

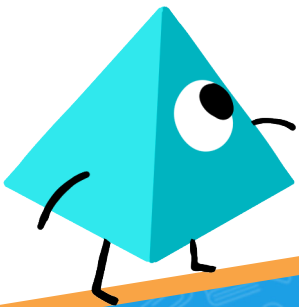


ST Math.
Summer Immersion



PROBLEM SOLVING JOURNAL

This journal belongs to:



Grade 3



My Thinking Path

TOPIC: _____

Starting my math journey...



What are the things I already know about this topic?

What are some questions I have about this topic?



PROBLEM OF THE DAY 1

Create a class "Getting to Know Our Class" chart.



PROBLEM OF THE DAY 2

Describe the class mathematically.



PROBLEM OF THE DAY 3

Compare these fractions and explain how to locate them on a number line: $\frac{5}{8}$, $\frac{6}{8}$, $\frac{2}{8}$, $\frac{9}{8}$, $\frac{3}{8}$.



PROBLEM OF THE DAY 4

Nancy, Bob, and Devin played a game to see who could get farthest on a number line. They each rolled a fraction cube. Nancy rolled $\frac{1}{4}$ and 1. Bob rolled $\frac{3}{4}$ and $\frac{3}{4}$. Devin rolled $\frac{3}{4}$ and $\frac{1}{2}$. Where did each player land on the number line? Who won?



My Thinking Path

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Reflecting on my math journey...



What new things did I learn? Did this experience make me think of anything differently?

What challenges am I having/questions I still have about this topic?

3 math skills I used today:

2 examples of what I learned:

1 strategy I used OR 1 connection I made:

1 big idea I learned today was:

today I discovered:



ST Math Puzzle Reflection 1

Game:

__ Minutes played __ Puzzles played

Write or draw something you learned today.

Write or draw something that was easy/hard.

This connects to what I learned in class.



ST Math Puzzle Reflection 2

Game:

__ Minutes played __ Puzzles played

Describe the math you learned.

Give a math example of the math you learned.

Write math vocabulary words you used.



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PROBLEM OF THE DAY 1

Joe the baker baked 2 apple pies for the Hughes family. There are 8 people in the Hughes family. The family shared the pies equally. How much pie did each family member get?



PROBLEM OF THE DAY 2

Joe the baker baked 7 apple pies to sell in his shop. Four people came in at the same time to buy pie. Joe sold the 7 pies to the four people. Each person got an equal amount of pie. How much pie did each person buy?



PROBLEM OF THE DAY 3

Gordon baked a pan of lasagna for his family of 4. He cut the lasagna into 8 equal pieces. Explain how much lasagna each family member might eat.



PROBLEM OF THE DAY 4

Brett and 3 classmates were given a bulletin board to present their Math Challenge. They decided to divide the bulletin board so that each of them had an equal amount of space. Show two different ways they could partition the board. Prove that one partition from your first bulletin board example is equivalent to one partition from the second example.



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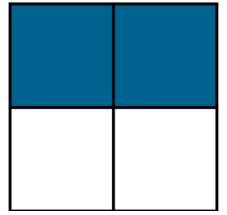
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PROBLEM OF THE DAY 1

Show and explain how the shaded part of this picture could represent each of these numbers: $\frac{1}{2}$, 2, 1.



PROBLEM OF THE DAY 2

This rectangle is $\frac{1}{2}$. Show one whole.



This rectangle is $\frac{1}{3}$. Show $\frac{1}{2}$.





PROBLEM OF THE DAY 3

Jayla's and Jayvon's mother made them each a peanut butter sandwich for lunch. Jayla cut her sandwich into 4 equal sized pieces and ate 2 of the pieces. Jayvon cut his sandwich in 2 equal sized pieces and ate one piece. Jayla said she ate more of her sandwich because she ate 2 pieces. Jayvon disagreed. Who is correct? Justify your answer.



PROBLEM OF THE DAY 4

Place $\frac{3}{4}$ on this number line. Be as exact as possible.





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PROBLEM OF THE DAY 1

Create a number line including the numbers 0 to 2 and all halves and fourths. Name every half and fourth. Circle all of the names for the location of 1 and 2. Explain why these are equivalent.



PROBLEM OF THE DAY 2

Create a number line from like yesterday's number line. Write 3 comparison statements and prove them on the number line. Example: $1 = \frac{4}{4}$ and $\frac{3}{4} > \frac{1}{2}$.



PROBLEM OF THE DAY 3

$\frac{5}{6}$, $\frac{3}{4}$, $\frac{2}{3}$, $\frac{10}{9}$. Select the number closest to 1. Draw a number line and place it on your number line. Explain how you knew this number was closest to 1. Explain how you knew where to place the number on the number line.



PROBLEM OF THE DAY 4

$\frac{7}{6}$, $\frac{1}{4}$, $\frac{3}{8}$ and $\frac{8}{9}$. Select the number closest to $\frac{1}{2}$. Draw a number line and place it on your number line. Explain how you knew this number was closest to $\frac{1}{2}$. Explain how you knew where to place the number on the number line.



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PROBLEM OF THE DAY 1

Kiesha, Horatio, and Iris wanted to know whose toy car would roll the farthest. They made a long track and marked it every fourth of a foot. Kiesha's car rolled $\frac{13}{4}$ foot. Horatio's car rolled $\frac{10}{4}$ foot. Iris' car rolled $\frac{17}{4}$ foot. Whose car rolled the farthest? What was the order of the cars?



PROBLEM OF THE DAY 2

Carlos, Lionel, Jamal, and Jane compared the amount of milk they each drank at lunch. Carlos drank $\frac{3}{4}$ of his milk, Lionel drank $\frac{1}{4}$ of his milk, Jamal didn't drink any milk, and Jane drank $\frac{1}{2}$ of her milk. Compare the fraction of milk each person drank and put them in order from most milk drunk to the least amount of milk drunk.



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