

# Horizons Mathematics 2

## Teacher's Guide

by  
Sareta A. Cummins

Edited by  
David J. Korecki

Illustrated by  
Tye A. Rausch

Editorial Assistant  
Christine A. Korecki

**Alpha Omega Publications, Inc.**  
Rock Rapids, IA

**Media Credits:**

**Page 377:** © adekvat, iStock, Thinkstock; © luplupme, iStock, Thinkstock;

**Page 392:** © ONYXprj, iStock, Thinkstock; **Page 412:** © Usagi-D, iStock, Thinkstock;

**Page 484:** © Rost-9D, iStock, Thinkstock; **Page 538:** © Rost-9D, iStock, Thinkstock

Horizons Mathematics 2 Teacher's Guide  
Published by Alpha Omega Publications, Inc.<sup>®</sup>  
804 N. 2nd Ave. E., Rock Rapids, IA 51246-1759

© MCMXCIII by Alpha Omega Publications, Inc. All rights reserved.

All rights reserved. No part of this publication may be reproduced, stored in an electronic retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher. Brief quotations may be used in literary review.

*Printed in the United States of America*



**L  
e  
s  
s  
o  
n  
s**

# Lesson 21



## Concepts:

Counting by sixes, time (half hour), word numbers, before and after by sixes, subtraction, and word problems



## Objectives:

1. The student shall be able to count out loud by sixes to 72.
2. The student shall be able to write the correct time displayed on the face of the clock for the half hour.
3. The student shall be able to draw a line to match a given word number to its corresponding number.
4. The student shall be able to write the numbers that come before and after a given number when counting by sixes.
5. The student shall be able to write the correct difference of two triple-digit numbers.
6. The student shall be able to write the addition fact necessary to solve a word problem and label the answer.



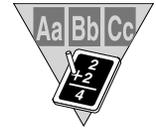
## Teaching Tips:

1. When doing activity 4, have the student(s) make their own clock from a *paper plate*, *construction paper*, and a *brad*. Have them write the numbers on the face of the clock around the edge of the paper plate, make a minute and an hour hand from construction paper, and attach the hands to the center of the plate with the brad.

## Materials, Supplies, & Equipment:

1. Flashcards for subtraction facts and word numbers
2. Clock model
3. Small clock model for student(s)
4. Paper plate, construction paper, and brad



**Activities:**

1. Count out loud with the student(s) by sixes to 72 without using the *number chart*.
2. Drill addition facts using *Drill #1, Worksheet 11*. Since there are only four drills a week, you may omit drilling on whichever day of the week you choose. Just be sure that you do four drills every week. Do not skip more than one day a week. If any student(s) successfully complete all of the four drills in the allotted time, you might allow them the option of doing only the last drill the next week.
3. Drill the *subtraction facts with minuends 1–18* using *flashcards* without the answers showing. This drill will be done for ten lessons without the answers showing. Then the drill will be done using drill sheets from the worksheets and with flashcards.
4. Have the student(s) tell how many hours are in a day, how many minutes are in an hour, and how many minutes are in a half hour. Give the student(s) a *small clock model*. Write four half hour times on the board. Tell the student(s) to set their clock for the given times. Have them place the minute hand first and then the hour hand. The student(s) should check their clocks with your *clock model*. Allow them to complete ***Student Activity One*** by themselves.
5. Using *word number flashcards*, read and spell each of the word numbers from one to twenty with the student(s). After they read the directions for ***Student Activity Two*** together, allow them to complete the matching on their own.
6. The student(s) should be able to complete ***Student Activity Three*** and ***Four*** independently.
7. Have the student(s) read the first word problem in ***Student Activity Five*** to themselves. Ask them to tell the key word, if they add or subtract, and what the label should be. Tell them to write the addition fact necessary to solve the word problem and label their answer. As the student(s) complete the next two word problems, be sure they write the addition fact and label their answer.

**Worksheet:**

1. *Worksheet 11* – Addition drill sheet

*A friend who always has to stand up for you  
may tire and sit down.*



# Lesson 22



## Concepts:

Counting by sixes, addition, time (half hour), before and after by sixes, word numbers, subtraction, and word problems



## Objectives:

1. The student shall be able to count out loud by sixes to 72.
2. The student shall be able to write the correct sum for two double-digit numbers when the ones' column has a double-digit answer.
3. The student shall be able to draw a line to match a given time to the time displayed on the face of a clock.
4. The student shall be able to write the number that is six more and six less than a given number.
5. The student shall be able to write the corresponding number for a given word number.
6. The student shall be able to write the correct difference of two triple-digit numbers.
7. The student shall be able to write the addition fact necessary to solve a word problem and label the answer.



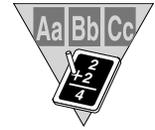
## Teaching Tips:

1. When doing activity 5, ask the student(s) to find as many pictures of different types of clocks as they can in the newspaper, magazines, catalogs or other sources. Have them bring the pictures to class and discuss where you would most likely find each type of clock.

## Materials, Supplies, & Equipment:

1. Flashcards for subtraction facts
2. Place value materials
3. Clock model
4. Small clock model for student(s)
5. Number chart 0–99



**Activities:**

1. Count out loud with the student(s) by sixes to 72 without using the *number chart*. Then have the student(s) take a clean sheet of paper and write the numbers used in counting by sixes.
2. Drill addition facts using *Drill #2, Worksheet 11*.
3. Drill the *subtraction facts with minuends 1–18* using *flashcards* without the answers showing.
4. On the board write “54 + 29” as a vertical addition problem. After the student(s) add the ones’ column (13), discuss the value of the “3” in 13 and the value of the “1” in 13. Using *place value materials* would be helpful. If the “1” has the value of “1” ten, then it should be added with the tens’ column. Remind them that they must always add the ones’ column first, write the “3” under the ones’ column, and write the “1” above the tens’ column. Now they are ready to add the three numbers in the tens’ column (1 + 5 + 2) and write “8” under the tens’ column. Do several examples of two double-digit numbers with carrying in the ones’ column. As the student(s) begin ***Student Activity One***, check to see that they add the ones’ column first and then write the one to be carried above the tens’ column.
5. Give the student(s) *small clock models*. Have them set their clocks to match the times you have written on the board. They should check their clocks with your *clock model*. Encourage them to set the minute hand first and then the hour hand. After reading the directions for ***Student Activity Two***, instruct the student(s) to draw a line from each clock to its correct time.
6. Point to several multiples of six on the *number chart* and have the student(s) tell the number that is six less and six more. Allow the student(s) to use a *number chart* if necessary when completing ***Student Activity Three*** and ***Four***.
7. After saying and spelling the word numbers for one to twenty, the student(s) should be able to complete ***Student Activity Five*** and ***Six*** on their own.
8. Discuss with the student(s) the key word (altogether) in the word problem in ***Student Activity Seven***. Ask them if they add or subtract, what the addition fact is, and what the label should be.

**Worksheet:**

1. *Worksheet 11* – Addition drill sheet



# Lesson 23



## Concepts:

Counting by nines, time (quarter hour), addition, subtraction, equal and not equal, tally marks, and word problems



## Objectives:

1. The student shall be able to count out loud by nines to 108.
2. The student shall be able to write the correct time displayed on the face of the clock for the quarter hour.
3. The student shall be able to write the correct sum for two double-digit numbers when the ones' column has a double-digit answer.
4. The student shall be able to write the correct difference of two triple-digit numbers.
5. The student shall be able to write the correct symbol ( $=$  or  $\neq$ ) between a number and tally marks.
6. The student shall be able to write the addition fact necessary to solve a word problem and label the answer.



## Teaching Tips:

1. Using *Worksheet 1*, have the student(s) circle all the threes, color the sixes blue, and put a box around the nines. Discuss with them how every other three is used in counting by sixes and every third three is used in counting by nines. Have the student(s) write the threes to 36, the sixes to 72, and the nines to 108 as a sequence at the bottom of the page.



## Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Flashcards for subtraction facts,  $=$  and  $\neq$ , and tally marks
3. Clock model

**Activities:**

1. Count out loud with the student(s) by nines to 108 using the *number chart*. They need to count to 108 since they will soon be using the first 12 multiples in multiplication.
2. Drill addition facts using *Drill #3, Worksheet 11*.
3. Drill the *subtraction facts with minuends 1–18* using *flashcards* without the answers showing.
4. Show the student(s) a *clock model* set at 8:15. Remind them that the hour is always the number that the hour hand has just passed. To find the minutes, have the student(s) begin to count by fives at the number 1 and stop at the number 3. Show them a *clock model* set at 5:45. Have them determine the hour and then count by fives to find the minutes. Do this several times for 15 minutes and 45 minutes after the hour. After determining the time on the first two clocks together in ***Student Activity One***, allow the student(s) to write the remaining times on their own.
5. Write several sets of two double-digit numbers on the board with carrying in the ones' column. As the student(s) work the problems, see that they add the ones' column first, write the one to be carried above the tens' column, and then add the tens' column. After the student(s) complete ***Student Activity Two***, check each student's work for correct procedure.
6. The student(s) should be able to complete ***Student Activity Three*** by themselves.
7. With the aid of *flashcards*, discuss the meaning of the = and  $\neq$  symbols. Equal (=) means the same. Not equal ( $\neq$ ) means not the same. Review *tally marks* using *flashcards* of varied combinations. Put several examples of tally marks and numerals on the board, some equal and some not equal. Have the student(s) count the tally marks and determine if they need an = or  $\neq$  symbol between the quantities. The student(s) may need your help completing the first problem in each column in ***Student Activity Four***, before completing the remaining ones on their own.
8. Have the student(s) read the first word problem in ***Student Activity Five*** out loud. Check to see that they write the addition problem vertically and label their answer.

**Worksheets:**

1. *Worksheet 12* – Time
2. *Worksheet 11* – Addition drill sheet
3. *Worksheet 1* – Number chart 0–99



# Lesson 24



## Concepts:

Counting by nines, word numbers, equal and not equal, addition, time (quarter hour), and subtraction



## Objectives:

1. The student shall be able to count out loud by nines to 108.
2. The student shall be able to draw a line to match a given word number with its corresponding number.
3. The student shall be able to write the correct symbol ( $=$  or  $\neq$ ) between a given addition fact and a number.
4. The student shall be able to write the missing numbers when counting by nines.
5. The student shall be able to write the correct sum for two triple-digit numbers when the ones' column has a double-digit answer.
6. The student shall be able to write the correct time displayed on the face of the clock for the quarter hour.
7. The student shall be able to write the correct difference of two triple-digit numbers.



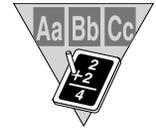
## Teaching Tips:

1. Since this is the last day for the addition drill sheet in activity 2, encourage the student(s) that have not learned their addition facts thoroughly to spend at least 10 minutes of additional drill time with flashcards each day.

## Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Flashcards for subtraction facts, word numbers, and  $=$  and  $\neq$
3. Clock model
4. Small clock model for student(s)



**Activities:**

1. Count out loud with the student(s) by nines to 108 using the *number chart*.
2. Drill addition facts using *Drill #4, Worksheet 11*.
3. Drill the *subtraction facts with minuends 1–18* using *flashcards* without the answers showing.
4. Using *word number flashcards* for one through twenty and the multiples of ten to one hundred, say several numbers less than one hundred and have the student(s) choose the cards necessary to write the word numbers. Remind them that a hyphen must be used when a multiple of ten is used with another word number. After reading and spelling the word numbers in ***Student Activity One***, the student(s) should be able to complete the matching on their own.
5. Review the meaning of the symbols = and  $\neq$  using *flashcards*. Write several problems similar to ***Student Activity Two*** on the board. Insist the student(s) say the answer to the addition fact (e.g.,  $6 + 8 = 14$ ) and then compare the two numbers. They should be able to complete ***Student Activity Two*** independently.
6. The student(s) should be able to complete ***Student Activity Three*** and ***Four*** by themselves with you helping those who need individual attention.
7. Give the student(s) *small clock models* to set at given times for the quarter hour. Remind them that the hour is always the number the hour hand has just passed and not the number to which it is closer. Let the student(s) check their clocks with your *clock model*. They should be able to complete ***Student Activity Five*** without further help.
8. ***Student Activity Six*** should be completed by the student(s) by themselves.

**Worksheet:**

1. *Worksheet 11* – Addition drill sheet



*The sooner folks find out that life  
is a do-it-yourself job, the better they'll do.*

# Lesson 25



## Concepts:

Counting by nines, word numbers, before and after by nines, time (quarter hour), equal and not equal, addition, and subtraction



## Objectives:

1. The student shall be able to count out loud by nines to 108.
2. The student shall be able to write the corresponding number for a given word number.
3. The student shall be able to write the number that comes before and after a given number when counting by nines.
4. The student shall be able to write the correct time displayed on the face of the clock for the quarter hour.
5. The student shall be able to write the correct symbol ( $=$  or  $\neq$ ) between a word number and a number.
6. The student shall be able to write the correct sum for two triple-digit numbers when the ones' column has a double-digit answer.
7. The student shall be able to write the correct difference of two triple-digit numbers.



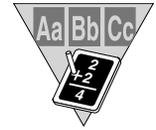
## Teaching Tips:

1. When the student(s) are doing activity 4, have them spell the word numbers out loud together from one to twenty and the multiples of ten to one hundred. Take special note of the spelling of the words “thirteen, fifteen, thirty, forty, and fifty.”

## Materials, Supplies, & Equipment:

1. Flashcards for addition facts, subtraction facts, and word numbers
2. Number chart 0–99
3. Small clock model for student(s)
4. Clock model



**Activities:**

1. Count out loud with the student(s) by nines to 108 without using the *number chart*.
2. Have the student(s) take a clean sheet of paper on which to write the answers for their addition facts. Select ten *addition flashcards*. Show each card for 5 seconds as the student(s) write the answers in a column. Check the answers before you begin the second set of ten cards. Do as many sets as time permits in 7 minutes.
3. Drill the *subtraction facts with minuends 1–18* using *flashcards* without the answers showing.
4. Display the *word number flashcards* on the board rail. Write several numbers less than 100 on the board and have the student(s) write the corresponding word numbers on a sheet of paper. The *flashcards* should be used as reference for spelling. Allow the student(s) to choose the correct *flashcards* to correspond to each number as a check for their work. They should be able to complete ***Student Activity One*** on their own.
5. Point to several multiples of nine on the *number chart* as you discuss the meaning of “the number that comes before by nines” (nine less, nine taken away, or nine subtracted) and “the number that comes after by nines” (nine more, plus nine, or nine added). Allow the student(s) to use the *number chart* if necessary to complete ***Student Activity Two***.
6. Give the student(s) *small clock models* to set for several quarter hour times. Allow them to check their work by your *clock model*. They should be able to complete ***Student Activity Three*** independently.
7. After discussing the meaning of the symbols = and  $\neq$ , the student(s) should be able to complete ***Student Activity Four*** by themselves.
8. When starting ***Student Activity Five***, check to see that the student(s) add the ones’ column first, write the “1” above the tens’ column, and then add the tens’ column.
9. The student(s) should be able to complete ***Student Activity Six*** on their own.

*The more patience a person has the more it will be tested.*



# Lesson 26



## Concepts:

Counting by nines, place value (thousands), word numbers, equal and not equal, time (quarter hour), before and after by nines, addition, and subtraction



## Objectives:

1. The student shall be able to count out loud by nines to 108.
2. The student shall be able to write the correct value of a given number of thousands.
3. The student shall be able to write the word number that corresponds to a given number.
4. The student shall be able to write the correct symbol ( $=$  or  $\neq$ ) between the time displayed on the face of a clock and a time written in digital form.
5. The student shall be able to write the numbers that come before and after a given number when counting by nines.
6. The student shall be able to write the correct sum for two four-digit numbers when the ones' column has a double-digit answer.
7. The student shall be able to write the correct difference of two four-digit numbers.



## Teaching Tips:

1. When doing activity 1, have the student(s) create their own dot-to-dot drawings using the numbers necessary to count by nines. Then have the students exchange their drawings with a friend, allowing the friend to complete the drawing.

## Materials, Supplies, & Equipment:

1. Flashcards for subtraction facts and word numbers.
2. Place value materials
3. Clock model
4. Number chart 0–99



**Activities:**

1. Count out loud with the student(s) by nines to 108 without using the *number chart*.
2. Drill addition facts using *Drill #1, Worksheet 13*.
3. Drill the *subtraction facts with minuends 1–18* using *flashcards* without the answers showing.
4. Write several problems similar to those in ***Student Activity One*** on the board (e.g., 3 thousands = \_\_\_, 5 hundreds = \_\_\_, 4 tens = \_\_\_). Using *place value materials*, have the student(s) count 3 thousands to equal 3,000 (1,000; 2,000; 3,000), 5 hundreds to equal 500 (100, 200, 300, 400, 500), and 4 tens to equal 40 (10, 20, 30, 40). The student(s) should be able to complete ***Student Activity One*** by themselves.
5. Place the *word number flashcards* for the multiples of ten on the board rail to provide a spelling reference for the student(s) as they complete ***Student Activity Two***.
6. Write the same time on the board as is displayed on the face of the *clock model*. Have the student(s) tell if the two times are the same (=) or not the same ( $\neq$ ) by stating the time on the clock face and comparing the two times. Do this for several other quarter hour times with some times the same and some not the same. The student(s) should be able to complete ***Student Activity Three*** on their own.
7. Using the *number chart*, point to several multiples of nine. Have the student(s) tell the number that is nine less and the number that is nine more than each number. Remind them that “before” and “after” mean to subtract and to add. The student(s) should be able to complete ***Student Activity Four*** independently using the *number chart* if needed.
8. The student(s) should be able to complete ***Student Activity Five*** and ***Six*** independently. Check to see they begin with the ones’ column in both addition and subtraction.

**Worksheet:**

1. *Worksheet 13* – Addition drill sheet



*Friends are hard to keep if you treat them wrong.*

# Lesson 27



## Concepts:

Counting by nines, place value (thousands), before and after by nines, word problems, time, addition, and subtraction



## Objectives:

1. The student shall be able to count out loud by nines to 108.
2. The student shall be able to write the value of a given number of thousands, hundreds, tens, and ones as a sum.
3. The student shall be able to write the number that is nine more and nine less than a given number.
4. The student shall be able to write the addition fact necessary to solve a word problem and label the answer.
5. The student shall be able to write the correct time displayed on the face of the clock for the hour, half hour, and quarter hour.
6. The student shall be able to write the correct sum for two four-digit numbers when the ones' column has a double-digit answer.



## Teaching Tips:

1. When the student(s) do activity 7, allow them to set the *clock model* for given times. Remind them the hour is always the number the hand has just past and not the number to which it is closer. Ask them where the minute hand is on the hour, on the half hour, and on the two quarter hours.

## Materials, Supplies, & Equipment:

1. Flashcards for subtraction facts
2. Place value materials
3. Number chart 0–99
4. Clock model



**Activities:**

- Count out loud with the student(s) by nines to 108 without using the *number chart*.
- Drill addition facts using *Drill #2, Worksheet 13*.
- Drill the *subtraction facts with minuends 1–18* using *flashcards* without the answers showing.
- “4 thousands + 5 hundreds + 2 tens + 6 ones =    +    +    +   ” should be written on the board. Have the student(s) tell the value of 4 thousands to write in the first blank, 5 hundreds to write in the second, 2 tens to write in the third, and 6 ones to write in the last blank. *Place value materials* should be helpful. Explain to the student(s) this is the expanded form (4,000 + 500 + 20 + 6) of a number. Put several more problems similar to the one above on the board to be completed by the student(s). They should be able to complete ***Student Activity One*** by themselves.
- Point to several multiples of nine on the *number chart* and have the student(s) tell the number that is nine less and nine more. Allow the student(s) to use a *number chart* if necessary when completing ***Student Activity Two*** and ***Three***.
- In ***Student Activity Four***, notice that the key word is “joined.” Have the student(s) read the word problem, tell the key word, decide if they add or subtract, write the fact, and label the answer.
- Using the *clock model*, display several times for the hour, half hour, and quarter hour. Instruct the student(s) to write the times on a piece of paper. Check their answers by writing the correct time on the board. They should be able to complete ***Student Activity Five*** independently.
- The student(s) should be able to complete ***Student Activity Six*** on their own.
- Have the student(s) look at ***Student Activity Seven***. Point them to the answer that is given for “12 – 3” (9). Instruct them to continue around the flower petals by finding the answer to “12 – 6,” “12 – 9,” etc. and writing the answer on the big petal.

**Worksheets:**

- Worksheet 14* – Number ladder
- Worksheet 13* – Addition drill sheet



# Lesson 28



## Concepts:

Counting by fours, place value (thousands), time, ordinal numbers, equal and not equal, addition, subtraction, and word problems



## Objectives:

1. The student shall be able to count out loud by fours to 48.
2. The student shall be able to write the value of a given number of thousands, hundreds, tens, and ones as a sum.
3. The student shall be able to write the correct time displayed on the face of the clock for the hour, half hour, and quarter hour.
4. The student shall be able to write the correct symbol ( $=$  or  $\neq$ ) between an ordinal number and an ordinal number abbreviation.
5. When given three numbers, the student shall be able to circle the number that is least.
6. The student shall be able to write the correct sum for three double-digit numbers when the ones' column has a double-digit answer.
7. The student shall be able to write the correct difference of two four-digit numbers.



## Teaching Tips:

1. Using *Worksheet 1*, have the student(s) circle all the twos and color all the fours blue. Discuss with them how every other two is used in counting by fours. Have the student(s) write the twos to 24 and the fours to 48 as a sequence at the bottom of the page.

## Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Flashcards for subtraction facts and ordinal numbers
3. Place value materials
4. Clock model
5. Small clock model for student(s)



**Activities:**

1. Count out loud with the student(s) by fours to 48 using the *number chart*.
2. Drill addition facts using *Drill #3, Worksheet 13*.
3. Drill the *subtraction facts with minuends 1–18* using *flashcards* without the answers showing.
4. “2 thousands + 7 hundreds + 4 tens + 5 ones = \_\_ + \_\_ + \_\_ + \_\_” should be written on the board. Have the student(s) tell the value of each and write it in the blanks. *Place value materials* should be helpful. Explain to the student(s) this is the expanded form (2,000 + 700 + 40 + 5) of a number. Put several problems, similar to the one above, on the board to be completed by the student(s). They should be able to complete ***Student Activity One*** by themselves.
5. Give the student(s) the *small clock models*. Write several hour, half hour, and quarter hour times on the board. Have the student(s) set their clocks and check the time by your *clock model*. Remind them to set the minute hand first and then the hour hand. The student(s) should now be able to complete ***Student Activity Two***.
6. Review with the student(s) *ordinal numbers* and their abbreviations using *flashcards*. After completing the first problem in each column of ***Student Activity Three***, they should be able to finish without further help.
7. Using the *number chart*, point to three numbers from the same family (twenties, thirties, etc.) and have the student(s) choose the largest or greatest number and smallest or least number. Look at the directions for ***Student Activity Four***. Explain the meaning of the word “least” as being the same as smallest. The student(s) should be able to complete the activity on their own.
8. In ***Student Activity Five*** have the student(s) check their answers by adding up and then adding down.
9. The student(s) should be able to complete ***Student Activity Six*** and ***Seven*** independently.

**Worksheets:**

1. *Worksheet 13* – Addition drill sheet
2. *Worksheet 1* – Number chart 0–99



# Lesson 29



## Concepts:

Counting by fours, ordinal numbers, word problems, counting over 100, addition, and subtraction



## Objectives:

1. The student shall be able to count out loud by fours to 48.
2. The student shall be able to write the name of a given book in respect to its ordinal position.
3. The student shall be able to write the missing numbers when counting by fours.
4. When given three numbers, the student shall be able to circle the number that is least.
5. The student shall be able to write the missing numbers when counting by ones over one hundred.
6. The student shall be able to write the correct sum for three double-digit numbers when the ones' column has a double-digit answer.
7. The student shall be able to write the correct difference of two four-digit numbers.



## Teaching Tips:

1. You will want to take time today to check all student(s) proficiency in the subtraction facts, determine their area of weakness, and make arrangements for further drill if needed. *Worksheet 15* could be used to help determine the areas of weakness. Further drill could be arranged before or after school, at lunch or recess, with student and student, teacher and student, or volunteer help (maybe an older student or parent) and student.



## Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Flashcards for subtraction facts and ordinal numbers

**Activities:**

1. Count out loud with the student(s) by fours to 48 using the *number chart*.
2. Drill addition facts using *Drill #4, Worksheet 13*.
3. Drill the *subtraction facts with minuends 1–18* using *flashcards* without the answers showing. The next lesson will be the last time the subtraction drill will be done with flashcards on a daily basis. The drill will then be done using drill sheets from the worksheets and with flashcards.
4. Say and spell each *ordinal number* and its abbreviation with the aid of *flashcards*. Have the student(s) read the names on each of the books in ***Student Activity One***. Read the first three sentences together with the student(s) and fill in the blanks. Allow them to continue on their own.
5. The student(s) should be able to complete ***Student Activity Two*** by themselves using the *number chart* if necessary.
6. Write several sets of three double-digit numbers on the board (e.g., 59, 36, 40). From each set, have the student(s) choose the greatest number and the least number. Ask them what the word “least” means (smallest). After going over the directions for ***Student Activity Three***, the student(s) should be able to finish without further help.
7. After allowing the student(s) to complete ***Student Activity Four*** with no help, discuss the key word (more), if they added or subtracted, the addition fact, and the correct label.
8. Allow the student(s) to count out loud from 245 to 260, 382 to 395, 510 to 523, etc. by adding the hundreds digit to each number on the *number chart 0–99*. After the student(s) count the first row of ***Student Activity Five*** together, have them complete the remaining rows independently.
9. The student(s) should be able to complete ***Student Activity Six*** and ***Seven*** by themselves remembering to check the addition by adding up and down.

**Worksheets:**

1. *Worksheet 15* – Subtraction facts
2. *Worksheet 13* – Addition drill sheet



# Lesson 30



## Concepts:

Counting by fours, addition (horizontal to vertical), before and after by fours, and subtraction



## Objectives:

1. The student shall be able to count out loud by fours to 48.
2. The student shall be able to write the correct sum of a horizontal addition problem of three double-digit numbers rewritten vertically.
3. The student shall be able to write the numbers that come before and after a given number when counting by fours.
4. When given three numbers, the student shall be able to circle the number that is least.
5. The student shall be able to correctly arrange a given set of numbers in the proper sequence.



## Teaching Tips:

1. When doing activity 5, have the student(s) copy the horizontal addition problems from the board and practice writing them in correct columns on their own sheet of paper and find the answers. This assures you that every student is attempting to work the problem correctly. As they work it together on the board they need to check their own work. Encourage them to ask questions if they did not write the numbers in the correct columns or find the correct answer. For student(s) with consistent problems in lining up their columns, let them use graph paper as a practice sheet.



## Materials, Supplies, & Equipment:

1. Flashcards for addition and subtraction facts
2. Number chart 0–99

**Activities:**

1. Administer **Test 3**.
2. Count out loud with the student(s) by fours to 48 without using the *number chart*.
3. Have the student(s) take a clean sheet of paper on which to write the answers for their addition facts. Take ten *addition flashcards*. Show each card for 5 seconds as the student(s) write the answers in a column. Check the answers before you begin the second set of ten cards. Do as many sets as time permits in 7 minutes.
4. Drill the *subtraction facts with minuends 1–18* using *flashcards* without the answers showing. This is the last lesson subtraction facts will be drilled by flashcards on a daily basis. The drill will then be done using drill sheets from the worksheets and with flashcards.
5. Write several sets of three double-digit numbers on the board as a horizontal addition problem (e.g.,  $36 + 23 + 17$ ). Demonstrate to the student(s) how to write the problem vertically. Write the first double-digit number by itself. Underneath it, write the second double-digit number, being careful to place the tens and ones in their corresponding columns. Then place the third number underneath the first two, lining up the ones' and tens' columns. Remind them if the number is a single digit it must be placed in the ones' column. In **Student Activity One**, have the student(s) complete the first two problems together and then finish on their own.
6. Point to several multiples of four on the *number chart* as you discuss the meaning of “the number that comes before by fours” (four less, four taken away, or four subtracted) and “the number that comes after by fours” (four more, plus four, or four added). Allow the student(s) to use the *number chart* if necessary to complete **Student Activity Two**.
7. After the student(s) find the number that is least in the first group in **Student Activity Three** together, they should be able to finish by themselves.
8. The student(s) should be able to complete **Student Activity Four** independently.
9. In **Student Activity Five**, have the student(s) fill in the answers for the subtraction problems in the first box together. They should then be able to complete the remaining boxes on their own.



# Lesson 31



## Concepts:

Counting by fours, addition, less than, subtraction, before and after by fours, word numbers, and word problems

## Objectives:

1. The student shall be able to count out loud by fours to 48.
2. The student shall be able to write the correct sum for two double-digit numbers when the tens' column has a double-digit answer.
3. The student shall be able to circle the given numbers less than 54.
4. The student shall be able to write the difference of two double-digit numbers on the cross-number puzzle.
5. The student shall be able to write the correct numbers that come before and after a given number when counting by fours.
6. When given three numbers, the student shall be able to circle the number that is least.
7. The student shall be able to write the word number that corresponds to a given number.



## Teaching Tips:

1. You may want to use the *Place Value Pockets* described in the Teaching Tips for lesson 7 to demonstrate carrying to the hundreds' place in activity 4. Use craft sticks in the first and second rows to represent the numbers to be added. Add the ones' column by combining the sticks from the ones' column and putting them in the ones' column in the third row. Then add the tens' column by combining the sticks from the ten's column and putting them in the tens' column in the third row. Discuss combining 10 tens with a rubber band to make one hundred and putting them in the hundreds' column in the third row. The third row now represents the answer.



## Materials, Supplies, & Equipment:

1. Flashcards for subtraction facts and word numbers
2. Place value materials
3. Number chart 0–99
4. Place Value Pockets



**Activities:**

1. Count out loud with the student(s) by fours to 48 without using the *number chart*.
2. Drill addition facts using *Drill #1, Worksheet 16*.
3. Using *flashcards for subtraction facts*, drill minuends 1–18 without the answers showing.
4. On the board, write several sets of two double-digit numbers with carrying in the tens' column as vertical addition problems (e.g.,  $66 + 72$ ). Place a small box above the hundreds' column similar to what is done in ***Student Activity One***. Have the student(s) copy the problems on their paper. Tell them to add the ones' column and write the answer (8) as you write it on the board. Now have them add the tens' column (13). Ask if the tens' column can hold 13 tens. Demonstrate with *place value materials* the 13 tens regrouped into 10 tens or 1 hundred and 3 tens. Ask how many hundreds are in 13 tens (1) and how many tens are left over (3). Tell them to write the "3" in the tens' column and write the "1" in the small box in the hundreds' column as you do the same on the board. Now they are ready to add the hundreds' column (1). Give the same explanation for each of the addition problems written on the board. Allow the student(s) to work on their own in ***Student Activity One*** checking each student for proper procedure.
5. Point to several numbers on the *number chart* and have the student(s) tell if the number is less than 62. Remind them that the numbers before 62 are less and the numbers after 62 are more. After reading the directions for ***Student Activity Two***, the student(s) should be able to finish by themselves.
6. In ***Student Activity Three***, have the student(s) find the difference and write the answer in the cross-number puzzle. Give individual help where needed.
7. The student(s) should be able to complete ***Student Activity Four*** and ***Seven*** independently.
8. After discussing the meaning of the word "least" (smallest), the student(s) should be able to complete ***Student Activity Five*** without further help.
9. Display the *word number flashcards* on the board rail as a spelling reference as the student(s) complete ***Student Activity Six***.

**Worksheet:**

1. *Worksheet 16* – Addition and subtraction drill sheet



# Lesson 32



## Concepts:

Counting by fours, addition, before and after by fours, less than, counting over 100, and word numbers



## Objectives:

1. The student shall be able to count out loud by fours to 48.
2. The student shall be able to write the correct sum for two double-digit numbers when the tens' column has a double-digit answer.
3. When given three numbers, the student shall be able to circle the number that is least.
4. The student shall be able to write the number that is four more and four less than a given number.
5. The student shall be able to circle the given numbers less than 128.
6. The student shall be able to write the missing numbers when counting over 100.
7. The student shall be able to write the answer for a given question as a word number.



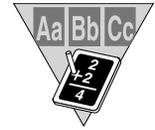
## Teaching Tips:

1. When the student(s) begin activity 2, remind them that they will now be doing subtraction for their timed drill twice a week. Arrange for additional drill time, with flashcards, for those who are not proficient in subtraction.
2. You may want to use the *Place Value Pockets* from Teaching Tips, lesson 31, when doing activity 4.

## Materials, Supplies, & Equipment:

1. Flashcards for addition facts and word numbers
2. Number chart 0–99 and 100–199
3. Yardstick
4. Place Value Pockets



**Activities:**

1. Count out loud with the student(s) by fours to 48 without using the *number chart*.
2. Drill subtraction facts using *Drill #2, Worksheet 16*.
3. Using *flashcards for addition facts*, drill sums 1–18 without the answers showing.
4. On the board, write several sets of two double-digit numbers with carrying in the tens' column as vertical addition problems. Follow the same step by step explanation for each problem as was done in lesson 31. Be sure the student(s) begin by adding the ones' column first. Allow them to complete ***Student Activity One*** independently. Spend extra time with those who benefit from the extra personal attention.
5. Using the *number chart 100–199*, point to two numbers and have the student(s) tell which number is least. Now point to several groups of three numbers and have the student(s) choose the number that is least. ***Student Activity Two*** should be completed by the student(s) on their own.
6. Point to several multiples of four on the *number chart* and have the student(s) tell the number that is four less and four more. Allow the student(s) to use a *number chart* if necessary when completing ***Student Activity Three*** and ***Four***.
7. Point to several numbers on the *number chart 100–199* and have the student(s) tell if the number is less than 135. Remind them that the numbers before 135 are less and the numbers after 135 are more. After reading the directions for ***Student Activity Five***, the student(s) should be able to finish by themselves.
8. Beginning with the number 364, have the student(s) count by ones for at least fifteen numbers. Do the same for several other numbers over 100. The student(s) should be able to write the missing numbers in ***Student Activity Six*** without further help.
9. Discuss the directions for ***Student Activity Seven*** with the student(s). Answer each question with the student(s) but allow them to write the correct word number on their own. If the student(s) do not know the answers to some of the questions, help them discover what the answer is (e. g. look at a *yardstick* to see how many inches are on it). The *word number flashcards* would be a help in spelling the words correctly.

**Worksheet:**

1. *Worksheet 16* – Addition and subtraction drill sheet



# Lesson 33



## Concepts:

Counting by eights, addition, less than, word problems, subtraction, and counting over 100



## Objectives:

1. The student shall be able to count out loud by eights to 96.
2. The student shall be able to write the correct sum for two triple-digit numbers when the tens' column has a double-digit answer.
3. The student shall be able to circle the given numbers less than 376.
4. The student shall be able to write the correct letter above a corresponding number that matches the difference of two numbers.
5. The student shall be able to write the missing numbers when counting over 100.



## Teaching Tips:

1. Using *Worksheet 1*, have the student(s) circle all the twos, color the fours blue, and put a box around the eights. Discuss with them how every other two is used in counting by fours and every other four is used in counting by eights. Have the student(s) write the twos to 24, the fours to 48, and the eights to 96 as a sequence at the bottom of the page.
2. You may want to use the *Place Value Pockets* from Teaching Tips, lesson 31, when doing activity 4.

## Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Flashcards for subtraction facts
3. Place value materials
4. Place Value Pockets



**Activities:**

1. Count out loud with the student(s) by eights to 96.
2. Drill addition facts using *Drill #3, Worksheet 16*.
3. Using *flashcards for subtraction facts*, drill minuends 1–18.
4. On the board, write several sets of two triple-digit numbers with carrying in the tens' column as vertical addition problems (e. g.  $367 + 481$ ). Place a small box above the hundreds' column. Have the student(s) copy the problems on their paper. Tell them to add the ones' column and write the answer (8) as you write it on the board. Now have them add the tens' column (14). Ask if the tens' column can hold 14 tens. Demonstrate with *place value materials* the regrouping of the 14 tens into 10 tens or 1 hundred and 4 tens. Tell them to write the "4" in the tens' column and write the "1" in the small box in the hundreds' column as you do the same on the board. Now they are ready to add the three numbers in the hundreds' column. Tell them to write "8" in the hundreds' column as you write it on the board. Give the same explanation for each of the addition problems written on the board. Allow the student(s) to work on their own in ***Student Activity One*** checking each student for proper procedure.
5. Write several three-digit numbers (some greater than 350 and some less than 350) on the board. Have the student(s) tell which numbers are less than 350. Remind them that when counting the numbers that come before 350 are less and the numbers that come after 350 are more. The student(s) should be able to complete ***Student Activity Two*** on their own.
6. ***Student Activity Three*** should be completed by the student(s) by themselves.
7. In ***Student Activity Four***, have the student(s) find the difference for the first subtraction problem. Then ask them what letter they are going to put above the 22 (S). Allow them to complete the secret code giving help only when needed.
8. Begin counting out loud by ones with the student(s) at several numbers over 100 for 15 consecutive numbers. The student(s) should then be able to do ***Student Activity Five*** independently.

**Worksheets:**

1. *Worksheet 17* – Addition with carrying in tens' column
2. *Worksheet 16* – Addition and subtraction drill sheet
3. *Worksheet 1* – Number chart 0–99



# Lesson 34



## Concepts:

Counting by eights, number sequence, addition, and word problems



## Objectives:

1. The student shall be able to count out loud by eights to 96.
2. The student shall be able to write the next three numbers in a given sequence of numbers.
3. The student shall be able to write the missing number when adding or subtracting a given number in a sequence.
4. The student shall be able to write the missing numbers when counting by eights.
5. The student shall be able to write the correct sum for two triple-digit numbers when the tens' column has a double-digit answer.



## Teaching Tips:

1. Before starting activity 5, do some mental drill with the student(s) similar to the problems in *Student Activity Two* (e. g.  $7 + 4 = \_ - 6 = \_ + 8 = \_ - 9 = \_ + 5 = \_$ ). Increase the speed just a little each time.
2. When doing activity 7, draw the first square on the board. As the student(s) tell the answers write them in the boxes as a guide for the student(s) to follow.



## Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Flashcards for addition facts
3. Place value materials

**Activities:**

- Count out loud with the student(s) by eights to 96 using the *number chart*.
- Drill subtraction facts using *Drill #4, Worksheet 16*. Remind the student(s) that this is a subtraction drill.
- Using *flashcards for addition facts*, drill sums 1–18 without the answers showing.
- Count out loud three numbers by ones and have the student(s) count out loud the next three numbers (e.g., 73, 74, 75, \_\_, \_\_, \_\_). Do several numbers over 100 up to 999 in the same manner. After completing the first sequence with the student(s) in ***Student Activity One***, allow them to finish by themselves.
- Start ***Student Activity Two*** by working the first problem with the student(s). Then have them do the remaining problems alone. Give individual help where needed.
- Allow the student(s) to use the *number chart* if necessary when completing ***Student Activity Three***.
- Tell the student(s) to add going across ( $4 + 5$  and  $3 + 2$ ) in the first box in ***Student Activity Four*** and write the answers in the empty boxes to the right. Now have them add going down ( $4 + 3$  and  $5 + 2$ ) and write the answers in the empty boxes at the bottom. The student(s) should now add the answers going down and across ( $9 + 5$  and  $7 + 7$ ). They will discover that the sums for the answers going across and down are the same (14). Have them write that answer in the last empty box on the right in the third row. Ask the student(s) to complete the remaining boxes on their own. Check to see that they get the same number for the last box on the right in the third row.
- Use *place value materials* to review carrying in the tens' column. Notice there are no longer any little boxes above the hundreds' column. As the student(s) are completing ***Student Activity Five***, spot check their answers to detect any reoccurring errors. Remind them to always add the ones' column first, then the tens' column, and last the hundreds' column.
- The student(s) will need to write the addition facts in ***Student Activity Six*** vertically. Be sure they label their answers.

**Worksheet:**

- Worksheet 16* – Addition and subtraction drill sheet



# Lesson 35



## Concepts:

Counting by eights, number sequence, before and after by eights, subtraction, addition, and word problems



## Objectives:

1. The student shall be able to count out loud by eights to 96.
2. The student shall be able to write the next three numbers in a given sequence of numbers.
3. The student shall be able to write the numbers that come before and after a given number when counting by eights.
4. The student shall be able to write the correct sum for two triple-digit numbers when the tens' column has a double-digit answer.
5. The student shall be able to correctly arrange a given set of numbers in the proper sequence.



## Teaching Tips:

1. When doing activity 2, you may want to adjust the time to meet the needs of the student(s). If doing three sets of addition and then three sets of subtraction better meets your needs than doing one of each, do so. A variety in drill method, through the use of other senses, will enhance learning by making it more thorough and more permanent.



## Materials, Supplies, & Equipment:

1. Flashcards for addition and subtraction facts
2. Number chart 0–99
3. Place value materials

**Activities:**

1. Count out loud with the student(s) by eights to 96 without using the *number chart*.
2. Have the student(s) take a clean sheet of paper on which to write the answers for their addition and subtraction facts. Take ten *addition flashcards*. Show each card for 5 seconds as the student(s) write the answers in a column. Check the answers before you begin the next set of ten *subtraction flashcards*. Do as many sets as time permits in 7 minutes.
3. Count out loud three numbers by twos and have the student(s) count out loud the next three numbers (e.g., 52, 54, 56, \_\_, \_\_, \_\_). Do several numbers over 100 up to 999 in the same manner. After completing the first sequence with the student(s) in ***Student Activity One***, allow them to finish by themselves.
4. Point to several multiples of eight on the *number chart* as you discuss the meaning of “the number that comes before by eights” (eight less, eight taken away, or eight subtracted) and “the number that comes after by eights” (eight more, plus eight, or eight added). Allow the student(s) to use the *number chart* if necessary to complete ***Student Activity Two***.
5. Have the student(s) look at ***Student Activity Three***. Point them to the answer that is given for “9 – 0” (9). Instruct them to continue going around the flower petals by finding the answer for “9 – 5,” “9 – 7,” etc. and writing the answers on the big petals.
6. Use *place value materials* to demonstrate carrying in the tens’ column. As the student(s) are completing ***Student Activity Four***, check their first three answers for accuracy. Watch for common mistakes made by the student(s).
7. The student(s) should be able to complete ***Student Activity Five*** and ***Six*** on their own.

*It is easier to turn over a new leaf than  
to tear out some of the old pages.*



# Lesson 36



## Concepts:

Counting by eights, subtraction regrouping, before and after by eights, and number sequence



## Objectives:

1. The student shall be able to count out loud by eights to 96.
2. The student shall be able to write the regrouping of one ten to ten ones for borrowing in subtraction.
3. The student shall be able to write the numbers that come before and after a given number when counting by eights.
4. The student shall be able to write the next three numbers in a given sequence of numbers.

## Teaching Tips:

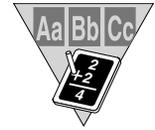
1. Before starting activity 4, give each student a bundle of ten *straws* held together by a *rubber band*. Discuss with the student(s) how the one bundle of ten represents one ten in the tens' place. When the *rubber band* is taken off then the one group of ten becomes ten ones in the ones' place. Do the same with three groups of ten and change them to two groups of ten and ten ones.
2. When doing activity 7, draw a ladder (the same as the first one in ***Student Activity Four***) on the board. As the student(s) tell the answers to the first three steps, write the answers on the correct steps. This will give the student(s) a concrete example to follow in filling in the answers.



## Materials, Supplies, & Equipment:

1. Flashcards for subtraction facts
2. Place value materials
3. Number chart 0–99
4. Straws and rubber bands



**Activities:**

1. Count out loud with the student(s) by eights to 96 without using the *number chart*.
2. Drill addition facts using *Drill #1, Worksheet 18*.
3. Using *flashcards for subtraction facts*, drill minuends 1–18 without the answers showing.
4. Use *place value materials* to demonstrate how 2 tens can be regrouped to equal 1 ten and 10 ones, 4 tens to equal 3 tens and 10 ones, and 8 tens to equal 7 tens and 10 ones. Be sure the student(s) grasp the fact that 1 ten is the same as 10 ones. When adding, 10 ones must be changed to 1 ten and when subtracting, 1 ten often has to be changed to 10 ones. This is the introductory work for borrowing in subtraction. Have the student(s) do the first problem in ***Student Activity One*** together and finish the remaining ones by themselves.
5. Using the *number chart*, point to several multiples of eight. Have the student(s) tell the number that is eight less and the number that is eight more than each number. Ask them what “before” and “after” mean (subtract and add). The student(s) should be able to complete ***Student Activity Two*** independently using the *number chart* if needed.
6. Write “115 118 121 \_\_\_ \_\_\_ \_\_\_” on the board. Have the student(s) tell the sequence used to form the first three numbers (adding 3). Then have them tell the next three numbers in the sequence. Do several sequences using numbers from 200 to 999 and a sequence of adding three. Allow the student(s) to complete ***Student Activity Three*** independently. Be available to help those who need it.
7. Ask the student(s) to look at the ladders in ***Student Activity Four***. Complete the first three steps on the first ladder together with the student(s) ( $9 - 3 = 6$  – write “6” on the first step,  $9 + 6 = 15$  – write “15” on the second step, and  $9 - 7 = 2$  – write “2” on the third step). Allow the student(s) to continue the remaining steps on the ladders by themselves.

**Worksheet:**

1. *Worksheet 18* – Addition and subtraction drill sheet



*Patience is displayed when you count down  
before you blast off.*

# Lesson 37



## Concepts:

Counting by eights, subtraction regrouping, before and after by eights, and addition



## Objectives:

1. The student shall be able to count out loud by eights to 96.
2. The student shall be able to write the regrouping of one ten to ten ones for borrowing in subtraction.
3. The student shall be able to write the number that is eight more and eight less than a given number when counting by eights.
4. The student shall be able to write the correct sum for two four-digit numbers when the tens' column has a double-digit answer.

## Teaching Tips:

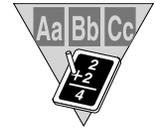
1. Allow the student(s) to use the *place value materials* when doing activity 4, if available. If not, give them *straws* in bundles of ten and ones. Have them follow the steps for regrouping with *straws* while you do it with the *place value materials*.
2. Before doing activity 7, draw a triangle similar to the one in ***Student Activity Five*** and write a single-digit number in each angle of the inner triangle. Following the steps in activity 7, have the student(s) tell the sum to be written in each angle of each remaining triangle. Then have them find the total of the three angles in the largest triangle.



## Materials, Supplies, & Equipment:

1. Flashcards for addition facts
2. Place value materials
3. Number chart 0–99
4. Straws



**Activities:**

1. Count out loud with the student(s) by eights to 96 without using the *number chart*.
2. Drill subtraction facts using *Drill #2, Worksheet 18*.
3. Using *flashcards for addition facts*, drill sums 1–18 without the answers showing.
4. Use *place value materials* to demonstrate how the student(s) can regroup 3 tens and 4 ones to equal 2 tens and 14 ones, 6 tens and 6 ones to equal 5 tens and 16 ones, and 5 tens and 3 ones to equal 4 tens and 13 ones. Ask the student(s) how many ones in one ten. Have the student(s) complete ***Student Activity One*** on their own.
5. Point to several multiples of eight on the *number chart* and have the student(s) tell the number that is eight less and eight more. Allow the student(s) to use a *number chart* if necessary when completing ***Student Activity Two*** and ***Three***.
6. On the board, write two four-digit numbers as an addition problem with carrying in the tens' column. Have the student(s) copy the problem on a sheet of paper and find the answer. Then let a student tell you how to work the problem. The student(s) should be able to complete ***Student Activity Four*** without further help.
7. Have the student(s) look at ***Student Activity Five***. Ask them to find the numbers 6 and 5 at two of the vertices on the inner triangle. Tell them to add the numbers and notice where the sum is written (D). Find the numbers 6 and 9 and ask the student(s) where to write the sum (F). After writing the sum of 9 and 5 at B, have them look at D and F, add the two numbers (11 + 15), and write the sum for E (26), A (29), and C (25). Allow the student(s) to do the second triangle on their own.

**Worksheet:**

1. *Worksheet 18* – Addition and subtraction drill sheet



*The greatest of all faults is to say that  
you have none at all.*

# Lesson 38



## Concepts:

Counting by sevens, time (hour), subtraction regrouping, equal and not equal, addition, and counting over 100

## Objectives:

1. The student shall be able to count out loud by sevens to 84.
2. The student shall be able to draw both hands on the face of the clock for the hour.
3. The student shall be able to write the regrouping of one ten to ten ones for borrowing in subtraction.
4. The student shall be able to write the correct symbol ( $=$  or  $\neq$ ) between two addition facts.
5. The student shall be able to write the correct sum for two four-digit numbers when the tens' column has a double-digit answer.
6. The student shall be able to write the missing numbers when counting by sevens and ones over 100.



## Teaching Tips:

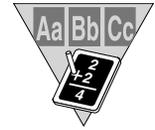
1. If the student(s) have difficulty in being accurate when doing *Student Activity Three*, have them write the answer for each addition fact on their paper above the fact before they attempt to choose the correct symbol.
2. Using *Worksheet 1*, have the student(s) circle all the sevens when doing activity 1. Have them write the sevens to 84 as a sequence at the bottom of the page. The student(s) would find *Worksheet 1* helpful when doing *Student Activity Five*.



## Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Clock model
3. Small clock model for student(s)
4. Place value materials



**Activities:**

1. Count out loud with the student(s) by sevens to 84 using the *number chart*.
2. Drill addition facts using *Drill #3, Worksheet 18*.
3. Using *flashcards for subtraction facts*, drill minuends 1–18 without the answers showing.
4. Give the student(s) a *small clock model*. Write several times for the hour on the board and have them set their clocks to match the hour times. Remind them to place the minute hand in position first and then the hour hand since the placement of the hour hand depends on where the minute hand is located. Allow them to check their time by your *clock model*. As the student(s) begin ***Student Activity One***, remind them to also draw the minute hand first and then the hour hand.
5. Discuss with the student(s) how you can take 1 group of ten and regroup it as 10 ones using *place value materials*. Write “9 tens + 0 ones = 8 tens + \_\_\_ ones” on the board. Ask the student(s) what they should do with the 1 ten that was taken away from the 9 tens to make the sentence a true statement (regroup it as 10 ones). Do several similar sentences for the student(s) to fill in the blanks. They should be able to complete ***Student Activity Two*** by themselves.
6. Write “5 + 3 \_\_\_ 7 + 2” on the board. Have the student(s) tell if the addition facts are equal or not equal. Insist that they say the answer to each fact before they decide to write equal or not equal. Do not allow them to guess. Do several examples before you have the student(s) complete ***Student Activity Three*** independently.
7. The student(s) should be able to complete ***Student Activity Four*** on their own.
8. Have the student(s) look at ***Student Activity Five***. Help them fill in the boxes in the first column beginning with the 7. Then have them do the first row which also begins with 7. Tell them that all rows and columns do not begin with 7. For some boxes, they will have to write the number for 7 less to find the correct answer. Continue to help those who need it until the puzzle is completed.
9. The student(s) should be able to complete ***Student Activity Six*** by themselves.

**Worksheets:**

1. *Worksheet 18* – Addition and subtraction drill sheet
2. *Worksheet 1* – Number chart 0–99



# Lesson 39



## Concepts:

Counting by sevens, place value, time (half hour), addition, subtraction regrouping, and equal and not equal



## Objectives:

1. The student shall be able to count out loud by sevens to 84.
2. The student shall be able to write the value of a given number of thousands, hundreds, tens, and ones and the number it represents.
3. The student shall be able to draw both hands on the face of the clock for the half hour.
4. The student shall be able to write the sum for two four-digit numbers when the tens' column has a double-digit answer.
5. The student shall be able to write the regrouping of one ten to ten ones for borrowing in subtraction.
6. The student shall be able to write the missing numbers when counting by sevens.
7. The student shall be able to write the correct symbol ( $=$  or  $\neq$ ) between two addition facts.



## Teaching Tips:

1. Award those student(s) who have completed all four drills on *Worksheet 18* without errors.

## Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Flashcards for addition facts
3. Clock model
4. Small clock model for student(s)
5. Place value materials



**Activities:**

- Count out loud with the student(s) by sevens to 84 using the *number chart*.
- Drill subtraction facts using *Drill #4, Worksheet 18*.
- Using *flashcards for addition facts*, drill sums 1–18 without the answers showing.
- “4 thousands + 8 hundreds + 3 tens + 6 ones =  $\_ + \_ + \_ + \_ = \_$ ” should be written on the board. Have the student(s) tell the value of 4 thousands and write it in the first blank, 8 hundreds in second blank, etc. Then have them tell the number the expanded form represents. Do this for several similar problems. Work the first two problems in ***Student Activity One*** with the student(s). Allow them to complete the remaining ones on their own.
- Write several times for the half hour on the board. Have the student(s) set their *small clock models* to match the half hour times. Ask them which hand they should place first and why (minute hand – because the position of the hour hand depends on where the minute hand is located). Set your *clock model* for the student(s) to verify the placement of their clock’s hands. The student(s) should be able to complete ***Student Activity Two*** by themselves.
- After you remind the student(s) to add the ones’ column first, they should be able to complete ***Student Activity Three*** without further help.
- Give the student(s) *place value materials*. Have them demonstrate 3 tens and 2 ones. Ask them how many ones they will have if they take 1 group of ten and add it to the 2 ones (12). Have them tell how many tens and how many ones they now have. Write “7 tens + 4 ones = 6 tens and  $\_$  ones” on the board. Ask them how many ones they will have when one ten is changed to ones and added to the 4 ones they already have. Do several more problems of this nature with the student(s) before they complete ***Student Activity Four***.
- Allow the student(s) to use the *number chart*, if needed, as they do ***Student Activity Five***.
- Remind the student(s) to find the sum of both addition facts (write it down if necessary) before they choose which is the correct symbol in ***Student Activity Six***.

**Worksheets:**

- Worksheet 19* – Place value
- Worksheet 18* – Addition and subtraction drill sheet



# Lesson 40



## Concepts:

Counting by sevens, place value, word numbers, addition, equal and not equal, time (quarter hour), before and after by sevens, and subtraction regrouping



## Objectives:

1. The student shall be able to count out loud by sevens to 84.
2. The student shall be able to write the correct digit for the thousands', hundreds', tens', and ones' place in a given number.
3. The student shall be able to write the word number that corresponds to the answer for a given addition problem.
4. The student shall be able to write the correct symbol ( $=$  or  $\neq$ ) between a subtraction fact and a whole number.
5. The student shall be able to draw both hands on the face of the clock for a given quarter hour.
6. The student shall be able to write the numbers that come before and after a given number by sevens.
7. The student shall be able to write the regrouping of one ten to ten ones for borrowing in subtraction.



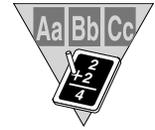
## Teaching Tips:

1. Take time to draw the puzzle in *Student Activity Two* on the board before class begins. As the student(s) give the answer to the first addition problem, write the word number on the puzzle as a guide for them to follow. Show them where the word number needs to be written for the second addition problem.

## Materials, Supplies, & Equipment:

1. Flashcards for addition facts, subtraction facts, and word numbers
2. Clock model
3. Small clock model for student(s)
4. Number chart 0–99



**Activities:**

1. Administer **Test 4**.
2. Count out loud with the student(s) by sevens to 84.
3. Have the student(s) take a clean sheet of paper on which to write the answers for their addition and subtraction facts. Take ten addition flashcards. Show each card for 5 seconds as the student(s) write the answers in a column. Check the answers before you begin the next set of ten *subtraction flashcards*. Do as many sets as time permits in 7 minutes.
4. Write several four-digit numbers on the board. Have the student(s) tell what number is in the thousands', hundreds', tens', and ones' place. Then ask them to tell the value of each digit as you write it on the board in expanded form. The student(s) should be able to complete **Student Activity One** on their own.
5. Ask the student(s) to find the answer to the first addition problem in **Student Activity Two**. Tell them to point to number "1" on the puzzle and write the word number for the answer going across (forty-nine). After the student(s) have found the answer to the second problem, have them point to number "2" and write the word number going down (fifty-seven). As they finish the puzzle, help those who need it. The *word numbers flashcards* would aid in spelling.
6. Write several subtraction facts on the board horizontally with some answers correct and some not correct. Have the student(s) tell if they should put an = or  $\uparrow$  symbol between the fact and its answer. The student(s) should be able to complete **Student Activity Three** by themselves.
7. Write several times for the quarter hour on the board. Give the student(s) the *small clock models*. Have them set the hands on the clock to represent the given times. Let them check their clock by your *clock model*. **Student Activity Four** should be completed by the student(s) without further help.
8. Point to several multiples of seven on the *number chart* as you discuss the meaning of "the number that comes before by sevens" and "the number that comes after by seven" Allow the student(s) to use the number chart if necessary to complete **Student Activity Five**.
9. Write several problems similar to those in **Student Activity Six** on the board. Ask the student(s) how many ones have been added to the ones (10). Then see if they can tell from where the 10 came. Discuss how many tens are left and write the number in the blank. Have the student(s) complete the first two equations together in **Student Activity Six** and then finish independently.





**A  
n  
s  
w  
e  
r  
  
K  
e  
y**

1 Write the correct time.



2 : 30



8 : 30



10 : 30



7 : 30



4 : 30



12 : 30



3 : 30



9 : 30

2 Match the word number to its number.

one ~~2~~  
two ~~4~~  
three ~~1~~  
four ~~3~~  
five ~~7~~  
six ~~9~~  
seven ~~10~~  
eight ~~5~~  
nine ~~8~~  
ten ~~6~~

eleven ~~14~~  
twelve ~~12~~  
thirteen ~~11~~  
fourteen ~~15~~  
fifteen ~~13~~  
sixteen ~~18~~  
seventeen ~~20~~  
eighteen ~~17~~  
nineteen ~~16~~  
twenty ~~19~~

45 (forty-five)

1 Add.

59 +28 87	26 +18 44	42 +49 91	45 +38 83	48 +19 67	15 +26 41	27 +43 70	37 +27 64
68 +18 86	28 +62 90	39 +46 85	17 +55 72	73 +19 92	43 +27 70	56 +36 92	29 +54 83
56 +14 70	28 +25 53	37 +19 56	15 +65 80	19 +73 92	51 +29 80	37 +48 85	18 +14 32

2 Match the clock to its time.



5:30



1:30



3:30



11:30

10:30



2:30



8:30



6:30



47 (forty-seven)

2 Write the numbers that come before and after by 6's.

12	18	24	36	42	48	6	12	18	18	24	30
60	66	72	0	6	12	48	54	60	54	60	66
30	36	42	66	72	78	24	30	36	42	48	54

4 Subtract.

369 -165 204	278 -158 120	753 -650 103	896 -785 111	457 -441 16	976 -374 602	489 -356 133
387 -264 123	965 -421 544	789 -349 440	497 -112 385	865 -312 553	985 -723 262	869 -132 737

5 Amy has 32 crayons. Joyce gave her 26 more. How many crayons did Amy have altogether?

$$\begin{array}{r} 32 \\ + 26 \\ \hline 58 \end{array}$$



Sam gave Joe 16 marbles to add to the 53 he already had. How many marbles did Joe have altogether?

$$\begin{array}{r} 53 \\ + 16 \\ \hline 69 \end{array}$$



There were 32 girls and 25 boys on the bus for a roller skating party. How many children were on the bus altogether?

$$\begin{array}{r} 32 \\ + 25 \\ \hline 57 \end{array}$$



46 (forty-six)

3 Write the number that is 6 more.

48 60 24	54 66 30	42 12 72	18 42 66	24 48 72	6 30 54	12 36 60
----------------	----------------	----------------	----------------	----------------	---------------	----------------

4 Write the number that is 6 less.

18 60 42	24 66 48	30 54 12	36 60 18	48 6 24	54 12 30	0 36 66	6 42 72
----------------	----------------	----------------	----------------	---------------	----------------	---------------	---------------

5 Write the numbers.

fourteen 14	sixteen 16	eleven 11
seven 7	one 1	five 5
eighteen 18	fifteen 15	nineteen 19
twelve 12	three 3	eight 8

6 Subtract.

516 -113 403	947 -646 301	285 -155 130	693 -570 123	878 -670 208	458 -327 131	873 -841 32
897 -135 762	692 -252 440	586 -424 162	569 -362 207	939 -134 805	746 -121 625	867 -402 465

7 Jimmy practiced his trumpet for 45 minutes on Tuesday and 30 minutes on Thursday. How many minutes did he practice his trumpet altogether?

$$\begin{array}{r} 45 \\ + 30 \\ \hline 75 \end{array}$$



48 (forty-eight)

1 Write the correct time.

 6 : 45	 12 : 45	 2 : 45	 10 : 15
 1 : 15	 8 : 15	 4 : 15	 3 : 45
 7 : 15	 11 : 45	 5 : 15	 9 : 15

2 Add.

$\begin{array}{r} 7 \\ +86 \\ \hline 93 \end{array}$	$\begin{array}{r} 5 \\ +29 \\ \hline 34 \end{array}$	$\begin{array}{r} 36 \\ +45 \\ \hline 81 \end{array}$	$\begin{array}{r} 9 \\ +57 \\ \hline 66 \end{array}$	$\begin{array}{r} 12 \\ +58 \\ \hline 70 \end{array}$	$\begin{array}{r} 29 \\ +41 \\ \hline 70 \end{array}$	$\begin{array}{r} 38 \\ +17 \\ \hline 55 \end{array}$	$\begin{array}{r} 9 \\ +45 \\ \hline 54 \end{array}$
$\begin{array}{r} 35 \\ +27 \\ \hline 62 \end{array}$	$\begin{array}{r} 14 \\ +78 \\ \hline 92 \end{array}$	$\begin{array}{r} 28 \\ +3 \\ \hline 31 \end{array}$	$\begin{array}{r} 47 \\ +17 \\ \hline 64 \end{array}$	$\begin{array}{r} 54 \\ +36 \\ \hline 90 \end{array}$	$\begin{array}{r} 26 \\ +17 \\ \hline 43 \end{array}$	$\begin{array}{r} 59 \\ +9 \\ \hline 68 \end{array}$	$\begin{array}{r} 27 \\ +54 \\ \hline 81 \end{array}$

49 (forty-nine)

3 Subtract.

$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 14 \\ -5 \\ \hline 9 \end{array}$	$\begin{array}{r} 12 \\ -7 \\ \hline 5 \end{array}$	$\begin{array}{r} 13 \\ -8 \\ \hline 5 \end{array}$	$\begin{array}{r} 11 \\ -2 \\ \hline 9 \end{array}$	$\begin{array}{r} 17 \\ -9 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$	$\begin{array}{r} 12 \\ -9 \\ \hline 3 \end{array}$
$\begin{array}{r} 11 \\ -6 \\ \hline 5 \end{array}$	$\begin{array}{r} 11 \\ -8 \\ \hline 3 \end{array}$	$\begin{array}{r} 16 \\ -8 \\ \hline 8 \end{array}$	$\begin{array}{r} 12 \\ -4 \\ \hline 8 \end{array}$	$\begin{array}{r} 15 \\ -8 \\ \hline 7 \end{array}$	$\begin{array}{r} 16 \\ -7 \\ \hline 9 \end{array}$	$\begin{array}{r} 14 \\ -6 \\ \hline 8 \end{array}$	$\begin{array}{r} 13 \\ -5 \\ \hline 8 \end{array}$
$\begin{array}{r} 579 \\ -124 \\ \hline 455 \end{array}$	$\begin{array}{r} 423 \\ -301 \\ \hline 122 \end{array}$	$\begin{array}{r} 649 \\ -312 \\ \hline 337 \end{array}$	$\begin{array}{r} 857 \\ -634 \\ \hline 223 \end{array}$	$\begin{array}{r} 396 \\ -375 \\ \hline 21 \end{array}$	$\begin{array}{r} 527 \\ -423 \\ \hline 104 \end{array}$	$\begin{array}{r} 718 \\ -503 \\ \hline 215 \end{array}$	
$\begin{array}{r} 846 \\ -541 \\ \hline 305 \end{array}$	$\begin{array}{r} 987 \\ -647 \\ \hline 340 \end{array}$	$\begin{array}{r} 967 \\ -860 \\ \hline 107 \end{array}$	$\begin{array}{r} 697 \\ -291 \\ \hline 406 \end{array}$	$\begin{array}{r} 983 \\ -572 \\ \hline 411 \end{array}$	$\begin{array}{r} 988 \\ -382 \\ \hline 606 \end{array}$	$\begin{array}{r} 589 \\ -231 \\ \hline 358 \end{array}$	

4 Write = or  $\neq$ .

$\text{     } = 26$	$\text{    } \neq 13$
$\text{     } \neq 11$	$\text{     } = 24$
$\text{     } = 22$	$\text{    } \neq 10$
$\text{   } = 8$	$\text{     } \neq 35$
$\text{    } = 12$	$\text{     } \neq 27$

5 Becky had 48 blocks in her box. Laurie had 24 in her box. How many blocks do they have altogether?   
 Sam had 56 pennies in his bank. His father gave him 18 more to put in his bank. How many pennies does Sam have altogether?

$$\begin{array}{r} 48 \\ + 24 \\ \hline 72 \text{ blocks} \end{array}$$

$$\begin{array}{r} 56 \\ + 18 \\ \hline 74 \text{ pennies} \end{array}$$

1 Match the word number to its number.

twenty-six	<del>12</del>	eighty-five	<del>79</del>
fifty-four	<del>54</del>	thirty-two	<del>80</del>
twelve	<del>48</del>	seventy-nine	<del>23</del>
forty-eight	<del>26</del>	sixty-one	<del>97</del>
thirteen	<del>57</del>	eighty	<del>32</del>
sixty	<del>13</del>	ninety-seven	<del>61</del>
fifty-seven	<del>60</del>	twenty-three	<del>85</del>

2 Write = or  $\neq$ .

$6 + 8 = 14$	$4 + 8 = 12$	$3 + 8 \neq 10$
$3 + 7 \neq 11$	$7 + 9 \neq 17$	$2 + 6 = 8$
$5 + 9 \neq 13$	$5 + 6 = 11$	$4 + 2 = 6$
$7 + 7 = 14$	$5 + 4 \neq 10$	$6 + 9 \neq 14$

3 Write the missing numbers by 9's.

9, 18, 27, 36, 45, 54, 63, 72, 81, 90

4 Add.

$\begin{array}{r} 317 \\ +327 \\ \hline 644 \end{array}$	$\begin{array}{r} 318 \\ +278 \\ \hline 596 \end{array}$	$\begin{array}{r} 426 \\ +315 \\ \hline 741 \end{array}$	$\begin{array}{r} 304 \\ +167 \\ \hline 471 \end{array}$	$\begin{array}{r} 329 \\ +458 \\ \hline 787 \end{array}$	$\begin{array}{r} 412 \\ +438 \\ \hline 850 \end{array}$	$\begin{array}{r} 428 \\ +125 \\ \hline 553 \end{array}$
$\begin{array}{r} 275 \\ +618 \\ \hline 893 \end{array}$	$\begin{array}{r} 253 \\ +418 \\ \hline 671 \end{array}$	$\begin{array}{r} 419 \\ +265 \\ \hline 684 \end{array}$	$\begin{array}{r} 157 \\ +824 \\ \hline 981 \end{array}$	$\begin{array}{r} 548 \\ +302 \\ \hline 850 \end{array}$	$\begin{array}{r} 165 \\ +425 \\ \hline 590 \end{array}$	$\begin{array}{r} 219 \\ +306 \\ \hline 525 \end{array}$

51 (fifty-one)

5 Write the correct time.

 1 : 45	 5 : 45	 6 : 15	 10 : 15
 11 : 15	 7 : 45	 4 : 45	 12 : 45

6 Subtract.

$\begin{array}{r} 14 \\ -9 \\ \hline 5 \end{array}$	$\begin{array}{r} 12 \\ -8 \\ \hline 4 \end{array}$	$\begin{array}{r} 16 \\ -9 \\ \hline 7 \end{array}$	$\begin{array}{r} 13 \\ -7 \\ \hline 6 \end{array}$	$\begin{array}{r} 12 \\ -6 \\ \hline 6 \end{array}$	$\begin{array}{r} 15 \\ -6 \\ \hline 9 \end{array}$	$\begin{array}{r} 13 \\ -9 \\ \hline 4 \end{array}$	$\begin{array}{r} 11 \\ -5 \\ \hline 6 \end{array}$
$\begin{array}{r} 16 \\ -7 \\ \hline 9 \end{array}$	$\begin{array}{r} 13 \\ -4 \\ \hline 9 \end{array}$	$\begin{array}{r} 16 \\ -6 \\ \hline 10 \end{array}$	$\begin{array}{r} 18 \\ -9 \\ \hline 9 \end{array}$	$\begin{array}{r} 11 \\ -4 \\ \hline 7 \end{array}$	$\begin{array}{r} 14 \\ -7 \\ \hline 7 \end{array}$	$\begin{array}{r} 11 \\ -3 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$
$\begin{array}{r} 685 \\ -483 \\ \hline 202 \end{array}$	$\begin{array}{r} 765 \\ -134 \\ \hline 631 \end{array}$	$\begin{array}{r} 986 \\ -542 \\ \hline 444 \end{array}$	$\begin{array}{r} 585 \\ -233 \\ \hline 352 \end{array}$	$\begin{array}{r} 849 \\ -621 \\ \hline 228 \end{array}$	$\begin{array}{r} 596 \\ -184 \\ \hline 412 \end{array}$	$\begin{array}{r} 869 \\ -265 \\ \hline 604 \end{array}$	
$\begin{array}{r} 296 \\ -241 \\ \hline 55 \end{array}$	$\begin{array}{r} 928 \\ -314 \\ \hline 614 \end{array}$	$\begin{array}{r} 753 \\ -250 \\ \hline 503 \end{array}$	$\begin{array}{r} 637 \\ -315 \\ \hline 322 \end{array}$	$\begin{array}{r} 984 \\ -324 \\ \hline 660 \end{array}$	$\begin{array}{r} 759 \\ -602 \\ \hline 157 \end{array}$	$\begin{array}{r} 549 \\ -139 \\ \hline 410 \end{array}$	
$\begin{array}{r} 476 \\ -175 \\ \hline 301 \end{array}$	$\begin{array}{r} 594 \\ -372 \\ \hline 222 \end{array}$		$\begin{array}{r} 937 \\ -620 \\ \hline 317 \end{array}$	$\begin{array}{r} 893 \\ -713 \\ \hline 180 \end{array}$			

1 Write the numbers.

sixty-nine	69	fifty	50	nineteen	19
thirty-one	31	forty	40	twenty-eight	28
eleven	11	twenty-six	26	fifty-two	52
eighty-five	85	forty-four	44	ninety-four	94
seventy-two	72	twenty-one	21	sixty-three	63



2 Write the numbers that come before and after by 9's.

45	54	63	0	9	18	36	45	54	72	81	90
18	27	36	63	72	81	90	99	108	9	18	27
81	90	99	27	36	45	54	63	72	99	108	117

3 Write the correct time.



2 : 45



7 : 15



8 : 15



5 : 15



9 : 15



11 : 45



6 : 45



3 : 45

53 (fifty-three)

4 Write = or ≠.

twenty-four	≠	42
eighty-one	=	81
twelve	≠	13
thirty-seven	≠	24
eleven	=	11
seventy	=	70



sixty-eight	≠	86
ninety-six	≠	99
forty-two	=	42
thirty-nine	=	39
fifty-five	=	55
fourteen	≠	40

5 Add.

739 +259 998	258 +637 895	276 +516 792	409 +167 576	535 +437 972	163 +729 892	248 +144 392
154 +628 782	326 +624 950	369 +214 583	358 +416 774	317 +146 463	129 +843 972	145 +236 381

6 Subtract.

12 - 5 7	13 - 5 8	10 - 9 1	15 - 8 7	12 - 8 4	17 - 9 8	10 - 8 2	12 - 6 6
15 - 6 9	16 - 9 7	12 - 4 8	14 - 6 8	13 - 7 6	12 - 3 9	11 - 9 2	13 - 9 4
978 -372 606	526 -304 222	798 -694 104	365 -214 151	974 -823 151	698 -528 170	569 -267 302	
391 -161 230	784 -464 320	245 -105 140	976 -513 463	487 -135 352	389 -354 35	936 -102 834	

54 (fifty-four)

1 Write the numbers.

4 thousands = 4,000	5 hundreds = 500	8 tens = 80
7 thousands = 7,000	3 hundreds = 300	2 tens = 20
3 thousands = 3,000	8 hundreds = 800	7 tens = 70
5 thousands = 5,000	2 hundreds = 200	6 tens = 60
9 thousands = 9,000	7 hundreds = 700	4 tens = 40
2 thousands = 2,000	9 hundreds = 900	3 tens = 30
6 thousands = 6,000	4 hundreds = 400	5 tens = 50
8 thousands = 8,000	6 hundreds = 600	9 tens = 90

2 Write the word numbers.

32 thirty-two	81 eighty-one
73 seventy-three	16 sixteen
28 twenty-eight	47 forty-seven
34 thirty-four	98 ninety-eight
52 fifty-two	40 forty



3 Write = or ≠.

≠ 2:45	= 6:15	= 4:45
= 10:15	≠ 12:15	≠ 11:45

55 (fifty-five)

4 Write the numbers that come before and after by 9's.

54	63	72	90	99	108	0	9	18	36	45	54
9	18	27	27	36	45	72	81	90	45	54	63
63	72	81	81	90	99	18	27	36	99	108	117

5 Add.

1,362 +8,219 9,581	2,407 +2,313 4,720	3,716 +3,127 6,843	6,028 +3,413 9,441	4,514 +4,139 8,653	3,529 +4,301 7,830
4,327 +2,168 6,495	1,256 +5,309 6,565	3,103 +5,469 8,572	2,318 +4,079 6,397	5,017 +2,915 7,932	6,215 +2,569 8,784

6 Subtract.

10 - 2 8	11 - 4 7	12 - 9 3	13 - 4 9	14 - 5 9	18 - 9 9	10 - 5 5	15 - 7 8
16 - 8 8	13 - 6 7	10 - 3 7	15 - 9 6	12 - 7 5	11 - 5 6	14 - 7 7	11 - 2 9
9,879 -3,578 6,301	6,549 -3,139 3,410	8,389 -1,146 7,243	8,654 -2,404 6,250	3,161 -2,051 1,110	9,389 -7,379 2,010		
8,634 -3,202 5,432	7,965 -3,512 4,453	9,786 -1,480 8,306	8,278 -4,254 4,024	2,996 -1,686 1,310	9,548 -2,505 7,043		

56 (fifty-six)

1 Write the numbers.

- 3 thousands + 6 hundreds + 8 tens + 4 ones  
= 3,000 + 600 + 80 + 4
- 4 thousands + 1 hundred + 2 tens + 7 ones  
= 4,000 + 100 + 20 + 7
- 8 thousands + 4 hundreds + 5 tens + 2 ones  
= 8,000 + 400 + 50 + 2
- 5 thousands + 3 hundreds + 7 tens + 6 ones  
= 5,000 + 300 + 70 + 6
- 2 thousands + 9 hundreds + 4 tens + 3 ones  
= 2,000 + 900 + 40 + 3

2 Write the number that is 9 more.

18	27	36	45	63	72	9	18
45	54	0	9	27	36	54	63
81	90	72	81	90	99	99	108

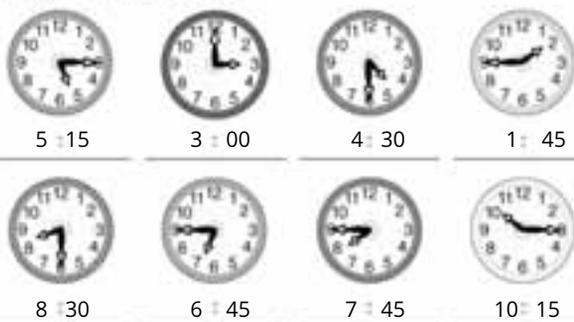
3 Write the number that is 9 less.

36	45	72	81	27	36	54	63
63	72	0	9	90	99	9	18
18	27	99	108	45	54	81	90

4 There were 23 bees in a hive. 18 more joined them. How many bees are in the hive?  
26 blackbirds were on the fence. 8 more joined them. How many blackbirds are now on the fence?

$\begin{array}{r} 23 \\ + 18 \\ \hline 41 \end{array}$ 41 bees	57 (fifty-seven)	$\begin{array}{r} 26 \\ + 8 \\ \hline 34 \end{array}$ 34 blackbirds
--	------------------	---

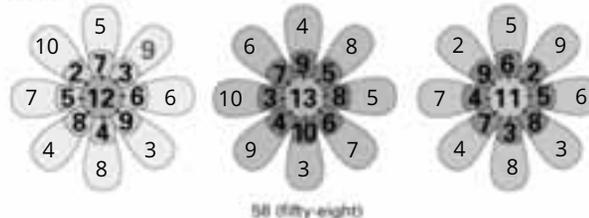
5 Write the correct time.



6 Add.

2,672 +5,318 7,990	2,567 +3,127 5,694	2,649 +7,031 9,680	4,643 +4,128 8,771	2,357 +1,624 3,981	4,586 +1,309 5,895
1,458 +8,208 9,666	2,935 +6,047 8,982	4,239 +5,418 9,657	8,328 +1,524 9,852	3,714 +2,069 5,783	1,536 +7,437 8,973

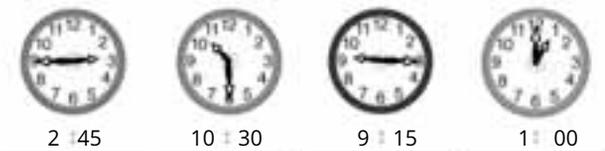
7 Subtract.



1 Write the numbers.

- 1 thousand + 2 hundreds + 3 tens + 1 one  
= 1,000 + 200 + 30 + 1
- 6 thousands + 7 hundreds + 9 tens + 8 ones  
= 6,000 + 700 + 90 + 8
- 9 thousands + 5 hundreds + 6 tens + 5 ones  
= 9,000 + 500 + 60 + 5
- 7 thousands + 8 hundreds + 1 ten + 9 ones  
= 7,000 + 800 + 10 + 9
- 3 thousands + 4 hundreds + 0 tens + 3 ones  
= 3,000 + 400 + 00 + 3

2 Write the correct time.

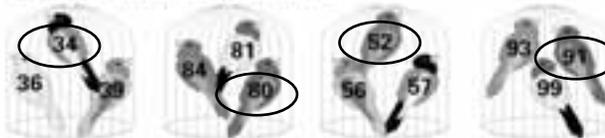


3 Write = or ≠.

first	≠	2nd	third	=	3rd
seventeenth	=	17th	fourteenth	≠	4th
sixth	=	6th	second	≠	3rd
twelfth	≠	11th	ninth	=	9th
fifteenth	=	15th	eleventh	=	11th
tenth	≠	9th	eighth	=	8th

59 (fifty-nine)

4 Circle the number that is least.



5 Add and check.

57 +13 82	16 +38 95	32 +39 87	15 +14 91	11 +14 77	16 +44 83	34 +15 73	33 +16 61
25 +13 60	24 +28 63	12 +26 81	21 +35 73	41 +29 83	14 +37 63	13 +47 83	22 +27 61

6 Subtract.

5,679 -5,273 406	5,896 -1,834 4,062	2,789 -1,439 1,350	9,876 -1,236 8,640	4,579 -3,468 1,111	4,896 -1,705 3,191
5,396 -2,071 3,325	8,743 -1,203 7,540	5,974 -3,612 2,362	8,173 -4,152 4,021	3,986 -1,254 2,732	9,482 -5,462 4,020

7 The Boys Scouts Troop had 36 boys. 8 more joined the troop for a camp out. How many boys went on the camp out?

$$\begin{array}{r} 36 \\ + 8 \\ \hline 44 \end{array}$$

60 (sixty)





1 Write the problems vertically. Add.

$16 + 12 + 23 =$

$$\begin{array}{r} 16 \\ 12 \\ + 23 \\ \hline 51 \end{array}$$

$45 + 3 + 38 =$

$$\begin{array}{r} 45 \\ 3 \\ + 38 \\ \hline 86 \end{array}$$

$21 + 36 + 15 =$

$$\begin{array}{r} 21 \\ 36 \\ + 15 \\ \hline 72 \end{array}$$

$18 + 53 + 23 =$

$$\begin{array}{r} 18 \\ 53 \\ + 23 \\ \hline 94 \end{array}$$

$24 + 41 + 18 =$

$$\begin{array}{r} 24 \\ 41 \\ + 18 \\ \hline 83 \end{array}$$

$48 + 3 + 24 =$

$$\begin{array}{r} 48 \\ 3 \\ + 24 \\ \hline 75 \end{array}$$

$46 + 24 + 28 =$

$$\begin{array}{r} 46 \\ 24 \\ + 28 \\ \hline 98 \end{array}$$

$5 + 29 + 33 =$

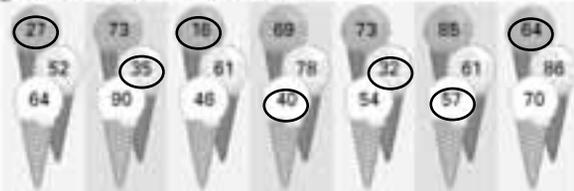
$$\begin{array}{r} 5 \\ 29 \\ + 33 \\ \hline 67 \end{array}$$

65 (sixty-five)

2 Write the numbers that come before and after by 4's.

32	36	40	0	4	8	28	32	36	12	16	20
16	20	24	44	48	52	4	8	12	36	40	44
8	12	16	24	28	32	40	44	48	20	24	28

3 Circle the number that is least.



4 Write the numbers in order.

20	12	36	28	4	24	8	40	32	16
4	8	12	16	20	24	28	32	36	40

5 Subtract to find the difference.

-	11	15	8	9	14	12	-	13	9	12	16	10	15
6	5	9	2	3	8	6	7	6	2	5	9	3	8

-	14	11	17	13	10	16	-	13	10	16	14	11	17
8	6	3	9	5	2	8	9	4	1	7	5	2	8

66 (sixty-six)

1 Add.

<sup>1</sup> 79	<sup>1</sup> 65	<sup>1</sup> 42	<sup>1</sup> 74	<sup>1</sup> 55	<sup>1</sup> 70	<sup>1</sup> 53
+ 90	+ 44	+ 67	+ 62	+ 90	+ 84	+ 81
169	109	109	136	145	154	134
<sup>1</sup> 34	<sup>1</sup> 70	<sup>1</sup> 42	<sup>1</sup> 36	<sup>1</sup> 65	<sup>1</sup> 23	<sup>1</sup> 40
+ 91	+ 39	+ 87	+ 71	+ 83	+ 91	+ 73
125	109	129	107	148	114	113
<sup>1</sup> 91	<sup>1</sup> 61	<sup>1</sup> 94	<sup>1</sup> 51	<sup>1</sup> 15	<sup>1</sup> 60	<sup>1</sup> 53
+ 93	+ 51	+ 25	+ 52	+ 94	+ 65	+ 65
184	112	119	103	109	125	118

2 Circle the numbers less than 54.

55	31	64	51	41	73	88	13	77	34
37	80	8	45	69	92	27	48	59	83

3

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

Across

<sup>1</sup> 74	<sup>2</sup> 85	<sup>3</sup> 93	<sup>4</sup> 87
- 61	- 43	- 32	- 12
13	42	61	75
<sup>1</sup> 59	<sup>2</sup> 77	<sup>3</sup> 86	<sup>4</sup> 85
- 24	- 53	- 32	- 62
35	24	54	23

Down

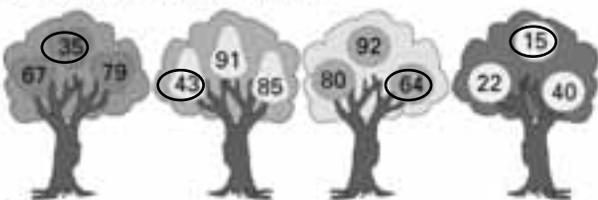
<sup>1</sup> 99	<sup>2</sup> 93	<sup>3</sup> 86	<sup>4</sup> 56	<sup>5</sup> 64	<sup>6</sup> 97	<sup>7</sup> 67	<sup>8</sup> 67
- 81	- 52	- 21	- 31	- 30	- 63	- 41	- 14
18	41	65	25	34	34	26	53

67 (sixty-seven)

4 Write the numbers that come before and after by 4's.

20	24	28	36	40	44	8	12	16	40	44	48
4	8	12	0	4	8	44	48	52	28	32	36
32	36	40	24	28	32	16	20	24	12	16	20

5 Circle the number that is least.



6 Write the word numbers.

76	seventy-six	58	fifty-eight
32	thirty-two	11	eleven
69	sixty-nine	83	eighty-three
47	forty-seven	91	ninety-one
24	twenty-four	50	fifty

7 Brad had 58¢ in his bank. His father gave him 35¢ more to put in his bank. How much money does Brad now have in his bank?

$$\begin{array}{r} 58\text{¢} \\ + 35\text{¢} \\ \hline 93\text{¢} \end{array}$$

93 (ninety-three)



1 Add.

$\begin{array}{r} 1 \\ 21 \\ + 91 \\ \hline 112 \end{array}$	$\begin{array}{r} 1 \\ 62 \\ + 42 \\ \hline 104 \end{array}$	$\begin{array}{r} 1 \\ 71 \\ + 52 \\ \hline 123 \end{array}$	$\begin{array}{r} 1 \\ 92 \\ + 43 \\ \hline 135 \end{array}$	$\begin{array}{r} 1 \\ 73 \\ + 61 \\ \hline 134 \end{array}$	$\begin{array}{r} 1 \\ 83 \\ + 53 \\ \hline 136 \end{array}$	$\begin{array}{r} 1 \\ 94 \\ + 73 \\ \hline 167 \end{array}$
$\begin{array}{r} 1 \\ 66 \\ + 82 \\ \hline 148 \end{array}$	$\begin{array}{r} 1 \\ 78 \\ + 40 \\ \hline 118 \end{array}$	$\begin{array}{r} 1 \\ 64 \\ + 91 \\ \hline 155 \end{array}$	$\begin{array}{r} 1 \\ 85 \\ + 42 \\ \hline 127 \end{array}$	$\begin{array}{r} 1 \\ 73 \\ + 85 \\ \hline 158 \end{array}$	$\begin{array}{r} 1 \\ 91 \\ + 56 \\ \hline 147 \end{array}$	$\begin{array}{r} 1 \\ 82 \\ + 67 \\ \hline 149 \end{array}$
$\begin{array}{r} 1 \\ 92 \\ + 65 \\ \hline 157 \end{array}$	$\begin{array}{r} 1 \\ 83 \\ + 96 \\ \hline 179 \end{array}$	$\begin{array}{r} 1 \\ 85 \\ + 33 \\ \hline 118 \end{array}$	$\begin{array}{r} 1 \\ 82 \\ + 71 \\ \hline 153 \end{array}$	$\begin{array}{r} 1 \\ 47 \\ + 91 \\ \hline 138 \end{array}$	$\begin{array}{r} 1 \\ 93 \\ + 32 \\ \hline 125 \end{array}$	$\begin{array}{r} 1 \\ 83 \\ + 20 \\ \hline 103 \end{array}$

2 Circle the number that is least.

179, 183, 190, 106, 116, 160, 129, 136, 130, 151, 154, 168

3 Write the number that is 4 more.

$\begin{array}{r} 20 \\ 36 \\ 4 \end{array}$	$\begin{array}{r} 24 \\ 40 \\ 8 \end{array}$	$\begin{array}{r} 8 \\ 44 \\ 16 \end{array}$	$\begin{array}{r} 12 \\ 48 \\ 20 \end{array}$	$\begin{array}{r} 32 \\ 0 \\ 24 \end{array}$	$\begin{array}{r} 36 \\ 4 \\ 28 \end{array}$	$\begin{array}{r} 28 \\ 12 \\ 40 \end{array}$	$\begin{array}{r} 32 \\ 16 \\ 44 \end{array}$
--	--	--	---	--	--	---	---

4 Write the number that is 4 less.

$\begin{array}{r} 0 \\ 44 \\ 16 \end{array}$	$\begin{array}{r} 4 \\ 48 \\ 20 \end{array}$	$\begin{array}{r} 24 \\ 8 \\ 32 \end{array}$	$\begin{array}{r} 28 \\ 12 \\ 36 \end{array}$	$\begin{array}{r} 12 \\ 36 \\ 20 \end{array}$	$\begin{array}{r} 16 \\ 40 \\ 24 \end{array}$	$\begin{array}{r} 28 \\ 4 \\ 40 \end{array}$	$\begin{array}{r} 32 \\ 8 \\ 44 \end{array}$
--	--	--	---	---	---	--	--

69 (sixty-nine)

5 Circle the numbers less than 128.

137, 172, 90, 111, 98, 169, 79, 151, 129, 133, 101, 86, 142, 156, 148, 105, 117, 164, 106, 161, 125, 127

6 Write the missing numbers.

7 Write the answer as a word number.

How many minutes in an hour?	sixty
How many inches on a yard stick?	thirty-six
How many colors on a traffic light?	three
How many stars on the American flag?	fifty
How many hours on the clock?	twelve
How many pages in your reading book?	answers will vary

70 (seventy)

1 Add.

$\begin{array}{r} 1 \\ 695 \\ + 223 \\ \hline 918 \end{array}$	$\begin{array}{r} 1 \\ 151 \\ + 760 \\ \hline 911 \end{array}$	$\begin{array}{r} 1 \\ 674 \\ + 174 \\ \hline 848 \end{array}$	$\begin{array}{r} 1 \\ 570 \\ + 198 \\ \hline 768 \end{array}$	$\begin{array}{r} 1 \\ 531 \\ + 293 \\ \hline 824 \end{array}$	$\begin{array}{r} 1 \\ 148 \\ + 371 \\ \hline 519 \end{array}$	$\begin{array}{r} 1 \\ 357 \\ + 491 \\ \hline 848 \end{array}$
$\begin{array}{r} 1 \\ 244 \\ + 485 \\ \hline 729 \end{array}$	$\begin{array}{r} 1 \\ 261 \\ + 672 \\ \hline 933 \end{array}$	$\begin{array}{r} 1 \\ 371 \\ + 234 \\ \hline 605 \end{array}$	$\begin{array}{r} 1 \\ 551 \\ + 288 \\ \hline 839 \end{array}$	$\begin{array}{r} 1 \\ 230 \\ + 586 \\ \hline 816 \end{array}$	$\begin{array}{r} 1 \\ 594 \\ + 191 \\ \hline 785 \end{array}$	$\begin{array}{r} 1 \\ 260 \\ + 654 \\ \hline 914 \end{array}$
$\begin{array}{r} 1 \\ 352 \\ + 452 \\ \hline 804 \end{array}$	$\begin{array}{r} 1 \\ 486 \\ + 383 \\ \hline 869 \end{array}$	$\begin{array}{r} 1 \\ 333 \\ + 572 \\ \hline 905 \end{array}$	$\begin{array}{r} 1 \\ 425 \\ + 384 \\ \hline 809 \end{array}$	$\begin{array}{r} 1 \\ 461 \\ + 265 \\ \hline 726 \end{array}$	$\begin{array}{r} 1 \\ 243 \\ + 463 \\ \hline 706 \end{array}$	$\begin{array}{r} 1 \\ 297 \\ + 382 \\ \hline 679 \end{array}$

2 Circle the numbers less than 376.

381, 205, 490, 314, 509, 167, 452, 238, 398, 403, 153, 260, 516, 339, 474, 182, 486, 291, 367, 374, 276

3 When going to her grandparents, Mary's family drove 335 miles on Monday and 258 miles on Tuesday. How far did they drive the two days?

$$\begin{array}{r} 335 \\ + 258 \\ \hline 593 \end{array}$$

593 miles

The clown at the circus had 37 red balloons and 81 blue balloons. How many red and blue balloons did the clown have altogether?

$$\begin{array}{r} 37 \\ + 81 \\ \hline 118 \end{array}$$

118 balloons

71 (seventy-one)

4 Write the correct letters.

$\begin{array}{r} 53 \\ - 31 \\ \hline 22 \end{array}$	$\begin{array}{r} 68 \\ - 55 \\ \hline 13 \end{array}$	$\begin{array}{r} 56 \\ - 42 \\ \hline 14 \end{array}$	$\begin{array}{r} 85 \\ - 64 \\ \hline 21 \end{array}$	$\begin{array}{r} 79 \\ - 60 \\ \hline 19 \end{array}$
$\begin{array}{r} 39 \\ - 22 \\ \hline 17 \end{array}$	$\begin{array}{r} 97 \\ - 74 \\ \hline 23 \end{array}$	$\begin{array}{r} 49 \\ - 31 \\ \hline 18 \end{array}$	$\begin{array}{r} 27 \\ - 12 \\ \hline 15 \end{array}$	
$\begin{array}{r} 59 \\ - 48 \\ \hline 11 \end{array}$	$\begin{array}{r} 48 \\ - 32 \\ \hline 16 \end{array}$	$\begin{array}{r} 75 \\ - 55 \\ \hline 20 \end{array}$	$\begin{array}{r} 36 \\ - 24 \\ \hline 12 \end{array}$	

5 Write the missing numbers.

72 (seventy-two)

1 Write the next 3 numbers.

37	38	39	40	41	42
153	154	155	156	157	158
280	281	282	283	284	285
425	426	427	428	429	430
768	769	770	771	772	773

2 Write the missing numbers.

$4 + 3 = 7$  -  $2 = 5$  +  $5 = 10$  +  $6 = 16$  -  $7 = 9$   
 $7 + 6 = 13$  -  $4 = 9$  +  $3 = 12$  -  $5 = 7$  +  $8 = 15$   
 $5 + 9 = 14$  -  $6 = 8$  +  $7 = 15$  -  $8 = 7$  +  $4 = 11$   
 $2 + 8 = 10$  -  $5 = 5$  +  $6 = 11$  -  $7 = 4$  +  $9 = 13$   
 $6 + 5 = 11$  -  $8 = 3$  +  $9 = 12$  -  $4 = 8$  +  $5 = 13$   
 $8 + 4 = 12$  -  $7 = 5$  +  $8 = 13$  -  $9 = 4$  +  $6 = 10$

3 Write the missing numbers by 8's.

8 16 24 32 40 48 56 64 72 80

4 Write the numbers in the boxes.

4	5	9
3	2	5
7	7	14

7	1	8
2	5	7
9	6	15

6	2	8
1	7	8
7	9	16

73 (seventy-three)

1 Write the next three numbers.

56	58	60	62	64	66
422	424	426	428	430	432
780	782	784	786	788	790
264	266	268	270	272	274
648	650	652	654	656	658

2 Write the numbers that come before and after by 8's.

24 32 40 72 80 88 48 56 64 0 8 16  
 8 16 24 40 48 56 64 72 80 88 96 104  
 80 88 96 16 24 32 32 40 48 56 64 72

3 Subtract.

75 (seventy-five)

5 Add.

560	388	174	615	591	287	394
+346	+291	+583	+194	+230	+352	+175
906	679	757	809	821	639	569
271	581	352	690	781	271	463
+596	+221	+390	+247	+162	+477	+256
867	802	742	937	943	748	719
194	296	284	370	492	183	561
+312	+253	+674	+468	+167	+435	+168
506	549	958	838	659	618	729

6 38 boys and 23 girls took part in the field day activities. How many children were there?

$38$   
 $+ 23$   
 61 children



Smith's Bakery baked 183 cookies on Friday and 145 on Saturday. The bakery baked how many cookies the two days?

$183$   
 $+ 145$   
 328 cookies

The gasoline station sold 336 gallons of gas on Wednesday and 257 gallons on Thursday. How many gallons did the station sell in the two days?

$336$   
 $+ 257$   
 593 gallons



74 (seventy-four)

4 Add.

194	253	461	542	186	146	472
+695	+681	+494	+384	+543	+170	+231
889	934	955	926	729	316	703
572	247	692	351	465	387	234
+247	+391	+285	+276	+370	+582	+382
819	638	977	627	835	969	616
158	174	540	635	691	354	561
+251	+350	+267	+294	+127	+461	+188
409	524	807	929	818	815	749

5 Write the numbers in order.

24 56 16 72 40 8 64 48 32 80  
 8 16 24 32 40 48 56 64 72 80

6 Mother bought bread for 46c and milk for 92c. How much did mother pay for the groceries?

$46c$   
 $+ 92c$   
 138c



There were 146 books in the first grade library and 183 in the second grade library. How many books are in the two libraries?

$146$   
 $+ 183$   
 329 books



Brent had 43 pennies in a box and 35 pennies in a bag. How many pennies did he have?

$43$   
 $+ 35$   
 78 pennies



76 (seventy-six)

Lesson 36

① Write the numbers.

$3 \text{ tens} + 0 \text{ ones} = 2 \text{ tens} + 10 \text{ ones}$

$5 \text{ tens} + 0 \text{ ones} = 4 \text{ tens} + 10 \text{ ones}$

$8 \text{ tens} + 0 \text{ ones} = 7 \text{ tens} + 10 \text{ ones}$

$6 \text{ tens} + 0 \text{ ones} = 5 \text{ tens} + 10 \text{ ones}$

$4 \text{ tens} + 0 \text{ ones} = 3 \text{ tens} + 10 \text{ ones}$ 
  
 77 (seventy-seven)

② Write the numbers that come before and after by 8's.

16	24	32	40	48	56	80	88	96	24	32	40
0	8	16	64	72	80	8	16	24	56	64	72
48	56	64	32	40	48	88	96	104	72	80	88

③ Write the next three numbers.

81	84	87	90	93	96
324	327	330	333	336	339
512	515	518	521	524	527
803	806	809	812	815	818
430	433	436	439	442	445

④ The numbers on the right of each ladder are to be added to or subtracted from the bottom number.

13	+4	15	+9	6	-2	14	+7
1	-8	3	-3	15	+7	3	-4
11	+2	14	+8	5	-3	13	+6
2	-7	1	-5	12	+4	4	-3
15	+6	13	+7	2	-6	9	+2
6	-3	2	-4	16	+8	2	-5
9		6		8		7	

78 (seventy-eight)

Lesson 37

① Write the numbers.

$4 \text{ tens} + 3 \text{ ones} = 3 \text{ tens} + 13 \text{ ones}$

$7 \text{ tens} + 4 \text{ ones} = 6 \text{ tens} + 14 \text{ ones}$

$5 \text{ tens} + 6 \text{ ones} = 4 \text{ tens} + 16 \text{ ones}$

$8 \text{ tens} + 1 \text{ one} = 7 \text{ tens} + 11 \text{ ones}$

$6 \text{ tens} + 8 \text{ ones} = 5 \text{ tens} + 18 \text{ ones}$ 
  
 79 (seventy-nine)

② Write the number that is 8 more.

40	48	24	32	72	80	16	24
8	16	56	64	48	56	64	72

③ Write the number that is 8 less.

0	8	88	96	64	72	24	32
72	80	16	24	8	16	80	88

④ Add.

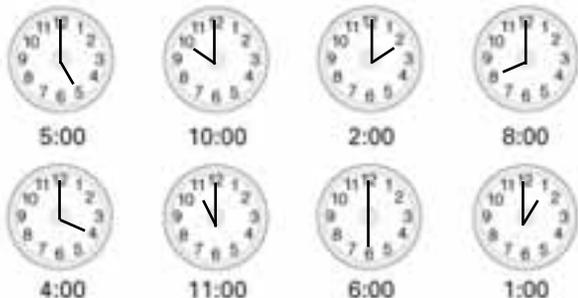
1,458	3,635	1,382	5,160	2,394	2,123
+5,291	+4,271	+6,593	+2,397	+4,164	+2,496
6,749	7,906	7,975	7,557	6,558	4,619
7,692	7,585	4,278	3,125	3,182	4,160
+2,195	+1,360	+1,150	+3,184	+2,736	+3,264
9,887	8,945	5,428	6,309	5,918	7,424

⑤ Write the numbers.

--	--	--	--	--	--

80 (eighty)

1 Draw both hands on the clock.



2 Write the numbers.

- 3 tens + 0 ones = 2 tens + 10 ones
- 7 tens + 0 ones = 6 tens + 10 ones
- 5 tens + 0 ones = 4 tens + 10 ones
- 2 tens + 0 ones = 1 ten + 10 ones
- 6 tens + 0 ones = 5 tens + 10 ones
- 8 tens + 0 ones = 7 tens + 10 ones
- 4 tens + 0 ones = 3 tens + 10 ones



3 Write = or ≠.

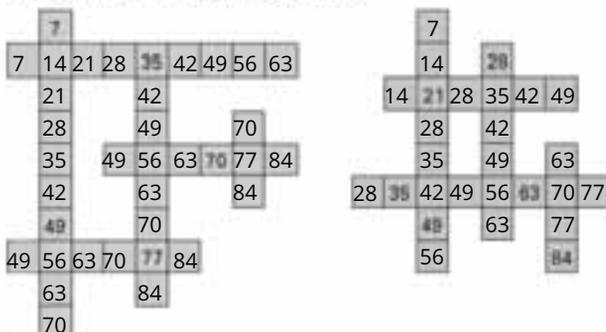
$6 + 4 = 5 + 5$      $2 + 7 = 4 + 5$      $6 + 9 \neq 8 + 8$   
 $5 + 7 \neq 3 + 8$      $8 + 6 = 5 + 9$      $7 + 6 \neq 6 + 9$

81 (eighty-one)

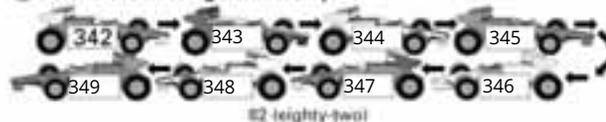
4 Add.

4,240 +2,682 6,922	6,192 +3,185 9,377	3,651 +5,164 8,815	3,684 +4,285 7,969	4,297 +1,051 5,348	5,274 +1,434 6,708
5,194 +2,632 7,826	4,136 +3,281 7,417	3,470 +2,365 5,835	8,492 +1,423 9,915	3,382 +3,157 6,539	3,695 +3,041 6,736
1,381 +7,248 8,609	5,482 +3,071 8,553	7,294 +1,271 8,565	6,521 +2,375 8,896	7,163 +2,375 9,538	5,380 +3,429 8,809

5 Write the missing numbers by 7's.



6 Write the missing numbers by 1's.



1 Write the numbers.

- 8 thousand + 2 hundreds + 9 tens + 4 ones  
= 8,000 + 200 + 90 + 4
- 3 thousands + 5 hundreds + 4 tens + 1 one  
= 3,000 + 500 + 40 + 1
- 7 thousands + 8 hundreds + 6 tens + 6 ones  
= 7,000 + 800 + 60 + 6
- 2 thousands + 7 hundreds + 5 ten + 5 ones  
= 2,000 + 700 + 50 + 5
- 6 thousands + 4 hundreds + 2 tens + 8 ones  
= 6,000 + 400 + 20 + 8
- 9 thousands + 1 hundred + 7 tens + 3 ones  
= 9,000 + 100 + 70 + 3

2 Draw both hands on the clocks.



83 (eighty-three)

3 Add.

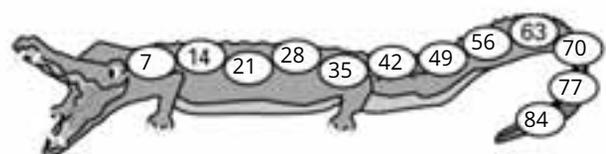
5,052 +3,651 8,703	6,128 +2,291 8,419	4,376 +2,143 6,519	6,367 +1,350 7,717	3,187 +5,452 8,639	4,042 +3,873 7,915
3,579 +6,270 9,849	2,742 +4,195 6,937	3,196 +4,630 7,826	5,434 +4,471 9,905	1,253 +7,680 8,933	2,173 +7,582 9,755

4 Write the numbers.

- 3 tens + 6 ones = 2 tens + 16 ones
- 5 tens + 9 ones = 4 tens + 19 ones
- 8 tens + 1 one = 7 tens + 11 ones
- 4 tens + 3 ones = 3 tens + 13 ones
- 7 tens + 8 ones = 6 tens + 18 ones



5 Write the missing numbers by 7's.



6 Write = or ≠.

$7 + 4 = 5 + 6$      $5 + 9 \neq 6 + 7$      $8 + 2 = 3 + 7$   
 $7 + 5 = 6 + 6$      $6 + 4 \neq 7 + 2$      $3 + 9 = 8 + 4$   
 $4 + 8 = 9 + 3$      $7 + 7 \neq 8 + 5$      $5 + 6 \neq 8 + 4$

84 (eighty-four)



**Drill #1**

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

**Drill #2**

$$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

**Drill #3**

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

**Drill #4**

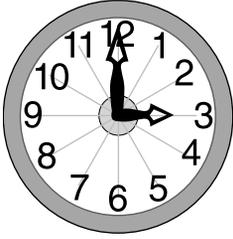
$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

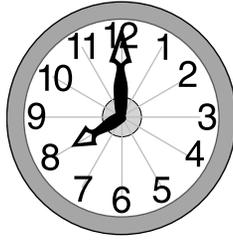
$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

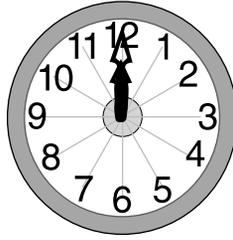
Write the correct time.



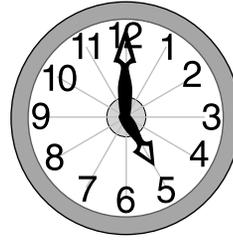
:



:



:



:



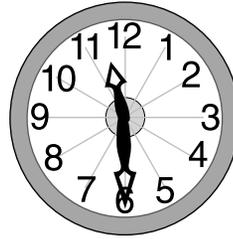
:



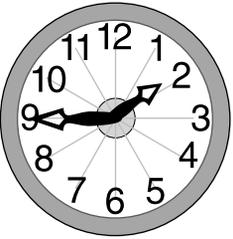
:



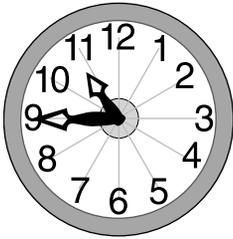
:



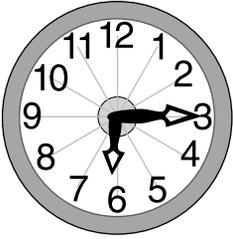
:



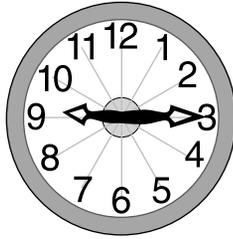
:



:



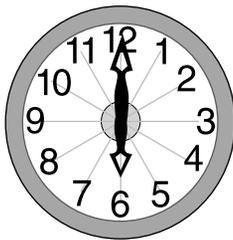
:



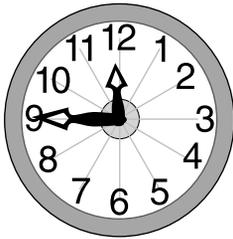
:



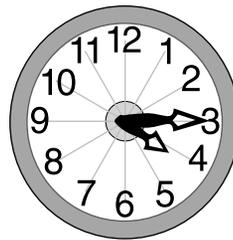
:



:



:



:

**Drill #1**

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +4 \\ \hline \end{array}$$

**Drill #2**

$$\begin{array}{r} 9 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

**Drill #3**

$$\begin{array}{r} 3 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +1 \\ \hline \end{array}$$

**Drill #4**

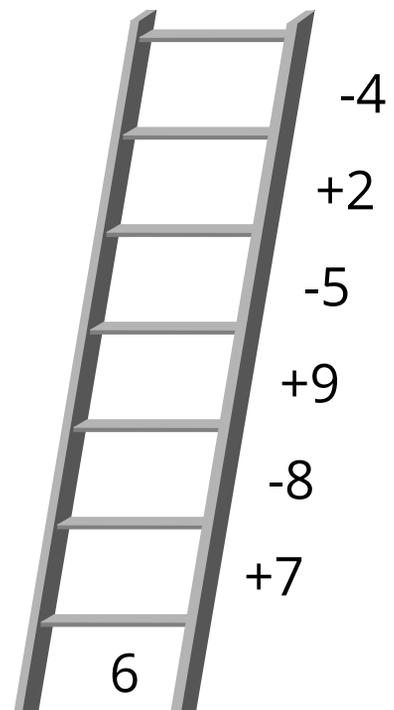
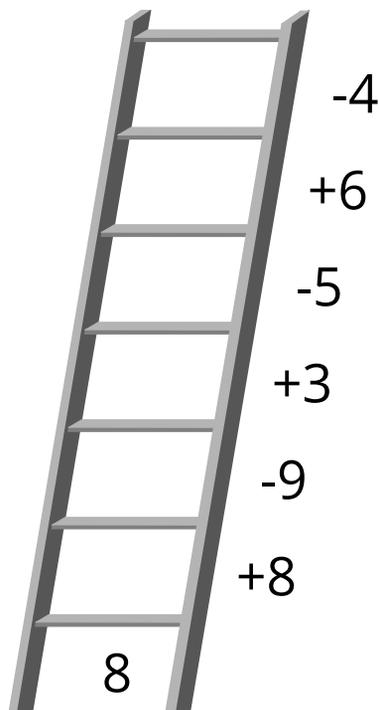
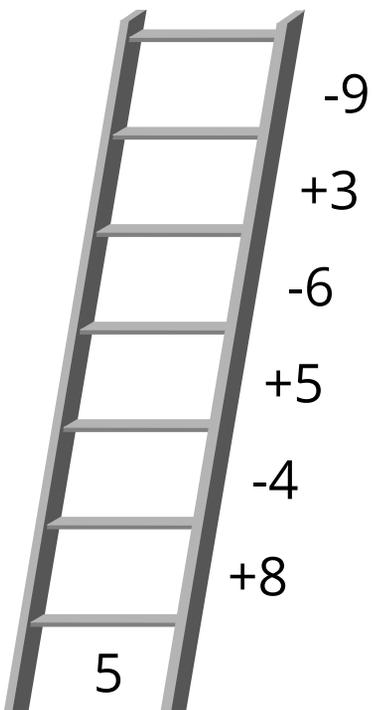
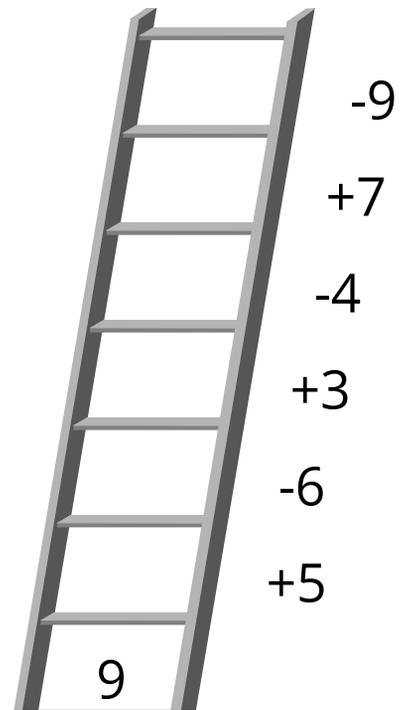
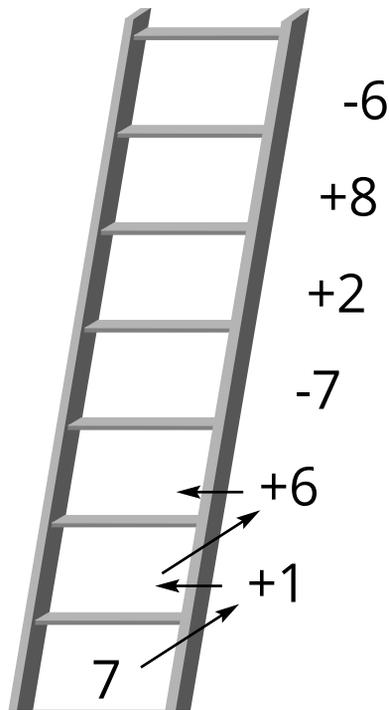
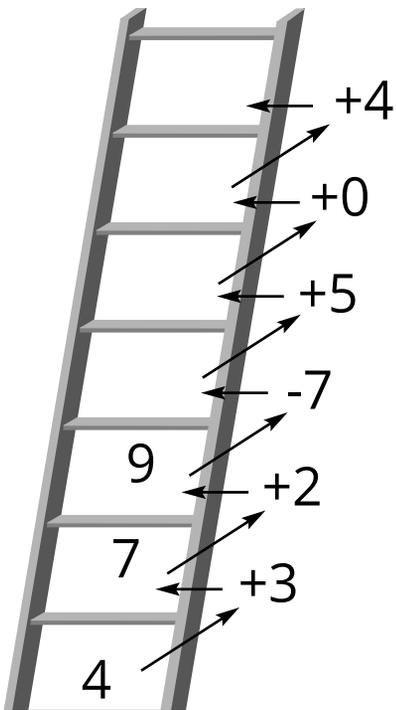
$$\begin{array}{r} 6 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

Follow the pattern of the arrows to complete the ladders.



$$\begin{array}{r} 16 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -3 \\ \hline \end{array}$$

**Drill #1**

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

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

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

**Drill #2**

$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

**Drill #3**

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

**Drill #4**

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 9 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 210 \\ + 590 \\ \hline \end{array} \quad \begin{array}{r} 174 \\ + 292 \\ \hline \end{array} \quad \begin{array}{r} 371 \\ + 136 \\ \hline \end{array} \quad \begin{array}{r} 393 \\ + 256 \\ \hline \end{array} \quad \begin{array}{r} 281 \\ + 490 \\ \hline \end{array} \quad \begin{array}{r} 642 \\ + 184 \\ \hline \end{array} \quad \begin{array}{r} 481 \\ + 275 \\ \hline \end{array}$$

$$\begin{array}{r} 137 \\ + 191 \\ \hline \end{array} \quad \begin{array}{r} 152 \\ + 453 \\ \hline \end{array} \quad \begin{array}{r} 581 \\ + 283 \\ \hline \end{array} \quad \begin{array}{r} 320 \\ + 381 \\ \hline \end{array} \quad \begin{array}{r} 497 \\ + 432 \\ \hline \end{array} \quad \begin{array}{r} 374 \\ + 250 \\ \hline \end{array} \quad \begin{array}{r} 592 \\ + 391 \\ \hline \end{array}$$

$$\begin{array}{r} 270 \\ + 534 \\ \hline \end{array} \quad \begin{array}{r} 231 \\ + 692 \\ \hline \end{array} \quad \begin{array}{r} 593 \\ + 145 \\ \hline \end{array} \quad \begin{array}{r} 371 \\ + 578 \\ \hline \end{array} \quad \begin{array}{r} 742 \\ + 180 \\ \hline \end{array} \quad \begin{array}{r} 154 \\ + 693 \\ \hline \end{array} \quad \begin{array}{r} 485 \\ + 174 \\ \hline \end{array}$$

$$\begin{array}{r} 271 \\ + 697 \\ \hline \end{array} \quad \begin{array}{r} 487 \\ + 160 \\ \hline \end{array} \quad \begin{array}{r} 460 \\ + 293 \\ \hline \end{array} \quad \begin{array}{r} 152 \\ + 382 \\ \hline \end{array} \quad \begin{array}{r} 261 \\ + 371 \\ \hline \end{array} \quad \begin{array}{r} 123 \\ + 594 \\ \hline \end{array} \quad \begin{array}{r} 396 \\ + 423 \\ \hline \end{array}$$

$$\begin{array}{r} 175 \\ + 463 \\ \hline \end{array} \quad \begin{array}{r} 664 \\ + 145 \\ \hline \end{array} \quad \begin{array}{r} 281 \\ + 354 \\ \hline \end{array} \quad \begin{array}{r} 683 \\ + 241 \\ \hline \end{array} \quad \begin{array}{r} 248 \\ + 170 \\ \hline \end{array} \quad \begin{array}{r} 390 \\ + 312 \\ \hline \end{array} \quad \begin{array}{r} 572 \\ + 183 \\ \hline \end{array}$$

$$\begin{array}{r} 362 \\ + 467 \\ \hline \end{array} \quad \begin{array}{r} 190 \\ + 365 \\ \hline \end{array} \quad \begin{array}{r} 631 \\ + 276 \\ \hline \end{array} \quad \begin{array}{r} 162 \\ + 145 \\ \hline \end{array} \quad \begin{array}{r} 586 \\ + 240 \\ \hline \end{array} \quad \begin{array}{r} 253 \\ + 163 \\ \hline \end{array} \quad \begin{array}{r} 374 \\ + 164 \\ \hline \end{array}$$

$$\begin{array}{r} 458 \\ + 361 \\ \hline \end{array} \quad \begin{array}{r} 185 \\ + 730 \\ \hline \end{array} \quad \begin{array}{r} 463 \\ + 352 \\ \hline \end{array} \quad \begin{array}{r} 576 \\ + 241 \\ \hline \end{array} \quad \begin{array}{r} 790 \\ + 186 \\ \hline \end{array} \quad \begin{array}{r} 631 \\ + 285 \\ \hline \end{array} \quad \begin{array}{r} 362 \\ + 482 \\ \hline \end{array}$$

$$\begin{array}{r} 426 \\ + 492 \\ \hline \end{array} \quad \begin{array}{r} 340 \\ + 267 \\ \hline \end{array} \quad \begin{array}{r} 255 \\ + 271 \\ \hline \end{array} \quad \begin{array}{r} 581 \\ + 327 \\ \hline \end{array} \quad \begin{array}{r} 143 \\ + 290 \\ \hline \end{array} \quad \begin{array}{r} 492 \\ + 176 \\ \hline \end{array} \quad \begin{array}{r} 362 \\ + 574 \\ \hline \end{array}$$

**Drill #1**

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

**Drill #2**

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

**Drill #3**

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

**Drill #4**

$$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

\_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones  
 = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones  
 = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones  
 = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones  
 = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



**W  
o  
r  
k  
s  
h  
e  
e  
t**

*A n s w e r  
K e y*

Worksheet 9 Lesson 17

Write the missing numbers.

346 347 348 349 350 351 352 353 354 355

420 421 422 423 424 425 426 427 428 429

489 490 491 492 493 494 495 496 497 498

513 514 515 516 517 518 519 520 521 522

672 673 674 675 676 677 678 679 680 681

705 706 707 708 709 710 711 712 713 714

794 795 796 797 798 799 800 801 802 803

847 848 849 850 851 852 853 854 855 856

991 992 993 994 995 996 997 998 999 1,000

Worksheet 10 Lesson 19

Draw both hands on the clocks.

6:00 8:00 2:00 11:00

7:00 1:00 10:00 5:00

3:00 12:00 9:00 4:00

Worksheet 11 Lesson 21

**Drill #1**

2	5	9	1
+1	+4	+6	+9
3	9	15	10
2	2	0	7
+5	+9	+2	+6
7	11	2	13
5	6	3	5
+1	+6	+9	+7
6	12	12	12
6	7	6	9
+1	+9	+4	+8
7	16	10	17

**Drill #2**

0	8	5	3
+6	+2	+8	+6
6	10	13	9
5	5	8	1
+3	+0	+6	+7
8	5	14	8
6	1	8	3
+5	+8	+5	+8
11	9	13	11
8	7	3	4
+8	+0	+5	+2
16	7	8	6

**Drill #3**

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

**Drill #4**

7	7	2	0
+8	+1	+7	+1
15	8	9	1
3	4	9	2
+3	+3	+2	+2
6	7	11	4
9	2	6	9
+7	+0	+2	+9
16	2	8	18
4	8	3	5
+5	+9	+1	+2
9	17	4	7

Worksheet 12 Lesson 23

Write the correct time.

3:00 8:00 12:00 5:00

2:30 4:30 7:30 11:30

1:45 10:45 6:15 9:15

9:30 6:00 11:45 4:15

Worksheet 13	Lesson 26																																																																																																
<p><b>Drill #1</b></p> <table style="width: 100%; text-align: center;"> <tr><td>2</td><td>7</td><td>7</td><td>4</td></tr> <tr><td>+3</td><td>+2</td><td>+4</td><td>+9</td></tr> <tr><td>5</td><td>9</td><td>11</td><td>13</td></tr> <tr><td>4</td><td>8</td><td>5</td><td>4</td></tr> <tr><td>+8</td><td>+3</td><td>+6</td><td>+1</td></tr> <tr><td>12</td><td>11</td><td>11</td><td>5</td></tr> <tr><td>8</td><td>0</td><td>4</td><td>7</td></tr> <tr><td>+4</td><td>+5</td><td>+7</td><td>+5</td></tr> <tr><td>12</td><td>5</td><td>11</td><td>12</td></tr> <tr><td>6</td><td>8</td><td>5</td><td>9</td></tr> <tr><td>+3</td><td>+8</td><td>+9</td><td>+4</td></tr> <tr><td>9</td><td>16</td><td>14</td><td>13</td></tr> </table>	2	7	7	4	+3	+2	+4	+9	5	9	11	13	4	8	5	4	+8	+3	+6	+1	12	11	11	5	8	0	4	7	+4	+5	+7	+5	12	5	11	12	6	8	5	9	+3	+8	+9	+4	9	16	14	13	<p><b>Drill #2</b></p> <table style="width: 100%; text-align: center;"> <tr><td>9</td><td>0</td><td>3</td><td>2</td></tr> <tr><td>+7</td><td>+9</td><td>+2</td><td>+4</td></tr> <tr><td>16</td><td>9</td><td>5</td><td>6</td></tr> <tr><td>4</td><td>5</td><td>9</td><td>9</td></tr> <tr><td>+4</td><td>+5</td><td>+3</td><td>+1</td></tr> <tr><td>8</td><td>10</td><td>12</td><td>10</td></tr> <tr><td>1</td><td>7</td><td>8</td><td>6</td></tr> <tr><td>+3</td><td>+3</td><td>+1</td><td>+8</td></tr> <tr><td>4</td><td>10</td><td>9</td><td>14</td></tr> <tr><td>9</td><td>1</td><td>1</td><td>2</td></tr> <tr><td>+5</td><td>+4</td><td>+2</td><td>+6</td></tr> <tr><td>14</td><td>5</td><td>3</td><td>8</td></tr> </table>	9	0	3	2	+7	+9	+2	+4	16	9	5	6	4	5	9	9	+4	+5	+3	+1	8	10	12	10	1	7	8	6	+3	+3	+1	+8	4	10	9	14	9	1	1	2	+5	+4	+2	+6	14	5	3	8
2	7	7	4																																																																																														
+3	+2	+4	+9																																																																																														
5	9	11	13																																																																																														
4	8	5	4																																																																																														
+8	+3	+6	+1																																																																																														
12	11	11	5																																																																																														
8	0	4	7																																																																																														
+4	+5	+7	+5																																																																																														
12	5	11	12																																																																																														
6	8	5	9																																																																																														
+3	+8	+9	+4																																																																																														
9	16	14	13																																																																																														
9	0	3	2																																																																																														
+7	+9	+2	+4																																																																																														
16	9	5	6																																																																																														
4	5	9	9																																																																																														
+4	+5	+3	+1																																																																																														
8	10	12	10																																																																																														
1	7	8	6																																																																																														
+3	+3	+1	+8																																																																																														
4	10	9	14																																																																																														
9	1	1	2																																																																																														
+5	+4	+2	+6																																																																																														
14	5	3	8																																																																																														
<p><b>Drill #3</b></p> <table style="width: 100%; text-align: center;"> <tr><td>3</td><td>1</td><td>7</td><td>5</td></tr> <tr><td>+0</td><td>+9</td><td>+6</td><td>+7</td></tr> <tr><td>3</td><td>10</td><td>13</td><td>12</td></tr> <tr><td>9</td><td>9</td><td>0</td><td>3</td></tr> <tr><td>+8</td><td>+6</td><td>+2</td><td>+9</td></tr> <tr><td>17</td><td>15</td><td>2</td><td>12</td></tr> <tr><td>6</td><td>5</td><td>2</td><td>6</td></tr> <tr><td>+4</td><td>+4</td><td>+9</td><td>+6</td></tr> <tr><td>10</td><td>9</td><td>11</td><td>12</td></tr> <tr><td>7</td><td>2</td><td>2</td><td>5</td></tr> <tr><td>+9</td><td>+1</td><td>+5</td><td>+1</td></tr> <tr><td>16</td><td>3</td><td>7</td><td>6</td></tr> </table>	3	1	7	5	+0	+9	+6	+7	3	10	13	12	9	9	0	3	+8	+6	+2	+9	17	15	2	12	6	5	2	6	+4	+4	+9	+6	10	9	11	12	7	2	2	5	+9	+1	+5	+1	16	3	7	6	<p><b>Drill #4</b></p> <table style="width: 100%; text-align: center;"> <tr><td>6</td><td>3</td><td>1</td><td>3</td></tr> <tr><td>+1</td><td>+6</td><td>+7</td><td>+8</td></tr> <tr><td>7</td><td>9</td><td>8</td><td>11</td></tr> <tr><td>3</td><td>4</td><td>9</td><td>2</td></tr> <tr><td>+2</td><td>+8</td><td>+6</td><td>+5</td></tr> <tr><td>5</td><td>12</td><td>15</td><td>7</td></tr> <tr><td>3</td><td>8</td><td>5</td><td>1</td></tr> <tr><td>+5</td><td>+2</td><td>+0</td><td>+8</td></tr> <tr><td>8</td><td>10</td><td>5</td><td>9</td></tr> <tr><td>7</td><td>0</td><td>5</td><td>6</td></tr> <tr><td>+0</td><td>+6</td><td>+3</td><td>+5</td></tr> <tr><td>7</td><td>6</td><td>8</td><td>11</td></tr> </table>	6	3	1	3	+1	+6	+7	+8	7	9	8	11	3	4	9	2	+2	+8	+6	+5	5	12	15	7	3	8	5	1	+5	+2	+0	+8	8	10	5	9	7	0	5	6	+0	+6	+3	+5	7	6	8	11
3	1	7	5																																																																																														
+0	+9	+6	+7																																																																																														
3	10	13	12																																																																																														
9	9	0	3																																																																																														
+8	+6	+2	+9																																																																																														
17	15	2	12																																																																																														
6	5	2	6																																																																																														
+4	+4	+9	+6																																																																																														
10	9	11	12																																																																																														
7	2	2	5																																																																																														
+9	+1	+5	+1																																																																																														
16	3	7	6																																																																																														
6	3	1	3																																																																																														
+1	+6	+7	+8																																																																																														
7	9	8	11																																																																																														
3	4	9	2																																																																																														
+2	+8	+6	+5																																																																																														
5	12	15	7																																																																																														
3	8	5	1																																																																																														
+5	+2	+0	+8																																																																																														
8	10	5	9																																																																																														
7	0	5	6																																																																																														
+0	+6	+3	+5																																																																																														
7	6	8	11																																																																																														

Worksheet 14	Lesson 27	
<p>Follow the pattern of the arrows to complete the ladders.</p>		

Worksheet 15	Lesson 29																																																																																																																																																																																																																																																
<table style="width: 100%;"> <tr><td>16</td><td>10</td><td>3</td><td>12</td><td>10</td><td>10</td><td>7</td><td>13</td><td>9</td><td>6</td></tr> <tr><td>-7</td><td>-1</td><td>-3</td><td>-9</td><td>-8</td><td>-6</td><td>-3</td><td>-9</td><td>-9</td><td>-5</td></tr> <tr><td>9</td><td>9</td><td>0</td><td>3</td><td>2</td><td>4</td><td>4</td><td>4</td><td>0</td><td>1</td></tr> <tr><td>4</td><td>11</td><td>7</td><td>15</td><td>6</td><td>9</td><td>11</td><td>8</td><td>17</td><td>13</td></tr> <tr><td>-4</td><td>-9</td><td>-4</td><td>-8</td><td>-3</td><td>-4</td><td>-8</td><td>-5</td><td>-9</td><td>-7</td></tr> <tr><td>0</td><td>2</td><td>3</td><td>7</td><td>3</td><td>5</td><td>3</td><td>3</td><td>8</td><td>6</td></tr> <tr><td>6</td><td>11</td><td>9</td><td>15</td><td>13</td><td>4</td><td>12</td><td>8</td><td>7</td><td>11</td></tr> <tr><td>-4</td><td>-4</td><td>-6</td><td>-9</td><td>-5</td><td>-3</td><td>-7</td><td>-2</td><td>-6</td><td>-2</td></tr> <tr><td>2</td><td>7</td><td>3</td><td>6</td><td>8</td><td>1</td><td>5</td><td>6</td><td>1</td><td>9</td></tr> <tr><td>12</td><td>6</td><td>17</td><td>4</td><td>9</td><td>8</td><td>16</td><td>14</td><td>10</td><td>13</td></tr> <tr><td>-3</td><td>-6</td><td>-8</td><td>-2</td><td>-3</td><td>-7</td><td>-9</td><td>-5</td><td>-4</td><td>-8</td></tr> <tr><td>9</td><td>0</td><td>9</td><td>2</td><td>6</td><td>1</td><td>7</td><td>9</td><td>6</td><td>5</td></tr> <tr><td>13</td><td>8</td><td>11</td><td>7</td><td>15</td><td>5</td><td>9</td><td>12</td><td>10</td><td>10</td></tr> <tr><td>-6</td><td>-6</td><td>-5</td><td>-5</td><td>-7</td><td>-4</td><td>-8</td><td>-8</td><td>-7</td><td>-9</td></tr> <tr><td>7</td><td>2</td><td>6</td><td>2</td><td>8</td><td>1</td><td>1</td><td>4</td><td>3</td><td>1</td></tr> <tr><td>5</td><td>14</td><td>8</td><td>16</td><td>10</td><td>7</td><td>14</td><td>6</td><td>9</td><td>12</td></tr> <tr><td>-2</td><td>-6</td><td>-3</td><td>-8</td><td>-3</td><td>-7</td><td>-7</td><td>-2</td><td>-5</td><td>-4</td></tr> <tr><td>3</td><td>8</td><td>5</td><td>8</td><td>7</td><td>0</td><td>7</td><td>4</td><td>4</td><td>8</td></tr> <tr><td>10</td><td>12</td><td>5</td><td>9</td><td>15</td><td>11</td><td>8</td><td>10</td><td>13</td><td>14</td></tr> <tr><td>-2</td><td>-6</td><td>-5</td><td>-7</td><td>-6</td><td>-7</td><td>-4</td><td>-5</td><td>-4</td><td>-8</td></tr> <tr><td>8</td><td>6</td><td>0</td><td>2</td><td>9</td><td>4</td><td>4</td><td>5</td><td>9</td><td>6</td></tr> <tr><td>12</td><td>18</td><td>9</td><td>14</td><td>3</td><td>7</td><td>11</td><td>5</td><td>8</td><td>11</td></tr> <tr><td>-5</td><td>-9</td><td>-2</td><td>-9</td><td>-2</td><td>-2</td><td>-6</td><td>-3</td><td>-8</td><td>-3</td></tr> <tr><td>7</td><td>9</td><td>7</td><td>5</td><td>1</td><td>5</td><td>5</td><td>2</td><td>0</td><td>8</td></tr> </table>	16	10	3	12	10	10	7	13	9	6	-7	-1	-3	-9	-8	-6	-3	-9	-9	-5	9	9	0	3	2	4	4	4	0	1	4	11	7	15	6	9	11	8	17	13	-4	-9	-4	-8	-3	-4	-8	-5	-9	-7	0	2	3	7	3	5	3	3	8	6	6	11	9	15	13	4	12	8	7	11	-4	-4	-6	-9	-5	-3	-7	-2	-6	-2	2	7	3	6	8	1	5	6	1	9	12	6	17	4	9	8	16	14	10	13	-3	-6	-8	-2	-3	-7	-9	-5	-4	-8	9	0	9	2	6	1	7	9	6	5	13	8	11	7	15	5	9	12	10	10	-6	-6	-5	-5	-7	-4	-8	-8	-7	-9	7	2	6	2	8	1	1	4	3	1	5	14	8	16	10	7	14	6	9	12	-2	-6	-3	-8	-3	-7	-7	-2	-5	-4	3	8	5	8	7	0	7	4	4	8	10	12	5	9	15	11	8	10	13	14	-2	-6	-5	-7	-6	-7	-4	-5	-4	-8	8	6	0	2	9	4	4	5	9	6	12	18	9	14	3	7	11	5	8	11	-5	-9	-2	-9	-2	-2	-6	-3	-8	-3	7	9	7	5	1	5	5	2	0	8	
16	10	3	12	10	10	7	13	9	6																																																																																																																																																																																																																																								
-7	-1	-3	-9	-8	-6	-3	-9	-9	-5																																																																																																																																																																																																																																								
9	9	0	3	2	4	4	4	0	1																																																																																																																																																																																																																																								
4	11	7	15	6	9	11	8	17	13																																																																																																																																																																																																																																								
-4	-9	-4	-8	-3	-4	-8	-5	-9	-7																																																																																																																																																																																																																																								
0	2	3	7	3	5	3	3	8	6																																																																																																																																																																																																																																								
6	11	9	15	13	4	12	8	7	11																																																																																																																																																																																																																																								
-4	-4	-6	-9	-5	-3	-7	-2	-6	-2																																																																																																																																																																																																																																								
2	7	3	6	8	1	5	6	1	9																																																																																																																																																																																																																																								
12	6	17	4	9	8	16	14	10	13																																																																																																																																																																																																																																								
-3	-6	-8	-2	-3	-7	-9	-5	-4	-8																																																																																																																																																																																																																																								
9	0	9	2	6	1	7	9	6	5																																																																																																																																																																																																																																								
13	8	11	7	15	5	9	12	10	10																																																																																																																																																																																																																																								
-6	-6	-5	-5	-7	-4	-8	-8	-7	-9																																																																																																																																																																																																																																								
7	2	6	2	8	1	1	4	3	1																																																																																																																																																																																																																																								
5	14	8	16	10	7	14	6	9	12																																																																																																																																																																																																																																								
-2	-6	-3	-8	-3	-7	-7	-2	-5	-4																																																																																																																																																																																																																																								
3	8	5	8	7	0	7	4	4	8																																																																																																																																																																																																																																								
10	12	5	9	15	11	8	10	13	14																																																																																																																																																																																																																																								
-2	-6	-5	-7	-6	-7	-4	-5	-4	-8																																																																																																																																																																																																																																								
8	6	0	2	9	4	4	5	9	6																																																																																																																																																																																																																																								
12	18	9	14	3	7	11	5	8	11																																																																																																																																																																																																																																								
-5	-9	-2	-9	-2	-2	-6	-3	-8	-3																																																																																																																																																																																																																																								
7	9	7	5	1	5	5	2	0	8																																																																																																																																																																																																																																								

Worksheet 16	Lesson 31																																																																																																
<p><b>Drill #1</b></p> <table style="width: 100%; text-align: center;"> <tr><td>8</td><td>1</td><td>8</td><td>0</td></tr> <tr><td>+8</td><td>+5</td><td>+7</td><td>+4</td></tr> <tr><td>16</td><td>6</td><td>15</td><td>4</td></tr> <tr><td>4</td><td>0</td><td>3</td><td>7</td></tr> <tr><td>+6</td><td>+3</td><td>+7</td><td>+7</td></tr> <tr><td>10</td><td>3</td><td>10</td><td>14</td></tr> <tr><td>1</td><td>6</td><td>1</td><td>0</td></tr> <tr><td>+2</td><td>+9</td><td>+1</td><td>+1</td></tr> <tr><td>3</td><td>15</td><td>2</td><td>1</td></tr> <tr><td>2</td><td>6</td><td>0</td><td>6</td></tr> <tr><td>+8</td><td>+3</td><td>+8</td><td>+7</td></tr> <tr><td>10</td><td>9</td><td>8</td><td>13</td></tr> </table>	8	1	8	0	+8	+5	+7	+4	16	6	15	4	4	0	3	7	+6	+3	+7	+7	10	3	10	14	1	6	1	0	+2	+9	+1	+1	3	15	2	1	2	6	0	6	+8	+3	+8	+7	10	9	8	13	<p><b>Drill #2</b></p> <table style="width: 100%; text-align: center;"> <tr><td>15</td><td>9</td><td>5</td><td>13</td></tr> <tr><td>-7</td><td>-6</td><td>-0</td><td>-4</td></tr> <tr><td>8</td><td>3</td><td>5</td><td>9</td></tr> <tr><td>8</td><td>2</td><td>10</td><td>3</td></tr> <tr><td>-7</td><td>-2</td><td>-5</td><td>-1</td></tr> <tr><td>1</td><td>0</td><td>5</td><td>2</td></tr> <tr><td>6</td><td>18</td><td>5</td><td>7</td></tr> <tr><td>-6</td><td>-9</td><td>-2</td><td>-3</td></tr> <tr><td>0</td><td>9</td><td>3</td><td>4</td></tr> <tr><td>10</td><td>4</td><td>12</td><td>1</td></tr> <tr><td>-1</td><td>-3</td><td>-6</td><td>-0</td></tr> <tr><td>9</td><td>1</td><td>6</td><td>1</td></tr> </table>	15	9	5	13	-7	-6	-0	-4	8	3	5	9	8	2	10	3	-7	-2	-5	-1	1	0	5	2	6	18	5	7	-6	-9	-2	-3	0	9	3	4	10	4	12	1	-1	-3	-6	-0	9	1	6	1
8	1	8	0																																																																																														
+8	+5	+7	+4																																																																																														
16	6	15	4																																																																																														
4	0	3	7																																																																																														
+6	+3	+7	+7																																																																																														
10	3	10	14																																																																																														
1	6	1	0																																																																																														
+2	+9	+1	+1																																																																																														
3	15	2	1																																																																																														
2	6	0	6																																																																																														
+8	+3	+8	+7																																																																																														
10	9	8	13																																																																																														
15	9	5	13																																																																																														
-7	-6	-0	-4																																																																																														
8	3	5	9																																																																																														
8	2	10	3																																																																																														
-7	-2	-5	-1																																																																																														
1	0	5	2																																																																																														
6	18	5	7																																																																																														
-6	-9	-2	-3																																																																																														
0	9	3	4																																																																																														
10	4	12	1																																																																																														
-1	-3	-6	-0																																																																																														
9	1	6	1																																																																																														
<p><b>Drill #3</b></p> <table style="width: 100%; text-align: center;"> <tr><td>1</td><td>3</td><td>2</td><td>9</td></tr> <tr><td>+6</td><td>+4</td><td>+2</td><td>+9</td></tr> <tr><td>7</td><td>7</td><td>4</td><td>18</td></tr> <tr><td>5</td><td>2</td><td>9</td><td>6</td></tr> <tr><td>+2</td><td>+7</td><td>+2</td><td>+2</td></tr> <tr><td>7</td><td>9</td><td>11</td><td>8</td></tr> <tr><td>3</td><td>7</td><td>4</td><td>2</td></tr> <tr><td>+1</td><td>+1</td><td>+3</td><td>+0</td></tr> <tr><td>4</td><td>8</td><td>7</td><td>2</td></tr> <tr><td>8</td><td>7</td><td>3</td><td>9</td></tr> <tr><td>+9</td><td>+8</td><td>+3</td><td>+7</td></tr> <tr><td>17</td><td>15</td><td>6</td><td>16</td></tr> </table>	1	3	2	9	+6	+4	+2	+9	7	7	4	18	5	2	9	6	+2	+7	+2	+2	7	9	11	8	3	7	4	2	+1	+1	+3	+0	4	8	7	2	8	7	3	9	+9	+8	+3	+7	17	15	6	16	<p><b>Drill #4</b></p> <table style="width: 100%; text-align: center;"> <tr><td>6</td><td>16</td><td>4</td><td>8</td></tr> <tr><td>-0</td><td>-8</td><td>-1</td><td>-3</td></tr> <tr><td>6</td><td>8</td><td>3</td><td>5</td></tr> <tr><td>11</td><td>2</td><td>6</td><td>13</td></tr> <tr><td>-5</td><td>-0</td><td>-2</td><td>-8</td></tr> <tr><td>6</td><td>2</td><td>4</td><td>5</td></tr> <tr><td>9</td><td>6</td><td>14</td><td>3</td></tr> <tr><td>-2</td><td>-4</td><td>-7</td><td>-3</td></tr> <tr><td>7</td><td>2</td><td>7</td><td>0</td></tr> <tr><td>11</td><td>7</td><td>5</td><td>10</td></tr> <tr><td>-9</td><td>-7</td><td>-4</td><td>-9</td></tr> <tr><td>2</td><td>0</td><td>1</td><td>1</td></tr> </table>	6	16	4	8	-0	-8	-1	-3	6	8	3	5	11	2	6	13	-5	-0	-2	-8	6	2	4	5	9	6	14	3	-2	-4	-7	-3	7	2	7	0	11	7	5	10	-9	-7	-4	-9	2	0	1	1
1	3	2	9																																																																																														
+6	+4	+2	+9																																																																																														
7	7	4	18																																																																																														
5	2	9	6																																																																																														
+2	+7	+2	+2																																																																																														
7	9	11	8																																																																																														
3	7	4	2																																																																																														
+1	+1	+3	+0																																																																																														
4	8	7	2																																																																																														
8	7	3	9																																																																																														
+9	+8	+3	+7																																																																																														
17	15	6	16																																																																																														
6	16	4	8																																																																																														
-0	-8	-1	-3																																																																																														
6	8	3	5																																																																																														
11	2	6	13																																																																																														
-5	-0	-2	-8																																																																																														
6	2	4	5																																																																																														
9	6	14	3																																																																																														
-2	-4	-7	-3																																																																																														
7	2	7	0																																																																																														
11	7	5	10																																																																																														
-9	-7	-4	-9																																																																																														
2	0	1	1																																																																																														

Worksheet 17 Lesson 33

210	174	371	393	281	642	481
+ 590	+ 292	+ 136	+ 256	+ 490	+ 184	+ 275
800	466	507	649	771	826	756
137	152	581	320	497	374	592
+ 191	+ 453	+ 283	+ 381	+ 432	+ 250	+ 391
328	605	864	701	929	624	983
270	231	593	371	742	154	485
+ 534	+ 692	+ 145	+ 578	+ 180	+ 693	+ 174
804	923	738	949	922	847	659
271	487	460	152	261	123	396
+ 697	+ 160	+ 293	+ 382	+ 371	+ 594	+ 423
968	647	753	534	632	717	819
175	664	281	683	248	390	572
+ 463	+ 145	+ 354	+ 241	+ 170	+ 312	+ 183
638	809	635	924	418	702	755
362	190	631	162	586	253	374
+ 467	+ 365	+ 276	+ 145	+ 240	+ 163	+ 164
829	555	907	307	826	416	538
458	185	463	576	790	631	362
+ 361	+ 730	+ 352	+ 241	+ 186	+ 285	+ 482
819	915	815	817	976	916	844
426	340	255	581	143	492	362
+ 492	+ 267	+ 271	+ 327	+ 290	+ 176	+ 574
918	607	526	908	433	668	936

Worksheet 18 Lesson 36

<b>Drill #1</b>				<b>Drill #2</b>			
6	0	5	4	8	17	9	15
+ 3	+ 5	+ 6	+ 9	- 1	- 8	- 3	- 6
9	5	11	13	7	9	6	9
8	8	7	9	9	16	14	8
+ 4	+ 3	+ 4	+ 4	- 4	- 7	- 5	- 5
12	11	11	13	5	9	9	3
7	4	5	7	9	12	12	11
+ 2	+ 8	+ 9	+ 5	- 7	- 8	- 9	- 4
9	12	14	12	2	4	3	7
2	8	4	4	7	10	8	11
+ 3	+ 1	+ 7	+ 1	- 1	- 3	- 8	- 7
5	9	11	5	6	7	0	4
<b>Drill #3</b>				<b>Drill #4</b>			
7	5	0	5	12	15	14	11
+ 9	+ 4	+ 2	+ 7	- 5	- 9	- 6	- 8
16	9	2	12	7	6	8	3
2	2	3	3	11	7	13	9
+ 1	+ 9	+ 9	+ 0	- 3	- 5	- 6	- 0
3	11	12	3	8	2	7	9
2	6	9	1	12	17	10	13
+ 5	+ 6	+ 8	+ 9	- 4	- 9	- 7	- 7
7	12	17	10	8	8	3	6
5	6	9	7	9	10	14	10
+ 1	+ 4	+ 6	+ 6	- 8	- 8	- 9	- 4
6	10	15	13	1	2	5	6

Worksheet 19 Lesson 39

2 thousands + 4 hundreds + 5 tens + 3 ones  
= 2,000 + 400 + 50 + 3 = 2,453

1 thousands + 3 hundreds + 8 tens + 6 ones  
= 1,000 + 300 + 80 + 6 = 1,386

3 thousands + 5 hundreds + 3 tens + 8 ones  
= 3,000 + 500 + 30 + 8 = 3,538

1 thousands + 2 hundreds + 4 tens + 4 ones  
= 1,000 + 200 + 40 + 4 = 1,244

Worksheet 20 Lesson 41

<b>Drill #1</b>				<b>Drill #2</b>			
9	7	9	2	7	4	10	6
+ 5	+ 3	+ 3	+ 4	- 2	- 4	- 2	- 5
14	10	12	6	5	0	8	1
1	8	9	9	13	1	12	16
+ 4	+ 1	+ 1	+ 7	- 5	- 1	- 7	- 9
5	9	10	16	8	0	5	7
1	6	4	0	5	15	8	14
+ 2	+ 8	+ 4	+ 9	- 3	- 8	- 6	- 9
3	14	8	9	2	7	2	5
2	1	5	3	11	9	16	3
+ 6	+ 3	+ 5	+ 2	- 2	- 1	- 7	- 2
8	4	10	5	9	8	9	1
<b>Drill #3</b>				<b>Drill #4</b>			
7	8	8	3	7	11	8	9
+ 0	+ 2	+ 6	+ 8	- 4	- 8	- 0	- 5
7	10	14	11	3	3	8	4
0	5	8	6	14	2	10	12
+ 6	+ 0	+ 5	+ 1	- 8	- 1	- 6	- 3
6	5	13	7	6	1	4	9
5	1	4	3	11	12	13	5
+ 3	+ 8	+ 2	+ 6	- 6	- 6	- 9	- 5
8	9	6	9	5	6	4	0
6	3	5	1	4	6	13	8
+ 5	+ 5	+ 8	+ 7	- 2	- 3	- 7	- 2
11	8	13	8	2	3	6	6