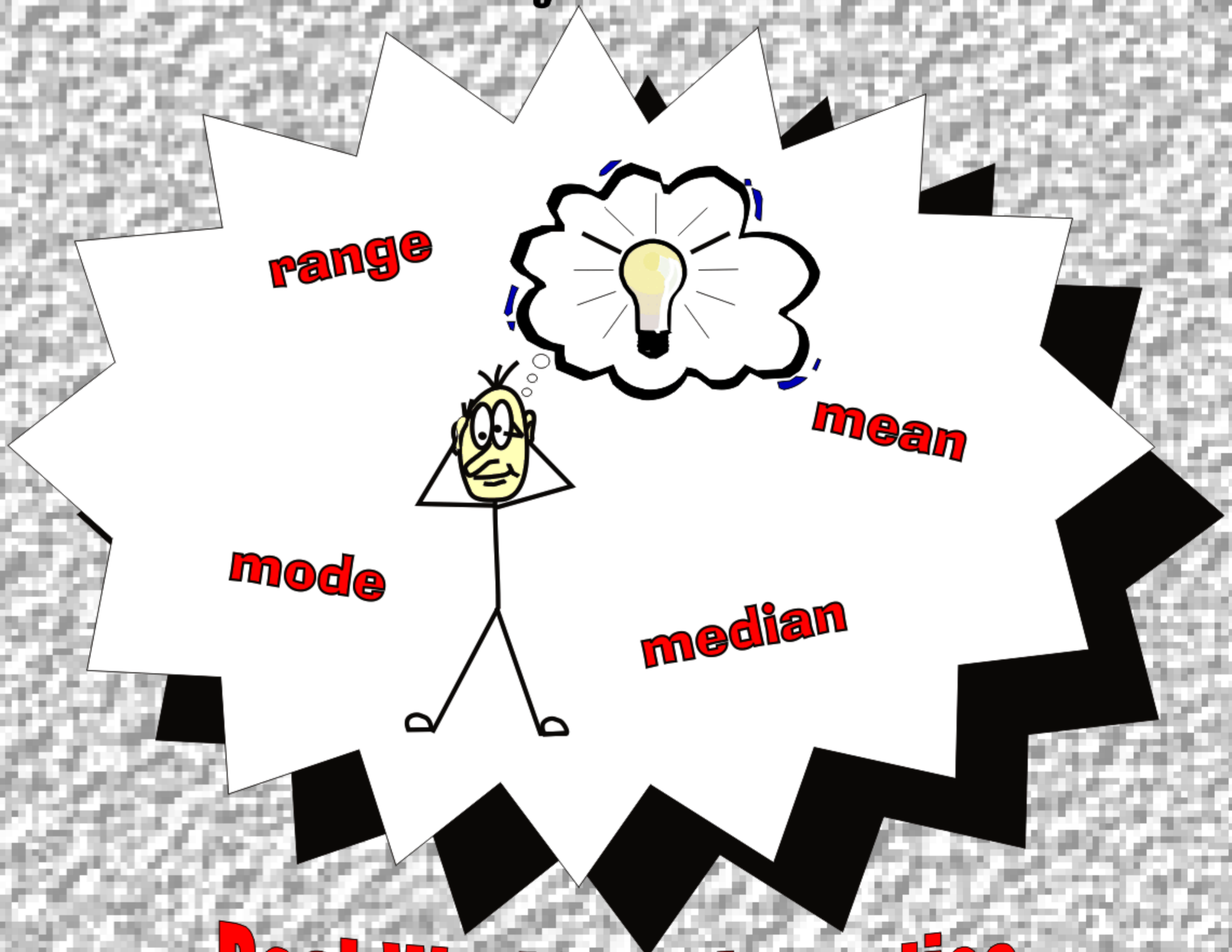


Thinking

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

Kathryn Robinson



Real-World Mathematics

www.writemath.com

Grades 3 - 5

13



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Just Turn & Share™
Math Centers Series



Thinking

Volume 13

(Grades 3 – 5)

Real-World
Mathematics
that
students
understand

Kathryn Robinson

W WriteMath Enterprises
M 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

Thinking 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.

This center contains:

1. Information sheets designed to remain at the center
2. Charts that relate to pertinent information about concepts of range, median, mode, and mean.
3. Thirty charts that list mathematical information to complete the activities

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

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"/>
<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"/>
<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"/>
<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"/>			
Graph:		<input type="checkbox"/>		<input type="checkbox"/>			
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
<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"/>		

SAMPLE

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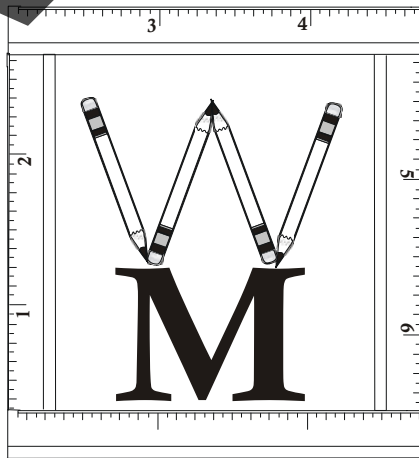
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SAMPLE



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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

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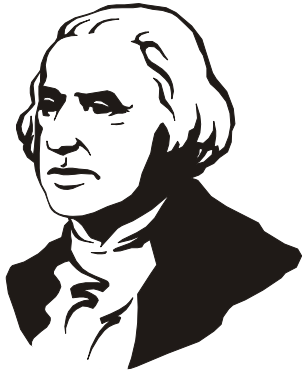
U.S. Presidents and Their # of Children

President	# of children	President	# of children
1. George Washington	0	23. Benjamin Harrison	3
2. John Adams	5	24. Grover Cleveland	5
3. Thomas Jefferson	6	25. William McKinley	2
4. James Madison	0	26. Theodore Roosevelt	6
5. James Monroe	2	27. William Howard Taft	3
6. John Quincy Adams	4	28. Woodrow Wilson	3
7. Andrew Jackson	0	29. Warren G. Harding	0
8. Martin Van Buren	4	30. Calvin Coolidge	2
9. William H. Harrison	10	31. Herbert Hoover	2
10. John Tyler	15	32. Franklin D. Roosevelt	5
11. James K. Polk	0	33. Harry S. Truman	1
12. Zachary Taylor	6	34. Dwight D. Roosevelt	1
13. Millard Fillmore	2	35. John F. Kennedy	2
14. Franklin Pierce	3	36. Lyndon B. Johnson	2
15. James Buchanan	0	37. Richard M. Nixon	2
16. Abraham Lincoln	4	38. Gerald R. Ford	4
17. Andrew Johnson	5	39. Jimmy Carter	4
18. Ulysses S. Grant	4	40. Ronald Reagan	2
19. Rutherford B. Hayes	8	41. George Bush	6
20. James Garfield	5	42. Bill Clinton	1
21. Chester A. Arthur	3	43. George W. Bush	2
22. Grover Cleveland	5		

Thinking

(Day #1)

READ the information about range, median, mode, and mean.



George Washington



John Adams



Thomas Jefferson

- A.** What is the range of the numbers of children for these three U.S. Presidents?
- B.** What is the median of the numbers of children for these three U.S. Presidents?
- C.** What is the mode of the numbers of children for these U.S. Presidents? (*If there is one.*)
- D.** What is the mean (average) of the numbers of children for these U.S. Presidents?

* A & B

** A & C

*** A, B, & D

Thinking

(Day #2)

READ the information about range, median, mode, and mean.



John Quincy Adams



James Madison



James Monroe

- A.** What is the range of the numbers of children for these three U.S. Presidents?
- B.** What is the median of the numbers of children for these three U.S. Presidents?
- C.** What is the mode of the numbers of children for these U.S. Presidents? *(If there is one.)*
- D.** What is the mean (average) of the numbers of children for these U.S. Presidents?

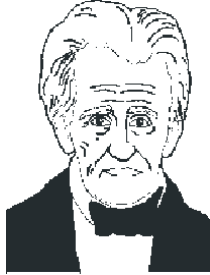
* A & B

** B & D

*** A, C, & D

Thinking

(Day #3)



Andrew Jackson



Martin Van Buren



William H. Harrison

READ the information about range, median, mode, and mean.

- A.** What is the range of the numbers of children for these three U.S. Presidents?
- B.** What is the median of the numbers of children for these three U.S. Presidents?
- C.** What is the mode of the numbers of children for these U.S. Presidents? *(If there is one.)*
- D.** What is the mean (average) of the numbers of children for these U.S. Presidents?

* A & B

** A & C

*** A, B, & D

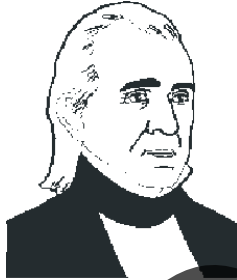
Thinking

(Day #4)

READ the information about range, median, mode, and mean.



John Tyler



James K. Polk



Zachary Taylor

- A.** What is the range of the numbers of children for these three U.S. Presidents?
- B.** What is the median of the numbers of children for these three U.S. Presidents?
- C.** What is the mode of the numbers of children for these U.S. Presidents? (*If there is one.*)
- D.** What is the mean (average) of the numbers of children for these U.S. Presidents?

* A & B

** B & D

*** A, C, & D

Thinking

(Day #1)

READ the information about range, median, mode, and mean.



Millard Fillmore



Abraham Lincoln



Chester A. Arthur

- A.** What is the range of the numbers of children for these three U.S. Presidents?
- B.** What is the median of the numbers of children for these three U.S. Presidents?
- C.** What is the mode of the numbers of children for these U.S. Presidents? (*if there is one.*)
- D.** What is the mean (average) of the numbers of children for these U.S. Presidents?

* A & B

** B & D

*** A, C, & D

Thinking

(Day #2)

READ the information about range, median, mode, and mean.



Ulysses S. Grant



Rutherford B. Hayes



James Garfield

- A.** What is the range of the numbers of children for these three U.S. Presidents?
- B.** What is the median of the numbers of children for these three U.S. Presidents?
- C.** What is the mode of the numbers of children for these U.S. Presidents? (*If there is one.*)
- D.** What is the mean (average) of the numbers of children for these U.S. Presidents?

* A & B

** A & C

*** A, B, & D

Thinking

(Day #3)

READ the information about range, median, mode, and mean.



Grover Cleveland



William McKinley



Theodore Roosevelt

- A.** What is the range of the numbers of children for these three U.S. Presidents?
- B.** What is the median of the numbers of children for these three U.S. Presidents?
- C.** What is the mode of the numbers of children for these U.S. Presidents? (*If there is one.*)
- D.** What is the mean (average) of the numbers of children for these U.S. Presidents?

* A & B
** B & D
*** A, C, & D

Thinking

(Day #4)

READ the information about range, median, mode, and mean.



William Howard Taft



Herbert Hoover



Gerald Ford

- A.** What is the range of the numbers of children for these three U.S. Presidents?
- B.** What is the median of the numbers of children for these three U.S. Presidents?
- C.** What is the mode of the numbers of children for these U.S. Presidents? (*If there is one.*)
- D.** What is the mean (average) of the numbers of children for these U.S. Presidents?

* A & B

** A & C

*** A, B, & D