

Name: _____

Let's try this word problem.

Solve your word problem on the back.



Name: _____

Here's a math challenge:

Name: _____

We could graph...

Really Good Stuff® Activity Guide

Daily Math Pocket Chart

Congratulations on your purchase of this Really Good Stuff **Daily Math Pocket Chart**—a terrific tool to help your students do calendar math, solve word problems, create graphs, and more!

This Really Good Stuff® product includes:

- Daily Math Pocket Chart with storage pocket and magnetic strip
- 106 Money Cards (includes blanks)
- 44 Place Value Number Cards (includes blanks)
- 48 Colored Craft Sticks
- Try a Challenge Card, Write Again® wipe-off laminate
- Calendar Grid Card, Write Again® wipe-off laminate
- Graph Grid Card, Write Again® wipe-off laminate
- Word Problem Card, Write Again® wipe-off laminate
- Adhesive Loop Strips
- This Really Good Stuff® Activity Guide

Cleaning and Storing the Daily Math Pocket Chart

Keep your Pocket Chart in good condition by wiping it occasionally with a damp sponge. Remove the Storage Pocket from the back of the Pocket Chart and fold the Pocket Chart horizontally along the stitching lines for easy storage.

Assembling and Displaying the Daily Math Pocket Chart

Before displaying the **Daily Math Pocket Chart**, make copies of this Really Good Stuff® Activity Guide, cut apart the reproducibles, and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Cut apart the Money Cards and the Place Value Number Cards and store them in the Storage Pocket on the back of the Pocket Chart when not in use. Stick matching pieces of Adhesive Loop Strip to the backs of the Word Problem Card, Calendar Grid Card, Graph Grid Card, and Try a Challenge Card and attach them to the Pocket Chart. Use a dry erase marker to label the Calendar Grid Card with the name of the month, and the appropriate numbers for the days and attach it to the Pocket Chart. Hang the Pocket Chart on a chart rack or affix it to a magnetic board using the magnetic strip on the back. Display the Pocket Chart where students will be able to see and interact with it easily. Remove the Storage Pocket from the back of the Pocket Chart and keep it handy while using the Pocket Chart.

Introducing and Using the Daily Math Pocket Chart

Direct students' attention to the Pocket Chart and explain that you will be using this Pocket Chart each day to help them practice their math skills. Point to each section on the Pocket Chart and discuss what types of math activities they will be working on in that section.

Decide how students will be using the Pocket Chart during the day. Some suggestions for use are:

- Have the Pocket Chart set up and ready for students to complete an activity in one or more sections as they enter the classroom each morning.
- Use the Pocket Chart during your morning exercises for calendar math and supporting activities.
- Set up the Pocket Chart to reinforce the skills you will be teaching during math lessons each day.
- Use the Pocket Chart for a fun, end-of-the-day or end-of-the-week challenge between teams.

Practicing Place Value

Make copies of the Practicing Place Value Reproducible and have them handy for lessons. Use the Colored Craft Sticks and the Place Value Number Cards to help the students with their place value skills. For example, ask, "What would it look like if we had a number with 4 hundreds, 2 tens, and 7 ones?" Next, have the students count four Craft Sticks with you as you place them in the hundreds pocket, two Craft Sticks in the tens place pocket, and seven Craft Sticks in the ones place pocket. Have them tell you what the number would look like if you had to write it. Distribute copies of the Practicing Place Value Reproducible and tell students to write the number they think should be placed in the pocket and then place (or have a student place) the 4, 2, and 7 Number Cards in the proper places. When working with thousands, slide a comma Card in the pocket to show its location in the number and ask students to draw in the comma on their reproducibles.

Use this section to create some fun practice with place value. For example, challenge students to come up with the smallest two-digit number they can think of or the largest four-digit number, and use the Number Cards and Craft Sticks to fill in the Pocket Chart. After showing the number 427, label a sentence strip with four hundred twenty-seven, remove the Number Cards, and place the sentence strip in the pocket.

Solving a Word Problem

Use a dry erase marker to label the Word Problem Card with a word problem to support your current math lesson and attach it to the Pocket Chart. For example, if students are learning to make change, write, *Kathy has one dollar. She bought a candy bar for 75 cents. How much money will she have left?* Copy, distribute the Solve a Word Problem Reproducible, and tell students to solve the word problem on their copy of the reproducible, reminding them to show their work and write the solution. Have the students share their answers to compare the various ways the problem can be solved.

Choose a student to use a dry erase marker to write the equation and answer on the bottom of the Word Problem Card on the Pocket Chart. Periodically, collect and review the

Daily Math Pocket Chart

reproducibles to monitor students' progress. Once students are comfortable solving word problems, instruct them to create their own word problems and write them on another copy of the *Solve a Word Problem Reproducible*. Then choose one each day to display on the *Pocket Chart*; and at the end of the day, erase the *Word Problem Card* to have it ready for the next day's word problem.

Working with Money

For younger students, begin by showing each of the *Money Cards* and have the students practice learning the names and value of each one. For example, begin by placing the *Penny Card* in the pocket and ask the students what it is called and how much it is worth. When they answer, write the word *penny* and *one cent* on a sentence strip and place it on the *Pocket Chart*.

Progress to placing several *Money Cards* in the pocket and ask your students to calculate the value. For example, place two dimes, two pennies, and one nickel in the pocket, and ask students how much money the coins equal. Once they tell you twenty-seven cents, write it on a sentence strip and place it in the pocket below the *Money Cards*.

Have the students compare amounts of money: Use a dry erase marker to label blank *Money Cards* with the these symbols: > and < and =. Place a few *Money Cards* on the left side of the pocket and leave a space. Put a few more on the right. Tell students to calculate the values and place a greater than, less than, or equal to *Card* in the correct place.

Looking at Calendar Math

Point to the *Calendar Math* section in the top center of the *Pocket Chart* and talk with students about the month, the year, the day of the week, and the date. For the first couple of days, tell students the day, month, and entire date, and once they understand, urge them to tell you. Also use this section to ask students a few addition and subtraction questions that involve the calendar. For instance, ask questions like these:

- If today is the 3rd and we are going on our field trip in two weeks, what is the date we will be going?
- We have eight days until our field trip. If today is Monday, the 7th, what date will we be going?
- Today is the 10th, is it an odd or even number?

Find Out What's Missing

Use a sentence strip to write problems that have something missing, such as $8 + ? = 15$ or $? - 4 = 9$. Ask students to figure out what number replaces the question mark, label a blank *Card* with the answer, and place it over the question mark. Additionally, use blank *Cards* in this section to create patterns and leave spaces or question marks where something is missing. For example, you can create patterns like these:

2, 4, 6, 8, ?, ?, 12, 14

△ △ △ □ □ △ ?

Learning a New Math Word

Choose a math term that you want your students to learn. Write the term and its definition on sentence strips to place in the pockets. For example, write *addend* – the numbers you add together in an addition problem on sentence strips and place them in the pockets. Have the students recite the term and its definition aloud with you and then write it in their math journals. For older students, write the term and let the students use their math books to look up the definition. Have them share their answers with a partner or the class and write it in their math journals.

Creating a Graph

Use a dry erase marker to create a title for the graph, such as *Our Favorite Colors*. Write in the names of colors along the horizontal axis. Have students vote for their favorite colors by raising a hand when you call out color names. Tally the results and then color in the correct number of boxes to show the number of votes each color received. After you have created the graph for the *Pocket Chart*, have students make their own graphs using centimeter paper and color them. Either let students come up with their own ideas for the graphs, such as *Favorite Pets*, *Favorite Flavors of Ice Cream*, *Favorite Season*, *Favorite Subjects*, *Favorite Hobbies*, or pull ideas from your math lessons. At the end of the day, erase the *Graph Grid Card* to have it ready for the next graphing lesson.

Try a Challenge

Write a challenging math problem on sentence strips and place them on the *Pocket Chart*. If necessary, draw a visual on the *Try a Challenge Card*. For example, write *What is the perimeter of our classroom?* on sentence strips and draw a picture of a rectangle labeled with 15' along the left-hand side and 27' along the bottom.

Use this section to create challenging problems that relate to the unit you are currently studying. You may want to make these problems worth extra credit if students attempt the problem and get it correct. Tell students to write their answers in their math journals and share their answers with the class. At the end of the day, erase the *Try a Challenge Card* to have it ready for the next day.

Math in Our Daily Lives

Find ways to incorporate questions relating to students' lives. Create problems about their snack money, book fair prices, field day events, and so on. Copy, cut apart, and distribute the *Daily Math Problems Reproducibles*, and challenge students to create problems to solve on the *Pocket Chart*. Collect the suggestions and choose one or two of them to feature each day.

Name: _____ Date: _____

Solve a Word Problem

Problem: _____

Solve and show your work in the box below.

Solution: _____

Name: _____ Date: _____

Practicing Place Value

thousands	hundreds	tens	ones
_____	_____	_____	_____