Family Math Night ~ 5th Grade, 3rd Quarter

Teacher Summary Page

If you have not done a **Family Math Night** this year, you need to do the **Introductory Packet** (Kindergarten packet is slightly different from 1st through 5th grades) which provides an overview of the **Everyday Mathematics** curriculum.
Standards: 5.1.4.K1 (computation); 5.1.4.K3 (reads/writes operational symbols); 5.1.2.K3 (properties)
Everyday Mathematics content**:** Lesson 7.4 (Parentheses in Number Sentences) pages 557 - 560 Mathematical Objective – to review the use of parentheses.
Take Home Game: Name That Number (using the playing cards) Directions are included in this packet and the Family Math Packet

Materials needed:

Teacher materials:	Parent materials to keep:
• Chart paper or Smart Board to post the Math Message • Advance Preparation- Story 1 and Story 2 from Problem 3, page 219 in Math Journal (post on Chart Paper/Smartboard) • Student Reference Book	• Family Math Packet (**Name That Number** directions) • A deck of cards for each family

Everyday Mathematics whole group lesson with parents (**10 minutes** for introduction section and then **30 minutes** for the lesson and **15 minutes** to practice the take home game):

1. If you have not done a Family Math Night this year, you will need to get the Introductory Packet and use that for the first 10 minutes (suggestion – this could be done with all grade levels in a commons area before finishing the rest of the Math Night in grade level rooms)
2. Explain that you will be giving a sample lesson from the Everyday Mathematics curriculum.
3. Everyday Mathematics Grade 5 Teacher's Lesson Guide (Volume 2) page 558. Prepare for the lesson by writing the number sentences from Problem 1 on pg. 219 in the Math Journal on the chart paper/Smartboard. Begin the lesson with the Math Message Follow-Up found on page 558, explaining that parentheses are like mathematical punctuation.
4. Then proceed with the *Partner Activity* (Matching Number Stories to Appropriate Expressions) on page 559. You will need to post Story 1 and Story 2 from Problem 3 (pg. 219 in Math Journal) on chart paper/Smartboard for families to refer to. The other option would be to make copies of the Journal Page for families to use. Give families an opportunity to explain their reasons for matching a given number story with a particular expression.

Take Home Game details **(15 minutes)**:

* Show the families how to play **Name That Number**. Have them look up the directions in the Student Reference Book on page 325. Explain that we modified directions to accommodate using a deck of playing cards. They will use all cards in the deck.
Aces =1, Jacks = 11, Queens = 12, Kings = 13, and Jokers = 14.
* You may choose to use the online version of the game to model how to play. Directions are also included in the Family Math Packet.

Evaluation (5 minutes): Hand out the Evaluation page (Home Connections book page 65).

FAMILY MATH FUN
Handouts and Directions
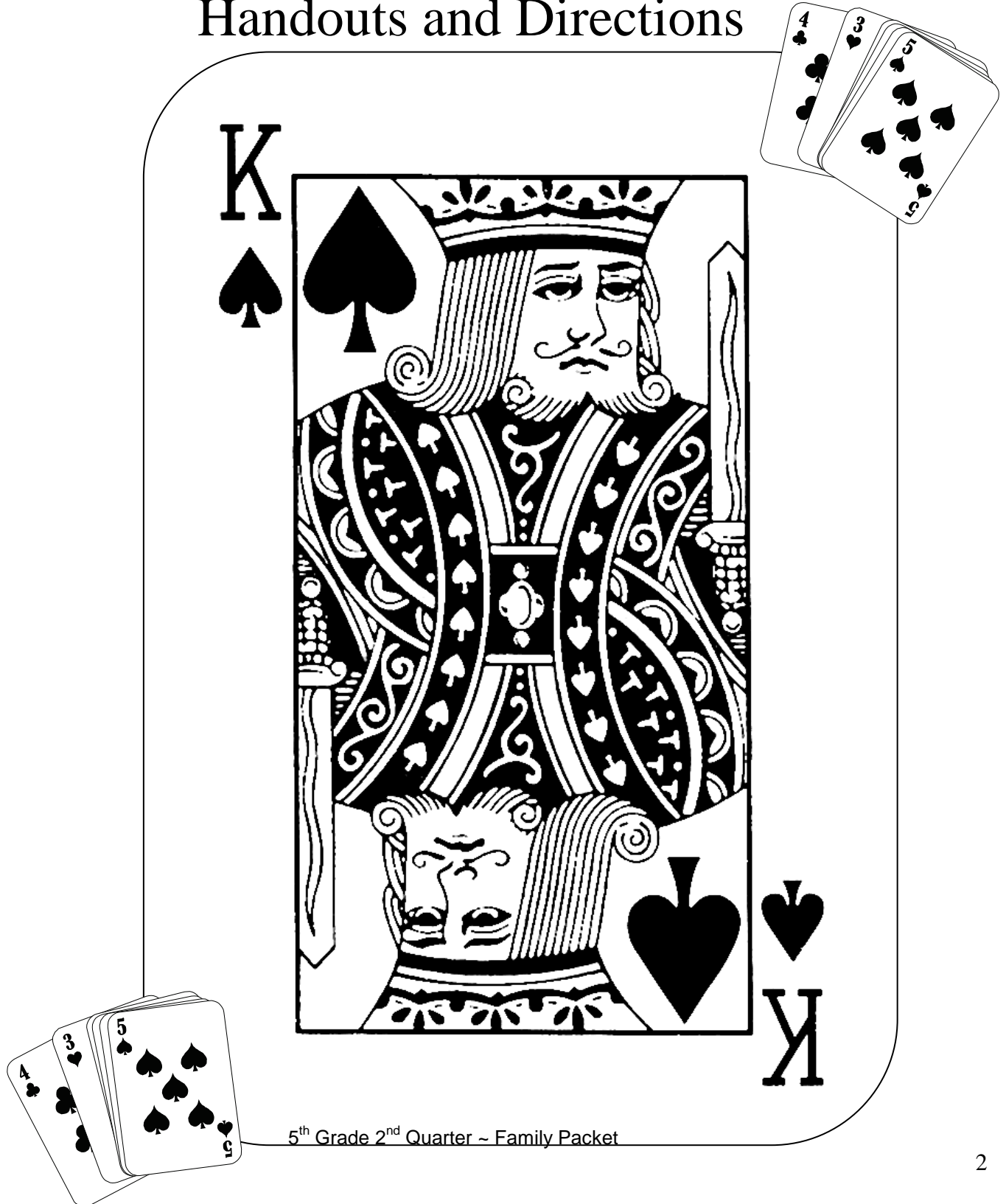
HOW TO PLAY **Name That Number**

Note to Families: This is one of several number games we play in class. Use this sheet to review the directions with your child. When you play the game together at home, be sure to give your child time to think about using as many numbers as possible (by adding, subtracting, multiplying, and dividing) to reach the target number. Please keep both the game directions and the number cards in a safe place at home for continued use.

Materials: Deck of Cards *(Aces =1, Jacks = 11, Queens = 12, Kings = 13, and Jokers = 14)*
              Paper and pencil

Players: 2 or 3

Skill: Naming numbers with expressions.

Object: Collect the most cards.

How to Play
1. Shuffle the deck and deal 5 cards to each player. Place the remaining cards number side down on the table between the players. Turn over the top card and place it beside the deck. This is the **target number** for the round.
2. Players try to match the target number by adding, subtracting, multiplying, or dividing the numbers on as many of their cards as possible. A card may only be used once.
3. Players write their solutions on a sheet of paper. When players have written their best solutions:
   - Each player sets aside the cards they used to match the target number.
   - Each player replaces the cards they set aside by drawing new cards from the top of the deck.
   - The old target number is placed on the bottom of the deck.
   - A new target number is turned over, and another round is played.
4. Play continues until there are not enough cards left to replace all of the player's cards. The player who has set aside the most cards wins the game.

Example   Target number: 14

      Player A's cards: | 7 | 5 | 3 | 6 | 1 |

      Some possible solutions:

        5 + 6 + 3 = 14 (3 cards used)   5 x 3 – 1 = 14 (3 cards used)

        7 + 5 + 3 – 1 = 14 (4 cards used)   6/3 x 7 x 1 = 14 (4 cards used)

        7 x 3 – 6 – 1 = 14 (4 cards used)

The player sets aside the cards used to make a solution and draws the same number of cards from the top of the deck.