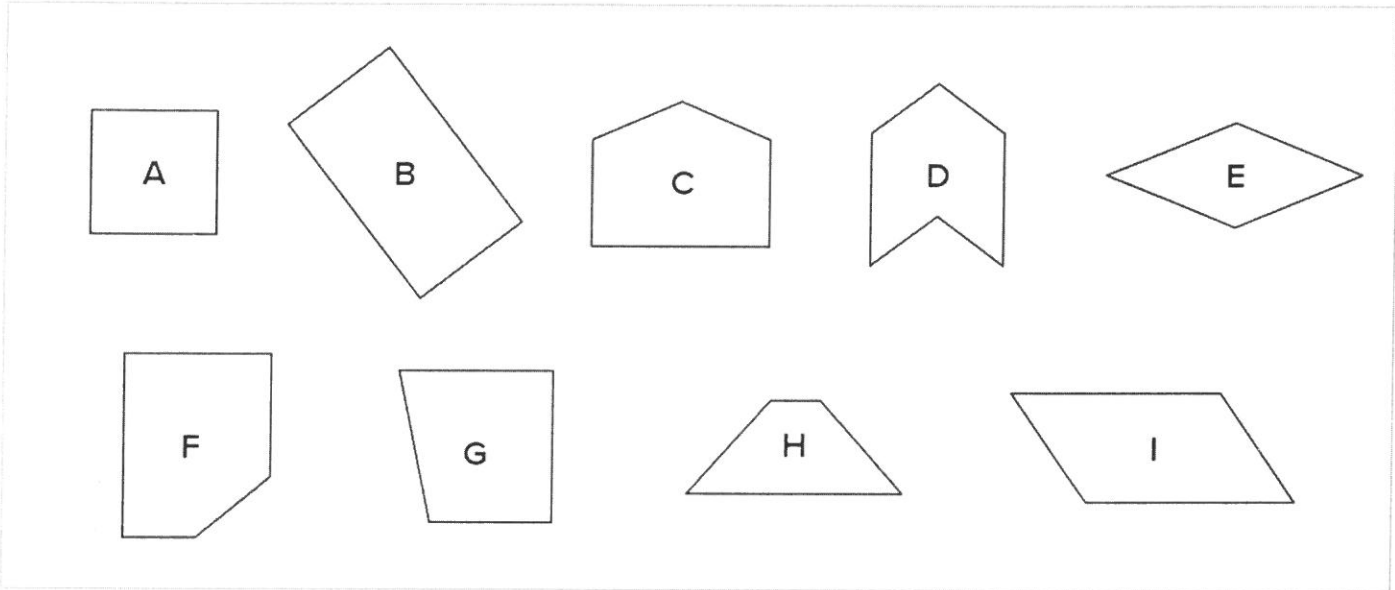


Week of	4/20/2020
Grade Level	3rd Grade Mathematics
Day 1	<b><u>Skill Practice (Time Expectation: 30 Min)</u></b> <ul style="list-style-type: none"><li>• Skill Practice</li></ul>
Day 2	<b><u>Rich Task (Time Expectations 30 Minutes)</u></b> <ul style="list-style-type: none"><li>• Nine Pin Triangles<ul style="list-style-type: none"><li>○ Extension</li></ul></li></ul>
Day 3	<b><u>Game/Activity:</u></b> <ul style="list-style-type: none"><li>• Geometry Bump Angles and Lines</li></ul>

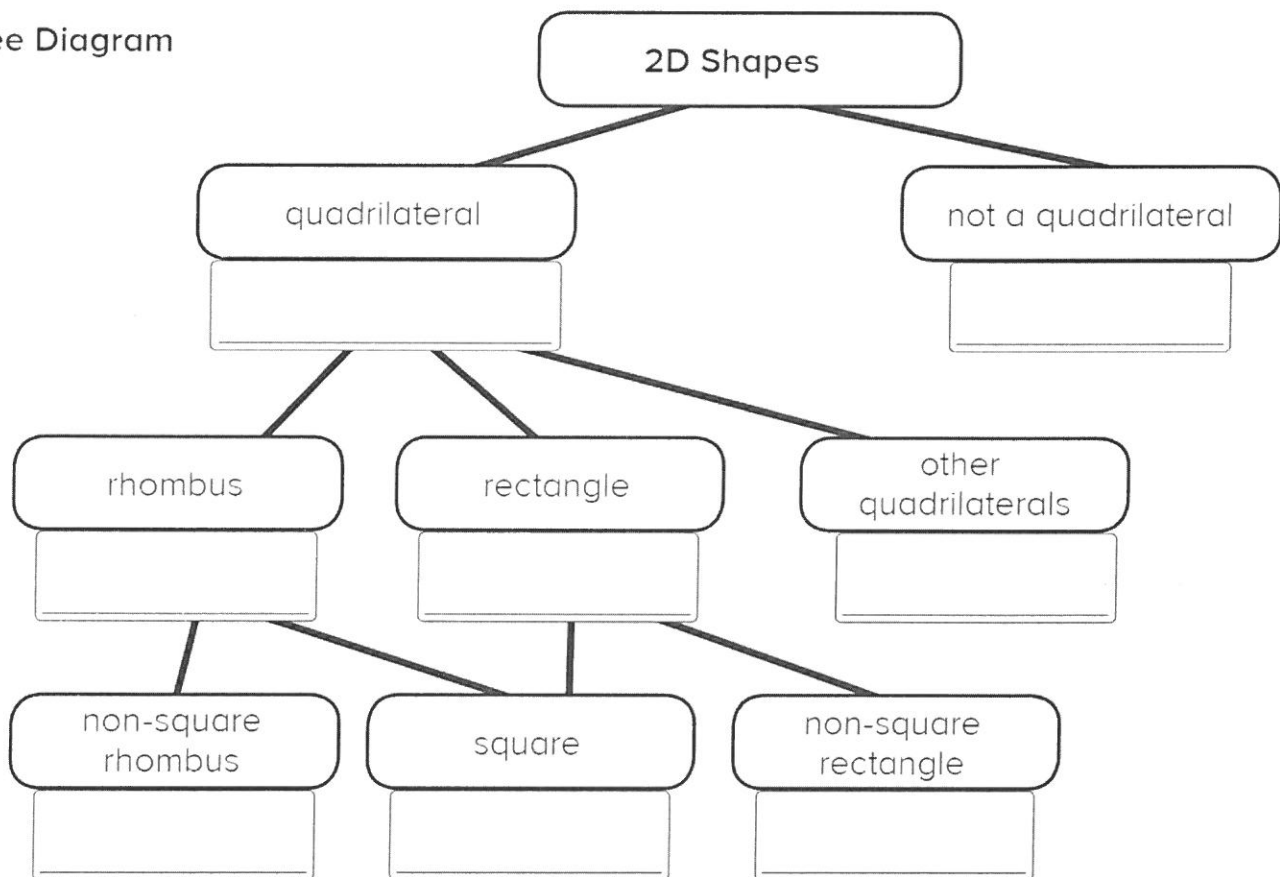


# 2D shapes: Exploring relationships between shapes

Look at the shapes below. Write the letter for each shape into the tree diagram. Some shapes may belong in more than one part of the diagram.



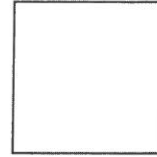
Tree Diagram



In this activity, the characteristics of quadrilaterals are examined to determine which shape families they belong to and why. A ruler is needed to complete this activity.

## 2D shapes: Exploring relationships between shapes

Complete these facts about this shape.

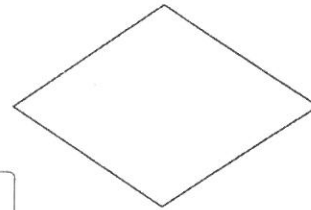


This shape is a type of quadrilateral because

This quadrilateral is a type of rectangle because

This quadrilateral is a type of rhombus because

Complete these facts about this shape.



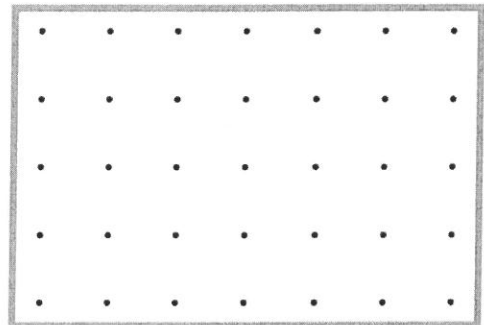
This shape is a type of  because it has 4 straight sides.

This quadrilateral is not a  because its corners are not all the same size.

This quadrilateral is a type of  because its sides are all the same length.

Use a ruler to draw one shape that matches all these clues.

- I am a quadrilateral.
- I am not a rectangle.
- I am a rhombus.

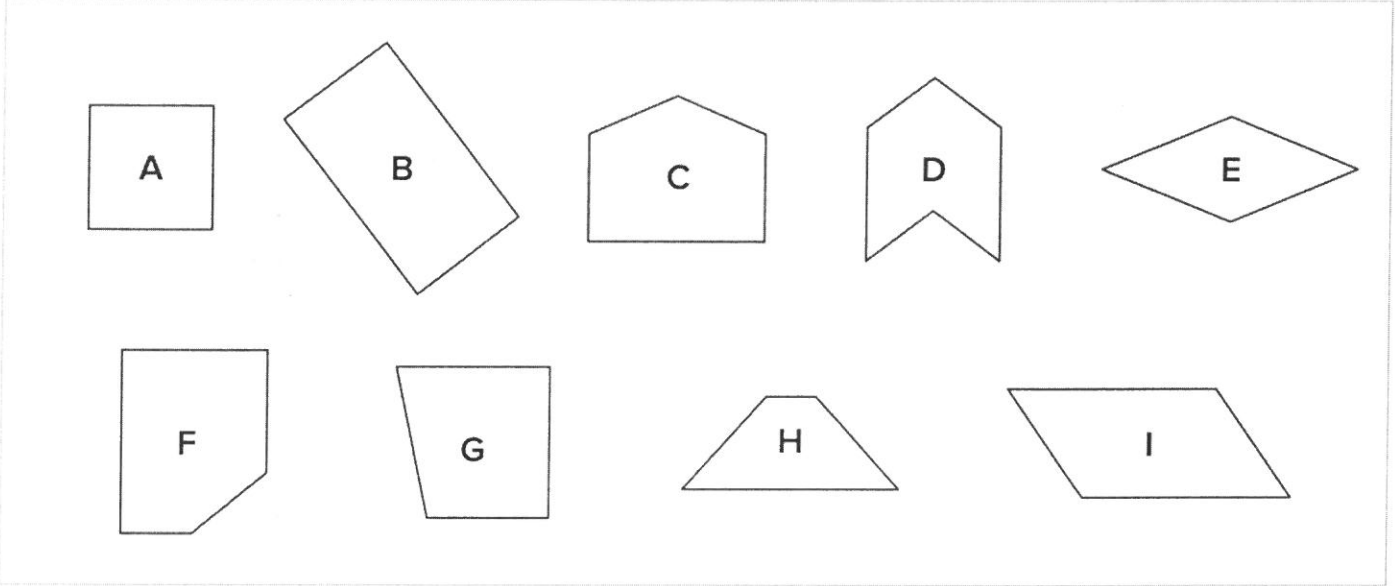


In this activity, the characteristics of quadrilaterals are examined to determine which shape families they belong to and why. A ruler is needed to complete this activity.

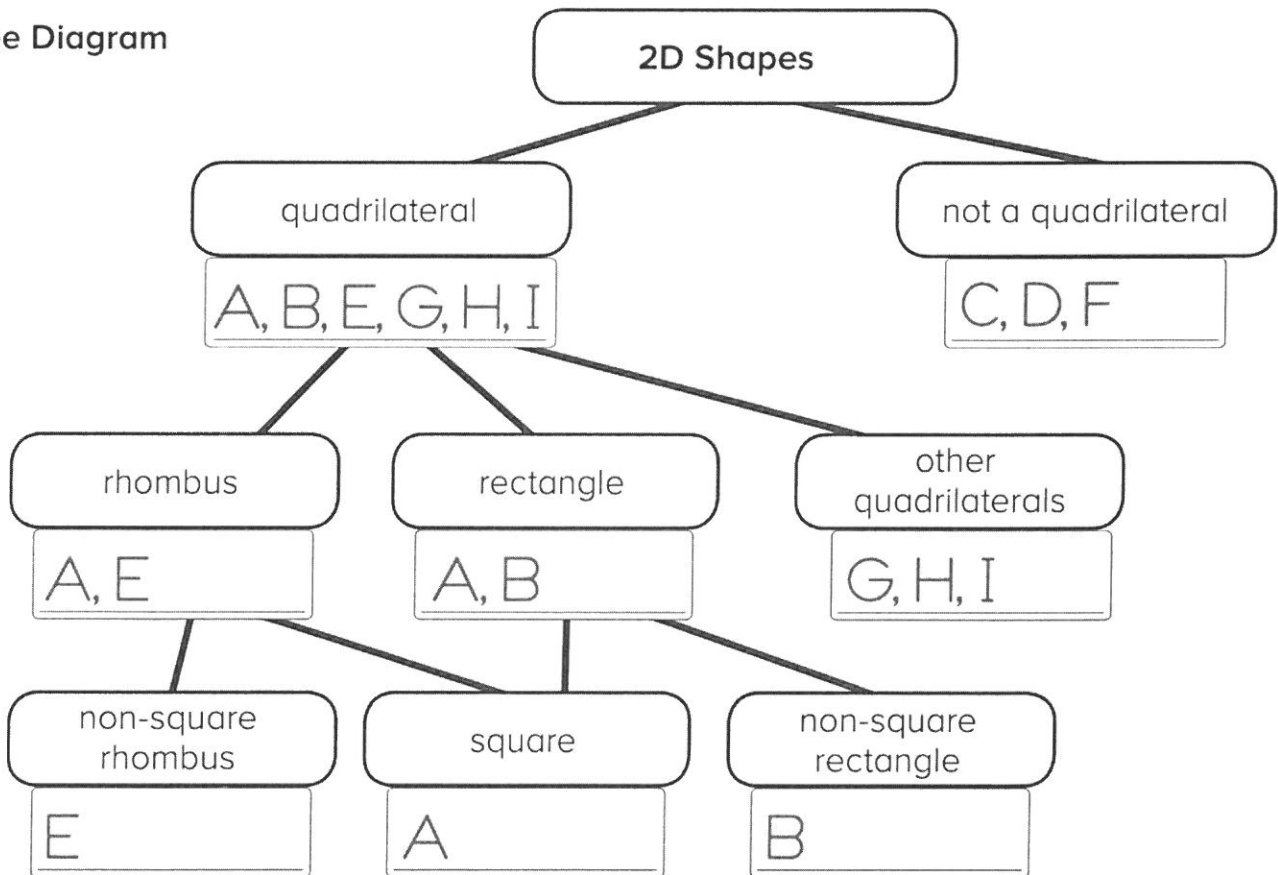


# 2D shapes: Exploring relationships between shapes

Look at the shapes below. Write the letter for each shape into the tree diagram. Some shapes may belong in more than one part of the diagram.



Tree Diagram

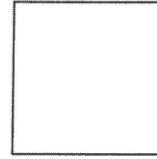


In this activity, the characteristics of quadrilaterals are examined to determine which shape families they belong to and why. A ruler is needed to complete this activity.

## 2D shapes: Exploring relationships between shapes

\* Answers will vary.  
This is one example.

Complete these facts about this shape.



This shape is a type of quadrilateral because

it has 4 straight sides.

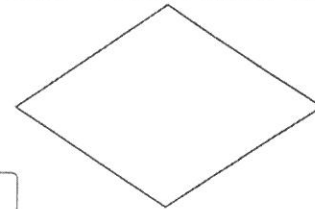
This quadrilateral is a type of rectangle because

all its corners are the same size.

This quadrilateral is a type of rhombus because

all the sides are the same length.

Complete these facts about this shape.



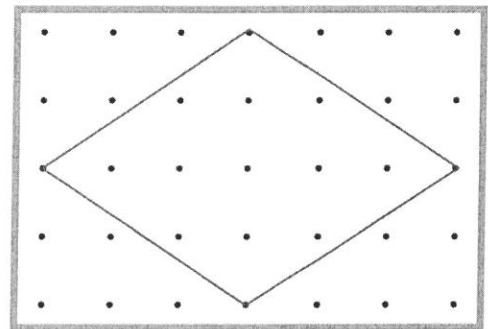
This shape is a type of quadrilateral because it has 4 straight sides.

This quadrilateral is not a rectangle because its corners are not all the same size.

This quadrilateral is a type of rhombus because its sides are all the same length.

\* Use a ruler to draw one shape that matches all these clues.

- I am a quadrilateral.
- I am not a rectangle.
- I am a rhombus.



In this activity, the characteristics of quadrilaterals are examined to determine which shape families they belong to and why. A ruler is needed to complete this activity.

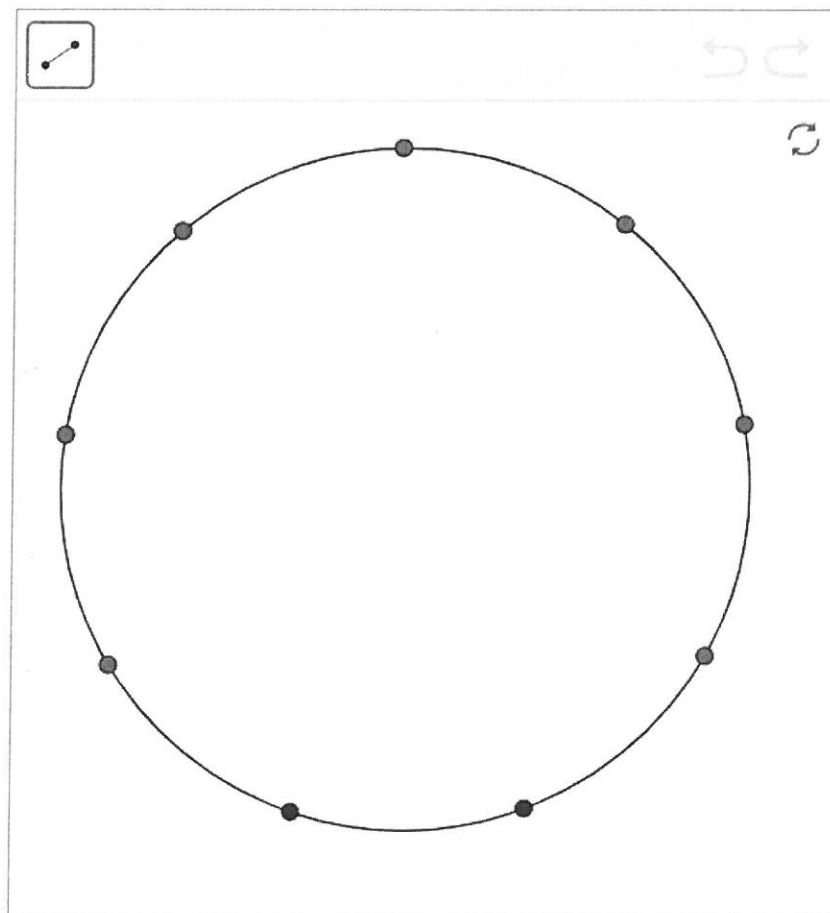
# Nine-pin Triangles

How many different triangles can you make on a circular pegboard that has nine pegs?

Use the [nine-peg boards](#) to practice finding your triangles.

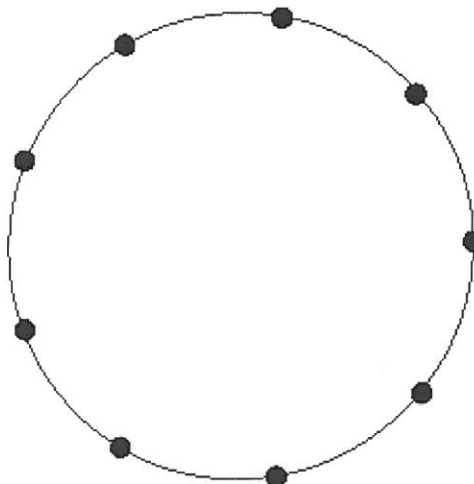
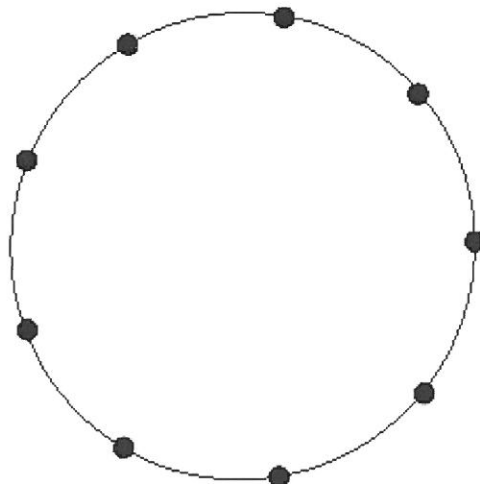
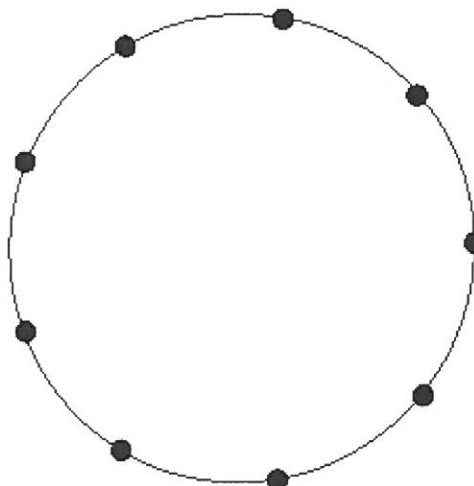
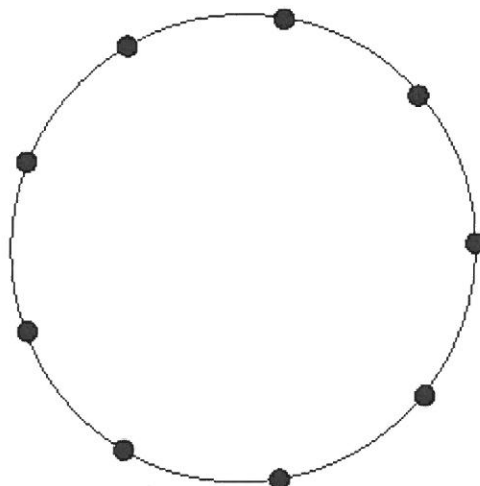
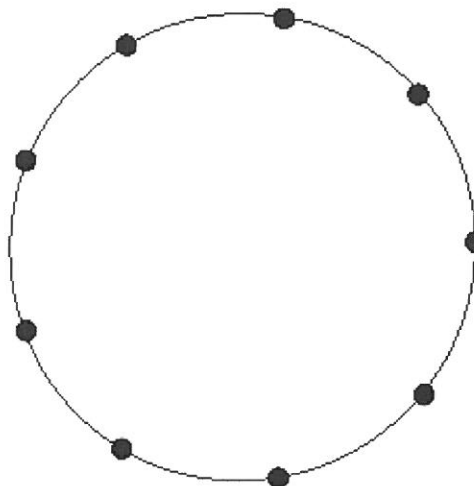
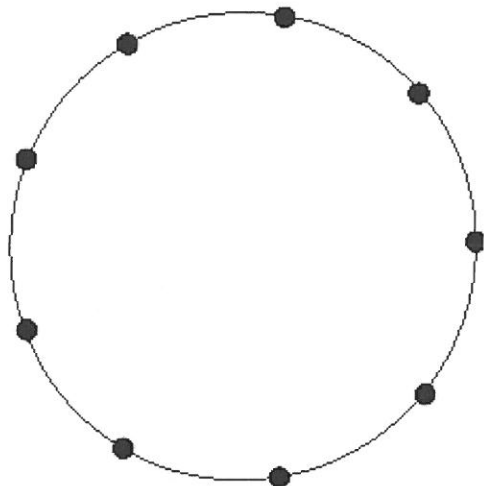
\*\*You may begin using a 7-peg board as a warm up and then work your way up to 9-pegs.

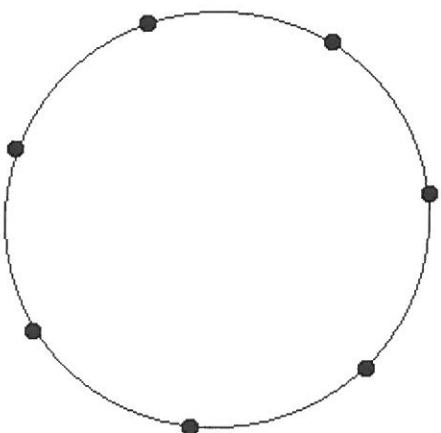
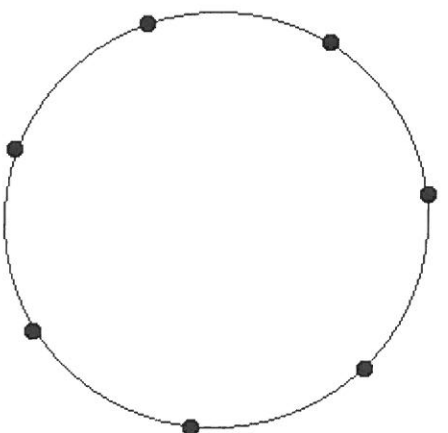
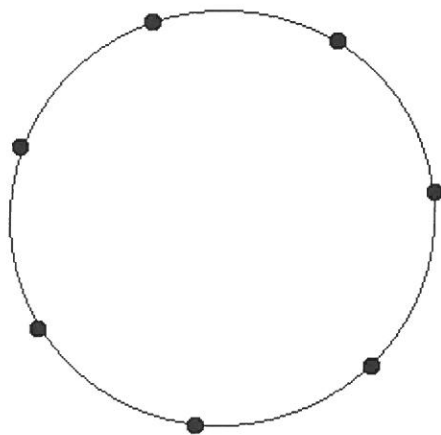
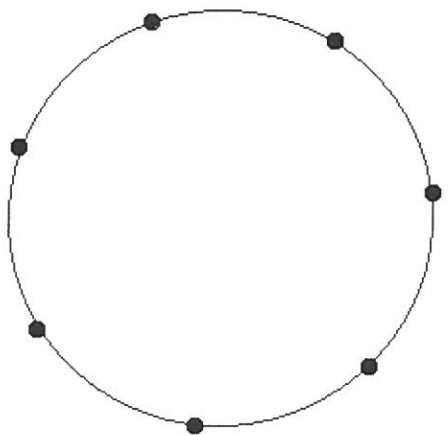
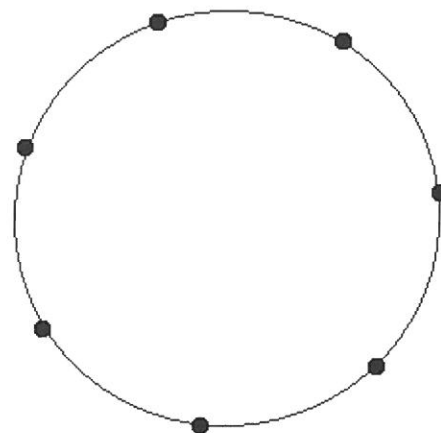
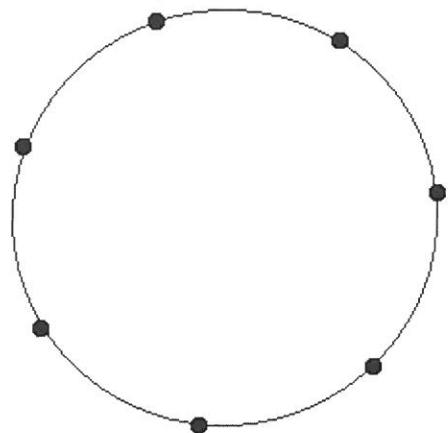
Once you've had a go at this, why not investigate the number of different triangles you can create on circular pegboards with more or fewer pegs?



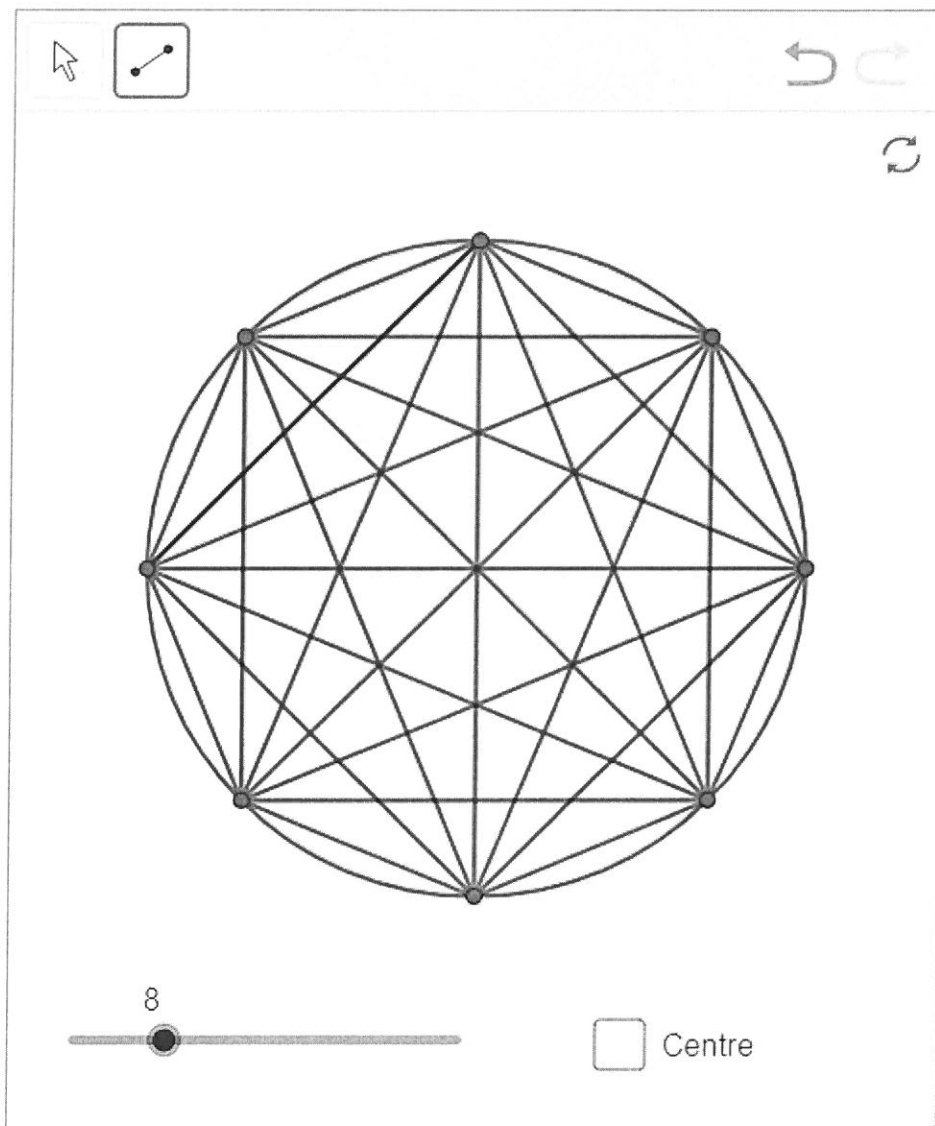
## **Rich Task Extension Questions**

- How many different triangles can you draw on a circular pegboard which has four equally spaced pegs?
- What are the angles of each triangle?
- If you have a six-peg circular pegboard, how many different triangles are possible now?
- What are their angles?
- How many different triangles could you draw on an eight-peg board?
- Can you find the angles of each?





Possible Answers:





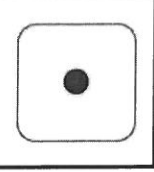
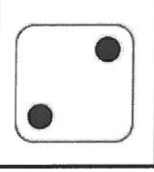
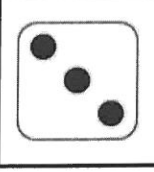


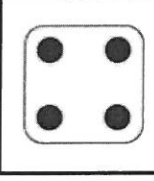
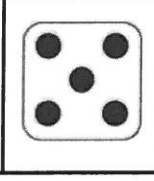
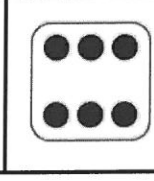
# Geometry BUMPI!

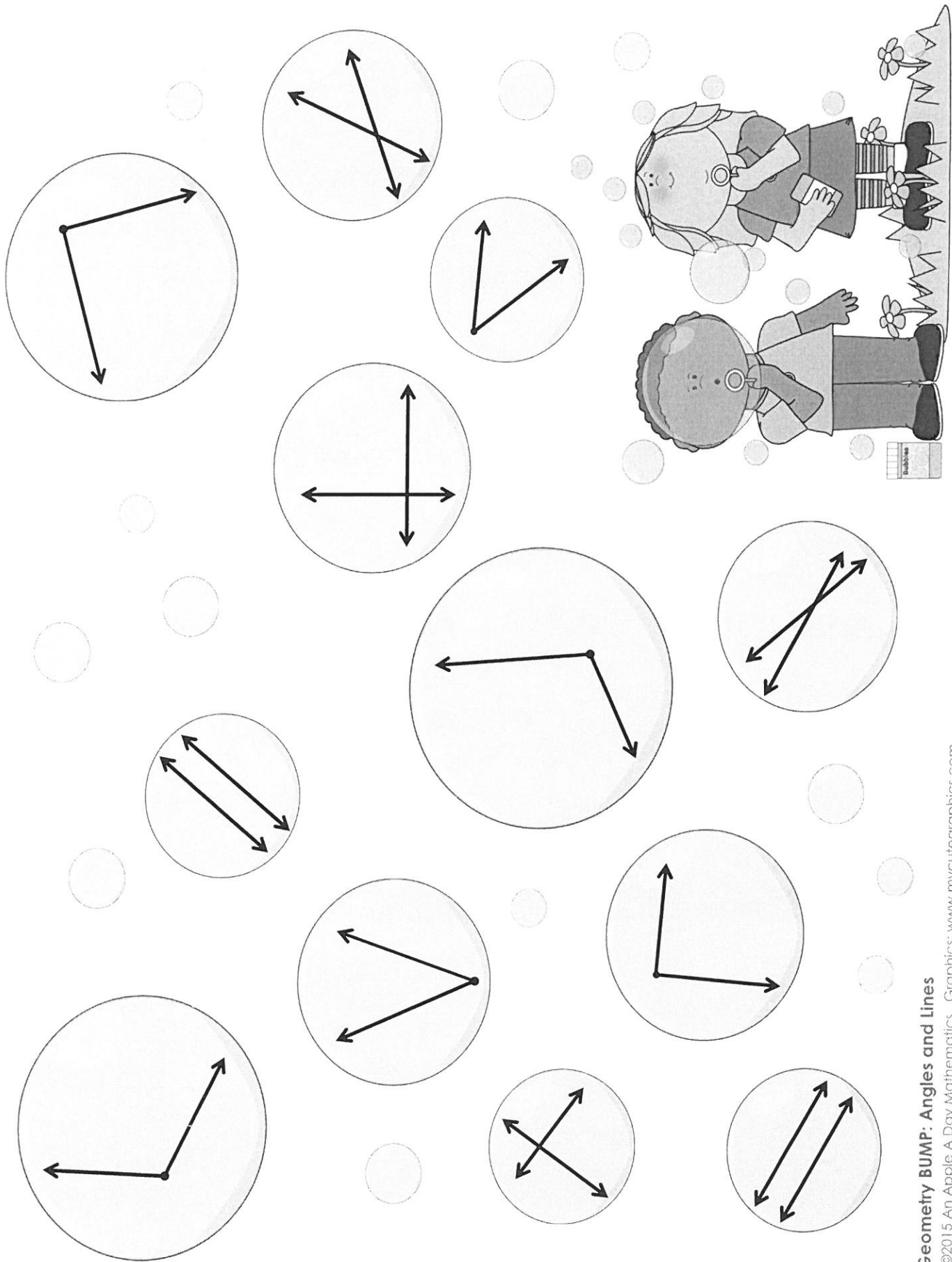
## Angles and Lines

### Directions:

Each player will need 20 counters. Players take turns rolling a dot cube and matching the number rolled to the chart below. Look for the geometric representation on the game mat and place your counter on top. If you roll a representation that has been covered by another player, you can "Bump" off their chip and replace it with your own. If you roll a representation that you already covered, you can place a second chip on top to "lock" the space. Once a space is locked, it cannot be bumped. Play continues until all spaces have been marked. The player with the most spaces wins.

	Acute angle
	Right angle
	obtuse angle

	Parallel lines
	Perpendicular lines
	Intersecting, but not perpendicular lines



Week of	4/27/2020
Grade Level	3rd Grade Mathematics Measurement and Data
Day 1	<ul style="list-style-type: none"> <li>● Skill Practice and Hands-on Math (Worksheet) <ul style="list-style-type: none"> <li>○ Day 1 Area Review Pages (p.1-2)</li> <li>○ Day 1 Area Practice Pages (p. 3-4)</li> <li>○ Day 1 Area Extension Page (p.5)</li> <li>○ Day 1 Area Review, Practice, and Extension Answer Key</li> <li>○ <u>Calculating Area Helpful Video</u> (<a href="https://www.khanacademy.org/math/basic-geo/basic-geo-area-and-perimeter/area-formula-intuition/v/transitioning-from-counting-to-multiplying-to-find-area-3rd-grade-khan-academy">https://www.khanacademy.org/math/basic-geo/basic-geo-area-and-perimeter/area-formula-intuition/v/transitioning-from-counting-to-multiplying-to-find-area-3rd-grade-khan-academy</a>)</li> <li>○ Scaffold -<u>Use the Multiplication Table to help</u></li> <li>○ <u>Day 1 Area Review, Practice, Enrichment.pdf</u></li> <li>○ <u>Day 1 Area Review, Practice, Enrichment Answer Key.pdf</u></li> </ul> </li>   <li>● Time Expectation (30 min)</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>● Rich Task <ul style="list-style-type: none"> <li>○ <u>Chris' Garden Dilemma (2 Pages)</u></li> <li>○ <u>Answer Key</u></li> <li>○ <u>Area and Perimeter helpful video</u> (<a href="https://www.youtube.com/watch?v=Tpy09HOkHyI">https://www.youtube.com/watch?v=Tpy09HOkHyI</a>)</li> <li>○ Scaffold - <u>100s Chart Number Grid</u> and/or <u>Multiplication Table</u></li> </ul> </li>   <li>● Time Expectation (30 min)</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>● Fluency Game <ul style="list-style-type: none"> <li>○ <u>Array Capture Directions Sheet</u></li> <li>○ <u>Printable Dice (if needed)</u></li> <li>○ <u>Grid Paper</u></li> <li>○ Scaffold - <u>100s Chart Number Grid</u> and/or <u>Multiplication Table</u></li> </ul> </li>   <li>● Time Expectation (30 min)</li> </ul>



# Area: Calculating the area of rectangles (customary units)

How could you measure the amount of surface that one side of a book covers?

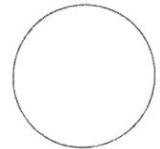
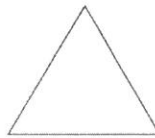
You could cover the book with tiles then count the tiles.



Look at these types of tiles.

Color the tile you would use.

Why would you use that tile?



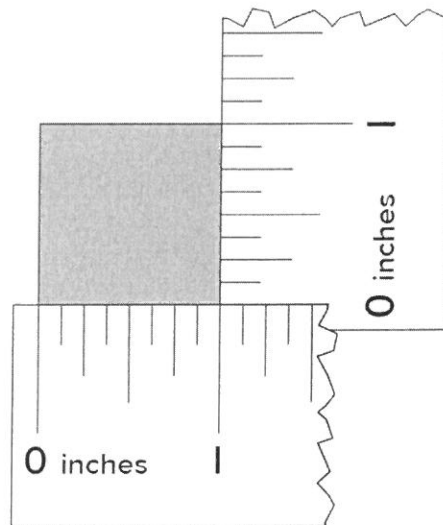
Look at this tile.

How long is each side?

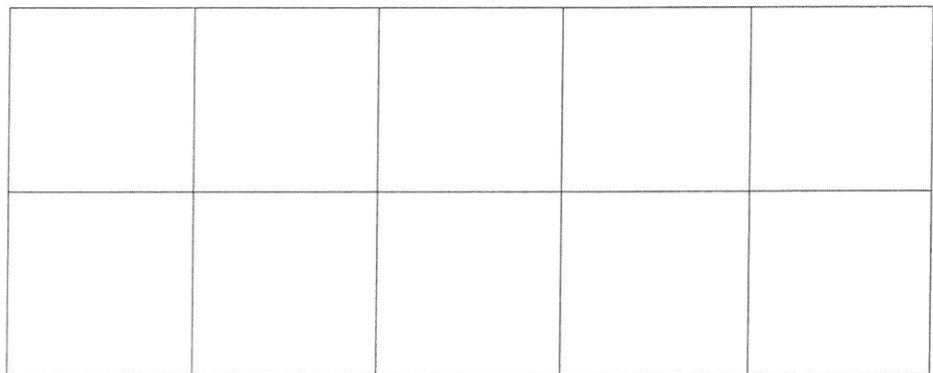
What shape is the tile?

The amount of surface that an item covers is called **area**.

The tile covers one square inch of surface. A **square inch** is a unit of area.



This rectangle has been covered with square tiles that are one square inch. Notice that there are no gaps or overlaps between the tiles. Count the tiles then write the area of the rectangle.



Area is  square inches

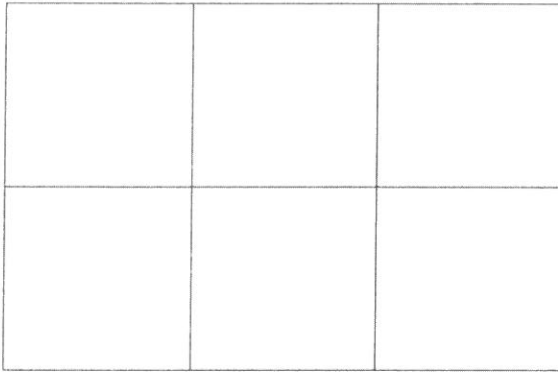


This activity explores area using tiles and grids to cover rectangles. Area is recorded as a number of square inches. Although there could be other ways to report area, squares are ideal because they do not leave gaps when they are placed side by side to cover a shape.

# Area: Calculating the area of rectangles (customary units)

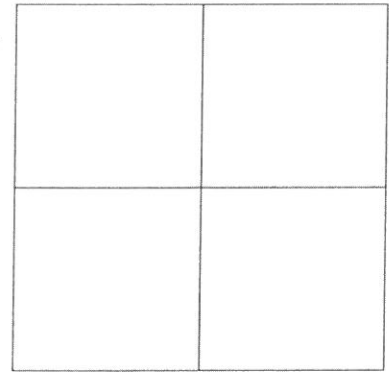
1. Count the number of square inches. Write the area.

a.



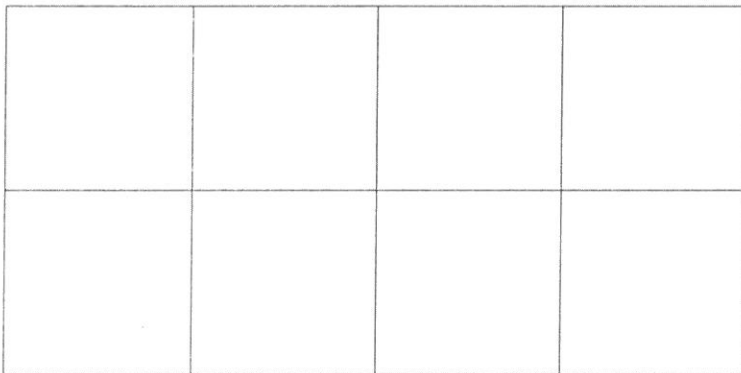
Area is  square inches

b.



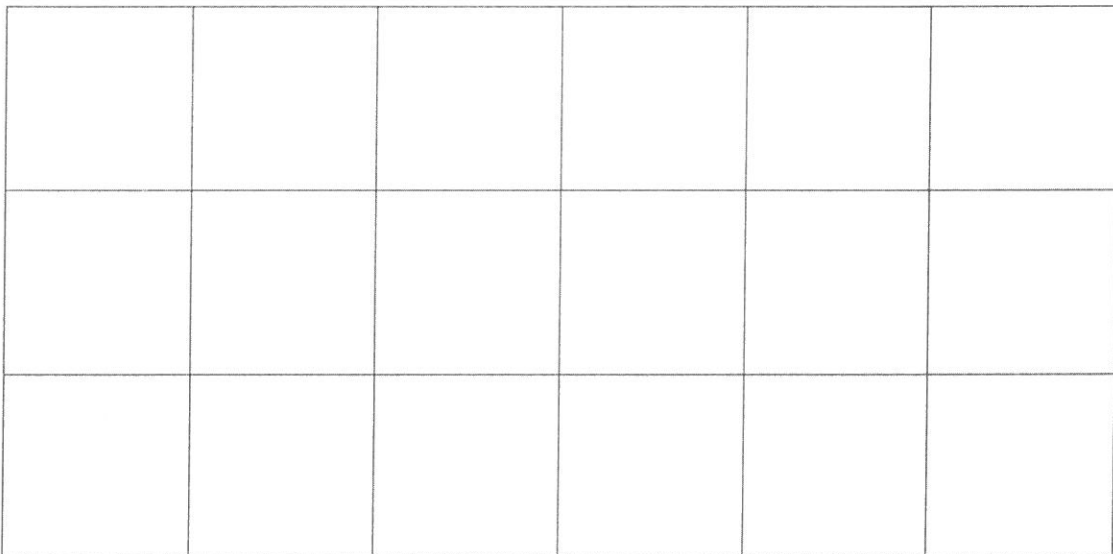
Area is  square inches

c.



Area is  square inches

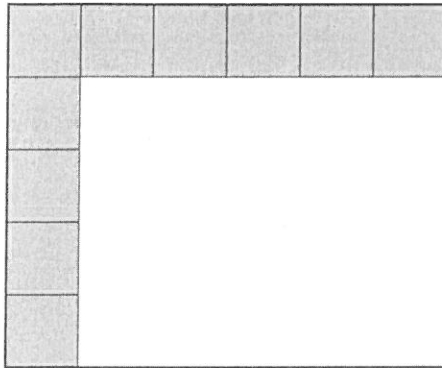
2. Shade a rectangle with an area of 12 square inches.



This activity explores area using tiles and grids to cover rectangles. Area is recorded as a number of square inches. Although there could be other ways to report area, squares are ideal because they do not leave gaps when they are placed side by side to cover a shape.

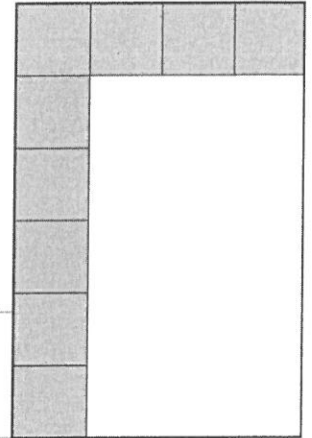
# Area: Using multiplication to calculate area

1. Use multiplication to help you calculate the total area of each large rectangle.

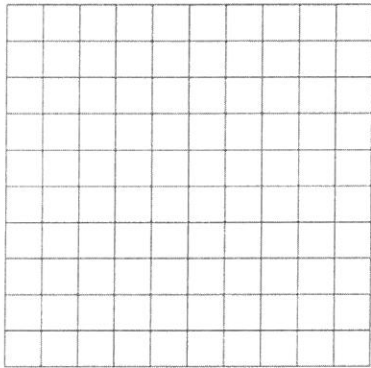


a. Area is  sq units

b. Area is  sq units

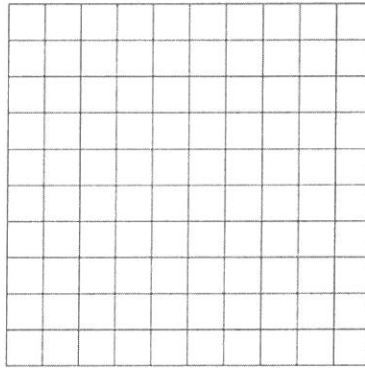


2. For each of these, use the grid lines to draw a rectangle that matches the description. Then use multiplication to calculate the area.



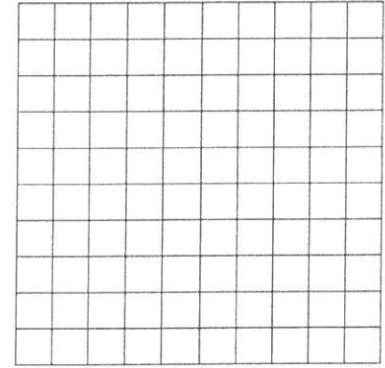
a. 7 units  $\times$  5 units

Area is  sq units



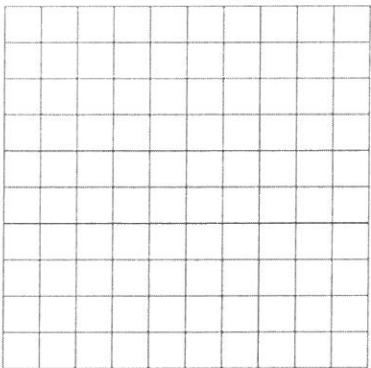
b. 3 units  $\times$  9 units

Area is  sq units



c. 4 units  $\times$  8 units

Area is  sq units

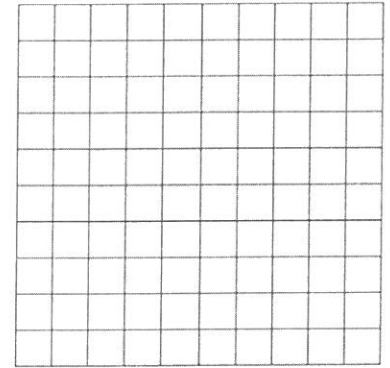


d. 9 units  $\times$  8 units

Area is  sq units

e. 6 units  $\times$  8 units

Area is  sq units

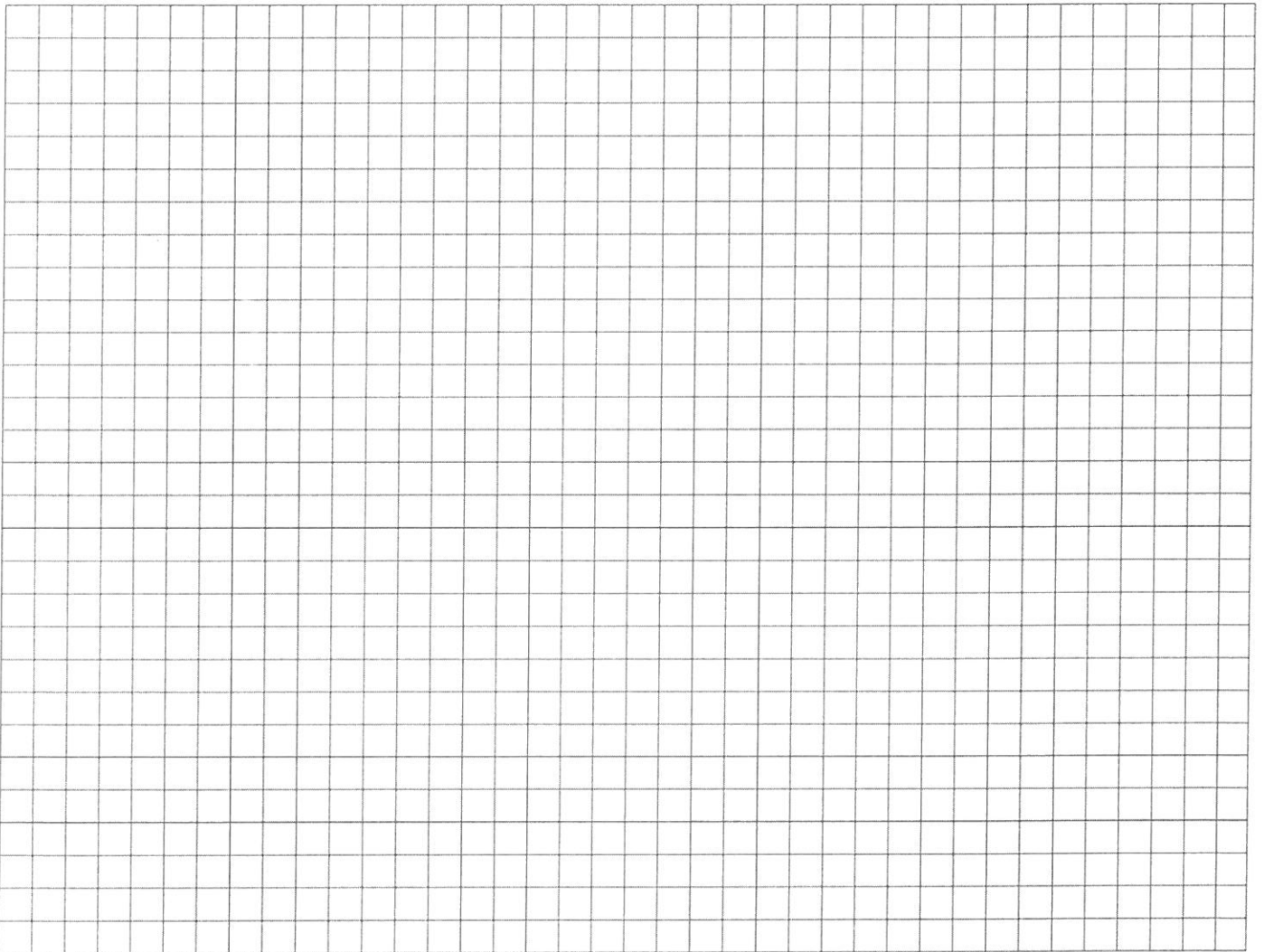


# Area: Identifying dimensions of rectangles

1. Write two different pairs of dimensions that will each give the same area.

<p><b>a.</b> Area is 12 sq units</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <span style="font-size: 24px;">×</span> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <span style="font-size: 24px;">×</span> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div>	<p><b>b.</b> Area is 24 sq units</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <span style="font-size: 24px;">×</span> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <span style="font-size: 24px;">×</span> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div>	<p><b>c.</b> Area is 36 sq units</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <span style="font-size: 24px;">×</span> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <span style="font-size: 24px;">×</span> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div>	<p><b>d.</b> Area is 30 sq units</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <span style="font-size: 24px;">×</span> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <span style="font-size: 24px;">×</span> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div>
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2. **a.** Circle one pair of dimensions from each area in Question 1.  
**b.** Draw each pair of dimensions as a rectangle.



This activity works with the dimensions of rectangles and relates them to finding the area of the rectangles. It also explores how the same area can produce different dimensions of rectangles.



## Area: Solving word problems

1. Draw a simple picture to match each word problem. Then label the dimensions on your picture and calculate the area.

- a. A window is 5 feet long and 3 feet wide. The window is 2 feet from the floor. What is the area of the window?

Area  sq ft

- b. Riku's book has 49 pages. The front cover is 9 inches long and 6 inches wide. What is the area of the front cover?

Area  sq in

2. Read the problems and answer the questions.

- a. Thomas wants to build a bulletin board that is 4 feet wide and 5 feet long. He has a piece of cork board that has an area of 24 sq ft.

What is the area of the bulletin board?  sq ft

Can he build the bulletin board?

- b. Leila's living room is 3 meters wide and 5 meters long. She has a rug with an area of 12 sq m.

What is the area of the room?  sq m

Will the rug fit in the room?

3. Complete the equation to match the story. Then write the area.

- a. A movie banner listed 8 movies playing. The banner is 7 feet wide and 9 feet long. What is the area of the banner?

A =

Area  sq ft

- b. One side of a square garden bed is 3 yards long. The garden is 3 yards tall. What is the area of the garden bed?

A =

Area  sq yd



This activity works with word problems that involve area in everyday contexts. Some problems include information that is not needed to find a solution.



Name \_\_\_\_\_ Date \_\_\_\_\_

## My Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



# Multiplication Facts Chart

<b>×</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>1</b>	1	2	3	4	5	6	7	8	9	10
<b>2</b>	2	4	6	8	10	12	14	16	18	20
<b>3</b>	3	6	9	12	15	18	21	24	27	30
<b>4</b>	4	8	12	16	20	24	28	32	36	40
<b>5</b>	5	10	15	20	25	30	35	40	45	50
<b>6</b>	6	12	18	24	30	36	42	48	54	60
<b>7</b>	7	14	21	28	35	42	49	56	63	70
<b>8</b>	8	16	24	32	40	48	56	64	72	80
<b>9</b>	9	18	27	36	45	54	63	72	81	90
<b>10</b>	10	20	30	40	50	60	70	80	90	100

# Area: Calculating the area of rectangles (customary units)

How could you measure the amount of surface that one side of a book covers?

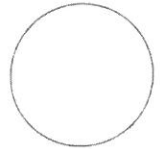
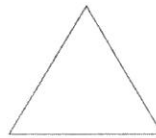
You could cover the book with tiles then count the tiles.



Look at these types of tiles.

Color the tile you would use.

Why would you use that tile?



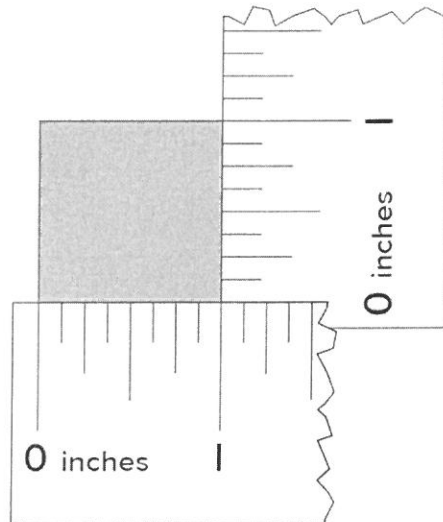
Look at this tile.

How long is each side?

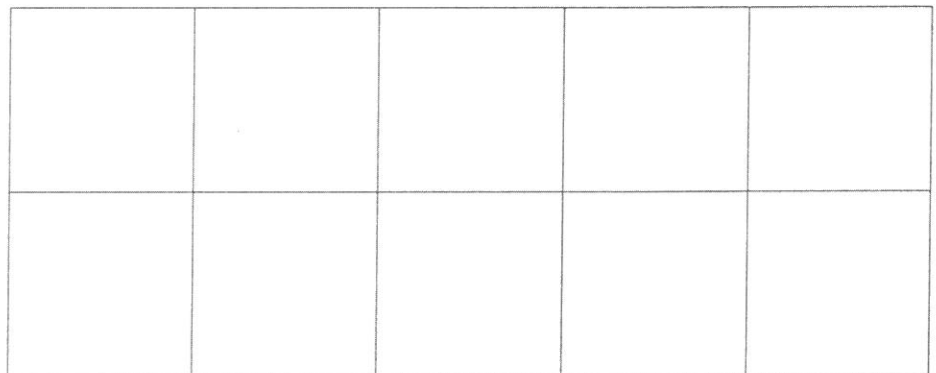
What shape is the tile?

The amount of surface that an item covers is called **area**.

The tile covers one square inch of surface. A **square inch** is a unit of area.



This rectangle has been covered with square tiles that are one square inch. Notice that there are no gaps or overlaps between the tiles. Count the tiles then write the area of the rectangle.



Area is 10 square inches



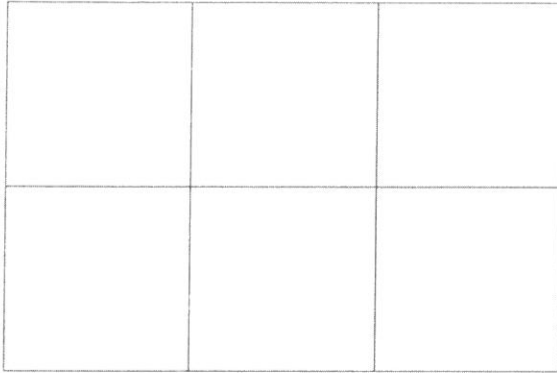
This activity explores area using tiles and grids to cover rectangles. Area is recorded as a number of square inches. Although there could be other ways to report area, squares are ideal because they do not leave gaps when they are placed side by side to cover a shape.

# Area: Calculating the area of rectangles (customary units)

\* Answers will vary.  
This is one example.

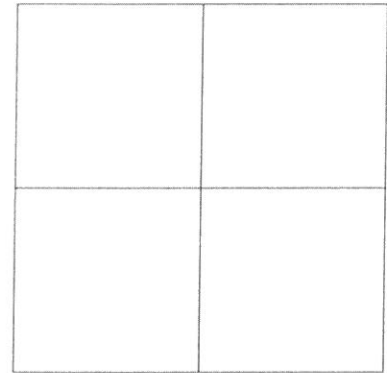
1. Count the number of square inches. Write the area.

a.



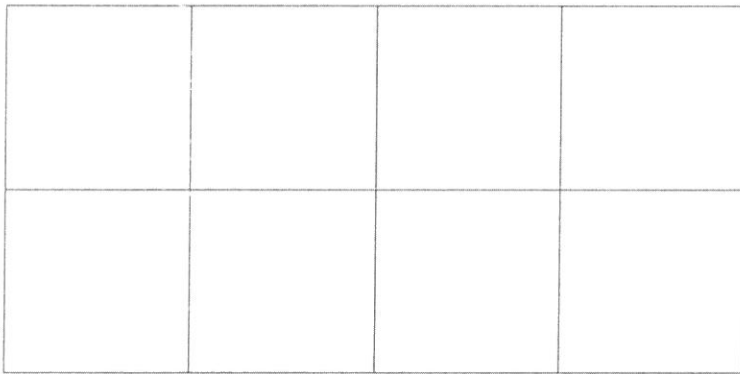
Area is  square inches

b.



Area is  square inches

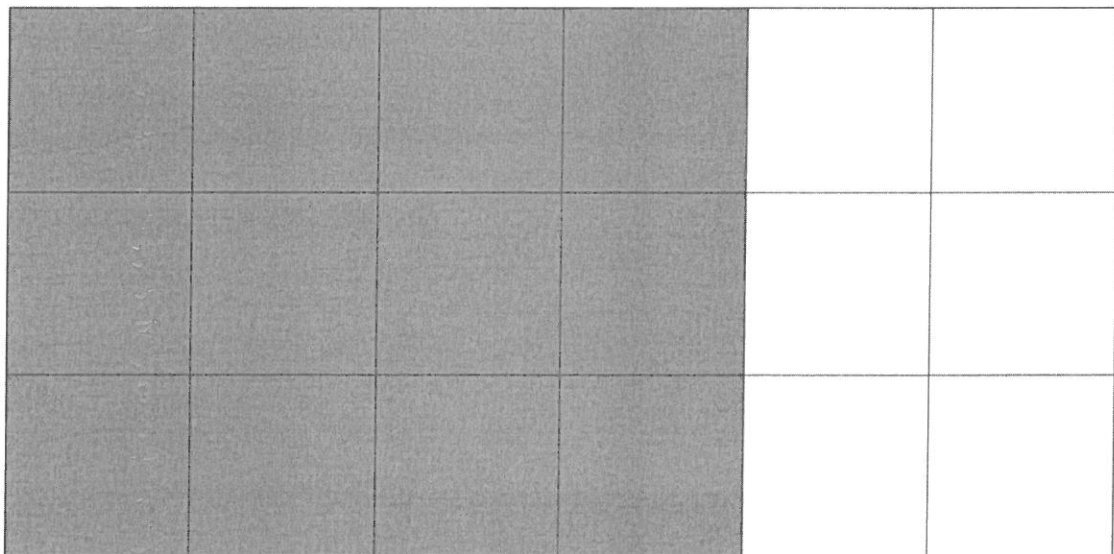
c.



Area is  square inches

2. Shade a rectangle with an area of 12 square inches.

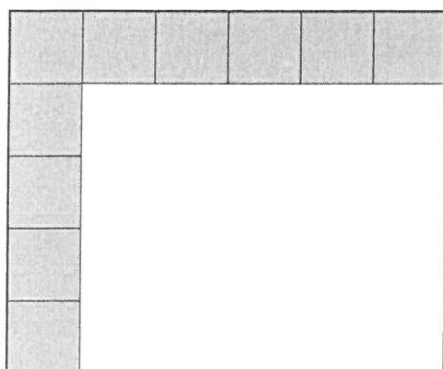
\*



This activity explores area using tiles and grids to cover rectangles. Area is recorded as a number of square inches. Although there could be other ways to report area, squares are ideal because they do not leave gaps when they are placed side by side to cover a shape.

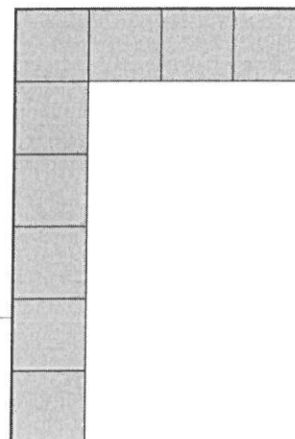
# Area: Using multiplication to calculate area

1. Use multiplication to help you calculate the total area of each large rectangle.

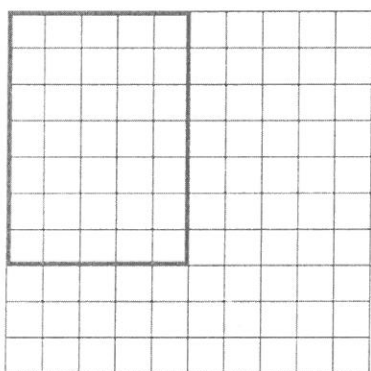


a. Area is  sq units

b. Area is  sq units

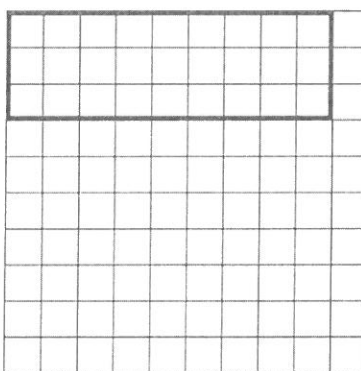


2. For each of these, use the grid lines to draw a rectangle that matches the description. Then use multiplication to calculate the area.



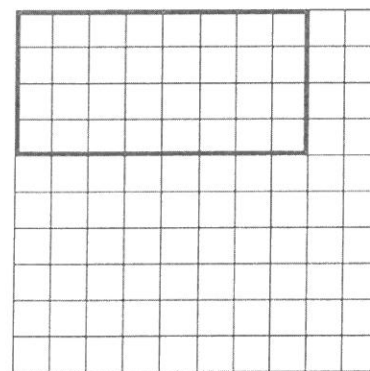
a. 7 units  $\times$  5 units

Area is  sq units



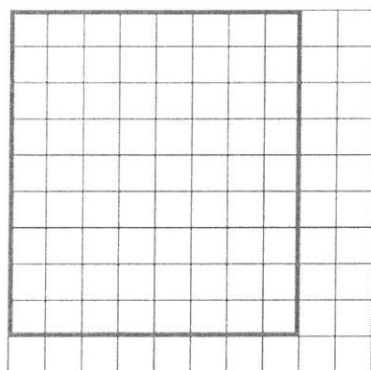
b. 3 units  $\times$  9 units

Area is  sq units



c. 4 units  $\times$  8 units

Area is  sq units

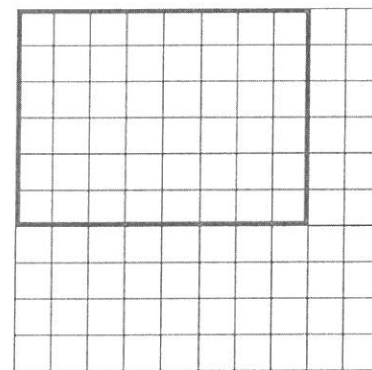


d. 9 units  $\times$  8 units

Area is  sq units

e. 6 units  $\times$  8 units

Area is  sq units



# Area: Identifying dimensions of rectangles

\* Answers will vary.  
This is one example.

- \* 1. Write two different pairs of dimensions that will each give the same area.

<p>a. Area is 12 sq units</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math>3 \times 4</math> </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math>6 \times 2</math> </div>	<p>b. Area is 24 sq units</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math>8 \times 3</math> </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math>4 \times 6</math> </div>	<p>c. Area is 36 sq units</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math>6 \times 6</math> </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math>9 \times 4</math> </div>	<p>d. Area is 30 sq units</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math>10 \times 3</math> </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math>5 \times 6</math> </div>
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- \* 2. a. Circle one pair of dimensions from each area in Question 1.  
b. Draw each pair of dimensions as a rectangle.

The grid shows four rectangles drawn on a coordinate plane:

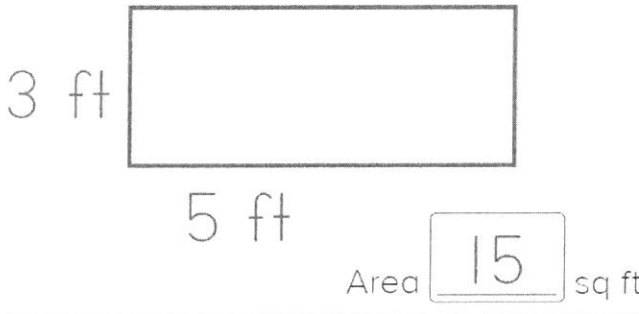
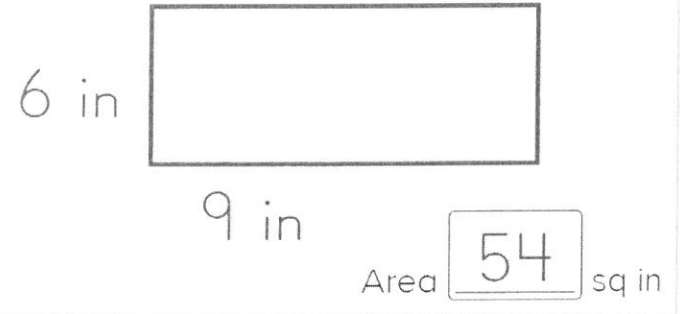
- A rectangle with dimensions  $3 \times 4$ .
- A rectangle with dimensions  $8 \times 3$ .
- A square with dimensions  $6 \times 6$ .
- A rectangle with dimensions  $5 \times 6$ .





## Area: Solving word problems

1. Draw a simple picture to match each word problem. Then label the dimensions on your picture and calculate the area.

<p>a. A window is 5 feet long and 3 feet wide. The window is 2 feet from the floor. What is the area of the window?</p> 	<p>b. Riku's book has 49 pages. The front cover is 9 inches long and 6 inches wide. What is the area of the front cover?</p> 
---	---

2. Read the problems and answer the questions.

<p>a. Thomas wants to build a bulletin board that is 4 feet wide and 5 feet long. He has a piece of cork board that has an area of 24 sq ft.</p> <p>What is the area of the bulletin board? <input type="text" value="20"/> sq ft</p> <p>Can he build the bulletin board? <input type="text" value="yes"/></p>	<p>b. Leila's living room is 3 meters wide and 5 meters long. She has a rug with an area of 12 sq m.</p> <p>What is the area of the room? <input type="text" value="15"/> sq m</p> <p>Will the rug fit in the room? <input type="text" value="yes"/></p>
--	--

3. Complete the equation to match the story. Then write the area.

<p>a. A movie banner listed 8 movies playing. The banner is 7 feet wide and 9 feet long. What is the area of the banner?</p> <p>A = <input type="text" value="7 × 9 = 63"/></p> <p>Area <input type="text" value="63"/> sq ft</p>	<p>b. One side of a square garden bed is 3 yards long. The garden is 3 yards tall. What is the area of the garden bed?</p> <p>A = <input type="text" value="3 × 3 = 9"/></p> <p>Area <input type="text" value="9"/> sq yd</p>
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This activity works with word problems that involve area in everyday contexts. Some problems include information that is not needed to find a solution.



Name: \_\_\_\_\_

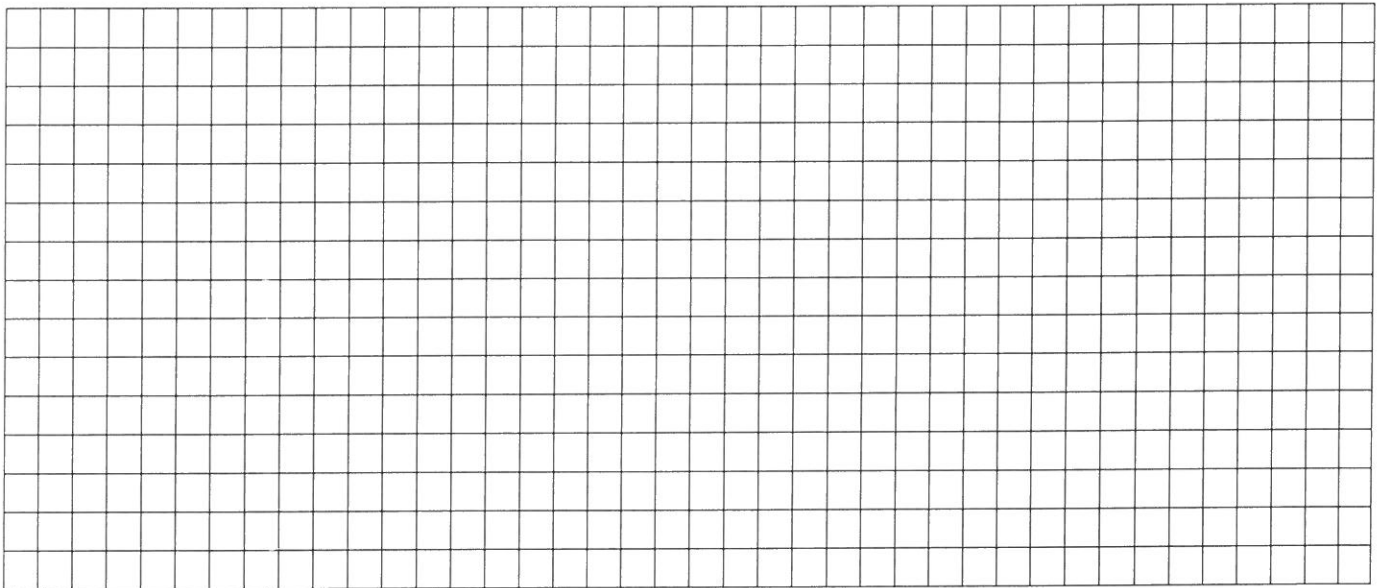
Date: \_\_\_\_\_



## Task: Chris' Garden Dilemma

Chris has a rectangular yard that covers an area of 40 square feet.

1. Draw the yard and label the length and the width.



2. Chris is not sure about how many feet of fencing he will need for the outside of the yard.

Write an equation that shows how to solve the problem.

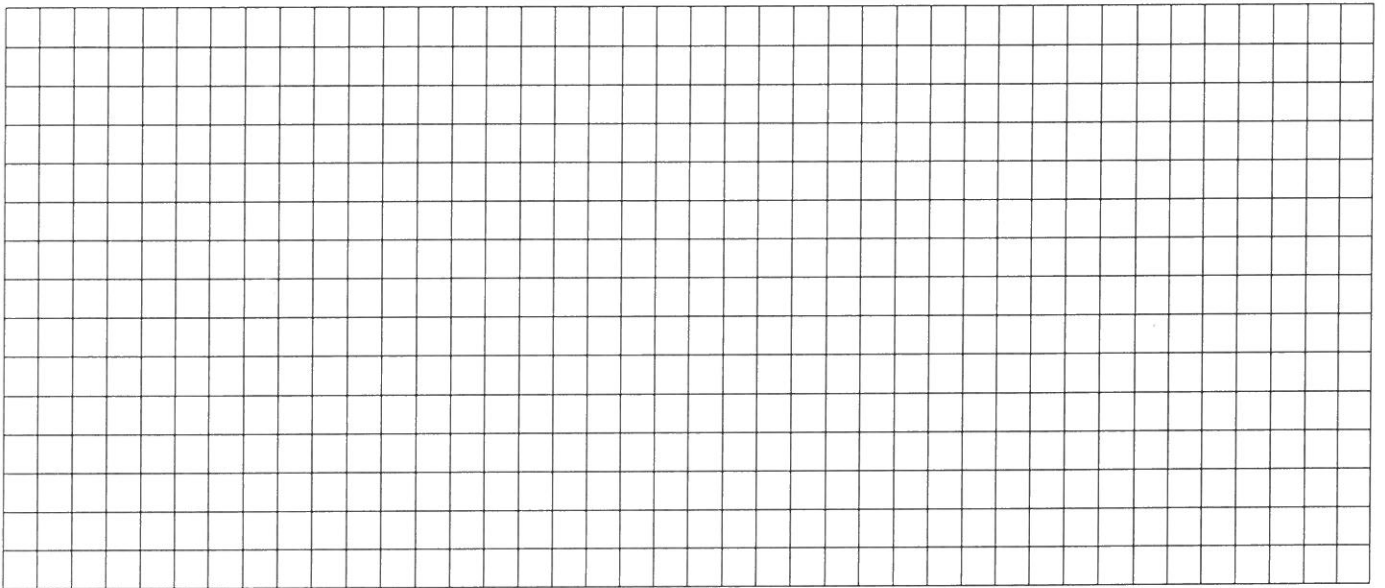
Equation: \_\_\_\_\_

How many feet of fencing would he need? \_\_\_\_\_ feet

3a. Chris wants to create a rectangular rose garden in the yard. He has 24 feet of garden fencing.

Show Chris **two** different ways he could construct the garden with different measurements of area.

**Draw and label each garden, including the area.**



**Garden 1 Area:** \_\_\_\_\_

**Garden 2 Area:** \_\_\_\_\_

3b. Which garden would you recommend that Chris choose? Explain your answer.

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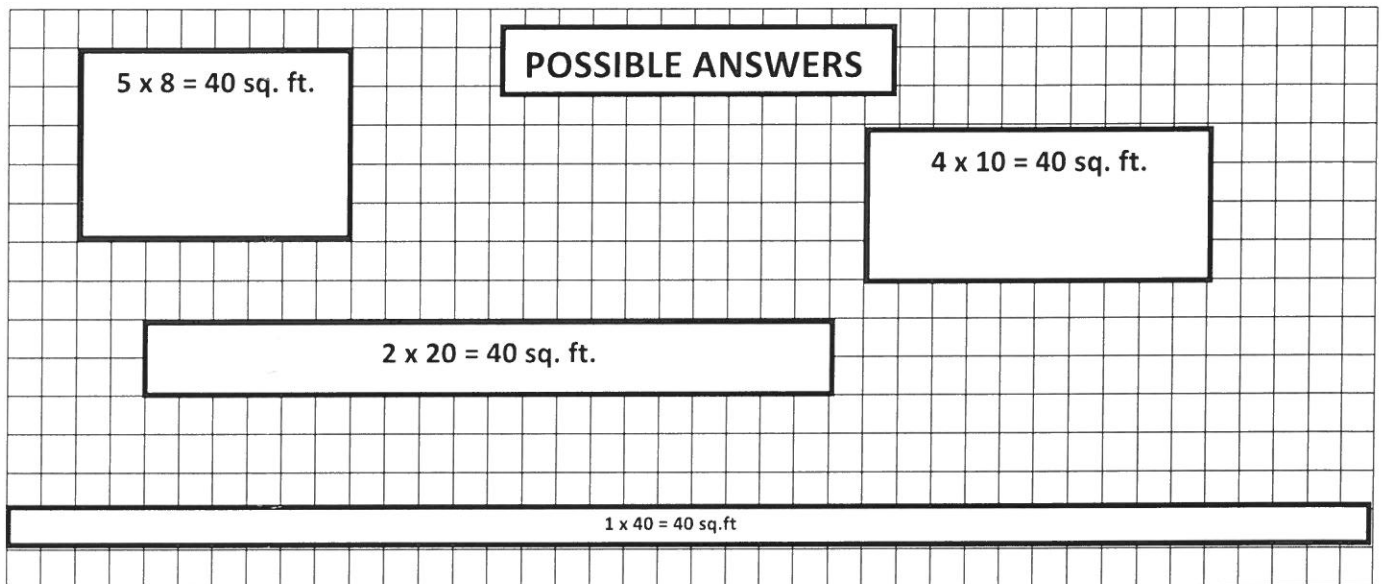
## ANSWER KEY



### Task: Chris' Garden Dilemma

Chris has a rectangular yard that covers an area of 40 square feet.

1. Draw the yard and label the length and the width.



2. Chris is not sure about how many feet of fencing he will need for the outside of the yard.

Write an equation that shows how to solve the problem.

Equation: Any valid addition equation such as:

$$2 + 2 + 20 + 20 = 44 \text{ ft.} \quad 8 + 8 + 5 + 5 = 26 \text{ ft.} \quad 10 + 10 + 4 + 4 = 28 \text{ ft.}$$

Any valid addition/multiplication equation such as:

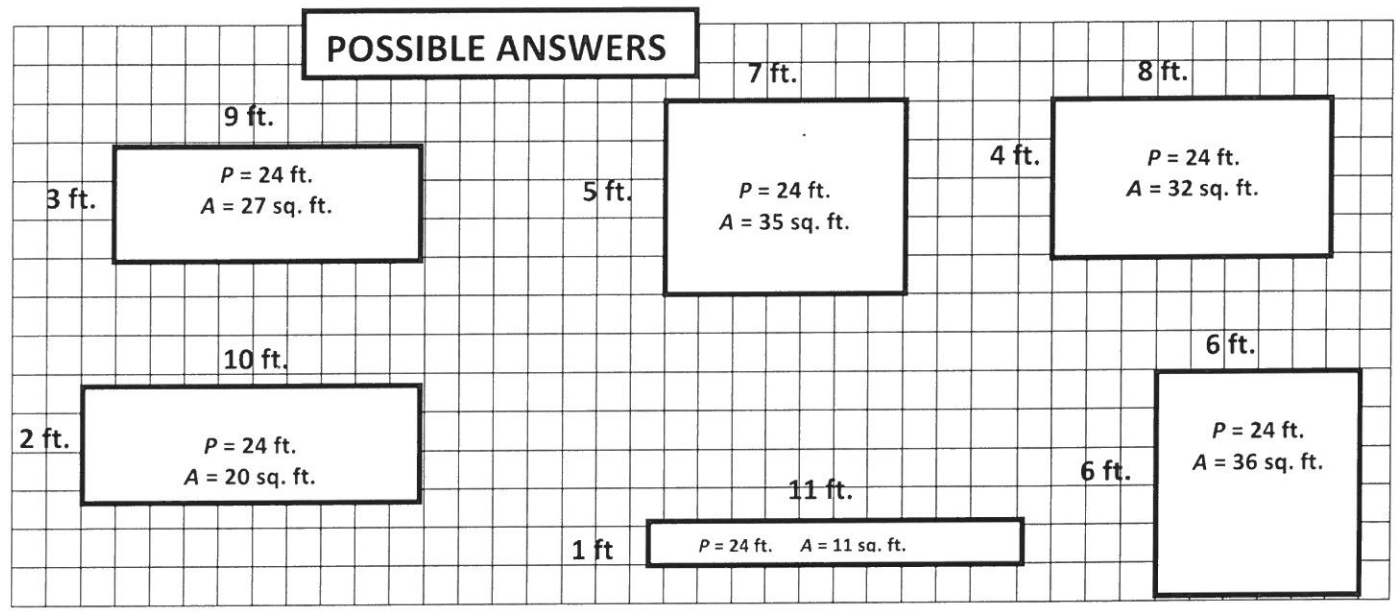
$$2(2) + 2(20) = 44 \text{ ft.} \quad 2(1) + 2(40) = 82 \text{ ft.}$$

How many feet of fencing would he need? 26, 28, 44, or 82 feet

3a. Chris wants to create a rectangular rose garden in the yard. He has 24 feet of garden fencing.

Show Chris **two** different ways he could construct the garden with different measurements of area.

Draw and label each garden, including the area.



**Garden 1 Area:** Any one of the above solutions      **Garden 2 Area:** Any other of the above solutions

3b. Which garden would you recommend that Chris choose? Explain your answer.

**Possible explanations or any other viable argument:**  
I chose a garden with the area of 11 square feet, because it would cost me less money to fill it with plants.

**OR**

I chose a garden with the area of 36 square feet, because I can put more plants in it.

TEACHER NOTES/INSTRUCTIONS

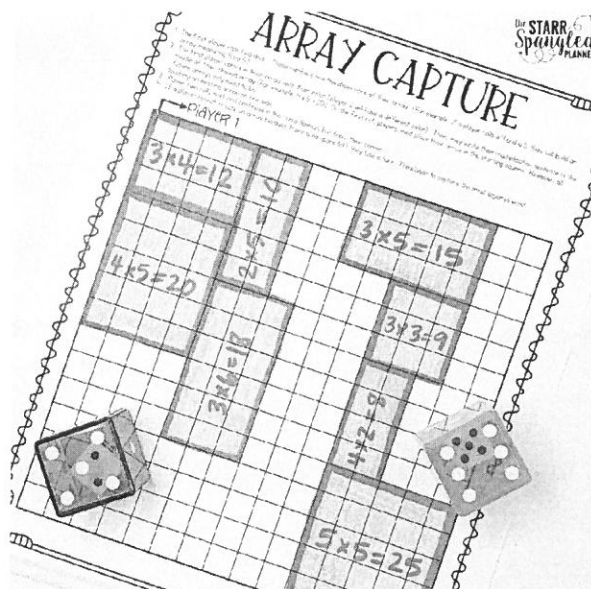
# Array Capture

Materials Needed:

- Grid Paper
- Dice
- 2 different colored crayons or colored pencils

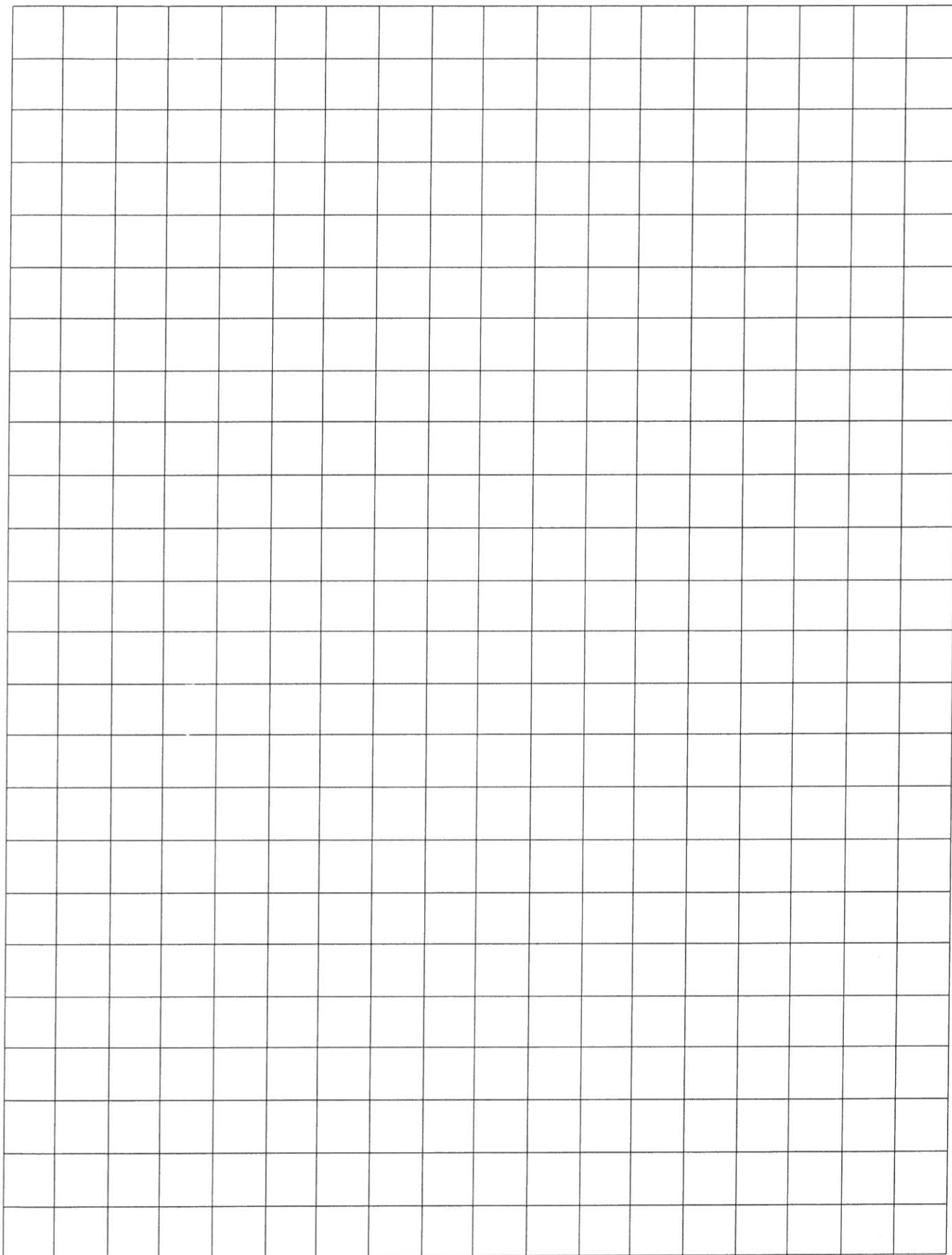
Here's how the game is played:

1. The first player rolls two dice. Those numbers are the dimensions of their array. (For example, if a player rolls a 4 and a 5, they will build an array measuring 4 by 5.)
2. The first player colors in their array with their color (player 2 will have a different color). Then, they write their multiplication sentence in the middle of their shaded array (For example,  $4 \times 5 = 20$ ). On the first roll, players must place their array in a starting corner square. However, all future arrays only need to be touching an existing array on one side.
3. Player two rolls next and continues in the same fashion, but from their corner. If a player cannot create an array because there is no space left, they lose a turn.
4. The player to capture the most squares wins!

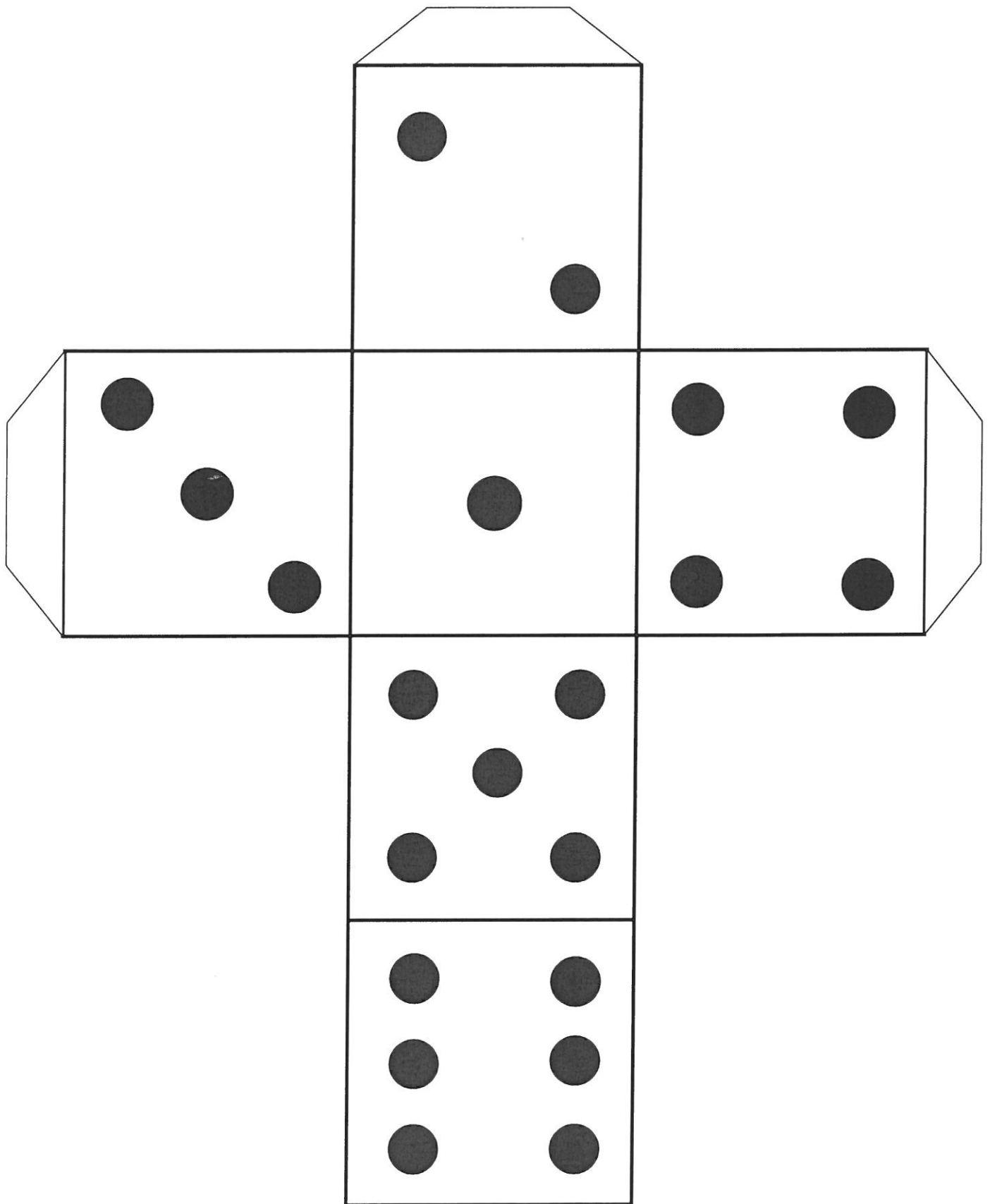














# Math Outside Choice Board

## Ball Toss

Assign some boxes or buckets different point values. Toss & Add.

## Throw & Measure

Throw footballs or softballs and measure with different units; yards, inches, centimeters

## Estimation

Estimate how many steps to get to mailbox; stop sign or park. Then walk & count.

## Circle Fun

Tie two pieces of chalk together to make a compass. Measure the string & predict the size of the circle!

## Do the Math

Use chalk to solve homework problems on the driveway.

## Get Creative

Come up with your own idea and share with your teacher!

# CHALK IT UP: MATH!



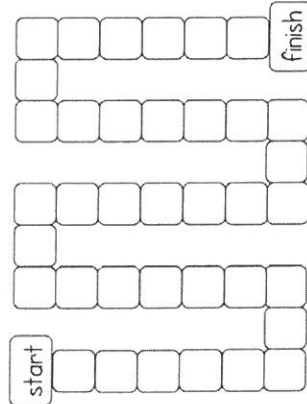
$$5 = 2 + \square$$



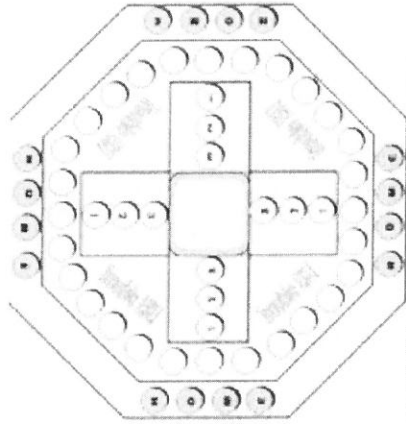
**Math Play:**  
Use chalk to make a game board outside; anything that involves adding & subtracting! (Level up by doubling!)



## Make a New Favorite



## Double Trouble



YOU'VE  
TOTALLY GOT  
THIS!

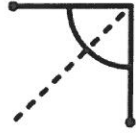
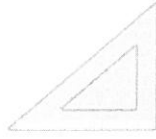
# CHALK IT UP MATH!

$$25 = \square \times 5$$

"YOU'VE  
TOTALLY GOT  
THIS!"

## Draw the Math:

Use chalk for facts, geometry, coordinates or reasoning games.



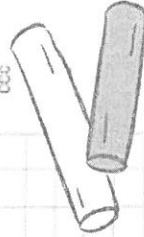
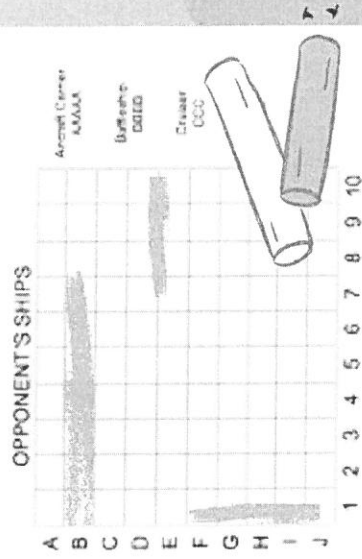
## Mystery Shape

"N" has 4 sides and no right angles.

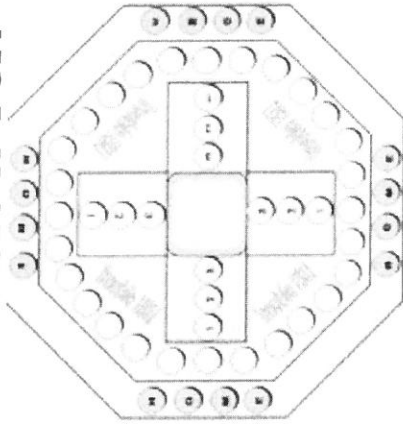
Draw it!"



## Driveway Battleship



## Trouble x Ten



## Math Play:

Level up simple board games by multiplying dice rolls by another number.



x 10



# Math Around the House Choice Board

## Cooking/Baking

- \*Compare measures
- \*Double Recipes
- \*Halve Recipes

**Measuring**  
Estimate the perimeters of different rooms & measure.

## Family Tower Building Contest

Use 3 sheets of paper and 10 paperclips. See who gets the tallest tower.

## Guess the Volume

Take out 4 containers & estimate how much liquid they hold. Test it out!  
(over the sink)

## Estimation

"Find something you think has an area of about 36". Hunt & measure.  
Compare & contrast.