

Math Message Lesson 1.2

Write the largest number you can read.

Write the smallest number you can read.

Math Message Lesson 1.3

Spend a few minutes looking through your *Student Reference Book*. Then do Problem 1 on page 3 in your journal.

Math Message Lesson 1.4

Take the tool kit that has your ID number on it. Look at what is inside the tool kit.

Math Message Lesson 1.5

Use the data from *Math Masters*, page 3.

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.

$$2 + 12 \quad 15 - 1$$

$$7 + 7 \quad 24 - 10$$

1 dozen and 2 more

Math Message Lesson 1.7

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 1.8

Solve Problems 1–4 on page 13 in your journal.

Math Message Lesson 1.9

Do Problem 1 on page 15 in your journal.

Math Message Lesson 1.10

Turn to page 238 in your *Student Reference Book*. Pretend you have \$2. Do you have enough money to buy a notebook and a box of pencils? There is no tax.

Math Message Lesson 1.11

Do Problems 1–4 on page 21 in your journal.

Math Message Lesson 1.12

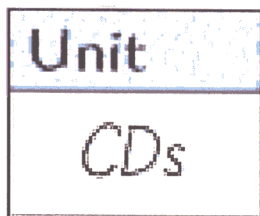
Mandy is in school from 8:25 A.M. to 3:15 P.M. What is the length of her school day? You may use your tool-kit clock to help you.

Math Message Lesson 1.13

Jeffrey has \$5. Does he have enough money to buy his favorite sandwich for \$2.89 and a soda for \$1.25? Did you estimate or calculate to get your answer? Why?

Math Message Lesson 2.1

Write two addition and two subtraction facts. Use the numbers 8, 9, and 17.



Math Message Lesson 2.2

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

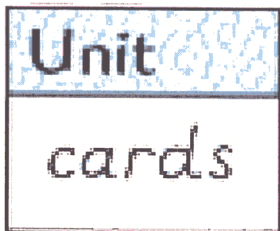
$$90 - 30 = \underline{\quad}$$

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

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

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

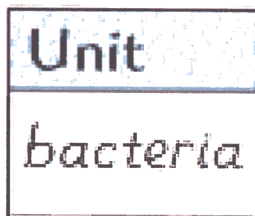
$$\underline{\quad} = 700 + 900$$



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	
200	
75	
150	



Math Message Lesson 2.4

Open your *Student Reference Book* and turn to pages 242 and 243, Animal Clutches Poster. What information is on these pages?

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 244 in your *Student Reference Book*. What information is on this page?

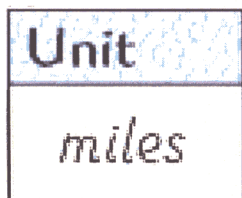
Math Message Lesson 2.7

Add.

$$63 + 24 =$$

$$28 + 37 =$$

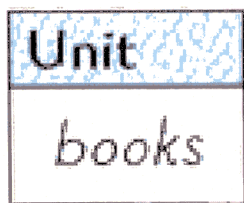
$$49 + 18 =$$



Math Message Lesson 2.8

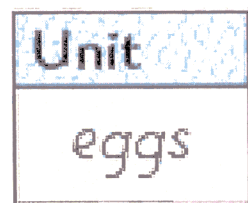
Make ballpark estimates.

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 is that in all?



Math Message Lesson 2.10

Why is it important to know answers to basic facts without figuring them out?

Math Message Lesson 3.1

Take a slip of paper and write your name on it. Put the slip back into the paper bag.

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

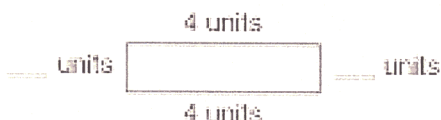
Copy the information from Home Link 3.2 into the *Adult at Home* column on journal page 64. Take the tape measure with your tool-kit number.

Math Message Lesson 3.4

Take 6 straws from each box. Also take 18 twist-ties.

Math Message Lesson 3.5

Draw and label a rectangle as shown below.



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

Math Message Lesson 3.6

Look at the square of paper on the board. Estimate the length of a side.

Math Message Lesson 3.7

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

Math Message Lesson 3.8

Take one can for each partnership. Look for numbers on the label and talk about what they mean. Record some of them on journal page 79.

Math Message Lesson 3.9

Complete journal page 81.

Math Message Lesson 4.1

4 packages of pencils.
6 pencils per package.
How many pencils in all?

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

28 pennies are shared equally by 4 children.
How many pennies per child is that?

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
5, 7, and 12.

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.



Math Message Lesson 4.10

Take a sheet of dot paper.

Mark a 10-by-12 array of Xs.

How many Xs are there in all?

Write the number family for this array.

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 242 and 243, Animal Clutches.

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

About 250 million people live in the United States. New York City has more people living in it than any other city in the United States. About how many million people do you think live there?

Math Message Lesson 5.5

Take one of the Math Message slips and fill in the blanks. Use the Table of Measures on page 270 in the *Student Reference Book* if you need to.

Math Message Lesson 5.6

Be prepared to share what you know about these 4 objects.
(See Advance Preparation)

Math Message Lesson 5.7

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

Math Message Lesson 5.8

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

Math Message Lesson 5.9

Turn to pages 242 and 243 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 245. What information can you find on the page?

Math Message Lesson 5.11

Take 5 paper clips. Cut out *Math Masters*, pages 78–84 along all the dotted lines. Do NOT cut any of the solid lines. Take your time and do a good job.

Math Message Lesson 5.12

Look at your Sunrise and Sunset Record on journal page 158. Which day was the longest day so far? Which was the shortest? How much longer was the longest day than the shortest day?

Math Message Lesson 5.13

Do \$0.80 and 80¢ represent the same amount of money? Why do you think both forms are used?

Math Message Lesson 6.1

Make 5 straws and 6 twist-ties. Try to 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 of each size straw and 18 twist-ties. Then complete Part 1 on page 135 of your journal.

Math Message Lesson 6.5

Take 4 of each size straw and 16 twist-ties. Then complete Part 1 on page 137 of your journal.

Math Message Lesson 6.6

Take 6 of each size straw and 18 twist-ties. Then complete Part 1 on page 139 of your journal.

Math Message Lesson 6.7

Take 2 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 a copy of *Math Masters*, page 101.

Use a straightedge to draw line segments to connect the dots in order: *A* to *B*, *B* to *C*, and so on.

Fold the shape carefully along the dotted line so that the dotted and solid lines are on the outside.

Keep it folded. Cut along the solid lines.

Unfold the cutout piece.

Math Message Lesson 6.10

Imagine that your partner has drawn a square on a sheet of paper. You want to make an exact copy of the square. You may not use a copying machine. How would you do it?

Math Message Lesson 6.11

Name as many of these shapes 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?

Math Message Lesson 6.13

Pick 2 different 3-dimensional shapes. Write the names of the shapes. Write at least 2 ways the shapes are different and at least 2 ways they are similar.