unlabeled thousands place value chart

unlabeled millions place value chart

unlabeled hundred thousand place value chart

millions ,	hundred thousands	ten thousands	thousands ,	hundreds	tens	ones

millions place value chart

thousands	hundreds	tens	ones

thousands place value chart

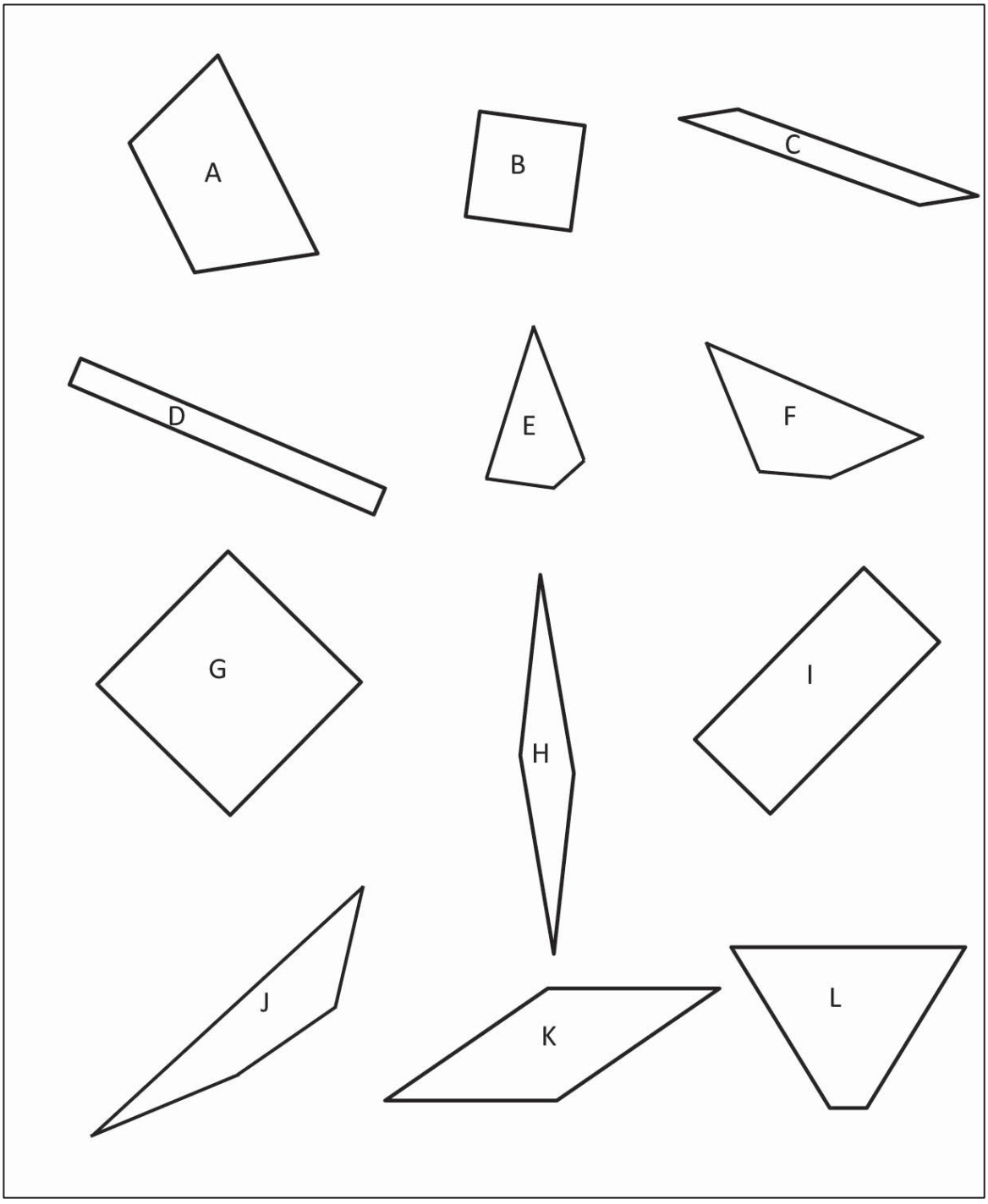
ten thousands	thousands ,	hundreds	tens	ones

ten thousands place value chart

tens place value chart

ones	
tens	
hundreds	
thousands	

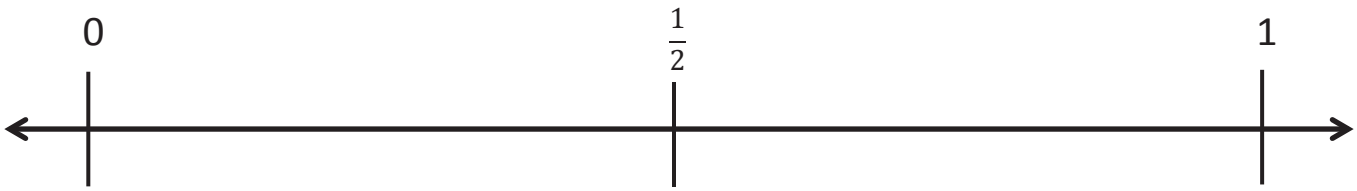
thousands place value chart for dividing



shapes

Name _____ Date _____

Application Problem:



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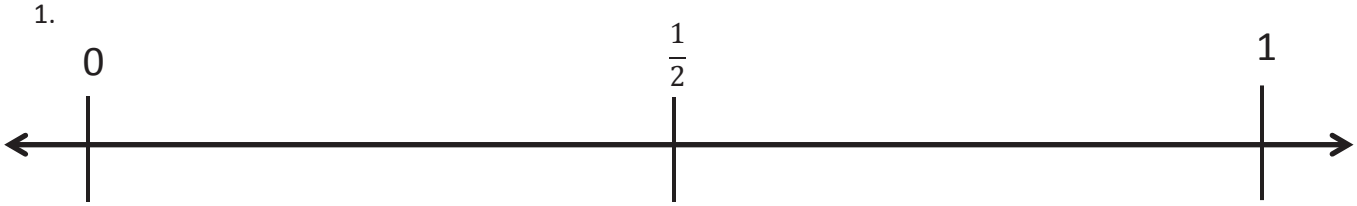

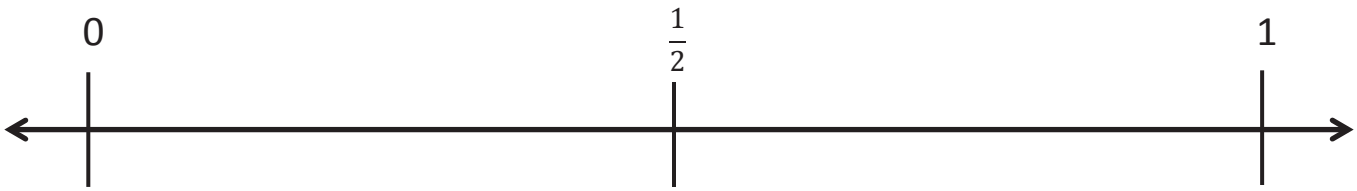

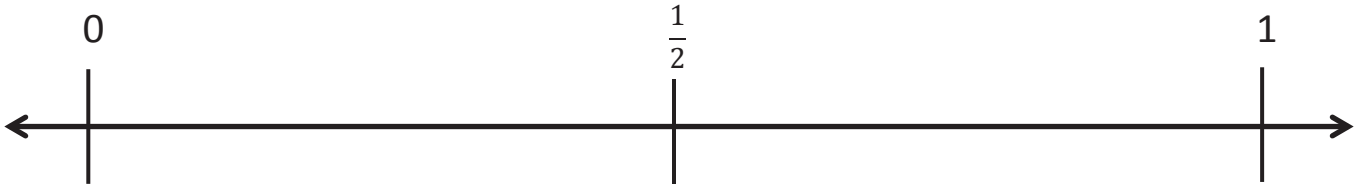

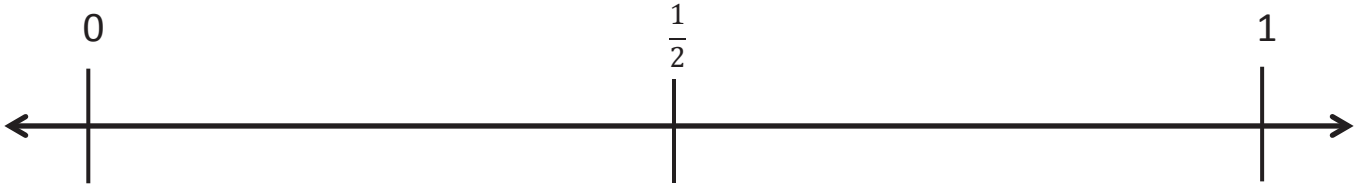

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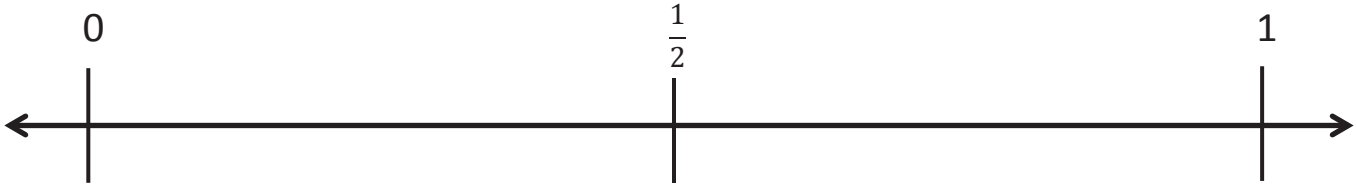


_____

number line

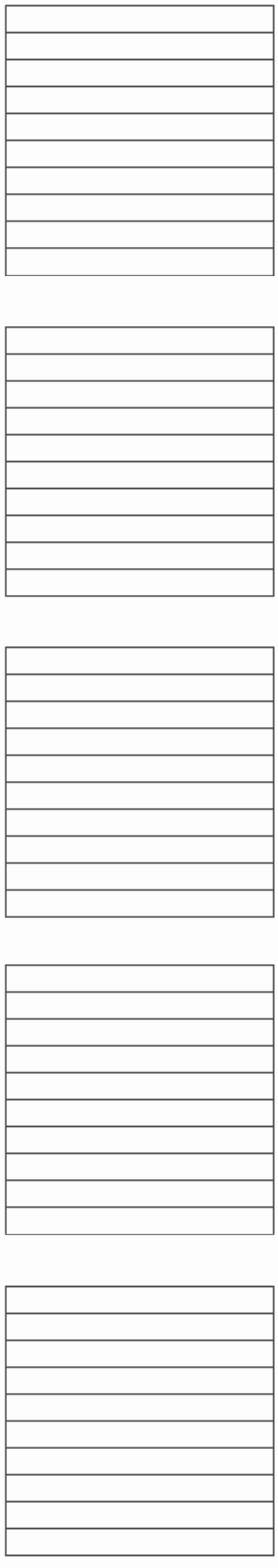
Name _____ Date _____

blank number lines with midpoint

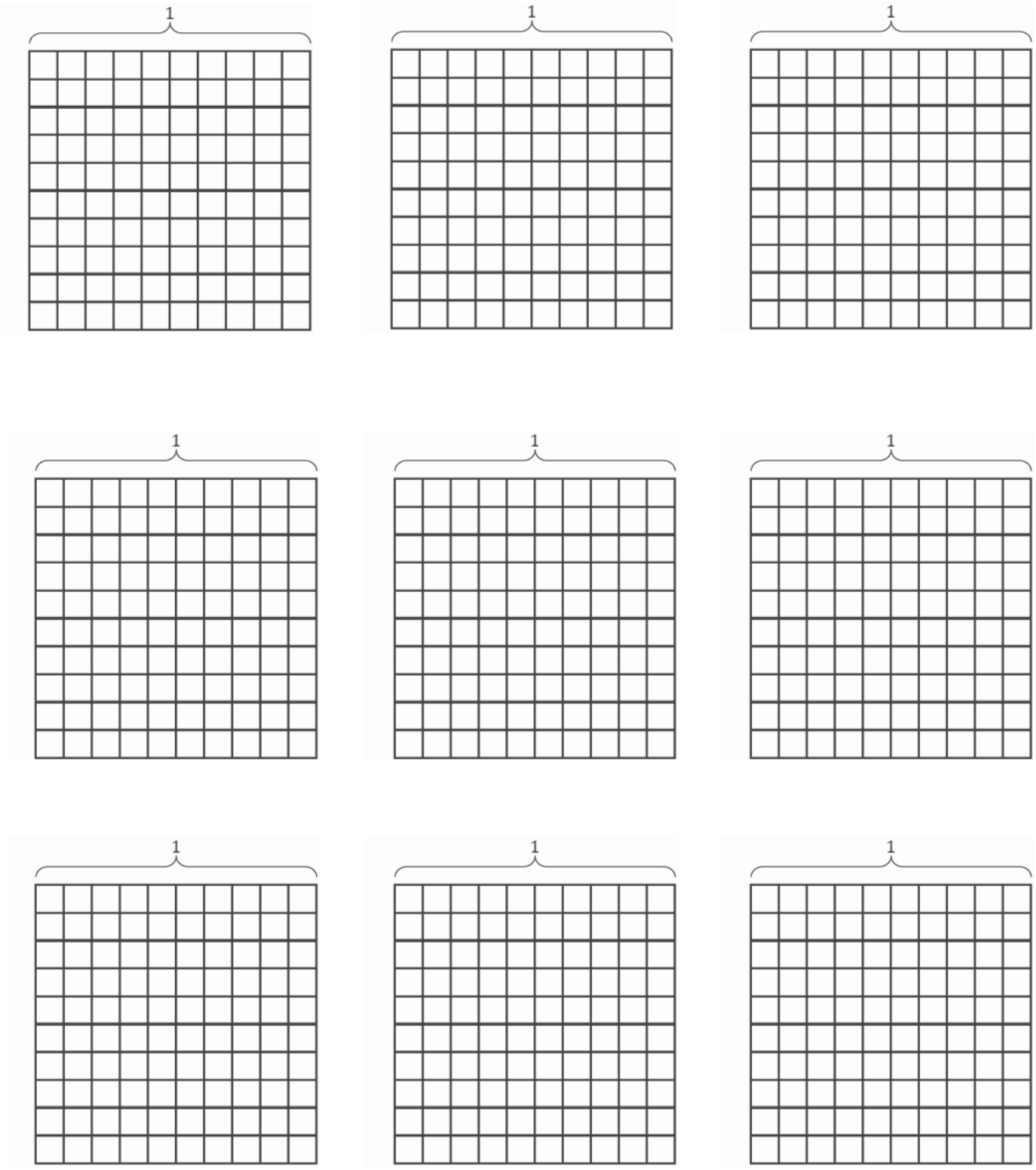
Name _____ Date _____

blank number lines

unlabeled hundred thousands place value chart



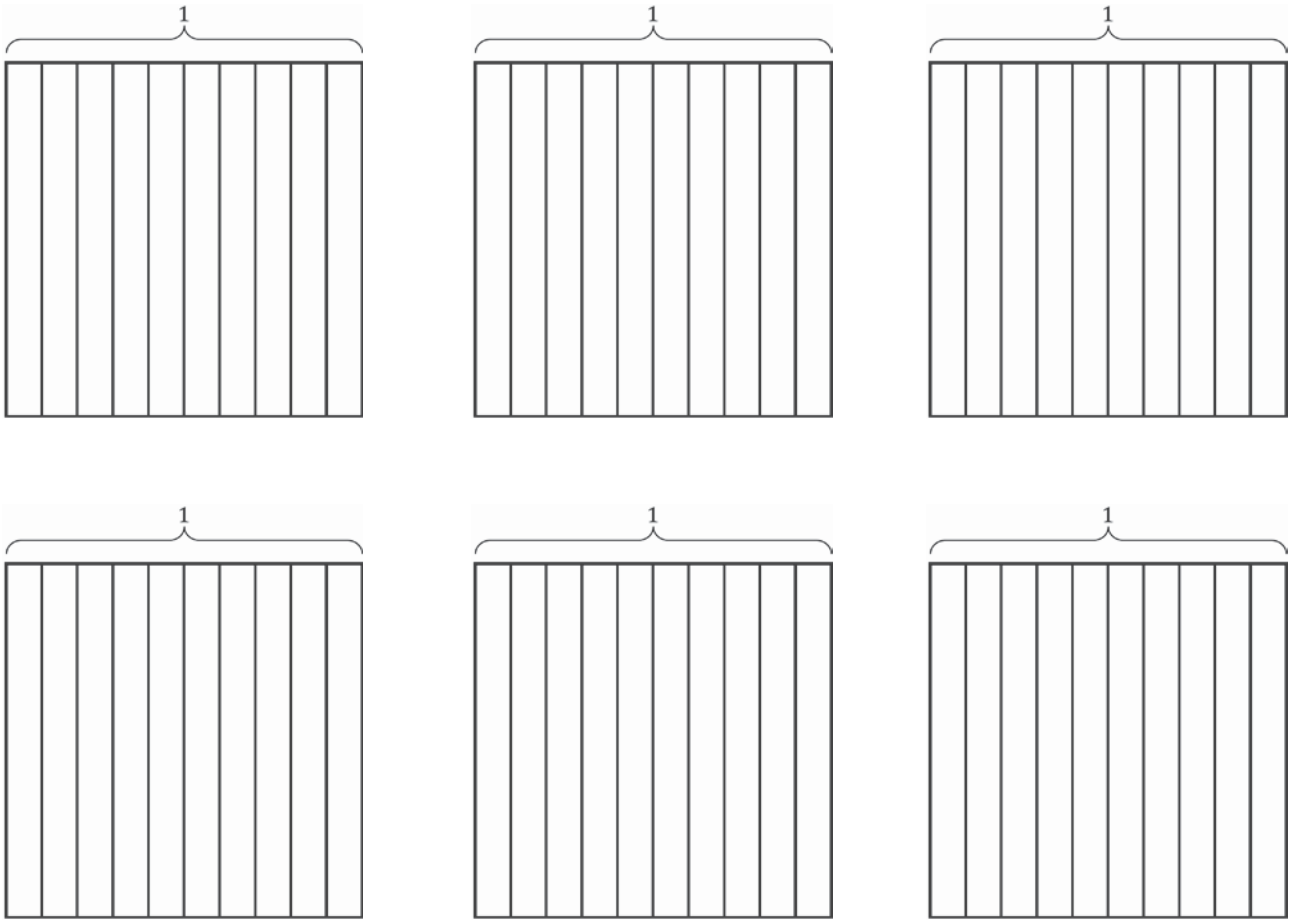
tenths area model



hundredths area model

hundredths	
tenths	
.	
ones	
tens	
hundreds	

place value chart

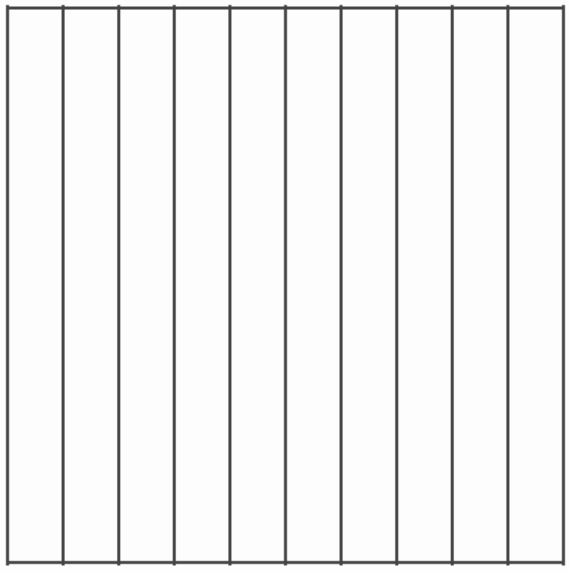


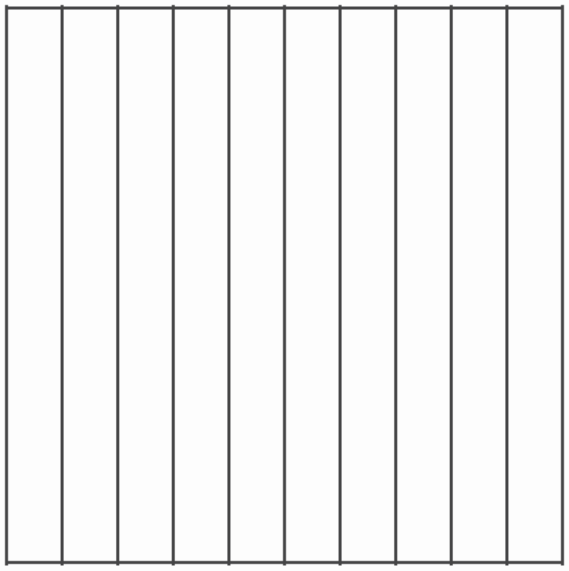
Tens	Ones	.	Tenths	Hundredths

area model and place value chart

3 tenths	0.2
0.17	$\frac{34}{100}$
13 hundredths	$\frac{4}{10}$

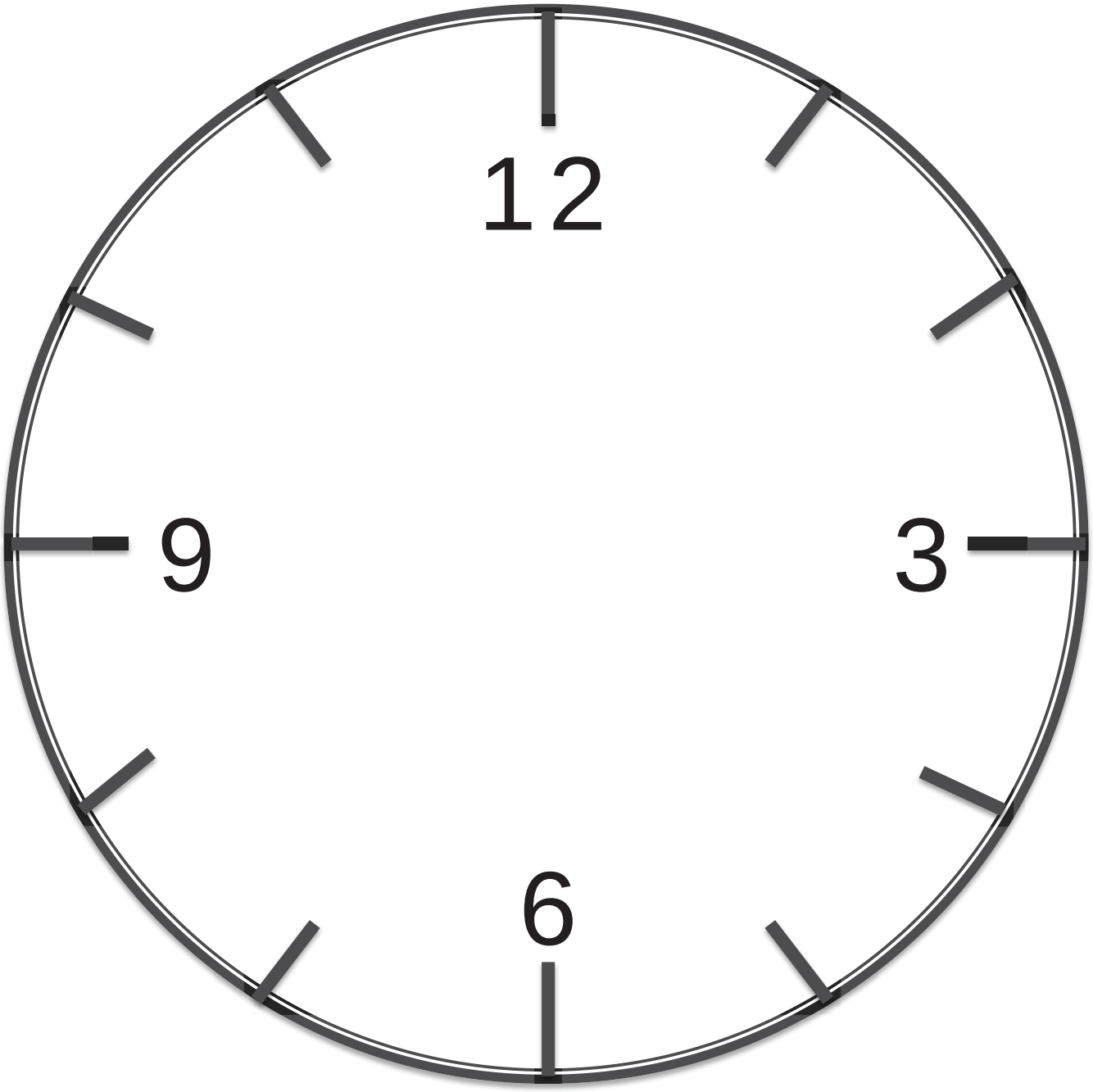
decimal number flash cards



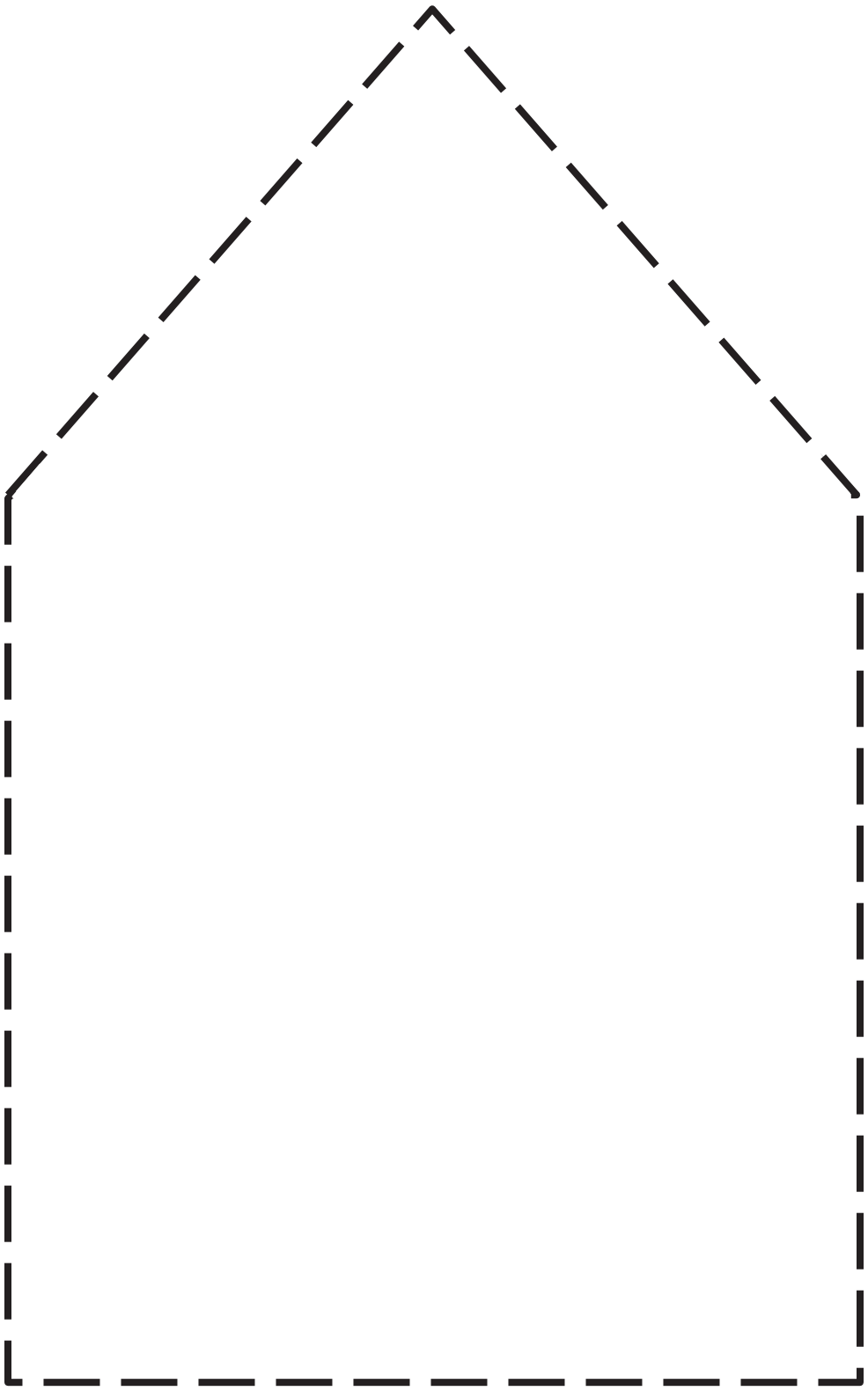


ones	•	tenths	hundredths

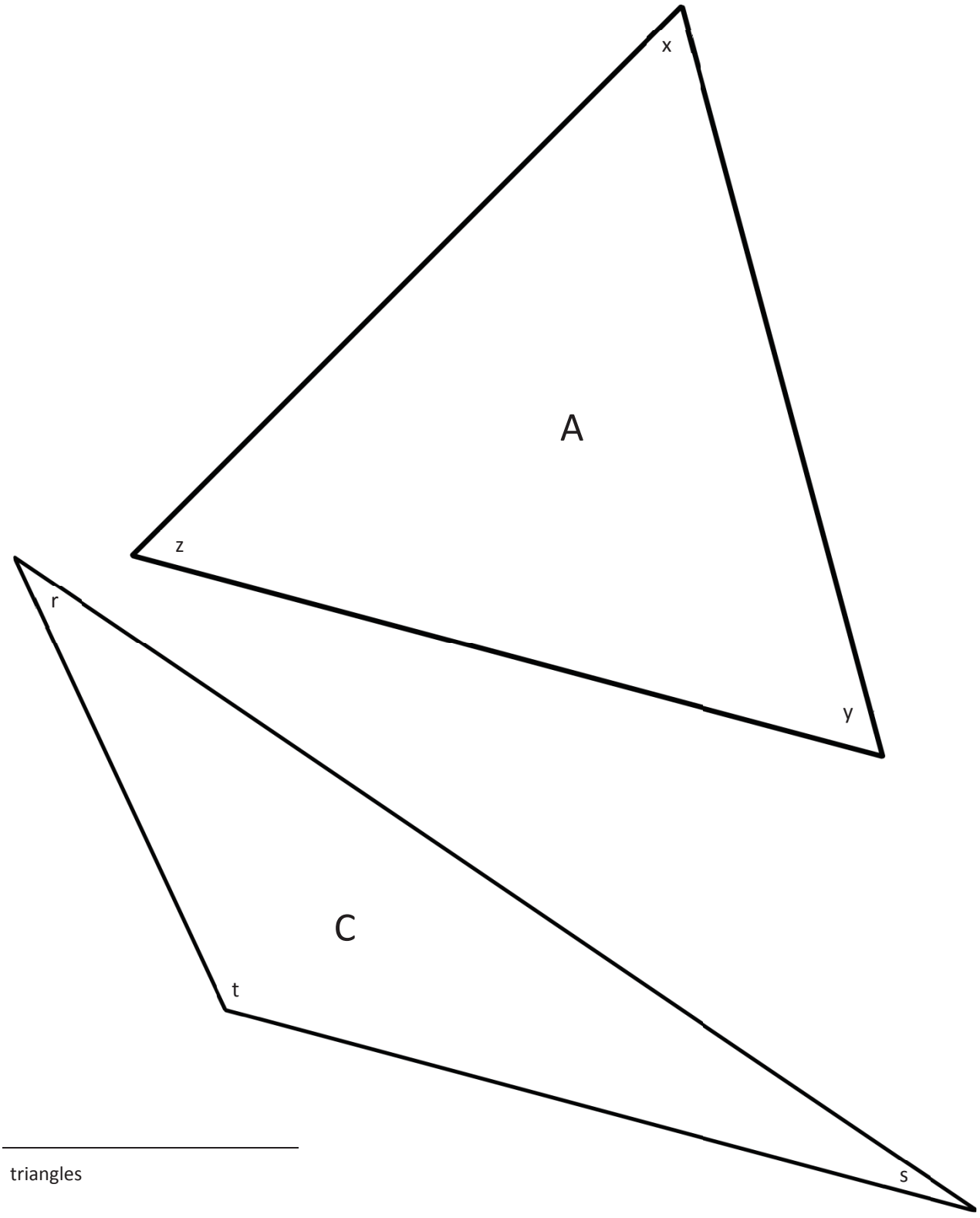
area model and place value chart



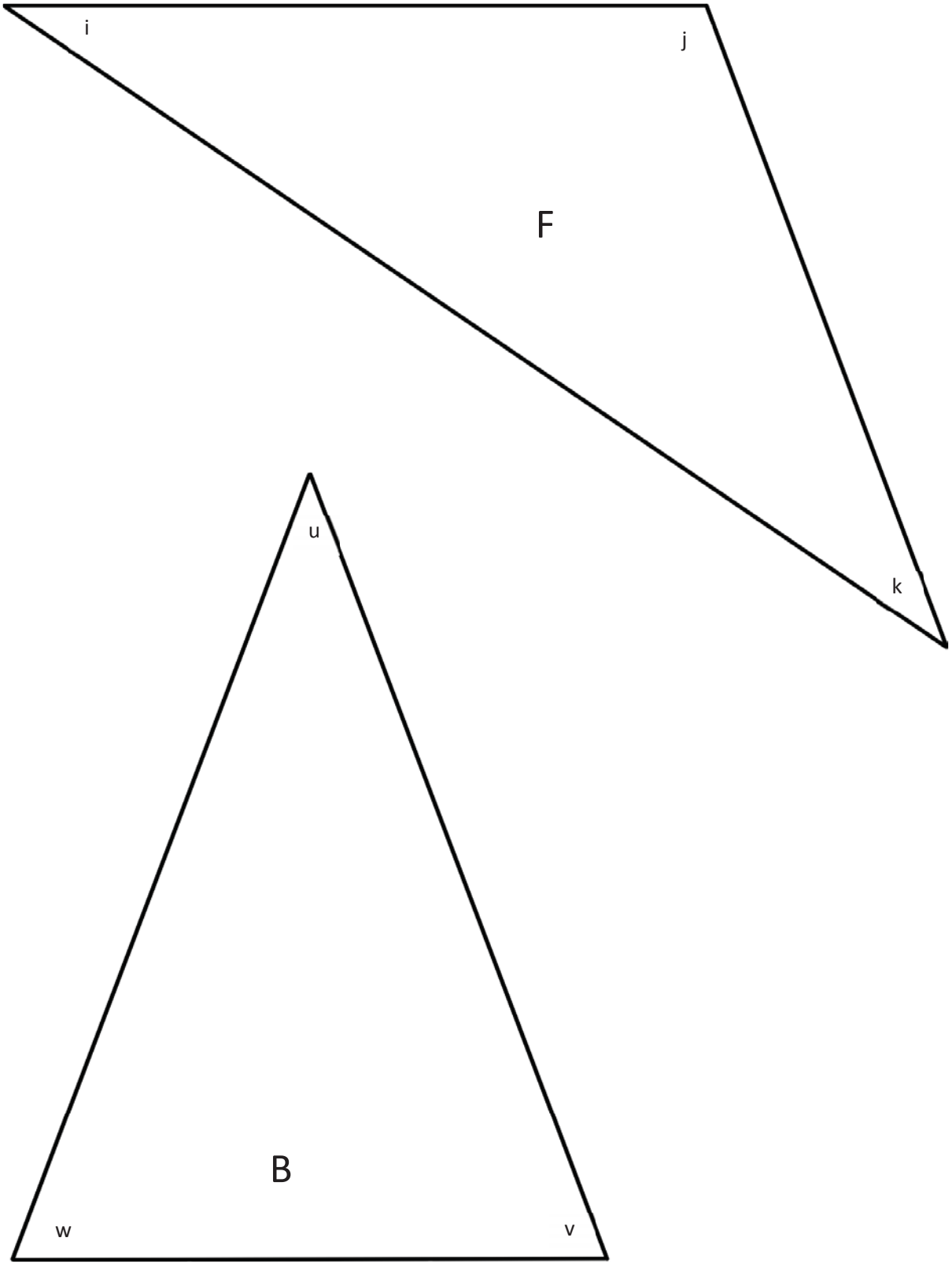
clock



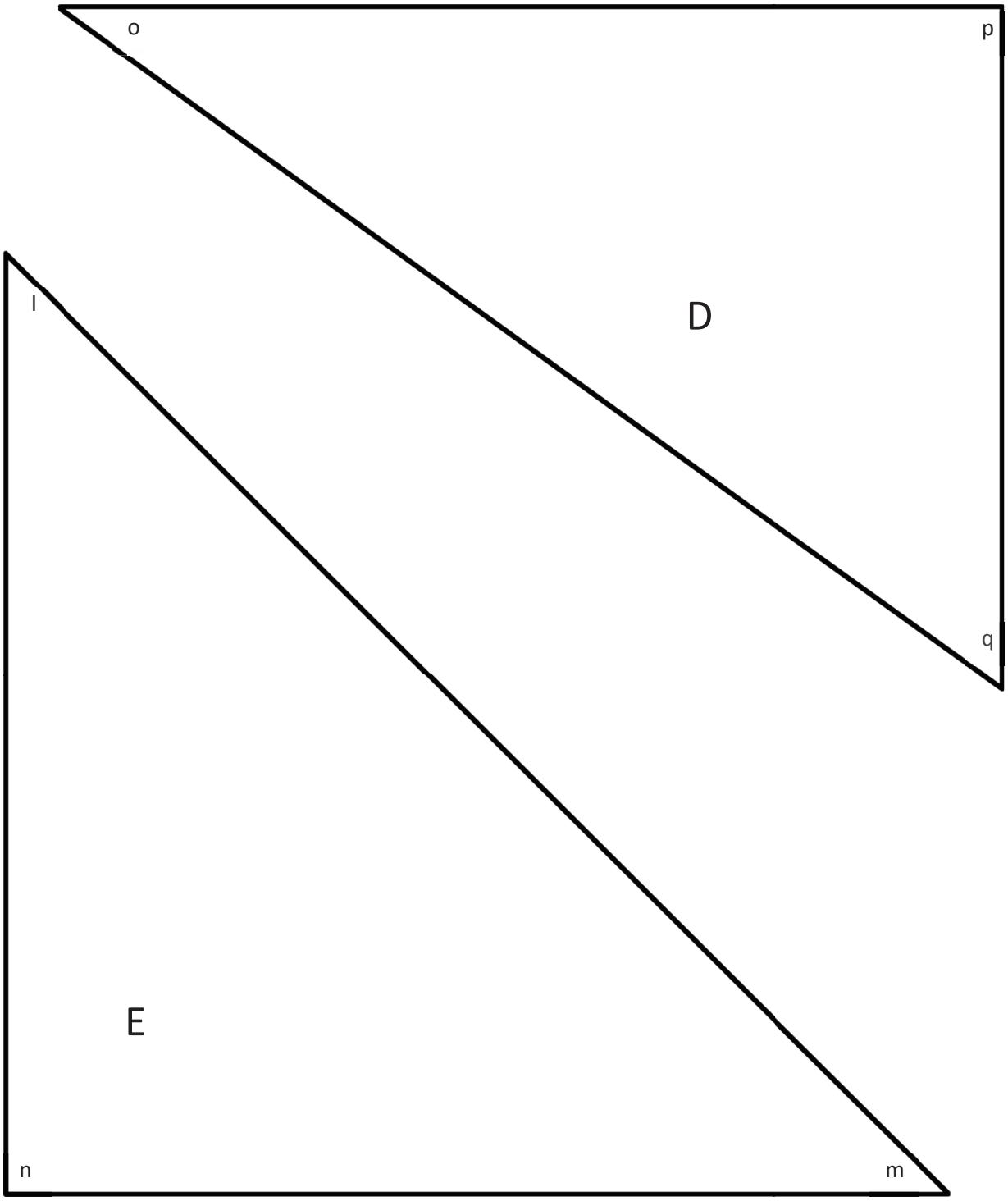
pentagon



triangles



triangles



triangles

Name _____ Date _____

Practice Set A Part 1: Multi-Digit Addition Fluency

1.
$$\begin{array}{r} 8,149 \\ +\ 7,264 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 42,609 \\ +\ 8,685 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 39,563 \\ +\ 48,438 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 658,199 \\ +\ 25,675 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 445,976 \\ +\ 37,415 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 438,617 \\ +\ 493,859 \\ \hline \end{array}$$

Practice Set A Part 2: Multi-Digit Addition Fluency

1.
$$\begin{array}{r} 9,202 \\ +\ 6,211 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 42,774 \\ +\ 8,520 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 53,545 \\ +\ 34,456 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 604,754 \\ +\ 79,120 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 454,315 \\ +\ 29,076 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 110,728 \\ +\ 821,748 \\ \hline \end{array}$$

Name _____ Date _____

Practice Set B Part 1: Multi-Digit Subtraction Fluency

1.

$$\begin{array}{r} 7,739 \\ -\ 5,546 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 23,145 \\ -\ 5,129 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 71,378 \\ -\ 61,876 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 479,541 \\ -\ 78,856 \\ \hline \end{array}$$

Practice Set B Part 2: Multi-Digit Subtraction Fluency

1.

$$\begin{array}{r} 7,699 \\ -\ 5,506 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 19,145 \\ -\ 1,129 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 71,878 \\ -\ 62,376 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 479,497 \\ -\ 78,812 \\ \hline \end{array}$$

Name _____ Date _____

Practice Set C Part 1: Multi-Digit Subtraction with Zeros Fluency

1.
$$\begin{array}{r} 7,\ 8\ 9\ 0 \\ -\ 5,\ 4\ 7\ 2 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 2\ 8,\ 0\ 0\ 1 \\ -\ \ 5,\ 8\ 5\ 3 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 6\ 0,\ 4\ 0\ 7 \\ -\ 3\ 5,\ 3\ 4\ 4 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 4\ 0\ 0,\ 0\ 6\ 9 \\ -\ \ \ 2\ 4,\ 3\ 6\ 2 \\ \hline \end{array}$$

Practice Set C Part 2: Multi-Digit Subtraction with Zeros Fluency

1.
$$\begin{array}{r} 7,\ 8\ 9\ 0 \\ -\ 5,\ 4\ 7\ 2 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 2\ 8,\ 6\ 0\ 9 \\ -\ \ 6,\ 4\ 6\ 1 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 6\ 0,\ 4\ 9\ 7 \\ -\ 3\ 5,\ 4\ 3\ 4 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 4\ 0\ 0,\ 8\ 6\ 9 \\ -\ \ \ 2\ 5,\ 1\ 6\ 2 \\ \hline \end{array}$$

Name _____ Date _____

Practice Set D Part 1: Multi-Digit Addition and Subtraction Fluency

1.
$$\begin{array}{r} 9,327 \\ +\ 9,664 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 39,463 \\ -\ 38,938 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 758,194 \\ +\ 35,478 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 839,014 \\ -\ 27,075 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 438,615 \\ +\ 193,979 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 960,043 \\ -\ 368,972 \\ \hline \end{array}$$

Practice Set D Part 2: Multi-Digit Addition and Subtraction Fluency

1.
$$\begin{array}{r} 9,630 \\ +\ 9,361 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 34,478 \\ -\ 33,953 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 754,454 \\ +\ 39,218 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 839,099 \\ -\ 27,160 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 108,215 \\ +\ 524,379 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 959,943 \\ -\ 368,872 \\ \hline \end{array}$$

Classmate:		**Problem Number:**	
Strategies my classmate used:			
Things my classmate did well:			
Suggestions for improvement:			
Changes I would make to my work based on my classmate's work:			

peer share and critique form

Name _____ Date _____

Convert Units: Teacher Card

Materials: (S) Mini-personal white board

T: (Write 1 m 20 cm = _____cm.)
1 m 20 cm is how many centimeters?

S: 120 centimeters.

Repeat the process with this sequence:

1 m 80 cm = 180 cm

3 km 249 m = 3,249 m

4 L 71 mL = 4,071 mL

2 kg 5 g = 2,005 g

New Problem

T: (Write _____ = _____.)

_____is how many _____?

S: _____.

Add Large Numbers: Teacher Card

Materials: (S) Mini-personal white board

T: (Write 747 thousands 585 ones.)
On your board, write this number in standard form.

S: (Write 747,585.)

T: (Write 242 thousands 819 ones.)
Add this number to 747,585 using the standard algorithm.

S: (Write 747,585 + 242,819 = 990,404 using the standard algorithm.)

Continue the process with this sequence:

528,649 + 247,922 = 776,571

348,587 + 629,357 = 977,944

426,099 + 397,183 = 823,282

New Problem

T: (Write _____thousands _____ones.)
On your board, write this number in standard form.

S: (Write _____.)

T: (Write _____ thousands _____ ones.)
Add this number to _____
using the standard algorithm.

S: (_____ + _____ = _____
using the standard algorithm.)

fluency cards

Subtract Large Numbers: Teacher Card

Materials: (S) Mini-personal white board

T: (Write 600 thousands.) On your board, write this number in standard form.
S: (Write 600,000.)
T: (Write 545 thousands 543 ones.) Subtract this number from 600,000 using the standard algorithm.
S: (Write 600,000 – 545,543 = 54,457 using the standard algorithm.)

Continue the process with this sequence:

400,000 – 251,559 = 148,441

700,000 – 385,476 = 314,524

600,024 – 197,088 = 402,936

New Problem

T: (Write _____ thousands .) On your board, write this number in standard form.
S: (Write _____.)
T: (Write _____ thousands _____ones.) Subtract this number from _____ using the standard algorithm.
S: (_____–_____=_____ using the standard algorithm.)

Multiply Mentally: Teacher Card

Materials: (S) Mini-personal white board

T: (Write 32 × 3 =_____.) Say the multiplication sentence.
S: 32 × 3 = 96.
T: (Write 32 × 3 = 96. Below it, write 32 × 20 = _____.) Say the multiplication sentence.
S: 32 × 20 = 640.
T: (Write 32 × 20 = 640. Below it, write 32 × 23 = _____.) On your board, solve 32 × 23.
S: (Write 32 × 23 = 736.)

Repeat the process with this sequence:

42 × 2 = 84, 42 × 20 = 840, 42 × 22 = 924

31 × 4 =124, 31 × 40= 1,240, 31 × 44 = 1,364

New Problem

T: (Write _____ × _____ = _____.) Say the multiplication sentence.
S: _____ × _____ = _____
T: (Write _____ × _____ = _____. Below it, write _____ × _____ = _____.) Say the multiplication sentence.
S: _____ × _____ = _____.
T: (Write _____ × _____ = _____. Below it, write _____ × _____ = _____.) On your board, solve _____ × _____.
S: (Write _____ × _____ = _____.)

fluency cards

Divide Mentally: **Teacher Card**

Materials: (S) Mini-personal white board

T: (Write 40 ÷ 2.) Write the division sentence in unit form.
S: 4 tens ÷ 2 = 2 tens.
T: (To the right, write 8 ÷ 2.) Write the division sentence in unit form.
S: 8 ones ÷ 2 = 4 ones.
T: (Write 48 ÷ 2.) Write the complete division sentence in unit form.
S: 4 tens 8 ones ÷ 2 = 2 tens 4 ones.
T: Say the division sentence.
S: 48 ÷ 2 = 24.

Continue the process with this sequence:

90 ÷ 3 = 30, 3 ÷ 3 = 1, 93 ÷ 3 = 31

80 ÷ 4 = 20, 8 ÷ 4 = 2, 88 ÷ 4 = 22

180 ÷ 6 = 30, 6 ÷ 6 = 1, 186 ÷ 6 = 31

New Problem

T: (Write _____ ÷ _____.) Write the division sentence in unit form.
S: ____ tens ÷ ____ = ____ tens.
T: (To the right, write _____ ÷ _____.) Write the division sentence in unit form.
S: ____ ones ÷ ____ = ____ ones.
T: (Write _____ ÷ _____.) Write the complete division sentence in unit form.
S: ____ tens ____ ones ÷ ____ = ____ tens ____ ones.
T: Say the division sentence.
S: ____ ÷ ____ = ____.

fluency cards

State the Value of a Set of Coins: Teacher Card

Materials: (S) Mini-personal white board

T: (Draw 2 quarters and 4 dimes as number disks labeled 25¢ and 10¢.) What's the value of 2 quarters and 4 dimes?

S: 90¢.

T: Write 90 cents as a fraction of a dollar.

S: (Write $\frac{90}{100}$ dollar.)

T: Write 90 cents in decimal form using the dollar sign.

S: (Write $0.90.)

Continue the process with this sequence:

1 quarter 9 dimes 12 pennies = 127¢, $\frac{127}{100}$ dollar, $1.27

3 quarters 5 dimes 20 pennies = 145¢, $\frac{145}{100}$ dollar, $1.45

New Problem

T: (Draw_____ quarters and _____ dimes as number disks labeled 25¢ and 10¢.) What's the value of _____?

S: _____.

T: Write _____ cents as a fraction of a dollar.

S: (Write _____ dollar.)

T: Write _____ cents in decimal form using the dollar sign.

S: (Write $_____.)

Break Apart 180°: Teacher Card

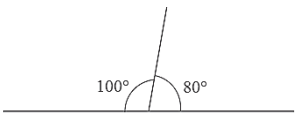
Materials: (S) Mini-personal white board, protractor, straightedge

T: (Project a number bond with a whole of 180°. Fill in 80° for one of the parts.) On your board, complete the number bond, filling in the unknown part.

S: (Draw a number bond with a whole of 180°, and 80° and 100° as parts.)

T: Use your protractor to draw the pair of angles.

S: (Draw and label the two angles that make 180°.)



Continue the process for
120° + 60° = 180°
35° + 145° = 180°
_____ + _____ = 180°

New Problem

T: (Project a number bond with a whole of 180°. Fill in _____° for one of the parts.) On your board, complete the number bond, filling in the unknown part.

S: (Draw a number bond with a whole of 180°, and _____° and _____° as parts.)

T: Use your protractor to draw the pair of angles.

S: (Draw and label the two angles that make 180°.)

fluency cards

Bingo:

1. Players write a vocabulary term in each box of the math bingo game. Each term should be used only once. The box that says *Math Bingo* is a free space.
2. Players place the filled-in math bingo template in their mini-personal white boards.
3. One person is the caller and reads the definition on a vocabulary card.
4. Players cross off (or cover) the term that matches the definition.
5. *Bingo!* is called when 5 vocabulary terms in a row are crossed off diagonally, vertically, or horizontally. The free space counts as 1 box toward the needed 5 vocabulary terms.
6. The first player to have 5 in a row reads each crossed off word, states the definition, and gives a description or an example of each word. If all words are reasonably explained as determined by the caller, the player is declared the winner.

Math Jeopardy:

Structure: Teams or partnerships. Callers should prepare the game in advance.

1. The definitions are sorted into labeled columns by a caller: units, lines and angles, the four operations, and geometric shapes.
2. The first term directly below the heading has a value of $100, the next $200, and so on. The caller should make an effort to order the questions from easiest to hardest.
3. Player 1 chooses a column and a dollar value, for example, "I choose geometry terms for $100." The caller reads, "The answer is…."
4. The players say the matching question, for example, "What is a quadrilateral?"
5. The first person to correctly state the question wins the dollar value for that card.
6. Play continues until all cards are used.
7. The player with the highest dollar value wins.

Concentration:

Structure: Teams or partnerships.

1. Create an array of all the cards face down.
2. Players take turns flipping over pairs of cards to find a match. A match is a vocabulary term and its definition. Cards keep their precise location in the array if not matched. Remaining cards are not reconfigured into a new array.
3. After all cards are matched, the player with the most pairs is the winner.

Math Pictionary:

Structure: Teams or partnerships.

1. A timer is set for 1 minute.
2. A vocabulary term is chosen from a bag by a player from Team 1, who draws an example as quickly as possible.
3. The player's teammate(s) tries to guess the vocabulary term. When the term is guessed, a new term is chosen by the same player. The process is repeated as many times as possible within the minute. Terms not guessed when the timer sounds go back in the bag.
4. A player from Team 2 repeats the process.
5. Teams count the number of words guessed. The team with the most words is the winner.

game descriptions

		Math BINGO!		

		Math BINGO!		

math bingo

A metric unit of measure equivalent to 1,000 grams.	A whole number greater than 1 whose only factors are 1 and itself.	An angle measuring less than 90 degrees.	Lines that intersect at 90-degree angles.
A whole number plus a fraction.	An angle that turns through $\frac{1}{360}$ of a circle.	The bottom number in a fraction that tells the number of equal parts in the whole.	A customary unit of measurement for liquid volume equivalent to 4 quarts.
A customary unit of measurement for liquid volume equivalent to 2 pints.	The answer to a multiplication problem.	The answer to a division problem.	A line through a figure such that when the figure is folded along an imaginary line, two halves are created that match up exactly.
Two lines in a plane that never intersect.	A triangle with at least two equal sides.	A whole number having three or more distinct factors.	A closed figure with 4 straight sides and 4 angles.
An angle measuring 90 degrees.	An angle with a measure greater than 90 degrees but less than 180 degrees.	Lines that contain at least 1 point in common.	A tool used to measure and draw angles.
The top number in a fraction that tells how many parts of the whole are selected.	A triangle that contains one 90-degree angle.	This special angle measures 180 degrees.	A closed figure with 3 straight sides of equal length and 3 equal angles.

vocabulary cards (page 1)

Kilogram	Prime Number	Acute Angle	Perpendicular Lines
Mixed Number	One-Degree Angle	Denominator	Gallon
Quart	Product	Quotient and Remainder	Line of Symmetry
Parallel Lines	Isosceles Triangle	Composite Number	Quadrilateral
Right Angle	Obtuse Angle	Intersecting Lines	Protractor
Numerator	Right Triangle	Straight Angle	Equilateral Triangle

vocabulary cards (page 2)