



This journal belongs to:





# Starting my math journey... 🚽 🚅 💒 🚅

What are the things I already know about this topic?

What are some questions I have about this topic?

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

## + - PROBLEM OF THE DAY 2

Describe the class mathematically.

#### + - × = PROBLEM OF THE DAY 3

Trisha was in charge of making a sign for each  $\frac{1}{4}$  mile distance for a 2 mile race. She marked the distances in decimals. What numbers did Trisha write on her signs?

#### PROBLEM OF THE DAY 4

Trisha's coach gave her this number line to record her distances for the first mile. Mark and label the quarter mile distances shown on her signs. If needed, you can draw the number line larger below.





# **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?



2 examples of what I learned:

😵 Exit Ticket

### **1** strategy I used OR 1 connection I made:

1 big idea I learned today was:

#### today I discovered:

😯 Exit Ticket

Module 1



<b>\$</b>	ST	Math	Puzzle	Reflect	tion 2
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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

Draw a number line. Place the following fractions  $\frac{3}{6}$ ,  $\frac{7}{8}$ ,  $\frac{11}{12}$ ,  $\frac{8}{6}$ ,  $\frac{1}{8}$ ,  $\frac{3}{4}$ ,  $\frac{25}{12}$ ,  $\frac{6}{3}$ ,  $\frac{6}{12}$ ,  $\frac{6}{5}$ ,  $\frac{3}{5}$ , and  $\frac{14}{8}$  on the number line. Select three of the fractions you placed on the number line and explain how you determined where to place these fractions. Challenge yourself.

### + - | PROBLEM OF THE DAY 2

Use the bars below to add the fractions by turning them into equivalent fractions with the same denominator.  $\frac{1}{4} + \frac{1}{3} = ?$  Do the same to problem number 2.  $\frac{2}{3} + \frac{1}{6} = ?$ 



Darla wanted to make 2 gallons of punch to take to the school picnic. She found a recipe that called for  $\frac{3}{4}$  gallons of fruit punch, 2 quarts of orange juice,  $\frac{3}{8}$  gallons of lime soda, and  $\frac{1}{2}$  gallon of water. If Darla makes this recipe, will she have as much punch as she wants? Justify your solution.

#### + - × = PROBLEM OF THE DAY 4

Kevin filled 4 glasses with different amounts of water so they would make different sounds when he rubbed his finger along the rim. Glass A held  $\frac{5}{8}$  cup of water, glass B held  $\frac{3}{4}$  cup of water, glass C held  $\frac{3}{6}$  cup of water, glass D held  $\frac{2}{6}$  cup of water. How much water did Kevin use? How much water could he put in a fifth glass if he had 3 cups of water?



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2 examples of what I learned:

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Module 2

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# ST Math Puzzle Reflection 2

\_\_\_ Minutes played \_\_\_ Puzzles played

Describe the math you learned.

Give a math example of the math you learned.

Game:

Write math vocabulary words you used.



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### + - PROBLEM OF THE DAY 1

Partner A: Ribbon at Jones' Ribbon Shop is sold in various lengths. Rebecca bought two pieces of red ribbon to make hair bows. She selected the red ribbon from the bin with lengths of  $\frac{3}{4}$  foot. How much ribbon did Rebecca buy? Compare your problem to your partner's problem. Partner B: Ribbon at Jones' Ribbon Shop is sold in various lengths. Chris bought a piece of ribbon that was 2 feet long. He used  $\frac{3}{4}$  of the ribbon. How much ribbon did he use? Compare your problem to your partner's problem to your partner's problem.

### + - PROBLEM OF THE DAY 2

**Partner A:** Janet discovered that the distance to the park and back to her house is  $\frac{3}{4}$  mile. She ran to the park and back home 5 times. How far did she run? Compare your problem to your partner's problem. Compare your problem to your partner's problem.

**Partner B:** Bailey lives 5 miles from the park. She decided to run to the park. She got  $\frac{3}{4}$  of the way there, stopped and called her mother to pick her up. How far did Bailey run? Compare your problem to your partner's problem.

## + - PROBLEM OF THE DAY 3

James built a launchpad for his toy space ship. The pad was 2 feet by  $\frac{7}{8}$  foot. What was the area of James' launchpad?

## + - PROBLEM OF THE DAY 4

LeVonne tiled her bedroom with carpet squares. Her bedroom is 12 tiles by 16 tiles. The carpet tiles she used were  $\frac{3}{4}$  foot by  $\frac{3}{4}$  foot. What is the area of LeVonne's bedroom?



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**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:

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Module 3



Describe the math you learned.

Give a math example of the math you learned.

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#### + - | PROBLEM OF THE DAY 1

Bill, Jack, and Jill each had an empty pail. They had to carry 2 gallons of water up the hill. If they each carried the same amount of water, how much water did each friend carry? Prove that the total amount of water they carried equals two pails of water.

## + = PROBLEM OF THE DAY 2

How many pies will 6 monsters eat? Write an equation to show you could solve the problem.



#### + - × = PROBLEM OF THE DAY 3

Ibrahim did  $\frac{1}{5}$  of his homework problems on his bus ride home. He completed 3 problems. How many problems did Ibrahim have for homework?

## + = PROBLEM OF THE DAY 4

Mylo eats a cup of cereal a day. He ate  $\frac{1}{3}$  of a box in 6 days. How many cups of cereal were in the full box?



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Module 4



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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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Module 4



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#### + - × = PROBLEM OF THE DAY 1

My dog's food comes in 8-pound bags. My dog eats  $\frac{1}{4}$  of a pound of food each meal. How many meals will one bag of dog food serve?

#### + - PROBLEM OF THE DAY 2

The art teacher had 6 cups of sparkles for an art project. He gave each student in Ms. Clark's class  $\frac{1}{3}$  of a cup of sparkles to use. How many students are there in Ms. Clark's class? Write the equation and draw a picture to show how you got your answer.



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