



Let's Write

Write a story about what you can do in one minute.

(Review from Grade 1)



Seeing Math

Using an 8.5 by 11 sheet of paper, ask children to predict how many sections you will have when folded in half. How many will we have when folded again? How many will we have on the third fold? Is there a pattern in these numbers?

(5.01)



What Do You Think?

Is 11 an odd or an even number? How do you know? Draw a picture or write about your answer.

Is 24 an odd or an even number? How do you know? Draw a picture or write about your answer.

(1.06)



Investigations

Given this number, what number would you add to get the sum of 15?

$3 + \underline{\quad}$

$11 + \underline{\quad}$

$5 + \underline{\quad}$

$15 + \underline{\quad}$

$8 + \underline{\quad}$

$7 + \underline{\quad}$

$1 + \underline{\quad}$

$9 + \underline{\quad}$

$4 + \underline{\quad}$

$14 + \underline{\quad}$

Arrange your numbers in a systematic way. (For example, chart, table, pattern, etc.)

(1.04)

(1.01a)



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

Show four ways to make 25¢

	Quarter	Dime	Nickel	Penny
1.				
2.				
3.				
4.				



Patterns, Patterns, Patterns

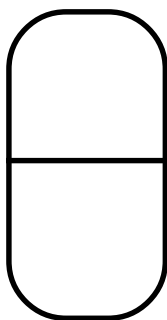
Juan eats one piece of candy on Monday, two pieces on Tuesday, and four pieces on Wednesday. How many pieces will he eat on Friday?

(5.01)

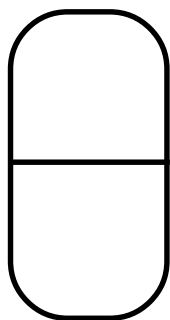
Double Six Domino Addition

Materials: Use one set of double-six dominoes.

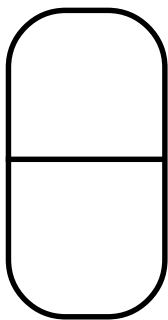
Directions: Place dominoes on the workmat so the sums are correct. Then record the dots to show how you placed the dominoes. Dominoes may be used only once.



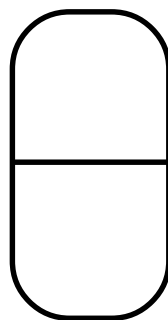
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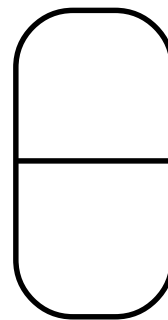
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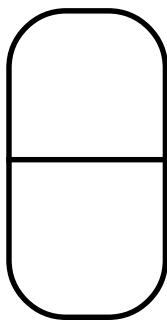
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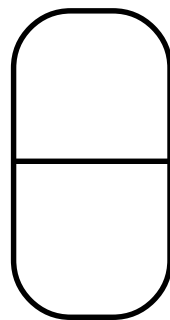
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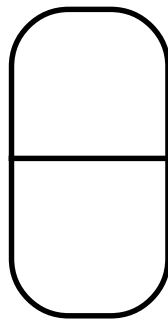
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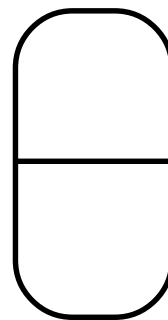
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12



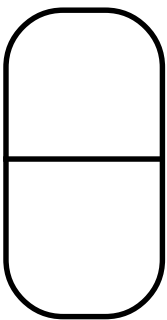
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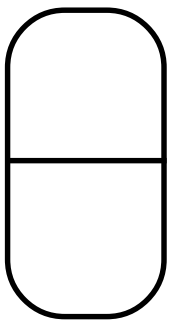
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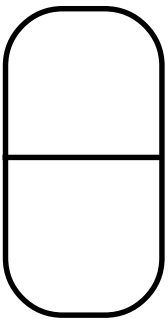
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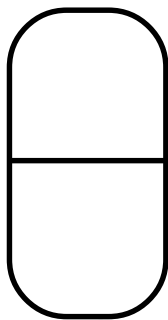
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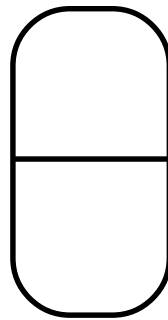
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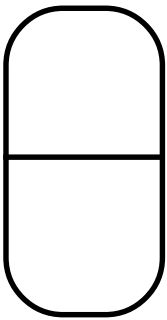
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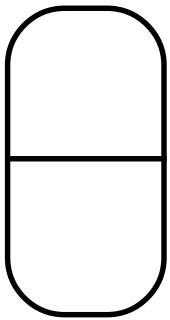
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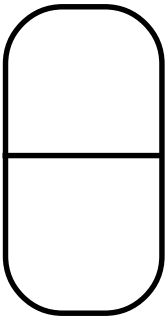
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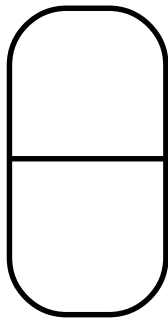
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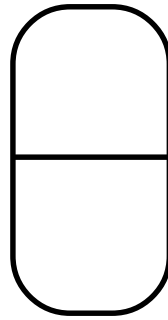
10



9



7



12

(1.05)



Keeping Skills Sharp

1.
$$\begin{array}{r} 70 \\ - 10 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 65 \\ - 10 \\ \hline \end{array}$$

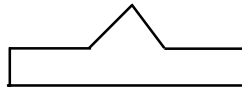
3. $52 - 10 = \underline{\quad}$

4. $40 - 10 = \underline{\quad}$

5. Label this pattern using letters of the alphabet.



6. Is this shape symmetrical?



7. 8 tens, 4 hundreds, 3 ones = $\underline{\hspace{2cm}}$

8. Lynn hopped 40 times before she stopped.
Paula hopped 36 times. How many more
times did Lynn hop than Paula?

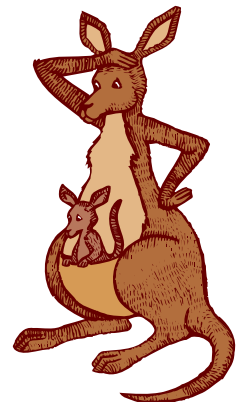


Solve this!

If four children are playing ball together, how many legs would be running around?

If there were seven children, how many legs would there be?

Make up a story with another number of children.



(1.05)

To the Teacher ..

Let's Write:

Teachers would need to show children how long one minute actually is before beginning this writing activity.

Seeing Mathematics:

When folding the paper, you will need to stop and show the sections to the children. The first fold will show two sections. The second fold will show four and the third fold will show eight. The pattern is that the number of sections doubles.

Money, Money, Money:

Children are explaining the use of an organized list while making money combinations. There are many ways to make 25¢ and each child could find four. These could then be combined into a class chart.

Assessment:

Week nine marks the end of a grading period for most teachers. In reflecting on your students' work and the need for assessing students' understanding on concepts, remember to look at the Competency Goals and Objectives for activities and information to help in assessment and reteaching. Mathematics assessment should be focused on what children know and can do as well as what they need to know. Use this opportunity to collect summative information from the first quarter of the year to help you in planning further instruction. Your instruction should fit the needs of your children.

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. $10 + 4$
2. $4 + 2$
3. $7 + 3$
4. $5 + 3$

What number is

5. 4 tens
6. 8 tens
7. 1 ten
8. 5 tens
9. 2 tens
10. 5 tens

Keeping Skills Sharp

- | | |
|----|-------|
| 60 | AABBC |
| 55 | Yes |
| 42 | 483 |
| 30 | 4 |



Let's Write

Count the number of pockets you are wearing today. Draw a picture of you wearing ten more pockets than you have today. Write about what you would do with all those pockets.

(1.01a)



Investigations

How many pockets do you have?

Ask students to put a Unifix cube in each pocket. Divide the students into groups of four. Have the students snap their own cubes into towers and compare the information. The students will then change groups and compare in a new group. Then group all cubes into groups of 10 to find the total number of pockets. Have the students tell what they learned from this activity. What is the most popular number of pockets?

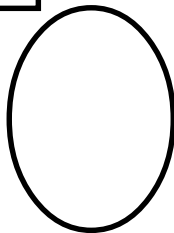
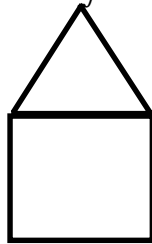
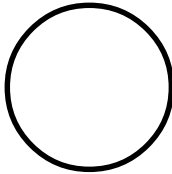
(1.01c, f)



Seeing Math

(3.03a)

Draw the line of symmetry for each of these shapes.



Cut pictures of symmetrical shapes from magazines to display.



\$ ¢ ¢ ¢ ¢ ¢ ¢ ¢ ¢

I have four coins. The total amount is 25¢. What coins do I have?

I have three coins. They are all different. The total amount is 36¢. What coins do I have?

(1.01a)



What Do You Think?

Tess has written two numbers on her paper. If she adds the two numbers she gets 800. If she subtracts the two numbers she gets 200.

What are the two numbers Tess has written on her paper? What strategy did you use to find the answer?




(1.05)



Patterns, Patterns, Patterns

(5.01)

How many beads will be in the next strand? What is the rule for this pattern? A 

B  C 

D 

Watch Out Addition

Materials: Game board, transparent markers of two different colors, two number cubes

Directions: Roll the two number cubes and cover the sum. If an opponent's marker is already on it you may bump it off and put yours there. The winner is the first person to get six markers in a row.



9	7	12	9	4	6
8	2	5	11	3	12
4	7	8	3	11	8
6	10	5	10	6	5
7	4	9	2	7	10
7	2	10	9	12	11

(1.05)



Keeping Skills Sharp

- $9 + 8 = \underline{\quad}$
- $7 + 6 = \underline{\quad}$
- $17 + 10 = \underline{\quad}$
- $16 - 10 = \underline{\quad}$
- Fill in the missing numbers.

73		75	76	
			86	

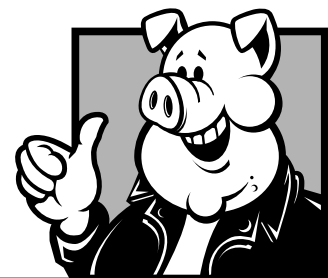
- List three letters of the alphabet that are symmetrical.
- 8 hundreds and 6 ones =
- There are five elephants in the circus.
Each elephant in the circus has four legs.
How many legs in all?



Solve this!

Lynn had 14 stickers.
She gave five stickers to her sister.
She gave four stickers to her brother.
How many stickers were left?

Explain how you solved the problem.



(1.05)



To the Teacher

Grade 2

WEEK 10

This week has a focus on pockets. You may want to share some pocket related literature such as:

Katy No -Pocket by Emmy Payne

A Pocket for Corduroy by Don Freeman

A Pocketful of Crickets by Rebecca Caudill

Investigations:

Save this information to use to compare when this activity reappears in week 23. This will help children see how to collect data over a period of time. You may want to repeat this activity four or more times to help children with this objective.

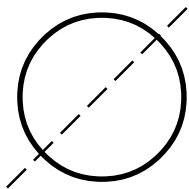
Money, Money, Money:

Children will need actual coins to help make this activity more concrete.

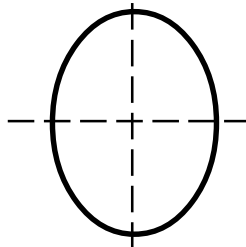
What Do You Think?

Guess and check will probably be the strategy used to solve this problem. Let children share their strategies. Did anyone use another strategy? Which numbers did you try when you were guessing? Why?

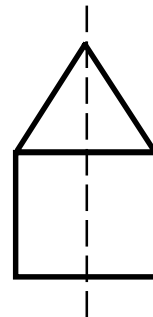
Seeing Mathematics:



The circle has an indefinite number of lines of symmetry. One is shown.



Two possible answers are shown for the oval.



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.

What number is:

1. 7 tens
2. 3 tens
3. 6 tens
4. 9 tens
5. 2 tens

How many tens are in:

6. 50
7. 48
8. 89
9. 30
10. 100

Keeping Skills Sharp

- | | |
|----|-------------------------|
| 17 | 74, 77 |
| | 84, 87 |
| 13 | any three |
| | A, C, D, E, H, I, K, M, |
| | O, T, U, V, W, X, Y |
| 27 | 806 |
| 6 | 20 |



(3.03a)

Let's Write

Write and draw what you know about symmetry.

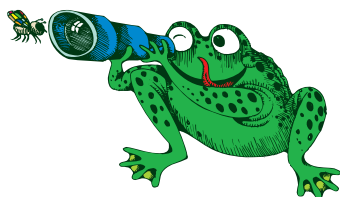


Seeing Math

A frog sat on a number line. It was on the number 18. It made two equal hops and landed at 0.

Where did it land first?

Draw a picture to show the number and the two hops.



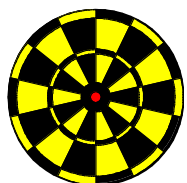
(1.05)



What Do You Think?

The target has four circles with possible scores of 3, 4, 6, and 10. Jo shot three arrows. All of them hit the target.

Find all of the possible scores Jo might have scored.



Explain how you figured out the possible scores.

(1.05)



Investigations

Create a symmetrical design with more than six but fewer than 21 pattern blocks.

Using calculators, determine the value of the design if hexagons are worth 8¢, trapezoids are worth 5¢, squares are worth 4¢, parallelograms (blue and tan) are worth 6¢ and triangles are worth 3¢. How could you increase or decrease the value of your design?

(3.03a)



\$ ¢ ¢ ¢ ¢ ¢ ¢ ¢ ¢

Annie wants to buy a doll for 76¢. She pays with eight dimes. How much change does she get back?



(1.01a)



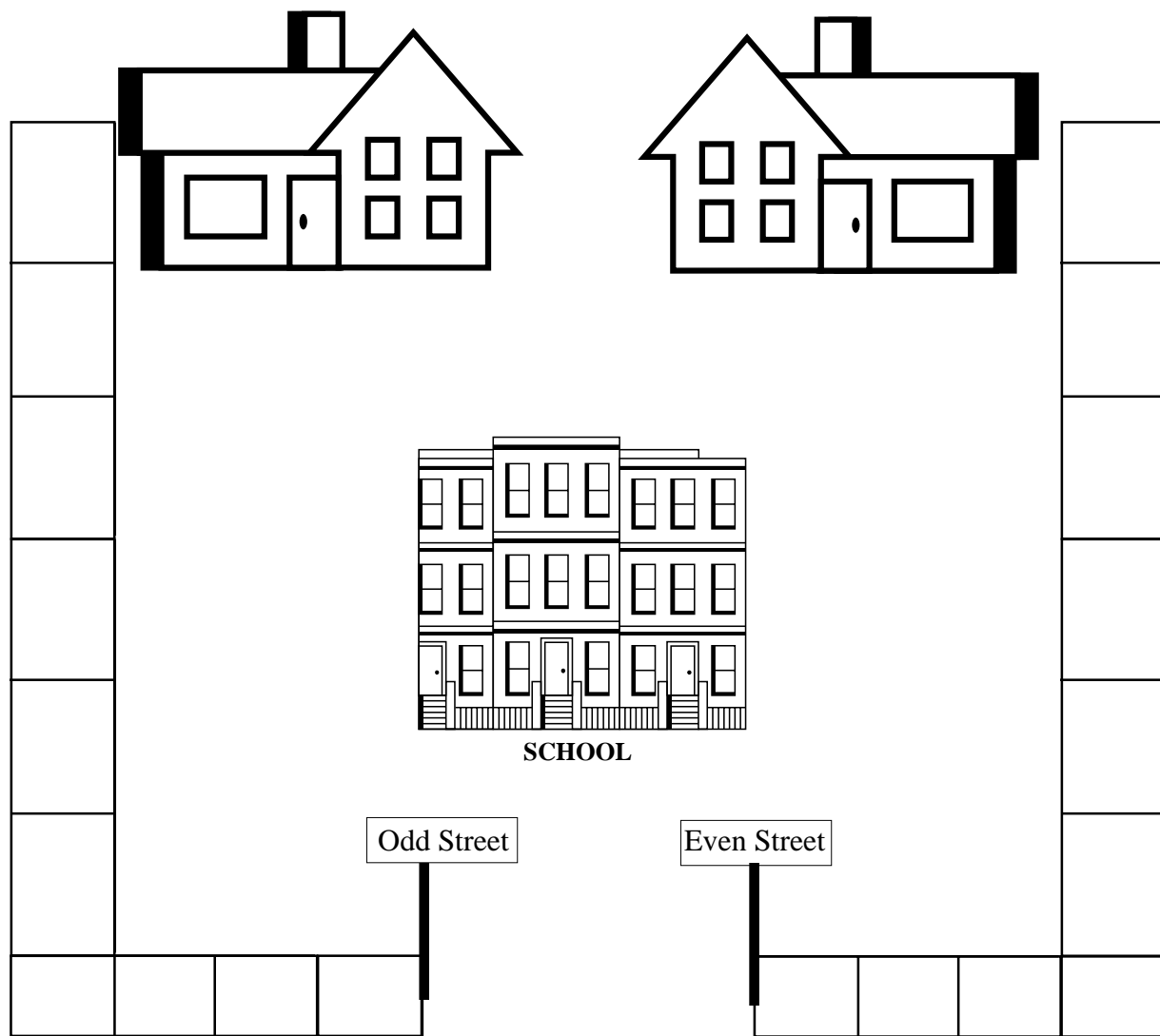
(5.01)

Patterns, Patterns, Patterns

Find the next three figures in this pattern.



Numberville



Materials: Gameboard, 2 markers, dice or draw cards

Extension: Play with two dice and add the numbers or use draw cards with any appropriate set of numbers.

One player follows Odd Street and the other follows Even Street. Take turns rolling a die. If the number is odd, the player taking the Odd Street path moves one square. If the roll is even, the person going on Even Street moves one space. The first player home is the winner.

(1.06)



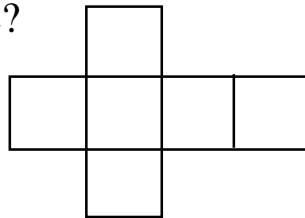
Keeping Skills Sharp

- $9 + \underline{\quad} = 12$
- $6 + 4 + 3 = \underline{\quad}$
- $8 + 2 + 4 = \underline{\quad}$
- $7 + 6 + 3 = \underline{\quad}$

5. What's missing?

27	28	29	
	38	39	40

6. Which shape would this be if it were folded to make a 3-d figure?



- 9 hundreds and 7 tens =
- Today is Tuesday, January 5th. What will Saturday's date be?

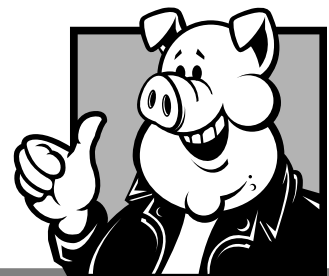


Solve this!

(3.01)

Using your one-inch tiles, can you make a rectangle with 8 tiles? 12 tiles? 9 tiles? 15 tiles? 10 tiles? 18 tiles?

Show your answers here and on the back by tracing around the tiles.





To the Teacher ..

Grade 2

WEEK

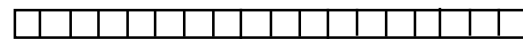
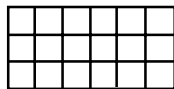
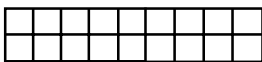
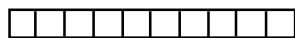
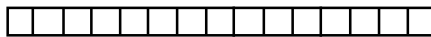
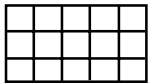
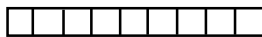
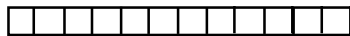
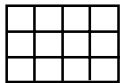
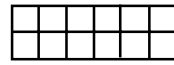
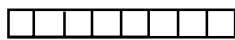
1 1

Investigations:

Second graders should record their work. Tracing the symmetrical design may be difficult for some children. They could record with words such as, "My design had four hexagons and two triangles. The value of my design is $8\text{¢} + 8\text{¢} + 8\text{¢} + 8\text{¢} + 3\text{¢} + 3\text{¢} = 38\text{¢}$." Adding money on a calculator needs to be demonstrated to the students.

Solve This:

If color tiles are available in the classroom they work great for this activity if not, duplicate the page of one-inch squares in the Blackline Master section and have children cut out 15 to use to make the rectangles. Children can trace around their tiles to record or you way want to supply enough of the one-inch tile paper for the children to cut out their own rectangles. Discuss strategies used to solve the problem.



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.

How many pennies do you need to equal: *Write the sum:*

- | | |
|---------------------|-------------|
| 1. one nickel | 6. $7 + 2$ |
| 2. one dime | 7. $6 + 4$ |
| 3. one quarter | 8. $10 + 5$ |
| 4. one dollar | 9. $3 + 5$ |
| 5. two dimes | 10. $4 + 5$ |

Keeping Skills Sharp

- | | |
|----|--------|
| 3 | 30, 37 |
| 13 | cube |
| 14 | 970 |
| 16 | Jan. 9 |



Let's Write

If you were invited to the kindergarten class to explain what a pattern is, what would you say?

(5.01)



Seeing Math

Look at the paper your teacher shows you. Draw what you think the paper will look like after the hole is punched.



(3.02)



What Do You Think?

Carlos bought a piñata. At the store he saw 16 legs on piñatas. They were shaped like bulls and like chickens.

How many of each kind of animal could he have seen?



How many answers can you find?

(1.05)



Investigations

Vernon and Rebecca each have a cat. Rebecca's cat loves to eat. When Vernon's cat eats one bowl of food, Rebecca's cat eats three. When Vernon's has eaten two bowls, Rebecca's cat has eaten six. When Vernon's cat has eaten five bowls of food, how many will Rebecca's cat have eaten?

Extension: Suppose Vernon's cat was the hungrier one and eats two bowls of food each time Rebecca's cat eats one bowl. In one week Rebecca's cat eats seven bowls. How many does Vernon's cat eat?

(1.05)

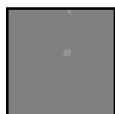


\$ ¢ \$ ¢ \$ ¢ \$ ¢

Snacks at school cost 30¢. How many different ways could you pay the lunchroom worker for your snack and have the exact amount?

How can you show your answers? With a partner, make some kind of picture or display.

(1.01a)



Patterns, Patterns, Patterns

What is the rule?

2:00, 2:30, 3:00, _____, _____, _____

(5.01)

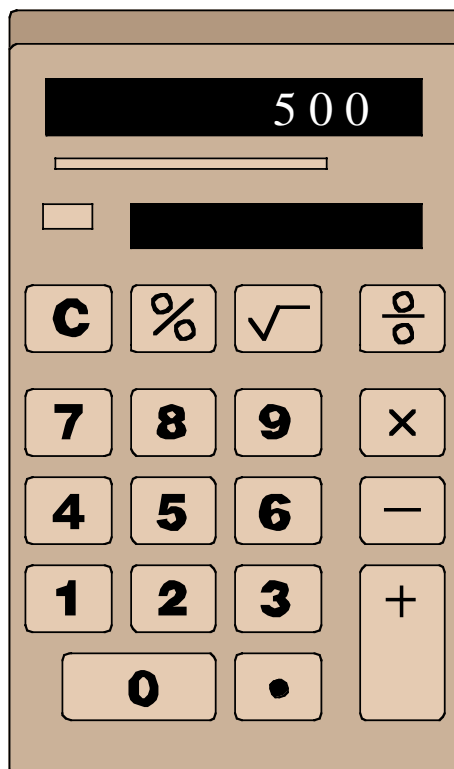
Daytona 500



Materials: Game board, a die, set of cards, and calculators.

Directions: Shuffle cards and turn them face down. Take turns drawing a card from the stack and rolling a die. If the number on the die is even, use the calculator to add your number on the card. If the number on the die is odd, use your calculator to subtract your number. Keep a total on your calculator. The first player to get 500 or more is the winner of the Daytona 500.

Note: Talk about what numbers like -26 mean when they appear on your display window. A number line might help!



(1.05, 1.06)

24

37

28

47

15

44

34

16

40

33

20

53

12

45

8

30

Daytona 500 Cards

54

72

36

21

25

32

38

57

45

27

18

51

29

42

39

17

Daytona 500 Cards



Keeping Skills Sharp

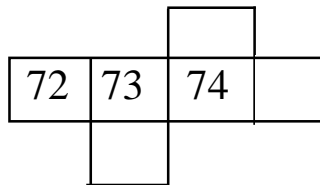
1.
$$\begin{array}{r} 8 \\ 3 \\ + 3 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 6 \\ 2 \\ + 5 \\ \hline \end{array}$$

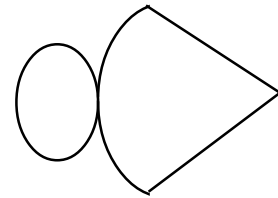
3.
$$\begin{array}{r} 5 \\ 3 \\ _ _ + 4 \\ \hline \end{array}$$

4. $27 - 10 = \underline{\quad}$

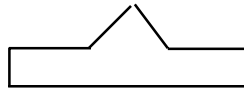
5. What's missing?



6. What shape will this be when it is cut out and folded?



7. Is this figure symmetrical?



8. Mary, George and Issy sold tickets for the raffle. Mary sold 35. George sold 91. Issy sold the least. How many could Issy have sold?



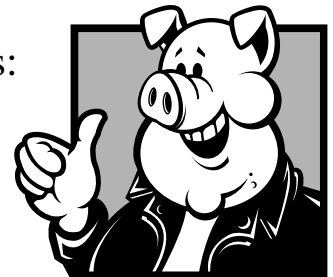
Solve this!

Maegan wrote a number on her paper and gave these clues:

It is a 2-digit number

Its digits add up to 13.

It has more tens than ones.



There are three answers that fit these clues. With your partner find the three numbers Maegan could have written on her paper.

(1.01f)

To the Teacher

Investigations:

After discussing solutions and various strategies the children have used, show them how to set up a chart such as:

Vernon's cat	1	2	3	4	5
Rebecca's cat		3	6		

Money, Money, Money:

Help children develop an organized list as a possible way to keep up with the many ways to make 30¢. One possibility would be:

Ways	25¢	10¢	5¢	1¢
1				
2				
3				

What Do You Think?

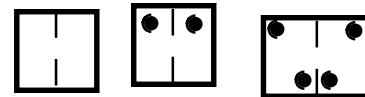
Children may need plastic animals or pictures of horses and chickens in order to solve this problem. Encouraging children to draw pictures will also help.

Seeing Math

Use an 8 ½ by 11 sheet of paper and fold it in a hamburger fold.

Have the children draw their prediction of what will happen when a hole is punched in the folded paper. Unfold and let them see the exact position, then discuss why.

Fold and punch again and have the children add the new hole.



This can be repeated a couple of times.

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 difference:

- 10 - 5
- 5 - 0
- 7 - 3
- 8 - 2
- 6 - 1

How many 10s in:

- 13
- yes
- 70
- 58
- 37

Keeping Skills Sharp

- | | |
|----|-------------------------|
| 14 | 64, 83, 75 |
| 13 | cone |
| 12 | yes |
| 17 | any number less than 35 |