

Mercury
Kindergarten

Acknowledgments

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

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

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

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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.

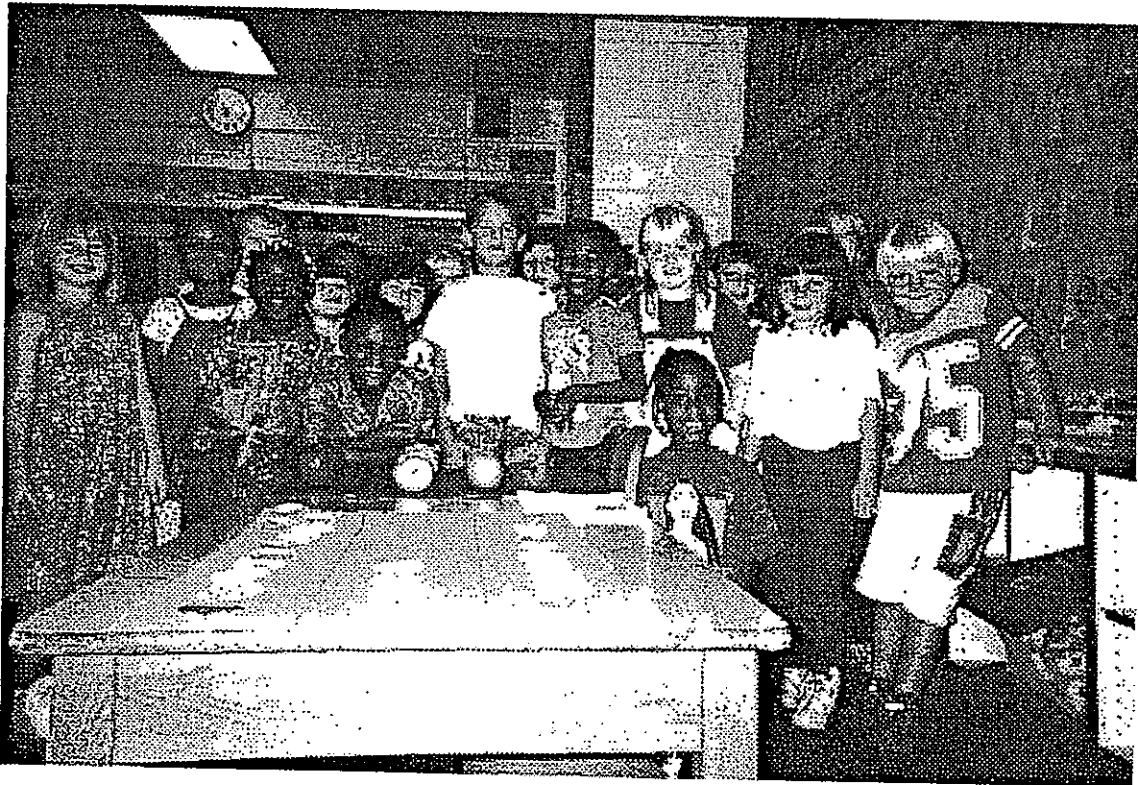
Organization of These Materials

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

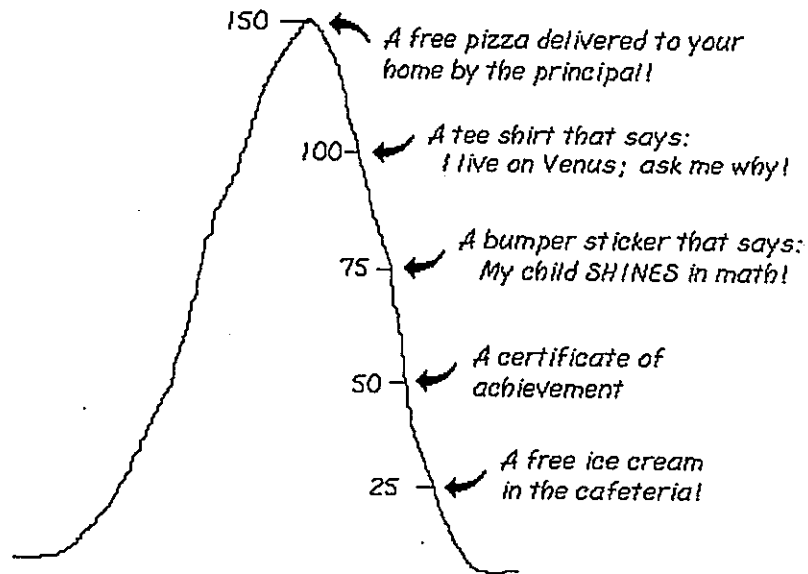
Sunshine Math is a K-8 enrichment package for mathematics, designed to be managed by volunteer assisting adults with coordinated support from the classroom teacher and school administrators. The purpose of the program is to give self-motivated students of all ability levels a chance to extend themselves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



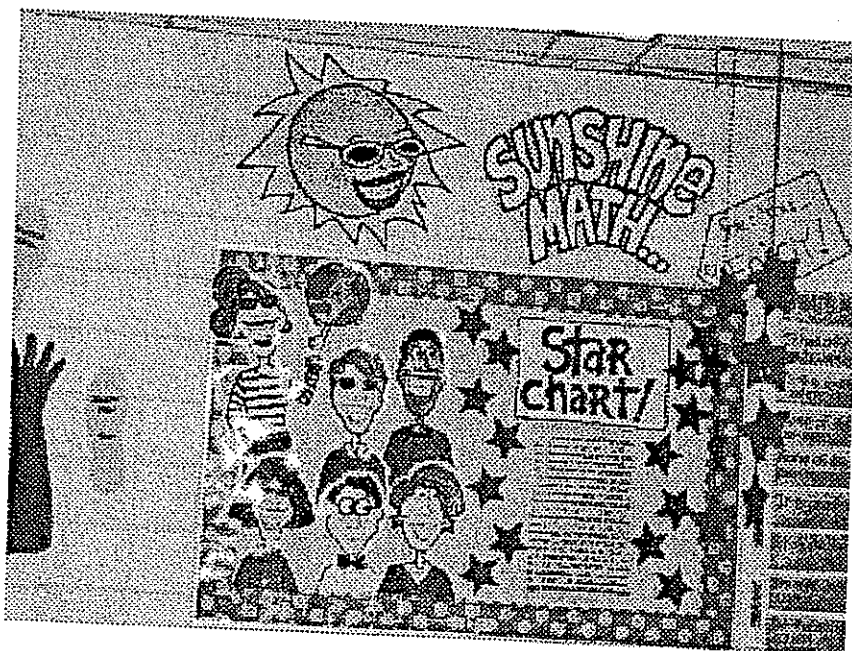
Sunshine Math: Information for Assisting Adults

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!



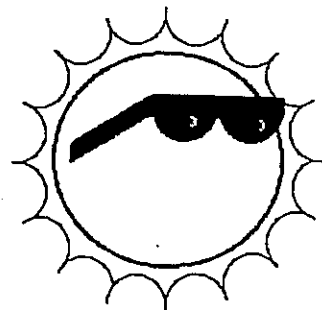
Checklist for assisting adults:

- 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.

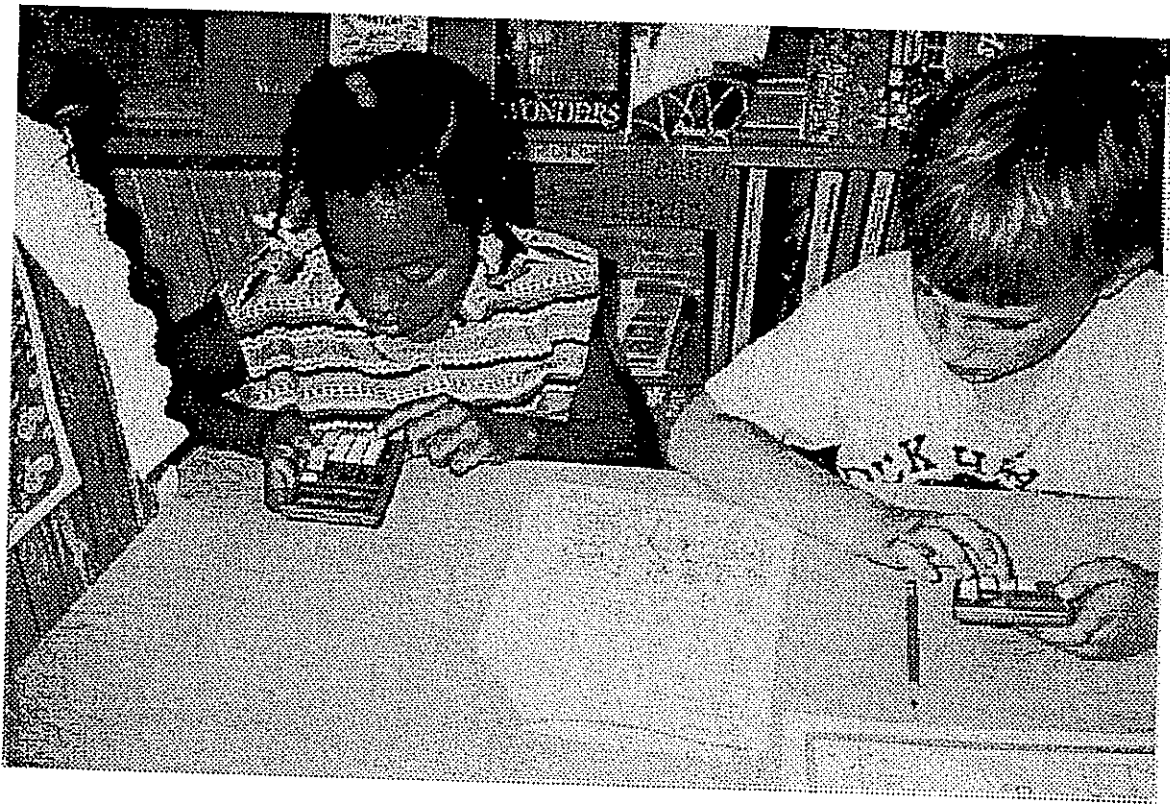
Here are some hints that you might find useful in your support role for Sunshine Math:

- ✓ 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.

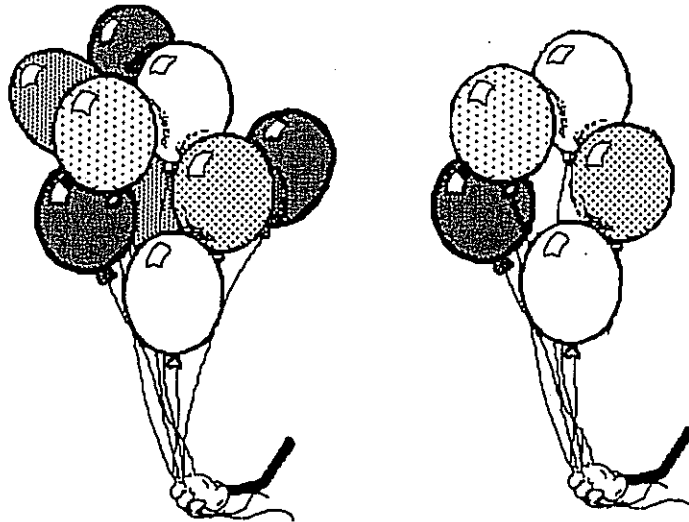
(parent's signature)

WORKSHEETS

★ 1. _____
(FIRST NAME) (LAST NAME)

★ 2. What is the phone number to dial for emergency help?

★ 3. Color the picture with more balloons.

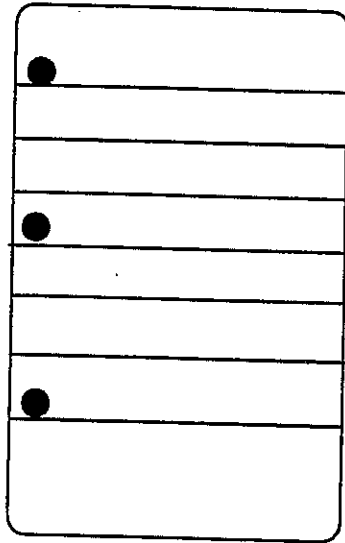


★★★★ 4. Draw a line from the number to the same amount of dots. (The first one is done for you.)

2	1	5	4	3
•	••	••	•••	••

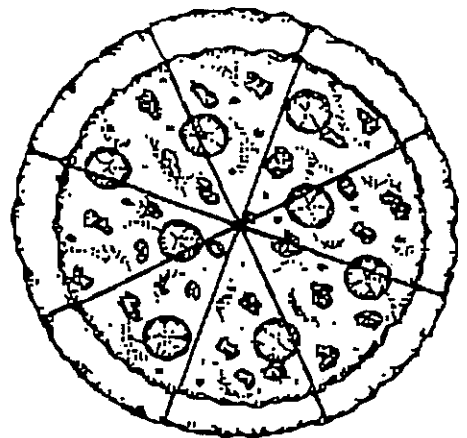
★★ 5. How many holes are on this paper? _____

How many lines are on this paper? _____



★★ 6. How many slices of pizza are there? _____

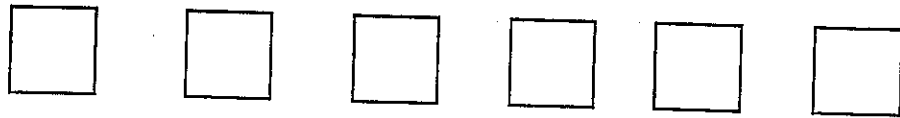
Color in 2 slices.



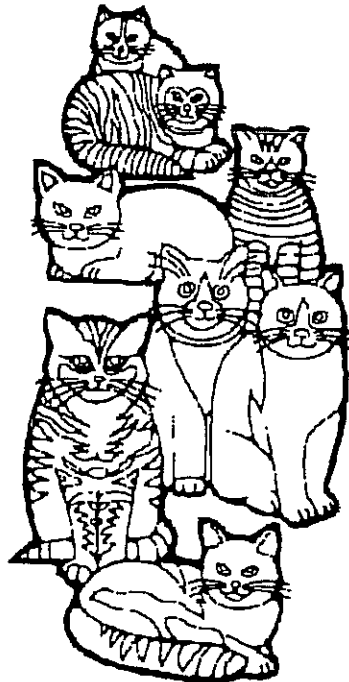
(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★ 1. _____
(FIRST NAME) (LAST NAME)

★★ 2. Color in every other square:



★★ 3. How many cats are there?



★★★ 4. If you gave a friend 2 cookies, and he ate 1 cookie, how many cookies would he have left?



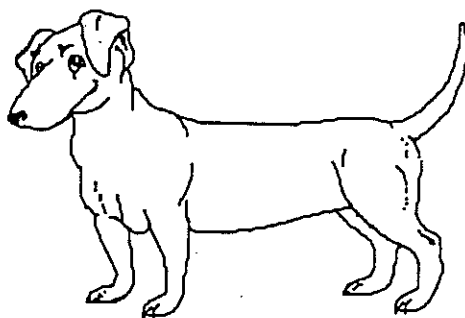
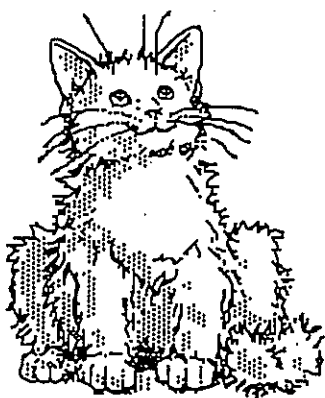
- ★★★ 5. How many sides does this square have? _____
How many sides does this triangle have? _____
How many sides does this rectangle have? _____



- ★★★ 6. How many noses are there? _____

How many ears are there? _____

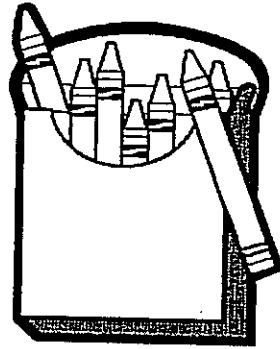
How many legs are there? _____



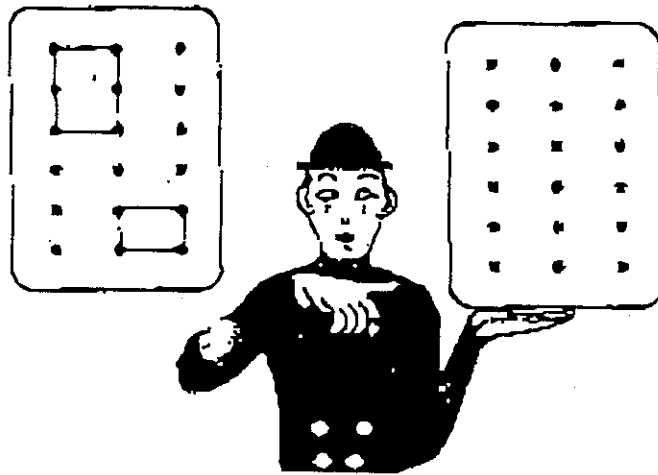
(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★ 1. _____
(FIRST NAME) (LAST NAME)

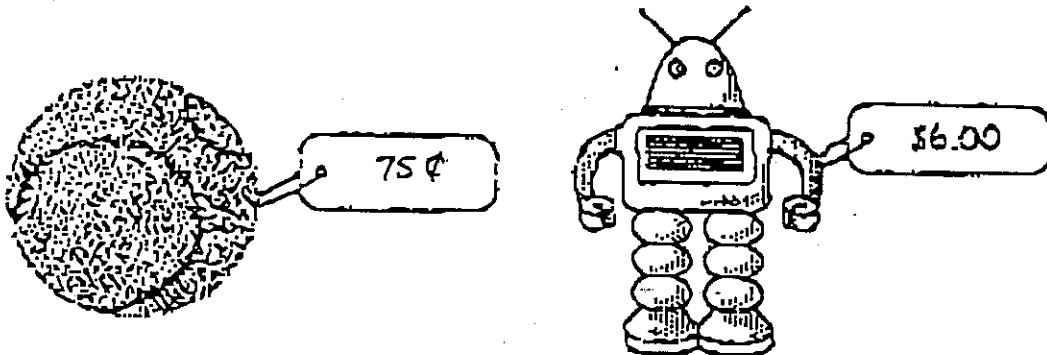
★ 2. How many crayons? _____



★★ 3. Copy the pattern exactly.



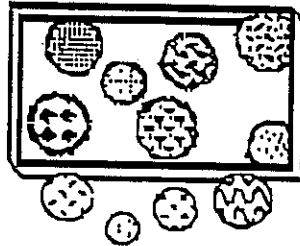
★★★ 4. Color in the toy that costs more money.



★★★ 5. How many balls are inside the box? _____

How many balls are outside the box? _____

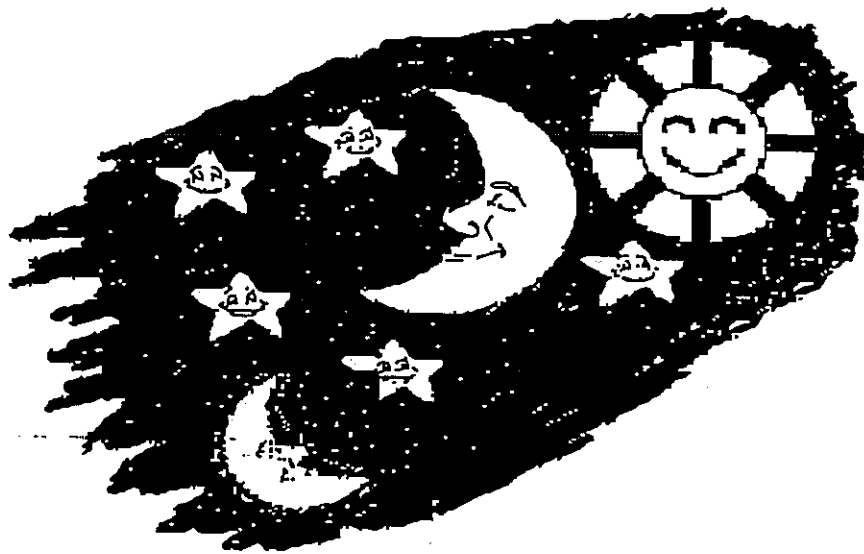
How many balls are there total? _____



★★★★ 6. How many stars are there? _____

How many moons are there? _____

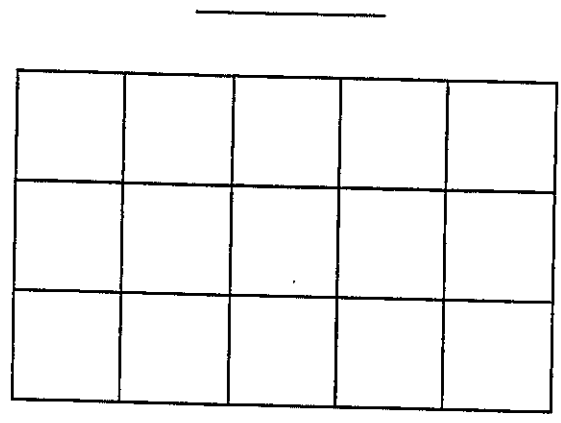
How many suns, moons, and stars together? _____



(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★ 1. _____
(FIRST NAME) (LAST NAME)

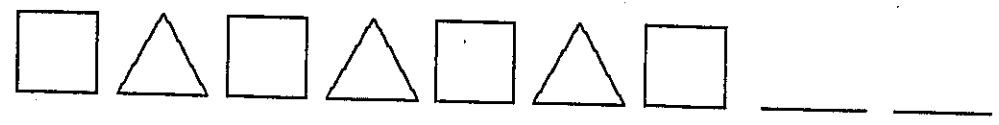
★★★ 2. Color 6 squares blue and 6 squares red. How many are left that are not colored?



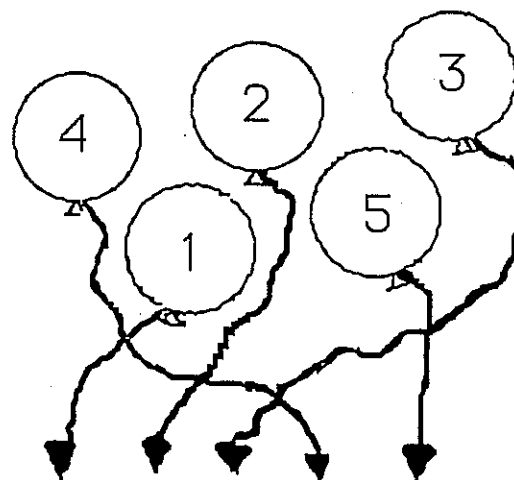
★ 3. Circle 2 dots below: Circle 5 dots below:



★★ 4. Draw the last two missing pattern pieces.



★★ 5. Follow the string and write the number on the line.

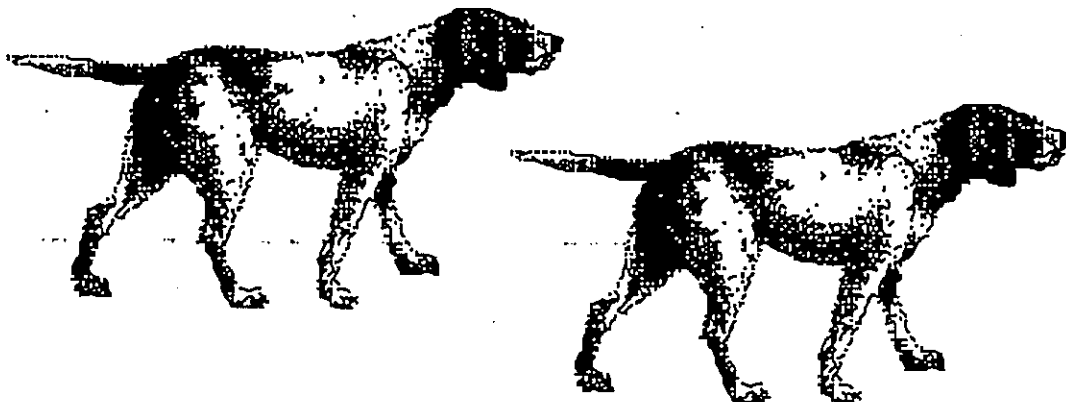


★★★★ 6. How many dogs are there? _____

How many legs do you see? _____

How many tails are there? _____

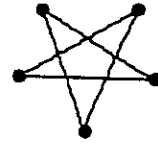
How many eyes do these two dogs have? _____



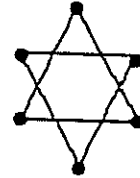
(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★ 1. _____
(FIRST NAME) (LAST NAME)

★★ 2. How many points are on this star? _____



How many points are on this star? _____



★ 3. Color the star above that has more points.

★★★★ 4.

○	○	○	○	○	○				
★	★								
□	□	□	□	□	□	□			

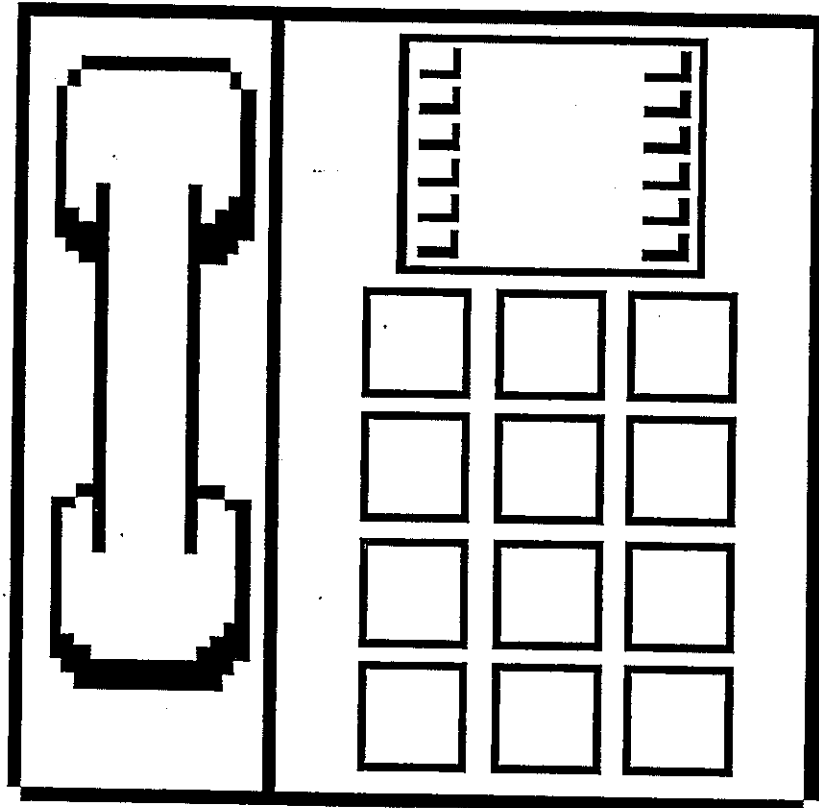
How many circles (○) are there? _____

How many squares (□) are there? _____

How many stars (★) are there? _____

Put a ✓ for each year old you are, in the bottom row.

★★★ 5. Look at a telephone. Put numbers on the buttons below.



★★ 6. Draw a line from the problem to the correct answer.

5 4 3

$\begin{matrix} \bullet & + & \bullet \\ \bullet & & \bullet \end{matrix} = ?$

 $\begin{matrix} \bullet & + & \bullet \\ \bullet & & \bullet \end{matrix} = ?$

$\begin{matrix} \bullet & + & \bullet \\ \bullet & & \bullet \end{matrix} = ?$

(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★ 1. _____
(FIRST NAME) (LAST NAME)

★ 2. How old is Eric? ____
(count the candles)

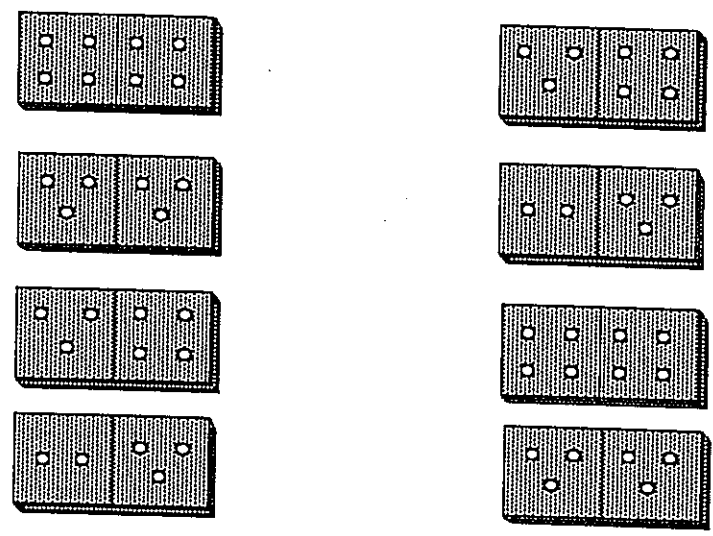


★★ 3. Fill in the missing numbers:

1 2 3 ____ 5

6 7 ____ 9 10

★★★★ 4. Match the dominoes by drawing a line to the same one.



★★★★ 5.

- Color in 1 → #1
- Color in 2 → #2's
- Color in 3 → #3's
- Color in 4 → #4's
- Color in 5 → #5's

1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

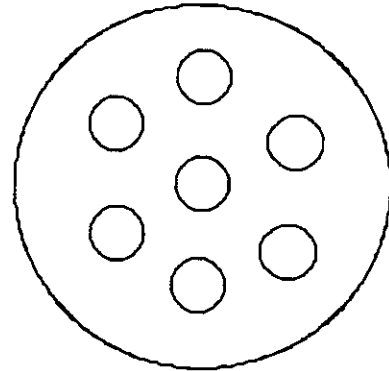
★★★★ 6. Count objects to help you do these.

1	3	2	1
<u>+1</u>	<u>+1</u>	<u>+1</u>	<u>+4</u>
—	—	—	—
8	1	7	5
<u>+1</u>	<u>+6</u>	<u>+1</u>	<u>+1</u>
—	—	—	—

(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

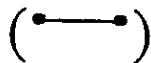
★ 1. _____
(FIRST NAME) (LAST NAME)

★★ 2. How many circles are there? (Total)

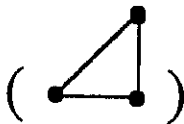


★★★ 3.

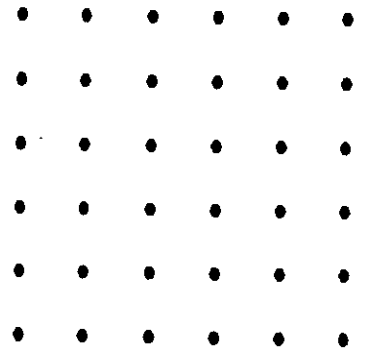
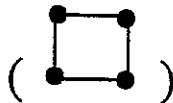
Connect 2 dots for a line.



Connect 3 dots for a triangle.



Connect 4 dots for a square.



★★★ 4. Write in the next number.

1 2 3 4. _____

3 4 5 6. _____

5 6 7 8. _____

★★★★ 5. Fill in the missing number in each row.

$$6 \quad 7 \quad 8 \quad 9 \quad \underline{\quad}$$

$$6 \quad \underline{\quad} \quad 8 \quad 9 \quad 10$$

$$6 \quad 7 \quad \underline{\quad} \quad 9 \quad 10$$

$$6 \quad 7 \quad 8 \quad \underline{\quad} \quad 10$$

★★★★ 6. If $A = 1$

$$B = 2$$

$$C = 3$$

$$D = 4$$

$$E = 5$$

$$F = 6$$

then $A+B+C = \underline{\quad}$

(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★ 1. _____
(FIRST NAME) (LAST NAME)

★★ 2. Write in the numbers from 1 to 10.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

★ 3. Efrem is 7 years old.

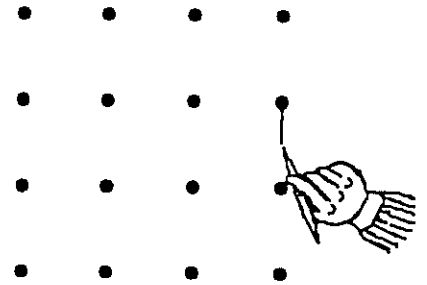
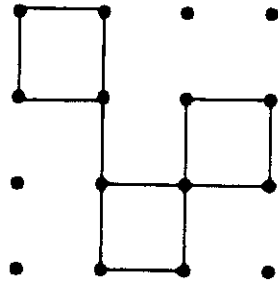
Stephanie is 9 years old.

Who is older?

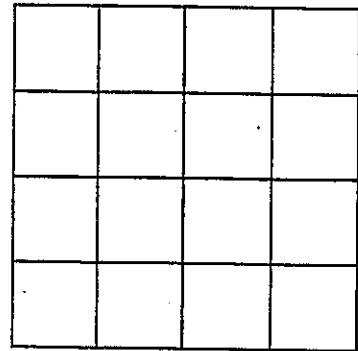
Put a ✓ in the box.



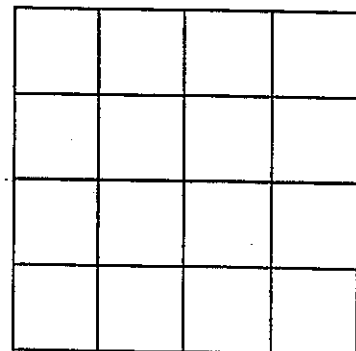
★★★★ 4. Copy this pattern.....over to here.



★★★ 5. Color 4 squares that touch each other to make 1 big square.



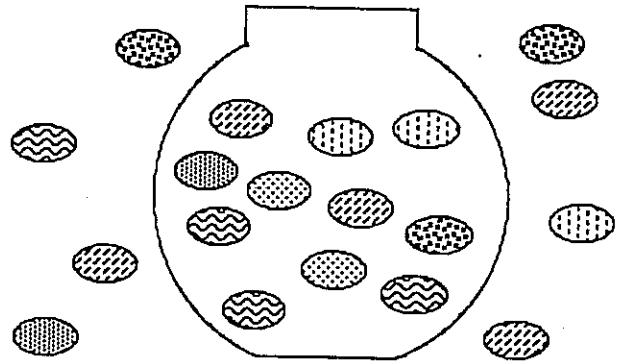
★★★★ 6. Color 6 squares that touch each other to make a rectangle.



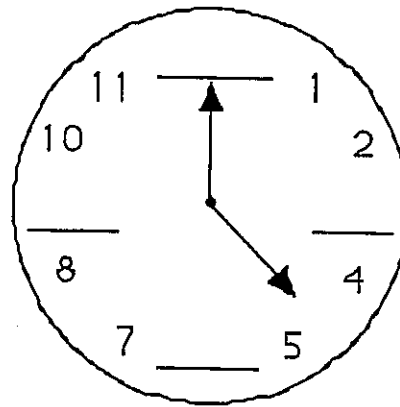
(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★ 1. _____
(FIRST NAME) (LAST NAME)

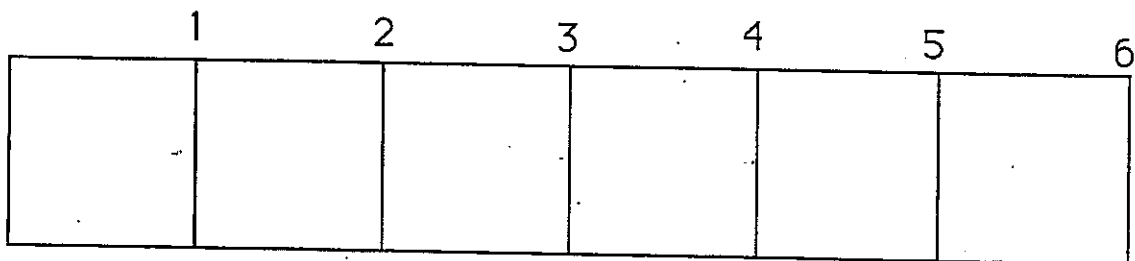
★ 2. How many
jellybeans
are in the
bowl?



★ 3. Fill in the
missing
numbers on
this clock.



★★ 4. Color in a segment that is 4 inches
long. (Each square is 1 inch long.)



★★★★ 5. How many letters are there in the alphabet? _____

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

★★★★ 6. Circle Sunday, June 14.

JUNE 1998						
S Sunday	M Monday	Tu Tuesday	W Wednesday	Th Thursday	F Friday	S Saturday
	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				

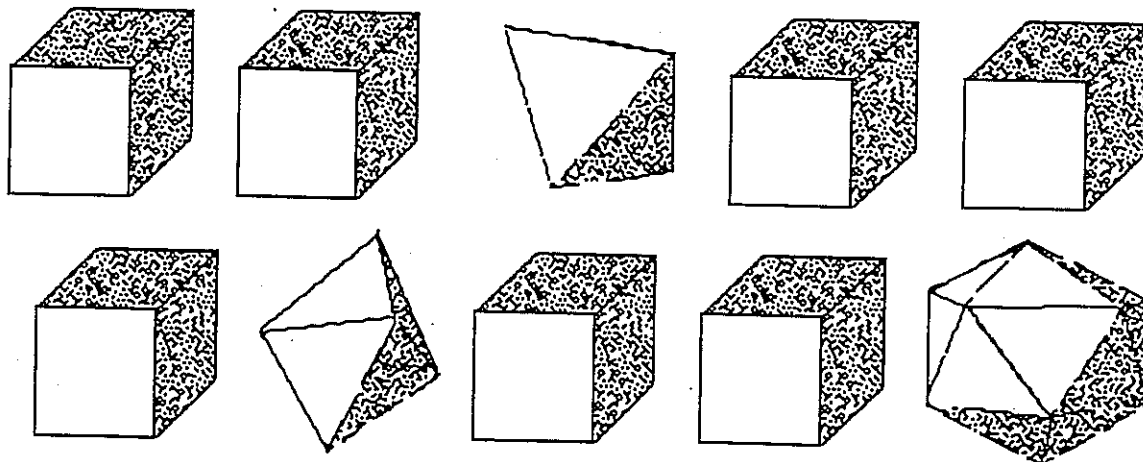
(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★ 1. _____
(FIRST NAME) (LAST NAME)

★★ 2. Fill in the numbers between 10 and 20.

10 _____ _____ _____ _____
_____ _____ _____ _____ _____ 20

★ 3. How many cubes are there? _____

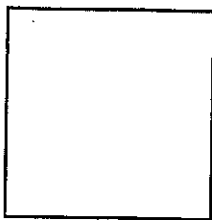


★★ 4. How much is:

$$\begin{array}{r} 100 \\ +100 \\ \hline \end{array}$$

★★★ 5. Draw a house using:

1 big square



1 rectangle



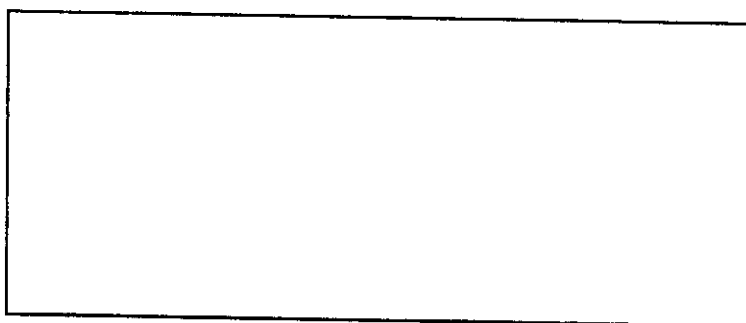
1 triangle



2 small squares



★★★★ 6. Use pennies to measure this rectangle.



How many pennies wide (↓) is it? _____

How many pennies long (→) is it? _____

(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)