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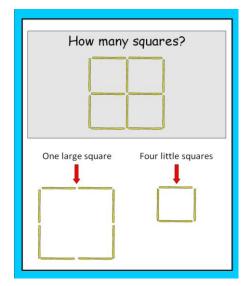
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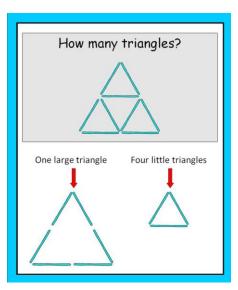
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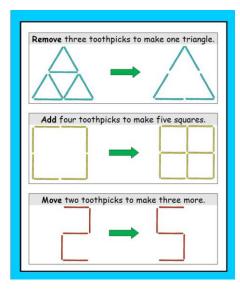
Lesson Plans

Objective: Explain to your students that the goal of this activity is: to solve problems using toothpicks

Poster: Post all three posters as you work through this packet (located at the end of this packet) for students to see. The purpose of these posters (from the word "post") is to guide your students in their work. Let me explain...







A quick look at this design often results in an incorrect answer. Most students will identify four squares, failing to notice that there is a <u>large</u> square as well as the four <u>little</u> squares. The same is true for triangles.

There are three types of action a student may perform: add, subtract, or rearrange. I use the terms "add," "remove" and "move."

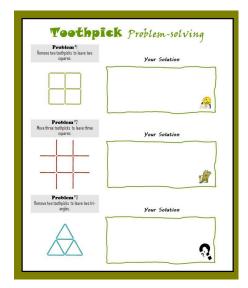
Toothpicks: Students need toothpicks for this activity. Why? We work better with something in our hands, to manipulate (hence the education term, manipulatives), much easier for the mind to grasp than abstract visualization. Think of long multiplication without the white board to help you. Imagine having to describe it in words. Not easy!

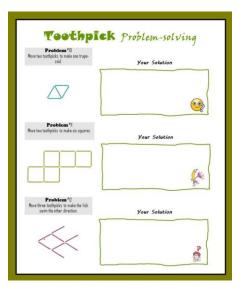
Why toothpicks? In the old days, <u>matchsticks</u> were used for this activity, but I prefer NOT to use them for very obvious reasons. I really don't want to get called into the principal's office to explain why my kids are catching things on fire in the restroom.

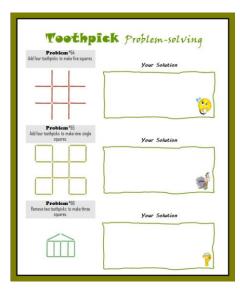
What kind of toothpicks? There are two types of toothpicks: the <u>round</u> kind and the <u>flat</u> kind. I always buy the flat kind. Why? They are stackable (like Popsicle sticks), forming a neat stack, so they don't roll off the desk as often. The round kind, typically found in restaurants in parts of the country where beef is served more frequently, tend to roll across the desk and onto the floor. And they're too pointy. Imagine your students poking each other in jest, ha-ha, and again, having to explain to the principle why students are stabbing each other on the playground using the weapons that YOU supplied. Find the flat kind and avoid the issues.

Be careful about explaining what students can't do (like build a toothpick pea-shooter with a straw and shooting them at each other). If you give them the idea, then they just might build it (against your wishes).

Printable Handouts: Here are three of my thirty-three handouts (see below).



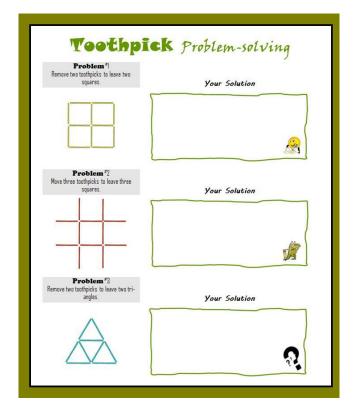




Now, you are ready for lesson one. Let's go. Make copies and hand them out.

I ALWAYS have my students work in pairs/partners (except for tests). They prefer it, and so do l. Here are several reasons: 1) Two minds are better than one, as there is a greater chance of one student correcting the other and getting it right. 2) Socialization, talking, language, content-based discussion and problem solving. We are a social species. This idea of silence in the classroom is ridiculous, unproductive, and creates negative feelings towards schooling. 3) Turn-taking instead of the "every man for himself" approach of yester-year's schooling. 4) I need half as much paper/printing. There are lots of good reasons to assign work to partners and very few negatives. My students get used to this format quickly each year. It's every day, not a novelty. And I demand that they focus. I listen as I move around the room, aware of what they are saying and making sure that their talk is related to the work. And here is a trick I picked up: if THEY are watching YOU, then they aren't working.

Talking is NOT a privilege. It is a right and must be nurtured by us, the teachers and parents.



Your solution: Do you want your students to use words? or pictures? or arrows to show Add, Remove or Move? Model for them exactly what you want them to do in the first few lessons and they'll do exactly that in the rest.

Add: draw a plus sign (+) to show an added toothpick.

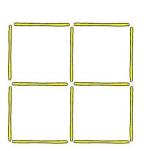
Remove: draw an X on the drawing on the left to show a deleted toothpick.

Move: use an arrow, from the drawing on the left to their drawing on the right to show a moved toothpick.

There are three formats that this lesson can take:

| Whole-class | Teach several lessons to the whole class, in the class. Take your time. Be the guide on the side and let them tell you how it is done. |
|-------------|--|
| Homework | After a few lessons have occurred in class, then assign this as homework. |
| Centers | Or, place this activity in a learning center. |

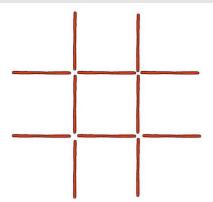
Problem #1 Remove two toothpicks to leave two squares.



Your Solution



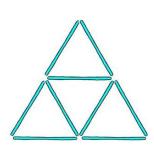
Problem #2 Move three toothpicks to leave three squares.



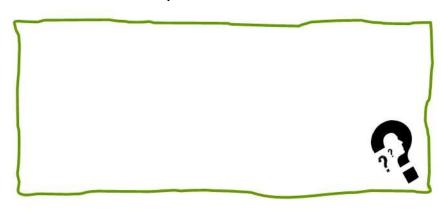
Your Solution



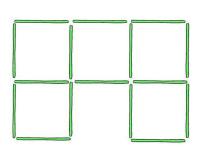
Problem #3
Remove two toothpicks to leave two triangles.



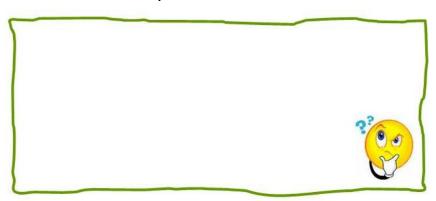
Your Solution



Problem [#]4 Move six toothpicks to make fifteen squares.



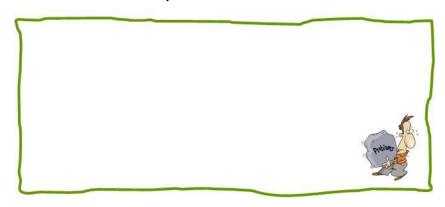
Your Solution

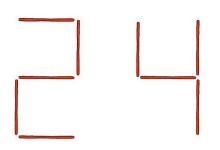


Problem #5
Remove four toothpicks to leave three triangles.



Your Solution





Your Solution



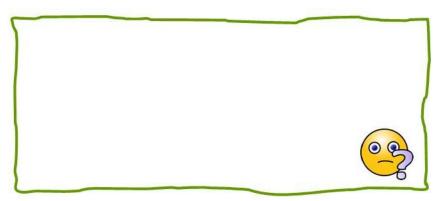
Problem #7 Move two toothpicks to make four trian-Your Solution gles. Problem #8 Remove four toothpicks to make two Your Solution squares. Problem #9 Remove six toothpicks to make five Your Solution squares.

Problem #II

Move two toothpicks to make one trapezoid.



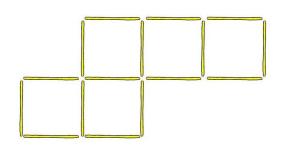


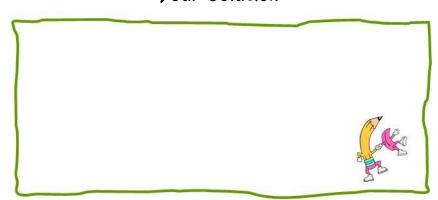


Problem #||

Move two toothpicks to make six squares.

Your Solution

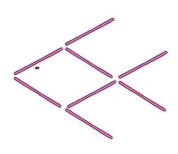


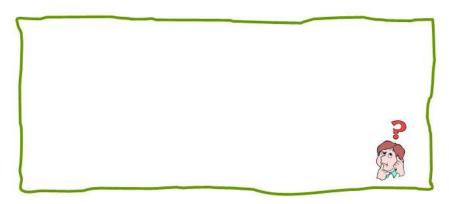


Problem #12

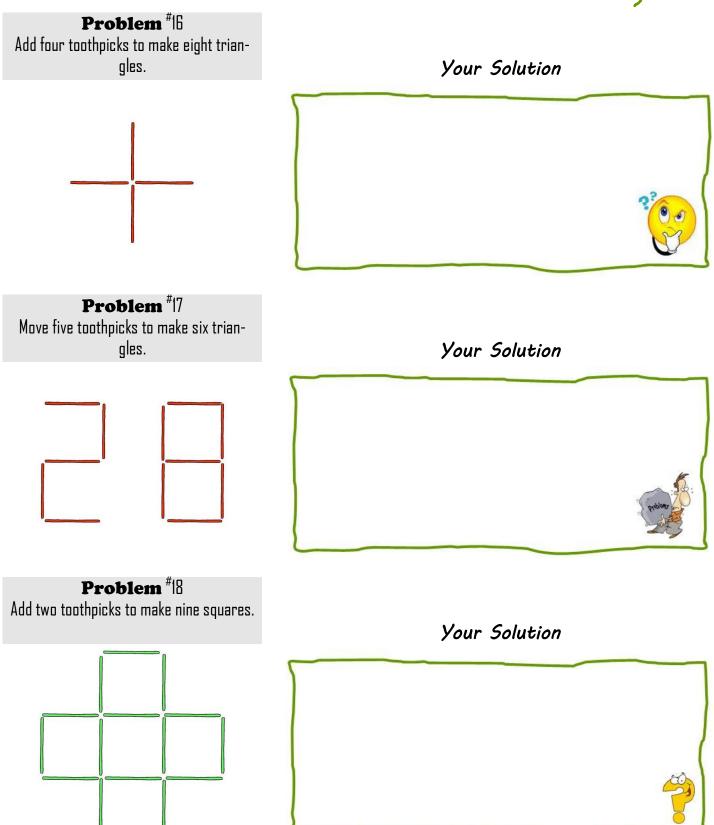
Move three toothpicks to make the fish swim the other direction.

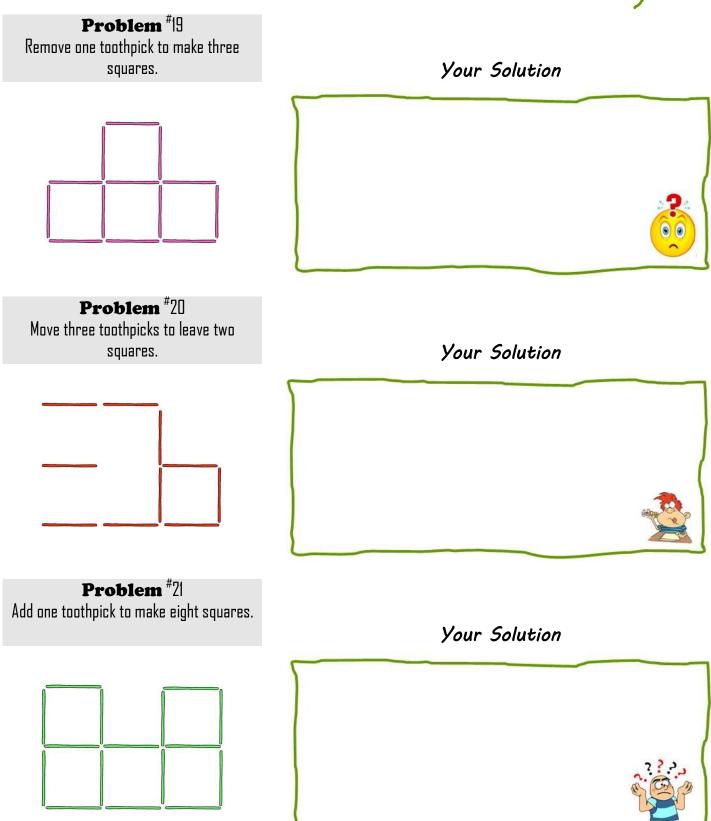
Your Solution





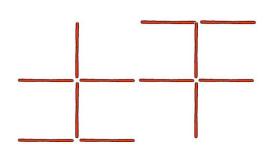
Problem #13 Move two toothpicks to make seven Your Solution squares. Problem #14 Remove four toothpicks to make five Your Solution squares. Problem #15 Remove three toothpicks to leave a trapezoid and a rhombus. Your Solution



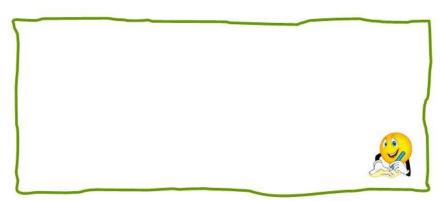


Problem #22 Move three triangles to make five trian-Your Solution gles. Problem #23 Move two toothpicks to leave four squares. Your Solution **Problem** #74 Remove six toothpicks to leave three Your Solution squares.

Problem #25 Move four toothpicks to leave five squares.



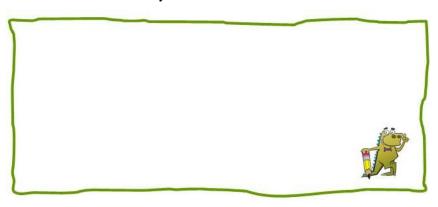
Your Solution



Problem *26 Remove three toothpicks to leave three triangles.



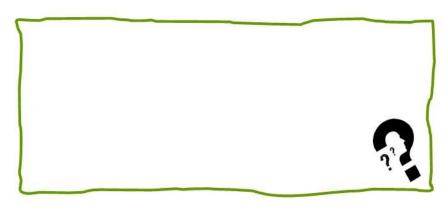
Your Solution

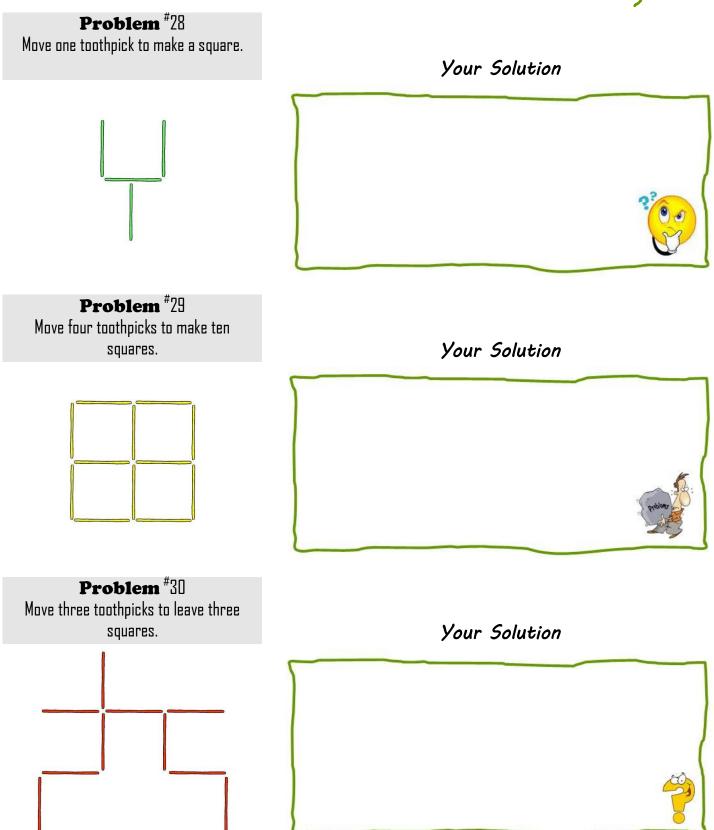


Problem *27
Add one toothpick to make seven squares.

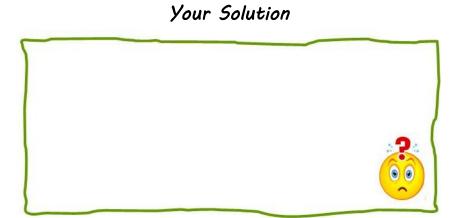


Your Solution

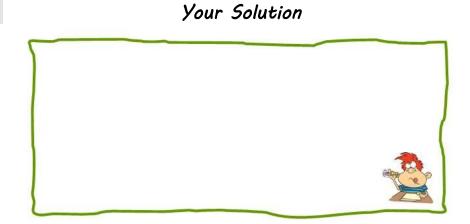


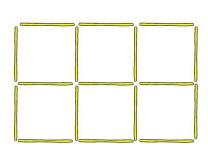


Problem #31 Move four triangles to make one triangle.

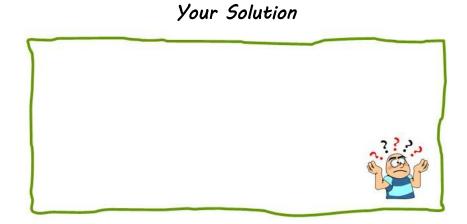


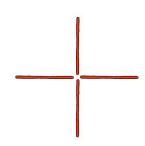
Problem #32
Remove four toothpicks to leave four squares.

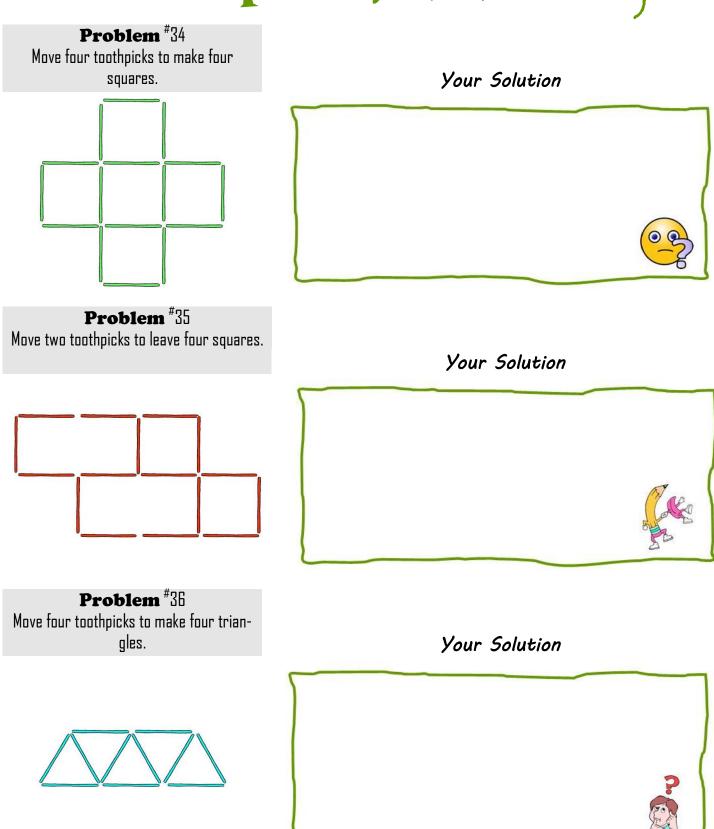




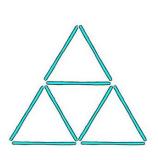
Problem #33 Move one toothpick to form an even number.

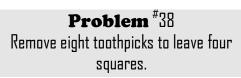


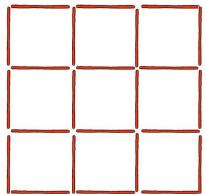




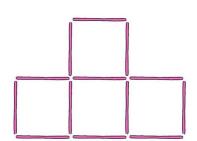
Problem #37
Remove two toothpicks to leave three triangles.



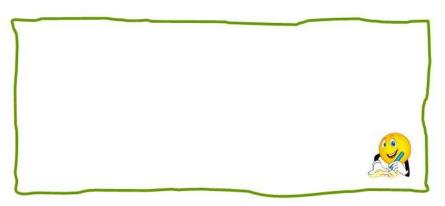




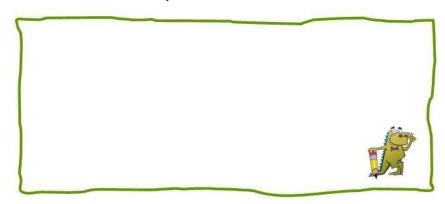
Problem #39
Add two toothpicks to make eight squares.



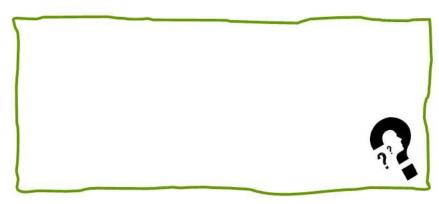
Your Solution



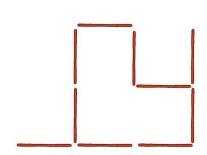
Your Solution

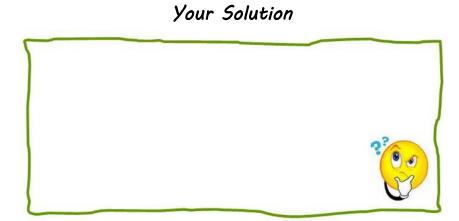


Your Solution

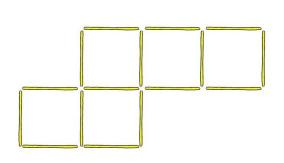


Problem #40 Move two toothpicks to leave three squares.





Problem *41 Add four toothpicks to make ten squares.



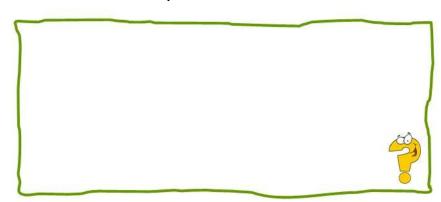
Your Solution

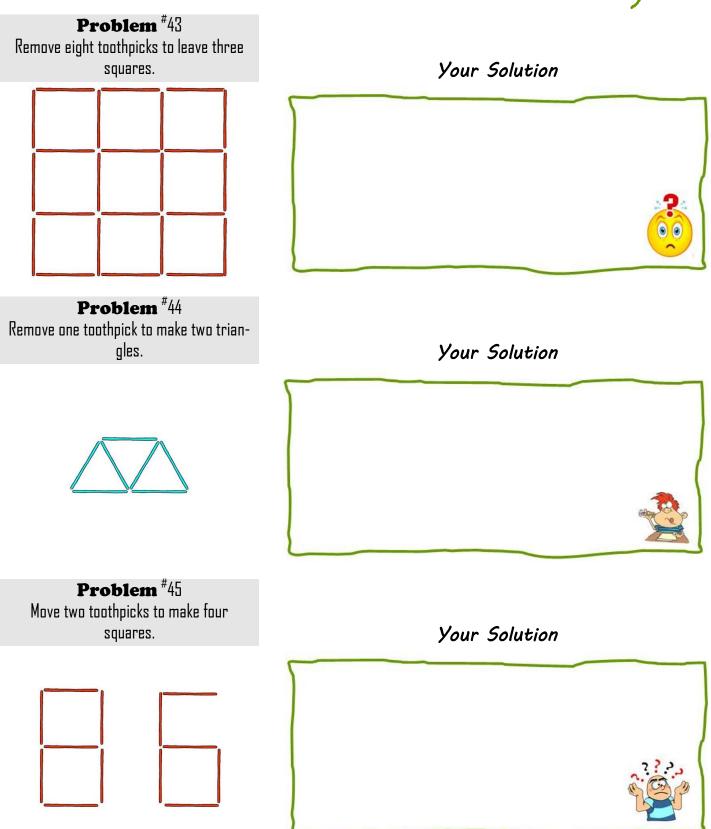


Problem #42 Remove five toothpicks to leave one pentagon.

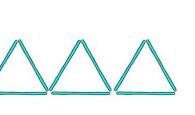


Your Solution





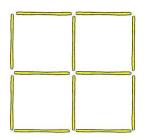
Problem #46 Add two toothpicks to make five triangles.



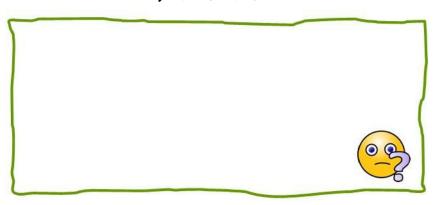
Problem #47
Move two toothpicks to make eleven squares.



Problem #48
Remove two toothpicks to leave three squares.



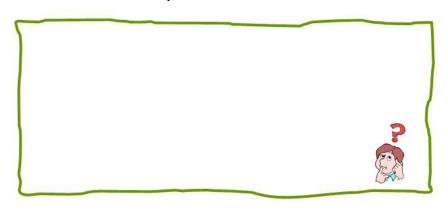
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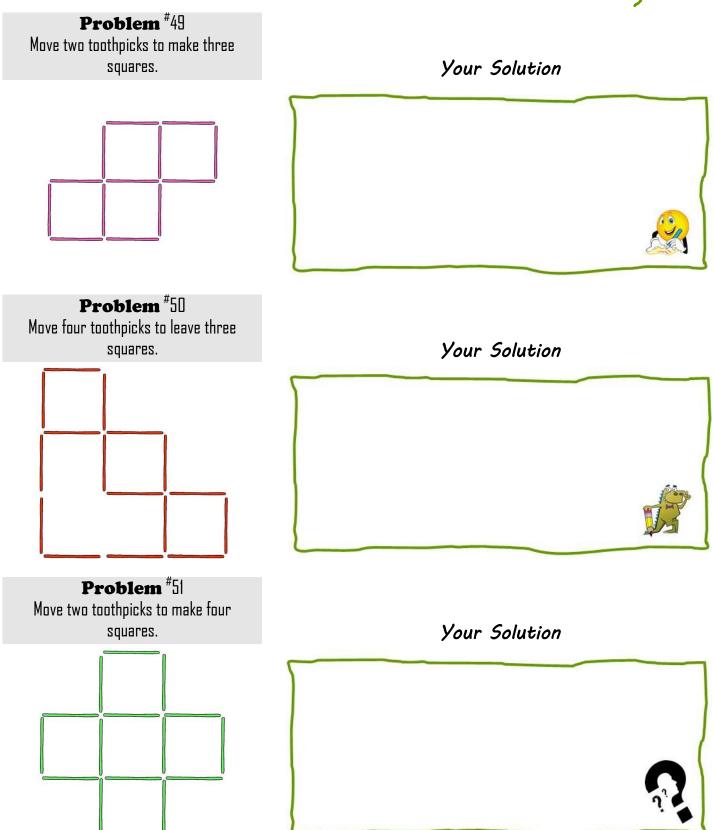


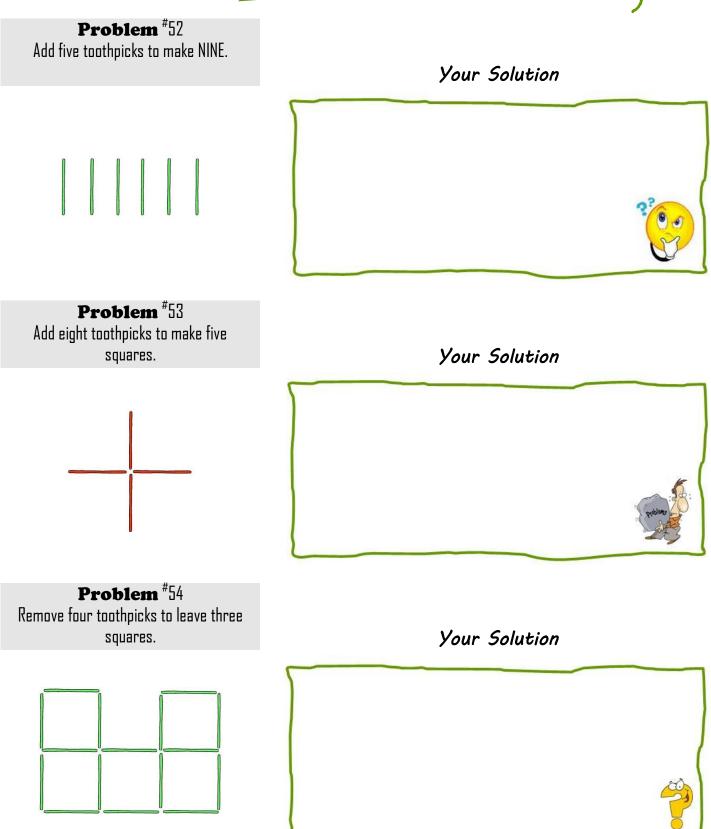
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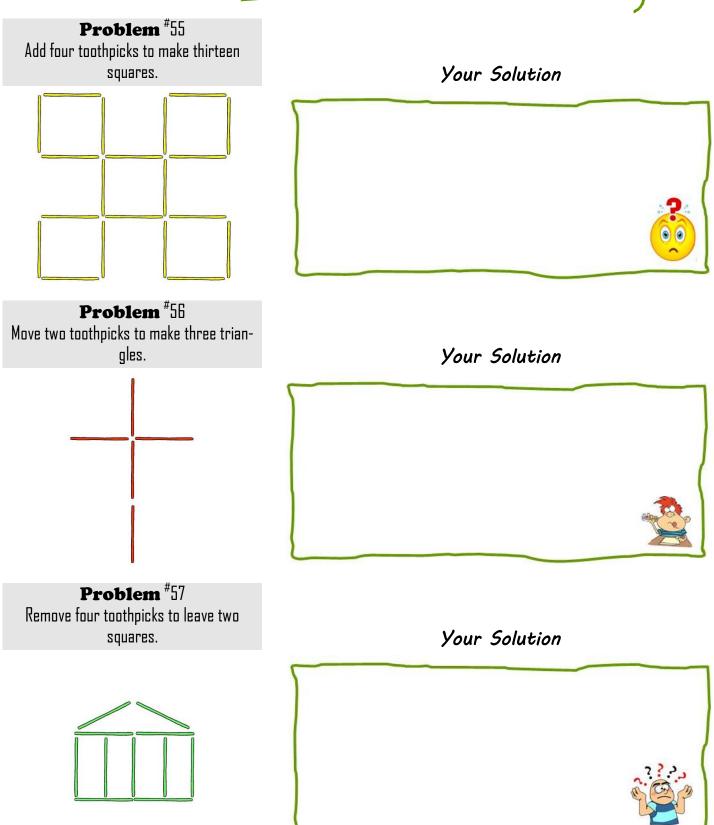


Your Solution



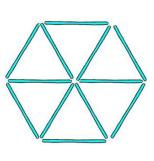


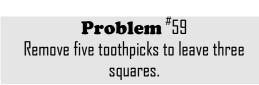


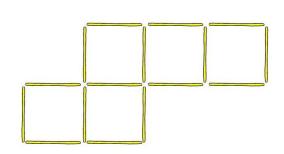


Problem #58 Remove three toothpicks to leave three rhombi.

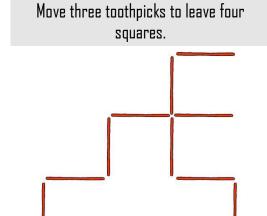








Problem #60



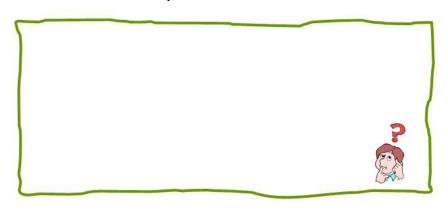
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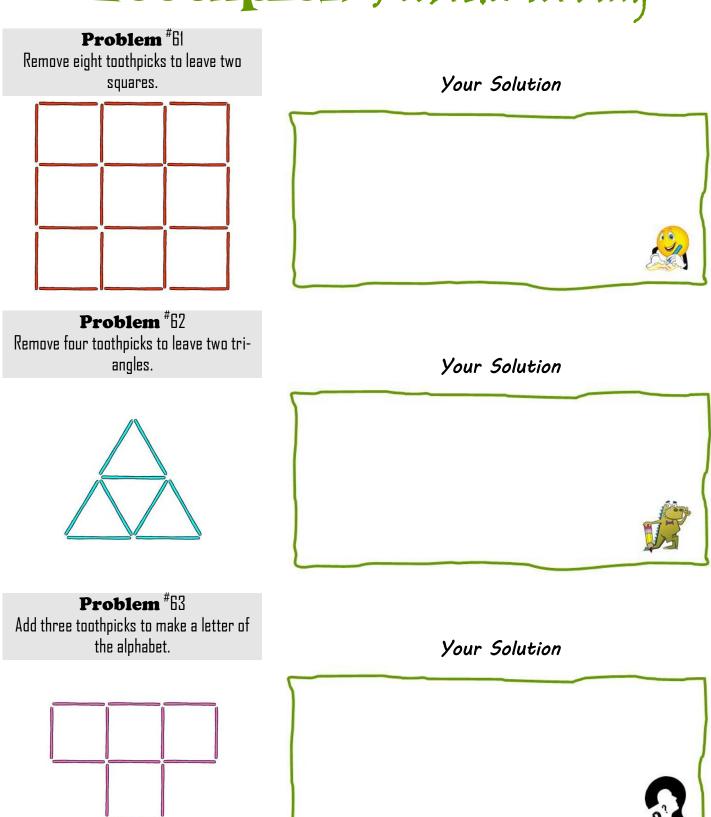


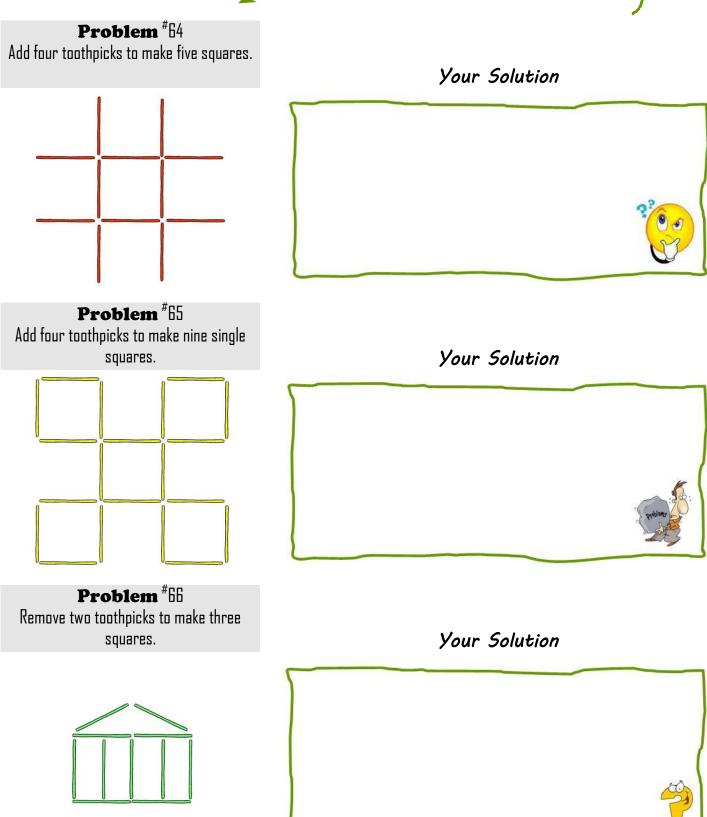
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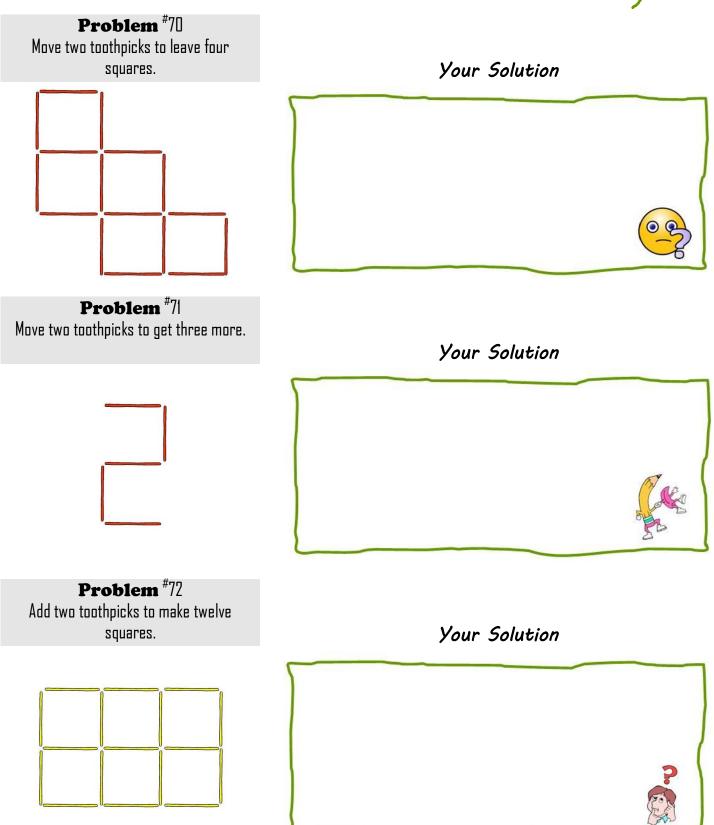
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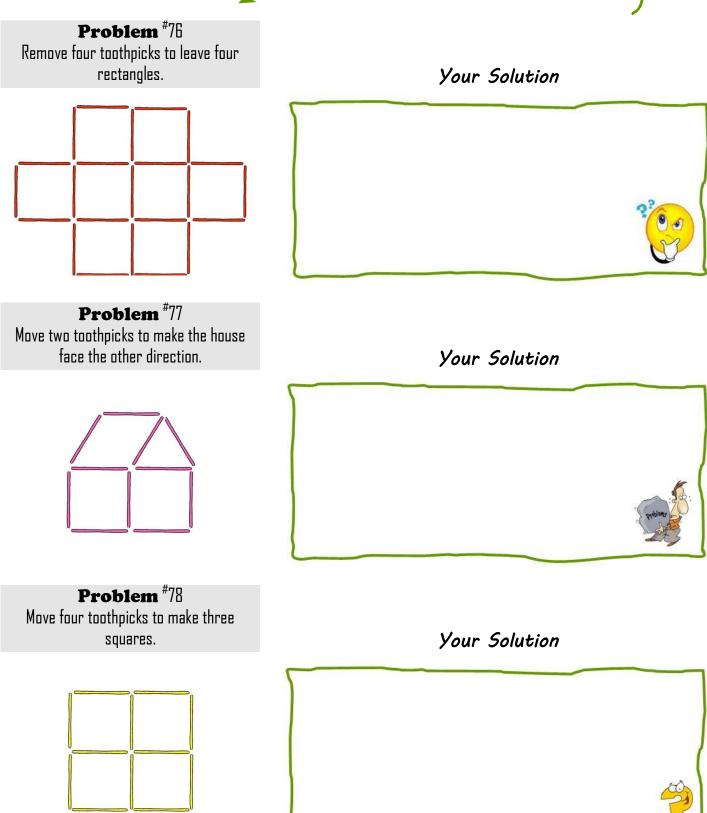




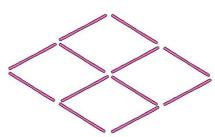
Problem #67 Add two toothpicks to make nine squares. Your Solution Problem #68 Add eight toothpicks to make ten little triangles. Your Solution Problem #69 Remove two toothpicks to leave four Your Solution squares..

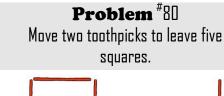


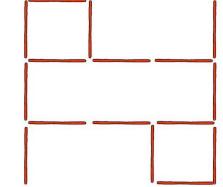
Problem #73 Move four toothpicks to make three Your Solution squares. Problem #74 Add two toothpicks to make five triangles. Your Solution **Problem** #75 Add four toothpicks to make fourteen Your Solution squares.



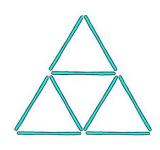
Problem #79 Add four toothpicks to make ten triangles.







Problem #8 Remove three toothpicks to leave one triangle.



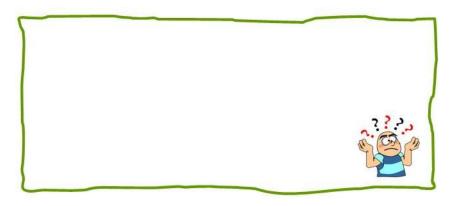
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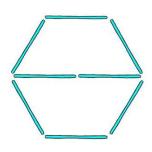
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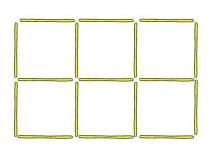
Your Solution



Problem *82 Add four toothpicks to make six triangles.



Problem #83
Remove six toothpicks to make two squares.



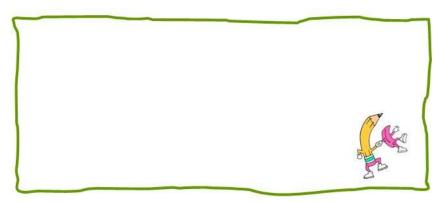
Problem *84
Remove two toothpicks AND move one toothpick to make six squares.



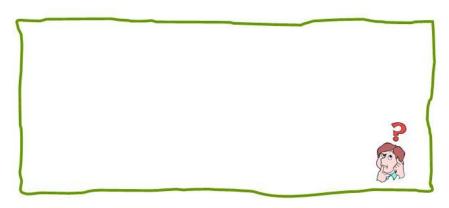
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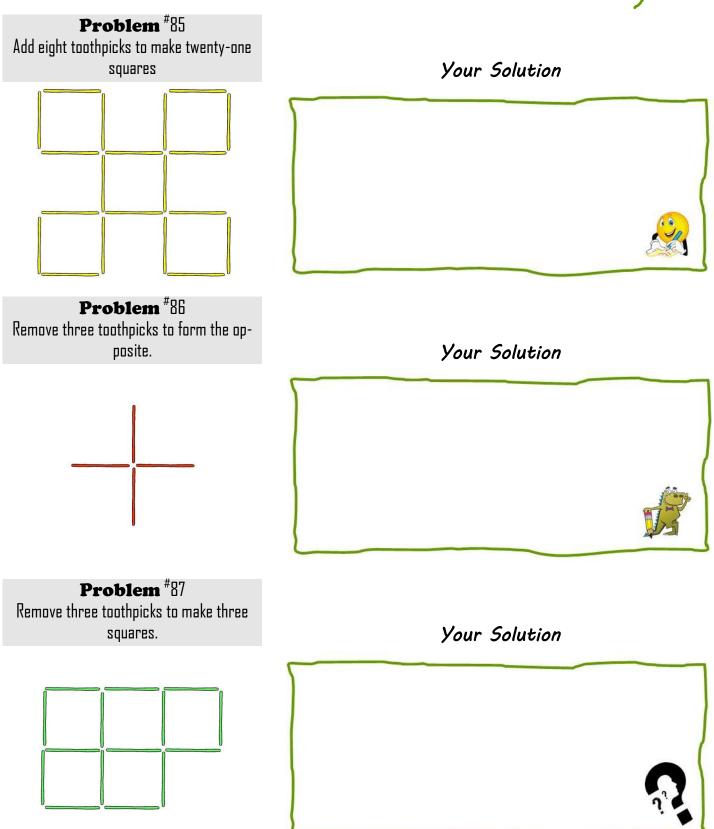


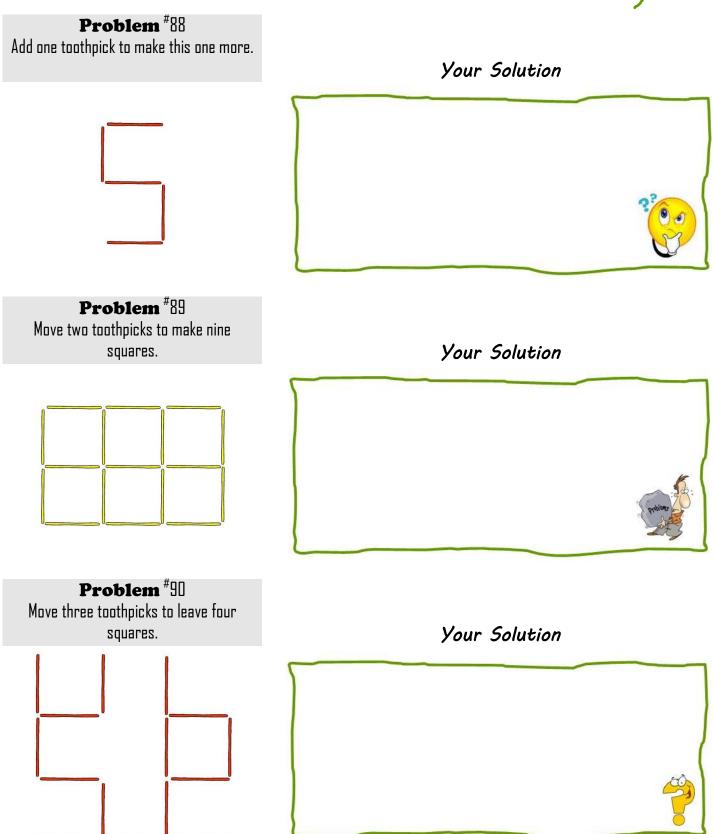
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Your Solution



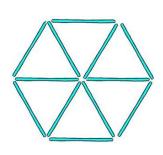




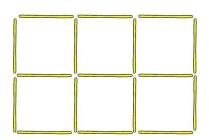
Problem #91 Move four toothpicks to make five squares.



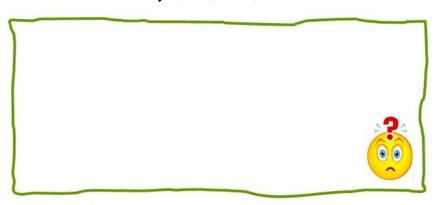
Problem #92 Move four toothpicks to make three triangles



Problem #93
Remove five toothpicks to make three squares.



Your Solution



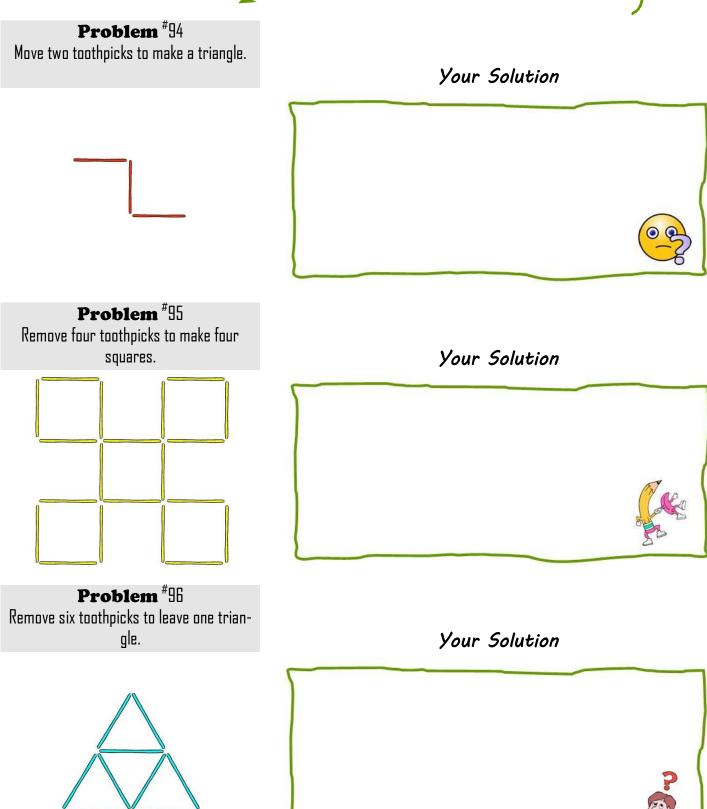
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Your Solution

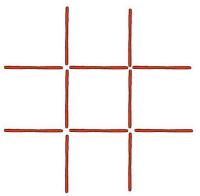


Toothpick Problem-solving



Toothpick Problem-solving

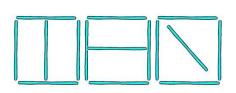
Problem #97
Move four toothpicks to make three squares.



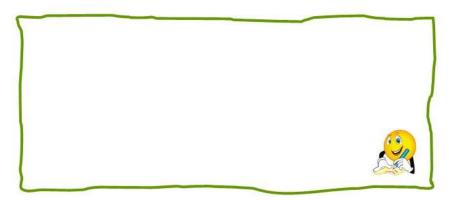
Problem *98
Remove five toothpicks AND move two toothpicks to make one hexagon.



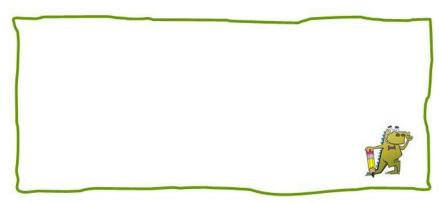
Problem #99
Remove six toothpicks to make TEN.



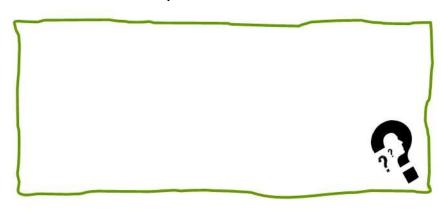
Your Solution



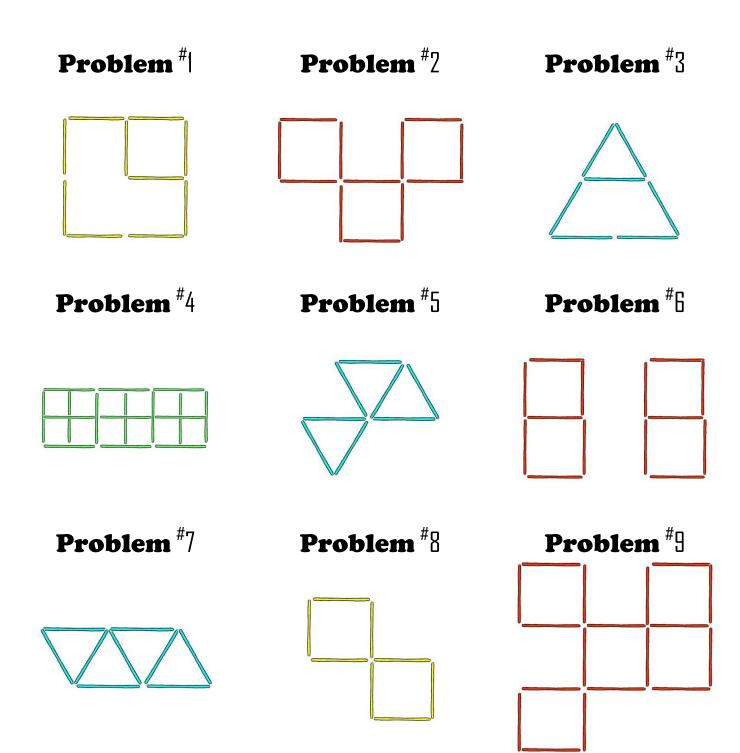
Your Solution



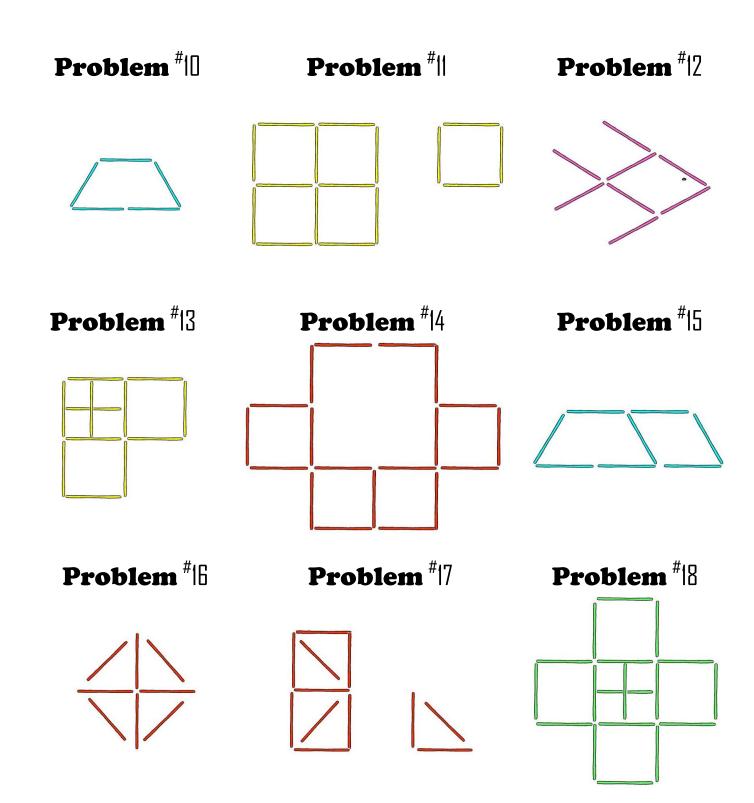
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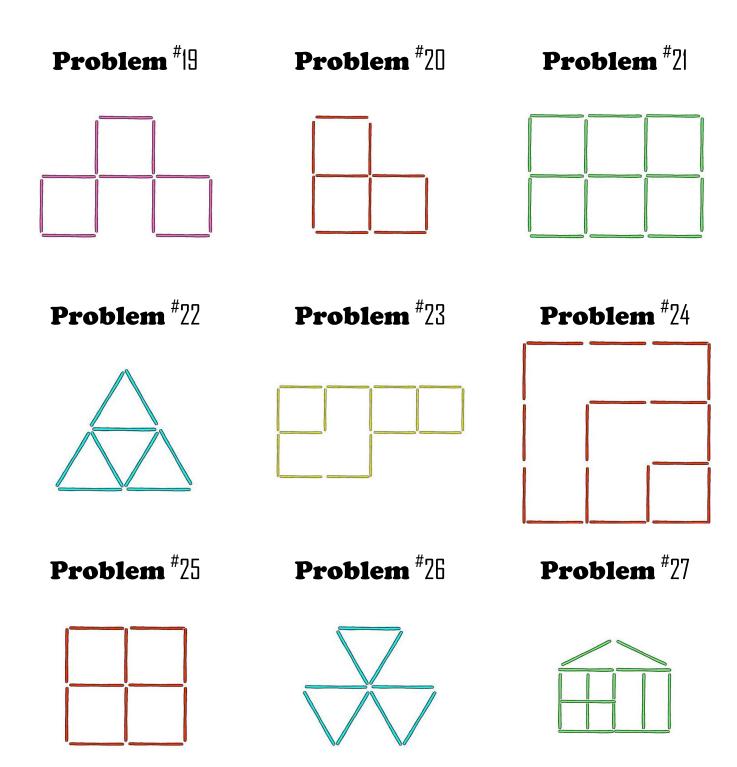
Solutions



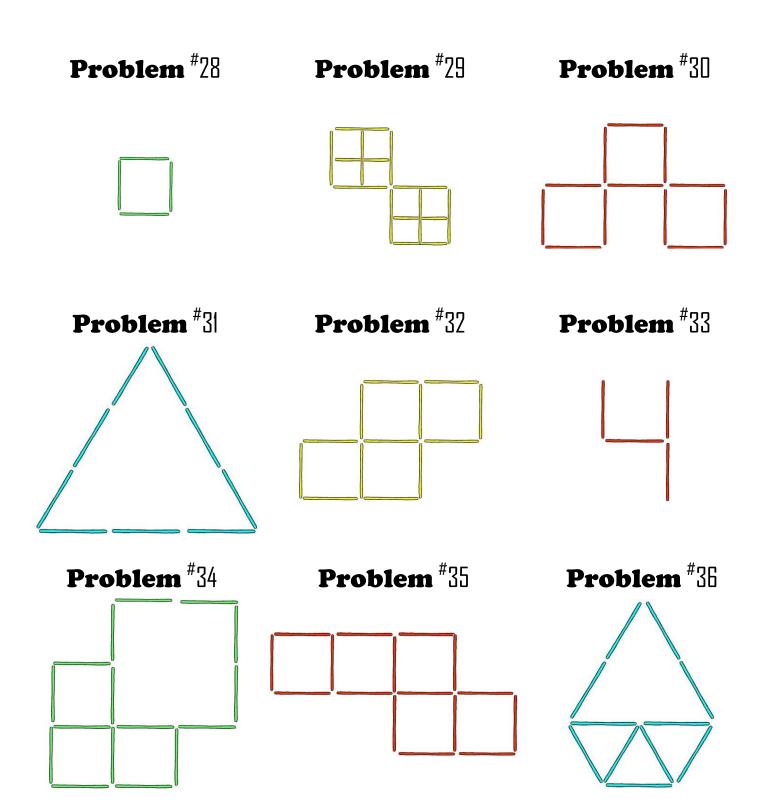
- 1: One <u>large</u> square and one <u>little</u> square.
- 3: One <u>large</u> triangle and one <u>little</u> triangle.
- 4: Four micro squares ($\frac{1}{4}$ of a <u>little</u> square) inside each <u>little</u> square.



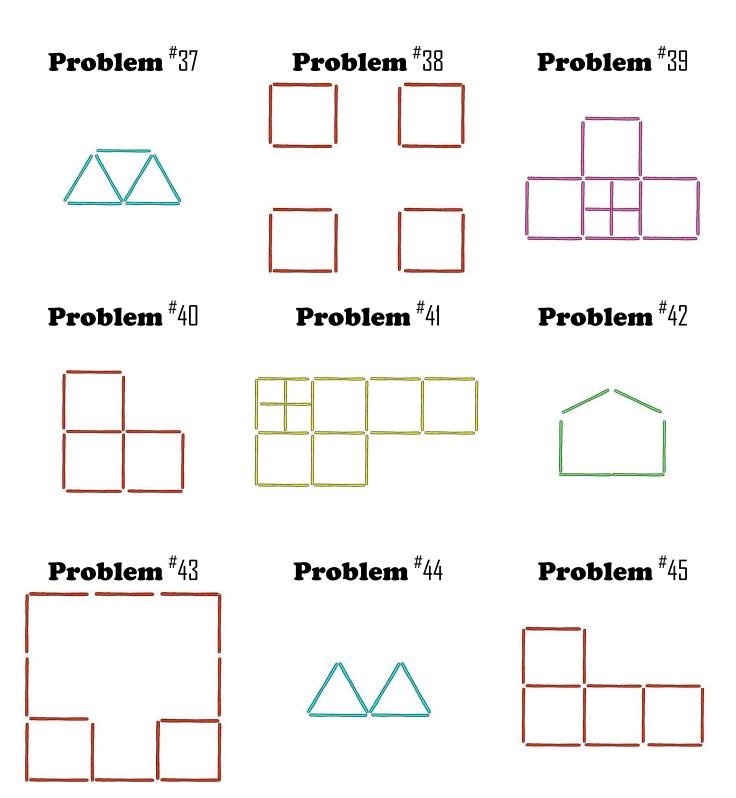
- 11: Five <u>little</u> squares and one <u>large</u> square (composed of four <u>little</u> squares)
- 12: This is possible. Honestly.
- 13: Three <u>little</u> squares and four <u>micro</u> squares (inside one <u>little</u> square).
- 16: Four <u>little</u> triangles and four <u>large</u> triangles (each composed of two <u>little</u> triangles).
- 17: Five <u>little</u> triangles and one <u>large</u> triangle (composed of two <u>little</u> triangles).
- 18: Five <u>little</u> squares and four <u>micro</u> squares (inside one <u>little</u> square).



- 21: Six $\underline{\text{little}}$ squares and two $\underline{\text{large}}$ squares (composed of four $\underline{\text{little}}$ squares each).
- 22: Four <u>little</u> triangles and one <u>large</u> triangle (composed of four <u>little</u> triangles).
- 23: Three <u>little</u> squares and one <u>large</u> square.
- 24: One <u>little</u> square; one <u>medium</u> square; one <u>large</u> square (outside edges).
- 25: Four <u>little</u> squares and one <u>large</u> square (composed of four <u>little</u> squares).
- 27: Three <u>little</u> squares (composed of two rectangles each) and four <u>micro</u> squares (inside one <u>little</u> square).

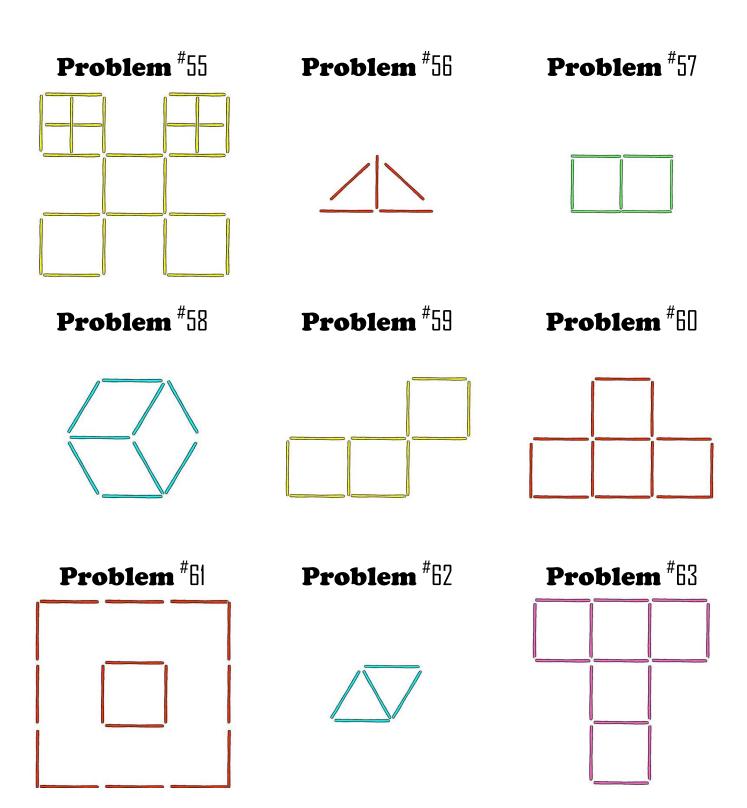


- **29**: Two <u>little</u> squares and eight $\underline{\text{micro}}$ squares (four inside each of two $\underline{\text{little}}$ squares).
- 33: Four (4) is an even number.
- 34: Three <u>little</u> squares and one <u>large</u> square.
- **36**: Three <u>little</u> triangles and one <u>large</u> triangle.



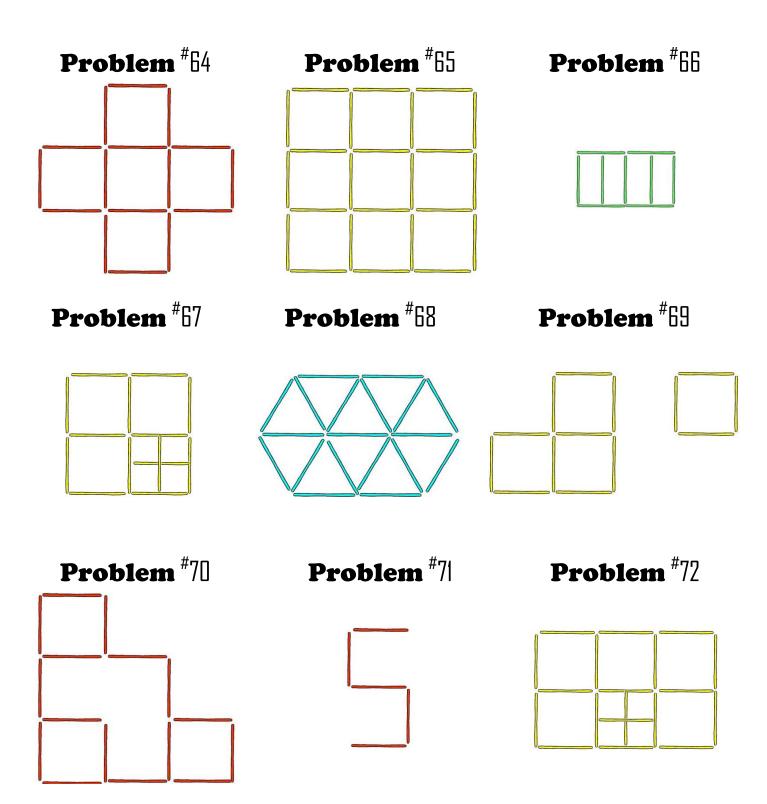
- 39: Four <u>little</u> squares and four <u>micro</u> squares (inside one <u>little</u> square).
- 41: Six <u>little</u> squares and four <u>micro</u> squares (inside one <u>little</u> square).
- 43: Two <u>little</u> squares and one <u>large</u> square (on the outside edges).

- 47: Three <u>little</u> squares (each composed of four <u>micro</u> squares) and eight <u>micro</u> squares.
- 50: Two <u>little</u> squares and one <u>large</u> square (on the outside edges).
- 51: Three little squares and one large square.
- 53: Four <u>little</u> squares and one <u>large</u> square (composed of four <u>little</u> squares).
- 54: Two <u>little</u> squares and one <u>large</u> square.

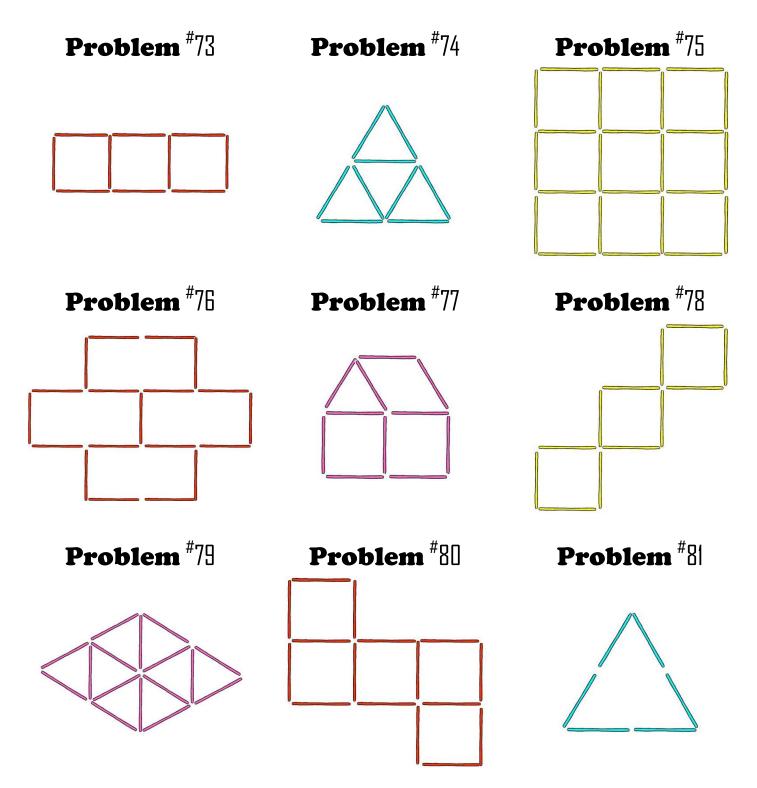


55: Five <u>little</u> squares and eight <u>micro</u> squares (four inside the upper two <u>little</u> squares).

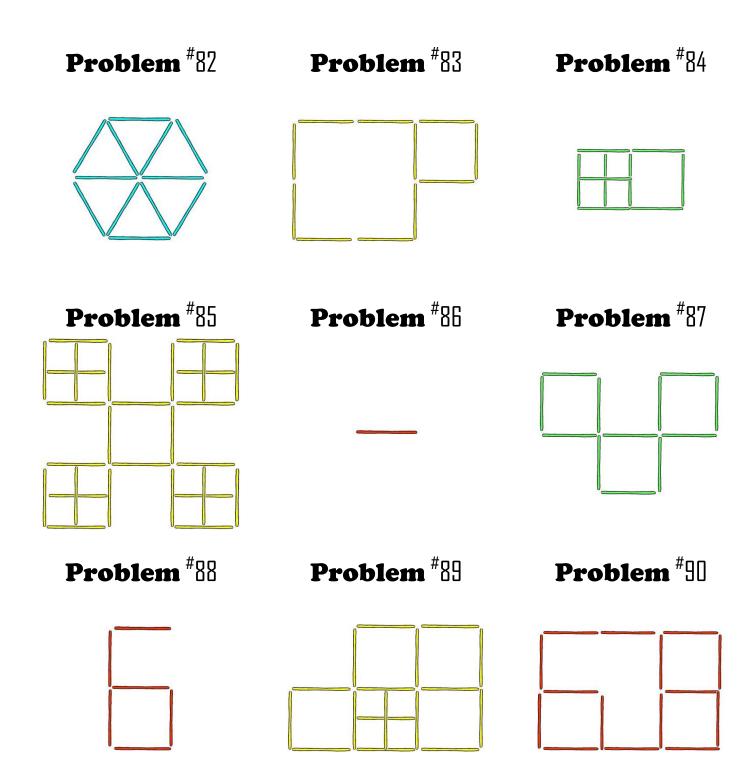
56: Two <u>little</u> triangles and one <u>large</u> triangle (composed of two <u>little</u> triangles).



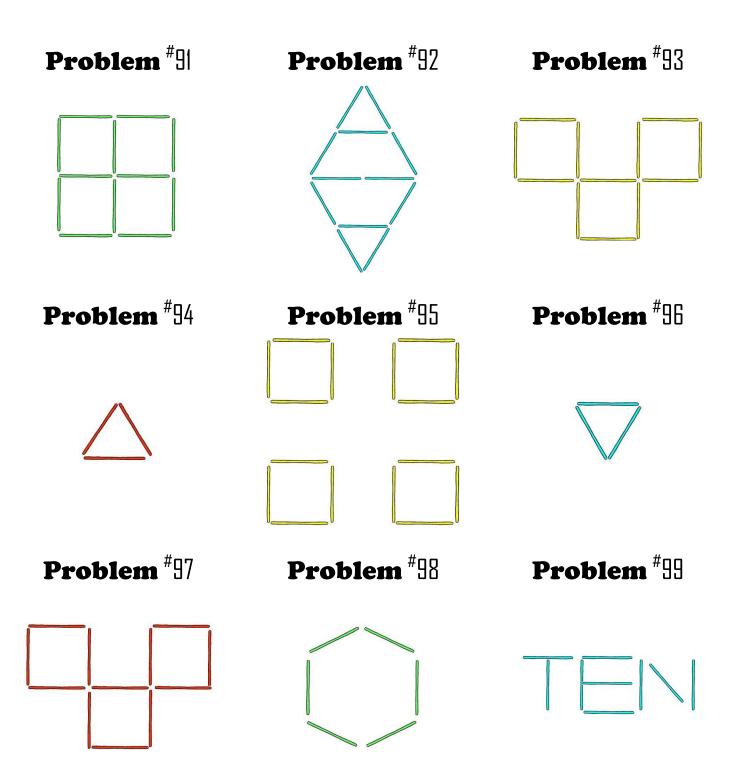
- 65: "Little" is the key term. There are nine <u>little</u> squares.
- **66:** Three <u>little</u> squares (composed of two rectangles each).
- 67: Four <u>little</u> squares and four <u>micro</u> squares (inside one <u>little</u> square).
- **68**: "Little" is the key word here. There are now ten <u>little</u> triangles.
- **71**: "Three more" than two is five (5). 3+2=5.
- 72: Six <u>little</u> squares; four <u>micro</u> squares; two <u>large</u> squares (each composed of four <u>little</u> squares).



- 74: Four <u>little</u> triangles and one big triangle (composed of four <u>little</u> triangles).
- 75: Nine <u>little</u> squares; four <u>medium</u> squares (composed of four <u>little</u> squares each); one <u>large</u> square (composed of nine <u>little</u> squares).
- 79: Eight <u>little</u> triangles and two <u>large</u> triangles (composed of four <u>little</u> triangles each).



- **84**: Two <u>little</u> squares and four $\underline{\text{micro}}$ squares (four inside the left $\underline{\text{little}}$ square).
- 85: Five <u>little</u> squares and sixteen <u>micro</u> squares (four inside each of four <u>little</u> squares).
- 86: A minus sign (-) is the "opposite" of a plus sign (+).
- 88: Six (6) is "one more" than five (5).
- 89: Five <u>little</u> squares and four <u>micro</u> squares (inside a <u>little</u> square).
- 90: Three <u>little</u> squares and one <u>large</u> square.



- 91: Four $\underline{\text{little}}$ squares and one $\underline{\text{large}}$ square (containing four $\underline{\text{little}}$ squares).
- 92: Two <u>little</u> triangles and two <u>large</u> triangles.

