

1. **Read** Chapter 3, pp. 51 – 58. Answer these questions.
  - a. Give an example of a discrete quantity. Give an example of a continuous quantity.
  - b. Suppose you give students two kinds of things to count – some are pictures on a worksheet and the others are cubes on the desktop. Which does the text say young children can keep track of in counting and why?
  - c. What is the fewest base-ten blocks needed to show the number 118? What are they?
  - d. What does the text say about children doing 2-digit addition by adding the digits in the tens' place first?
2. Use the 4-step problem solving process to solve this problem. Use the scoring rubric as a guide. Evaluate your solution on the scoring guide and attach one to your paper.

Waldo went to a store and spent one-third of his money. He then went to a second store where he spent  $\frac{1}{3}$  of what remained. If he had \$12 when he left the second store, how much money did he have to begin with?

### 3. Skills Practice

a. Suppose there are 8,888 students in a school district and it costs \$777 to buy an iPad for each one. Estimate the cost (to any level of accuracy you like). Show what you did. Find the difference between your estimate and the real product.

b. Solve for  $x$  in these proportions:

i.  $\frac{4}{5} = \frac{x}{15}$

ii.  $\frac{6}{7} = \frac{12}{x}$

iii.  $\frac{20}{30} = \frac{x}{3}$

iv.  $\frac{x}{40} = \frac{5}{8}$

c. Give your own example of the five meanings of fractions that we talked about in class today.

d. What is the Roman numeral in part b above. ☺