

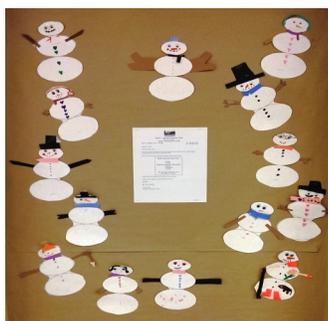
Mulready Math Facts

Math Around Mulready



The Mulready Mathematicians have been busy! Where ever you are you can see math going on! Students are skip counting, making "Puppy Playgrounds", planning field trips for a camp, playing games, bundling to 100, measuring and so much more!

Dr. McCarthy sent a letter to the second graders asking the students to create snowmen with certain specifications to decorate the front hall.



After they were created they were asked to use the eyes, arms, buttons and pieces of "coal" on the mouth to do some skip counting. The students enjoyed it, and really like seeing their work on display!



They also did a great job showing what they learned about counting by 2s, 5s, and 10s.

The fourth grade students were given the task to plan a field trip to Pinz, Kimball's or Roller Kingdom. They had to find the cost for each person and the total cost for the trip.

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Math Riddle:

 What geometric figure is like a lost parrot?

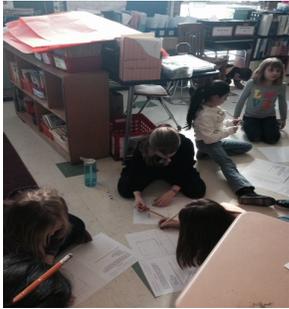
 Answer on page 4

Coming in future editions

- Sample problems for grade 3 & 4
- More web sites
- More vocabulary
- Test taking strategies

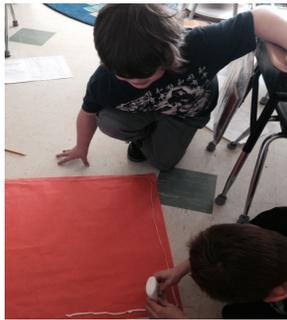
They used what they learned about multiplication and division to make the plans. They did a great job, and all field trips were “approved”!

Third grade students working on their reason why theirs is the best design!



Grade 3 created a “Puppy Place” using their knowledge of perimeter and area. They had to then explain why their particular design was the best one to use. The kids loved it, and were able to show what they learned!

Creating the Puppy Place with toothpicks



In first grade the students played a bundling game to collect 100 straws. They enjoyed it so much, they asked to play it again! They rolled dice to add the straws to their bundle, and when they got 10, they bundled them with an elastic. They were able to tell how many straws they had at

Mrs. McGowan being measured with popsicle sticks!



any time, using their place value knowledge of tens and ones!

Kindergarten has been busy measuring—books, tables, papers, blocks and even teachers!

Math fun was and is everywhere!



Card Game:

Who's the Greatest?

Materials: one shuffled deck of cards with tens, jokers, and face cards removed

The Way to Play

1. One player deals the cards evenly between the players. Players place their cards in a stack face down in front of them.
2. Each player turns over four cards.
3. Players arrange their cards to make the greatest possible four digit number
4. Players read their numbers aloud and decide which is greater.
5. The player with the greater value wins all the cards from that round, and places them in a separate pile.
6. Play continues until all the cards have been used.
7. The player with the most cards at the end of the game wins.

Variations: Use only 2 or 3 cards.

Make the number with least value

Use 5 cards



Sample Open Response Question—Grade 4



The manager at a supermarket arranged 10 rows of cans. He put 2 cans in the first row, 4 cans in the second row, and 6 cans in the third row. The manager continued to add 2 cans to each new row.

- How many cans did the manager put in the fifth row? Show or explain how you got your answer.
- What is the total number of cans the manager arranged in all 10 of the rows? Show or explain how you got your answer.
- Describe the relationship between the row number and the number of cans in the row.

Vocabulary

One of the words seen on MCAS tests in math is:

Number sentence: An equation or inequality with numbers. A mathematical operation



Examples:

What number belongs in the \square below to make a true number sentence?

$$30 + \square = 23 + 45 + 7$$

(taken from grade 3 MCAS 2011)

There are 23 students in Mr. Leahy's class. Each student wrote 34 journal entries this year. Mr. Leahy read all the journal entries. He used the number

sentence below to find the number of journal entries he read.

$$23 \times 34 = \square$$

Which number sentence shows another way to find the number of journal entries Mr. Leahy read?

- $34 \times 23 = \square$
- $34 + 23 = \square$
- $\square + 23 = 34$
- $\square \times 23 = 34$

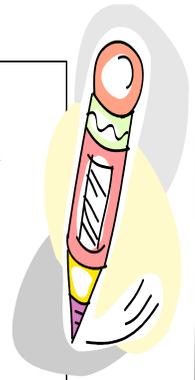
(taken from grade 4 MCAS 2011)

Test Taking

There are many test taking and problem solving strategies that are helpful when answering questions. Some are used when answering multiple choice questions, others are best for open response questions.

Some strategies for Problem solving and multiple choice questions are:

- Read all directions before beginning the test.
- Read the question and all the responses before choosing the answer.
- Use POE (process of elimination) to eliminate incorrect responses.
- Pay attention to the wording of the question: Example "All of the following are true except"
- Check to make sure the number of the question you are working on matches the number you are using on your answer sheet.
- Pay attention to words in **boldface**, *italics* or underlined.
- Responses may include : "all of the above" "none of the above".



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Email me with any questions you would like to have answered in the next issue. I will do my best to answer you.

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Answers for the Open response Actual student answers

(taken from <http://www.doe.mass.edu/mcas/>)

Scoring Guide - Score Point 4

A. He put 10 cans in the 5th row because $2 \times 5 = 10$.
 B. 110 cans because $2 + 4 + 6 + 8 + 10 + 12 + 14 + 16 + 18 + 20 = 110$.
 C. The row number is always half of how many cans that are in that row.

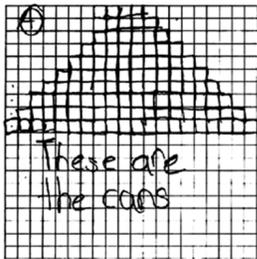
A. The fifth row had 10 cans.
 $\text{fifth row} = 5 \times 2$
 B. $2 + 4 + 6 + 8 + 10 + 12 + 14 + 16 + 18 + 20 = 110$ cans
 C. The relationship between the row number and number of cans in that row is that the row number $\times 2 =$ number of cans in that row.

Scoring Guide 3 Point

ⓐ There is 10 cans in the fifth row. I figured it out by drawing a picture. Also by doing 2×5 .
 ⓑ The total number of cans is 110. I figured it out by adding up all the cans.
 ⓒ The relationship between the rows is each row got 2 more cans each time. The relationship between the numbers of cans in each row is that the number always stayed even.

ⓑ

4
6
8
10
12
14
16
18
20
110

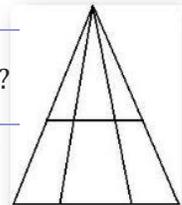


Scoring Guide 1 Point

A) the manager put 10 cans on the fifth
 B) the manager has 20 cans
 C the number of the row is finding the cans number by 2

HOW MANY TRIANGLES ARE THERE?

There are 12! Did you get it right?



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2 -		2
2 ÷	3 ÷	
	1 -	

<http://www.kenken.com/>

Answers for problems in Vocabulary
 Grade 3 Grade 4

□ = 45 A $34 \times 23 = \square$



Answer for Math Riddle: A Polygon

