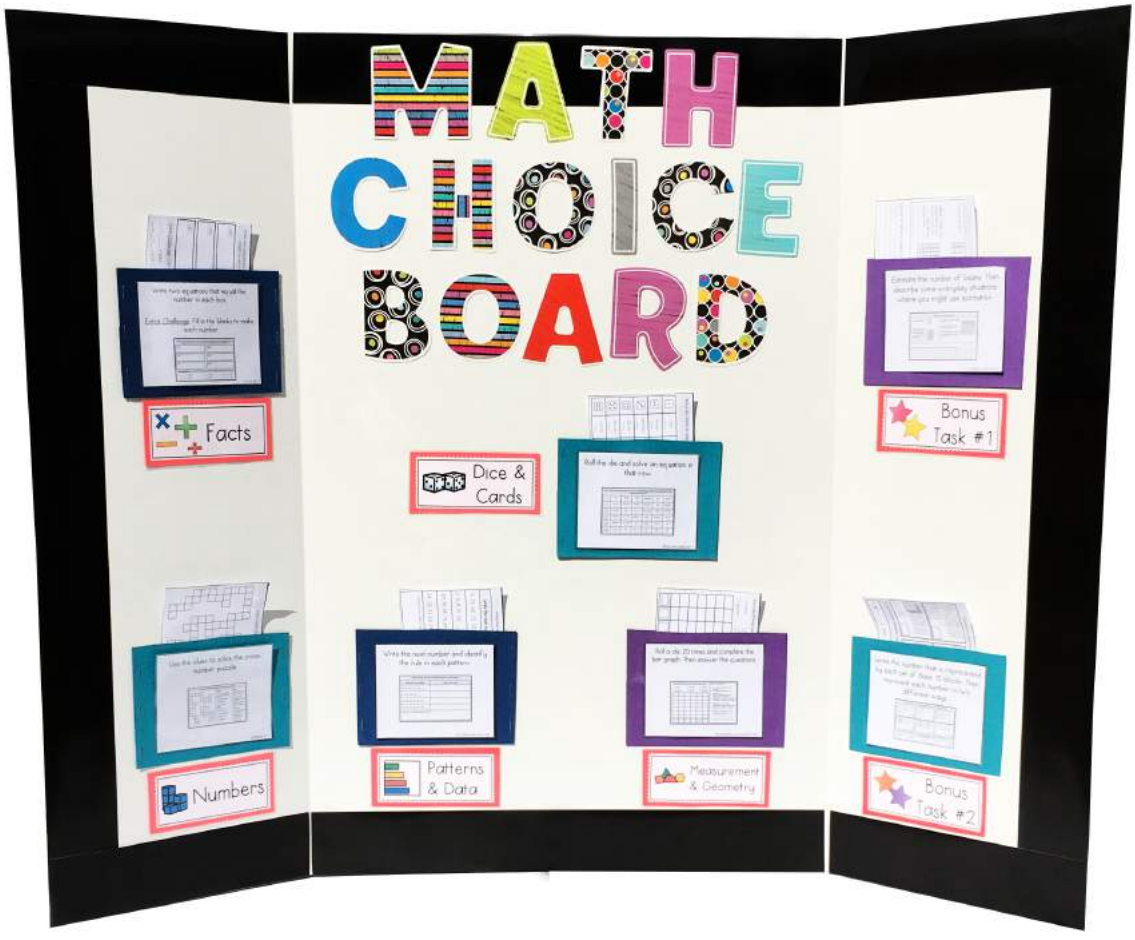
FREE SAMPLE

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.

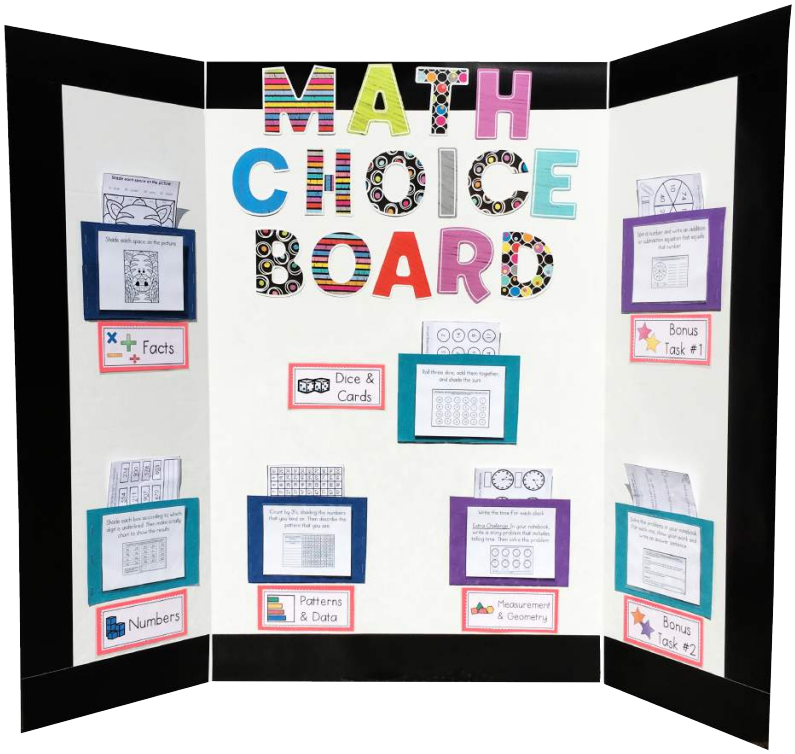
The set of activities can be found on **pages 16 - 37**.

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

Now, dig in!! ☺

The Math Choice Board

{Getting Started Guide}



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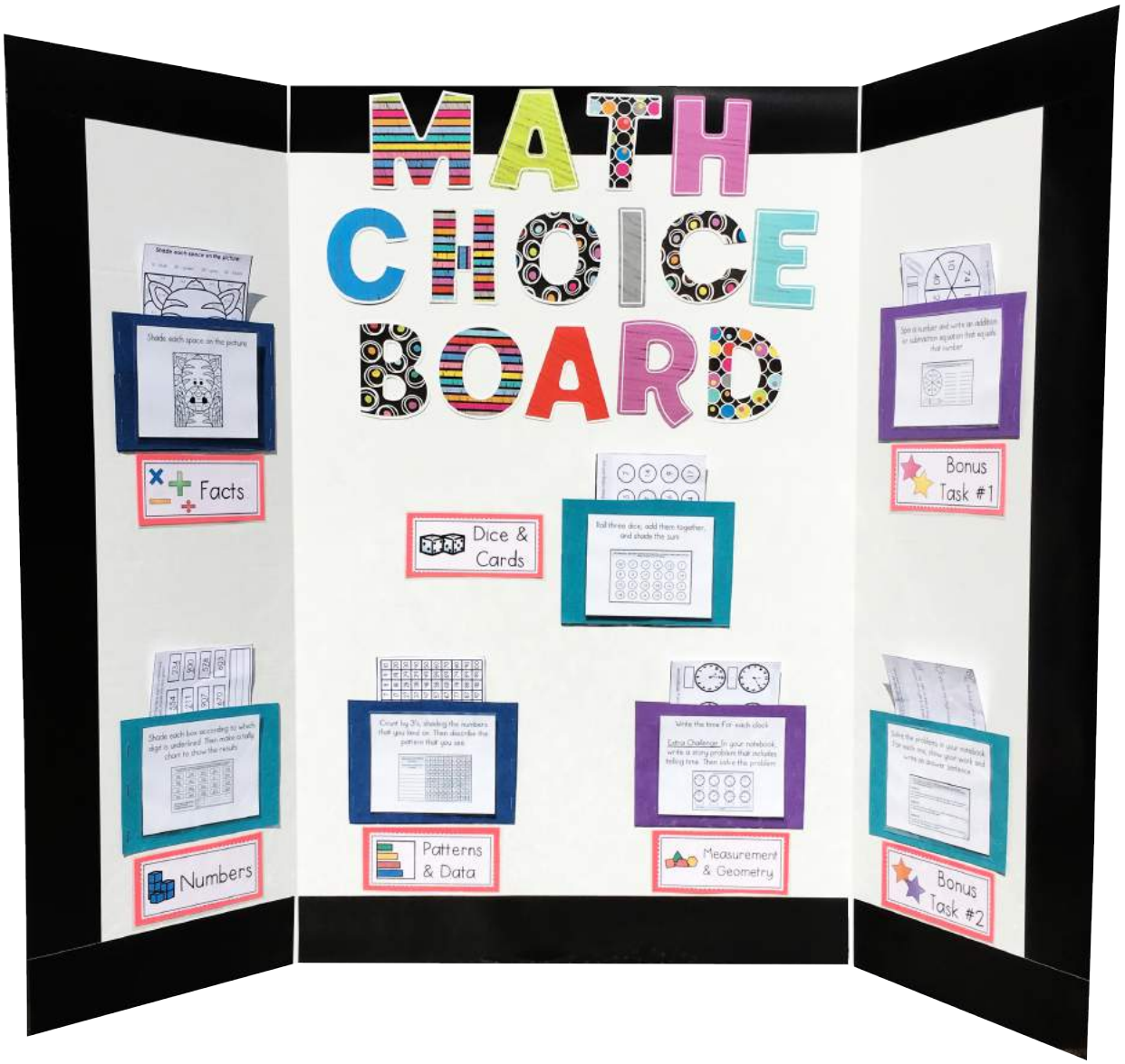
The Math Choice Board: Overview

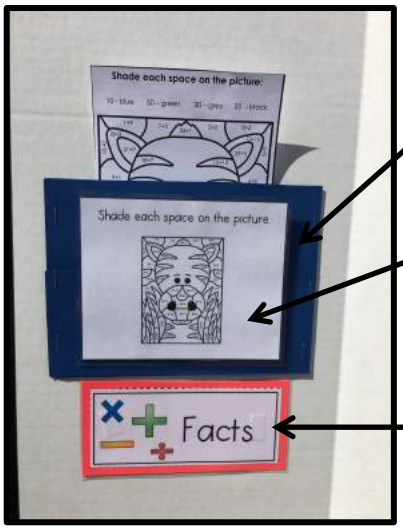
Altogether, there are seven sections on The Math Choice Board:

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.



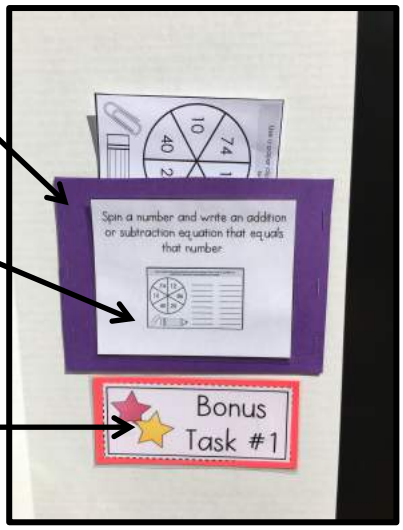
The Math Choice Board: Overview



Each task is placed in the folder.

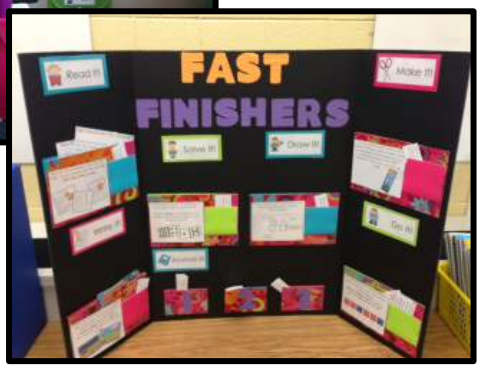
A folder label is fastened to the outside of the folder to show the task.

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!



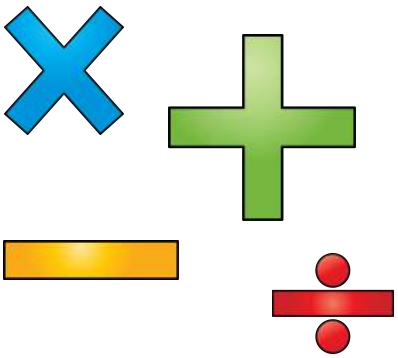
Materials List

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

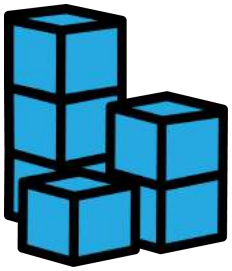
- a tri-fold board (the type used for Science Fair projects). Alternatively, if you have extra bulletin board space, you may choose to set this up on a bulletin board inside your classroom.
- letter-sized file folders (colored folders work best)
- stencil letters for the title of the board
- double-sided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

Section Titles

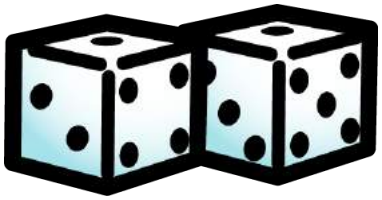
Print, laminate and cut out these labels. These labels will remain on your board all year long.



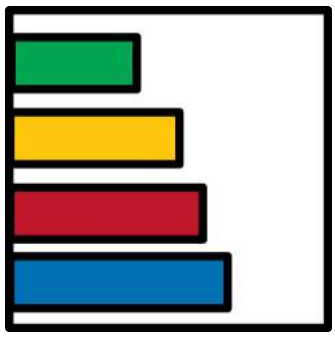
Facts



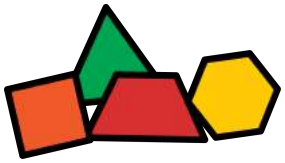
Numbers



Dice & Cards



Patterns & Data



Measurement & Geometry

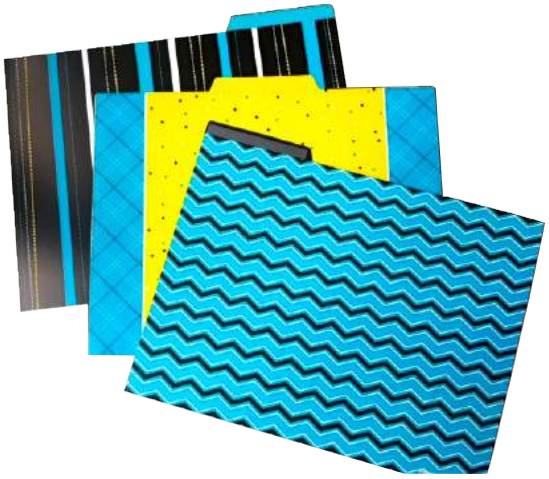
Bonus Task #1

Bonus Task #2

Folder Set-Up

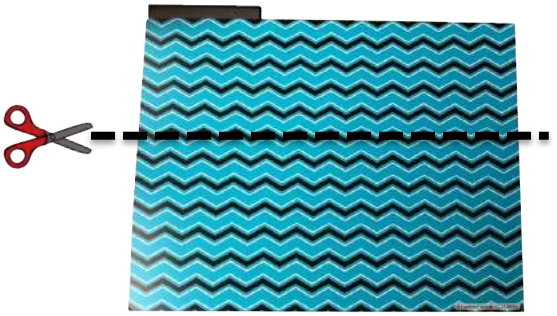
Each section of the board (Facts, Numbers, etc.) will require a folder (see page 4 for more details). Later on, you will be placing the activity sheets inside the folders.

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.



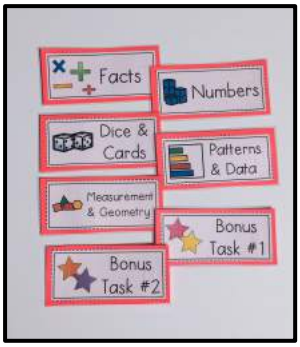
As an alternative to folders, you can also use pieces of folded and stapled cardstock to create the folders.

Putting It All Together

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

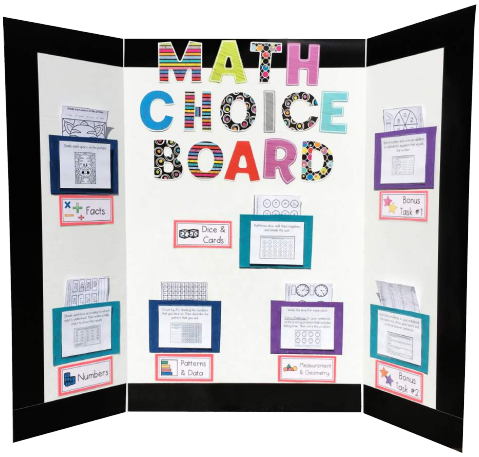
The instructions below are for those people using a free-standing tri-fold board. These instructions may need to be modified if you are using a bulletin board, cabinet or folders instead.

Step 1:
Laminate the labels. Before laminating, you may wish to attach the labels to colored cardstock as shown in the photograph.



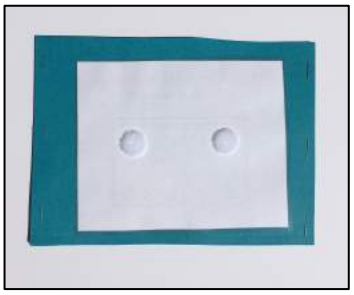
Step 2:
Place everything on the board first without attaching. Once you have everything fitting nicely, continue with the instructions below.

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.

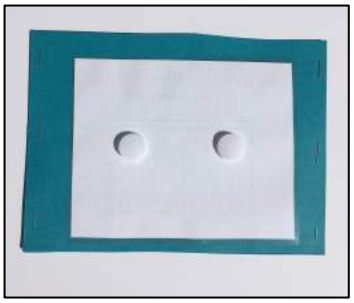


Step 4: Attach Velcro dots to the outside of each of the pockets. This will allow you to switch the tasks regularly. In order to attach the dots, you will want to have the folder labels from one of the Math Choice Board sets prepared. Below is one effective method of attaching the dots.

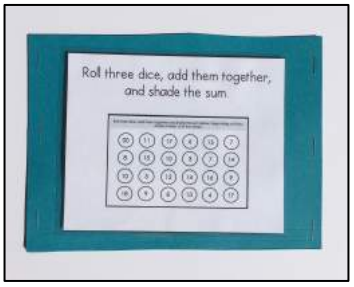
- Stick the "fuzzy" side of the Velcro dot onto the folder label as shown in the adjacent photo.



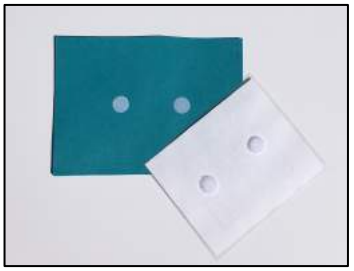
- Place the rough side of the Velcro on top, so that the sticky side is up.



- 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.

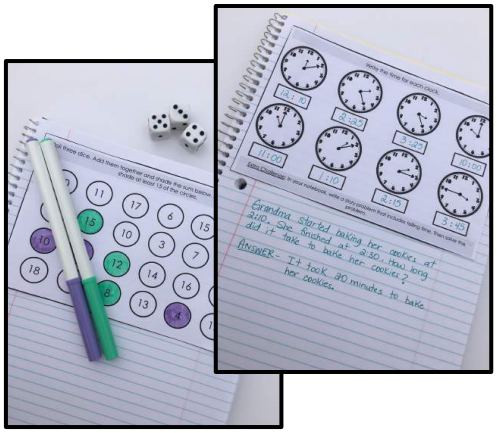


- Repeat this process for each of the colored folders on the board.

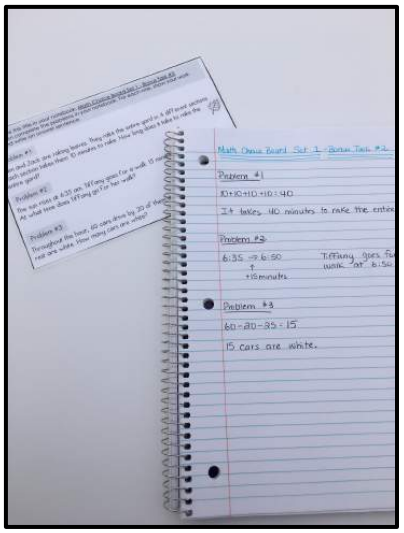


The Tasks

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.



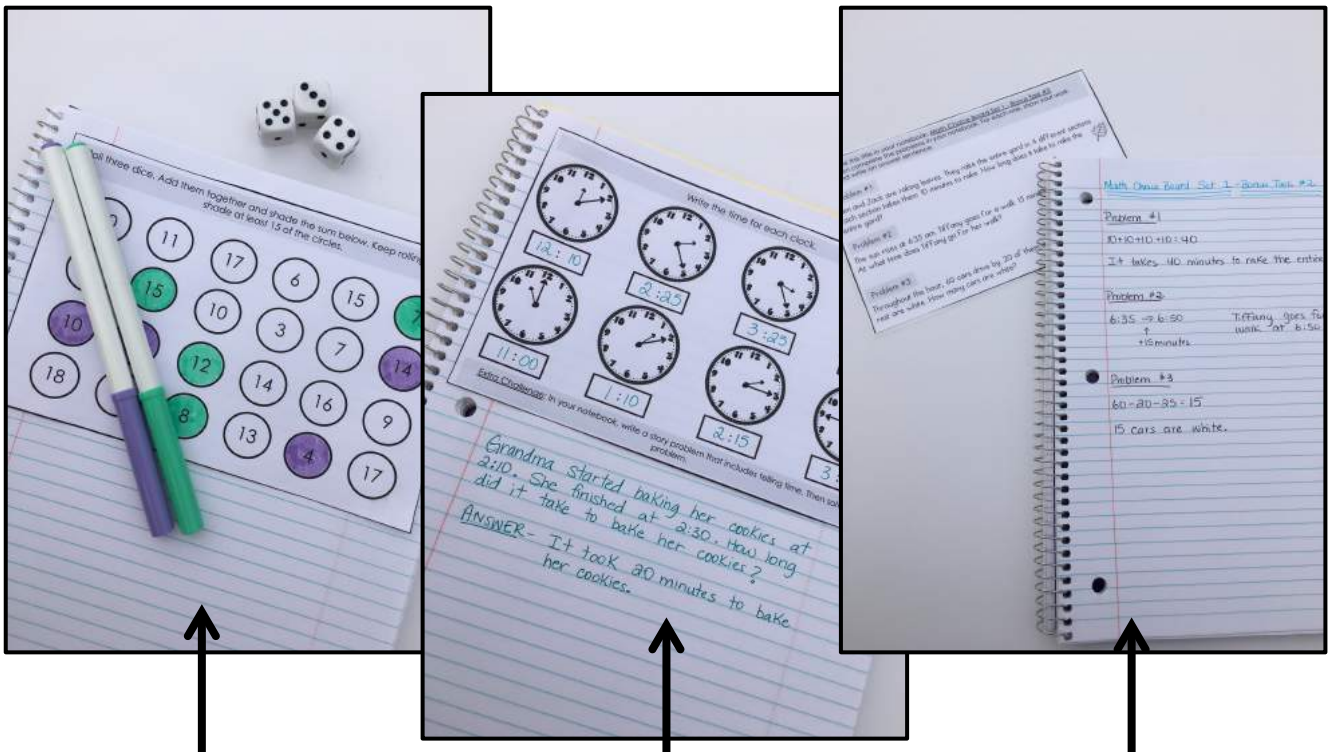
As you navigate through the sets of activities, you will be notified in the "preparation" area whether you need to make a copy of the activity for each student, or whether you need to laminate the activity for all students to use.

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!

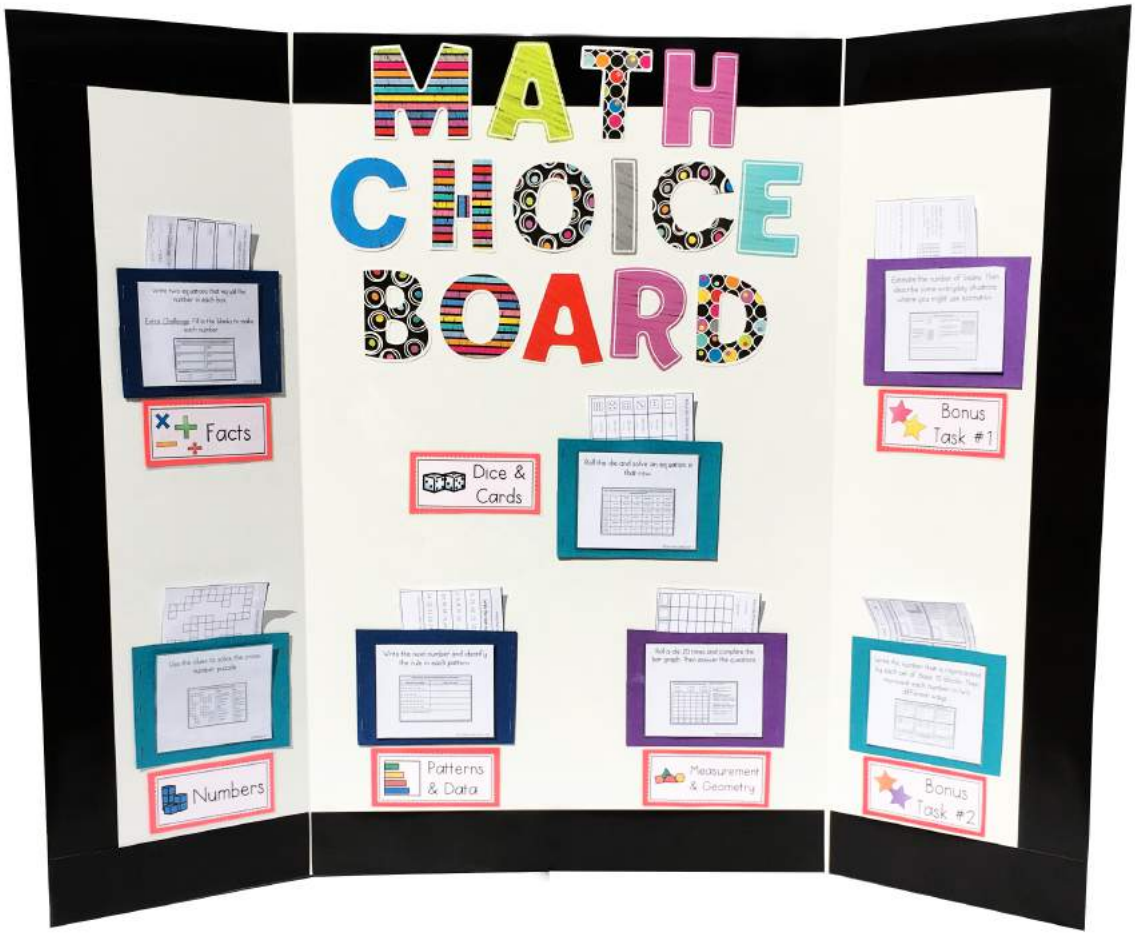
Consider asking a parent volunteer to take care of preparing and switching the tasks. Even a responsible student or two might be a big help. Remember that the first year will take the most time. If you laminate your materials and keep them in good shape, year #2 and beyond will be a breeze!

Enjoy!

Shelley

MATH CHOICE BOARD

{Set of Activities}



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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

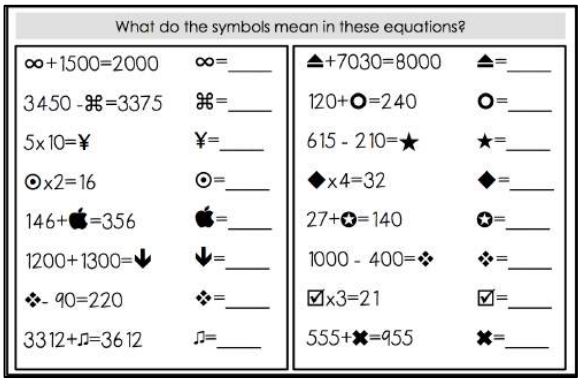
Preparation Instructions

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:

Folder Labels - Set 8

Laminate labels and attach to the front of each folder for Set 8 as described in the Getting Started Guide.

What do the symbols mean for each equation?



What do the symbols mean in these equations?

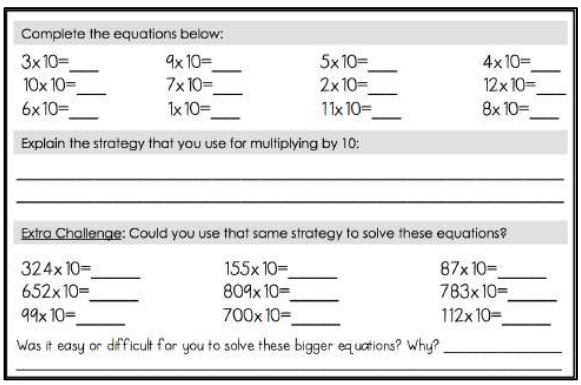
∞+1500=2000	∞=____	⏏+7030=8000	⏏=____
3450 -⌘=3375	⌘=____	120+O=240	O=____
5x10=¥	¥=____	615 - 210=★	★=____
⊙x2=16	⊙=____	◆x4=32	◆=____
146+=356	=____	27+✪=140	✪=____
1200+1300=	=____	1000 - 400=❖	❖=____
❖- 90=220	❖=____	☑x3=21	☑=____
3312+♫=3612	♫=____	555+✖=955	✖=____

FACTS SET 8

"Facts" Label Set 8

Multiply the numbers by 10 and explain the strategy.

Extra Challenge: Multiply bigger numbers by 10.



Complete the equations below:

3x10=___	9x10=___	5x10=___	4x10=___
10x10=___	7x10=___	2x10=___	12x10=___
6x10=___	1x10=___	11x10=___	8x10=___

Explain the strategy that you use for multiplying by 10:

_____

_____

Extra Challenge: Could you use that same strategy to solve these equations?

324x10=_____	155x10=_____	87x10=_____
652x10=_____	809x10=_____	783x10=_____
99x10=_____	700x10=_____	112x10=_____

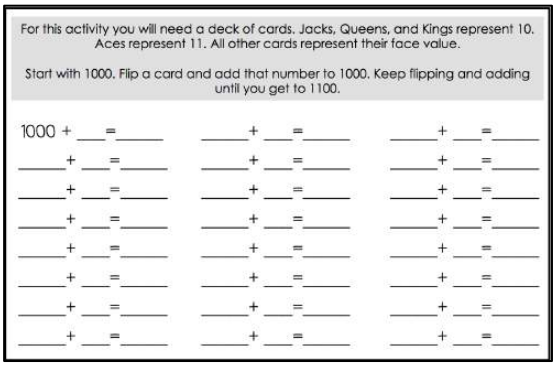
Was it easy or difficult for you to solve these bigger equations? Why? _____

_____

NUMBERS SET 8

"Numbers" Label Set 8

Start with 1000. Flip a card and add it to the 1000. Keep flipping and adding until you get to 1100.



For this activity you will need a deck of cards. Jacks, Queens, and Kings represent 10. Aces represent 11. All other cards represent their face value.

Start with 1000. Flip a card and add that number to 1000. Keep flipping and adding until you get to 1100.

1000 + ___=_____ _____+ ___=_____ _____+ ___=_____

_____+ ___=_____ _____+ ___=_____ _____+ ___=_____

_____+ ___=_____ _____+ ___=_____ _____+ ___=_____

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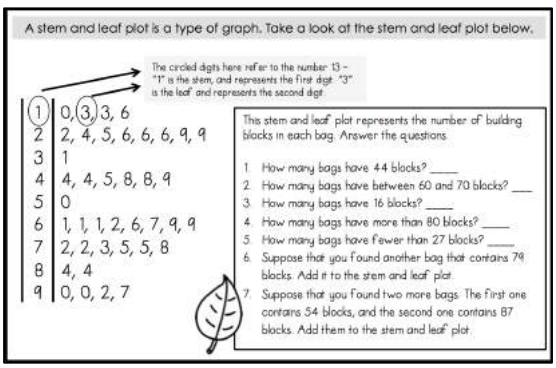
DICE AND CARDS SET 8

"Dice and Cards" Label Set 8

Use the stem and leaf plot to answer the questions.



A stem and leaf plot is a type of graph. Take a look at the stem and leaf plot below.

The circled digits here refer to the number 13 – "1" is the stem, and represents the first digit. "3" is the leaf and represents the second digit.

1	0, 3, 3, 6
2	2, 4, 5, 6, 6, 6, 9, 9
3	1
4	4, 4, 5, 8, 8, 9
5	0
6	1, 1, 1, 2, 6, 7, 9, 9
7	2, 2, 3, 5, 5, 8
8	4, 4
9	0, 0, 2, 7

This stem and leaf plot represents the number of building blocks in each bag. Answer the questions.

1. How many bags have 44 blocks? ____
2. How many bags have between 60 and 70 blocks? ___
3. How many bags have 16 blocks? ____
4. How many bags have more than 80 blocks? ____
5. How many bags have fewer than 27 blocks? ____
6. Suppose that you found another bag that contains 79 blocks. Add it to the stem and leaf plot.
7. Suppose that you found two more bags. The first one contains 54 blocks, and the second one contains 87 blocks. Add them to the stem and leaf plot.

PATTERNS AND DATA SET 8

"Patterns and Data" Label Set 8

Find the difference between the start time and end time.

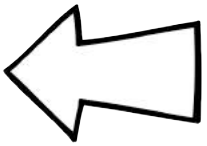
The following chart shows a list of Mrs. Davey's parent teacher conferences, as well as the start time and end time for each. How long was each conference?

STUDENT NAME	START TIME	END TIME	HOW LONG?	STUDENT NAME	START TIME	END TIME	HOW LONG?
Alex	9:00	9:25		Micah	10:45	11:10	
Sanjey	9:30	9:50		Olivia	11:20	11:35	
Riley	10:00	10:34		Dexter	11:45	12:05	

Between 9:00 and 12:05, Mrs. Davey had 6 parent teacher appointments. Notice that she had a break between each conference. Altogether, how many minutes did she spend NOT in conferences between 9:00 and 12:05?

MEASUREMENT & GEOMETRY SET 8

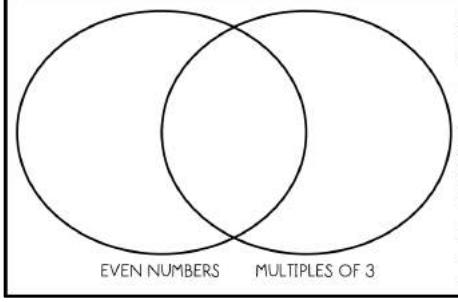
"Measurement and Geometry" Label Set 8



Sort the numbers into the Venn diagram and then answer the questions.

Sort the following numbers into the Venn diagram.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20



Altogether, how many numbers are even AND multiples of 3?

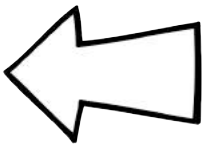
____

What is the easiest way for you to figure out if a number is a multiple of 3?

_____
_____
_____
_____

BONUS TASK #1 SET 8

"Bonus Task #1" Label Set 8



"Bonus Task #2"
Label Set 8

Solve the problems using fractions.

- Write this title in your notebook: Set 8 - Bonus Task #2
- Then complete the problems in your notebook. For each one, show your work, draw a picture, and write an answer sentence.

Problem #1:

At the family gathering, each of the 10 family members will eat one-eighth of a pie. How many pies will they need? Explain how you know, and draw a picture to show your thinking.

Problem #2:

Each morning, Dawn and Tim each drink one and one-half cups of coffee. How much coffee do they drink altogether? Explain how you know, and draw a picture to show your thinking.

Problem #3:

In a package of bubblegum, one-fifth is red, one-fifth is blue, two-fifths is green, and two-fifths is orange. There are 10 pieces of bubblegum altogether. How many pieces of each color are there? Draw a picture to show your work.

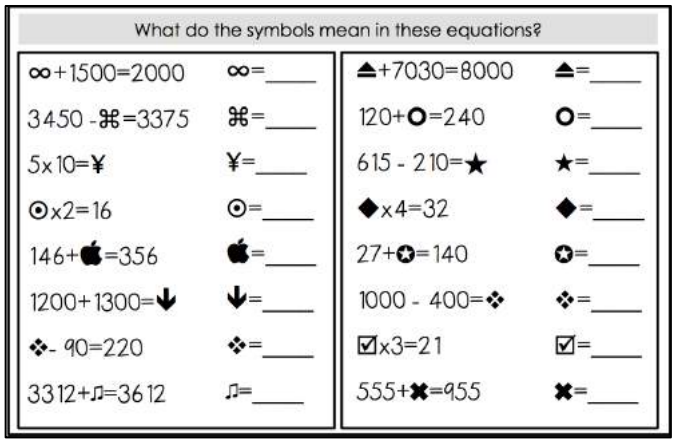
BONUS TASK #2 SET 8

Facts

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

What do the symbols mean in each equation?

A sample of the activity:



What do the symbols mean in these equations?

∞+1500=2000	∞=____	⏏+7030=8000	⏏=____
3450 -⌘=3375	⌘=____	120+O=240	O=____
5x10=¥	¥=____	615 - 210=★	★=____
⊙x2=16	⊙=____	◆x4=32	◆=____
146+=356	=____	27+✪=140	✪=____
1200+1300=	=____	1000 - 400=❖	❖=____
❖- 90=220	❖=____	☑x3=21	☑=____
3312+♫=3612	♫=____	555+✖=955	✖=____

Preparation for this folder:

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

Facts {Set 8}

What do the symbols mean in these equations?

∞+1500=2000	∞=_____
3450 -⌘=3375	⌘=_____
5x10=¥	¥=_____
⊙x2=16	⊙=_____
146+🍎=356	🍎=_____
1200+1300=⬇	⬇=_____
❖- 90=220	❖=_____
3312+♫=3612	♫=_____

⏏+7030=8000	⏏=_____
120+O=240	O=_____
615 - 210=★	★=_____
◆x4=32	◆=_____
27+✪=140	✪=_____
1000 - 400=❖	❖=_____
☑x3=21	☑=_____
555+✖=955	✖=_____

What do the symbols mean in these equations?

∞+1500=2000	∞=_____
3450 -⌘=3375	⌘=_____
5x10=¥	¥=_____
⊙x2=16	⊙=_____
146+🍎=356	🍎=_____
1200+1300=⬇	⬇=_____
❖- 90=220	❖=_____
3312+♫=3612	♫=_____

⏏+7030=8000	⏏=_____
120+O=240	O=_____
615 - 210=★	★=_____
◆x4=32	◆=_____
27+✪=140	✪=_____
1000 - 400=❖	❖=_____
☑x3=21	☑=_____
555+✖=955	✖=_____

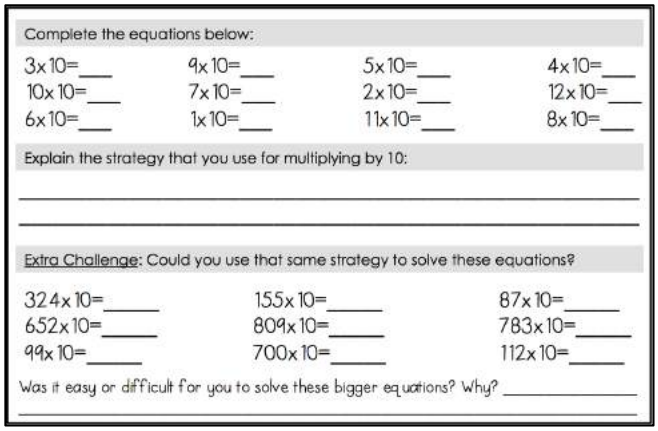
Numbers

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

Multiply the numbers by 10 and explain the strategy.

Extra Challenge: Multiply bigger numbers by 10.

A sample of the activity:



Complete the equations below:

3x10=___	9x10=___	5x10=___	4x10=___
10x10=___	7x10=___	2x10=___	12x10=___
6x10=___	1x10=___	11x10=___	8x10=___

Explain the strategy that you use for multiplying by 10:

Extra Challenge: Could you use that same strategy to solve these equations?

324x10=_____	155x10=_____	87x10=_____
652x10=_____	809x10=_____	783x10=_____
99x10=_____	700x10=_____	112x10=_____

Was it easy or difficult for you to solve these bigger equations? Why? _____

Preparation for this folder:

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

Numbers {Set 8}

Complete the equations below:

3x 10=___	9x 10=___	5x 10=___	4x 10=___
10x 10=___	7x 10=___	2x 10=___	12x 10=___
6x 10=___	1x 10=___	11x 10=___	8x 10=___

Explain the strategy that you use for multiplying by 10:

_____

_____

Extra Challenge: Could you use that same strategy to solve these equations?

324x 10=_____	155x 10=_____	87x 10=_____
652x 10=_____	809x 10=_____	783x 10=_____
99x 10=_____	700x 10=_____	112x 10=_____

Was it easy or difficult for you to solve these bigger equations? Why? _____

_____

Complete the equations below:

3x 10=___	9x 10=___	5x 10=___	4x 10=___
10x 10=___	7x 10=___	2x 10=___	12x 10=___
6x 10=___	1x 10=___	11x 10=___	8x 10=___

Explain the strategy that you use for multiplying by 10:

_____

_____

Extra Challenge: Could you use that same strategy to solve these equations?

324x 10=_____	155x 10=_____	87x 10=_____
652x 10=_____	809x 10=_____	783x 10=_____
99x 10=_____	700x 10=_____	112x 10=_____

Was it easy or difficult for you to solve these bigger equations? Why? _____

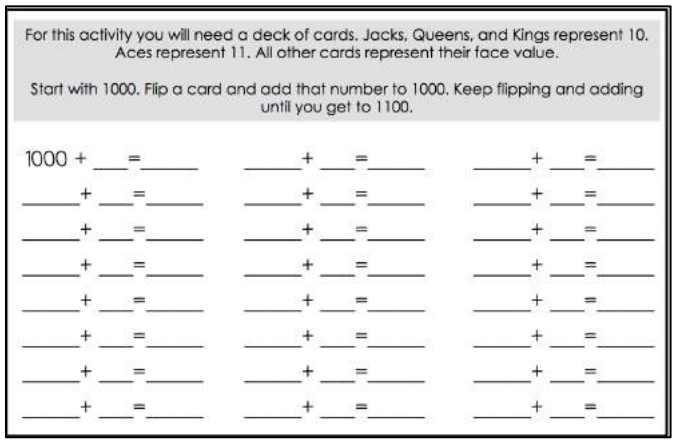
_____

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:

Start with 1000. Flip a card and add it to the 1000. Keep flipping and adding until you get to 1100.

A sample of the activity:



For this activity you will need a deck of cards. Jacks, Queens, and Kings represent 10. Aces represent 11. All other cards represent their face value.

Start with 1000. Flip a card and add that number to 1000. Keep flipping and adding until you get to 1100.

1000 + ___=_____ _____+ ___=_____ _____+ ___=_____

_____+ ___=_____ _____+ ___=_____ _____+ ___=_____

_____+ ___=_____ _____+ ___=_____ _____+ ___=_____

_____+ ___=_____ _____+ ___=_____ _____+ ___=_____

_____+ ___=_____ _____+ ___=_____ _____+ ___=_____

_____+ ___=_____ _____+ ___=_____ _____+ ___=_____

_____+ ___=_____ _____+ ___=_____ _____+ ___=_____

_____+ ___=_____ _____+ ___=_____ _____+ ___=_____

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 8}

For this activity you will need a deck of cards. Jacks, Queens, and Kings represent 10. Aces represent 11. All other cards represent their face value.

Start with 1000. Flip a card and add that number to 1000. Keep flipping and adding until you get to 1100.

1000 + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____

For this activity you will need a deck of cards. Jacks, Queens, and Kings represent 10. Aces represent 11. All other cards represent their face value.

Start with 1000. Flip a card and add that number to 1000. Keep flipping and adding until you get to 1100.

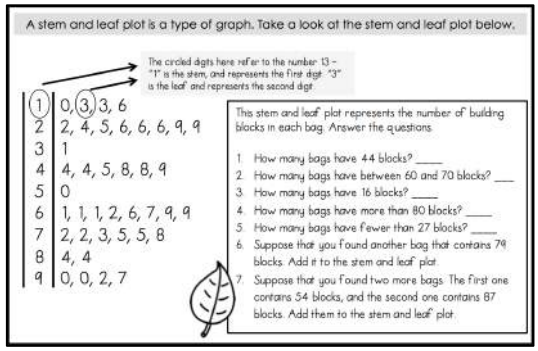
1000 + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____
_____ + ___ = _____	_____ + ___ = _____	_____ + ___ = _____

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 stem and leaf plot to answer the questions.

A sample of the activity:



A stem and leaf plot is a type of graph. Take a look at the stem and leaf plot below.

The circled digits here refer to the number 13 – "1" is the stem, and represents the first digit. "3" is the leaf and represents the second digit.

1	0, 3, 3, 6
2	2, 4, 5, 6, 6, 6, 9, 9
3	1
4	4, 4, 5, 8, 8, 9
5	0
6	1, 1, 1, 2, 6, 7, 9, 9
7	2, 2, 3, 5, 5, 8
8	4, 4
9	0, 0, 2, 7

This stem and leaf plot represents the number of building blocks in each bag. Answer the questions.

1. How many bags have 44 blocks? ____
2. How many bags have between 60 and 70 blocks? ____
3. How many bags have 16 blocks? ____
4. How many bags have more than 80 blocks? ____
5. How many bags have fewer than 27 blocks? ____
6. Suppose that you found another bag that contains 79 blocks. Add it to the stem and leaf plot.
7. Suppose that you found two more bags. The first one contains 54 blocks, and the second one contains 87 blocks. Add them to the stem and leaf plot.

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 8}

A stem and leaf plot is a type of graph. Take a look at the stem and leaf plot below.

The circled digits here refer to the number 13 – "1" is the stem, and represents the first digit. "3" is the leaf and represents the second digit.

1	0, 3, 3, 6
2	2, 4, 5, 6, 6, 6, 9, 9
3	1
4	4, 4, 5, 8, 8, 9
5	0
6	1, 1, 1, 2, 6, 7, 9, 9
7	2, 2, 3, 5, 5, 8
8	4, 4
9	0, 0, 2, 7

This stem and leaf plot represents the number of building blocks in each bag. Answer the questions.

1. How many bags have 44 blocks? ____
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A stem and leaf plot is a type of graph. Take a look at the stem and leaf plot below.

The circled digits here refer to the number 13 – "1" is the stem, and represents the first digit. "3" is the leaf and represents the second digit.

1	0, 3, 3, 6
2	2, 4, 5, 6, 6, 6, 9, 9
3	1
4	4, 4, 5, 8, 8, 9
5	0
6	1, 1, 1, 2, 6, 7, 9, 9
7	2, 2, 3, 5, 5, 8
8	4, 4
9	0, 0, 2, 7

This stem and leaf plot represents the number of building blocks in each bag. Answer the questions.

1. How many bags have 44 blocks? ____
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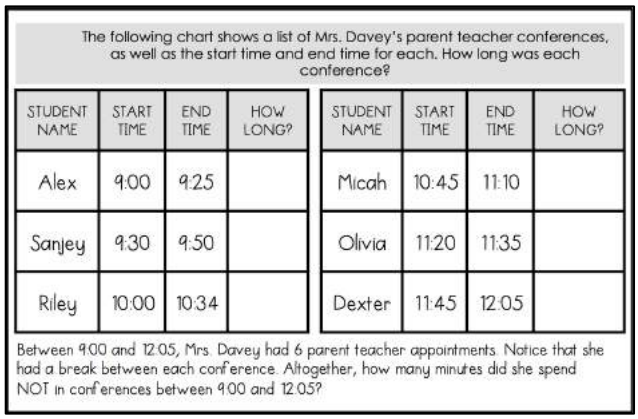
6. Suppose that you found another bag that contains 79 blocks. Add it to the stem and leaf plot.
7. Suppose that you found two more bags. The first one contains 54 blocks, and the second one contains 87 blocks. Add them to the stem and leaf plot.

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:

Find the difference between the start time and end time.

A sample of the activity:



The following chart shows a list of Mrs. Davey's parent teacher conferences, as well as the start time and end time for each. How long was each conference?

STUDENT NAME	START TIME	END TIME	HOW LONG?	STUDENT NAME	START TIME	END TIME	HOW LONG?
Alex	9:00	9:25		Micah	10:45	11:10	
Sanjey	9:30	9:50		Olivia	11:20	11:35	
Riley	10:00	10:34		Dexter	11:45	12:05	

Between 9:00 and 12:05, Mrs. Davey had 6 parent teacher appointments. Notice that she had a break between each conference. Altogether, how many minutes did she spend NOT in conferences between 9:00 and 12:05?

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 8}

The following chart shows a list of Mrs. Davey's parent teacher conferences, as well as the start time and end time for each. How long was each conference?

STUDENT NAME	START TIME	END TIME	HOW LONG?
Alex	9:00	9:25	
Sanjey	9:30	9:50	
Riley	10:00	10:34	

STUDENT NAME	START TIME	END TIME	HOW LONG?
Micah	10:45	11:10	
Olivia	11:20	11:35	
Dexter	11:45	12:05	

Between 9:00 and 12:05, Mrs. Davey had 6 parent teacher appointments. Notice that she had a break between each conference. Altogether, how many minutes did she spend NOT in conferences between 9:00 and 12:05?

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STUDENT NAME	START TIME	END TIME	HOW LONG?
Alex	9:00	9:25	
Sanjey	9:30	9:50	
Riley	10:00	10:34	

STUDENT NAME	START TIME	END TIME	HOW LONG?
Micah	10:45	11:10	
Olivia	11:20	11:35	
Dexter	11:45	12:05	

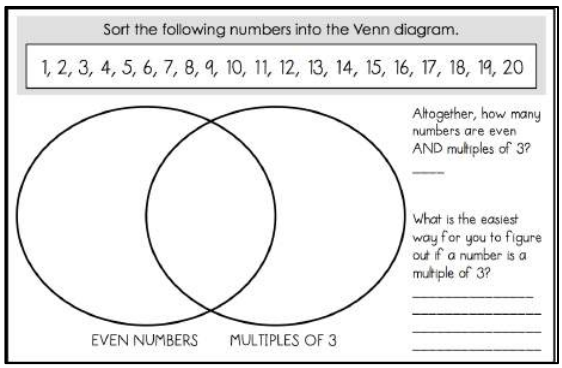
Between 9:00 and 12:05, Mrs. Davey had 6 parent teacher appointments. Notice that she had a break between each conference. Altogether, how many minutes did she spend NOT in conferences between 9:00 and 12:05?

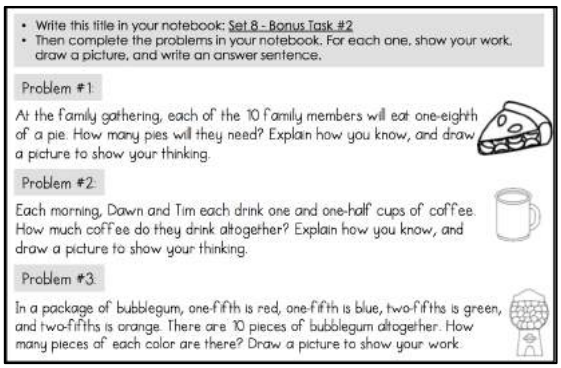
Bonus Tasks

The following pages include two bonus tasks for Set 8. Each task should be placed in a separate pocket in the "Bonus Tasks" section.

The Bonus Tasks for Set 8 are:

- Sort the numbers into the Venn diagram and answer the questions.
- Solve the problems using fractions.





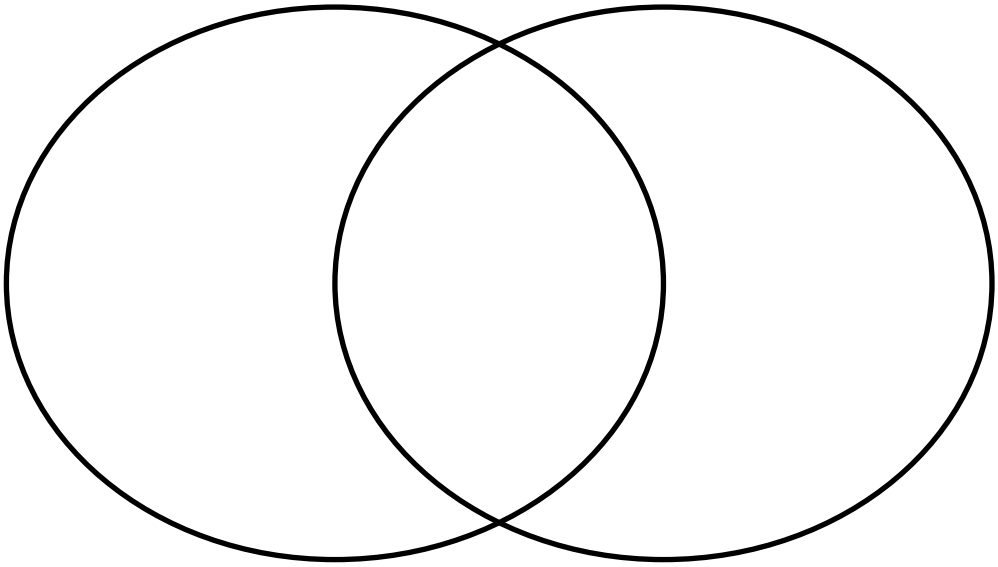
Preparation:

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

Bonus Task #1 {Set 8}

Sort the following numbers into the Venn diagram.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20



EVEN NUMBERS MULTIPLES OF 3

Altogether, how many numbers are even AND multiples of 3?

____

What is the easiest way for you to figure out if a number is a multiple of 3?

_____

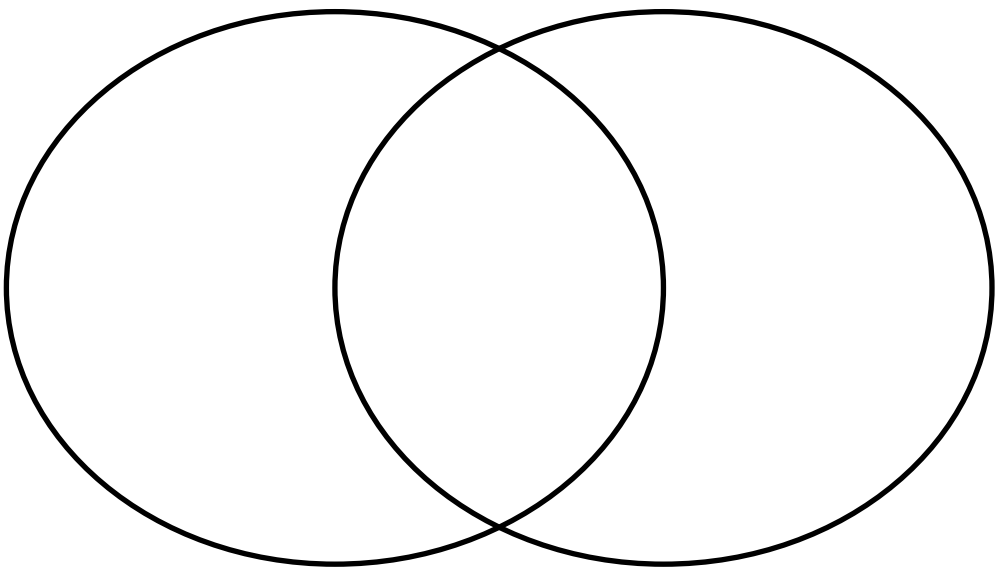
_____

_____

_____

Sort the following numbers into the Venn diagram.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20



EVEN NUMBERS MULTIPLES OF 3

Altogether, how many numbers are even AND multiples of 3?

____

What is the easiest way for you to figure out if a number is a multiple of 3?

_____

_____

_____

_____

Bonus Task #2 {Set 8}

- Write this title in your notebook: Set 8 - Bonus Task #2
- Then complete the problems in your notebook. For each one, show your work, draw a picture, and write an answer sentence.

Problem #1:

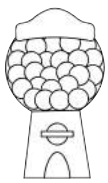
At the family gathering, each of the 10 family members will eat one-eighth of a pie. How many pies will they need? Explain how you know, and draw a picture to show your thinking.

Problem #2:

Each morning, Dawn and Tim each drink one and one-half cups of coffee. How much coffee do they drink altogether? Explain how you know, and draw a picture to show your thinking.

Problem #3:

In a package of bubblegum, one-fifth is red, one-fifth is blue, two-fifths is green, and one-fifth is orange. There are 10 pieces of bubblegum altogether. How many pieces of each color are there? Draw a picture to show your work.



- Write this title in your notebook: Set 8 - Bonus Task #2
- Then complete the problems in your notebook. For each one, show your work, draw a picture, and write an answer sentence.

Problem #1:

At the family gathering, each of the 10 family members will eat one-eighth of a pie. How many pies will they need? Explain how you know, and draw a picture to show your thinking.

Problem #2:

Each morning, Dawn and Tim each drink one and one-half cups of coffee. How much coffee do they drink altogether? Explain how you know, and draw a picture to show your thinking.

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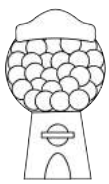
In a package of bubblegum, one-fifth is red, one-fifth is blue, two-fifths is green, and one-fifth is orange. There are 10 pieces of bubblegum altogether. How many pieces of each color are there? Draw a picture to show your work.



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Have a wonderful day!

Shelley

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