

Fantastic Journeys

Line Master 1 (Assessment Master)

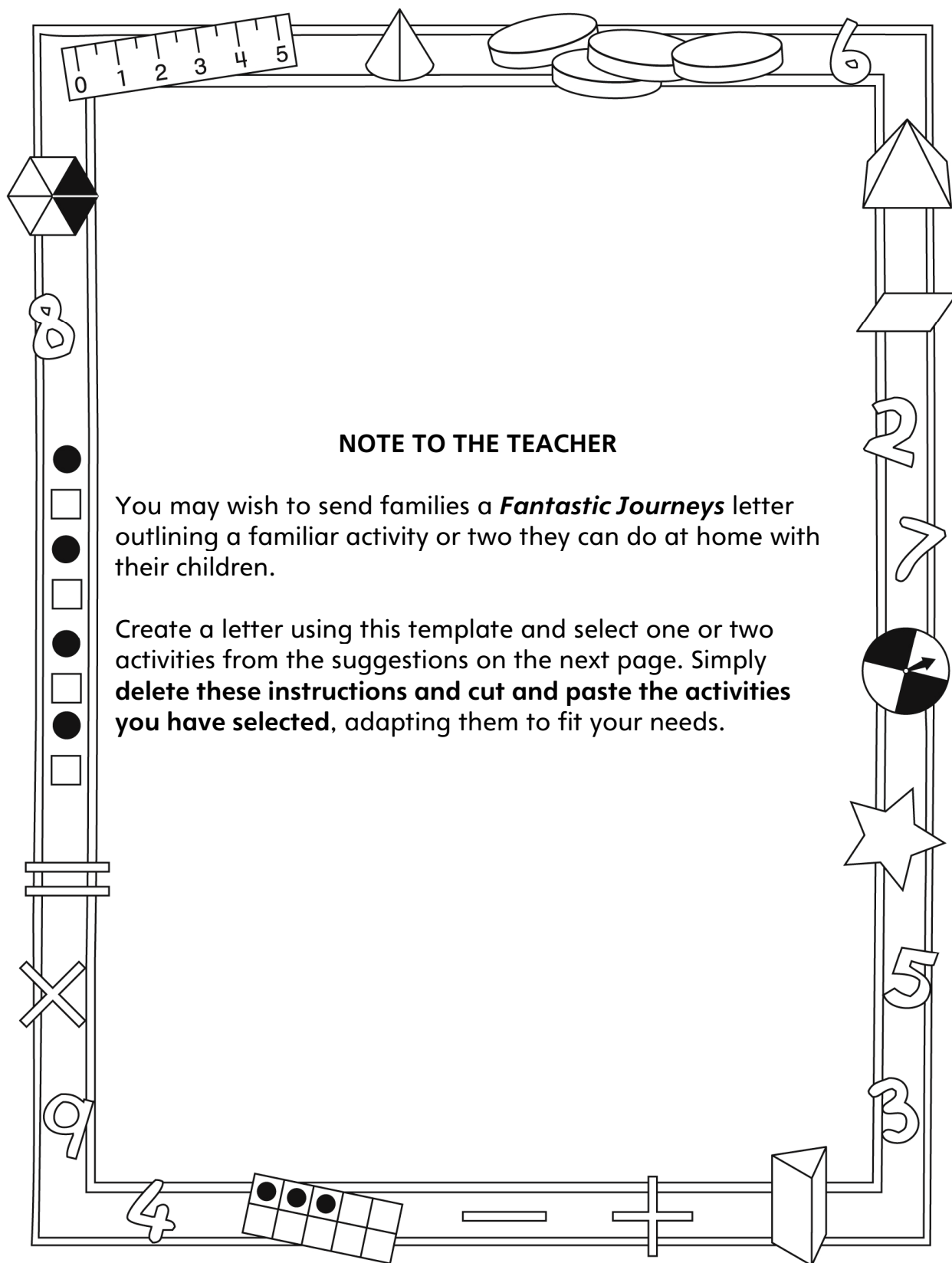
Name: _____

| Estimate Quantities to 1000 | Not observed | Sometimes | Consistently |
|--|---------------------|------------------|---------------------|
| Composes and decomposes numbers to 1000 | | | |
| Uses relevant benchmarks to estimate and compare quantity | | | |
| Rounds numbers to multiples of 10 | | | |
| Skip-counts groups to find how many | | | |
| Compare and Order Numbers and Quantities to 1000 | | | |
| Compares quantities to 1000 | | | |
| Orders 3 or more numbers | | | |
| Finds how many more/less one quantity is compared to another | | | |
| Identifies 10 (100) more/less than a given number | | | |

Strengths:

Next Steps:

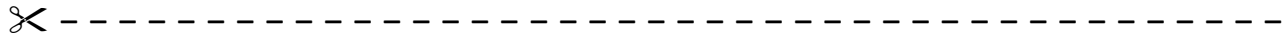
Connecting Home and School Line Master 2-1



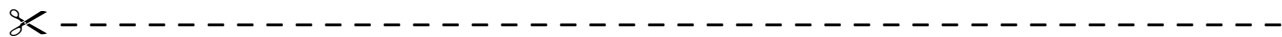
Connecting Home and School Line Master 2-2

Dear Family:

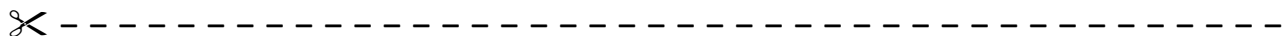
We have been working on *Fantastic Journeys*, which focuses on estimating quantities to 1000, and comparing and ordering numbers and quantities to 1000. Try this activity at home with your child.



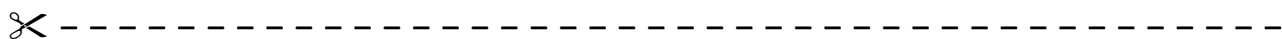
Reading the Story: As you read the story, enjoy discussing how many animals you estimate are in each migration picture. Encourage your child to share his or her strategy for estimating. You might select other migration pictures online to estimate. If you find images you think we can use for estimating practice, please print and send them in (or email) by (date).



Amazing and True Facts: *Fantastic Journeys* presents some remarkable facts under the heading “Amazing and True!” Discuss these and, when possible, find measurements in the family that you can compare to them (butterfly wing flapping, elephant heights, Arctic tern wingspan). For example, estimate, measure, and compare: the number of times family members can flap their arms in 1 minute; your heights in centimetres; your arm spans.



Make the Greater Number: Together, make small cards with the numbers 0 to 9. Here are the rules for a game we played in class. Players try to make the greater number. You select 4 cards one at a time. Each time, you both choose where to record the number to make your 3-digit number. One of the cards you can choose to discard and not to use at all. Shuffle and make a pile of cards. Count to 3 and turn over a card. Record it as a 100, 10, 1, or discard. The player with the greater number scores a point.



Sincerely,

What's the Order?

Line Master 3-1

Name: _____

1. What are the numbers you are working with?

| | | |
|--|--|--|
| | | |
|--|--|--|

2. What are the 3 numbers you made?

| | | |
|--|--|--|
| | | |
|--|--|--|

3. Write your 3 numbers in order from least to greatest.

| | | |
|--|--|--|
| | | |
|--|--|--|

4. Which of these numbers are closest together? Use numbers, drawings, and/or words to explain your work.

What's the Order?

Line Master 3-2

Name: _____

5. Fill in the table to show how close.

| My 3-Digit Number | How close is this number to 250? | How close is this number to 500? |
|-------------------|----------------------------------|----------------------------------|
| | | |
| | | |
| | | |

6. Write your numbers in order in the boxes with solid lines. What numbers can you add to your order? Write them in the dashed boxes.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

About How Many?

Line Master 4

Name: _____

| | | |
|-------------------------------|-------------------------------|---|
| 1. What is in your container? | 2. About how many do you see? | 3. How many do you estimate are in the container? |
|-------------------------------|-------------------------------|---|




4. Explain your estimate. Use drawings, numbers, and words.

| | |
|---|---|
| 5. Count to find how many. How many are in the container? | 6. Was your estimate higher than or lower than the count? |
|---|---|

7. How close was your estimate? Explain.

3-Digit Numeral Cards

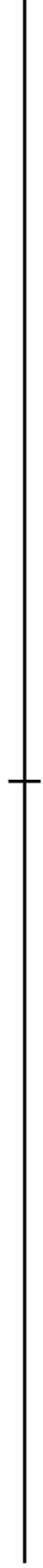
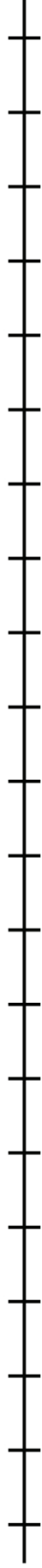
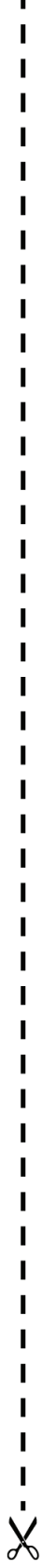
Line Master 5

| | | |
|---|---|---|
|  150 |  200 |  250 |
| 500 | 750 | 457 |
| 475 | 574 | 547 |
| 754 | 745 | 350 |
| 525 | 675 | 825 |

| | | |
|---|---|---|
| 0 | 1 | 2 |
| 3 | 4 | 5 |
| 6 | 7 | 8 |
| 9 | | |

Number Lines

Line Master 7



Make the Greater Number Line Master 8

Name: _____

How To Play:

1. To start a round, count to 3, and then you and your partner choose a number card.
2. Look at the number on your card and **think!**
 - Do I want to discard this number?
 - Do I want to use this number to make my 3-digit number?
3. Record the number on your card.
4. Continue until you have both had 4 turns.
5. Compare the 3-digit numbers you made. Who made the greater number?
If it was you, circle your number and score 1 point!

| Round | My Number | _____’s Number |
|----------|----------------------------|----------------------------|
| 1 | _____ discard _____ | _____ discard _____ |
| 2 | _____ discard _____ | _____ discard _____ |
| 3 | _____ discard _____ | _____ discard _____ |
| 4 | _____ discard _____ | _____ discard _____ |

Write About?

Line Master 9

Name: _____

What is your 3-digit number?

is greater than _____

looks like this

is 100 greater than _____

is between _____ and _____

is 100 less than _____

is 50 greater than _____

is less than _____

is 50 less than _____

is _____ away from 500

is closer to _____ than to _____

Write sentences about your number using the phrases above.

1. _____

2. _____

3. _____

4. _____

5. _____

Solve the Problem

Line Master 10



Suppose that every day we use 1 sheet of paper for each child in our class.
How many do you think we would use in 1 month?

Write an estimate.

Write a plan that shows how you would try to find an actual number.



Write an estimate for the number of books in your classroom.

Write an estimate for the number of books in the school.

Explain how you thought of both estimates.



Suppose 5 math groups estimated the number of students in the school.
Here are their estimates.

468 595 620 525 450

They counted 557 students.

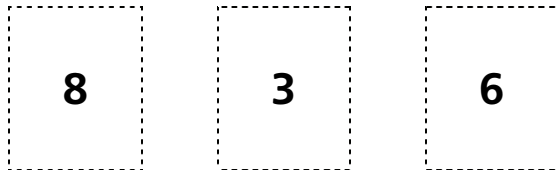
Which estimate is the closest to the actual number?

Which estimate is the farthest from the actual number?

Use drawings, numbers, and words to explain your thinking.



What 3-digit numbers can you make with these cards?



Record them in order from least to greatest.



Here are 4 numbers. 458 836 530 699

Which numbers are greater than 635?

Which numbers are less than 503?

Record a number that is greater than all of these numbers.

Record a number that is less than all of these numbers.



Hundred Chart

Line Master 11

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |