

Venus  
Grade 1

## Acknowledgments

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

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

|                    |                    |                  |
|--------------------|--------------------|------------------|
| Jan Anderson       | Cathy Foss         | Lynda Penry      |
| Jean Bartlett      | Cheryl Gentry      | Debbie Perry     |
| Ricardo Bellon     | Patricia Higginson | Jonathan Perry   |
| Sandy Berger       | Sherri Houp        | Andy Reeves      |
| Roy Bolduc         | Sue Hunsinger      | Mary Russick     |
| Rosemarie Bolinder | Earlene Knight     | Cathy Starling   |
| Jacqueline Brown   | Audrey Lanier      | Patsy Shearer    |
| Janie Cates        | Carla Lowery       | Lisa Tait        |
| Marie Crittenden   | Lynda Luckie       | Mary Jane Tappen |
| Lawana Croskey     | Colleen Malito     | Linda Walker     |
| Debbie Davis       | Claudia Mittner    | Jane Weese       |
| Linda Ferriera     | Carol Newman       | Ken West         |
| Mary Fletcher      | Jill Nielson       | Janet Williams   |
| Carole Fordham     | Roger O'Brien      | Karol Yeats      |

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

Additional copies of *Sunshine Math* may be purchased at cost from the Panhandle Area Educational Consortium (PAEC), 753 West Boulevard, Chipley, Florida 32428, or by contacting the PAEC Distribution Center:

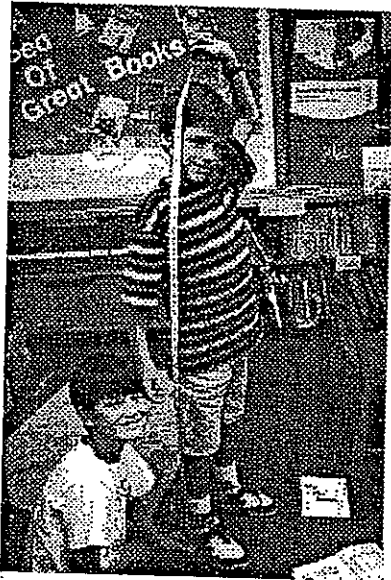
PHONE: (850) 638-6131,  
SUNCOM: 769-6131,  
TOLL-FREE: 877-873-7232,  
FAX (850) 638-6336

Out-of-state schools that purchase copies have permission to reproduce the document for the use with their students for non-profit educational purposes.

## Preface

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

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



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

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

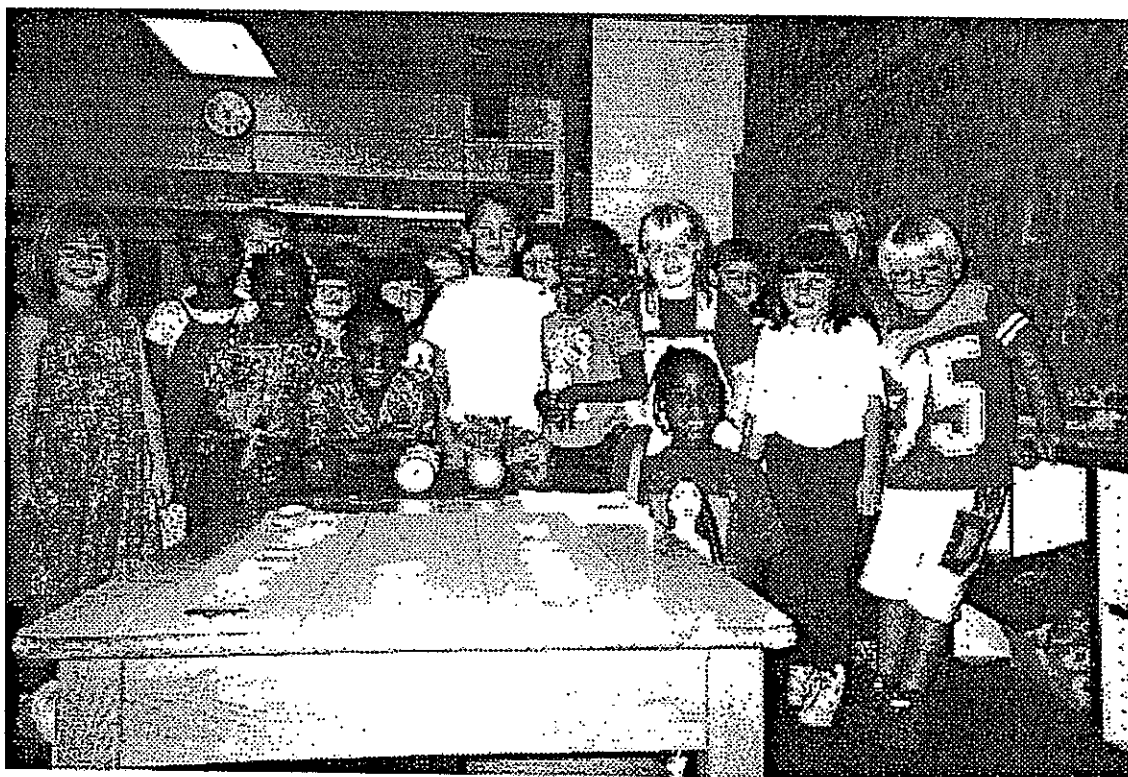
## Organization of These Materials

### Section I Description of the *Sunshine Math* Program

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

### Section II Student worksheets for *Sunshine Math*

### Section III Commentary for student worksheets for *Sunshine Math*



## Sunshine Math General Information

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



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

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

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

### The Basic Model

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

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

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

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

## Variations of the Basic Model

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

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

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

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

## *Sunshine Math: Information for Principals*

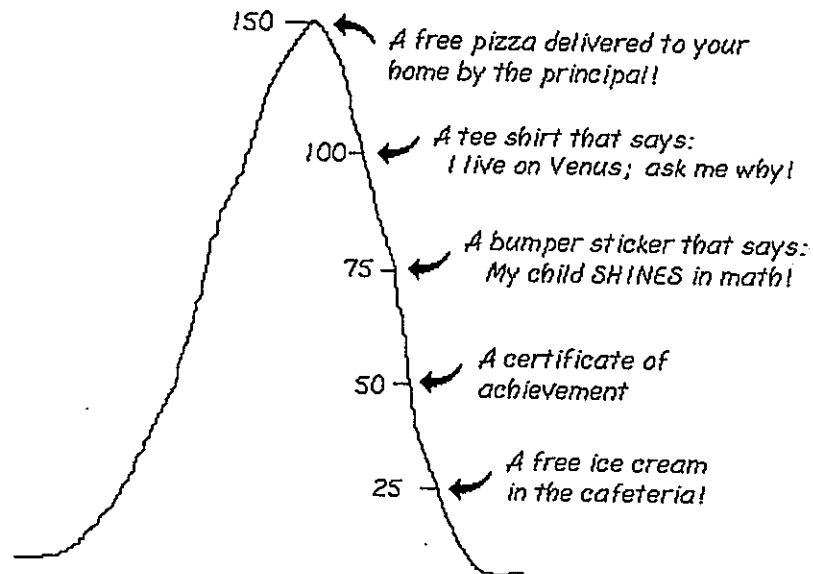
*Sunshine Math* is a K-8 enrichment package for mathematics, designed to be managed by volunteer assisting adults with coordinated support from the classroom teacher and school administrators. The purpose of the program is to give self-motivated students of all ability levels a chance to extend themselves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

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

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

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

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



*Climb the Mountain this Year!!!*

*Join the Sunshine Math Club*

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



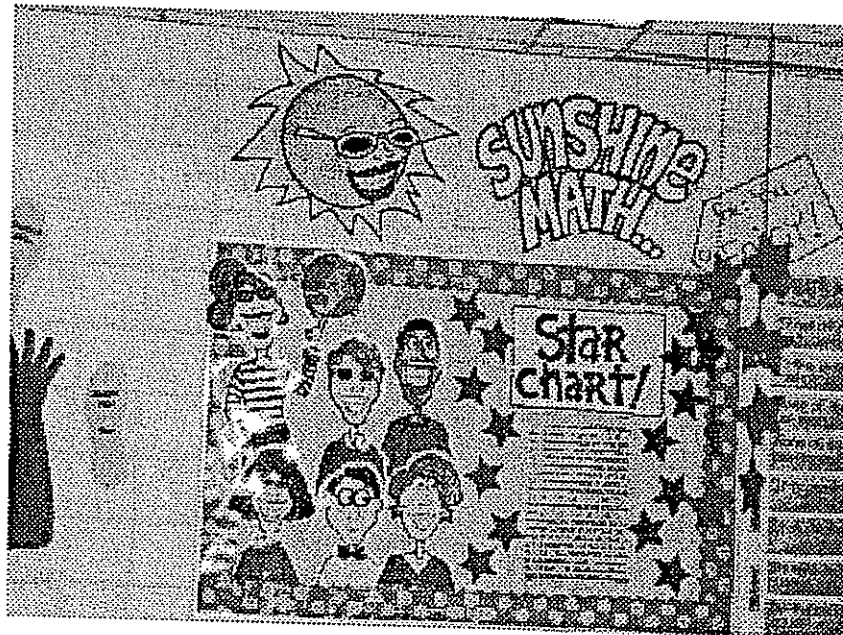
## ***Sunshine Math: Information for Assisting Adults***

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

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

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

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



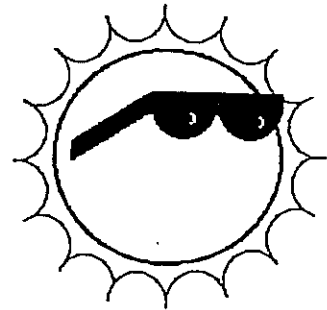
Checklist for assisting adults:

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

## *Sunshine Math: Information for Teachers*

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

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



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

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

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

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

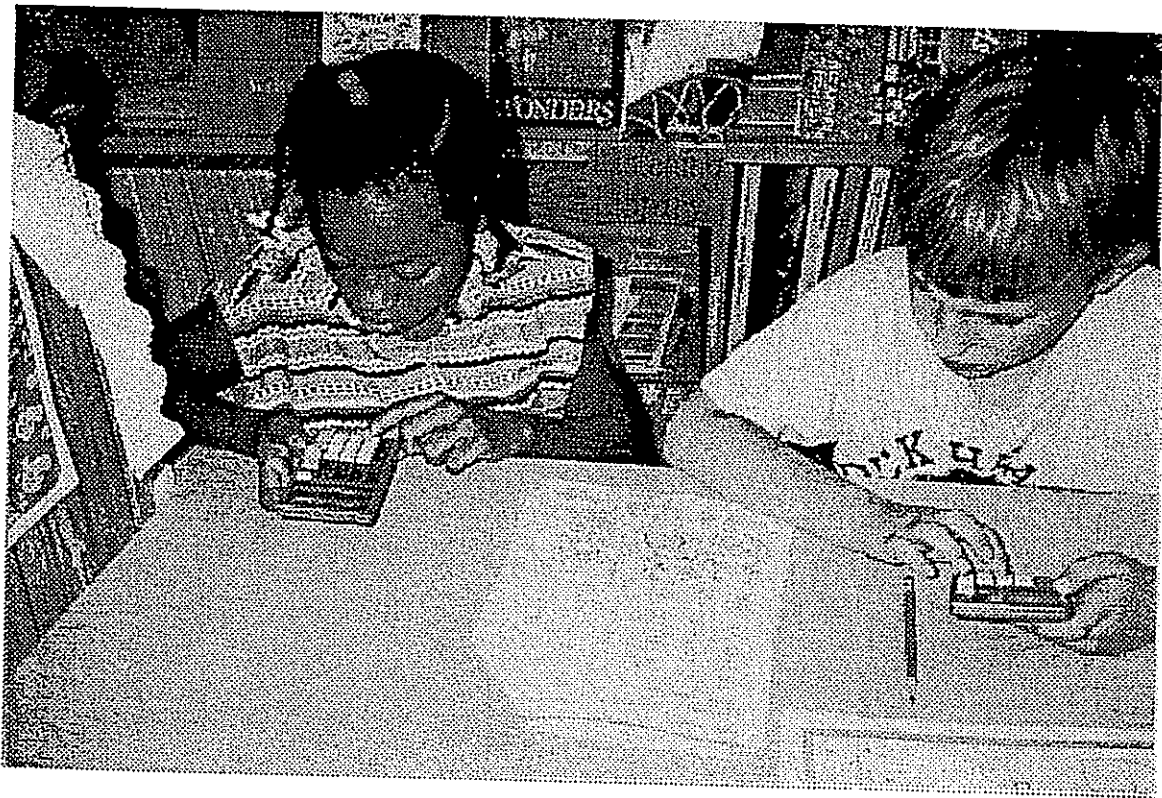
Here are some hints that you might find useful in your support role for Sunshine Math:

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

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

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

Sandy Parker, Lake Weir Middle School, Ocala, FL





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

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



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



Dear Parents,

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

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

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

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

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

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

---

(parent's signature)




# WORKSHEETS



★★ 1. Sasha needs  


She has .


How many more must she get?

Answer: \_\_\_\_\_ 

★ 2. Five little  flying high.

Seven more come to sit nearby.

How many  in all?

Answer: \_\_\_\_\_  in all

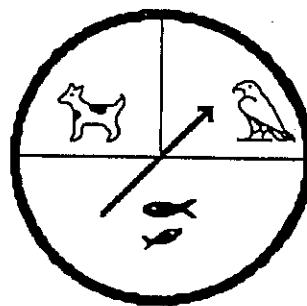
★★★ 3. Amanda reads 2 books a week.

How many books does she read  
in 6 weeks?

Answer: \_\_\_\_\_ books





- ★★ 4. Julio will use the spinner to find out what pet his parents will buy. Which pet will he probably get?



Circle the answer.

dog      bird      fish

- ★★ 5. Make a graph to show the birthdays. Draw a  for each child.

September: 

October: 

November: 

**Fall Birthdays**

|           |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|
| September |  |  |  |  |  |  |  |
| October   |  |  |  |  |  |  |  |
| November  |  |  |  |  |  |  |  |

- ★ 6. Draw the picture that comes next:

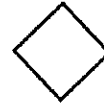


SUNSHINE MATH - 1  
Venus, II

Name: \_\_\_\_\_

(This shows my own thinking.)

- ★★ 1. Which piece will make this shape if you have several of them?  
Circle the answer.



A.

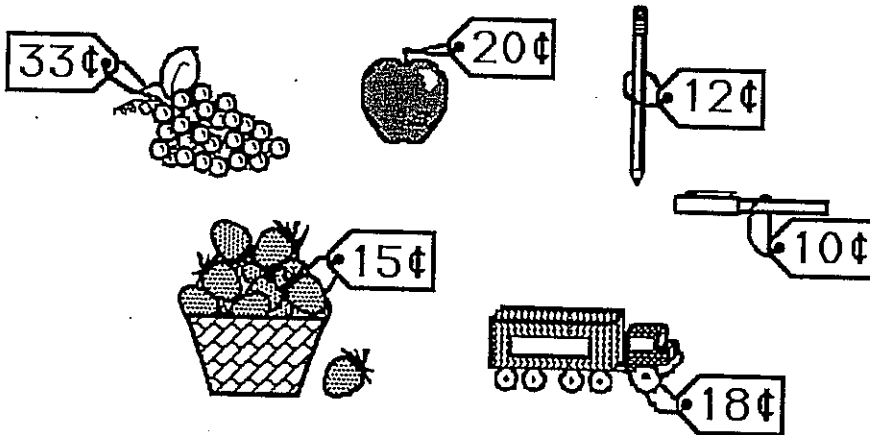


B.

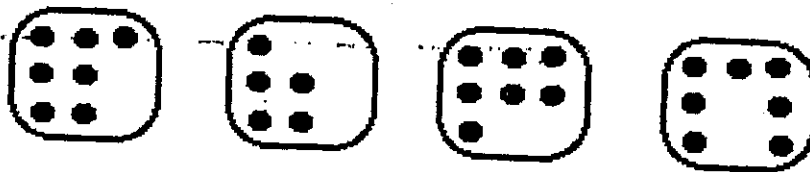


C.

- ★★ 2. You spent exactly 33¢. Circle the two things that you bought.



- ★ 3. Which tile has a different number of dots than the other tiles? Circle the one that is different.





SUNSHINE MATH - 1  
Venus, III

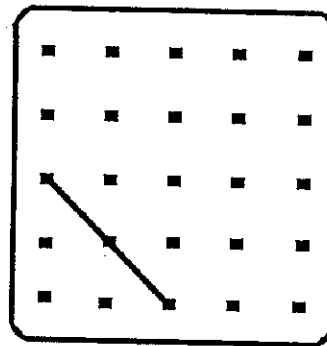
Name: \_\_\_\_\_

(This shows my own thinking.)

- ★ 1. I am a number. Subtract me from 12 and get 9.  
Who am I?

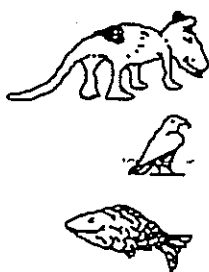
Answer: \_\_\_\_\_

- ★★★ 2. Draw a square in the box to the right. Begin with the part given.

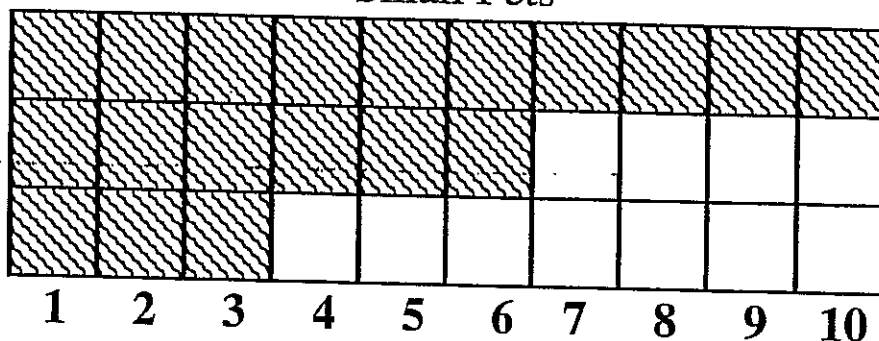


- ★★ 3. These are the favorite pets in a first grade class. How many more children liked dogs, than birds and fish together?

Answer: \_\_\_\_\_ more



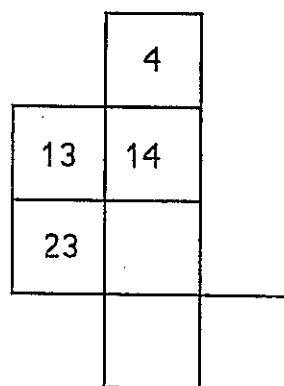
Small Pets



- ★ 4. Four children each chose a shape. Jessica's shape is oval. Jane's shape has 4 corners and 4 sides the same length. Scott's shape has 3 sides. Which shape did Mark choose? Circle the answer.



- ★★★ 5. Write the missing numbers in this part of the hundreds chart.



- ★★★★ 6. Use these digits:

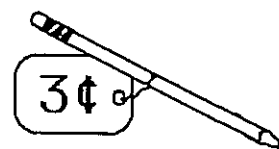
What is the least 2-digit number you can make? \_\_\_\_\_

What is the greatest 2-digit number? \_\_\_\_\_

- ★★★ 7. Complete the table.

|                   |    |   |   |   |   |   |   |
|-------------------|----|---|---|---|---|---|---|
| Number of pencils | 1  | 2 | 3 | 4 | 5 | 6 | 7 |
| Amount you pay    | 3¢ |   |   |   |   |   |   |

How much would 10 pencils cost? \_\_\_\_\_



SUNSHINE MATH - 1  
Venus, IV

Name: \_\_\_\_\_

(This shows my own thinking.)

- ★★ 1. Superstar, what number is missing on the star so that the sum is 19?

Answer: \_\_\_\_\_

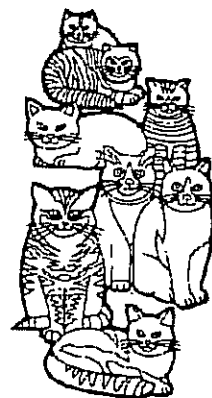


- ★★ 2. Look at the cats!

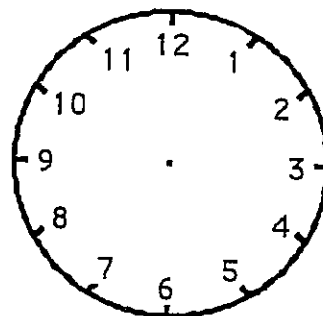
How many tails on all those cats? \_\_\_\_\_

How many ears on all those cats? \_\_\_\_\_

How many legs on all those cats? \_\_\_\_\_



- ★★★ 3. Teaka finishes dinner at 6 o'clock. She reads her book for 2 hours. Then she goes to bed. Draw the hour and minute hands on the clock to show when Teaka goes to bed.



- ★★ 4. The bug below breaks in half every day. Each half becomes a new bug. If 5 bugs break apart, how many bugs will there be the next day? \_\_\_\_\_



- ★★★ 5. There are 3 children and 1 wagon. Two children can play at a time. One child can ride and one child can pull. In the table, show all the ways the children can ride and pull.



Sam

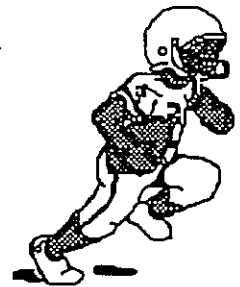


Kevin

Alice

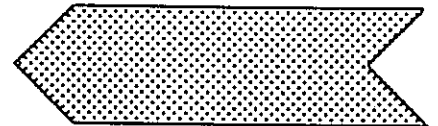
| Child Pulling | Child Riding |
|---------------|--------------|
|               |              |
|               |              |
|               |              |
|               |              |
|               |              |
|               |              |

- ★★ 6. Herick ran the ball for 5 yards. Then he ran for 3 more yards. Then he lost 2 yards on a run. His jersey number is 13. How far did he run on those three plays?



Answer: \_\_\_\_ yards

- ★ 7. About how many triangles does it take to cover the big shape? Circle the best estimate.



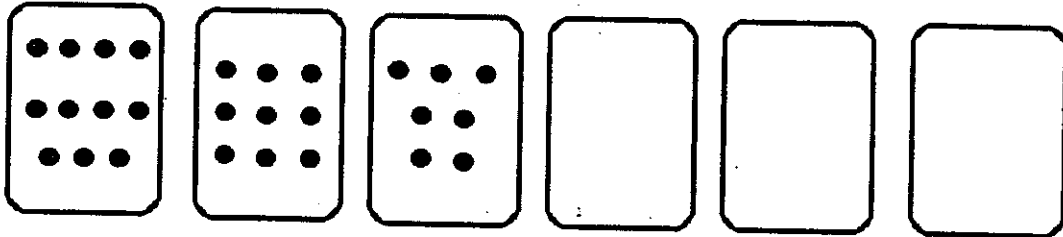
5 triangles?    10 triangles?    20 triangles?

SUNSHINE MATH - 1  
Venus, V

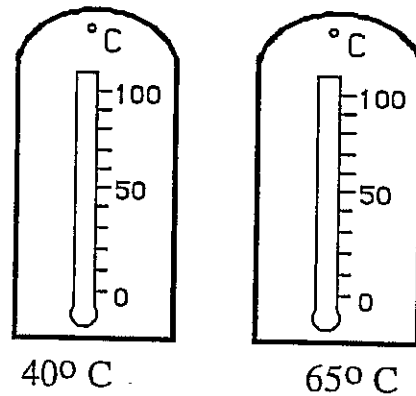
Name: \_\_\_\_\_

(This shows my own thinking.)

- ★★★★ 1. Count the number of dots on each card. Find a pattern. Use the pattern to fill in the empty cards with dots.



- ★★ 2. On each thermometer, darken in the center to show the temperature given.



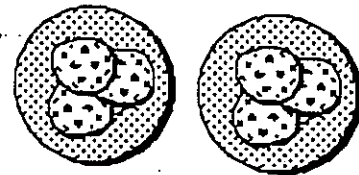
- ★ 3. Use + or - in each box to make the sentence true.

$$3 \square 4 \square 2 \square 6 = 11$$

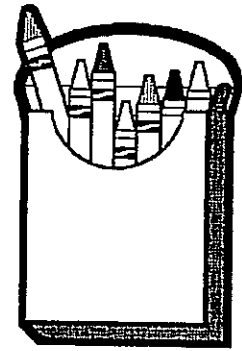
- ★ 4. Three children divided up the 6 cookies fairly. How many did each child get?



Answer: Each got \_\_\_\_\_ cookies

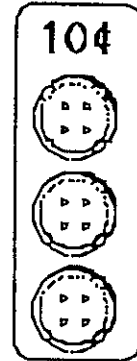


- ★★★ 5. If you took the crayons in the box and broke them in half, how many children could have something to color with?



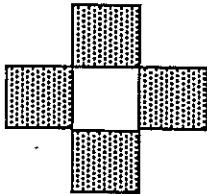
Answer: \_\_\_\_\_ children

- ★★★ 6. Tamika can buy 3 buttons for a dime. She needs 12 buttons for a project. How much will they cost?

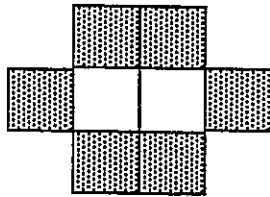


Answer: \_\_\_\_\_¢

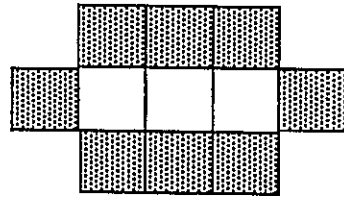
- ★★★★ 7. How many gray squares are needed to continue the pattern?



1 white square  
4 gray squares



2 white squares  
6 gray squares



3 white squares  
8 gray squares

4 white squares  
? gray squares

Answer: \_\_\_\_\_ gray squares

- ★★★ 8. (a) Name a body part that you have 2 of: \_\_\_\_\_

(b) Name a body part that you have 10 of: \_\_\_\_\_

(c) Name a body part that you have more than 100 of:  
\_\_\_\_\_

- ★★★ 1. Color the numbers the same color as the baskets where they belong! What numbers are left without a color?

Red  
less than 11

Green  
greater than 15  
and less than 28

Blue  
greater than 36

17 10 39 5 3 31  
42 26 20 48 34  
29 19 2

Answer: \_\_\_\_\_ do not belong in any basket.

- ★★ 2. Quan has a dime.  
He finds a nickel.  
He buys a pear for 13¢.  
How much money does he have left?

Answer: He has \_\_\_\_\_ left.

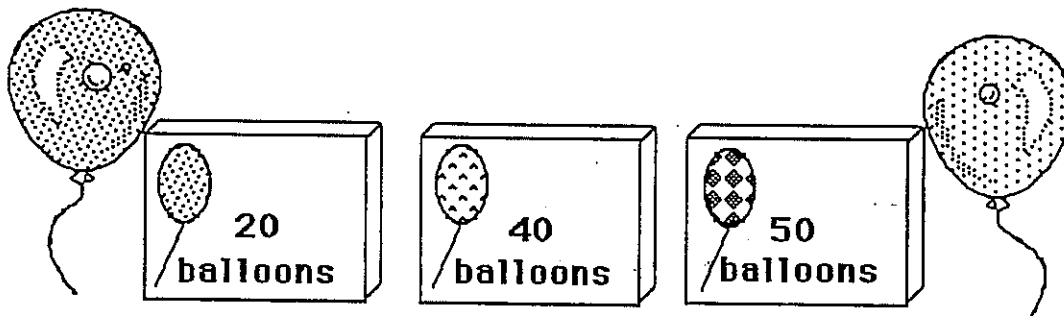


- ★★ 3. Find the number that goes in the box in part (a). Put it in the box for part (b). Write the answer to part (b) on the line.

a.  $4 + \square = 7$

b.  $\square + 8 = \underline{\quad}$

- ★★★ 4. You are having a party. You will need 70 balloons. Circle the boxes you could buy to make 70.



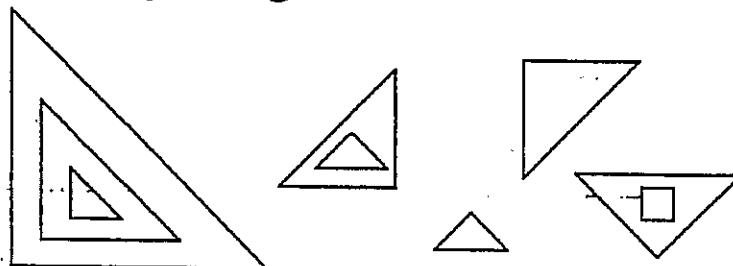
- ★ 5. You have 3 blocks. One is yellow, one is brown and one is green. Which block is green?

- The yellow block is in the middle.
- The brown block is on top.

Answer: The green block is \_\_\_\_\_.



- ★★ 6. How many triangles are there in all?

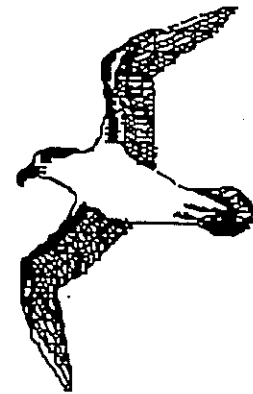


Answer: \_\_\_\_\_ triangles

- ★★★★ 1. The dog ate 9 flies. The cat ate 3 more flies than the dog. The bird ate 2 more flies than the cat.

How many flies did the bird eat? \_\_\_\_\_

How many flies did all three animals eat? \_\_\_\_\_



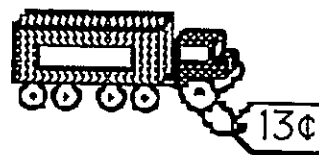
- ★★ 2. How many legs are on 5 lambs?

Answer: \_\_\_\_\_ legs

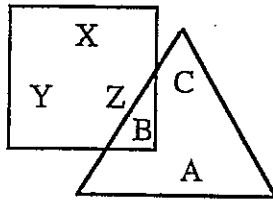


- ★★★★ 3. How many trucks can you buy for 30¢?

Answer: \_\_\_\_\_ trucks



- ★ 4. Which letters are in the triangle?



Answer: \_\_\_\_\_

- ★★★ 5. I have 4 tens. My ones digit is 2 more than my tens digit. What number am I?

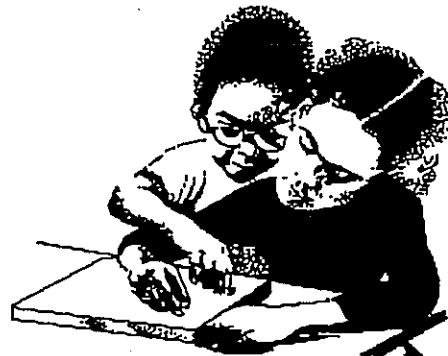
Answer: \_\_\_\_\_

- ★★ 6. Put a + or - in each circle to make a true sentence.

$$13 \quad \bigcirc \quad 4 \quad \bigcirc \quad 8 = 17$$

- ★★ 7. Tom has half as many pennies as Sue. Sue has 20 pennies. How many pennies does Tom have?

Answer: \_\_\_\_\_ pennies



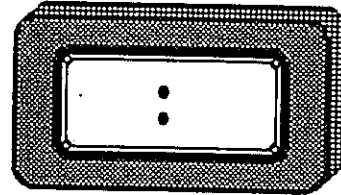
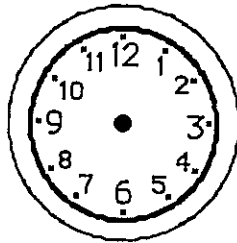
Name: \_\_\_\_\_

(This shows my own thinking.)

- ★★ 1. Draw the next figure in the pattern.



- ★★★★ 2. At one o'clock the team played soccer. One and a half hours later, the team left the field. Place the hour and minute hand on the clock to show when the team left the field. Or if you prefer, write the time they left on the digital clock.



- ★★ 3. My sister earns 10¢ for making her bed. She wants to earn 50¢. How many times must she make her bed?

Answer: \_\_\_\_\_ times

- ★★★ 4. If you write the numbers from 1 to 40, how many times would you write a 7?

Answer: \_\_\_\_\_ times

- ★★★ 5. Put the *greater than* ( $>$ ), *less than* ( $<$ ), or *equal to* ( $=$ ) in the box to compare each problem.

a.  $(10\text{¢}) (10\text{¢}) (10\text{¢}) \square (5\text{¢}) (5\text{¢}) (5\text{¢})$

b.  $(25\text{¢}) \square (10\text{¢}) (10\text{¢}) (5\text{¢})$

c.  $(10\text{¢}) (5\text{¢}) (5\text{¢}) (1\text{¢}) (1\text{¢}) \square \$0.32$

- ★ 6. How many days in December are after December 16?

Answer: \_\_\_\_\_ days

| December |      |       |      |       |      |      |
|----------|------|-------|------|-------|------|------|
| Sun.     | Mon. | Tues. | Wed. | Thur. | Fri. | Sat. |
|          | 1    | 2     | 3    | 4     | 5    | 6    |
| 7        | 8    | 9     | 10   | 11    | 12   | 13   |
| 14       | 15   | 16    | 17   | 18    | 19   | 20   |
| 21       | 22   | 23    | 24   | 25    | 26   | 27   |
| 28       | 29   | 30    | 31   |       |      |      |

- ★★★ 7. Use the rule. Complete the table.

Rule: Out is 10 more than In

| <u>In</u> | <u>Out</u>           |
|-----------|----------------------|
| 5         | 15                   |
| 7         | <input type="text"/> |
| 10        | <input type="text"/> |
| 21        | <input type="text"/> |

(This shows my own thinking.)

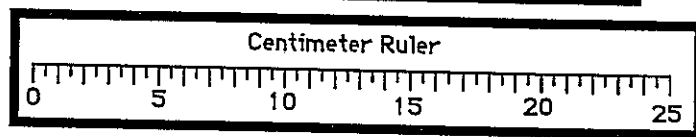
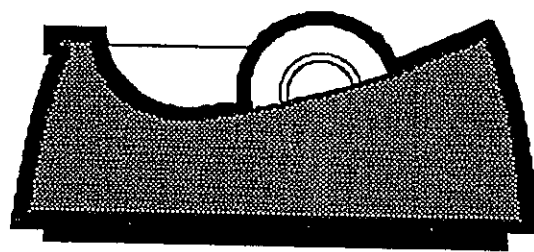
- ★★★★ 1. Wooden faces are made in a factory. The cost of making each shape is shown below. How much does it cost to make this face?

*Any triangle costs 3¢*  
*Any square costs 5¢*  
*Any circle costs 6¢*



Answer: \_\_\_\_\_ ¢

- ★★ 2. Lourdes said the tape dispenser was 25 centimeters long. But he did not start measuring at zero. How long is it?



Answer:

\_\_\_\_\_ centimeters

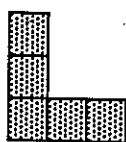
- ★★ 3. Follow the pattern. How many squares do you need to make E? \_\_\_\_\_ How many to make F? \_\_\_\_\_



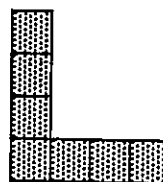
A



B



C



D

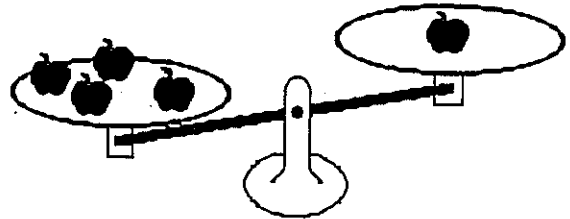
E

F

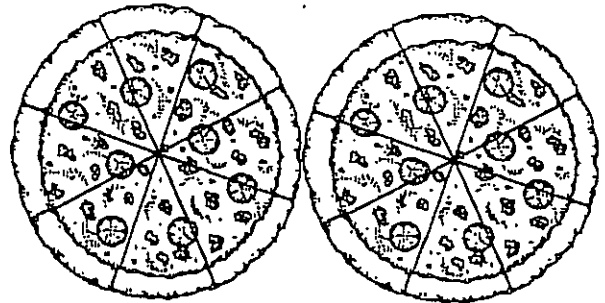
- ★ 4. I am thinking of a number. When you subtract 6 from the number, you get 13. What is my number?

Answer: \_\_\_\_\_

- ★ 5. Draw in enough apples to balance the scale.



- ★★★★ 6. Four kids divided the 2 pizzas in a fair way. How many pieces did each get?



Answer: \_\_\_\_\_

- ★★ 7. Write all the 2-digit numbers you can make with these cards:

4

8

6

5

Write them in this box:

|  |
|--|
|  |
|--|

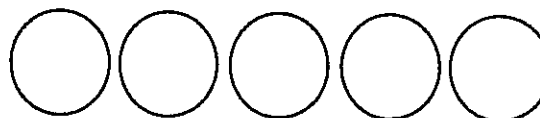
Name: \_\_\_\_\_

(This shows my own thinking.)

- ★ 1. Jill and five friends are having a party. Each person wants 2 cupcakes. How many cupcakes will they need?

Answer: \_\_\_\_\_ cupcakes

- ★★★ 2. Below are 5 coins with the faces covered up. The coins are worth 42¢ in all. What coins are they? Write the value in cents on each coin.



- ★★ 3. March has 31 days. If March 1 is a Thursday, what day of the week is the last day of the month?

Answer: \_\_\_\_\_

| MARCH |     |     |     |     |     |     |
|-------|-----|-----|-----|-----|-----|-----|
| Sun   | Mon | Tue | Wed | Thu | Fri | Sat |
|       |     |     |     |     |     |     |
|       |     |     |     |     |     |     |
|       |     |     |     |     |     |     |
|       |     |     |     |     |     |     |
|       |     |     |     |     |     |     |

- ★ 4. The Kindergarten had 24 children, then four more joined the class. The first grade had 23 children, then six more joined the class. Which class has more children now?

Answer: \_\_\_\_\_

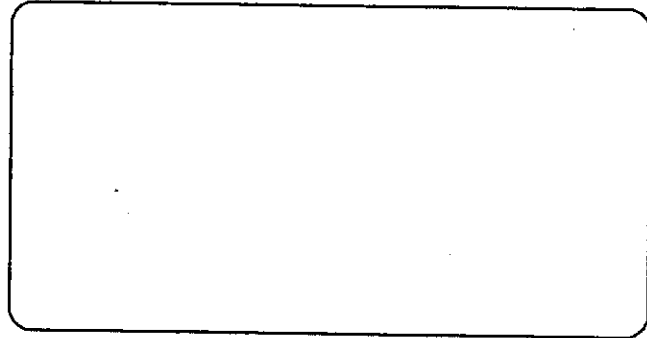
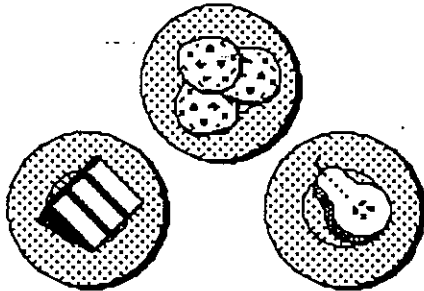
- ★★ 5. How many squares are in the picture of the house?

Answer: \_\_\_\_\_



- ★★★ 6. You are planning a party. You want to fit as many plates of dessert on the table as you can. About how many of the plates would fit?

Answer: \_\_\_\_\_ plates

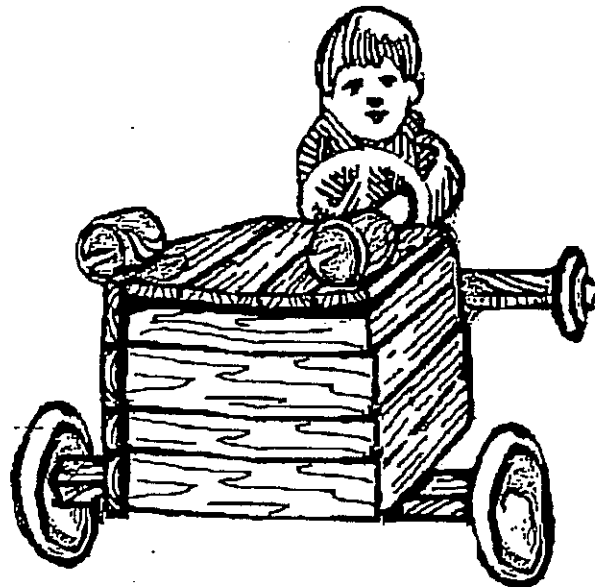


- ★★ 7. If you and two friends wanted to each build a car like this, how many car wheels would you need?

Answer: \_\_\_\_\_

How many tin cans would you need for lights?

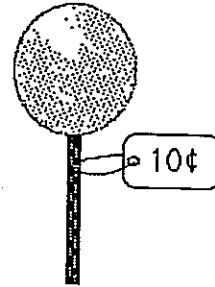
Answer: \_\_\_\_\_



(This shows my own thinking.)

- ★★ 1. How much change should you get if you paid with a quarter?

Answer: \_\_\_\_\_



- ★★★ 2. It takes 6 kitten steps to walk to the first bowl. It takes 4 steps to walk from one bowl to the next bowl. How many steps does it take for kitty to walk from where he is to bowl 5?



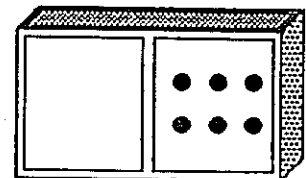
Answer: \_\_\_\_\_ kitten steps

- ★ 3. Jessica is in line. Three girls are in front of her. 5 girls are in back of her. How many girls are in the line?



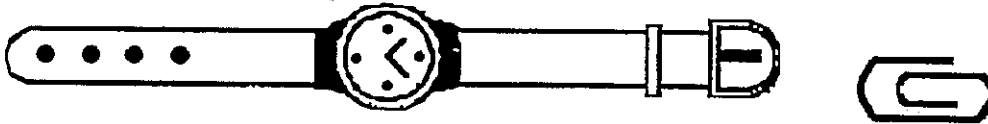
\_\_\_\_\_ girls

- ★ 4. Make the domino a double. Write an addition sentence for the double domino.



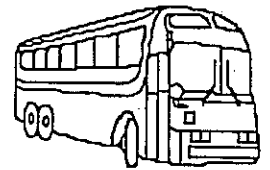
Answer: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

- ★★ 5. About how many paper clips would it take to measure the length of the watch?



Answer: \_\_\_\_\_ paper clips

- ★ 6. Use mental math.  
 24 children are on the bus.  
 3 more got on.  
 2 got off.  
 1 more got on.  
 How many children are on the bus now?



Answer: \_\_\_\_\_ children

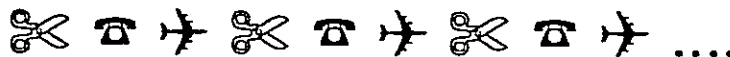
- ★★ 7. Do each step in the flowchart. Write your answer in the empty box.

$$\boxed{\$4} \xrightarrow{+} \boxed{\$3} \xrightarrow{-} \boxed{\$2} \xrightarrow{+} \boxed{\$1} \xrightarrow{=} \boxed{\phantom{\$}}$$

- ★★★ 8. Find the number that goes in the first step of the flowchart. Write it in the empty box.

$$\boxed{\phantom{\$}} \xrightarrow{+} \boxed{\$1} \xrightarrow{-} \boxed{\$5} \xrightarrow{+} \boxed{\$2} \xrightarrow{=} \boxed{\$4}$$

★★★★ 1. Look at the pattern.



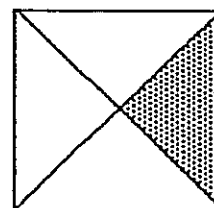
Draw or name the 10th figure in the pattern: \_\_\_\_\_

Draw or name the 14th figure in the pattern: \_\_\_\_\_

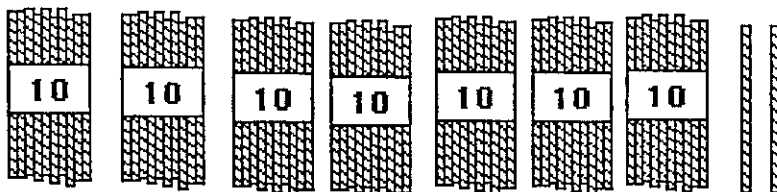
★★ 2. Circle the name of the shaded part of the square.

A. one-third      C. three-fourths

B. one-fourth      D. four-fourths

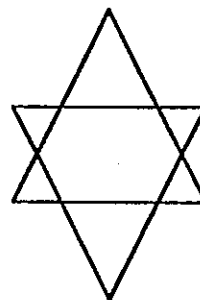


★ 3. How many straws are shown below? \_\_\_\_\_

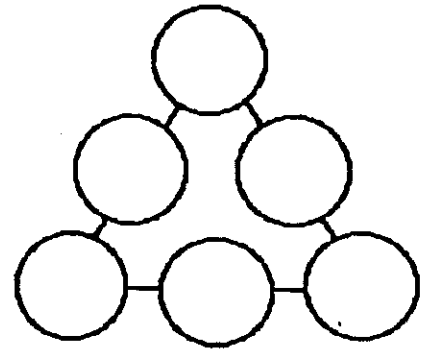


★★ 4. How many different triangles are there in the figure to the right?

Answer: \_\_\_\_\_ triangles



- ★★★ 5. Place the numbers 1, 2, 3, 4, 5, and 6 in the circles so that the sum along each side is 10.



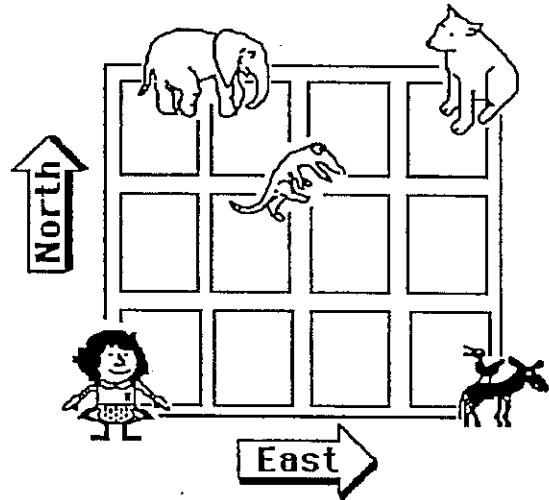
- ★★★ 6. Help the girl get from her spot at the zoo to each of the animals. Tell her how many blocks EAST to go and then how many blocks NORTH.

- To get to  go 1 East and 3 North.

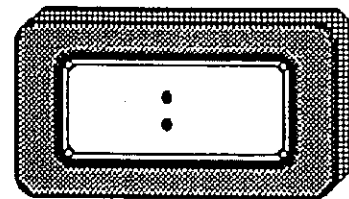
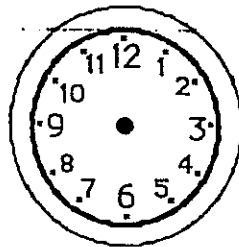
- To get to  go  
 \_\_\_ East and \_\_\_ North.

- To get to  go  
 \_\_\_ East and \_\_\_ North.

- To get to  go  
 \_\_\_ East and \_\_\_ North.



- ★★★★ 7. Alberto gets up at 6:30 a.m. Three hours later he goes to the library. One and a half hours after that he eats lunch. Show the time he eats lunch on both clocks.



(This shows my own thinking.)

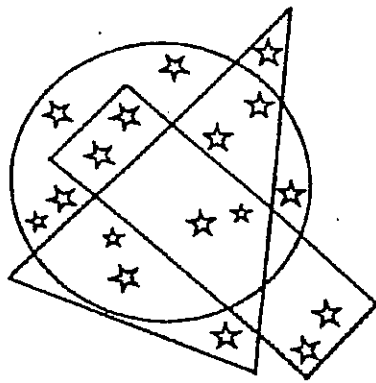
★★★ 1. Use the chart. Find the value of each word.

|         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| A → 1¢  | B → 2¢  | C → 3¢  | D → 4¢  | E → 5¢  | F → 6¢  |
| G → 7¢  | H → 8¢  | I → 9¢  | J → 10¢ | K → 11¢ | L → 12¢ |
| M → 13¢ | N → 14¢ | O → 15¢ | P → 16¢ | Q → 17¢ | R → 18¢ |
| S → 19¢ | T → 20¢ | U → 21¢ | V → 22¢ | W → 23¢ | X → 24¢ |
| Y → 25¢ | Z → 26¢ |         |         |         |         |

BALL = 2¢ + 1¢ + 12¢ + 12¢ = 27¢

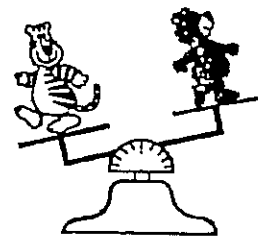
ROPE = \_\_\_ QUILT = \_\_\_ Your first name = \_\_\_\_\_

★★★ 2.

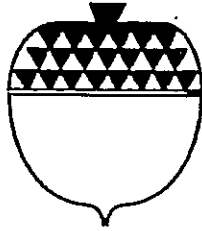


- A. How many stars are there in the triangle? \_\_\_ stars
- B. How many stars are in the circle? \_\_\_ stars
- C. How many stars are in the rectangle? \_\_\_ stars

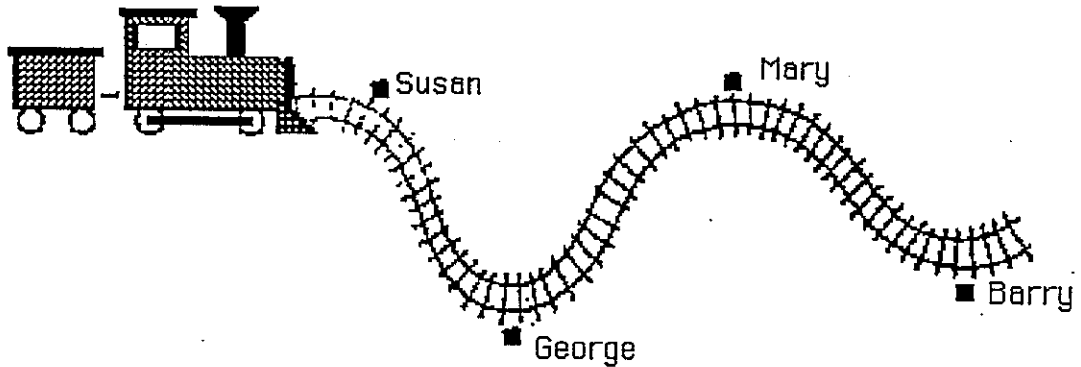
★ 3. Circle the animal that weighs more.



- ★★ 4. Two pictures below can be folded so that the two halves match. The other picture can't be folded to match. Color the two that can be folded to match.



- ★★ 5. Jan has a toy train. She placed George's house 2 meters from Susan's house. Estimate how far it is from George's house to Barry's house. Circle the answer.



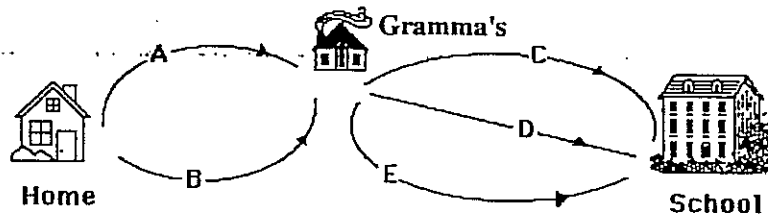
A. 8 meters

B. 6 meters

C. 4 meters

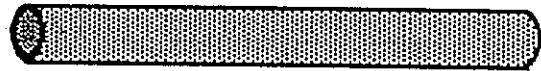
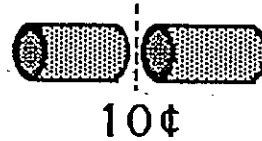
- ★★★★ 6. Ramon stops by his Gramma's house each day on his way to school. He has 2 ways to walk to his Gramma's house. He has 3 ways to walk from there to school. How many ways can he travel from his house to school?

\_\_\_\_\_ways

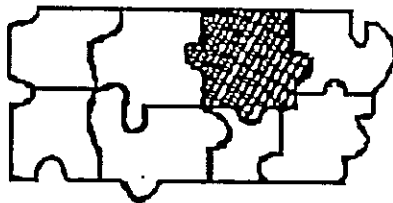


- ★★★★ 1. If it costs 10¢ to make 1 cut, how much does it cost to cut a log into 5 pieces?

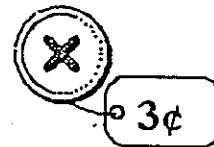
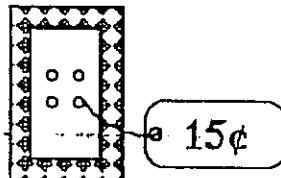
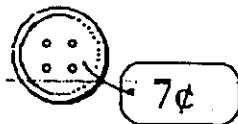
Answer: \_\_\_\_\_¢



- ★ 2. Look at the puzzle below, then circle the piece that will fit in the shaded area.



- ★★ 3. Circle the type of button that Keisha bought.
- The button costs more than a nickel, and
  - The button costs less than a dime.



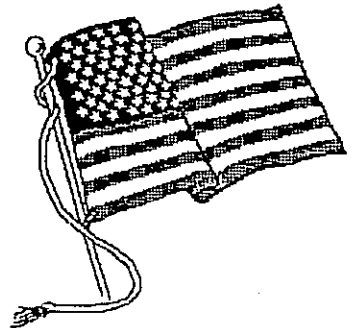
- ★ 4. Bozo chewed a hole in Lu's homework. He chewed the numbers in the ones place, and the whole answer.  
Circle the best *estimate* of the answer to the problem you can see.

- about 110
- about 60
- about 30



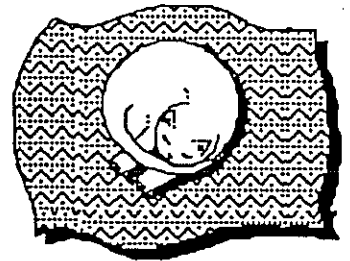
- ★★ 5. It takes 50 stars to make an American flag. If you laid 50 stars out in rows with 10 stars in each row, how many rows would you have?

Answer: \_\_\_\_ rows

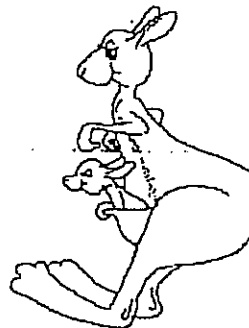


- ★★ 6. A cat is asleep on a mat at a pet store. About how many curled-up cats can sleep on this mat, at one time?

Answer: about \_\_\_\_ cats



- ★★ 7. A kangaroo's tail is about as long as the kangaroo is tall. Draw the right size tail on this kangaroo.



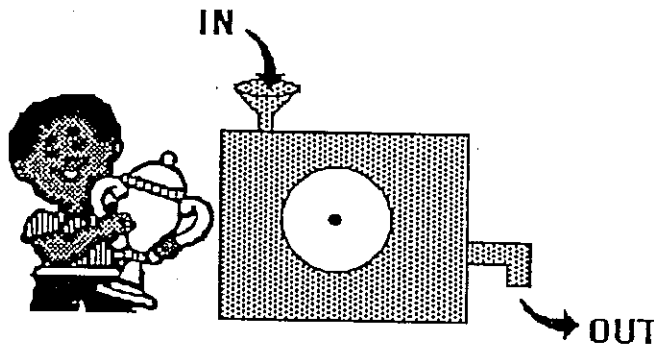
- ★★ 1. Draw a rectangle. Make it 3 centimeters wide and 7 centimeters long. Start at the corner below.



- ★★ 2. An ant walked around the outside of your rectangle above. How many centimeters did it walk?

Answer: The ant walked \_\_\_\_\_ centimeters.

- ★★★ 3. Kareem won a prize for making a number machine. He puts a number into the machine. Another number comes out. The number that comes out depends on how the dial is set. Fill in the table. Show the numbers that come out, or go in. The setting is *subtract 7*:











| In | Out |
|----|-----|
| 11 | 4   |
| 15 |     |
|    | 20  |

- ★ 4. Richard has 3 dimes, a nickel, and 3 pennies. He buys a pencil for 26¢. Does he have enough left to buy an eraser for 10¢?

Answer: \_\_\_\_\_ (yes or no)

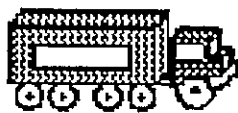
★★★ 5. How many more cups of milk than soda are there?

|      |   |
|------|---|
| Soda |      |
| Milk |      |

 stands for 2 cups.

Answer: \_\_\_\_\_ more cups of milk

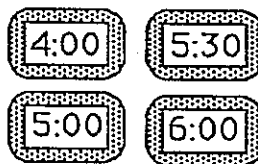
★ 6. Sally has 4 red trucks. She also has 2 yellow trucks, 2 blue trucks, and 1 purple truck. How many trucks does Sally have in all?



Answer: \_\_\_\_\_ trucks

★★ 7. What time is soccer practice? Circle the right clock.

It is after 4 o'clock.  
It is before 6 o'clock  
It is not 5 o'clock.

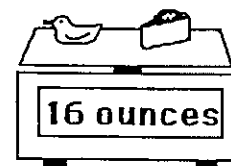
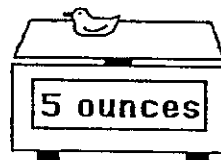


★★★ 8. There are 4 classrooms. 26 children are in each classroom. How many children in all 4 classrooms?



Answer: \_\_\_\_\_ children

★★ 9. How much does the piece of cake weigh by itself?

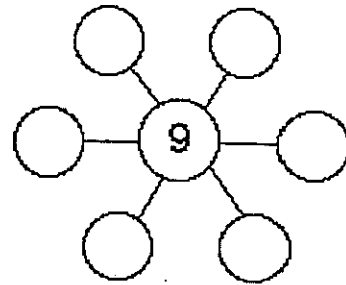


Answer: \_\_\_\_\_ ounces

Name: \_\_\_\_\_

(This shows my own thinking.)

- ★★★ 1. Put 2, 3, 4, 6, 7 and 8 in the circles so that the sum along each line is 19. Use each number just once.



- ★★★ 2. Use the calendar to answer the questions.

| January |     |     |     |     |     |     |
|---------|-----|-----|-----|-----|-----|-----|
| Sun     | Mon | Tue | Wed | Thu | Fri | Sat |
|         | 1   | 2   | 3   | 4   | 5   | 6   |
| 7       | 8   | 9   | 10  | 11  | 12  | 13  |
| 14      | 15  | 16  | 17  | 18  | 19  | 20  |
| 21      | 22  | 23  | 24  | 25  | 26  | 27  |
| 28      | 29  | 30  | 31  |     |     |     |

What date is the second Wednesday of the month?

Answer: \_\_\_\_\_

How many Saturdays are in January?

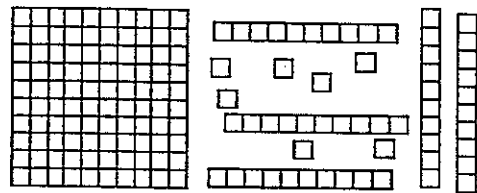
Answer: \_\_\_\_\_

What date is two days before the fourth Thursday?

Answer: \_\_\_\_\_

- ★ 3. What numeral do the number blocks show?

Answer: \_\_\_\_\_



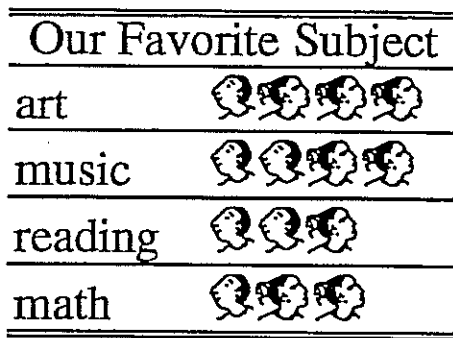
- ★★ 4. On a number line, 



0 5 10 15 20 25 30

a. is 13 closer to 10 or 20? Answer: \_\_\_\_\_

b. is 28 closer to 20 or 30? Answer: \_\_\_\_\_

- ★★★★ 5. Use the picture graph about a class to answer the questions.



key:  = 2 boys  
 = 2 girls

How many people like art best?

Answer: \_\_\_\_\_

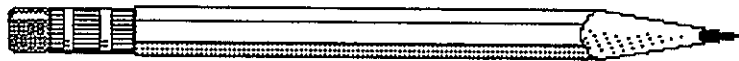
How many more people like music than reading?

Answer: \_\_\_\_\_

How many boys and how many girls are in the class?

Answer: \_\_\_ boys and \_\_\_ girls

- ★ 6. How long is the pencil? Each box is 1 centimeter long.



Answer: \_\_\_\_\_ centimeters

- ★ 7. Draw a pencil that is 3 centimeters shorter than the one above:

Draw it here:

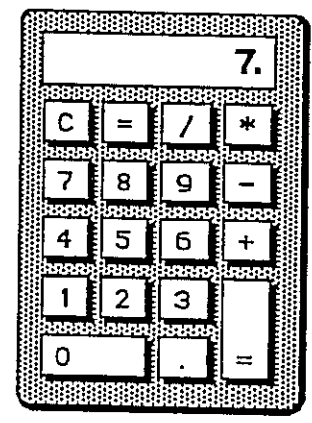
(This shows my own thinking.)

★★★ 1. Find a pattern. How many pennies do you need to add three more rows?



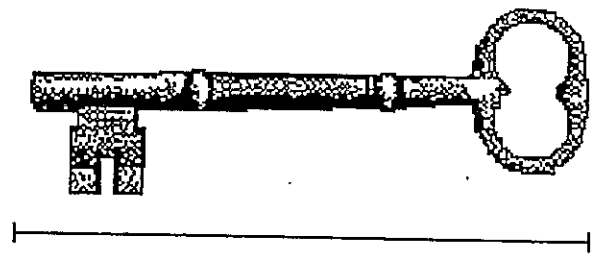
Answer: \_\_\_\_\_ pennies

★ 2. Tamika subtracted \$5.00 from \$12.00 on her calculator. She got the answer shown. Circle the sentence below that makes the best sense.



- a. Her calculator may be broken.
- b. Her calculator needs a battery.
- c. Her calculator is working fine.

★★ 3. Measure the length of the key. Use an inch ruler.



Answer: \_\_\_\_\_ inches

★ 4.  $10 - 9 + 8 - 7 + 6 - 5 + 4 - 3 + 2 - 1 + 0 =$  \_\_\_\_\_

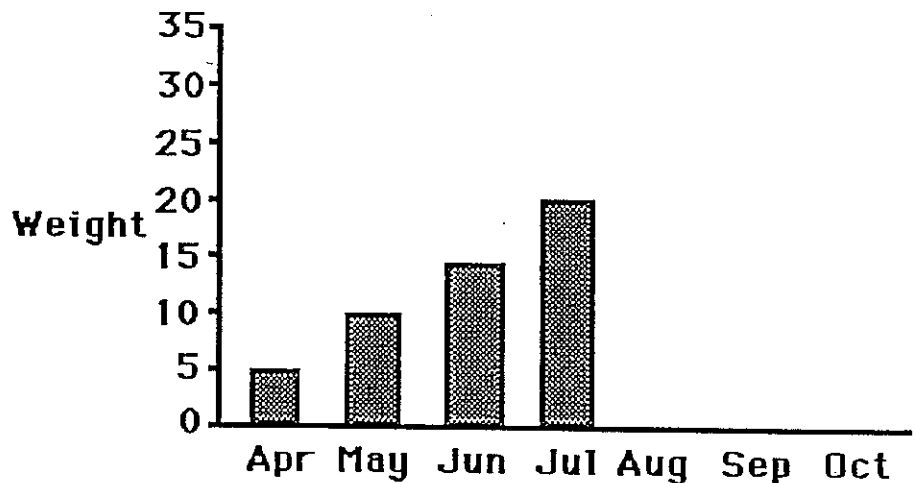
- ★★★ 5. Next year your older sister will be 12, your brother will be 14 and you will be 7 years old. You have a box of 35 birthday candles. Are there enough candles for the birthday cakes?

Answer: \_\_\_\_\_ (yes or no)

- ★ 6. Pretend that yesterday was May 5<sup>th</sup>. Then tomorrow would be May \_\_\_\_\_.

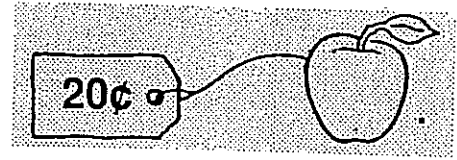
- ★★★ 7. Rachel got a baby chick for Easter. She made a graph of the chick's weight, in grams, each month.

- a. How much did the chick gain from April to May? \_\_\_\_\_ grams
- b. How much did the chick gain from May to June? \_\_\_\_\_ grams
- c. Finish the graph. Show the chick gained 5 grams each month through October.



(This shows my own thinking.)

- ★★ 1. You have a dime and four pennies. How much more do you need to buy the apple?



Answer: \_\_\_\_\_ ¢

- ★★★ 2. Rachael goes to the zoo at 10:15. She stays until 1:00. Which animals can she see being fed?

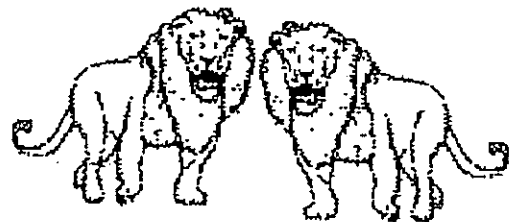
Feeding Times

| Animal    | Time           |
|-----------|----------------|
| monkeys   | 10:00 to 10:10 |
| lions     | 10:30 to 10:45 |
| elephants | 11:00 to 11:30 |
| bears     | 12:00 to 12:30 |
| zebras    | 1:30 to 1:45   |
| giraffes  | 2:30 to 2:45   |



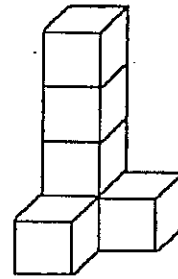
Answer: \_\_\_\_\_

- ★★★★ 3. I saw some lions at the zoo. I counted 24 lion legs. How many lion tails did I see? How many lion eyes did I see?



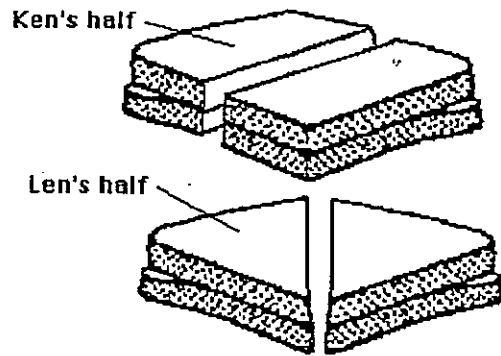
Answer: \_\_\_\_\_ tails and \_\_\_\_\_ eyes

- ★★ 4. Paul made three figures like this from blocks. How many blocks did he use altogether?



Answer: \_\_\_\_\_ blocks

- ★★★ 5. Twins Ken and Len had the same size sandwich. Ken cut his sandwich in half and ate one part. Len cut his sandwich in half and ate one part. Who ate the biggest half?



Answer: \_\_\_\_\_

- ★★★ 6. In *arrow math*, follow the arrow. For example,  $38 \rightarrow 39$  and  $23 \nearrow 14$ . Write the new number in each box.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

7  $\downarrow$

4  $\downarrow$

25  $\downarrow \rightarrow$



- ★★ 7. Use *arrow math* to find this number:

24  $\nearrow \rightarrow \nearrow$

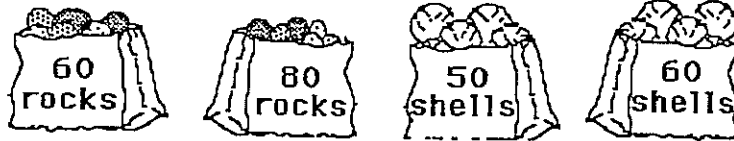
- ★ 1. How many dimes and how many pennies do you need to buy the ice cream sundae?

|        |           |
|--------|-----------|
| sundae | ....41¢   |
| soda   | ..... 36¢ |



Answer: \_\_\_\_\_  's and \_\_\_\_\_  's

- ★★ 2. Amy bought 20 more rocks than shells. Which two bags did she buy? Circle the bags.

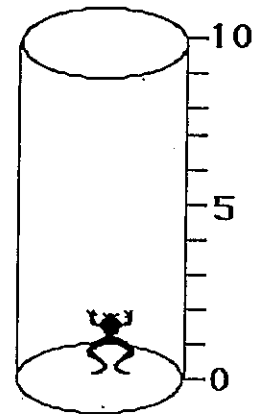


- ★★ 3. Jan tossed three beanbags.  
Each beanbag landed on a different number.  
Jan's score was 8.  
What numbers did the beanbags land on?  
Circle them.

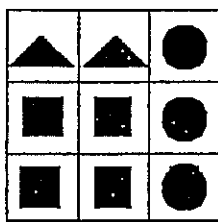
|   |   |
|---|---|
| 1 | 3 |
| 2 | 4 |

- ★★★★ 4. A frog fell in a 10-foot deep hole. The frog jumps up 3 feet, but falls back 1 foot while resting for the next jump. How many jumps does it take the frog to get out of the hole? Draw a picture of the frog's trip, to help you.

Answer: The frog got out in \_\_\_\_\_ jumps.



- ★★★ 5. Write the numbers and the number sentences. The first is done for you.



Shapes  
in All:

9

Remove:

all ▲'s

all ●'s

all ■'s

all ■'s  
and

all ●'s

Number  
Left:

7

Number  
Sentence:

$9 - 2 = 7$

- ★ 6. Draw 5 X's in each box.

|  |  |
|--|--|
|  |  |
|--|--|

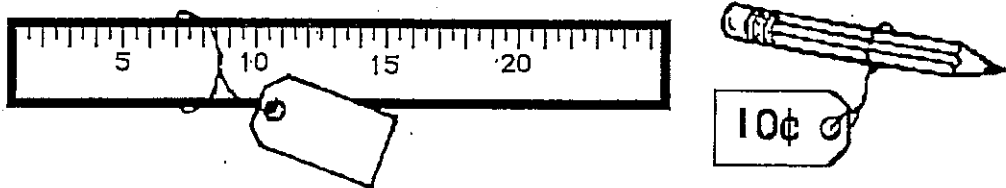
Draw 4 extra X's not  
in any box:

How many X's in all?

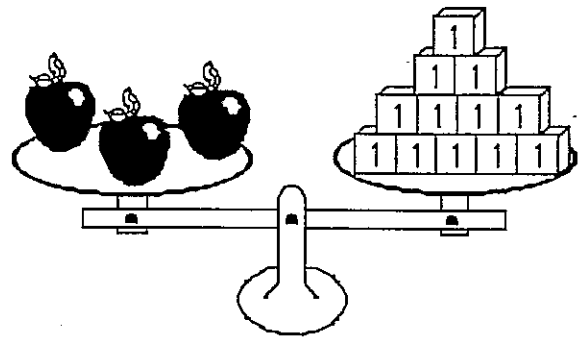
|  |  |
|--|--|
|  |  |
|--|--|

Answer: \_\_\_\_\_ X's

- ★★★ 1. Jake bought a pencil and a ruler. He spent a quarter and two pennies. How much did the ruler cost? Write the cost on the sales tag.

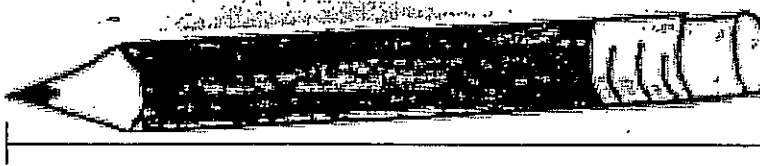


- ★★★ 2. Three apples were the same size. Jorge made the 3 apples balance with twelve 1-ounce weights. How much did each apple weigh?



Answer: \_\_\_\_\_ ounces

- ★ 3. Use an inch ruler to measure the pencil.

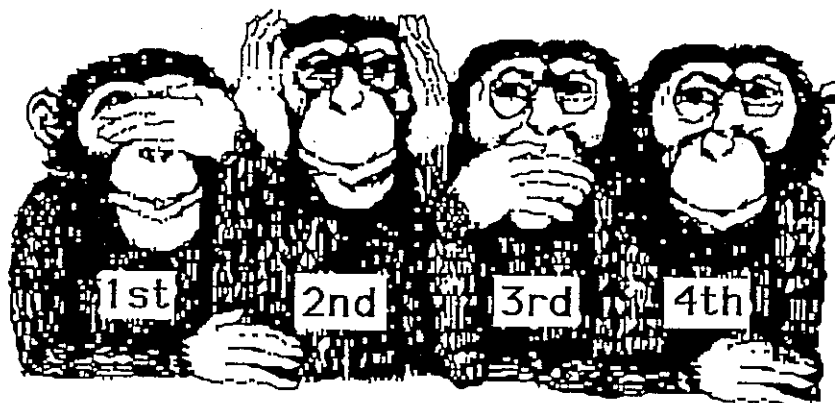


Answer: \_\_\_\_\_ inches

- ★★ 4. Pete and his 3 friends are lined up. Use these clues to find Pete's place in line.

- Pete is next to his friend that speaks no evil.
- Pete is not on the end.

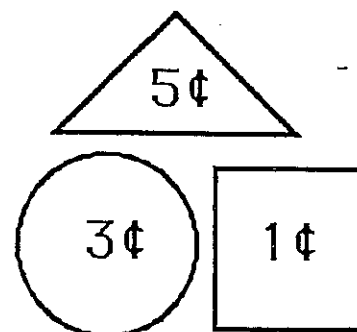
Write your answer here: Pete is \_\_\_\_\_ in line.



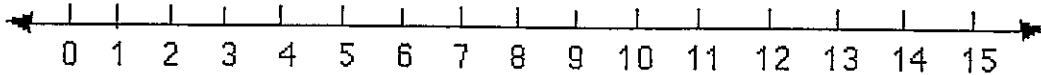
- ★ 5. If you write the numbers 1 through 30, how many times will you write a 3?

Answer: \_\_\_\_\_ times

- ★★ 6. Use these shapes. Create a picture worth 18¢. Your shapes can be larger or smaller than the ones shown. Draw your picture below:



- ★★ 1. A jump is three spaces. The frog starts at zero. He jumps forward 2 times, then jumps backwards 1 time. The frog jumps forward 2 more times. What number does he end on? Circle it on the number line.

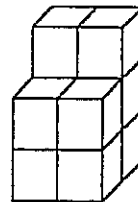


- ★ 2. If the frog above started at 1 instead of 0, and made the same jumps, where would he end up?

Answer: \_\_\_\_\_

- ★★★ 3. How many blocks will you need to build this tower?

Answer: \_\_\_\_\_ blocks



★ 4. Use a calculator. Press:  $\boxed{2} \boxed{5} \boxed{+} \boxed{5} \boxed{=} \boxed{=} \boxed{=} \boxed{=} \dots\dots$

Stop when you reach 75.

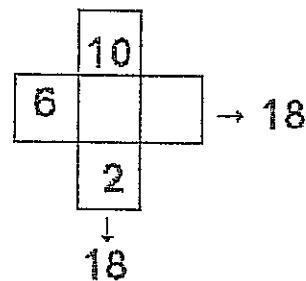
How many times will you press  $\boxed{=}$  ?

Answer: \_\_\_\_\_ times

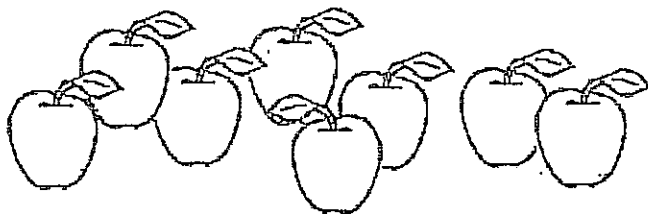
★★ 5. I have 4 coins. One is a quarter. I have 41¢ in all.  
What coins do I have? Draw your answer in the box.

Answer:

★★ 6. The 3 boxes across have the same sum as the three boxes down. Write in the missing numbers.



★★★ 7. Linda had 8 apples. Half of them were green.



How many green apples did she have left after she ate one of them?

Answer: \_\_\_\_\_ apples

- ★★ 1. Karen, Joe and Keesha are playing a game.

Karen has 15 points.  
Keesha has 10 more points than Karen.  
Joe has 5 points less than Keesha.

How many points do Joe and Keesha have?

Answer: Joe has \_\_\_\_\_ points.

Keesha has \_\_\_\_\_ points.

- ★★★★ 2. How much does an apple cost?

$$\text{apple} + \text{orange} = 50\text{¢}$$

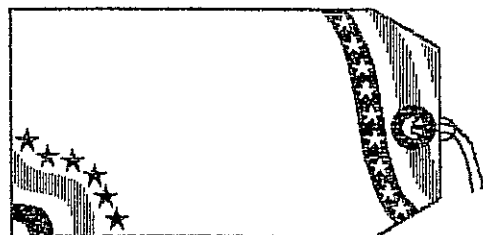
$$\text{orange} + \text{orange} + \text{orange} = 60\text{¢}$$

Answer: \_\_\_\_\_ ¢

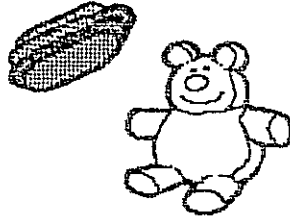
- ★★★ 3. An angle is a corner where two straight lines meet.

How many angles are there in the sale tag to the right?

Answer: \_\_\_\_\_ angles



- ★★★★ 4. Jane, Bill, Tom and Sue went to the school carnival. Jane won 4 prizes. Bill won 2 prizes. Tom did not win a prize. Sue won 6 prizes. Use the key to make the right number of happy faces for each child.



|      |  |
|------|--|
| Jane |  |
| Bill |  |
| Tom  |  |
| Sue  |  |

Key: 2 prizes = 😊

- ★★ 5. Roll a die 20 times. Make a tally mark each time below the face that lands 'up'. Circle the face that comes up most often.

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |

- ★★★★ 6. Practice adding in your head on the problems below. Find numbers that add to ten. This will make your work easy.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 6 | 7 | 9 | 2 | 5 | 8 | 1 | 3 |
| 2 | 1 | 8 | 5 | 6 | 9 | 3 | 4 |
| 8 | 3 | 1 | 5 | 1 | 2 | 7 | 6 |
| 4 | 9 | 5 | 2 | 4 | 1 | 6 | 8 |

+1   +2   +3   +3   +7   +4   +2   +7

When you turn in your paper, you will have a problem like this to do in your head. Put your answer here:

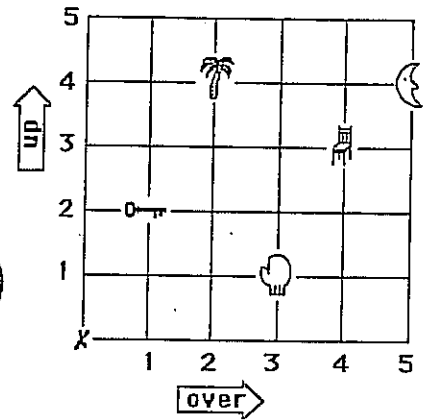
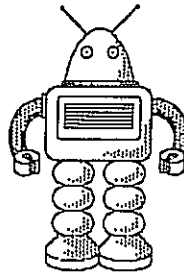
SUNSHINE MATH - 1  
Venus, XXIII

Name: \_\_\_\_\_

(This shows my own thinking.)

- ★★★★ 1. Help the robot. Tell him how many steps *over*, and how many steps *up*, to find an object. The robot always starts at X.

The first one is done for you in the chart.



| To find the: | Go over: | Go up: |
|--------------|----------|--------|
| tree         | 2        | 4      |
| mitten       |          |        |
| chair        |          |        |
| key          |          |        |
| moon         |          |        |

- ★★ 2. Margo's cat had 4 kittens. Her hamster had 5 baby hamsters. She gave away 3 kittens and 2 hamsters. How many animals did she have left to play with?

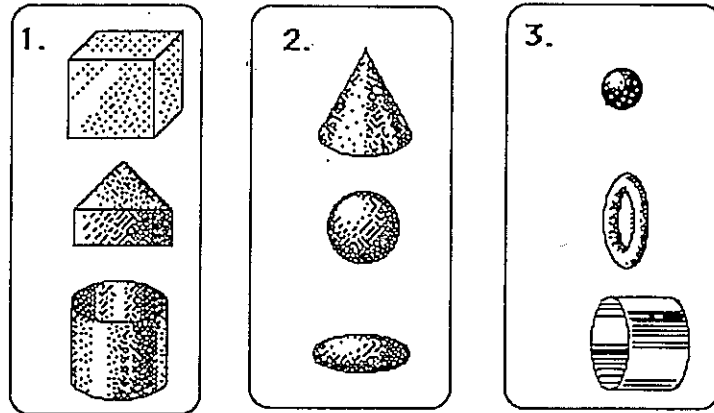
Answer: \_\_\_\_\_

- ★★★ 3. Put either ¢ or \$ beside each number below. The sentence should make sense, after you are through.

- A new shirt might cost 10 .
- A piece of bubble gum might cost 5 .
- A new pencil might cost 25 .

★★★ 4. Match each picture with the best rule. Write the letter of the rule on the given line. Use each rule only once.

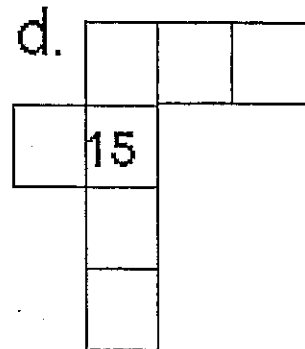
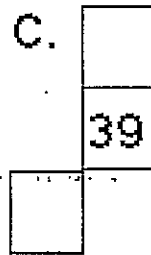
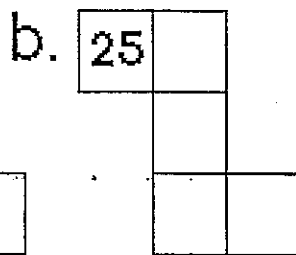
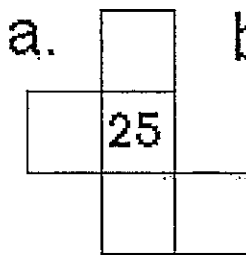
- Rules A. They can all roll straight.  
 B. They can all be stacked on top of each other.  
 C. They all have a curved side.



Rule: \_\_\_\_\_ Rule: \_\_\_\_\_ Rule: \_\_\_\_\_

★★★★★ 5. Use the number chart to fill in the missing numbers.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |



★★ 1. How old are you? \_\_\_\_\_  
How old will you be in 10 years? \_\_\_\_\_.

★★ 2. Circle the hidden facts.  
Go across or down.  
One is done for you!  
Find at least 12 facts.

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 16 | 9  | 7  | 12 | 18 | 2  | 13 |
| 8  | 2  | 2  | 4  | 9  | 0  | 9  |
| 8  | 11 | 4  | 7  | 9  | 2  | 5  |
| 6  | 6  | 12 | 4  | 14 | 12 | 14 |
| 10 | 2  | 8  | 11 | 8  | 7  | 13 |
| 2  | 4  | 13 | 6  | 6  | 14 | 5  |
| 2  | 6  | 8  | 10 | 9  | 9  | 6  |
| 9  | 4  | 5  | 6  | 2  | 5  | 11 |

★★ 3. Find the pattern to fill in the missing numbers.

$\boxed{3} \rightarrow \boxed{8} \rightarrow \boxed{\phantom{00}} \rightarrow \boxed{18} \rightarrow \boxed{\phantom{00}} \rightarrow \boxed{28} \rightarrow \boxed{33}$

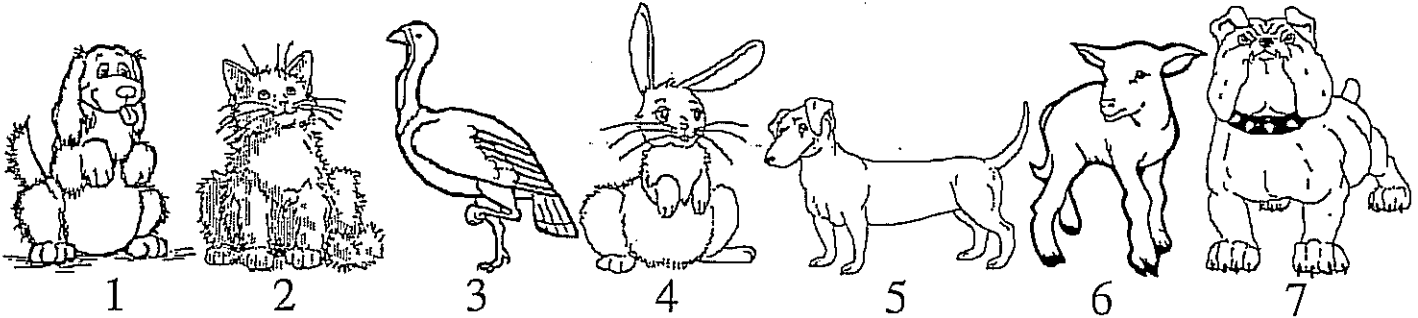
★ 4. You leave home at 4:15 P.M. You must be home in an hour and a half. What time must you be home?

Answer: \_\_\_\_\_

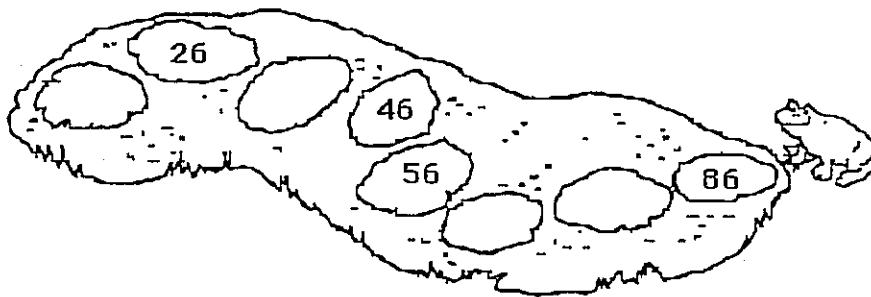
★★ 5. Which animal won the pet contest? Circle the animal.

The winner's number is:

- less than the number of days in a week
- greater than  $5 - 4$
- not the number of toes on one foot
- not counted when you count by two's



★★★★ 6. Help Fred the frog hop back across the pond. Fill in the missing numbers on the lily pads.



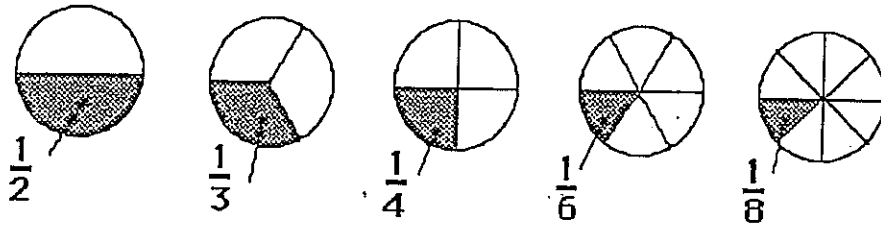
★★ 7. You and a friend share 5 pieces of gum fairly. How much does each get? Circle the best answer.

- One gets three pieces, the other gets two pieces.
- One gets four pieces, the other gets one piece.
- Both get two and a half pieces.

Name: \_\_\_\_\_

(This shows my own thinking.)

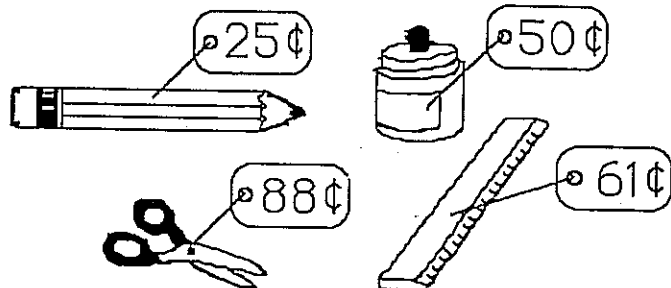
- ★ 1. Which piece of pie is the biggest? Write the fraction.



Answer: \_\_\_\_\_

- ★★ 2. Use the tax chart to find the tax for each item, and then write the total cost of each of the items below.

| Tax Chart       |     |
|-----------------|-----|
| Cost of an item | Tax |
| From 1¢ to 20¢  | 1¢  |
| From 21¢ to 40¢ | 2¢  |
| From 41¢ to 60¢ | 3¢  |
| From 61¢ to 80¢ | 4¢  |
| From 81¢ to \$1 | 5¢  |



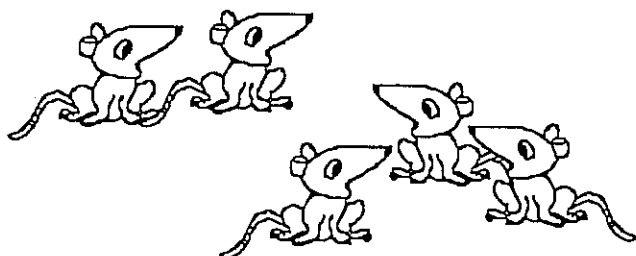
Answer: A pencil costs \_\_\_\_\_. Paste costs \_\_\_\_\_.



Scissors cost \_\_\_\_\_. A ruler costs \_\_\_\_\_.

- ★★ 3. Mary had \$5.00. She bought bread for \$1.00 and a candy bar for \$1.00. How much change should she get from the store clerk?

Answer: \_\_\_\_\_

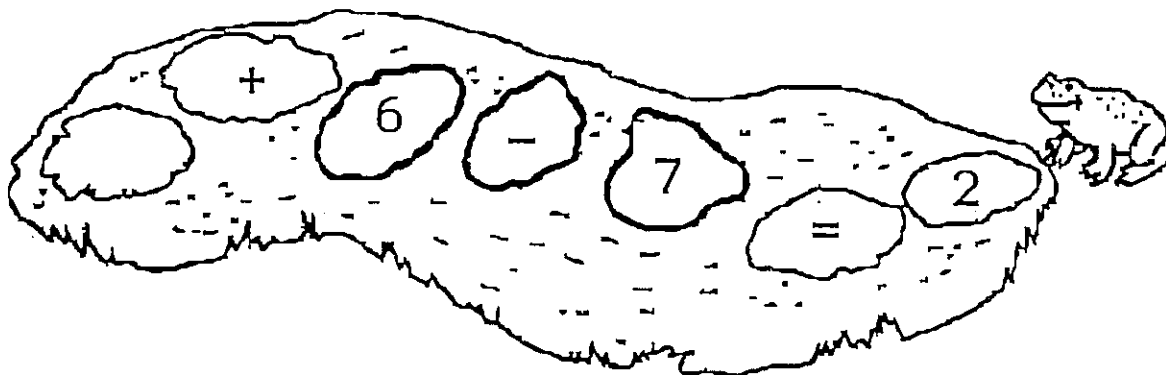
- ★★★★ 4. How many ways are there for 5 mice to live in two houses? Hint! Finish the chart.



|  |  |
|---|---|
| 0   | 5   |
| 1   | 4   |
|   |   |

Answer: There are \_\_\_\_ ways.

- ★★ 5. Help Fred Frog hop back across the pond. Fill in the missing number on the lily pad.



- ★★ 6. Wayne had to pick up a marble without looking. Which one did he probably get, black or white?

Answer: He probably got a \_\_\_\_\_ marble.

