

At-Home Activities from *Investigations 3*

Quick Images

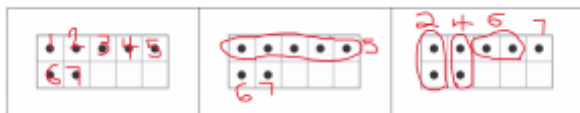
Quick Images develops students' ability to visualize quantities and to use numbers and notation to describe them. In this activity, students briefly see an arrangement of dots or stickers, several times. They work to determine the number of dots or stickers, & to explain how they saw & remembered it.

Kindergarten

You're going to see dots in a Ten Frame, for a short time. As you look at it, think about how you would make a copy. You will have a chance to look again! Follow these steps:

- Look at the image for about 5 seconds.
- Use counters and [a blank Ten Frame](#) to make a copy.
- Look at the image for another 5 seconds.
- Check your work. Do you want to change anything?
- Leave the image showing. Describe how you saw and remembered it. ... Is there another way to see it?

For example, here are three different ways students saw one image:



Try More

- Here are videos you can use to do two Quick Images: [Image 1](#), [Image 2](#).
- If you'd rather work offline, print or sketch [these images](#) on cards and shuffle them. Flip a card and then follow the directions above, turning the card face down after the 5 seconds is up each time.

Resources

MWI: [Ten Frames](#)

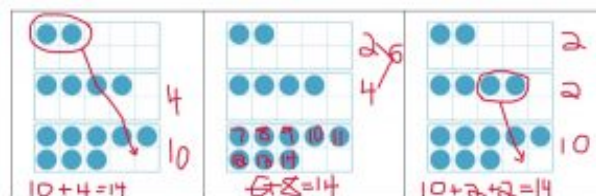
(CCSS: K.CC.A.1, K.CC.b.4a, K.CC.B.4b, K.CC.B.5)

Grade 1

You're going to see some Ten Frames with dots, for a short time. As you look, think about how many dots you see and how you know. You will have a chance to look again! Follow these steps:

- Look at the image for about 5 seconds.
- Think about how many dots you see and how you know.
- Look at the image for another 5 seconds.
- Check your work. Do you want to change your thinking?
- Leave the image showing. Discuss how you saw and remembered the image. ... Is there another way to see it?

For example, here are three different ways students saw one image:



Try More

- Videos to use: [Image 1](#), [Image 2](#).
- If you'd rather work offline, print/sketch [these images](#) on cards & shuffle. Flip a card & follow the steps above, turning the card face down after each 5 second view. (Or, turn over 3 of [these](#), with 2 that make 10.)

Resources

MWI: [Combinations of 10](#)

(CCSS: 1.OA.B.3, 1.OA.C.6)

Quick Images

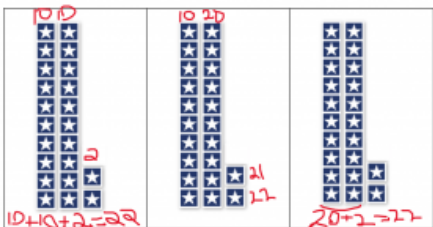
Quick Images develops students' ability to visualize quantities and to use numbers and notation to describe them. In this activity, students briefly see an arrangement of dots or stickers, several times. They work to determine the number of dots or stickers, & to explain how they saw & remembered it.

Grade 2

You're going to see some stickers, for a short time. As you look, think about how many stickers you see & how you know. You will have a chance to look again! Follow these steps:

- Look at the image for about 5 seconds.
- Think about how many stickers you see and how you know.
- Look at the image for another 5 seconds.
- Check your work. Do you want to change your thinking?
- Leave the image showing. Discuss how you saw and remembered the image. ... Is there another way to see it?

For example, here are three different ways students saw one image:



Try More

- Here are videos you can use to do two Quick Images: [Image 1](#), [Image 2](#).
- If you'd rather work offline, print/sketch [these images](#) on cards & shuffle. Flip a card & follow the steps above, turning the card face down after each 5 second view. (Or, use [these](#) to make images of 2-digit #s.)

Resources

MWI: [Sticker Station: Tens and Ones](#)

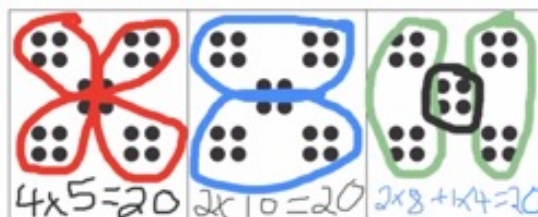
(CCSS: 2.NBT.A.3)

Grade 3

You're going to see an image of dots for about 3 seconds. As you look it, think about how many dots and how you know. You will have a chance to look again! Follow these steps:

- Look at the image for 3 seconds.
- How many dots did you see? You may want to write down some numbers or equations.
- Look at the image for 3 more seconds.
- Write an equation that includes multiplication that shows how you saw the image.
- Leave the image showing. Check your equation. Does it match the image? Can you write a different equation that *also* matches the image?

For example, here are some equations students wrote for one image:



Try More

- Here are videos you can use to do two Quick Images: [Image 1](#), [Image 2](#).
- Or, if you want to do the activity offline, print out [these images](#) and cut them into cards. Then, follow the directions above, turning the card face down after the 3 seconds is up each time.

(CCSS: 3.OA.C.7)

Quick Images

Quick Images develops students' ability to visualize quantities and to use numbers and notation to describe them. In this activity, students briefly see an arrangement of dots or stickers, several times. They work to determine the number of dots or stickers, and to explain how they saw and remembered it.

Grade 4

You're going to see an image of dots for about 3 seconds. As you look it, think about how many dots and how you know. You will have a chance to look again! Follow these steps:

- Look at the image for 3 seconds.
- How many dots did you see? You may want to write down some numbers or equations.
- Look at the image for 3 more seconds.
- Write an equation that includes multiplication that shows how you saw the image.
- Leave the image showing. Check your equation. Does it match the image? Can you write a different equation that *also* matches the image?

For example, here are some equations students wrote for one image:



Try More

- Here are videos you can use to do two Quick Images: [Image 1](#), [Image 2](#).
- Or, if you want to do the activity offline, print out [these images](#) and cut them into cards. Then, follow the directions above, turning the card face down after the 3 seconds is up each time.

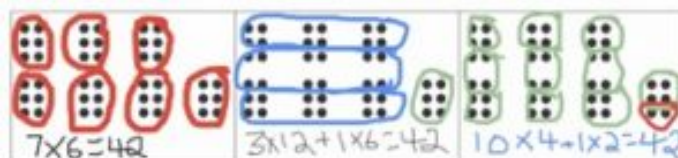
(CCSS:4.NBT.B.5)

Grade 5

You're going to see an image of dots for about 3 seconds. As you look it, think about how many dots and how you know. You will have a chance to look again! Follow these steps:

- Look at the image for 3 seconds.
- How many dots did you see? You may want to write down some numbers or equations.
- Look at the image for 3 more seconds.
- Write an equation that includes multiplication that shows how you saw the image.
- Leave the image showing. Check your equation. Does it match the image? Can you write a different equation that *also* matches the image?

For example, here are some equations students wrote for one image:



Try More

- Here are videos you can use to do two Quick Images: [Image 1](#), [Image 2](#).
- Or, if you want to do the activity offline, print out [these images](#) and cut them into cards. Then, follow the directions above, turning the card face down after the 3 seconds is up each time.

(CCSS: 5.NBT.B.5)