

Math Journals

Week of April 13th - 17th

Directions: Choose at least 2 number sets and solve the problem. Show your work using numbers, pictures, or words. Don't forget to answer the question with a statement!

Monday

There were _____ kids in the school.
Some more kids came to the school.
Now there are _____ kids at the school.
How many more kids came to the school?

(25 , 50) (50 , 75) (45 , 92)

Tuesday

Clifford had some bones.
Emily gave him _____ more bones.
Now Clifford has _____ bones.
How many bones did Clifford have to start with?

(23 , 46) (54 , 76) (87 , 105)

Wednesday

Melissa had _____ pumpkin seeds.
She gave _____ of them to her brother.
How many pumpkin seeds does Melissa have left?

(44 , 20) (78 , 23) (120 , 80)

Thursday

Our classroom has _____ jars.
There are _____ butterflies in each jar.
How many butterflies are in our room all together?

(6 , 5) (5 , 10) (6 , 8)

Friday

Counting Collections
-See attached pages

Counting Collections: What is it?

In Counting Collections, children are given a collection of objects to count. Children often begin by using early strategies like counting each item one-by-one and move toward increasingly sophisticated and efficient strategies, like counting by tens. After they count, children are then asked to record how they counted. When discussing a child's thinking, keep the questions supportive, positive, and open ended.

Conferring Questions during counting collections:

- How are you going to count your collection? What is your plan?
- Why did you choose that plan?
- Can you tell me how you counted your collection?
- How many objects were in your collection? Can you prove that to me?
- Can you think of a more efficient way to count your collection?
- Why is this way of counting more efficient?

You can request a variety of follow-ups after your child has counting and represented:

- Count the same collection in a different way (2's, 3's, 4's, 5's, 10's etc.)
- Write a number sentence that matches your collection ($5 + 5 + 5 + 5 = 20$)
- Write a word problem using your counting collection.

Push your thinking:

- What if you lost _____ (a number) from your collection?
- What if you were given _____ more items to add to your collection?
- If you wanted to give each of your friends _____ of our items, how many friends can you give items to?
- If you shared your collection with _____ friends, how many would each friend get?
- How many would you have if I gave you more objects?
 - 10, 20, 50, 100, 300, etc. help build place value strategies.
 - Numbers with tens and ones help students break apart numbers to add to their collection totals.
- How many would you have if you doubled your collection?
- Can you equally share all of these objects with another person? Why?
- If you can share all of these objects equally, how many would you both get?

Getting Started:

- Gather a variety of items to count. Examples: bottle caps, pasta, birthday candles, stones, marbles, hair ties, playing cards, game pieces, buttons, beads, craft sticks, foam stickers, pom poms, game pieces, clips, crayons, Legos, etc.
- Gather a collection of cups, bowls, egg cartons, etc. for students to use to organize their counts.
- Have hundred charts available.
- Print recording sheet.

Counting Collections

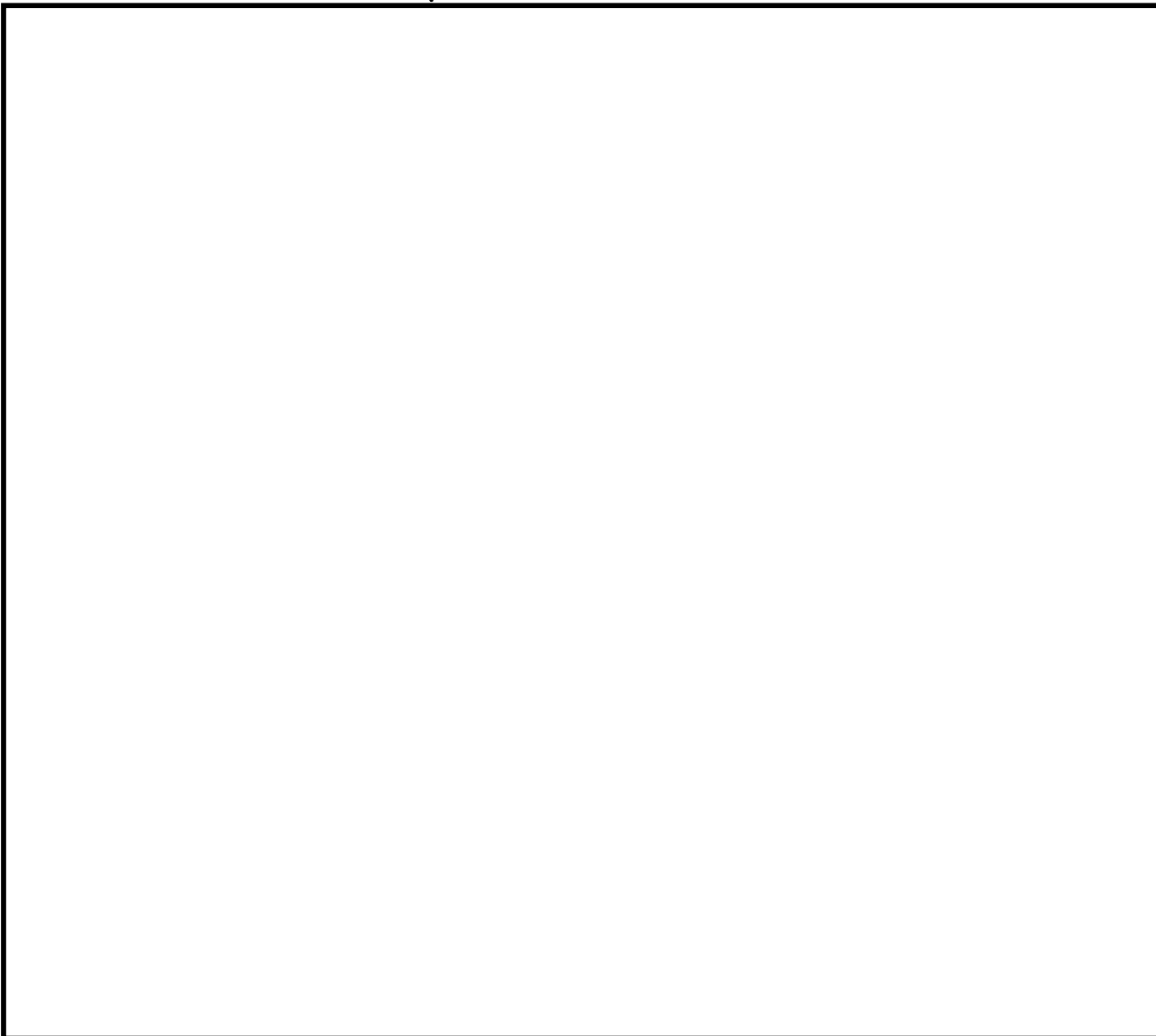
Name _____

I counted _____
(name of item)

Estimate/Guess: _____
(before counting)

I had _____ items in my collection.
(final count)

This is how I counted my collection:

A large empty rectangular box with a solid black border, intended for the student to draw or describe their counting process.

120 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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120