

# EARLY FINISHERS AND GIFTED BUNDLE

4TH  
THROUGH  
6TH



DIFFERENTIATED CHALLENGES THAT DEVELOP  
MATHEMATICAL REASONING AND  
PROBLEM SOLVING

BY: LEAH POPINSKI

# ABOUT THIS BUNDLE . . .

134

## Motivating and Fun Math Challenges In 4 No-Prep Packets

Answer Keys  
Included For All  
Challenges That  
Are Not  
Open-Ended.

Detailed Teacher  
Notes And Tips.

And the Total is...  
Page 3  
Page 4  
Page 4

Fontastic Fours Answer Key  
Answers may vary. Possible answers:  
 $7 = \frac{1}{2} + \frac{1}{2}$   
 $3 = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$   
 $5 = \frac{1}{2} + \frac{1}{4} + \frac{1}{4}$   
 $7 = \frac{1}{2} + \frac{1}{4} + \frac{1}{4}$   
 $11 = 4 + 4 + 2 + \frac{1}{2} + \frac{1}{4}$   
 $13 = 4 + 4 + 4 + \frac{1}{2} + \frac{1}{4}$   
 $17 = 4 + 4 + 4 + 4 + \frac{1}{2}$   
 $19 = (4 \times 4) + \frac{1}{2} + \frac{1}{4}$   
 $23 = 4! - \frac{1}{2} + \frac{1}{4} + \frac{1}{4}$   
 $29 = 4! + 4! + \frac{1}{2} + \frac{1}{4}$   
 $31 = 4! + 4! + \frac{1}{2} + \frac{1}{4}$   
 $37 = 4! + (4 \times 4) + \frac{1}{2}$   
 $41 = 44 - (4! - (4!)) + \frac{1}{2}$   
 $43 = 44 - \frac{1}{2} + \frac{1}{4}$   
 $47 = (4! + 4) \times 4$

Show me a Sign!  
The answers below show one way to solve the problem. There may be multiple solutions.  
Challenge 1  $8 + 7 - 9 - 5 = 1$   
 $4 - 8 - 2 = 1$   
 $6 - 5 - 3 = 1$   
 $7 - 4 - 5 = 3$   
 $7 - 11 + 5 = 1$   
 $1 + 5 - 9 = 1$   
 $4 + 2 + 1 = 7$   
 $3 + 5 - 9 = -4$

Answer Key. Do not cut apart.  
Adds to 35!  
7 5 6 3 1  
4 20 3 18  
5 22 3 9  
6 26 5 8  
7 28 3 18  
8 11 9

Target 900  
Answers will vary. Possible Answers for a Winning Score of 0:  
 $14 \times 64 = 896$   
 $15 \times 60 = 900$   
 $30 \times 30 = 900$   
 $28 \times 32 = 896$   
 $12 \times 75 = 900$   
 $182 \times 5 = 910$

**Teacher Notes for Show Me a Sign:**  
After completing the Show Me a Sign challenges, teach your students how to create their own Show Me a Sign Challenges. Here's how:  
**Work backwards**—create a string of three 1-digit computation facts. Find the answer and add a fourth computation so that the complete string equals one. If it's impossible to reach 1 with the numbers you used, change them until you find numbers that will work.  
**Examples:**  
• Start with:  $7 - 4 \times 2$ . Stop after three numbers and do the computation. For this problem, the answer so far is 6. To get to 1, you need to subtract 5. Inside the challenge box, I would write the numbers: 7, 4, 2, and 5. A possible answer would be:  $7 - 4 \times 2 - 5 = 1$ .  
• Start with:  $3 - 1 + 8$  which is 10. I need to make my last digit 9 since  $10 - 9 = 1$ .  
• Start with:  $6 \times 4 + 8$  which is 3. I need to make my last digit 2 since  $3 - 2 = 1$ .  
• Once students have created several challenges successfully, you can raise the level of difficulty using Four multi-digits numbers, by adding a fifth number, or by using parenthesis.

**Teacher Notes for Alpha Numbers:**  
After completing the Show Me a Sign challenges, teach your students how to create their own Show Me a Sign Challenges. Here's how:  
**Work backwards**—create a string of three 1-digit computation facts. Find the answer and add a fourth computation so that the complete string equals one. If it's impossible to reach 1 with the numbers you used, change them until you find numbers that will work.  
**Examples:**  
• Start with:  $7 - 4 \times 2$ . Stop after three numbers and do the computation. For this problem, the answer so far is 6. To get to 1, you need to subtract 5. Inside the challenge box, I would write the numbers: 7, 4, 2, and 5. A possible answer would be:  $7 - 4 \times 2 - 5 = 1$ .  
• Start with:  $3 - 1 + 8$  which is 10. I need to make my last digit 9 since  $10 - 9 = 1$ .  
• Start with:  $6 \times 4 + 8$  which is 3. I need to make my last digit 2 since  $3 - 2 = 1$ .  
• Once students have created several challenges successfully, you can raise the level of difficulty using Four multi-digits numbers, by adding a fifth number, or by using parenthesis.

**Make them Think: Place Value and Operations Center**  
This set of 18 task cards includes a total of 34 tasks to be completed. The task cards can be used at math centers or as take to your seat activities. Students practice all areas of place value using numbers through the ten millions place. Some of skills practiced are:  
• Determining the value of a digit  
• Making an odd number within certain requirements  
• Making an even number within certain requirements  
• Adding the digits in a number to equal a specific sum  
• Properties of multiplication and division  
• Number Sense  
• Problem solving  
• Logical Reasoning  
• Guess and check  
Use a copy of the digit cards 0-9 for each student. Make a copy of the task cards and cut them apart. Each student will use a set of digit cards to answer the questions on his task card. Students will use the same cards drawn (Write It?) or given (Choose and Write and Sum It Up?) for each of the five questions per task card. A key is not provided since there are many possible answers to each task. These open-ended questions will allow for differentiation within your class!  
**Be the first to know about my sales, freebies, and new products:**  
Look for the green star near the top of my store front page, on the right hand column of this product listing. Clicking it takes you a follower! You will then receive customized e-mail updates on my new products. I offer my new products at half off for the first 48 hours! Be the first to see them!  
Thanks so much!!!  
MATH





# EARLY FINISHERS #1

## 20 CHALLENGES

# Targeted ↔ Number Sense



### And the Total is...

Arrange the digits 1-9 so that each of the four lines of three circles has a total of 18. Use each digit only once.

Name \_\_\_\_\_

### And the Total is...

Arrange the digits 1-9 so that each of the four lines of three circles has a total of 15. Use each digit only once.

Name \_\_\_\_\_

### Alpha Numbers

Each letter in a problem represents a one-digit number. The same letter in the same problem represents the same number. Find the one-digit number that makes each problem true.

Example: XY X+Y=134

① AA A =  
+ AA  
1A8

② UUY U =  
+ XY Y =  
XYYY X =

③ SAD S =  
A =

### Alpha Numbers

Each letter in a problem represents a one-digit number. The same letter in the same problem represents the same number. Find the one-digit number that makes each problem true.

Example: XY X+Y=134

① A3 A =  
+ BA B =

② HE H =  
+ E9 E =

③ MUD M =  
+ UMD U =

Each letter in a problem represents a one-digit number. The same letter in the same problem represents the same number. Find the one-digit number that makes each problem true.

Example: XY X+Y=134

① AT A =  
+ AT T =  
90

② BE B =  
+ BE E =  
172

③ MYY M =  
+ MYY Y =

### Teacher Notes for Alpha Numbers:

After completing the Show Me a Sign challenges, teach your students how to create their own Show Me a Sign Challenge! Here's how:

**Work backwards**—create a string of three 3-digit computation facts. Find the answer and add a fourth computation so that the complete string equals one. If it's impossible to reach 1 with the numbers you used, change them until you find numbers that will work.

**Examples:**

- Start with:  $7 - 4 = 2$ . Stop after three numbers and do the computation. For this problem, the answer so far is 6. To get to 1, you need to subtract 5; inside the challenge box, I would write the numbers: 7, 4, 2, and 5. A possible answer would be:  $7 - 4 = 2 - 5 = 1$
- Start with:  $3 + 4 = 8$  which is 10. I need to make my last digit 9 since  $10 - 9 = 1$ .
- Start with:  $6 \times 4 = 8$  which is 3. I need to make my last digit 3 since  $3 - 2 = 1$ .

\* Once students have created several challenges successfully, you can raise the level of difficulty using four multi-digits numbers, by adding a fifth number, or

### and the answer is...

Add across and subtract down to complete each square. Find the number that belongs in the circle.

Example:  $\begin{matrix} 12 & 9 & 21 \\ 7 & 3 & 10 \\ \hline & & 5, 6, 11 \end{matrix}$

$\begin{matrix} 5 & 7 & \\ 3 & 4 & \text{○} \\ \hline 9 & 8 & \end{matrix}$

### And the answer is...

Add across and subtract down to complete each square. Find the number that belongs in the circle.

Example:  $\begin{matrix} 12 & 9 & 21 \\ 7 & 3 & 10 \\ \hline & & 5, 6, 11 \end{matrix}$

$\begin{matrix} & & & \\ & & & \\ & & & \\ & & & \\ \hline & & & \end{matrix}$

### and the answer is...

Add across and subtract down to complete each square. Find the number that belongs in the circle.

Example:  $\begin{matrix} 12 & 9 & 21 \\ 7 & 3 & 10 \\ \hline & & 5, 6, 11 \end{matrix}$

$\begin{matrix} 6 & 8 & \\ 2 & 3 & \text{○} \\ \hline 10 & 12 & \end{matrix}$

### and the answer is...

Add across and subtract down to complete each square. Find the number that belongs in the circle.

Example:  $\begin{matrix} 12 & 9 & 21 \\ 7 & 3 & 10 \\ \hline & & 5, 6, 11 \end{matrix}$

$\begin{matrix} 7 & 6 & \\ 4 & 3 & \text{○} \\ \hline & & \end{matrix}$

**"My GATE students loved this. I provided the first few pages and they were begging for more."**  
-Patricia E.

### Show me a Sign!

Answers below show one way to solve the problem. There may be multiple solutions.

Challenges Were Created by: \_\_\_\_\_

Challenge 1 \_\_\_\_\_

Challenge 2 \_\_\_\_\_

Challenge 3 \_\_\_\_\_

Challenge 4 \_\_\_\_\_

Challenge 5 \_\_\_\_\_

Challenge 6 \_\_\_\_\_

### Show me a Sign!

Use each digit only once. Add operational symbols between the digits to make each set of numbers = 11

Example:  $3 + 4 + 8 - 9 - 2 - 3 = 1$

Challenge # \_\_\_\_\_

Created By: \_\_\_\_\_

My Solution: \_\_\_\_\_

Challenge # \_\_\_\_\_

Created By: \_\_\_\_\_

### Show me a Sign!

Use each digit only once. Add operational symbols between the digits to make each set of numbers = 11

Example:  $2 + 4 + 8 - 9 - 2 - 3 = 1$

Challenge #3

$\begin{matrix} 4 & 3 & 6 \\ & 5 & 1 \\ \hline & & \end{matrix}$

My Solution: \_\_\_\_\_

Challenge #4

$\begin{matrix} 7 & 4 & 5 \\ & 6 & 3 \\ \hline & & \end{matrix}$

My Solution: \_\_\_\_\_

### Show me a Sign!

Use each digit only once. Add operational symbols between the digits to make each set of numbers = 11

Example:  $2 + 4 + 8 - 9 - 2 - 3 = 1$

Challenge #5

$\begin{matrix} 4 & 6 \\ & 9 & 2 \\ & 3 & 1 \\ \hline & & \end{matrix}$

My Solution: \_\_\_\_\_

Challenge #6

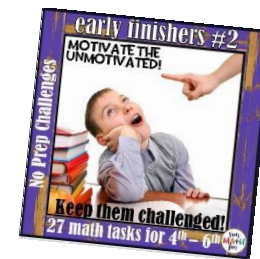
$\begin{matrix} 7 & 5 \\ & 4 & 1 \\ & 9 & 3 \\ \hline & & \end{matrix}$

My Solution: \_\_\_\_\_



# EARLY FINISHERS #2

## 27 CHALLENGES



### Targeted ↔ Mathematical Reasoning

**\*\* Tile Challenge #1**

I have 4 numbers. Two of my numbers are odd. The largest number is the number of inches in one half of a foot. What are my numbers?

**\*\* Tile Challenge #2**

I have 4 numbers. The product of the smallest and the largest is a multiple of 9. The sum of all four numbers is 22. What are my numbers?

**\*\* Tile Challenge #3**

I have 4 numbers. The product of the smallest and the largest is a multiple of 9. The sum of all four numbers is 22. What are my numbers?

**\*\* Tile Challenge #4**

I have 4 numbers. The product of the smallest and the largest is a multiple of 9. The sum of all four numbers is 22. What are my numbers?

**\*\* Tile Challenge #5**

- I have 4 numbers.
- Three numbers are odd.
- The product of all four numbers is 180.
- What are my numbers?

**\*\* Tile Challenge #6**

- I have 5 numbers.
- The product of all four numbers is 0.
- The largest is a multiple of 4.
- The sum of all of the numbers is 22.
- What are my numbers?

**\*\* Tile Challenge #7**

- I have 5 numbers.
- The sum of the 5 numbers is evenly divisible by 9.
- The difference between the smallest and the largest is 7.
- The two smallest numbers are even.
- What are my numbers?

**\*\* Tile Challenge #8**

- I have 5 numbers.
- The two smallest and two largest are sequential.
- The sum of all of the numbers is a prime number.
- What are my numbers?

**\*\* Tile Challenge #9**

- I have 5 numbers.
- The largest number is three times the smallest.
- The next to the largest is twice the next to the smallest.
- The third from the smallest is twice the smallest.
- What are my numbers?

**\*\* Tile Challenge #10**

- I have 5 numbers.
- The product of all three numbers is 144.
- The second largest number is twice the smallest.
- The largest number is a multiple of 2.
- What are my numbers?

**\*\* Tile Challenge #11**

- I have 3 numbers.
- Exactly 2 of my numbers are prime.
- What are my numbers?

**\*\* Tile Challenge #12**

- I have 3 numbers.
- The sum of all of the numbers is 14.
- What are my numbers?

**Alpha Numbers**

Each letter in a problem represents a one-digit number. The same letter in the same problem represents the same number. Find the one-digit number that makes each problem true.

Example:  $XY \times X = 6$   
 $134 \times Y = 7$

④ DD  $\times D = 275$  D =

⑤ BB  $\times A = 4B7$  A = B =

**Answer Key**

The answers below show one way solutions.

⑤  $5 \div 7 = 4$

⑥  $9 \div 2 = 1$

⑦  $5 \div 3 = 5$

⑧ Alpha Numbers: There are multiple correct answers. Students should justify.

⑨ Page 14 #1: A=, B=

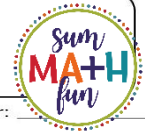
⑩ Page 15 #2: A=, B=

⑪ Show me a Sign! #1: 8, 7, 3

⑫ Show me a Sign! #2: 4, 3, 6

⑬ Show me a Sign! #3: 7, 4

"Challenging and thought provoking, while still being fun and engaging for students!"  
 -Megan





# EARLY FINISHERS #3



# 33 CHALLENGES

## Targeted ↔ Problem Solving

**Challenge #1 Make it 30!**  
 Make a sum of 30 with only four addends.  
 • Score 2 points for each sum of 30 you make.  
 • Score 5 points for each sum you make if the 4 letters spell a word!

Can you beat the Make it 30 Master?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
5	10	8	3	9	2	5	6	7	4	9	6	8	12	5	2

Example:  $10 + 9 + 9 + 2 = 30$   
 B E E P

Equation: \_\_\_\_\_ Points: \_\_\_\_\_  
 Letters: \_\_\_\_\_  
 Equation: \_\_\_\_\_ Points: \_\_\_\_\_  
 Letters: \_\_\_\_\_

**Adds to 10!**

8	2	5
3	7	9
2	8	10

**Challenge #2 Make it 30!**  
 Make a sum of 30 with only four addends.  
 • Score 2 points for each sum of 30 you make.  
 • Score 5 points for each sum you make if the 4 letters spell a word!

F	G	H	I	J	K	L	M	N	O	P	Q	R	S
12	4	9	8	10	6	11	7	3	6	4	12	5	

Example:  $9 + 8 + 4 + 9 = 30$   
 T U G S

Equation: \_\_\_\_\_ Points: \_\_\_\_\_  
 Letters: \_\_\_\_\_  
 Equation: \_\_\_\_\_ Points: \_\_\_\_\_  
 Letters: \_\_\_\_\_

**Fantastic Fours**  
 Use six fours and any of the symbols below to make equations equal to each prime number less than 50. Use exactly and only six fours to make each equation. For example to make the first prime number 2, you could write this equation:  
 $2 = \frac{4}{4} + \frac{4}{4}$

Use as many of these symbols as you need in each equation.  
 $+ - \times \div ( ) ! \sqrt{\quad}$

Tips:  
 • Remember  $\sqrt{\quad}$  is the square root symbol.  $\sqrt{4} = 2$   
 • You may use two of the 4s to make 44.  
 • ! is the factorial symbol.  $4! = 1 \times 2 \times 3 \times 4$

**Fantastic Fours Workspace**

Use any of the symbols below to make equations equal to each prime number less than 100. Use exactly and only six fours to make each equation. For example to make the prime number 2, you could write this equation:  
 $2 = \frac{4}{4} + \frac{4}{4}$

Use as many of these symbols as you need in each equation.  
 $+ - \times \div ( ) ! \sqrt{\quad}$

**Target 900**  
 Challenge yourself or play with a friend. Choose any two of the numbers in the box below. Multiply the two numbers in the box below. Find the difference between your product and the number 900. The closer to 900 you are, the better you receive. See the scoring table for adding points.  
 Your goal is to get as few points as possible.

Choose any two of the numbers in the box below to get as close to 900 as possible. Cross off each use. It. Each number may be used only once in each page to show your work and your score.

32	15	28
64	14	75
182	60	

Scoring Guide:

your product is...	Less than 850	Between 850 and 889	Between 890 and 910	Between 911 and 950
Score	15 Points	10 Points	0 Points (Congrats)	10 Points

**Target 900**

Work Space

Scoring: You will create six different products with the 12 numbers on the previous page. Use the tables below and the scoring guide to record your (and maybe a friend's) scores for 2 rounds. **Lowest score wins the round!**

Round 1	Round 1	Round 2	Round 2
You	Friend (or)	You	Friend (or)

**Challenge #3 Make it 30!**  
 Design your own Make it 30! and be the REAL Master!! Fill in your own numbers and letters. Test it out to make sure you can make some equations with 4 numbers that equal 30 and spell words. Ask a friend to complete your Make it 30!

**Adds To workspace**


**"My students like to rush through their work and they weren't able to rush through this. They had to think and look at different strategies." -Harriet**

**Adds to 35!**  
 Your mission, should you decide to accept it, is to cut apart all 16 squares, mix them well and put them back together so that each touching side equals 35. Good Luck!

7	9	3	4
8	25	10	32
19	14	17	22
16	21	18	13
3	62	6	26
11	27	7	5

**Adds To 35! workspace**


**30 x 30 = 900**

30 = 41 + 41 + 4

7 = 4 +  $\frac{44}{4} + \frac{4}{4}$

11 = 4 + 4 +  $\sqrt{4} + \frac{\sqrt{4} + \sqrt{4}}{4}$

13 = 4 + 4 +  $\sqrt{4} + \frac{4}{4}$

17 = 4 + 4 + 4 +  $\frac{4}{4}$

19 = (4 x 4) + 4 -  $\frac{\sqrt{4} + \sqrt{4}}{4}$

23 = 4 +  $\sqrt{4} + \frac{4}{4}$

29 = 41 + 41 + 4

**Answer Key. Do not cut apart.**

**Adds to 10!**

7	4	3	5
4	6	1	8
2	8	5	9
9	8	9	4
1	10	7	4
6	0	0	0

**Answer Key. Do not cut apart.**

**Adds to 35!**

7	9	3	4
8	25	10	32
19	14	17	22
16	21	18	13
3	62	6	26
11	27	7	5



# PLACE VALUE

## 54 CHALLENGES

Open-ended with multiple pathways to a correct answer!



## Targeted ↔ Place Value & Number Sense

**Write It #1**  
Draw 4 cards. Use the 4 cards to:

- A. Make the largest 4-digit number possible. Write it.
- B. Make the largest 4-digit number possible with an even number in the thousands place. Write it.
- C. Make the largest 4-digit number possible with an odd number in the thousands place. Write it.

**Write It #3**  
Draw 6 cards. Use the 6 cards to:

- A. Make the largest 6-digit number possible with an even number in the thousands place. Write it.
- B. Make the largest 6-digit number possible with an odd number in the thousands place. Write it.
- C. Find the 6-digit number that is a multiple of 5.

**Choose and Write #3**  
Use any 7 of the 10 cards:

- A. Make a 7-digit number with the digit in the ones place twice as large as the digit in the tens place. Write it.
- B. Make a 7-digit number with the digit in the tens place half as large as the digit in the ones place. Write it.

**Choose and Write #5**  
Use any 10 cards.

- A. Make a number with the digit in the ones place more than the digit in the tens place. Write it.
- B. Make a number with the digit in the ones place less than the digit in the tens place. Write it.
- C. Make a number with the digit in the ones place equal to the digit in the tens place. Write it.

**Sum it Up #3**  
Use 7 of the 10 cards.

- A. Make a 7-digit number. It is a multiple of 10. The sum of its digits is 35. Write the number.
- B. Make a 7-digit number. It is odd. The sum of its digits is 40. Write the number.
- C. Make a 7-digit number. It is odd. The sum of its digits is 28. Write the number.

**Write It #5**  
Draw 6 cards. Use the 6 cards to:

- A. Make the largest 6-digit number possible with the number in the thousands place smaller than the number in the ones place. Write the number.
- B. Make the largest 6-digit number possible with an odd number in the hundred thousands place and an even number in the tens place. Write the number.
- C. Make the largest 6-digit odd number possible with a 9 in the hundreds place. Write the number.

**Draw 6**

- A. Write the largest possible number.
- B. Make the largest possible number.
- C. Make the smallest possible number.

**Choose and Write #6**  
Use any 10 cards.

- A. Make a 7-digit number possible with a digit equal to 34. Write it.

**Choose and Write #6**  
Use any 10 cards.

- A. Make a 7-digit number. The sum of its digits is 42. Write the number.
- B. Make a 7-digit number. The sum of its digits is 33. Write the number.
- C. Make a 7-digit number. The sum of its digits is 30. Write the number.

**Sum it Up #4**  
Use 7 of the 10 cards.

- A. Make a 7-digit number. It is an even number. The sum of its digits is 25. Write the number.
- B. Make a 7-digit number. The sum of its digits is 28. Write the number.

**Write It #6**

Name \_\_\_\_\_

**Write It!**  
Task Cards

Task Card	Task Card
A. _____	A. _____
B. _____	B. _____
C. _____	C. _____

**Write It!**  
Task Cards

Task Card	Task Card
A. _____	A. _____
B. _____	B. _____
C. _____	C. _____

**Write It!**  
Task Cards

Task Card	Task Card
A. _____	A. _____
B. _____	B. _____
C. _____	C. _____

**Write It!**  
Task Cards

Task Card	Task Card
A. _____	A. _____
B. _____	B. _____
C. _____	C. _____

**Sum it Up #5**  
Use 8 of the 10 cards.

- A. Make an 8-digit number. It is a multiple of 10. The sum of its digits is 35. Write the number.
- B. Make an 8-digit number. It is odd. The sum of its digits is 40. Write the number.
- C. Make an 8-digit number. It is odd. The sum of its digits is 28. Write the number.

**Sum it Up #6**  
Use 8 of the 10 cards.

- A. Make an 8-digit number. It is an even number. The sum of its digits is 30. Write the number.
- B. Make an 8-digit number. The sum of its digits is 38. The number in the ten thousands place is 4. Write the number.
- C. Make an 8-digit number. The sum of its digits is 37. Write the number.

**"Place value is such a problem for some students and your product is helping many of my challenged learners make sense of it. Thank you!"**  
-Robin K.



# TEACHER AND STUDENT TESTED AND LOVED!

"Simply fantastic and highly engaging! Thanks for creating such an awesome product!"

-Adrienne C.

"I'm done, now what?" That question is answered with this product. I'm always looking for fun materials to use in math centers.

Thank you for including the answer keys, too -- such a time-saver!"

-Nicole K.

"Another amazing purchase from your treasure trove of wonderful resources - these early finishers activities are perfect for my kiddos that need that extra challenge."

-Susanne

"You have created some great resources for math challenge activities! I now have an entire section filled with extension activities!"

-Lauren B.

"I wish I had found these six weeks ago."

-Peggy



# TEACHER AND STUDENT TESTED AND LOVED!

"These are great for all students as it asks them to apply solving problem skills, more than just computation/concept skills."

-Caitlin

"I use one every morning as a warm-up activity just before math block! It can also be used as an assessment, observing students understanding as they justify their answer. Absolutely love it!"

-Zahra T.

"This activity is great to begin a lesson as a number talk. It engages the students to begin thinking mathematically. The children look forward to starting math with these."

-Christina

"I love your resources!! I have purchased many of them and my students just love them! Thank you for your hard work and sharing your amazing material with fellow educators."

-Susanne P.

"Also helped us with perseverance"

-Kimberly C.



Thank You!  
-Leah

