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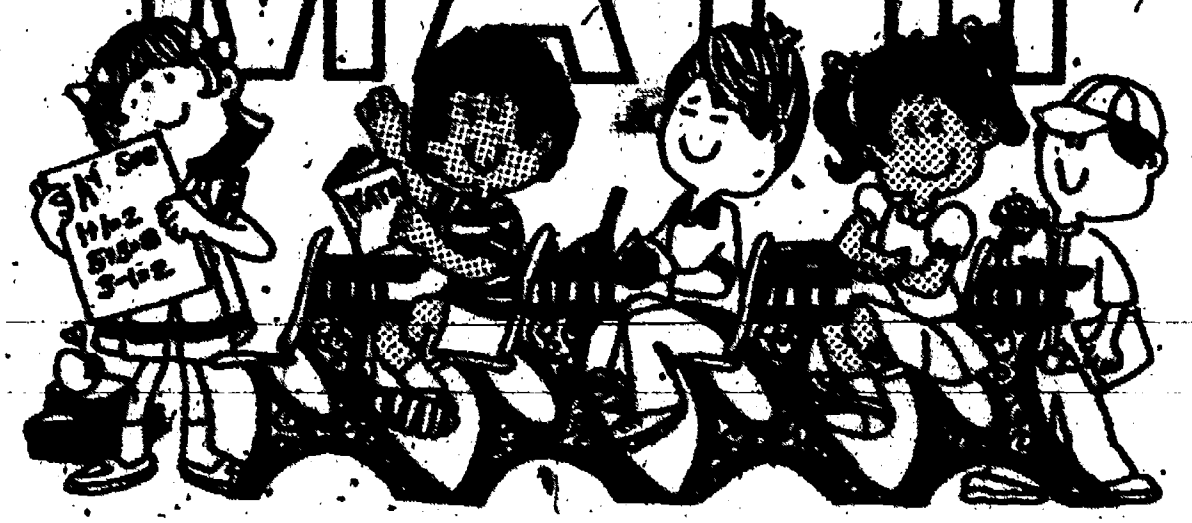
ABSTRACT

This book was developed by teachers for parents to work through with their children. Learning activities are provided for each of the mathematics skills on the third-grade Basic Skills Test in Louisiana. Two pages of practice activities and games are provided for each skill, plus a test question similar to that on the Basic Skills Test. The topics covered include: numeration (number words, place value, ordinal numbers); whole-number operations (addition, subtraction, multiplication); fractions; relations and functions (greater than, odd and even numbers); measurement and estimation (calendar, money, time, inches and centimeters); geometry (shapes); and word problems (addition, subtraction, multiplication). Answer keys are provided. (MNS)

THE Helping Book:

THIRD GRADE MATH



For Parents of ECIA, Chapter 1 Third Grade Students

Bulletin 1720

THE HELPING BOOK:

THIRD GRADE MATH

Bulletin 1720

Prepared by

Bureau of ECIA, Chapter 1
Office of Educational Support Programs

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Issued by

LOUISIANA DEPARTMENT OF EDUCATION
THOMAS G. CLAUSEN, SUPERINTENDENT

TABLE OF CONTENTS

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Loyace Braggs, Lincoln Parish
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BEFORE YOU USE THIS BOOK PLEASE READ!

1. Have fun with your child as you help him grow. The Helping Book: Third Grade Math was developed to give you and your child pleasant learning activities. It has been designed to cover each of the mathematics skills on the third grade Basic Skills Test.

2. At the top left of each page you will find the skill that is to be covered on that page. To the right of the skill is a box. The box designates the exact part of the skill for which a third grade student is responsible.

3. For each skill there are two pages of practice.

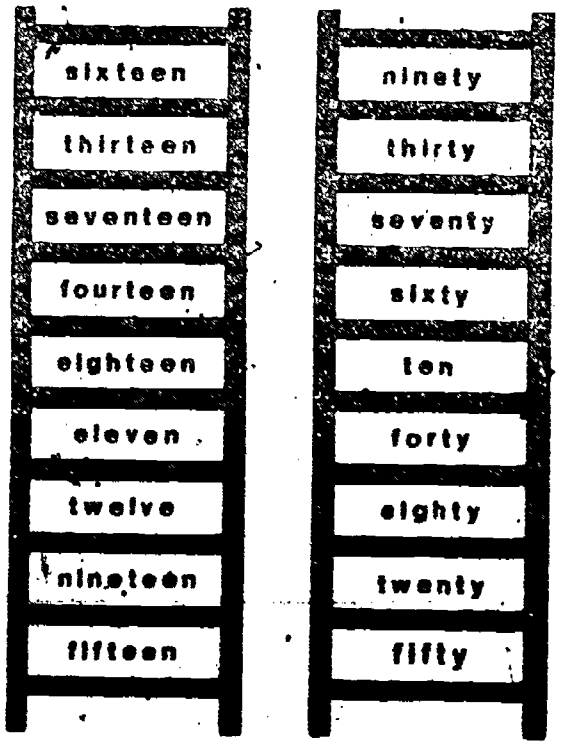
4. For each skill there is a test question similar to the test item that will be on the Basic Skills Test in the spring. The test question will always be marked with a ✱.

5. When an exercise or game requires an answer key, the key is found in the back of the booklet. When the symbol  appears, the answers are provided.

Number Words

multiples of ten, 20-90
eleven through nineteen

Make two sets of flash cards using 3"X5" index cards. One set should have the numerals 10, 20, 30, 40, 50, 60, 70, 80, 90. The other set should have the words ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety. Have your child match the number word card to the correct numeral card. To change the game make a set of cards with 11, 12, 13, 14, 15, 16, 17, 18, 19 and another set with the words eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen.



Start at the bottom of the ladder with your child. Have your child read the words orally. If she makes it to the top of the ladder without missing any words, she may write her name at the top of the ladder.

DIRECTIONS: Have your child circle the words that stand for the numerals- 20, 30, 40, 50, 60, 70, 80, and 90.

d	s	w	f	v	h	c	e	t	r	b	h
y	e	t	o	h	r	s	m	k	g	v	t
q	v	n	r	a	n	b	h	s	j	e	w
t	e	r	t	h	i	r	t	y	a	l	p
p	n	t	y	c	n	h	m	v	t	g	n
a	t	s	r	o	e	c	k	z	f	h	t
r	y	v	i	e	t	w	s	l	x	t	y
e	l	a	c	h	y	f	p	l	b	y	r
z	f	j	f	t	y	e	b	s	m	v	t
t	u	r	h	x	r	h	d	b	r	f	w

DIRECTIONS: Choose the numeral that goes with the number word.

1. twelve

A. 20
B. 12
C. 13
D. 10

Number Words

multiples of ten, 20-90
eleven through nineteen

1. Have your child match these words and numerals.

a.	sixteen	13
b.	forty	60
c.	eleven	90
d.	sixty	18
e.	fourteen	11
f.	ninety	16
g.	thirteen	40
h.	eighteen	14
i.	thirty	50
j.	twelve	20
k.	fifty	17
l.	nineteen	19
m.	fifteen	80
n.	eighty	30
o.	seventeen	12
p.	twenty	15

2. Have your child write the words for these numerals.

a.	70	seventy	i.	30	
b.	18		j.	12	
c.	50		k.	60	
d.	13		l.	16	
e.	90		m.	20	
f.	11		n.	17	
g.	80		o.	40	
h.	15		p.	14	

3. Have your child write the numerals for these words.

a.	twelve	12	i.	eleven	
b.	eighteen		j.	fifty	
c.	seventy		k.	fourteen	
d.	fifteen		l.	eighty	
e.	ninety		m.	twenty	
f.	thirteen		n.	seventeen	
g.	forty		o.	thirty	
h.	sixteen		p.	nineteen	

Place Value

You will need a newspaper, paper, glue, and scissors for this game. Have your child look through the newspaper and cut out every numeral he can find. Let him glue the numerals on a sheet of paper and mark them according to the following instructions.

1. Underline the numeral in the ones place.
2. Circle the numeral in the tens place.
3. Put a box around the numeral in the hundreds place.
4. Put a line over the numeral in the thousands place.

$\overline{2}\ \boxed{4}\ (5)\ \underline{7}$

DIRECTIONS: Read the problem carefully. Select the correct answer.

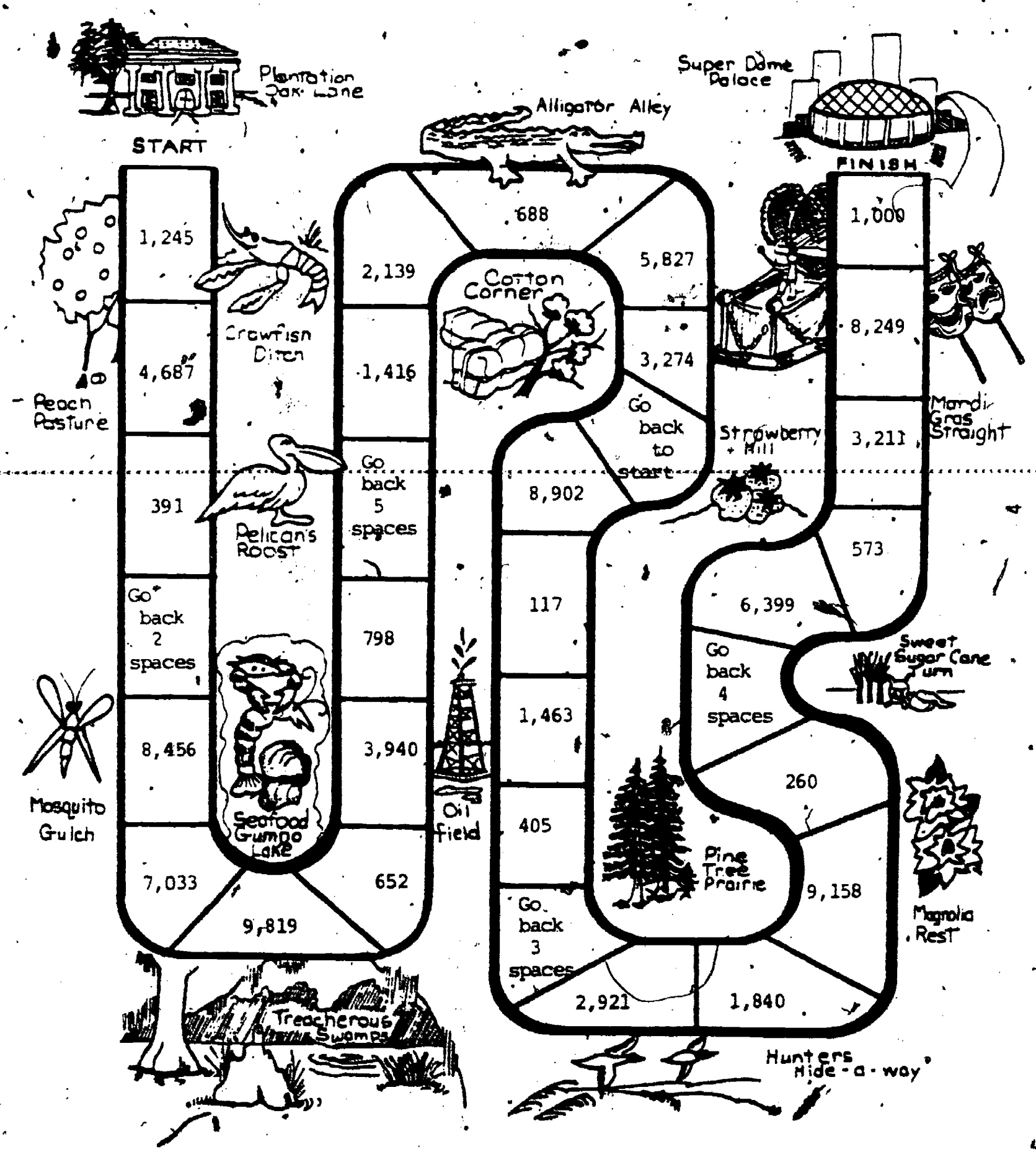
Which number has a 2 in the hundreds place?

A. 2439
B. 3349
C. 4923
D. 9224

DIRECTIONS: Use beans, coins, or buttons for markers to play the Louisiana Trails game on the next page. Place the markers on "start." Ask your child to roll a die or cube first. She moves the marker the number of spaces on the die. She will then record on the score sheet (below) the number of thousands, hundreds, tens, or ones indicated in the square on which she lands. If your child does not record the numbers correctly, she must move back to the space she was on at the time of her last throw. The game continues until a player reaches the finish line. (Cube pattern in back of book.)

	thousands	hundreds	tens	ones
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

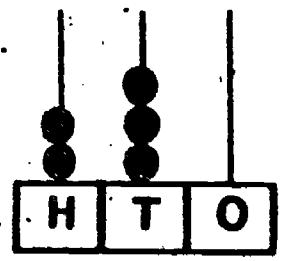
Louisiana Trails



Place Value

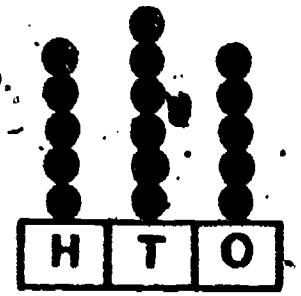
Have your child count the number of beads, and write the number in the correct blank.

a.



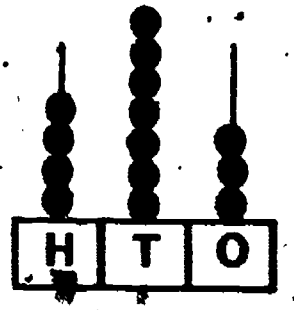
2 3 0
H T O = 230

b.



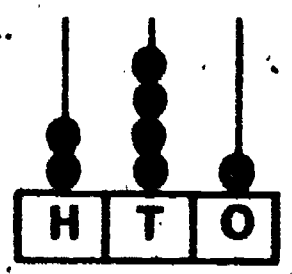
H T O = ____

c.



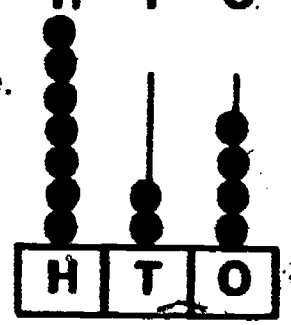
H T O = ____

d.



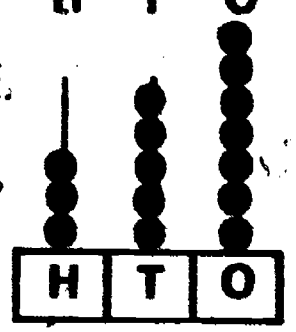
H T O = ____

e.



H T O = ____

f.



H T O = ____

5

hundreds

For each numeral, have your child write the number of hundreds, tens, and ones in each blank.

a. 752 is 7 hundreds 5 tens 2 ones.
b. 328 is ____ hundreds ____ tens ____ ones.
c. 243 is ____ hundreds ____ tens ____ ones.
d. 819 is ____ hundreds ____ tens ____ ones.
e. 900 is ____ hundreds ____ tens ____ ones.
f. 875 is ____ hundreds ____ tens ____ ones.
g. 222 is ____ hundreds ____ tens ____ ones.
h. 467 is ____ hundreds ____ tens ____ ones.
i. 194 is ____ hundreds ____ tens ____ ones.
j. 612 is ____ hundreds ____ tens ____ ones.
k. 562 is ____ hundreds ____ tens ____ ones.
l. 483 is ____ hundreds ____ tens ____ ones.
m. 594 is ____ hundreds ____ tens ____ ones.
n. 677 is ____ hundreds ____ tens ____ ones.

Original Numbers

through nineteenth

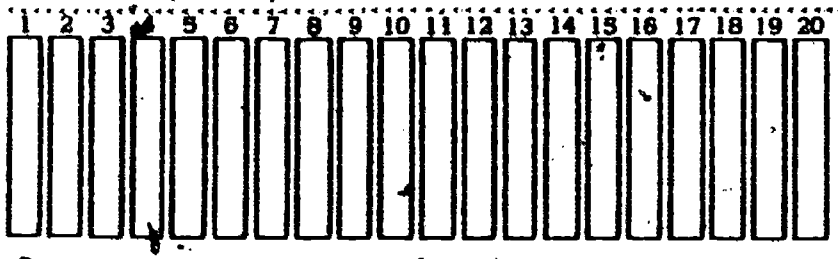
Have your child find 20 names in the telephone book and write them on the lines below.. He might want to list names of relatives or friends. Then, ask your child whose name is fifth, twelfth, seventeenth, etc.

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

TOP 20 FOOTBALL TEAMS

1. Saints
2. Cowboys
3. Rams
4. Steelers
5. Eagles
6. Packers
7. Bears
8. Chargers
9. Jets
10. Oilers
11. Raiders
12. Vikings
13. Chiefs
14. Redskins
15. Braves
16. Seahawks
17. Bengals
18. Browns
19. Cardinals
20. Lions

Using the football list above, have your child tell you which team is third, eighth, eleventh, sixteenth, nineteenth, etc.



Let your child mark the sticks according to the instructions below.

1. Put red stripes on the 11th and 12th sticks.
2. Put brown stripes on the 14th and 18th sticks.
3. Color the 15th stick yellow.
4. Divide the 13th stick in half.
5. Color one-third of the 19th stick green.
6. Color the 17th stick orange.

DIRECTIONS: Read the problem and select the correct answer.

If the first circle is 8th in line, which shape is the 12th in line?

A. 
C. 
B. 
D. 

Ordinal Numbers

through nineteenth

Have your child write the ordinal numbers for these days of the week.

Example: Monday - Second

1. Wednesday _____
2. Saturday _____
3. Tuesday _____
4. Sunday _____
5. Friday _____

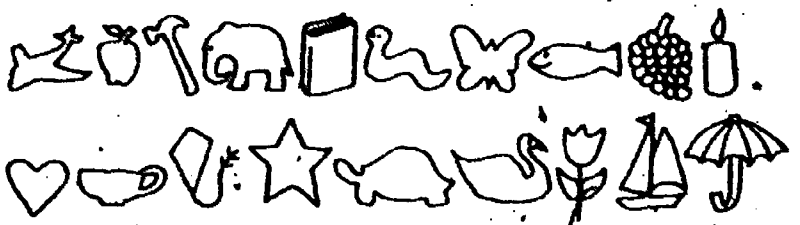
Have your child name the dates for these days in October.

Example: 2nd Saturday - October 12th

6. 3rd Sunday _____
7. 4th Friday _____
8. 1st Wednesday _____
9. 2nd Tuesday _____
10. 5th Thursday _____
11. 3rd Monday _____
12. 4th Thursday _____

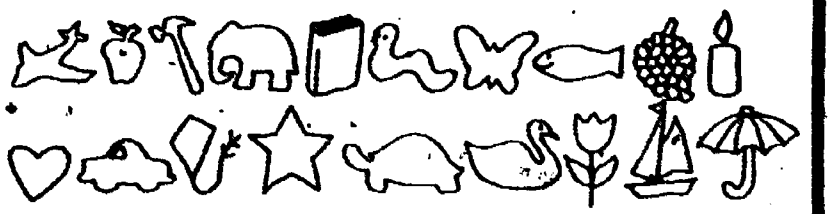
DIRECTIONS: Have your child read the ordinal number word in each box. Ask her to point to the object which is that position in line. If she is correct, she may color the object. If she is not, have her try again.

a. fourteenth

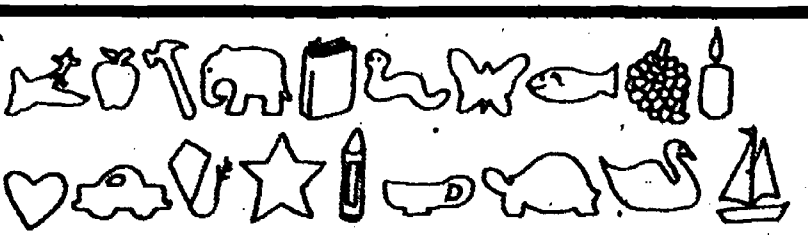


b. nineteenth

c. twelfth



d. fifteenth

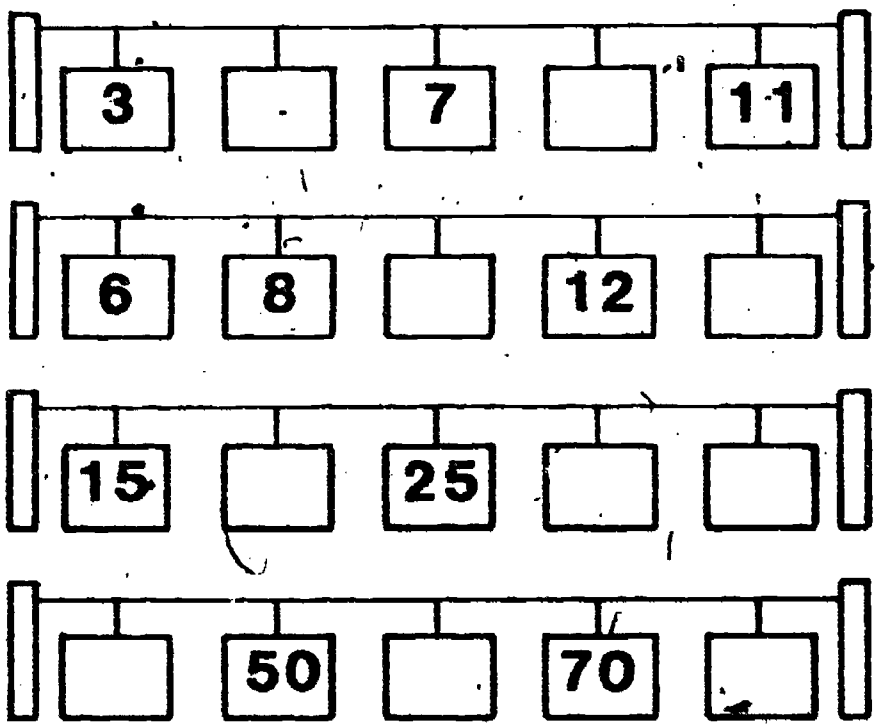


e. eighteenth

Missing Numbers

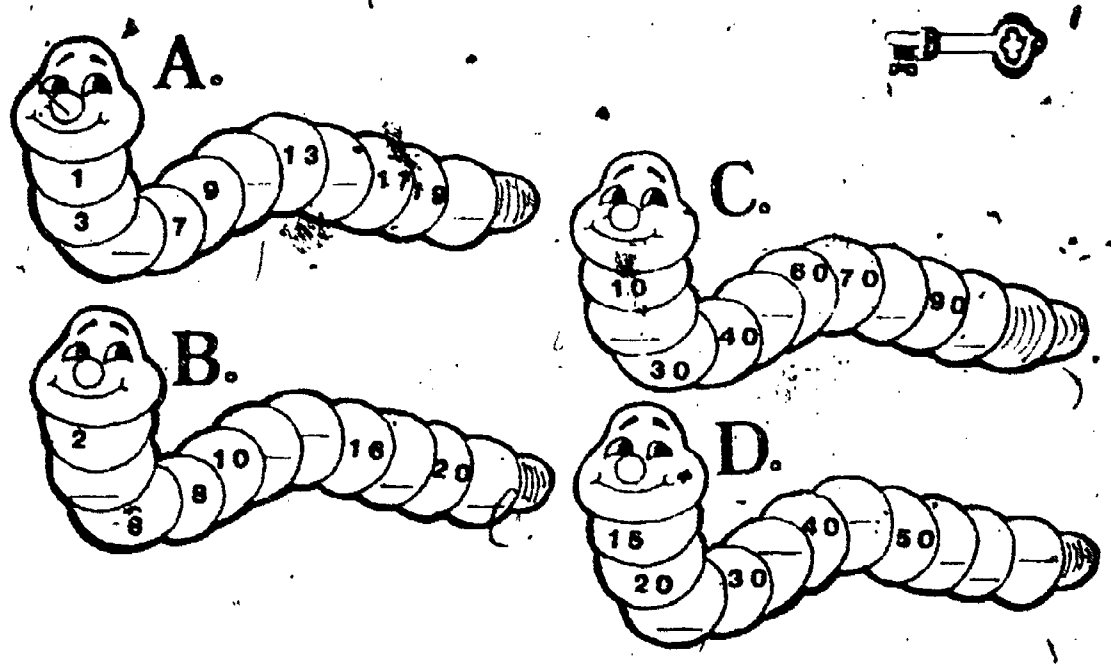
through one hundred

Have your child cut out and paste the missing numerals in the correct box.



35	28	14	34	9
10	32	60	44	30
20	80	5	40	36

Help your child complete the number worms. He may want to color the worms after writing in the numbers.



DIRECTIONS: Look at the numbers in the box. Then choose the missing number.

43, 45, __, 49

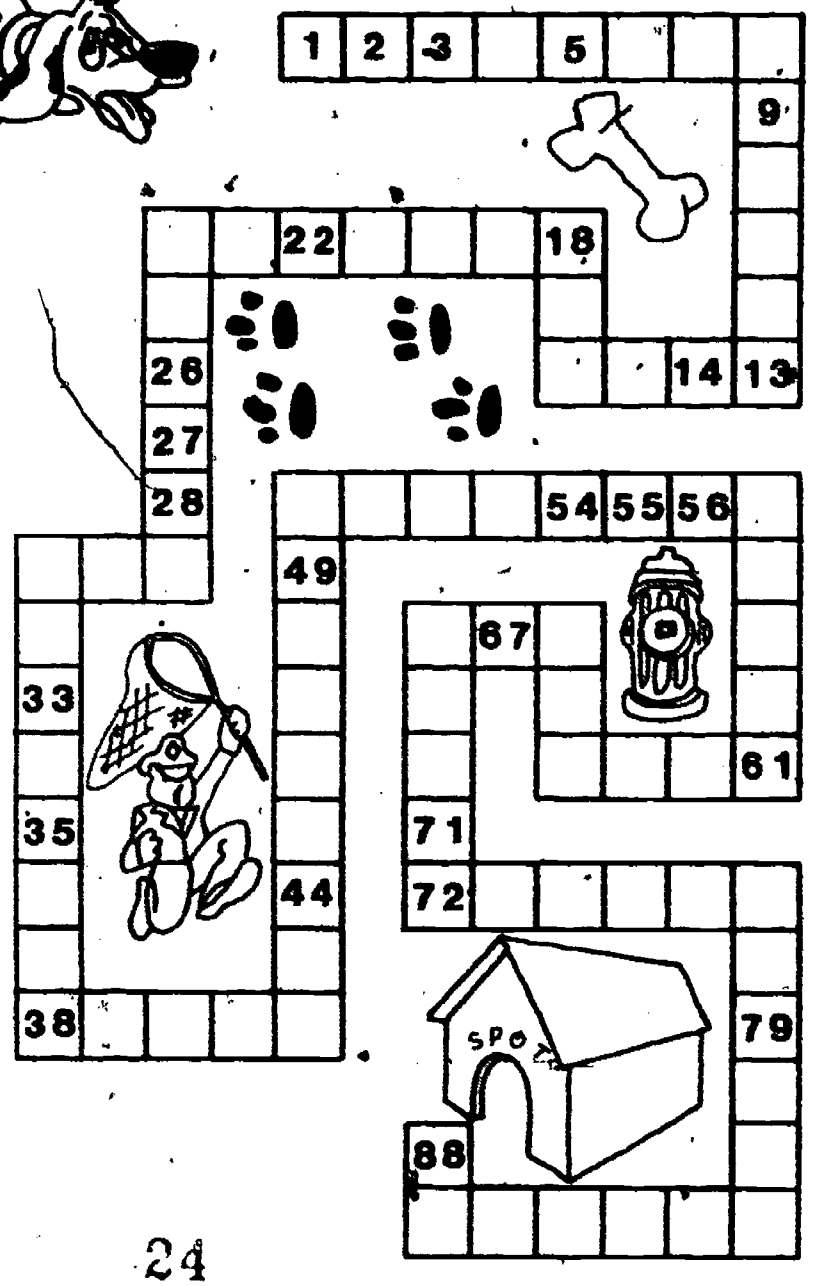
A. 44
B. 46
C. 48
D. 47

B

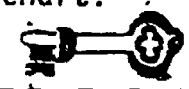
Missing Numbers

through one hundred

A. Spot ran away from home. Now he must find his way back home. Let your child fill in the empty boxes with correct numbers. Spot will be able to get home again.



B. Have your child write the numbers 0-99 on the chart.

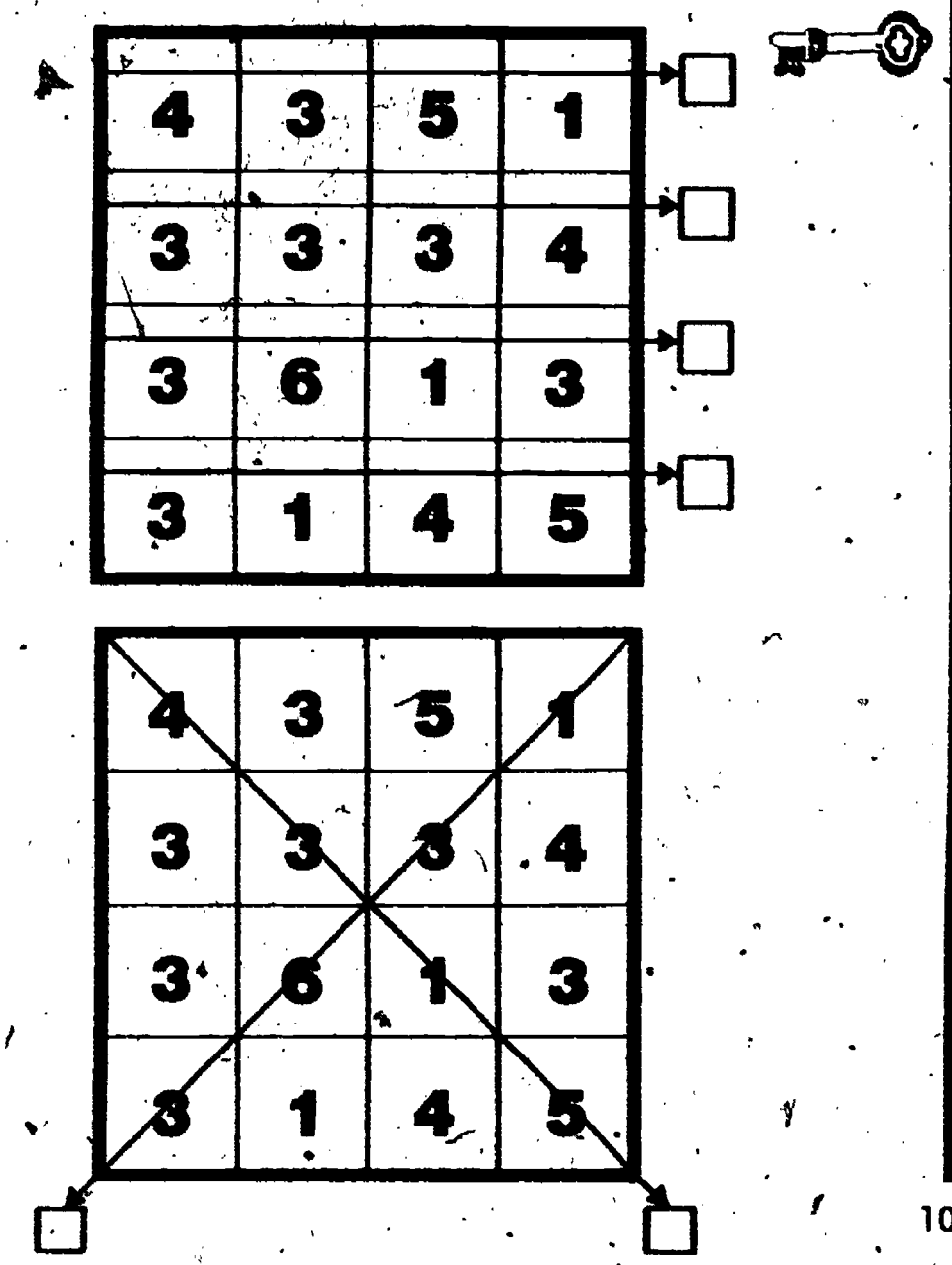


0							7		9
								18	
				24					
	31								
			48						
					55				
									69
		72							
						86			
									99

Addition

four one-digit numbers

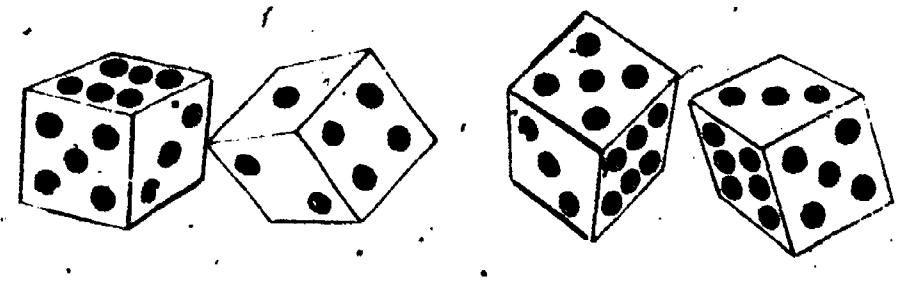
Tell your child that the people in China discovered "Magic Squares" many years ago to help them add. Let your child add in the direction of the arrows. Then she'll discover the secret of the "Magic Squares".



Use the cube pattern in the back of the book to play this game. Have your child roll the cube and record the number shown on the top. Let him roll the cube three more times, recording each throw. He then adds the recorded numbers to get the sum.

Your child should repeat the steps five more times.

Example:



6, + 1, + 5, + 3 = 15

DIRECTIONS: Add.

3
2
5
+ 6

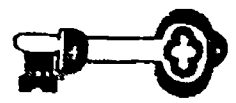
A. 14
B. 16
C. 15
D. 12

Addition

four one-digit numbers

DIRECTIONS: You and your child may play this game. One of you can use a  . The other can use his  . For each problem, see who can get the correct answer first.

(If there is no  , your child can just work each problem alone.)



GAME 1 5+2+5+3=☐	GAME 2 6+5+5+5=☐
GAME 3 7+9+1+6=☐	GAME 4 4+9+1+2=☐
GAME 5 8+6+5+4=☐	GAME 6 8+2+7+6=☐
GAME 7 4+3+7+6=☐	GAME 8 7+6+3+6=☐
GAME 9 6+3+2+1=☐	GAME 10 8+4+6+3=☐

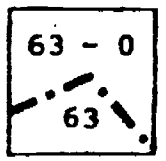
Addition and Subtraction - Using Zero

sums to 99
differences to 99

You'll need cardboard or heavy paper for this puzzle game. Let your child cut eight squares from the cardboard. Each square should be 2"X2". (Index cards may be used.)

Then ask her to write the suggested subtraction problems and the answers on the squares (see example). To make each square a puzzle, have your child draw a line between the problem and its answer and cut the square into two parts.

Example:



Then your child can match the puzzle pieces to put the problem together with its answer.

Suggested Subtraction Problems

45 - 0 = 45	46 - 0 = 46	50 - 0 = 50	61 - 0 = 61
98 - 0 = 98	22 - 0 = 22	72 - 0 = 72	57 - 0 = 57

DIRECTIONS: Subtract.

88 - 0 = ☐

A. 880
B. 87
C. 88
D. 80

DIRECTIONS: See if your child can work these problems.

1. 75 + 0
2. 99 + 0
3. 36 + 0
4. 83 + 0

5. 37 - 0
6. 71 - 0
7. 86 - 0
8. 22 - 0

9. 54 + 0 = ☐
10. 69 - 0 = ☐

11. 25 + 0 = ☐
12. 48 + 0 = ☐

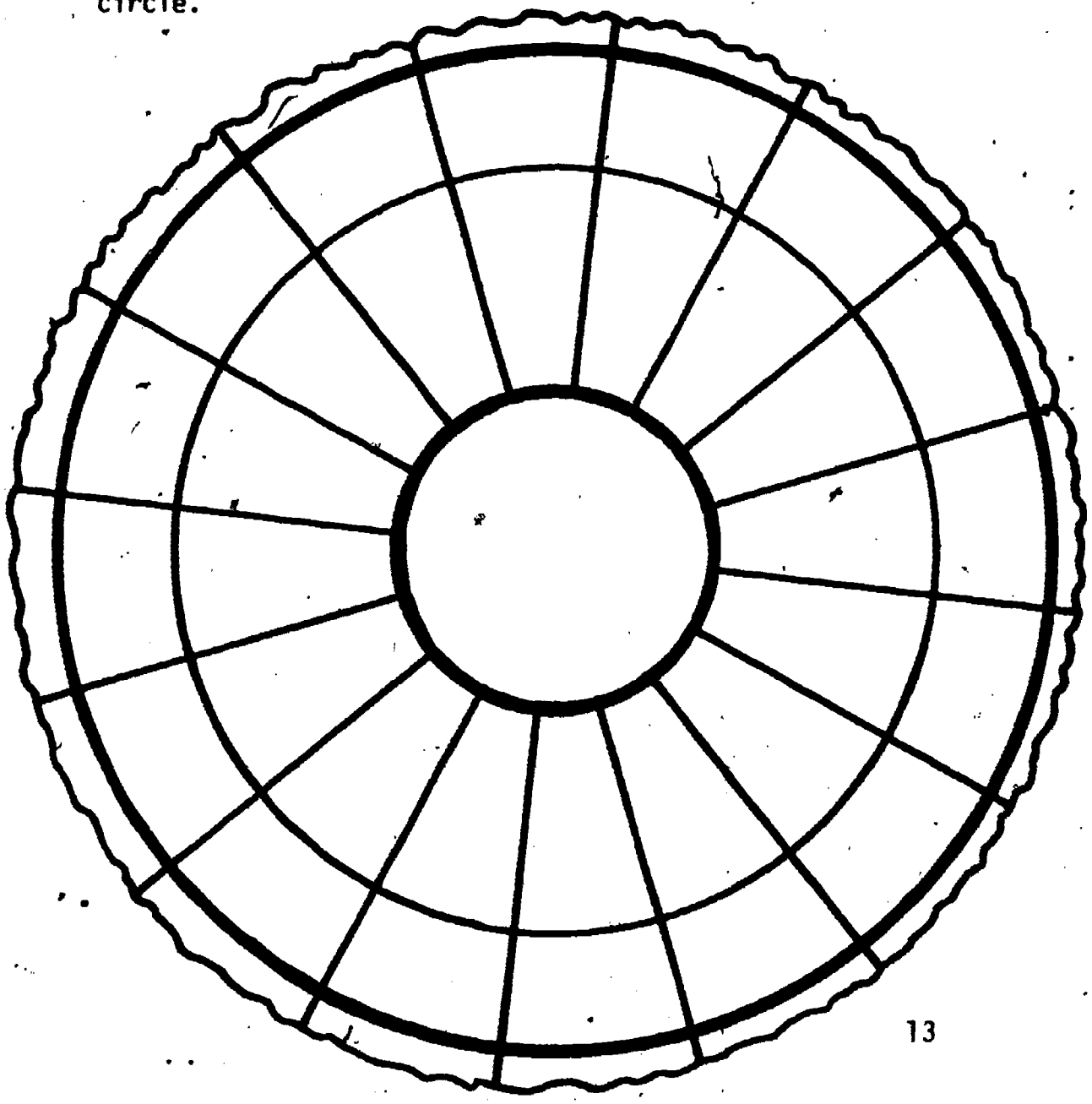
13. 96 - 0 = ☐
14. 53 - 0 = ☐

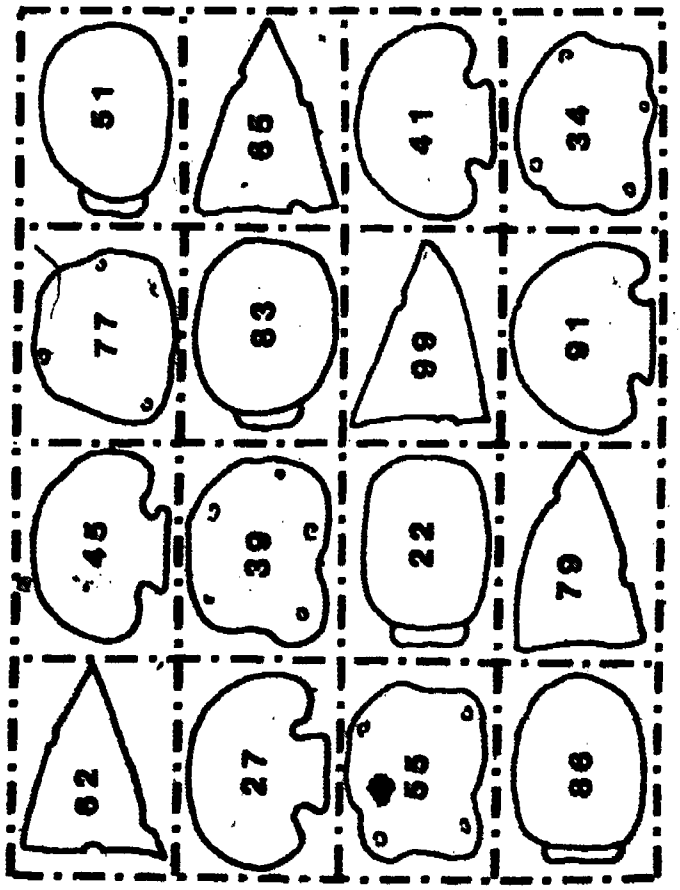
15. 29 - 0 = ☐
16. 66 - 0 = ☐

Addition and Subtraction - Using Zero

sums to 99
differences to 99

Use the pattern of the pizza wheel. Have your child write "0 +" in the small circle that is in the center of the wheel. Then in each section of the second circle, let your child write the following numbers: 62, 45, 77, 51, 27, 39, 83, 65, 55, 22, 99, 41, 86, 79, 91, and 34. Leave the outer section blank. Then ask your child to cut out the pizza toppings. He should then place the correct topping in the correct section of the outer circle.





Addition - No Regrouping

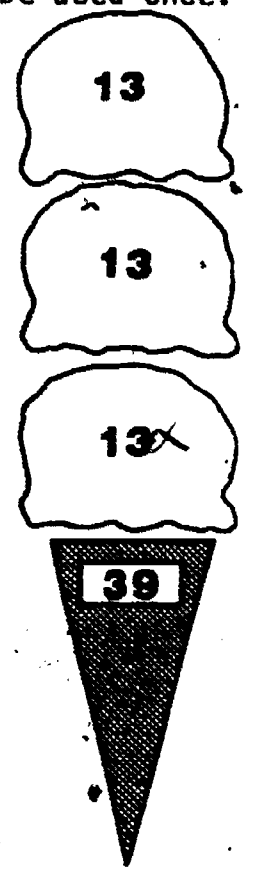
two-digit numbers in columns

On 26 cards, have your child write the letters of the alphabet on one side and the matching number on the back (see chart below). Then ask her to solve the coded problems in the boxes.

1	2	3	4	5	6
A	B	C	D	E	F
7	8	9	10	11	12
G	H	I	J	K	L
13	14	15	16	17	18
M	N	O	P	Q	R
19	20	21	22	23	24
S	T	U	V	W	X
25	26				
Y	Z				

T + A + C + K = ☐	L + A + N + K = ☐
P + A + L + T = ☐	T + E + L + T = ☐
L + O + K + U = ☐	Q + U + A + T = ☐

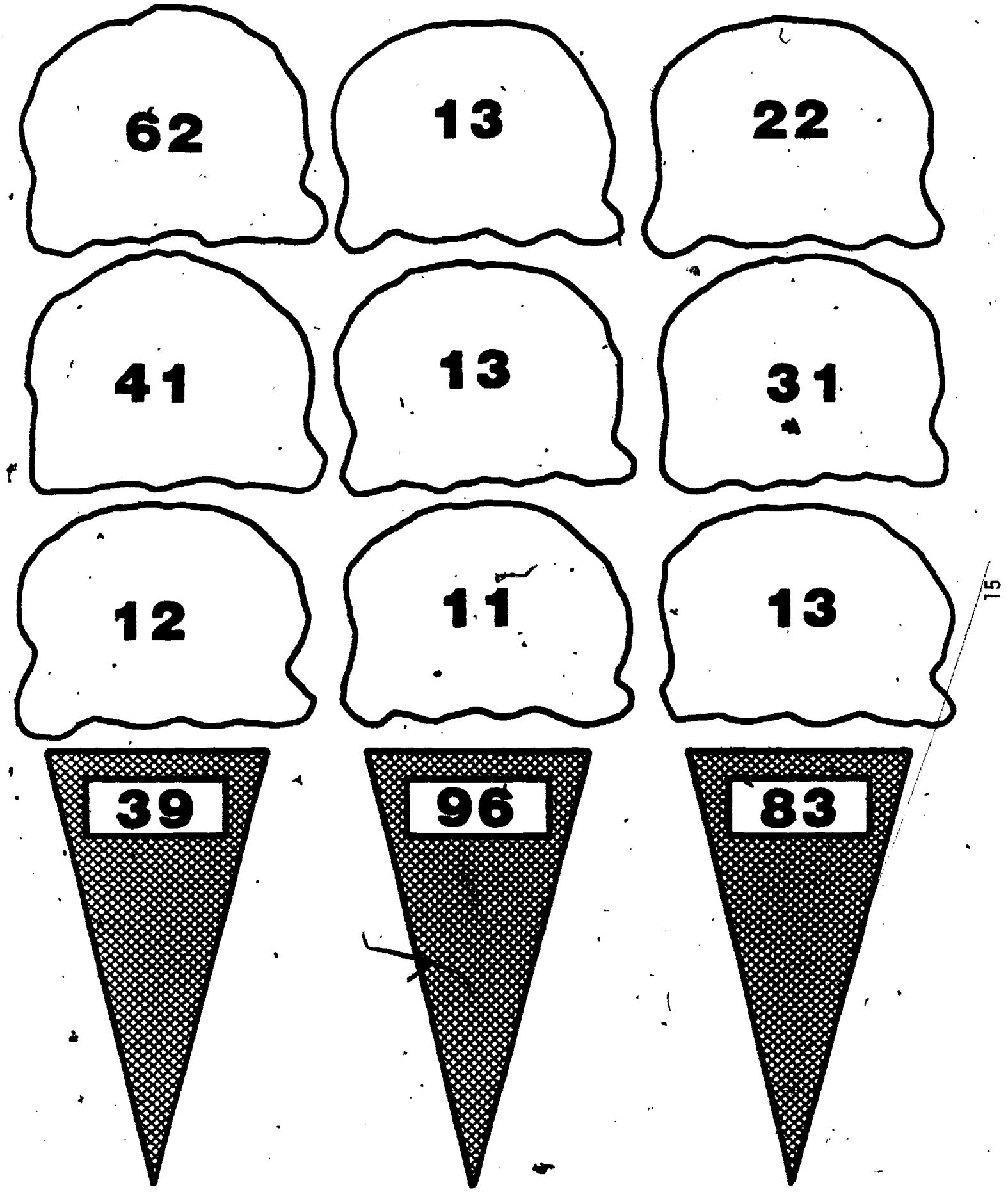
Let your child cut out the patterns for ice cream cones and dips of ice cream found on page 15. The cone will have the answer (sum) written on it. Your child can then take three dips of ice cream and glue them on the correct cones. All scoops will be used once. The ice cream cones can then be colored.



DIRECTIONS: Add.

```
  10
  22
  23
+ 14
```

A. 69
B. 59
C. 68
D. 58


62
13
22
41
13
31
12
11
13
39
96
83

Be a "sweetie" and solve the problems. You will  it!

1. 36 + 23 + 29 = ___

2.
32
16
+21
___

3.
27
40
+11
___

4.
11
10
22
+44
___

5. 22 + 12 + 41 = ___

6. 20 + 13 + 26 = ___

7. 31 + 15 + 52 = ___

8.
50
12
23
14
___

9.
13
22
+61
___

10.
14
12
11
+41
___

Addition - No Regrouping

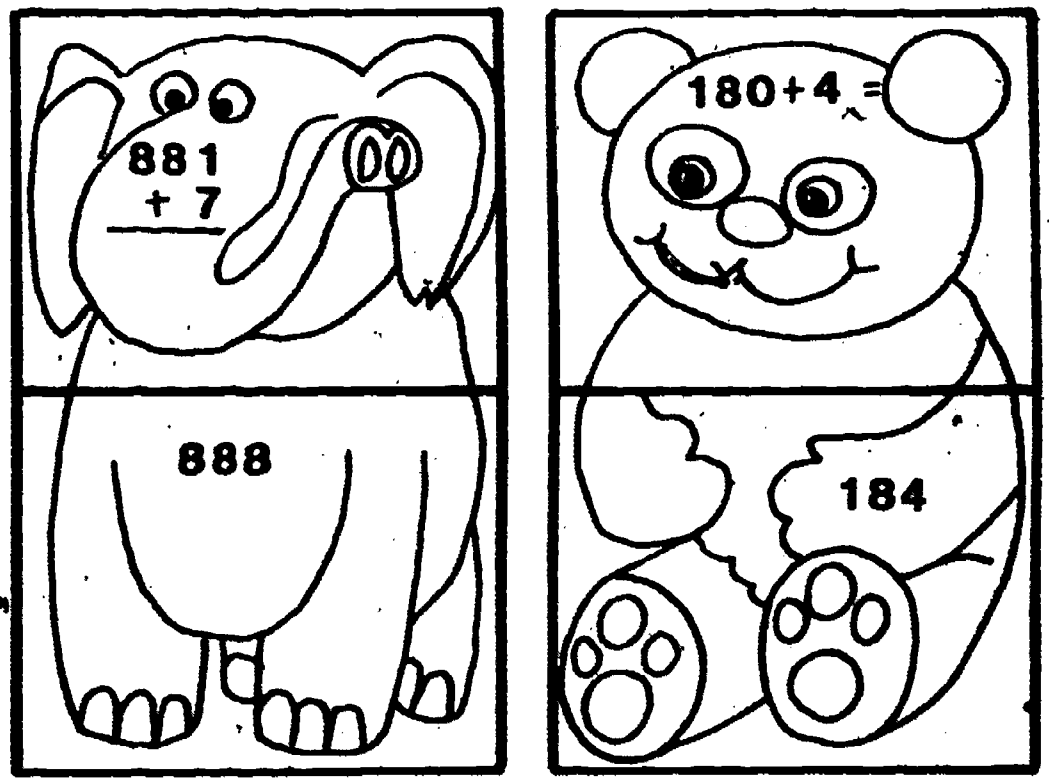
three-digit numbers to one-, two-, and three-digit numbers

Write the problems below on cards and drop in a fish bowl. Let your child draw five cards a day and say the answer (sum) aloud to you.

If he is correct, get excited and praise him!
If he is incorrect, work the problem with him and return the card to the bowl. You may motivate the child by giving an award for getting all five problems correct.

342 + 42 =	682 + 16 =	121 + 842 =
9 + 100 =	142 + 7 =	128 + 761 =
252 + 46 =	894 + 105 =	726 + 2 =
4 + 700 =	540 + 46 =	283 + 605 =
731 + 8 =	995 + 4 =	621 + 70 =
548 + 120 =	273 + 416 =	101 + 96 =

Paste animal cards on construction paper. Cut the cards out. Then mix the cards up on a table or floor. Have your child match the top half of an animal card, which has a problem written on it, to the bottom half of an animal card with the correct sum.



DIRECTIONS: Add the following numbers.

368
+ 31

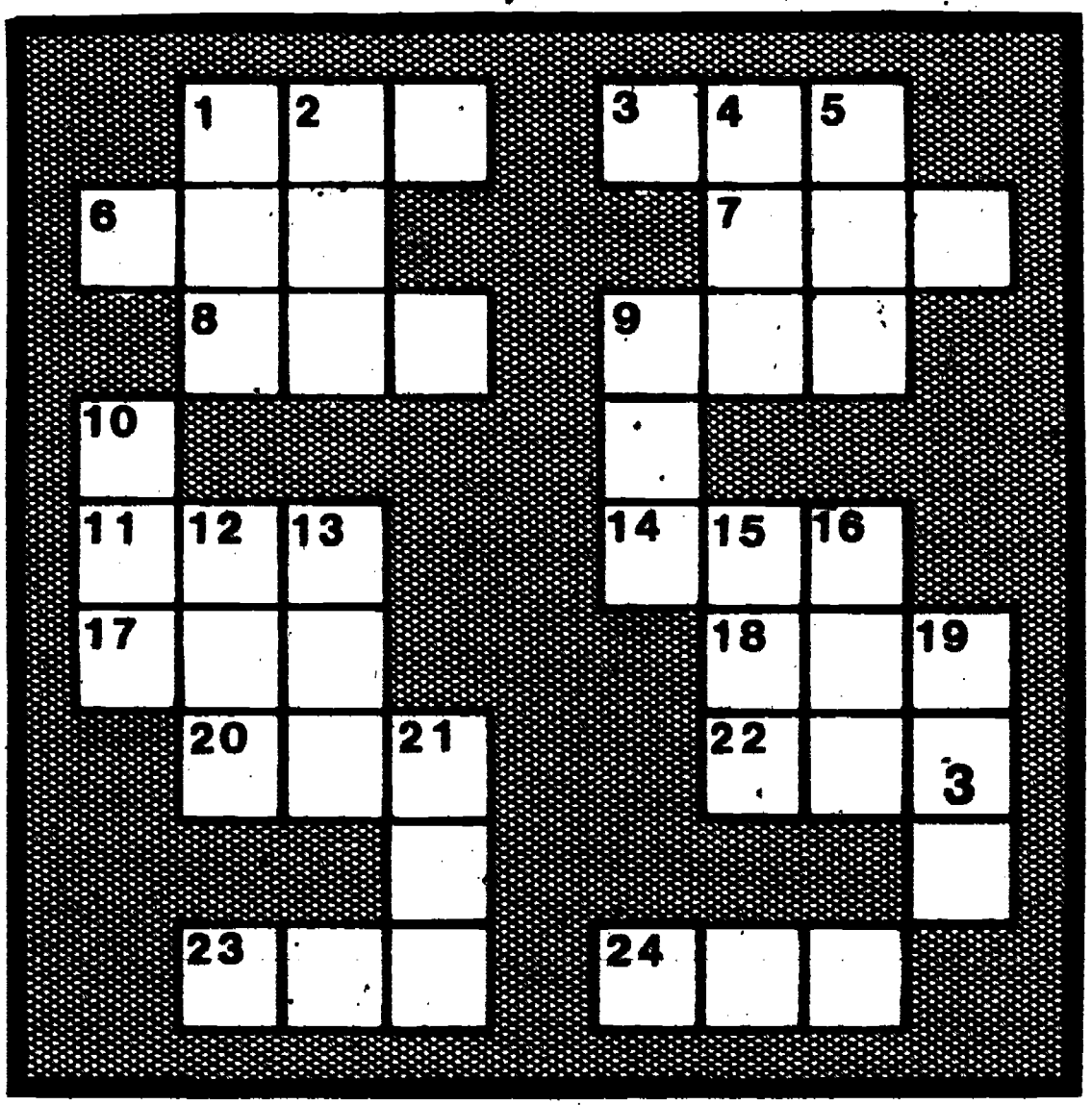
A. 399
B. 389
C. 398
D. 387

Addition - No Regrouping

three-digit numbers to one-, two-, and three-digit numbers

ACROSS

1. 122 + 122 + 102 =
3. 400 + 70 + 8 =
6. 101 + 42 + 120 =
7. 100 + 106 + 40 =
8. 342 + 206 + 221 =
9. 511 + 223 + 242 =
11. 212 + 12 + 500 =
14. 316 + 12 + 220 =
17. 103 + 243 + 43 =
18. 412 + 304 + 10 =
20. 302 + 21 + 23 =
22. 121 + 12 + 10 =
23. 121 + 510 + 1 =
24. 101 + 50 + 740 =



DOWN

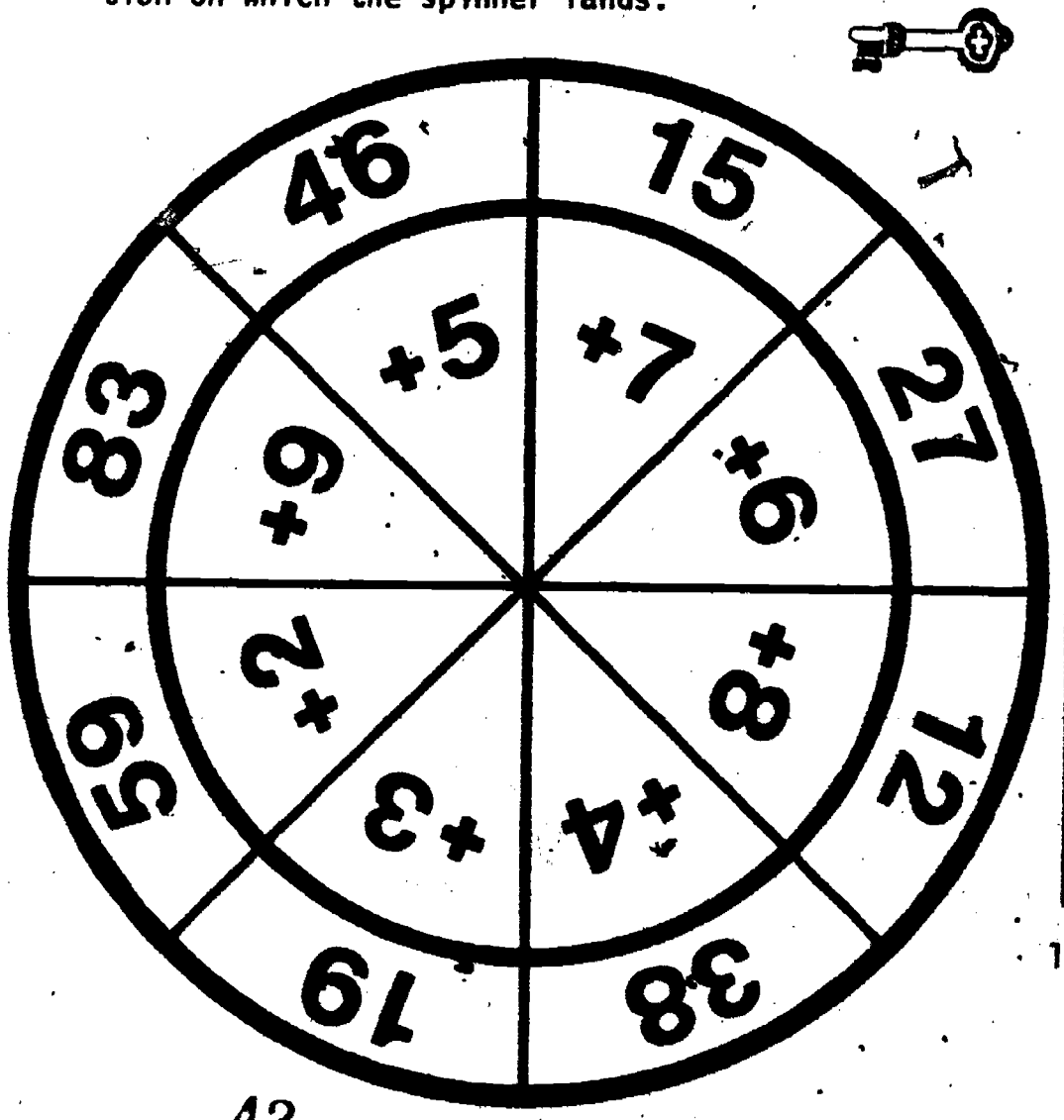
1. 123 + 122 + 122 =
2. 202 + 11 + 223 =
4. 425 + 301 + 1 =
5. 212 + 313 + 321 =
9. 20 + 403 + 522 =
10. 33 + 40 + 800 =
12. 142 + 41 + 100 =
13. 230 + 52 + 212 =
15. 210 + 31 + 230 =
16. 322 + 100 + 402 =
19. 21 + 403 + 212 =
21. 600 + 11 + 31 =

Addition - Regrouping Ones

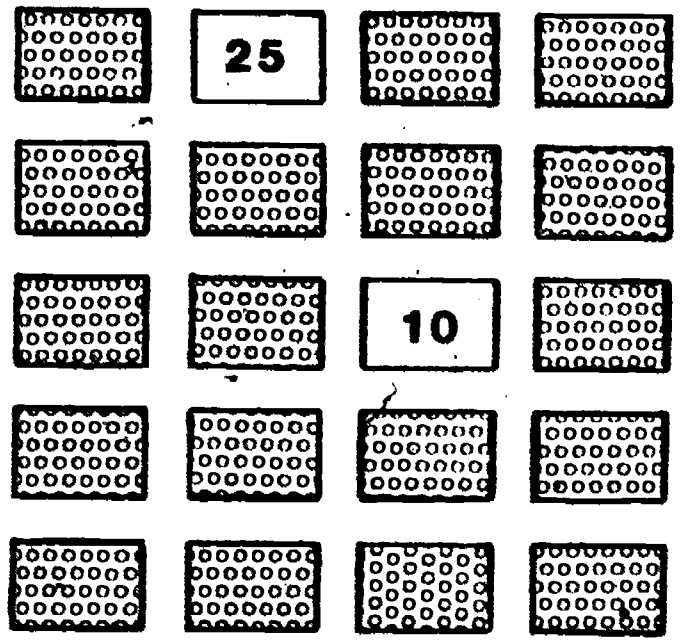
two-digit numbers to one- and two-digit numbers

Use a paper plate to make a "turn wheel." Divide the plate into sections and write numbers in those sections (use example below). Then cut out the spinner that is printed on the inside back cover of this book. Using a brad, paper clip, or pin, attach the spinner to the wheel.

Ask your child to turn the spinner. He then adds the two numbers that are in the section on which the spinner lands.



Make 20 number cards by writing any number from 10-50 on an index card or old playing cards. The 20 number cards are placed face down in five rows of four cards each. Your child can turn over any two cards at a time. If she successfully adds the two number cards, she is allowed to keep the cards. If she cannot add the numbers correctly, she must turn the cards back down. The game continues until your child has been able to add the ten pairs of number cards.



DIRECTIONS: Add.

$$\begin{array}{r} 56 \\ +\ 7 \\ \hline \end{array}$$

A. 36
B. 53
C. 63
D. 62

Addition - Regrouping Ones

two-digit numbers to one- and two-digit numbers

DIRECTIONS: Add the numbers in each problem and choose the correct answer.

1. $\begin{array}{r} 48 \\ +\ 15 \\ \hline \end{array}$

A. 43
B. 53
C. 54
D. 63

2. 69 + 8 = ☐

A. 87
B. 78
C. 77
D. 67

3. $\begin{array}{r} 82 \\ +\ 8 \\ \hline \end{array}$

A. 87
B. 88
C. 89
D. 90

4. 65 + 26 = ☐

A. 110
B. 101
C. 91
D. 81

5. $\begin{array}{r} 29 \\ +\ 41 \\ \hline \end{array}$

A. 70
B. 60
C. 71
D. 61

6. 57 + 5 = ☐

A. 63
B. 62
C. 53
D. 52

7. $\begin{array}{r} 74 \\ +\ 7 \\ \hline \end{array}$

A. 80
B. 70
C. 81
D. 71

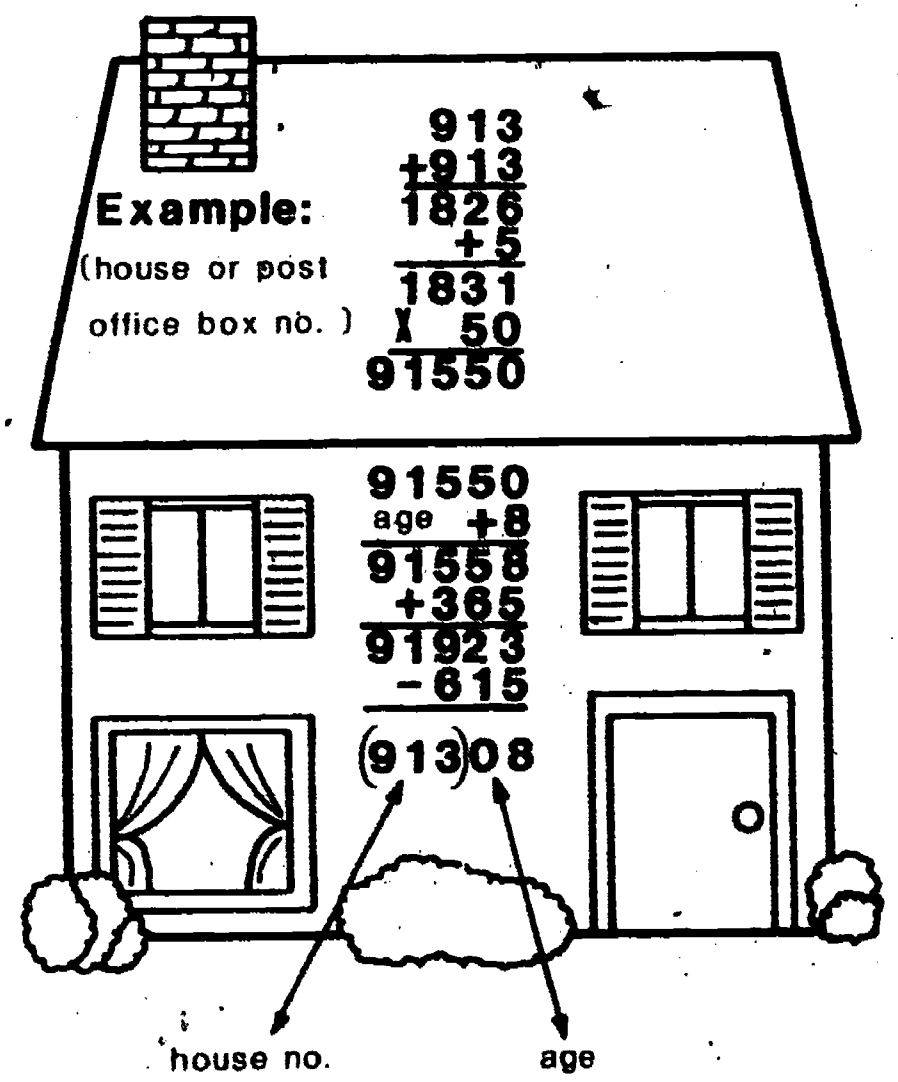
8. 34 + 38 = ☐

A. 62
B. 61
C. 73
D. 72

Addition - Regrouping Ones

three-digit numbers to one-, two-, and three-digit numbers

Have your child try this for fun. Tell him to take his house or post office box number and double it. Add 5. Multiply by 50. Add his age. Add 365. Subtract 615. The last two digits are his age. The other digits are the house number. You can assist your child by giving him the sequence of numbers.



Using a catalog or newspaper ads, have your child "go shopping". Tell her that she has a specific amount to spend ($100, $95, etc.). On a piece of paper have her list the items she wishes to purchase and the cost of each. Let her figure out what she can buy in two ways. First, ask her to add up all purchases. Secondly, have her subtract each item beginning with the total amount of money she has to spend. Then she can continue to subtract until all the money is spent.

$19.95
$23.00
$27.95
+ $30.00
$100.00

$100.00
-19.95
$80.05
-23.00
$57.05
-27.95
$30.00
-30.00
0.00

DIRECTIONS: Add.

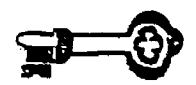
213
+ 29

A. 422
B. 242
C. 232
D. 342

Addition - Regrouping Ones

three-digit numbers to one-, two-, and three-digit numbers

DIRECTIONS: Add the numbers in each problem and choose the correct answer.



1. 517 + 35 = ☐

A. 553
B. 552
C. 551
D. 255

2. 210 + 7

A. 203
B. 215
C. 217
D. 219

3. 342 + 19

A. 337
B. 360
C. 361
D. 631

4. 825 + 18

A. 843
B. 853
C. 854
D. 855

5. 88 + 8 = ☐

A. 95
B. 96
C. 97
D. 98

6. 408 + 9

A. 407
B. 418
C. 417
D. 408

7. 632 + 28

A. 660
B. 661
C. 650
D. 651

8. 754 + 19 = ☐

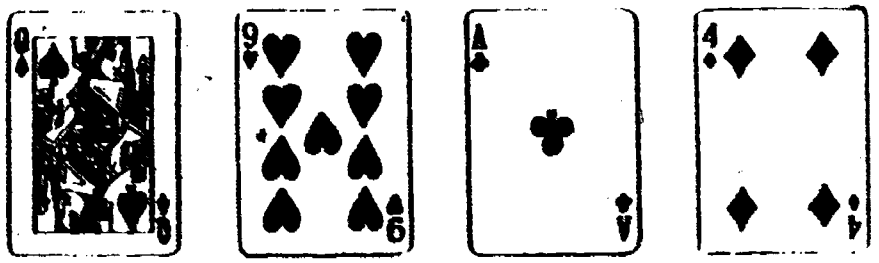
A. 770
B. 771
C. 772
D. 773

Addition - Regrouping Ones

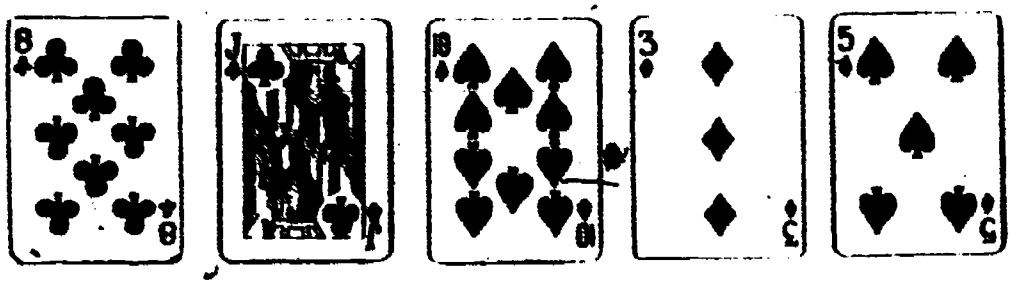
three two-digit numbers

Using a regular deck of cards, let your child play Blackjack with you. Instead of dealing one card face down, deal all cards face up,so you can check his scores. Your child should add up the value of his cards. Rather than playing to 21, let him play to a higher number. This will provide more practice in addition. Your child may want to use paper and pencil to add the higher numbers.

(You child gets one point for adding correctly and no points for "going over" 35)



10 + 9 + 11 + 4 = 34



8 + 10 + 10 + 3 + 5

=36

Have your child write her favorite numbers (about ten of them) on a sheet of paper. Then ask your child to use the numbers to make as many combinations as possible.

Example: 13 46 15 21 38 28 84

21 + 13 + 15 = 49

13 + 38 + 46 = 97

DIRECTIONS: Add.

25	A. 74
34	B. 64
+ 15	C. 75
	D. 84

Addition - Regrouping Ones

three two-digit numbers

DIRECTIONS: Add the numbers in each problem and choose the correct answer.

1.
25
31
+18

A. 73
B. 74
C. 75
D. 76

2.
39
22
+16

A. 80
B. 79
C. 78
D. 77

3.
26
43
+14

A. 73
B. 83
C. 84
D. 813

4.
53
17
+29

A. 819
B. 99
C. 98
D. 89

5.
61
17
+14

A. 83
B. 82
C. 93
D. 92

6.
40
26
+27

A. 93
B. 91
C. 92
D. 82

7.
33
16
+24

A. 83
B. 73
C. 63
D. 93

8.
26
26
+26

A. 68
B. 618
C. 78
D. 76

Subtraction - Minuends to 18

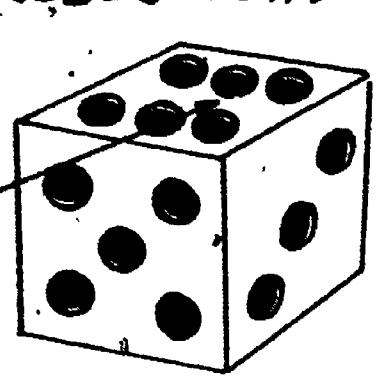
one-digit numbers from two-digit numbers

For this game you need one die or the cube in the back of the book. Your child needs a sheet of paper with the number 18 written under his name and your name. Let your child roll the die; say the number that is rolled, and subtract it from 18. You will then do the same thing. Play continues by subtracting the "rolled" numbers until one player gets to zero. If the number left is smaller than the number rolled by one player, play goes to the next player.

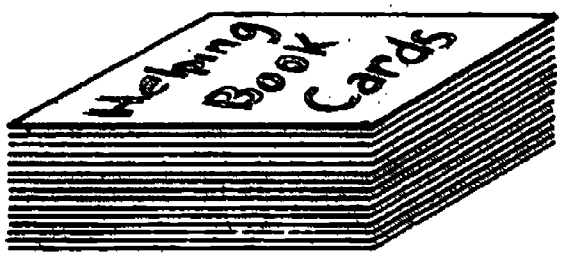
EXAMPLE

Joe	Dad
18	18
-6	-3
12	15
-3	-6
9	9

(Dad's roll)



A deck of flash cards with subtraction facts is needed for this game. Place the cards face up in a stack at the center of the table. You and your child can take turns drawing a card and giving the answer (paper and pencil may be needed). If the answer is correct, the player keeps the card. If not, she places it face up on the table. The next player may say the answer to that card, keep it, and draw another card. If there is more than one card facing up, the player who can give the answer to each one may keep it as well as draw from the deck. At the end of play, the one with the most cards wins.



16 - 9 = ❑

13 - 7 = ❑

✻ DIRECTIONS: Subtract.

16
- 8

A. 12
B. 9
C. 8
D. 7

Subtraction - Minuends to 18

one-digit numbers from two-digit numbers

DIRECTIONS: Subtract and select the correct answer.

1. $\begin{array}{r} 15 \\ -\ 7 \\ \hline \end{array}$

A. 22
B. 8
C. 7
D. 6

2. 14 - 5 = ☐

A. 9
B. 10
C. 11
D. 19

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

A. 1
B. 3
C. 7
D. 21

4. 18 - 7 = ☐

A. 52
B. 25
C. 11
D. 9

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

A. 19
B. 7
C. 9
D. 16

6. 16 - 7 = ☐

A. 8
B. 9
C. 23
D. 11

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

A. 10
B. 25
C. 8
D. 9

8. 13 - 4 = ☐

A. 9
B. 12
C. 8
D. 11

Subtraction - Regrouping

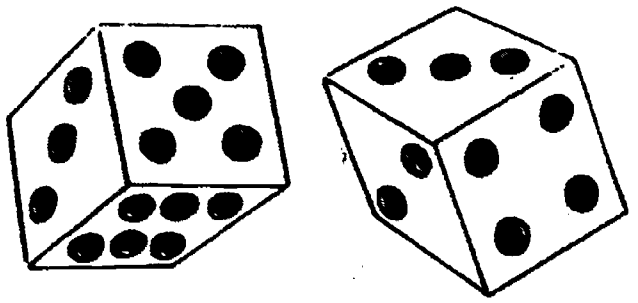
one- and two-digit numbers from two-digit numbers

You will need a pair of dice or cubes for this game. Have your child get a sheet of paper and write the number 99 under his name and under your name. Players (you and your child) take turns rolling the dice. You may arrange the two numbers that come up in any order and subtract them from 99. The plays continues by subtracting the "rolled" numbers until one player gets to zero. At any time, a player may choose to roll one die rather than both. If a player cannot subtract because the number left is smaller than the number rolled, play goes to the next player.

Example:

Trina	Mom
99	99
- 36	- 11
63	88
- 11	
52	

A roll of

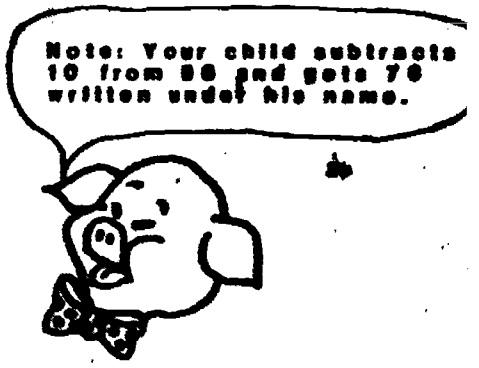


may be counted as 35 or 53 . Or just one die can be rolled.

Make a deck of 20-30 cards, using numbers between 1 and 99. Ask your child to get a paper and pencil for keeping score. Place the deck face down. Each player draws a card and shows it. Whoever has the larger number on her card has to subtract the other number from her number. That number is recorded on the sheet of paper. When play is completed, the recorded numbers are totaled. The player with the largest number wins.

Your child's card	Your card
86	10

Child	Parent
76	



DIRECTIONS: Subtract.

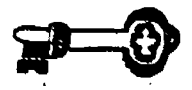
27
- 9

A. 12
B. 28
C. 18
D. 17

Subtraction - Regrouping

one- and two-digit numbers from two-digit numbers

DIRECTIONS: Subtract and select the correct answer.



1. $\begin{array}{r} 21 \\ -13 \\ \hline \end{array}$

A. 7
B. 8
C. 9
D. 10

2. 56 - 47 = ☐

A. 6
B. 7
C. 8
D. 9

3. $\begin{array}{r} 91 \\ -14 \\ \hline \end{array}$

A. 95
B. 88
C. 87
D. 77

4. 41 - 13 = ☐

A. 26
B. 28
C. 30
D. 34

5. $\begin{array}{r} 75 \\ -\ 6 \\ \hline \end{array}$

A. 81
B. 61
C. 69
D. 79

6. 82 - 9 = ☐

A. 73
B. 72
C. 71
D. 83

7. $\begin{array}{r} 36 \\ -\ 8 \\ \hline \end{array}$

A. 28
B. 34
C. 29
D. 32

8. 62 - 4 = ☐

A. 59
B. 66
C. 58
D. 62

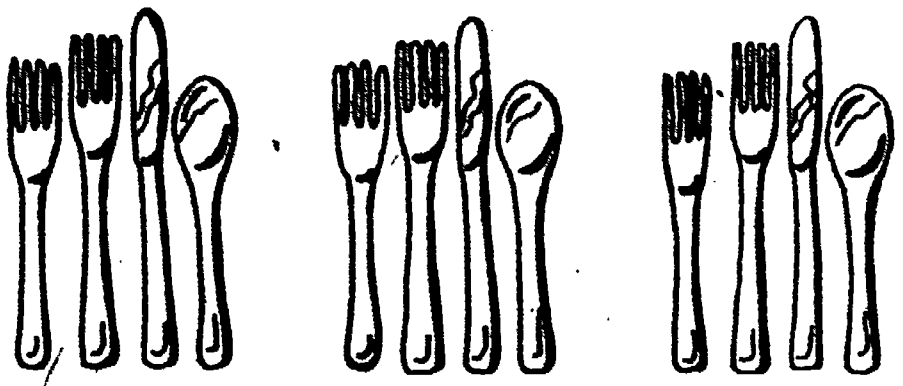
Multiplication - Products through 36

two one-digit numbers

Ask your child to gather 12 eating utensils (knives, forks, and spoons). Ask her to place these in groups of three. The group may be all one type of eating utensils or combined types of utensils. Let your child discover that by counting all groups, the sum is 12 pieces. There will be four sets of three.

The multiplication sentence that tells how many pieces there are is written:

3 sets of 4 is 12 pieces, or 3 X 4 = 12.



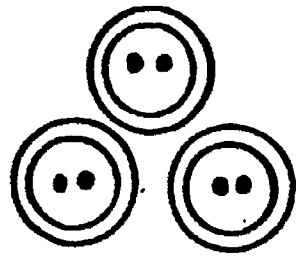
Let your child arrange the utensils in two sets of six. The multiplication sentence would be:

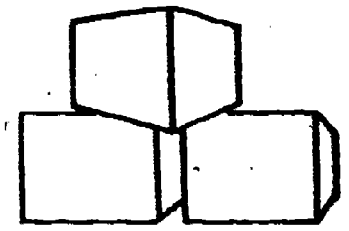
2 X 6 = 12

Have your child make flash cards of the fourth row of multiplication facts found at the back of the book.

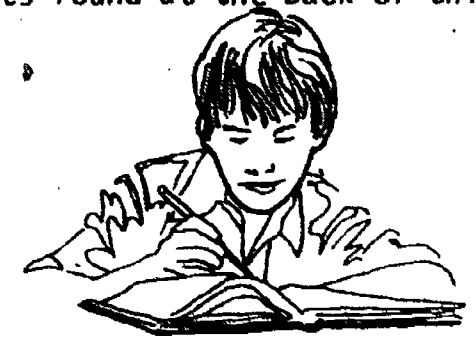
Collect rocks from the yard or buttons or blocks. Let your child put these in groups. Ask him to count the total objects and write the multiplication sentence for each group of sets.

3 x 3 = 9





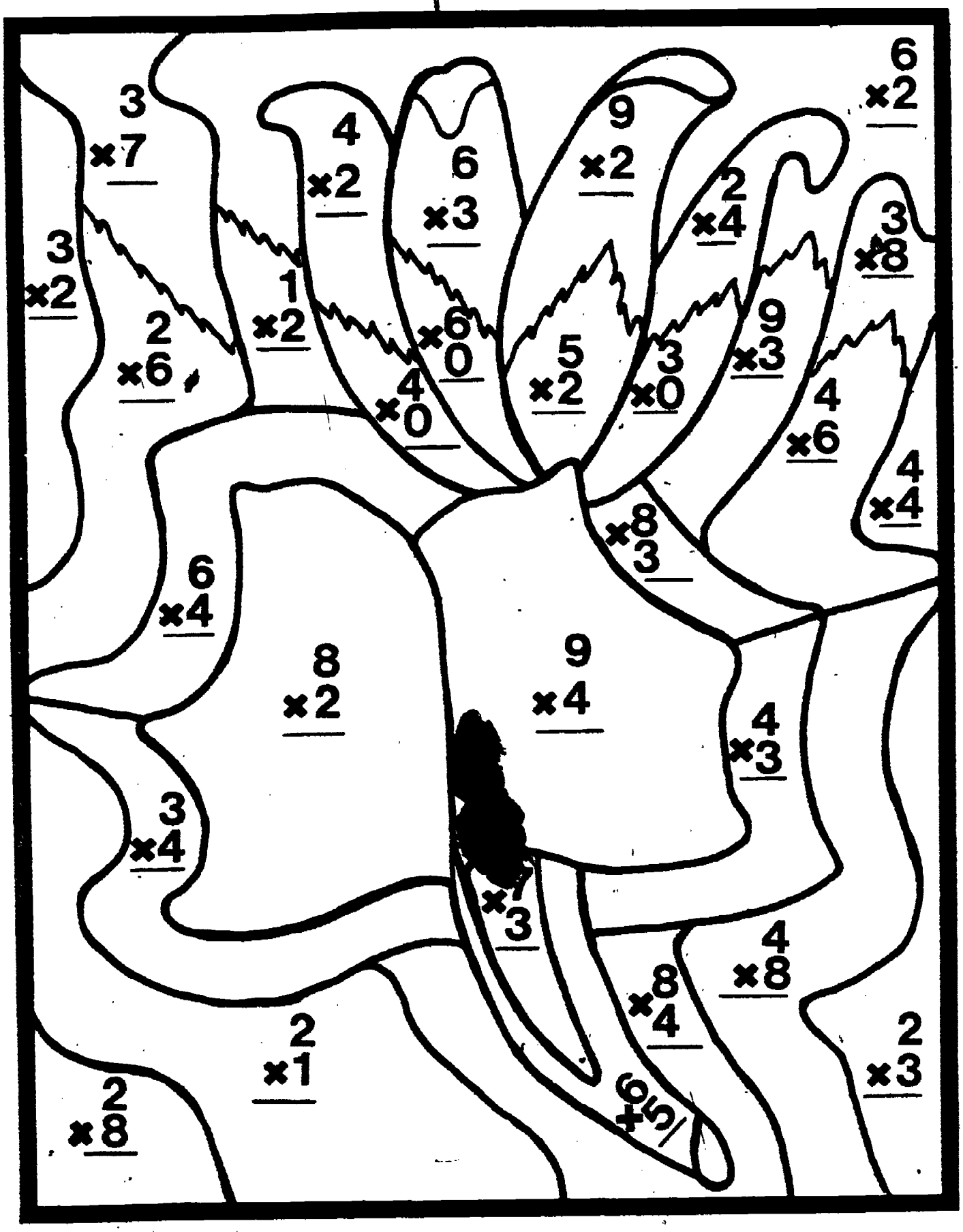
Have your child give you the answers to the multiplication facts found at the back of this book.



DIRECTIONS: Multiply.

4	A. 7
X 3	B. 9
	C. 12
	D. 21

DIRECTIONS: Work the multiplication problems.
If the answer contains a ZERO (0), color the space BLUE.
If the answer contains a TWO (2), color the space YELLOW.
If the answer contains a SIX (6), color the space GREEN.
If the answer contains an EIGHT (8), color the space RED.



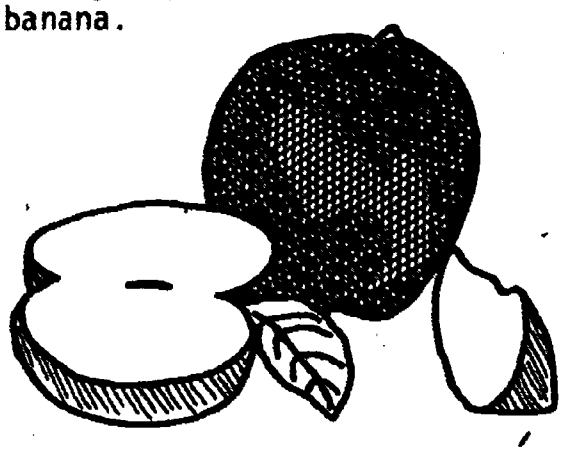
Fractions

one-half, one-third, and one-fourth

You will need two apples for this game. Cut one apple into halves. Cut the other apple into two parts of different sizes. Hold up the parts of different sizes and ask: "How many parts?" (2). "Are they the same size?" (no).

Repeat the questions using the halves. Then ask: "What do we call each part?" (halves). Have your child write the fraction ($\frac{1}{2}$).

You may repeat this activity using an orange or a banana.



Let your child cut a paper plate into four equal parts. Ask her to color one part blue. Then have her put the pieces back together.

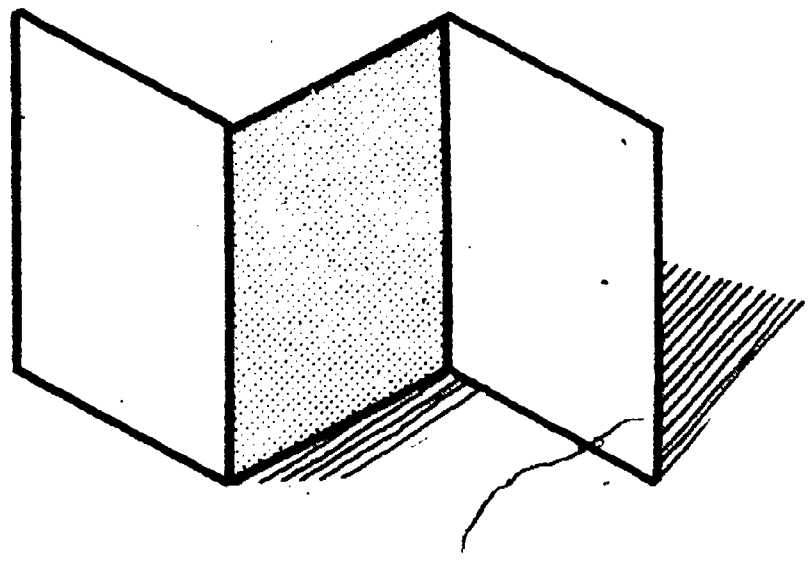
Ask: "How many equal parts?" (4)
"What fraction describes the blue part?" ($\frac{1}{4}$).

Have your child write the fraction. You may repeat this activity with square-shaped and rectangular-shaped pieces of paper shaded to show one-fourth ($\frac{1}{4}$).

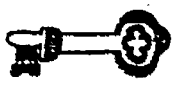
Have your child watch you as you fold and cut a piece of construction paper to form thirds. Match the thirds to show they are the same size.

Ask: "How many pieces?" (3).
"Are they the same size?" (yes).

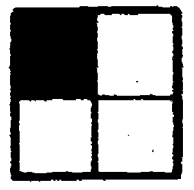
Have your child tell you the fraction that names the piece Then let her write the fraction (1/3).

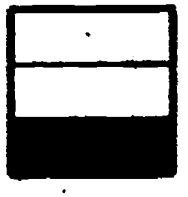


DIRECTIONS: Look at the four figures. Which figure has $\frac{1}{2}$ shaded?



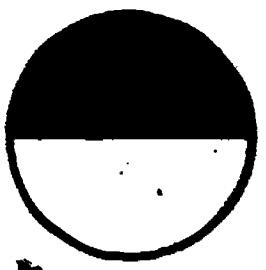
A. 

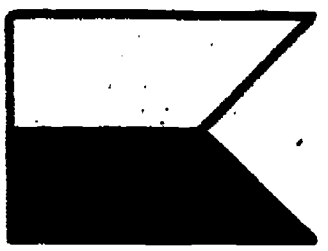
B. 

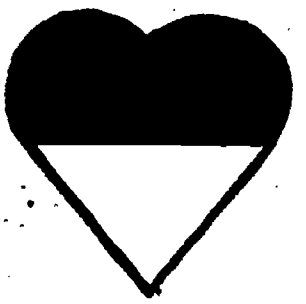
C. 

D. _____

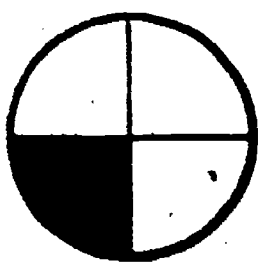
1. Mark the shapes that show $\frac{1}{2}$.

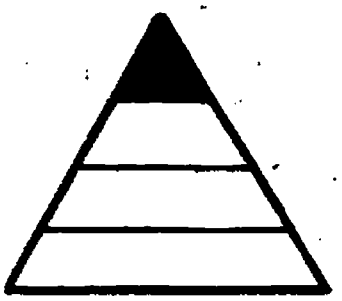
A. 

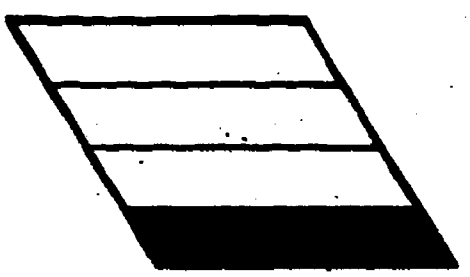
B. 

C. 

2. Mark the shapes that show $\frac{1}{4}$.

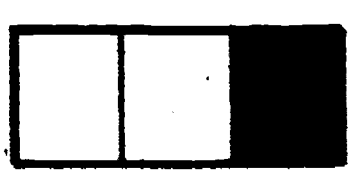
A. 

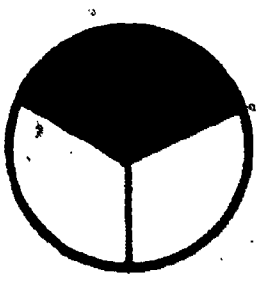
B. 

C. 

3. Mark the shapes that show $\frac{1}{3}$.

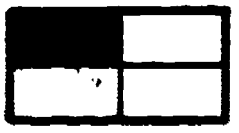
A. 

B. 

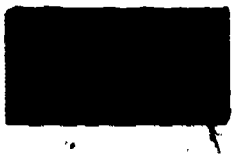
C. 

4. Which figure has $\frac{1}{2}$ shaded?

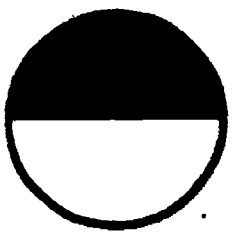
A. 

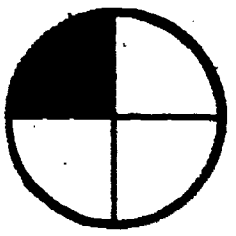
B. 

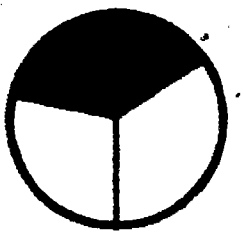
C. 

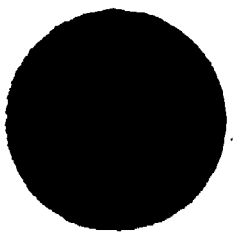
D. 

5. Which figure has $\frac{1}{4}$ shaded?

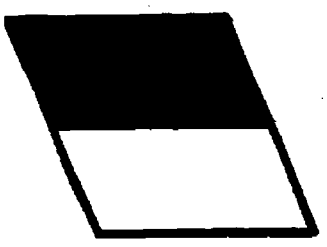
A. 

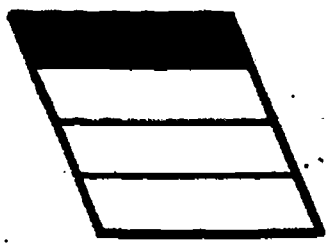
B. 

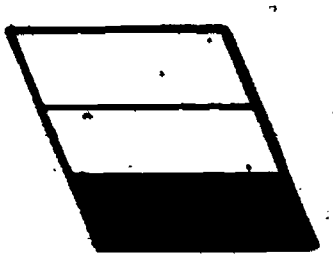
C. 

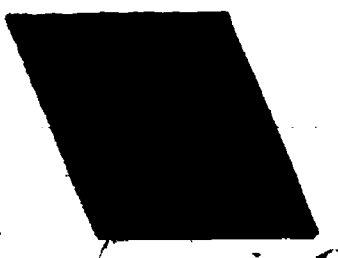
D. 

6. Which figure has $\frac{1}{3}$ shaded?

A. 

B. 

C. 

D. 

"Greater Than" and "Less Than"

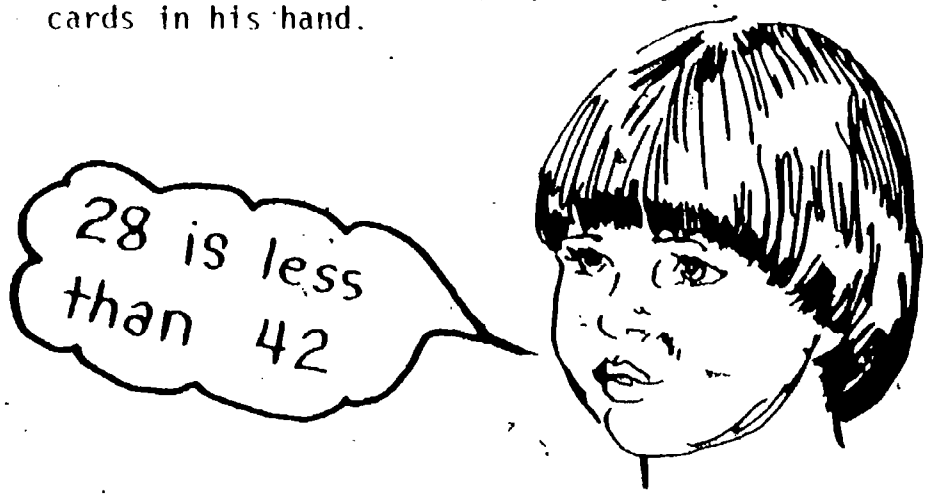
comparison of numbers 0 to 99

Make a set of 26 cards randomly using numbers from 0-53. Each player draws one card from the set. The one with the highest card is declared the dealer (Player A) and deals out 13 cards each.

The other player, Player B, begins by placing a card from his hand on the playing surface. Player A then lays down a card from his hand and states a correct number sentence about the numbers on the two cards using: "is greater than," or "is less than."

If the number sentence is stated correctly, Player B must pick up both cards and continue to play by laying down a card from his hand. If the number senterce is stated incorrectly, then Player B may state it correctly and Player A must pick up both cards.

Player A will then lay down a card from his hand. The players will alternate turns in laying down cards. The winner is the first player to get rid of all the cards in his hand.



VARIATION: A second set of cards may be made using numbers from 54-99. Play proceeds in the same manner as described above.

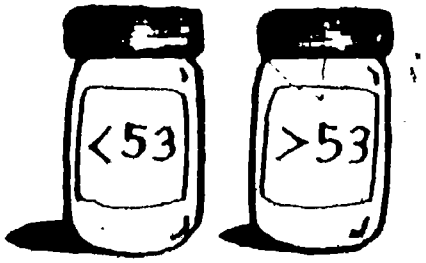
Use two plastic containers with lids. Cut a slit in the lid of each container large enough for a card to pass through. Make a label for each can showing:

(1) Is Greater Than (>) 53

(2) Is Less Than (<) 53

Use both sets of cards made for previous game. Shuffle the cards. Let your child select a card from the deck. Ask her to identify the numeral on the card. She then states whether it is "greater than" or is "less than" 53.

If the statement is correct, your child then must place the card in the proper container. If the statement is incorrect, the child must keep the card. The game ends when the child has kept five cards in her hand.



DIRECTIONS: Which number is "greater than" 74?

A. 64

B. 47

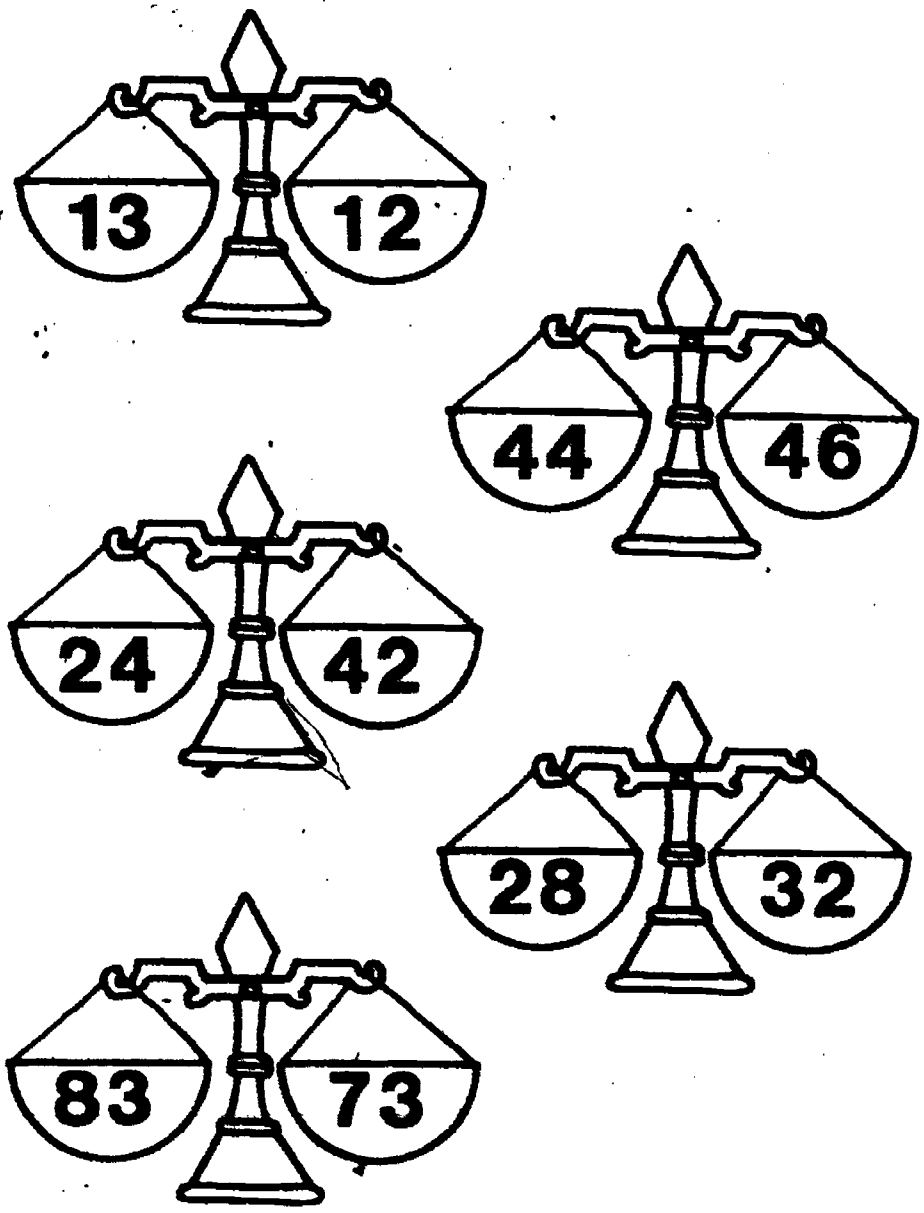
C. 70

D. 87

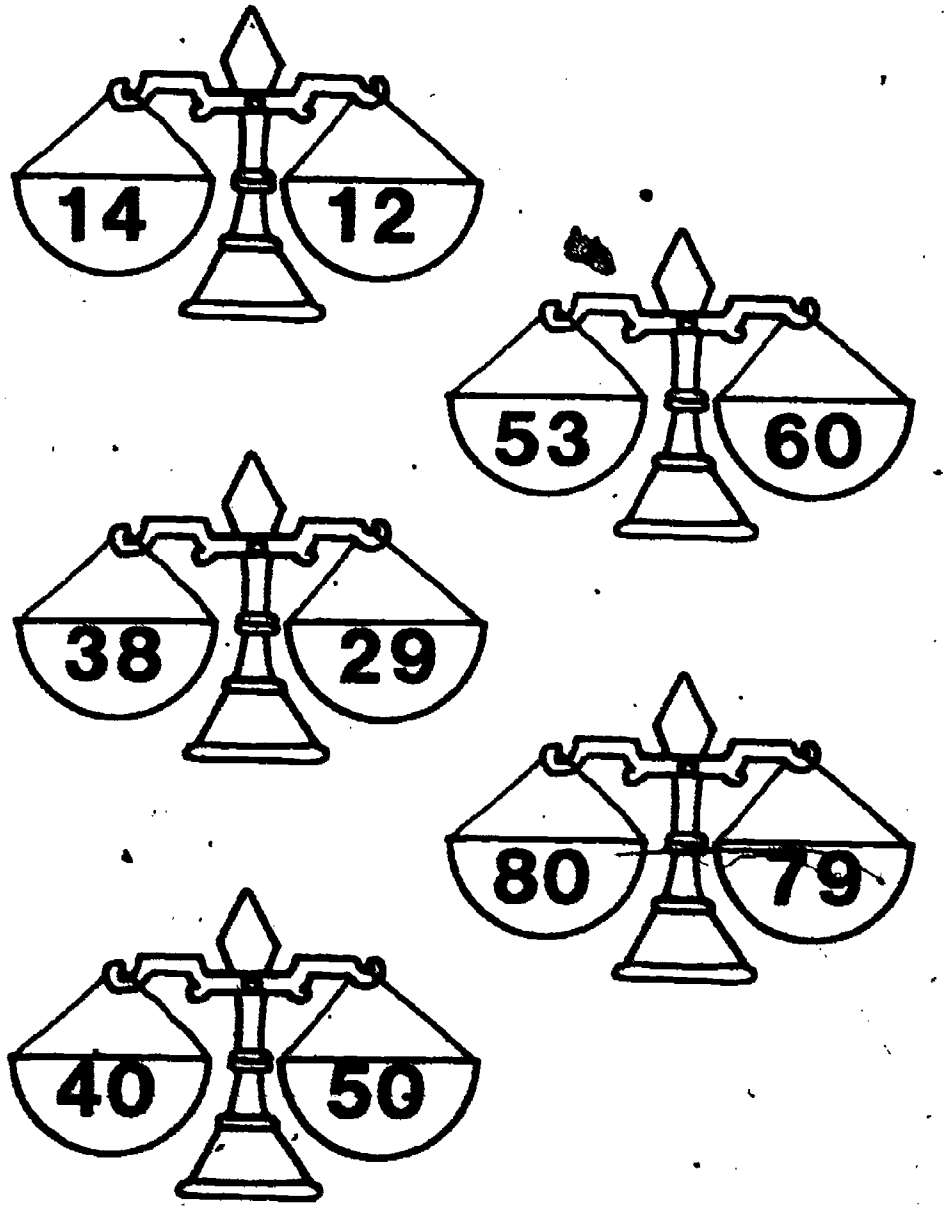
"Greater Than" and "Less Than"

comparison of numbers 0 to 99

A. Circle the pan with the greater number.



B. Circle the pan with the lesser number.

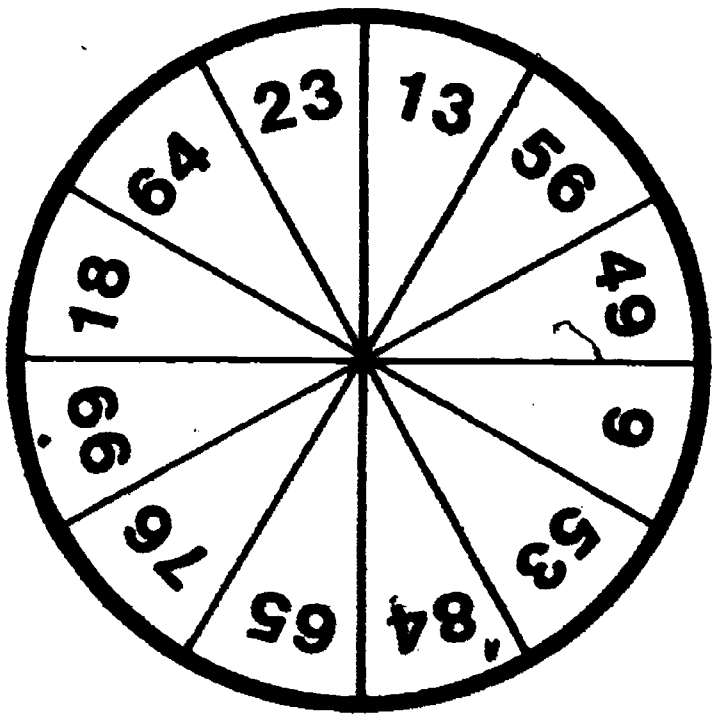


Odd and Even Numbers

missing numbers in sequence

For this game let your child use this circle and a folded sheet of paper. Attach the spinner (found on the back inside cover of this book) to the circle with a brad or a paper fastener.

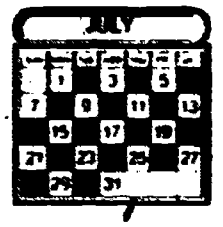
At least two players are needed, and each player must have a recording sheet labeled according to the example. Each player in turn will spin for a number and write the number on the recording sheet under the appropriate heading. As an example, 26 would be recorded under "Even." If the spinner lands on a number previously recorded by the player, this number is not recorded. The player who fills in all of the spaces on his recording sheet wins the game.



Odd	Even

Take two pages out of a monthly calendar. From one month, cut out all of the even numbers, leaving the rest of the page together. With the other month, cut out all of the odd numbers. Now you and your child can enjoy two activities.

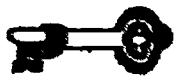
Activity 1 - Let your child look at the calendar pages where the odd and even numbers have been cut out. Ask your child to fill in the odd numbers that are missing from one page and the even numbers on the other page.



Activity 2 - Ask your child to sort out the even and odd numbers that you cut from the calendar pages. She can then glue these numbers on a sheet of paper under the heading of "Odd" or "Even." The numbers should be arranged from the smallest to the largest number. Ask your child if she sees a pattern formed by the last digit of each numeral.

ODD	EVEN
1	2
3	4
5	6
7	8
9	10
11	12

DIRECTIONS: Look at the numbers in the box. Then choose the missing number.

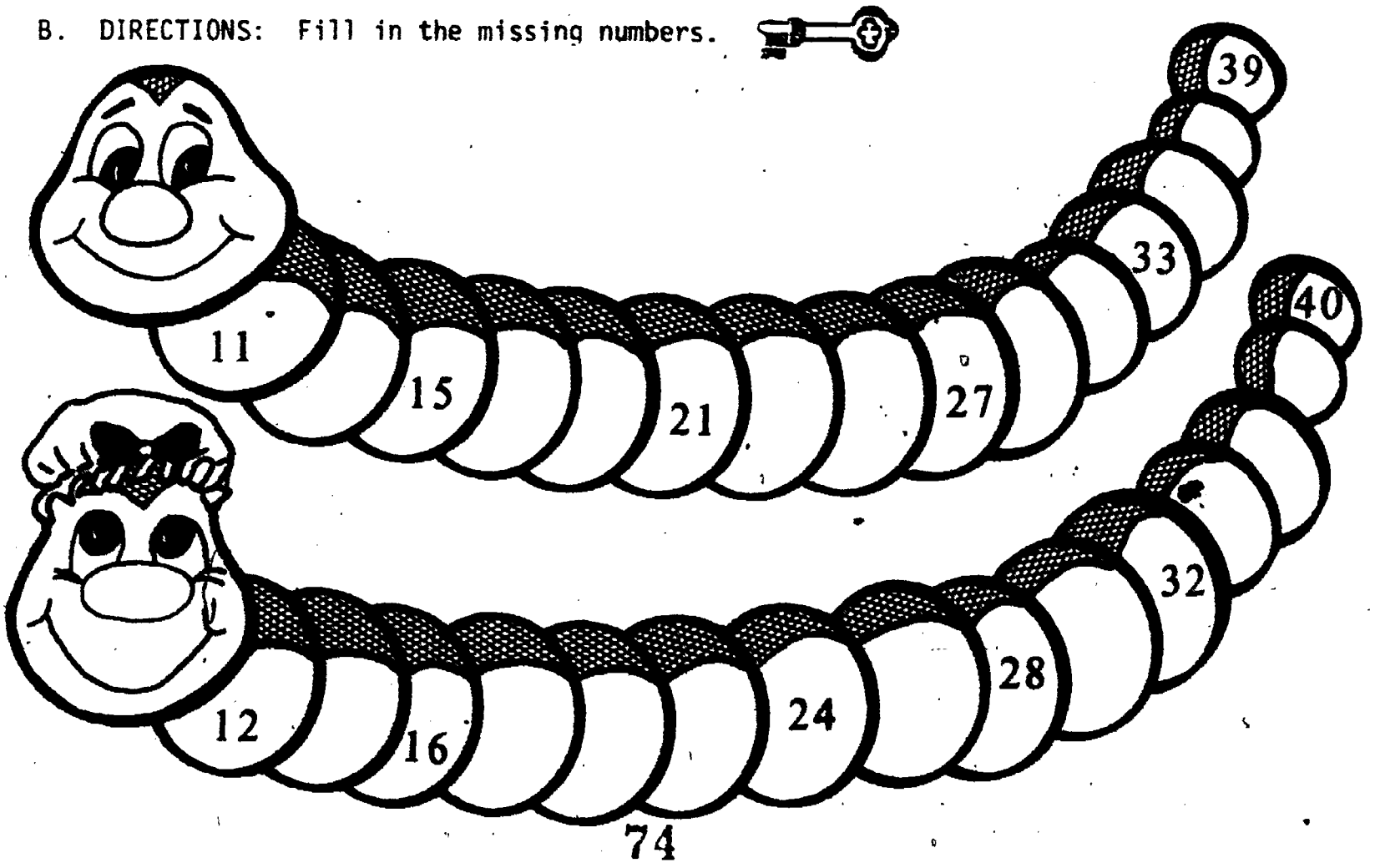


21, 23, , 27

A. 19
B. 20
C. 24
D. 25

A. DIRECTIONS: Connect the odd numbers in sequential order.

B. DIRECTIONS: Fill in the missing numbers.



Calendar

day of week and month of year

Have on hand a current calendar. Ask your child to name the months of the year as you point to them. Use a similar procedure for naming the days of the week. Pick a month for discussing how many days are Sundays, Mondays, etc.

Point to various dates in the month and ask what day it is. Continue this procedure until your child understands the pattern for reading a calendar.

EXAMPLE: October 10 - Wednesday

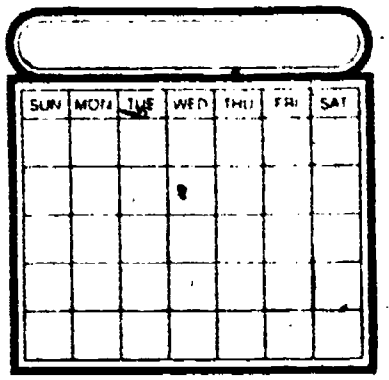
OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

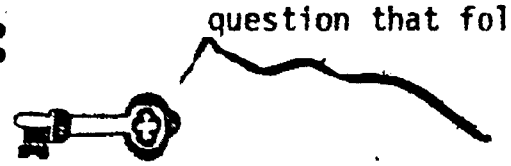
Have your child list the days of the week in order and a favorite TV show for each day.

Ask your child to look at a current calendar and choose a month he wishes to copy on the blank calendar below. Ask him to name the first day and the last day of that month. Then have him write these dates on the blank calendar. Give any help necessary. Then ask your child to complete the calendar by writing the dates across each row.

Discuss activities that are done each day, each week, and/or once a month.



DIRECTIONS: Use the calendar below to answer the question that follows.



APRIL

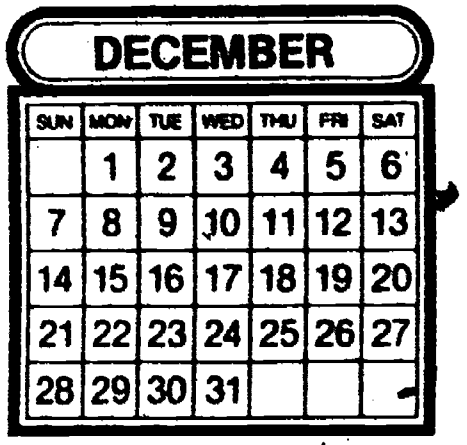
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1. On which day of the week is April 23?

   A. Saturday
   B. Wednesday
   C. Sunday
   D. Tuesday

Calendar

day of week and month of year



A. DIRECTIONS: Use the calendar to answer the questions that follow.

1. What month does this show?_____
2. On which day of the week is December 25?_____
3. How many Saturdays are there in this month?_____
4. On what date is the first Monday?_____
5. On what day is December 31?_____
6. How many days are there in two weeks?_____
7. What will be the date one week before December 16?_____
8. How many Fridays are there in this month?_____
9. What will the date be one week after December 21?_____

B. DIRECTIONS: Read this poem and answer the questions.

Thirty days hath September
April, June and November
All the rest have thirty-one,
Excepting February,
Which has but twenty-eight days
and twenty-nine in each leap year.

10. Name the months that have thirty days._____
11. Name the months that have thirty-one days._____
12. Name the month with fewer than thirty days._____
13. When will February have twenty-nine days?_____

Money

cent, nickel, dime, and quarter

You will need pennies, nickels, dimes, and a quarter. Show your child the fronts and backs of each coin.

After your child has looked at the coins, ask her to do these things:

1. "Show me how many pennies you would need to make a nickel."
2. "Show me how many nickels you would need to make one quarter."
3. "Show me the number of nickels that equal one dime."

On a piece of paper, write the value of a penney, a nickel, a dime, and a quarter in any sequence and as many times as you choose.

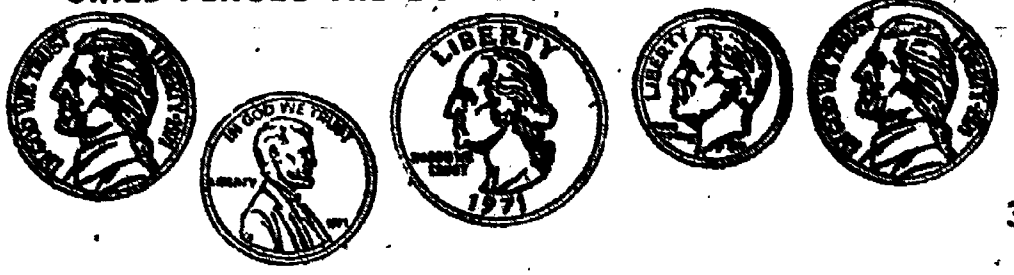
Then give your child enough of the right coins to place on the appropriate values.

EXAMPLE:

PARENT WRITES:

5¢ 1¢ 25¢ 10¢ 5¢

CHILD PLACES THE COINS UNDER VALUE



Have your child pretend he is eating at an imaginary restaurant. The items on the menu cost 50¢ or less: hamburgers 40¢; colas 10¢; and french fries 25¢.

Then ask your child how much any two of the items would cost.

Ask your child: "Which would you rather have, five dimes or eight nickels?"

"Thirty pennies or two quarters?"

DIRECTIONS: How much money is shown?

A. 50¢
B. 25¢
C. 10¢
D. 5¢

A. Write the amount of money shown in each picture.

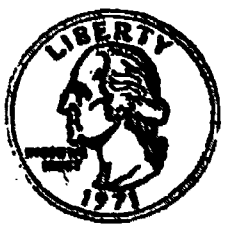
1. _____ ¢

2. _____ ¢

3. _____ ¢

4. _____ ¢

B. Match the amount of money to the correct illustration.

1. 

2. 

3. 

4. 

10¢

5¢

25¢

1¢

Time

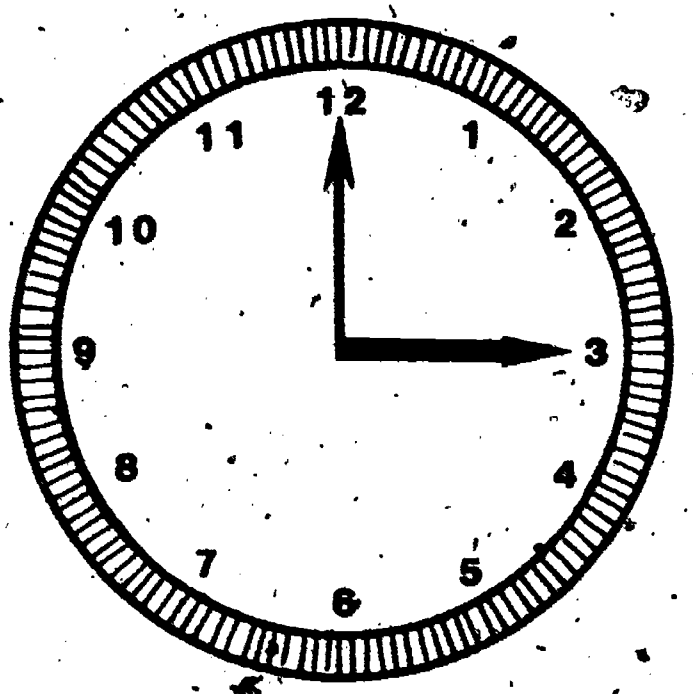
hour and half-hour

Discuss these words with your child; o'clock, minute hand (long hand) and hour hand (short hand). Talk about the importance of time in our daily lives.

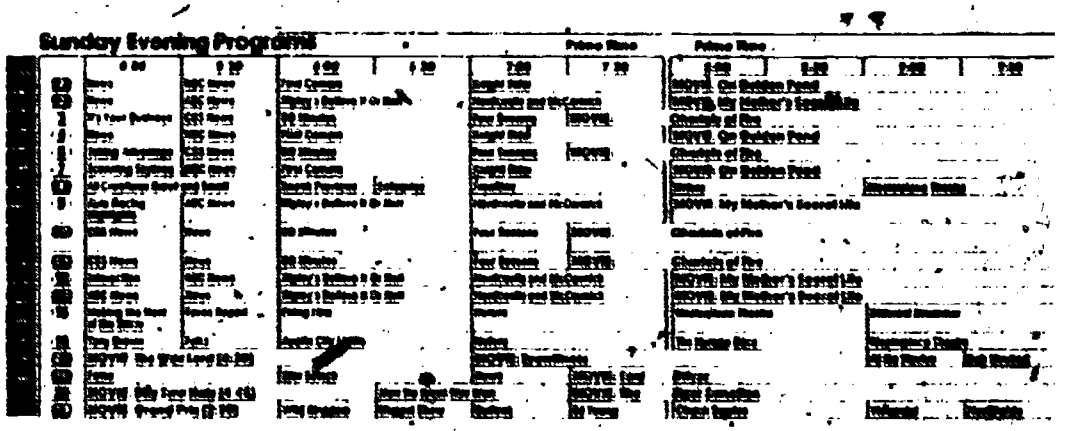
Ask your child to give examples of things that are done on a day-to-day basis and the time they happen, such as the time to go to bed, the time to get up, the time to go to school, the time to do homework, etc. Ask her to express this in terms of hour and half-hour.

Then, let your child make a clock from the pattern in the back of this book. The minute hand and hour hand can then be fastened to the middle of the clock with a pin, brad, or paper clip.

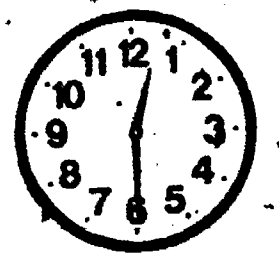
This homemade clock will allow your child the chance to show the times that she does things in her daily routine (see second paragraph). To change the activity, you can set the hands of the clock to different hour and half-hour times. Have your child write the time that you have set on the clock.



Have your child look in the TV section of the newspaper and locate programs that begin at 7:30, 8:30, and 9:30. Then let him set the hands of a real or paper plate clock to those times.

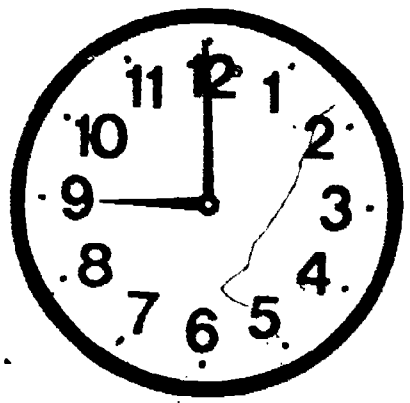


DIRECTIONS: What time does the clock show?

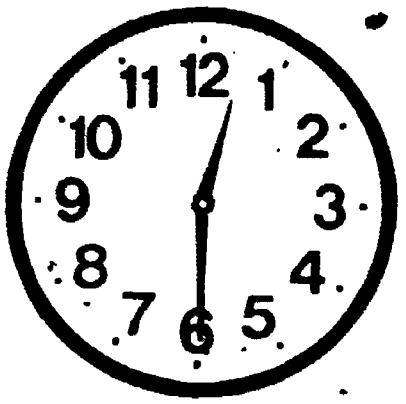


A. 12:30
B. 12:06
C. 12:00
D. 6:00

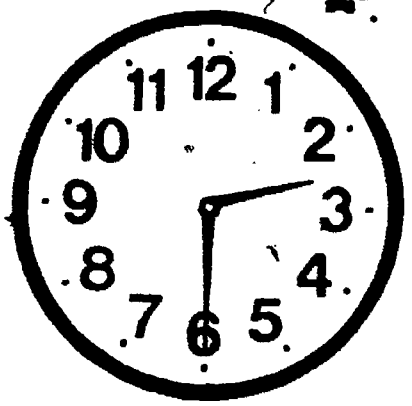
A. Write the time shown on each clock face.



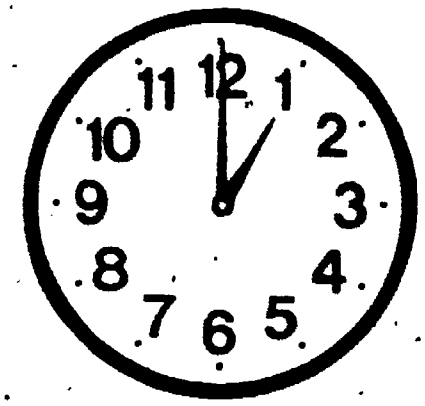
1 _____



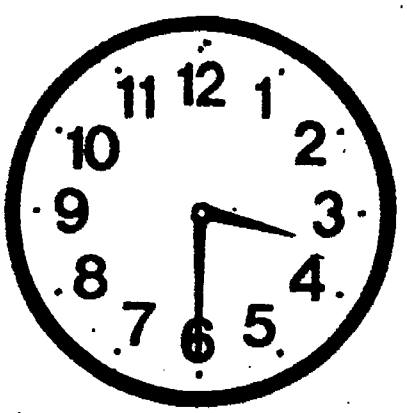
2 _____



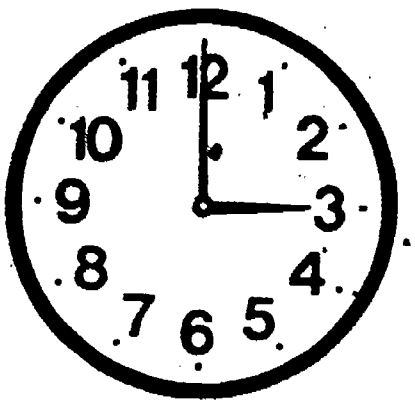
3 _____



4 _____

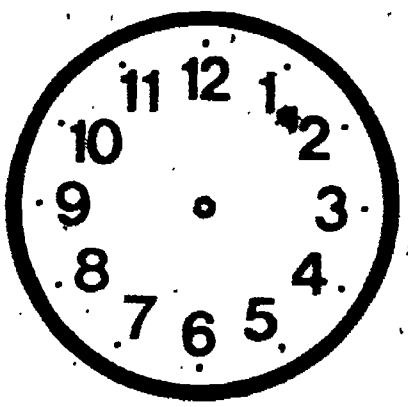


5 _____

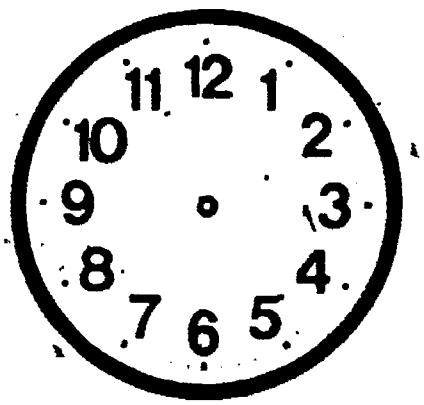


6 _____

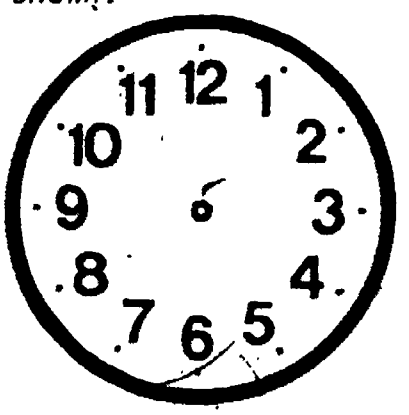
B. Fill in the correct minute and hour hand for each time shown.



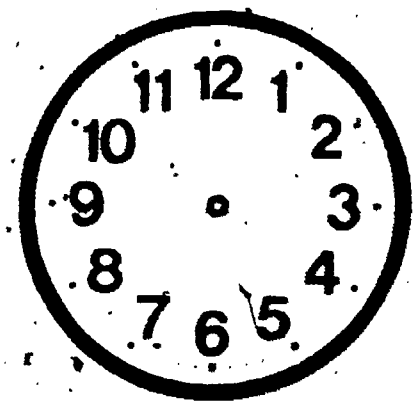
1 1:30



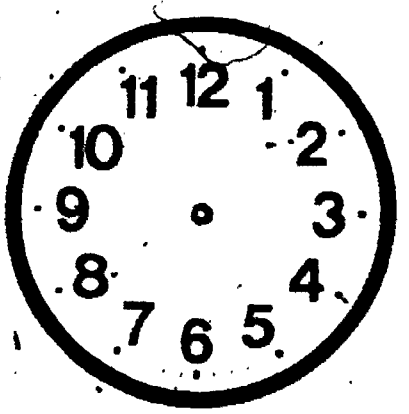
2 10:00



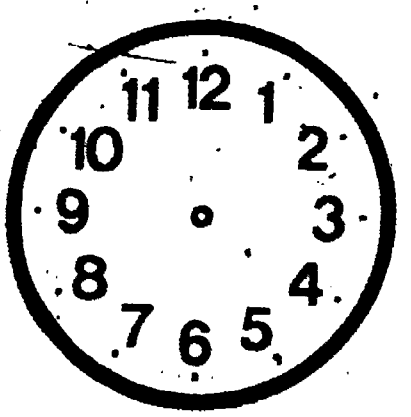
3 5:00



4 6:30



5 4:00

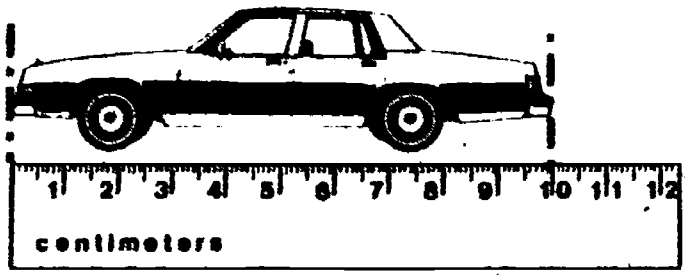


6 10:30

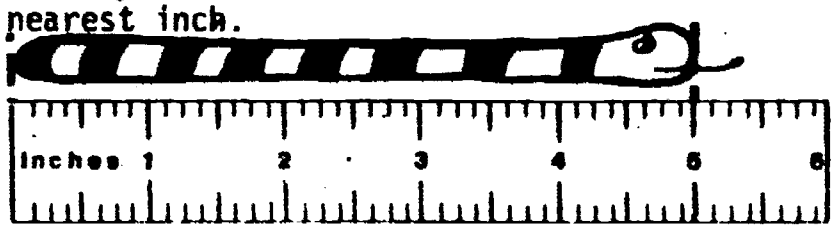
Measurement

nearest inch and centimeter

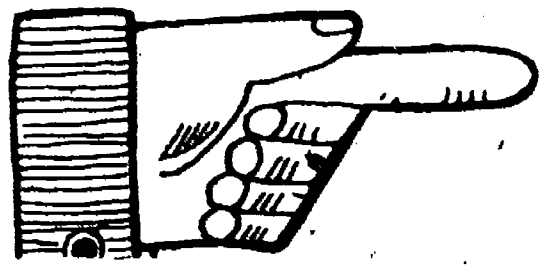
Ask your child to cut out the centimeter ruler (inside back cover). Explain that the numbers on the ruler tell how many spaces there are from a given point from the end of the ruler. For example, as you point to the numeral four, explain that this line or mark near the numeral four means that it is four centimeters from the end of the ruler to the numeral four. Demonstrate the measurement of an object to the nearest centimeter. Be sure to emphasize the placement of the ruler.



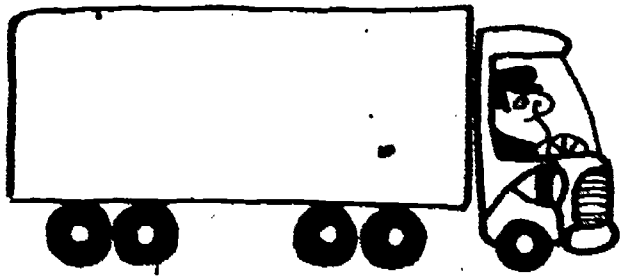
Ask your child to cut out the inch ruler (inside back cover). Tell him that each space on the ruler is called an inch. Explain that the numbers on the ruler tell how many spaces there are (inches) from a given point from the end of the ruler. For example, as you point to the numeral three, explain that this line or mark near the numeral three means that it is three inches from the end of the ruler to the mark. Demonstrate the measurement of an object to the nearest inch. Emphasize the placement of the ruler. Allow your child to measure various objects to the nearest inch.



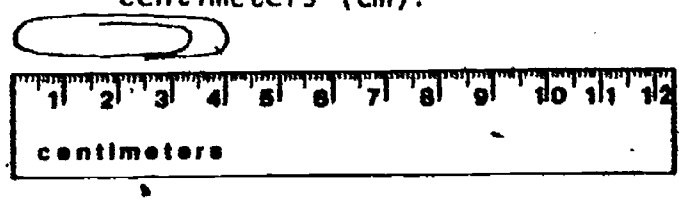
Have your child use yarn or string to measure various things. Ask her to measure around her head just above the eyebrows, her wrist, and her ankles. After she has measured each body part, let her place the string next to an inch ruler. Then ask her to write the measurements to the nearest inch.



Ask your child to measure the lines on this truck to the nearest centimeter.

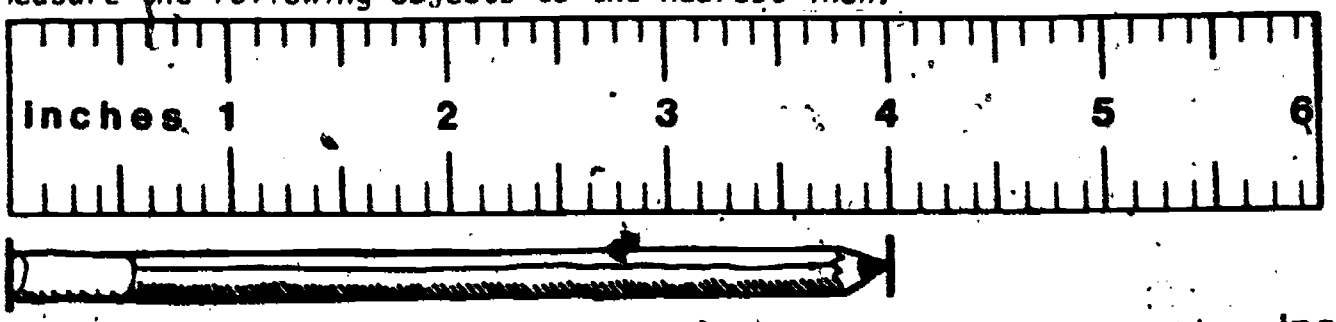


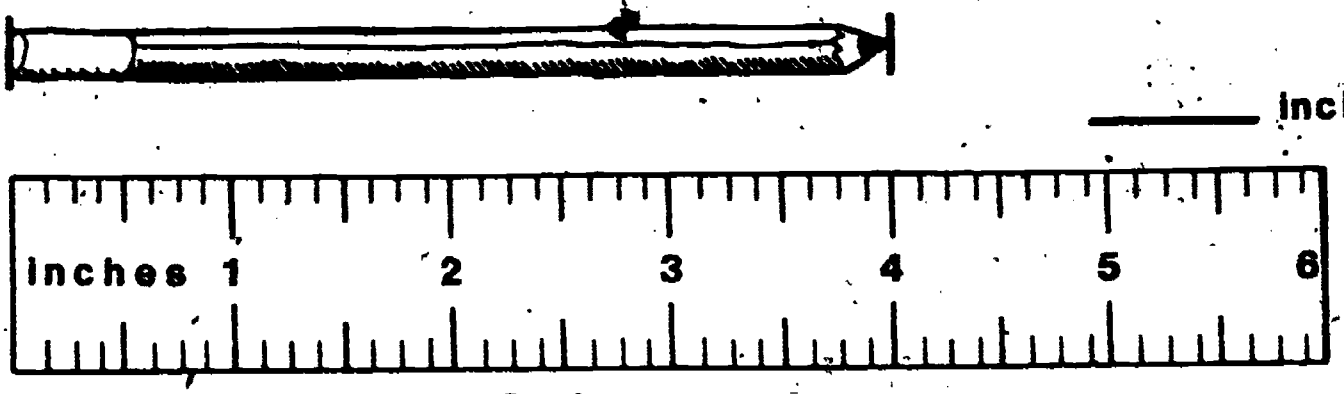
DIRECTIONS: What is the length of the object in centimeters (cm)?

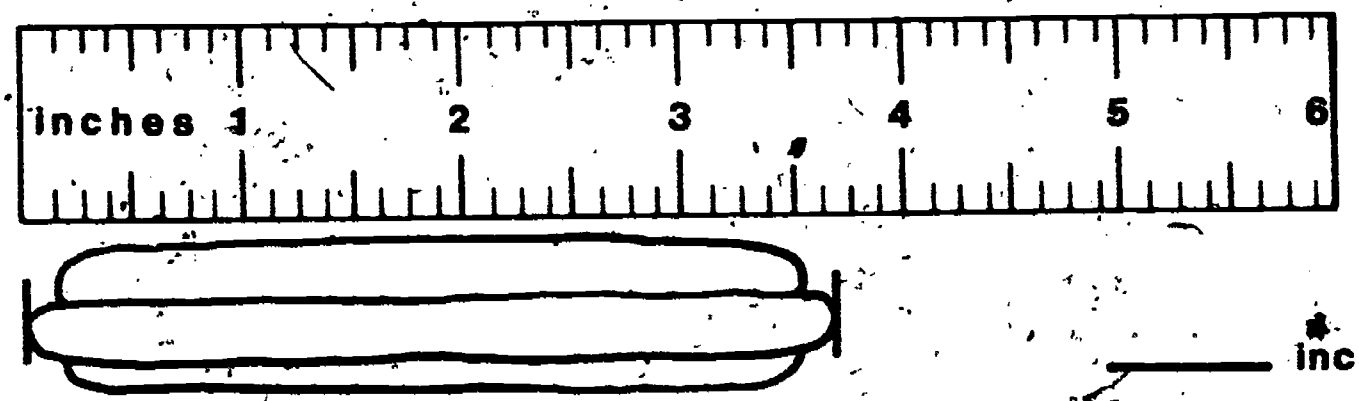


A. 1 cm.
B. 2 cm.
C. 3 cm.
D. 4 cm.

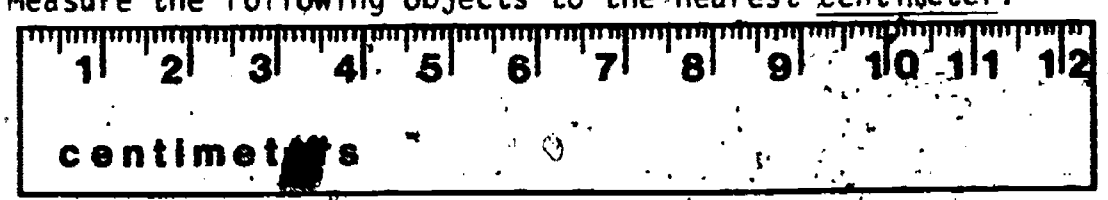
A. Measure the following objects to the nearest inch.

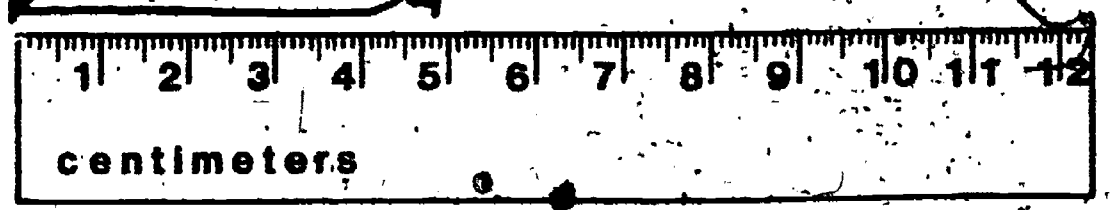


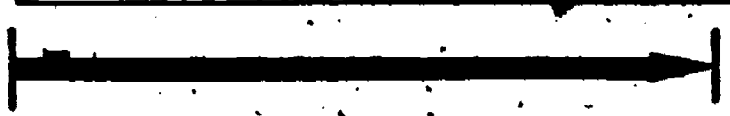


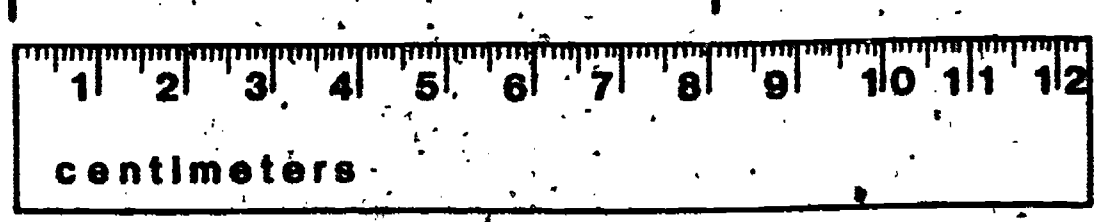


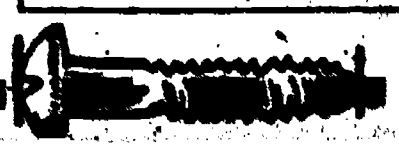
B. Measure the following objects to the nearest centimeter.







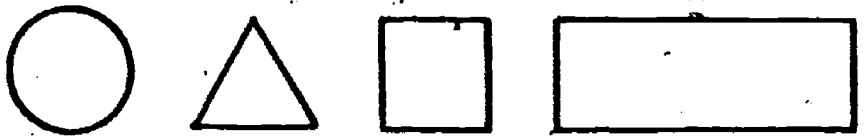




Shapes

circle, triangle, square, and rectangle

Ask your child to locate objects in the room which are like the figures shown below.



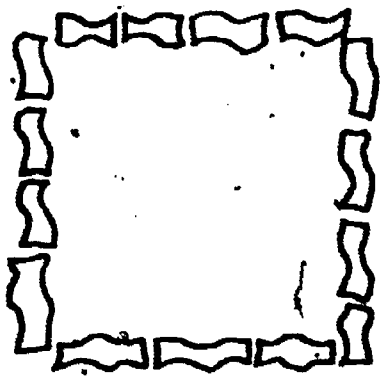
circle **triangle** **square** **rectangle**

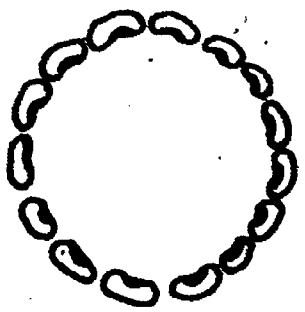
Example: top of a lampshade - circle

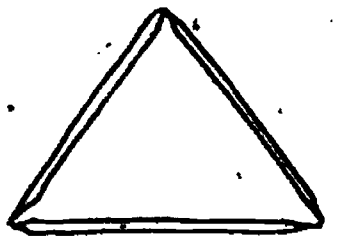
To change this activity, you and your child could play this game while traveling in the car.

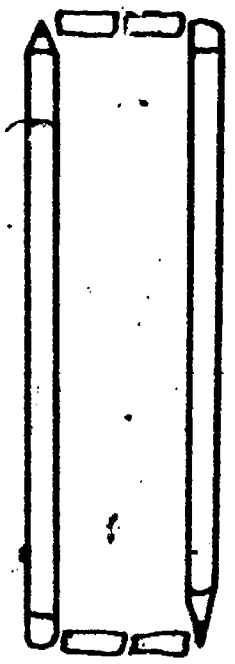
Example: yield sign - triangle

Gather toothpicks, pipe cleaners, string, beans, and macaroni. Have your child build shapes by gluing the different items to a piece of paper.

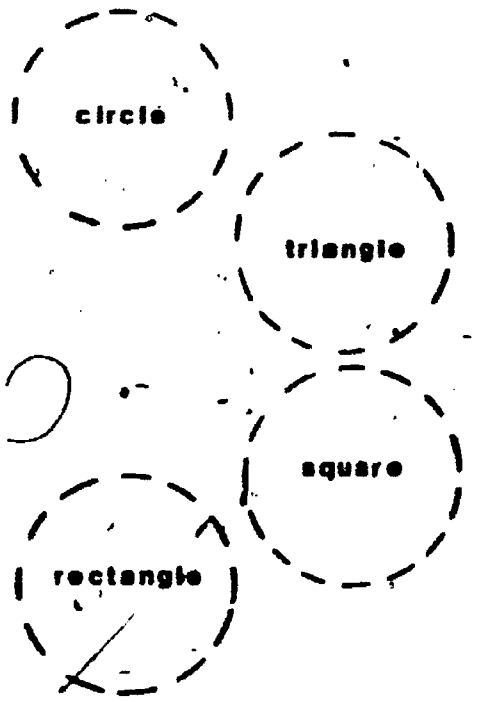


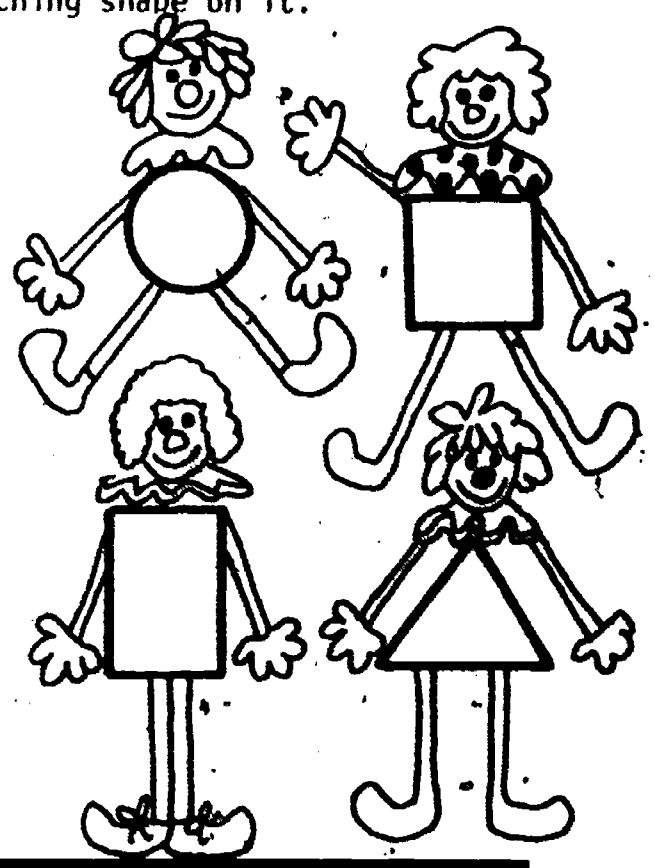






Let your child cut out the circles made with the broken lines. Each circle has the name of a shape on it. Ask your child to match the names of the shape to the clown that has the matching shape on it.





✱ DIRECTIONS: Which figure below is a square?

A. ○

B. ▭

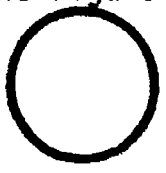
C. △

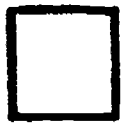
D. □

Shapes

circle, triangle, square, and rectangle

1. Name the figure below.

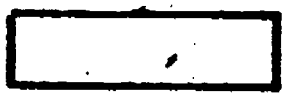
A. 

B. 

C. 

D. 

2. Is the figure a rectangle? Circle yes or no.

A. 

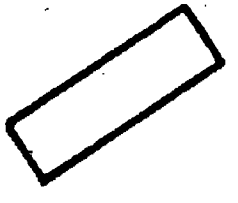
yes no

B. 

yes no

C. 

yes no

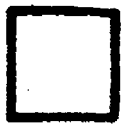
D. 

yes no

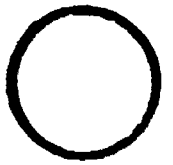
3. Is the figure a triangle? Circle yes or no.

A. 

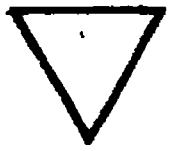
yes no

B. 

yes no

C. 

yes no

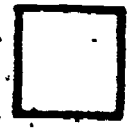
D. 

yes no

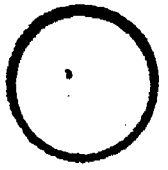
4. Is the figure a square? Circle yes or no.

A. 

yes no

B. 

yes no

C. 

yes no

D. 

yes no

Word Problems - Addition and Subtraction

sums and minuends of 18.

Pick any problem below. Read the problem. Decide whether to add (+) or subtract (-). Then put a ○ around the + or - on the Tic - Tac - Toe Board. Three ○s in a line wins.

1. You had 16 Star Wars men. Your friend has 7. How many more Star Wars men do you have than your friend?

2. You had 9 cents. You got 7 cents more. How many cents do you have?

3. You started school with 9 notebooks. You have 3 left? How many notebooks have you used up?

4. There are 6 fish in a bowl. There are 3 fish in another bowl. How many fish are there together?

5. The park has 9 swings. It has 2 slides. How many things are there to play on?

6. Bill counted 11 boys playing kick ball. Soon 6 of the boys quit. How many boys were left playing kick ball?

7. We had 18 bats. Coach gave away 10 of them. How many bats do we have now?

8. Your mom gave you 12 cookies. Your brother gave you 3 more. How many cookies did you get?

9. You ate 2 hamburgers. Your dad ate 7 hamburgers. How many more hamburgers did your dad eat than you?

TIC - TAC - TOE BOARD

+	-	+
-	+	-
+	-	+

DIRECTIONS: Which operation would you use to solve the problem?

Ann worked 7 problems on the board. Sam worked 6. How many problems did Ann and Sam work?

A. +
B. -
C. X

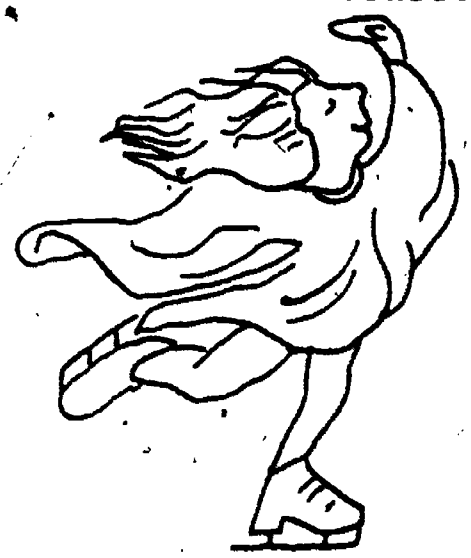
USE THESE FOUR STEPS TO FIND ANSWERS TO THE PROBLEMS BELOW.

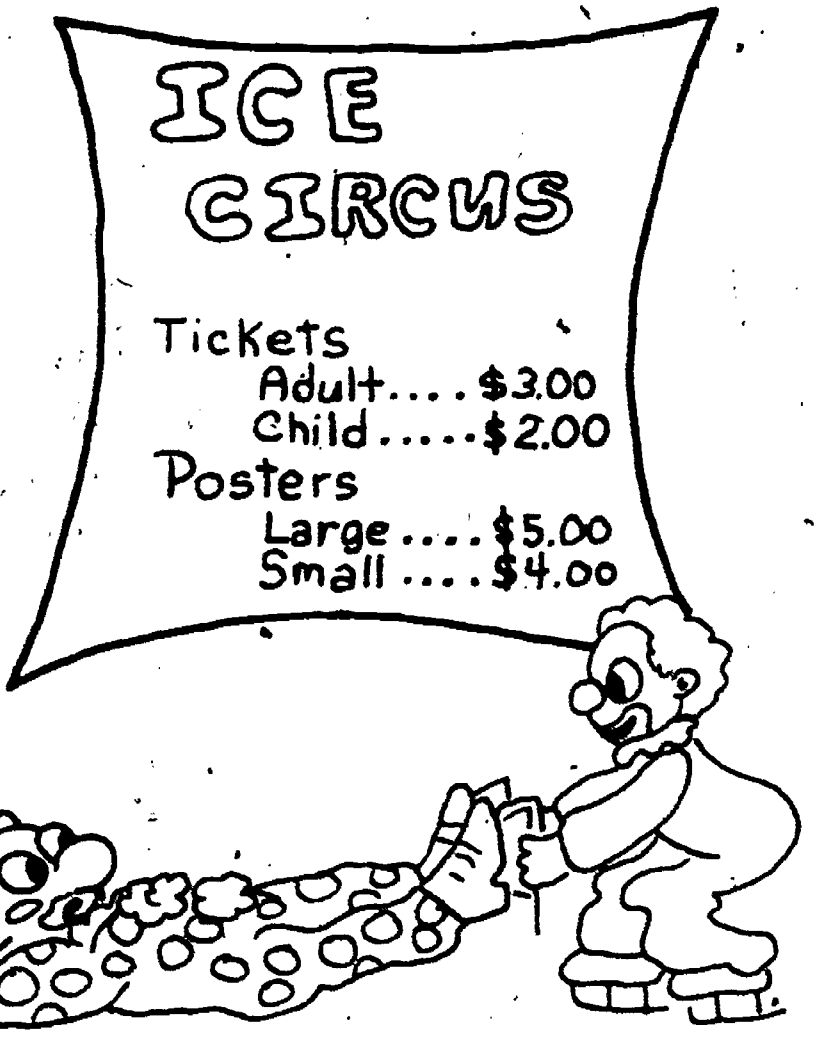
STEP 1. Read the problem carefully.

STEP 2. Think. What do I know?
What must I find out?
How can I find the answer?
Ring + or −,

STEP 3. Solve. Write the problem and find the answer.

STEP 4. Check the answer. Does it make sense?





1. Tickets to the Ice Circus are 3 dollars for adults and 2 dollars for children. What is the total cost for an adult's and a child's ticket?

+ −

2. The Ice Circus gives 5 evening shows and 2 afternoon shows. How many more evening shows are there?

+ −

3. There are 5 clown skaters. There are also 9 other skaters. How many skaters are there in all?

+ −

4. Large posters showing the Ice Circus stars cost 5 dollars. Small posters cost 4 dollars. How much does a small and a large poster cost in all?

+ −

5. How much more does a large poster cost than a small poster?

+ −

6. There are 9 pairs of white ice skates and 5 pairs of black ice skates. How many more pairs of white ice skates than pairs of black ice skates are there?

+ −

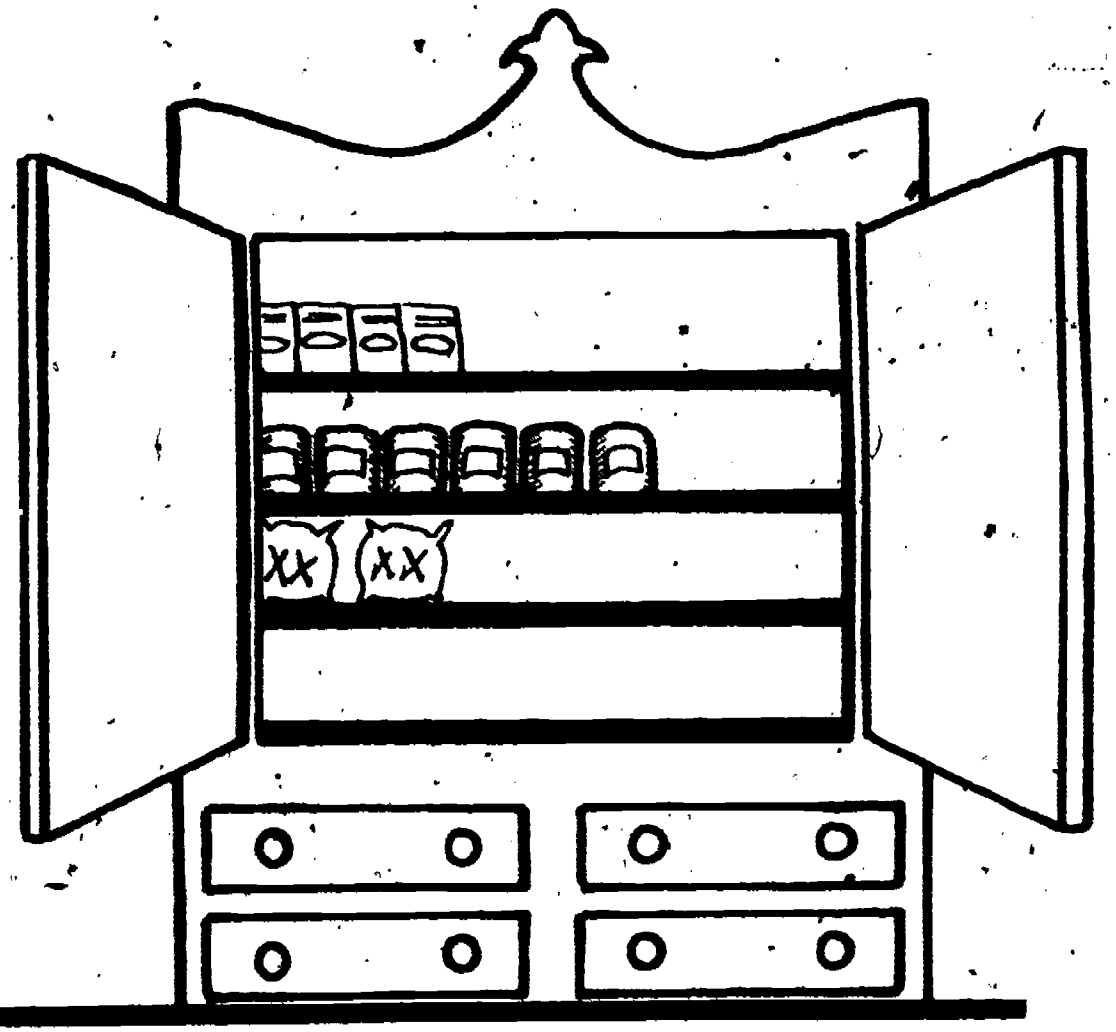
Word Problems - Multiplication

Solve each problem:

1. On the top shelf there are four (4) boxes in each row. There are four (4) rows. How many boxes are there in all?

2. There are six (6) cans in each row on the second shelf. There are five (5) rows. How many cans of corn are there in all?

3. There are two (2) rows of bags on the third shelf. There are five (5) bags in each row. How many bags are there?



DIRECTIONS: Solve the problem.

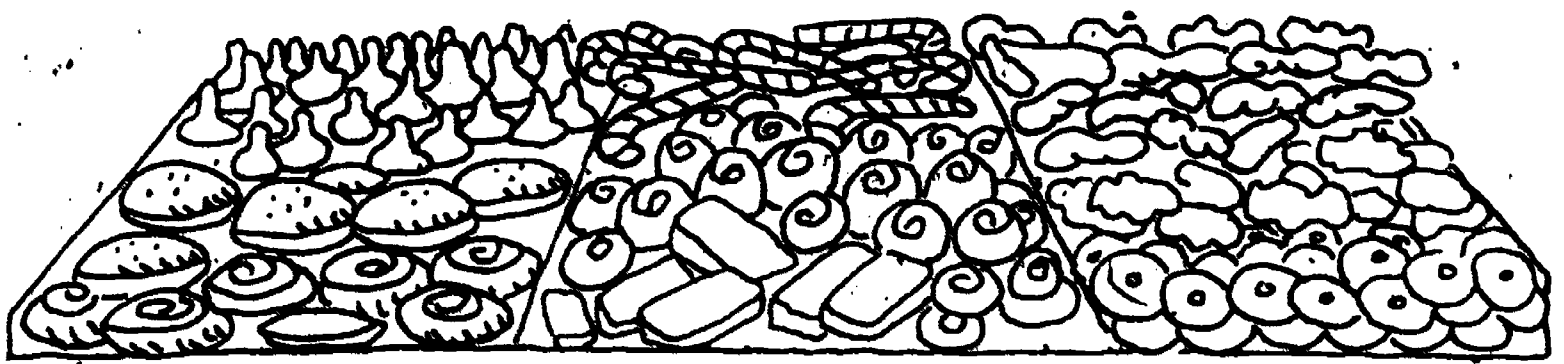
If a piece of gum costs 3¢, how much would 6 pieces of gum cost?

A. 3¢
B. 6¢
C. 9¢
D. 18¢

CANDIES

FRESH AND HOMEMADE!

chocolate mints	5¢	peppermints sticks	4¢	taffy	2¢
lemon drops	3¢	chocolate cherries	6¢	fudge	6¢
butter creams	4¢	bubble gum	1¢	lollipops	5¢



Come on in! The candy shop is open. Read the sign. Then multiply to find the cost of each group of things below.

(1.) 5 taffy candies	(2.) 6 pieces of bubble gum	(3.) 4 butter creams
(4.) 4 lollipops	(5.) 5 peppermints sticks	(6.) 6 lemon drops
(7.) 3 pieces of fudge	(8.) 6 chocolate mints	(9.) 5 chocolate cherries

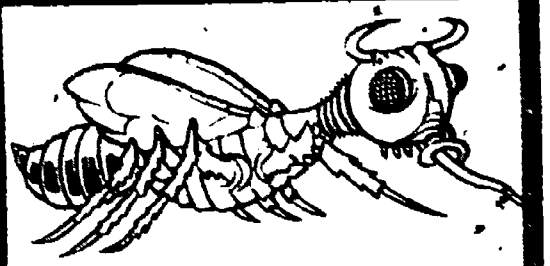
50

Word Problems - Addition and Subtraction

sums and minuends of less than 100

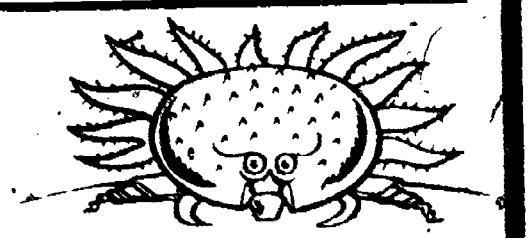
The crew has orders to bring back insects from Sarn.
How many do they have? Add to find out.

Anjar has 43 Woks.
Mazlin has 57 Woks.
How many Woks?



Tanac has 24 Flies.
Shana has 76 Flies.
How many Flies?

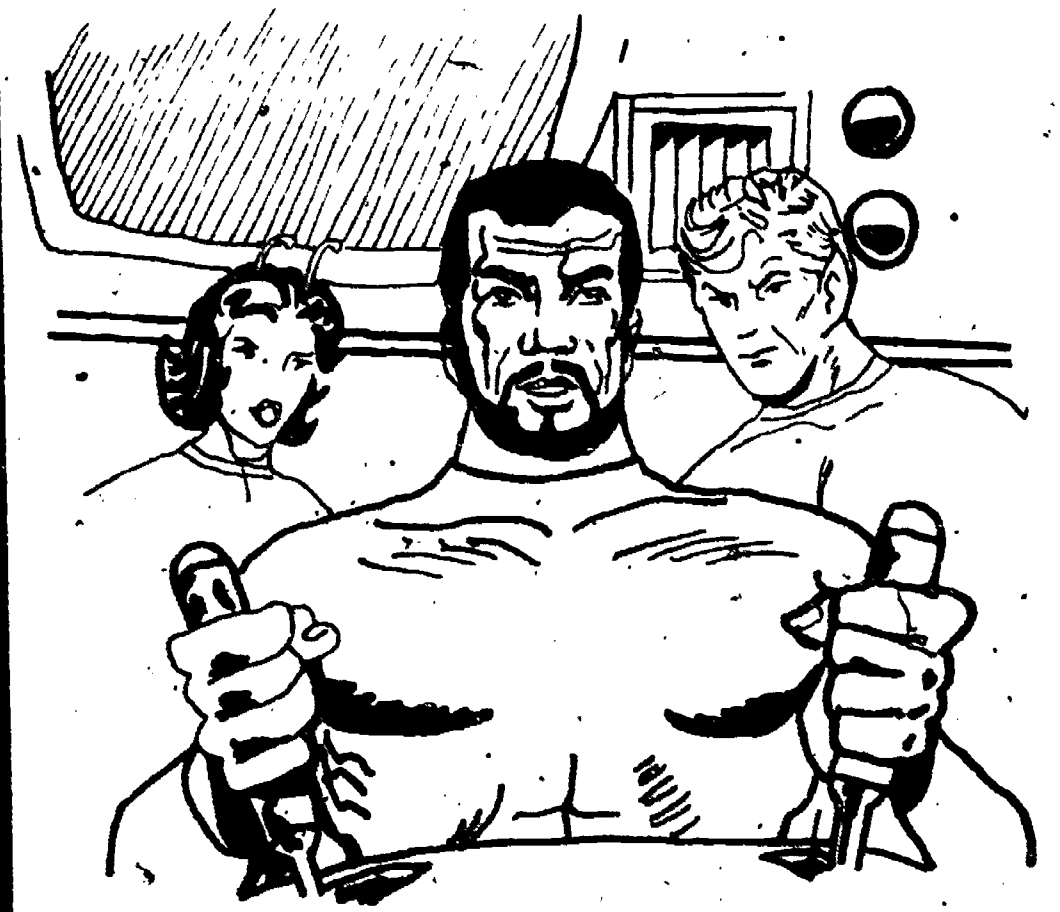
Mazlin found 35 Worms.
Tanac found 57 Worms.
How many Worms?



Anjar found 44 Beetles.
Tanac found 39 Beetles.
How many Beetles.

Shana has 68 Ticks.
Anjar has 32 Ticks.
How many Ticks?

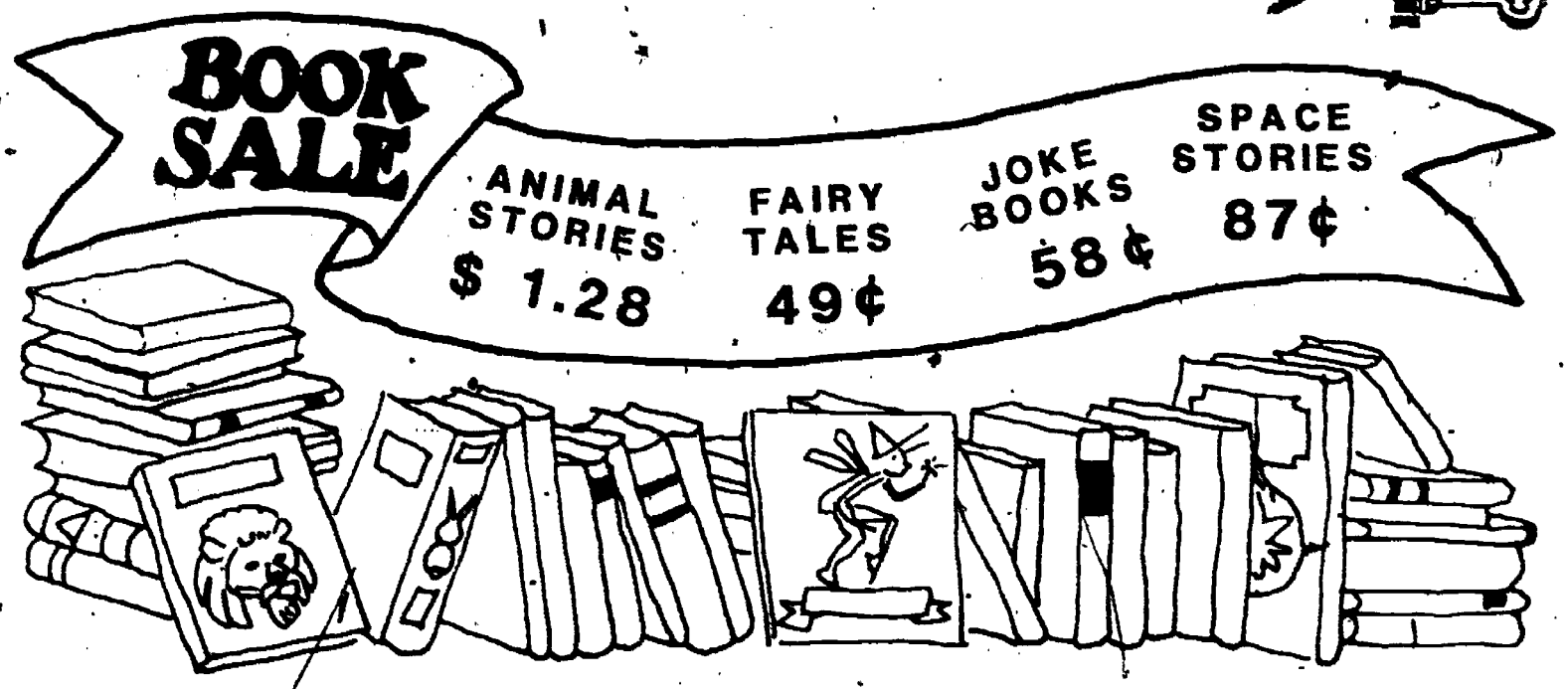
Mazlin has 75 Skyders.
Tanac has 19 Skyders.
How many Skyders?



DIRECTIONS: Solve the problem.

There are 67 children in the 4-H club.
If 41 are boys, how many are girls?

A. 108
B. 26
C. 16
D. 36



A library book sale is a good place to buy some books. Read the sign. Then subtract to find the answer to each problem below.

1. Jenny took 85¢ to the book sale. She bought a joke book. How much money did she have left?

2. How much more does a joke book cost than a book of fairy tales?

3. Karen had saved up 92¢. She used her money to buy a book of space stories at the sale. How much money did she have then?

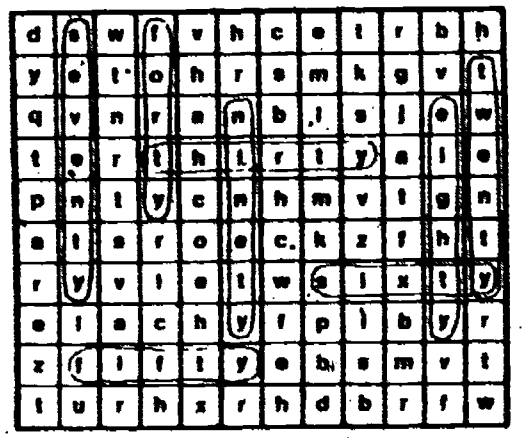
4. Rick has 72¢. He wants to buy a joke book. How much money will he have left?

5. How much more is a book of space stories than a book of fairy tales?

6. Bob took $1.53 to the book sale. He paid for a book of animal stories. How much money did he have then?

ANSWER KEY

Page 1



* B

Page 2 (1)

a.	sixteen (16)	i.	thirty (30)
b.	forty (40)	j.	twelve (12)
c.	eleven (11)	k.	fifty (50)
d.	sixty (60)	l.	nineteen (19)
e.	fourteen (14)	m.	fifteen (15)
f.	ninety (90)	n.	eighty (80)
g.	thirteen (13)	o.	seventeen (17)
h.	eighteen (18)	p.	twenty (20)

(2)

a.	seventy	i.	thirty
b.	eighteen	j.	twelve
c.	fifty	k.	sixty
d.	thirteen	l.	sixteen
e.	ninety	m.	twenty
f.	eleven	n.	seventeen
g.	eighty	o.	forty
h.	fifteen	p.	fourteen

Page 2 (3)

a.	(12)	i.	(11)
b.	(18)	j.	(50)
c.	(70)	k.	(14)
d.	(15)	l.	(80)
e.	(90)	m.	(20)
f.	(13)	n.	(17)
g.	(40)	o.	(30)
h.	(16)	p.	(19)

Page 3 * D

Page 5

a.	7 hundreds	5 tens	2 ones
b.	3 hundreds	2 tens	8 ones
c.	2 hundreds	4 tens	3 ones
d.	8 hundreds	1 tens	9 ones
e.	9 hundreds	0 tens	0 ones
f.	8 hundreds	7 tens	5 ones
g.	2 hundreds	2 tens	2 ones
h.	4 hundreds	6 tens	7 ones
i.	1 hundreds	9 tens	4 ones
j.	6 hundreds	1 tens	2 ones
k.	5 hundreds	6 tens	2 ones
l.	4 hundreds	8 tens	3 ones
m.	5 hundreds	9 tens	4 ones
n.	6 hundreds	7 tens	7 ones

Page 6 * C

ANSWER KEY

Page 7

1. fourth
2. seventh
3. third
4. first
5. sixth
6. October 20
7. October 25
8. October 2
9. October 8
10. October 31
11. October 21
12. October 24

A. Star
B. Pac-Man
C. Car
D. Crayon
E. Ghost

Page 8

3, 5, 7, 9, 11
6, 8, 10, 12, 14
15, 20, 25, 30, 35
40, 50, 60, 70, 80

A. 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21
B. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22
C. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
D. 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65

* D

Page 9

A. 1, 2, 3, 4, 5, 6, 7, 8, 9,
10, 11, 12, 13, 14, 15, 16, 17, 18,
19, 20, 21, 22, 23, 24, 25, 26, 27,
28, 29, 30, 31, 32, 33, 34, 35, 36,
37, 38, 39, 40, 41, 42, 43, 44, 45,
46, 47, 48, 49, 50, 51, 52, 53, 54,
55, 56, 57, 58, 59, 60, 61, 62, 63,
64, 65, 66, 67, 68, 69, 70, 71, 72,
73, 74, 75, 76, 77, 78, 79, 80, 81,
82, 83, 84, 85, 86, 87, 88

Page 9

B. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9,
10, 11, 12, 13, 14, 15, 16, 17, 18, 19,
20, 21, 22, 23, 24, 25, 26, 27, 28, 29,
30, 31, 32, 33, 34, 35, 36, 37, 38, 39,
40, 41, 42, 43, 44, 45, 46, 47, 48, 49,
50, 51, 52, 53, 54, 55, 56, 57, 58, 59,
60, 61, 62, 63, 64, 65, 66, 67, 68, 69,
70, 71, 72, 73, 74, 75, 76, 77, 78, 79,
80, 81, 82, 83, 84, 85, 86, 87, 88, 89,
90, 91, 92, 93, 94, 95, 96, 97, 98, 99

Page 10

"Magic Squares" - The secret number is always 13.

* B

Page 11

1. 16
2. 21
3. 23
4. 16
5. 23
6. 23
7. 20
8. 22
9. 12
10. 21

Page 12

* C

1. 75
2. 99
3. 36
4. 83
5. 37
6. 71
7. 86
8. 22
9. 54
10. 69
11. 25
12. 48
13. 96
14. 53
15. 29
16. 66

Page 14

TACK = 35
TELT = 57
LANK = 38
LOKU = 59
PALT = 49
QUAT = 59

* A

54

ANSWER KEY

Page 15
39 = 13 + 13 + 13
96 = 62 + 22 + 12
83 = 11 + 31 + 41

Page 16

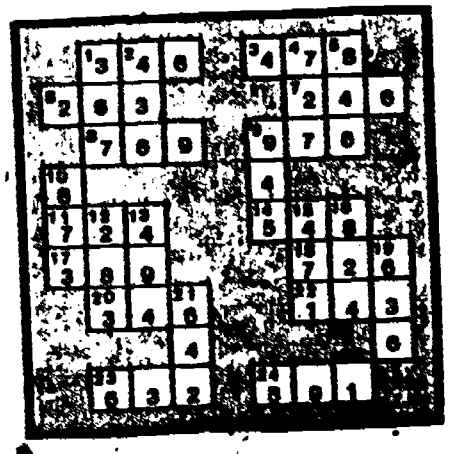
1. 88		2. 69	
3. 78		4. 87	
5. 75		6. 59	
7. 98		8. 99	
9. 96		10. 78	

Page 17

342+ 42=384	682+ 16=698	121+842=963
9+100=109	142+ 7=149	128+761=889
252+ 46=298	894+105=999	726+ 2=728
4+700=704	540+ 46=586	283+605=888
731+ 8=739	995+ 4=999	621+ 70=691
548+120=668	273+416=689	101+ 96=197

* A

Page 18



Page 19

46 + 5 = 51	38 + 4 = 42
15 + 7 = 22	19 + 3 = 22
27 + 6 = 33	59 + 2 = 61
12 + 8 = 20	83 + 9 = 92

* C

Page 20

1. D	2. C	3. D	4. C
5. A	6. B	7. C	8. D

Page 21 * B

Page 22

1. B	2. C	3. C	4. A
5. B	6. C	7. A	8. D

Page 23 * A

Page 24

1. B	2. D	3. B	4. B
5. D	6. A	7. B	8. C

Page 25 * C

Page 26

1. B	2. A	3. B	4. C
5. C	6. B	7. D	8. A

Page 27 * C

ANSWER KEY

Page 28

1. B	2. D	3. D	4. B
5. C	6. A	7. A	8. C

Page 29 * C

Page 30

Color	Contains This No.	Problems				
Blue	0 =	4 x0	6 x0	5 x2	3 x0	6 x5
Yellow	2 =	2 x6	1 x2	3 x4	2 x1	8 x4
		4 x8	4 x3	6 x2	6 x4	8 x3
		4 x6	3 x8	3 x7	7 x3	9 x3
Green	6 =	2 x8	3 x2	8 x2	8 x4	2 x3
		4 x4				
Red	8 =	4 x2	6 x3	9 x2	2 x4	

Page 31 * B

Page 32

1. A, B	2. A, C	3. B, C
4. A	5. B	6. C

Page 33 * D

Page 34

A.	B.
13	12
46	53
42	29
32	79
83	40

Page 35 * D

Page 36 A. Fish

B. Missing numbers are underlined:

11,13,15,17,19,21,23,25,27,29,31,33,35,37,39

12,14,16,18,20,22,24,26,28,30,32,34,36,38,40

Page 37 * B

Page 38

A.1. December	2. Thursday	3. four	
4. December 1	5. Wednesday	6. 14	
7. December 9	8. four	9. December 28	

B.1. September, April, June, and November

2. January, March, May, July, August, October, December

3. February

4. leap year

Page 39 * B

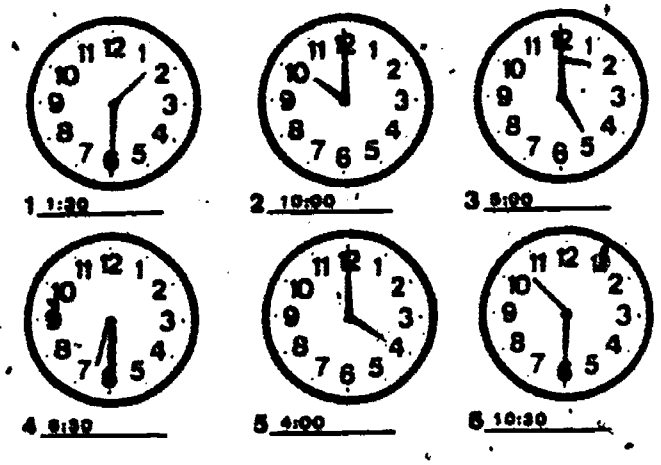
ANSWER KEY

Page 40 A. 1. 5¢ 2. 10¢ 3. 1¢ 4. 25¢
B. 1. 25¢ 2. 1¢ 3. 5¢ 4. 10¢

Page 41 * A

Page 42 A. 1. 9:00 2. 12:30 3. 2:30
4. 1:00 5. 3:30 6. 3:00

B.



Page 43 * D

Page 44 A. pencil = 4 inches worm = 3 inches
hot dog = 4 inches

B. toothpaste tube = 5 centimeters
arrow = 8 centimeters screw = 4 centimeters

Page 45 * D

Page 46 1. (A)circle (B)square (C)triangle (D)rectangle
2. (A)yes (B)no (C)yes (D)yes
3. (A)yes (B)no (C)no (D)yes
4. (A)no (B)yes (C)no (D)yes

Page 47 * A

Page 48 1. (+) $3.00
+2.00
$5.00

2. (-) 5 evening shows
-2 afternoon shows
3 more evening shows

3. (+) 5 skaters
+9 skaters
14 skaters

4. (+) $5.00
+4.00
$9.00

5. (-) $5.00
-4.00
$1.00

6. (-) 9 white
-5 black
4 more white

Page 49 1. 4 x 4 = 16 boxes
2. 6 x 5 = 30 cans
3. 2 x 5 = 10 bags.

* D

Page 50 (1) 5 x 2¢ = 10¢ (2) 6 x 1¢ = 6¢ (3) 4 x 4¢ = 16¢
(4) 4 x 5¢ = 20¢ (5) 5 x 4¢ = 20¢ (6) 6 x 3¢ = 18¢
(7) 3 x 6¢ = 18¢ (8) 6 x 5¢ = 30¢ (9) 5 x 6¢ = 30¢

Page 51 100 Woks, 100 Flies, 92 Worms,
83 Beetles, 100 Ticks, 94 Skyders

* B

Page 52 1. 27¢ 2. 9¢ 3. 5¢
4. 14¢ 5. 38¢ 6. $.25

ADDITION FACTS

8	3	6	2	7	1	9	7
+6	+9	+3	+4	+1	+8	+5	+6
14	12	9	6	8	9	14	13
8	6	3	6	9	4	9	7
+7	+1	+8	+4	+9	+3	+0	+5
15	7	11	10	18	7	9	12
8	2	5	0	6	0	9	4
+8	+7	+2	+2	+5	+6	+7	+8
16	9	7	2	11	6	16	12
5	8	4	7	2	9	1	8
+0	+9	+5	+4	+1	+6	+1	+2
5	17	9	11	3	15	2	10
4	6	1	5	9	3	8	7
+9	+6	+0	+3	+2	+7	+5	+7
13	12	1	8	11	10	13	14
2	1	3	1	3	6	5	3
+6	+4	+3	+9	+1	+3	+1	+2
8	5	6	10	4	9	6	5

SUBTRACTION FACTS

7	12	10	4	15	13	9	2
-3	-5	-1	-2	-7	-8	-3	-1
4	7	9	3	8	5	6	1
5	7	9	12	14	1	11	8
-5	-6	-7	-8	-6	-0	-6	-2
0	1	2	4	8	1	5	6
14	9	3	13	18	6	1	11
-5	-5	-2	-6	-9	-4	-1	-3
9	4	1	7	9	2	0	8
9	15	10	11	6	8	17	5
-6	-9	-2	-8	-5	-4	-8	-3
3	6	8	3	1	4	9	2
7	11	13	12	10	8	16	10
-2	-4	-4	-7	-4	-6	-8	-7
5	7	9	5	6	2	8	3

MULTIPLICATION FACTS

0	1	2	3	4	5	6	7	8	9	10
X0	X0	X0	X0	X0	X0	X0	X0	X0	X0	X0
0	0	0	0	0	0	0	0	0	0	0
0	1	2	3	4	5	6	7	8	9	10
X1	X1	X1	X1	X1	X1	X1	X1	X1	X1	X1
0	1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9	10
X2	X2	X2	X2	X2	X2	X2	X2	X2	X2	X2
0	2	4	6	8	10	12	14	16	18	20
0	1	2	3	4	5	6	7	8	9	10
X3	X3	X3	X3	X3	X3	X3	X3	X3	X3	X3
0	3	6	9	12	15	18	21	24	27	30
0	1	2	3	4	5	6	7	8	9	10
X4	X4	X4	X4	X4	X4	X4	X4	X4	X4	X4
0	4	8	12	16	20	24	28	32	36	40
0	1	2	3	4	5	6	7	8	9	10
X5	X5	X5	X5	X5	X5	X5	X5	X5	X5	X5
0	5	10	15	20	25	30	35	40	45	50

SHORT CUTS TO LEARNING THE MULTIPLICATION FACTS

When you are helping your child study these multiplication facts you can show him that there are actually only 11 multiplication facts to learn instead of 66. Here are, the short cuts:

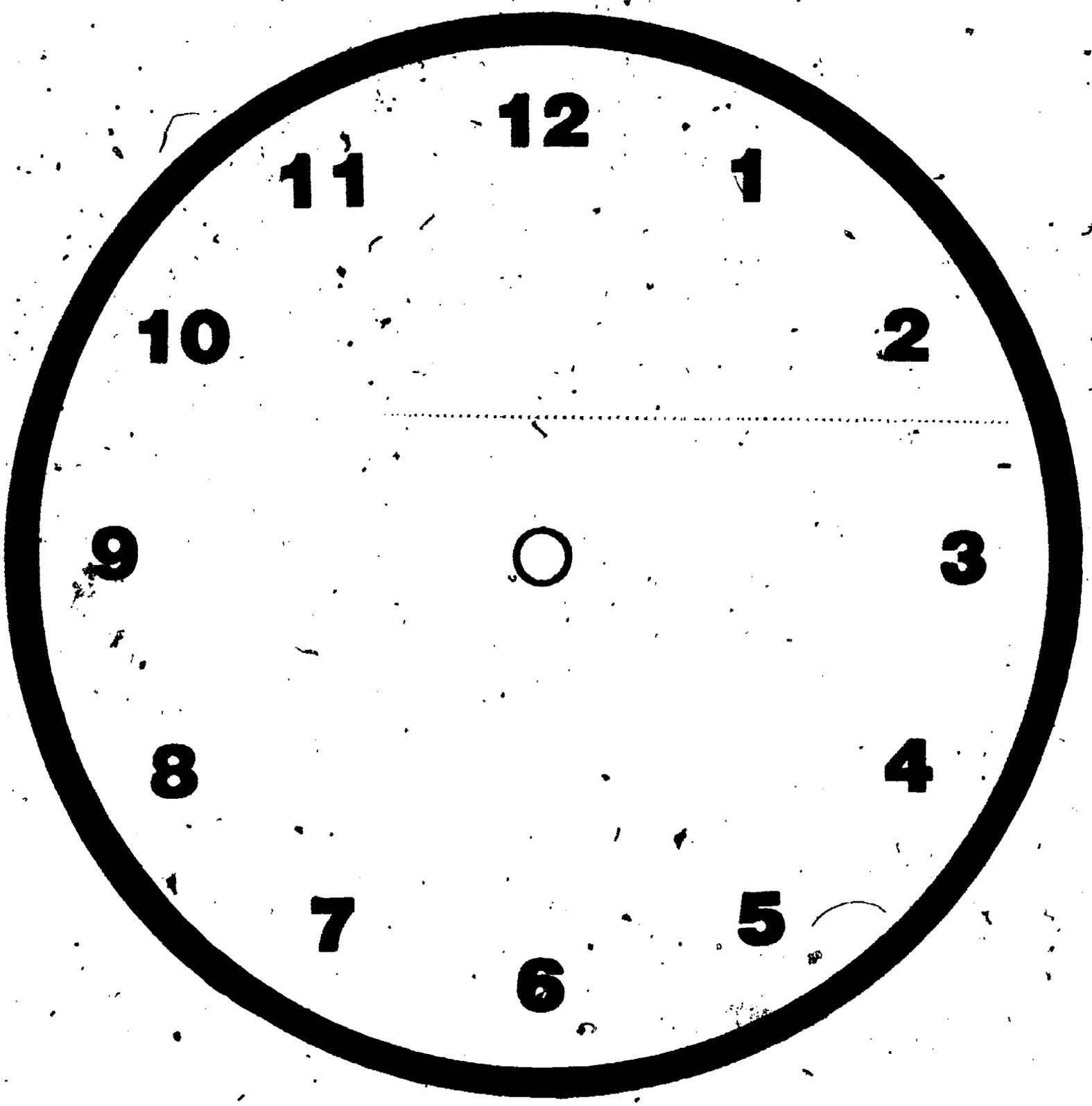
N x 0 = 0 . Any number multiplied by zero is zero.
N x 1 = N . Any number multiplied by one is that number.
N x 2 = N+N . Multiplying a number by two uses your child's knowledge of the double addition facts.
. Multiplying a number by five is just like
. counting by fives.

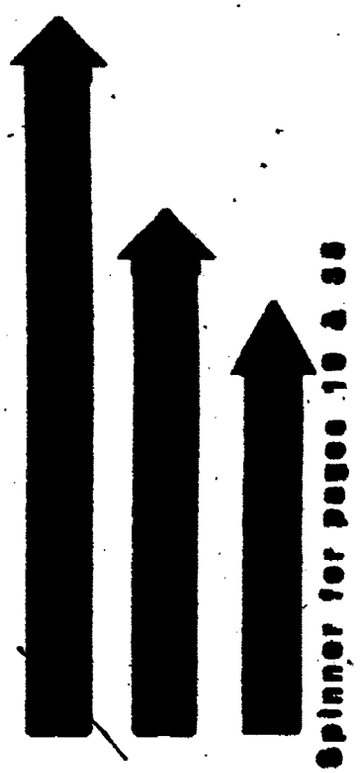
With an understanding of these short cuts your child will realize that he really only has the following 11 facts to study:

3 X 3 = 9	3 X 4 = 12	3 X 6 = 18
3 X 7 = 21	3 X 8 = 24	3 X 9 = 27
4 X 4 = 16	4 X 6 = 24	4 X 7 = 28
4 X 8 = 32	4 X 9 = 36	

REMEMBER: Lots of practice will help your child transfer the memorized facts into real learning.

58



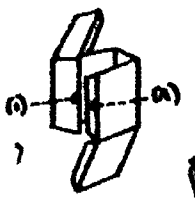


59

HELPING BOOK Cube Pattern

Directions:

1. Cut out along bold black line.
2. Fold all dotted lines.
3. Attach with tape Flap (A) to the inside of section (1).



4. Attach with tape Flaps (B,C,&D) to the inside of sections (1,2,&3).

5. Attach with glue the Flaps (E,F,&G) to the inside sections of (2,3,&4).