Instant Math Practice Pages for Homework—or Anytime!

by Betsy Franco

Winter's coming! Stock up on nuts!

acorns 4¢ each
peanuts 5¢ each
walnuts 6¢ each
almonds 7¢ each
pecans 8¢ each
cashews 9¢ each

New York • Toronto • London • Auckland • Sydney
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For Emily
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Introduction

Looking for a fun way to build and review important math skills? Here are 50 reproducible practice sheets that are flexible and easy to use—kids can complete them at home or in school, independently or in groups. Each practice page features appealing illustrations, topics kids enjoy, and simple instructions so that children can work on their own. Pull out these practice pages for quick activities during the school day, or send them home as skill-building homework assignments.

You’ll find several pages on each of the following topics that are coordinated with the NCTM standards:

- Patterns
- Addition
- Subtraction
- Comparing and Ordering
- Place Value
- Graphing
- Time
- Money
- Measurement
- Geometry
- Multiplication and Division
- Fractions

These pages were designed to appeal to second and third graders. The topics relate to their world and interests: pets, storybook characters, favorite foods, messy rooms, and more. In addition, children will enjoy the variety of formats. They’ll play a coin-toss game, measure the snake family, go on a shape safari, color fraction flags, and much, much more.

We hope that you and your students enjoy Instant Math Practice Pages for Homework—or Anytime! Whether you use them for homework or class work, they are sure to give children’s math skills a boost.
How to Use This Book

These practice pages were designed for flexible use. Kids can work on them individually, in pairs, in small groups, or as a whole class. Have students work on the sheets:

• for reinforcement of skills during a unit
• for review after a unit is completed
• when they are finished with other class work
• as a morning activity to start the day
• after lunch to settle back into learning
• as skill-building homework

Refer to the table of contents to locate a practice page that builds a particular math skill. For easy reference, math skills are also listed in a box at the top of each practice page. You can use the pages in the order they are presented or rearrange the order to suit the needs of your class.

Most of the activity pages require only a pencil and eraser. A few require scissors, glue, crayons, and other materials that are easily accessible. If sending home the sheets as homework, review the directions in advance to answer any questions that children have. You might also review the materials and modify them if necessary.

After students have finished a page, have them share and discuss their answers with partners, in groups, or as a class. On pages 63–64, you’ll find a complete answer key. Allow students to share and discuss their responses and problem-solving strategies. You might first have them discuss their ideas in small groups so that everyone has a chance to participate. Then review the answers together as a group to be sure that everyone understands how to solve each problem.

Feel free to modify any of the practice pages to fit your students’ needs. (For example, on page 18 you could create additional cards with more difficult subtraction problems after your students have mastered the ones presented here.) For an extra challenge, have children think of their own problems based on the problems and information provided on each page—for example, challenge students to think of additional telephone and bike lock patterns on page 8. Have students share the problems they made up so that the rest of the class can solve them.
Hang Out the Socks

Look at the socks on the clothesline.
Draw socks to continue the patterns.
Then color the socks.

1

2

3

4

5 Draw socks to make up your own pattern.
Cracker Patterns

The shapes below are made from crackers!
Sometimes the shapes in the pattern get bigger.
Sometimes the shapes in the pattern get smaller.
Draw shapes that continue each pattern.

1

2

3

4

5 (Hint: How many sides does each shape have?)
Telephone and Bike Lock Patterns

Each telephone number has a pattern. Fill in the missing numbers. (Hint: Read the numbers out loud.)

1. 234-567___
2. 737-373___
3. 987-654___
4. 102-030___
5. 112-211___
6. 246-246___

7. What is your telephone number? _______________________
   Does it have any patterns? Explain. _______________________

Each bike lock combination has a pattern. What is the next number in each pattern?

1. 2-4-6- _____
2. 10-20-30- _____
3. 1-3-5- _____
4. 11-22-33- _____
5. 5-10-15- _____
6. 6-8-10- _____
100 Grid Hunt

1. Count by twos, starting with 2. Circle each number you count. (The first one has been done for you.)

2. Now count by fives, starting with 5. Mark each number you count with an X. (The first one has been done for you.)

3. Write ten numbers that you name when you count by twos and fives.

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Leprechaun Math

Color each coin a different color.

1. Add the numbers on each leprechaun. Find the coin that has the sum printed on it. Color each leprechaun the same color as its matching coin.

2. Write the numbers from the coins in the circles below, from least to greatest.

   □  □  □  □  □  □  □

3. What pattern do you see? ____________________________
**Butterfly Doubles**

Count the dots on each wing and write the number. Then find the sums.

1. **1**
   
   \[ 2 + 2 = 4 \]

2. **2**
   
   \[ \_ + \_ = \_ \]

3. **3**
   
   \[ \_ + \_ = \_ \]

4. **4**
   
   \[ \_ + \_ = \_ \]

Draw the correct number of dots on each wing. Then find the sums.

5. **5**
   
   \[ 7 + 7 = \_ \]

6. **6**
   
   \[ 9 + 9 = \_ \]

7. **7**
   
   \[ 8 + 8 = \_ \]
Magic Square Lily Pads

1

Each frog had a number.
The frogs jumped onto a big log.
If you add the number on each pair of frogs, the sum should be 10.
Write these numbers on the blank frogs: 2, 3, 4, 5, 6, 7, 8
The first pair of frogs has been done. 1 + 9 = 10

2

The frogs jumped onto a giant lily pad.
If you add any row, column, or diagonal, the sum is 15.
Write these numbers on the blank frogs: 1, 2, 3, 4, 7
**Coin-Toss Game**  

**For 2 Players**  
You need 2 coins or chips and a Coin-Toss Game Board.

**To Play:**  
Player 1 gently tosses both coins onto the game board, one at a time. The score is the sum of the numbers on which the coins land. Player 1 writes the score in the chart.

If a coin lands on a line or does not land on the game board, add a zero.

Player 2 takes a turn in the same way.

Compare the two scores and circle the higher number. The player with the higher score wins the round.

<table>
<thead>
<tr>
<th>Round</th>
<th>Player 1</th>
<th>Player 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coin-Toss Game Board

ADDITION

- 17
- 29
- 33
- 38
- 45
- 51
- 73
## Target Number

Circle two numbers to get the target number as a sum. You should circle one number in each row.

### Target: 21

<table>
<thead>
<tr>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

Target: 21

<table>
<thead>
<tr>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Target: 20

<table>
<thead>
<tr>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

Target: 21

### Target: 24

<table>
<thead>
<tr>
<th>18</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

Target: 24

<table>
<thead>
<tr>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>

Target: 23

### Target: 25

<table>
<thead>
<tr>
<th>8</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>15</td>
</tr>
</tbody>
</table>

Target: 25

### BONUS

Circle three numbers that add up to the target number.

<table>
<thead>
<tr>
<th>7</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

Target: 25
Subtraction Bikes

Subtract each number on the wheel from 12.

Subtract each number on the wheel from 15.

Subtract each number on the wheel from 11.

Subtract each number on the wheel from 14.
You will need someone to time you (in seconds) as you race around the track.

**To Play:**
Cut out the Racetrack Cards on page 18. Place ten of the cards facedown in the spaces on the track.

When the timer says “Go!” turn over the cards one by one and say the answer to each problem.

Go around the track again. Can you break your record?

Then try again with ten different cards.
Racetrack Cards

Cut out the cards along the solid lines.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>9</td>
<td>8</td>
<td>15</td>
<td>7</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>- 5</td>
<td>- 2</td>
<td>- 3</td>
<td>- 8</td>
<td>- 4</td>
<td>- 5</td>
<td>- 6</td>
</tr>
<tr>
<td>8</td>
<td>14</td>
<td>9</td>
<td>18</td>
<td>12</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>- 2</td>
<td>- 5</td>
<td>- 6</td>
<td>- 9</td>
<td>- 6</td>
<td>- 8</td>
<td>- 7</td>
</tr>
<tr>
<td>17</td>
<td>7</td>
<td>10</td>
<td>15</td>
<td>9</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>- 8</td>
<td>- 5</td>
<td>- 3</td>
<td>- 6</td>
<td>- 5</td>
<td>- 8</td>
<td>- 4</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>- 4</td>
<td>- 6</td>
<td>- 3</td>
<td>- 4</td>
<td>- 7</td>
<td>- 7</td>
<td>- 8</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>16</td>
<td>19</td>
<td>9</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>- 7</td>
<td>- 5</td>
<td>- 8</td>
<td>- 9</td>
<td>- 3</td>
<td>- 5</td>
<td>- 9</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>- 3</td>
<td>- 8</td>
<td>- 4</td>
<td>- 1</td>
<td>- 4</td>
<td>- 8</td>
<td>- 9</td>
</tr>
</tbody>
</table>
Write a question for each problem. Then answer the question.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Azmi picked 16 apples.</td>
<td>Seven were wormy.</td>
<td>How many were <strong>not</strong> wormy?</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Tina had 12 mice.</td>
<td>Five were big.</td>
<td>How many were _________?</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Chandra had 15 marbles.</td>
<td>Eight _________ .</td>
<td>How many _________ ?</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Carlos had 13 fish.</td>
<td>_________ .</td>
<td>_________ ?</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Natalie had 14 stickers.</td>
<td>_________ .</td>
<td>_________ ?</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Josh’s quilt had 18 squares.</td>
<td>_________ .</td>
<td>_________ ?</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subtraction Puzzles

Use these numbers in the problems below: 4, 3, 2, 1

1. Write a subtraction problem with the largest possible answer.

2. Write a subtraction problem with the smallest possible answer.

Use these numbers in the problems below: 9, 8, 7, 6

3. Write a subtraction problem with the largest possible answer.

4. Write a subtraction problem with the smallest possible answer.
You’re the Teacher

Morgan did his homework while watching TV, listening to the radio, and playing video games.

Circle his five mistakes and correct them.

Name: Morgan

1. $42 - 37 = 5$
2. $54 - 26 = 25$
3. $60 - 45 = 15$
4. $88 - 69 = 19$
5. $141 - 73 = 78$
6. $93 - 26 = 67$
7. $40 - 24 = 28$
8. $87 - 78 = 9$
9. $152 - 65 = 77$
### Fairy Tale Names

Count the letters in each name. Then write the number of letters.

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Bad Wolf</td>
<td></td>
</tr>
<tr>
<td>Little Red Riding Hood</td>
<td></td>
</tr>
<tr>
<td>Rumpelstiltskin</td>
<td></td>
</tr>
<tr>
<td>Cinderella</td>
<td></td>
</tr>
<tr>
<td>Rapunzel</td>
<td></td>
</tr>
<tr>
<td>Rip Van Winkle</td>
<td></td>
</tr>
<tr>
<td>Prince Charming</td>
<td></td>
</tr>
<tr>
<td>Little Red Hen</td>
<td></td>
</tr>
</tbody>
</table>

Now compare the names. Use <, >, or =.

**Example:** Snow White has 9 letters. Sleeping Beauty has 14 letters.

Snow White < Sleeping Beauty

1. _____________________ > _____________________
2. _____________________ < _____________________
3. _____________________ = _____________________
4. _____________________ > _____________________
5. _____________________ < _____________________
6. _____________________ = _____________________

(your full name)
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Look up your last name.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do more than 20 people or less than</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 people have the same last name?</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Look up the last name of one of your friends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do more than 20 people or less than</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 people have the same last name?</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Look up the last name <em>Blake</em>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do more than 20 people or less than</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 people have the same last name?</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Look up another last name.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do more than 20 people or less than</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 people have the same last name?</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Now look up another last name.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do more than 20 people or less than</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 people have the same last name?</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Think of a name that you think</td>
<td></td>
</tr>
<tr>
<td></td>
<td>more than 20 people have.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look it up. Were you right?</td>
<td></td>
</tr>
</tbody>
</table>
Newspaper Hunt

You will need an old newspaper or magazine to cut up. Look through the newspaper or magazine for the numbers below. Cut out the numbers and glue them in the appropriate boxes.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Find a number between 5 and 10.</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Find a price less than $15.</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Find a number that is greater than 60 and less than 80.</td>
<td>7</td>
</tr>
</tbody>
</table>
How Long Is That Book? 📚

Each of the books below is opened to the last two pages. Write the number of the last page of each. Then compare each pair of books. Circle the book with more pages.

1. **Amelia Bedelia Goes Camping**
   - Pages: 58 __
   - **The Llama Who Had No Pajama**
   - Pages: 67 __

2. **My Father's Dragon**
   - Pages: 85 __
   - **Bunnicula**
   - Pages: 97 __

3. **Homer Price**
   - Pages: 159 __
   - **Amber Brown Sees Red**
   - Pages: 115 __

Now find books in your home, classroom, or library. Write the title and the last two page numbers of each. Circle the book in each pair with more pages.

4. **Title:**
   - _______________
   - _______________

5. **Title:**
   - _______________
   - _______________
Have Fun With Ten!

Ten bats live in each cave.
Some bats have flown out of each one.
Tell how many bats are still inside each cave.

1. _____ bats
2. _____ bats
3. _____ bats
4. _____ bats

5. Circle sums of 10. Find two or three numbers that connect horizontally, vertically, or diagonally. The numbers should add up to 10.

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>5</th>
<th>9</th>
<th>5</th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
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<td>4</td>
<td>4</td>
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<td>5</td>
<td>7</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>2</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>3</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

6. Write all the ways to add two numbers to make 10.

   \[ _0 + \_10 = 10 \]
   \[ \_1 + \_9 = 10 \]
   \[ \_2 + \_8 = 10 \]
   \[ \_3 + \_7 = 10 \]
   \[ \_4 + \_6 = 10 \]
   \[ \_5 + \_5 = 10 \]

7. Use three numbers to make 10.

   \[ _3 + _4 + _3 = 10 \]
   \[ _5 + _4 + _1 = 10 \]
# Number Search

Look for two-digit numbers in old magazines or newspapers. Cut out the numbers. Then glue or tape them into the boxes below. Tell how many tens and how many ones are in each number.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ tens ___ ones</td>
<td>___ tens ___ ones</td>
<td>___ tens ___ ones</td>
</tr>
</tbody>
</table>

Now look for three-digit numbers. Cut them out and glue them in the boxes below. Tell how many hundreds, tens, and ones are in each number.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>570</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ hundreds ___ tens ___ ones</td>
<td>___ hundreds ___ tens ___ ones</td>
<td></td>
</tr>
<tr>
<td>___ hundreds ___ tens ___ ones</td>
<td>___ hundreds ___ tens ___ ones</td>
<td></td>
</tr>
</tbody>
</table>
Number Scramble

1. Write as many three-digit numbers as you can.
   Use these numbers: 3, 5, 7
   Use each number once in each number you make.
   _______  _______  _______
   _______  _______  _______
   _______  _______  _______
   _______  _______  _______

2. Which is the smallest number you made?
   _________________________

3. Which is the largest number you made?
   _________________________

BONUS Write the largest number in hundreds, tens, and ones.
   EXAMPLE: 264 = 200 + 60 + 2
   _______ = _______ + _______ + _______

4. Write as many three-digit numbers as you can.
   Use these numbers: 4, 6, 8
   Use each number once in each number you make.
   _______  _______  _______
   _______  _______  _______
   _______  _______  _______
   _______  _______  _______

5. Which is the smallest number you made?
   _________________________

6. Which is the largest number you made?
   _________________________

BONUS Write the largest number in hundreds, tens, and ones.
   _______ = _______ + _______ + _______
Colorful Fish

Look at the numbers in the shapes inside the fish. Use the information in the key at right to color the shapes.

<table>
<thead>
<tr>
<th>If there is a ...</th>
<th>Color the space ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 in the tens place</td>
<td>green</td>
</tr>
<tr>
<td>5 in the hundreds place</td>
<td>blue</td>
</tr>
<tr>
<td>2 in the ones place</td>
<td>yellow</td>
</tr>
<tr>
<td>7 in the tens place</td>
<td>orange</td>
</tr>
<tr>
<td>9 in the hundreds place</td>
<td>red</td>
</tr>
</tbody>
</table>

1. 549 521 670
   112

2. 102 871 175 276 674

3. 878 543

4. 916

5. 163 539

6. 925 292

7. 531 679 509

Instant Math Practice Pages for Homework—Or Anytime! © Betsy Franco, Scholastic Teaching Resources
# Classroom Pets

Cut out the pets at the bottom of the page. Glue or tape them onto the graph in the correct row.

<table>
<thead>
<tr>
<th></th>
<th>mammals</th>
<th>reptiles and amphibians</th>
<th>birds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. There are _____ mammals and reptiles and amphibians in all.
2. There are _____ reptiles and amphibians and birds in all.
3. There are _____ mammals and birds in all.

Fill in the blanks with <, >, or =.
4. number of birds [ ] number of reptiles and amphibians
5. number of mammals [ ] number of birds
6. number of reptiles and amphibians [ ] number of mammals

---

TURTLE  PARROT  FROG  PARAKEET  FINCH  GECKO
LIZARD  HAMSTER  SNAKE  MOUSE  SALAMANDER  GUINEA PIG
Favorite Foods

Leslie took a poll of her classmates to find out their favorite foods. She made a tally mark for each person’s response.

Fill in the graph with the information from Leslie’s poll.

1. Do more people like pizza or fruit? ________________
   How many more? ______

2. How many more people chose hot dogs than cereal? ______

3. Which food got the most votes? ______

4. Which food got the least votes? ______
Beth and Mark made a graph of the number of people in their families. Fill in the graph to show how many family members Kenny and Se-Yun have each.

Kenny has 3 family members. Se-Yun has 6 family members.

How many more family members does Pat have than Beth? _____

How many more family members does Pat have than Kenny? _____

Who has more family members, Mark or Pat? ________________

Who has more family members, Se-Yun or Pat? ________________

Who has more family members, Mark or Se-Yun? ________________

How many more? _______

Who have the same number of people in their families? ____________________ and ____________________
Graphing Carla’s Room

1. Look at the drawing of Carla’s room on page 34.
   Count each picture, sock, and book.
   Circle or color each object as you count.
   Tell how many of each object there are in all.

<table>
<thead>
<tr>
<th>Kind of Object</th>
<th>How Many in All?</th>
</tr>
</thead>
<tbody>
<tr>
<td>pictures</td>
<td></td>
</tr>
<tr>
<td>socks</td>
<td></td>
</tr>
<tr>
<td>books</td>
<td></td>
</tr>
</tbody>
</table>

2. Now make a graph.
   Fill in the correct number of boxes for each kind of object.
   Then answer the questions below.

3. There are more _____________ than _____________.
   How many more? _______

4. There are more _____________ than _____________.
   How many more? _______
Graphing Carla’s Room

[Image of Carla’s room with various objects and a child reading a book]
Play this game of Concentration with another person. Cut out the cards and shuffle them. Place the cards facedown in three rows of six.

**To Play:**
Player 1 turns over any two cards and reads the time on each.
- If the two times match, the player keeps the cards and takes another turn.
- If the times don’t match, the player turns the cards facedown. Player 2 then takes a turn.

The player with more cards wins.
Find the Mystery Day

Jeff’s class picked a day for their pizza party. The students will take a school bus to the pizza parlor. They chose a day that had no other special events. Use the clues to figure out which day they picked. Cross out the days they didn’t pick. Circle the day they picked.

Clues
1. They can’t have the party on the weekends.
2. On Thursdays the class goes to the library.
3. The school buses are not available on Mondays and Wednesdays.
4. They are going on a field trip on the second Tuesday of the month.
5. A guest is coming on the first and third Fridays.
6. There is an assembly on the last Tuesday.
7. The third Tuesday is a school holiday.
8. They can’t go the first week of March.
9. On the 12th and 26th, the pizza parlor already has a party.

<table>
<thead>
<tr>
<th>MARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>28</td>
</tr>
</tbody>
</table>
Have a Good Time

Fill in the blanks.

1. 6:50 A.M. is ___50___ minutes after ___6:00 A.M._
2. 2:30 P.M. is _______ minutes before ________________.
3. 1:20 P.M. is _______ minutes after ________________.
4. 9:45 P.M. is _______ minutes before ________________.

Draw hands to show these times.

5. 1 hour past 4:00 P.M.
   ![Clock](clock1.png)

6. 1 hour before 5:30 A.M.
   ![Clock](clock2.png)

7. 2 hours past 10:35 A.M.
   ![Clock](clock3.png)

8. 2 hours before 2:15 P.M.
   ![Clock](clock4.png)

Draw hands on the clocks to show the times you usually do these activities. Write the times on the lines.

9. Wake up
   ![Clock](clock5.png)

10. Go to bed
    ![Clock](clock6.png)

11. Have lunch
    ![Clock](clock7.png)

12. Have dinner
    ![Clock](clock8.png)
Are These Animals Late?

Each of these animals has somewhere to go. Look at the time each animal needs to arrive. Then look at the clock. Is the animal late?

1. Party at 4:00 P.M.
   - What time is it? ________ P.M.
   - Is Rabbit late? ________________

2. School starts at 8:30 A.M.
   - What time is it? ________ A.M.
   - Is Mouse late? ________________

3. Flute lesson at 3:25 P.M.
   - What time is it? ________ P.M.
   - Is Hen late? ________________

4. Art class at 10:00 A.M.
   - What time is it? ________ A.M.
   - Is Frog late? ________________
Pairs of Piggy Banks

Look at each pair of piggy banks. Write the amount of money in each one.

**1.**
- 1¢
- 5¢
- 10¢
- 25¢
- 50¢

**2.**

**3.**

**4.**

**5.**
1. Sarah Squirrel bought two different nuts for 13¢. Which two nuts could she have bought?

Write an addition sentence to show how you know:

\[ \text{_____¢} + \text{_____¢} = \text{_______} \]

2. Sammy Squirrel bought two different nuts for 17¢. Which two nuts could he have bought?

Write an addition sentence to show how you know:

\[ \text{_____¢} + \text{_____¢} = \text{_______} \]

3. Sandy Squirrel bought two different nuts for 15¢. Which two nuts could she have bought?

Write an addition sentence to show how you know:

\[ \text{_____¢} + \text{_____¢} = \text{_______} \]
Coin Guessing Game

Write the values of the coins.

Mike has 3 coins. They are worth 31¢. What coins does Mike have? Write the value of each coin.

25¢ ______ ______

Tanya found 4 coins in the couch. They are worth 70¢. What coins did Tanya find?

______ ______ ______ ______

Lily has 4 coins in her piggy bank. She has 25¢. What coins are in Lily’s piggy bank?

______ ______ ______ ______

José has 5 coins in his pocket. He has 46¢. What coins are in his pocket?

______ ______ ______ ______ ______
Pet Sale

How much is in your pocket?

1 Estimate: Could you buy a bunny and a fish? __________
   Then add: How much would they cost all together? _________

2 Estimate: Could you buy a hamster and a bird? __________
   Then add: How much would they cost all together? _________

3 Estimate: Could you buy a mouse and a hamster? __________
   Then add: How much would they cost all together? _________

4 Estimate: Could you buy a bird and a fish? __________
   Then add: How much would they cost all together? _________
How Long?

Find each of these things in your classroom or at home. Measure each one to the nearest inch. If you need a ruler, cut out the one at the bottom of the page.

1. a pencil
   about ________ inches
2. a book
   about ________ inches
3. an eraser
   about ________ inches
4. your shoe
   about ________ inches
5. your hand
   about ________ inches

Now choose five other objects to measure.

1. __________________________
   about ________ inches
2. __________________________
   about ________ inches
3. __________________________
   about ________ inches
4. __________________________
   about ________ inches
5. __________________________
   about ________ inches
Estimate and Measure

1. Estimate which is wider: window door (Circle one.)
   How wide is a window? Measure in hand spans.
   _______ hand spans
   How wide is a door? Measure in hand spans.
   _______ hand spans
   Which is wider? ______________________

2. Estimate which is longer: backpack chair leg (Circle one.)
   How long is your backpack? Measure in hand spans.
   _______ hand spans
   How long is your chair leg? Measure in hand spans.
   _______ hand spans
   Which is longer? ______________________

3. Estimate which is longer: pencil pen (Circle one.)
   Measure your pencil in thumbs.
   _______ thumbs
   Measure a pen in thumbs.
   _______ thumbs
   Which is longer? ______________________
Measuring the Snake Family

Meet the Snake family!
Measure each snake to the nearest inch and record the length.
If you need a ruler, cut out the one at the bottom of the page.

1. Susie Snake  about ___ inches
2. Sid Snake  about ___ inches
3. Sebastian Snake  about ___ inches
4. Serena Snake  about ___ inches
5. Steve Snake  about ___ inches
6. Sylvia Snake  about ___ inches
7. Samantha Snake  about ___ inches

Name ___________________________ Date ____________________
Square or Rectangle? MEASUREMENT

Measure your classroom or a room at home.
Is the room a square or a rectangle?  
Square  Rectangle

To find out, use the ruler on page 47 or measure with footsteps (heel to toe).

1. Measure the front wall in feet (or footsteps).
   length: __________________________

2. Measure the side wall in feet (or footsteps).
   length: __________________________

3. Are the front and side walls the same length? ________________
   If not, which is longer? ________________________

4. Is the room a square or a rectangle?
   Draw a plan of the room in the correct box.

   Square
   The walls are almost the same length.

   Rectangle
   One wall is longer than the other.
**Square or Rectangle?**

**Ruler**  Cut apart the strips. Tape the ends together so that the numbers are in order from 1 to 12. Do not overlap the edges.

<table>
<thead>
<tr>
<th>inches</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

Name ________________________________
Shape Detective

Cut out the boxes on page 49.
Sort them into the three groups below.
Glue or tape them in place, or draw them if you do not have scissors and glue.

**Hint:** Some shapes do not fit into a category.

<table>
<thead>
<tr>
<th>Has 4 corners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has 3 sides</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has more than 4 sides</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Shape Detective

Write the names of the shapes on the lines.
Cut out the boxes.
Then sort them on page 48.
Dot-to-Dot Shapes

Follow the directions below to draw dot-to-dot shapes. Connect the dots to make each shape.

1. Draw a square in each box. Make them different sizes.
   EXAMPLE:
   
   ![Example of squares of different sizes]

2. Draw a triangle in each box. Make them different kinds of triangles.

   ![Examples of triangles of different kinds]

3. Draw a rectangle in each box. Make them different sizes.

   ![Examples of rectangles of different sizes]

BONUS

- Draw an octagon in the box. (Hint: It has 8 sides.)

- Draw a hexagon in the box. (Hint: It has 6 sides.)
**Shape Safari**

Find objects that are different shapes. Look in your classroom or at home. Write the objects you find for each shape. (If you can’t find an object for a shape, think of an object and write it on the lines.)

### Find Flat Shapes

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rectangle</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Square</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Circle</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Triangle</td>
<td></td>
</tr>
</tbody>
</table>

### Find Solid Shapes

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Cylinder</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sphere</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Cube</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Rectangular Solid</td>
<td></td>
</tr>
</tbody>
</table>
The Bears’ Quilt

The bear family made a quilt. Each bear made a square with 4 red triangles and 4 yellow triangles.

How can they make each square different? Color the squares below to show how.
## How Many Legs?

Fill in the blanks.

<table>
<thead>
<tr>
<th></th>
<th>How many legs on</th>
<th>1 turkey</th>
<th>3 turkeys</th>
<th>2 turkeys</th>
<th>4 turkeys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How many legs on</td>
<td>1 cat</td>
<td>3 cats</td>
<td>2 cats</td>
<td>4 cats</td>
</tr>
<tr>
<td>2</td>
<td>How many legs on</td>
<td>1 ladybug</td>
<td>3 ladybugs</td>
<td>2 ladybugs</td>
<td>4 ladybugs</td>
</tr>
<tr>
<td>3</td>
<td>How many legs on</td>
<td>1 spider</td>
<td>3 spiders</td>
<td>2 spiders</td>
<td>4 spiders</td>
</tr>
<tr>
<td>4</td>
<td>How many legs on</td>
<td>1 squid</td>
<td>6 squid</td>
<td>2 squid</td>
<td>7 squid</td>
</tr>
<tr>
<td>5</td>
<td>How many legs on</td>
<td>3 squid</td>
<td>8 squid</td>
<td>4 squid</td>
<td>9 squid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 squid</td>
<td>10 squid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tim’s Pet Quilts

Tim made a quilt for each of his pets. He used 12 squares for each quilt. Each quilt was shaped like a rectangle.

Draw quilts on the grid on page 55, one for each pet. Each quilt should cover the pet from head to tail. Color the quilts and cut them out. Then tape them over the animals.

1 snake

2 kitten

3 lizard

4 mouse

5 bunny
So Many Mice!

Maria has 12 mice.
Cut out the boxes at the bottom of the page.

1. First she got 2 cages. Put the same number of mice in each cage. (Do not glue them in place.)

How many mice are in each cage? _______

2. Then Maria decided she needed 3 cages. Put the same number of mice in each cage.

How many mice are in each cage? _______

3. Finally Maria decided she needed 4 cages. Put the same number of mice in each cage.

How many mice are in each cage? ____
Josie’s class is going to the teddy bear factory. Three children will ride in each car. Draw a circle around the children who will ride in each car.

How many cars do they need? ________

Pete’s class is going to see the elephant seals. Five children will ride in each van. Draw a circle around the children who will ride in each van.

How many vans do they need? ________

Rosa’s class is going to the Space Museum. Eight children will ride in each small bus. Draw a circle around the children who will ride in each bus.

How many small buses do they need? ________
Shade the fraction shown in each problem.

1. Goldilocks ate \(\frac{1}{3}\) of Papa Bear’s porridge.
2. She ate \(\frac{2}{3}\) of Mama Bear’s porridge.
3. She ate Baby Bear’s whole bowl.
4. Little Red Riding Hood ate \(\frac{1}{4}\) of the sandwich in her basket.
5. Her grandma ate \(\frac{3}{4}\) of the sandwich.
6. Gretel ate \(\frac{1}{2}\) of the candy before the witch came.
7. Hansel ate \(\frac{1}{2}\) of the candy before the witch came.
8. \(\frac{3}{4}\) of the candy on the Gingerbread Man’s tummy is green.
9. \(\frac{1}{4}\) of the candy on his face is red.
10. Hen’s chicks ate \(\frac{2}{3}\) of the bread she baked.
11. Hen ate \(\frac{1}{3}\) of the bread she baked.
Fractions Bingo

A Game for 2 players
Cut out the cards at the bottom of page 60. Shuffle the cards and place them facedown in a stack. Each player needs a bingo game board and 15 chips or other markers. Write the fractions on the game board before you play.

To Play:
To take a turn, a player picks the top card and reads the fraction. If a player has that fraction, the player places a marker in that space. The first player with five markers in a row wins.
Fractions Bingo

GAME BOARD 2

FREE

<table>
<thead>
<tr>
<th>1/2</th>
<th>1/2</th>
<th>1/2</th>
<th>1/2</th>
<th>1/2</th>
<th>1/3</th>
<th>1/3</th>
<th>1/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/4</td>
<td>1/4</td>
<td>1/4</td>
<td>1/4</td>
<td>1/4</td>
<td>1/3</td>
<td>3/4</td>
<td>2/3</td>
</tr>
<tr>
<td>2/3</td>
<td>2/3</td>
<td>2/3</td>
<td>2/3</td>
<td>2/3</td>
<td>3/4</td>
<td>3/4</td>
<td>3/4</td>
</tr>
</tbody>
</table>
Silly Fractions

Explain why each of these statements is silly.

1. Bo was seven and a half on his birthday.

2. Theo, Jean, and Fernando split the pie evenly. They each got half of the pie.

3. The quilt had 9 squares. Half of them were red.

BONUS

Andy had 12 marbles. \( \frac{1}{3} \) were red. \( \frac{1}{3} \) were blue. \( \frac{1}{3} \) were orange. \( \frac{1}{3} \) were yellow.
Bernard’s class made several different flags. Color the flags below, following the directions for each.

Which one would you pick as the class flag?

1. Color \( \frac{2}{3} \) red.

2. Color \( \frac{4}{8} \) blue.

3. Color \( \frac{2}{6} \) green.

4. Color \( \frac{5}{9} \) yellow.
**Answer Key**

**Patterns pp. 6–9**

Hang Out the Socks, p. 6
1. striped, hearts, striped, hearts, striped, hearts
2. dots, dots, striped, dots, dots, striped
3. striped, white, hearts, striped, white, hearts
4. striped, striped, zigzag, striped, zigzag, zigzag
5. Answers will vary.

Cracker Patterns, p. 7
1.
2.
3.
4.
5.

Telephone and Bike Lock Patterns, p. 8

Telephone Numbers
1. 8 2 7 3 3
2. 4 5 2 6 2
3. Answers will vary.

Bike Lock Combinations
1. 8 2 40 3 7
2. 44 5 20 6 12

100 Grid Hunt, p. 9
1. All even numbers are circled (numbers in columns 2, 4, 6, 8, and 10).
2. All numbers in columns 5 and 10 are crossed out.
3. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

**Addition pp. 10–15**

Leprechaun Math, p. 10
1. 8 + 8 = 16; 4 + 2 = 6;
2. 7 + 7 = 14; 6 + 4 = 10;
3. 7 + 5 = 12; 2 + 2 = 4;
4. 5 + 3 = 8
5. 2, 4, 6, 8, 10, 12, 14, 16
6. The numbers are the even numbers from 4 to 16.

Butterfly Doubles, p. 11
1. 2 + 2 = 4
2. 3 + 3 = 6
3. 4 + 4 = 8
4. 5 + 5 = 10
5. 14, 7 dots on each wing
6. 18, 9 dots on each wing
7. 16, 8 dots on each wing

Magic Square Lily Pads, p. 12
1. 5 + 5 = 10; 3 + 7 = 10;
2. 9 + 1 = 10; 2 + 8 = 10
3. 10 = 10
4. 3 + 3 = 6

Coin-Toss Game, pp. 13–14

**Subtraction pp. 16–21**

Subtraction Bikes, p. 16

1. 8
2. 9
3. 8
4. 7
5. 6

Racetrack, pp. 17–18
Students will solve different subtraction problems each time they play the game.

What's the Question? p. 19
1. 9
2. How many were small? 7
3–6. Answers will vary.
Possible answers include:
3. Eight were white. How many were black? 7
4. Four were small. How many were big? 9
5. Seven were smiley faces. How many were hearts? 7
6. Nine were black. How many were white? 9

Subtraction Puzzles, p. 20
1. 43 – 12 = 31
2. 31 – 24 = 7
3. 98 – 67 = 31
4. 86 – 79 = 7

You're the Teacher, p. 21
1. correct
2. 54 – 26 = 28
3. correct
4. correct
5. 141 – 73 = 68
6. 93 – 26 = 77
7. 40 – 24 = 16
8. correct
9. 152 – 65 = 87

Comparing & Ordering pp. 22–25

Fairy Tale Names, p. 22
Big Bad Wolf 10
Little Red Riding Hood 19
Cinderella 10
Rumpelstiltskin 15
Little Red Hen 12
Rapunzel 8
Prince Charming 14
Rip Van Winkle 12

1–6. Answers will vary.
Possible answers include:
1. Little Red Riding Hood > Rapunzel
2. Little Red Hen < Rumpelstiltskin
3. Cinderella = Big Bad Wolf
4. Prince Charming > Rip Van Winkle
5. Cinderella < Little Red Hen
6. Rip Van Winkle = Little Red Hen

Telephone Book Math, p. 23
Answers will vary.

Newspaper Hunt, p. 24
Answers will vary.

How Long Is That Book? p. 25
1. 160; 116 (Circle 160)
2. 86; 98 (Circle 98)
3. 59; 68 (Circle 68)
4. 48; 49; 50; 51 (Circle 50)

BONUS: 753 = 700 + 50 + 3
4. 486, 486, 684, 686, 864, 864
5. 486
6. 864

BONUS: 864 = 800 + 60 + 4

Colorful Fish, p. 29

Graphing pp. 30–34

Classroom Pets, p. 30
mammals: hamster, mouse, guinea pig
reptiles and amphibians: gecko, turtle, frog, lizard, snake, salamander
birds: parakeet, finch, parrot

Favorite Foods, p. 31
1. pizza; 1
2. 3 cookies 4 cereal

Family Members, p. 32
1. 1 2 4 3 Pat 4 Pat
2. 5 Se-Yun; 4
3. Beth and Se-Yun
Squirrels Go Shopping, p. 40
Possible answers include: 1–4.

1. 25¢, 5¢, 1¢ 3. 25¢, 25¢, 10¢, 10¢
2. 10¢, 5¢, 5¢, 5¢ 4. 25¢, 10¢, 5¢, 5¢, 1¢

Pet Sale, p. 42
1. Estimates will vary; $5.64
2. Estimates will vary; $4.69
3. Estimates will vary; $5.89
4. Estimates will vary; $2.58

Measurement pp. 43–47
How Long? p. 43
Answers will vary.

Estimate and Measure, p. 44
Answers will vary.

Measuring the Snake Family, p. 45
1. about 2 inches
2. about 6 inches
3. about 5 inches
4. about 4 inches
5. about 3 inches
6. about 8 inches
7. about 7 inches

Square or Rectangle? pp. 46–47
Answers will vary.

Geometry pp. 48–52
Shape Detective, p. 49
A. trapezoid B. triangle C. rectangle
D. triangle E. pentagon F. diamond
G. square H. circle I. hexagon
J. oval K. triangle L. octagon

Dot-to-Dot Shapes, p. 50
Answers will vary. Possible answers include:
1. [Diagram]
2. [Diagram]
3. [Diagram]

BONUS: [Diagram]

Coin Guessing Game, p. 41
1. 25¢, 5¢, 1¢
2. 25¢, 25¢, 10¢, 10¢
3. 10¢, 5¢, 5¢, 5¢
4. 25¢, 10¢, 5¢, 5¢, 1¢

BONUS: [Diagram]

Shape Safari, p. 51
Answers will vary. Possible answers include:
1. door, window
2. bathroom tile, floor tile
3. jar lid, plate
4. pizza slice, cheese slice
5. soup can, tuna can
6. baseball, globe
7. dice, box
8. cereal box, book

Fractions Bingo, pp. 59–60
Game answers will vary.

Multiplication & Division pp. 53–57
How Many Legs? p. 53
1. 2, 4, 6, 8
2. 4, 8, 12, 16
3. 6, 12, 18, 24
4. 8, 16, 24, 32
5. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Tim’s Pet Quilts, pp. 54–55
1. Snake: 1 x 12 squares
2. Kitten: 4 x 3 squares
3. Lizard: 2 x 6 squares
4. Mouse: 2 x 6 squares
5. Bunny: 3 x 4 squares

So Many Mice! p. 56
1. 6 2. 4 3. 3

Field Trip Cars, p. 57
1. 3 2. 3 3. 2

Fractions pp. 58–62
Fairy Tale Fractions, p. 58
1. [Diagram]

2. [Diagram]
3. [Diagram]
4. [Diagram]

5. [Diagram]
6. [Diagram]
7. [Diagram]
8. [Diagram]

BONUS: [Diagram]

Estimates will vary; $2.58

Specific shaded sections will vary. Possible answers include:
1. [Diagram]

2. [Diagram]
3. [Diagram]

4. [Diagram]

Framed Fractions, p. 60
Answers will vary. Possible answers include:
1. door, window
2. bathroom tile, floor tile
3. jar lid, plate
4. pizza slice, cheese slice
5. soup can, tuna can
6. baseball, globe
7. dice, box
8. cereal box, book

Silly Fractions, p. 61
1. On your birthday, your age is a whole number.
2. They would each get \( \frac{1}{2} \) of the pie.
3. You can’t divide 9 squares in half evenly.

BONUS: If \( \frac{1}{2} \) are red, \( \frac{1}{4} \) are blue, and \( \frac{1}{4} \) are orange, there are no marbles left over to be yellow.

Class Fractions, p. 62
Specific shaded sections will vary. Possible answers include:
1. [Diagram]
2. [Diagram]
3. [Diagram]
4. [Diagram]