



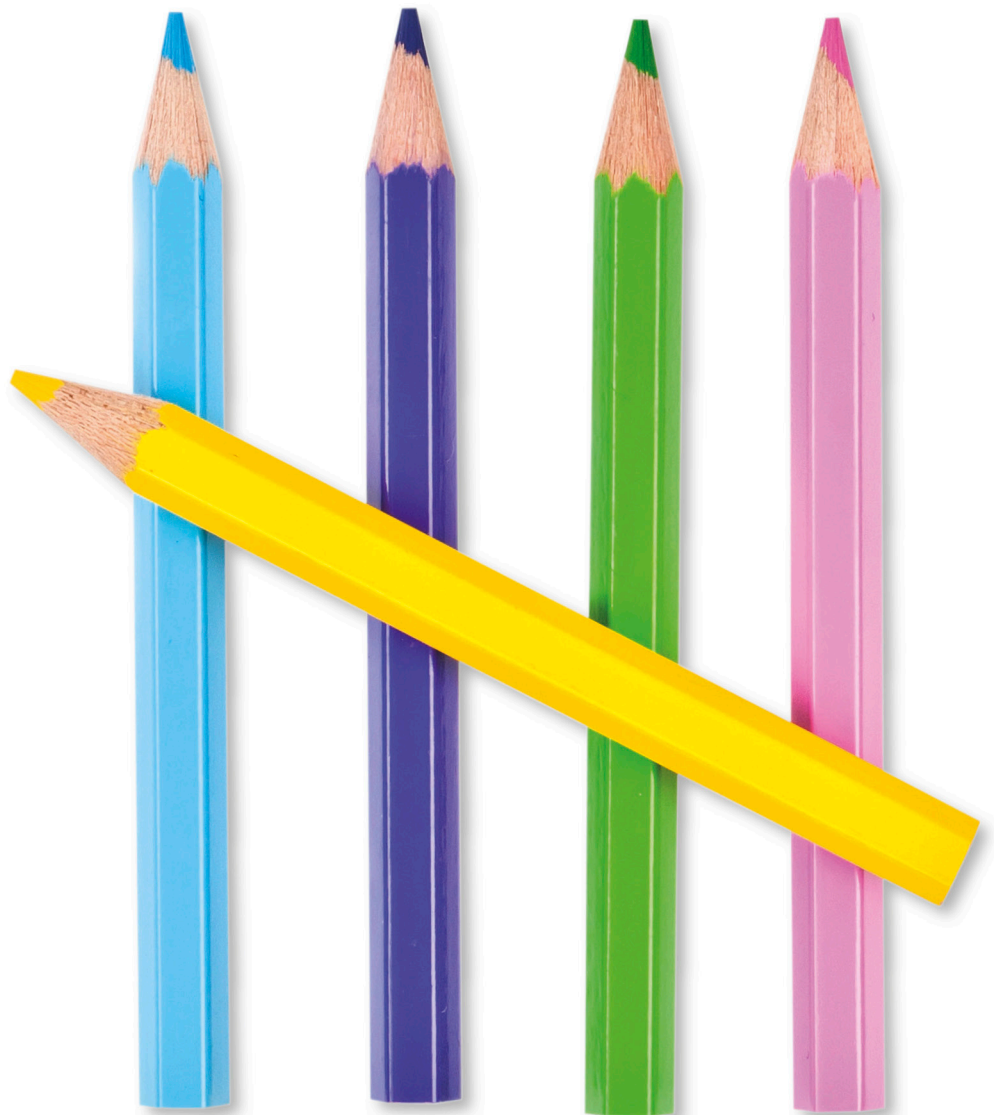
WORKBOOKS



Math

Math

Learn and Explore



Meets Common
Core standards

Makes learning
easy and fun

Builds and
boosts key skills

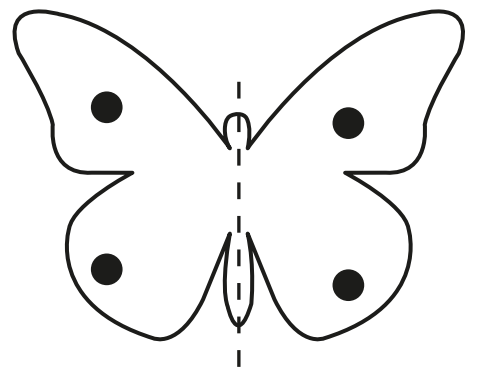
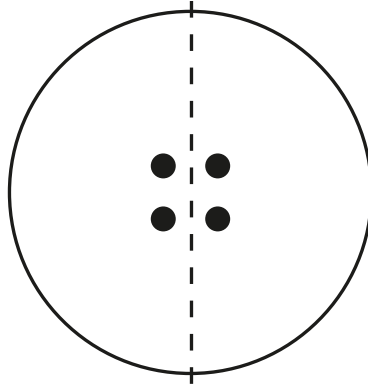
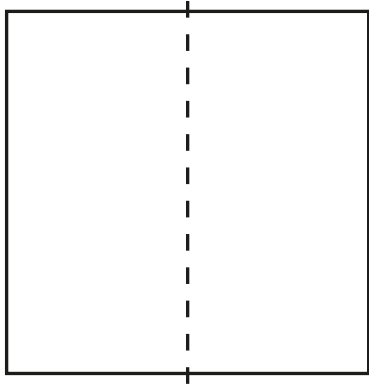


WORKBOOKS



Math

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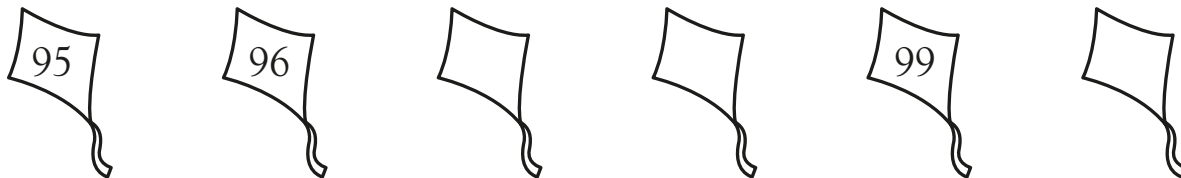
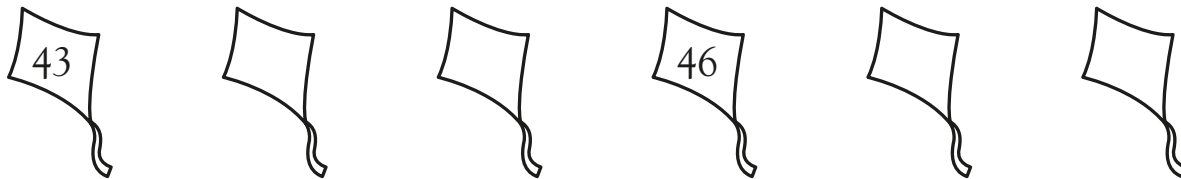
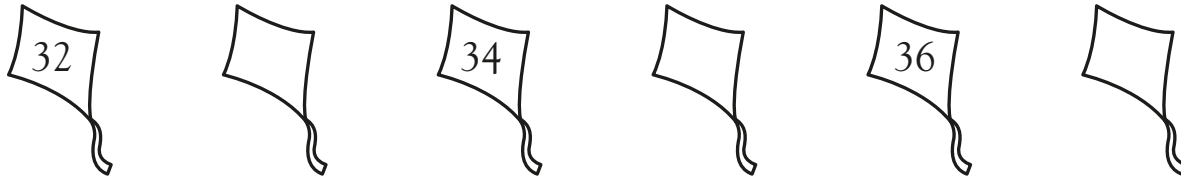
Up to 100

GOAL

Learn to count up to 100 with words and numbers.



Write the missing numbers on the kites in each row.



Fill in the missing number words in each row by choosing them from the box.

Thirty	Twenty	Forty	Seventy
Twenty-six	One hundred	Twenty-nine	

Ten Thirty Fifty

Sixty Eighty Ninety

Twenty-five Twenty-seven Twenty-eight

Read the words. Write the correct number.

Eighty-five

Ninety-nine

Fifty-six



Learn the hundreds, tens, and ones places in a number.

357

3
Hundreds

5
Tens

7
Ones

Find the place value. Write how many hundreds, tens, and ones there are in each number.

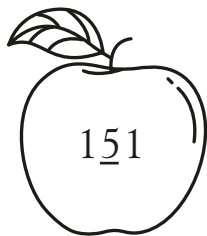
Hundreds	Tens	Ones
<input type="text"/>	<input type="text"/>	<input type="text"/>

Hundreds	Tens	Ones
<input type="text"/>	<input type="text"/>	<input type="text"/>

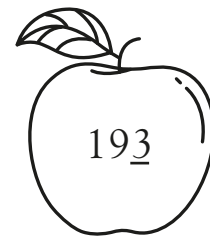
Hundreds	Tens	Ones
<input type="text"/>	<input type="text"/>	<input type="text"/>

Hundreds	Tens	Ones
<input type="text"/>	<input type="text"/>	<input type="text"/>

Circle the place value of the underlined number.



5 hundreds 5 tens 5 ones



3 hundreds 3 tens 3 ones



Changing Ones

GOAL

Learn to change the ones.

Add 5 ones to 22

27

Follow the instructions. Write the new number.

Add 3 ones to 25

Add 5 ones to 43

Add 9 ones to 33

Add 7 ones to 72

Subtract 1 one from 91

Subtract 4 ones from 44

Subtract 2 ones from 66

Subtract 4 ones from 22

Write the new number and the value that was added or taken away.

New number

Value

Change the 4 in 84 to 8

The new number is greater by

Change the 7 in 67 to 9

The new number is greater by

Change the 5 in 75 to 7

The new number is greater by

Change the 6 in 66 to 1

The new number is less by

Change the 9 in 39 to 5

The new number is less by

Change the 8 in 48 to 3

The new number is less by

Add 2 ones to 52. Then add 3 more ones.
Write the new number.



Learn to change the tens.

The value of the circled number is...

⑥7 ..Sixty..

⑧9 ..Eighty..

1①5 ..Ten...

Write the number and then the word in each row.

	Number	Word
The value of 4 in 47 is	<input type="text"/>
The value of 8 in 183 is	<input type="text"/>
The value of 6 in 62 is	<input type="text"/>
The value of 2 in 126 is	<input type="text"/>
The value of 5 in 150 is	<input type="text"/>

Write the answer as a number and as a word in each row.

	Number	Word
If you change 21 to 51, how much value did you add?	<input type="text"/>
If you change 43 to 83, how much value did you add?	<input type="text"/>
If you change 65 to 35, how much value did you subtract?	<input type="text"/>

Circle the numbers in which the 2 has a value of 20.

82

28

125



Odd and Even

GOAL

Learn odd and even numbers.

Even numbers end in 0, 2, 4, 6, and 8.

Odd numbers end in 1, 3, 5, 7, and 9.

Even numbers of objects can be grouped into pairs. When odd numbers of objects are grouped in pairs, there is always one extra. Is the number of objects in each row below odd or even? Circle groups of two to find out.



Even

Odd



Even

Odd



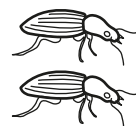
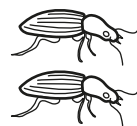
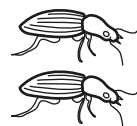
Even

Odd



Even

Odd



Even

Odd



Even

Odd

Circle the even numbers in this row.

24

25

26

27

28

29

30

31

32

Circle the odd numbers in this row.

6

7

8

9

10

11

12

13

14



Find out how numbers are part of a fact family.

$$3 + 5 = 8 \quad 5 + 3 = 8 \quad 8 - 3 = 5 \quad 8 - 5 = 3$$

This is the fact family for the numbers 3, 5, and 8.

GOAL

Complete the facts for each family.

$2 + 7 = \square$

$7 + 2 = \square$

$9 - 2 = \square$

$9 - 7 = \square$

$3 + 4 = \square$

$4 + 3 = \square$

$7 - 3 = \square$

$7 - 4 = \square$

$4 + 5 = \square$

$5 + 4 = \square$

$9 - 4 = \square$

$9 - 5 = \square$

$1 + 6 = \square$

$6 + 1 = \square$

$7 - 1 = \square$

$7 - 6 = \square$

$6 + 4 = \square$

$4 + 6 = \square$

$10 - 4 = \square$

$10 - 6 = \square$

$5 + 2 = \square$

$2 + 5 = \square$

$7 - 5 = \square$

$7 - 2 = \square$

$1 + 8 = \square$

$8 + 1 = \square$

$9 - 8 = \square$

$9 - 1 = \square$

$7 + 3 = \square$

$3 + 7 = \square$

$10 - 7 = \square$

$10 - 3 = \square$

Write the facts for the fact family 3, 6, and 9.

$\square + \square = \square$

$\square - \square = \square$

$\square + \square = \square$

$\square - \square = \square$



Counting in Tens

GOAL

Practice counting by tens.



10

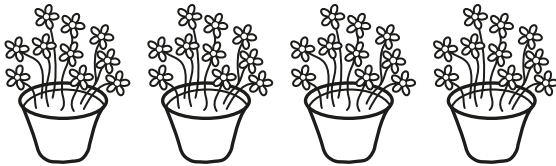
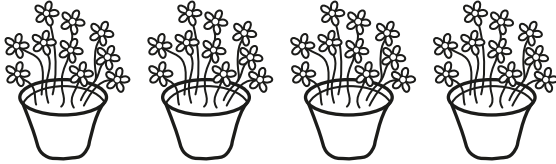


20



30

Look at the flower pots below. There are ten flowers in each pot. How many flowers are there in each row?



Write the missing numbers as you count backward by tens.

100

90



0



What Makes Ten?

GOAL

Practice making ten.

Circle the number that, when added to the number in the flower, equals ten.



3 2 4



2 5 4



3 1 5



6 5 4



2 1 7



8 6 10



9 1 6

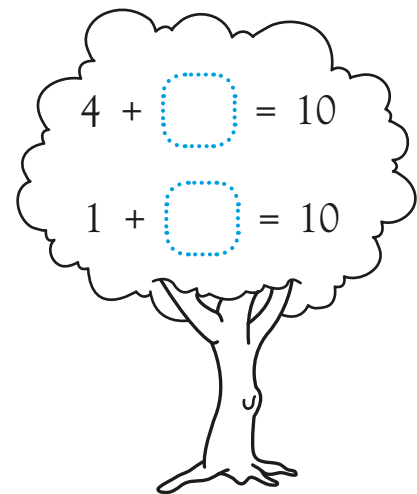
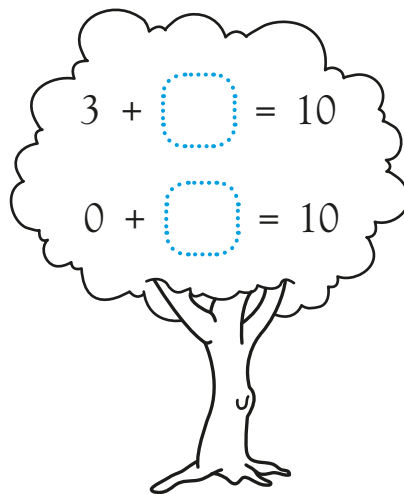
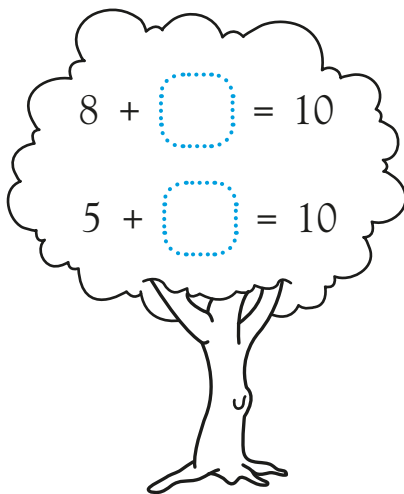


3 6 2



0 1 9

Fill in the missing numbers to complete the number sentences.



You have 6 pennies. How many more do you need to get 10 pennies?

pennies



Practice adding quickly.

Write the answers.

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

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

Write the missing number.

$$\square + 6 = 10$$

$$2 + \square = 8$$

$$6 + \square = 9$$

$$\square + 1 = 8$$

$$\square + 5 = 7$$

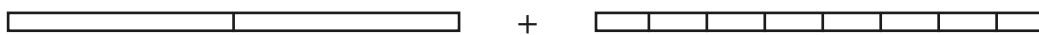
$$3 + \square = 7$$

$$0 + \square = 10$$

$$4 + \square = 6$$

$$\square + 4 = 8$$

Write the number sentence to match the pictures.



$$\square + \square = \square$$



$$\square + \square = \square$$

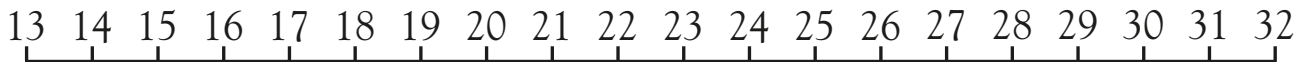


Adding Two-Digit Numbers

GOAL

Learn to use a number line to add two-digit numbers.
Count on ones, then leap in tens.

Use the number lines to answer the equations in each row.



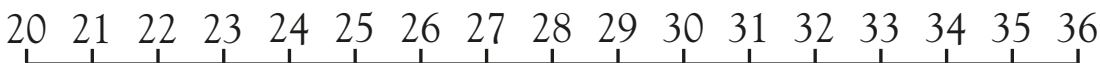
$$\begin{array}{r} 13 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 21 \\ \hline \end{array}$$



$$\begin{array}{r} 24 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 13 \\ \hline \end{array}$$



$$\begin{array}{r} 30 \\ + 12 \\ \hline \end{array}$$

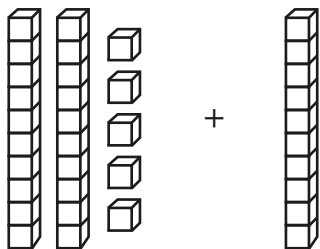
$$\begin{array}{r} 28 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 11 \\ \hline \end{array}$$

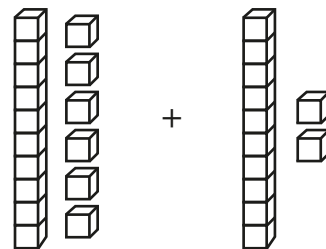
$$\begin{array}{r} 30 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 10 \\ \hline \end{array}$$

Use the counting blocks to solve the equations.



$$25 + 10 = \square$$



$$16 + 12 = \square$$

Adding Numbers Horizontally



GOAL

Practice adding horizontally.
Count the ones and then
the tens.

$$12 + 34 = 46$$

Use the counting blocks to add ones, then add tens. Write the answer.

$$23 + 52 = \square$$

$$61 + 36 = \square$$

Find the answer to each problem.

$25 + 31 = \square$	$42 + 23 = \square$	$65 + 24 = \square$	$33 + 51 = \square$
$75 + 23 = \square$	$43 + 16 = \square$	$18 + 11 = \square$	$55 + 33 = \square$
$35 + 14 = \square$	$21 + 43 = \square$	$16 + 13 = \square$	$70 + 20 = \square$

Draw blocks of tens and ones to show $13 + 34$. Write the answer.

$$= \square$$



Adding Numbers Vertically

GOAL

Practice adding vertically.

Add the ones, then the tens.

Tens	Ones	Tens	Ones
7	4	7	4
+ 1	2	+ 1	2
8	6	8	6

Regroup and add.

$$\begin{array}{r} 1 \\ 62 \\ + 19 \\ \hline 81 \end{array}$$

Add the ones, then add the tens in each equation. Write the answer.

$$\begin{array}{r} 63 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 82 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 32 \\ \hline \end{array}$$

Add the ones, and regroup your answer as tens and ones. Then add the tens to solve each equation.

$$\begin{array}{r} 53 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 46 \\ \hline \end{array}$$

Write the answer to each equation. Shade the shapes where the answer is 79.

$$\begin{array}{r} 37 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ + 59 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 15 \\ \hline \end{array}$$

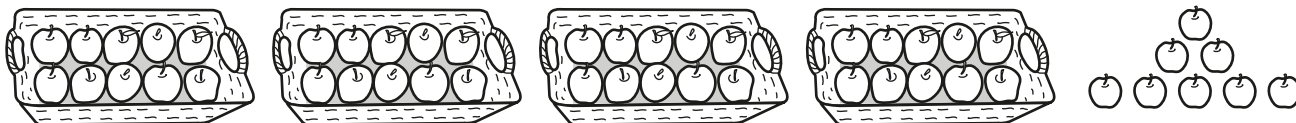
$$\begin{array}{r} 24 \\ + 55 \\ \hline \end{array}$$



Solve real-life problems with addition.

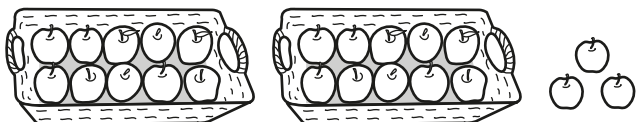
Read each story. Then, write the equation and solve the problem.

Mr. Lopez sells apples. He has 4 baskets of 10 apples, and another 8 loose apples. How many apples does he have in his store?



$$\square + \square + \square + \square + \square = \square \text{ apples}$$

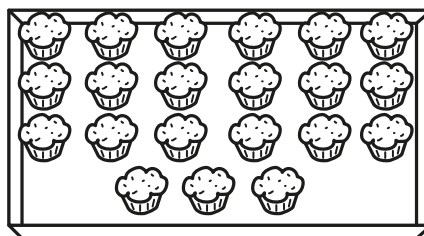
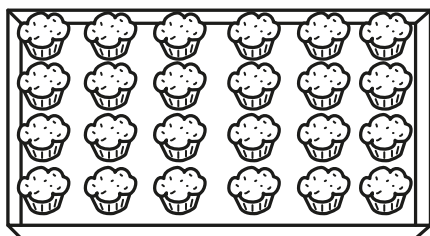
Mom is making apple pies. She has a basket of 10 apples. She buys another basket of 10 apples and another 3 single apples. How many apples does she have now?



$$\square + \square + \square = \square \text{ apples}$$

Paul is selling muffins at the school bake sale. He sells 24 muffins in the morning and 21 in the afternoon. How many muffins did he sell in all?

$$\square + \square = \square \text{ muffins}$$



Write the answer. Then draw pictures of objects to match the number sentence.

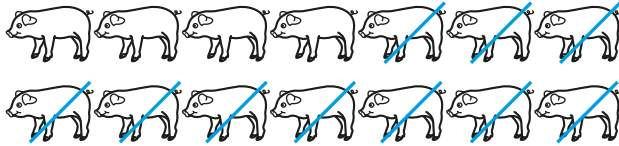
$$11 + 12 = \square$$



Taking Away Ten

GOAL

Practice taking away ten.



$$14 - 10 = 4$$

Write the number sentence for each row.



$$\square - \square = \square$$



$$\square - \square = \square$$



$$\square - \square = \square$$



$$\square - \square = \square$$

How many mice are there in all? Draw a line through the ten you are taking away, then complete the number sentence.



$$\square - 10 = \square$$



Practice subtracting quickly.

Write the answers to these subtraction problems.

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 9 \\ - 6 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

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

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

Fill in the missing number in each subtraction problem.

$$\square - 6 = 2$$

$$\square - 7 = 1$$

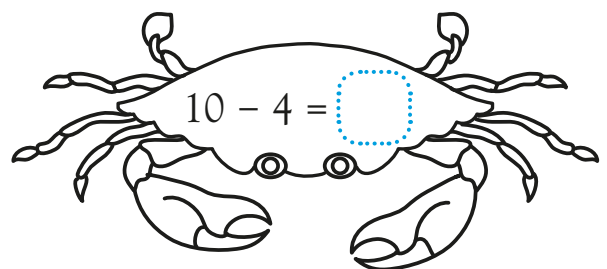
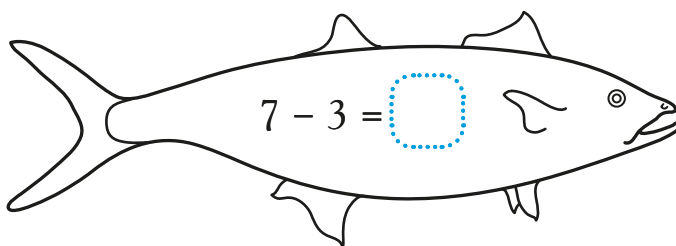
$$\square - 2 = 2$$

$$\square - 6 = 4$$

$$\square - 7 = 2$$

$$\square - 8 = 2$$

Complete the number sentences. Shade in the animal that has a number sentence with an answer less than 5.





Find the Difference

GOAL

Practice subtracting using a number line. Take away the ones and then tens.

Count backward on the number lines to solve the equations in each row.

24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42

$$\begin{array}{r} 42 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ -15 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ -10 \\ \hline \end{array}$$

65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85

$$\begin{array}{r} 80 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ -12 \\ \hline \end{array}$$

50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70

$$\begin{array}{r} 70 \\ -20 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ -12 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ -12 \\ \hline \end{array}$$

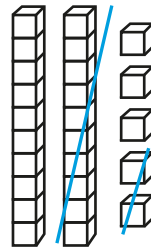
Draw dots in the boxes to show $22 - 12 = 10$.

-

=

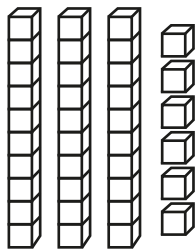


Practice subtracting.
Subtract the ones and
then the tens.

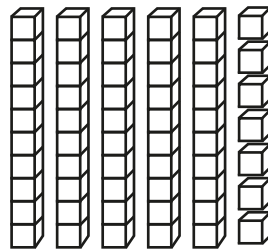


$$25 - 12 = 13$$

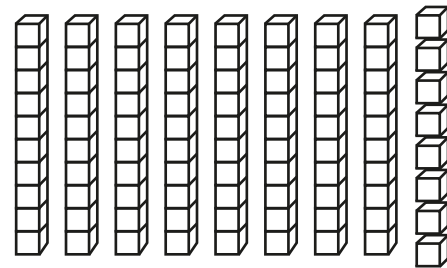
Use the counting blocks to subtract the ones. Then subtract tens.
What is the difference?



$$36 - 14 = \square$$



$$57 - 35 = \square$$



$$88 - 44 = \square$$

Complete the number sentences, then match each answer to a letter in the key. Arrange the letters in the same order as the answers to finish the secret message.

$72 - 31 = \square$
 $46 - 24 = \square$
 $25 - 13 = \square$
 $78 - 52 = \square$

12	41	26	22
A	S	R	T

You are a !



What's the Difference?

GOAL

Practice subtracting vertically.

Subtract the ones, then the tens.

$$\begin{array}{r} \text{Tens Ones} \\ 7 \quad 4 \\ - 1 \quad 2 \\ \hline 6 \quad 2 \end{array}$$

$$\begin{array}{r} \text{Tens Ones} \\ 7 \quad 4 \\ - 1 \quad 2 \\ \hline 6 \quad 2 \end{array}$$

Regroup and subtract.

$$\begin{array}{r} 4 \quad 13 \\ 5 \quad 3 \\ - 1 \quad 4 \\ \hline 3 \quad 9 \end{array}$$

Find the difference in each subtraction problem.

$$\begin{array}{r} 4 \quad 8 \\ - 3 \quad 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 5 \\ - 1 \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 8 \\ - 7 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 4 \\ - 3 \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 6 \\ - 5 \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 9 \\ - 5 \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 4 \\ - 1 \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 2 \\ - 3 \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 4 \\ - 2 \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 6 \\ - 3 \quad 5 \\ \hline \end{array}$$

Find the difference by regrouping. Add 10 more to the ones. Make the tens less by 1. Subtract the ones and then the tens.

$$\begin{array}{r} 7 \quad 2 \\ - 5 \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 7 \\ - 2 \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 3 \\ - 2 \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 5 \\ - 4 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 4 \\ - 6 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 5 \\ - 1 \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 6 \\ - 1 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 5 \\ - 4 \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 4 \\ - 2 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 5 \\ - 4 \quad 9 \\ \hline \end{array}$$

Draw balloons to show this subtraction sentence. Then write the answer.

$$17 - 12 = \square$$

Problem Solving (Subtraction)



GOAL

Solve real-life problems with subtraction.

Read each story. Solve the problem.

Amy has 65 pages to read for homework. She has already read 31 pages. How many pages does she have left to read?



$$\square - \square = \square \text{ pages}$$



It is 32 miles to the airport. Mr. Miller has already driven 21 miles. How many more miles does Mr. Miller need to drive to get to the airport?

$$\square - \square = \square \text{ miles}$$

Juan has a list of 21 items to buy at the store. He has already found 11 of the items. How many more items must he find?



$$\square - \square = \square \text{ items}$$

Find these words hidden in the puzzle. Go across or down.

Take away Difference
Subtract Minus Equal

C	Y	M	I	O	S	T	J	H	S
T	W	V	F	P	U	L	K	Z	T
U	A	O	E	G	B	D	X	S	A
H	M	A	S	V	T	Y	I	U	K
D	I	F	F	E	R	E	N	C	E
R	N	E	S	Q	A	D	G	O	A
K	U	L	Q	U	C	X	C	B	W
T	S	I	O	A	T	K	Q	D	A
E	R	P	K	L	I	V	F	J	Y
W	U	H	S	Y	E	P	L	A	X



Equal Groups

GOAL

Practice finding equal groups.

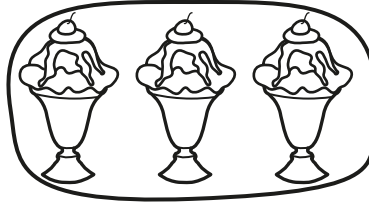
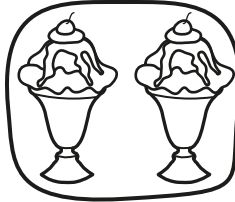
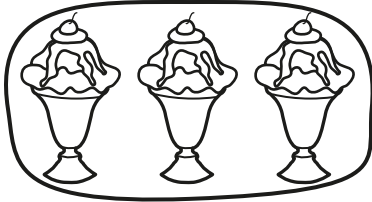


These groups are equal.

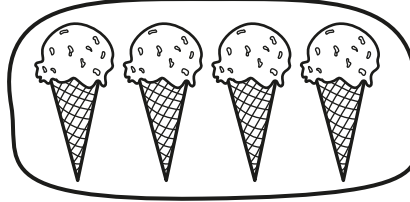
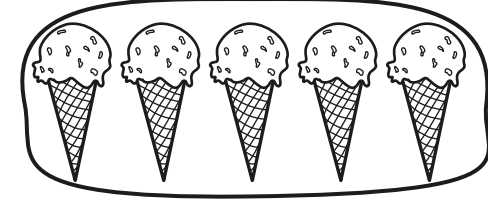
Are the groups of objects in each row equal? Circle "yes" or "no."



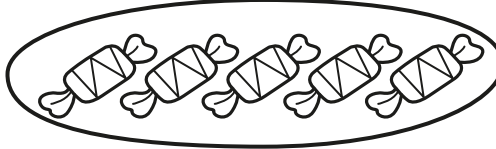
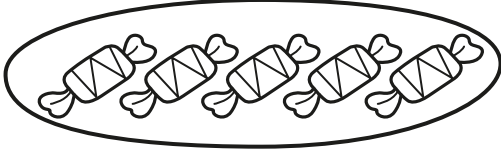
Yes No



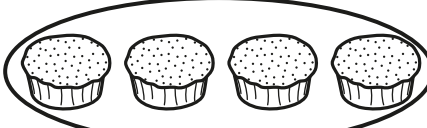
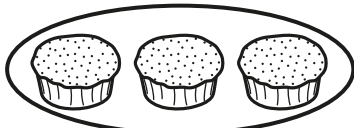
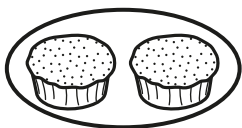
Yes No



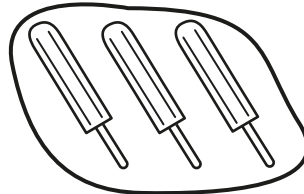
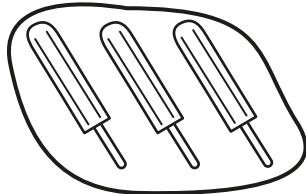
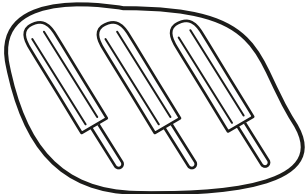
Yes No



Yes No



Yes No



Yes No

Circle three equal groups. How many cookies are there in each group?



cookies in each equal group

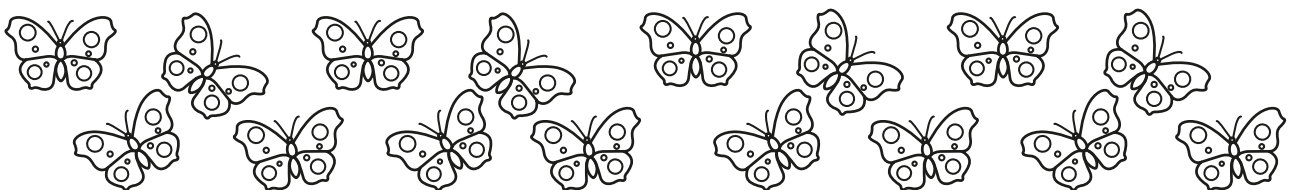


Practice counting equal groups.

Count the number of objects in each group, then write the number on the chart below. Are the groups equal? Write “yes” or “no.”

	Group 1	Group 2	Group 3	Are they equal?
1.				
2.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.				
1.				
2.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.				
1.				
2.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.				

Circle two equal groups of butterflies.

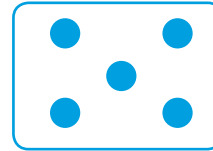
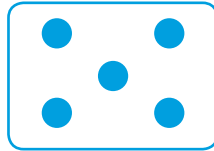




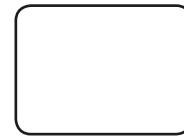
Drawing Equal Groups

GOAL

Practice drawing equal groups.



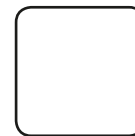
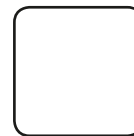
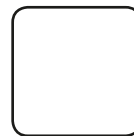
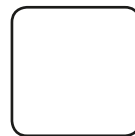
Divide this row of dots into three equal groups.



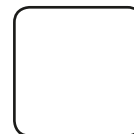
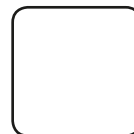
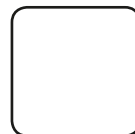
Divide this row of dots into two equal groups.



Divide this row of dots into four equal groups.



Divide this row of dots into four equal groups.



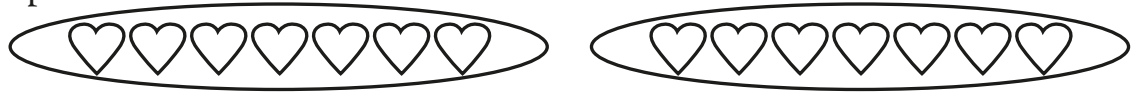
Draw 18 small flowers. Place them in 3 equal groups.

Make Equal Groups



GOAL

Practice splitting objects into equal groups.



14 hearts can be divided into two equal groups.

Look at the hearts in each row. Follow the directions.

Make three equal groups.



Make three equal groups.



Make two equal groups.



Make two equal groups.



How many equal groups of stars can you make?



2 groups of stars

4 groups of stars

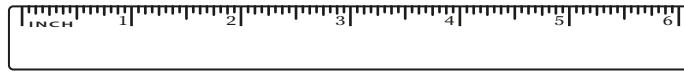
5 groups of stars



Measuring Lengths

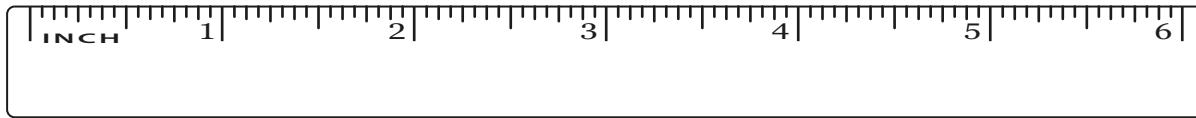
GOAL

Practice measuring lengths.

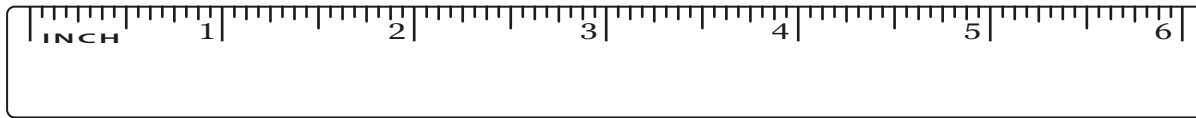
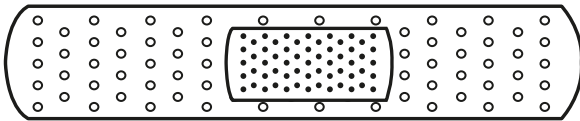


The pencil is 4 in. long.

How long is each object? Write the length of each object.

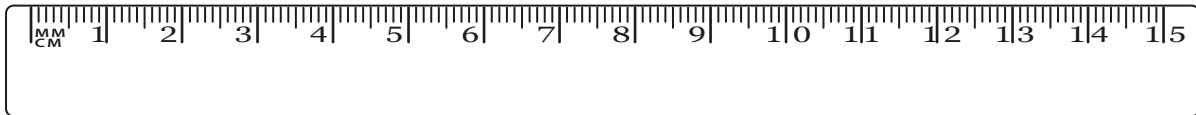


5 in. long

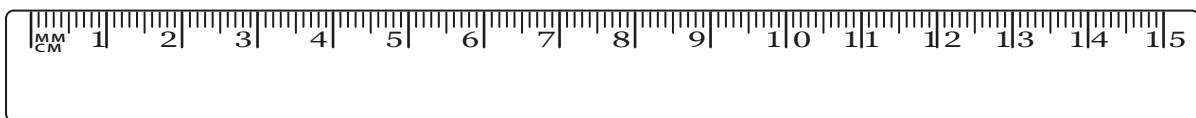


3 in. long

How many centimeters long are these objects?



9 cm long



6 cm long



Practice adding lengths.

$$\boxed{2} \text{ in.} + \boxed{2} \text{ in.} = \boxed{4} \text{ in.}$$

Use a ruler to measure each piece of rope in inches, then add the lengths.



$$\boxed{4} \text{ in.} + \boxed{1} \text{ in.} = \boxed{5} \text{ in.}$$



$$\boxed{6} \text{ in.} + \boxed{3} \text{ in.} = \boxed{9} \text{ in.}$$

Use a ruler to measure each piece of rope in centimeters, then add their lengths together.



$$\boxed{8} \text{ cm} + \boxed{3} \text{ cm} = \boxed{11} \text{ cm}$$



$$\boxed{6} \text{ cm} + \boxed{9} \text{ cm} = \boxed{15} \text{ cm}$$



$$\boxed{4} \text{ cm} + \boxed{10} \text{ cm} = \boxed{14} \text{ cm}$$

Using a ruler, measure the leaf in inches.

Using a ruler, measure the leaf in centimeters.

leaf = $\boxed{3}$ in. $\boxed{7.5}$ cm



Why are the numbers different?

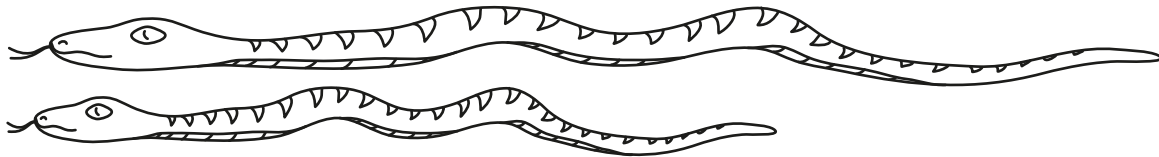
..... Because the units of measurement are different.



Subtracting Lengths

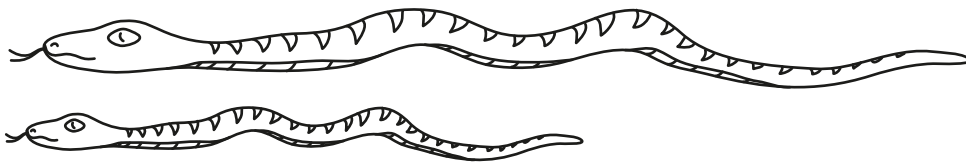
GOAL

Practice subtracting lengths. Find out how much longer one object is than another.



$$\boxed{6} \text{ in.} - \boxed{4} \text{ in.} = \boxed{2} \text{ in. longer}$$

Use a ruler to measure each snake. How much longer is the snake on top?

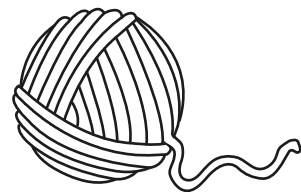


$$\boxed{} \text{ in.} - \boxed{} \text{ in.} = \boxed{} \text{ in. longer}$$



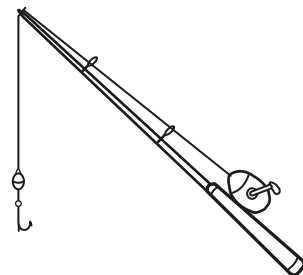
$$\boxed{} \text{ in.} - \boxed{} \text{ in.} = \boxed{} \text{ in. longer}$$

Karen had a piece of yarn. It was 4 in. long. She cut off 1 in. of it. How much was left?



$$\boxed{} \text{ in.} - \boxed{} \text{ in.} = \boxed{} \text{ in. left}$$

Jim's fishing line was 10 in. long. Two inches of it snapped off. How much line was left?



$$\boxed{} \text{ in.} - \boxed{} \text{ in.} = \boxed{} \text{ in. left}$$



Practice solving real-life length problems with addition and subtraction.

Read each story. Then add or subtract the lengths to solve the problems.

Tom and Jason measured the flowers they found. Tom's flower measured 10 in. while Jason's was 8 in. long. What was the difference in the lengths of the flowers?

$$\square \text{ in.} - \square \text{ in.} = \square \text{ in.}$$

Jess bought a piece of ribbon that was 11 in. long. Mary bought one that was 6 in. long. How long were the two pieces altogether?

$$\square \text{ in.} + \square \text{ in.} = \square \text{ in.}$$

Maria's colored pencil was 9 in. long. Juan's colored pencil was 6 in. long. How much longer was Maria's pencil than Juan's?

$$\square \text{ in.} - \square \text{ in.} = \square \text{ in.}$$

Maya watched an ant crawl 3 in. Then the ant crawled 7 in. more. How many inches did the ant crawl altogether?

$$\square \text{ in.} + \square \text{ in.} = \square \text{ in.}$$

Linda's drawing paper was 12 in. long. Sue's paper was 10 in. long. How much longer was Linda's paper than Sue's?

$$\square \text{ in.} - \square \text{ in.} = \square \text{ in.}$$

Anita has a piece of string that is 24 cm long.

Can she make two equal pieces from this piece of string? Yes No

How long would each piece be? \square cm

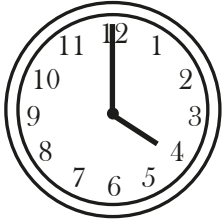


Telling the Time

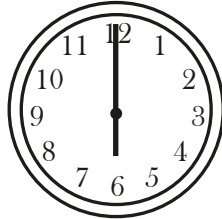
GOAL

Practice telling the time.

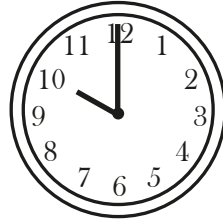
Fill in the boxes with the time shown on each clock.



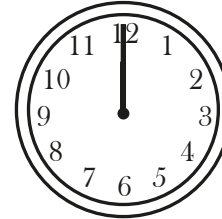
□ : □



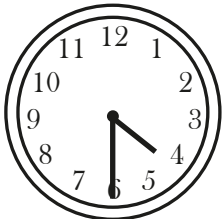
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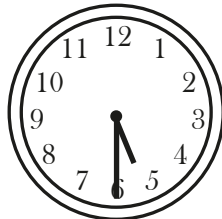
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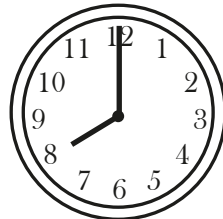
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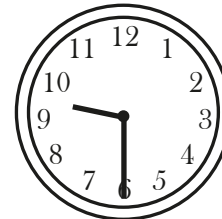
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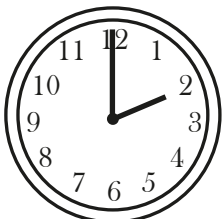
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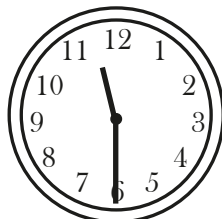
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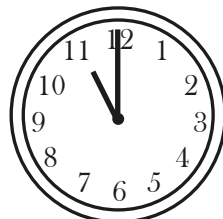
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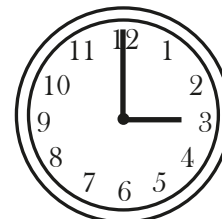
□ : □



□ : □



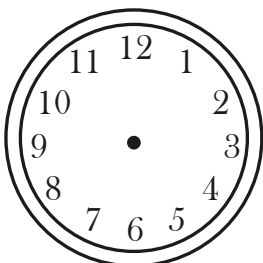
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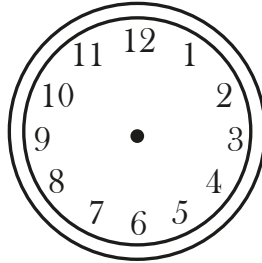
□ : □

Draw the hands on each clock to show the time.

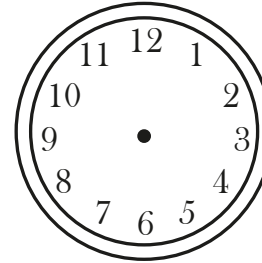
3:30



1:00



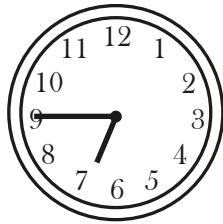
7:30





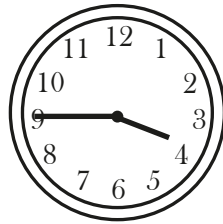
Practice writing the time in numbers and in words.

Look at these clocks. Write the time as shown on each of them in numbers and words.



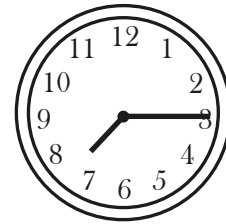
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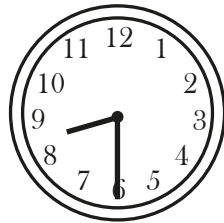
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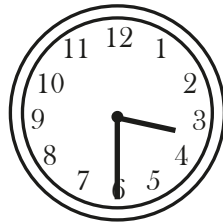
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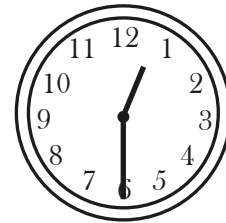
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□ : □

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□ : □

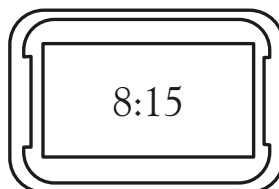
.....

What is the time shown on each digital clock? Write it in numbers and words.



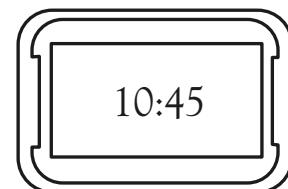
□ : □

.....



□ : □

.....



□ : □

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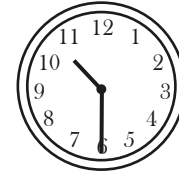


Differences Between Times

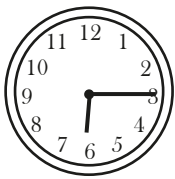
GOAL

Review the differences in time.

There is a half-hour difference in the time on these clocks.



Look at the time on the first clock in each row. Then look at the time on the second clock. What is the difference in time between the clocks? Circle the correct answer.



1 hour half hour 15 minutes



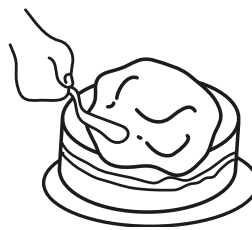
1 hour half hour 15 minutes

How long might each activity take? Circle the correct answer.



washing your hands

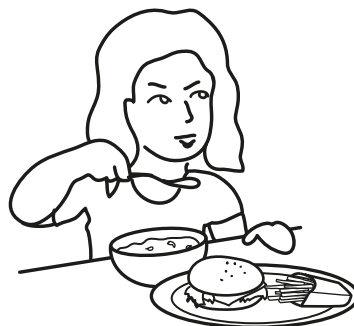
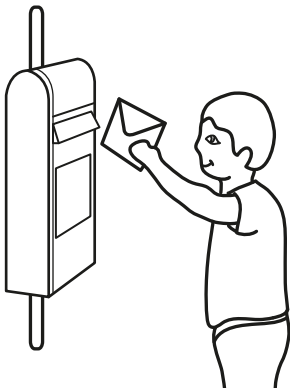
2 minutes 2 hours



frosting a cake

2 minutes half hour

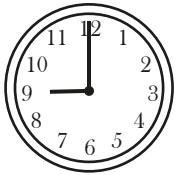
Circle the activity that takes longer to do.





Practice solving real-life time problems.

Figure out the answer to each problem.



Sal starts school in 15 minutes.
At what time does Sal start school?

:



Josie feeds her cat at 10:20.
How much time will pass before she feeds her cat?

minutes



You have 30 minutes to finish reading.
At what time must you finish?

:



Mary will go to bed in 6 hours. At what time will Mary go to bed?

:

Matt must do three small jobs. Each job will take about 15 minutes. Then Matt wants to meet Uncle Fred for lunch at 12:00. It is a 1 minute bike ride to Uncle Fred's. Matt starts his jobs at 11:00. Will Matt get to lunch by 12:00? Circle "yes" or "no."



Yes

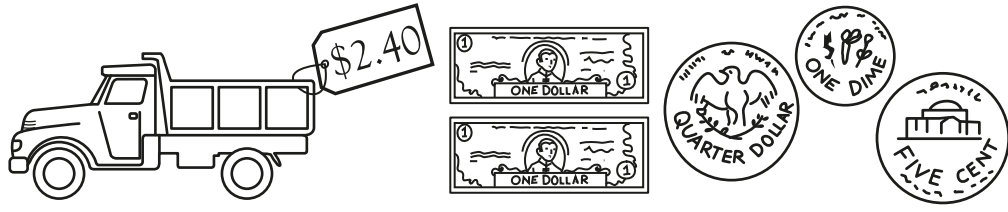
No



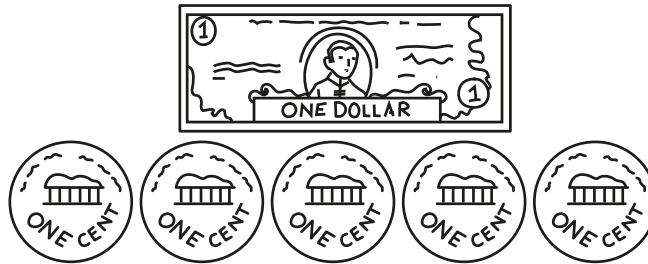
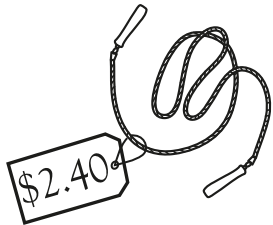
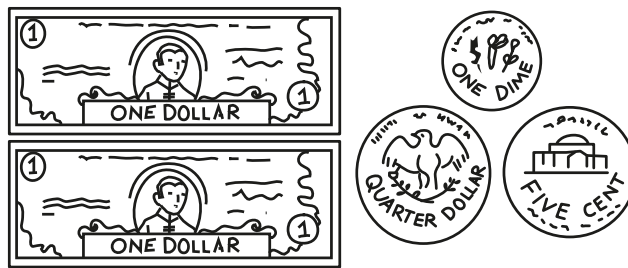
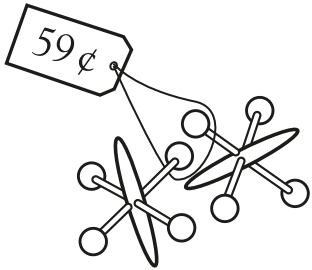
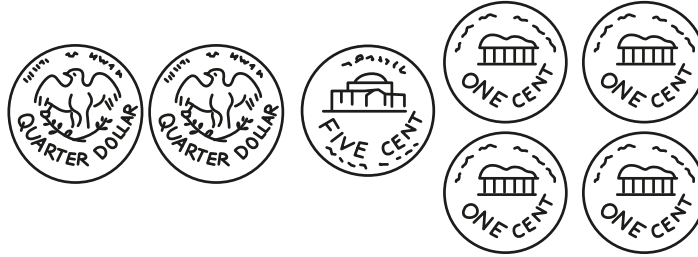
Using Money

GOAL

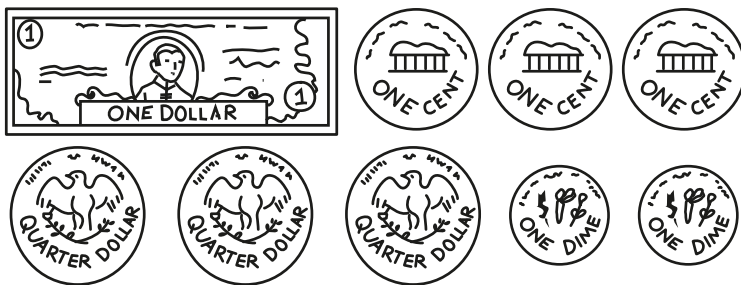
Practice using and counting money.



Draw a line to match each toy with the correct amount of money.



Count the money below, then look at the price of the two items.
Circle the item that you can buy with the money below.



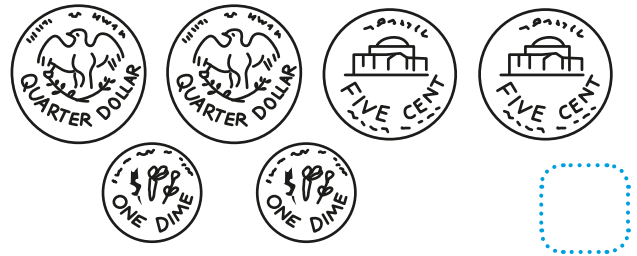
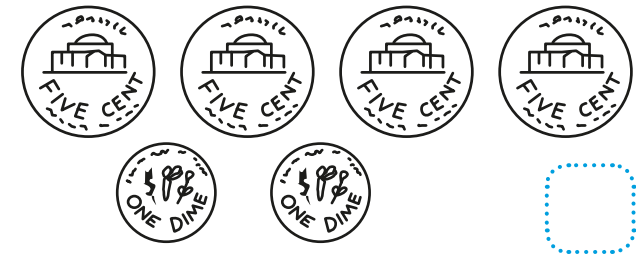
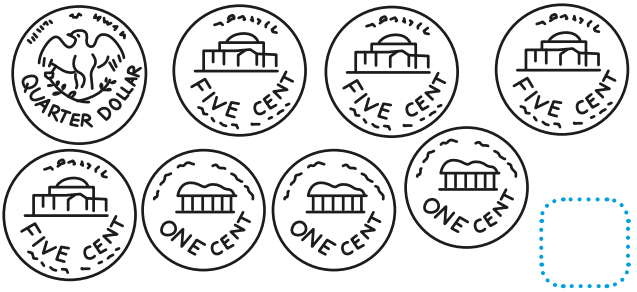
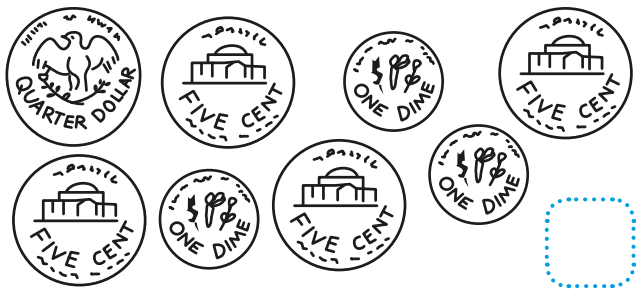
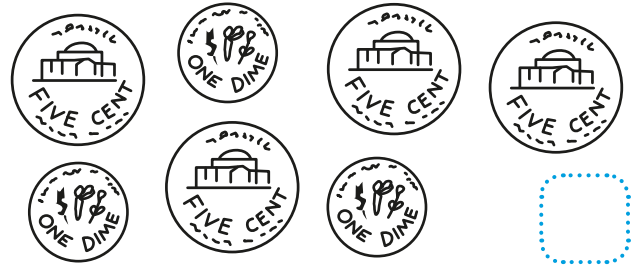
Will you get change? Yes No

If so, how much change?

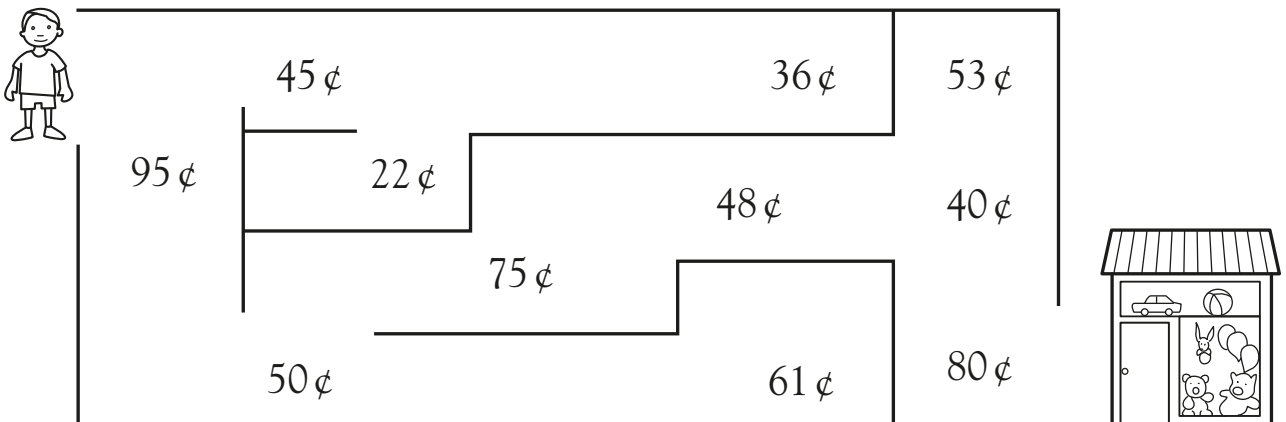


Practice adding money.

Bob earned money for doing different chores. How much did he earn? Write each amount.



Help Bob to get to the toy store. Follow the path that shows in order the amounts he earned above.

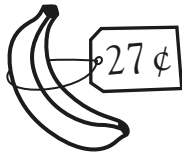




How Much Change?

GOAL

Practice subtracting money.



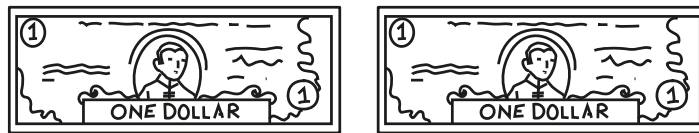
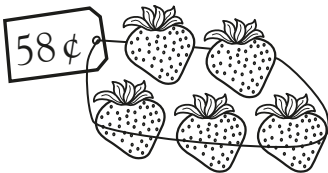
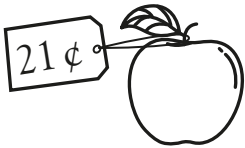
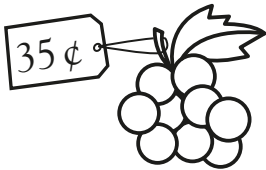
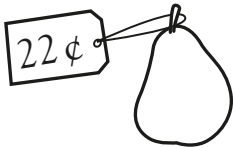
Change is 3¢

Look at the price of each food item that you buy. Figure out the change you will receive.

You buy

You have

Your change



Find these words hidden in the puzzle. Go up, down, left, or right.

Buy Penny Nickel Dime
Change Cent Coin

C	J	L	Y	U	B
H	P	E	N	N	Y
A	R	K	A	T	C
N	P	C	N	N	O
G	D	I	M	E	I
E	D	N	B	C	N



Practice solving money problems.

Read each problem and solve it.

Kim has 65¢ in her pocket. She takes out these coins.



How much does she still have in her pocket? Circle the answer.

25¢

15¢

10¢

Amy has 53¢. Her mother gives her 32¢ more.
How much does Amy have altogether?



Jill has 55¢. She earns 20¢ more. How much money does Jill have now?



Can Jill buy  ?

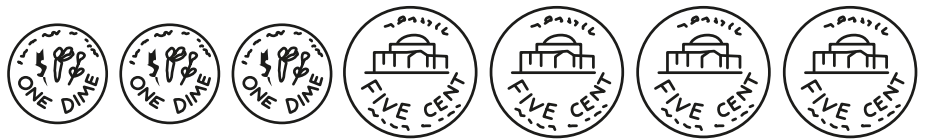
Yes No

Will Jill receive change?

Yes No

How much?

Amir has these coins.
He wants to buy a baseball card for 55¢.



Does he have enough money?

Yes No

Explain

.....

You have 57¢. Based on this price list, which two items could you buy?

..... and or
 and or
 and or
 and

Glue	30¢
Eraser	13¢
Marker	22¢
Scissors	40¢

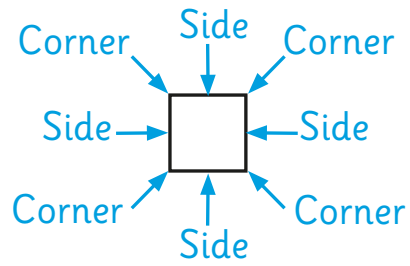


Describe 2-D Shapes

GOAL

Practice describing 2-D or plane shapes by the number of corners and sides.

A square has 4 sides and 4 corners.



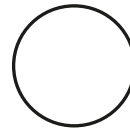
Look at these shapes. Count the total corners and sides in each shape.



sides
 corners

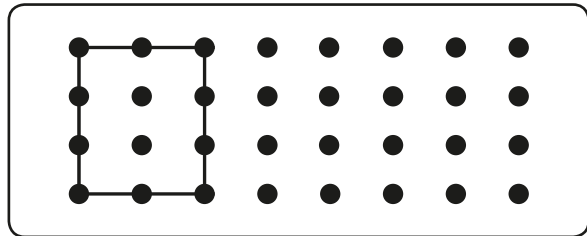
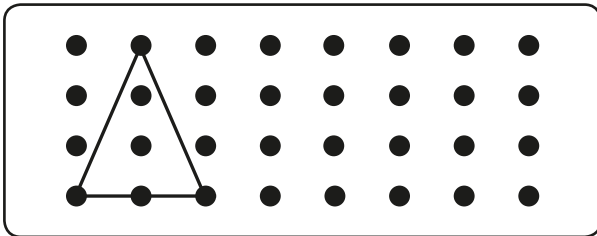


sides
 corners

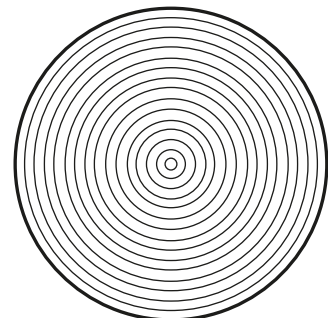
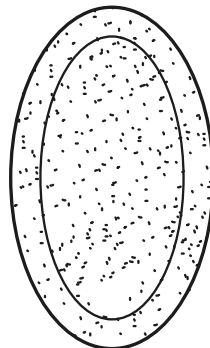
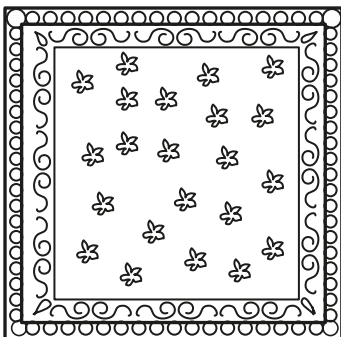


sides
 corners

Look at each shape. Draw another one that is of the same size and shape.



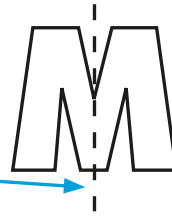
Mrs. Walters buys a rug that is shaped like an oval.
Which one did she buy? Circle it.



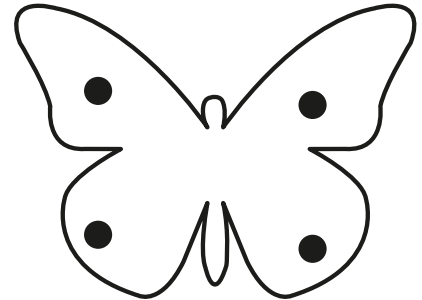
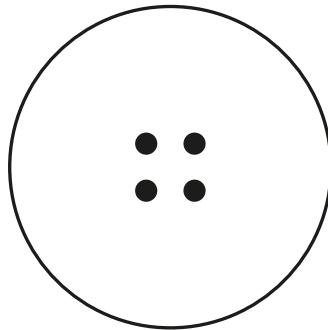
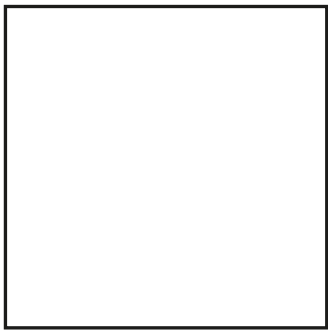


Practice drawing lines to divide things into two equal parts.

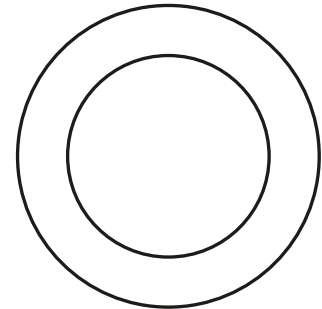
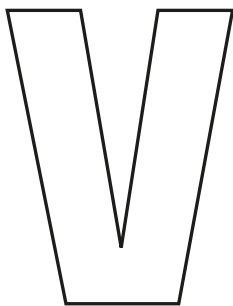
This is a line of symmetry.



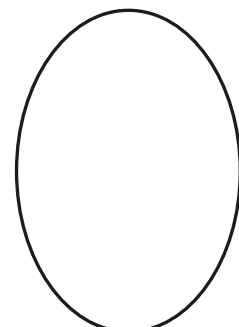
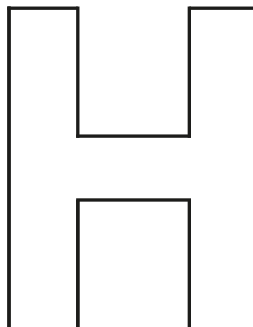
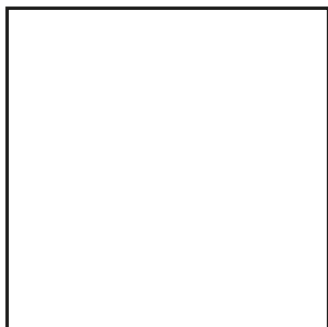
Draw a line of symmetry for each shape.



Draw a line of symmetry for each letter.



Draw two lines of symmetry for each shape.

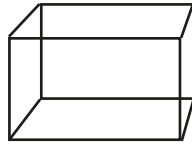










Describe 3-D Shapes

GOAL

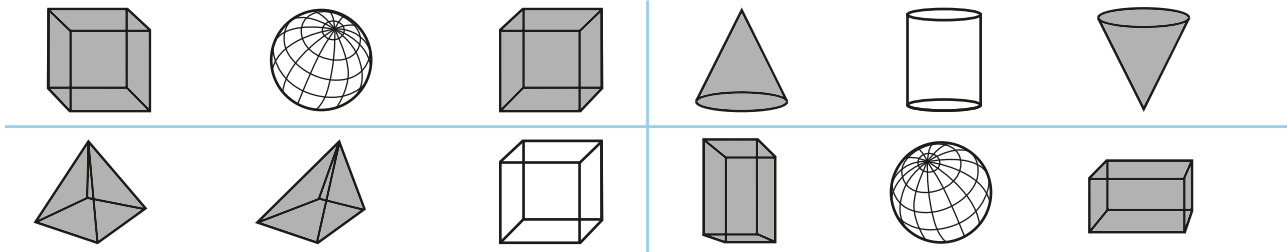
Learn more about 3-D shapes by matching and counting the faces.



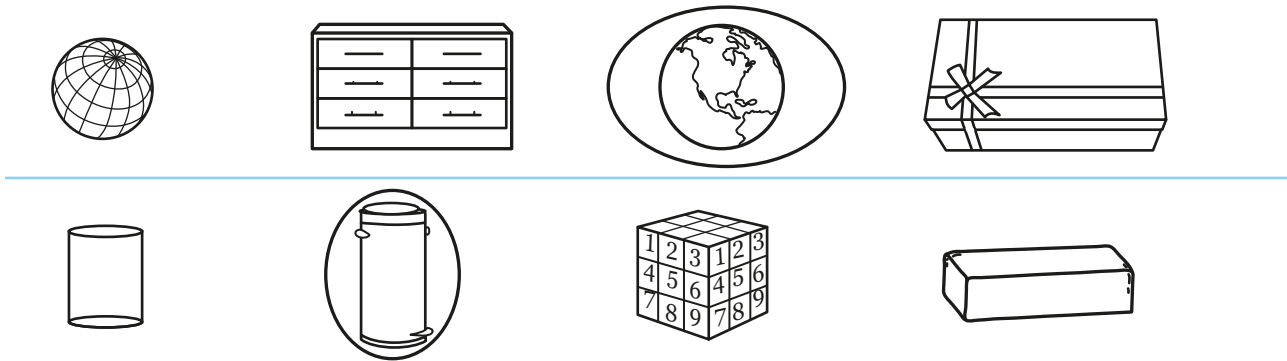
A rectangular prism has 6 faces.

Cone 	Sphere 	Cube 	Pyramid 	Cylinder 	Rectangular prism 
---	---	---	--	---	--

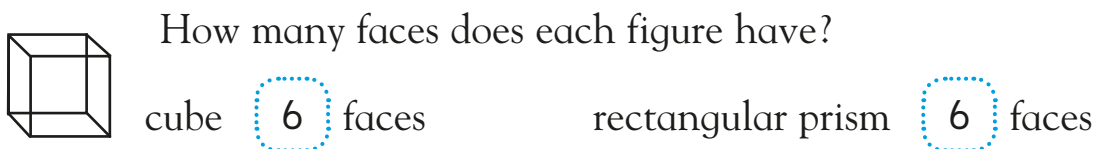
Shade in the figures in each group that have the same shape.



Circle the objects that have the same shape as the first figure in each row.



How many flat faces does each figure have?



How are these shapes alike? Both have the same number of faces.



Practice using position words.

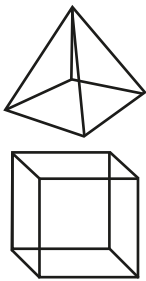
In front of

Below

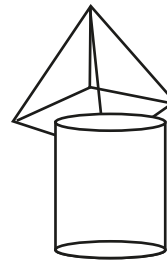
Behind

Above

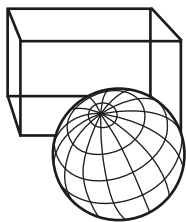
Read the sentences. Choose the correct word or words from the box to complete each sentence.



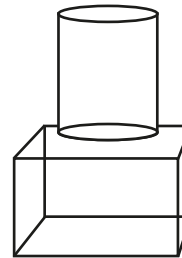
The pyramid is
.....above..... the cube.



The cylinder stands
.....in front of..... a pyramid.

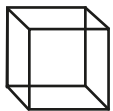


The rectangular prism is
.....behind..... the sphere.

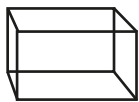


The rectangular prism is
.....below..... the cylinder.

Look at the position of each shape. Circle the answer to each question.



Which shape is on top of the other?



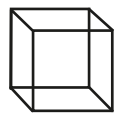
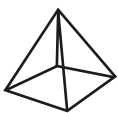
Rectangular prism Cube



Which shape is below the other?

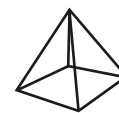


Sphere Cylinder



Which shape is to the right of the cube?

Pyramid Cylinder



Which shape is between the other two?

Cone Sphere Pyramid



Pictographs

GOAL

Practice using pictographs.

Look at each pictograph. Then answer each question.

Kinds of Books Children Like to Read

1 book = 1 child

Animal	
Funny	
Scary	

How many children like to read animal books?



Which kind of book do most children like to read?



Do more children like to read funny books or scary books?



Ice-cream Cones Sold

1 ice-cream cone = 3 sold

Vanilla	
Chocolate	
Strawberry	
Mint	
Bubble gum	

How many strawberry ice-cream cones were sold?



Which ice-cream flavor sold the most?



How many ice-cream cones were sold in all?



Which flavor sold the fewest number of cones?



How many more vanilla cones were sold than bubble gum cones?





Learn to use tables.

Look at each table. Answer the questions that follow.

Children's Favorite Snacks

| = 1 child

Fruit	
Crackers	
Cookies	
Trail mix	

How many children like fruit best?



Which snack do most children like best?



Which snack do fewest children like best?



How many children like cookies best?



Color of Children's Eyes

| = 1 child

Blue	
Hazel	
Green	
Brown	

How many children does the table show altogether?



How many children have blue eyes?



Which eye color do more children have—brown or hazel?



Which eye color do fewest children have?





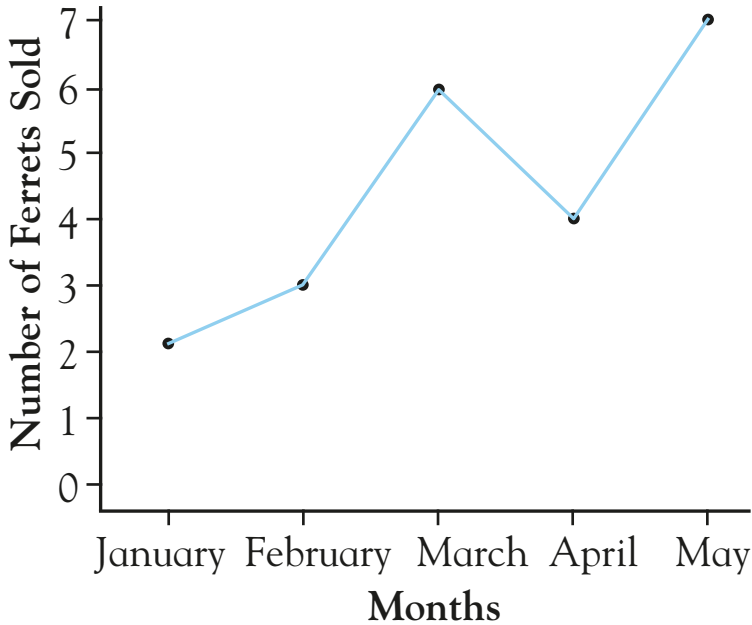
Watch the Line!

GOAL

Practice reading and plotting graphs.

A pet store checked how many ferrets were sold each month. Use the line graph to answer each question.

Ferrets Sold in Five Months



In which month were the most ferrets sold?

..... May

In which month were fewest ferrets sold?

..... January

How many ferrets were sold in March?

6

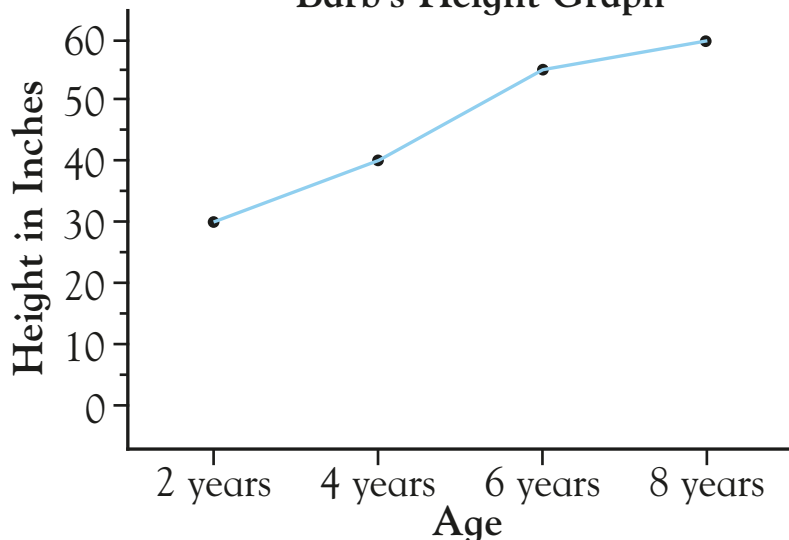
How many more ferrets were sold in April than in February?

1

The chart shows how many inches Barb has grown since she was 2 years old. Place a small dot on the graph for each age and height on the chart. Then connect the dots with lines.

30 inches at 2 years
 40 inches at 4 years
 55 inches at 6 years
 60 inches at 8 years

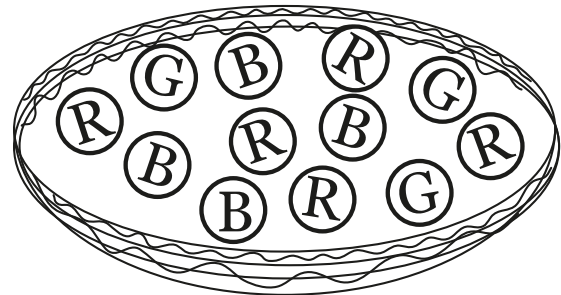
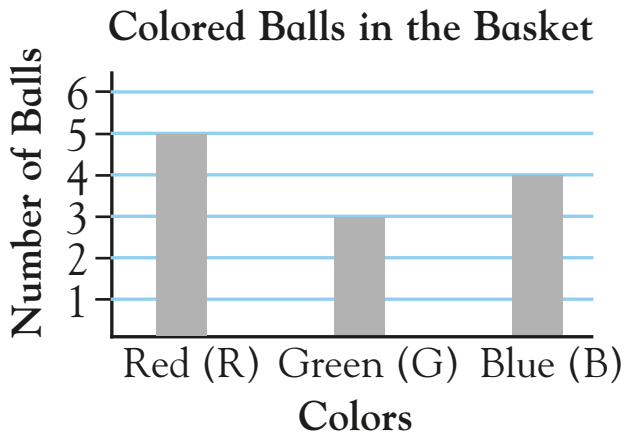
Barb's Height Graph





Make and understand bar graphs.

Count how many balls there are of each color in the basket.
Shade in that number of boxes on the graph.



Which color are most of the balls?

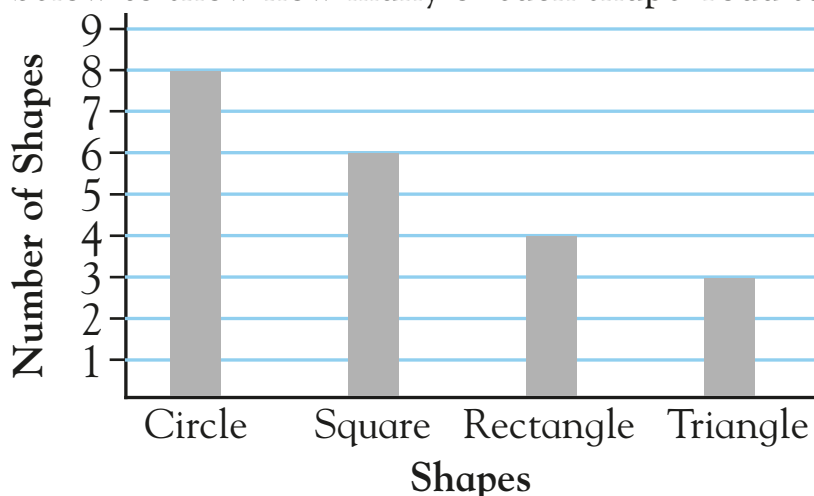
.....Red.....

Todd walked to town with his mother. He counted shapes he saw along the way. He made a table to show what he saw.

Shapes Todd Saw

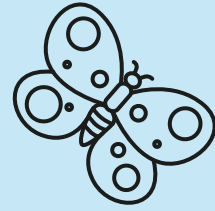
Circle	
Square	
Rectangle	
Triangle	

Look at the table, then shade in the number of boxes on the graph below to show how many of each shape Todd saw.



Look at the bar graph.
Which shape did Todd see fewest of?

.....Triangle.....



Certificate



Congratulations to

.....

for successfully
finishing this book.

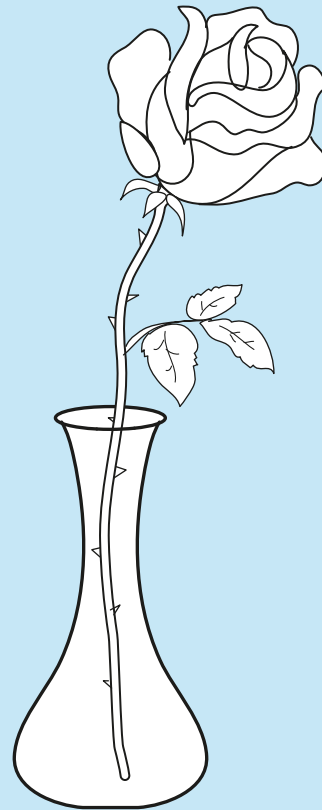
GOOD JOB!

You're a star.



Date

.....



Answer Section with Parents' Notes

This book is intended to assist children studying math at the second-grade level. The math covered will be similar to what children are taught before and during second grade.

Contents

By working through this book, your child will practice:

- understanding the place value of hundreds, tens, and ones;
- recognizing the concept of odd and even;
- adding and subtracting 10 more;
- adding and subtracting 2-digit numbers;
- understanding, counting, and splitting equal groups;
- measuring, adding, and subtracting lengths;
- understanding differences between times;
- adding and subtracting money;
- describing 2-D and 3-D shapes;
- recognizing and using position and direction words;
- using picture graphs, tables, line graphs, and bar graphs.

How to Help Your Child

Your child's reading ability may not be up to the level of some of the more advanced math words, so be prepared to assist. Working with your child also has great benefits in helping you understand how he or she is thinking and reasoning, so that areas of difficulty for your child can be more easily determined.

Often, similar problems and concepts will be worded in different ways such as "count one more" and "which has more?" This is intentional and meant to make children aware that there is more than one way to express the same basic concepts.

When appropriate, use props to help your child visualize solutions—for example, have a collection of coins to use for the money problems, or find examples of objects to measure around your house.

Build children's confidence with words of praise. If they are getting answers wrong, then encourage them to try again another time.

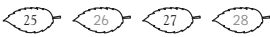
Good luck, and remember to have fun!

4

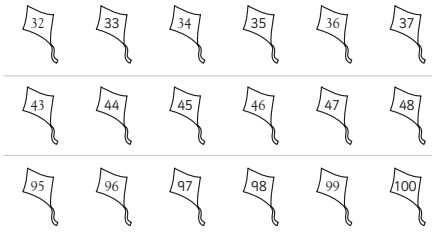
★ Up to 100

GOAL

Learn to count up to 100 with words and numbers.



Write the missing numbers on the kites in each row.



Fill in the missing number words in each row by choosing them from the box.

Thirty	Twenty	Forty	Seventy
Twenty-six	One hundred	Twenty-nine	
Ten	Twenty	Thirty	Forty
Fifty			
Sixty	Seventy	Eighty	Ninety
One hundred			
Twenty-five	Twenty-six	Twenty-seven	Twenty-eight
Twenty-nine			

Read the words. Write the correct number.

Eighty-five (85) Ninety-nine (99) Fifty-six (56)

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2

5

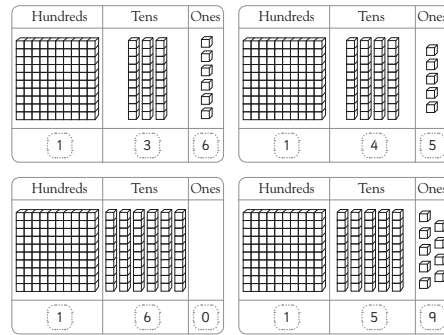
Place Value ★

GOAL

Learn the hundreds, tens, and ones places in a number.



Find the place value. Write how many hundreds, tens, and ones there are in each number.



Circle the place value of the underlined number.



1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2

Take children outside to notice house numbers, mailbox numbers, or street numbers. Invite children to say if the number is greater than or less than a number they saw before.

Let children practice creating patterns of blocks or other shapes, showing the hundreds, tens, and ones in different three-digit numbers. Check the patterns carefully for accuracy.

6

★ Changing Ones

GOAL

Learn to change the ones.

Add 5 ones to 22 (27)

Follow the instructions. Write the new number.

Add 3 ones to 25 (28)	Add 5 ones to 43 (48)
Add 9 ones to 33 (42)	Add 7 ones to 72 (79)
Subtract 1 one from 91 (90)	Subtract 4 ones from 44 (40)
Subtract 2 ones from 66 (64)	Subtract 4 ones from 22 (18)

Write the new number and the value that was added or taken away.

New number	Value
Change the 4 in 84 to 8 (88)	The new number is greater by (4)
Change the 7 in 67 to 9 (69)	The new number is greater by (2)
Change the 5 in 75 to 7 (77)	The new number is greater by (2)
Change the 6 in 66 to 1 (61)	The new number is less by (5)
Change the 9 in 39 to 5 (35)	The new number is less by (4)
Change the 8 in 48 to 3 (43)	The new number is less by (5)

Add 2 ones to 52. Then add 3 more ones. Write the new number.

(57)

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2

Encourage children to always look to the ones column first when adding. This approach will be useful as they begin to add together two-digit numbers.

7

Changing Tens ★

GOAL

Learn to change the tens.

The value of the circled number is... (6) 7 Sixty, (8) 9 Eighty, 1 (1) 5 Ten.

Write the number and then the word in each row.

	Number	Word
The value of 4 in 47 is	(40)	Forty
The value of 8 in 183 is	(80)	Eighty
The value of 6 in 62 is	(60)	Sixty
The value of 2 in 126 is	(20)	Twenty
The value of 5 in 150 is	(50)	Fifty

Write the answer as a number and as a word in each row.

	Number	Word
If you change 21 to 51, how much value did you add?	(30)	Thirty
If you change 43 to 83, how much value did you add?	(40)	Forty
If you change 65 to 35, how much value did you subtract?	(30)	Thirty

Circle the numbers in which the 2 has a value of 20.

82 (28) (125)

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2

Ask children to identify the number of tens in a number. Be sure they understand that writing "tens" in numeric form (10s) will include a 0, yet the word form will not include the word "zero."

★ Odd and Even



GOAL




Learn odd and even numbers.



Even numbers end in 0, 2, 4, 6, and 8.





Odd numbers end in 1, 3, 5, 7, and 9.





Even numbers of objects can be grouped into pairs. When odd numbers of objects are grouped in pairs, there is always one extra. Is the number of objects in each row below odd or even? Circle groups of two to find out.








Even Odd




Even Odd



Even Odd





Even Odd





Even Odd






Even Odd

Circle the even numbers in this row.

24 25 26 27 28 29 30 31 32

Circle the odd numbers in this row.

6 7 8 9 10 11 12 13 14

Gather up handfuls of buttons or coins, and ask children to sort each handful into groups of two. This will help reinforce the understanding that even numbers are always multiples of two, and that odd numbers are multiples of two with one more remaining.

Fact Families ★

GOAL

Find out how numbers are part of a fact family.

3 + 5 = 8 5 + 3 = 8 8 - 3 = 5 8 - 5 = 3
This is the fact family for the numbers 3, 5, and 8.

Complete the facts for each family.

$2 + 7 = 9$ $7 + 2 = 9$ $9 - 2 = 7$ $9 - 7 = 2$

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

$4 + 5 = 9$ $5 + 4 = 9$ $9 - 4 = 5$ $9 - 5 = 4$

$1 + 6 = 7$ $6 + 1 = 7$ $7 - 1 = 6$ $7 - 6 = 1$

$6 + 4 = 10$ $4 + 6 = 10$ $10 - 4 = 6$ $10 - 6 = 4$

$5 + 2 = 7$ $2 + 5 = 7$ $7 - 5 = 2$ $7 - 2 = 5$

$1 + 8 = 9$ $8 + 1 = 9$ $9 - 8 = 1$ $9 - 1 = 8$

$7 + 3 = 10$ $3 + 7 = 10$ $10 - 7 = 3$ $10 - 3 = 7$

Write the facts for the fact family 3, 6, and 9.

$6 + 3 = 9$ $9 - 6 = 3$

$3 + 6 = 9$ $9 - 3 = 6$

Divide ten or more beans into two groups, and invite children to write the addition sentence for the two groups of beans. Repeat, varying the size of the groups. Then put all the beans together and remove between one and nine beans, asking the child to write the subtraction sentence. Repeat, removing different numbers of beans each time.

★ Counting in Tens

GOAL

Practice counting by tens.

 10
  20
  30

Look at the flower pots below. There are ten flowers in each pot. How many flowers are there in each row?

 40

 70

 90

 100

 100

Write the missing numbers as you count backward by tens.

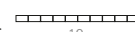

100 90 80 70 60 50 40 30 20 10 0

You can reinforce counting in tens by using dimes. Explain that a dime is worth 10¢. Then help children use dimes to practice counting by tens.

Adding Ten More ★



GOAL

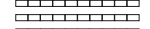
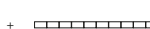
Add ten more.

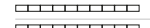

 +  = 20

Ten more than ten is twenty.

Each rod below is divided into ten boxes. What is the total number of boxes in each row?

 +  = 40

 +  = 50

 +  = 80

Add ten more to each number. Then write the sum.

$\begin{array}{r} 10 \\ + 10 \\ \hline 20 \end{array}$	$\begin{array}{r} 20 \\ + 10 \\ \hline 30 \end{array}$	$\begin{array}{r} 40 \\ + 10 \\ \hline 50 \end{array}$	$\begin{array}{r} 30 \\ + 10 \\ \hline 40 \end{array}$	$\begin{array}{r} 100 \\ + 10 \\ \hline 110 \end{array}$
$\begin{array}{r} 50 \\ + 10 \\ \hline 60 \end{array}$	$\begin{array}{r} 60 \\ + 10 \\ \hline 70 \end{array}$	$\begin{array}{r} 70 \\ + 10 \\ \hline 80 \end{array}$	$\begin{array}{r} 90 \\ + 10 \\ \hline 100 \end{array}$	$\begin{array}{r} 80 \\ + 10 \\ \hline 90 \end{array}$

Write the total number of boxes in each group of rods.

 3 ten-box rods = 30 boxes

 6 ten-box rods = 60 boxes










Write the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 on separate index cards. Arrange the cards in a pack and have children pick out a card. Ask them to show the number amount they have picked in dimes and say how many tens are there in that number.

★ What Makes Ten?

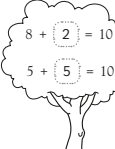
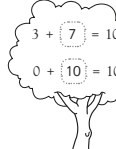
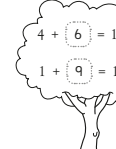
GOAL

Practice making ten.

Circle the number that, when added to the number in the flower, equals ten.

 3 (2) 4	 2 5 (4)	 (3) 1 5
 6 (5) 4	 2 1 (7)	 (8) 6 10
 (9) 1 6	 3 (6) 2	 (0) 1 9

Fill in the missing numbers to complete the number sentences.

 $8 + 2 = 10$ $5 + 5 = 10$	 $3 + 7 = 10$ $0 + 10 = 10$	 $4 + 6 = 10$ $1 + 9 = 10$
---	--	---

You have 6 pennies. How many more do you need to get 10 pennies? (4) pennies

Let children practice making groups of ten pennies. Help them to see the various number combinations that make up a total of ten.

Quick Adding ★

GOAL

Practice adding quickly.

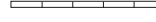
Write the answers.

$\begin{array}{r} 7 \\ + 2 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ + 0 \\ \hline 9 \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$
$\begin{array}{r} 1 \\ + 2 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ + 0 \\ \hline 10 \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline 8 \end{array}$	$\begin{array}{r} 4 \\ + 2 \\ \hline 6 \end{array}$
$\begin{array}{r} 5 \\ + 2 \\ \hline 7 \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$	$\begin{array}{r} 5 \\ + 0 \\ \hline 5 \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$

Write the missing number.

$(4) + 6 = 10$	$2 + (6) = 8$	$6 + (3) = 9$
$(7) + 1 = 8$	$(2) + 5 = 7$	$3 + (4) = 7$
$0 + (10) = 10$	$4 + (2) = 6$	$(4) + 4 = 8$

Write the number sentence to match the pictures.

 +  = (10)
 +  = (8)

Practice quick addition facts with your child. Children should attempt to use mental math with the basic addition facts.

★ Adding Two-Digit Numbers

GOAL

Learn to use a number line to add two-digit numbers. Count on ones, then leap in tens.

Use the number lines to answer the equations in each row.

13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

$\begin{array}{r} 13 \\ + 12 \\ \hline 25 \end{array}$	$\begin{array}{r} 14 \\ + 13 \\ \hline 27 \end{array}$	$\begin{array}{r} 21 \\ + 11 \\ \hline 32 \end{array}$	$\begin{array}{r} 17 \\ + 10 \\ \hline 27 \end{array}$	$\begin{array}{r} 11 \\ + 21 \\ \hline 32 \end{array}$
--	--	--	--	--





20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

$\begin{array}{r} 24 \\ + 12 \\ \hline 36 \end{array}$	$\begin{array}{r} 21 \\ + 11 \\ \hline 32 \end{array}$	$\begin{array}{r} 23 \\ + 10 \\ \hline 33 \end{array}$	$\begin{array}{r} 25 \\ + 10 \\ \hline 35 \end{array}$	$\begin{array}{r} 20 \\ + 13 \\ \hline 33 \end{array}$
--	--	--	--	--

28 29 30 31 32 33 34 35 36 37 38 39 40 41 42

$\begin{array}{r} 30 \\ + 12 \\ \hline 42 \end{array}$	$\begin{array}{r} 28 \\ + 10 \\ \hline 38 \end{array}$	$\begin{array}{r} 31 \\ + 11 \\ \hline 42 \end{array}$	$\begin{array}{r} 30 \\ + 10 \\ \hline 40 \end{array}$	$\begin{array}{r} 29 \\ + 10 \\ \hline 39 \end{array}$
--	--	--	--	--

Use the counting blocks to solve the equations.



 +  = (35)	 +  = (28)
--	--

Draw a number line on a piece of paper. Say an addition sentence, and let children hop along the number line to find the sum. For each addition sentence, be sure that they understand where to begin on the number line.



Adding Numbers Horizontally ★



GOAL

Practice adding horizontally. Count the ones and then the tens.

	+		=	(46)
12		34		

Use the counting blocks to add ones, then add tens. Write the answer.



	+		=	(75)
23		52		

	+		=	(97)
61		36		

Find the answer to each problem.

$25 + 31 = (56)$	$42 + 23 = (65)$	$65 + 24 = (89)$	$33 + 51 = (84)$
$75 + 23 = (98)$	$43 + 16 = (59)$	$18 + 11 = (29)$	$55 + 33 = (88)$
$35 + 14 = (49)$	$21 + 43 = (64)$	$16 + 13 = (29)$	$70 + 20 = (90)$

Draw blocks of tens and ones to show $13 + 34$. Write the answer.

	+		=	(47)
--	---	---	---	--------

Remind children to first add ones, and then add tens. Help children by having them first identify the ones in a number sentence and adding them. Next, they can identify the tens and add them.

★ Adding Numbers Vertically

GOAL Practice adding vertically. Add the ones, then the tens. Regroup and add.

$\begin{array}{r} 74 \\ + 12 \\ \hline 86 \end{array}$	$\begin{array}{r} 74 \\ + 12 \\ \hline 86 \end{array}$	$\begin{array}{r} 62 \\ + 19 \\ \hline 81 \end{array}$
--	--	--

Add the ones, then add the tens in each equation. Write the answer.

$\begin{array}{r} 63 \\ + 31 \\ \hline 94 \end{array}$	$\begin{array}{r} 45 \\ + 20 \\ \hline 65 \end{array}$	$\begin{array}{r} 14 \\ + 14 \\ \hline 28 \end{array}$	$\begin{array}{r} 35 \\ + 31 \\ \hline 66 \end{array}$	$\begin{array}{r} 54 \\ + 22 \\ \hline 76 \end{array}$
--	--	--	--	--

$\begin{array}{r} 75 \\ + 23 \\ \hline 98 \end{array}$	$\begin{array}{r} 18 \\ + 20 \\ \hline 38 \end{array}$	$\begin{array}{r} 14 \\ + 82 \\ \hline 96 \end{array}$	$\begin{array}{r} 74 \\ + 11 \\ \hline 85 \end{array}$	$\begin{array}{r} 50 \\ + 32 \\ \hline 82 \end{array}$
--	--	--	--	--

Add the ones, and regroup your answer as tens and ones. Then add the tens to solve each equation.

$\begin{array}{r} 153 \\ + 38 \\ \hline 91 \end{array}$	$\begin{array}{r} 148 \\ + 32 \\ \hline 80 \end{array}$	$\begin{array}{r} 116 \\ + 14 \\ \hline 30 \end{array}$	$\begin{array}{r} 162 \\ + 19 \\ \hline 81 \end{array}$	$\begin{array}{r} 144 \\ + 47 \\ \hline 91 \end{array}$
---	---	---	---	---

$\begin{array}{r} 155 \\ + 18 \\ \hline 73 \end{array}$	$\begin{array}{r} 139 \\ + 33 \\ \hline 72 \end{array}$	$\begin{array}{r} 128 \\ + 14 \\ \hline 42 \end{array}$	$\begin{array}{r} 146 \\ + 29 \\ \hline 75 \end{array}$	$\begin{array}{r} 117 \\ + 46 \\ \hline 63 \end{array}$
---	---	---	---	---

Write the answer to each equation. Shade the shapes where the answer is 79.

$\begin{array}{r} 37 \\ + 42 \\ \hline 79 \end{array}$	$\begin{array}{r} 52 \\ + 27 \\ \hline 79 \end{array}$	$\begin{array}{r} 33 \\ + 59 \\ \hline 92 \end{array}$	$\begin{array}{r} 61 \\ + 18 \\ \hline 79 \end{array}$	$\begin{array}{r} 43 \\ + 15 \\ \hline 58 \end{array}$	$\begin{array}{r} 24 \\ + 55 \\ \hline 79 \end{array}$
--	--	--	--	--	--

Show children how to draw a vertical line separating the tens and ones columns when adding two-digit numbers vertically. Help children understand that if adding the ones results in ten or more ones, they need to regroup those ones before adding the tens.

Problem Solving (Addition) ★

GOAL Solve real-life problems with addition.

Read each story. Then, write the equation and solve the problem.

Mr. Lopez sells apples. He has 4 baskets of 10 apples, and another 8 loose apples. How many apples does he have in his store?

$10 + 10 + 10 + 10 + 8 = 48$ apples

Mom is making apple pies. She has a basket of 10 apples. She buys another basket of 10 apples and another 3 single apples. How many apples does she have now?

$10 + 10 + 3 = 23$ apples

Paul is selling muffins at the school bake sale. He sells 24 muffins in the morning and 21 in the afternoon. How many muffins did he sell in all?

$24 + 21 = 45$ muffins

Write the answer. Then draw pictures of objects to match the number sentence.

$11 + 12 = 23$ Answers may vary

Provide children with small plastic toys, and let them use the toys to create and then solve their own word problems involving addition.

★ Taking Away Ten

GOAL Practice taking away ten. $14 - 10 = 4$

Write the number sentence for each row.

$18 - 10 = 8$

$12 - 10 = 2$

$11 - 10 = 1$

$14 - 10 = 4$

How many mice are there in all? Draw a line through the ten you are taking away, then complete the number sentence.

$13 - 10 = 3$

Ask children to point to today's date on the calendar. Then ask them to take away, or count back, ten days. Repeat as many times as you wish, choosing different starting dates.

Subtraction Action ★

GOAL Practice subtracting quickly.

Write the answers to these subtraction problems.

$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline 6 \end{array}$	$\begin{array}{r} 7 \\ - 5 \\ \hline 2 \end{array}$	$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$
--	---	---	--	---

$\begin{array}{r} 9 \\ - 6 \\ \hline 3 \end{array}$	$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$	$\begin{array}{r} 6 \\ - 1 \\ \hline 5 \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline 5 \end{array}$	$\begin{array}{r} 4 \\ - 4 \\ \hline 0 \end{array}$
---	---	---	---	---

$\begin{array}{r} 3 \\ - 1 \\ \hline 2 \end{array}$	$\begin{array}{r} 7 \\ - 2 \\ \hline 5 \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline 5 \end{array}$	$\begin{array}{r} 2 \\ - 2 \\ \hline 0 \end{array}$
---	---	---	--	---

Fill in the missing number in each subtraction problem.

$8 - 6 = 2$	$8 - 7 = 1$	$4 - 2 = 2$
$10 - 6 = 4$	$9 - 7 = 2$	$10 - 8 = 2$

Complete the number sentences. Shade in the animal that has a number sentence with an answer less than 5.

Practice quick subtraction facts with your child. As with basic addition facts, children should attempt to use mental math with basic subtraction facts.

★ Find the Difference

GOAL

Practice subtracting using a number line. Take away the ones and then tens.

Count backward on the number lines to solve the equations in each row.

24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42

$$\begin{array}{r} 42 \\ -11 \\ \hline 31 \end{array} \quad \begin{array}{r} 35 \\ -10 \\ \hline 25 \end{array} \quad \begin{array}{r} 39 \\ -15 \\ \hline 24 \end{array} \quad \begin{array}{r} 37 \\ -11 \\ \hline 26 \end{array} \quad \begin{array}{r} 41 \\ -10 \\ \hline 31 \end{array}$$

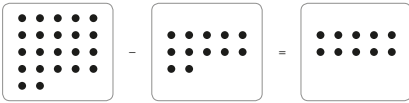
65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85

$$\begin{array}{r} 80 \\ -10 \\ \hline 70 \end{array} \quad \begin{array}{r} 85 \\ -13 \\ \hline 72 \end{array} \quad \begin{array}{r} 75 \\ -10 \\ \hline 65 \end{array} \quad \begin{array}{r} 76 \\ -11 \\ \hline 65 \end{array} \quad \begin{array}{r} 83 \\ -12 \\ \hline 71 \end{array}$$

50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70

$$\begin{array}{r} 70 \\ -20 \\ \hline 50 \end{array} \quad \begin{array}{r} 62 \\ -12 \\ \hline 50 \end{array} \quad \begin{array}{r} 65 \\ -10 \\ \hline 55 \end{array} \quad \begin{array}{r} 65 \\ -11 \\ \hline 54 \end{array} \quad \begin{array}{r} 64 \\ -12 \\ \hline 52 \end{array}$$

Draw dots in the boxes to show $22 - 12 = 10$.



20 12345678912345678912

Have children place a plastic counter at the end of a number line. Children should roll a dice, and move the counter back along the number line by the number shown on the dice that they have rolled. Ask them to then write the corresponding subtraction sentence.

Subtract Ones and Tens ★

GOAL

Practice subtracting. Subtract the ones and then the tens.



$25 - 12 = 13$

Use the counting blocks to subtract the ones. Then subtract tens. What is the difference?



$36 - 14 = 22 \quad 57 - 35 = 22 \quad 88 - 44 = 44$

Complete the number sentences, then match each answer to a letter in the key. Arrange the letters in the same order as the answers to finish the secret message.

72 - 31 = 41
46 - 24 = 22
25 - 13 = 12
78 - 52 = 26

12 41 26 22
A S R T

You are a S T A R!

21 12345678912345678912

Again, remind children to first subtract the ones, and then subtract the tens. Help children to do this by first identifying the ones in a number sentence, then subtracting them. Next, help children identify the tens and subtract them.

★ What's the Difference?

GOAL

Practice subtracting vertically.

Subtract the ones, then the tens.

$$\begin{array}{r} 74 \\ -12 \\ \hline 62 \end{array} \quad \begin{array}{r} 88 \\ -12 \\ \hline 76 \end{array}$$

Regroup and subtract.

$$\begin{array}{r} 413 \\ -83 \\ \hline 330 \end{array} \quad \begin{array}{r} 413 \\ -14 \\ \hline 399 \end{array}$$

Find the difference in each subtraction problem.

$$\begin{array}{r} 48 \\ -30 \\ \hline 18 \end{array} \quad \begin{array}{r} 45 \\ -15 \\ \hline 30 \end{array} \quad \begin{array}{r} 88 \\ -77 \\ \hline 11 \end{array} \quad \begin{array}{r} 54 \\ -33 \\ \hline 21 \end{array} \quad \begin{array}{r} 86 \\ -54 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 89 \\ -54 \\ \hline 35 \end{array} \quad \begin{array}{r} 34 \\ -13 \\ \hline 21 \end{array} \quad \begin{array}{r} 52 \\ -31 \\ \hline 21 \end{array} \quad \begin{array}{r} 74 \\ -23 \\ \hline 51 \end{array} \quad \begin{array}{r} 96 \\ -35 \\ \hline 61 \end{array}$$

Find the difference by regrouping. Add 10 more to the ones. Make the tens less by 1. Subtract the ones and then the tens.

$$\begin{array}{r} 612 \\ -72 \\ \hline 540 \end{array} \quad \begin{array}{r} 717 \\ -29 \\ \hline 688 \end{array} \quad \begin{array}{r} 413 \\ -26 \\ \hline 387 \end{array} \quad \begin{array}{r} 515 \\ -47 \\ \hline 468 \end{array} \quad \begin{array}{r} 714 \\ -67 \\ \hline 647 \end{array}$$

$$\begin{array}{r} 415 \\ -16 \\ \hline 399 \end{array} \quad \begin{array}{r} 216 \\ -17 \\ \hline 199 \end{array} \quad \begin{array}{r} 615 \\ -46 \\ \hline 569 \end{array} \quad \begin{array}{r} 314 \\ -27 \\ \hline 287 \end{array} \quad \begin{array}{r} 515 \\ -49 \\ \hline 466 \end{array}$$

Draw balloons to show this subtraction sentence. Then write the answer.



22 12345678912345678912

Help children draw a vertical line separating the tens and ones columns when subtracting two-digit numbers vertically. Remind children that if there are fewer ones in the top number than in the bottom number, they must regroup one ten as ten ones first.

Problem Solving (Subtraction) ★

GOAL

Solve real-life problems with subtraction.

Read each story. Solve the problem.

Amy has 65 pages to read for homework. She has already read 31 pages. How many pages does she have left to read?



$65 - 31 = 34$ pages

It is 32 miles to the airport. Mr. Miller has already driven 21 miles. How many more miles does Mr. Miller need to drive to get to the airport?



$32 - 21 = 11$ miles

Juan has a list of 21 items to buy at the store. He has already found 11 of the items. How many more items must he find?



$21 - 11 = 10$ items

Find these words hidden in the puzzle. Go across or down.

Take away Difference
Subtract Minus Equal

C	Y	M	I	O	S	T	J	H	S
T	W	V	F	P	U	L	K	Z	T
U	A	O	E	G	B	D	X	S	A
H	M	A	S	V	T	Y	I	U	K
D	I	F	F	E	R	E	N	C	E
R	N	E	S	Q	A	D	G	O	A
K	U	L	Q	U	C	X	C	B	W
T	S	I	O	A	T	K	Q	D	A
E	R	P	K	L	I	V	F	J	Y
W	U	H	S	Y	E	P	L	A	X

23 12345678912345678912

Ask children to solve each subtraction word problem. Then let them explain how they got their answers and give reasons for their thinking.

★ Equal Groups

GOAL Practice finding equal groups. These groups are equal.

Are the groups of objects in each row equal? Circle "yes" or "no."

Row 1: Yes No

Row 2: Yes No

Row 3: Yes No

Row 4: Yes No

Row 5: Yes No

Row 6: Yes No

Circle three equal groups. How many cookies are there in each group?

3 cookies in each equal group

Let children fold a piece of paper in half and cut out a design. Do not cut on the fold. When children open up their folded paper designs, explain that they have two matching or equal parts, one on each side of the fold. The fold line will show a line of symmetry.

Counting Groups ★

GOAL Practice counting equal groups.

Count the number of objects in each group, then write the number on the chart below. Are the groups equal? Write "yes" or "no."

	Group 1	Group 2	Group 3	Are they equal?
1.	6	6	6	Yes
2.	6	6	6	Yes
3.	6	6	6	Yes
1.	4	3	5	No
2.	4	3	5	No
3.	4	3	5	No
1.	5	5	5	Yes
2.	5	5	5	Yes
3.	5	5	5	Yes

Circle two equal groups of butterflies.

Answers may vary

Let children create their own equal groups of objects by counting out bottle caps, pennies, beans, or any other small item found around the house.

★ Drawing Equal Groups

GOAL Practice drawing equal groups.

Divide this row of dots into three equal groups.

Divide this row of dots into two equal groups.

Divide this row of dots into four equal groups.

Divide this row of dots into four equal groups.

Draw 18 small flowers. Place them in 3 equal groups.

Encourage children to trace small shapes or figures to practice drawing equal groups. Have them circle each equal group in their drawing.

Make Equal Groups ★

GOAL Practice splitting objects into equal groups.

14 hearts can be divided into two equal groups.

Look at the hearts in each row. Follow the directions.

Make three equal groups.

Make three equal groups.

Make two equal groups.

Make two equal groups.

How many equal groups of stars can you make?

2 groups of 10 stars 4 groups of 5 stars 5 groups of 4 stars

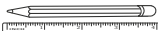
Give children a handful of popsicle sticks or other counters. Ask them to find out how many equal groups the sticks or counters will split into, and if any stick or counter will be left over.

★ Measuring Lengths

GOAL

Practice measuring lengths.

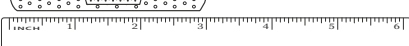
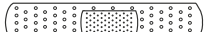
The pencil is 4 in. long.



How long is each object? Write the length of each object.

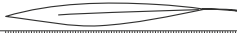


5 in. long

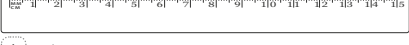


3 in. long

How many centimeters long are these objects?



9 cm long



6 cm long

Encourage children to use rulers to measure the length of objects in your house or neighborhood. Make sure that they use the terms “inches” and/or “centimeters” while recording their measurements.

Adding Lengths ★

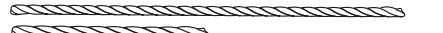
GOAL

Practice adding lengths.

$$2 \text{ in.} + 2 \text{ in.} = 4 \text{ in.}$$

Use a ruler to measure each piece of rope in inches, then add the lengths.

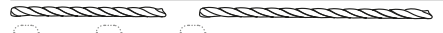
$$4 \text{ in.} + 1 \text{ in.} = 5 \text{ in.}$$



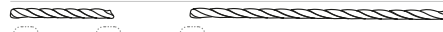
$$6 \text{ in.} + 3 \text{ in.} = 9 \text{ in.}$$

Use a ruler to measure each piece of rope in centimeters, then add their lengths together.

$$8 \text{ cm} + 3 \text{ cm} = 11 \text{ cm}$$



$$6 \text{ cm} + 9 \text{ cm} = 15 \text{ cm}$$



$$4 \text{ cm} + 10 \text{ cm} = 14 \text{ cm}$$

Using a ruler, measure the leaf in inches.

Using a ruler, measure the leaf in centimeters.

$$\text{leaf} = 3 \text{ in.} \quad 7.5 \text{ cm}$$



Why are the numbers different?

Because the units of measurement are different.

Remind children that when they are adding lengths, they must always write the correct units of measurement (inches, centimeters, and so on) in the number sentence.

★ Subtracting Lengths

GOAL

Practice subtracting lengths. Find out how much longer one object is than another.



$$6 \text{ in.} - 4 \text{ in.} = 2 \text{ in. longer}$$

Use a ruler to measure each snake. How much longer is the snake on top?



$$5 \text{ in.} - 3 \text{ in.} = 2 \text{ in. longer}$$



$$7 \text{ in.} - 2 \text{ in.} = 5 \text{ in. longer}$$

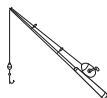
Karen had a piece of yarn. It was 4 in. long. She cut off 1 in. of it. How much was left?

$$4 \text{ in.} - 1 \text{ in.} = 3 \text{ in. left}$$



Jim's fishing line was 10 in. long. Two inches of it snapped off. How much line was left?

$$10 \text{ in.} - 2 \text{ in.} = 8 \text{ in. left}$$



Children should be reminded that they must always write the correct units of measurement when they are subtracting lengths, as well.

Problem Solving (Lengths) ★

GOAL

Practice solving real-life length problems with addition and subtraction.

Read each story. Then add or subtract the lengths to solve the problems.

Tom and Jason measured the flowers they found. Tom's flower measured 10 in. while Jason's was 8 in. long. What was the difference in the lengths of the flowers?

$$10 \text{ in.} - 8 \text{ in.} = 2 \text{ in.}$$

Jess bought a piece of ribbon that was 11 in. long. Mary bought one that was 6 in. long. How long were the two pieces altogether?

$$11 \text{ in.} + 6 \text{ in.} = 17 \text{ in.}$$

Maria's colored pencil was 9 in. long. Juan's colored pencil was 6 in. long. How much longer was Maria's pencil than Juan's?

$$9 \text{ in.} - 6 \text{ in.} = 3 \text{ in.}$$

Maya watched an ant crawl 3 in. Then the ant crawled 7 in. more. How many inches did the ant crawl altogether?

$$3 \text{ in.} + 7 \text{ in.} = 10 \text{ in.}$$

Linda's drawing paper was 12 in. long. Sue's paper was 10 in. long. How much longer was Linda's paper than Sue's?

$$12 \text{ in.} - 10 \text{ in.} = 2 \text{ in.}$$

Anita has a piece of string that is 24 cm long. Can she make two equal pieces from this piece of string? Yes No

How long would each piece be? 12 cm

Encourage children to read problem-solving questions carefully, to first determine exactly what the question is asking. Then they should determine which operation they should use to reach the correct answer.

★ Telling the Time

GOAL Practice telling the time.

Fill in the boxes with the time shown on each clock.

4 : 00	6 : 00	10 : 00	12 : 00
4 : 30	5 : 30	8 : 00	9 : 30
2 : 00	11 : 30	11 : 00	3 : 00

Draw the hands on each clock to show the time.

	1:00		7:30	
3:30				

Use analog clocks to let children practice telling the time, both to the hour and to the half hour. They should understand that a whole hour has passed when the minute hand has swept around the whole clock. A half hour has passed when the minute hand has swept around half of the clock.

Writing the Time ★

GOAL Practice writing the time in numbers and in words.

Look at these clocks. Write the time as shown on each of them in numbers and words.

6 : 45	3 : 45	7 : 15
..... Six forty-five Three forty-five Seven fifteen
8 : 30	3 : 30	12 : 30
..... Eight thirty Three thirty Twelve thirty

What is the time shown on each digital clock? Write it in numbers and words.

2 : 30	8 : 15	10 : 45
..... Two thirty Eight fifteen Ten forty-five

Remind children to use a colon (:) between the hour and minute numbers when writing out times using numerals.

★ Differences Between Times

GOAL Review the differences in time.
There is a half-hour difference in the time on these clocks.

Look at the time on the first clock in each row. Then look at the time on the second clock. What is the difference in time between the clocks? Circle the correct answer.

		1 hour	half hour	<input checked="" type="radio"/> 15 minutes
		<input type="radio"/> 1 hour	half hour	15 minutes

How long might each activity take? Circle the correct answer.

	washing your hands	<input checked="" type="radio"/> 2 minutes	<input type="radio"/> 2 hours		frosting a cake	2 minutes	<input checked="" type="radio"/> half hour
--	--------------------	--	-------------------------------	--	-----------------	-----------	--

Circle the activity that takes longer to do.

--	--	--

Let children practice using a clock to identify a starting time before they carry out a simple task, such as tying a shoe. Then ask them to check the time when they finish. Encourage them to work out how much time has passed.

Problem Solving with Time ★

GOAL Practice solving real-life time problems.

Figure out the answer to each problem.

	Sal starts school in 15 minutes. At what time does Sal start school? <input checked="" type="radio"/> 9 : 15
	Josie feeds her cat at 10:20. How much time will pass before she feeds her cat? <input checked="" type="radio"/> 20 minutes
	You have 30 minutes to finish reading. At what time must you finish? <input checked="" type="radio"/> 11 : 45
	Mary will go to bed in 6 hours. At what time will Mary go to bed? <input checked="" type="radio"/> 9 : 00

Matt must do three small jobs. Each job will take about 15 minutes. Then Matt wants to meet Uncle Fred for lunch at 12:00. It is a 1 minute bike ride to Uncle Fred's. Matt starts his jobs at 11:00. Will Matt get to lunch by 12:00? Circle "yes" or "no."

	<input checked="" type="radio"/> Yes	<input type="radio"/> No
--	--------------------------------------	--------------------------

Propose various problem-solving time questions to children. Let them use a model clock to determine the answers. Be sure they use the correct terms (minutes or hours) with their answers.

★ Using Money

GOAL

Practice using and counting money.



Draw a line to match each toy with the correct amount of money.

Illustration of three toys: a plant (\$1.05), scissors (59¢), and a ball (\$2.40). Lines connect them to the correct amount of money: the plant to 10 dimes, the scissors to one dime and five pennies, and the ball to two dollars and four pennies.

Count the money below, then look at the price of the two items. Circle the item that you can buy with the money below.

Illustration of a one-dollar bill, three dimes, and four pennies. Below are a rose (\$1.95) and balloons (\$2.99). The rose is circled.

Will you get change? Yes No If so, how much change?

Let children use various coins to show different amounts of money. Then ask questions like, “Who has more money?”, “Who has less money?”, “Who has 98¢?”, and so on.

★ Adding Money

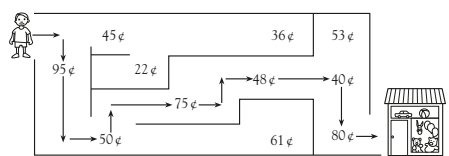
GOAL

Practice adding money.

Bob earned money for doing different chores. How much did he earn? Write each amount.

Illustration of various coins and bills representing different amounts: 95¢, 50¢, 75¢, 48¢, 40¢, and 80¢.

Help Bob to get to the toy store. Follow the path that shows in order the amounts he earned above.



Children should practice adding money by solving problems. Examples include, “You have 43¢, which includes four dimes and a few pennies. How many pennies do you have?”, and “You have 30¢. You only have nickels. How many nickels do you have?”

★ How Much Change?

GOAL

Practice subtracting money.



Look at the price of each food item that you buy. Figure out the change you will receive.

You buy	You have	Your change
22¢ (pear)	Quarter coin	3¢
35¢ (grapes)	Two quarters	15¢
21¢ (apple)	Quarter coin	4¢
58¢ (strawberries)	Two quarters and one dime	2¢
\$1.50 (basket of fruit)	One dollar bill and one dime	50¢

Find these words hidden in the puzzle. Go up, down, left, or right.

Buy Penny Nickel Dime
Change Cent Coin

C	J	L	V	U	B
H	P	E	N	N	Y
A	R	K	A	T	C
N	P	C	N	N	O
G	D	I	M	D	I
E	D	N	B	C	N

Write down a list of items for sale, each with a price. Tell children to pretend that they have a certain amount of money to spend. Then ask them to figure out which items they can buy with the money they have, and how much change they will have left over, if any.

★ Solve Money Matters

GOAL

Practice solving money problems.

Read each problem and solve it.

Kim has 65¢ in her pocket. She takes out these coins. How much does she still have in her pocket? Circle the answer.
25¢ 15¢ 10¢

Amy has 53¢. Her mother gives her 32¢ more. How much does Amy have altogether?

Jill has 55¢. She earns 20¢ more. How much money does Jill have now?

Can Jill buy ? Will Jill receive change?
 Yes No Yes No

How much? Jill will receive 10¢.

Amir has these coins. He wants to buy a baseball card for 55¢.

Does he have enough money? Explain
Yes No Amir is short 5¢.

You have 57¢. Based on this price list, which two items could you buy?
Glue and marker or Glue 30¢
Glue and eraser or Eraser 13¢
Eraser and scissors or Marker 22¢
Eraser and marker or Scissors 40¢

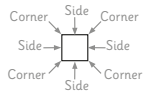
Help children write simple problem-solving money stories. Have them read their stories aloud and solve them. Check their working methods carefully.

★ Describe 2-D Shapes

GOAL

Practice describing 2-D or plane shapes by the number of corners and sides.

A square has 4 sides and 4 corners.



Look at these shapes. Count the total corners and sides in each shape.



4 sides
4 corners

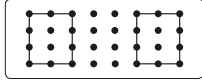
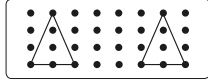


3 sides
3 corners

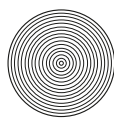
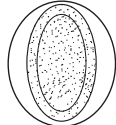
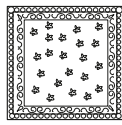


0 sides
0 corners

Look at each shape. Draw another one that is of the same size and shape.



Mrs. Walters buys a rug that is shaped like an oval. Which one did she buy? Circle it.



Invite children to think of five foods that have shapes similar to those they have learned about. Encourage them to draw a picture of each of those foods, and to write the name of the similar shape under each picture.

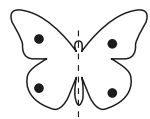
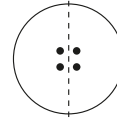
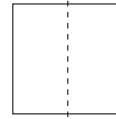
Symmetry ★

GOAL

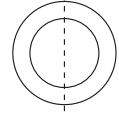
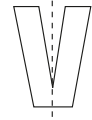
Practice drawing lines to divide things into two equal parts.
This is a line of symmetry.



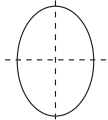
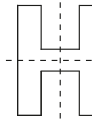
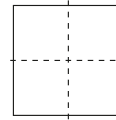
Draw a line of symmetry for each shape.



Draw a line of symmetry for each letter.



Draw two lines of symmetry for each shape.



Help children cut from old newspapers and magazines pictures of objects that have symmetry. They can glue the pictures to a sheet of paper and draw lines of symmetry on them.

★ Describe 3-D Shapes

GOAL

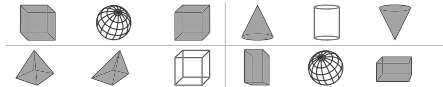
Learn more about 3-D shapes by matching and counting the faces.



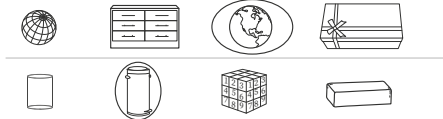
A rectangular prism has 6 faces.



Shade in the figures in each group that have the same shape.



Circle the objects that have the same shape as the first figure in each row.



How many flat faces does each figure have?



How many faces does each figure have?



How are these shapes alike? Both have the same number of faces.

Give children some toothpicks and bits of modeling clay, and help them construct models of the 3-D shapes they have learned about.

Position ★

GOAL

Practice using position words.

In front of Below Behind Above

Read the sentences. Choose the correct word or words from the box to complete each sentence.



The pyramid is above the cube.



The cylinder stands in front of a pyramid.



The rectangular prism is behind the sphere.



The rectangular prism is below the cylinder.

Look at the position of each shape. Circle the answer to each question.



Which shape is on top of the other?



Rectangular prism Cube



Which shape is below the other?



Sphere Cylinder



Which shape is to the right of the cube?

Pyramid Cylinder



Which shape is between the other two?

Cone Sphere Pyramid

Invite children to place solid shapes together in various arrangements: in rows, one on top of another, near one another, far from one another, and so on. Then ask them to describe each solid shape's position in relation to another shape.

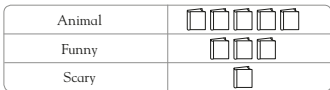
★ Pictographs

GOAL

Practice using pictographs.

Look at each pictograph. Then answer each question.

Kinds of Books Children Like to Read 1 book = 1 child



- How many children like to read animal books? **5**
- Which kind of book do most children like to read? **Animal**
- Do more children like to read funny books or scary books? **Funny**

Ice-cream Cones Sold 1 ice-cream cone = 3 sold



- How many strawberry ice-cream cones were sold? **6**
- Which ice-cream flavor sold the most? **Chocolate**
- How many ice-cream cones were sold in all? **45**
- Which flavor sold the fewest number of cones? **Mint**
- How many more vanilla cones were sold than bubble gum cones? **3**

12345678912345678912

Use a Table ★

GOAL

Learn to use tables.

Look at each table. Answer the questions that follow.

Children's Favorite Snacks | = 1 child

Fruit	
Crackers	
Cookies	
Trail mix	

- How many children like fruit best? **3**
- Which snack do most children like best? **Trail mix**
- Which snack do fewest children like best? **Crackers**
- How many children like cookies best? **4**

Color of Children's Eyes | = 1 child

Blue	
Hazel	
Green	
Brown	

- How many children does the table show altogether? **14**
- How many children have blue eyes? **5**
- Which eye color do more children have—brown or hazel? **Brown**
- Which eye color do fewest children have? **Green**

12345678912345678912

Be sure that children pay attention to the key for each graph. On some graphs one image represents one person or object, while on others an image represents two or three people or objects. If needed, children can draw tally marks to help them count how many.

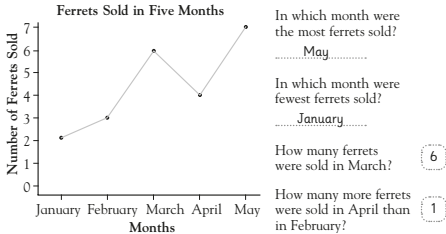
Ask children to count the animals they see on a walk. Help them to keep a record of the types of animals they see and the number of each type. After the walk, invite children to make a table to show the data that they have collected. Ask them questions about the table.

★ Watch the Line!

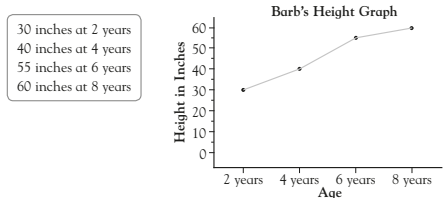
GOAL

Practice reading and plotting graphs.

A pet store checked how many ferrets were sold each month. Use the line graph to answer each question.



The chart shows how many inches Barb has grown since she was 2 years old. Place a small dot on the graph for each age and height on the chart. Then connect the dots with lines.



12345678912345678912

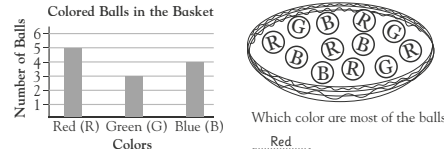
Help children understand that a line graph is used to show information that changes over time. Explain that it is helpful to make a list of the information you want to show first, before plotting it on a line graph.

Bar Graphs ★

GOAL

Make and understand bar graphs.

Count how many balls there are of each color in the basket. Shade in that number of boxes on the graph.

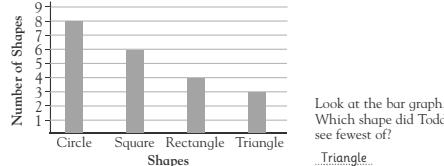


Todd walked to town with his mother. He counted shapes he saw along the way. He made a table to show what he saw.

Shapes Todd Saw

Circle	
Square	
Rectangle	
Triangle	

Look at the table, then shade in the number of boxes on the graph below to show how many of each shape Todd saw.



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Give children a sheet of graph paper. Help them to make a graph to show the different eye colors of family and friends. Ask them questions about what the graph is telling them.