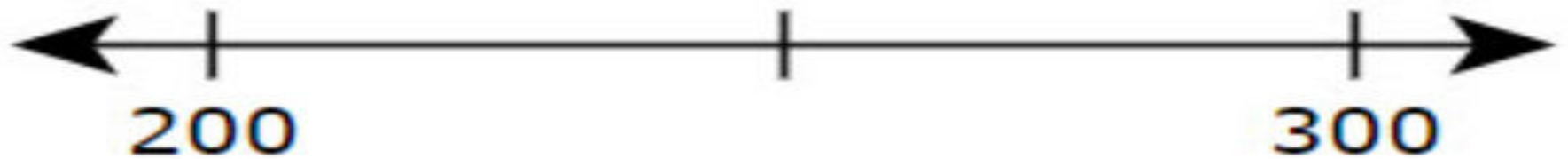


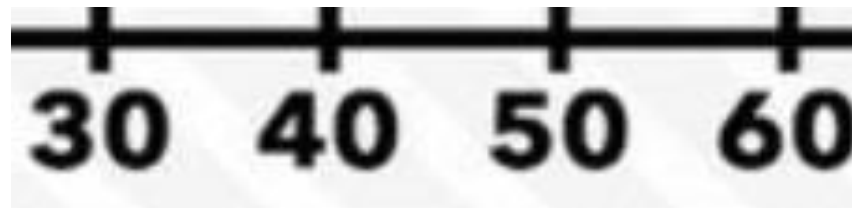
**What numbers would be less than halfway  
between 200 and 300?**



**Jonathan listed numbers that round to 50.  
Below are his numbers.**

**45, 46, 55, 52**

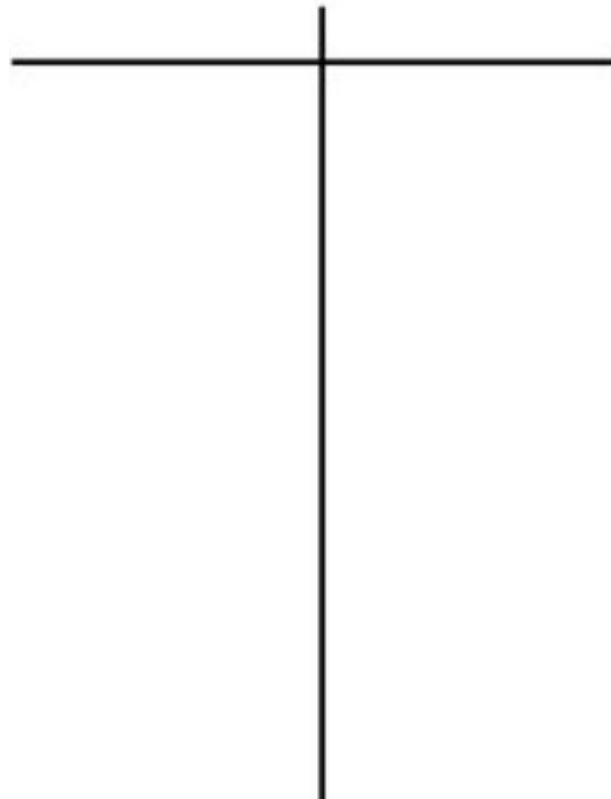
**What was his mistake? What numbers is he  
missing?**



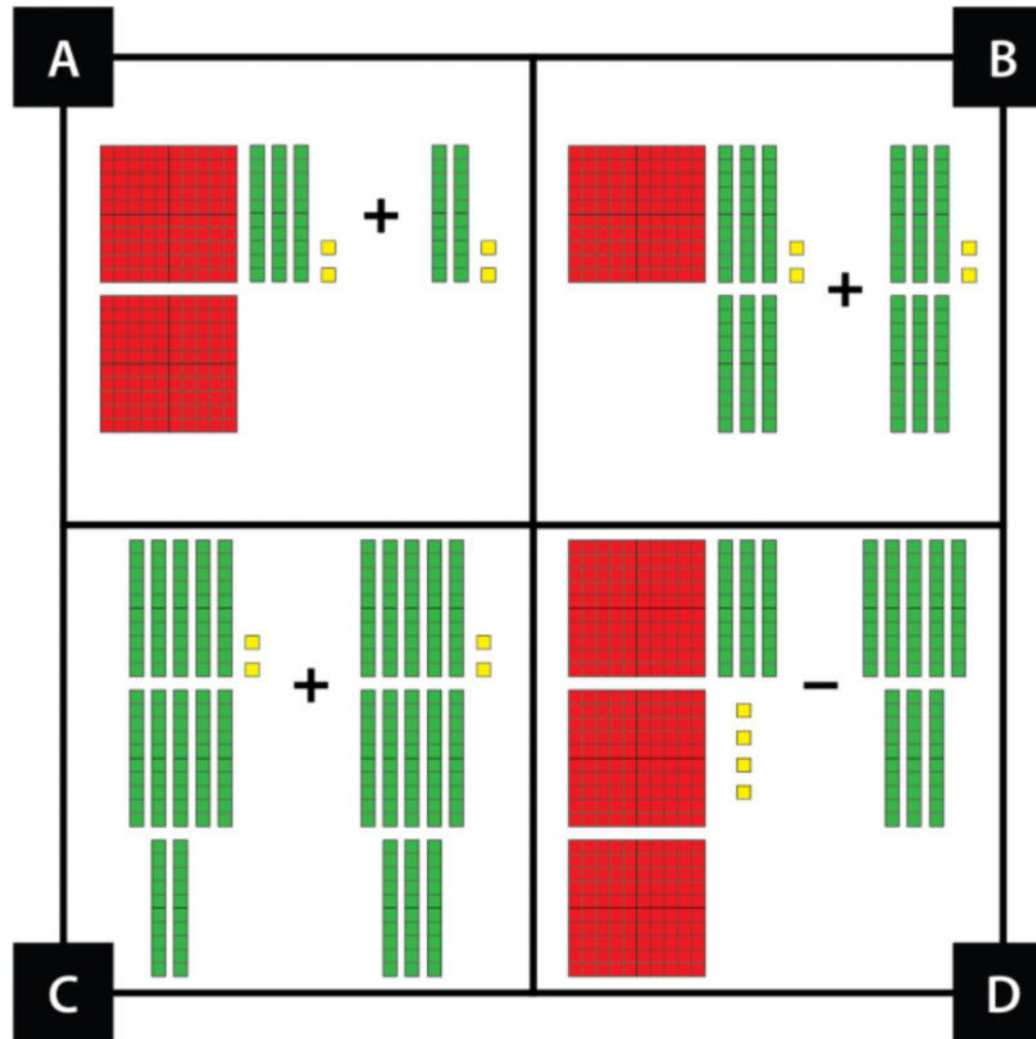
**Make a list of times when you would need to know EXACTLY how much something is and when you only need ABOUT how much something is:**

**Exactly how much**

**About how much**



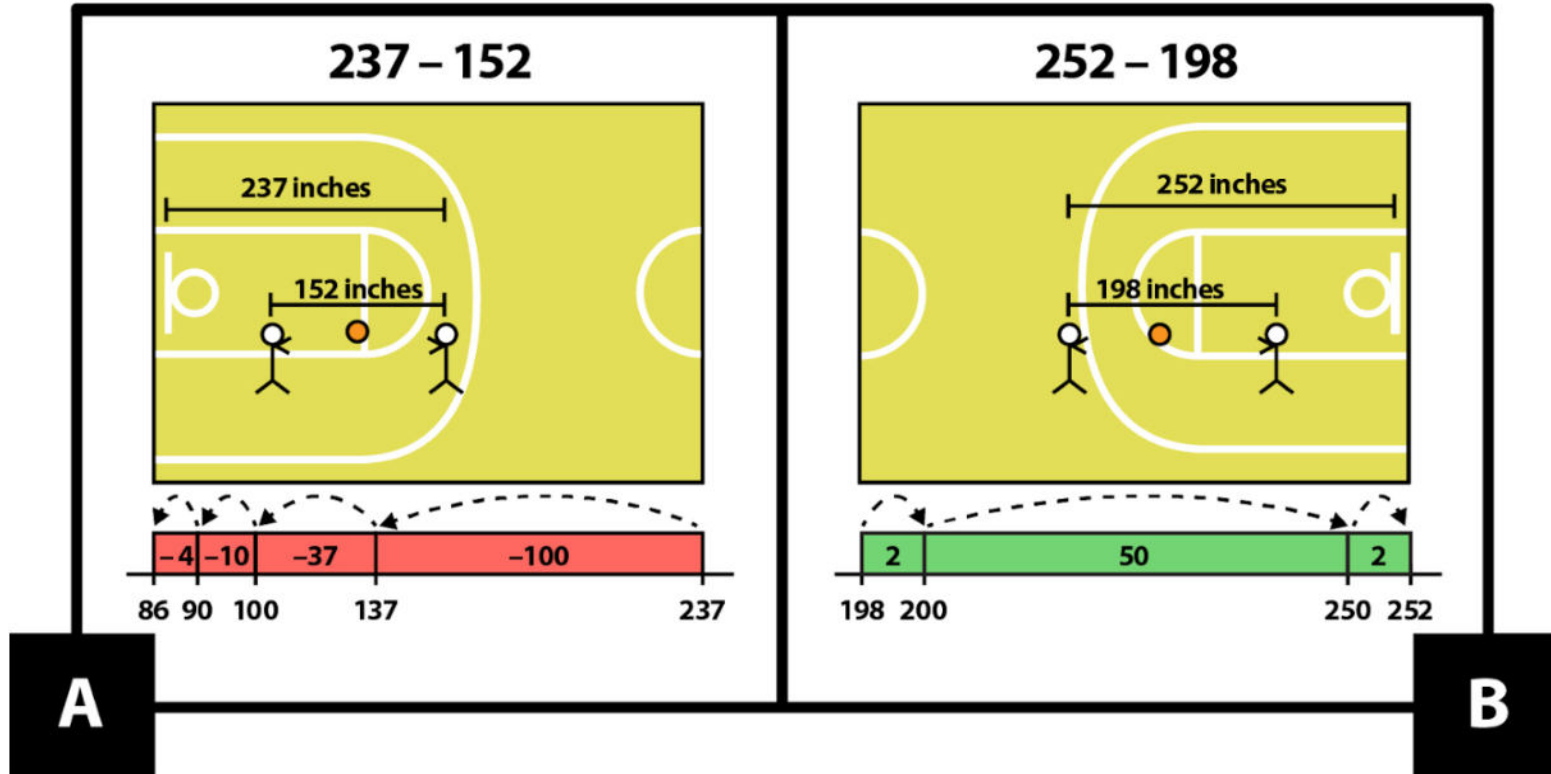
# Which one doesn't belong?



Write the equation represented by the strip diagram, and then solve.

420	
219	?

Look at the two pictures. What do you notice?



Which numbers belong in the blue boxes to make the equation true?

$$\begin{array}{r} 2 \quad \square \quad \square \\ + \quad \square \quad 2 \quad 9 \\ \hline 6 \quad 8 \quad 2 \end{array}$$

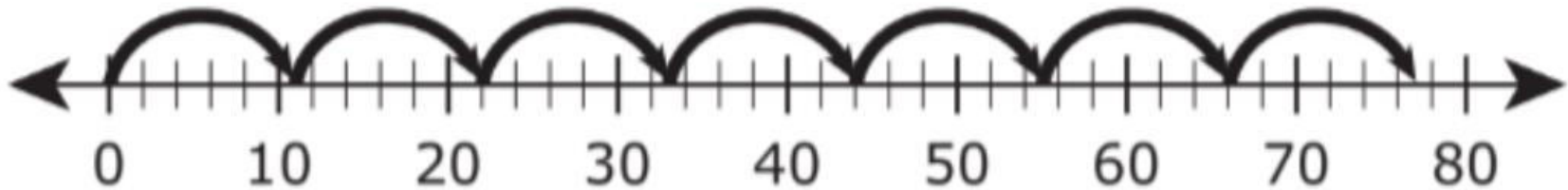
**Using the digits 0 to 9, one time each, fill in the blanks to make the following problem true**

Barbara has \_\_\_\_ marbles. She gives her sister \_\_\_\_ marbles. She now has \_\_\_\_ marbles left.

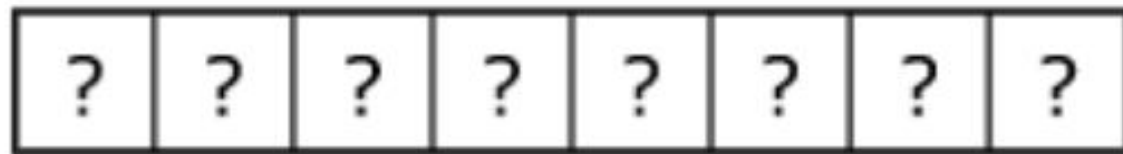
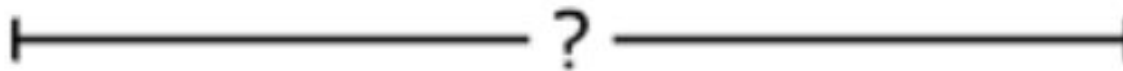
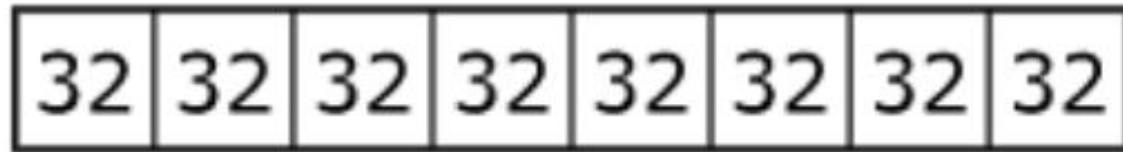


## WIS WIM:

With your group answer the following: What I see is... What it means is...

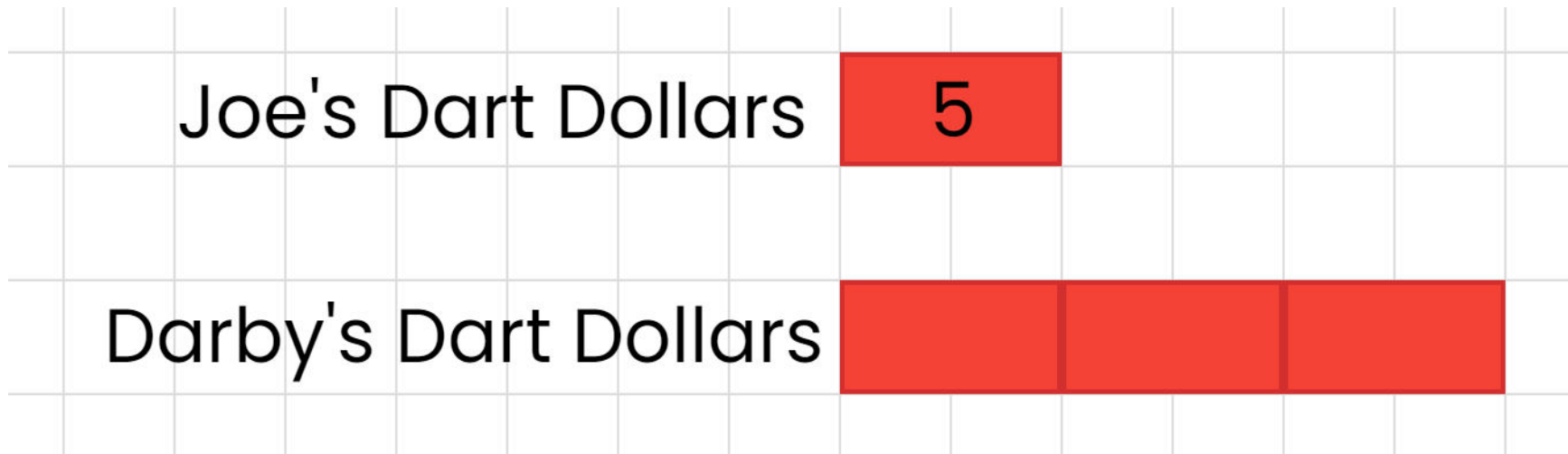


**Are these strip diagrams the same or different? How?**



# WIS WIM:

With your group answer the following: What I see is... What it means is...



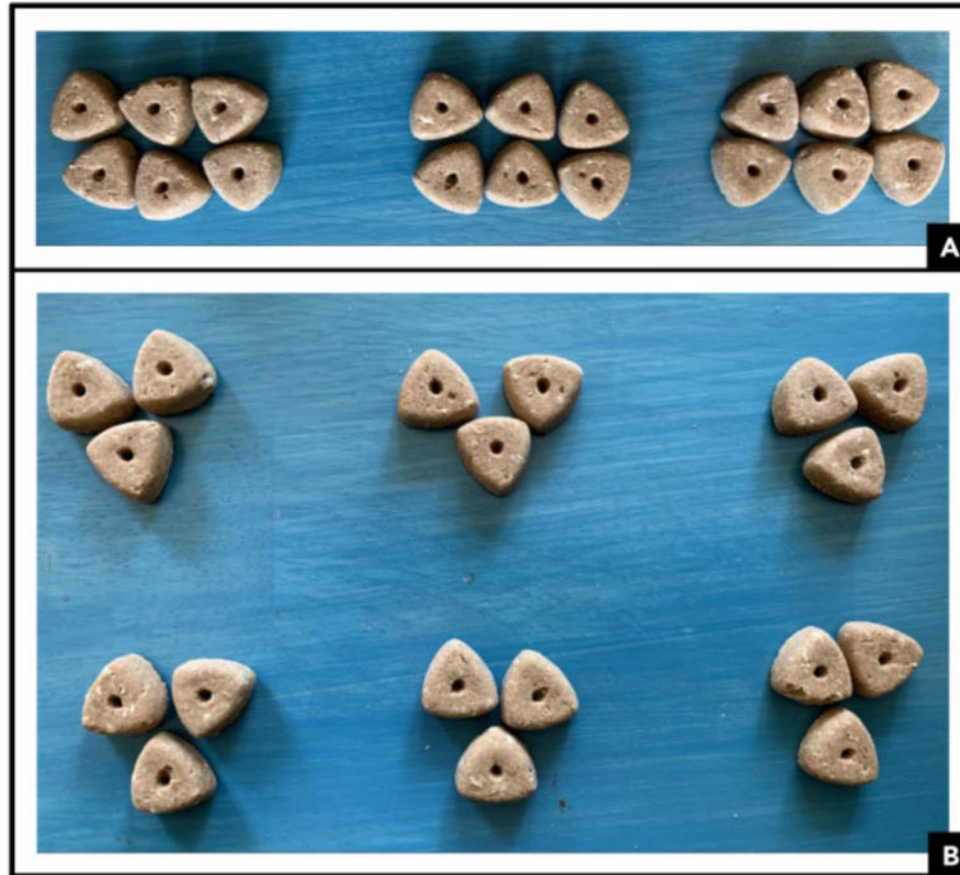
**WIS WIM:**  
**What I see is... What it means is...**



# SAME OR DIFFERENT?



# WIS WIM: What I see is... What it means is...





**I have \$36 to share between the two of us. How much would we each get?**

**-What if I had \$42 to share between the two of us?**

**How can this represent division?**





# Divisible by 2?

	<b>Yes</b>	<b>No</b>
<b>17</b>		
<b>14</b>		
<b>27</b>		
<b>35</b>		
<b>24</b>		
<b>51</b>		

