

Compilation Of Resource PREVIEWS



TEACHER CREATOR'S TOOLBOX

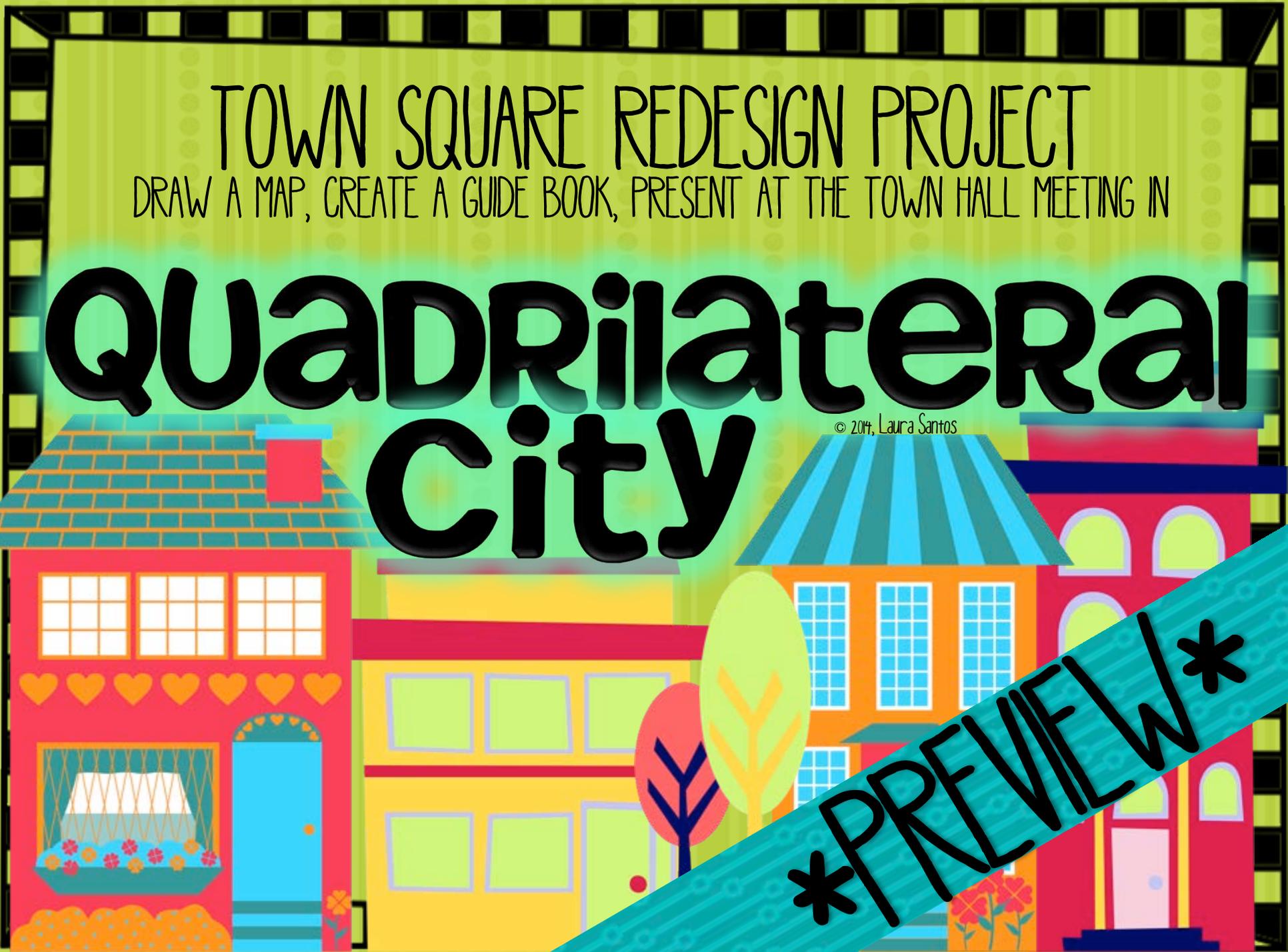
TOWN SQUARE REDESIGN PROJECT

DRAW A MAP, CREATE A GUIDE BOOK, PRESENT AT THE TOWN HALL MEETING IN

QUADRILATERAL City

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PREVIEW



QUADRILATERAL CITY PROJECT OVERVIEW

PREVIEW

This project is designed to help your students apply their knowledge about the properties of quadrilaterals through a simulation project. Your students will be required to design a 2D town square for Quadrilateral City using only quadrilaterals. The townspeople of Quadrilateral City have specific requirements for the types of buildings and public spaces they want included, and have requested that at least one of each type of quadrilateral is included in the design.

Students will have hands-on experience drawing quadrilaterals and using them in unique ways to design buildings, parks, roads and sidewalks. Each student will display their design on an 11"x17" aerial-view map.

They will then write a guide book that gives information about each of the spaces featured in their town square redesign. The pages of their guide books will be filled with pictures of the quadrilaterals they have designed along with expository descriptions of each space's use and the unique properties associated with the quadrilateral used to design each space.

The culminating activity is for students to write a speech, which they will deliver at Quadrilateral City's Town Hall Meeting. In this speech, students will introduce their design, verbally address the needs of the townspeople of Quadrilateral City, highlight the most important features of the redesign, and paint a brief narrative picture of what life in the new town square will be like.

This cross-curricular project can be graded using the included rubrics. Each of the three project deliverables; map creation, guide book creation and speech writing, has it's own rubric so students can participate in a very thorough assessment process as they demonstrate their learning.

PREVIEW

QUADRILATERAL CITY PROJECT ELEMENTS

PREVIEW

Project Introduction

Pages to set the scene for this project in your classroom and provide your students with a project checklist to keep them organized.



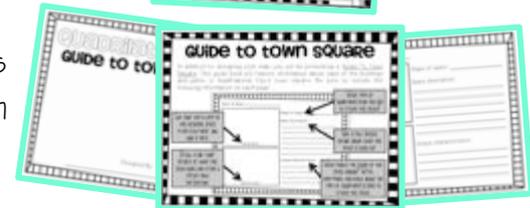
Map Design

A more specific checklist for students to reference as they design their map of Quadrilateral City's town square.



Guide To Town Square Book

A cover page and blank book page templates for students to use as they write their guide books. A reference sheet gives students tips on how to write their guide books successfully.



Town Hall Meeting Speech

A reference sheet for students to use as they write their speech from the town hall meeting. Blank stationary for speeches.



Quadrilateral City Rubrics

Three rubrics that give specific expectations for each of the three project deliverables; map design, guide book creation and speech writing.



PREVIEW

QUADRILATERAL CITY COMMON CORE ALIGNMENT

This project helps students to practice the following common core standards:

Standards for Mathematical Practice

Math.Practice.MP2 Reason abstractly and quantitatively.

Math.Practice.MP4 Model with mathematics.

Math.Practice.MP5 Use appropriate tools strategically.

Math.Practice.MP6 Attend to precision.

Third Grade Geometry

Math.Content.3.G.A.1 Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of of subcategories..

Third Grade Writing

ELA-Literacy.W.3.1 – Write opinion pieces on topics, supporting a point of view with reasons.

ELA-Literacy.W.3.2 – Write informative/explanatory text to examine a topic and convey ideas and information clearly.

ELA-Literacy.W.3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.

PREVIEW

QUADRILATERAL CITY WELCOMES YOU!

Quadrilateral City is a place where everything from buildings and roads to houses and parks are built using only quadrilaterals. The citizens of Quadrilateral City recently passed a bond to fund the renovation of their town square. The city's Mayor heard about your expertise in all things quadrilateral and decided to hire you as the lead architect for this redesign project.



TOWN SQUARE PROJECT DETAILS

Before breaking ground at the project site, the mayor has requested you draw an aerial-view map of your proposed design and present the map, along with a Guide To Town Square at the next town hall meeting. The citizens of Quadrilateral City agreed these features must be included in their new town square:

- ◆ City Hall
- ◆ Hotel
- ◆ Sidewalks

TOWN HALL MEETING PREPARATION

In order to prepare for the upcoming town hall meeting, you must achieve the following goals:

- Design a map of the town square using the Map Design Checklist.
- Create a Guide to Town Square that highlights all the spaces and shapes featured in your design.
- Write a speech...



**ENGAGE STUDENTS INSTANTLY WITH AN EXCITING
PROJECT LAUNCH!**

PREVIEW

map Design Checklist

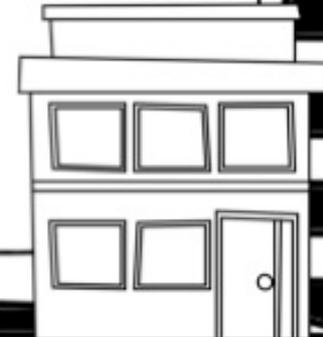
1	Sketch a rough draft that includes all requested town square features on plain white 11"x17" paper
2	Draw two copies of each requested feature on grid paper (use your rough draft sketch as a guide for sizing)
3	Cut and paste <u>one</u> copy of each requested feature to your map
4	Save the other copy of each requested feature for your <u>Guide To Town Square</u>
5	Label all buildings & spaces on your map
6	Add color and plants to your map

Include all requested features:

- A centrally-located park
- Four restaurants
- Four retail shops
- City Hall
- Library
- Theatre
- Hotel
- Sidewalks
- Two-way streets

Include at least one of each type of quadrilateral:

- Parallelogram
- Rectangle
- Square
- Trapezoid
- Kite
- Rhombus



PREVIEW

PREVIEW

QUADRILATERAL CITY

GUIDE TO TOWN SQUARE

GUIDE TO TOWN SQUARE

In addition to designing your map, you will be presenting a Guide To Town Square. This guide book will feature information about each of the buildings and parks in Quadrilateral City's town square. Be sure to include the following information on each page:

Cut your extra copy of this designed space from grid paper and glue it here.

Name of Space: _____

Shape of space: _____

Space description: _____

Aerial View

Unique characteristics: _____

What type of quadrilateral did you use to create this space?

Give a few specific details about what this space is used for.

What makes the shape of this space unique? Write everything you know about the quadrilateral used to

Name of Space: _____

Shape of space: _____

Space description: _____

View

Unique characteristics: _____

WRITING AND MATH JOIN FORCES AS STUDENTS WRITE THEIR GUIDE TO TOWN SQUARE

town Hall meeting speech

Now that you have created your map of the new town square for Quadrilateral City and written your Guide To Town Square, it is time to draft the speech you will use during your presentation at the meeting. The goal of this speech is to describe the features of the new town square. Here are a few tips to get you started:

- Introduce yourself
- Tell the audience what you are presenting about
- Paint a picture with words that allows the audience to imagine life in their new town square
- Reassure the audience that their ideas are included in your design plan
- Explain the most important parts of your design
- Thank the audience for listening



PREVIEW

HOLD A TOWN HALL MEETING WHERE EVERYONE
PRESENTS THEIR MAPS AND GUIDES

PREVIEW

QUADRILATERAL CITY RUBRIC

map to-DO list

4 3 2 1

ADD REQUESTED FEATURES TO MAP	All features requested by the townspeople are neatly included and easy to find on the map.	Most features requested by the townspeople are included and easy to find on the map.	Only some features requested by the townspeople are included on the map. Features are messy or hard to find.	Features requested by the townspeople are not included or the map is difficult to read.
ADD ALL QUADRILATERAL TYPES TO MAP	All six quadrilaterals are neatly included and easy to find on the map.	Most quadrilaterals are included and easy to find on the map.	Only some quadrilaterals are included on the map. Quadrilaterals are messy or hard to find.	Quadrilaterals are not included on the map.
USE PROPER MATERIALS FOR THE MAP	The map is designed on 11"x17" white paper. All features are drawn neatly on grid paper and glued to the map.	The map is designed on 11"x17" white paper. All features are drawn on grid paper and glued to the map.	The map is designed on incorrect paper. Grid paper is not used for features or features are messy.	The map is designed on incorrect paper. Grid paper is not used for features or features are messy.
ADD LABELS AND COLOR TO MAP	All features are labeled clearly and colored carefully.	All features are labeled clearly and colored carefully.	All features are labeled clearly and colored carefully.	All features are labeled clearly and colored carefully.

QUADRILATERAL CITY RUBRIC

speech to-DO list

4 3 2 1

INCLUDE AN INTRODUCTION AND CONCLUSION	Topic and speaker are introduced clearly. A clear conclusion wraps up the speech.	Topic and speaker are introduced clearly. A clear conclusion wraps up the speech.	Topic and speaker are introduced. A conclusion is included.	Introduction and/or conclusion are unclear or missing.	No introduction or conclusion are included.
PAINT A PICTURE OF LIFE IN NEW TOWN SQUARE	The speaker includes very little descriptive language and sensory details to paint a picture of life in the new town square.	The speaker includes very little descriptive language and sensory details to paint a picture of life in the new town square.	The speaker includes very little descriptive language and sensory details to paint a picture of life in the new town square.	Includes very little descriptive language and sensory details to paint a picture of life in the new town square.	Does not paint a picture of life in the new town square.
	Townspeople their ideas are included but no examples to support this claim.	Townspeople their ideas are included but no examples to support this claim.	Townspeople their ideas are included but no examples to support this claim.	The most important feature but no reasons to support this claim.	Does not explain to townspeople how their ideas are included.
	The most important feature but no reasons to support this claim.	The most important feature but no reasons to support this claim.	The most important feature but no reasons to support this claim.	The most important feature but no reasons to support this claim.	The most important feature is not described.

QUADRILATERAL CITY RUBRIC

GUIDE to-DO list

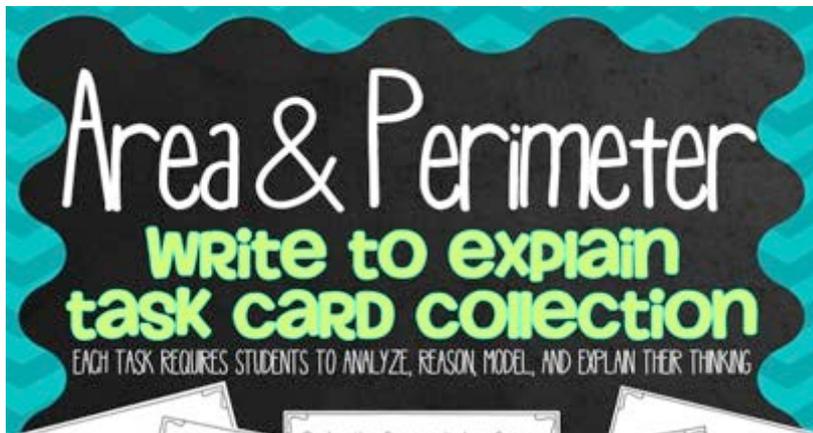
4 3 2 1

NAME AND DESCRIBE SPACES	All spaces are named and their uses are described in detail.	All spaces are named and their uses are described.	Some spaces are named and their uses are described.	Space names and descriptions are missing or too difficult to read.
IDENTIFY AND DESCRIBE QUADRILATERALS	No errors are made in the identification and description of quadrilaterals.	Few errors are made in the identification and description of quadrilaterals.	Frequent errors are made in the identification and description of quadrilaterals.	Consistent errors are made in the identification and description of quadrilaterals.
INCLUDE AN AERIAL VIEW	An accurate aerial view of each quadrilateral is included.	A mostly accurate aerial view of each quadrilateral is included.	An inaccurate aerial view of each quadrilateral is included.	An aerial view of each quadrilateral is missing.

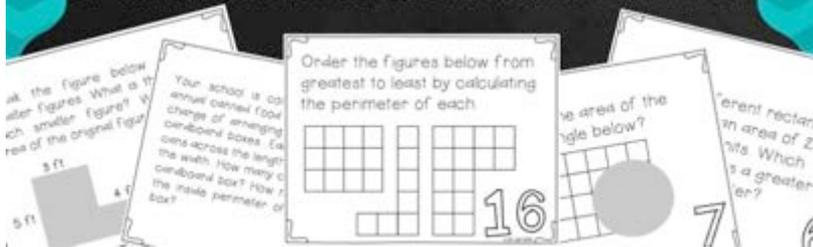
ENGAGE STUDENTS IN THE ASSESSMENT PROCESS WITH SPECIFIC RUBRICS FOR EACH DELIVERABLE

Recommendations FOR YOU

If this math project is a good fit for your classroom, you may also be interested in these other math tools from [Core Inspiration](#) by Laura Santos:



Area & Perimeter
Write to explain
task card collection
EACH TASK REQUIRES STUDENTS TO ANALYZE, REASON, MODEL, AND EXPLAIN THEIR THINKING



Ask the figure below
Order the figures below from
greatest to least by calculating
the perimeter of each

Your school is an
annual carnival food
change of arranging
cardboard boxes. Ed
lines across the length
the width. How many c
cardboard boxes? How r
box?

What is the area of the
angle below?

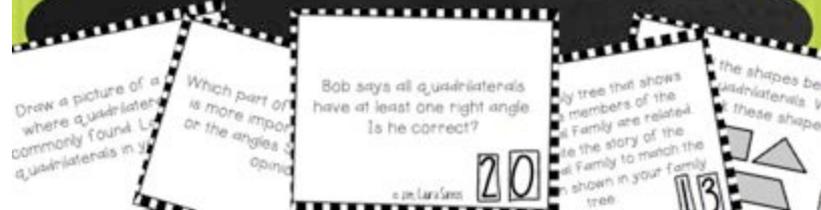
Order the rectangles
an area of 24
units. Which
is a greater
er?

16

7



Quadrilaterals
Write to explain
task card collection
EACH TASK REQUIRES STUDENTS TO ANALYZE, REASON, MODEL, AND EXPLAIN THEIR THINKING



Draw a picture of a
where quadrilaterals
commonly found. L
quadrilaterals in 3

Which part of
is more impor
or the angles o
oping

Bob says all quadrilaterals
have at least one right angle.
Is he correct?

20

13

the shapes bel
quadrilaterals. V
these shapes!

PREVIEW

READ AND RESPOND
PROMPT PACK
central message
and main idea

READ AND RESPOND

PROGRAM OVERVIEW

PREVIEW

Read and Respond questions boost your students' reading response and analysis skills. The design of this Read and Respond Prompt Pack makes it easy to incorporate Read and Respond into your classroom routine using any literary work or informational text.

With the questions included in this pack, students will have the opportunity to practice skills associated with the Common Core Anchor Standards R.1 and R.2. Using the 6 literature prompts, they will record responses about the central message, lesson, or moral of a piece of writing. Using the 6 informational text prompts, they will write responses about main idea.

All of these prompts incorporate advanced academic vocabulary and require students to apply higher order thinking skills during their response process. As a result, your students will have a deeper mastery of these target skills.

This Read and Respond system makes differentiation easy. Students have the opportunity to write detailed responses on binder paper or in a lined journal rather than being limited to a few lines on a worksheet or printed notebook page.

You can use Read and Respond questions as an in-class assignment or as homework to boost students' reading response and analysis skills. If you decide on the homework route, it is recommended you provide students with modeling and training before they work on responses at home. This will ensure higher-quality work and give students the support they need to make the most of this system.

PREVIEW

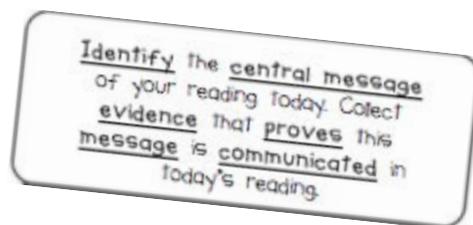
PREVIEW

READ AND RESPOND PROGRAM elements

All the tools you will need to scaffold instruction when introducing each prompt are included:

Read and Respond Stickers

Students place this sticker on the upper right-hand corner of the next blank page in their Read and Respond Journal as an easy reference for their daily responses.



Instructional Posters

You can display each easy-to-read poster when introducing a new Read and Respond prompt. Each poster shows the prompt text in large font with each of the key academic vocabulary words bolded and underlined for visual reference. An additional poster highlights the response process included on the corresponding tip sheet for each prompt. These posters are great for creating anchor charts.



Tip Sheets

Each prompt has its own unique tip sheet for students to complete when you introduce a new prompt. Tip sheets guide students in understanding the academic vocabulary and response process associated with each prompt. Students are also provided with response sentence frames if needed.



Rubric

Students are provided with a detailed rubric so they have a clear understanding of expectations and can participate in the Read and Respond assessment process.

to-do list	4	3	2	1
THE STUDENT IDENTIFIES THE CENTRAL MESSAGE OF THE TEXT.				
THE STUDENT PROVIDES EVIDENCE FROM THE TEXT TO SUPPORT THE CENTRAL MESSAGE.				
THE STUDENT WRITES A COMPLETE SENTENCE.				

PREVIEW

PREVIEW

USING READ AND RESPOND QUESTIONS

tips FOR the teacher

When you are confident your students are well-trained to work independently, follow this simple routine in your classroom.

1. Distribute Read and Respond stickers to each student and have them place the sticker on the upper right corner of the next blank page in their journal.
2. Use the corresponding Read and Respond instructional poster to introduce the question.
3. Distribute the corresponding Read and Respond tip sheet to each student.
4. Give students time to record the question on their tip sheet.
5. Introduce academic vocabulary related to the question. It is recommended that you use verbal definitions and student explanations/examples rather than written definitions. This boosts student thinking and allows them to record a definition and drawing that builds their unique understanding rather than copying your ideas.
6. Give students time to rewrite the question in their own words.
7. Introduce the steps for answering the Read and Respond question. Students can illustrate or draw a logo for each step to help solidify their understanding of the process.
8. Give students time to complete their Read and Respond assignment.
9. Assess student responses using the Read and Respond rubric.

Determine instruction based on assessment.

PREVIEW

6 COMMON CORE-ALIGNED LITERATURE PROMPTS

the central message in literature

Anchor Standards

CCSS.ELA-Literacy.CCR.1 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCR.2 - Read and comprehend complex literary and informational text independently and proficiently.

Second Grade

CCSS.ELA-Literacy.RL.2.2 - Recount stories, events, episodes, and sequences of literary texts, orally, demonstrating comprehension of major events and their order, and the central message or moral of a story.

Third Grade

CCSS.ELA-Literacy.RL.3.1 - Ask and answer questions about what a text says explicitly and about its central message or theme.

CCSS.ELA-Literacy.RL.3.2 - Recount stories, events, episodes, and sequences of literary texts, orally, demonstrating comprehension of major events and their order, and the central message or moral of a story.

Fourth Grade

CCSS.ELA-Literacy.RL.4.1 - Refer to parts of a text to analyze how they contribute to the overall meaning and theme, including how images and figures function to create a mood and style.

For questions that address or

READ AND RESPOND PROMPT COLLECTION FOR the central message in literature

Identify the central message of your reading today. Collect evidence that proves this message is communicated in today's reading.

Determine the central message of your reading today. Which details help to convey this message?

Identify the moral of your reading today. Collect evidence that confirms this moral is communicated in today's reading.

Determine the moral of your reading today. Which details help to impart this moral?

Identify a life lesson the author wants to teach you as a reader. Gather evidence that proves this lesson is taught in today's reading. What is your reaction to this life lesson?

Identify a lesson taught to a character in your reading today. Collect evidence that verifies this lesson is taught. Do you think the character will change his/her behavior now that this lesson has been taught?

6 COMMON CORE-ALIGNED INFORMATIONAL TEXT PROMPTS

Anchor Standards

CCSS.ELA-Literacy.CCR.R.1 - Determine central ideas or themes and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCR.R.2 - Read and comprehend complex literary and informational text independently and proficiently.

Second Grade

CCSS.ELA-Literacy.RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific details in the text.

Third Grade

CCSS.ELA-Literacy.RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring to specific details in the text.

CCSS.ELA-Literacy.RI.3.2 - Identify key details in a text and explain how they contribute to the overall meaning of a text.

Fourth Grade

CCSS.ELA-Literacy.RI.4.1 - Explain what a text says explicitly and by drawing on what the text says implicitly.

CCSS.ELA-Literacy.RI.4.2 - Analyze how an author uses relevant textual details and elements such as analogies, analogies, and figurative language to support a point or explain a problem.

For questions that

READ AND RESPOND PROMPT COLLECTION FOR the main idea in informational text

Identify the main idea of this text. List several important details that support this main idea.

Determine the main idea of this text. How do you know this is the main idea?

Summarize the information communicated in this passage.

Select an interesting detail that supports the main idea of your reading today. Why did the author include this detail?

What main idea does the author communicate in this text? Which details help the author to communicate this idea clearly?

Where in the passage is the main idea written (beginning, middle, end)? Why does the author arrange the information in this way?

TWO-SIDED TIP SHEETS FOR EACH PROMPT

TIPS FOR READING AND RESPONDING ABOUT the central message

Record the Question:

Master Academic Vocabulary:
Here are a few words you need to understand in order to answer this question successfully.

Word	Define It	Draw It
Identify		
Central Message		
Evidence		
Prove		
Communicate		

TIPS FOR READING AND RESPONDING ABOUT the central message

Rewrite The Question:
Now that you have mastered your academic vocabulary, rewrite the question in your own words.

Read and Respond

Step 1: Read and Identify

While reading, identify what the central message is (in other words, think about what the author is mainly focused on for the entire passage, chapter or book).

Step 2: Record

In one sentence, write the central message.
The central message of my reading today is _____

Step 3: Prove It

_____ pieces of evidence from the _____ is the central message.
_____ says _____

INSTRUCTIONAL POSTERS FOR EACH PROMPT

Identify the central
message of your
reading today. Collect
evidence that proves
this message is
communicated in today's
reading.

TIPS FOR READING AND RESPONDING ABOUT the central message

Step 1: Read and Identify

While reading, identify what the central message is (in other words, think about what the author is mainly focused on for the entire passage, chapter or book).

Step 2: Record

In one sentence, write the central message.
The central message of my reading today is _____.

Step 3: Prove It

Get 2-3 pieces of evidence from the text to prove this is the central message.

I know this because _____.

On page _____, the author says _____.

According to the text, _____.

READ AND RESPOND RUBRIC

So you know how to rock every Read and Respond journal entry. ☺

to-DO list

4 3 2 1

THE BOOK IS INTRODUCED PROPERLY.	The title and author of the book are included. The title is underlined.	The title and author of the book are included.	The title or author of the book are included.	The title and author of the book are not included.
QUESTION IS ANSWERED.	All parts of the question are answered clearly.	Most parts of the question are answered clearly.	Only some parts of the question are answered clearly.	The answer to the question is incomplete and/or unclear.
ANSWER IS SUPPORTED WITH EVIDENCE.	The answer is supported with multiple pieces of meaningful evidence from the text.	The answer is supported with evidence from the text.	The answer includes evidence that is not connected or meaningful.	The answer has no support or evidence from the text.
WRITTEN IN COMPLETE SENTENCES.	Every sentence is a complete sentence with proper capitalization and punctuation.	Most sentences are complete with few errors in capitalization and punctuation.	Only some sentences are complete with several errors in capitalization and punctuation.	

GET STUDENTS INVOLVED IN ASSESSMENT

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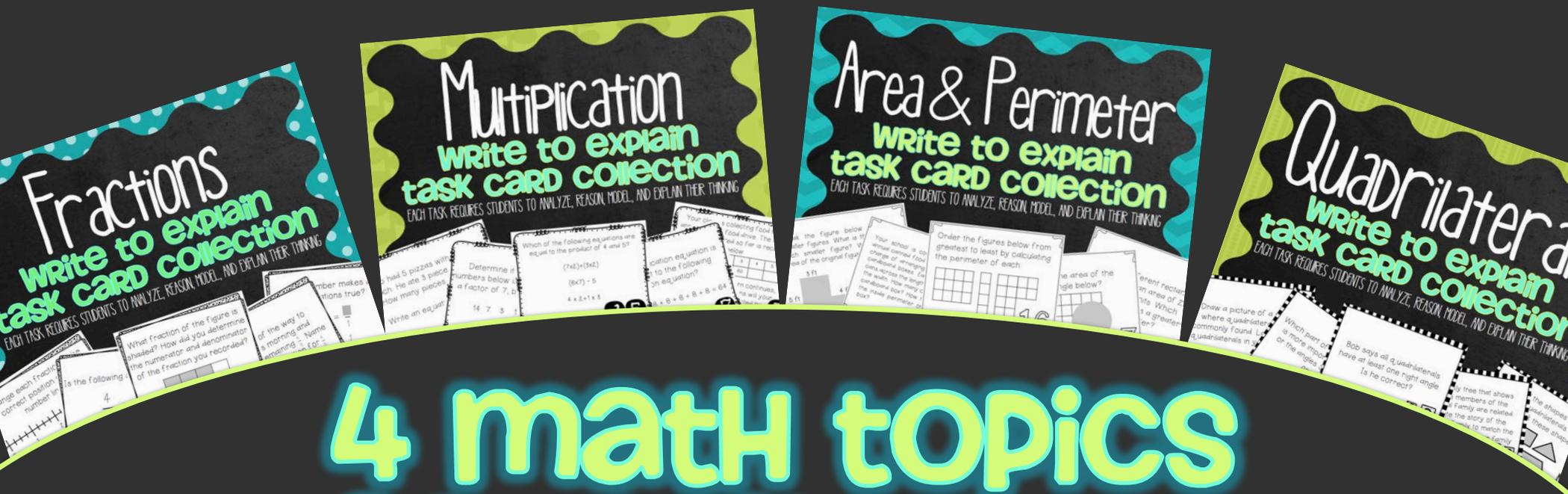
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Thank you ☺ Laura Santos

Write to explain task card BUNDLE

EACH TASK REQUIRES STUDENTS TO ANALYZE, REASON, MODEL, AND EXPLAIN THEIR THINKING



4 math topics
80 task cards

TIPS FOR TEACHERS

PREVIEW

These task cards are designed to help you implement the Common Core Standards for Mathematical Practice in your classroom on a daily basis. When solving these tasks, students do not simply record an answer on a worksheet and move on. Instead, students are required to map out their thinking by modeling each problem and then explaining their reasoning in writing. As students become masters of this routine, their problem solving accuracy increases and their ability to incorporate academic vocabulary and detailed reasoning into their explanations improves. Each mathematical concept you teach will be more deeply solidified as a result.

Here is a closer look at each step in the task card problem solving process and justification for how each step will support you in implementing the Common Core Standards for Mathematical Practice:

RECORD THE QUESTION:

The reasoning and analysis process begins as students are required to attend to precision when they record the question word-for-word on binder paper.

MODEL AND SOLVE:

Students use abstract and quantitative models to work through the problem solving process. Those who are experts at mental math are trained to attend to precision when modeling their thinking.

SOLUTION:

Students routinely double-check that their solution accurately answers the question.

EXPLAIN:

Justify their conclusions and communicate them clearly in written form, further reinforcing their reasoning skills.

PREVIEW

SET UP SUGGESTIONS

PREVIEW

stations:

Cut and stack all 20 task cards into flip books and secure with a binder ring.

seat WORK:

Copy and staple personal packets that students can write on and use to check off completed task cards.



1 Record all the multiples of 4. What similarities do you notice about all of these multiples?

2 A classroom has five rows of desks with 7 desks in each row. How many total desks are arranged in the classroom described?

3 Bob is training for a half marathon. During his first week of training, he runs 4 miles. In week 2, he runs 6 miles. In week 3, he runs 8 miles. In week 4 of his training, he runs 10 miles. Record the data provided in the chart below:

Week	1	2	3	4
Distance				

Describe the pattern shown in this data.

4 Refer to the information in task card 3 to answer the following:
If the same pattern continues, how many miles will Bob run in his 6th week of training?
How many miles will he have run in all at the end of his 6th week of training?

PREVIEW

ESSENTIALS FOR CREATING FLIP BOOKS

Making task card flip books?
Here are some covers to
choose from

Multiplication
Write to explain
task card collection
EACH TASK REQUIRES STUDENTS TO ANALYZE, REASON, MODEL, AND EXPLAIN THEIR THINKING

Multiplication
Write to explain
task card collection
EACH TASK REQUIRES STUDENTS TO ANALYZE, REASON, MODEL, AND EXPLAIN THEIR THINKING

HOW TO COMPLETE A TASK CARD

1st RECORD the question:
Write the task card question exactly as it appears on the task card. Highlight the most important parts of the question (1 point)

2nd model and solve:
Show how to solve the problem using drawings, models, diagrams, sentences, and calculations. Be sure to include as much detail as possible so your reasoning is shown clearly (4 points)

3rd solution:
Record your final answer (1 point)

4th explain:
Write a detailed explanation of the sentence structure of the problem. The steps I took to arrive at this solution are... This solution is correct because... If needed, use one sentence to explain your reasoning. (4 points)

HOW-TO CHECKLIST FOR STUDENTS

SOLUTION SHEETS

WRITE TO EXPLAIN TASK CARD SOLUTION

RECORD THE QUESTION:

SOLUTION:

MODEL AND SOLVE:

EXPLAIN:

WRITE TO EXPLAIN TASK CARD SOLUTION SHEETS

I recommend providing students with blank graph paper or lined paper to record solutions. This allows each student to solve in detail without being restrained by the space provided on a worksheet. For students who may need a little more structure for organizing their solutions, I have included the following solution sheet.

FOR STUDENTS WHO NEED ORGANIZATIONAL STRUCTURE

20 MULTIPLICATION TASK CARDS

Bobster sells baskets of fruit at a farmer's market. Each basket of apricots has 9 apricots. Each basket of apples has 8 apples. Last Wednesday, Mrs Bobster sold 6 baskets of apricots and 8 baskets of apples. Which fruit did Mrs Bobster sell more pieces of?

13

Which of the following expressions are equal to the product of 4 and 5?

$7 + 7 + 7 + 7 + 7 + 7$

$4 \times 7 = 12$

$8 \times 7 < 25$

14

Which of the following equations are equal to the product of 4 and 5?

$(7 \times 2) + (3 \times 2)$

$(6 \times 7) - 5$

$4 \times 2 + 1 \times 3$

$2 \times (5 \times 2)$

15

Your class is collecting food for the annual canned food drive. The number of cans collected so far is recorded below.

Week	1	2	3	4	5
Cans	20	40	60		

If the same pattern continues, how many total cans will your class have collected by the end of week 5?

5

Determine if each of the numbers below is a multiple of 4, a factor of 4, both or neither.

1 8 12 15 16 2 4

6

Bob Bobster says that the equations below are equal. Is he correct?

$8 \times 10 = 4 \times 2 \times 5 \times 2$

Bob had 5 pizzas with 8 slices each. He ate 3 pieces of pizza. How many pieces were left?

Write an equation and solve.

18

Record all the multiples of 4.

1

A classroom has five rows of desks with 7 desks in each row. How many total desks are in the classroom?

Are there more legs on 7 penguins or 4 dogs? Explain why using multiplication makes solving this problem easier than using addition.

8

Five parents bring the same number of flower plants to garden club one day. Three more flowers are needed in order for each of the 28 student to plant one flower. How many flower plants did each parent bring?

1

Bob is training for a half marathon. During his first week of training, he runs 4 miles. In week 2, he runs 6 miles. In week 3, he runs 8 miles. In week 4 of his training, he runs 10 miles. Record the data provided in the chart below.

Week	1	2	3	4
Distance				

Describe the pattern shown in this data.

3

Refer to the information in task card 3 to answer the following.

If the same pattern continues, how many miles will Bob run in his 6th week of training?

How many miles will he run in his 10th week of training?

Is the following statement true or false? Explain why.

$2 + 2 + 2 + 2 + 2 = 5 \times 2$

9

ALIGNED TO THIRD GRADE COMMON CORE STANDARDS

20 QUADRILATERAL TASK CARDS

Draw a picture of a place where quadrilaterals are commonly found. Label all the quadrilaterals in your picture.

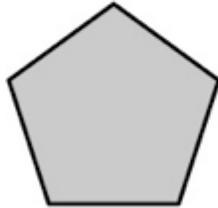
Which part of a quadrilateral is more important, the sides or the angles? Support your opinion.

Draw a family tree that shows how members of the quadrilateral family are related. The quadrilaterals in the information sheet are the tree.

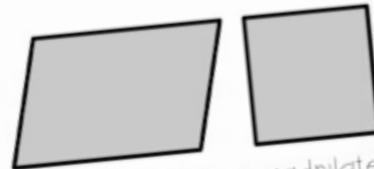
Name at least three characteristics that make quadrilaterals easy to identify. Then, draw 8 different examples of quadrilaterals.

Is it possible to draw a quadrilateral that has four acute angles? How about a quadrilateral with four obtuse angles?

Is this shape a quadrilateral?



Draw four squares. Name these two quadrilaterals. Then, describe the similarities and differences between them.



Name these two quadrilaterals. Then, describe the similarities and differences between them.

True or False? A trapezoid is a rectangle.

Draw this quadrilateral in four parts using only one line.

Which quadrilateral has only one pair of parallel sides? Draw three examples of this type of quadrilateral and label each example in detail.

Compare and contrast a rhombus and a rectangle.

Circle all the shapes that are quadrilaterals. Why did you pick these shapes?



Profile of a quadrilateral you are interested in. The profile should include:

- Username
- About Me (description of the quadrilateral)
- At least 4 self-portraits
- Captions for each portrait that highlight unique characteristics

Bob says all quadrilaterals have a right angle. Is he right?

ALIGNED TO THIRD GRADE COMMON CORE STANDARDS

20 AREA+PERIMETER TASK CARDS

Describe the similarities and differences between area and perimeter using diagrams and words

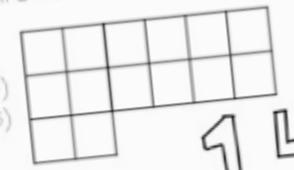
1

How many different ways are there to arrange 6 square tiles? Show all possible solutions. Is the area of each shape you create the same?

2



Bob Bobster wants to replace the carpet in his game room. Each square equals one square foot. Which equation can he use to find the area of the room?

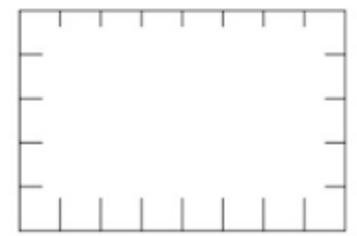


- a 3×6
- b $(3 \times 2) + (2 \times 4)$
- c $(2 \times 3) + (2 \times 6)$

14

A rectangle has an area of 14 square feet. Draw a diagram of this rectangle. What are the lengths of the two longest sides?

How many square units would cover the rectangle below?



9

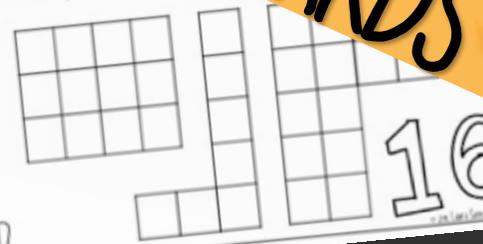
You are given a card with the width and the length of a box.

Break the figure below into two smaller figures. What is the area of each smaller figure? What is the area of the original figure?



15

Order the figures from greatest to least by calculating the perimeter.

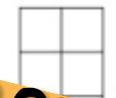


16

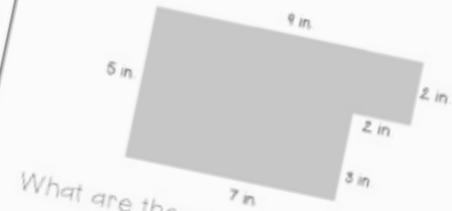
A pool measures 8 feet by 12 feet. What is the perimeter? Can you draw a swimming pool differently but has the same perimeter?

Show how to find the area of a rectangle that measures 8 units by 5 units using both area and perimeter.

Is the area of the rectangle below the same when the rectangle is tilted on its side?



17



What are the area and perimeter of the shape above?

18

What is the area of the rectangle below?



7

One side of a square has a length of 5 feet. What is the area and the perimeter of the square?

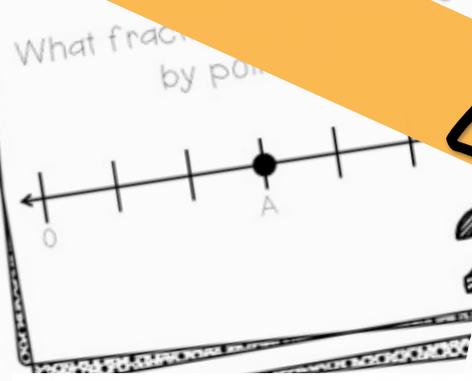
Write your answer.

19

ALIGNED TO THIRD GRADE COMMON CORE STANDARDS

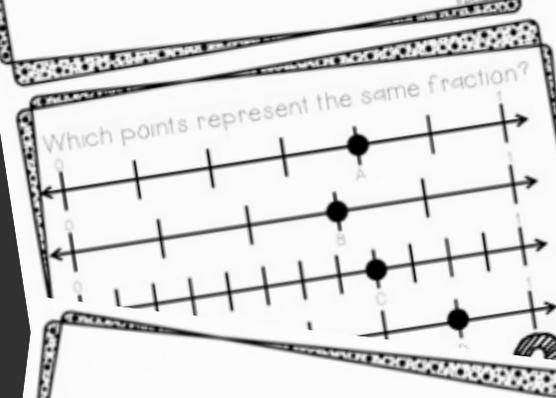
20 FRACTIONS TASK CARDS

Is the following statement true?
When I compare two fractions with a numerator of 1, the fraction with the larger denominator is greater.



When I compare two fractions with the same denominator, the fraction with the larger numerator is greater.

Use a number line to determine if these two fractions are equivalent.
 $\frac{4}{6} = \frac{2}{3}$

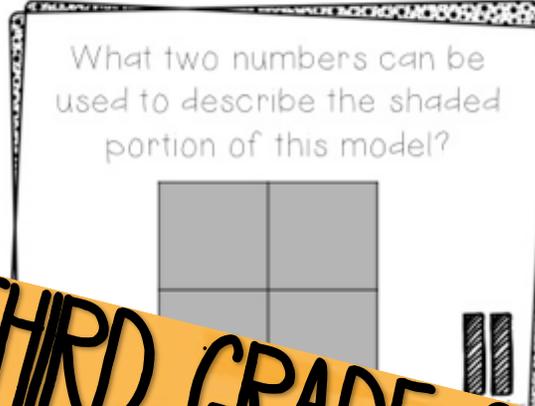


Bob says the two fractions below are equivalent. Is he correct?
 $\frac{3}{5} = \frac{4}{6}$

Record a fraction that is equal to 6. Draw a model to support your answer.

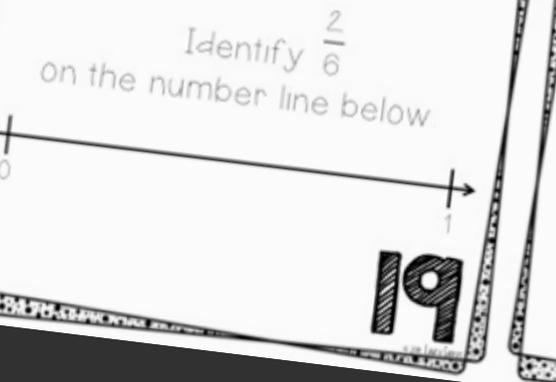
Use a number line to determine if the fraction below is equivalent to $\frac{1}{2}$.

You ran $\frac{4}{8}$ of the way to school this morning and walked the remaining $\frac{4}{8}$. Name an equivalent fraction for $\frac{4}{8}$.



What number makes both equations true?
 $5 = \frac{\square}{1}$
 $\frac{\square}{10} = \frac{1}{2}$

Use a number line to determine if the fraction below is equivalent to $\frac{1}{2}$.



Complete the equation below. Justify your answer by modeling the equation on a number line.
 $7 = \frac{\square}{1}$

Compare the two fractions below using $>$, $=$, or $<$. Show how you know which fraction is greater.

What fraction of the figure is shaded? What do the numerator and denominator of the fraction you recorded represent?



RECOMMENDATIONS FOR YOU

If this Write To Explain Task Card Collection is a good fit for your classroom, you may also be interested in these other math tools from Core Inspiration by Laura Santos:

