

Math Message Lesson 7.1

Start at 80 and count by 2s.

Count as far as you can.

Write your counts on an Exit Slip
(*Math Masters*, page 415).

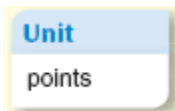
Math Message Lesson 7.2

How much more to make 10¢?

You Have	How Much More?
5¢	_____
3¢	_____
4¢	_____
8¢	_____
1¢	_____

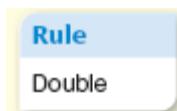
Math Message Lesson 7.3

$$12 + 17 + 8 = \underline{\quad}$$
$$\underline{\quad} = 4 + 9 + 16 + 11$$



Math Message Lesson 7.4

in	out
5	
	8
7	
	12



Math Message Lesson 7.5

Lift each book and hold it. Estimate how many pounds each book weighs. Write your estimates.

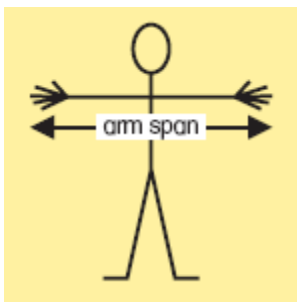
Math Message Lesson 7.6

A friend measures your arm span in inches.

Another friend measures your arm span in centimeters.

Who do you think will report the larger number? Why? Record your answer on an Exit Slip (*Math Masters*, page 415).

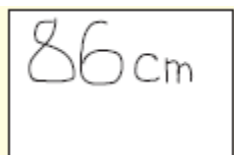
Draw the simple figure below on the board.



Math Message Lesson 7.7

Turn to journal page 173. Write your longer jump length on a half-sheet of paper.

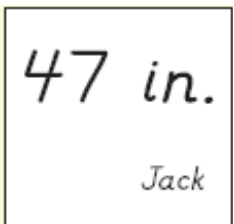
Then open *My Reference Book* to pages 45 and 46. Read about range and median with a partner.



Example

Math Message Lesson 7.8

Take 1 stick-on note. Turn to journal page 174. Print your name and arm span on the stick-on note. For example:



Math Message Lesson 7.9

Complete the Self Assessment (*Assessment Handbook*, page 182).

Math Message Lesson 8.1

Take 3 sheets. Fold each one into 4 equal squares. Carefully cut the squares apart along the folds.

Math Message Lesson 8.2

Martha ate $\frac{1}{4}$ of a large pizza. Juanita ate $\frac{1}{4}$ of a small pizza. Did they eat the same amount of pizza?

Math Message Lesson 8.3

Tyrone had 12 marbles. He gave $\frac{1}{3}$ of the marbles to Ling and $\frac{1}{3}$ of the marbles to Mike. How many marbles did he keep for himself?

Math Message Lesson 8.4

Take a copy of *Math Masters*, page 239. Carefully cut out each circle.

Math Message Lesson 8.5

Take a paper clip.

Find *Math Journal 2*, Activity Sheets 5 and 6. Cut apart the Fraction Cards.

Then solve this problem:

Which is more: $\frac{1}{2}$ of a granola bar or $\frac{3}{6}$ of the same granola bar?

Math Message Lesson 8.6

Take out your Fraction Cards. Find the cards that show fourths. Line them up side by side. Which is more, $\frac{1}{4}$ of something or $\frac{3}{4}$ of the same thing? $\frac{4}{4}$ or $\frac{2}{4}$?

Math Message Lesson 8.7

Think of a game you like to play. Would you rather play it for $\frac{1}{2}$ of an hour or for $\frac{1}{3}$ of an hour?

Math Message Lesson 8.8

Complete the Self Assessment (*Assessment Handbook*, page 187).

Math Message Lesson 9.1

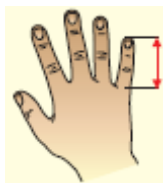
About how many children in our class can lie head-to-foot along the longest wall of our classroom? Write your estimate on a stick-on note. Write large! Keep your stick-on note.

Math Message Lesson 9.2

Yards and meters are good units to use for measuring long lengths. What units are good to use for measuring short lengths?

Math Message Lesson 9.3

Measure the length of your little finger. Would you say that your little finger is about 1 inch, 2 inches, or 3 inches long?



Math Message Lesson 9.4

Take a slip of paper. Follow the instructions on it. Work with a partner.

Math Message Lesson 9.5

Three children measured the width of a door. Could all of them be correct?

Maria: about 1 meter

George: about 9 decimeters

Latonya: about 92 centimeters

Math Message Lesson 9.6

Look at the top of journal page 221. Which shape do you think is the “biggest” (has the largest area)? Think about how you might find out.

Math Message Lesson 9.7

A checkerboard has 8 rows of squares. There are 8 squares in each row. How many squares does the checkerboard have in all?

Write or draw a picture to show your strategy on a half-sheet of paper.

Math Message Lesson 9.8

Write some of the units of measure you have seen on milk cartons, soft-drink cans, bottles, and other containers. *For example:* quart

Math Message Lesson 9.9

Pick up the [first object] in one hand. Pick up the [second object] in your other hand. Decide which object weighs more.

Math Message Lesson 7.9

Complete the Self Assessment (*Assessment Handbook*, page 192).

Math Message Lesson 10.1

Take the following tool-kit bills and coins to your seat: 6 \$1, 4 Q, 5 D, 5 N, and 7 P. Write the total amount of money on your slate.

Math Message Lesson 10.2

Look at journal page 230. Use an Exit Slip (*Math Masters*, page 415). List two items you could buy with \$2.00.

Math Message Lesson 10.3

Enter these numbers into your calculator. Write what you see in the display on your slates.

Number	Display
1.02	_____
.98	_____
.980	_____
$1.02 - .980 =$	_____

Be prepared to share what you notice about the displays.

Math Message Lesson 10.4

Write these amounts in dollars-and-cents notation.

$35\text{¢} = \$\underline{\quad}.\underline{\quad}$

$6\text{¢} = \$\underline{\quad}.\underline{\quad}$

$80\text{¢} = \$\underline{\quad}.\underline{\quad}$

$152\text{¢} = \$\underline{\quad}.\underline{\quad}$

Math Message Lesson 10.5

$90 + 110 = \underline{\quad}$

$\underline{\quad} = 140 + 90$

$\underline{\quad} = 180 + 60$

$30 + 100 + 70 = \underline{\quad}$

Math Message Lesson 10.6

Write in dollars-and-cents notation:

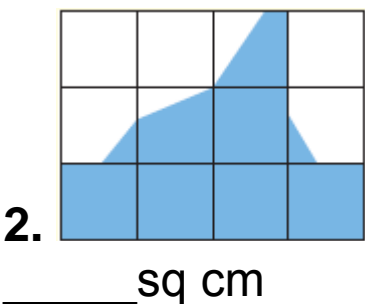
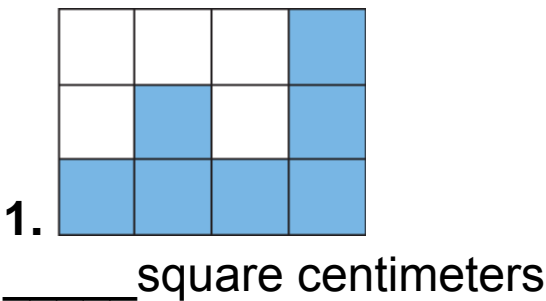
1. 29 cents = \$ _____
2. 59¢ = \$ _____
3. 9 cents = \$ _____
4. a dollar forty-seven = \$ _____
5. ten dollars and 2 cents = \$ _____
6. nine hundred thirty-three dollars and thirty cents = \$ _____

Try This

7. three thousand five hundred forty-six dollars and sixteen cents = \$ _____

Math Message Lesson 10.7

Count squares to find the area of each shaded figure.



Math Message Lesson 10.8

1 long = ____ cubes

1 flat = ____ longs = ____ cubes

1 big cube = ____ flats = ____ longs
= ____ cubes

Math Message Lesson 10.9

Write the smallest and largest 4-digit numbers that use the digits 1, 6, 8, and 9.

Math Message Lesson 10.10

What is a digit? How many digits are there? Name them.

Math Message Lesson 10.11

Solve: $8 - 5 + 3 = \underline{\quad}$

Math Message Lesson 10.12

Complete the Self Assessment
(*Assessment Handbook*, page 196).

Math Message Lesson 11.1

Use the Art Supply Poster on journal page 264 to answer these questions. Explain your answers.

- I have \$3.00. Is that enough to buy markers and pipe cleaners?
- Is \$3.00 enough to buy scissors and glue?
- Is \$3.00 enough to buy 2 paintbrushes?

Math Message Lesson 11.2

You buy a pair of scissors for \$2.23. You pay with a \$5 bill. Should you get more or less than \$3.00 in change?

Math Message Lesson 11.3

Make a ballpark estimate for each answer.

$$58 - 37 = \underline{\quad}$$

$$143 - 65 = \underline{\quad}$$

Unit

people

Math Message Lesson 11.4

On an Exit Slip (*Math Masters*, page 415), answer the following questions. Show your work. Explain your strategy.

How many corners does a triangle have?

How many corners do 4 triangles have?

Math Message Lesson 11.5

How can 2 children share 16 crayons equally? How can 3 children share 16 crayons equally? Draw a picture or diagram to solve each problem. Write your answers on an Exit Slip (*Math Masters*, page 415).

Math Message Lesson 11.6

5 rows of tomato plants. 4 plants in each row. How many plants in all? Draw an array.

Math Message Lesson 11.7

5 children share 3 bags of apples equally. Each bag contains 6 apples.

How many apples does each child get?

How many apples are left over?

Math Message Lesson 11.8

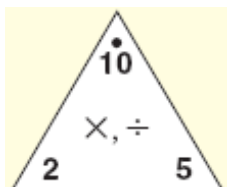
Tennis balls are sold 3 per can.

Write and solve a multiplication number story about tennis balls.

Math Message Lesson 11.9

Write a division story on a half-sheet of paper.

Use the numbers on this Fact Triangle.



Math Message Lesson 11.10

Complete the Self Assessment
(*Assessment Handbook*, page 201).

Math Message Lesson 12.1

Take a slip and complete the problems.

Math Message Lesson 12.2

School starts at ____:____ A.M.

School is out at ____:____ P.M.

How long does the school day last?
_____ hours

Math Message Lesson 12.3

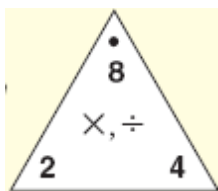
On what date were you born? In what year will you become 10 years old?

Math Message Lesson 12.4

Look at the Products Table on page 280 in your journal. What can you say about the third row and the third column?

Math Message Lesson 12.5

On an Exit Slip (*Math Masters*, page 415) write the fact family for this Fact Triangle and then draw an array for one of the multiplication facts.



Math Message Lesson 12.6

Study the graph on journal page 302. On an Exit Slip (*Math Masters*, page 415), write some things that the graph tells you.

Math Message Lesson 12.7

Take two stick-on notes. Count the buttons on the clothes you are wearing. Write the number on a stick-on note and put it in the right place above the number line. Save the other stick-on note.

Math Message Lesson 12.8

Complete the Self Assessment

(*Assessment Handbook*, page 206).