

Earth
Grade 2

Acknowledgments

This project was conceived of and coordinated by the Florida Department of Education. In addition, it was supported financially through a grant to the School Board of Polk County. The rich history of these materials and the predecessor programs *Superstars* and *Superstars II*, goes back to the early 1980's. Dr. Andy Reeves initiated the program at the Department of Education, and many Florida teachers have been involved in developing and using these materials over the years.

The following Florida educators were primarily responsible for developing, field testing, and publishing *Sunshine Math*:

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Linda Ferriera	Carol Newman	Ken West
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Revisions were made to *Sunshine Math* by Sandy Berger, Frankie Mack and Linda Fisher with input from Andy Reeves and from volunteers and district staff in Broward, Duval, and Volusia school districts.

A copy of the complete set of revised materials, grades K-8, has been sent to the district office for use by all of the schools. School districts in Florida have permission to reproduce this document for use in their schools for non-profit educational purposes.

Under the provisions governing Eisenhower funds, it is the responsibility of the districts to furnish copies to public and private schools and to ensure that home schools have access to the materials. Questions regarding these responsibilities should be directed to the district contact persons for Eisenhower Funds and for Home Schools.

Additional copies of *Sunshine Math* may be purchased at cost from the Panhandle Area Educational Consortium (PAEC), 753 West Boulevard, Chipley, Florida 32428, or by calling the PAEC Clearinghouse, (850) 638-6131, Suncom 769-6131, FAX (850) 638-6336. Out-of-state schools that purchase copies have permission to reproduce the document for use with their students for non-profit educational purposes.

Preface

Sunshine Math and its predecessor programs, *Superstars* and *Superstars II*, dwell on the positive aspects of students, parents, teachers, and administrators working together. This program assumes that children, even young children, are capable of and interested in learning; that teachers want to help them learn to think for themselves; that administrators see their jobs as clearing the path so that quality education is delivered effectively in their schools; and that parents care about their child's learning and are willing to work with the school system toward that goal. Each of these four groups has a vital role to play in implementing *Sunshine Math*.

The program's initiators believed that elementary students are capable of much more than we normally ask of them, and the subsequent success of *Superstars* indicates that many children are on the path to becoming independent learners. A number of children in *any* classroom are bright, energetic, and willing to accept extra challenges.



The basic purpose of the *Superstars* program is to provide the extra challenge that self-motivated students need in mathematics, and to do so in a structured, long-term program that does not impinge on the normal classroom routine or the time of the teacher. The system is not meant to replace any aspect of the school curriculum -- it is offered as a peripheral opportunity to students who identify with challenges and who want to be rewarded for their extra effort. Participation in the program is always optional -- only those students who voluntarily choose to participate will, in the long run, benefit from this program. Any student, regardless of prior academic performance, should be encouraged to participate as long their interest is maintained.

The predecessor programs for *Sunshine Math* - the Florida Department of Education's *Superstars II* and *Superstars*-- have demonstrated that this concept can be extremely successful. What is required are several dedicated adults who devote a few hours each week to operate the system effectively in the school; an administrator who provides highly visible support; teachers who welcome a supplementary experience for their students to engage in higher-order thinking; and a typical classroom of students. If all of those ingredients are present, *Sunshine Math* will become an integral part of the school fabric.

Organization of These Materials

Section I Description of the *Sunshine Math* Program

1. General Information
2. Information/checklist for principals
3. Information/checklist for assisting adults
4. Information for teachers
5. Letter to participating students and their parents

Section II Student worksheets for *Sunshine Math*

Section III Commentary for student worksheets for *Sunshine Math*



***Sunshine Math* General Information**

Sunshine Math is a K-8 program designed as an enrichment opportunity for self-directed learners in mathematics. The levels of the program are named after the planets of our solar system:



Kindergarten	Mercury	Fifth Grade	Saturn
First Grade	Venus	Sixth Grade	Uranus
Second Grade	Earth	Seventh Grade	Neptune
Third Grade	Mars	Eighth Grade	Pluto
Fourth Grade	Jupiter		

Students of all ability levels choose on their own to participate in *Sunshine Math*. The visual reinforcement of seeing their names displayed in a prominent place in the school, with a string of stars indicating their success, is the reward a student receives for the extra work. In many cases, the school decides to enhance the basic reward system by awarding certificates or other forms of recognition for achieving certain levels of success in *Sunshine Math*.

Sunshine Math can function in a school in a number of different ways. The “tried and true” way is for assisting adults (volunteers, aides, etc.) to manage the program for the entire school, with support provided by school administrators and classroom teachers. This system has been modified at the school level, with varying degrees of success, over the years. The basic model for running *Sunshine Math* is discussed below, with variations described on the next page.

The Basic Model

The basic model for *Sunshine Math* is for a school to establish a weekly cycle early in the fall, according to these guidelines:

On Monday of each week, student worksheets are distributed by the assisting adults to those in the program. Students have until Friday to complete the problems, working entirely on their own. On Friday, the classroom teacher hosts a brief problem-solving session for the students in the program. The more difficult problems on the worksheet for that week are discussed, with students describing their thinking about how to approach and solve the problems. They do not give their answers for the problems, only their strategies.

Students get double-credit for problems they complete prior to the problem-solving session, and regular credit for those they complete successfully over the weekend. On Monday, all papers are handed in, checked by the assisting adult, and stars are posted for problems successfully worked. This completes the cycle for the preceding week, allows for the new worksheets to be passed out, and the cycle begins again.

Sunshine Math is not for every child -- it's only for those who are self-motivated and who are not easily frustrated by challenging situations. This does not diminish the value of the program, but rather makes us realize that there are children of all ability and socio-economic levels who are self-directed learners and who need challenges beyond those of the regular school day. These children will shine in *Sunshine Math*.

Variations of the Basic Model

The first variation that has been used successfully retains the weekly cycle and assisting adult role as in the basic model. However, the teacher involves the entire class in the problem-solving discussions. For example, the teacher might pick the four hardest problems on the worksheet for that week, and do a "parallel problem" with the entire class to open the mathematics class on Tuesday through Friday. Using this variation, all students are exposed to the problem-solving strategies, but only those who are in *Sunshine Math* exhibit that they have learned the material by completing the worksheet over the weekend.

A second variation is for the assisting adults to run the entire program, including the problem-solving session for students. This method has been used in situations in which some teachers in a school lacked commitment to the program, and thus it was being implemented inconsistently. In such cases, the assisting adults must have a progressive view of what constitutes problem solving in elementary mathematics. They must also be given extra assistance from the principal to ensure students are released from class and that the process works smoothly in general.

Yet another variation is for a parent to run *Sunshine Math* at home, for their own child. The basic rules are the same -- a child gets the worksheet once a week and time to work the problems alone. The parent has a pre-established right to listen to the way the child thought about each problem, interjecting her or his own methods only when the child seems stuck. The reward system is basically the same -- stars on a chart -- but is usually enhanced by doing something special for the child, such as a trip to the movies or to the skating rink, when the child reaches certain levels of success. If this method is adopted, the parent must be sure not to try to "teach the child." *Sunshine Math* is a program designed to stimulate discussion of problem-solving strategies; it is not a program designed for adults to "teach children how to think."

Other variations abound. The basic model on the previous page is the approach that reaches more children in a consistent fashion than any of the other methods. However, individual schools, teachers, or parents are encouraged to get some version started, even if it's not one of the above. Some sunshine is better than none at all!

Sunshine Math: Information for Principals

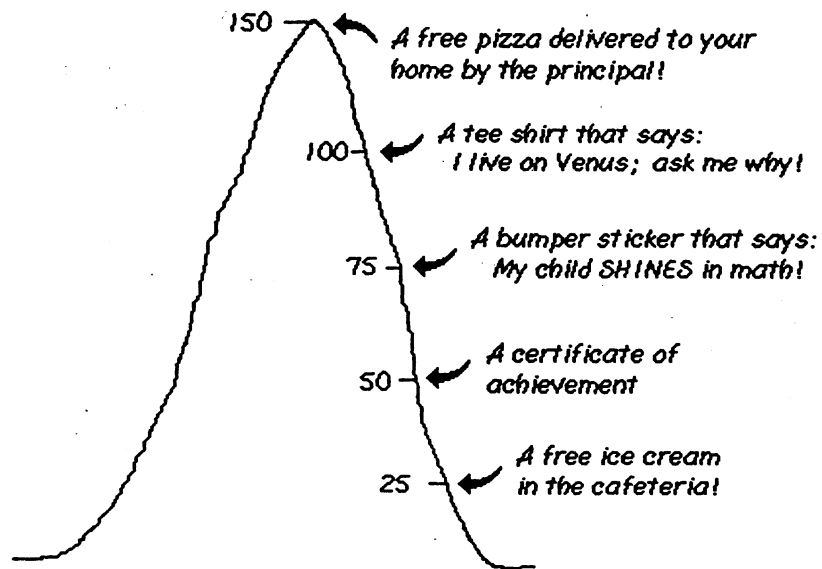
Sunshine Math is a K-8 enrichment package for mathematics, designed to be managed by volunteer assisting adults with coordinated support from the classroom teacher and school administrators. The purpose of the program is to give self-motivated students of all ability levels a chance to extend themselves beyond the normal mathematics curriculum. The complete set of materials comes in nine packages, one for each K-8 grade. The grade levels are named for the planets in the solar system, in order starting from the sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto.

Your support is vital if this program is to succeed. As the school administrator, you need to stay in close touch with *Sunshine Math*. A "checklist for success" follows:

- ☐ Become familiar with the philosophy and component parts of the program.
- ☐ Introduce *Sunshine Math* to the faculty early in the school year. Ensure that each teacher understands the philosophy of the program and has a copy of the student worksheets and commentary for that grade level.
- ☐ Speak to parents at your school's first "open house" of the year, explaining the purpose of *Sunshine Math* and the long-term value of children working independently on the worksheets.
- ☐ Recruit several assisting adults (PTA members, aides, senior citizens, business partners, churches, and so on) who are enthusiastic, dependable people to manage the program. Early in the year, meet with these assisting adults to plan such details as:
 - ✓ A prominent place and format for the STAR CHART.
 - ✓ A designated time each Monday and Friday for the assisting adult to be in the school to receive and distribute papers from students, and post stars.
 - ✓ A system for the activity sheets to be duplicated each week.
 - ✓ A plan for extra incentives for accumulating stars. ("World records" to be kept from year-to-year; a celebration day planned for the end of school; students earning prizes for attaining certain levels of success -- see the reverse side of this page for examples.)
 - ✓ A schedule for when the program will begin, and whether or not there should be a "start over" point at some time in the school year. Review a school calendar, and use only weeks that have at least four school days in them. If there isn't time in the school year to cover all the activity sheets under these conditions, decide which sheets to eliminate or when to "double up."
 - ✓ If possible provide volunteers with a *Sunshine Math* cap, name tag, tee-shirt, or other identifying feature.
- ☐ Monitor the program every two weeks to clear up any unforeseen problems. Administrators need to be highly visible for *Sunshine Math* to succeed.

Sunshine Math is an optional program for students. It should be available to any student who wants to participate, regardless of prior success in mathematics. A large number of students will usually begin the program, but a majority of them will lose interest. However, a significant number of students will continue their interest over the life of the program. This is normal and simply means that *Sunshine Math* is successfully addressing the needs of the self-directed learner.

Visual reminders help children see that mathematics is challenging and rewarding. Some ideas are presented below, merely to start your creative juices flowing:



Climb the Mountain this Year!!!

Join the Sunshine Math Club

Tom Walker, Principal at Bashaw Elementary School in Bradenton, passes our awards to students for achievement levels in SUPERSTARS.



***Sunshine Math:* Information for Assisting Adults**

Sunshine Math is designed to give assisting adults a well-defined role to play in the school's mathematics program. The success of *Sunshine Math* depends on a team effort among teachers, administrators, parents, and you. Reliability and punctuality are important -- students will rapidly come to depend upon you to be there as scheduled, to check their papers and post their stars, and to listen to alternate ways in which they may have interpreted a problem to arrive at a unique answer. If possible, wear an outfit that fits with the *Sunshine Math* logo; students will quickly begin to identify you as an important person in their school.

Sunshine Math works on a weekly cycle. Each Monday, you collect the worksheets from the previous week and distribute new worksheets to the participating students, all from your *Sunshine Math* area of the school. Allow students to see the answers to the problems, and discuss any for which they arrived at a different answer, giving them credit if their interpretation and reasoning are sound. You then check the worksheets from the previous week, and post the stars earned on the STAR CHART.

Participating students have from Monday until Friday to work the problems entirely on their own -- the only help they can receive during that time is for someone to read the problems to them. On Friday, the teacher hosts a problem-solving session in the classroom, having students describe their approaches to the more difficult problems. Students who have already worked the problems discussed, prior to the problem-solving session, can earn double stars -- you can identify these by looking for the teacher's initials beside certain problems. The students will have the weekend to complete any problems they want to -- for successfully completing these problems, they earn the indicated number of stars.

Be creative when designing a star chart. The basic method of posting stars individually is a good way to begin, but eventually you will want a color-coded system, or perhaps posting only one star each week, with a number in its center. Personalize the chart and the entire *Sunshine Math* center with pictures of students, "smiling faces," and so on. Occasionally bring in a reward for each child -- perhaps a cookie or a hand stamp in the shape of a star -- just for turning in their worksheet. Be creative and enjoy your role -- you are helping enthusiastic students develop higher-level thinking skills!



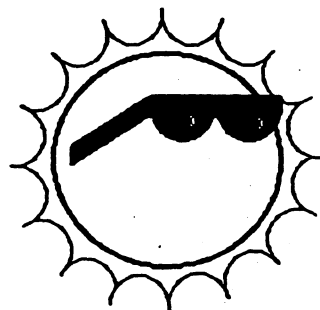
Checklist for assisting adults:

- ☐ Plan with the principal the following:
 - ✓ A prominent place and format for the STAR CHART.
 - ✓ The time and place for you to take up and check papers, and distribute new worksheets.
 - ✓ The system for duplicating worksheets each week, ensuring legible copies.
 - ✓ Any extra incentives (“world records,” stickers, coupons, pencils, tee shirts, etc.) that will be part of the system for rewarding levels of achievement in *Sunshine Math*.
- ☐ Make the *Sunshine Math* center a happy place. Use bright colors, smiles, and cheerful words. Show confidence, friendliness, and encouragement to students.
- ☐ Collect the letters which are sent home prior to the first worksheet and signed by each student and parent. If in the future you have evidence that the work turned in does not represent the thinking of the student, discuss the situation with the classroom teacher. These situations are best handled individually in a firm, consistent manner.
- ☐ Check the worksheets from the previous week consistently. If you give partial credit for a problem with several parts, do so in a fair way that can be explained to students. Do not award partial credit for problems with only one answer.
- ☐ Have answer sheets available and encourage students to look at the answers when they hand in their worksheets. Allow them to explain their thinking if they arrived at a different answer. Award them full credit if they show a unique interpretation of the problem, and logical reasoning in obtaining an answer.
- ☐ Leave extra worksheets with the classroom teacher for participating students who were absent on Monday. Accept a late-arriving worksheet only if the student was absent on Monday. If a student's name is missing, or on the wrong place on a worksheet, check the paper but award the stars to “no name” on the STAR CHART. Adhering strictly to these rules will rapidly teach responsibility to the students, and keep your work load manageable.
- ☐ Keep all returned worksheets. As the same worksheets are used year-after-year, and many participating students have siblings who will later be in *Sunshine Math*, it is important that the students not be allowed to keep their worksheets.
- ☐ On weeks when *Sunshine Math* will not be available, post a sign such as “No star problems this week, but please come back after the vacation for more!”

Sunshine Math: Information for Teachers

Sunshine Math is a program designed to complement your regular classroom mathematics curriculum. It offers a peripheral opportunity for students to practice mathematics skills appropriate for their grade level and, at the same time, to participate in problem-solving experiences. It offers a challenge to those students who are self-directed learners by giving them something worthwhile to do outside of class.

Your involvement is strictly as a teacher. *Sunshine Math* will remain special to students if it's managed by someone outside the classroom, and if the teacher is viewed as a facilitator in the system, rather than as the authority figure. Your primary role is to monitor the system in your own classroom and host a brief problem-solving session for *Sunshine Math* students on Friday of each week. You will also need to release the participating students from your class at a set time on Monday to turn in their worksheet and obtain a new one. You might make yourself a special pin like that shown to the right, to wear on Monday and Friday to remind students that those days are special.



Each student worksheet has an accompanying commentary page. This sheet provides hints on parallel problems which you might use in the Friday problem-solving session. It is important that students participate actively in this session, and that you solicit from them their unique approaches to the problem discussed. Only after students present their ideas should you provide guidance on the problems, and then only when necessary. Even though there is a comment provided for each problem, you will have to decide which 3 or 4 problems you will cover during this brief session. Concentrate on those whose solution requires a strategy. The problem-solving session should last no more than 15 minutes.

Do not be disappointed if a large number of your students begin *Sunshine Math*, but many drop out after a few weeks. This is normal; problem solving requires a great deal of effort, and only certain students are ready for this challenge. On the other hand, you will also note that certain students *do* chose to stay in *Sunshine Math* week after week, even though they aren't as successful as other students at earning stars. Their participation should be encouraged, as they are certainly learning from the experience. Under no circumstances should *Sunshine Math* be reserved for only the advanced students in your class.

As a purely practical consideration, students are not allowed to discuss the problems with other students or their parents prior to the Friday "cooperative group" problem-solving session. This allows the "think time" necessary for students to develop into independent thinkers; it also prevents students from earning stars for work that is basically someone else's, which is the surest way to disrupt the entire *Sunshine Math* program. As the teacher, you must monitor this in your classroom and ensure that students abide by the established rule.

It is important that you understand and support the overall philosophy of *Sunshine Math*. Do not worry if students encounter problems for which they have not been prepared in class -- such is the nature of true problem solving. Do not provide remedial instruction to ensure that students master certain types of problems -- they will meet these same problem types repeatedly in the program, and likely will learn them on their own and from listening to other students at the problem-solving session. You should enjoy what the students *can* do, and not worry about what they can't do. You should also read over the general information about the program, to see how your role fits into the entire system.

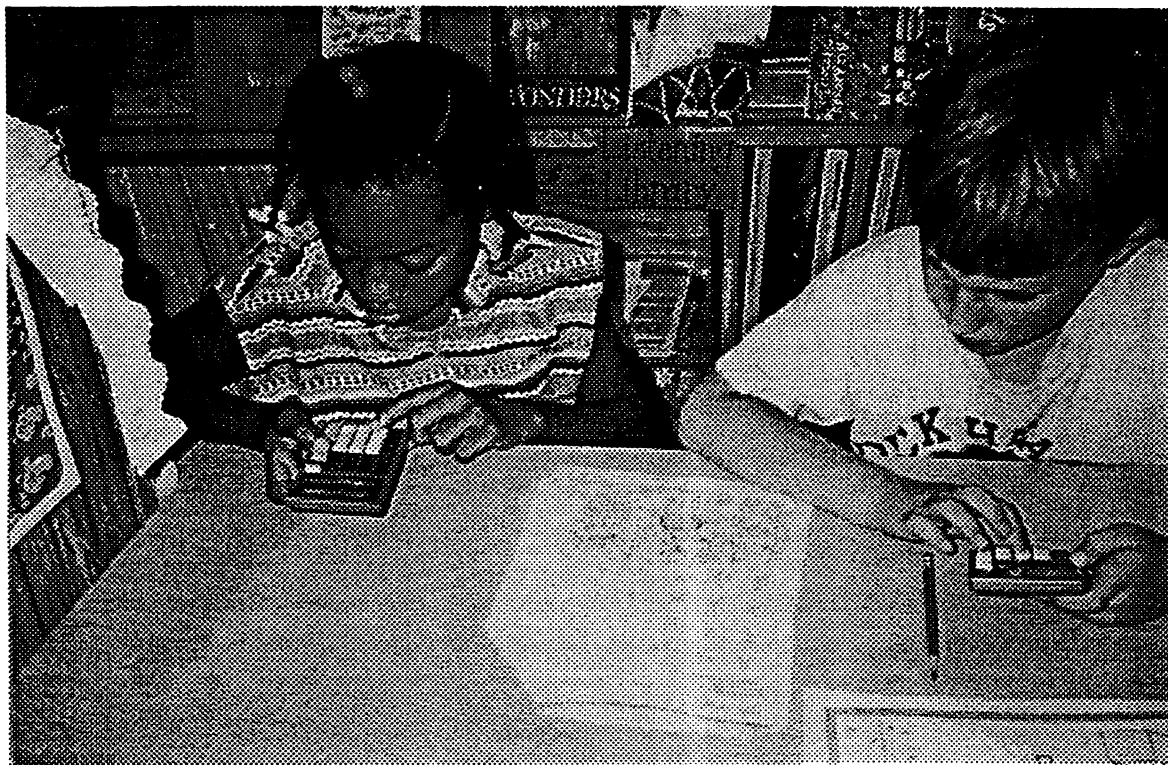
Here are some hints that you might find useful in your support role for Sunshine Math:

- ✓ Allow your students to leave the classroom at the designated time on Monday to turn in their worksheets and pick up a new one.
- ✓ Read each week's worksheet yourself, and feel free to structure classroom activities that parallel those on the *Sunshine Math* worksheet.
- ✓ During the school week, students should be allowed to work on their *Sunshine Math* problems during their spare time, but the only help they can receive is for someone to read the problems to them. Give the students one warning if you observe them discussing the worksheets, and take away their papers for the next violation. If it happens another time, dismiss them from *Sunshine Math* for a month.
- ✓ At the problem-solving session on Friday, remember these points:
 - Students come to this session with their worksheets, but without pencils.
 - The session must be brief -- 15 minutes at most. Discuss only the 3 or 4 most difficult problems on the worksheet.
 - Help students summarize their own approaches to the problems, in a non-judgmental fashion. Offer your own approach last, and only when it's different from the student strategies. Do not allow answers to be given to the problems.
 - End the session by encouraging students to complete the problems over the weekend. Put your initials beside any problem discussed in class which a student has already completed successfully. The assisting adult will award double stars for these.
- ✓ Remember that part of the *Sunshine Math* philosophy is that students learn responsibility by following the rules of the system, if participation is important to them. *Sunshine Math* becomes very important to certain students, so they will adhere to rules about where their names go on each paper, no credit if they forget their paper on Monday, no talking about the problems prior to the problem-solving session, etc., if *you* enforce the rules.
- ✓ Enjoy *Sunshine Math*. Students will impress you with their ability to think, and their creative ways to solve problems that appear to be above their level.

Here's a song for your students -- to the tune of "When you wish upon a star":

When you get your SUPERSTARS
It won't matter who you are
Try a few
See what you can do
.... and
Success will come to you!!!

Sandy Parker, Lake Weir Middle School, Ocala, FL





WELCOME TO *SUNSHINE MATH* ! We are happy that you want to try some new and different kinds of math problems! As you read the *SUNSHINE* problems, you may find yourself *?PUZZLED?*. Your teacher will be helping you each week with some of the hardest problems. Also, your parents may read the problems to you and offer hints for solving them.

If you would like to begin earning ★STARS★ for solving math problems, sign your name below.



(Your name)_____ I am ready to begin the *SUNSHINE MATH* Program. I promise to do my own thinking on each problem.



Dear Parents,

We welcome your child and you to *SUNSHINE MATH*, a program designed to enhance your child's journey through mathematics. By expressing an interest in more challenging problem solving, your child has taken the first step toward becoming an independent learner who is able to address many types of problems.

Your child will receive a worksheet each Monday which will be discussed on Friday and collected the following Monday. Each problem is ranked according to its level of difficulty. The more stars you see beside a problem, the higher the level of difficulty, and the more stars your child can earn for solving it.

Each Friday, your child will attend a "help session" to discuss the most challenging problems of the week. Any problem solved prior to the help session will be given double stars, or double credit. After the session, your child may rework problems before the sheets are collected on Monday.

Your role in *SUNSHINE MATH* is to encourage and facilitate problem solving. During the week, allow time for your child to think about each problem. You may need to read the problem to your child, explaining any new words encountered. Feel free to suggest a strategy for solving the problem, offer "counters" or manipulatives, or listen as your child shares her or his thinking, but please **DO NOT GIVE THE ANSWERS**. In order for this program to be effective, the thinking must be done by the students.

It is normal for a child NOT to be able to complete every problem on a worksheet. The process of reading, understanding and approaching the problems is a valuable step in solving many types of problems. Remind your child that she or he is not expected to know the answers to every problem.

Thank you for allowing your child the chance to embark on this mathematical adventure. Your signature gives permission for your child to begin.

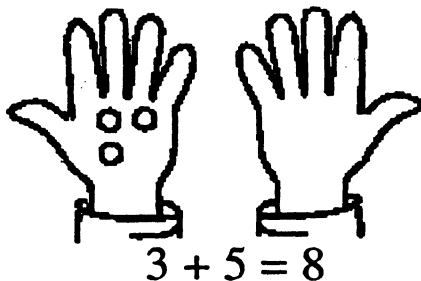
(parent's signature)

WORKSHEETS

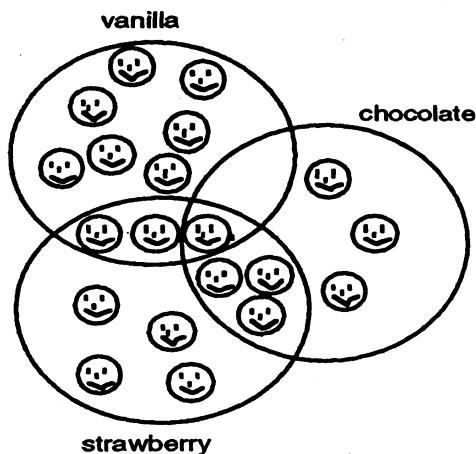
SUNSHINE MATH - 2
Earth, I

Name: _____
(This shows my own thinking.)

- ★ 1. Andy found 3 red marbles and 5 green marbles. Draw circles in the other hand to make this number sentence true.



- ★★★ 2. Look at this drawing. How many children like *both* chocolate and strawberry ice cream?



Answer: _____ children

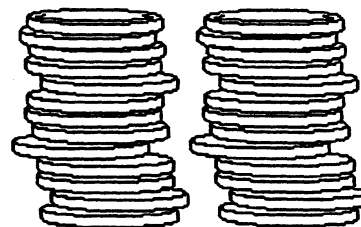
- ★★★ 3. Write the missing numbers.

a. 48, 49, _____, 51, 52, _____, _____, 55

b. 87, _____, 85, _____, _____, 82, 81

c. 15, 20, _____, 30, 35, _____, _____

- ★★★★ 4. When Pedro counts his pennies, he likes to make two piles that are the same height. He has an EVEN number if he can make the piles the same height. If he can't, he has an ODD number of pennies.



Even: Same height

Write "even" or "odd" beside each group of pennies using Pedro's method. Make piles of real pennies if it will help you decide.

Number of Pennies	Even or Odd
6	_____
9	_____
14	_____
16	_____
22	_____

- ★★ 5. Use a calculator. Push these buttons in order:

What number shows with the last sign?

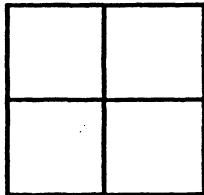
Answer: _____

- ★ 6. Eight squirrels were in a tree. Half went to gather some nuts. How many squirrels were left in the tree?



Answer: _____ squirrels

- ★★ 1. How many squares are in this picture?



Answer: _____ squares

- ★★ 2. How many different ways can you add two numbers from 1 through 9 to make 10? (1 + 9 and 9 + 1 count as two ways to make 10.)

Hint: Make a list

My List:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Answer: _____ ways

- ★★★ 3. You have 2 nickels and 3 pennies. You want to trade them for a quarter. How much more money do you need before you can trade fairly?

Answer: _____ ¢

- ★ 4. On the Line below, draw the shape that comes next in the pattern.



- ★★★ 5. Do these problems on your calculator. Write your answer in the box:

a. $27 + 54 + 75 + 403 =$

b. $385 - 76 + 541 =$

c.
$$\begin{array}{r} 372 \\ 54 \\ + 846 \\ \hline \end{array}$$

- ★★★★ 6. Color this map using only 4 colors. No state can be the same color as one that touches it.

Hint: You can use this code instead of real colors, if you want to:

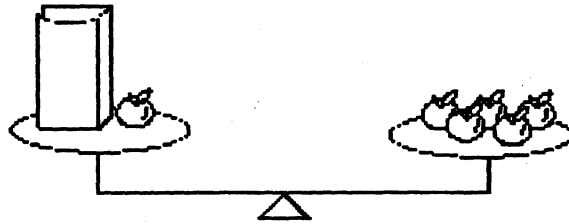
R=red G=green
B=blue Y=yellow



SUNSHINE MATH - 2
Earth, III

Name: _____
(This shows my own thinking.)

- ★★★ 1. How many apples are in the paper bag? You may use counters to help. (The bag itself does not weigh anything.)



Answer: _____ apples

- ★ 2. What number goes in the missing place?

$17 - \text{[shaded circle]} = 9$

Answer: _____

- ★★★ 3. a. How many more games did the Hornets win than the Eagles?

Softball Games Won

Hornets	⊙	⊙	⊙	⊙	⊙	⊙	⊙
Pirates	⊙	⊙	⊙	⊙	⊙	⊙	
Eagles	⊙	⊙	⊙				
Bears	⊙	⊙					

- b. Which team won exactly 2 games more than another team?

⊙ = 1 game

- c. Even out the 12 wins so that each team has the same number of wins as the other teams. How many wins would each team have?

- ★★★★ 4. Put the right number in each box to make true statements. Use a calculator if you need to.

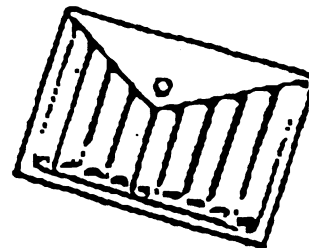
a. $67 - \square = 23$ b. $28 + \square = 60$ c. $\square - 16 = 36$

- ★★ 5. You want to buy a jar of Apple Butter. How much will the Apple Butter cost if you use this coupon?



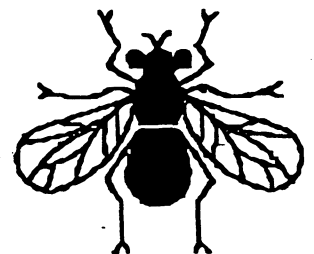
Answer: _____

- ★★★★ 6. There are nine markers in one box. If you had to give one marker to each of the 29 students in your class, how many boxes would you have to buy?



Answer: _____ boxes

- ★★★★★ 7. All insects have 6 legs, and all frogs have 4 legs. If Joey caught 2 insects and 3 baby frogs, how many legs would there be on all those creatures?



Answer: _____ legs

SUNSHINE MATH - 2
Earth, IV

Name: _____

(This shows my own thinking.)

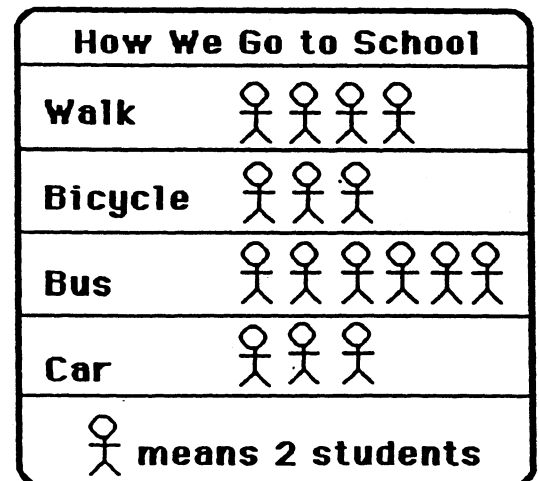
- ★★ 1. I am thinking of two numbers.
- Their sum is 17.
 - One number is 5 more than the other.

What are the two numbers?

Answer: _____ and _____

- ★★★ 2. Look at this graph.
Then answer each question.

- a. How many students ride the bus? _____
- b. How many more students walk than ride in a car? _____
- c. Which two ways are used by the same number of students?
_____ and _____



- ★★★ 3. The letters A,B,C and D each stand for a different single digit. Use the clues to find the digits.

Clues:



- C is greater than 1.
- C is an *odd* number.
- B and D are *even* numbers.

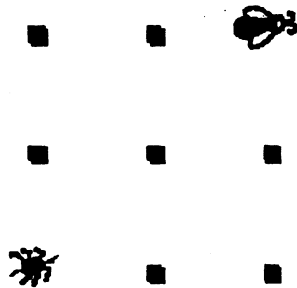
$$\begin{array}{r} C A \\ + C B \\ \hline D C \end{array}$$

What number does D stand for? Answer: D = _____

- ★★ 4. Kambro had 20 rabbits in one pen and 12 hamsters in another. He sold 4 rabbits and 7 hamsters. How many pets does he have left?

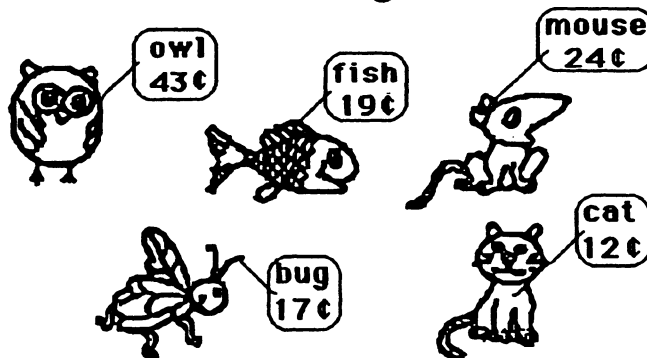
Answer: ____ pets

- ★★★★ 5. Charley the spider can only move up  or across  to get to the fly. How many paths altogether are there for Charley to get his meal?



Answer: There are ____ paths.

- ★★★★ 6. Nedra lost a tooth and got 25¢ from the tooth fairy that night. The next day she bought one of these animals with the 25¢, and got 2 coins back as change.



- a. Which animal did she buy? _____
- b. What coins did she get back? _____ and _____

SUNSHINE MATH - 2
Earth, V

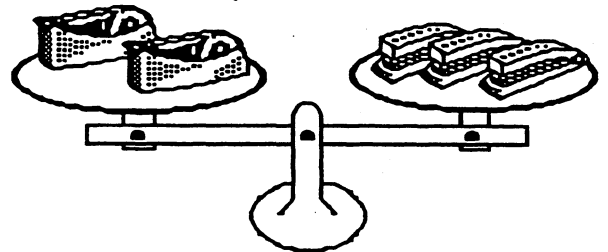
Name: _____

(This shows my own thinking.)

- ★ 1. If November 8th is Wednesday, what day of the week is November 16th?

Answer: _____

- ★★★ 2. Which weighs the most, a tape holder or a stapler?



Answer: _____
is heavier.

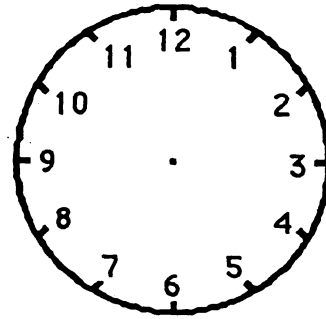
- ★★★ 3. Nancy saw a car, a van, and a truck cross a bridge. The truck crossed the bridge after the van. The car crossed the bridge before the van. In what order did the car, the van, and the truck cross the bridge?

Answer: First _____,
Second _____,
Third _____

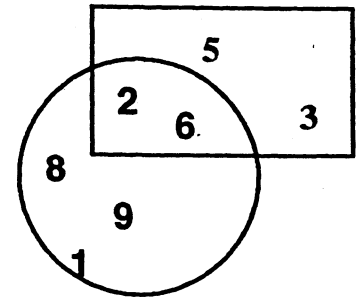
- ★★★ 4. Write the numbers in the boxes to make true statements. Use a calculator if it helps.

a. $46 - \square = 23$ b. $18 + \square = 30$ c. $\square - 14 = 24$

- ★ 5. Tamika gets home at 3:00. A half hour later she can go play outside. Draw the hands on the clock to show when she can go play.



- ★★★ 6. a. What is the sum of the numbers *not* in the rectangle? _____
- b. What is the sum of the numbers in *both* the rectangle and the circle? _____



- c. What is the sum of the numbers *in* the rectangle *but not in* the circle? _____

- ★★★ 7. Sally has 79¢. She bought an apple for 20¢ and a balloon for 19¢. How much did she have left?

Answer: _____¢

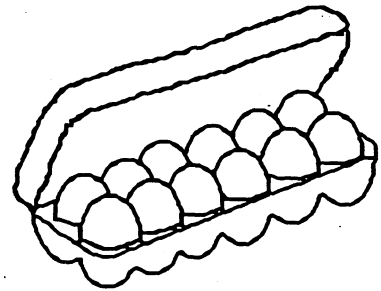
- ★★ 8. A lunch at Sunshine Elementary school costs 95¢. About how much would it cost to eat there for a whole school week? Circle the best answer below.

About \$2 About \$3 About \$4 About \$5

SUNSHINE MATH - 2
Earth, VI

Name: _____
(This shows my own thinking.)

- ★★ 1. Margo has nine eggs. She bought a dozen more and used a half-dozen of them. How many does she have left?




Answer: _____ eggs

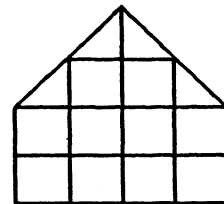
- ★★★ 2. Find the two that come next in each pattern.

a. B, D, F, H, J, _____, _____

b.  _____

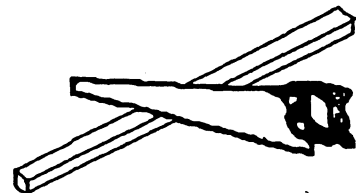
c. 79, 74, 69, 64, 59, _____, _____

- ★★ 3. The area of a figure is the number of unit squares it would take to make the figure. What is the area of this figure using  as the unit square? (Hint: Don't forget to count the half squares too!)



Answer: _____  's

- ★★★ 4. It took Marie 10 minutes to saw a board into 2 pieces. If she works just as fast, how long will it take her to saw another board into 3 pieces?



Answer: _____ minutes

- ★★★ 5. Annie, Baldwin, and Carl each wear a number on their shirts. The numbers are 34, 25, and 18. Use the clues. Find each child's number.



Clues:

- The boys wear *even* numbers on their shirts.
- The sum of the digits in Baldwin's number is 7.

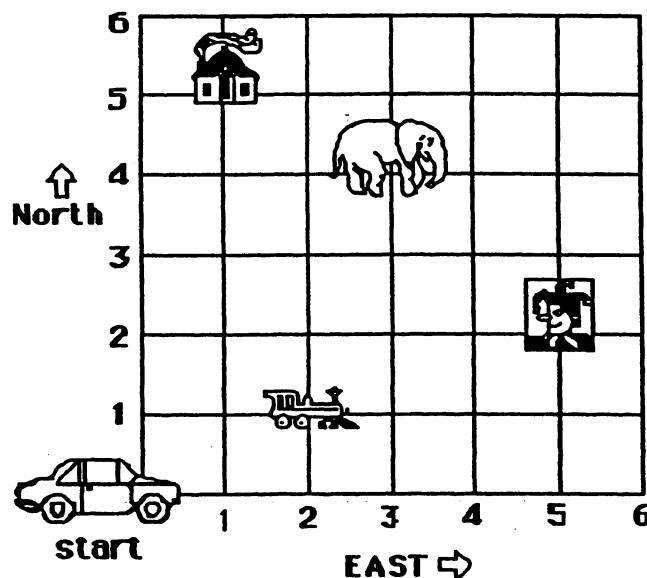
Answer: Annie's number is ____.

Baldwin's number is ____.

Carl's number is ____.

- ★★★ 6. The taxi moves from *start* to another point by going east first, and then north. It gets to the house by going 1 block east, and then 5 blocks north. Follow the taxi's path with your finger. The taxi driver's secret code for the house is (1,5). Write the secret codes for these places:

a. clown: (__,__) b. train: (__,__) c. elephant: (__,__)



SUNSHINE MATH - 2
Earth, VII

Name: _____

(This shows my own thinking.)

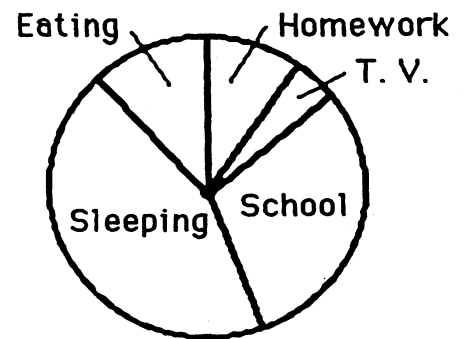
- ★★ 1. Sandy needed some stickers to give to her friends. Look at the chart below. How much do 6 stickers cost?

Number of Stickers:	1	2	3	4	5	6
Cost:	15¢	30¢	45¢			

Answer: _____¢

- ★★★ 2. Look at this circle graph to help answer each question.

**How Pablo Spends
His Time Each Day**



- a. What does Pablo spend the least time doing?

- b. What does Pablo spend the most time doing?

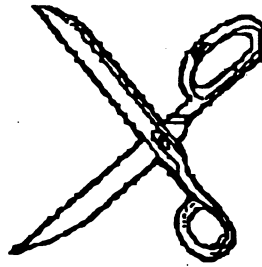
- c. Does Pablo spend more time eating, or watching TV?

- ★ 3. Choose the correct sign: >, =, or < to make this number sentence true. Then circle your answer.

$$16 + 12 \quad \boxed{?} \quad 23 + 4$$

Answer: > = <

- ★ 4. Draw a circle around an *angle* in the scissors below.



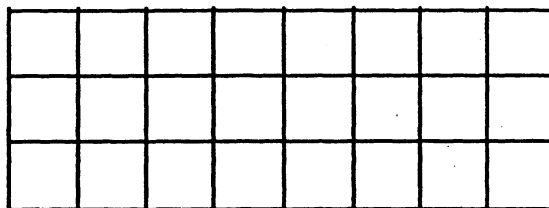
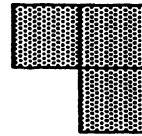
- ★★★ 5. Use each number only once. Do each step in order. Cross out the number when it is used.

- Two numbers whose sum is 3
- Two numbers whose sum is 8
- Two numbers whose sum is 12
- Two numbers whose sum is 15

1	2	3
4	5	6
7	8	9

Circle the number left in the puzzle.

- ★★ 6. How many of these →
would it take to cover
the grid below?



Answer: _____

- ★★ 7. Circle the best estimate for
the length of the mouse's tail:

- a. 5 centimeters
- b. 10 centimeters
- c. 2 centimeters
- d. 13 centimeters



SUNSHINE MATH - 2
Earth, VIII

Name: _____
(This shows my own thinking.)

- ★ 1. Look at the calendar. If today is January 21, how many Sundays have passed in this month?

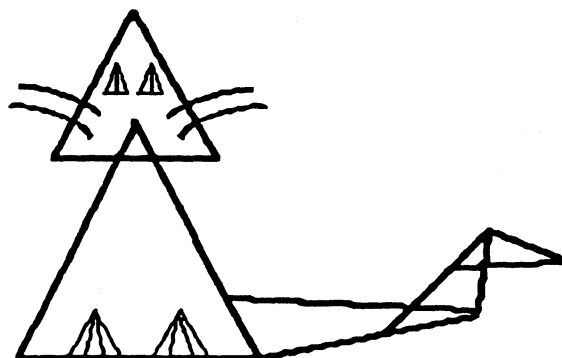
Answer: _____ Sundays

JANUARY						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- ★★★★ 2. How many triangles are in the cat picture?

Be careful There are more than 25!

Answer: _____
triangles



- ★★★ 3. Look at the pattern. Circle the letter under which the number 52 would go.

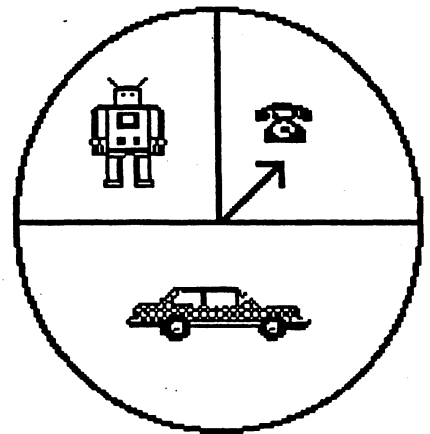
A	B	C	D	E
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
.
.
.

- ★★ 4. Find the numbers that go in the boxes.

$$\begin{array}{r}
 3 \square 5 \\
 - 4 \square \\
 \hline
 \square 2 2
 \end{array}$$

- ★★★ 5. David is going to spin the spinner for this game. What is the chance he will land on the telephone? Write the answer using a fraction.

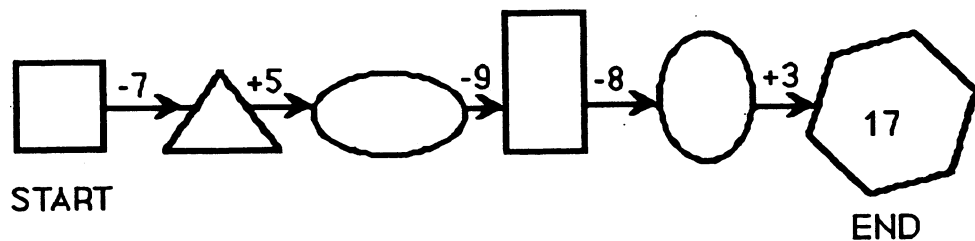
Answer: _____



- ★★★ 6. A fence has 6 poles from one end to the other. The poles are 10 feet apart. How long is the fence?

Answer: _____ feet

- ★★★★ 7. Write a number in each empty shape to complete the chain correctly.



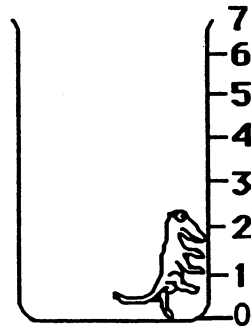
SUNSHINE MATH - 2
Earth, IX

Name: _____
(This shows my own thinking.)

- ★★★ 1. A lizard fell into a 7-foot hole. Each hour the lizard crawled 2 feet up, but then stopped for a moment to rest and fell back 1 foot. Then he climbed again. How many hours did it take for the lizard to get out of the hole?

Hint: Draw a picture of the lizard's trip.

Answer: ____ hours



- ★★ 2. How much time did Howard spend watching T. V.? Use the chart to help you.

Howard's Saturday Schedule	
Play outside	8:30 - 11:15
Watch T.V.	11:15 - 12:15
Eat lunch	12:15 - 12:30
Watch T.V.	12:30 - 1:30
Play inside	1:30 - 5:00
Eat dinner	5:00 - 5:30
Watch T.V.	5:30 - 7:30

Answer: _____ hours

- ★★ 3. Ricardo earns \$2.50 each week for his allowance. How much will he have at the end of four weeks?

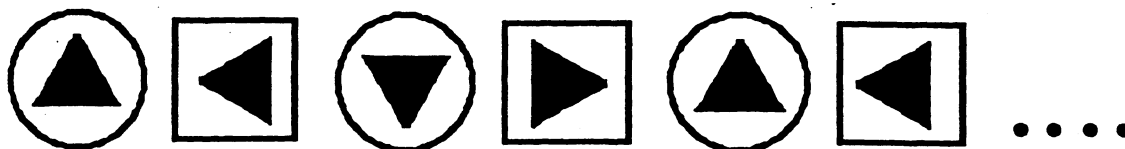
Answer: _____

- ★★ 4. What is the mass of the hot dog and bun? Circle your answer.



- a. 50 grams
- b. less than 50 grams
- c. more than 50 grams

- ★★★★ 5. The pattern below repeats the same four figures. Draw the 15th figure in the pattern:



Answer: The 15th figure is:

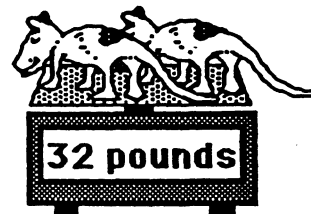
- ★★ 6. Sam covered the baby's footprint with his thumb. About how many of Sam's thumb prints would it take to cover this foot shape?

Sam's thumb print: 



Answer: about _____ thumb prints

- ★★★★ 7. Maria weighed her two identical puppies. How much did each puppy weigh?



Answer: _____ pounds

SUNSHINE MATH - 2
Earth, X

Name: _____

(This shows my own thinking.)

- ★ 1. Vilma turned 16 years old in 1995. In what year was she born?

Answer: _____

- ★★ 2. Find a number greater than 6,285 and less than 6,582. Use these numbers.

2 5 8 6

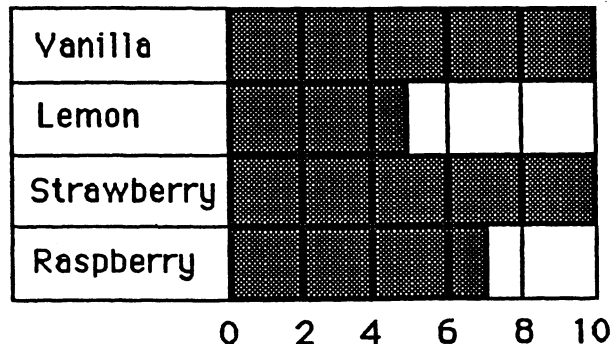
Answer: The number is _____

- ★★ 3. Look at the graph.
 Answer both questions.

- a. How many like raspberry?

- b. How many like either lemon or strawberry?

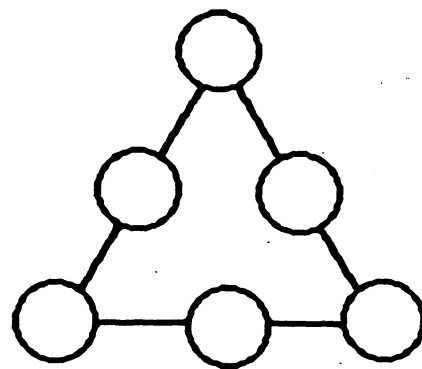
Yogurt Second Graders Like



- ★★★ 4. I am thinking of two numbers that add to twenty-one. One number is 3 more than the other. What are my numbers?

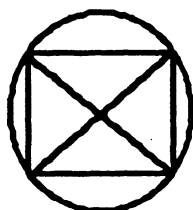
Answer: _____ and _____

- ★★ 5. Place 1, 2, 3, 4, 5, and 6 in the circles so each side of the triangle has the sum of 11.

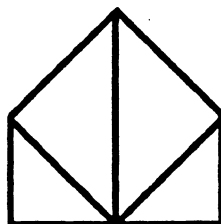


- ★★ 6. Which one of these shapes can be drawn without lifting your pencil or going over the same line twice? Circle it.

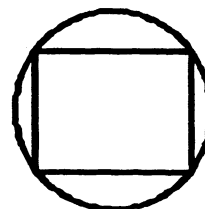
a.



b.

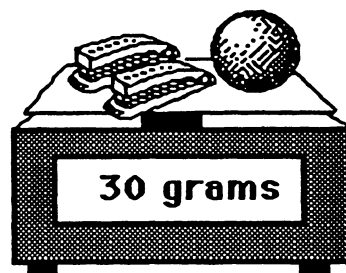


c.



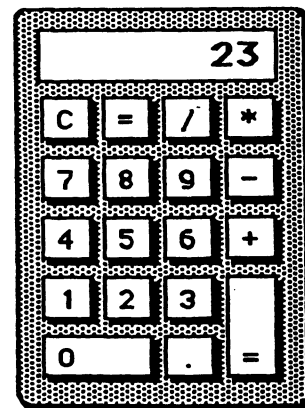
- ★★★★ 7. How much does the ball weigh?

Answer: ____ grams



- ★★★★ 8. Henrique pressed the keys $\boxed{5}$, $\boxed{=}$, $\boxed{1}$, $\boxed{8}$, and $\boxed{+}$ on his calculator, but not in that order. He got the answer 23. What problem did he do?

Henrique's Problem:

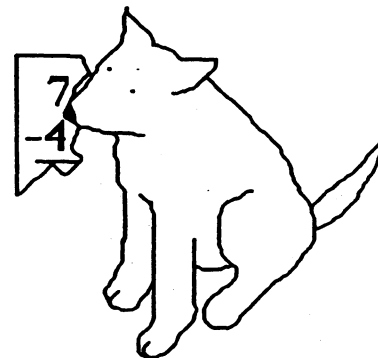


SUNSHINE MATH - 2
Earth, XI

Name: _____

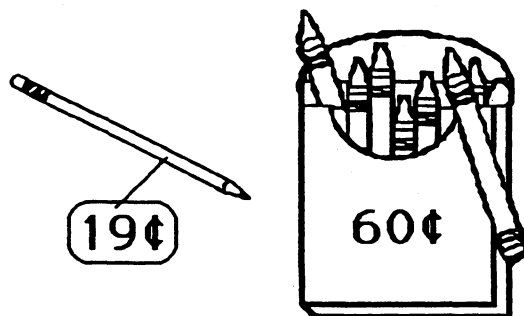
(This shows my own thinking.)

- ★ 1. Sam's dog chewed a hole in his homework. Now he cannot see the numbers in the ones place. Circle the best estimate using the numbers you can see.



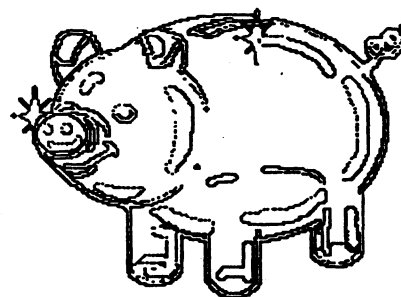
about 50 about 30 about 110

- ★★★ 2. Maria has 3 quarters, 1 dime, and 2 nickels. She wants to buy the crayons and pencil. Does she have enough money? Circle your answer.



Answer: yes no

- ★★ 3. If you put a quarter a day into your piggy bank, how much money would you have in a week?



Answer: _____

- ★ 4. Herrick was asked to estimate the answer to this problem. Circle the best estimate below.

600 700 800

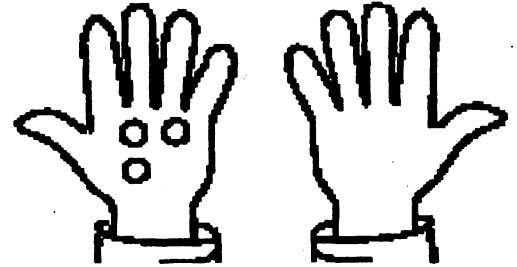
$$\begin{array}{r} 288 \\ + 497 \\ \hline \end{array}$$



- ★★★ 5. Find the pattern. Fill in each blank.

_____, _____, 69, 71, 73, 75, _____

- ★★ 6. Draw twice as many rocks in the right hand, as are in the left hand. Now how many more fingers are there, than rocks?



Answer: ____ more fingers

- ★★★ 7. Use the calendar to answer these questions:

- a. Whose birthday is September 17?

- b. When is Tim's birthday?

- c. Who has a birthday on Monday?

- d. How many Fridays are in this month?

September						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	Jay	8	9	10
11	John	13	14	15	16	Lee
18	19	20	Tim	22	23	24
25	26	27	28	29	30	

- ★★ 8. What is the starting number?

starting number → add 3 → subtract 5 → 10

Answer: The starting number is _____

SUNSHINE MATH - 2
Earth, XII

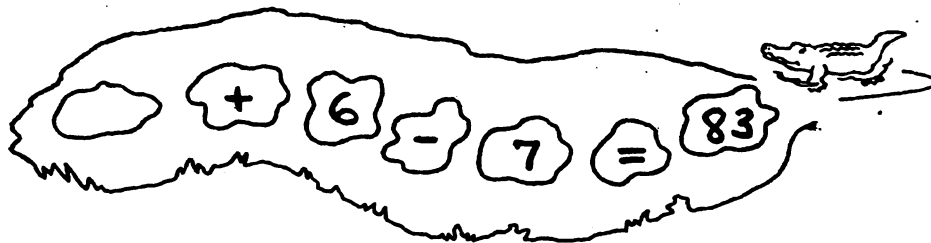
Name: _____
(This shows my own thinking.)

- ★★ 1. Bill found 7 snakes and 16 frogs on Saturday. That night 3 of the snakes and 12 of the frogs escaped into the woods. How many animals did Bill have left?

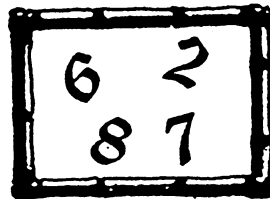


Answer: _____ animals

- ★★★★ 2. Help Crocky, the baby crocodile, travel across the pond. Fill in the missing number on the first lily pad.

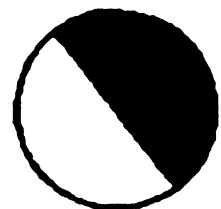
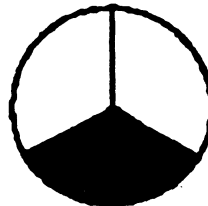
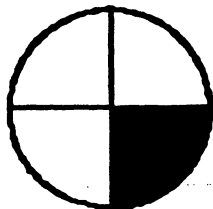


- ★ 3. How many different 2-digit numerals can be made from the digits below? Do not count 22, 66, 77, and 88.



Answer: There are _____ 2-digit numerals that can be made from those shown to the left.

- ★ 4. Show the fraction of each circle that is shaded in. Put the fraction in the box beside the circle.



- ★★ 5. Write the missing letters in the empty boxes below. Be sure to write them in the position that follows the pattern.

A	J	D	R		S	
Y	C	D				E
A	J		R	F		

- ★ 6. Count the jelly beans in the jar. Is the total number of jelly beans an *odd* number, or an *even* number?



Answer:

There are _____ jellybeans.
This is an _____ number.

- ★ 7. How many minutes in 2 hours?

Answer: _____ minutes

- ★★★ 8. The Jones kids got a dime each day they made up their beds. One week Marsha earned 40¢, Danny earned 50¢, Molly earned 40¢, and Bruce earned 20¢. Make a pictograph to show how much money each kid earned.

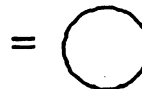
Marsha:

Danny:

Molly:

Bruce:

Key:

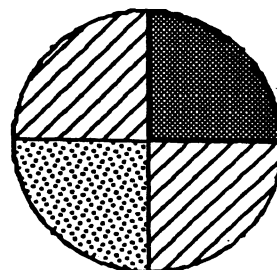


SUNSHINE MATH - 2
Earth, XIII

Name: _____

(This shows my own thinking.)

- ★★ 1. If you throw a dart at this dartboard, what is the chance you will land on stripes? Write the answer as a fraction.



Answer: My chance is

- ★★★ 2. Read the list of numbers. Choose only the *even* numbers and add them together. What is the sum?

fourteen	eleven	eighty-eight
thirty-seven	one hundred	sixteen
twenty-nine	forty-three	

Answer: _____

- ★★ 3. Complete the addition problems. Write numbers in the boxes.

$$\begin{array}{r} \text{a.} \quad 3 \square 2 \\ + \square 0 \square \\ \hline 6 \quad 5 \quad 3 \end{array}$$

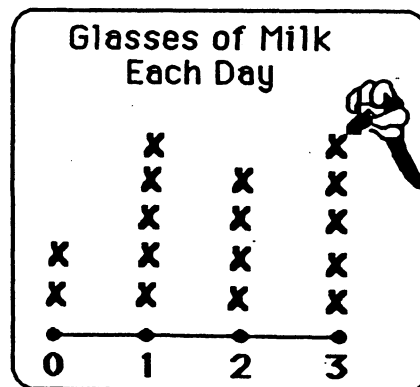
$$\begin{array}{r} \text{b.} \quad \square 2 \square \\ + 2 \square 3 \\ \hline 7 \quad 6 \quad 8 \end{array}$$

- ★ 4. Carolla is older than Tremaine. Carolla is younger than James. Who is the oldest?

Answer: _____



- ★★★★ 5. Mickey Mouse asked 16 kids how many glasses of milk they drink each day. He then made this line plot. Answer the questions below.



Key: X means 1 kid

- a. How many kids drink 1 glass of milk each day?

Answer: _____ kids

- b. Four kids drink 2 glasses of milk each day. How many total glasses of milk is this each day?

Answer: _____ glasses

- c. Five kids drink 3 glasses of milk each day. How many total glasses of milk is this each day?

Answer: _____ glasses

- d. How many total glasses of milk do all 16 kids drink each day?

Answer: _____ glasses

- ★ 6. How many ounces of plant food does Marcus need to mix with 3 gallons of water?

Answer: _____ ounces



Directions

Mix 2 ounces
with 1 gallon
of water

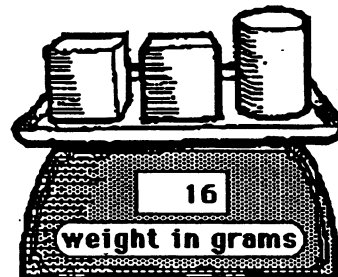
SUNSHINE MATH - 2
Earth, XIV

Name: _____

(This shows my own thinking.)

- ★★ 1. A block weighs 4 grams.
How much does a can weigh?

Answer: _____ grams



- ★★★ 2. Write the correct number in the .

a. + 6 = 11 b. 28 - = 10 c. - 5 = 44

- ★ 3. This piece of paper is $8\frac{1}{2}$ inches wide. Use this information to estimate the length of the pencil below. Circle the best estimate.



Best estimate: 6 inches or 10 inches or 4 inches

- ★★ 4. Every letter of the alphabet has a money value:

A=\$1	E=\$1	I=\$1	M=\$1	Q=\$1	U=\$1	Y=\$1
B=\$2	F=\$2	J=\$2	N=\$2	R=\$2	V=\$2	Z=\$2
C=\$1	G=\$1	K=\$1	O=\$1	S=\$1	W=\$1	
D=\$2	H=\$2	L=\$2	P=\$2	T=\$2	X=\$2	

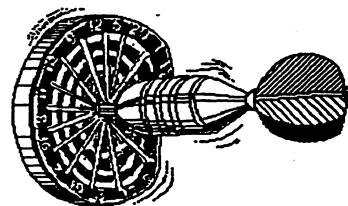
What is the money value of: "I love Math?" \$ _____

- ★ 5. The movie begins at 2:30 p.m. It runs for $2\frac{1}{2}$ hours. What time will the movie be over?

Answer: _____ p.m.

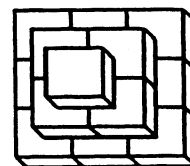
- ★★★ 6. Five students played darts. The chart shows the points for the first turn.

Score on	Turn 1
Name	Points
Lisa	2
John	7
Fran	10
Micky	5
Suki	7



- John outscored Lisa by how many points? _____
- The team of Lisa, Fran, and Suki outscored the team of John and Micky by how many points? _____
- Suki had a total of 12 points after her second turn. How many points did she score on her second turn? _____

- ★★★ 7. Use cubes to make this figure.
Write how many cubes there are.



Answer: _____ cubes

- ★★ 8. Find the answer to this problem by using a calculator. $11004 - 3269$

Turn the calculator upside down.

What word does it spell? _____

SUNSHINE MATH - 2
Earth, XV

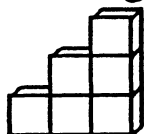
Name: _____

(This shows my own thinking.)

- ★★ 1. There were 27 children and 18 adults at the picnic. Twelve of the children were in the egg-toss contest. How many children were *not* in the egg-toss contest?

Answer: _____ children

- ★★★ 2. Below are some stairs made of cubes. The highest step is 3 cubes high. It takes 6 cubes to make these stairs. How many cubes would it take to make stairs if the highest step was 5 cubes high?



Answer: _____ cubes

- ★★★ 3. The school library keeps a record of how many books are checked out. Use the chart to answer the following questions.

<i>Daily book chart</i>	
Monday	12
Tuesday	15
Wednesday	10
Thursday	21
Friday	11

- a. On what day were the most books checked out? _____
- b. On what day were 11 books checked out? _____
- c. On what 2 days was a total of 25 books checked out?
_____ and _____

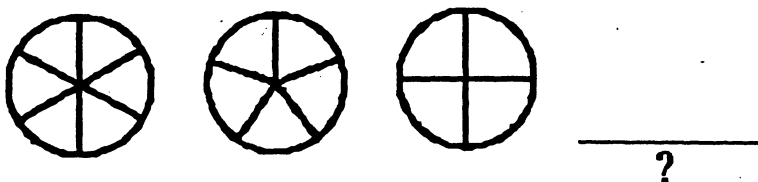
- ★★★ 4. Draw the 17th picture in this pattern in the box:



- ★★★★ 5. Fill-in the chart to show the different ways to have 15¢. One way, with 15 pennies, has been done for you.

Pennies	Nickels	Dimes
15	0	0

- ★ 6. Draw what comes next in this pattern.



- ★★★★ 7. Maria dropped a thumb tack 100 times. Her results are shown in the chart. What is the best judgement she can make about dropping a thumb tack? Check your choice.

- ☐ It is more likely to land up than down.
☐ It is more likely to land down than up.
☐ It is just as likely to land down as up.

up		
down		

- ★★★ 8. Write the operation and the number that will get you to the next number.

Example: Given

5		12
---	--	----

 You write

5	+	7	12
---	---	---	----

Problem:

6		10		7		11		19
---	--	----	--	---	--	----	--	----

SUNSHINE MATH - 2
Earth, XVI

Name: _____
(This shows my own thinking.)

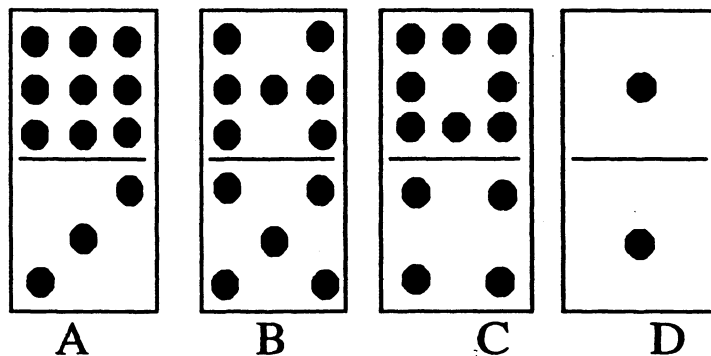
- ★★★ 1. Tanya has 60¢ in dimes and nickels. She has the same number of dimes as nickels. How many of each does she have?

Answer: _____ dimes and _____ nickels

- ★ 2. 47 pigs ran a race. 21 of them did not finish the race. How many pigs finished?

Answer: _____ pigs

- ★★ 3. Name the domino that matches all of the clues below:

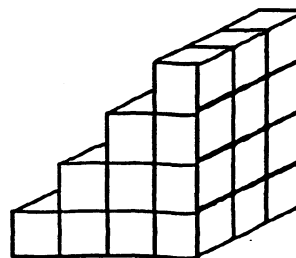


- ▲ I have 12 dots.
- ▲ There is an odd number of dots at each end.
- ▲ I have at least 4 dots on each end.

Answer: _____

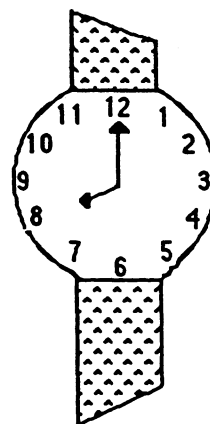
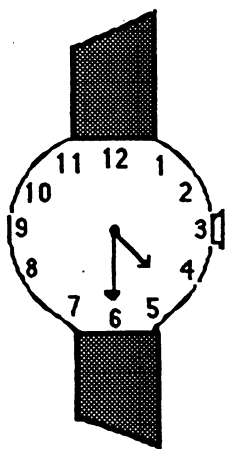
- ★★ 4. How many cubes does it take to make these steps? Each step is 3 blocks wide.

Answer: _____ cubes



- ★★★★ 5. Sue, George and Rose are learning to tell time. They have brand new watches. Match the letter of the person with their watch.

- a. Sue said, "It is time to go home from school."
- b. George said, "It is time for school to start."
- c. Rose said, "It is 4:30 and time for soccer practice."



Answers: _____

- ★★★★ 6. Taffy had 3 female puppies. Two years later each puppy had 3 puppies herself. How many grandpuppies did Taffy have?

Answer: _____

SUNSHINE MATH - 2
Earth, XVII

Name: _____

(This shows my own thinking.)

- ★ 1. Kamisha is a traveling salesperson. In two months, she traveled *eighty hundred* miles. How many *thousands* of miles did Kamisha travel?

Answer: _____ thousands

- ★★★★ 2. Use a calculator to do each problem below:

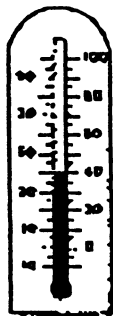
$$25 + 48 + 65 = \underline{\quad\quad} \quad 103 + 22 + 79 = \underline{\quad\quad}$$

$$85 - 38 + 26 = \underline{\quad\quad} \quad 219 + 36 - 95 = \underline{\quad\quad}$$

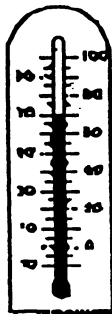
- ★★ 3. Cindy's mother had four eggs. She bought a dozen more and used up half a dozen making brownies. How many eggs does she have left?

Answer: _____ eggs

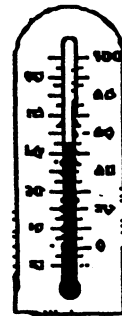
- ★★★ 4. Write the temperature shown on each thermometer. Put your answer on the line beside the thermometer.



_____ °C



_____ °C



_____ °C

- ★★★★ 5. Pet's Pleasure is the only dog food Honey will eat. It is sold in packages that contain 6 servings. Honey eats 5 packages a month. How many servings of Pet's Pleasure does she eat?



Answer: _____ servings

- ★★ 6. This table shows bowling scores for four months.

	Sally	Saul	Sal
June	141	189	176
July	187	198	211
Aug.	175	131	185
Sept.	146	165	186

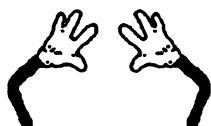
If the scores were rounded to the nearest hundred, during which month would *each* bowler have a 200 average?

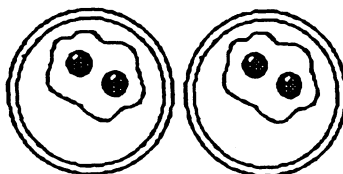
Answer: _____

- ★★★ 7. I am less than 20 years old. Count by 3's and you say my age. Count by 5's and say my age. How old am I?

Answer: _____

- ★★★ 8. A *doubles fact* means a number is added to itself. $2 + 2 = 4$ and $5 + 5 = 10$ are *doubles facts*. Write the *doubles fact* for each picture below:



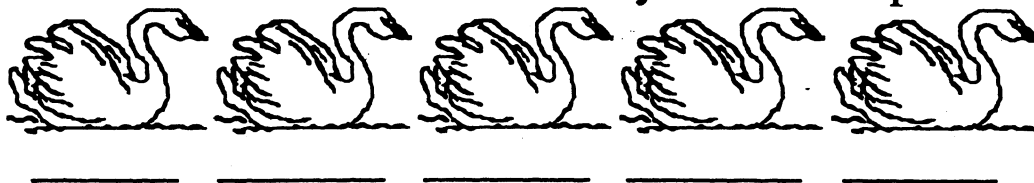




SUNSHINE MATH - 2
Earth, XVIII

Name: _____
(This shows my own thinking.)

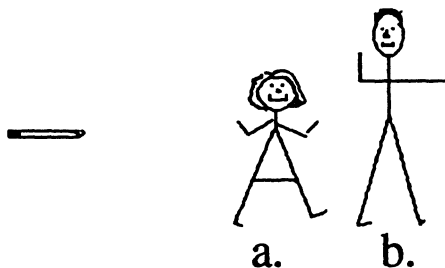
- ★★★ 1. Five swans are swimming in a line. Freida is ahead of Margie. Sandra is behind Margie. Billy is between Sandra and Margie. Clint follows Sandra. Label the swans below to show how they are lined up.



- ★ 2. Marita's mom travels to different towns each day. She leaves at 4:00 a.m. and returns at 3:00 p.m. She traveled 50 miles on Monday morning and 20 miles Monday afternoon. How far did she go on Monday?

Answer: _____ miles

- ★★ 3. Use the pencil shown below as your unit of measure. Estimate how tall the figures are to the nearest whole pencil.



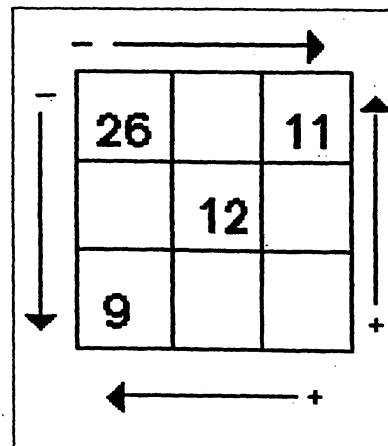
Answers: a _____ pencils b _____ pencils

- ★ 4. I had 34¢. I lost a dime. How much money do I have now?

Answer: _____ ¢

- ★★ 5. Finish filling in the box with numbers by adding and subtracting. Subtract and add in the directions shown by the arrows.

(Hint: In the top row, 15 goes between 26 and 11 since $26 - 15 = 11$.)



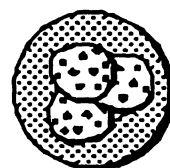
- ★★ 6. A ribbon is 20 inches long. If you cut it with a pair of scissors into one-inch pieces, how many snips would it take?

Answer: _____ snips

- ★★★ 7. Tanya guessed there were 65 beans in a jar. Her guess was off by 20. Bryan guessed there were 35 beans in the jar. He was off by 10. How many beans are in the jar?

Answer: _____ beans

- ★★★ 8. Each cookie has 10 chocolate chips in it. How many chocolate chips are in a box of 25 cookies?

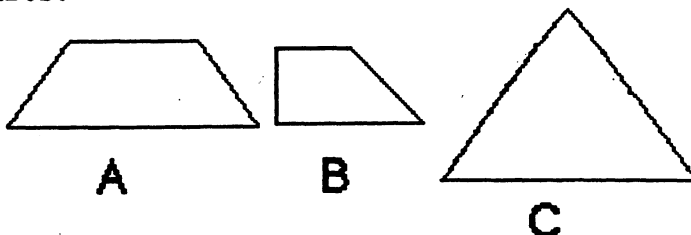


Answer: _____ chocolate chips

SUNSHINE MATH - 2
Earth, XIX

Name: _____
(This shows my own thinking.)

- ★★★ 1. Draw lines to show equal parts. Divide pictures A and B into 3 equal parts. Divide picture C into 4 equal parts.



- ★★ 2. Press the keys below on your calculator. Record your answer on the line.

A. $\boxed{4} \boxed{+} \boxed{4} \boxed{=} \boxed{=} \boxed{=} \boxed{=} \boxed{=} \boxed{=} \boxed{=} \boxed{=} \boxed{=} \rightarrow$ _____

B. $\boxed{4} \boxed{\times} \boxed{10} \rightarrow$ _____

- ★★★ 3. Princess Dianne counted the golden buttons on her 2 royal robes. One robe had 2 buttons. The other robe had 20 buttons. Her sister, Princess Joy, had 5 robes with 4 golden buttons on each robe.

Which princess had more golden buttons? _____

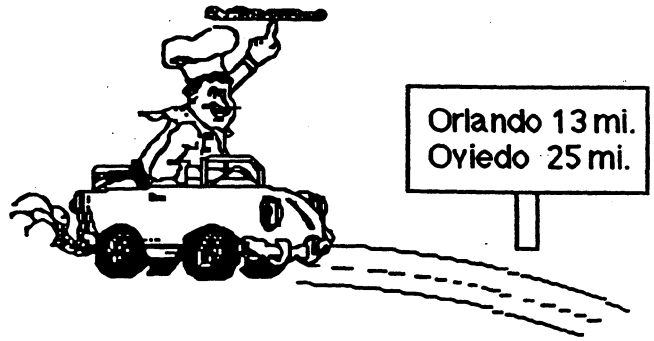
How many more? _____

- ★★ 4. A movie begins at 11:00 a.m. and runs for one and a half hours. What time will the movie be over?

Answer: _____

- ★ 5. How many miles from Orlando to Oviedo?

Answer: _____ miles



- ★★ 6. My name costs \$13. Look at the letter prices. Is my name Jan, Meg, or Ann?

Letters:
\$3 each

A B C
D E F
G H I
J K L

Letters:
\$5 each

M N O
P Q R
S T U
V W X

Answer: _____

- ★ 7. Christmas Day, December 25th, came on Friday one year. How many Sundays were left in that year?

Answer: _____ Sunday(s)

- ★★★ 8. Write the standard numeral for these expanded numerals.

A. $70 + 6 + 300 =$ _____

B. $4 + 500 =$ _____

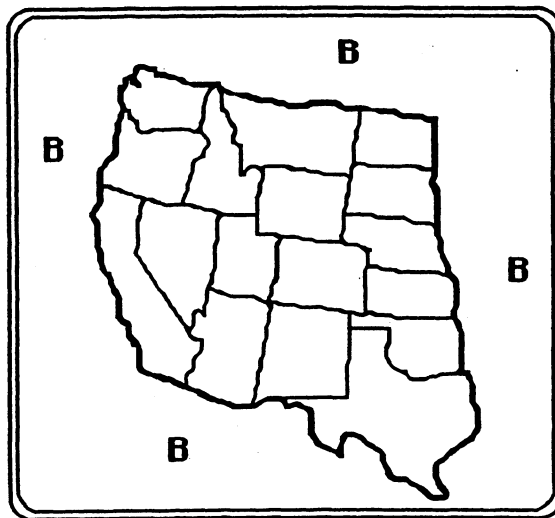
C. $200 + 5 + 60 =$ _____

SUNSHINE MATH - 2
Earth, XX

Name: _____

(This shows my own thinking.)

- ★★★★ 1. Finish coloring the map using only 4 colors – blue, red, green, and yellow. No state can be the same color as a state which touches it along a line. No state that touches the outside can be blue.



Key:

B means blue

G means green

Y means yellow

R means red

- ★ 2. Put the correct sign ($>$, $<$, or $=$) in the box to make this number sentence true.

$$25 + 13 \quad \square \quad 18 + 17$$

- ★★★★ 3. Answer the three riddles below:

a Double me and
add 1 to get 13.
Who am I? ____

b Double me and
add 5 to get 9.
Who am I? ____

c Double me and
than take away 1
to get 9.
Who am I? ____

- ★★ 4. LaToya has 6 flower pots. She wants to plant 5 flowers in each pot. How many flowers does she need?

Answer: _____ flowers

- ★ 5. Write these numbers in order from smallest to largest.
289, 430, 521, 167, 305

Answer: _____, _____, _____, _____, _____

- ★★ 6. Use the digits, 3, 8, and 2. Make six 3-digit numbers.
Each digit can be used only one time in a number.

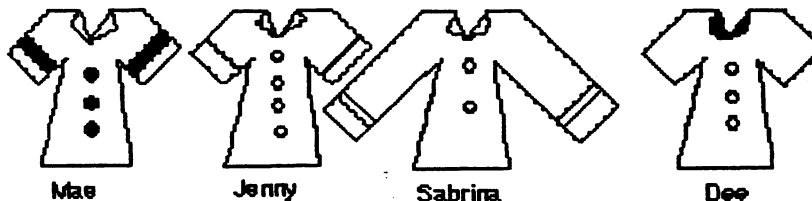
Answer: _____

- ★★ 7. Ronnie is 6 years old. Chauncey is 3 years older than Ronnie. Quartasha is 2 years older than Chauncey. How old is Quartasha?

Answer: _____ years old

- ★★ 8. What's my name?

- ▲ My shirt has short sleeves.
- ▲ My shirt has 3 buttons.
- ▲ My shirt has stripes on the sleeves.



Answer : _____

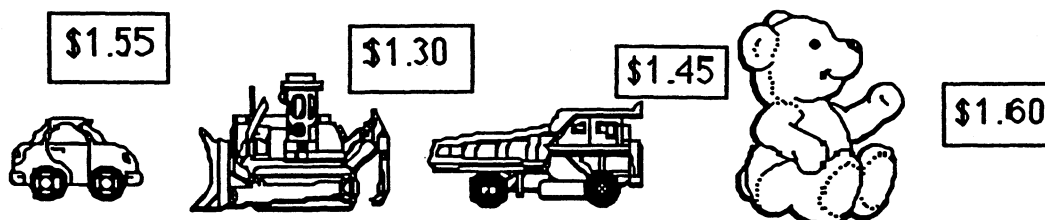
SUNSHINE MATH - 2
Earth, XXI

Name: _____
(This shows my own thinking.)

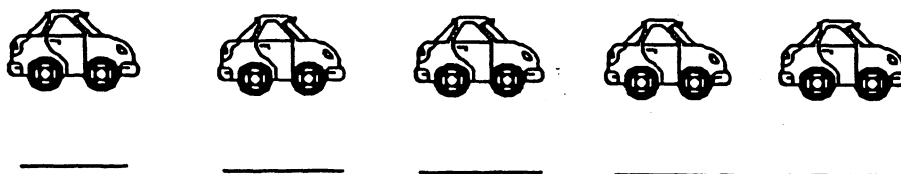
- ★★ 1. A plane left Atlanta to go to Orlando and then Miami. 186 people were on the plane when it left Atlanta. 5 people got off in Orlando but 20 people got on. How many people were on the plane when it got to Miami?

Answer: _____ people

- ★★★ 2. You have 1 dollar, 1 quarter, and 2 dimes. Circle the most expensive toy you can buy.



- ★★★ 3. Jason lined up 5 toy cars. He placed the blue car between the yellow car and the red car. He put the yellow car last. He placed the purple car behind the green car. Label the color of the cars below as Jason lined them up.



- ★ 4. Mom had 25 cookies. She ate 2 cookies, Frederick ate 8, Andy ate 6, and Dad ate the rest. How many cookies did Dad eat?

Answer: _____ cookies

- ★★★★ 5. Write the digits in the boxes below so the problems will be correct.

a.
$$\begin{array}{r} 2 \square \\ + 35 \\ \hline 57 \end{array}$$

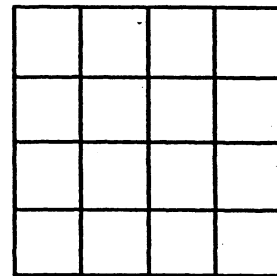
b.
$$\begin{array}{r} \square 7 \\ - 46 \\ \hline 21 \end{array}$$

c.
$$\begin{array}{r} 73 \\ + 1\square \\ \hline 92 \end{array}$$

d.
$$\begin{array}{r} 56 \\ - \square 9 \\ \hline 2\square \end{array}$$

- ★★★★ 6. How many squares are in this picture?

Answer: _____ squares

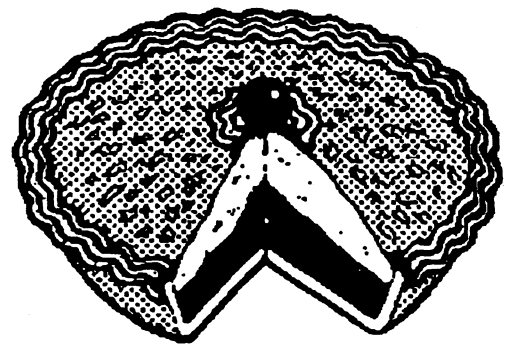


- ★★ 7. I am a capital letter made of 3 line segments. Two of my segments are equal and parallel. My third segment is shorter and intersects both parallel line segments. What letter am I?

Answer: _____

- ★★ 8. What fraction of this pie has already been eaten?

Answer: has been eaten.



SUNSHINE MATH - 2
Earth, XXII

Name: _____
(This shows my own thinking.)

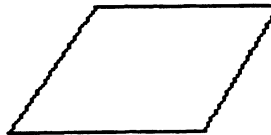
- ★★★ 1. The perimeter of a shape is the distance around it. A square has sides that are 18 centimeters long. What is the perimeter of the square? Use the space below to draw a picture if you wish.

Answer: _____ centimeters

- ★★ 2. Saie and Munjori are reading. Saie read from the top of page 35 to the bottom of page 45. Munjori read 10 pages. Who read more pages?

Answer: _____

- ★★★★ 3. Divide each of these shapes into one triangle and one four-sided figure by drawing one straight line.



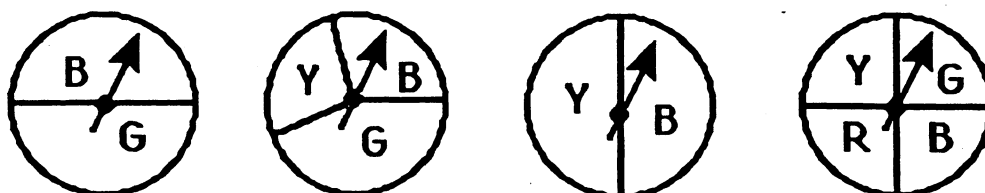
- ★★ 4. Mike wants to buy a pen that costs 39¢, a pad for 47¢, and an eraser for 22¢. He has a piggy bank full of quarters. How many of his quarters will he need to make his purchases?

Answer: _____ quarters

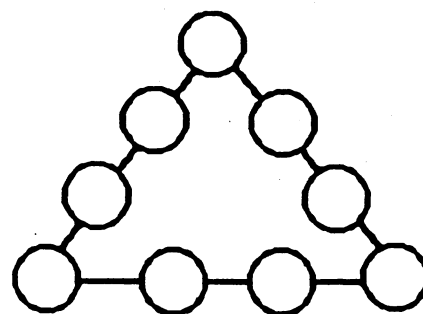
- ★★★ 5. The year 1881 is special because you can read it upside down or right side up. When was the last time there was a special year like that? Use a calculator to find this answer.

Answer: _____

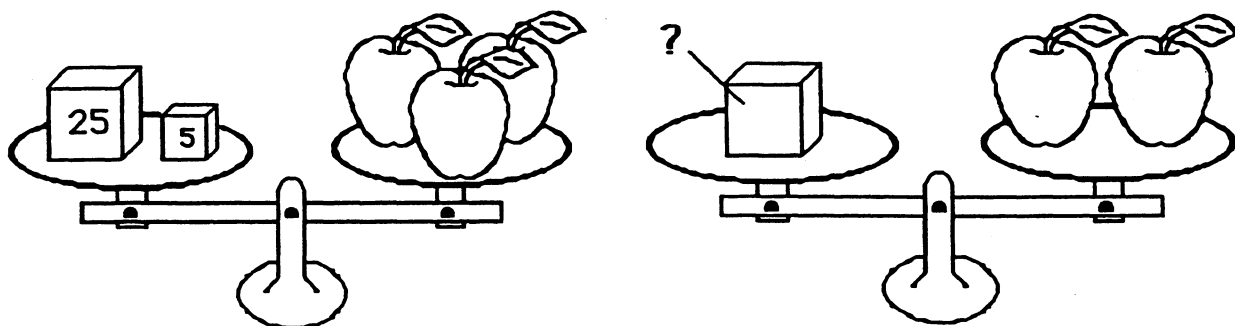
- ★★★ 6. Circle the spinner with the best chance of landing on G.



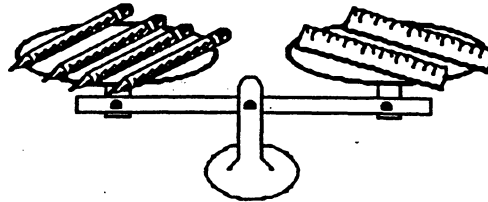
- ★★★★ 7. Place the digits 1 to 9 inside the circles so that the sum will be 17 along each side. Use each digit once.



- ★★★ 8. How much weight does it take to balance 2 apples? Write the weight inside the box below.



- ★★ 1. Which weighs more, a pencil or a ruler?

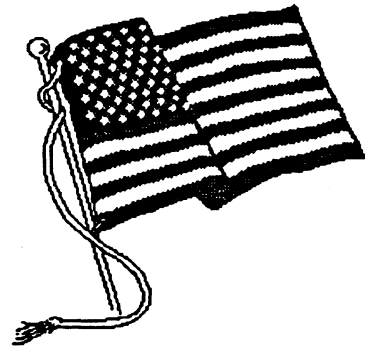


Answer: _____

- ★★ 2. A school lunch costs Tanya \$1.25. About how much does she pay to eat at school for a whole week? Circle the best answer.

\$3 \$5 \$4 \$6

- ★ 3. A famous military building in Washington, D.C. is called the Pentagon because of its shape. On the 4th of July a flag is flown on each side of the building. How many flags are needed?



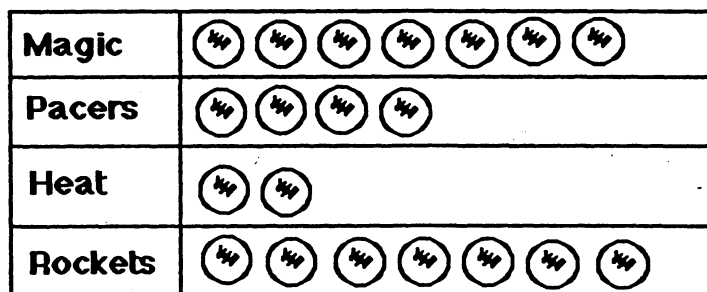
Answer : _____ flags

- ★ 4. Parker has 26 golf balls. She gives Bryan 19 golf balls. How many golf balls does Parker have left?

Answer: _____ golf balls

- ★★★★ 5. Look at the graph of 20 games played. Answer the three questions below the graph.

Basketball Games Won



Key:  means 1 win

- A. How many more games did the Magic win than the Heat? _____ more games
- B. Which team won exactly 2 games more than another team? _____

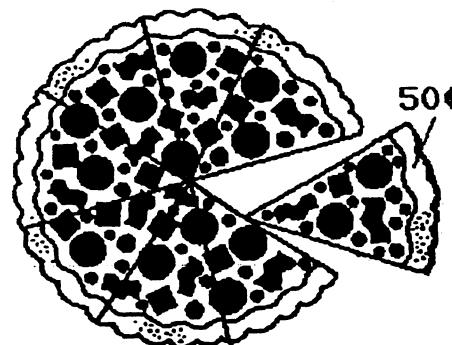
- C. Fill in the chart so that each team has the same number of wins for those 20 games.

Basketball Games Won

Magic	
Pacers	
Heat	
Rockets	

- ★★ 6. One pizza slice costs 50¢. How much would the whole pizza cost?

Answer: _____

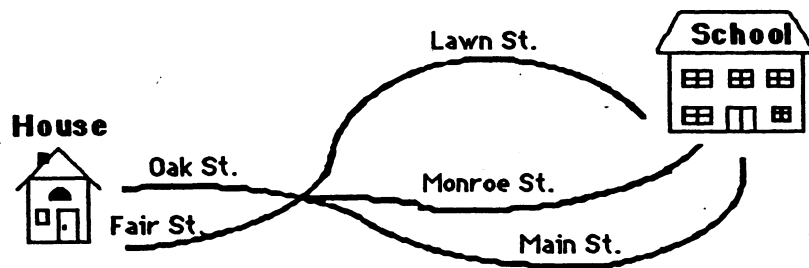


SUNSHINE MATH - 2
Earth, XXIV

Name: _____

(This shows my own thinking.)

- ★★★ 1. How many different ways can Marcus get from his house to school? (HINT: Make a list, starting with *Oak Street, Main Street.*)



Answer: _____ ways

- ★★★ 2. Do these problems on your calculator:

a. $46 + 54 + 80 + 209 = \underline{\hspace{2cm}}$

b. $289 + 303 - 578 = \underline{\hspace{2cm}}$

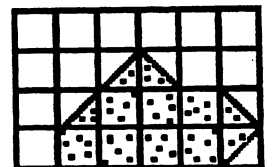
c.
$$\begin{array}{r} 375 \\ 68 \\ +396 \\ \hline \end{array} = \underline{\hspace{2cm}}$$

- ★ 3. A gerbil costs \$4.86. Charlie has 4 one-dollar bills, 1 quarter, 3 dimes, and 6 nickels. Does Charlie have enough money to buy a gerbil?

Answer: _____

- ★★★ 4. Find the area of the dotted figure.

Answer: _____ square units



- ★ 5. Tamika found 25¢ at the beach. She also found 36¢ on a walk in the park and another 48¢ in a purse in her toy box. How much money does she have in all?

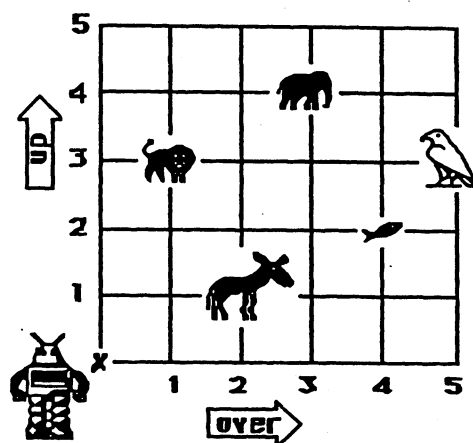
Answer : _____

- ★ 6. Write or rewrite the money value in problem 5 with a dollar (\$) sign.

Answer: _____

- ★★★★★ 7. Help the robot find his way at the zoo. Tell him how many steps *over*, and how many steps *up*, to find an animal. The robot always starts at X.

The first is done for you in the chart.



To find the:	Go over:	Go up:
donkey	2	1
lion		
elephant		
fish		
bird		

SUNSHINE MATH - 2
Earth, XXV

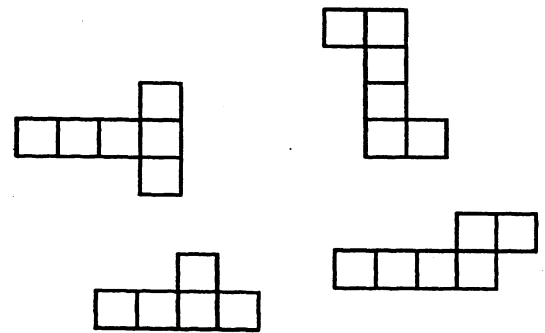
Name: _____

(This shows my own thinking.)

- ★ 1. Sharon has 4 baseballs and 6 softballs. She also has 8 bats. Does she have more bats or more balls? How many more?

Answer: She has ____ more _____ than ____.

- ★★★★ 2. Circle the drawings that fold and make a cube.



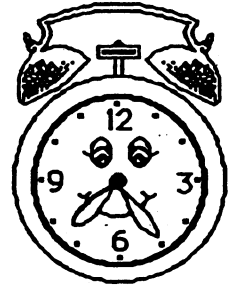
- ★★★ 3. Jon is at the County Fair. He wants to go for rides on the ferris wheel. Today he can ride 5 minutes for 3 tickets. He has 18 tickets left. How many minutes in all can Jon ride on the ferris wheel?

Answer: _____ minutes

- ★★ 4. Susie scored 37 points in her first bowling game. She scored 20 points more in her second game than she did in her first. What was her total score for both games?

Answer: _____ points

- ★★ 5. Markus has to be at school at 8:00.
The time he leaves his house is shown
on the clock. How long does he have
to get to school?

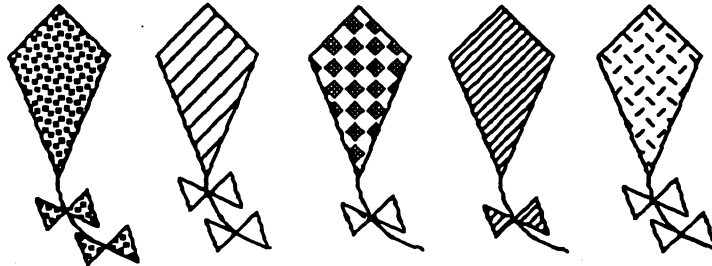


Answer : _____ minutes

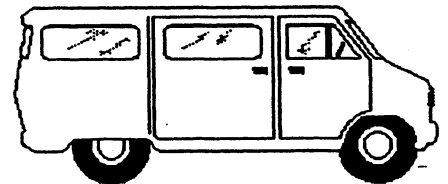
- ★★ 6. Kim needs 10 inches of ribbon to make a bookmark. A
spool of ribbon has 86 inches. Can Kim make a
bookmark for each of her 9 friends from one spool of
ribbon?

Answer: _____

- ★ 7. Circle the kite that belongs to Tom. It has a tail with
two bows. The bows do not match the pattern on the
kite. The pattern on the kite rhymes with “yipes.”



- ★★★★ 8. Parents with vans were taking
Mr. Axel's class to the zoo.
The class has 31 students. If
each van holds 7 students, how
many vans were needed?



Answer: _____ vans

ANSWERS

Commentary

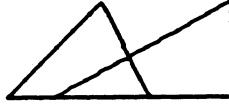
Earth, I

1. (5 circles should be drawn in the right hand.)
2. (4 children) There are 7 children who like chocolate and 10 who like strawberry. There are 4 children who like both chocolate and strawberry; they are in the overlapping part of the circles. Children might enjoy placing themselves in some loops like this made from rope, for other types of food such as spinach, beans and peas.
3. (a. 50, 53, 54 ; b. 86, 84, 83; c. 25, 40, 45) Give a star to a, b, and c separately. Note that (a) is simply counting from 48; (b) involves counting down from 87; (c) is counting by 5's, starting at 15.
4. (even; odd; even; even; even) This problem is a concrete introduction to *odd* and *even* numbers. Students might enjoy practicing this process with other numbers of coins.
5. (12) The problem introduces students to the *repeating function* concept on a calculator. Most hand-held calculators will repeatedly add, subtract, multiply and divide in this manner. It is interesting for students to experiment with which number that is entered is the one that their calculator repeatedly uses. For the problem $\boxed{5} \boxed{+} \boxed{3} \boxed{=} \boxed{=} \boxed{=}$
 $\boxed{=}$, for example, do they get 17 or 23?
6. (4) Many students will intuitively know that half of 8 is 4, so 4 squirrels went to get nuts. Thus 4 squirrels are left behind in the tree. If students have been taught a rule such as "how many are left means to subtract," they might not know how to solve this problem because there is no obvious number to subtract.

Commentary

Earth, II

1. (5) There are four small squares and one large square. Students may enjoy doing other problems of this nature, in which they find figures within other figures. For example, how many triangles are in this figure (3):



2. (9) $9 + 1$; $8 + 2$; $7 + 3$; $6 + 4$; $5 + 5$; $4 + 6$; $3 + 7$; $2 + 8$; $1 + 9$.
3. (12¢) Two nickels and 3 pennies is 13¢, and the difference between 13¢ and a quarter is 12¢. Some students may have trouble with this problem if they don't know the value of the coins.
4. (◆) The pattern which repeats is ■ ◆ ◆ ♥ ♥ ♥. The fourth repetition of this pattern has started, and the first two figures are shown, leading to the third in the sequence as the one to follow.
5. (a. 559; b. 850; c. 1,272) Give a star for a, b, and c separately.
6. (One possible answer is shown; there are other possible answers.) Students may enjoy knowing that this is related to one of the "50 famous unsolved problems in mathematics" of the 80's. The problem was that everyone thought that such a map could be colored in four colors or less, so that no two boundaries the same color touched except at a point, but no one could prove it. Eventually the problem was solved, but for years and years, mathematicians enjoyed coloring maps like this, looking for an exception to the conjecture.



Commentary

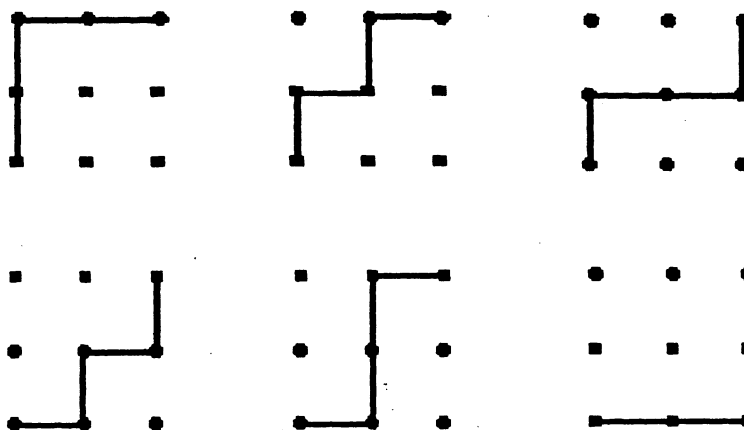
Earth, III

1. (4) The bag needs to have four apples in it so that the scales will have the same weight on both sides. This assumes that all apples weigh the same. This problem is an important one to lay a concrete foundation for algebraic thinking.
2. (8) The student may think *what number, plus 9, equals 17*. Eight + 9 = 17 is part of a family of facts which also include: $9 + 8 = 17$, $17 - 9 = 8$, and $17 - 8 = 9$.
3. (a. 3 ; b. Pirates; c. 3) The Hornets won 5 games; the Pirates won 4 games; the Eagles won 2 games; and the Bears won 1 game. For part a, the Hornets won 5 games and the Eagles 2 games, which is 3 games more. For part b, the Pirates won two more games than the Eagles. For part c, the student might want to get 12 pennies and move them around until he or she gets the same number in 4 different piles. If the student "even outs" 12 into 4 piles, he or she will get 3 wins; or said a different way: $12 \div 4 = 3$. This is a concrete introduction to the concept of getting an *average*.
4. (a. 44; b. 32; c. 52) The student may use "guess- check-revise" to find the answer by repeatedly trying different numbers for each box until they get one which works. Some students might realize that they can solve a different problem than the one given. For (a), they might solve by adding: $23 + \square = 67$; or they might solve by subtracting: $67 - 23 = \square$. Problems (b) and (c) can also be worked by solving a different problem.
5. (\$1.28) The student subtracts the value of the coupon, 25¢, from the cost of the apple butter, \$1.53, giving \$1.28.
6. (4) Purchasing 3 boxes of markers would provide 27 markers since $9 + 9 + 9 = 27$. One more box is needed to give one marker per student, but 7 markers would be left over.
7. (24) The two insects would have $6 + 6$ or 12 legs to offer to the collection. The three frogs would have $4 + 4 + 4$ or 12 legs to add also. Therefore there's a total of 24 legs. This is a multistep problem which students can solve by drawing a picture of the frogs and insects, and counting legs. Or they might use the picture given in the problem, and count the legs that way.

Commentary

Earth, IV

1. **(11 and 6)** Students might think of all the number pairs which sum to 17, and from that select the one in which one of the numbers is 5 more than the other.
2. **(a. 12; b. 2 ; c. bicycle and car)** The key to success for students is to notice the key to the graph, that each figure stands for two students. They can find most answers by counting by twos for each category, then comparing categories.
3. **(D = 6)** Students may use "guess-check-revise" to help solve the problem. There are some additional clues also -- for example, C can't be 5 or greater since that would produce an extra digit in the answer, to the left of D. So C must be 3. Some students might not understand the hints because they don't yet know the difference in *odd* and *even* numbers, although this was covered in Worksheet I for this grade level. . A=1, B=2, and C=3; therefore, D=6.
4. **(21)** There are several approaches to the problem. Some students will add all of the animals together to get 32, then subtract 11 and get 21. Other students might keep the animals separated in their minds, subtracting 4 rabbits from 20 rabbits and 7 hamsters from 12 hamsters, getting 16 rabbits and 5 hamsters left, and add those together for 21 animals. Some might just make marks on a paper, and count what's left after marking out the right number.
5. **(6)** The possible paths are shown below:

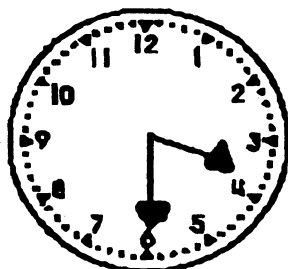


6. **(a. fish; b. nickel and penny)** Nedra could not have bought the owl as it costs more than 25¢. If she bought the mouse, her change would only be 1¢, which is one coin. If she bought the bug, her change would be 8¢ which would be at least 4 coins (a nickel and 3 pennies). If she bought the cat, her change would be 13¢ or at least 4 coins (a dime and 3 pennies). If she bought the fish for 19¢, her change would be 6¢ or possibly 2 coins (a nickel and a penny). The fish is the only correct answer.

Commentary

Earth, V

1. **(Thursday)** The students may make a calendar, starting with Wednesday the 8th, and putting the numbers in from 7 to 1, then from 9 to 16.
2. **(tape holder)** This problem will be difficult to many students who do not have an intuitive understanding of balance situations. It will be difficult for them to see that if 3 of object A weighs the same as 2 of object B, then B must be heavier. Actual balance scales in the classroom would help to see this inverse relationship between the number of objects to be a certain weight, and the weight of an individual object.
3. **(First: car; Second: van; Third: truck)** Students might act it out or find it helpful to write each word on an index card and move the cards around until each vehicle is in the correct order.
4. **(a. 23; b. 12; c. 38)** The student may use "guess-check-revise" to find the answers: $46 - 23 = 23$; $30 - 18 = 12$; and $24 + 14 = 38$. They also might do different problems from the ones given, by solving a related problem such as $46 - 23 = \square$ or $23 + \square = 46$ for (a), and so on for (b) and (c).
- 5.





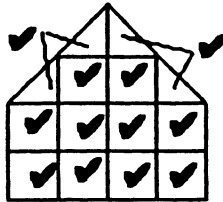
The student should understand the hour and minute hands on a clock. The hour (shorter) hand should be between 3 and 4; the minute (longer) hand should be on the 6.

6. **(a. 18; b. 8; c. 8)** This problem is related to Venn diagrams, which students have likely met in first grade. They may need to be reminded that numbers can be in more than one figure. For part a, the numbers in the rectangle are 8, 9, and 1: $8 + 9 + 1 = 18$. For part b, the numbers in the rectangle and circle are 2 and 6: $2 + 6 = 8$. For part c, the numbers in the rectangle and not in the circle are 5 and 3; $5 + 3 = 8$.
7. **(40¢)** This problem can be solved in 2 steps, by adding the two numbers and subtracting their sum from 79¢, or by subtracting one number from 79¢ and then the next number from what is left. In either case, the answer is 40¢.
8. **(about \$5)** Students should realize that 95¢ is close to \$1, and that there are 5 school days in a week. Therefore it will cost about \$1 a day for five days, or about \$5 for lunch at the school for a week.

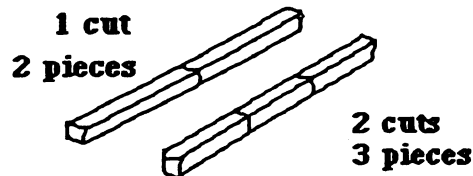
Commentary

Earth, VI

- (15) Students might first add 9 and 12 and then subtract 6, or they might realize that only half a dozen, 6, need to be added to 9. Some students might not know what a dozen means, but having the egg carton shown should be a hint. Most students will intuitively know what "half" means in this situation, and can count half the eggs shown for "half a dozen."
- (a. L, N; b. ,  ; c. 54, 49) In pattern a, the pattern skips one letter each time. In pattern b, the dog, pencil, dog, cake pattern repeats. In pattern c, 5 is subtracted from the previous number each time. In the last pattern, some students might get the answer by the rhythmic count of numbers that end in 9 followed by numbers that end in 5, working backward through the decades.
- (12) The concept of area in this problem includes "half-squares." It is helpful for students to use figures where the halves fit together to make another whole unit square rather than counting "half" each time. In the figure given, each ✓ is one whole unit square.



- (20 minutes) It might be helpful for students to act it out, or draw a sketch because some might think that two pieces would require two cuts. This should help them see that only two cuts are required, at ten minutes each, to get three pieces.

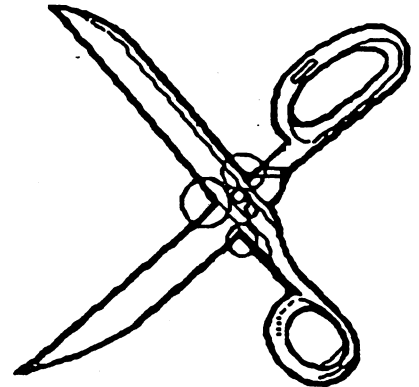


- (Annie: 25; Baldwin: 34; Carl: 18) Students may use "guess-check-revise" or logical reasoning to solve this problem. If the boys have *even* numbers on their shirts, Annie must have the only *odd* numbered shirt. Baldwin's number must be even and have a sum of seven; the only number with these characteristics is 34. Carl's number then must be 18.
- (clown: (5,2); train: (2,1); elephant: (3,4)) It is important for students to realize to go east (right) first, then go north (up) to locate points. For students having trouble, have them trace the path with their finger.

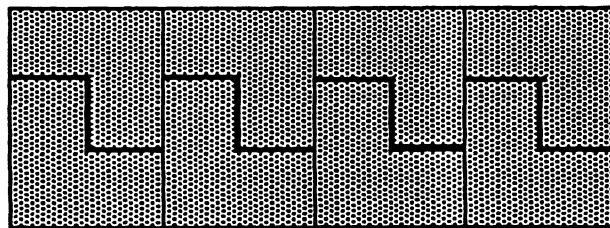
Commentary

Earth, VII

1. (90¢) Students may identify the pattern as "adding on" 15¢ each time.
2. (a. TV; b. sleeping; c. eating) Students have an opportunity to work with a circle graph to answer each question. The answers are based on visual estimates of the size of one region as compared with another.
3. ($>$) $28 > 27$
4. (See below.) The drawing to the right has several angles circled. Be a little generous with checking the paper. For example, if students circle a sharp point of the scissors, give them credit although technically part of the tip has a curved edge.



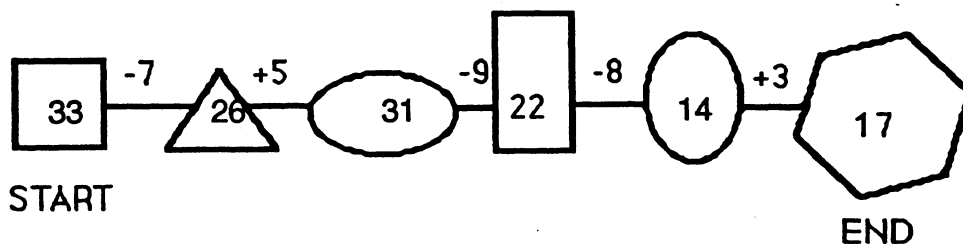
5. (7) Starting with the first clue and proceeding in order, the only numbers whose sum is 3 are 1 and 2, so mark them out. The only 2 numbers left whose sum is 8 are 3 and 5, so mark them out. The only 2 numbers left whose sum is 12 are 8 and 4, so mark them out. The only 2 numbers whose sum is 15 are 6 and 9, so mark them out. Seven is left
6. (8) Students might be encouraged to cut out a shape like the one shown, and physically move it around the grid to cover it. Such an arrangement is shown below.



7. (5 centimeters) Students might take a piece of string and curve it to fit the mouse's tail, and then measure the string. Or they might try measuring with a straight-edge centimeter ruler -- if so, they might have selected 2 as the estimate unless they somehow "go around the curve" in small chunks. 10 and 13 centimeters should be obviously wrong.

Commentary *Earth, VIII*

1. (3) January 21st is a Monday. Three Sundays have already passed in January: January 6, January 13, and January 20. The student can locate January 21, move backward a space to the Sunday column, and count backwards three Sundays in that month.
2. (28) The student must know what "triangle" means, and also know that there are "overlapping" triangles in the drawing. There are 8 triangles in the cat's head --each eye contains 3; 13 triangles in the cat's body, and 7 triangles in the cat's tail: $8 + 13 + 7 = 28$ in the entire body.
3. (B) The student may look for a pattern in several ways. The student may observe that column B only contains numbers that end in a 7 or a 2. Or a student may look at column E, mentally count to 50 and add "2 more." Or the student may complete the chart to make a list.
4. (3 6 5 - 4 3 = 3 2 2) Start in the ones column. "Guess" a number and then "check" to see if you are right. Then go to the tens column and "guess and check." End in the hundreds column. Continue "guessing and checking" until you find the right number. Or the student might "work backwards" by turning the subtraction situation into an addition one; for example, what plus 2 = 5? What goes in the box must be 3. Continue in this fashion.
5. ($\frac{1}{4}$) The car covers half of the circle; the robot and the telephone each cover $\frac{1}{2}$ of the half that is left, or $\frac{1}{4}$. The chance of landing on the telephone would be "1 out of 4," or written as a fraction: $\frac{1}{4}$
6. (50 feet) It might be helpful to draw a picture. By drawing one "pole" or "dot" and then continuing until a total of 6 are drawn, one can understand that there are five spaces between the six poles. Each space is 10 feet, so $10 + 10 + 10 + 10 + 10 = 50$ feet in all.
7. (33, 26, 31, 22, 14 go in the shapes.) The problem can be solved in several ways. In "guess-check-revise," try a number in the first box and calculate across; if the ending number is not correct try another number in the first box -- higher if the answer was too low, and lower if the answer was too high. Continue until the correct number is found. Or work backwards, by starting with the number you know, 17, and asking what number, when added to 3, gives 17? The number is 14. Continue working backward from the right end to the left end, in this fashion.



Commentary

Earth, IX

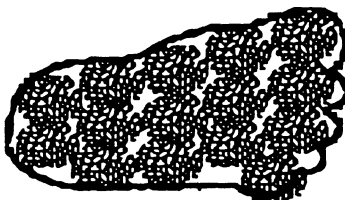
1. **(6 hours)** It is helpful to draw a picture of the lizard's trip. At hour 1, the lizard started at 0, went up to 2, and down to 1. At hour 2, the lizard started at 1, went up to 3, and down to 2. At hour 3, the lizard started at 2, went up to 4, and down to 3. At hour 4, the lizard started at 3, went up to 5, and down to 4. At hour 5, the lizard started at 4, went up to 6, and down to 5. At hour 6, the lizard started at 5, went up to 7, and climbed out!
2. **(4 hours)** The essence of this problem is to know that Howard watches T.V. from 11:15 to 12:15, from 12:30 to 1:30, and from 5:30 to 7:30. The first and second times he watched for an hour each, and the third time for 2 hours, totalling 4 hours in all.
3. **(\$10)** A student can use a calculator, but many won't need one. Intuitively they can add \$2.50 to itself to get \$5, twice, and $\$5 + \5 is \$10. It would be interesting to see the other strategies that students use on this problem.
4. **(b. less than 50 grams)** If the hot dog and bun were exactly 50 grams, the scale would be even. Since the 50 gram weight is lower it must be heavier. Therefore, the hot dog and bun must be less than 50 grams.

5.



The pattern repeats after every four figures. The 15th figure, then, will be identical to the 3rd figure. Some students will recognize this, but some may need to draw each figure out to the 15th.

6. **(accept between 13 and 21 as an answer.)** The figure below shows 15 thumb prints, which cover the footprint but with some "holes." The problem should encourage estimation since an exact answer can't be obtained by the students.



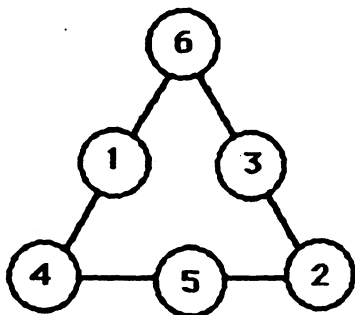
7. **(16)** Since students do not know how to divide yet, they will try a number of different strategies to find the answer. One is to ask yourself "what number taken twice will give a sum of 32?" Students might try a few numbers and see.

Commentary

Earth, X

1. (1979) Subtract 16 from 1995 and get 1979. Or, a student might be successful by counting backwards 16 times from 1995.
2. (6,528) This problem can be solved using the "guess-check-revise" method, using the numbers given: 2, 5, 8, and 6. Students might put these four numbers on index cards, and physically move them around until they find the right combination. The number has to begin with 6, so that card would stay stationary while the student moves the other three.
3. (a. 7; b. 15) In part (a), note that the graph is shaded halfway between 6 and 8, so there are 7 that like raspberry. In part (b), 5 second graders like lemon and 10 like strawberry for a total of 15. Students who have not seen graphs in which all the numbers are shown on the bottom axis might have difficulty with the problem for that reason.
4. (9 and 12) There are several ways to approach this problem. One way is to use "guess and check" until you have the correct pair of numbers. Another way is to make a list of pairs of numbers that equal 21:

$1 + 20$ $4 + 17$ $7 + 14$ $10 + 11$
 $2 + 19$ $5 + 16$ $8 + 13$
 $3 + 18$ $6 + 15$ $9 + 12$ -- only this pair differs by 3
5. (see below) Some students may use "guess and check" until they find the right combinations for 11. Note that the three sides of the triangle can be switched around.



6. (c should be circled) Notice that the last figure has 4 vertices (points where the paths meet), and each has an even number of paths coming out of it. Networks such as these are *traceable* if they have exactly 0 or 2 odd vertices. This network has 0 odd vertices, since all four vertices have an even number of paths coming out of them.
7. (6) Students can see that a stapler weighs 12 grams from the smaller scale. Therefore on the larger scale, the two staplers weigh 24 grams. Since the entire weight is 30 grams on the big scale, the ball must weigh the difference between 30 and 24, which is 6.
8. ($15 + 8 = 23$ or $18 + 5 = 23$) Students can again take five index cards, but this time label them $=$, 5, 1, 8, and $+$, and arrange them to give 23 as an answer.

Commentary

Earth, XI

1. (about 30) Subtracting "forty something" from "70 something" might give about 30. It couldn't give a number close to 50, as $79 - 40$ would give the highest difference, 39. Likewise, "about 110" is unreasonable, although some students might get it because they add instead of subtract.
2. (Yes) The cost of the two items is 79¢. Maria has 95¢. She has enough money to buy both. Students might want to count her money using real coins, or use a calculator.
3. (\$1.75) Students need to know that a week has seven days. Some students might know the answer is 7 quarters, but not know how to convert that amount into dollars and cents. Give them 1 star for such an answer.
4. (800) Students should use their intuition that 288 is close to 300, and 497 is close to 500, and 300 plus 500 is 800.
5. (65, 67, 69, 71, 73, 75, 77) Students should see the pattern of counting by 2.
6. (1) Students should draw 6 rocks in the right hand, giving a total of nine. This is one less than 10 fingers.
7. (a. Lee; b. Sept. 21; c. John; d. 5) Students who are familiar with a calendar should have no difficulty with this problem.
8. (12) Students may solve this by *working backwards* or by *guess-check-revise*. To work backwards, they start at the end number, 10, and ask themselves what the previous number would have to be so that, when 5 is subtracted, 10 is left. They would get 15 as the next-to-last number. Then they would work backward again by asking what number, when 3 is added, gives 15. That number is 12, which is the starting number. To guess-check-revise, students would simply guess a start number and do the arithmetic. If that wasn't correct, they would guess a different start number, either higher or lower than the first, based on what happened with the first.

Commentary

Earth, XII

1. (8) Students may use several strategies to solve this problem. They might total all the animals found, then subtract all that escaped. Or they might subtract the number of each type that escaped from the total of that type, and add the remaining animals. Drawing a picture would help, and then the answer can be found by counting.
2. (84) There are two ways to solve this problem. Under *guess-check-revise*, you would "guess" a number and check to see if it is right. If not, revise your guess until the solution is found. For *working backwards*, the student starts with the answer 83 and asks "what was the previous number so that, after 7 is subtracted, 83 is left?" The number is 90. Then work backwards on the previous step asking, "what number did I start with so that, after adding 6, I got 90?" The number is 84. Still a third way to approach the problem is to notice that 6 is added and 7 is subtracted in the middle of the pond, meaning a total of 1 is subtracted. So the problem becomes, "what number do I start with, so that when 1 is subtracted, 83 is left?"
3. (12) Students can be encouraged to solve this problem by "making an organized list -- 26, 27, 28, 62, 67, 68, 72, 76, 78, 82, 86, 87. Notice the list starts with the smallest number, a 26, and then list all the others that start with 2 in the tens place. Then the list moves to the next largest number in the tens place, and so on.
4. (first circle: $\frac{1}{4}$; second: $\frac{1}{3}$; third: $\frac{1}{2}$)

Through observation or using concrete examples, students should realize that there is one out of four equal parts shaded in the first circle; there is one out of three equal parts shaded in the second circle; and there is one out of two equal parts shaded in the last circle.

5. (see below) Visual discrimination is involved in solving this problem. Each letter in the top row is turned 90 degrees to get the letter below it, and another 90 degrees to get the third entry.

A	J	D	R	F	S	W
⤵	⤵	⤵	⤵	⤵	⤵	⤵
Λ	J	D	R	F	S	W

6. (40; even) Students can learn to count such collections by "counting by twos." If they do so, the collection is *even* if they can count the whole set and end on one of their counting by twos numbers. The collection is *odd* if they have one left over, counting by twos.
7. (120 minutes) 60 minutes in an hour + 60 minutes in an hour = 120 minutes in 2 hours.
8. (see below) Students have a chance to make their own pictograph in this problem. They will have to think of the money earned as dimes (for example 40¢ is 4 dimes).

Marsha:	OOOO
Danny:	OOOOO
Molly:	OOOO
Bruce:	OO

Commentary

Earth, XIII

1. ($\frac{1}{2}$ or $\frac{2}{4}$) 2 out of 4 equal-size parts or $\frac{1}{2}$ of the circle is stripes. Students are equating the area of parts of a figure with the probability of landing on that area.
2. (218) The *even* numbers are: 14, 88, 100, and 16. Students might want to remember that the even numbers are the ones you would say aloud if you counted by twos. They could count by twos, from 2 to 100, and check off each of the numbers given if they called out its name.
3. (The missing digits in order from hundreds to ones are: a. 3, 5, and 1; b. 5, 4, and 5) Students may solve these problems by turning each box in a column into a missing addend problem.

$$\begin{array}{r} \square\square\square \\ + 302 \\ \hline 653 \end{array}$$

$$\begin{array}{r} \square\square\square \\ + 223 \\ \hline 768 \end{array}$$

4. (James) Students may "act out" the problem to help solve it, or draw a diagram or make a list. To make a list, they would put Carolla on top of Tremaine to indicate Carolla is older, and then put James above Carolla for the same reason. Then James would be on top, Carolla next, and Tremaine last, indicating their age.
5. (a. 5; b. 8; c. 15; d. 28) The line plot may be new to students, but the key should help them realize it is somewhat like a pictogram. Two students drink no milk, five drink 1 glass, four drink 2 glasses, and five drink 3 glasses each day.
6. (6) Students may see this pattern in a real-world situation:
1 gallon requires 2 ounces,
2 gallons require 4 ounces,
3 gallons require 6 ounces.

This is an introduction to ratio, but at this stage can be thought of as a pattern problem, a repeated addition problem, or simply a counting problem.

Commentary

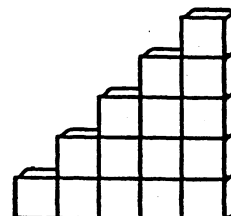
Earth, XIV

1. (8) If one cube weighs 4 grams, 2 cubes weigh 8 grams. The scale reads 16 grams, so the can (cylinder) must weigh 8 grams.
2. (a. 5; b. 18; c. 49) Students may find the missing factor by asking themselves "what number could the box be covering so that the sentence is true. They would try different numbers and check to see if they are correct. Some students might turn the problem into a different but related problem, addition to subtraction or vice-versa. For (a), they might find $11 - 6$; for (b), $28 - 10$; for (c), $44 + 5$.
3. (C. 4 inches) This problem might be solved with only visual estimation skills, but may also be solved by physical means. A student might spread their fingers apart the same distance as the pencil is long, and then see that they can put their outstretched fingers about two times across the sheet of paper. Or, they might mark the pencil's length on another sheet of paper, and move the marks in the same manner as with their fingers. The pencil is about one-half the width of the paper.
4. (\$13) I L O V E M A T H
 $\$1 + \$2 + \$1 + \$2 + \$1 + \$1 + \$1 + \$2 + \$2 = \13
5. (5:00 p.m.) Students need to know how to read and write time to the half hour, and that $1/2$ hour is 30 minutes. They might proceed by adding the $2\frac{1}{2}$ hours in "chunks." For example, they might start at 2:30, and add 1 hour to get 3:30, then another hour to get 4:30, then the last half hour to get 5:00.
6. (a. 5; b. 7; c. 5) Part (a) involves reading the chart correctly, then subtracting Lisa's 2 points from John's 7. Part (b) involves adding the player's scores for each team, and then subtracting 12 from 19. Part (c) involves thinking about the second turn, and subtracting from that total what Suki had on the first turn.
7. (14 cubes) Again, visual skills are necessary for this problem. Students should realize that they are looking at a 3-dimensional picture. There are 9 cubes on the base, 4 in the middle, and one at the top.
8. (SELL) $11004 - 3269 = 7735$, which, turned upside down, spells "SELL".

Commentary

Earth, XV

1. (15) The problem is one with extraneous information. Many students want to do something -- add or subtract -- the numbers 27 and 18, because those are easily recognized. These students might be encouraged to draw a diagram of the kids and the adults, including 12 kids in the egg-toss contest.
2. (15) Students can either make the next two sets of steps in the pattern to get one five steps high, or they can draw it and count. Such a set is shown to the right.



3. (a. Thursday; b. Friday; c. Tuesday and Wednesday) For part a, 21 is the highest number, so the day must be Thursday. For part b, find "11" on the chart, look across and see Friday. For part c, $15 + 10 = 25$, so Tuesday and Wednesday are correct.
4. (◆) Let p stand for plane, h for heart, and d for diamond. The pattern repeats every six times: p, h, d, p, d, h , etc. Some students will think of the pattern as one which repeats after three figures, with the 2nd and 3rd figures (heart, diamond) alternating which comes first.

5.

Pennies	Nickels	Dimes
15	0	0
10	1	0
5	2	0
5	0	1
0	3	0
0	1	1

These can be in any order. Encourage students to make combinations of real dimes, nickels, and pennies to fill in the chart.

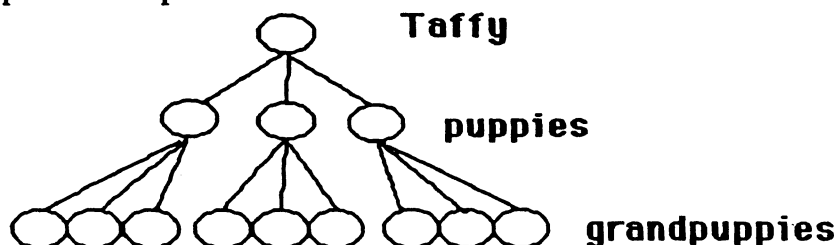
6. (The circle is cut into thirds.) Students may see the pattern as the first circle cut into sixths, the second circle cut into fifths, the third circle cut into fourths, and the next circle cut into thirds.
7. (b) It is more likely to land *down* than *up*. The thumbtack landed *down* 68 times; it landed *up* only 32 times. It seems likely from this experiment to land *down* about twice as often as *up*.
8. (see below)

6	+4	10	-3	7	+4	11	+8	19
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Commentary

Earth, XVI

1. **(4 dimes and 4 nickels)** Students might just start by *guess and check*. Or they might realize that 1 dime and 1 nickel is 15¢, then double that and get 2 dimes and 2 nickels at 30¢, double that and have 4 dimes and 4 nickels at 60¢.
2. **(26)** Subtract the 21 pigs who did not finish the race from the total number of pigs, 47, to find out how many pigs did not finish the race.
3. **(B)** Domino D is eliminated by the first clue, C by the second clue, and A by the third. Therefore by *process of elimination*, B is the only one that fits all the clues. Students should begin looking at such problems in the future as being solved by *process of elimination*.
4. **(30)** The bottom layer of the steps is 4 cubes by 3 cubes or 12 cubes. The layer next to the bottom is 3 cubes by 3 cubes or 9 cubes. The layer next to the top is 2 cubes by 3 cubes or 6 cubes. The top layer is 3 cubes. $3 + 6 + 9 + 12 = 30$. Students might be encouraged to actually build such a set of steps using Unifix cubes or sugar cubes.
5. **(Rose, Sue, George)** The first clock shows 4:30 which is a reasonable time for soccer practice, where Rose was headed. The second clock shows 3:00 which is time school might get out, as Sue mentions. The third clock has 8:00, which is a reasonable time for school to begin.
6. **(9)** Drawing a diagram will help solve this problem. A drawing such as the one below will help. Notice that the drawing doesn't try to show a dog itself, but rather has the thought processes represented.



Commentary

Earth, XVII

1. (**8 thousands**) Eighty hundreds is 80 starting in the hundreds place or 8,000.
2. (**138, 204, 73, 160**) Students will likely have no trouble with the top two problems, but some might have trouble with the last two since they involve subtraction. They should be encouraged to check their work by rounding the numbers and mentally doing the problem with easy numbers, to see if the calculator answer is close enough to assume they didn't make a mistake.
3. (**10 eggs**) The problem involves two steps, and knowing that a dozen eggs is 12 eggs. Students might add 4 to 12 and then subtract 6, or they might draw a picture of the eggs and simply count.
4. (**40° C; 70° C; 55° C**) Each line on the thermometer equals 5 degrees. The longer lines are multiples of 10. The shorter lines are multiples of 5. Students may have trouble reading between the marked lines for the third temperature.
5. (**30 servings**) 5 containers of dog food times 6 servings per container equals 30 servings. Students may also solve this by drawing a picture of each container with 5 servings in each. This may also be solved with repeated addition. $6 + 6 + 6 + 6 + 6 = 30$
6. (**July**) 187 rounds to 200. 198 rounds to 200. 211 rounds to 200. All scores during the month of July will round to 200.
7. (**15**) When you count by 3's, you get 3, 6, 9, 12, 15, and 18. When you count by 5's, you get 5, 10, and 15. The number less than 20 that is found in both is 15.
8. (**$4 + 4 = 8$; $2 + 2 = 4$; $3 + 3 = 6$**) The answers given are the most common ones, but students might arrive at different answers by looking at the pictures differently. In the first picture, they might see 1 hand plus 1 hand, rather than 4 fingers plus 4 fingers. In the second picture, they may see 1 plate plus 1 plate, rather than 2 eggs plus 2 eggs.

Commentary

Earth, XVIII

1. (from the left edge, Clint, Sandra, Billy, Margie, and Freida) The given picture is harder to use than simply making your own line from the letters of the alphabet standing for the swans' names because, from the first clue, you don't know which swan is Freida -- all you know is the relative position.
2. (70) This problem has information in it that is not necessary to solve the problem. Add the 50 miles to the 20 miles to get the answer of 70.
3. (a. 2 b. 3) Students will use different approaches to estimating this height. Some may do so visually, although it's somewhat difficult since the pencil is horizontal and the stick figure heights are vertical. Another method would be to find an object as long as the pencil, and use that object repeatedly to estimate the height. Still another method would be to mark off the distance of the pencil on a piece of paper, and use it repeatedly to gain an answer.
4. (24¢) Subtract a dime (10¢) from 34¢.

5.

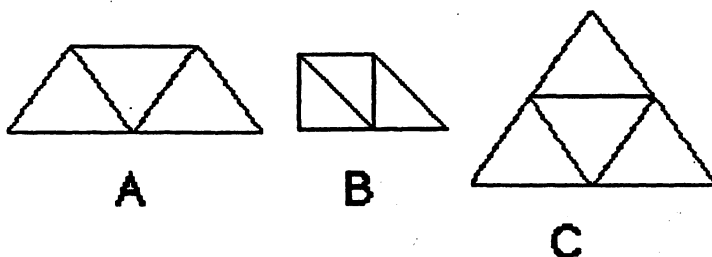
26	15	11
17	12	5
9	3	6

6. (19) Students might draw a picture to illustrate the problem. The last two inches are divided by one snip. Another approach is to begin with an easier length and find the pattern. If the ribbon is 3 inches long, two snips will cut it into one-inch pieces. Students will discover that the number of snips is always one less than the length of the ribbon.
7. (45) From the first two sentences, students know that there are either 85 or 45 beans. From the third and fourth sentences, there must be either 45 or 25 beans. The number in common to both possibilities is 45.
8. (250) Students will solve this problem in a number of ways. Some might draw all 25 cookies and the chips in each, and simply count. Others will find an easier way, such as drawing 25 cookies and counting by tens. Others will try various ways of grouping the cookies -- for example, 10 cookies would have 100 chips, so they might group by 10 cookies, 10 cookies, and another 5 cookies.

Commentary

Earth, XIX

- Several of the correct ways to divide the shapes are as follows:

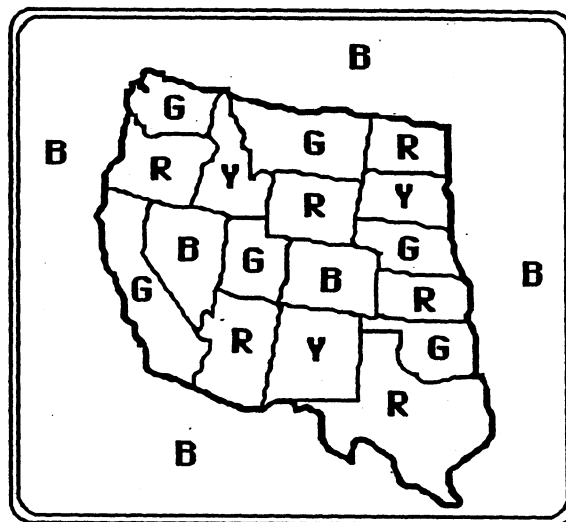


- (A. 40 B. 40) Problem (a) involves the repeated function concept on a calculator. Four is added repeatedly, every time $\boxed{=}$ is pushed. Problem (b) is used to show that multiplying by 10 is the same as adding a number (the number 4 from part (a)) ten times.
- (Princess Dianne , 2 more buttons) Dianne had $20 + 2 = 22$ buttons. Joy had 5 robes with 4 buttons each, which is 20 buttons. Students can find these numbers by drawing the figures and simply counting, if necessary.
- (12:30 p.m.) 11:00 plus one and one-half hour gives 12:30 p.m.
- (12) Students might want to draw a diagram to decide what a reasonable answer might be. Without such an aid, many will think that the numbers should be added. They might not understand what such a road sign means.
- (Ann) A costs \$3. Each N costs \$5. $\$5 + \$5 + \$3 = \13 . Students might enjoy finding out who has the most expensive and least expensive name in the class, using these charts.
- (1) Sunday the 27th is the last Sunday left in the year. Students will need to know that there are 31 days in December. They might begin by writing the days of the week with numbers under them, calendar-style, until they run out of days in December.
- (A. 376 B. 504 C. 265) These problems are not difficult, except that the order in which they typically appear in textbooks – largest to smallest – has been scrambled. Therefore the student must first decide the order to put the numbers in, so the place value becomes obvious. Problem (b) might give difficulty since there are no 10s to consider, and some will not remember to record a 0 in the tens place of the answer.

Commentary

Earth, XX.

1. (To the right.) This problem is the famous "four-color problem" from the ancient history of mathematics. For hundreds of years, mathematicians thought that any such map could be colored in four colors or less, but no one could prove it. The solution was finally reached in the mid-80s, but map-coloring exercises such as this one are still enjoyable for students and adults of all ages. One solution is given to the right:



2. ($>$) The number sentence is "38 is greater than 35."
3. (a. 6; b. 2; c. 5) Students might put the digits from 1 to 9 on index cards, and first try each riddle with a card pulled at random, then move to a higher or lower digit from the index-card pile if that guess didn't work. This would be a concrete introduction to the *guess-check-revise* strategy.
4. (30) The answer may be obtained by adding 5 six times. Students may want to draw a picture of the 6 flower pots, with 5 flowers in each, and simply count.
5. (167, 289, 305, 430, 521) This answer is found by place value. Since each number has a different value in the largest place, the hundreds, students only need to look at the hundreds place.
6. (382, 328, 832, 823, 238, 283) The numbers may be listed in any order. However, students should be encouraged to *organize* their work in such cases. For example, this list is organized by "make all the numbers you can with 3 as the first digit, then move to 8 as the first digit, then to 2 as the first digit, as the digits appeared in the problem."
7. (11) To solve this problem, all you have to do is add 3 years to Ronnie's age to get Chauncey's age, 9. Then add 2 years to Chauncey's age to get the age of Quartasha. Some students might want to simply hold out 6 fingers for Ronnie, add 3 more fingers for Chauncey, and then 2 for Quartasha, and count.
8. (Mae) The first clue eliminates Sabrina. The second clue eliminates Jenny. The third clue eliminates Dee. Therefore by *process of elimination*, Mae is the answer. Notice that Mae fulfills all three conditions.

Commentary

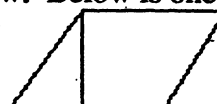
Earth, XXI

1. **(201 people)** Some students might not realize that a plane from Atlanta to Miami might make an intermediate stop in Orlando. A diagram might be helpful. The problem can be approached by either adding 186 and 20, then subtracting 5, or by subtracting 5 from 20, and adding that result to 186.
2. **(dumptruck)** The total of the money is \$1.45 which is the cost of the dumptruck. The roadgrader is also less than \$1.45 but it is not the most expensive.
3. **(yellow, blue, red, purple, green, from left to right)** The second clue (the yellow car last) gives you a place to start. Label the left-most car (the last car in line) as yellow. The first clue then tells you then blue is next-to-last, and red is in the middle of the 5. The third clue tells you that the green car must be first, followed by the purple.
4. **(9 cookies)** The most common way to solve this problem is to add all the cookies known to be eaten, then subtract from 25 to find what Dad ate. Students might also draw 25 cookies, mark out those they know were eaten, and count the ones left.
5. **(a. 2; b. 6; c. 9; d. 2 and 7)** These problems can be solved by working backwards from what you know. Parts (c) and (d) are more difficult as they involve regrouping.
6. **(30 squares)** Students should be encouraged to organize their search for these squares. Perhaps the easiest way to count all the small squares first, then move to the next smallest (2-by-2 squares), then the next smallest (3-by-3 squares) and then the largest (a 4-by-4 square). There are 16 small squares, 9 squares that are 2-by-2, 4 squares that are 3-by-3, and 1 square that is 4-by-4. That gives a total of 30 squares.
7. **(H)** H is the only letter that matches the attributes. I, N, and Z could all be considered if the student draws them with the middle segment shorter than the other two, but usually this is not the case.
8. **(Accept $\frac{1}{6}$, $\frac{1}{7}$, or $\frac{1}{8}$)** This problem is unusual for students because the piece they are asked to consider is not shown. They will need to know to divide the pie into pieces the same size as the missing piece, and then count all the pieces that would make up the whole pie.

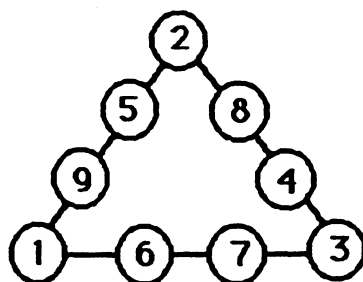
Commentary

Earth, XXII

1. (72) This may be solved by repeated addition: $18 + 18 + 18 + 18 = 72$. In later years, students will solve the problem by multiplication: 18 centimeters per side times 4 sides gives 72 centimeters.
2. (Saie has read 1 page more.) The student needs to first decide how many pages Saie has read. Students might take out a book, and physically go from the top of page 35 to the bottom of page 45. If so, they will count 11 pages. Munjori has only read 10 pages.
3. There are several different ways the line can be draw. Below is one solution for each figure.



4. (5 quarters) His purchases total \$1.08. He needs 5 quarters or \$1.25 for his purchases.
5. (1961) You can turn the number on its head and you see the same number. It will be 6009 before this occurs again.
6. (left-most spinner) The probability of spinning a green is $\frac{1}{2}$ on the left-hand spinner, and less than that on the other three. The probability of an event in this situation is related to the area of the shape labelled "G." The left-hand figure has the largest area for G. (Note: The third figure may cause concern for some students, as there is no area named G, therefore there is no chance whatsoever of landing on G.)
7. There are many solutions, but they all have in common that the smallest 3 numbers – 1, 2, and 3 – must be in the corners. It's also true that the three highest numbers – 7, 8, and 9 – must all be on different lines. These hints should help students who are having difficulty. One solution is:























8. (20) The left-hand balance scale can be used to determine that each apple must weigh 10. Students will find this by guessing what each apple must weigh, and checking to see if 3 apples of that weight total 30. Once they have determined that each apple weighs 10, then the two apples on the right-hand scale must be balanced by a weight of 20.

Commentary

Earth, XXIII

1. **(ruler)** Since 4 pencils balance 2 rulers, 2 pencils must weigh the same as 1 ruler. This means that the ruler is heavier than the pencil.
2. **(\$6)** Students can easily add \$1.25 five times, if they think of this amount as a 1 dollar bill and a quarter. If they put five such amounts together, they have 5 1-dollar bills and 5 quarters, for \$5 plus \$1 from 4 quarters, plus \$0.25 from the left-over quarter. This amounts to \$6.25, or a little over \$6.
3. **(5)** A pentagon has 5 sides so you would need 5 flags. The purpose of the problem is for students to recognize that geometry words appear in the real world also.
4. **(7)** This is a simple subtraction problem. Some students may want to draw 26 circles for the golf balls she has, then mark out 19, and count the circles left.
5. **(A. 5; B. Pacers; C. See chart below)**

Basketball Games Won

Magic	    
Pacers	    
Heat	    
Rockets	    

Part (C) above is an intuitive introduction to the concept of an *average*.

6. **(\$4)** Students will probably put 2 slices together to total \$1, and then count by 2s till they get to 8 slices. Some students might add \$0.50 eight times.

Commentary

Earth, XXIV

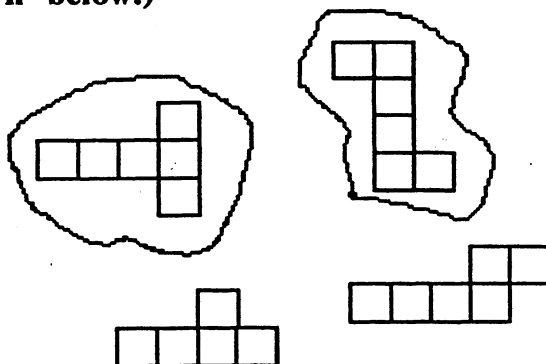
1. (6) The students might make an organized list of the ways:
Oak Street and Main Street
Oak street and Monroe Street
Oak Street and Lawn Street
Fair Street and Main Street
Fair Street and Monroe Street
Fair Street and Lawn Street
2. (A. 389; B. 14; C. 839)
3. (No) Charlie has \$4.85 and the gerbil costs \$4.86. Charlie is a penny short.
4. ($9\frac{1}{2}$) This problem may be solved by counting the number of whole units, then putting together half units to make a whole unit, and counting what's left. There are 7 whole units, 2 more whole units by putting together half units, and a half unit left by itself. Some students might know how many there are, but be unfamiliar with writing a mixed number and write it out in words.
5. (109¢ or \$1.09) Accept either answer.
6. (\$1.09) Give the students who use the \$ notation in problem 5 credit for this problem also.
7. (lion: 1, 3; elephant: 3, 4; fish: 4, 2; bird: 5, 3) The problem introduces the cartesian coordinate system. Students might want to trace the path with their finger, to get to each animal. By convention, the horizontal distance is always given first, followed by the vertical distance.

Commentary

Earth, XXV

1. **(2, balls, bats)** Students will likely add 4 and 6 to get 10 balls, and compare this to 8 bats.

2. **(solutions shown below.)**



3. **(30 minutes)** This multi-step problem is a good activity to be acted out. Students can take 18 tickets and separate them into 6 sets of 3. Then students can find the answer by adding 5 minutes 6 times. $5 + 5 + 5 + 5 + 5 + 5 = 30$ minutes. This type problem will later be solved by multiplication: 6×5 minutes = 30 minutes.
4. **(94)** To find the score of Susie's second game, the student needs to add 20 points to the score of her first game. Then these two scores – 37 and 57 – are added.
5. **(35)** The clock shows 7:25. Students can count by 5s from 7:25 up to 8:00 o'clock, and have 35 minutes. Some students might simply add 5 minutes to the half-hour they see from 7:30 to 8:00, and arrive at 35 minutes more efficiently.
6. **(No)** Students may determine the amount of ribbon needed by counting by 10s: 10, 20, 30, 40, 50, 60, 70, 80, 90. Ninety inches are needed, but a spool only has 86 inches. So the answer is "no."
7. **(Second from left)** The first clue eliminates the 3rd and 4th kites from the left. The second clue eliminates the first kite. The last clue tells you the pattern might be "stripes" since that word rhymes with "yipes." Notice that the first and third clues, taken together, are also enough to determine the kite.
8. **(5)** This problem will later be solved by dividing 31 by 7 and getting 4 r. 3, which tells you that 4 vans is not enough. Therefore 5 are required. At this point, students might solve the problem by drawing 31 stick figures for the students in class, and grouping them in sets of 7 for each van. Three students will be left ungrouped, and need a fifth van.



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