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MATHEMATICS

Purposeful Design

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MATHEMATICS

Purposeful Design

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MATHEMATICS

Purposeful Design



Math at School

Dear Parents,

Your child is ready to begin the kindergarten level of the Purposeful Design Mathematics series. The concepts developed in each chapter center around places where math can be found—at school, on the farm, at the park, at sporting events, and many other places. Throughout the year, your kindergartner will see that math exists in a variety of contexts outside of math classroom time.

Chapter 1's theme is math at school. The first five lessons focus on position words: *top*, *middle*, and *bottom*; *before*, *after*, and *between*; *above* and *below*; *left* and *right*; and *inside* and *outside*. Make a game out of locating objects according to a position clue such as, "I see the stove between the cabinet and the door. The fork belongs on the left side of your plate."

Another skill developed in this chapter is sorting items within a group. Take opportune moments to help your child look for and name attributes such as size, shape, and color of objects. Sorting laundry and putting things where they belong are ways to teach classifying and sorting. After grocery shopping, ask your child to sort which food goes into the refrigerator and which goes into the cupboard. Practicing sorting will help your child become an analytical thinker.

Help your child make math connections between home and school. Encourage verbalization of what has been learned in school each day. There will be hands-on activities in sorting. Some of the activities include using socks and buttons. If possible, please donate one pair of socks (any size and color) and any spare buttons you may have. The Student Edition pages include simple directions and key words to help you and your child complete missed work together.

Enjoy watching your child's mathematical skills develop this year!



top

middle

bottom



before

after

between



above

below



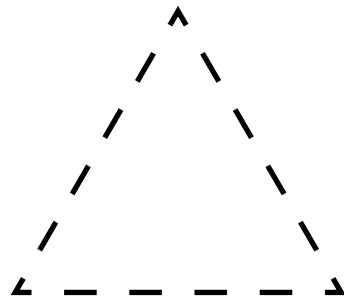
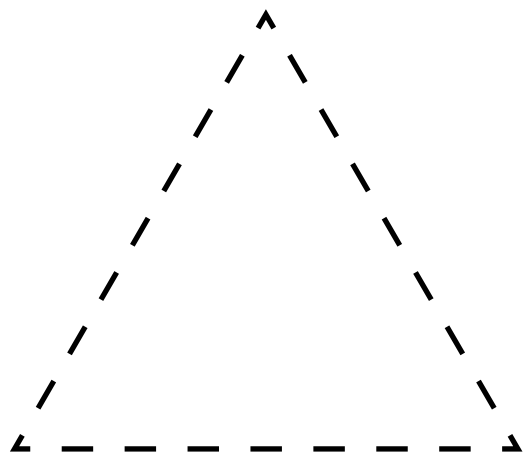
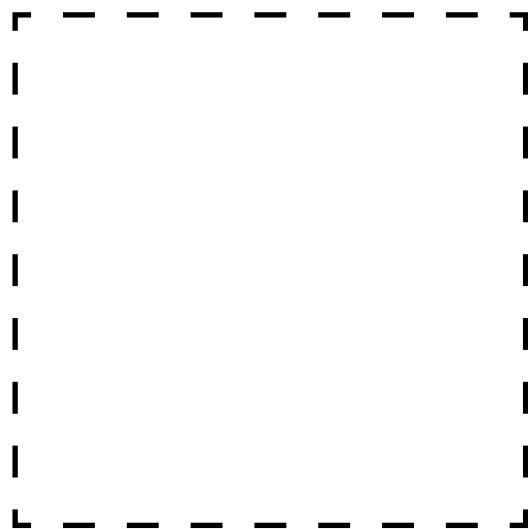
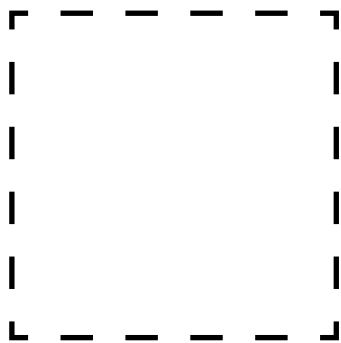
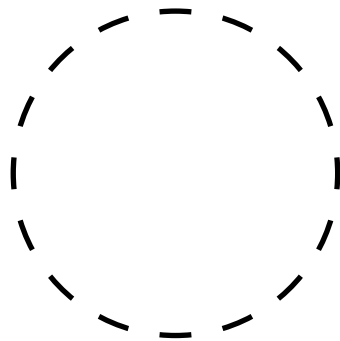
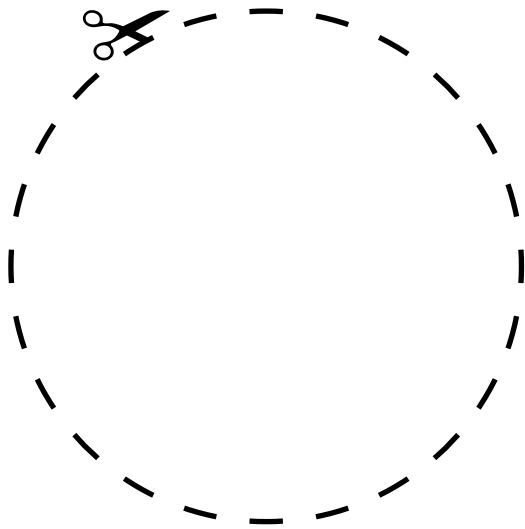
left

right



inside

outside



Here is my rectangle, (repeat)
That I have found, (repeat)
Two long sides are the same,
Two short sides are the same,
See my rectangle. (repeat)

Name _____

BLM
1.7C

Shape Picture

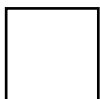
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Key

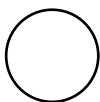
red



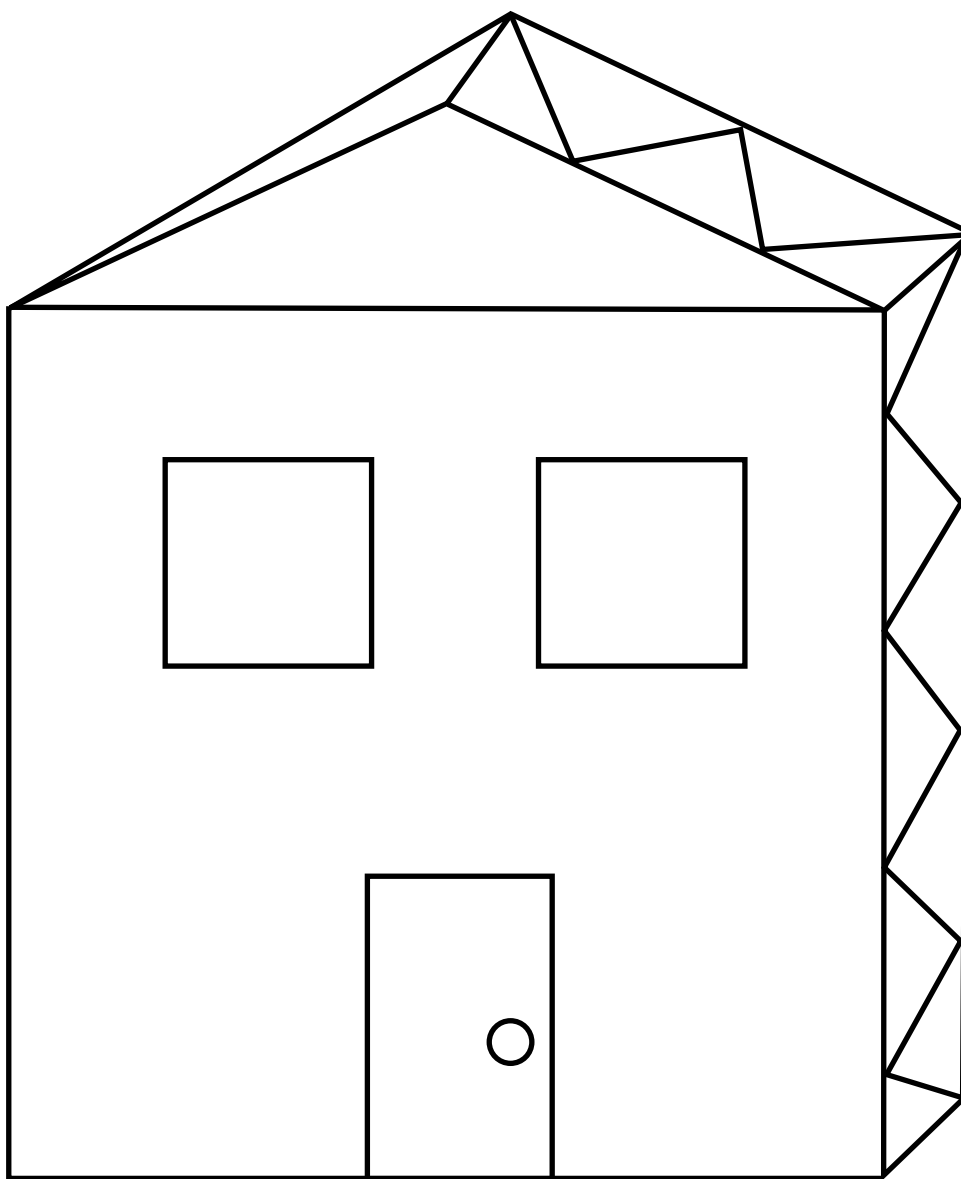
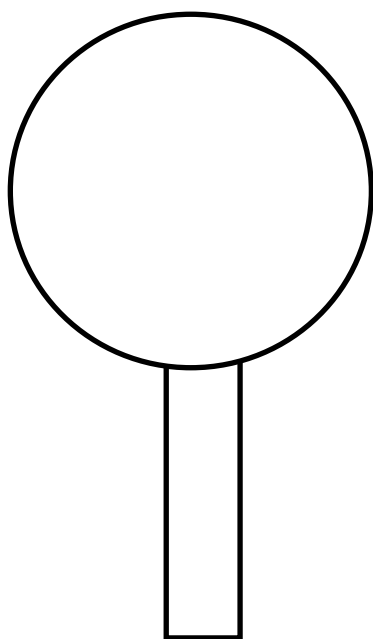
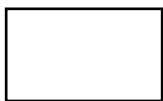
blue



yellow



brown



Color.

Key

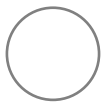
red



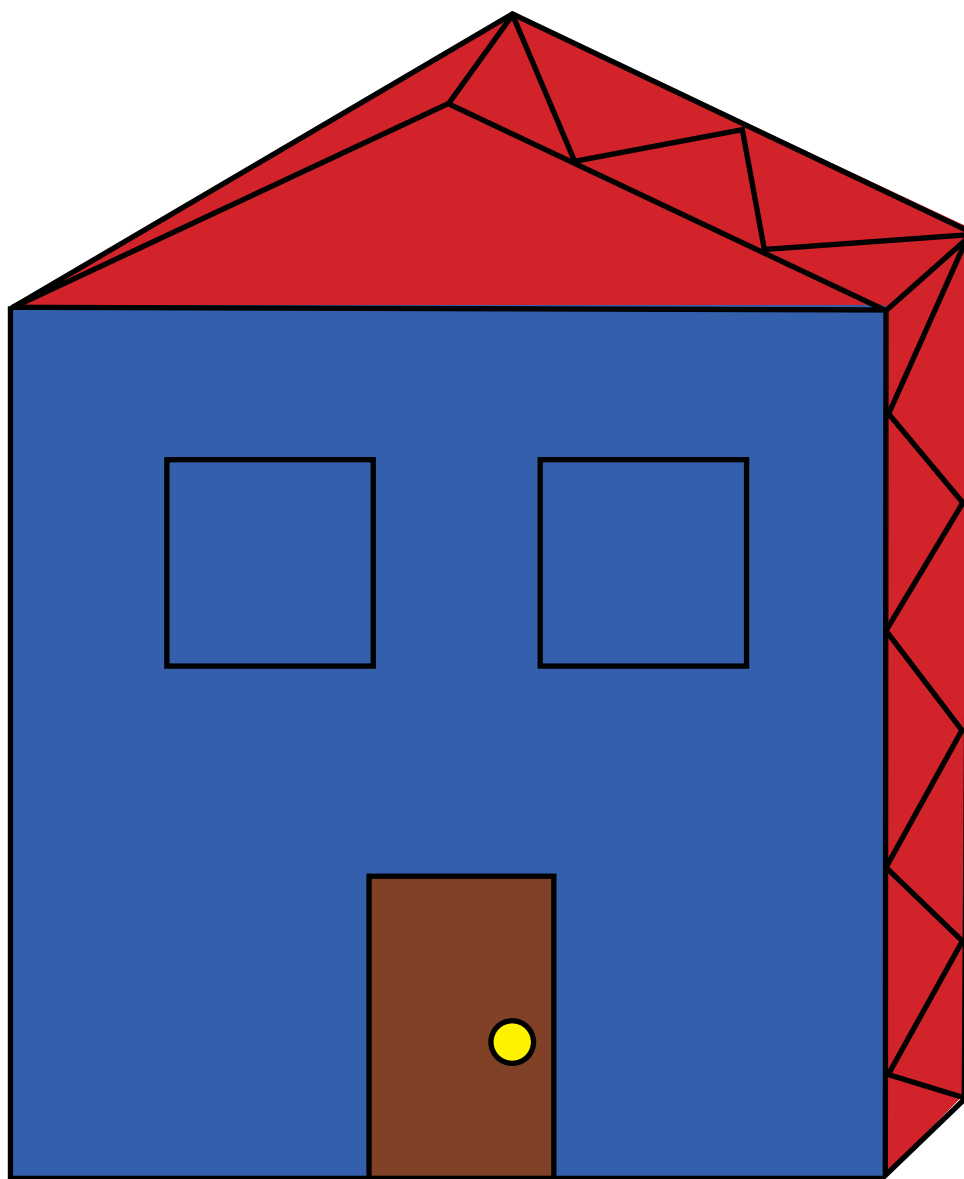
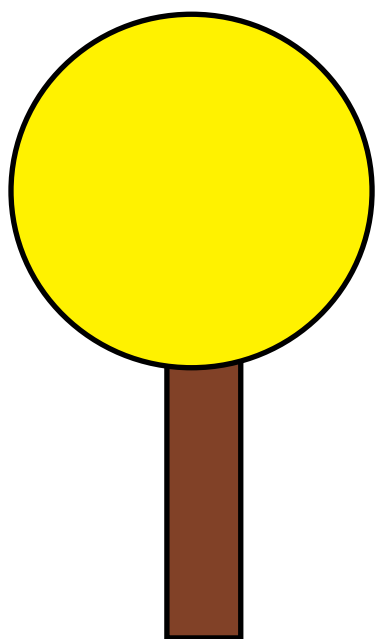
blue



yellow



brown

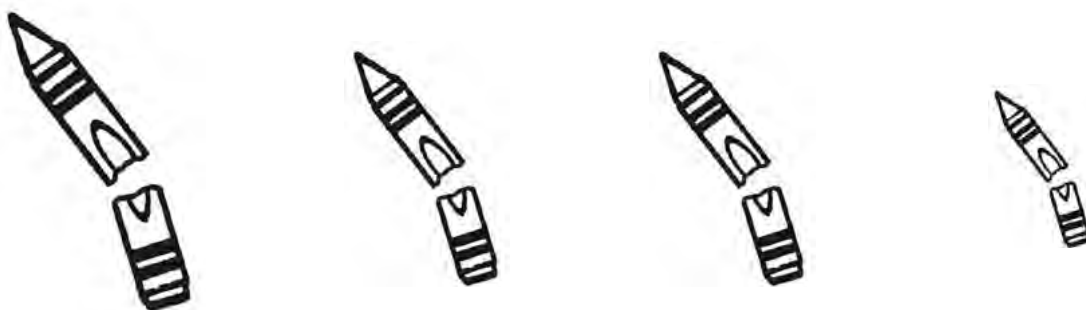
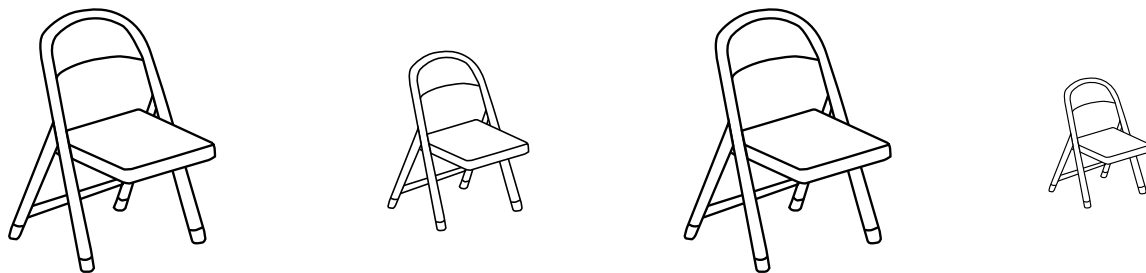
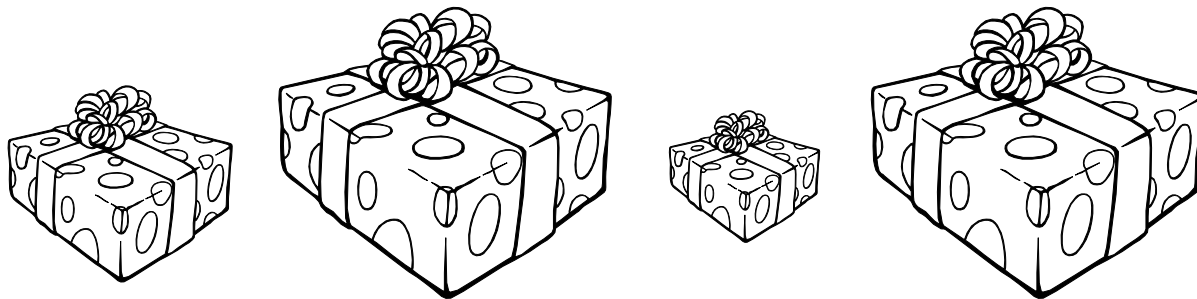


Name _____

BLM
1.8A

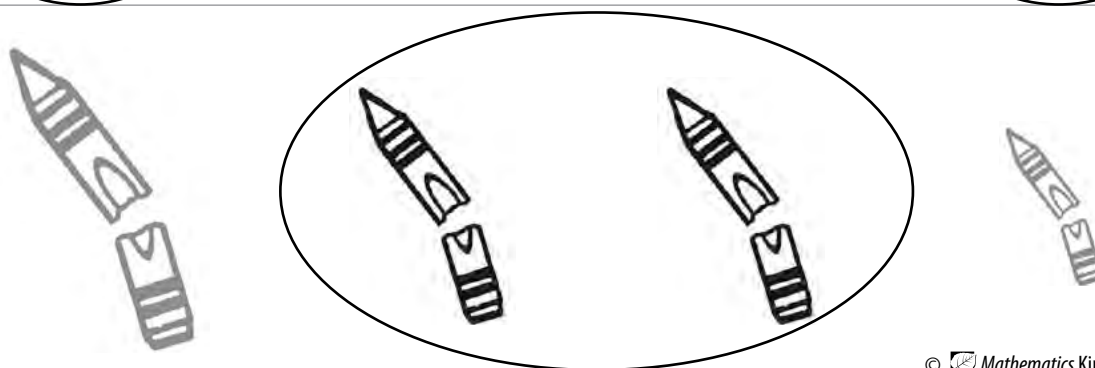
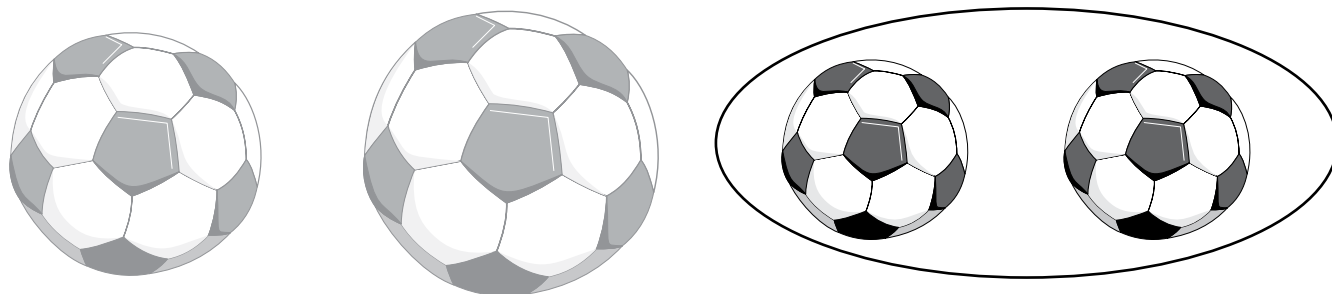
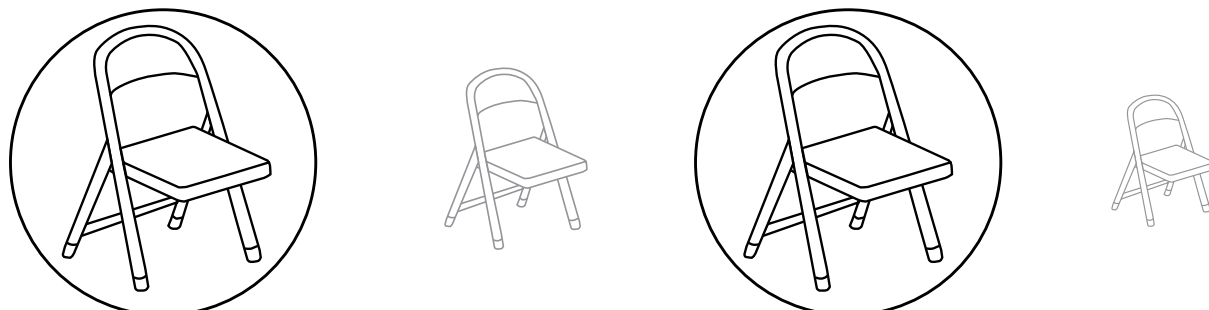
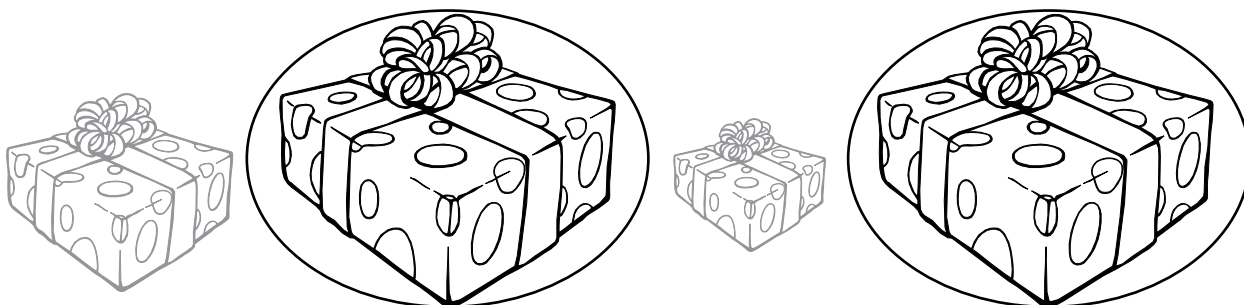
Alike in Size

Circle the same size. Color.



Circle the same size. Color.

Coloring will vary.





1

2

3

1

2

3

a

b

c

a

b

c

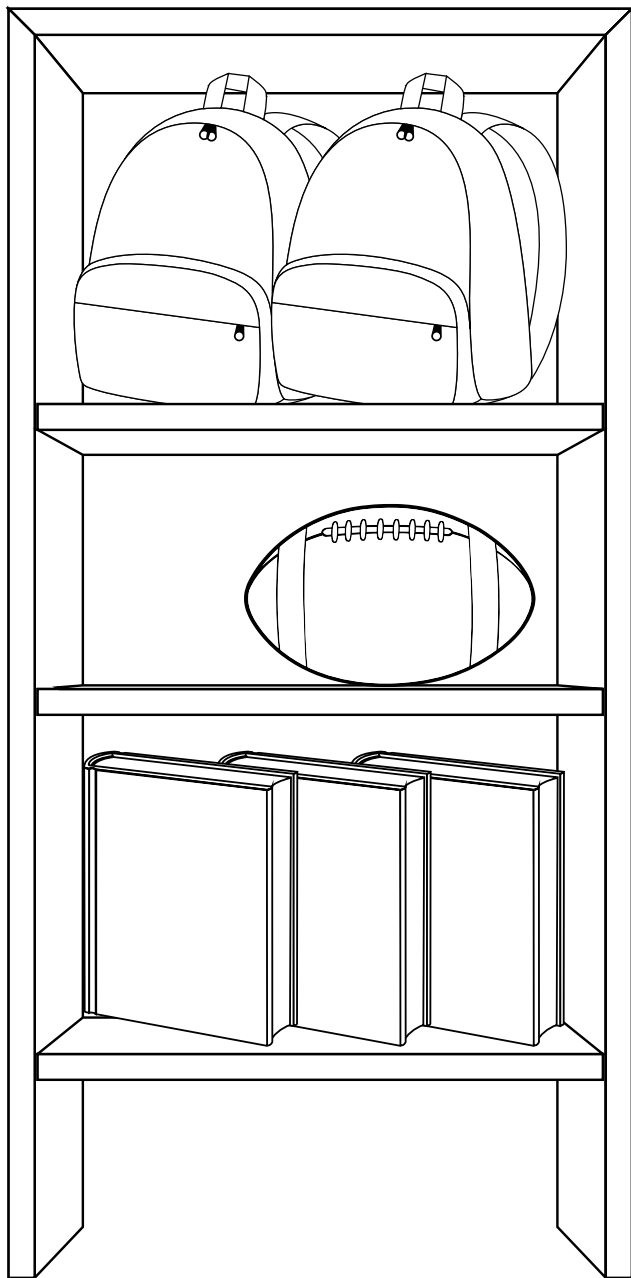
Graph

BLM
1.10A

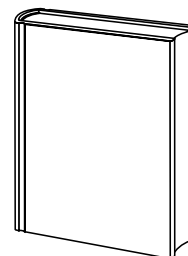
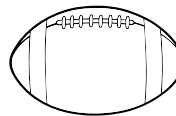
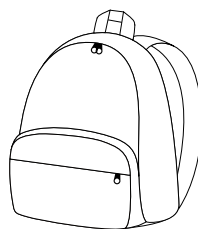
Name _____

BLM
1.10B
Graph Practice

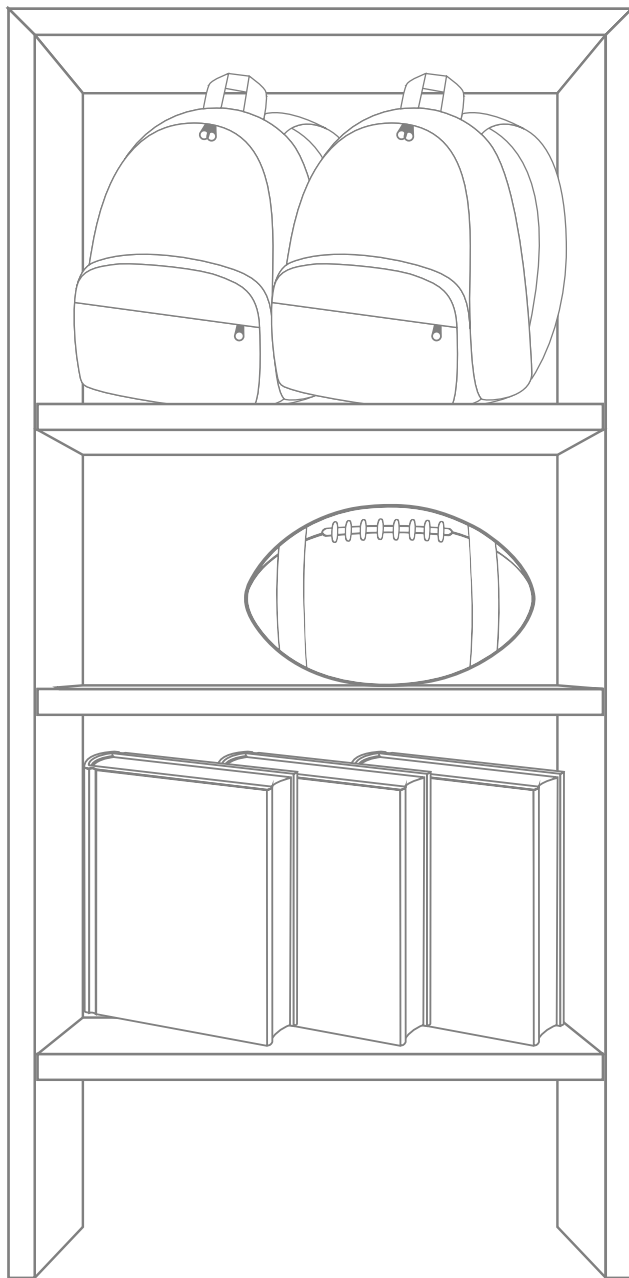
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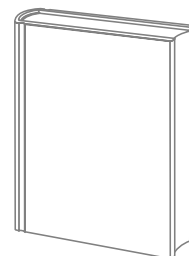
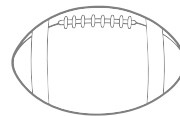
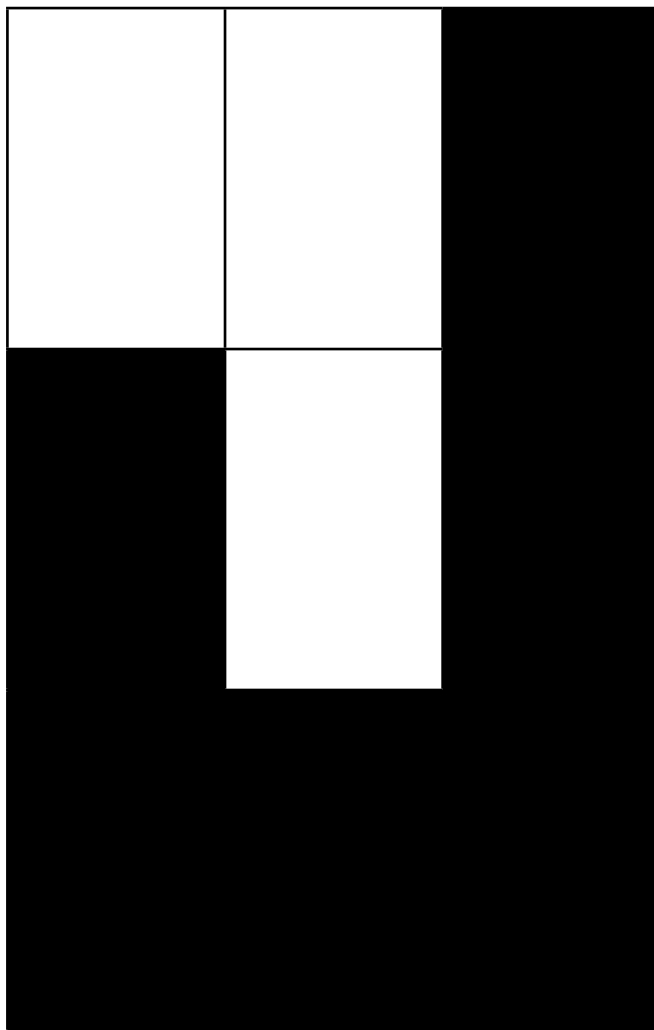
Graph.



Color. Coloring will vary.



Graph.



Chapter 1 Interview Assessment

BLM
1.11A

Student	Assessment 1: Position Words										Assessment 2: Sorting					
	top, middle, bottom		before, after, between		above, below		left, right		inside, outside		shape		color		size	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																



Math at the Farm

Dear Parents,

The focus of Chapter 2 in mathematics is patterns. The concept is developed using a theme of math on the farm. Consider introducing your child to a variety of patterns by having a scavenger hunt to look for objects with patterns. Take every opportunity to explore patterns with your child. Places to look may include

- in the bedroom (wallpaper, curtains, bedspreads)
- in the kitchen (floors, dishes, tablecloths, place settings, cereal boxes)
- in the playroom (toys, books on a bookshelf)
- in outdoor areas (parking lots, sidewalks, buildings, streets, street signs)
- in grocery store displays
- on clothes and shoes

Give your child a chance to discover patterns in nature by taking a walk outside. Spend time looking for patterns that God created. Patterns can be seen on plants, trees, leaves, and insects, and in yards, flower gardens, and weather.

In class, your child will be exploring patterns through hands-on and group activities, using manipulatives, and doing independent work. The purpose of working with patterns is to develop skills in problem solving, visual discrimination, algebraic thinking, and sequencing. Your child will learn to read, copy, extend, and build patterns. Your child will also learn patterns that associate a letter with an object, including AB, AAB, ABB, and ABC.

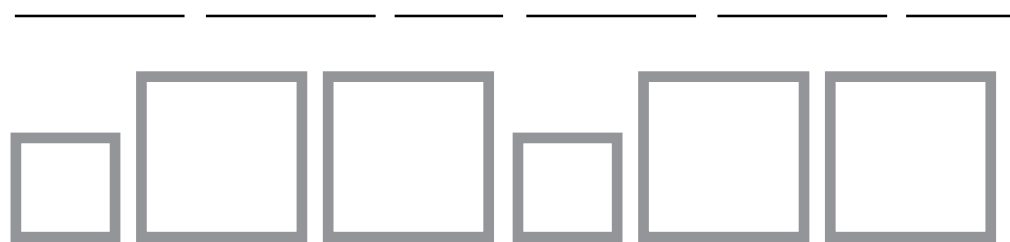
Enjoy discovering patterns. Any extra practice you provide will enhance concept mastery.

Name _____

Copying Patterns

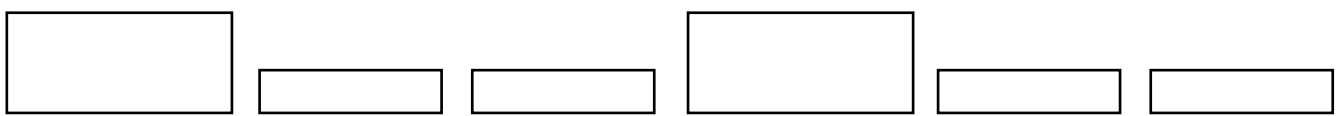
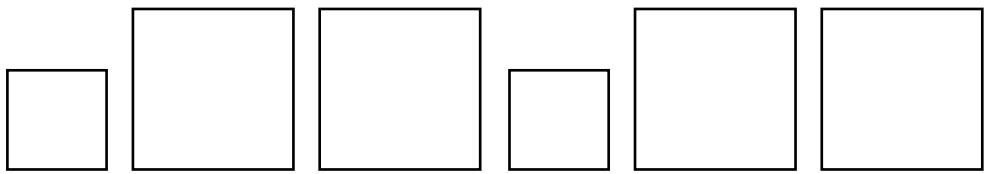
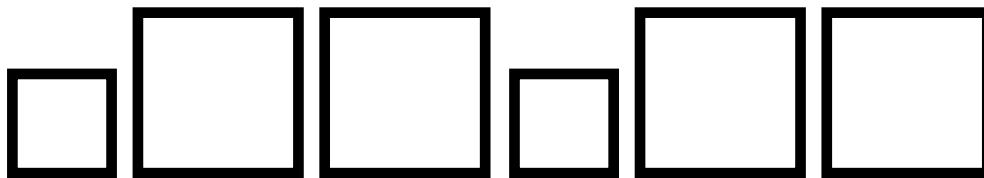
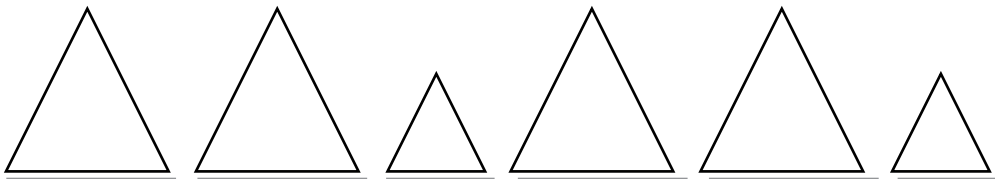
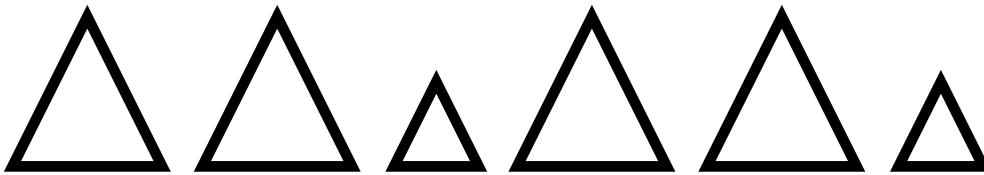
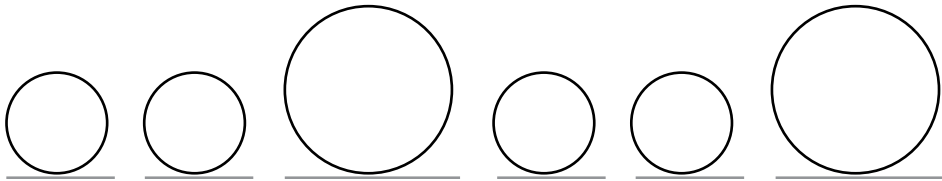
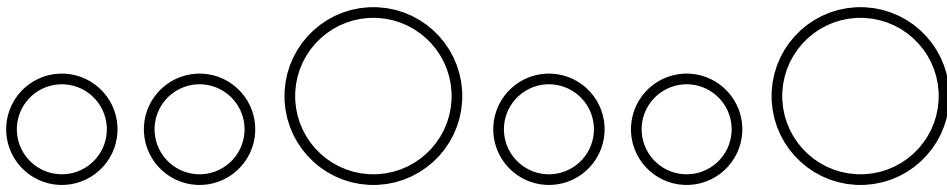
BLM
2.2A

Trace and draw the patterns.



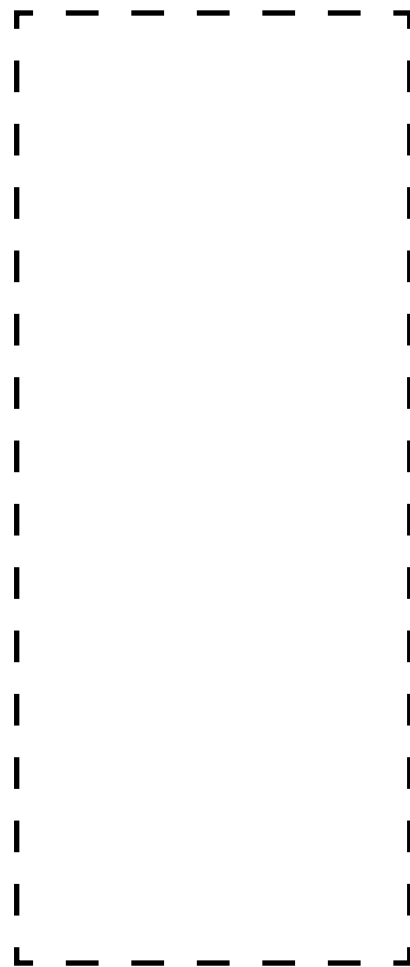
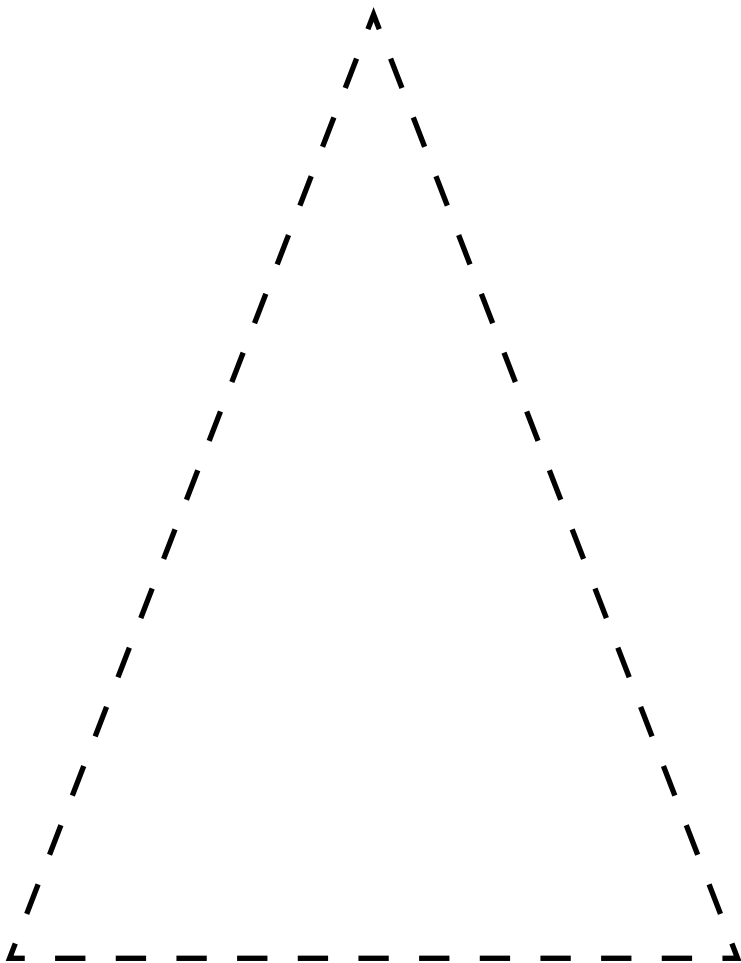
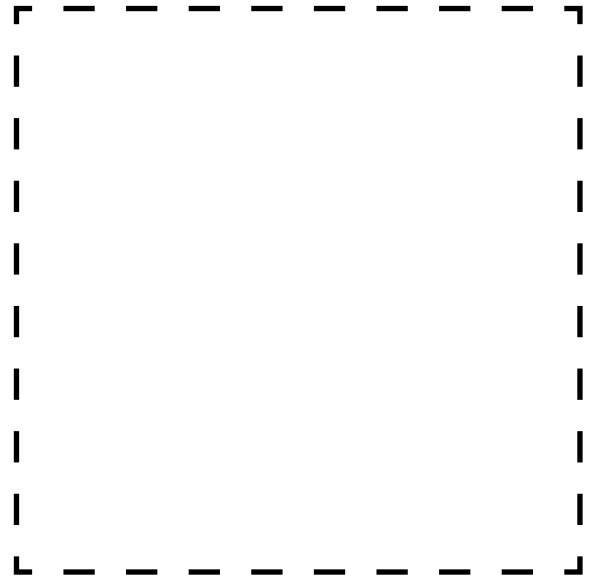
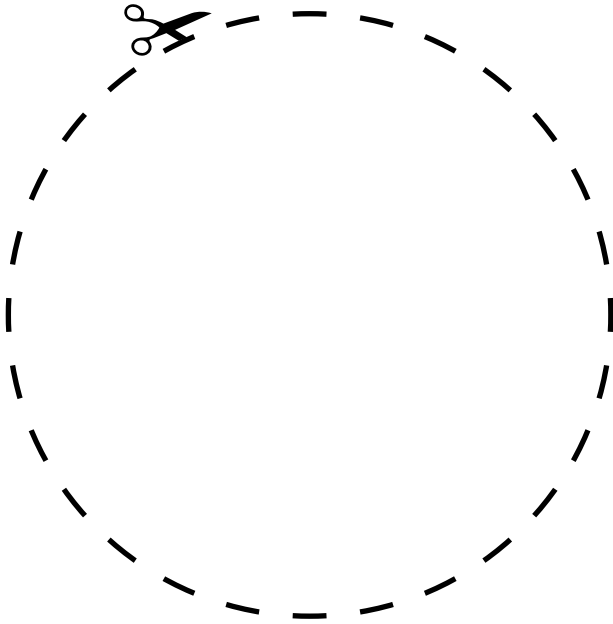
Copying Patterns

Trace and draw the patterns.



Paper Shapes

BLM
2.3A



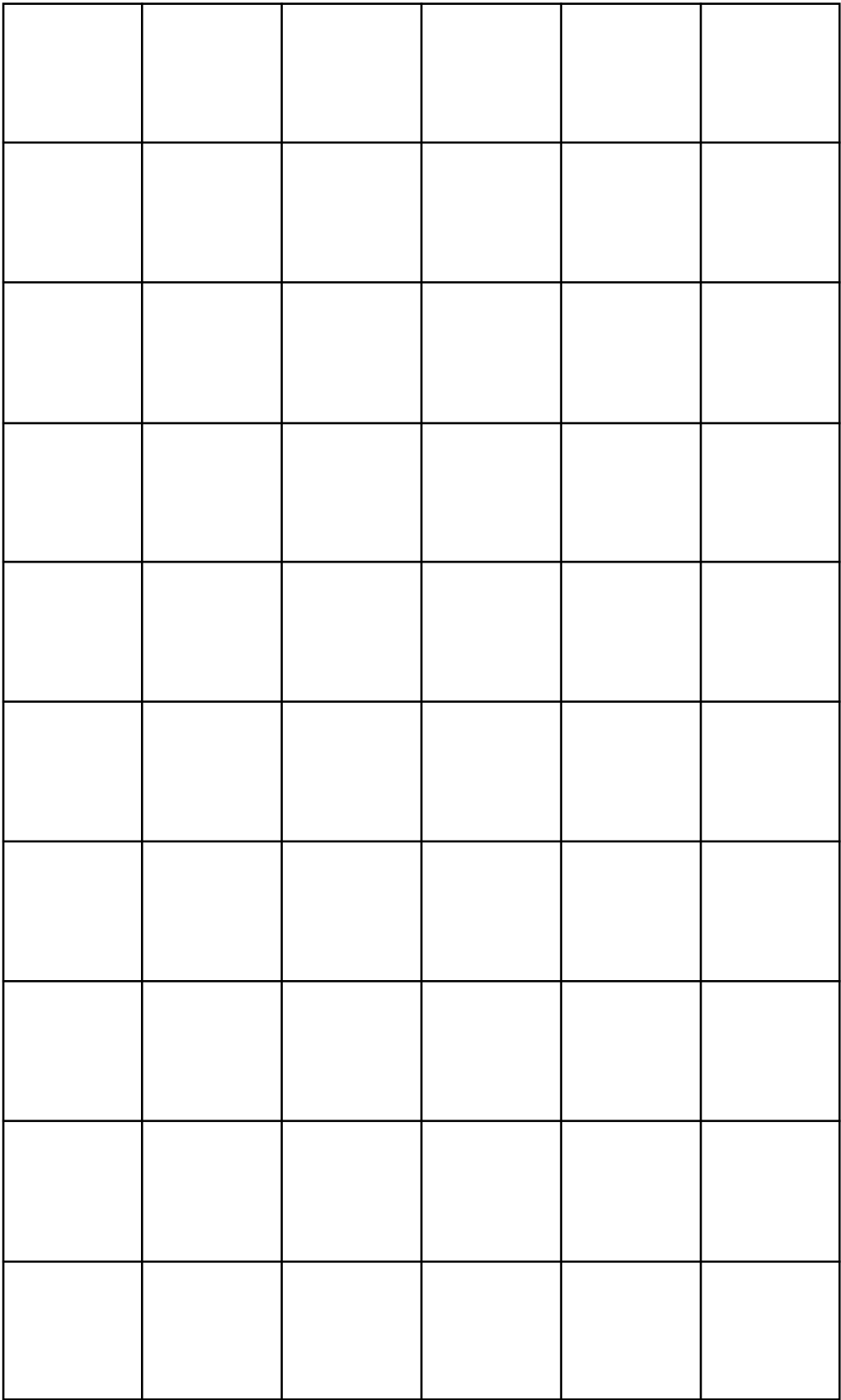
Farm Animal Cards

BLM
2.3B



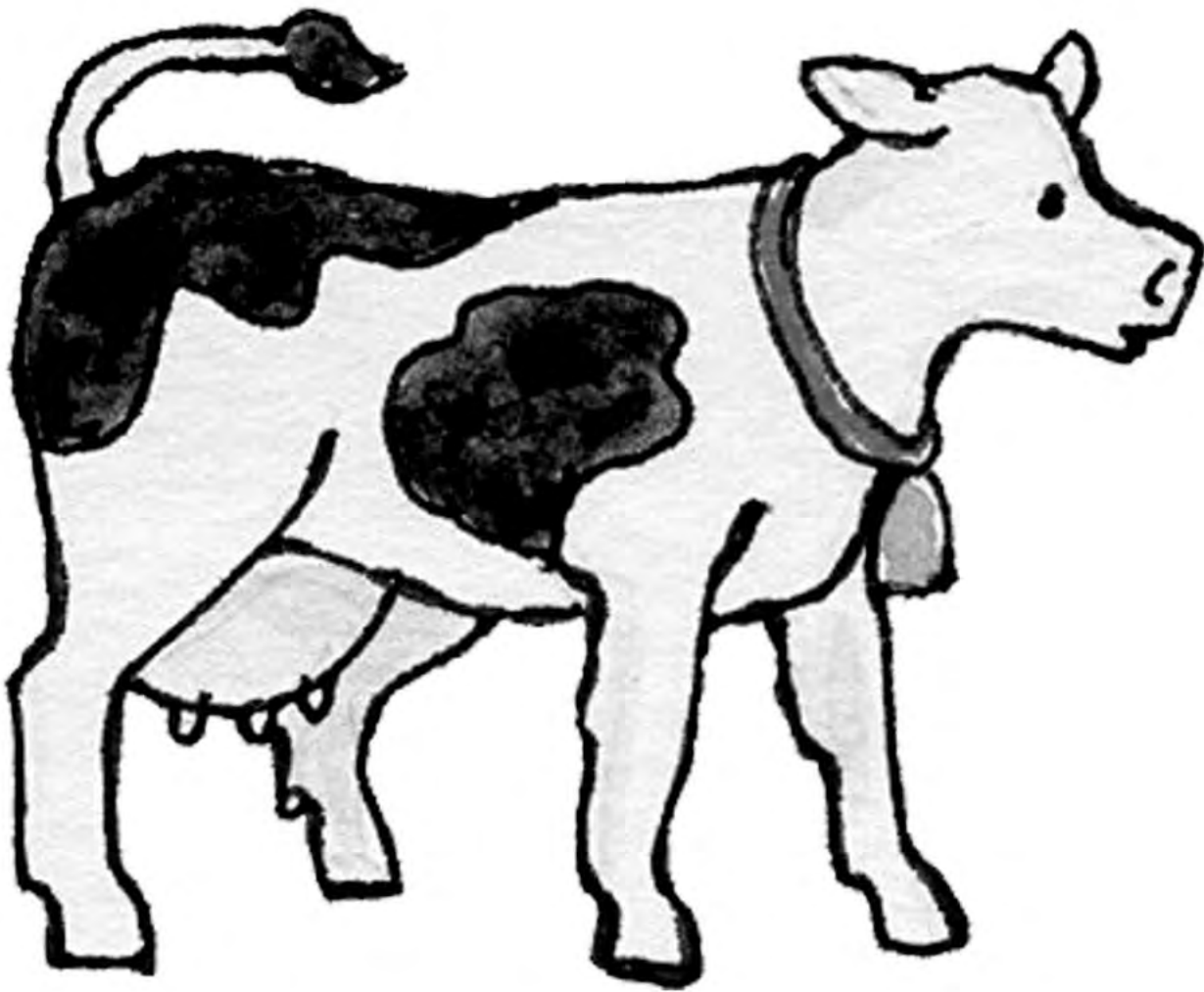
Square Inch Grid

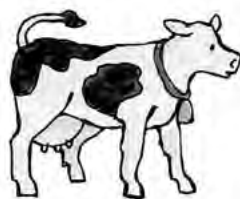
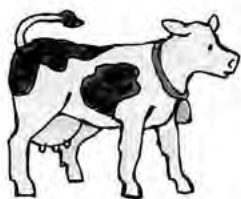
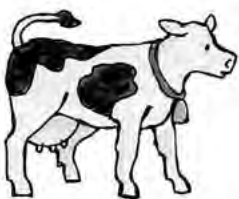
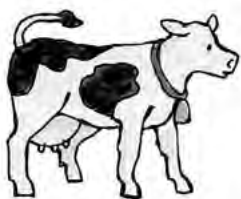
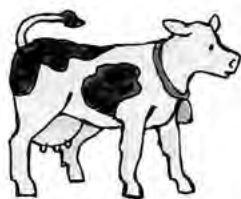
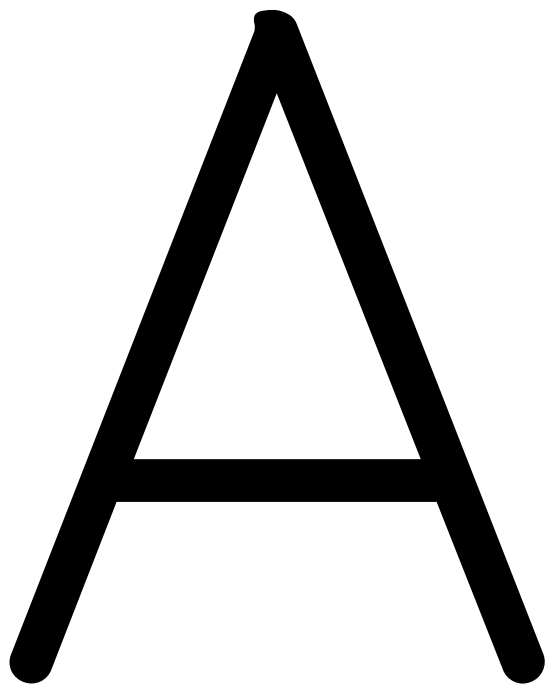
BLM
2.4A

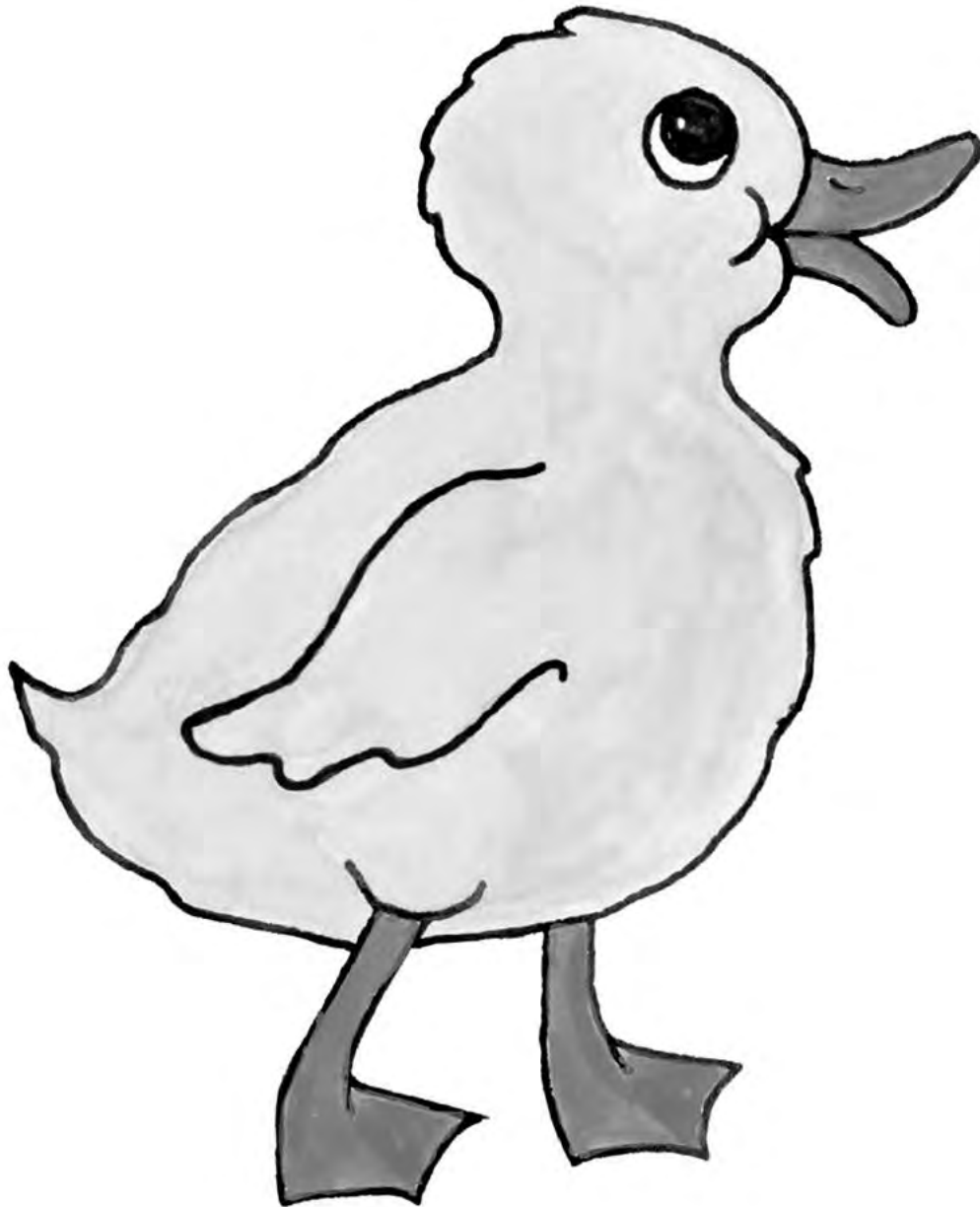


Pattern Signs: Cow A

BLM
2.5A







B



Workmat: Patterns AB and AAB

BLM
2.5C

A	B	A	B	A	B
---	---	---	---	---	---

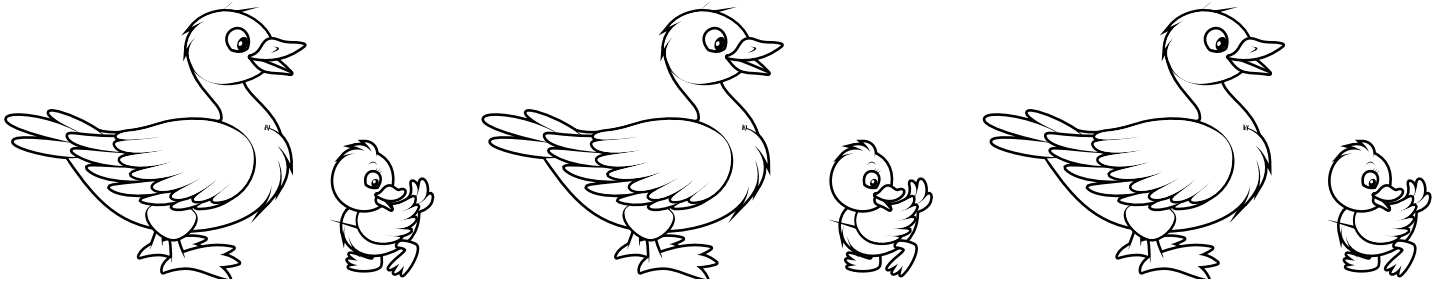
A	A	B	A	A	B	A	B
---	---	---	---	---	---	---	---

Name _____

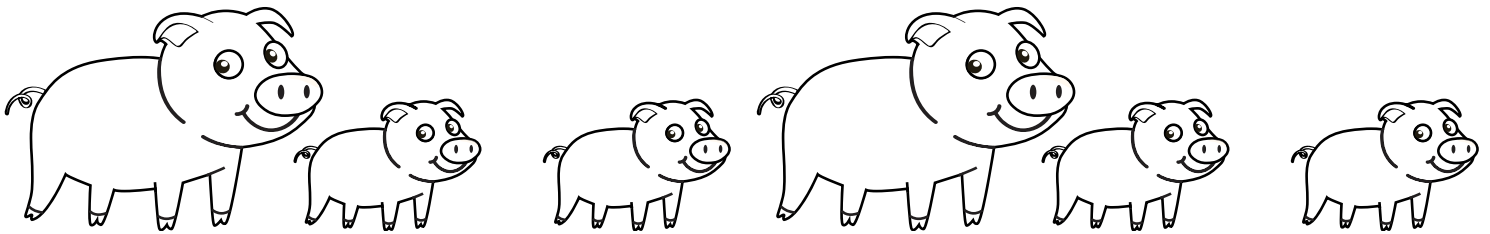
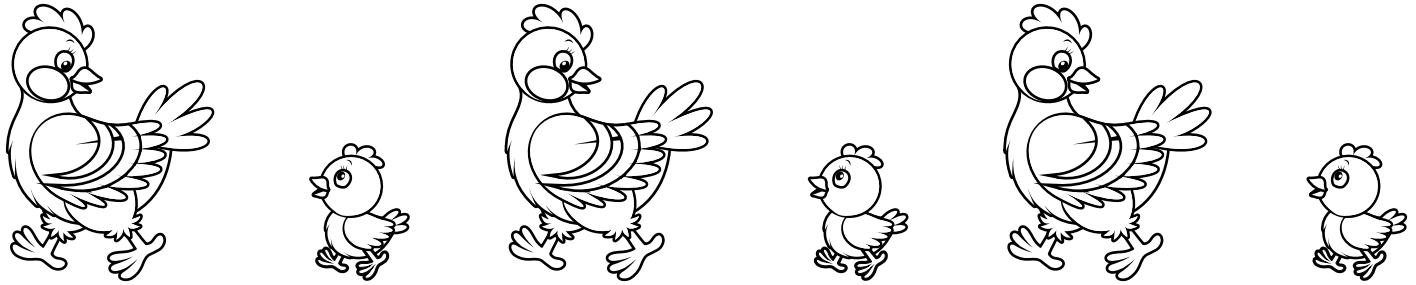
BLM
2.5D

Patterns That Are Alike

Write A or B. Circle two patterns that are alike.

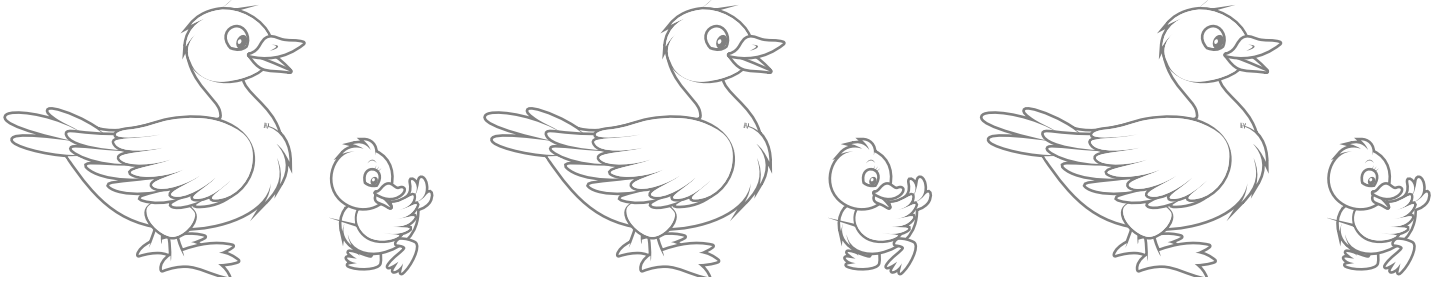


A



Patterns That Are Alike

Write A or B. Circle two patterns that are alike.



A

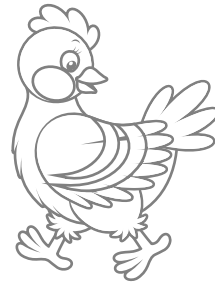
B

A

B

A

B



A

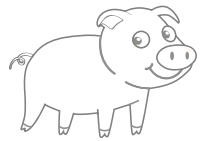
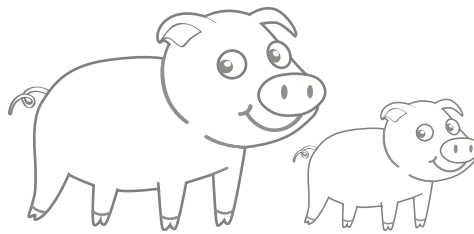
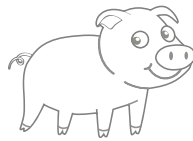
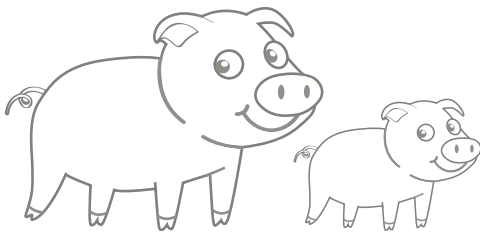
B

A

B

A

B



A

B

B

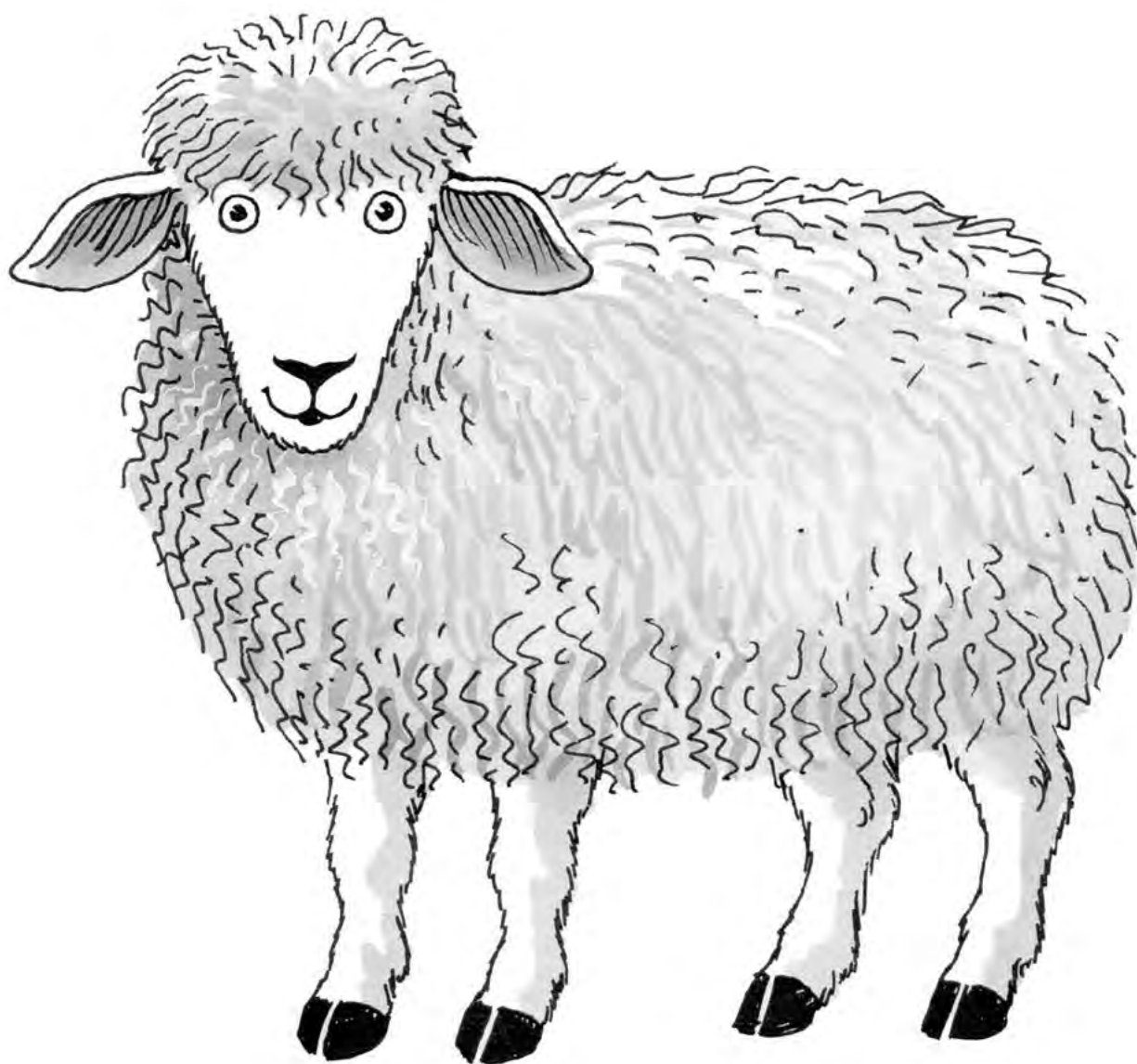
A

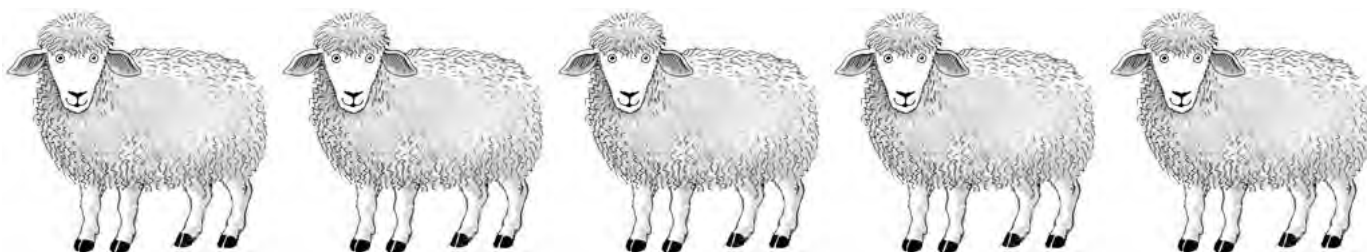
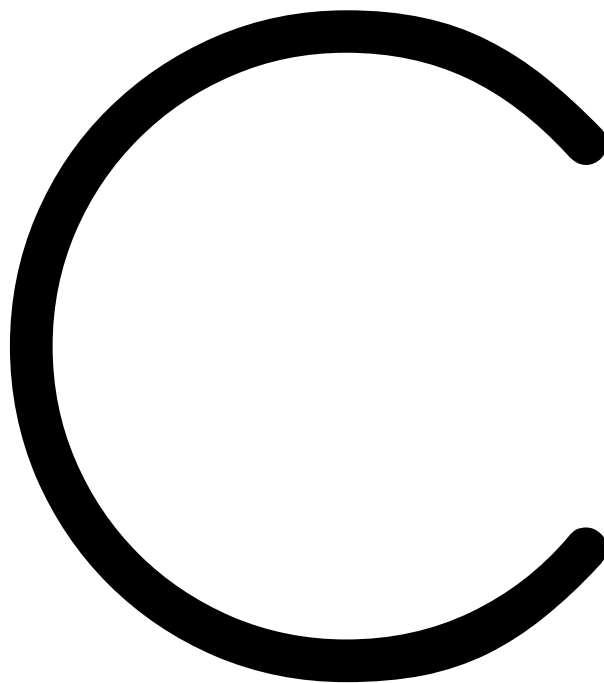
B

B

Pattern Signs: Lamb C

**BLM
2.6A**





Workmat: Patterns ABB and ABC

BLM
2.6B

A	B	B	A	B	B
---	---	---	---	---	---

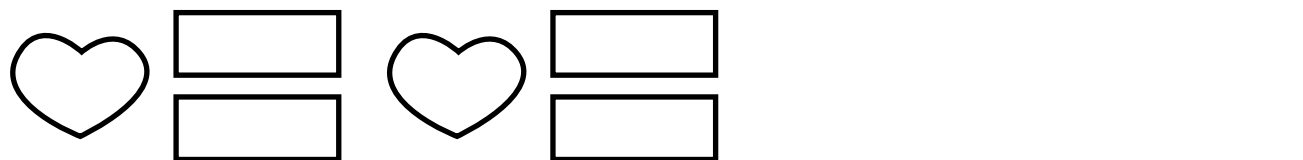
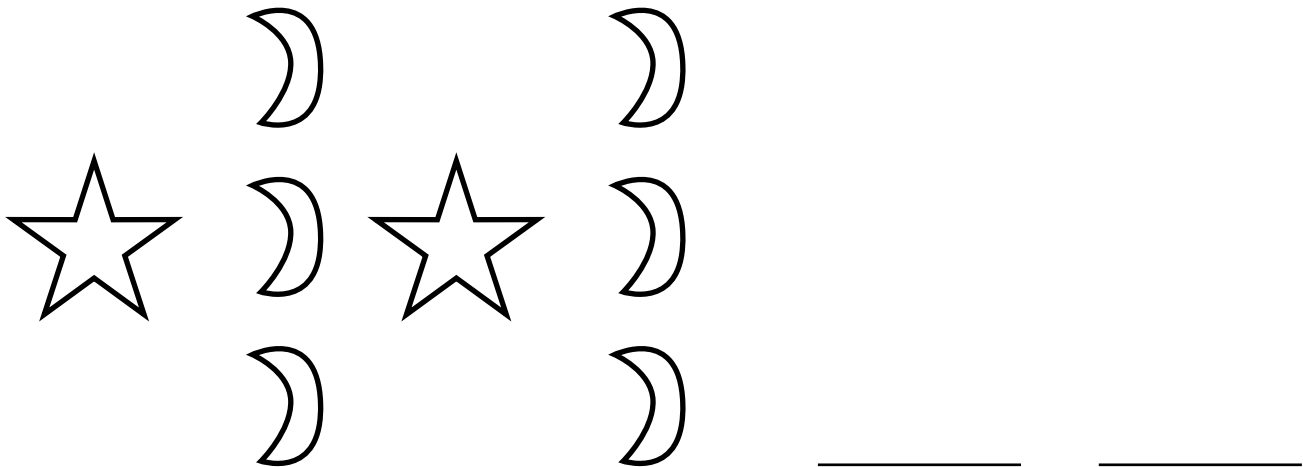
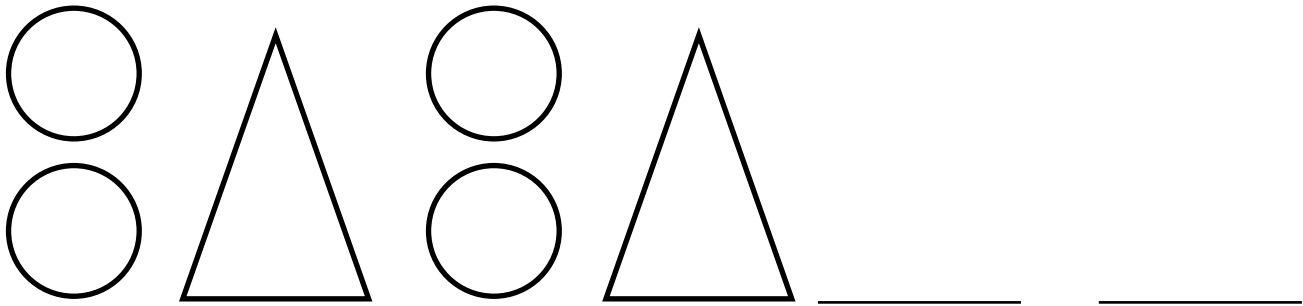
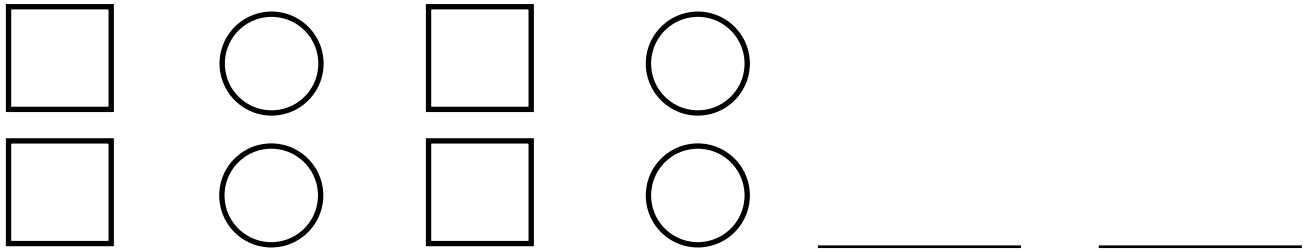
A	B	C	A	B	C
---	---	---	---	---	---

Name _____

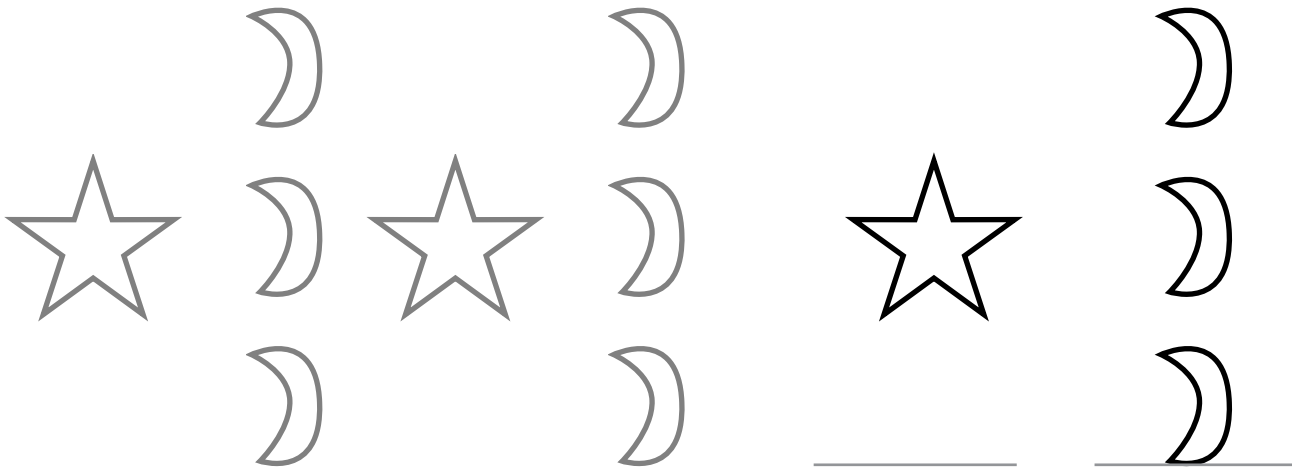
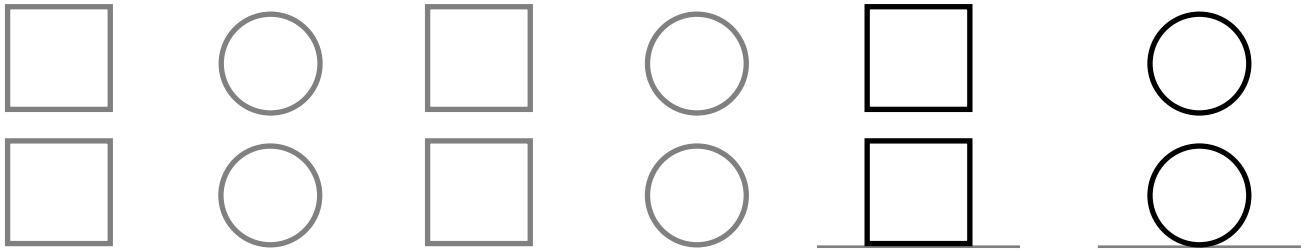
BLM
2.7A

Pattern Practice

Draw the patterns.



Draw the patterns.

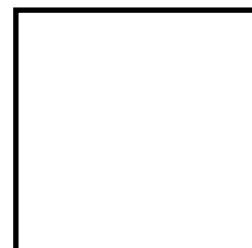
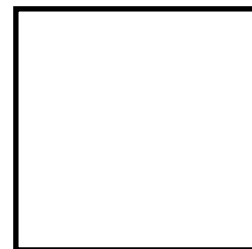
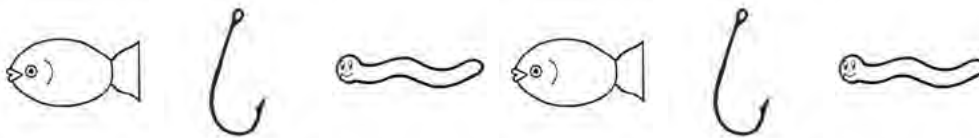
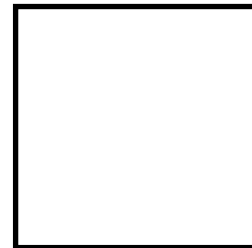
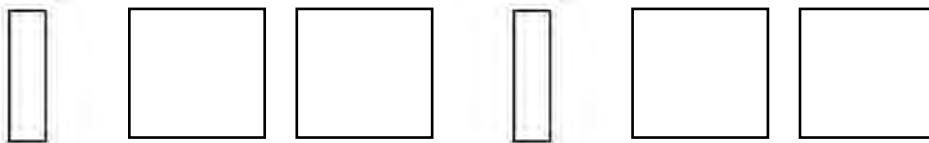
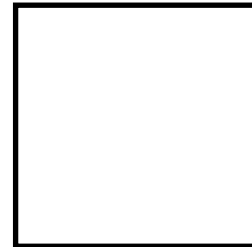
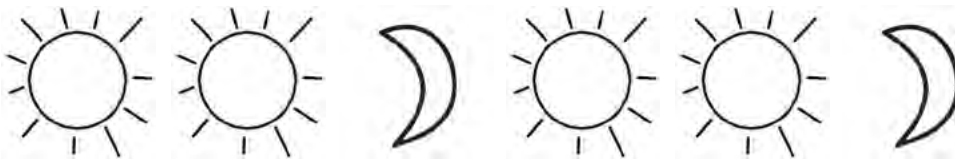
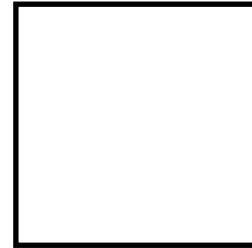
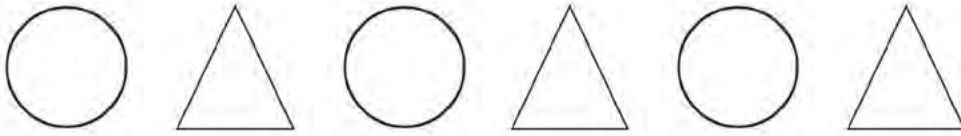


Name _____

BLM
2.8A

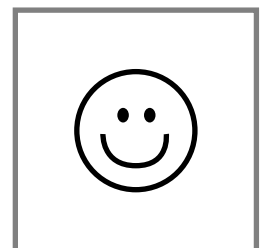
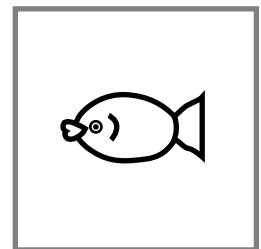
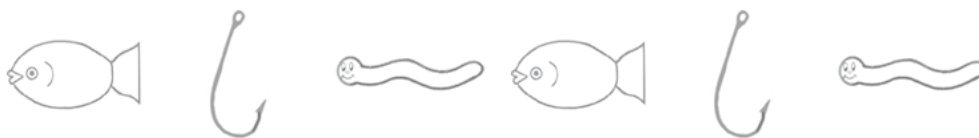
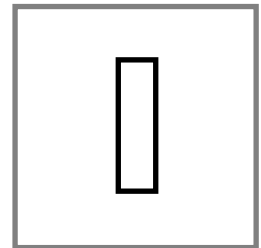
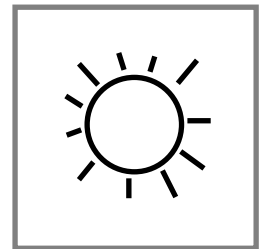
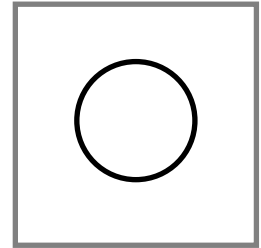
Next in the Pattern

Draw and color the patterns.



Next in the Pattern

Draw and color the patterns. Coloring will vary.



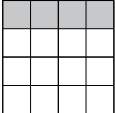
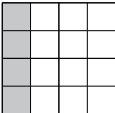
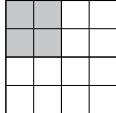


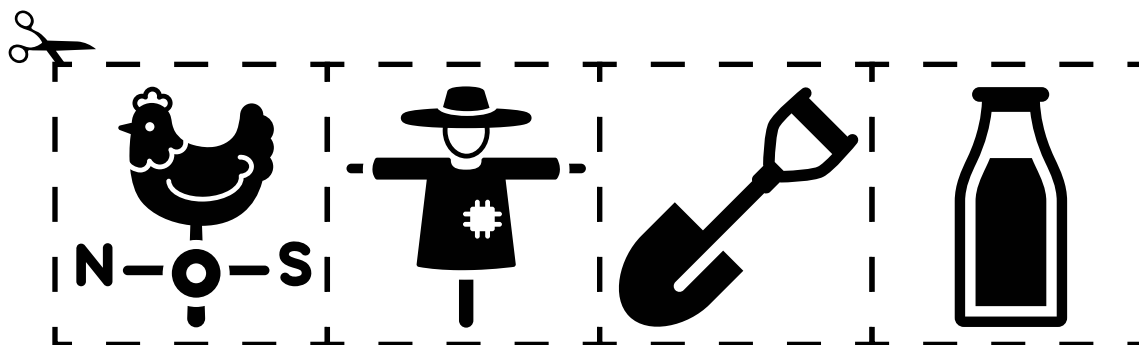
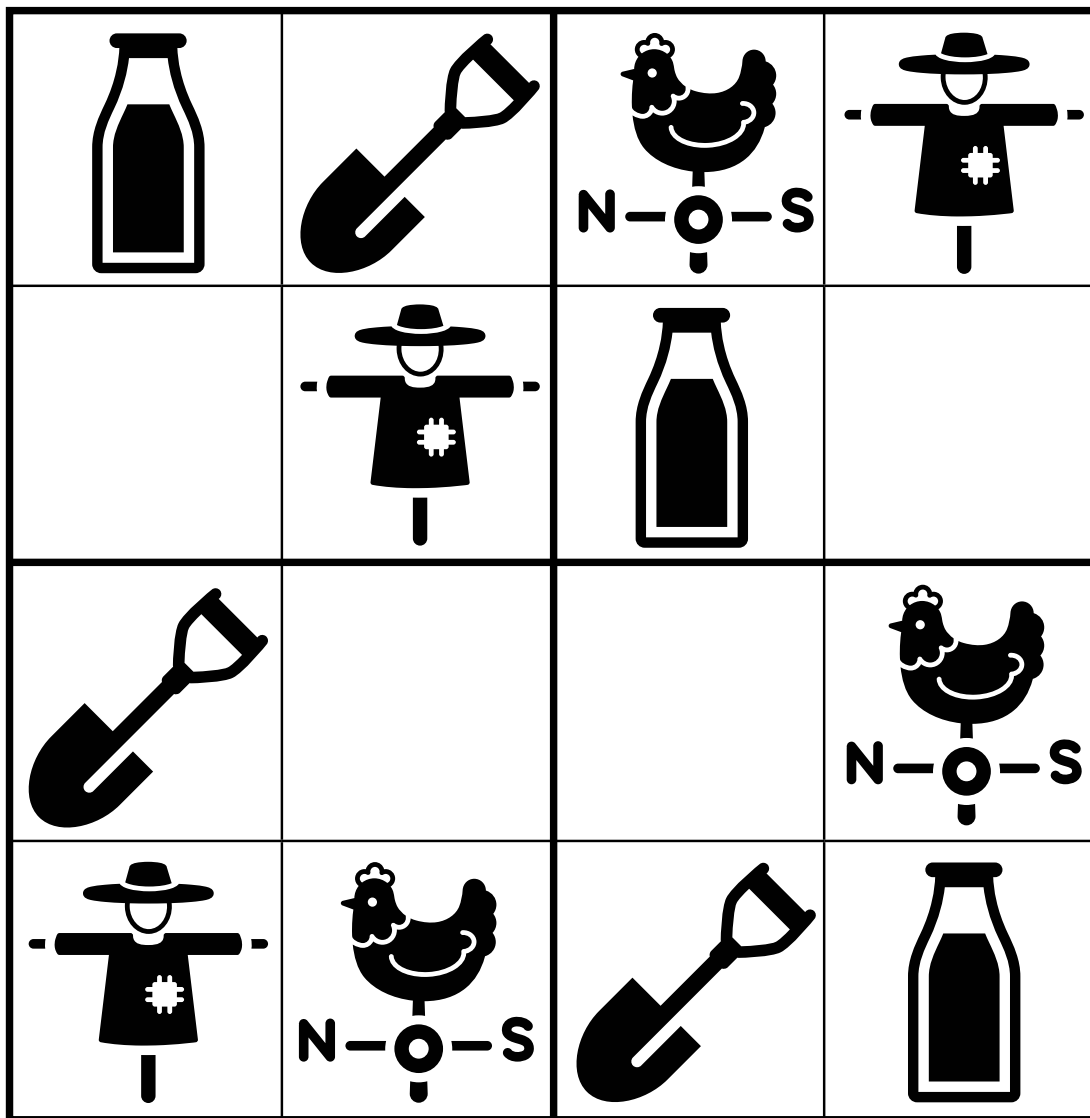
Name _____

Farm Sudoku

BLM
2.9B

Cut out the pictures and glue them in the correct empty square. Each picture can only

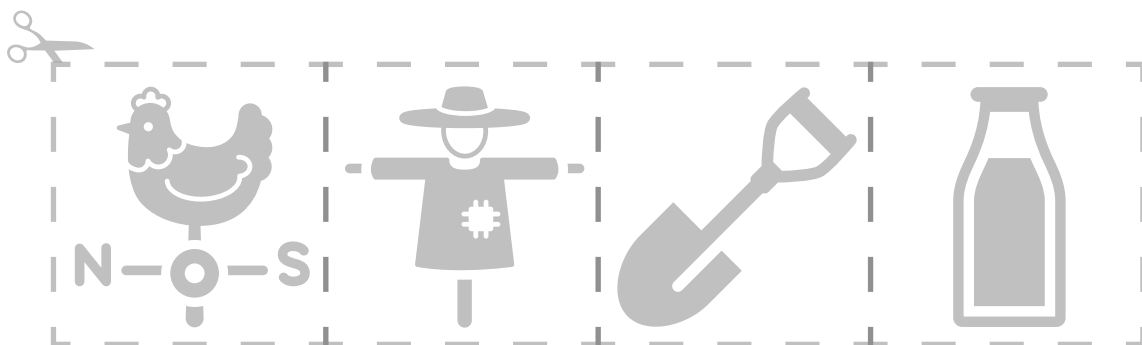
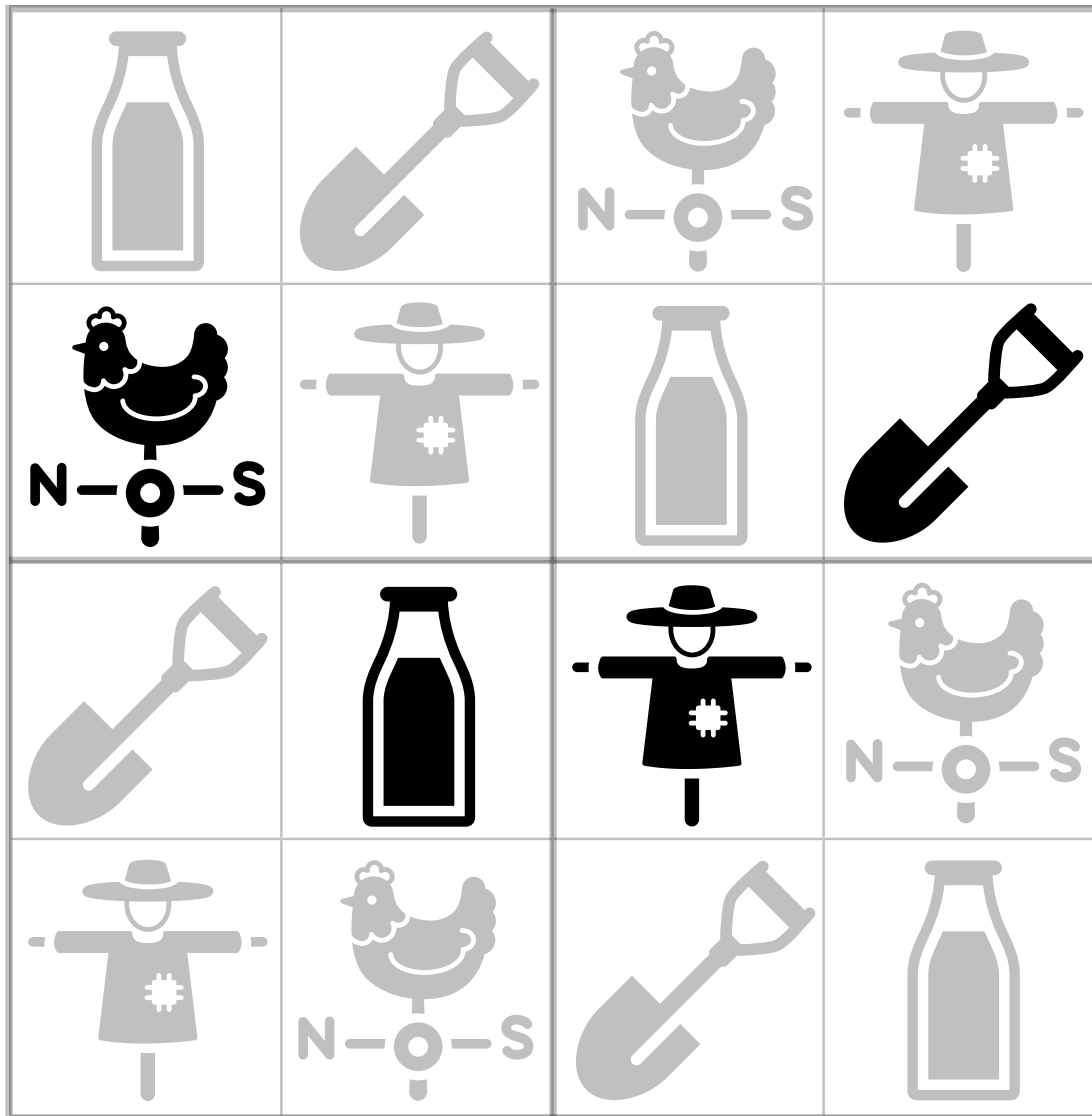
go once in each row , column , and block .



Farm Sudoku

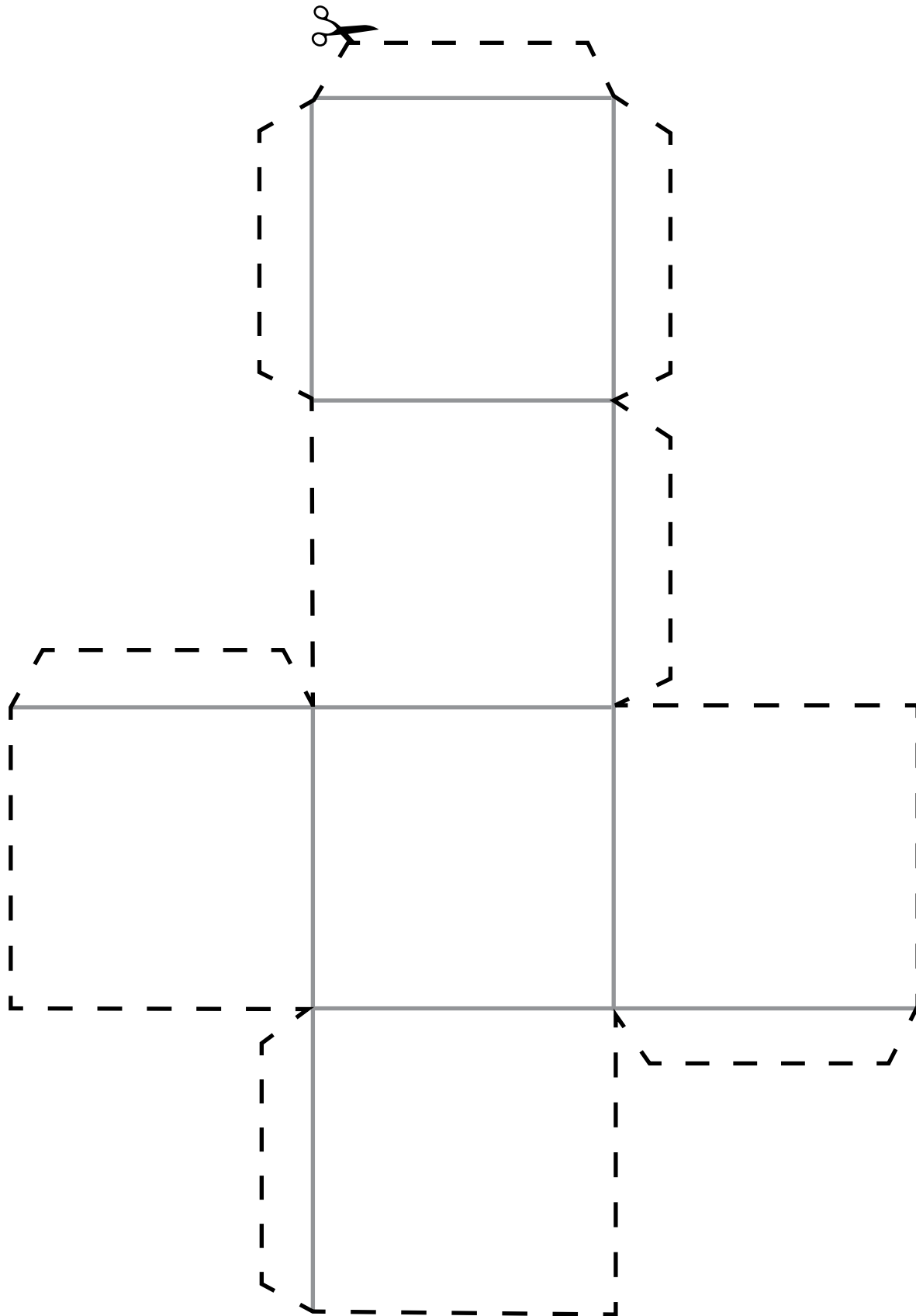
Cut out the pictures and glue them in the correct empty square. Each picture can only

go once in each row , column , and block .



Blank Cube

**BLM
2.11A**



Chapter 2 Interview Assessment

BLM
2.11B

Student	Assessment 1: Pattern Recognition								Assessment 2: Make Patterns							
	AB		AAB		ABB		ABC		AB		AAB		ABB		ABC	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																



Math at the Park

Dear Parents,

The focus of Chapter 3 in mathematics is counting and matching objects to create a one-to-one correspondence. This groundwork is important to build a solid foundation for number recognition. The setting of a park is used for counting and graphing objects from 1 to 10 while exploring the concepts of more than and less than.

One-to-one correspondence, matching and counting objects, and understanding more than and less than are fundamental to understanding basic number concepts. Any extra practice you provide at home will help your child master these concepts. Practice counting and showing one-to-one correspondence (matching items) by using opportunities around the home such as

- setting the table (point out using one cup for one plate)
- counting toys from 1 to 10 while putting them away
- matching an item with the exact place it belongs
- counting shoes or coats in the closet
- comparing groups of toys or groceries to discover which group has more or less than the other group

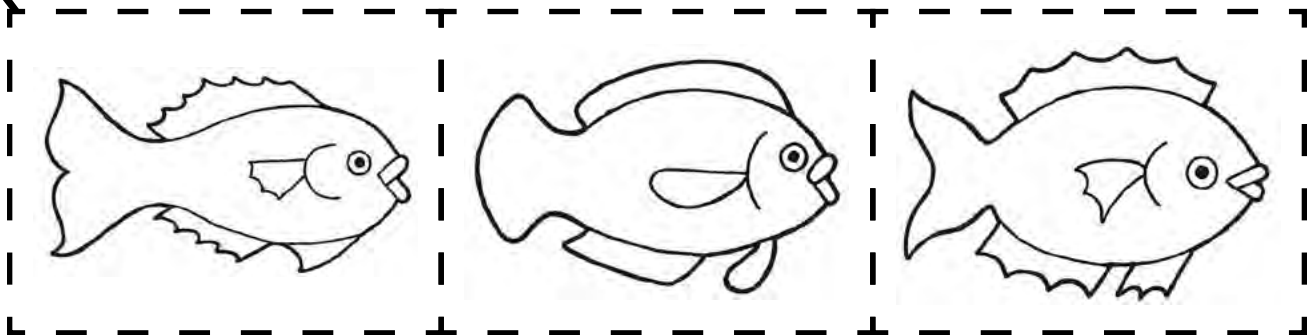
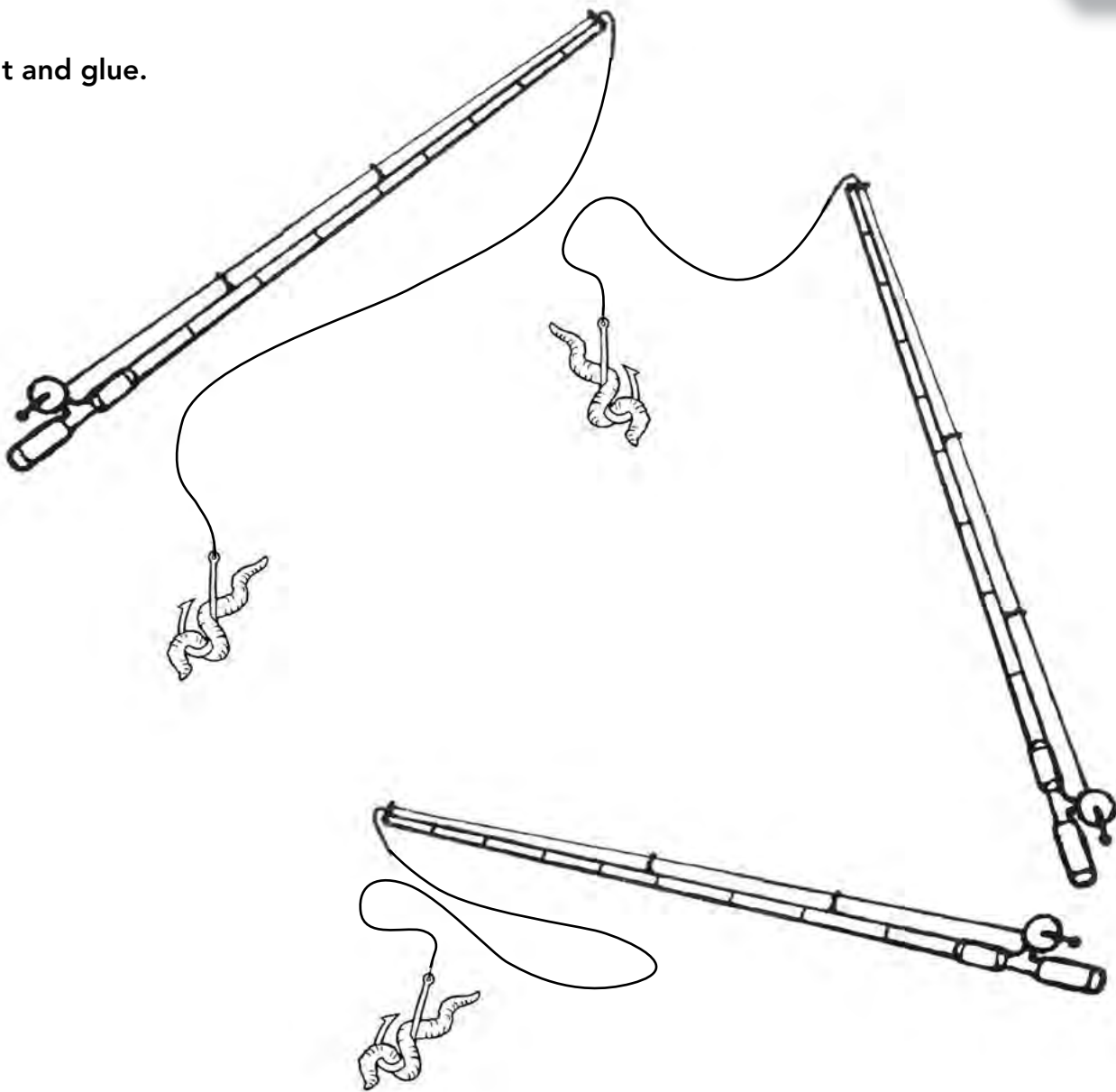
The purpose of counting and matching is to develop algebraic thinking, problem-solving skills, and visual discrimination. Graphing visually shows one-to-one correspondence. Your child will be graphing objects to help develop decision-making skills about which group has more or less or how many more are needed for the groups to be the same.

So as you enjoy a picnic or time in the park, spend time counting objects in God's world and recognizing His abundant blessings. Your asking questions and initiating deliberate conversations about counting and matching can help your child become more confident in analytical thinking and problem solving.

Name _____

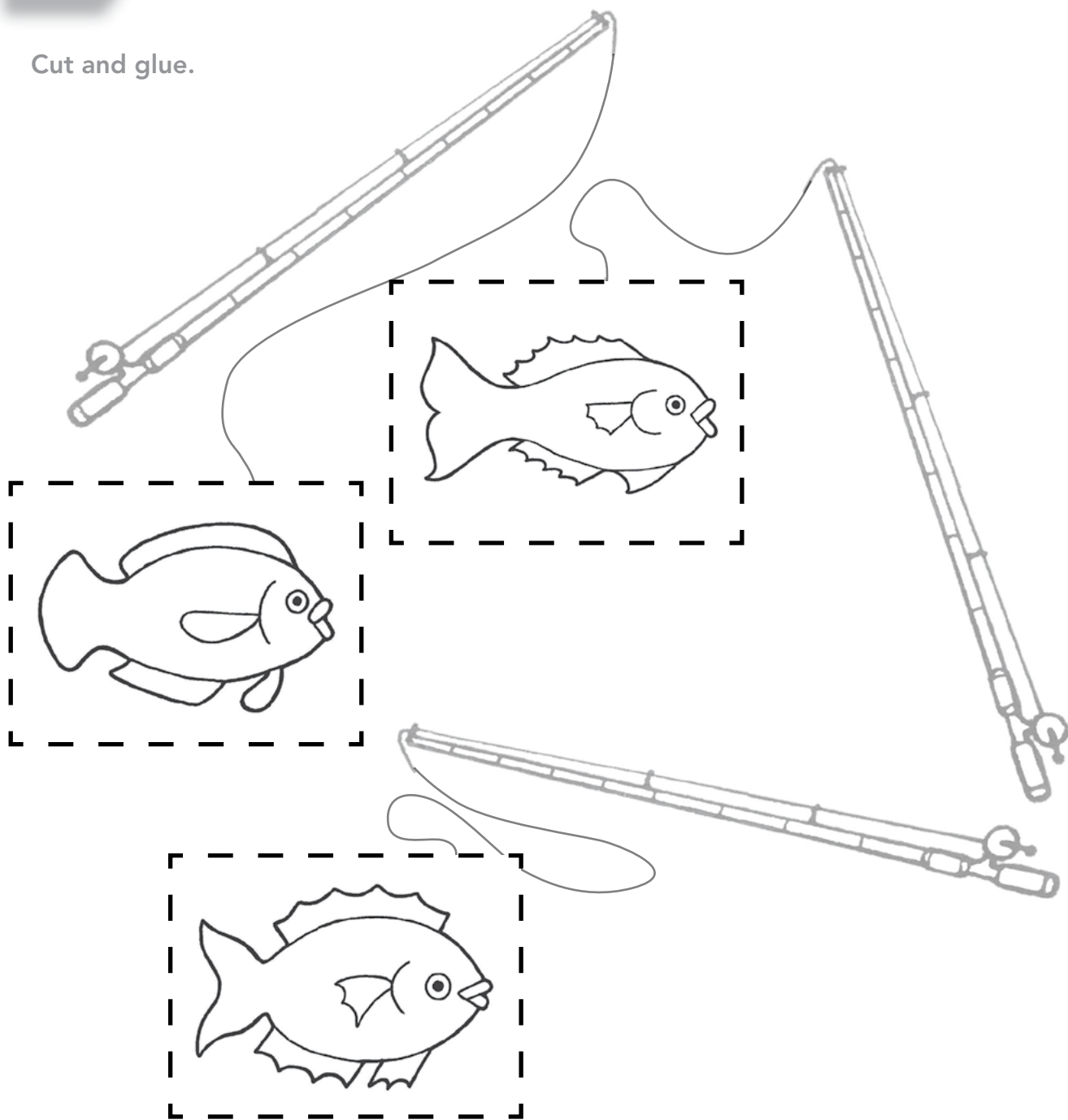
Going Fishing

Cut and glue.



Going Fishing

Cut and glue.



Bird Nest















BLM
3.2A



One-to-One Cards

BLM
3.2B



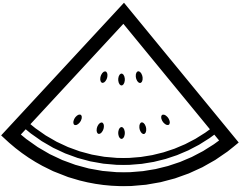
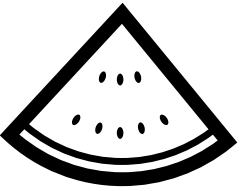
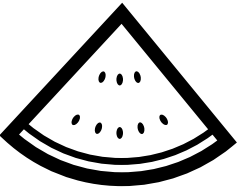
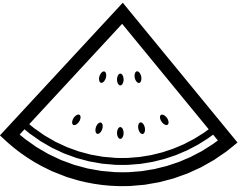
	 
	  
	   
	



Name _____

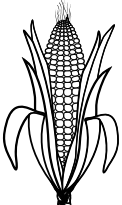

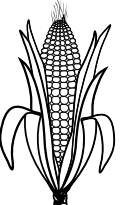
BLM
3.2C

Same Number


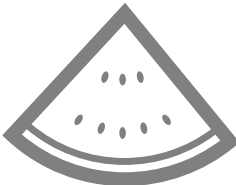

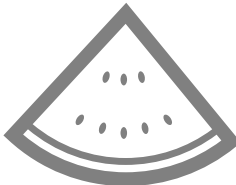
Fill in the bottom rows to match the top rows.



				




				

Fill in the bottom rows to match the top rows. **Answers will vary.**

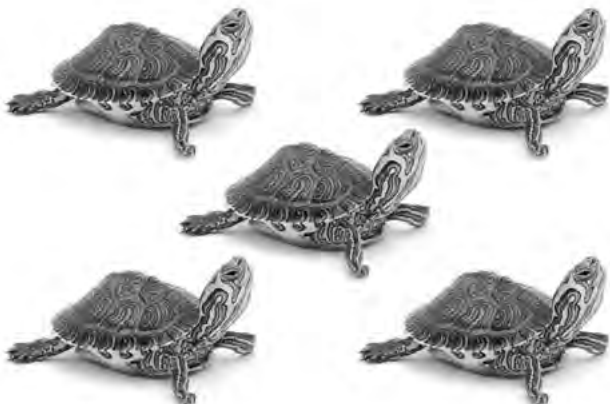
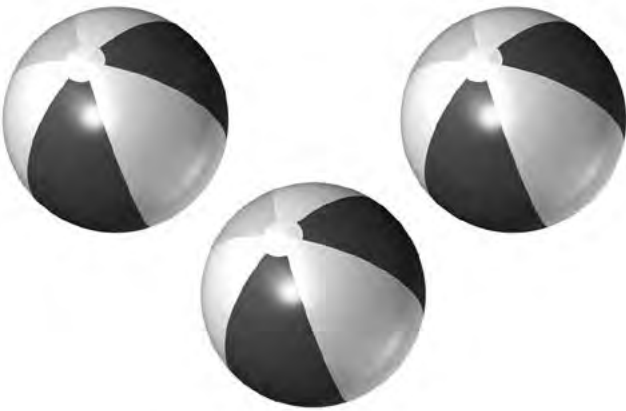
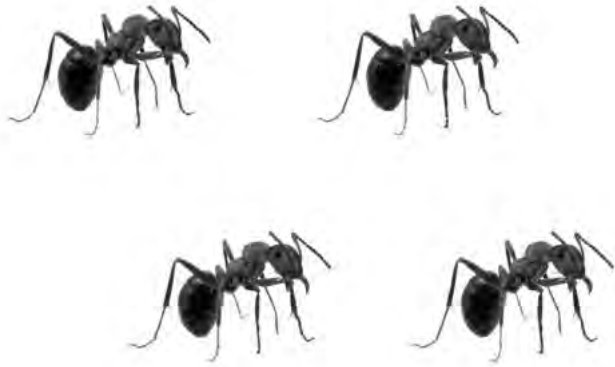
				

Workmat: More Than

**BLM
3.3A**

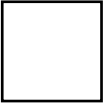
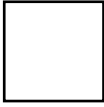




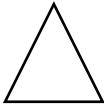
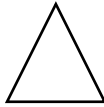


Name _____

Same or More Than

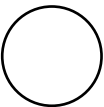
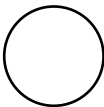
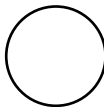



BLM
3.3B

Circle same if groups have the same number. Circle more if one group has more.

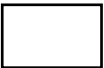
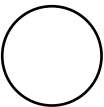
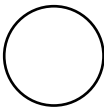
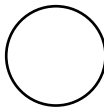
same

more


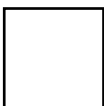



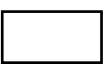
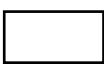
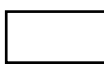
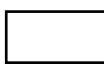
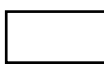
same

more

same

more









				
				

same

more

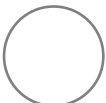
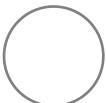
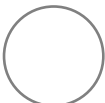



Same or More Than

Circle same if groups have the same number. Circle more if one group has more.


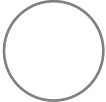
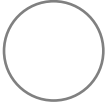
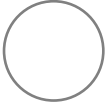
same

more











same

more

same

more

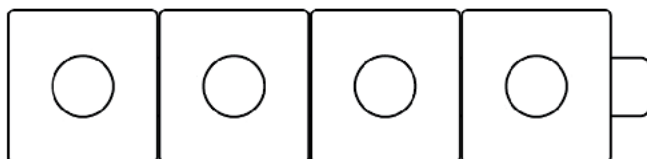
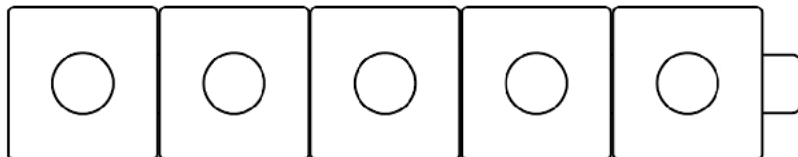
				
				

same

more

Workmat: Less Than

BLM
3.4A



Name Squares








BLM
3.5A


Name _____


Spill the Beans Game

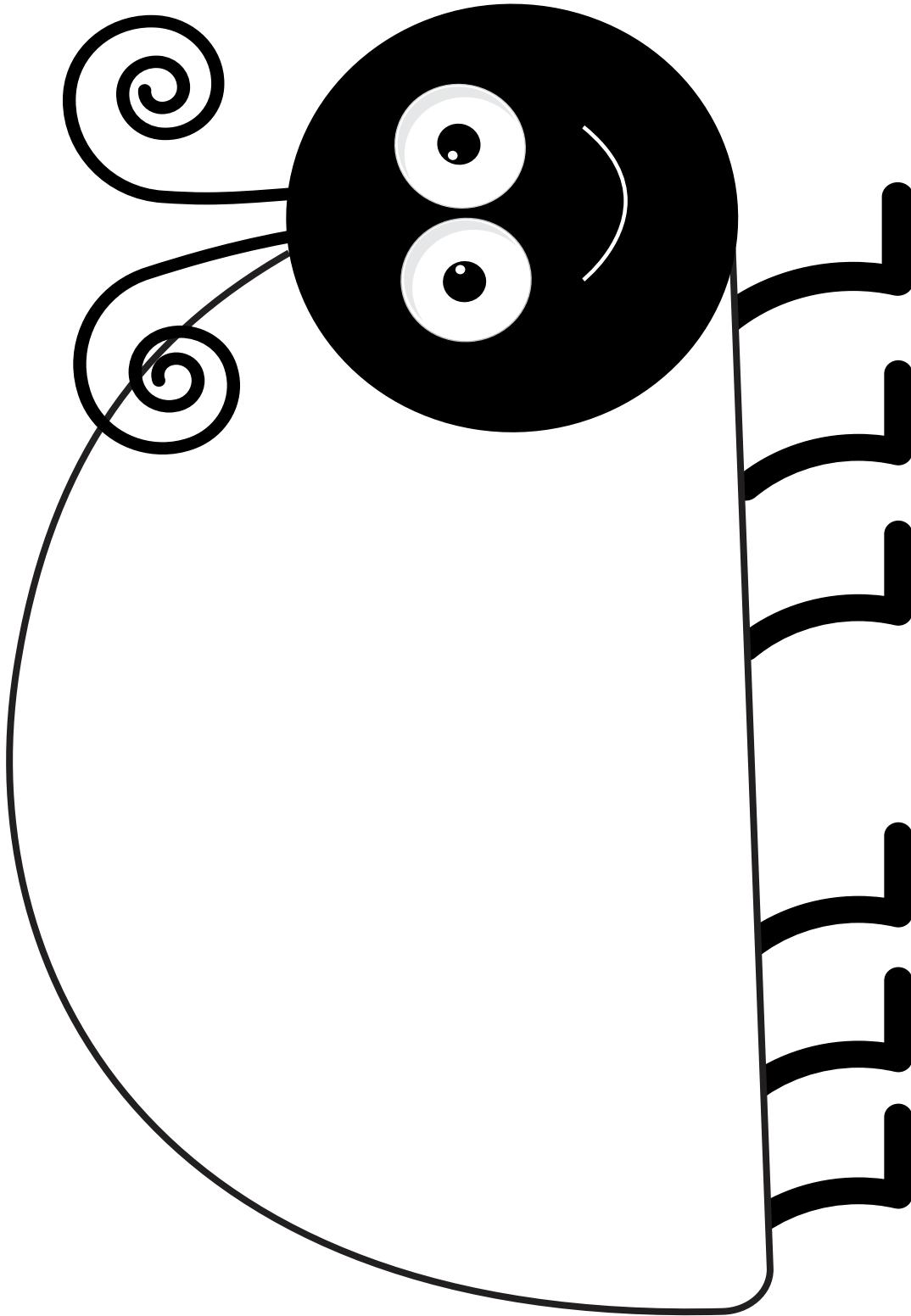
BLM
3.5B

Shake and spill the beans. Count the red beans and the blue beans. Are there more red beans or more blue beans? Mark that color on the bean on the chart. Spill the beans four more times. Count the number of colored beans from the spills. Color in the crayons to show which color had more and which color had fewer marks on the chart.

 Spill	 Color
Spill 1	
Spill 2	
Spill 3	
Spill 4	
Spill 5	

I had more  beans.

I had fewer  beans.

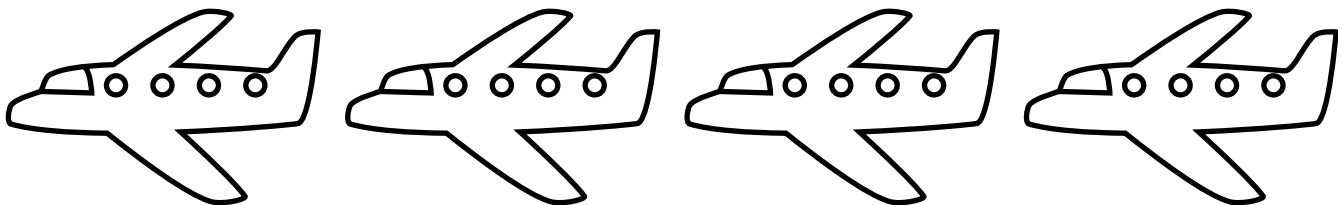
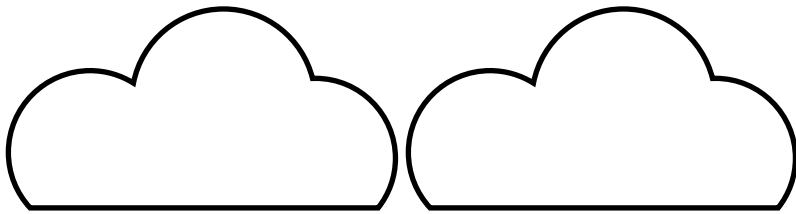
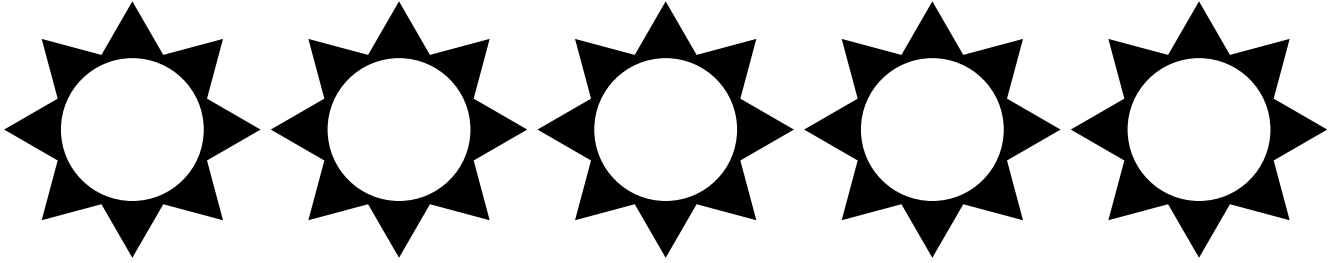


Name _____

One Less Than

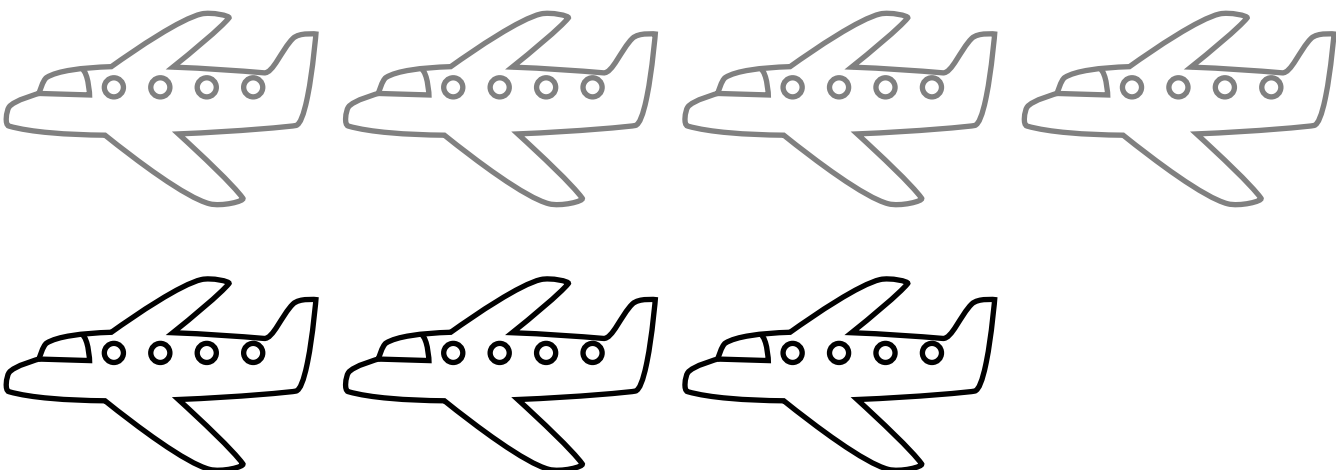
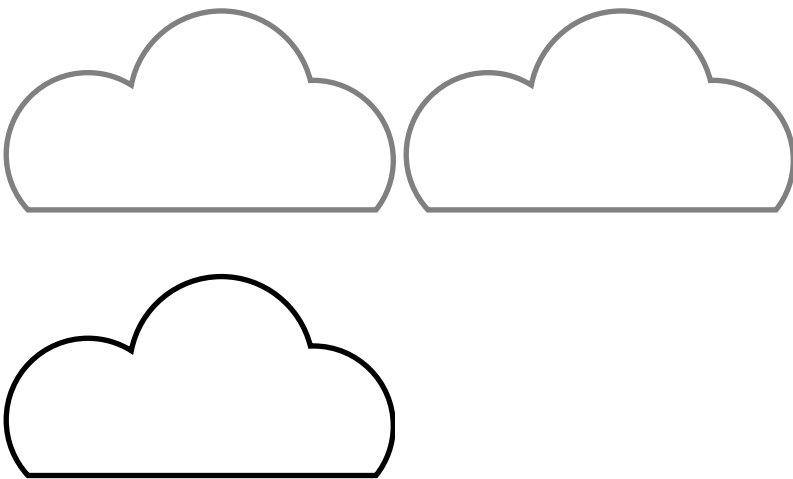
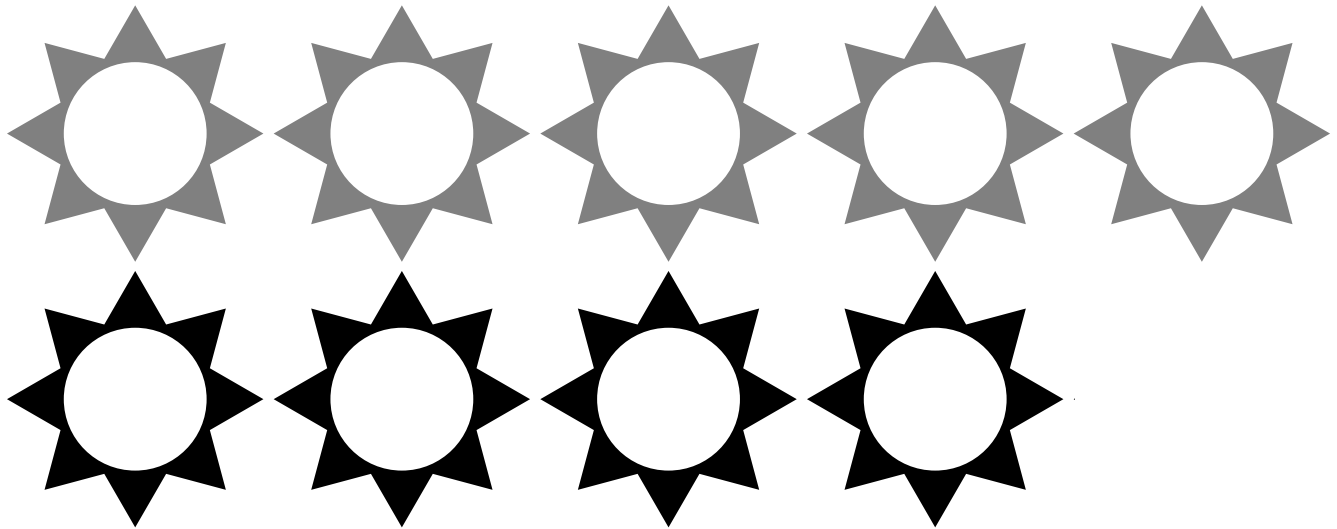
BLM
3.7A

Count and draw one less. Color.



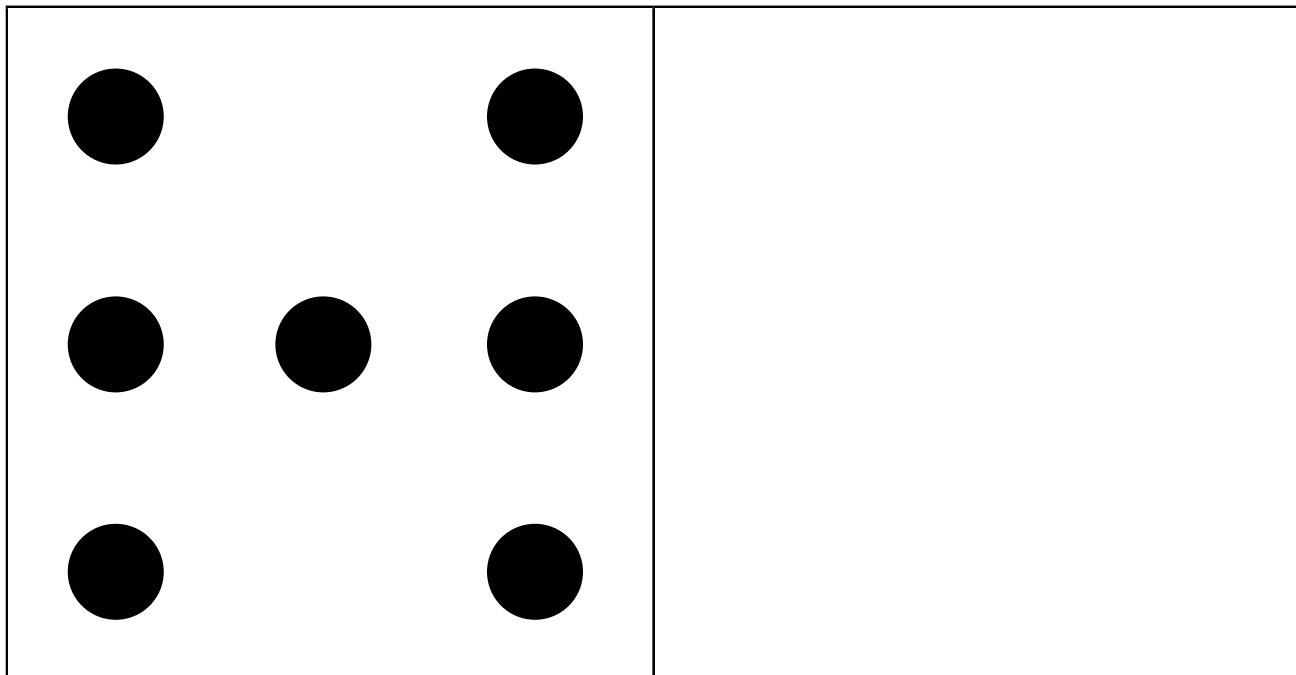
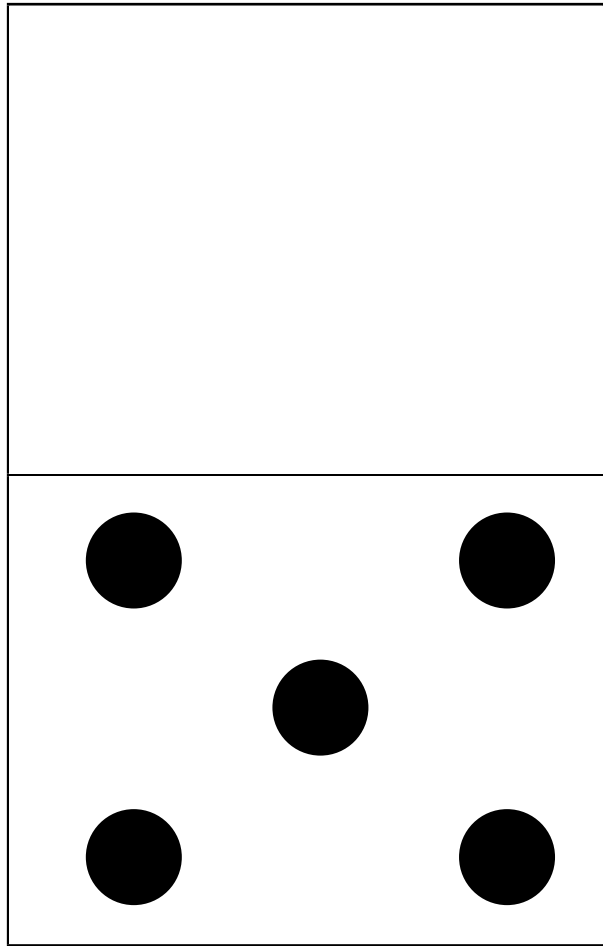
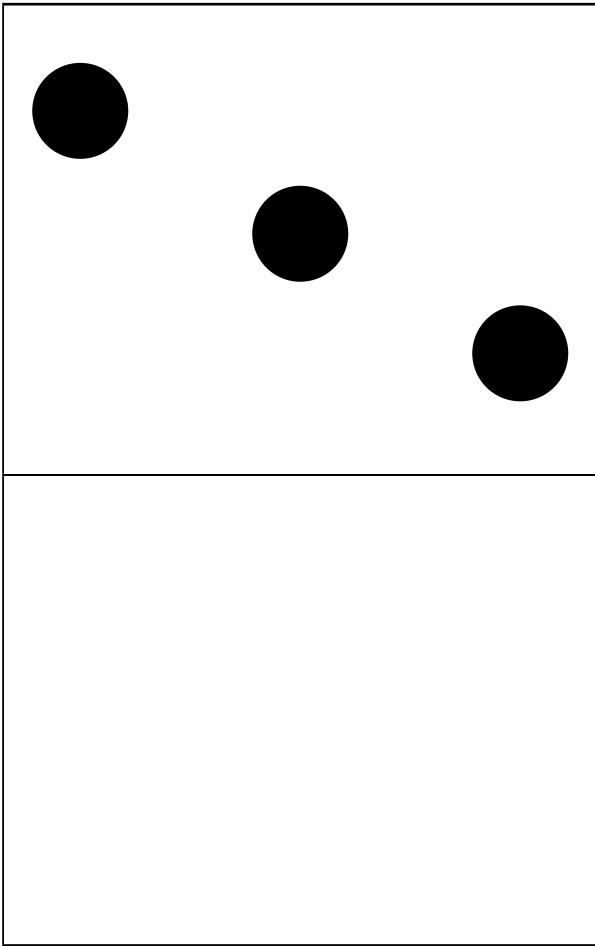
Count and draw one less. Color.

Coloring will vary.



Workmat: Dot Cards

**BLM
3.8A**

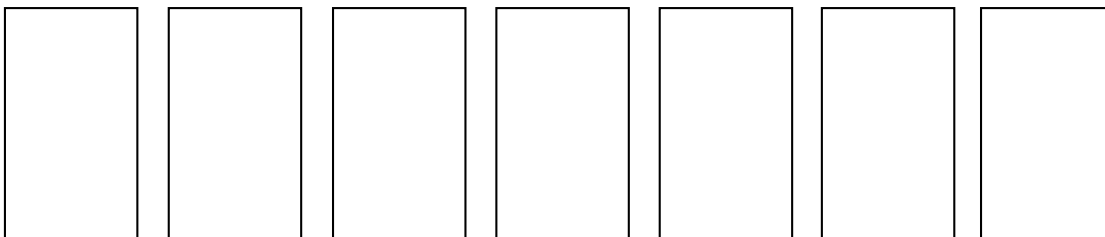
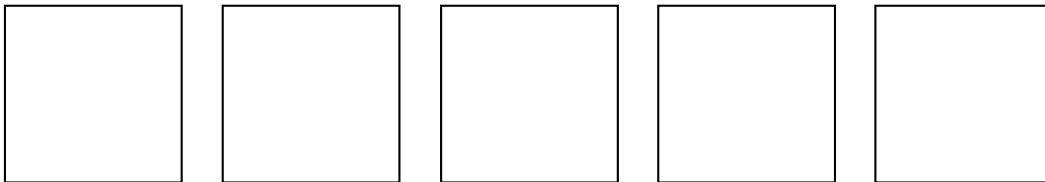
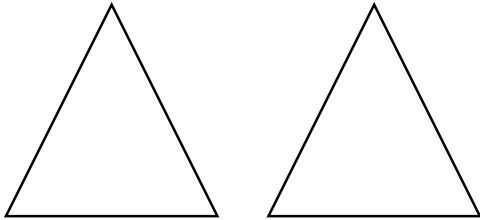
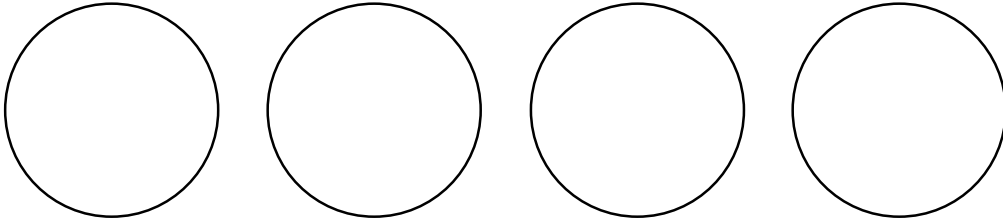


Name _____

One More Shape

BLM
3.8B

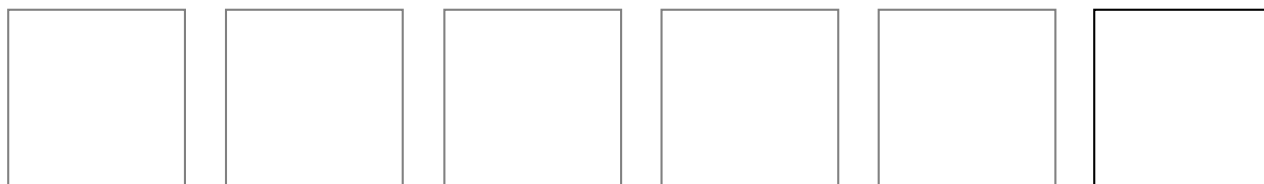
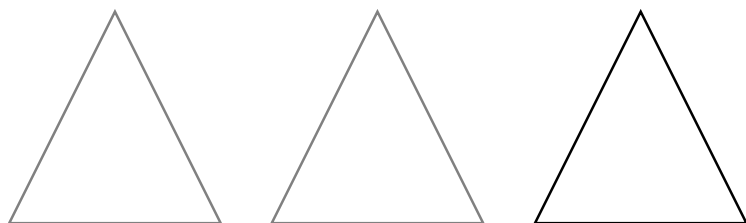
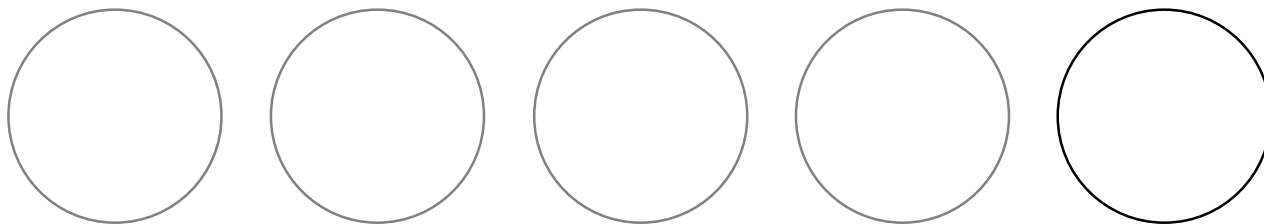
Draw and color one more.



One More Shape

Draw and color one more.

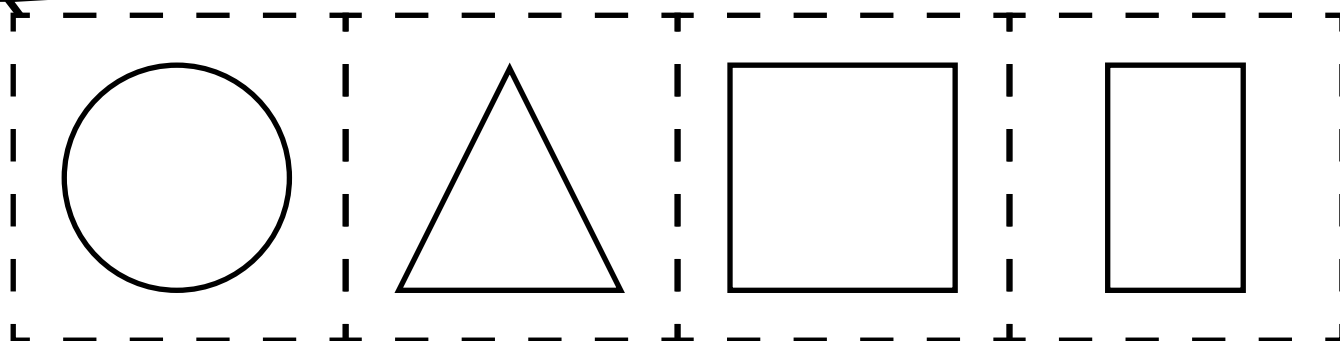
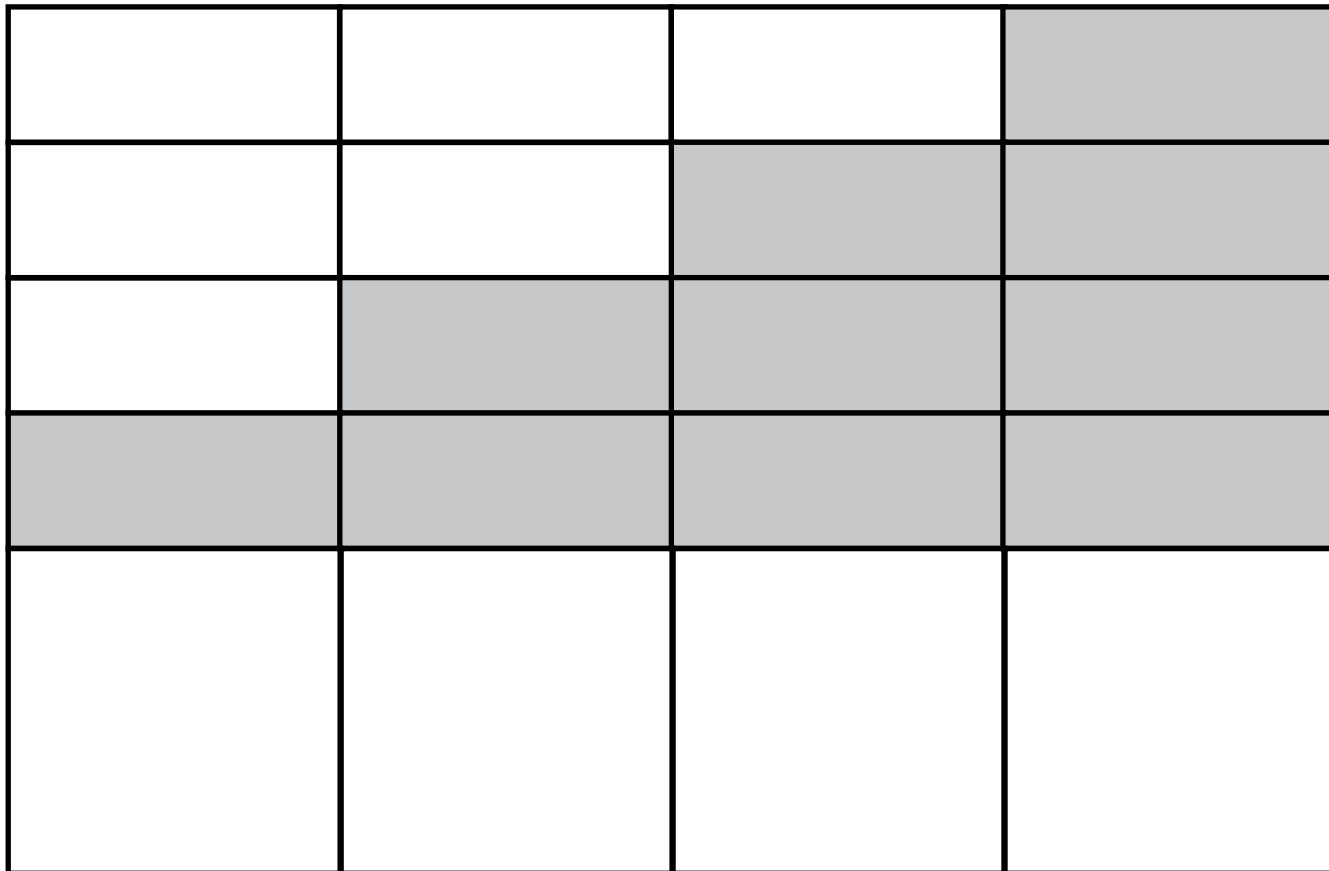
Coloring will vary but should include AB, AAB, ABB, and ABC patterns.



Name _____

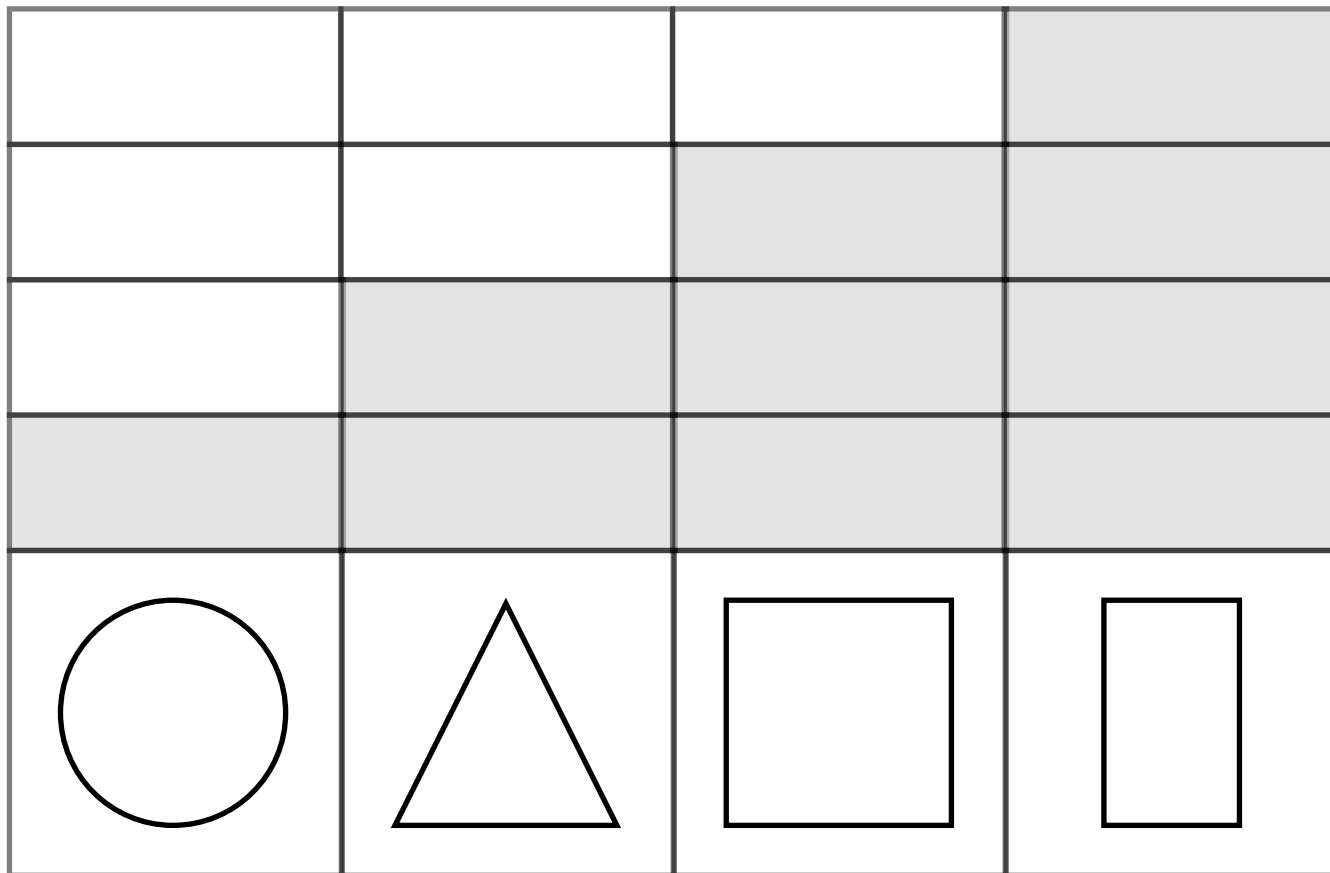
BLM
3.10A
Graph Shapes

Cut and glue.



Graph Shapes

Cut and glue.



Chapter 3 Interview Assessment

BLM
3.11A

Student	Assessment 1: Count 1–10				Assessment 2: Match											
	count forward		count backward		one to one		same number		more		less		one more		one less	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																



Math in the Neighborhood

Dear Parents,

In Chapter 4 of mathematics, your child will be writing and exploring numbers 0–5. There will be opportunities for her to model, act out, and draw pictures to better understand number meaning. She will learn to use number words (zero, one, two, three) and numerals (0, 1, 2, 3). Being able to instantly recognize sets of objects 0–5 will help your child in counting, ordering, and grouping numbers. Graphs will be used as a concrete display of numbers to read and to interpret. *A Counting*

Book: 0–5 will be sent home. The booklet shows correct formation of the numbers, which you can reinforce at home.

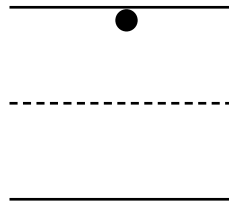
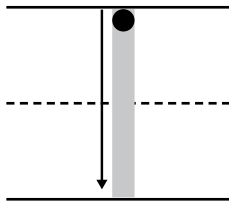
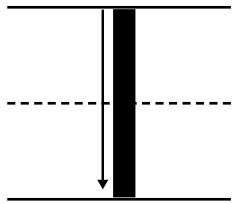
The world is full of numbers, from numbers on clocks to numbers on price tags. As opportunities arise, draw attention to these and have your child read them. If there is a number he does not recognize, name it and have him repeat it. In addition, have your child write numbers. Encourage her to consistently work on proper formation of each number as it is presented in the lesson.

Numbers are basic to all the skills of mathematics. The concept began with God numbering the days of Creation (Genesis 1:1–2:3). The ability to understand and work with numbers is a gift from God. Your participation as a parent can help your child use this gift as he continues to study numbers in the next several chapters.

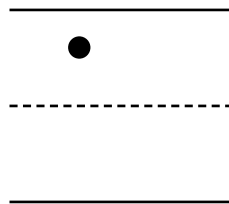
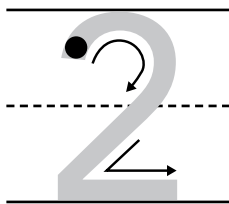
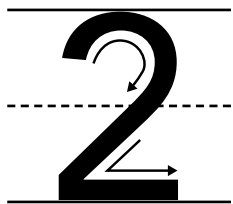
The theme of the chapter is Math in the Neighborhood. Your child will be learning about neighborhood helpers while writing, comparing, and ordering numbers. This theme reinforces that math is used outside the classroom and in many career paths your child may aspire to follow.



1 one

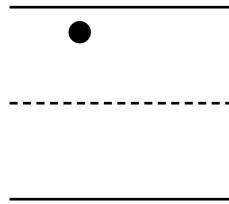
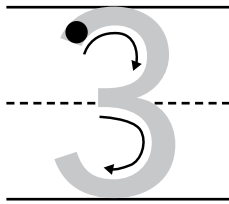
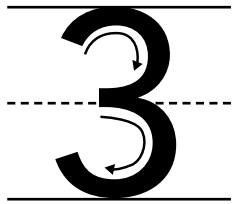


2 two

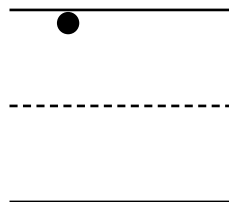
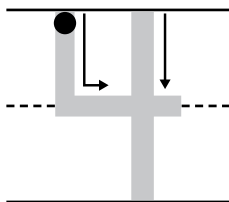
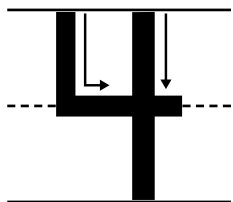




3 three

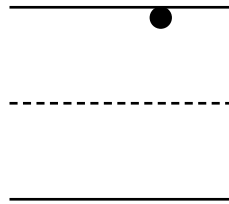
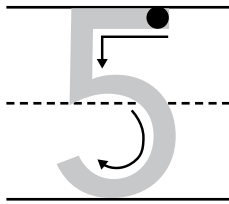
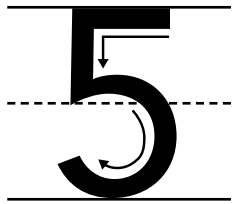


4 four





5 five



Name _____

MY COUNTING BOOK

1

2

3

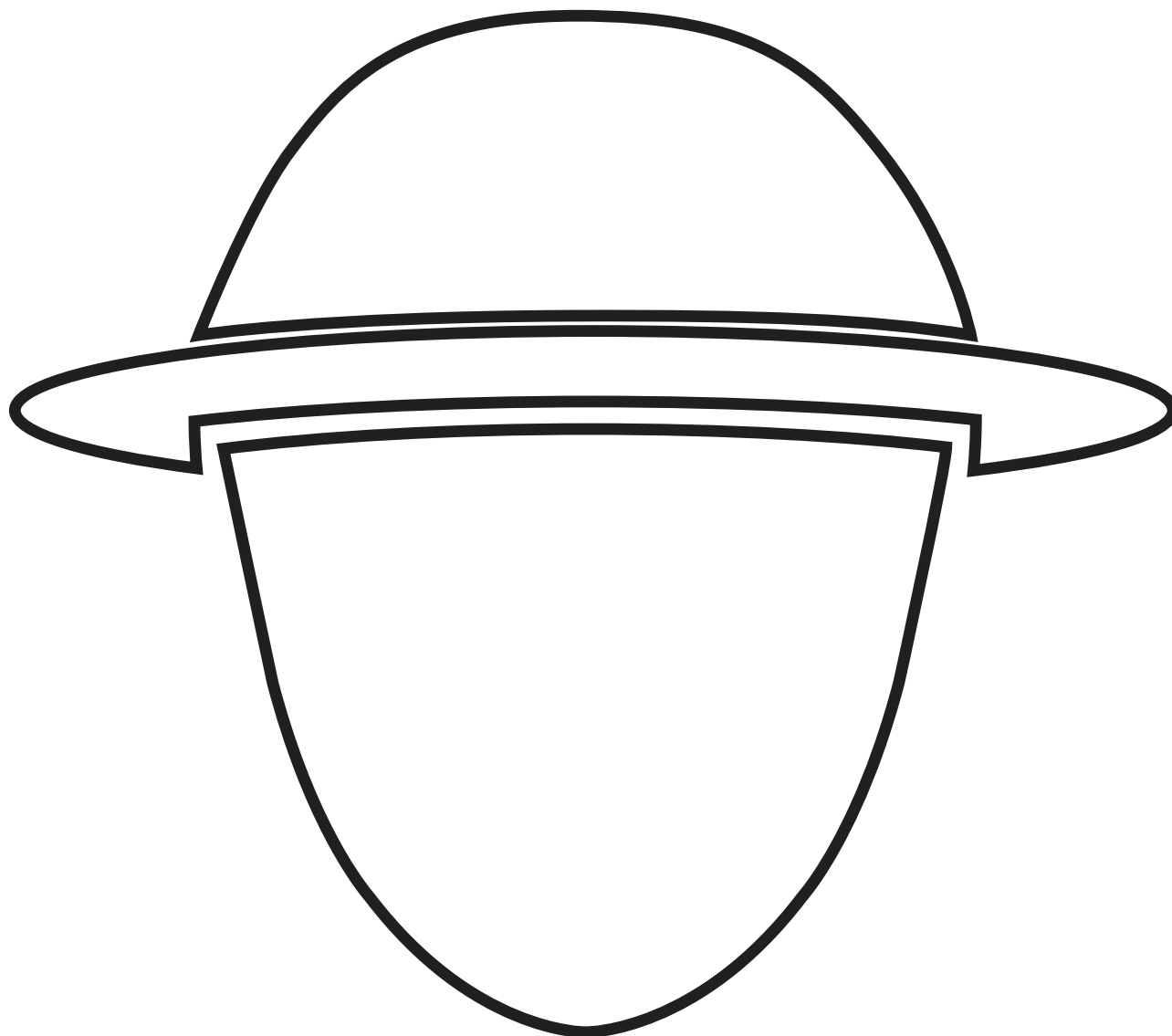
4

5

Name _____

Firefighter Counting

BLM
4.1E



1

one

3

three

2

two

4

four



Way up high in an apple tree, (**Point upward.**)
Five little apples smiled at me. (**Point at self and smile.**)
I shook the tree as hard as I could. (**Shake a tree.**)
Down came an apple; (**Shake and move arms down.**)
Mmmmmm, it was good. (**Lick lips and rub stomach.**)

Way up high in an apple tree, (**Point upward.**)
Four little apples smiled at me. (**Point at self and smile.**)
I shook the tree as hard as I could. (**Shake a tree.**)
Down came an apple; (**Shake and move arms down.**)
Mmmmmm, it was good. (**Lick lips and rub stomach.**)

Way up high in an apple tree, (**Point upward.**)
Three little apples smiled at me. (**Point at self and smile.**)
I shook the tree as hard as I could. (**Shake a tree.**)
Down came an apple; (**Shake and move arms down.**)
Mmmmmm, it was good. (**Lick lips and rub stomach.**)

Way up high in an apple tree, (**Point upward.**)
Two little apples smiled at me. (**Point at self and smile.**)
I shook the tree as hard as I could. (**Shake a tree.**)
Down came an apple; (**Shake and move arms down.**)
Mmmmmm, it was good. (**Lick lips and rub stomach.**)






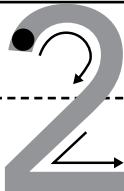
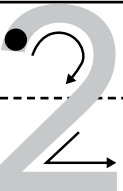





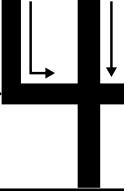
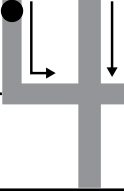
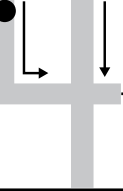

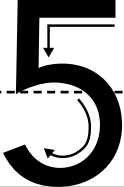
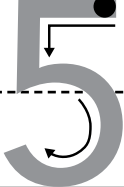
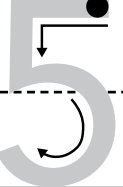

Way up high in an apple tree, (**Point upward.**)
One little apple smiled at me. (**Point at self and smile.**)
I shook the tree as hard as I could. (**Shake a tree.**)
Down came an apple; (**Shake and move arms down.**)
Mmmmmm, it was good. (**Lick lips and rub stomach.**)

Name _____

Number Writing: 1–5

BLM
4.3B

Trace and write the numbers.

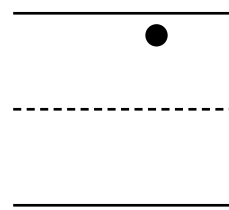
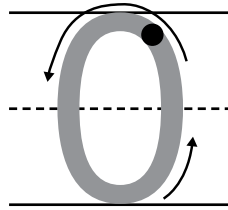
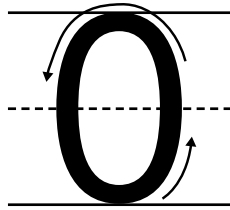
Name _____

Counting 0

**BLM
4.4A**

Color. Write the numbers.

0 zero



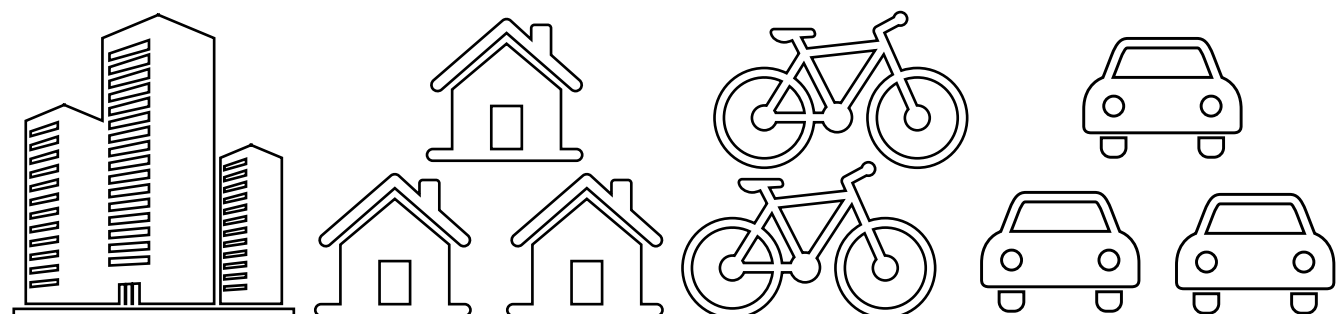
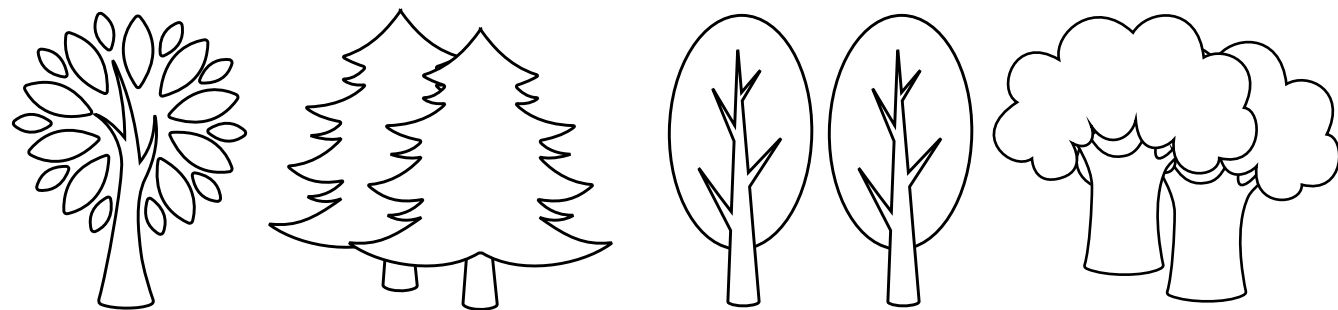
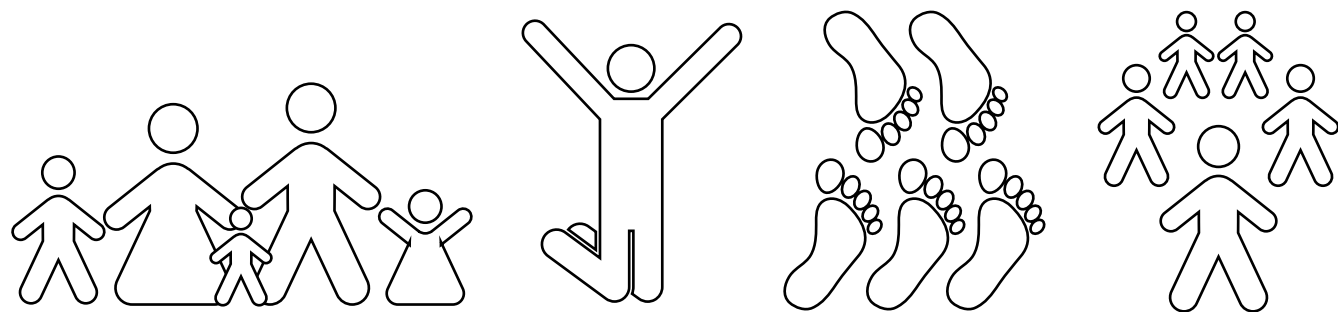
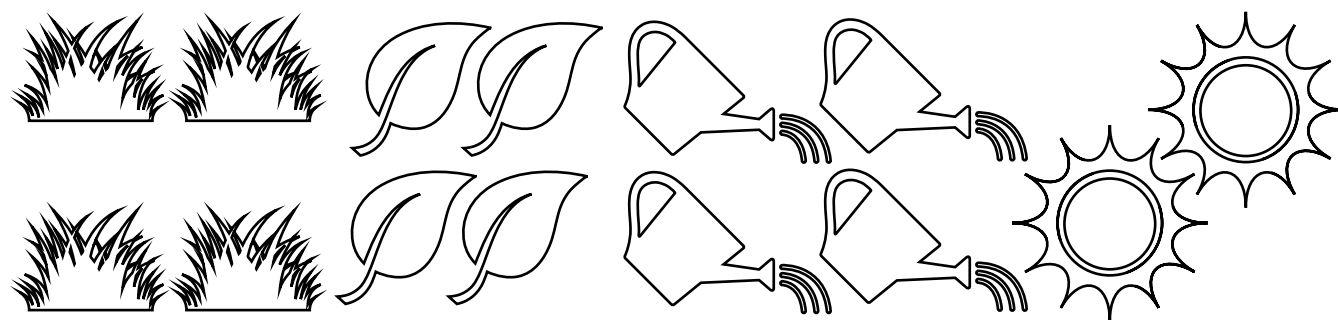
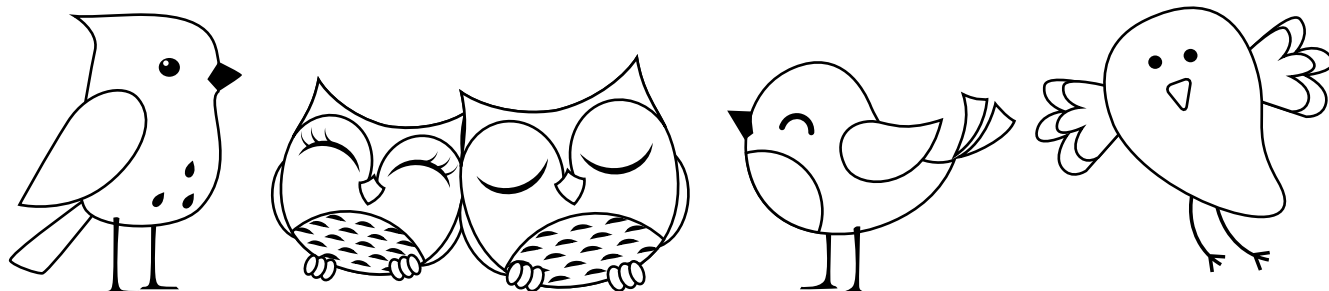
My favorite
number from
_____ to
0 to 5 is ____.

Name _____

BLM
4.5A

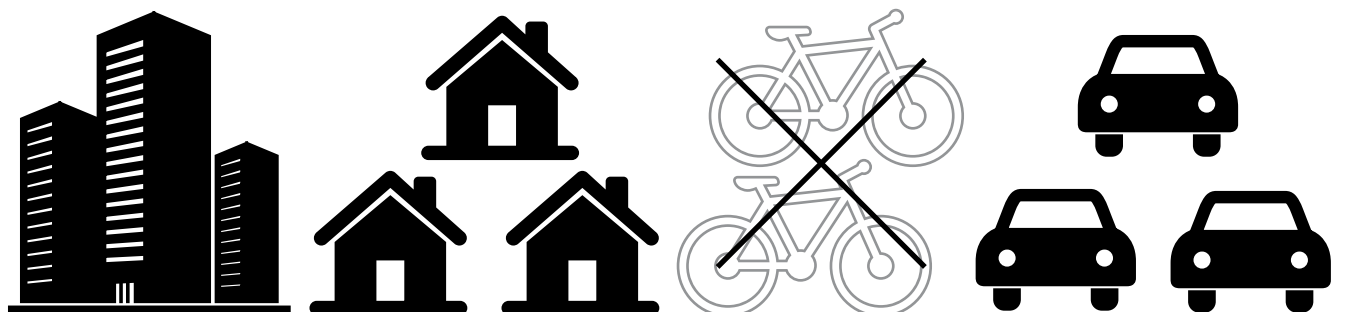
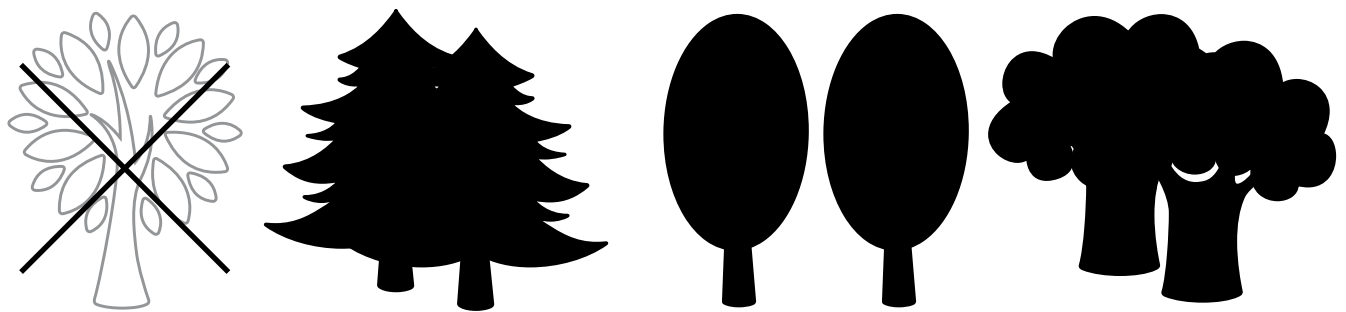
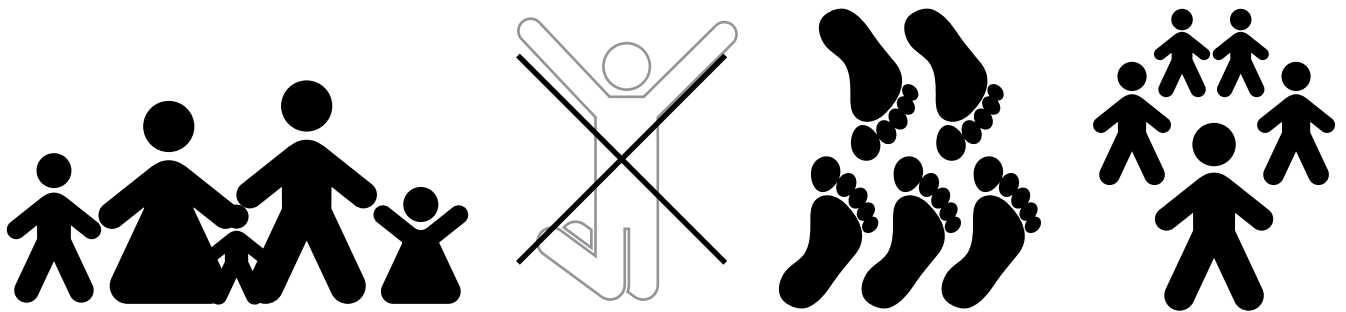
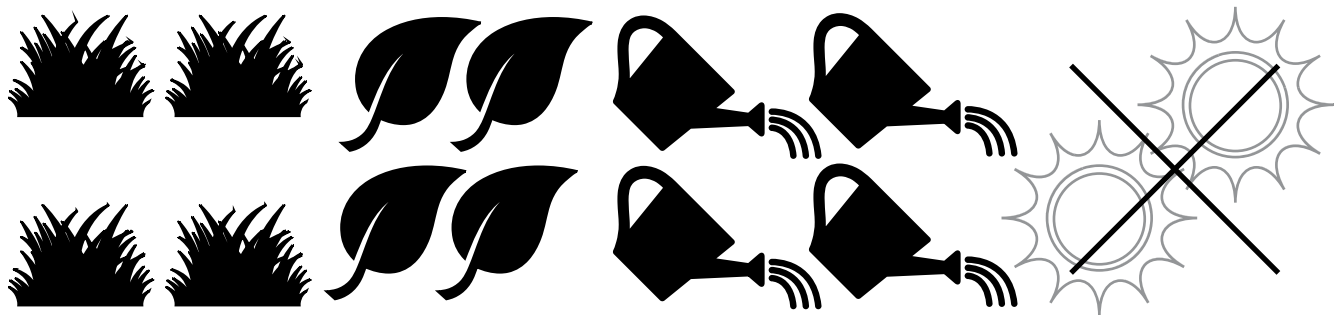
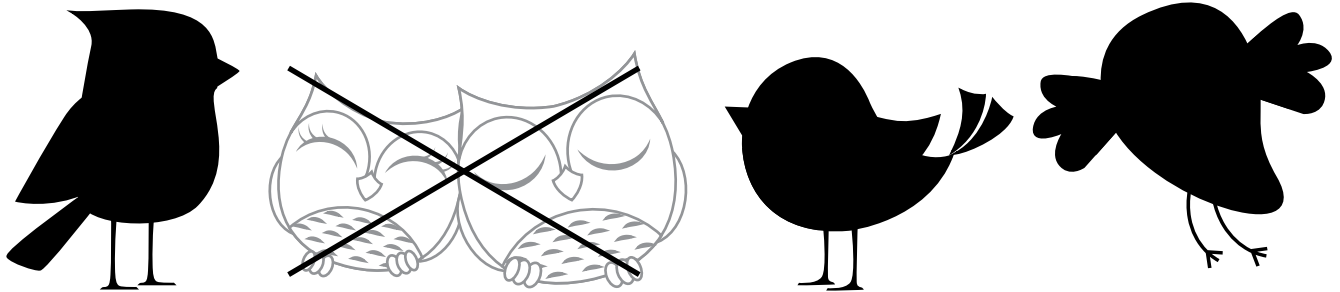
Counting Groups

Mark an X on the group that is a different number. Color.



Counting Groups

Mark an X on the group that is a different number. Color.

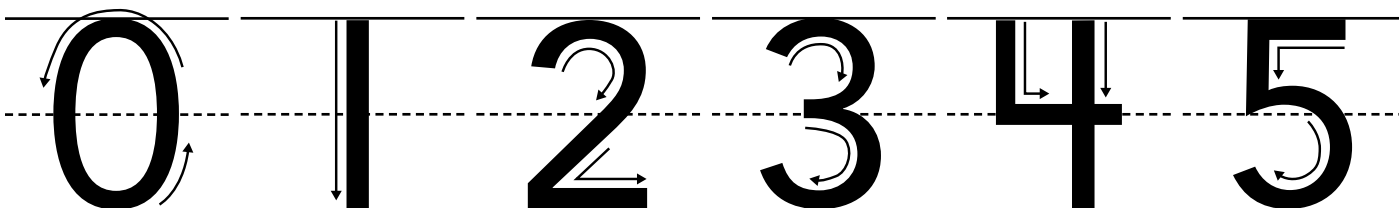


Name _____

Ordering Numbers

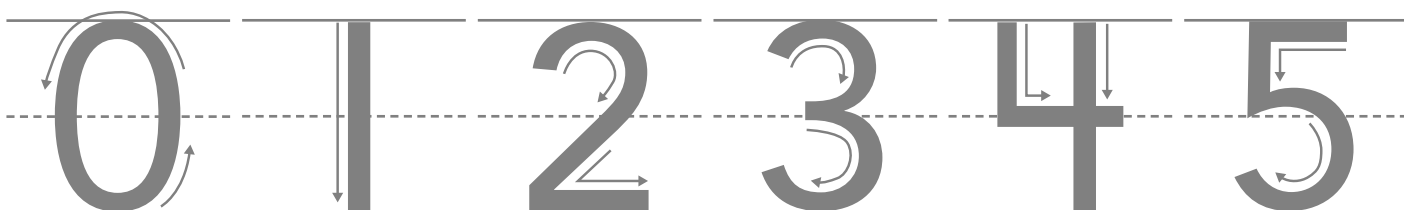
BLM
4.6A

Color the squares to match the numbers.



Ordering Numbers

Color the squares to match the numbers.

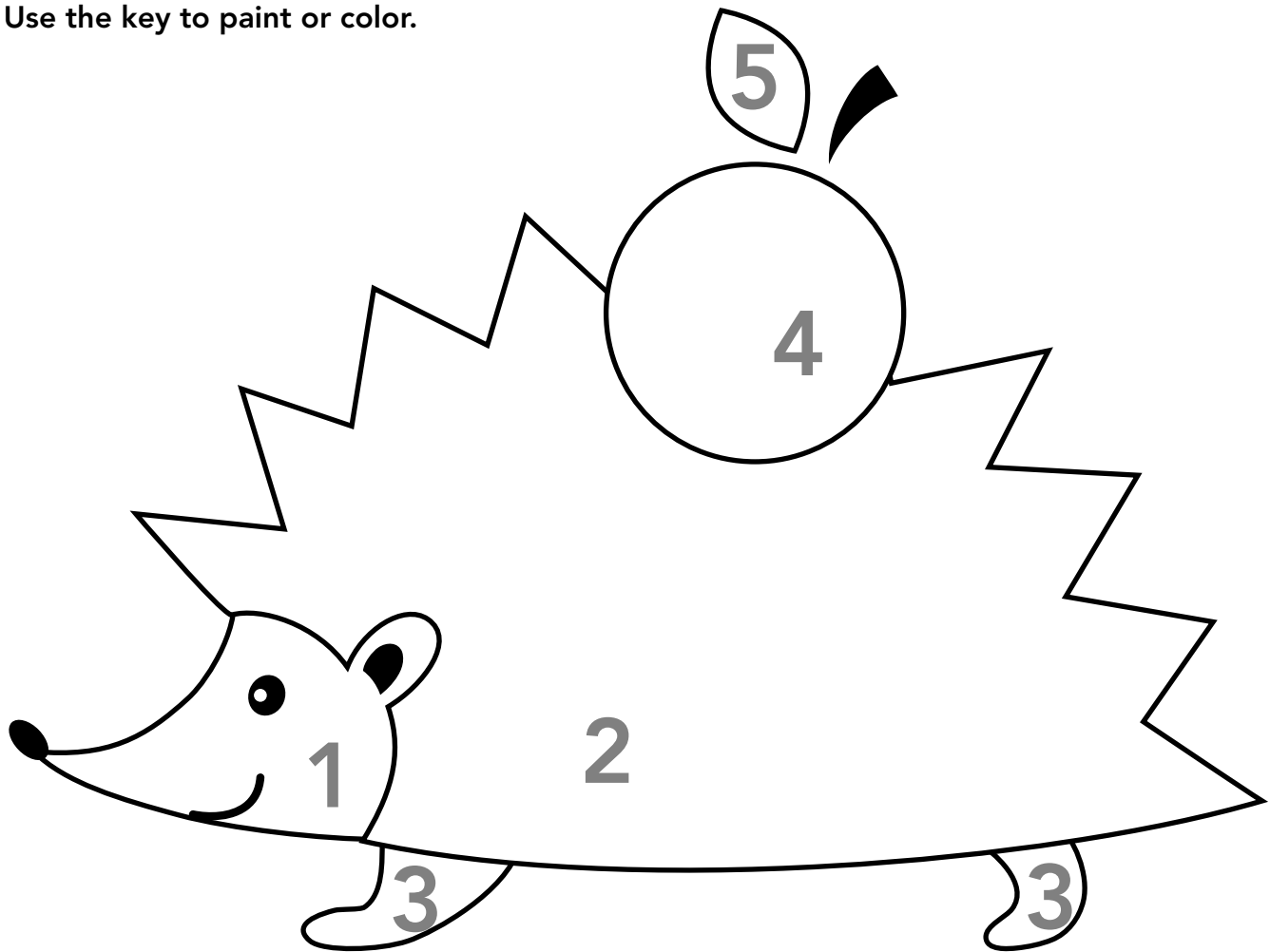


Name _____

BLM
4.6B

Coloring by Number

Use the key to paint or color.



 **1 yellow** 

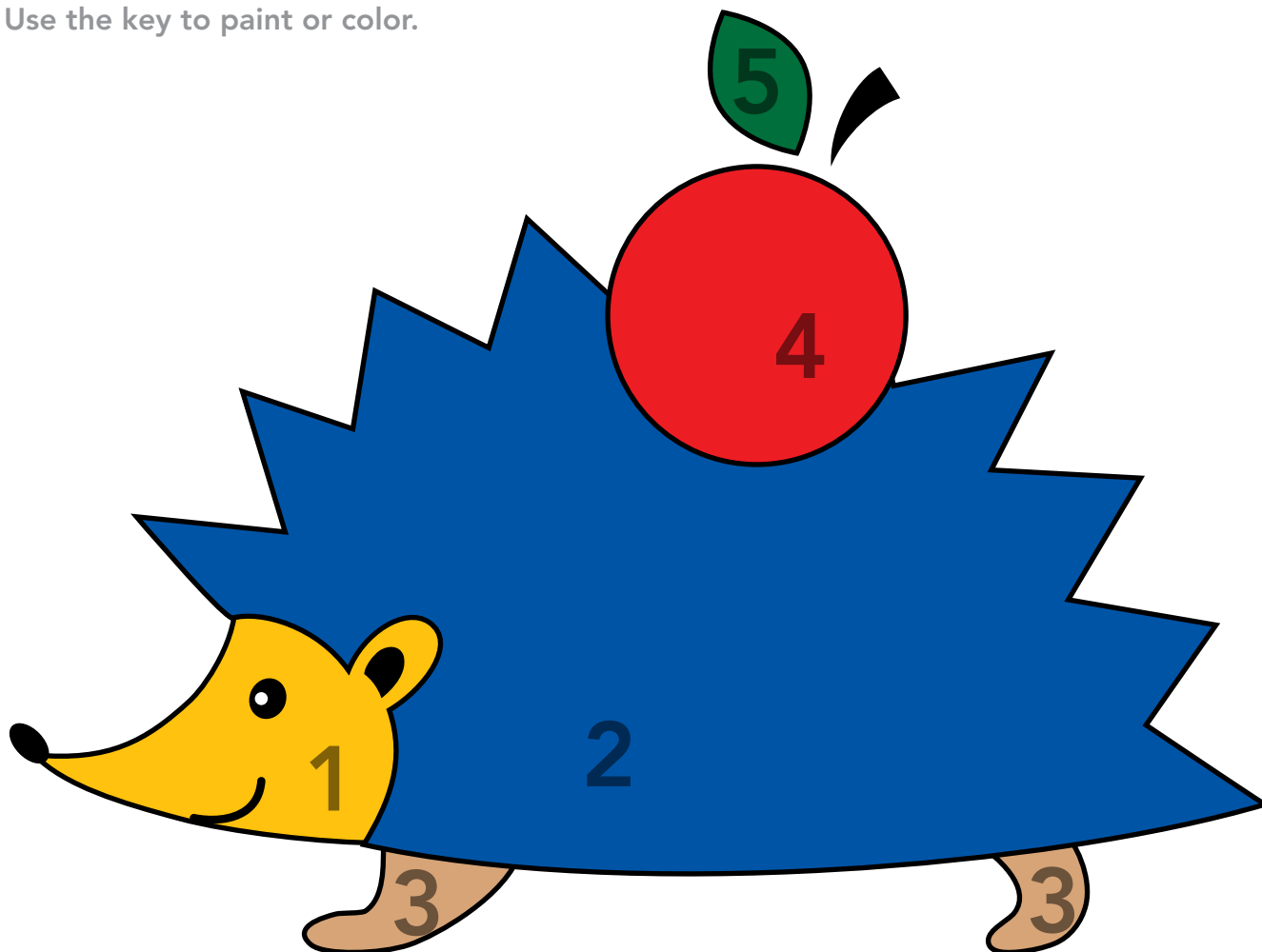
 **4 red** 

 **2 blue** 

 **5 green** 

 **3 tan** 

Use the key to paint or color.



1 yellow

4 red

2 blue

5 green

3 tan

Number Cards: 0–5

BLM
4.8A



0

1

2

3

4

5

one



zero

three



two



five



four

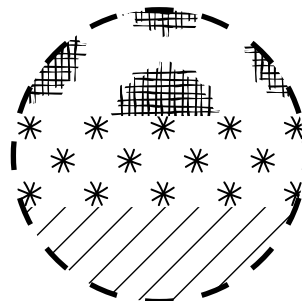
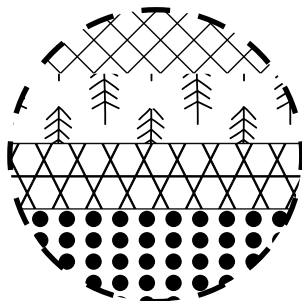
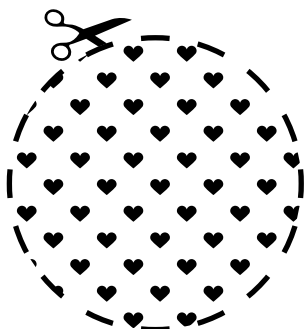
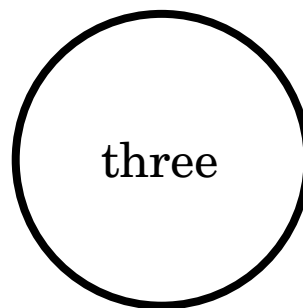
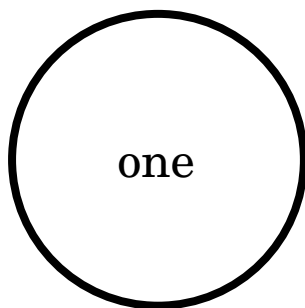
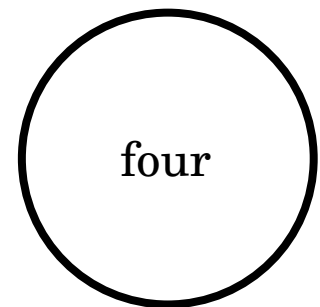
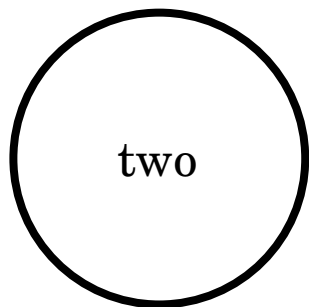
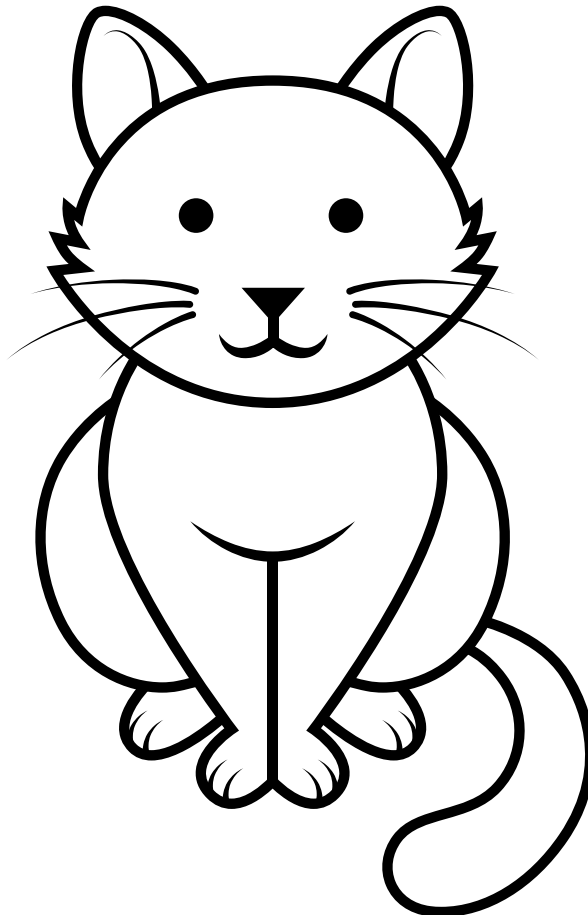


Name _____

BLM
4.8B

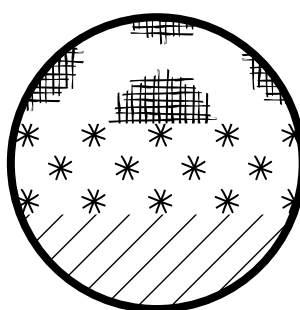
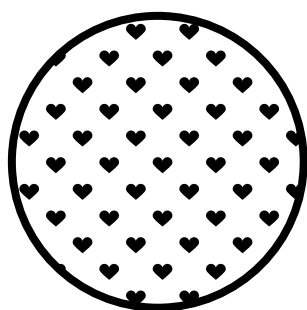
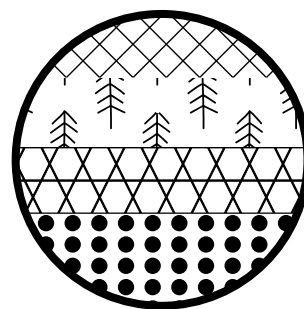
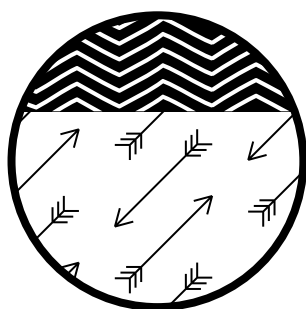
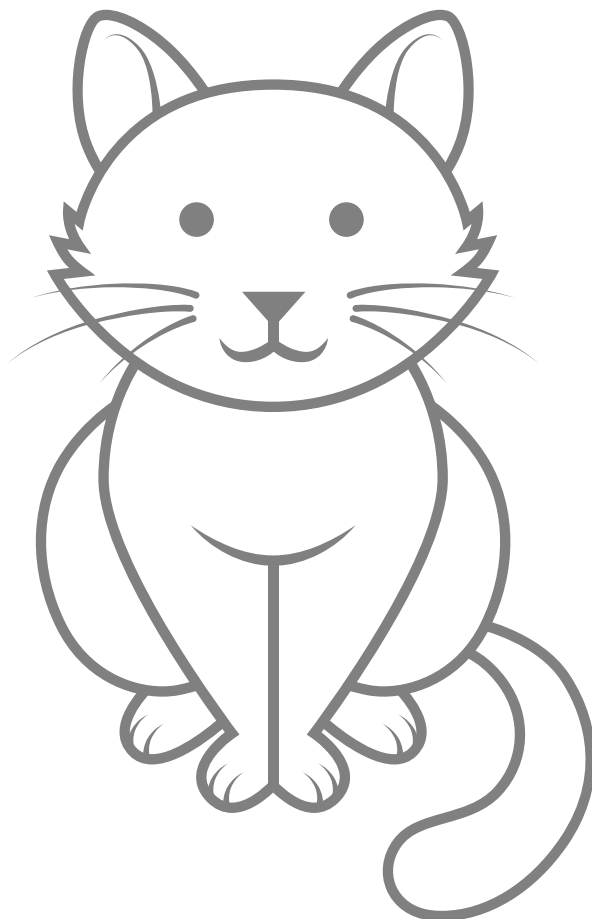
Counting on Kitty

Cut and glue to match the number of patterns.



Counting on Kitty

Cut and glue to match the number of patterns.



Name _____

Missing Numbers

BLM
4.9A

Write the missing numbers.

1	2		
	3	4	5
0		2	
2		4	
	1	2	

Write the missing numbers.

1

2

3

4

2

3

4

5

0

1

2

3

2

3

4

5

0

1

2

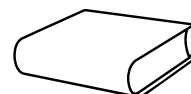
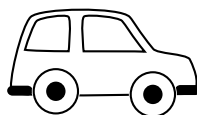
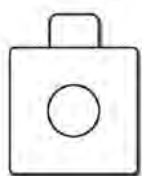
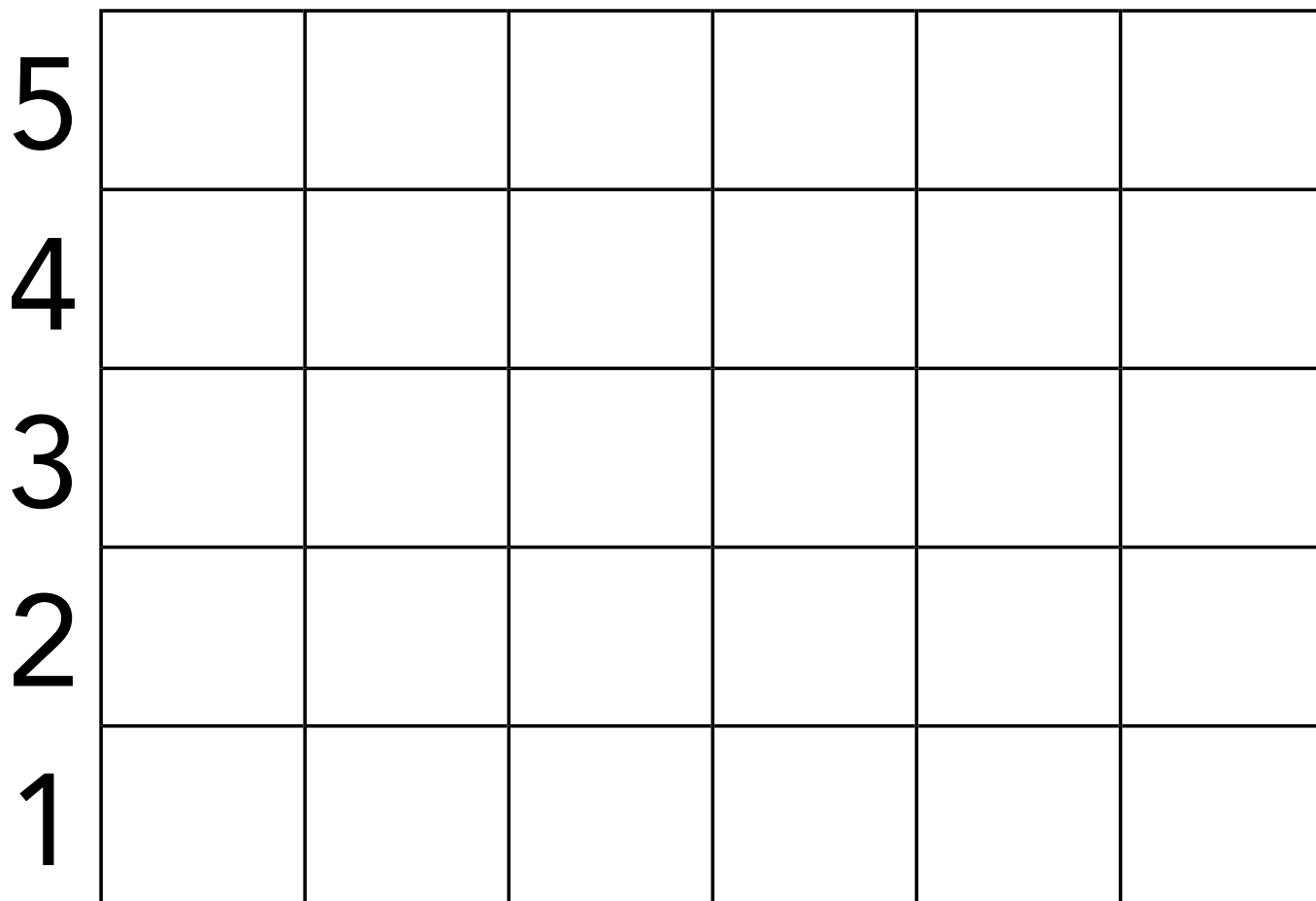
3

Name _____

Counting Graph

**BLM
4.10A**

Listen and color the graph.

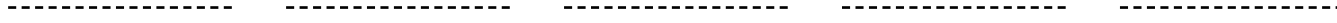
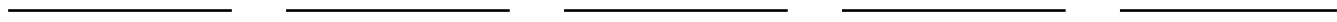
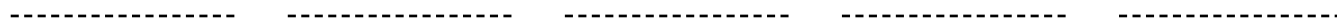
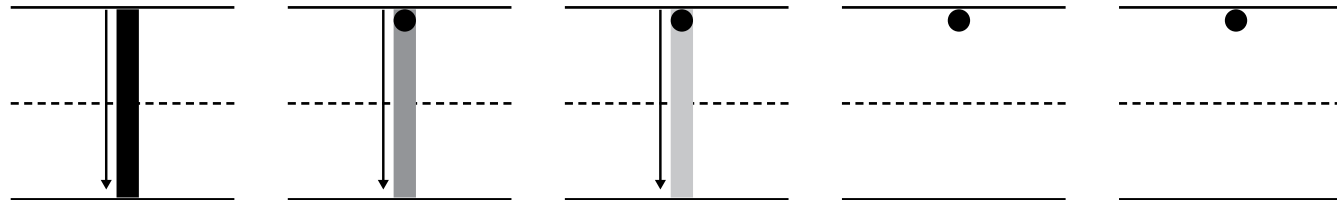
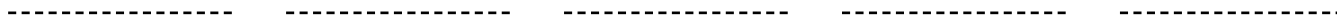
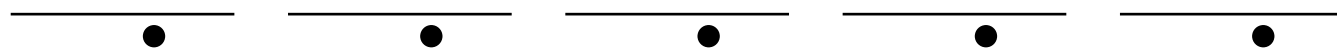
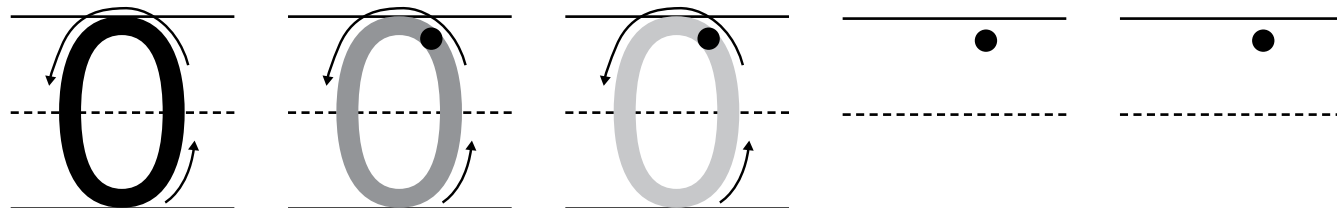


Name _____

Writing Practice: 0-5

BLM
4.10B

Trace and write the numbers.

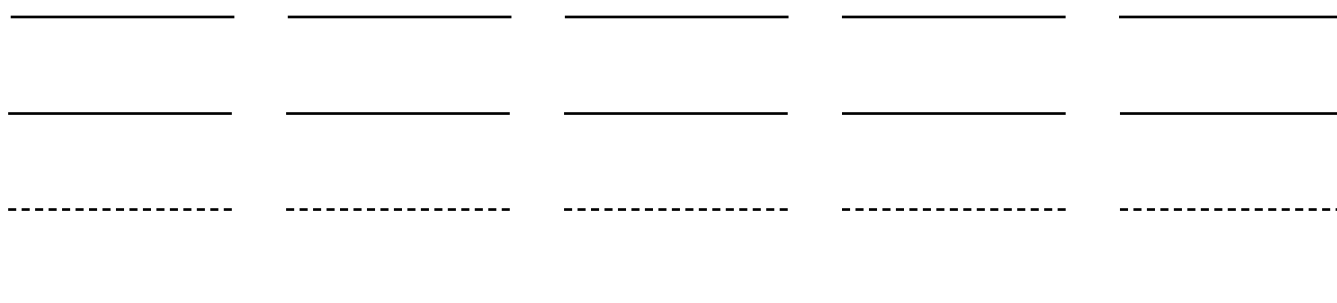
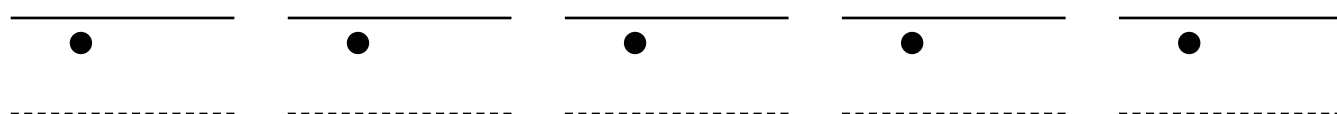
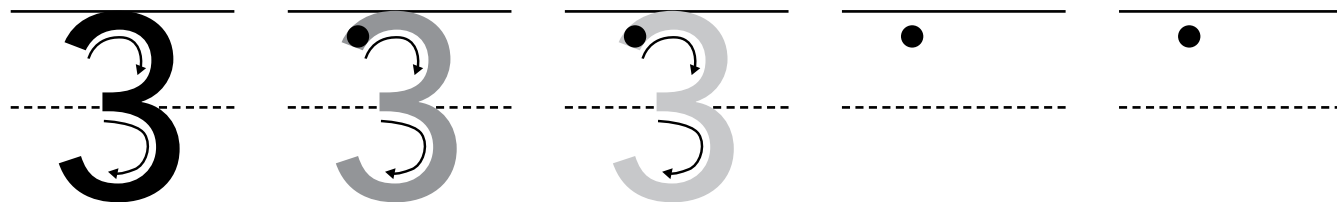
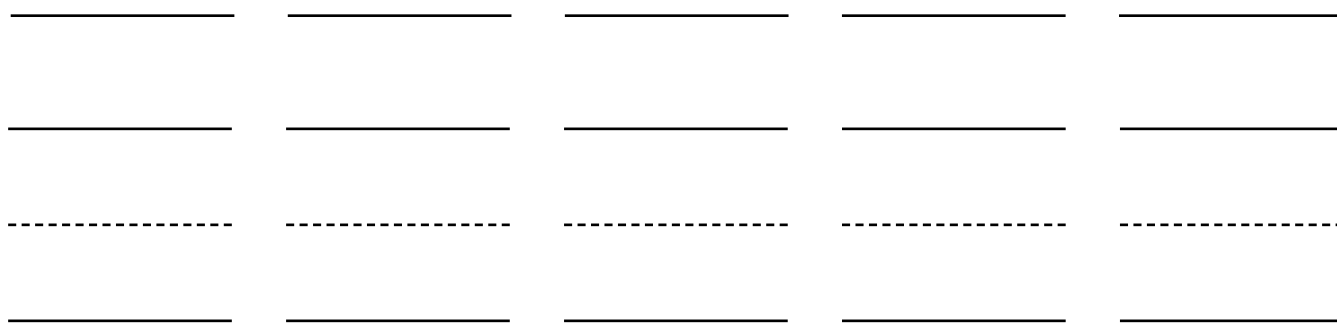
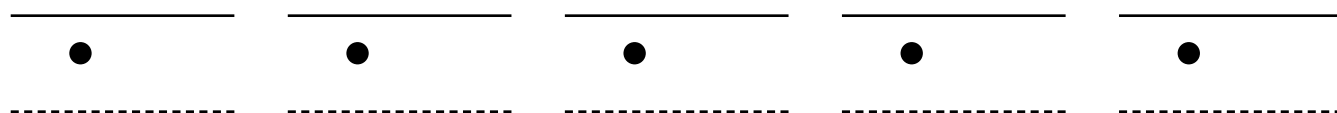
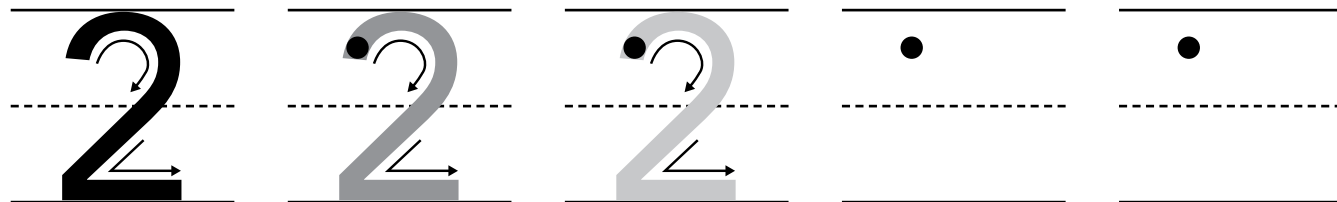


Name _____

Writing Practice: 0-5

BLM
4.10C

Trace and write the numbers.

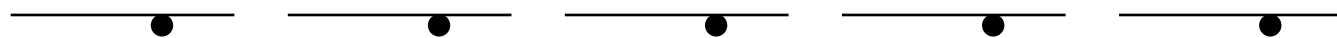
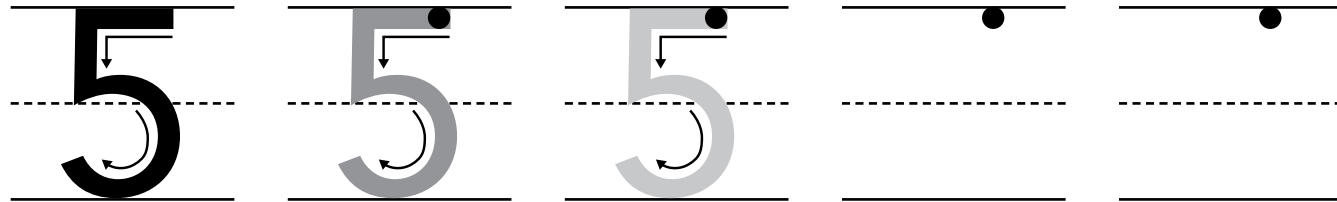
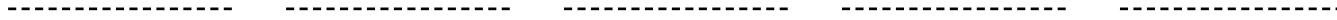
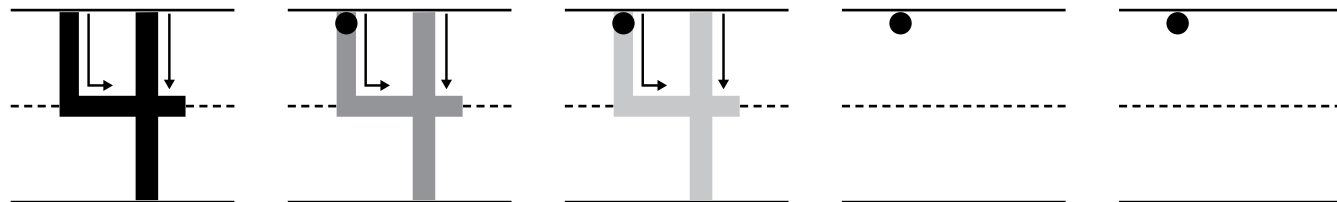


Name _____

Writing Practice: 0-5

BLM
4.10D

Trace and write the numbers.



Chapter 4 Interview Assessment

BLM
4.11A

Student	Assessment 1: Identify Numbers 0–5											
	0		1		2		3		4		5	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												

Chapter 4 Interview Assessment

BLM
4.11B

Student	Assessment 2: Write Numbers 0–5											
	0		1		2		3		4		5	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												



Math at the Store

Dear Parents,

In mathematics, your child will be writing and exploring the number words and numbers 6–10. Throughout the chapter, there will be opportunities for your child to model, act out, and draw pictures to better understand counting, ordering, and grouping numbers. Graphs will be used as a concrete display of numbers to read and interpret.

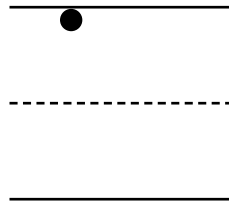
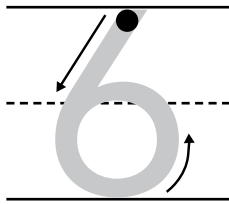
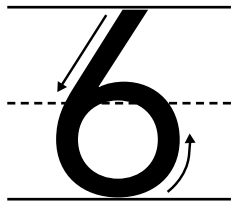
The purpose of this chapter is to give your child a thorough understanding of numerical concepts. Cutting and gluing, building towers with connecting cubes, drawing sets of objects to 10, and listening to stories that count in ascending and descending order are activities included in daily math lessons. *A Counting Book: 6–10* will be sent home. The booklet shows correct formation of the numbers, which you can reinforce at home. This booklet, added to the 0–5 booklet from Chapter 4, provides an excellent hands-on review of numbers 0–10.

God's use of numbers is evident throughout Scripture. Use a children's Bible or book to share the following examples of how the number 10 is used: the story of the 10 lepers from Luke 17:11–19, the Ten Commandments in Exodus 20:1–17, and the story of the 10 plagues in Egypt in Exodus 7–11.

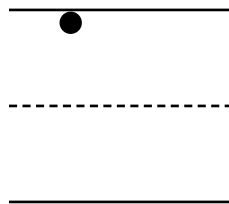
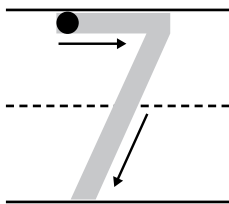
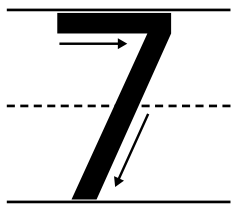
The theme of the chapter is Math at the Store. Your child will be counting objects that can be purchased at a store and comparing groups of items. Take each opportunity at a store to point out items to be counted and ways that math is used. Point out the variety of stores in your area and that you frequent. This theme reinforces that math is used outside the classroom and in many practical applications with every visit to a store.



6 six

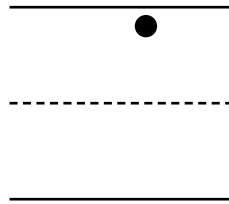
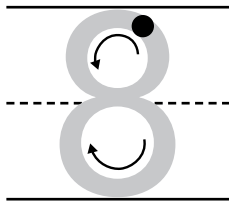
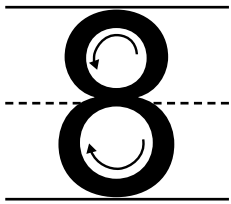


7 seven

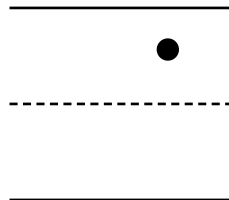
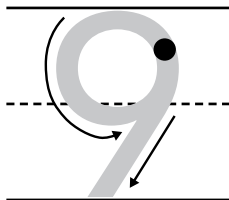
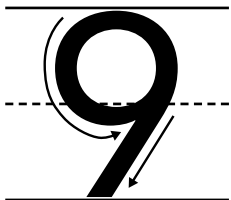




8 eight

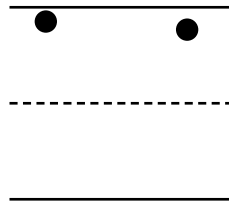
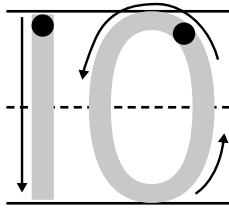
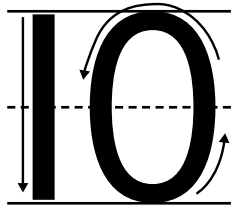


9 nine





10 ten



Name _____

MY COUNTING BOOK

6

7

8

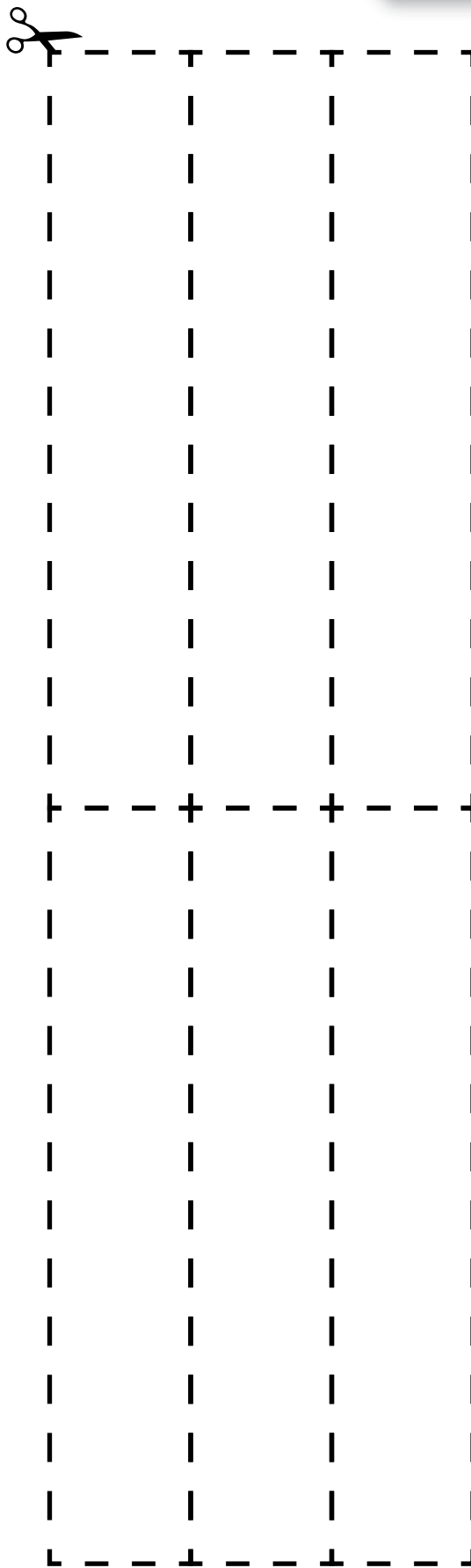
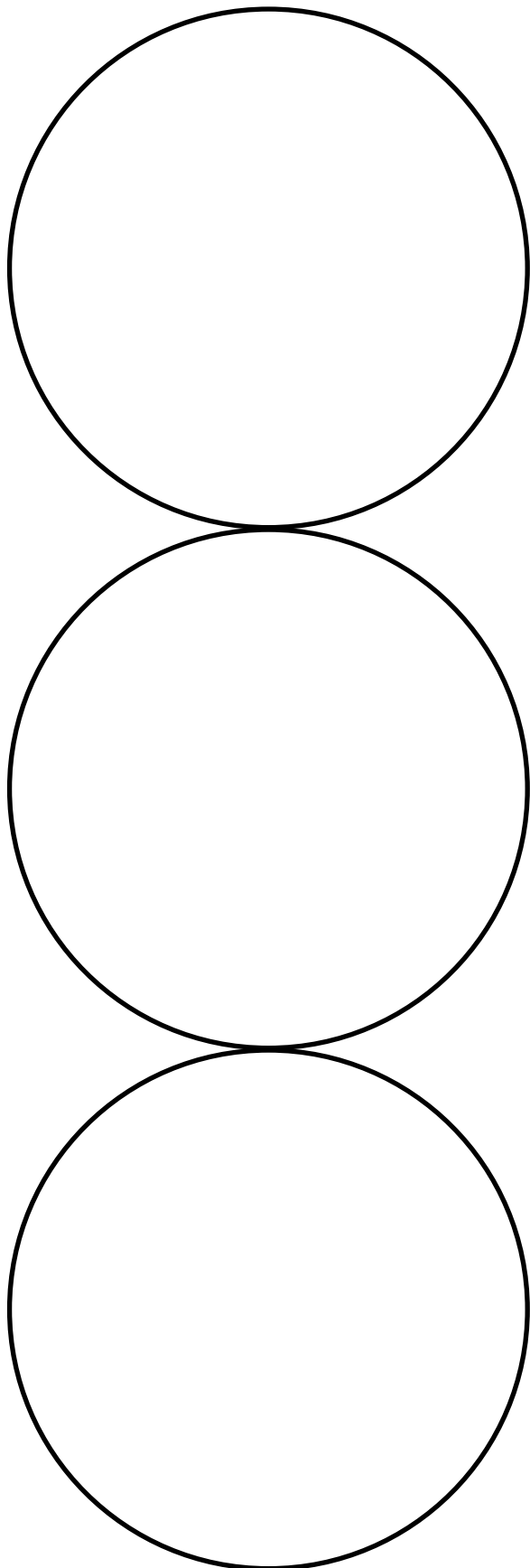
9

10

Name _____

Insect

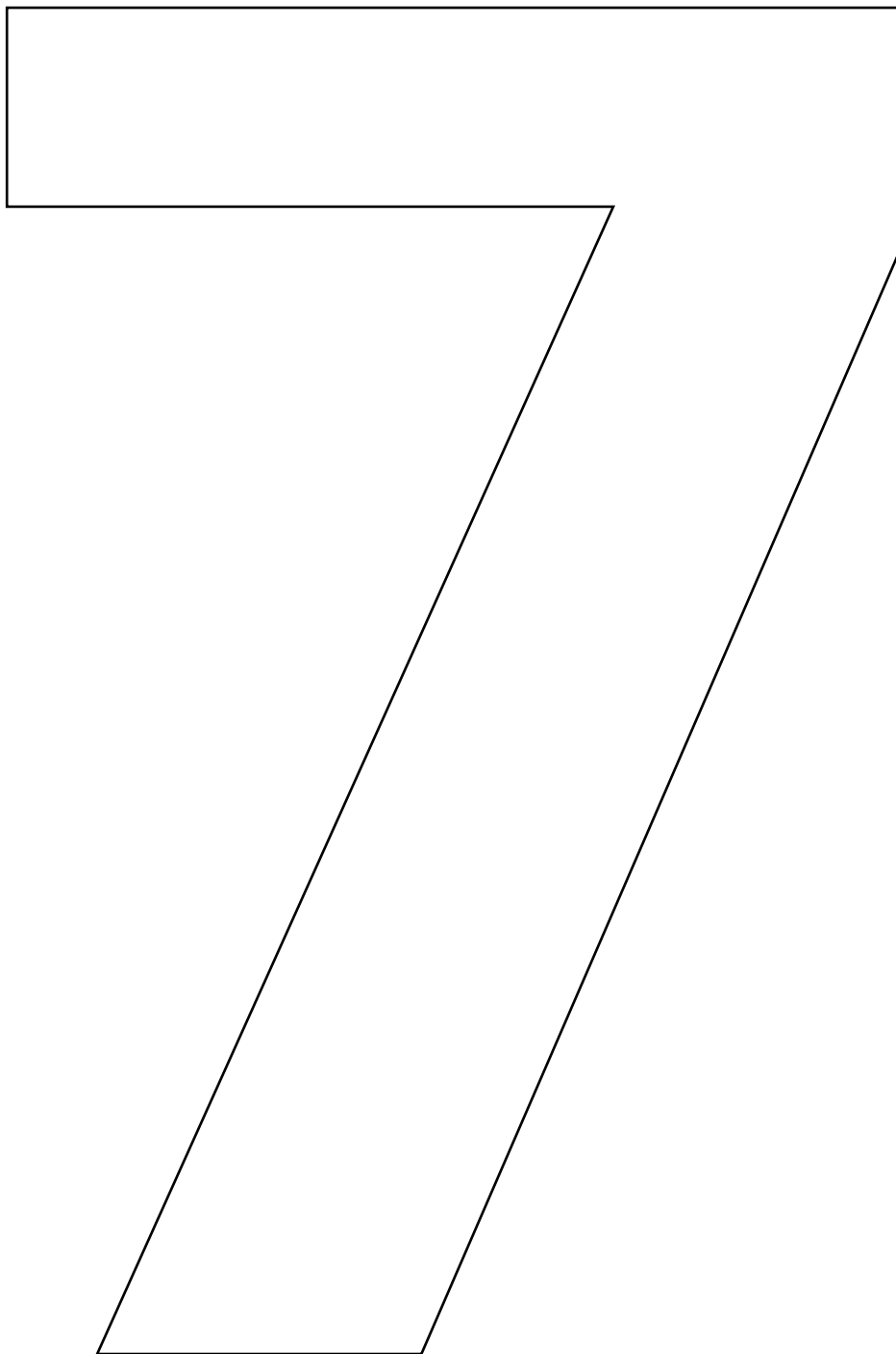
BLM
5.1E



Name _____

Seven












BLM
5.2A



Ten Pins

BLM
5.5A



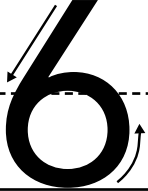
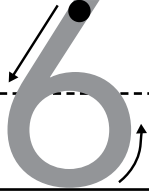
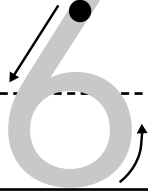

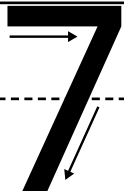
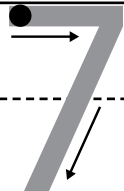
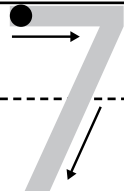

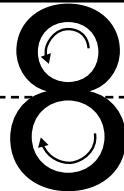
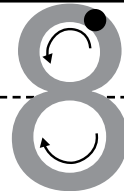
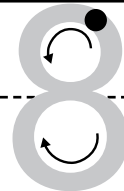





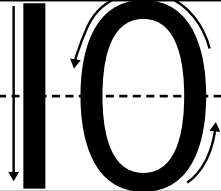
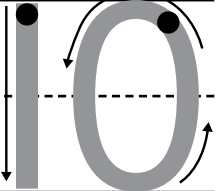
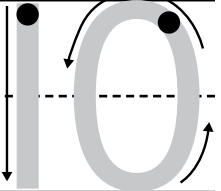

										
										
										
										
										
										
										
										
										
										
										
	10	9	8	7	6	5	4	3	2	1

Name _____

BLM
5.5B

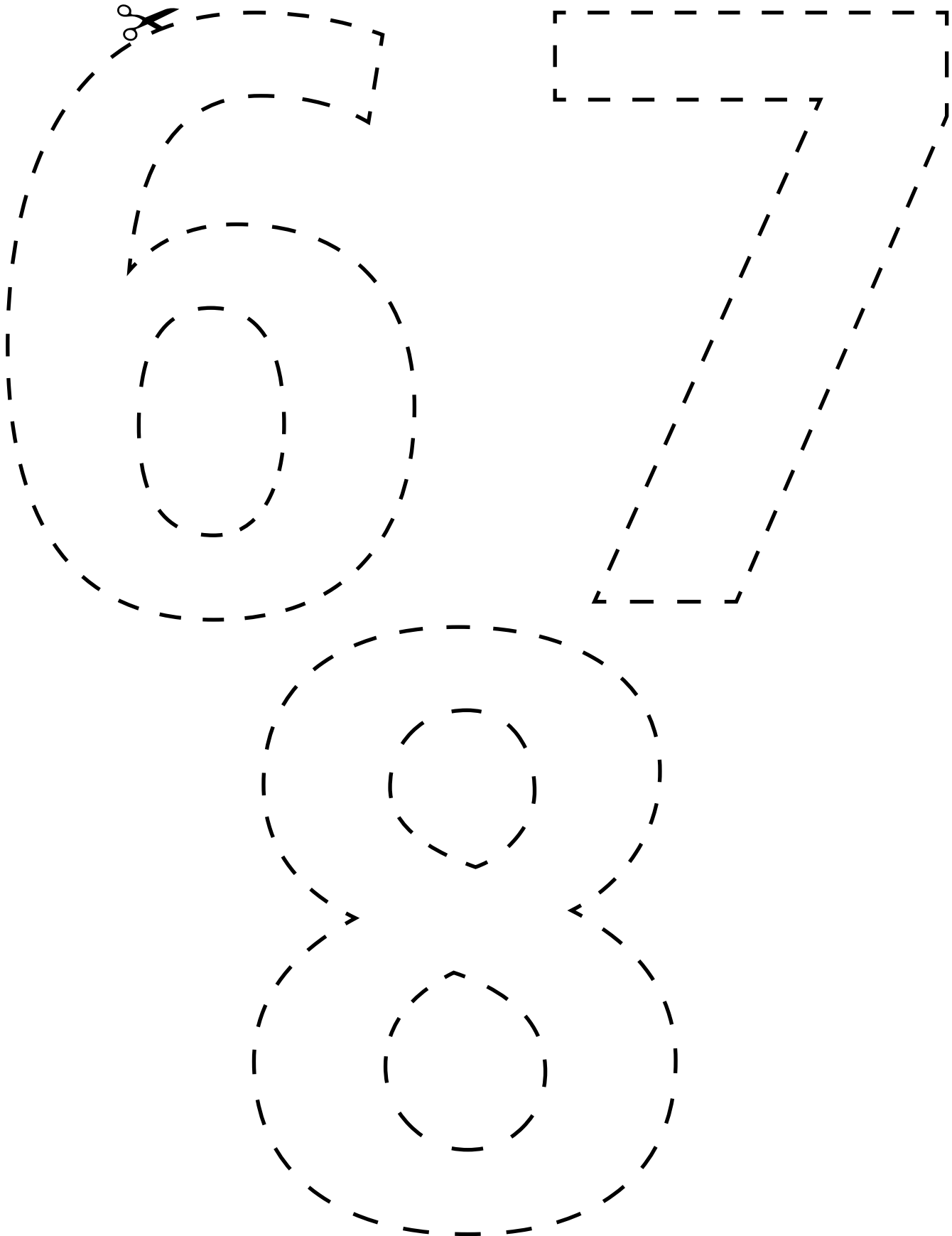
Number Writing: 6–10

Trace and write the numbers.

Sandpaper Numbers

BLM
5.6A



Number Cards: 6–10

BLM
5.6B



6

7

8

9

10

My Number Cards

Name _____

seven



six



nine



eight



ten

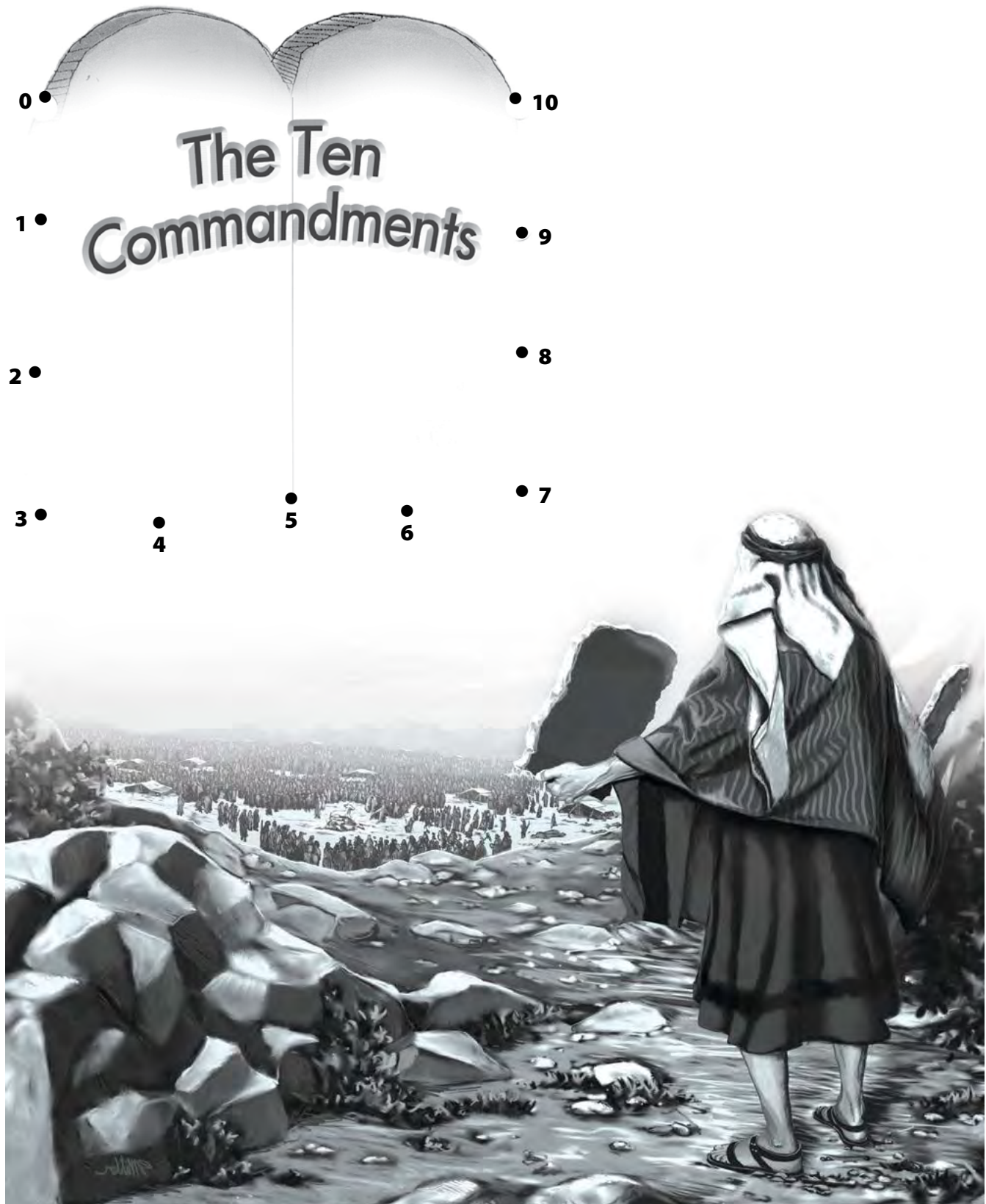


Name _____

BLM
5.7A

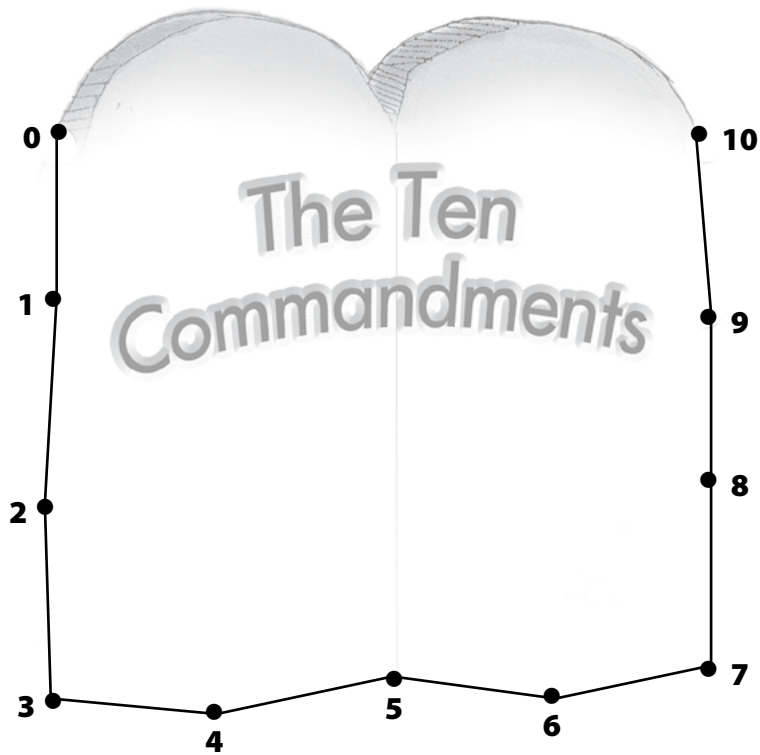
Ten Commandments Dot to Dot

Connect the dots.



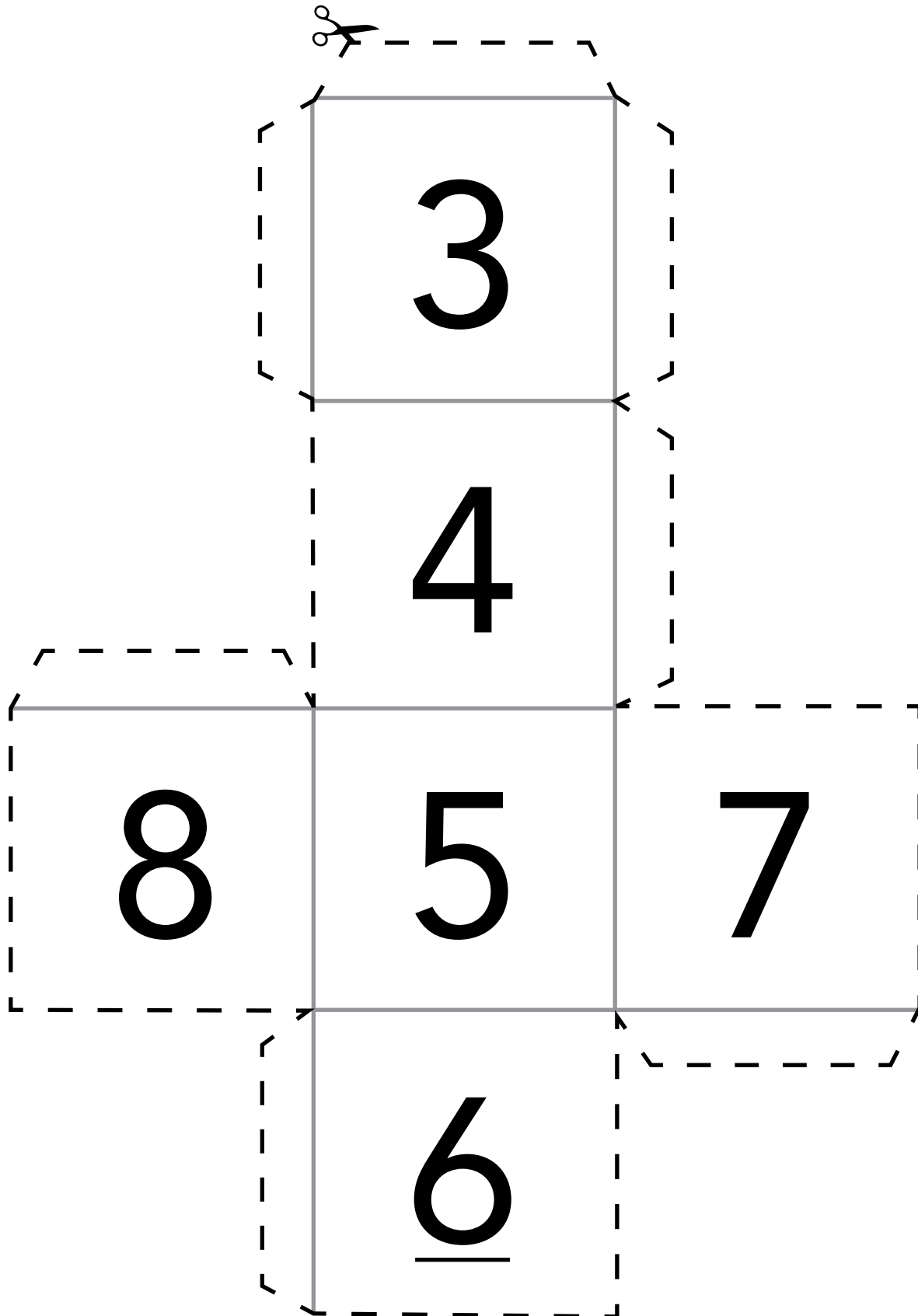
Ten Commandments Dot to Dot

Connect the dots.



Number Cube

BLM
5.8A



Name _____

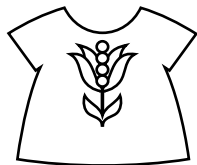
Number Word Match

BLM
5.9A

Cut and glue to match the clothes.



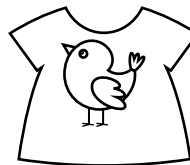
four



seven



three



one

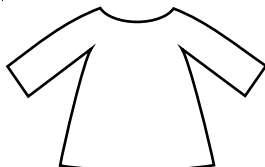


ten

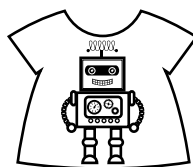
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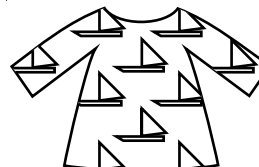
six



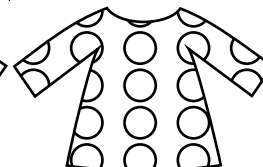
nine



two

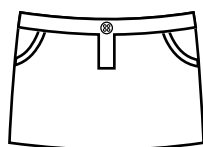


five

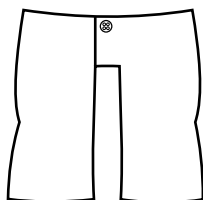


eight

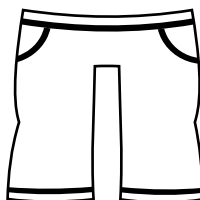
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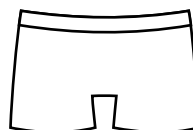
1



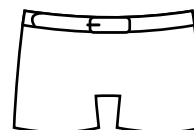
2



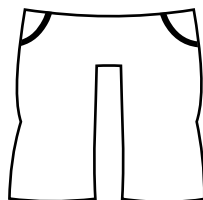
3



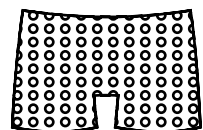
4



5



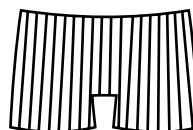
6



7



8



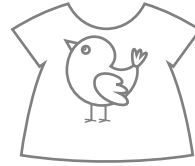
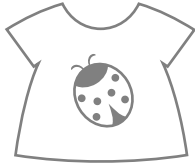
9



10

Number Word Match

Cut and glue to match the clothes.



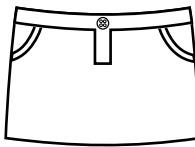
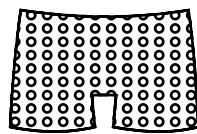
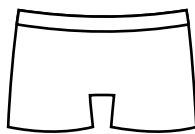
four

seven

three

one

ten



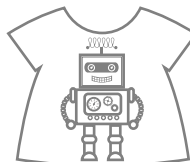
4

7

3

1

10



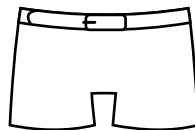
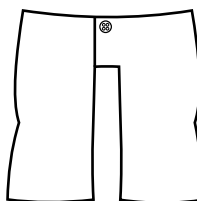
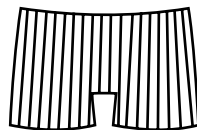
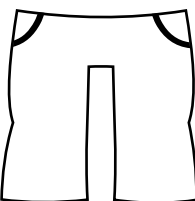
six

nine

two

five

eight



6

9

2

5

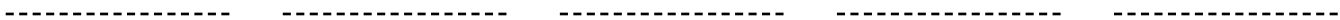
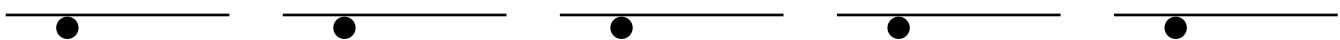
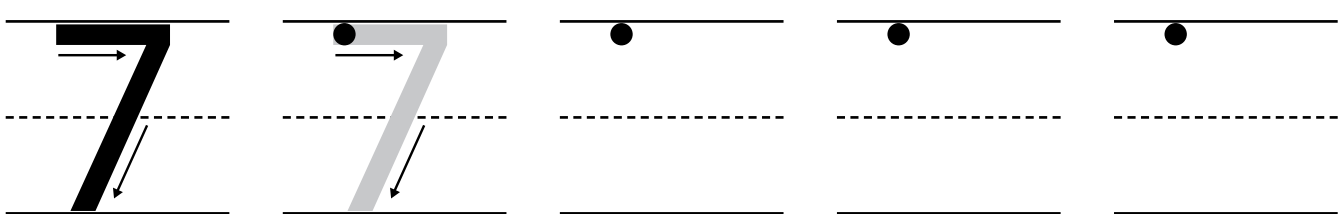
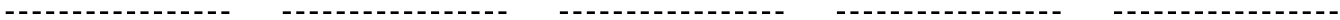
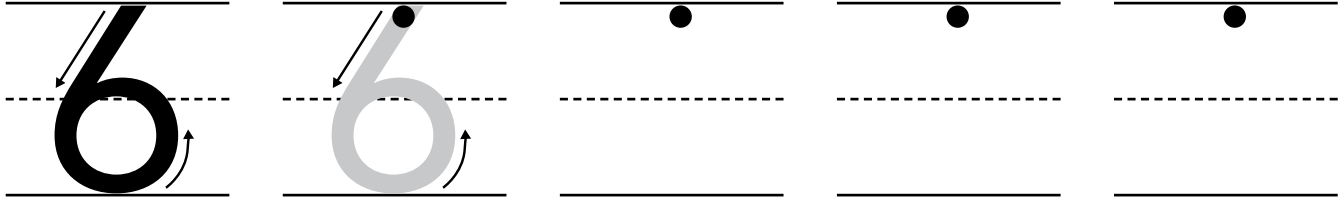
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Name _____

Writing Practice: 6–10

BLM
5.11A

Trace and write the numbers.

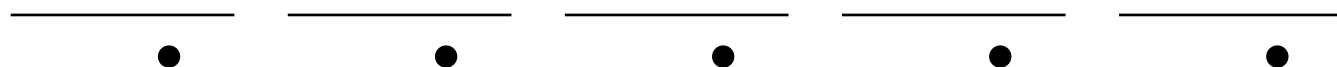
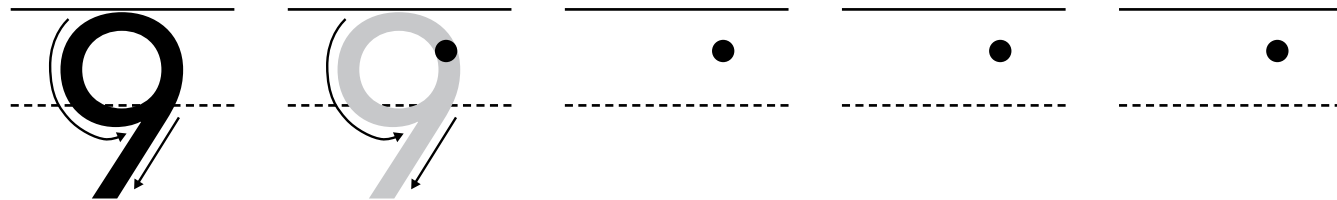
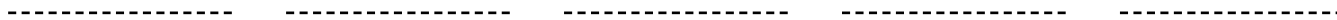
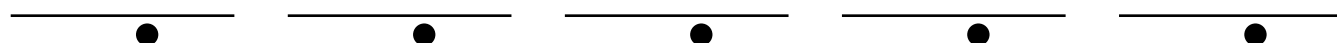
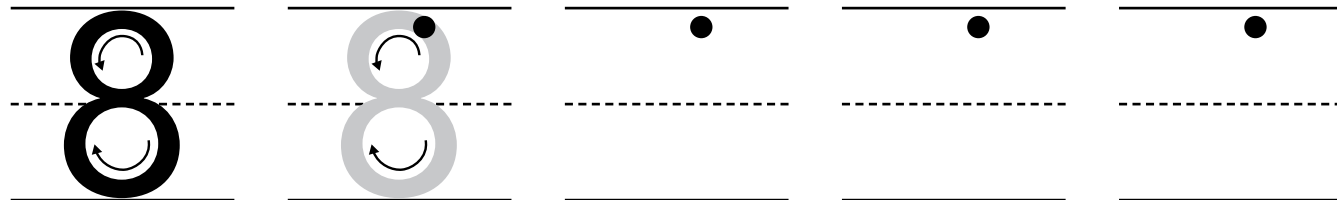


Name _____

Writing Practice: 6–10

BLM
5.11B

Trace and write the numbers.

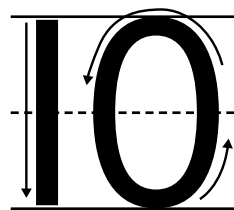
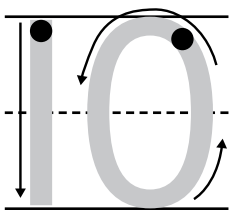
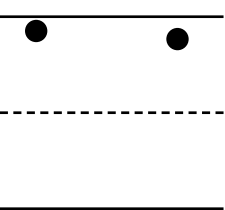
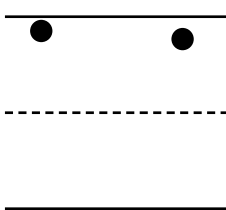
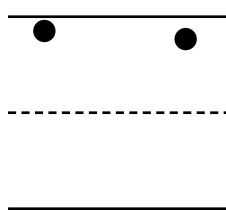







Name _____

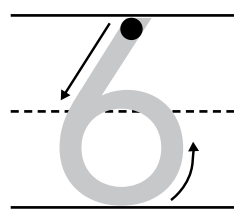
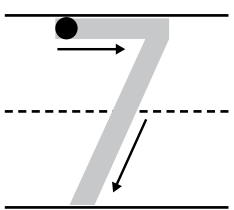
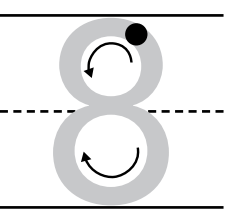
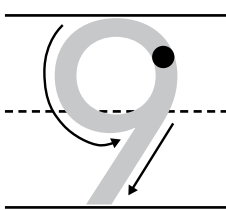
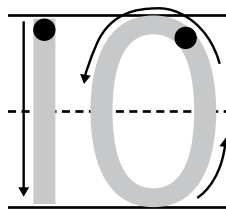
Writing Practice: 6–10

BLM
5.11C

Trace and write the numbers.

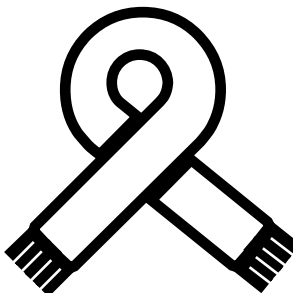
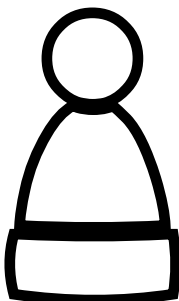
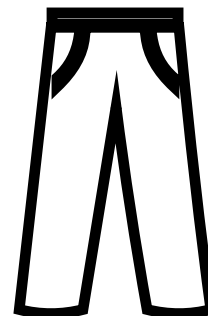
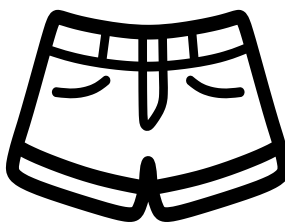
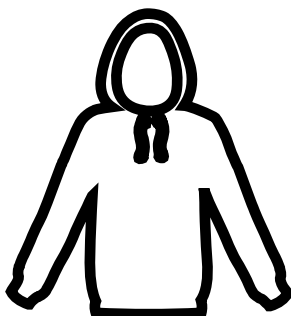
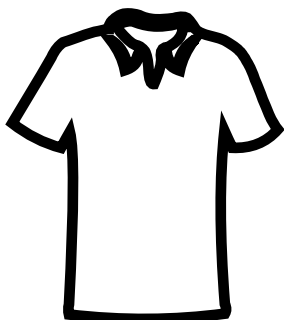
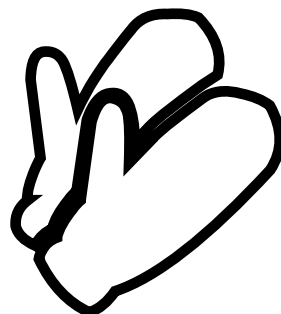
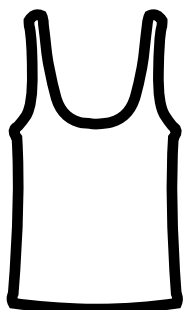
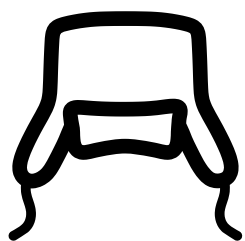
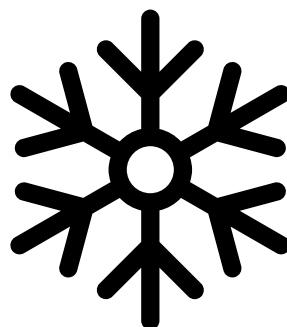
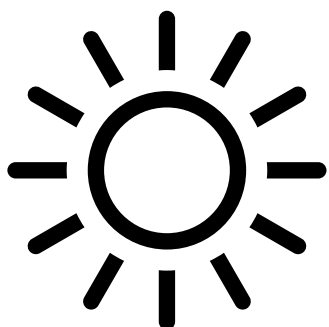
Write the numbers from 6 to 10 in a row.

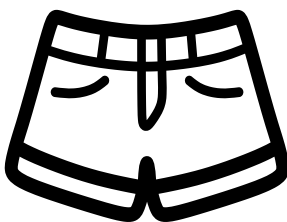
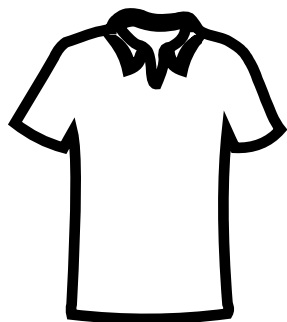
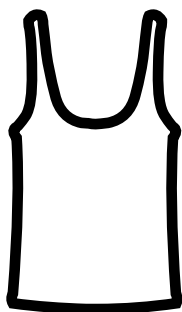
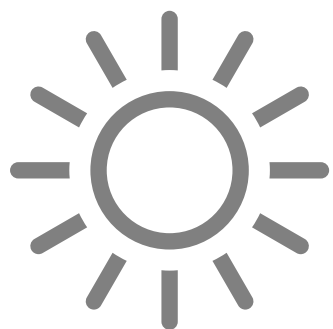


hot weather

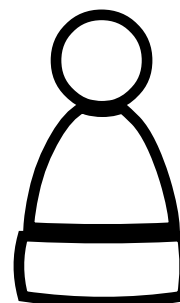
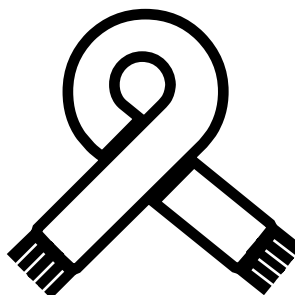
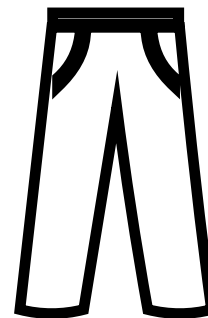
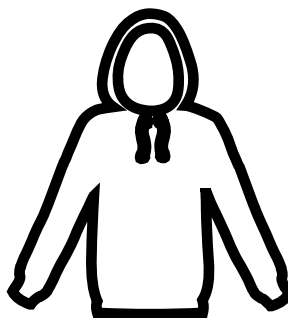
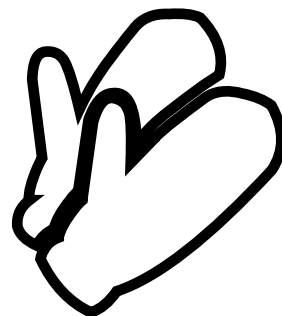
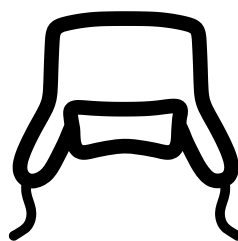
cold weather



hot weather



cold weather



Chapter 5 Interview Assessment

BLM
5.12A

Student	Assessment 1: Identify Numbers 6–10											
	6–10		6		7		8		9		10	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												

Chapter 5 Interview Assessment

BLM
5.12B

Student	Assessment 2: Write Numbers 6–10									
	6		7		8		9		10	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										



Math at a Birthday Party

Dear Parents,

Chapter 6 of mathematics focuses on solids, shapes, and equal parts. Your child will identify objects that have a line of symmetry and will learn about 3-D objects as well as the plane shapes, or basic 2-D shapes, of these objects. This chapter also explores dividing objects in half and recognizing symmetry in objects—aspects that build a solid foundation in geometry. Students will identify shapes in real-life objects found at a birthday party and on international flags.

Wooden solids, pattern blocks, and attribute blocks are manipulatives that your child will use as he learns about solids and planes. For example, he will explore how two trapezoids can fill a hexagon or how two triangles fill a rhombus. Enjoy spending time together discovering how different shapes fit together to make other shapes.

These are ways to reinforce geometry at home:

- Ask your child to name shapes found at home or at places you visit. For example, an empty paper-towel tube is a cylinder.
- Allow your child to cut a sandwich or other food into equal parts.
- Permit your child to practice making equal groups by using the silverware to set the table.
- Offer puzzles varying in degrees of difficulty to develop your child's problem-solving skills.

The skills gained by studying geometric shapes are spatial sense, algebraic thinking, reasoning in problem solving, and relationships of patterns. God has created objects with shape, pattern, design, and motion. Enjoy watching your child discover shapes everywhere.

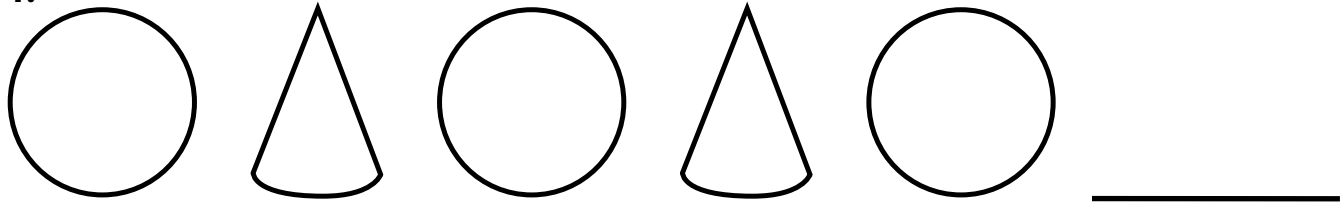
Name _____

BLM
6.2A

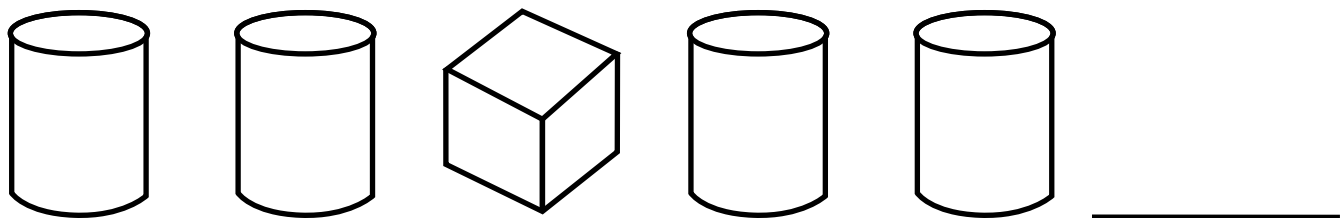
Solid Shape Patterns

Cut and glue to extend the shape patterns.

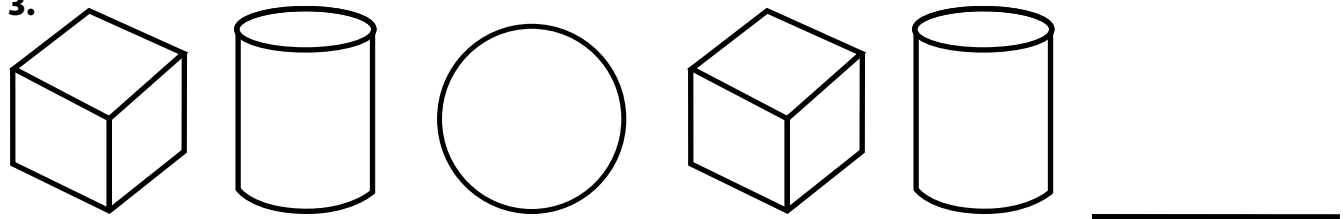
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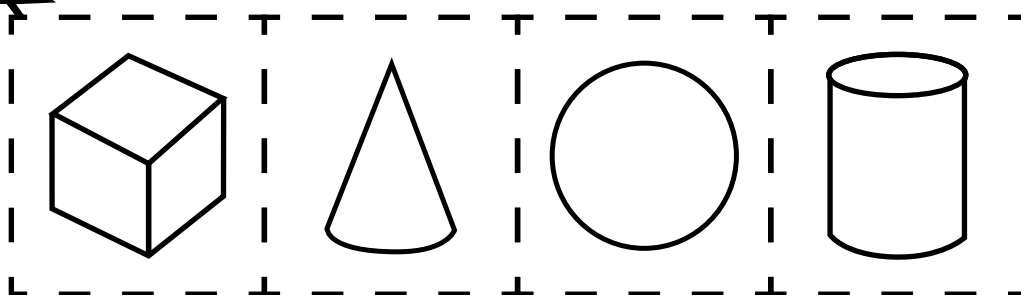
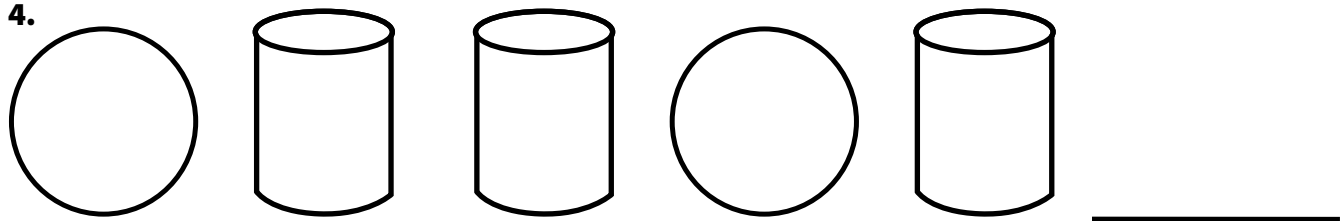
2.



3.



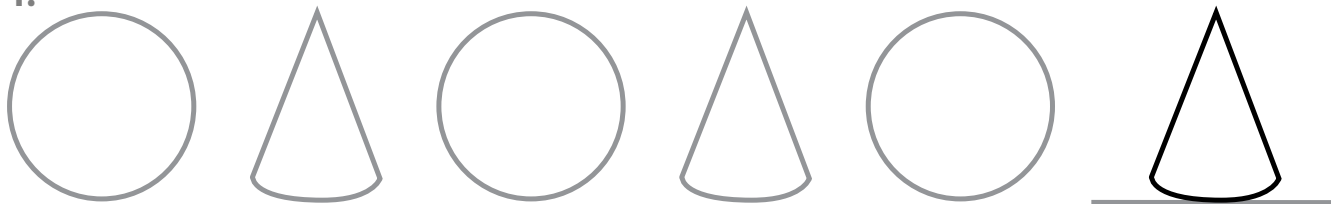
4.



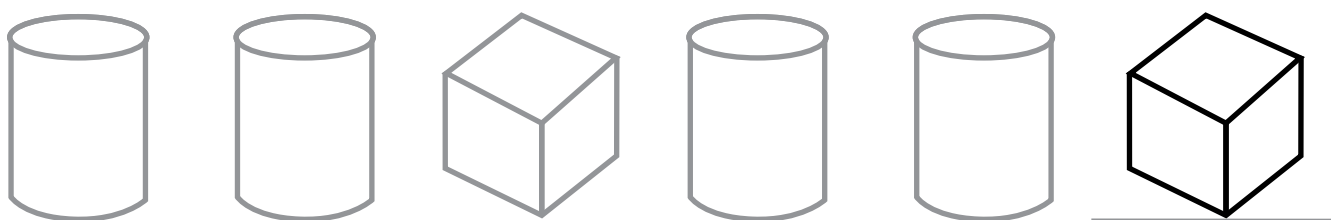
Solid Shape Patterns

Cut and glue to extend the shape patterns.

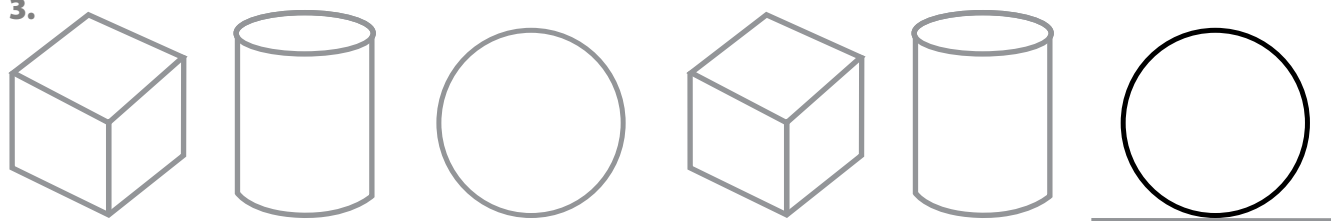
1.



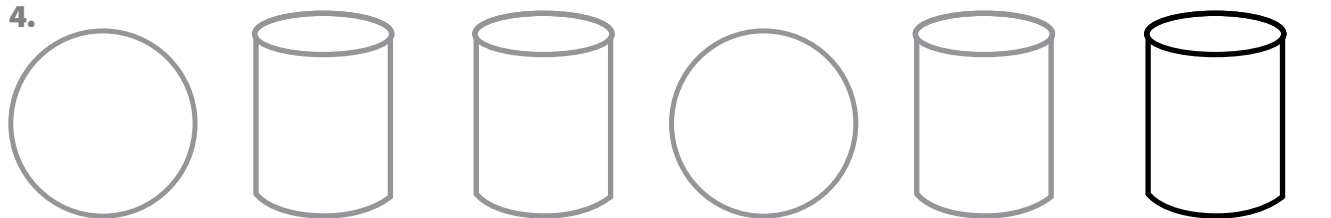
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3.



4.

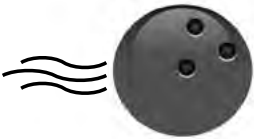





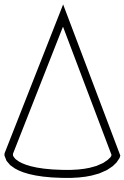





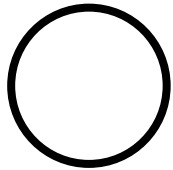


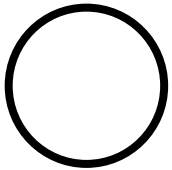


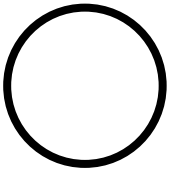


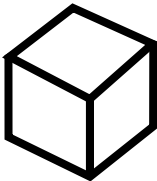


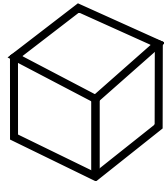


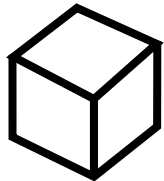


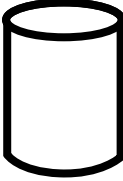


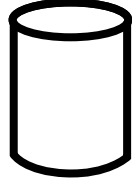


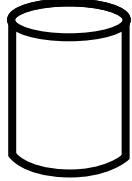




Name _____

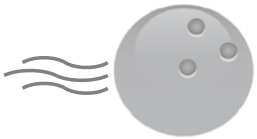











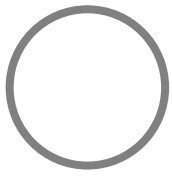


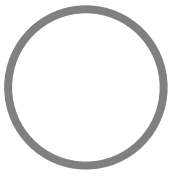


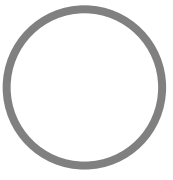


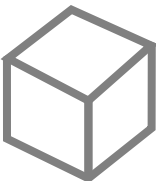


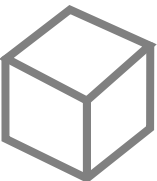


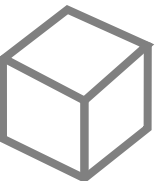


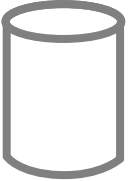


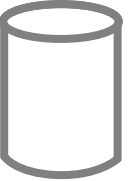


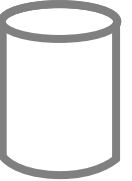


Solid Shape Experiment

BLM
6.2B

Make a guess. Try it out. Record your answers.

Solid Shape Experiment		
roll 	slide 	stack 
  yes  no	  yes  no	  yes  no
  yes  no	  yes  no	  yes  no
  yes  no	  yes  no	  yes  no
  yes  no	  yes  no	  yes  no

Make a guess. Try it out. Record your answers.

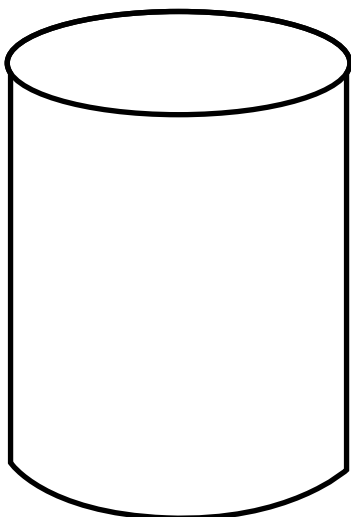
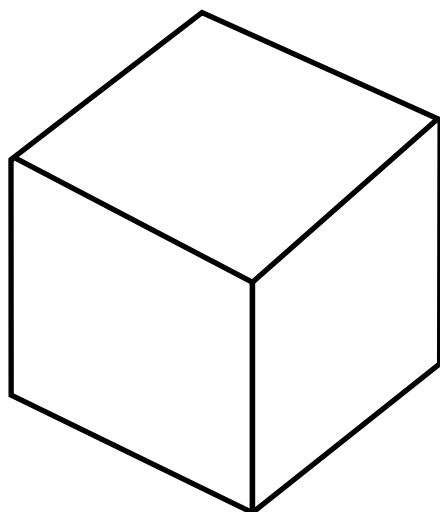
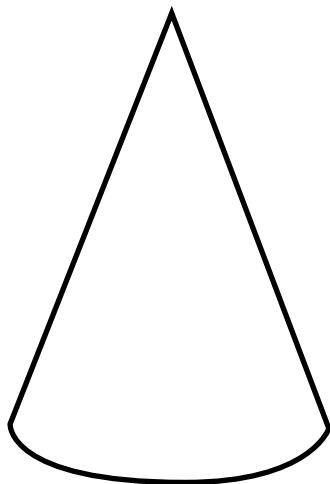
Solid Shape Experiment		
roll 	slide 	stack 
  yes  no	  yes  no	  yes  no
  yes  no	  yes  no	  yes  no
  yes  no	  yes  no	  yes  no
  yes  no	  yes  no	  yes  no

Name _____

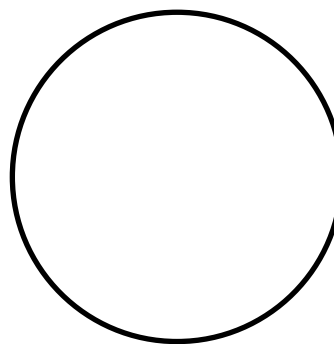
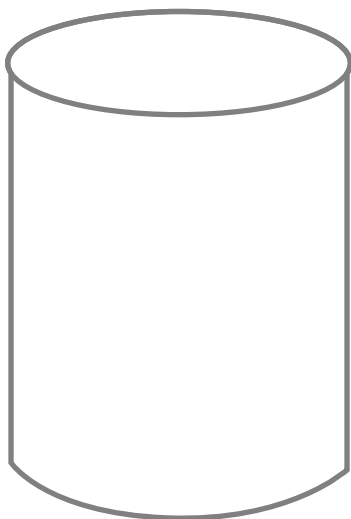
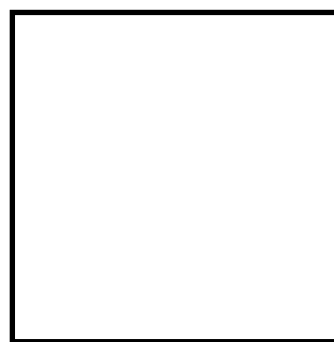
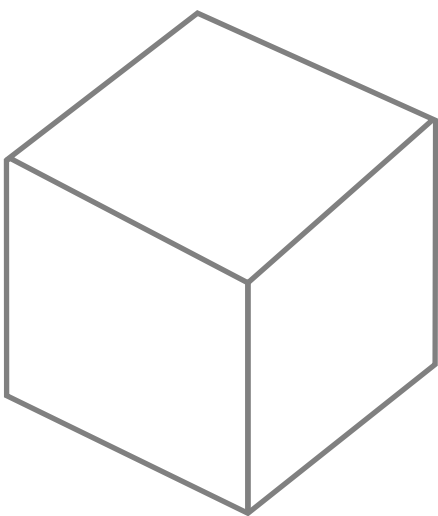
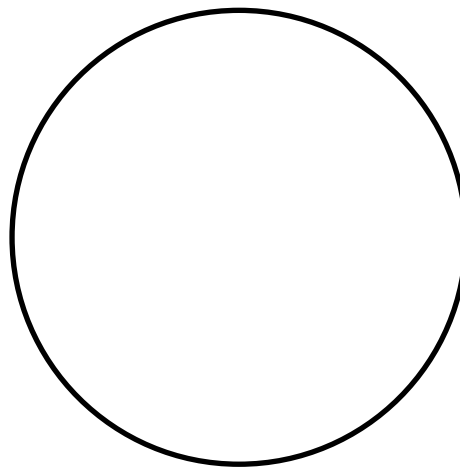
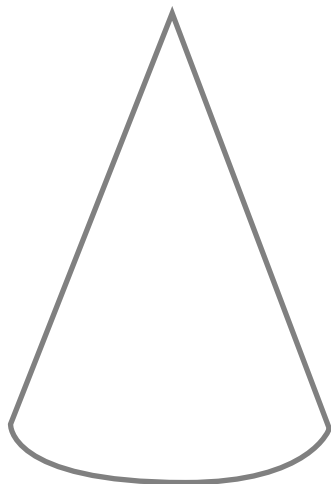
Shapes in Solids

BLM
6.3A

Place each shape and trace.







Place each shape and trace.

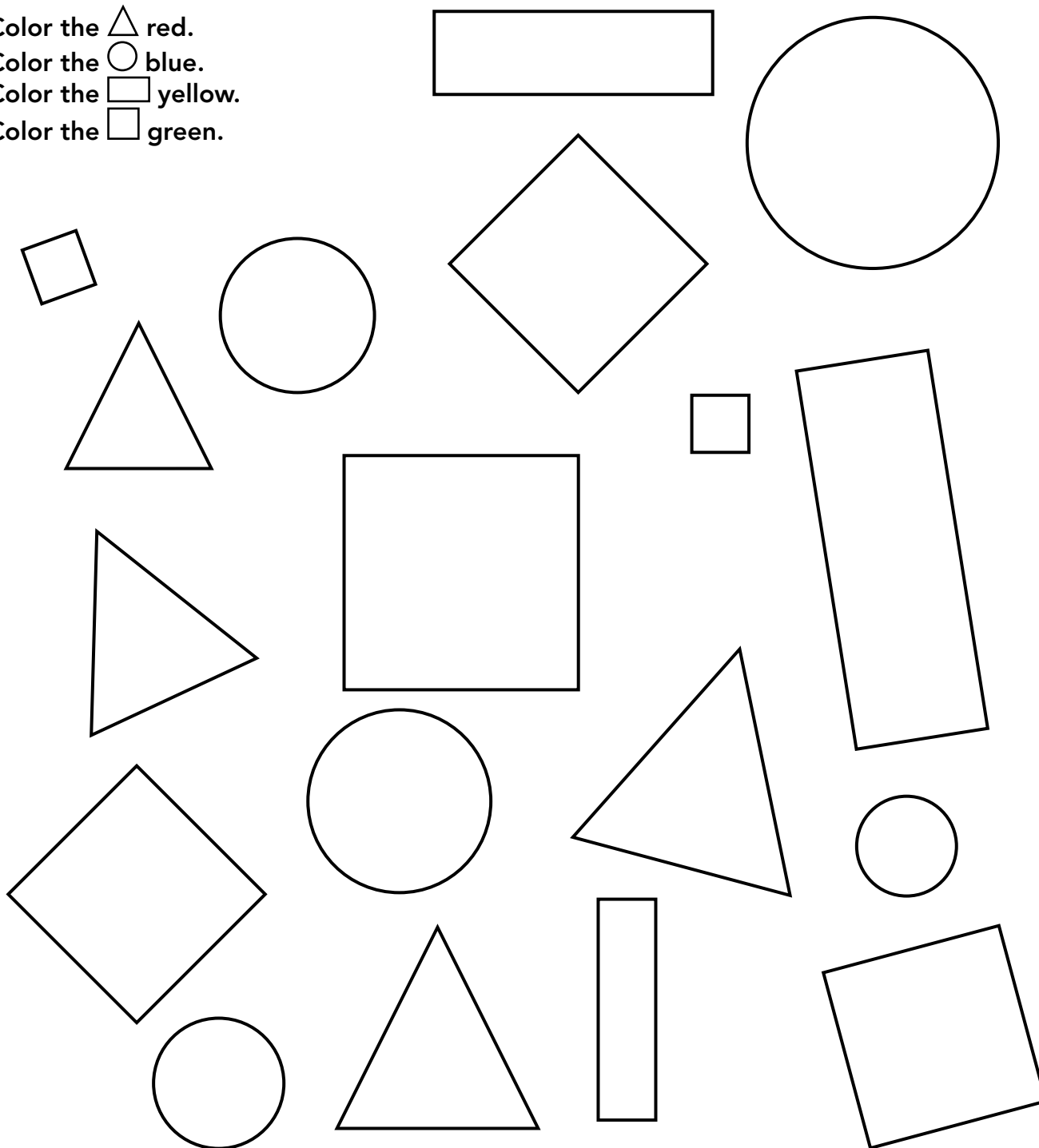


Name _____

Plane Shapes


BLM
6.5A

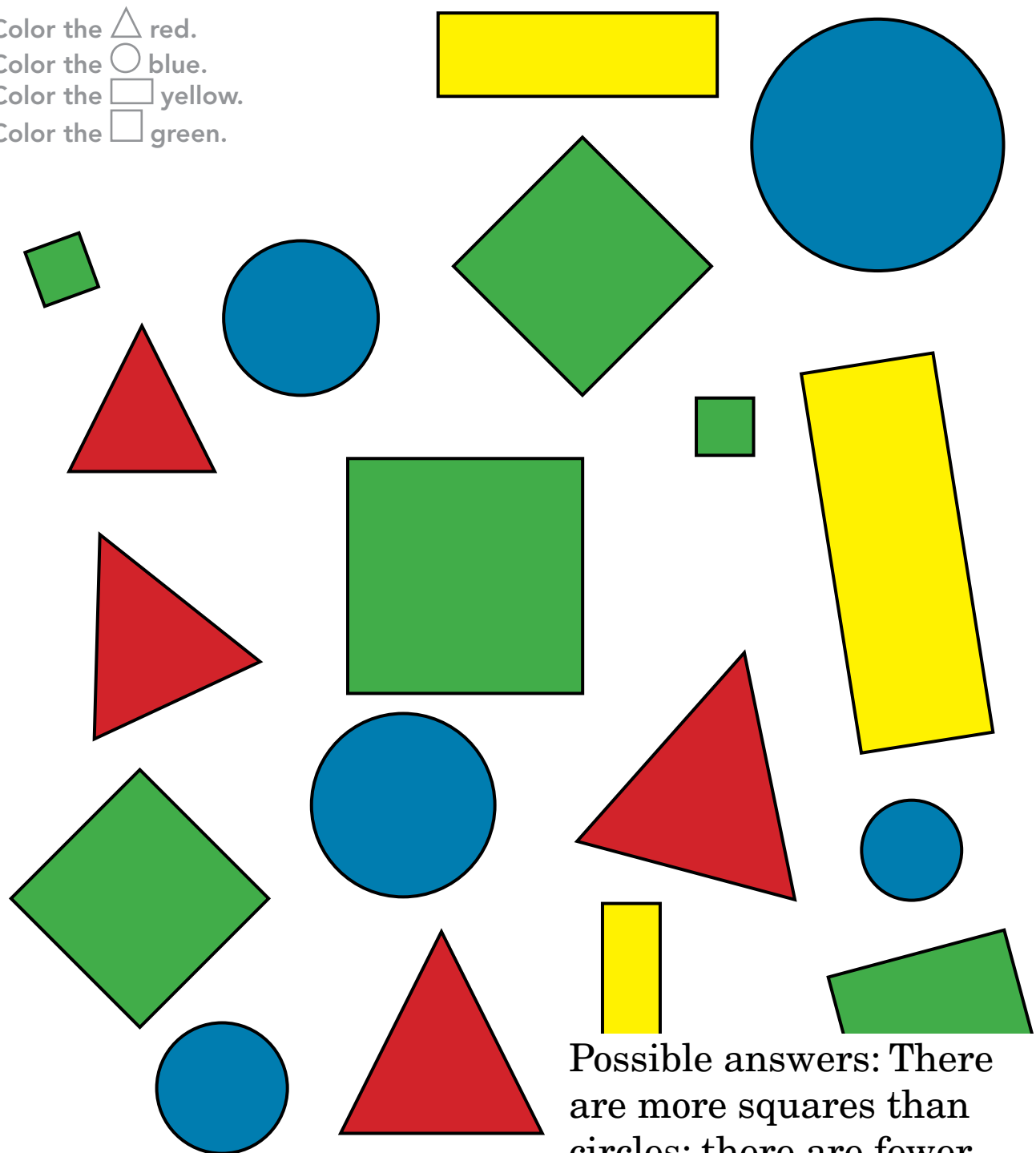
Color the  red.
Color the  blue.
Color the  yellow.
Color the  green.



Count and write the number of each shape.


_____  _____  _____  _____ 

Color the  red.
Color the  blue.
Color the  yellow.
Color the  green.





Possible answers: There are more squares than circles; there are fewer rectangles than triangles.

Count and write the number of each shape.

4 

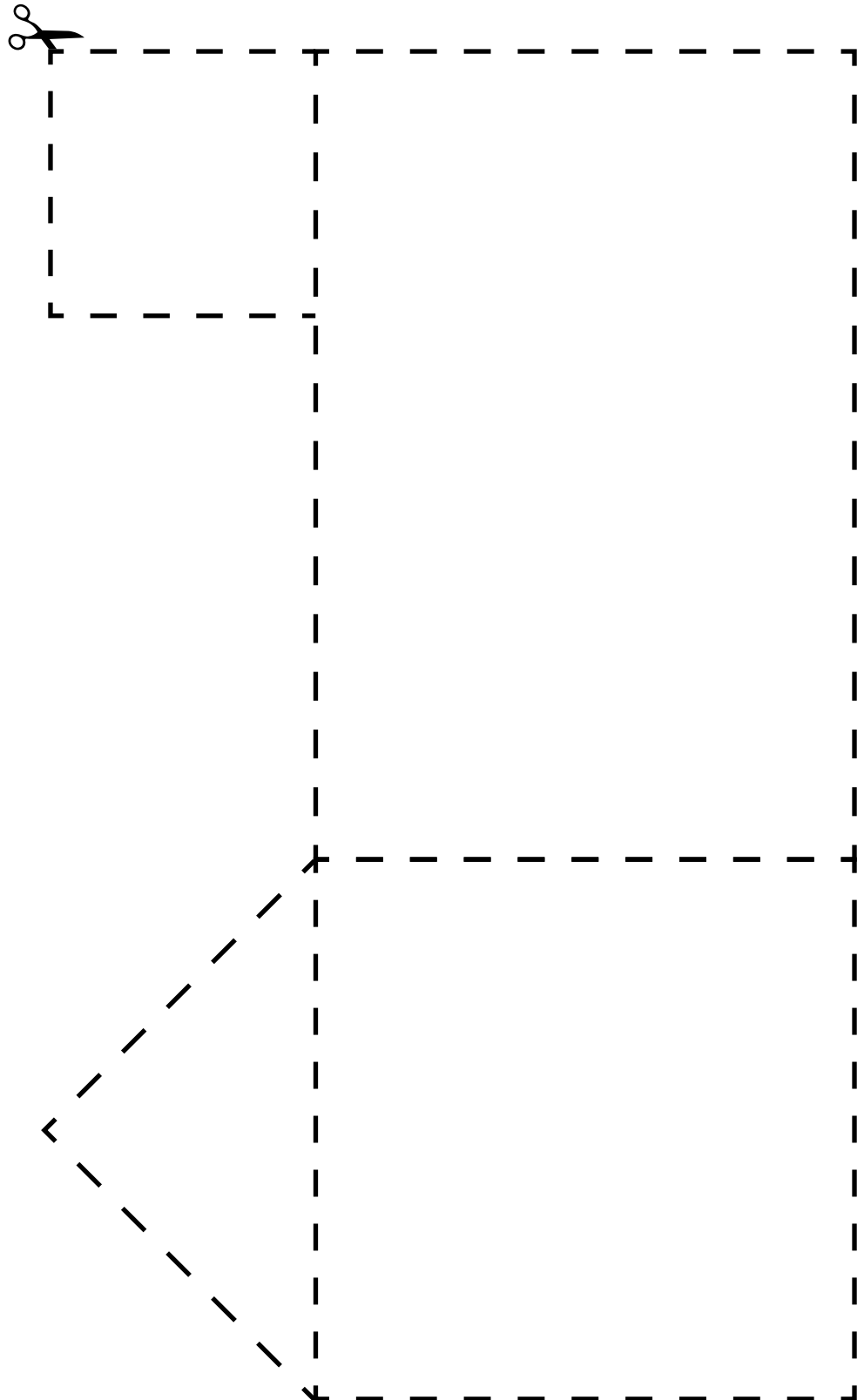
5 

3 

6 

Geoboard Pattern

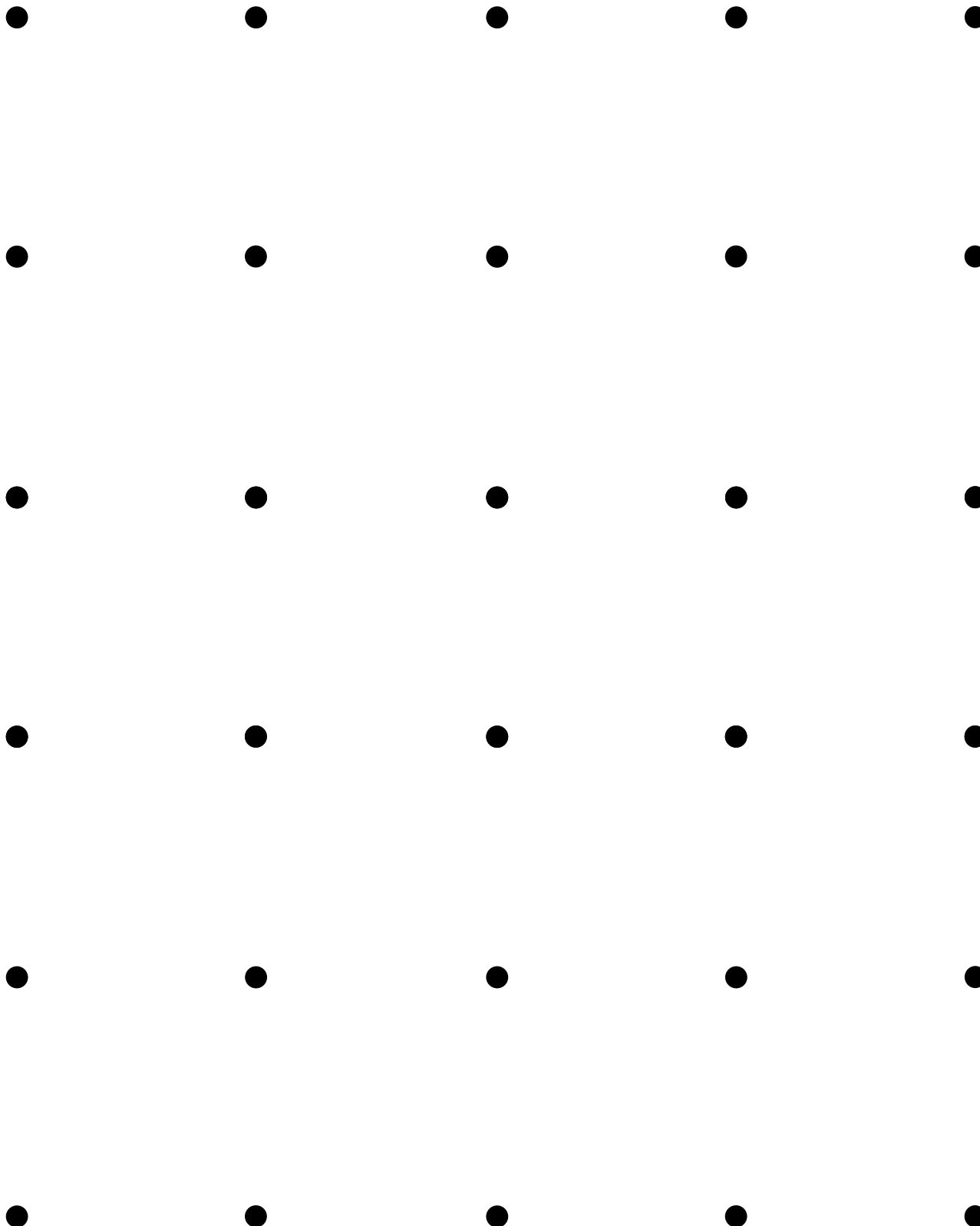
BLM
6.6A



Name _____

Geoboard Pattern

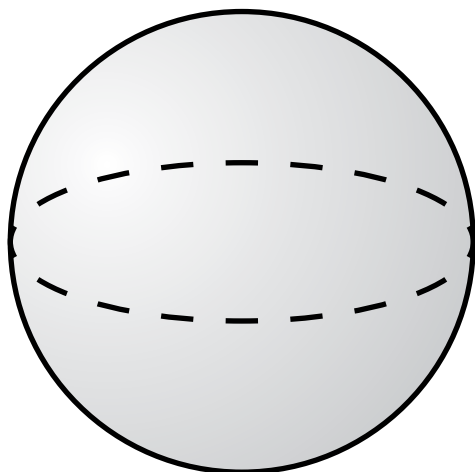
BLM
6.6B



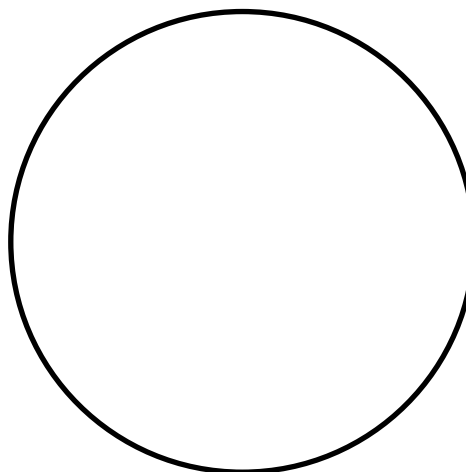
Name _____

Shape Sort

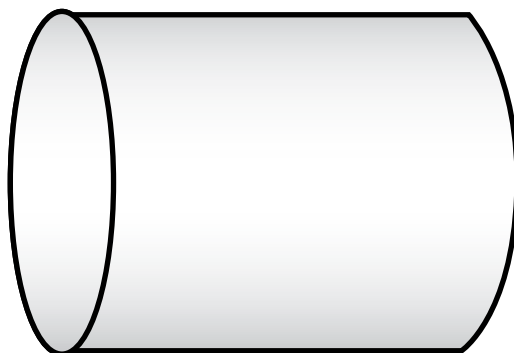
BLM
6.7A



sphere



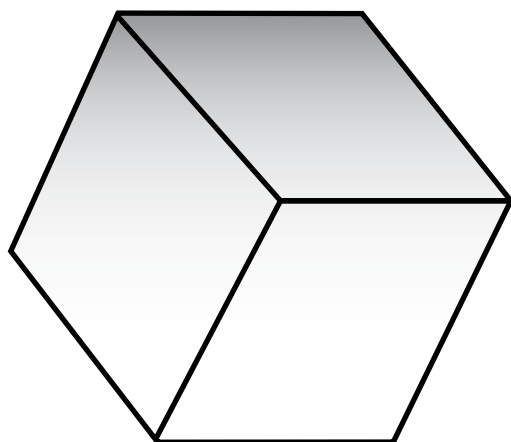
circle



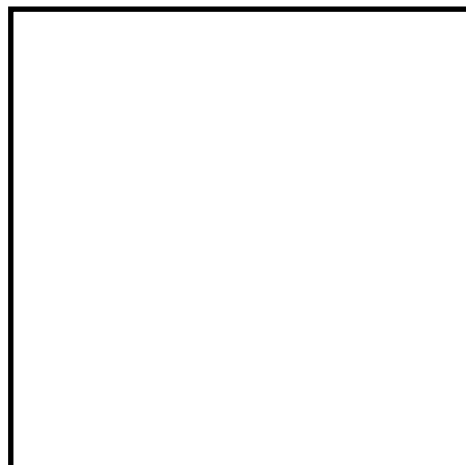
cylinder



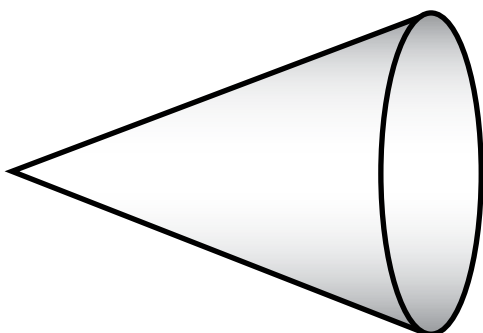
rectangle



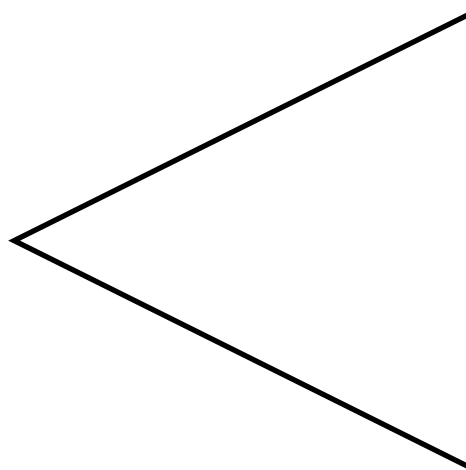
cube



square



cone

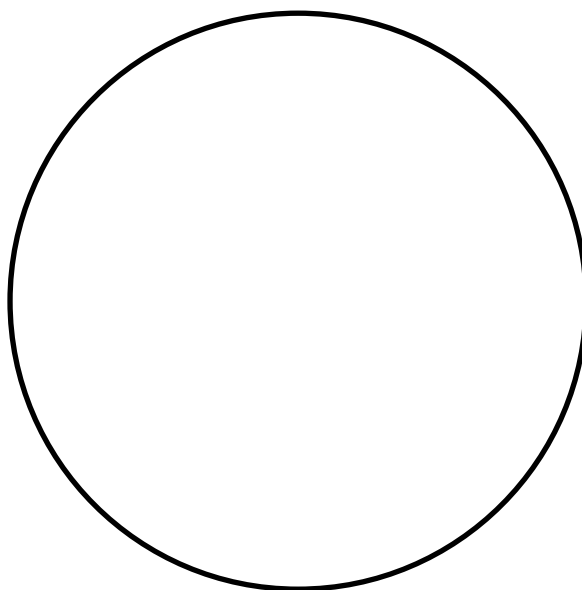
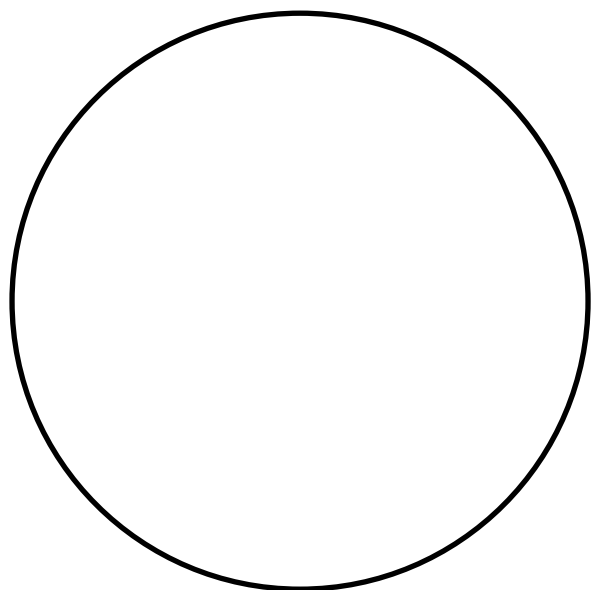
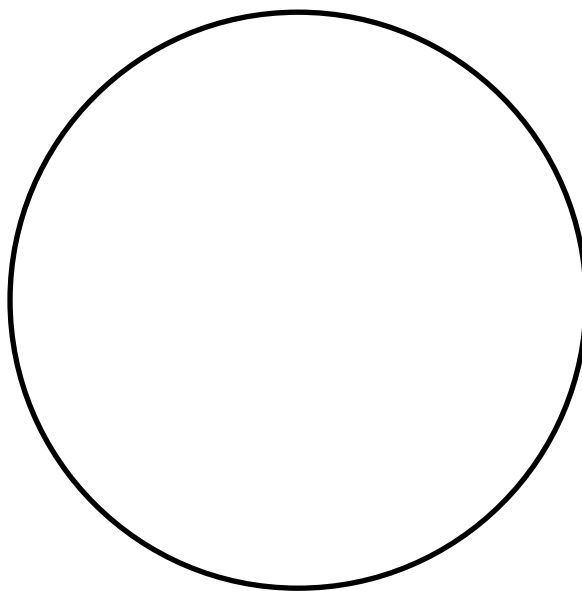
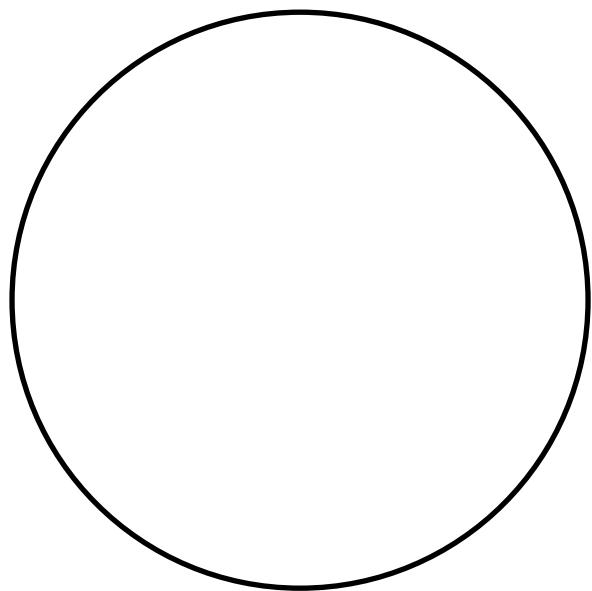


triangle

Find an object to match each shape.

Workmat: Equal Parts

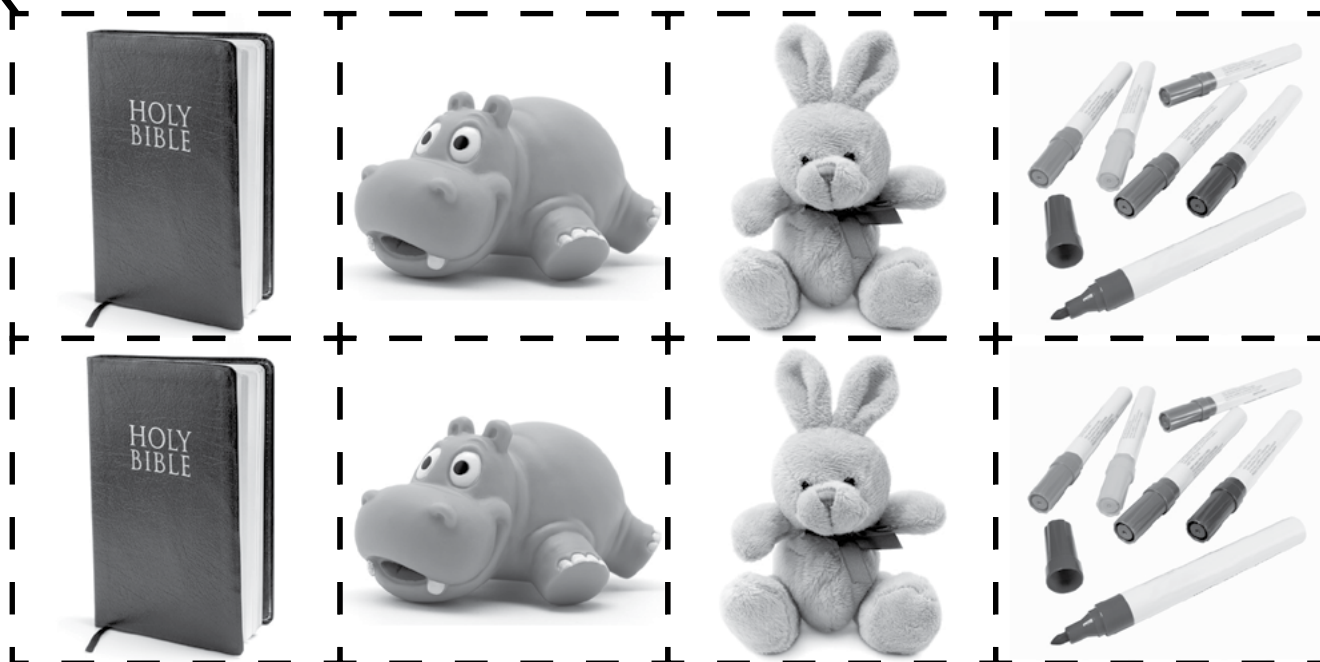
BLM
6.9A



Name _____

BLM
6.9B
Equal Gifts

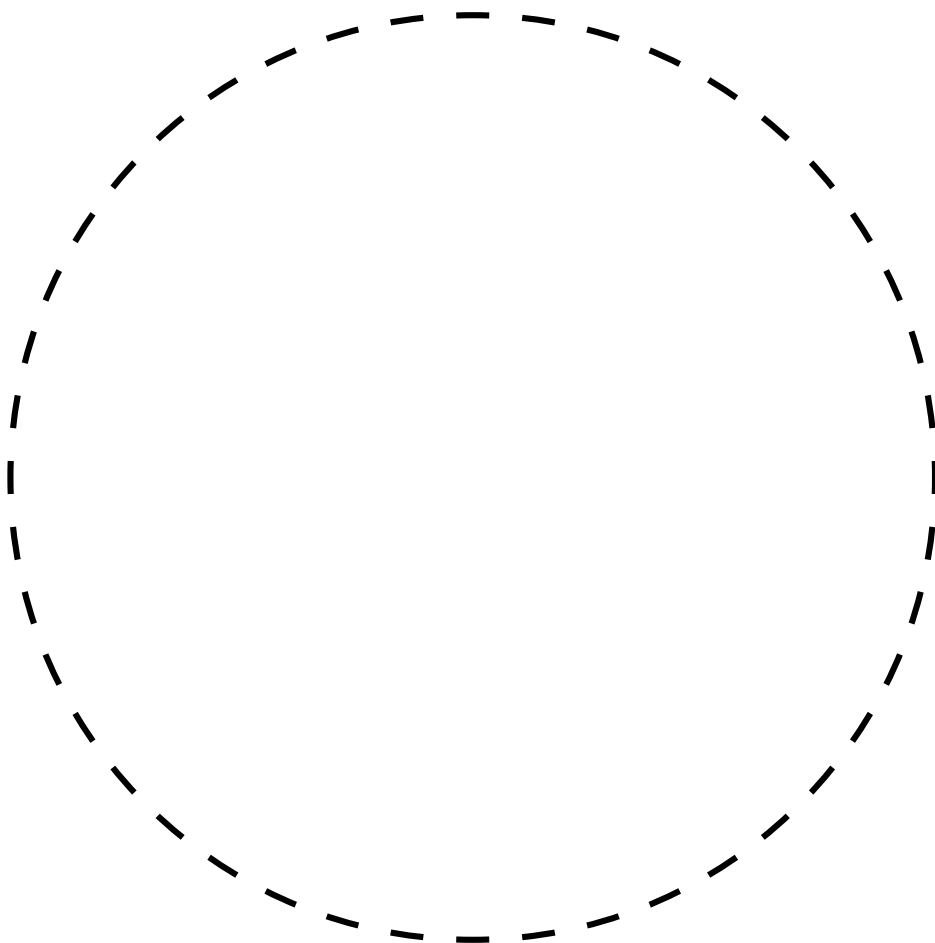
Cut and glue to make equal gifts.



Equal Gifts

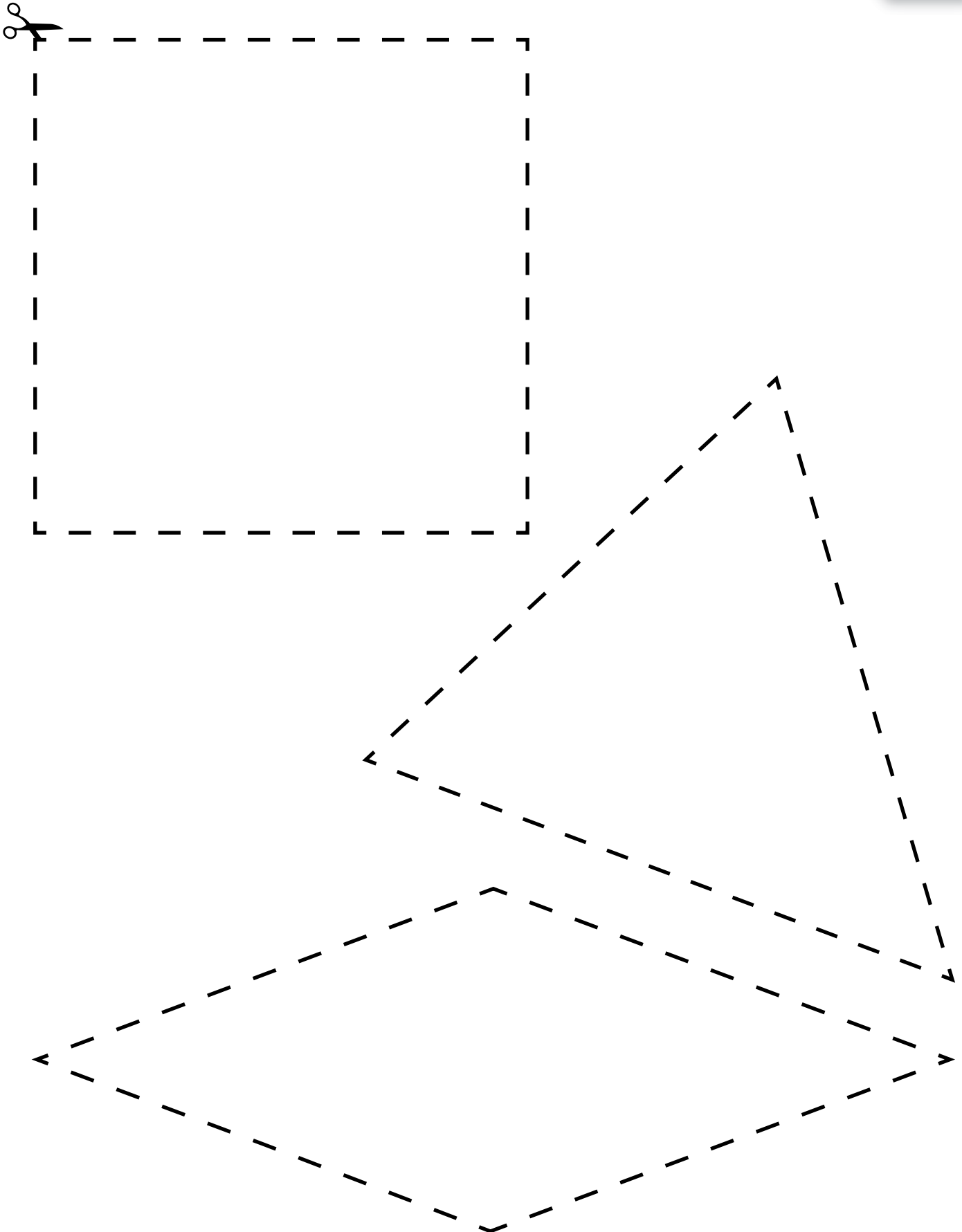
Cut and glue to make equal gifts.





BLM
6.10B

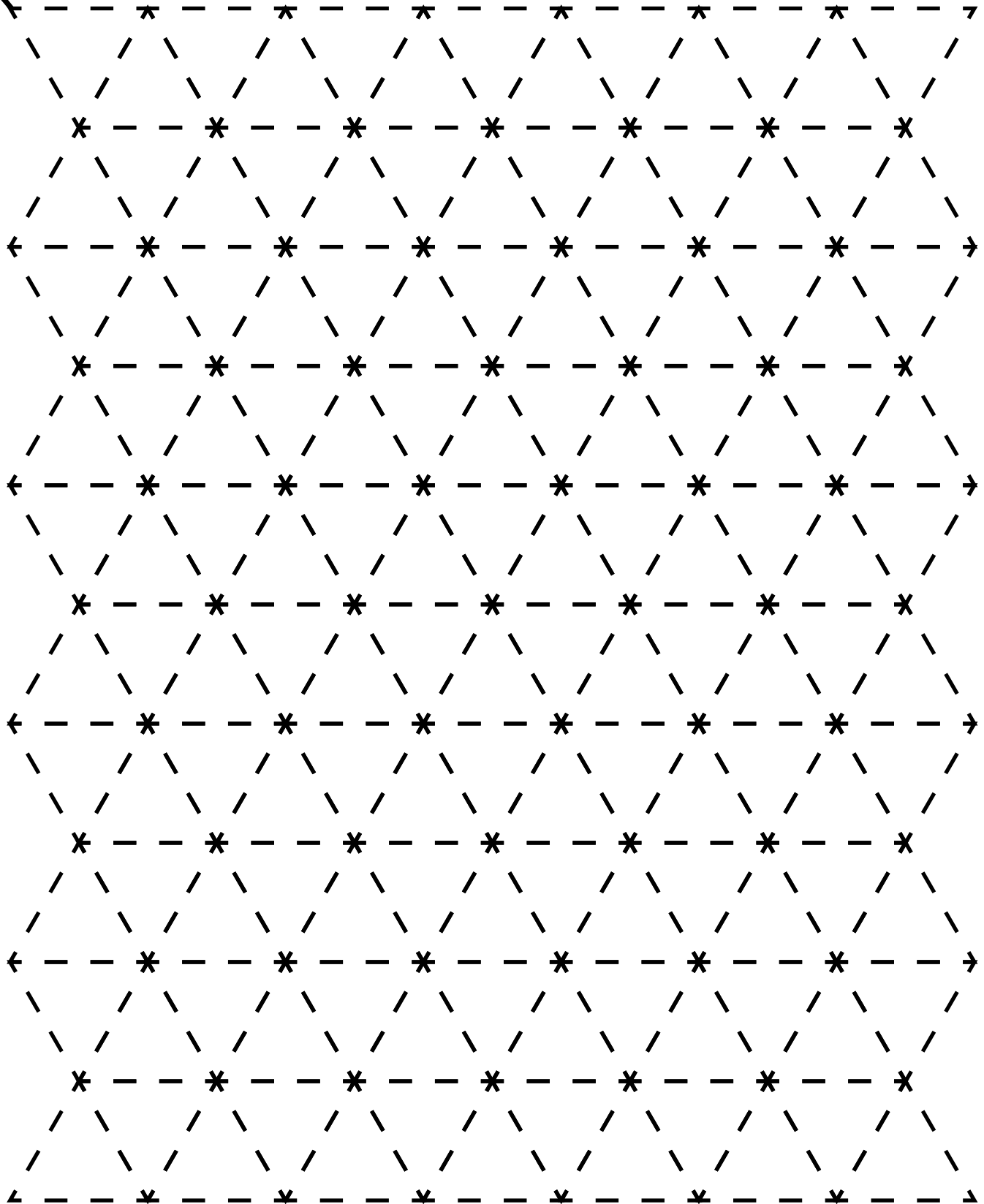
Shapes to Fold





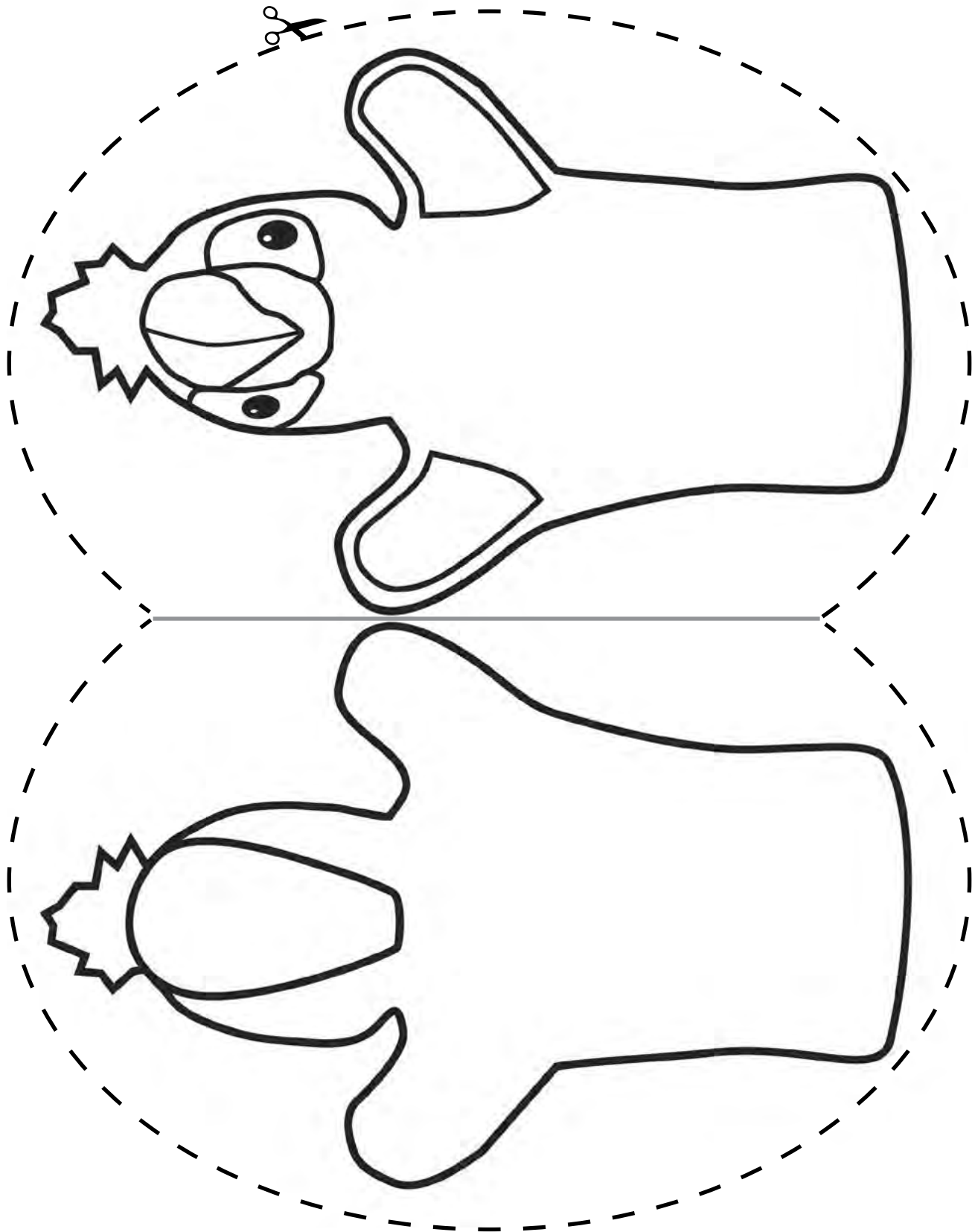
Pattern Blocks: Triangles

BLM
6.10D



BLM
6.11A

Parrot Puppet

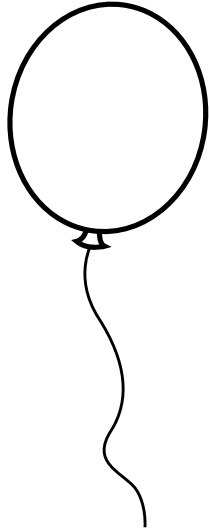


Name _____

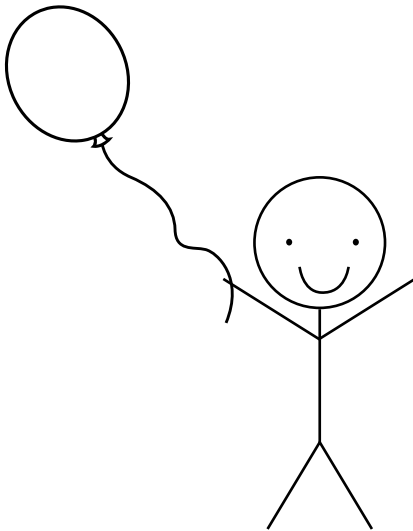
BLM
6.11B
Slide, Flip, and Turn

Draw a slide, a flip, and a turn.

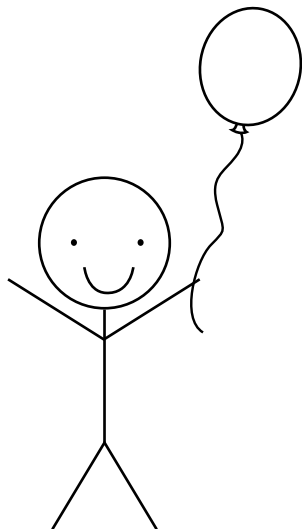
slide



flip



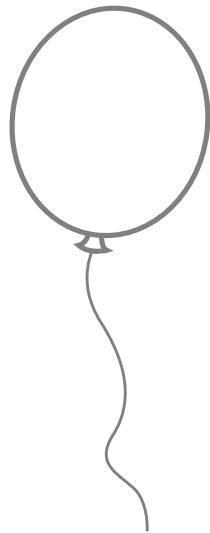
turn



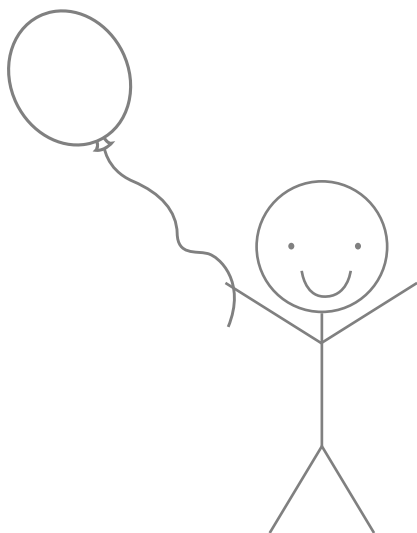
Slide, Flip, and Turn

Draw a slide, a flip, and a turn.

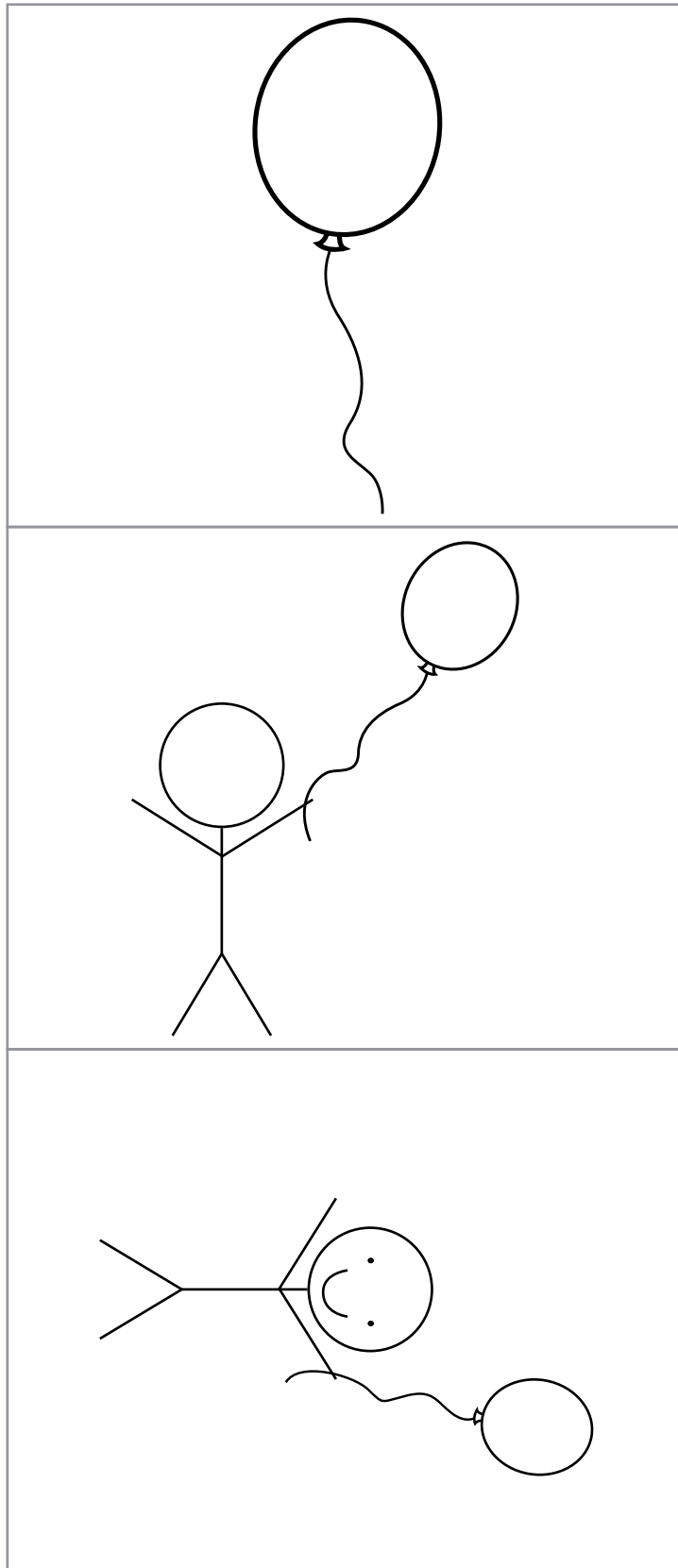
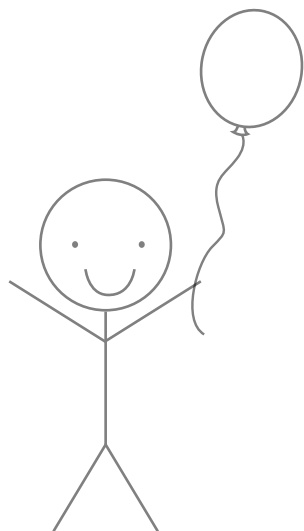
slide



flip



turn

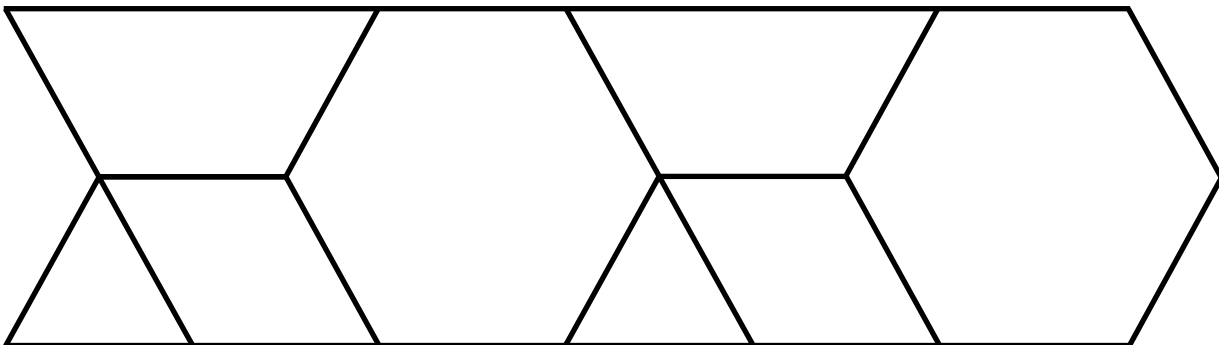
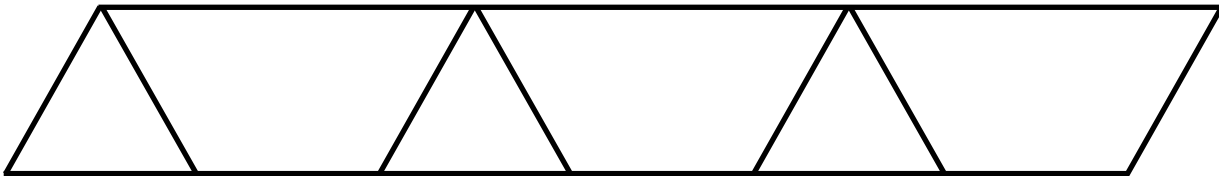
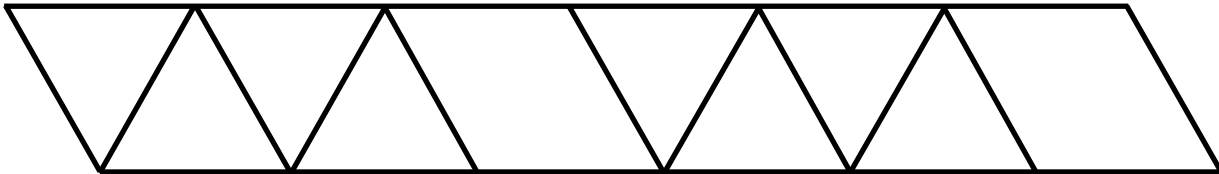


Name _____

Shapes in a Pattern

BLM
6.12A

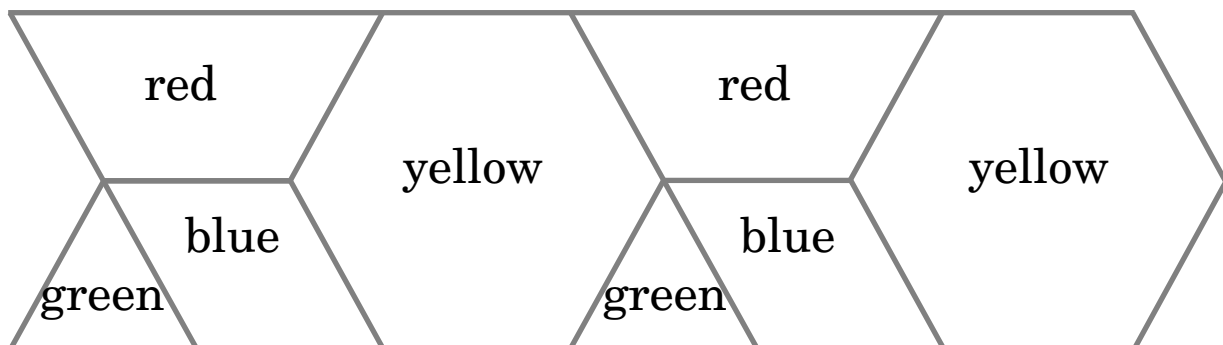
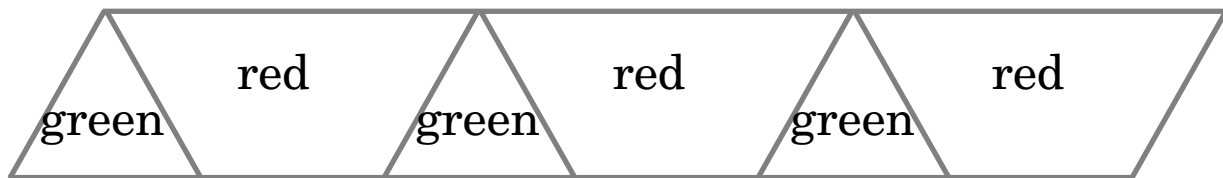
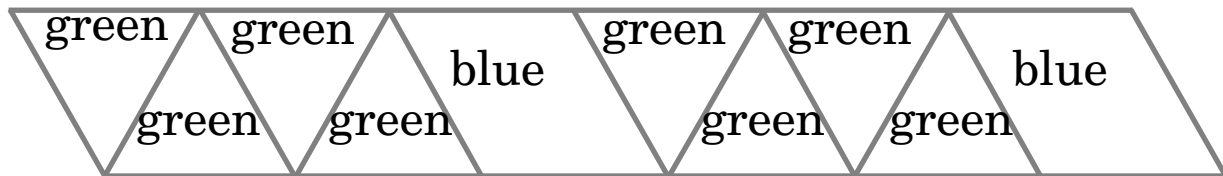
Use pattern blocks to fill in each pattern. Color each shape to match the pattern block used.



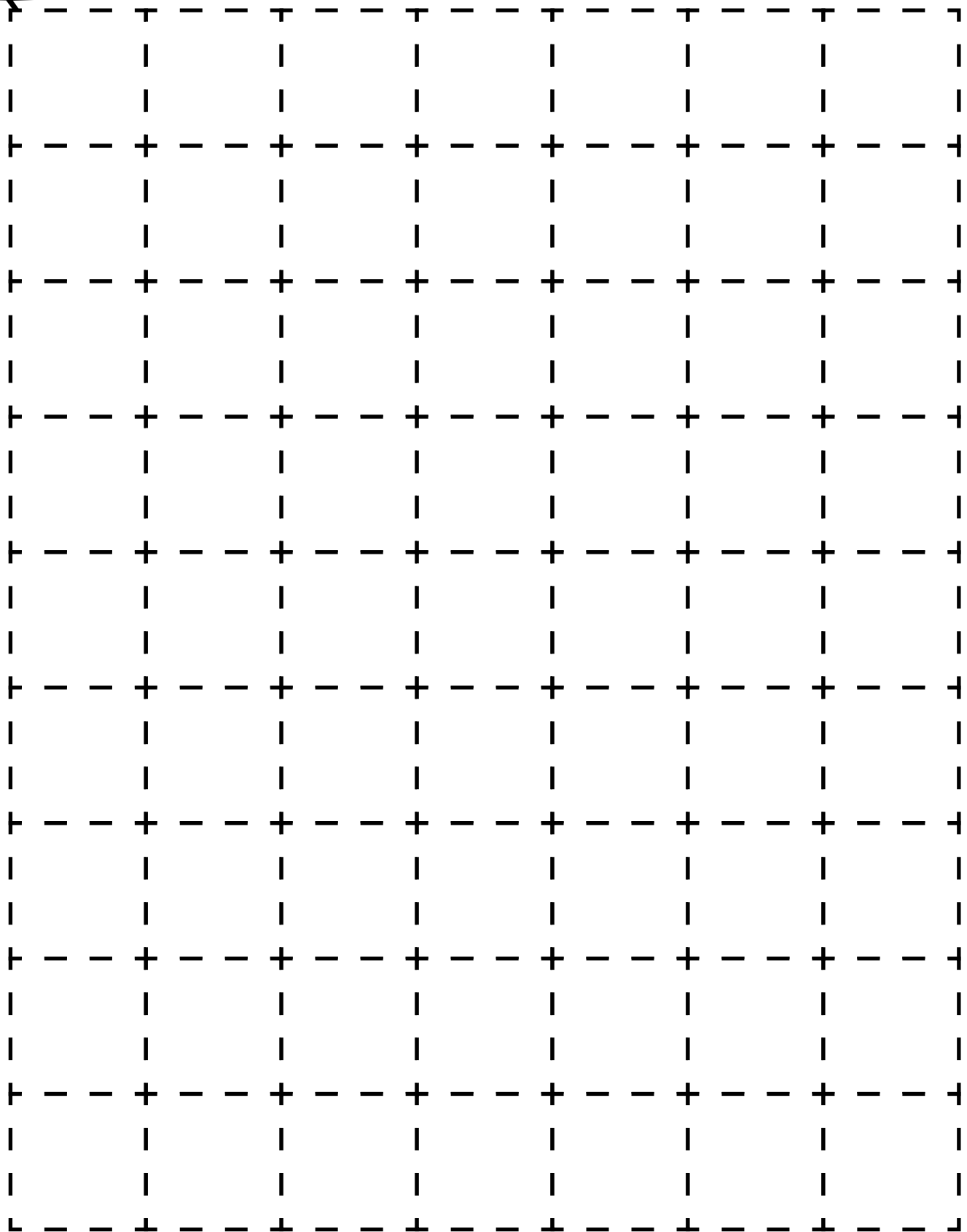
Shapes in a Pattern

Use pattern blocks to fill in each pattern. Color each shape to match the pattern block used.

Coloring may vary.

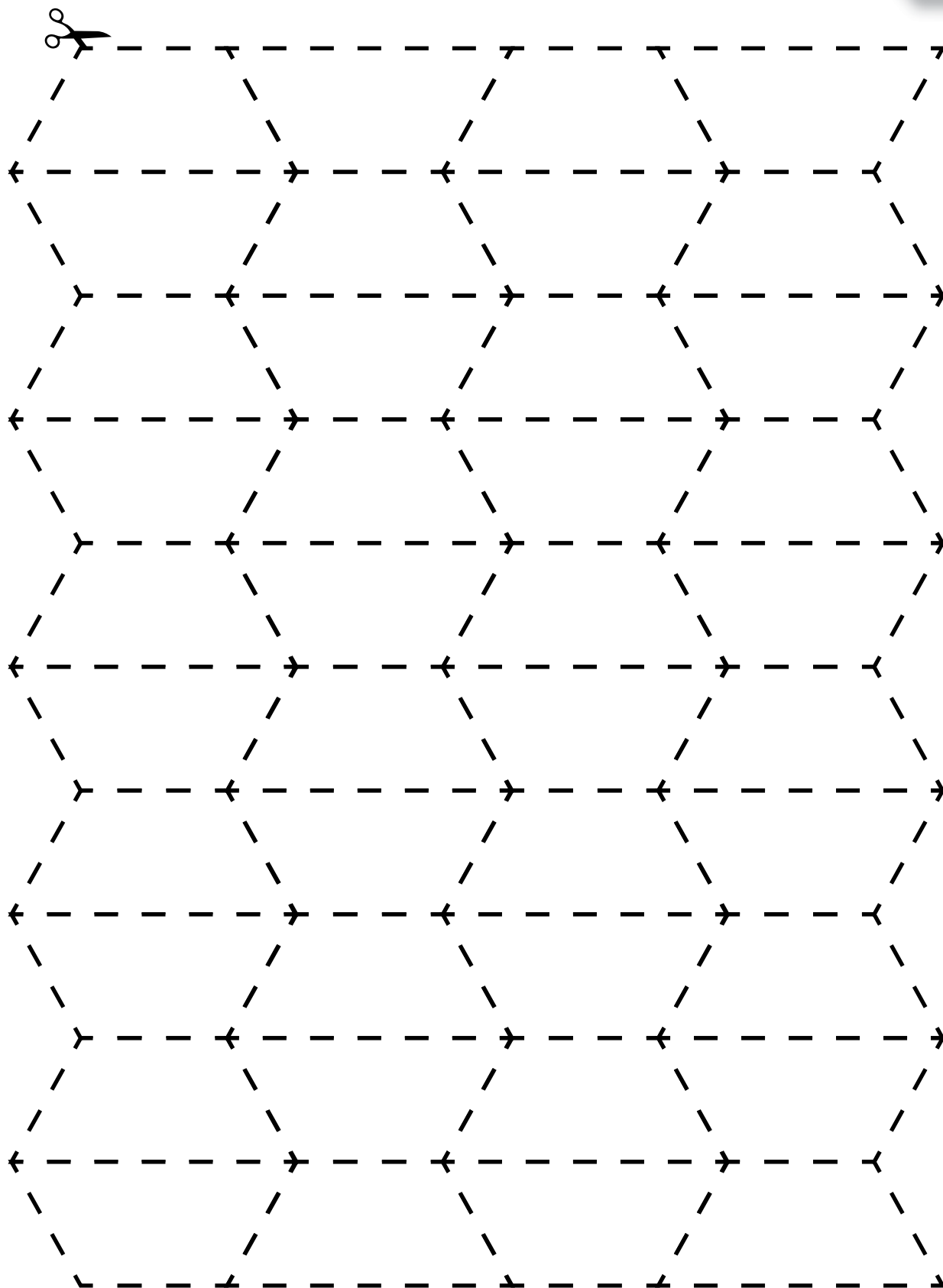


BLM **6.12B** *Pattern Blocks: Squares*



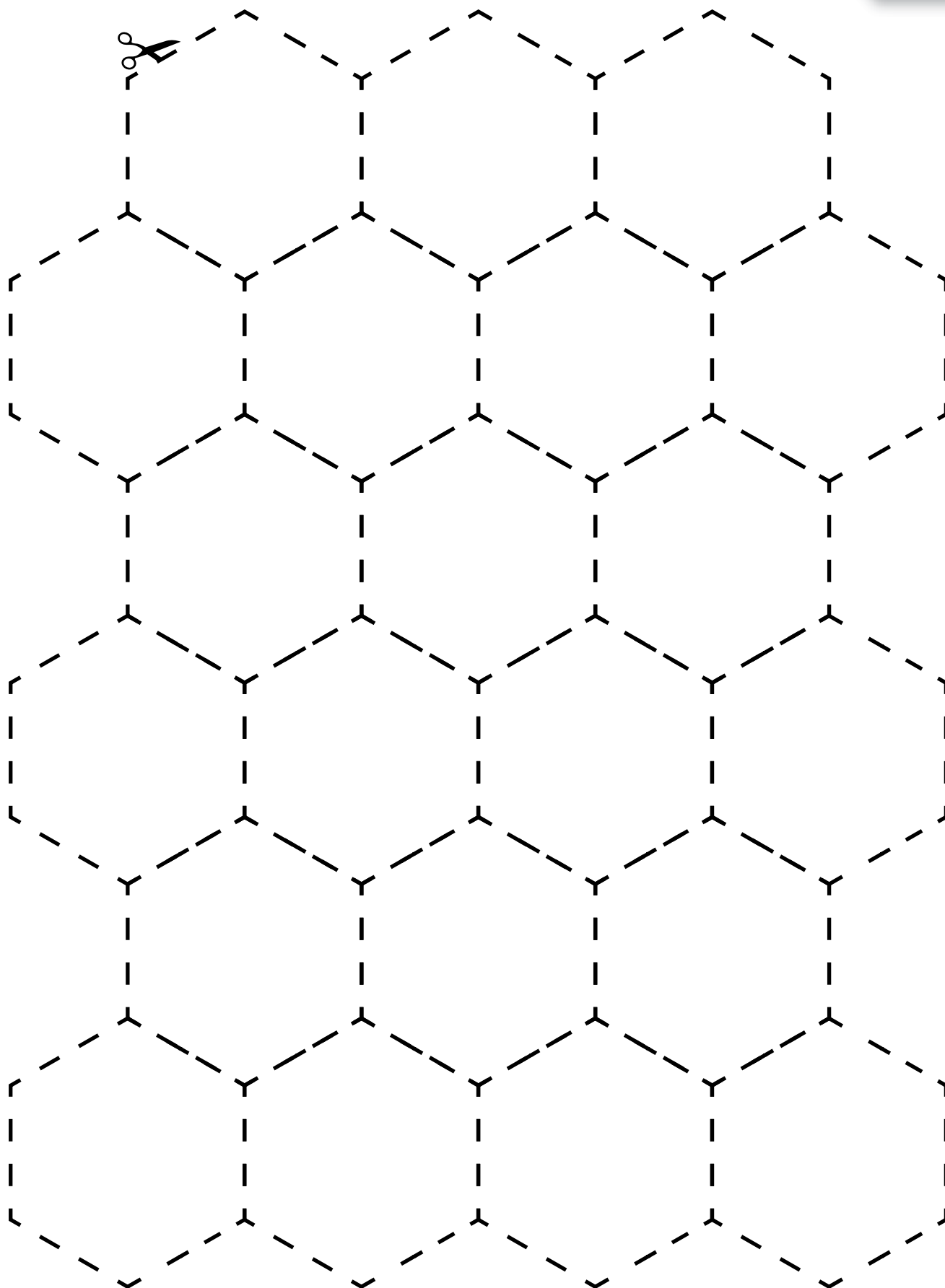
Pattern Blocks: Trapezoids

BLM
6.12C



Pattern Blocks: Hexagons

BLM
6.12D



Chapter 6 Interview Assessment

BLM
6.13A

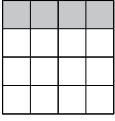
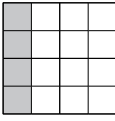
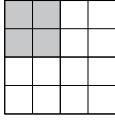
Student	Assessment 1: Solid Shapes				Assessment 2: Plane Shapes				Assessment 3: Equal Parts					
	cone, cube, cylinder, sphere		faces		square, rectangle, circle, triangle		pattern blocks		half		equal		sides, flips, turns	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														
19.														
20.														

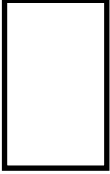
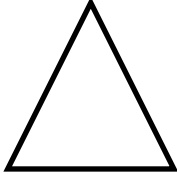
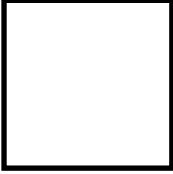
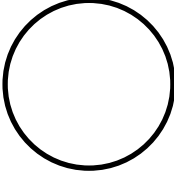
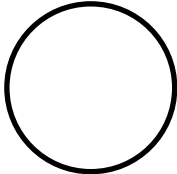
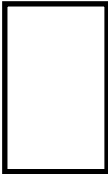
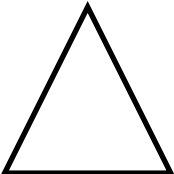
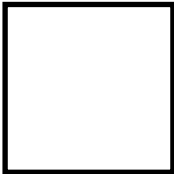
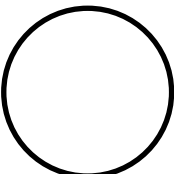
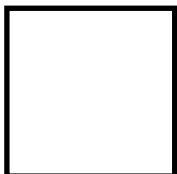
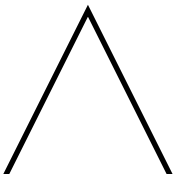
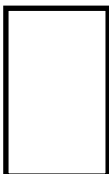
Name _____

Shape Sudoku

BLM
6.13B

Cut out the shapes and glue them in the correct empty square. Each shape can only go

once in each row , column , and block .


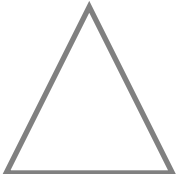

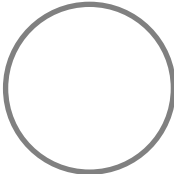
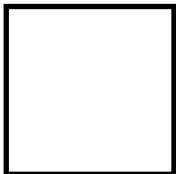
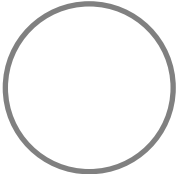

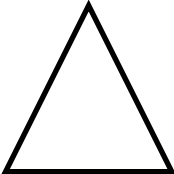
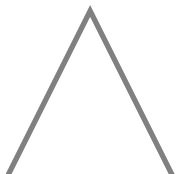
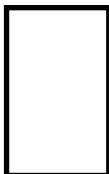
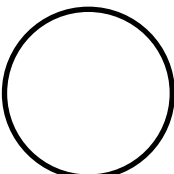
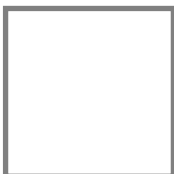
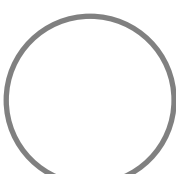



			
			
			
			



Shape Sudoku

Cut out the shapes and glue them in the correct empty square. Each shape can only go

once in each row , column , and block .



Math at Sporting Events

Dear Parents,

The highlight of Chapter 7 in mathematics is larger numbers. Your child will identify and count numbers through 100. Using estimation in problem solving is one activity that utilizes these larger numbers. Your child will also practice counting on and counting back on a number line. A lesson on graphing focuses on comparing numbers to find more than or less than in a set.

The mathematical concepts presented in this chapter include number sense, data analysis, problem solving, and mathematical reasoning. The exploration of larger numbers will lay the foundation for working with addition and subtraction. The theme of sporting events is woven throughout the lessons to assist your child in grasping the concepts in a meaningful way.

Impress upon your child the importance of numbers in his world. Review your address and telephone number. Ask her to read speed-limit signs as you travel around town. Select age-appropriate books from the library on the topic of counting. Count petals on a flower, veins in a leaf, or legs on an insect. Display a calendar for your child to identify dates and days of the week. Play a board game that counts on and counts back. Discuss the score of a sporting event and determine the winner.

Help your child score in math!

Number Cards: 11–15

BLM
7.1B



11

12

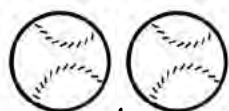
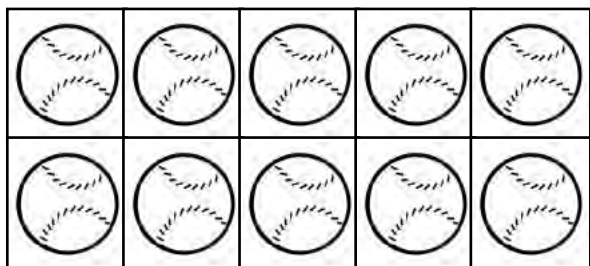
13

14

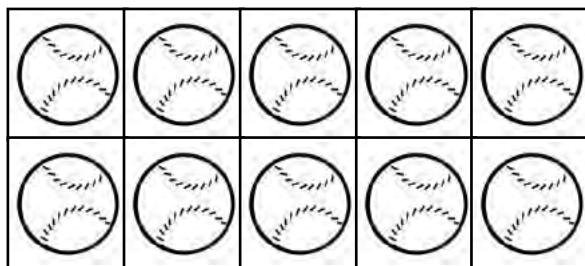
15

My Teen Cards

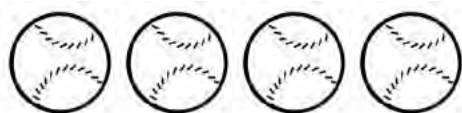
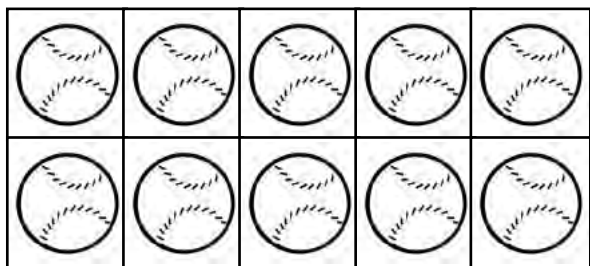
Name _____



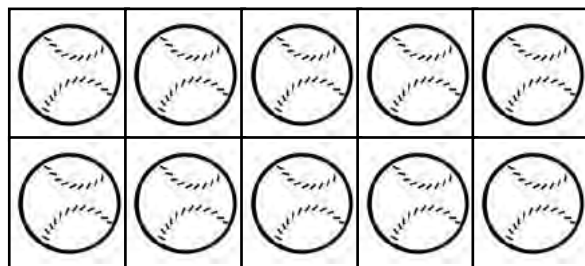
1 ten and 2



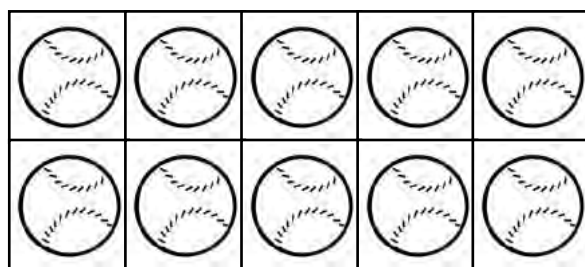
1 ten and 1



1 ten and 4



1 ten and 3

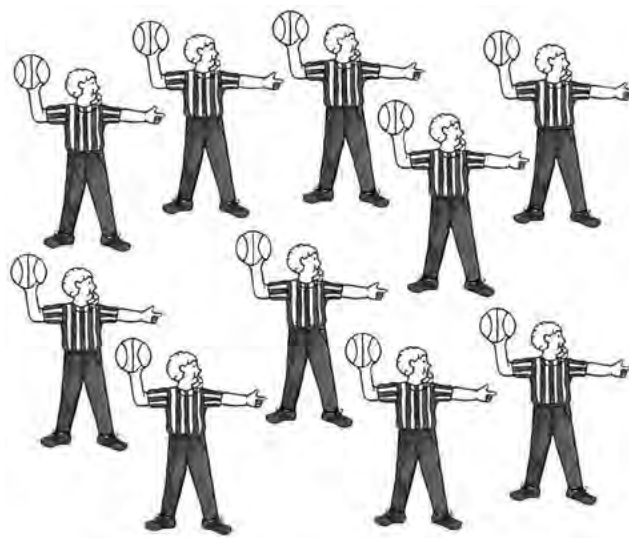
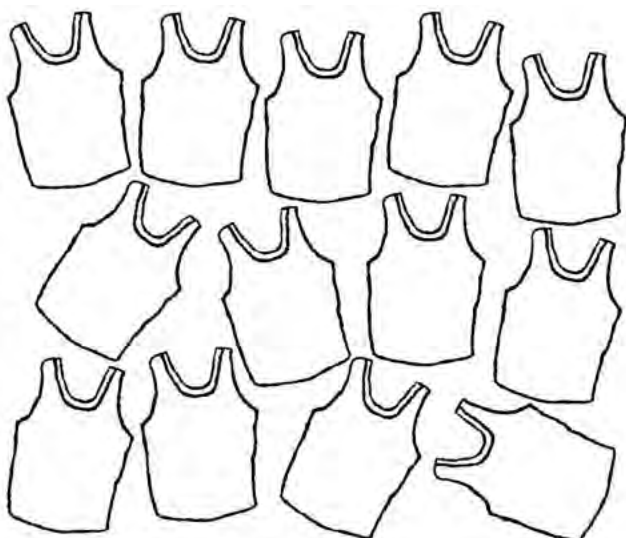
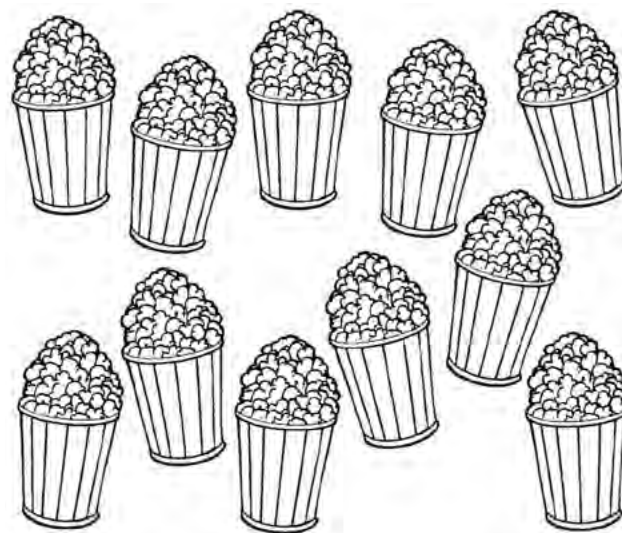
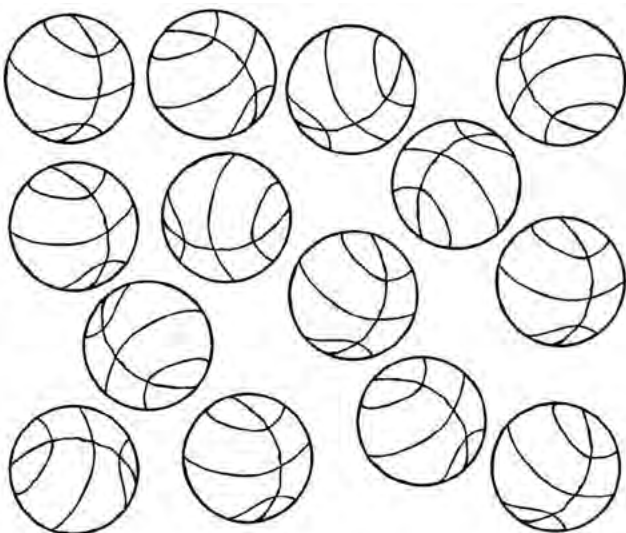
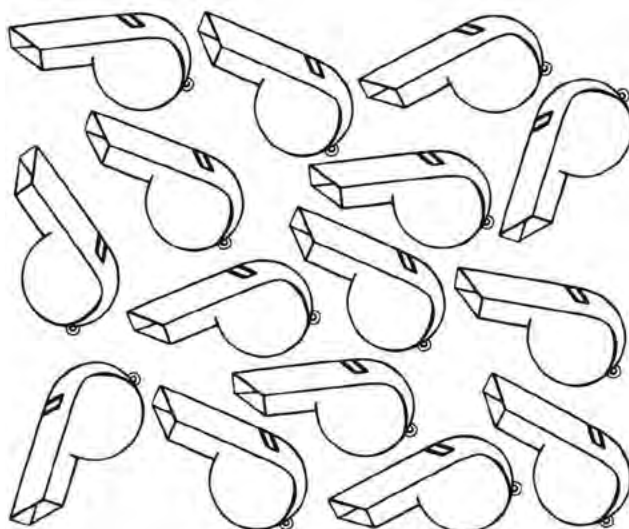
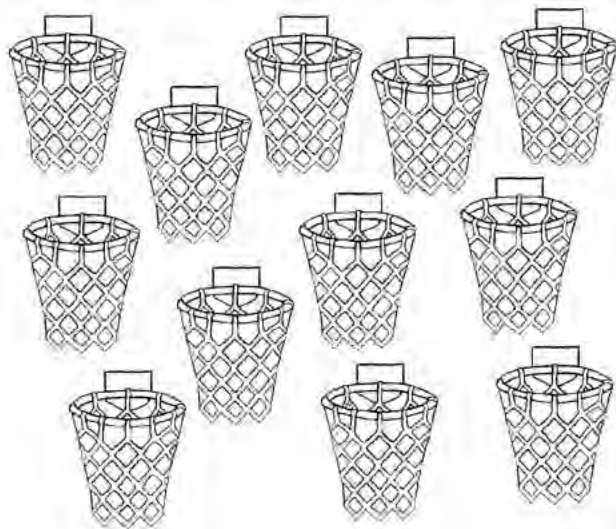


1 ten and 5

Name _____

BLM
7.1C
Make Tens

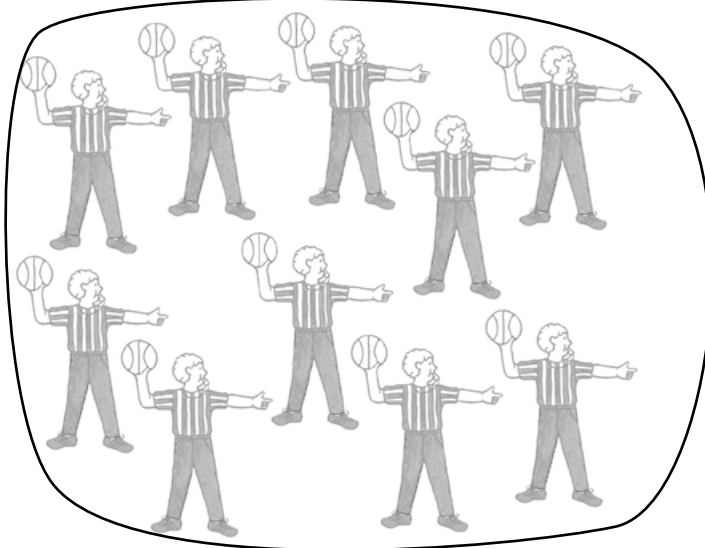
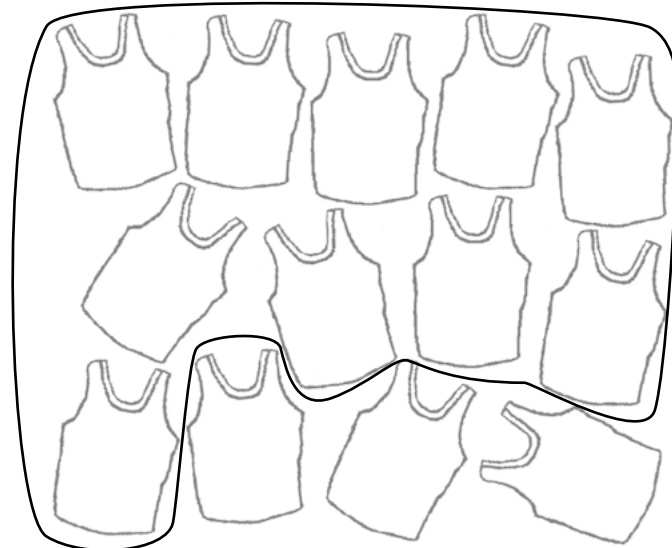
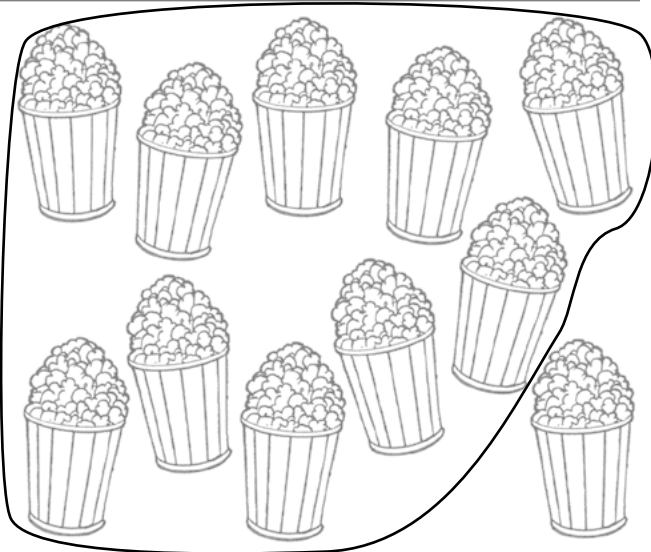
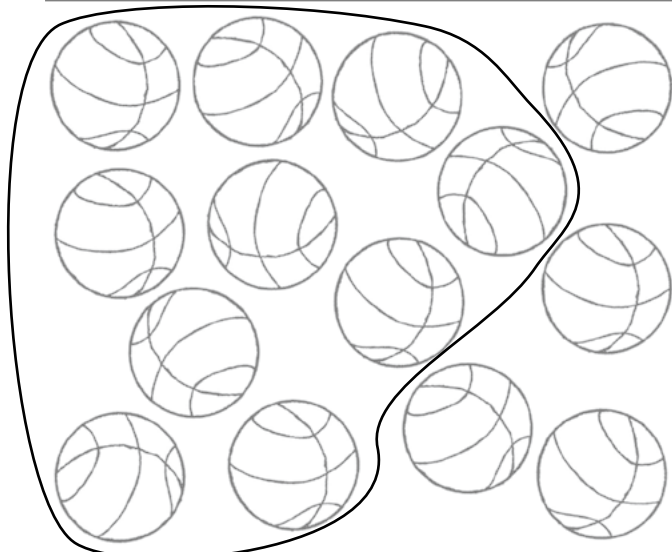
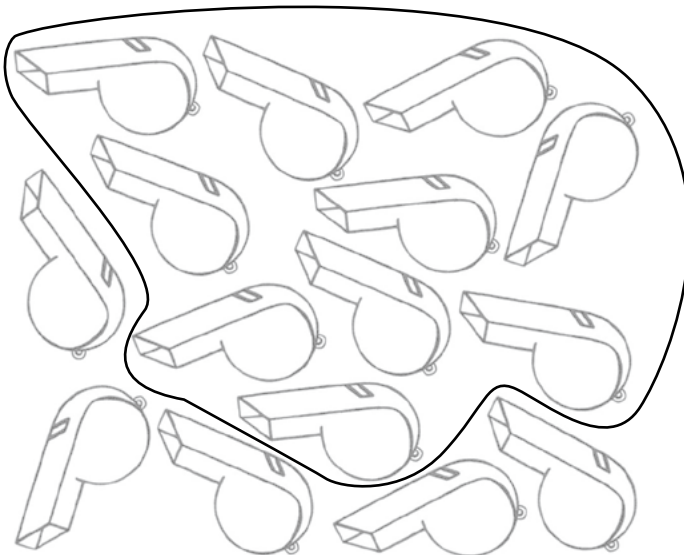
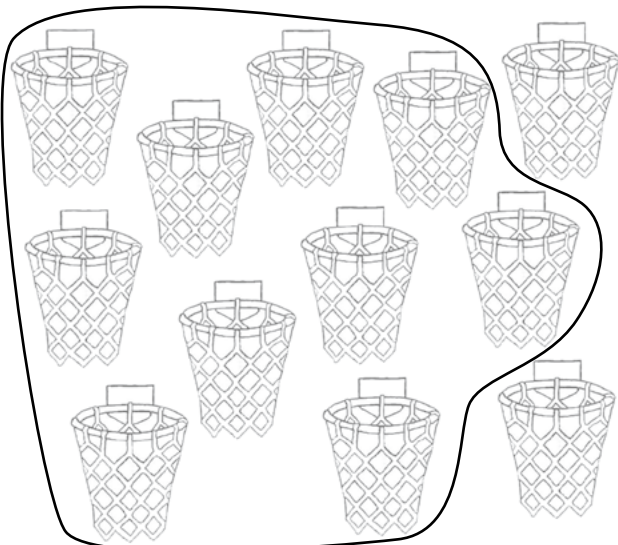
Circle a set of 10 in each group.



Make Tens

Circle a set of 10 in each group.

Possible answers:

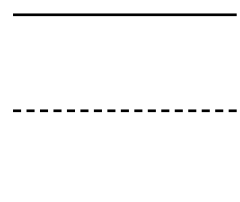
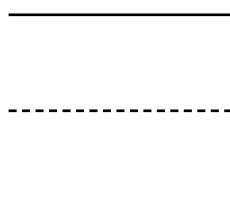
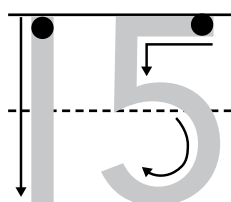
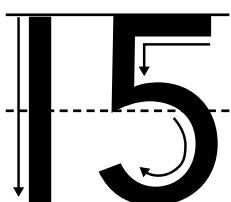
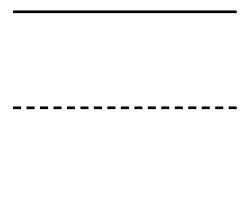
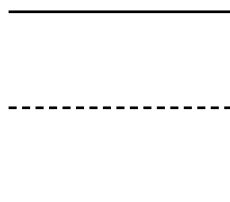
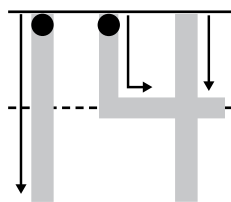
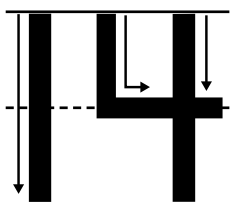
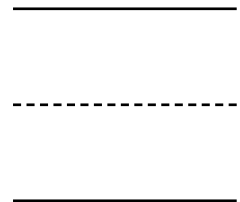
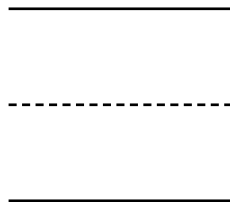
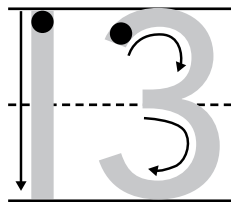
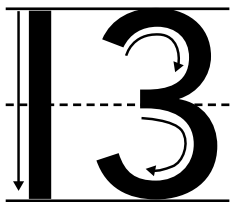
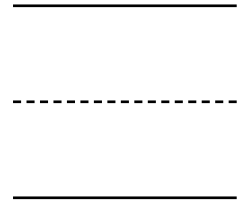
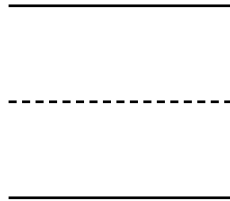
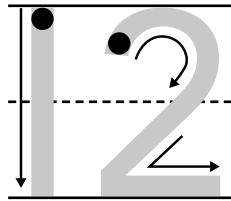
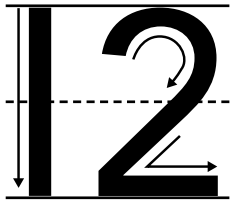
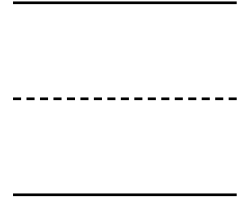
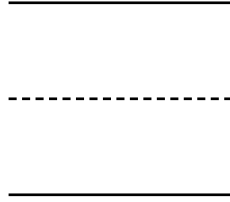
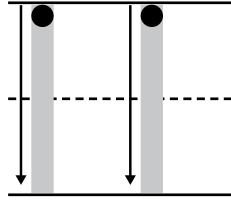
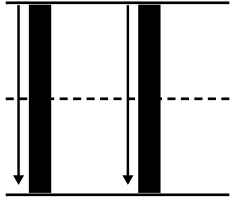


Name _____

Writing Practice: 11–15

BLM
7.1D

Trace and write the numbers.



Workmat: Ten-Frames

BLM
7.2A



Number Cards: 16–20

BLM
7.2B



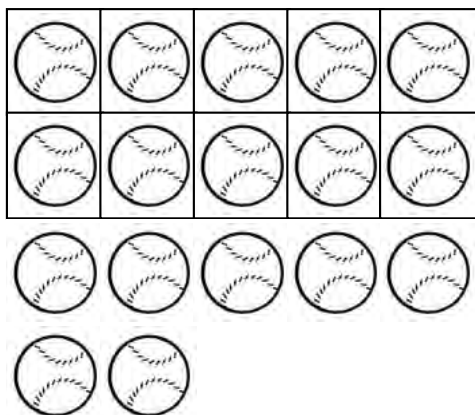
16

17

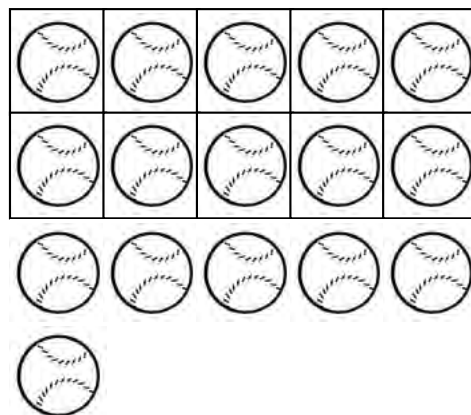
18

19

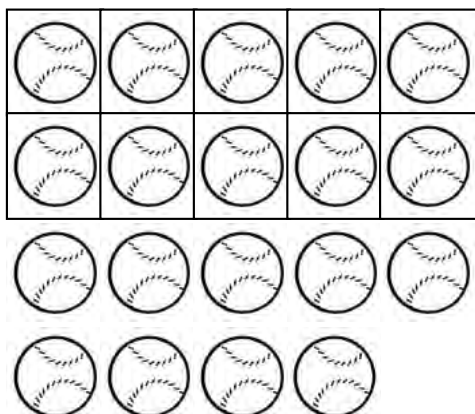
20



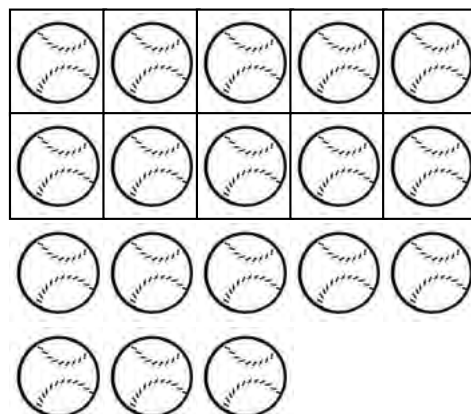
1 ten and 7



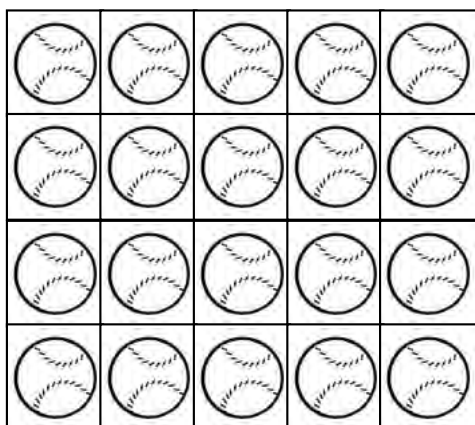
1 ten and 6



1 ten and 9



1 ten and 8



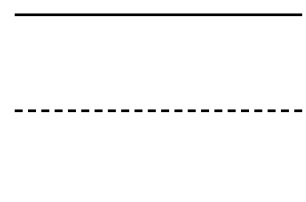
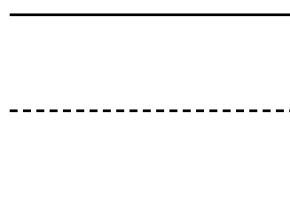
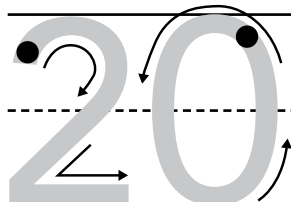
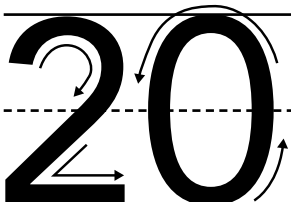
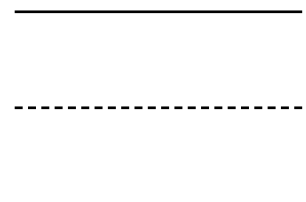
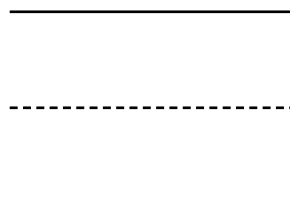
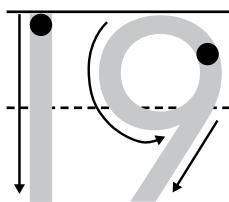
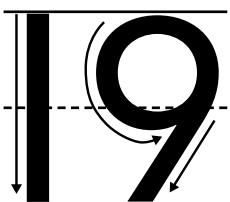
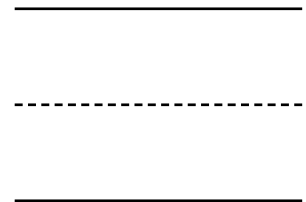
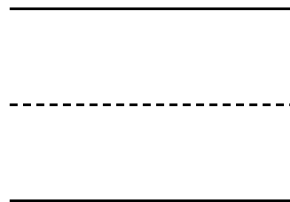
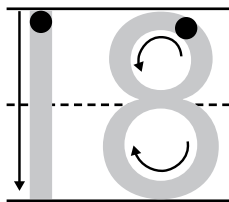
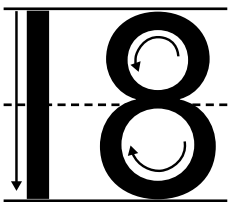
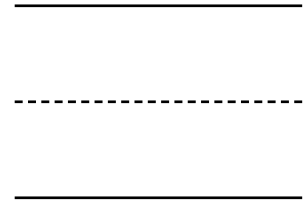
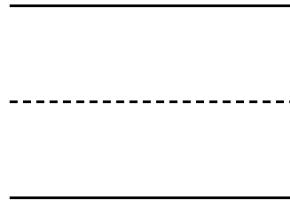
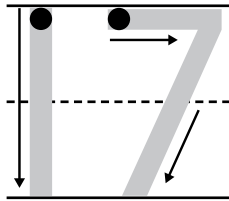
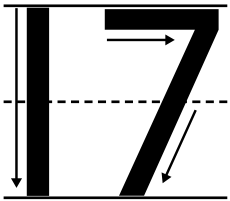
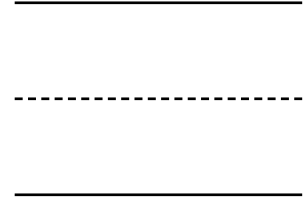
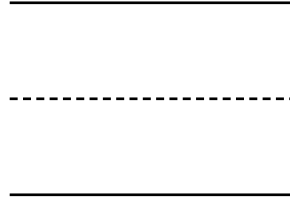
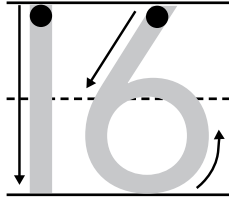
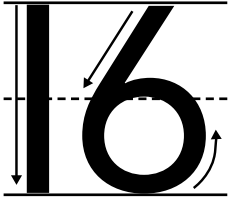
2 tens and 0

Name _____

Writing Practice: 16–20

BLM
7.3A

Trace and write the numbers.

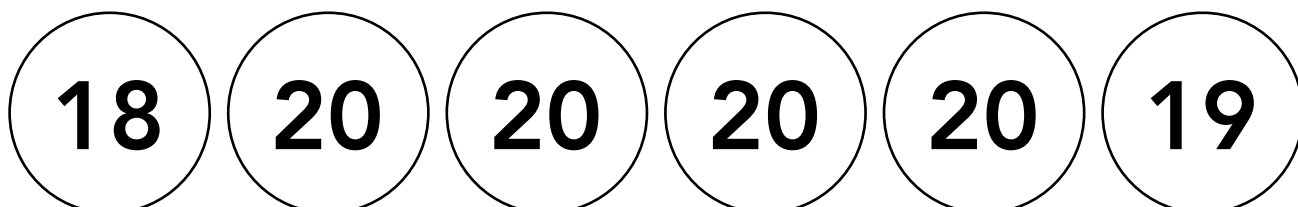
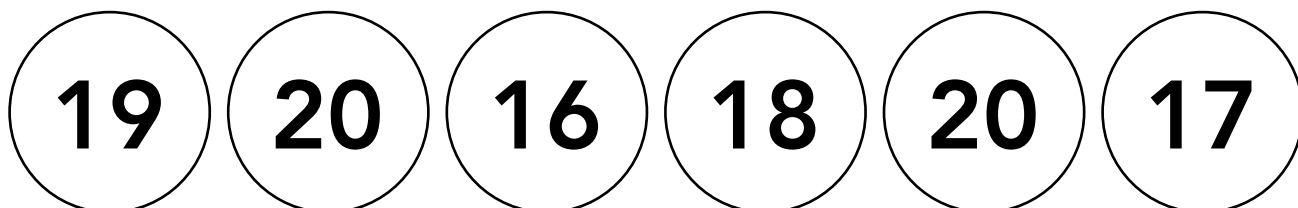
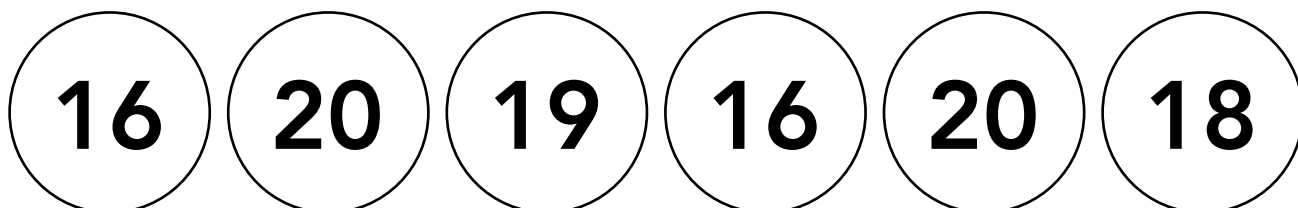
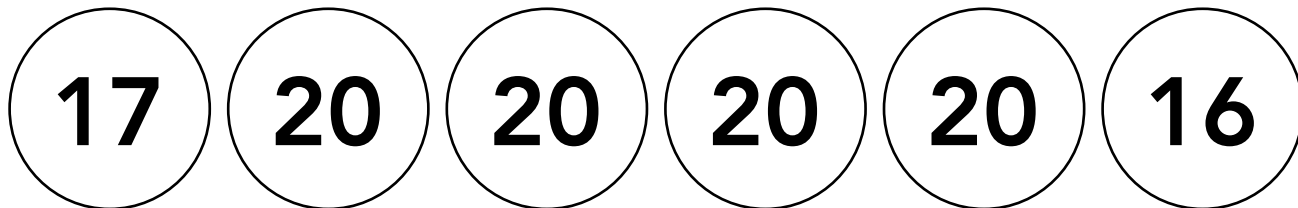


Name _____

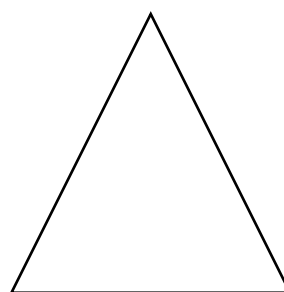
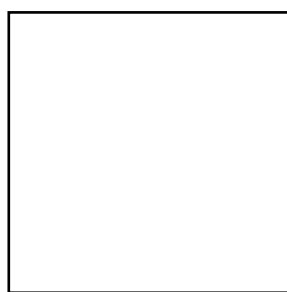
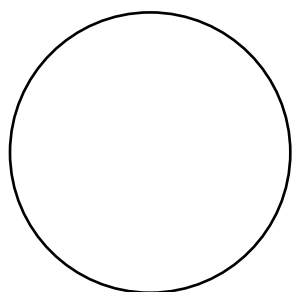
Find 20

BLM
7.3B

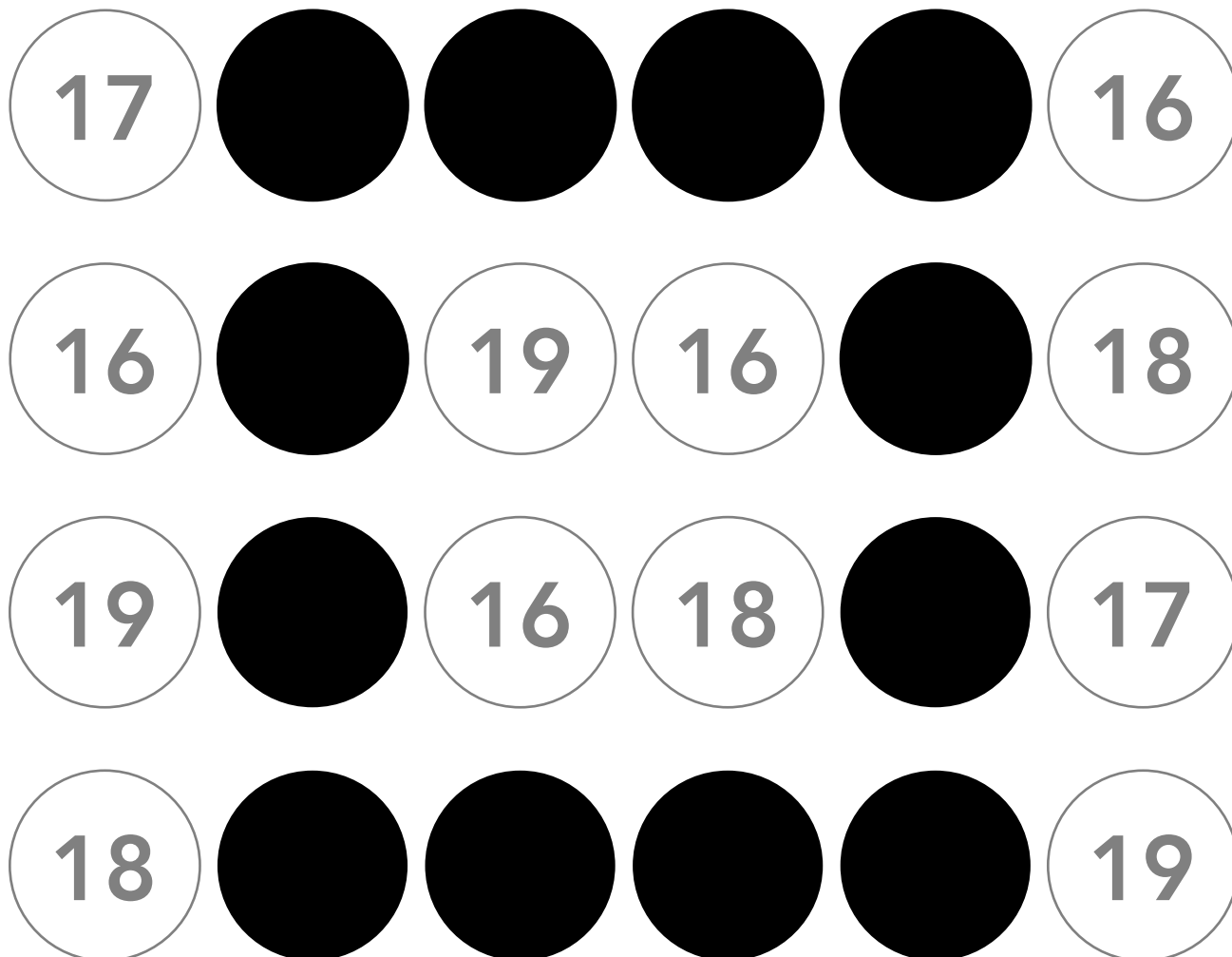
1. Color every circle with the number 20.



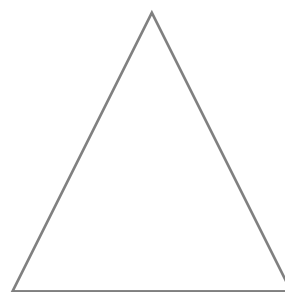
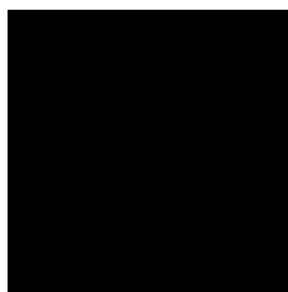
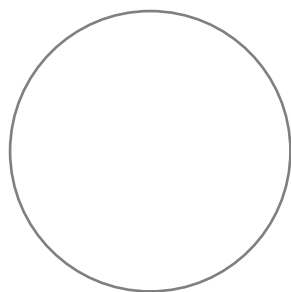
2. Color the shape made by the 20s.



1. Color every circle with the number 20.

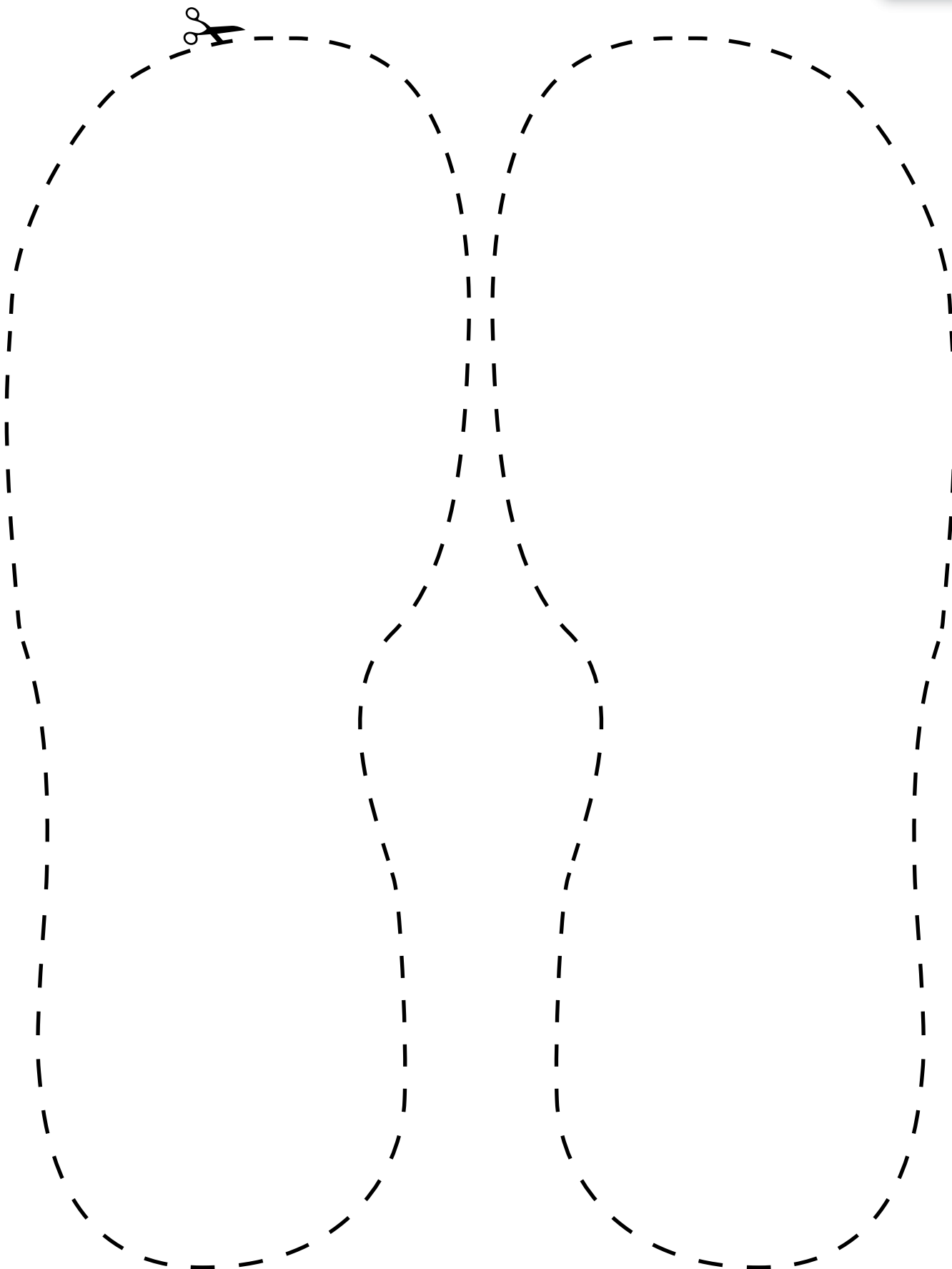


2. Color the shape made by the 20s.



Shoe Print

BLM
7.4A

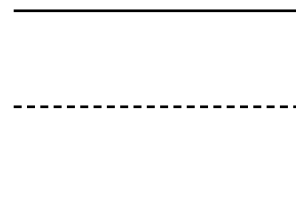
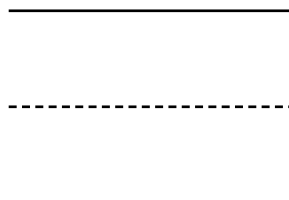
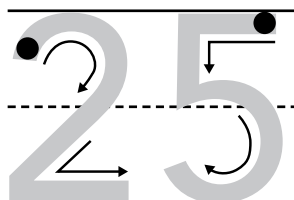
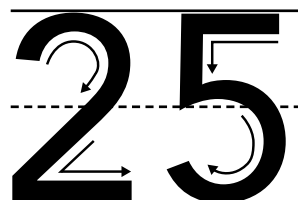
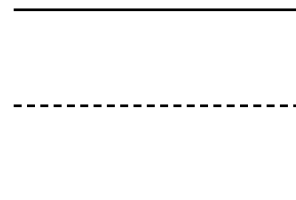
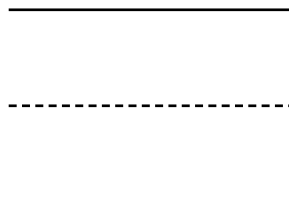
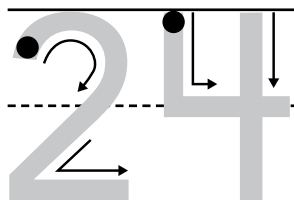
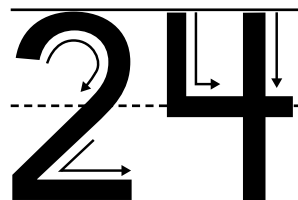
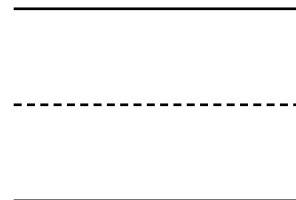
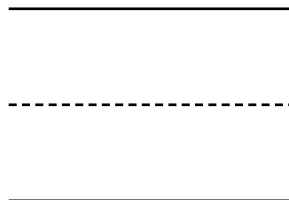
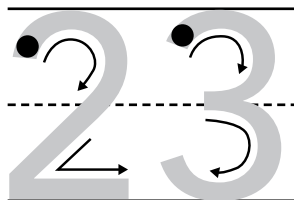
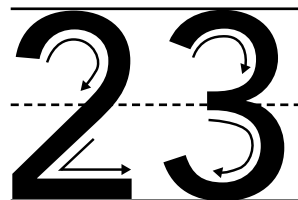
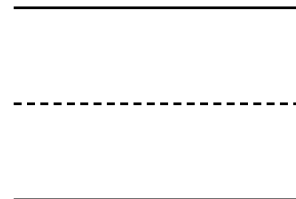
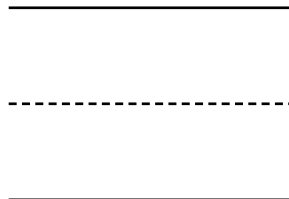
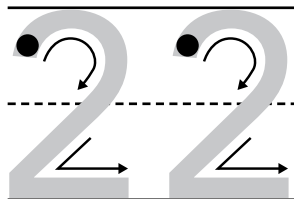
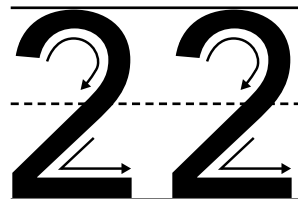
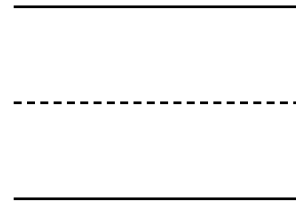
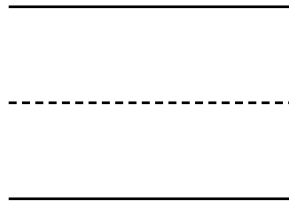
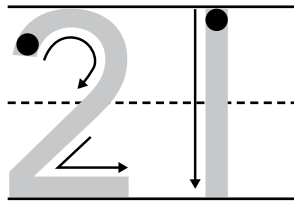
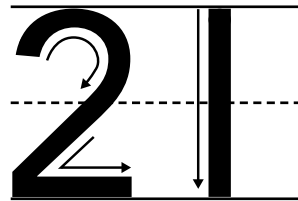


Name _____

Writing Practice: 21–25

BLM
7.4B

Trace and write the numbers.

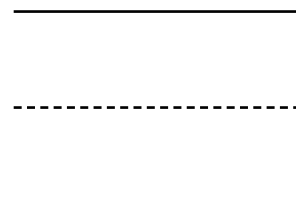
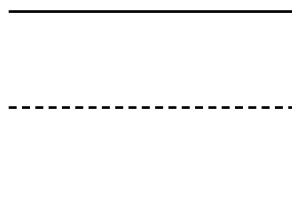
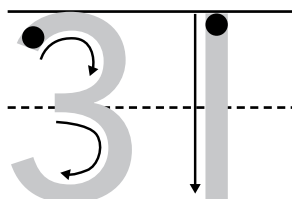
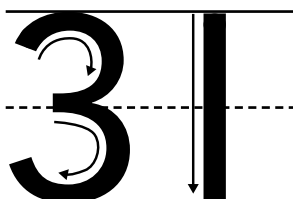
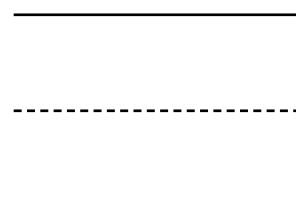
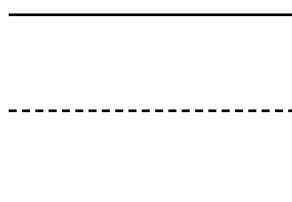
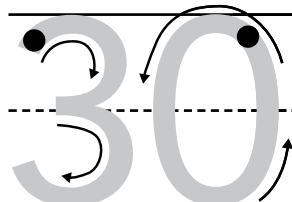
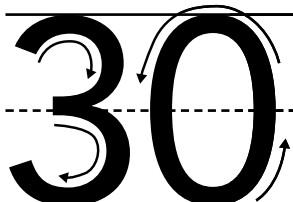
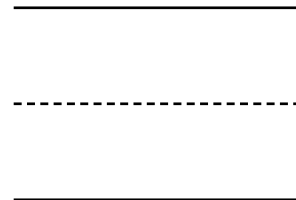
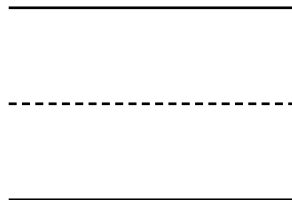
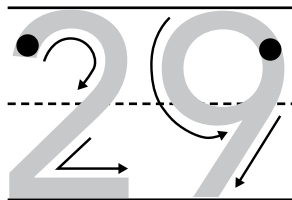
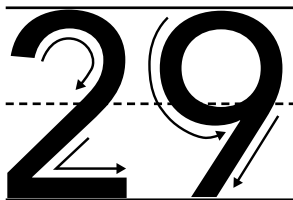
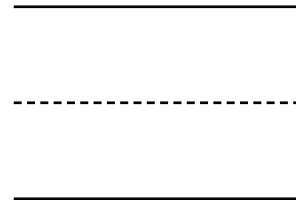
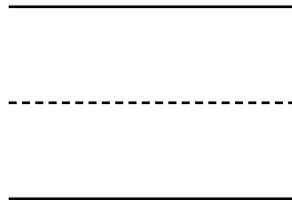
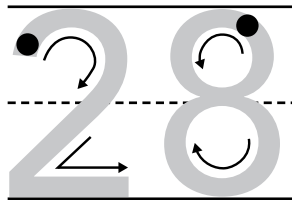
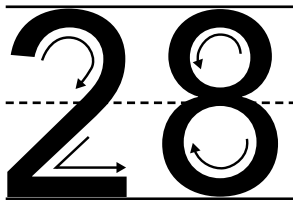
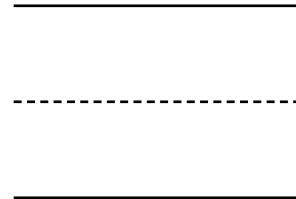
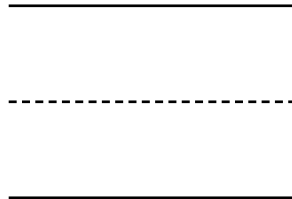
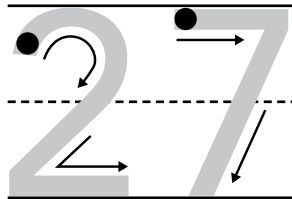
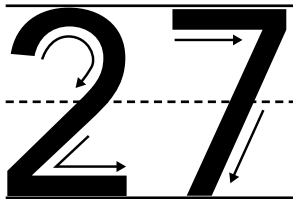
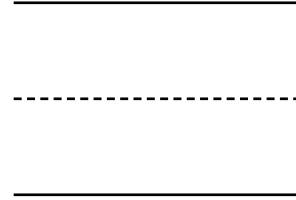
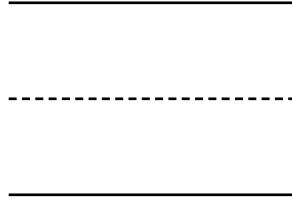
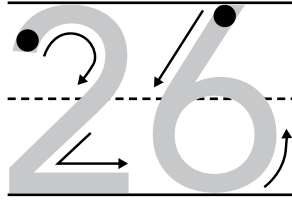
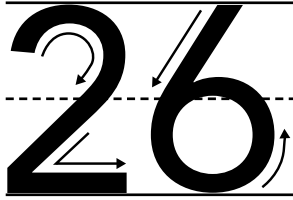


Name _____

Writing Practice: 26–31

BLM
7.5A

Trace and write the numbers.



Name _____

Calendar

BLM
7.5B

	Saturday					
	Friday					
	Thursday					
	Wednesday					
	Tuesday					
	Monday					
	Sunday					

Blank Board

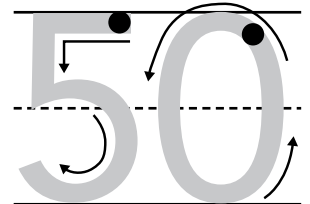
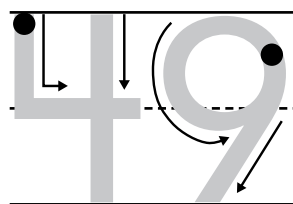
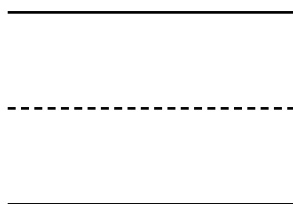
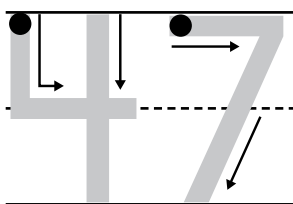
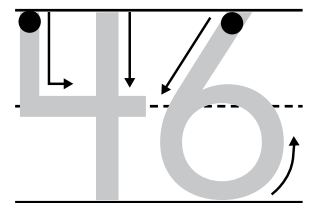
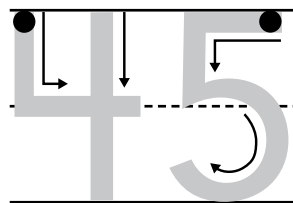
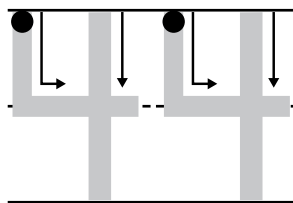
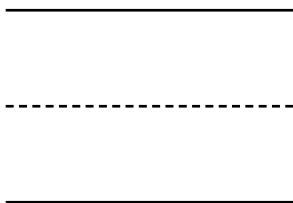
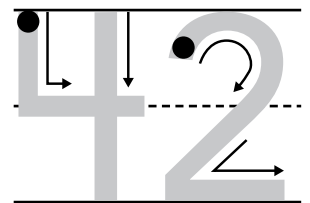
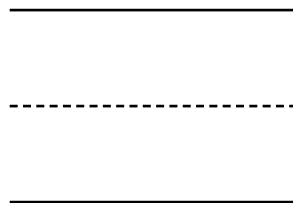
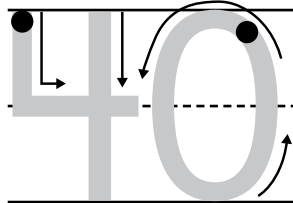
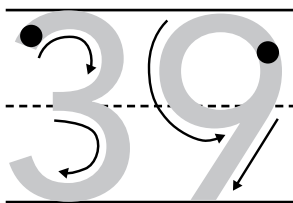
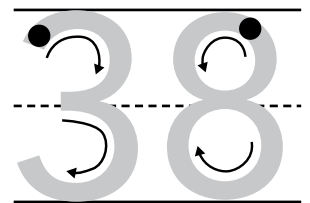
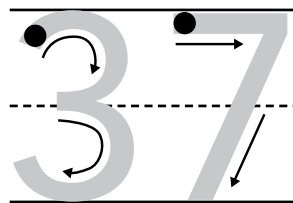
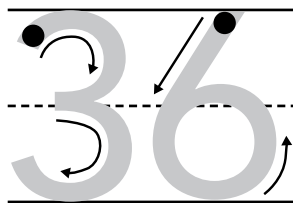
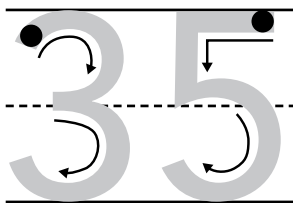
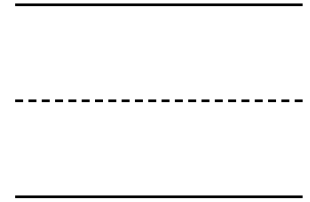
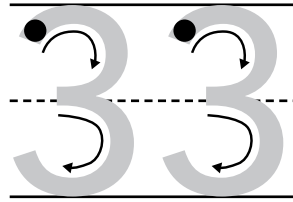
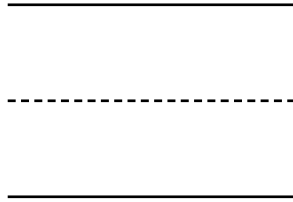
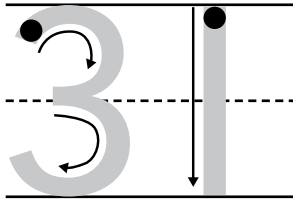
BLM
7.5C

Name _____

Numbers 31–50

BLM
7.6A

Trace the numbers. Write the missing numbers.



Name _____

Hundred Chart

BLM
7.7A

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	100

Note: This answer applies to Lesson 7.11.


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	100



Name _____

Fitness Challenge

BLM
7.7B

Count how many you can do without stopping. Write your answers.

		_____

	jumping jacks	=====
		-----
	hop on one foot	=====
		-----
	jump rope	_____

Circle the answers.

1. Which exercise did you do the most?



2. Which exercise did you do the least?

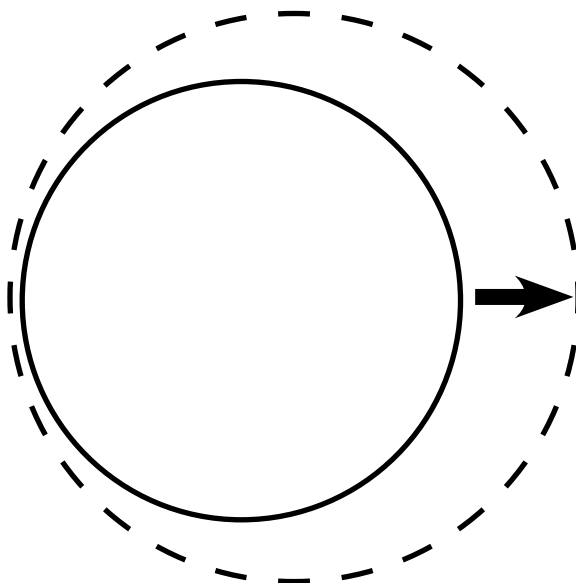
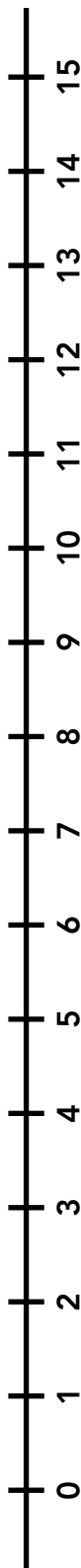


3. Which exercise was the most fun?



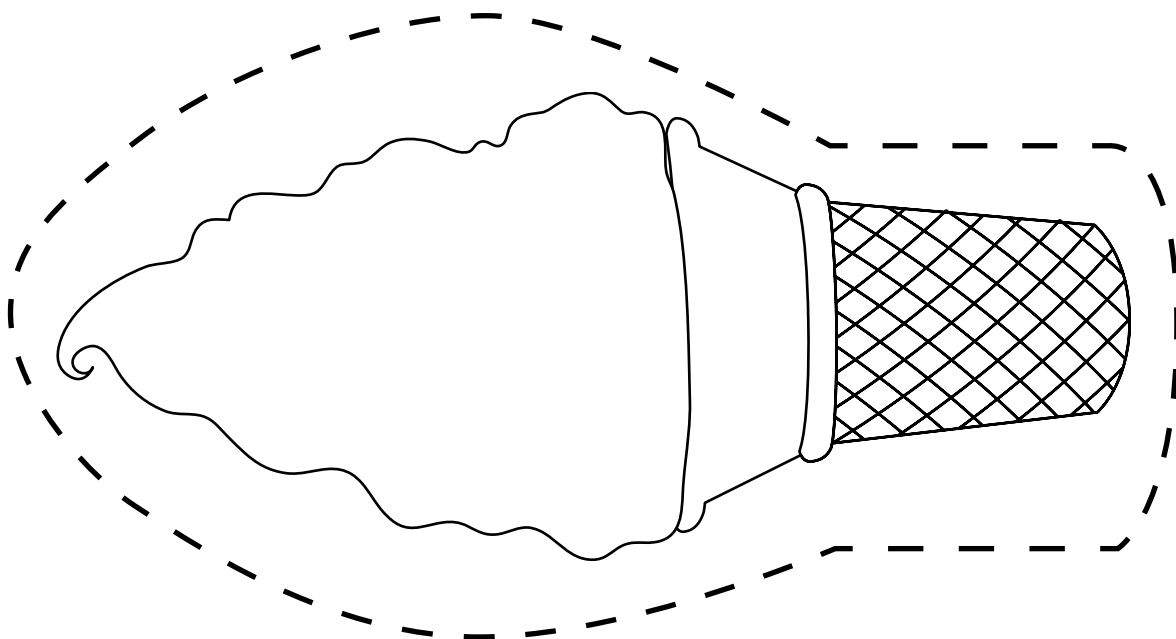
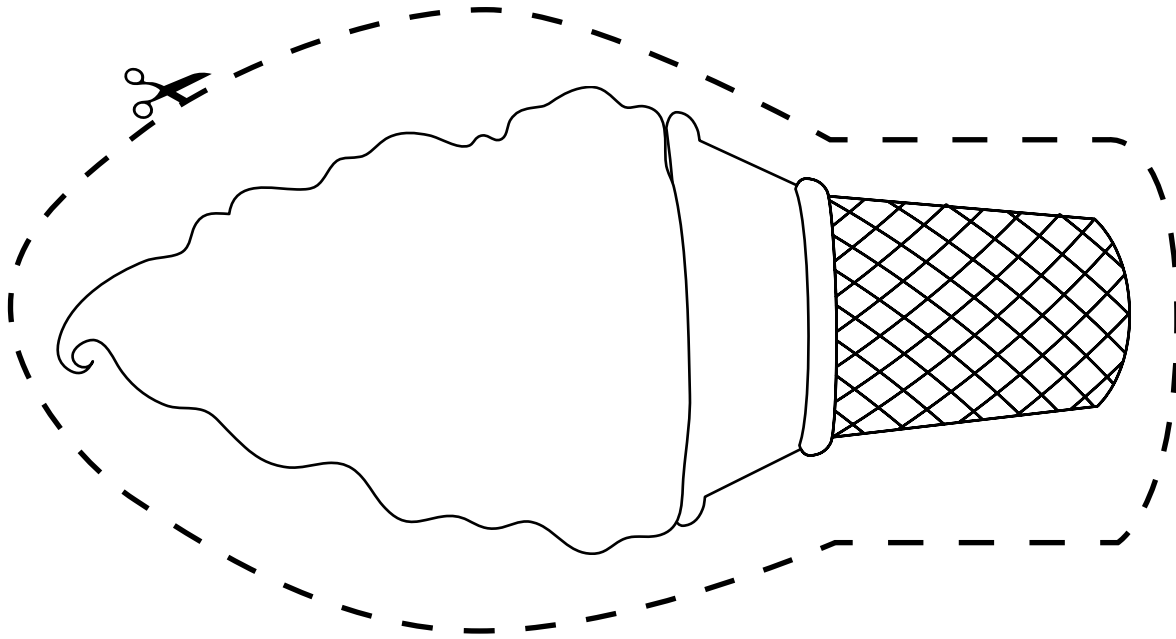
Number Line and Ball

BLM
7.9A



Ice Cream Cones

BLM
7.10A



Chapter 7 Interview Assessment

BLM
7.11A

Student	Assessment 1: Numbers 11–31						Assessment 2: Numbers 32–100						Assessment 3: Estimation			
	identify		write		count on, count back		identify		write		count		more than		less than	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																



Math at the Science Museum

Dear Parents,

This chapter of mathematics focuses on skip counting and sequencing. The lessons on skip counting build on what your child learned in Chapter 7 about counting higher numbers. Counting to 100 provides a basis for skip counting by 2s, 5s, and 10s. Skip counting is a skill that will prove useful as your child learns to add, subtract, multiply, and divide in the next several years. You can help build these

skills at home by having your child count items in groups of 2s, 5s, and 10s or even just practice skip counting in the car or in line at the store.

Another important concept of this chapter is sequencing. Your child will begin the foundation of learning time by sequencing events. Class activities will include ordering events that come before and after, sequencing a set of three events, using ordinal numbers, and following a three-step set of directions. Using words such as *before*, *after*, *next*, *first*, *second*, and *last* in everyday conversation will help your child begin to build an accurate sense of time. You can help reiterate these skills at home by discussing daily routines. What is the first thing your child does in the morning? Does she say grace before or after eating breakfast? What is the last thing she does before bed? Becoming aware of routines and schedules will help your child learn a sense of time and sequence and apply it to her life.

The theme of math at the science museum is the beginning of blending science and math, two subjects that are closely related. Your child will get a glimpse of life science, earth science, and space science during this chapter in math.

Sneakers

BLM
8.1B



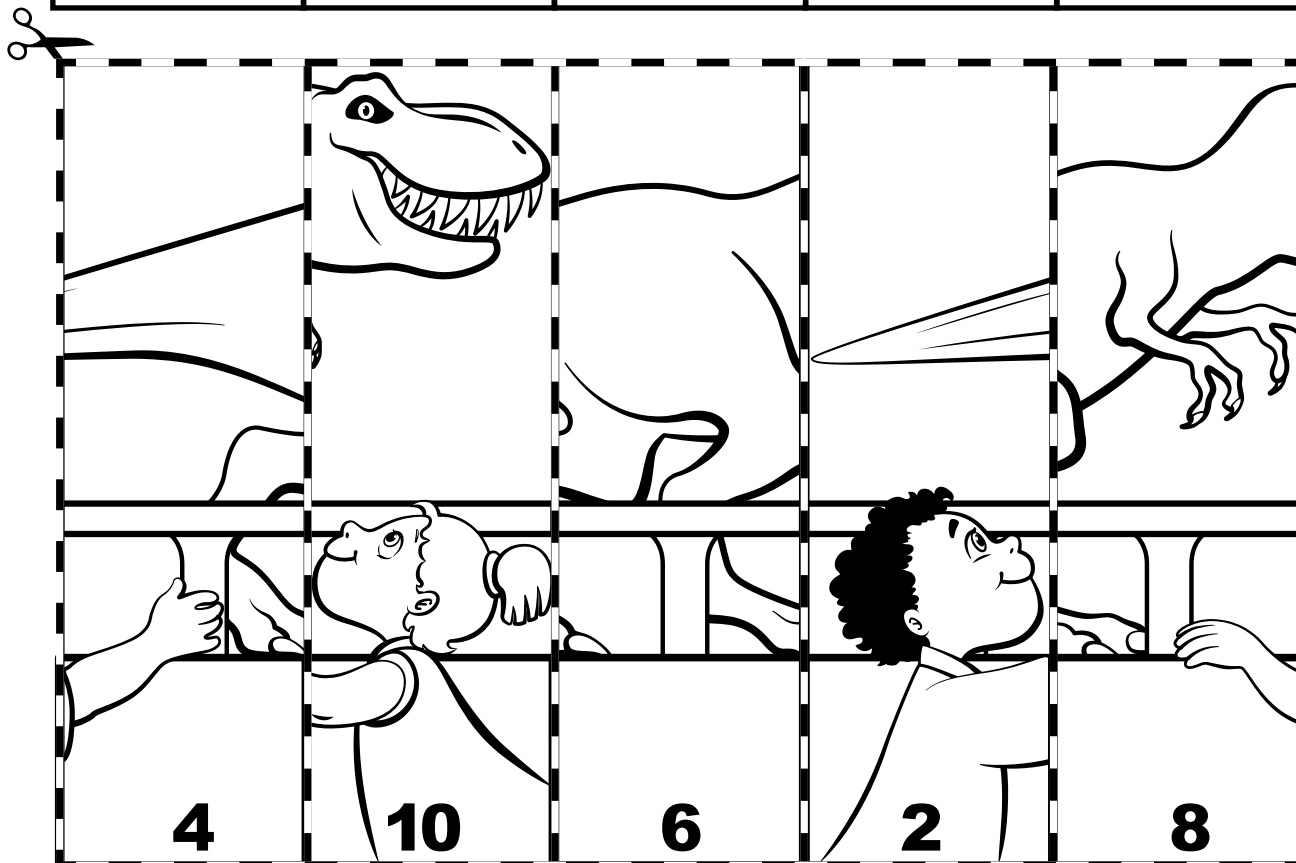
Name _____

Skip Count by 2s

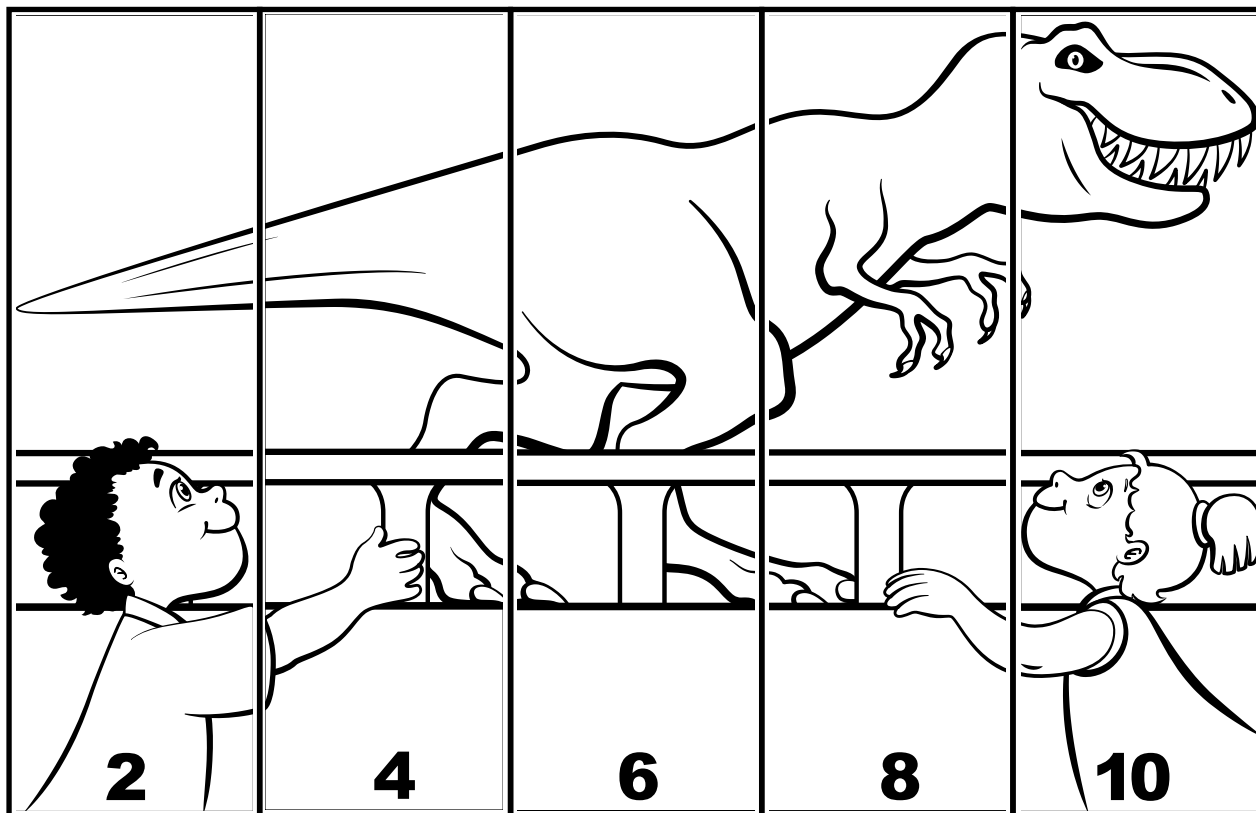
BLM
8.2A

Cut and paste in order by 2s. Color.

--	--	--	--	--



Cut and paste in order by 2s. Color.

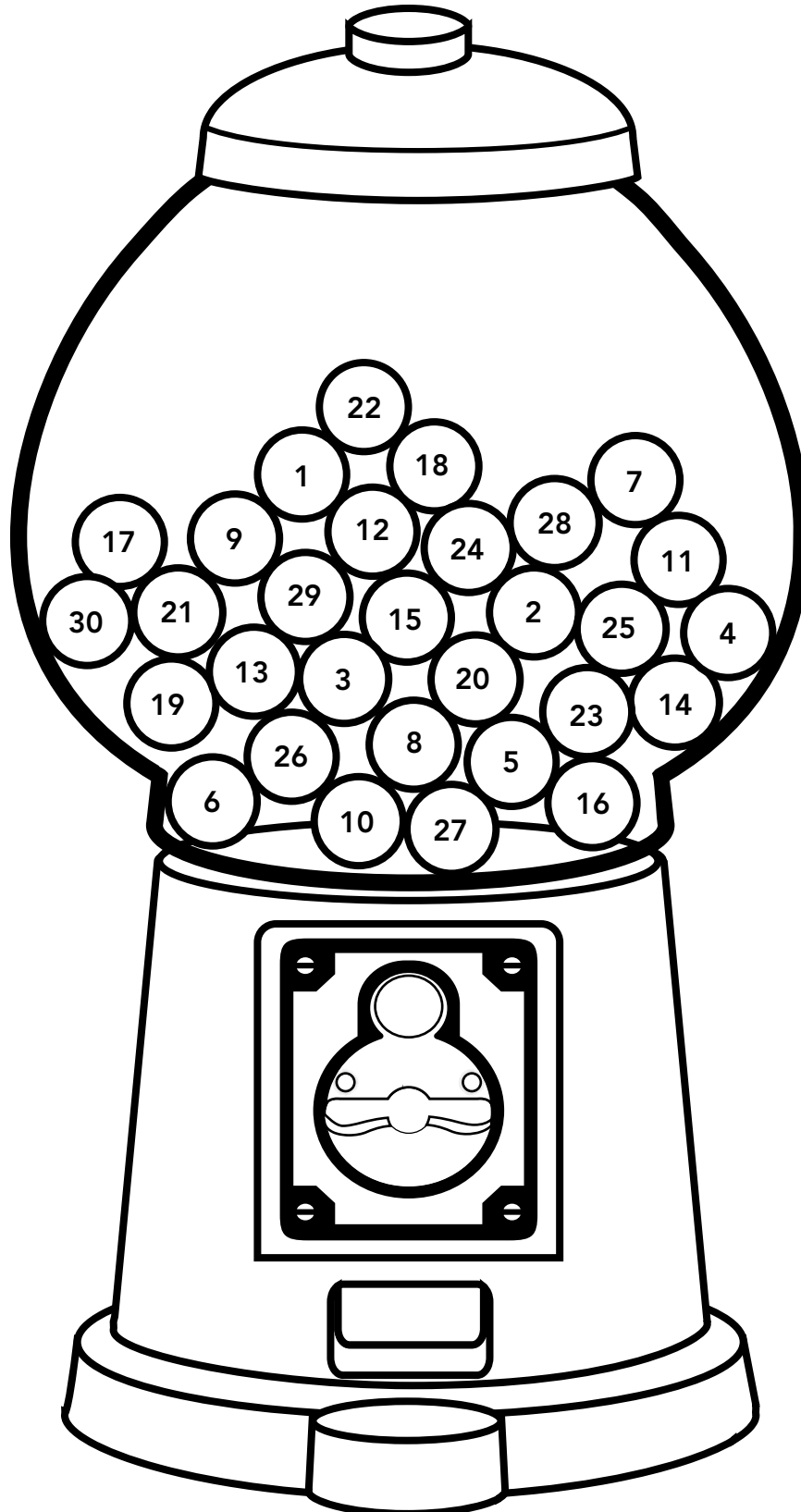


Name _____

Skip Count by 5s

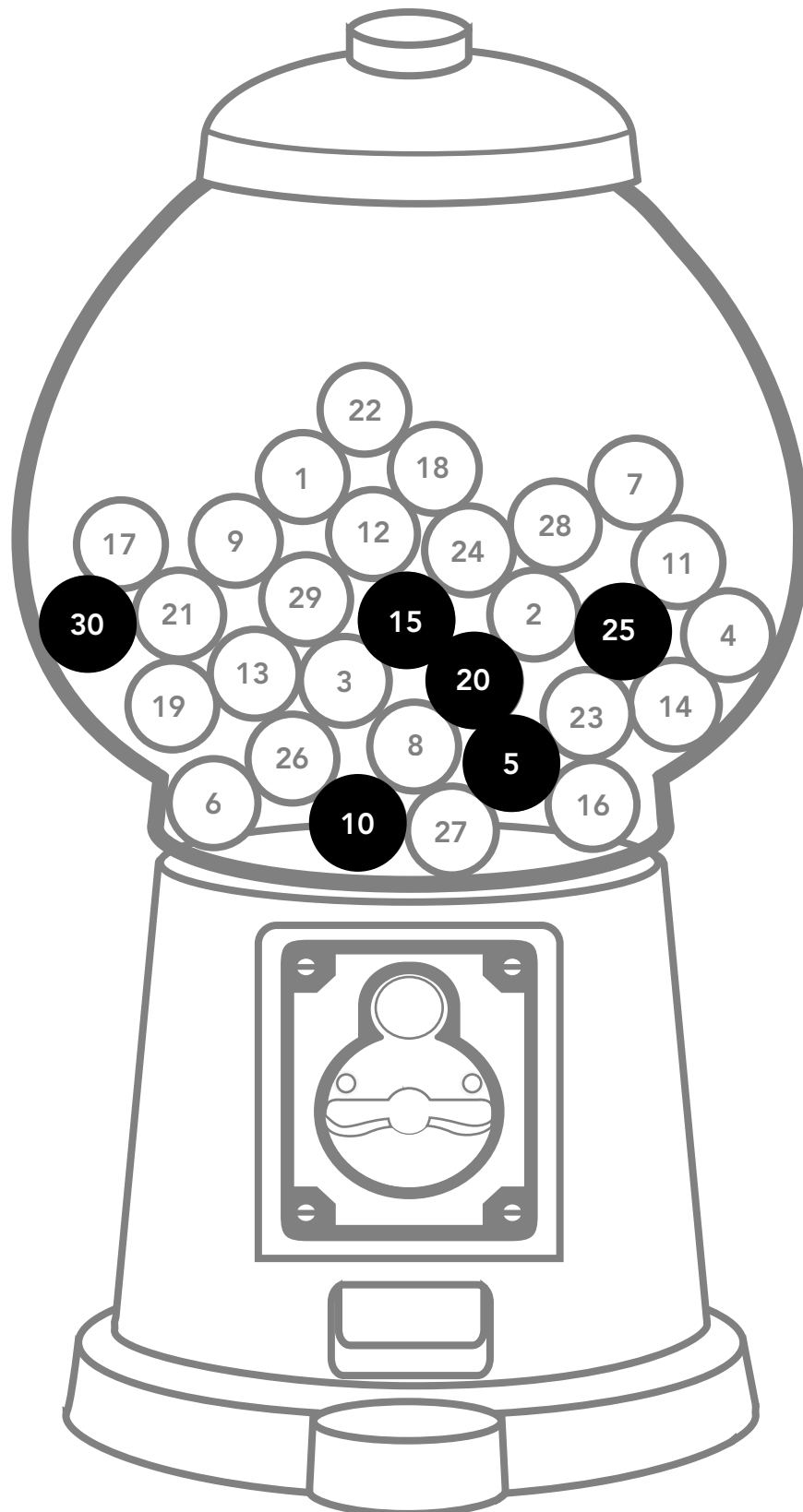
BLM
8.3A

Color the gumballs with numbers used to skip count by 5s.



Skip Count by 5s

Color the gumballs with numbers used to skip count by 5s.



Before and After

BLM
8.5A





before



after



after



before







before



before



after



Schedule Cards

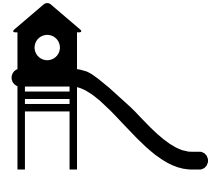
BLM
8.5C



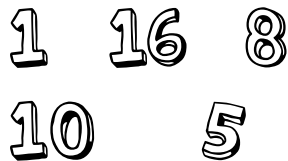
Calendar
Time



Recess



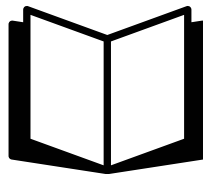
Math



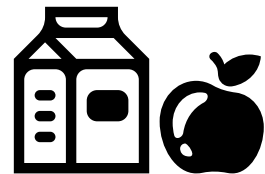
Lunch



Reading



Snack



Writing



Music



Science



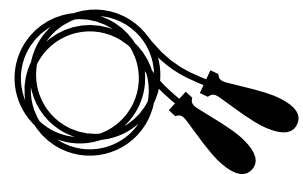
Art



Social
Studies



P.E.



Library

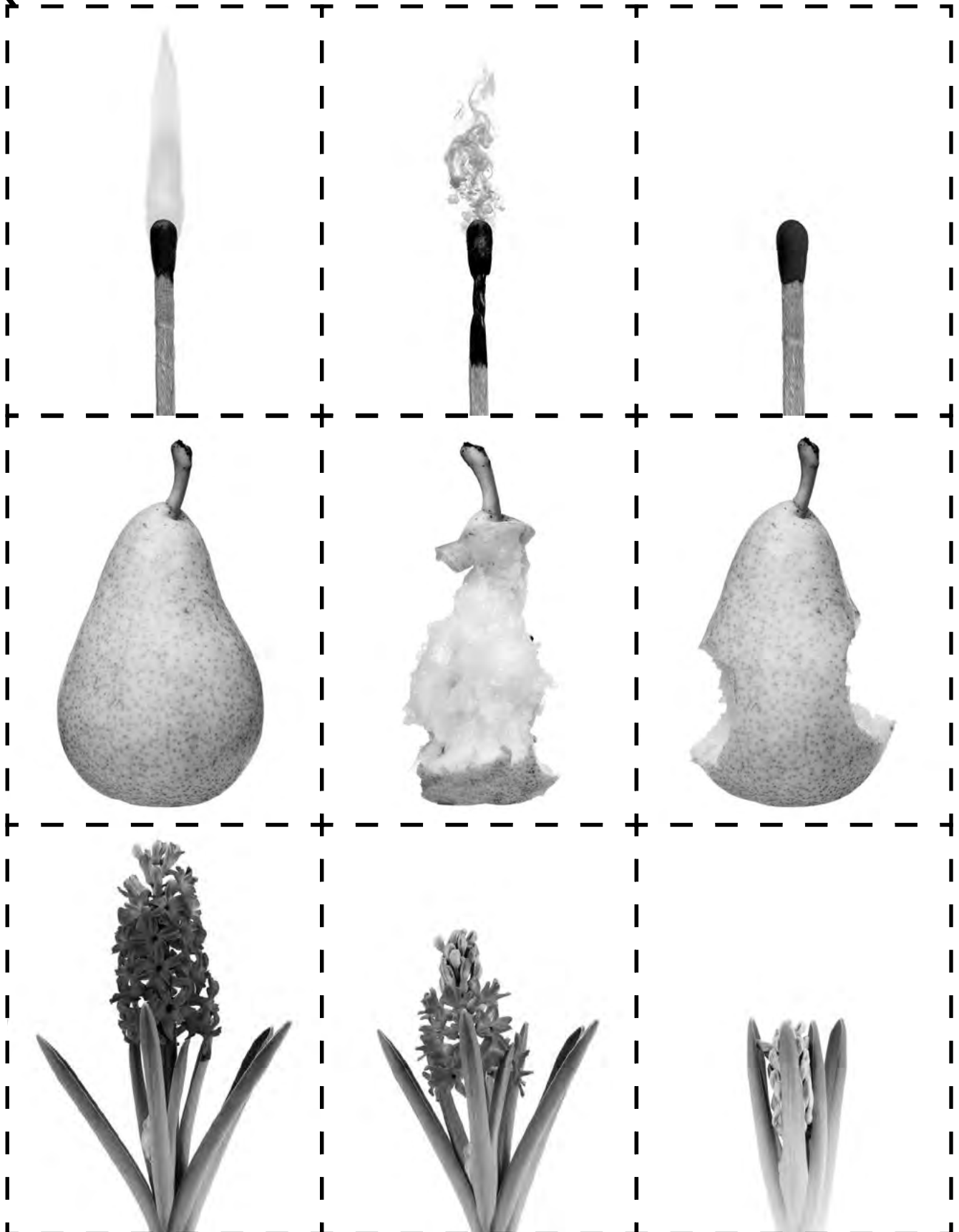




first

next

last





next



last



first



first



last



next



last



next



first





1st

2nd

first

second

3rd

4th

third

fourth

5th

6th

fifth

sixth



7th

8th

seventh eighth

9th

10th

ninth

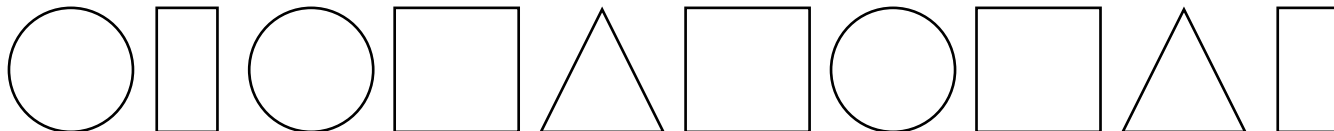
tenth

Name _____

Shape Order

BLM
8.8B

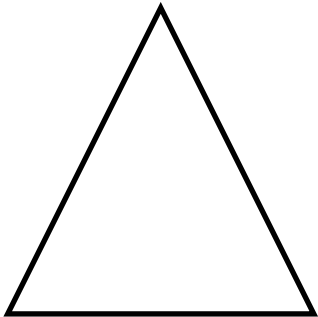
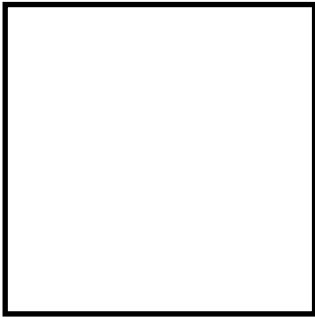
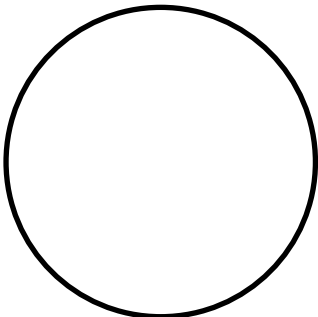
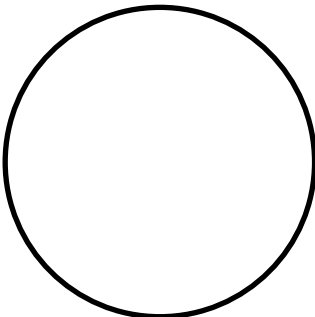
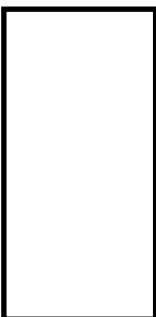
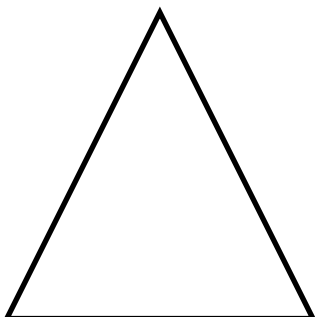
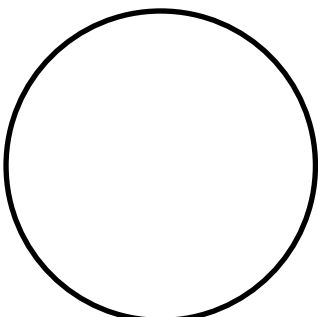
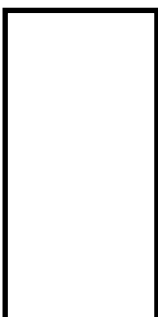
Look at the row of shapes. Draw the shape in the rectangle that matches the order of the row.



5th	6th
3rd	1st
10th	9th
7th	2nd

Look at the row of shapes. Draw the shape in the rectangle that matches the order of the row.



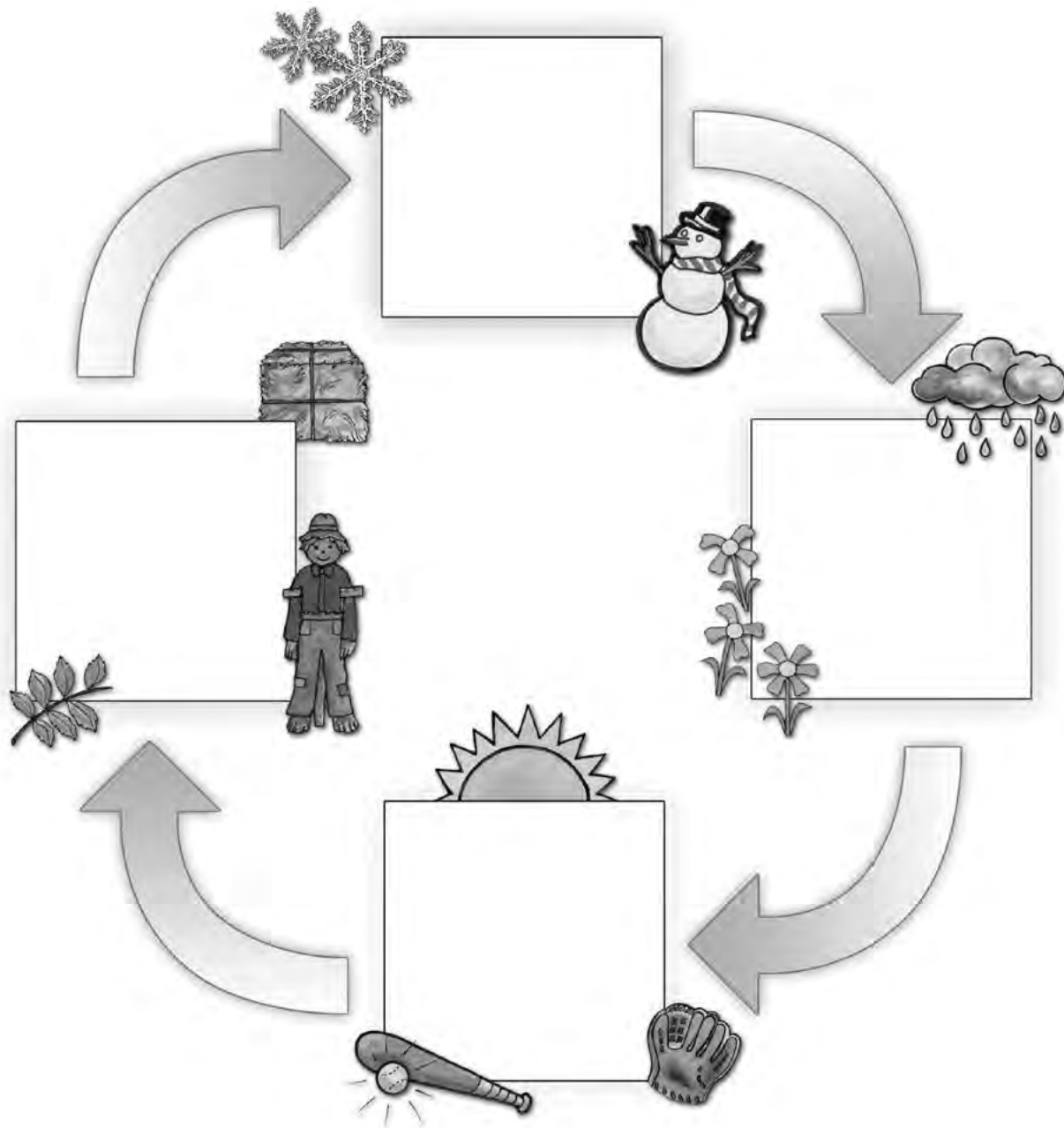
5th 	6th 
3rd 	1st 
10th 	9th 
7th 	2nd 

Name _____

Changing Seasons

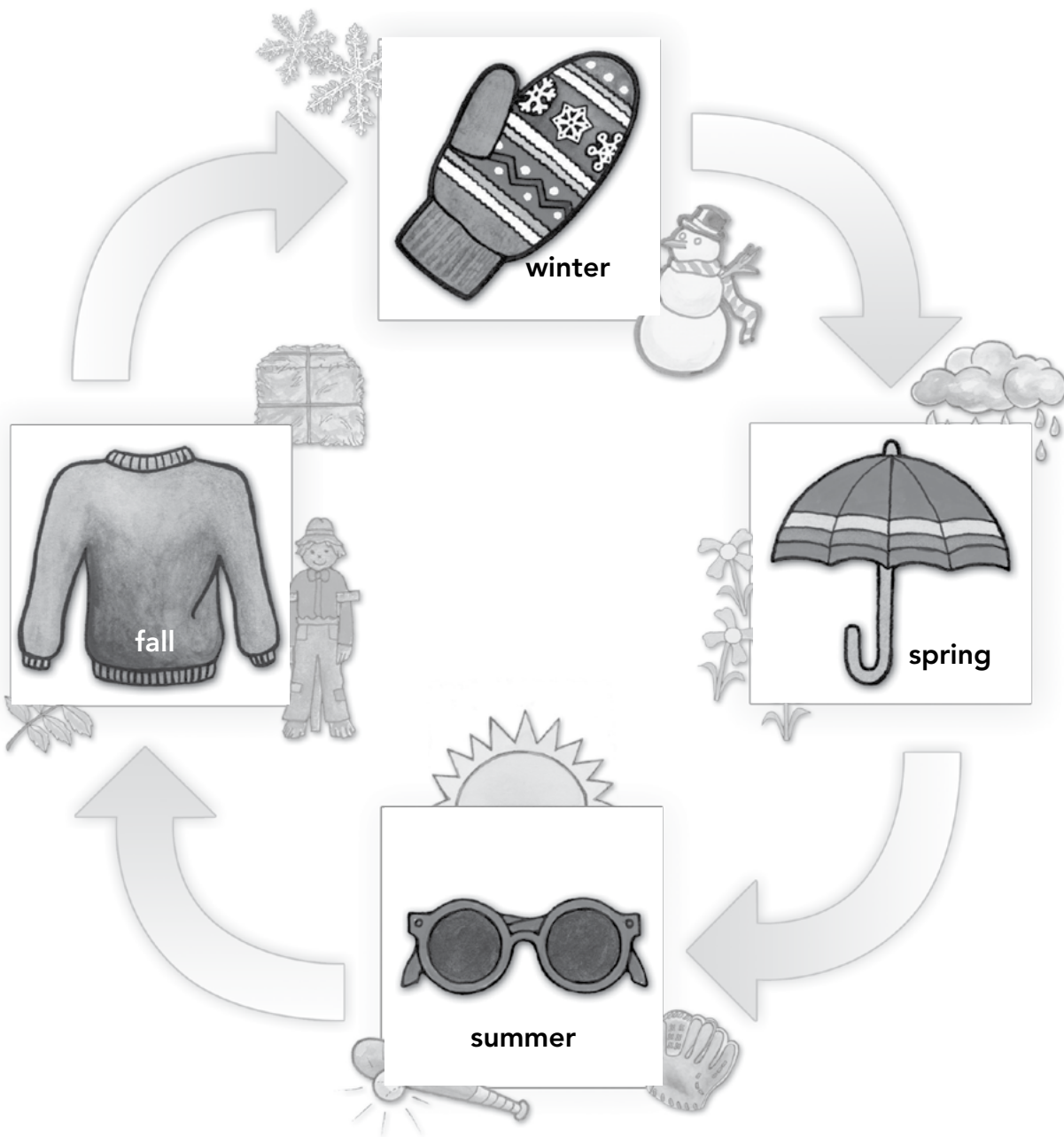
BLM
8.11A

Cut and glue to match the seasons.



Changing Seasons

Cut and glue to match the seasons.



Chapter 8 Interview Assessment

BLM
8.12A

Student	Assessment 1: Skip Count to 30						Assessment 2: Sequence Events							
	2s		5s		10s		before/ after		first		next		last	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														
19.														
20.														

Chapter 8 Interview Assessment

BLM
8.12B

Student	Assessment 3: Ordinal Numbers				Assessment 4: Position Words					
	first-third		fourth-tenth		from top to bottom		from left to right		following directions	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

Set 1: before and after



Set 2: first, next, last





Math at the Fair

Dear Parents,

The focus of Chapter 9 in mathematics is counting money. Coins, their attributes, and their values will be introduced through the theme of the fair. Pennies, nickels, dimes, quarters, and one-dollar bills will be discussed. Learning the value of money will be offered to students through hands-on activities, student pages, and pretending to purchase items in the classroom.

Real, plastic, and paper coins will be used frequently in the classroom to assist your child in understanding how to make an even trade. The money system in the United States is one of exchange for goods and services. Your child will begin to understand that he can exchange one type of coins for another in an even trade. This will help him grasp the concept that five pennies make a nickel and that two nickels make a dime.

Your child will learn to compare money to determine which set of coins is worth more or less. The strategy of counting on will be used to teach your child how to count combined values of two different coins to find the total amount.

Use real-life experiences with coins to aid your child's understanding of money. Some suggestions include having your child count the coins in your pocket or wallet, identifying coins received as change at the store, and helping her establish her own piggy bank to save money to give to God or for a special purchase. Discuss with your child the value of being a good steward with her money.



Math at the Fair

Dear Parents,

In addition to hands-on practice in the classroom, we are also having a class fair to practice counting and exchanging money. We have several opportunities for you to assist in the class fair. You could donate small prizes, such as stickers, pencils, bouncy balls, stamps, and small toys. We could also use individually packaged snacks. (See allergy list below.) Please send in your items before the date listed below.

Please consider volunteering at the fair. Collecting money, running games, setup, and cleanup are a few ways you can assist.

Date: _____

Time: _____

Place: _____

Allergies: _____

Notes: _____



If you would like to help with the fair, please detach this section and return it to school at your earliest convenience.

I would like to:

☐

send in prizes.

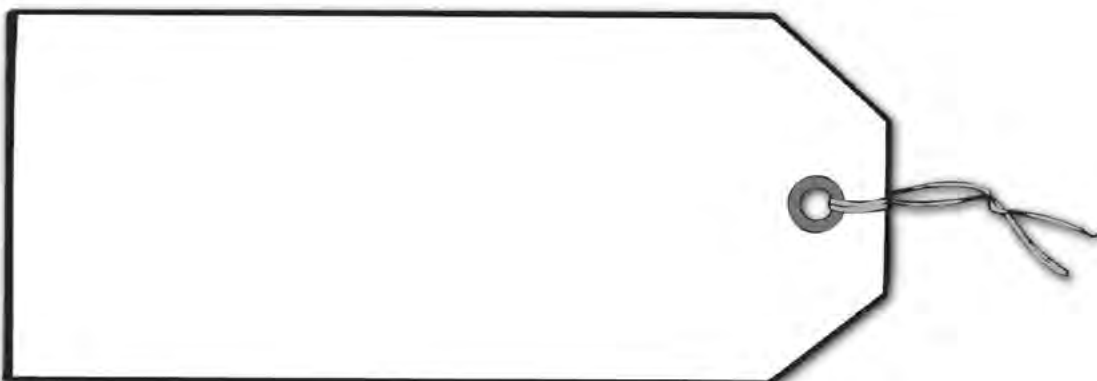
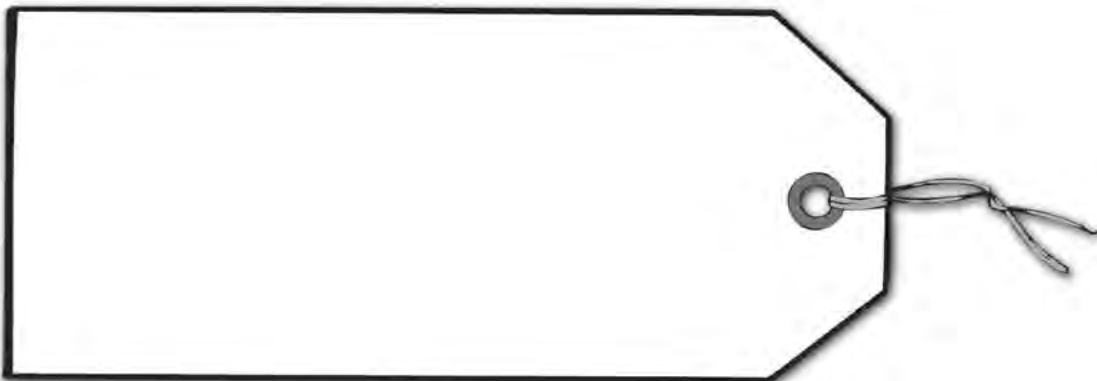
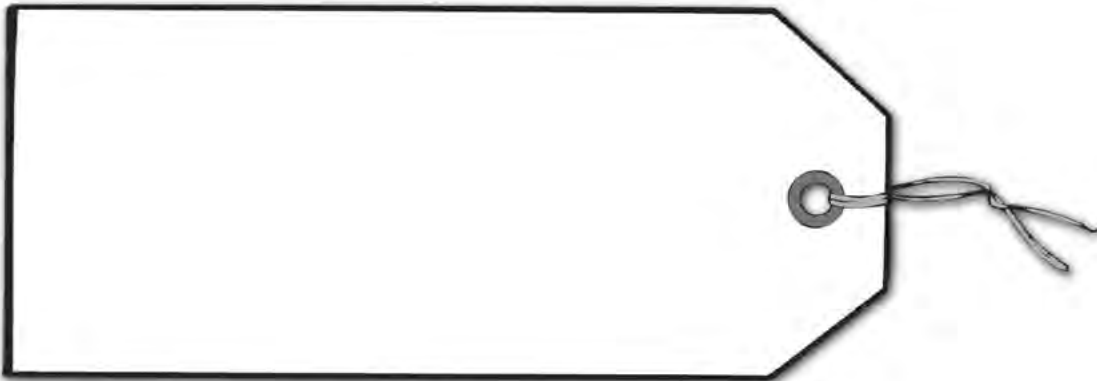
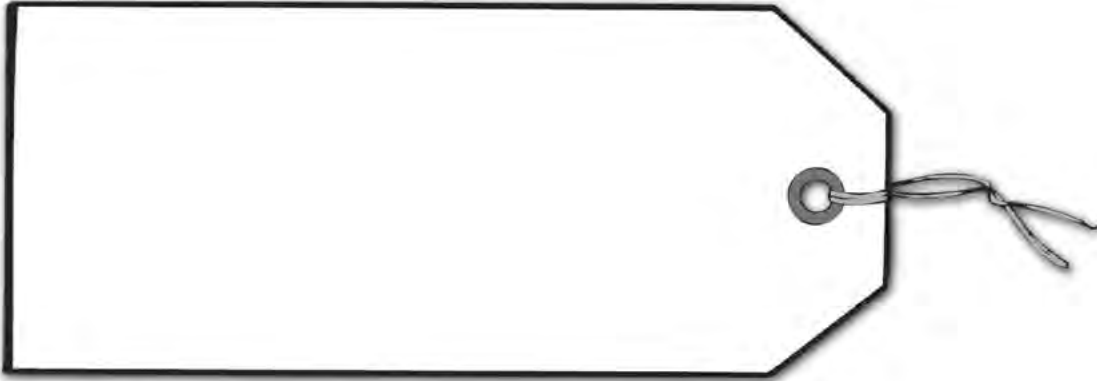
☐

send in snacks.

☐

volunteer at the fair.

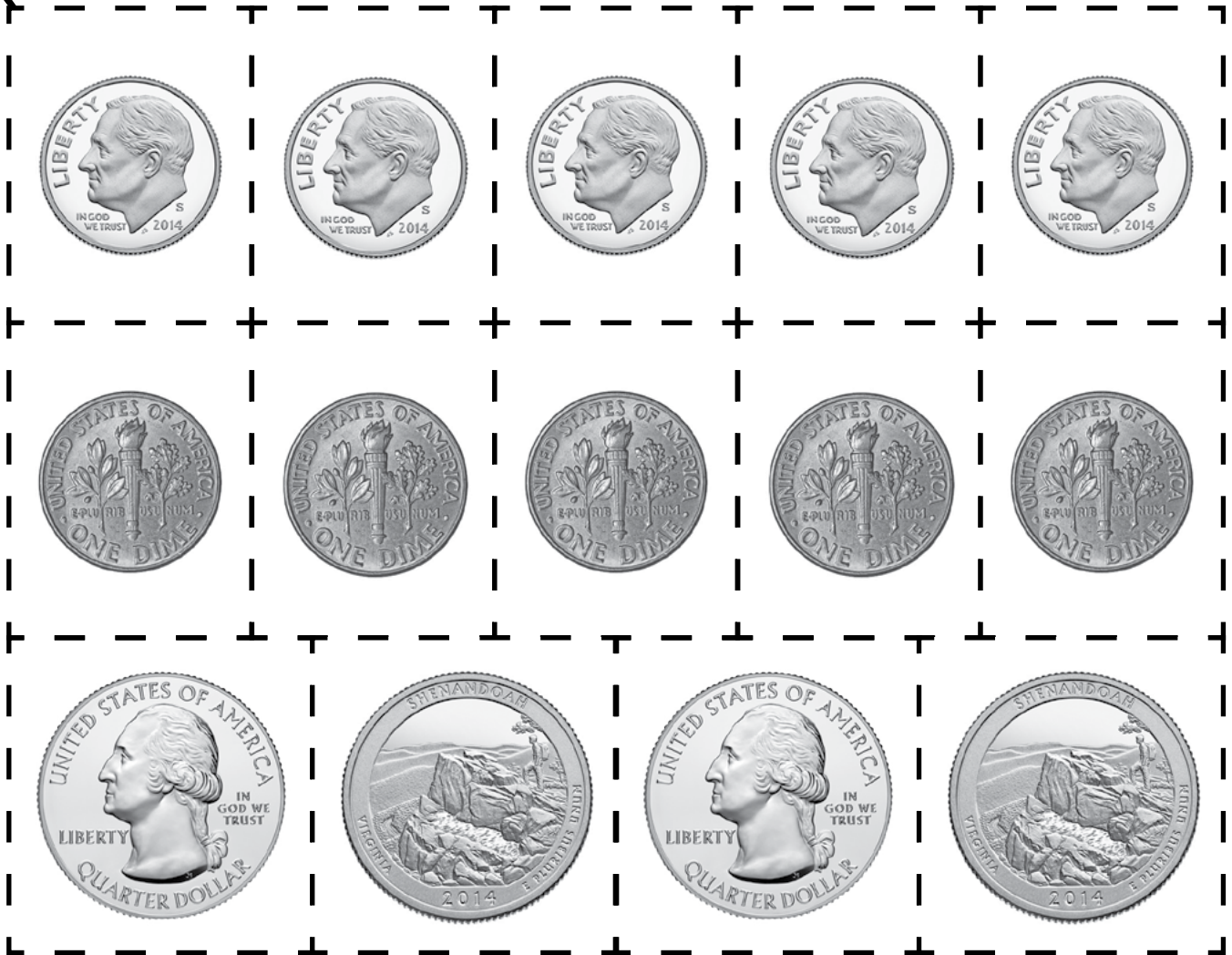
Name: _____



Small Coins

BLM 9.1D





Workmat: Coins

BLM
9.1F

penny



dime



nickel



quarter



Name _____

Even Trade

BLM
9.2A

Write how many cubes you have. Evenly trade them for pennies. Count on and write the amount of money.

cubes	pennies
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> ¢
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> ¢
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> ¢

Name _____

BLM
9.3A

Nickels

Color all the nickels. Then, answer the questions.

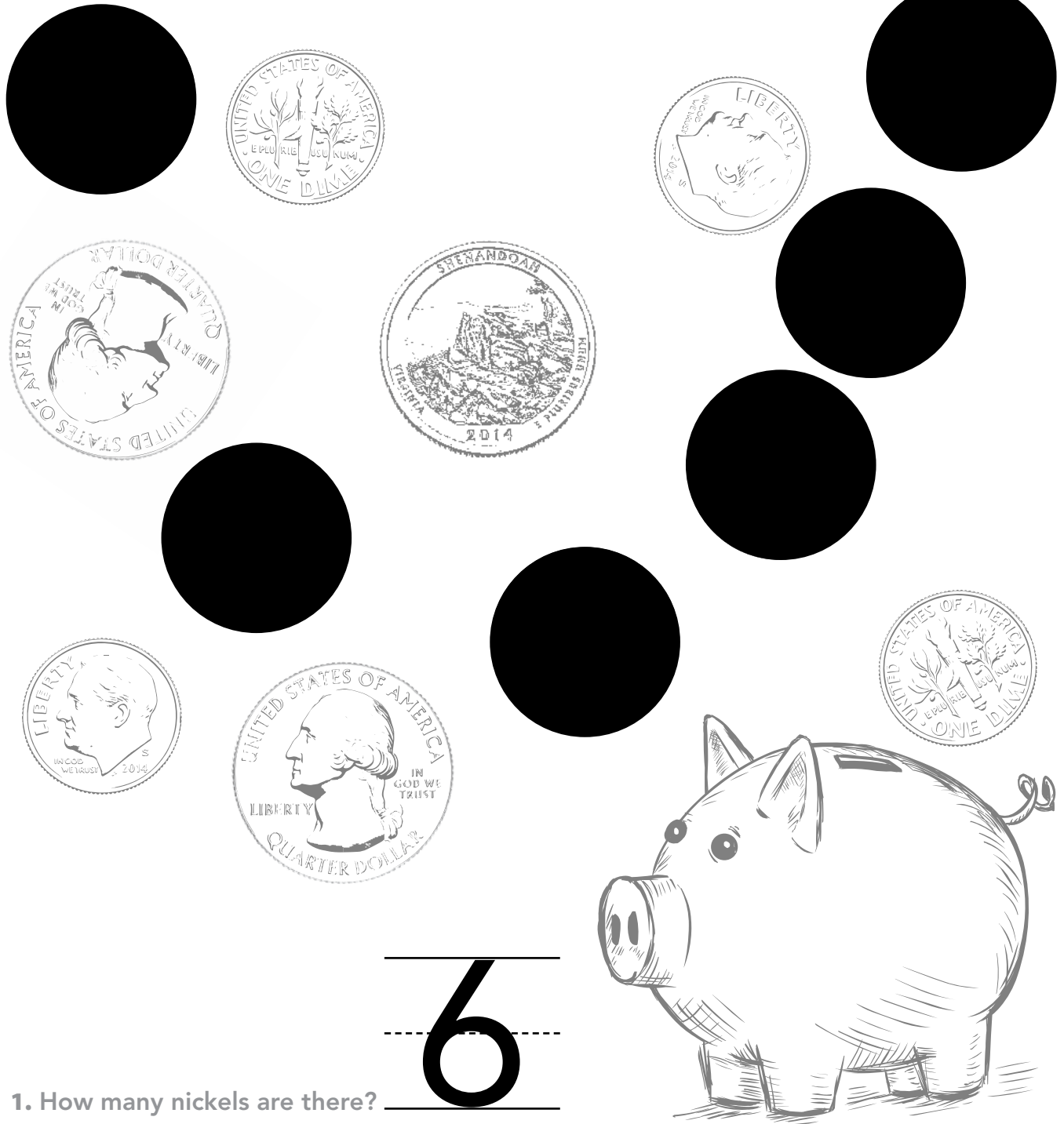


1. How many nickels are there? _____

2. What is the amount of all the nickels? _____ ¢

Nickels

Color all the nickels. Then, answer the questions.



1. How many nickels are there?

6

2. What is the amount of all the nickels?

30¢

Name _____

BLM
9.5A

Counting Money

Write the amount as you count on.

1.



1

¢

2

¢

¢

¢

2.



5

¢

¢

¢

¢

3.



10

¢

¢

¢

¢

Counting Money

Write the amount as you count on.

1.



1

¢

2

¢

3

¢

4

¢

2.



5

¢

10

¢

15

¢

20

¢

3.



10

¢

20

¢

30

¢

40

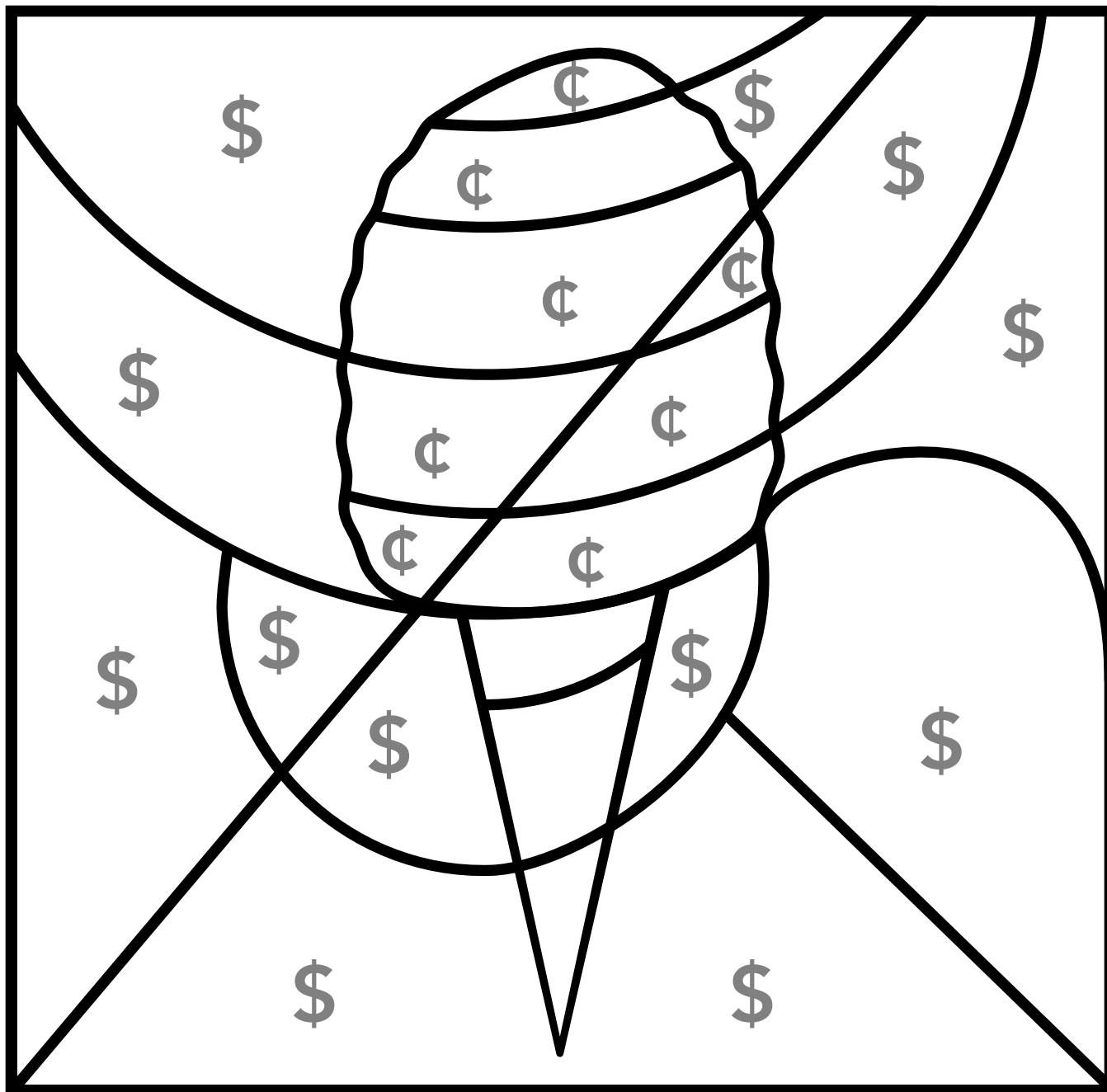
¢

Name _____

Dollar Signs

BLM
9.7A

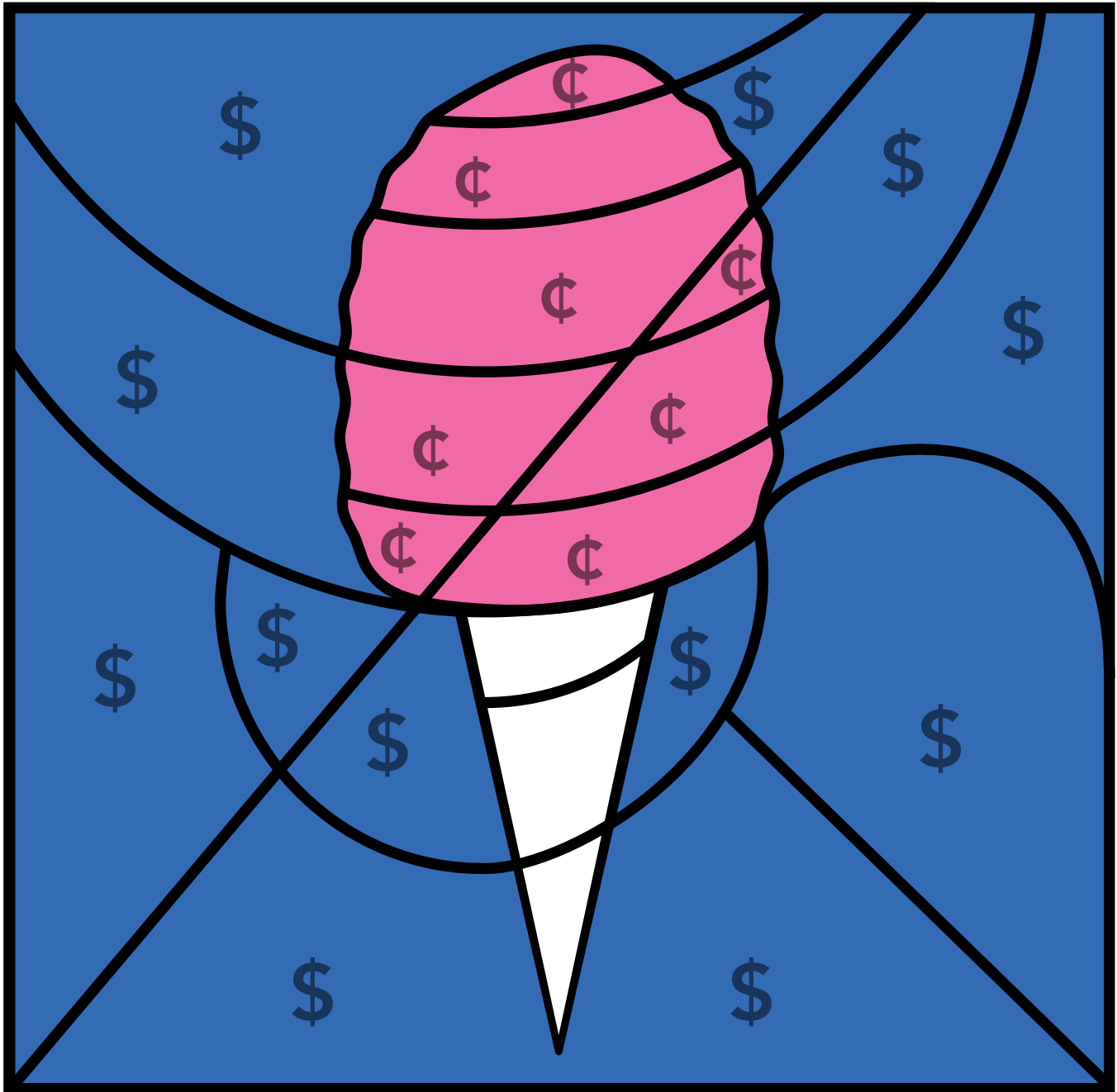
Use the key to color.



 \$ blue

 ¢ pink

Use the key to color.



100th Math Day Ideas

BLM
9.8A

Have students gather collections of 100 classroom items or have them bring collections from home. Display the collections and have students share about them.

Direct small groups of students to build something with 100 interlocking plastic bricks.

As a class, build a paper chain that is 100 links long and make each set of 10s a different color of paper.

Laminate a hundred chart and cut it into several pieces. Then, have students put it back together as they would a puzzle.

Use this prompt for a class discussion: *If I had \$100, I would ...*

Have students count out 100 pennies in a pocket chart or on a chart with numbers from 1 through 100.

Practice counting to 100 by 2s, 5s, and 10s. Have students do a motion each time they count a number, such as clapping, doing a jumping jack, touching their toes, marching, hopping on one foot, or running in place.

Create a hopscotch game on the playground that goes to 100 counting by 10s.

Use a step counter to walk 100 steps around the playground or from your classroom.

Make a large poster with lines numbered to 100. Direct students to take turns writing a letter of the alphabet on each line. Have students guess how many times the alphabet can be written to fill the blank lines.

Check online and at your local library for books celebrating the 100th day of school. Here are a few suggestions:

- *Rocket's 100th Day of School* by Tad Hills (Schwartz & Wade, 2014)
- *Ready, Set, 100th Day!* by Nancy Elizabeth Wallace (Marshall Cavendish, 2011)
- *Happy 100th Day!* by Susan Milord (Scholastic, 2012)
- *The Night Before the 100th Day of School* by Natasha Wing (Grosset & Dunlap, 2005)
- *100 School Days* by Anne Rockwell (HarperCollins, 2004)
- *Miss Bindergarten Celebrates the 100th Day of Kindergarten* by Joseph Slate (Puffin, 2002)

Name _____

BLM
9.9A

Mixed Money

Write the amount as you count on.

1.



_____ ¢

_____ ¢

_____ ¢

_____ ¢

2.



_____ ¢

_____ ¢

_____ ¢

_____ ¢

3.



_____ ¢

_____ ¢

_____ ¢

_____ ¢

Write the amount as you count on.

1.



5

¢

10

¢

11

¢

12

¢

2.



10

¢

20

¢

25

¢

30

¢

3.



25

¢

26

¢

27

¢

28

¢

Name _____

BLM
9.10A

Combine and Compare

Count and write the amount. Compare the value and color the circle of the missing coin to make the same amount.

1.



_____ ¢



- ☐ penny
- ☐ nickel
- ☐ dime
- ☐ quarter

2.



_____ ¢



- ☐ penny
- ☐ nickel
- ☐ dime
- ☐ quarter

3.



_____ ¢



- ☐ penny
- ☐ nickel
- ☐ dime
- ☐ quarter

Combine and Compare

Count and write the amount. Compare the value and color the circle of the missing coin to make the same amount.

1.



30¢



- ☐ penny
- ☐ nickel
- ☒ dime
- ☐ quarter

2.



16¢



- ☒ penny
- ☐ nickel
- ☐ dime
- ☐ quarter

3.



12¢



- ☐ penny
- ☒ nickel
- ☐ dime
- ☐ quarter

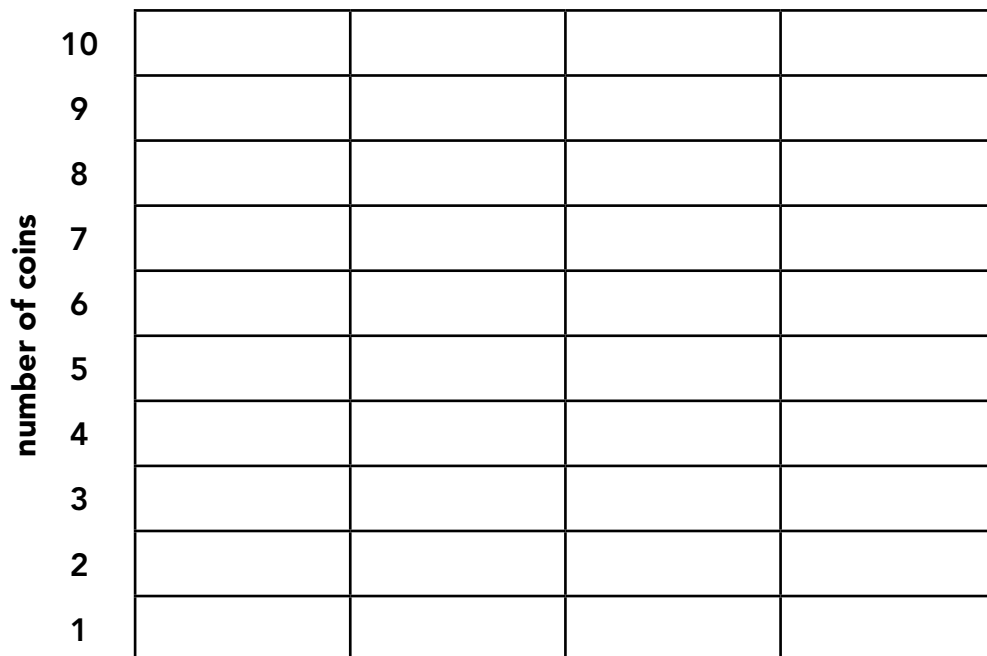
Name _____

Coins to Graph

BLM
9.11A

Gather some coins. Sort the coins. Graph each coin.

Coins at Home



coins

Count and write the amount of money for each coin.

1.



_____ ¢

3.



_____ ¢

2.



_____ ¢

4.



_____ ¢

Coin Memory Game

BLM
9.12A



10¢

\$1.00



5¢

25¢



3¢

15¢



1¢

12¢

Chapter 9 Interview Assessment

BLM
9.12B

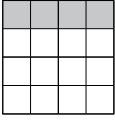
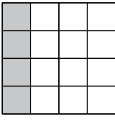
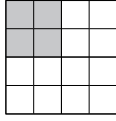
Student	Assessment 1: Identify Money										Assessment 2: Count and Combine Values					
	penny		nickel		dime		quarter		dollar		single value		mixed money		compare values	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																

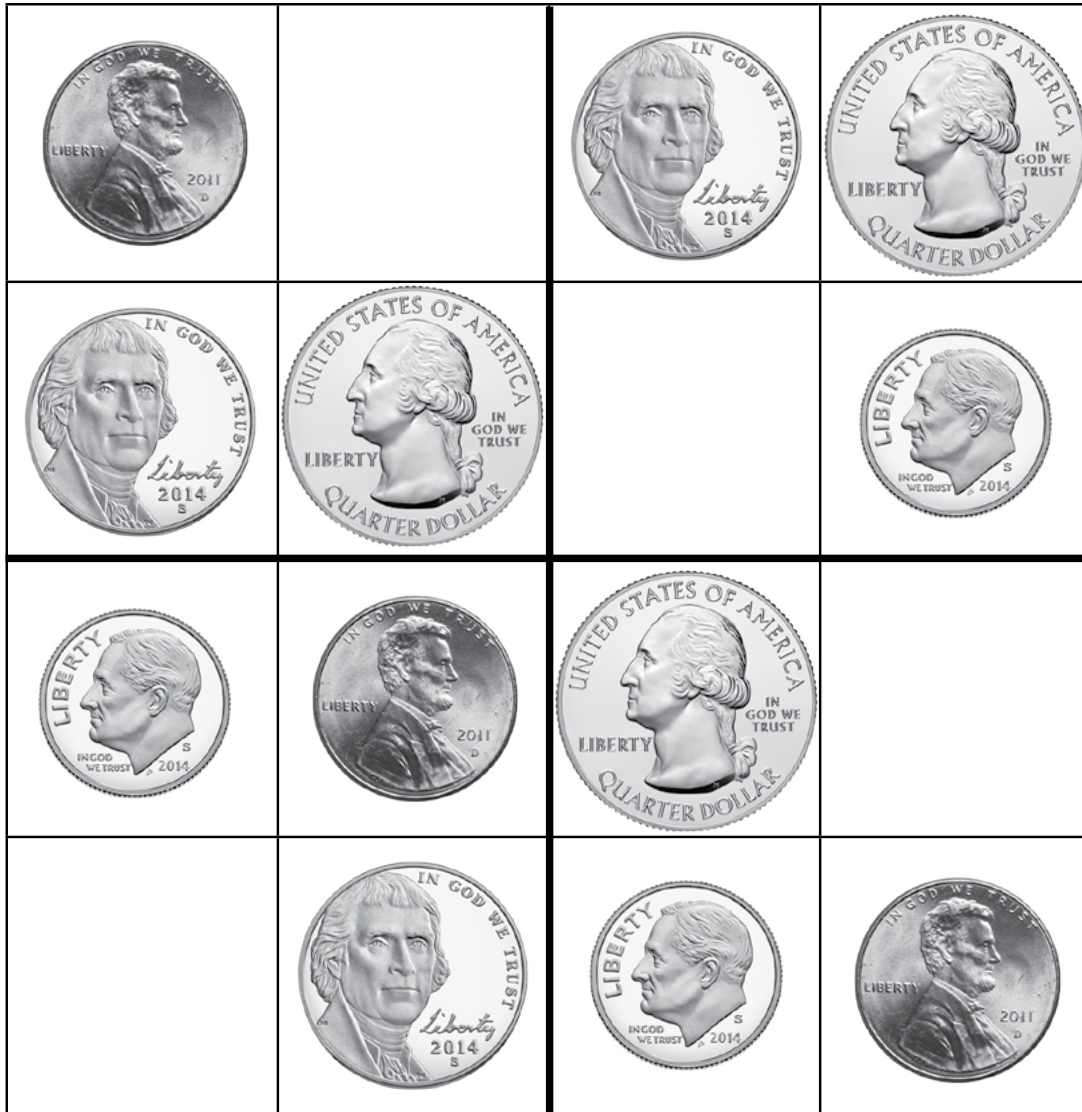
Name _____

Coin Sudoku

BLM
9.12C

Cut out the pictures and glue them in the correct empty square. Each picture can only

go once in each row , column , and block .



Coin Sudoku

Cut out the pictures and glue them in the correct empty square. Each picture can only

go once in each row , column , and block .





Math at Home and School

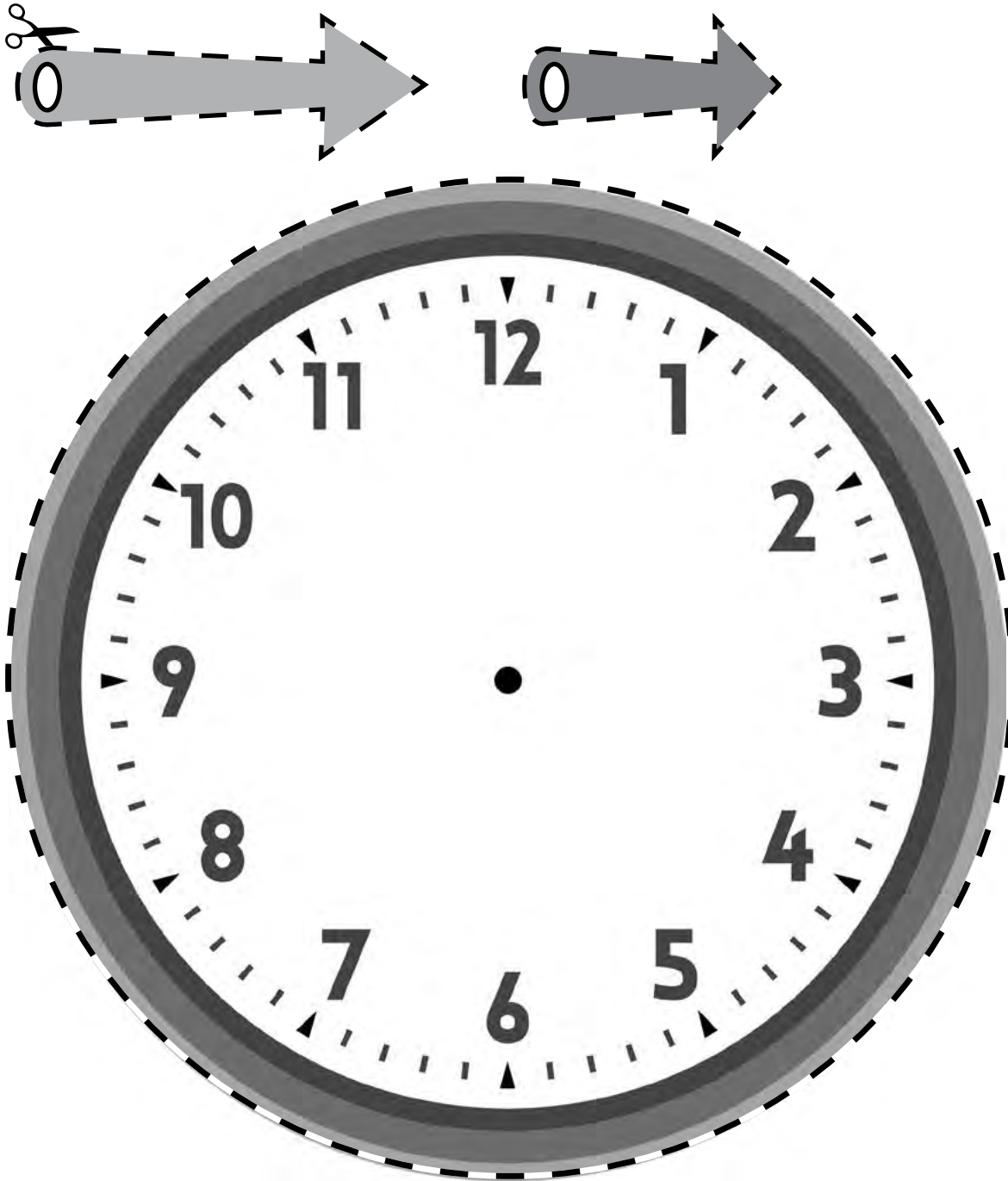
Dear Parents,

This chapter of mathematics is an introduction to telling time and schedules. Students will use analog and digital clocks to tell time to the hour and half hour. To help your child develop a more precise sense of time, discussions will focus on ordering events in a daily schedule and recognizing which activities take more time or less time to complete. The math theme for time will focus on schedules at home and at school.

At home, you can reinforce the concepts of time by helping your child notice clocks in use around your house and in places you visit. Draw attention to the clock's function in each setting by asking your child why the clock is important there.

As you perform everyday tasks, discuss with your child the order that the activities should be done. Time some of the activities to help your child develop a sense of which activities take more time than other activities as well as the length of time needed to complete the activity. Set an alarm clock for one hour later than the present time and when it sounds, talk about what activities took place during that hour. Help your child recognize activities that were important and others that might have wasted time. Point out the times of regularly scheduled events such as church, lessons, meals, and bedtimes. Recognize your child's efforts to read a clock as a step toward maturing and taking responsibility for keeping to a time schedule.

Thank you for encouraging your child to be an active learner.

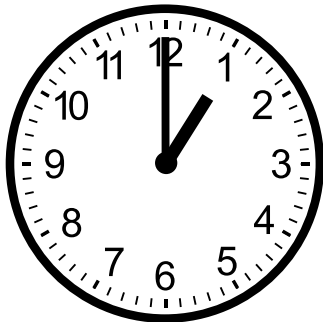


Name _____

BLM
10.1C
Hour Practice

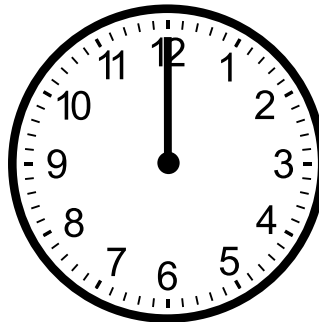
Write the time or draw the hour hand.

1.



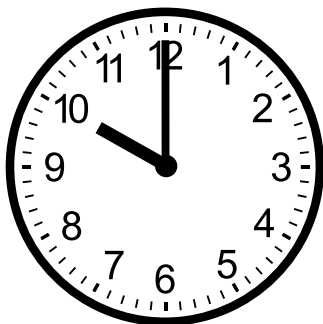
_____ o'clock

4.



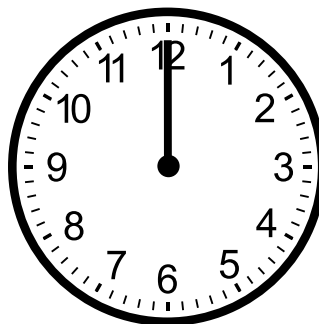
2 o'clock

2.



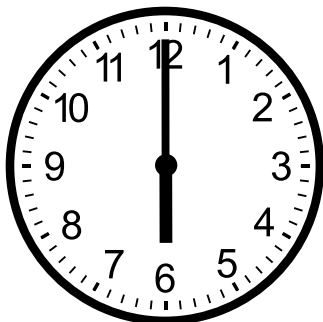
_____ o'clock

5.



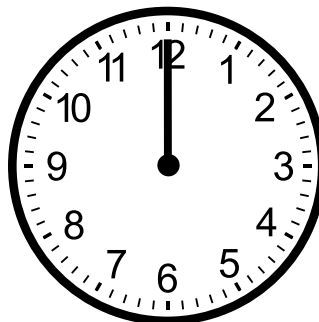
7 o'clock

3.



_____ o'clock

6.



4 o'clock

Write the time or draw the hour hand.

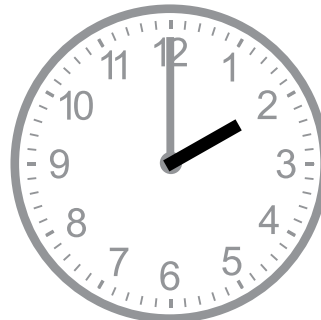
1.



1

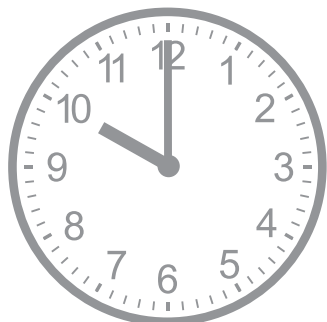
o'clock

4.



2 o'clock

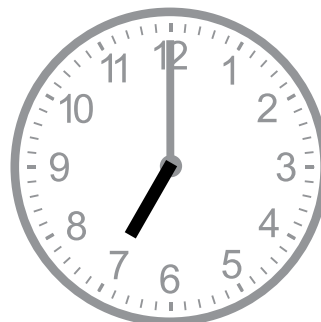
2.



10

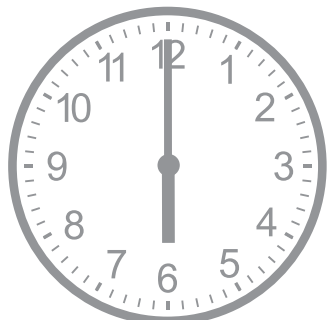
o'clock

5.



7 o'clock

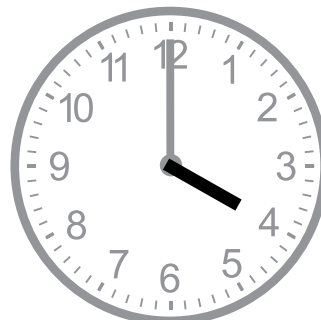
3.



6

o'clock

6.



4 o'clock

Hour Cards

BLM
10.2A



1:00

7:00

2:00

8:00

3:00

9:00

4:00

10:00

5:00

11:00

6:00

12:00

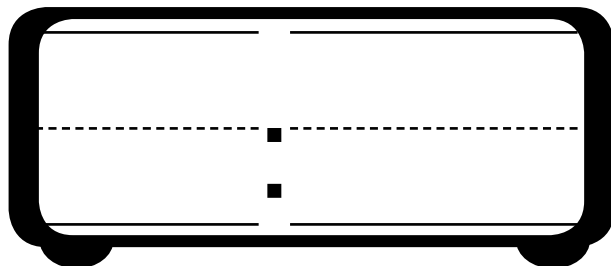
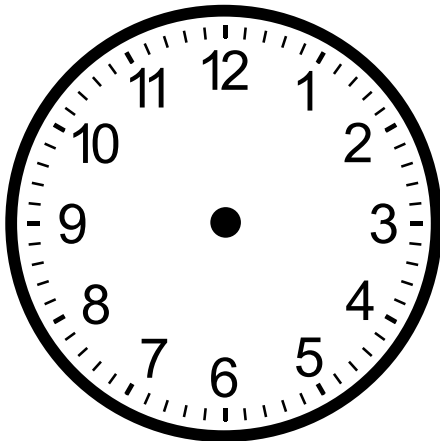
Name _____

Blank Clockfaces

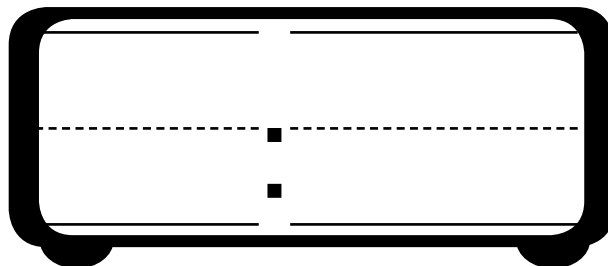
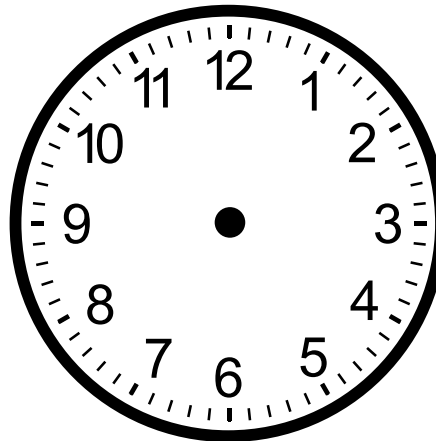
BLM
10.2B

Draw and write.

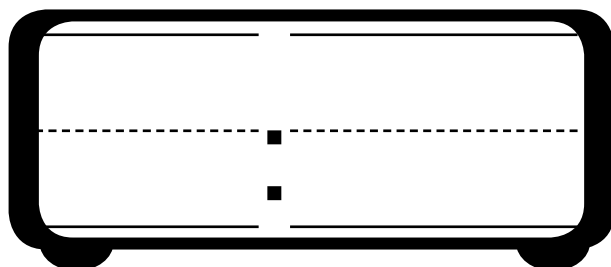
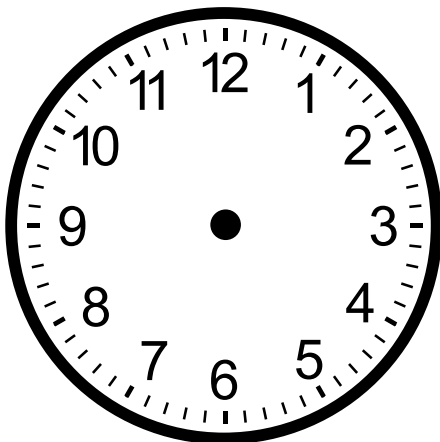
1.



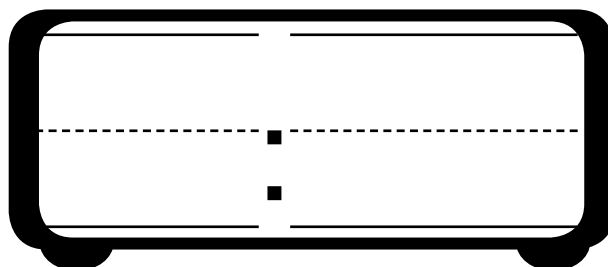
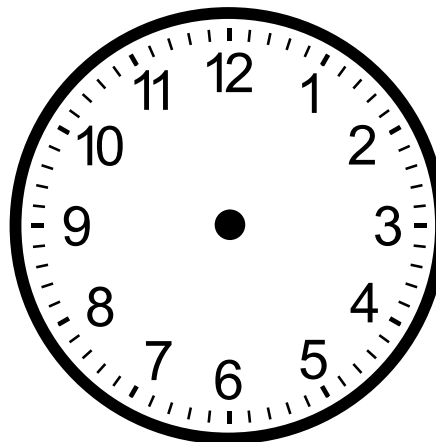
3.



2.



4.



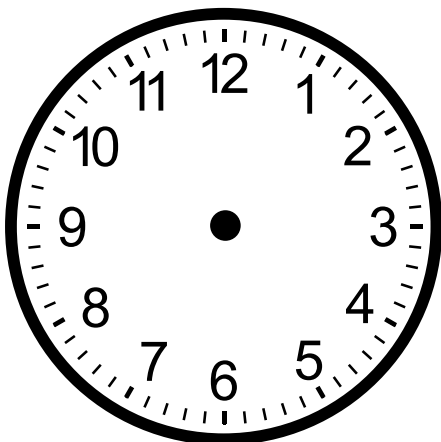
Name _____

BLM
10.3A

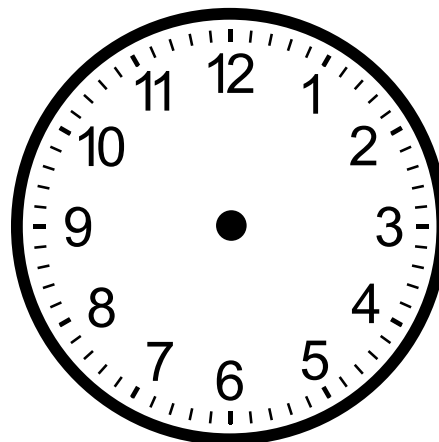
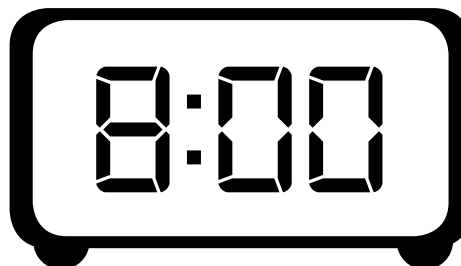
A Half Hour Later

Read the time. Draw the hands to show half an hour later.

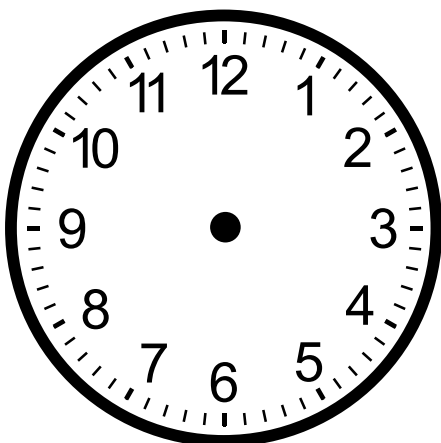
1.



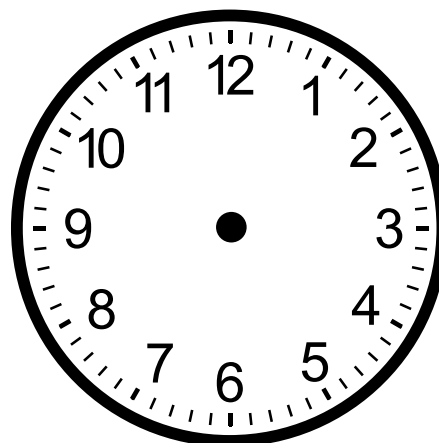
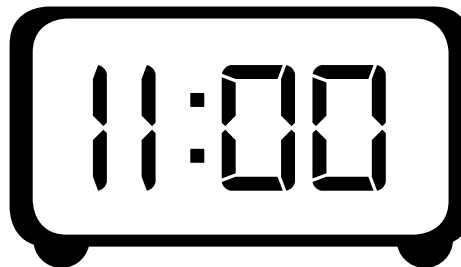
3.



2.



4.



A Half Hour Later

Read the time. Draw the hands to show half an hour later.

1.



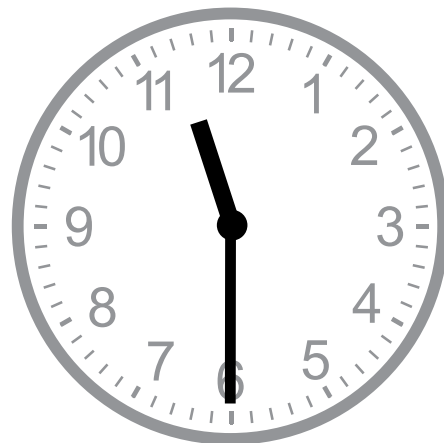
3.



2.

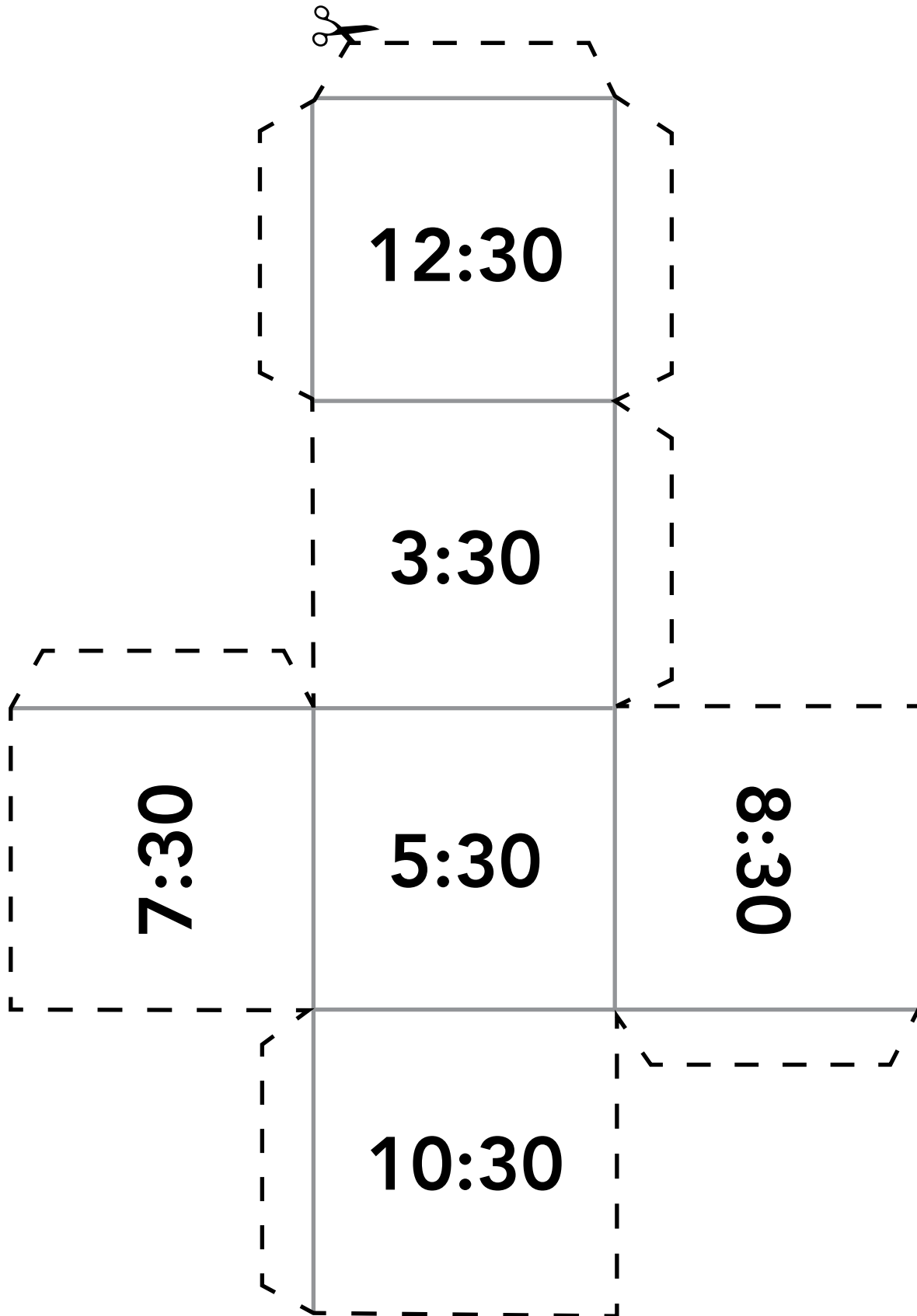


4.



Half-Hour Cube

BLM
10.4A



Half-Hour Cards

BLM
10.4B



1:30

7:30

2:30

8:30

3:30

9:30

4:30

10:30

5:30

11:30

6:30

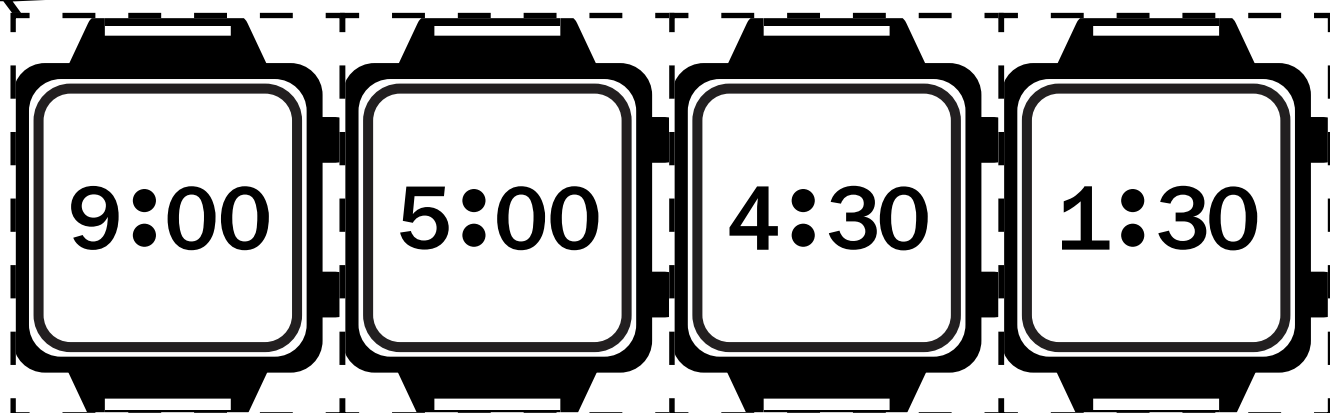
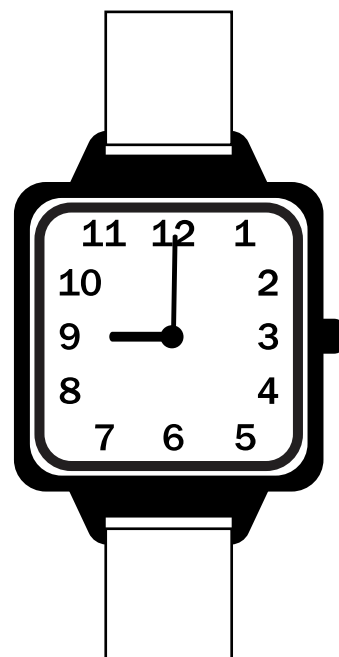
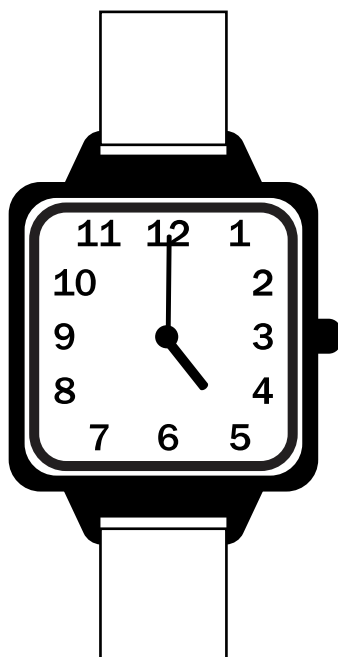
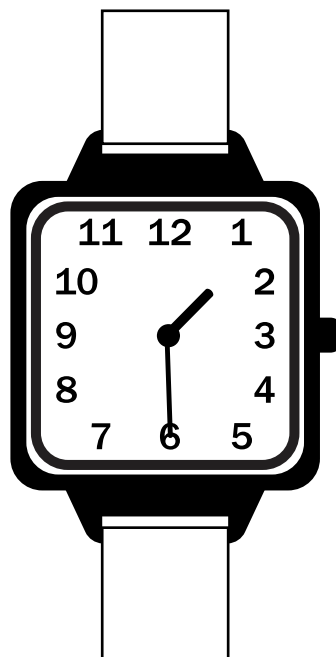
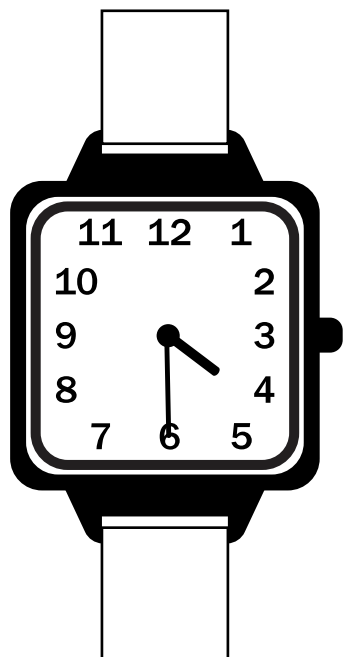
12:30

Name _____

BLM
10.5A

Watches

Cut and glue to match the time.



Cut and glue to match the time.


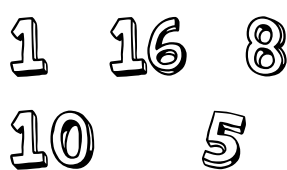
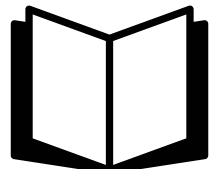





Name _____

BLM
10.7A

Ms. Bee's Class Schedule

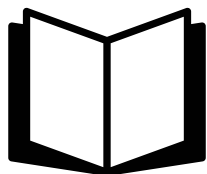
Cut out the cards. Arrange them in order to see Ms. Bee's class schedule.

1	10:30 Writing 
2	9:00 Math 
3	8:00 Reading 
4	11:00 Art 
5	10:00 Snack 
6	11:30 Lunch 

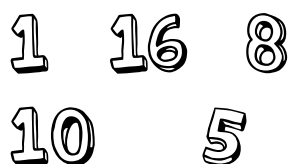
Ms. Bee's Class Schedule

Cut out the cards. Arrange them in order to see Ms. Bee's class schedule.

8:00
Reading



9:00
Math



10:00
Snack



10:30
Writing



11:00
Art



11:30
Lunch



Time Action Cards

BLM
10.7B



3:00

Quack like a duck.

2:00

Stand on one foot.

4:30

Do three jumping jacks.

10:30

Write your name in the air.

12:30

Smile.

9:30

Blast off like a rocket.

1:00

Shake a neighbor's hand.

5:00

Give a high five.

Time Action Cards



Name _____

My Daily Planner

BLM
10.7C

Fill out your daily planner to help schedule your day. Start with 4:00 in the afternoon.

The image shows a tablet with a black bezel and a power button at the bottom center. The screen displays a calendar application with the title 'Calendar' in a large, bold, black font. Below the title is a grid of time slots. The left column of the grid contains the times 4:00, 5:00, 6:00, 7:00, and 8:00 in a large, bold, black font. The right column consists of five empty rectangular boxes for scheduling. The entire grid is enclosed in a black border.

Calendar	
4:00	
5:00	
6:00	
7:00	
8:00	



first

second

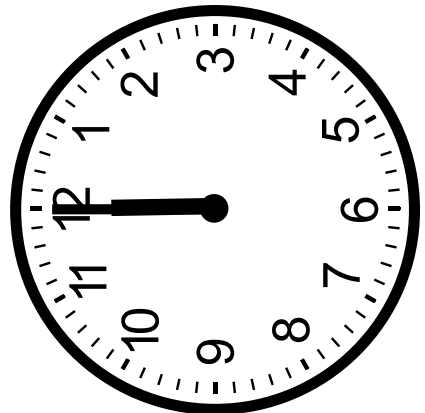
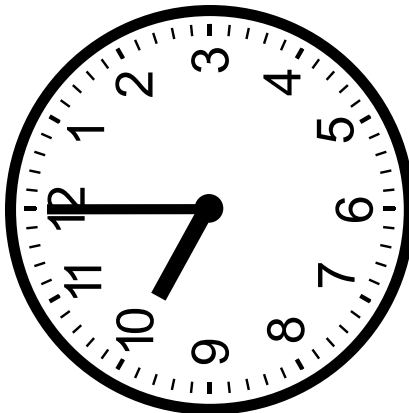
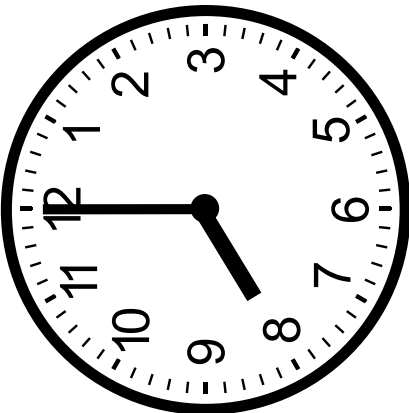
third



8:00

10:00

12:00





first

second

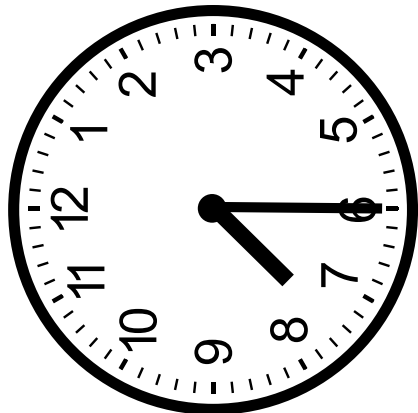
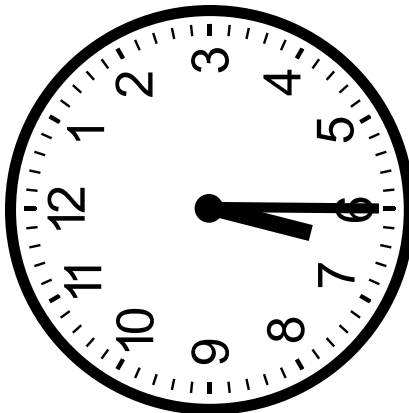
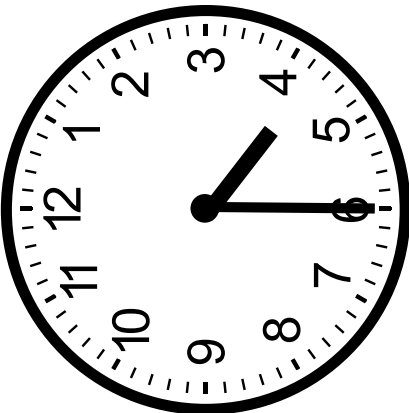
third



4:30

6:30

7:30



Chapter 10 Interview Assessment

BLM
10.11C

Student	Assessment 1: Tell Time								Assessment 2: Schedule							
	analog hour		digital hour		analog half hour		digital half hour		schedule		order		more time or less time		count on and count back	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																



Math at the Zoo

Dear Parents,

To this point in mathematics, your child's experience with numbers includes counting, writing, using a calendar, valuing money, and telling time. In this chapter, your child will begin a formal study of addition.

The skill of learning to add is taught by putting parts together to make a whole. The class will have opportunities to practice addition as they act out, draw

pictures, write word problems, and use manipulatives to build number sentences. This will be accomplished through the theme of animals at the zoo.

This chapter also practices estimation, a problem-solving skill that assists students to recognize if an addition answer is close or reasonable. Your child will be taught to look at an unknown quantity of objects, compare them with a known quantity, and guess how many there are. In real life, there may not always be time to add, so estimation is a valuable tool.

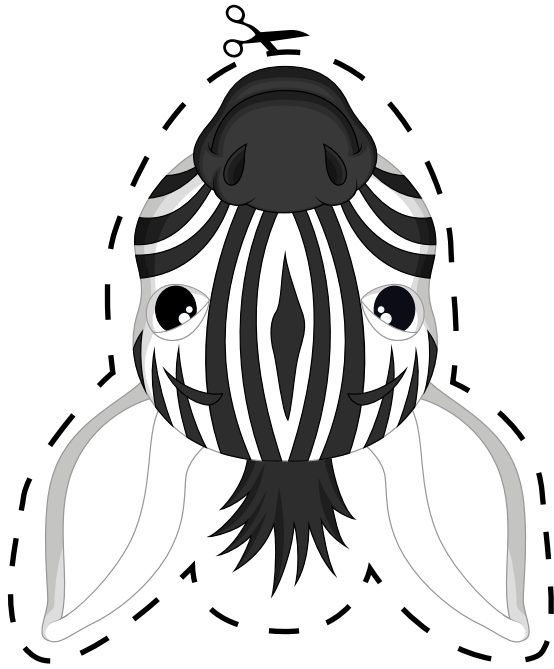
Your child will benefit from a creative review of the concept of addition at home. Use objects such as coins, pasta, crackers, crayons, and toys to build number sentences. Use combinations of items that equal up to sums of 10. Ask your child to state and then to write the number sentence.



$$3 + 2 = 5$$



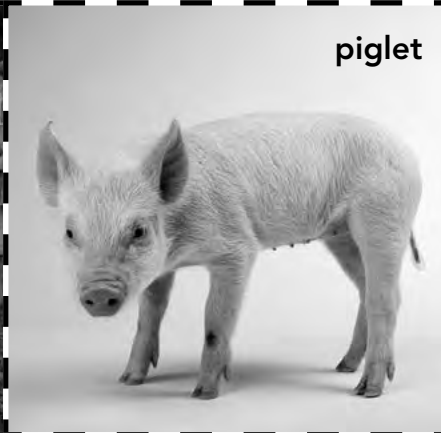
Your assistance and encouragement will “add” to your child's confidence as he or she learns this much-used skill of addition.







pig



piglet



piglet



deer



fawn



fawn



sheep



lamb



lamb



bear



cub



cub

part

part

whole

Name _____

BLM
11.4A

Addition Exercises

Add.

$1 + 1 =$

$0 + 2 =$

$1 + 4 =$

$1 + 2 =$

$2 + 2 =$

$0 + 1 =$

$2 + 1 =$

$2 + 3 =$

$3 + 2 =$

$0 + 4 =$

$4 + 1 =$

$3 + 0 =$

Add.

$1 + 1 = 2$

$0 + 2 = 2$

$1 + 4 = 5$

$1 + 2 = 3$

$2 + 2 = 4$

$0 + 1 = 1$

 $2 + 1 = 3$

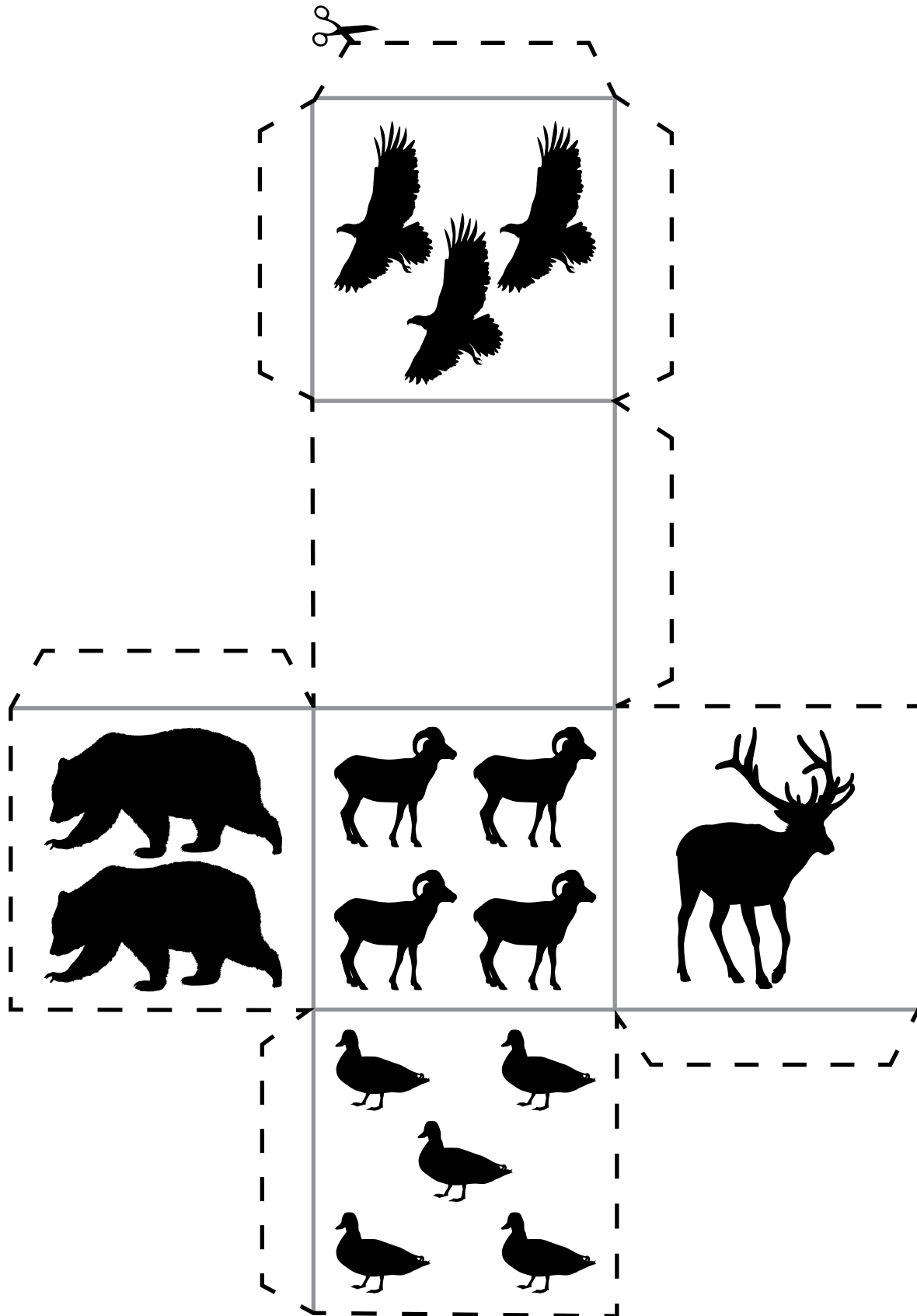
$2 + 3 = 5$

$3 + 2 = 5$

$0 + 4 = 4$

$4 + 1 = 5$

$3 + 0 = 3$



Name _____

Addition Facts to 5

BLM
11.5B

Add.

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

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

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

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

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

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

$$2 + 2 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$1 + 2 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$0 + 3 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$2 + 0 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Add.

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

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

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

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

$$\begin{array}{r} 2 \\ + 1 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline 1 \end{array}$$

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

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

$$2 + 2 = 4$$

$$1 + 2 = 3$$

$$0 + 3 = 3$$

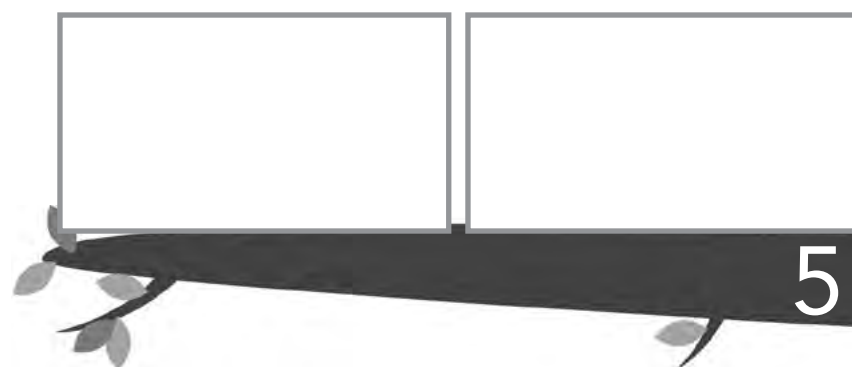
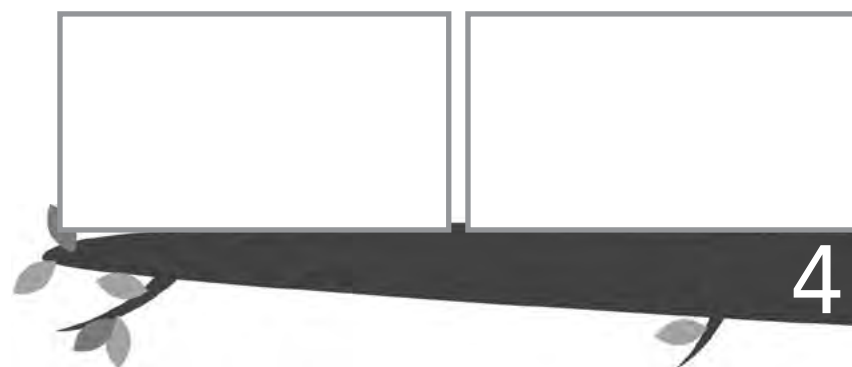
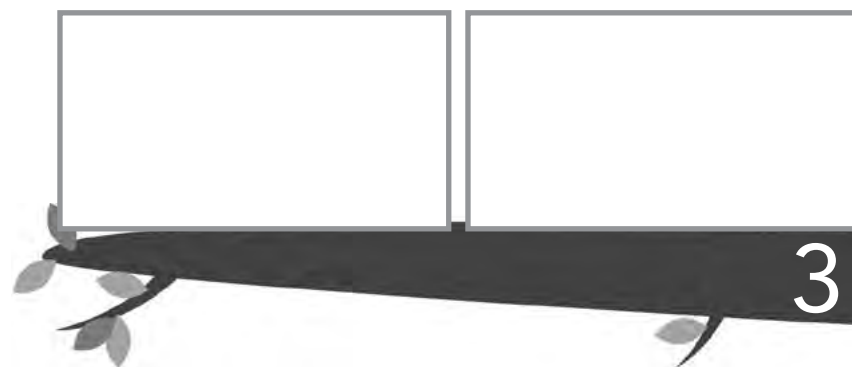
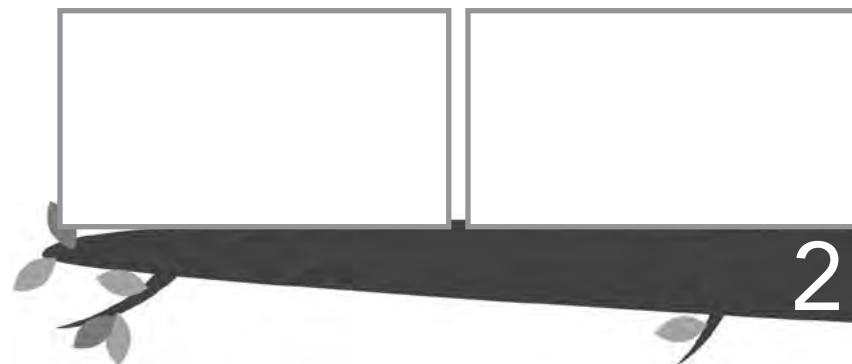
$$2 + 0 = 2$$

Name _____





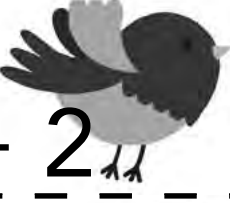



Animal Addition

BLM
11.5C

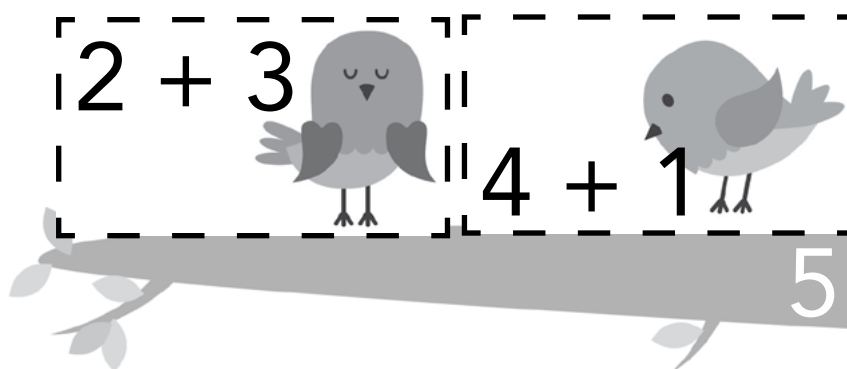
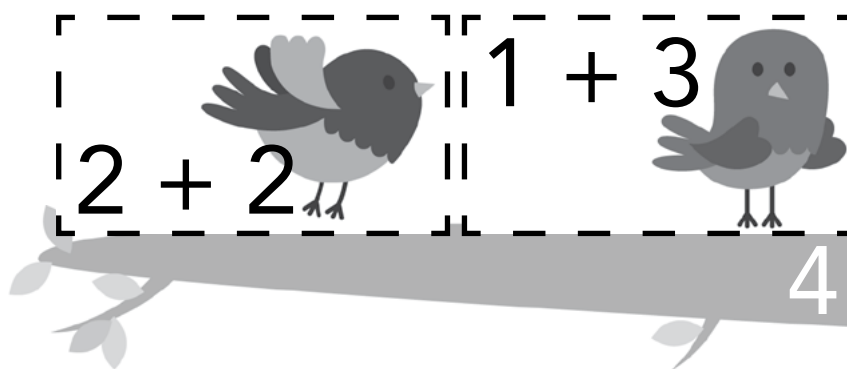
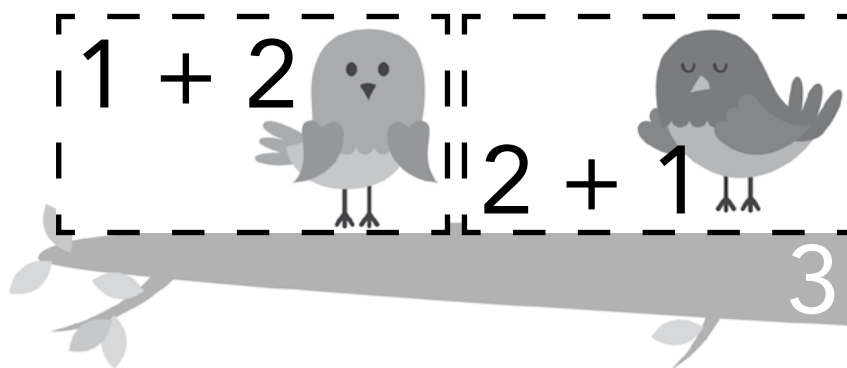
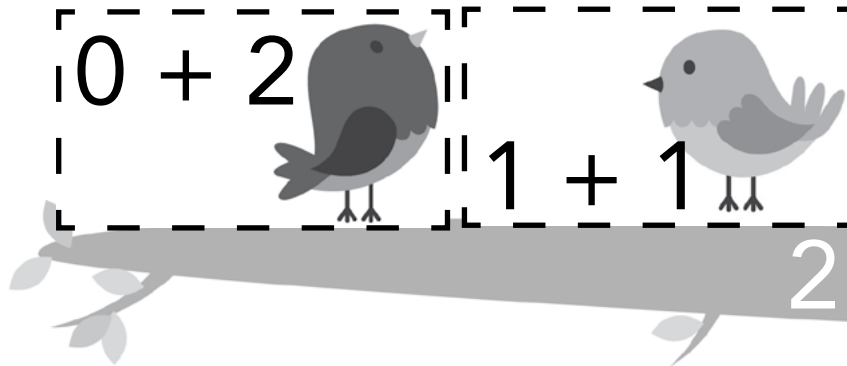
Cut and glue. Match the problems to the answers.



✂

2 + 3	
1 + 2	
1 + 3	
4 + 1	
2 + 2	
0 + 2	
2 + 1	
1 + 1	

Cut and glue. Match the problems to the answers.



Name _____

Addition Facts to 6

BLM
11.6A

Add.

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

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

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$1 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$1 + 4 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$2 + 4 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$0 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Add.

$$\begin{array}{r} 2 \\ + 1 \\ \hline 3 \end{array}$$

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

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

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

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

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

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

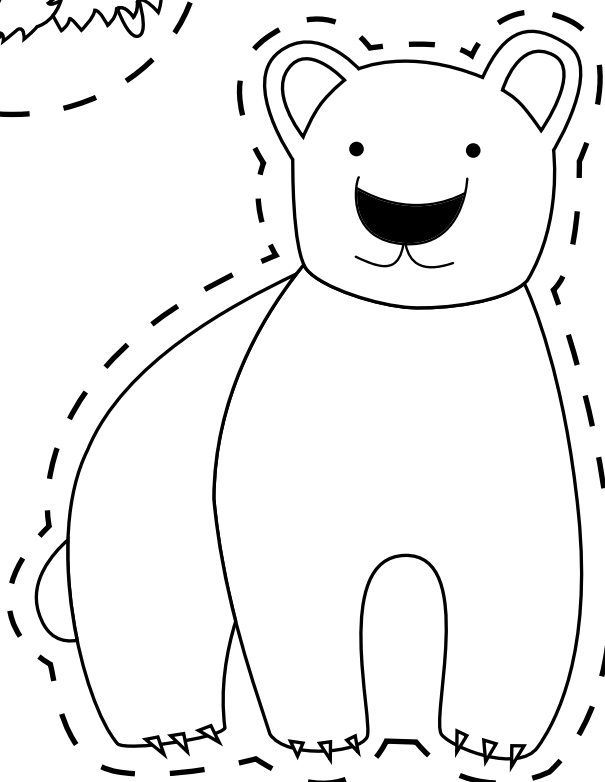
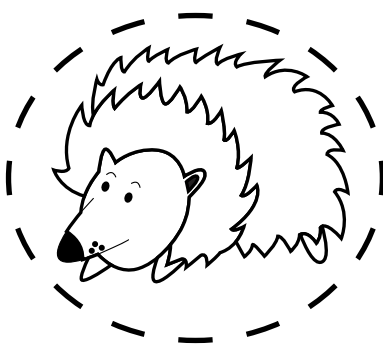
$$\begin{array}{r} 4 \\ + 0 \\ \hline 4 \end{array}$$

$$1 + 1 = 2$$

$$1 + 4 = 5$$

$$2 + 4 = 6$$

$$0 + 1 = 1$$



Name _____

Addition Facts to 7

BLM
11.7B

Add.

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

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

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

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

$$2 + 2 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$1 + 6 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$4 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$3 + 3 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Add.

$$\begin{array}{r} 6 \\ + 1 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$$

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

$$\begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 2 \\ + 0 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline 7 \end{array}$$

$$2 + 2 = 4$$

$$1 + 6 = 7$$

$$4 + 1 = 5$$

$$3 + 3 = 6$$



Name _____

Addition Facts to 8

BLM
11.8B

Add.

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

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$$

$$2 + 5 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$1 + 6 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$8 + 0 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$3 + 5 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Add.

$$\begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline 8 \end{array}$$

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

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

$$\begin{array}{r} 1 \\ + 2 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$

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

$$\begin{array}{r} 0 \\ + 2 \\ \hline 2 \end{array}$$









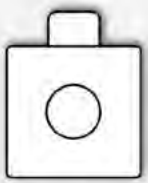
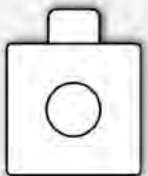
$$2 + 5 = 7$$

$$1 + 6 = 7$$

$$8 + 0 = 8$$

$$3 + 5 = 8$$

Circle your prediction. Circle what happened.

My Prediction	This Happened
 <p>sink or float</p>	 <p>sank or floated</p>
 <p>sink or float</p>	 <p>sank or floated</p>
 <p>sink or float</p>	 <p>sank or floated</p>
 <p>sink or float</p>	 <p>sank or floated</p>
 <p>sink or float</p>	 <p>sank or floated</p>

Circle your prediction. Circle what happened.

My Prediction

Answers will vary.

sink or float



sink or float



sink or float



sink or float



sink or float



This Happened

sank or floated



sank or floated



sank or floated



sank or floated



sank or floated



Name _____

Addition Facts to 9

BLM
11.9B

Add.

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

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

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

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

$$4 + 4 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$5 + 2 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$6 + 3 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$1 + 0 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Add.

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array}$$

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

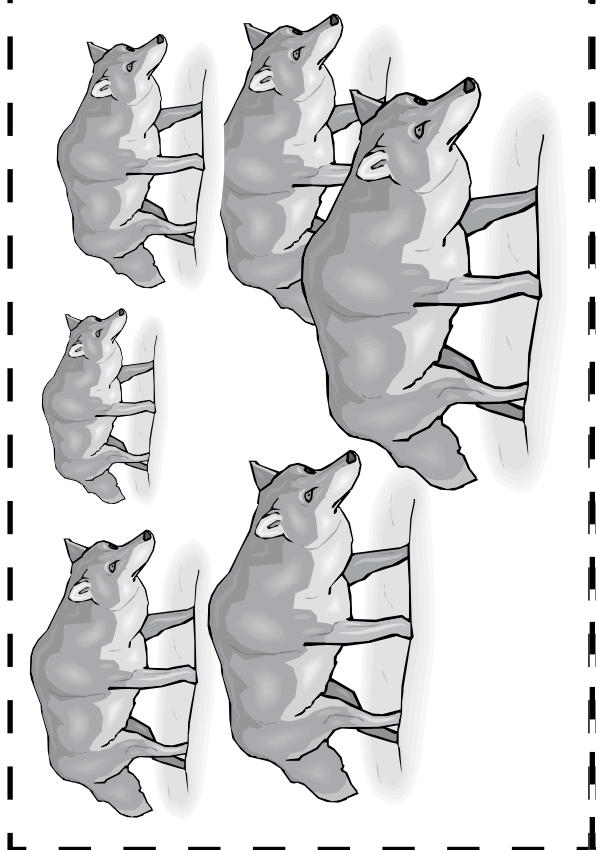
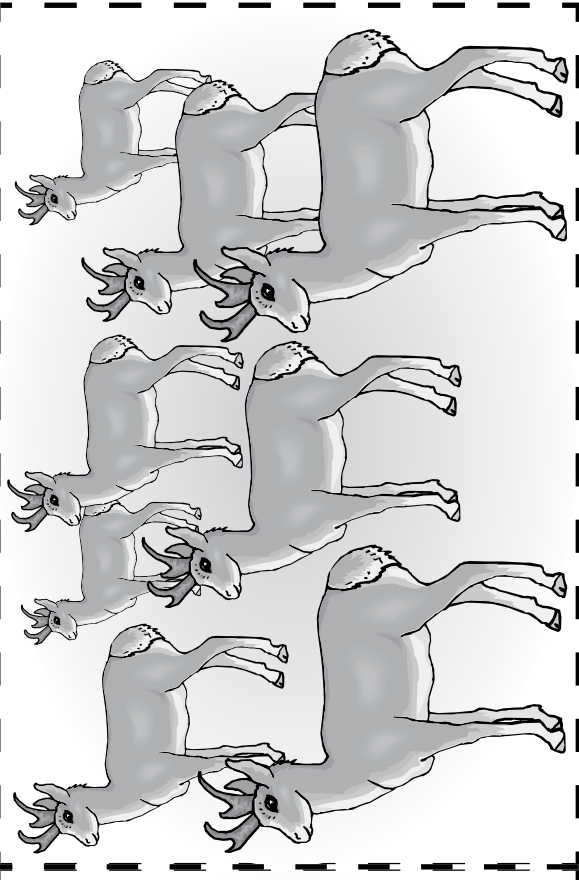
$$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$$

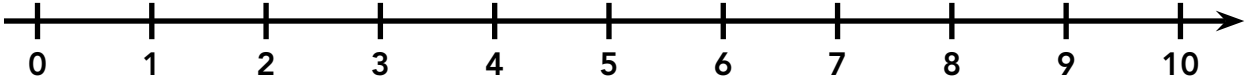
$$4 + 4 = 8$$

$$5 + 2 = 7$$

$$6 + 3 = 9$$

$$1 + 0 = 1$$





○				

○	○			

○	○	○		

○	○	○	○	

○	○	○	○	○
○	○	○	○	

Name _____

BLM
Addition Facts to 10 11.10B

Add.

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

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

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

$3 + 7 =$

$2 + 5 =$

$1 + 3 =$

$0 + 9 =$

$2 + 8 =$

$3 + 6 =$

$5 + 3 =$

$6 + 4 =$

Add.

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

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

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

$$\begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array}$$

 $3 + 7 = 10$

$2 + 5 = 7$

$1 + 3 = 4$

$0 + 9 = 9$

$2 + 8 = 10$

$3 + 6 = 9$

$5 + 3 = 8$

$6 + 4 = 10$

Name _____

BLM
Bar Graph 11.11A

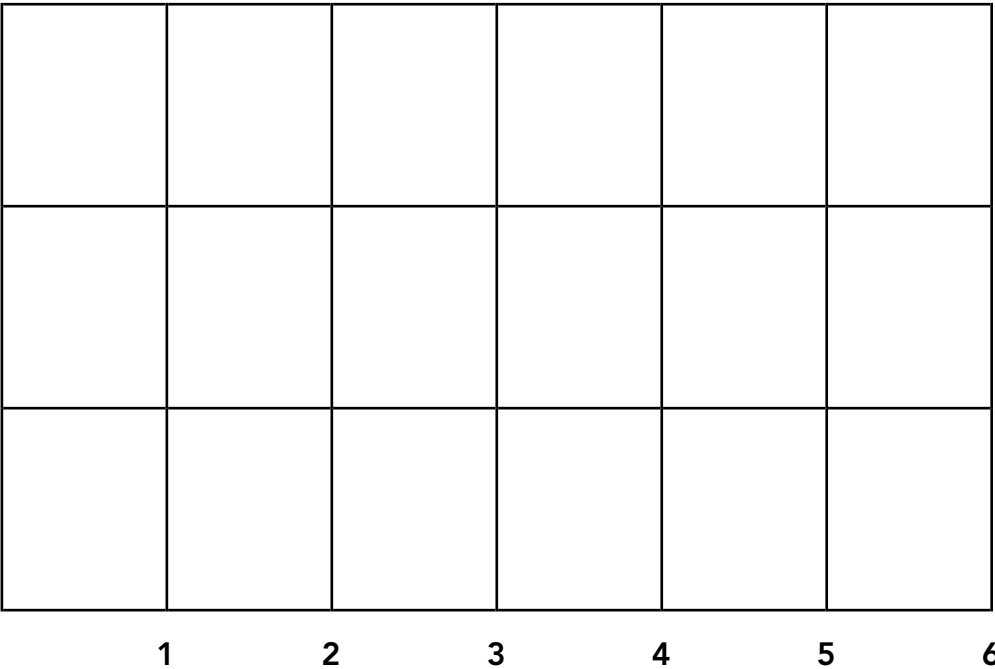
Color yellow.



Color green.



Color red.



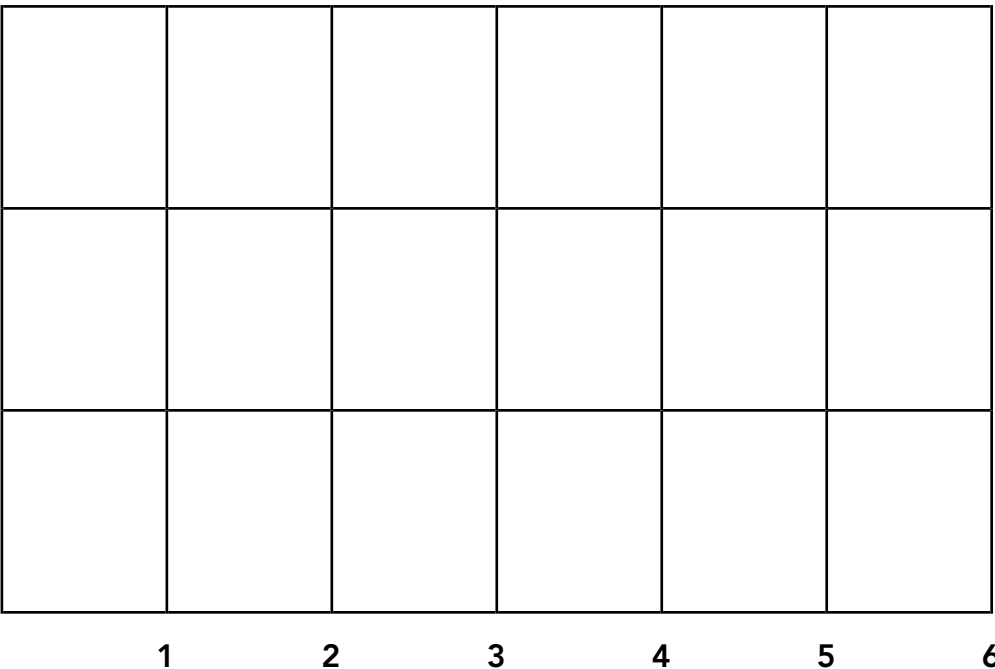
Color yellow.



Color green.



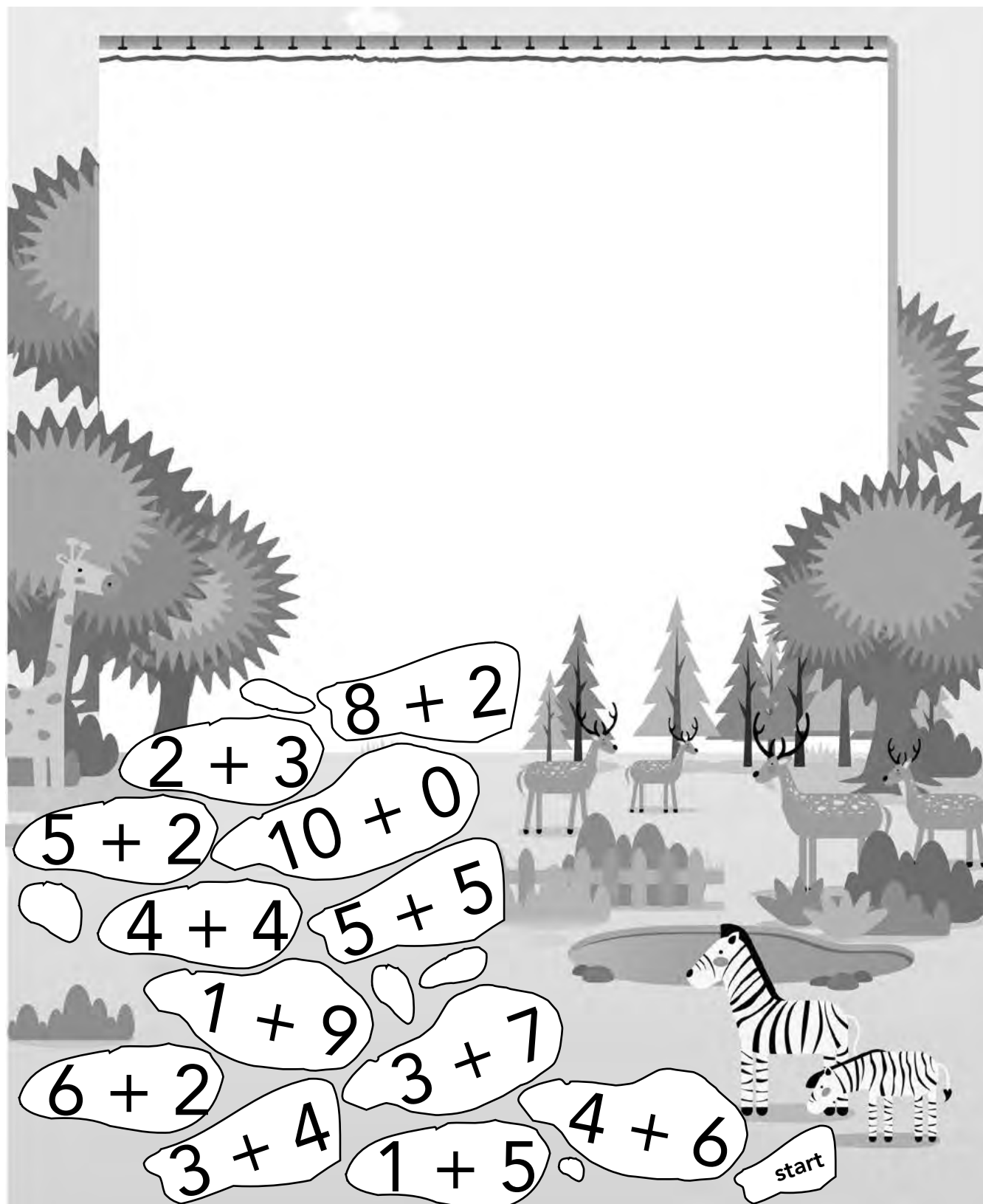
Color red.



Name _____

BLM
Math at the Zoo 11.11B

Find your way through the zoo. Color only the addition facts that have a sum of 10.
Draw your favorite animal.



Find your way through the zoo. Color only the addition facts that have a sum of 10.
Draw your favorite animal.

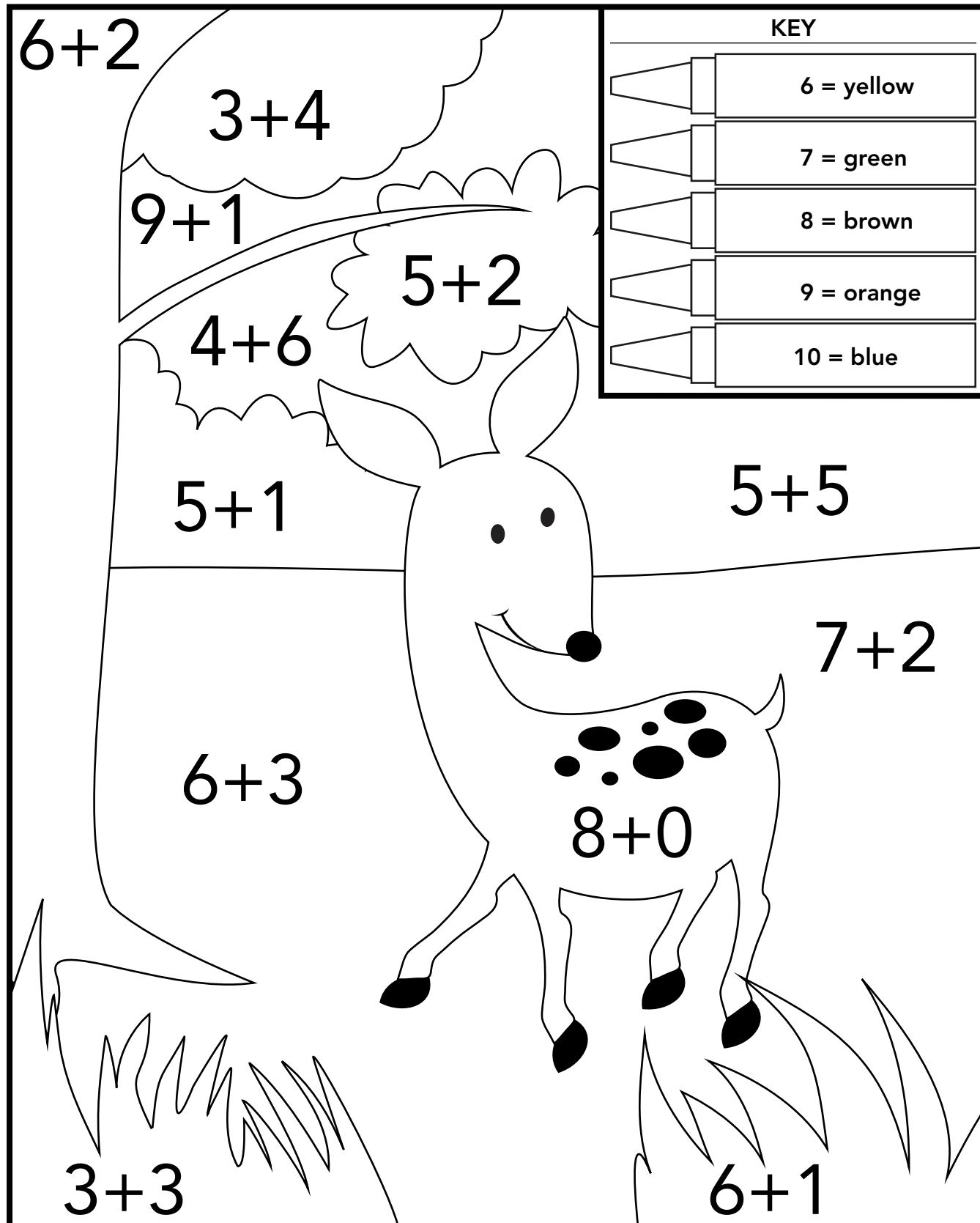
Drawings will vary.



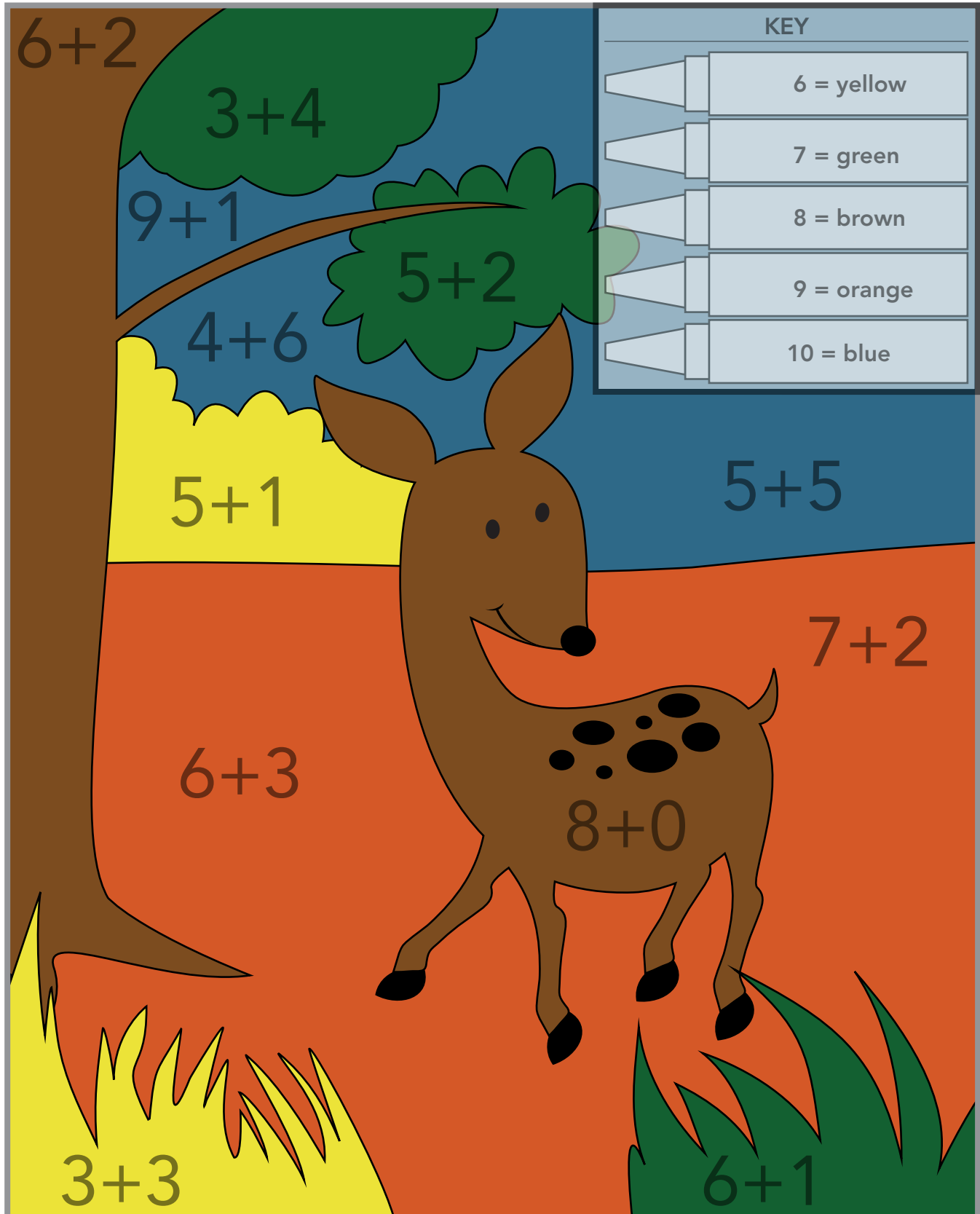
Name _____

BLM
Addition Facts Coloring 11.12A

Add and color.



Add and color.



Chapter 11 Interview Assessment

BLM
11.12B

Student	Assessment 1: Addition										Assessment 2: Fact Families					
	draw story		model		estimate		number line		missing addend		1–5		6–8		9–10	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																



Math at the Beach

Dear Parents,

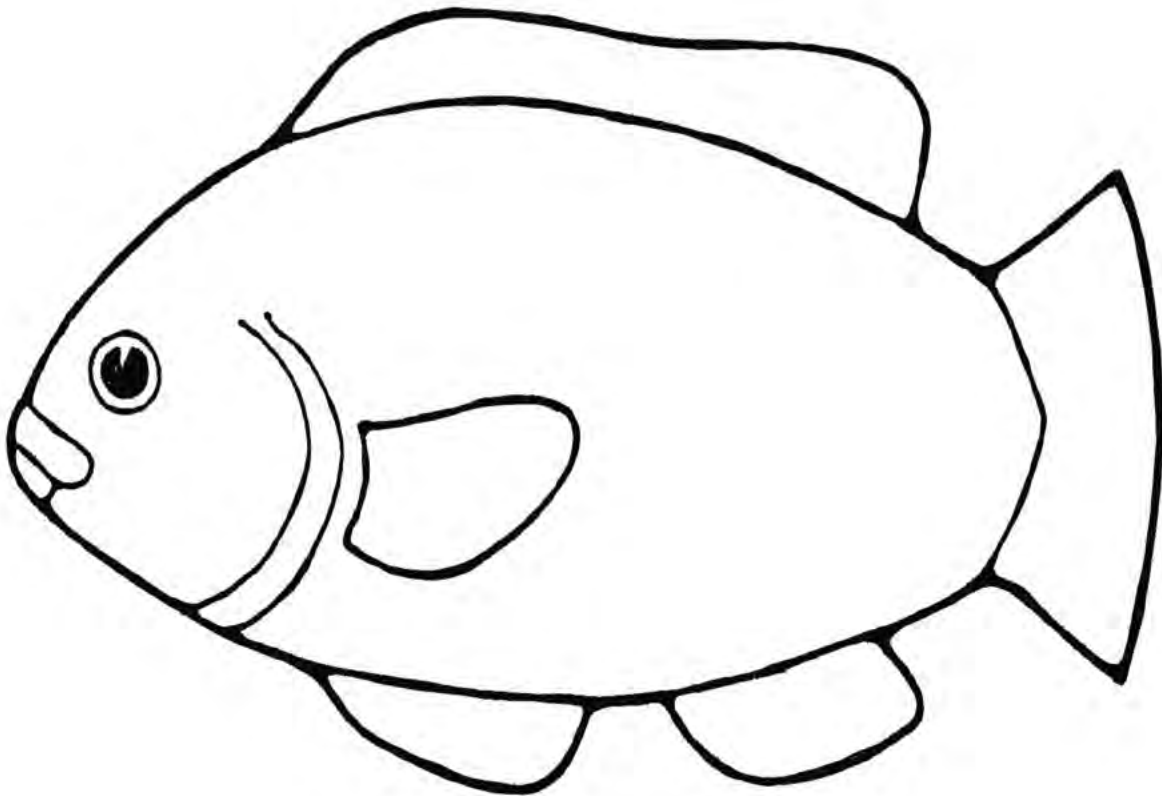
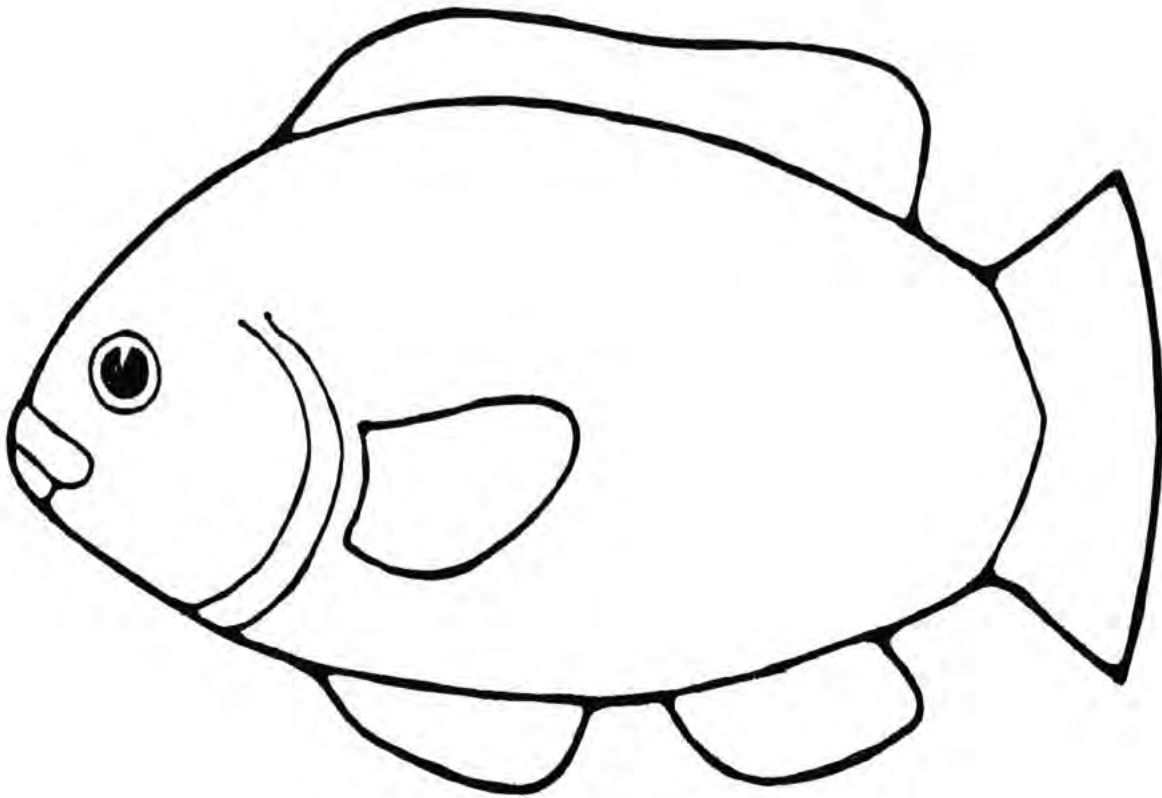
In mathematics, your child has been learning addition facts and will now be introduced to subtraction. The concept of subtraction is taught through acting out and modeling subtraction problems, drawing pictures of word problems, using manipulatives to represent subtraction facts to 10, and counting back using the number line. Your child will practice writing subtraction sentences and solving a variety of problems.

Help your child understand the relationship between subtraction and real-life situations. Share word problems with your child in various settings such as driving down the road and asking, "How many cars are there? If 2 cars drive away, how many cars are left?" Shopping, putting groceries away, setting the table, putting toys away, and doing laundry are all times to practice subtraction using real-life experiences.

The beach and ocean life are the setting for this chapter. God has given wonderful reminders of His Son in nature. A sand dollar represents symbols of the birth, life, and death of Christ. This poem is one version of the legend of the sand dollar.

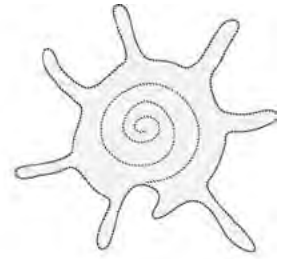
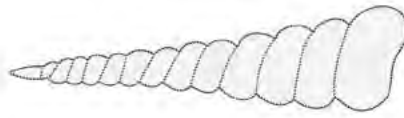
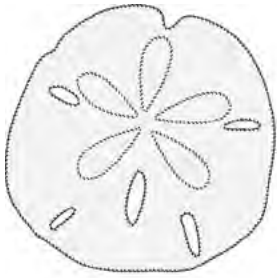
Legend of the Sand Dollar

Upon this odd-shaped seashell a legend grand is told,
about the life of Jesus, that wondrous tale of old.
At its center you will see, there seems to be a star,
like the one that led the shepherds and wise men from afar.
Around its surface are the marks of nails and thorns and spear,
suffered by Christ upon the cross; the wounds show plainly here.
But there is also an Easter lily, clear for us to see,
the symbol of Christ's resurrection for all eternity.



The Legend of the Sand Dollar

BLM
12.2A



There's a lovely little legend
that I would like to tell,
of the birth and death of Jesus,
found in this lowly shell.

If you examine closely,
you'll see that you find here,
four nail holes and a fifth one,
made by a Roman's spear.

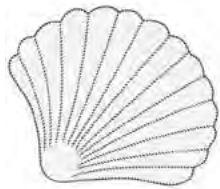
On one side the Easter lily,
its center is the star,
that appeared unto the shepherds
and led them from afar.

The Christmas Poinsettia
etched on the other side,
reminds us of His birthday,
our happy Christmastide.

Now break the center open,
and here you will release,
the five white doves awaiting,
to spread Good Will and Peace.

This simple little symbol,
Christ left for you and me,
to help us spread His Gospel,
through all Eternity.

~Author Unknown



whole

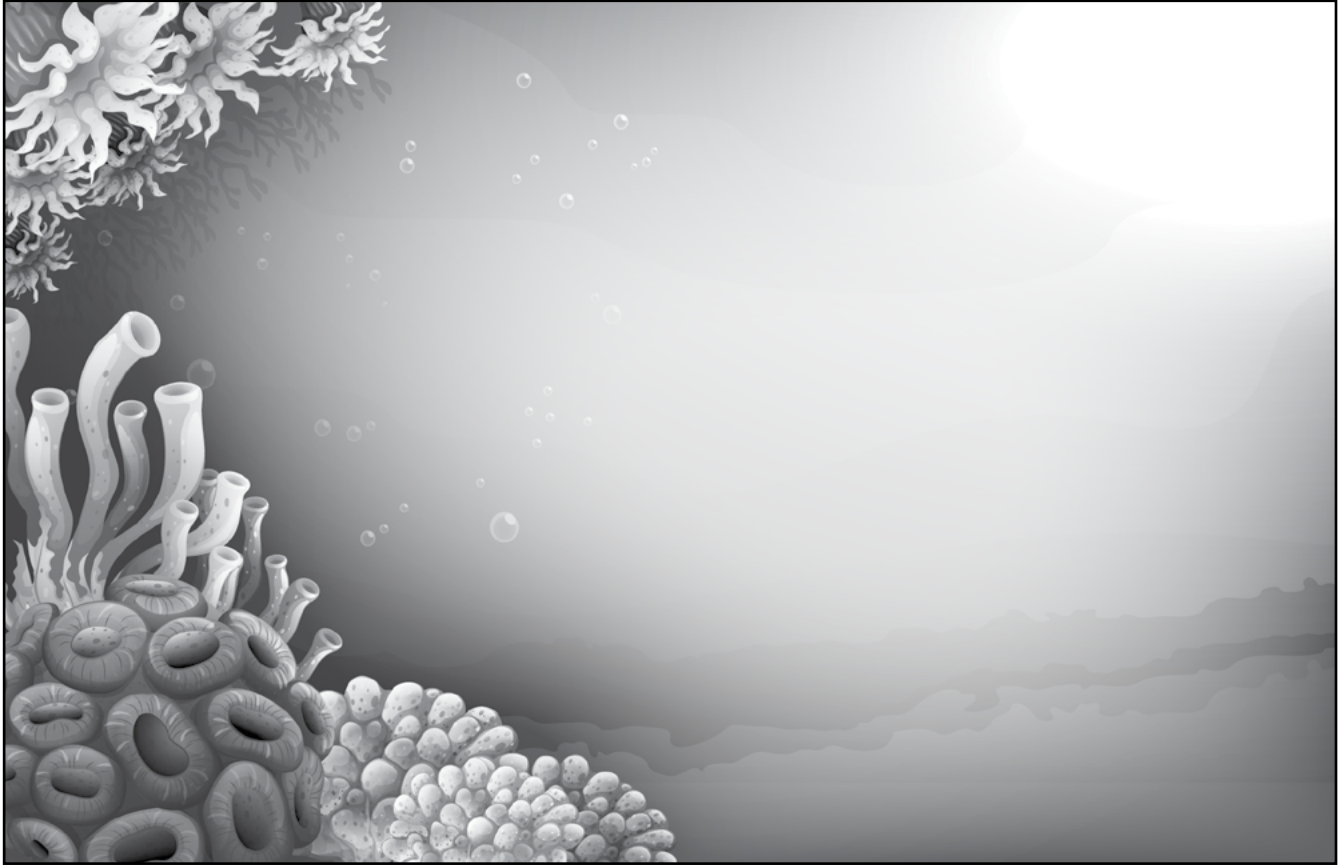
part

part

Name _____

BLM
Fish Subtraction
12.4A

Use fish-shaped crackers to write number sentences.



_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

Name _____

Subtraction Practice

BLM
12.4B

Subtract.

$$3 - 2 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$4 - 3 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$5 - 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Subtract.

$$3 - 2 = 1$$

$$4 - 3 = 1$$

$$5 - 1 = 4$$



0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5

Five Little Ducks

Five little ducks went out one day,
Over the hill and far away.
Mother duck said,
“Quack, quack, quack, quack.”
But only four little ducks came back.

Four little ducks went out one day,
Over the hill and far away.
Mother duck said,
“Quack, quack, quack, quack.”
But only three little ducks came back.

Three little ducks went out one day,
Over the hill and far away.
Mother duck said,
“Quack, quack, quack, quack.”
But only two little ducks came back.

Two little ducks went out one day,
Over the hill and far away.
Mother duck said,
“Quack, quack, quack, quack.”
But only one little duck came back.

One little duck went out one day,
Over the hill and far away.
Mother duck said,
“Quack, quack, quack, quack.”
But none of the five little ducks came back.

Sad mother duck went out one day,
Over the hill and far away.
The sad mother duck said,
“Quack, quack, quack,”
And all of the five little ducks came back!

~Author Unknown

Name _____

Duck Subtraction

BLM
12.5B



Subtract.

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

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

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

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

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



Subtract.

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

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

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

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

$$\begin{array}{r} 1 \\ - 1 \\ \hline 0 \end{array}$$

Name _____

Subtraction Facts to 5

BLM
12.5C

Subtract.

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

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

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

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

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

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

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

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

$$4 - 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$4 - 2 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$5 - 2 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$1 - 0 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Subtract.

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

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

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

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

$$\begin{array}{r} 1 \\ - 1 \\ \hline 0 \end{array}$$

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

$$\begin{array}{r} 2 \\ - 2 \\ \hline 0 \end{array}$$

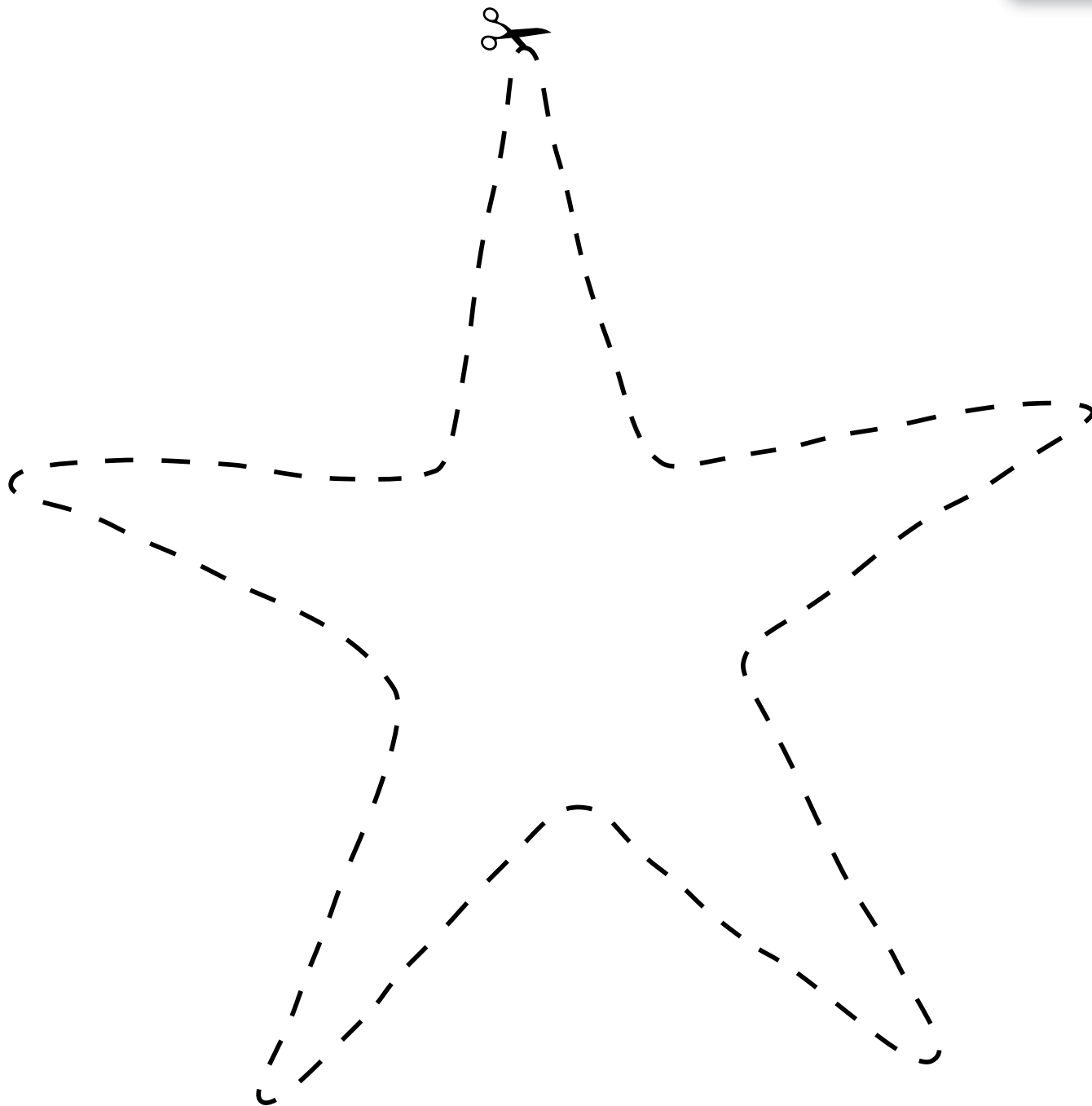
$$\begin{array}{r} 3 \\ - 1 \\ \hline 2 \end{array}$$

$$4 - 1 = 3$$

$$4 - 2 = 2$$

$$5 - 2 = 3$$

$$1 - 0 = 1$$



Name _____

Bead Subtraction

BLM
12.6A

Move the beads. Subtract.



$$6 - 2 = \underline{\hspace{2cm}}$$

$$6 - 1 = \underline{\hspace{2cm}}$$

$$6 - 5 = \underline{\hspace{2cm}}$$

$$6 - 3 = \underline{\hspace{2cm}}$$

$$6 - 4 = \underline{\hspace{2cm}}$$

$$6 - 6 = \underline{\hspace{2cm}}$$

Move the beads. Subtract.



$$6 - 2 = 4$$

$$6 - 1 = 5$$

$$6 - 5 = 1$$

$$6 - 3 = 3$$

$$6 - 4 = 2$$

$$6 - 6 = 0$$

Name _____

Subtraction Facts to 6

BLM
12.6B

Subtract.

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

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

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

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

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

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

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

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

$$3 - 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$5 - 2 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$4 - 3 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$6 - 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Subtract.

$$\begin{array}{r} 6 \\ - 2 \\ \hline 4 \end{array}$$

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

$$\begin{array}{r} 6 \\ - 4 \\ \hline 2 \end{array}$$

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

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

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

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

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

$$3 - 1 = 2$$

$$5 - 2 = 3$$

$$4 - 3 = 1$$

$$6 - 1 = 5$$

Name _____

Subtraction Facts to 7

**BLM
12.7A**

Subtract.

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

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

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

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

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

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

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

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

$$5 - 3 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \\ \text{_____} \end{array}$$

$$6 - 2 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \\ \text{_____} \end{array}$$

$$7 - 4 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$2 - 0 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Subtract.

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

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

$$\begin{array}{r} 6 \\ - 0 \\ \hline 6 \end{array}$$

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

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

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

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

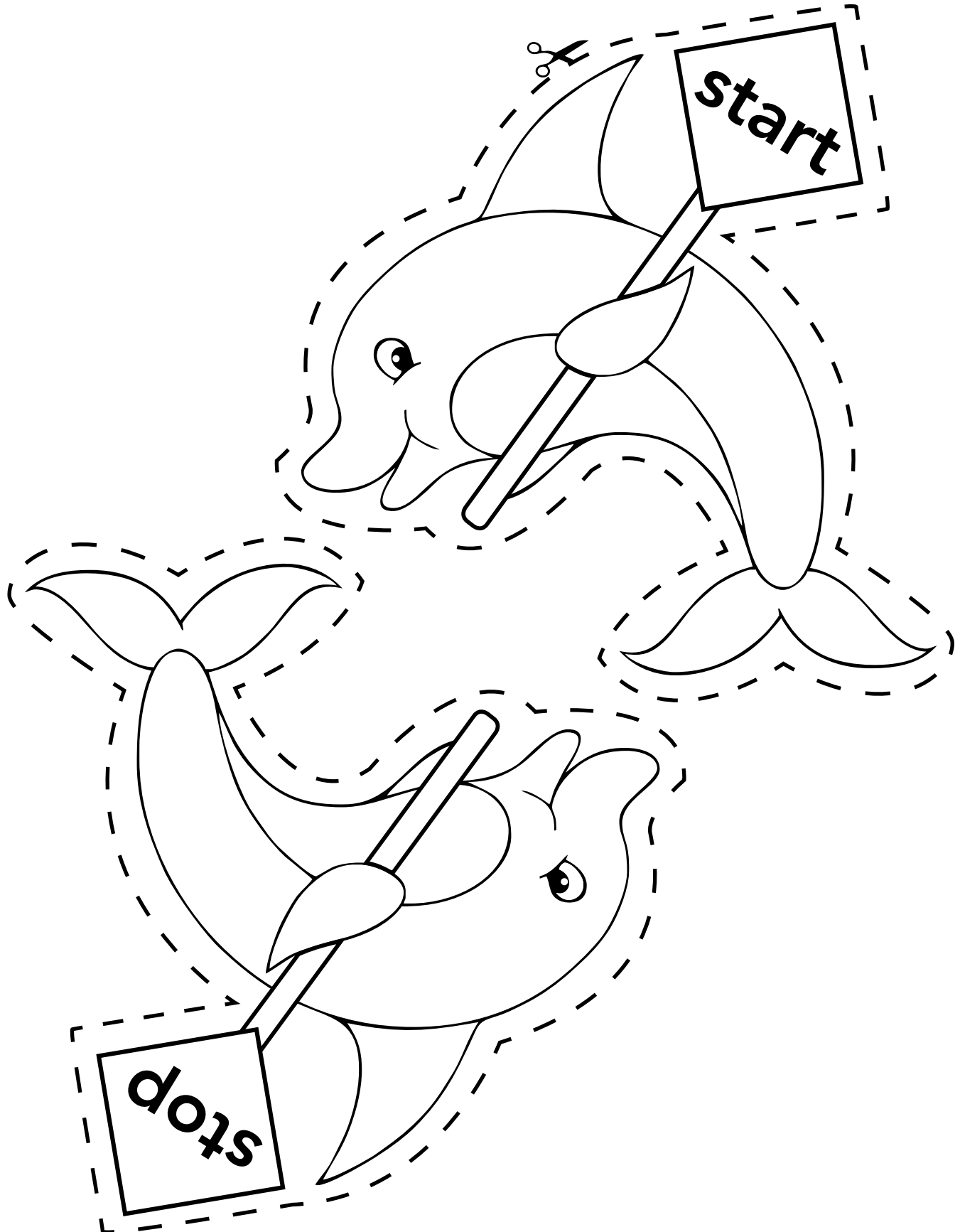
$$\begin{array}{r} 4 \\ - 0 \\ \hline 4 \end{array}$$

$$5 - 3 = 2$$

$$6 - 2 = 4$$

$$7 - 4 = 3$$

$$2 - 0 = 2$$



Name _____

Subtraction Facts to 8

BLM
12.8B

Subtract.

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

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

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

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

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

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

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

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

$$8 - 4 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \\ \text{_____} \end{array}$$

$$7 - 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \\ \text{_____} \end{array}$$

$$5 - 3 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

$$6 - 3 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Subtract.

$$\begin{array}{r} 8 \\ - 5 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline 4 \end{array}$$

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

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

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

$$\begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array}$$

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

$$\begin{array}{r} 2 \\ - 2 \\ \hline 0 \end{array}$$

$$8 - 4 = 4$$

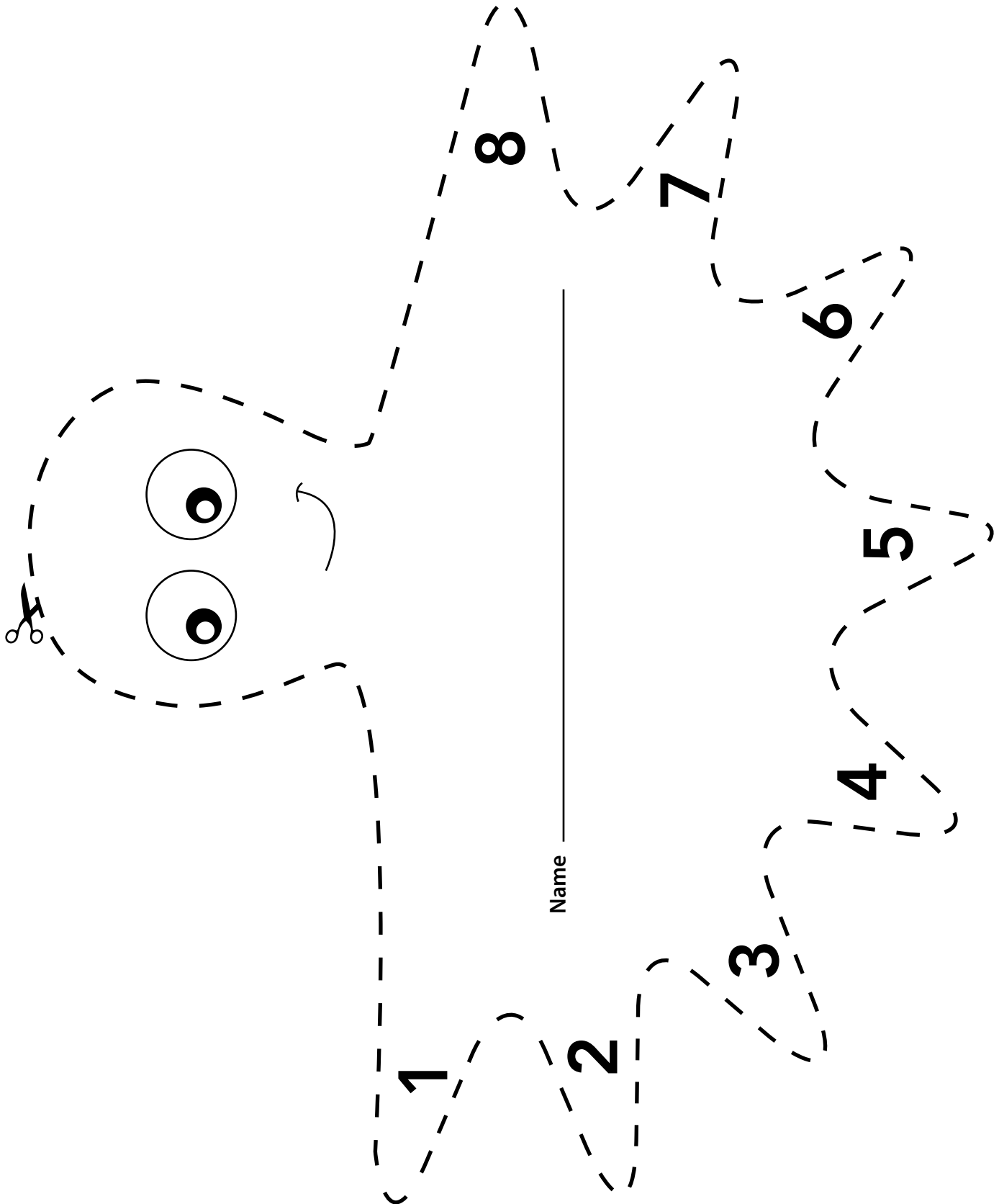
$$7 - 1 = 6$$

$$5 - 3 = 2$$

$$6 - 3 = 3$$

Octopus Subtraction

BLM
12.8C



Name _____

Subtraction Facts to 9

BLM
12.9A

Subtract.

$$9 - 5 = \begin{array}{r} \\ \text{-----} \\ \\ \\ \end{array} \quad 7 - 4 = \begin{array}{r} \\ \text{-----} \\ \\ \\ \end{array}$$

$$6 - 1 = \begin{array}{r} \\ \text{-----} \\ \\ \\ \end{array} \quad 8 - 2 = \begin{array}{r} \\ \text{-----} \\ \\ \\ \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{-----} \\ \hline \end{array} \quad \begin{array}{r} \text{-----} \\ \hline \end{array} \quad \begin{array}{r} \text{-----} \\ \hline \end{array} \quad \begin{array}{r} \text{-----} \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{-----} \\ \hline \end{array} \quad \begin{array}{r} \text{-----} \\ \hline \end{array} \quad \begin{array}{r} \text{-----} \\ \hline \end{array} \quad \begin{array}{r} \text{-----} \\ \hline \end{array}$$

Subtract.

$$9 - 5 = 4$$

$$7 - 4 = 3$$

$$6 - 1 = 5$$

$$8 - 2 = 6$$

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

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

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

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

$$\begin{array}{r} 8 \\ - 5 \\ \hline 3 \end{array}$$

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

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

$$\begin{array}{r} 6 \\ - 2 \\ \hline 4 \end{array}$$

Name _____

Subtraction Facts to 10

BLM
12.10A

Subtract.

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

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

$$\begin{array}{r} 8 - 2 = \end{array}$$

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

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

$$\begin{array}{r} 6 - 0 = \end{array}$$

$$\begin{array}{r} 10 - 4 = \end{array}$$

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

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

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

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

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

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

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

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

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

Subtract.

$$10 - 5 = 5$$

$$3 - 1 = 2$$

$$8 - 2 = 6$$

$$10 - 7 = 3$$

$$9 - 5 = 4$$

$$6 - 0 = 6$$

$$10 - 4 = 6$$

$$10 - 8 = 2$$

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

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

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

$$\begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array}$$

Name _____

Subtraction Bowling

BLM
12.10B

Fill in all 10 subtraction facts.

$$10 - 0 = \underline{\hspace{2cm}}$$

$$10 - 6 = \underline{\hspace{2cm}}$$

$$10 - 1 = \underline{\hspace{2cm}}$$

$$10 - 7 = \underline{\hspace{2cm}}$$

$$10 - 2 = \underline{\hspace{2cm}}$$

$$10 - 8 = \underline{\hspace{2cm}}$$

$$10 - 3 = \underline{\hspace{2cm}}$$

$$10 - 9 = \underline{\hspace{2cm}}$$

$$10 - 4 = \underline{\hspace{2cm}}$$

$$10 - 5 = \underline{\hspace{2cm}}$$

Fill in all 10 subtraction facts.

$$10 - 0 = 10$$

$$10 - 6 = 4$$

$$10 - 1 = 9$$

$$10 - 7 = 3$$

$$10 - 2 = 8$$

$$10 - 8 = 2$$

$$10 - 3 = 7$$

$$10 - 9 = 1$$

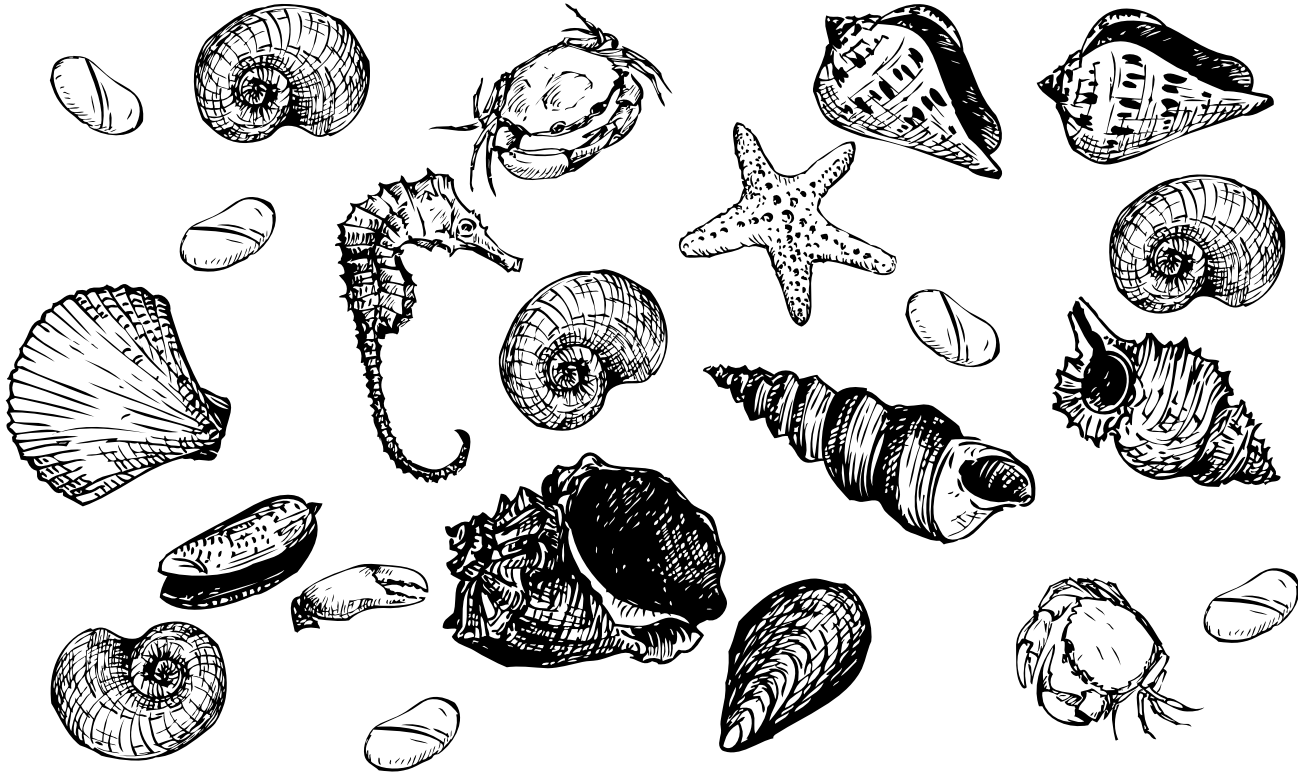
$$10 - 4 = 6$$

$$10 - 5 = 5$$

Name _____

BLM
Shells Graph 12.11A

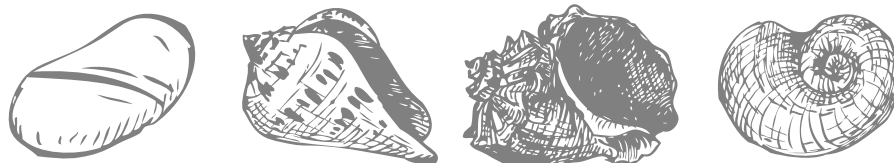
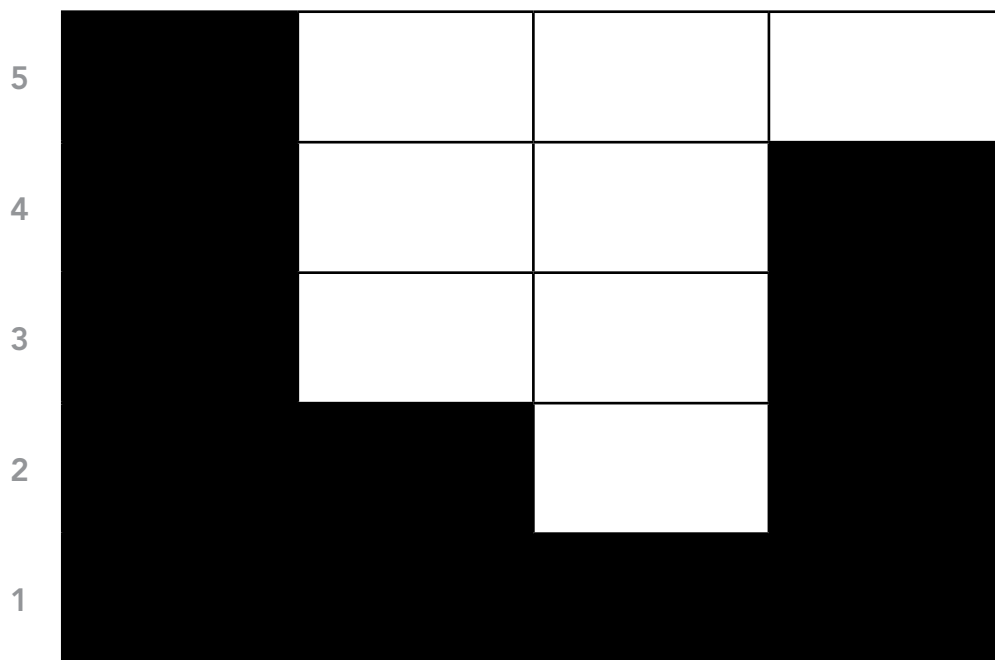
Count each type of shell. Fill in the graph.



5				
4				
3				
2				
1				



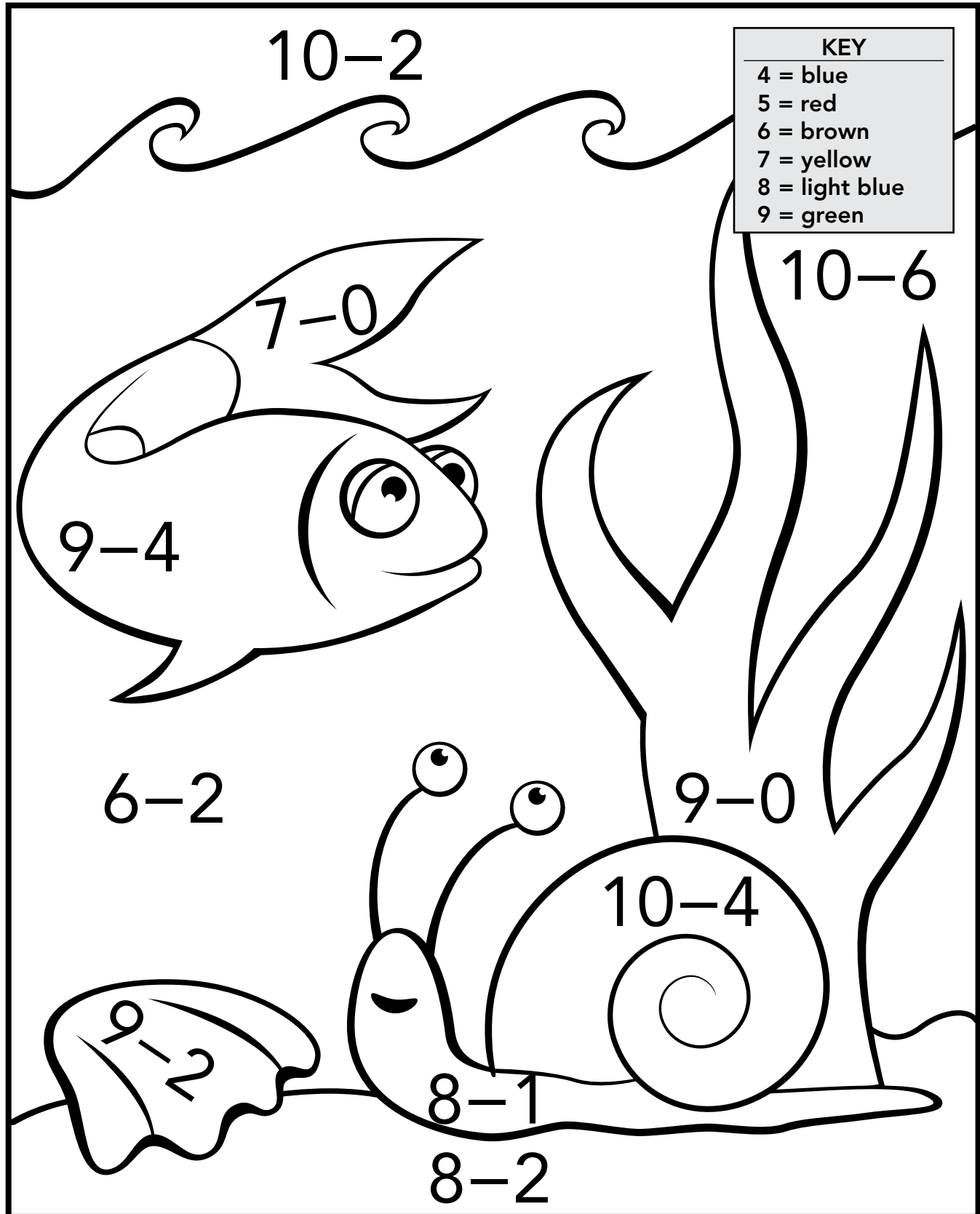
A collection of black and white line drawings of various marine life. The illustrations include several different types of seashells: a large scallop, a nautilus-like chambered nautilus, a conch, a gastropod, a bivalve, and a small clam. There is also a seahorse, a five-pointed starfish, and two crabs. The drawings are scattered across the page, with some overlapping. The style is simple and illustrative, using cross-hatching for shading.



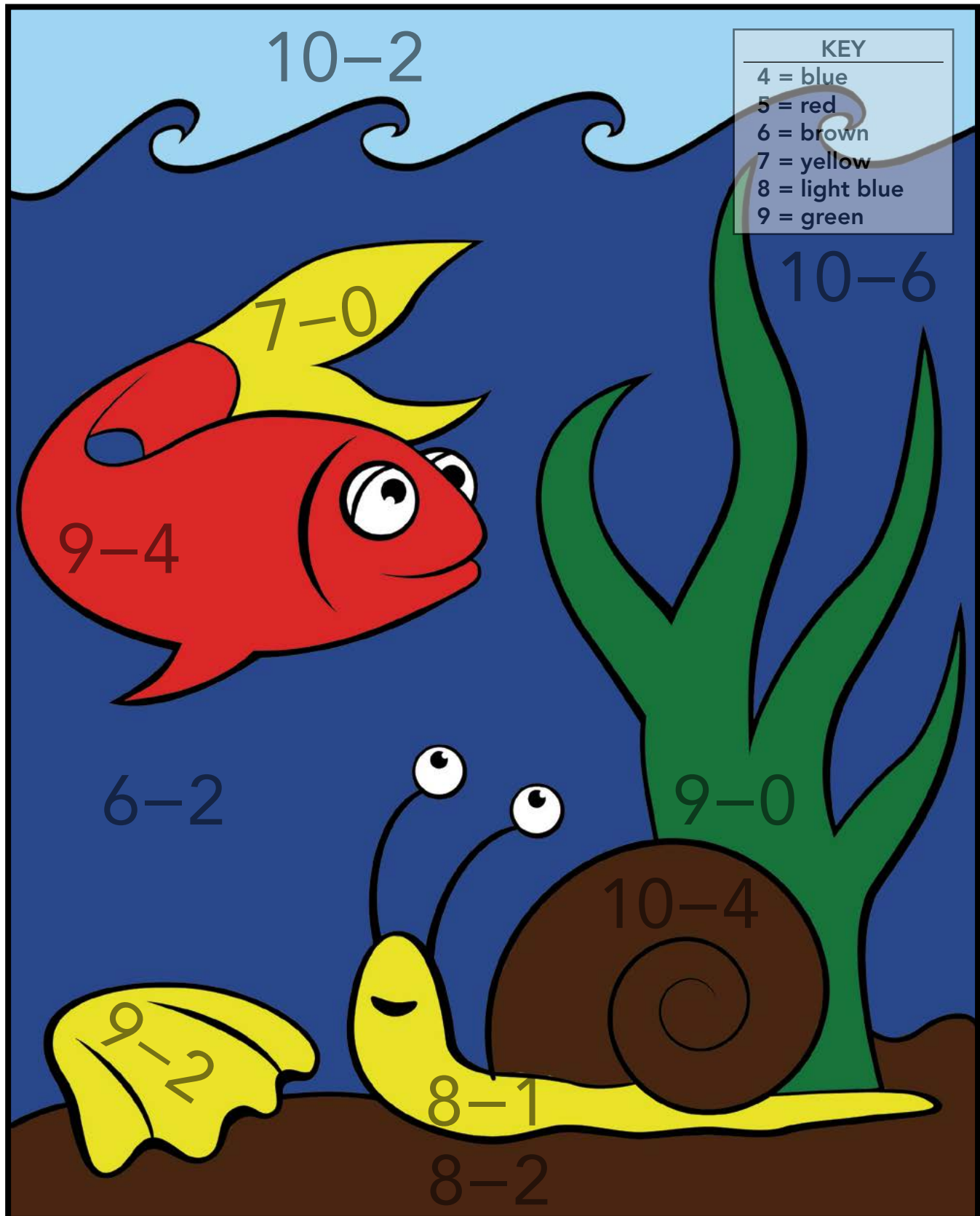
Name _____

BLM
Subtraction Picture 12.11B

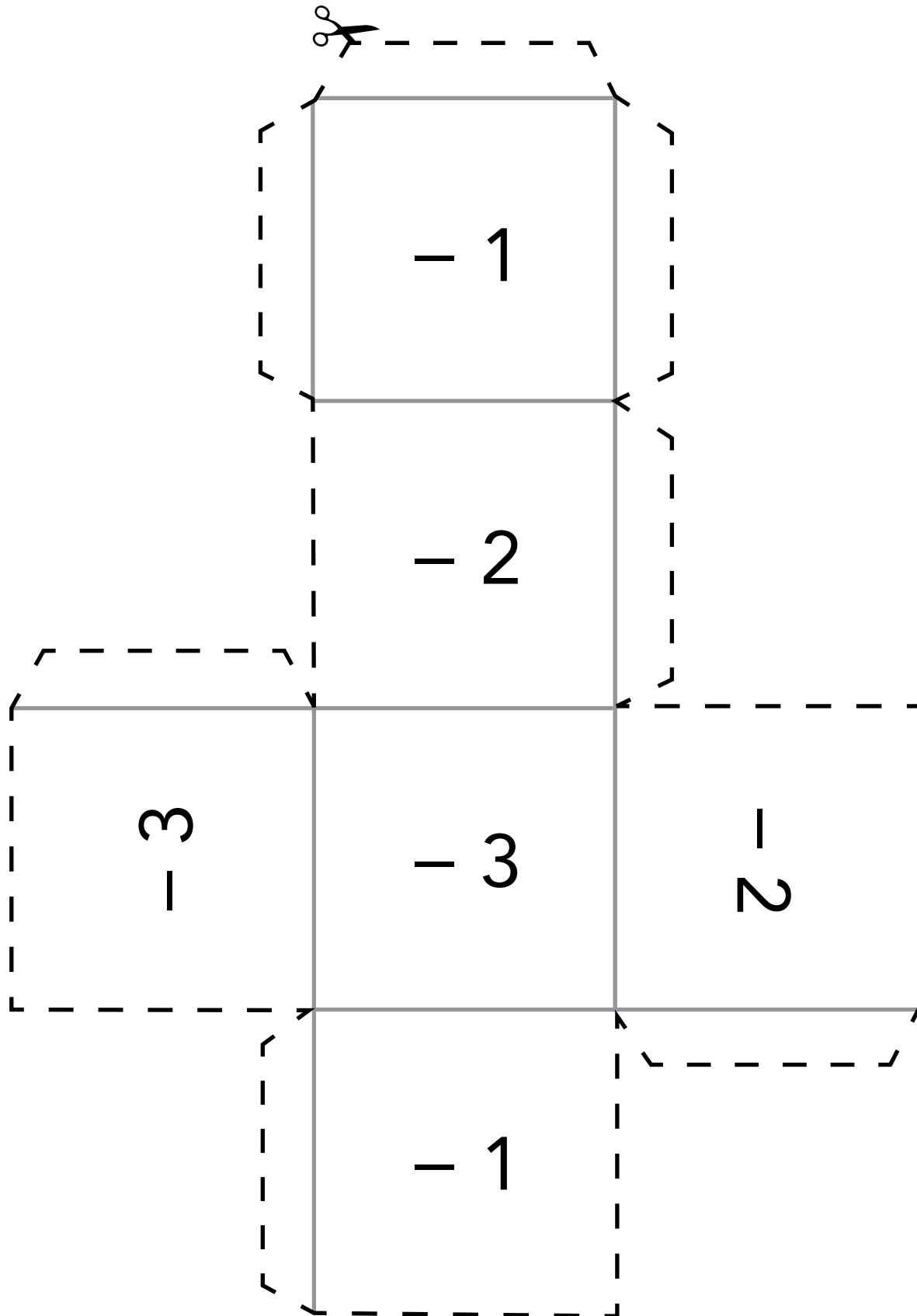
Write the answers. Use the key to color in the picture.



Write the answers. Use the key to color in the picture.



BLM
Subtraction Cube 12.12A



Number Line Subtraction

BLM
12.12B

0	1	2	3	4	5	6	7	8	9	10



0	1	2	3	4	5	6	7	8	9	10

Name _____

Subtraction Facts Coloring

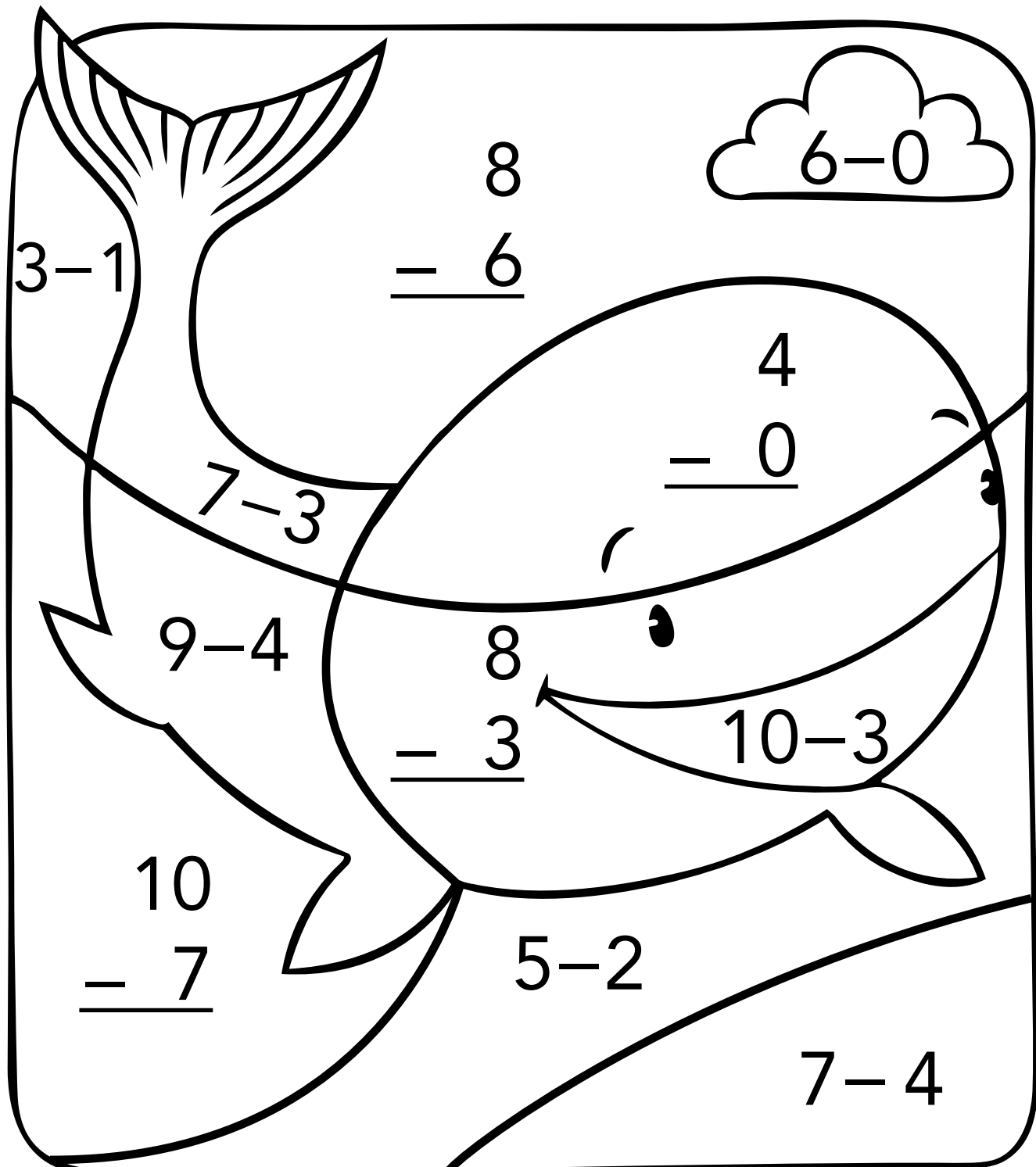
BLM
12.12C

Subtract and color.

2 = light blue
3 = blue

4 = purple
5 = gray

6 = white
7 = red



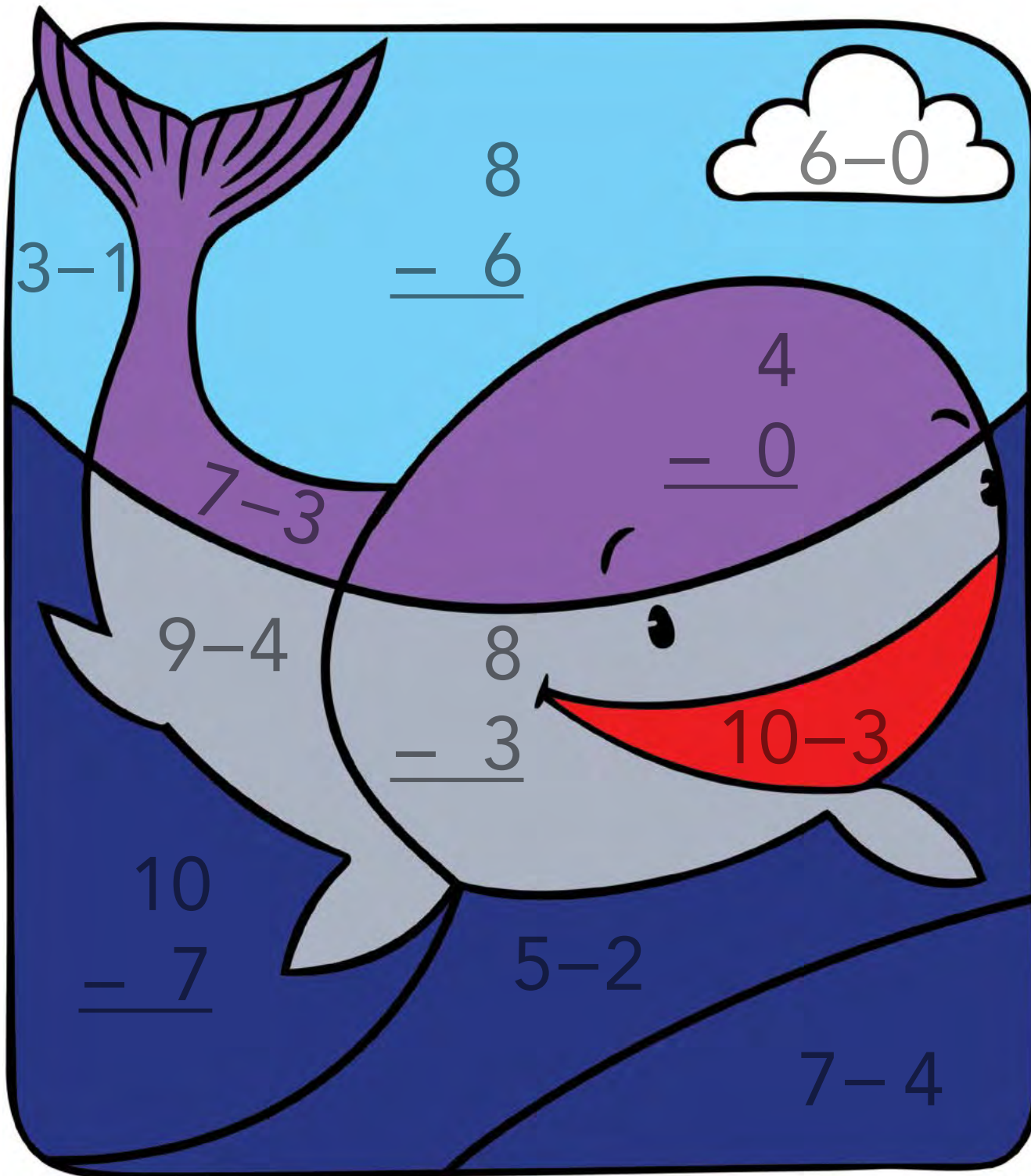
Subtraction Facts Coloring

Subtract and color.

2 = light blue
3 = blue

4 = purple
5 = gray

6 = white
7 = red



Chapter 12 Interview Assessment

BLM
12.12D

Student	Assessment 1: Subtraction										Assessment 2: Fact Families					
	draw story		model		estimate		number line		missing part		1–5		6–8		9–10	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																



Math in the Garden

Dear Parents,

This chapter in mathematics explores using different tools to aid in measuring. Skills related to the topics of length, height, capacity, weight, and temperature will be developed using the theme of a garden.

Have fun with your child as you explore these topics at home using household and outdoor objects to estimate, compare, and measure. Measuring the length of

items can be done around the house with a ruler or with another item, such as a piece of ribbon, a drinking straw, or a bracelet.

Using measuring spoons and cups as you cook can provide many opportunities for your child to consider capacity. At the grocery store, have your child estimate which fruit or vegetable is heavier and use the scale in the produce section to weigh the items.

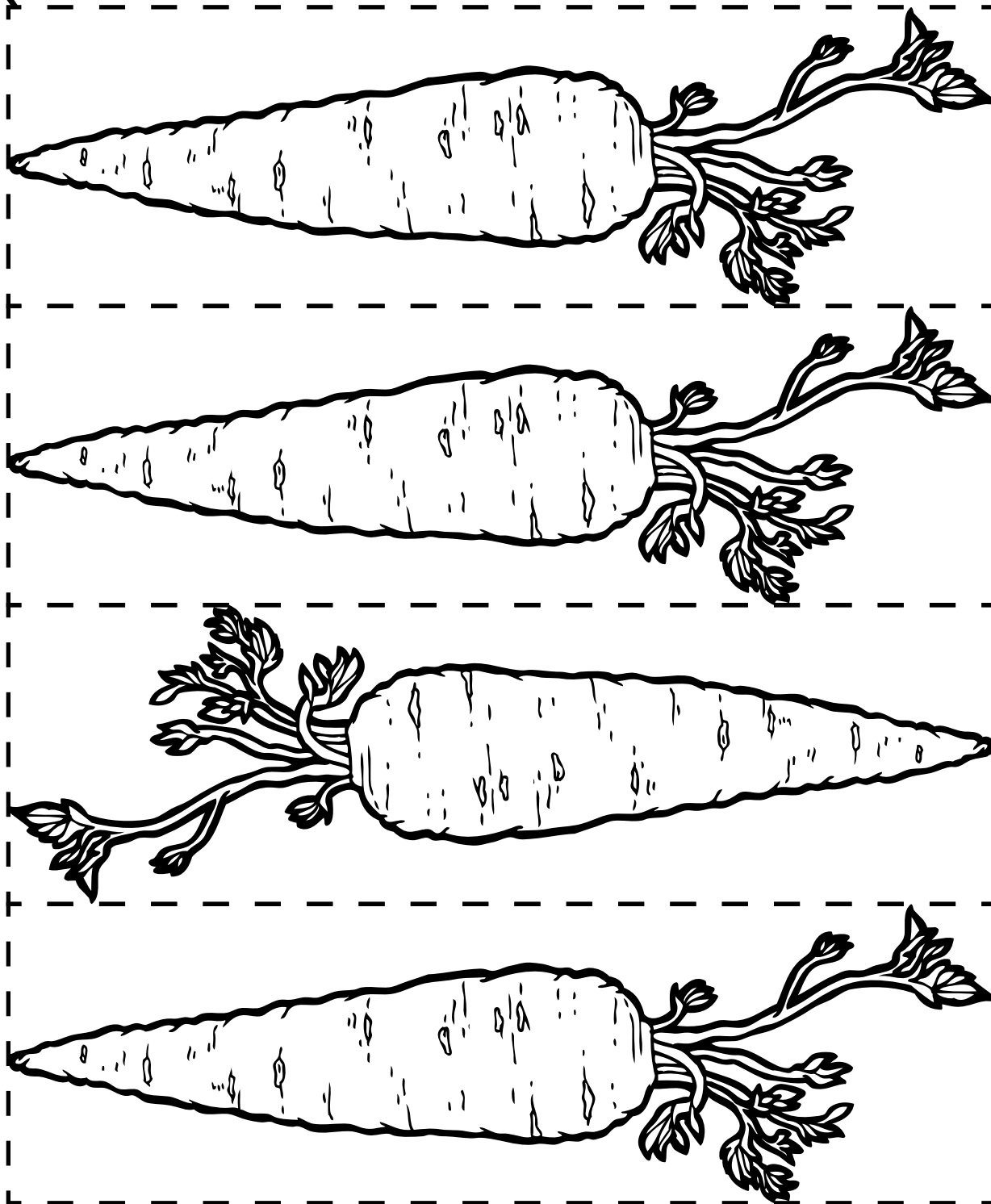
A bathroom scale and kitchen scale can be used to weigh family members and toys or other personal items. Look online for ideas of how to make a simple balance scale. For a family project, make the scale and compare the weight of items. Engage in conversation about which item will probably weigh more and experiment with how many items will equal the weight of another item, such as how many cotton balls will balance with one dog biscuit.

Temperature can be measured on an outdoor thermometer, and weather reports can provide opportunities to look through clothing and discuss appropriate temperatures at which to wear the clothes. Help your child choose clothes to match the weather each day.

Have fun with measurements and take notice of how much your child's knowledge has grown this year.

Nonstandard Measurements

BLM
13.1B





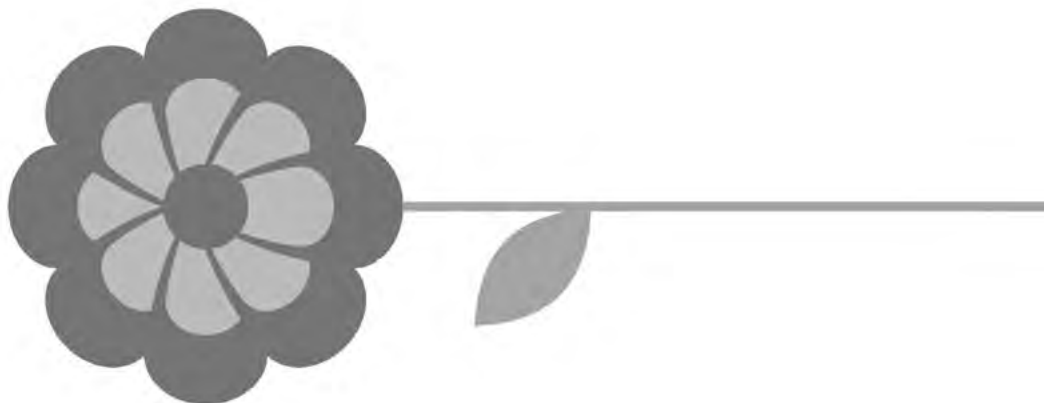
longer



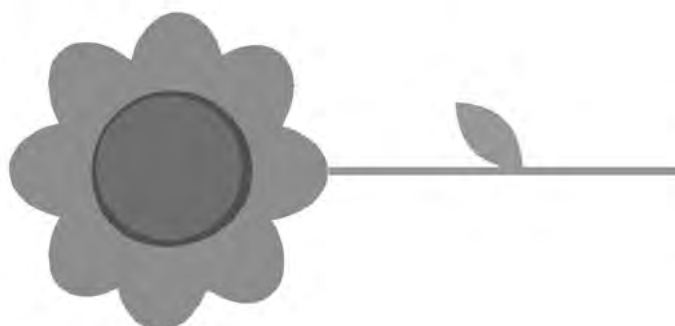
shorter



taller



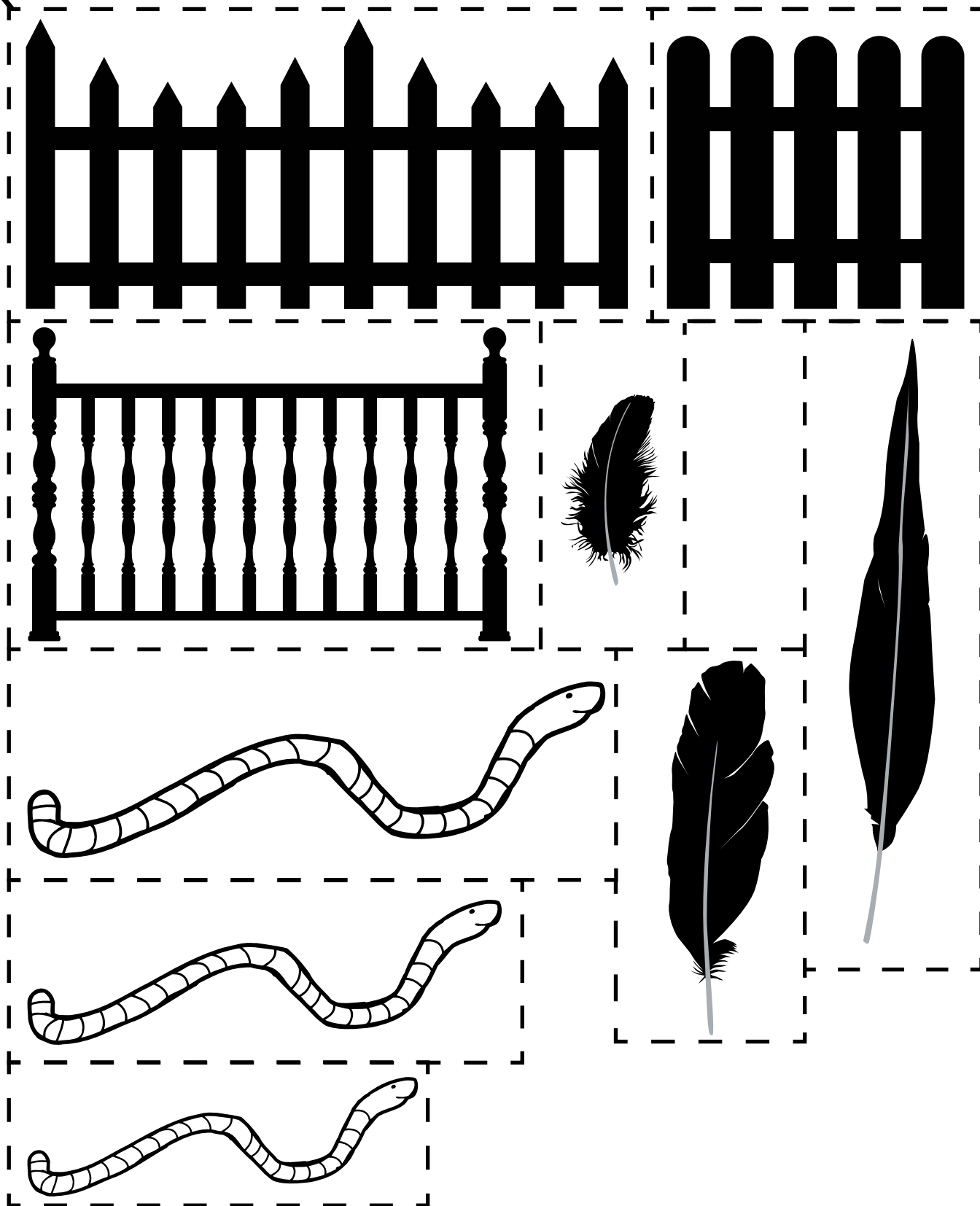
shorter



Ordering by Length and Height

BLM
13.3A

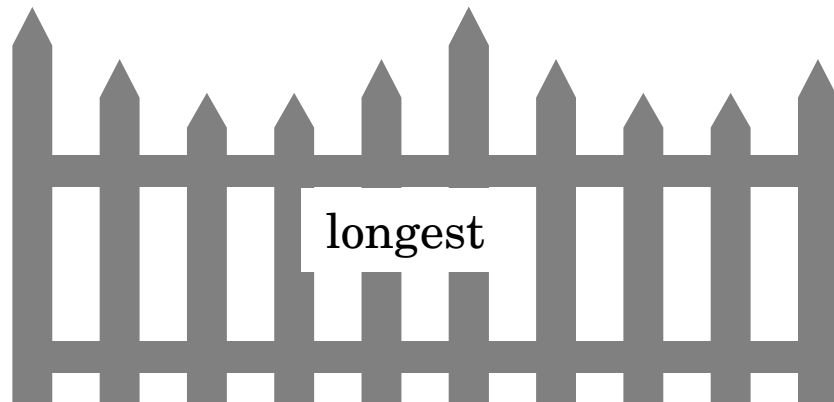
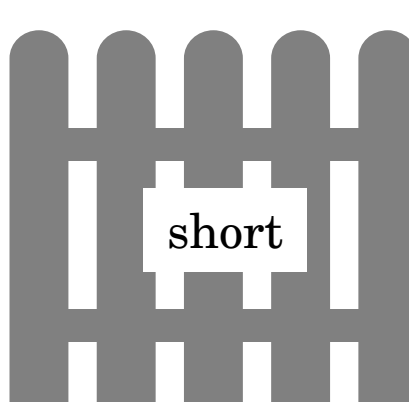
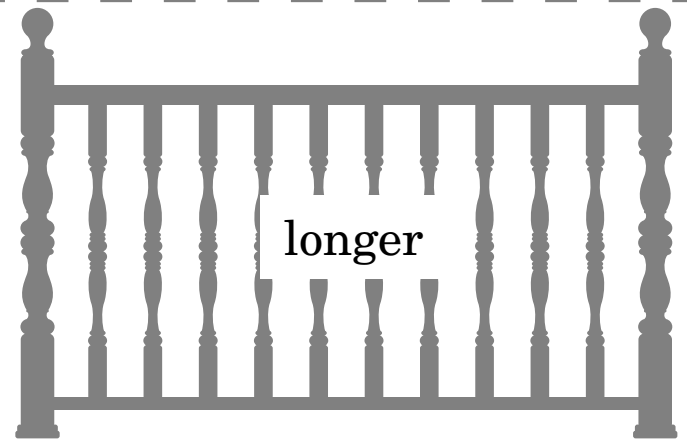

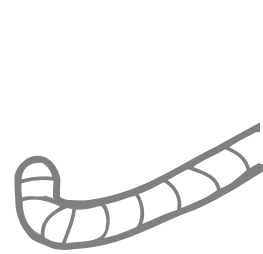
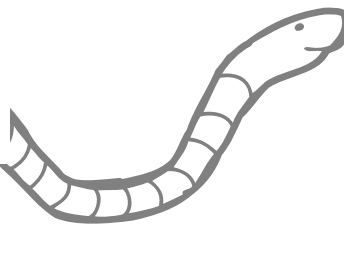

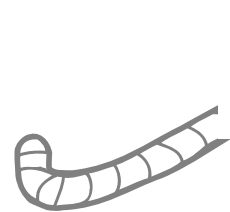
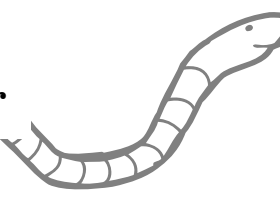

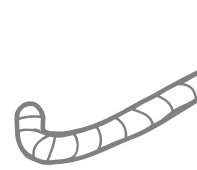
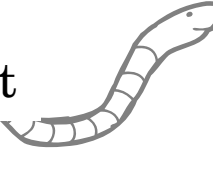
Cut out the cards and order them by length or by height.



Ordering by Length and Height

Cut out the cards and order them by length or by height.



 <p>longest</p>	 <p>short</p>
 <p>longer</p>	 <p>short</p>
 <p>longest</p> 	 <p>taller</p>
 <p>longer</p> 	 <p>tallest</p>
 <p>short</p> 	

Measuring Strips

**BLM
13.4A**

Color and cut.



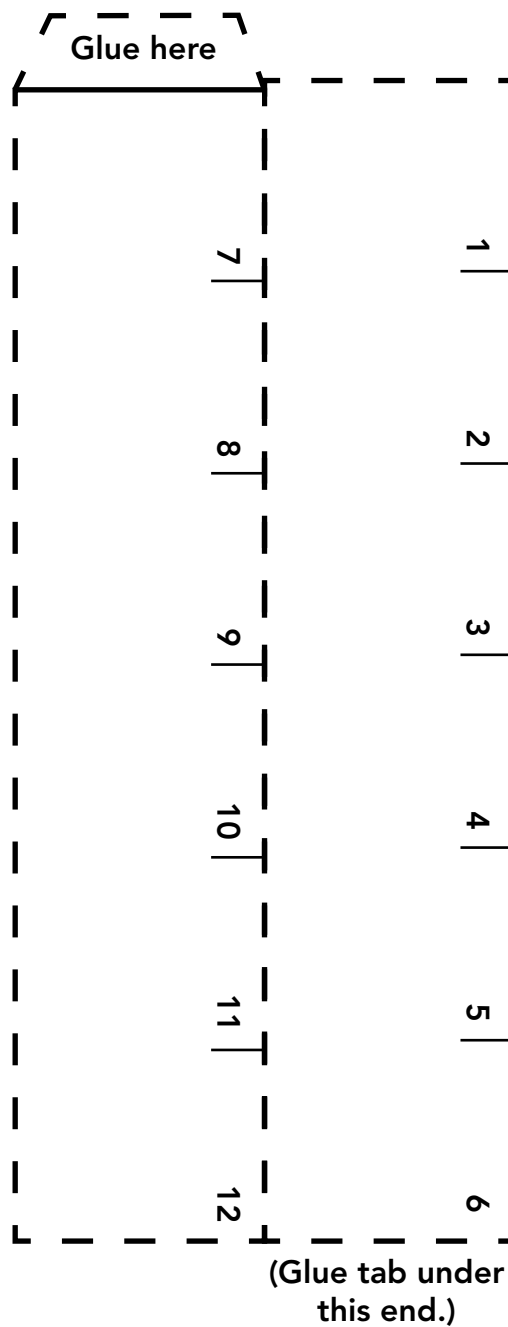
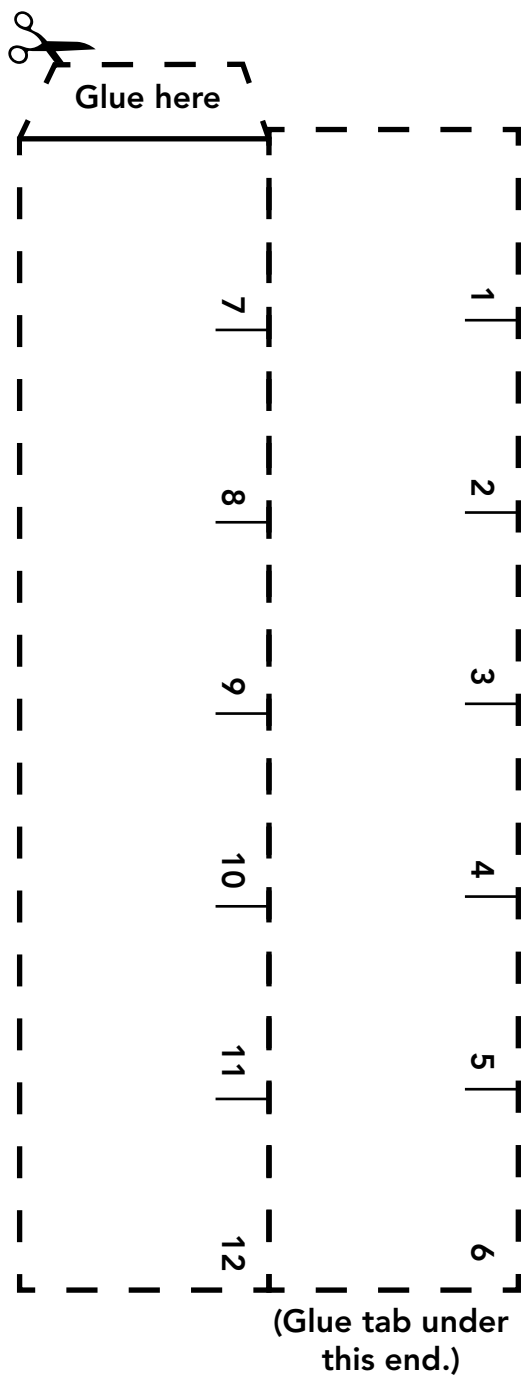
orange	green	red
yellow		
blue		

Color and cut.



orange	green	red
yellow		
blue		

BLM
Inch Ruler **13.4B**



Name _____

BLM
Inch Addition
13.5A

Measure two chenille stems and write the numbers. Add them together.

----- + ----- = -----

1. _____ inches _____ inches _____ inches

----- + ----- = -----

2. _____ inches _____ inches _____ inches

----- + ----- = -----

3. _____ inches _____ inches _____ inches






Name _____

Nature Hunt

BLM
13.5B









Look for long and short items in nature. Write the measurements.

item	long	short
 <p>rock</p>	<p>_____</p> <p>-----</p> <p>_____ inches</p>	<p>_____</p> <p>-----</p> <p>_____ inches</p>
 <p>leaf</p>	<p>_____</p> <p>-----</p> <p>_____ inches</p>	<p>_____</p> <p>-----</p> <p>_____ inches</p>
 <p>stick</p>	<p>_____</p> <p>-----</p> <p>_____ inches</p>	<p>_____</p> <p>-----</p> <p>_____ inches</p>
<p>other</p>	<p>_____</p> <p>-----</p> <p>_____ inches</p>	<p>_____</p> <p>-----</p> <p>_____ inches</p>

Measuring in Cups







BLM
13.7A

Estimate how many cups each container can hold. Then find the actual amount in cups.

container	estimate	actual amount
<div>1. </div>	<div>_____ _____ _____ _____ cups</div>	<div>_____ _____ _____ _____ cups</div>
<div>2. </div>	<div>_____ _____ _____ _____ cups</div>	<div>_____ _____ _____ _____ cups</div>
<div>3. </div>	<div>_____ _____ _____ _____ cups</div>	<div>_____ _____ _____ _____ cups</div>
<div>4. </div>	<div>_____ _____ _____ _____ cups</div>	<div>_____ _____ _____ _____ cups</div>
<div>5. </div>	<div>_____ _____ _____ _____ cups</div>	<div>_____ _____ _____ _____ cups</div>
<div>6. </div>	<div>_____ _____ _____ _____ cups</div>	<div>_____ _____ _____ _____ cups</div>

Measuring in Cups

Estimate how many cups each container can hold. Then find the actual amount in cups.

container	estimate	actual amount
1. 	Estimates will vary. Possible answers:	
	_____ _____ cups	1 cups
2. 	_____ _____ cups	2 cups
3. 	_____ _____ cups	0 cups
4. 	_____ _____ cups	1 cups
5. 	_____ _____ cups	6 cups
6. 	_____ _____ cups	2 cups

Measuring in Cups Instructions

BLM
13.7B

Print **BLM 13.7A Measuring in Cups** for each student. Obtain the following containers that match the images on BLM 13.7A:

- one-cup measure
- a small drinking cup
- a tall plastic drinking glass
- a spoon
- an empty plastic bottle
- a small saucepan
- a cereal bowl
- tub large enough to hold all the rice
- 2-3 lbs uncooked rice

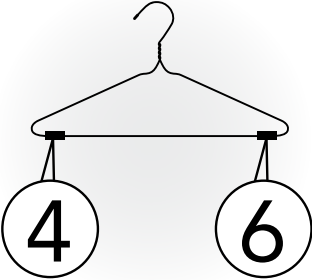
Place a tub, enough rice to fill the tub, and a one-cup measure on a table. Set out the small drinking cup, the tall drinking cup, the spoon, the empty plastic bottle, the saucepan, and the cereal bowl. Several containers and measuring cups can be found in the ACSI Math Manipulatives Kit and the ACSI Science Equipment Kit.

Distribute BLM 13.7A. Hold up the first container listed on BLM 13.7A—the small cup. Direct students to estimate how many cups of rice will fit in the small cup and to write their answer in the estimate column. Continue with the other containers on the page. Then, select one student to level rice into the measuring cup and another student to pour the rice into the small drinking cup. Have the class count how many cups fit in the drinking cup. Direct the class to stop counting when the rice starts to overflow. Point out on the page where students should write the answers.

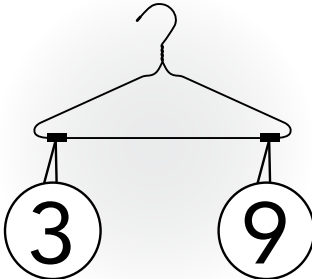
Select different volunteers to measure and to pour the rice into the next container. Continue until the class has completed the page. Then, discuss the estimates and answers as a class.

Remind students not to put rice in their mouths, noses, or ears.

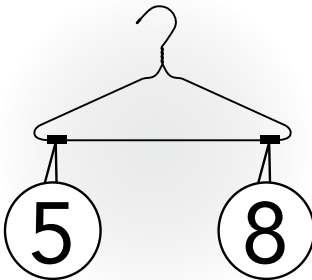
Put the number of cubes on the scale. Fill in the blanks.

1. 

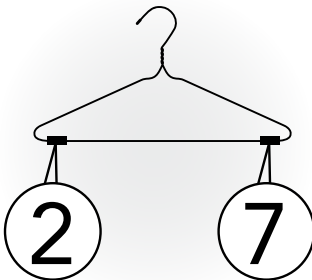
$4 + \underline{\hspace{2cm}} = 6$ $6 - \underline{\hspace{2cm}} = 4$

2. 

$3 + \underline{\hspace{2cm}} = 9$ $9 - \underline{\hspace{2cm}} = 3$

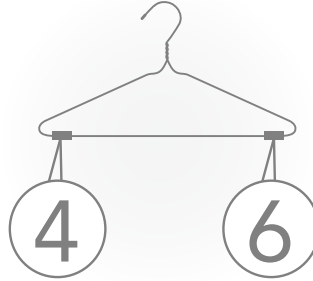
3. 

$5 + \underline{\hspace{2cm}} = 8$ $8 - \underline{\hspace{2cm}} = 5$

4. 

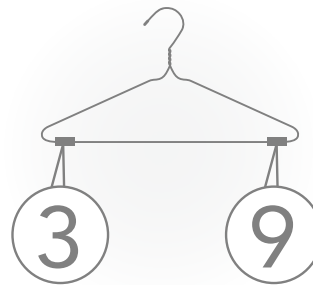
$2 + \underline{\hspace{2cm}} = 7$ $7 - \underline{\hspace{2cm}} = 2$

Put the number of cubes on the scale. Fill in the blanks.



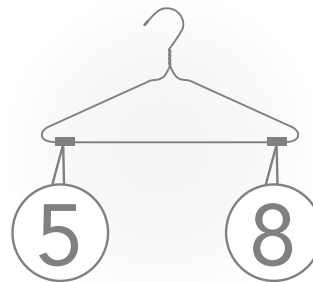
1. $4 + 2 = 6$

$6 - 2 = 4$



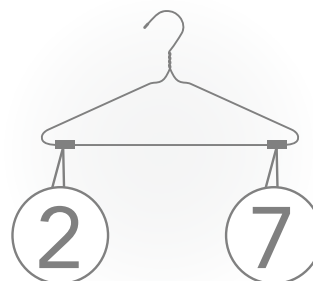
2. $3 + 6 = 9$

$9 - 6 = 3$



3. $5 + 3 = 8$

$8 - 3 = 5$

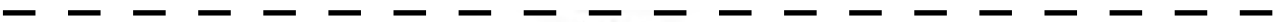


4. $2 + 5 = 7$

$7 - 5 = 2$



ounces



pounds

Name _____

BLM
13.9B

Animal Weights

Circle the animal in each exercise that weighs just ounces. Number each animal from 1 to 3 to show the lightest (1) to heaviest (3) weight.

1.







2.







3.







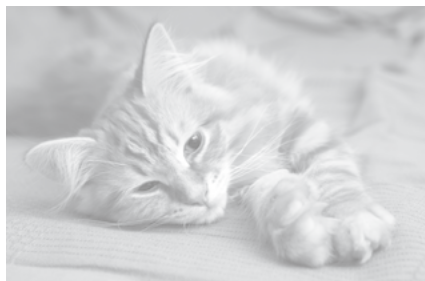
Animal Weights

Circle the animal in each exercise that weighs just ounces. Number each animal from 1 to 3 to show the lightest (1) to heaviest (3) weight.

1.



1



2



3

2.



3



1



2

3.



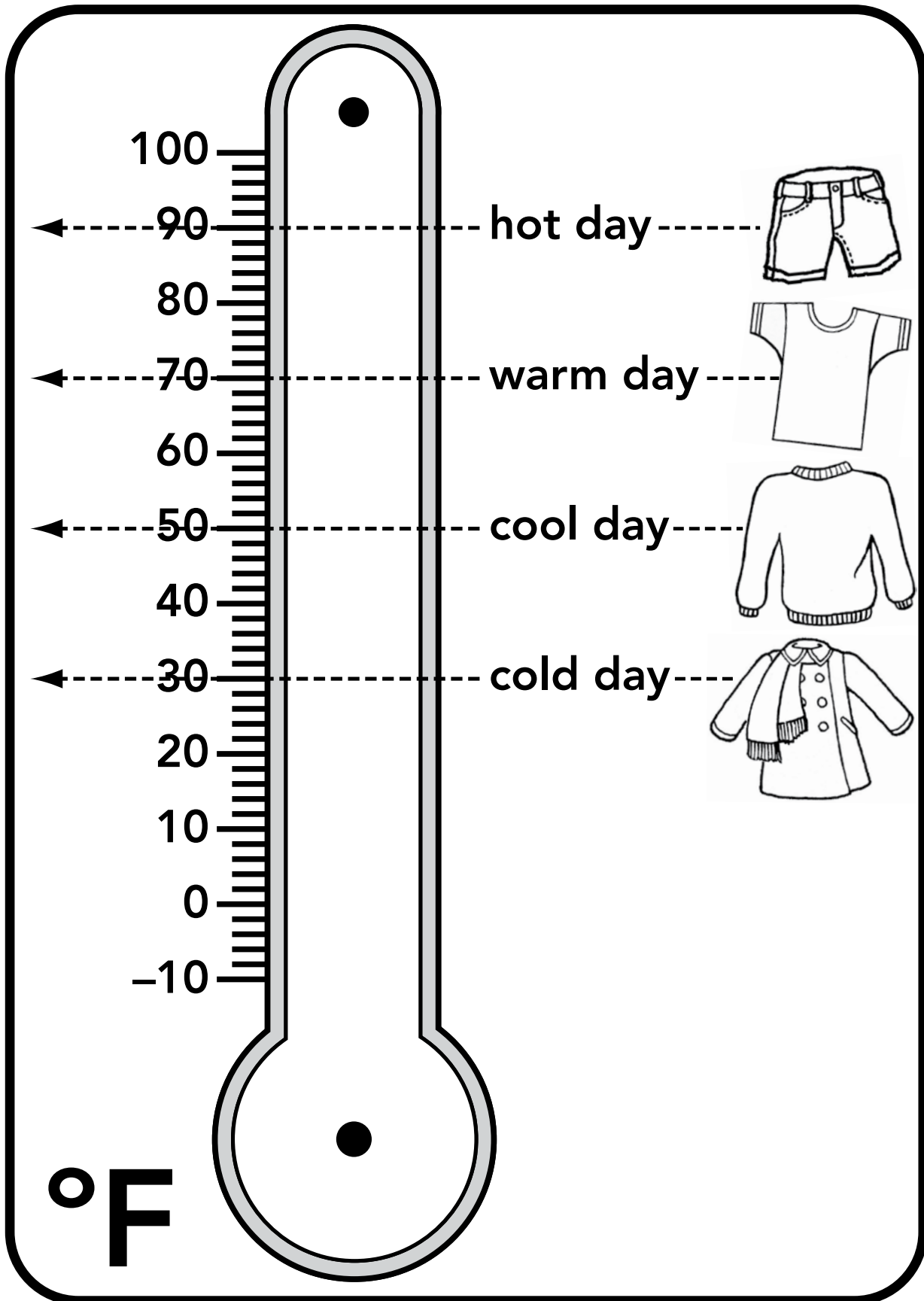
3

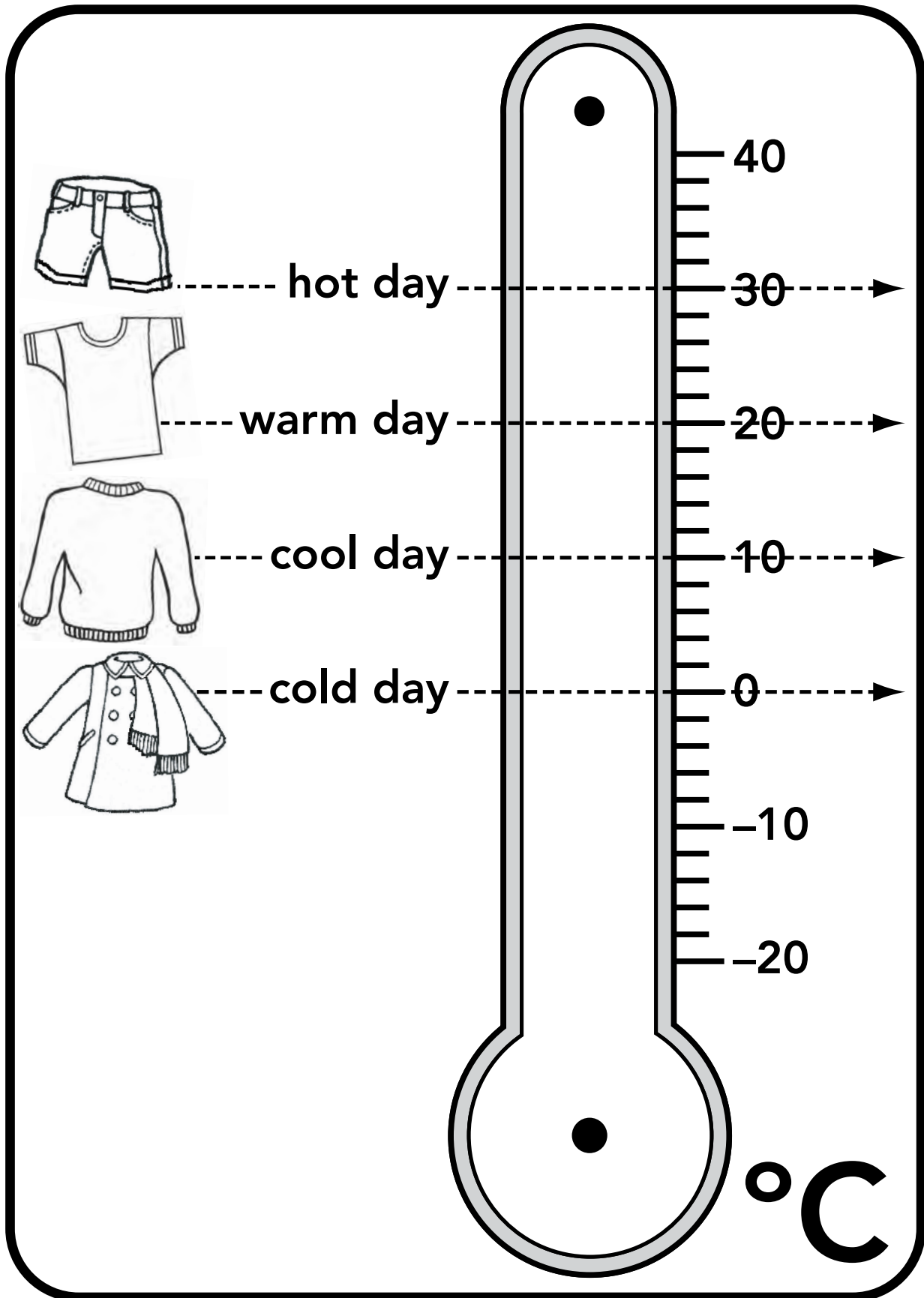


2



1





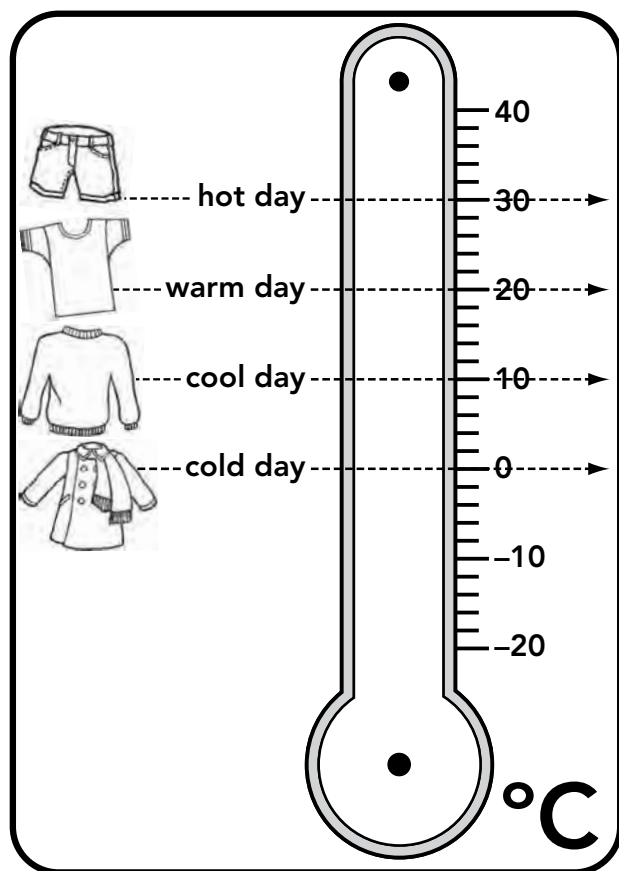
Name _____

Explore Celsius Temperature

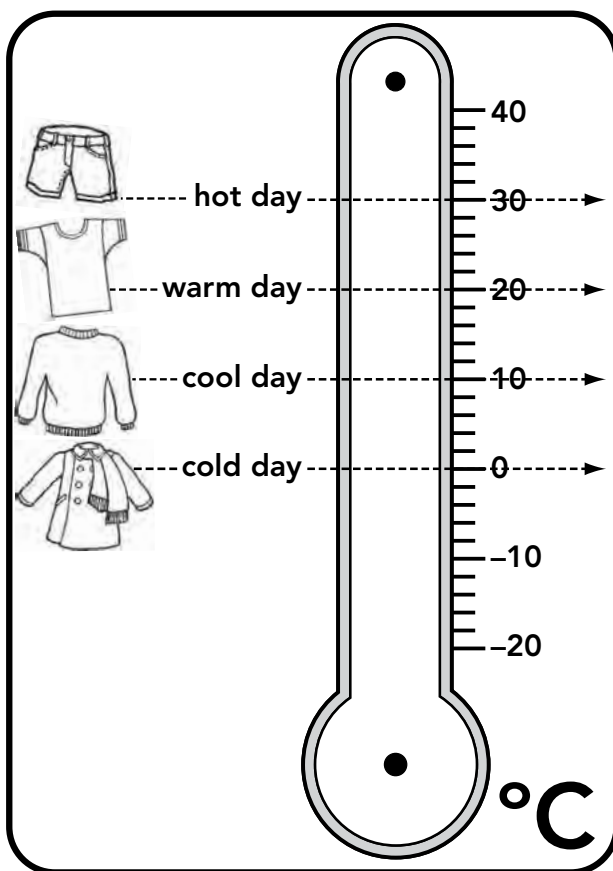
BLM
13.10C

Color the thermometer to show the temperature. Draw an activity you would do outdoors at that temperature.

1. **20°C**



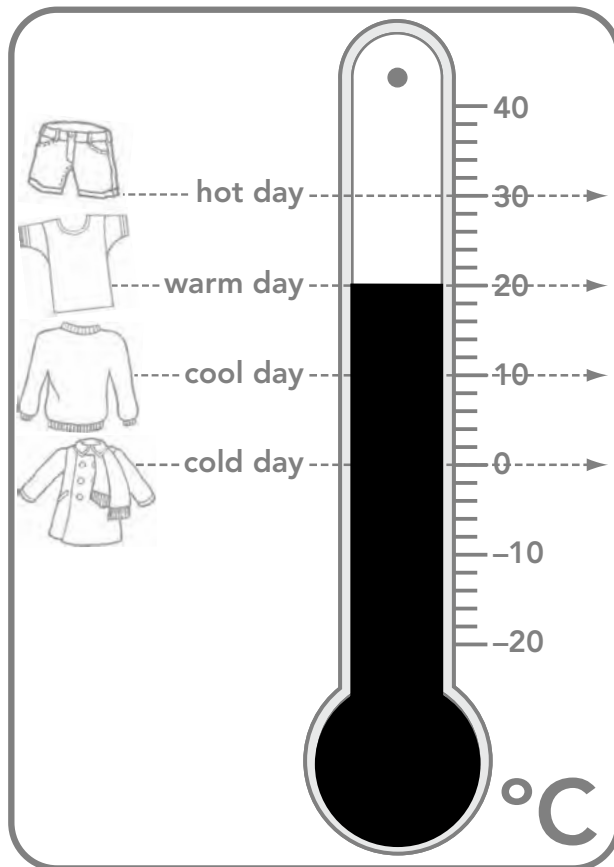
2. **0°C**



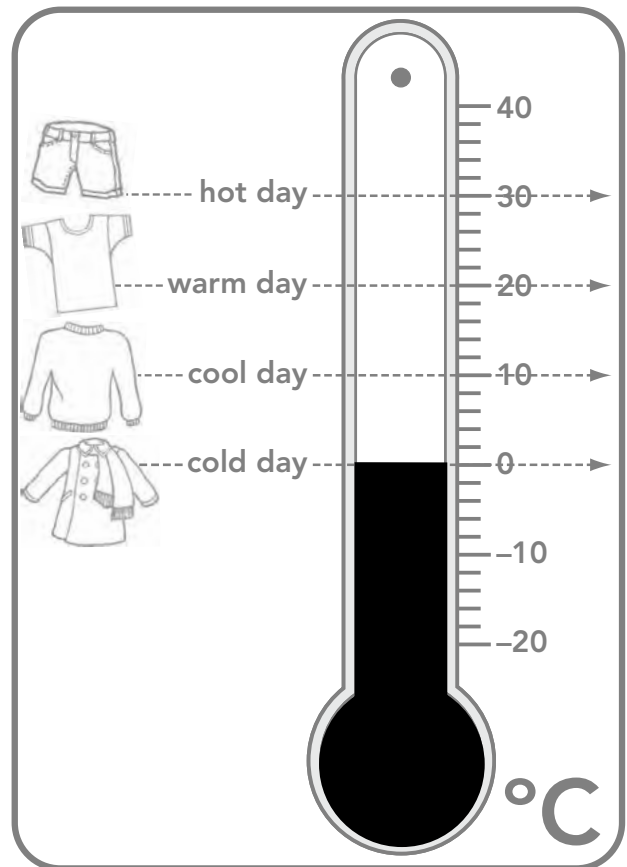
Explore Celsius Temperature

Color the thermometer to show the temperature. Draw an activity you would do outdoors at that temperature.

1. 20°C



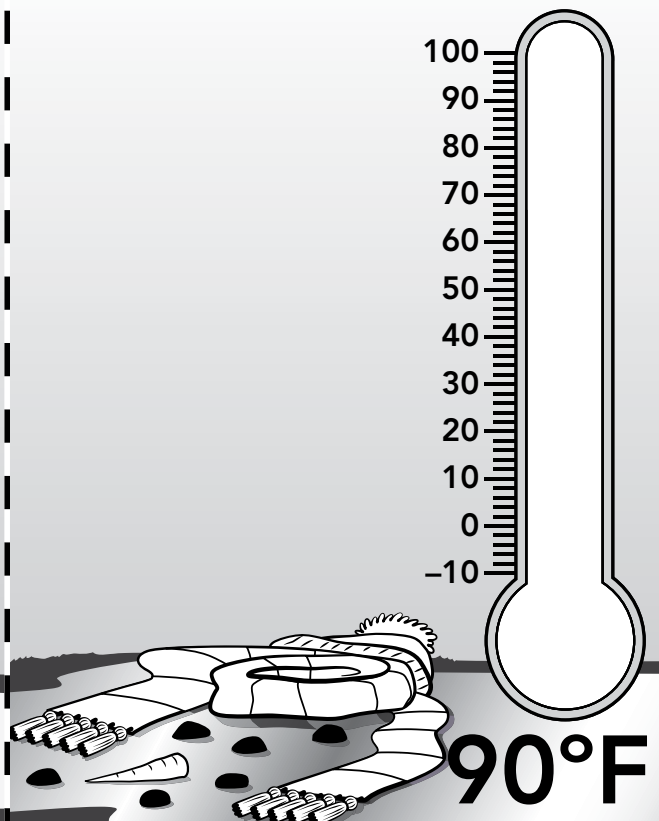
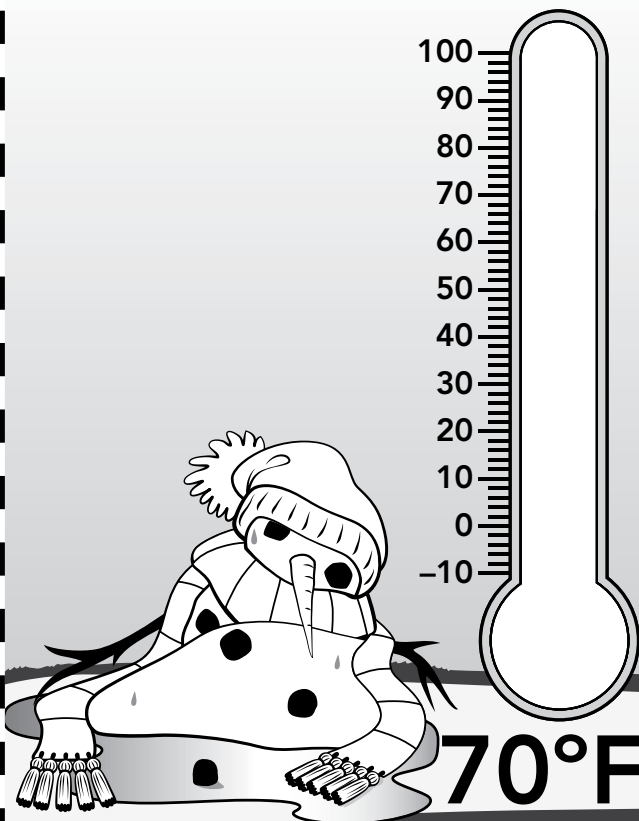
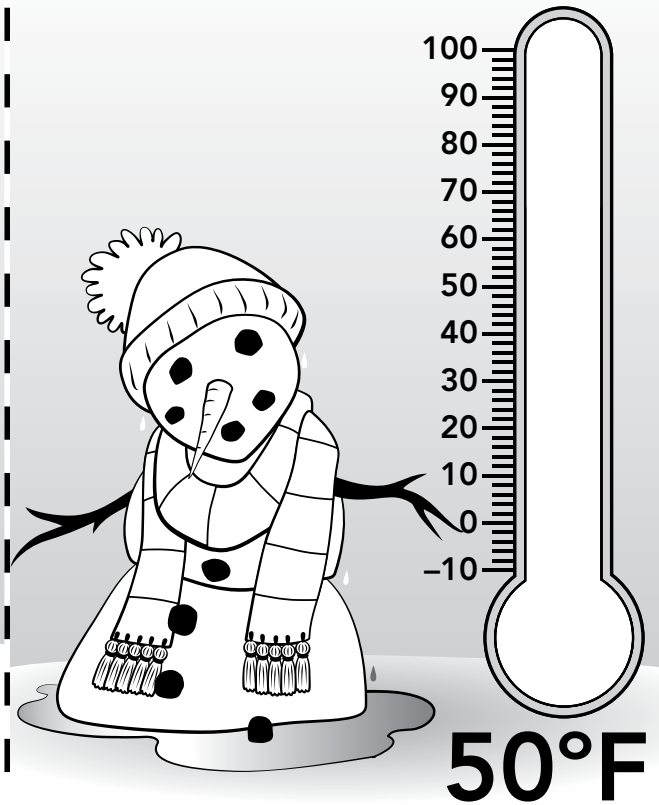
2. 0°C



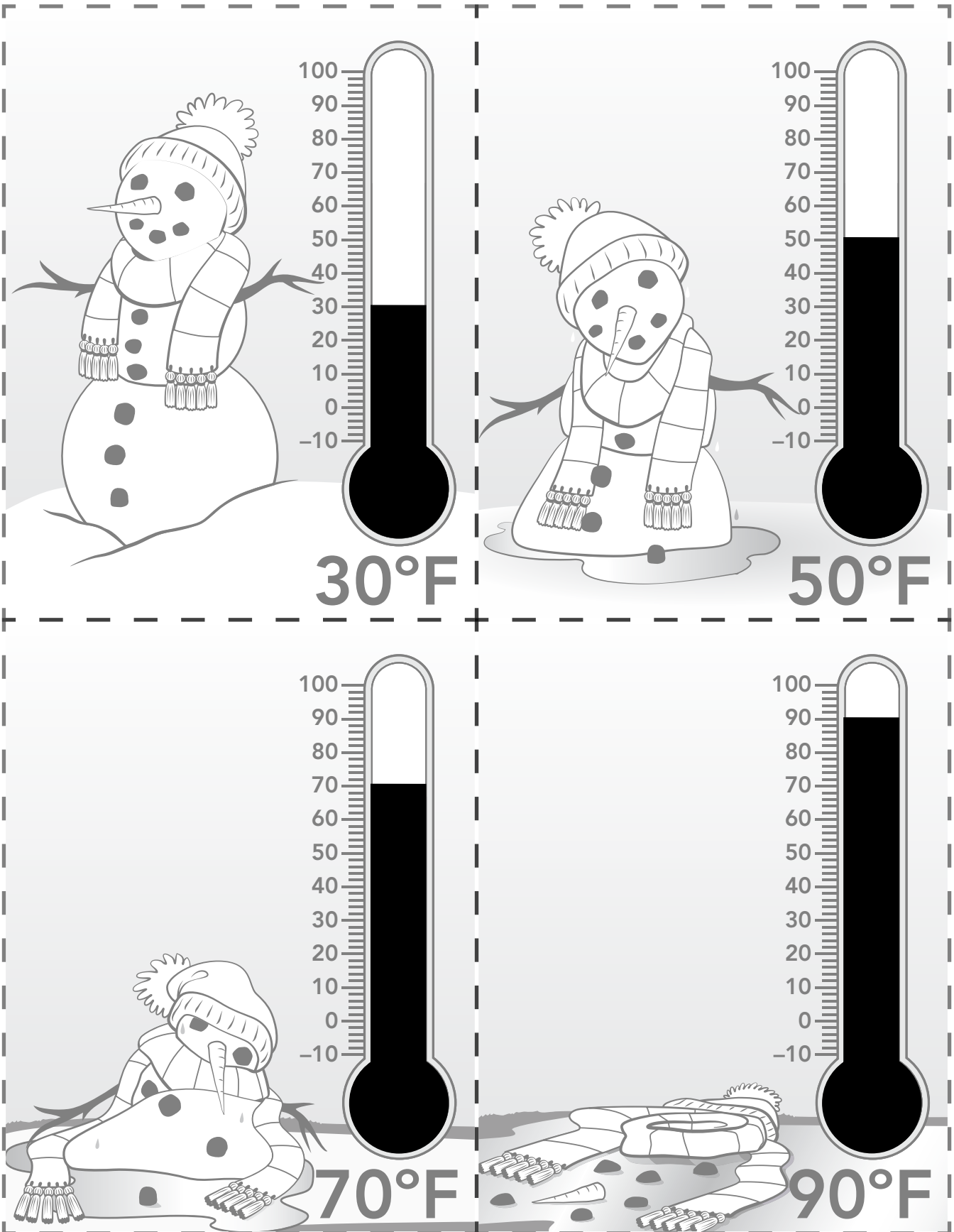
Drawings will vary.

Fahrenheit Temperature Sequences

BLM
13.11A



Fahrenheit Temperature Sequences

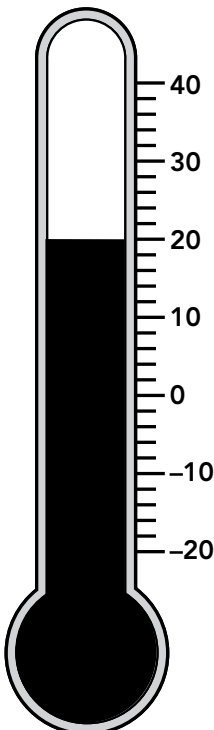
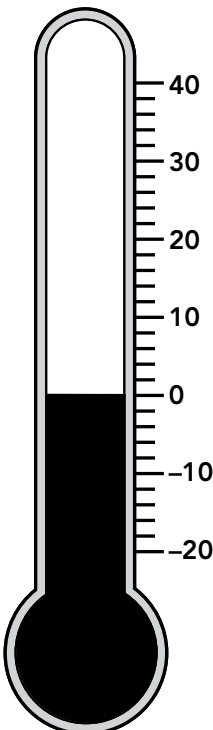
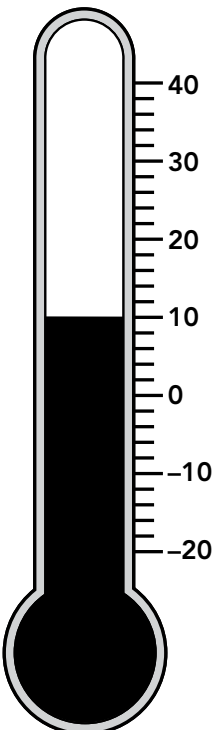
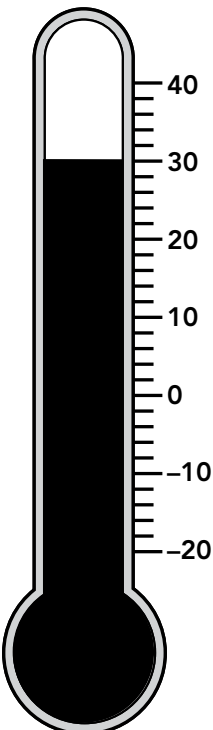
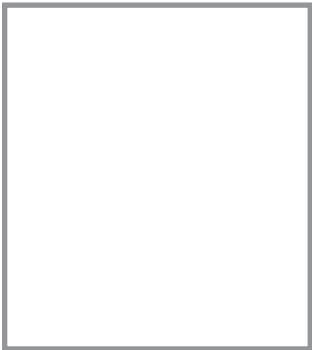


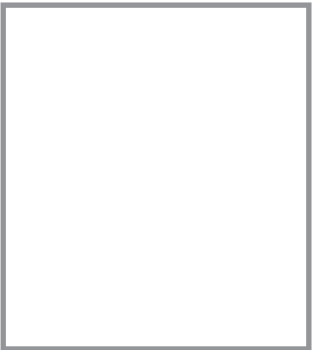


Name _____

BLM
13.11B

Compare Celsius Temperature

Cut and glue each picture by the correct thermometer. Circle the thermometer that shows the coldest temperature. Mark an X on the hottest thermometer.

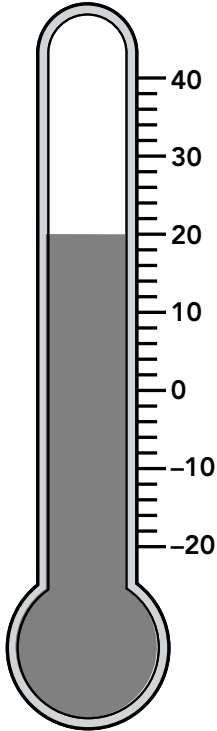
1. 20°C	2. 0°C	3. 10°C	4. 30°C
			
			



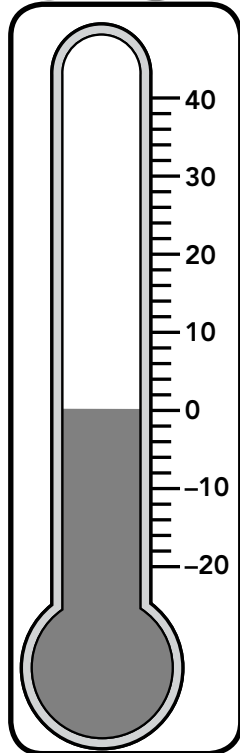
Compare Celsius Temperature

Cut and glue each picture by the correct thermometer. Circle the thermometer that shows the coldest temperature. Mark an X on the hottest thermometer.

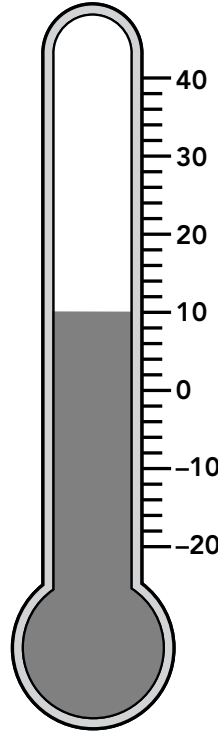
1. 20°C



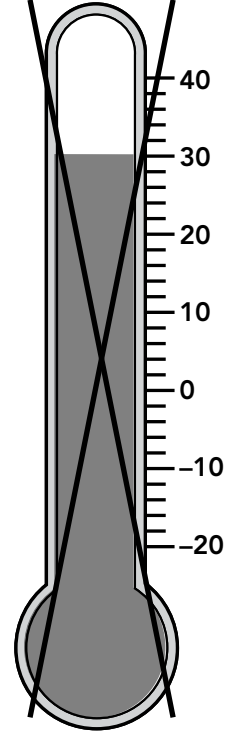
2. 0°C



3. 10°C

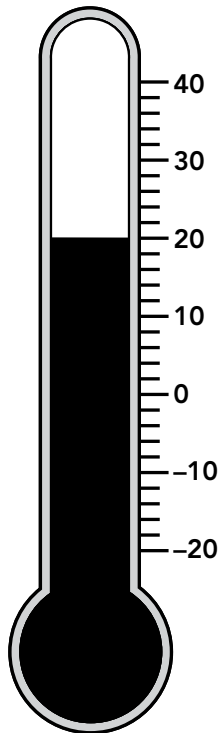


4. 30°C

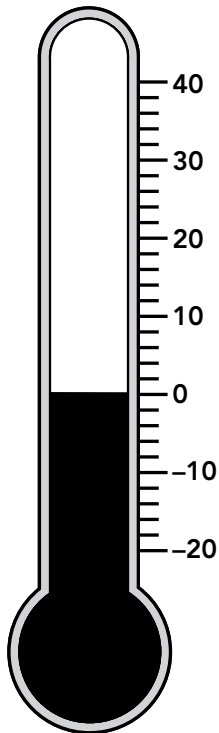


Write the temperature. Circle the correct thermometer in each set.

1. warmer



°C



°C

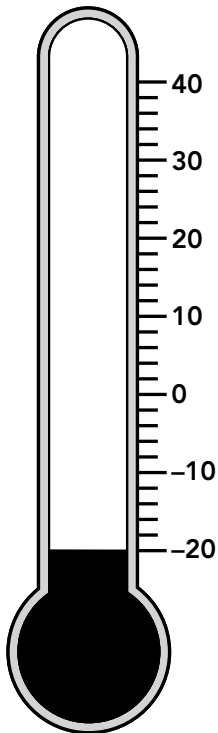
_____ °



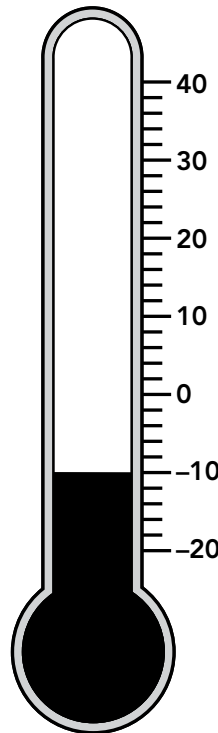
_____ °



2. cooler



°C



°C

_____ °

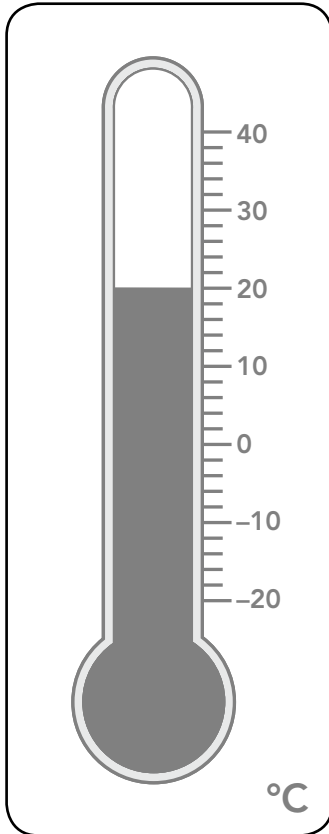


_____ °



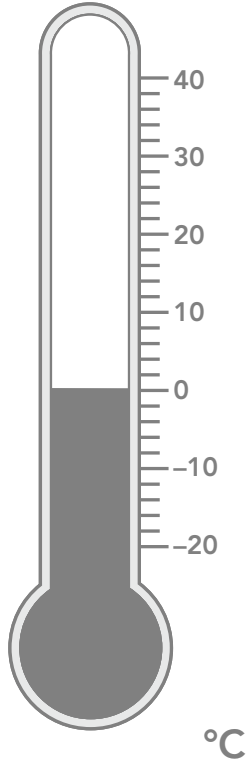
Write the temperature. Circle the correct thermometer in each set.

1. warmer



☐

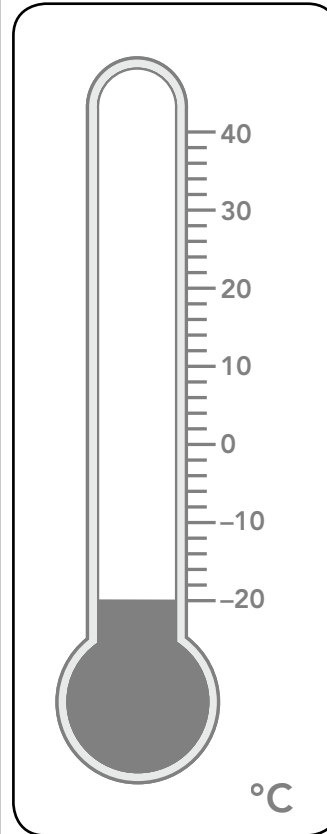
20



☐

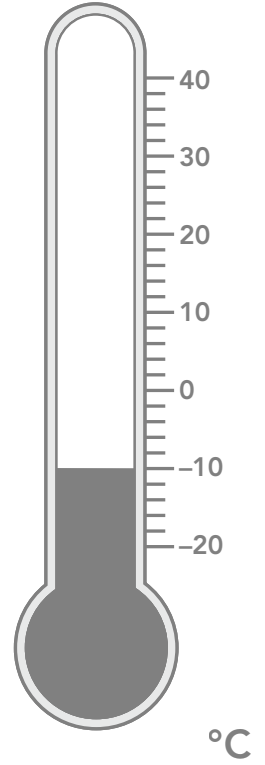
0

2. cooler



☐

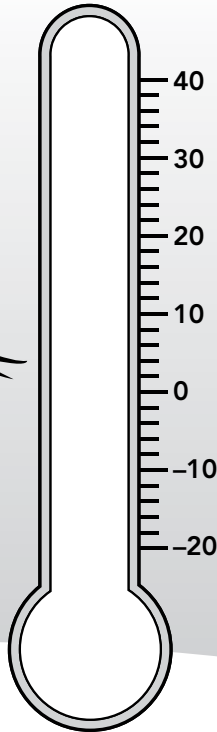
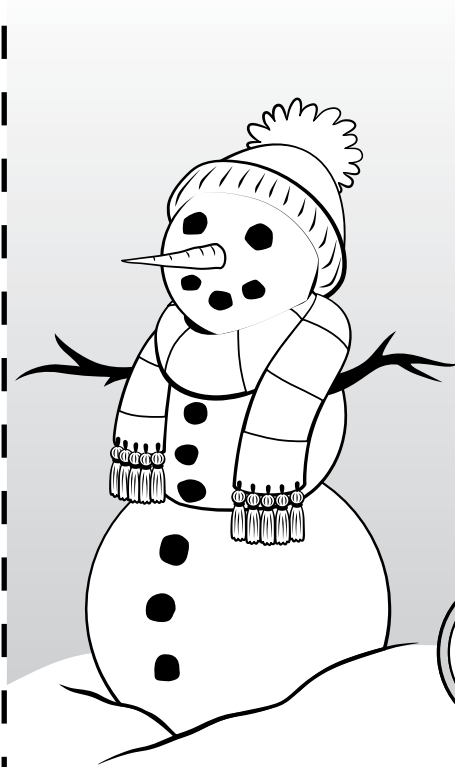
-20



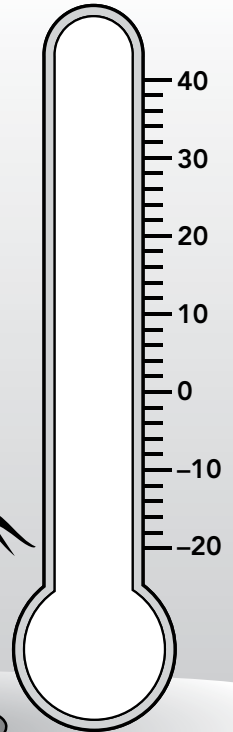
☐

-10

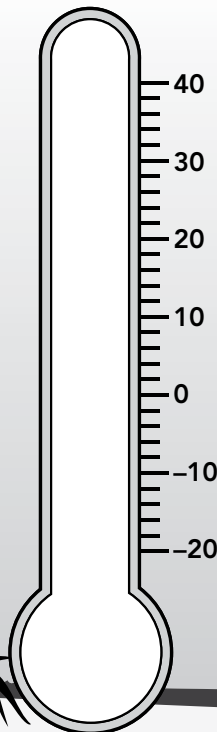
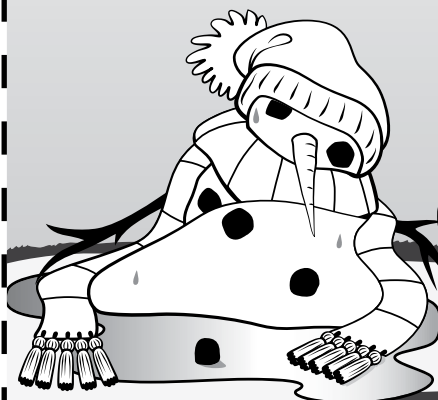
BLM
Celsius Temperature Sequences 13.11D



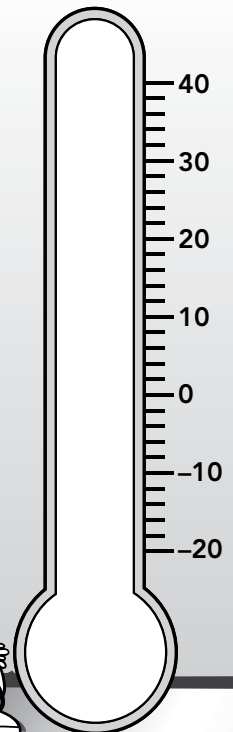
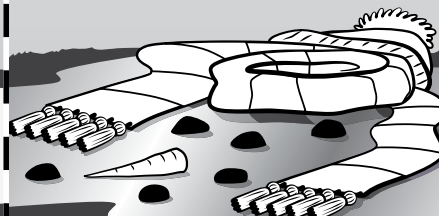
0°C



10°C

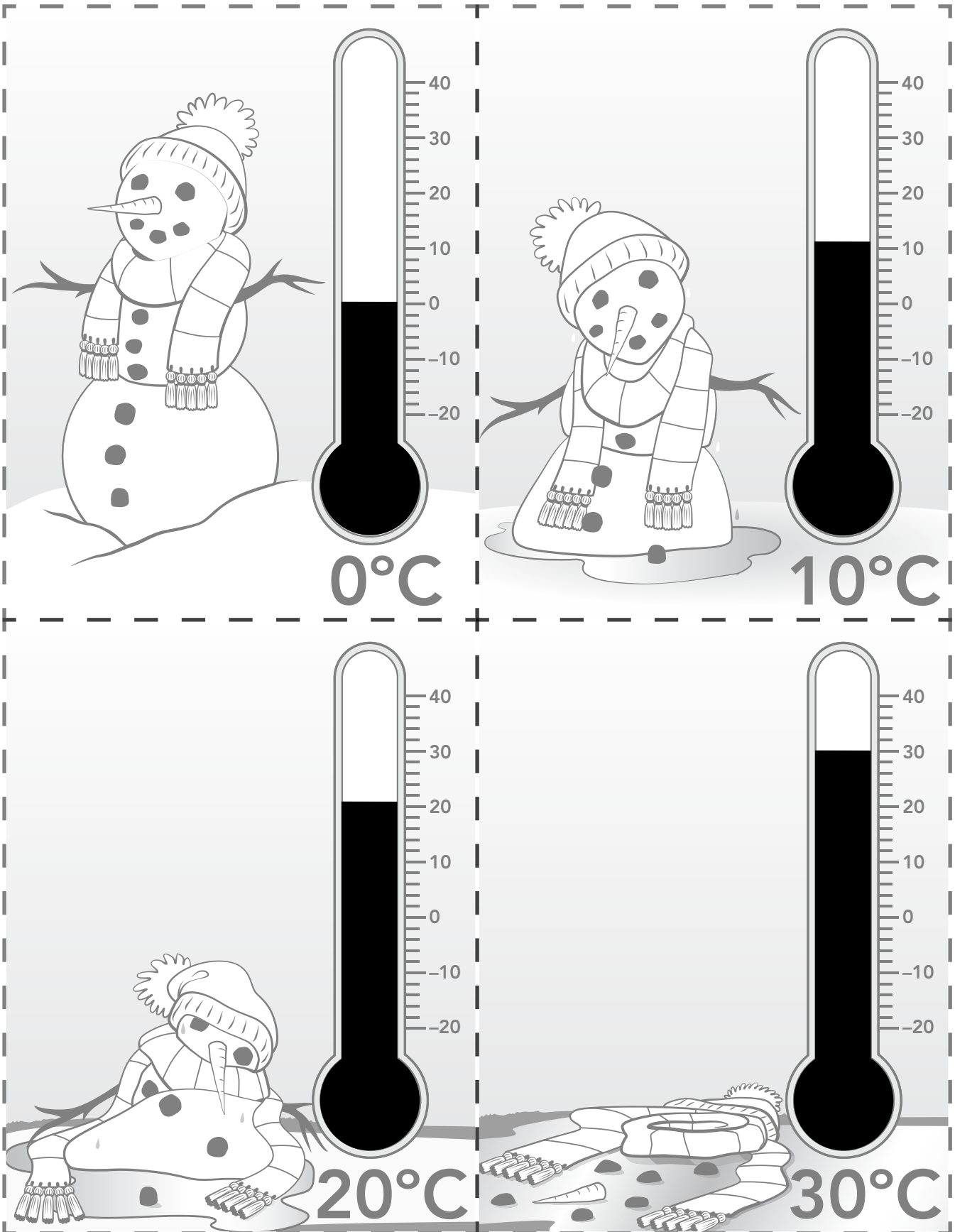


20°C



30°C

Celsius Temperature Sequences



Chapter 13 Interview Assessment

BLM
13.13A

Student	Assessment 1: Length and Height								Assessment 2: Capacity					
	nonstandard measuring		compare length and height		rulers		measure in inches		more than		less than		cups	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														
19.														
20.														

Chapter 13 Interview Assessment

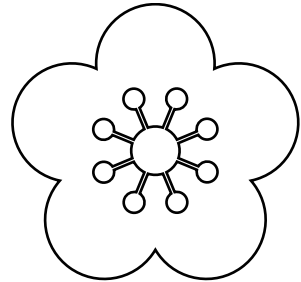
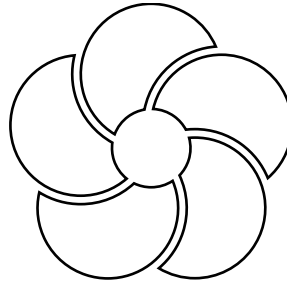
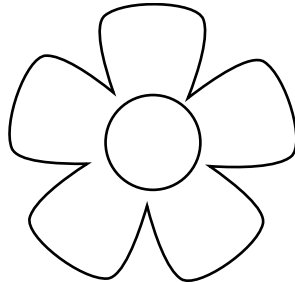
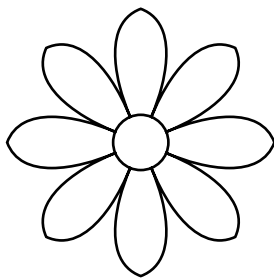
Student	Assessment 3: Weight								Assessment 4: Temperature							
	compare heavier		compare lighter		ounces		pounds		read degrees		set degrees		compare warmer		compare cooler	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																



Kinder-Garden

This year I started Kindergarten.
Now see how much I've grown!
I have learned so much already
From these seeds that have been sown.

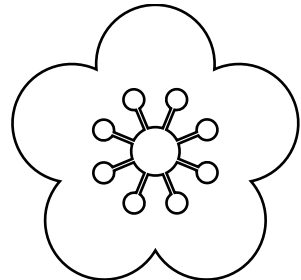
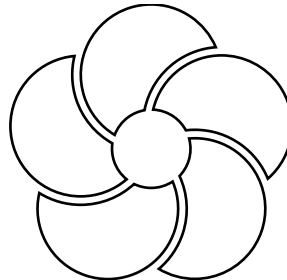
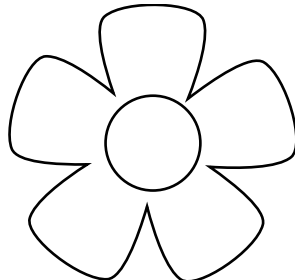
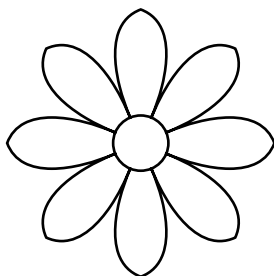
I can read and write and count;
I'm growing every day.
Now see the kinder-garden
That has sprouted along the way.



Kinder-Garden

This year I started Kindergarten.
Now see how much I've grown!
I have learned so much already
From these seeds that have been sown.

I can read and write and count;
I'm growing every day.
Now see the kinder-garden
That has sprouted along the way.

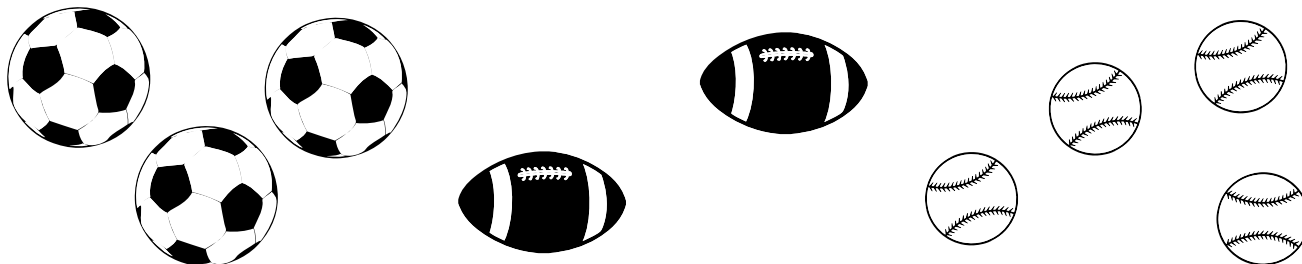


Name _____

Cumulative Review

BLM
13.14A

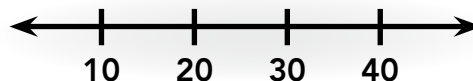
1. Sort the balls. Circle sets that are the same.



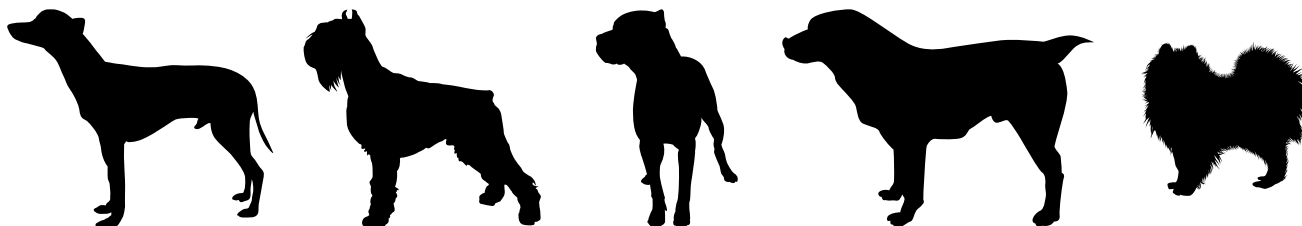
2. Circle the block on top.



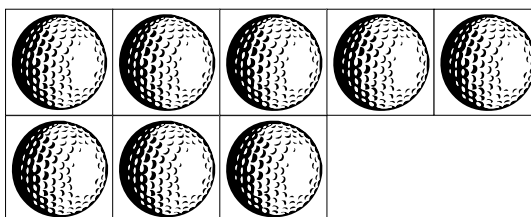
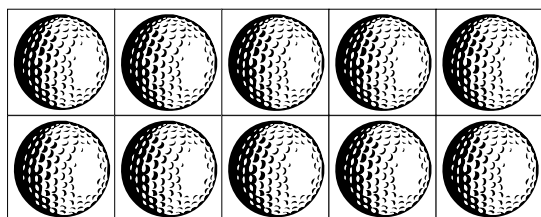
3. Circle skip counting by 5s.



4. Circle the fifth dog.



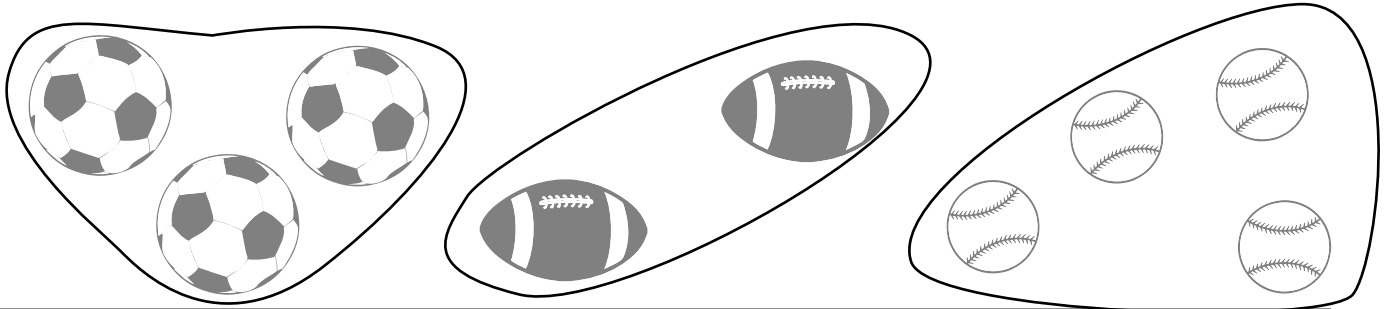
5. Circle the number of balls.



16
17
18

Cumulative Review

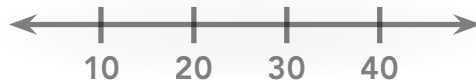
1. Sort the balls. Circle sets that are the same.



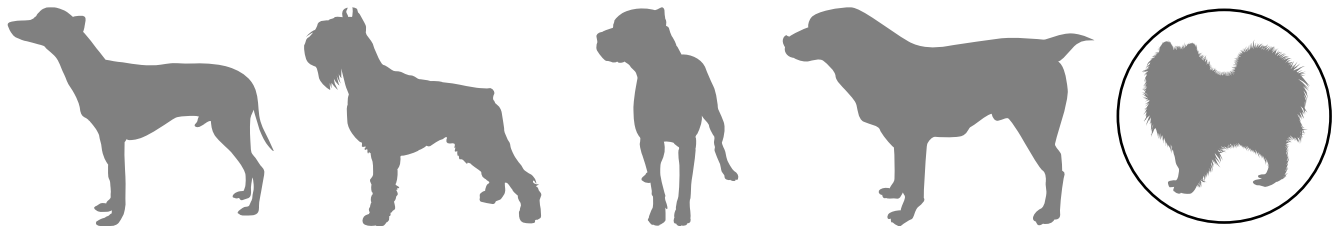
2. Circle the block on top.



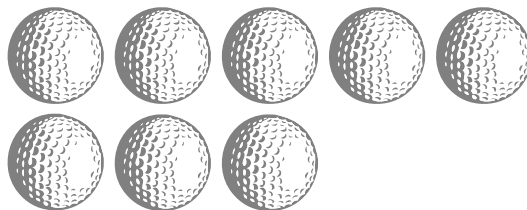
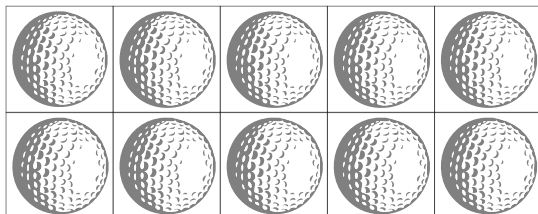
3. Circle skip counting by 5s.



4. Circle the fifth dog.



5. Circle the number of balls.



16

17

18

Name _____

Cumulative Review

BLM
13.14B

1. Match the coins to the amount.

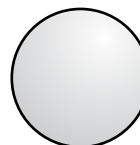
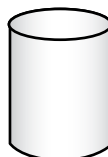
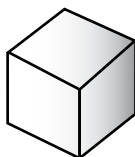
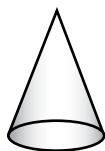


.15¢

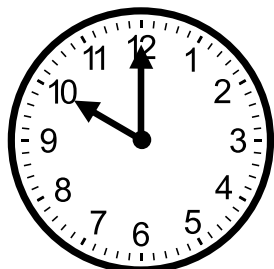
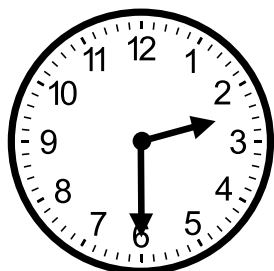
.21¢

. 4¢

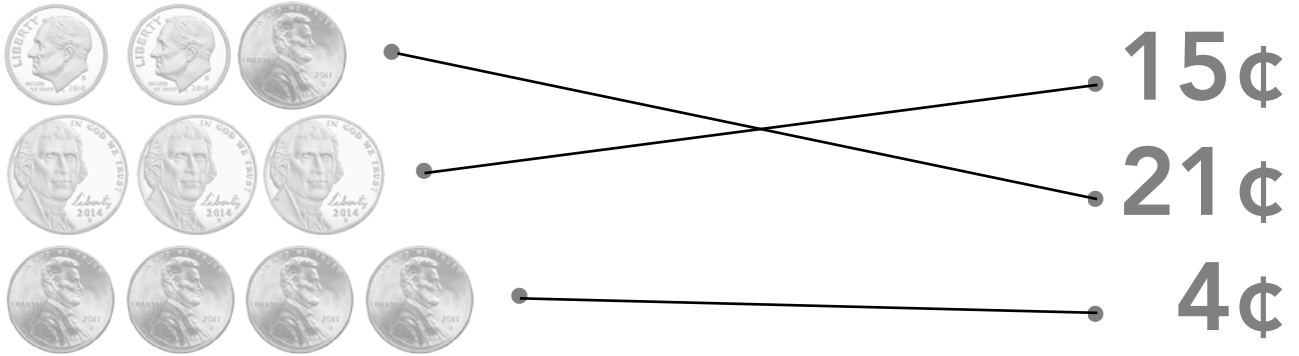
2. Match the items to the shapes.



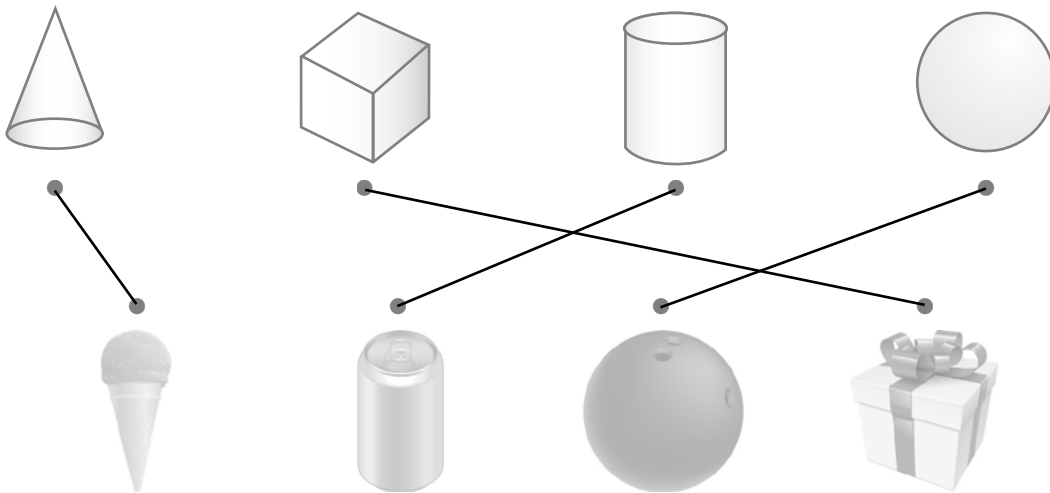
3. Match the clocks.



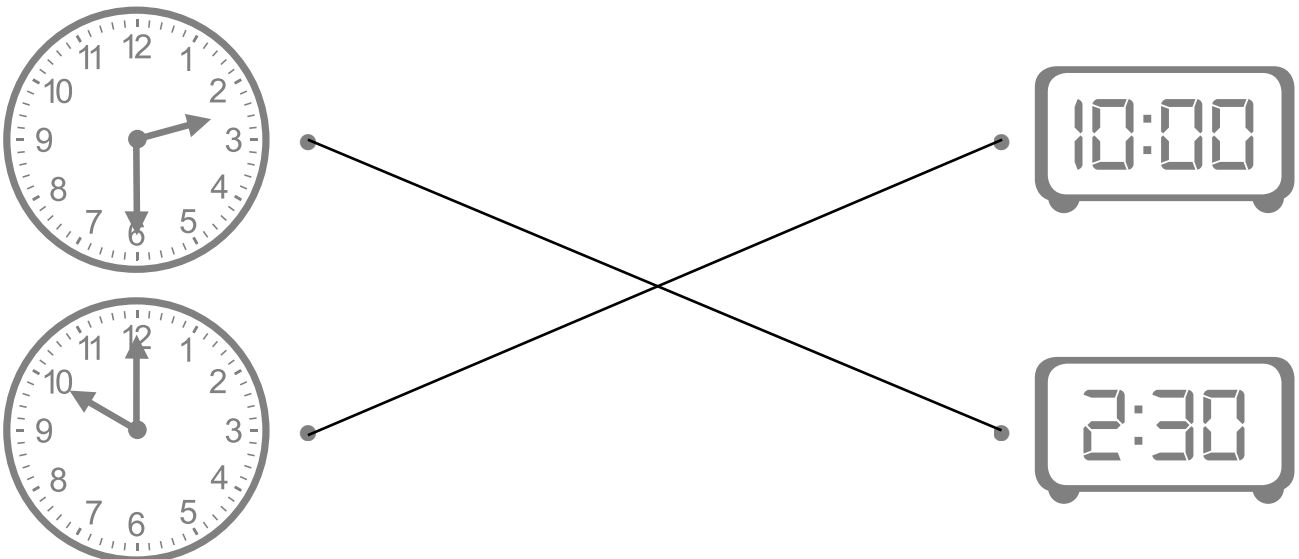
1. Match the coins to the amount.



2. Match the items to the shapes.



3. Match the clocks.

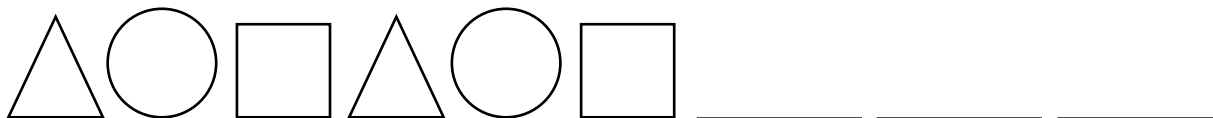


Name _____

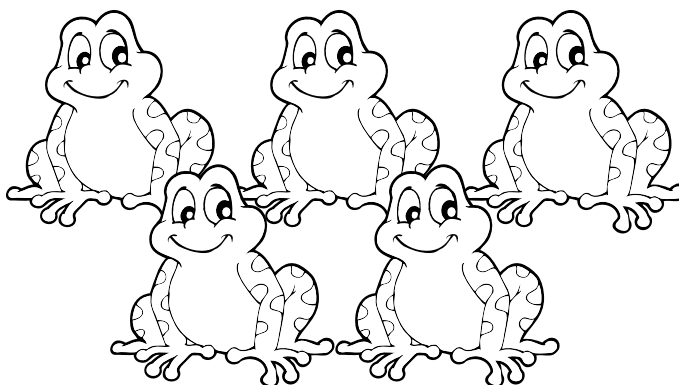
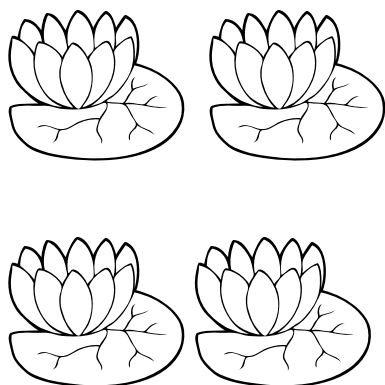
Cumulative Review

BLM
13.14C

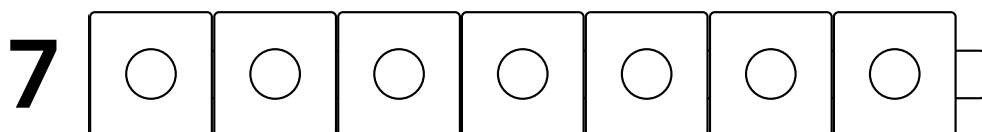
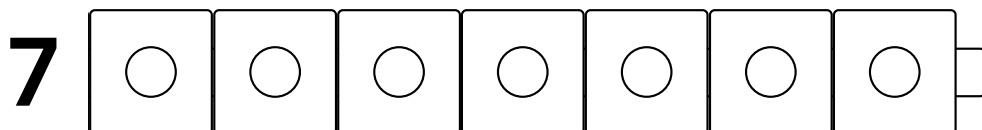
1. Draw to finish the pattern.



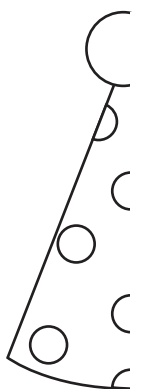
2. Draw to make the same number in both sets.



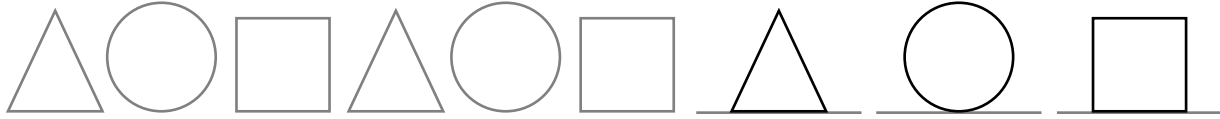
3. Draw two ways to make 7.



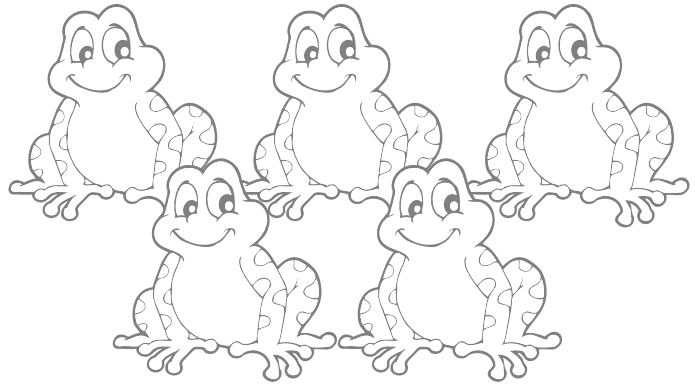
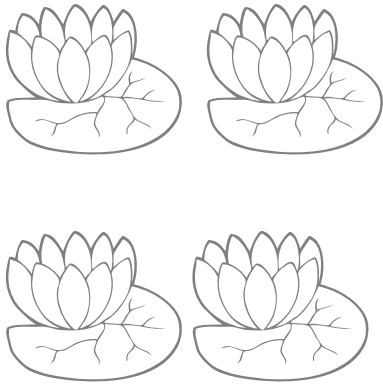
4. Draw the other half.



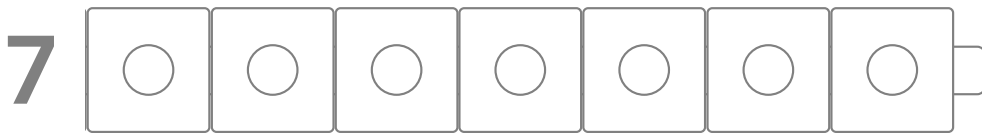
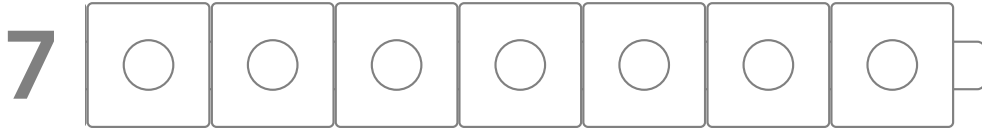
1. Draw to finish the pattern.



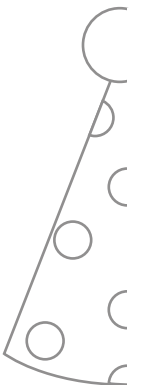
2. Draw to make the same number in both sets. Drawings will vary.



3. Draw two ways to make 7. Drawings will vary.



4. Draw the other half. Drawings will vary.



Name _____

Cumulative Review

BLM
13.14D

1. Fill in the circle to match the length of the pencil in cubes.



☐ **7**

☐ **8**

☐ **5**



Add. Write the answers.

2. _____
 $6 + 4 =$ _____

4. _____
 $3 + 3 =$ _____

3. _____
 $5 + 2 =$ _____

5. _____
 $0 + 8 =$ _____

Subtract. Write the answers.

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

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

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

9.
$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

1. Fill in the circle to match the length of the pencil in cubes.



☐ 7

☐ 8

☒ 5

Add. Write the answers.

2. $6 + 4 = 10$

4. $3 + 3 = 6$

3. $5 + 2 = 7$

5. $0 + 8 = 8$

Subtract. Write the answers.

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

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

8.
$$\begin{array}{r} 8 \\ - 5 \\ \hline 3 \end{array}$$

9.
$$\begin{array}{r} 6 \\ - 2 \\ \hline 4 \end{array}$$