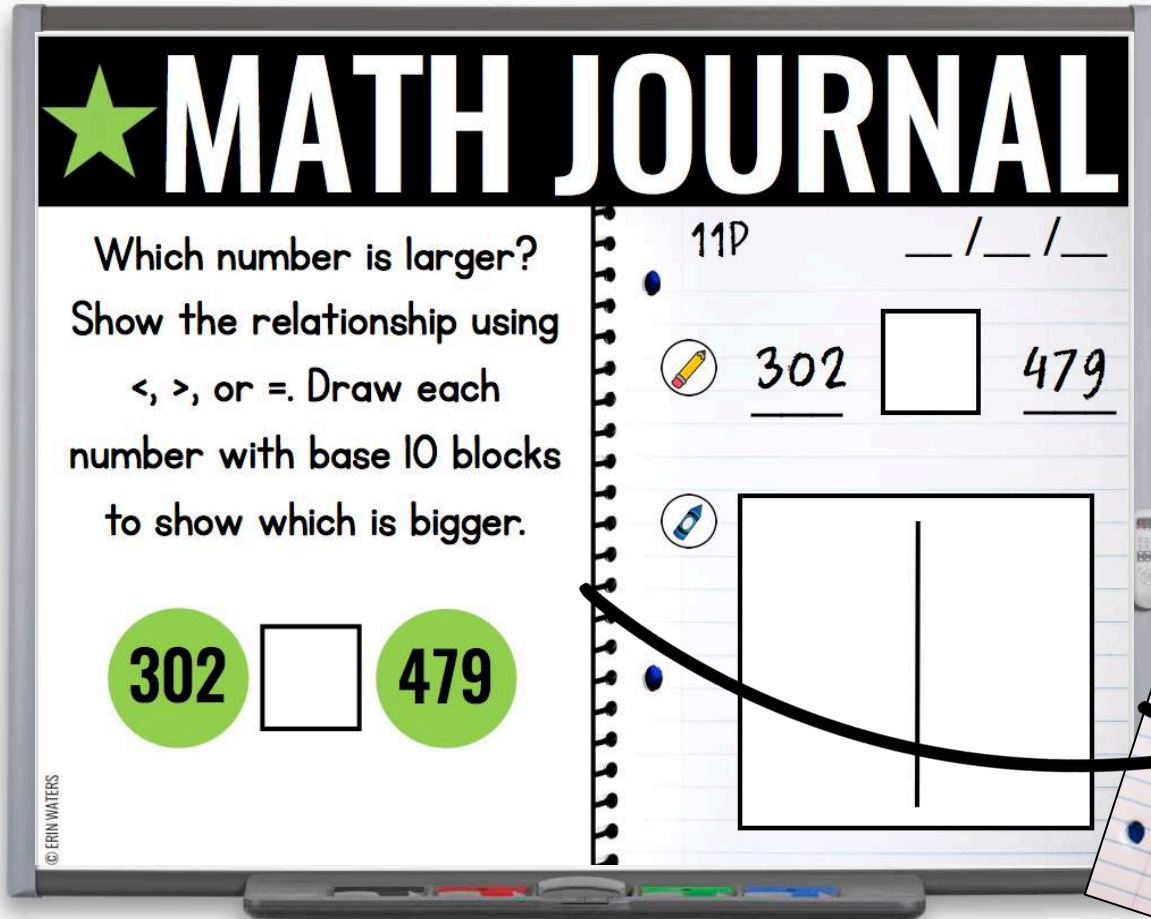
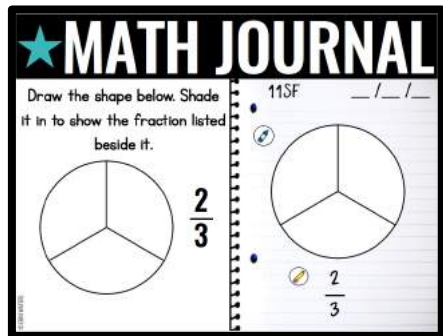


# PAPERLESS: FROM WHITEBOARD TO STUDENT NOTEBOOK

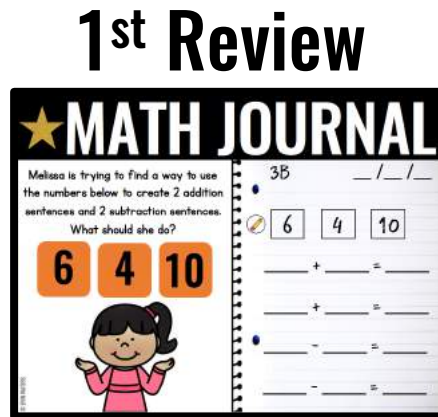


**NO COPIES!**

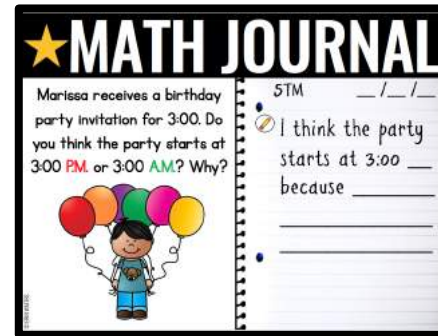
# 8 MATH UNITS INCLUDED [250 + PAGES]



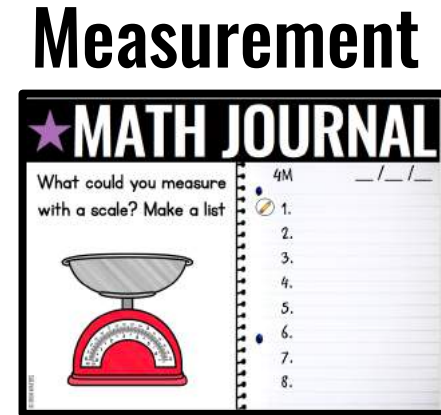
**Shapes/  
Fractions**



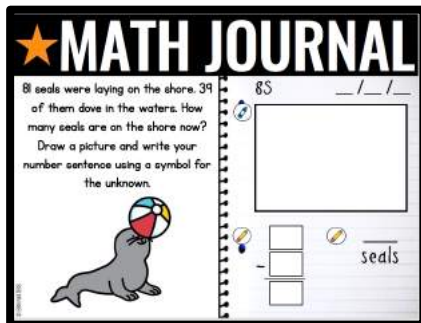
**1st Review**



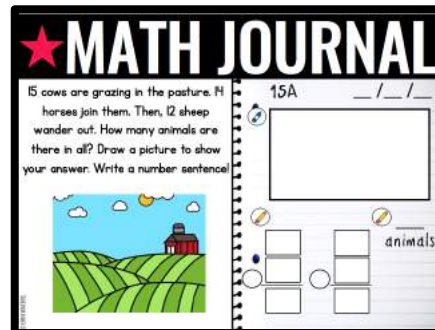
**Time & Money**



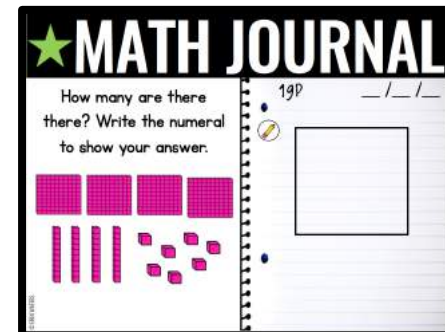
**Measurement**



**Subtraction**



**Addition**

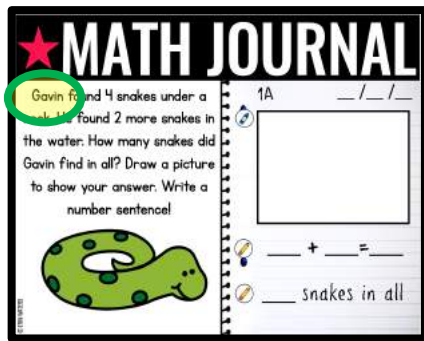


**Place Value**

\*Each unit is color coded (Unit 8 3rd Grade Prep coming in early 2018!)

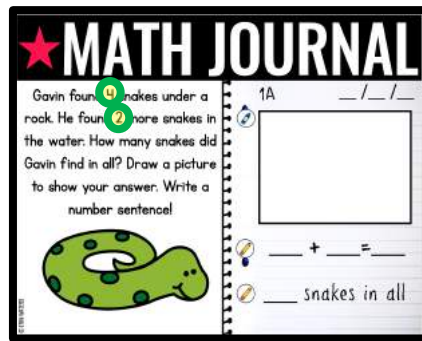
# EDITABLE TEXT ON EVERY PAGE!

## CHANGE THE NAMES!



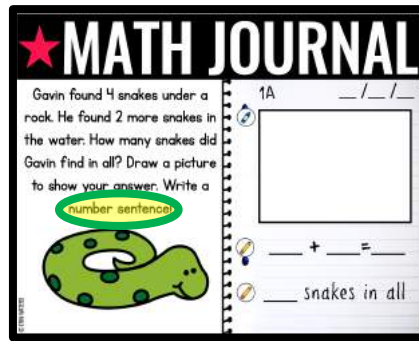
Change the names in the prompt to one of your students' names!

## CHANGE THE NUMBERS!



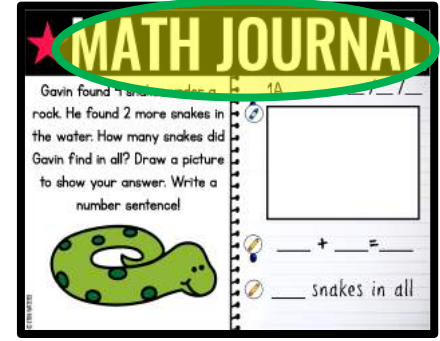
Change the number to use the same prompt more than once or to differentiate!

## CHANGE THE WORDING!



Change the language used to match the phrases and terms used in your school and classroom!

## CHANGE THE TITLE!



Using it for small group instruction or in another non-journal capacity? Change the title to fit your needs!



# METHOD #1: USE UNIT BY UNIT

1 **PLACE VALUE**

2 **MATH JOURNAL**  
Unit Value Concepts Covered:  
• Understand that the three digits of a three-digit number represent how many hundreds, tens, and ones.  
• Understand that 100 can be thought of as a bundle of 10 tens.  
• Understand that the numbers 100-1000 refer to tens, hundreds, tens, and ones, and that 1000 is composed of 10 hundreds.  
• Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

3 **MATH JOURNAL**  
Unit Value Concepts Covered:  
• Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.  
• Fluently add and subtract within 100 using strategies based on place value.  
• Fluently add and subtract within 100 using strategies based on properties of operations.  
• Fluently add and subtract within 100 using strategies based on the relationship between addition and subtraction.

4 **MATH JOURNAL**  
Unit Value Concepts Covered:  
• Use of expanded form to place value to add and subtract within 100.  
• Use strategies based on place value to add and subtract within 100.  
• Use strategies based on properties of operations to add and subtract within 100.  
• Use strategies based on properties of operations to add and subtract within 100.  
• Use strategies based on properties of operations to add and subtract within 100.

5 **MATH JOURNAL**  
Unit Value Concepts Covered:  
• Use concrete models based on properties of operations to add and subtract within 100.  
• Use strategies based on addition/subtraction relationships to add and subtract within 100.  
• Use strategies based on addition/subtraction relationships to add and subtract within 100.  
• Use strategies based on addition/subtraction relationships to add and subtract within 100.  
• Use strategies based on addition/subtraction relationships to add and subtract within 100.

6 **MATH JOURNAL**  
Unit Value Concepts Covered:  
• Understand that when you add or subtract three-digit numbers, you add or subtract hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds.  
• Mentally add 10 to 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.  
• Explain why addition and subtraction strategies work, using place value and the properties of operations.

7 **2nd Grade Math Journal Place Value**

8 **2nd Grade Math Journal Place Value**

9 **2nd Grade Math Journal Place Value**

10 **MATH JOURNAL**  
Write the number. Tell how many ones, tens, and hundreds are in it.  
749  
There are \_\_\_\_\_ hundreds.  
There are \_\_\_\_\_ tens.  
There are \_\_\_\_\_ ones.

11 **MATH JOURNAL**  
Write the number. Tell how many ones, tens, and hundreds are in it.  
500  
There are \_\_\_\_\_ hundreds.  
There are \_\_\_\_\_ tens.  
There are \_\_\_\_\_ ones.

12 **MATH JOURNAL**  
100  
Is the same as:  
A. Ten groups of 10  
B. Ten groups of 10  
C. One group of 100  
D. 100 groups of 1

13 **MATH JOURNAL**  
Draw the number 700 using base ten blocks.  
700

14 **MATH JOURNAL**  
Start at 260 and count up to 360. Write the numbers you see as you count.  
260  
360

15 **MATH JOURNAL**  
Start at 720 and count up to 800. Write the numbers you see as you count.  
720  
800

16 **MATH JOURNAL**  
Start at 510 and count down to 310. Write the numbers you see as you count.  
510  
680  
310

17 **MATH JOURNAL**  
Write the number 421 in expanded form.  
421  
400 + 20 + 1

18 **MATH JOURNAL**  
Write the number 984 in expanded form.  
984  
900 + 80 + 4

19 **MATH JOURNAL**  
Write the number 623 in expanded form.  
623  
600 + 20 + 3

20 **MATH JOURNAL**  
Which number is larger?  
Show the relationship using  $>$ ,  $=$ , or  $<$ . Draw each number with base ten blocks to show which is larger.  
302  $\square$  479

21 **MATH JOURNAL**  
Which number is bigger?  
Use the number frame to explain why.  
453  $\square$  207

22 **MATH JOURNAL**  
There are \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, and \_\_\_\_\_ ones in 738.  
Draw it using base ten blocks.

23 **MATH JOURNAL**  
Sort the numbers that have one, two, and three groups of hundreds.  
110, 210, 310, 410, 510, 610, 710, 810, 910

24 **MATH JOURNAL**  
In the number 715, the 7 tells me how many groups of \_\_\_\_\_ there are and the 1 tells me how many groups of \_\_\_\_\_ there are.  
13

25 **MATH JOURNAL**  
Of the numbers below, add the numbers that are the same as the number 100.  
110, 200, 300, 400, 500, 600, 700, 800, 900, 1000

26 **MATH JOURNAL**  
There are 510 blocks in this pyramid. If each block is 100 units high, how many blocks are in the pyramid?  
510

27 **MATH JOURNAL**  
There are 600 blocks in this pyramid. If each block is 100 units high, how many blocks are in the pyramid?  
600

28 **MATH JOURNAL**  
How many are there?  
Write the number of blocks to show your answer.

29 **MATH JOURNAL**  
What number is being shown here in expanded form?  
789 + 124

30 **MATH JOURNAL**  
Solve the problem. Explain how you solved it.  
789 + 124

31 **MATH JOURNAL**  
Solve the problem. Explain how you solved it.  
789 + 124

32 **MATH JOURNAL**  
Solve the problem. Explain how you solved it.  
789 + 124

33 **MATH JOURNAL**  
Solve the problem. Explain how you solved it.  
789 + 124

34 **MATH JOURNAL**  
Solve the problem. Explain how you solved it.  
789 + 124

35 **MATH JOURNAL**  
Solve the problem. Explain how you solved it.  
789 + 124

36 **MATH JOURNAL**  
Solve the problem. Explain how you solved it.  
789 + 124

Each unit is a document itself; use as you teach each concept to **reinforce current learning!**

\*Place Value unit pictured here

# METHOD #2: USE AS SPIRAL REVIEW

Week  
9

49

**MATH JOURNAL**

Jack has 2 pieces of pepperoni pizza, 6 pieces of cheese pizza, and 4 pieces of sausage pizza. How many pieces does Jack have altogether? Draw a picture to show your answer. Write a number sentence.

418

pieces altogether

50

**MATH JOURNAL**

Write the missing number that makes the equation true.

$4 + 2 + 6 = 10 + \text{?}$

428

51

**MATH JOURNAL**

There are 12 bears altogether. Some are in the cave, 4 are not in the cave. How many bears are in the cave? Count on from 4 and write the numbers you say until you get to 12.

438

4...

There are \_\_\_\_\_ bears in the cave.

52

**MATH JOURNAL**

Jesse and Ray are playing a game. The player with the highest sum on their cards wins. Who was this round? Write a number sentence for each player's hand of cards.

Jesse:  $8 + 1 = \text{_____}$

Ray:  $2 + 6 = \text{_____}$

\_\_\_\_\_ wins this round because \_\_\_\_\_

53

**MATH JOURNAL**

24 bunnies are hopping in a field. 15 bunnies join them. How many bunnies are hopping in all? Draw a picture to show your answer. Write a number sentence.

54

bunnies in all

Week  
10

55

**MATH JOURNAL**

8 seals were lying on the shore. 31 of them dove in the water. How many seals are on the shore now? Draw a picture and write your number sentence using a symbol for the unknown.

65

seals

56

**MATH JOURNAL**

Write this number. Tell how many ones, tens, and hundreds are in it.

749

There are \_\_\_\_\_ hundreds.

There are \_\_\_\_\_ tens.

There are \_\_\_\_\_ ones.

57

**MATH JOURNAL**

Jamie wants to measure how heavy her watermelon is. Which of these measuring tools should she use? Why?

58

measuring tape

scale

She should use \_\_\_\_\_ because \_\_\_\_\_

58

**MATH JOURNAL**

Write the fraction that equals the part that is shaded.

59

shaded parts

parts in all

59

**MATH JOURNAL**

What time does this clock show? Write it in digital form.

60

Week  
11

61

**MATH JOURNAL**

15 fish are swimming in the sea. Some more fish join them. Now there are 56 fish in all. How many fish have joined them? Draw a picture to show your answer. Write a number sentence.

5A

fish

62

**MATH JOURNAL**

Do you agree or disagree with this statement? Why? Draw and write to explain.

I can use addition to solve  $15 - 9$ .

535

I agree/disagree because \_\_\_\_\_

63

**MATH JOURNAL**

Start at 260 and count up to 360. Count by 10s. Write the numbers you say as you count.

260

360

64

**MATH JOURNAL**

What could you measure with a yardstick? A ruler? Make a list.

5M

Yardstick

Ruler

65

**MATH JOURNAL**

Mrs. Wilcox's class goes to lunch at a restaurant. There are 12 kids. They are served 6 sandwiches. How can the sandwiches be cut and shared so each kid receives the same amount of sandwich?

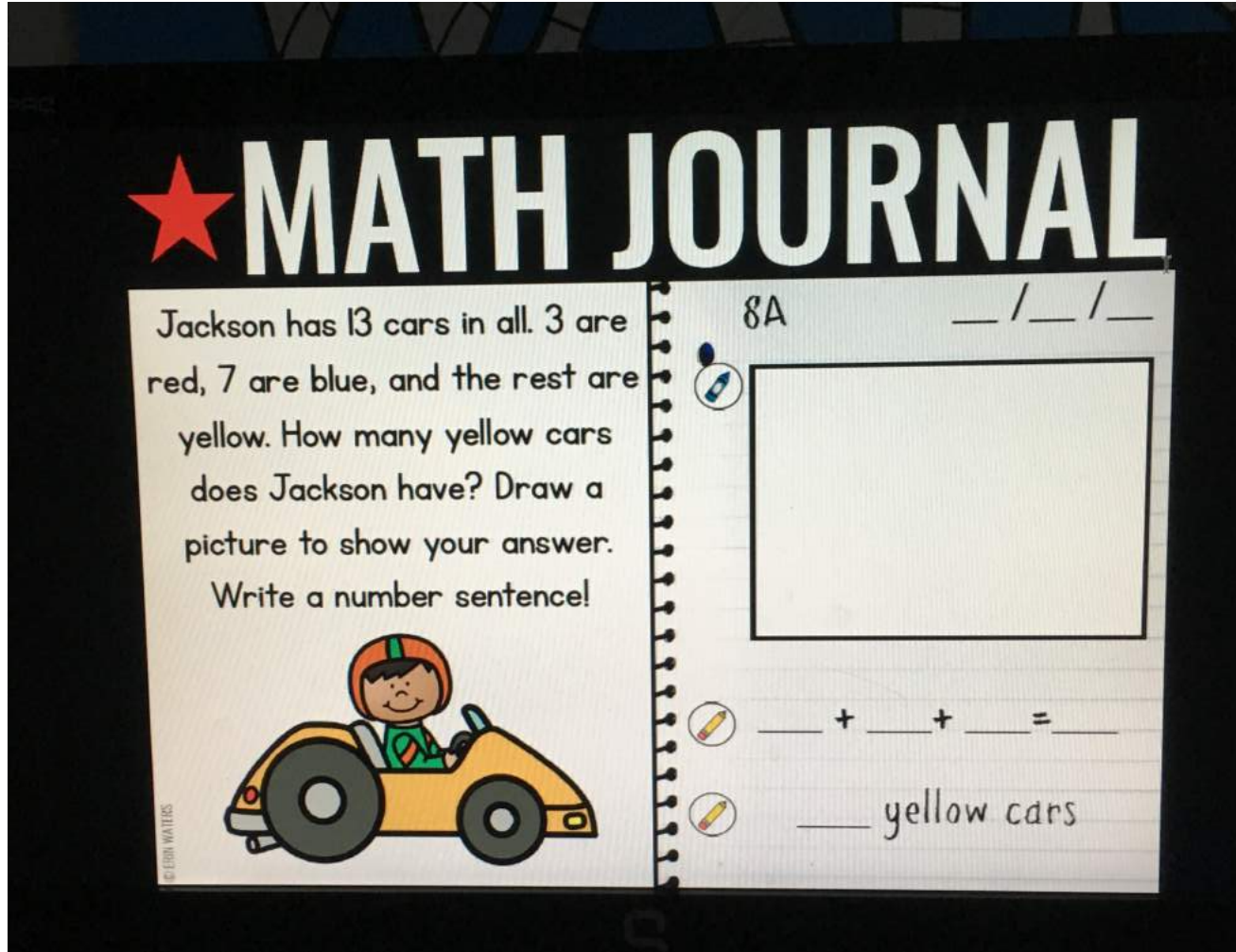
53F

Sandwiches

66

I have created a document with all 250+ slides mixed together; use daily as spiral review throughout the year!

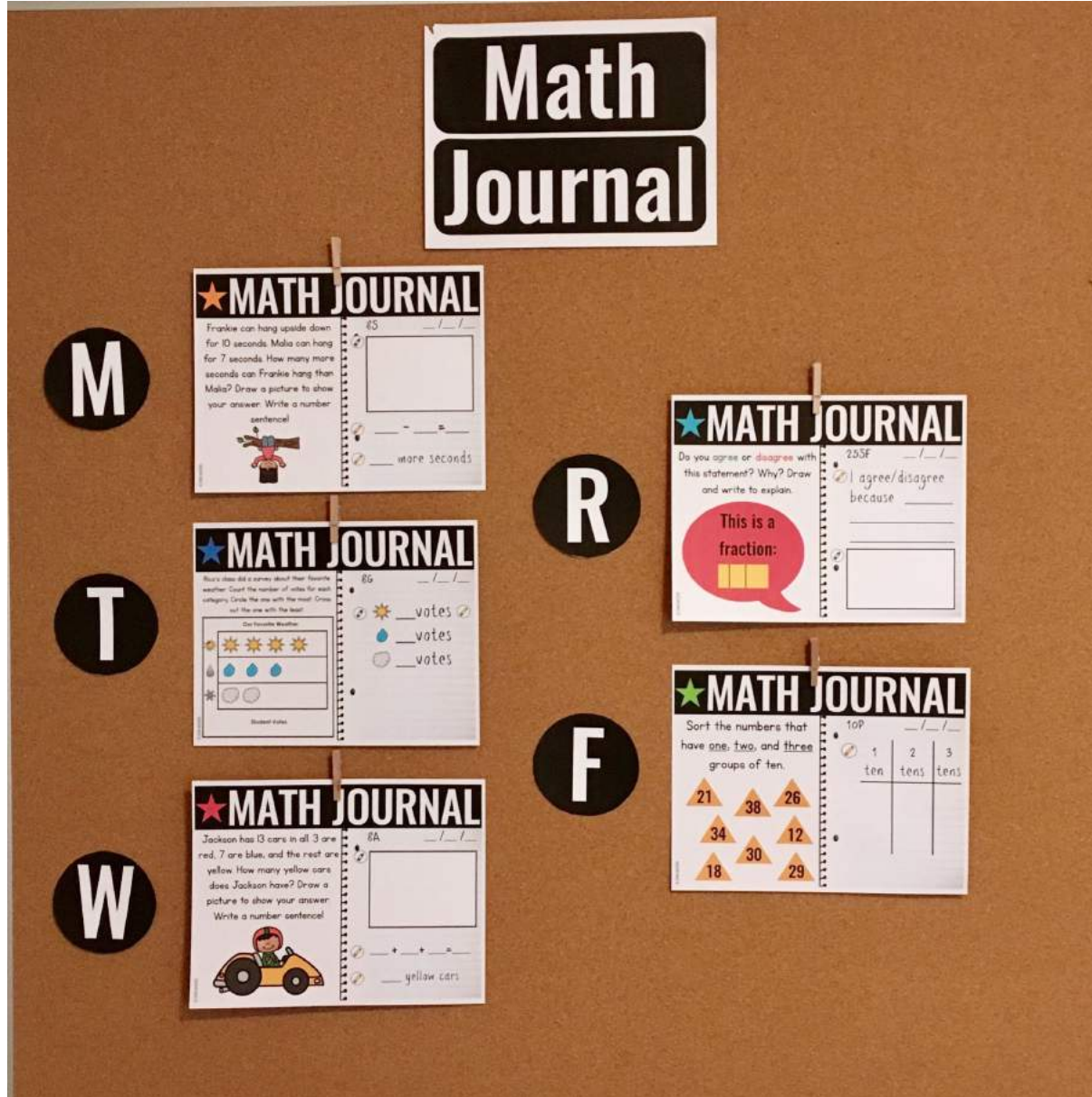
# PAPERLESS, MESS-LESS, STRESS-LESS



250+  
whiteboard  
prompts are  
ready to use  
and require  
only student  
spiral  
notebooks and  
minimal  
teacher  
guidance!



# NO WHITEBOARD? NO PROBLEM!



Create a math journal station using a bulletin board or pocket chart to display a week of prompts at a time!

# SPECIFIC SKILLS INCLUDED

## ★ MATH JOURNAL

### Addition Concepts Covered:

- Addition within 100 to solve 1-step problems (adding to, putting together, result unknown, change unknown, start unknown, total unknown, addend unknown, both addends unknown, difference unknown, bigger unknown, smaller unknown) using drawings and equations, as well as symbols for unknown.
- Addition within 100 to solve 2-step problems (adding to, putting together, result unknown, change unknown, start unknown, total unknown, addend unknown, both addends unknown, difference unknown, bigger unknown, smaller unknown) using drawings and equations, as well as symbols for unknown.

## ★ MATH JOURNAL

### Addition Concepts Covered:

- Use mental strategies to add fluently within 20.
- Given a group of 20 or fewer objects, determine if there is an odd or even amount
- Pair objects by 2 to prove an even number; represent in number sentence form as a sum of 2 equal addends
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends

## ★ MATH JOURNAL

### 1st Grade Review Concepts Covered:

- Identify missing fact in fact family
- Identify missing factor in fact family
- Generate 4 facts given a fact family
- Word problem with related addition and subtraction
- Related facts and how they help
- Prove through writing that a group of numbers is or is not a fact family
- Given an analog time, write it digitally (half hour, hour)
- Write a time using \_\_\_\_\_ thirty and half past \_\_\_\_\_
- Given a digital time, write it in analog form
- Identify proper measuring tool

## ★ MATH JOURNAL

### 1st Grade Review Concepts Covered:

- Order objects from shortest to longest
- Identify correct measuring strategy
- Estimate a measurement
- Identify number of vertices in a group of shapes
- Write about a 2-D shape and its characteristics
- Draw a composite shape
- Identify 3D shapes in an everyday object
- Split a circle into halves and fourths
- Split a rectangle into halves and fourths
- Write to explain if a divided shape is a fraction or not
- Count total votes in a bar graph



# SPECIFIC SKILLS INCLUDED

## ★ MATH JOURNAL

### 1<sup>st</sup> Grade Review Concepts Covered:

- Subtraction word problem (result unknown)
- Subtraction word problem (change unknown)
- Subtraction word problem (start unknown)
- Identify missing subtrahend
- Identify missing number in balanced subtraction equation
- Addition word problem (result unknown)
- Addition word problem (addend unknown)
- Addition word problem (adding 3 digits)
- Identify missing number in balanced addition equation
- Compare two sums

## ★ MATH JOURNAL

### 1<sup>st</sup> Grade Review Concepts Covered:

- In a picture graph, identify the choice with the most and least votes
- In a bar graph, determine how many more votes certain choices received than others
- Identify how many tens in a number
- Draw a 2-digit number with base 10 blocks
- Identify how many tens and ones in a number; draw using base 10 blocks
- Identify numbers that are groups of 10
- Compare 2 2-digit numbers with  $<$  and  $>$
- Add 2 digit numbers (with regrouping)
- Add 2 digit numbers (no regrouping)

## ★ MATH JOURNAL

### Time & Money Concepts Covered

- Tell time to five minutes (analog and digital)
- Use a.m. and p.m. in the right ways
- Count money to help me solve word problems (using dollar bills, quarters, dimes, nickels, and pennies, using \$ and cents symbol appropriately).

## ★ MATH JOURNAL

### Subtraction Concepts Covered:

- Subtraction within 100 to solve 1-step problems (taking from, taking apart, comparing how many less, comparing how many fewer, result unknown, change unknown, start unknown, addend unknown, difference unknown, smaller unknown) using drawings and equations, as well as symbols for unknown.
- Subtraction within 100 to solve 2-step problems (taking from, taking apart, comparing how many less, comparing how many fewer, result unknown, change unknown, start unknown, addend unknown, difference unknown, smaller unknown) using drawings and equations, as well as symbols for unknown.

# SPECIFIC SKILLS INCLUDED

## ★ MATH JOURNAL

### Place Value Concepts Covered:

- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
- Fluently add and subtract within 100 using strategies based on place value.
- Fluently add and subtract within 100 using strategies based on properties of operations.
- Fluently add and subtract within 100 using strategies based on the relationship between addition and subtraction.

## ★ MATH JOURNAL

### Shape & Fraction Concepts Covered:

- Name and draw shapes (triangles, quadrilaterals, pentagons, hexagons, and cubes)
- Find the area of a rectangle by breaking it into equal sized squares
- Divide shapes into equal parts and describe the parts with words like halves or thirds
- Understand that equal parts of a shape may look different depending on how the shape is divided

## ★ MATH JOURNAL

### Place Value Concepts Covered:

- Understand that the three digits of a three digit number represent how many hundreds, tens, and ones.
- Understand that 100 can be thought of as a bundle of 10 tens
- Understand that the numbers 100-900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (as well as 0 tens and 0 ones).
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

## ★ MATH JOURNAL

### Measurement Concepts Covered:

- Use different tools to measure objects.
- Use 2 different units to measure the same object and tell how the measurements compare
- Estimate the length of objects using inches, feet, centimeters, and meters.
- Identify the difference in the lengths of two different objects.
- Use addition and subtraction to solve measurement problems.
- Make and use a number line.

# SPECIFIC SKILLS INCLUDED

## ★ MATH JOURNAL

### Place Value Concepts Covered:

- Use drawings based on place value to add and subtract within 1000.
- Use strategies based on place value to add and subtract within 1000.
- Use drawings based on properties of operations to add and subtract within 1000.
- Use strategies based on properties of operations to add and subtract within 1000.

## ★ MATH JOURNAL

### Place Value Concepts Covered:

- Understand that when you add or subtract three-digit numbers, you add or subtract hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- Explain why addition and subtraction strategies work, using place value and the properties of operations.

## ★ MATH JOURNAL

### Place Value Concepts Covered:

- Use concrete models based on properties of operations to add and subtract within 1000.
- Use drawings based on addition/subtraction relationships to add and subtract within 1000.
- Use strategies based on addition/subtraction relationships to add and subtract within 1000.
- Use concrete models based on addition/subtraction relationships to add and subtract within 1000.
- Relate addition and subtraction strategies to written method.



# GO PAPERLESS!

**PAPERLESS**  
— WHITEBOARD & NOTEBOOK —

**Make It MONDAY**  
Make a picture of your house. Write a sentence about it.

9 / 17 / 16

The roof is red.

1st Grade

**MORNING JOURNAL**  
— ERIN WATERS —

**PAPERLESS**  
— WHITEBOARD & NOTEBOOK —

**Make It MONDAY**  
Draw something that is **RED**.

9 / 3 / 16

PK-K

**MORNING JOURNAL**  
— ERIN WATERS —

**NO FRILLS**  
— MATH FACT FLUENCY —

**STICK IT**  
Make your facts using stickers.

5F

3+1=

4+3=

2+3=5

**NO COPIES, NO MESS!**  
— ERIN WATERS —

**KNOCKOUT**  
— ADDITION & SUBTRACTION —

SOLUTIONS WITHIN 20

— ERIN WATERS —

**PAPERLESS**

**Selfie Salutation**  
With your partner, pretend to take a selfie together. Wave to the camera in order to say hello to each other.

**Let's Share!**  
Tell us your weekend plans using the 5 W's:  
Who (will you do it with?)  
What (are you doing?)  
Where (are you doing it?)  
When (will you do it?)  
Why (are you doing it?)

**Pass It To Me**  
Students stand in a circle. One student stands in the middle. Students in the circle pass around an object behind their backs. The person in the middle has 2 guesses to guess what the object is that's being passed around.

**FRIDAY**

**MORNING MEETING**  
— ERIN WATERS —

**PAPERLESS**  
— WHITEBOARD & NOTEBOOK-BASED —

**Thoughtful THURSDAY**  
If you had a time machine and could relive one day from this year, what day would you choose? Why?

I would relive because

**END-OF-YEAR REFLECTION JOURNAL**  
— ERIN WATERS —

**PAPERLESS**  
— WHITEBOARD-BASED —

**MONDAY**

**Reflection: I'VE GOT THAT FEELING**  
Which emoji best describes how you feel about today? Why?

I feel \_\_\_\_\_ about today because \_\_\_\_\_

**AFTERNOON MEETING**  
— ERIN WATERS —

Click on the images to see more time-saving resources!