

Math Message Lesson 1.2

Use a half-sheet of paper.

Write the largest number you can read.

Write the smallest number you can read.

Math Message Lesson 1.3

Today you will receive your *Student Reference Book*. Read the front and back covers, but don't peek inside yet! Talk to a partner about what might be in the Table of Contents.

Math Message Lesson 1.4

Take the tool kit that has your ID number on it. Explore the tools inside.

Math Message Lesson 1.5

Use the data from problem 2 on *Math Journal 1*, page 4. Record the number of letters in your partner's first and last names on the Class Data Pad. Which name do you think is likely to have more letters: a person's first name or last name?

Math Message Lesson 1.6

Copy and solve.

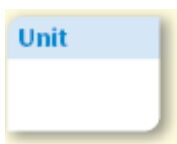
$2 + 12 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$15 - 1 = \underline{\quad}$

$24 - 10 = \underline{\quad}$

1 dozen and 2 more



Math Message Lesson 1.7

Take the Math Message sheet.

Answer the questions.

Math Message Lesson 1.8

Try to find the answers in your head.

Write them on your slate.

What number is ...

- 20 more than 45?
- 32 more than 40?
- 23 more than 24?
- 16 more than 28?

Math Message Lesson 1.9

Solve Problems 1–4 on journal page 15. Share your answers with a partner. If you don't agree, check your work.

Math Message Lesson 1.10

Do Problem 1 on journal page 17.

Math Message Lesson 1.11

Turn to *Student Reference Book* page 214. Pretend you have \$2. Do you have enough money to buy a notebook and a box of pencils? There is no sales tax.

Math Message Lesson 1.12

Do Problems 1–4 on journal page 23. Use your math tools to help.

Math Message Lesson 1.13

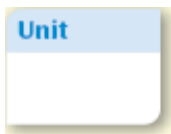
Mandy is in school from 8:25 A.M. to 3:15 P.M. Work with a partner to figure out the length of her school day. Use your toolkit clock to help you.

Math Message Lesson 1.14

Complete the Self Assessment (*Assessment Handbook*, p. 147).

Math Message Lesson 2.1

Draw and fill in a unit box. Write two addition and two subtraction facts. Use only the numbers 8, 9, and 17.



Math Message Lesson 2.2

Solve.

$$9 - 3 = \underline{\quad}$$

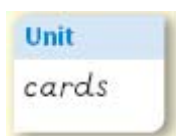
$$90 - 30 = \underline{\quad}$$

$$900 - 300 = \underline{\quad}$$

$$\underline{\quad} = 7 + 9$$

$$\underline{\quad} = 70 + 90$$

$$\underline{\quad} = 700 + 900$$

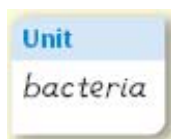


Math Message Lesson 2.3

Some bacteria double in number every 20 minutes.

Use this information to complete the table.

Now	20 min later
8	16
50	100
200	400
75	150
150	300



Math Message Lesson 2.4

Open your *Student Reference Book* to pages 218 and 219. Look over the information and share what you find with a partner.

Math Message Lesson 2.5

Madeline had \$38 in her bank account. She deposited another \$15. How much money was in her account then?



Math Message Lesson 2.6

Turn to page 220 in your *Student Reference Book*. Look it over, and then share what you found with a partner.

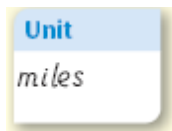
Math Message Lesson 2.7

Add.

$$63 + 24 = \underline{\quad}$$

$$28 + 37 = \underline{\quad}$$

$$49 + 18 = \underline{\quad}$$



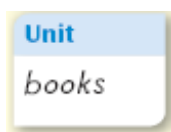
Math Message Lesson 2.8

Make ballpark estimates. On a half-sheet of paper, write the number sentence you used for each estimate.

1. $56 - 24 = ?$

2. $71 - 46 = ?$

3. $45 - 18 = ?$



Math Message Lesson 2.9

The ostriches in the zoo had 4 clutches this year. They laid 13 eggs, 9 eggs, 7 eggs, and 11 eggs. How many eggs were laid in all?



Math Message Lesson 2.10

Complete the Self Assessment (*Assessment Handbook*, page 152).

Math Message Lesson 3.1

Write your name on a slip of paper and put it into the paper bag. How likely is it that someone will draw your name from the bag without looking? Discuss your answer with a partner.

Math Message Lesson 3.2

Suppose you and your classmates are going to have a watermelon seed-spitting contest. How would you measure the distance the seeds travel? How would you pick the winner? Discuss with a partner.

Math Message Lesson 3.3

Take the tape measure that has your tool-kit number. On a half sheet of paper, write at least three things you notice about the tape measure.

Math Message Lesson 3.4

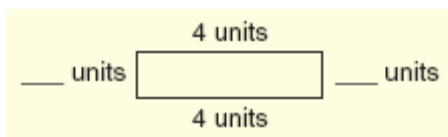
Take 6 straws from each box and 18 twist-ties. Copy the information from Home Link 3-2 into the Adult at Home column on journal page 64.

Math Message Lesson 3.5

Suppose you toss three pattern blocks into the air—a triangle \triangle , a square \square , and a trapezoid ∇ . Which one has the best chance of landing on one of its edges?

Math Message Lesson 3.6

Draw and label a rectangle as shown.



The perimeter of the rectangle is 10 units. The long sides measure 4 units. What do the short sides measure?

Math Message Lesson 3.7

Look at the square piece of paper on the board. Estimate the length of a side. Record your estimate on your slate.

Math Message Lesson 3.8

Suppose you want to order carpet to cover the whole classroom floor. How would you find out how many square yards of carpet to buy? Be ready to talk about it.

Math Message Lesson 3.9

Each partnership takes one can. Look for numbers on the label and talk about what they mean. Record some of them on journal page 76.

Math Message Lesson 3.10

Complete the Self Assessment (*Assessment Handbook*, page 157).

Math Message Lesson 4.1

You have 4 packages of pencils. There are 6 pencils in each package. How many pencils in all? Draw a picture on a half-sheet of paper to match the number story.

Math Message Lesson 4.2

There are 24 trombone players in a big parade.

Use counters to represent trombone players. Arrange the counters to show them in equal rows.

Math Message Lesson 4.3

Leah and Matthew share 14 pennies equally. How many pennies does each child get?

Math Message Lesson 4.4

12 pennies are shared equally by 4 children.

How many pennies per child is that? If you wish, you may use your tool-kit pennies to act out the story.

Math Message Lesson 4.5

$7 \times 4 = 28$ is a multiplication fact. Write 5 other multiplication facts.

Math Message Lesson 4.6

Write the $+$, $-$ fact family for the numbers 2, 2, and 4 on a half-sheet of paper.

Math Message Lesson 4.7

How many baseball teams of exactly 9 players each can be formed from 45 players? Write a number model.

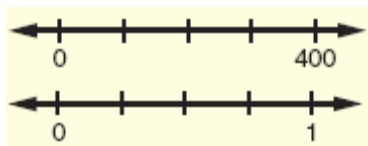
Math Message Lesson 4.8

How many dots are in this array? Be prepared to explain how you got your answer.



Math Message Lesson 4.9

Copy the number lines. Fill in the missing numbers on a half-sheet of paper.



Math Message Lesson 4.10

Maria and Joe toss a coin to decide who goes first when they play a game. Is this a fair way to decide? Explain why or why not on a half-sheet of paper.

Math Message Lesson 4.11

Complete the Self Assessment
(*Assessment Handbook*, page 162).

Math Message Lesson 5.1

Take one of the Math Message slips.
Follow the directions.

Math Message Lesson 5.2

Open your *Student Reference Book* to pages 218 and 219, Animal Clutches. On a half-sheet of paper, list the names of the animals in the order of the most eggs they can have in a clutch.

Math Message Lesson 5.3

What is the smallest 1-digit whole number greater than 0?

What is the smallest 2-digit whole number greater than 0?

Math Message Lesson 5.4

Look at pages 226 and 227 in your *Student Reference Book*. Talk to a partner about what *population* means.

Math Message Lesson 5.5

Take a Math Message slip and fill in the blanks. Use the Table of Measures on page 247 in the *Student Reference Book* if necessary.

Math Message Lesson 5.6

Be prepared to share what you know about these four base-10 blocks: a cube, a long, a flat, and a big cube.

Math Message Lesson 5.7

Take a Math Message slip. Follow the directions.

Math Message Lesson 5.8

Take a Math Message slip. Follow the directions.

Math Message Lesson 5.9

Turn to pages 218 and 219 in your *Student Reference Book*. What is the maximum length for a python?

Math Message Lesson 5.10

Open your *Student Reference Book* to page 221. What information can you find on the page?

Math Message Lesson 5.11

Cut out *Math Masters*, pages 153–156 along all the dashed lines. Do NOT cut any of the solid lines.

Math Message Lesson 5.12

Look at your Sunrise and Sunset Record on journal page 27. Which day was the longest day so far? Which was the shortest? How much longer was the longest day than the shortest day? Write the answers on your slate.

Math Message Lesson 5.13

Complete the Self Assessment (*Assessment Handbook*, page 167).

Math Message Lesson 6.1

Take five straws and six twist-ties. Make two triangles with them.

Math Message Lesson 6.2

Take 3 straws and 3 twist-ties. Use them to represent 3 rays.

Math Message Lesson 6.3

Take 2 straws and a twist-tie. Connect the straws with the twist-tie to form an angle.

Math Message Lesson 6.4

Take 6 straws of each size and 18 twist-ties. Then complete Part 1 on page 134 of your journal.

Math Message Lesson 6.5

Take 4 straws of each size and 16 twist-ties. Complete Part 1 on page 136 of your journal.

Math Message Lesson 6.6

Take 6 straws of each size and 18 twist-ties. Complete Part 1 on page 138 of your journal.

Math Message Lesson 6.7

Take two straws and a twist-tie. Use them to form an angle that shows a quarter-turn.

Math Message Lesson 6.8

How many minutes does it take the minute hand on a clock to turn $\frac{1}{4}$ of the way around the clock face?

$\frac{1}{2}$ of the way around?

$\frac{3}{4}$ of the way around?

All the way around?

Math Message Lesson 6.9

Take one *Math Masters*, page 185. Use a straightedge to draw line segments to connect the dots in order: *A* to *B*, *B* to *C*, and so on. Fold along the dotted line, keeping the picture on the outside. Keep it folded. Cut along the solid lines.

Math Message Lesson 6.10

Follow the directions on *Math Masters*, page 193.

Math Message Lesson 6.11

Name as many of the shapes in the Solid Shapes Museum as you can.

Math Message Lesson 6.12

What kind of shape is the cereal box? How many faces does it have? How many edges? How many vertices? What is the shape of its faces? Write your answers on paper and discuss them with a partner.

Math Message Lesson 6.13

Complete the Self Assessment (*Assessment Handbook*, page 172).