

Nifty Numbers

and connections with TEKS

Mathematical Process Standards

Apply mathematics to problems arising in everyday life, society, and the workplace.

Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.

Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

Create and use representations to organize, record, and communicate mathematical ideas.

Analyze mathematical relationships to connect and communicate mathematical ideas.

Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

All of the *Nifty Numbers* activities were designed to promote critical thinking skills. The parent participation booklet offers some suggested higher-order thinking questions for parents to ask their children as they are involved in the activity. As parents work with their children and enter into deeper mathematical conversations, they will be addressing the *Mathematical Process Standards* and promoting greater learning and understanding.

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Dominoes	
Beginning Level	K.2A; K.2B; K.2C; K.2D; K.2I; K.3A; K.3B; K.3C; K.5; 1.2A; 1.3B; 1.3C; 1.3D; 1.3E; 1.3F; 1.5D; 1.5F; 1.5G
Intermediate Level	1.5E; 2.4A; 2.4D; 2.7C; 3.4A; 3.5A
Advanced Level	Emphasis on the reinforcement of earlier concepts.
Growing Equations	
Beginning Level	K.2A; K.2B; K.2C; K.2D; K.2E; K.2F; K.2I; K.3A; K.3B; K.3C; K.5; 1.2A; 1.2B; 1.2C; 1.3B; 1.3C; 1.3D; 1.3E; 1.3F; 1.5D; 1.5F; 1.5G
Intermediate Level	2.2A; 2.2B; 2.4A; 2.4B; 2.4C; 2.6A; 2.6B; 2.7C; 3.2A; 3.4A; 3.4E; 3.4F; 3.4G; 3.4H; 3.4J; 3.4K; 3.5A; 3.5B; 3.5D
Advanced Level	4.3A; 4.3B; 4.3E; 4.4A; 4.4B; 4.4C; 4.4D; 4.4E; 4.4F; 4.4H; 4.5A; 5.3A; 5.3B; 5.3C; 5.3G; 5.3K; 5.3L; 5.4E
Nimble Numbers	
Beginning Level	K.2A; K.2B; K.2C; K.2D; K.2E; K.2F; K.2G; K.2H; K.2I; K.3B; K.5; 1.2A; 1.2B; 1.2D; 1.3B; 1.3C; 1.3D; 1.3E; 1.3F; 1.5F
Intermediate Level	2.2D; 2.2E; 2.2F; 2.4A; 2.4B; 2.4C; 2.7B; 3.2A; 3.2B; 3.4A; 3.5A
Advanced Level	5.4A
Pattern	
Beginning Level	Pattern is the foundation of mathematics. Students create, extend and describe patterns.
Intermediate Level	2.4A; 2.6A; 2.6B; 2.7A; 3.4E; 3.4F; 3.4I; 3.4K; 3.5B; 3.5D
Advanced Level	4.3E; 4.4A; 4.5B; 5.3K; 5.4C

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Pattern Blocks	
Beginning Level	K.2A; K.2C; K.2E; K.2F; K.2G; K.6A; K.6D; K.6F; 1.2D; 1.6A; 1.6B; 1.6D; 1.6F
Intermediate Level	2.3A; 2.3B; 2.3C; 2.3D; 2.8C; 3.3A; 3.3C; 3.3D; 3.3E; 3.3F; 3.3G; 3.3H; 3.6A; 3.6B
Advanced Level	4.3A; 4.3B; 4.3C; 4.3F; 4.6D; 5.3H; 5.5
Rolling Numbers	
Beginning Level	K.2A; K.2B; K.2C; K.2D; K.2E; K.2F; K.2G; K.5; 1.2A; 1.2D; 1.3B; 1.3D; 1.3E; 1.3F; 1.5F; 1.5G
Intermediate Level	2.4A; 2.4C; 2.4D; 2.7A; 2.7C; 3.4A; 3.4I; 3.5A
Advanced Level	4.5A; 5.4B
Unknowns	
Beginning Level	K.2A; K.2B; K.2C; K.2D; K.2G; K.2I; K.3A; K.3A; K.3B; K.3C; K.5; 1.2A; 1.2B; 1.3B; 1.3C; 1.3D; 1.3E; 1.3F; 1.5D; 1.5F; 1.5G
Intermediate Level	2.4A; 2.6A; 2.6B; 2.7C; 3.4A; 3.4D; 3.4E; 3.4F; 3.4H; 3.4J; 3.4K; 3.5A; 3.5B
Advanced Level	4.4H; 4.5A; 5.3A; 5.4B
Who Am I?	
Beginning Level	K.2A; K.2B; K.2F; K.2H; K.3A; K.3B; K.3C; K.5; 1.2D; 1.2E; 1.3A; 1.3D; 1.3E; 1.3F; 1.5A; 1.5C; 1.5F; 1.5G
Intermediate Level	2.2C; 2.2D; 2.4A; 2.6A; 2.7A; 3.4D; 3.4E; 3.4F; 3.4I; 3.4K; 3.5A; 3.5B; 3.5D
Advanced Level	4.4E; 4.4H; 4.5A; 5.4A; 5.4B