

CLOSE ENOUGH RECORDING SHEETS

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2			
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Spin	Hundreds	Tens	Ones
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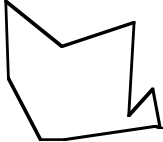

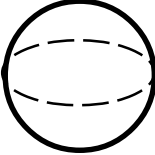
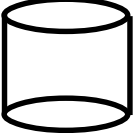
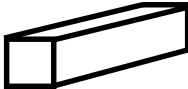



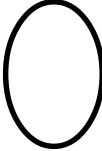

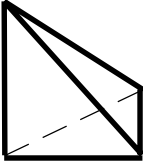
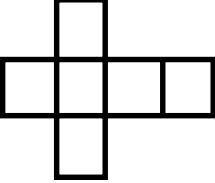

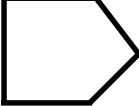

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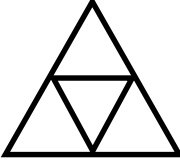
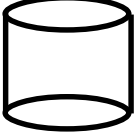
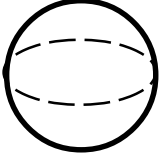



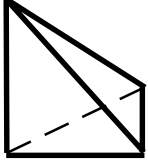
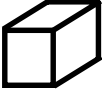

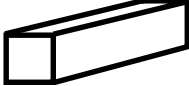

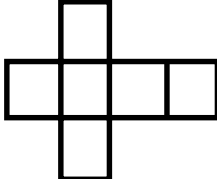
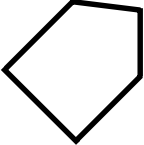
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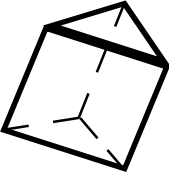
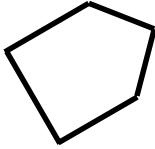
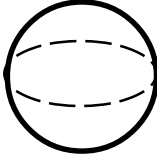

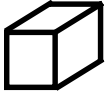
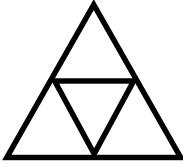
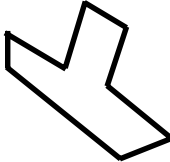

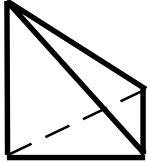


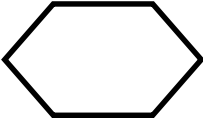


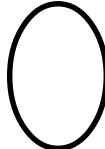
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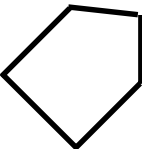
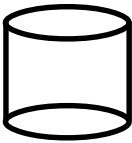


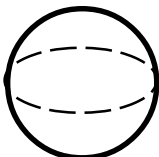
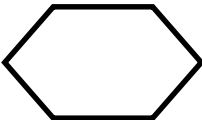
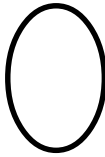
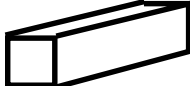

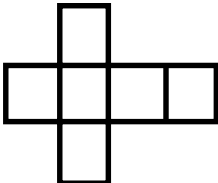

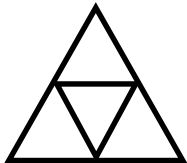
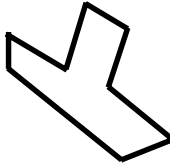


GEO-BINGO SET 1

			Free
			
			
			

			
	Free		
			
			

GEO-BINGO SET 2

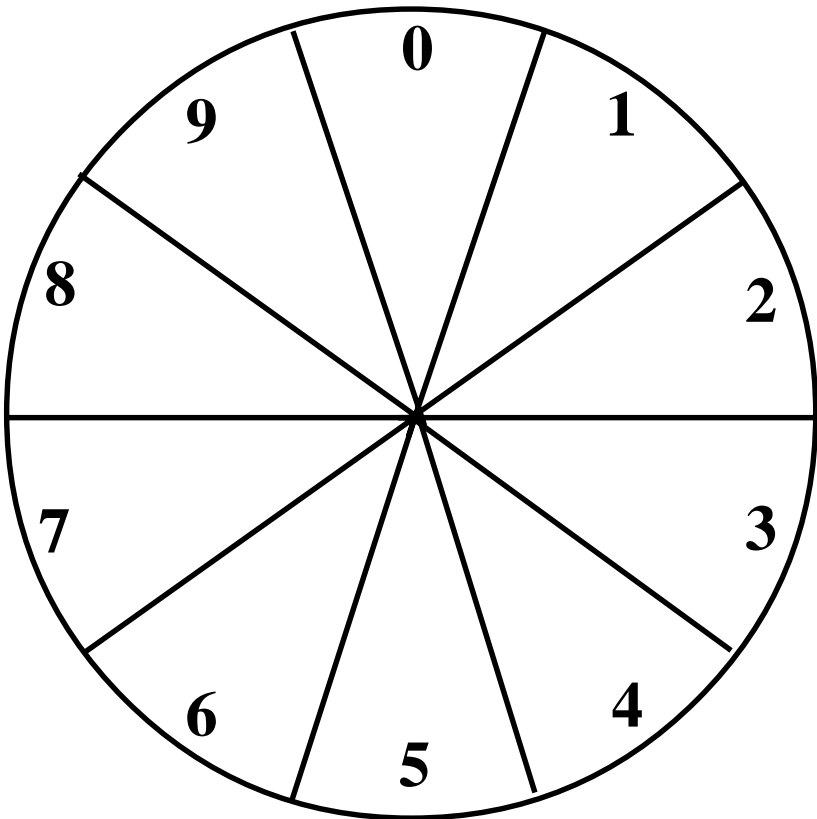
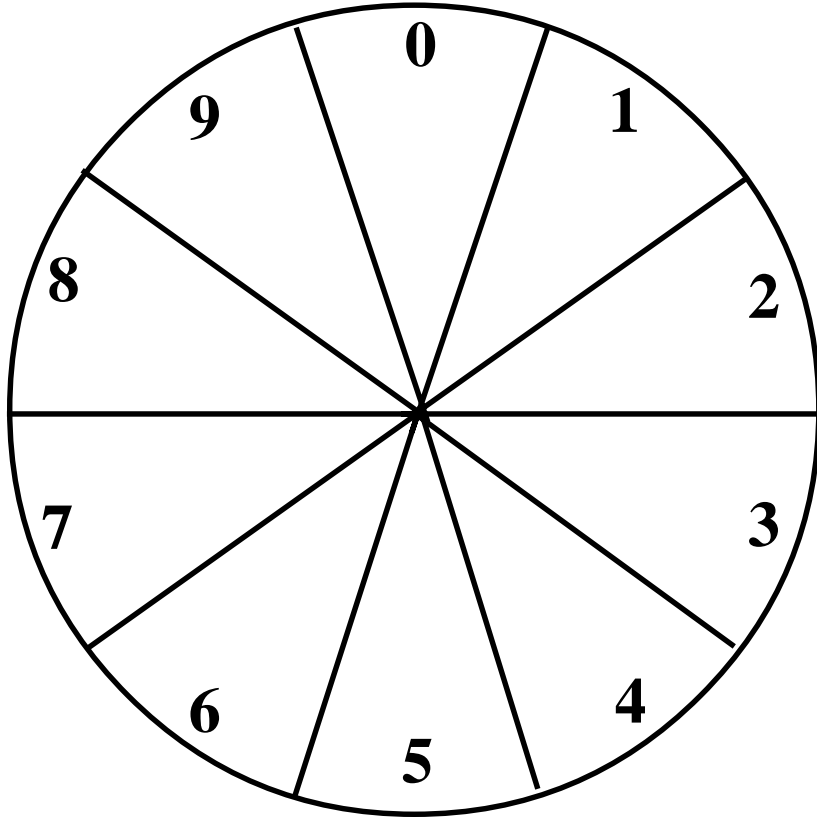
			
			
			
		Free	

			
			
			
			Free

GEO-BINGO CARDS

<ul style="list-style-type: none"> - two long sides - two shorter sides - four square corners - plane figure 	<ul style="list-style-type: none"> - solid figure - two of its surfaces are circles - it has no vertices 	<ul style="list-style-type: none"> - plane figure - three sides - three angles
<ul style="list-style-type: none"> - solid figure - five faces include two triangles and three rectangles - six vertices - nine edges 	<ul style="list-style-type: none"> - plane figure - no straight sides - reminds you of a blimp 	<ul style="list-style-type: none"> - plane figure - eight sides
<ul style="list-style-type: none"> - solid figure - all six faces are squares 	<ul style="list-style-type: none"> - plane figure - five sides 	<ul style="list-style-type: none"> - solid figure - six faces include two squares and four rectangles
<ul style="list-style-type: none"> - plane figure - four sides - four square corners - all sides are congruent 	<ul style="list-style-type: none"> - solid figure - all four faces are triangles - four vertices - six edges 	<p>A net that would fold to make a cube</p>
<p>A net that would fold to make a triangular pyramid</p>	<p>A plane figure with six sides</p>	<p>A four sided closed figure with exactly one set of parallel sides</p>
<p>A plane figure with four sides, opposite sides are parallel and no right angles</p>	<ul style="list-style-type: none"> -Solid figure -Rounded surface -Like a ball 	

VALUABLE DIGITS SPINNER



TAKE YOUR PLACES RECORDING SHEET

<i>thousands</i>	<i>hundreds</i>	<i>tens</i>	<i>ones</i>	<i>Trash</i>	Points Earned

Total Points _____

<i>thousands</i>	<i>hundreds</i>	<i>tens</i>	<i>ones</i>	<i>Trash</i>	Points Earned

Total Points _____

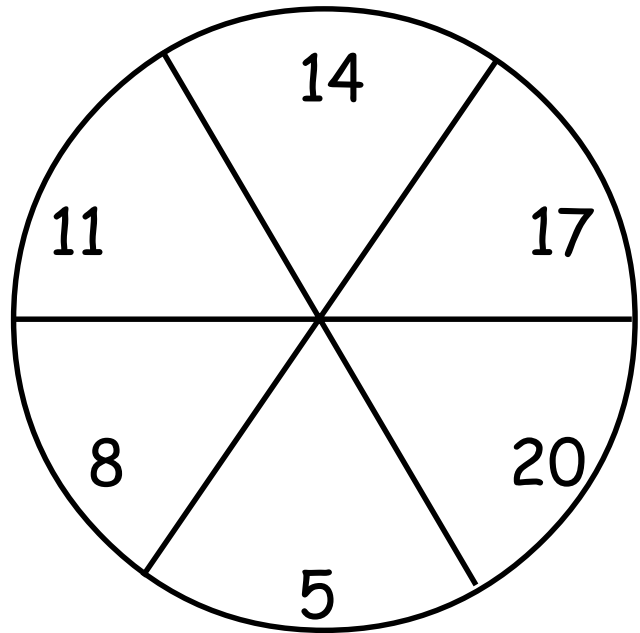
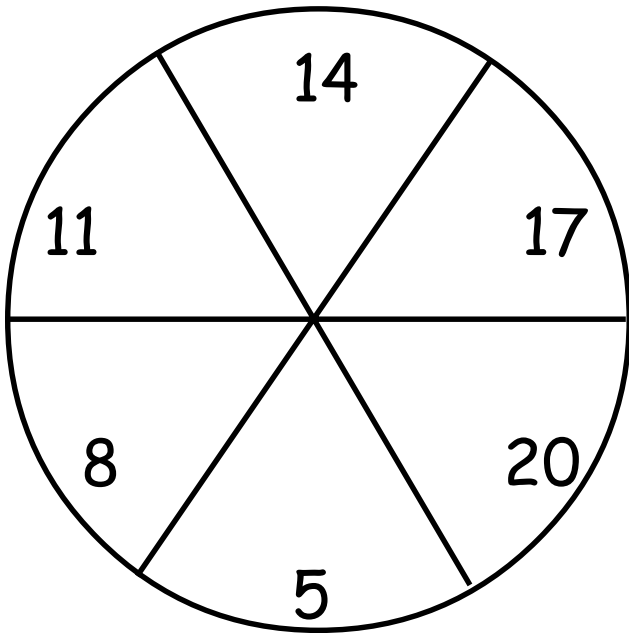
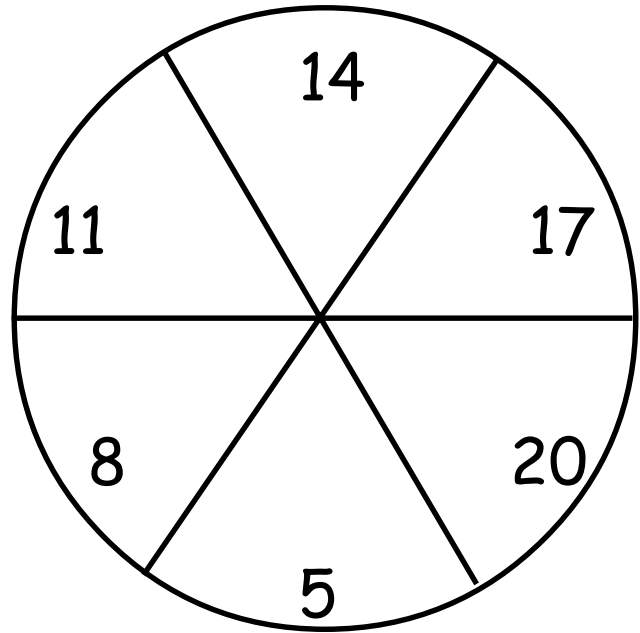
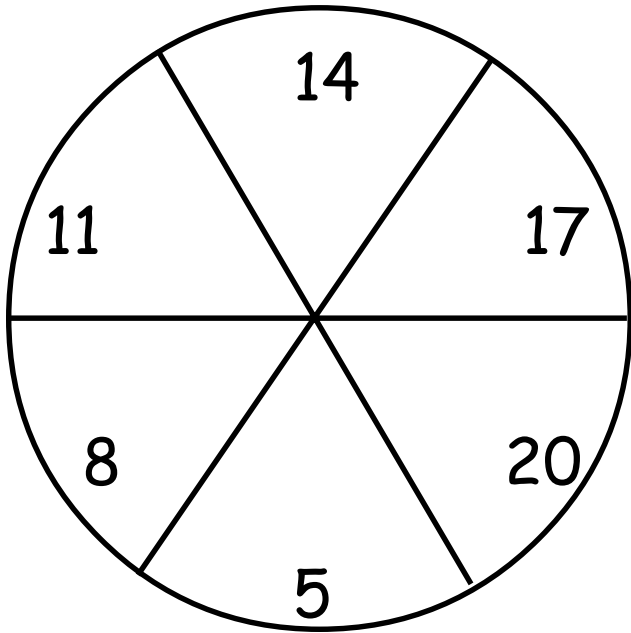
<i>thousands</i>	<i>hundreds</i>	<i>tens</i>	<i>ones</i>	<i>Trash</i>	Points Earned

Total Points _____

<i>thousands</i>	<i>hundreds</i>	<i>tens</i>	<i>ones</i>	<i>Trash</i>	Points Earned

Total Points _____

TIC-TAC-TOE ARRAY SPINNER



MONEY WHEEL RECORDING SHEET

Player 1

Turn	How Many?	Which Coin?	Value
1			\$_____
2			\$_____
3			\$_____
4			\$_____
5			\$_____

Total Value \$_____

Player 2

Turn	How Many?	Which Coin?	Value
1			\$_____
2			\$_____
3			\$_____
4			\$_____
5			\$_____

Total Value \$_____

Player 1

Turn	How Many?	Which Coin?	Value
1			\$_____
2			\$_____
3			\$_____
4			\$_____
5			\$_____

Total Value \$_____

Player 2

Turn	How Many?	Which Coin?	Value
1			\$_____
2			\$_____
3			\$_____
4			\$_____
5			\$_____

Total Value \$_____

Player 1

Turn	How Many?	Which Coin?	Value
1			\$_____
2			\$_____
3			\$_____
4			\$_____
5			\$_____

Total Value \$_____

Player 2

Turn	How Many?	Which Coin?	Value
1			\$_____
2			\$_____
3			\$_____
4			\$_____
5			\$_____

Total Value \$_____

STANDARD UNIT CARDS I

<p>A hotdog is about six _____ long.</p> <p>inches</p>	<p>A Blue Whale weighs about 220 _____.</p> <p>tons</p>
<p>A dictionary weighs about three _____ .</p> <p>pounds</p>	<p>A roll of 50 pennies weighs about four _____.</p> <p>ounces</p>
<p>A ladder is about six _____ tall.</p> <p>feet</p>	<p>An airplane weighs about 400 _____.</p> <p>tons</p>
<p>A small telescope weighs about 40 _____ .</p> <p>pounds</p>	<p>A piano weighs about 650 _____.</p> <p>pounds</p>
<p>A medium sized dog weighs about 40 _____ .</p> <p>pounds</p>	<p>A broom weighs about 36 _____.</p> <p>ounces</p>
<p>A broom is about 54 _____ long.</p> <p>inches</p>	<p>A dictionary is about ten _____ long.</p> <p>inches</p>

STANDARD UNIT CARDS II

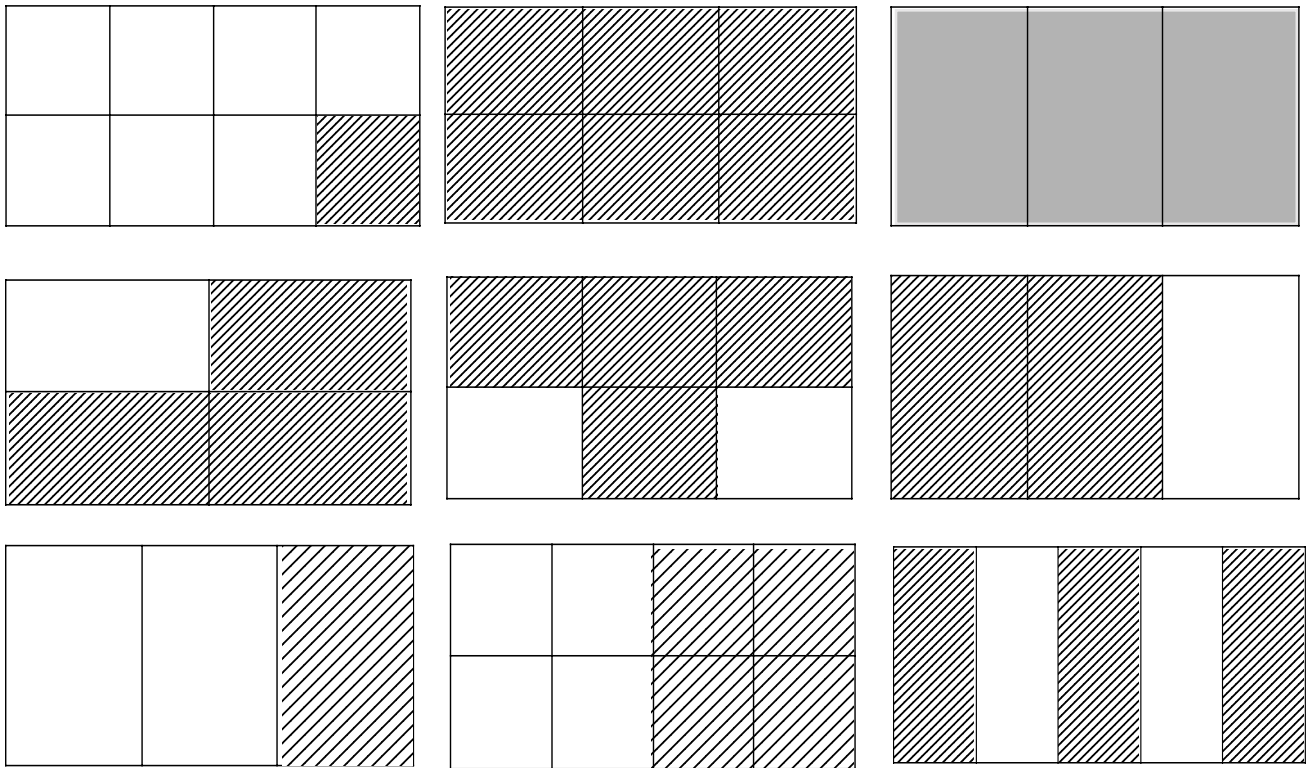
<p>A motorcycle is about six _____ long.</p> <p>feet</p>	<p>A Blue Whale is about 100 _____ long.</p> <p>feet</p>
<p>A hot dog weighs about two _____ .</p> <p>ounces</p>	<p>A dining room table is about 30 _____ tall.</p> <p>inches</p>
<p>A can of soda holds about 12 _____ .</p> <p>feet</p>	<p>A jet is about 75 _____ long.</p> <p>tons</p>
<p>A large container of milk holds about one _____ .</p> <p>gallon</p>	<p>A football field is 100 _____ long.</p> <p>yards</p>
<p>A necktie is about two _____ long.</p> <p>feet</p>	<p>The earth is about 93 million _____ away from the sun.</p> <p>miles</p>
<p>A new pencil is about seven _____ long.</p> <p>inches</p>	<p>A regular door is about seven _____ tall.</p> <p>feet</p>

METRIC UNIT CARDS I

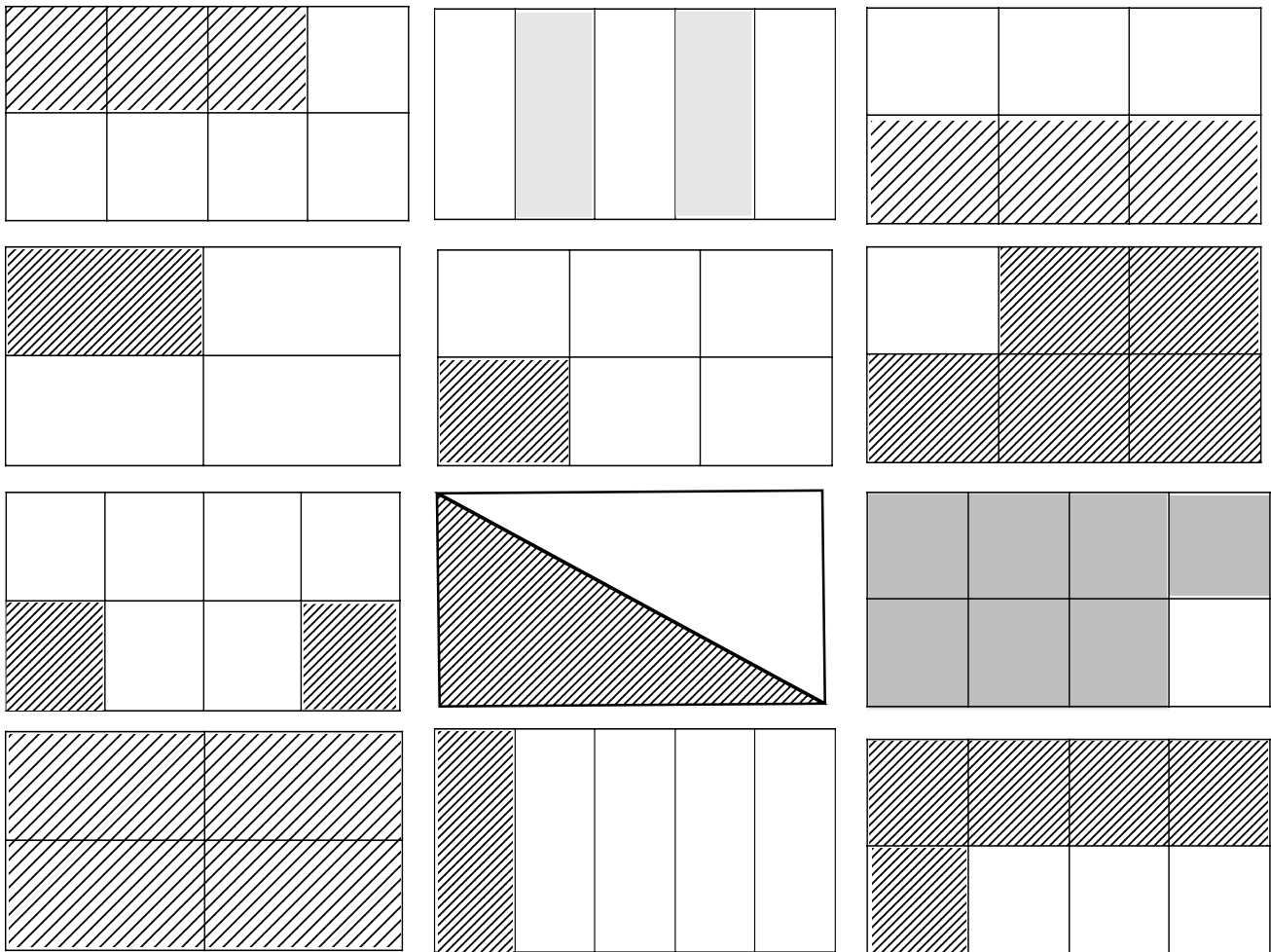
<p>A large bottle of soda holds about two _____.</p> <p>liters</p>	<p>An airplane weighs about 300,000 _____.</p> <p>kilograms</p>
<p>A necktie weighs about 62 _____.</p> <p>grams</p>	<p>An airplane is about 69 _____ long.</p> <p>meters</p>
<p>A necktie is about 122 _____ long.</p> <p>centimeters</p>	<p>A Blue Whale weighs about 164,000 _____.</p> <p>kilograms</p>
<p>A dictionary weighs about one _____.</p> <p>kilogram</p>	<p>A Blue Whale is about 3,000 _____ long.</p> <p>centimeters</p>
<p>A dictionary is about 25 _____ long.</p> <p>centimeters</p>	<p>A broom is about 137 _____ long.</p> <p>centimeters</p>
<p>A new pencil is about 20 _____ long.</p> <p>centimeters</p>	<p>A broom weighs about 1,000 _____.</p> <p>grams</p>

METRIC UNIT CARDS II

<p>A hotdog weighs about 60 _____.</p> <p>grams</p>	<p>A ladder weighs about ten _____.</p> <p>kilograms</p>
<p>A hotdog is about 15 _____ long .</p> <p>centimeters</p>	<p>A ladder is about two _____ long.</p> <p>meters</p>
<p>A motorcycle weighs about 220 _____.</p> <p>kilograms</p>	<p>A roll of 50 pennies weighs about 120_____.</p> <p>grams</p>
<p>A motorcycle is about 180 _____ long.</p> <p>centimeters</p>	<p>A roll of 50 pennies in about 10 _____ long.</p> <p>centimeters</p>
<p>A medium sized dog weighs about 15 _____ .</p> <p>kilograms</p>	<p>A piano weighs about 240_____.</p> <p>kilograms</p>
<p>A medium sized dog is about 30 _____ long.</p> <p>centimeters</p>	<p>The keyboard on a piano is about two _____ long.</p> <p>meters</p>



THREE IN A ROW GAME CARDS



“CAPTURING HEXAGONS” CARDS

$1\frac{1}{2}$	$\frac{5}{6}$	$\frac{2}{3}$	$\frac{4}{6}$
$2\frac{1}{3}$	$\frac{1}{6}$	$\frac{2}{6}$	$\frac{1}{3}$
$1\frac{2}{3}$	$3\frac{1}{6}$	$\frac{3}{6}$	$\frac{5}{6}$
$\frac{6}{6}$	$\frac{1}{2}$	$1\frac{4}{6}$	$3\frac{1}{3}$
$\frac{1}{3}$	$\frac{1}{6}$	$1\frac{1}{3}$	$2\frac{2}{6}$

SPIN AND REVIEW GAME CARDS I

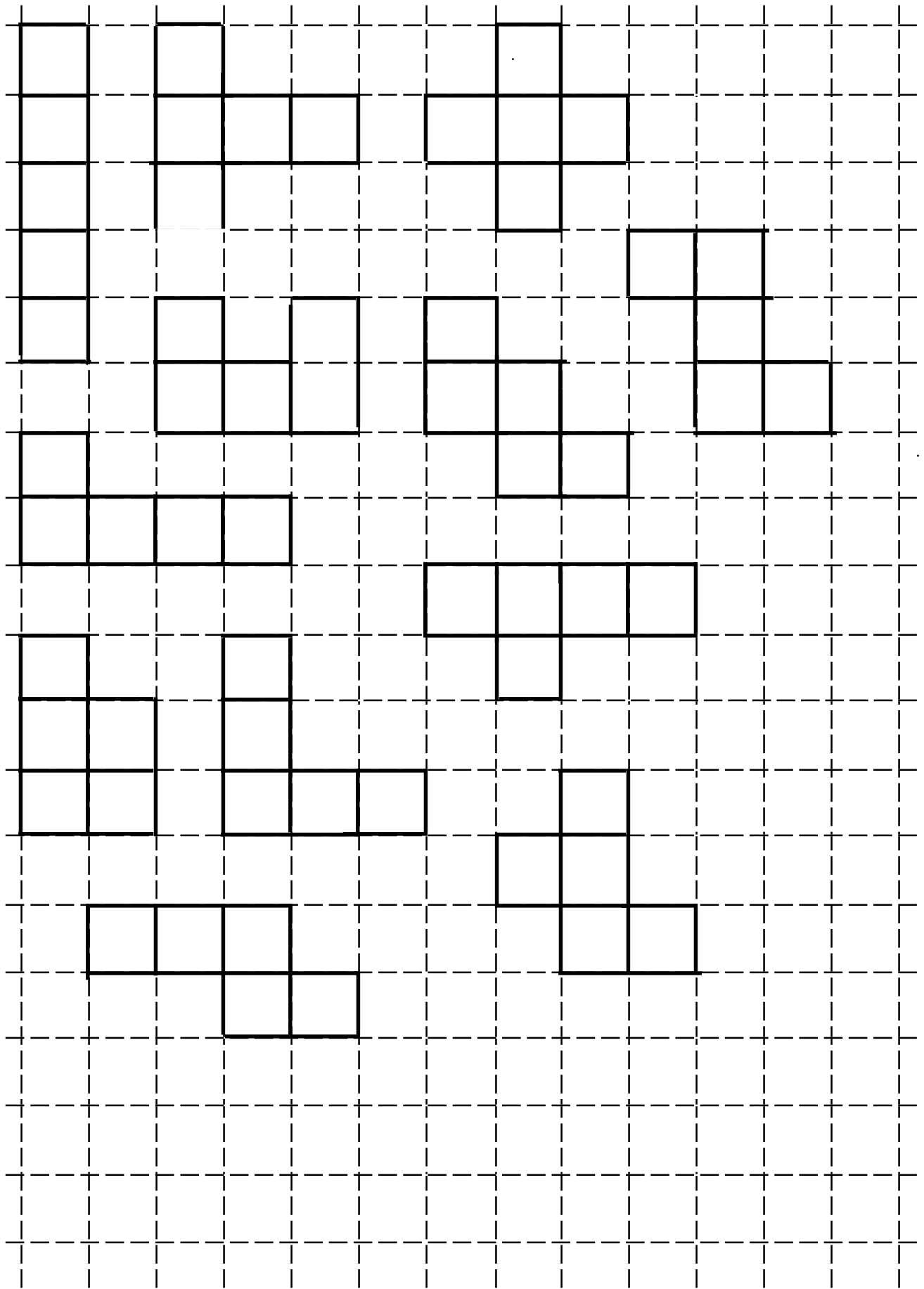
<p>A desk is about 30 units high.</p> <p>Q. What unit of measure are you using?</p> <p style="text-align: right;">A. inches</p>	<p>Jake drew the numbers 3, 5 and 2 out of a bag of number tiles.</p> <p>Q. What is the largest number he can make using all three numbers only once?</p> <p style="text-align: right;">A. 532</p>	<p>Marcus traced his hand on a piece of paper.</p> <p>Q. What do we call the measurement of space on the inside of his drawing?</p> <p style="text-align: right;">A. Area</p>
<p>Suckers are 15¢ each. Mary bought six. How much did she spend?</p> <p>Q. What operation would you use to solve this problem?</p> <p style="text-align: right;">A. multiplication or addition</p>	<p>John measured the distance around the entire outside of his desk.</p> <p>Q. What do we call this measurement around an entire object?</p> <p style="text-align: right;">A. perimeter</p>	<p>Twelve inches equals one foot. Three feet equals one yard. How big is the boy's neighborhood.</p> <p>Q. Is there enough information to solve?</p> <p style="text-align: right;">A. no</p>
<p>Lamont was building a cube. He used six of the same polygon.</p> <p>Q. What polygon did he use?</p> <p style="text-align: right;">A. square</p>	<p>Tina collects dimes. She had 198 dimes and gave her brother 36. How many did she then have?</p> <p>Q. What operation would you use to solve this problem?</p> <p style="text-align: right;">A. subtract</p>	<p>Kathy walked 3 miles on Monday and 2 miles on Tuesday. How many miles did she walk all together?</p> <p>Q. Is there enough information to solve?</p> <p style="text-align: right;">A. yes</p>
<p>Susie works in a flower shop. She received a shipment of tulips and roses. She received 38 tulips. She received 50 more roses than tulips. How many roses did she receive?</p> <p>Q. What operation should you use?</p> <p style="text-align: right;">A. Addition</p>	<p>There were eight clowns at the circus. Each clown was juggling four bowling pins. How many bowling pins were there?</p> <p>Q. What operation would you use to solve this problem?</p> <p style="text-align: right;">A. multiplication or addition</p>	<p>Tyler drew a closed figure with six sides.</p> <p>Q. What was the name of this figure?</p> <p style="text-align: right;">A. hexagon</p>
<p>Richard recorded the temperature for 14 days. He displayed this information on a line graph. The temperature that occurred the most was 68°F.</p> <p>Q. What do we call the number that occurred the most?</p> <p style="text-align: right;">A. mode</p>	<p>James had a rectangle which was separated into four equal parts. He shaded one of those equal parts and recorded the portion shaded as a fraction.</p> <p>Q. What is the bottom number in a fraction called?</p> <p style="text-align: right;">A. denominator</p>	

SPIN AND REVIEW GAME CARDS II

<p>Q. $3,000 + 200 + 40 + 3$ is an example of...?</p> <p style="text-align: right;">A. expanded notation</p>	<p>The distance to Tom's grandmother's house is 468 miles. Avery's grandmother's house is 1,003 miles away. How much further is Avery's grandmother's house than Tom's?</p> <p>Q. To solve, you need to subtract. Which number would be on top in the subtraction problem?</p> <p style="text-align: right;">A. 1,003</p>	<p>Q. A closed figure with three or more straight sides is called a ___?</p> <p style="text-align: right;">A. polygon</p>
<p>Q. Which is greater: 9,386 or 9,863?</p> <p style="text-align: right;">A. 9,863</p>	<p>Q. Does a 3 cm x 6 cm rectangle and a 2 cm x 9 cm rectangle cover the same amount of space?</p> <p style="text-align: right;">A. yes</p>	<p>Q. What unit of measure would you use to give the weight of a paper clip? Grams or liters?</p> <p style="text-align: right;">A. grams</p>
<p>Q. Is 10,351 an even or odd number?</p> <p style="text-align: right;">A. odd</p>	<p>Katie buys a shirt for \$7.99 and a belt for \$5.49. She paid with a \$20.00 bill. How much change will she receive?</p> <p>Q. How many operational steps will it take to solve this problem?</p> <p style="text-align: right;">A. two</p>	<p>Would three dimes, two nickels and ten pennies be the same amount of money as two quarters?</p> <p>Q. Is there enough information to solve?</p> <p style="text-align: right;">A. yes</p>
<p>Blake ordered a medium pizza and ate one half and Ernest ordered a medium pizza and ate one half.</p> <p>Q. How much pizza did they have left all together?</p> <p style="text-align: right;">A. one whole pizza</p>	<p>Q. A cylinder, a cone, a pyramid, a cube, and a rectangular prism are examples of what kinds of figures?</p> <p style="text-align: right;">A. solid figures</p>	<p>Judy arrived at school at 8:15. LuAnn arrived 20 minutes later.</p> <p>Q. What time did LuAnn arrive at school?</p> <p style="text-align: right;">A. 8:35</p>
<p>Q. A square, a triangle, a circle, a hexagon, a trapezoid, and an oval are examples of what kinds of figures?</p> <p style="text-align: right;">A. plane figures</p>	<p>Q. If the temperature outside is 30°F, would it be cold enough to snow?</p> <p style="text-align: right;">A. yes</p>	

SPIN AND REVIEW GAME CARDS III

<p>Q. Which digit is in the tens place in 9,843?</p> <p style="text-align: right;">A. 4</p>	<p>Q. Would two quarters, one dime and five pennies be the same amount of money as six dimes and one nickel?</p> <p style="text-align: right;">A. yes, 65¢</p>	<p>Greg read the thermometer and the temperature was 10° C.</p> <p>Q. Does he need a jacket?</p> <p style="text-align: right;">A. yes</p>
<p>Q. If you were skip counting by 3's, would you say the number 15?</p> <p style="text-align: right;">A. yes</p>	<p>Q. Which would hold the most, a cup, a quart jar, a gallon bucket or a pint jar?</p> <p style="text-align: right;">A. gallon bucket</p>	<p>Q. Name a polygon with four congruent sides and four congruent angles.</p> <p style="text-align: right;">A. square</p>
<p>Q. If you were skip counting by 4's, would all the numbers you say be even or odd?</p> <p style="text-align: right;">A. even</p>	<p>Q. How many faces are on a cube?</p> <p style="text-align: right;">A. 6 faces</p>	<p>Q. What is the top number in a fraction called?</p> <p style="text-align: right;">A. numerator</p>
<p>Q. Which digit is in the thousands place in 13,361?</p> <p style="text-align: right;">A. 3</p>	<p>Alan began jogging at 9:15. He jogged until 10:00.</p> <p>Q. How long did he jog?</p> <p style="text-align: right;">A. 45 minutes</p>	<p>Q. Is 8,643 an even or odd number?</p> <p style="text-align: right;">A. odd</p>



Grade 2

Grade 3

Grade 4

1. Number and Operations

1.01 Develop number sense for whole numbers through 999.

- Connect model, number word, and number using a variety of representations.
- Read and write numbers.
- Compare and order.
- Rename.
- Estimate.
- Use a variety of models to build understanding of place value (ones, tens, hundreds).

1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts.

- Represent fractions (halves, thirds, fourths) concretely and symbolically.
- Compare fractions (halves, thirds, fourths) using models.
- Make different representations of the same fraction.
- Combine fractions to describe parts of a whole.

1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).

1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.

- Strategies for adding and subtracting numbers.
- Estimation of sums and differences in appropriate situations.
- Relationships between operations.

1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.

1.06 Define and recognize odd and even numbers.

1.01 Develop number sense for whole numbers through 9,999.

- Connect model, number word, and number using a variety of representations.**
- Build understanding of place value (ones through thousands).**
- Compare and order.**

1.02 Develop fluency with multi-digit addition and subtraction through 9,999 using:

- Strategies for adding and subtracting numbers.**
- Estimation of sums and differences in appropriate situations.**
- Relationships between operations.**

1.03 Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using:

- Strategies for multiplying and dividing numbers.**
- Estimation of products and quotients in appropriate situations.**
- Relationships between operations.**

1.04 Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.

1.05 Use area or region models and set models of fractions to explore part-whole relationships.

- Represent fractions concretely and symbolically (halves, thirds, fourths, sixths, eighths).**
- Compare and order fractions (halves, thirds, fourths, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.**
- Model and describe common equivalents, especially relationships among halves, fourths, and eighths,**

1.01 Develop number sense for rational numbers 0.01 through 99,999.

- Connect model, number word, and number using a variety of representations.
- Build understanding of place value (hundredths through ten thousands).
- Compare and order rational numbers.
- Make estimates of rational numbers in appropriate situations.

1.02 Develop fluency with multiplication and division:

- Two-digit by two-digit multiplication (larger numbers with calculator).
- Up to three-digit by two-digit division (larger numbers with calculator).
- Strategies for multiplying and dividing numbers.
- Estimation of products and quotients in appropriate situations.
- Relationships between operations.

1.03 Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.

1.04 Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths.

- Develop and analyze strategies for adding and subtracting numbers.
- Estimate sums and differences.
- Judge the reasonableness of solutions.

1.05 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

1. Number and Operations

and thirds and sixths.

d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.

e) Understand and use mixed numbers and their equivalent fraction forms.

1.06 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

2. Measurement

2.01 Estimate and measure using appropriate units.

- a) Length (meters, centimeters, feet, inches, yards).
- b) Temperature (Fahrenheit).

2.02 Tell time at the five-minute intervals.

2.01 Solve problems using measurement concepts and procedures involving:

- a) Elapsed time.**
- b) Equivalent measures within the same measurement system.**

2.02 Estimate and measure using appropriate units.

- a) Capacity (cups, pints, quarts, gallons, liters).**
- b) Length (miles, kilometers)**
- c) Mass (ounces, pounds, grams, kilograms).**
- d) Temperature (Fahrenheit, Celsius).**

2.01 Develop strategies to determine the area of rectangles and the perimeter of plane figures.

2.02 Solve problems involving perimeter of plane figures and areas of rectangles.

Grade 2

3.01 Combine simple figures to create a given shape.

3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.

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3.03 Identify and make:

- a) Symmetric figures.
- b) Congruent figures.

Grade 3

3. Geometry

3.01 Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.

3.02 Use a rectangular coordinate system to solve problems.

- a) Graph and identify points with whole number and/or letter coordinates.**
- b) Describe the path between given points on the plane.**

Grade 4

3.01 Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant.

3.02 Describe the relative position of lines using concepts of parallelism and perpendicularity.

3.03 Identify, predict, and describe the results of transformations of plane figures.

- a) Reflections.
- b) Translations.
- c) Rotations.

4. Data Analysis and Probability

4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).

4.02 Conduct simple probability experiments; describe the results and make predictions.

4.01 Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.

4.02 Determine the number of permutations and combinations of up to three items.

4.03 Solve probability problems using permutations and combinations.

4.01 Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems.

4.02 Describe the distribution of data using median, range and mode.

4.03 Solve problems by comparing two sets of related data.

4.04 Design experiments and list all possible outcomes and probabilities for an event.

5. Algebra

5.01 Identify, describe, translate, and extend repeating and growing patterns.

5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.

5.01 Describe and extend numeric and geometric patterns.

5.02 Extend and find missing terms of repeating and growing patterns.

5.03 Use symbols to represent unknown quantities in number sentences.

5.04 Find the value of the unknown in a number sentence.

5.01 Identify, describe, and generalize relationships in which:
a) Quantities change proportionally.
b) Change in one quantity relates to change in a second quantity.

5.02 Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.

5.03 Verify mathematical relationships using:
a) Models, words, and numbers.
b) Order of operations and the identity, commutative, associative, and distributive properties.