

## **Math Message Lesson 1.1**

With a partner, talk about what mathematics is. Look for items in the classroom that have to do with mathematics. Be prepared to share what you find.

## **Math Message Lesson 1.2**

Take a slate, a piece of chalk, and an eraser. Make tally marks to show how many children are here today.

## **Math Message Lesson 1.3**

How many months are in a year? Can you name the months?

## **Math Message Lesson 1.4**

Write the date and time on the top of journal page 5. Then do Problems 1 through 7.

## **Math Message Lesson 1.5**

1. Cut out the play money from *Math Masters*, pages 459–461.
2. Count the money.
3. How much do you have?
4. Take an envelope. Write your toolkit number on the front of it. Put the money inside.

## **Math Message Lesson 1.6**

Spend a few minutes looking through your *My Reference Book*. Be ready to share something you found interesting. Think about how this book can be helpful to you.

## **Math Message Lesson 1.7**

Write the next 3 numbers on an Exit Slip (*Math Masters*, page 415).

*Suggestions:* 12, 14, 16, \_\_, \_\_, \_\_  
36, 38, 40, \_\_, \_\_, \_\_  
234, 236, 238, \_\_, \_\_, \_\_

## **Math Message Lesson 1.8**

What number is 1 more than 46?

What number is 10 more than 46?

What number is 1 less than 46?

What number is 10 less than 46?

## **Math Message Lesson 1.9**

Write the name of someone at home. What other names does this person have?

## **Math Message Lesson 1.10**

Count by 10s. Count as high as you can in 1 minute. Write the number you reach.

## **Math Message Lesson 1.11**

Write “is less than” or “is greater than” between each pair of numbers.

20 \_\_\_\_\_ 12

40 \_\_\_\_\_ 38

30 \_\_\_\_\_ 35

70 \_\_\_\_\_ 59

## **Math Message Lesson 1.12**

Make a list of words to describe the weather.

## **Math Message Lesson 1.13**

Complete the Self Assessment  
(*Assessment Handbook*, page 154).

## **Math Message Lesson 2.1**

5 children are skating.

8 children are playing ball.

How many children in all?

## **Math Message Lesson 2.2**

Make up two problems; one addition and one subtraction.

Tell what calculator keys to use to solve them.

### **Math Message Lesson 2.3**

Write  $2 + 2 = 4$  and  $5 + 5 = 10$  on your slate. Write any other doubles facts that you know.

### **Math Message Lesson 2.4**

Find the sums. Look for patterns.

$$\begin{array}{lll} 1 + 6 = ? & ? = 3 + 5 & 8 + 2 = ? \\ 6 + 1 = ? & ? = 5 + 3 & 2 + 8 = ? \end{array}$$

### **Math Message Lesson 2.5**

Write all the doubles addition facts on a sheet of paper.

### **Math Message Lesson 2.6**

Make up a story for the number model  $10 - 3 = 7$ .

### **Math Message Lesson 2.7**

Take out your envelope of Fact Triangles. Write your name, and write “Fact Triangles” on the envelope.

### **Math Message Lesson 2.8**

Which is heavier—1 ounce or 1 pound?

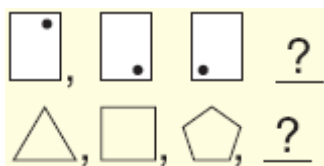
Do you think your calculator weighs more than 1 pound or less than 1 pound?

## Math Message Lesson 2.9

Write as many different names for the number 8 as you can.

## Math Message Lesson 2.10

Which shape comes next? Draw it.



## Math Message Lesson 2.11

June is 3 years older than Kevin. If Kevin is 7 years old, how old is June?

## Math Message Lesson 2.12

Make up a story for the number model  $11 - 8 = 3$ .

## Math Message Lesson 2.13

On an Exit Slip (*Math Masters*, p. 415), make up a story for the number model  $16 - 9 = 7$ .

## Math Message Lesson 2.14

Complete the Self Assessment (*Assessment Handbook*, page 158).

## Math Message Lesson 3.1

$52 =$  \_\_\_\_\_ tens and \_\_\_\_\_ ones

$25 =$  \_\_\_\_\_ tens and \_\_\_\_\_ ones

### **Math Message Lesson 3.2**

Take 10 Ⓟ, 6 Ⓝ, 6 Ⓣ, 4 Ⓠ, and 2 

\$1
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 from your tool-kit money. How much money is that?

### **Math Message Lesson 3.3**

Find the clock with your tool-kit number on it. Set the hands to show the time when school starts.

*or*

Take a copy of *Math Masters*, page 61.

### **Math Message Lesson 3.4**

The picture below shows one way to draw 36.



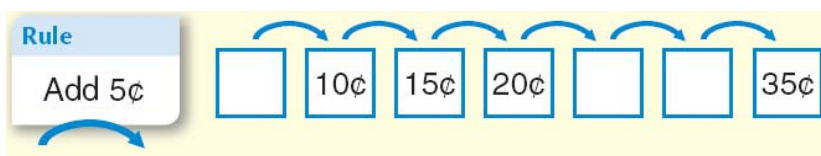
On your slates, draw at least two other ways to show 36.

### **Math Message Lesson 3.5**

Take one of the small pieces of paper labeled Counting Pockets. Follow the directions.

## Math Message Lesson 3.6

Here is a Frames-and-Arrows problem that uses nickels:



Take a blank Frames-and-Arrows diagram from *Math Masters*, page 75. Make up a problem that uses nickels, dimes, or quarters. Hand in your problem.

## Math Message Lesson 3.7

You buy a toy that costs 48¢. Which coins would you use to pay for it?

Draw the coins on your slate. Use (P), (N), (D), or (Q).

## Math Message Lesson 3.8

Turn to page 76 in your journal. Do you know what this machine is called? Do you know how it works? Be ready to discuss this machine.

## Math Message Lesson 3.9

Complete the Self Assessment (*Assessment Handbook*, page 163).

## Math Message Lesson 4.1

Which weighs more—a dry paper towel or a wet paper towel? Why?

## **Math Message Lesson 4.2**

What is the total number of dots?



A hot dog costs  $45\text{¢}$ . An orange costs  $25\text{¢}$ . What is the total cost?

## **Math Message Lesson 4.3**

Why are there two sets of marks and numbers on our Class Thermometer Poster?

## **Math Message Lesson 4.4**

At what temperature does water freeze (turn to ice)?

## **Math Message Lesson 4.5**

Eraser:  $28\text{¢}$

Notebook:  $69\text{¢}$

You have  $\$1.00$ . Do you have enough money to pay for both items? Be prepared to explain your answer.

## **Math Message Lesson 4.6**

You buy a clock that costs  $\$78$ . You pay with a  $\$100$  bill. How much is your change? Be prepared to share your solution strategy.



## Math Message Lesson 4.7

Name two things you would measure with a ruler.

Name two things you would measure with a tape measure.

## Math Message Lesson 4.8

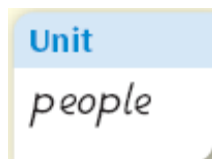
Make an estimate for the answer to each problem. Be prepared to tell how you found your answer.  $75 + 8$ ;  $57 + 22$

## Math Message Lesson 4.9

Make a ballpark estimate for each answer. Write a number model for each estimate.

$$37 + 58 = ?$$

$$473 + 234 = ?$$



## Math Message Lesson 4.10

Complete the Self Assessment (*Assessment Handbook*, page 168).

## Math Message Lesson 5.1

(See *Advance Preparation*.)

I am the Rule Maker. Look at the pictures of the attribute blocks labeled “These fit the rule.” Look at the pictures labeled “These do NOT fit the rule.” What is my rule?

## **Math Message Lesson 5.2**

Write a sentence that has the word point or points in it.

## **Math Message Lesson 5.3**

Think of the lines printed on a sheet of notebook paper. Imagine that the lines could go on forever. Do you think the lines would ever meet?

## **Math Message Lesson 5.4**

Write the names of the Pattern-Block Template shapes on an Exit Slip (*Math Masters*, page 415).

## **Math Message Lesson 5.5**

Trace each quadrangle that you find on your Pattern-Block Template.

## **Math Message Lesson 5.6**

Find two things in the room that have only flat sides. Find two things that have round sides.

## **Math Message Lesson 5.7**

Take 8 straws and 12 twist-ties. How are pyramids and cones alike and different?

## **Math Message Lesson 5.8**

Take a copy of *Math Masters*, page 149. It shows half of a picture. What do you think the whole picture looks like?

## **Math Message Lesson 5.9**

Complete the Self Assessment  
(*Assessment Handbook*, page 173).

## **Math Message Lesson 6.1**

(*Use names of children in your class.*)

Lia has 13 pencils. Thomas has 6 pencils. Nate has 7. How many pencils do they have in all?

## **Math Message Lesson 6.2**

Silva has 17 CDs. Mark has 8 CDs.

How many more CDs does Silva have than Mark?

## **Math Message Lesson 6.3**

What is your favorite food? (Candy, soda, and pizza don't count!)

## **Math Message Lesson 6.4**

Make a list of some things you like to collect.

## **Math Message Lesson 6.5**

Solve the problem. Try to find the answer in two different ways. Be ready to explain how you found the answer.  $56 - 24 = ?$

## **Math Message Lesson 6.6**

How many dots?



## **Math Message Lesson 6.7**

Jane bought 3 packs of gum. There are 5 sticks of gum per pack. How many sticks of gum did she buy? Show how you found your answer on an Exit Slip (*Math Masters*, page 415).

## **Math Message Lesson 6.8**

Egg carton: 2 rows of 6 eggs. Use your calculator to find how many eggs in all.

## **Math Message Lesson 6.9**

3 rows of window panes. 5 panes in each row. Draw the array. How many panes in all?

## **Math Message Lesson 6.10**

How would you use your calculator to solve this problem?

3 children share 12 pennies equally. How many pennies does each child get?

## **Math Message Lesson 6.11**

Complete the Self Assessment

(*Assessment Handbook*, page 178).