

MATH

Teacher's Guide

▶ **2nd Grade**

.....

MATH 200

Teacher's Guide

LIFEPAC® Overview **5**

MATH SCOPE & SEQUENCE | **7**

STRUCTURE OF THE LIFEPAC CURRICULUM | **12**

TEACHING SUPPLEMENTS | **18**

INSTRUCTIONS FOR MATH | **23**

Unit 1: Numbers and Words to 100 **29**

ANSWER KEYS | **34**

ALTERNATE LIFEPAC TEST | **41**

Unit 2: Add/Subtract and Even/Odd **45**

ANSWER KEYS | **49**

ALTERNATE LIFEPAC TEST | **57**

Unit 3: Add with Carrying to the Tens' Place **61**

ANSWER KEYS | **66**

ALTERNATE LIFEPAC TEST | **73**

Unit 4: Numbers and Words to 999 **77**

ANSWER KEYS | **82**

ALTERNATE LIFEPAC TEST | **91**

Unit 5: Add/Subtract to the Hundreds' Place **95**

ANSWER KEYS | **100**

ALTERNATE LIFEPAC TEST | **109**

Author:

Carol Bauler, B.A.

Editor:

Alan Christopherson, M.S.



**804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759**

© MCMXCVIII by Alpha Omega Publications, Inc. All rights reserved.
LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates, and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

Unit 6: Subtract with Borrowing from the Tens' Place 113

ANSWER KEYS | 118

ALTERNATE LIFEPAC TEST | 125

Unit 7: Add with Carrying to the Hundreds' Place 129

ANSWER KEYS | 133

ALTERNATE LIFEPAC TEST | 141

Unit 8: Volume and Coin Conversion 145

ANSWER KEYS | 149

ALTERNATE LIFEPAC TEST | 157

Unit 9: Area and Square Measurement 161

ANSWER KEYS | 166

ALTERNATE LIFEPAC TEST | 173

Unit 10: Review 177

ANSWER KEYS | 181

ALTERNATE LIFEPAC TEST | 189

Math Terms Glossary 193

INSTRUCTIONS FOR MATH

The LIFEPAC curriculum for grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. However, because of the variety of reading abilities at this grade level, the second grade mathematics Teacher's Guide contains additional instructional material to help the teacher prepare and present each lesson effectively. As the year progresses, students should be encouraged to read and follow the instructional material as presented in the LIFEPACs to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

The remainder of the Teacher's Guide includes the following teacher aids:

- 1) Introduction of Skills
- 2) Additional Activities

For each unit:

- 3) Materials Needed
- 4) Objectives
- 5) Teacher Instruction
- 6) Answer Keys
- 7) Alternate Tests

After the last unit:

- 8) Math Terms Glossary
- 9) Conversion Charts

The Introduction of Skills is a more detailed overview of skills than that presented in the *Scope and Sequence*. The Mathematics Terms includes a glossary of mathematics terms and a table of measurements. The Teacher Instruction Pages contain guidelines for teaching each lesson. Additional learning activities provide opportunities for problem solving, encourage the student's interest in learning, and may be used as a reward for good study habits.

Mathematics is a subject that requires skill mastery. But skill mastery needs to be applied toward active student involvement. The Teacher Instruction Pages list the required or suggested materials used in the LIFEPAC lessons. These materials include items generally available in the school or home. Pencils, paper, crayons, scissors, paste and/or glue stick are materials used on a regular basis. Construction paper, beads, buttons, and beans can be used for counting, sets, grouping, fractions, and patterning. Measurements require measuring cups, rulers, and empty containers. Boxes and similar items help in the study of solid shapes.

Any workbook assignment that can be supported by a real-world experience will enhance the student's ability for problem solving. There is an infinite challenge for the teacher to provide a meaningful environment for the study of mathematics. It is a subject that requires constant assessment of student progress. Do not leave the study of mathematics in the classroom.

MATH 200 INTRODUCTION OF SKILLS

Introduction of Skills is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular skill or to find where or when certain skills are introduced in the LIFEPAACs. The first number after the skill identifies the LIFEPAAC, and the second number identifies the section.

CONCEPT	LIFEPAAC	SECTION	CONCEPT	LIFEPAAC	SECTION
Addition			Measurements		
facts to 18	201	1	dozen	205	5
1-digit number added to 10's n/c*	201	2	linear		
2 numbers 2-digits n/c	201	2	inch	203	2
3 numbers 1-digit	201	4	one-half inch	203	2
3 numbers 2-digits n/c	201	4	one-quarter inch (square inches)	209	2
1-digit number added to 10's w/c*	203	2	feet, yards	204	3
2 numbers 2-digits w/c	203	2	perimeter, area	206	3
2 numbers 3-digits n/c	204	2		209	1
2 numbers 3-digits w/c			length, width	208	3
1's or 10's place	204	5	temperature (Fahrenheit)	205	3
	207	4	time		
2 numbers 3-digits w/c			calendar: days, weeks, months, years	204	5
1's and 10's place	208	4	to hour, half-hour, five minutes	202	2
3 numbers 2-digits w/c	209	1	to minute	206	1
3 numbers 3-digits n/c	210	1	A.M., P.M.	203	4
checking answers	202	3	digital clock	210	3
no carry boxes	210	3			
Directions			volume: cups, pints, quarts, gallons	208	5
north, south, east, west	208	4	weight: ounces, pounds	206	1
Even and odd			Money		
numbers	202	1	add and subtract	208	4
rules to add and subtract	209	5	pennies, dimes, nickels	202	4
Expanding numbers			dollars	203	3
(see place value)			dollar sign and decimal point	203	3
Families of facts			quarters	204	2
addition and subtraction	201	4	making change	204	5
Fractions			Number line		
part of an object or set	202	4	add or subtract to 18	203	1
addition	205	3	Number order		
subtraction	206	4	to 100	201	1
writing in words	207	1	to 200	202	1
Graphs (Charts)			to 999	204	1
gathering and posting data	205	1	to 1,000	210	1

*n/c = no carrying *w/c = with carrying

MATH 201

Unit 1: Numbers and Words to 100

TEACHER NOTES

MATERIALS NEEDED FOR LIFEPAK

Required

- Cards (3 inches by 5 inches) printed with number symbols 0 through 9 and number words *zero* through *nineteen*, also *twenty*, *thirty*, *forty*, and so on through *one hundred*. Several sets would be useful. (Cereal boxes are an excellent source of cardstock.)
- Cards with operation symbols: plus (+), minus (-), equal (=), not equal (\neq), greater than (>), less than (<).
- Fact cards for addition and subtraction through 18
- Counters for *ones* and *tens*—these may be cardstock strips (2 inches by 5 inches); one color for *ones*, another color for *tens*. (Popsicle sticks also work well as counters.)
- Objects for counting—beads, beans, buttons, bread wrapper twists, etc.
- Crayons, construction paper, scissors

Objectives

1. I can read and write numbers to 100.
2. I know addition and subtraction facts to 18.
3. I can learn place value for ones and tens.
4. I can follow oral instruction.
5. I can add and subtract to tens' place.
6. I know operation symbols +, -, =, \neq , >, <.
7. I can write number sentences.
8. I can write fact families.
9. I can solve story problems in addition.
10. I can recognize patterns and tell what comes next.
11. I can recognize flat shapes.

TEACHER NOTES

Section 1 – Number Symbols and Words to 100

1. Discuss *Objectives*.
2. Activities 1.1 through 1.6 – Have the students practice with cards, reading and putting number symbols and words in number order (1 through 19). Complete activities 1.1 through 1.6.
3. Activity 1.7 – Introduce addition fact cards through 18. Set aside facts that the students have not mastered and practice several times a week.

- Activities 1.8 through 1.10 – Show the students several examples of two-digit numbers (twenty-three, 23) on the board. Have them use combinations of number symbol and word cards to form numbers and words through 100. Remind them about the hyphen that joins the tens' place and ones' place.
- Complete Self Test 1.

Section 2 – Subtraction Facts

- Activity 2.1 – Introduce subtraction fact cards through 18. Set aside facts that the students have not mastered and practice several times a week.
- Activities 2.2 through 2.4 – Introduce counters for ones and tens. Be sure students understand that the tens' counter is equal to 10 ones' counters. Have students illustrate various numbers 1 to 99 using counters (37 = 3 tens' counters and 7 ones' counters). Use the counters to illustrate ones' place and tens' place. Have the students say the numbers aloud for Activity 2.2 before circling tens' place and ones' place. Dictation develops the students' ability to follow oral instructions. *Dictate:*

Listen and write in numbers.

Listen and write. Circle the number in the tens' place.

16	26	59	70
98	41	37	62

Listen and write in words. (Hyphen should be included. Spelling must be correct.)

Listen and write. Circle the word in the tens' place.

twenty-seven	thirty-five
sixty-one	eighty-nine
forty-four	ninety-six
seventy-two	fifty-three

- Activity 2.5 – Follow the illustration. Students should circle each set of tens, write how many, and then write the number of ones. They should use their counters to show how many tens and how many ones.
- Activities 2.6 through 2.9 – Use the tens' and ones' counters to illustrate the number 63 (6 tens' counters and 3 ones' counters). Remind students that *nothing* is represented by the number symbol 0. Have the students add 4 ones' counters to the group of 3 ones' counters. Add 6 tens' counters to *no* tens' counters. Combine the ones' and tens' counters and show they are equal to 67. Use this method to illustrate addition and subtraction of the ones' place and the tens' place. The students may continue using the counters to illustrate the problems in Activities 2.6 through 2.9.
- Complete Self Test 2.

Listen and write in numbers.

Listen and write. Circle the number in the tens' place.

12	39	57	82
----	----	----	----

Listen and write in words. (Hyphen should be included. Spelling must be correct.)

Listen and write. Circle the word in the tens' place.

twenty-three	forty-eight
--------------	-------------

Section 3 – Number Order

1. Activities 3.1 through 3.6 – Use the number symbol cards and number word cards to introduce these pages to the students. Place a number card(s) in front of them and ask them to find the number card(s) before and after. (32 would result in the students selecting cards showing 31 and 33.) Continue the exercise until the students show proficiency. Be sure to use both number and word cards. Complete Activities 3.1 through 3.6.
2. Activities 3.7 through 3.12 – Introduce the following operation symbols: plus (+), minus (–), equal (=), not equal (\neq), greater than (>), less than (<). Use objects for counting and operation symbol cards to illustrate each one of the operation symbols. For greater than and less than, the students simply need to understand that the open side of the sign is always toward the larger number. Complete Activities 3.7 through 3.12. Continue to use counters, objects, and cards to help the students understand number order, number value, and number comparison.
3. Complete Self Test 3.

Section 4 – Fact Families

1. Activities 4.1 through 4.4 – Introduce the students to fact families. For Activity 4.4, students should select three numbers and write a fact family. Quiz students orally by giving them a subtraction fact ($12 - 7 = 5$) and ask for an addition fact in the same family ($5 + 7 = 12$). Students must have a good grasp of addition and subtraction facts to be successful at addition with carrying and subtraction with borrowing.
2. Activity 4.5 – Follow the 5-step instructions for story problems. Point out the word *together* as the key word in the story, telling the reader that this is an addition problem. Use objects for counting to represent items in story problems, if helpful to the students. All students should show answers as number facts.
3. Activity 4.6 – Pattern recognition develops students' problem solving skills. Introduce students to patterns by giving them an example. Say the numbers 1, 2, 3, 4 and ask what comes next (5). Ask them to describe the pattern (counting in number order). Suggest patterns of greater than and less than, counting backward and forward, numbers grouped in fact families. Have the students identify the patterns in Activity 4.6 and show what comes next.
4. Activities 4.7 and 4.8 – Use objects for counting to introduce three-number column addition. Make sets of 3, 1, and 5. Explain to the students that 3 and 1 are added together first and then the 5 is added. Do not allow them to count 1-2-3-4, 5-6-7-8-9. Have them illustrate addition of two-digit numbers by making sets of ones and tens. As the students add the two-digit numbers in Activity 4.7, emphasize that they should add the ones' place first and the tens' place second.
5. Complete Self Test 4.

Section 5 – Number Order

1. Activities 5.1 through 5.9 – Use the number symbol and number word cards to practice before and after. Show the students a number in number symbols and have them select the corresponding number word cards. Change the order and have them select number symbols for number words. Review the operation symbols. Complete Activities 5.1 through 5.9.
2. Activity 5.10 – Introduce flat shapes—circle, square, triangle, rectangle. Have the students use construction paper and scissors to cut out shapes in various sizes and colors to reacquaint them with the various shapes. Turn to Activity 5.10. Tell the students to locate and color each shape to match the shapes at the top of the page. Have them identify the corresponding colors and shapes on the houses and then draw lines connecting the shapes to the houses.
3. Complete Self Test 5.

Administer the LIFEPAC Test.

The test may be administered in two sessions. Give no help except with directions. Evaluate the tests and review areas where the students have done poorly. Review the pages and activities that stress the concepts tested. If necessary, administer the Alternate LIFEPAC test.

ANSWER KEYS

SECTION 1

- 1.1** 0 1 2 3 4 5 6
7 8 9 10
- 1.2** zero one two three
four five six seven
eight nine ten
- 1.3** 4 3 6 5
0 9 2 7
10 8 1
- 1.4** 11 12 13 14 15
16 17 18 19 20
- 1.5** eleven twelve thirteen fourteen
fifteen sixteen seventeen eighteen
nineteen twenty
- 1.6** b c
t f
m s
r g
d o
e p
q k
n a
l i
h j
- 1.7** 9 16 11 9 5 13 7 5 10
1 8 4 11 14 6 8 10 7
13 9 7 12 11 15 14 7 3
10 13 10 16 10 9 6 14 10
4 11 14 17 11 2 2 15 12
8 12 7 6 10 15 7 10 8
13 16 11 3 6 11 9 18 8
8 8 11 5 15 3 4 13 9
12 9 4 12 5 7 6 9 17
8 5 9 12 12 14 6 13 10
- 1.8** 10 20 30 40 50
60 70 80 90 100

- 1.9** ten twenty thirty forty
fifty sixty seventy eighty
ninety one hundred
- 1.10** 16
31
67
85
49
11
70
93
forty-five
sixty
seventy-nine
thirteen
eighty-one
thirty-six
fifty-four
one hundred

SELF TEST 1

- 1.01** sixteen 80
forty-two 31
eighty 16
thirty-one 11
seventy-five 75
eighty-one 42
eleven 60
sixty 81
- 1.02** seventeen
twenty-four
eight
thirty-seven
sixty-five
nineteen
fifty-three
twenty
- 1.03** 9 11 17 7 7 10
10 15 7 10 11 7
9 7 8 14 12 6

SECTION 2

2.1

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

2.2

②	7	④	5	⑧	3	⑥	1
①	7	⑤	8	①	1	⑨	6
1	②	7	⑧	3	⑨	4	⑥
8	⑨	1	⑤	2	②	7	⑩

2.3

①	6	②	6	⑤	9	⑦	0
⑨	8	④	1	③	7	⑥	2

2.4

twenty	seven	thirty	five
sixty	one	eighty	nine
forty	four	ninety	six
seventy	two	fifty	three

2.5

1	7	17
2	3	23
2	7	27
0	4	4
4	3	43
2	8	28
4	6	46

2.6

49	35	55	67	29	75
37	79	68	98	62	86

2.7

88	56	48	86	97	52
69	47	66	84	95	79

2.8

46	32	54	28	65	70
33	75	62	60	93	47

2.9

65	53	14	63	81	82
46	16	44	72	21	54

SELF TEST 2

2.01

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

2.02

②	3	④	8	①	1	⑨	6
1	⑤	3	⑦	8	⑤	5	⑩

2.03

28	67	54	32
----	----	----	----

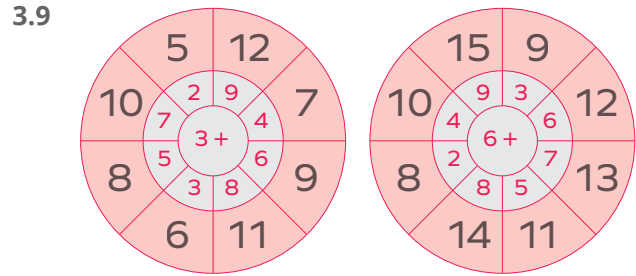
2.04

①	2	③	9	⑤	7	⑧	2
twenty	three	forty	eight				

SECTION 3

- 3.1** 15 85 12
 22 10 99
 74 19 49
 4 62 36
- 3.2** 23 13 100
 52 27 64
 90 52 20
 32 40 77
- 3.3** 79 34 16
 44 99 49
 28 4 22
 20 82 91
- 3.4** thirteen
 twenty-one
 sixty-two
 seventy-nine
 ten
 fifty-two
 seventy
 forty
- 3.5** forty-five
 eighty-two
 thirteen
 eight
 sixty-seven
 forty
 ninety-four
 seventeen
- 3.6** twenty
 forty-seven
 ninety-one
 sixty-eight
 ten
 seventy-four
 thirty-six
 ninety-nine
- 3.7** + -
 = -
 - +
 - =
 +/- +
 = =
 + -
 - +
 = =
 + -

- 3.8** = ≠
 ≠ =
 = ≠
 ≠ =
 ≠ ≠
 ≠ ≠
 = =
 ≠ ≠



- 3.10** > <
 < >
 > >
 > >
 > <
 < <
 > >
 > >
- 3.11** 13, 14, 16, 17, 18, 20
 38, 39, 40, 42, 43, 44
 74, 76, 77, 79, 80, 81
- 3.12** $6 + 3 = 9$
 $8 - 4 \neq 3$
 $12 > 11$
 $54 < 56$
 $13 - 7 = 6$
 $4 > 0$
 $6 + 2 \neq 7$
 $81 < 95$
 $3 + 5 > 4 + 2$
 $26 - 4 < 19 + 8$

SELF TEST 3

3.01 12
45
seventy-four
thirty-three
100
60

3.02 = +
- ≠
≠ -

3.03 > <
< >

3.04 $13 - 5 = 8$
 $47 > 43$
 $4 + 8 \neq 11$
 $65 < 75$

SECTION 4

4.1 8 9, 14
8 5, 14
6 5, 9
2 9, 5

7, 8, 15
8, 7, 15
15, 7, 8
15, 8, 7

4.2 Suggested answers:

0	1	4	6	7	8
+ 6	+ 5	+ 2	- 0	- 1	- 2
6	6	6	6	6	6

4.3 3, 9, 12 2, 7, 9
3, 9, 12 2, 7, 9
9, 3, 12 7, 2, 9
12, 3, 9 9, 2, 7
12, 9, 3 9, 7, 2

4, 7, 11 3, 5, 8
4, 7, 11 3, 5, 8
7, 4, 11 5, 3, 8
11, 4, 7 8, 3, 5
11, 7, 4 8, 5, 3

8, 9, 17 6, 7, 13
8, 9, 17 6, 7, 13
9, 8, 17 7, 6, 13
17, 8, 9 13, 6, 7
17, 9, 8 13, 7, 6

4.4 Suggested answers:

<u>4, 6, 10</u>	<u>5, 9, 14</u>
4, 6, 10	5, 9, 14
6, 4, 10	9, 5, 14
10, 4, 6	14, 5, 9
10, 6, 4	14, 9, 5

<u>0, 5, 5</u>	
0, 5, 5	5, 0, 5
5, 0, 5	5, 5, 0

4.5
$$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array}$$
 13 pets

$$\begin{array}{r} 3 \\ + 9 \\ \hline 12 \end{array}$$
 12 sisters

$$\begin{array}{r} 6 \\ + 8 \\ \hline 14 \end{array}$$
 14 people

4.6

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

$4 < 5$

$$\begin{array}{r} 14 \\ - 9 \\ \hline 5 \end{array}$$

thirty-four

$$\begin{array}{r} 76 \\ - 40 \\ \hline 36 \end{array}$$

39

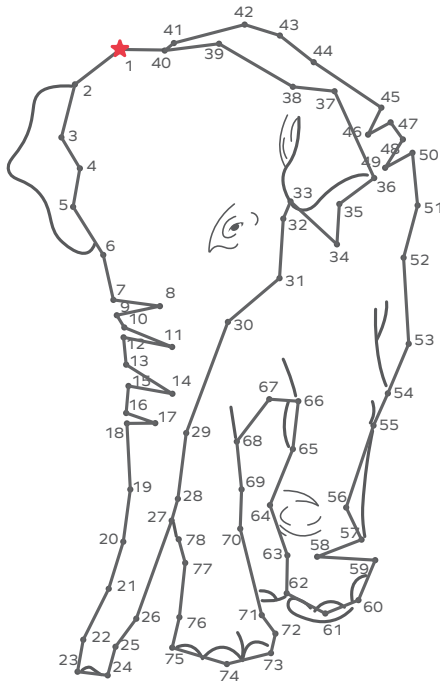
17



4.7

6	8	9	9	8	10
9	6	8	7	9	10
98	57	83	79	88	

4.8



no

SELF TEST 4

4.01

$$\begin{array}{r} 4, 5, 9 \\ 4, 5, 9 \\ 5, 4, 9 \\ 9, 4, 5 \\ 9, 5, 4 \end{array}$$

4.02 12 11 98 69

4.03 Mary has 2 apples.
Jack has 4 apples.
How many apples do
Mary and Jack have altogether?

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

4.04 $6 > 5$
40

SECTION 5

5.1 four
ten
thirty-five
seventy-nine
twenty-six
forty-two
fourteen
sixty-four

5.2 forty forty-one
sixteen seventeen
seventy-two seventy-three
ninety-eight ninety-nine

5.3 fourteen 19
fifty-nine 49
forty-one 59
nineteen 14
forty-nine 41

33 sixty-six
63 thirty-six
36 sixty
60 thirty-three
66 sixty-three

5.4 7 13 12
10 6 15
17 10 8
8 16 16
12 12 9
7 3 4
9 9 9
12 14 2

5.5 4 9 2
6 4 4
8 8 5
3 7 5
4 2 0
2 9 7
9 3 6
5 1 4

5.6 7 15 9 10 13 12 9 14
16 4 5 18 12 4 7 8
6 10 11 10 12 14 1 11

5.7 1 6 5 0 3 9 5 9
3 8 6 8 2 8 9 6
9 0 4 4 9 7 0 0





5.8 = -
≠ +
= -
≠ =
= -
≠ -
- +
+ -
≠ -
= -

5.9 >
<
<
>
<
>
<
<
>

5.10 Teacher check

SELF TEST 5

5.01 thirteen 23
thirty 13
thirty-three 30
twenty-three 33






5.02 circle 
triangle 
rectangle 
square 

5.03 9 5
15 5
7 6
10 1

5.04 58, 60, 61, 63, 65, 66

5.05 ≠
-
>

LIFEPAC TEST

1. fifty-seven  75
 fifteen  77
 seventy-five  15
 seventy-seven  55
 fifty-five  57

2. twelve
 eight
 thirty-nine
 fifty
 sixty-two

3. 7 9 12 13 11
 9 5 6 8 5

4. ⑦ 4 ⑧ 6 ⑨ 2

5. 6

6. 27 98 9 93 22 44









7. 17
 sixty-nine
 40
 thirteen

8. 4, 8, 12
 4, 8, 12
 8, 4, 12
 12, 4, 8
 12, 8, 4






9. -
 -
 ≠
 <

10.
$$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$$
 8 nickels

11. $14 - 6 = 8$
 $13 < 23$
 $9 + 7 \neq 14$
 $85 > 62$

12. triangle  
 square  
 circle  
 rectangle  

ALTERNATE LIFEPAC TEST

1. thirty-six  13
 sixty-three  33
 sixty-six  63
 thirteen  66
 thirty-three  36

2. eleven
 seven
 fifty-six
 thirty
 eighty-two

3. 10 12 9 11 7
 7 7 5 8 3

4. ④ 6 ① 3 ⑧ 4

5. 2

6. 39 64 9 78 33 31









7. 13
 seventy-nine
 70
 fourteen

8. 4, 7, 11
 4, 7, 11
 7, 4, 11
 11, 4, 7
 11, 7, 4

9. +
 -
 ≠
 >

10.
$$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$$
 9 dimes

11. $13 - 4 = 9$
 $47 > 37$
 $16 < 17$
 $5 + 0 \neq 6$

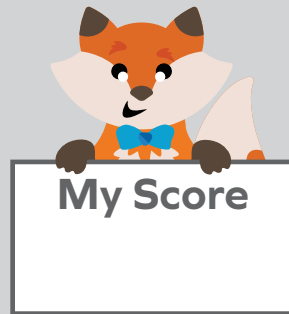
12. circle  
 rectangle  
 square  
 triangle  

MATH 201

ALTERNATE LIFEPAC TEST

Name _____

Date _____



Each answer = 1 point, except where otherwise noted

1. Match.

- | | | | |
|--------------|---|---|----|
| thirty-six | ▶ | ◀ | 13 |
| sixty-three | ▶ | ◀ | 33 |
| sixty-six | ▶ | ◀ | 63 |
| thirteen | ▶ | ◀ | 66 |
| thirty-three | ▶ | ◀ | 36 |

2. Write in words.

11 _____

7 _____

56 _____

30 _____

82 _____

3. Write addition and subtraction facts.

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

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

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

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

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

$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 8 \\ \hline \end{array}$$

4. Circle the tens' place.

46

13

84

5. Write what comes next.

5, 4, 3, _____

6. Add or subtract.

$$\begin{array}{r} 32 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ 20 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ - 26 \\ \hline \end{array}$$

7. Write the number ...

before. _____ 14

_____ eighty

after. 69 _____

thirteen _____

8. Write a fact family. (2 points)

4, 7, 11 _____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____

9. Circle the correct symbol.

6 (+, -) 5 = 11

14 (+, -) 7 = 7

8 + 2 (=, ≠) 11

25 (>, <) 23

10. Read the story. Work the problem. (2 points)

Katie has five dimes.

Chad has four dimes.

How many dimes do they have
altogether? _____

11. Write the number sentence using symbols.

Thirteen minus four equals nine. _____

Forty-seven is greater than thirty-seven. _____

Sixteen is less than seventeen. _____

Five plus zero is not equal to six. _____

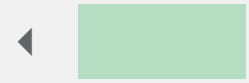
12. Match.

circle ▶

rectangle ▶

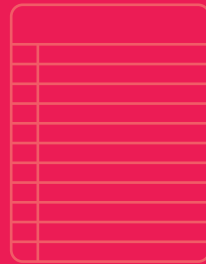
square ▶

triangle ▶



MATH TERMS GLOSSARY

acute angle	An angle that is less than a right angle or less than 90 degrees.
addend	A number to be added in an addition problem.
angle	The distance between two rays or line segments with a common endpoint.
associative property	No matter how numbers are grouped in addition and multiplication, the answer is always the same.
area	The measurement of a flat surface. $A = l \times w$ (rectangle); $A = \pi r^2$ (circle); $A = \frac{1}{2} b \times h$ (triangle).
average	The total of a group divided by the number in the group.
bar graph	A graph that uses bars to show data.
base (1)	The bottom part of a geometric figure on which the figure rests.
base (2)	The number used as a factor in exponential notation.
cancelling	Simplifying a problem in multiplication or division of fractions within the problem.
cardinal numbers	Numbers used for counting. 1, 2, 3, 4 ...
Celsius	Metric unit of measurement for temperature. Freezing, 0° C. Boiling, 100° C.
chart	An arrangement of data in a logical order.
circle	A continuous closed line always the same distance from a center point.
circle graph	A circular graph that always represents the whole of the data.
circumference	The distance around (perimeter) a circle. $C = 2\pi r$ or $C = \pi d$
common denominator	Fractions must have the same or common denominator to be added or subtracted.
compass	An instrument having two hinged legs used for drawing circles, curved lines, and measuring distances.
composite number	A number that can be divided by 1, by itself, and other numbers.



804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

800-622-3070
www.aop.com

MAT0220 - Dec '16 Printing

ISBN 978-1-58095-718-2



9 781580 957182