3, 2, 1 NUMBER FUN pdf

1: Multiplication / FREE Printable Worksheets â€“ Worksheetfun

3, 2, 1 number fun Paperback - by David A Adler (Author) Be the first to review this item. See all formats and editions Hide other formats and editions. Price.

Number 5 Wheel Make a wheel about the number five using this 2-page print-out; it consists of a base page together with a wheel that spins around. When you spin the wheel, things related to the number five appear, including cents in a nickel, 5: The student then writes down the things related to the number five. Number 6 Wheel Make a wheel about the number six using this 2-page print-out; it consists of a base page together with a wheel that spins around. When you spin the wheel, things related to the number six appear, including 6: The student then writes down the things related to the number six. Number 8 Wheel Make a wheel about the number eight using this 2-page print-out; it consists of a base page together with a wheel that spins around. When you spin the wheel, things related to the number eight appear, including planets in our solar system, arms on an octopus, notes in an octave, sides of an octagon, 8: The student then writes down the things related to the number eight. Numbers Wheel Make a numbers wheel using this 2-page print-out; it consists of a base page together with a wheel that spins around. When you spin the wheel, the numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 are shown, one at a time, in number form, spelled out, and in pictorial form. The student then writes down the twelve numbers. Shapes Wheel Make a shapes wheel using this 2-page print-out; it consists of a base page together with a wheel that spins around on the back. When you spin the wheel, the shapes rectangle, circle, trapezoid, rhombus, octagon, hexagon, pentagon, star, crescent, square, oval, and triangle are shown, one at a time. The student then writes down the twelve shapes. When you spin the wheel, the 3-D shapes hemisphere, cylinder, torus, triangular prism, pyramid, cone, rectangular prism, ellipsoid, ovoid, tetrahedron, sphere, and cube are shown, one at a time, in number form. Square Root Wheel Make a square root wheel using this 2-page print-out; it consists of a base page together with a wheel that spins around. When you spin the wheel, ten square roots are formed, one at a time, including the square roots of 1, 4, 9, 16, 25, 36, 49, 64, 81, and The student then writes down the ten square roots. Squares Wheel Make a squares wheel using this 2-page print-out; it consists of a base page together with a wheel that spins around. When you spin the wheel, the squares of 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 are formed, one at a time 0, 1, 4, 9, 15, 25, 36, 49, 64, 81, , and The student then writes down the twelve squares.

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2: How to Calculate 2/3 of a Number | Sciencing

A rational number is a number that can be in the form p/q where p and q are integers and q is not equal to zero.

The so-called educator wanted to keep the kids busy so he could take a nap; he asked the class to add the numbers 1 to Gauss approached with his answer: The teacher suspected a cheat, but no. Manual addition was for suckers, and Gauss found a formula to sidestep the problem: Pair Numbers Pairing numbers is a common approach to this problem. As the top row increases, the bottom row decreases, so the sum stays the same. And how many pairs do we have? Wait â€" what about an odd number of items? What if we are adding up the numbers 1 to 9? Many explanations will just give the explanation above and leave it at that. However, our formula will look a bit different. If you plug these numbers in you get: Yep, you get the same formula, but for different reasons. Use Two Rows The above method works, but you handle odd and even numbers differently. The total of all the numbers above is But we only want the sum of one row, not both. So we divide the formula above by 2 and get: Now this is cool as cool as rows of numbers can be. It works for an odd or even number of items the same! Make a Rectangle I recently stumbled upon another explanation, a fresh approach to the old pairing explanation. Different explanations work better for different people, and I tend to like this one better. Instead of writing out numbers, pretend we have beans. We want to add 1 bean to 2 beans to 3 beansâ€¦ all the way up to 5 beans. How do we count the number of beans in our pyramid? The next row of the pyramid has 1 less x 4 total and 1 more o 2 total to fill the gap. Just like the pairing, one side is increasing, and the other is decreasing. Now for the explanation: How many beans do we have total? If we have numbers 1â€¦ , then we clearly have items. To get the average, notice that the numbers are all equally distributed. Even though we have a fractional average, this is ok â€" since we have an even number of items, when we multiply the average by the count that ugly fraction will disappear. Notice in both cases, 1 is on one side of the average and N is equally far away on the other. So, we can say the average of the entire set is actually just the average of 1 and n: Putting this into our formula And voila! We have a fourth way of thinking about our formula. So why is this useful? Notice that the formula expands to this: Having a firm grasp of this formula will help your understanding in many areas. By the way, there are more details about the history of this story and the technique Gauss may have used. Variations Instead of 1 to n, how about 5 to n? Just double the regular formula. There are 51 even numbers from , inclusive. Other Posts In This Series.

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3: K-2 Math Activities - www.enganchecubano.com

It is usually best to show an answer using the simplest fraction (1 / 2 in this case). That is called Simplifying, or Reducing the Fraction. Numerator / Denominator. We call the top number the Numerator, it is the number of parts we have.

Therefore, it is not surprising to find students enjoying similar activities based on mathematics. There are a wide variety of math-based games and math game software. Good examples of math games include Krypto and Like games, contests have an appeal to many kids who enjoy the process of doing things to win something. Therefore, math contests can be an activity that kids enjoy and that can encourage kids to work on math problems. In the process of taking part in contests, some kids begin to love math. Math magic tricks include tricks about guessing numbers and some card tricks based on math. Yet another entertaining activity is doing math puzzles. This book will examine a variety of math techniques in the context of math puzzles. In particular, we will be studying creative problem solving in the context of a puzzle called KenKen. We enjoy working on puzzles because we have a natural tendency to be motivated by surprise, contradiction and a gap in knowledge. While a math puzzle can intrigue and engage students and get them going, a challenging, questioning and reflecting atmosphere can make the experience of mathematical problem solving even more enjoyable. With the right attitude and practice, students can enjoy the process of mathematical thinking. This process involves thinking about mathematical problems, observing beautiful mathematical patterns, coming up with elegant insights, facing difficult problems that one may or may not be able to solve, experiencing the thrill of progressing on such problems and solving them, reflecting on mathematical thinking, and learning from successes and failures. Once students begin to love creative math problem solving, they have an activity they can enjoy wherever they are. Then, the joy of creative thinking is all they need to motivate themselves to get going on any challenging math problem. The Problem Solving Approach[edit] Heuristic Problem Solving Approach[edit] For some problems, students know the strategy to use as soon as they read the problem. However, for particularly difficult problems, they do not know right away how they can solve them. As a result, the progress on a problem takes the form of multiple explorations or searching different ideas. Work on the problem solving may go through different phases such as trying to understand the problem, working on a specific approach, being stuck and trying to get unstuck, critically examining solutions, or communicating. The work may involve going back and forth between these different phases of work. In this book, we would now be providing a variety of different rules of thumb for solving problems. These heuristics can be described in the form of a condition and an associated action, where conditions describe problem situations and actions describe what should be done in such situations. Are you about to start working on a problem? Are you trying to understand a problem? Try to understand the problem by asking the following: What is given and what is to be found? Is it possible to draw a picture or a diagram of the context described in the problem? Can you reword the problem? Can you come up with specific examples corresponding to the problem? Have you thought out an approach to attack the problem? If the general approach to solving the problem is obvious to you, create a plan to solve the problem based on this approach and carry out this plan. If you know a related or similar problem, you can use the knowledge of the solution from the related problem to come up with a plan. Are you feeling stuck? Many different approaches can be tried to get unstuck. One approach is to try working a simpler version of the problem, and use the solution to the problem to get insights that are useful in solving the original problem. Alternatively, you may just try to understand the problem better and use relevant suggestions. Are you busy working out details? Monitor how you are progressing and backtrack if needed. Do not forget to look for patterns, the unusual and surprises Aha! Look for any surprise; understand it and its implication for the problem. Are you done solving a problem or a sub-problem or inferring a key conclusion? Critically examine your hypotheses and solutions. Done solving the problem? If it works, check each step. Can you see clearly that the step is correct? Can you prove that it is correct? If the plan does not produce a solution in a short time, then check from time to time: If your plan fails, examine why it did not work. Writing with a rubric or a template can help in recalling and studying what you have done so far. What else did you learn? Do you see any patterns? Are you about to communicate your conclusions to a teacher or to partners?

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The final part of your work on a problem is to communicate your conclusions. What is communicated may differ depending on the situation. Sometimes, you are expected to report only the answer to the problem. Sometimes, you are expected to show your work. Sometimes, you may be doing collaborative problem solving. In such situations, it is important to be a good communicator. Helping others with problems that you have solved can help you develop skills needed to become a good math communicator. After you create an explanation for your solution, examine carefully if you have justified each step in the work. Specific Problem Solving Strategies 1. Change the representation Using a wrong representation may make a problem impossible to solve. Strategies of changing representation include drawing a picture and looking at the problem from a completely different perspective. By drawing a picture, and visualizing the information about the problem using it, you will have clearer understanding of the problem and it will help you to come up with an approach to solve the problem that you might not be able to see otherwise. Make an organized list or a table Making an organized list allows you to examine data clearly. It can help you in ensuring that you are looking at all of the relevant information. It will also allow you to see patterns in the data easily and to come to correct conclusions. Similarly, making a table allows you to examine data clearly. It also will allow you to see patterns in the data easily and to come to correct conclusions. Create a simpler problem Sometimes we are not able to solve the problem as it is stated, but we are able to solve a simpler problem that is similar in some way. For example, the similar problem may use simpler numbers. Once we solve one or more simpler problems, we may understand the approach that can be used to solve the problems of similar type and may be able to solve the problem that has been given to us. Use logical reasoning Logical reasoning is useful in mathematics problem in various ways. It can be used to eliminate possible choices. It can also sometimes be used to conclude the answer directly. If the number of possible answers is small, one can use this strategy to come up with the answer very quickly. In some other cases where the number of possible answers is not small, one may still be able to make intelligent guesses and come up with the answer. Work backward Sometimes, it is easier to start with information at the end of the problem and work backward to the beginning of the problem than the other way around. Right Attitude toward Working on Difficult Problems Often, when one is not able to solve a problem, one feels frustrated. At an early stage of the problem solving process, one may be stuck while solving a problem. As you are stuck, you may not know of any action you can take to make progress on the problem. However, you may believe that the teacher is expecting you to do some work. Therefore, you feel unhappy about the situation. Furthermore, when you are stuck and not able to think of ways to progress, you anticipate that you are likely to fail in solving the problem. This adds to the frustration of the situation. This explains why it is common to see students with a negative attitude toward difficult problems. Attitudes that help students enjoy work and persist in effort include some of the following elements: Acceptance of the process: The thrill of taking on challenges: When one works on an easy task, not solving it is viewed as something of concern whereas solving it is not a big accomplishment. In contrast, when one works on a challenging problem, not solving it is not a concern, as the problem is inherently difficult for anyone. When one does solve a challenging problem, there is tremendous satisfaction and a sense of accomplishment. Despite this, it is natural to feel frustrated when you are stuck. When this happens, you can start by trying to identify what is difficult about the problem and writing down information about the stuck state. Learn a few approaches e. Thus, one would set many short-term objectives in the process of solving a difficult problem and one would succeed in many of these even if one does not succeed in the overall goal. In particular, when you use the strategies of working on a simpler version of the problem or working on specialized cases of the problem, realize that you are actually solving some problems in the process and making progress. Making progress involves gathering information, noticing patterns and gaining insights about the problem.

4: Snack! . Games . peg + cat | PBS KIDS

3 2 1 Smile 1. has a PLETHORA of props 2. has the ability to let your guests sit or stand during their photo booth experience 3. offers attendants at your event that will help guests choose props and scrapbook photos 4. gives your guests multiple copies of pictures taken in the booth 5. gives you a thumb drive at the end of the night with ALL.

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5: Divisibility by Seven -- Math Fun Facts

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6: 21 (number) - Wikipedia

Multiply 2/3 and your number. If you have a whole number, convert it to a fraction by putting it over a denominator of 1. When multiplying fractions, calculate numerator times numerator, then denominator times denominator.

7: Family Fun Land - Jump Inc. | Bounce House Rental, MN - Monticello

Zach and Reggie love counting things, and it's easier than you think. This is a fun educational song for teaching children how to count from 1 to 3.

8: 3 Addends Addition Worksheets

Here is a more generic way to think about this that lets you calculate any equally spaced series of numbers: 1+2+3+4+5 = n = number of digits in the set.

9: Number Puzzles and Sequences

Numbers for Kids is fun educational activities. That help your child to learn in an interactive way. Kids Fun Time - KFT is a channel dedicated to Kids Learning with games.

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