Name:_____ Teacher:_____ Grade:_____

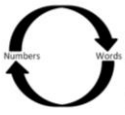
Grades 1-2 April MATH CHALLENGE

Your challenge is to use your problem solving skills to solve these two problems. There are MANY ways to work on these. ***Be sure to show your thinking using pictures, number, and/or words.*** ***Due: April 29, 2016***

At a shoe sale, Heidi bought 5 more pairs of shoes than Richard bought. Together they bought 11 pairs of shoes. How many pairs of shoes did each buy? Solve this problem **two** ways. (I suggest solving this problem by drawing a picture and by creating a t-chart.)

Which ***MATH PRACTICES*** did you use to solve this problem? Circle all that apply.

I can make a plan and use my plan to solve the problem without giving up.



I can use numbers and words to help me make sense of problems.

I can explain my thinking and try to understand others.

I can recognize math in everyday life and use math I know to solve problems.

I can use math tools and tell why I chose them!

I can work carefully and be clear when I share my ideas. I can check my work.

I can see and understand how numbers and shapes are put together as parts and wholes.

I can create shortcuts and generalizations and reflect on the reasonableness of my answers.

Maria loves shoelaces in her shoes. Shoelaces come in packs of 2 for 9¢. Maria has 65¢ to spend. How many shoelaces can she buy? **Explain.**

Which ***MATH PRACTICES*** did you use to solve this problem? Circle all that apply.

I can make a plan and use my plan to solve the problem without giving up.

I can use numbers and words to help me make sense of problems.

I can explain my thinking and try to understand others.

I can recognize math in everyday life and use math I know to solve problems.

I can use math tools and tell why I chose them!

I can work carefully and be clear when I share my ideas. I can check my work.

I can see and understand how numbers and shapes are put together as parts and wholes.

I can create shortcuts and generalizations and reflect on the reasonableness of my answers.

Name:_____ Teacher:_____ Grade:_____

GRADES 3-4 April MATH CHALLENGE

Your challenge is to use your problem solving skills to solve these two problems. There are MANY ways to work on these. ***Be sure to show your thinking using pictures, number, and/or words.*** ***Due: April 29, 2016***

Walter has 3 friends who are wearing running shoes, high top sneakers, and western boots. Ravi loves western boots. Charlie used to like running shoes but does not anymore. Walter's favorite shoes are the ones Charlie is wearing. Which shoes are each of Walter's friends wearing? Complete the chart to help you solve the problem. You may use this matrix to help you solve the problem.

	Running Shoes	High-Top Sneakers	Western Boots
Charlie			
Ravi			
Gina			

Which ***MATH PRACTICES*** did you use to solve this problem? Circle all that apply.

I can make a plan and use my plan to solve the problem without giving up.

I can use numbers and words to help me make sense of problems.

I can explain my thinking and try to understand others.

I can recognize math in everyday life and use math I know to solve problems.

I can use math tools and tell why I chose them!

I can work carefully and be clear when I share my ideas. I can check my work.

I can see and understand how numbers and shapes are put together as parts and wholes.

I can create shortcuts and generalizations and reflect on the reasonableness of my answers.

CJ has many shelves in his closet. He placed 1 pair of shoes on the 1st shelf, 2 pairs on the 2nd shelf and 3 pairs on the 3rd shelf. Describe the pattern with a picture or a t-chart. If CJ has 11 shelves, how many shoes does he have in all if this pattern continued through his 11th shelf?

Which ***MATH PRACTICES*** did you use to solve this problem? Circle all that apply.

I can make a plan and use my plan to solve the problem without giving up.

I can use numbers and words to help me make sense of problems.

I can explain my thinking and try to understand others.

I can recognize math in everyday life and use math I know to solve problems.

I can use math tools and tell why I chose them!

I can work carefully and be clear when I share my ideas. I can check my work.

I can see and understand how numbers and shapes are put together as parts and wholes.

I can create shortcuts and generalizations and reflect on the reasonableness of my answers.