

# Work Place IP



## WORK PLACE GAMES & ACTIVITIES

### Count & Compare Pennies

#### This Work Place basket will need

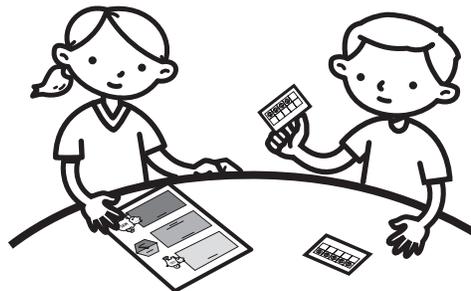
- ★ 3 Count & Compare Pennies gameboards
- ★ 3 sets of Count & Compare Pennies cards

#### Skills

- ★ identifying pennies by their name and value
- ★ counting with 1-to-1 correspondence
- ★ comparing sets (more, less, or equal)
- ★ recognizing quantities relative to 5's and 10's
- ★ adding and subtracting

#### Work Place Instructions

1. Find a partner.
2. Get a gameboard and a set of cards from the Work Place basket. Mix up the cards and place them face down between you and your partner.
3. Draw one card from the pile and have your partner do the same.
4. Count how many pennies there are on each card. You and your partner should help each other with this. (Don't worry if some children compare the cards visually rather than counting to find out which card has more and which has fewer. In many cases, it's quite easy to see without counting.)
5. Place your cards where they belong on the gameboard—one card in the “more” box, the other in the “less” box. (If the two cards are equal, put them both back into the stack and draw again.)
6. Spin the spinner at the bottom of the gameboard to determine who gets to take both cards. If it lands on “more,” the person who had the card with more pennies on it gets to take both the cards. If it lands on “less,” the person who drew the card that had fewer pennies on it gets both cards.
7. Take turns drawing cards, counting, and then comparing the quantities shown, and spinning until you are out of cards. Then count your cards and help your partner do the same. The player who has more cards should put her stack on the *more* portion of the board. The player with fewer should put his stack on the *less* portion. Finally, spin the spinner to determine the overall winner.



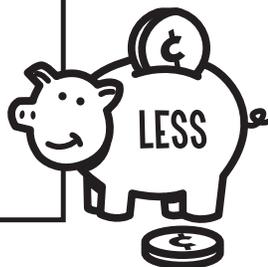
#### Instructional Considerations

Here are some things you might watch and listen for as students play this game.

- Do children count the pennies on each card to determine who has more and who has fewer, or do they make the comparisons visually instead?
- If they do count the pennies, what kinds of strategies are they using? Do they count each penny one by one, or are they moving toward a more efficient method, such as counting on from 5, counting by 2's, adding the pennies in the 2 rows, or looking at how many empty boxes there are to determine how many pennies are on the card?
- Do they appear to recognize small quantities (1, 2, 3, or 4) instantly, or do they have to count them one by one?
- Do they know that if the top row is filled, it's 5 and if the entire card is filled, it's 10?

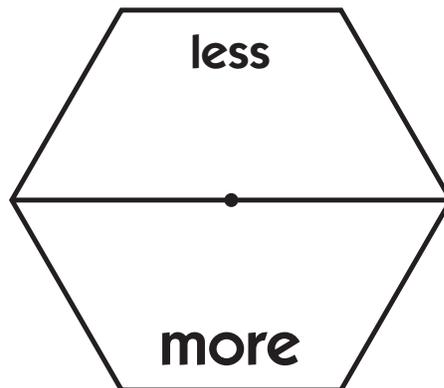
# Count & Compare Pennies gameboard

less



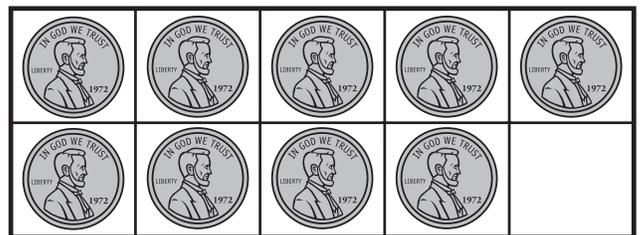
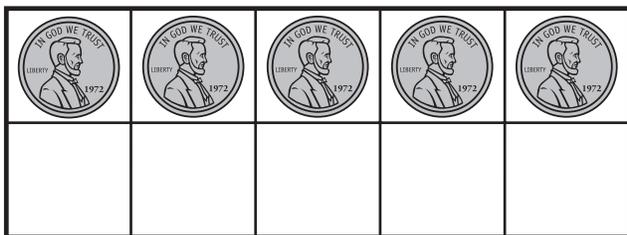
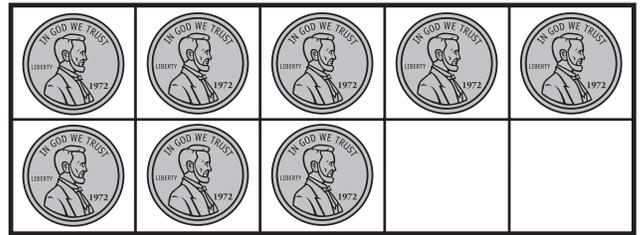
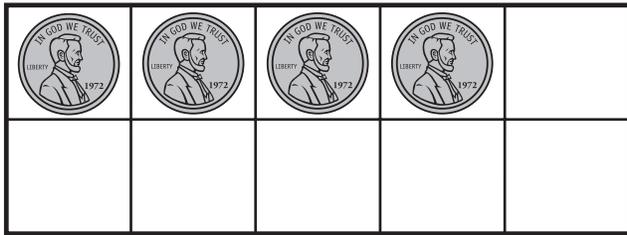
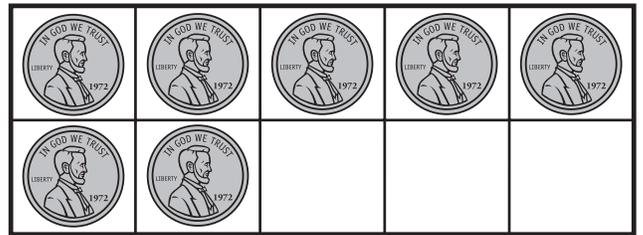
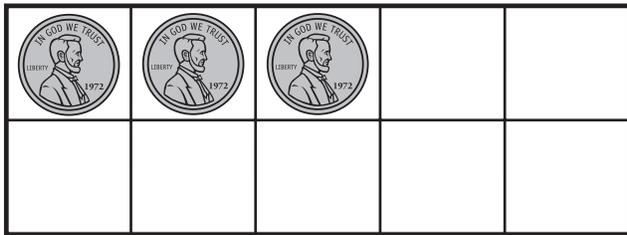
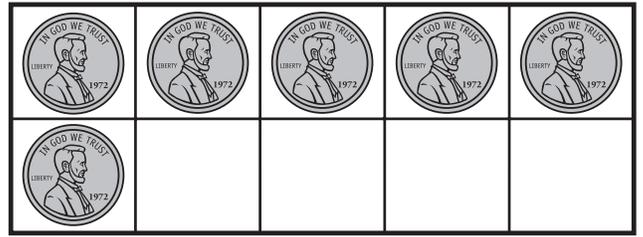
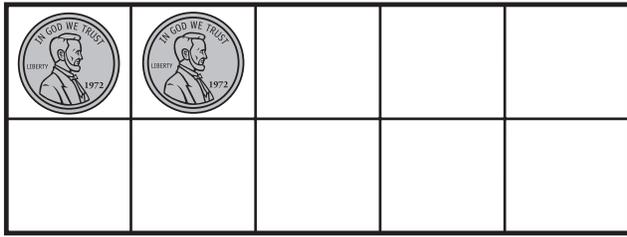
Just the same!

Put them back  
in the pile.



more





# Work Place 2A



## WORK PLACE GAMES & ACTIVITIES

### Buttons Addition

#### This Work Place will need

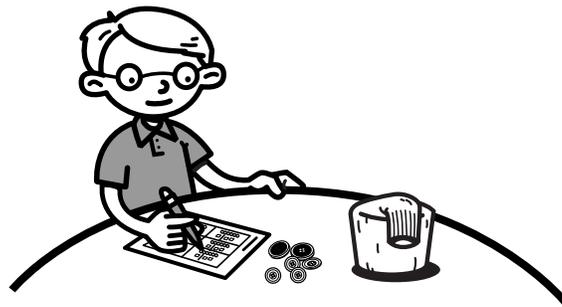
- ★ Buttons Addition record sheets (Blacklines 2.18–2.22, run 10 copies of each and place in a folder)
- ★ a container of black and white buttons
- ★ 6 probability containers (If you've purchased the Deluxe Package, you'll find these among the program manipulatives. If not, simply slip an 8-ounce yogurt container inside a small, stretchy sock to make each container.)
- ★ crayons

#### Skills

- ★ counting
- ★ combining sets
- ★ writing number sentences
- ★ understanding the process of addition
- ★ looking for patterns
- ★ recognizing when games or activities depend on chance

#### Work Place Instructions

1. Choose a Buttons Addition record sheet. You can choose to work with 4's, 5's, 6's, 7's, or 8's. After you've made your decision, take that many white buttons and that many black buttons and put them inside one of the probability containers.



2. Shake your buttons well and reach in to pull out as many buttons as are shown on your sheet. Record the number of black and the number of white by coloring in the buttons in the first box on your sheet. Write a number sentence to match.
3. Put the buttons back into your container. Shake well and again pull out the number you need. Record your results. Repeat four more times.
4. Save your record sheet in your work folder for your teacher to see. Be sure to mark your planner.

#### Instructional Considerations

You can assign children numbers for this activity. We find that children generally make reasonable choices for themselves, though, and prefer to let them choose.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Button Addition, 4's record sheet

 $\begin{array}{r} \square \\ \square \\ + \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ \square \\ + \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ \square \\ + \square \\ \hline \square \end{array}$
 $\begin{array}{r} \square \\ \square \\ + \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ \square \\ + \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ \square \\ + \square \\ \hline \square \end{array}$

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Button Addition, 5's record sheet

 $  \begin{array}{r}  \square \\  + \square \\  \hline  \square  \end{array}  $	 $  \begin{array}{r}  \square \\  + \square \\  \hline  \square  \end{array}  $	 $  \begin{array}{r}  \square \\  + \square \\  \hline  \square  \end{array}  $
 $  \begin{array}{r}  \square \\  + \square \\  \hline  \square  \end{array}  $	 $  \begin{array}{r}  \square \\  + \square \\  \hline  \square  \end{array}  $	 $  \begin{array}{r}  \square \\  + \square \\  \hline  \square  \end{array}  $

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Button Addition, 6's record sheet

 $  \begin{array}{r}  \square \\  \square \\  \square \\  \square \\  \square \\  \square \\  \hline  \square  \end{array}  $	 $  \begin{array}{r}  \square \\  \square \\  \square \\  \square \\  \square \\  \square \\  \hline  \square  \end{array}  $	 $  \begin{array}{r}  \square \\  \square \\  \square \\  \square \\  \square \\  \square \\  \hline  \square  \end{array}  $
 $  \begin{array}{r}  \square \\  \square \\  \square \\  \square \\  \square \\  \square \\  \hline  \square  \end{array}  $	 $  \begin{array}{r}  \square \\  \square \\  \square \\  \square \\  \square \\  \square \\  \hline  \square  \end{array}  $	 $  \begin{array}{r}  \square \\  \square \\  \square \\  \square \\  \square \\  \square \\  \hline  \square  \end{array}  $

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Button Addition, 7's record sheet

 $\begin{array}{r} \square \\ \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ \square \\ \hline \square \end{array}$
 $\begin{array}{r} \square \\ \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ \square \\ \hline \square \end{array}$

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Button Addition, 8's record sheet

 $\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$
 $\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$	 $\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$

# Work Place 1A Instructions



## WORK PLACES

### Make the Sum

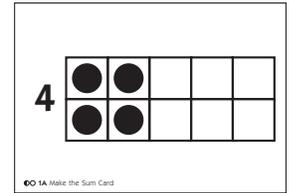
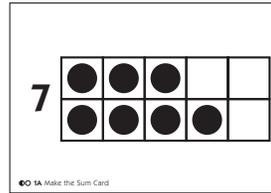
Create 2 baskets for this Work Place. Each Work Place basket will need

- ★ Work Place 1A Instructions (Blackline 1.25, 1 copy)
- ★ 3 decks of 1A Make the Sum Cards (40 cards per deck)

**Note** When students were introduced to this game in Session 6, they played in groups of 3 or 4 students. In the Work Place version of the game, they can play in pairs.

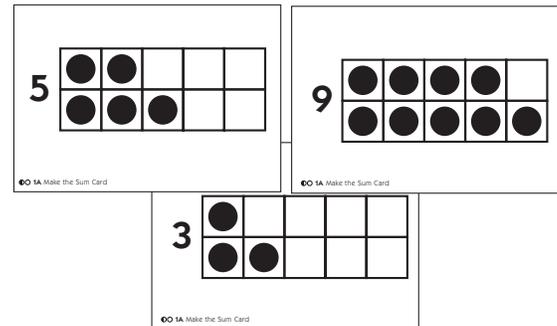
#### Instructions for Make the Sum

1. Decide with your partner what your target sum will be. Pick a number between 10 and 20. Place the deck of cards face down. To begin, turn one card face up and place it between you and your partner.
2. Now take turns drawing a card and placing it face up. Before you draw a card, tell your partner what card you are hoping for. You'll need to think about which cards would help you reach your target sum.
3. When you can combine a set of cards to make your target sum, share your addition strategies with your partner and then take those cards. Remember that you can combine more than 2 cards to make the sum. The player with the most cards at the end wins, so it helps if you can make the target sum by adding many cards. If you make the sum, you do not get an extra turn. Your partner still gets the next turn.



“Our target sum is 11, and 7 plus 4 is 11. I know because 7 plus 3 is 10 and then 1 more is 11. So I’ll keep these cards.”

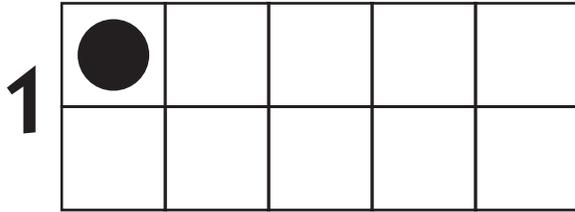
4. If you can’t make the target sum with the card you drew, simply place the card face up with the others.



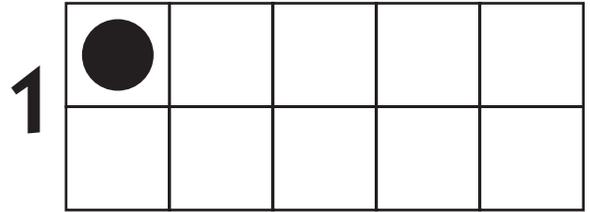
“Our target number is 11. I can’t make 11 with any of these cards, so I put my 5 down with the rest of the cards.”

5. Continue taking turns with your partner until no more cards can be combined to make the target sum. Some cards may be left over at the end if they can’t be combined to make the target sum.
6. Count your cards. The player with the most cards wins.

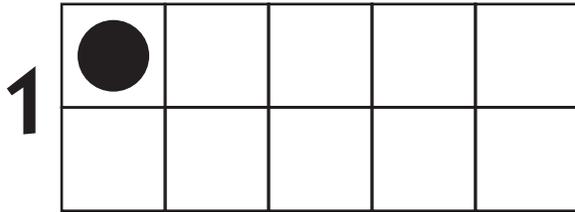
# Make the Sum Cards page 1 of 3



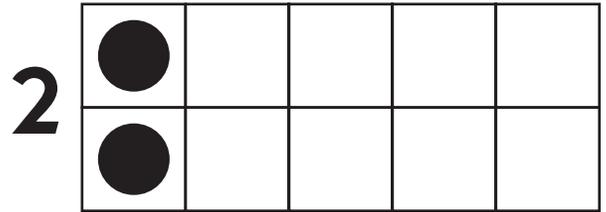
Overhead 1.7 Make the Sum Card



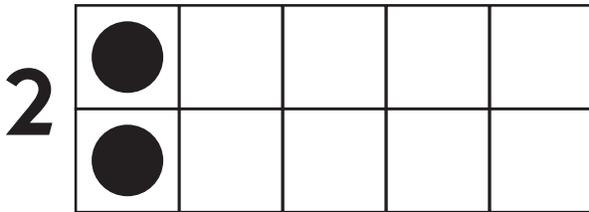
Overhead 1.7 Make the Sum Card



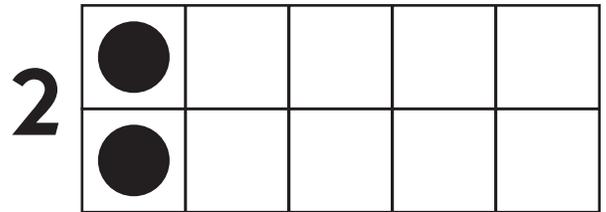
Overhead 1.7 Make the Sum Card



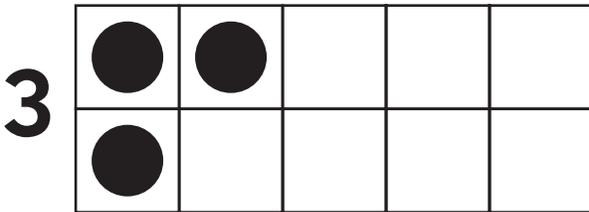
Overhead 1.7 Make the Sum Card



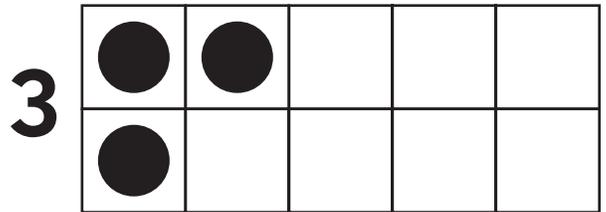
Overhead 1.7 Make the Sum Card



Overhead 1.7 Make the Sum Card



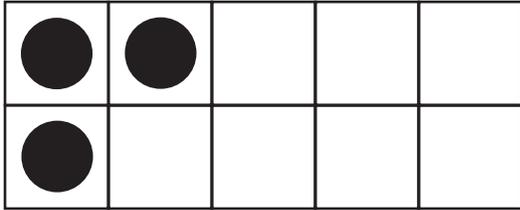
Overhead 1.7 Make the Sum Card



Overhead 1.7 Make the Sum Card

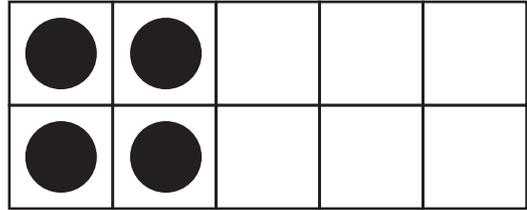
# Make the Sum Cards page 2 of 3

3



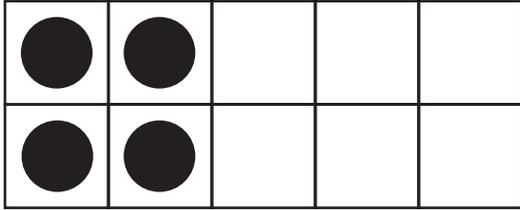
Overhead 1.8 Make the Sum Card

4



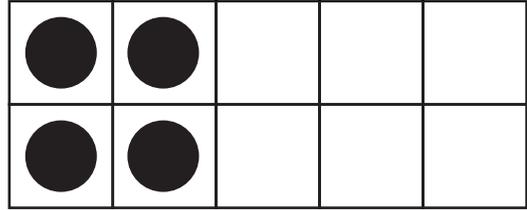
Overhead 1.8 Make the Sum Card

4



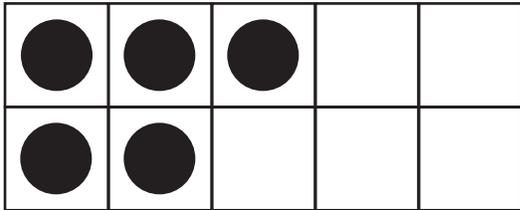
Overhead 1.8 Make the Sum Card

4



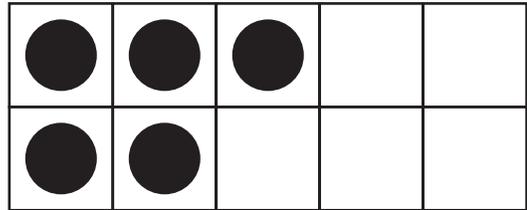
Overhead 1.8 Make the Sum Card

5



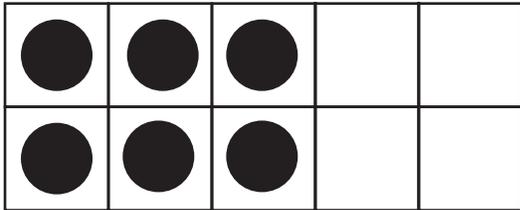
Overhead 1.8 Make the Sum Card

5



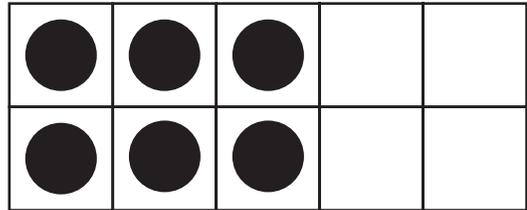
Overhead 1.8 Make the Sum Card

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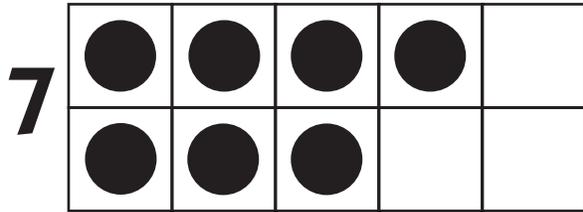
Overhead 1.8 Make the Sum Card

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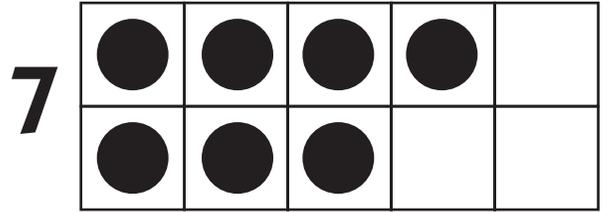


Overhead 1.8 Make the Sum Card

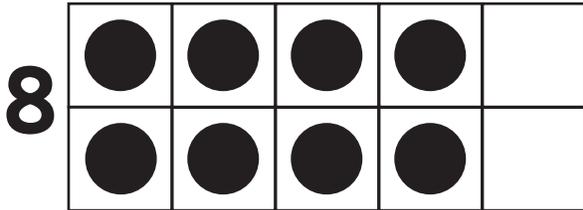
# Make the Sum Cards page 3 of 3



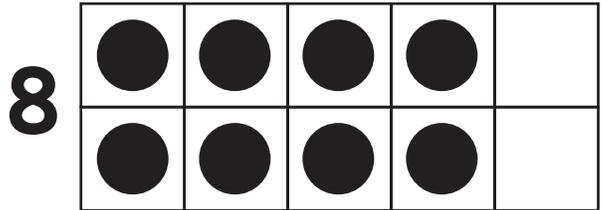
Overhead 1.9 Make the Sum Card



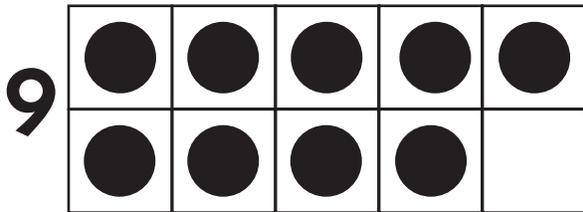
Overhead 1.9 Make the Sum Card



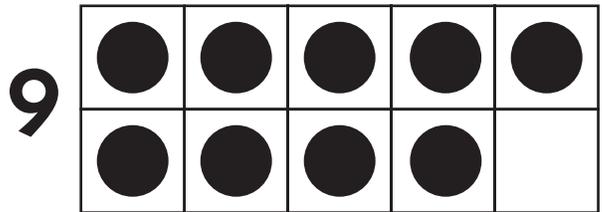
Overhead 1.9 Make the Sum Card



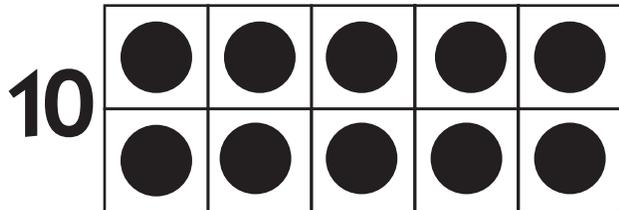
Overhead 1.9 Make the Sum Card



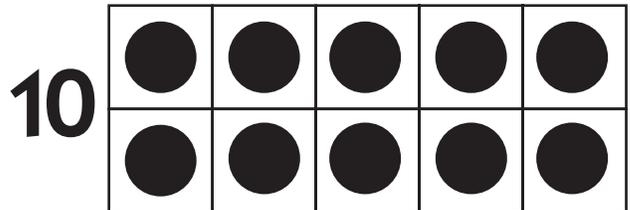
Overhead 1.9 Make the Sum Card



Overhead 1.9 Make the Sum Card



Overhead 1.9 Make the Sum Card



Overhead 1.9 Make the Sum Card

# Work Place 3D



## WORK PLACE GAMES & ACTIVITIES

### Which One Doesn't Belong?

#### This Work Place basket will need

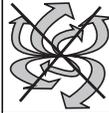
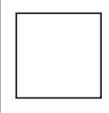
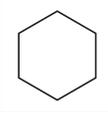
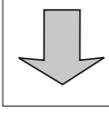
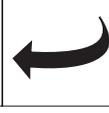
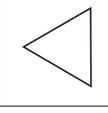
- ★ Which One Doesn't Belong? record sheets (Blacklines 1.24–1.29, run 10 copies of each sheet and place in pocket folders)

#### Skills

- ★ finding likenesses and differences
- ★ using attributes to eliminate and select group members

#### Work Place Instructions

1. Choose one of the sheets. Study the first group of 4 items carefully. Decide which one of the 4 you think doesn't belong and cross it out. Then write an explanation of why you crossed out that particular item on the lines below the 4 pictures.
2. Repeat with the other set of 4 items on the page.

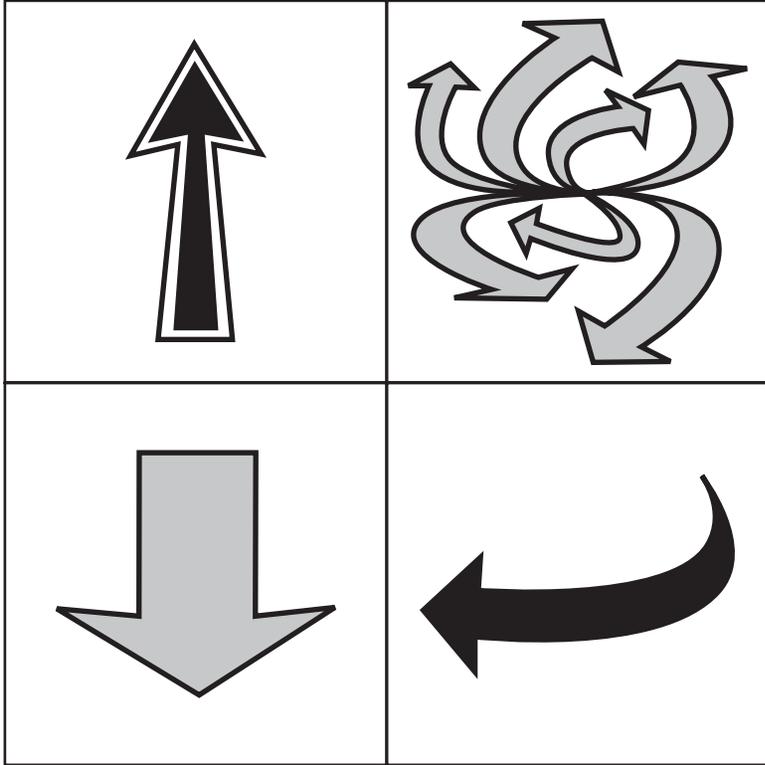
NAME <u>Briana</u>		DATE _____	
Which One Doesn't Belong? Why?		Which One Doesn't Belong? Why?	
			
			
<u>The top because</u> <u>there is more than</u> <u>one arrow.</u>		<u>The circle because</u> <u>all the rest have</u> <u>corners and it doesn't.</u>	

#### Instructional Considerations

This Work Place is an independent version of the activity you did with your class in Session 15 and you probably won't need to do a lot of modeling. You may want to establish a minimum number of pages to be completed with each visit to this Work Place—we ask our students to do 2 sheets (4 problems) each time.

NAME \_\_\_\_\_

### Which One Doesn't Belong? Why?




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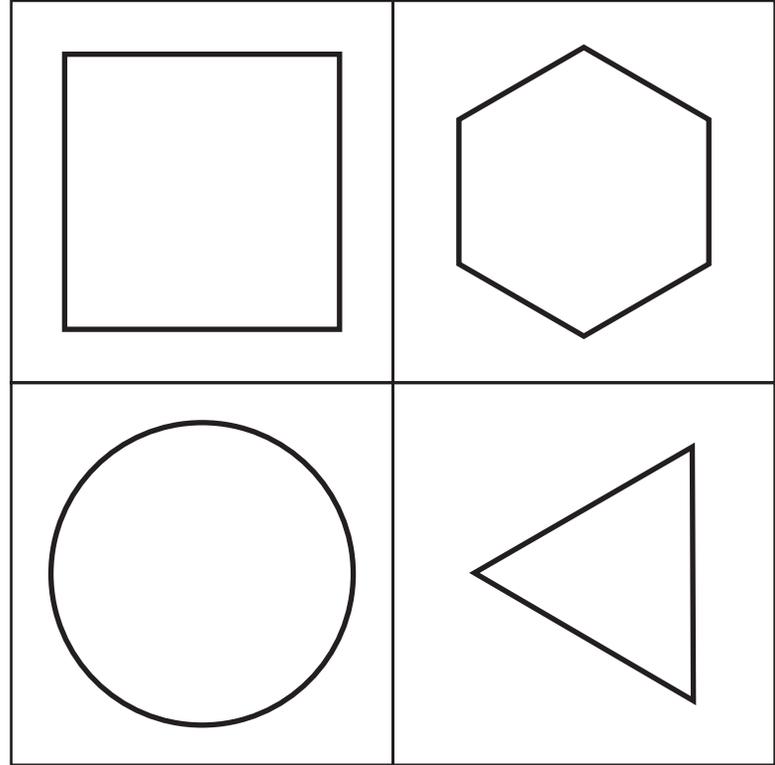
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DATE \_\_\_\_\_

### Which One Doesn't Belong? Why?




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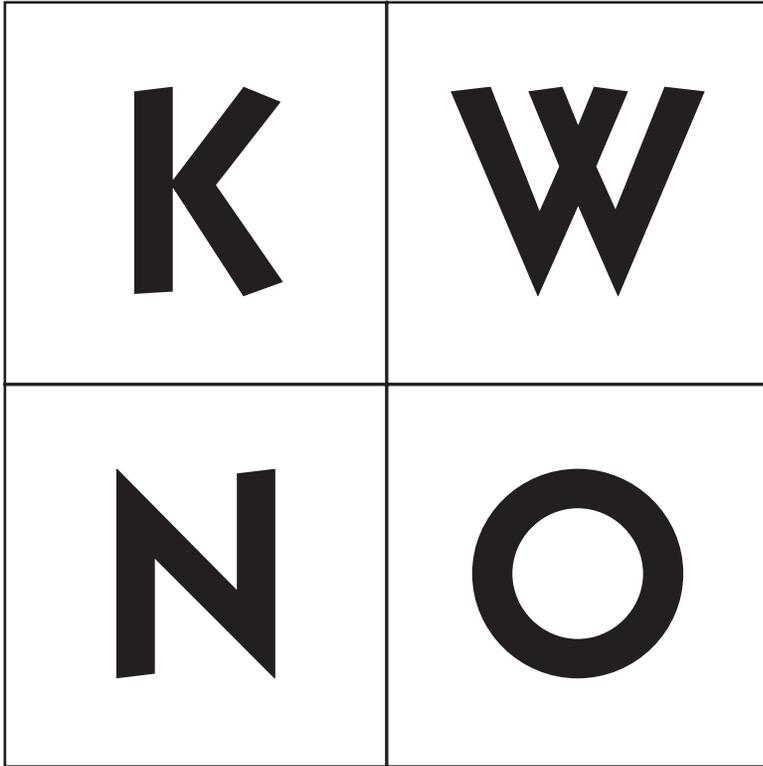
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NAME \_\_\_\_\_

### Which One Doesn't Belong? Why?




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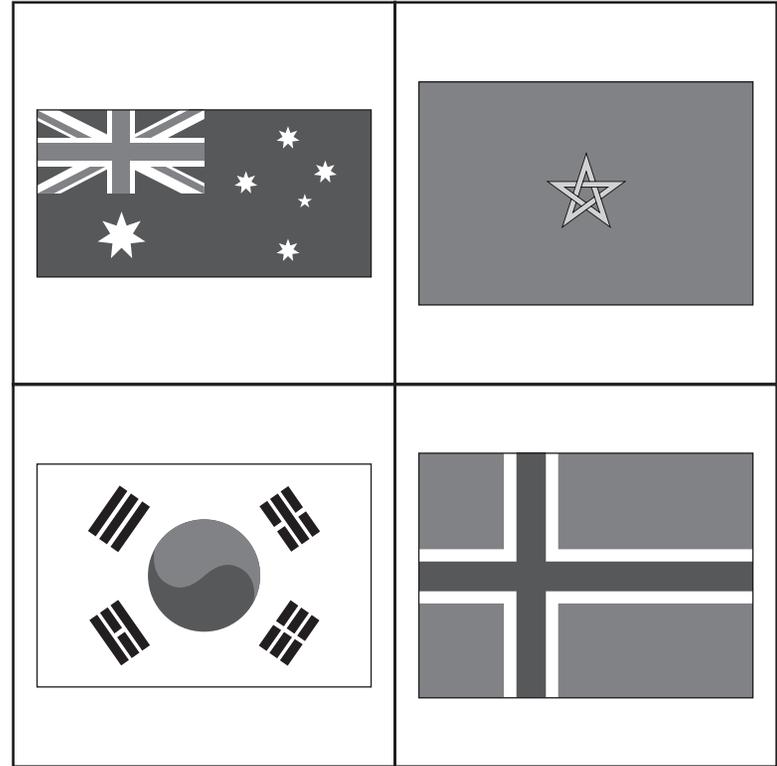
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DATE \_\_\_\_\_

### Which One Doesn't Belong? Why?




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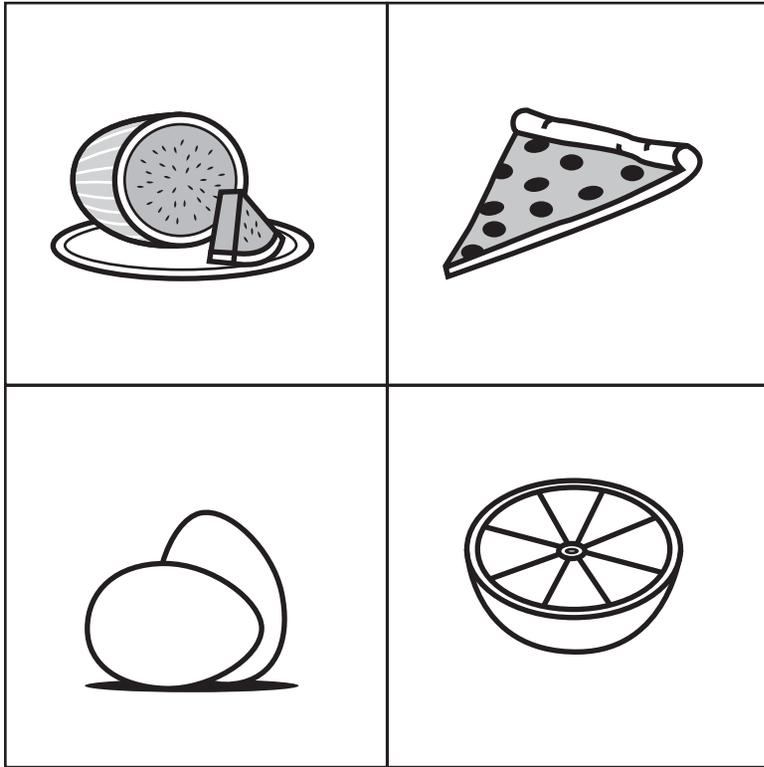
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NAME \_\_\_\_\_

### Which One Doesn't Belong? Why?




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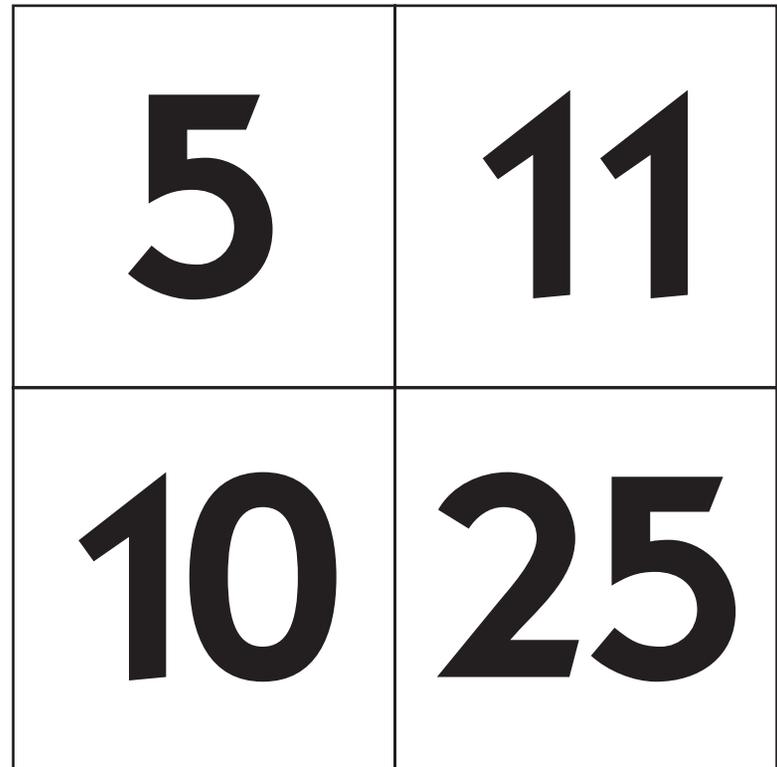
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DATE \_\_\_\_\_

### Which One Doesn't Belong? Why?




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NAME \_\_\_\_\_

**Which One Doesn't Belong? Why?**

<b>fish</b>	<b>frog</b>
<b>bear</b>	<b>flag</b>

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DATE \_\_\_\_\_

**Which One Doesn't Belong? Why?**

<b>5 10 15</b>	<b>1 2 3</b>
<b>25 30 35</b>	<b>45 50 55</b>

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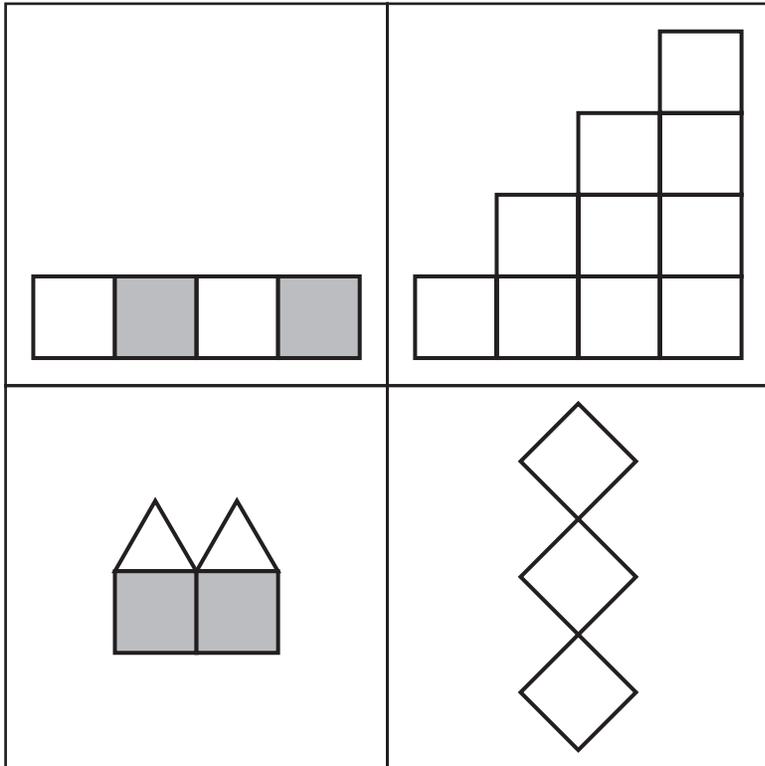
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NAME \_\_\_\_\_

### Which One Doesn't Belong? Why?




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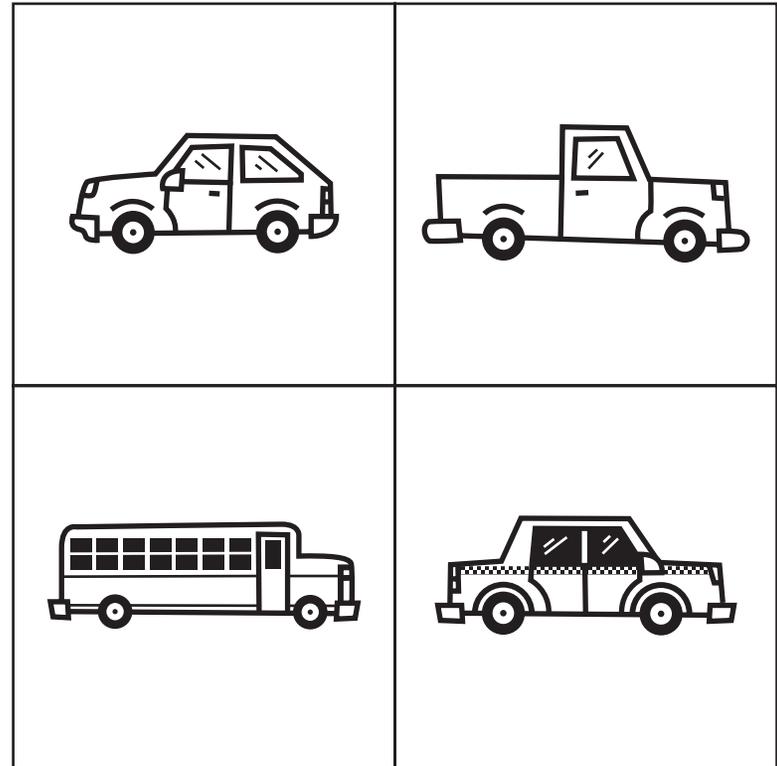
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DATE \_\_\_\_\_

### Which One Doesn't Belong? Why?




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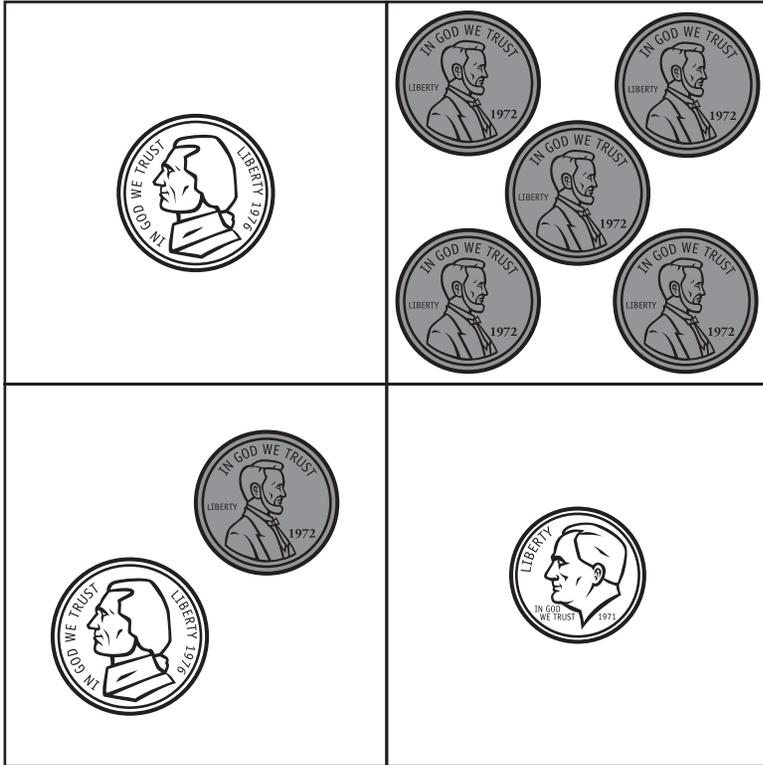
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NAME \_\_\_\_\_

### Which One Doesn't Belong? Why?




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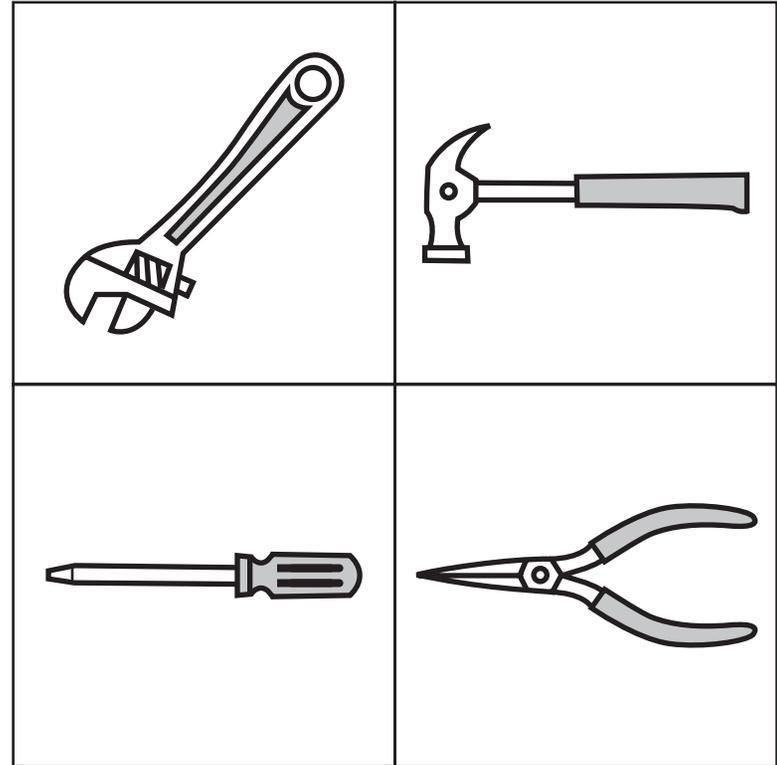
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DATE \_\_\_\_\_

### Which One Doesn't Belong? Why?




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NAME \_\_\_\_\_

### Which One Doesn't Belong? Invention Sheet


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DATE \_\_\_\_\_

### Which One Doesn't Belong? Invention Sheet


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# Work Place 6C



## WORK PLACE GAMES & ACTIVITIES

### Last Shape In Wins

#### You'll need

★ pattern blocks—hexagons, trapezoids, triangles, and blue rhombuses only (You may want to organize sets of pattern blocks into 3 ziplock bags so partners can reach into the Work Place basket easily and get what they need. Each set should have about 10 hexagons and 20 each of the other shapes.)

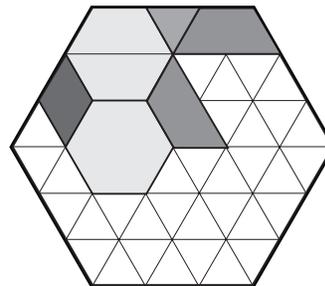
★ 3 Last Shape In Wins gameboards

#### Skills

- ★ exploring some of the relationships between various 2-dimensional shapes
- ★ combining shapes to make other shapes
- ★ developing strategies for winning a game

#### Work Place Instructions

1. Get a partner, some pattern blocks, and a gameboard. Decide who will go first and who will go second.
2. Take turns placing blocks on the gameboard. Each time it's your turn, you get to place one block anywhere on the gameboard you want. You may use any of the four shapes. You must take your turn every time, down to the very end. The object of the game is to be the person who gets to complete the big hexagon by fitting in the final shape.



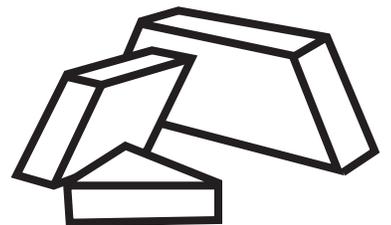
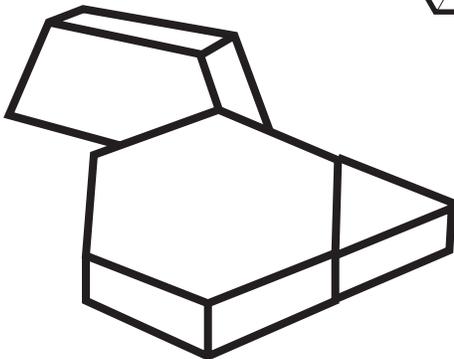
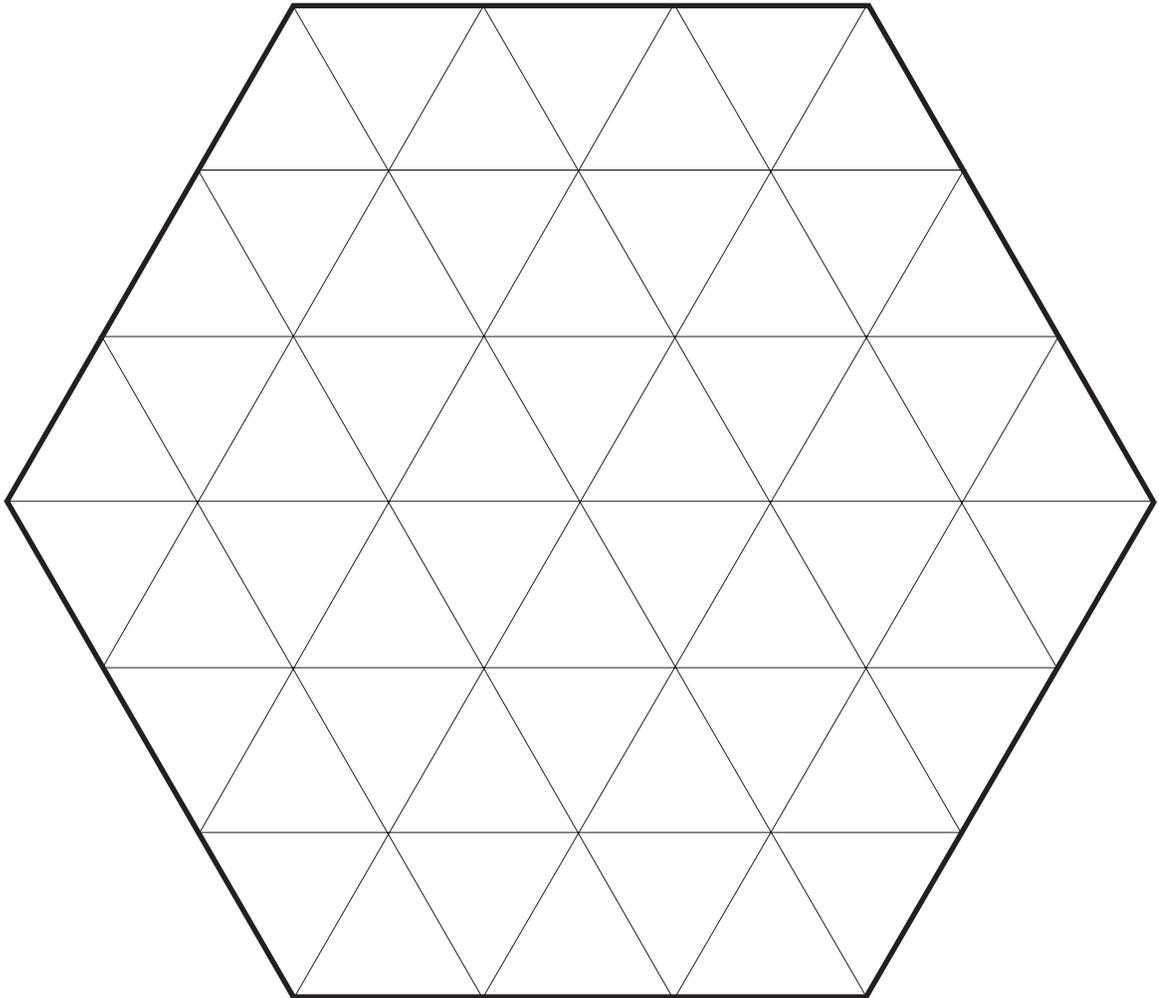
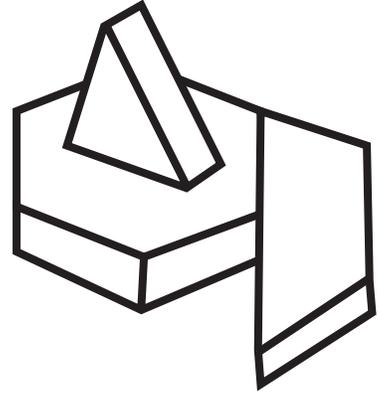
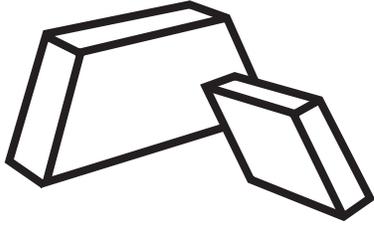
#### Instructional Considerations

The strategizing that may go on in the last few moves of this game is similar to chess in that a player needs to envision several different possibilities, imaging what will happen if she places a trapezoid on the board instead of a diamond, or a triangle instead of a hexagon. Not all of your students will spend a lot of time agonizing over the last few moves, although more might if you continue to challenge them to develop winning strategies.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Last Shape In Wins



# 1D Calculator Patterns Record Sheet Counting by 2's



1 Press  .

2 Enter today's date on the calculator. Also write the date in the box below.

3 Press  ,  , and  in order, and then record the sum in the first box below.

4 Continue to press  and record each sum, in order, in the boxes below.

Each time, predict what number will appear before pressing the equal sign button. Fill in all 10 boxes.

today's date

<b>1st sum</b>	<b>2nd sum</b>	<b>3rd sum</b>	<b>4th sum</b>	<b>5th sum</b>
<b>6th sum</b>	<b>7th sum</b>	<b>8th sum</b>	<b>9th sum</b>	<b>10th sum</b>

5 What patterns do you notice in the sums you recorded? Explain your thinking below in words, numbers, and/or pictures.