hand2mind | Hands-On Standards®

K–5

Learning at Home

Math Sample Pages

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Letter to the Family

Dear Family,

hand2mind is excited to partner with families to bring quality learning activities into the home. This Learning at Home Math Kit is designed to provide engaging, fun math practice. It supports active learning experiences for you and your child to share at home. This Activity Guide and the hands-on resources included in the kit provide your child with direct, concrete learning experiences to help build his/her conceptual understanding of mathematical concepts and problem-solving skills.

To help support hands-on learning experiences, we have included the following manipulatives that are used throughout the activities:


UniLink™ Cubes


Link-N-Learn® Links


Attribute Blocks


Number Cubes


2-Color Counters


Rekenrek

We have also included a calendar to make planning easier. The calendar includes a schedule of activities to help you pace out the activities and record your child's progress. Additionally, there is a discussion question or prompt included for each activity. This can help your child share what s/he is learning each day.

To create a home-school link, we encourage you to spend 15–30 minutes working through the activities with your child. This includes time for discussion using the questions provided on the calendar.

Here are a few other tips that you can use as you work with your child.

- Designate a time to work on the activities.
- Give encouragement and praise for your child's effort.
- Ask questions and share ideas.

You play an integral role in helping your child succeed. Please use this kit to help your child build a strong understanding of mathematics. We hope that you enjoy the resources and the quality time you spend with your child.

Thank you for making a difference!

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Carta a las familias

Estimadas familias,

hand2mind se emociona en asociarse con las familias para llevar actividades de aprendizaje de calidad al hogar. Este Kit de Matemáticas de Aprendizaje en el Hogar está diseñado para proporcionar la práctica de las matemáticas de una forma atractiva y divertida. Ofrece experiencias de aprendizaje activas para que usted y su hijo compartan en casa. Esta guía de actividades y los recursos prácticos incluidos en el kit brindan a su hijo experiencias de aprendizaje directas y concretas para ayudarlo a desarrollar su comprensión conceptual de los conceptos matemáticos y las habilidades para resolver problemas.

Para apoyar las experiencias de aprendizaje práctico, hemos incluido los siguientes manipulativos que se utilizan en todas las actividades:


Cubos UniLink™


Reloj con engranaje


Bloques de Patrones


Cubos de Numero


Cuisenaire® Rods


Rekenrek

También hemos incluido un calendario para facilitar la planificación. El calendario incluye un cronograma de actividades para ayudarlo a organizar las actividades y registrar el progreso de su hijo. Además, se incluye una pregunta de discusión o un aviso para cada actividad. Esto puede ayudar a su hijo a compartir lo que está aprendiendo cada día.

Para crear un vínculo entre el hogar y la escuela, lo alentamos a que pase de entre 15 a 30 minutos trabajando en las actividades con su hijo. Esto incluye tiempo para la discusión usando las preguntas que se proporcionan en el calendario.

Aquí hay algunos otros consejos que puede usar mientras trabaja con su hijo.

- Designe un horario para trabajar en las actividades.
- Aliente y elogie el esfuerzo de su hijo.
- Haga preguntas y comparta ideas.

Usted juega un papel integral en ayudar a su hijo a tener éxito. Utilice este kit para ayudar a su hijo a desarrollar una sólida comprensión de las matemáticas. Esperamos que disfrute de los recursos y el tiempo de calidad que pasa con su hijo.

¡Gracias por hacer una diferencia!

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Daily Practice Calendar

	Model It	Explain It	Work with Words	Talk About It	Have Fun
Week 1	☐ Understanding Addition pg. 8–11 *How did using the ten-frame help you add?*	☐ Counting On pg. 12–13 *Explain how you tried to use counting on for 1 of the problems you solved today.*	☐ Joining Word Problems pg. 14–15 *What helped you know to put the numbers together to solve the problem?*	☐ Compose and Decompose Numbers 11–19 pg. 16–17 *Tell how thinking about the numbers 11, 12, 13, 14, 15, 16, 17, 18, and 19 as 10 and 1, 10 and 2, 10 and 3, etc., helps you count.*	☐ Get to 20 pg. 18–19 *Explain what this means: 12 = 1 ten + 2 ones = 10 + 2.*
Week 2	☐ Understanding Subtraction pg. 20–21 *How did using the UniLink™ cubes help you subtract?*	☐ Count Back pg. 22–23 *Explain how you tried to use counting back for 1 of the problems you solved today.*	☐ Separating Word Problems pg. 24–25 *What helped you know to take the number apart to solve the problem?*	☐ Connecting Addition and Subtraction pg. 26–27 *Tell how addition and subtraction are related.*	☐ More or Less by 1 or 2 pg. 28–29 *Did you want to roll a high number or low number each time? Why?*
Week 3	☐ Equality pg. 30–31 *Model 3 + 2 and 2 + 3 using UniLink Cubes. Are these 2 expressions equal or not?*	☐ Missing Addend pg. 32–33 *Explain how you tried using the Rekenrek to help you find a missing addend.*	☐ Join Change and Start Unknown Word Problems pg. 34–35 *How did representing the problem first with the Cuisenaire® Rods help you solve the problem?*	☐ Make a 10 Strategy pg. 36–39 *Tell how you can use Make a 10 for the problem 8 + 6.*	☐ Trains of 10 pg. 40–41 *How many different ways did you make 10? Are there different ways to make 10?*
Week 4	☐ Use Doubles pg. 42–43 *How did using the Rekenrek help you see the double to use in the math fact?*	☐ Adding 3 Addends pg. 44–45 *Explain how you tried to find the easiest numbers to add first.*	☐ Separate Word Problems pg. 46–47 *How did representing the problem first with the Cuisenaire® Rods help you solve the problem?*	☐ Read, Represent, and Write Numbers to 120 pg. 48–49 *Tell how modeling with your UniLink Cubes helps you write your number in expanded form.*	☐ Number Circles pg. 50–51 *What is the greatest sum you can get? How do you know?*
Week 5	☐ Compare and Order Numbers pg. 52–53 *Model with your UniLink Cubes the number 43 and 47 to determine which number is greater.*	☐ Measure and Compare Objects by Length pg. 54–55 *Explain how you figured out how to order the different length items.*	☐ Part-Part-Whole Word Problems pg. 56–57 *What helps you know whether to add or subtract?*	☐ Tell Time to the Hour and Half-Hour pg. 58–59 *Tell where the minute hand is when it is half past the hour.*	☐ Roll and Compare pg. 60–61 *Explain how you determine if your number was greater or less than your partners.*
Week 6	☐ Graphing pg. 62–63 *How did using the Pattern Blocks as a model for your graph help you see the data easier?*	☐ Compose Shapes pg. 64–65 *Explain how you tried to compose each shape using the pattern blocks.*	☐ Compare Word Problems pg. 66–67 *How do you know your answers to the problems make sense? Use 1 of the problems and tell how you know it makes sense.*	☐ Equal Shares pg. 68–71 *Tell how you know something has been cut in half and in fourths.*	☐ Roll and Graph pg. 72–73 *What number did you roll the most? Do you think this number would always be the winner?*

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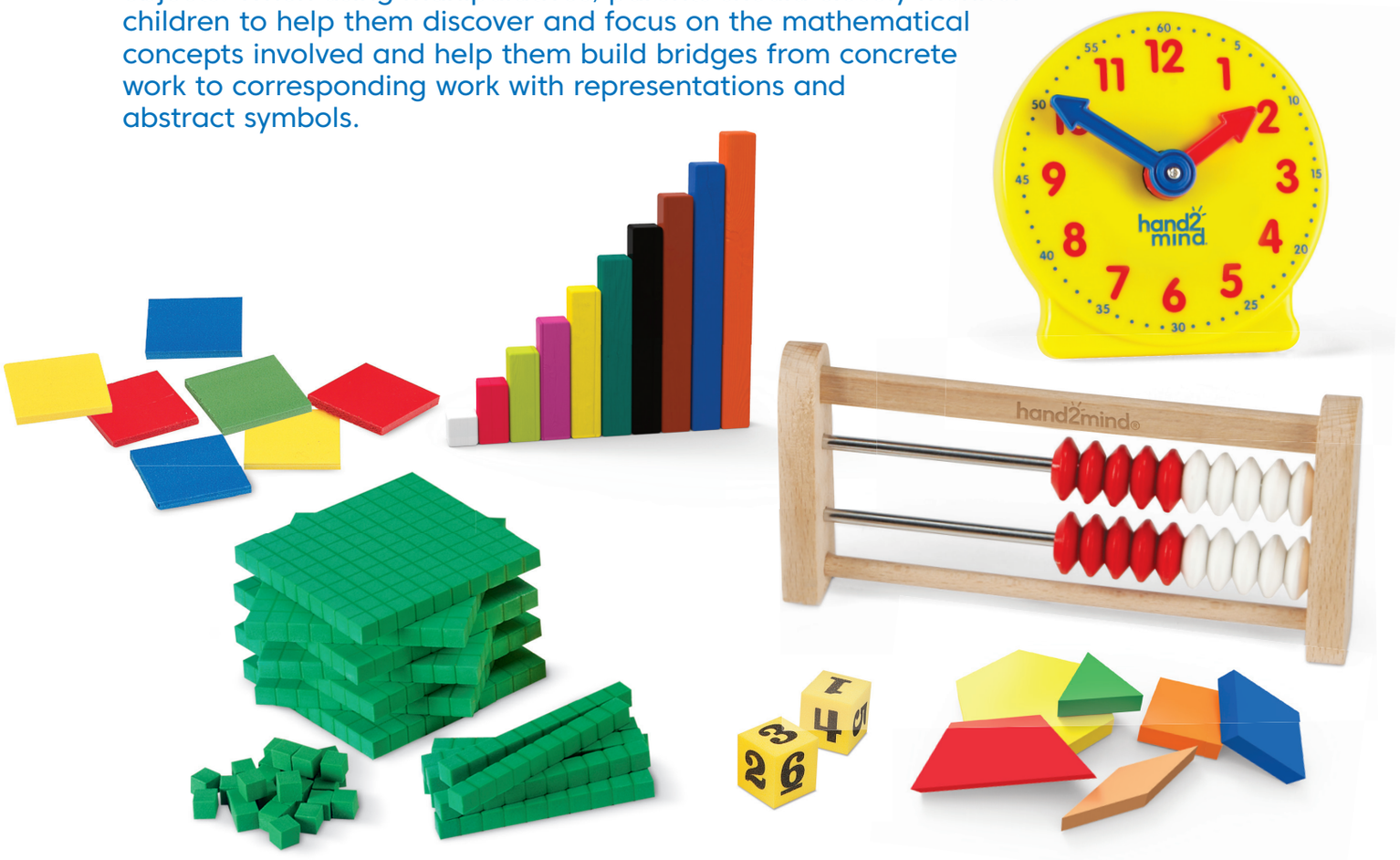
Working with Manipulatives

What are Manipulatives?

Manipulatives are concrete, physical objects that are hands-on teaching tools to engage learners in visual and tactile experiences. Manipulatives are often used to model a specific mathematical principle or concept. Manipulatives help children explore and discover mathematical ideas with concrete representations. They are often described as “sense-making” devices, as their use is intended to assist the learner in making sense of the mathematics. Manipulatives not only allow children to construct their own cognitive models for abstract mathematical ideas and processes, but their use also provides a common language with which to communicate these models to others.

Why use Manipulatives?

The use of manipulatives enables children to explore concepts in multiple ways at the concrete level of understanding. When children manipulate objects, they are taking the necessary, first steps toward building understanding and internalizing math processes and procedures. However, it is also important to note that children cannot learn math simply by manipulating physical objects. When using manipulatives, parents should closely monitor children to help them discover and focus on the mathematical concepts involved and help them build bridges from concrete work to corresponding work with representations and abstract symbols.



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Kindergarten

Math Scope and Sequence

Week	Model Monday	Try It Tuesday	Wordy Wednesday	Talk About It Thursday	Fun Friday
Week 1	Count, Write, Represent Numbers 1-10	Represent Addition	Joining Word Problems	Count to 100 by Ones and Tens	Get to the Finish Line
Week 2	Count, Write, and Represent Numbers 11-20	Represent Subtraction	Separating Word Problems	Compose and Decompose Numbers 1-10	Fill a Row
Week 3	Compare Groups of Objects	Compare Numbers	Solve Addition Word Problems	Compose and Decompose Numbers 1-10	Spin to Win
Week 4	Count On	Make Ten Strategy	Solve Subtraction Word Problems	Addition Strategies	Four Trains to Ten
Week 5	Compare Objects by Height	Classify Objects	Solve Part-Part-Whole Word Problems	Understand Positional Words	Skyscraper Challenge
Week 6	Identify Two-Dimensional Shapes	Identify Three-Dimensional Shapes	Solve Word Problems	Classify Shapes	Words and Solids

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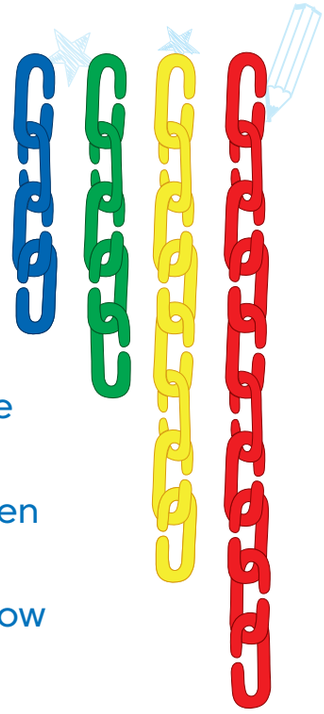
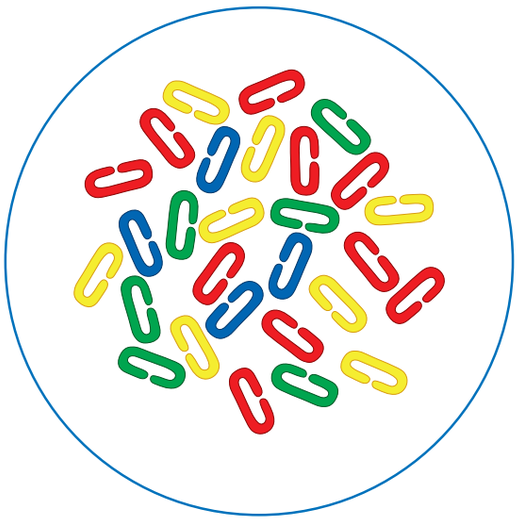
Classify Objects

Directions: Use Link 'N' Learn® Links to sort the given group of links and write how many links are in each group.

Indicaciones: *Utiliza los enlaces Link 'N' Learn® para ordenar el grupo de enlaces dado y escribir cuántos enlaces hay en cada grupo.*



1.



_____ blue

_____ green

_____ yellow

_____ red

2.

_____ blue

_____ green

_____ yellow

_____ red

3.

_____ blue

_____ green

_____ yellow

_____ red

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Spin to Win

Materials:

UniLink™ Cubes

Paper Clip

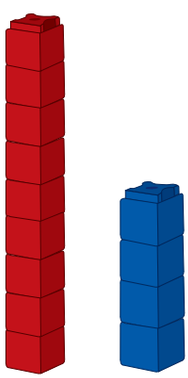
Spinner

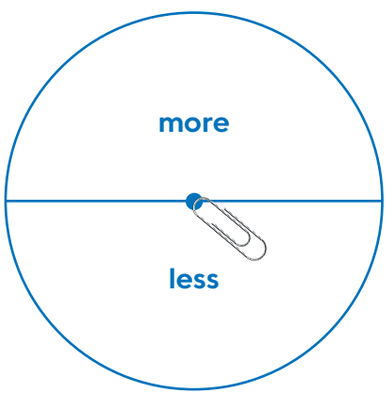
Directions:

1. Each player gets 20 UniLink Cubes and makes them into a tower. Face your partner. Put your tower behind you.
2. Each player breaks off part of the tower and shows that part at the same time. Decide whose is more and whose is less.
3. Spin the More or Less Spinner. The spinner shows if more or less wins, and the winner gets the cubes from both towers.
4. Continue taking turns spinning until 1 player has all 40 cubes.

Indicaciones:

1. Cada jugador obtiene 20 cubos UniLink y los convierte en una torre. Ponte de frente a tu compañero. Pon tu torre detrás de ti.
2. Cada jugador rompe parte de la torre y muestra esa parte al mismo tiempo. Decide quién tiene más y quién tiene menos.
3. Gira la ruleta de más o menos (more/less). La ruleta muestra si más o menos gana, y el ganador obtiene los cubos de ambas torres.
4. Continúa girando por turnos hasta que 1 jugador tenga los 40 cubos.





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First Grade

Math Scope and Sequence

Week	Model Monday	Try It Tuesday	Wordy Wednesday	Talk About It Thursday	Fun Friday
Week 1	Understanding Addition	Counting On	Joining Word Problems	Compose and Decompose Numbers 11-19	Get to Twenty
Week 2	Understanding Subtraction	Counting Back	Separating Word Problems	Connecting Addition and Subtraction	More or Less by 1 or 2
Week 3	Equality	Missing Addend	Joining Change and Start Unknown Word Problems	Get to Ten Strategy	Trains of Tens
Week 4	Use Doubles	Adding Three Addends	Separating Change and Start Unknown Word Problems	Read, Represent, and Write Numbers 1-20	Number Circles
Week 5	Compare Numbers	Compose and Order Lengths	Par-Part-Whole Word Problems	Tell Time to the House and Half-Hour	Roll and Compare
Week 6	Collect and Organize Data	Compose Shapes	Compare Word Problems	Equal Shares	Roll and Graph

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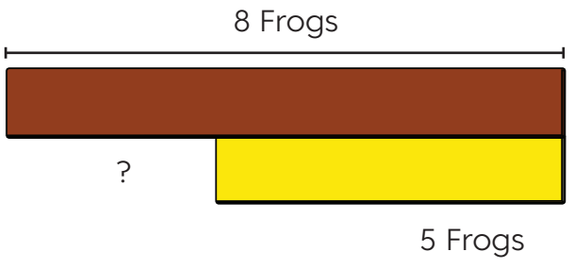
Join Change and Start Unknown Word Problems

Directions: Use Cuisenaire® Rods to represent each problem. Then, write a number sentence to solve the problem.

Indicaciones: *Usa Cuisenaire® Rods para representar cada problema. Luego, escribe una oración numérica para resolver el problema.*

1. There are some frogs on the grass. Then 5 more frogs hop over. Now there are 8 frogs. How many frogs were on the grass before?



3 + 5 = 8

2. There are some apples in the kitchen. Paula buys 10 more apples. Now there are 15 apples. How many apples were in the kitchen before?

_____ + _____ = _____

3. There are some kids at the school. Then 8 more kids walk up. Now there are 15 kids. How many kids were at the school before?

_____ + _____ = _____

4. There are some leaves in the yard. Then 12 more fall off the tree. Now there are 19 leaves. How many leaves were in the yard before?

_____ + _____ = _____

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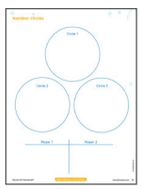
Number Circles

Materials:

Number Cube

UniLink™ Cubes

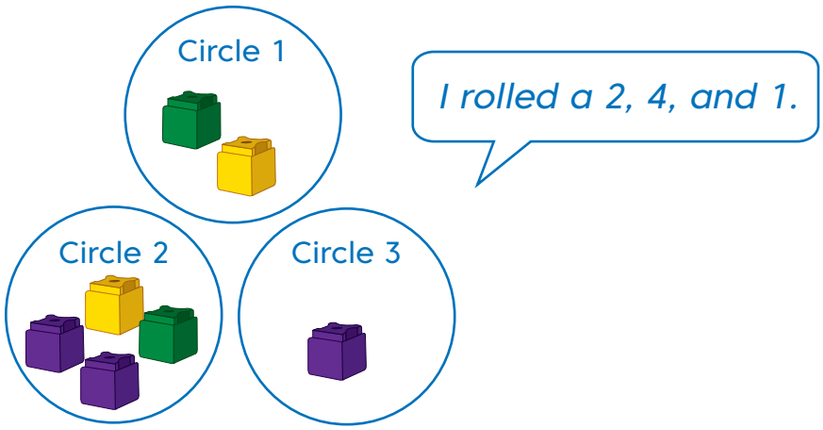
Paper Clip



Number Circles

Directions:

1. On your turn, roll the  .
2. Put that many UniLink™ Cubes in Circle 1.
3. Roll 2 more times and put that many UniLink™ Cubes in Circle 2 and Circle 3.



4. Add your numbers. Record: 2 + 4 + 1 = 7
5. The player with the highest sum gets a tally mark.
6. Remove the UniLink™ Cubes. Repeat steps 1–4.
7. The player who gets 5 tally marks wins.

Indicaciones:

1. En tu turno, lanza el dado  .
2. Pon ese número de Cubos UniLink™ en el Círculo 1.
3. Lanza 2 veces más y coloca ese número de Cubos UniLink™ en el Círculo 2 y el Círculo 3.
4. Suma tus números. Registra: 2 + 4 + 1 = 7
5. El jugador con la suma más alta obtiene una marca de conteo.
6. Retira los cubos UniLink™. Repite los pasos 1 a 4.
7. El jugador que obtiene 5 marcas de conteo gana.

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Second Grade

Math Scope and Sequence

Week	Model Monday	Try It Tuesday	Wordy Wednesday	Talk About It Thursday	Fun Friday
Week 1	Basic Addition and Subtraction Get to Ten	Basic Addition and Subtraction Use Doubles	Addition/Subtraction Result Unknown Word Problems	*Represent Numbers*	5 in a Row Near Doubles
Week 2	Read and Write Numbers in Expanded Form	Compare and Order Numbers	Addition/Subtraction Change and Start Unknown Word Problems	Odd and Even Numbers	Less is Best
Week 3	Add or Subtract 10 and 100 from Any Given Number	Two-Digit Addition/Subtraction using Place Value	Addition/Subtraction Word Problems	Add up to 4 Two-Digit Numbers	The Greatest Sum
Week 4	Three-Digit Addition and Subtraction Using Place Value	Skip Counting 5, 10, 100's	Addition/Subtraction Compare Word Problems	Repeated Addition	Battle to the End
Week 5	Measure Lengths	Tell Time to the Nearest Minute	Addition/Subtraction Word Problems	Money	Wacky Race
Week 6	Create and Analyze Bar and Picture Graphs	Attribute of Shapes	Two-Step Addition and Subtraction Word Problems	Equal Shapes	Shape Game

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Addition/Subtraction Result-Unknown Word Problems

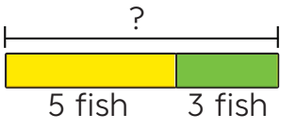
Directions: Use Cuisenaire® Rods to represent and determine how to solve the problem.

Indicaciones: *Usa los Cuisenaire® Rods para representar y determinar cómo resolver el problema.*

1. There are 5  .

3 more  swim up.

How many  are there?

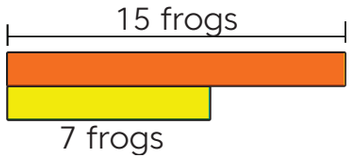


5 + 3 = 8

2. There are 15  .

7  hop away.

How many  are left?



15 − 7 = 8

3. There are 8  .

6 more  join.

How many  are there?

____ ☐ ____ = ____

4. There are 13  .

6  leave.

How many  are still there?

____ ☐ ____ = ____

5. There are 7  .

4 more  walk up.

How many  are there?

____ ☐ ____ = ____

6. There are 17  .

9  walk away.

How many  are left?

____ ☐ ____ = ____

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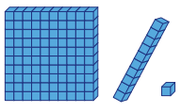
The Greatest Sum

Materials:

Number Cubes



Base Ten Blocks

The Greatest Sum Recording Sheet

Directions:

1. Player 1 rolls 2 Number Cubes and creates a 2-digit number and records the number on the recording sheet on the next page. Repeat this step 4 times. After recording 4 numbers, the player sets the numbers up with Base Ten Blocks.
2. Player 2 follows step 1.
3. Each player adds their 4, 2-digit numbers and records the sum on the recording sheet
4. The player with the greatest sum earns a point. Play ends after 4 rounds.
5. The winner is the player who earns the most points.

Indicaciones:

1. El jugador 1 roda 2 cubos de números y crea un número de 2 dígitos y registra el número en la hoja de registro en la página siguiente. Repite este paso 4 veces. Después de grabar 4 números, el jugador configura los números con Bloques de Base Diez.
2. El jugador 2 sigue el paso 1.
3. Cada jugador agrega sus 4 números de 2 dígitos y registra la suma en la hoja de registro.
4. El jugador con la suma mayor gana un punto. El juego termina después de 4 rondas.
5. El ganador es el jugador que gana más puntos.

Example:

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Third Grade

Math Scope and Sequence

Week	Model Monday	Try It Tuesday	Wordy Wednesday	Talk About It Thursday	Fun Friday
Week 1	Two-Digit Addition and Subtraction Using Place Value	Three-Digit Addition and Subtraction Using Place Value	Solve One Step Addition and Subtraction Word Problems	Round Numbers to Nearest 10 and 100	Target Zoo
Week 2	Understand Multiplication	Multiplication Strategies, Doubles	Solve Two-Step Addition and Subtraction Word Problems	Multiply by a Multiple of 10	How Many Tiles
Week 3	Use Partial Products 2-Digit or 1-Digit	Understand Division	Solve Multiplication and Division	Division Strategies, Use Partial Quotients	Roll, Spin, Multiply
Week 4	Compose and Decompose Fractions	Find Equivalent Fractions	Solve Division Word Problems	Compare Fractions	Scrambled Circles
Week 5	Compare Quadrilaterals	Find Area	Solve Two-Step Multiplication and Division Word Problems	Find Perimeter	Finding the Minimum
Week 6	Add Intervals of Time	Use Pictographs to Solve Problems	Solve All Operations Word Problems	Use Line Plots to Solve Problems	Race to the Home

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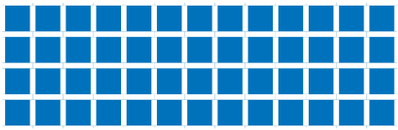
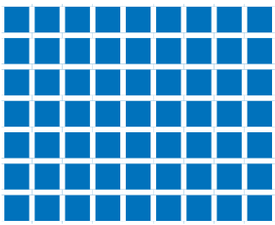
Understand Division

Directions: Use Color Tiles to model each array. Then, fill in the blanks and arrays where needed.

Indicaciones: *Usa Mosaicos de Colores para modelar cada conjunto. Luego, completa los espacios en blanco y matrices donde sea necesario.*

Multiplication Sentence	Array	Division Sentence
4 x 13 = 52		52 ÷ 4 = 13
____ x ____ = ____		72 ÷ 6 = ____
8 x 7 = ____		____ ÷ ____ = ____
____ x ____ = ____		____ ÷ ____ = ____
6 x 10 = ____		____ ÷ ____ = ____
____ x ____ = ____		42 ÷ 7 = ____

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How Many Tiles

Materials:

Number Cube

Color Tiles

Recording Sheet

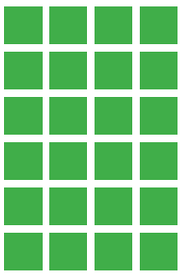
Directions:

1. Each player rolls the Number Cube and determines the number of rows, entering it on the recording sheet as shown below.
2. Each player rolls the Cube again and puts that number of tiles in each of the number of rows.
3. Each player determines how many total tiles and records the information in the table. Continue for 5 rounds.
4. The winner is the one who has the most total tiles after 5 rounds.

Indicaciones:

1. Cada jugador lanza el cubo de números y determina el número de filas, luego lo escriben en la hoja de registro como se muestra a continuación.
2. Cada jugador lanza el cubo nuevamente y coloca esa cantidad de mosaicos en cada una de las filas.
3. Cada jugador determina cuántos mosaicos hay en total y registra la información en la tabla. Continuar por 5 rondas.
4. El ganador es el que tiene la mayor cantidad de mosaicos después de 5 rondas.

6



Number of rows	Number in each row	Total tiles
6	4	24

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Fourth Grade

Math Scope and Sequence

Week	Model Monday	Try It Tuesday	Wordy Wednesday	Talk About It Thursday	Fun Friday
Week 1	Identify Factors of a Number	Prime or Composite Numbers	Solve Multiplication Comparison Word Problems	Multiply by 1-Digit Multipliers	Prime Or
Week 2	Write Numbers in Different Forms	Compare and Order Whole Numbers	Solve Division Word Problems	Divide by 1-Digit Divisor with Remainders	Same Number, Different Form
Week 3	Multiply with a 2-Digit Number	Divide by Multiples of 10	Solve Multiplication and Division Word Problems	Compose and Decompose Fractions	Roll, Spin, Multiply
Week 4	Find Equivalent Fractions	Compare and Order Fractions	Solve Two-Step All Operations Word Problems	Add and Subtract Fractions	Lucky 7
Week 5	Convert Fractions to Decimals	Compare and Order	Solve Word Problems with Fractions	Find Area and Perimeter	Name that Decimal
Week 6	Understand Angles	Identify Shapes and Attributes	Solve Two-Step All Operations Word Problems	Identify Lines of Symmetry	Shapes and Angles

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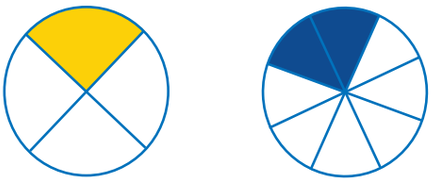
Find Equivalent Fractions

Directions: Use Rainbow Fraction® Circles to represent each fraction. Then, write the equation to find the equivalent fraction.

Indicaciones: *Usa los círculos Rainbow Fraction® para representar cada fracción. Luego, escribe la ecuación para encontrar la fracción equivalente.*

1. 

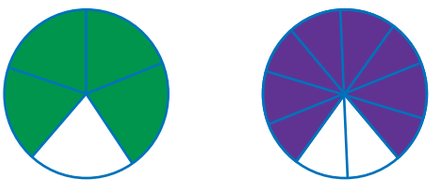
$\frac{1}{3} \times \frac{2}{2} = \frac{2}{6}$

2. 

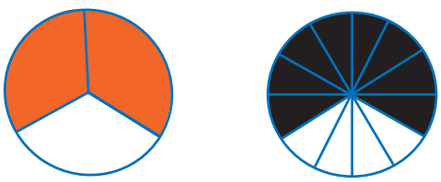
$\frac{\quad}{\quad} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

3. 

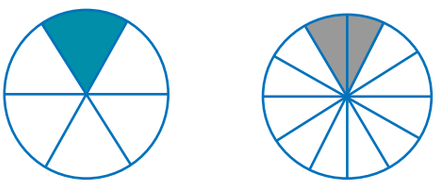
$\frac{\quad}{\quad} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

4. 

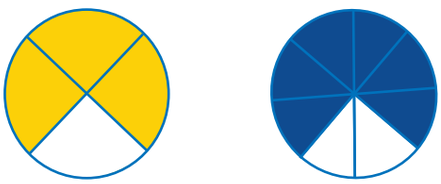
$\frac{\quad}{\quad} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

5. 

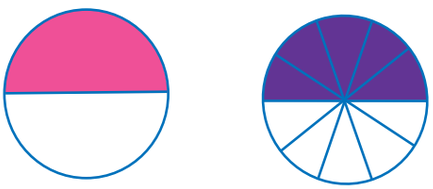
$\frac{\quad}{\quad} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

6. 

$\frac{\quad}{\quad} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

7. 

$\frac{\quad}{\quad} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

8. 

$\frac{\quad}{\quad} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

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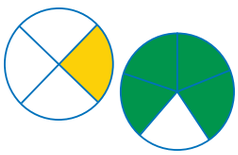
Lucky 7

Materials:

Number Cubes (2 cubes)



Rainbow Fraction® Circles

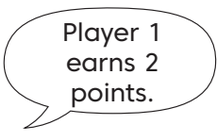
Lucky 7 Chart

Directions:

1. Each player takes apart 1 set of Rainbow Fraction Circles to make a pile of 51 fraction pieces.
2. Player 1 rolls the Number Cubes. Player 1 uses the numbers rolled and the Rainbow Fraction Circles to build a fraction less than 1 with the greatest possible value. (Note: If a player rolls doubles—2 of the same number—he or she rolls again.)

3. Player 2 rolls the Number Cubes and builds the fraction.

4. Players 1 and 2 compare their fractions. The player whose fraction has the greater value earns 2 points. If the fractions are equal, each player earns 1 point.
5. Players record their fractions and their points for each round on the Lucky 7 Chart.
6. The first player to score 21 points wins the game.



Indicaciones:

1. Cada jugador separa 1 conjunto de círculos de Rainbow Fraction para hacer un montón de 51 piezas de fracciones.
2. El jugador 1 tira los cubos numéricos. El jugador 1 usa los números lanzados y los círculos Rainbow Fraction para construir una fracción menor que 1 con el mayor valor posible. (Nota: si un jugador obtiene dobles, 2 del mismo número, vuelve a lanzar).
3. El jugador 2 tira los cubos numéricos y construye la fracción.
4. Los jugadores 1 y 2 comparan sus fracciones. El jugador cuya fracción tiene el mayor valor gana 2 puntos. Si las fracciones son iguales, cada jugador gana 1 punto.
5. Los jugadores registran sus fracciones y sus puntos para cada ronda en la hoja Lucky 7.
6. El primer jugador en anotar 21 puntos gana el juego.

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Fifth Grade

Math Scope and Sequence

Week	Model Monday	Try It Tuesday	Wordy Wednesday	Talk About It Thursday	Fun Friday
Week 1	Understand Place Value Decimals	Compare and Order Decimals	Solve Word Problems Whole Numbers	Round Decimals to the Tenth and Hundredth	100-Point Place Race!
Week 2	Add and Subtract Decimals	Convert Fractions Greater than One to Mixed Numbers	Solve Two-step Whole Number Word Problems	Add and Subtract Fractions	Get to Zero with Fractions
Week 3	Multiply a Fraction by a Whole Number	Divide a Whole Number by a Unit Fraction	Solve Fraction and Decimal Word Problems	Divide a Unit Fraction by a Whole Number	Cover the Array
Week 4	Multiply Decimals	Divide Decimals	Solve Fraction and Decimal Word Problems	Order of Operations Using Parentheses and Brackets	More vs. Less
Week 5	Volume of Rectangular Solids	Volume of Composite Solids	Solve Fraction and Decimal Word Problems	Make and Interpret Line Plots	Race to Find Volume
Week 6	Locate Points on a Coordinate Plane	Classifying Polygons	Solve Problems All Operations Fractions and Decimals	Identify and Classify Quadrilaterals	The Polygon Name Game

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Order of Operations Using Parentheses and Brackets

Directions: Write 2 equivalent expressions using the principles of the Order of Operations. Then, solve the problem.

Indicaciones: *Escribe 2 expresiones equivalentes usando los principios del orden de operaciones. Luego, resuelve el problema.*

Expression 1	Expression 2	Expression 3	Solution
(4 + 6) x 5	10 x 5	[4 + (9 – 3)] x 5	50
3 + 4 x (10 + 2)			
(5 + 2) x 9 – 2			
[4 + (9 – 8)] x 3 + 5			
6 x [9 – (2 + 2)]			
(3 + 1) x 10 – 8			
3 + [15 – (8 + 5)] x 2			
(3 + 6) x 4 – 7			
[10 – (8 – 2)] x 2			
4 x (5 + 5) – 2			

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More vs. Less

Materials:

Number Cubes

Recording Sheet

Directions:

1. For each round, players decide if they are playing for more or less and write that on their recording sheet.
2. Player 1 rolls 5 Number Cubes and creates two numbers with decimals. Player 1 multiplies the numbers and records the product on the recording sheet.
3. Player 2 follows step 2.
4. When playing for more, the player with the greater product earns a point. When playing for less, the player with the smaller product earns a point.
5. The winner is the first player to earn 5 points.

Indicaciones:

1. En cada ronda, los jugadores deciden si van a jugar por más o menos y escriben eso en su hoja de papel.
2. El jugador 1 tira 5 Cubos Numéricos y crea dos números con decimales. El jugador 1 multiplica los números y registra el producto en la hoja de registro.
3. El jugador 2 sigue el paso 2.
4. Cuando se juega por más, el jugador con el mayor producto gana un punto. Cuando se juega por menos, el jugador con el menor producto gana un punto.
5. El ganador es el primer jugador en ganar 5 puntos.

5 6 4 3 2

46.3 x 5.2 = 240.76

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