

Lesson 10-6

Reinforce Understanding

Math is Mine

I can look back at my answers from Lesson 1-1, describe how my math biography has changed this year, and recognize ways we are all doers of math.

Worked model

In September I estimated the Ferris wheel: 20 cars with about 4 riders each is $20 \times 4 = 80$ riders — 'about 80.'

1. Now I can go further with this year's math: at 6 turns an hour, that wheel moves about $80 \times 6 = 480$ riders per hour.
2. Same wheel, same me — but my toolbox grew. That difference IS my math story.

Practice

Complete each exercise. Show the reasoning that supports your answer.

1. Which statement matches this lesson's big idea about math stories?

Circle the letter of the best answer. Show how you know.

- A. Our math stories continue to grow and evolve as we grow
- B. Your math story was finished when you wrote it in September
- C. Only students with high grades have a math story
- D. A math story never changes once it is written

Show your work

2. In Lesson 1-1 you estimated the Ferris wheel: 20 cars each holding about 4 people. About how many riders was that?

Circle the letter of the best answer. Show how you know.

- A. About 5
- B. About 24
- C. About 80
- D. About 400

Show your work

3. In September you decomposed 78.5 as $70 + 8.5$. Which of these ALSO equals 78.5, using division?

Circle the letter of the best answer. Show how you know.

- A. $78.5 \div 2$
- B. $156 \div 2$
- C. $157 \div 2$
- D. $157 \div 4$

Show your work
