

### **Bunk Bed Problem**

Materials: counters, numeral cards 5-12, pencils, blank paper

1. Turn over a numeral card and use it to complete the following number story:

\_\_\_\_\_ children sat on a bunk bed. Some sat on the top bunk and some sat on the bottom bunk. How many sat on the top bunk? How many sat on the bottom bunk?

2. Record as many different solutions to the problem as you can using pictures, numbers or words.

Use the grids below to show your work on the Rekenrek.



# Bunk Bed Mat



## Apple Ten Frame





## Apple Ten Frame



Appendix B	Student recording sheet for findir all possible ways to bundle the T-shir
Names	Date
Bundle the T-shirts. How many ways c	an you find?
Number of Rolls	Number of Loose T-Shirts
	38
Number of Rolls	Number of Loose T-Shirts
	47
Number of Rolls	Number of Loose T-Shirts
	15
0 2017 Catherine Swomey Report from Contexts for Learning Mothematics I	Perturbath, NH Heinemann). This may may be overside of the classester over or

Name \_\_\_\_\_

Date \_\_\_\_\_

**Organizing and Collecting** 

We have been organizing our classroom. In pairs, we have been counting and grouping items in bins or on shelves. Find something at home in a bin or on a



shelf that you can count.

Name of Item Counting	
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How many did you count?	
-------------------------	--

How many packs of 10?	
-----------------------	--

How many loose ones?	
----------------------	--

Write an equation: \_\_\_\_\_

Explain below how you counted and grouped your item. Don't forget to say what strategy you used while counting.

.....

#### Goals for Place Value

- 1. Students can count large numbers by grouping the objects in at least two ways.
- 2. Students recognize that regardless of the groupings used to count objects, the total number remains unchanged.
- 3. Students understand that the digits have different values depending on their positions in the number.
- 4. Students can use place value strategies to round numbers.
- 5. Students can freely exchange 10 ones for a ten, a ten for 10 ones, 10 tens for a hundred, a hundred for 10 tens, etc.
- 6. Students can represent the same number in different ways; for example, 35 can be represented by 3 tens and 5 ones, as 2 tens and 15 ones, as 1 ten and 25 ones, and as 35 ones.
- 7. Students can represent numbers in standard form, expanded form, and word form.
- 8. Students can add and subtract 1, 10, 100, etc. mentally.
- 9. Students can multiply and divide by 1, 10, 100, etc. mentally.
- 10. Students can use place value strategies to add and subtract.
- 11. Students can compare two numbers using place value strategies.
- 12. Students can use place value strategies to multiply and divide.

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10 + 7	© Making Math Magic	<b>17</b> seventeen	© Making Math Magic
	© Making Math Magic		© Making Math Magic
10 + 8	© Making Math Magic	<b>18</b> eighteen	© Making Math Magic
	© Making Math Magic		© Making Math Magic



20	19	20 + 0 6 + 0I
twenty	nineteen	
21	21	20 + 1 1 + 02
twenty-one	twenty-one	

22	22	50 + 50 + 7	20 + 2
twenty-two	twenty-two		
53	23	50 + 50 - 50 -	s + UC
twenty-three	twenty-three		

24	24	20 + 4	20 + 4
twenty-four	twenty-four		
25	25	20 + 5 2	20 + 5
twenty-five	twenty-five		

26	26	20 + 6 9 + 02
twenty-six	twenty-six	
27	27	20 + 7 2 + 02
twenty-seven	twenty-seven	

58	28	20 + 8 8 + 02
twenty-eight	twenty-eight	
59	29	20 + 9
twenty-nine	twenty-nine	

#### Numbers "Go Fish" (10-19 number cards)

Materials: Deck of cards that contains 10 sets of 4 cards that each shows a different way of showing a number from 10 through 19.

Players: 3 to 4

**Objective**: to practice showing the numbers from 10 to 19 different ways.

#### How to Play:

- 1. Each player is dealt five cards. The rest of the cards are placed face down in the center of the table.
- 2. If you have any pairs of cards that match, put them down in front of you and replace those cards with cards from the deck
- 3. Take turns. On your turn, ask one other player for a card that will match a card in your hand
- 4. If you get a card that matches, put the pair of cards down. Take one card from the deck. Your turn is over.

If you do not get a card that matches one in your hand, take the top card from the deck. Your turn is over.

If the card you take from the deck matches a card in your hand, put the pair down and take another card.

- 5. If there are no cards left in your hand but still cards in the deck, you take two cards.
- 6. The game is over when there are no more cards or time is up.

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#### Numbers "Go Fish"

Record your matches.

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40 + 2	4 tens and 2 ones	forty-two	42
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20 + 4	2 tens and 4 ones	twenty-four	24
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4 0 + 0 +	H tens and 6 ones	forty-six	9 H
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h+09	6 tens and 4 ones	sixty—four	Н9
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9 + 0	6 tens and I one	sixty-one	9
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9 + 0	l ten and 6 ones	sixteen	9
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22	© Making Math Magic, LLC	22	© Making Math Magic, LLC
twenty-five	© Making Math Magic, LLC	fifty-two	© Making Math Magic, LLC
2 tens and 5 ones	© Making Math Magic, LLC	5 tens and 2 ones	© Making Math Magic, LLC
20 + 2	© Making Math Magic, LLC	50 + 2	© Making Math Magic, LLC

2 + 2	5 tens and 7 ones	fifty-seven	2
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S + OZ	7 tens and 5 ones	seventy-five	<u>5</u>
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