



Second Grade

Color Math

Teacher's Manual

Samples

Second Grade Color Math Teacher's Manual Part 1 Lessons 1-80 ISBN 9781592693207
Second Grade Color Math Teacher's Manual Part 2 Lessons 81-160 ISBN 9781592693214

McRuffy Second Grade Color Math Curriculum ISBN 9781592692125

©2013 McRuffy Press.

All rights reserved. Any reproduction of this material without written consent
of the publisher is strictly prohibited unless otherwise noted.

Copy master section is reproducible.



Written and illustrated
by
Brian Davis M.A. Ed.

McRuffy Press, LLC
P.O. Box 212
Raymore, MO 64083

Email: sales@mcruffy.com

Phone: 816-331-7831

www.McRuffy.com

McRuffy Second Grade Color Math

The Second Grade Color Math curriculum is arranged into 160 daily lessons. Each lesson plan states lesson objectives, materials, teaching directions, and answers. The objectives briefly state the concepts or exercises covered by the lesson. They are numbered. The numbers correspond to the teaching section. The materials section lists any special materials needed for the lesson. Basic materials such as pencils are not listed. Words typed in **bold** print can be stated directly to the students.

Although objectives are numbered, for the most part they do not have to be taught in that order. You may also decide to teach one objective during one part of the day and teach another later in the day. Sometimes an objective is simply restated in the teaching section if it is self-explanatory, such as having children write numbers or solve problems. This is not meant to be redundant, just consistent with the format.

Each lesson contains several objectives. This allows for frequent review, also called spiraling of concept. This keeps the skill level of the students up. The workbook pages reflect this approach. Lessons include a workbook page and an auditory response exercise to build both math and listening skills.

The teacher's manual consists of the lesson plans and workbook answers. Unit tests and timed tests are in the Resource Packet. Permission to copy timed tests and unit tests is granted for personal or classroom use (not for resale). Workbook pages are not reproducible. Copies are available from McRuffy Press.

The curriculum consists of a teacher's manual, a workbook, a response book, and a resource packet. The response book can be replaced with the reproducible response form or even a piece of paper with lines labeled with the letters A to J and a pencil. The response book would still be used to check answers, either by the student or the teacher. The response book is designed to be self-checking for the convenience of the teacher and to teach the student responsibility for checking their work. Using the dry erase markers to write answers may also be motivating for students.

Manipulatives are available as a separate kit from McRuffy Press. If you purchased the kindergarten or first grade manipulatives, you may purchase just the additional items needed. McRuffy Press also sells all manipulatives separately, as well as many other math, science, and language arts materials. The list of manipulatives states the largest quantity used (and quantity in math kit). The lessons column states when the manipulative is used.

Math Journal

Most lessons feature a small box on the right-hand page with ideas for keeping a math journal. *This is an optional activity.* The purpose is to allow students to write about math concepts and show examples of new concepts. This can later be used for studying or as reference material for terms and basic math facts. A basic spiral notebook may be used as the journal.

Timed Tests

Timed tests are introduced in the lesson plans. You may follow the timed test schedule in the lessons, or have students demonstrate mastery of a timed test before introducing a new one. The timed tests are in the resource pack and they are reproducible. The most important facts to master at the second grade level are addition and subtraction. It would also be helpful to look for mastery in the early stages of multiplication (facts for $\times 0$ to $\times 5$).

Manipulatives

Quantity	Manipulative
250	Transparent Chips: These are used as counters and sometimes referred to as counters or circle counters. They provide a greater variety of colors and a greater quantity of counters.
50	Base Ten Cubes (base ten) are one centimeter cubes. They can be used for measuring as well as base ten activities.
50	Pattern Blocks
20	Base Ten Rods (base ten) represent 10 cubes
10	Base Ten Flat cards represent 100 cubes
1	Clock dial
2	Tangram Sets: Seven piece sets
1	Fraction Pieces Set
1	Geoboard and rubber bands
1	Pentomino twelve piece set
2	Dice
12	One Inch Cubes
Coins (not included in the manipulative kit)	

Scope and Sequence

Lessons 1 to 45

Number review
Review addition
Ordinal numbers
Commutative property
Story problems
Visual analysis skills using:
 Tangrams
 Pentominoes
 Geoboards
Skip Counting 2, 5, 10
Subtraction Facts Review
Pattern Recognition
Graphing
Place value 1, 10, 100
Adding two 2-digit numbers
Adding three numbers
Attribute recognition
Measuring (cm)
Inequalities
Counting money
Adding three 2-digit numbers
Adding four 1-digit numbers
Reading clocks (half-hour)
Regrouping
Test 1

Lessons 47 to 68

Reading graphs
Place value 1000
Odd and even numbers
Skip counting by 3
2-digit number + 3-digit number
Adding 4 numbers
Visual analysis skills
Coins – quarters
Attributes
Adding three 2-digit numbers
Subtraction of 2-digit numbers
Reading clocks (quarter hour)
Reading diagrams
Test 2

Lessons 69 to 90

Adding 2 and 3-digit numbers
Measuring (inches)
2-digit minus 1-digit numbers
Visual analysis skills
Mixed operations
Reading clocks to 5 minutes
Perimeter
2-digit minus 2-digit with regrouping
Attributes
Adding two 3-digit numbers
Story problems
Graphing
Test 3

Lessons 91 to 125

3-digit number minus 1-digit number
Fractions halves, fourths, thirds
Adding two 3-digit numbers
Temperature (F and C)
Story problems
Adding 4-digit number + 2-digit number
Multiplying by 0, 1, 2, 3, 4, 5
3-digit number minus 2-digit number
4-digit number + 3-digit number
Adding 3 numbers
Inequalities
Roman numerals I to X
Skip counting 3, 4
Measure to $\frac{1}{4}$ inch
Test 4

Lessons 126 to 160

Multiplying by 6, 7, 8, 9, 10
Fractions: fifths
Roman numerals to XXXIX
Mixed operations
Adding two 4-digit numbers
Division
4-digit number minus 2 & 3-digit numbers
Test 5

Response Book

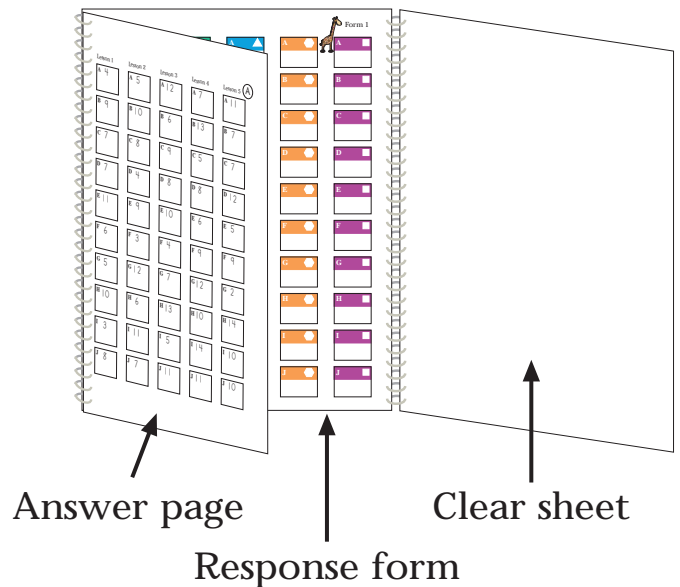
Most lessons feature an opportunity for students to listen and respond. These are short exercises that review concepts. Examples include simple calculations, recognizing place value of a given digit, writing times or dollar amounts, recognizing numbers as odd or even. Responses can be recorded in the Response Book. By using a dry erase marker to write on the clear plastic flip sheet, students can record their answers, then flip the clear sheet to an answer page and check their answers. This also makes the response book a non-consumable item.

Directions for exercises recorded in the Response Book are stated in the lessons. These are usually easier exercises. The emphasis is on listening and responding. Teachers may allow or even encourage students to use the appropriate manipulatives to help visualize and solve the problems. Students may also jot down notes on scrap paper if necessary to help respond.

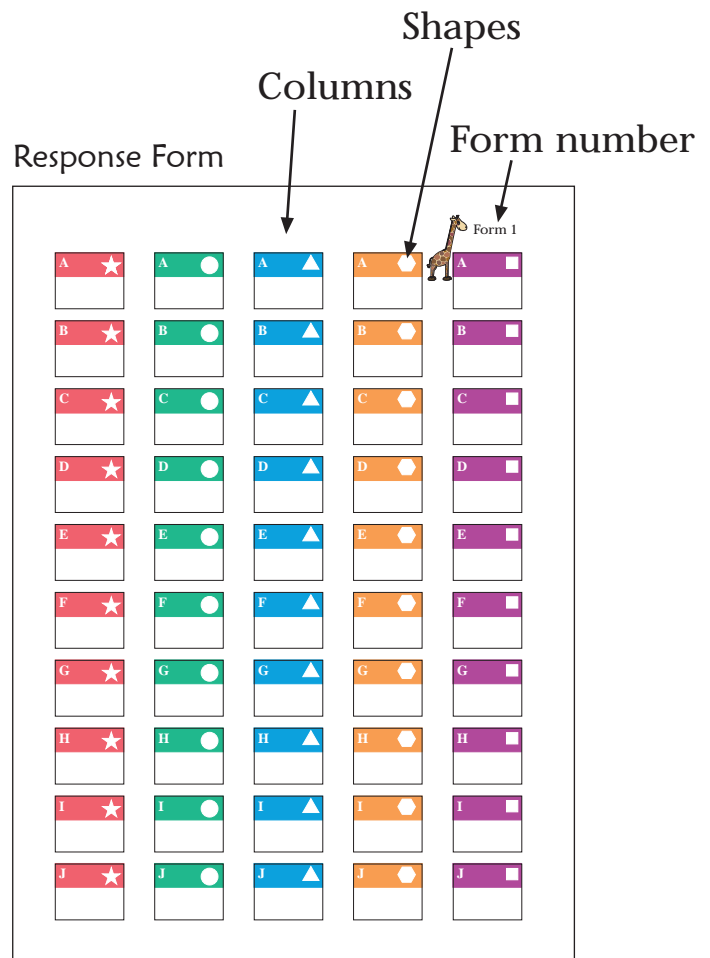
Most exercises contain ten responses that are recorded in a column of boxes. Some more difficult or time consuming activities may only feature five responses. If students are having difficulty with an exercise, or it is taking too much time for a review activity, you may choose to end the exercise before asking for all ten responses. Responses within an exercise are random in difficulty. There is no planned progression from easiest to hardest.

To make the self-checking feature work properly, two important directions must be followed. The correct form must be used and the correct column must be used. Form 2 is a flipped version of Form 1, otherwise they are identical. Since answers are printed two-sided, the correct form must be used to match the answers. Form 1 also features a small picture of a giraffe. Form 2 features a small picture of a zebra. The pictures were added to make the forms more distinctive. An answer page is designated by a letter in the lesson directions. The same answer sheet is used for 5 lessons (a few are used for 4 lessons on testing weeks).

Columns are designated by shapes in the upper right-hand corner of each response box. Each lesson will use a designated column. The order of shapes are star, circle, triangle, hexagon, and square. At the beginning of the Response exercise, the correct form and correct column will be noted.



1. Flip the clear sheet onto the response form.
2. Students record answers onto the face of the clear sheet. The response form helps students to align and record their responses in the correct area for checking.
3. Find the correct answer page. Flip the clear sheet onto the page and match the answers.

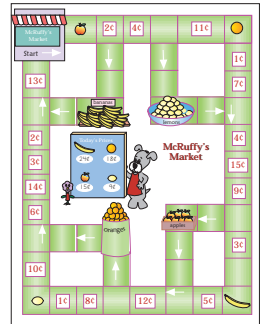


Games

Games are introduced in various lessons once the concepts in the games have been introduced. You may introduce them sooner if you feel students can play the games. The games may be referred to in only one lesson, but they may be played many times to reinforce skills or simply for fun. The games are designed to be mostly assembled and contain few parts.

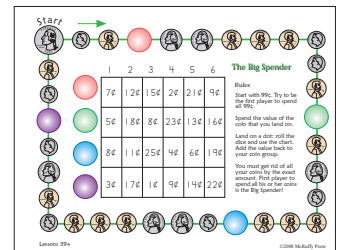
McRuffy's Market

Players collect money and buy fruit to complete their shopping lists. Introduced in lesson 10.



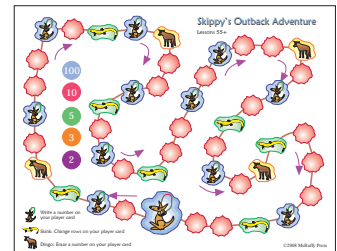
The Big Spender

Introduced in lesson 40, The Big Spender reviews coin counting skills. Students will need to be able to add to and subtract from a group of coins.



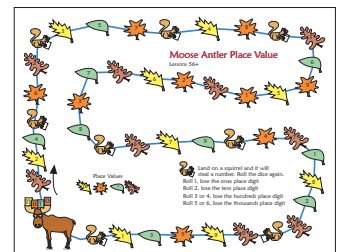
Skippy's Outback Adventure

Skippy the Kangaroo hops around the outback. Players skip count by 2, 3, 5, 10, and 100. Skippy's Outback Adventure is introduced in lesson 55.



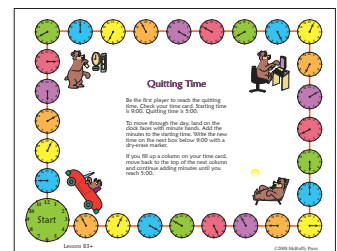
Moose Antler Place Value

Players will recognize and write 4-digit numbers in the Moose Antler Place Value game. The Moose Antler Place Value game is introduced in lesson 63.



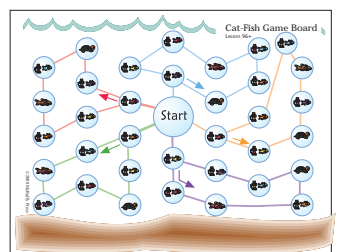
Quitting Time

Adding time to clocks in five minute intervals is practiced in Quitting Time. Players complete an 8 hour day on their time cards. The game is introduced in lesson 83.



Cat-Fish Coordinate Game

Using color coded cats and fish to locate points on a grid makes for a fun introduction to plotting coordinates. Introduced in lesson 96, the Cat-Fish Coordinate game will have players racing to find coordinates.



Lesson 51

Objectives

1. Students will identify numbers as odd or even.
2. Students will practice addition.
3. Students will find missing addends.
4. Students will take a timed test.

Materials

- * Workbook
- * Counters
- * Rods and cubes
- * Timed test 19

Teaching

1. Have students make groups of counters from 1 to 10. Now tell students to line up the counters of each group into twos. **If the counters of the group each have a “buddy” the number of counters is even. If there is an extra counter left over, the number is odd. What numbers are even? (2, 4, 6, 8) What numbers are odd? (1, 3, 5, 7, 9)**

Pick other numbers at random, such as, 17. Have students make groups of counters, pair up the counters, and identify the number as even or odd. Have students find the odd numbers between 0 and 30. Ask students if there is a pattern to odd and even numbers.

Response book form 1: **Use the column with stars in the boxes. I’ll say some numbers. If the number is odd, write O in the box. If the number is even, write E in the box.**

A (8), B (3), C (7), D (6), E (9), F (4), G (2), H (10), I (15), J (11)

Use answer page K.

Use the top section of the workbook. **Look at the numbers on the workbook page. Write an O in the blank if the number is odd. Write an E in the blank if the number is even.**

2. **Find the sums to the addition problems.** You may have students demonstrate solving a problem with rods and cubes.
3. **Look at the addition problems. A picture is in place of one of the addends. Find the missing addend. Write it next to the matching picture at the bottom of the page. You may use rods and cubes. Make a group that equals the sum. Take away the number of the addend that you know. Recount the group for your answer.**
4. Give students timed test 19. Students will add 2 two-digit numbers with no regrouping.

Write O next to the odd numbers. Write E next to the even numbers.

38 _____ 21 _____ 17 _____ 44 _____ 23 _____

35 _____ 49 _____ 12 _____ 26 _____ 50 _____

Solve the problems.

$\begin{array}{r} 52 \\ + 18 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ + 62 \\ \hline \end{array}$	$\begin{array}{r} 74 \\ + 17 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ + 45 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ + 22 \\ \hline \end{array}$
---	---	---	---	---

Find the value of each animal.

$5 + \text{cat} = 26$	$\text{frog} + 2 = 35$
$4 + \text{fish} = 17$	$\text{dog} + 4 = 84$
$7 + \text{turtle} = 69$	$\text{bird} + 6 = 98$

$\text{bird} = \underline{\quad}$	$\text{dog} = \underline{\quad}$	$\text{fish} = \underline{\quad}$
$\text{frog} = \underline{\quad}$	$\text{turtle} = \underline{\quad}$	$\text{cat} = \underline{\quad}$

Workbook Answers

Write O next to the odd numbers. Write E next to the even numbers.


38 E 21 O 17 O 44 E 23 O


35 O 49 O 12 E 26 E 50 E

Solve the problems.

$\begin{array}{r} 52 \\ + 18 \\ \hline 70 \end{array}$	$\begin{array}{r} 31 \\ + 62 \\ \hline 93 \end{array}$	$\begin{array}{r} 74 \\ + 17 \\ \hline 91 \end{array}$	$\begin{array}{r} 25 \\ + 45 \\ \hline 70 \end{array}$	$\begin{array}{r} 54 \\ + 22 \\ \hline 76 \end{array}$
--	--	--	--	--

Find the value of each animal.

5 +  = 26


 + 2 = 35


4 +  = 17


 + 4 = 84

7 +  = 69

 + 6 = 98


 = 92

 = 80

 = 13

 = 33

 = 62

 = 21

Math Journal:

Write rules for identifying even and odd numbers.

Lesson 52

Objectives

1. Students will review odd and even numbers.
2. Students will subtract single-digit numbers from 2-digit numbers.
3. Students will compare groups.
4. Students will add time to clocks.

Materials

- * Workbook
- * Base ten rods and cubes
- * Clock dials
- * Coins (pennies, nickels, dimes)

Teaching

1. Review the rules for identifying odd or even numbers. Write or say various numbers. Have students identify the numbers as odd or even.

Response book form 1: **Use the column with circles in the boxes. I'll say some numbers. If the number is odd, write O in the box. If the number is even, write E in the box.**

A (83), B (35), C (74), D (66), E (92), F (48), G (27), H (109), I (410), J (8211)

Use answer page K.

2. Write the problem $36 - 3 =$. Have students make a group of rods and cubes equal to 36. Next, have students take away 3 cubes. Students should count the rods and cubes to find the difference. (33) Repeat with other problems. Students will not deal with regrouping at this time.
3. **Compare the groups in each box on the workbook page. Make matching groups with rods, cubes, and coins. Draw a sign in the circles to show how the groups are related, greater than, less than, or equal.**
4. **Set a time on a clock face to 11:30. Add fifteen minutes to it. Don't forget to move both the hour hand and the minute hand. What is the new time? (11:45)**

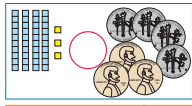
Set the clock to 3:15. Add 45 minutes to the clock. What is the new time? (4:00)

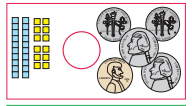
Set the clock to 5:30. Add 1 hour and 15 minutes. What is the new time? (6:45)


Solve the problems.


$\begin{array}{r} 29 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 4 \\ \hline \end{array}$
--	--	--	--	--

Compare the groups rods and cubes to the groups of coins. Write = or arrows in the circles.














Read the clock faces. Add time. Write the new times.

				
+ 15 minutes	+ 45 minutes	+ 1 hour 30 minutes	+ 30 minutes	+ 1 hour 15 minutes
_____	_____	_____	_____	_____

Lesson 53

Objectives

1. Students will solve subtraction problems (two-digit number minus one-digit number, no regrouping)
2. Students will review two-digit addition.
3. Students will solve story problems.

Materials

- * Workbook
- * Response book
- * Base Ten rods and cubes

Teaching

1. Review subtracting single digit numbers from two-digit minuends. Use rods and cubes if necessary.

Practice with these problems: $44 - 2$, $68 - 5$, $89 - 8$.

Response book form 1: **Use the column with triangles in the boxes. Listen to the problems. Write the differences in the boxes.**

**A (89 - 5) , B (46 - 1) , C (77 - 7) , D (68 - 2) , E (39 - 6),
F (18 - 1) , G (95 - 4) , H (24 - 2) , I (59 - 1) , J (78 - 3)**






Use answer page K.

2. Have students solve the problems on the workbook page.
3. Read the following stories to the children. Have students answer the questions. Children should model the stories using rods and cubes. More stories are on the workbook page. **Jose had 57¢. He spent 6¢ on gum. How much money does he now have?** Have students state the problem and answer ($57¢ - 6¢ = 51¢$). **Sandra had two books. One was 47 pages long. The other was 38 pages long. How many pages will she read if she reads both books?** ($47 + 38 = 85$ pages)

Solve the problems.

$\begin{array}{r} 58 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 75 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ - 7 \\ \hline \end{array}$
$\begin{array}{r} 37 \\ + 22 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ + 40 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ + 63 \\ \hline \end{array}$	$\begin{array}{r} 75 \\ + 13 \\ \hline \end{array}$	$\begin{array}{r} 81 \\ + 15 \\ \hline \end{array}$

Read the stories. Answer the questions.

1. Jeff had 87¢. He lost a nickel. How much money does he now have? 
2. Liz baked 23 chocolate chip cookies. She also baked 42 sugar cookies. How many cookies did she have? 
3. There were 26 cars in a parking lot. Five drove away. How many are left? 
4. There are 53 boys in the soccer league. There are 42 girls in the soccer league. How many children are in the soccer league? 
5. We grew 25 carrots in the garden. A rabbit ate three of them. How many were left? 

Workbook Answers

Solve the problems.

$$\begin{array}{r} 58 \\ - 2 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 37 \\ - 6 \\ \hline 31 \end{array}$$

$$\begin{array}{r} 93 \\ - 2 \\ \hline 91 \end{array}$$

$$\begin{array}{r} 75 \\ - 1 \\ \hline 74 \end{array}$$

$$\begin{array}{r} 29 \\ - 7 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 37 \\ + 22 \\ \hline 59 \end{array}$$

$$\begin{array}{r} 56 \\ + 40 \\ \hline 96 \end{array}$$

$$\begin{array}{r} 16 \\ + 63 \\ \hline 79 \end{array}$$

$$\begin{array}{r} 75 \\ + 13 \\ \hline 88 \end{array}$$

$$\begin{array}{r} 81 \\ + 15 \\ \hline 96 \end{array}$$

Read the stories. Answer the questions.

1. Jeff had 87¢. He lost a nickel. How much money does he now have?



2. Liz baked 23 chocolate chip cookies. She also baked 42 sugar cookies. How many cookies did she have?



3. There were 26 cars in a parking lot. Five drove away. How many are left?



4. There are 53 boys in the soccer league. There are 42 girls in the soccer league. How many children are in the soccer league?



5. We grew 25 carrots in the garden. A rabbit ate three of them. How many were left?



Math Journal:

Write two story problems. One should contain a problem subtracting a single-digit from a double-digit number (no regrouping). The other should contain a problem adding two double-digit numbers with regrouping.

Lesson 54

Objectives

1. Students will add two-digit and three-digit numbers.
2. Students will review odd and even numbers.
3. Students will skip count by threes.
4. Students will take a timed test.

Materials

- * Workbook
- * Response book
- * Counters
- * Base Ten rods, cubes, and flats
- * Timed test 20

Teaching

1. Have students use flats, rods, and cubes to model the problem $156 + 32$. Repeat with other problems. Students will not regroup at this time.

Find the sums of the problems on the workbook page.

2. Review the rules for determining odd and even numbers. Have students determine if various numbers are even or odd.

Response book form 1: **Use the column with hexagons in the boxes. I'll say some numbers. If the number is odd, write O in the box. If the number is even, write E in the box.**

**A (5678), B (3005), C (7321), D (9237), E (9999),
F (3586), G (1792), H (4623), I (2544), J (8000)**

Use answer page K.

3. Have students put 30 counters into groups of three. Have students count the first group of counters and write the number 3. Keep counting with the second group (4, 5, 6) and write the number 6. Continue to thirty. Have students practice counting by threes.

Look at the workbook page. Skippy the Kangaroo is back. This time, count by threes to fill in the blanks on each row.

4. Give students the timed test. The test contains two-digit addition problems with regrouping.

Solve the problems.

$\begin{array}{r} 164 \\ + 34 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ + 405 \\ \hline \end{array}$	$\begin{array}{r} 347 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ + 271 \\ \hline \end{array}$	$\begin{array}{r} 846 \\ + 42 \\ \hline \end{array}$
$\begin{array}{r} 41 \\ + 538 \\ \hline \end{array}$	$\begin{array}{r} 724 \\ + 23 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ + 450 \\ \hline \end{array}$	$\begin{array}{r} 813 \\ + 61 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ + 921 \\ \hline \end{array}$

Circle the odd numbers.

14 52 63 19 91 44 25 78 87 30


Fill in the missing numbers. Count by threes.

75, _____, _____, 84, _____, _____, _____, 96, _____

_____, 33, _____, 39, _____, _____, 48, _____, _____

_____, _____, _____, 12, _____, 18, _____, _____, 27

_____, _____, 57, _____, 63, 66, _____, _____, _____



Workbook Answers

Solve the problems.

$\begin{array}{r} 164 \\ + 34 \\ \hline 198 \end{array}$	$\begin{array}{r} 22 \\ + 405 \\ \hline 427 \end{array}$	$\begin{array}{r} 347 \\ + 12 \\ \hline 359 \end{array}$	$\begin{array}{r} 26 \\ + 271 \\ \hline 297 \end{array}$	$\begin{array}{r} 846 \\ + 42 \\ \hline 888 \end{array}$
$\begin{array}{r} 41 \\ + 538 \\ \hline 579 \end{array}$	$\begin{array}{r} 724 \\ + 23 \\ \hline 747 \end{array}$	$\begin{array}{r} 18 \\ + 450 \\ \hline 468 \end{array}$	$\begin{array}{r} 813 \\ + 61 \\ \hline 874 \end{array}$	$\begin{array}{r} 25 \\ + 921 \\ \hline 946 \end{array}$

Circle the odd numbers.

14 52 (63) (19) (91) 44 (25) 78 (87) 30



Fill in the missing numbers. Count by threes.

75, 78, 81, 84, 87, 90, 93, 96, 99

30, 33, 36, 39, 42, 45, 48, 51, 54

3, 6, 9, 12, 15, 18, 21, 24, 27

51, 54, 57, 60, 63, 66, 69, 72, 75

Math Journal:

Write the numbers counting by threes to 100.

Lesson 55

Objectives

1. Students will review skip counting by threes.
2. Students will add two-digit numbers to three-digit numbers.
3. Students will make symmetrical designs.
4. Students will play a skip counting game.

Materials

- * Workbook
- * Response book
- * Rods and cubes (optional)
- * Geoboard
- * Skippy's Outback Adventure game board
- * Skippy's Outback Adventure player cards
- * Dice
- * Playing pieces
- * Dry-erase marker

Teaching

1. Say a number used for counting by threes. Students say the next number for example: 33 (36), 21 (24), 57 (60), 15 (18).

Response book form 1: **Use the column with squares in the boxes. I'll say a number. Write the next number counting by threes.**

A (12), B (6), C (21), D (33), E (9), F (42), G (93), H (69), I (15), J (84)

Use answer page K.

2. Solve the problems in the workbook.
3. **The geoboard designs show half of the shapes. Draw a second symmetrical half on all 4 designs. The first two designs show red dots to the points you will use. Next, make the designs on geoboards.**
4. Use Skippy's Outback Adventure game board, player cards, playing pieces, marker, and dice. Cut apart the 4 player cards. Cut on the dashed lines.

The teacher can decide on a starting number for each row on the player card. Write starting numbers on each row.

Place one playing piece on the circle on the game board with the number 100. This marks the row players will use on the player card.

Begin on the space with the large kangaroo. Players take turns rolling and moving around the path. If a player lands on a kangaroo space, the player can write the next number on the player card, skip counting. Start on the hundred row.

If a player lands on a skink, move the playing piece down one circle. This is to indicate that players will now write numbers on the next row of the player card whenever they land on a kangaroo. When the playing piece reaches 2, the next move will be back up to 100.

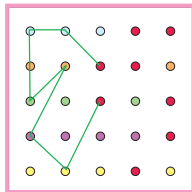
If a player lands on a dingo, the player must erase a number from the end of any of their rows. Players can never erase the first number in the row, the number that was assigned at the beginning of the game. If there are no other numbers to erase, the player does nothing.

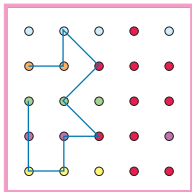
The first player to complete any one row of the player card is the winner.

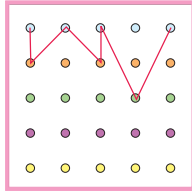
Solve the problems.

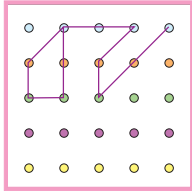
$\begin{array}{r} 364 \\ + 23 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ + 523 \\ \hline \end{array}$	$\begin{array}{r} 872 \\ + 17 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ + 122 \\ \hline \end{array}$	$\begin{array}{r} 604 \\ + 55 \\ \hline \end{array}$
--	--	--	--	--

Make a symmetrical flip of each design.

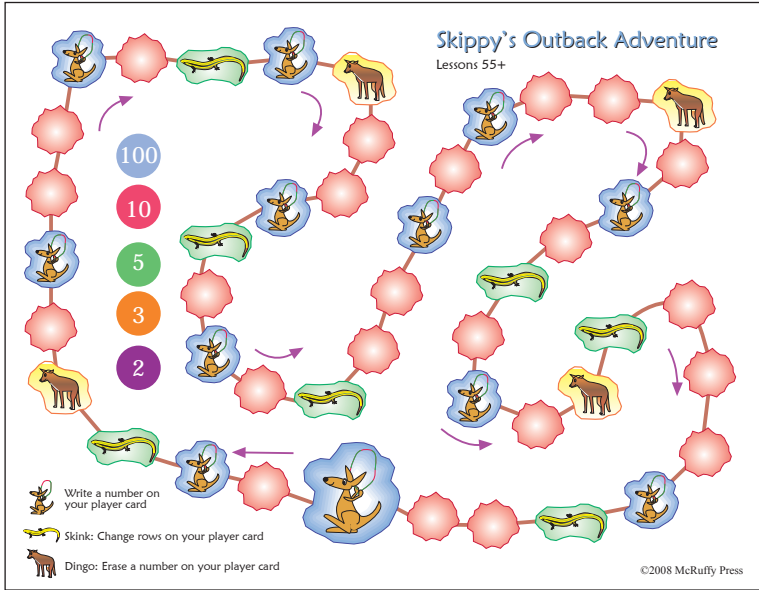
1 

2 

3 

4 

Game board



Player card

Skippy's Outback Adventure Player Card

100 _____

10 _____

5 _____

3 _____

2 _____

Workbook Answers

Solve the problems.

$$\begin{array}{r} 364 \\ + 23 \\ \hline 387 \end{array}$$

$$\begin{array}{r} 41 \\ + 523 \\ \hline 564 \end{array}$$

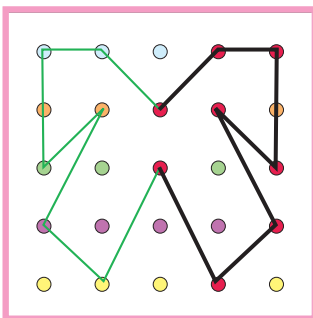
$$\begin{array}{r} 872 \\ + 17 \\ \hline 889 \end{array}$$

$$\begin{array}{r} 34 \\ + 122 \\ \hline 156 \end{array}$$

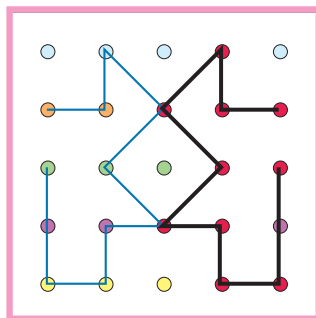
$$\begin{array}{r} 604 \\ + 55 \\ \hline 659 \end{array}$$

Make a symmetrical flip of each design.

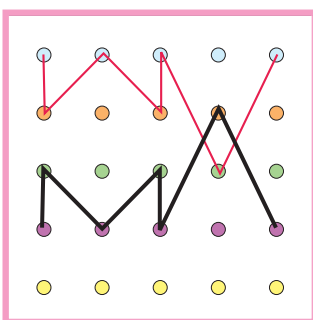
1



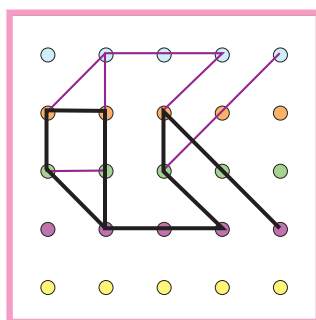
2



3



4



Math Journal:

No assignment.

Lesson 56

Objectives

1. Students will review counting coins.
2. Students will add 4 numbers.
3. Students will compare problems.
4. Students will review thousands place value.

Materials

- * Workbook
- * Response book
- * Coins (dimes, nickels, pennies)
- * Counters

Teaching

1. Have students count out groups of coins. Give students an amount, such as 75¢. Have students count out coins to make the total. You may also ask students to make a group of coins and count them. For example, 4 dimes, 3 nickels, 7 pennies. Students count the coins to find the total, 62¢.
2. Solve the problems in the workbook.
3. Write two problems. For example: $234 + 43$ and $221 + 55$. Students will use the greater than ($>$) or less than ($<$) sign to show the relationship between the problems. Repeat with other sets of problems. Include other types of problems (two-digit addition with regrouping, subtraction).
4. Say a four-digit number. Ask students what number is in each place value. For example: 4623, 4 thousands, 6 hundreds, 2 tens, 3 ones.

Response book form 2: **Use the column with stars in the boxes. I'll say a number. Write the numbers in the boxes.**

**A (7834), B (9036), C (6111), D (8282), E (1674),
F (5585), G (3951), H (4893), I (2431), J (7408)**

Use answer page L.

Complete the chart at the bottom of the workbook page. Write each digit to show its place value.

Solve the problems.

$\begin{array}{r} 3 \\ 12 \\ 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 9 \\ 6 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 5 \\ 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 3 \\ 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 3 \\ 3 \\ + 3 \\ \hline \end{array}$
--	---	---	---	---

Compare the problems. Write a $>$ or $<$ sign in the circle.


$26 - 3$ $18 + 6$ $34 + 21$ $46 + 11$ $85 - 5$ $42 + 37$

$59 - 6$ $33 + 29$ $51 + 3$ $23 + 34$ $28 - 7$ $16 + 6$

Write the place value of each digit of the numbers.

	thousands	hundreds	tens	ones
4218				
8930				
5671				
9426				
3815				

D	H	T	O
---	---	---	---



Lesson 57

Objectives

1. Students will review odd and even numbers.
2. Students will add four numbers.
3. Students will count coins including quarters.
4. Students will take a timed test.

Materials

- * Workbook
- * Response book
- * Coins
- * Counters
- * Timed test 21
- * Red and blue crayons

Teaching

1. Review the rules for determining odd and even numbers. Say or write various numbers, include numbers in the thousands. Have students determine if the numbers are even or odd.

Response book form 2: **Use the column with circles in the boxes. I will say numbers. If the number is odd, write O in the box. If the number is even, write E in the box.**

**A (1234), B (8958), C (6001), D (2463), E (5555),
F (4289), G (3732), H (7777), I (8246), J (6345)**

Use answer page L.

Workbook page: **Color the boxes with even numbers in them red. Color the boxes with odd numbers in them blue.**

2. Workbook: **Add four numbers. Write the sums.**
3. Introduce counting quarters. Practice counting by 25 to 300 hundred. Have students count groups of coins. It will probably be easiest to count by starting with quarters, then dimes, then nickels, then pennies. Count the value of the coins on the workbook page. Write the total in the boxes. Remember to use the cents sign.
4. Timed test: Students will add 2 two-digit numbers with regrouping.






















Color the squares with even numbers red. Color the boxes with odd numbers blue.

3	5	8	1	7	6	4	2	9	11	16	14
123	480	325	635	182	564	208	300	337	756	111	889
36	84	91	44	68	50	73	27	19	32	85	70
5000	8751	3225	7222	6429	4848	9173	2794	1477	2886	6548	9841

Solve the problems.

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

Coin the coins. Write the total in the box.

      	<input type="text"/>
             	<input type="text"/>

Workbook Answers

Color the squares with **even numbers red**. Color the boxes with **odd numbers blue**.

3	5	8	1	7	6	4	2	9	11	16	14
123	480	325	635	182	564	208	300	337	756	111	889
36	84	91	44	68	50	73	27	19	32	85	70
5000	8751	3225	7222	6429	4848	9173	2794	1477	2886	6548	9841

Solve the problems.

9	4	1	8	5
3	7	6	2	5
3	2	5	3	1
$\begin{array}{r} + 3 \\ \hline 18 \end{array}$	$\begin{array}{r} + 3 \\ \hline 16 \end{array}$	$\begin{array}{r} + 2 \\ \hline 14 \end{array}$	$\begin{array}{r} + 4 \\ \hline 17 \end{array}$	$\begin{array}{r} + 2 \\ \hline 13 \end{array}$

Coin the coins. Write the total in the box.



42¢



79¢

Math Journal:

Write the word quarter.
Write the numbers counting by 25 to 300.

Lesson 58

Objectives

1. Students will subtract one-digit from two-digit numbers.
2. Students will count coins, including quarters.
3. Students will estimate lengths (centimeters).

Materials

- * Workbook
- * Response book
- * Rulers (centimeters)
- * Coins

Teaching

1. Have students solve the problems in the workbook.
Work examples with the students if necessary.

Response book form 2: **Use the column with triangles in the boxes. I will read subtraction problems. Write the differences in the boxes.** Give time for students to write the answers in the boxes before reading the next problem.

**A (26 - 3), B (85 - 4), C (99 - 2), D (58 - 4), E (19 - 3),
F (47 - 1), G (74 - 4), H (35 - 3), I (69 - 7), J (88 - 0)**

Use answer page L.

2. Review counting quarters and other coins.

Students may use coins to help model the story problems. Read the following stories to the students. Other stories are in the workbook. **Joe had 56¢. He earned another quarter. How much money does he now have?** (81¢)

Carol has 3 quarters, 2 dimes, 1 nickel, and 8 pennies. How much money does she have? (108¢ or \$1.08)

Larry has 78¢. He has 2 dimes, 1 nickel, and 3 pennies. The rest of the coins are quarters. How many quarters does he have? (2)


Solve the story problems on the workbook page.


3. Have students estimate and write their estimates for measuring various objects.
Next, have students check their estimates with rulers.


Solve the problems.


$\begin{array}{r} 96 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ - 4 \\ \hline \end{array}$
$\begin{array}{r} 49 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ - 2 \\ \hline \end{array}$

Read the stories. Write a problem and answer for each story.

Jake had 86¢. He had a dime and a penny. The rest of the coins were quarters. How many quarters did Jake have? _____ 

Susan had 79¢. She gave two quarters away. How much money does she now have? _____ 

A candy bar costs a quarter more than gum. The gum costs 23¢. How much does the candy bar cost? _____ 

Pat has a quarter, a dime, 2 nickels, and 7 pennies. Larry has 36¢. How much would they have altogether? _____ 

A pen costs a quarter. How many pens can be bought with 75¢? _____

Workbook Answers

Solve the problems.

$\begin{array}{r} 96 \\ - 5 \\ \hline 91 \end{array}$	$\begin{array}{r} 89 \\ - 7 \\ \hline 82 \end{array}$	$\begin{array}{r} 77 \\ - 2 \\ \hline 75 \end{array}$	$\begin{array}{r} 65 \\ - 1 \\ \hline 64 \end{array}$	$\begin{array}{r} 58 \\ - 4 \\ \hline 54 \end{array}$
$\begin{array}{r} 49 \\ - 3 \\ \hline 46 \end{array}$	$\begin{array}{r} 37 \\ - 1 \\ \hline 36 \end{array}$	$\begin{array}{r} 25 \\ - 5 \\ \hline 20 \end{array}$	$\begin{array}{r} 18 \\ - 0 \\ \hline 18 \end{array}$	$\begin{array}{r} 98 \\ - 2 \\ \hline 96 \end{array}$

Read the stories. Write a problem and answer for each story.

Jake had 86¢. He had a dime and a penny. The rest of the coins were quarters. How many quarters did Jake have?

3



Susan had 79¢. She gave two quarters away. How much money does she now have?

29¢



A candy bar costs a quarter more than gum. The gum costs 23¢. How much does the candy bar cost?

48¢



Pat has a quarter, a dime, 2 nickels, and 7 pennies. Larry has 36¢. How much would they have altogether?

88¢



A pen costs a quarter. How many pens can be bought with 75¢?

3

Math Journal:

Have students write five subtraction problems involving subtracting one-digit from two. Students should include differences for the problems.

Lesson 59

Objectives

1. Students will skip count by threes.
2. Students will add three two-digit numbers.
3. Students will read a graph and answer questions.
4. Students will take a timed test.

Materials

- * Workbook
- * Response book
- * Timed test 22

Teaching

1. Review counting by threes. Have students count orally by threes to 100. Next, pick a specific number, such as 42, and ask students to tell you the next number counting by threes (45) or the number that comes before 42 counting by threes (39). Repeat several times.

Response book form 2: **Use the column with hexagons in the boxes. I will say a number. Write the number counting by threes that comes before the number I say. For example if I said 18, you would write 15.**

A (33), B (21), C (12), D (42), E (81), F (51), G (69), H (75), I (96), J (6)

Use answer page L.

2. Write the problem $32 + 41 + 14$. **Start by adding the numbers in the ones place. Next, add the numbers in the tens place.** Have students solve the problem. Work other examples if necessary. **Solve the addition problems on the workbook page.**
3. **Use the graph to answer the questions.**
4. Give students the timed test. Students will add 2 two-digit numbers with regrouping.

Solve the problems.

14	22	5	50	33
42	12	30	23	33
+ 13	+ 3	+ 41	+ 10	+ 33

Use the graph and coins to answer the questions. Fill in the squares to mark your answers.

1. Which group has the least amount of coins? A B C D

2. Which group of coins is worth the least? A B C D

3. What group of coins is worth the most? A B C D

4. Is the group of nickels or dimes worth more? A B C D

5. Which group has the most number of coins? A B C D

6. What group is worth 19 cents? A B C D

7. What group has 11 coins in it? A B C D

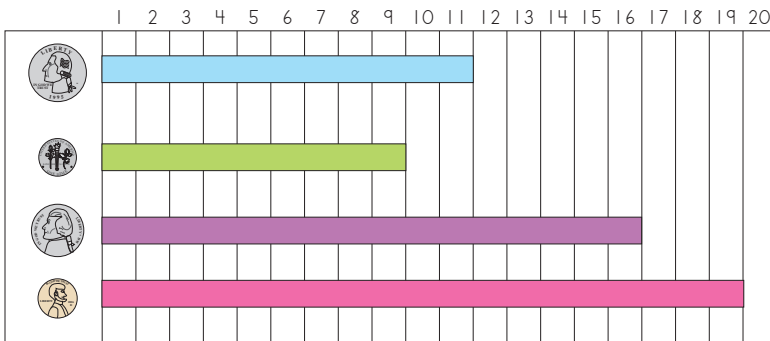
8. What group is worth 80 cents? A B C D

Workbook Answers

Solve the problems.

$\begin{array}{r} 14 \\ 42 \\ + 13 \\ \hline 69 \end{array}$	$\begin{array}{r} 22 \\ 12 \\ + 3 \\ \hline 37 \end{array}$	$\begin{array}{r} 5 \\ 30 \\ + 41 \\ \hline 76 \end{array}$	$\begin{array}{r} 50 \\ 23 \\ + 10 \\ \hline 83 \end{array}$	$\begin{array}{r} 33 \\ 33 \\ + 33 \\ \hline 99 \end{array}$
--	---	---	--	--

Use the graph and coins to answer the questions. Fill in the squares to mark your answers.



1. Which group has the least amount of coins? Q D N P
2. Which group of coins is worth the least? Q D N P
3. What group of coins is worth the most? Q D N P
4. Is the group of nickels or dimes worth more? Q D N P
5. Which group has the most number of coins? Q D N P
6. What group is worth 19 cents? Q D N P
7. What group has 11 coins in it? Q D N P
8. What group is worth 80 cents? Q D N P

Math Journal:
No assignment.

Lesson 60

Objectives

1. Students will count coins.
2. Students will label patterns.
3. Students will solve addition and subtraction problems.
4. Students will make pattern block designs with symmetry.

Materials

- * Workbook
- * Response book
- * Pattern blocks, counters, or other objects to make patterns
- * Coins

Teaching

1. Response book form 2: **Use the column with squares in the boxes. Find the value of the groups of coins I describe. Write the values in the boxes. You will not have space to write the cent sign. Write only the numbers.** Students may use coins.

**A (3 dimes and 1 quarter), B (2 quarters and 6 pennies),
C (5 nickels and 1 quarter), D (3 quarters), E (2 quarters and 1 dime),
F (4 quarters and 1 dime), G (1 nickel, 1 dime, 1 quarter), H(5 dimes),
I (1 quarter and 4 pennies), J (2 dimes and 1 quarter)**

Use answer page L.

2. Make patterns of objects. Have students use letters to describe the patterns. Next, make a pattern. Have students make the same pattern using different objects.
3. **Solve the problems in the workbook. Some are subtraction problems and some are addition problems.**
4. **Make the pattern block designs. Next add a symmetrical half. You can find more than one line of symmetry.**

Solve the problems.

$\begin{array}{r} 45 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 97 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 59 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ - 3 \\ \hline \end{array}$
$\begin{array}{r} 52 \\ 21 \\ + 13 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ 41 \\ + 24 \\ \hline \end{array}$	$\begin{array}{r} 70 \\ 10 \\ + 19 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ 32 \\ + 23 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ 50 \\ + 22 \\ \hline \end{array}$

Make the designs with pattern blocks. Add a symmetrical flip.

Workbook Answers

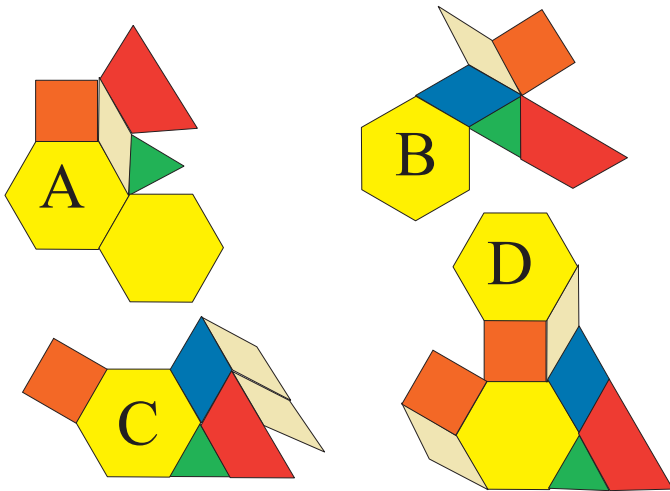
Solve the problems.

$\begin{array}{r} 45 \\ - 1 \\ \hline 44 \end{array}$	$\begin{array}{r} 23 \\ - 3 \\ \hline 20 \end{array}$	$\begin{array}{r} 97 \\ - 6 \\ \hline 91 \end{array}$	$\begin{array}{r} 59 \\ - 7 \\ \hline 52 \end{array}$	$\begin{array}{r} 67 \\ - 3 \\ \hline 64 \end{array}$
$\begin{array}{r} 52 \\ 21 \\ + 13 \\ \hline 86 \end{array}$	$\begin{array}{r} 24 \\ 41 \\ + 24 \\ \hline 89 \end{array}$	$\begin{array}{r} 70 \\ 10 \\ + 19 \\ \hline 99 \end{array}$	$\begin{array}{r} 43 \\ 32 \\ + 23 \\ \hline 98 \end{array}$	$\begin{array}{r} 15 \\ 50 \\ + 22 \\ \hline 87 \end{array}$

Math Journal:

Write a money story problem (and answer) involving quarters.

Make the designs with pattern blocks. Add a symmetrical flip.



The symmetrical flips may have different answers. Sample answers are below.

