

Samples of K-5 Math Journal Prompts

Common Core Aligned

Some entries adapted from
K-5 Math Teaching Resources
<http://www.k-5mathteachingresources.com/>

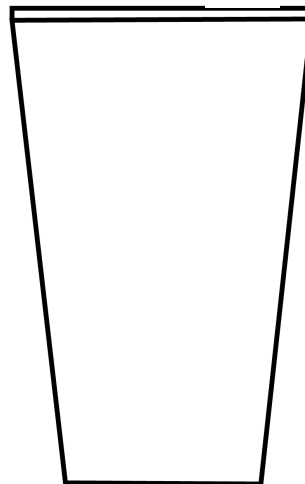
Pizza graphics from KPM Doodles

Count the number of cubes in your cup.

K. CC. 3

Show how many.

Record them on your paper.



Count the unifix cubes in your bag.

K. CC. 6

Show how many.

Record them on your paper.

Make another set that is greater than the first set.

Record this on your paper.

Make the number 14 by filling in the ten frames.

K. NBT.1

How many tens? _____

How many ones? _____

Count out 17 counters.

K. NBT.1

Fill a ten frame.

How many are left over?

Record your work.

Using counters, show two ways to make 5.

K. OAT. 1

Record your work.



Kelly had 5 red jelly beans. Her friend Sara gave her 4 yellow jelly beans.

K. OAT. 2

How many jelly beans does Kelly have?

Show your work.

Record your number sentence.

Make a train of unifix cubes 10 cubes long.

K. MD. 2

Find 3 things in your classroom that are shorter than your train.

Record your findings.

(Don't forget to label your findings.)

Sort your pattern blocks by shape.

K. MD. 3

Count the number in each group.

Put your groups in order from greatest to least.

Record your work.

Dump out your pattern blocks.

K. G. 1

Put the green triangle in front of the red trapezoid.

Put the orange square on top of the green triangle.

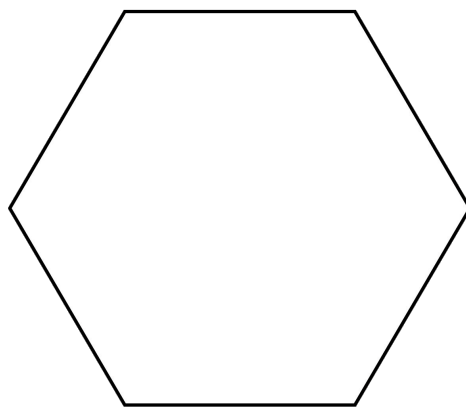
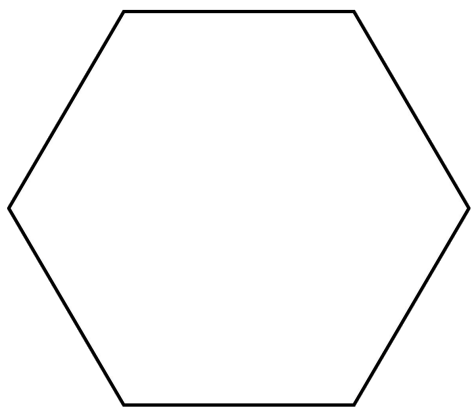
Put the yellow hexagon below the red trapezoid.

Record your work.

Using different pattern blocks, cover the hexagon 2 different ways.

K. G. 6

Record your work.



Make the number 24 by filling in the ten frames.

I.NBT.2

How many tens? _____

How many ones? _____

Compare the numbers:

I.NBT.2

17 and 71

Are these numbers the same? _____

Explain why.

On Monday I made some chocolate cupcakes. On Tuesday I made 8 vanilla cupcakes. When I was done, I had 14 cupcakes in all. How many cupcakes did I make on Monday? Show your work.

I. OAT. 1

Brady wrote $8 - 3 = 5 + 7$. He said that his number sentence was correct. Is Brady correct? Explain in pictures or words.

I. OAT. 7

A zookeeper is trying to put the snakes in order from longest to shortest.

I. MD. 1

*The blue snake is longer than the green snake.

*The green snake is longer than the red snake.

What order are the snakes in?

Show the order from longest to shortest.

Take a scoop of pattern blocks. Make a table to show how many blocks you have of each pattern. Explain how you made the pattern.

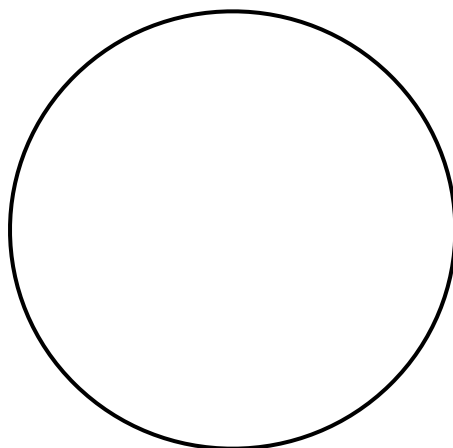
I. MD. 4

Use 2 triangle pattern blocks. What other shapes can you make if you put them together? Record your work below.

I. G. 2

Below is a pizza you are having for dinner. Show how it might be divided so four friends could each have the same amount. Record your work below.

I. G. 3



Tyler wrote the expanded form of 356 as $3 + 5 + 6$. Is he correct? Explain your thinking.

2. NBT. 3

The student council held a bake sale. On Wednesday they sold 35 cookies. On Thursday they sold 42 cookies. On Friday they sold 27 cookies. How many cookies did they sell in all?

2. NBT. 6

There were 12 apples. Some were red and some were yellow.
What are the combinations that could be made of the two
different color apples?

2. OAT. 1

Choose one of the following numbers: 12, 16, 24. How many
different rectangular arrays can you make and record for
this number? Write an equation for each array.

2. OAT. 4

Measure three objects to the nearest inch and centimeter.
Record the object and their measurements. Explain why the
units are not the same.

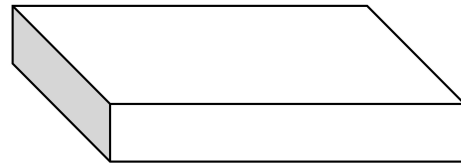
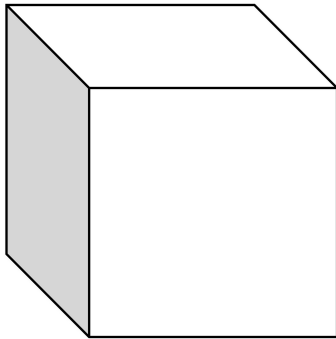
2. MD. 2

I had 45 inches of ribbon. I used some of it to make a bow on a
present. I had 27 inches left. How much ribbon did I use to make
the bow? Explain your thinking.

2. MD. 5

Write some things that are the same and different about the two shapes below.

2. G. 2



Draw a square with your ruler. Make sure each side measures 6 centimeters. Show different ways this figure could be divided into two equal parts.

2. G. 3

Using the numbers 3, 5, 8, make as many 3-digit numbers as you can. Put them in order from least to greatest. What is the difference between the largest and smallest numbers? Record your work.

3. NBT. 2

Kelly was asked to round the number 32,345 to the nearest 100. She recorded the answer 32,400. Is she correct? Explain your answer.

3. NBT. 1

At the beach you found 3 starfish. Each starfish had eight legs. How many legs did the starfish have in total? Draw an array to show your answer. Write an equation to go with it.

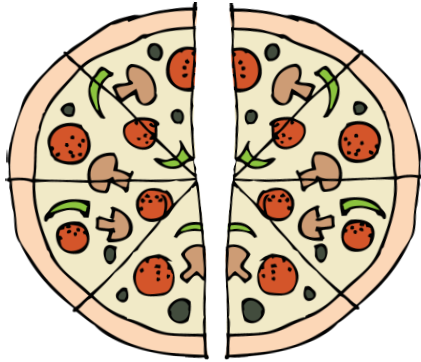
3. OAT. 1

Amelia had \$2.00. She went to the store and bought 3 pens. Each pen cost \$0.34. How much did the pens cost in all? How much change should she get back? Show at least 2 possible coin combinations she could get back in change.

3. OAT. 8

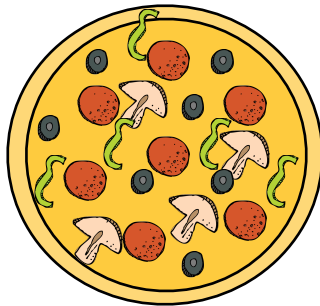
Your mom ordered two pizzas for dinner. She cut one completely in half, so it looked like this.

3. NBT-F. 3



She challenged you to cut the other pizza in fourths. Show this on the pizza below.

She then asked you how many fourths equal one half. What's the answer?



How many fourths? _____

Kevin said that $\frac{5}{5}$ is equal to 1. Joel said that $\frac{5}{5}$ is equal to 5. Who is correct? Explain your thinking.

3. NBT-F. 3

Isabella started her homework at 4:30. She finished it 45 minutes later. What time did she finish her homework? Explain your thinking.

3. MD.1

Jack's baseball coach asked him to carry a bucket of baseballs to the field. There are 12 baseballs in the bucket and each weighs 150 grams. How heavy is the bucket of baseballs? Record your thinking.

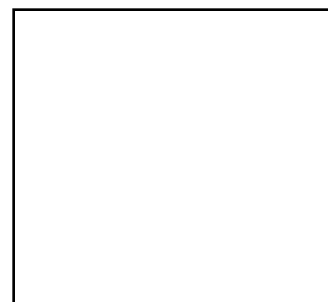
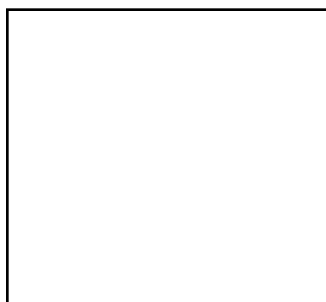
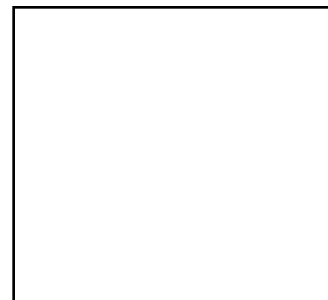
3. MD.1

Your teacher gave you 15 toothpicks and you were able to make 3 different polygons. What polygons could you have made? Show your shapes below.

3. G. 1

Divide the squares below into equal parts. Each square should show different solutions.

3. G. 2



Write 3 different 6-digit numbers. Show how you would write each number in word form and expanded number form.

4. NBT.2

Chris said that the expanded form of 248,341 was $200,000 + 4,800 + 300 + 40 + 1$. Was he correct? Explain your thinking.

4. NBT.1

Steve has five times as many baseballs as Derek. If Derek has 40 baseballs, how many does Steve have? Explain your thinking.

4. OAT.1

At Halloween, I ate 140 tootsie rolls in 5 days. Each day, I ate 4 more than the day before. How many tootsie rolls did I eat on the first day? Explain your thinking.

4. OAT.5

Use the fraction models to show how $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{6}{12}$ are equivalent.

4.NBT-F.1

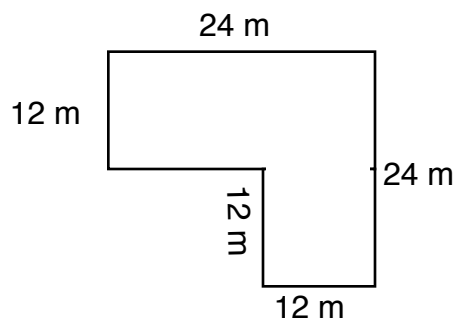


If you have the fraction $\frac{4}{100}$ and one student writes it as 0.4 and another writes it 0.04, who is correct? Explain your thinking below.

4.NBT-F.6

I built a new chicken coop. Find the area of the coop.

4. MD. A. 3



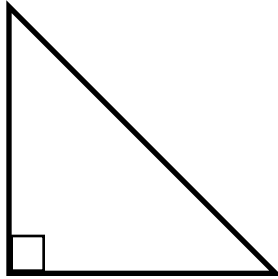
Sarah and her mom picked strawberries for 45 minutes. If they finished picking at 2:35, what time did they start? Show your thinking on the number line below.

4. MD. B. 4



Kelly is teaching Ethan about triangles. She says the triangle below is an acute triangle. Is she right or wrong? Explain your thinking.

4. G. 1



In the space below, draw three line segments that are the same size. Connect them to form a triangle. Explain the type of triangle you drew. Explain all you can about the triangle.

4. G. 2

In the number 456, 537, 388 there are fives. Explain what the value of each five is and how you know.

5.NBT.1

Which number is larger, 5.13 or 5.29? Explain your thinking.

5.NBT.3

In a class of 20 students, 14 are girls and 6 are boys. What is the simplest form of the fraction of boys? Show and explain your thinking below.

5.NBT-F.2

The first week of October, Mark ran $1\frac{1}{2}$ miles during Miller's Club. The second week, he ran $3\frac{7}{8}$ miles. How many miles did he run in all?

5.NBT-F.1

Mark's goal is to run 7 miles the entire month of October. How many more miles must he run to meet this goal?

A storage pod is 33 m long, 16 m wide and 14 m wide. Half of the storage pod is filled with boxes. How much space is left?

5. MD. 3

Create a line plot to show the following fractions in order: $\frac{4}{16}$, $\frac{5}{7}$, $\frac{4}{5}$.

5. MD. 1



Create a coordinate grid. Draw an equilateral triangle so that one of the vertices is located at 4,5. Where would the other vertices be?

5. G.1

Explain the differences between the pairs of quadrilaterals below.

5. G.4

- a) square and rectangle
- b) trapazoid and parallelogram

Resource Links

Runde's Room-This year's start-up

<http://www.rundesroom.com/2012/09/math-journal-sundays-brand-new-year.html>

*She does Math Journal Sunday every week with a new idea.

Her TPT link:

<http://www.teacherspayteachers.com/Product/Interactive-Math-Journal-35177>

Tales of Frogs and Cupcakes-Starting Math Journals

Part 1

<http://frogsandcupcakes.blogspot.com/2011/08/math-notebooks.html>

Part 2

<http://frogsandcupcakes.blogspot.com/2012/03/math-notebook-setup-part-2.html>

TPT Link:

<http://www.teacherspayteachers.com/Store/Frogs-And-Cupcakes/>

K-5 Math Teaching Resources-purchase pre-made prompts and resource for why math journaling works

<http://www.k-5mathteachingresources.com/math-journals.html>

Dinah Zikes Foldables e-book

http://www.cde.state.co.us/cdesped/ConfDocs/GTR_MATHFoldablesGlencoe.pdf

