Math Message Lesson 7.1
Turn to page 157 in your new journal. Find the products in Problems 1 through 10.

Math Message Lesson 7.2
Each of the following products is a square product. Complete the number sentences on a half-sheet of paper.

___ × ___ = 9
___ × ___ = 25
___ × ___ = 49
___ × ___ = 81

Draw an array to show one of the square products.

Math Message Lesson 7.3
Copy the tables on a half-sheet of paper. Find the missing rule for the first table. Fill in the tables.

Rule

in	out
3	9
	6
5	15
7	

Rule
÷ 5

in	out
	6
15	
	5
35	

Math Message Lesson 7.4
Can you find more than one meaning for each sentence?

Nancy fed Tom the big gray cat.

My sister Tess and Jimmy are going.

Discuss the meanings you found with a partner.

Math Message Lesson 7.5
Sheila made two 3-point baskets and two 2-point baskets in a basketball game. How many points did she score in all? Write a number model on your slate that contains parentheses.

Math Message Lesson 7.6
The distance around a racetrack is 500 meters. How far does a racer travel in 8 laps? Record the answer on your slate.

Math Message Lesson 7.7
Pretend you have $6. Do you have enough money to buy 4 bags of party balloons that cost $1.28 per bag? Do you have enough to buy 5 bags? Find the answers without calculating the exact costs.

Math Message Lesson 7.8
Do Problems 1 through 6 on journal page 173.

Math Message Lesson 7.9
Martha and George were making designs from clover leaves. Martha's design used nine 3-leaf clovers. How many leaves did her design have? George's design had 17 leaves. What is the least number of 3-leaf clovers he needed for his design?

Math Message Lesson 7.10
Complete the Self Assessment (*Assessment Handbook,* p. 177).

Math Message Lesson 8.1
Turn to page 180 in your journal. Do Problems 1–5 only.

Math Message Lesson 8.2
List all the possible ways that 1 rolled die can land. Discuss your list with a partner.

Math Message Lesson 8.3
Hank said, “I shared 24 pieces of candy with my friends.

I gave $\frac{1}{2}$ of the candy to Kim, $\frac{1}{3}$ to Juan, and $\frac{1}{4}$ to Moira.”

Explain how you know Hank made a mistake.

Math Message Lesson 8.4
Take one copy *(or two copies, if children will do the Enrichment activity in Part 3)* of *Math Masters,* page 247. Cut apart on the dashed lines.

Solve this problem: Jonah sorted 20 marbles by color. He found that $\frac{1}{4}$ of them were blue and $\frac{1}{5}$ were yellow. Does he have more blue marbles or more yellow marbles? Be ready to explain how you know. Use pennies or counters to model the problem if you want.

Math Message Lesson 8.5
Take an envelope. Carefully cut apart the 32 Fraction Cards on Activity Sheets 5–8 at the back of your journal. Put them in the envelope.

Math Message Lesson 8.6

Take out your Fraction Cards. Turn them so the picture sides (sides with the shaded parts) are faceup. Find all the unit fractions (fractions that have 1 in the numerator). Put them in order, from the card with the smallest part shaded to the card with the largest part shaded. What pattern do you notice?

Math Message Lesson 8.7

1. Take a strip and cut out the 4 circles.
2. How would you answer the following problems?
   - Emily had 3 apples. She cut one in half and ate one of the halves. How many apples were left?
   - Then she cut each of the other whole apples in half. She gave all the half-apples to her friends. How many half-apples did she give away?

Math Message Lesson 8.8

Using your ruler, draw a line segment that is $1\frac{3}{4}$ inches long on your slate. Divide the line segment into $\frac{1}{4}$-inch segments. How many $\frac{1}{4}$-inch segments are there?

Math Message Lesson 8.9
Complete the Self Assessment (*Assessment Handbook,* page 182).

Math Message Lesson 9.1
Use journal pages 204 and 205 to find out how much an adult beaver might weigh. Write the answer on your slate. Talk to a partner about information on the map.

Math Message Lesson 9.2
Could 6 adult harp seals weigh less than 1 ton? Could they weigh more than 1 ton? (1 ton = 2,000 lb.) Use the information on pages 204 and 205 in your journal. Record your answers on your slate.

Math Message Lesson 9.3
Using the fewest number of base-10 blocks possible, show the number 36. Use base-10 shorthand to show what you did on a quarter-sheet of paper.

Math Message Lesson 9.4
A farmer planted 4 rows of tomato plants with 28 plants in each row. How many tomato plants in all? Write your answer on your slate. Talk to a partner about how you solved the problem.

Math Message Lesson 9.5
Turn to page 217 in your *Student Reference Book.* Estimate whether $10 is enough to buy 4 rolls of gift-wrapping paper. Record your estimate on your slate. Discuss your estimation strategy with a partner.

Math Message Lesson 9.6
You want to pack 24 bottles of juice into full cartons. Each carton holds 4 bottles. Can you pack all 24 bottles into cartons so none are left over?

Math Message Lesson 9.7
What is each person's share if $1 is shared equally among 5 people? If $2 is shared equally among 4 people? $3 among 6 people? $2 among 5 people? Record your answers on a half-sheet of paper.

Math Message Lesson 9.8
Solve Problems 4 through 7 on journal page 222 using your calculator. On a half-sheet of paper, write the answers the calculator displays. Compare with your answers on the journal page.

Math Message Lesson 9.9
Solve without a calculator. Show your work on paper.

3×64
5×713
7×376

Math Message Lesson 9.10
Use the fewest possible number of base-10 blocks to model the numbers 150 and 237.

Use the base-10 shorthand □ ı ▪ and record your answers on half-sheets of paper.

Math Message Lesson 9.11
Write the problems on your slate and solve them.

$7 \times 23 =$ ___
$70 \times 23 =$ ___
$4 \times 362 =$ ___
$40 \times 362 =$ ___

Math Message Lesson 9.12
Write these problems on a half sheet. Solve and show your work.

$20 \times 34 =$ ___
$70 \times 48 =$ ___

Math Message Lesson 9.13
Look at the thermometer on page 171 in your *Student Reference Book.*

Which temperature is colder, –5°C or –10°C? +1°C or –14°C? How do you know?

Math Message Lesson 9.14
Complete the Self Assessment (*Assessment Handbook,* page 187).

Math Message Lesson 10.1
The *inch* is a unit of length. On a half-sheet of paper, list as many other units of length as you can.

Math Message Lesson 10.2
Take 10 cm cubes. Write two questions on a half-sheet of paper that can be answered by reading about area on pages 154 and 155 in your *Student Reference Book.*

Math Message Lesson 10.3
What does *weight* mean? Think about it and be ready to discuss it. The pound is a unit of weight. On a half-sheet of paper, list as many other units of weight as you can.

Math Message Lesson 10.4
A rectangular prism is made of 45 cubes. If the base has 15 cubes, how many layers of cubes does the prism have? Draw a picture or use cm cubes to help. Discuss your answer with a partner.

Math Message Lesson 10.5
The *pint* is a unit of measure for liquids, such as milk and juice. On a half-sheet of paper, list as many other units as you can that are used to measure liquids.

Math Message Lesson 10.6
Make a bar graph of the data in the table on journal page 253.

Math Message Lesson 10.7
Look up your last arm span measurement in the Me (Later) column on journal page 251. Copy it on a stick-on note and put the note in the box. Write large! Do not put your name on the note. Explain what median means on an Exit Slip.

Math Message Lesson 10.8
Use your calculator to answer the questions on *Math Masters,* page 347.

Math Message Lesson 10.9
Look up your last waist-to-floor measurement on your journal page 251. Write it on the Class Data Pad. Do not write your name.

Math Message Lesson 10.10
Select a town on the map that will be fairly difficult for children to find unless they use the index.

Find *(name of town)* on the map.

Math Message Lesson 10.11
Complete the Self Assessment (*Assessment Handbook,* p. 192).

Math Message Lesson 11.1
Find the shortest day (the day with the fewest hours and minutes of sunlight) on the Sunrise/Sunset Chart. Figure out how many more hours and minutes of darkness than sunlight there were on that day. Use your tool-kit clock to help you. Record your answer on your slate.

Math Message Lesson 11.2
Turn to the National High/Low Temperatures Project on journal page 175. Record the high and low temperatures for today and the difference in the temperatures. Then, on a half sheet of paper, write the names of the states that appear most often on journal page 175.

Math Message Lesson 11.3
Turn to journal page 269. Follow the directions for the Math Message.

Math Message Lesson 11.4
Complete Problem 1 on journal page 272.

Math Message Lesson 11.5
There are [fill in the total number] third graders at our school. *Guess:* About how many third graders know how to swim? Record your guess on your slate.

Math Message Lesson 11.6
Complete the Self Assessment (*Assessment Handbook*, p. 197).