

# Fractions



a) Write the missing numbers.

|  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|

b) Add these numbers

| Add |  |
|-----|--|
| 6   |  |
| 8   |  |
|     |  |
|     |  |

c) Subtract these numbers

| Subtract |  |
|----------|--|
| 9        |  |
| 7        |  |
|          |  |
|          |  |

d) What fraction is shaded?

i) 

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

ii) 

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e) Fill in the number that comes before or after.

i) 

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ii) 

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iii) 

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iv) 

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f) The number 

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 has 

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 tens and 

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 ones.

g) The number 

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 tens and 

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 ones.

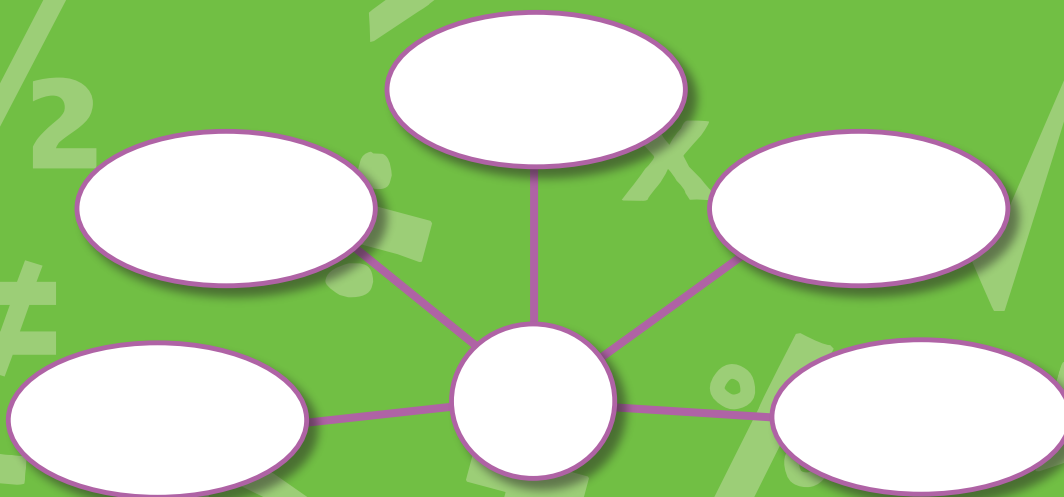
# Patterning



a) Fill in the numbers \_\_\_\_\_ in the hundreds chart below.

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b) Facts that add to \_\_\_\_\_.



# In-Out, Odd-Even



a) Complete the table. Rule: subtract \_\_\_\_\_.

| In | Out |
|----|-----|
| 10 |     |
|    |     |
|    |     |
|    |     |
|    |     |

b) Which of the following numbers are odd?

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

c) Circle the largest number in each bubble.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

d) Count forward by \_\_\_\_\_'s.

→  →  →  →

e) How do you write \_\_\_\_\_ using numbers?

Answer:

# Graphing, Hundreds Chart, Patterning, Odd Numbers



a) Graph the figure below on the accompanying number line.

x =



b) This is part of the hundreds chart with some numbers missing.

|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

What number belongs in the circle?

Answer: \_\_\_\_\_

c) Look at the pattern.

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

How many \_\_\_\_\_ and \_\_\_\_\_ would be in the next section of this pattern?

d) Circle the odd numbers from the list below.

# Input-Output Table, Sequencing



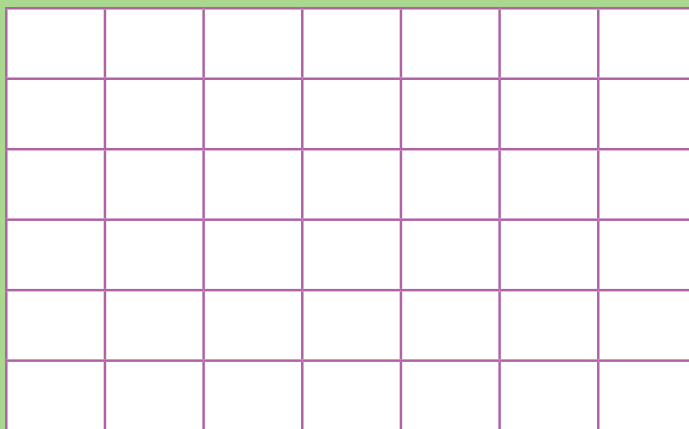
a) This is an input-output table. An input-output table follows certain rules.

| Input | Output |
|-------|--------|
|       |        |
|       |        |
|       |        |
|       |        |



Rule: \_\_\_\_\_

b) Justin goes for a walk. He starts at the \_\_\_\_\_ and walks \_\_\_\_\_ squares up and \_\_\_\_\_ squares left and arrives \_\_\_\_\_.

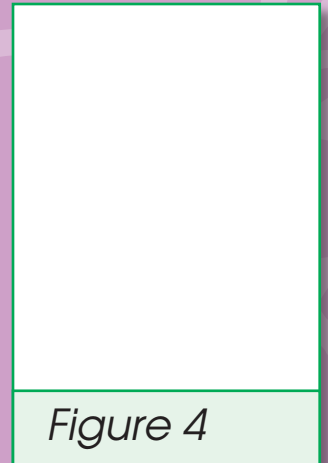


Use the above grid to help you describe how Justin would walk home.

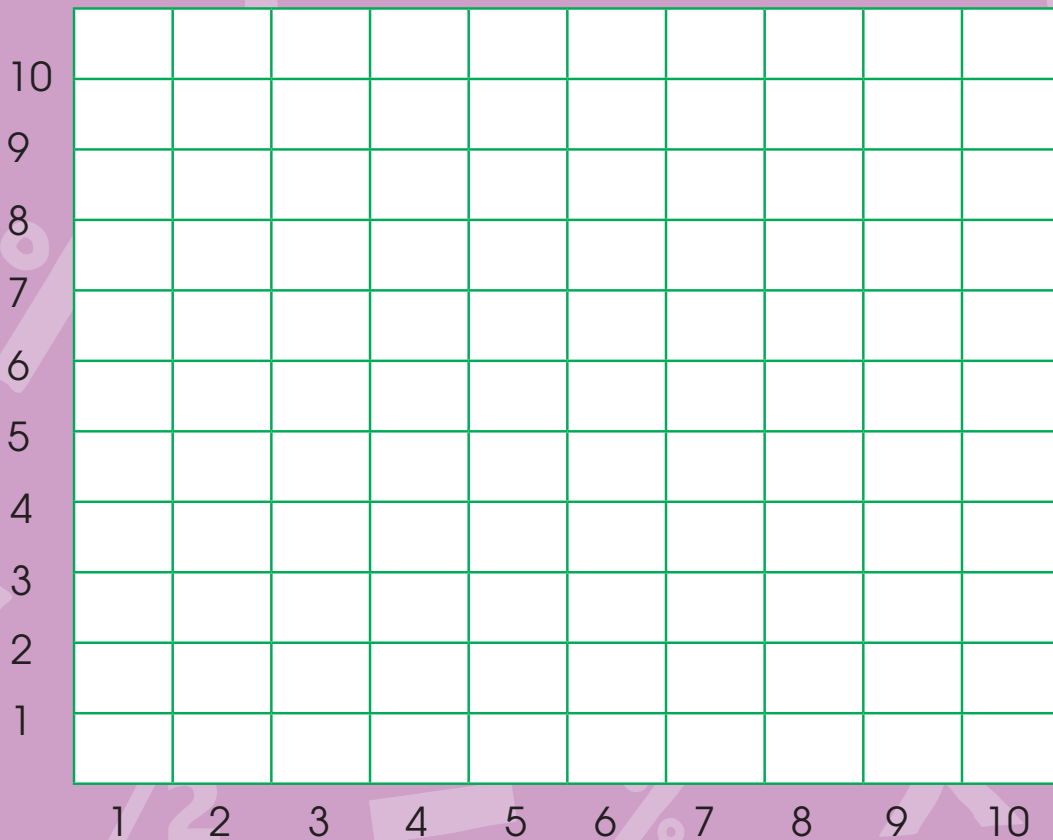
# Patterning, Graphing



a) The first four figures of a pattern are shown below.



Now complete the bar graph below to show the number of \_\_\_\_\_ in each figure.



# Pattern Blocks



a) Point to and name each shape. Match each shape with the same pattern block.



b) Count the number of sides and corners on each shape.



|               |               |               |
|---------------|---------------|---------------|
| _____ sides   | _____ sides   | _____ sides   |
| _____ corners | _____ corners | _____ corners |

c) Make the hexagon three different ways. Trace the pattern blocks used.



d) How are these shapes alike? How are they different?



|  |
|--|
|  |
|  |
|  |

# Equal Parts



a) Divide each square into two equal parts.



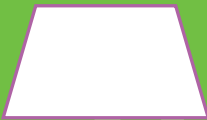
b) Divide each triangle into two equal parts.



c) Divide each hexagon into two equal parts.



d) Divide the trapezoid into three equal parts.



e) Divide each diamond into two equal parts.



f) Divide each rhombus into two equal parts.



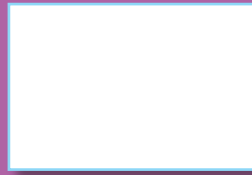


# Flips, Slides and Turns

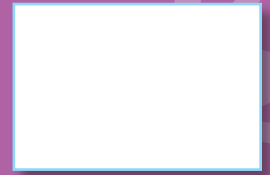


Draw the flip, slide or turn for each shape.

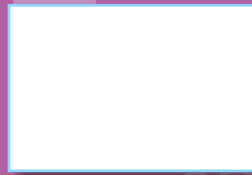
a) Flip:



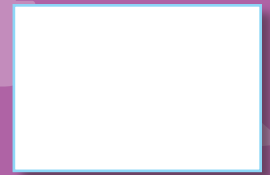
h) Turn:



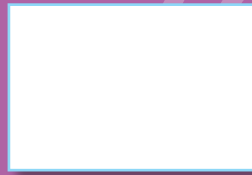
b) Slide:



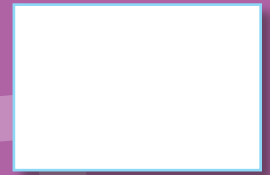
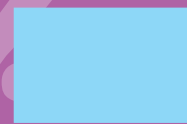
i) Turn:



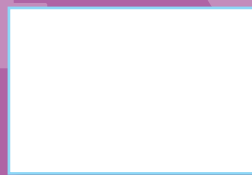
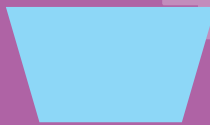
c) Flip:



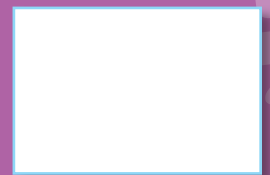
j) Flip:



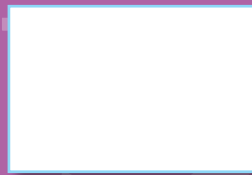
d) Turn:



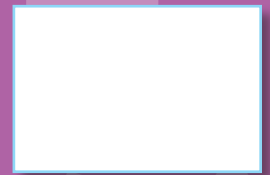
k) Turn:



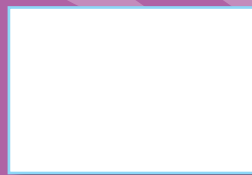
e) Flip:



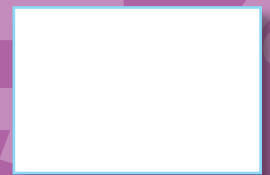
l) Flip:



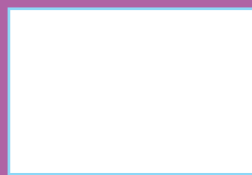
f) Turn:



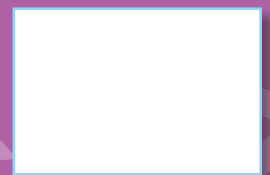
m) Flip:



g) Slide:



n) Turn:



# Ways To Make A Dollar



There are many different types of change you might find in your pocket. Now, think about how you can use such change to make \$1.00.

Working alone or with a partner, come up with ways to make \$1.00 using coins. You can not use all of one type of coin to make it, but have to use at least two types of coins. How many ways to make a dollar can you come up with in ten minutes? Share your results on this chart in the class.

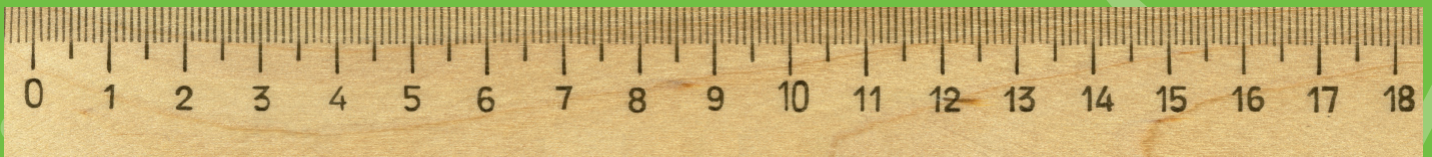


| Coins you used to make \$1.00 | Number of coins used |
|-------------------------------|----------------------|
|                               |                      |
|                               |                      |
|                               |                      |
|                               |                      |
|                               |                      |
|                               |                      |
|                               |                      |
|                               |                      |
|                               |                      |
|                               |                      |

Think about your results. How many ways did you find to make a dollar? Which way used the most coins? Which way used the least coins?

# Measuring Up

For this activity, you are being asked to measure items in class. Your job is to use a centimeter ruler and find items that range from 1 centimeter to 10 centimeters. Try to find an object that measures closest to each length. Write the name of the object. Share your results in class.



1 cm: \_\_\_\_\_

2 cm: \_\_\_\_\_

3 cm: \_\_\_\_\_

4 cm: \_\_\_\_\_

5 cm: \_\_\_\_\_

6 cm: \_\_\_\_\_

7 cm: \_\_\_\_\_

8 cm: \_\_\_\_\_

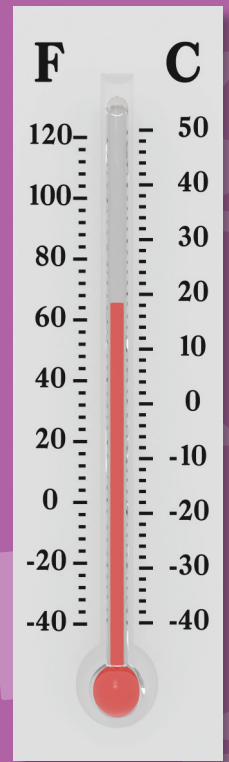
9 cm: \_\_\_\_\_

10 cm: \_\_\_\_\_

# Warm and Cool



Thermometers are used for measuring temperature. This helps determine how warm or cool an object feels. For this activity, you will need to use a thermometer to measure outside air temperatures. With the help of an adult, measure the temperature at the same time each day for five days. Record the temperature. Then, discuss what you recorded.



Day One temperature: \_\_\_\_\_

Day Two temperature: \_\_\_\_\_

Day Three temperature: \_\_\_\_\_

Day Four temperature: \_\_\_\_\_

Day Five temperature: \_\_\_\_\_

**What did you see?**

1. Did the temperatures get warmer or colder? \_\_\_\_\_
2. Which day was warmest? \_\_\_\_\_
3. Which day was coldest? \_\_\_\_\_
4. What do you think the temperature will be if you took it on Day Six?  
\_\_\_\_\_

# Conduct a Survey



Ask 15 classmates five questions, then fill in the chart with the results.

| Topic | Tally |
|-------|-------|
|       |       |
|       |       |
|       |       |
|       |       |
|       |       |

What did you learn?

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# Create a Spinner



**Create a spinner for use in a game.**

**Predict the outcome.**

**When we play, \_\_\_\_\_  
will come in first.**

**When we play, \_\_\_\_\_  
will come in second.**

**When we play, \_\_\_\_\_  
will come in third.**



**How did you make your game?**

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**What strategy did you use to play your game?**

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# Fruit Groups



Open a box of Fruit Loops in your group.

Separate the colors into groups.

Count how many Fruit Loops you have of each color.

Graph your results.



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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