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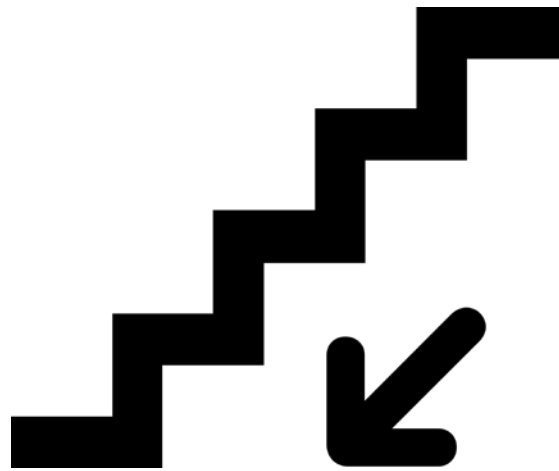
LL SIFE Math: Unit 3: Lesson 1

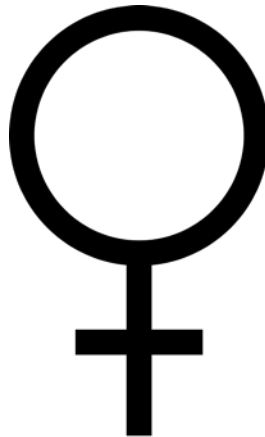
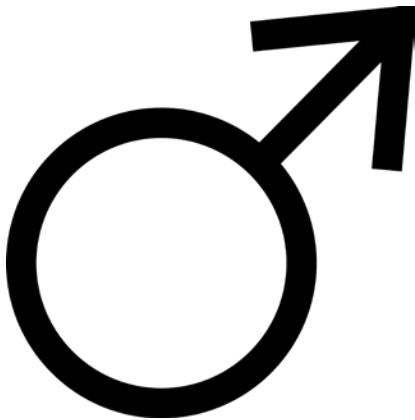
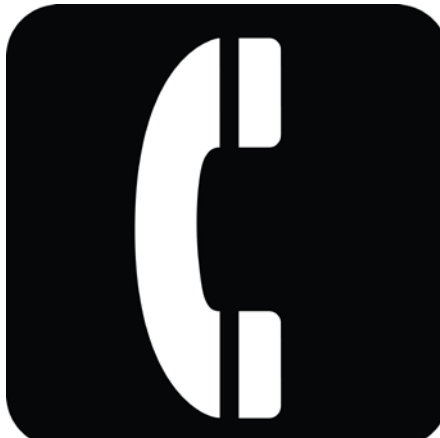
Familiar Symbols Cards

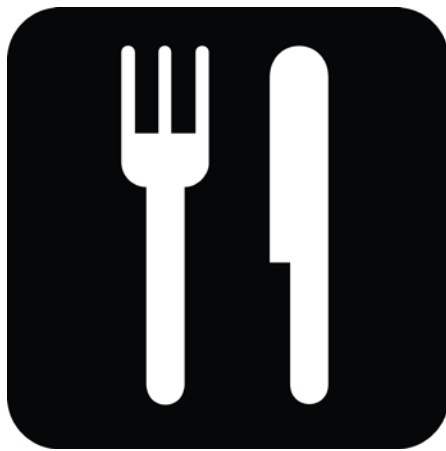


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LL SIFE Math: Unit 1: Lesson 1

Familiar Symbols Word Cards



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peace

not allowed

poison

stop

bathrooms

downstairs

metro

telephone

hospital

airport

male

female

place to eat

place to sleep

love

battery life

the world

no smoking

place to get
coffee

parking

do not enter



Name: _____ Class: _____ Date: _____

Exit Ticket

Draw a symbol.

Draw a symbol.

What is this a symbol for?

This is a symbol for _____.

What is this a symbol for?

This is a symbol for _____.

| | | | | | | | | | | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--|
| cm | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| cm | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| cm | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| cm | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| cm | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| cm | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| cm | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| cm | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| cm | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| cm | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |



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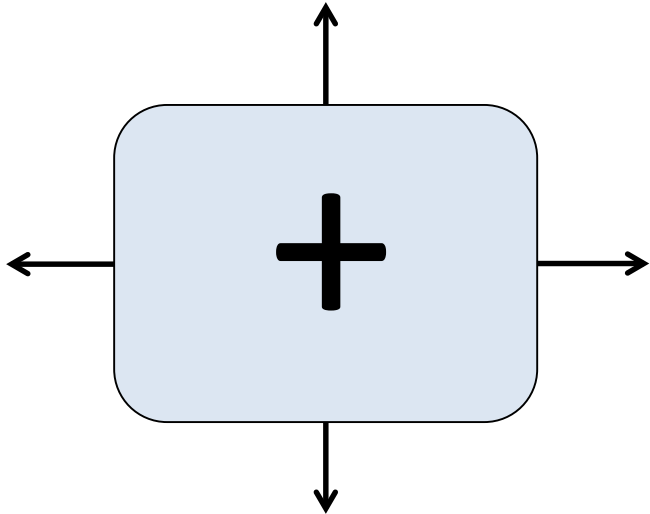
LL SIFE Math: Unit 1: Lesson 2

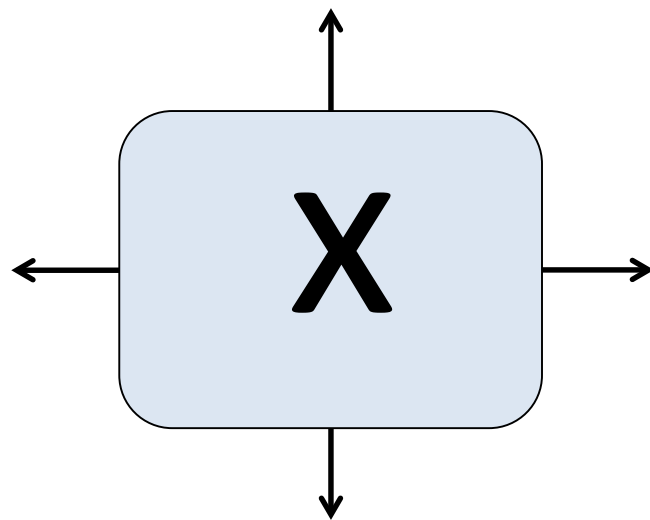
Math Symbols Graphic Organizer

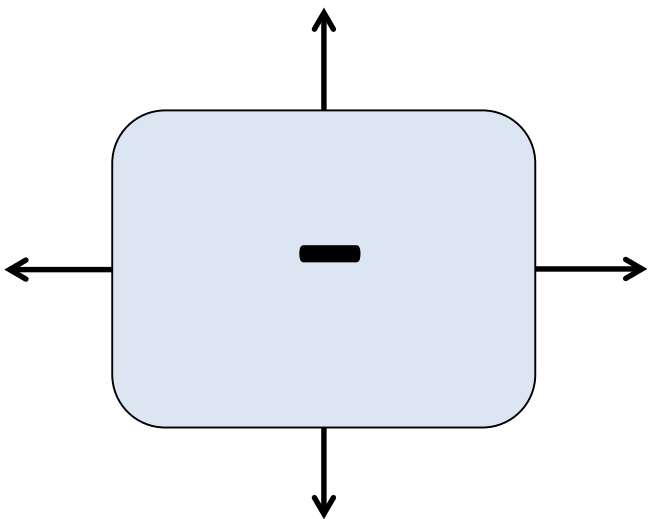


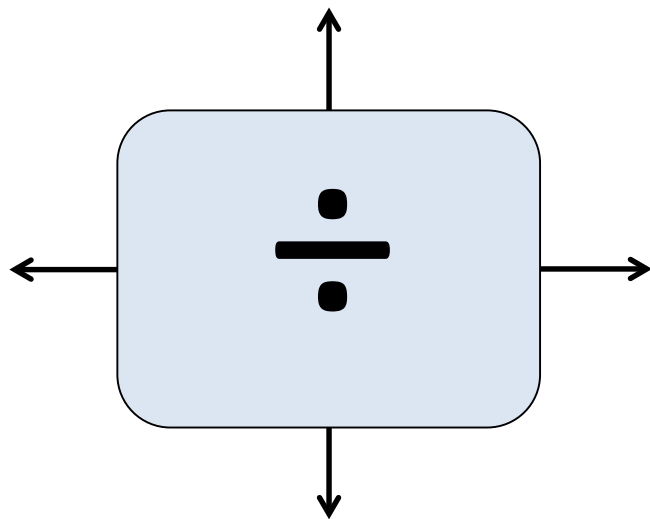
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Name: _____ Class: _____ Date: _____

Warm-Up Activity

Directions: Use the $>$, $<$, or $=$ symbols to compare the Cuisenaire Rods. Then write the relationship as a sentence using the words *greater than*, *less than*, or *equal to*.



The orange rod is _____ the green rod.



The purple rod is _____ the yellow rod.

Name: _____ Class: _____ Date: _____

Symbols

When comparing two numbers there are only three possible relationships. The two numbers are =, one is greater than the other >, or one number is less than the other <. Show the correct symbol and then complete the statement using one of the phrases below.

| | | |
|--------------------|------------------------|---------------------|
| is equal to | is greater than | is less than |
|--------------------|------------------------|---------------------|

1) $7 \bigcirc 7$

Seven _____ Seven.

2) $3 \bigcirc 9$

Three _____ Nine.

3) $8 \bigcirc 2$

Eight _____ Two.

4) $15 \bigcirc 14$

Fifteen _____ Fourteen.

5) $20 \bigcirc 30$

Twenty _____ Thirty.

6) $41 \bigcirc 44$

Forty-One _____ Forty-Four.

7) $60 \bigcirc 71$

Sixty _____ Seventy-One.

8) $23 \bigcirc 16 + 7$

Twenty-Three _____ Twenty-Three.

9) $9 + 8 \bigcirc 19$

Seventeen _____ Nineteen.

10) $10 \bigcirc 4 + 5$

Ten _____ Nine.



Name: _____ Class: _____ Date: _____

Place Value Chart: Hundreds

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |



Name: _____ Class: _____ Date: _____

Numbers in the Hundreds

1.) 37

| Ones | Tens | Hundreds |
|------|------|----------|
| | | |

Word Form:

Expanded Form:

2.) 248

| Ones | Tens | Hundreds |
|------|------|----------|
| | | |

Word Form:

Expanded Form:



3.) 712

| Ones | Tens | Hundreds |
|------|------|----------|
| | | |

Word Form:

Expanded Form:

4.) 609

| Ones | Tens | Hundreds |
|------|------|----------|
| | | |

Word Form:

Expanded Form:



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LL SIFE Math: Unit 1: Lesson 4

Number Cards



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0

1

2

3

4

4

5

6

7

8

9

0



Name: _____ Class: _____ Date: _____

Place Value Chart: Thousands

| Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|-------------------|---------------|-----------|----------|------|------|
| | | | | | |
| | | | | | |
| | | | | | |



Name: _____ Class: _____ Date: _____

Numbers in the Thousands

Directions: Read the number given in standard form. Then write each digit in the correct place value. Write the number in standard form and in expanded form.

1.) Nine hundred seventy-four

| | | | | | |
|----------------------|------------------|-----------|----------|------|------|
| Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|----------------------|------------------|-----------|----------|------|------|

Standard Form: _____

Expanded Form: _____



2.) Five thousand eight hundred thirty-one

| | | | | | |
|----------------------|------------------|-----------|----------|------|------|
| Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|----------------------|------------------|-----------|----------|------|------|

Standard Form: _____

Expanded Form: _____

3.) Eight thousand fifty-two

| | | | | | |
|----------------------|------------------|-----------|----------|------|------|
| Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|----------------------|------------------|-----------|----------|------|------|

Standard Form: _____

Expanded Form: _____



4.) Seventy-nine thousand five hundred sixty-seven

| | | | | | |
|----------------------|------------------|-----------|----------|------|------|
| Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|----------------------|------------------|-----------|----------|------|------|

Standard Form: _____

Expanded Form: _____

5.) Four hundred twenty-eight thousand nine hundred three

| | | | | | |
|----------------------|------------------|-----------|----------|------|------|
| Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|----------------------|------------------|-----------|----------|------|------|

Standard Form: _____



Expanded Form: _____



Name: _____ Class: _____ Date: _____

Lesson 5 Warm-Up Activity

Directions: Use the five digits below to make the greatest number. Then write your number in word form.

5, 2, 8, 1, 7

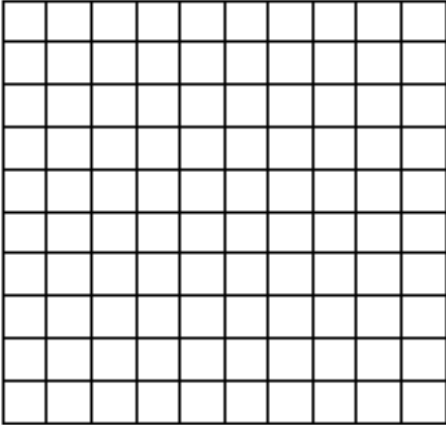


_____ , _____ , _____ , _____ , _____

My Number in word form:



Name: _____ Class: _____ Date: _____

Place Value Mat

| Hundreds | Tens | Ones |
|---|--|---|
|  |  |  |
| | | |

Name: _____ Class: _____ Date: _____

Lesson 11 Warm Up Activity

Directions: Use the Cuisenaire Rods and number line tracks to find the total length. Then write the relationship as an addition equation.

1. Find the total length of the orange rod and the green rod.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. Find the total length of the purple rod and the yellow rod.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3. Find the total length of the red rod and the light green rod.





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UNIT 1: LESSON 11
Student Activity Sheet 11

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



Name: _____ Class: _____ Date: _____

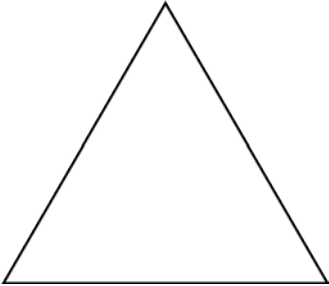
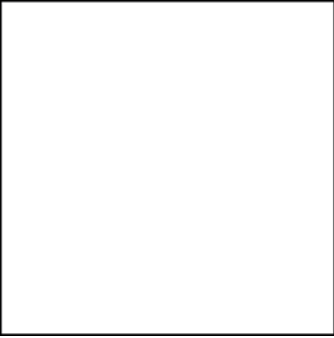

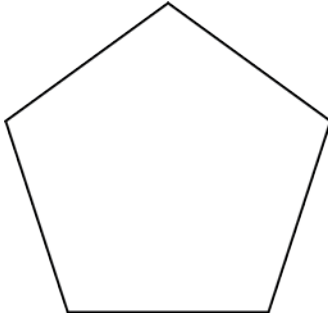
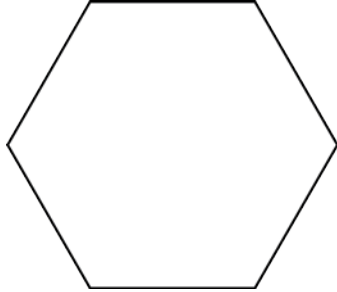
Subtraction using Base Ten Blocks

| Subtraction Equation | Model with Base Ten Blocks | |
|--------------------------------------|----------------------------|-----------|
| $28 - 6 = \underline{\hspace{2cm}}$ | Problem: | Solution: |
| $52 - 21 = \underline{\hspace{2cm}}$ | Problem: | Solution: |



| | | |
|--|-----------------|------------------|
| <p>Seventy-five minus forty-five equals _____</p> | <p>Problem:</p> | <p>Solution:</p> |
| <p>Sixty- nine minus thirty-eight equals _____</p> | <p>Problem:</p> | <p>Solution:</p> |

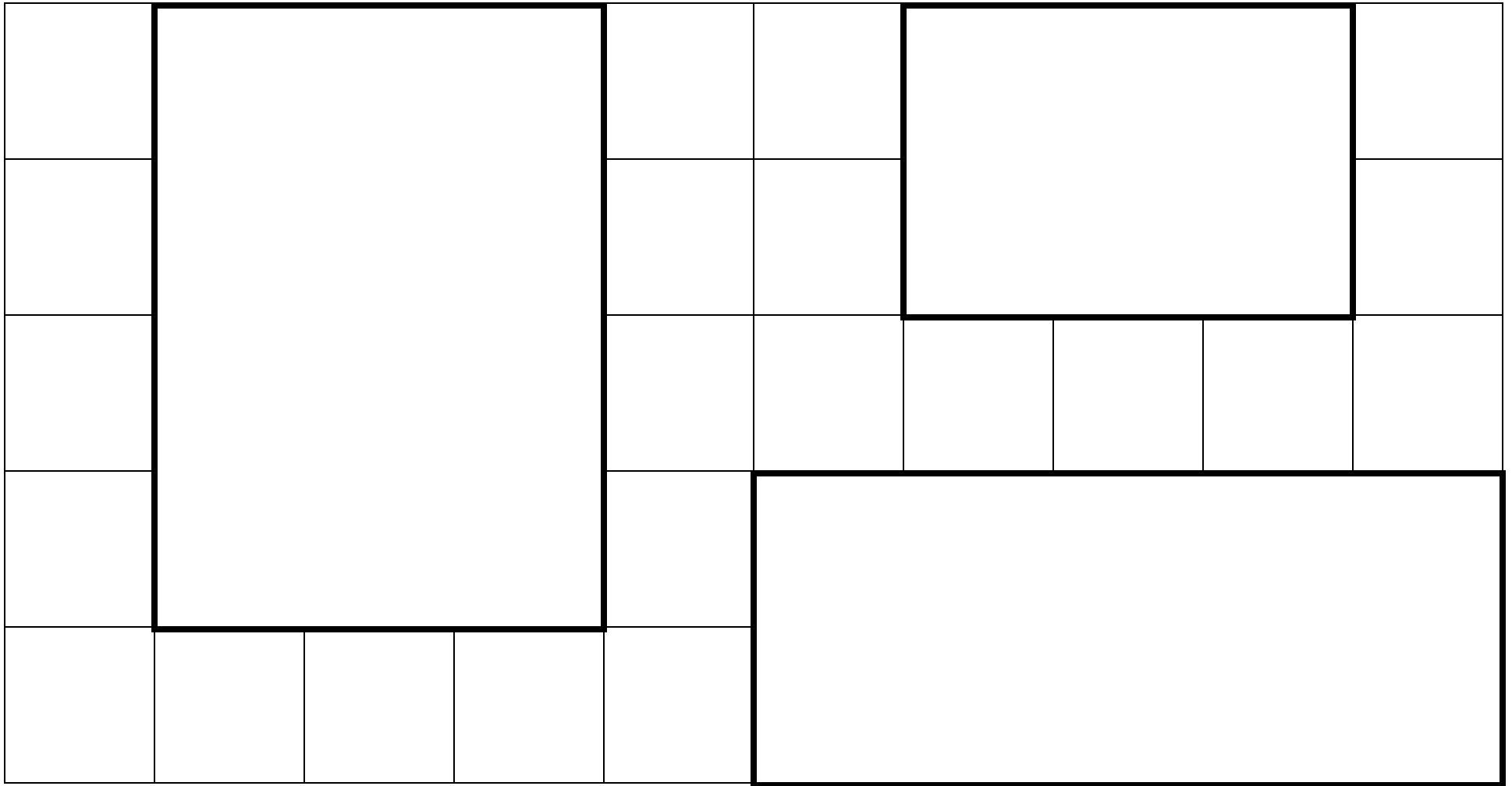
Name: _____ Class: _____ Date: _____

| | | | | |
|---|---|--|---|---|
|  |  |  |  |  |
| Triangle | Square | Rectangle | Pentagon | Hexagon |



Name: _____ Class: _____ Date: _____

Directions: Find the area of each quadrilateral.



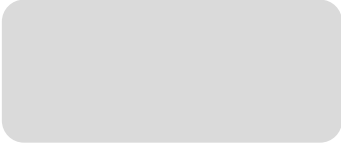
| | |
|--------------|---|
| In words | Expression written as repeated addition |
| 3×4 | |
| Array | Answer |

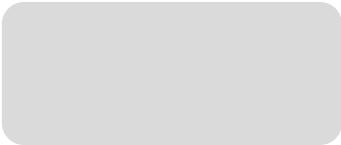
| | |
|--------------|---|
| In words | Expression Written as repeated addition |
| 4×5 | |
| Array | Answer |

| | |
|--------------|---|
| In words | Expression written as repeated addition |
| 3×6 | |
| Array | Answer |

| | |
|--------------|---|
| In words | Expression Written as repeated addition |
| 8×3 | |
| Array | Answer |

Now create your own multiplication problems:

| | |
|---|---|
| In words | Expression Written as repeated addition |
|  | |
| Array | Answer |

| | |
|---|---|
| In words | Expression Written as repeated addition |
|  | |
| Array | Answer |



Name: _____ Class: _____ Date: _____

Times Table

| X | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |



| X | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|---|---|---|---|---|---|---|---|---|----|
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |

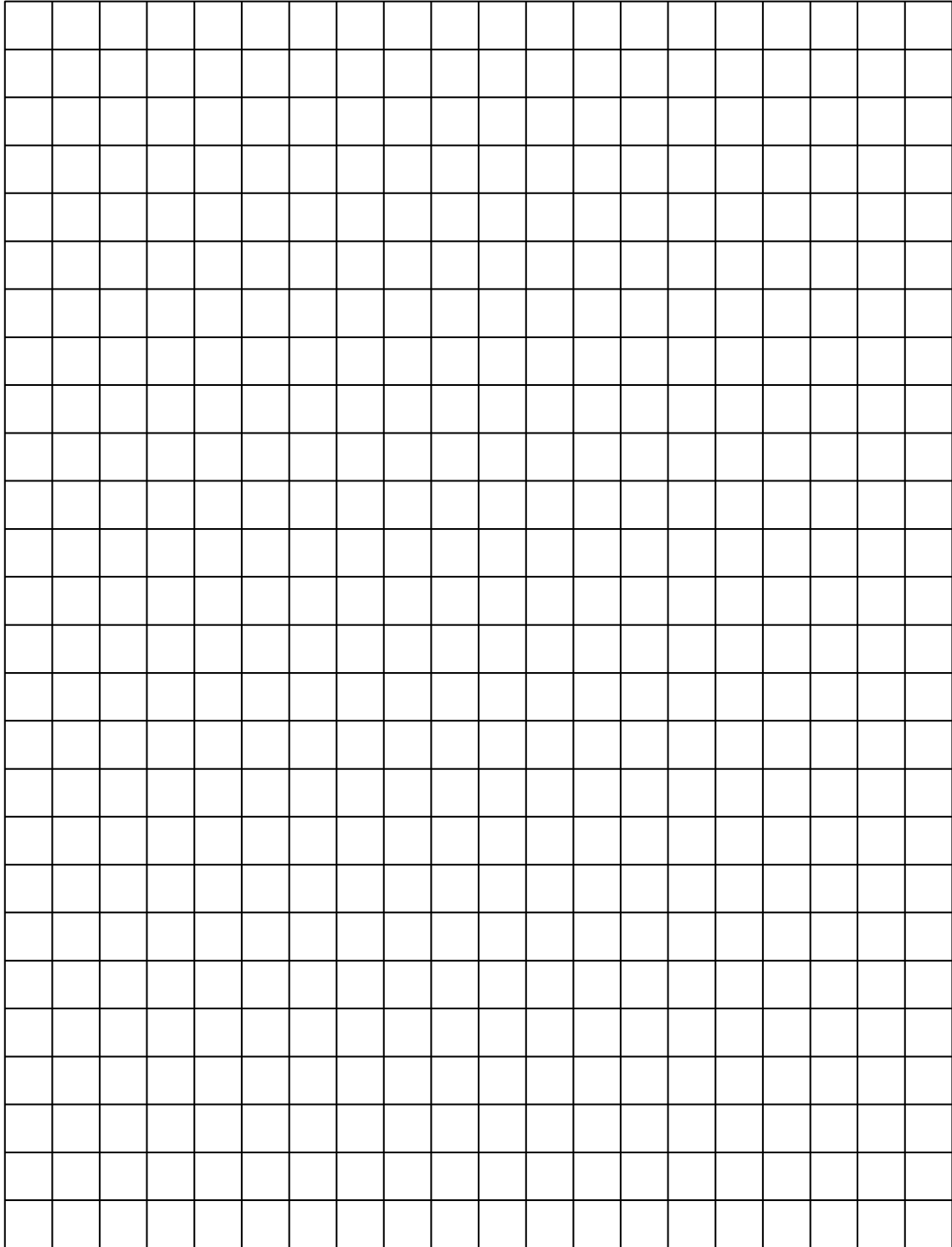


Name: _____ Class: _____ Date: _____

How to Play the Array Game

1. Students play in pairs, each with their own grid.
2. When it is your turn, roll the dice.
3. Color in an area on the grid indicated by the dice. For example, if they roll a 2 and a 3, they color in any 2×3 rectangle.
4. Write the number of squares in the rectangle to indicate the product of the two sides.

The first player to color in all the squares in their grid wins!

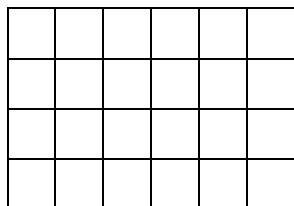




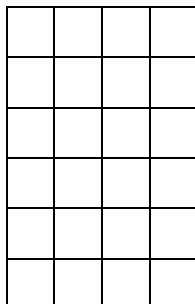
| Targets | Needs Support | Approaching Target | Meets Target | Exceeds Target |
|--|--|---|---|---|
| Guidance on Levels | Student is <u>not reaching</u> lowest level of target. They might be doing <i>something</i> , but it's not the target. | Student is <u>close to meeting</u> the target. | Student <u>meets</u> the target, showing proficiency. . | Student performance <u>exceeds</u> the target. It's important that students have the opportunity to see and reach for this level across the unit. |
| I can find the perimeter of a rectangle | Student cannot independently calculate the perimeter of a rectangles and requires significant teacher support, or confuses area and perimeter, Student still needs to count the perimeter unit by unit to arrive at a final solution. | The student can find the perimeter of rectangles only by counting units one-by-one, does not utilize an efficient strategy for computing the sum. | Students can successfully compute the perimeter of rectangles by adding the sides. | Students can compute the perimeter of rectangles by applying the formula $P=2L+2W$ |
| I can find the area of a rectangle | Student counts unit squares one-by-one to calculate the area of a rectangles, but does not arrive at the correct sum, or cannot determine a strategy to compute area without significant teacher support, or confuses area and perimeter | Student counts unit squares one-by-one or uses repeated addition to find the total area to calculate the area of a rectangles and arrives at a correct total. | Students can successfully compute the area of rectangles by multiplying the sides. | Students can compute the area of rectangles by applying the formula $A=LxW$ |
| I can compare the area and perimeter of a rectangle | Even with teacher assistance students don't demonstrate understanding or students require substantial teacher support to determine a relationship between area and perimeter. | Student responses demonstrate the understanding of only one or two key relationships between area and perimeter. | Student responses demonstrate the understanding of the three key relationships between area and perimeter: <ul style="list-style-type: none"> • Area can change when perimeter stays the same • Perimeter can change when area stays the same • Area is maximized & perimeter is minimized as a rectangle approaches a square. | Students can extend their understanding of the relationship between area and perimeter by describing the relationship as it exists between the difference of the side lengths (e.g. As the differences between the dimensions of a rectangle get smaller for a fixed perimeter, the area of the rectangle increases.) |

Area and Perimeter Investigation

1) Below are two rectangles that have an area of 24 square units.



Rectangle # 1



Rectangle #2

- Draw rectangles with an area of 24 on a sheet of graph paper. Draw as many as you can.
- Compare your rectangles with your partner. Did they draw any that you didn't?

Use the rectangles you drew to record your results in the table below. For each rectangle:

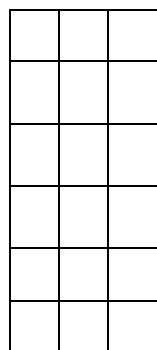
- Find the length and width
- Find the perimeter
- Find the area

| Rectangle | Length | Width | Perimeter | Area |
|-----------|--------|-------|-----------|------|
| #1 | 6 | 4 | 20 | 24 |
| | | | | |
| | | | | |

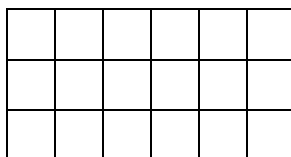
| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

- Which rectangle has the largest perimeter?
- Which rectangle has the smallest perimeter?
- What do you notice about the factors of the rectangle (lengths & widths)?

2) Below are two rectangles that have an area of 18 square units.



Rectangle # 1



Rectangle # 2

- Draw rectangles with an area of 18 on a sheet of graph paper. Draw as many as you can.
- Compare your rectangles with your partner. Did they draw any that you didn't?

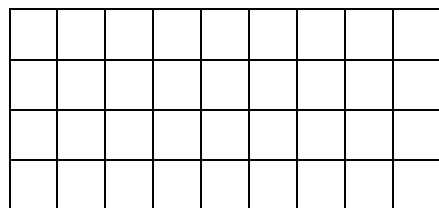
Use the rectangles you drew to record your results in the table below. For each rectangle:

- Find the length and width
- Find the perimeter
- Find the area

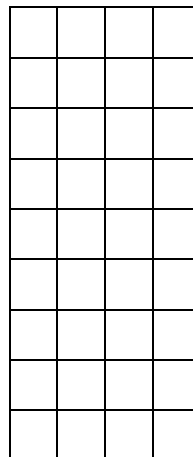
| Rectangle | Length | Width | Perimeter | Area |
|-----------|--------|-------|-----------|------|
| #1 | 6 | 3 | 18 | 18 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

- Which rectangle has the largest perimeter?
- Which rectangle has the smallest perimeter?
- What do you notice about the factors of the rectangle (lengths & widths)?

3) Below are two rectangles that have an area of 36 square units



Rectangle # 1



Rectangle #2

- Draw rectangles with an area of 36 on a sheet of graph paper. Draw as many as you can.
- Compare your rectangles with your partner. Did they draw any that you didn't?

Use the rectangles you drew to record your results in the table below. For each rectangle:

- Find the length and width
- Find the perimeter
- Find the area

| Rectangle | Length | Width | Perimeter | Area |
|-----------|--------|-------|-----------|------|
| #1 | 4 | 9 | 26 | 36 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

- Which rectangle has the largest perimeter?
- Which rectangle has the smallest perimeter?
- What do you notice about the factors of the rectangle (lengths and widths)?

Name: _____ Class: _____ Date: _____

| | |
|-------------|--|
| In words | Expression written as repeated subtraction |
| $20 \div 5$ | |
| Picture | Answer |

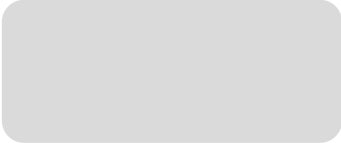
| | |
|-------------|--|
| In words | Expression written as repeated subtraction |
| $18 \div 6$ | |
| Picture | Answer |

| | |
|-------------|--|
| In words | Expression written as repeated subtraction |
| $24 \div 3$ | |
| Picture | Answer |

Now create your own division problems:

| | |
|--|--|
| In words | Expression written as repeated subtraction |
| <div style="background-color: #cccccc; width: 100px; height: 30px; margin: 0 auto;"></div> | |
| Picture | Answer |

| | |
|----------|--|
| In words | Expression written as repeated subtraction |
| Picture | Answer |



Name: _____ Class: _____ Date: _____

Relating Multiplication and Division

Directions: Solve each problem in the space below. Look for the key words. Use the objects to draw a picture to represent the problem. Write a multiplication or division equation. Write your answer in a complete sentence.

1.

| | |
|--|--|
| Sam buys stamps at the post office. He has 64 rows with 8 stamps in each row. How many stamps does he have in all? | Sam has 64 stamps altogether. The stamps are in 8 rows. How many stamps are in each row? |
| Model/Equation: Key Words: I used _____ to solve the problem. Answer: | Model/Equation: Key Words: I used _____ to solve the problem. Answer: |

2.

| | |
|--|--|
| <p>Sean has 36 toy cars. He divided them evenly between 3 boxes. How many cars are in each box?</p> | <p>Sean has 3 boxes of toy cars. There are 36 cars in each box. How many total cars does he have?</p> |
| <p>Model/Equation:</p> <p>Key Words:</p> <p>I used _____ to solve the problem.</p> <p>Answer:</p> | <p>Model/Equation:</p> <p>Key Words:</p> <p>I used _____ to solve the problem.</p> <p>Answer:</p> |

3.

| | |
|--|--|
| <p>Tim exercised for 4 hours each day, from Monday through Friday. For how many hours did Tim exercise?</p> | <p>Tim exercised 45 hours this week. He exercised from Monday through Friday. How many hours did he exercise each day?</p> |
| <p>Model/Equation:</p> <p>Key Words:</p> <p>I used _____ to solve the problem.</p> <p>Answer:</p> | <p>Model/Equation:</p> <p>Key Words:</p> <p>I used _____ to solve the problem.</p> <p>Answer:</p> |

4.

| | |
|--|--|
| <p>A large box of cereal cost 5 dollars. How many boxes of cereal can you buy with 60 dollars?</p> | <p>A large box of cereal costs 5 dollars. If you buy 60 boxes of cereal, how much total money will it cost?</p> |
| <p>Model/Equation:</p> <p>Key Words:</p> <p>I used _____ to solve the problem.</p> <p>Answer:</p> | <p>Model/Equation:</p> <p>Key Words:</p> <p>I used _____ to solve the problem.</p> <p>Answer:</p> |



Name: _____ Class: _____ Date: _____

Multiplication and Division Word Problems Practice

Directions: Read each problem and underline the key words. Decide if you will use multiplication or division to solve the problem. Solve the problem. Show all your work. Write your answer in a complete sentence.

1.) Emma and her father are bagging apples grown on their farm. They must pack 48 total apples. If they have 6 bags, how many apples are packed in each bag?

2.) A box holds 8 candles. How many boxes can you fill with 32 candles?

3.) You are going to plant 4 rows of trees. Each row has 5 trees, how many total trees did you plant?

4.) Tina has 7 boxes with 4 pencils in each box. How many pencils does Tina have?



Basic Operations Bingo Rules Sheet

Your teacher will say a math problem.

Then you will have 30 seconds to write down and solve the problem.

If you have that number on your game board, you can circle it.

First person to circle 5 in a row has to stand up and say Bingo.

Basic Operations Bingo Game Board

Version 1

| | | | | |
|-----------|-----------|-------------|-----------|-----------|
| 3 | 10 | 24 | 15 | 19 |
| 50 | 14 | 87 | 12 | 20 |
| 48 | 11 | FREE | 1 | 9 |
| 92 | 25 | 76 | 65 | 33 |
| 34 | 56 | 100 | 0 | 85 |

Basic Operations Bingo Game Board**Version 2**

| | | | | |
|-----------|-----------|-------------|-----------|------------|
| 52 | 11 | 17 | 8 | 13 |
| 68 | 47 | 21 | 66 | 70 |
| 49 | 80 | FREE | 59 | 77 |
| 4 | 35 | 10 | 38 | 55 |
| 33 | 18 | 74 | 41 | 100 |