

Calendar

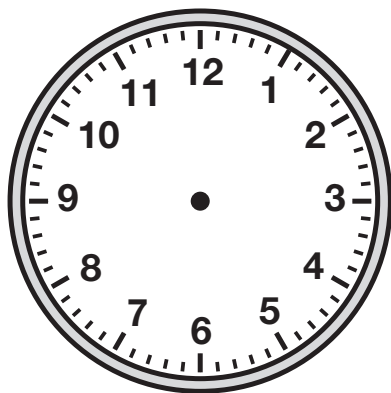
[illegible]

Clocks

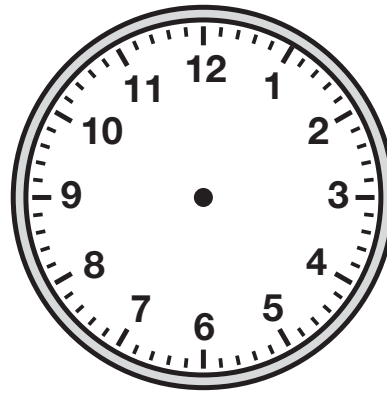
Read the time on each digital clock. Draw hands on the clock faces to show the same time. Then, write each time in digital form.



It is morning.



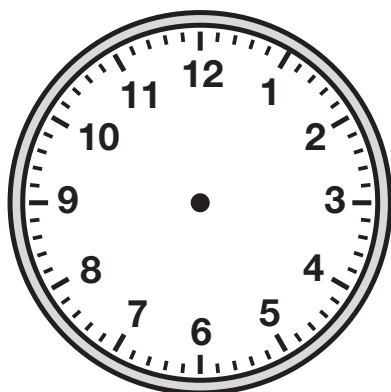
1. _____



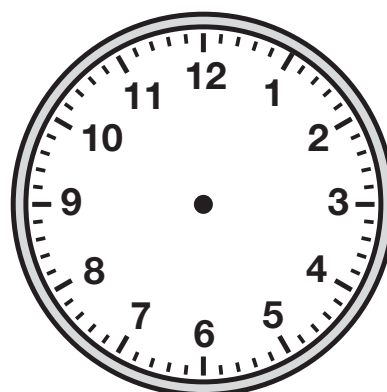
2. _____



It is afternoon.



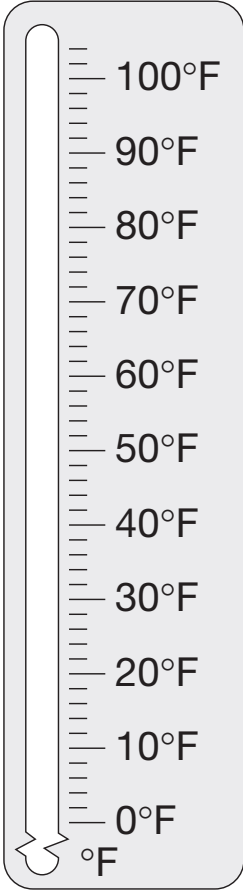
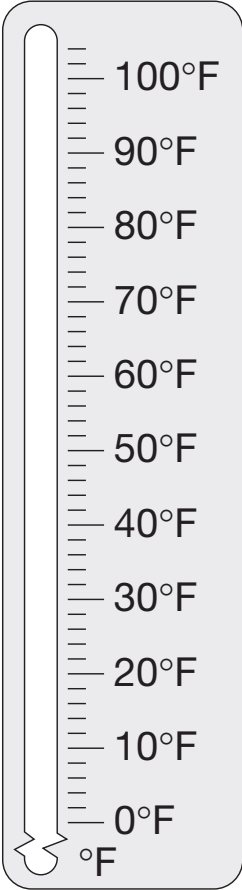
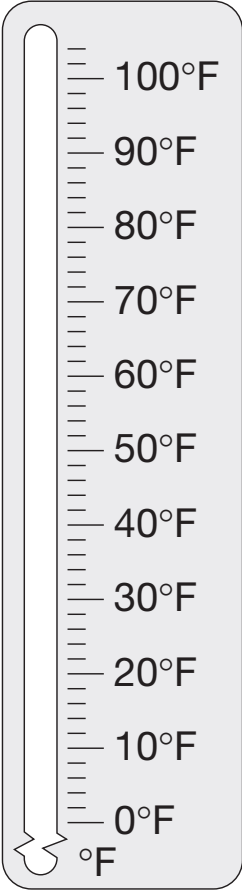
3. _____



4. _____

Temperature

In this activity we will read an outside temperature in degrees Fahrenheit several times during the day. Each time, we will record the temperature on our activity sheet.

Sample 1	Sample 2	Sample 3
		
Time:	Time:	Time:
Temperature:	Temperature:	Temperature:
☐ Cold ☐ Cool	☐ Cold ☐ Cool	☐ Cold ☐ Cool
☐ Warm ☐ Hot	☐ Warm ☐ Hot	☐ Warm ☐ Hot

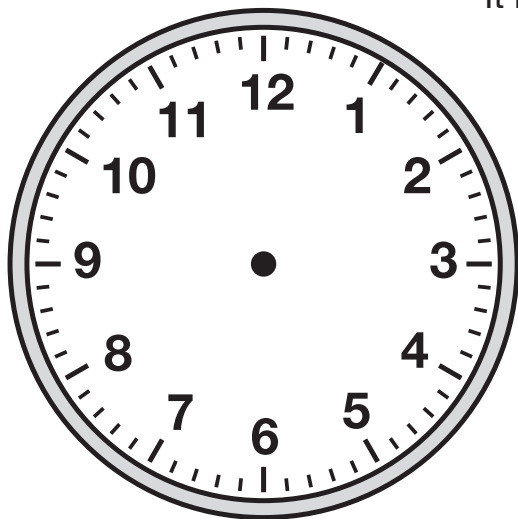
Fractions of an Hour

Draw hands on each clock to show the given time. Then write the time for each clock face in digital form.

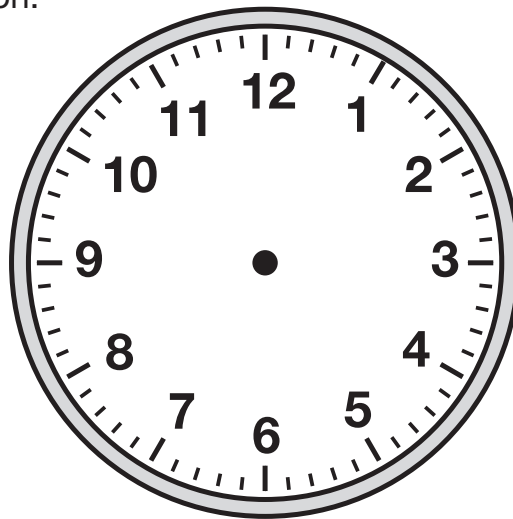
1. A quarter to three

2. Half past four

It is afternoon.



Time _____

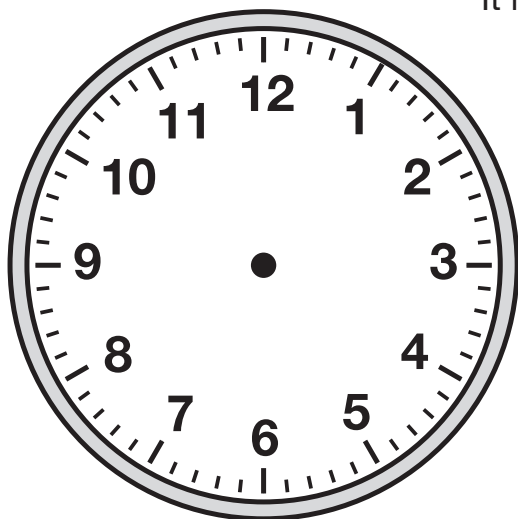


Time _____

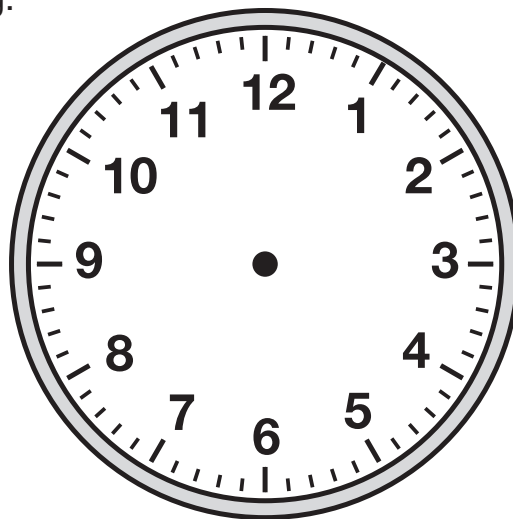
3. A quarter after ten

4. A quarter of eight

It is morning.



Time _____



Time _____

Name _____

Pictographs and Bar Graphs

Pictograph

Title: _____

Key:



=

Bar Graph

Title: _____



Label: _____

Name _____

Ones	
Tens	
Hundreds	

\$1 Bills



\$10 Bills



\$100 Bills



Working With Money

Start with \$345 each.

1. **A** gives **B** \$32.

Student A

$$\begin{array}{r} \$345 \\ - \$32 \\ \hline \end{array}$$

Student B

$$\begin{array}{r} \$345 \\ + \$32 \\ \hline \end{array}$$

2. **B** gives **A** \$43.

Student A

$$\begin{array}{r} \$313 \\ + \$43 \\ \hline \end{array}$$

Student B

$$\begin{array}{r} \$377 \\ - \$43 \\ \hline \end{array}$$

3. **A** gives **B** \$128.

Student A

$$\begin{array}{r} \$356 \\ - \$128 \\ \hline \end{array}$$

Student B

$$\begin{array}{r} \$334 \\ + \$128 \\ \hline \end{array}$$

4. **B** gives **A** \$114.

Student A

$$\begin{array}{r} \$228 \\ + \$114 \\ \hline \end{array}$$

Student B

$$\begin{array}{r} \$462 \\ - \$114 \\ \hline \end{array}$$

5. **A** gives **B** \$161.

Student A

$$\begin{array}{r} \$342 \\ - \$161 \\ \hline \end{array}$$

Student B

$$\begin{array}{r} \$348 \\ + \$161 \\ \hline \end{array}$$

6. **B** gives **A** 164.

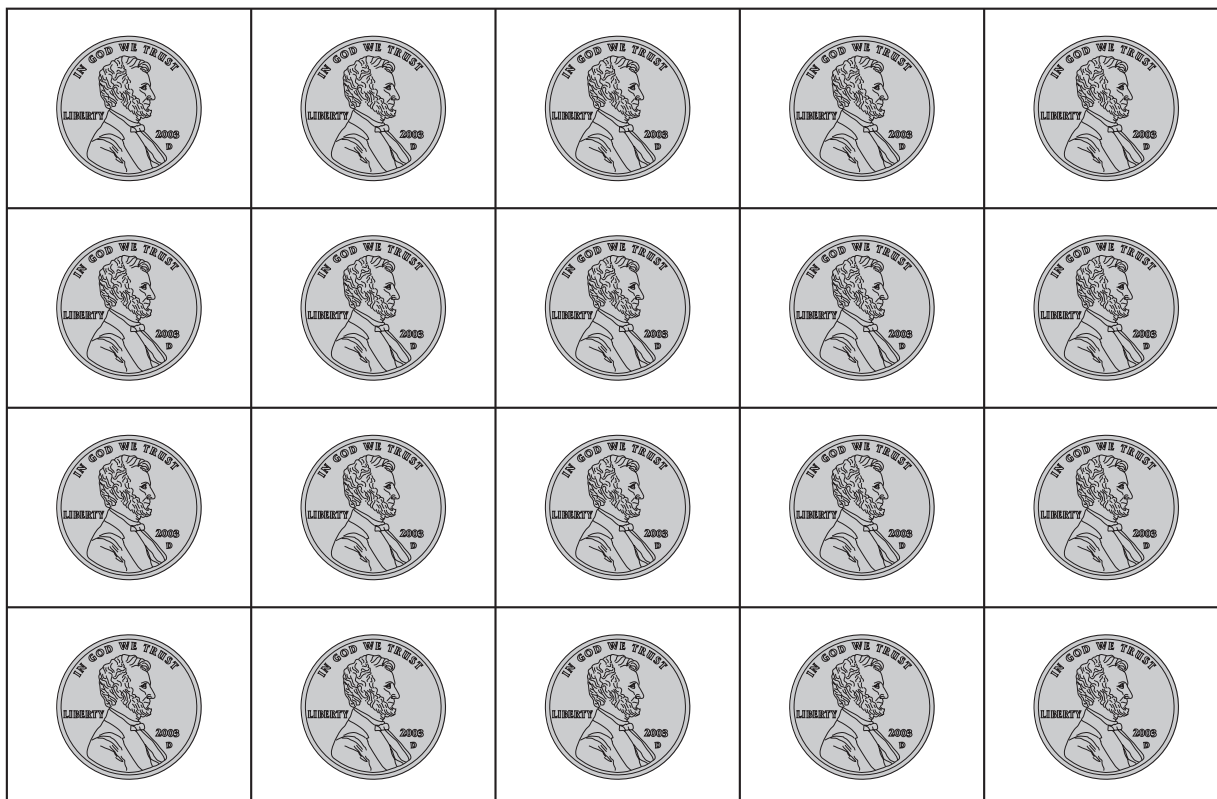
Student A

$$\begin{array}{r} \$181 \\ + \$164 \\ \hline \end{array}$$

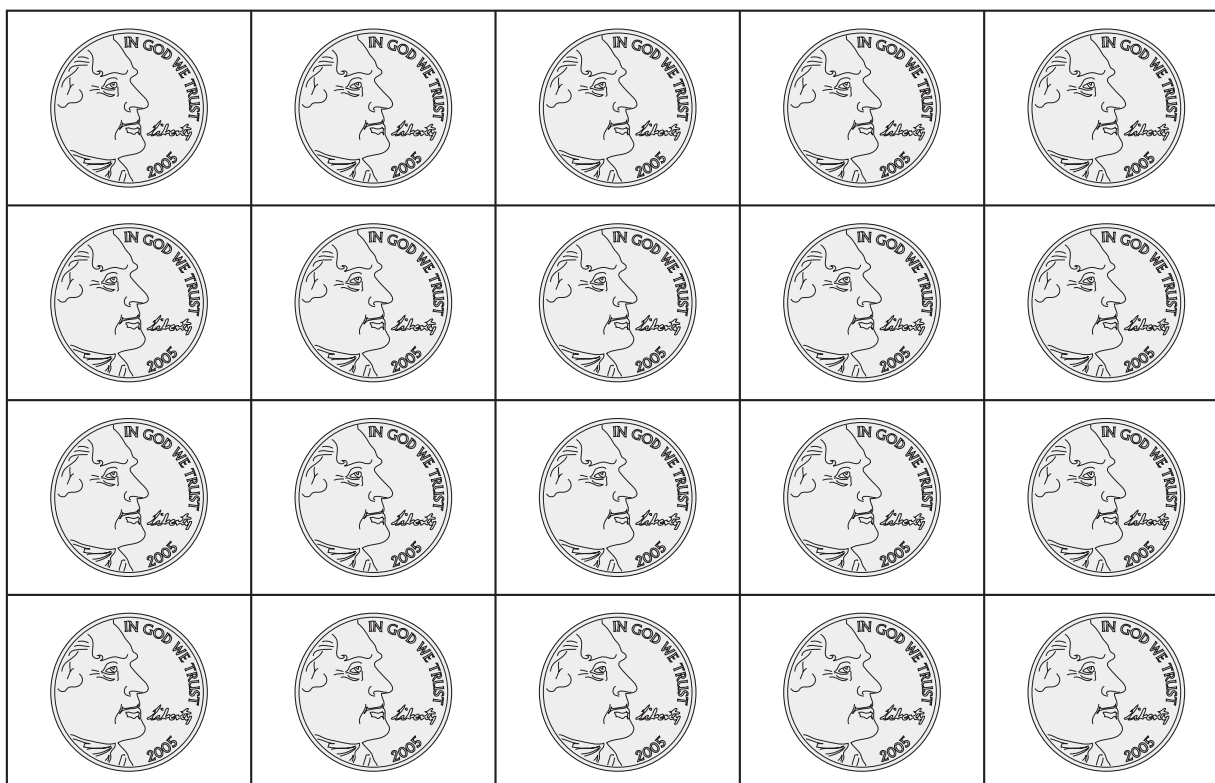
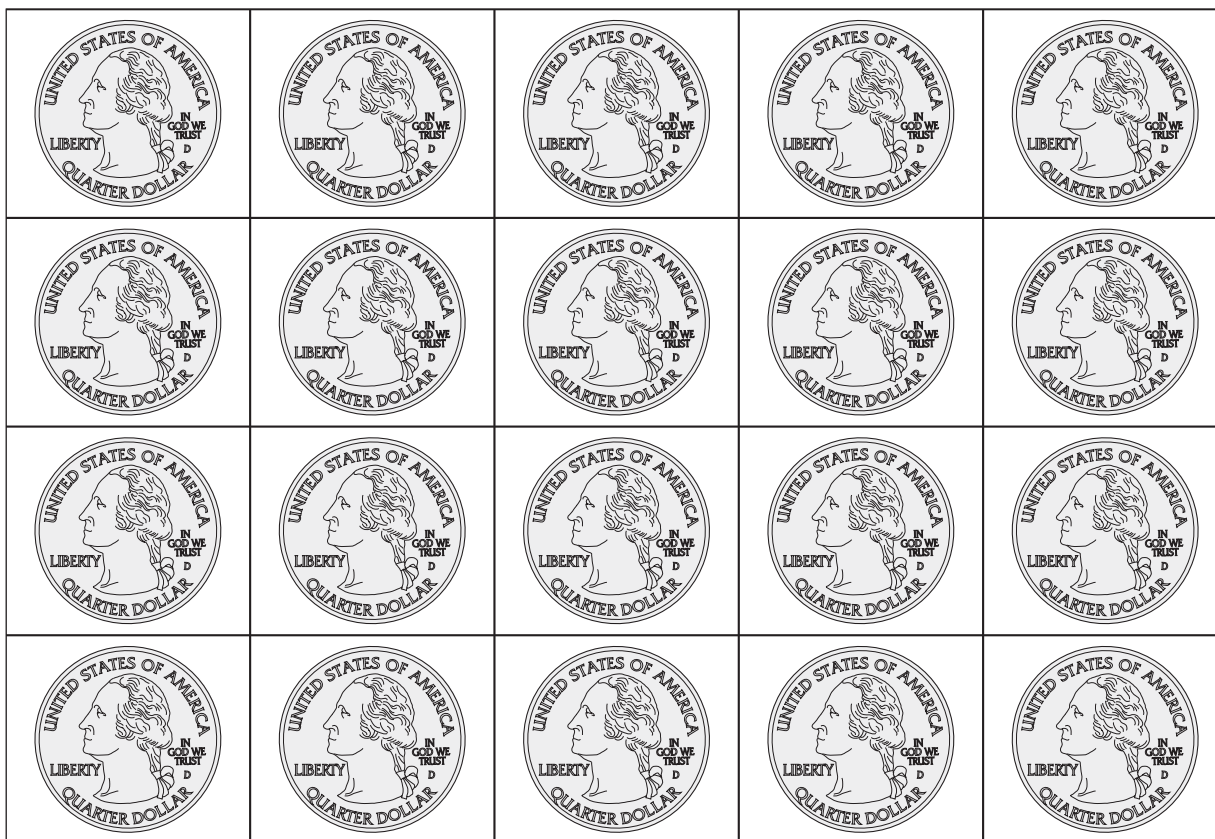
Student B

$$\begin{array}{r} \$509 \\ - \$164 \\ \hline \end{array}$$

Dimes and Pennies



Nickels and Quarters



Counting Coins

Exercise 1



Total Value: _____

Exercise 2



Total Value: _____

Exercise 3



Total Value: _____

Name _____

Pictographs

Tally Sheet

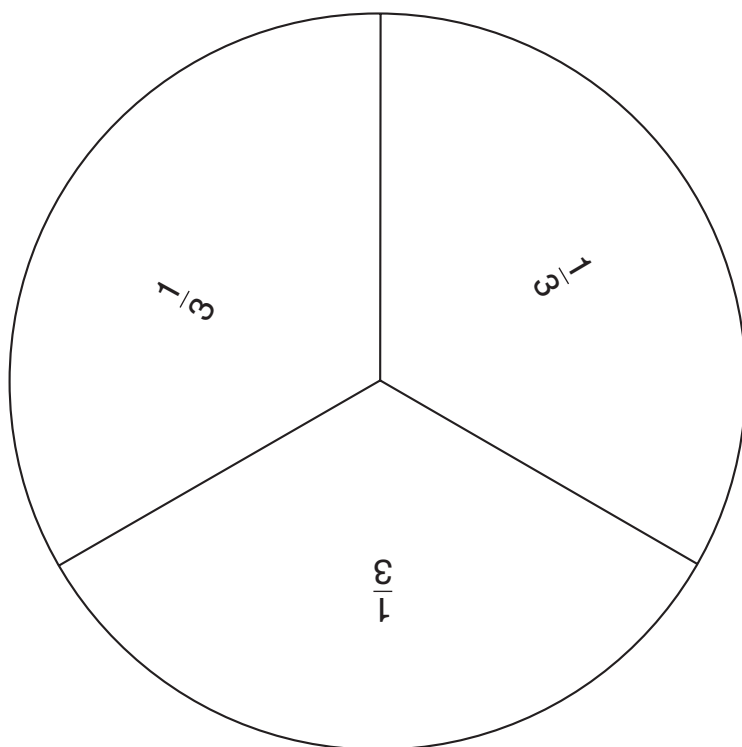
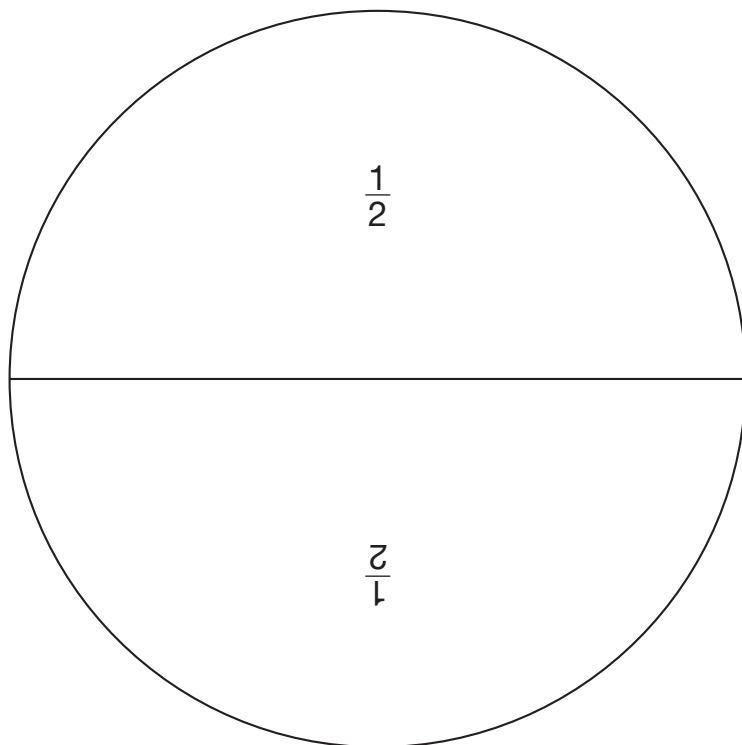
Season	Tally
Summer	
Fall	
Winter	
Spring	

Title: _____

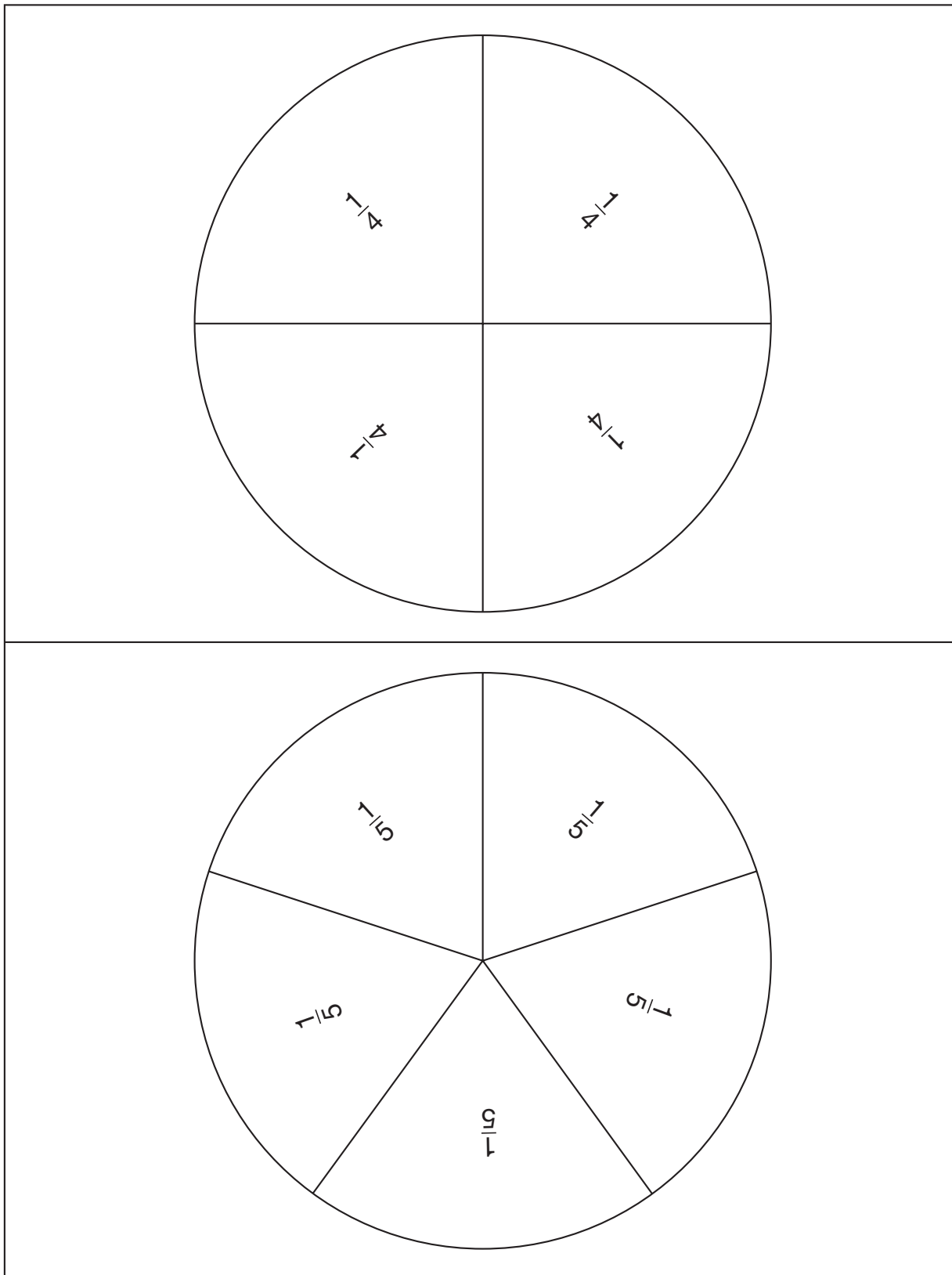
Summer	
Fall	
Winter	
Spring	

Key: = _____ Students

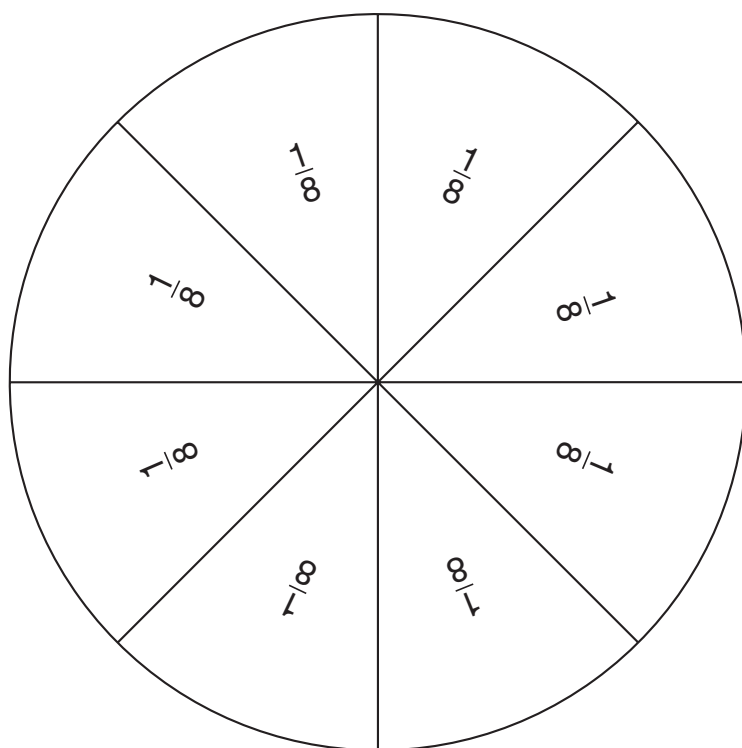
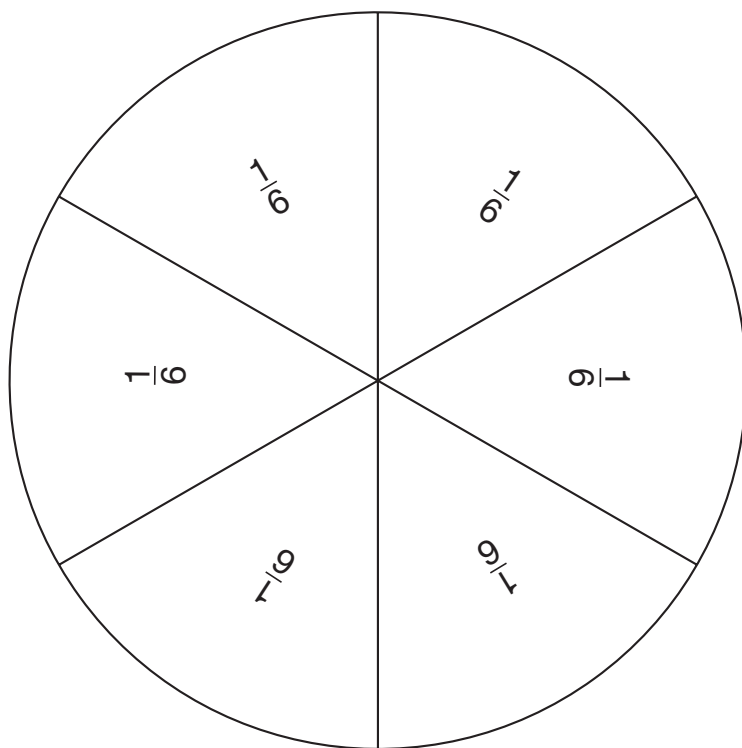
Fraction Manipulatives



Fraction Manipulatives



Fraction Manipulatives



Fractions on the Number Line

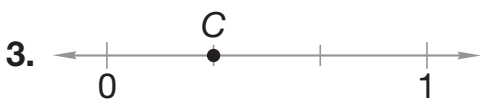
Write a fraction for each lettered point on the number lines below.



Fraction _____



Fraction _____



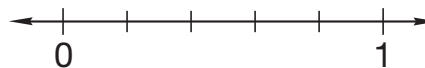
Fraction _____



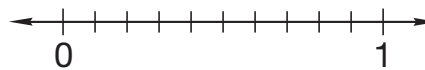
Fraction _____

Draw a dot on the number line and write the fraction below the dot.

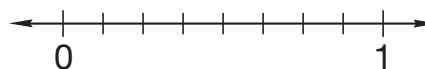
5. Find $\frac{4}{5}$



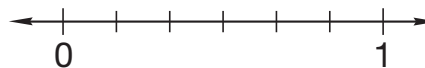
6. Find $\frac{3}{10}$



7. Find $\frac{7}{8}$



8. Find $\frac{3}{6}$



Probability Games

Game 1

Take turns rolling a dot cube.

Rules:

- Player *A* gets a point if the number of dots is 1 or 6.
- Player *B* gets a point if the number of dots is 2, 3, 4, or 5.
- The first player with 10 points wins.

Keep track of points using tally marks (|||| ||).

Score

<i>Player A</i>	<i>Player B</i>

Game 2

Take turns rolling a dot cube.

Rules:

- Player *A* gets a point if the number of dots is even (2, 4, or 6).
- Player *B* gets a point if the number of dots is odd (1, 3, or 5).
- The first player with 10 points wins.

Score

<i>Player A</i>	<i>Player B</i>

Explain: Which game is more fair, Game 1 or Game 2? Why?

Game 3

With your partner, make a dot cube game you think would be fair. Write the rules of the game. Then play the game.

Rules:

- _____
- _____
- _____

Score

<i>Player A</i>	<i>Player B</i>

Name _____

Length and Width

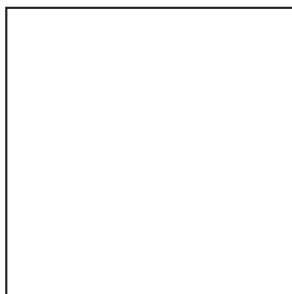
Use your ruler to find the length and width of each rectangle.

length _____

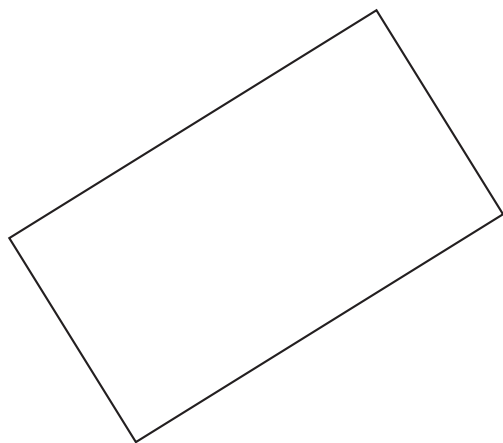


width _____

length _____



width _____



length _____

width _____

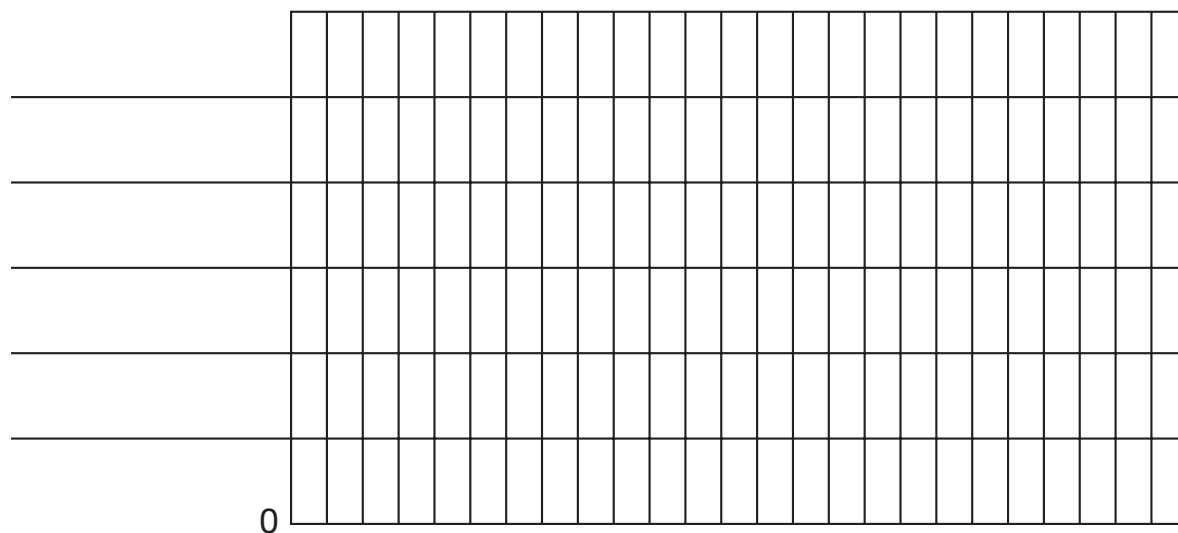
Name _____

Rectangular Patterns

Name _____

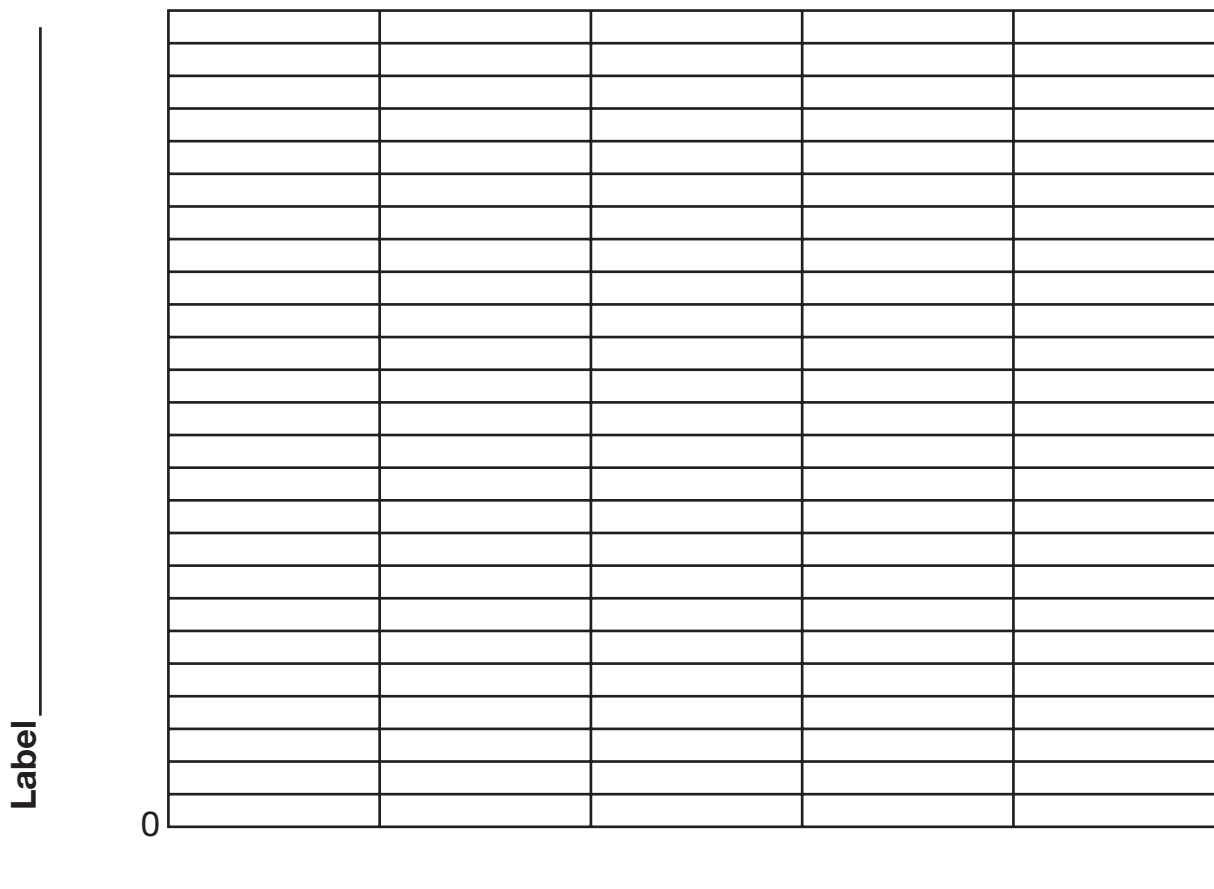
Bar Graphs

Title: _____



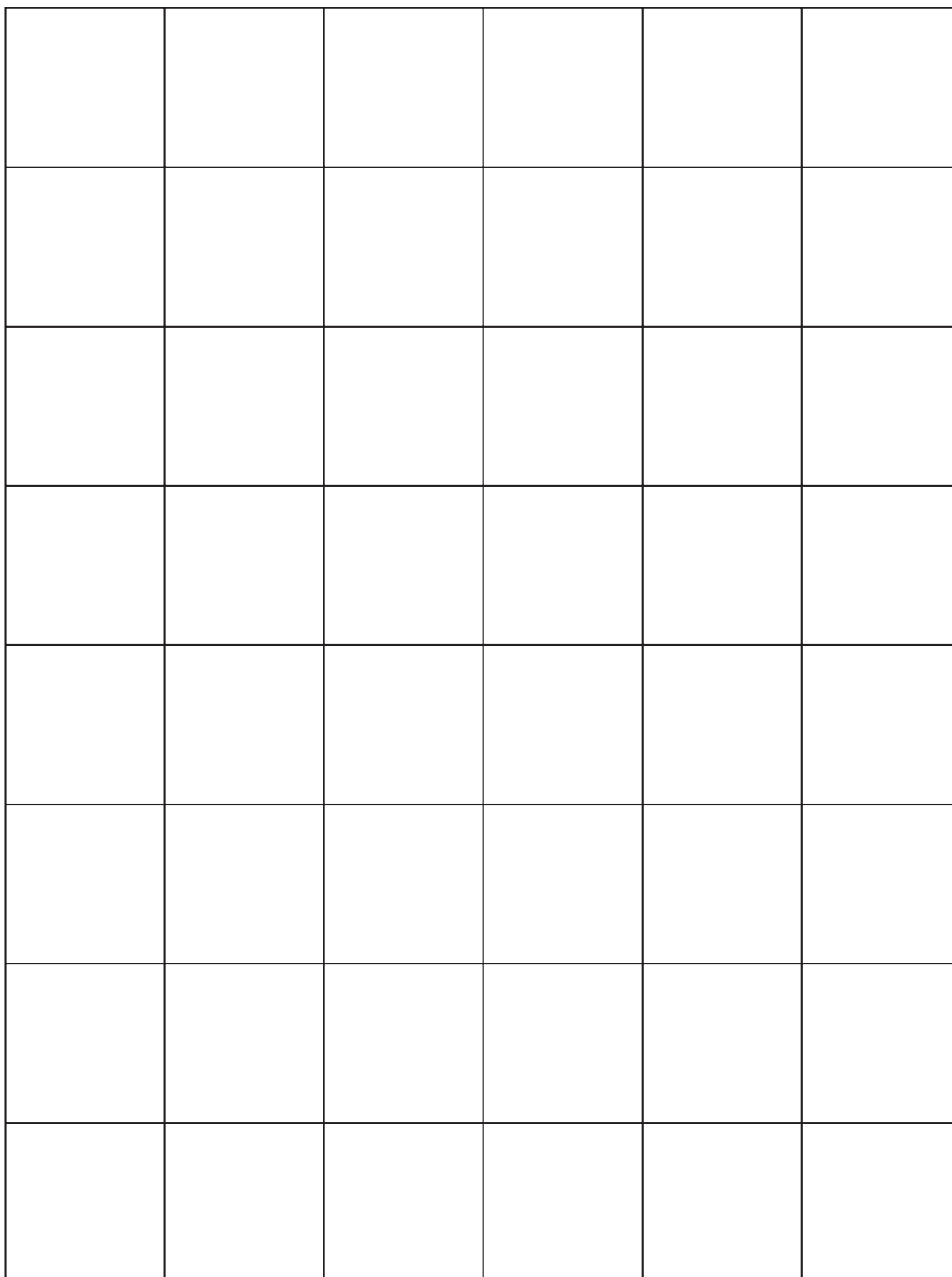
Label: _____

Title: _____



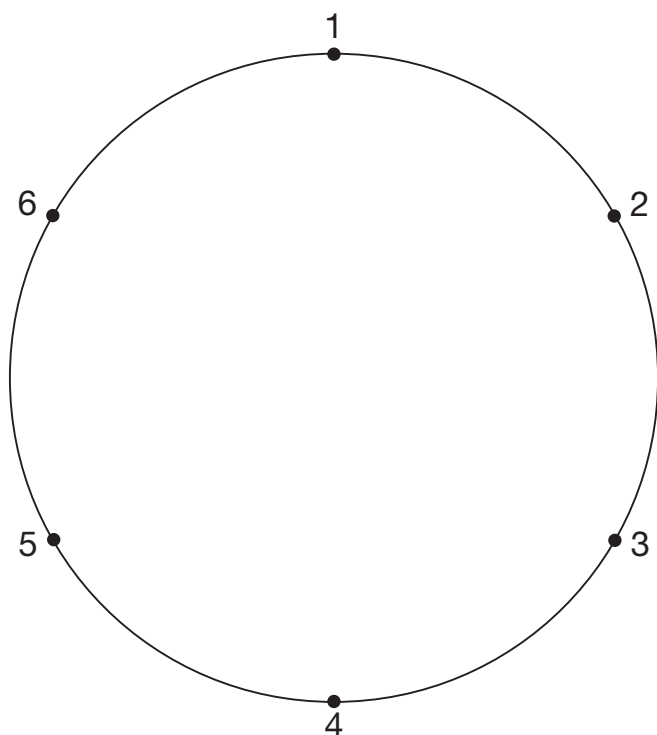
Name _____

1-inch Grid



Triangles

Follow the directions next to each shape to draw triangles. Then use your ruler and the table in Lesson 69 to classify the triangles you drew. (*Hint: Some triangles can be classified in more than one way.*)



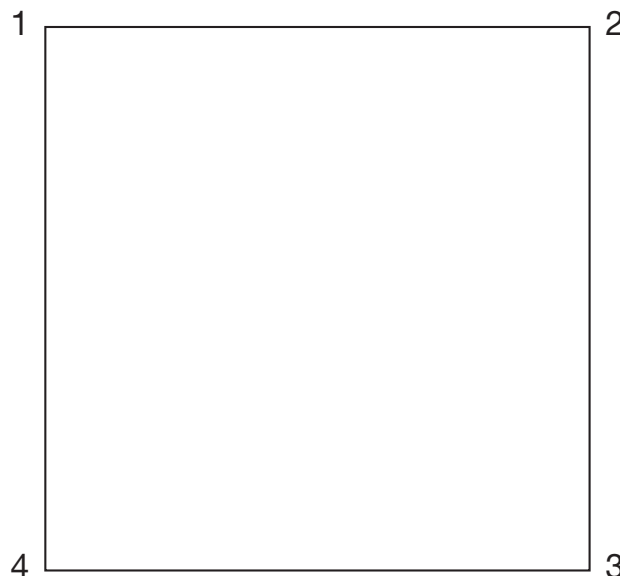
Draw a segment from point 1 to point 2. Then, draw a segment straight from point 2 to point 3. Continue drawing segments around the circle until you get back to point 1.

Draw segments across the circle from 1 to 4, from 2 to 5, and from 3 to 6.

What kind of triangles did you draw?

Draw segments across the square from 1 to 3 and 2 to 4.

What kind of triangles did you draw?



Flash Cards

Cut apart the flash cards below and write each product on the back of the card. There are two blank cards for you to make other flash cards you want to practice.

$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} \times \\ \hline \end{array}$	$\begin{array}{r} \times \\ \hline \end{array}$	$\begin{array}{r} \times \\ \hline \end{array}$	$\begin{array}{r} \times \\ \hline \end{array}$

Symmetry, Part 1

Directions: Use color tiles or pattern blocks to create a tile pattern with a line of symmetry on this paper. When you have a pattern you like, show your teacher. Then trace the pattern on the paper. You may color the pattern in a way that is symmetrical.

Line of
Symmetry

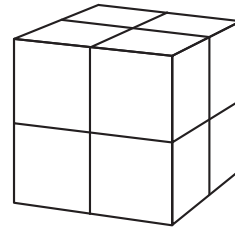


Counting Cubes

Use cubes to build the stacks of cubes shown in each picture. Answer the questions for each picture

1. How many cubes are in one layer?

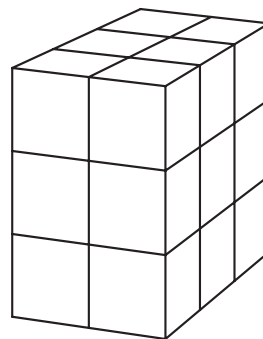
2. How many layers are there?



3. How many cubes are there in all?

4. How many cubes are in one layer?

5. How many layers are there?

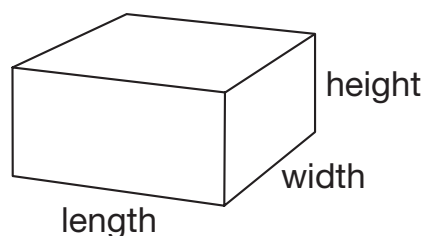


6. How many cubes are there in all?

Volume

Find the approximate volume of a box by figuring out how many one-inch cubes will fill the box.

Step 1: Use your ruler to measure the length, width, and height of your box in inches. Write the measures in the table.



Dimensions of Box	
length	_____ in.
width	_____ in.
height	_____ in.

Step 2: Find how many cubes will cover the bottom of the box. Next find how many layers of cubes will fill the box. Figure out how many cubes would fill the box.

Number of Cubes in Box

Number of cubes in bottom layer.	
Number of layers.	
Total number of cubes.	

Step 3: Write the approximate volume of the box.

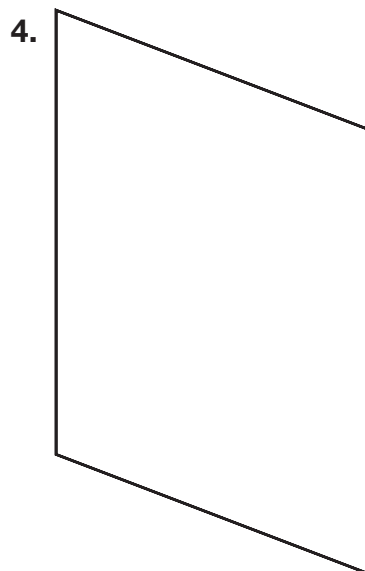
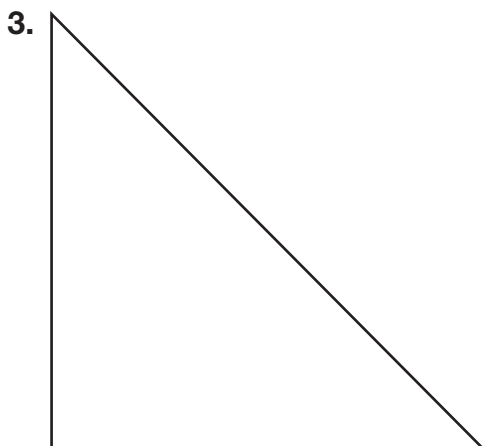
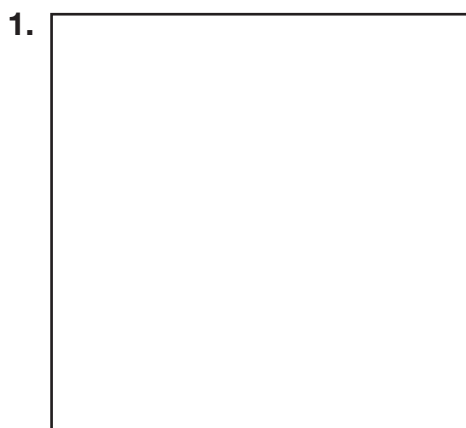
Classifying Solids

Name each geometric solid and explain your choice.

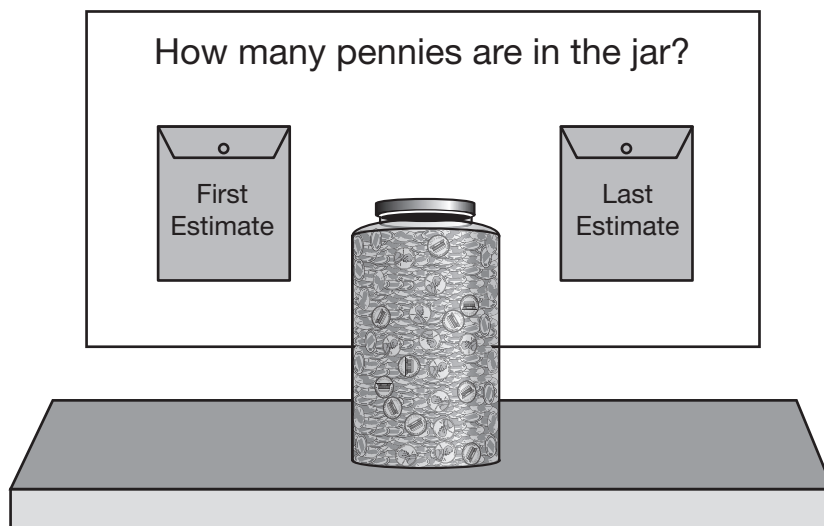
A Name _____ _____ _____ _____ _____	B Name _____ _____ _____ _____ _____
C Name _____ _____ _____ _____ _____	D Name _____ _____ _____ _____ _____
E Name _____ _____ _____ _____ _____	F Name _____ _____ _____ _____ _____
G Name _____ _____ _____ _____ _____	H Name _____ _____ _____ _____ _____
I Name _____ _____ _____ _____ _____	J Name _____ _____ _____ _____ _____

Symmetry, Part II

Only three of these four polygons have a line of symmetry.
Draw at least one line of symmetry across each of those three polygons.



Penny Jar

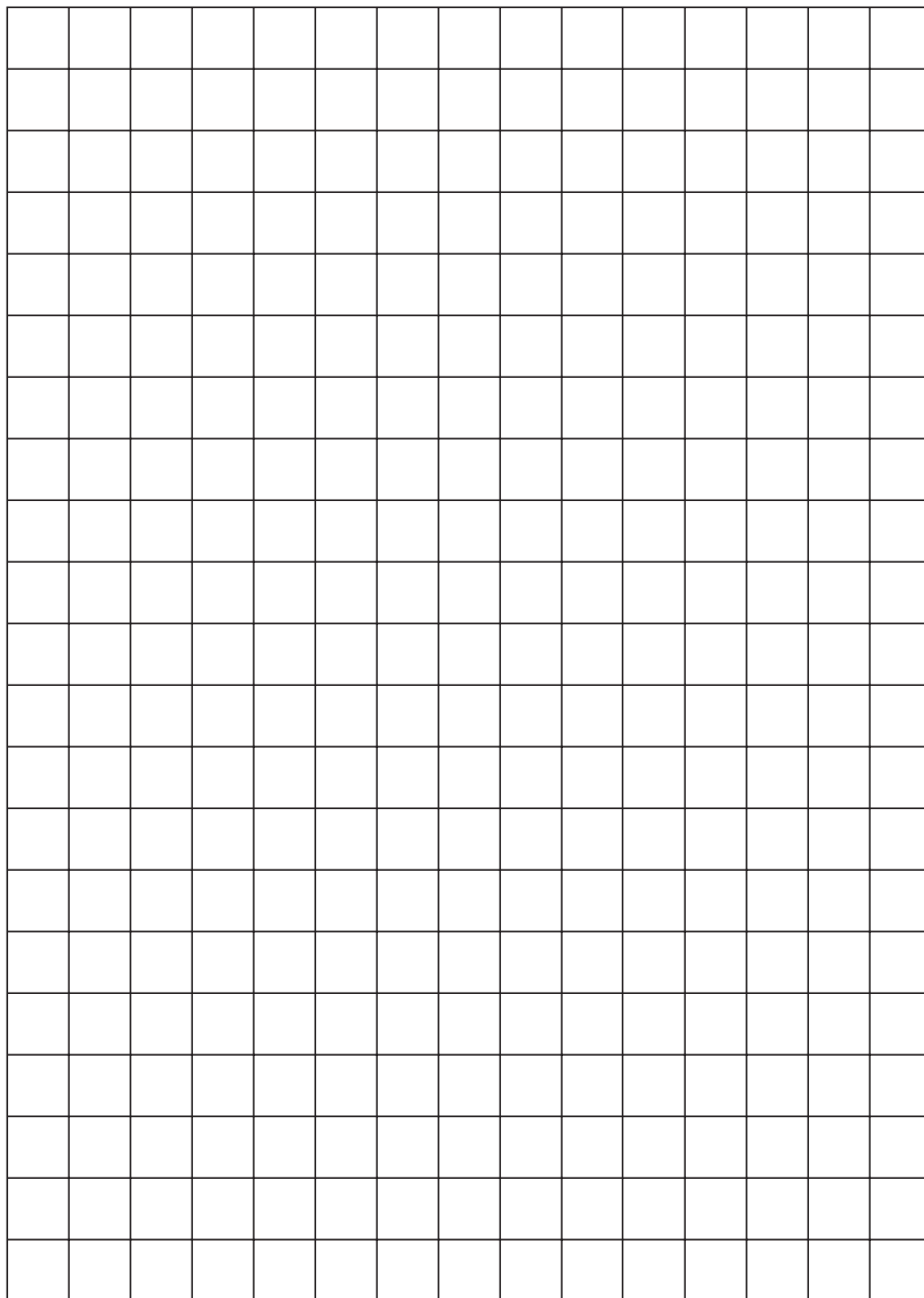


Record your estimates on this sheet. Over the next several lessons you will have a chance to improve your estimates.

L91	First estimate		Turn in estimate
	Revised estimate after discussion		
L98	Estimation by weight		
Inv 10	Final estimate		Turn in estimate

Name _____

Square Centimeter Grid



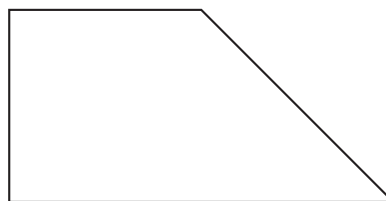
Estimating Area

Use transparency grids to estimate the area of each figure below.

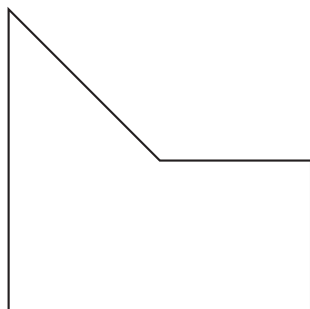
1. In square cm:



2. In square inches:



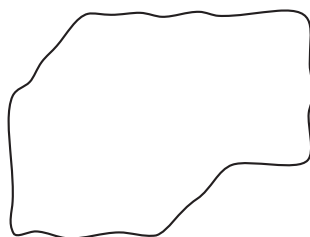
3. In square cm:



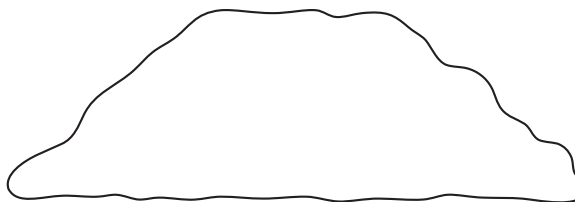
4. In square inches:



5. In square cm:



6. In square inches:

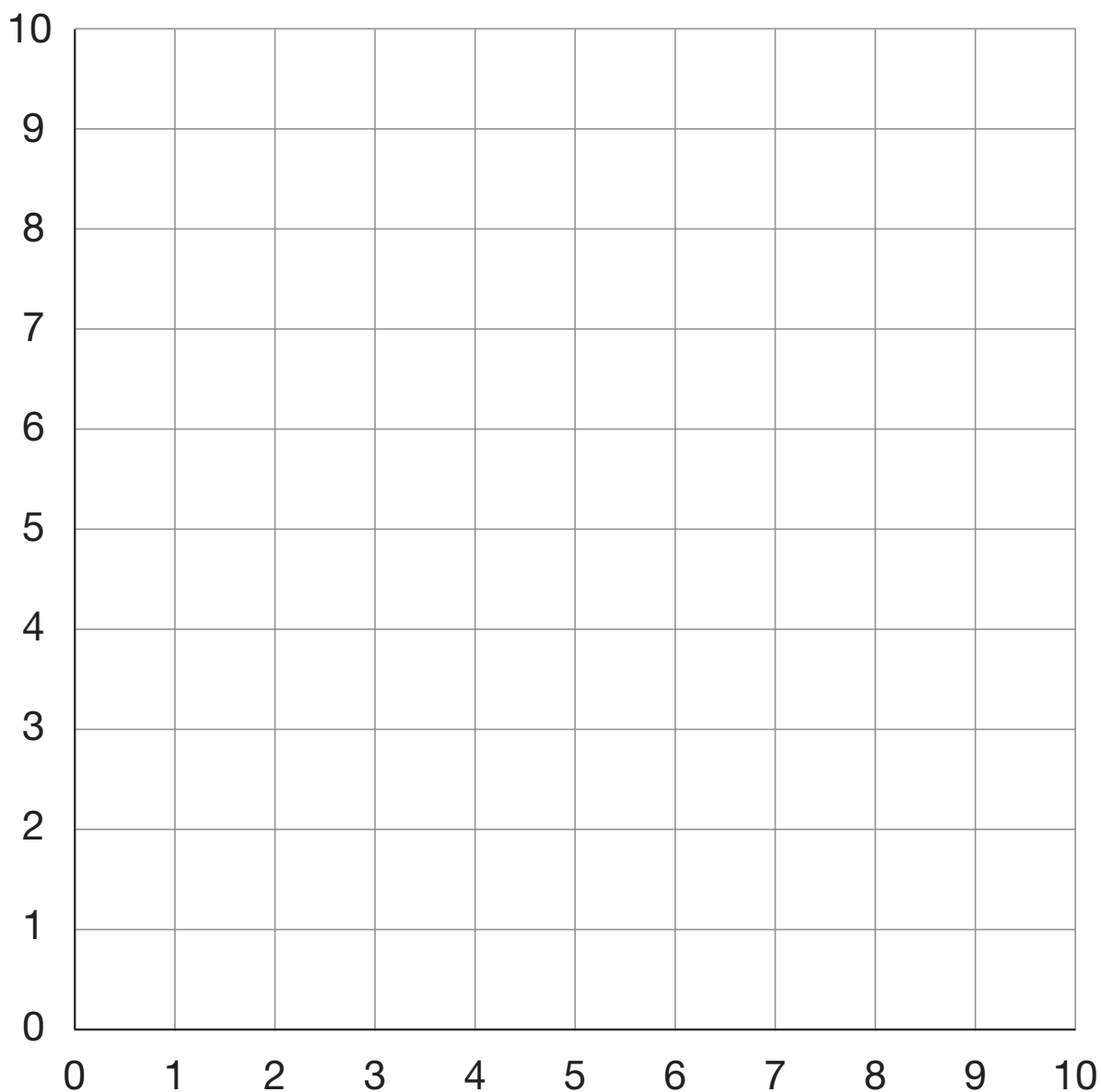


Dot-to-Dot Design

Graph these points on the line grid.

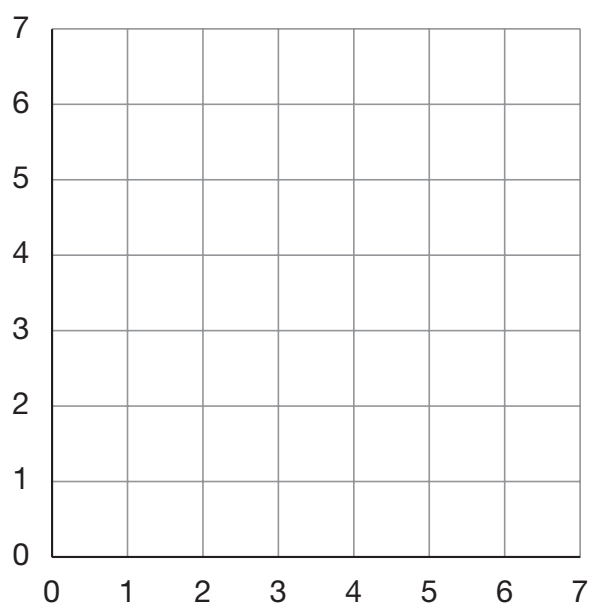
Then draw segments to connect the points in order.

- | | | | |
|------------|------------|------------|------------|
| 1. (5, 3) | 2. (6, 3) | 3. (7, 2) | 4. (9, 2) |
| 5. (8, 1) | 6. (2, 1) | 7. (1, 2) | 8. (4, 2) |
| 9. (4, 3) | 10. (5, 3) | 11. (5, 4) | 12. (2, 4) |
| 13. (5, 9) | 14. (5, 4) | | |



Name _____

Planning a Design



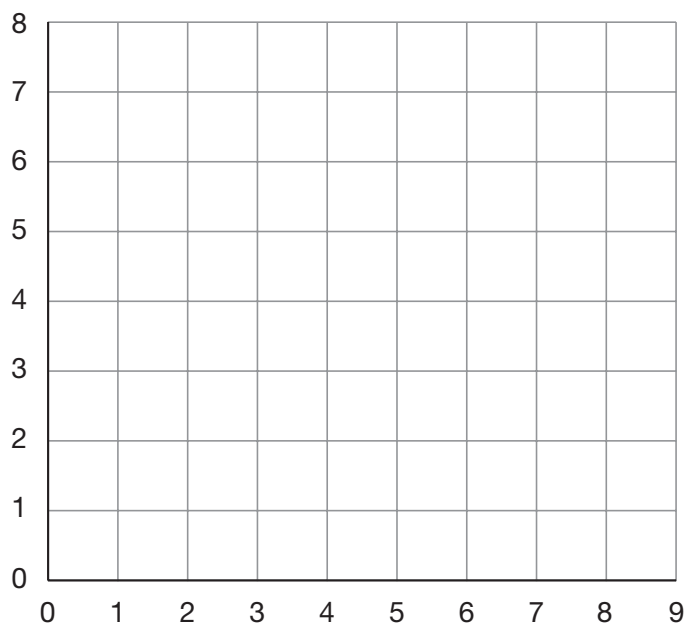
Directions:

- 1.
- 2.
- 3.
- 4.

Name _____

For use with Lessons 26 and 29

Planning a Design



Directions: