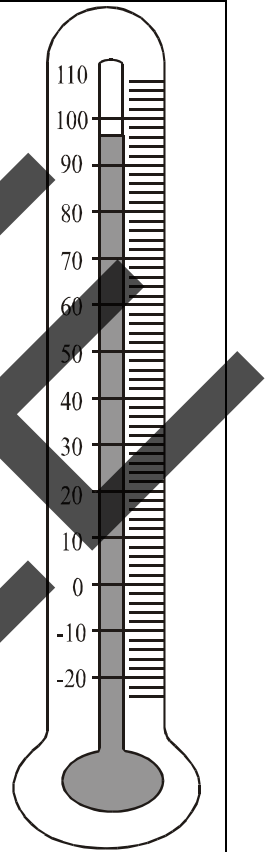
★ If the temperature goes from **96° F** to **95° F** does the mercury (or liquid) in the thermometer go:

**down**



or

**up**



**N**

★ Which statement below is true?

**42 < 24**

**42 > 24**

**42 = 24**

Hint:



< means **less than**

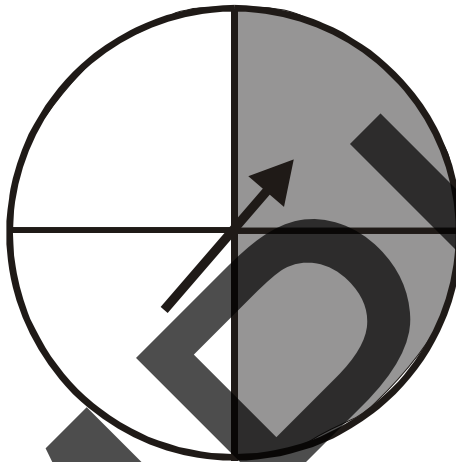
> means **greater than**

= means equal to

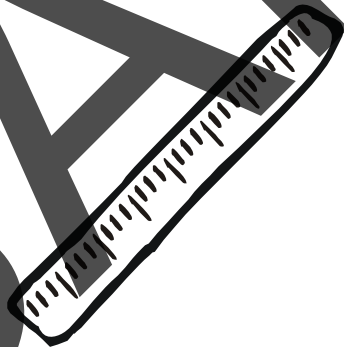
# Day 4



If you spin the spinner, would you be **more likely**, **less likely**, or **equally likely** to spin a **dark** section?



How much does this item weigh?



12" ruler

- **2 ounces**
- **2 pounds**



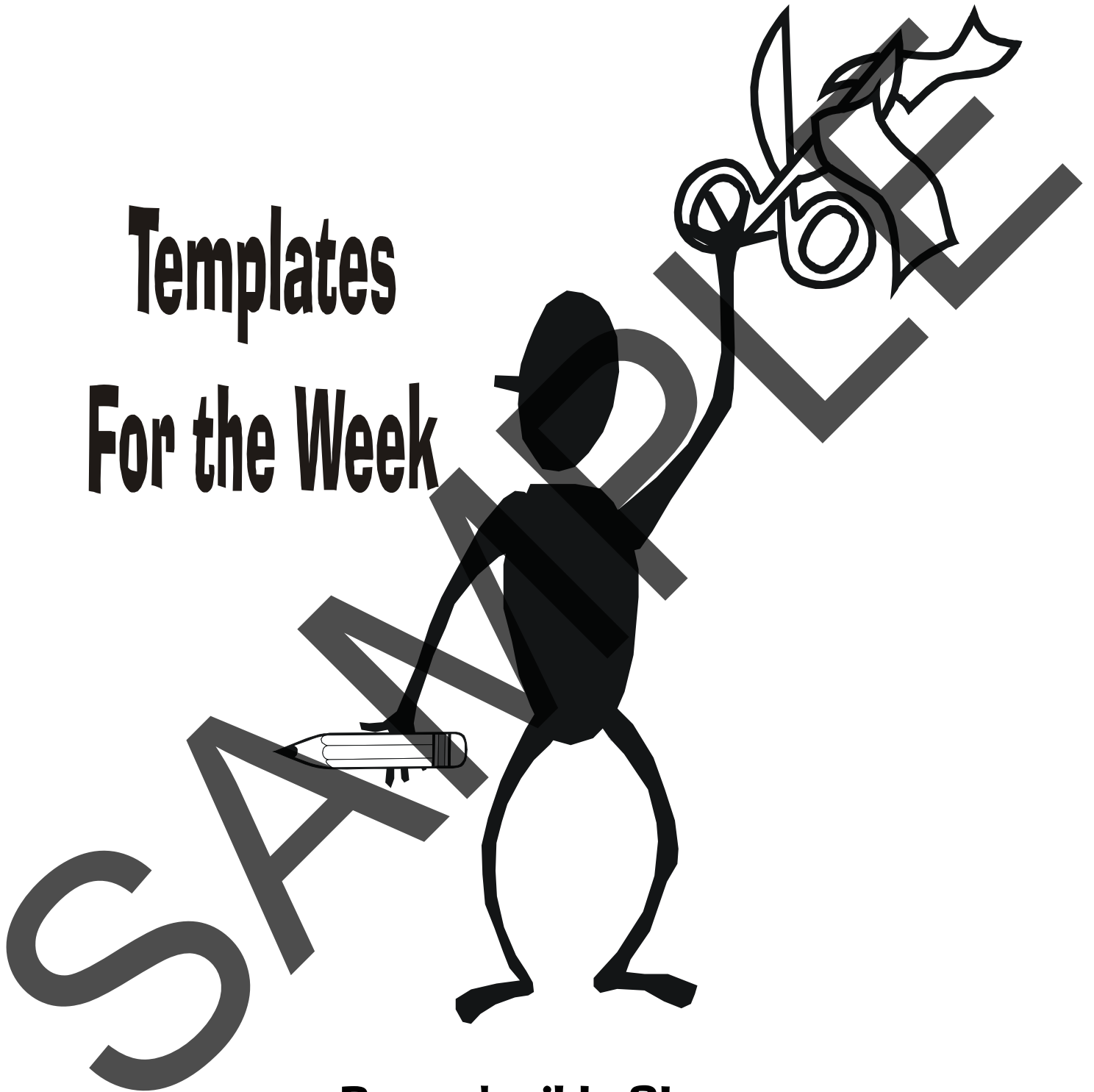
**Hint:**

**16 ounces weighs the same as 1 pound**

## Answer Sheet for the Week

<p><b>Day 1:</b></p> <p><b>A.</b> <math>5+12=17</math>; <math>12+5=17</math>; <math>17-5=12</math>; <math>17-12=5</math></p> <p><b>B.</b> 58, 60, even</p> <p><b>C.</b> <math>500 + 50 + 8 = 558</math></p> <p><b>D.</b> six</p> <p><b>E.</b> 1 hour</p> <p><b>F.</b> <math>\frac{3}{5} + \frac{2}{5} = \frac{5}{5}</math></p> <p><b>G.</b> <math>n = 5</math></p> <p><b>H.</b> 2 cents</p>	<p><b>Day 1 (cont'd):</b></p> <p><b>I.</b> 6 vertices</p> <p><b>J.</b> less</p> <p><b>K.</b> 6"</p> <p><b>L.</b> 8 cents</p> <p><b>M.</b> down</p> <p><b>N.</b> <math>54 &gt; 36</math></p> <p><b>O.</b> more likely</p> <p><b>P.</b> 1 ounce</p>
<p><b>Day 2:</b></p> <p><b>A.</b> <math>8+9=17</math>; <math>9+8=17</math>; <math>17-8=9</math>; <math>17-9=8</math></p> <p><b>B.</b> 19, 21, odd</p> <p><b>C.</b> <math>100 + 30 + 3 = 133</math></p> <p><b>D.</b> 2</p> <p><b>E.</b> 2 hours</p> <p><b>F.</b> <math>\frac{3}{8} + \frac{5}{8} = \frac{8}{8}</math></p> <p><b>G.</b> <math>n = 7</math></p> <p><b>H.</b> 5 cents</p>	<p><b>Day 2 (cont'd):</b></p> <p><b>I.</b> 6 faces</p> <p><b>J.</b> more</p> <p><b>K.</b> 10 inches</p> <p><b>L.</b> 3 cents</p> <p><b>M.</b> down</p> <p><b>N.</b> <math>82 &lt; 90</math></p> <p><b>O.</b> less likely</p> <p><b>P.</b> 3 ounces</p>
<p><b>Day 3:</b></p> <p><b>A.</b> <math>4+13=17</math>; <math>13+4=17</math>; <math>17-4=13</math>; <math>17-13=4</math></p> <p><b>B.</b> 87, 89, odd</p> <p><b>C.</b> <math>200 + 70 + 5 = 275</math></p> <p><b>D.</b> 6</p> <p><b>E.</b> 2 hours</p> <p><b>F.</b> <math>\frac{6}{8} + \frac{2}{8} = \frac{8}{8}</math></p> <p><b>G.</b> <math>n = 4</math></p> <p><b>H.</b> 8 cents</p>	<p><b>Day 3 (cont'd):</b></p> <p><b>I.</b> 7 faces</p> <p><b>J.</b> more</p> <p><b>K.</b> 6 yards</p> <p><b>L.</b> 10 cents</p> <p><b>M.</b> up</p> <p><b>N.</b> <math>22=22</math></p> <p><b>O.</b> equally likely</p> <p><b>P.</b> 8 pounds</p>
<p><b>Day 4:</b></p> <p><b>A.</b> <math>11+6=17</math>; <math>6+11=17</math>; <math>17-11=6</math>; <math>17-6=11</math></p> <p><b>B.</b> 78, 80, even</p> <p><b>C.</b> <math>100 + 60 + 2 = 162</math></p> <p><b>D.</b> 6</p> <p><b>E.</b> 3 hours</p> <p><b>F.</b> <math>\frac{1}{3} + \frac{2}{3} = \frac{3}{3}</math></p> <p><b>G.</b> <math>n = 9</math></p> <p><b>H.</b> 15 cents</p>	<p><b>Day 4 (cont'd):</b></p> <p><b>I.</b> 12 edges</p> <p><b>J.</b> more</p> <p><b>K.</b> 4 feet</p> <p><b>L.</b> 12 cents</p> <p><b>M.</b> down</p> <p><b>N.</b> <math>42 &gt; 24</math></p> <p><b>O.</b> equally likely</p> <p><b>P.</b> 2 ounces</p>

# Templates For the Week



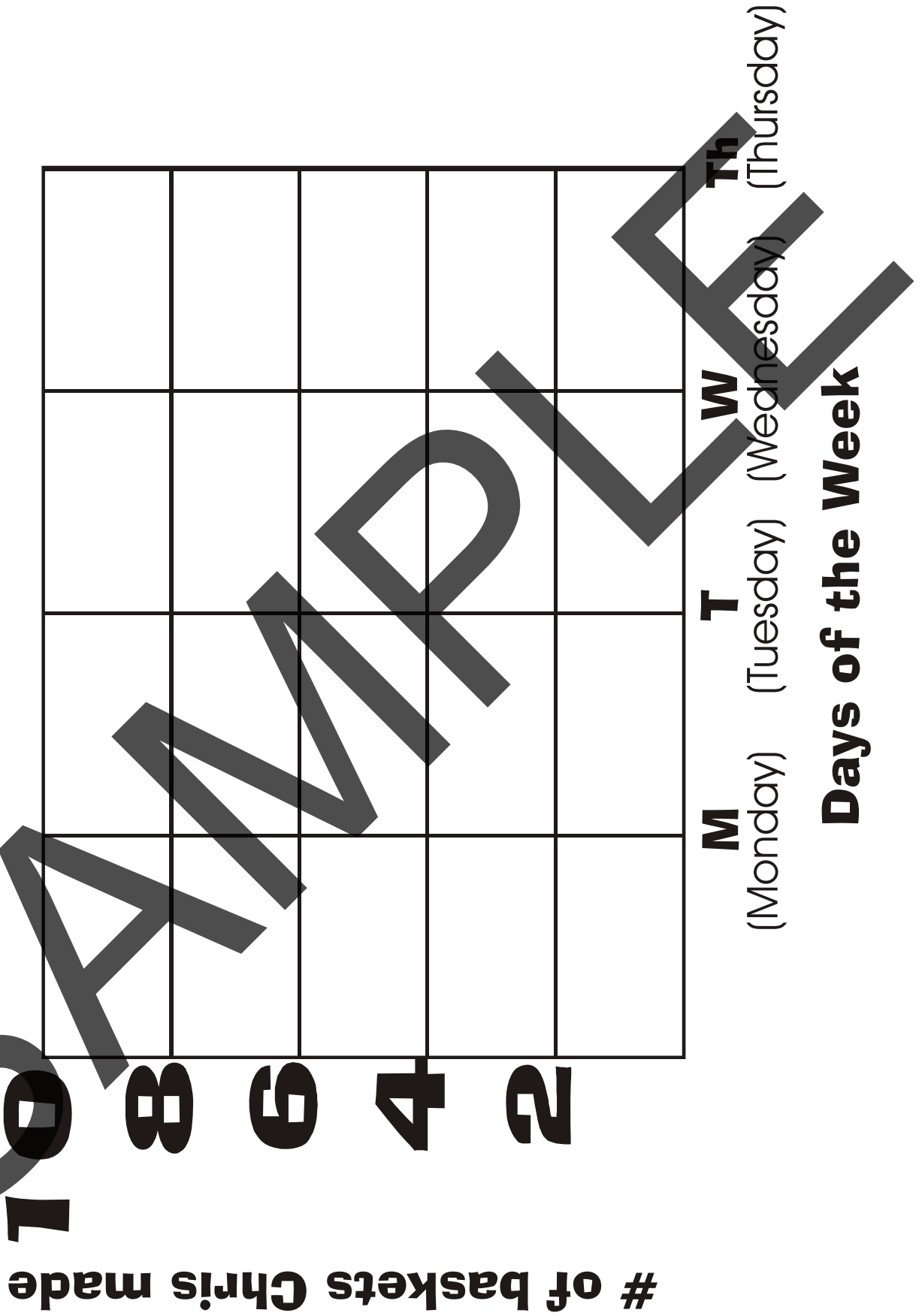
## Reproducible Shapes

### Directions:

1. Copy the shapes on the next pages.
2. Laminate and place these manipulatives with the following activities:

- graph belongs with **D**

# Basketball Practice



- **dots** belong with **D**

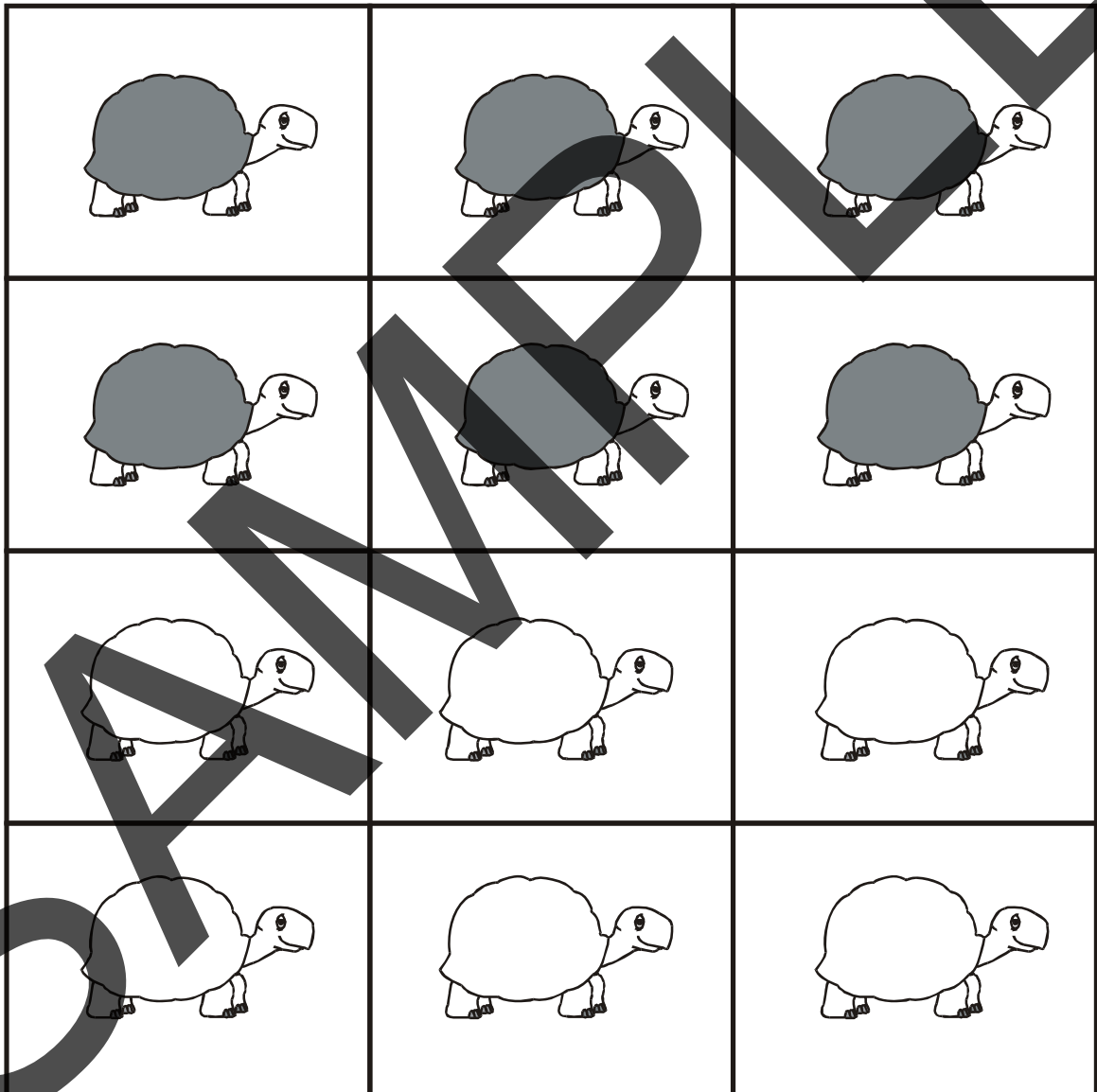


- **TV Schedule** belongs with **E**

<b>Sara's Schedule</b>	
<b>Time</b>	<b>Activity</b>
9:00	Reading Class
10:00	Writing Class
11:00	Music Class
12:00	Lunch

- **turtles** belong with **F**

## Turtles for Fractions



- **spinner card** belongs with **0**

## Card for Probability

