

Suggested Math Plans
May 11 - 15

This week will focus on math challenges that promote problem solving and FUN!

Standards

Standard 3.OA.D.8 Solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Standard 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Day 1	<ul style="list-style-type: none">○ Do at least 15 minutes of iReady○ Complete today's calendar challenge○ Day 1 Task○ IXL Lesson C.8- Addition up to three digits- fill in the missing digits
Day 2	<ul style="list-style-type: none">○ Do at least 15 minutes of iReady○ Complete today's calendar challenge○ Day 2 task○ Sally's Rectangular Number Puzzle 1
Day 3	<ul style="list-style-type: none">○ Do at least 15 minutes of iReady○ Complete today's calendar challenge○ Day 3 task○ The Line Leaders
Day 4	<ul style="list-style-type: none">○ Do at least 15 minutes of iReady○ Complete today's calendar challenge○ Day 4 task○ IXL Lesson P.5- Estimate sums up to 1,000

Day 5	<ul style="list-style-type: none">○ Do at least 15 minutes of iReady○ Complete today's calendar challenge○ Day 5 task○ Math Mashup
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Bonus Activities!

- IReady Lesson: Use Place Value to Round Numbers
- IReady Lesson: Add and Subtract within 1,000 Part 1 and 2

Day 1 Task

Combinations of 1,000

Fill in the missing numbers to make a total of 1,000 in each box. Can you create a friendly number first then find the partner to make 1,000? How do these partners of 1,000 connect to partners that make 10?

$480 + \square = 1,000$

$670 + \square = 1,000$

$170 + \square = 1,000$

$210 + \square = 1,000$

$720 + \square = 1,000$

$500 + \square = 1,000$

$840 + \square = 1,000$

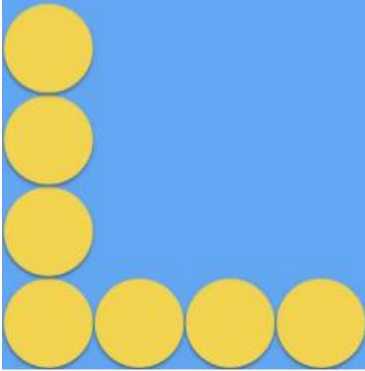
$360 + \square = 1,000$

Day 2 Task

Estimate:
How many **circles will fill the screen?**

What is a number that is **too high?**

What is a number that is **too low?**



Day 3 Task

Cut the clue cards and let students turn them over one at a time or read the clues, one at time, to students and have them make adjustments to their original estimate.

<p>Clue #1 The answer is between 50 and 90.</p>
<p>Clue #2 The answer is a number in this pattern: 51, 54, 57, 60, ...</p>
<p>Clue #3 The answer is an odd number.</p>
<p>Clue #4 The answer is not equal to $25 + 25 + 25$.</p>
<p>Clue #5 The answer includes the digit 7.</p>

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

Day 4 Task

Open Middle Task One

Fill in the blanks with digits to make the answer closer to 200 than 300.

$$4\boxed{}\boxed{} - 1\boxed{}\boxed{}$$

Open Middle Task Two

Using the digits 0 to 9 at most one time each, fill in the boxes to make the following problem true.

$$\boxed{}\boxed{}\boxed{} + \boxed{}\boxed{}\boxed{} = \boxed{}\boxed{}\boxed{}$$

Day Four Open Middle Task continued...

Open Middle Task Three

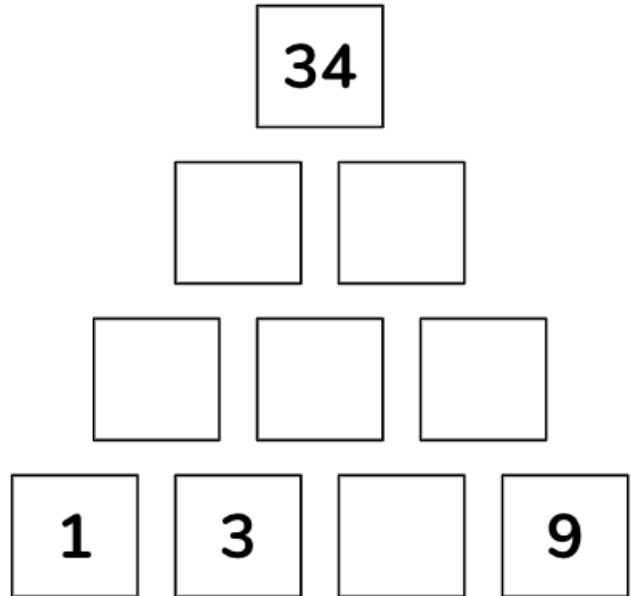
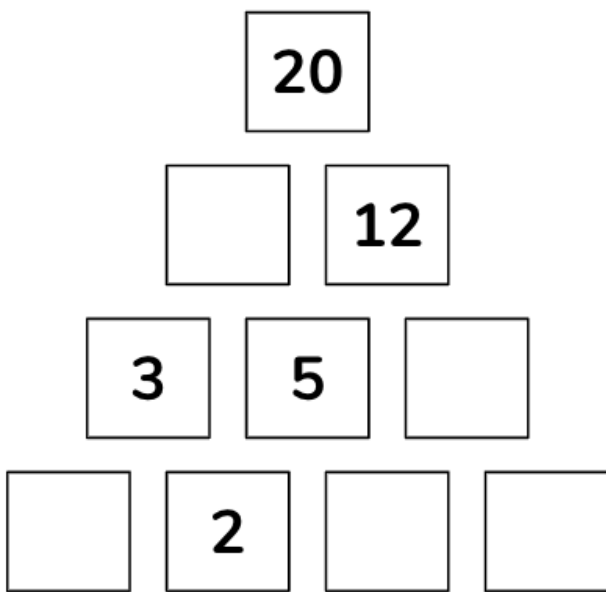
Daniel was making chocolate cookies. He had $\square\square$ cookies in each row and $\square\square$ many rows. There was a total of 84 cookies. How many cookies were there in each row and how many rows of cookies were there? Draw a model to support your answer.

**You may use the digits 0-9 once in any of the blank boxes.
(The answer of 84 does not eliminate the 8 or the 4.)**

Day 5 Task

Pyramid Challenge

Each number in the Pyramid is the sum of the two numbers below it. Fill in the missing numbers in the Pyramid. Numbers may repeat



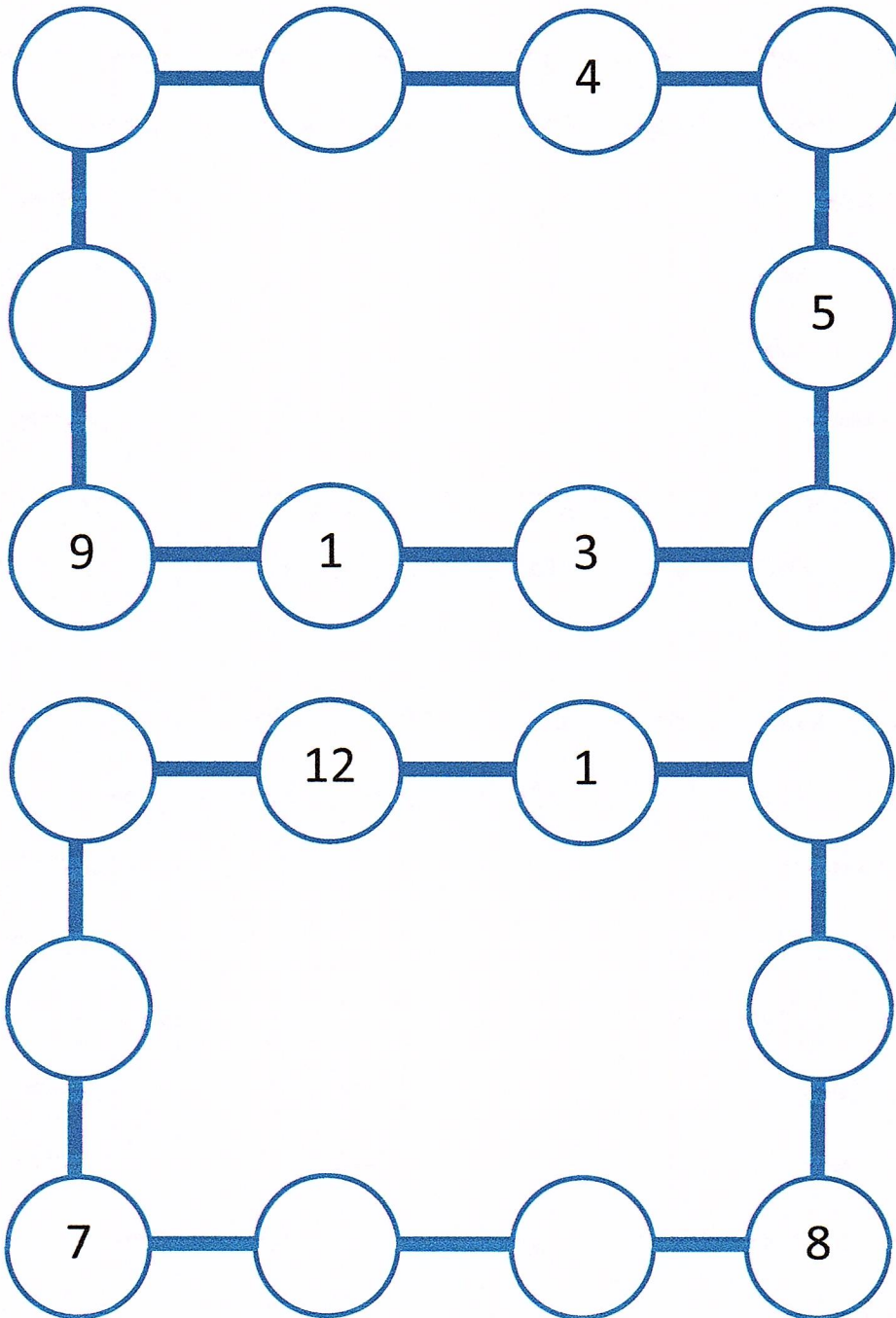
Name

Date



SALLY'S RECTANGULAR NUMBER PUZZLE 1

- Fill in the missing numbers in the two rectangular puzzles below.
- Each missing number is an integer between 1 and 12.



Make each side
of the rectangle
total 20

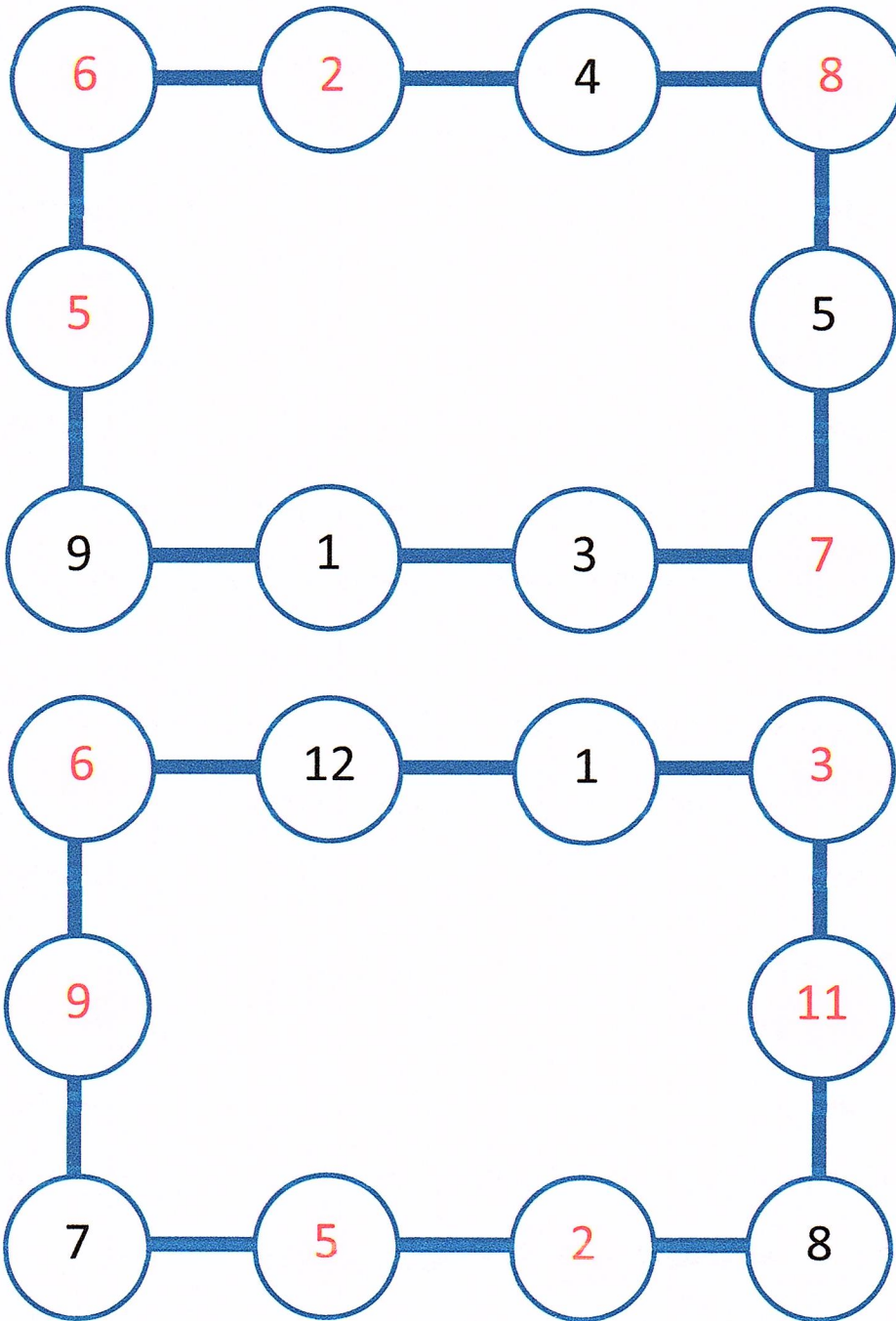
Make each side
of the rectangle
total 22

Name

Date



SALLY'S RECTANGULAR NUMBER PUZZLE 1 ANSWERS



Make each side of the rectangle total 20

Please note: there may well be more than one answer to each challenge.

Here are two examples which work!

Make each side of the rectangle total 22

Name: _____

The Line Leaders

A neat, single-file line is very important at your school. Unfortunately, your class line looks like a disaster! No one can agree on how to line up. Use the clues to put the students in the correct order in the class line.

Emma	Anya	Amaya	Sophia
Leyanna	Olivia	Stefon	
Andre	Bryce	Ava	

Clues

- 1.) **Ava's** position is the sum of four and five.
- 2.) **Sophia's** position is three times **Ava's** position, decreased by twenty-two.
- 3.) **Emma's** position is the difference of five and three.
- 4.) **Olivia's** position is three more than twice **Emma's** position.
- 5.) **Andre's** position is the quotient of nine and three.
- 6.) **Anya's** position is in the front half of the line, somewhere between **Emma** and **Sophia**.
- 7.) **Stefon's** position is the product of seven and one, decreased by six.
- 8.) **Leyanna's** position is the sum of six and two.
- 9.) **Bryce's** position is somewhere after Olivia's and a factor of 100.
- 10.) **Amaya's** position is the product of three and five, decreased by nine.

THE CLASS LINE			
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

ANSWER KEY

The Line Leaders

Emma	Anya	Amaya	Sophia
Leyanna	Olivia	Stefon	
Andre	Bryce	Ava	

CLUES











- 1.) **Ava's** position is the sum of four and five.
- 2.) **Sophia's** position is three times **Ava's** position, decreased by twenty-two.
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- 9.) **Bryce's** position is somewhere after Olivia's and a factor of 100.
- 10.) **Amaya's** position is the product of three and five, decreased by nine.

THE CLASS LINE			
1.	Stefon	6.	Amaya
2.	Emma	7.	Olivia
3.	Andre	8.	Leyanna
4.	Anya	9.	Ava
5.	Sophia	10.	Bryce

Name: _____

Directions: Find the value of each icon in the multiplication table below:



		2	
	1		
	3		9
		12	

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>