

STUDY TIME

Teacher's Manual

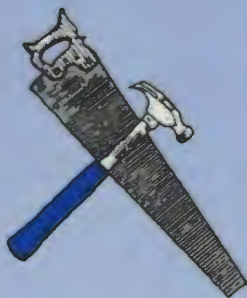
3

Grade

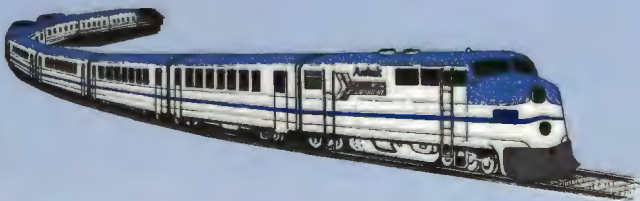
ARITHMETIC



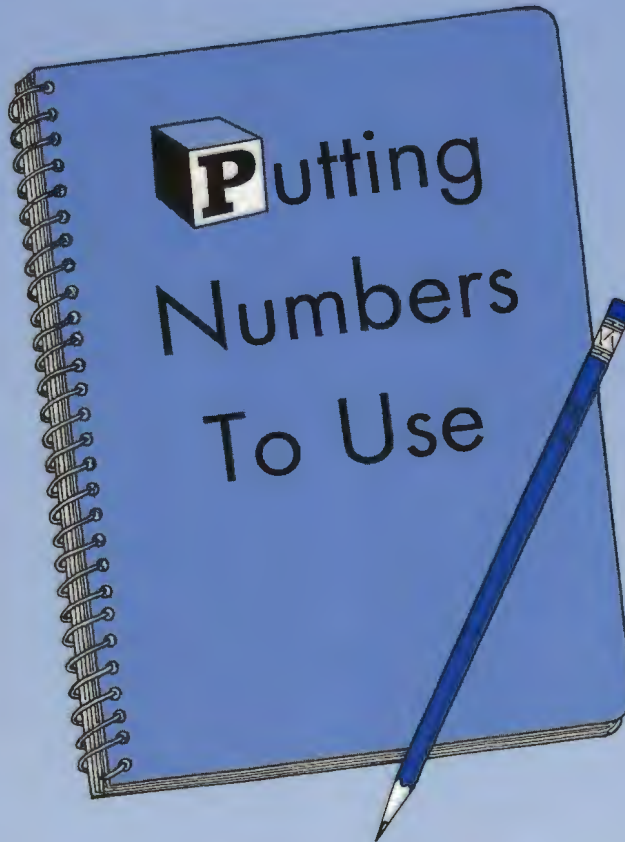
$$\frac{1}{10} \text{ of } 90 = \underline{9}$$



$$\begin{array}{r} 799 \\ - 8005 \\ - 6897 \\ \hline 1108 \end{array}$$



$$\begin{array}{r} 32 \\ 2430 \\ \times 9 \\ \hline 21,870 \end{array}$$



$$\begin{array}{r} 111 \\ 3486 \\ + 5695 \\ \hline 9181 \end{array}$$



$$1 \text{ tbsp.} = \underline{3} \text{ tsp.}$$

$$\begin{array}{r} 8, R6 \\ 7 \overline{)62} \\ \underline{56} \\ 6 \end{array}$$



QUARTER TILL

LESSON 10

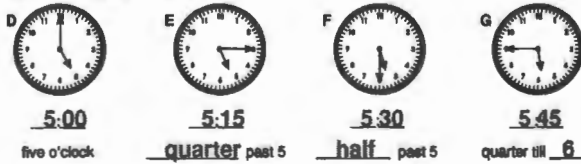


Clock A shows half past 1, or 1:30, because the minute hand has moved 30 minutes past one o'clock.

On clock B the minute hand has moved 45 minutes past 1:00 so the time is 1:45. Notice that the hour hand is nearly to the 2.

We can also say the time on clock B is quarter till 2 because in another one fourth, or quarter hour, the time will be 2:00, as shown on clock C.

1. Fill in the times for these clocks.

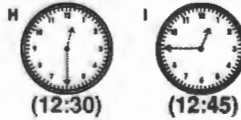


5:00 5:15 5:30 5:45
five o'clock quarter past 5 half past 5 quarter till 6

2. Match the times.

- | | | | |
|----------|-----------------|-------------------|------|
| a. 10:00 | quarter past 10 | e. quarter past 3 | 3:15 |
| b. 10:15 | half past 10 | f. quarter till 3 | 5:30 |
| c. 10:30 | quarter till 11 | g. quarter past 2 | 2:45 |
| d. 10:45 | ten o'clock | h. half past five | 2:15 |

3. At 12:30 the train stopped at a station in a city. Show this time on clock H.



4. At 12:45 they started again. Show this on clock I.

5. At 1:45 they stopped again for 15 minutes. Which clock shows the time the train started to go again? clock A clock B clock C

89
90

LESSON 10 Write the sums. Remember to carry if the sum of the ones' place is 10 or more.

1. $35 + 27 = 62$	$93 + 57 = 150$	$28 + 85 = 113$	$628 + 109 = 937$	$516 + 362 = 878$	$449 + 237 = 686$	$439 + 533 = 972$	$107 + 484 = 571$
2. $32 + 87 = 119$	$51 + 24 = 75$	$16 + 68 = 84$	$25 + 3 = 28$	$25 + 89 = 114$	$30 + 24 = 54$	$223 + 238 = 461$	$506 + 54 = 560$

Write these sums and remainders quickly.

- | | | | |
|------------------|---------------|---------------|---------------|
| 3. $38 + 7 = 45$ | $41 - 7 = 34$ | $18 + 2 = 20$ | $46 + 3 = 49$ |
| 4. $72 + 5 = 77$ | $56 + 5 = 61$ | $24 - 6 = 18$ | $87 - 5 = 82$ |
| 5. $50 + 8 = 58$ | $41 - 3 = 38$ | $75 + 9 = 84$ | $65 - 6 = 59$ |
| 6. $31 - 37 = 6$ | $72 - 63 = 9$ | $33 - 40 = 7$ | $90 - 89 = 1$ |
| 7. $48 - 39 = 9$ | $63 - 71 = 8$ | $55 - 59 = 4$ | $53 - 45 = 8$ |

8. Write the inbetween numbers in each blank, counting by 3.

3 6 9 15 18 21 46 51 54 96 99 102

9. Finish the fact at the right. Then write another fact with addends changed around to make a pair of facts.

$9 + 7 = 16$
 $7 + 9 = 16$

10. Count by 10.

47 57 67 77 87 97 107 117 127 137

11. Fill in the blanks: 285 means 2 hundreds and 8 tens and 5 ones.

12. The 4 in 462 means 4 hundreds or ..
The 6 in 462 means 6 tens or ..
The 2 in 462 means 2 ones or ..

Add the three numbers to make ..

100	10	1
4	0	0
	6	0
		2
4	6	2

13. Draw hands to show 11:00.



LESSON 10

UNIT 2



BRUSHING UP

- Of the 22 people watching the train, 5 went inside the station. How many people were still outside? (17 people)
- Of the 16 curtains on the train windows, only 4 were pulled. How many were not pulled? (12 curtains) Did you find: how many left? how many gone? the other part?
- Use the subtraction chart on manual page 47 for drilling subtraction endings.
- Use the addition chart on manual page 33 for drilling addition endings.
- How many inches in 1 foot? (12) Show with your hands about how long one foot is; 8 inches; 3 inches.
- In addition, do we do the ones' column or the tens' column first? (ones)
- What do we do when the sum of the ones' column is 10 or more? (carry the tens' figure to the tens' column)

TODAY'S LESSON

PREPARATION

Have an actual clock on hand.

CLASSTIME

page 89

Read and discuss the clocks and the information at the top of the page.

Call attention to the position of both hands at quarter till. Point out to students that 1:45 is quarter till 2, not quarter till 1. Some students easily confuse the 1 in 1:45 and want to read it as quarter till 1.

To give students practice in telling time, frequently throughout the day, ask them to give you the current time.

page 90

Review work.

Number of answers, p. 89:	18
p. 90:	62
Total Answers, Lesson 10:	80

Timed Drill 10

(1 min.)

LESSON 10

30	13	47	46	36
+ 8	+ 8	+ 2	+ 5	+ 3
36	18	49	51	39
38	68	79	57	40
- 8	- 8	- 8	- 8	- 8
33	62	71	49	35
21	72	83	81	15
- 8	- 8	- 8	- 8	- 3
13	66	54	46	12

Network:

Handy chart practice with subtraction endings.

-	25	49	57	36	74
2	23	47	55	34	72
7	18	42	50	29	67
4	21	45	53	32	70
9	16	40	48	27	65
6	19	43	51	30	68
0	25	49	57	36	74
5	20	44	52	31	69
8	17	41	49	28	66
1	24	48	56	35	73
3	22	46	54	33	71

NOTES:

PRACTICE

Subtract.

1.
$$\begin{array}{r} 68 \\ -45 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 84 \\ -30 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 96 \\ -48 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 758 \\ -532 \\ \hline 226 \end{array}$$

$$\begin{array}{r} 864 \\ -524 \\ \hline 340 \end{array}$$

$$\begin{array}{r} 379 \\ -102 \\ \hline 277 \end{array}$$

$$\begin{array}{r} 259 \\ -256 \\ \hline 3 \end{array}$$
2.
$$\begin{array}{r} 73 \\ -4 \\ \hline 69 \end{array}$$

$$\begin{array}{r} 47 \\ -7 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 54 \\ -8 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 31 \\ -5 \\ \hline 26 \end{array}$$

$$\begin{array}{r} 16 \\ -7 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 81 \\ -8 \\ \hline 73 \end{array}$$

$$\begin{array}{r} 28 \\ -4 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 62 \\ -4 \\ \hline 58 \end{array}$$

$$\begin{array}{r} 17 \\ -8 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 39 \\ -6 \\ \hline 33 \end{array}$$

Fill in the missing addends.

3. $7 + \underline{4} = 11$ $6 + \underline{9} = 15$ $7 + \underline{6} = 13$ $4 + \underline{8} = 12$
 4. $16 - \underline{9} = 7$ $13 = \underline{5} + 8$ $11 = \underline{8} + 3$ $15 = \underline{6} + 9$

Fill in the missing subtrahends.

5. $8 = 11 - \underline{3}$ $5 = 10 - \underline{5}$ $9 = 13 - \underline{4}$ $5 = 11 - \underline{6}$
 6. $18 - \underline{9} = 9$ $12 - \underline{4} = 8$ $16 - \underline{8} = 8$ $16 - \underline{7} = 9$

Fill in the missing minuends.

7. $9 = \underline{15} - 6$ $8 = \underline{17} - 9$ $8 = \underline{13} - 5$ $9 = \underline{12} - 3$
 8. $\underline{14} - 8 = 6$ $\underline{11} - 6 = 5$ $\underline{16} - 7 = 9$ $\underline{12} - 8 = 4$

Add.

9.
$$\begin{array}{r} 727 \\ +245 \\ \hline 972 \end{array}$$

$$\begin{array}{r} 392 \\ +405 \\ \hline 797 \end{array}$$

$$\begin{array}{r} 349 \\ +643 \\ \hline 992 \end{array}$$

$$\begin{array}{r} 107 \\ +789 \\ \hline 896 \end{array}$$

$$\begin{array}{r} 728 \\ +268 \\ \hline 994 \end{array}$$

$$\begin{array}{r} 349 \\ +538 \\ \hline 887 \end{array}$$
10. $27 + 4 = \underline{31}$ $53 + 10 = \underline{63}$ $29 + 9 = \underline{38}$ $59 + 5 = \underline{64}$
 11. $76 + 9 = \underline{85}$ $39 + 6 = \underline{45}$ $46 + 10 = \underline{58}$ $18 + 3 = \underline{21}$
 12. $\underline{47} = 44 + 3$ $\underline{61} = 56 + 5$ $\underline{93} = 89 + 4$ $\underline{84} = 79 + 5$
13.
$$\begin{array}{r} 55 \\ 60 \\ 27 \\ +84 \\ \hline 226 \end{array}$$

$$\begin{array}{r} 64 \\ 46 \\ 97 \\ +58 \\ \hline 263 \end{array}$$

$$\begin{array}{r} 736 \\ 16 \\ 124 \\ +12 \\ \hline 890 \end{array}$$

$$\begin{array}{r} 209 \\ 324 \\ 32 \\ +130 \\ \hline 695 \end{array}$$

$$\begin{array}{r} 23 \\ 604 \\ 13 \\ +32 \\ \hline 672 \end{array}$$

$$\begin{array}{r} 116 \\ 54 \\ 718 \\ +23 \\ \hline 911 \end{array}$$

LESSON 11 CARRYING TO HUNDREDS' PLACE

If the sum of the tens' place is 10 or more, we carry the left hand figure to the hundreds' place and add it to the other figures in the hundreds' column. Sometimes we carry a ten and a hundred.

$$\begin{array}{r} 1 \quad 1 \\ 345 \quad 648 \\ +271 \quad +179 \\ \hline 616 \quad 827 \end{array}$$

Write the sums. Carry if you need to.

1. $\begin{array}{r} 347 \\ +262 \\ \hline 609 \end{array}$ $\begin{array}{r} 279 \\ +680 \\ \hline 959 \end{array}$ $\begin{array}{r} 157 \\ +525 \\ \hline 682 \end{array}$ $\begin{array}{r} 541 \\ +292 \\ \hline 833 \end{array}$ $\begin{array}{r} 593 \\ +141 \\ \hline 734 \end{array}$
2. $\begin{array}{r} 853 \\ +137 \\ \hline 990 \end{array}$ $\begin{array}{r} 350 \\ +488 \\ \hline 819 \end{array}$ $\begin{array}{r} 278 \\ +243 \\ \hline 521 \end{array}$ $\begin{array}{r} 269 \\ +450 \\ \hline 719 \end{array}$ $\begin{array}{r} 658 \\ +142 \\ \hline 800 \end{array}$

CHECK IT OUT!

Study the two examples below and their sums.

A

100s	10s	ones
4	8	
+3	6	

7	14	

Sum: 100s: 7, 10s: 14, ones: 0

B

100s	10s	ones
4	8	
+3	6	

7	4	4

Sum: 100s: 7, 10s: 4, ones: 4

3. Is 7 tens and 14 ones (Sum A) the same as 8 tens and 4 ones (Sum B)? Yes
Which example shows the proper way to write the sum? A B

Write the sums.

4. $84 + 2 = \underline{86}$ $49 + 8 = \underline{57}$ $36 - 27 = \underline{9}$ $20 - 19 = \underline{1}$
5. $49 + 7 = \underline{56}$ $23 + 5 = \underline{28}$ $20 = 16 + \underline{4}$ $44 = 39 + \underline{5}$

Dictation:

- a. 9 b. 14 c. 12 d. 73 e. 63 f. 56

92
93

1. Write the time 2 ways.

5.00
5 o'clock

4 45
quarter till 5

9 30
half past 9

10.15
quarter past 10

2. Write the sums.
- | | | | | | | | |
|--|--|--|--|--|--|--|--|
| $\begin{array}{r} 87 \\ +38 \\ \hline 126 \end{array}$ | $\begin{array}{r} 66 \\ +68 \\ \hline 135 \end{array}$ | $\begin{array}{r} 143 \\ +548 \\ \hline 691 \end{array}$ | $\begin{array}{r} 402 \\ +276 \\ \hline 678 \end{array}$ | $\begin{array}{r} 57 \\ +18 \\ \hline 141 \end{array}$ | $\begin{array}{r} 59 \\ +68 \\ \hline 183 \end{array}$ | $\begin{array}{r} 408 \\ +315 \\ \hline 779 \end{array}$ | $\begin{array}{r} 127 \\ +239 \\ \hline 682 \end{array}$ |
|--|--|--|--|--|--|--|--|

3. Using her handspan (from the tip of the thumb to the tip of the little finger) Martha decided the train seat must be about 20 inches wide. Is that more or less than a foot? more

4. Count the money. Add the cents.

51¢

56¢

40¢

36¢

91¢ 92¢

5. While going through the countryside, Martha and Mary decided to count the barns. From one station to the next, Martha counted 17 barns from her window. On the other side, Mary counted 14 barns. How many barns did the girls count?

$$\begin{array}{r} 17 \\ +14 \\ \hline 31 \\ \text{barns} \end{array}$$

Fill in the blanks. Watch the signal!

6. $16 - 8 = 8$ $9 - 18 = \underline{9}$ $15 - \underline{7} = 8$ $7 + 9 = \underline{16}$
7. $7 + 8 = \underline{15}$ $5 + \underline{9} = 14$ $\underline{7} = 13 - 6$ $8 + \underline{8} = 16$
8. $16 - \underline{9} = 7$ $\underline{9} = 15 - 8$ $17 - 8 = \underline{9}$ $14 - 8 = 6$
9. $8 + 9 = \underline{17}$ $\underline{9} + 7 = 16$ $16 = 8 + 8$ $9 + \underline{8} = 17$

10. Write the other part of...

- a. 16, if one part is 7. 9 b. 16, if one part is 8. 8

LESSON 11

UNIT 2



BRUSHING UP

- A. Review telling time: quarter past and quarter till.
B. Review measurement flashcards.
C. The Yoders passed one long train with 73 cars and a short train with 9 cars. How many cars were in the two trains? (82 cars)
Did you find: how many in all? how many left? how many gone?
D. Of the 18 cookies Mother put in the box, only 3 were left. How many cookies were eaten? (15)
Did you find: how many in all? how many gone? how many left?
E. Count by 10 from 480 to 600; from 238 to 338.

TODAY'S LESSON

CLASSTIME

page 92

If students easily understood the concept of carrying a ten, they will also be able to see why we carry a hundred.

In the example at the top of the page, the sum of the tens' column was 11 tens. Ask the students, "How many are 11 tens?" (110)

If they remember the earlier lessons on place value, they will remember that 11 tens = 110. Thus they will be able to see that the left 1 means 1 hundred and so needs to be carried to the hundreds' column to be added to the other figures in that column.

Have the students work some of the following examples on the board.

$\begin{array}{r} 265 \\ +392 \\ \hline (657) \end{array}$	$\begin{array}{r} 169 \\ +548 \\ \hline (717) \end{array}$	$\begin{array}{r} 643 \\ +296 \\ \hline (839) \end{array}$	$\begin{array}{r} 799 \\ +129 \\ \hline (928) \end{array}$	$\begin{array}{r} 376 \\ +165 \\ \hline (541) \end{array}$
--	--	--	--	--

CHECK IT OUT:

Every once in a while throughout this book, you will find a "CHECK IT OUT" feature.

Usually there will not be any actual work for the students to write out in this feature, but we hope it will help students to look into the varied aspects of math and possibly get a better understanding of the concepts featured in each "CHECK IT OUT"!

A teacher should encourage students to study these displays and give them the opportunity to share what was discovered.

page 93

Review work.

Number of answers, p. 92:	26
p. 93:	42
Total Answers, Lesson 11:	68



Dictation for page 92:

UNIT 2

- a. $2 + 4 + 3$ c. $5 + 2 + 5$ e. $54 + 9$
 b. $4 + 4 + 6$ d. $68 + 5$ f. $63 - 7$

NOTES:

Timed Drill 11

(1 min.)

LESSON 11					
3	1	4	1	6	
4	6	5	6	1	
$\frac{+8}{15}$	$\frac{+7}{14}$	$\frac{+3}{12}$	$\frac{+8}{13}$	$\frac{+5}{12}$	
$\frac{10}{-3}$	$\frac{12}{-7}$	$\frac{18}{-8}$	$\frac{11}{-6}$	$\frac{14}{-6}$	$\frac{16}{-7}$
7	8	7	5	8	9
$29 - 4 =$	<u>25</u>		$28 - 8 =$	<u>17</u>	
$58 - 8 =$	<u>50</u>		$42 - 7 =$	<u>35</u>	

Seatwork:

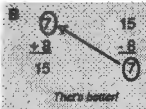
Practice with endings. Work carefully!

	76 +	64 -	83 +	35 -	52 -
8	84	56	91	27	44
2	78	62	85	33	50
6	82	58	89	29	46
9	85	55	92	26	43
4	80	60	87	31	48
1	77	63	84	34	51
5	81	59	88	30	47
0	76	64	83	35	52
7	83	57	90	28	45
3	79	61	86	32	49

CHECKING ADDITION

We can *check our addition sums by subtracting.*

To check a sum by subtracting, we *subtract one of the addends from the sum.* That answer should be the same as the other addend. If it is not, we need to go back and find our mistake.



*When you're finished adding
Just turn it upside down.
Subtract to check your answer.
Is it right? Or need to go back!*

1. Write the sums. Beside each addition example, check it by subtracting. Circle the remainder in the check and draw an arrow to the addend like the examples above. If an answer does not check out correctly, go back and find your mistake.

a. $17 + 52 = 69$ b. $624 + 152 = 776$ c. $45 + 23 = 68$
 Check: $69 - 52 = 17$ Check: $776 - 152 = 624$ Check: $68 - 23 = 45$

2. Martha counted 19 people on one side of the train and 20 people on the other side. Write your work and your check work to find how many people Martha counted.

Work:	Check:
$19 + 20 = 39$	$39 - 20 = 19$
people	

3. Make the thermometer show 64 degrees.



4. Divide the shapes.

triangle: $\frac{1}{2}$ one third

circle: $\frac{1}{3}$

square: $\frac{1}{4}$

5. On the lines beside the shapes write the correct fraction words.

one third one half
 one fourth one fourth

1. Draw hands to show these times.



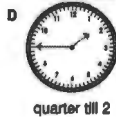
5:45



quarter past 8



11:15



quarter till 2

2. How much money do these coins make?

- a. 1 quarter and 2 dimes 45¢
- b. 2 dimes and 5 pennies 25¢
- c. 2 quarters and 1 nickel 55¢
- d. 5 nickels 25¢
- e. 3 quarters 75¢
- f. 8 dimes 80¢

3. How much would be left if you had...

- a. a quarter and spent 4¢? 21¢
- b. 28¢ and spent 5¢? 23¢

Fill in the missing numbers. Watch the signs.

4. $13 - 9 = 4$ $2 + 9 = 11$ $5 - 11 = 6$ $17 - 8 = 9$
 5. $7 + 9 = 16$ $15 - 7 = 8$ $9 - 16 = 7$ $13 - 4 = 9$

6. Write the sums.

264	276	58	77	234	142	37	545
15	87	108	96	178	46	170	159
202	35	679	384	62	234	429	98
$+113$	$+446$	$+47$	$+210$	$+73$	$+35$	$+39$	$+154$
594	844	892	767	804	827	933	977

7. Seeing a railroad crossing sign, Martha remembered a riddle she had heard. It took Jerry 35 minutes to figure out the answer. Was that more or less than one half hour?

more less

Here is the riddle Martha gave Jerry. Can you do it?
 (Ask your teacher if you need help)

*Railway crossing, watch out for cars;
 Can you spell it without any r's?*



COMING SOON

Symbols (lesson 13)

A. Identify symbols: greater than (>) & less than (<)

- 1. 1 dime is greater than 1 nickel
 $1 \text{ dime} \geq 1 \text{ nickel}$
- 2. 12¢ is less than 15¢
 $12¢ \leq 15¢$
- 3. 1 quarter equals 5 nickels
 $1 \text{ quarter} = 5 \text{ nickels}$

BRUSHING UP

- A. Review counting money.
- B. Use the addition chart on manual page 33 and the subtraction chart on page 47 for extra drill on endings.
- C. 324 has (3) hundreds, (2) tens, and (4) ones.
- D. How many total tens in 482? (48); How many total ones in 169? (169)
- E. What is the freezing point of water? (32°)

TODAY'S LESSON

CLASSTIME

page 94

Read and discuss the information, examples, and poem at the top of the page.

Help the students understand why it works to check addition by subtraction. Demonstrate this with real objects, starting with 2 small groups of pencils.

Explain: We know that to add means to put two groups together to make one large group. 4 pencils + 3 pencils = 7 pencils. (Combine the two groups of pencils)

Now if we take one small group away from the large group, we will have the other small group left. 7 pencils - 3 pencils = 4 pencils. (Take 3 pencils away.)

Emphasize: When checking addition by subtracting, we need to compare the answer of the subtraction problem with the top addend. If they do not match, we know we made a mistake somewhere, either in adding or in subtracting. We must then go back and find our mistake. If this is neglected, the benefits of checking will not be realized at all.

page 95

Review work.

Riddle answer: "Can you spell it without any r's?" (yes)

Number of answers, p. 94:	15
p. 95:	29
Total Answers, Lesson 12:	44

Note:

When grading exercises where students are asked to check their work, 2 points will be credited per problem, 1 for the original and 1 for the check. So when grading work, pay special attention to see that the check answer is also correct.

In exercises where students are asked to check addition or subtraction, we suggest that if the original answer is incorrect, both answers (the original and the check) are automatically counted wrong. (It is impossible for the check to come out right if the original answer is wrong.)

This is to prevent students from simply slapping down the answer to the check which they know should be there (the top addend) without taking time to actually work the check.

It is possible, however, for students to have the original answer correct, but the check wrong if they failed to properly compare the check answer with the top addend.

Be sure your pupils understand the procedure for grading such exercises.

**WEEKLY CHECKUP 9**

Answer with "yes" or "no" for 1 to 10.

- 2 quarters = 1 half dollar **1. yes**
- The freezing point of water is 32°. **2. yes**
- The number word for 462 is written with a hyphen between four and six. **3. no**
- When the time is 4:45, in another 15 minutes it will be 5:00. **4. yes**
- We can check addition by subtracting. **5. yes**
- Quarter past six is the same as 6:45. **6. no**
- If the sum of the tens' place is 10 or more we carry to the ones' column. **7. no**
- 315 is read three hundred and fifteen. **8. no**
- There are 30 minutes from 9:30 to 10:00. **9. yes**
- When the sum of the ones' place is 10 or more we carry to the tens' column. **10. yes**
- 284 means...
 4 hundreds, 8 tens, and 2 ones. 2 hundreds, 8 tens, and 4 ones.
- Fill in the missing numbers.
 - 22 24 26 28 30 32 34 36 38 40
 - 10 20 30 40 50 60 70 80 90 100
 - 3 6 9 12 15 18 21 24 27 30
 - 25 50 75 100 125 150 175 200 225 250
 - 50 100 150 200 250 300 350 400 450 500
 - 5 10 15 20 25 30 35 40 45 50
 - 35 37 39 41 43 45 47 49 51 53
 - 42 52 62 72 82 92 102 112 122 132
- Fill in the blanks. Watch carefully.

582 means <u>5</u> hundreds <u>8</u> tens <u>2</u> ones	14. Write the three-place number that comes before or after:
457 means <u>7</u> ones <u>4</u> hundreds <u>5</u> tens	429 <u>430</u> <u>751</u> 752
380 means <u>8</u> tens <u>0</u> ones <u>3</u> hundreds	<u>509</u> 510 299 <u>300</u>

WEEKLY CHECKUP 9**UNIT 2**

pages 96 and 97

Number of answers, p. 96: 88
 p. 97: 35
 Total Answers, W/C 9: 123

Have you used the Drill Page this week?**TEACHER CHECKLIST**

- How well are your students doing with their "yes" and "no's"?
- Are they having any trouble telling time?
- Is counting numbers a problem?

96

97

WEEKLY CHECKUP 9

- Circle the largest number below. Put a triangle around the smallest number.

a. <u>580</u>	b. <u>289</u>	c. 421
---------------	---------------	--------
- Write number words for the numbers in Ex. 1.

a. <u>five hundred eighty</u>
b. <u>two hundred eighty-nine</u>
c. <u>four hundred twenty-one</u>
- Draw the hands for clocks A and B. Write the times for clocks C and D.

A	B	C	D
quarter till 8	5:15	<u>2:15</u>	<u>11:45</u>
- Write the sums.

196	457	248	176	363	39
<u>+748</u>	<u>+188</u>	<u>+76</u>	<u>+247</u>	<u>+378</u>	<u>+488</u>
944	625	490	976	804	981
- In Ex. 12 on page 96, in which row did you use only odd numbers? Row g
 In which rows did you use only even numbers? Rows a b e h
- Write the temperatures for thermometers A and B.

A	B	C	D
89°	18°	(43°)	(76°)
- Make thermometer C show 43 degrees and thermometer D show 76°.

A	B	C	D
89°	18°	(43°)	(76°)
- Make a green line on the freezing point on thermometer B.

A	B	C	D
89°	18°	(43°)	(76°)
- Write the abbreviations.

a. foot <u>ft.</u>	d. day <u>da.</u>
b. inch <u>in.</u>	e. hour <u>hr.</u>
c. dozen <u>doz.</u>	f. minute <u>min.</u>
- Work and check.

408	639	654	959
<u>+231</u>	<u>-231</u>	<u>+305</u>	<u>-305</u>
639	408	959	654

Timed Drill 13

(1 min.)

LESSON 13

- | | |
|-------------------|--------------------|
| 14 - 7 = <u>7</u> | 17 - 8 = <u>9</u> |
| 12 - <u>4</u> = 8 | 56 - 4 = <u>52</u> |
| 15 - 7 = <u>8</u> | 43 - 6 = <u>37</u> |
| 18 - <u>6</u> = 7 | 37 - 9 = <u>28</u> |
| 15 - <u>6</u> = 9 | 45 - 8 = <u>39</u> |
| 15 - 9 = <u>6</u> | 38 - 5 = <u>31</u> |
| 16 - 7 = <u>9</u> | 27 - 9 = <u>18</u> |