Sprints help develop fluency, build excitement towards mathematics, and encourage students to do their personal best! They are not necessarily a competition among classmates, but a quest to improve upon a student's previous time, ultimately helping them achieve the desired fluency when they are working with numbers as well as provide a feeling of achievement when their second sprint shows improvement.

During the Sprint activity below, your role as the parent will be the same as the role of the teacher when the class is completing this activity. You will keep track of the time as well as be an exciting and encouraging coach for your child. You will give your child the following: a copy of Sprint A and Sprint B. You can make a copy of this newsletter or use the original and fold the newsletter in half so your child only sees one Sprint at a time. You can use a stopwatch to record the time. For these modified sprints, please give your child 15 seconds to complete the 11 problems. The answers for both Sprints are provided at the bottom of the newsletter.

Timed Challenge:

The SPRINT!

Can you beat your personal best?

The Sprints!

Directions: Determine the difference of the integers.

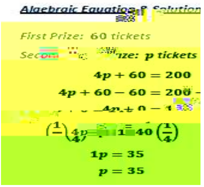
A.

1.	4 - 2	
2.	4 - 3	
3.	4 - 4	
4.	4 - (- 1)	
5.	4 - (- 2)	
6.	4 - (- 3)	
7.	(- 6) - 5	
8.	(- 6) – 7	

B

Below is a sample problem from the curriculum to show how an algebraic equation and tape diagram can be used to solve a problem.

Jackie won tickets playing the bowling game at the local arcade. The first time, she won 60 tickets. The second time she won a bonus, which was 4 times the number of tickets of the original second prize. All together, she won 200 tickets. How many tickets was the original second prize?



Algebraic Equation & Solution

First Prize: 60 tickets

Second Prize: p tickets

$4p + 60 = 200$

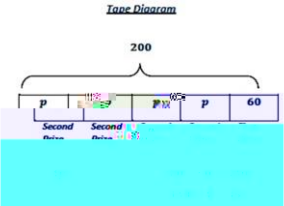
$4p + 60 - 60 = 200 -$

$4p + 0 =$ [illegible]

$\left(\frac{1}{4}\right)4p = 140\left(\frac{1}{4}\right)$

$1p = 35$

$p = 35$



The original second prize was $35.

Answers for Sprint A and Sprint B

1.	2
2.	1
3.	0
4.	5
5.	6
6.	7
7.	−11
8.	-13
9.	-15
10.	-1
11.	0