DMT INSTITUTE

Developing Mathematical Thinking Institute (DMTI)

Professional Development

Curricular Resources

Assessment

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DMTI Varied Practice Worksheets

This PowerPoint or PDF displays the worksheets that have varied situations (context, visual, equations, and other mathematical models) for children to work on. By completing these worksheets, children increase their foundational skills in the topic, which will help them with these standards and future mathematical topics.

1. If using a journal, have children present the worksheet and complete all the problems.

2. Or print the ‘Varied Practice Worksheet Slides’ for them to work on. Then, you can return to the PowerPoint or PDF to look at the keys to check their work.

PreK: Relational Thinking Dice

DMTI VARIED PRACTICE

Grade PreK: Relational Thinking

Materials Needed

Dice: [DMTI Math Pack] or regular dice

Objects: red/yellow chips [DMTI Math Pack] or blocks, coins, etc.

Grade PreK: Relational Thinking - Dice

Instructions

Part 1

1. Roll two regular dice or one die twice.

2. The child states the numbers rolled and represents each number with chips (or other object).

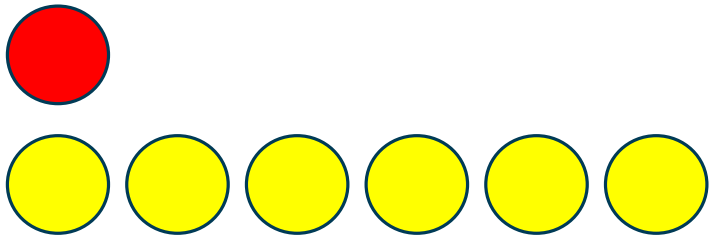
3. Place the chips in two different rows, with one row above the other (see example).

4. The child describes the relationship of the numbers as equal (the same) or not equal (not the same).

5. If the relationship is not equal, the child describes the relationship of the numbers as greater or less.

Example – Part 1

I rolled a one and a six.



One and six are not the same. They are not equal.

One is less than six.

Six is greater than one.

Grade PreK: Relational Thinking - Dice

Instructions

Part 2

1. Roll two regular dice or one die twice.

2. The child states the numbers rolled and represents each number with chips (or other object).

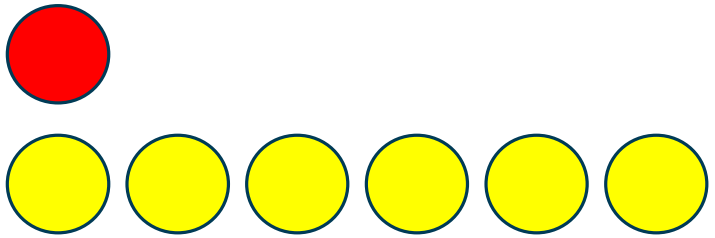
3. Place the chips in two different rows, with one row above the other (see example).

4. The child describes the relationship of the numbers as equal (the same) or not equal (not the same).

5. If the relationship is not equal (not the same), what could you do to make them equal (the same)?

Example – Part 2

I rolled a one and a six.



One and six are not the same. They are not equal.

To make them the same, add five more red.

Or

To make them the same, take away five yellow.

Note: As the child is explaining how to make them the same, have the child demonstrate with the chips.

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"The Developing Mathematical Thinking Institute (DMTI) is dedicated to enhancing students' learning of mathematics by supporting educators in the implementation of research-based instructional strategies through high-quality professional development, curricular resources and assessments."

For more information contact
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