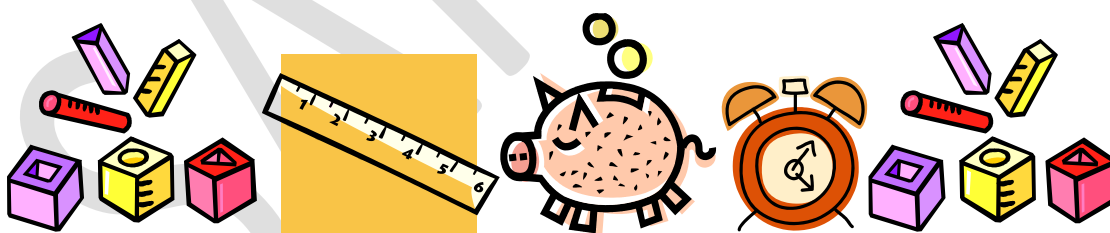


Math Mania in the Primary Grades



Ginny A. Dowd

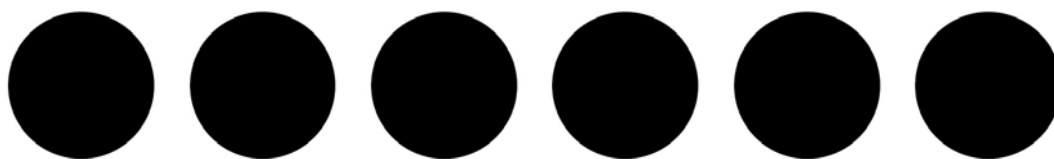
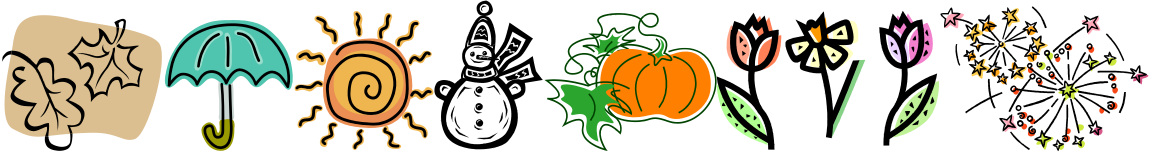




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Let's get the
day started
with calendar
fun!





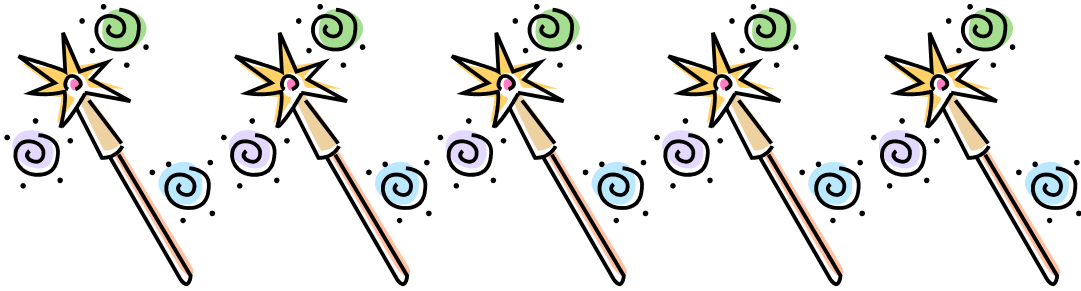
Morning Math Mania and Calendar Fun



The booklet on pages 24 and 25 keeps the students in your class involved and thinking as you go through your morning routine. You can ask simple to complex questions and the kids can show you what they know!

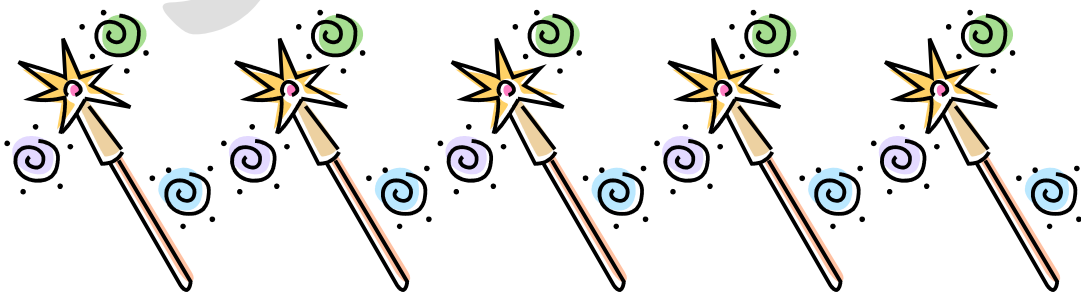
Questions: The possibilities are endless. These will get you started.

1. Can you write the date?
2. Can you write the today's day?
3. Can you write the abbreviation for the day or month?
4. What will it be in three days? Four days? One day?
5. What day was it two days ago? Three days ago?
6. How many days have we been in school?
7. Is that an odd or even number?
8. Can you round that number to the closest ten? Hundred?
9. What is the third month? Eighth month?
10. If we are in the month of September, what will it be in three months?
11. Write the abbreviation to a month that is in spring, summer, winter, or fall.
12. Look at the hands on the clock. What time is it?
13. List time of events throughout your day on the board. Ask what time is in the a.m.? The p.m.? What time is closest to the time we go home from school?
14. Look at the specific time written on the board. Ask: what will the time be in three hours? What was the time one hour ago? What will the time be in five minutes?
15. Keep track of the number of days you are in school using a variety of patterns. Ask the kids to identify the shape the number should be written on for today.



The Magical Number

A Number Game
For the
Whole Class



72 The Magical Number 15

This is a game that can be played in the morning or during a designated math time. It takes about 5 minutes but you can review multiple math concepts. Each day someone new gets to be the Magical Number Expert. Have the expert join you in the front of the room. He or she will answer all of the questions to help the class find out what the magical number is.

Example: The Magical Number is 65.

Directions

1. Start by writing a number on a piece of paper. Only the expert can see what it is.
2. Questions to ask the expert: Is it a single, double or triple digit number? The expert responds, "It's a double digit number." On the board write to represent the tens' place and the ones' place:

| | |
|---|---|
| T | O |
| | |

Ask: Is this an odd or an even number? The expert responds, "Odd." The class chants the odd rhyme (page 30). 1, 3, 5, 7, 9! Odd numbers are lonely!

Ask: is the magical number greater than 9? Is it less than 100?

On the board write: $9 <$ is less than the magical number

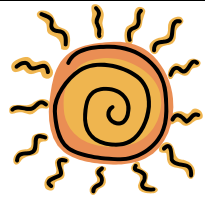
$100 >$ _____ is more than the magical number

Fill in the t – o board. We know using our clues that the number is odd and can be in the tens, twenties, thirties, forties, fifties, sixties, seventies, eighties or nineties. The board will look like this.

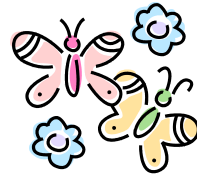
| T | O |
|--------------------|---------------|
| 10, 20, 30, 40, 50 | 1, 3, 5, 7, 9 |
| 60, 70, 80, 90 | |

3. The class now has four clues that can guide them in determining what the magical number is. The expert calls on one student in the class at a time. Using the clues from the T – O board the expert calls on a student to add a number from the tens to a number in the ones.

4. The expert lets the "guesser" know, if the number he or she has



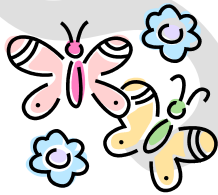
Odd



and
Even
Numbers



1 sun is odd.



2 butterflies
are even.

Name _____

The Amazing Pull a Cube Game



0, 2, 4, 6, 8! Even Numbers are great! YEAH!



1, 3, 5, 7, 9! Odd Numbers are LONLEY! WAHHHH!

1. Read the number in each box. Show me that number using your cubes.
2. Next divide the cubes into groups of two.
3. Ask yourself, "Do I have any left over?" If you do, the number is odd. If you don't the number is even.
4. Circle the word odd or even next to your number.
5. Let's do it again!



Is it odd or even?



| | | |
|-------------------|-------------------|-------------------|
| 2 odd even | 3 odd even | 6 odd even |
| 5 odd even | 9 odd even | 4 odd even |
| 0 odd even | 12 odd even | 10 odd even |
| 11 odd even | 8 odd even | 13 odd even |
| 20 odd even | 14 odd even | 17 odd even |
| 7 odd even | 16 odd even | 1 odd even |

Addition



In addition: The sum is
the answer.

The answer is the sum!



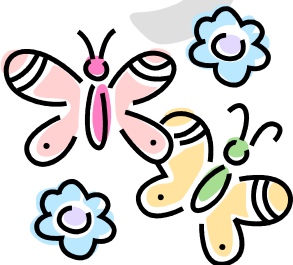
Add it up! Add it up!
Add it up!



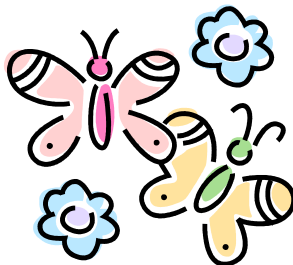
+



= 3



+



= 4

Name _____

Let's add !! 

Let's find one more. What number comes next?

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

0, _____ 1, _____ 2, _____ 3, _____

4, _____ 5, _____ 6, _____ 7, _____

8, _____ 9, _____ 10, _____ 11, _____

12, _____ 13, _____ 14, _____ 8, _____

6, _____ 4, _____ 10, _____ 14, _____

2, _____ 13, _____ 1, _____ 11, _____

3, _____ 9, _____ 5, _____ 0, _____

7, _____ 8, _____ 12, _____ 10, _____



Kitty Cat Addition! It's Purr-fect!



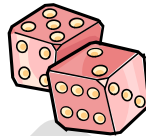
Here's how you play:



1. Roll two number cubes.
2. Add them up to find the sum.
3. Write the sum in the correct kitty house.



$$6 + 3 = 9$$



$$5 + 2 = 7$$



6



7

$$5 + 2 = 7$$



8



9

$$6 + 3 = 9$$



Sum = 2



Sum = 3



Sum = 4



Sum = 5



Sum = 6

Name _____



Roll it! Add it!



Directions.

1. Let's finish the addition problem. The first addend is written.
Roll a number cube. Record your number on the second line.
2. Now add to find the sum!

| | | |
|---|---|---|
| $1 + \underline{\quad} = \underline{\quad}$ | $4 + \underline{\quad} = \underline{\quad}$ | $2 + \underline{\quad} = \underline{\quad}$ |
| $2 + \underline{\quad} = \underline{\quad}$ | $5 + \underline{\quad} = \underline{\quad}$ | $3 + \underline{\quad} = \underline{\quad}$ |
| $3 + \underline{\quad} = \underline{\quad}$ | $1 + \underline{\quad} = \underline{\quad}$ | $4 + \underline{\quad} = \underline{\quad}$ |
| $4 + \underline{\quad} = \underline{\quad}$ | $2 + \underline{\quad} = \underline{\quad}$ | $5 + \underline{\quad} = \underline{\quad}$ |
| $5 + \underline{\quad} = \underline{\quad}$ | $3 + \underline{\quad} = \underline{\quad}$ | $1 + \underline{\quad} = \underline{\quad}$ |
| $1 + \underline{\quad} = \underline{\quad}$ | $4 + \underline{\quad} = \underline{\quad}$ | $2 + \underline{\quad} = \underline{\quad}$ |
| $2 + \underline{\quad} = \underline{\quad}$ | $5 + \underline{\quad} = \underline{\quad}$ | $3 + \underline{\quad} = \underline{\quad}$ |
| $9 + \underline{\quad} = \underline{\quad}$ | $8 + \underline{\quad} = \underline{\quad}$ | $7 + \underline{\quad} = \underline{\quad}$ |
| $3 + \underline{\quad} = \underline{\quad}$ | $1 + \underline{\quad} = \underline{\quad}$ | $4 + \underline{\quad} = \underline{\quad}$ |

Extension:

Color even sums yellow and odd sums orange.



Name _____



Let's add! Find the doubles. Then add on.

$$6 + 1 + 6 = \underline{\quad}$$

$$9 + 9 + 2 = \underline{\quad}$$

$$5 + 5 + 4 = \underline{\quad}$$

$$7 + 1 + 7 = \underline{\quad}$$

$$3 + 3 + 4 = \underline{\quad}$$

$$2 + 3 + 3 = \underline{\quad}$$

$$8 + 6 + 8 = \underline{\quad}$$

$$2 + 9 + 2 = \underline{\quad}$$

$$4 + 5 + 4 = \underline{\quad}$$

$$10 + 1 + 10 = \underline{\quad}$$

$$7 + 3 + 7 = \underline{\quad}$$

$$2 + 9 + 2 = \underline{\quad}$$

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

$$8 + 8 + 1 = \underline{\quad}$$

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

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

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

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



Addition with and without Regrouping

Before I introduce addition with regrouping, my class spends a lot of time working on place value. We use ones cubes and tens sticks. All of this is done on The World Famous T - O board (Tens and Ones Board).

Remember: When you are adding or subtracting double-digit numbers - You'd better start with the ones! Start with the ones! Start with the ones or else there will be big TROUBLE!

1. The first thing we learn is the difference between single and double-digit numbers. We know that 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 are all single digit. They only have one part.
2. We also know that the One's Police will come and get us if we ever have any more than nine ones cubes in the ones place.
3. We learn that double-digit numbers have two parts (the tens and the ones). We know that tens sticks can never go in the one's place and ones cubes can never go in the ten's place! It's easy to see how many tens and ones we need. Call out 54. Write that number using the World Famous T - O board (Tens - Ones). It's easy to see that you need 5 ten stick's and 4 one's cubes.

| T | O |
|---|---|
| 5 | 4 |

4. The class practices making certain numbers with one's cubes and ten's sticks. I will call out 8 and they will put eight ones cubes in the ones box. I will call out 62 and they will have six ten sticks in the ten's box and two one's cubes in the ones box. The T - O board is like a cheater board. It tells you exactly how many ten sticks and one's cubes you need. Once we have built a number, we write it, and say it in extended form.

For example: If we just made 62 with the ten sticks and the one's cubes. We know that 62 is NOT $6 + 2$. That would be 8. We write $60 + 2$.

5. After we have built numbers and can recognize how the tens and ones work together, we are ready to start adding. We start by adding single digit numbers. (Page 60) For example: $8 + 1$. (Each time we add two numbers up we use the T - O board.) We show our numbers in two sets. The number we started out with goes at the top half of the board and the number we are adding goes at the bottom of the board. We progress to higher numbers such as $54 + 3$ then progress to $69 + 20$. None of the computations require trading (regrouping).

6. Once we are proficient with adding ones and tens alone and together, we are ready to learn how to trade ten one's cubes in for one ten stick. I will call out $54 + 7$. The class will show me 54 in ten sticks and one's cubes on their world famous T O board, showing 54 up top and the number we are adding (7) at the bottom. The class recognizes we have broken a rule! There are more than nine one's cubes in the one's box! We learn to trade in ten one's cubes for one ten's stick! It is called going to the bank! We have a ten's stick positioned in the bank. We

Name _____



Let's add double digits to single digits!

You'd better start with the ones! You'd better start with the ones! You'd better start with the ones OR else there'll be BIG trouble!

$$\begin{array}{r} \text{T} \quad \text{O} \\ \square \\ 19 \\ + \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \square \\ 26 \\ + \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \square \\ 33 \\ + \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \square \\ 44 \\ + \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \square \\ 56 \\ + \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \square \\ 65 \\ + \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \square \\ 72 \\ + \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \square \\ 73 \\ + \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \square \\ 88 \\ + \quad 7 \\ \hline \end{array}$$



Let's play the Fact Family Game!



1. Roll a number cube.
2. Your partner rolls a number cube.
3. Put your numbers in order (baby, mommy).
4. If you have the baby number you get a point.
5. Add the numbers to find the Daddy number. Repeat. Good luck!

| | | |
|---|---|---|
| $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |

Name

Name

Name _____



Fact Families



Let's find the daddy! How do you do it?
It's easy! Just add up the baby and the mommy!

2 is the baby 6 is the mommy

Who is the daddy? _____

What are your addition and subtraction problems?

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

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

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

4 is the baby 5 is the mommy

Who is the daddy? _____

What are your addition and subtraction problems?

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

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

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

7 is the baby 8 is the mommy

Who is the daddy? _____

What are your addition and subtraction problems?

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

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

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Name _____



The Amazing Flip the Card Game



(Tally sheet for game is on page 90.)

1. Turn two cards over. Add the numbers up. What is your sum? _____ + _____ = _____

Ok, here's the tricky part. The magic number is 13. Was your sum over, under or equal to the magic number?

over under equal to

If it was over give yourself a point. Yes No

2. Turn two cards over. Add the numbers up. What is your answer? _____ + _____ = _____

Ok, here's the tricky part. The magic number is 14. Was your sum over, under or equal to the magic number?

over under equal to

If it was over give yourself a point. Yes No

3. Turn two cards over. Add the numbers up. What is your answer? _____ + _____ = _____

Ok, here's the tricky part. The magic number is 9. Was your sum over, under or equal to the magic number?

over under equal to

If it was over give yourself a point. Yes No

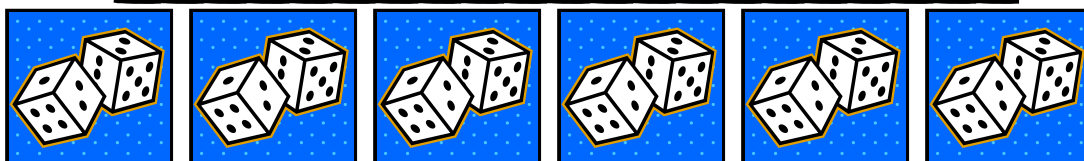
4. Turn two cards over. Add the numbers up. What is your answer? _____ + _____ = _____

Ok, here's the tricky part. The magic number is 11. Was your sum over, under or equal to the magic number?

over under equal to

If it was under give yourself a point. Yes No

Name _____



1. Roll two number cubes. Make the highest number you can. Write the number on the first line.
2. Roll one number cube. Write the number on the second line.
3. Add the double-digit number to the single-digit number.

| | | |
|-----------------------|-----------------------|-----------------------|
| _____ + _____ = _____ | _____ + _____ = _____ | _____ + _____ = _____ |
| _____ + _____ = _____ | _____ + _____ = _____ | _____ + _____ = _____ |
| _____ + _____ = _____ | _____ + _____ = _____ | _____ + _____ = _____ |
| _____ + _____ = _____ | _____ + _____ = _____ | _____ + _____ = _____ |
| _____ + _____ = _____ | _____ + _____ = _____ | _____ + _____ = _____ |
| _____ + _____ = _____ | _____ + _____ = _____ | _____ + _____ = _____ |
| _____ + _____ = _____ | _____ + _____ = _____ | _____ + _____ = _____ |
| _____ + _____ = _____ | _____ + _____ = _____ | _____ + _____ = _____ |

Estimation



An estimate is a
good guess!



My estimate is 20
flowers!

Name _____

An estimate is a good guess!

It's Goldfish Estimation!



Put your hand in the bag. Pull out a handful of goldfish. Make a good guess!

| | |
|-------------------|--------------------|
| My estimate _____ | The Actual # _____ |
|-------------------|--------------------|

Write a greater than, less than or equal to equation for your estimate and the actual number.

_____ ○ _____



Put your hand in the bag. Pull out a handful of goldfish. Make a good guess!

| | |
|-------------------|--------------------|
| My estimate _____ | The Actual # _____ |
|-------------------|--------------------|

Write a greater than, less than or equal to equation for your estimate and the actual number.

_____ ○ _____

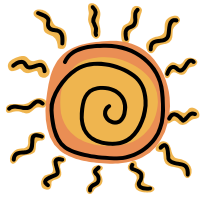


Put your hand in the bag. Pull out a handful of goldfish. Make a good guess!

| | |
|-------------------|--------------------|
| My estimate _____ | The Actual # _____ |
|-------------------|--------------------|

Write a greater than, less than or equal to equation for your estimate and the actual number.

_____ ○ _____



Place

Value



Don't forget your World
Famous T – O Board!

(Tens and Ones)



And your World Famous

H – T – O Board

(Hundreds, Tens and Ones)



Names _____ and _____

Let's have fun! Choose a crayon color. Your partner chooses a different color.

1. Take two number cubes. Roll them. Arrange them so you get the highest number. Write your number in the box on one side of the line.
2. Your partner does the same. He writes his number in the same box on the other side of the line.
3. Put the $<$, $>$, or $=$ to sign on the line in between the two numbers.
4. Whoever has the highest number gets to color the box in their special color.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Name _____



Can you write these numbers?
Watch out. They are not in the right
order.

1. three tens, four hundreds, two ones
2. four ones, two tens, eight hundreds
3. six hundreds, nine ones, zero tens
4. five tens, zero ones, nine hundreds
5. one hundred, four tens, three ones
6. six tens, five hundreds, seven ones
7. five ones, eight tens, three hundreds
8. one one, two hundreds, six tens
9. seven hundreds, six ones, one ten
10. zero tens, zero ones, eight hundreds

Subtraction



The difference!

The difference!

You take it away!



How many more means
subtraction!

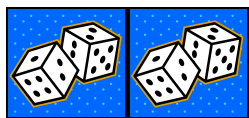


Subtraction! Subtraction!

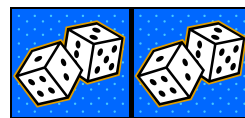
You take it away!


$$4 - 2 = 2$$

Name _____



Roll it! Subtract It!



1. Roll two number cubes.
2. Write the highest number first and the lowest number last.
3. Now find the difference. That means subtract!

| | | |
|-------------|-------------|-------------|
| ___ - ___ = | ___ - ___ = | ___ - ___ = |
| ___ - ___ = | ___ - ___ = | ___ - ___ = |
| ___ - ___ = | ___ - ___ = | ___ - ___ = |
| ___ - ___ = | ___ - ___ = | ___ - ___ = |
| ___ - ___ = | ___ - ___ = | ___ - ___ = |
| ___ - ___ = | ___ - ___ = | ___ - ___ = |
| ___ - ___ = | ___ - ___ = | ___ - ___ = |
| ___ - ___ = | ___ - ___ = | ___ - ___ = |
| ___ - ___ = | ___ - ___ = | ___ - ___ = |

Can you color all of your even answers yellow?
 Can you color all of your odd answers orange?

Name _____

How many more means SUBTRACTION!



My number is 2. How many more do I need to get to 5?

Say 2. Now count from 2 to 5.

How many more do you need? _____

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$



My number is 3. How many more do I need to get to 7?

Say 3. Now count from 3 to 7.

How many more do you need? _____

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$



My number is 4. How many more do I need to get to 10?

Say 4. Now count from 4 to 10.

How many more do you need? _____

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$



My number is 5. How many more do I need to get to 6?

Say 5. Now count from 5 to 6.

How many more do you need? _____

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$



My number is 7. How many more do I need to get to 10?

Say 7. Now count from 7 to 10.

How many more do you need? _____

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$



My number is 8. How many more do I need to get to 8?

Say 8. Now count from 8 to 8.

How many more do you need? _____

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$



Subtraction with and without Regrouping



Before I introduce subtraction with regrouping my class spends a lot of time reviewing place value, just like we did with addition. We use one's cubes and ten's sticks. All of this is done on the World Famous T - O board (Tens and Ones Board).



Remember: When you are adding or subtracting double-digit numbers: You'd better start with the ones! You'd better start with the ones! You'd better start with the ones or else there will be big TROUBLE!



Next, we practice subtracting single-digit numbers from double-digit numbers and double-digit numbers from double-digit numbers. None of these problems require regrouping.



When it is time to regroup: We know with subtraction problems, sometimes you have to: Knock on the tens door 'cause we need more! (In the ones column that is!)



Let's get started!



1. First, we practice making single and double digit numbers with our one's cubes and ten's sticks.
2. We review how the one's police will come and get us if we ever have any more than nine

ones cubes in the one's place.

We talk about double-digit numbers having two parts (the tens and the ones). We review how ten sticks can never go in the one's place and one's cubes can never go in the ten's place!

3. Next, the class practices making certain numbers with one's cubes and ten sticks. For example: I will call out 9 and they will put nine ones in the one's box. I will call out 87 and they will have eight ten sticks in the ten's place and seven ones cubes in the ones place.
4. After we have done this repeatedly, we are ready to subtract. We start by subtracting single digit numbers. $8 - 1$. (Each time we subtract using the T O board.) We progress to higher numbers such as $76 - 5$ or $99 - 40$. None of these subtracting problems require regrouping.
5. Once we are proficient with subtracting ones and tens alone and together, we are ready to learn how to trade a ten's stick for ten one's cubes. This shows the class how to subtract with regrouping. If the problem we are trying to solve is $67 - 8$, we will be able to see that we cannot take eight away in the one's column. It's time to knock on the ten's door 'cause we need more! We can go to the ten's column and



Name _____

Subtraction the tricky way!

Start with the ones, or else there will be big trouble!

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

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

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

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

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

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

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

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

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



9 Let's look at positive and
8 negative numbers as we
7 subtract!

6
5 The Positive Negative Game

4 1. Roll the dice.

3 2. Write the number.

1 3. Roll again.

0 4. Write the number.

- 1 5. Subtract.

- 2 6. Was your answer
- 3 positive or negative?

- 4

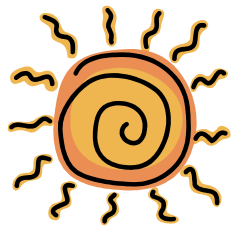
- 5

- 6

- 7

- 8

- 9



The Amazing Math Game

You can add,
subtract, multiply or
simply put two
numbers together
when you roll your
number cube!

The Amazing Math Game

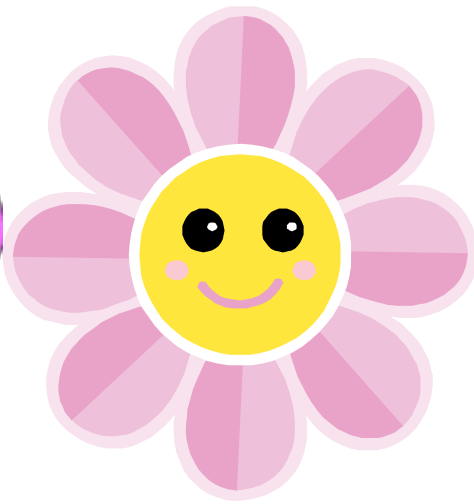
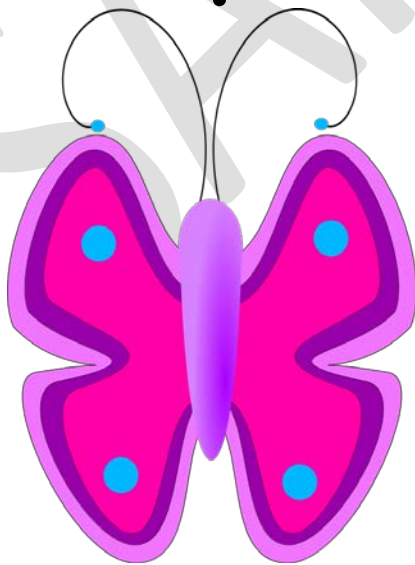


1. Roll two number cubes. Write the numbers that you rolled in the box.
2. What will you do with those numbers?
You can:
 - ◆ Put them together to make a number.
 - ◆ Add them together and find the sum.
 - ◆ Subtract them to find the difference.
(Don't forget the daddy comes first!)
 - ◆ Multiply them to find the answer.
3. Color in your answer on the hundreds sheet.
4. Don't forget to fill out the Amazing Math Game sheet. Write down the numbers on the dice, circle what you did, and write in the box you colored in.
5. Remember: once a number is colored in you may not use it again!
6. Your goal is to get every number on the hundreds chart colored in!

Congruent Shapes



and Symmetry





Name _____



Let's play the congruent game! Cut out six different sets of congruent shapes. Glue one of the congruent shapes from each set on the left side of your paper. Put the matching shapes in a baggie and see if you and your classmates can match them up!

| | |
|--|--|
| | |
|--|--|

Telling Time



Day by Day Lessons



Day One

1. Introduce the hour hand. Tell the class it's such a little baby it always has to talk first and come first. Teach the hour hand "Me First" chant.
2. Pass out the clocks (page 146) and have the class fill in the numbers. Give each student an hour hand.
3. Have the kids point to various numbers on the clock and tell you what the hour hand would say.
4. Next have them place the hour hand in between numbers and teach the hour hand's special "In between" song. Ask the kids to tell you what the hour hand would say if it were in between two numbers. Remember, it will never say a number until it gets there!
5. Do worksheet pages 150 – 151. These two worksheets give your class a chance to just work with the hour hand in isolation.



Day Two (Before you teach the minute hand, be sure your class knows how to count by fives!)

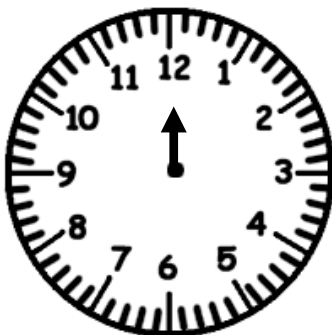
1. Do a quick review of the hour hand and what it says as it goes around the clock.
2. Explain that each minute has 60 seconds and watch the second hand spin around the clock for one minute. Point out that there are 60 minutes in an hour and have the kids count the minute lines around the clock. Do workbook pages 152 – 155 to reinforce how long a minute is.
3. Now it's time to let the class in on this secret: The minute hand is much smarter than the hour hand. It speaks a foreign language, especially when it's looking at the number twelve! The minute hand is so excited to be a part of

Name _____

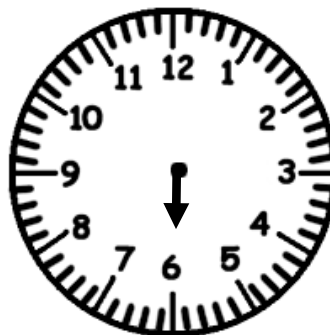
What is the hour hand saying? Remember: It looks at a number and it says that number! But if it's in between go back!



:



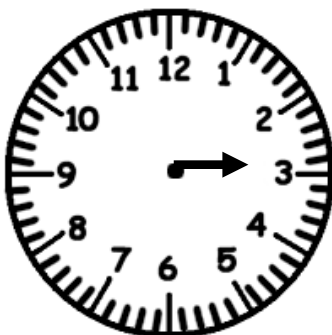
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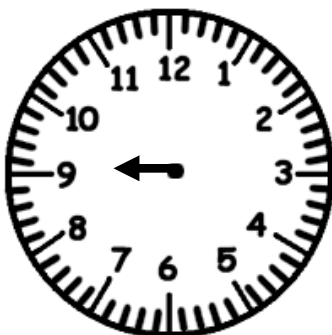
:



:



:



:



:

Name _____



A minute is only 60 seconds! Let's see what you can do in 60 seconds! Make a prediction. How many times do you think you can write your name in 60 seconds?
I can write my name _____ times in 60 seconds. Don't start until I say go!

Good luck!

| | | |
|-----|-----|-----|
| 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. |

Name _____

What is the minute hand saying? Remember: It looks at a number and says, "I'll count by 5's _____ times!" Unless it's looking at the number 12!



:



:



:



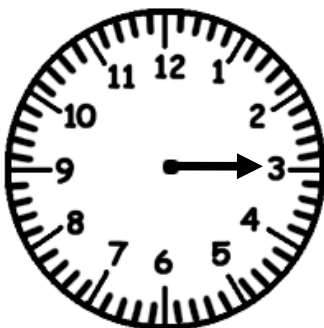
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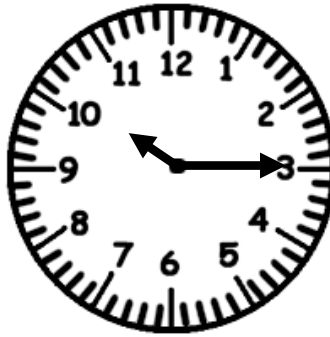


:

Is it o'clock, fifteen minutes, thirty minutes, or forty-five minutes after the hour?



:



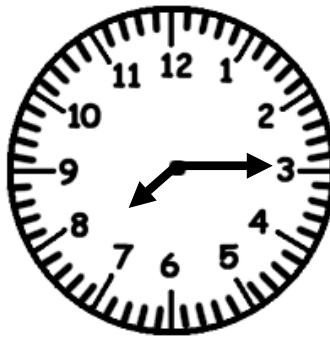
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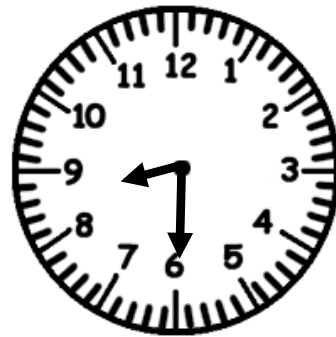
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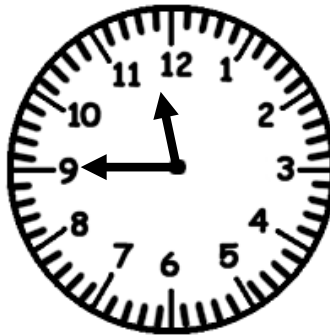
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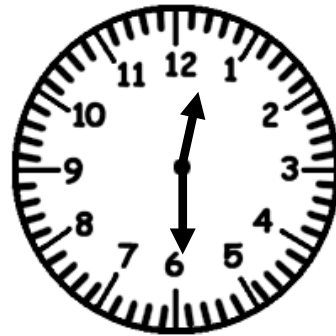
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Certain or Impossible

&

More Likely vs. Less Likely



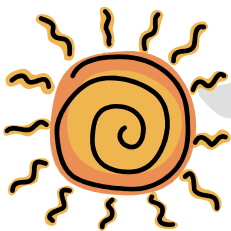
Certain

The sun is hot.



Impossible

Nighttime is sunny.



More Likely

In the summer
It is hot!



Less Likely

In the nighttime
I can't see the moon.

Name _____

Certain or Impossible Pattern Block Style

Circle the shapes that are certain to be in the set. Put an x through the shapes that are not in the set.



Put two hexagons, one trapezoid, and one rhombus in a set. Circle combinations that are possible.

1 square 1 hexagon 1 trapezoid 2 rhombuses

How about this?

2 trapezoids 1 hexagon 1 rhombus 0 hexagons

How about this?

1 triangle 3 trapezoids 2 hexagons 4 squares



Put three hexagons, four squares, and two triangles in a set. Circle combinations that are possible.

2 hexagons 3 squares 1 rhombus 3 triangles

How about this?

1 triangle 1 hexagon 4 squares 2 trapezoids

How about this?

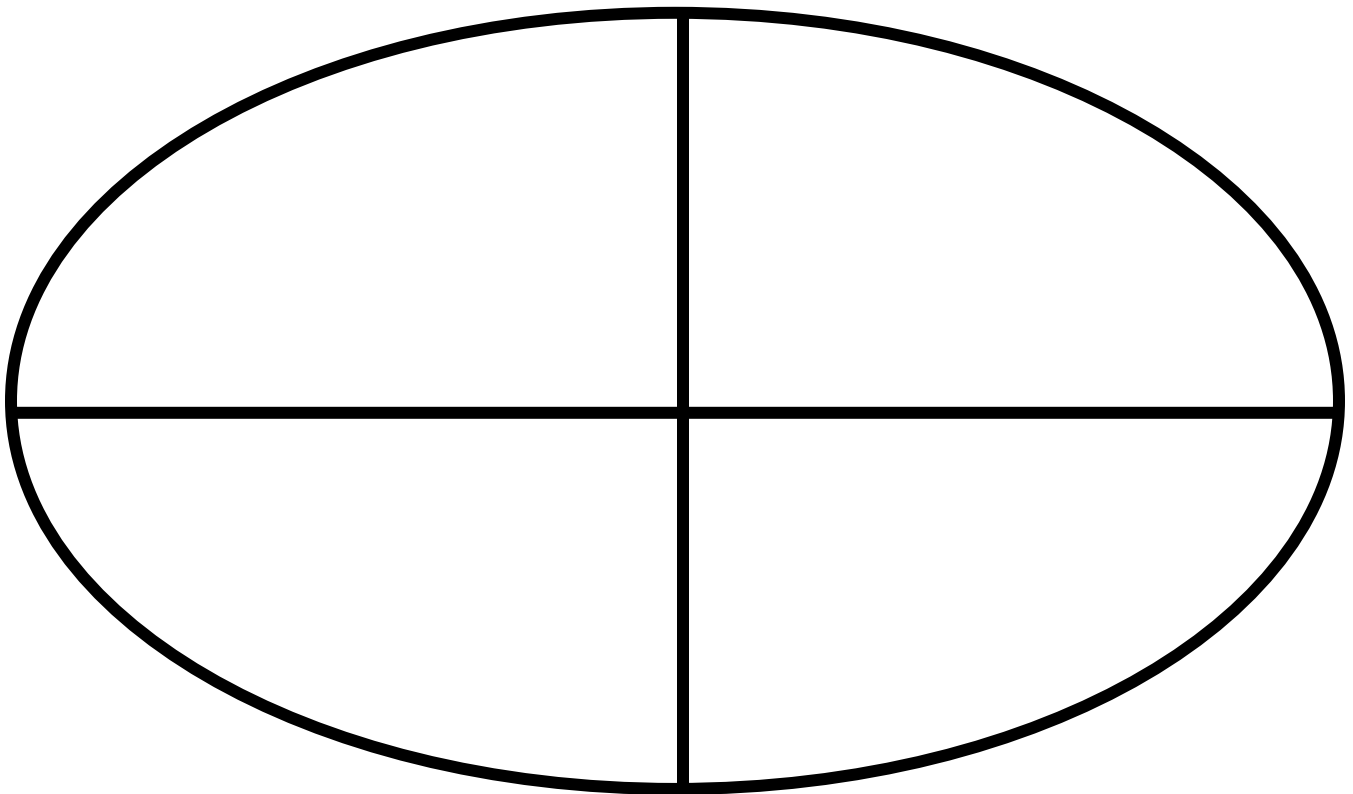
5 squares 3 squares 0 squares 1 rhombus

How about this?

2 triangles 5 hexagons 1 trapezoid 7 squares

Name _____

Let's make a spin game that shows more likely, less likely or even odds of winning.



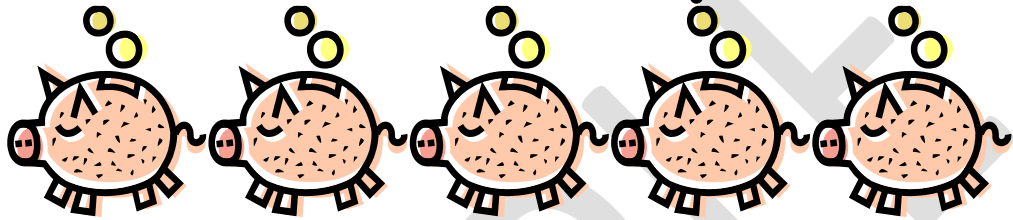
1. How many sections is the game board divided into? _____
2. Color three of the sections blue. Color one section red.
3. What are the chances of landing on blue?
_____ out of _____
4. What are the chances of landing on red?
_____ out of _____
5. Make a prediction. What color will you land on the most?

6. Use a pencil and a paper clip to make a spinner. Spin up to 20 times and tally your results.

| | |
|------|--|
| Red | |
| Blue | |

Was it easy to predict? Yes No why?
Was it easy to predict? Yes No why?

Money! Money! Money!



You need money to buy goods
at the store!

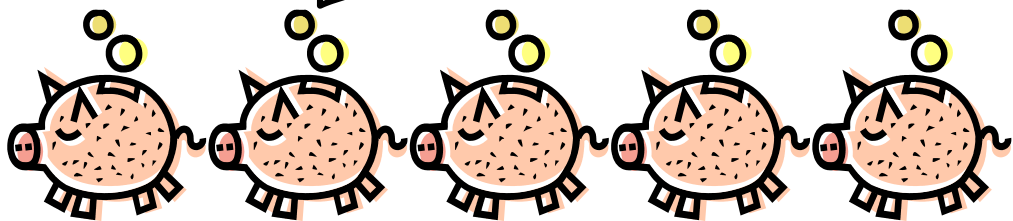
Money, money, money!
You always need more!

A dime is worth 10¢.

A nickel's worth 5.

A penny is worth 1¢.

A quarter is 25!



Name _____

Let's skip count by 5's from random numbers! It will be just like counting nickels!

 5, _____, _____, _____, _____

 15, _____, _____, _____, _____

 30, _____, _____, _____, _____

 50, _____, _____, _____, _____

 45, _____, _____, _____, _____

 75, _____, _____, _____, _____

 85, _____, _____, _____

 10, _____, _____, _____, _____

 25, _____, _____, _____, _____

 15, _____, _____, _____, _____

Name _____

Can you skip count by 10's, 5's, and 1's? It's just like counting
dimes, nickels, and pennies!

Example: 10, 20, 30 - 35, 40, 45 - 46, 47, 48, 49, 50



10, _____, _____, _____, _____

Now stop and count by 5's! _____, _____, _____, _____

Now stop and count by ones! _____, _____, _____



30, _____, _____

Now stop and count by 5's! _____, _____, _____, _____

Now stop and count by ones! _____, _____, _____, _____



25, _____, _____, _____

Now stop and count by 5's! _____, _____, _____, _____

Now stop and count by ones! _____, _____, _____, _____



50, _____, _____, _____

Now stop and count by 5's! _____, _____, _____, _____

Now stop and count by ones! _____, _____, _____



75, _____

Now stop and count by 5's! _____, _____

Now stop and count by ones! _____, _____, _____, _____

Name _____



Hello, FDR! Hello, Tom! Hello, Abe!



Let's count dimes, nickels and pennies!



















1. Do you want to buy a Skittle? It will cost you two dimes and one nickel. Cost: _____
2. Do you want to buy a drink of water? It will cost you three dimes and two nickels. Cost: _____
3. Do you want to buy a sticker? It will cost you four dimes, three nickels and six pennies. Cost: _____
4. Do you want to buy a skip around the room? It will cost you six dimes, nine nickels and one penny. Cost: _____
5. Do you want to buy a hug? It will cost you two dimes, two nickels and seven pennies. Cost: _____
6. Do you want to buy a pretzel? It will cost you five dimes, six nickels, and three pennies. Cost: _____
7. Do you want to buy another drink? It will cost you two dimes, seven nickels and eight pennies. Cost: _____
8. Do you want to write your name on the chalkboard? It will cost you three dimes, three nickels and five pennies.
Cost: _____
9. Do you want to draw a star on your paper? It will cost you four dimes, three nickels and four pennies.
Cost: _____
10. What is your favorite coin to count?
Penny Nickel Dime Quarter
why?

Name _____

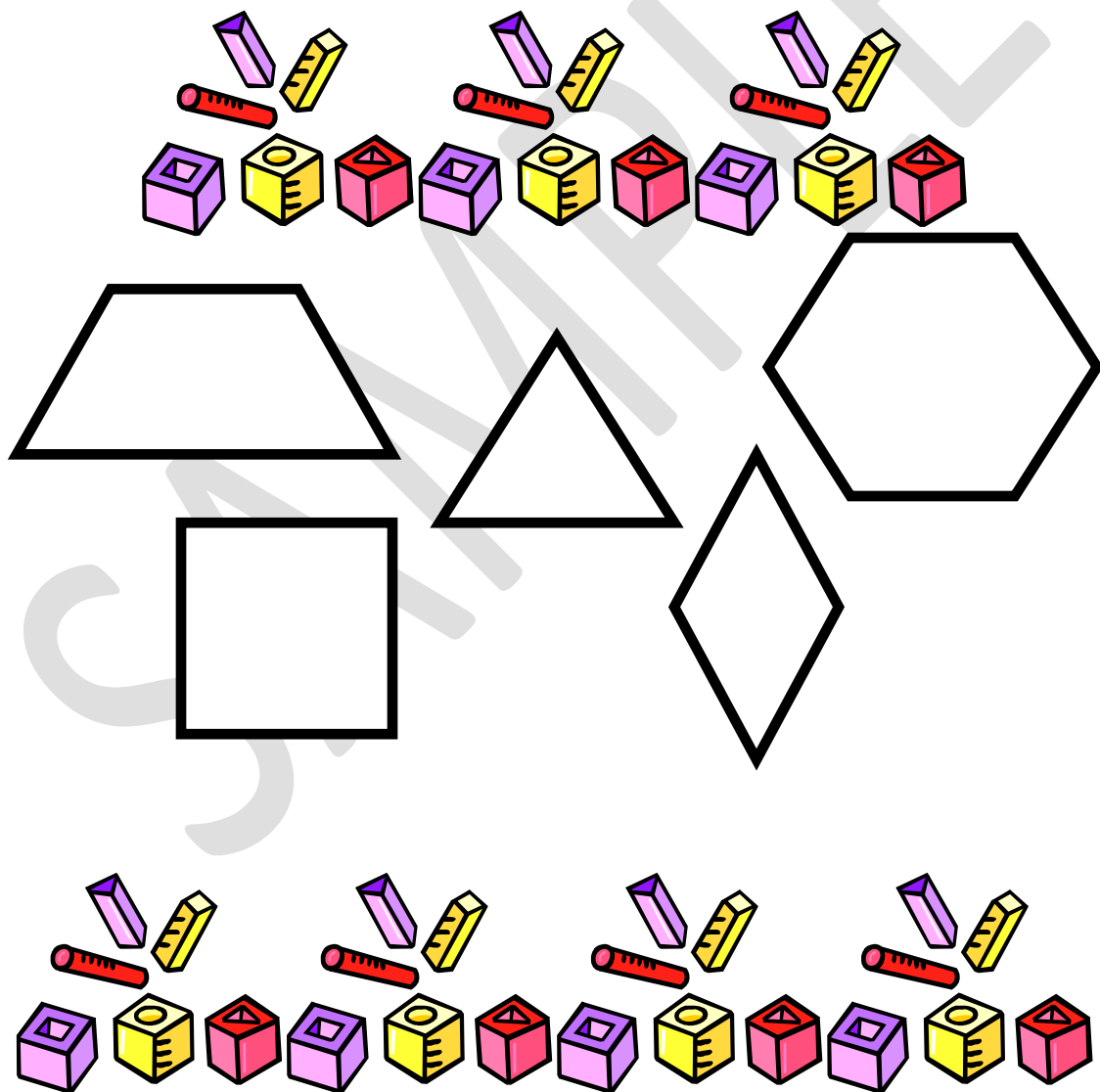
Let's practice writing dollar and cent amounts!

145¢ = \$1.45 790¢ = \$7.90 1320¢ = \$13.20

Now you try it!

| | |
|--|---|
|  565¢ = _____ |  246¢ = _____ |
|  123¢ = _____ |  802¢ = _____ |
|  456¢ = _____ |  124¢ = _____ |
|  789¢ = _____ |  447¢ = _____ |
|  912¢ = _____ |  2311¢ = _____ |
|  837¢ = _____ |  9856¢ = _____ |
|  765¢ = _____ |  3462¢ = _____ |
|  135¢ = _____ |  7840¢ = _____ |
|  790¢ = _____ |  3691¢ = _____ |

Pattern Blocks

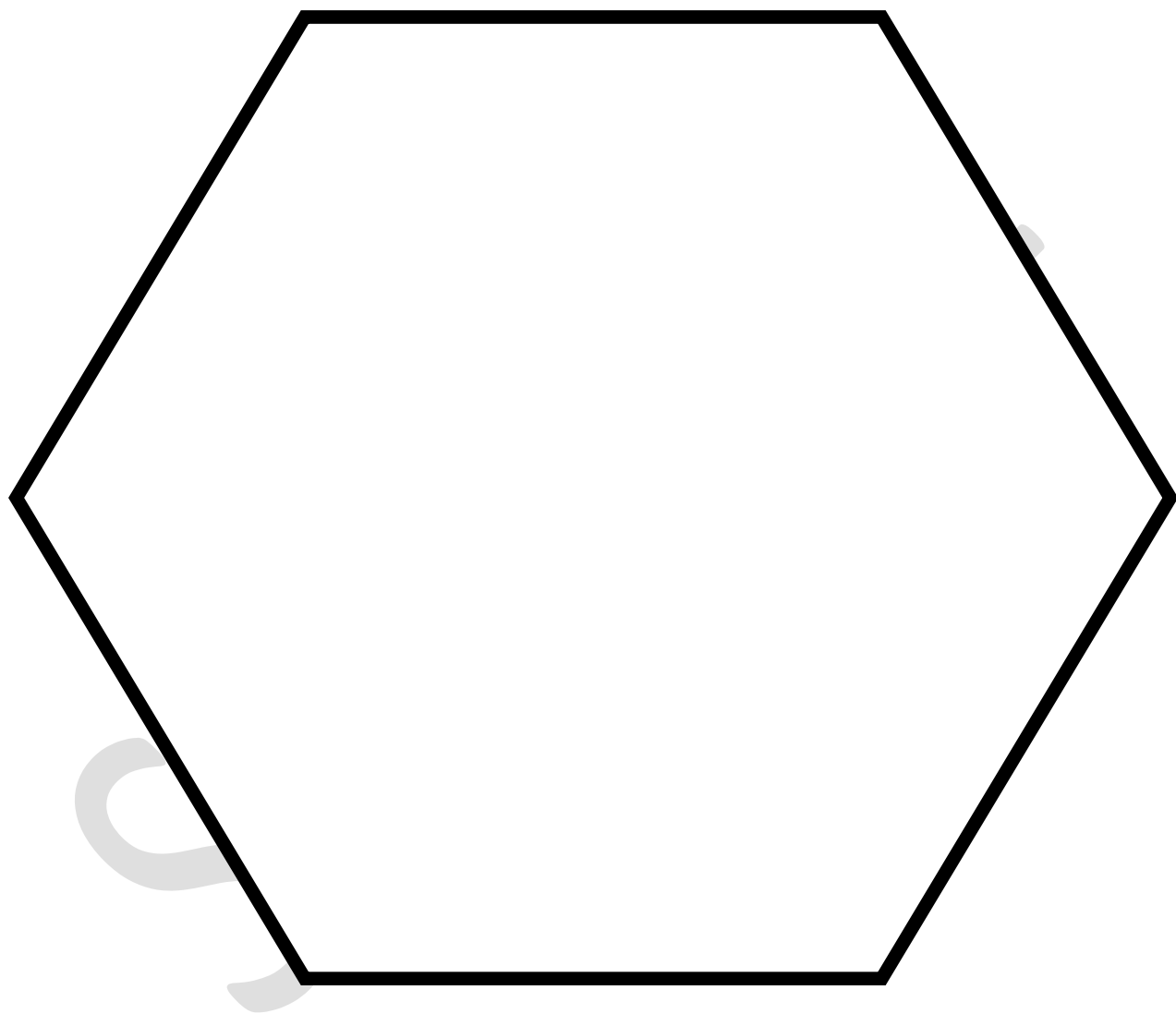


Name _____

A _____ is in my hexagon house!

SAMPLE

Here is your hexagon house! Can you design it?
What will you put in it?



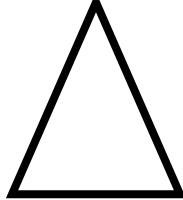
Name _____

Pattern Block Addition!

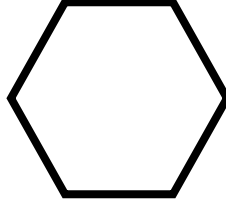
trapezoid



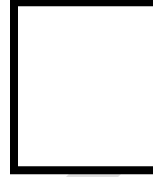
triangle



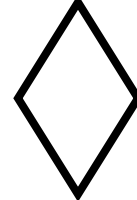
hexagon



square



rhombus



4 hexagons + 3 trapezoids = _____



3 rhombuses + 5 squares = _____



6 triangles + 2 trapezoids = _____



7 squares + 3 triangles = _____



9 trapezoids + 0 hexagons = _____



4 rhombuses + 2 squares = _____

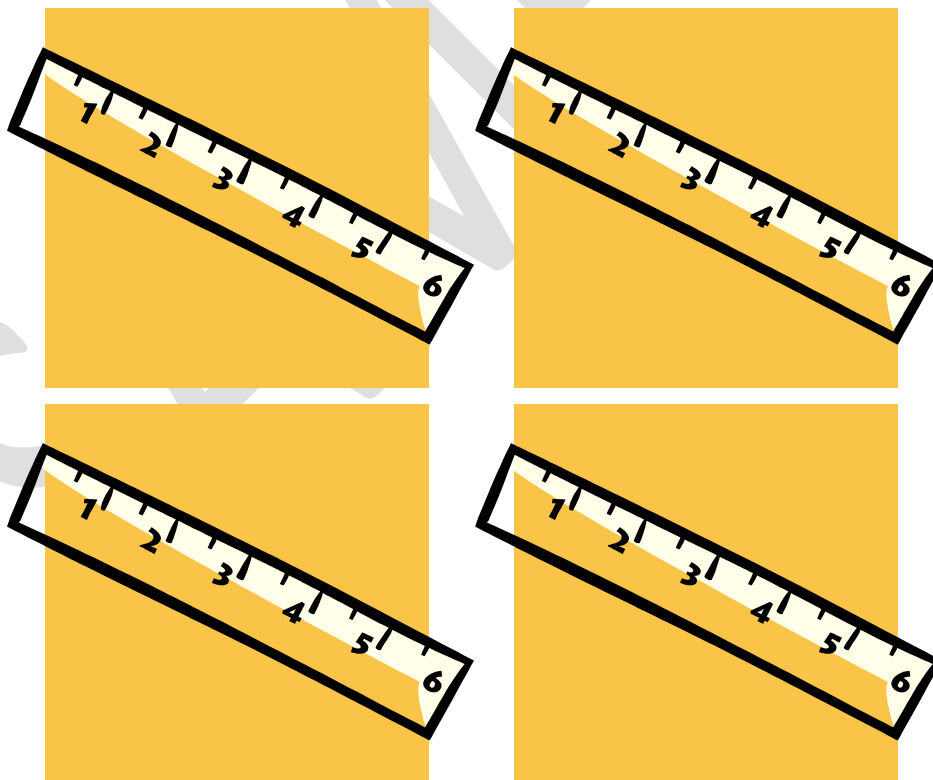
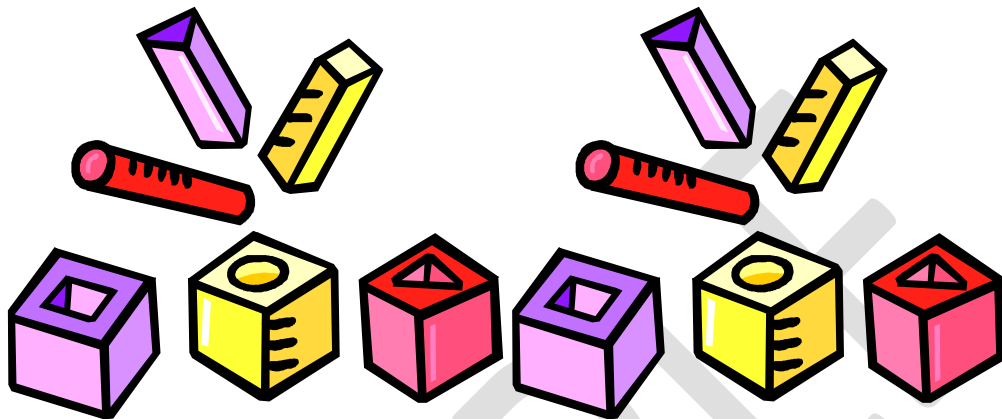


8 triangles + 3 hexagons = _____



1 rhombuses + 7 trapezoids = _____

Measurement



Name _____

Let's measure in non-standard units!

Will you use cubes, tiles, or blocks?

Don't forget to label your answer!



Find a book. Measure it.

How long is it? _____



Find a pencil. Measure it.

How long is it? _____



Find a crayon. Measure it.

How long is it? _____



Find a shoe. Measure it.

How long is it? _____



Find a lunchbox. Measure it.

How long is it? _____



Find a square on the floor. Measure it.

How long is it? _____



You choose! What are you measuring?

_____ How long is it? _____



You choose! What are you measuring?

_____ How long is it? _____



You choose! What are you measuring?

_____ How long is it? _____

Name _____



Hop to it! Let's measure paths for frog and toad!



Don't forget your labels!

Path 1: Frog is sitting by a tree. He wants to go to the pond. Here is the path he needs to follow: five inches, six inches, and three inches. He's there! What is the length of the path?

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

Path 2: Toad is at the pond. He wants to hop to the flower garden. Here is the path toad needs to follow: four inches, seven inches and two inches. He's there! What is the length of the path?

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

Path 3: Frog and toad are sitting in the grass. They want to go visit their friend bee in his hive. Here is the path they have to follow: two inches, ten inches, three inches, and four inches. They're there! What is the length of the path?

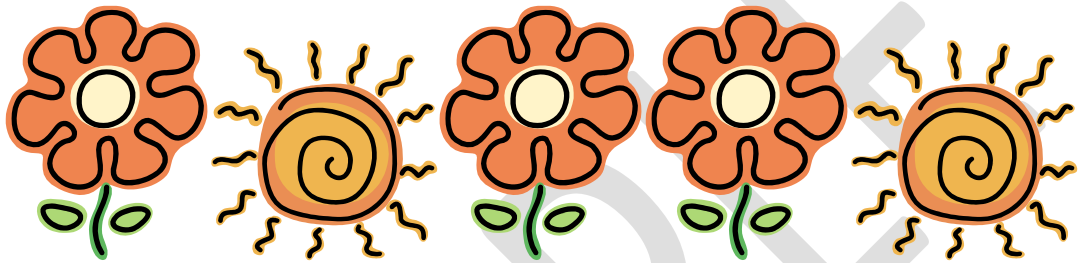
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Path 4: Frog and toad are in a boat on the pond. They want to get to the woods. Here is the path they need to follow: eight inches, three inches, two inches and one inch. They're there! What is the length of the path?

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

Fractions

Look at this set!



3 are flowers!

$$\frac{3}{5}$$

3 out of 5 are flowers!

2 are suns!

$$\frac{2}{5}$$

2 out of 5 are suns.

Name _____

Nature Fractions!

Box 1

Box 2

Box 3

Box 4

Box 5

Box 6

Name _____

Nature Fractions

Divide your paper into six boxes. Follow these directions and see if you can find the missing fraction. The boxes are not in order! Read carefully!



Box 2 – Draw five flowers. Color three red and two blue.

_____ are red _____ are blue



Box 5 – Draw six trees.

Four are apple trees and two are pear trees.

_____ are apple trees _____ are pear trees



Box 3 – Draw seven butterflies.

Color three of them yellow. The rest are orange

_____ are yellow _____ are orange

Word Problems



I have three flowers.



You have two flowers.
How many flowers do we
have in all?

How many more flowers do I
have than you?

Name _____

Be a Math Detective. Look for the key words and the key numbers. Don't forget to label your answers!



Rabbit ate ten carrots. Little bunny ate one carrot. How many carrots did they eat altogether?



Father dog ate four bones. Little puppy ate two bones. How many bones did they eat altogether?



The farmer's daughter picked three apples for her mom. She picked three apples for her dad. What is the sum of apples she picked for her mom and dad?



Mother mouse ate seven pieces of cheese. Little mouse ate two pieces of cheese. How many pieces of cheese were eaten in all?

Name _____

How many more means subtraction!

 Draw seven snowflakes.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

 Draw five raindrops.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

How many more snowflakes are there than raindrops? _____

Write your subtraction problem: _____ - _____ = _____

 Draw ten raindrops.

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

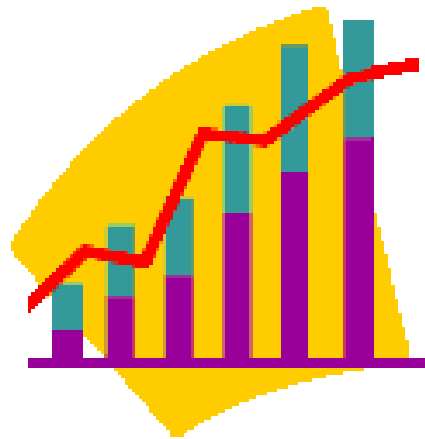
 Draw six umbrellas.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

How many more raindrops are there than umbrellas? _____

Write your subtraction problem: _____ - _____ = _____

Graphing





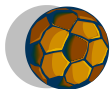
Name _____



What do you like to do outside?

| | | | | | |
|----|--|--|--|--|--|
| 20 | | | | | |
| 18 | | | | | |
| 16 | | | | | |
| 14 | | | | | |
| 12 | | | | | |
| 10 | | | | | |
| 8 | | | | | |
| 6 | | | | | |
| 4 | | | | | |
| 2 | | | | | |

soccer



garden



kickball



hide & seek

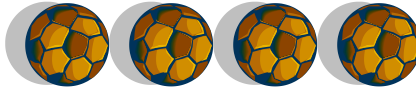


swim



Count the responses. (Beginning)

Soccer Soccer Soccer Soccer



Total _____

garden garden garden garden garden garden
garden garden



Total _____

Kickball Kickball Kickball Kickball Kickball
Kickball



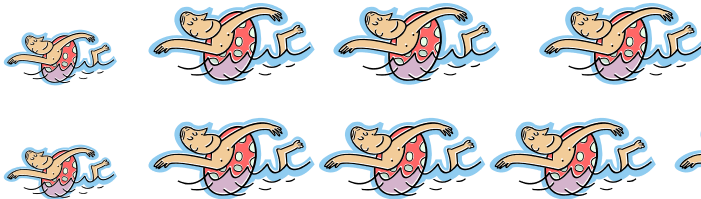
Total _____

hide 'n seek hide 'n seek hide 'n seek
hide 'n seek hide 'n seek



Total _____

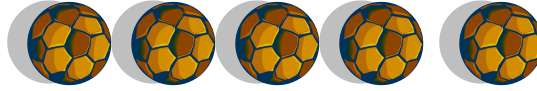
swim swim swim swim swim swim
swim swim swim



Total _____

Count the responses. (Advanced)

Soccer Soccer Soccer Soccer Soccer Soccer Soccer
Soccer



Total _____

garden garden garden garden garden garden garden
garden garden garden garden garden garden



Total _____

Kickball Kickball Kickball Kickball Kickball Kickball Kickball
Kickball Kickball Kickball Kickball Kickball Kickball Kickball
Kickball Kickball Kickball Kickball



Total _____

hide 'n seek hide 'n seek hide 'n seek hide 'n seek
hide 'n seek hide 'n seek hide 'n seek hide 'n seek
hide 'n seek hide 'n seek hide 'n seek hide 'n seek
hide 'n seek hide 'n seek hide 'n seek hide 'n seek



hide 'n seek hide 'n seek Total _____

swim swim swim swim swim swim swim
swim swim swim swim swim swim swim
swim swim swim swim swim swim



Total _____

What do you like to do outside?



1. Look at responses. Graph your answers.

2. What do most kids want to do outside?

3. What do the least amount of kids want to do outside?

4. Show your work. How many more kids wanted to garden than play soccer?

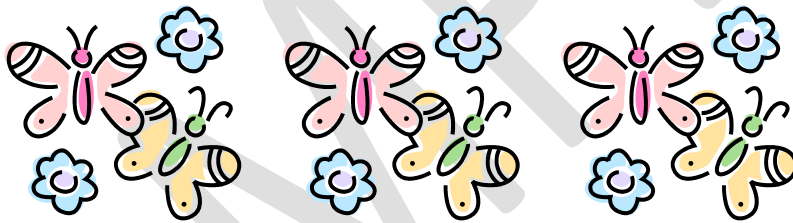
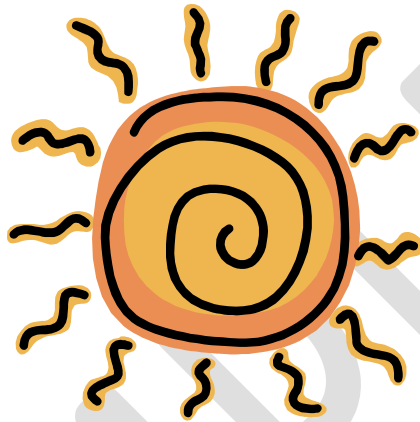
5. Show your work. What is the total of kids who wanted to swim and play hide and go seek?

6. Show your work. How many kids wanted to play hide 'n seek and kickball?

7. Show your work. Six more kids want to play soccer. How many kids will play soccer outside today?

8. This is tricky. How many kids were doing something outside? (Here's a hint: count all of the votes!)

Multiplication



I see three sets of butterflies.
There are two butterflies in each
set.

I can count by three's two times
OR

I can count by two's three times!





Name _____

We can multiply! If you know how to skip count it's easy! $5 \times 3 =$ I'll count by fives three times! $10 \times 2 =$ I'll count by tens two times. $2 \times 6 =$ I'll count by two's six times!

$$5 \times 3 = \underline{\quad\quad\quad} \text{ I'll count by 5's three times.}$$

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

$$2 \times 7 = \underline{\quad\quad\quad} \text{ I'll count by 2's seven times.}$$

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

$$10 \times 4 = \underline{\quad\quad\quad} \text{ I'll count by 10's four times.}$$

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

$$10 \times 2 = \underline{\quad\quad\quad} \text{ I'll count by 10's two times.}$$

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

$$5 \times 8 = \underline{\quad\quad\quad} \text{ I'll count by 5's eight times.}$$

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

$$2 \times 2 = \underline{\quad\quad\quad} \text{ I'll count by 2's two times.}$$

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

Name _____



Roll it! Multiply it!



Directions.

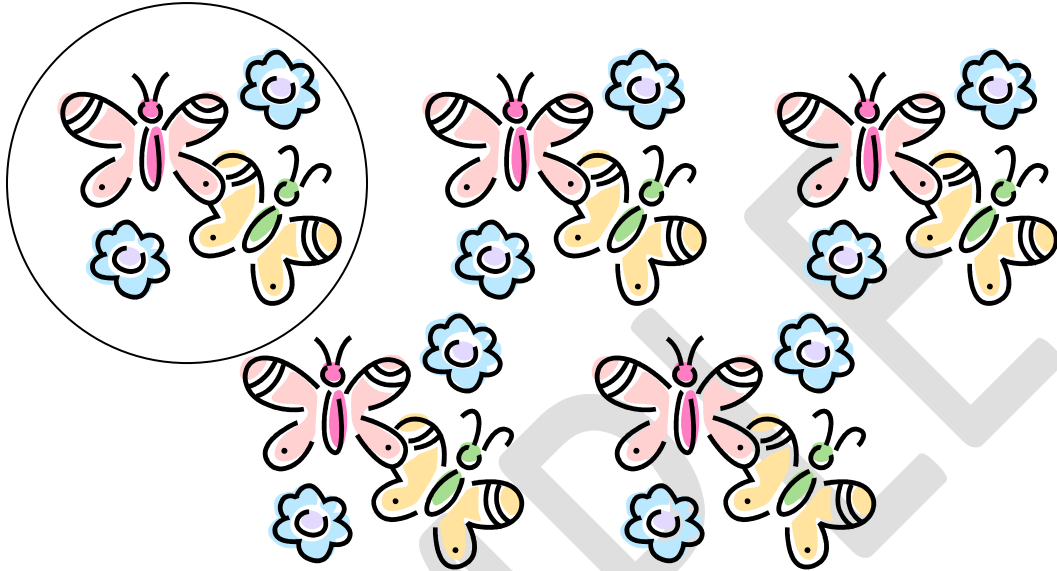
1. Roll a number cube. Record your number on the first line.
2. Roll a number cube. Record your number on the second line.
3. Now multiply and find the product.

| | | |
|-----------------|-----------------|-----------------|
| ___ × ___ = ___ | ___ × ___ = ___ | ___ × ___ = ___ |
| ___ × ___ = ___ | ___ × ___ = ___ | ___ × ___ = ___ |
| ___ × ___ = ___ | ___ × ___ = ___ | ___ × ___ = ___ |
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| ___ × ___ = ___ | ___ × ___ = ___ | ___ × ___ = ___ |
| ___ × ___ = ___ | ___ × ___ = ___ | ___ × ___ = ___ |

Extension:

Color even products yellow and odd products orange.

Division



When we divide, we start by circling a certain amount of groups in a set!

$$10 \div 2 = 5$$

Name _____

Division Fun!

Box 1

Box 2

Box 3

Box 4

Box 5

Box 6

Name _____

Let's learn how to divide sets!

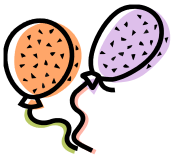
Let's divide!



Box 1: Draw eight flowers. Divide them into groups of two. $8 \div 2 = \underline{\hspace{2cm}}$



Box 2: Draw ten butterflies. Divide them into groups of five. $10 \div 5 = \underline{\hspace{2cm}}$



Box 3: Draw fifteen balloons. Divide them into groups of three. $15 \div 3 = \underline{\hspace{2cm}}$



Box 4: Draw twenty hearts. Divide them into groups of four. $20 \div 4 = \underline{\hspace{2cm}}$



Box 5: Draw eighteen circles. Divide them into groups of six. $18 \div 6 = \underline{\hspace{2cm}}$



Box 6: Draw twenty-seven triangles. Divide them into groups of nine.

$$27 \div 9 = \underline{\hspace{2cm}}$$



Name _____

The Amazing Roll It, Multiply It, Divide It GAME

Roll your number cubes
2 times. Write the numbers
on the line. Multiply!

Divide your answer
by the number in the box.

| | |
|--------------------|------------------------|
| ____ x ____ = ____ | ____ ÷ 3 = ____ r ____ |
| ____ x ____ = ____ | ____ ÷ 5 = ____ r ____ |
| ____ x ____ = ____ | ____ ÷ 4 = ____ r ____ |
| ____ x ____ = ____ | ____ ÷ 1 = ____ r ____ |
| ____ x ____ = ____ | ____ ÷ 6 = ____ r ____ |
| ____ x ____ = ____ | ____ ÷ 2 = ____ r ____ |
| ____ x ____ = ____ | ____ ÷ 7 = ____ r ____ |
| ____ x ____ = ____ | ____ ÷ 1 = ____ r ____ |
| ____ x ____ = ____ | ____ ÷ 0 = ____ r ____ |



Algebra



what is that
missing
number?





Name _____

Algebra, Algebra, Algebra!

$A=6$

$B=9$

$C=12$

$D=15$

$E=18$

Can you solve these? Fill in the answer with the letter.

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

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

$9 + 6 = \underline{\hspace{2cm}}$

$5 + 7 = \underline{\hspace{2cm}}$

$5 + 1 = \underline{\hspace{2cm}}$

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

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

$6 + 12 = \underline{\hspace{2cm}}$

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

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

$12 + 3 + 3 = \underline{\hspace{2cm}}$

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

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

$3 + 3 + 0 = \underline{\hspace{2cm}}$

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

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

$2 + 3 + 4 + 3 = \underline{\hspace{2cm}}$

$1 + 4 + 3 + 4 = \underline{\hspace{2cm}}$

$2 + 1 + 0 + 3 = \underline{\hspace{2cm}}$

$12 + 1 + 2 + 3 = \underline{\hspace{2cm}}$

$7 + 2 + 4 + 5 = \underline{\hspace{2cm}}$

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

$2 + 3 + 4 + 1 + 4 + 4 = \underline{\hspace{2cm}}$

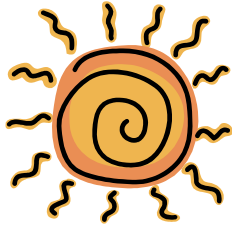


Name _____

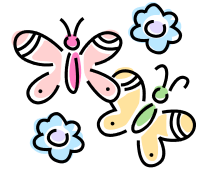
The Mystery Number

What number does the letter A represent?

| | |
|--|-----------|
| $6 + 6 = 5 + A$ _____ = 5 + _____ = _____ | A = _____ |
| $7 + 7 = 9 + A$ _____ = 9 + _____ = _____ | A = _____ |
| $4 + 4 = 2 + A$ _____ = 2 + _____ = _____ | A = _____ |
| $10 + 10 = 15 + A$ _____ = 15 + _____ = _____ | A = _____ |
| $8 + 9 = 10 + A$ _____ = 10 + _____ = _____ | A = _____ |
| $3 + 4 = 6 + A$ _____ = 6 + _____ = _____ | A = _____ |
| $6 + 7 = 4 + A$ _____ = 4 + _____ = _____ | A = _____ |



Rounding Numbers



There are 11 flowers.
11 is in between 10 and 20.
It is only one away from ten!
It's nine away from twenty.
The answer has to be 10!

Name _____



In the ones: 1, 2, 3, 4! Go on down to the floor.

5, 6, 7, 8, 9! Go on up and you'll feel fine!

38

41

56

23

Try some more!

97

15

65

74

You've got it! Now try some more!

82

19

94

33

You've got it! Now try some more!

16

88

9

32

Name _____



Let's use our number line to help us
round to the closest hundred!

49 or less – go down, down, down!

50 or more – go up, up, up!

111

228

336

441

Try some more!

557

665

784

878

You've got it! Now try some more!

995

142

250

363

SAMPLE