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ABSTRACT

This booklet was prepared for the parents of fourth-grade children who are participating in Chapter 1 programs in Louisiana. Activities which will give children practice with each of the mathematics skills on the fourth-grade Louisiana Basic Skills Test are included. For each skill there are at least two pages of practice, plus a test question similar to an item on the Basic Skills Test. The activities involve numeration, whole number operations, fractions and operations, relations and functions, measurement and estimation, geometry, and problem solving. Answer keys are included. (MNS)

The Helping Book:

FOURTH GRADE

MATH

For Parents of ECIA, Chapter 1 Fourth Grade Students

Bulletin 1736

THE HELPING BOOK:

FOURTH GRADE MATH

Bulletin 1736

Prepared by

Bureau of ECIA, Chapter 1
Office of Educational Support Programs

Issued by

LOUISIANA DEPARTMENT OF EDUCATION
THOMAS G. CLAUSEN, SUPERINTENDENT

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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: Fourth 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 fourth 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 fourth grade student is responsible.

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

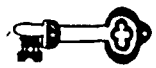
4. For each skill there is a test question similar to the test item that will be on the Basic Skills Test in the spring. The test question will always be marked with a ✵.

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.

Place Value

Have your child use these digits.	Then ask her to write a number using **8** in the thousands place.	Finally, let her write a number using **2** in the hundreds place.
Ex. 6,2;4,8	**Ex. 8,642**	**Ex. 4,268**
4,1,2,8	(A)	(B)
0,8,2,3	(C)	(D)

Have your child write the numeral.



6 thousands, 4 hundreds, 7 tens, 3 ones = 6473

5 thousands, 3 hundreds, 8 tens, 6 ones = ____

8 thousands, 7 hundreds, 5 tens, 0 ones = ____

4 thousands, 1 hundred, 0 tens, 2 ones = ____

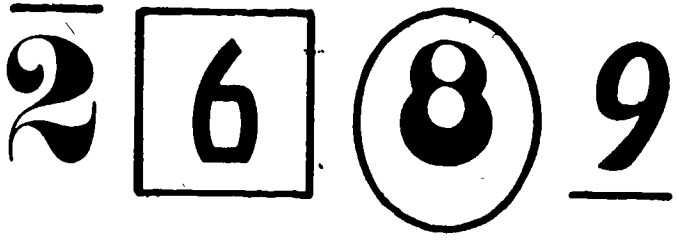
9 thousands, 8 hundreds, 4 tens, 7 ones = ____

3 thousands, 6 hundreds, 3 tens, 4 ones = ____

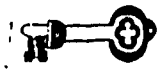
thousands

You will need a newspaper, paper, pencil, 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.



DIRECTIONS: Which number has a 6 in the thousands place?



A. 5649

B. 6495

C. 4956

D. 9564

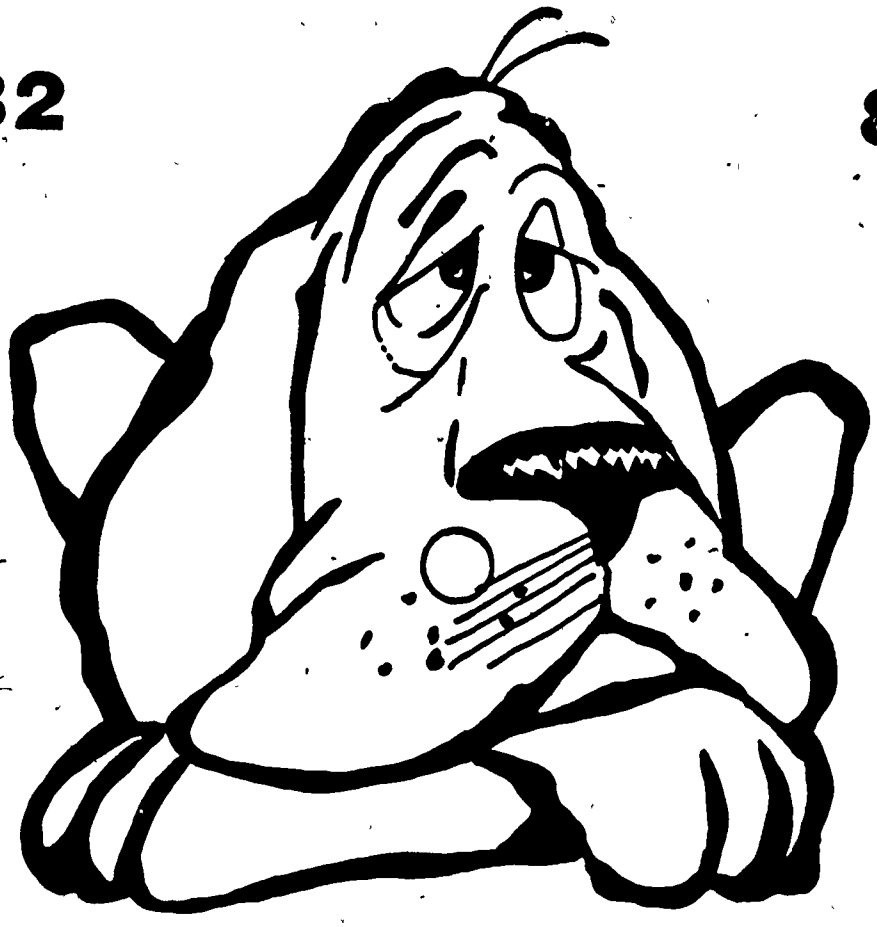
SPIN THE BONE

Let your child cut out the bone that is printed in the back of this book. Using a brad, she can attach the bone to the dog. Then have your child spin the bone. She must name the place value of the underlined digit in the numeral. For each correct answer, she scores 10 points. The game ends when she scores 70 points.

2,537

582

888



29

56

3,798

2,964

7,203

Ordinal Numbers

through ninety-ninth

Help your child find a catalog to use for this activity.

Ask your child to name two items on the 49th page of the catalog. Ask your child to name six items on the 24th page of the catalog. Ask your child to name four items on the 67th page of the catalog.

The alphabet can be used by your child to practice using ordinal numbers.

A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z

Which letter is tenth in the alphabet?
Which letter is sixteenth?
Which letter is twentieth?
Which letter is eighth?
Which letter is twenty-fourth?

Your child can complete each list of ordinals.

a. 63rd, 64th, ___, ___, ___, 68th

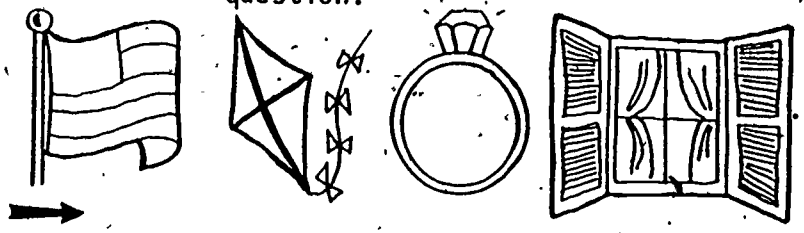
b. 88th, 89th, ___, ___, ___, 93rd

c. 70th, 71st, ___, ___, ___, 75th

d. 35th, 36th, ___, ___, ___, 40th

e. 57th, 58th, ___, ___, ___, 62nd

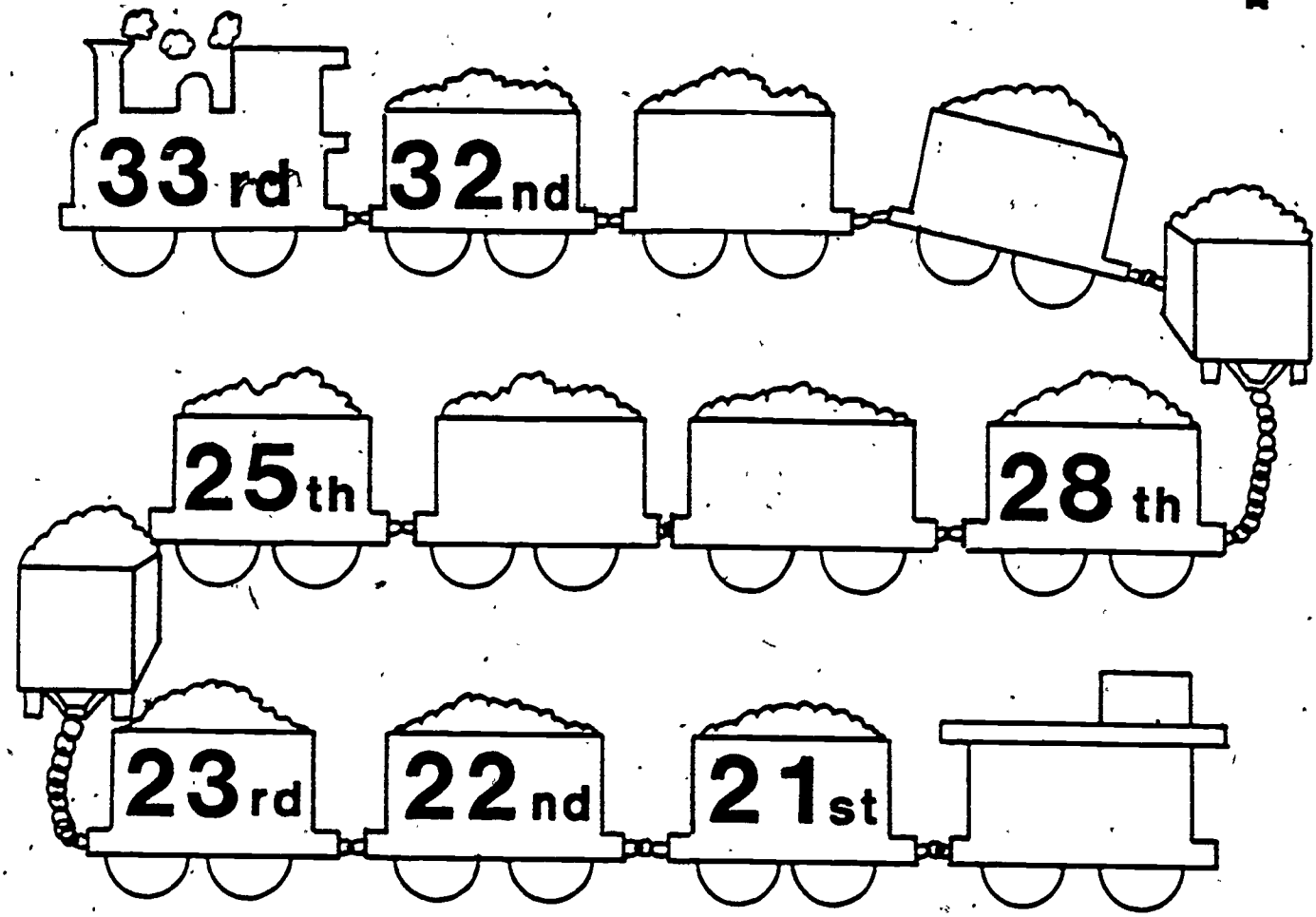
DIRECTIONS: Start at the arrow and answer the question.



The flag is 88th in line. In what place is the window?

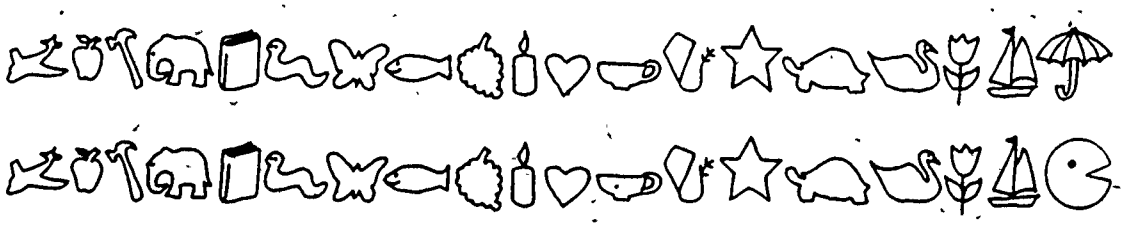
A. 87th
B. 89th
C. 91st
D. 92nd

Have your child write in the missing ordinal numbers.



Have your child read the ordinal number word in each box. Ask him to color the object which is that position in line.

20 th



38 th

Missing Numbers

through ten thousand

Your child can write the numerals that come just before and just after each four-digit numeral.

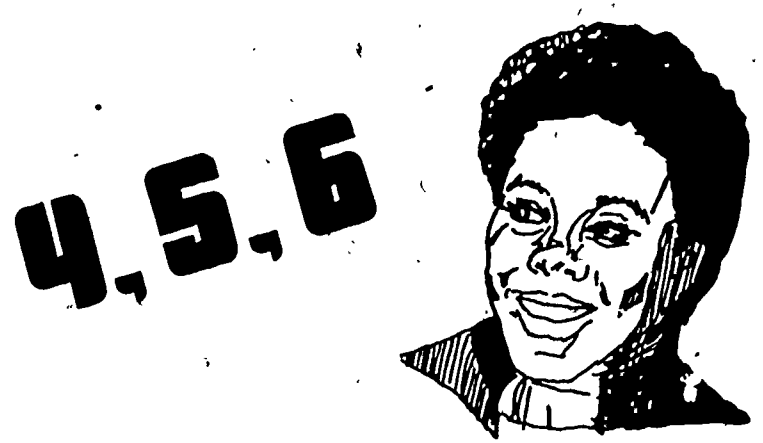
1. _____ 4,153 _____
2. _____ 7,261 _____
3. _____ 8,347 _____
4. _____ 5,680 _____
5. _____ 2,539 _____
6. _____ 6,999 _____

Have your child follow the directions for each of the numbers in the box.

7682	3529
What number is -	What number is -
a. 1 more _____	e. 1 less _____
b. 10 more _____	f. 10 less _____
c. 100 more _____	g. 100 less _____
d. 1000 more _____	h. 1000 less _____

Let your child write the missing numeral that completes the sequence.

A. 8,945, _____, 8,947, 8948
B. 9,998, _____, 10,000, 10,001
C. 5,672, _____, 5,676, 5,678
D. 5,955, _____, 5,965, 5,970
E. 4,000, _____, 4,020, 4,030



DIRECTIONS: Answer the question.

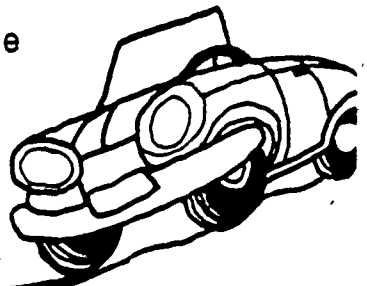
206, 208, 210, _____

Which numeral is missing?

A. 213
B. 212
C. 211
D. 209

WIN THE RACE

DIRECTIONS: Your child can win the race by supplying the missing numbers on the flags.



A: 1, ___, 5, ___, 9

B: 2, 4, ___, ___ 10

C: ___, 500, 600, ___, 800

D: 30, 40, ___, 60, ___

E: 65, ___, 75, ___, 85

F: 44, 45, ___, 47, ___

G: 352, ___, 356, ___, 360

H: 6,000, ___, 8,000, ___

I: 627, 629, ___, 633, ___

J: 120, ___, 140, 150, ___

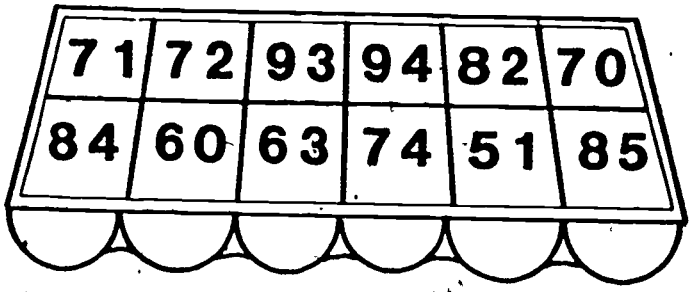
K: 99, 101, ___, 105, 107

THE WINNER

Addition - Regrouping Tens Only

two two-digit numbers or a three-digit number and a two-digit number

Label each section of an egg carton as follows:



Place two marbles in the carton and close it. Have your child shake the carton, open it, and add the numbers where the marbles landed.

DIRECTIONS: Add.

$$\begin{array}{r} 82 \\ +64 \\ \hline \end{array}$$

A. 146
B. 18
C. 147
D. 641

On a set of cards write the following problems:

321 +85	273 +94	784 +62	565 +64
634 +73	598 +71	481 +32	355 +94

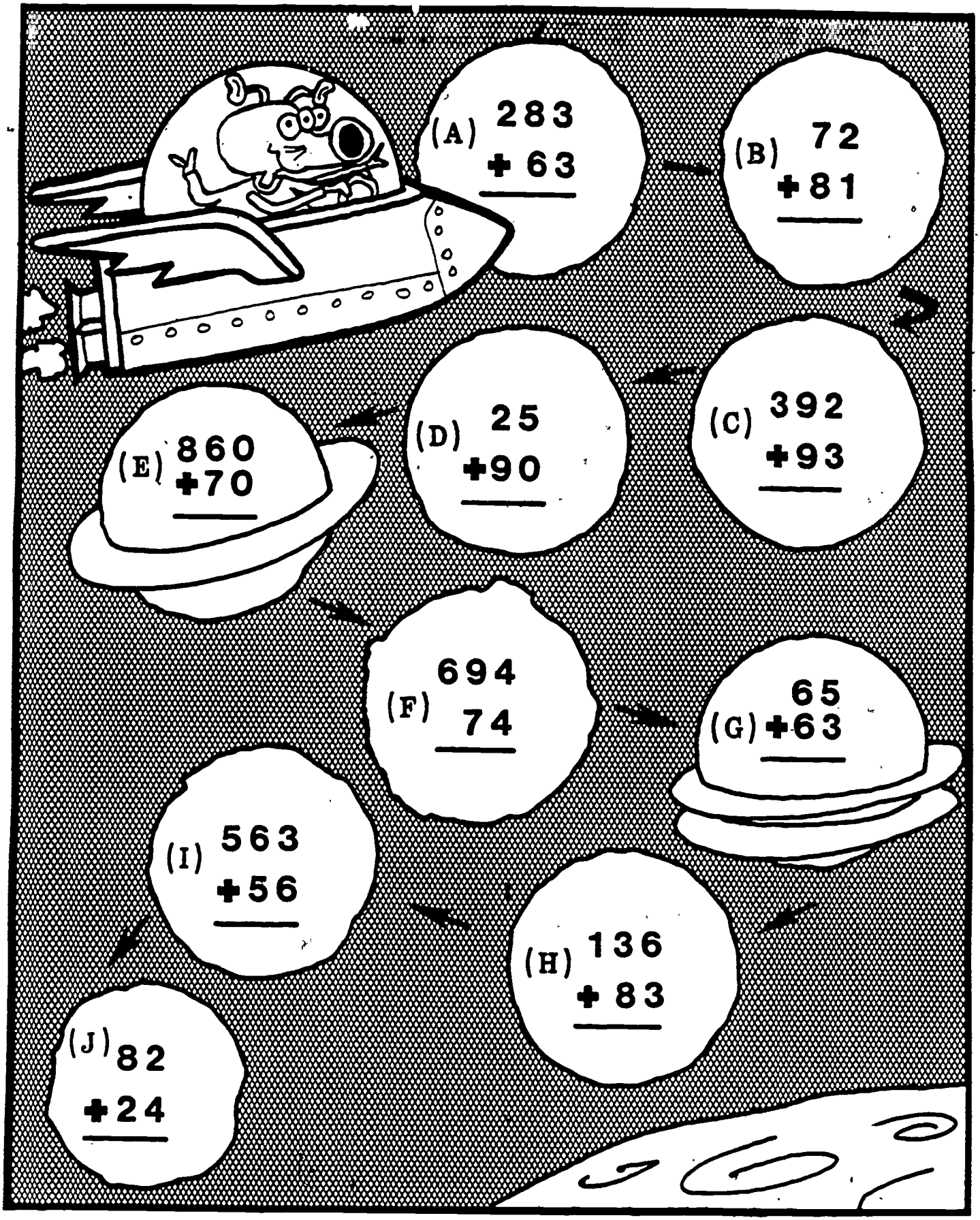
On another set of cards write the following answers to the problems:

406	367	846	629
707	669	513	449

Have your child match the problems and the correct answers.

ADD.

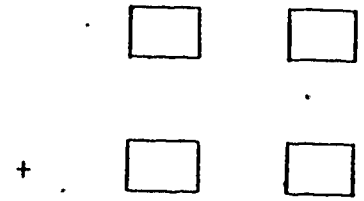
FOLLOW THE ASTRONAUT'S PATH.



Addition - Regrouping

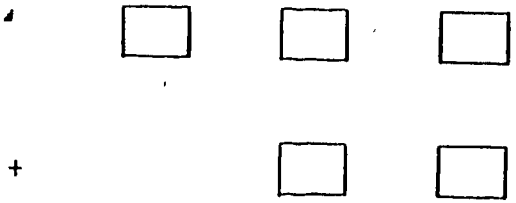
three-digit number and a two-digit number or two three-digit numbers

Set up a blank addition problem as shown.



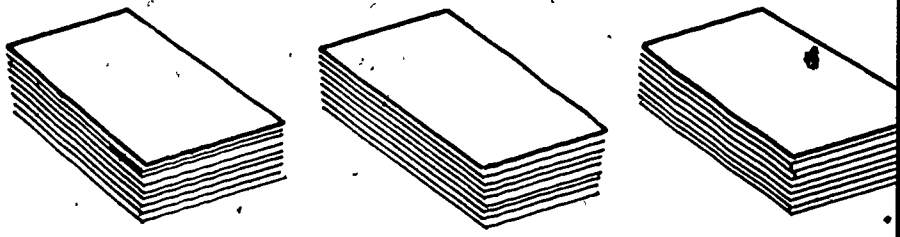
Have your child roll the die four times. After each roll, let her write the rolled number in one of the four slots. Once a number is written down, it cannot be moved. The idea of the game is to place the numbers so that the largest sum will be obtained.

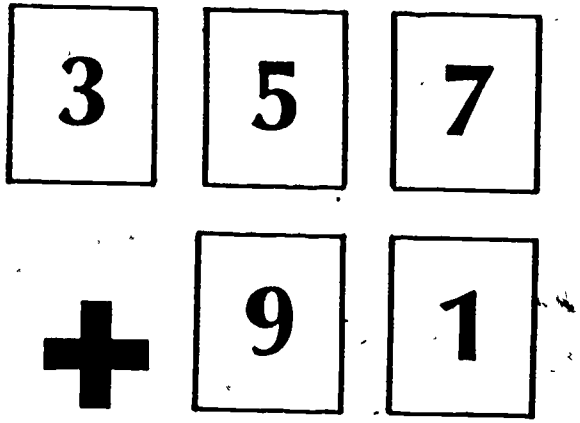
Vary the game by setting up an addition problem with five digits.



For this game the die must be rolled five times.

Make three sets of number cards from 0 - 9. Shuffle each set and stack each one face down on the table. Have your child draw from each stack for a three-digit number, and from two stacks for a two-digit number. Have him add the two numbers and write the sum.





DIRECTIONS: Add.

459
+ 465

A. 94
B. 429
C. 914
D. 924

Lana likes all kinds of skiing, but she likes one kind more than any other. To find out Lana's favorite kind of skiing, follow the directions below.

Add:

1. 613 +108 = 721	C		2. 455 +298	A		3. 365 +458		R
4. 347 +473		O	5. 289 +635		S	6. 655 +178		T
7. 564 +239		A	8. 746 +179		S	9. 246 +485		K
10. 365 +658	C		11. 465 +246	R		12. 128 +397	O	
13. 864 +158		U	14. 332 +588		N	15. 729 +189		D
16. 346 +276	T		17. 285 +356	E		18. 643 +299	A	
19. 859 +166		R	20. 621 +299		Y	21. 344 +386		A

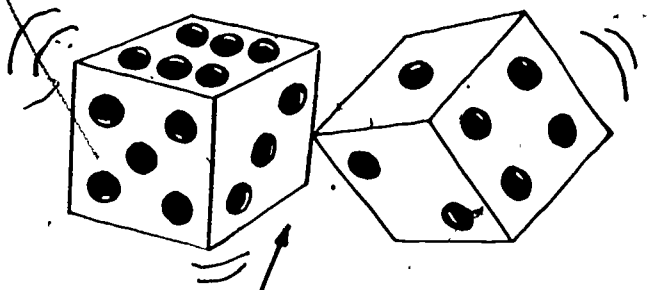
Look at each problem, beginning with number 1. If the answer has a 2 in the ten's place, put the letter that appears to the right of that answer in a blank below. The first one has been done for you. Continue in the same manner to complete the sentence.

Lana likes C _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ skiing best.

Subtraction - Regrouping

one- or two-digit number from a two-digit number

Your child may want to play this game with one or more players. Each player needs a sheet of paper listing all the players' names with 99 under each name.



Shawn	Mary	Drew
99	99	99
-29	-53	-31
70	46	68
-61		
9		

The players take turns rolling the dice. They arrange the two numbers that come up in any order (62, 26) and subtract that number from 99. The others subtract also as a check.

The players continue subtracting, trying to get to zero. At any time a player may choose to roll the die instead of two dice. If a player cannot subtract because the number left is too small, the next player takes her turn.

The first player to get exactly to zero wins.

Let your child cut out problem cards on page 12. Place the cards face down on the Louisiana Trails gameboard on page 13.

Your child and another player need a marker and pencil and paper to solve the problems.

The players take turns drawing a card and giving the answer. Markers are moved backward or forward to wherever the answer is on the gameboard. The first player to get to the finish wins.

DIRECTIONS: Subtract.

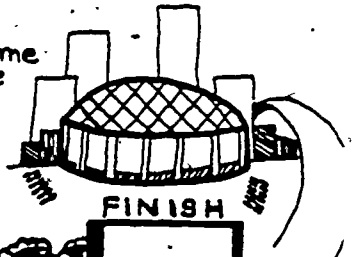
72 - 8 = ☐

A. 80
B. 76
C. 68
→ D. 64

GO BACK 2 SPACES	GO BACK 5 SPACES	GO BACK TO START	GO BACK 4 SPACES
47 - 8 = ☐	94 - 16 = ☐	54 - 16 = ☐	56 - 7 = ☐
35 - 19 = ☐	24 - 9 = ☐	33 - 8 = ☐	77 - 48 = ☐
75 - 69 = ☐	28 - 9 = ☐	93 - 14 = ☐	50 - 8 = ☐
32 - 6 = ☐	87 - 78 = ☐	90 - 7 = ☐	60 - 29 = ☐
94 - 7 = ☐	73 - 26 = ☐	41 - 19 = ☐	70 - 5 = ☐
56 - 8 = ☐	93 - 35 = ☐	88 - 19 = ☐	27 - 9 = ☐
76 - 28 = ☐	50 - 14 = ☐	66 - 38 = ☐	GO BACK 3 SPACES

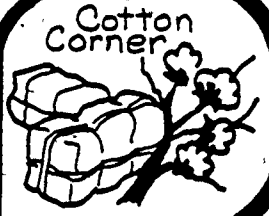
Louisiana Trails

START



FINISH

39 42 79 26 48



78 19 9 18

25

28 36 83 69

49

48 6 31

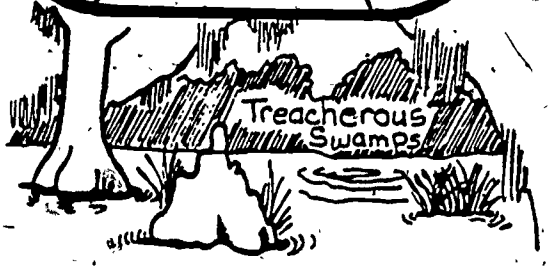
58

9 29 87 46

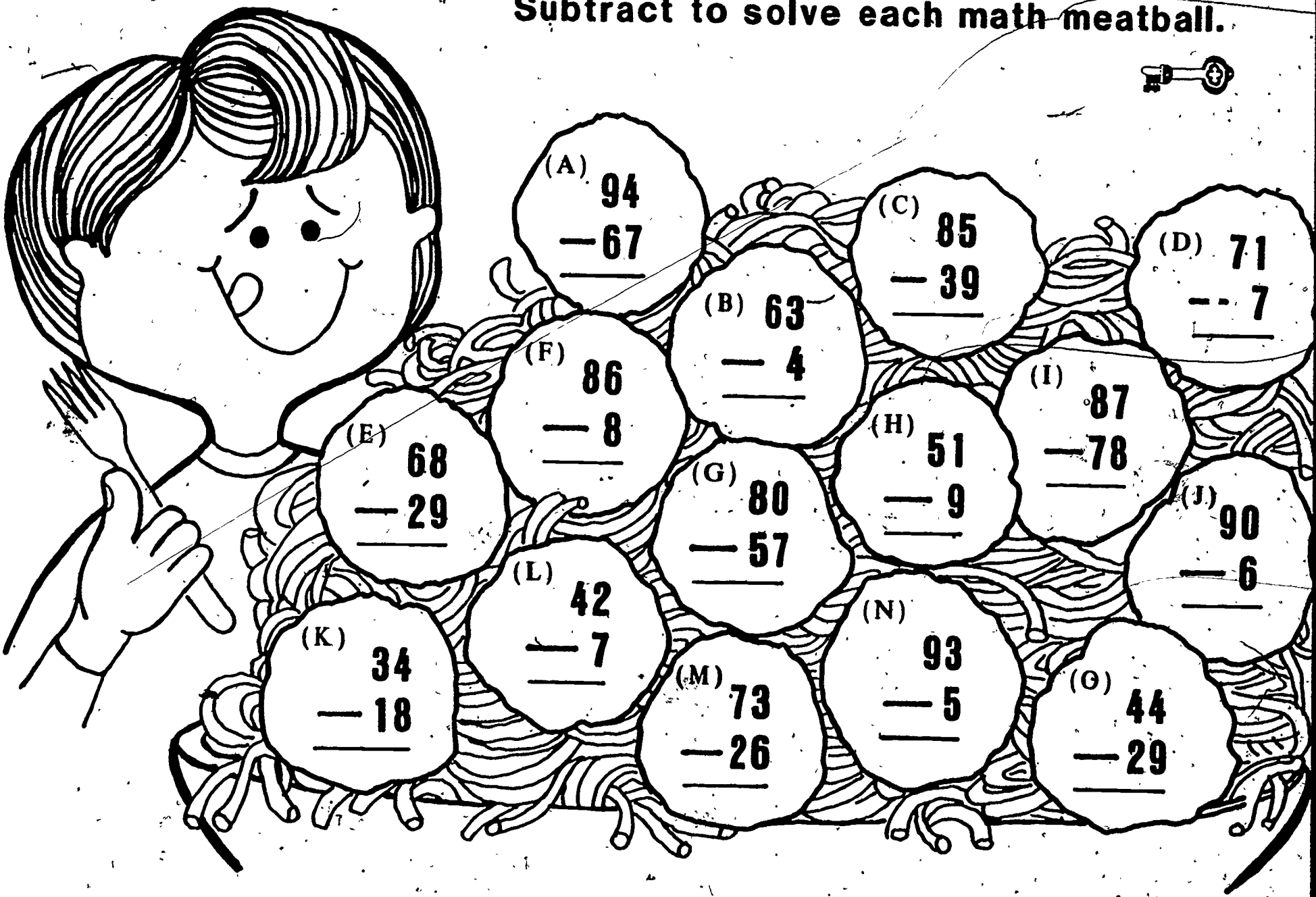
16 25 47 65

38

15 22



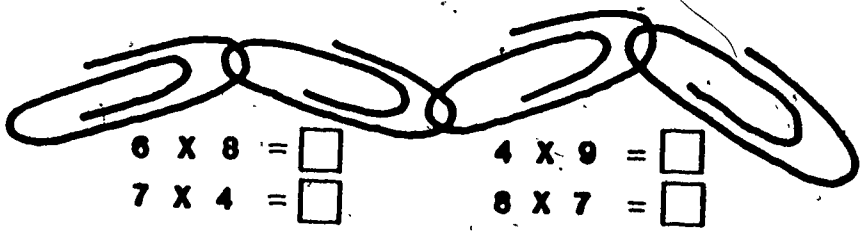
Subtract to solve each math meatball.



Multiplication - Products Through 81

two one-digit numbers

For this activity, you will need a box of paper clips. Let your child use the paper clips to solve the following problem: 5 X 4 = ☐. Explain to your child that 5 X 4 means five groups with four items in each group. Let her hook four paper clips together. She repeats this until there are five groups. Ask her to hook the five groups together and to count the total number of paper clips. This activity can be continued with the following multiplication facts:



6 X 8 = ☐ 4 X 9 = ☐

7 X 4 = ☐ 8 X 7 = ☐

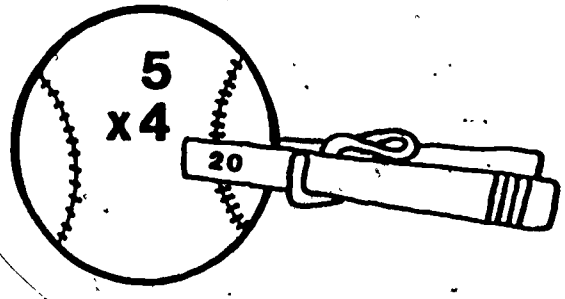
Let your child make multiplication flash cards by using the multiplication facts. The multiplication fact without the answer is written on the front of the card. The answer is written on the back. Have your child respond orally or record his answer on a sheet of paper.

For this game, you will need 18 clothespins (clip-on type). Write the following numbers on the clothespins (one number per clothespin):

32, 54, 27, 45, 63, 56, 42, 24, 64,

35, 49, 72, 48, 42, 36, 28, 40, 81

Cut out the baseballs on the next page. Let your child work the problems in the baseball. Then ask her to clip the clothespin with the same answer onto the baseball. Check her answers by using the multiplication facts in the back of the book.

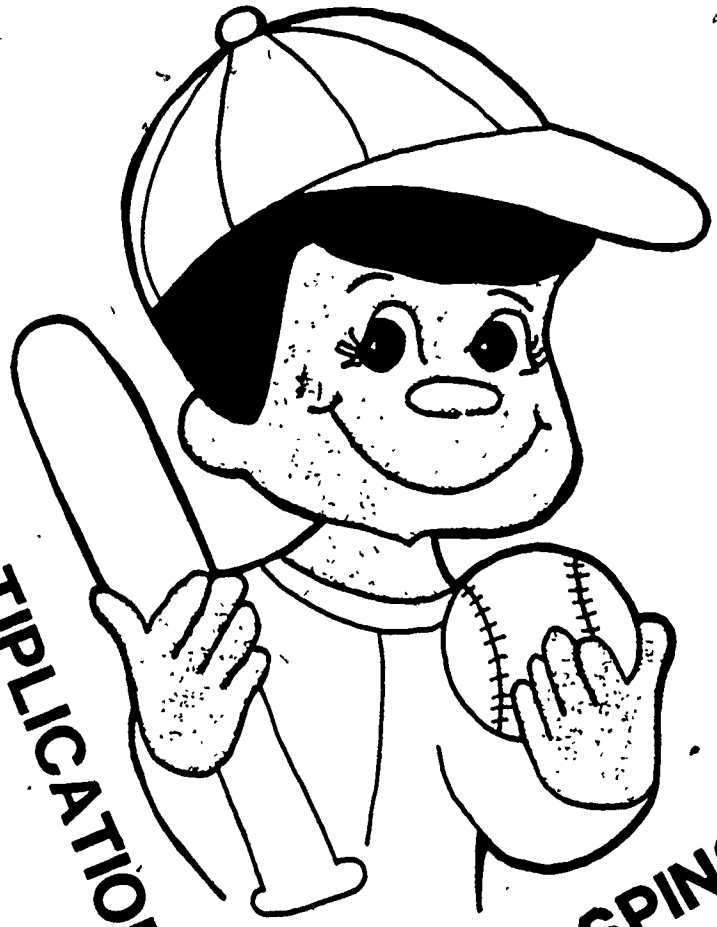


DIRECTIONS: Multiply.

9
X7

A. 63
B. 16
C. 45
D. 36

MULTIPLICATION CLOTHESPINS



9 x 9 =

8 x 4 = □

5 x 8 =

7 x 4 =

6 x 9 = □

4 x 9 = □

9 x 3 =

6 x 7 =

9 x 7 = □

6 x 8 = □

5 x 9 =

8 x 8 = □

7 x 8 = □

9 x 8 =

6 x 7 =

7 x 5 =

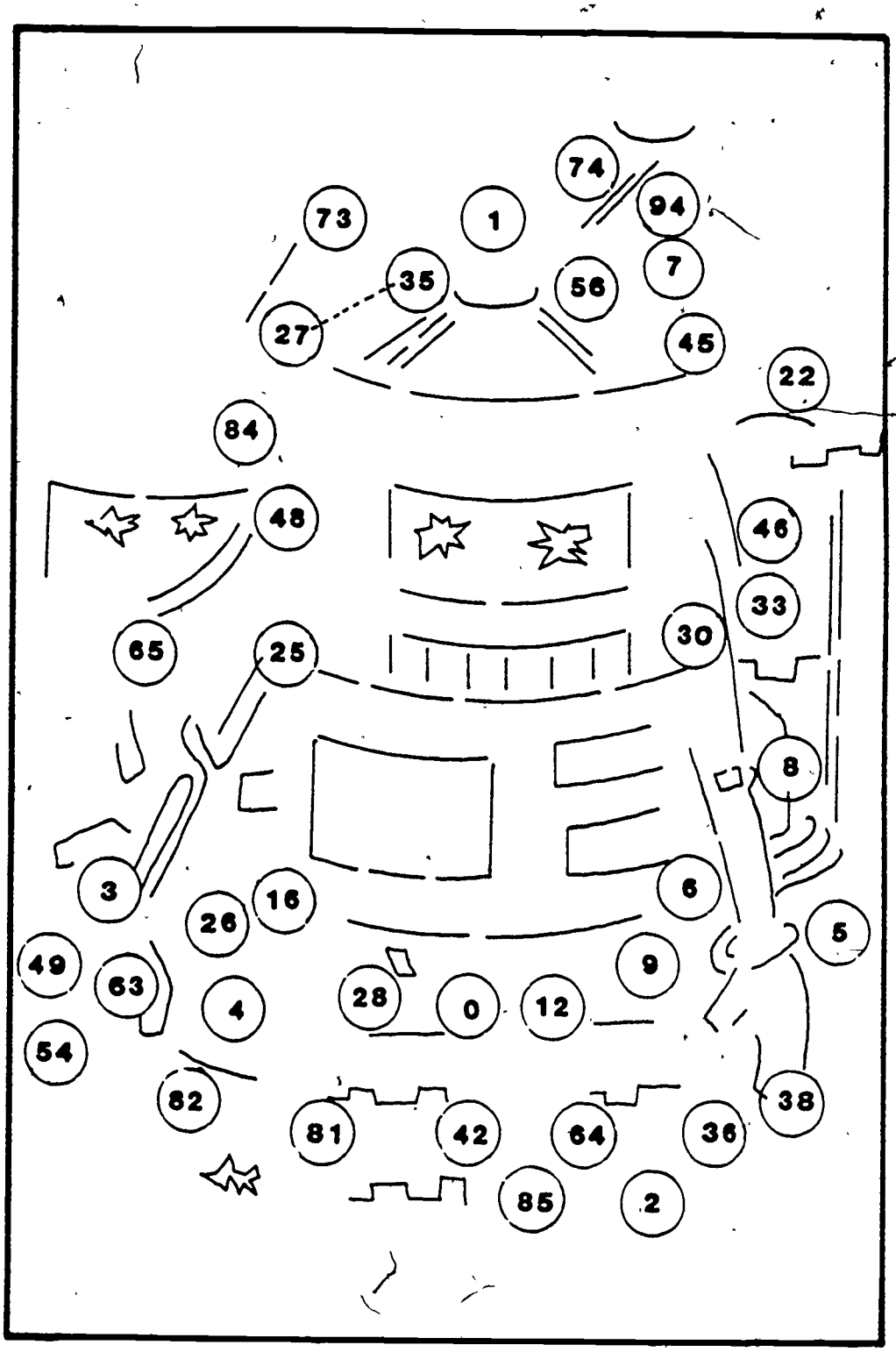
3 x 8 = □

7 x 7 =

A picture of an important crew member is on the data screen.
To see who it is, multiply.
Then find each answer in a circle on the right.
Connect the circles in the same order as the answers.

5 x 7 = 35
9 x 3 = 27
8 x 6 = ____
1 x 3 = ____
7 x 7 = ____
6 x 9 = ____
9 x 7 = ____
5 x 5 = ____
2 x 8 = ____
7 x 4 = ____
9 x 9 = ____
6 x 7 = ____
8 x 0 = ____
3 x 4 = ____
8 x 8 = ____
4 x 9 = ____
3 x 3 = ____
6 x 1 = ____
6 x 5 = ____
5 x 9 = ____
7 x 8 = ____

CONNECT THE CIRCLES IN THIS ORDER.

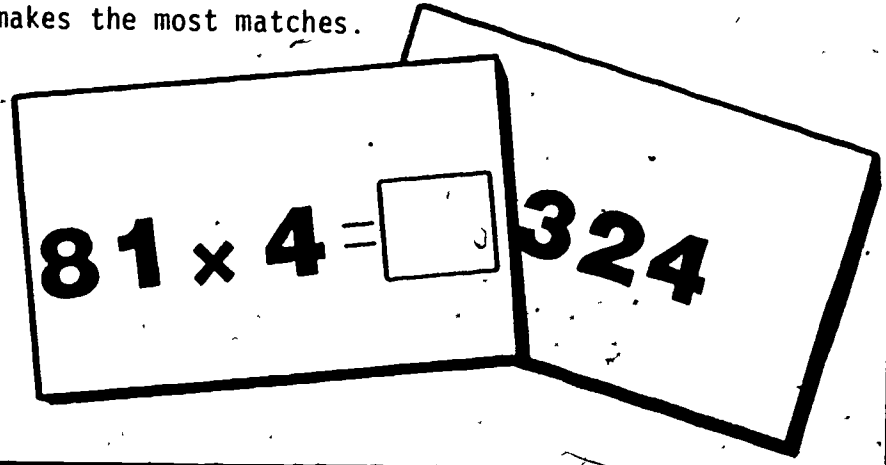


IT IS _____

Multiplication - No Regrouping

two- or three-digit number by a one-digit number

Play a game of concentration with your child. Cut out the cards on the next page. Turn the cards face down. The first player turns over a card and then tries to turn over another card that will match it. (Example: Player turns over card with 73 X 2; match would be card with 146.) If a match is made, the player may keep the two cards. If no match is made, the cards are turned back over and the next player takes his turn. The winner is the one who makes the most matches.



DIRECTIONS: Multiply.

50 X 6 = □

A. 59
B. 300
C. 318
D. 813

Let your child solve the problems below. Then have her "decode" her answer by using the number-letter code.

Note that on some problems she will be required to add a small number to the product before decoding.

C	H	A	P	T	E	R		U	N	O
1	2	3	4	5	6	7		8	9	0

EXAMPLE: 71 x 8

3	5	4
+	↑	1
3	6	4

(DECODE) → A I E

41 x 5 = □

301 x 4 = □

212 x 3 = □ (1)

311 x 3 = □ (1)

121 x 4 = □

52 x 2 = □

18 □

$\begin{array}{r} 52 \\ \times\ 3 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ \times\ 2 \\ \hline \end{array}$	$\begin{array}{r} 411 \\ \times\ 5 \\ \hline \end{array}$	$\begin{array}{r} 301 \\ \times\ 9 \\ \hline \end{array}$
$74 \times 2 = \square$	$21 \times 8 = \square$	$602 \times 4 = \square$	$733 \times 3 = \square$
156	86	2055	2709
148	168	2408	2199

MATH BINGO

Multiply.
Then cross out each answer on the Bingo card below.
Every time you cross out five numbers in a row,
you have Bingo. How many times can you get Bingo ?

(A.) 212 x 2

(B.) 44 x 2

(C.) 302 x 3

(D.) 91 x 6

(E.) 232 x 3

(F.) 27 x 1

(G.) 40 x 8

(H.) 11 x 7

(I.) 11 x 5

(J.) 62 x 2

(K.) 101 x 7

(L.) 121 x 4

(M.) 81 x 9

(N.) 333 x 3

(O.) 711 x 6

B	I	N	G	O
933	494	1204	146	707
77	424	1080	606	320
999	729	1079	906	27
267	4266	88	208	963
124	55	546	696	484

Multiplication - No Digit Greater Than Six

two-digit number by a one-digit number

Your child will need graph paper at the back of the book and a ruler for this exercise.

To help your child better understand the multiplication process, let him follow the steps below to solve this problem: 14 X 6 = ☐.

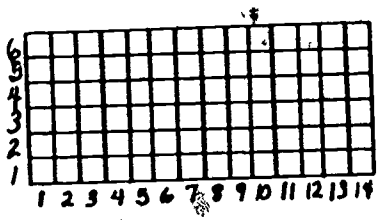
A. On the graph paper, count 14 blocks across at the top. Then at the same starting point, count 6 blocks down the left-hand side.

B. Enclose the block (or rectangle) as shown.

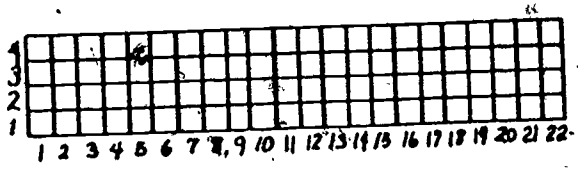
C. Count the blocks enclosed to find the answer (product).

D. Using other parts of the graph paper, have your child solve similar problems. Be sure that no digit (number) in the problem is greater than six. Let one of the numbers be a two-digit number; the other a one-digit number.

Example: 22 X 4 = ☐



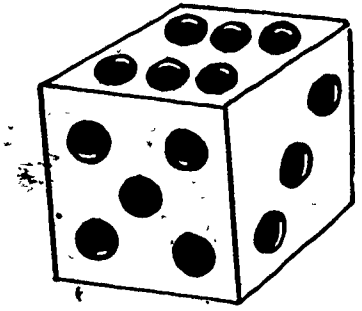
14
x 6
84

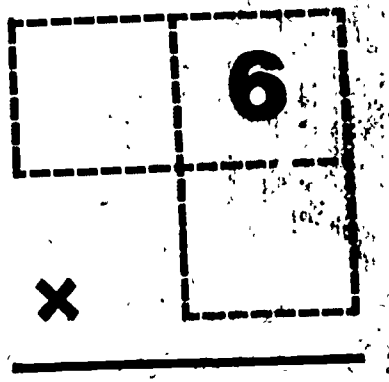


22
x 4
88

For this activity, your child will need 1 die, a pencil, and paper. Make boxes like the ones below on the paper.

Ask your child to roll the die and record her number in the top right box. She then rolls again and records the number in the top left box. For the third roll, she records the number in the bottom right box. Let her solve the problem and record the answer. Repeat this activity four times.

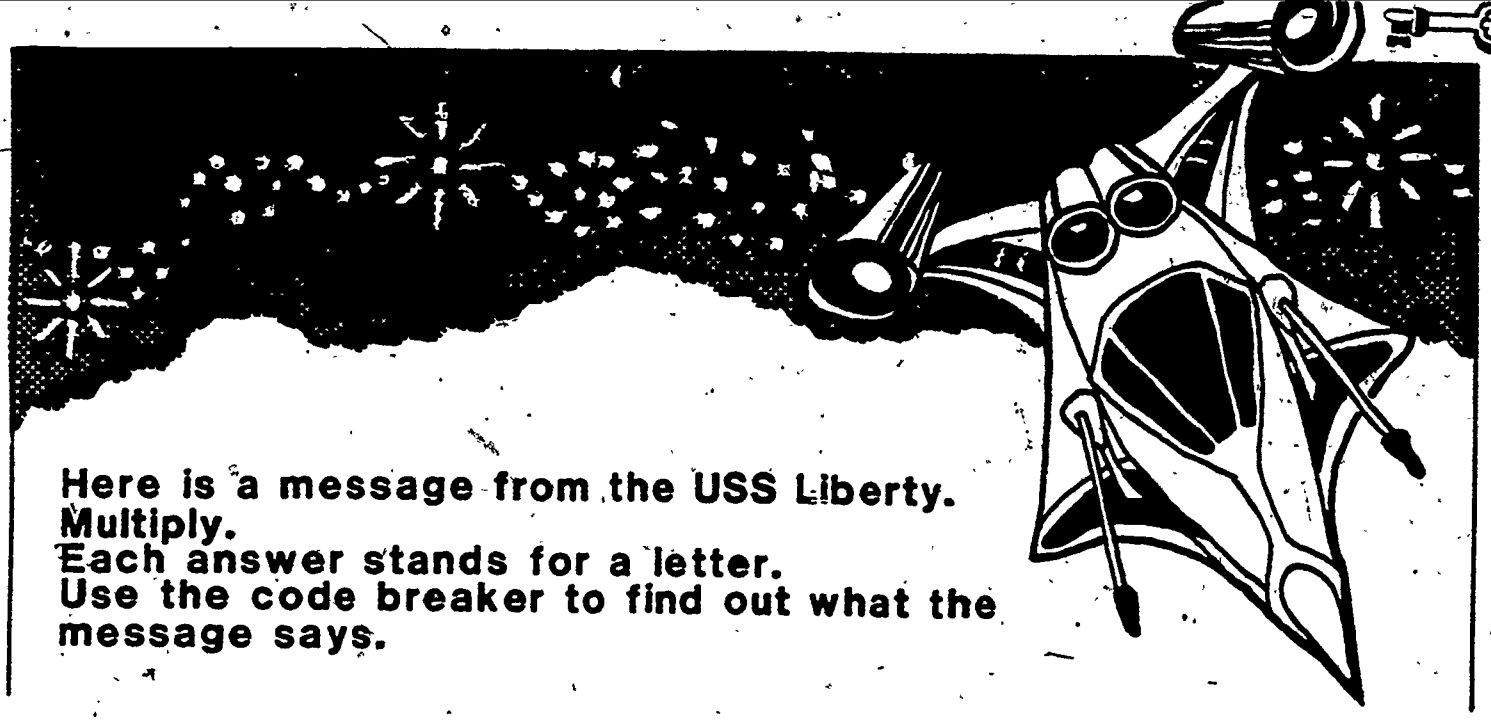




DIRECTIONS: Multiply.

46
X6

A. 52
B. 276
C. 2436
D. 436



Here is a message from the USS Liberty.
Multiply.
Each answer stands for a letter.
Use the code breaker to find out what the message says.

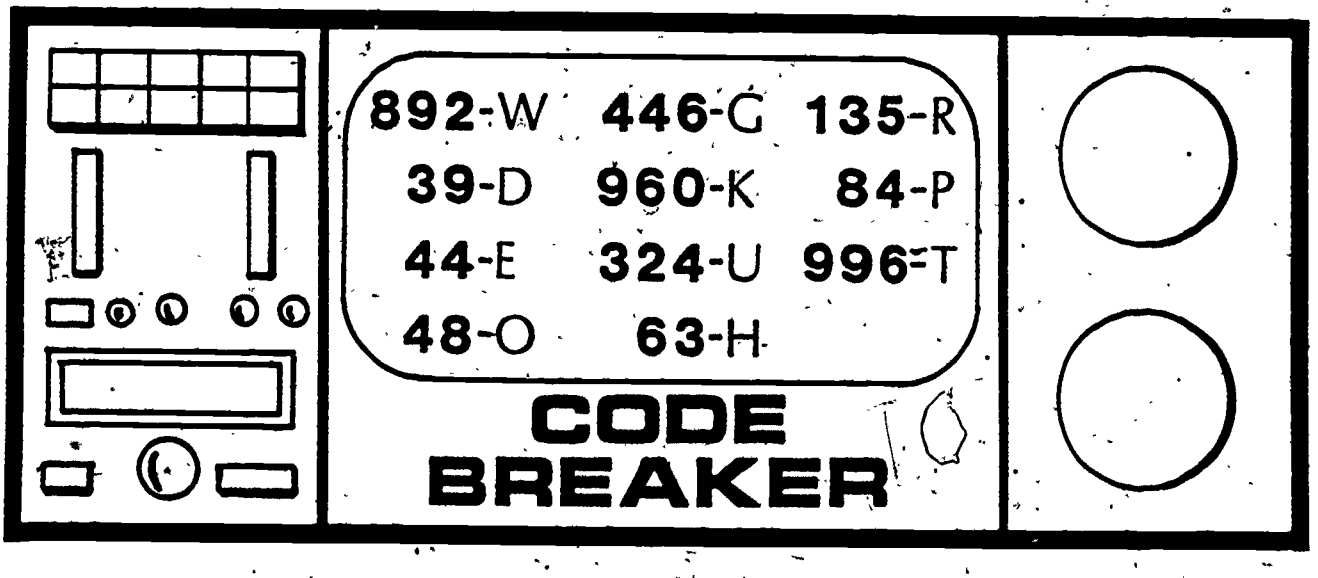
320	44	11	42
x 3	x 1	x 4	x 2

162	21
x 2	x 4

332	21	22
x 3	x 3	x 2

446	12	24	13
x 1	x 4	x 2	x 3

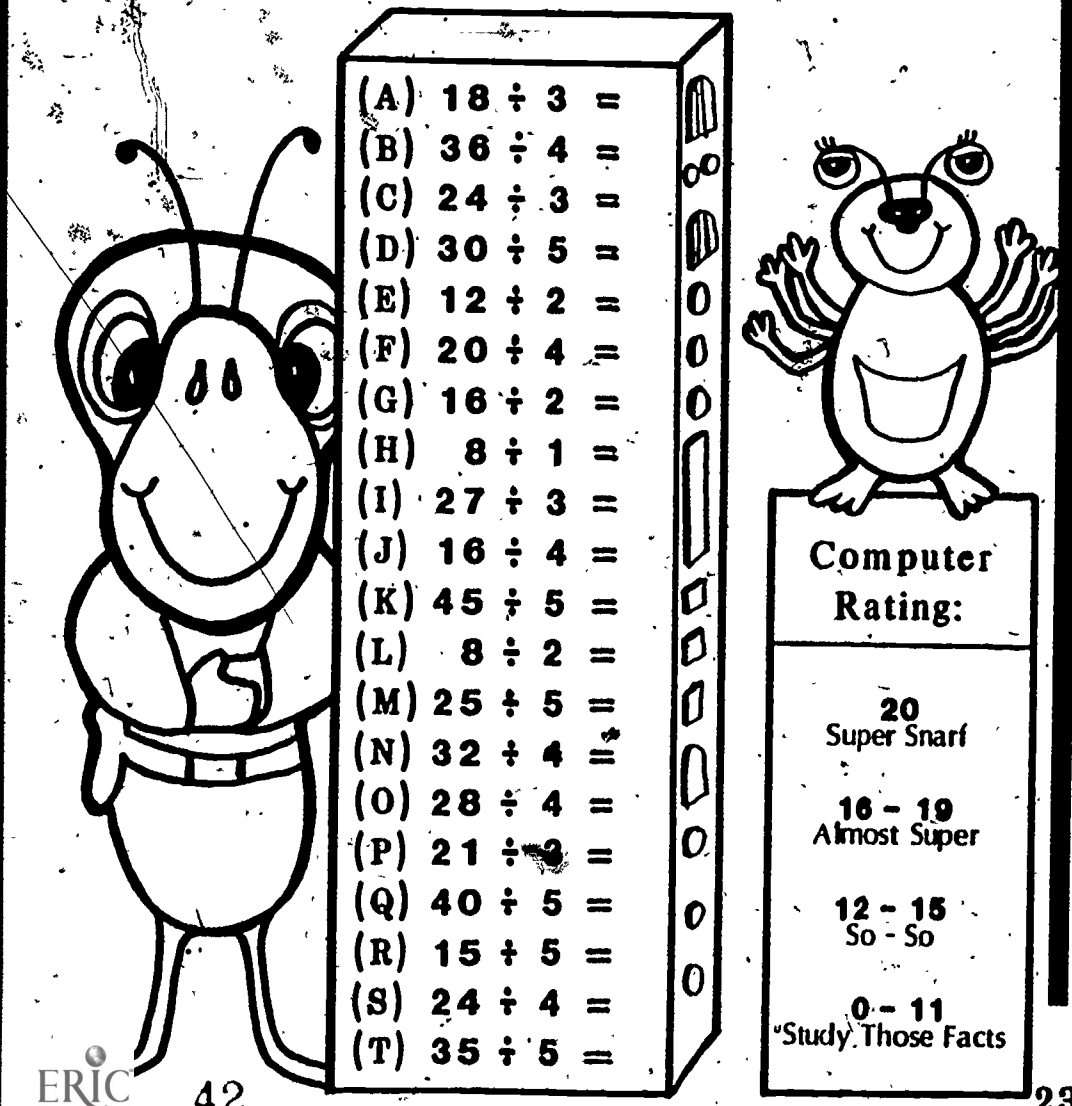
223	16	135	960
x 4	x 3	x 1	x 1



Division

divisors of six or less

Tell your child that friendly creatures from Planet Snarf have landed. They are leaving their computer on Planet Earth to see if there is intelligent life. Let him answer each problem and then find his rating below.



(A) 18 ÷ 3 =
(B) 36 ÷ 4 =
(C) 24 ÷ 3 =
(D) 30 ÷ 5 =
(E) 12 ÷ 2 =
(F) 20 ÷ 4 =
(G) 16 ÷ 2 =
(H) 8 ÷ 1 =
(I) 27 ÷ 3 =
(J) 16 ÷ 4 =
(K) 45 ÷ 5 =
(L) 8 ÷ 2 =
(M) 25 ÷ 5 =
(N) 32 ÷ 4 =
(O) 28 ÷ 4 =
(P) 21 ÷ 3 =
(Q) 40 ÷ 5 =
(R) 15 ÷ 5 =
(S) 24 ÷ 4 =
(T) 35 ÷ 5 =

Computer Rating:

20
Super Snarf

16 - 19
Almost Super

12 - 15
So - So

0 - 11
Study Those Facts

How fast can your child complete these problems? Write the time down when she starts. Then write the time when she finishes.

Starting time: _____ Finished: _____ How long: _____

a. $5\overline{)510}$	b. $6\overline{)612}$	c. $4\overline{)448}$	d. $2\overline{)246}$
e. $3\overline{)693}$	f. $4\overline{)408}$	g. $2\overline{)824}$	h. $5\overline{)105}$
i. $6\overline{)126}$	j. $3\overline{)936}$	k. $6\overline{)180}$	l. $5\overline{)455}$
m. $2\overline{)120}$	n. $3\overline{)126}$	o. $4\overline{)412}$	p. $2\overline{)146}$
q. $5\overline{)255}$	r. $2\overline{)428}$	s. $6\overline{)186}$	t. $4\overline{)284}$

DIRECTIONS: Divide.

$4\overline{)168}$

A. 402
B. 42
C. 404
D. 44

SUPER DELUXE FOOD STORE

CAT FOOD.....2/48¢	MUFFIN MIX..2/62¢
TOMATO SAUCE..4/88¢	MARGARINE...2/80¢
LEMONADE.....3/99¢	SPAGHETTI...3/96¢
TINY PIES.....5/50¢	FROZEN PEAS..4/84¢
SARDINES.....3/69¢	CANNED CARROTS.....2/42¢
HOT DOG ROLLS..8/80¢	ORANGES.....6/66¢

24

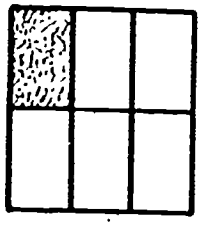
The grocery items in this newspaper ad are priced by groups of 2 or more. Divide to find the price of one item. The first one is done for you.

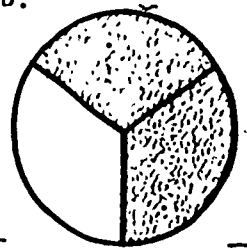
(1) cat food $2\overline{)48¢}$ = 24¢	(2) margarine	(3) tiny pie	(4) sardines
(5) tomato sauce	(6) lemonade	(7) canned carrots	(8) muffin mix
(9) frozen peas	(10) orange	(11) spaghetti	(12) hot dog roll

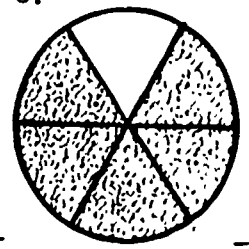
Fractions

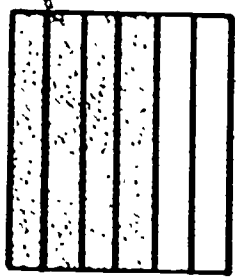
one-fifth and one-sixth

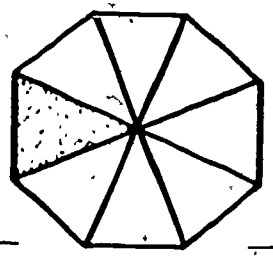
Ask your child to write a fraction to tell how many parts of one whole are shaded.

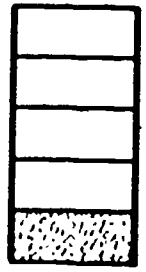
A.  _____

B.  _____

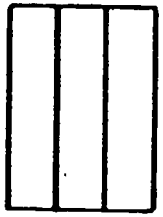
C.  _____

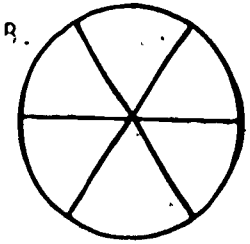
D.  _____

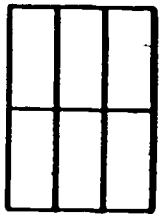
E.  _____

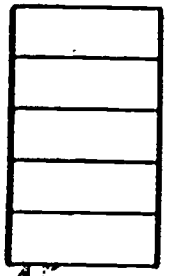
F.  _____

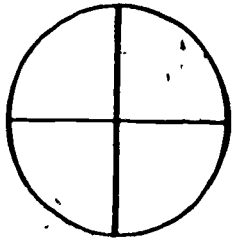
Let your child color the parts to show the fractions.

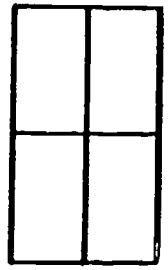
A.  $\frac{1}{3}$

B.  $\frac{1}{6}$

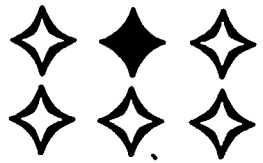
C.  $\frac{4}{6}$

D.  $\frac{1}{5}$

E.  $\frac{3}{4}$

F.  $\frac{1}{4}$

Can your child choose the fraction that tells what part is shaded?

1. 

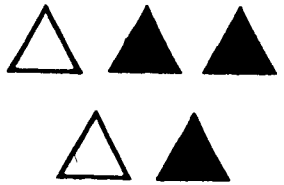
A. $\frac{1}{3}$ C. $\frac{1}{5}$

B. $\frac{1}{4}$ D. $\frac{1}{6}$

2. 

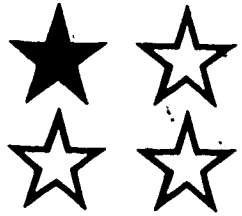
A. $\frac{1}{3}$ C. $\frac{1}{5}$

B. $\frac{1}{4}$ D. $\frac{1}{6}$

3. 

A. $\frac{3}{5}$ C. $\frac{1}{5}$

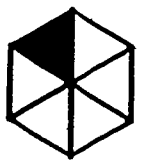
B. $\frac{2}{5}$ D. $\frac{4}{5}$

4. 

A. $\frac{1}{4}$ C. $\frac{2}{4}$

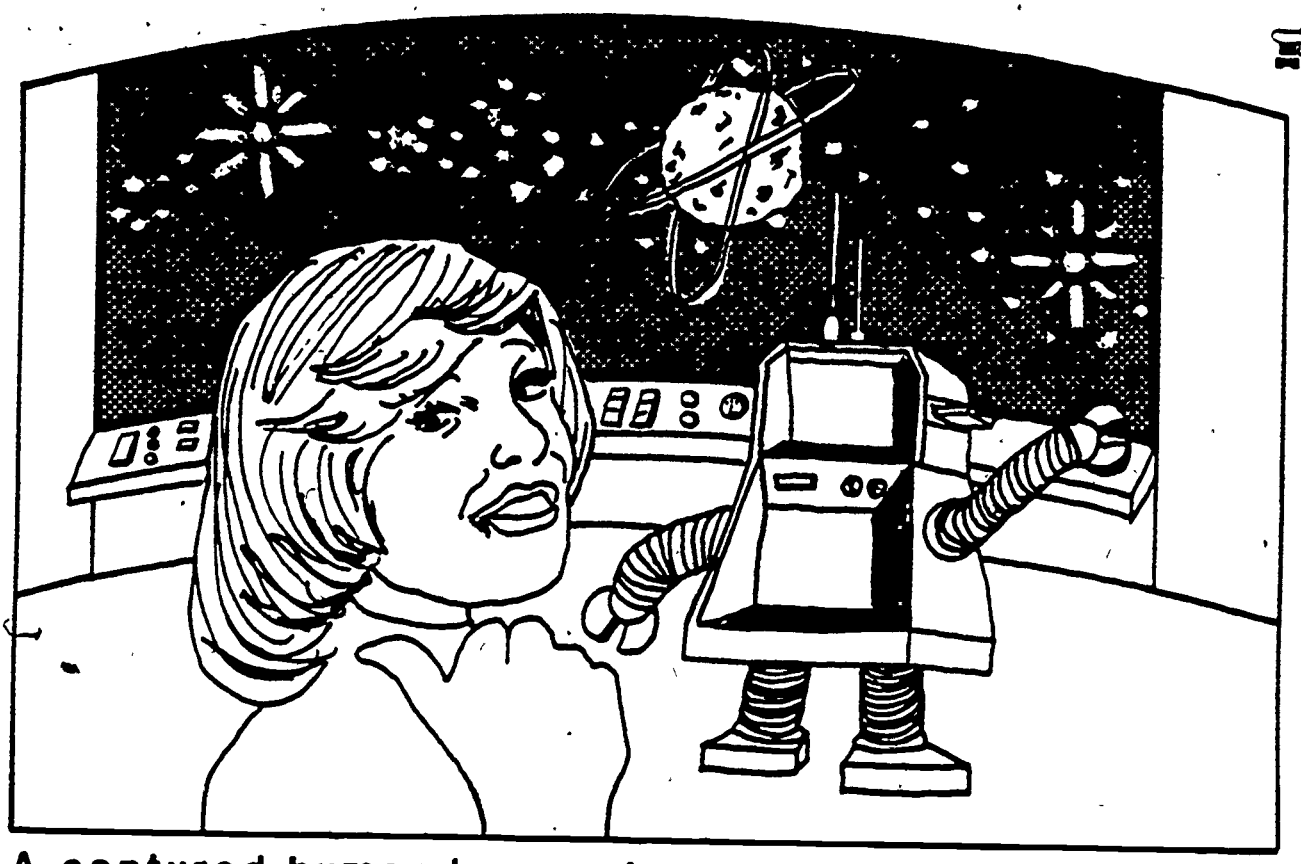
B. $\frac{1}{5}$ D. $\frac{3}{4}$

DIRECTIONS: Which fraction tells what part of the figure is shaded?

2. 

A. $\frac{1}{5}$ C. $\frac{4}{5}$

B. $\frac{1}{6}$ D. $\frac{1}{3}$



A captured human has a chance to escape.
She can use an enemy spaceship.
But the spaceship has some strange controls.

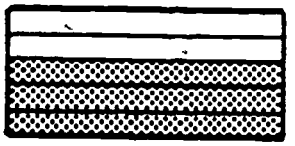
A. Do not press starter if oil level is less than $\frac{2}{5}$.

Should she press the starter ? _____

WARNING

starter

oil



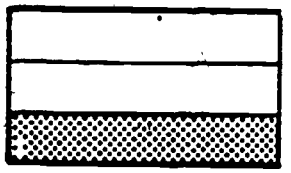
B. Do not press blast-off button until water level is $\frac{1}{3}$ full.

Should she press the blast-off button? _____

NOTE

blast off

water



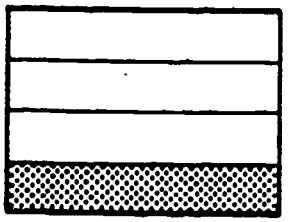
C. Do not use rockets if fuel level is less than $\frac{2}{4}$.

Should she use the rockets? _____

DANGER

rockets

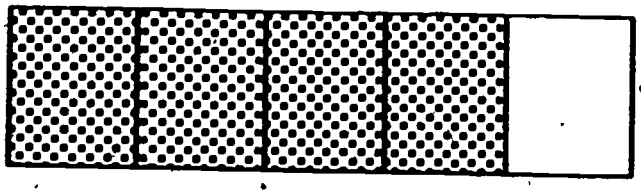
fuel



Fractions

numerator and denominator

A fraction has two parts.



$\frac{4}{5}$ ← Numerator
← Denominator

The numerator is the number on top. It tells how many parts are shaded.

The denominator is the number on the bottom. It tells how many parts in all.

Ask your child to complete the chart.

Picture	Numerator	Denominator	Fraction
(a)			
(b)			
(c)			
(d)			
(e)			
(f)			
(g)	2	5	
(h)			$\frac{5}{6}$
(i)	2	4	
(j)			$\frac{1}{5}$
(k)	2	3	
(l)			$\frac{2}{6}$

Ask your child to follow the directions.

d. Write a fraction using 4 as a denominator.

b. Write a fraction using 6 as a denominator.

c. Write a fraction using 3 as a numerator.

d. Write a fraction using 1 as a numerator.

e. Write a fraction using 2 as a denominator.

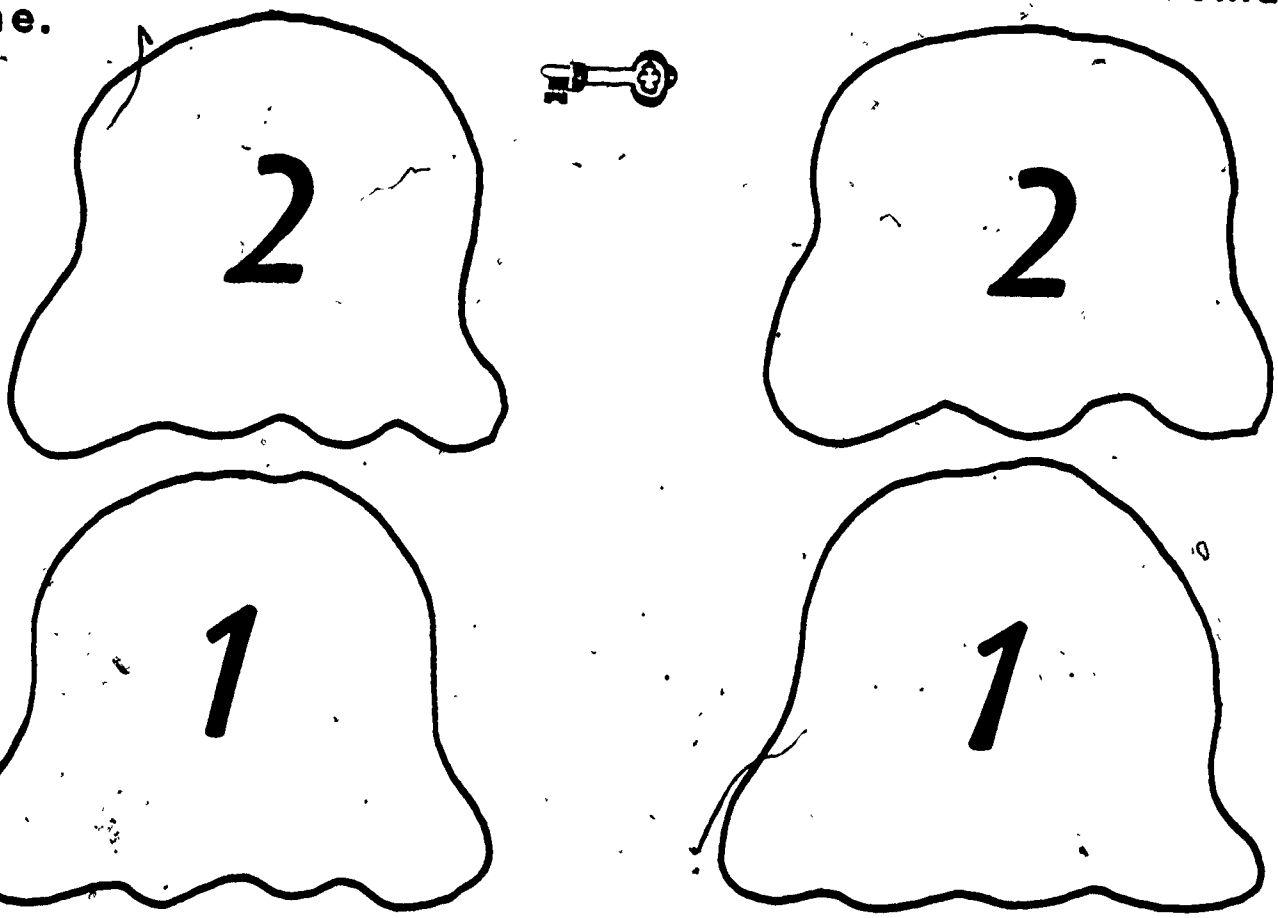
f. Write a fraction using 5 as a numerator.

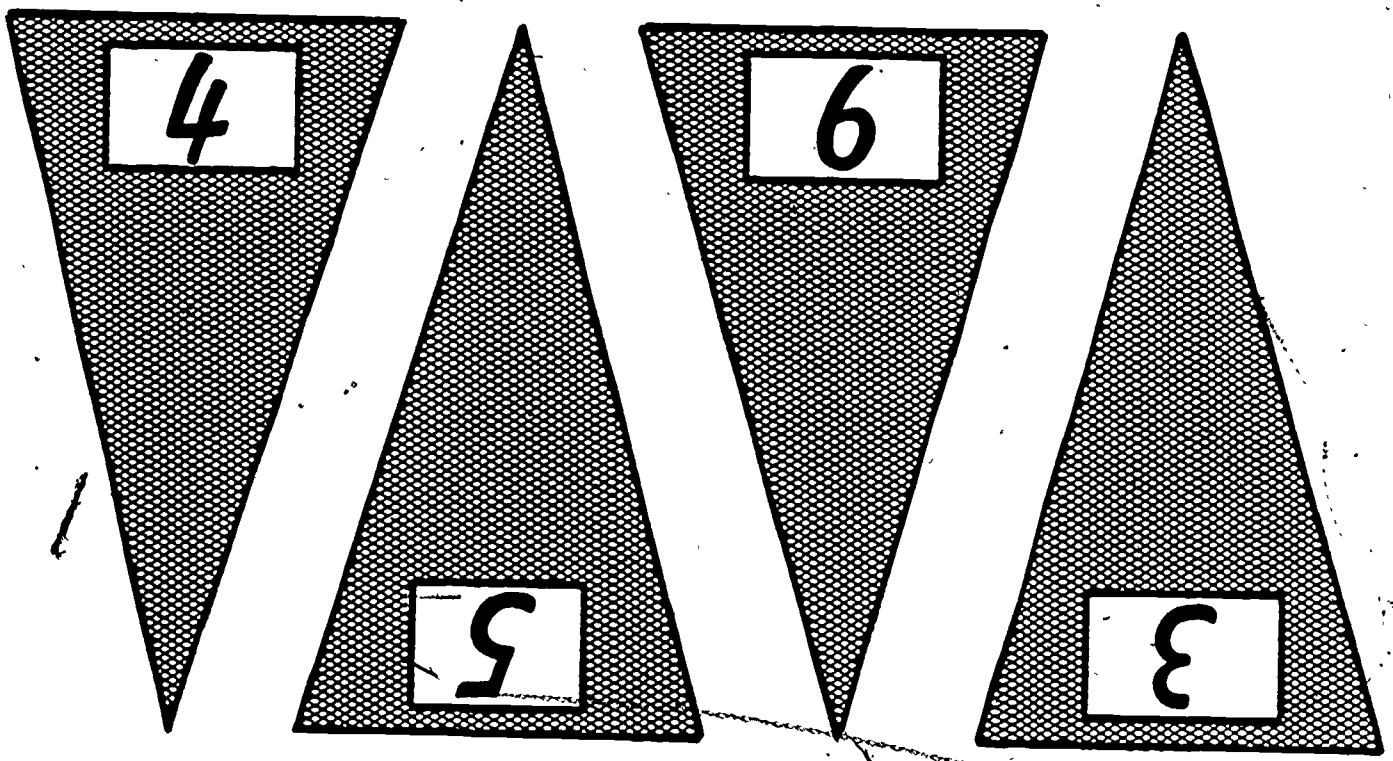
DIRECTIONS: In which fractions are 4 and 5 both numerators?

A. $\frac{1}{4}, \frac{5}{6}$ C. $\frac{1}{4}, \frac{1}{5}$

B. $\frac{4}{5}, \frac{2}{5}$ D. $\frac{4}{5}, \frac{5}{8}$

DIRECTIONS: Cut out ice cream and cones. The cones will b used to make fractions. Have your child make one ice crea cone fraction with 2 as a numerator and 4 as the denom - inator. Make a second fraction using 1 as a numerator and 5 as a denominator . Make a third using 1 as a numerator and 6 as a denominator. Write a fraction for the one remaining cone.





Symbols

Let your child select the correct symbol for each equation (number sentence). use =, +, −, ×, ÷, ≠

a. 15 ☐ 3 = 12

b. 8 ☐ 8 = 16

c. 28 ☐ 7 = 4

d. 10 ☐ 6 = 60

e. 17 ☐ 9 = 8

f. 64 ☐ 64 = 0

g. 10 ☐ 5 = ?

h. 21 ☐ 2 = 42

i. 16 ☐ 7 = 23

j. 73 ☐ 64 = 9

k. 160 - 100 ☐ 100

l. 40 ☐ 4 = 10

m. 6 ☐ 45 = 270

n. 246 ÷ 6 ☐ 41

o. 657 ☐ 154 = 811

p. 34 ☐ 16 ☐ 18

q. 20 X 8 ☐ 190

r. 79 + 85 ☐ 164

DIRECTIONS: Choose the symbol that makes the number sentence true.

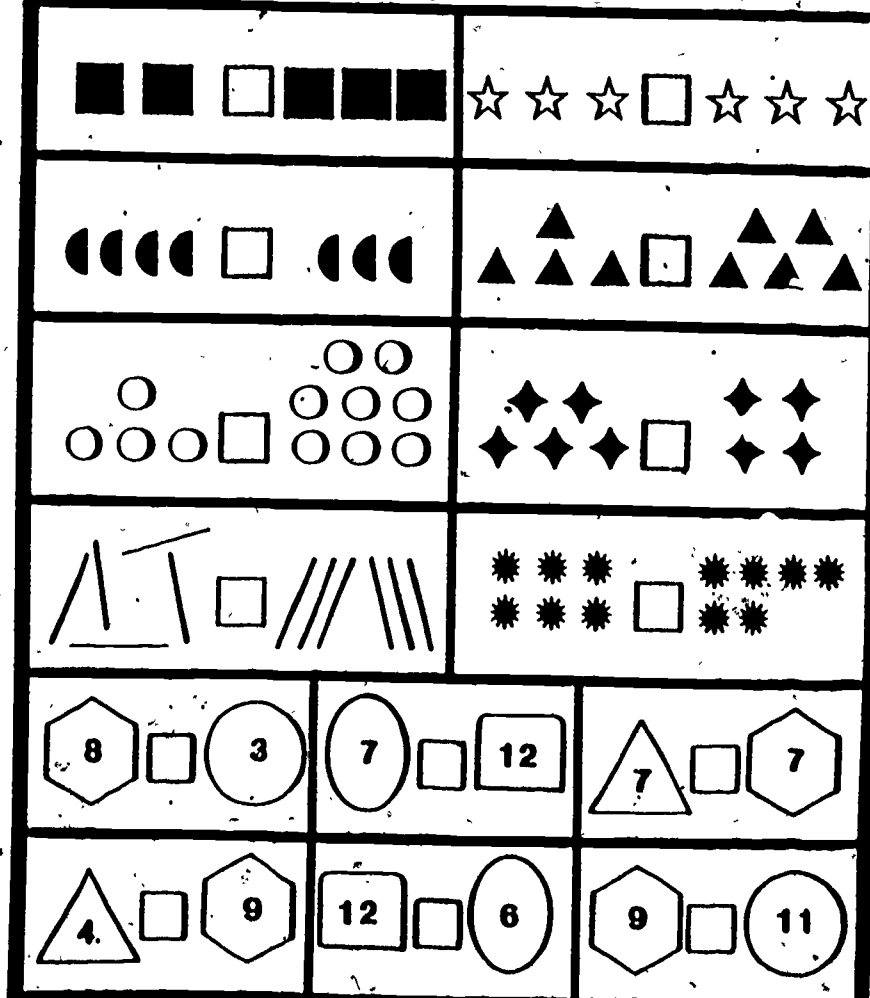
3 + 5 ☐ 9

A. =
B. >
C. ≠
D. ÷

Have your child fill in the empty box with the symbol that would make the math picture sentence correct.

> Greater than < Less than = Equal to

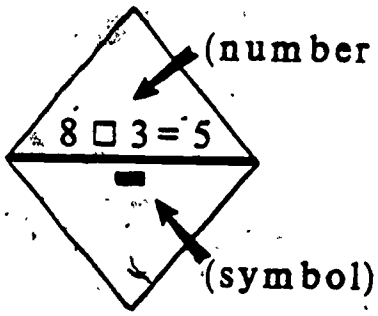
Example:



PYRAMID PUZZLE

DIRECTIONS: Let your child cut out the parts of the puzzle. After he mixes up the puzzle pieces, ask your child to arrange the pieces so that the correct symbol is next to the appropriate number sentence.

EXAMPLE:



5 □ 5 = 25

56 □ 8 = 7

45 □ 40

8 □ 3 = 5

9 □ 8 = 17

72 □ 74

15 □ 10 + 5

135 □ 35

5 + 6 □ 10

49 □ 7 = 7

5 □ 1 = 5

27 □ 3 = 9

2 □ 60 = 62

13 □ 6 - 6

54 □ 6 × 5

15 □ 7 = 8

5 □ 8 □ 40

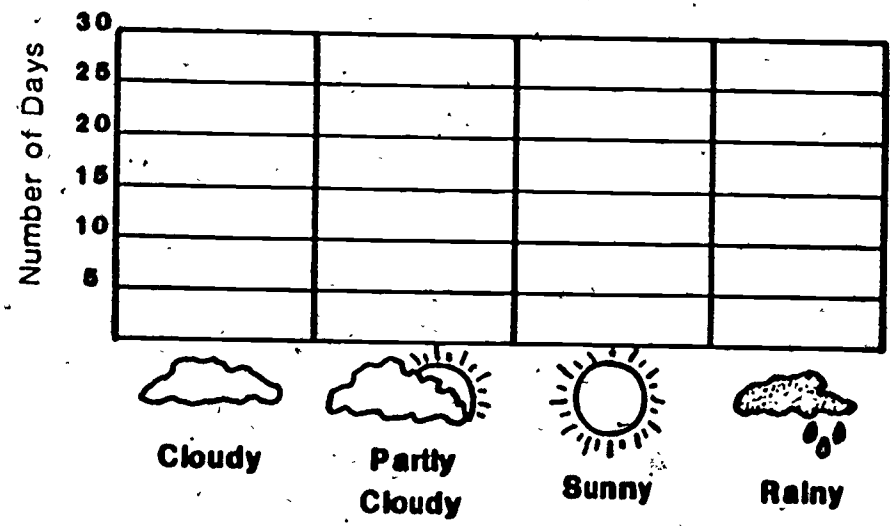
5 + 6 + 7 □ 10 + 8

Interpretation of Data

picture, map, chart, or table

To help your child interpret data presented in pictorial form, you will need a calendar, a poster board, a pencil, and crayons or markers.

Ask your child to draw a picture of the weather in the calendar block for each day over the period of a week or month. If the weather is sunny, your child would draw a picture of the sun in the block. If it's cloudy, she would draw clouds in the block for that day. At the end of the week or month, help your child transfer the pictorial data onto a graph on the poster board. (See sample graph.)



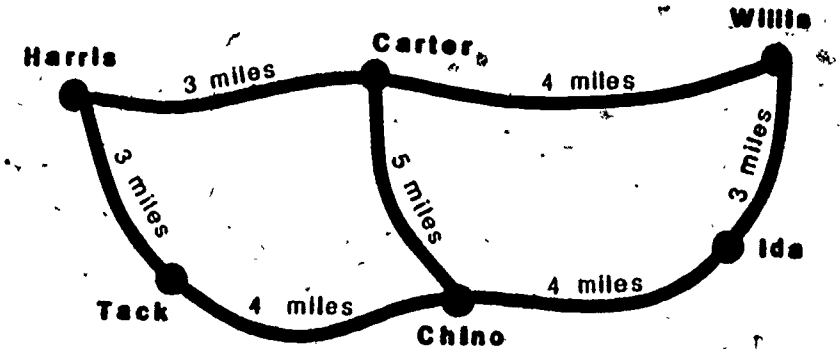
Ask your child such questions as:

- How many days were sunny? rainy? cloudy? foggy?
- There were more _____ days than _____ days. (There can be more than one answer.)

Help your child locate the weather report in the daily newspaper. Use the chart below to help him record the daily high and low temperatures and the record high and low temperatures for the day.

	High	Low
Daily		
Record		

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



How many miles is it from Harris to Willis?

A. 4 miles
B. 7 miles
C. 10 miles
D. 8 miles

Interpretation of Data

picture, map, chart, or table

Using the sample T.V. guide selection page, let your child answer the following questions:

1. How many different programs will be on at 8:30 p.m.?
2. What program will be on Channel 4 at 6:30 p.m.?
3. What programs will be on Channel 6 between 7:00 p.m. and 9:30 p.m.?

	Prime Time			Prime Time			
6:30	7:00	7:30		8:00	8:30	9:00	9:30
PM Magazine	Baseball		(2)	Baseball (Cont.)			
Wheel of Fortune	Baseball		(3)	Baseball (Cont.)			
PM Magazine	Scarecrow and Mrs. King		(4)	1 Day at a Time	Newhart	Cagney & Lacey	
M*A*S*H	TV's Bloopers & Practical Jokes		(5)	Movie: Angel Dusted			
Entertainment Tonight	TV's Bloopers & Practical Jokes		(6)	Movie: Angel Dusted			
M*A*S*H	TV's Bloopers & Practical Jokes		(7)	Movie: Angel Dusted			
Family Feud	Baseball		(8)	Baseball (Cont.)			
Family Feud	Scarecrow and Mrs. King		(11)	1 Day at a Time	Newhart	Cagney & Lacey	
People's Court	Scarecrow and Mrs. King		(12)	1 Day at a Time	Newhart	Cagney & Lacey	
PM Magazine	Scarecrow and Mrs. King		(13)	1 Day at a Time	Newhart	Cagney & Lacey	
Louisiana	British Bash		(12)	Frontline		Stepping History	
Entertainment Tonight	Fame		(13)	Movie: Hold			
Jeffersons	Barnaby Jones		(25)	Movie: The Death of Richie			
WKRP in Cinn.	Bright Lights and Country Nights		(28)	Movie: The Black Windmill			
Good Times	Movie: The Streets of San Francisco		(31)	Movie (Cont.)	News	WKN News (8:35)	
Family Feud	TV's Bloopers & Practical Jokes		(32)	Movie: Angel Dusted			
	Movie: Eyewitness		(41)	Movie (Cont.)	Wallons		
Louisiana	Hunt That Does Not Show		(PBS)	Shakespeare Plays			
				CABLE/PAY-TV PROGRAMS			
	Chico Kid	Chico Kid	(ESPN)	700 Club			Together — Shirley & Pat Boone
Crossfire	News		(ESPN)	News (Cont.)		Freemen Reports	
Inside Baseball	USFL Football Gunslingers at Maulers		(ESPN)	USFL Football (Cont.)			
Reggie Rock	Dolly Parton		(CNN)	Parton (Cont.)	Hot News	Movie: Rocky III	
	Movie: Doctor Detroit		(CNN)	Movie (Cont.)	Movie: A Midsummer Night's Sex Comedy		
Dangermouse	Off the air		(CNN)	Off the air (Cont.)			
	Fossie Tele Theatre		(TBS)	Movie: International Velvet			
All in the Family (8:35)	Movie: The Three Musketeers (7:05)		(TBS)	Movie (Cont.)		News (9:15)	
Dragnet	Movie: The Blue Angel		(USA)	Movie (Cont.)		Cover Story	Soaring Stars
Jeffersons	Solid Gold		(CBS)	Greatest American Hero		News	NBA News
Benny Hill	News	Laugh In	(USA)	Cousteau/Amazon			

AL'S AUTO SHOP

Number of Cars Sold (January thru June)

Jan.	2
Feb.	3
Mar.	3
Apr.	4
May	5
June	5

Each represents 10 cars.

1. Since each represents 10 cars, each must represent _____ cars.

   A. 10 B. 9 C. 5 D. 1

2. How many cars were sold in May?

   A. 40 B. 45 C. 50 D. 25

3. In which month was the greatest number of cars sold?

   A. January B. May
   C. March D. June

4. In which month was the least number of cars sold?

   A. January B. May
   C. March

Money

Some children find it hard to understand that one coin has the same value as many coins (1 penny = 1 cent, 1 nickel = 5 cents, 1 dime = 10 cents, etc.). To develop the idea of value, using either real or play money, place nickels, dimes, and quarters in one margarine tub and pennies in another. Have your child select a coin (such as a nickel) and match it with the same value in pennies. Have him then say aloud, "one nickel makes 5 cents." Repeat this process until he understands the value of each coin. Then have him work with two or more coins and match them with pennies. (2 dimes makes 20 cents). The same process may be used to teach that $1.00 makes 100 cents.

Show your child sets of coins. First, have her line up the coins in each set from left to right starting with coins having the greatest value. Then have her count the amounts of money, and write the amount using the cent sign and the dollar sign and decimal point.

25¢	35¢	40¢	41¢	= 41¢
or	or	or	or	or
$0.25	$0.35	$0.40	$0.41	= $0.41

Using real or play money, give your child exact amounts of money to count out, and have him write the amount using the dollar sign and decimal point.

Have your child look through the newspaper ads for examples of amounts of money using the dollar sign and decimal point. (The grocery ads are great!) Let her cut and paste them on sheets of paper. She then can use play money to show the amount in each example.

DIRECTIONS: Answer the question below.

How much money is shown?

A. $ 24.1
B. $ 2.36
C. $ 6.41
D. $ 2.41

$$$$$$$$$$$$$$$$$$

Make a chart like the one shown below. Using real or play money, place the coins on the chart in the columns. Have your child count and record the total amount. If he is correct, let him place an amount in the proper columns and have him read the answer. Continue play, alternating each time that she provides the correct answer. (Play money can be found at the back of the book.)

Dollars	Quarters	Dimes	Nickels	Pennies
				

Make a chart like the one shown below. Using play money, show your child an amount of money using dollars and cents. Ask her to count the number of dollars and write that amount in the dollars column, then count the coins and write that amount in the cents column. She then writes the amount in the block using the dollar sign and decimal point. Ask her to read the amount to you.

Dollars	Cents
3	23

Amount
$ 3.23

Use a dollar sign and a decimal point to write each number.

A. 6 dollars = $6.00

B. 6 dollars and 13 cents = _____

C. 2 dollars and 14 cents = _____

D. 4 dollars and 50 cents = _____

E. 3 dollars and 42 cents = _____

F. 8 dollars and 89 cents = _____

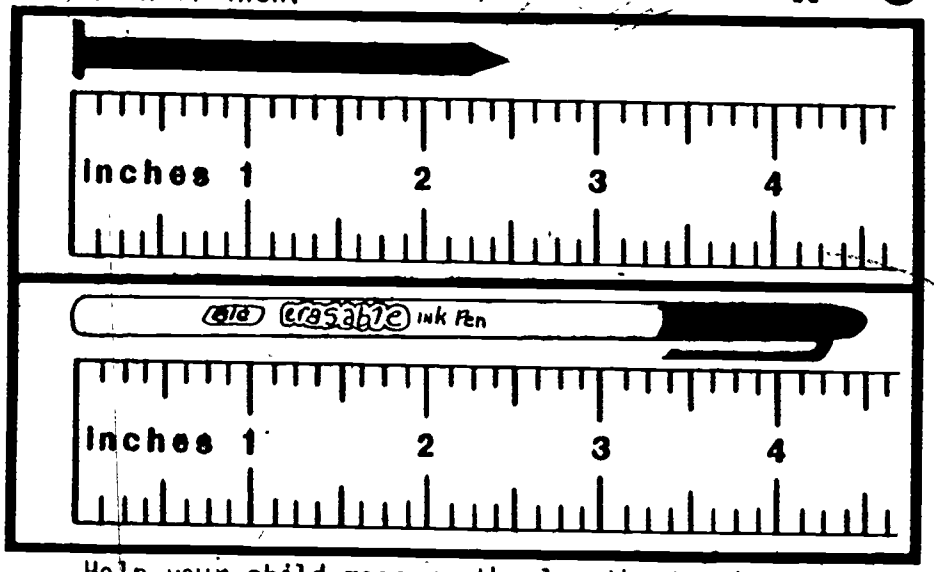
G. 1 dollar and 10 cents = _____

H. 9 dollars and 75 cents = _____

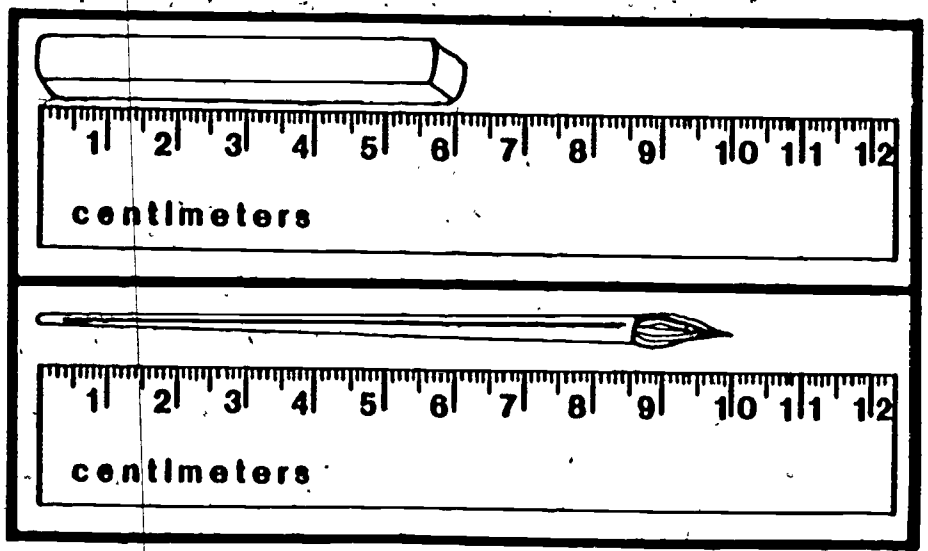
Measurement

nearest half inch, foot, yard, and centimeter

Help your child measure the lengths to the nearest half inch.



Help your child measure the lengths to the nearest centimeter.



Help your child write the length of the straw in three ways.

a. to the nearest centimeter

_____ centimeters (cm.)

b. to the nearest inch

_____ inches (in.)

c. to the nearest half inch

_____ inches (in.)

DIRECTIONS: What is the length of the object to the nearest centimeter?

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

Measurement

nearest half inch, foot, yard, and centimeter

Ask your child to cut out the centimeter ruler (inside back cover) and find the length of each object.

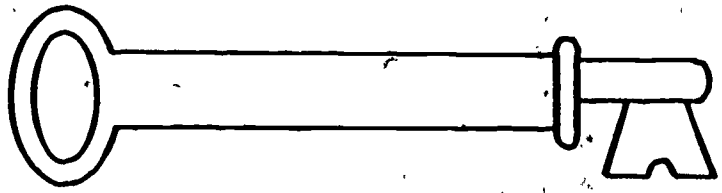
_____ cm

_____ cm

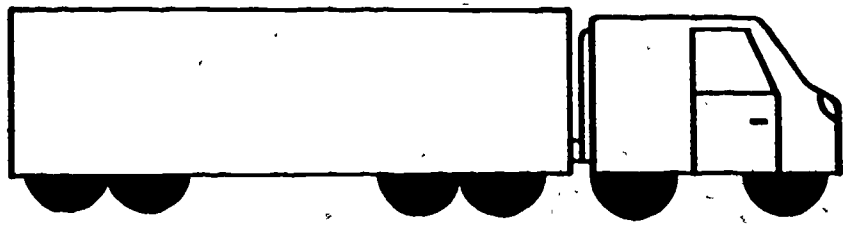
_____ cm

_____ cm

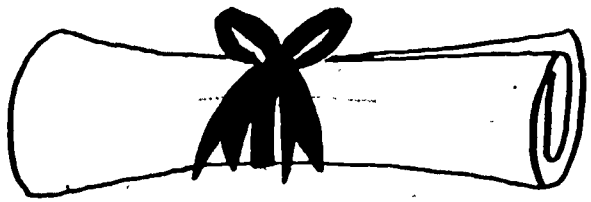
Ask your child to cut out a six-inch ruler (inside back cover) and find the length to the nearest inch or half inch.



_____ inches



_____ inches



_____ inches

_____ inches

Point

A dot represents a point in a plane which can be named by any letter in the alphabet.

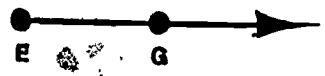
Line

A line is a straight path between two points that extends indefinitely in both directions.

Line Segment

A line segment is a straight path between two points.

Ray



A ray is a straight path between two points that extends indefinitely in only one direction.

For this activity, your child will need buttons, yarn or string, and cardboard. Let your child place a button anywhere on the cardboard. This represents a point in a plane. Name this point A. He then places another button on the cardboard. Again this represents a point in a plane. Name this point B. Now he places the string or yarn through the center of both buttons extending the yarn or string off the cardboard. This represents a line. (See figure 2.) A ray can be represented by cutting the yarn or string at either point A or point B. Now the yarn or string can be tied to the button. The yarn or string still extends indefinitely in one direction. (See figure 3.)

Now he can cut the yarn or string at the other point. Then your child can tie the yarn or string to the button. This represents a line segment. (See figure 4.)

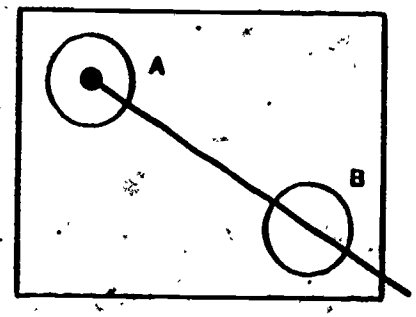


Figure 3

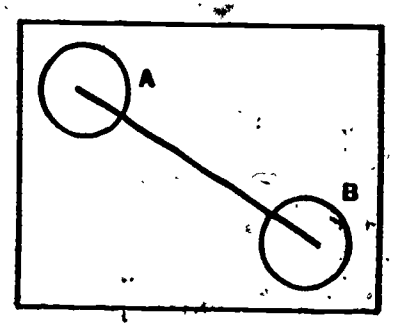
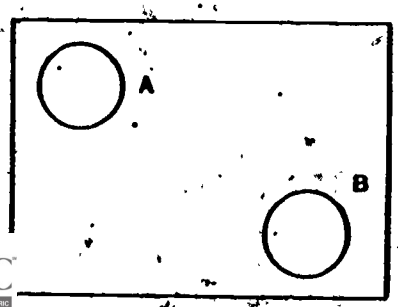
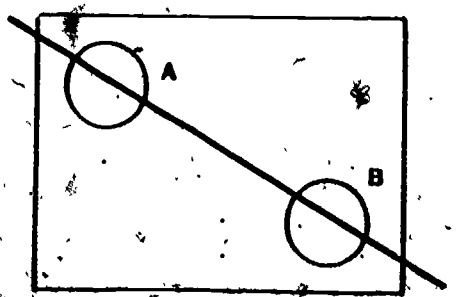


Figure 4





DIRECTIONS: Choose the correct answer.

The figure above is called a(n) _____.

A. ray
B. angle
C. line
D. point

Geometry

points, lines, segments, and rays

Ask your child to find representations of points, lines, line segments and rays in the house.

Example: The hands of a clock represents a line when the clock shows six o'clock.

Let your child draw a picture of the following:

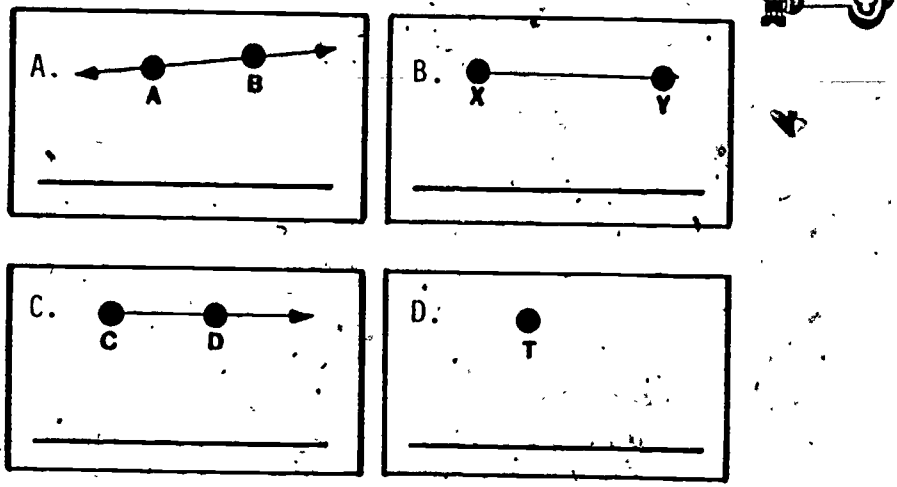
a. ray

c. line segment

b. point

d. line

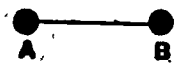
Let your child name the figure.



Have your child choose the correct letter.

A. Which figure below represents a line segment?

1. 

2. 

3. 

4. 

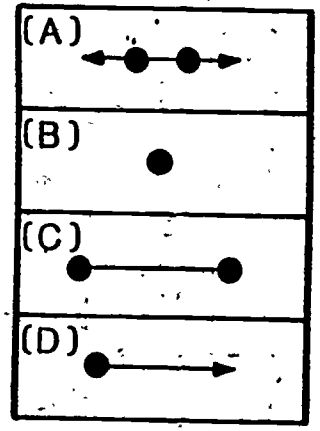
B. Match the names to the pictures.

1. point ____

2. line segment ____

3. line ____

4. ray ____



C. Mark an X through the letter by each correct answer.

1. Find the picture of a point.

(A) (B) (C) (D)

2. Find the picture of a segment.

(A) (B) (C) (D)

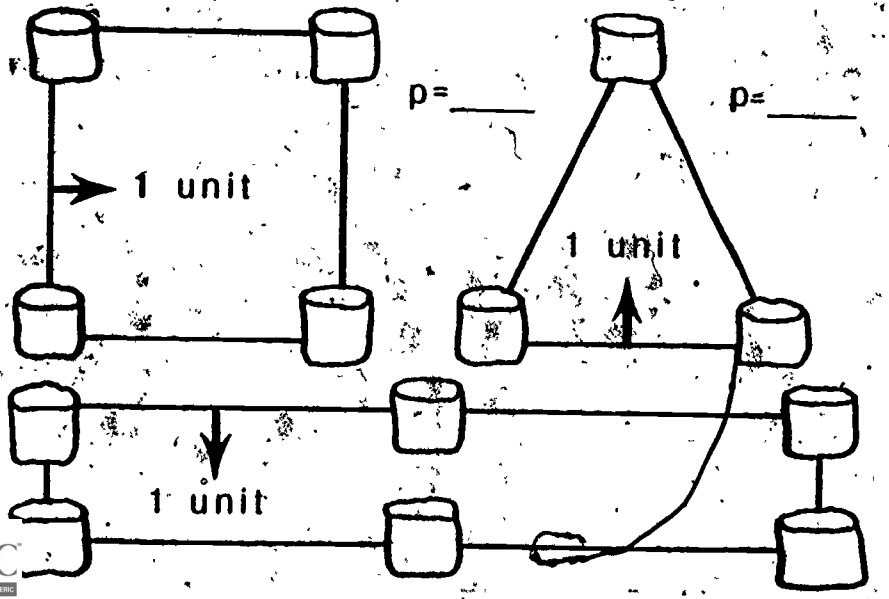
3. Find the picture of a line.

(A) (B) (C) (D)

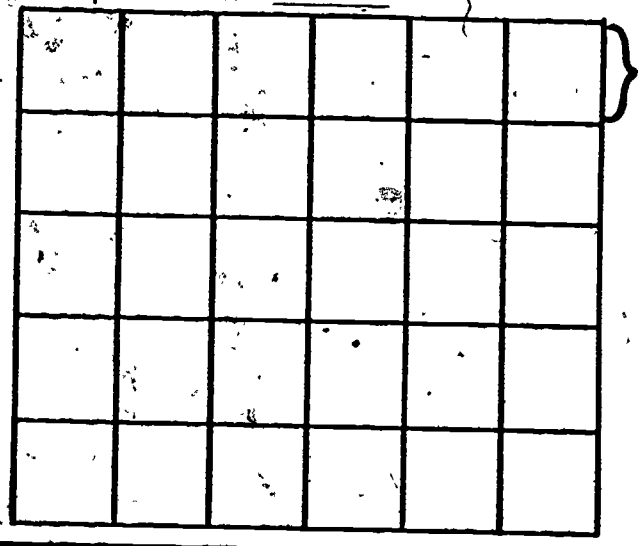
Perimeter is the distance around an object.

To explain perimeter to your child, you will need a rectangular pan, a box of cake mix and a knife. Have your child make the cake according to the recipe. Bake the cake in the rectangular pan. Have your child demonstrate perimeter by running the knife along the sides of the pan. Allow your child to measure the perimeter of the cake with a ruler or tape measure. The perimeter is the sum of all four sides.

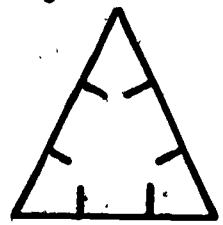
A good supply of miniature marshmallows and toothpicks may be used to demonstrate perimeter. Have your child find the perimeter of the figures by counting the units in each figure.



Find the perimeter of this figure by counting the number of squares along the outside. What is the perimeter? _____



DIRECTIONS: Find the perimeter of this figure.

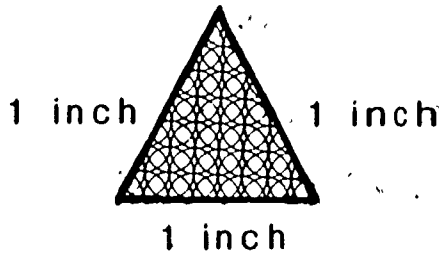


A. 12 units
B. 9 units
C. 6 units
D. 14 units

Have your child find the perimeter of the following objects using a ruler or tape measure.

1. shoe box
2. bedroom
3. window
4. book
5. album cover

1. Which number sentence below would be used to find the perimeter of this triangle?



(a) 1 + 1 + 1 = ____ (c) 12+12+12 = ____

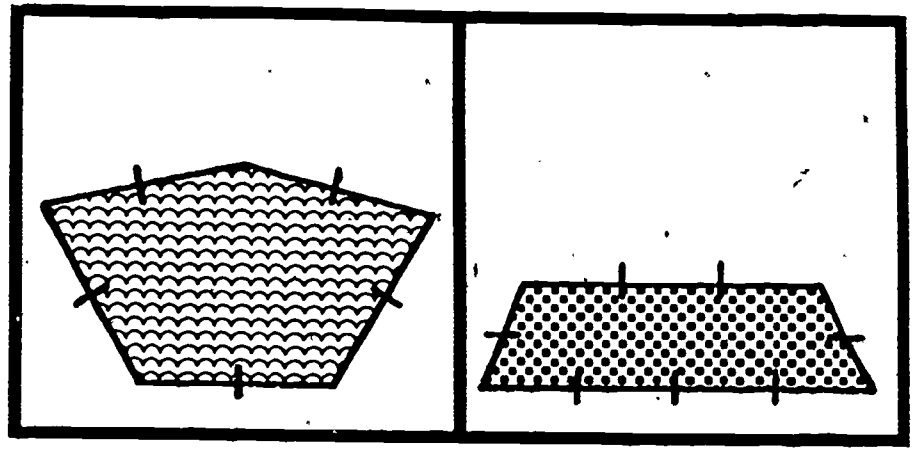
(b) 3 + 1 = ____ (d) 1 + 0 = ____

2. Mrs. Smith is putting a fence around her rose garden. The garden is in the shape of a rectangle, 5 feet by 3 feet. How many feet of fencing will Mrs. Smith need?

(a) 5 + 3 = ____ (c) 5+5+3+3 = ____

(b) 5 X 3 = ____ (d) 5+5+3 = ____

What is the perimeter of each figure below?

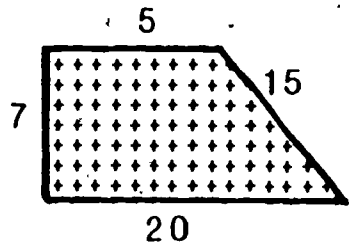


A. 5 units C. 9 units
B. 7 units D. 10 units

A. 6 units C. 10 units
B. 7 units D. 11 units

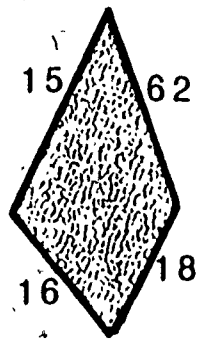
Find the perimeters.

(1)



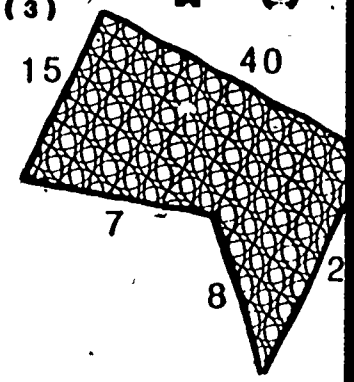
____ units

(2)



____ units

(3)



____ units

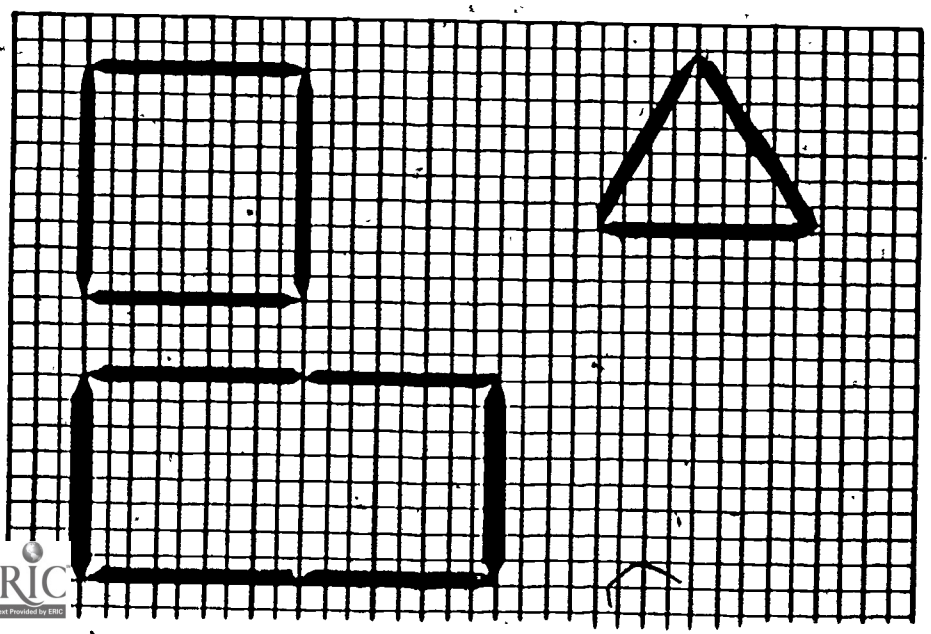
The area of a region is the number of square units it contains. One kind of square unit is the square centimeter.

Have your child trace her left foot on a sheet of squared centimeter paper which can be found in the back of this book. Show your child how to find the area of her foot by counting the number of squares in the inside of the drawing.

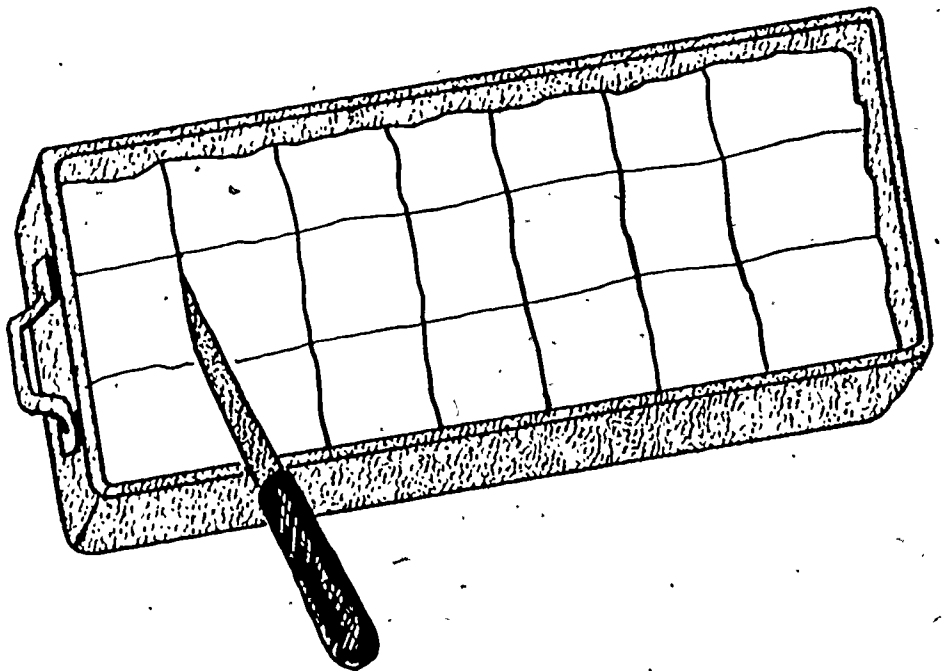
Note: Two half squares can be counted as one square. Record your answer as square centimeters.

Using toothpicks, have your child construct geometric figures such as squares, rectangles, and triangles of different sizes on graph paper.

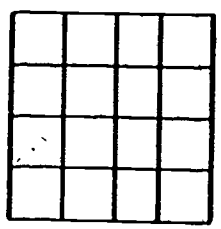
Find the area of each figure by counting the number of squares in the inside of the toothpick figures.



Bake a cake in a large rectangular pan. Spread creamy icing abundantly over the cake. Mark the cake in one inch squares. Allow your child to find the area of the cake before eating a piece. This activity can also be done with a gelatin dessert mix.

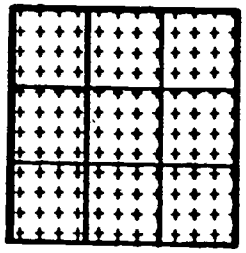


DIRECTIONS: What is the area of the square below?

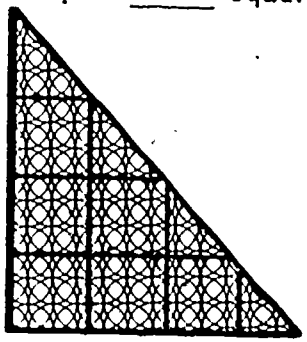


A. 4 square units
B. 8 square units
C. 16 square units
D. 20 square units

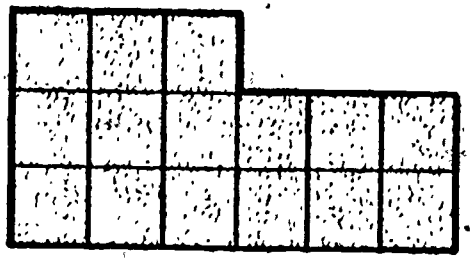
Let your child find the area of each region.

1. 

Area = _____ square centimeters.

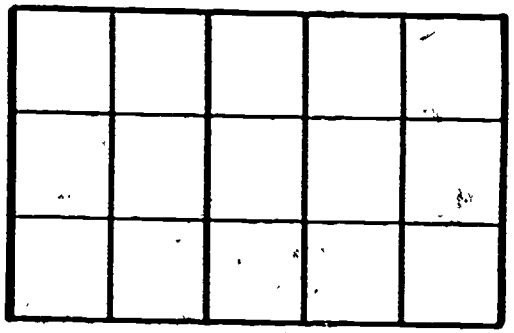
2. 

Area = _____ square centimeters

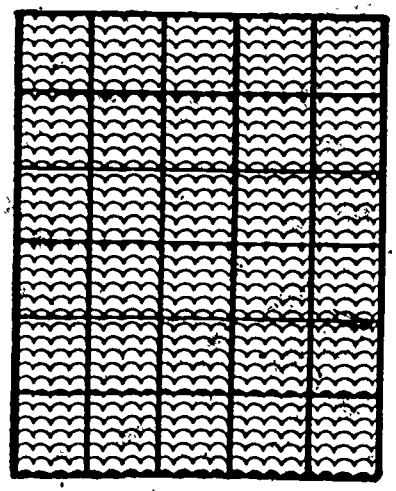
3. 

Area = _____ square centimeters

Choose the answer. What is the area of each figure?

A. 

A. 9 square units
B. 12 square units
C. 15 square units
D. 18 square units

B. 

A. 25 square units
B. 30 square units
C. 15 square units
D. 10 square units

Word Problems - Addition or Subtraction

Your child may be more interested in solving problems that deal with family members and things at home than "school" problems. Maybe you could think of problems that would require subtraction or addition and would involve household situations. A few examples are listed below.

Mother weighs 128 pounds. Sam weighs 62 pounds. How much more does Mother weigh than Sam?

or

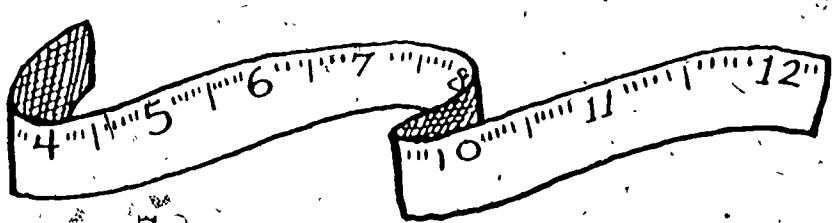
How much do Mother and Sam weigh together?

Spaceman Sid begins at 7:30 p.m. Are You Kidding? starts at 8:30 p.m. on the same channel. How long does Spaceman Sid last?

Connie's height is 48 inches. Dad measures 72 inches. How much shorter is Connie than Dad?

or

What is the total number of inches when Dad and Connie's height is added together?



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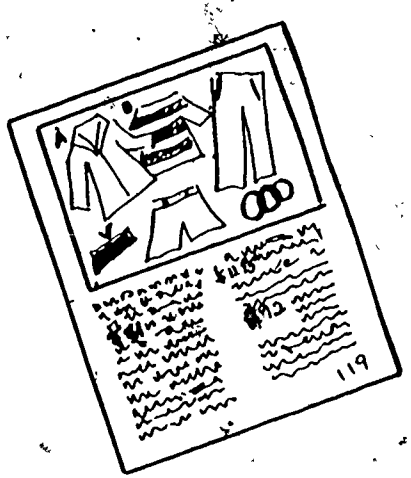
Using a catalog, thumb through the clothing section appropriate for your child. Select two pieces of clothing and make up problems about the clothing.



If I bought you a pair of pants that cost $11.95 and a shirt that cost $7.50, how much money would I spend?

Shirt A costs $7.50. Shirt D costs $9.99. How much more does Shirt D cost than Shirt A?

After asking some of these questions to your child, you may want to write the problems using the word problems above as examples.

DIRECTIONS: Solve the problem.

Susan ate 26 crackers. Her brother ate 18 crackers. How many more crackers did Susan eat?

A. 12
B. 14
C. 6
D. 8

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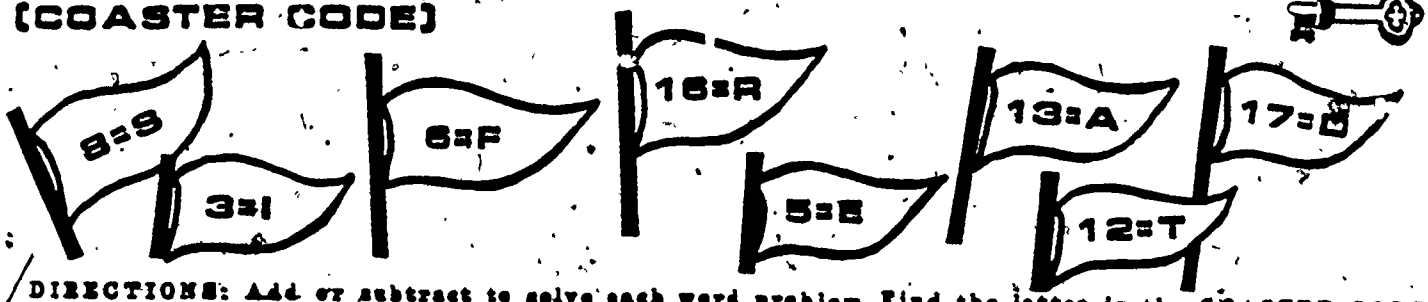
[COASTER CODE]



DIRECTIONS: Add or subtract to solve each word problem. Find the letter in the COASTER CODE that goes with each answer. Put the letter in the correct car below. Then read the message.

1. The roller coaster had 15 cars. 9 of the cars had people in them. How many cars were empty? ___

2. The biggest clown held 8 balloons. Another clown held 5 balloons. How many balloons were there in all? ___

3. There were 16 stuffed toys at one stand. 8 were given away as prizes. How many stuffed toys were left? ___

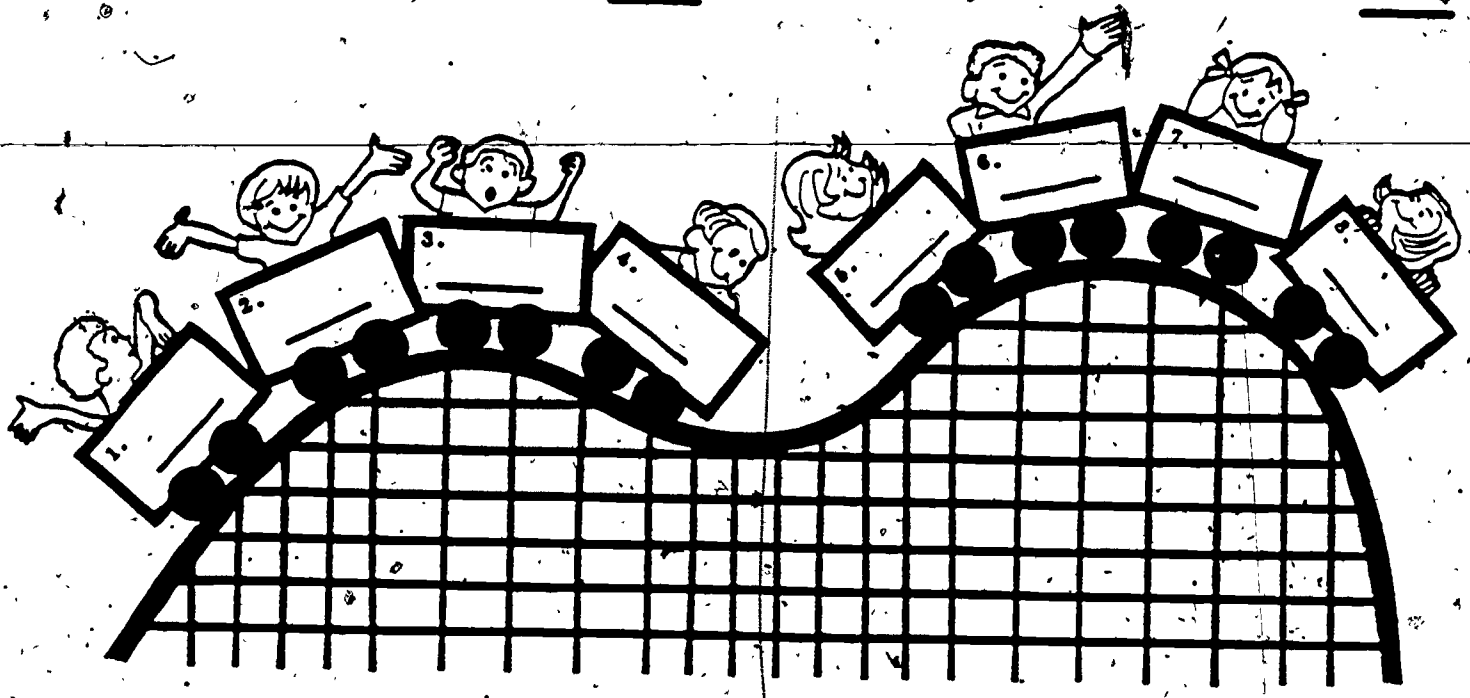
4. Mary had already ridden 7 rides. She had 5 more rides to go. How many rides were there in all? ___

5. 9 red paddle boats and 7 green paddle boats were on the lake. How many boats were there altogether? ___

6. The ice cream stand had 10 flavors. Tina liked 7 of them. How many flavors didn't Tina like? ___

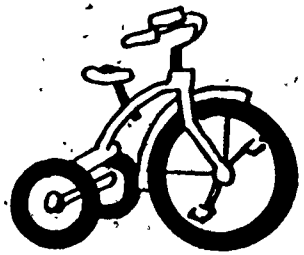
7. Joe threw 9 darts at the board and Sue threw 8 darts. How many darts did the children throw in all? ___

8. Bill rode 11 rides. Sam rode 6 rides. How many more rides did Bill go on than Sam? ___



Word Problems - Multiplication

Look through the newspaper and find ads that picture items your child would be interested in buying. Ask her to figure the amount that would be paid in tax for that item, or ask her to figure the price of several items.



The sale price of the bicycle is $62.50. The tax in our town is 5%. How much money would be needed to pay for the tax on the bicycle?

Tennis shoes can be bought at The Running Store for $12.00. How much would three pairs of tennis shoes cost?

Try writing down some of these problems for your child to solve.

DIRECTIONS: Solve the problem.

If one "action figure" cost $3.00, how much would four "action figures" cost?

A. $ 7.00
B. $10.00
C. $12.00
D. $ 9.00

Multiply to find each of the products for these word problems. Find and circle the answers in the number-search puzzle. Answers can be found across, down, or on a diagonal.

1. Some 72 classes took part in a parish track meet; 4 parents from each class helped. How many parents helped in all?

2. There were 62 coaches. Each coach judged 3 events. How many events were there in all?

3. Some 912 children took part in the broad jump. Each child jumped 4 times. How many jumps were made in all?

4. There were 65 50-yard dashes; 4 children ran in each race. How many children made the 50-yard dash

5. There were 622 teams in the relay race. There were 4 children on each team. How many children were in the race?

6. There were 6 teams in the softball throw. Each team had 56 people. How many people threw the ball

7. Some 543 children were awarded 2 blue ribbons. How many ribbons did they win?

8. Some 3 clean-up crews went to work after the meet. There were 54 children on each crew. How many children helped in all?

3	4	6	8	5	2	7	9	1
7	9	2	6	0	3	8	2	0
4	3	5	1	8	2	4	8	8
5	3	4	7	6	5	3	7	6
2	6	1	8	6	2	5	9	8

THREE-IN-A-ROW

First solve each problem.
Then write the answer on the Tic-Tac-Toe board.
All three answers in one row are the same.
Find the row. You'll have Three-In-A-Row.

(A)
If a meat patty weighs 4 ounces, how much do 6 meat patties weigh?

(B)
Ryan delivered 100 papers each day, on Monday, Tuesday and Wednesday. How many papers did he deliver in all?

(C)
Allison has 6 rows in her garden. If she plants 12 seeds on each row, how many plants will she have in her garden?

(D)
Pete runs 7 miles a week. If he runs for 6 weeks, how many miles will he run in all?

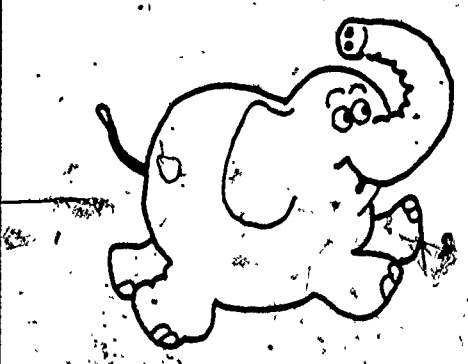
(E)
Tim ate 9 hotdogs every day for 8 days. How many hotdogs did Tim eat?

(F)
If you have 7 bottles of juice and each bottle has 11 ounces in it, how many ounces do you have altogether?

(G)
There are 36 books on each shelf in a library. If there are 6 shelves, how many books are in the library?

(H)
Al goes to 3 baseball games every week. If there are 25 weeks, how many baseball games will Al attend?

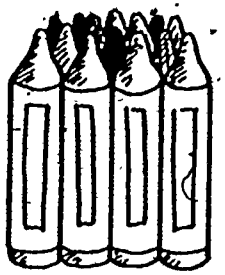
(I)
There were 18 children at the party. Each child received 4 pieces of gum. How many pieces of gum were given to the children



(C)	(G)	(B)
(A)	(I)	(H)
(F)	(D)	(E)

Word Problems - Division

Give your child several bags of M&M's or other small pieces of candy. Also provide him a napkin or paper towel on which to arrange the candy. Then give simple word problems using division to your child.

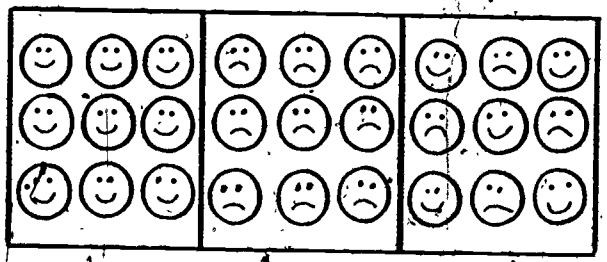


Example 1. Mary takes 15 crayons from the crayon box. She passes out three crayons to each of the children near her. How many children receive crayons? ____

Example 2. Fred has 40 pieces of candy. He has to share them with his three brothers. How many pieces of candy will Fred be able to keep? ____

Give your child a problem (27 ÷ 3 = 9, for example), and ask her to draw pictures that represent it.

Example:



Then let her write a story to describe the picture.

Ask your child to gather several labels from cans of food. Have him paste his labels onto sheets of paper and write word problems that can be answered using the information on the label.

Example:

Directions:
Heat and Serve

Serving Information
Servings per can 4
Calories per can 260
Carbohydrates per can.. 8g
Fat per can 4g
Protein per can 2g

If there are 4 servings in the can, how many ounces will be in each serving?

How many calories would there be in 2 servings of corn?

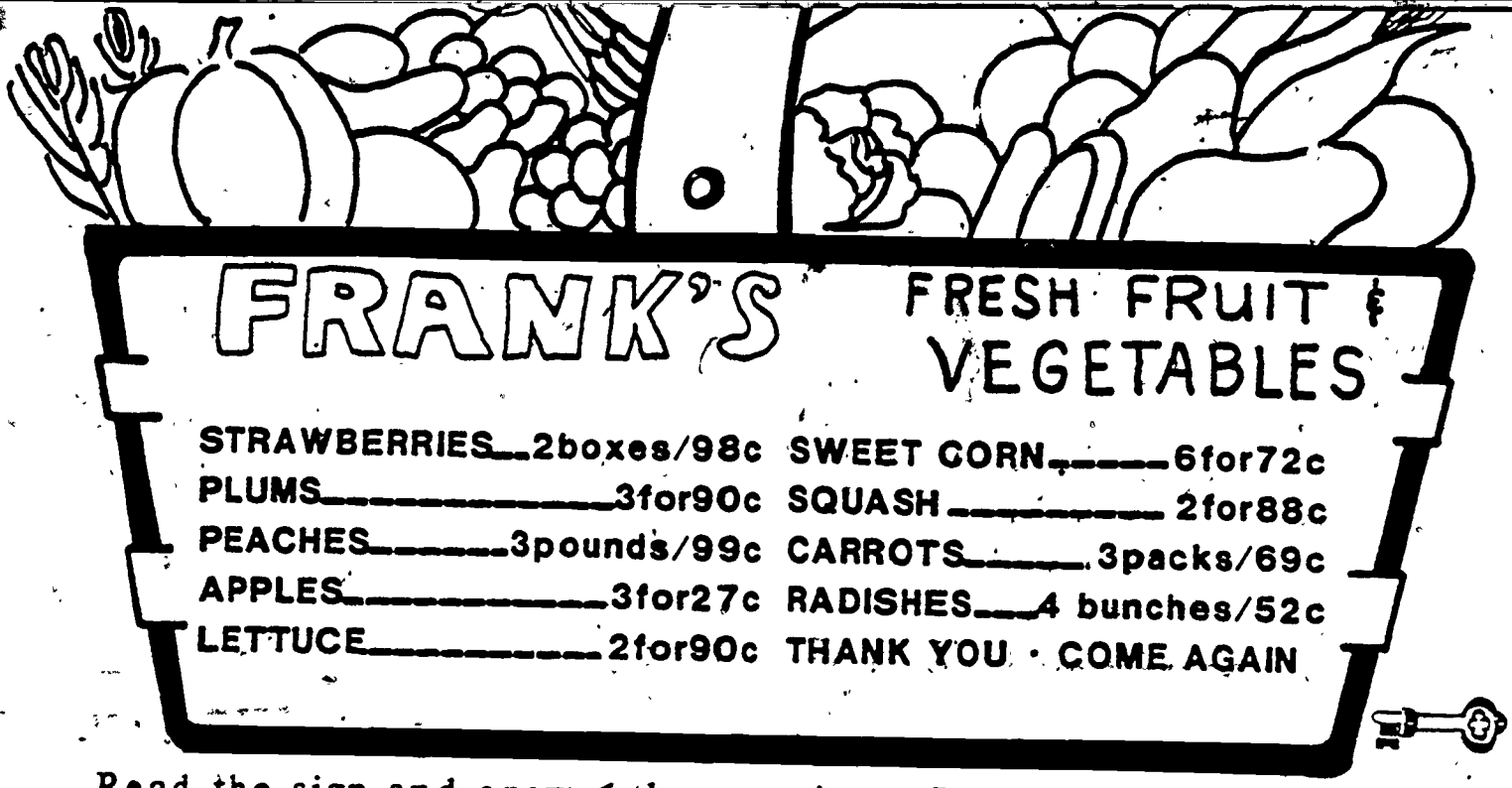
How much protein is there in each ounce?

If the can of corn costs 60 cents, how much would each serving cost?

DIRECTIONS: Solve the problem.

Renee picked 100 blackberries from 4 bushes. She picked the same number of berries from each bush. How many berries were picked from each bush?

A. 50
B. 25
C. 4
D. 36



Read the sign and answer the questions. Space has been provided for working the problem.

(A) How much would 1 pound of peaches cost?	(B) How much would you pay for 1 ear of corn?	(C) What is the cost of 1 plum?
(D) What is the price of 1 apple?	(E) How much would 1 squash cost?	(F) What would you be charged for 1 pack of carrots?
(G) What would be the cost of 1 bunch of radishes?	(H) How much would you pay for 1 box of strawberries?	(I) How much would 1 head of lettuce cost?

48

ANSWER KEY

Page 1

6,473
5,386
8,750
4,102
9,847
3,634

* B

Page 3

J, P, T, H, X

a. 65th, 66th, 67th
b. 90th, 91st, 92nd
c. 72nd, 73rd, 74th
d. 37th, 38th, 39th
e. 59th, 60th, 61st

* C

Page 4

33rd, 32nd, 31st, 30th, 29th, 28th, 27th
26th, 25th, 24th, 23rd, 22nd, 21st, 20th

a. airplane on the second row
b. boat on the second row

Page 5

1. 4,152 4,154
2. 7,260 7,262
3. 8,346 8,348
4. 5,679 5,681
5. 2,538 2,540
6. 6,998 7,000

a. 7,683 b. 7,692 c. 7,782
d. 8,682 e. 3,528 f. 3,519
g. 3,429 h. 2,529

Page 5 (cont.)

A. 8,946 B. 9,999 C. 5,674
D. 5,960 E. 4,010

* B

Page 6

A. 3 7 B. 6 8 C. 400 700
D. 50 70 E. 70 80 F. 46 48
G. 354 358 H. 7,000 9,000 I. 631 635
J. 130 160 K. 103

Page 7

* A

321	273	784	565
+85	+94	+62	+64
406	367	846	629
634	598	481	355
+73	+71	+32	+94
707	669	513	449

Page 8

A. 346 B. 153 C. 485 D. 115
E. 930 F. 768 G. 128 H. 219
I. 619 J. 106

Page 9

* D

Page 10

1. 721	2. 753	3. 823	4. 820
5. 924	6. 833	7. 803	8. 925
9. 731	10. 1,023	11. 711	12. 525
13. 1,022	14. 920	15. 918	16. 622
17. 641	18. 942	19. 1,025	20. 920
21. 730			

CROSS - COUNTRY

ANSWER KEY

Page 11 * D

Page 14

A. 27	B. 59	C. 46	D. 64	E. 39
F. 78	G. 23	H. 42	I. 9	J. 84
K. 16	L. 35	M. 47	N. 88	O. 15

Page 15

6 X 8 = 48
7 X 4 = 28
4 X 9 = 36
8 X 7 = 56

* A

Page 17 35, 27, 48, 3, 49, 54, 63, 25, 16, 28, 81
42, 0, 12, 64, 36, 9, 6, 30, 45, 56

A ROBOT

Page 18

52	43	411	301
X3	X2	X 5	X 9
156	86	2,055	2,709

74 X 2 = 148
21 X 8 = 168
602 X 4 = 2,408
733 X 3 = 2,199

* B

Page 18 (cont.)

41	301	212	311	121	52
x 5	x 4	x 3	x 3	x 4	x 2
205	1,204	636	933	484	104
		+ 1	+ 1		
		637	934		
HOT	CHOP	EAR	NAP	PUP	COP

Page 20

A. 424	B. 88	C. 906	D. 546
E. 696	F. 27	G. 320	H. 77
I. 55	J. 124	K. 707	L. 484
M. 729	N. 999	O. 4,266	

BINGO - One Time

Page 21 * B

Page 22

960	44	44	84	324	84		
K	E	E	P	U	P		
996	63	44		446	48	48	39
T	H	E		G	O	O	D
892	48	135	960				
W	O	R	K				

Page 23

A. 6	B. 9	C. 8	D. 6	E. 6
F. 5	G. 8	H. 8	I. 9	J. 4
K. 9	L. 4	M. 5	N. 8	O. 7
P. 7	Q. 8	R. 3	S. 6	T. 7

Page 23 (cont.)

a.	102	b.	102	c.	112	d.	123	e.	231
f.	102	g.	412	h.	21	i.	21	j.	312
k.	30	l.	91	m.	60	n.	42	o.	103
p.	73	q.	51	r.	214	s.	31	t.	71

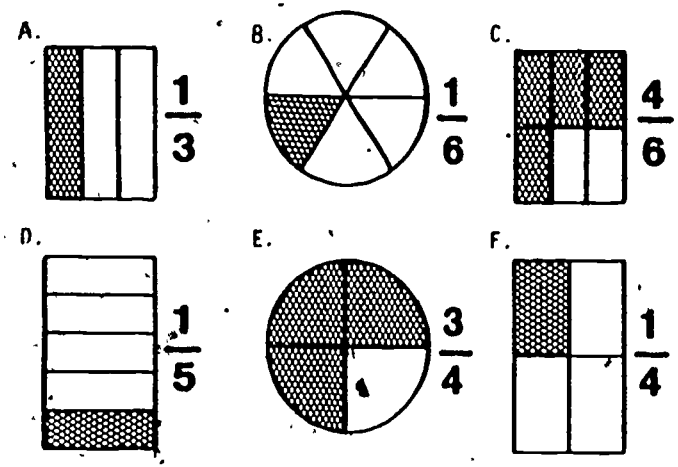
* B

Page 24

1.	24¢	2.	40¢	3.	10¢	4.	23¢	5.	22¢
6.	33¢	7.	21¢	8.	31¢	9.	21¢	10.	11¢
11.	32¢	12.	10¢						

Page 25

A. 1/6	B. 2/3	C. 5/6
D. 4/6	E. 1/8	F. 1/5



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

* A

Page 26

A.	Yes	B. Yes	C. No

Page 27

A.	1	2	1/2
B.	1	3	1/3
C.	1	4	1/4
D.	3	5	3/5
E.	3	4	3/4
F.	1	5	1/5

Picture	Numerator	Denominator	Fraction
(g)	2	5	2/5
(h)	5	6	5/6
(i)	2	4	2/4
(j)	1	5	1/5
(k)	2	3	2/3
(l)	2	6	2/6

* D

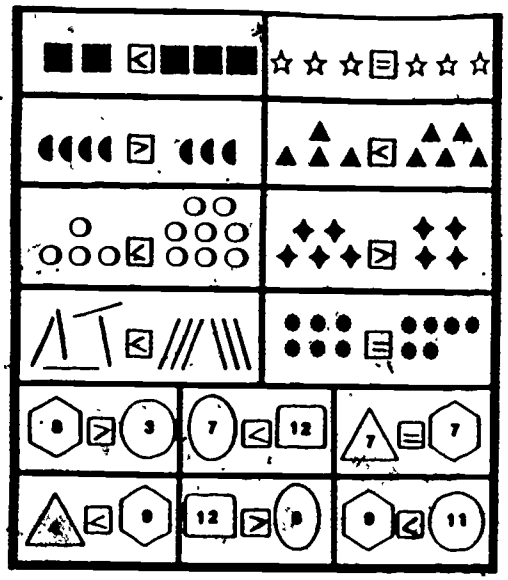
Page 28 1. 2/4 2. 1/5 3. 1/6 4. 2/3

Page 29

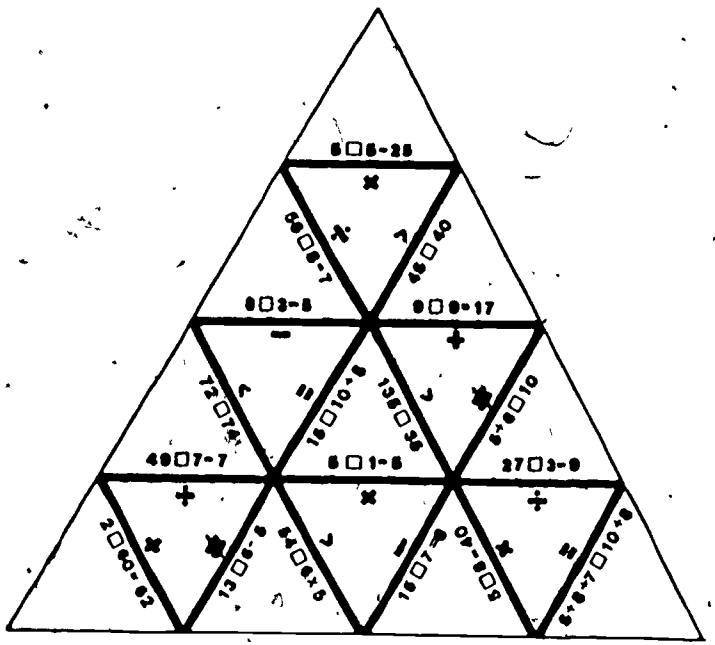
a.	-	b.	+	c.	÷	d.	x	e.	-	f.	-
g.	÷	h.	x	i.	+	j.	-	k.	=	l.	÷
m.	x	n.	=	o.	+	p.	-	q.	÷	r.	=

* C

Page 29 (cont.)



Page 30



Page 31 * B

Page 32 1. 3 2. PM Magazine 3. TV Bloopers and Angel Dusted

A. 5 cars (C) B. 45 (B)
C. June (D) D. January (A)

Page 33 * B

Page 34 A. $6.00 B. $6.13 C. $2.14 D. $4.50
E. $3.42 F. $8.89 G. $1.10 H. $9.75

Page 35 2 1/2 inches, 4 1/2 inches,
6 centimeters, 10 centimeters,
Straw: 11 centimeters, 4 inches, 4 1/2 inches

* D

Page 36 10 centimeters, 12 centimeters,
6 centimeters, 8 centimeters,
4 inches, 4 1/2 inches,
3 inches, 2 inches

Page 37 * C

Page 38 A. line B. line segment
C. ray D. point

Page 38 (cont.)

A. 3

B. point B, line segment C
line A, ray D

C. point (C), segment (B), line (A)

Page 39

18 units

* B

Page 40

1. (a) 2. (c)

D. 10 units, D. 11 units

1. 47 units, 2. 111 units, 3. 90 units

Page 41

* C

Page 42

1. 9, 2. 8, 3. 15

A. C. B. B.

Page 43

* D

Page 44

1. 6 2. 13 3. 8 4. 12

5. 16 6. 3 7. 17 8. 5

FAST RIDE

Page 45

* C.

Page 45 (cont.)

1. 288 parents
2. 186 events
3. 3,648 jumps
4. 260 children
5. 2,488 children
6. 336 people
7. 1,086 ribbons
8. 162 children

Page 46

(C) 72	(G) 196	(B) 300
(A) 24	(I) 72	(H) 75
(F) 77	(D) 42	(E) 72

Page 47

5 ounces, 130 calories, 1 gram, 15¢

* B

Page 48

(A) 33¢	(B) 12¢	(C) 30¢
(D) 9¢	(E) 44¢	(F) 23¢
(G) 13¢	(H) 49¢	(I) 45¢

Cut out and use the play money below for the activities on pages 33 and 34.

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).