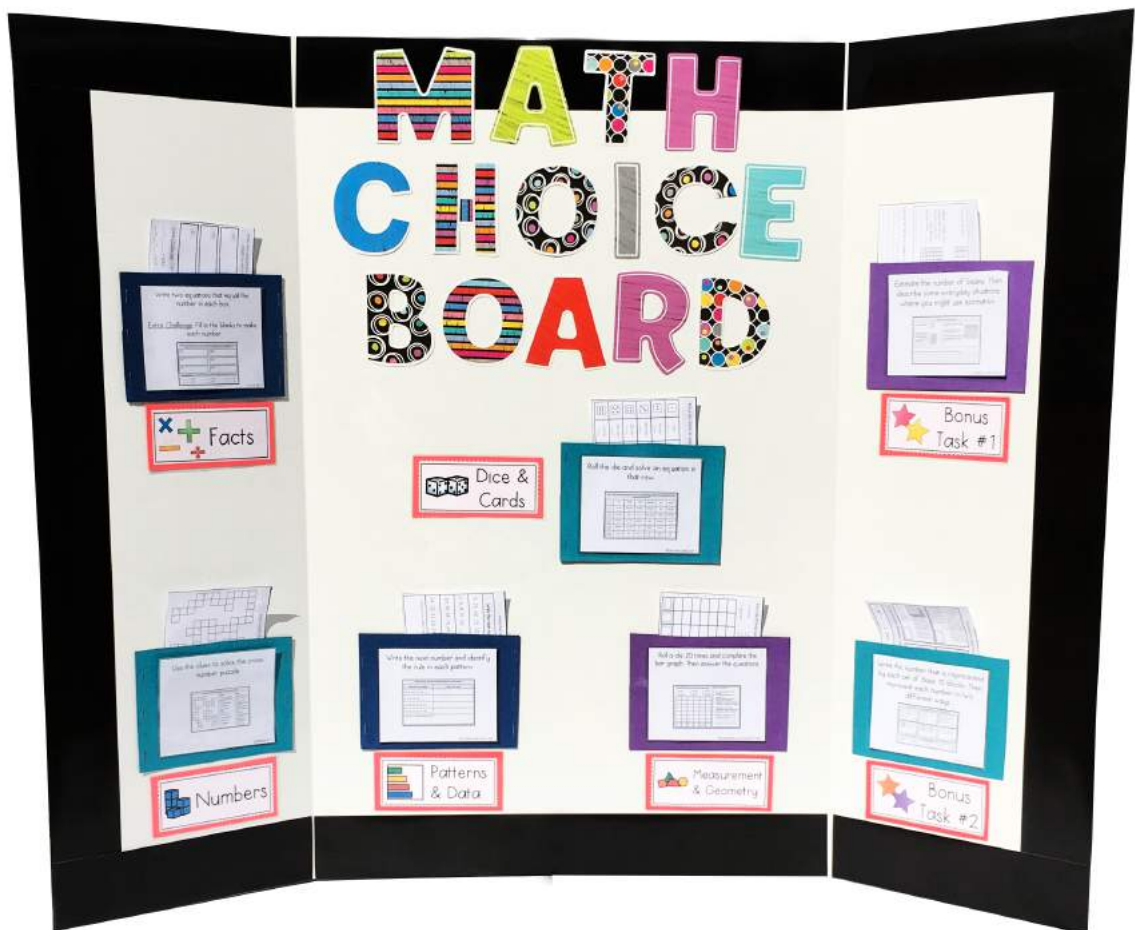


FREE SAMPLE

The Math Choice Board



Created by Shelley Gray

Important! Please read.

Thank you for downloading this free sample of The Math Choice Board. I hope that this will give you a good idea of the types of activities you can expect to find within the [larger Math Choice Board resource](#).

Within this one file, I have included TWO important items.

- The Getting Started Guide
- one set of activities for your Math Choice Board

The Getting Started Guide can be found on pages 3 - 15. This includes instructions for setting up your board, as well as the printables that you need in order to do so.

The set of activities can be found on pages 16 - 37.

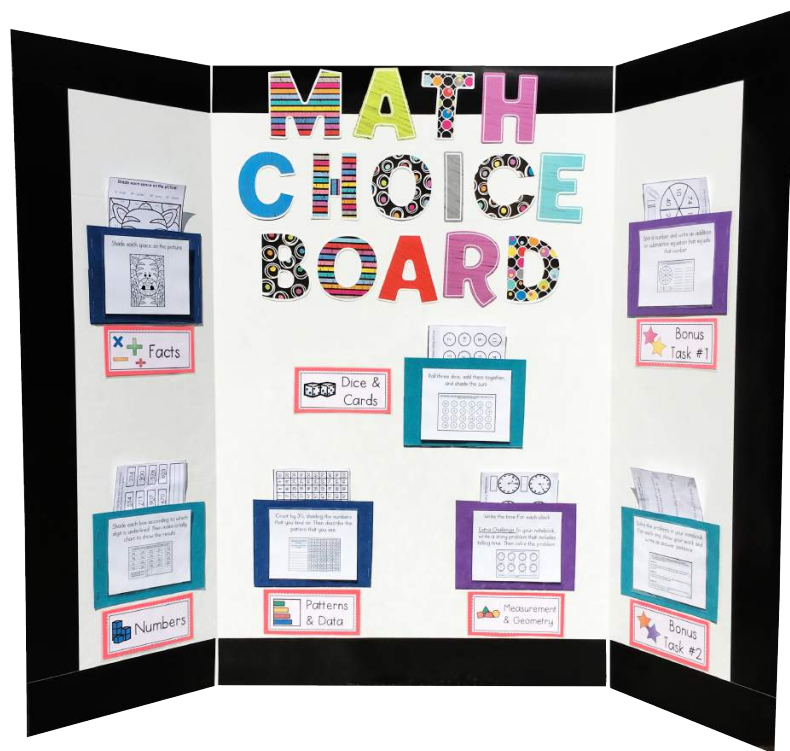
I can't wait to hear about your successes with The Math Choice Board!

Now, dig in!! 😊



The Math Choice Board

{Getting Started Guide}



Created by Shelley Gray

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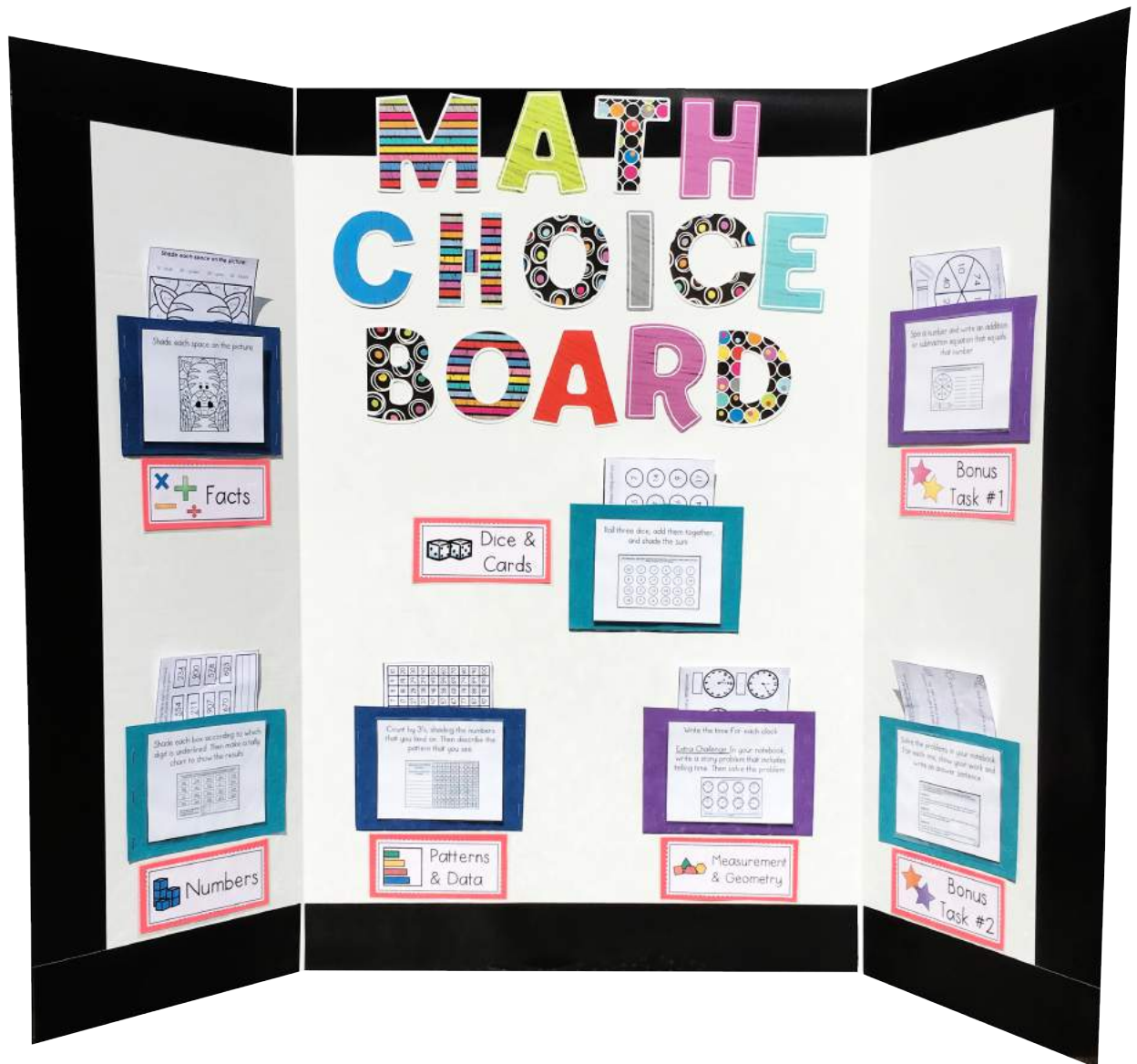
www.ShelleyGrayTeaching.com

The Math Choice Board: Overview

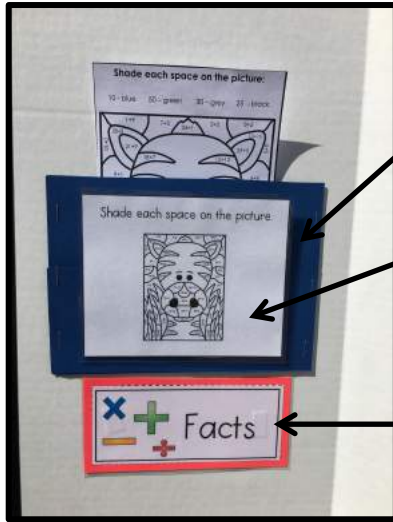
Altogether, there are seven sections on The Math Choice Board:

Facts, Numbers, Dice & Cards, Patterns & Data, Measurement & Geometry, and two Bonus Tasks.

Each section contains a folder. This is where you will be placing the **activity sheet**. Most of the time, this will be a half-page activity sheet that students paste into their notebooks. Other times, this will be a laminated half-page sheet that students use and then place back in the pocket for the next person to use.



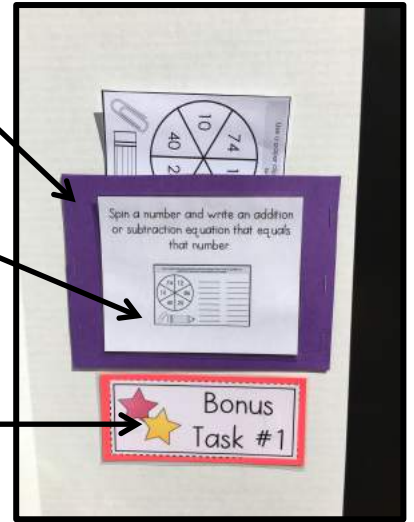
The Math Choice Board: Overview



Each task is placed in the folder.

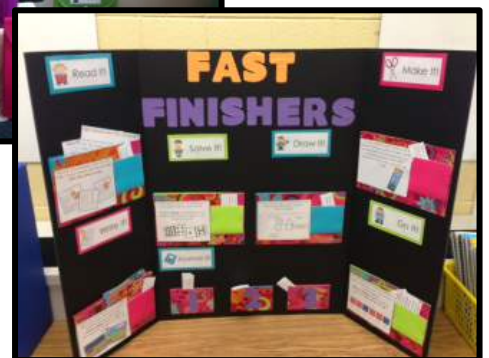
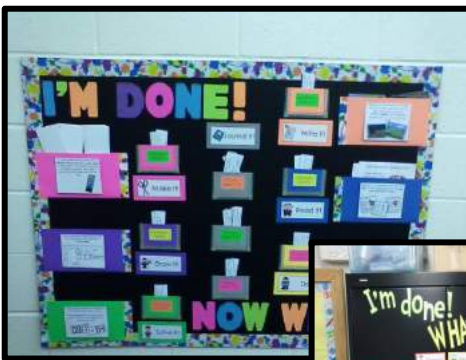
A folder label is fastened to the outside of the folder to show the task.

The section label is fastened to the board near each folder.



The section labels (Facts, Numbers, Dice & Cards, etc.) remain the same all year long. However, the tasks for each section will change regularly. You will be changing the folder labels each time you change the activities on the board. This shows the student what the task is without taking the paper out of the folder.

It is important to note that the Math Choice Board is so versatile that you can set it up however you wish. The pictures below are pictures that teachers have submitted of my [Early Finisher Board](#). I've decided to include these pictures in this resource because these two resources can be set up in the same way, and even mixed and matched. Teachers use bulletin boards, sides of cabinets, binders, or even a folder system to set up their boards. Make it work for you! Here are some amazing examples submitted by real teachers like you!



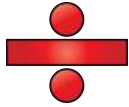
Materials List

To set up your Math Choice Board, you will require the following supplies:

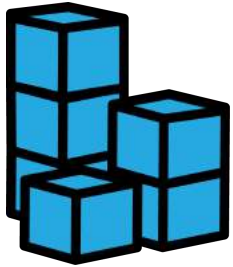
- a tri-fold board (the type used for Science Fair projects). Alternatively, if you have extra bulletin board space, you may choose to set this up on a bulletin board inside your classroom.
- letter-sized file folders (colored folders work best)
- stencil letters for the title of the board
- double-sided tape
- Velcro dots
- a notebook for each student

Section Titles

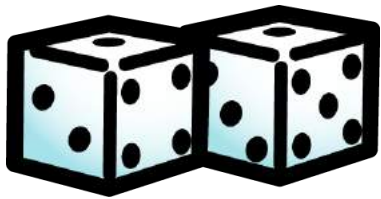
Print, laminate and cut out these labels. These labels will remain on your board all year long.



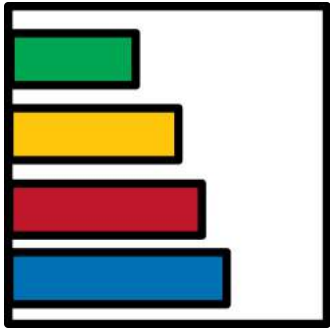
Facts



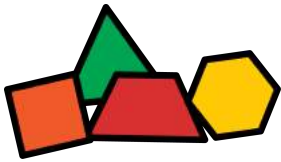
Numbers



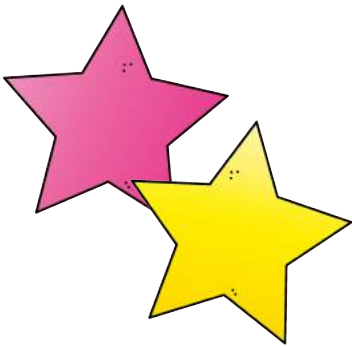
Dice & Cards



Patterns
& Data



Measurement
& Geometry



Bonus
Task #1



Bonus
Task #2

Folder Set-Up

Each section of the board (Facts, Numbers, etc.) will require a folder (see page 4 for more details). Later on, you will be placing the activity sheets inside the folders.

Folder Preparation:

Step 1: To prepare the folders, use seven letter-sized file folders. Colored folders work best. Use patterned folders for an extra pop of color on your board.



Step 2: Trim the length and width of the folder depending on the size of your board. Ensure that a half page of paper can fit in each folder. Staple along the sides of the folder so that the only opening is on the top.



As an alternative to folders, you can also use pieces of folded and stapled cardstock to create the folders.

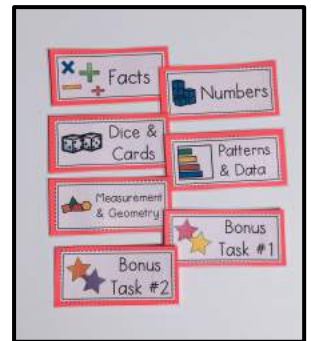
Putting It All Together

Now that you have prepared the folders, follow the instructions below to assemble your Math Choice Board.

The instructions below are for those people using a free-standing tri-fold board. These instructions may need to be modified if you are using a bulletin board, cabinet or folders instead.

Step 1:

Laminate the labels. Before laminating, you may wish to attach the labels to colored cardstock as shown in the photograph.

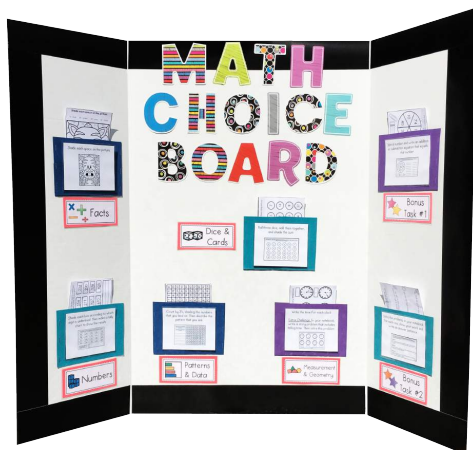


Step 2:

Place everything on the board first without attaching. Once you have everything fitting nicely, continue with the instructions below.

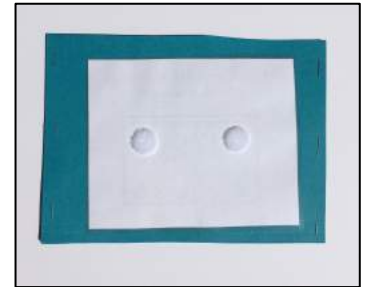
Step 3:

Fasten the title, border, labels, and folders to the board using double-sided tape. The picture below may help you with the layout.

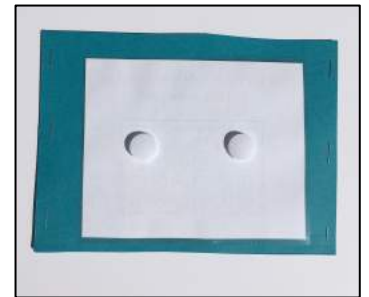


Step 4: Attach Velcro dots to the outside of each of the pockets. This will allow you to switch the tasks regularly. In order to attach the dots, you will want to have the folder labels from one of the Math Choice Board sets prepared. Below is one effective method of attaching the dots.

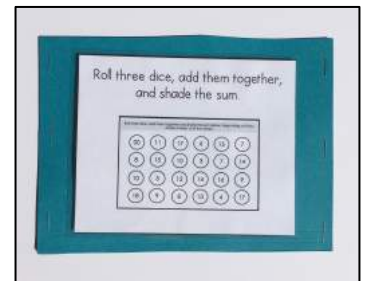
- Stick the "fuzzy" side of the Velcro dot onto the folder label as shown in the adjacent photo.



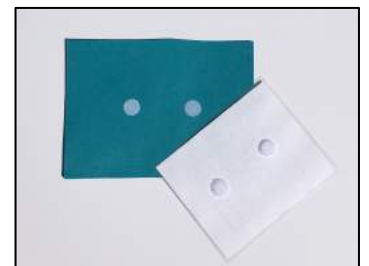
- Place the rough side of the Velcro on top, so that the sticky side is up.



- Stick the folder label onto the folder. The "rough" pieces will stick to the folder and will match perfectly to the "fuzzy" side of the Velcro. Remove the folder label, and you will now have Velcro dots on both the folder and the folder label.

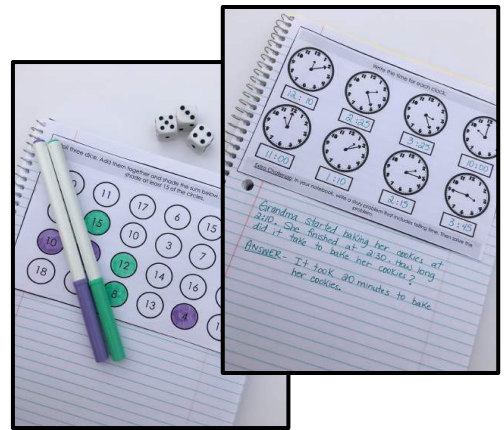


- Repeat this process for each of the colored folders on the board.

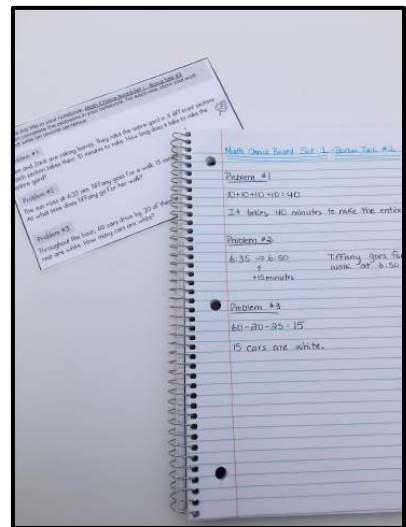


The Tasks

The tasks for The Math Choice Board have all been set up as half-page activities. MOST of these activities will be pasted into student notebooks and completed right on the page.



However, there are some activities that students will be completing in their notebook, rather than right on the activity page. To save paper, you will not need to print a copy of these activities for all students. Instead you will print about three copies of the activity, laminate them, and place them in the folder. Students will use the laminated sheet to complete the activity in their notebooks, and then place the laminated sheet back in the folder when finished.



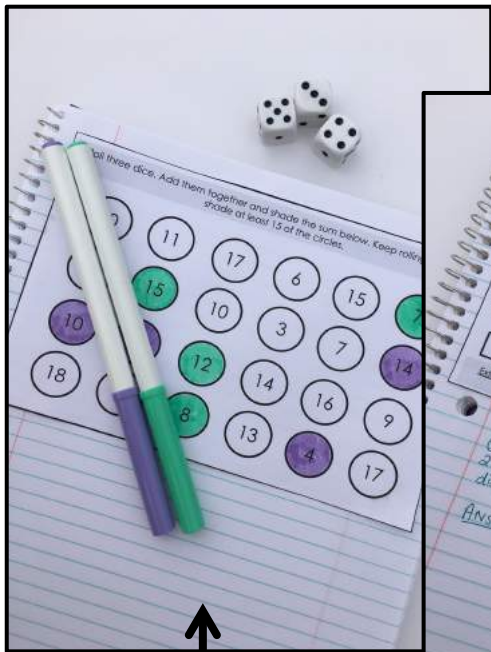
As you navigate through the sets of activities, you will be notified in the "preparation" area whether you need to make a copy of the activity for each student, or whether you need to laminate the activity for all students to use.

For the laminated activities I recommend making three copies. This will ensure that several students in your classroom can complete the activity at the same time.

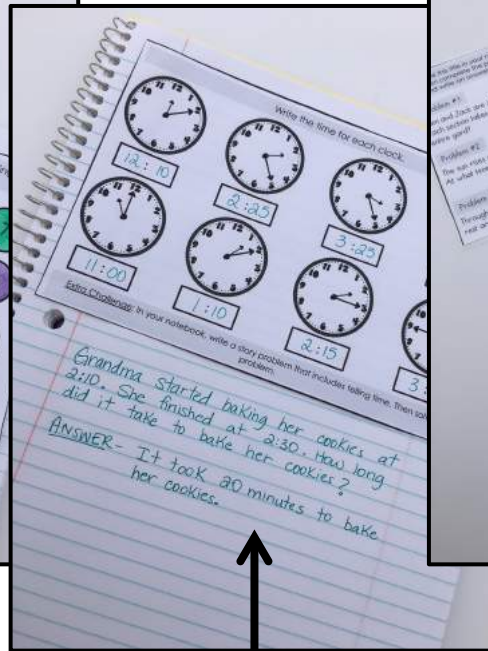
Student Notebook Organization

Most teachers prefer to have some sort of notebook for students to organize their activities. I have heard from some who use full sized notebooks, and others who cut composition books in half for each of their students.

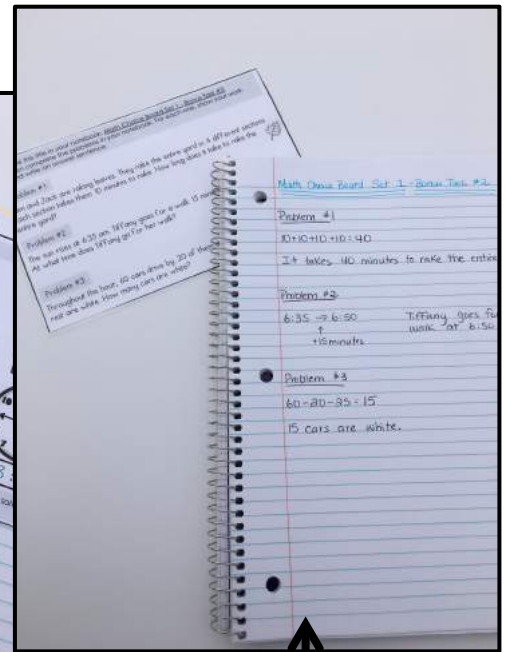
No matter which method you use, your students will need room to paste a half-size sheet into the notebook, as well as complete some other written tasks beneath the sheet.



For some activities, the student will simply complete the task and paste the activity sheet into his notebook.



For other activities, the student will complete the task, paste the activity sheet into his notebook, and then complete an extra task beneath the sheet.



And then there are some activities that you will laminate. The student will use the laminated sheet to complete an activity in his notebook and then return the laminated sheet to the folder.

Congratulations!

You are finished assembling The Math Choice Board!

Now to begin using it...

- Begin with [Math Choice Board Set 1](#). This will last your students 1-2 weeks, depending on how your students will use the board and how often.
- Prepare the tasks, and you are ready to go!
- After 1-2 weeks, switch the tasks to [Math Choice Board Set 2](#) and students will have brand new tasks to complete!

Remember to store all of your laminated pieces in some sort of container or re-sealable bag. Label it with the Set # so that it is ready to go for next year!

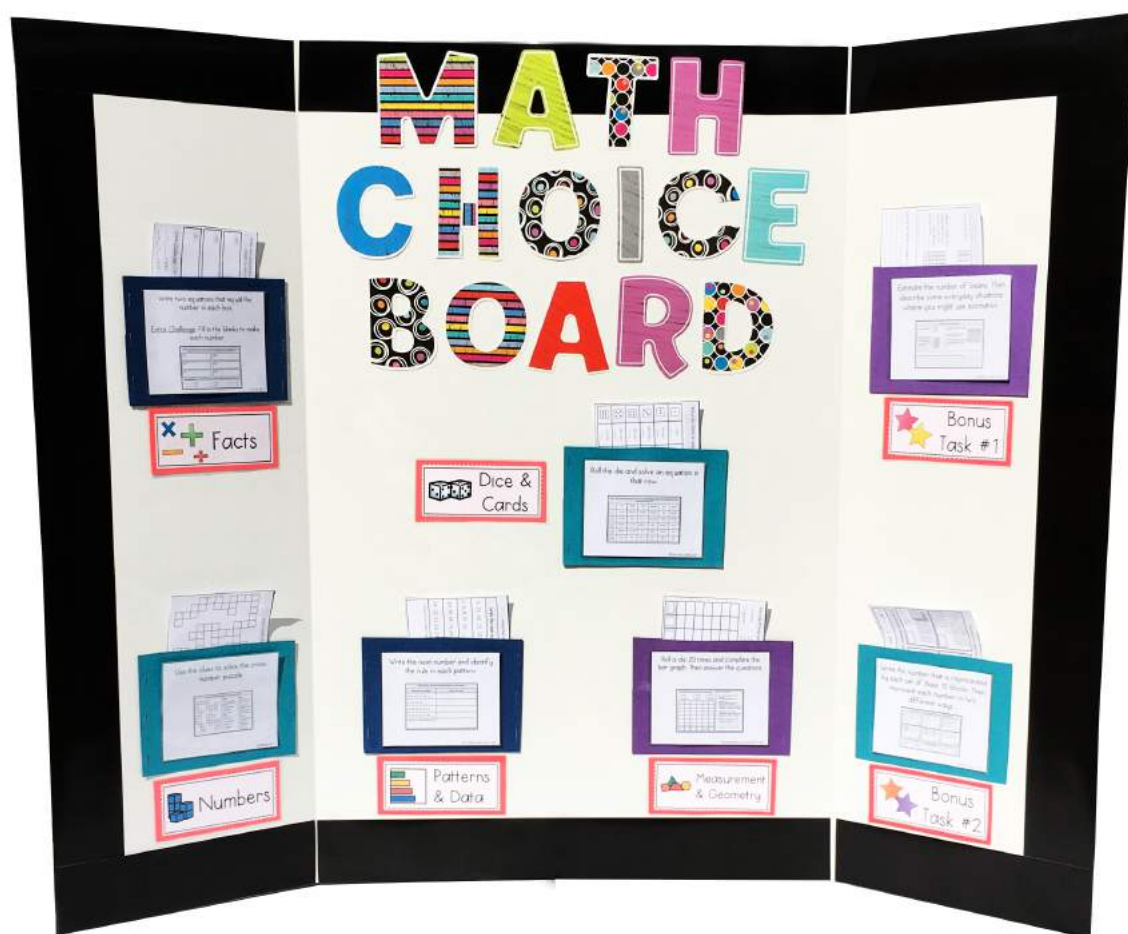
Consider asking a parent volunteer to take care of preparing and switching the tasks. Even a responsible student or two might be a big help. Remember that the first year will take the most time. If you laminate your materials and keep them in good shape, year #2 and beyond will be a breeze!

Enjoy!

Shelley

MATH CHOICE BOARD

{Set of Activities}



Created by Shelley Gray

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classroom ideas!

www.ShelleyGrayTeaching.com

Before you begin...

I'm so happy that you've decided to implement The Math Choice Board in your classroom!

Several years ago, I created The Early Finisher Board – a solution for the fast finishers in your classroom. Over the years, thousands of people have successfully used that resource to motivate and engage their students. However, I have literally received hundreds of requests for something similar that focuses on Math only.

This is where The Math Choice Board comes in! The Math Choice Board is similar to The Early Finisher Board in that it allows students to choose which activities they do, and when they do them. This board consists of six sections. You will be switching out the activities in each section weekly or bi-weekly, depending on how often your students use this board. Please read more about this in the Getting Started Guide.

The greatest aspect of this resource is its versatility. To create your Math Choice Board, you can use a tri-fold board, bulletin board, the side of a cabinet, or even folders/binders. You may choose to use your Math Choice Board as part of your Math Centers rotation, as Morning Work or to engage your fast finishers. To read other information and see options for your own board, please see the link below:

<http://shelleygrayteaching.com/the-math-choice-board>

Before you begin using the resources in this file, you must have your Math Choice Board set up. The set-up information and resources can be found in the "*Getting Started Guide*." To find the Getting Started Guide, simply look inside the folder where you found this file.

Printing & Preparation

Printing

To save paper and ink, please only print the pages that you need from this package, and read the rest of the instructions on your computer screen. To make this job easier for you, the pages that you will need to print are listed below:

- Pages 5-8, 10, 12, 14, 16, 18, 20, 21

Preparation Instructions

The cover page for each section describes the task and outlines the preparation needed for this set. Use the table of contents below to find the cover page for each section:

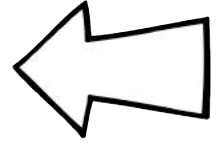
Facts	Page 9
Numbers	Page 11
Dice and Cards	Page 13
Patterns and Data	Page 15
Measurement and Geometry	Page 17
Bonus Tasks	Page 19

Folder Labels - Set 7

Laminate labels and attach to the front of each folder for Set 7 as described in the Getting Started Guide.

Complete the equations and then write a related equation.

"Facts" Label Set 7

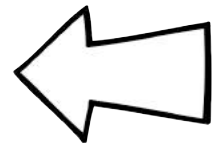


Complete the addition equation.	Write a related subtraction equation.	Complete the subtraction equation.	Write a related addition equation.
$15+16=$ ___		$56-25=$ ___	
$139+30=$ ___		$100-78=$ ___	
$60+70=$ ___		$265-75=$ ___	
$344+60=$ ___		$25-15=$ ___	
$18+18=$ ___		$150-50=$ ___	
$25+75=$ ___		$500-300=$ ___	
$14+9=$ ___		$27-8=$ ___	

FACTS SET 7

Round the numbers to the nearest 10 and 100.

"Numbers" Label Set 7








Round these numbers to the nearest 10.		Round these numbers to the nearest 100.	
Number	Round it to the nearest 10.	Number	Round it to the nearest 100.
58		564	
112		213	
765		554	
98		367	
347		310	
24		865	
186		780	

NUMBERS SET 7

How many faces, edges, and vertices does each three-dimensional shape have?

Extra Challenge: Draw a 3D shape and list three different places where you might see it in real life.

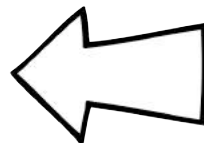
How many faces, edges, and vertices does each of the following shapes have?

Shape	Faces	Edges	Vertices
			
			
			
			
			

Extra Challenge:
In your notebook, draw any three-dimensional shape. Then list three different real-life places where you might see that shape.

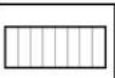

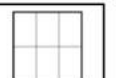
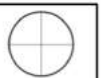

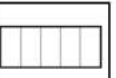
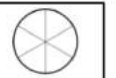
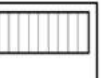
MEASUREMENT & GEOMETRY SET 7

"Measurement and Geometry" Label Set 7



Shade the pieces to represent each fraction.

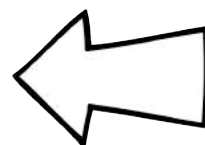
Shade pieces to represent each fraction.

 $\frac{6}{8}$	 $\frac{1}{3}$	 $\frac{5}{6}$	 $\frac{3}{4}$
 $\frac{4}{7}$	 $\frac{3}{5}$	 $\frac{2}{6}$	 $\frac{5}{10}$

In your notebook, draw two different fractions that each represent two-fourths.

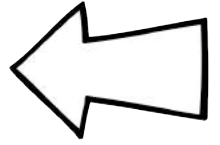
BONUS TASK #1 SET 7

"Bonus Task #1" Label Set 7



Write the meaning of the symbol for each equation.

"Bonus Task #2"
Label Set 7



What do the symbols mean in these equations?			
$40 + \text{apple} = 98$	$\text{apple} = \underline{\quad}$	$50 + \text{zebra} = 125$	$\text{zebra} = \underline{\quad}$
$\text{triangle} - 35 = 20$	$\text{triangle} = \underline{\quad}$	$\text{S} + 200 = 400$	$\text{S} = \underline{\quad}$
$100 + 4 = \text{box}$	$\text{box} = \underline{\quad}$	$80 + 70 = \text{arrow}$	$\text{arrow} = \underline{\quad}$
$\text{flute} + 23 = 34$	$\text{flute} = \underline{\quad}$	$\text{diamond} + 43 = 443$	$\text{diamond} = \underline{\quad}$
$140 + \text{diamond} = 240$	$\text{diamond} = \underline{\quad}$	$13 + \text{box} = 26$	$\text{box} = \underline{\quad}$
$\text{star} + 25 = 100$	$\text{star} = \underline{\quad}$	$\text{musical note} + 60 = 100$	$\text{musical note} = \underline{\quad}$
$90 + \text{circle} = 180$	$\text{circle} = \underline{\quad}$	$26 + \text{Phi} = 30$	$\text{Phi} = \underline{\quad}$

BONUS TASK #2 SET 7

Facts

This activity should be placed in the "Facts" section of your Math Choice board. The "Facts" activity for this set is:

Complete the equations and then write a related equation.

A sample of the activity:

Complete the addition equation.	Write a related subtraction equation.	Complete the subtraction equation.	Write a related addition equation.
$15+16=$ ___		$56-25=$ ___	
$139+30=$ ___		$100-78=$ ___	
$60+70=$ ___		$265-75=$ ___	
$344+60=$ ___		$25-15=$ ___	
$18+18=$ ___		$150-50=$ ___	
$25+75=$ ___		$500-300=$ ___	
$14+9=$ ___		$27-8=$ ___	

Preparation for this folder:

- Print enough copies of the activity for each student in your classroom. Place in the "Facts" folder.



Facts {Set 1}

Complete the addition equation.	Write a related subtraction equation.
$15+16=$ _____	
$139+30=$ _____	
$60+70=$ _____	
$344+60=$ _____	
$18+18=$ _____	
$25+75=$ _____	
$14+9=$ _____	

Complete the subtraction equation.	Write a related addition equation.
$56-25=$ _____	
$100-78=$ _____	
$265-75=$ _____	
$25-15=$ _____	
$150-50=$ _____	
$500-300=$ _____	
$27-8=$ _____	

Complete the addition equation.	Write a related subtraction equation.
$15+16=$ _____	
$139+30=$ _____	
$60+70=$ _____	
$344+60=$ _____	
$18+18=$ _____	
$25+75=$ _____	
$14+9=$ _____	

Complete the subtraction equation.	Write a related addition equation.
$56-25=$ _____	
$100-78=$ _____	
$265-75=$ _____	
$25-15=$ _____	
$150-50=$ _____	
$500-300=$ _____	
$27-8=$ _____	

Numbers

This activity should be placed in the "Numbers" section of your Math Choice board. The "Numbers" activity for this set is:

Round the numbers to the nearest 10 and 100.

A sample of the activity:

Round these numbers to the nearest 10.		Round these numbers to the nearest 100.	
Number	Round it to the nearest 10.	Number	Round it to the nearest 100.
58		569	
112		213	
765		554	
98		367	
347		310	
24		865	
186		780	

Preparation for this folder:

- Print enough copies of the activity for each student in your classroom. Place in the "Numbers" folder.



Numbers {Set 1}

Round these numbers to the nearest 10.

Number	Round it to the nearest 10.
58	
112	
765	
98	
347	
24	
186	

Round these numbers to the nearest 100.

Number	Round it to the nearest 100.
569	
213	
554	
367	
310	
865	
780	

Round these numbers to the nearest 10.

Number	Round it to the nearest 10.
58	
112	
765	
98	
347	
24	
186	

Round these numbers to the nearest 100.







Number	Round it to the nearest 100.
569	
213	
554	
367	
310	
865	
780	

Dice and Cards

This activity should be placed in the "Dice and Cards" section of your Math Choice board. The "Dice and Cards" activity for this set is:

Roll the die and solve a multiplication equation (to 5×5). Keep rolling until you've solved all of the equations in one column.

A sample of the activity:

Roll the die and solve the multiplication equation. Keep rolling until you've solved all of the equations in one column.					
$3 \times 3 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$3 \times 5 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$5 \times 1 = \underline{\quad}$
$2 \times 2 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$	$1 \times 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$1 \times 3 = \underline{\quad}$	$3 \times 1 = \underline{\quad}$
$2 \times 1 = \underline{\quad}$	$3 \times 0 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$1 \times 2 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$
$5 \times 3 = \underline{\quad}$	$3 \times 3 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$1 \times 1 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$
$1 \times 5 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$0 \times 5 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$	$1 \times 2 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$
$4 \times 1 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
					

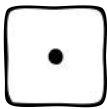

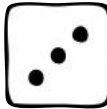


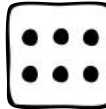
Preparation for this folder:

- Print enough copies of the activity for each student in your classroom. Place in the "Dice and Cards" folder.


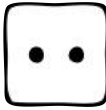
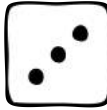


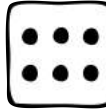


Dice and Cards {Set 1}

Roll the die and solve the multiplication equation. Keep rolling until you've solved all of the equations in one column.

$3 \times 3 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$3 \times 5 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$5 \times 1 = \underline{\quad}$
$2 \times 2 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$	$1 \times 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$1 \times 3 = \underline{\quad}$	$3 \times 1 = \underline{\quad}$
$2 \times 1 = \underline{\quad}$	$3 \times 0 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$1 \times 2 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$
$5 \times 3 = \underline{\quad}$	$3 \times 3 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$1 \times 1 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$
$1 \times 5 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$0 \times 5 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$	$1 \times 2 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$
$4 \times 1 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
					

Roll the die and solve the multiplication equation. Keep rolling until you've solved all of the equations in one column.

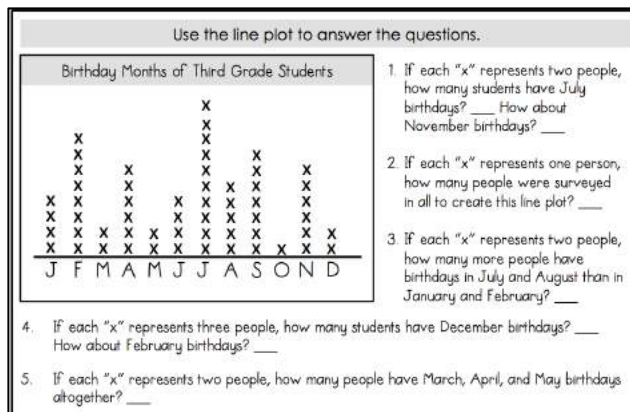
$3 \times 3 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$3 \times 5 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$5 \times 1 = \underline{\quad}$
$2 \times 2 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$	$1 \times 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$1 \times 3 = \underline{\quad}$	$3 \times 1 = \underline{\quad}$
$2 \times 1 = \underline{\quad}$	$3 \times 0 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$1 \times 2 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$
$5 \times 3 = \underline{\quad}$	$3 \times 3 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$1 \times 1 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$
$1 \times 5 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$0 \times 5 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$	$1 \times 2 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$
$4 \times 1 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
					

Patterns and Data

This activity should be placed in the "Patterns and Data" section of your Math Choice board. The "Patterns and Data" activity for this set is:

Use the line plot to answer the questions.

A sample of the activity:



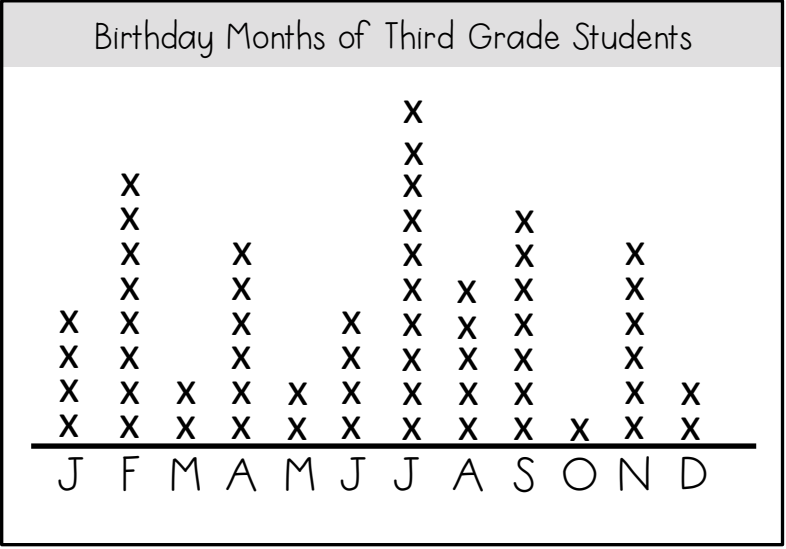
Preparation for this folder:

- Print enough copies of the activity for each student in your classroom. Place in the "Patterns and Data" folder.



Patterns and Data {Set T}

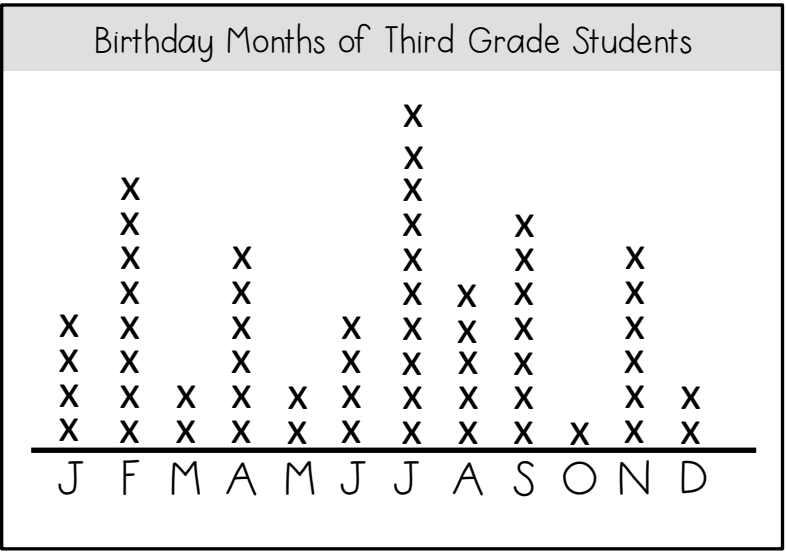
Use the line plot to answer the questions.



1. If each "x" represents two people, how many students have July birthdays? ____ How about November birthdays? ____
2. If each "x" represents one person, how many people were surveyed in all to create this line plot? ____
3. If each "x" represents two people, how many more people have birthdays in July and August than in January and February? ____

4. If each "x" represents three people, how many students have December birthdays? ____ How about February birthdays? ____
5. If each "x" represents two people, how many people have March, April, and May birthdays altogether? ____

Use the line plot to answer the questions.



1. If each "x" represents two people, how many students have July birthdays? ____ How about November birthdays? ____
2. If each "x" represents one person, how many people were surveyed in all to create this line plot? ____
3. If each "x" represents two people, how many more people have birthdays in July and August than in January and February? ____

4. If each "x" represents three people, how many students have December birthdays? ____ How about February birthdays? ____
5. If each "x" represents two people, how many people have March, April, and May birthdays altogether? ____






Measurement and Geometry

This activity should be placed in the "Measurement and Geometry" section of your Math Choice board. The "Measurement and Geometry" activity for this set is:

How many faces, edges, and vertices are on each three-dimensional shape?

Extra Challenge: Draw a 3D shape and list three different places where you might see it in real life.

A sample of the activity:

How many faces, edges, and vertices does each of the following shapes have?				
Shape	Faces	Edges	Vertices	Extra Challenge:
				In your notebook, draw any three-dimensional shape. Then list three different real-life places where you might see that shape.
				
				
				
				

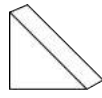
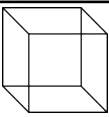
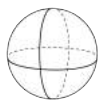
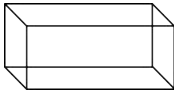
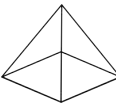
Preparation for this folder:

- Print enough copies of the activity for each student in your classroom. Place in the "Measurement and Geometry" folder.



Measurement and Geometry {Set 1}

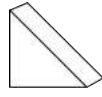
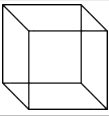
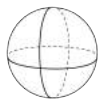
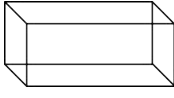
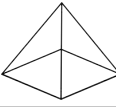
How many faces, edges, and vertices does each of the following shapes have?

Shape	Faces	Edges	Vertices
			
			
			
			
			

Extra Challenge:

In your notebook, draw any three-dimensional shape. Then list three different real-life places where you might see that shape.

How many faces, edges, and vertices does each of the following shapes have?

Shape	Faces	Edges	Vertices
			
			
			
			
			

Extra Challenge:

In your notebook, draw any three-dimensional shape. Then list three different real-life places where you might see that shape.

Bonus Tasks

The following pages include two bonus tasks for Set 7. Each task should be placed in a separate pocket in the "Bonus Tasks" section.

The Bonus Tasks for Set 7 are:

- Shade the pieces to represent each fraction.
- Write the meaning of the symbol for each equation.

Shade pieces to represent each fraction.

 $\frac{6}{8}$	 $\frac{1}{3}$	 $\frac{5}{6}$	 $\frac{3}{4}$
 $\frac{4}{7}$	 $\frac{3}{5}$	 $\frac{2}{6}$	 $\frac{5}{10}$

In your notebook, draw two different fractions that each represent two-fourths.

What do the symbols mean in these equations?

$40 + \text{apple} = 98$	apple = <u> </u>	$50 + \text{fish} = 125$	fish = <u> </u>
$\text{triangle} - 35 = 20$	triangle = <u> </u>	$\text{S} + 200 = 400$	S = <u> </u>
$100 + 4 = \text{box}$	box = <u> </u>	$80 + 70 = \text{fish}$	fish = <u> </u>
$\text{flute} + 23 = 34$	flute = <u> </u>	$\text{diamond} + 43 = 443$	diamond = <u> </u>
$140 + \text{diamond} = 240$	diamond = <u> </u>	$13 + \text{box} = 26$	box = <u> </u>
$\text{star} + 25 = 100$	star = <u> </u>	$\text{flute} + 60 = 100$	flute = <u> </u>
$90 + \text{circle} = 180$	circle = <u> </u>	$26 + \text{circle} = 30$	circle = <u> </u>

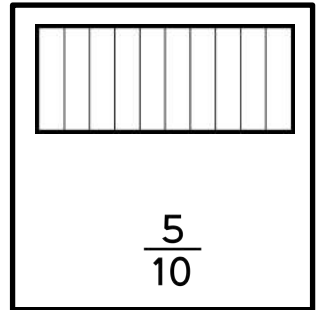
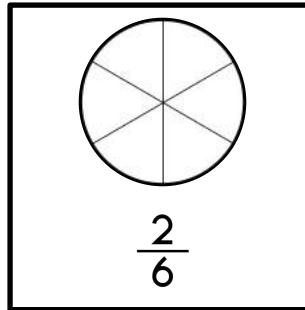
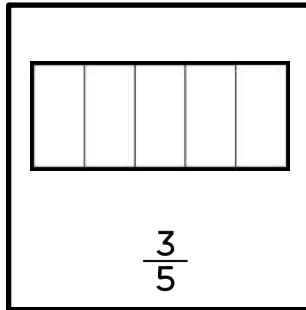
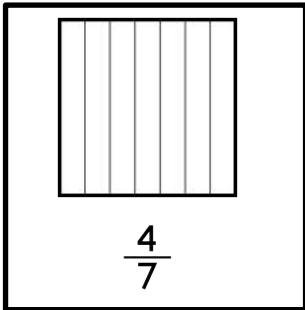
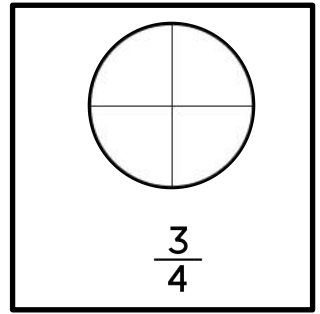
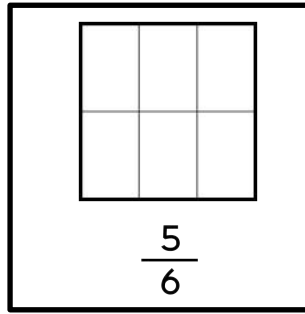
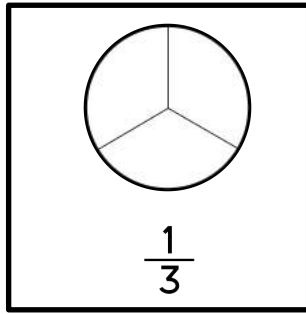
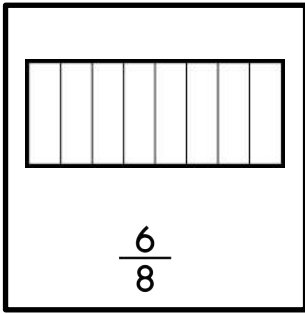
Preparation:

- For Bonus Task #1, enough copies of the activities for each student in your classroom. Place in the "Bonus Task #1" folder.
- For Bonus Task #2, print enough copies of the activities for each student in your classroom. Place in the "Bonus Task #2" folder.



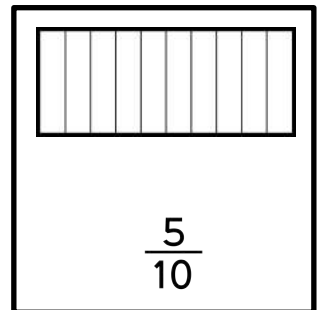
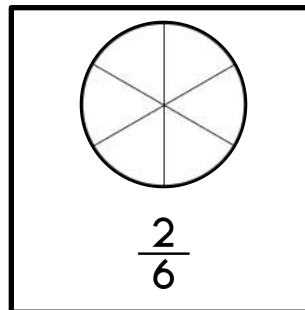
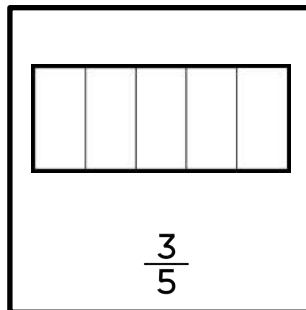
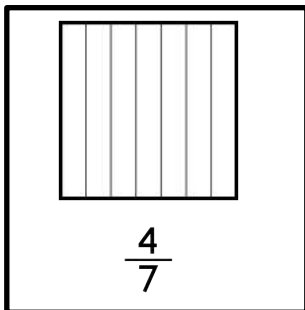
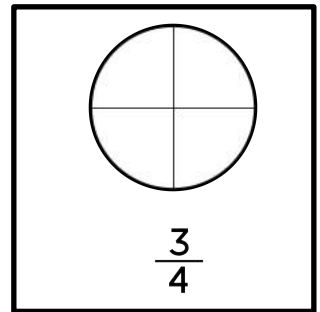
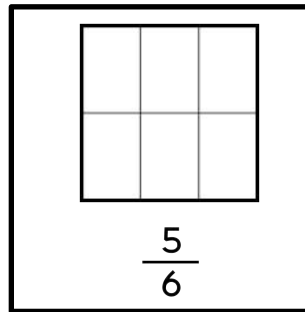
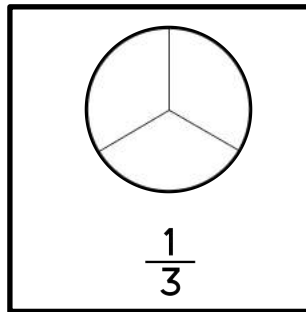
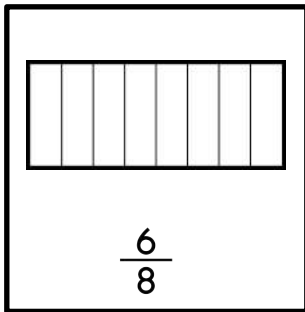
Bonus Task #1 {Set 1}

Shade pieces to represent each fraction.



In your notebook, draw two different fractions that each represent two-fourths.

Shade pieces to represent each fraction.



In your notebook, draw two different fractions that each represent two-fourths.

Bonus Task #2 {Set 1}

What do the symbols mean in these equations?

$40 + \text{Apple} = 98 \quad \text{Apple} = \underline{\quad}$

$\blacktriangle - 35 = 20 \quad \blacktriangle = \underline{\quad}$

$100 + 4 = \text{X} \quad \text{X} = \underline{\quad}$

$\text{P} + 23 = 34 \quad \text{P} = \underline{\quad}$

$140 + \blacklozenge = 240 \quad \blacklozenge = \underline{\quad}$

$\star + 25 = 100 \quad \star = \underline{\quad}$

$90 + \odot = 180 \quad \odot = \underline{\quad}$

$50 + \text{H} = 125 \quad \text{H} = \underline{\quad}$

$\text{S} + 200 = 400 \quad \text{S} = \underline{\quad}$

$80 + 70 = \text{R} \quad \text{R} = \underline{\quad}$

$\text{V} + 43 = 443 \quad \text{V} = \underline{\quad}$

$13 + \text{C} = 26 \quad \text{C} = \underline{\quad}$

$\text{M} + 60 = 100 \quad \text{M} = \underline{\quad}$

$26 + \text{Phi} = 30 \quad \text{Phi} = \underline{\quad}$

What do the symbols mean in these equations?

$40 + \text{Apple} = 98 \quad \text{Apple} = \underline{\quad}$

$\blacktriangle - 35 = 20 \quad \blacktriangle = \underline{\quad}$

$100 + 4 = \text{X} \quad \text{X} = \underline{\quad}$

$\text{P} + 23 = 34 \quad \text{P} = \underline{\quad}$

$140 + \blacklozenge = 240 \quad \blacklozenge = \underline{\quad}$

$\star + 25 = 100 \quad \star = \underline{\quad}$

$90 + \odot = 180 \quad \odot = \underline{\quad}$

$50 + \text{H} = 125 \quad \text{H} = \underline{\quad}$

$\text{S} + 200 = 400 \quad \text{S} = \underline{\quad}$

$80 + 70 = \text{R} \quad \text{R} = \underline{\quad}$

$\text{V} + 43 = 443 \quad \text{V} = \underline{\quad}$

$13 + \text{C} = 26 \quad \text{C} = \underline{\quad}$

$\text{M} + 60 = 100 \quad \text{M} = \underline{\quad}$

$26 + \text{Phi} = 30 \quad \text{Phi} = \underline{\quad}$

Thank-you!

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Shelley

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