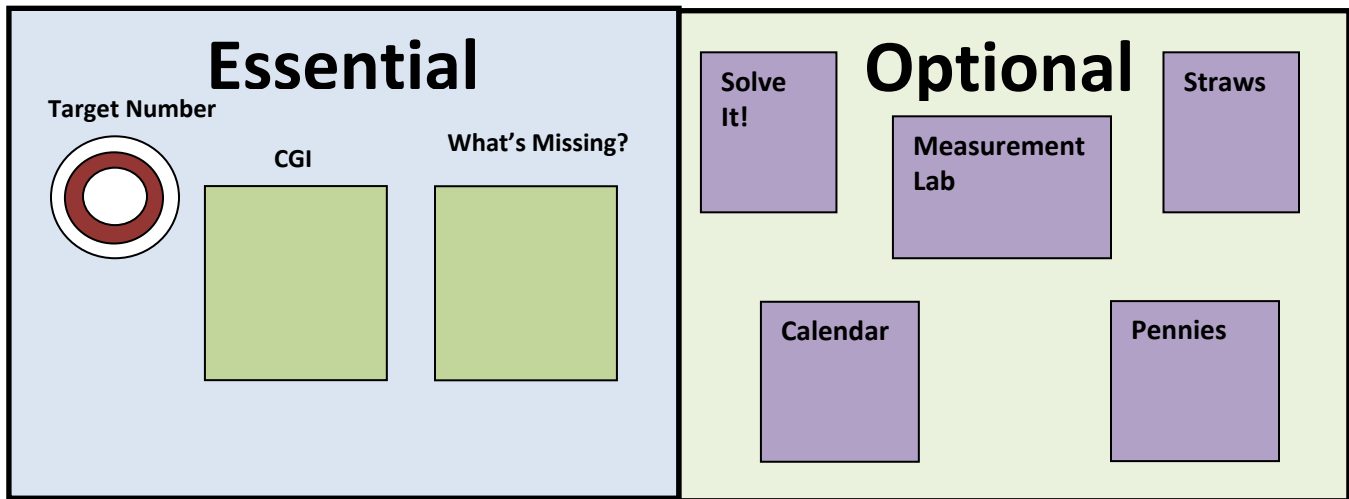




Kinder Daily Routines Introduction



1st and 2nd Grade Band Daily Routines Introduction

First and second grade students will begin most days gathered around the Daily Routine area. Provide a comfortable area in the room, preferably with an area rug at which students gather around the wall display. The graphic above demonstrates a simple permanent display. You may, however, display the activities any way you wish. Just be sure that all of the activities are placed at a height that first and second grade students can reach. Student leaders will ultimately direct the activities while the rest of the class models with their student sets or responds to the leader's questions. Blackline masters are provided as noted in the materials list.

The Daily Routines explained in this section are the base activities for every lesson of every unit. Specific materials for activities that change such as the Measurement Lab, CGI, Money Matters, or the Graphing Activity will be noted in the curriculum for that particular lesson.

Language Objectives for Daily Routines

- Listen to, read, and speak the months of the year.
- Listen to, read, speak, and write measurement vocabulary: length, width, long, tall, longer, taller, short, shorter, wide, wider, and widest.
- Speak to partners, teacher, and class using vocabulary introduced in the Daily Routines.
- Listen to, read, speak, and write the labels of the graph using Interactive Writing.

Math Objectives for Daily Routines

- Find, complete and create patterns.
- Listen to, read, and speak the months of the year, days of the week and dates on a calendar.
- Solve word problems using a variety of strategies and defend their strategies.
- Use place value to group tens and ones.
- Understand the relationship among coins: pennies, nickels, dimes, and quarters.
- Measure to compare up to three items' length, weight, capacity, and area.
- Generate picture and bar graphs from experiences in the classroom.



1st – 2nd --- Daily Routines Materials List per Activity

Essential

- **Target Number**
 - BLM Poster for Target Number
 - Suggested target numbers are provided in the main curriculum.
- **CGI**
 - BLM Poster for CGI
 - Unit CGI Problems (found in unit curriculum BLM section)
- **What's Missing**
 - BLM Poster What's Missing?
 - Situations as noted in the various lessons

Optional

- **Calendar**
 - Large poster-size calendar template to which you will add the month dates
 - Date cards to fit the calendar – each month should exhibit a different pattern
 - Month and Year title card to label the calendar
- **Money Matters**
 - Available on MAS Space
- **Graphing**
 - Generic picture and bar graph grids
 - NOTE: There are directions for creating a Birthday Graph which you can keep on the wall in the room to keep track of and celebrate birthdays and special occasions.
 - Unifix cubes or Linking cubes
 - Materials as noted in the various lessons
 - Situations as noted in the various lessons
- **Measurement** (only when needed for the math lesson)
 - BLM Measurement Poster
 - Materials noted in the various lessons
 - Situations as noted in the various lessons
- **Solve It!**
 - BLM Poster Solve It!
 - BLM Daily Problems



ESSENTIAL – these activities are directly related to the assessment items.

CGI Problems

One CGI problem per day.

There are 11 CGI problems written for each Unit. It will be the teacher's choice as to which problems to use on a daily basis. Numbers have been left out so that you can provide quantities that are reasonable for your students' abilities. Difficulty increases from Result Unknown to Start Unknown of each type; however, when students see the action in the problems and use manipulatives to physically act out the problem, all levels are attainable with even the youngest of children.

Using CGI with your students:

Read the word problem to the students. (For older students, have a copy for them to read.)

Ask students to solve the problem and to show their work on paper or to use manipulatives/counters.

As students are working, go around the room. Ask individual students to explain their strategy to you. This allows several more students than usual to have your attention and, what the researchers discovered, gives you more insight into how the students are thinking. Students who are struggling will also have a chance to overhear some strategies that might make sense to them.

When students are done, ask for a volunteer to demonstrate and explain their strategy to the class. Ask for one or two more volunteers who have a DIFFERENT strategy, as this helps students understand that there is more than one way to get to the correct answer. In addition, students become more comfortable with how to give an explanation, as well as helping their fellow students understand the math involved. When students share their solutions, encourage participation by calling on someone else to explain that student's strategy. It is also important to look for and point out connections between the strategies shared.

It does take a lot of time to cover one problem, but it gives students the time they need for *learning*, instead of just "covering" the concept.

Options:

- There is a CGI graphic organizer that you can use.
- If some students finish early, ask them to solve the problem again, but with a different set of numbers.
- The curriculum provides three sets of numbers for each problem.
- Write/scribe a student's explanation for the class to see.
- Use this with your word wall. Hang a 12" x 18" piece of construction paper on the board. Ask the students to write their strategy on the paper instead of on the board. If the K-1 student uses counting as his/her strategy, this can be attached to his/her vocabulary word, "count," on the word wall. (If the student demonstrates with manipulatives, the teacher can draw the representation on the paper.)



When you and the students are comfortable with the process, you can start asking the students questions, based on situations you encounter with your group. For example: “Did you see any strategies for adding four groups of six that you would like to try the next time you have a problem like that?” ~or~ Draw a straight line of 23 circles, then draw four groups of six and ask the students, “Which has 24?” “Which is easier to check?” “Why?”

Problem Type

Join

- **Result Unknown:** These are the typical problems students are used to seeing in curriculum resources. Anna had 5 marbles. Marcos gave her 3 more. How many marbles did Anna have then?
- **Change Unknown:** These are the typical “missing addend” problems. Anna had 5 marbles. How many marbles did she need to have 8 marbles?
- **Start Unknown:** *These are the typical “work backward” problems. Anna had some marbles. Marcos gave her 3 more. Then she had 8 marbles. How many marbles did Anna have to begin with?*

Separate

- **Result Unknown:** Typical “take away” problems. Anna had 8 marbles. She gave 3 to Marcos. How many marbles did she have then?
- **Change Unknown:** Anna had 8 marbles. She gave some to Marcos. Then she had 3 marbles. How many marbles did she give to Juan?
- **Start Unknown:** *Typical “work backwards.” Anna had some marbles. She gave 5 to Marcos. Then she had 3 marbles. How many marbles did Anna have in the beginning?*

Part-Part-Whole

- **Whole Unknown:** These are addition problems of items in a set. Anna had 5 green marbles and 3 blue marbles. How many marbles did she have?
- **Part Unknown:** These are subtraction problems of items in a set. Anna had 8 marbles. 5 of them were green. How many were NOT green?

Compare

- **Difference Unknown:** These are the typical comparison problems. Anna had 8 marbles. Marcos had 5 marbles. How many more marbles did Anna have?
- **Compare Quantity Unknown:** These comparison problems are a little more challenging in the verbiage. The action is actually counting on. Marcos had 5 marbles. Anna had 3 more marbles than Marcos. How many marbles did Anna have?
- **Referent Unknown:** *Again, challenging problems because of the verbiage, these problems are actually counting back. Anna had 8 marbles. She had 5 more marbles than Marcos. How many marbles did Marcos have?*

Grouping / Partitioning

- **Multiplication:** These problems are straight forward multiplication word problems.
- **Measurement Division:** Students are asked to divide, but the visualization is different from what they are used to reading in textbooks which traditionally tell you how many sets there are, and want to know how many of each there will be in a set. In measurement division, students know how many are in a set, but need to determine the number of sets there will be. EX: You have 35 widgets and want to package them seven to a package. How many packages will you make?
- **Partitive or Divvy Out Division:** Students divide to find the number of items per set. EX: There are 35 widgets to be packaged in seven packages. How many widgets will there be in each package?

**(Essential Daily Routine Activities Continued)****TARGET NUMBER**

Every day there is a target number suggested in the overview of Daily Routines in the main curriculum. Simply hide this number from the students until you are ready to time them. Tell them that they have one minute (or 30 seconds, whatever you have) to represent the number in as many ways as possible. On your count, show the number and begin timing. When you call time, everyone must stop writing. They then group into threes or fours to share their representations with one another (give them about one minute to do that). They select one or two unusual representations to share with the class. Have the students share orally, explaining the representation if necessary; or if you are pushed for time, have all write them on the board and use a gallery walk to explore them.

You will see new and different representations as your students grow in their understandings of quantity in number.

WHAT'S MISSING?

Students use what they know about related addition and subtraction to discover the missing number needed in the box to make the number sentence a true statement. Since 1st graders are students who have COMPLETED the first grade, it is not inappropriate for your 1st graders to begin to memorize the basic addition and subtraction facts; however, if you feel your students need the manipulatives, you may slow down the activity, give students counters, and let them use the counters to help them find the missing number.

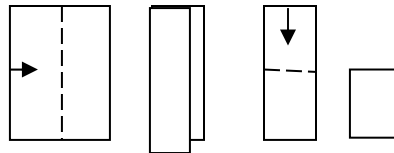
Materials:

- Unknown Quantity Flash Cards (any flash cards with a symbol in the number sentence representing number – referred to as “What’s Missing? cards in the directions)
- Individual answer boards or one piece of plain white paper per student
- Dark crayons

Unit 1 – Addition and Subtraction**Procedure:**

- Shuffle the What’s Missing? Cards and lay face down in front of you.
- Ask students to fold a piece of paper into fourths

(Fold across portrait, fold down portrait so they have a sturdy display paper 1/4 the size of the paper. Students use the front and back, then open the last fold, and fold back to expose two new sides)



- Draw one card at a time, showing to the class.
- Students are to write their answer in large print on their quarter folded paper or individual white boards and hold it in the air – no yelling out.
- When all answers are in the air, on the Teacher’s count of three, everyone says the answer.
- Student volunteers then explain how they knew the number in the box.
- Repeat another three times, each time students using a new “face” on their quarter sheet.
- Teacher should be watching the class to see who knows the facts and who still needs help memorizing them, or at least using this type of thinking. These students need extra practice with the What’s Missing? Cards. Be sure to make this a center activity. These cards can be made self-checking by writing answers on a Post-It-Note and attaching to the back.
 - Be sure that you are using a variety of box placements each day so that sometimes the box is in the initial numeral position and sometimes the box is in the second numeral position.

1st – 2nd Math MATTERS 2014

Daily Routines



Unit 2 – Addition and Subtraction --Repeat Unit 1 Activities

Unit 3 –Addition and Subtraction ---Repeat Unit 1 Activities

Unit 4 – Addition and Subtraction Relay

OPTIONS:

Option 1 - If the majority of your students need the controlled practice from Unit 1, then repeat that activity.

Option 2 – If the majority of your students are comfortable with finding the number in the box, divide the class into two Teams and have the old-fashioned relay activity.

What’s Missing? Relay (Make sure that almost all of your students can get the correct answer before playing this game.)

- Students line up in two equal lines, facing the Teacher.
- When the Teacher shows the, What’s in the Box? Card, the student at the beginning of each line calls out the answer.
- First student who calls out the correct answer gets the card.
- Both students go to the back of their respective lines.
- Repeat the process until either all students have had a chance to play, or all of the cards are gone.
- Winning Team is the Team with the most cards at the end of the game.

Unit 5 – Addition and Subtraction Relay

OPTIONS:

Option 1 - If the majority of your students need the controlled practice from unit 1, then repeat that activity.

Option 2 – If the majority of your students are comfortable with finding the number in the box, divide the class into two Teams and have the old-fashioned relay activity.

Unit 6 – Addition and Subtraction Relay

OPTIONS:

Option 1 - If the majority of your students need the controlled practice from Unit 1, then repeat that activity.

Option 2 – If the majority of your students are comfortable with finding the number in the box, divide the class into two Teams and have the old-fashioned relay activity.

1st – 2nd Math MATTERS 2014 Daily Routines



OPTIONAL –These activities are not directly related to assessment items. However, in a full program, these would be considered part of your Daily Routine.

CALENDAR



Each of the 12 months of the year should be on cards for the Word Wall. Many wonderful ideas for introducing Word Wall vocabulary can be found on the Teach Net website: <http://www.teachnet.com/lesson/langarts/wordwall062599.html>. Be sure that you label the wall calendar with the appropriate month.

For the first month, use a color or shape pattern; for example, perhaps all the odd numbers would be red while the even numbers would be blue; or perhaps you would use a sun for the odd numbers and a crescent moon for the even numbers.

Each day after the first day, you will simply put the correct date on the calendar. Ask children what they notice about the numbers on the calendar. Tell them that you are keeping track of the date of the month. Example: *Today is the first day of the month of June. It is June 1st. We're going to put this shape on the Thursday, June 1st to help us keep track of what day it is. What do you notice about this shape? (Accept any answer, but also help them to see that it has number 1 on it. Hopefully they can recognize the shape and / or color.)*

The next day you would do the same, but use the other shape for June 2nd. If you are beginning AFTER June 1st, begin by saying, *"I want to know what date today is. I know that this is the month of JUNE and that June began on Thursday. Thursday was June 1st. We're going to put this shape on the Thursday that was June 1st to help us keep track of what day it is. What do you notice about this shape?"* Catch up to the date you are starting. When you have four or five days on the calendar, ask students, *"What pattern do you see?"* [sun, moon] Ask them what they think will come next and why. Repeat the process for the rest of June. If your school continues beyond June, start a new pattern with the new month.

Next, point to "yesterday," and ask, "What day of the week was yesterday?" Repeat the process of having a student find the day of the week word card, affix the card to the board under yesterday. Point to words "today" and the "day of the week word cards" and everyone then says, "Yesterday was (word)."

Finally, point to "tomorrow," and ask, "What day of the week will it be tomorrow?" Repeat the process, ending with "Tomorrow will be (word)."

COUNTING STRAWS CHART and COUNTING COINS POCKET CHART



Students listen to teacher and other students as they see the actual collecting of straws/coins. Students count and bundle their own sets of straws together as appropriate.

You are going to use straws on one chart and coins on another chart to keep track of the number of days there have been since the beginning of school.



(Optional Daily Routine Activities Continued)

Counting the Days with Straws

Every day you will add a straw or coffee stir to the “ones” cup of the Counting the Days with Straws.

When you reach ten straws (or coffee stirs) you simply bundle the straws with a rubber band and put them over in the next cup to the left, the “tens” cup. *All students should have an individual set of straws/coffee stirs and rubber bands to count individually WITH the student helper each day.*

- *Ask the students to tell you how many straws (stirs) they have* (they will probably need to recount them).
- Then *ask them to tell you what the straws (stirs) represent* (the number of days you have been in school).
- *How many days have you been in school?* (same number as the number of straws)

Every day, count the straws from one to see how many days there have been since the beginning of school.

- When you bundle a ten, *ask the students to tell you what the bundle of ten straws represents* (10 days).
- *When you have more than ten, have the students tell you there are (number of) ten bundles plus (number of) single straws.* That is a total of (number) straws.
- *What does that number represent?* The number of days you have been in school.

Ultimately you want students to be able to count the tens (10, 20, etc.) and add on the ones (1, 2, 3, etc.)

When you come to the weekends, please count them the following week by adding those straws the first day you come back, explaining to the students that even though you and they were not in school, the campus was still prepared for the summer program, so it is important to count the weekend, too.

Counting the Days with Coins

Another way to keep track of the number of days is to count coins in the Counting the Days with Coins Pocket Chart. Using coins will help children remember not only the name, but their values and relationships. Every day you will add a penny to the chart. Tell the students that a penny represents one cent in US money. When we add a penny, we add another cent to the chart; and we also add the counting of one more day to the chart. Students should each have a set of coins so that when you discuss the coins, they will be able to investigate them individually. Have the students look carefully at the penny. What can they tell you about the coin? Have them find as many interesting facts about the coin as they can, but be sure they notice the color which you can explain is copper, and the pictures on the front and back.

- *Ask the students to name the coin(s).*
- *How much money is each coin worth?*
- *How many of the coins are on the chart?*
- *How much are the coins worth?*
- *Ask a volunteer to write the worth using a cent sign.*
- *What else are you using the coins to represent?* (number of days you have been in school)
- *How many days have you been in school?*

**(Optional Daily Routine Activities Continued)**

When you arrive at the 5th day, drop the penny into the chart and ask the questions just as you have before; then tell students that you have another coin to show them. Show them the nickel. Ask anyone if they know what the coin is and how much it is worth.

Ask them to find the nickel in their collections and to tell you as many things as they can about the coin. Once you have gathered many attributes, have the students compare the nickel to the penny. Particular attributes would be color, size, and pictures on head and tail of coin.

Explain that the nickel is worth five cents. You can use this coin to represent the number of days you have been in school. Where could you put it? (Accept all answers.) Tell students you are going to place it right above the penny (your pocket chart should be big enough to stack the coins edge to edge in the pocket).

- *Ask the students how much money is represented in pennies.*
- *What else do the pennies represent?* (Number of days in school)
- *How many days have we been in school?*
- *How do you know?* (There are that many pennies.)
- *What other coin have we used to represent the number of days we have been in school?* (a nickel)
- *How many nickels do we have?*
- *How many pennies does a nickel represent?*

Continue in this way until you have been in school 10 days, then introduce the dime in the same fashion.

Introduce the quarter in the same fashion when you have been in school for 25 days.

Be sure to go back every day and count the pennies from one. Begin to count by fives when you have enough nickels, and finally by tens with two or more dimes.

Solve It! for 1-2 (solve only 2-step problems)

Solve It! for 3-4 and 5-6 (solve 2- and 3-step problems)

Being able to solve multi-step problems is a real-life skill. After all, most problems that we face day-to-day in our living involve having to solve several smaller problems before we arrive at the solution for the big one facing us.

In our Solve It! section this summer, we'll be working in small groups to recognize multi-step problems, solve and check each to make sure our solutions are accurate, and then use that information to solve the bigger problem.



(Optional Daily Routine Activities Continued)

Solve It! - The Set Up

- The class is divided appropriately into small groups for each lesson’s problem according to the number of steps in solving the problem.
- 2-step problems are worked with a partner; 3-step problems are worked in a group of three or triad.
- There are three problems per unit, one to be given with each Lesson.
- The chart below shows you the number of steps to a solution for each grade band, and what the teaming structure is for each lesson’s problem.

| Units | Grade Band 1-2 | Grade Bands 3-4, 5-6, 7-8 |
|-------|---------------------------------|------------------------------------|
| 1 | 2-step, all 3 lesson pairs | 2-step, all 3 lesson pairs |
| 2 | 2-step, all 3 lesson pairs | 2-step, all 3 lesson pairs |
| 3 | 2-step, all 3 lesson pairs | 3-step, triad, triad, pairs |
| 4 | 2-step, pair, pair, independent | 3-step, pair, pair, independent |
| 5 | 2-step, pair, pair, independent | 3-step, pair, pair, independent |
| 6 | 2-step, all lessons independent | 2, 3-step, all lessons independent |

Solve It! - The Rationale

The difficulty in solving multi-step problems is usually not the arithmetic; the difficulty is with the words and how they flow together to make a story. Once students understand that there are a series of actions taking place, each adding its own significance to the final solution, students will find the process much less daunting.

It’s like the old elephant joke – Question: How do you eat an elephant? Answer: One bite at a time. So let’s teach students to first recognize the “elephant” as needing more than one step to solve; then show them how taking the problem “one bite at a time” will get them to their final goal.

Each of the three lessons per unit has a very distinct approach. We’ll look at those approaches in our next section.

Varied Approaches of the Three Lessons

Set 1, Lesson 1 is a set of related problems (Units 1, 2, 3). *Subsequent solutions are dependent upon preceding answers.*

- Students work in teams composed of the same number of students as there are related problems; i.e., two related problems are solved in pairs, three related problems in groups of three or triad.
- All students are given the same set of problems. Each student signs his or her name at the top of the page.
- Work the first problem; then rotate the problem page to the person on your left (clockwise).
- Look at the sheet you have been handed. Is the strategy the same or different from your strategy? Verify, or check the answer, even if the answer is the same as the one you calculated. Remember, errors do happen.



- Use the verified answer to solve Problem #2.

(Optional Daily Routine Activities Continued)

Solve It! continued

- Rotate the problem page to the person on your left and repeat the process.
- When all problems have been solved, rotate the problem sheet back to the person whose name is at the top of the problem sheet. Verify the final answer.

Now, discuss in your small groups the different strategies used to solve the problem.

- How are they different?
- How are they alike?
- Did you see a strategy that you had never thought to use? Explain how and why it worked.
- Did you see a strategy that you would like to have explained? Ask the person to explain it

Set 2, Lesson 2 is a multi-step problem which needs pulling apart. (Units 1, 2, 3)

Students work in teams composed of the same number of students as there are steps in the problem; i.e., 2-step problems are solved in partners, 3-step problems in groups of three and so on.

- All students are given the same set of problems. Sign your name at the top of the page.
- Work as a group to break the problem apart into the smaller problems. What do you need to solve for each step of the problem? Send problem page back to the person whose name is at the top of the problem sheet. Verify the final answer.

Now, discuss in your small groups the different strategies used to solve the problem.

- How are they different?
- How are they alike?
- Did you see a strategy that you had never thought to use? Explain how and why it worked.
- Did you see a strategy that you would like to have explained? Ask the person to explain it.

Set 3, Lesson 3 is a multi-step problem which needs pulling apart. (All problems worked in pairs for Lesson 3, Units 1, 2, 3; and Lessons 1, 2 Units 4 & 5)

Students work in partners to solve the problem. There are two problems this time, one for each partner.

- Solve your own multi-step problem. Trade papers with your partner and check your partner's solution to a different problem.

Now, discuss the different strategies used to solve the problems.

- How are they different?
- How are they alike?
- Did you see a strategy that you had never thought to use? Explain how and why it worked.
- Did you see a strategy that you would like to have explained? Ask the person to explain it.

**(Optional Daily Routine Activities Continued)****Solve It, continued****Independent Problem Solving (Lesson 3, Units 4 & 5, all Lessons Unit 6)**

Naturally, the goal is for students to be independent problem solvers. Once students have practiced in small groups, it's time to see what they can do individually. These problems are great assessments for you as their Teacher. Everyone in the room has the same problem, but works independently to solve it. Once the problems are finished, it's time to discuss in large group:

- How did you solve the problem?
- Did someone solve it a different way?
- How are the strategies alike? How are they different?
- Did you see a strategy that you had never thought to use? Explain how and why it worked.
- Did you see a strategy that you would like to have explained? Ask the person to explain it.

Thank you to Fritzie Publishing and Educational Services for giving permission to adapt *Traveling Problem Solving* for this summer program. All rights are reserved and use is limited to training and individual classroom use.

GRAPHING

You will have a graphing activity suggested every day based on the curriculum needs for the day, usually drawn from the language lesson. The TV Math Lesson often uses the results from the graph as a springboard, so please don't skip it.

The first graph you will want to generate, however, is a birthday graph. If your students are able to create their own class graph (first a real graph, then a bar graph made from those results), please do so. Otherwise, help students generate the graph by giving them a sticky note with their birthday/year and name on it, then making a horizontal bar graph. You may need to help them find the months. You are simply graphing the months of the year (not the days within the months).

Questions to Ask

- *First allow students to tell you what they notice about the graph.* They will probably see the months that have many birthdays, and the months that have fewer. Let them use their observation skills first.
- *How many students have birthdays in the month of (month)?*
- *How do you know?* (The graph has that many sticky notes in the (month) column.)
- *Which month has the greatest number of birthdays? How do you know?*
- *Which month has the fewest number of birthdays? How do you know?*
- *How many more birthdays does (month) have than (month)?* (Show students how to compare the rows.)
- *How many fewer birthdays does (month) have than (month)?*
- *If you had a choice of the month to be born, which month would it be and why?*



(Optional Daily Routine Activities Continued)

MEASUREMENT

Measurement and Estimate are life skills which are poorly addressed in our society. Although there will not be a measurement activity for every lesson, certainly there will be many throughout the summer program. These will all be drawn from the mathematics and literature connection. Each lesson will have a list of materials needed within the main curriculum; however there will be an assortment of generic materials needed throughout the summer:

- **Color tiles** (12 per student)
- **Inch Worms** (12 per student)
- **Measure a Foot** (1 per student)
- **Primary Rulers** (to the inch – 1 per student)
- **Primary Bucket Balances** (1 per 4 students)
- **Customary Measurement Cups** (1 per 2 students)

MONEY MATTERS – Now found on MAS Space

Money Matters is in response to the National plea and the State’s new student expectations regarding Financial Literacy. Each day will provide a brief lesson written specifically to the expectations appropriate to the grade band, as outlined in the 2014-2015 K-8 Math TEKS.

1st Grade Expectations

(from Obj 9, Personal Financial Literacy)

- 9(A) define money earned as income;
- 9(B) identify income as a means of obtaining goods and services, often making choices between wants and needs;
- 9(C) distinguish between spending and saving; and;
- 9(D) consider charitable giving.

2nd Grade Expectations

- 11 (A) calculate how money saved can accumulate into a larger amount over time;
- 11 (B) explain that saving is an alternative to spending;
- 11 (C) distinguish between a deposit and a withdrawal;
- 11 (D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing;
- 11 (E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions; and
- 11 (F) differentiate between producers and consumers and calculate the cost to produce a simple item.

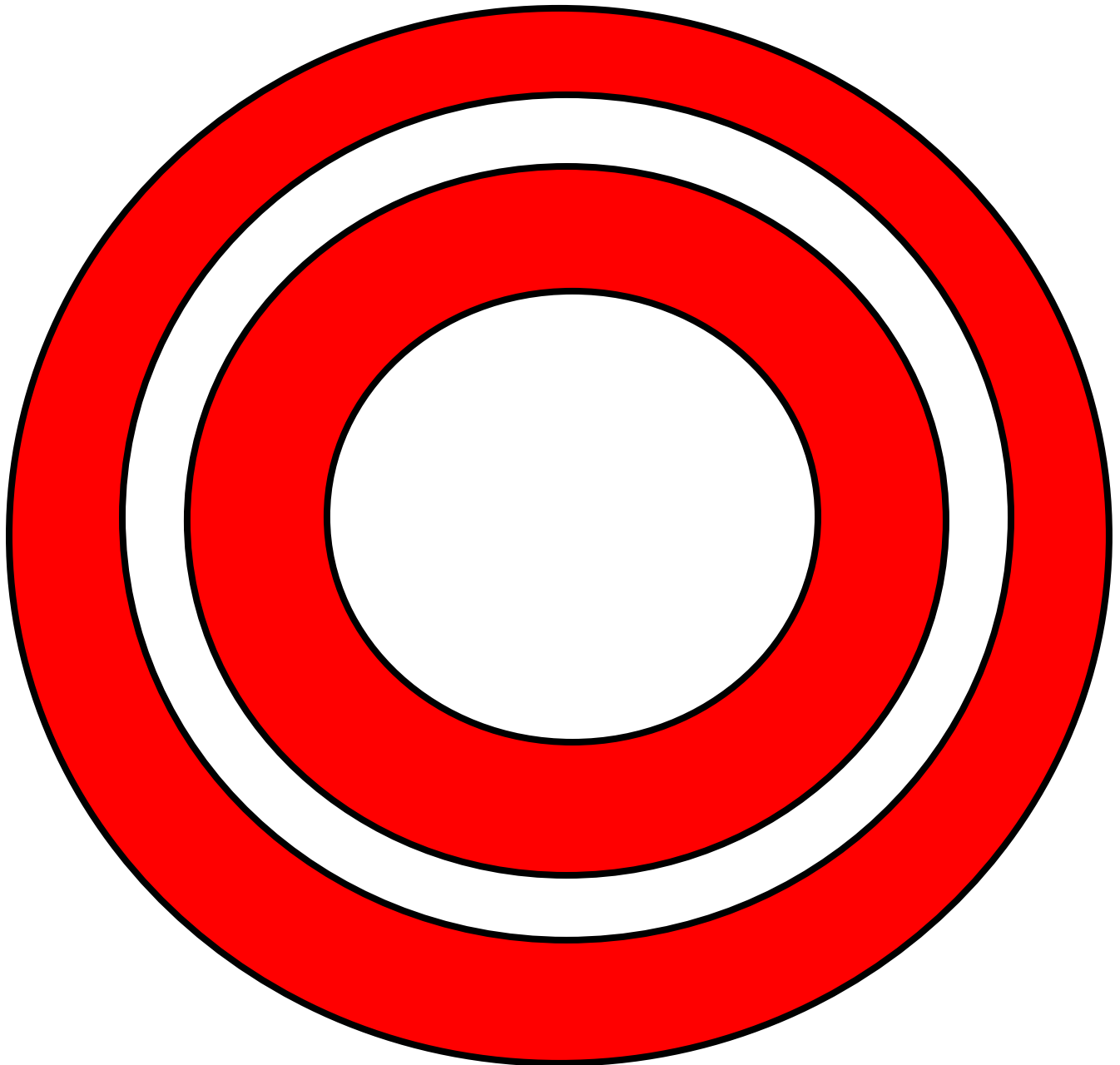
The tasks for this are found on MAS Space.



CGI Investigators!



Target Number





What's Missing?





S **ing it!**





Measurement Lab