



Encouraging students **HOW** to think.

— **THE THINK TANKS** FOR GRADES 1-6 —



THE THINK TANK
Computation and
Number Sense



THE THINK TANK
Thinking Mathematically
and Problem Solving



THE THINK TANK
Measurement and
Geometric Thinking



...an excellent resource



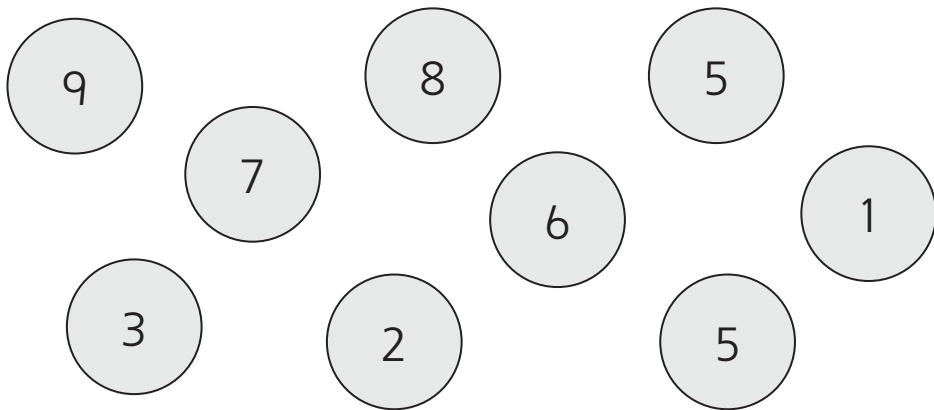
“*Think Tanks* are an excellent resource to help me meet the needs of my heterogeneous classroom. They are self-directed, easy for kids to monitor their own progress, and provoke children’s curiosity. They help with that ‘I’m finished, what do I do now?’ time as well as make an excellent choice during centers time.”

CHRIS NATALE
Math Coordinator

Manorhaven School
Port Washington, New York

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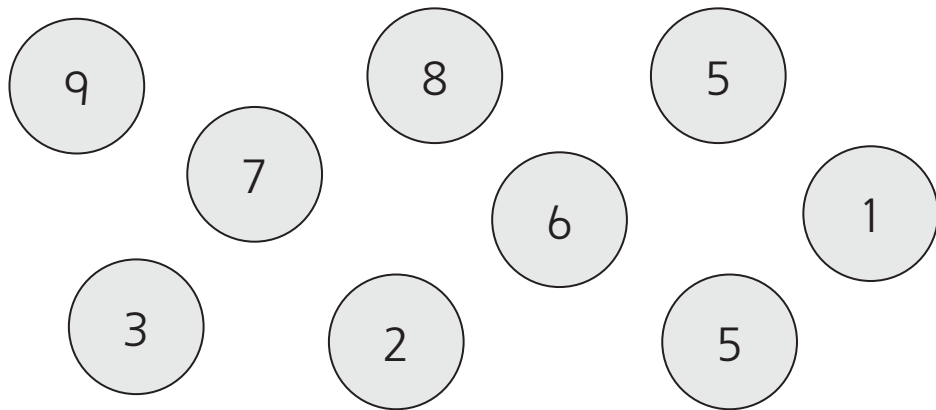
Place counters on pairs of numbers that **add to 10**.



Which number is **not** covered?



Coloca contadores sobre los pares de números que **sumen 10**.

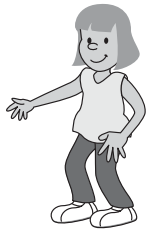


¿Cuál número **no** está cubierto?





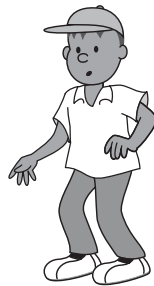
A



B



C



D

Clues

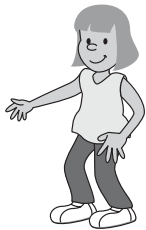
- Noah is the **tallest**.
- Andre is the **shortest**.
- Carmen is standing **next** to Andre.
- Peta is standing **between** Carmen and Noah.

A is _____ B is _____ C is _____ D is _____





A



B



C



D

Pistas

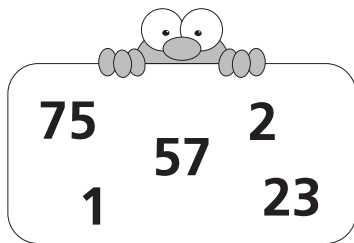
- Noah es **el más alto**.
- Andre es **el más bajo**.
- Carmen está **junto** a Andre.
- Peta está **entre** Carmen y Noah.

A es _____ B es _____ C es _____ D es _____



Use all of the numbers on the sign to complete the story.

The story must make sense.



One warm day, Antonio cycled ^{a.} km to the park.

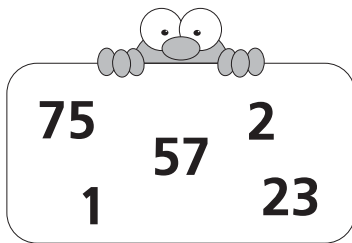
The temperature was about ^{b.} °C. Almost ^{c.} hour, or ^{d.} minutes later, Max arrived at the park.

The boys played basketball for more than an hour, or ^{e.} minutes.



Usa todos los números en el cartel para completar la historia.

La historia debe tener sentido.



En un día caluroso, Antonio recorrió ^{a.} km en bicicleta en el parque. La temperatura era aproximadamente de ^{b.} °C. Casi ^{c.} hora, o ^{d.} minutos después, Max llegó al parque. Los niños jugaron básquetbol por más de una hora, o ^{e.} minutos.



Linda has more than 6 sports cards.

When she puts the cards in groups of 4, she has no cards left.

When she puts the cards in groups of 5, she has 2 cards left.

- What is the least number of sports cards Linda could have?
- Write how you figured it out.



Linda tiene más que 6 tarjetas de deportes.

Cuando ella pone las tarjetas en grupos de 4, no le sobran tarjetas.

Cuando ella pone las tarjetas en grupos de 5, le sobran 2 tarjetas.

- ¿Cuál es el menor número de tarjetas de deportes que puede tener Linda?
- Escribe cómo lo calculaste.

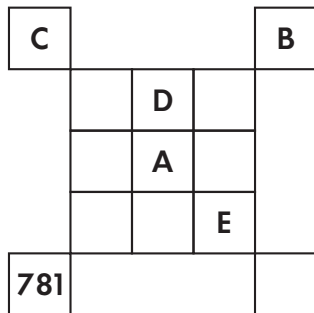


**PENSADORES
MINUCIOSOS**

Here is a **chunk** of a hundred chart.

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 701 | 702 | 703 | 704 | 705 | 706 | 707 | 708 | 709 | 710 |
| 711 | 712 | 713 | 714 | 715 | 716 | 717 | 718 | 719 | 720 |

This is a **piece** of the same chart.



Write the numbers that belong at A, B, C, D, and E.



**QUICK
THINKERS**

Aquí hay un **trozo** de una tabla de cien.

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 701 | 702 | 703 | 704 | 705 | 706 | 707 | 708 | 709 | 710 |
| 711 | 712 | 713 | 714 | 715 | 716 | 717 | 718 | 719 | 720 |

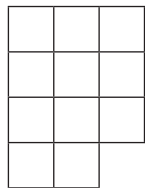
Aquí hay una **pieza** de la misma tabla.

| | | | | |
|-----|--|---|---|---|
| C | | | | B |
| | | D | | |
| | | A | | |
| | | | E | |
| 781 | | | | |

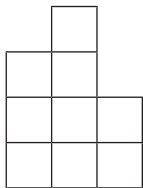
Escribe los números que pertenecen a A, B, C, D y E.



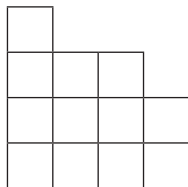
**PENSADORES
RÁPIDOS**



Top View

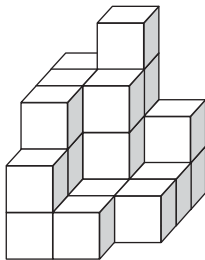


Front View

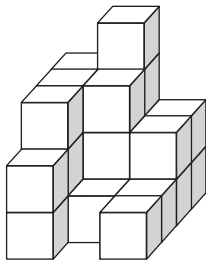


Left Side View

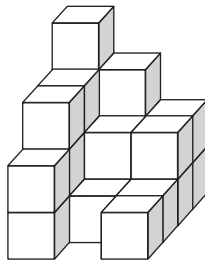
Which stack of cubes matches these 3 views?



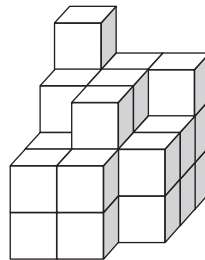
A



B



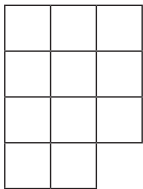
C



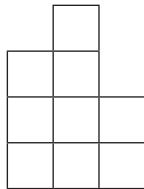
D



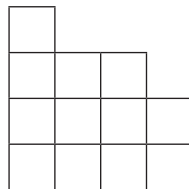
**MASTER
MINDS**



Vista desde arriba

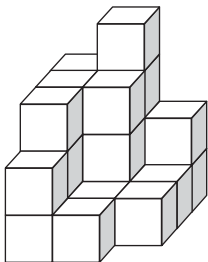


Vista frontal

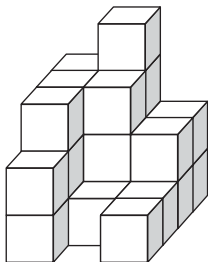


Vista del lado derecho

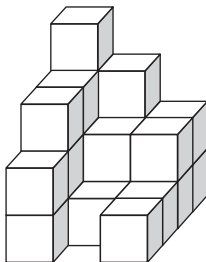
¿Cuál pila de cubos corresponde a las 3 vistas?



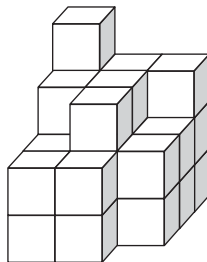
A



B



C



D



**MENTES
MAESTRAS**

Student Progress Chart

Name _____

Draw a ✓ in the box to show the matching card has been completed.

| | Activities | | | | | | | | | | | | | | | | | | | | |
|------------------|------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| Steady Starters | | | | | | | | | | | | | | | | | | | | | |
| Brain Busters | | | | | | | | | | | | | | | | | | | | | |
| Fact Finders | | | | | | | | | | | | | | | | | | | | | |
| Game Changers | | | | | | | | | | | | | | | | | | | | | |
| Head Expanders | | | | | | | | | | | | | | | | | | | | | |
| Master Minds | | | | | | | | | | | | | | | | | | | | | |
| Ponder Puzzles | | | | | | | | | | | | | | | | | | | | | |
| Problem Posers | | | | | | | | | | | | | | | | | | | | | |
| Tough Teasers | | | | | | | | | | | | | | | | | | | | | |
| No Brainers | | | | | | | | | | | | | | | | | | | | | |
| Quirky Questions | | | | | | | | | | | | | | | | | | | | | |
| Ready Riddles | | | | | | | | | | | | | | | | | | | | | |

What **ARE** The Think Tanks?

The Think Tanks provide ready-to-use opportunities for students in grades 1-6 to apply learning, foster thinking skills, and increase procedural fluency.



What is **IN** The Think Tank?

There are three sets of *The Think Tanks* per grade level. Each box contains:

- 240 laminated problem cards
- English and Spanish language on each card
- a reproducible student progress chart
- key problems for student portfolios
- teachers' notes
- answer cards

How do I **USE** The Think Tank?

The flexible and powerful exercises in *The Think Tanks* are suitable for whole group, small group, or independent work.

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