

Level C, D, and E Sample

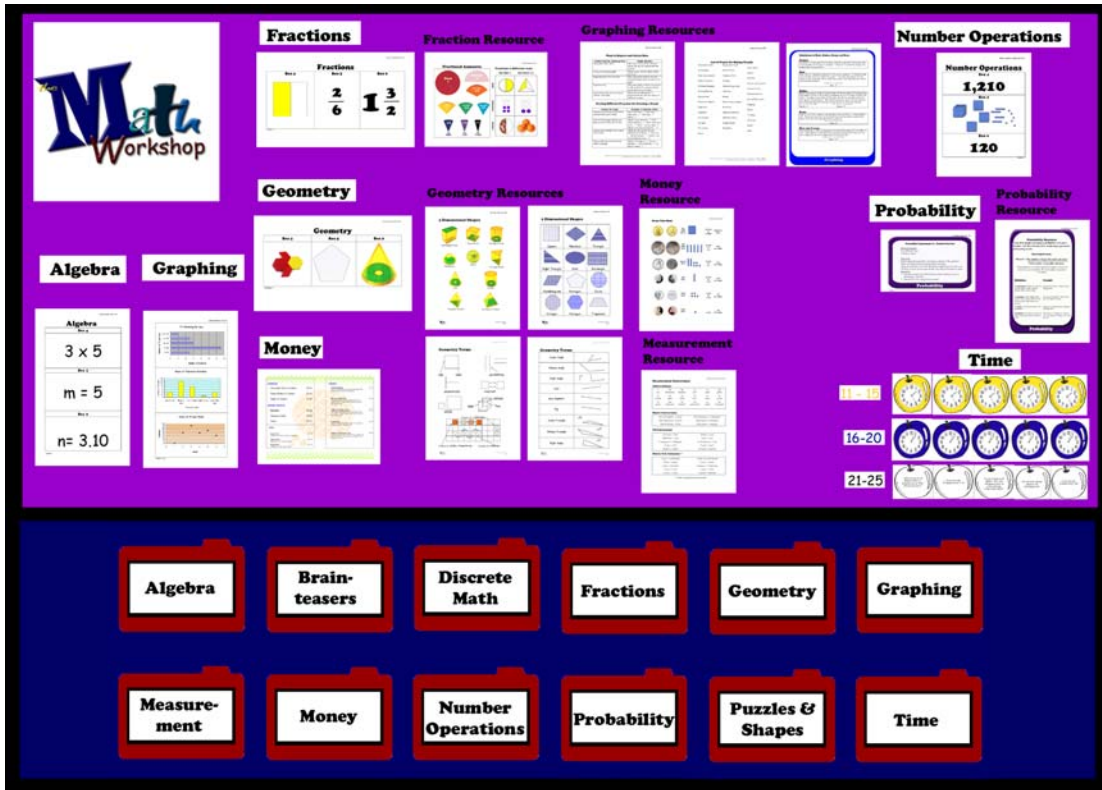


Thank you for your interest in The Math Workshop! Enclosed you will find a sample of what our program includes, as well as sample student pages. An example of our Bulletin Board set-up below

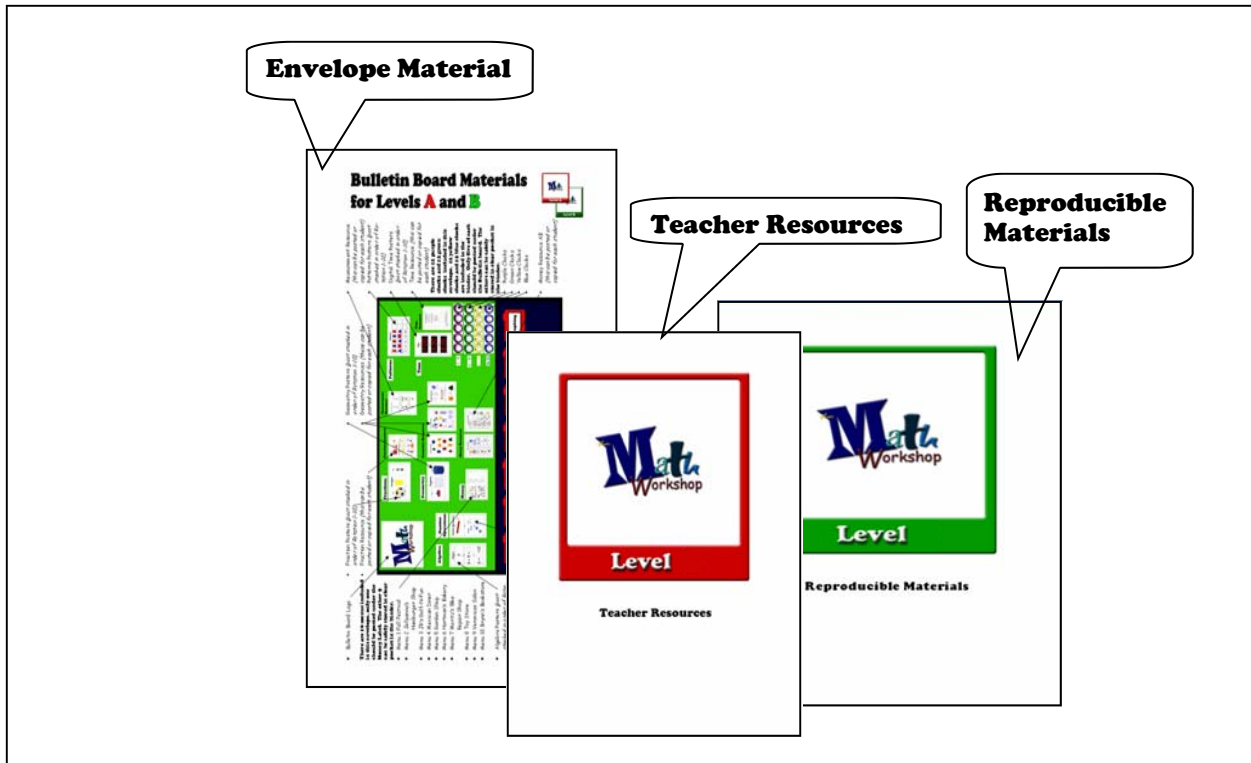
Our program has recently been revised to include Kindergarten up to fifth grade standards. We hope you will find multi-levels to meet all of your students' needs. If you have any further questions, you can visit our website at

www.themathworkshop.com or call us at 623-262-

Level CDE Bulletin Board



One Level of The Math Workshop Includes:

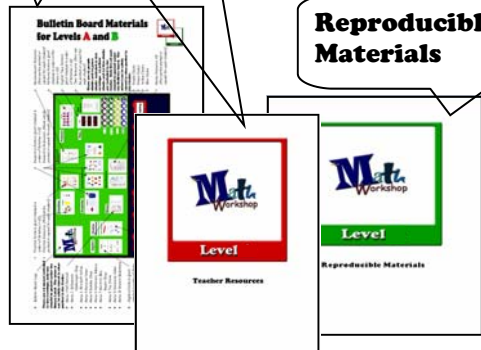


Algebra Sample for Level C, D, and E

Envelope Material

Teacher Resources

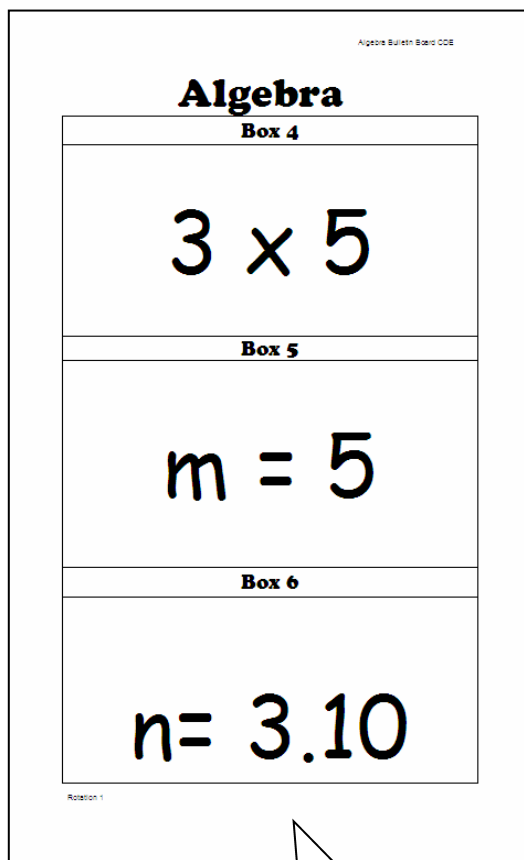
Reproducible Materials



The Algebra strand of The Math Workshop builds students' understanding of fact families, number sentences, and variables. The structure of Algebra allows students to practice composing and decomposing number sentences, and practice commutative and associative properties.

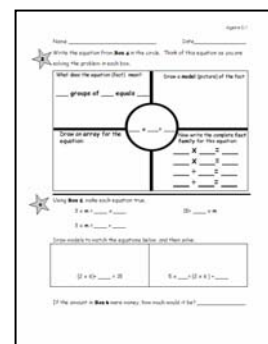
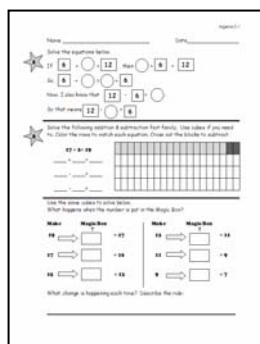
The Math Workshop Packages include Bulletin Board Display materials and a student resource in the **Envelope Material**, 10 rotations of activity sheets in the **Reproducible Materials**, and teacher directions, an answer key, assessment guide in the **Teacher Materials**.

Algebra Envelope Material is identical for Levels C, D and E

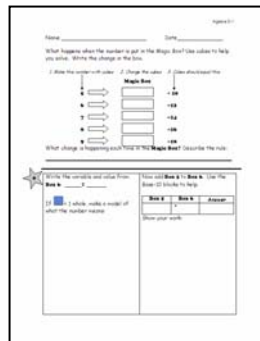
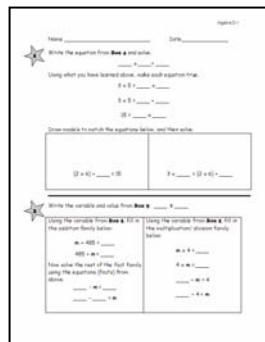


All three levels reference the same bulletin board display!

Level C



Level D



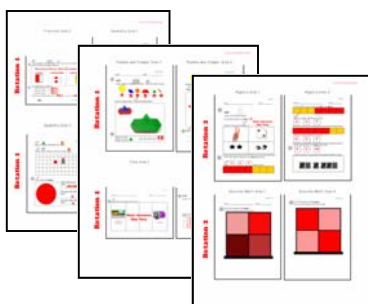
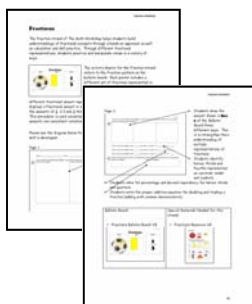
Level E

Algebra Teacher Resources is Grade Level Specific for:

Teacher Directions

Answer Key

Assessment Guide



Assessable Learning Objectives	Assessment Strategy	Assessment Method
Identify the components of a number sentence.	Observe student work during the Algebra Bulletin Board activity.	Working Strategically
Use the multiplication table to solve for a missing number.	Observe student work during the Algebra Bulletin Board activity.	Working Strategically
Use the multiplication table to solve for a missing number.	Observe student work during the Algebra Bulletin Board activity.	Working Strategically
Use the multiplication table to solve for a missing number.	Observe student work during the Algebra Bulletin Board activity.	Working Strategically

Brain teaser Sample for Level C, D and E

Envelope Material

Teacher Resources

Reproducible Materials

A Brain teaser, also called a Logic Problem are reasoning activities that have students using clues and deductive thinking to solve a multiple step problem based on a story. Brain teasers require a different kind of thinking process than other types of math problems.

The Math Workshop Packages include Bulletin Board Display materials and a student resource in the **Envelope Material**, 10 rotations of activity sheets in the **Reproducible Materials**, and teacher directions, an answer key, assessment guide in the **Teacher Materials**.

Brain teaser Envelope Material are not needed for Levels C, D and E

Brain teasers use no bulletin board materials or resources. There are extensive teacher directions on how to solve.

Level C

Level D

Level E

Brain teaser C-10

Name _____ Date _____

Hippo Happiness

Mr. Hippo Hunter wanted to find the biggest Hippo in Africa. He finally found the three biggest ones, Harry Hippo, Henny Hippo and Harold Hippo. One hippo weighed 240 pounds, another weighed 300 pounds and the last weighed 400 pounds. Using the clues below find out how much each hippo weighed.

	240 lbs	300 lbs	400 lbs
Harry Hippo			
Henny Hippo			
Harold Hippo			

1. Harry Hippo is bigger than Henny Hippo.
2. The biggest Hippo sleeps in the middle of the lake, next to Harold Hippo.
3. Henny Hippo is bigger than Harold Hippo.

All levels of brain teasers have activities similar to this. They get increasingly harder each level.

Brain teaser Teacher Resources is Grade Level Specific for

Teacher Directions

Answer Key

Assessment Guide

Discrete Math Sample for Level C, D and E

Envelope Material

Teacher Resources

Reproducible Materials

The Discrete Math strand of The Math Workshop helps students use Vertex Edge Graphs and Systematic Listing and Counting as a way to introduce students to discrete math. Alternating between the two types of problems gives students a better understanding of problems involving logic.

The Math Workshop Packages include Bulletin Board Display materials and a student resource in the **Envelope Material**, 10 rotations of activity sheets in the **Reproducible Materials**, and teacher directions, an answer key, assessment guide in the **Teacher Materials**.

Systematic Listing Problems in Discrete Math

Level C

Level D

Level E

Students cut apart pictures and find all combinations. (All levels).

Vertex Edge Graphs in Discrete Math

Level C

Level D

Level E

Discrete Math Teacher Resources is Grade Level Specific

Teacher Directions

Answer Key

Assessment Guide

Fraction Sample for Level C, D and E

Envelope Material

Teacher Resources

Reproducible Materials

The Fraction strand of The Math Workshop helps students build understandings of fractional concepts through a hands-on approach as well as calculation and skill practice. Through different fractional representations, students practice and manipulate values in a variety of ways.

The Math Workshop Packages include Bulletin Board Display materials and a student resource in the **Envelope Material**, 10 rotations of activity sheets in the **Reproducible Materials**, and teacher directions, an answer key, assessment guide in the **Teacher Materials**.

Fraction Envelope Material is identical for Levels C, D and E

Fractions

Box 4 Box 5 Box 6

All three levels reference the same bulletin board display!

The resource illustrates the concepts referenced on the activity sheets.

Fraction Resource

Level C

Level D

Level E

Fraction Teacher Resources are Grade Level Specific for

Teacher Directions

Answer Key

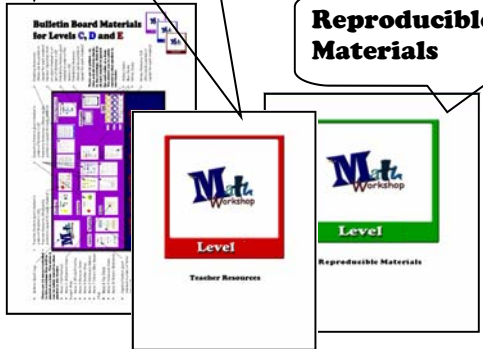
Assessment Guide

Geometry Sample for Level C, D and E

Envelope Material

Teacher Resources

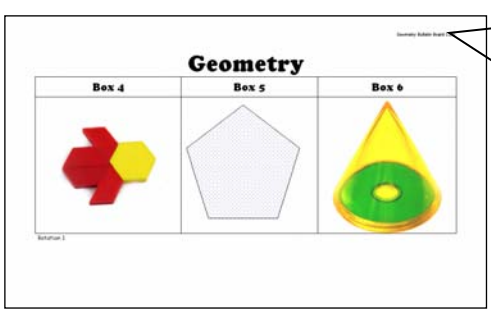
Reproducible Materials



The Geometry strand of The Math Workshop helps students build their understanding of geometric concepts through a hands-on approach that supports development of geometric vocabulary and skills. Students will be asked to define elements of shapes in multiple ways using key vocabulary.

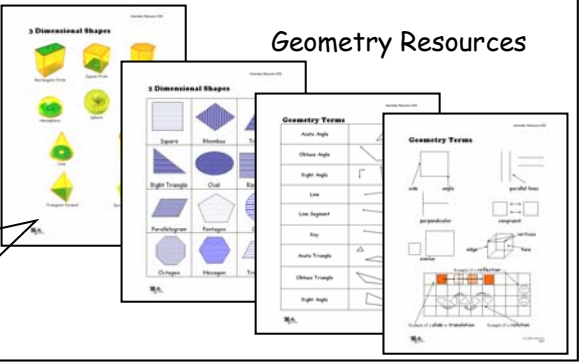
The Math Workshop Packages include Bulletin Board Display materials and a student resource in the **Envelope Material**, 10 rotations of activity sheets in the **Reproducible Materials**, and teacher directions, an answer key, assessment guide in the **Teacher Materials**.

Geometry Envelope Material is identical for Levels C, D and E



All three levels reference the same bulletin board display!

The resources illustrates concepts on handouts.



Level C

Geometry C-1

Name: _____ Date: _____

★ Name shape in **Box 5**.
Draw the shape below.

How many sides? _____
How many angles? _____

★ Is shape in **Box 5** a polygon?
Is it a quadrilateral?
Draw the shape with a line of symmetry.

Look at **Box 4** on the Bulletin Board. Count the shapes with:
3 sides _____ 4 angles _____
4 sides _____ 5 sides _____
3 angles _____ 6 angles _____

★ Trace one of the faces from the shapes in **Box 4** below.

Does the face you traced have
Parallel Lines? _____
Perpendicular Lines? _____
Right Angles? _____

Is the size of the shape similar to the shape in **Box 5**?

List other 3-dimensional shapes that have a congruent face to the face you traced.

Draw as many lines of symmetry as you are able to over the traced shape.

Level D

Geometry D-1

Name: _____ Date: _____

★ Is shape in **Box 5** a polygon?
Is it a quadrilateral?
Draw the shape with a line of symmetry.

How many sides? _____ Angles? _____

★ Trace one of the faces from the shapes in **Box 4** below.

Does the face you traced have
Parallel Lines? _____
Perpendicular Lines? _____
Right Angles? _____

Is the size of the shape similar to the shape in **Box 5**?

List other 3-dimensional shapes that have a congruent face to the face you traced.

Draw as many lines of symmetry over the traced shape.

Look at Geometry **Box 4**:
Name all the 2-dimensional shapes you see _____

How many right angles are shown? _____
How many obtuse angles are shown? _____
How many acute angles are shown? _____

Level E

Geometry E-1

Name: _____ Date: _____

★ Is shape in **Box 5** a polygon?
Is it a quadrilateral?
Draw the shape with a line of symmetry.

How many sides? _____
How many angles? _____
How many vertices? _____
List the 2-D shape of each face below.

★ Trace one of the faces from the shapes in **Box 4** below.

Sketch other 3-dimensional shapes that have a congruent face to this shape.

Does the traced face have
Parallel Lines? _____
Perpendicular Lines? _____
Right Angles? _____

Is the size of the shape similar to the shape in **Box 5**?

Draw as many lines of symmetry as you are able to over the traced shape.

Look at Geometry **Box 4**:
Name all the 2-dimensional shapes you see _____

How many right angles are shown? _____
How many obtuse angles are shown? _____
How many acute angles are shown? _____

Geometry C-1

1. Draw a translation of the **square** four boxes to the right.
2. Draw a reflection of the **triangle** below the triangle.
3. Draw a rotation of the **rectangle** to the left (draw each quarter turn).

List the ordered pair for:
The position of the reflected triangle: (____, ____)
The position of the translated square: (____, ____)
The last position of the fully rotated rectangle: (____, ____)

Finish drawing the shape by using the line of symmetry.

Label the following shapes with one of the following geometric terms: acute angle, obtuse angle, right angle.

Geometry D-1

1. Draw a translation of the **triangle** four units to the right.
2. Draw a reflection of the **trapezoid** two units down.
3. Draw a rotation of the **circle** to the left (draw each quarter turn).

List the ordered pairs for:
The position of each angle for the reflected trapezoid: (____, ____), (____, ____), (____, ____), (____, ____)
The position of each angle for the translated triangle: (____, ____), (____, ____), (____, ____)

★ On the coordinate grid above, draw the following:
A line segment from (3, 7) to (1, 6) A line segment from (1, 6) to (3, 4)
A line segment from (2, 4) to (2, 7) A ray from (3, 7) to (5, 5)
A ray from (2, 4) to (5, 4)

Color all right triangles blue, obtuse triangles green, and acute triangles purple.
Outline each right angle in red, obtuse angle in yellow, and acute angle in orange.

Geometry E-1

1. Draw a translation of the **triangle** four units to the right.
2. Draw a reflection of the **trapezoid** two units down.
3. Draw a rotation of the **circle** to the left (draw each quarter turn).

List the ordered pairs for the final position of each shape:
The position of each angle for the reflected trapezoid: (____, ____), (____, ____), (____, ____), (____, ____)
The position of each angle for the translated triangle: (____, ____), (____, ____), (____, ____)

★ On the coordinate grid above, draw the following:
A line segment from (3, 7) to (1, 6) A line segment from (1, 6) to (3, 4)
A line segment from (2, 4) to (2, 7) A ray from (3, 7) to (5, 5)
A ray from (2, 4) to (5, 4)

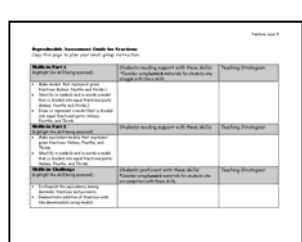
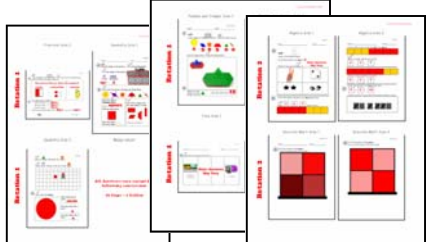
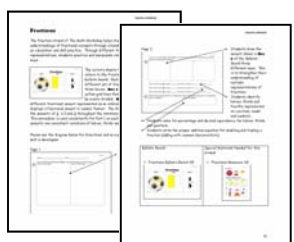
Label all triangles as scalene, isosceles, or equilateral.
Color all right triangles blue, obtuse triangles green, and acute triangles purple.
Outline each right angle in red, obtuse angle in yellow, and acute angle in orange.
Will the rays you draw intersect? If so, at what point? _____

Geometry Teacher Resources are Grade Level Specific for

Teacher Directions

Answer Key

Assessment Guide

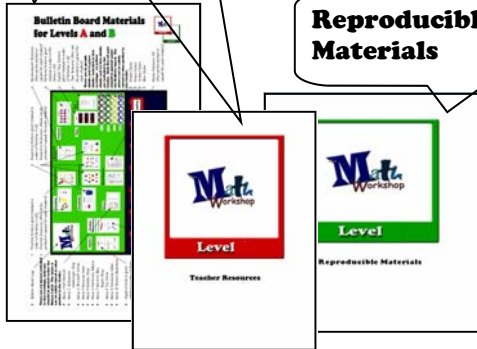


Graphing Sample for Level C, D and E

Envelope Material

Teacher Resources

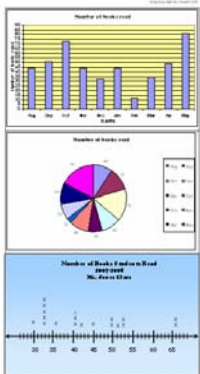
Reproducible Materials



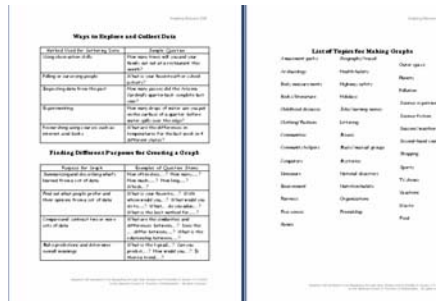
The Graphing strand of the math Workshop helps students understand the complexities of interpreting data and analyzing graphs. Students are engaged in creating graphs using survey questions and criteria they come up with themselves.

The Math Workshop Packages include Bulletin Board Display materials and a student resource in the **Envelope Material**, 10 rotations of activity sheets in the **Reproducible Materials**, and teacher directions, an answer key, assessment guide in the **Teacher Materials**.

Graphing Envelope Material are identical for Levels C, D and E



All three levels use posters with different type graphs to analyze and create on their own.



The resources illustrate the concepts referenced on the activity sheets.

Level C

Level D

Level E

Name: _____ Date: _____

Use thought on the bulletin board to answer the questions. Then answer the questions on the graph.

- What question that the graph will be used to answer?
- What data is collected by any of the following methods:
 - Using the internet
 - Using a survey
 - Using a questionnaire
 - Using a poll
 - Using a focus group
 - Using a phone survey
 - Using a website
 - Using a newspaper
 - Using a magazine
 - Using a book
 - Using a video
 - Using a radio
 - Using a television
 - Using a newspaper
 - Using a magazine
 - Using a book
 - Using a video
 - Using a radio
 - Using a television
- What method of collecting data was used to gather the information presented in the graph?
- What is the purpose of the graph?
- What is the type of graph?

Write the number of students that bought the book in each year on the graph.

Answering words: _____

- Can the scale be determined in this graph? If not, what is it?
- What would you want to find out the scale in this graph?

Write C

Draw your graph below. Don't forget to add labels.

Name: _____ Date: _____

Use thought on the bulletin board to answer the questions. Then answer the questions on the graph.

- What question that the graph will be used to answer?
- What data is collected by any of the following methods:
 - Using the internet
 - Using a survey
 - Using a questionnaire
 - Using a poll
 - Using a focus group
 - Using a phone survey
 - Using a website
 - Using a newspaper
 - Using a magazine
 - Using a book
 - Using a video
 - Using a radio
 - Using a television
 - Using a newspaper
 - Using a magazine
 - Using a book
 - Using a video
 - Using a radio
 - Using a television
- What method of collecting data was used to gather the information presented in the graph?
- What is the purpose of the graph?
- What is the type of graph?

Write the number of students that bought the book in each year on the graph.

Answering words: _____

- Can the scale be determined in this graph? If not, what is it?
- What would you want to find out the scale in this graph?

Write D

Draw your graph below. Don't forget to add labels.

Name: _____ Date: _____

Use thought on the bulletin board to answer the questions. Then answer the questions on the graph.

- What question that the graph will be used to answer?
- What data is collected by any of the following methods:
 - Using the internet
 - Using a survey
 - Using a questionnaire
 - Using a poll
 - Using a focus group
 - Using a phone survey
 - Using a website
 - Using a newspaper
 - Using a magazine
 - Using a book
 - Using a video
 - Using a radio
 - Using a television
 - Using a newspaper
 - Using a magazine
 - Using a book
 - Using a video
 - Using a radio
 - Using a television
- What method of collecting data was used to gather the information presented in the graph?
- What is the purpose of the graph?
- What is the type of graph?

Write the number of students that bought the book in each year on the graph.

Answering words: _____

- Can the scale be determined in this graph? If not, what is it?
- What would you want to find out the scale in this graph?

Write E

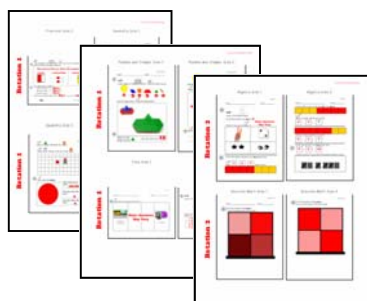
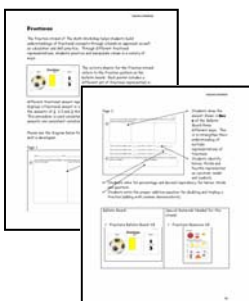
Draw your graph below. Don't forget to add labels.

Graphing Teacher Resources is Grade Level Specific for

Teacher Directions

Answer Key

Assessment Guide



Assessment Guide for Students	Assessment Guide for Teachers	Assessment Guide for Students
<p>Level C</p> <p>1. Can the scale be determined in this graph? If not, what is it?</p> <p>2. What would you want to find out the scale in this graph?</p>	<p>1. Can the scale be determined in this graph? If not, what is it?</p> <p>2. What would you want to find out the scale in this graph?</p>	<p>1. Can the scale be determined in this graph? If not, what is it?</p> <p>2. What would you want to find out the scale in this graph?</p>
<p>Level D</p> <p>1. Can the scale be determined in this graph? If not, what is it?</p> <p>2. What would you want to find out the scale in this graph?</p>	<p>1. Can the scale be determined in this graph? If not, what is it?</p> <p>2. What would you want to find out the scale in this graph?</p>	<p>1. Can the scale be determined in this graph? If not, what is it?</p> <p>2. What would you want to find out the scale in this graph?</p>
<p>Level E</p> <p>1. Can the scale be determined in this graph? If not, what is it?</p> <p>2. What would you want to find out the scale in this graph?</p>	<p>1. Can the scale be determined in this graph? If not, what is it?</p> <p>2. What would you want to find out the scale in this graph?</p>	<p>1. Can the scale be determined in this graph? If not, what is it?</p> <p>2. What would you want to find out the scale in this graph?</p>

Measurement Sample for Level C, D and E

Envelope Material

Teacher Resources

Reproducible Materials

The Measurement strand of The Math Workshop helps students to work on a variety of skills related to all systems of measurement. Kindergartners will get a sense of measurement with standard and non-standard tools. Using real life items and measurement tools, students will develop an understanding of how to measure and what measurements to use. This strand also offers the student multiple opportunities to use and practice important measurement vocabulary.

The Math Workshop Packages include a student resource in the **Envelope Material**, 10 rotations of activity sheets in the **Reproducible Materials**, and teacher directions, an answer key, assessment guide in the **Teacher Materials**.

Measurement Envelope Material is identical for Levels C, D and E

The resource illustrates the different types of measurement tools students will use.

Measurement Reproducible Material for Levels C, D and E

Level C

Level D

Level E

Measurement Teacher Resources is Grade Level Specific for

Teacher Directions

Answer Key

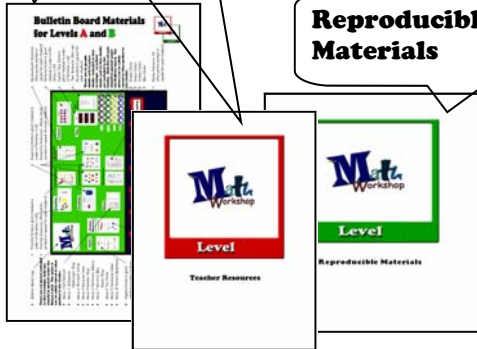
Assessment Guide

Money Sample for Level C, D and E

Envelope Material

Teacher Resources

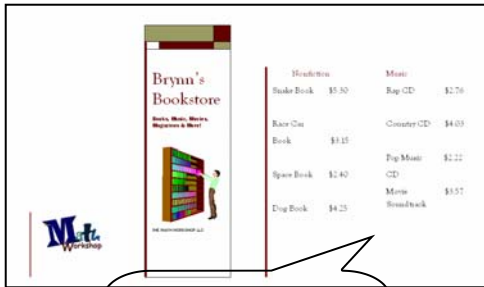
Reproducible Materials



The Money strand of The Math Workshop gives students an opportunity to use and calculate money in a real life situation using menus and play money. Students also construct physical and numeric models of money, practice learning amounts of money and practice counting money.

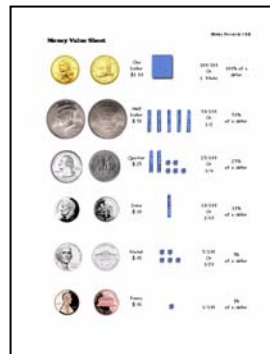
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Money Envelope Material are identical for Levels C, D and E



All three levels use the same set of 10 different menus

Money Resources



The resources illustrate the concepts referenced on the activity sheets.

Level C

Name: _____ Date: _____

Choose three items from the menu (per sheet):

For \$ _____

For \$ _____

For \$ _____

Total \$ _____

Show how you paid for it:

Show how much change you have:

How much change would you get back if you paid with \$20.00?

★ Think all about this question. You will figure out what you paid for the items with the money. Although the total amount you spent is \$15, it doesn't mean you need \$15 to figure out how much of each item you bought.

1. To figure out how much of each item you bought:

2. How much money did you need to pay for the items?

Level D

Name: _____ Date: _____

Choose three items from the menu (per sheet):

For \$ _____

For \$ _____

For \$ _____

Total \$ _____

Show how you paid for it:

Show how much change you have:

How much change would you get back if you paid with \$20.00?

★ If a piggy bank is worth \$1.00, 20 cents is one-fourth of the piggy bank's value.

What would the piggy bank be worth if you had 20 cents? _____

What would the piggy bank be worth if you had 40 cents? _____

Level E

Name: _____ Date: _____

Choose three items from the menu (per sheet):

For \$ _____

For \$ _____

For \$ _____

Total \$ _____

Show how you paid for it:

Show how much change you have:

How much change would you get back if you paid with \$20.00?

Special Value Menu

Figure out the change you would get for each of the other menu items. Place your work on the back of the envelope.

Special Value Menu

Special Value Menu

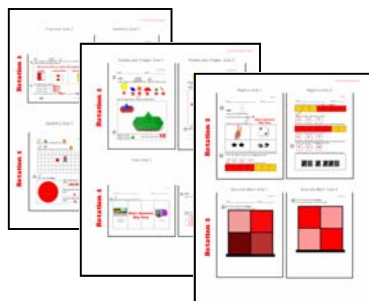
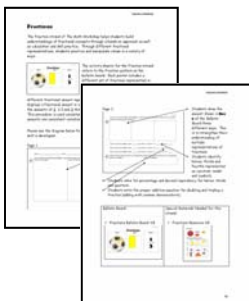
Special Value Menu

Money Teacher Resources is Grade Level Specific for

Teacher Directions

Answer Key

Assessment Guide



Assessment Guide for the Money Strand	Assessment Guide for the Money Strand	Assessment Guide for the Money Strand
<p>Table 1: Student Performance</p> <p>Level C: 1. Student can choose three items from the menu and calculate the total amount. 2. Student can show how they paid for the items and calculate the change.</p>	<p>Level D: 1. Student can choose three items from the menu and calculate the total amount. 2. Student can show how they paid for the items and calculate the change.</p>	<p>Level E: 1. Student can choose three items from the menu and calculate the total amount. 2. Student can show how they paid for the items and calculate the change.</p>

Probability Sample for Level C, D and E

Envelope Material

Teacher Resources

Reproducible Materials

The Probability Strand of The Math Workshop has the students performing various experiments and recording the results of these experiments. They are asked to predict their outcomes, compare results, and as the grade levels get higher, they start using formulas to measure the probability of the experiment performed.

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Probability Envelope Material are identical for Levels C, D and E

Probability

Probability

Probability

All three levels use cards describing the experiments.

The resources illustrate the concepts referenced on the activity sheets.

Spinners are used in the experiments.

Level C

Level D

Level E

Probability Teacher Resources is Grade Level Specific for

Teacher Directions

Answer Key

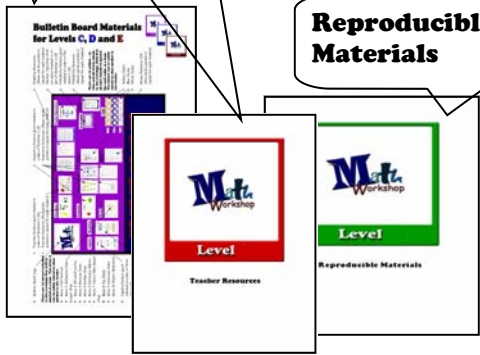
Assessment Guide

Puzzles and Shapes for Level C, D and E

Envelope Material

Teacher Resources

Reproducible Materials



The Puzzles and Shapes strand of the Math Workshop helps students develop their understanding of spatial concepts and build their understanding of geometric concepts through a hands-on approach that supports development of geometric vocabulary and skills.

The Math Workshop Packages include Bulletin Board Display materials in the **Envelope Material**, 10 rotations of activity sheets in the **Reproducible Materials**, and teacher directions, an answer key, assessment guide in the **Teacher Materials**.

Puzzles and Shapes Envelope Material is identical for Levels C, D and E

Geometry

Box 4	Box 5	Box 6

The Puzzles and Shapes poster is the same poster used for the Geometry Strand. Students will reference the same shapes with different questions on the activity sheets.

Level C

Puzzles and Shapes C-1

Name: _____ Date: _____

★ Look at **Geometry Box 4**. Trace or draw the same pattern below using only green triangles. How many did you use? _____

★ Gather the set of blocks used to form the shape in **Box 4**. Trace or draw them below to form a reflection of the original shape.

Level D

Puzzles and Shapes D-1

Name: _____ Date: _____

★ Double the amount of blocks from **Geometry Box 4** and build the design with a reflection on your table, then draw the original shape and its reflection below.

★ Look at the shape above.

Can you make the same shape with only green triangles? _____

How many? _____

Can you make the same shape using blue rhombuses and green triangles? _____

How many blue rhombuses? _____ How many green triangles? _____

Can you make the same shape using red trapezoids and green triangles? _____

How many red trapezoids? _____ How many green triangles? _____

Use the block from **Box 6**. Draw each face to show the shape's net. (You may need to trace the net by rolling each side and tracing on a larger piece of paper first.)

Color all shapes that are congruent the same color:

- Squares: Green
- Circles: Purple
- Rectangles: Blue
- Triangles: Red

Show sides that are equal with corresponding hash marks.

What is the perimeter of the net (1 side = 1 unit)? _____

What is the area of the net (1 side = 1 unit)? _____

Level E

Puzzles and Shapes E-1

Name: _____ Date: _____

★ Double the amount of blocks from **Geometry Box 4** and build the design with a reflection on your table, then draw the original shape and its reflection below.

★ Look at the shape above.

Can you make the same shape using blue rhombuses and green triangles? _____

How many blue rhombuses? _____ How many green triangles? _____

Can you make the same shape using red trapezoids and green triangles? _____

How many red trapezoids? _____ How many green triangles? _____

★ Look at the shape above.

Count the number of obtuse angles: _____ acute angles: _____ right angles: _____

Use the block from **Box 6**. Draw each face to show the shape's net. (You may need to trace the net by rolling each side and tracing on a larger piece of paper first.)

Show sides that are equal with corresponding hash marks.

Show angles that are equal with corresponding angle marks.

Using your tracing, determine the perimeter of the net in inches: _____

Using your tracing, estimate the area of the net in inches: _____

Puzzles and Shapes C-1

Use the block from **Box 6**. Draw each face to show the shape's net. (You may need to trace the net by rolling each side and tracing on a larger piece of paper first.)

Color shapes that are congruent the same color:

- Squares: Green Circles: Purple
- Rectangles: Blue Triangles: Red

★ What is the perimeter of the net (one side = 1 unit)? _____

What is the area of the traced net (one side = 1 unit)? _____

Puzzles and Shapes D-1

Use a set of seven tangrams to answer the following questions. Make sure you trace the pieces to prove your answers.

Show how you can make a square using only three pieces:

★ Show how you can make a square using only four pieces:

Puzzles and Shapes E-1

★ Use a set of seven tangrams to answer the following questions. Make sure you trace the pieces to prove your answers.

Show how you can make a triangle using only four pieces:

Show how you can make a square using only four pieces:

Geometry Teacher Resources are Grade Level Specific for

Teacher Directions

Answer Key

Assessment Guide

Time Sample for Level C, D, and E

Envelope Material

Teacher Resources

Reproducible Materials

The Time strand in The Math Workshop allows students to independently practice telling time by five minutes and to the minute. They have the opportunity to use problem solving strategies and hands-on materials to calculate elapsed time and fractions of time.

The Math Workshop Packages include Bulletin Board Display materials and a student resource in the **Envelope Material**, 10 rotations of activity sheets in the **Reproducible Materials**, and teacher directions, an answer key, assessment guide in the **Teacher Materials**.

Time Envelope Material is identical for Levels C, D and E

All three levels reference the same bulletin board display!

The resource illustrates the concepts referenced on the activity sheets.

Time Resource

Level C

Level D

Level E

Time Teacher Resources is Grade Level Specific for

Teacher Directions

Answer Key

Assessment Guide