

# APPENDIX I.

## COMMUNITY MATH NIGHT

### ACTIVITY INSTRUCTIONS, PROMPTS, AND HANDOUTS

This appendix contains detailed information for each of the math station activities outlined in the toolkit, including the instructions and prompts for each activity, copies of parent handouts, and guidance for printing.

## Organization of the appendix

For printing ease, this appendix is organized by station as follows:

- **Activity instructions and prompts.** Print enough single-sided copies for each activity. You do not need to print one page per participant, just enough for the number of families expected during a single rotation. Consider laminating or printing on cardstock for durability throughout the evening.
- **Activity handouts.** The number of copies will vary by anticipated number of participants/families and activity. Consider laminating or printing some handouts on cardstock for durability throughout the evening. Use the table below to help you think through printing and production needs.

## Handout printing guidance

Station/activity	Handout	Recommended Format	Copies
Geometry			
	<a href="#">Geometry Glossary</a>	One page, front and back	At least one copy per activity; consider creating as a poster
1a	<a href="#">Fill in the Shapes outlines</a>	One per page, single-sided	2–3 outlines per participant during a single rotation
1b	<a href="#">Hexagon Challenge</a>	One page, single-sided	1 per activity participant during a single rotation
1c	<a href="#">Pattern Block Key</a>	Three per page, single-sided	3 keys available to reference
Operations and Algebraic Thinking			
2a	<a href="#">Flip the Cards</a>	One page, single-sided; cut into playing cards	1 set of cards per 2–4 participants during a single rotation
2b	<a href="#">Many Ways of Counting cards</a>	Two per page, single-sided	If laminating/providing dry-erase markers, 3–4 cards per family during a single rotation. If not laminating, print 3–4 cards per family
2c	<a href="#">Game of 24</a>	One page, single-sided; cut into playing cards	1 set of cards per 4 participants during a single rotation

## Appendix I. Community Math Night Activity Instructions, Prompts, and Handouts

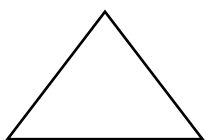
Station/activity	Handout	Recommended Format	Copies
<b>Numbers and Operations in Base-10</b>			
3b	<a href="#">Broken Calculator</a>	Two per page, single-sided	1 of each problem per family during a single rotation
3c	<a href="#">Menu</a>	One page, single-sided	1 of each per family during a single rotation
	<a href="#">Budget Sheet</a>	One page, single-sided	1 of each per participating family
	<a href="#">Empty Plates</a>	One page, single-sided; cut plates separately	1 plate for each family member to record and total meal selections
<b>Measurement and Data</b>			
	<a href="#">Measurement reference sheet</a>	One page, single-sided	Several copies available at station; consider creating as a poster
<a href="#">Mindsets and Math presentation</a>	<a href="#">Parent handout: Supporting Your Child in Developing Math Skills for Future Success</a>	Two pages, double-sided	1 of each per participating family
<b>Closing</b>			
	<a href="#">Exit ticket</a>	One page, single-sided	1 of each per participating family

## Station 1. Printable materials

Please refer to pages I-1 and I-2 for printing guidance on these materials.

## Station 1. Geometry Glossary

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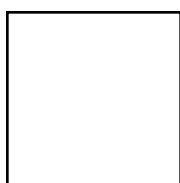


Count the sides and the corners of the shape.

If there are three of each, it is a triangle.

If the sides are all the same length, then it is an equilateral triangle.

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Count the sides and the corners of the shape.

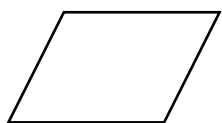
If there are four of each, it is a quadrilateral.

If it has two pairs of parallel sides, then it is a parallelogram.

If it also has four equal angles, then it is a rectangle.

If the sides are also all the same length, then it is a square.

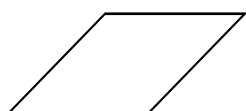
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Count the sides and the corners of the shape.

If there are four of each, it is a quadrilateral.

If it has two pairs of parallel sides, then it is a parallelogram.



Are the four angles equal? No? Then, it is not a rectangle.

Are the sides the same length? Yes? Then it is a rhombus.

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Count the sides and the angles of the shape.

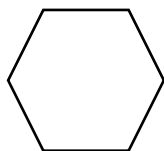
If there are four of each, it is a quadrilateral.

Does it have two pairs of parallel sides? Yes? Then it's a parallelogram.

Does it have only one pair of parallel sides? Yes? Then it is a trapezoid.

This is a special case called an isosceles trapezoid because the angles at the base are the same measurement.

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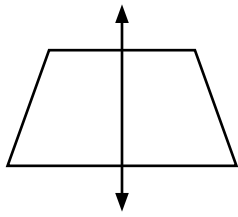


Count the sides and the angles of the shape.

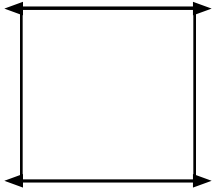
If there are six of each, it is a hexagon.

If the sides are equal in length, it's a regular hexagon.

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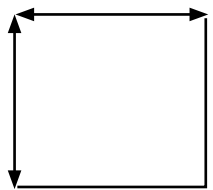


When you fold a shape on a line of symmetry, the two parts match up exactly.



If two lines don't cross and they seem as though they'll never meet, then they are parallel.

(You can also say two lines are parallel if the lines are always the same distance apart, no matter where you measure.)



If two lines meet and they make a "perfect corner," we call that a right angle or a 90-degree angle.

We can also say that those two lines are perpendicular to each other.

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## Activity 1a. Fill in the Shapes instructions

1. Select an **outline**.
2. Use the pattern blocks to fill in the outline.
3. For fun, take the same outline as someone else and see how you can fill it out differently.

Players:  
One or more

Goal:  
Fill in the shapes

## Activity 1a. Fill in the Shapes family prompts

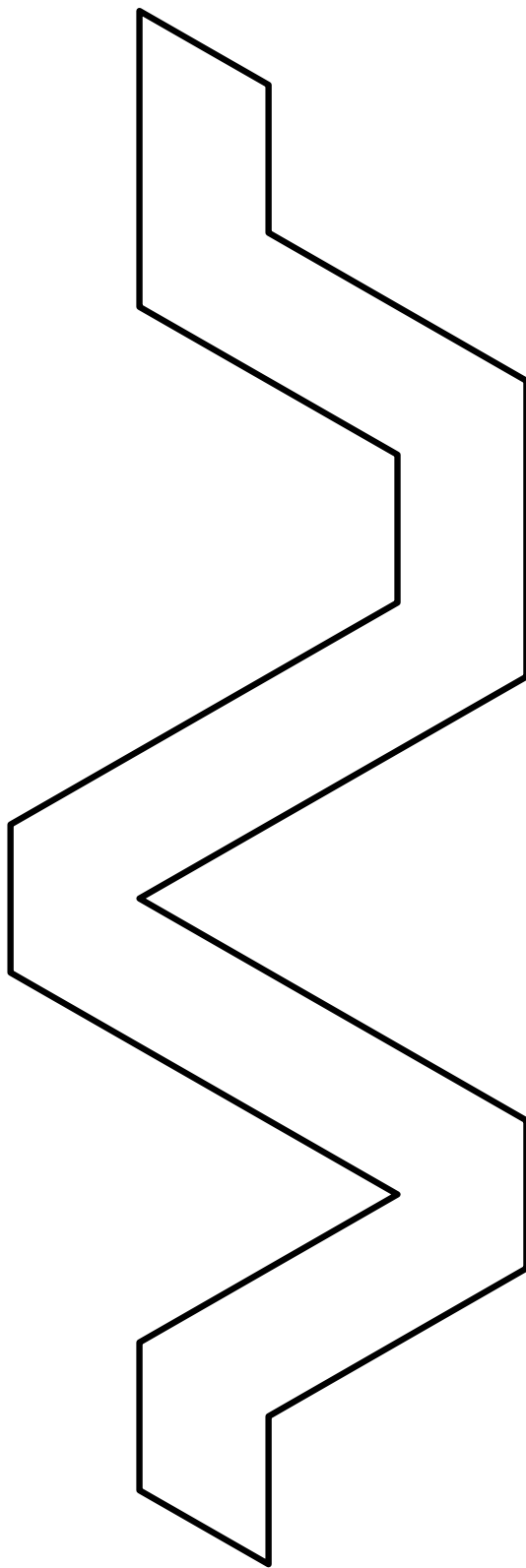
Ask your child any of the following questions:

- What is the name of this shape? (Point to any of the pattern block shapes.)
- How many sides does it have? How many corners?
- How many [triangles, hexagons, parallelograms, trapezoids] are there in this drawing?
- Can you use other shapes to fill in the [hexagon, square, trapezoid]?
- How many other ways can you fill in this outline? Or how many shapes can you replace with other shapes?

## Activity 1a. Fill in the Shapes handouts



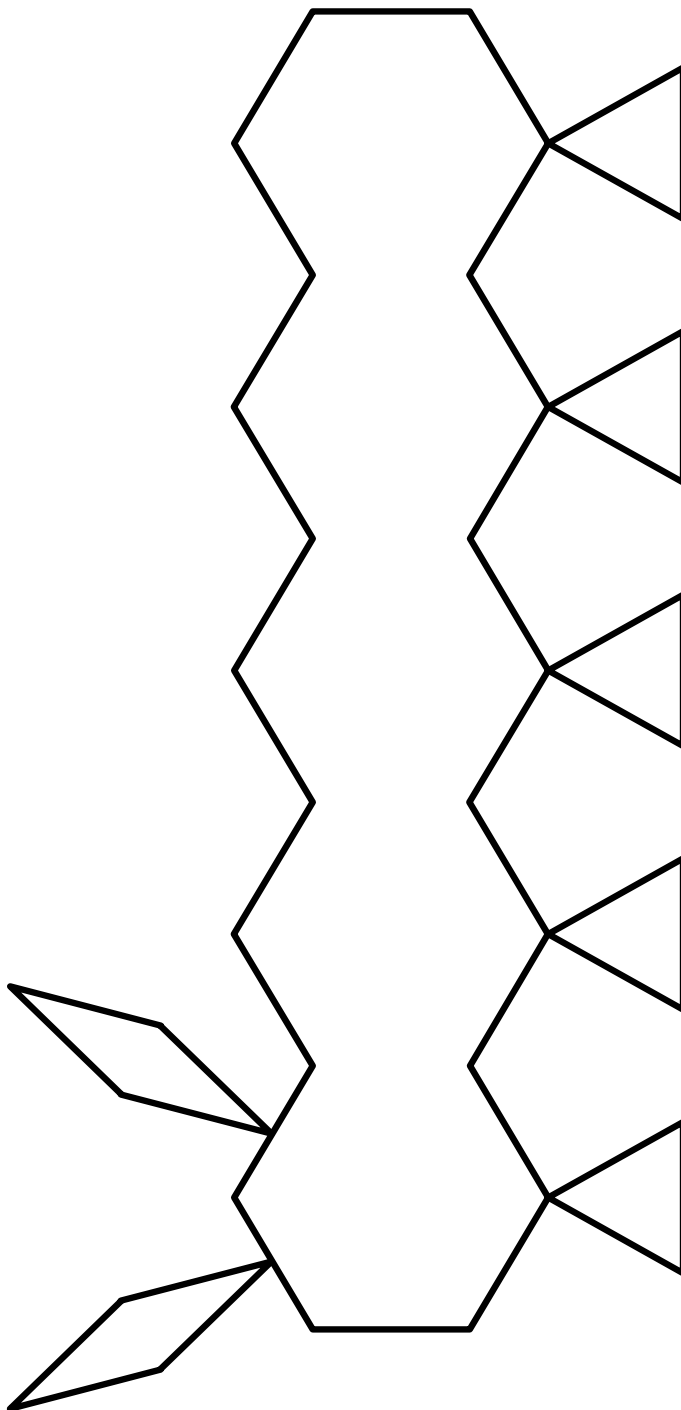
Snake



Set3: How Many Ways?  
Reed, K. E., & Young, J. M. (2017). *Games for mathematicians: Pattern animals*. Education Development Center, Inc.



Caterpillar

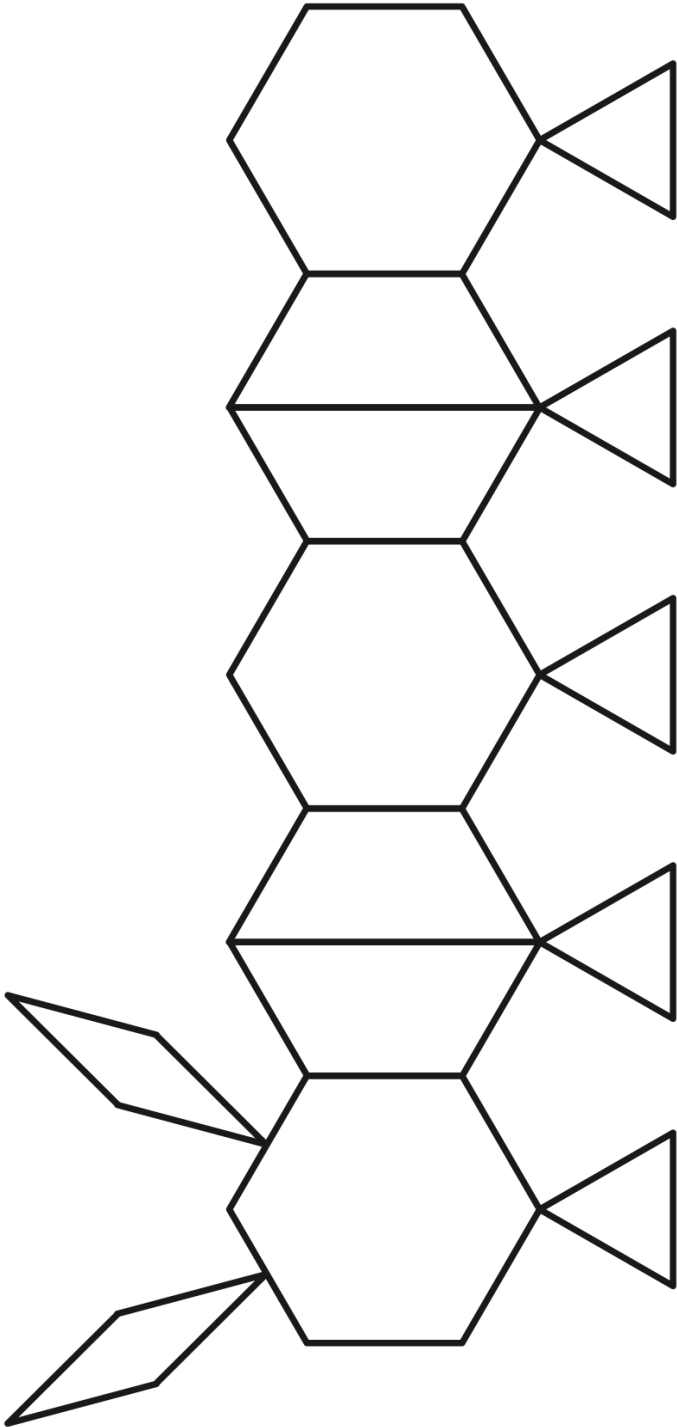


Set 3: How Many Ways?

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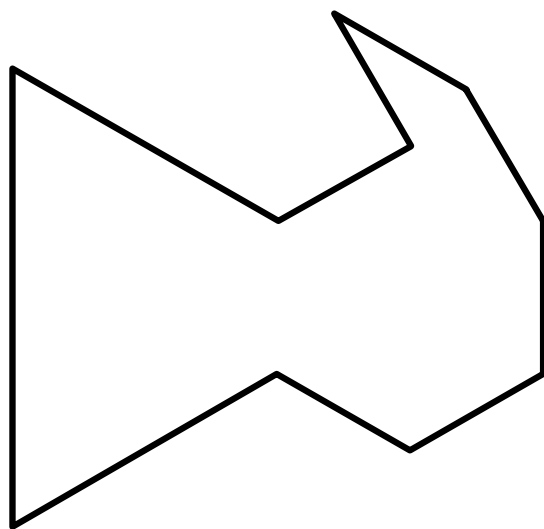
Caterpillar



Set 3: How Many Ways?  
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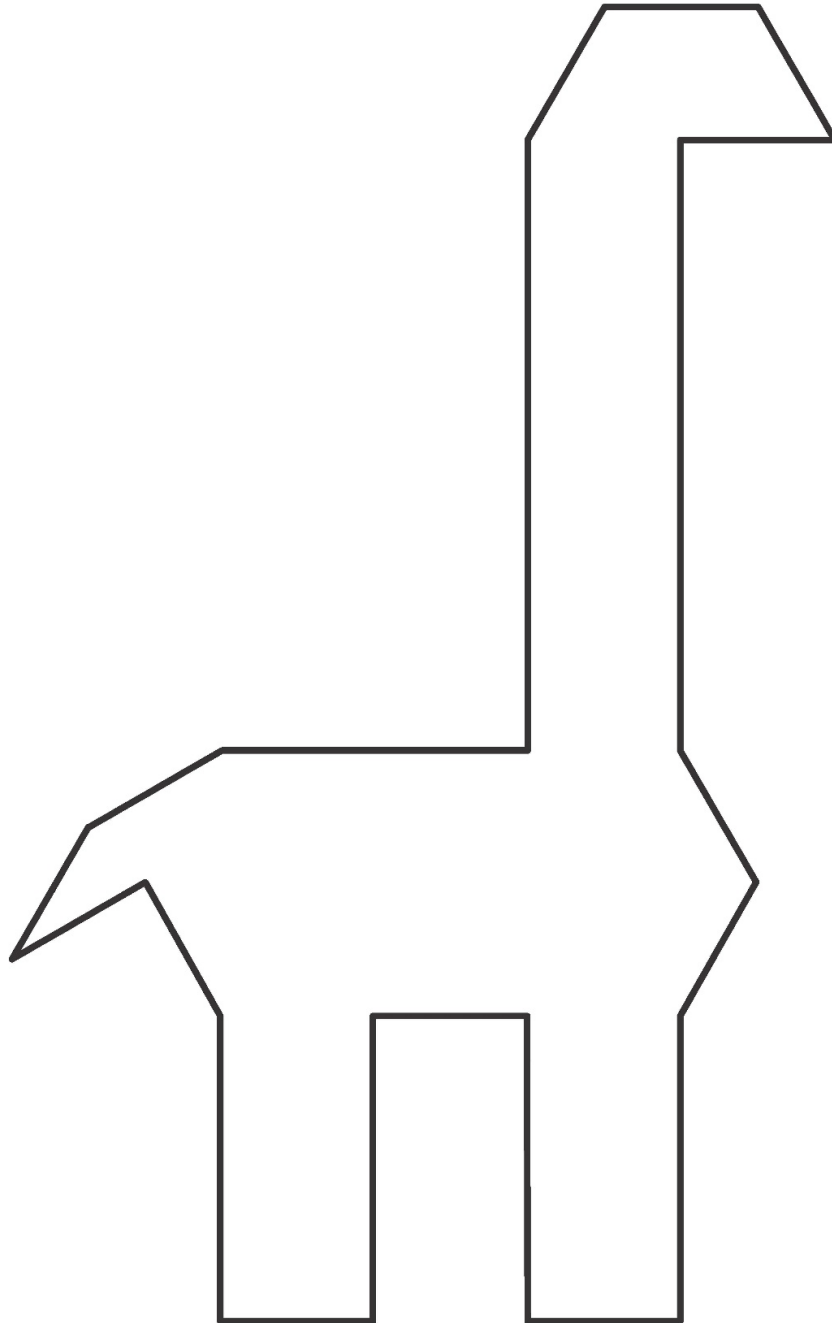
Cat



Set 3: How Many Ways?  
Reed, K. E., & Young, J. M. (2017). *Games for mathematicians: Pattern animals*. Education Development Center, Inc.



Giraffe

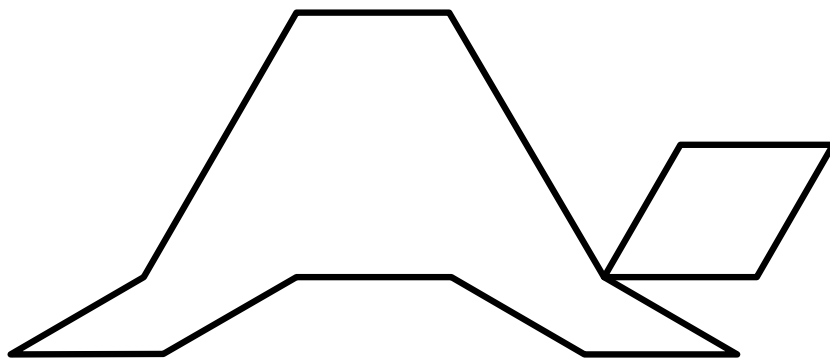


Set 3: How Many Ways?

Reed, K. E., & Young, J. M. (2017). *Games for mathematicians: Pattern animals*. Education Development Center, Inc.



Turtle

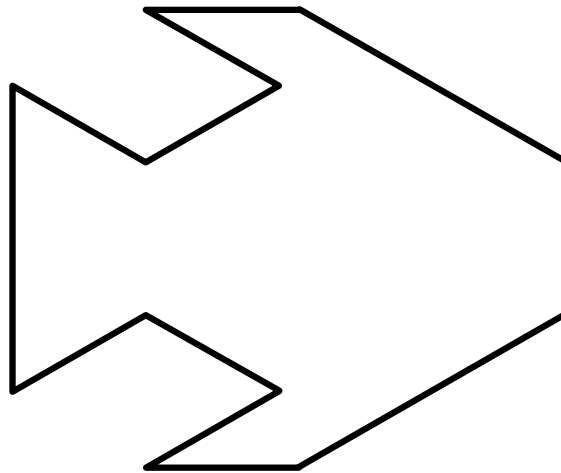


Set 3: How Many Ways?

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Fish

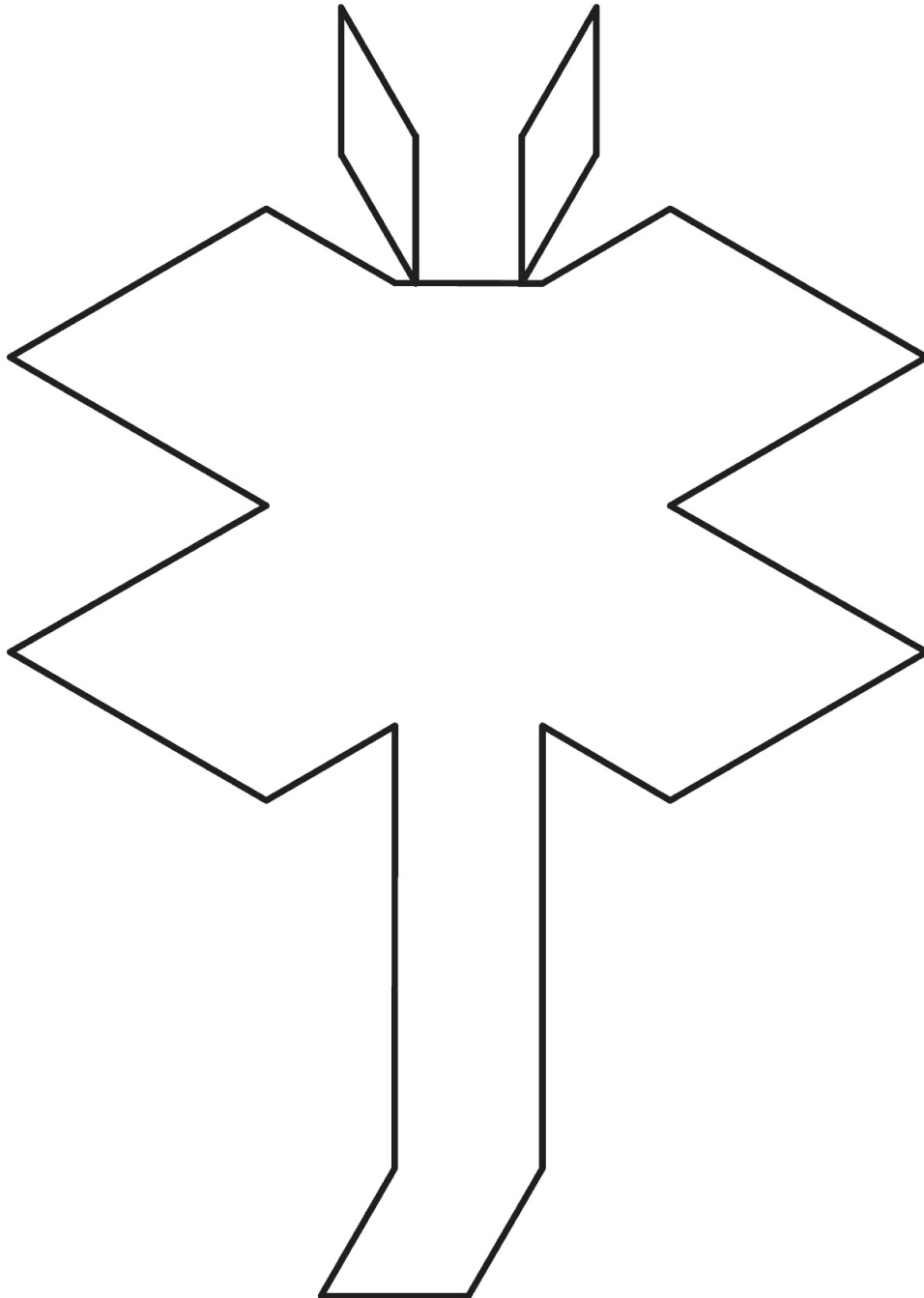


Set 3: How Many Ways?

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Dragonfly



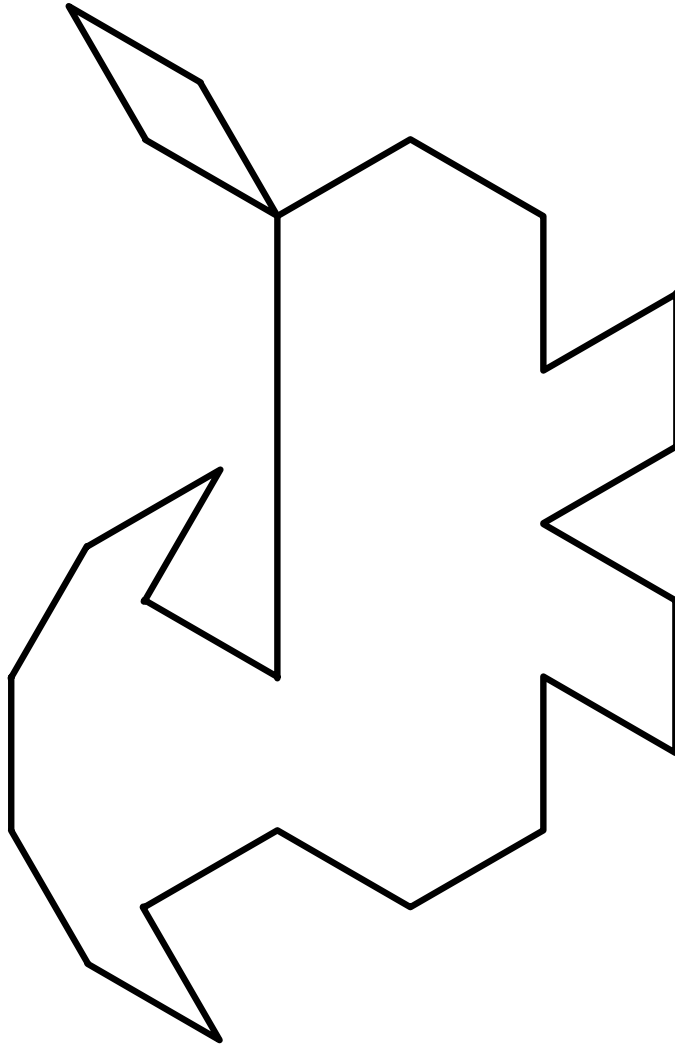
Set 3: How Many Ways?

Reed, K. E., & Young, J. M. (2017). *Games for mathematicians: Pattern animals*. Education Development Center, Inc.





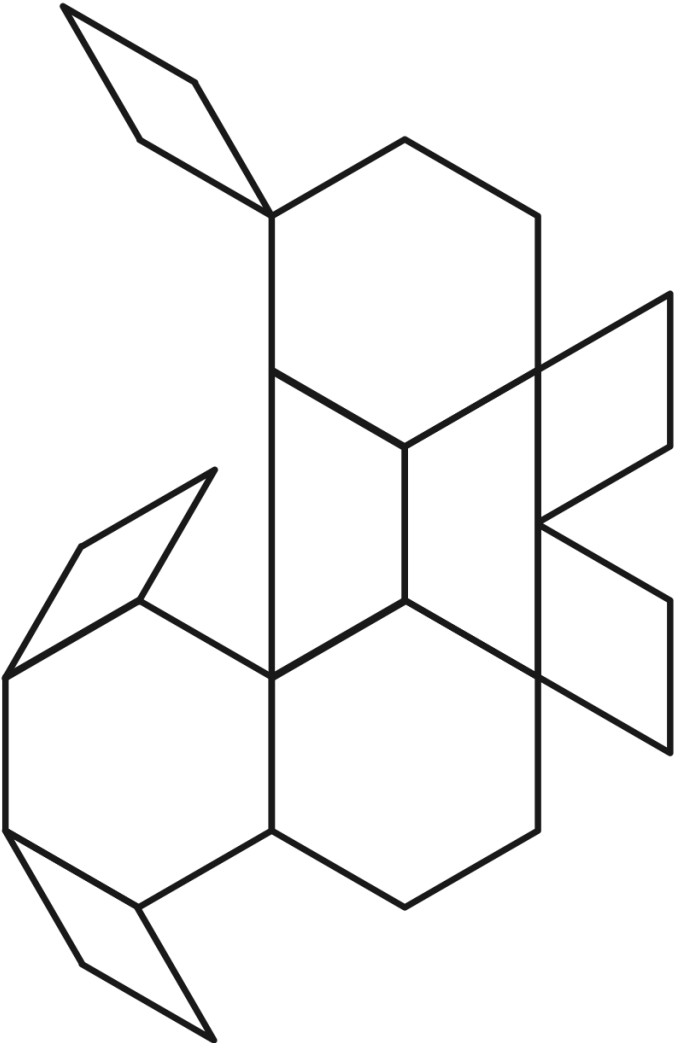
Dog



Set 3: How Many Ways?  
Reed, K. E., & Young, J. M. (2017). *Games for mathematicians: Pattern animals*. Education Development Center, Inc.



Dog



Set 3: How Many Ways?  
Reed, K. E., & Young, J. M. (2017). *Games for mathematicians: Pattern animals*. Education Development Center, Inc.



## Activity 1b. Hexagon Challenge instructions

1. Grab a hexagon pattern block; how can you make a hexagon using the other shapes?
  - a. How many trapezoids make a hexagon? What part of the hexagon is one trapezoid?
  - b. How many blue rhombuses make a hexagon? What part of the hexagon is one blue rhombus?
  - c. How many triangles make a hexagon? What part of the hexagon is one triangle?
2. Challenge:
  - a. Who can fill the hexagon board using the most possible pattern blocks?
  - b. Who can fill the hexagon board using the fewest possible pattern blocks?
  - c. Who can be the first to split the hexagon board into halves using pattern blocks? Into thirds? Fourths?

Players:

One or more

Goal:

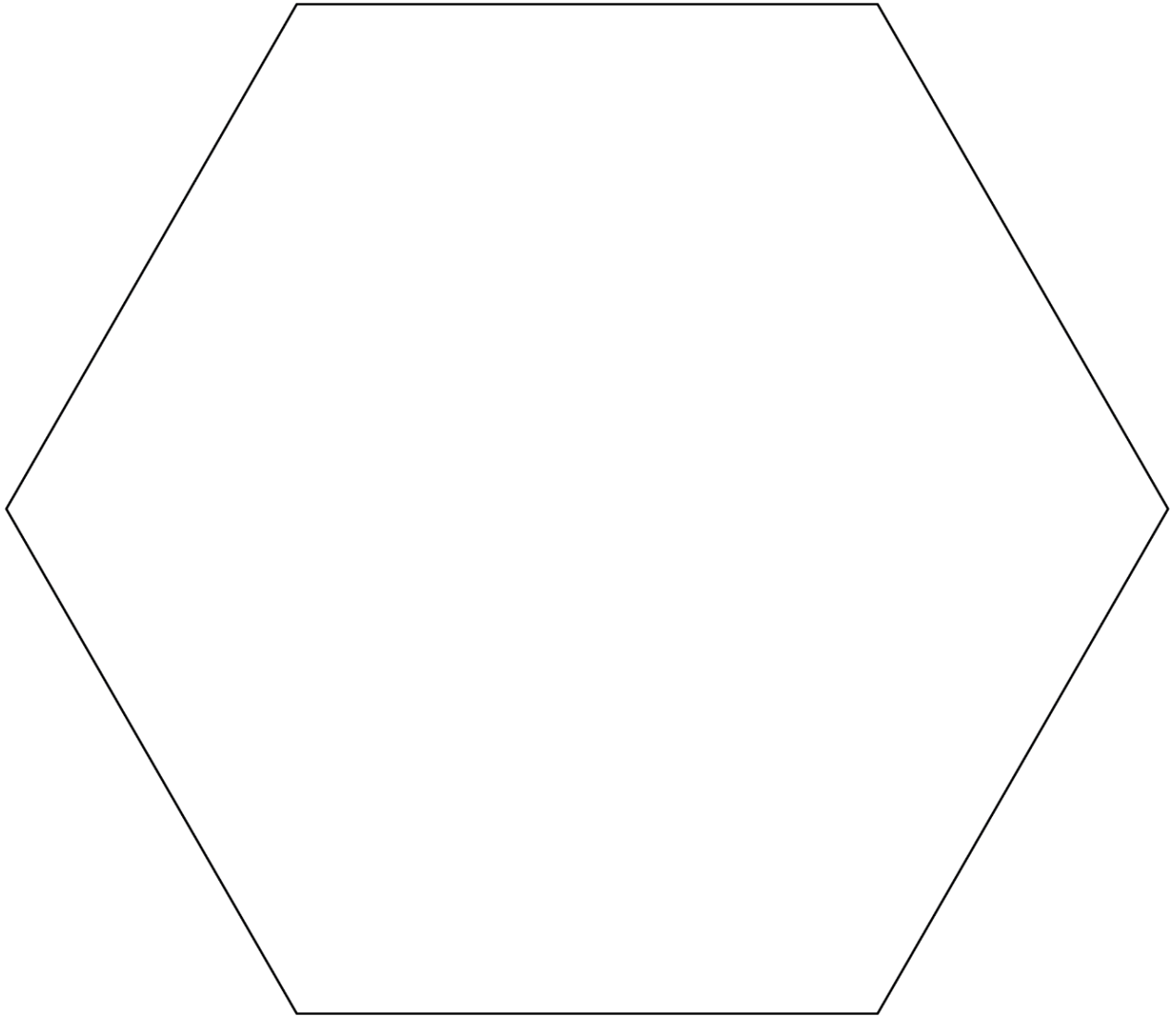
Complete the challenges by partitioning a hexagon

## Activity 1b. Hexagon Challenge family prompts

Ask your child any of the following questions:

- What is the name of this shape (for each pattern block)?
- Fill in the blank:
  - If 2 trapezoids make a hexagon, then a trapezoid is  $\frac{1}{2}$  a hexagon.
  - If 3 rhombuses make a hexagon, then a rhombus is \_\_\_\_\_ a hexagon.
  - If 6 triangles make a hexagon, then a triangle is \_\_\_\_\_ a hexagon.
- Can you think of a different way to partition the hexagon into equal parts?

## Activity 1b. Hexagon Challenge handout



## Activity 1c. Symmetric Mosaics instructions

1. Roll the die.
2. Find the number in the pattern block key, and take two pattern blocks.
3. Repeat two more times, taking two pattern blocks each time.
4. Make a design with all your shapes that has at least one line of symmetry. A line of symmetry is a line that divides the design into two identical parts.
5. Count the number of lines of symmetry. Whoever has more lines of symmetry wins.
6. Use the same blocks and try a new design.

Players:

One or more

Goal:

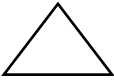

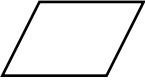
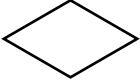
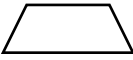
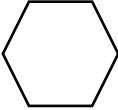
Make the most lines  
of symmetry

## Activity 1c. Symmetric Mosaics family prompts

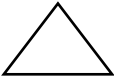


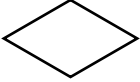
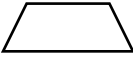
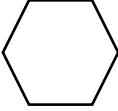
Ask your child any of the following questions:

- What is the name of this shape? (Possible responses: parallelogram, hexagon, quadrilateral, triangle, trapezoid)
- Which shapes can be classified as quadrilaterals (having four sides)? How do you know?
- Which shapes can be classified as parallelograms (having two pairs of parallel sides—sides that keep the same distance apart)? How do you know?
- How do you know if this shape has a line of symmetry? Show me.
- Is there another line of symmetry?

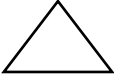


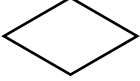
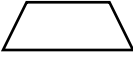
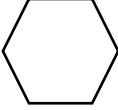
Activity 1c. Pattern block key handouts

If you roll a...	1	2	3	4	5	6
Take 2...						

Activity 1c. Pattern block key

If you roll a...	1	2	3	4	5	6
Take 2...						

Activity 1c. Pattern block key

If you roll a...	1	2	3	4	5	6
Take 2...						



## Station 2. Printable materials

Please refer to pages I-1 and I-2 for printing guidance on these materials.

## Activity 2a. Flip the Cards instructions

1. Place the cards 0–10 face up, in order, in front of all the players.

0	1	2	3	4	5	6	7	8	9	10

Players:

One or more

Goal:

Flip all cards over

2. The youngest player goes first.
3. During your turn, roll a pair of dice.
4. Flip a card face down for each number rolled on the dice or for the sum of the numbers rolled. If you cannot flip any cards, take a single extra turn

*Example.* You roll a 2 and 5, flip the 2 and 5 cards face down or flip the 7 card ( $2 + 5$ ) face down.

0	1		3	4		6	7	8	9	10

0	1	2	3	4	5	6		8	9	10

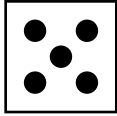
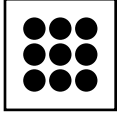
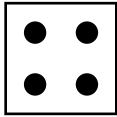
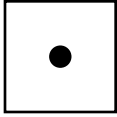
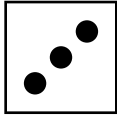
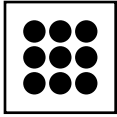
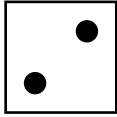
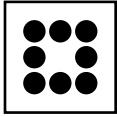
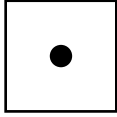
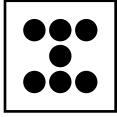
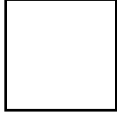
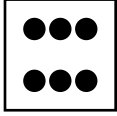
5. If you roll doubles (two of the same number), flip the 0 card face down. If you have already flipped the 0, take an extra turn.
6. Whoever turns over the last card wins.
7. For fun, you can make new rules before a new game. For example, if you roll numbers that have already been flipped face down, you have to flip them face up again.

## Activity 2a. Flip the Cards family prompts

Here are some suggestions for you as you play the game:

- Help your child place the cards in order, but don't do it for your child.
- Help your child use the roll of the dice strategically. For example, if the dice show a 2 and 4, ask, "Do you want to flip over the 2 and 4 or the 6?"
- Ask your child: "What roll or rolls do you hope you get? Why?"
- Start with just the cards numbered 1–6 for a child who needs a little more support.

## Activity 2a. Flip the Cards handout

5		10	
4		+	
3		9	
2		8	
1		7	
0		6	

## Activity 2b. Many Ways of Counting instructions

1. Take one card and respond to the prompt.
2. All players explain how they know they got the right answer.
3. See if there is another way of grouping the items to double-check your answer.
4. For fun, create a new card for other players to count.

Players:

One or more

Goal:

Use different strategies to count

## Activity 2b. Many Ways of Counting family prompts

As you engage in the activity:

- Ask your child to explain how they got the answers.
- Ask your child another way to figure it out.
- Share how you counted so that you can compare strategies with your child.
- It is okay if your child simply counts each item.
- Encourage your child to group items so they don't have to count each item.

## Activity 2b. Many Ways of Counting handouts

### Activity 2b. How many balls in the playground?



## Activity 2b. How many owls in the barn?



## Activity 2b. How many crabs do you see?

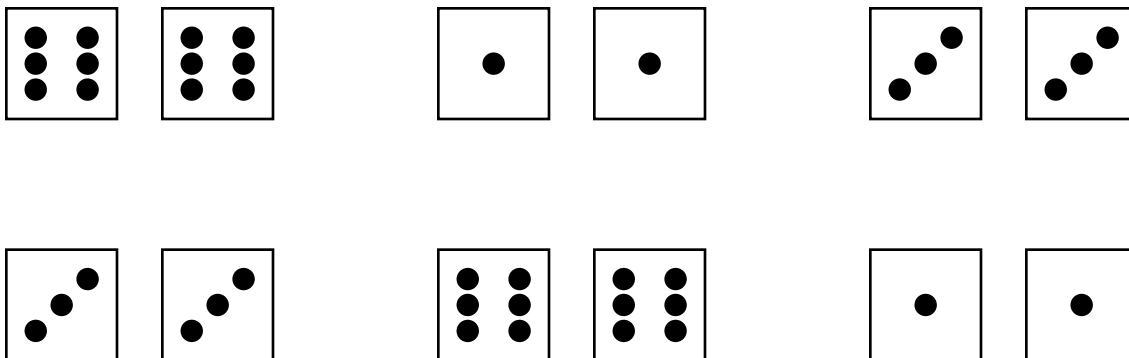




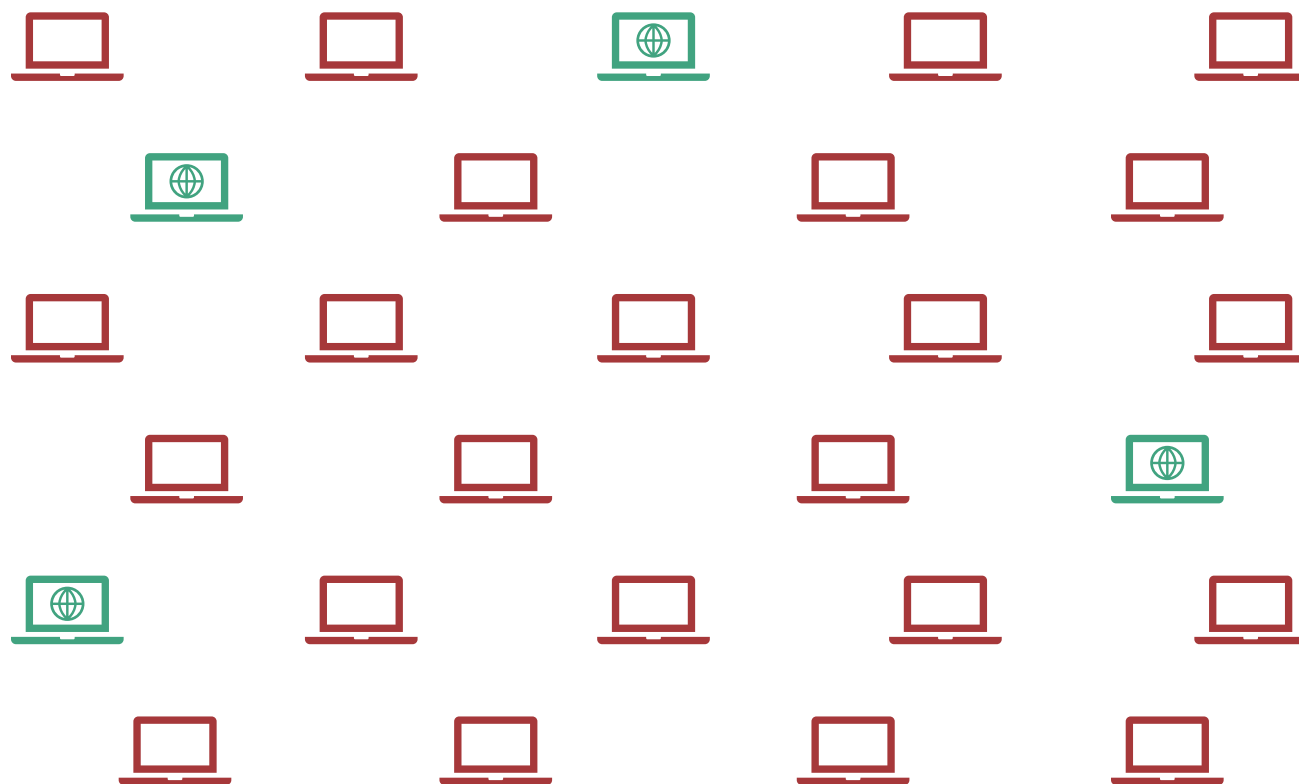
## Activity 2b. How many people work in this building?



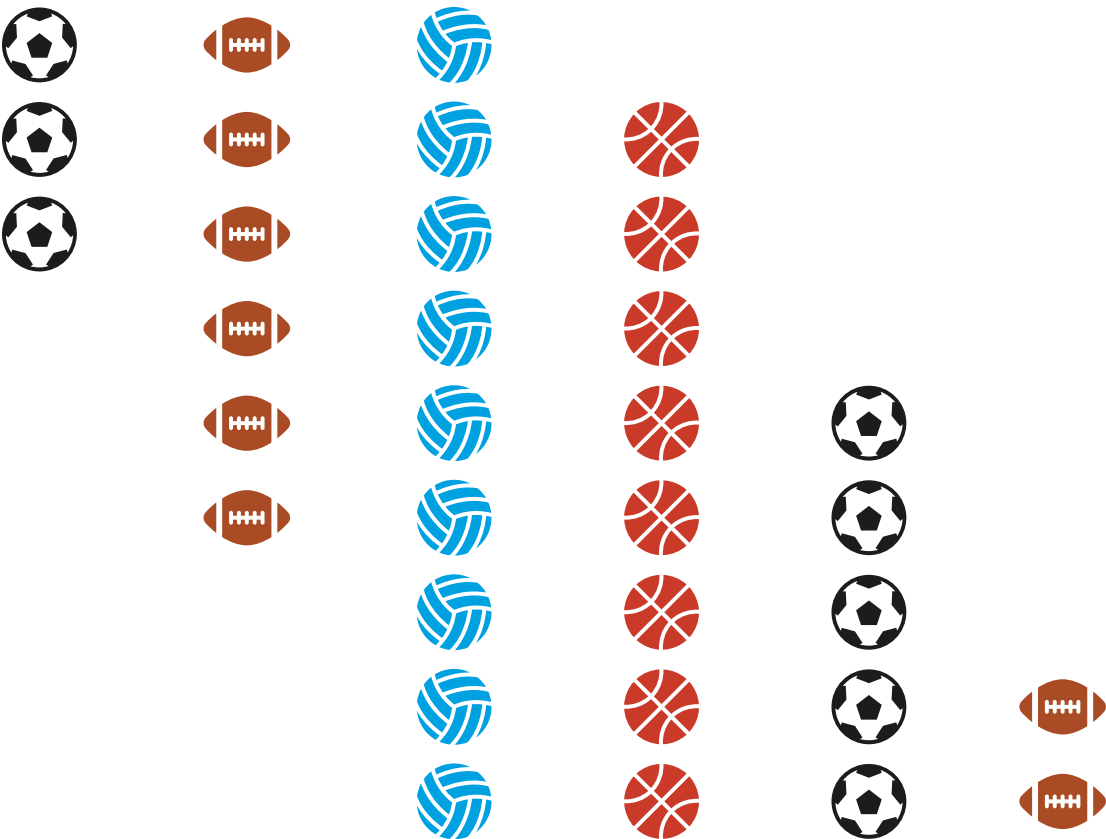
## Activity 2b. How many dots (pips) do you see?






































## Activity 2b. How many computers are turned off (the dark red ones)?



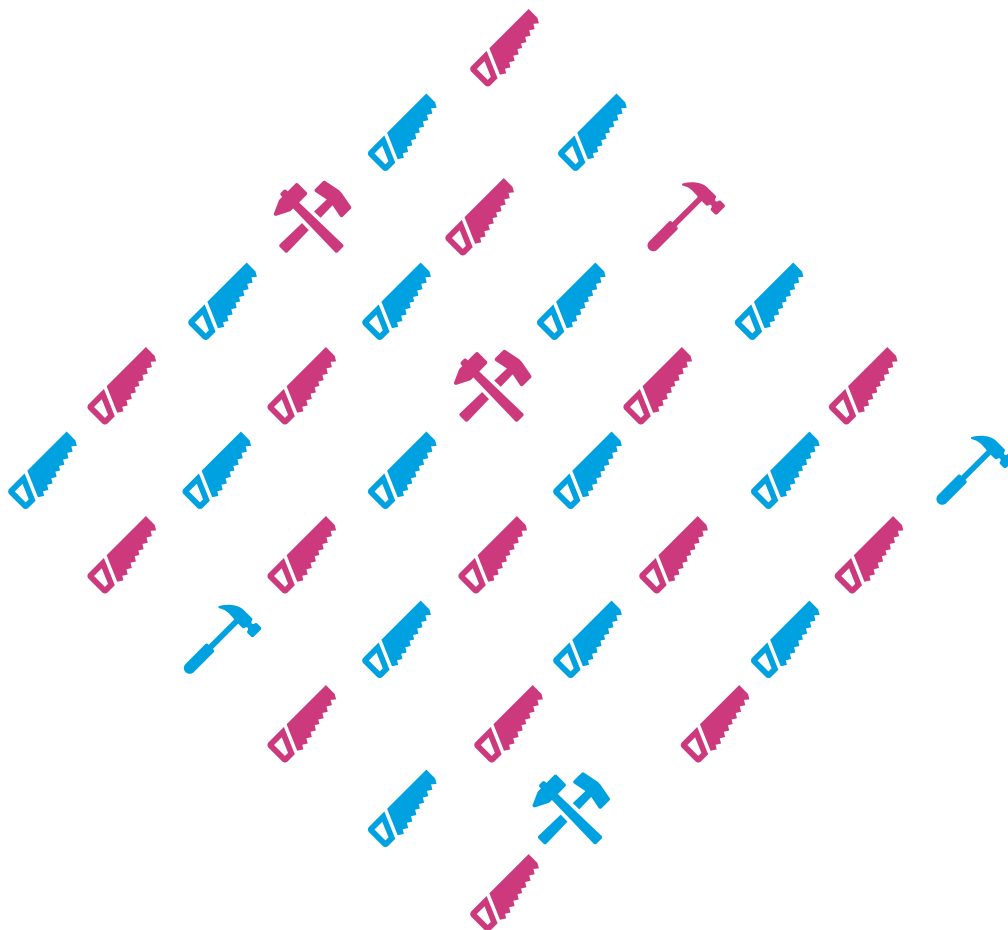
Activity 2b. How many balls in all?



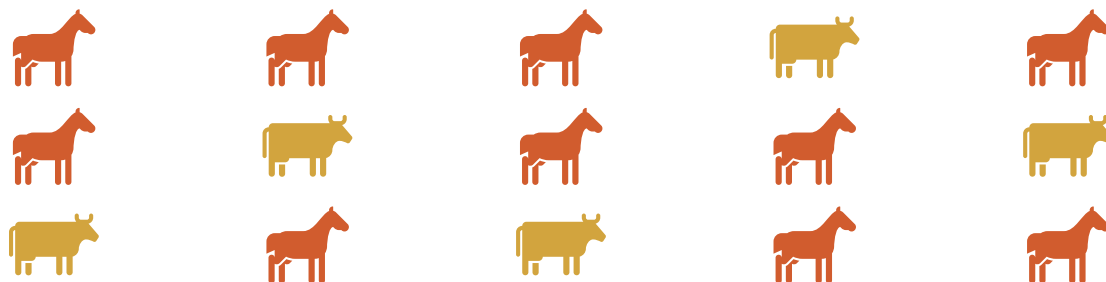
Activity 2b. How many days has the sun shone in the past few weeks?

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						
						
						
						
						

## Activity 2b. How many saws in this bunch?



## Activity 2b. How many cows? How many horses? How many animals in all?



## Activity 2b. How many people in this crowd?



## Activity 2b. What are there more of: planets, telescopes, or satellite dishes?



## Activity 2c. Game of 24 instructions

1. Shuffle the deck of number cards, and deal five cards to each player.
2. Place the cards face up so that everyone can see everyone else's cards.
3. Set the remaining cards in the center face down. Set the operations cards in the center face up.

Players:

Two or more

Goal:

Make 24 using the numbers you have in your hand

4. On your turn, use as many of your number cards as possible to make 24 by using any operations cards you need. You can add, subtract, multiply, and divide as many times as you need. Once you make 24, record your score based on the scoring rules and return your used cards to the bottom of the number deck. Draw enough cards from the top of the deck so that you have five cards once again.

### Scoring

Use five number cards:  
10 points

Use two to four number cards: 5 points

Use one number card: 1 point

5. If you can't make 24, you can exchange one or more number cards and wait until the next turn.
6. The person with the most points at the end of the round (when all the number cards have been used) wins.

## Activity 2c. Game of 24 family prompts

As you read the instructions and play the game:

- Help deal the cards.
- Let your child lead, but offer hints if you see that your child is stuck—for example, remind your child of the factors of 24 (whole numbers that divide 24 evenly such as 2 and 12 or 3 and 8).
- Encourage your child to look for ways to group numbers. For example, a child might first group 3 and 1 ( $3 + 1$ ) and then multiply the sum by 6 to form the number sentence  $(3 + 1) \times 6 = 24$ . Here's another grouping example to help you think of options:  $(9 - 1) \times (2 + 1) = 24$ .
- It is okay to help your child or have your child help you if you are stuck (or pretend to be stuck).



## Activity 2c. Game of 24 handouts

0	0	0	0
1	1	1	1
2	2	2	2









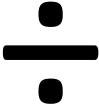
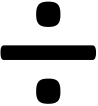
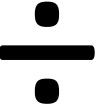
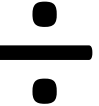
3	3	3	3
4	4	4	4
5	5	5	5

6	6	6	6
7	7	7	7
8	8	8	8

<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>
10	10	10	10
11	11	11	11

12	12	12	12
13	14	15	16
17	18	19	20

20	20	20	21
22	23	24	24
$+$ (plus)	$+$ (plus)	$+$ (plus)	$+$ (plus)

			
(minus)	(minus)	(minus)	(minus)
			
(times)	(times)	(times)	(times)
			
(divided by)	(divided by)	(divided by)	(divided by)

## Station 3. Printable materials

Please refer to pages I-1 and I-2 for printing guidance on these materials.



## Activity 3a. Race to 100 instructions

1. At the start of a turn, roll a pair of dice.
2. Add the dots (or pips), and collect that number of units.
3. When you get 10 units, you can exchange them for a 10-rod.
4. If you roll a double (two of the same number), you get a free 10-rod along with the sum of the roll.
5. When you have ten 10-rods, exchange them for a 100-flat square to win.

Players:

Two or more

Goal:

Earn enough 10-unit rods to exchange for a 100-unit flat square

## Activity 3a. Race to 100 family prompts

As you read the instructions and play the game:

- Ask your child throughout the game whether they have 10 or more units and can exchange them for a 10-rod.
- Ask your child throughout the game how many units they have in total. Then, ask which player is closest to 100.

## Activity 3b. Broken Calculator instructions

1. In this game, you try to reach the goal number while pretending that certain keys on the calculator don't work.
2. Why didn't we provide answers? Because there are so many! Plus, once you get one answer, you'll see that you were correct or incorrect immediately on the calculator. If by chance you didn't find one correct path, then try again—that's why you have a calculator!

Players:

One or more

Goal:

Make various numbers on a calculator without using certain keys

## Activity 3b. Broken Calculator family prompts

As you engage in the activity:

- Try different options, and be patient with your child and yourself if you don't get to the goal number quickly.
- Ask your child to share solutions and then to ask the questions in the game.
- Ask whether your child can do it another way.
- If your child reaches a solution quickly, try to display another family member's birth year (for example, aunt's, uncle's, grandparent's).

## Activity 3b. Broken Calculator handout

### Where's the 1?

**Restriction:** The #1 key is broken!

**Goal:** We need to make the number 11 show up on the calculator screen.

1. Explain your strategy.
2. How many moves did it take you?
3. Can you do it in fewer moves? More?
4. Is there a different operation you can use?

**Now try** 111. Then 1,111.

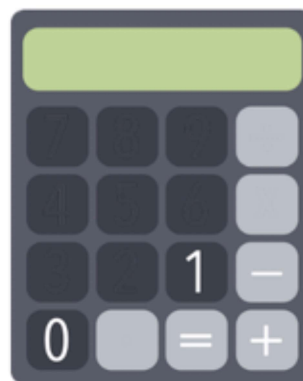


### Year of birth

**Restriction:** The only keys that work are 1, 0, +, −, =

**Goal:** Can you get the display to show the four-digit year of your birth? (for example, 1990, 2011)

1. Explain your strategy.
2. How many moves did it take you?
3. Can you do it in fewer moves? More?
4. Can you get the display to show your parents' years of birth?
5. Explain your strategy. Did you use the same strategy or a different one?
6. How many moves did it take you?
7. Can you do it in fewer moves? More?



## Activity 3c. Dinner Time instructions

1. Each family determines a budget for the meal and records it on the budget sheet. The budget might be based on the number of family members dining out and what is a realistic amount for their family to spend.
2. Each family member reviews the menus, records his or her selection (number and item) on a plate, and totals the cost for his or her individual meal. Remember to include entrées, any additional sides, and beverages in the total.
3. Record the cost of each family member's meal on the budget sheet, and total the cost for the family.
4. Did you stay within budget? How much money is left?
5. Suppose you want to go for ice cream after dinner. Will there be enough money left for ice cream? If not, how might you adjust your dinner choices to budget for ice cream?

Players: One or more

Goal:  
Budget for a family meal








## Activity 3c. Dinner Time family prompts

As you engage in the activity:

- Encourage your child to estimate costs before selecting menu items.
- About how much should an individual meal cost if each family member has an equal share of the budget? (Estimate to whole-dollar amounts.)
- About how much money should you estimate for beverages?
- Discuss family meal selections. Which item is highest in cost? Which is lowest?
- Encourage your child to consider various menu options to remain within budget.
- Although taxes and a server's tip are not included in this activity, you might want to discuss these costs with your child.

## Activity 3c. Dinner Time menu handout

### Main Street Café

Item #	Burgers, Tacos, Wraps, and Sandwiches	Item #	Salads
1	 Cheeseburger with lettuce and tomato (served with fries) \$6.50	12	PBJ—Peanut butter and jelly sandwich served with a banana \$5
2	Bacon burger with lettuce and tomato (served with fries) \$7.50	13	 Beef taco salad—includes crispy taco bowl, lettuce, cheese, corn, sour cream, guacamole, and your choice of dressing \$9.25
3	Grilled chicken sandwich with lettuce and tomato (served with fries) \$7.25	14	Veggie mix salad – includes spring mix greens, broccoli, cucumber, cauliflower, tomato, chickpeas, and your choice of dressing \$8.20
4	 2 Chicken tacos with guacamole, rice, and refried beans \$7.45	15	Lettuce wedge with blue cheese dressing \$7.25
5	2 Beef tacos with rice and refried beans \$6.80		<b>Sides</b>
6	2 Fish tacos with rice and refried beans \$7.50		
7	 Mediterranean veggie wrap (spinach, cucumbers, hummus, red onions, olives, feta cheese) \$6.50		
8	Southwest chicken wrap (grilled chicken, lettuce, cheese, onions, and ranch dressing) \$7.25		
9	 Turkey club sandwich with lettuce, cheese, and tomato (served with fries) \$8	16	Fries: \$1.50
10	Bacon, lettuce, and tomato (BLT) toasted sandwich (served with fries) \$6.50	17	Onion rings: \$2
11	Grilled cheese sandwich with a cup of tomato soup \$6	18	Potato salad: \$2.50
		19	Cole slaw: \$2.50
		20	Applesauce: \$1.50
		21	Fresh fruit: \$1
			<b>Beverages</b>
		22	Sodas: (diet or regular) \$2
		23	Lemonade: small \$2
		24	Tea: small \$2
		25	Milk: \$1.50
		26	Water: free

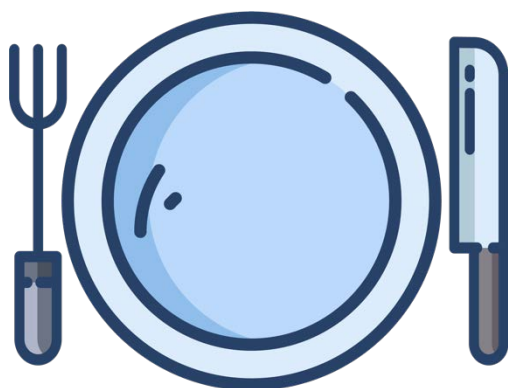
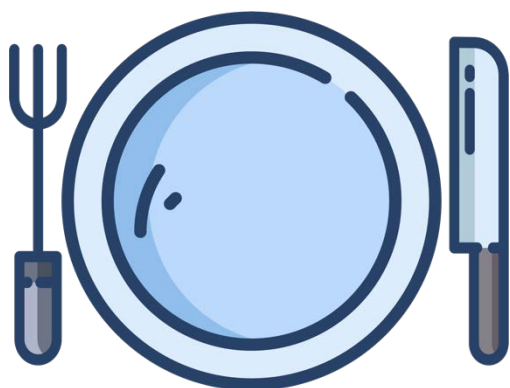
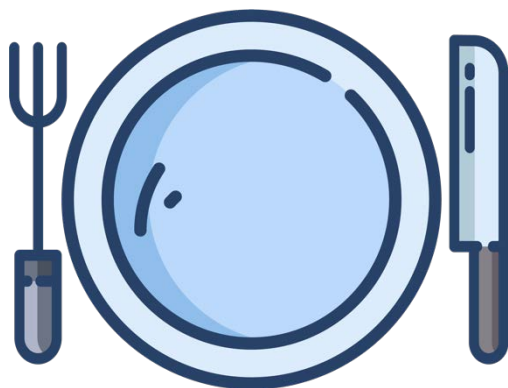
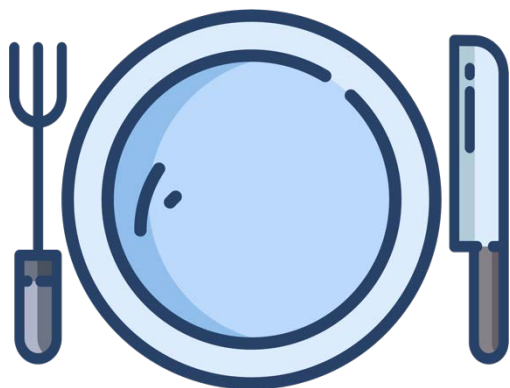
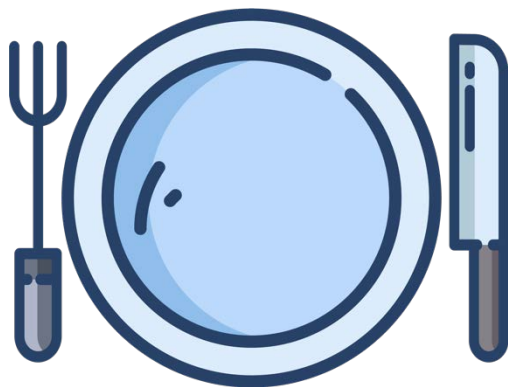
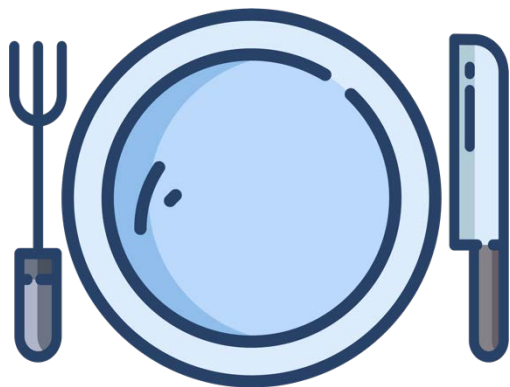


## Activity 3c. Dinner Time budget planning handout

- How many family members plan to dine out? \_\_\_\_\_
- What is your family's budget for the meal? \_\_\_\_\_
- You may choose any items on the menu, but the total cost must remain within the budget.

Family member	Selection (sandwich, side, beverage)	Cost
Meal total cost		
Difference from budget		

## Activity 3c. Dinner Time empty plates handout



## Station 4. Printable Materials

Please refer to pages I-1 and I-2 for printing guidance on these materials.

## Station 4. How Many of Me? instructions

1. Cut a piece of ribbon equal in length to the height of your child.
2. You will call the length of ribbon by the name of the person whose height you used. For example, the ribbon cut to match the height of Jacob is called a “Jacob.”
3. Use the prompts and the ribbon to measure different dimensions around the room.

## Station 4. How Many of Me?

### Family prompts grades K–1

1. What are some things in this room that you could measure with your ribbon?
2. Let's use the length of your ribbon to measure the length of the room or the bleachers. First, let's estimate. How many "Jacobs" do you think it will take to equal the length of the room? How many "Jacobs" does another family member think it will take?
3. Next, use the ribbon to count how many "Jacobs" would fit across the room. Whose guess was closer?
4. Which side of the room do you think is longer? How could we measure to find out?
5. Use the ribbon to measure the width of the room.
6. Now that you've measured the length and width of the room, make a guess about how many "Jacobs" it would take to equal the height of the room. How did you make your guess?

## Station 4: How Many of Me?

### Family prompts grade 2–3

1. Use your ribbon to measure the length of the room in “Jacobs.”
2. Cut a piece of different colored ribbon equal in length to the height of a different family member, and call it by the name of the person whose height you used; for example, the ribbon cut to match the height of Grandma is called “a Grandma.”
3. Which do you think will be greater: the number of “Jacobs” needed to measure the length of the room or the number of “Grandmas”? Why?
4. Check your prediction: use the ribbon to measure the length of the room in “Grandmas.”
5. Compare the results to your prediction. Is anything surprising?
6. Discuss why the number of “Jacobs” is different from the number of “Grandmas.”
7. If time remains:
  - a. How could we figure out the perimeter? (The perimeter is the total length around the room where the wall meets the floor.)
  - b. Would you rather measure in “Jacobs” or “Grandmas”? Why?
  - c. Measure the width of the room. Then add length + width + length + width to calculate the perimeter.

## Station 4. How Many of Me?

### Family prompts grade 4–5

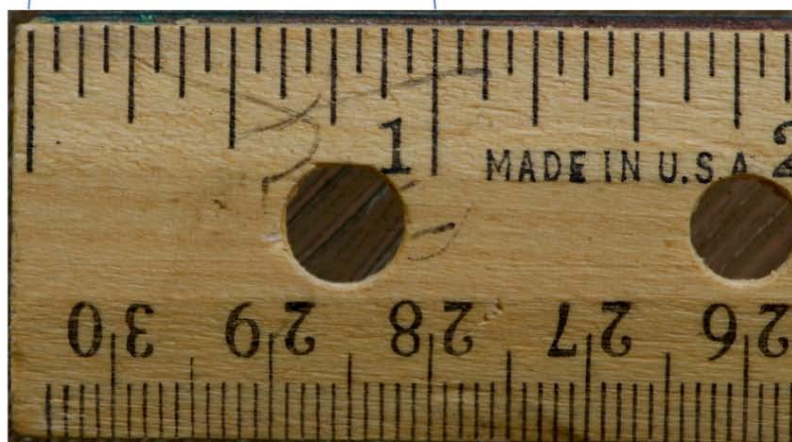
1. Use your ribbon to measure the length of the room in “Jacobs.”
2. Which is longer: an inch or a foot? Allow your child to look at a ruler, yardstick, or tape measure to decide.
3. Estimate: About how long is a “Jacob” in inches?
4. Measure your ribbon in inches.
5. Can you calculate the length of your ribbon in feet now that you know it in inches? Measure your ribbon in feet to check.
6. Which is longer: a meter or a centimeter? Allow your child to look at a meterstick or tape measure to decide.
7. Estimate: About how long is a “Jacob” in centimeters?
8. Measure your ribbon in centimeters and meters.
9. Can you use the length of the room in “Jacobs” to calculate the length of the room in feet?
10. Which do you think will be greater: the height of the room or the length? Why?

## Measurement reference sheet

This side of the ruler  
measures in inches.

1 inch

12 inches = 1 foot  
3 feet = 1 yard



This side of the ruler  
measures in centimeters.

1 centimeter

1 millimeter

10 millimeters = 1 centimeter  
100 centimeters = 1 meter



## Printable exit ticket

Core planning teams can customize the sample exit ticket to collect feedback on their Community Math Night program.

## Appendix I. Community Math Night Activity Instructions, Prompts, and Handouts

Thank you for coming to Community Math Night! Please share your thoughts to help us improve.				
Choose the response that best describes your level of agreement with the following statement:				
	Strongly disagree	Disagree	Agree	Strongly agree
I understand the role of positive math attitudes and growth mindset in supporting math learning.				
I actively engaged in the math station activities with my child.				
I learned new ways to support my child in learning math.				
What did you <b>enjoy</b> about your Community Math Night experience?				
What new <b>strategies or ideas</b> , if any, did you learn from the Community Math Night?				
What, if anything, was confusing or do you have <b>questions</b> about from the Community Math Night?				
What <b>improvements</b> , if any, would you suggest for Community Math Nights in the future?				