

Lesson 80

making reasonable predictions by collecting and analyzing data

lesson preparation

materials

temperature chart from yesterday's newspaper

Written Assessment #15

Oral Assessment #8

6 small brown paper bags

color tiles (10 red, 15 yellow, 12 blue, and 11 green)

Master 3-80

Fact Sheet S 7.0

the night before

- Prepare 6 bags of 8 color tiles each. Make sure the children cannot see the tiles in the bags. Mark each bag with the appropriate letter. The distribution of tiles in the bags is as follows:

	red	yellow	blue	green
Bag A	0	2	2	4
Bag B	1	6	1	0
Bag C	2	2	2	2
Bag D	0	4	0	4
Bag E	5	1	1	1
Bag F	2	0	6	0

in the morning

- Note: This lesson may take two days to complete.
- Have children complete Master 3-R1 and graph the low temperatures of the two capital cities on their individual line graphs.
- Write the following number pattern on a paper strip and post it on the bulletin board:

____, ____, ____, 249, 239, 229, ____, ____, ____ Rule: ____

Answer: 279, 269, 259, 249, 239, 229, 219, 209, 199 Rule: - 10

- Set the demonstration clock at **12:50**.

- Write the following problem in the space labeled “Problem of the Day”:

Eight children have two pets each, and four children have one pet each.
How many pets do the children have?

Answer: $(8 \times 2 \text{ pets}) + 4 \text{ pets} = 20 \text{ pets}$

- Put **6 quarters**, **1 dime**, **5 nickels**, and **3 pennies** in the coin cup.
- Allow time for today’s Student of the Day to fill in the date tag, write the date, write three number sentences for the number of the day, count the number of coins, and read and record the temperature.
- Assist the Student of the Day as he/she graphs the daily low temperatures of the two capital cities on the class graph.
- Collect homework from the previous day. Correct and review errors with the children individually.

THE MEETING

calendar

- Ask the Student of the Day to state today’s date using a complete sentence.
- Ask all of the children to identify the following. (Ask the items preceded by an asterisk [*] once or twice a week.)
 - * number of days in 1 to 10, 100, 1000 weeks (ask in random order)
date ____ days ago, ____ days from now, week ago, week from now
 - * number of months in 1–10 years, 100 years, 1000 years
 - * month before _____, month after _____, ____th month of the year
number of weeks given ____ days

number of the day

- Ask the Student of the Day to do the following:
 - read the three number sentences
 - record other children’s number sentences

temperature

- Discuss the shading of the thermometer.
- Ask all children to compare today’s temperature with yesterday’s temperature.
- Ask the children to check the graph of the low temperatures of the capital cities and to determine how many degrees colder one temperature is than the other.
- Ask the children to identify the Fahrenheit temperature at which water freezes, water boils, and for normal body temperature.

today's count

- The Student of the Day leads the counting.
- Count by 3's to 30 and backward from 30 by 3's.
- Count by 6's to 60 and backward from 60 by 6's.
- Count by 4's to 40 and backward from 40 by 4's.
- Count by 8's to 80 and backward from 80 by 8's.
- The clap and snap count is led by the Student of the Day.
- Perfect squares to 100.
- Do each of the following once or twice a week:
 - count by 100's to 1000 and backward from 1000 by 100's
 - count by 10's (begin and end at numbers such as 480 and 620)
 - count by 12's to 120 and backward from 120 by 12's
 - count by 5's to 100 and backward from 50 by 5's
 - count by 2's from 50 to 100 and backward from 100 to 50 by 2's
 - count by odd numbers from 51 to 99 and backward from 99 to 51
 - count by 7's to 70 and backward from 70 by 7's
 - count by 25's to 500 and backward from 500 by 25's
- The Student of the Day chooses a number between 1 and 9 and the children count by 10's to 200. For example: 2, 12, 22, ..., 182, 192.

today's pattern

- Ask all of the children to do the following as the Student of the Day records:
 - identify the numbers to complete the pattern
 - identify the rule of the pattern
 - read the pattern together

clock

- The Student of the Day responds to the following:
 - “What time is shown on the clock?”***
 - “It's afternoon.”***
 - “Write the digital time.”***
- Ask all of the children the following questions:
 - “What time was it an hour ago?” 11:50 a.m.***
 - “What will be the time three hours from now?” 3:50 p.m.***

problem of the day

- The Student of the Day reads today's problem.

- Ask all of the children to answer the question.
- The Student of the Day writes the answer below the problem.

coin cup

- The Student of the Day holds up each coin as the children count the money together.

ASSESSMENT

- If a child is not performing at an 80% mastery level, plan intervention and extra help for the child immediately. If all of the children are having difficulty with a specific concept, reteach the concept the following day. There is an extra day each week built into the program for this purpose.

Written Assessment

- Pass out **Written Assessment #15**.
- Ask a child to read the directions for each example.
- When children are finished, collect the papers.
- Correct the papers, noting children's mistakes.

Oral Assessment

- Interview children individually. Record responses to the individual oral interviews on the interview sheet.

CLASS ACTIVITY

Making Reasonable Predictions by Collecting and Analyzing Data

“Today you will learn how to make reasonable predictions by collecting and analyzing data.”

- Show the children the six bags.

“I put eight color tiles in each of these bags.”

“Each bag has a different combination of color tiles.”

“Let's list some of the ways I could put eight color tiles in a bag.”

- List at least ten combinations on the chalkboard. Include combinations of two, three, and four colors.

“Now you will work in groups to predict how many color tiles of each color I put in each bag.”

“You may take one tile out of the bag at a time and look at it.”

“Then you must put that tile back in the bag and shake the bag before you take out another tile.”

“Each group will try to determine the colors of the tiles and the number of each color in their bag without looking inside the bag.”

- Seat children in six groups of four. Use groups of three or five, if necessary.
- Pass out **Master 3-80**.

“Write your name on Master 3-80.”

“Let’s read the directions for number one together.”

- Read the directions with the children.

“One child in your group will take a tile from the bag.”

“Everyone will make a tally mark on their chart next to the color of the tile.”

“Each person will have 20 turns taking a tile out of the bag.”

- If there are three or five children in a group, adjust this number.

“It is important that you not look inside the bag.”

“Remember that you must put the tile back each time and shake the bag.”

“Now let’s read the directions for the next two parts.”

- Read the directions with the children.
- Give each group a bag of tiles.

“Write the letter of your bag on Master 3-80.”

- When all the groups finish, discuss the results with the class.

“Which group would like to share their predictions?”

- Ask the children in the group to share their observations and predictions.
- Ask the children in the group to open the bag and count the tiles.
- Repeat with all the groups.

CLASS PRACTICE

- Pass out **Fact Sheet S 7.0**.
- Time children for exactly 45 seconds.
- Ask a different child to read the answer for each row.
- Collect the fact sheets for recording. Return collected sheets to the children.
- Allow children to take the completed fact sheets home. Encourage children who are having difficulty to practice the facts at home.

“Who would like to share something you learned today during our math lesson?”

- Provide 2–3 minutes for sharing. Allow as many children as possible to respond.

Name _____ **MASTER 3-80**
Math 3

Bag _____

- Do not look inside the bag.
Take one tile out of the bag.
Tally the color of the tile you drew.
Put the tile back in the bag and mix the tiles.
Do this 80 times.

red	
yellow	
blue	
green	

- Make a bar graph showing the number of color tiles you tallied.

red										
yellow										
blue										
green										

10 20 30 40 50 60 70 80

- Write four things you notice about the graph. _____

There are 8 tiles in the bag. How many tiles of each color do you think are in the bag?
_____ red _____ yellow _____ blue _____ green

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Name _____ **ASSESSMENT 15**
Date _____ **LESSON 80**
Math 3

- It takes Shawna an hour to walk to school. She leaves her house at 7:40 each morning.
At what time does she arrive at school? 8:40 a.m.
- Frank had some money. His brother gave him 30¢. Now he has 55¢. How much money did he have before?
Number sentence $\square\text{¢} + 30\text{¢} = 55\text{¢}$ Answer 25¢
- Put these numbers in order from smallest to largest: 124 79 120 75 93
75 79 93 120 124
- Use these digit cards to make the following numbers. Use each digit card only once for each number.


2

5

7

 largest number 752 smallest number 257 number closest to 500 527
- Draw 6 groups of 4 quarters.
Write a number sentence for the picture.
 $6 \times 4 \text{ quarters} = 24 \text{ quarters}$
How many quarters did you draw? 24 quarters
How much money is this? \$6.00
- Write these numbers using digits.
four hundred seventy 470
two hundred fifty-three 253
five hundred four 504

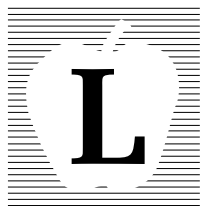
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- Mrs. Holt's class ate $3\frac{1}{4}$ pizzas. 
Shade the pizzas to show how much they ate.
Circle the fraction that shows how much pizza is left. $1\frac{1}{4}, 1\frac{3}{4}, 1\frac{1}{4}, 1, \frac{1}{4}$
- List the first 10 perfect squares.
1, 4, 9, 16, 25, 36, 49, 64, 81, 100
Circle the odd numbers.
- Find the answers.
 $46 + 28 = \underline{74}$ $97 - 40 = \underline{57}$ $600 \div 10 = \underline{60}$
 $27 + 27 = \underline{54}$ $63 - 50 = \underline{13}$ $48 \times 10 = \underline{480}$
 $243 + 300 = \underline{543}$ $430 - 200 = \underline{230}$ $10 \times 25 = \underline{250}$
 $2 + 6 + 3 + 9 + 4 + 8 + 7 + 1 + 8 + 5 + 1 = \underline{54}$
- Use the graph to answer the questions.
Shade the graph to show that team D scored 14 points.
How many points did teams A and C score together? 35
About how many points did team B score? 18 or 19

TEAM SCORES

30				
25				
20				
15				
10				
5				
0				
	A	B	C	D

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Lesson 81

adding two- and three-digit numbers

lesson preparation

materials

temperature chart from yesterday's newspaper
 play money (\$100, \$10, and \$1 bills; 20 of each)
 scrap paper
 Fact Sheet M 15.2

in the morning

- Have children complete Master 3-R1 and graph the low temperatures of the two capital cities on their individual line graphs.
- Write the following number pattern on a paper strip and post it on the bulletin board:

525, 520, 515, _____, _____, _____, _____, _____, _____ Rule: _____

Answer: 525, 520, 515, 510, 505, 500, 495, 490, 485, 480 Rule: - 5

- Set the demonstration clock at **2:35**.
- Write the following problem in the space labeled "Problem of the Day":

Colin has karate lessons once a week. Each lesson is two hours long. How many hours will Colin spend at karate lessons in seven weeks?

Answer: $7 \times 2 \text{ hours} = 14 \text{ hours}$

- Put **5 quarters, 8 dimes, 3 nickels, and 8 pennies** in the coin cup.
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