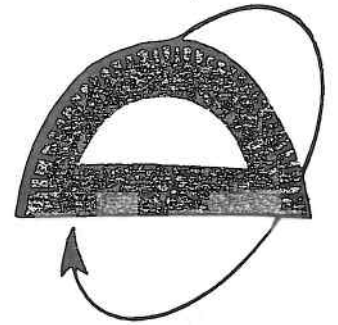
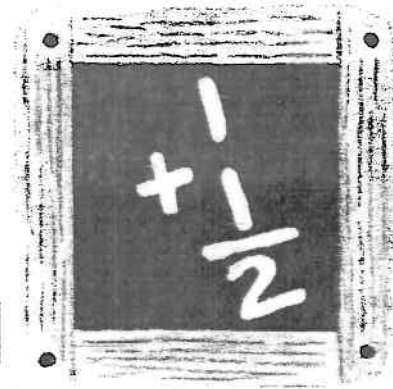


NAME: _____

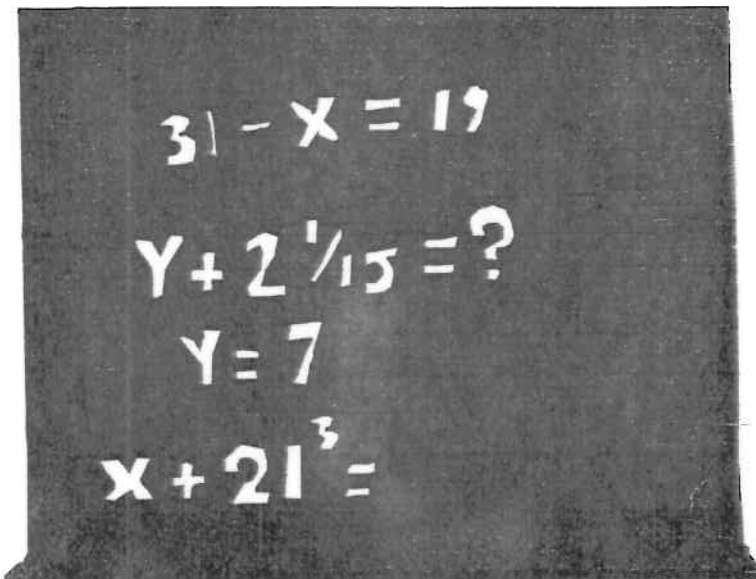
Super
Understanding of
Mathematics
Magnifies
Everything
Reviewed in school



Second Grade

Garrett Park

E.S.



Summer Math Calendar

Going into Third Grade



Name _____

Directions: Follow the daily activities to practice different math concepts. Feel free to extend any of the activities listed. When the work is completed, have a parent initial the box showing that you completed that activity. Give the calendar to your teacher on the first day of school.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>What time did you go to bed last night? What time did you get up this morning? Draw 2 clocks and show these times. How many hours did you sleep?</p> <p>Write the missing numbers on the lines below: 12, 15, 18, _____, _____ 8, 12, 16, _____, _____</p> <p>Add the ages of each of your family members together. What is the sum?</p> <p>Make a list of the ages of each family member. Round each family member's age to the nearest ten.</p>	<p>Sue swims in the pool from 1: 10 to 1: 35. Draw a clock to show the time at which she began to swim.</p> <p>One way to make 12 is $8 + 4$. Write 4 other addition facts for 12.</p> <p>Count the number of forks and spoons in your kitchen. How many do you have in all?</p> <p>Look for a pattern in the times listed below. Complete the pattern by filling in the lines. 2: 18, 2: 22, 2: 26, _____, _____</p>	<p>Using the numbers 63, 18, 30, 49, tell which two numbers you would add to get the greatest sum. Add them together.</p> <p>Using a group of different coins, sort the coins into groups of the same kind. How much is in each group?</p> <p>One way to make 15 is $8 + 7$. Write 4 other ways to make 15.</p> <p>Write the numbers below in expanded form. (Ex. $345 = 300 + 40 + 5$) 836 203 427 650</p>	<p>Name 3 activities that you did yesterday. What time did you do each activity? Draw a picture of each activity and write a. m. or p. m. for each activity.</p> <p>One way to make 9 is 18 - 9. Write 4 other subtraction sentences that have an answer of 9.</p> <p>Using coins show 2 ways to make 25 cents, 40 cents, 38 cents, and 78 cents.</p> <p>Gather five different boxes of food such as rice or cereal. Measure the height of each box in inches. Which box is the tallest? Which box is the shortest?</p>	<p>Set out 4 bowls. Put the same number of objects in each bowl. How many objects are in each bowl? Write an addition sentence to show how many objects are in all 4 bowls.</p> <p>Look at a calendar. On what days of the week do the 5th, 13th, 26th and 30th fall?</p> <p>Identify the rule for each pattern and then continue the pattern: 5, 7, 9, 13, _____, _____ 75, 80, 85, 90, _____, _____</p> <p>Cut out coupons showing 50 cents or less.</p>

MATH ACTIVITIES YOU CAN DO AT HOME

The bold words at the beginning of each activity indicate the focus or skilled covered.

1. ESTIMATE: Children practice estimation in real life situations and explain how they came to that conclusion.

For Example:

- Have your child estimate the cost of a few items when you go to the supermarket.
- Have your child estimate how long (miles) and/or the time it will take to get to a certain destination when traveling.
- Estimate how much the bill might be at a restaurant.
- Estimate how much it will cost to fill the car with gasoline.

2. PERFORMING A TASK:

For Example:

- Cook with your children. Ask them to read the recipe, measure out the ingredients and follow all the instructions. Ask them to restate the procedure in their own words. * As a challenge have them calculate the portions of each ingredient for doubling or tripling a recipe.
- Play board games with your children. Have them read the directions and explain how to play the game.
- Talk to your child about the sequence of events of their day. They should be able to explain events using detail and support any conclusions about what has happened. Can they use vocabulary specific to the topic when speaking?

3. DECISION-MAKING, MAKING CHANGE, EXPLAINING THINKING: Children must make decisions, this is an opportunity for your child to explain their thinking - why they chose that strategy or solution.

For Example:

- While playing games involving money, have your children be the “banker” and use addition and subtraction strategies for giving change.
- Pay a cashier the proper amount of money that is owed or count change from a purchase.
- Ask your child to budget the cost for your family for an activity based on the fare or fee for one person.

4. INTREPRETING DATA: Have your child scan the newspaper for charts, tables, and graphs. Ask your child to interpret these data displays and identify the important elements of them. Ask questions related to the charts, tables, and graphs.

5. TIME – Students should tell time using a clock with hands. Review with them certain times of the day – getting up, meals, going to bed. Also, refer to morning and evening times (A.M. and P.M.). Also, refer to the days of the week and the months of the year, using a calendar.

Other activities:

- Determine the amount of time taken to complete certain activities over the course of several days, a week, or a month.
- When planning a family activity, ask your child how much time will be needed to do an activity – what time will it start and finish.
- Ask about the amount of time for cooking/baking foods.
- Calculate how many days, hours, minutes, and even seconds old a person is.

6. CONNECTIONS TO REAL LIFE EXPERIENCES: Applying math concepts in real life experiences. This will make math more meaningful to your child if they see how the skills and concepts they have learned in class can be applied outside the classroom.

For Example:

- Use of fractions – in cooking, find them in the newspaper
- Measurement – use a measuring tape or rule to measure different objects around your home.
- Identify examples of different shapes in your home and your surroundings – circle, square, rectangle, triangle, sphere, cylinder, cube, etc.
- Identify examples of horizontal, vertical, parallel, intersecting, and perpendicular lines (example – telephone wires and streets)
- Figure out the tax to add on the purchase of items or food.

7. PROBLEM SOLVE: Managing multi-step problems. Is your answer correct and thorough? Is your child using math vocabulary to solve the problems? Can they answer questions that begin “How to...?” “When do you...?” What operation do you use and why?

8. BASIC MATH FACTS AND COMPUTATION SKILLS: Practice math facts with your child. They can make flash cards and practice just a few minutes a day.

9. WEBSITES TO EXPLORE: see back of calendar for websites

<http://www.allmath.com/>

This site has flash cards and links to other sites for games, math humor, worksheets, math help and more.

<http://www.aplusmath.com>

This site has basic facts flash cards and a game room, worksheets, multiplication table practice and more.

<http://www.mathfactcafe.com>

This site has a pencil next to pre-made cards so kids can do the facts and have the computer check them. Kids can print them out and also put in their own numbers and make their own worksheets.

<http://www.funbrain.com>

This site has easier to harder addition and subtraction computation and problem solving. It also has language and grammar skills activities

<http://www.dositev.com/>

This site is a lot of fun and is good for 2 digit addition with and without regrouping

<http://www.24game.com>

This site has math games using basic operations

<http://www.coolmath4kids.com>

This site has a wide range of topics and will give you step-by-step instructions.

<http://www.abc.net.au/countusin/games>

Each game is designed to help kids understand basic concepts in math. This site has a variety of math games i.e. volume, length, halves, chance, numbers, time, sorting, subtraction, and addition. It is better for students of the primary grades.

<http://www.learningplanet.com>

This site has games by grade level but with advertisement and a subscription. There are some free games.

<http://www.gamequarium.com>

This site has math activities for K-6.

<http://www.SETGame.com>

This is a card game to build students' visual thinking and pattern skills in math. Commercial, but does have some great free puzzles.

<http://www.math.com>

Good resource of how to do problems

<http://www.mathcats.com>

This is an interactive fun site

<http://www.spikesgamezone.com>

Lots of math games

<http://www.funschool.com>

This site has games, but also commercial advertising

<http://www.figurethis.org>

This site gives you ideas for fun hands-on math activities. Good for upper grades

<http://www.kidsites.com>

List of sites for math as well as other subjects.

<http://timezattack.com>

FREE home version for practicing multiplication facts (also new versions for division, addition, and subtraction!)

<http://abcya.com>

Loads of math games for K-5 as well as games for reading and language arts

A**2****1***Thirty addition facts, sums ten or more***THE MAD MINUTE**

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +7 \\ \hline \end{array}$$

A

5

4

Thirty subtraction facts, minuend ten or more

THE MAD MINUTE

$$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$$

Who Knows the Numbers?

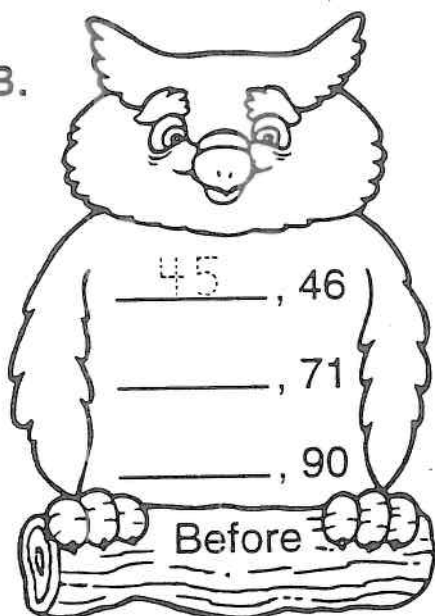


Write the missing numbers.

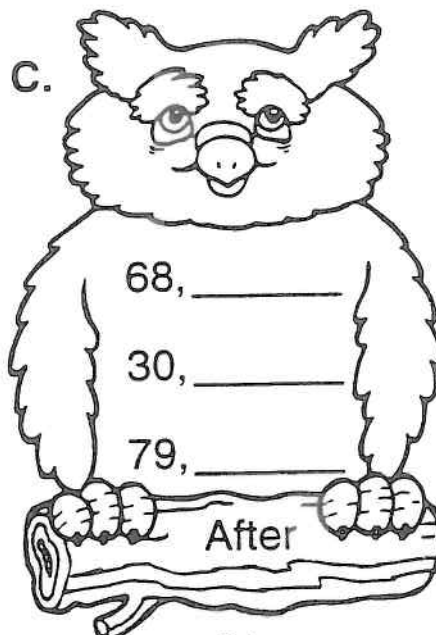
A.

1	2	3	4						
				15			18		
21					26				
	32								
								49	
						57			
			64						70
					76				
							88		
	92								

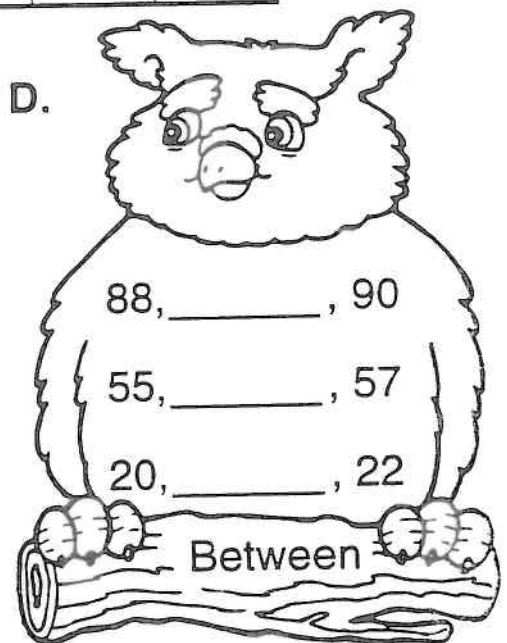
B.



C.



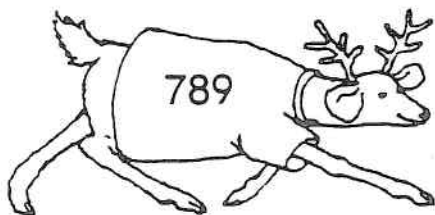
D.



A More or Less Race

Start with the number on each animal.
Add or subtract.

1.



100 less 689

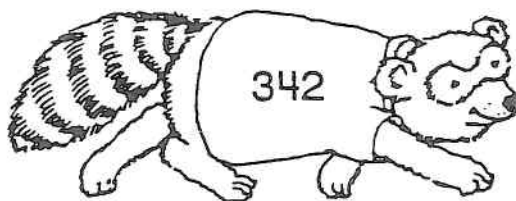
100 less _____

100 less _____

100 less _____

100 less _____

2.



100 more _____

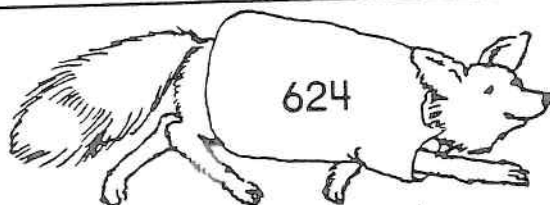
100 more _____

100 more _____

100 more _____

100 more _____

3.



10 more _____

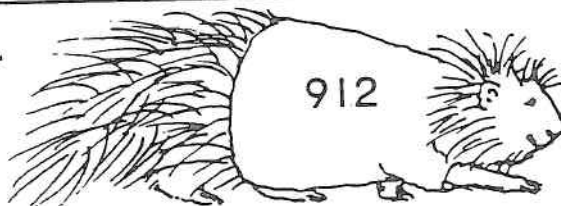
10 more _____

10 more _____

10 more _____

10 more _____

4.



100 less _____

100 less _____

100 less _____

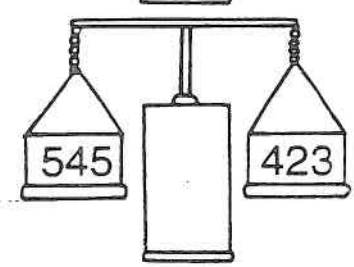
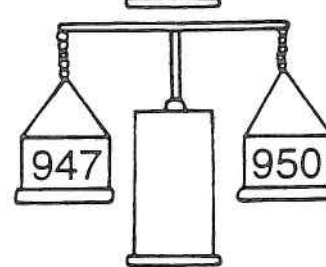
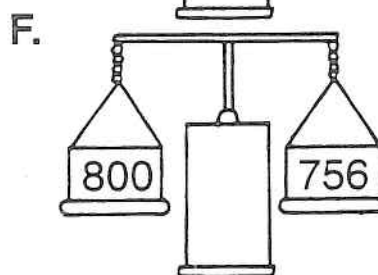
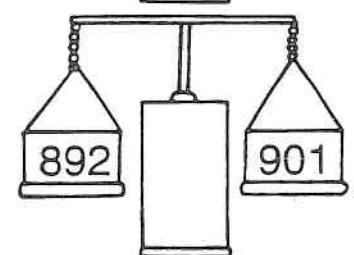
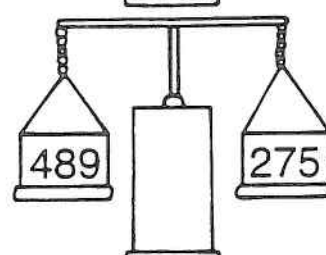
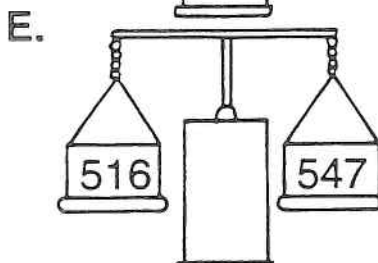
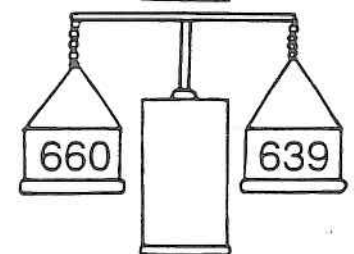
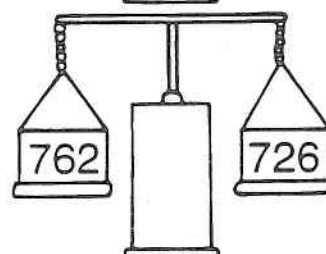
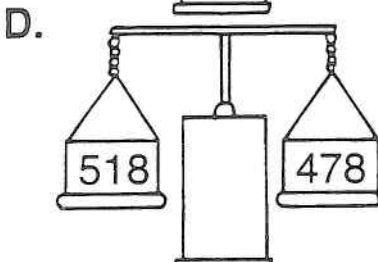
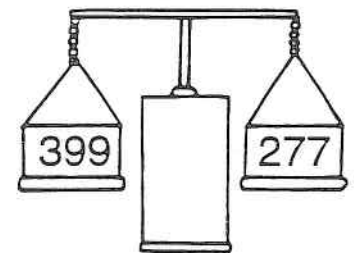
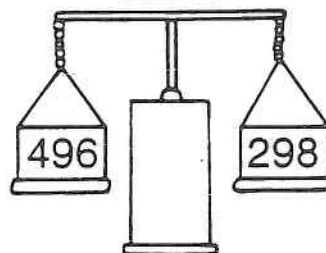
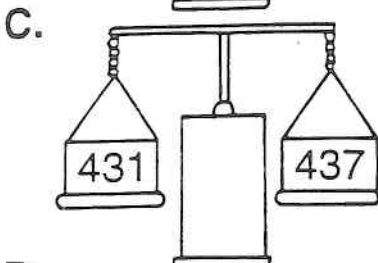
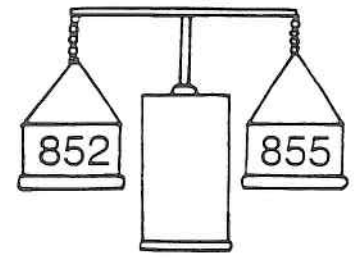
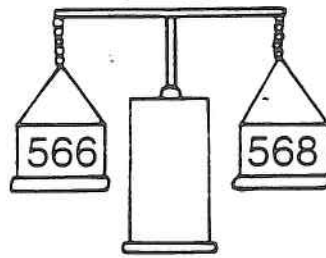
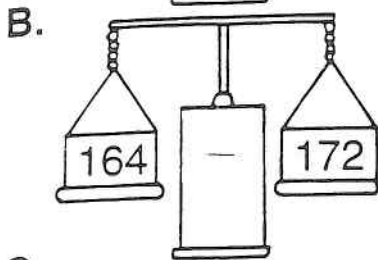
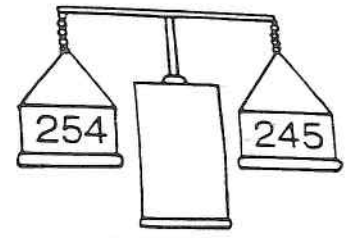
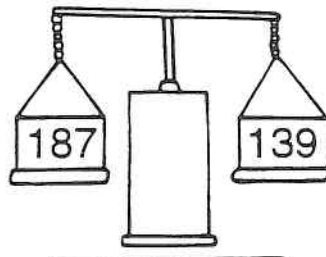
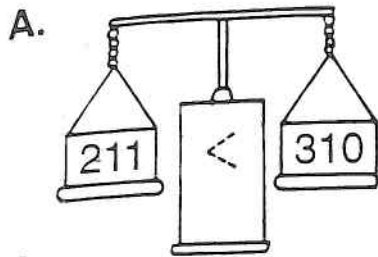
100 less _____

100 less _____

Notes for Home Children increase or decrease three-digit numbers by adding or subtracting 10 or 100.

Tip the Scale

Write $>$ or $<$.



Even and Odd



1. Which odd numbers are less than 8 but greater than 3? _____
2. Which 1-digit numbers are greater than 7? _____
3. Which even numbers are less than 15, but greater than 10? _____
4. Which odd numbers are less than 4? _____

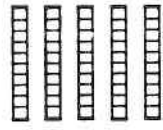
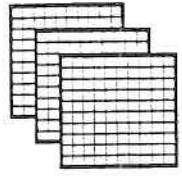
Find your answers in the boxes. Circle each number and the letter that goes with it.

(5 M)	11	C	9	E	
6	F	14	T	4	Y
12	E	10	H	3	R

5. What measures time and distance? To find out, write the letters you circled from left to right.

It measures how far you go or how long you park!

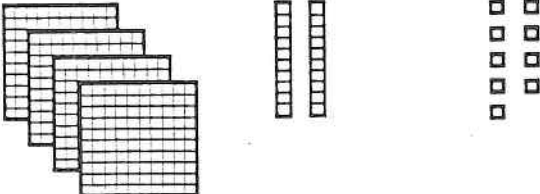
Expanded Numbers



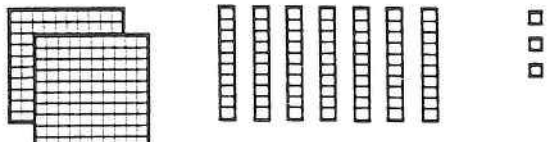
$$\begin{array}{r} 300 + 50 + 7 \\ \hline 357 \end{array}$$



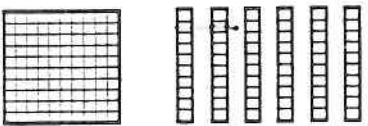
Write the hundreds, tens, and ones.
Then write the number.

1. 


_____ + _____ + _____

2. 

_____ + _____ + _____

3. 

_____ + _____ + _____

4. 

_____ + _____ + _____

Write the number.

5. $800 + 70 + 4 =$ _____

6. $900 + 50 + 6 =$ _____

7. $700 + 30 =$ _____

8. $800 + 80 + 8 =$ _____

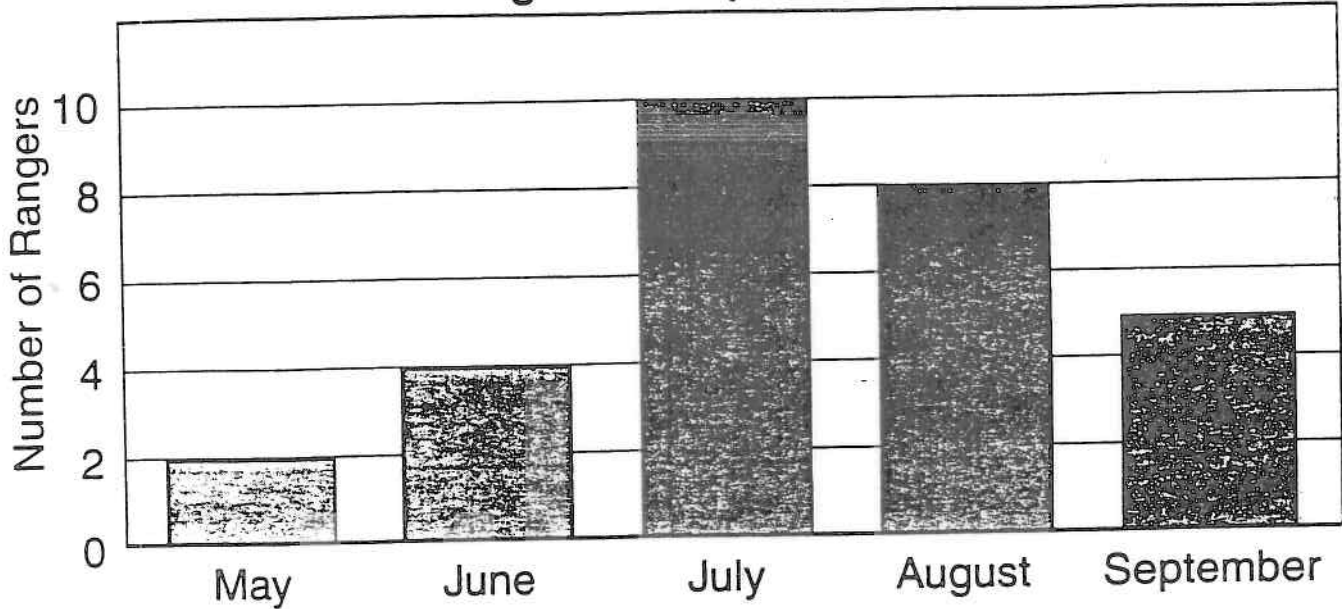
9. $500 + 20 + 9 =$ _____

10. $600 + 7 =$ _____

Brainwork! Draw blocks to show $400 + 60 + 3$ and $200 + 50 + 1$
($\square = 100$, $\text{rectangle} = 10$, $\square = 1$). Then write each number.

Using a Bar Graph

Park Rangers at Hope River Park



Answer each question.

1. What is the title of this graph?

2. How many months are shown?

3. How many rangers worked in May and June?

4. How many rangers worked in June and August?

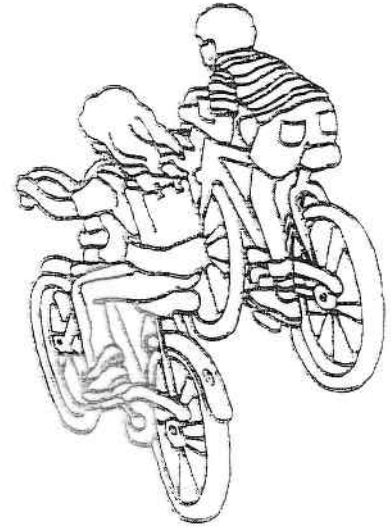
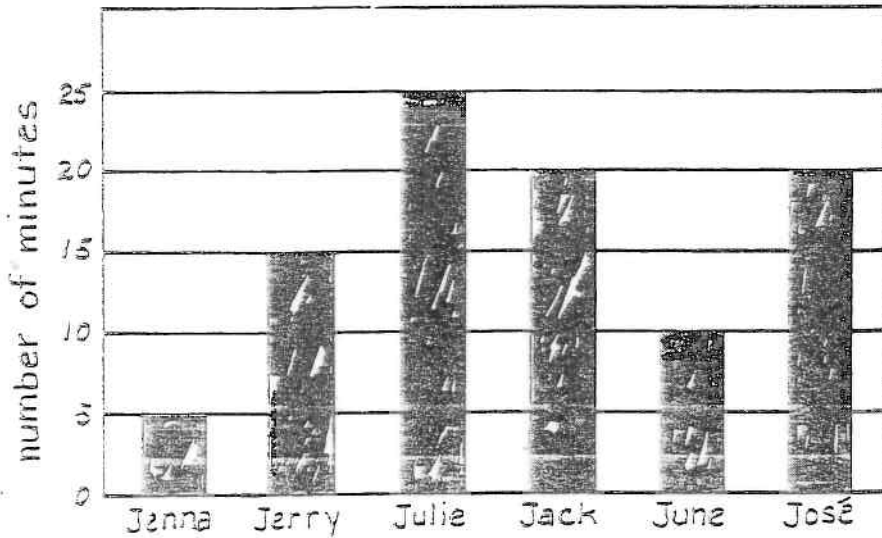
5. How many more rangers worked in August than in June?

6. How many rangers worked in July and August?

Name _____

TAKING TIME

HOW LONG IT TAKES GOING TO SCHOOL



You can't tell everything from a graph.
Use the graph to answer the questions.
Draw a line through the questions that *cannot* be answered from the graph.

1. Who takes 20 minutes going to school? _____
2. How many minutes does June take going to school? _____
3. Who takes longer going to school, Julie or Jack? _____
4. Who has the farthest to go? _____
5. How many minutes does Jim take going to school? _____
6. Is Julie late to school if she starts at 8:00 AM? _____
7. Does José get to school before Jerry? _____
8. When does Jenna get to school if she starts at 8:25? _____
9. Does June walk faster than Jenna? _____
10. How many more minutes does it take Jack than Jerry? _____
11. Who takes the longest going to school? _____
12. If Jenna, Jerry, Julie, Jack, June, and José start at the same time, who gets to school first? _____

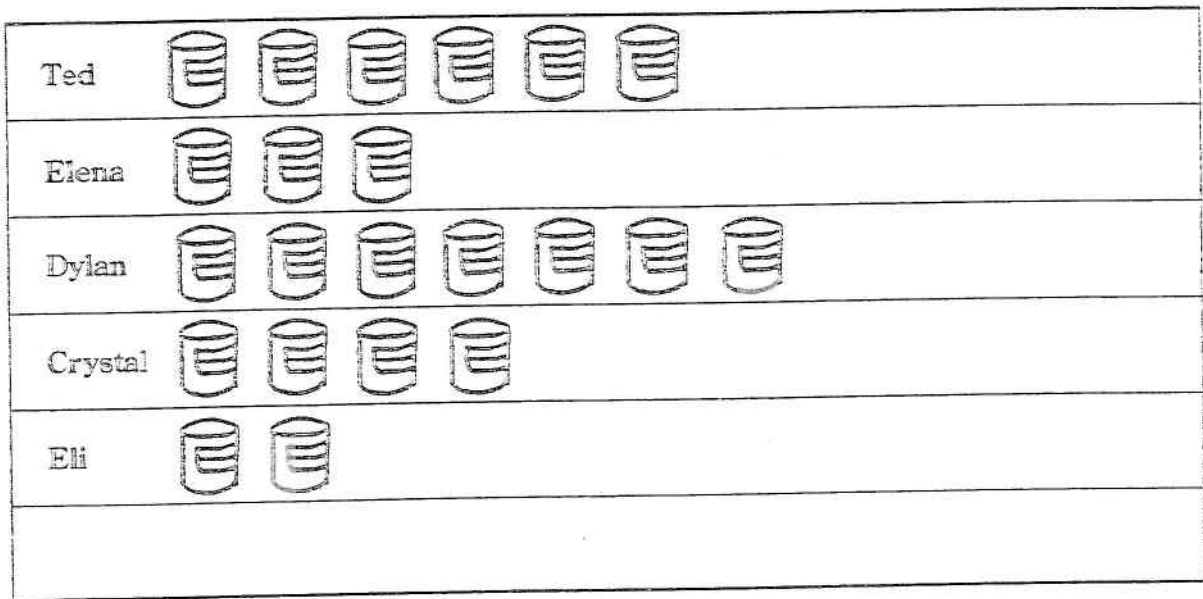
Name _____


CANS, CANS, AND MORE CANS


It's Earth Day. Some kids are collecting bottles and cans to recycle. They are helping to make the Earth a cleaner place.

The pictograph shows how many cans some kids collected. Use the information to answer the questions that follow.

CANS COLLECTED



 = 5 cans

1. What is the title of the graph? _____
2. How many cans is each  worth? _____
How do you know? _____
3. Who collected the most cans? _____
The fewest cans? _____
4. Who collected 30 cans? _____
5. How many cans did Elena collect? _____
6. How many fewer cans did Eli collect than Crystal? _____
7. Suppose you collected 20 cans on Earth Day. Add this data to the graph.

Study the example below. Look for the pattern in each group of numbers. Complete the number patterns on the lines provided.

Example:

10, 12, 14, 16, 18, 20, 22, 24, 26

1. 1, 3, 5, 7, 9, _____, _____, _____, _____

2. 5, 10, 15, 20, 25, _____, _____, _____, _____

3. 3, 6, 9, 12, 15, _____, _____, _____, _____

4. 2, 6, 10, 14, 18, _____, _____, _____, _____

5. 52, 53, 54, 55, 56, _____, _____, _____, _____

6. 30, 33, 36, 39, 42, _____, _____, _____, _____

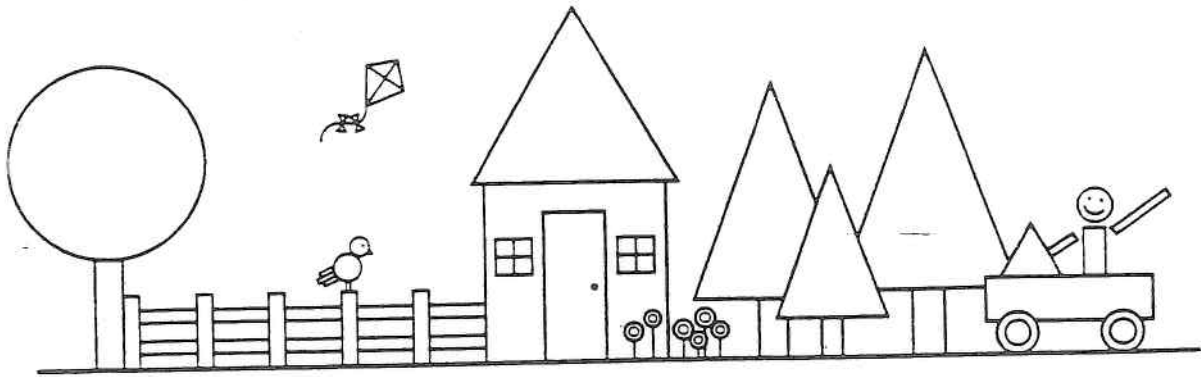
7. 5, 15, 25, 35, 45, _____, _____, _____, _____

Total Problems:

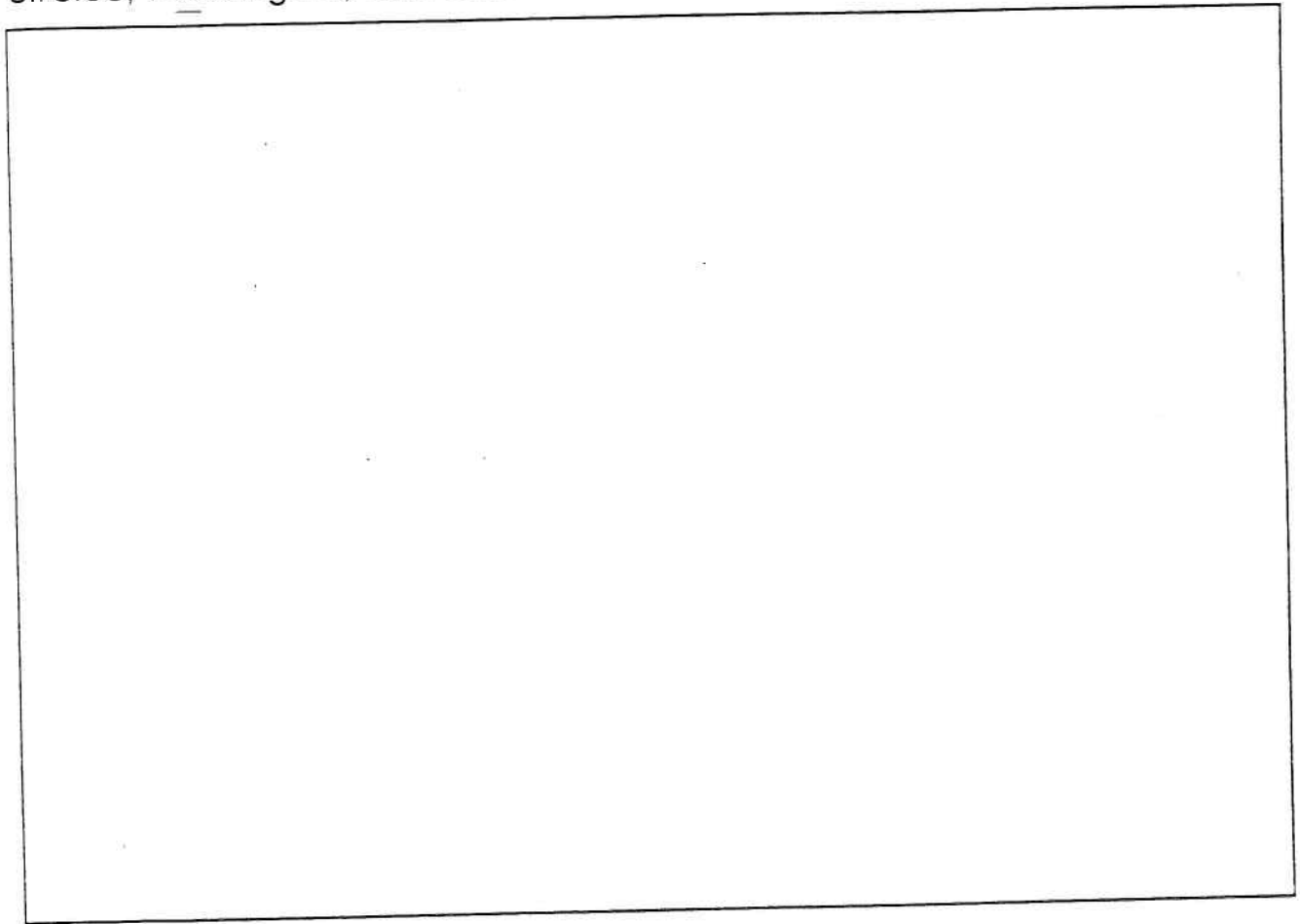
Total Correct:

Score:

Picture Shapes



Draw a picture using squares, triangles, circles, rectangles, and ovals.



Write how many you drew.

1. squares _____

2. triangles _____

3. circles _____

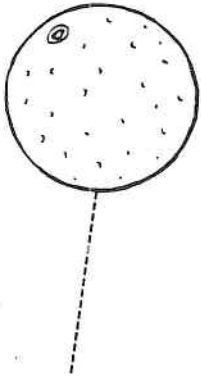
4. rectangles _____

5. ovals _____

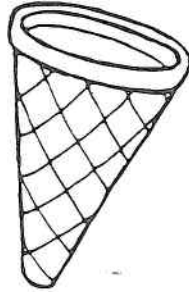
Solid and Plane Shapes

Match.

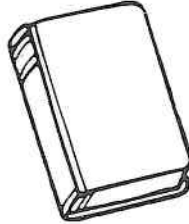
A.



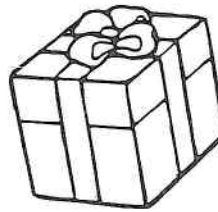
sphere



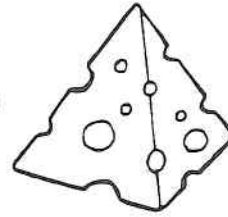
rectangular
prism



cone



cube

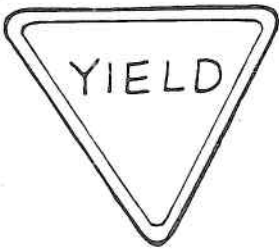


cylinder

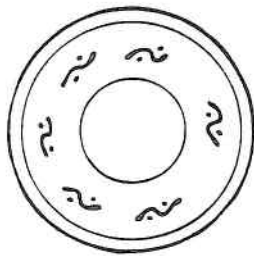


pyramid

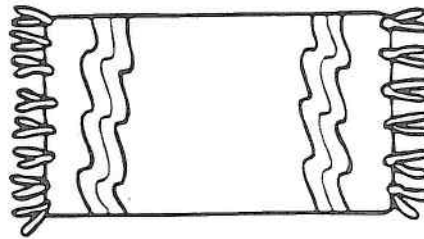
B.



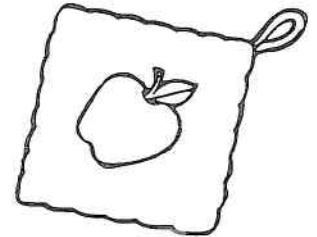
square



rectangle



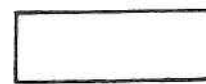
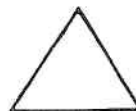
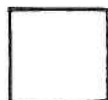
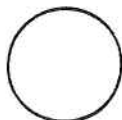
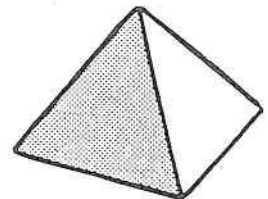
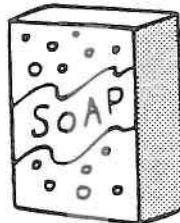
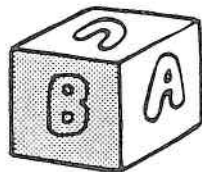
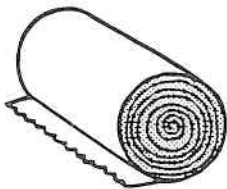
circle



triangle

Match the shaded face of each solid shape with a flat shape.

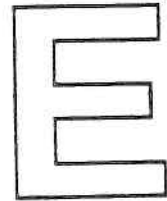
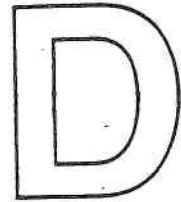
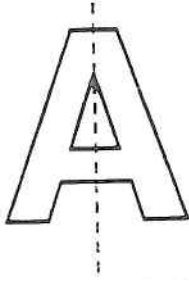
C.



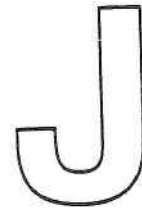
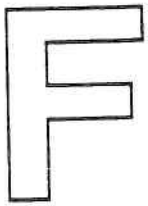
More Symmetry

Draw a line of symmetry when you can.
Some letters have no lines of symmetry.

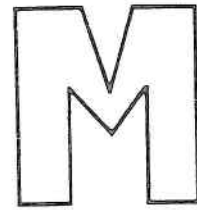
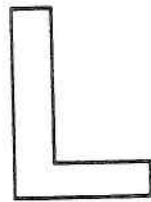
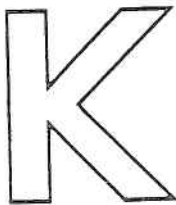
1.



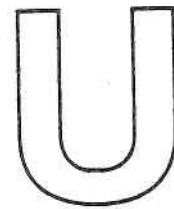
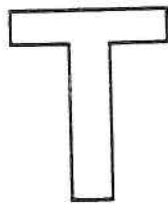
2.



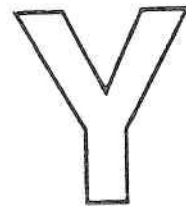
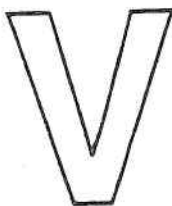
3.



4.

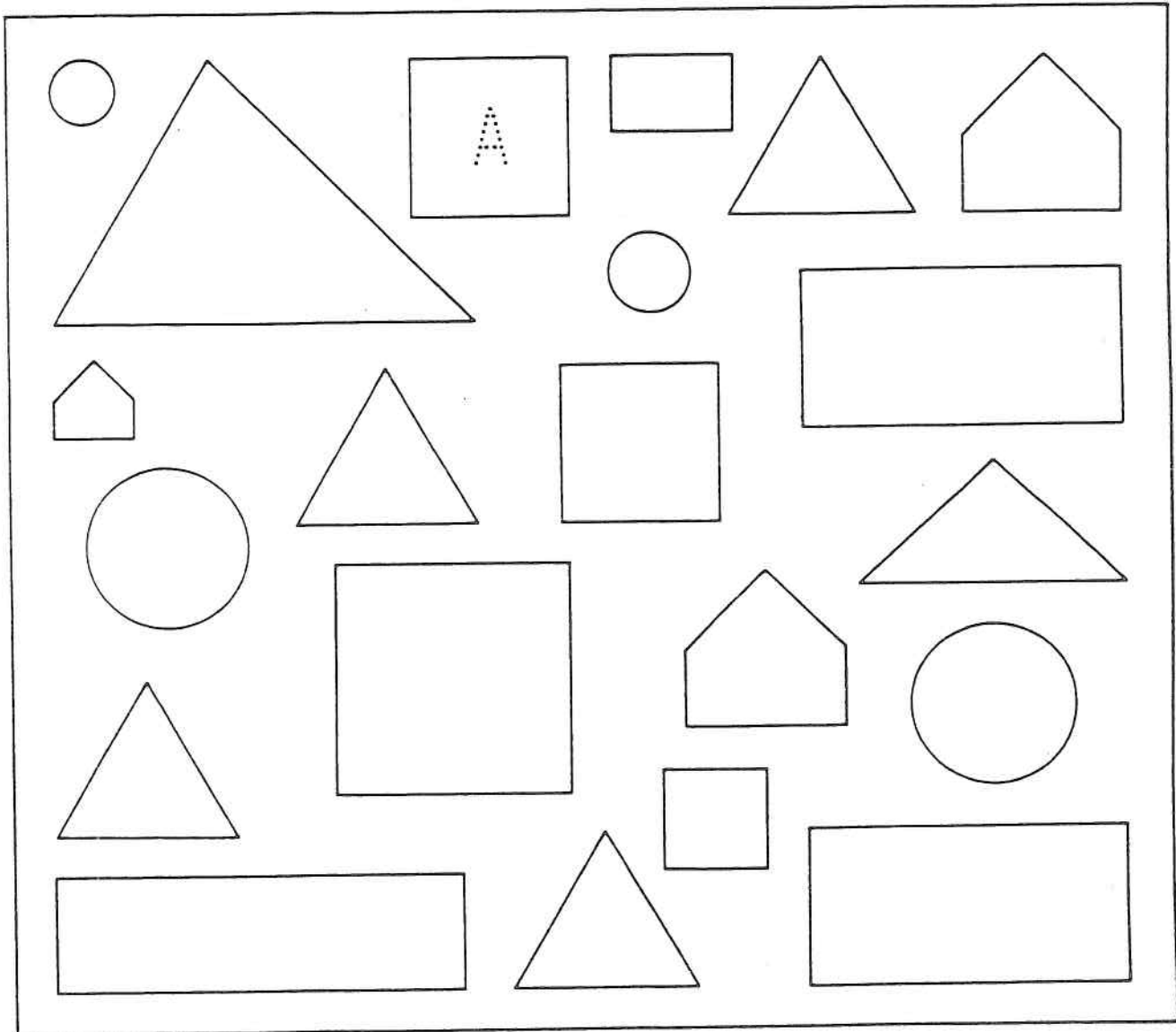
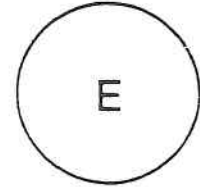
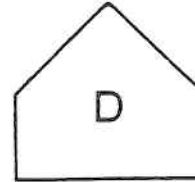
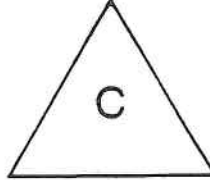
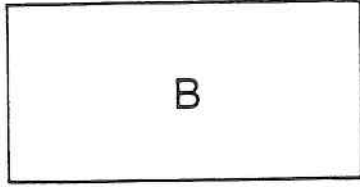
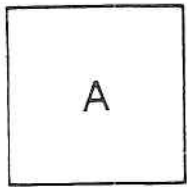


5.



Puzzle Fun

Find the shapes in the box that are the same size as the ones above the box. Write the letter on them.



Notes for Home Children identify shapes in a box that have the same shape and size as those given at the top of the page.

Number Monster

EXTEND
YOUR
KNOWLEDGE

$$\begin{array}{r} 14 \\ - 7 \\ \hline 7 \end{array}$$



I like numbers.

What number did I. M. Hungry eat?

Write the missing numbers.

$$\begin{array}{r} 13 \\ - 5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} \\ - 7 \\ \hline 6 \end{array}$$

$$\begin{array}{r} \\ - 5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 14 \\ - \\ \hline 6 \end{array}$$

$$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} \\ - 7 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 13 \\ - \\ \hline 4 \end{array}$$

$$\begin{array}{r} \\ - 8 \\ \hline 4 \end{array}$$

$$\begin{array}{r} \\ - 8 \\ \hline 5 \end{array}$$

$$\begin{array}{r} \\ - 6 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 13 \\ - \\ \hline 9 \end{array}$$

$$\begin{array}{r} \\ - 1 \\ \hline 8 \end{array}$$

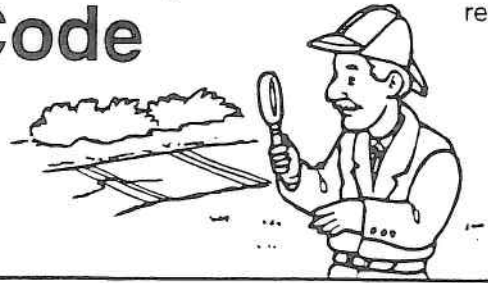
$$\begin{array}{r} 14 \\ - \\ \hline 7 \end{array}$$

$$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$$

Notes for Home Children practice subtraction facts through 18 by finding the missing part of a given fact.

Crack the Code

Read the word pairs.
Use the code to write the number.
Add or subtract.



A = 1	B = 2	C = 3	D = 4	E = 5	F = 6	G = 7	H = 8	I = 9
J = 1	K = 2	L = 3	M = 4	N = 5	O = 6	P = 7	Q = 8	R = 9
S = 1	T = 2	U = 3	V = 4	W = 5	X = 6	Y = 7	Z = 8	

1. AIR $\begin{array}{r} 11 \\ 199 \\ + 711 \\ \hline 910 \end{array}$ SPY + RUG
 + GAS + $\begin{array}{r} 711 \\ \hline \end{array}$ + SEE + - MAT -

2. PUP BAG HAT
 - DOG - + SAG + - CAT -

3. FOX LEO LEG
 - DEN - - KEN - + ARM +

4. PEN OLD LAD
 - PAD - - NEW - + BOY +

5. HOT CUP RUN
 - SUN - + JET + - FUN -

Name _____

Bats
Using addition to check subtraction

Hanging Around

Solve each subtraction problem.
Check your work by adding.
The first one has been done for you.

A.
$$\begin{array}{r} 35 \\ - 12 \\ \hline 23 \end{array}$$

B.
$$\begin{array}{r} 56 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

C.
$$\begin{array}{r} 45 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

D.
$$\begin{array}{r} 97 \\ - 55 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

E.
$$\begin{array}{r} 64 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

F.
$$\begin{array}{r} 56 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

G.
$$\begin{array}{r} 72 \\ - 24 \\ \hline \end{array}$$

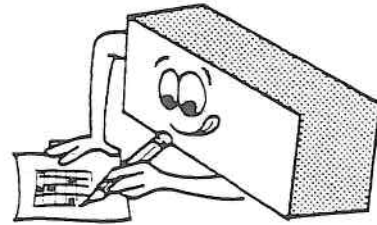
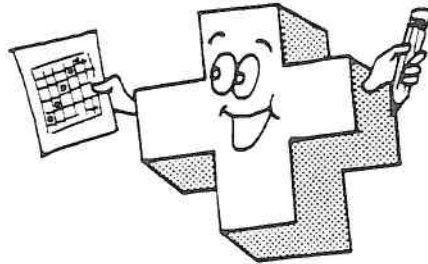
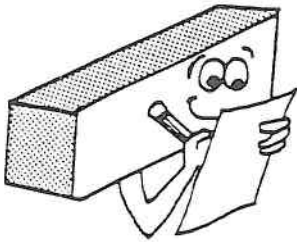
$$\begin{array}{r} + \\ \hline \end{array}$$

H.
$$\begin{array}{r} 90 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

Subtraction

Name _____



Find which card wins Matho. Work problems. Shade answers in cards.

M A T H O

177	413	127	149	939
13	346	167	25	174
513	89	Free	49	208
38	186	218	74	139
575	438	91	158	22

M A T H O

58	83	95	179	414
919	405	719	819	274
616	69	Free	601	272
374	211	116	27	424
143	79	101	81	35

M A T H O

259	42	339	520	225
91	28	511	625	871
582	39	Free	81	22
52	63	464	19	70
365	91	616	128	138

$$\begin{array}{r} 92 \\ - 54 \\ \hline \end{array}$$

$$\begin{array}{r} 126 \\ - 77 \\ \hline \end{array}$$

$$\begin{array}{r} 192 \\ - 49 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 317 \\ - 58 \\ \hline \end{array}$$

$$\begin{array}{r} 147 \\ - 84 \\ \hline \end{array}$$

$$\begin{array}{r} 452 \\ - 47 \\ \hline \end{array}$$

$$\begin{array}{r} 260 \\ - 49 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 29 \\ \hline \end{array}$$

$$\begin{array}{r} 265 \\ - 79 \\ \hline \end{array}$$

$$\begin{array}{r} 121 \\ - 82 \\ \hline \end{array}$$

$$\begin{array}{r} 158 \\ - 79 \\ \hline \end{array}$$

$$\begin{array}{r} 883 \\ - 64 \\ \hline \end{array}$$

$$\begin{array}{r} 974 \\ - 35 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 174 \\ - 58 \\ \hline \end{array}$$

$$\begin{array}{r} 257 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 375 \\ - 29 \\ \hline \end{array}$$

$$\begin{array}{r} 483 \\ - 69 \\ \hline \end{array}$$

$$\begin{array}{r} 170 \\ - 96 \\ \hline \end{array}$$

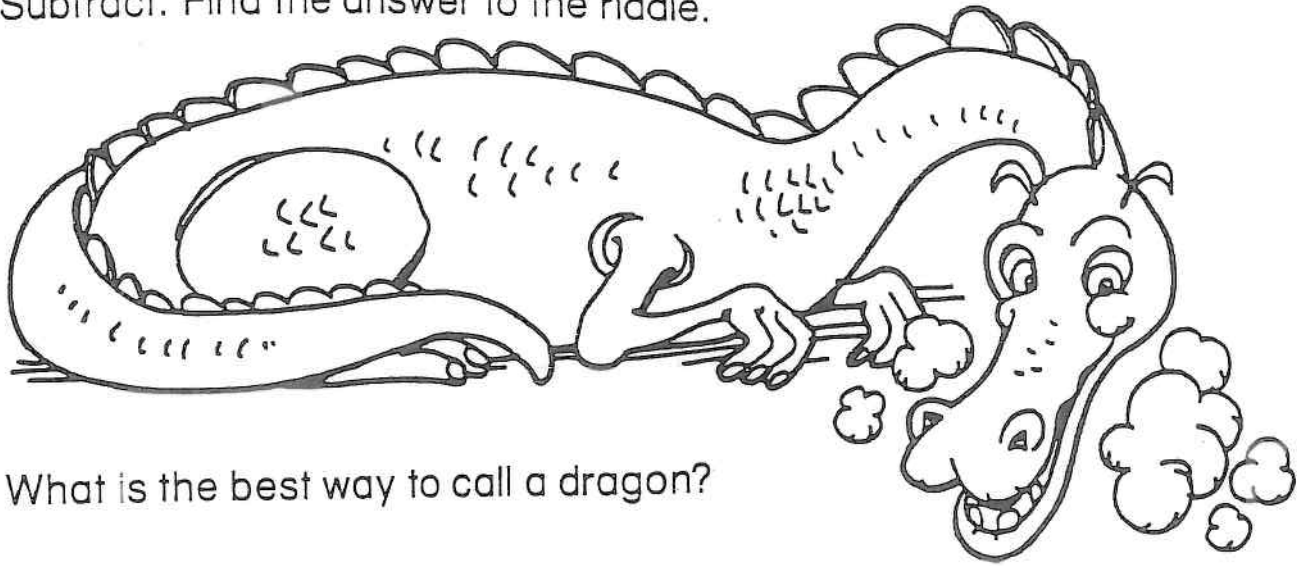
$$\begin{array}{r} 225 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ - 58 \\ \hline \end{array}$$

Dragon Subtraction

Subtract. Find the answer to the riddle.



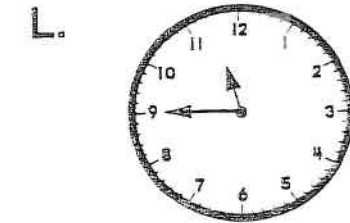
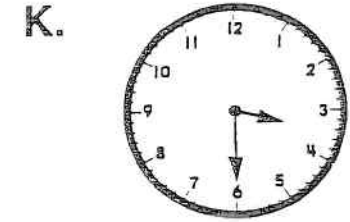
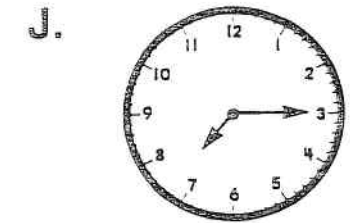
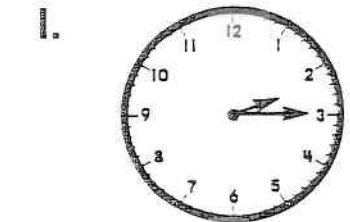
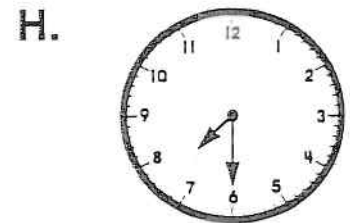
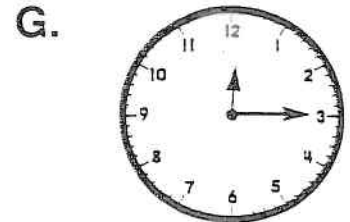
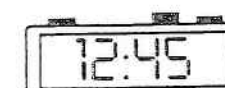
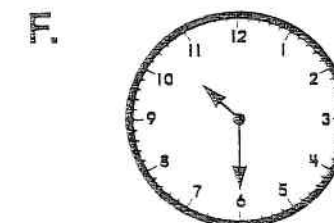
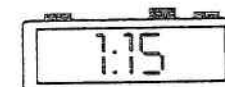
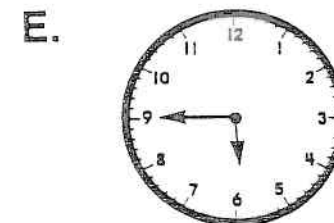
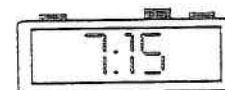
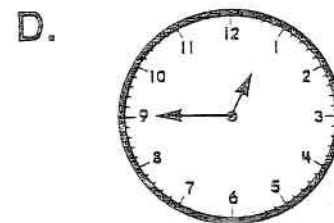
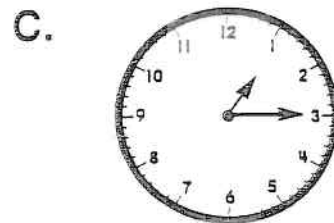
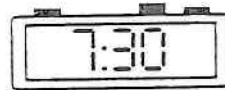
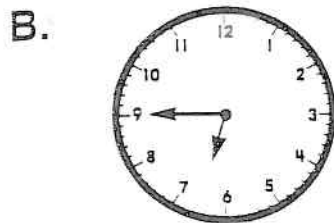
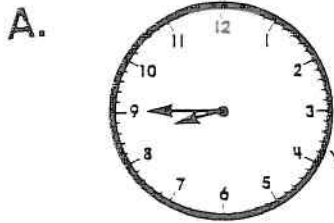
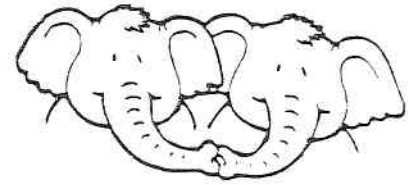
What is the best way to call a dragon?

$\frac{19}{26}$	$\frac{9}{18}$	$\frac{15}{4}$	$\frac{11}{17}$	$\frac{A}{13}$	$\frac{15}{15}$	$\frac{14}{14}$	$\frac{7}{7}$	$\frac{29}{29}$
-----------------	----------------	----------------	-----------------	----------------	-----------------	-----------------	---------------	-----------------

<p>A</p> $\begin{array}{r} 35 \\ - 22 \\ \hline 13 \end{array}$	<p>C</p> $\begin{array}{r} 28 \\ - 14 \\ \hline \end{array}$	<p>D</p> $\begin{array}{r} 48 \\ - 22 \\ \hline \end{array}$	<p>E</p> $\begin{array}{r} 19 \\ - 12 \\ \hline \end{array}$
<p>G</p> $\begin{array}{r} 27 \\ - 16 \\ \hline \end{array}$	<p>I</p> $\begin{array}{r} 51 \\ - 33 \\ \hline \end{array}$	<p>L</p> $\begin{array}{r} 44 \\ - 25 \\ \hline \end{array}$	<p>N</p> $\begin{array}{r} 43 \\ - 28 \\ \hline \end{array}$
<p>O</p> $\begin{array}{r} 25 \\ - 16 \\ \hline \end{array}$	<p>S</p> $\begin{array}{r} 26 \\ - 22 \\ \hline \end{array}$	<p>T</p> $\begin{array}{r} 44 \\ - 27 \\ \hline \end{array}$	<p>!</p> $\begin{array}{r} 48 \\ - 19 \\ \hline \end{array}$

Matching Times

Draw a line from each clock to the correct digital time.

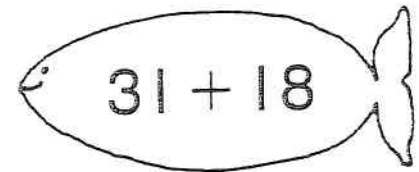
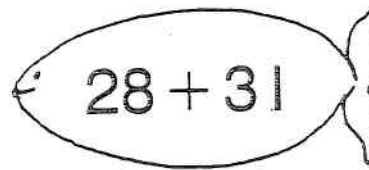
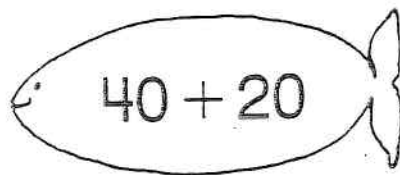
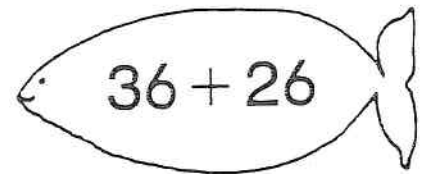
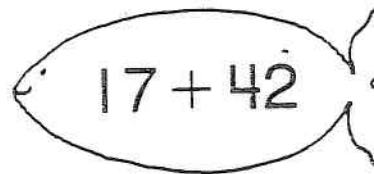
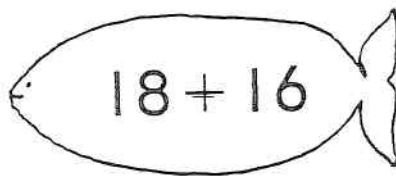
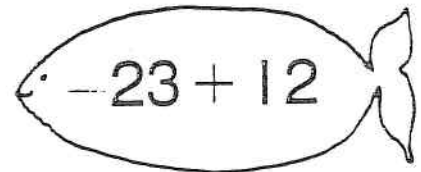
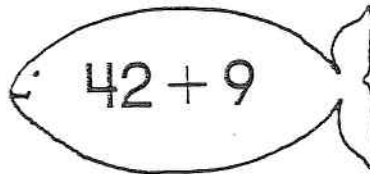
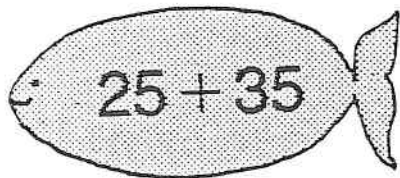


More or Less

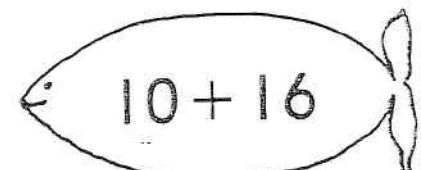
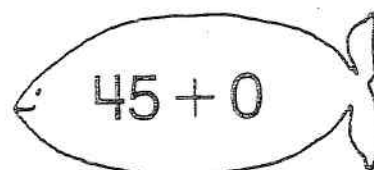
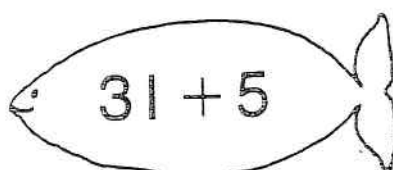
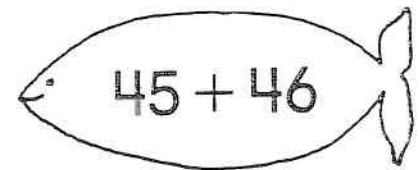
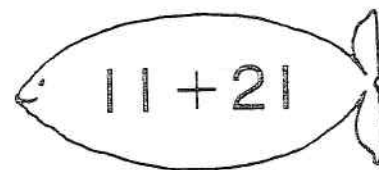
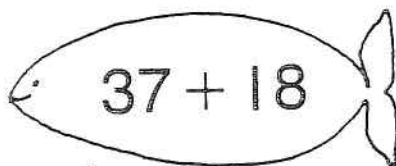
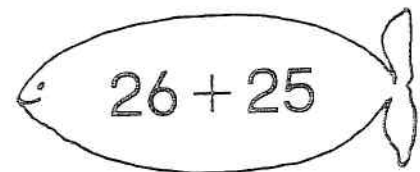
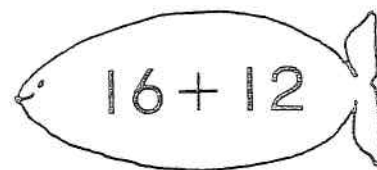
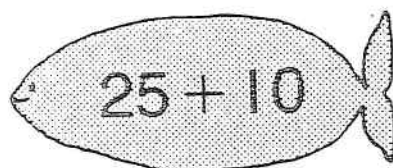
EXTEND
YOUR
KNOWLEDGE

Estimate each sum

1. Color the fish if your estimate is more than 50.



2. Color the fish if your estimate is less than 50.



Notes for Home Children estimate sums by looking at the digits in the tens and ones places to determine whether a sum is over or under 50.

Long Lines, Short Lines

Estimate the length of each line.
Then measure its length in inches to check.

A. Estimate: _____ inches
Check: 2 inches

C. Estimate: _____ inches
Check: _____ inches

D. Estimate: _____ inches
Check: _____ inches

E. Estimate: _____ inches
Check: _____ inches

F. Estimate: _____ inches
Check: _____ inches

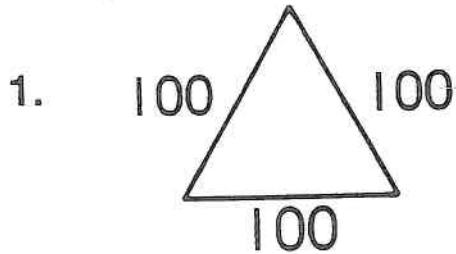
B. Estimate: _____ inches
Check: _____ inches

The longest line is _____. The shortest line is _____.

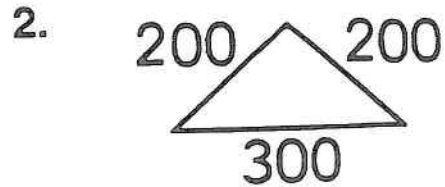
Lines _____ and _____ are about the same length.

Estimation

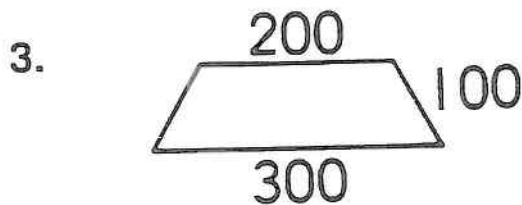
Look at each shape. Circle your estimate.



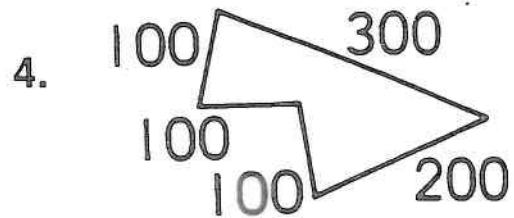
The perimeter is $(< 400 >) > 400$.



The perimeter is $< 500 > 500$.

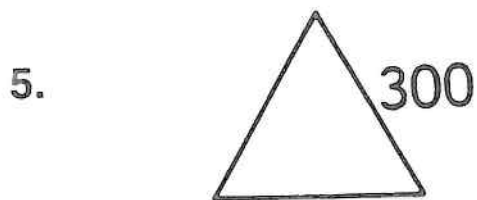


The perimeter is $< 500 > 500$.

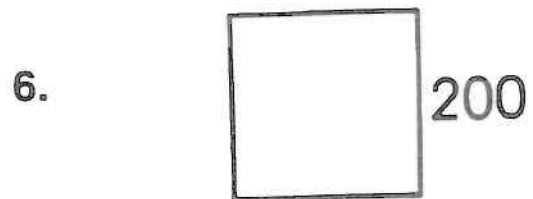


The perimeter is $< 900 > 900$.

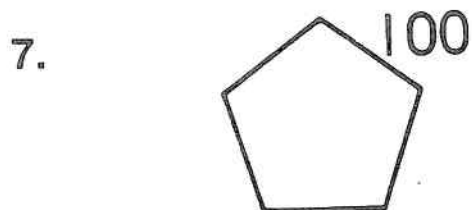
These shapes have equal sides.
Circle your guess.



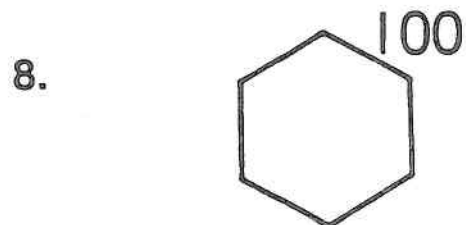
The perimeter is $< 800 > 800$.



The perimeter is $< 400 > 400$.



The perimeter is $< 400 > 400$.

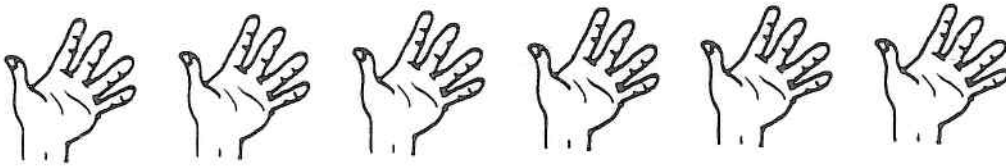


The perimeter is $< 800 > 800$.

Two Ways

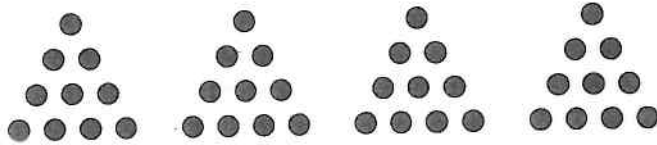
Write the sum.

Then write the product.



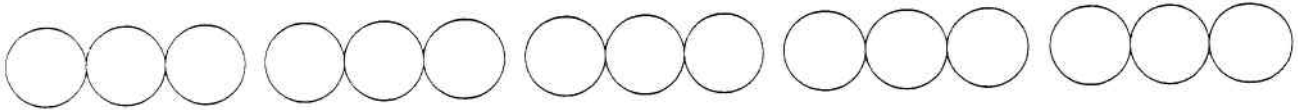
1. $5 + 5 + 5 + 5 + 5 + 5 = \underline{30}$

$6 \times 5 = \underline{\quad}$



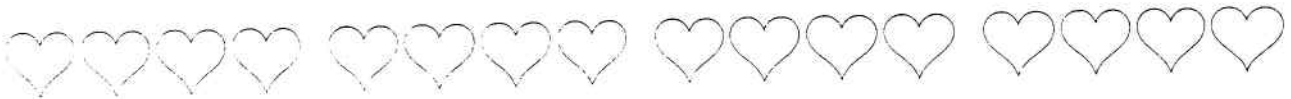
2. $10 + 10 + 10 + 10 = \underline{\quad}$

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$



3. $3 + 3 + 3 + 3 + 3 = \underline{\quad}$

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$



4. $4 + 4 + 4 + 4 = \underline{\quad}$

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$



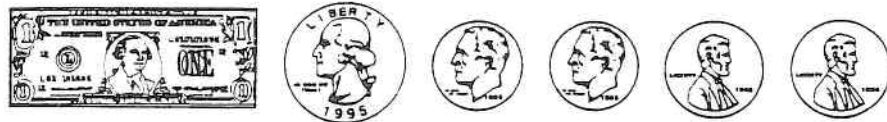
5. $6 + 6 + 6 = \underline{\quad}$

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

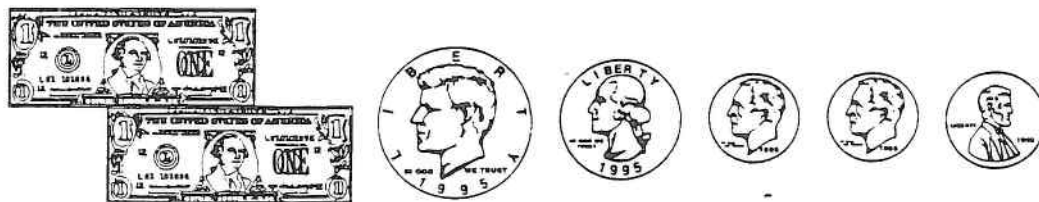
Team Spirit

Match each group of bills and coins to the correct item.

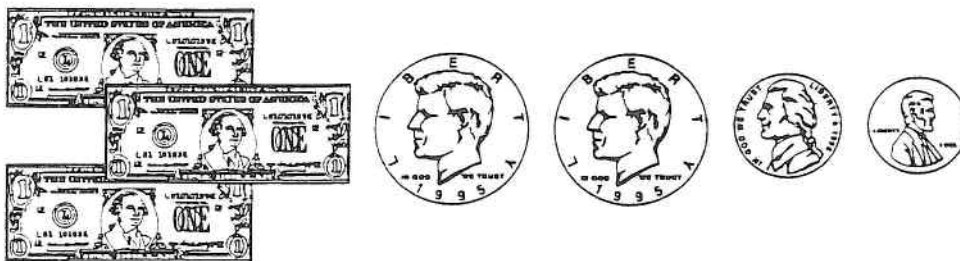
A.



B.



C.



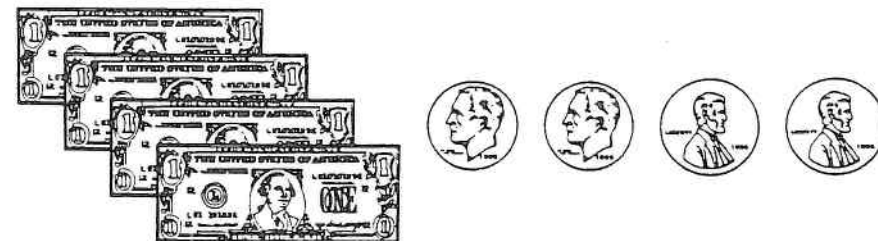
D.



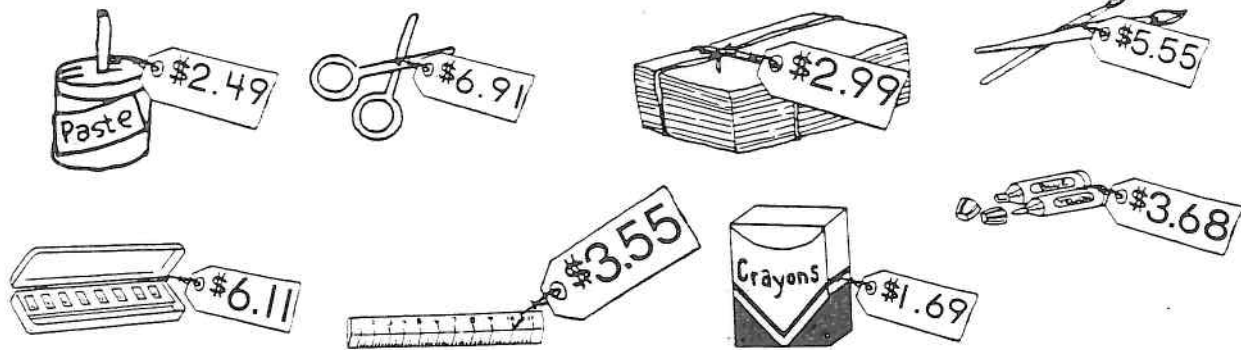
E.



F.



Add Dollars and Cents



Add.

1. How much does it cost to buy the paint set and the paper?

$$\begin{array}{r}
 \$ 6.11 \\
 + 2.99 \\
 \hline
 \$ 9.10
 \end{array}$$

2. You buy the brushes and the ruler. How much do you spend?

$$\begin{array}{r}
 \$ \quad . \\
 + \quad . \\
 \hline
 \$ \quad .
 \end{array}$$

3. Martha buys the brushes and the paper. How much does she spend?

$$\begin{array}{r}
 \$ \quad . \\
 + \quad . \\
 \hline
 \$ \quad .
 \end{array}$$

4. How much does it cost to buy the scissors and the crayons?

$$\begin{array}{r}
 \$ \quad . \\
 + \quad . \\
 \hline
 \$ \quad .
 \end{array}$$

5. Joe buys the markers and Ned buys the paste. How much do they spend?




$$\begin{array}{r}
 \$ \quad . \\
 + \quad . \\
 \hline
 \$ \quad .
 \end{array}$$

6. How much do the crayons and the paint set cost together?




$$\begin{array}{r}
 \$ \quad . \\
 + \quad . \\
 \hline
 \$ \quad .
 \end{array}$$



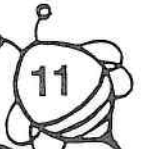
All in the Family


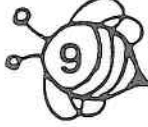

Write a fact family for each group of numbers.


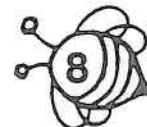

A.   




$6 + 7 = 13$
 $7 + 6 = 13$
 $13 - 6 = 7$
 $13 - 7 = 6$

B.   

C.   

D.   

E.   

F.   

Name _____

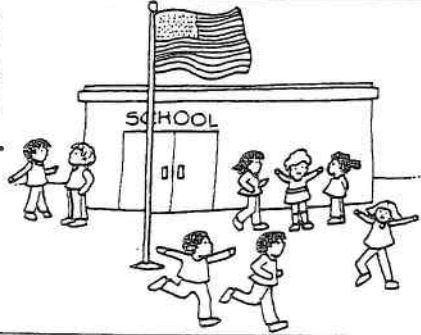
RETEACHING

PROBLEM SOLVING: APPLICATIONS

At Lincoln School, there are 58 children in the fifth grade.

There are 34 children in the fourth grade. How many more children are there in the fifth grade?

$$\begin{array}{r} 58 \\ -34 \\ \hline 24 \end{array}$$



Solve each problem.
Show your work.

Ms. Clark has 39 children in her class. 17 children are boys. How many children are girls? _____

At recess, 72 children went out to play. 31 children played baseball. How many children played other games? _____

65 children bought lunch in the cafeteria. 24 children ate lunch at home. How many more children bought their lunch? _____

85 pencils were used in the second grade. 73 pencils were used in the sixth grade. How many more pencils were used in the second grade? _____

Ms. Clark's class had 54 boxes of crayons. They used 20 boxes. How many boxes of crayons are left? _____

The second grade has 49 library books. Jim has read 23 of them. How many books does Jim have left to read? _____

(Problem Solving: Subtraction)

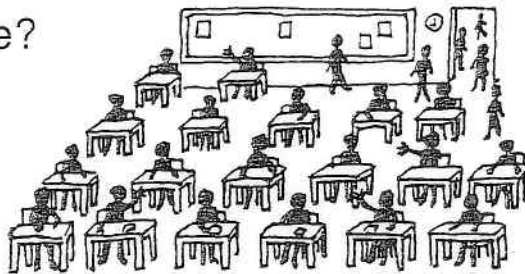
Name _____

SHARPEN
YOUR
SKILLS

Choose an Operation

Decide if you need to add or subtract.
Then solve.

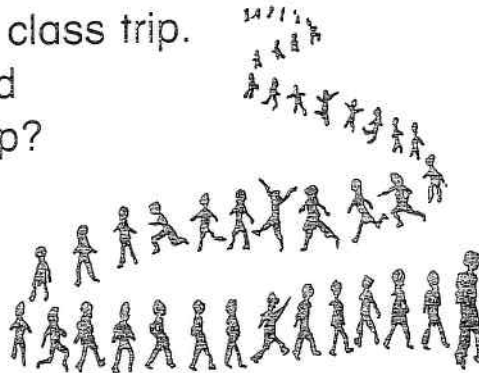
1. There are 39 boys in the second grade.
There are 36 girls in the second grade.
How many children are
in the second grade?



75 children

$$\begin{array}{r} 39 \\ + 36 \\ \hline 75 \end{array}$$

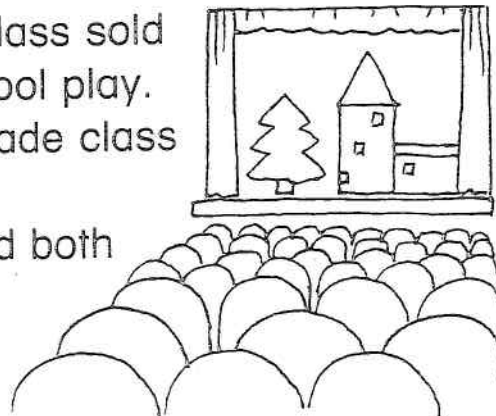
2. There are 75 children in the second grade.
48 children went on a class trip.
How many children did
not go on the class trip?



_____ children

$$\begin{array}{r} \\ - 48 \\ \hline \end{array}$$

3. One second grade class sold
27 tickets to the school play.
The other second grade class
sold 54 tickets.
How many tickets did both
classes sell in all?



_____ tickets

$$\begin{array}{r} \\ + 54 \\ \hline \end{array}$$

Notes for Home Children solve problems by deciding whether to add or subtract.

You're the Teacher

SUBTRACTION

Morgan did his homework while watching TV, listening to the radio, and playing video games.

Circle his five mistakes and correct them.



Name Morgan

$$\begin{array}{r} 1. \quad 42 \\ - 37 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 2. \quad 54 \\ - 26 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 3. \quad 60 \\ - 45 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 4. \quad 88 \\ - 69 \\ \hline 19 \end{array}$$

$$\begin{array}{r} 5. \quad 141 \\ - 73 \\ \hline 78 \end{array}$$

$$\begin{array}{r} 6. \quad 93 \\ - 26 \\ \hline 68 \end{array}$$

$$\begin{array}{r} 7. \quad 40 \\ - 24 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 8. \quad 87 \\ - 78 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9. \quad 152 \\ - 65 \\ \hline 77 \end{array}$$

Name _____



Building Arrays

Problem

Tatiana has 4 classes at school. For each class, she has 3 books.



How many schoolbooks does Tatiana have in all?

1. Use counters or pennies to make an array.

How many rows do you make? _____

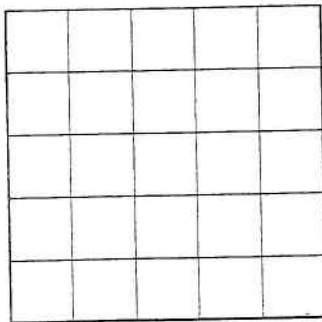
How many columns do you make? _____

2. Write the multiplication sentence. _____ \times _____ = _____

How many schoolbooks does Tatiana have? _____

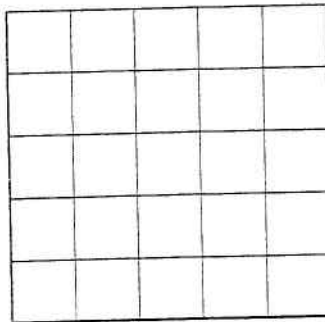
Now do these. Color to show the arrays, or use counters.
Write the multiplication sentence.

3. 4 rows
2 in each row



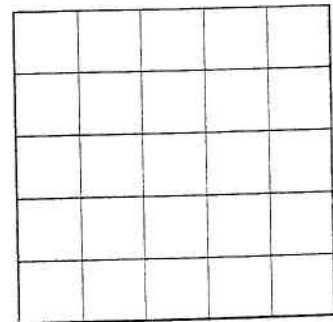
_____ \times _____ = _____

4. 3 rows
4 in each row



_____ \times _____ = _____

5. 5 rows
3 in each row



_____ \times _____ = _____


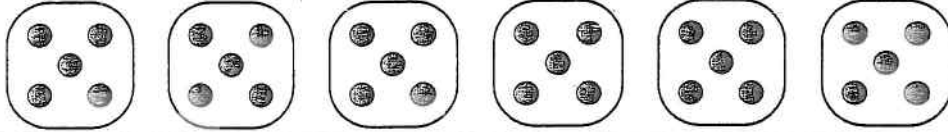
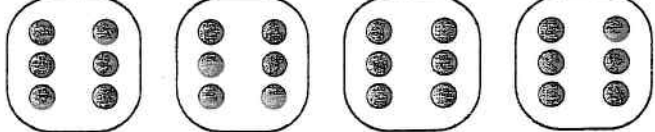
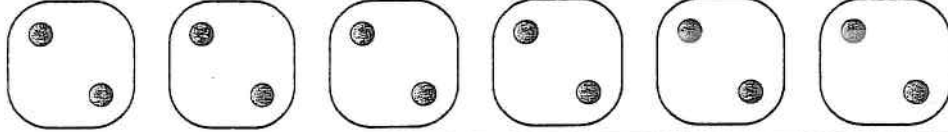
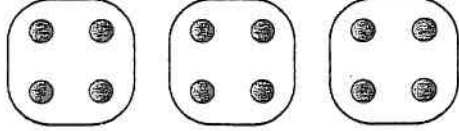
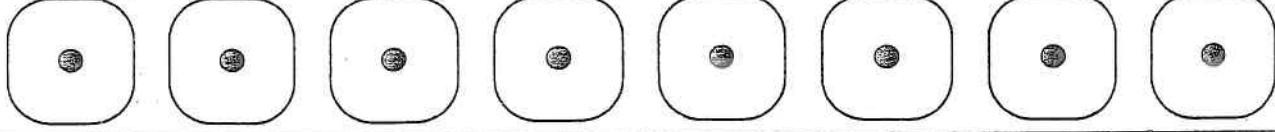
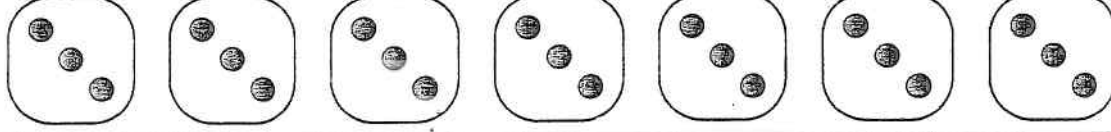
Repeated Addition (Dice)



Name: _____

Date: _____

- Look at each set of pictures. Write the matching repeated addition and multiplication.

		
$3 + 3 + 3 + 3 + 3 = 15$	$5 \times 3 = 15$	
		
		
		
		
		
		

Repeated Addition (Word Problems)



Name:

Date:

- Write each word problem as a repeated addition and as a multiplication. Use cubes to work out the answer.

There are six cans of drink in a pack. How many cans are there in four packs?

$$6 + 6 + 6 + 6 = 24$$

$$4 \times 6 = 24$$

Mark buys seven pairs of socks in the shop. How many socks has he bought altogether?

There are seven days in a week. How many days are there in three weeks?

Abbie collects 5p coins. On Tuesday she adds seven more coins to her collection. How much money did Abbie add on Tuesday?

A tricycle has three wheels. How many wheels are there on six tricycles?

Adam reads six pages of his book each night. How many pages does he read in five nights?

In Class 4, children sit in groups of four. There are five groups. How many children are there in Class 4?

Name _____

Add Over Again

E 11-4
PATTERNS

Add. Look for the pattern.

Write the last addition problem in the pattern.

$$\begin{array}{r} 1. \quad 209 \\ + 123 \\ \hline \end{array}$$

$$\begin{array}{r} 309 \\ + 223 \\ \hline \end{array}$$

$$\begin{array}{r} 409 \\ + 323 \\ \hline \end{array}$$

+		
<hr/>		

$$\begin{array}{r} 2. \quad 134 \\ + 252 \\ \hline \end{array}$$

$$\begin{array}{r} 154 \\ + 254 \\ \hline \end{array}$$

$$\begin{array}{r} 174 \\ + 256 \\ \hline \end{array}$$

+		
<hr/>		

$$\begin{array}{r} 3. \quad 315 \\ + 427 \\ \hline \end{array}$$

$$\begin{array}{r} 415 \\ + 327 \\ \hline \end{array}$$

$$\begin{array}{r} 515 \\ + 227 \\ \hline \end{array}$$

+		
<hr/>		

$$\begin{array}{r} 4. \quad 570 \\ + 118 \\ \hline \end{array}$$

$$\begin{array}{r} 560 \\ + 218 \\ \hline \end{array}$$

$$\begin{array}{r} 550 \\ + 318 \\ \hline \end{array}$$

+		
<hr/>		

Name _____

Tic-Tac Subtract

E 11-10
NUMBER SENSE

1. Subtract to find the differences.

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Hundreds</th> <th style="width: 33%;">Tens</th> <th style="width: 33%;">Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">1</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">6</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table>	Hundreds	Tens	Ones	□	□	□	4	3	7	-	1	6	4	6	4				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Hundreds</th> <th style="width: 33%;">Tens</th> <th style="width: 33%;">Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">2</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table>	Hundreds	Tens	Ones	□	□	□	5	7	8	-	2	6	3	1	2				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Hundreds</th> <th style="width: 33%;">Tens</th> <th style="width: 33%;">Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">3</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table>	Hundreds	Tens	Ones	□	□	□	6	2	3	-	3	7	3	9	0			
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-	3	6																																																						
6	2	3																																																						

2. Look at the differences in each problem above.
Find two that you can subtract to make a difference of 354. Draw a line to connect the problems.

Name _____

Missing Numbers

E 11-1
ALGEBRA

Use mental math to find the missing digit of each number. Then write the number.

1. $236 + 1\blacksquare2 = 378$

2. $314 + \blacksquare23 = 537$

3. $524 + 15\blacksquare = 675$

4. $3\blacksquare2 + 442 = 794$

5. $\blacksquare35 + 402 = 837$

6. $\blacksquare48 + 140 = 888$

7. $15\blacksquare + 126 = 279$

8. $251 + \blacksquare35 = 486$

9. $305 + 3\blacksquare2 = 607$

10. $\blacksquare21 + 344 = 565$

Name _____

PROBLEM-SOLVING APPLICATIONS

P 11-13

Amazing Animals

Solve.

1. A monkey sits on a tree that is 115 feet high.
The monkey climbs 60 feet. Then it climbs another
50 feet. How high is the monkey now?

_____ feet

2. One week, a group of chimpanzees ate 500 bananas.
The next week, they ate 300 bananas. How many more
bananas did the chimpanzees eat in the first week?

_____ more bananas

3. A toucan sits on a branch that is 212 feet high.
Another toucan sits on a branch that is 108 feet high.
How much higher is the first toucan?

_____ feet higher

Writing in Math

4. Write a subtraction story about your favorite
rain forest animal. Use three-digit numbers
in your story.

Name _____

Subtracting Three-Digit Numbers

PS 11-10

Subtract. Write the letter for each difference on the lines below to solve the riddle.

1.	$\begin{array}{r} 462 \\ -136 \\ \hline \end{array}$	$\begin{array}{r} 925 \\ -184 \\ \hline \end{array}$	$\begin{array}{r} 776 \\ -236 \\ \hline \end{array}$	$\begin{array}{r} 387 \\ -149 \\ \hline \end{array}$	$\begin{array}{r} 591 \\ -204 \\ \hline \end{array}$
	R	E	C	D	F
2.	$\begin{array}{r} 657 \\ -482 \\ \hline \end{array}$	$\begin{array}{r} 824 \\ -193 \\ \hline \end{array}$	$\begin{array}{r} 475 \\ -293 \\ \hline \end{array}$	$\begin{array}{r} 656 \\ -243 \\ \hline \end{array}$	$\begin{array}{r} 927 \\ -371 \\ \hline \end{array}$
	N	A	L	O	I

3. What has ears but can't hear?

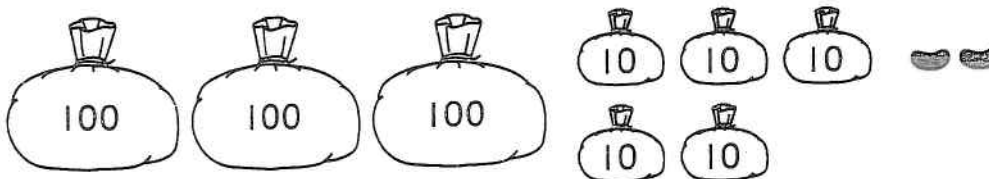
631 540 413 326 175 387 556 741 182 238

Solve.

4. The bags below are filled with jellybeans.

Allie uses 245 jellybeans.

How many jellybeans are left?



_____ jellybeans

Name _____

PS 11-5

Practice with Three-Digit Addition

The table shows how many miles there are between cities. Use the table to solve each problem below.

	Port Smith	Lakeside	Greenville	New Hope
Port Smith		414	291	365
Lakeside	414		529	152
Greenville	291	529		327
New Hope	365	152	327	

1. Jenny goes from Port Smith to Greenville, then from Greenville to New Hope. How far does she travel?

_____ miles

$$\begin{array}{r} 291 \\ + 327 \\ \hline \end{array}$$

2. Miguel goes from New Hope to Lakeside, then from Lakeside to Port Smith. How far does he travel?

_____ miles

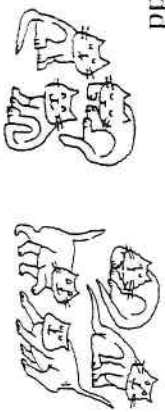
3. Ben goes from Greenville to New Hope, then from New Hope to Port Smith. How far does he go?

_____ miles

4. Shi-Ann goes from Lakeside to Greenville. Then she travels to another city. She travels a total of 856 miles. Where does she go to from Greenville? _____

Picture Glossary

odd



$$3 + 4 = 7$$

oddend

$$3 + 5 = 8$$

addends

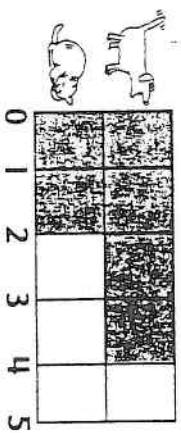
after

39, 40

40 is after 39.

bar graph

Favorite Pets



before

33, 34

33 is before 34.

between

35, 36, 37

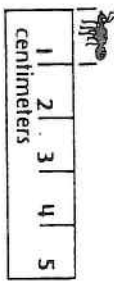
36 is between 35 and 37.

cent (¢)

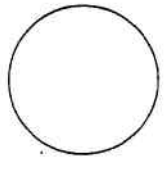


= 1¢

centimeter a metric unit of length



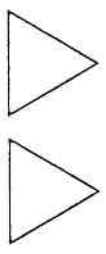
circle



cone

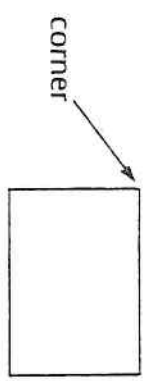


congruent



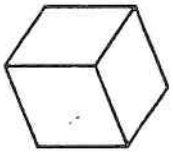
These triangles are congruent. They are the same size and shape.

corner

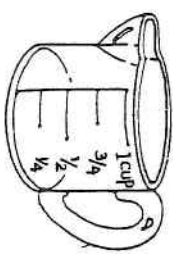


corner

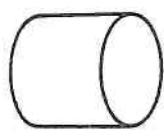
cube



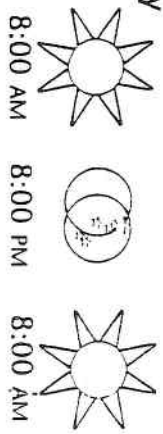
cup a customary unit of capacity



cylinder



day



There are 24 hours in a day.

difference

$$8 - 4 = 4$$

difference

$$\begin{array}{r} 8 \\ -4 \\ \hline 4 \end{array}$$

digit

tens digit

46
ones digit

46 has two digits.

dime

10¢



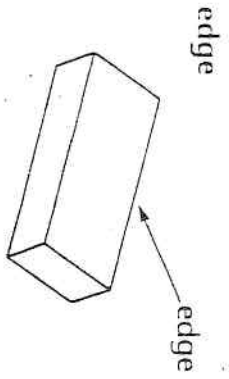
10 cents



dollar

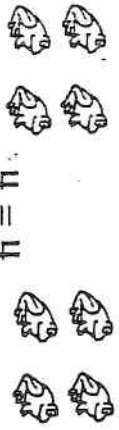


100¢ or \$1.00



edge

is equal to



4 is equal to 4.

estimate

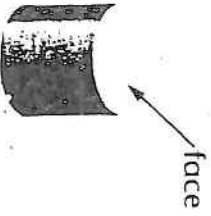


about 20 shells

expanded form

$$245 = 200 + 40 + 5$$

face

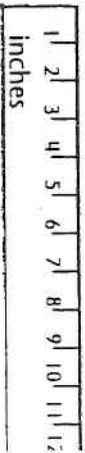


fact family

$$3 + 6 = 9 \quad 6 + 3 = 9$$

$$9 - 3 = 6 \quad 9 - 6 = 3$$

foot a customary unit of length



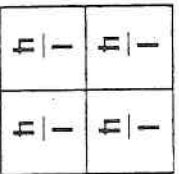
12 inches equal 1 foot.

factor

$$3 \times 2 = 6$$

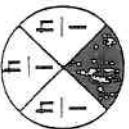
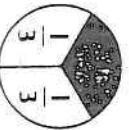
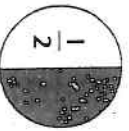
factors

fourths



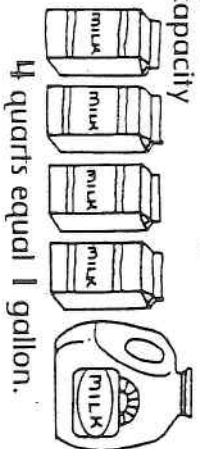
4 fourths equal a whole.

fraction

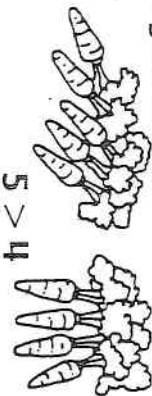


one-half one-third one-fourth

gallon a customary unit of capacity



is greater than



5 is greater than 4.

grouping property

$$3 + (2 + 3) = 8$$

$$(3 + 2) + 3 = 8$$

half dollar

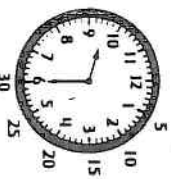
50¢



50 cents

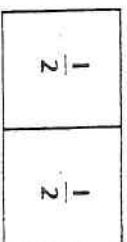


half hour



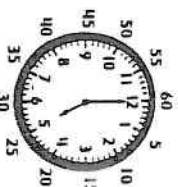
30 minutes equals 1 half hour.

halves



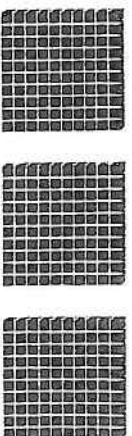
2 halves equal a whole.

hour



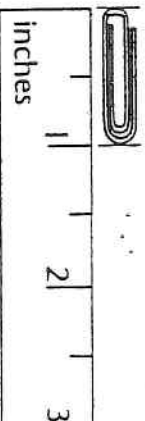
There are 60 minutes in an hour.

hundreds



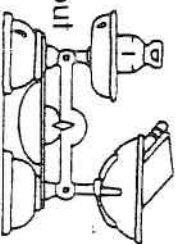
3 hundreds

inch

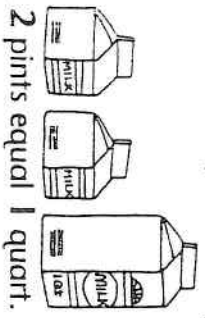


kilogram a metric unit of mass

The book is about 1 kilogram.



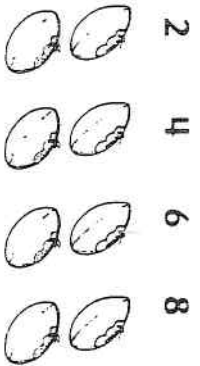
quart a customary unit of capacity



rectangle



skip-count



sum

$$\begin{array}{r} 6 + 3 = 9 \\ \text{sum} \end{array} \quad \begin{array}{r} + \\ 6 \\ 3 \\ \hline 9 \end{array}$$

quarter

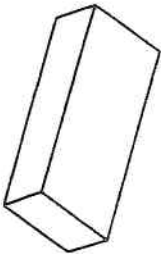
25¢



25 cents



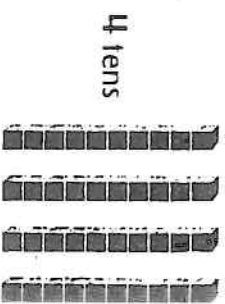
rectangular prism



sphere

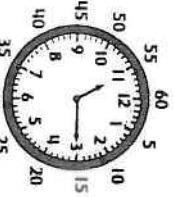


tens

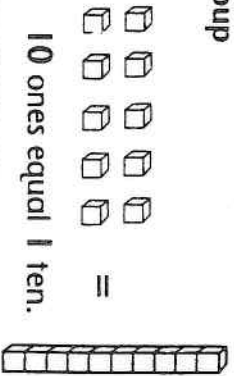


quarter past

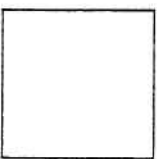
quarter past 11 Or 11:15



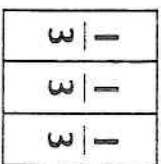
regroup



square

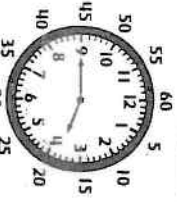


thirds



quarter to

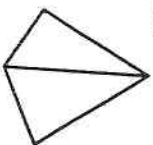
quarter to 4 or 3:45



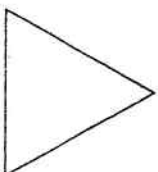
related facts

$$\begin{array}{l} 9 + 1 = 10 \\ 10 - 1 = 9 \end{array}$$

square pyramid



triangle



range the difference between the least and the greatest numbers

1 2 3 4 5 6

$$6 - 1 = 5 \quad \text{range}$$

second



It takes about 1 second to snap.

subtract

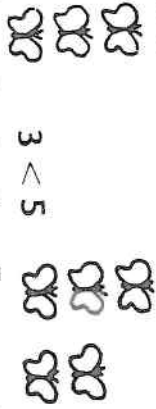


$$5 - 2 = 3$$

week

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
There are 7 days in a week.

is less than



$3 < 5$
3 is less than 5.

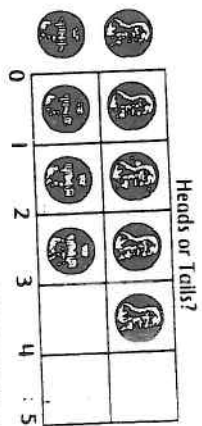
mode the number that occurs most often

1 2 2 3 4 5
2 is the mode.

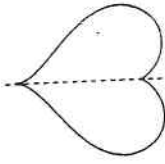
number sentence

$8 + 2 = 10$
 $6 - 4 = 2$

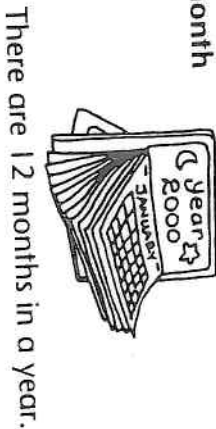
picture graph



line of symmetry

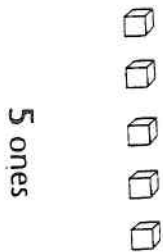


month



There are 12 months in a year.

ones

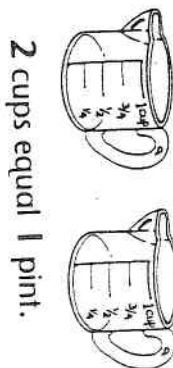


5 ones

order property

$3 + 4 = 7$
 $4 + 3 = 7$

pint a customary unit of capacity



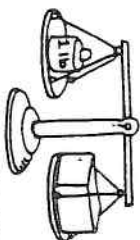
2 cups equal 1 pint.

place value the value of each place

Tens	Ones
3	4

In 34 the digit 3 is in the tens place.

pound a customary unit of weight



The butter weighs about 1 pound.

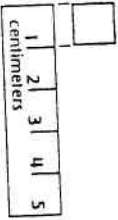
product

$5 \times 3 = 15$

		3
	$\times 5$	
		15

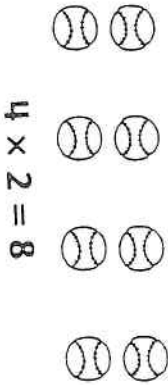
product →

meter a metric unit of measurement



100 centimeters equal 1 meter.

multiply

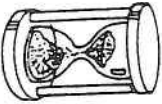


$4 \times 2 = 8$

pattern

3, 5, 7, 9, 11, ?

minute



There are 60 seconds in a minute.

nickel



5¢



5 cents

penny



1¢



1 cent