

Richer! Deeper! Broader! Going for the Gold in Math Questions!

The Lunch Kit Project (Read: Measuring Penny, If Dogs Were Dinosaurs, The Best Bug, Polly's Pen Pal)



Kindergarten	Grade 1	Grade 2	Grade 3
Look at your lunch kit. Find other things that are longer/ shorter /thinner/ thicker.	Describe the size of your lunch kit by comparing it to other objects.	Using non-standard and standard units, describe the size of your lunch kit by comparing it to other objects.	Use standard units of measurement to describe the size of your lunch kit. Compare the size of your lunch kit to a partner's lunch kit.

A Patchwork of Patterns (Read: the Quilt Makers Gift, The Patchwork Path (A Quilt Map to Freedom), Pumpkin Blanket)

Kindergarten	Grade 1	Grade 2	Grade 3
Make a picture using pattern blocks.	Create a symmetrical, two-dimensional quilt block using pattern blocks. (Hint: have children create it on a piece of paper with a fold down the middle)	Create a two-dimensional symmetrical quilt block using pattern blocks. Record the shapes you used.	Create two-dimensional quilt blocks that have vertical, horizontal, and/or diagonal lines of symmetry, using pattern blocks. Record the design and identify the lines of symmetry.

Gone Fishing (Read: One Hundred Hungry Ants, 12 Ways to Get to 11, A Fish Story, Going Fishing, Joe's Carrots)

Kindergarten	Grade 1	Grade 2	Grade 3
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Catch (1-10) fish. Put them in two fish bowls. Catch and release. Try again.

Billy has (1 - 20) fish. Show what it might look like if he has two tanks.

Billy has (up to 99) fish. Show what it might look like if he has two tanks.

Billy has (up to 999) fish. Show what it might look like if he has three tanks and must sort them into schools of hundreds, tens and ones.

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So You Think You Can Dance? (Read: Bug Dance, Perfect Patterns)

Kindergarten	Grade 1	Grade 2	Grade 3
Create a repeating clapping/ hand pattern.	Create a dance phrase using a repeating pattern.	Create a dance phrase with a repeating pattern that uses two attributes. (i.e., hands and feet)	Create a dance phrase using a numeric repeating pattern with two or more attributes. (i.e., three steps, two claps)

Life Is a Ball (Probably Pistachio, Probably Penny)

Kindergarten	Grade 1	Grade 2	Grade 3
Throw a ball into a bucket up to ten times. Did the ball always/ sometimes/ never go in?	Arrange a bucket, a lid and a ball so that it is (certain/ likely/ unlikely/ impossible) for you to get the ball in the bucket.	Arrange a bucket, a lid and a ball. Throw the ball ten times and record the results. Based on your results, describe the probability of getting the ball in the bucket (certain/ equally likely/ likely/ unlikely/ impossible).	Arrange a bucket, a lid and a ball. Predict how many times the ball will go in the bucket in ten tries. Throw the ball in the bucket ten times. Compare the results with your prediction using mathematical language.