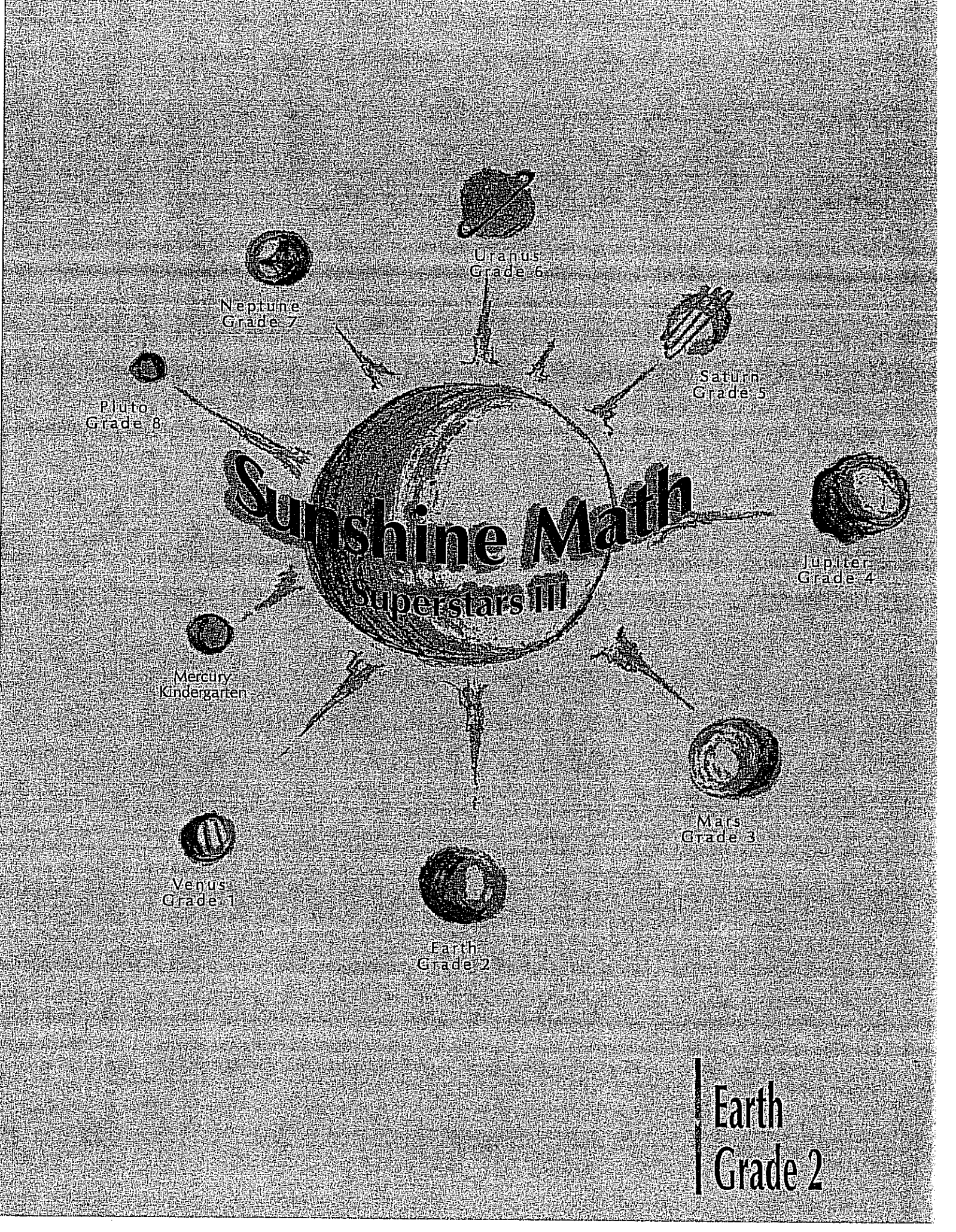

Earth
Grade 2

Acknowledgments

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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 Cruttenden	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.

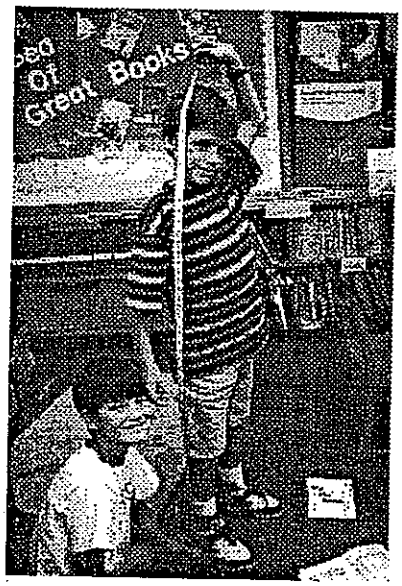
Additional copies of *Sunshine Math* may be purchased at cost from the Panhandle Area Educational Consortium (PAEC), 753 West Boulevard, Chipley, Florida 32428, or by contacting the PAEC Distribution Center:

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

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.

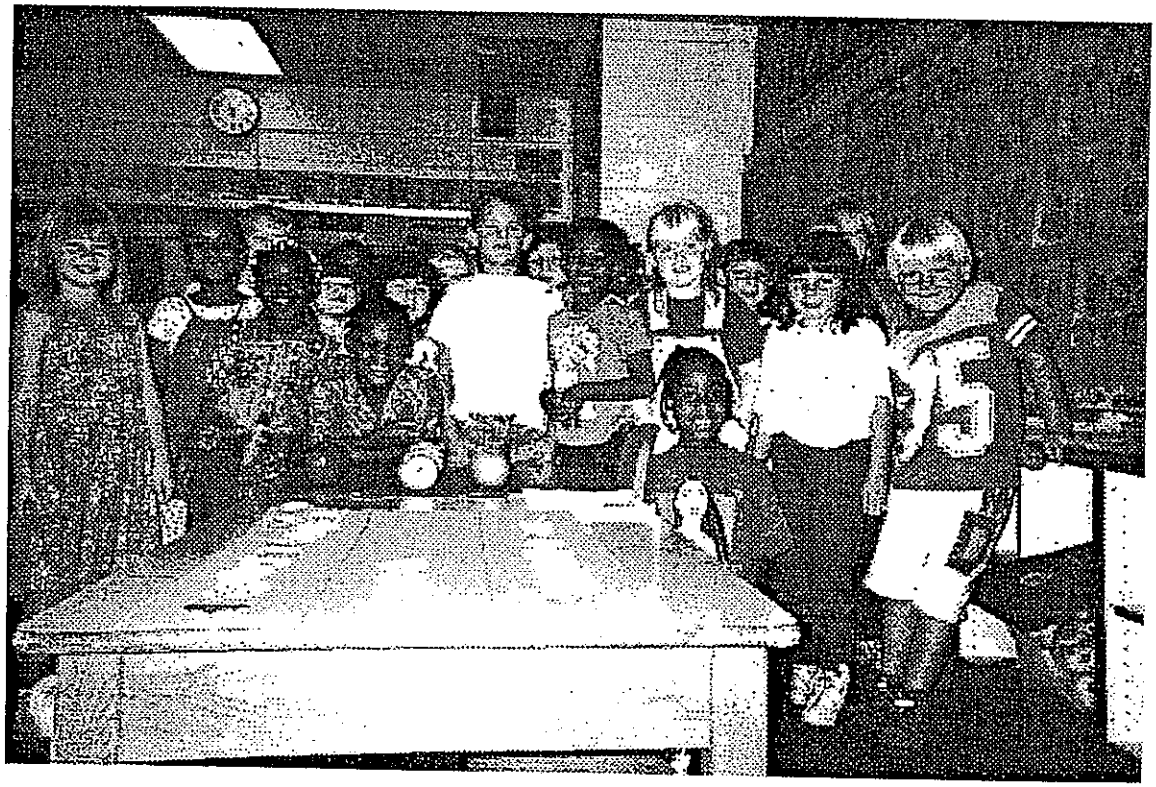
Organization of These Materials

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

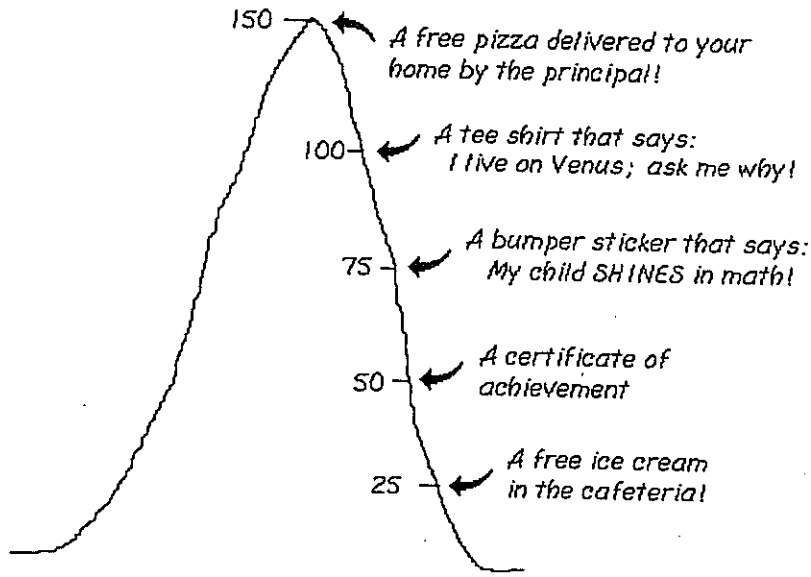
Sunshine Math is a K-8 enrichment package for mathematics, designed to be managed by volunteer assisting adults with coordinated support from the classroom teacher and school administrators. The purpose of the program is to give self-motivated students of all ability levels a chance to extend themselves 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.

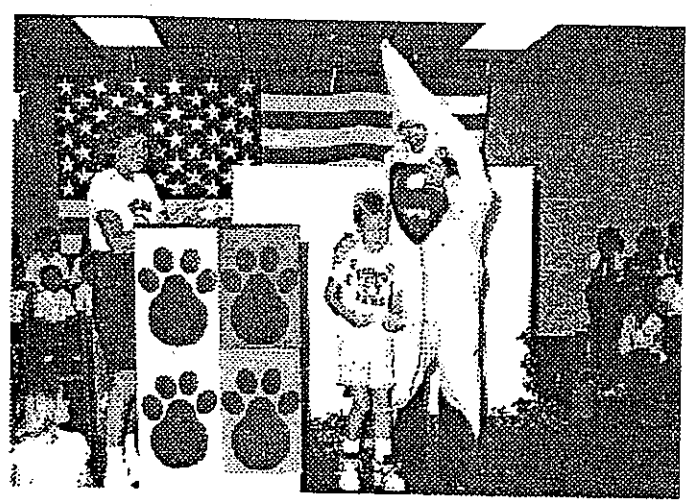
Visual reminders help children see that mathematics is challenging and rewarding. Some ideas are presented below, merely to start your creative juices flowing:



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.



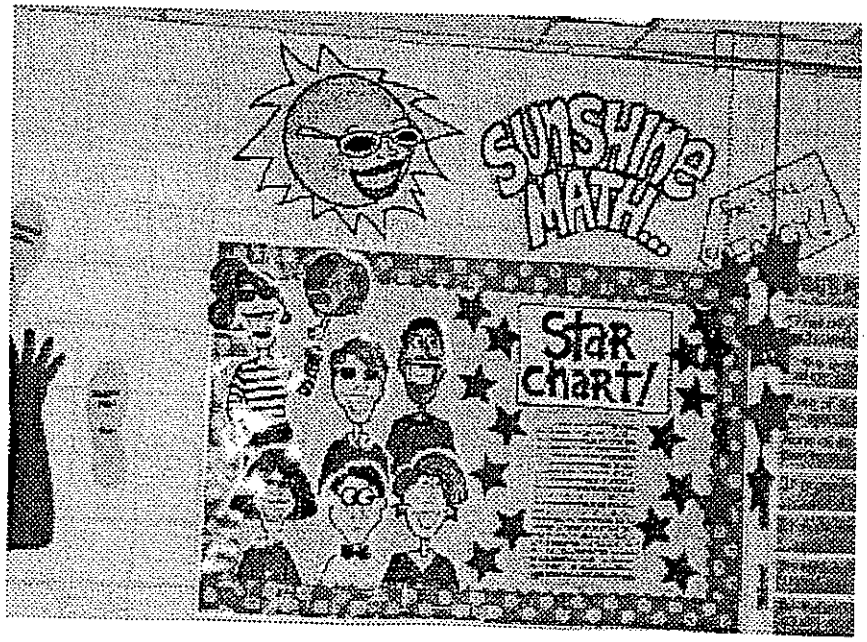
Sunshine Math: Information for Assisting Adults

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!



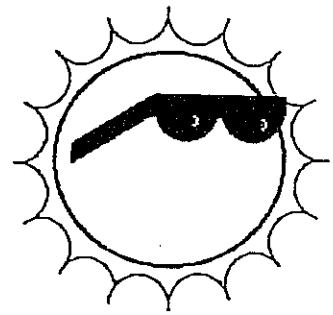
Checklist for assisting adults:

- ❑ 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 students' 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.

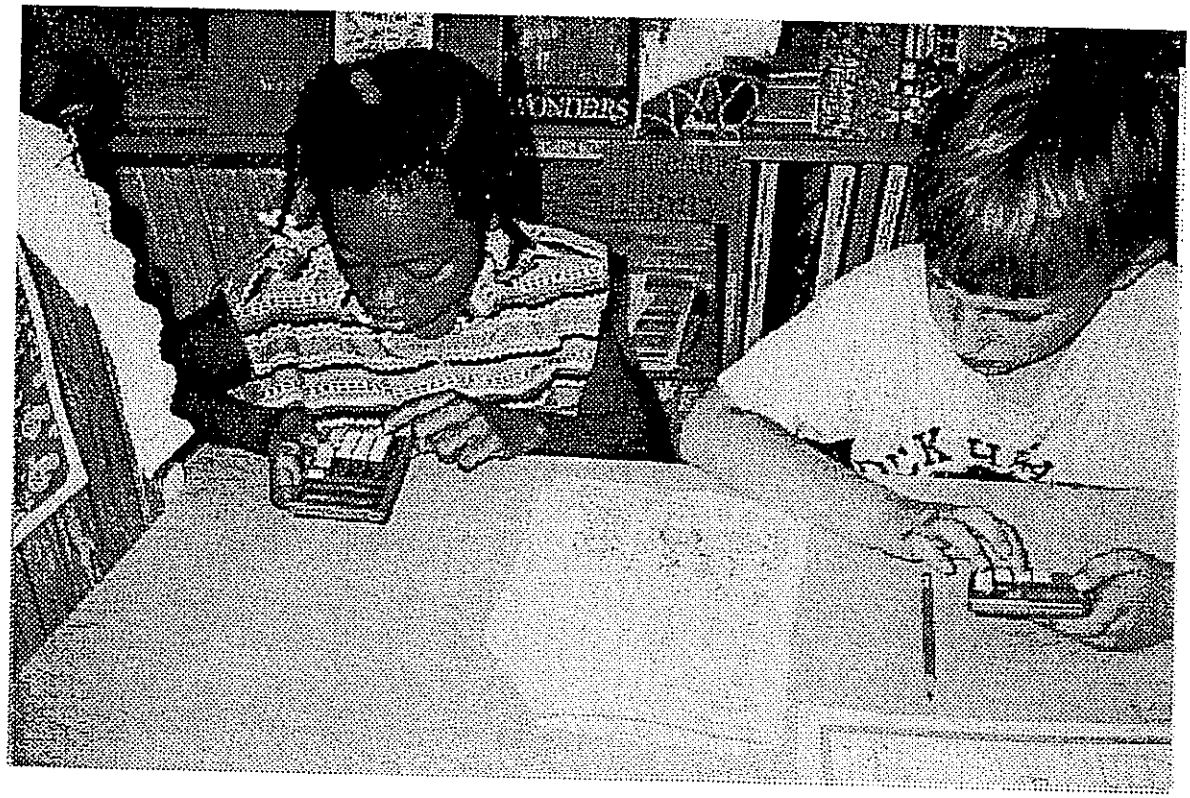
- ✔ Remember that part of the *Sunshine Math* philosophy is that students learn responsibility by following the rules of the system, if participation is important to them. *Sunshine Math* becomes very important to certain students, so they will adhere to rules about where their names goes on each paper, 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)

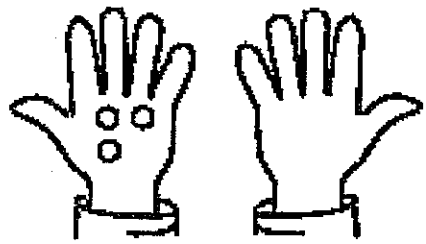
WORKSHEETS

SUNSHINE MATH - 2
Earth, I

*Name:*_____

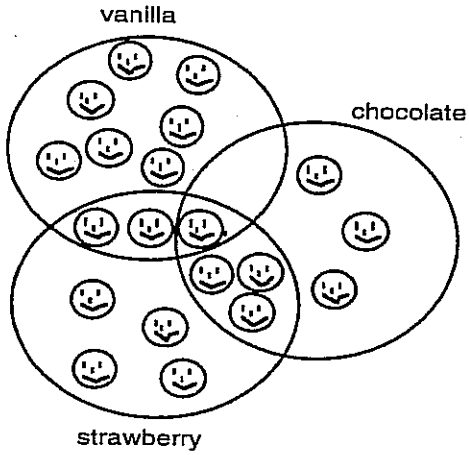
(This shows my own thinking.)

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



3 + 5 = 8

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



Answer: ____ children

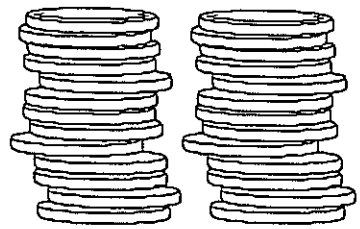
★★★ 3. Write the missing numbers.

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

b. 87, ____, 85, ____, ____, 82, 81

c. 15, 20, ____, 30, 35, ____, ____

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



Even: Same height

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

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

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

[3] [+] [3] [=] [=] [=]

What number shows with the last [=] sign?

Answer: ____

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

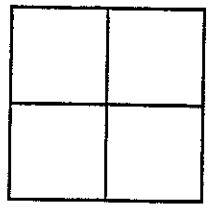
Answer: ____ squirrels

SUNSHINE MATH - 2
Earth, II

*Name:*_____

(This shows my own thinking.)

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



Answer: _____ squares

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

Hint: Make a list

My List:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Answer: _____ ways

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

Answer: _____ ¢

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

■◆◆♥♥♥■◆◆♥♥♥■◆◆♥♥♥■◆____

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

a. $27 + 54 + 75 + 403 =$ ☐

b. $385 - 76 + 541 =$ ☐

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

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

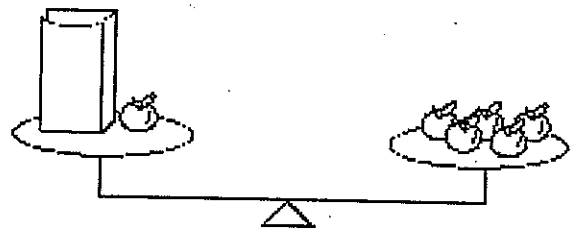
Hint: You can use this code instead of real colors, if you want to:
R=red G=green
B=blue Y=yellow

SUNSHINE MATH - 2
Earth, III

*Name:*_____

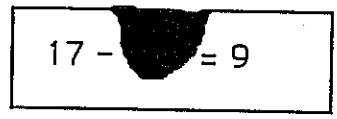
(This shows my own thinking.)

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



Answer: _____ apples

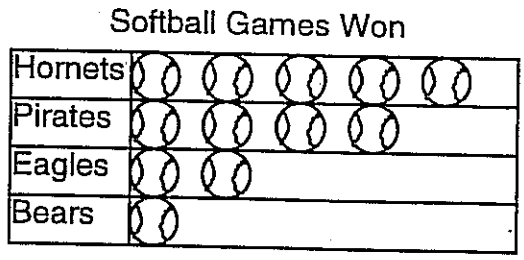
★ 2. What number goes in the missing place?



Answer:_____

★★★ 3. a. How many more games did the Hornets win than the Eagle

_____



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

_____

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

_____

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

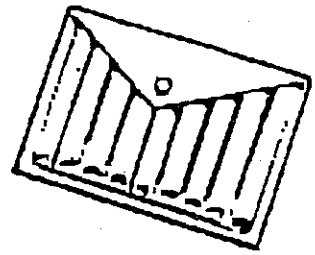
a. 67 - ☐ = 23 b. 28 + ☐ = 60 c. ☐ -16 = 36

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

-COUPON-
Save 25¢ OFF
Apple Butter

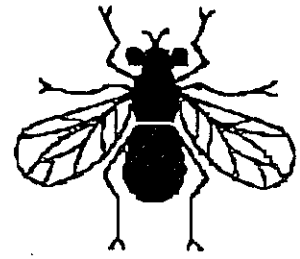
Answer: _____

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



Answer: ____ boxes

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



Answer: _____ legs

SUNSHINE MATH - 2
Earth, IV

*Name:*_____

(This shows my own thinking.)

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

What are the two numbers?

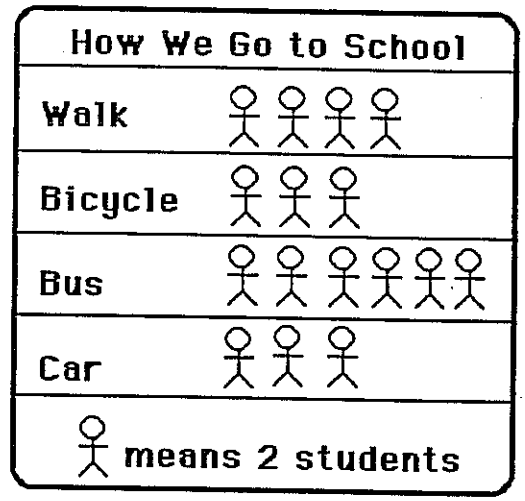
Answer: ____ and ____

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

a. How many students ride the bus? _____

b. How many more students walk than ride in a car? ___

c. Which two ways are used by the same number of students?
_____ and _____



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

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

What number does D stand for?

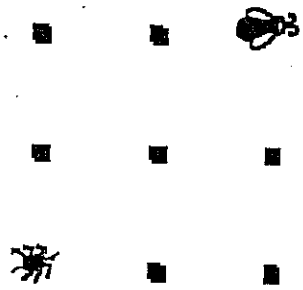
$$\begin{array}{r} C\ A \\ +C\ B \\ \hline D\ C \end{array}$$

Answer: D = ____

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

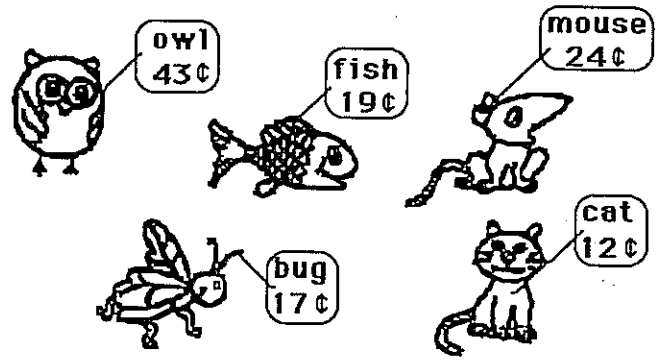
Answer: _____ pets

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



Answer: There are _____ paths.

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



a. Which animal did she buy? _____

b. What coins did she get back? _____ and _____

SUNSHINE MATH - 2
Earth, V

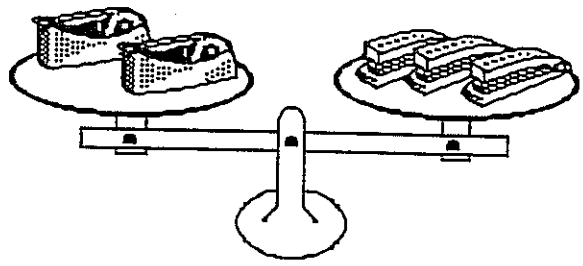
*Name:*_____

(This shows my own thinking.)

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

Answer: _____

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



Answer:_____
is heavier.

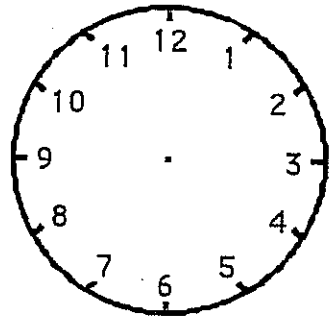
★★★ 3. Nancy saw a car, a van, and a truck cross a bridge. The truck crossed the bridge after the van. The car crossed the bridge before the van. In what order did the car, the van, and the truck cross the bridge?

Answer: First _____,
Second _____,
Third _____

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

a. 46 - ☐ = 23 b. 18 + ☐ = 30 c. ☐ - 14 = 24

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



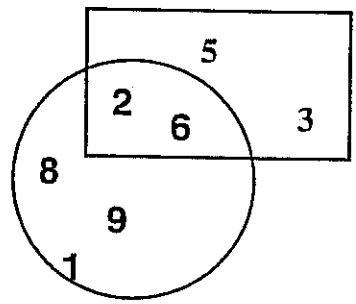
★★★ 6. a. What is the sum of the numbers *not* in the rectangle? _____

b. What is the sum of the numbers in *both* the rectangle and the circle?

_____

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

_____



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

Answer:_____¢

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

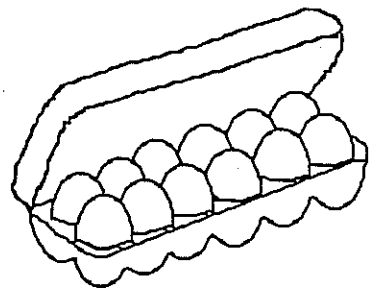
About $2 About $3 About $4 About $5

SUNSHINE MATH - 2
Earth, VI

Name:_____

(This shows my own thinking.)

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



Answer: _____ eggs

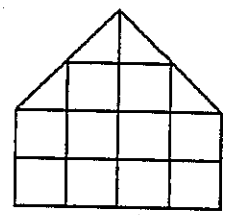
★★★ 2. Find the two that come next in each pattern.

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

b.  _____ _____

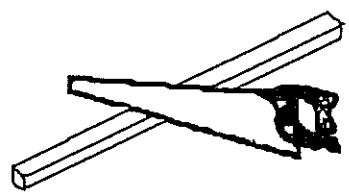
c. 79, 74, 69, 64, 59, ___, ___

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



Answer: _____ ☐'s

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



Answer: _____ minutes

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

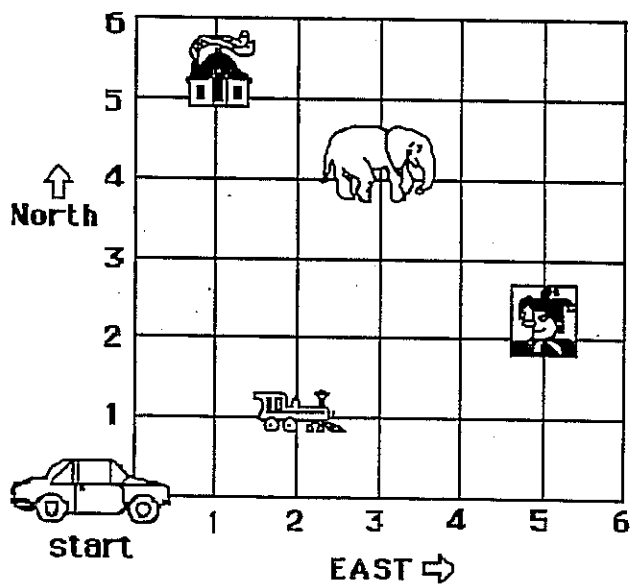
Clues:

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

Answer: Annie's number is _____.
Baldwin's number is _____.
Carl's number is _____.

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

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



SUNSHINE MATH - 2
Earth, VII

*Name:*_____

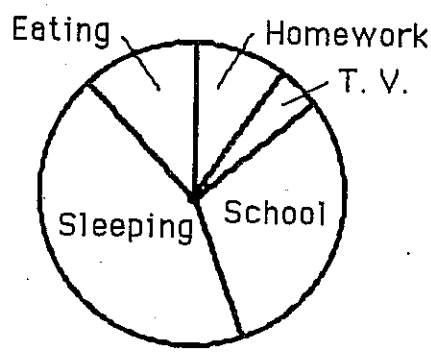
(This shows my own thinking.)

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

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

Answer: _____¢

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



a. What does Pablo spend the least time doing?

_____

b. What does Pablo spend the most time doing?

_____

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

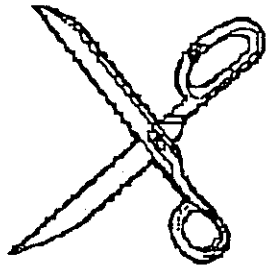
_____

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

16 + 12 ? 23 + 4

Answer: > = <

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



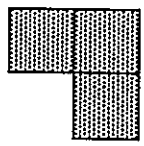
★★★ 5. Use each number only once. Do each step in order. Cross out the number when it is used.

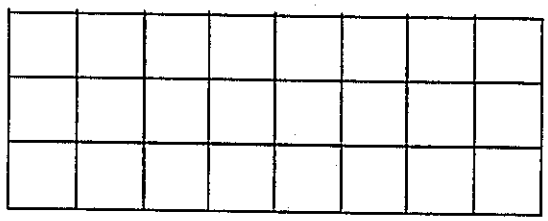
- Two numbers whose sum is 3
- Two numbers whose sum is 8
- Two numbers whose sum is 12
- Two numbers whose sum is 15

1	2	3
4	5	6
7	8	9

Circle the number left in the puzzle.

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





Answer: _____

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

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

SUNSHINE MATH - 2
Earth, VIII

*Name:*_____

(This shows my own thinking.)

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

Answer: ____ Sundays

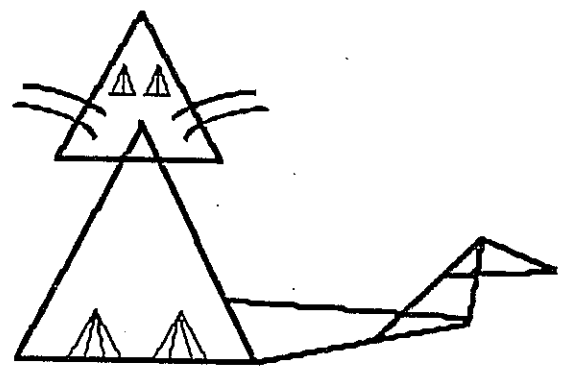
JANUARY

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

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

Be careful .... There are more than 25!

Answer: ___ triangles



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

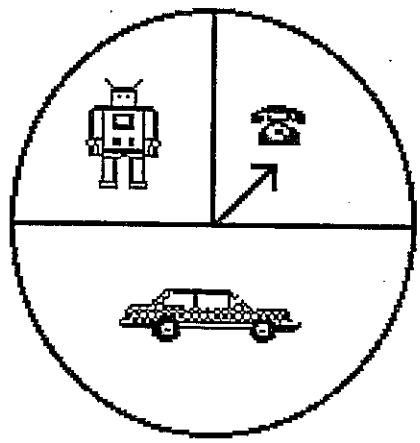
A	B	C	D	E
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

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

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

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

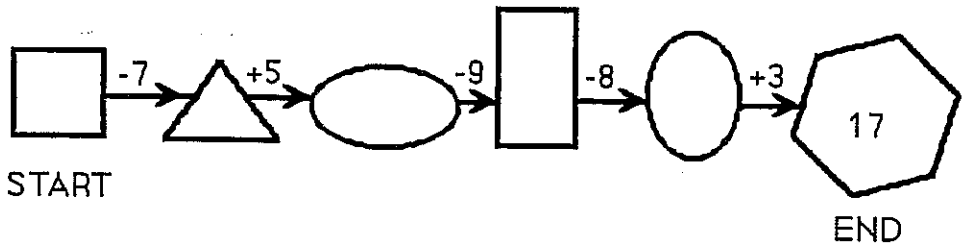
Answer: _____



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

Answer:_____ feet

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



SUNSHINE MATH - 2
Earth, IX

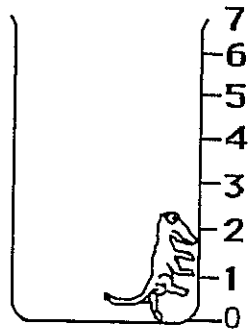
*Name:*_____

(This shows my own thinking.)

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

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

Answer: ___ hours



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

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

Answer:_____ hours

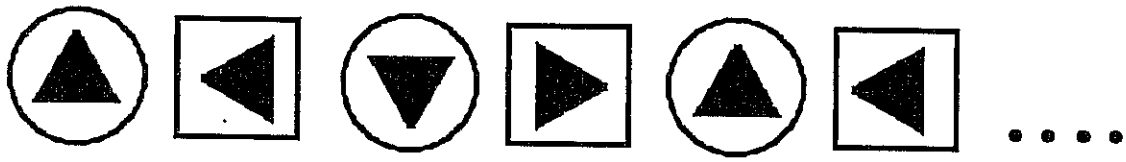
★★ 3. Ricardo earns $2.50 each week for his allowance. How much will he have at the end of four weeks?

Answer:_____

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

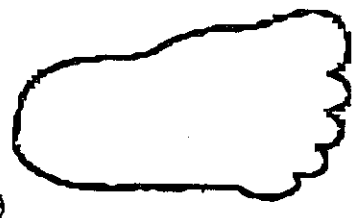
a. 50 grams
b. less than 50 grams
c. more than 50 grams

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



Answer: The 15th figure is:

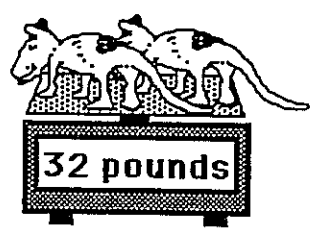
★★ 6. Sam covered the baby's footprint with his thumb. About how many of Sam's thumb prints would it take to cover this foot shape?



Sam's thumb print: 

Answer: about ____ thumb prints

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



Answer: ____ pounds

SUNSHINE MATH - 2
Earth, X

*Name:*_____

(This shows my own thinking.)

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

Answer:_____

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

2	5	8	6

Answer: The number is _____

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

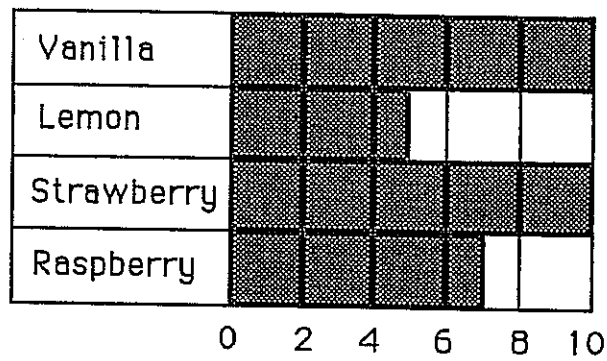
a. How many like raspberry?

_____

b. How many like either lemon or strawberry?

_____

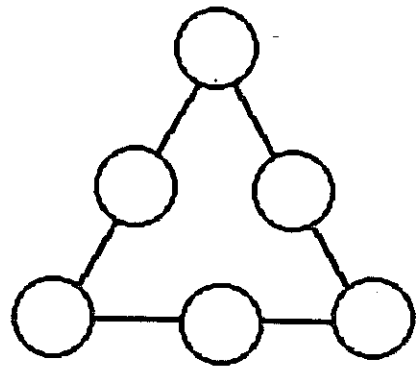
Yogurt Second Graders Like



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

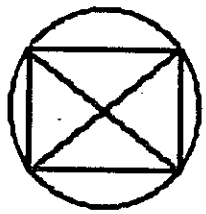
Answer:_____ and _____

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

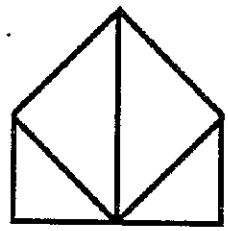


★★ 6. Which one of these shapes can be drawn without lifting your pencil or going over the same line twice? Circle it.

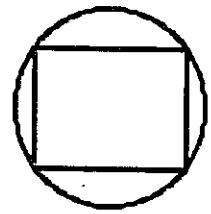
a.



b.

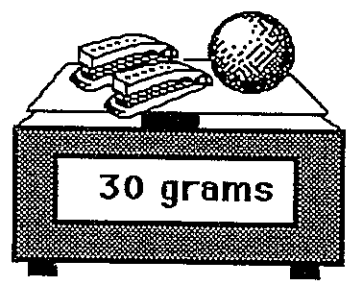


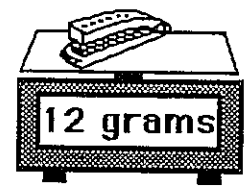
c.



★★★★ 7. How much does the ball weigh?

Answer: ___ grams

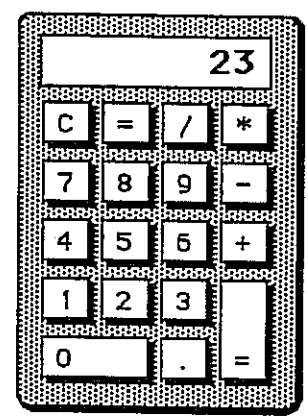




★★★ 8. Henrique pressed the keys [5], [=], [1], [8], and [+] on his calculator, but not in that order. He got the answer 23. What problem did he do?

Henrique's Problem:

_____

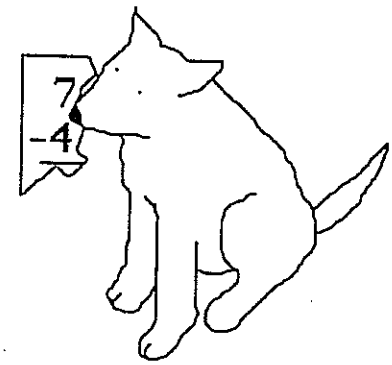


SUNSHINE MATH - 2
Earth, XI

*Name:*_____

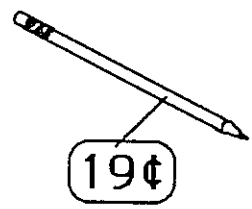
(This shows my own thinking.)

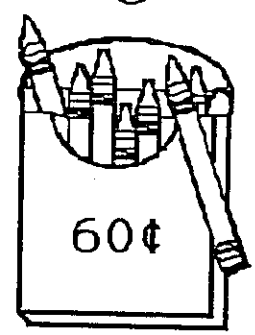
★ 1. Sam's dog chewed a hole in his homework. Now he cannot see the numbers in the ones place. Circle the best estimate using the numbers you can see.



about 50 about 30 about 110

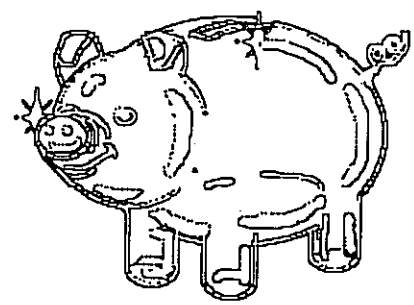
★★★ 2. Maria has 3 quarters, 1 dime, and 2 nickels. She wants to buy the crayons and pencil. Does she have enough money? Circle your answer.





Answer: yes no

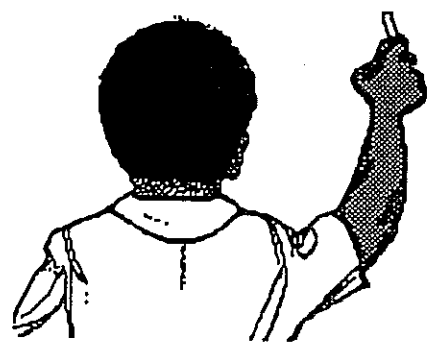
★★ 3. If you put a quarter a day into your piggy bank, how much money would you have in a week?



Answer: _____

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

288
+ 497

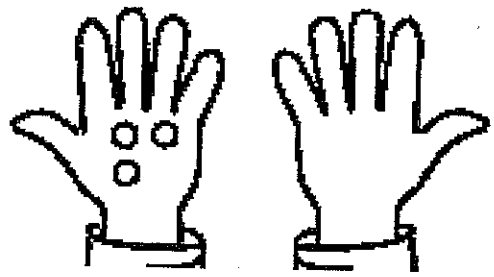


600 700 800

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

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

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



Answer: ___ more fingers

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

a. Whose birthday is September 17?

_____

b. When is Tim's birthday?

_____

c. Who has a birthday on Monday?

_____

d. How many Fridays are in this month?

_____

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

★★ **8.** What is the starting number?

starting number → add 3 → subtract 5 → 10

Answer: The starting number is ____

SUNSHINE MATH - 2
Earth, XII

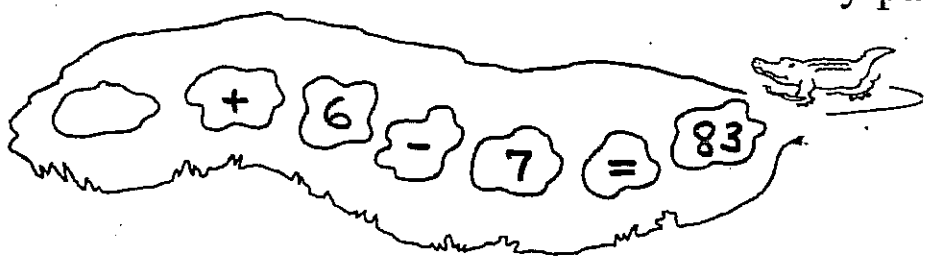
*Name:*_____

(This shows my own thinking.)

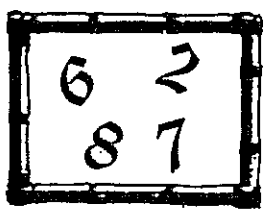
★★ 1. Bill found 7 snakes and 16 frogs on Saturday. That night 3 of the snakes and 12 of the frogs escaped into the woods. How many animals did Bill have left?

Answer: _____ animals

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

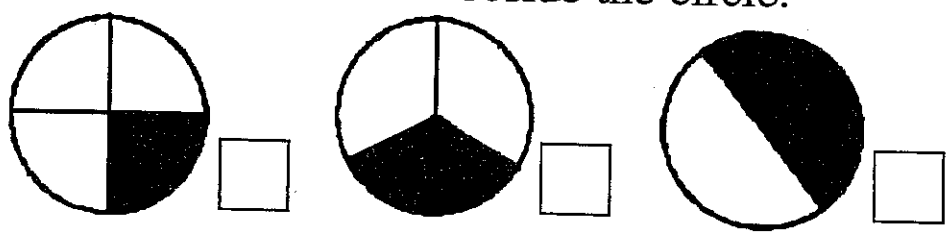


★ 3. How many different 2-digit numerals can be made from the digits below? Do not count 22, 66, 77, and 88.



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

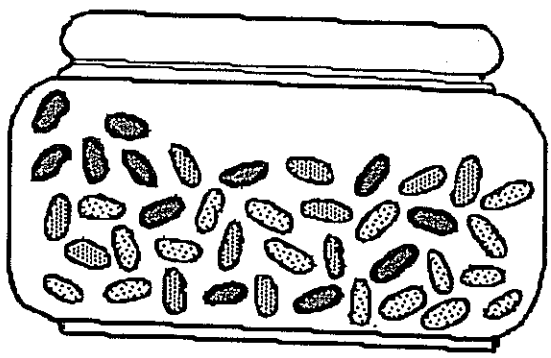
★ 4. Show the fraction of each circle that is shaded in. Put the fraction in the box beside the circle.



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

A	J	D	R		S	
∀	⊂	⊃				∀
∀	⊂		ꓤ	ꓞ		

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



Answer:
There are _____ jellybeans.
This is an _____ number.

★ 7. How many minutes in 2 hours?

Answer: _____ minutes

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

Marsha:	
Danny:	
Molly:	
Bruce:	

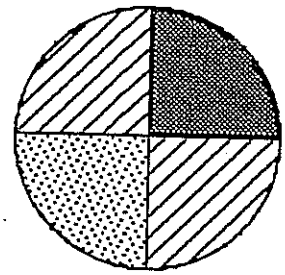
Key:  = ◯

SUNSHINE MATH - 2
Earth, XIII

*Name:*_____

(This shows my own thinking.)

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



Answer: My chance is ☐

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

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

Answer: _____

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

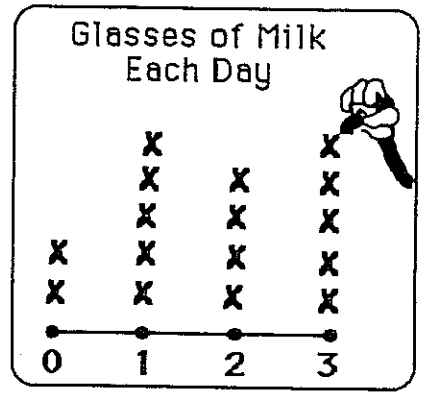
a.
$$\begin{array}{r} 3\,\square\,2 \\ +\,\square\,0\,\square \\ \hline 6\;5\;3 \end{array}$$

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

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

Answer: _____

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



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

Answer:_____ kids

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

Answer: _____ glasses

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

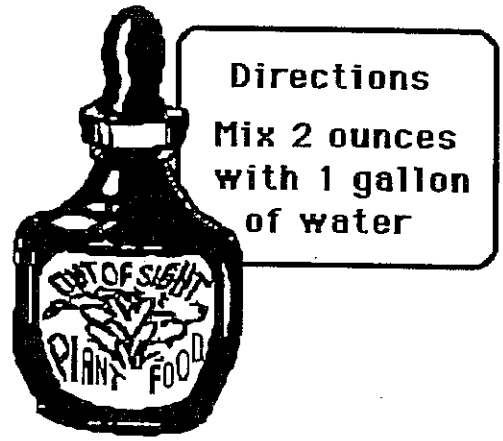
Answer: _____ glasses

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

Answer: _____ glasses

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

Answer: _____ ounces

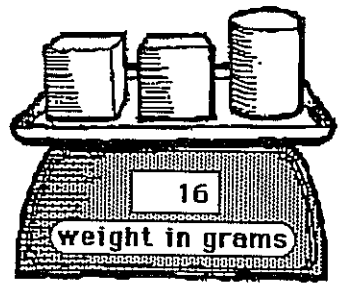


SUNSHINE MATH - 2
Earth, XIV

*Name:*_____

(This shows my own thinking.)

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



Answer: _____ grams

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

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

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

Best estimate: 6 inches or 10 inches or 4 inches

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

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

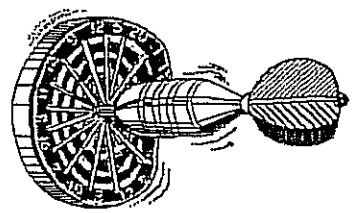
What is the money value of: "I love Math?" $_____

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

Answer: _____ p.m.

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

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

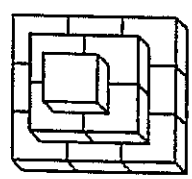


a. John outscored Lisa by how many points? _____

b. The team of Lisa, Fran, and Suki outscored the team of John and Micky by how many points?____

c. Suki had a total of 12 points after her second turn. How many points did she score on her second turn?____

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



Answer: _____ cubes

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

Turn the calculator upside down.

What word does it spell? _____

SUNSHINE MATH - 2
Earth, XV

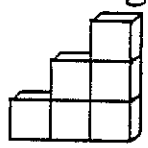
*Name:*_____

(This shows my own thinking.)

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

Answer: _____ children

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



Answer: _____ cubes

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

Daily book chart

Monday	12
Tuesday	15
Wednesday	10
Thursday	21
Friday	11

a. On what day were the most books checked out? _____

b. On what day were 11 books checked out? _____

c. On what 2 days was a total of 25 books checked out?

_____ and _____

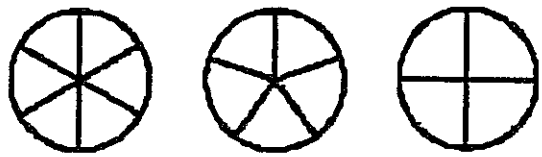
★★★ 4. Draw the 17th picture in this pattern in the box:

✈ ❤ ◆ ✈ ◆ ❤ ✈ ❤ ◆ ✈ ◆ ❤ ✈ ❤ ◆ ✈ ☐

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

Pennies	Nickels	Dimes
15	0	0

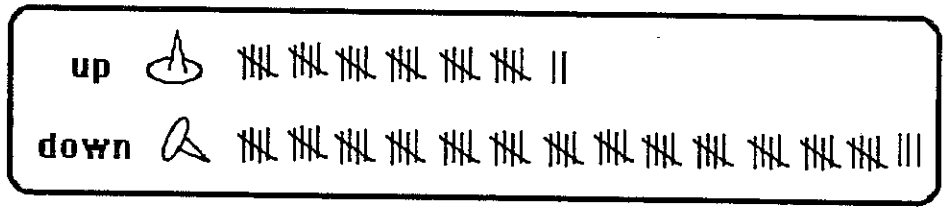
★ 6. Draw what comes next in this pattern.



_____
?

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

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



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

Example: Given 5 ☐ 12 You write 5 +7 12

Problem: 6 ☐ 10 ☐ 7 ☐ 11 ☐ 19

SUNSHINE MATH - 2
Earth, XVI

*Name:*_____

(This shows my own thinking.)

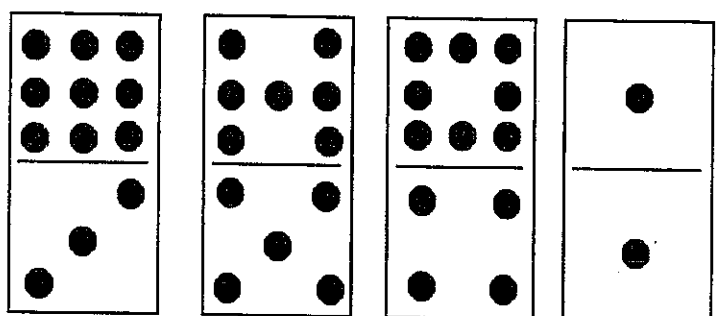
★★★ 1. Tanya has 60¢ in dimes and nickels. She has the same number of dimes as nickels. How many of each does she have?

Answer: _____ dimes and _____ nickels

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

Answer: _____ pigs

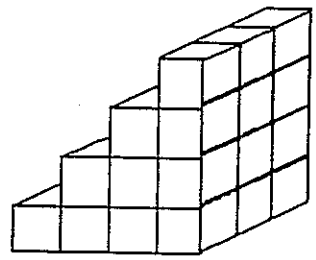
★★ 3. Name the domino that matches all of the clues below:



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

Answer: _____

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



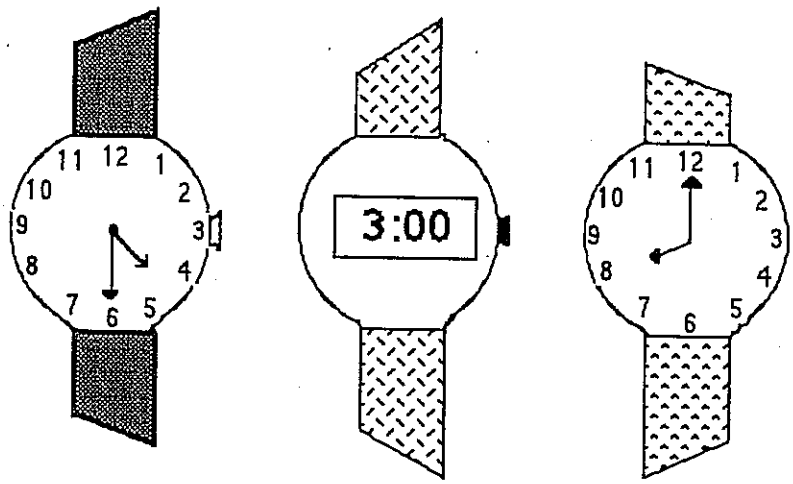
Answer: _____ cubes

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

a. Sue said, " It is time to go home from school."

b. George said, "It is time for school to start."

c. Rose said, "It is 4:30 and time for soccer practice."



Answers: _____ _____ _____

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

Answer: _____

SUNSHINE MATH - 2
Earth, XVII

*Name:*_____

(This shows my own thinking.)

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

Answer: _____ thousands

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

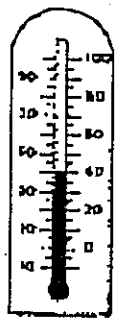
25 + 48 + 65 = ____ 103 + 22 + 79 = ____

85 - 38 + 26 = ____ 219 + 36 - 95 = ____

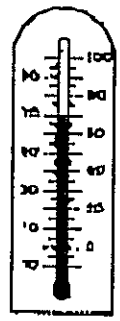
★★ 3. Cindy's mother had four eggs. She bought a dozen more and used up half a dozen making brownies. How many eggs does she have left?

Answer: _____ eggs

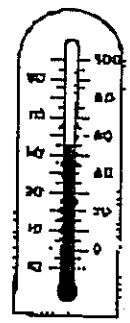
★★★ 4. Write the temperature shown on each thermometer. Put your answer on the line beside the thermometer.



_____°C



_____°C



_____°C

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

Answer: ____ servings

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

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

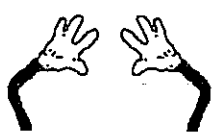
If the scores were rounded to the nearest hundred, during which month would *each* bowler have a 200 average?

Answer:_____

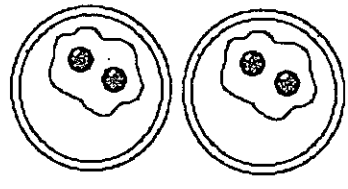
★★★ 7. I am less than 20 years old. Count by 3's and you say my age. Count by 5's and say my age. How old am I?

Answer: _____

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



_____



_____

_____

SUNSHINE MATH - 2
Earth, XVIII

*Name:*_____

(This shows my own thinking.)

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

_____ _____ _____ _____ _____

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

Answer: _____ miles

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

a. b.

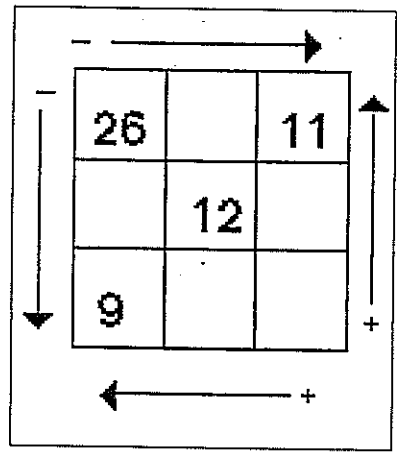
Answers: a _____ pencils b _____ pencils

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

Answer: _____ ¢

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

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



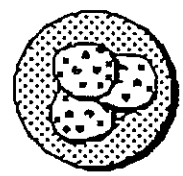
★★ 6. A ribbon is 20 inches long. If you cut it with a pair of scissors into one-inch pieces, how many snips would it take?

Answer: _____ snips

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

Answer: _____ beans

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



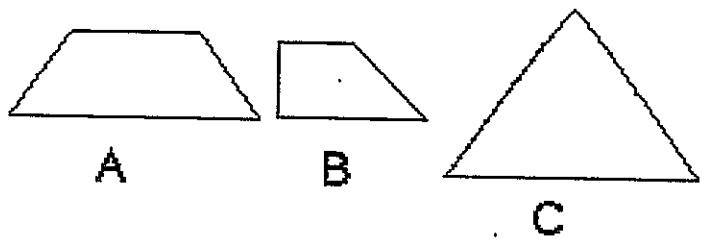
Answer: _____ chocolate chips

SUNSHINE MATH - 2
Earth, XIX

*Name:*_____

(This shows my own thinking.)

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



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

A. [4] [+] [4] [=] [=] [=] [=] [=] [=] [=] [=] [=] ➡ _____

B. [4] [x] [10] [=] ➡ _____

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

Which princess had more golden buttons? _____

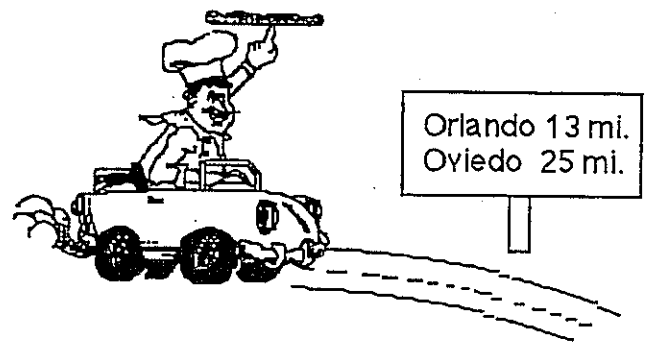
How many more? _____

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

Answer: _____

★ 5. How many miles from Orlando to Oviedo?

Answer: _____ miles



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

Letters: $3 each		
A	B	C
D	E	F
G	H	I
J	K	L

Letters: $5 each		
M	N	O
P	Q	R
S	T	U
V	W	X

Answer: _____

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

Answer: _____ Sunday(s)

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

A. 70 + 6 + 300 = _____

B. 4 + 500 = _____

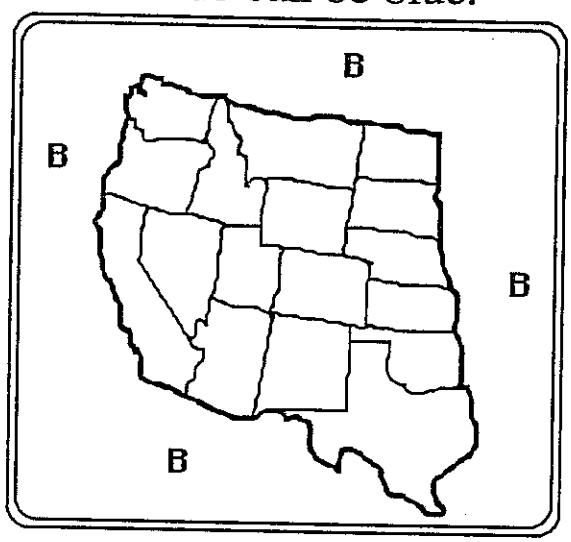
C. 200 + 5 + 60 = _____

SUNSHINE MATH - 2
Earth, XX

*Name:*_____

(This shows my own thinking.)

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



Key:
B means blue
G means green
Y means yellow
R means red

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

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

★★★ 3. Answer the three riddles below:

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

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

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

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

Answer: _____ flowers

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

Answer: _____, _____,_____, _____, _____

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

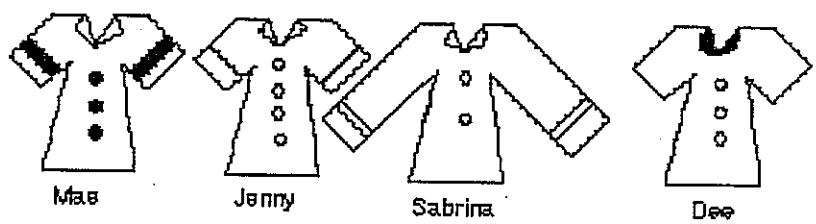
Answer: ____ ____ ____ ____ ____ ____

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

Answer: _____ years old

★★ 8. What's my name?

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



Answer : _____

SUNSHINE MATH - 2
Earth, XXI

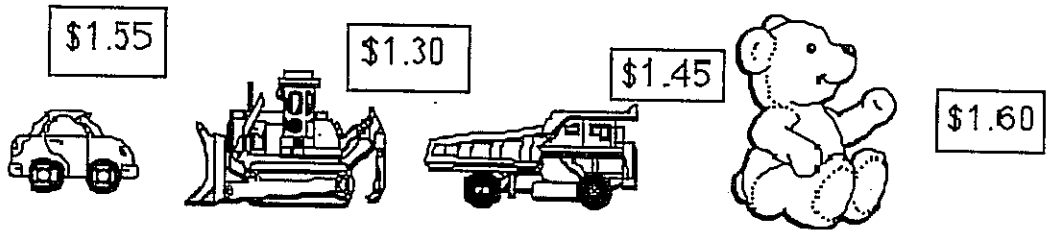
*Name:*_____

(This shows my own thinking.)

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

Answer: _____ people

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



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

_____ _____ _____ _____ _____

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

Answer: _____ cookies

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

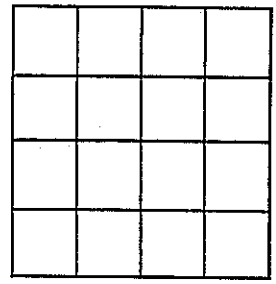
a. $2\square + 35 = 57$

b. $\square 7 - 46 = 21$

c. $73 + 1\square = 92$

d. $56 - \square 9 = 2\square$

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

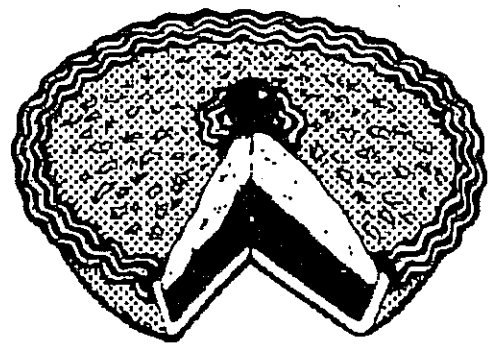


Answer: _____ squares

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

Answer: _____

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



Answer: ☐ has been eaten.

SUNSHINE MATH - 2
Earth, XXII

*Name:*_____

(This shows my own thinking.)

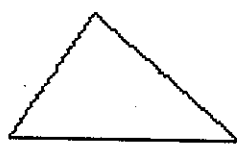
★★★ 1. The perimeter of a shape is the distance around it. A square has sides that are 18 centimeters long. What is the perimeter of the square? Use the space below to draw a picture if you wish.

Answer: _____ centimeters

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

Answer: _____

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



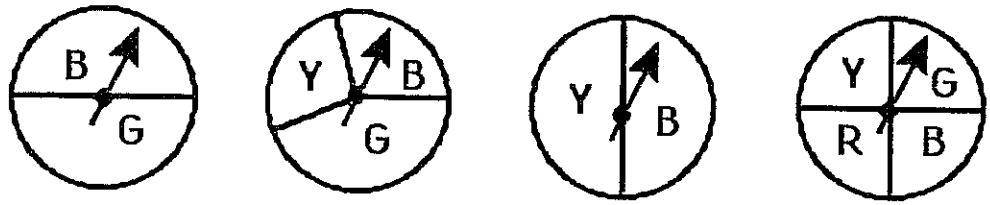
★★ 4. Mike wants to buy a pen that costs 39¢, a pad for 47¢, and an eraser for 22¢. He has a piggy bank full of quarters. How many of his quarters will he need to make his purchases?

Answer: _____ quarters

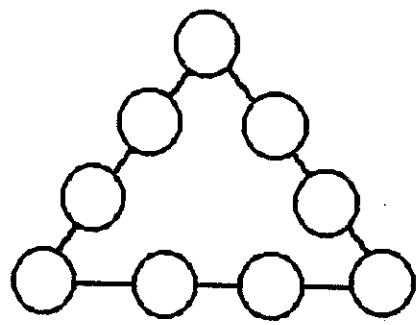
★★★ 5. The year 1881 is special because you can read it upside down or right side up. When was the last time there was a special year like that? Use a calculator to find this answer.

Answer: _____

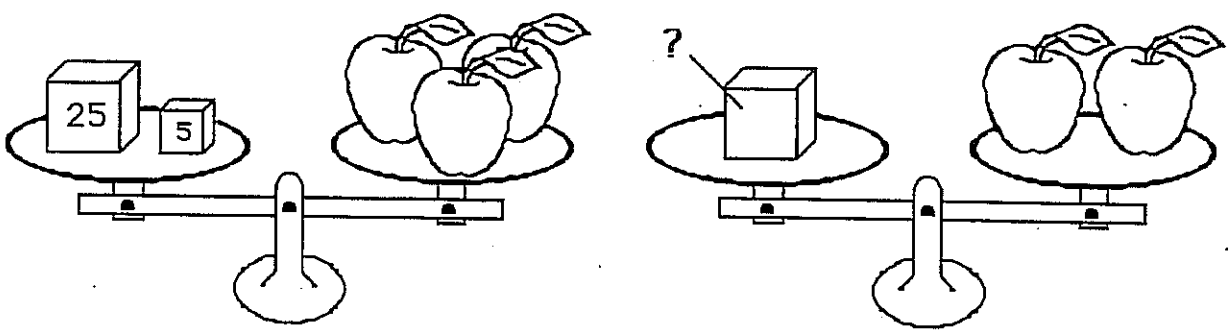
★★★ 6. Circle the spinner with the best chance of landing on G.



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



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

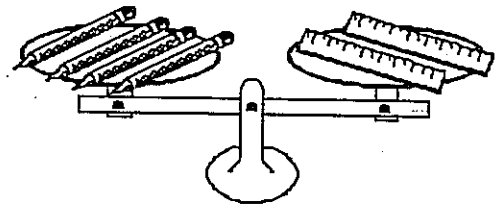


SUNSHINE MATH - 2
Earth, XXIII

*Name:*_____

(This shows my own thinking.)

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

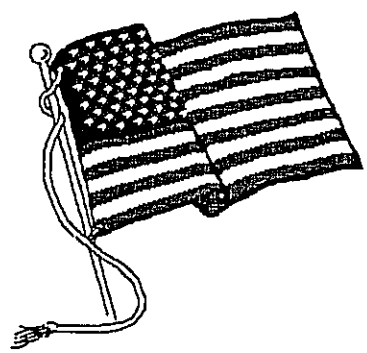


Answer: _____

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

$3 $5 $4 $6

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



Answer : _____ flags

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

Answer: _____ golf balls

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

Basketball Games Won

Magic	🏀 🏀 🏀 🏀 🏀 🏀 🏀
Pacers	🏀 🏀 🏀 🏀
Heat	🏀 🏀
Rockets	🏀 🏀 🏀 🏀 🏀 🏀 🏀

Key: 🏀 means 1 win

A. How many more games did the Magic win than the Heat? _____ more games

B. Which team won exactly 2 games more than another team? _____

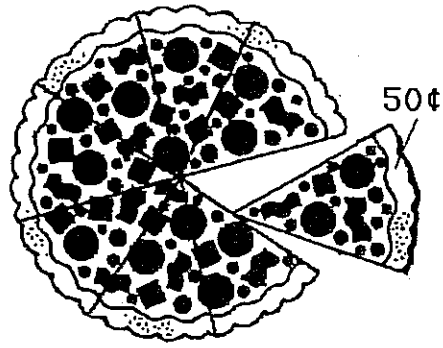
C. Fill in the chart so that each team has the same number of wins for those 20 games.

Basketball Games Won

Magic	
Pacers	
Heat	
Rockets	

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

Answer: _____

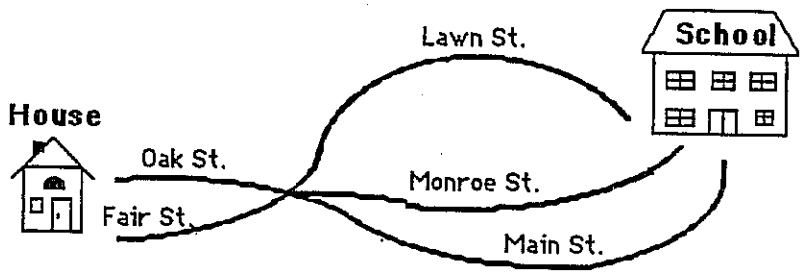


SUNSHINE MATH - 2
Earth, XXIV

*Name:*_____

(This shows my own thinking.)

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



Answer: _____ ways

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

a. 46 + 54 + 80 + 209 = _____

b. 289 + 303 − 578 = _____

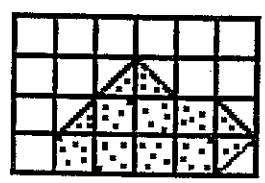
c.
$$\begin{array}{r} 375 \\ 68 \\ +396 \end{array} = \_\_\_\_\_$$

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

Answer: _____

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

Answer: _____ square units



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

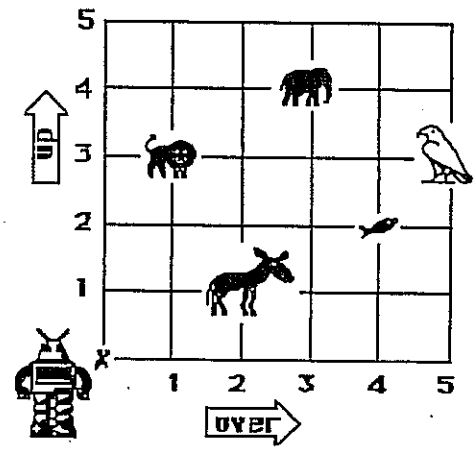
Answer : _____

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

Answer: _____

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

The first is done for you in the chart.



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

SUNSHINE MATH - 2
Earth, XXV

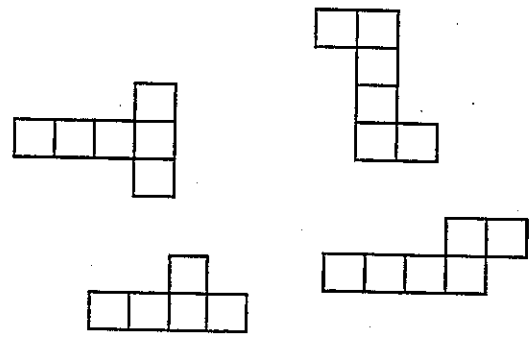
*Name:*_____

(This shows my own thinking.)

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

Answer: She has ___ more _____ than ____.

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



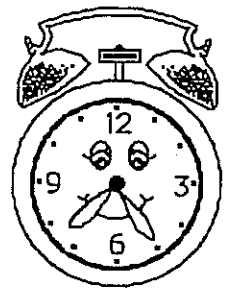
★★★ 3. Jon is at the County Fair. He wants to go for rides on the ferris wheel. Today he can ride 5 minutes for 3 tickets. He has 18 tickets left. How many minutes in all can Jon ride on the ferris wheel?

Answer: _____ minutes

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

Answer: _____ points

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

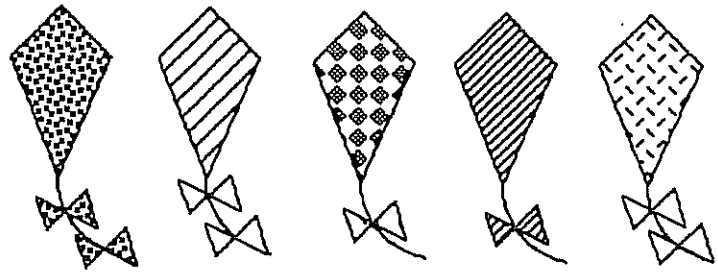


Answer : _____minutes

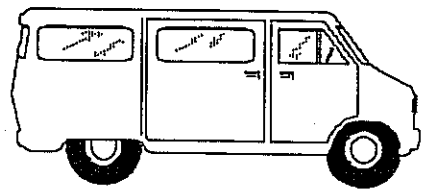
★★ 6. Kim needs 10 inches of ribbon to make a bookmark. A spool of ribbon has 86 inches. Can Kim make a bookmark for each of her 9 friends from one spool of ribbon?

Answer: _____

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



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



Answer: ____ vans