Math doesn't have to be dry or boring! Join the adventures of twins Charlie and Charlotte as they master important math concepts while they experience fun as well as challenges in their daily lives! This engaging math series encourages critical thinking skills and helps students learn not only the right answers, but also helps them to understand the vital steps in the process and how many concepts build upon one another! Math Level 3:

▶ Reviews basic concepts used to teach more complex skills
▶ Contains a convenient answer key in the back of the book
▶ Includes a course calendar which helps organize daily lessons that are focused on measurements, fractions, multiplication, division, Roman numerals, rounding, estimation, place values through millions, and much more!

Charlie and Charlotte's family is traveling to Peru and many more adventures await as part of their special journey. Discover cultural experiences and important character development as the twins and students taking this course are encouraged to use their math skills to solve everyday problems.

Math concepts are best learned in the context of living, in the midst of discovery, and through the worldview glasses that focus on the bigger picture. True education is based on relationships: the relationship the child makes with the amazing concepts in the world around them; the relationship the teacher and the child make with each other; and most importantly and ultimately, the relationship the child makes with their Creator.

Angela O’Dell & Kyrsten Carlson
Scope and Sequence

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Using This Course

**Features:** The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this course are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Lesson Scheduling:** Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets and activities are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.

| **Approximately 30 minutes per lesson, five days a week, for 36 weeks** |
| **Answer keys for worksheets and assessments** |
| **Review sections can be used as quizzes** |
| **Worksheets are included for each section** |
| **Designed for grade 3 in a one-year course** |

**Course Description**

Welcome to the third book in the *Math Lessons for a Living Education* series! You will find that *Math Lessons for a Living Education* is a unique approach to learning math. A blend of stories, copywork, oral narration, and hands-on experience brings the concepts to life and invites the child to explore the world around them. The tone of this math book is meant to speak personally to each child, and the methods easily adapted to any teaching style.

The first 30 lessons have a story about the twins, teaching through hands-on learning. Sometimes, these lessons are learned by the twins’ explorations in nature. After the story, there are exercises for students to practice the lesson they learned and to review what they have learned earlier. The last 6 lessons are focused reviews, covering topics learned throughout the first 30 lessons.
Course Objectives: Students completing this course will

- Review addition and subtraction, and basic numbers up to 100
- Explore new concepts like, word problems, skip counting, money, and time
- Learn how to read bar graphs and line graphs, as well as understand basic measurement
- Identify place values, regrouping concepts, and measurement with a thermometer
- Narrate the story to their teacher to show their comprehension, which to “narrate” is simply to tell the story in one’s own words.

Teaching mathematics as a living subject

This book is the continuing story of Charlie and Charlotte, who are learning that life is full of learning opportunities! As you read their story, students will be drawn into the adventure along with the twins. They will learn about numbers, shapes, place value, adding, and subtracting. They will also learn about geography, and the love of family. They will be invited to join the twins on their living math adventures. I hope you have a grand time on this adventure. Have a wonderful time exploring and learning!

As a teacher and a mother, I have discovered that true education is based on relationships: the relationship the child makes with the amazing concepts in the world around them; the relationship the teacher and the child make with each other; and most importantly and ultimately, the relationship the child makes with their Creator. It is built on discovering the God of the Universe — the One who holds the universe in His hands but at the same time, lovingly indwells the heart of a little child. The story in Book 3 is meant to reach into a child’s world, grab their attentions and invite them into the learning process. The concepts are not taught through drill only, but also through encouraging the student to hone their critical thinking skills and think outside of the box. This curriculum teaches the student math, but it is not result-oriented, focusing only on grades; instead it is skill and process-oriented. I have discovered that it is in the everyday that we grow and become who we are meant to be. It is in the little discoveries all along the path of life that we grow, learn, develop, and discover who God is and, in turn, see ourselves the way He sees us. Math concepts are learned well, as it is learned in the context of living, in the midst of discovery, and through Godly, worldview glasses that focus on the bigger picture.
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<td></td>
<td>Day 75</td>
<td>Complete Lesson 16 Exercise 4 YPages 155-156</td>
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<td>Day 76</td>
<td>Complete Lesson 16 Exercise 5 YPages 157-158</td>
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<td>Day 77</td>
<td>Read Lesson 17 YPages 159-160 Complete Lesson 17 Exercise 1 YPages 161-162</td>
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<td>Week 8</td>
<td>Complete Lesson 17 Exercise 2 YPages 163-164</td>
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<td>Day 78</td>
<td>Complete Lesson 17 Exercise 3 YPages 165-166</td>
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<td>Day 79</td>
<td>Complete Lesson 17 Exercise 4 YPages 167-168</td>
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<td>Day 80</td>
<td>Complete Lesson 17 Exercise 5 YPages 169-170</td>
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<td>Day 81</td>
<td>Read Lesson 18 YPages 171-172 Complete Lesson 18 Exercise 1 YPage 173</td>
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<td></td>
<td>Week 9</td>
<td>Complete Lesson 18 Exercise 2 YPages 174-175</td>
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<td>Day 82</td>
<td>Complete Lesson 18 Exercise 3 YPages 176-177</td>
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<td>Day 83</td>
<td>Complete Lesson 18 Exercise 4 YPages 178-179</td>
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<td>Day 84</td>
<td>Complete Lesson 18 Exercise 5 YPage 180</td>
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<td>Day 85</td>
<td>Mid-Term Grade</td>
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The sweet-smelling, spring breeze fluttered the light blue curtains in the window of the schoolroom. The sound of birds chirping drifted in from outside, along with Dad’s cheerful whistling under the window, as he uncovered the central air conditioning unit. Charlie sighed and tugged on his coonskin cap, which seemed to be a permanent fixture on his head. He did not have the slightest clue how he was ever going to finish his schoolwork today! He sent a sideways glance toward Charlotte. She was chewing the end of her pencil and staring at the ceiling, seemingly deep in thought. Charlie sighed again. It was the last week of school before summer break. Mom had told them at breakfast that morning that she only had a few assignments left for them to finish up before they left on their trip.

Their trip! Charlie wiggled with excitement. The very next week they were going to fly on an airplane, with Mom, Dad, and their baby sister, Ella, all the way to Lima, Peru! “Excited” did not even begin to describe how Charlie felt. Mom and Dad had told them that they were all going down to meet Natalia and Hairo! Dad was going to spend the summer — which is winter in Peru — helping to build a clinic close to the children’s home. He was also going to finish the last wing of the home. Mom and the children were going along to help with some large sewing projects for the children, the clinic, and the mission society that helped bring comfort to the poor in Lima.

“Charlie, Mom says that we can be done for the day if we just finish the copywork of our poem, complete our math worksheet, and do our silent reading. Are you finished yet?” Charlotte’s voice brought Charlie back to the classroom. He sighed again and tugged his hat’s tail.

“No, I still need to finish this math work. Are you done yet, Charlotte?” he asked his twin sister.
“Almost. I only have to finish my copywork. Let’s work quickly, Charlie. Mom says that we can help get ready for our trip if we get done in time!” Charlotte’s eyes glowed at the thought of meeting Natalia. She had been writing letters all winter to her little friend who lived in the children’s home, and she had started calling her “Natty.” Natty had liked the idea of Charlotte’s name for her, and the girls had made many plans for Charlotte’s visit.

“Ok, Charlotte, I’ll hurry, so we can help,” Charlie settled into his seat with a determined look on his face. Mom had been working on the habit of attention with the children this year. Charlie repeated their school motto to himself whenever he was tempted to shirk his responsibility, “I am, I can, I ought, I will!” Picking up his pencil, he set to work on his math sheet. Mom really had given the children a lighter schoolwork load this week; she knew they were excited about their trip. Charlie was determined not to let her down. The children were working on some end-of-the-year review in math. Mom had given them worksheets covering place value, odd and even numbers, and skip counting by 2s, 5s, and 10s.
Put together your Place Value Village on pages 335–339, and prepare the Place Value Counting Mat (page 341).

Practice using the Place Value Village to count to 100. Have the student use their manipulatives to show each number that they write on the mat.

### Place Value Counting Mat

<table>
<thead>
<tr>
<th>THOUSANDS</th>
<th>HUNDREDS</th>
<th>TENS</th>
<th>ONES</th>
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Copywork of numbers

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<tr>
<td>100</td>
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</tbody>
</table>

Prepare Hundreds Counters. With your teacher, use your Place Value Village to show and understand the numbers 100–150
Copywork of numbers

151, 152, 153, 154, 155, 156, 157,

158, 159, 160, 161, 162, 163, 164, 165,

167, 168, 169, 170, 171, 172, 173,

174, 175, 176, 177, 178, 179, 180,

181, 182, 183, 184, 185, 186, 187,

188, 189, 190, 191, 192, 193,

194, 195, 196, 197, 198, 199, 200

**Prepare Hundreds Counters.** With your teacher, use your Place Value Village to show and understand the numbers 151–200

Math Level 3 – Lesson 1
Check even or odd.

239  □  even  □  odd
345  □  even  □  odd
12,789  □  even  □  odd
12  □  even  □  odd
188  □  even  □  odd
2,678  □  even  □  odd
3,921  □  even  □  odd
9,234  □  even  □  odd

Narrate to your teacher what makes an even number and what makes an odd number.

Odds and Evens
With a red pencil or crayon, circle all of the even numbers in the numbers you copied in Exercises 2 and 3. What does each number end in?

With a blue pencil or crayon, circle all of the odd numbers in the numbers you copied in Exercises 2 and 3. What does each number end in?
Remove My 100’s Chart from pages 345–346 and laminate for today’s lesson.

Practice counting by 2s, 5s, and 10s. Wipe your chart clean between each.

On your laminated 100s chart, use a green washable marker to color all the numbers you say as you count by 2s. Look at the last digit and write the pattern.

Now use a blue marker to color in all of the numbers you say as you count by 5s. Look at the last digit and write the pattern.

With a red marker, color all the numbers you say as you count by 10s. What number does each one end in?

Narrate to your teacher the patterns you see in each sequence.

Teacher

This is extremely important. Skip counting is “pre-multiplication.” We will be learning multiplication a little later in this book, and a firm grasp of skip counting will help tremendously.
Extra practice:
Use different colored markers to color in the numbers as you count by 3s, 4s, 6s, 7s, 8s, and 9s. Wipe your chart clean between each one. Discuss the patterns you see in the sequences.

Project! This is not optional!
Make a poster (to hang where student can see) of the skip counting sequences (1s - 10s). Make it colorful and fun — and use it to review often. The better the student learns their skip counting, the faster they will learn their multiplication facts! Start now! Work on this project over the next two weeks.
Introducing Multiplication of 0, 1, 2, and 5

The day had finally arrived to help move the children into their new dorm room! Dad had announced at supper the night before that the fourth and final dorm hall was completely finished. A great cheer filled the dining room as the children and their caregivers gave Dad and the other workers a standing ovation. Charlie beamed; he was so proud of his dad! He wanted to be just like him when he grew up.

The twins joined the other children for their usual Bible hour and school time. Everyone was having a hard time keeping their minds on their work. Hairo and Natty were two of the children who would be moving into the new dorm rooms. Thankfully, the morning seemed to go quickly, and soon the children were filing into the dining room for their noon meal.

“Charlotte, do you think you could help me make my new bed?” Natty asked as they took their seats side-by-side with their lunch trays.

“Sure, Natty!” Charlotte smiled at the smaller girl. She knew Natty was a bit nervous about her new bed. It was the top bunk, and to the little girl, it seemed very tall. “I’ll help you, and Charlie can help Hairo, ok? We will have all of your clothes put away and everything taken care of by supper. You’ll see!” Charlotte reassured her little friend. Mom had told her this morning that Natty might be nervous about moving to the new room. Natty’s life had been hard, and she had a difficult time with change. Charlotte hoped that she would be able to help Natty adjust to the new room and bed. She gave Natty’s shoulder a squeeze and was rewarded with a smile.

After lunch, Mom stood up and rang the bell to get everyone’s attention.

“We are moving 40 children into the new dorm hall this afternoon. We need volunteers to help with distributing bedding, towels, toiletries, and pillows. If you are able to help, please meet in the caregiver’s apartment in the new dorm hall after lunch. Thank you all!”

As the volunteers gathered, Mom showed them the huge stacks of bedding, towels, and pillows. The twins wanted to help count the new toothbrushes, but the noise made it difficult to keep on track. Mom saw their predicament and came to their rescue.
“Here, children, this will help,” she said as she showed them how to separate the toiletries into groups of 2. “This is a faster way to add. See? If you count by twos, it’s the same as adding the groups of two. Like this: $2 + 2 + 2 + 2 + 2 = 10$, or you can say $5 \times 2 = 10$, which means five groups of 2.”

$\begin{align*}
2 + 2 + 2 + 2 + 2 &= 10 \\
2, 4, 6, 8, 10
\end{align*}$

Charlie’s eyes sparkled! He loved how numbers worked together. He quickly separated the towels into groups of 5. If the girls could use this new concept to count the toothbrushes, then he could use it to count the towels. Four groups of 5 towels each is 20 towels!

$\begin{align*}
5 + 5 + 5 + 5 &= 20 \\
5, 10, 15, 20
\end{align*}$

$\begin{align*}
5 \times 2 &= 10 \\
4 \times 5 &= 20
\end{align*}$
Let's Practice!

Multiplication is really just repeated addition. The children found that it was easier to use multiplication than to add over and over again.

Study these multiplication facts. Draw pictures to show the facts and write the matching addition fact. The first two are done for you.

\[
\begin{align*}
2 \times 2 &= 4 & 2 + 2 &= 4 \\
3 \times 2 &= 6 & 2 + 2 + 2 &= 6 \\
4 \times 2 &= 8 \\
5 \times 2 &= 10 \\
6 \times 2 &= 12 \\
7 \times 2 &= 14 \\
8 \times 2 &= 16 \\
9 \times 2 &= 18 \\
10 \times 2 &= 20
\end{align*}
\]
Math Facts for Copywork:
In your copywork notebook, write the 2s multiplication facts from page 347.

Review:

What time is it?

_________

What time will it be in one hour?

_________

Make the thermometer read 64°.
Mental Math: Think and say the answer as your teacher reads these math sentences.

7 - 3 + 2 - 1 = 9 - 2 + 4 - 1 =
4 + 5 + 2 - 3 = 3 - 2 + 4 =
6 + 4 - 7 = 5 + 5 - 6 =

Math Facts for Copywork:
Write the 2s multiplication facts in your copywork notebook.

Important concept! When we multiply two numbers together, we can put those two numbers in any order, and the answer will be the same.
Example:

1 x 3 = 3 3 x 1 = 3

As you can see, 1 group of 3 eggs is the same number as 3 groups of 1 egg.
The numbers that we multiply together are called “factors,” and the answer to a multiplication problem is called the “product.”

For Copywork: copy this sentence.
In a multiplication problem, we can place the factors in any order, and the product will remain the same.

_________________________________________________________________________
_________________________________________________________________________

Practice making these groups with beans, blocks, or the manipulative of your choice. Write the answers.

1 x 3 = ____ 1 x 5 = ____ 1 x 10 = ____
2 x 1 = ____ 4 x 1 = ____ 6 x 1 = ____

You have probably noticed that when the number 1 is a factor, the product is always the same as the other factor. This is a rule that you need to remember.
Let’s Practice!

In our last exercise, we learned that when 1 is a factor, the product (answer) is always the same as the other factor. In today’s exercise, we are going to talk about what happens when 2 is one of the factors. Turn back to Exercise 1 of this Lesson, and study the multiplication equations that you illustrated. What patterns do you see?

Yes! When we multiply with 2 as one of the factors, we simply double the other factor! Fill in the missing addition facts below. The first one is done for you.

\[
\begin{align*}
1 + 1 &= 2 \\
2 \times 1 &= 2 \\
_\hphantom{1} + _\hphantom{1} &= 2 x 6 = 12 \\
_\hphantom{1} + _\hphantom{1} &= 2 x 2 = 4 \\
_\hphantom{1} + _\hphantom{1} &= 2 x 7 = 14 \\
_\hphantom{1} + _\hphantom{1} &= 2 x 3 = 6 \\
_\hphantom{1} + _\hphantom{1} &= 2 x 8 = 16 \\
_\hphantom{1} + _\hphantom{1} &= 2 x 4 = 8 \\
_\hphantom{1} + _\hphantom{1} &= 2 x 9 = 18 \\
_\hphantom{1} + _\hphantom{1} &= 2 x 5 = 10 \\
_\hphantom{1} + _\hphantom{1} &= 2 x 10 = 20
\end{align*}
\]
For Copywork, write the following sentence:

When we multiply with 2 as one of the factors, we double the other factor.

_________________________________________________________________________
_________________________________________________________________________

Review!

\[
\begin{align*}
326 + 596 & = 891 + 632 - 161 - 167 + 159 \\
& = 891 + 632 - 161 - 167 + 159 \\
& = 752 - 161 - 167 + 159 \\
& = 201
\end{align*}
\]

Round these numbers to the nearest ten. Circle the correct ten.

34 \quad 30 \text{ or } 40
45 \quad 40 \text{ or } 50
81 \quad 80 \text{ or } 90
57 \quad 50 \text{ or } 60
Math Facts Review

We have learned several multiplication concepts so far this week. Let’s review them before we learn a little more! With manipulatives, show your teacher each one of the following concepts. Practice these concepts until you are comfortable with them.

1. Multiplication is like repeated addition. (Shown in Exercise 1)
2. In a multiplication problem, we can place the factors in any order and the product will remain the same. (Shown in Exercise 2)
3. When we multiply with 2 as one of the factors, we double the other factor. (Shown in Exercise 3)

Now let’s add a new concept! Copy this new concept on the lines below it.
When zero is a factor in a multiplication equation, the product is ALWAYS zero.

_________________________________________________________________________
_________________________________________________________________________

We know that the first product in a multiplication equation stands for how many groups, and the second product stands for how many in each group. If zero is either one of the products, the answer is always zero.

Study the equations below:

\[
2 \times 0 = 0 \quad \text{Two groups of zero is zero!}
\]
\[
0 \times 9 = 0 \quad \text{Zero groups of nine is zero!}
\]
\[
0 \times 7 = 0 \quad \text{Zero groups of seven is zero!}
\]
\[
4 \times 0 = 0 \quad \text{Four groups of zero is zero!}
\]

Now you try it! Show your teacher this new concept.

**Project:** Make whole fact flash cards for the first half of the 2s multiplication facts.
Review!

Circle the factors in the multiplication equations.

\[
\begin{align*}
4 \times 2 &= 8 \\
2 \times 0 &= 0 \\
2 \times 3 &= 6 \\
10 \times 2 &= 20
\end{align*}
\]

When we have two multiplication equations that are the same, other than the order of the factors, we call them “twins.” Match the twins. Draw a line to show the matching facts.

\[
\begin{align*}
2 \times 3 &= 6 \\
4 \times 2 &= 8 \\
2 \times 5 &= 10 \\
0 \times 2 &= 0 \\
6 \times 2 &= 12
\end{align*}
\]

\[
\begin{align*}
2 \times 4 &= 8 \\
5 \times 2 &= 10 \\
2 \times 0 &= 0 \\
2 \times 6 &= 12 \\
3 \times 2 &= 6
\end{align*}
\]

Project: Make whole fact flash cards for the second half of the 2s multiplication facts.
Multiplication by 5s is one of the simplest multiplication concepts. Count by 5 to fill in these facts.

\[
\begin{array}{cccccccccc}
5 & & & & & & & & & 50 \\
(1\times5) & (2\times5) & (3\times5) & (4\times5) & (5\times5) & (6\times5) & (7\times5) & (8\times5) & (9\times5) & (10\times5)
\end{array}
\]

When we count nickels, we are multiplying by 5.

\[
\begin{array}{cccccc}
5 & 10 & 15 & 20 & 25 \\
\end{array}
\]

\[5 \times 5 = 25\]

Use your poster that you created in Lesson 1 to review the skip counting sequences. Just like you saw earlier in this exercise, the multiplication facts are the same as skip counting.

**Project:**
Over the next week, you will making another poster showing the multiplication facts. Start working on it now by showing the x1’s and x2’s. Leave room on the poster to add the x5’s and x10’s soon.
More Measurement Concepts

Rain pattered softly on the window, nothing like the torrents of the storm the week before. It was a cozy, sleepy afternoon, and Mom was surrounded by children. Natty and Hairo had become permanent fixtures with the family. They had spent the nights during the storm with the twins in order to make room for displaced people who needed beds. Now they had gained permission to spend the rest of the twins’ visit with the family.

Charlotte noticed that her little friend had almost stopped her nervous habit of twiddling her hair. To Charlotte, Natty seemed much more secure since their arrival that spring. What would Natty be like when they left? Right now, Natty was snuggled between Mom and Charlotte, while they looked through a picture book together.

Charlie and Hairo were laying on the floor working on a puzzle of North and South America. The puzzle had been a present from the twins to Hairo and Natty last Christmas. As the boys fitted the puzzle pieces together, they chatted about how far the twins home was from Lima, Peru.

Charlotte watched her mother cuddle with Natty. The little girl had become like Charlotte’s little sister. There was a lump in her throat, but she smiled and said cheerfully, “Charlie, tell Natty how many feet are in a mile! Natty, Charlie loves to measure everything!”
Optional Math Facts for Copywork or use flashcards to review facts as needed.

Let's Practice and Review:
We have learned a lot about measurement, and today we are going to learn some new measurement concepts. For copywork:

5,280 feet = 1 mile

1,760 yards = 1 mile

2,000 pounds = 1 ton

\[
\begin{array}{ccc}
\frac{1}{4} \text{ of } 16 &=& \underline{___} \\
\frac{1}{3} \text{ of } 21 &=& \underline{___} \\
\frac{1}{4} \text{ of } 32 &=& \underline{___} \\
\end{array}
\]

Estimate.

582 rounds to \underline{___} + 374 rounds to \underline{___} the estimated sum: \underline{___}

68 rounds to \underline{___} + 53 rounds to \underline{___} the estimated sum: \underline{___}

291 rounds to \underline{___} + 636 rounds to \underline{___} the estimated sum: \underline{___}

83 rounds to \underline{___} + 86 rounds to \underline{___} the estimated sum: \underline{___}

Multiply and divide.

\[
\begin{array}{cccc}
5 \times 4 &=& \underline{___} & 9 \\
4 \times 7 &=& \underline{___} & 3 \\
4 \overline{20} &=& \underline{___} & 4 \overline{28} \\
3 \overline{27} &=& \underline{___} & \\
\end{array}
\]
Mental Math:

7 + 1 - 3 + 8 = _____
36 ÷ 9 = _____

5 x 7 = _____
5 + 5 + 6 - 5 = _____

Let’s Practice and Review:

Fill in the blank.

1 mile = _______ feet

______ yards = 1 mile

1 ton = _______ pounds

Write the value of the underlined number. The first one is done for you.

1,656  6,951  74,381  157,130  6,432,050

600     _____     _____     _____     _____

Add.          Subtract.

762  657  900  402
357  + 382   - 620  - 101
+ 982
Name

Exercise 2

Find the perimeter of the mud puddle.

__________ft.

Write +, –, x, or ÷ in the blank.

18 ___ 2 = 9
7 ___ 9 = 16
5 ___ 4 = 20
15 ___ 7 = 8
3 ___ 5 = 15
13 ___ 5 = 8

Round to the tens. Round to the hundreds. Round to the thousands.

27 ___ 236 _____ 4,567 ______
54 ___ 589 _____ 1,236 ______
75 ___ 247 _____ 3,781 ______
Mental Math:

5 + 2 - 4 + 8 = _____  
7 x 7 = _____  
45 ÷ 9 = _____  
4 + 6 + 5 - 5 = _____

Optional Math Facts for Copywork or use flashcards to review facts as needed.
Write which fact family you did for copy work:

Let’s Practice and Review:
Fill in the blank.

5,280 feet = _____ mile  
2,000 pounds = _____ ton  
1 year = _____ months  
1 year = _____ days  
1 hour = _____ minutes  
1 day = _____ hours  
1 yard = _____ feet  
1 foot = _____ inches

Write the value of the underlined number. The first one is done for you.

3,556  7,328  81,271  927,620  7,641,681
500  _____  _____  _______  _______
Color one third of each shape. Write the fraction.

![Fraction illustration]

Mark under the money that is written correctly.

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<tbody>
<tr>
<td>$.8</td>
<td>$.80</td>
<td>$.05</td>
<td>$.5</td>
<td>$1.7</td>
<td>$3.07</td>
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<tr>
<td>0</td>
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</tr>
</tbody>
</table>

Write tally marks to show the number of lizards.

![Lizards]

Practice writing these numbers on your Large Place Value work mat. Read the numbers to your teacher.

94,276   6,215   4,731,841   7,392,900
421,504  5,652,661


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<tr>
<td>1,000</td>
<td>4,421</td>
<td>1,553,467</td>
<td>9</td>
</tr>
<tr>
<td>+ 367</td>
<td>- 310</td>
<td>x 0</td>
<td>81</td>
</tr>
</tbody>
</table>
Mental Math:

3 + 2 - 4 + 8 = _____  
8 x 7 = _____

90 ÷ 9 = _____  
20 + 5 - 5 = _____

Let's Practice and Review:

Fill in the blank.

1 mile = _______ yards
1 mile = _______ feet
1 ton = _______ pounds

How many pounds in 2 tons? _______
How many ounces in 2 pounds? _______
How many feet in 6 yards? _______
How many months in 3 years? _______
How many inches in 2 feet? _______
How many minutes in 3 hours? _______
How many hours in 2 days? _______
How many days in 3 years? _______
Write the products.

\[1 \times 5 = \quad 2 \times 5 = \quad 3 \times 5 = \quad 4 \times 5 =\]
\[5 \times 5 = \quad 6 \times 5 = \quad 7 \times 5 = \quad 8 \times 5 =\]
\[9 \times 5 = \quad 10 \times 5 =\]

Write the sum. Write the difference. Write the answer.

\[
\begin{align*}
403 & + \quad 275 \\
678 & - \quad 589 \\
\hline
36 & \underline{36}
\end{align*}
\]

The temperature at the children’s home was 70 degrees. The temperature at the camp was 58 degrees. How many degrees cooler was the temperature at camp? ________________

Draw thermometers showing the two temperatures.
This exercise may be used as a quiz.

Mental Math:

\[4 + 2 - 3 + 5 = \underline{\quad} \quad 2 \times 7 = \underline{\quad}\]
\[45 \div 9 = \underline{\quad} \quad 20 + 5 - 6 = \underline{\quad}\]

Multiply

<table>
<thead>
<tr>
<th>x</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<td></td>
</tr>
</tbody>
</table>

Let’s Practice and Review:

Fill in the circle by the correct answer for each.

1. \[8 \underline{\quad} 5 = 13\]
   \[+ - \times \div \]
   \[0 0 0 0 0\]

2. \[50\]
   \[32\]
   \[47\]
   \[0 109\]
   \[0 139\]
   \[0 219\]
   \[0 \text{ Not Here}\]
3. The smallest fraction.
\[
\begin{align*}
\frac{1}{2} & \quad 0 \\
\frac{1}{5} & \quad 0 \\
\frac{1}{8} & \quad 0 \\
\end{align*}
\]

4. \[5 \times 3 = \_\]
\[\begin{align*}
o & \quad 23 \\
o & \quad 15 \\
o & \quad 8 \\
\end{align*}\]

5. \[7 \div 42\]

6. \[\begin{align*}
o & \quad 30 \\
o & \quad 45 \\
o & \quad 40 \\
o & \quad 50 \\
\end{align*}\]

7. 1 ton

8. 1 mile

\[\begin{align*}
1,000 \text{ lbs.} & \quad 2,000 \text{ lbs.} \\
5,280 \text{ feet} & \quad 2,580 \text{ feet} \\
\end{align*}\]

9. \[25 \div 5 = \]
\[\begin{align*}
2 & \quad 5 \\
6 & \quad 0 \\
\end{align*}\]

10. \[4 \times 4 = \]
\[\begin{align*}
43 & \quad 8 \\
16 & \quad 0 \\
\end{align*}\]

11. Mark under the third bird from the right.
Review of All Roman Numerals and Shapes

Roman numerals are just another way of writing the same numbers you have already learned. They are often seen on clocks or used in books.

Calculating square area and the perimeter of a shape:

- How much room a square “takes up” is called the square area.
- Square area determined by multiplication: \( \text{side} \times \text{side} = \text{sq. area} \)
- Example: a square is 5 inches on the sides. \( 5 \times 5 = 25 \) square inches

Calculating the perimeter of a shape:

- Perimeter is the distance around a polygon. A polygon is just a shape made with straight sides.
- “Poly” is a prefix which means “many”; thus, a polygon is a shape with many straight sides. To figure out the perimeter of a rectangle, we just need to add up each side,

If the rectangle has 2 sides that are 6 inches and 2 sides that are 4 inches, you would use:

\[ 6 + 6 + 4 + 4 = 20 \text{ inches} \]
For copywork:

I = one
V = five
X = ten
L = fifty
C = hundred
D = five hundred
M = thousand

Adding and subtracting practice.

Add.

\[
\begin{array}{ccc}
5,221 & + & 92 & = & 5,210 \\
2,520 & + & 71 & = & 2,591 \\
+ 5,261 & + & 21 & = & 5,282 \\
\end{array}
\]

Subtract.

\[
\begin{array}{ccc}
6,187 & - & 575 & = & 5,612 \\
- 4,023 & - & 485 & = & -681 \\
\end{array}
\]
Roman Numerals

Fill in the clock with Roman numerals. Draw hands on the clock to show the time written below each one. Narrate to your teacher what you are doing.

Fill in the missing Roman numerals.

I, II, ____ , IV, ____ , VI, ____ , ____, IX, ____ , XI, XII, ____ , XIV, XV, ____ , XVII, ____ , XIX, XX

Practice.

9) 81 \hspace{1cm} 6) 36 \hspace{1cm} 7) 42 \hspace{1cm} 8) 40 \hspace{1cm} 6) 54

Write the matching multiplication facts to the division problems above. The first one is done for you.

9 \times 9 = 81
Roman Numerals
Fill in the blank before and after.

____ XI ____
____ XX ____
____ XIII ____
____ III ____
____ VII ____
____ V ____

Write the Roman numerals.

12 ____  20 ____  7 ____
16 ____  13 ____  11 ____
15 ____  14 ____

Play “memory” by writing the Roman Numerals from I–XX, and the standard numbers 1–20 on separate cards or pieces of paper. Object: find and flip over all matching sets.

Practice
Draw lines.

4\(\frac{1}{2}\) inches ♠
1 inch ♠
5 inches ♠
Find the perimeter of the following shapes

\[ \text{Compute the perimeter.} \]

Hands-on Project

<table>
<thead>
<tr>
<th>measure</th>
<th>write the measurements</th>
<th>find the perimeter</th>
</tr>
</thead>
<tbody>
<tr>
<td>your desk or table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>your classroom/family room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>object or room of your choice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Find the area of these squares. Write the equations next to each square.

Hands-on Project
Find some rectangles, squares, and triangles around you. Use your ruler and measure the shapes. In the space below, write their perimeters. Make sure you write what kind of shape it was.

<table>
<thead>
<tr>
<th>What I measured</th>
<th>write the measurements</th>
<th>perimeter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>