

### **Math Message Lesson 4.1**

Think about yesterday's weather. Do you think the temperature today is warmer than, cooler than, or about the same as the temperature yesterday?

### **Math Message Lesson 4.2**

How would you tell someone how far it is across the classroom, using only your body or a part of your body to describe the distance?

### **Math Message Lesson 4.3**

An adult and a child measured the same thing with their feet. Why might they get different answers?

### **Math Message Lesson 4.4**

Estimate about how many feet it is from your seat to the meeting area.

*Call children to the meeting area in groups of 3 or 4. Ask them to use the foot-long foot to measure and record in feet how far it is from their seat to the meeting area.*

### **Math Message Lesson 4.5**

Look at the marks on your 6-inch ruler. Think about what the marks might mean.

### **Math Message Lesson 4.6**

How could you measure the distance around your wrist?

### **Math Message Lesson 4.7**

Estimate about how many feet tall most of the first graders in our class are.

### **Math Message Lesson 4.8**

Draw a picture of a circular pizza. Divide the pizza into 2 pieces that are the same size. Then divide it into 4 pieces that are the same size.

### **Math Message Lesson 4.9**

Show quarter-past 6 o'clock on your tool-kit clock.

### **Math Message Lesson 4.10**

What is the largest 3-digit number you know?

### **Math Message Lesson 4.11**

Draw a domino. Write the 3 numbers that go with the domino.

### **Math Message Lesson 4.12**

Write 3 addition facts.

### **Math Message Lesson 4.13**

Complete the Self Assessment (*Assessment Handbook*, page 149).

### **Math Message Lesson 5.1**

Line up cubes next to a long. How many cubes equal the length of a long?

### **Math Message Lesson 5.2**

What number comes after 9? After 39? After 99?

### **Math Message Lesson 5.3**

Henry has 2 nickels and 1 dime. Ada has 2 dimes and 1 nickel. Who has more money?

### **Math Message Lesson 5.4**

*Post one of the units and indicate the surface to be covered; for example, a number card and a table.*

About how many (units) would you need to cover (surface)?

### **Math Message Lesson 5.5**

A fox weighs 14 pounds. A cat weighs 7 pounds. What is their total weight?

### **Math Message Lesson 5.6**

*Display pictures of four obviously different-size animals from Lesson 5-5.*

Which is heaviest?

## Math Message Lesson 5.7

Lou saved 5 cents.

Lisa saved 8 cents.

Who saved more money? How much more money?

## Math Message Lesson 5.8

Take out your Animal Cards. How much more does the koala weigh than the eagle?

## Math Message Lesson 5.9

Add.

$1 + 6 = \underline{\quad}$

$2 + 5 = \underline{\quad}$

$\underline{\quad} = 3 + 4$

$\underline{\quad} = 4 + 3$

$5 + 2 = \underline{\quad}$

$\underline{\quad} = 6 + 1$

## Math Message Lesson 5.10

Write 5 addition facts that you are sure about.

## Math Message Lesson 5.11

Write the turn-around fact for each of these facts:

$0 + 4 = 4$

$6 + 5 = 11$

$8 = 3 + 5$

$10 = 2 + 8$

## Math Message Lesson 5.12

How are these facts alike?

$1 + 1$

$7 + 1$

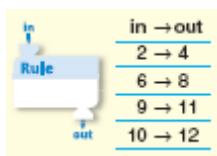
$4 + 1$

$5 + 1$

## Math Message Lesson 5.13

*Draw a function machine on the board.*

If you put a 7 in the function machine, what number will come out?



## Math Message Lesson 5.14

Complete the Self Assessment  
(*Assessment Handbook*, page 153).