Generic Family Fun Game Board

Materials Generic to All Units:

- Game Markers
- Game Cards for your Level
- Answer Key for your Level
- Game Movement Cards (white)
- Unit-specific Materials List

Playing the Game

1. Begin in one of the corner shapes. There may be more than one player in each starting shape. Remember where you started.
2. On your turn, draw one of your level game cards and work the problem.
3. One of the other players uses the Answer Key to check your answer. If correct, draw a movement card and move the given places
   - Forward movement in a clockwise direction.
   - Backward movement in a counter clockwise direction.

   If incorrect, do not move.

One per student for home
One per partner pair in class

*Print on **white** paper.*

Family Fun – Movement Cards

Move forward 1 space	**Move forward 1 space**	**Move forward 1 space**
Move forward 1 space	**Move forward 1 space**	**Move forward 1 space**
Move forward 2 spaces	**Move forward 2 spaces**	**Move forward 2 spaces**
Move back 1 space	**Move back 1 space**	**Move back 1 space**
Move forward 3 spaces	**Move forward 2 spaces**	**Move forward 3 spaces**

BLM Unit 1, Follow-up Lesson 3 **Family Fun Game Cards** 

Printed in Blue –one set per partners for class; one set per student for home. (There are two pages of cards.)

A. Skip count from 5 to 100.	**B**. Skip count from 10 to 100.	**C**. Skip count from 25 to 100.
D. What is the value of a nickel? One nickel is worth ___ cents.	**E**. What is the value of a dime? One dime is worth ___ cents.	**F**. What is the value of a penny? One penny is worth ___ cent.
G. What is the value of a quarter? One quarter is worth ___ cents.	**H**. Brother Bear had 5 nickels. Sister Bear had 9 nickels. How many nickels did they have together?	**I**. Brother Bear had 3 quarters. Sister Bear had 8 quarters. How many quarters did they have together?

BLM Unit 1, Follow-up Lesson 3 **Family Fun Game Cards** 

Printed in Blue –one set per partners for class; one set per student for home. (There are two pages of cards.)

J. There were 15 pennies in the piggy bank. 4 more pennies were put into the bank. How many pennies were in the piggy bank then?	**K**. There were 15 pennies in the piggy bank. Brother Bear took out 4 of them. How many pennies were in the piggy bank then?	**L**. Sister Bear had 12 pennies. She spent 8 of them. How many pennies did she have then?
M. Brother Bear had 10 pennies. He spent some of them and had 7 pennies left. How many pennies did Brother Bear spend?	**N**. Sister Bear had some pennies. After she added 5 to the piggy bank, she had 12 pennies. How many pennies were there to start with?	**O**. Brother and Sister Bear each had 7 pennies. How many pennies did they have together?
P. **Use your pennies to model:** **5 + 6 = 11**	**Q.** **Use your pennies to model:** **8 + 8 = 16**	**R.** **Use your pennies to model:** **12 – 6 = 6**

BLM Unit 1, Follow-up Lesson 3 **Family Fun Special 1st-2nd Instructions**

Materials:

- Money Sets – 20 pennies, 20 nickels, 10 dimes, 4 quarters
- **BLM** Hundreds Chart (to help students skip count)
- **BLM** Piggy Bank Storyboard (students use money to model the word problems)
- **BLM** Family Fun Game Board
- **BLM** Family Fun Game Movement Cards (white card stock – all grade bands have the same movement cards)
- **BLM** Family Fun Game Cards, 2 pages (1st -2nd grade band cards are printed in blue)
- **BLM** Family Fun Game Special 1st – 2nd Instructions (this sheet)

Solution Expectations

Problems A - C

- Students are expected to begin to skip count by 5s, 10s, and 25s. They may use the Hundreds Chart to help them if they wish.

Problems D – G

- Students simply tell the value of the coin on the card. They should answer in a complete sentence using the sentence stem on the card.

Problems H – L

- Students model the problem using the BLM Piggy Bank Storyboard and the money kit. It is acceptable for older students or adults to read the problem to the students.

Problems M -- O

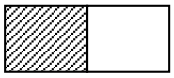
- These word problems are a little more difficult. Modeling is very important so that students see how to solve these problems.

Problems P - R

- Students use their money kits and the BLM Piggy Bank Storyboard to model a story that could describe the number sentence.

BLM Unit 1, Follow-up Lesson 3 **Family Fun Game Cards**

Printed on **Green** –one set per partners for class; one set per student for home. (There are two pages of cards.)

A. Draw an array to model 2 x 6.	**B**. Draw an array to model 3 x 2.	**C**. Draw an array to model 2 x 5.
D. $3 \times \square = 15$	**E**. $\square \times 5 = 10$	**F**. $2 \times 3 = \square$
G. Mary had 12 nickels. She put them equally into 3 banks. How many nickels were in each bank?	**H**. Henri had 10 dimes. He stacked them into equal stacks of 5. How many stacks did he have?	**I**. The model shows $\frac{1}{2}$.  Model and name a different equivalent fraction.

BLM Unit 1, Follow-up Lesson 3 **Family Fun Game Cards**

Printed on **Green**–one set per partners for class; one set per student for home. (There are two pages of cards.)

A. Dibuja una matriz para modelar 2 x 6.	**B**. Dibuja una matriz para modelar 3 x 2.	**C**. Dibuja una matriz para modelar 2 x 5.
D. $3 \times \square = 15$	E. $\square \times 5 = 10$	**F**. $2 \times 3 = \square$
G. Mary tenía 12 monedas de cinco centavos. Las puso de manera equitativa en 3 alcancías. ¿Cuántas monedas de cinco centavos había en cada alcancía?	**H**. Henri tenía 10 monedas de 10 centavos. Las apiló en pilas iguales de 5. ¿Cuántas pilas tenía?	**I**. El modelo muestra . Modela y nombra una fracción equivalente distinta.

BLM Unit 1, Follow-up Lesson 3 **Family Fun Game Cards**

Printed on **Green**–one set per partners for class; one set per student for home. (There are two pages of cards.)

J.
Write the following fraction as a decimal.

$$4\ \frac{5}{100}$$

K.
Write the following fraction as a decimal.

$$27\ \frac{12}{100}$$

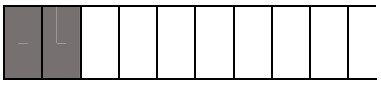
L.
Write the following decimal as a mixed fraction.

3.5

M.
How do you read this number?

4.23

N.
What part is SHADED?



O.
What part is UNshaded?

P.

Compare these numbers using < or >.

1.5 1.75

Q.

Compare these numbers using < or >.

1.51 1.49

R.

Compare these numbers using < or >.

1.2 1.02

BLM Unit 1, Follow-up Lesson 3 **Family Fun Game Cards**

Printed on **Green**–one set per partners for class; one set per student for home. (There are two pages of

J. Escribe la siguiente fracción en forma decimal. **$4\frac{5}{100}$**	**K**. Escribe la siguiente fracción en forma decimal. **27**	**L**. Escribe el siguiente decimal como fracción mixta. **3.5**
M. ¿Cómo lees este número? **4.23**	**N**. ¿Qué parte está SOMBREADA?	**O**. ¿Qué parte está SIN sombrear?
P. **Compara estos números usando < o >.** **1.5 1.75**	**Q.** **Compara estos números usando < o >.** **1.51 1.49**	**R.** **Compara estos números usando < o >.** **1.2 1.02**

BLM Unit 1, Follow-up Lesson 3 **Special 3rd – 4th – Instructions**

Materials:

- Money Sets
  - 12 nickels
  - 10 dimes
- 2 x 3 strips of paper to make fraction models.
- Paper and pencil
- 3-4 Family Fun Problem Cards (green)
- Family Fun Movement Cards (white)
- Family Fun Game Board
- BLM Special 3rd-4th Instructions
- BLM Unit 1 Family Fun Game Answer Key, all levels

Solution Expectations

Problems A – C

- Students may draw a grid or a dot array.
- They should also be able to give the total number of squares or dots in the array.

Problems D – F

- Students must determine the missing number that will make the number sentence true. Ask students how they found the missing number.

Problems G - H

- Students may use the money models to solve the problem. They should be able to answer the question in a complete sentence. Example: There were four nickels in each bank.

Problem I

- Students may draw models on paper, or may use the strips of paper to make models. Any different equivalent fraction is acceptable.

Problems J – L

- Students name the fraction given as a decimal, or the decimal given as a fraction.

Problem M

- Read the number correctly – in this case, FOUR and TWENTY-THREE HUNDREDTHS (4 point 2 3 would NOT be acceptable)

Problems N – O

- Look carefully at the directions – one is to name the SHADED portion. The other is to name the UNshaded portion. Be sure students see the difference.

Problems P – R

- Students should read the answer using the correct form of the decimals.
  - **P** one and five-tenths is less than one and seventy-five hundredths
  - **Q** one and fifty-one hundredths is greater than one and forty-nine hundredths
  - **R** one and two-tenths is greater than one and two-hundredths.

Units 1 Lesson 3 – FAMILY FUN
One per student for home
One per partner pair in class

*Print on **yellow** paper.*

Family Fun – Problem Cards (1 of 2)

A. If Franklin drove 256.89 miles on Monday and 376.4 miles on Tuesday, how many miles did he drive on both days together?	**B**. Cayla deposited her paycheck into her bank account. The new balance was $5679.18. If her check was $2441.30, how much was already in her account?	**C**. A rectangular garden has dimensions of 31.25 meters by 18.5 meters. What is the perimeter of the garden?
D. The pool has a perimeter of 52.5 meters. If the length of the pool is 15.5 meters, what is the width?	**E**. Trudy had 120.2 yards of fabric left on the bolt. The new shipment came in with the same print at 214.125 yards. How many yards of that print did she have altogether?	**F**. James paid his cell phone bill for $126.89. His bank showed a previous balance of $577.98. How much does he have in the bank after the bill?
G. Percy earned $700 this summer mowing yards. If he mowed 20 yards, how much did he charge for each lawn if they were all the same price?	**H**. **$35 x 80 hrs = _____**	**I**. **$18.60 x 40 hrs = _____**

Units 1 Lesson 3 – FAMILY FUN
One per student for home
One per partner pair in class

*Print on **yellow** paper.*

Family Fun – Problem Cards (2 of 2)

J.
John earns $10.25 an hour. If he worked 20 hours this week, how much will his check be before taxes?

K.
Layla sold custom necklaces for $45 online. Her order this month was 15 necklaces. How much money will she earn if she completes all 15?

L.
Benjamin's check was $188. If he worked 16 hours, how much did he get paid an hour before taxes?

M. Solve for *x*.

$$\frac{\$330}{2 \text{ paintings}} = \frac{\$\ x}{4 \text{ paintings}}$$

N. Solve for *x*.

$$\frac{\$330}{2 \text{ paintings}} = \frac{\$\ x}{1 \text{ painting}}$$

O. Use the ratio table to solve for *x*.

price	$25		$ *x*
box	3		12

P. Use the ratio table to solve for *x*.

points	*x*	112	224
game	1	2	4

Q.
What is 50% of $825.00?

R.
What is 75% of $200.00?

Units 1 Lesson 3 – FAMILY FUN
One per student for home
One per partner pair in class

Special 5th – 6th Game Instructions

Materials:

- Family Fun Generic Game Board
- Family Fun Movement Cards
- Unit 1 Family Fun Problem Cards for grades 5-6 (yellow)
- Family Fun Answer Key for Unit 1 (all grade bands)
- Unit 1 Family Fun Special 5th – 6th Game Instructions

Solution Expectations

Problems A – F

This problem set covers the addition and subtraction of decimals. Students shouldn't have a tough time solving these. The main concern is to make sure place value spots are lined up correctly. Some students line up the decimals, which lines up place value.

Problems G – L

This problem set covers multiplication and division in money situations. Students may use any strategy they choose to solve the problems. This may include standard algorithms, ratio tables, partials, area models, etc. For example:

Card L: Students did not use the division algorithm in the lesson. Instead they learned the ratio table for this type of problem. This card stretches their knowledge of the ratio table as it is worked backwards (halving) from the examples done in class (doubling). Ratio table shown below:

income	$188	$94	$47	$23.50	$11.75
hours	16	8	4	2	1

÷2 ÷2 ÷2 ÷2

Problems J – R

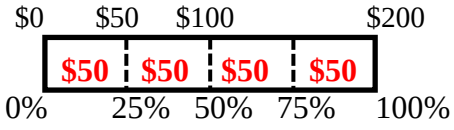
This problem set deals with equivalent ratios and percents. Students are asked to use multiplicative relationships to solve M and N, ratio table for cards O and P, and cards Q and R could be solved using a bar model. However, students may use any strategy to solve the percent problems. For example,

Card M: $\frac{\$330}{2 \text{ paintings}} = \frac{\$\,x}{4 \text{ paintings}}$

x2

Therefore, double $330 to get $660.

Card R:

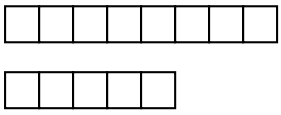
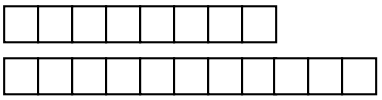
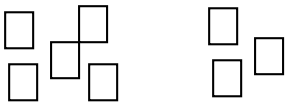


50% = $100. That means every 25% = $50. Therefore, 75% = $150.

BLM Kinder Unit 2, Follow-up Lesson 3 **Family Fun Game Cards**

Printed in Pink–1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

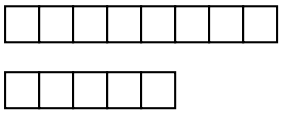
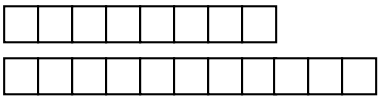
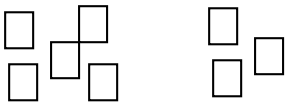
Cards A – I are Unit 2 skills as assessed. Cards J – R review skills from previous units.

A. Tito made 5 sounds. Tito made 3 sounds. How many sounds did Tito make?	**B**. Tito wrote 2 mambos. Tito wrote 7 rumbas. How many dances did Tito write?	**C**. 8 people were on the dance floor.6 people sat down. How many people were on the dance floor?
D. 10 people were on the dance floor. 4 sat down. How many people were on the dance floor?	**E**. How many sounds do you hear? CLACKITY CLACK – CLACK Show your number card.	**F**. How many sounds do you hear? CLACK – CLACK – CLACK – CLACK? Show your number card.
G. Which train is longer, top or bottom? 	**H**. Which train is shorter, top or bottom? 	**I**. Which set has fewer cubes? 

BLM Kinder Unit 2, Follow-up Lesson 3 **Family Fun Game Cards**

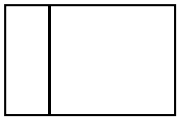
Printed in Pink–1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

Cards A – I are Unit 2 skills

A. Tito hizo 5 sonidos. Tito hizo 3 sonidos. ¿Cuántos sonidos hizo Tito?	**B**. Tito escribió 2 mambos. Tito escribió 7 rumbas. ¿Cuántas piezas de baile escribió Tito?	**C**. Había 8 personas en la pista de baile.6 personas se sentaron. ¿Cuántas personas quedaron en la pista de baile?
D. Había 10 personas en la pista de baile. 4 se sentaron. ¿Cuántas personas quedaron en la pista de baile?	**E**. ¿Cuántos sonidos oyes? CLACKITY CLACK – CLACK Muestra la carta de número.	**F**. ¿Cuántos sonidos oyes? CLACK – CLACK – CLACK – CLACK? Muestra la carta de número.
G. ¿Cuál tren es más largo, el de arriba o el de abajo? 	**H**. ¿Cuál tren es más corto, el de arriba o el de abajo? 	**I**. ¿Cuál conjunto tiene menos cubos? 

BLM 1st–2nd Unit 2, Follow-Up Lesson 3 **Family Fun Game Cards**

Printed in Pink –1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

J. Name this coin. 	**K.** Name this coin. 	**L** Name this coin. 
M. Name this coin. 	**N.** Marco had 6 pennies. He spent 4 pennies. How many pennies did he have then?	**O.** Anna had 3 pennies. She earned 5 more pennies. How many pennies did she have then?
P. Why are these parts called halves? 	**Q.** These parts are NOT halves. Why aren't these parts called halves? 	**R.** Count out 12 counters. Now show the number card that tells you how many counters you have.

BLM 1st–2nd Unit 2, Follow-up Lesson 3 **Family Fun Game Cards**

Printed in Pink –1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

J. Di el nombre de esta moneda.

K. Di el nombre de esta moneda.

L Di el nombre de esta moneda..

M. Di el nombre de esta moneda.

N.
Marco tenía 6 centavos.
Él gastó 4 centavos.
¿Cuántos centavos le quedaron?

O.
Anna tenía 3 centavos.
Ella ganó 5 centavos más.
¿Cuántos centavos le quedaron?

P. ¿Por qué estas partes se llaman mitades?

Q.
Estas partes NO son mitades.
¿Por qué estas partes no se llaman mitades?

R.
Cuenta 12 contadores.
Ahora muestra la carta de número que dice cuántos contadores tienes.

BLM Kinder Unit 2, Follow-up Lesson 3 Kinder Special Instructions

Materials:

- Pink Family Fun Problem Cards (Kinders)
- Special Instructions (Kinders)
- Number Card Set in a Bag 0 – 20
- Coin set – 1 penny, 1 nickel, 1 dime, 1 quarter
- All-level Answer Key for Unit 2
- Counters from home – pebbles, beans, paper clips, or any other small object that can be counted
- Family Fun Game Board (at home)
- Family Fun Movement Cards (at home)
- Game Markers – 1 for each player

Solution Expectations

Problems A – D (unit 2 skills)

- Students are expected to use their counters to model the problems, then tell you the answer.

Problems E-F (unit 2 skills)

- Students are expected to clap out the rhythm, model with counters and show the number card that represents the answer.

Problems G – I (unit 2 skills)

- Students are expected to compare the sets on the card.

Problems J – M (unit 1 skills)

- Students are expected to name the coin pictured.

Problems N – O (unit 1 skills)

- Students are expected to solve the word problem using counters.

Problem P-Q (unit 1 skills)

- Students are expected to explain why a whole is considered halves (whole is divided into 2 equal parts) or is NOT considered halves (the 2 parts are not equal).

BLM Unit 1, Family Fun Game Lesson 3 **Hundreds Chart** 

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

BLM All-School Unit 1, Lesson 3 **Family Fun Game Answer Key**

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	This coin is a quarter.	5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100	x x x x x x x x x x x x	633.29 miles	$\frac{22 \text{ boys}}{30 \text{ girls}}$
B	This coin is a dime.	10,20,30,40,50, 60,70,80,90,100	x x x x x x	$3237.88	$\frac{15 \text{ girls}}{26 \text{ total}}$
C	This coin is a penny.	25, 50, 75, 100	x x x x x x x x x x	perimeter = 99.5 meters	$\frac{14 \text{ boys}}{33 \text{ total}}$
D	This coin is a quarter.	5 cents	3 x 5 = 15	width = 10.75 meters	$\frac{21 \text{ red}}{33 \text{ total}}$
E	This coin is a dime.	10 cents	2 x 5 = 10	334.325 yards	6 cups of flour
F	This coin is a penny.	1 cent	2 x 3 = 6	$451.09	$\frac{1}{4}$ cup of onions
G	This coin is a nickel.	25 cents	There were 4 nickels in each bank.	$35 for each yard	12 cups of flour
H	This coin is a nickel.	14 nickels	There were 2 stacks of 5 nickels.	$2800	$12\frac{1}{2}$ cups sugar
I	This coin is a dime.	11 quarters	2/4, 3/6, 4/8, 5/10	$744	11.5 oz. of chocolate
J	Benny had 4 pennies.	19 pennies	4.05	$205	16 baskets
K	Benny had 2 pennies.	11 pennies	27.12	$675	20 baskets
L	Benny had 4 pennies.	4 pennies	3 5/10 or 3 1/2	$11.75 per hr	Same. Ratios are equivalent at 2:3
M	Benny had 5 pennies.	3 pennies	Four and twenty-three hundredths	$660 (double $330)	12 blue
N	Benny had 5 pennies.	7 pennies	2/10 0.2	$165 (half of $330)	18 red
O	Benny had 0 or no pennies.	14 pennies	4/10 0.4	x = $100 (double 25, double 50)	16 yellow
P	(counts out 15 pennies)	Make a group of 5 and a group of 6	1.5 < 1.75 Less than	x = 56 (half of 112)	$72.00
Q	(counts out 12 pennies)	Make a group of 8 and a group of 8	1.51 > 1.49 Greater than	$412.50 (half of $825)	50 minutes
R	(counts out 20 pennies)	Show 12 pennies and	1.2 > 1.02 Greater than	$150 (50% = $100, 25%	Alicia – She runs

2014 Math MATTERS Themes and Projects

Unit	Theme	Project
1	Money	Students work as a full campus to decide upon a money making project to donate to a local need. Each grade band works within their abilities to generate the money. Products or services should be produced by the students rather than selling a vendor's materials.
2	Artist Biographies	Students work as grade bands to create samples of their artist's medium: Kinder: music, particularly mambo rhythms 1-2: pottery 3-4: murals 5-6 and 7-8: tessellations
3	Adventure	Students take an Adventure Trip to someplace in your area. This can be a real field trip, or can be a virtual trip. Notes and photographs are taken of areas that most interest the students. When the school returns from the trip, students chronicle their adventure by either creating a scrapbook per class that is collated into one large book, or creating an online scrapbook.
4	Folklore	Students create scenery, props, costumes and script then perform their folktale to the rest of the school. The presentation might be a live performance, choral reading, puppet show, shadow puppet show, PowerPoint presentation and live reading, radio broadcast, movie or any other venue that you and your class decide upon. The presentation, however, should be part of a whole-school event during which each grade band present the folktale read during this unit. 7-8 can participate by selecting one of the 4 books read thus far.
5	Poetry	Students write their own poems and perform them in a coffee house venue.
6	STEM	Students share the unit projects in a museum venue. This would be a wonderful venue for a family end of the summer party.

Project Title: _____

Student Name: _____

Date: _____ Teacher: _____

Math MATTERS Project Rubric

	1 point	2 points	3 points	4 points	Score
Amount of Project Completed	Little effort made, most items are unaddressed or incomplete	Some parts of the project were addressed and complete	Most of the project parts were addressed and complete, a few may be missing	All parts of the project were addressed and complete	
Quality of Work	Could not read project, project poorly organized	Project was partially organized, many parts were confusing or unrelated	Project was mostly organized, a few parts may be confusing or unrelated	Project highly organized and all parts clearly related to the topic	
Use of Time and Effort	Did not use time effectively	Used some time effectively, but was often off task	Used most time effectively, occasionally off task	Student used all available time to the fullest	
Presentation	Student could not explain own project	Student needed to be prompted to explain own project	Student explained project with little prompting	Student easily explained the project and could answer questions	
				Total	

A total score of 12 or more points is needed to consider the project complete.

Notes:

Rubric is an adaptation of Rcampus Math Project Rubric: Fraction Word Problems
http://www.rcampus.com/rubricshowc.cfm?code=F945W8&sp=true&

Unit 6, Teacher Introduction

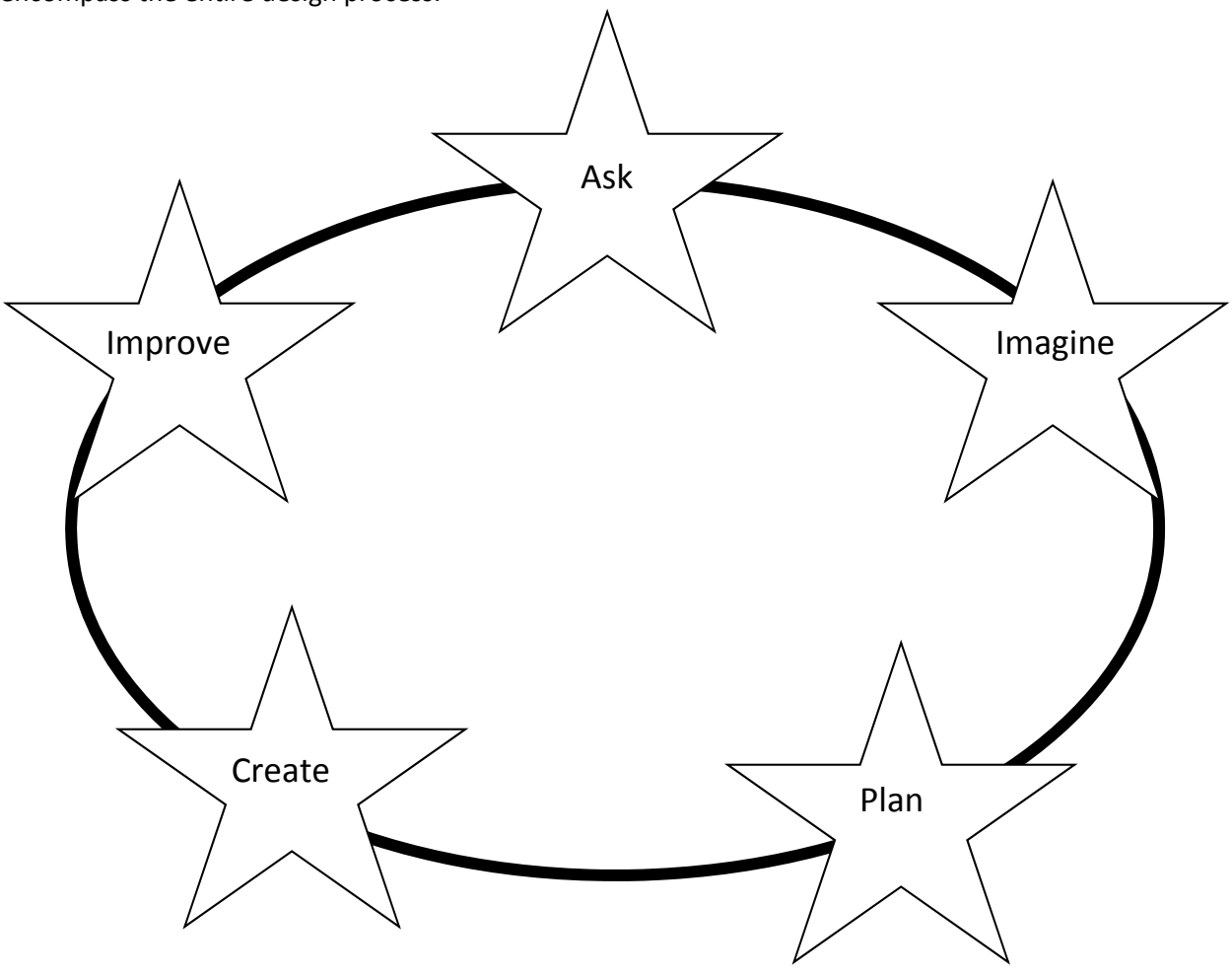
Although this is not technically a STEM (Science, Technology, Engineering, Math) or STEAM (Science, Technology, Engineering, Art, Math) or EiE (Engineering is Elemental) project, the unit has been written to incorporate the same philosophies as each of those projects.

Students begin to see the science and engineering all around them in their everyday lives, and as they plan and create their projects, they will be consciously using the Engineering Design Process. As teachers we are probably not as familiar with "technology" as we are the science around us. Technology is defined as *anything that has been designed by engineers to fulfill a human need*. So simple things like pencils, chairs, toothbrushes, as well as those complex things we usually think of as engineered such as cell phones, buildings, computers, space shuttles, are all representations of engineered projects in our world. These *technologies* are all *engineered* to solve a particular human need.

Engineers follow a process, much like the scientific process. There is a difference between the two processes because the objectives are different. The scientific process is used when you are investigating how something in nature works by making observations and doing experiments, while the engineering process is used when you are creating a solution to a problem.

Each grade band K-6 has a book of projects which will be read, discussed and enjoyed by the students using literary devices. The teacher will then pose a problem that needs to be solved, and the students will use the Engineering Design Process to create a solution to that problem.

Engineering Design Process. EiE (Engineering is Elementary) has simplified the process into 5 steps which encompass the entire design process.



Because of the nature of this unit, there will be major breaks in the formal pattern to which we are all so accustomed. Daily Routines are present; however several activities have been removed to accommodate more time for project design.

The literature reading will be less a focus in lessons 2 & 3 because the focus is directed toward the Engineering Design Process.

TV Lessons will be more of a demonstration so that students will understand their Follow Up design lessons. Students are still expected, however, to respond and maintain engagement.

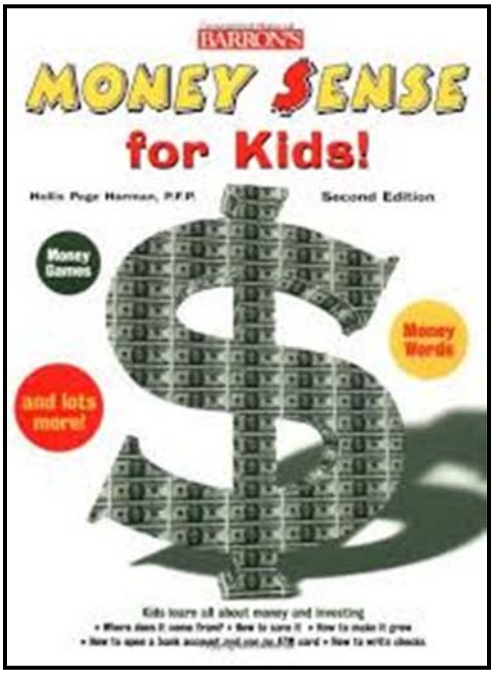
Other changes are:

- **Family Fun Game**, which will not go home this unit. Families that wish may still, of course, play the old cards – there are 5 units worth of very good practice problems they can incorporate into their game time.
- **Snack Fractions** will not have a BLM this unit. Students will be asked verbally, but will for the most part, be allowed time to enjoy a snack shared with a friend.
- **In-Home lessons** are very different – Because lessons 1, 2, and 3, build upon one another, there really is no single lesson that could be chosen to teach. Instead, it is suggested that ALL grade bands use the Kinder book, *Simple Machines,* by Deborah Hodge; and that the Teacher select 1 project within the book that her families could accomplish together. Bring the supplies, read the activity and let the siblings work together to experience the learning of simple machines.

We hope you enjoy this final unit and that your Summer Session has been most successful.

Unit 1 Lesson 1 – Family Fun

Dear _____,



We read part of the book ***Money Sense for Kids*** in class today.

It was about…

_____
_____
_____
_____
_____
_____

One of the math concepts we used from the book was…

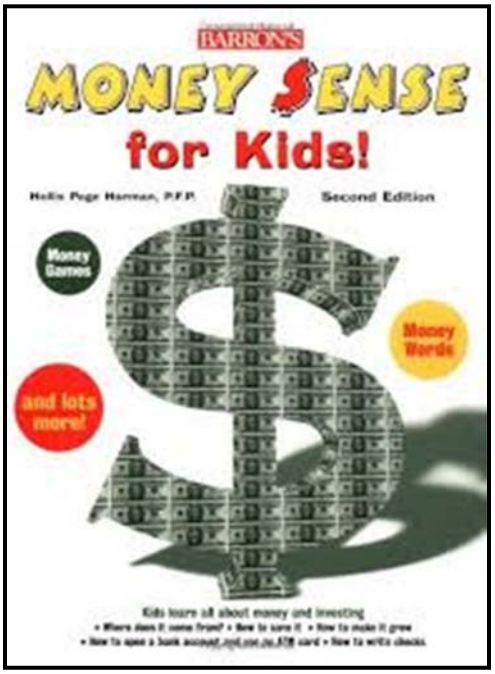
_____
_____
_____
_____
_____
_____

Sincerely,

_____

Unit 1 Lesson 1 – Family Fun

Dear _____,



Leímos parte del libro ***Money Sense for Kids*** en la clase hoy.

Es sobre…

_____
_____
_____
_____
_____
_____

Uno de los conceptos matemáticos que aprendimos del libro es…

_____
_____
_____
_____
_____
_____

Atentamente,

_____

FAMILY FUN Involvement **3rd-4th**
Overview for Unit 1, ***The Everything Kids' Money Book***

This overview will provide a one-page view of the suggested Family Fun Activities for this unit, as well as other opportunities provided for Family Involvement.

Lesson 1

- Vocabulary Cards so students can practice language and math vocabulary at home
- Family Fun Unit 1 Lesson 1 Letter with ideas for involving the family in money matters

Lesson 2

- Family Fun Unit 1 Lesson 2 Letter inviting parents to help find ways that decimals are used in real life.

Lesson 3

- Family Fun Unit 1, Lesson 3 attached to the Family Fun Game supplies
- Family Fun Sharing Snack Fractions – now that students have had a full unit of sharing in halves, why not invite the families to share snacks at home in fractional parts. You could send this one home with each unit.
- Family Fun Game

Further Optional Family Involvement Activities

- Daily quick activities suggested in the Money Matters
- All-School Money Matters Project for Unit 1 – See MAS Space

Enrichment Suggestions

- Make a bank from coffee can or other can with plastic lid.
- Make coin rubbings at home.