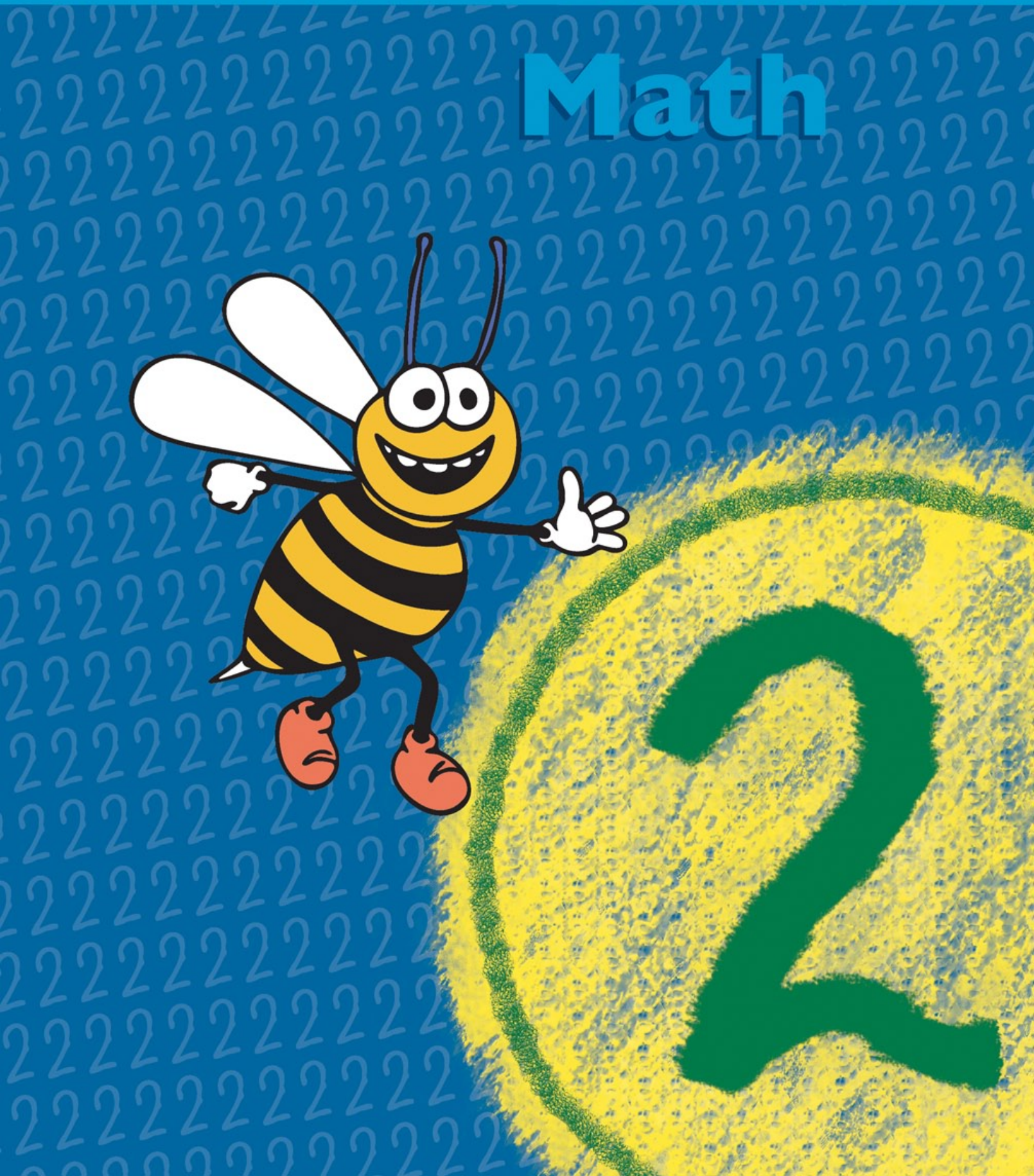
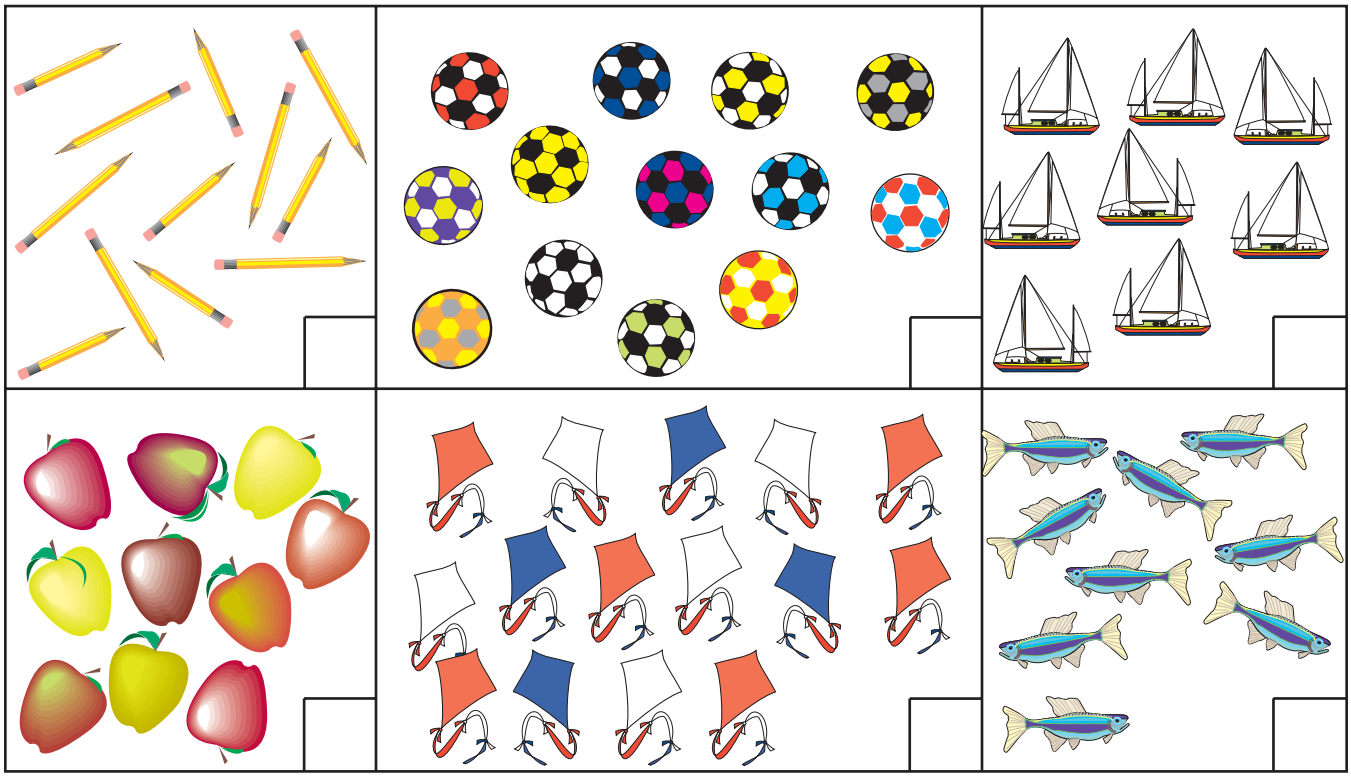
Horizons

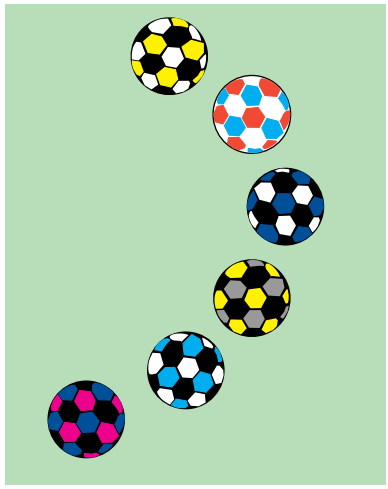
Math



1 Count each set. Write the number.



2 Write the missing numbers.



0									
				14					
		22							
							37		
									49

3 Write the numbers that come before and after.

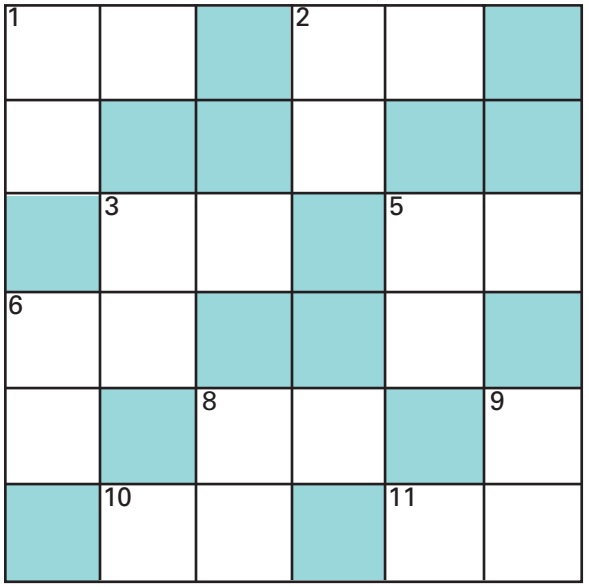
___ 8 ___	___ 15 ___	___ 22 ___	___ 37 ___
___ 41 ___	___ 50 ___	___ 64 ___	___ 73 ___

4 Write the letters on the blanks.

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

second	E	seventh	E	fourth	C	first	W
sixth	M	third	L	fifth	O	eighth	B
tenth	C	ninth	A	eleventh	K		

5



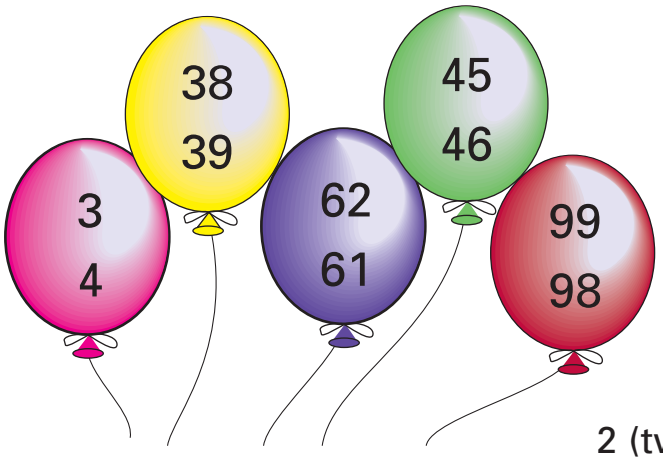
Across

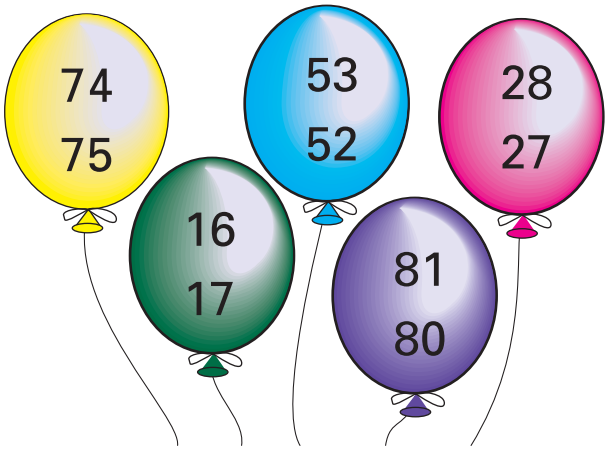
1. The number before 35
2. 68 - 1=
3. The number after 13
5. 82 + 1=
6. The number after 49
8. 73 - 1=
10. The number before 61
11. 24 + 1=

Down

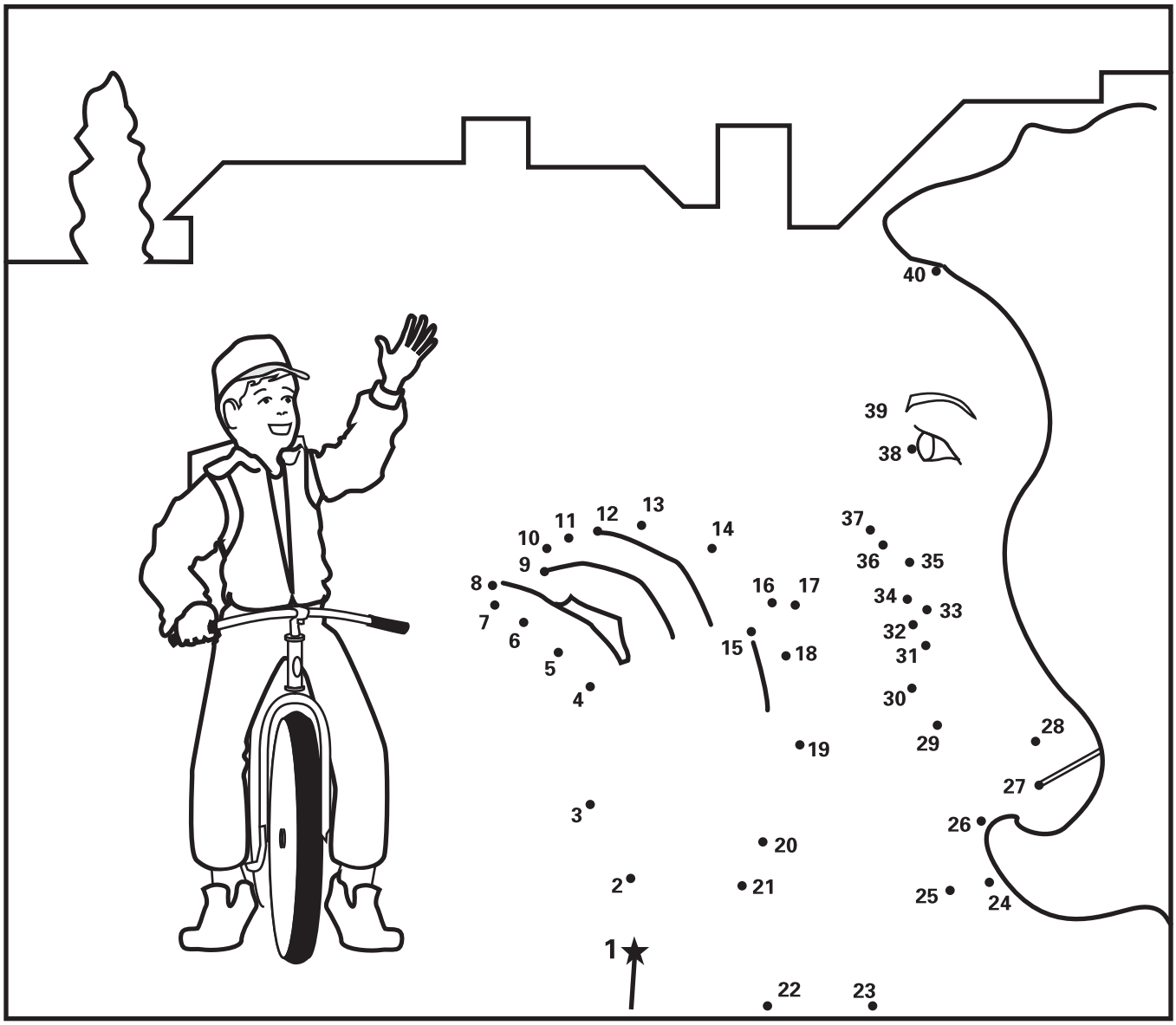
1. 38 + 1=
2. The number after 61
3. 11 - 1=
5. 90 - 1=
6. The number after 57
8. 69 + 1=
9. The number before 16

6 Circle the larger numbers.

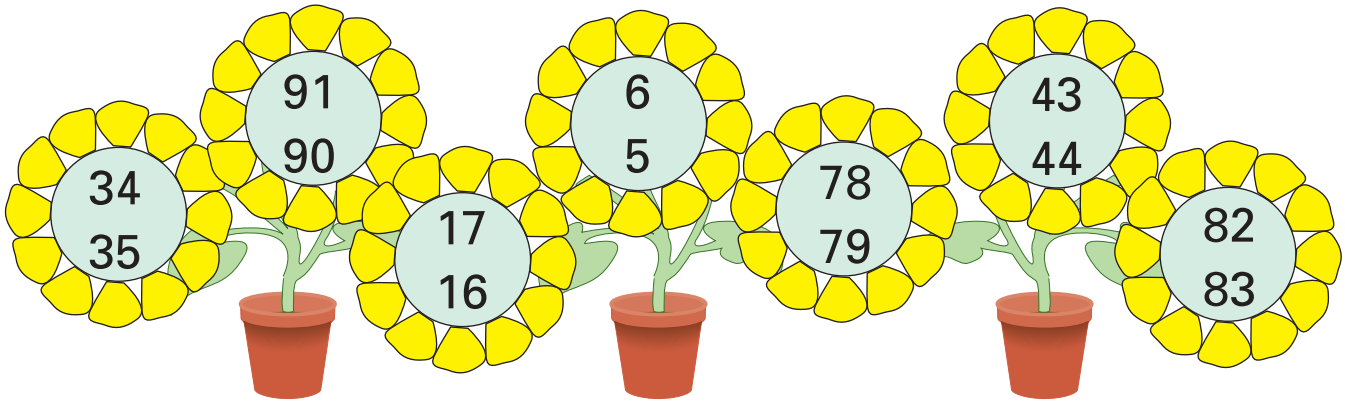




1 Connect the dots.

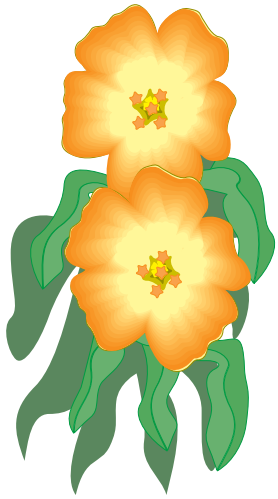


2 Circle the smaller number.



3 **Write the missing numbers.**

50									
			63						
							77		
					85				
									99



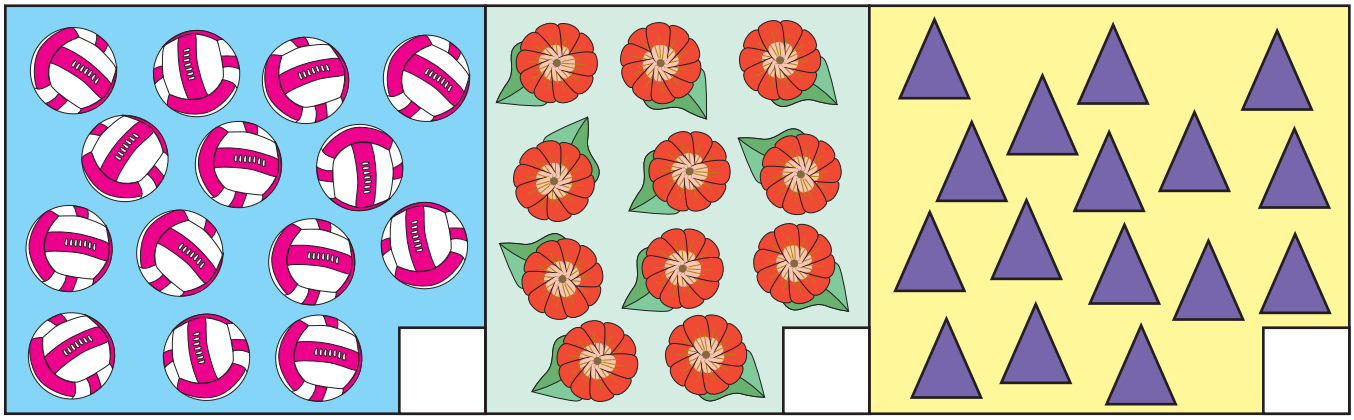
4 **Write the numbers that come before and after.**

___ 7 ___	___ 13 ___	___ 21 ___	___ 80 ___
___ 46 ___	___ 59 ___	___ 68 ___	___ 92 ___

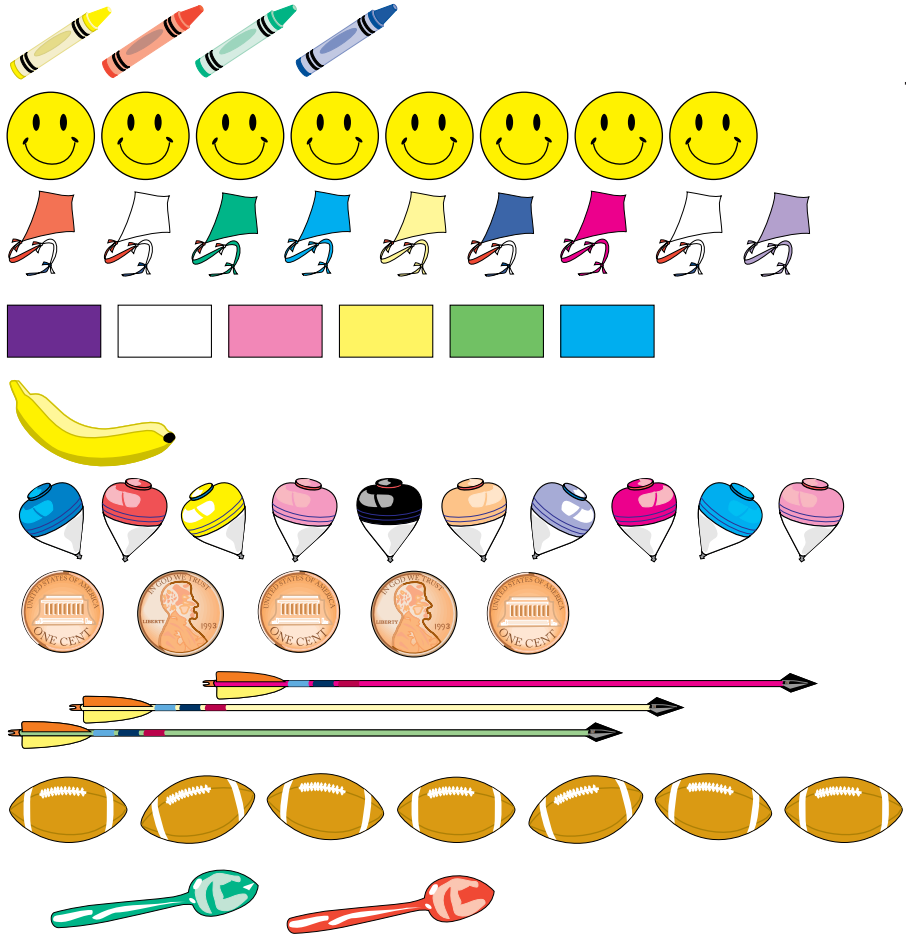
5 **Match the ordinal numbers.**

first	3rd	sixth	7th
second	5th	seventh	10th
third	2nd	eighth	6th
fourth	1st	ninth	8th
fifth	4th	tenth	9th

6 **Count each set. Write the number.**



1 Make a tally mark for each object.



2 Write the number that is one more.

60 ____	39 ____	24 ____	85 ____
18 ____	6 ____	77 ____	96 ____
47 ____	72 ____	51 ____	33 ____

3 Write the number that is one less.

____ 23	____ 89	____ 54	____ 38
____ 76	____ 17	____ 95	____ 5
____ 40	____ 56	____ 32	____ 71

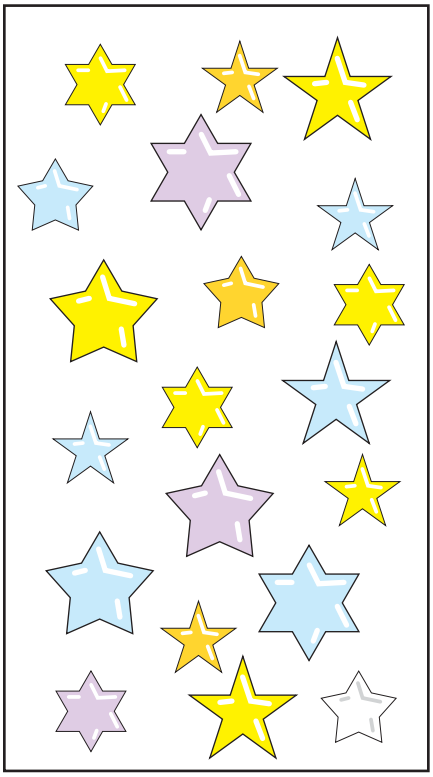
4 Write the letters on the blanks.

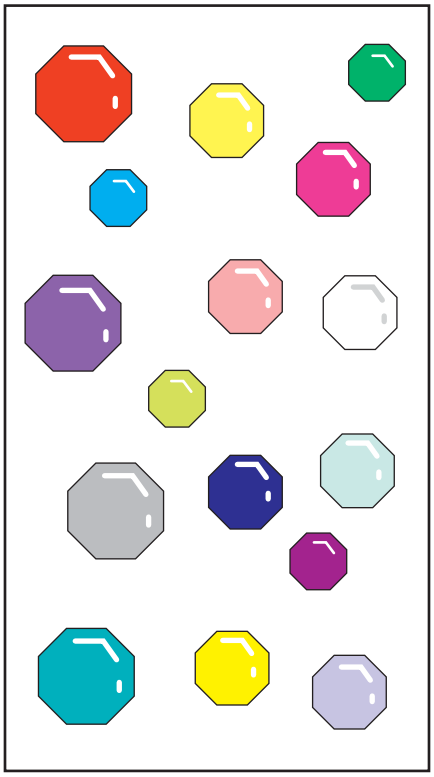
____ ____ ____ ____ ____ ____ ____ ____

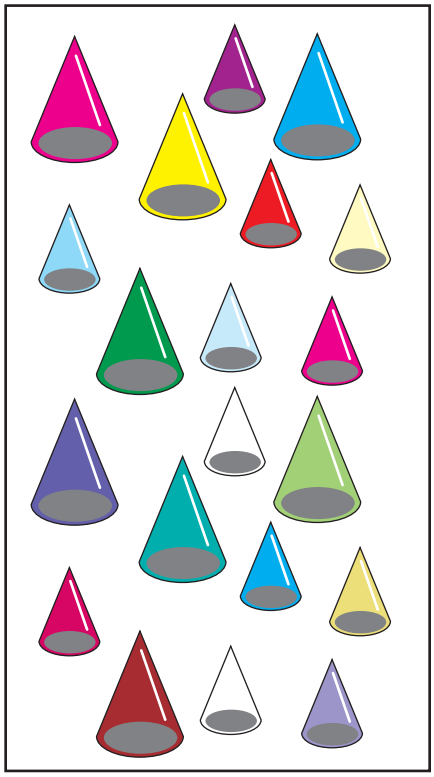
____ ____ ____ ____ ____ ____ ____ ____ ____

seventeenth	E	ninth	O	sixth	D
fourth	I	fifth	N	tenth	N
twelfth	A	eleventh	E	third	K
first	B	second	E	sixteenth	H
fourteenth	O	eighteenth	R	thirteenth	N
eighth	O	fifteenth	T	seventh	T

5 Circle 17 stars. Circle 12 octagons. Circle 18 cones.



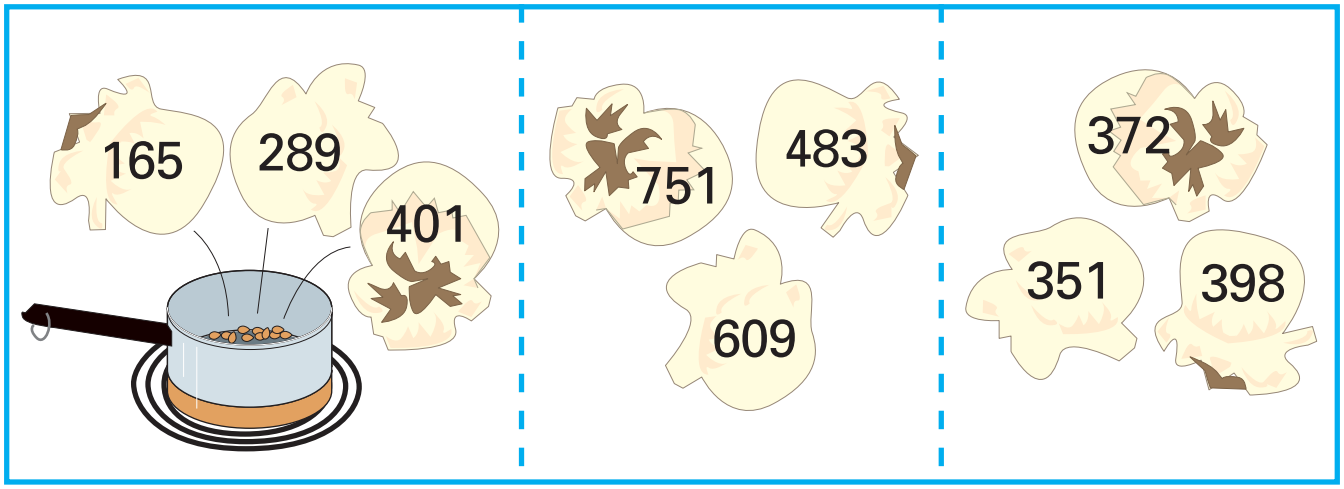




6 Write the numbers in order.

23	25	28	21	27	24	29	22	26
____	____	____	____	____	____	____	____	____

1 **Circle the least number.**



2 **Write as a number sentence.**

Sixty-five and twenty-eight equals ninety-three. _____

Ten added to seventy-four equals eighty-four. _____

Forty-three plus seventeen equals sixty. _____

The sum of thirty-one and fifty-eight is eighty-nine. _____

Twenty-five increased by thirteen is thirty-eight. _____

3 **Find the sum and check.**

374 182 +211	102 584 +192	360 286 +312	326 471 +192	139 329 +220	342 282 +121	111 539 +133
450 173 +122	431 215 +191	332 130 +291	122 228 +349	212 236 +438	471 253 +151	172 443 +150

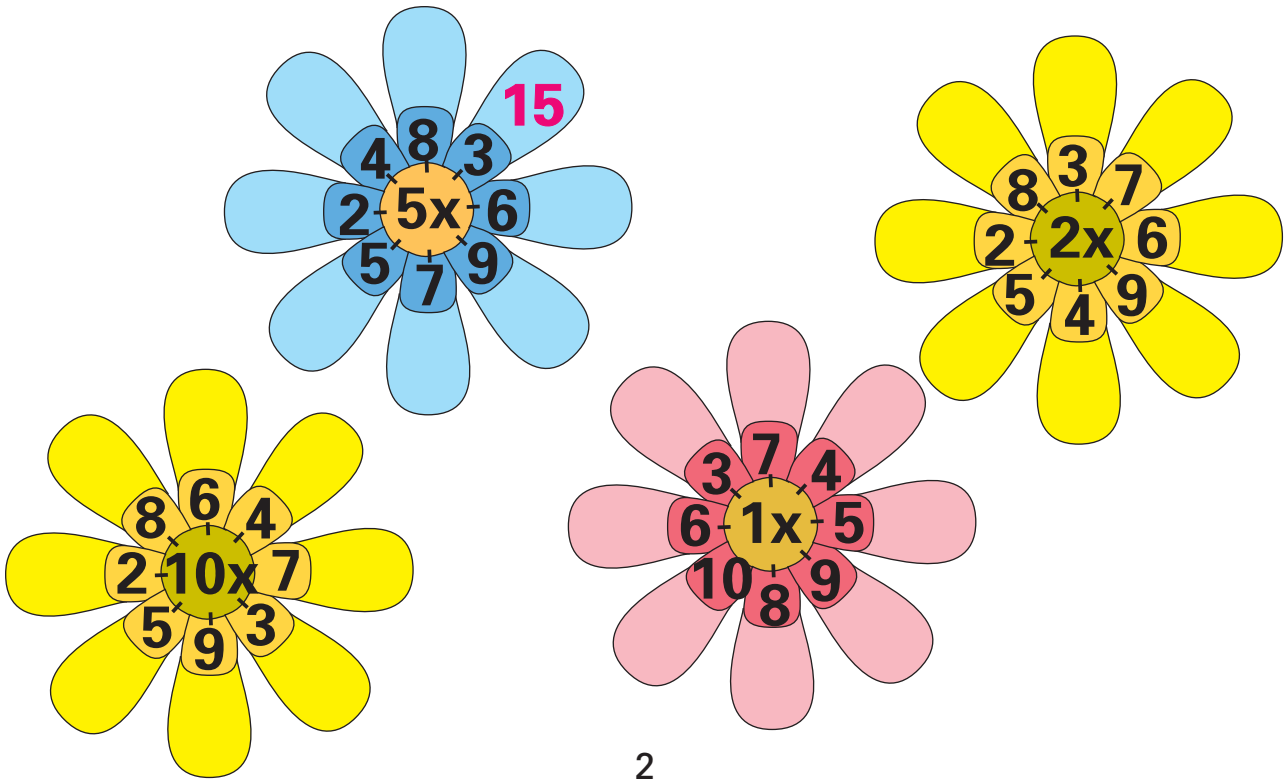
4 **Put an X on the numbers out of sequence.**

236	238	240	241	244	246	248
249	252	253	256	258	260	261
264	266	268	271	272	275	276

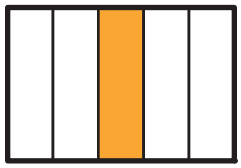
5 **Subtract to find the difference. Check your answers.**

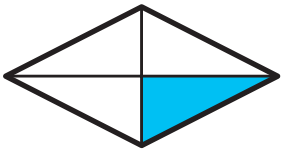
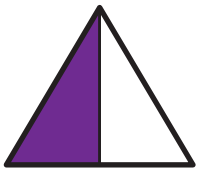
9,780 - 9,175	4,574 - 3,326	6,392 - 2,183	7,826 - 3,018	6,982 - 1,765	9,873 - 6,545
8,931 - 4,225	6,941 - 3,512	8,931 - 2,407	7,690 - 5,439	8,497 - 3,019	4,651 - 2,529

6 **Write the numbers.**

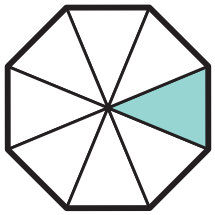
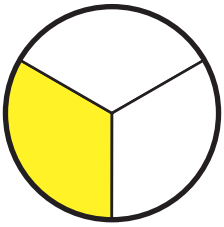
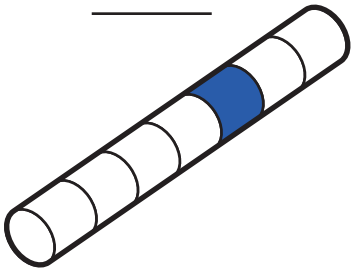
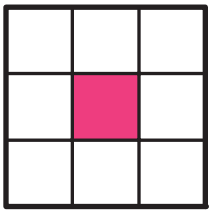


1 **Write the fraction that shows what part is shaded.**



_____ _____ _____ _____

_____ _____ _____ _____

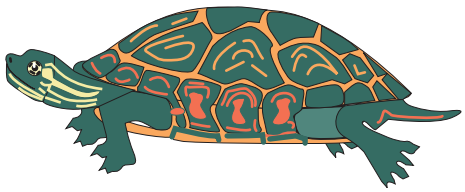
2 **Multiply to find the product.**

X	2	4	7	3	0	6	8	9	5	10	1
5											

X	7	1	4	6	3	9	0	10	8	2	5
2											

3 **Find the sum and check.**

171 259 +136	184 355 +316	417 296 +182	228 277 +270	216 395 +143	241 386 +109	185 296 +404

258 163 +112	337 315 +161		178 453 +101	174 433 +134

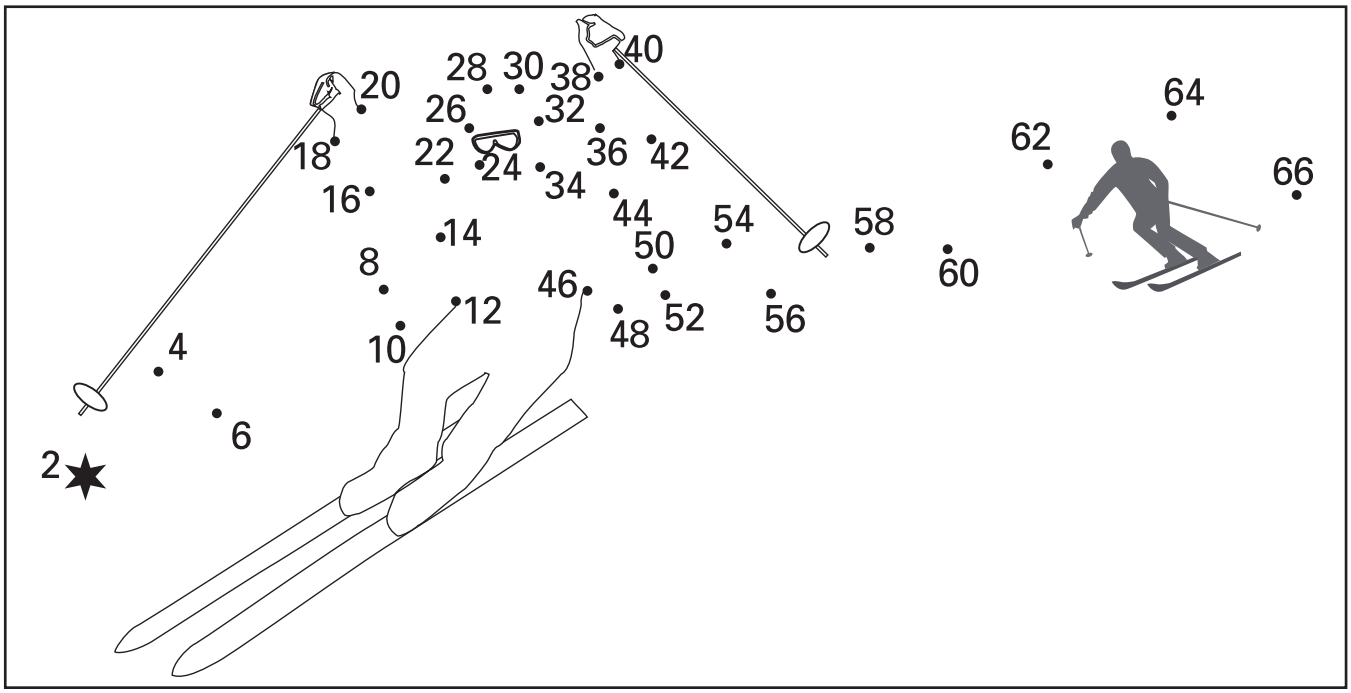
4 Write the value.

_____ ¢ _____ ¢ _____ ¢

5 Put an X on the numbers out of sequence.

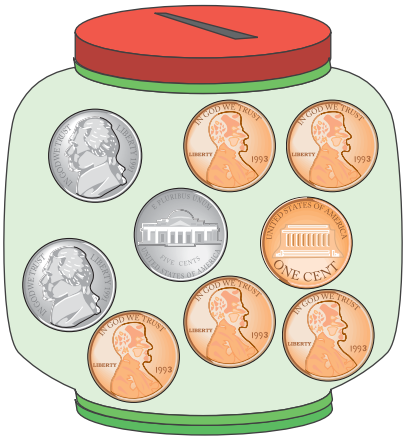
603	606	609	614	615	618	620
624	627	631	633	635	639	642
645	646	651	654	657	662	663

6 Connect the dots counting by 2's.

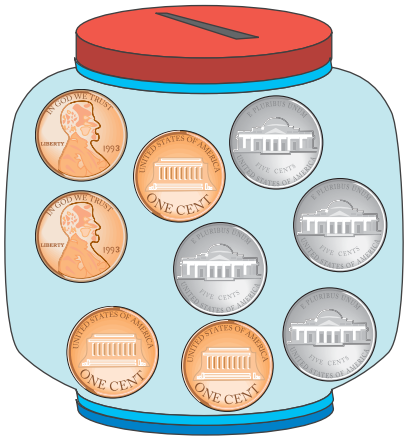


1 Write the value.

_____ ¢

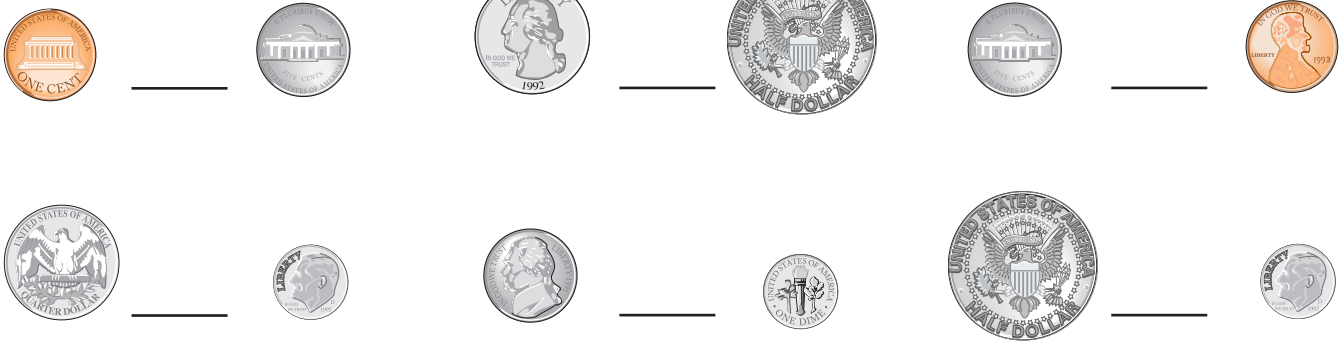


_____ ¢

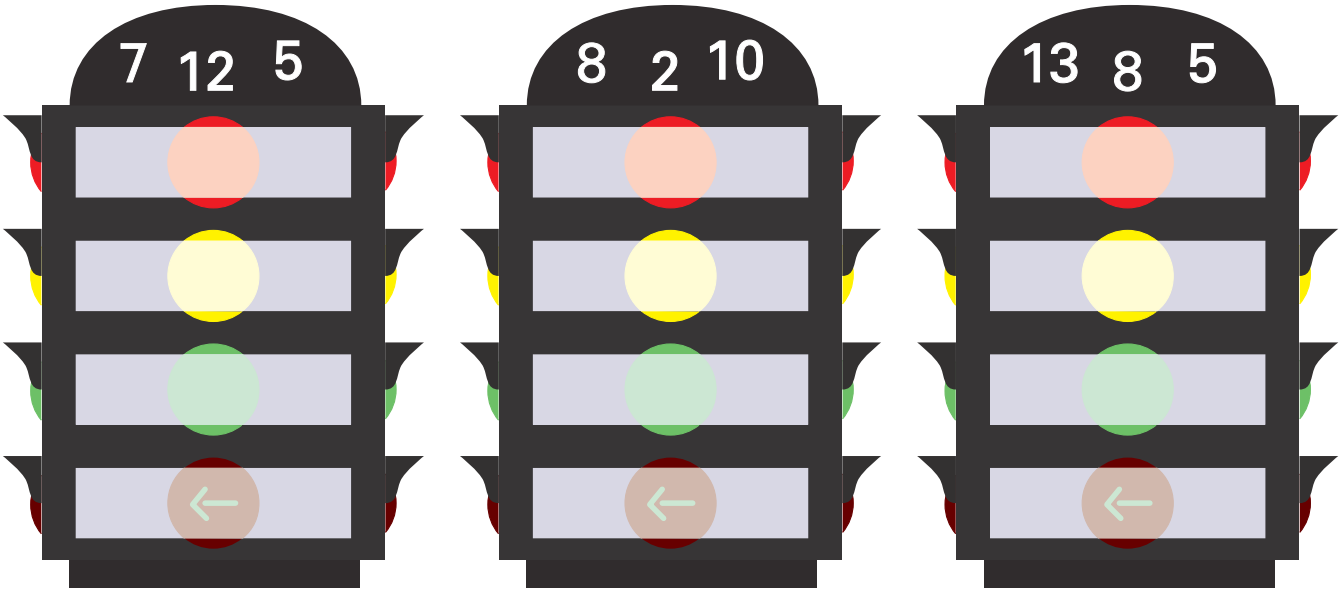


_____ ¢

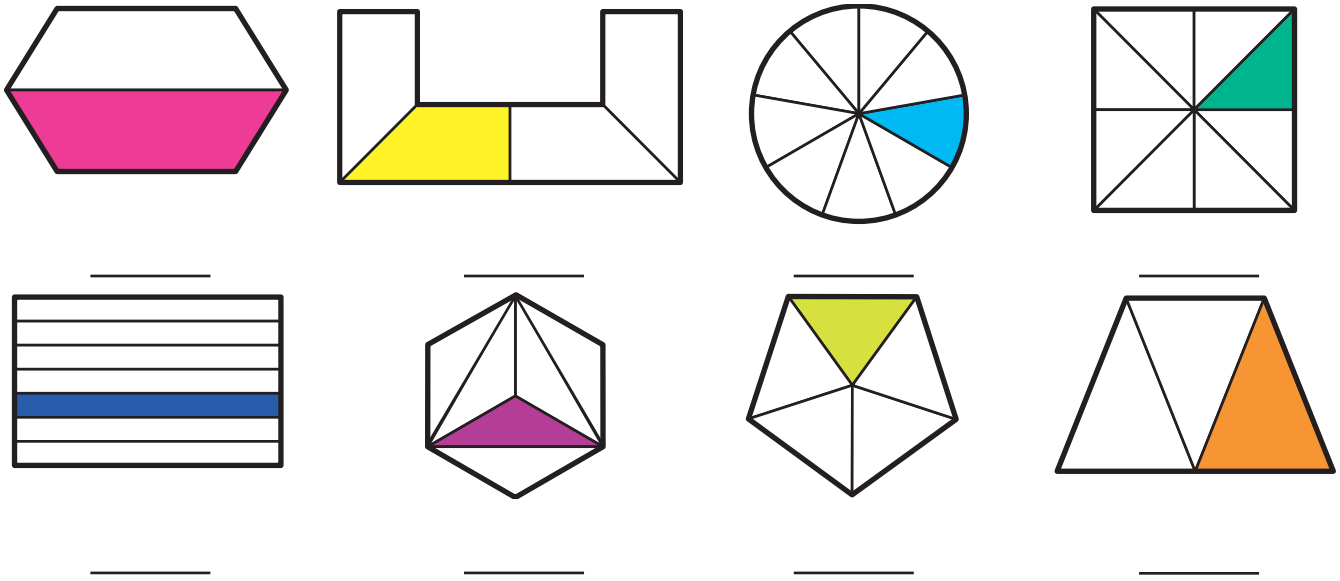
2 Write < or >.



3 Write 2 addition and 2 subtraction facts.



4 **Write the fraction that shows what part is shaded.**



5 **Multiply to find the product.**

X	0	1	2
3			
5			
9			

X	2	5	10
1			
6			
8			

X	5	2	10
2			
4			
7			

6 Mrs. Brown has 126 cartons of milk to sell. The second grade class took away 18 cartons for their lunch. How many cartons of milk did Mrs. Brown have left?

7 **Find the sum and check.**

242 137 +194	354 227 +243	128 251 +383	262 165 +453	261 117 +359	385 163 +424	420 139 +179

Horizons

Math

2

Contents

Readiness Evaluation Answer Key

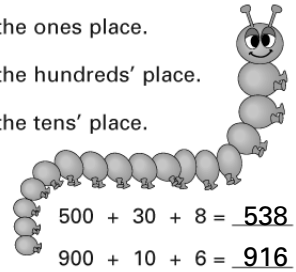
1 Write the numbers.

Readiness Evaluation

452 has a 2 in the ones place.

918 has a 9 in the hundreds' place.

763 has a 6 in the tens' place.



2 Write the numbers.

495 = 400 + 90 + 5

817 = 800 + 10 + 7

500 + 30 + 8 = 538

900 + 10 + 6 = 916

3 Write the correct time.

5:00 6:45 3:30 10:15

4 Write the value of each coin.

10¢ 25¢ 25¢

5¢ 1¢ 10¢

1¢ 5¢

1 (one)

5

5 Add.

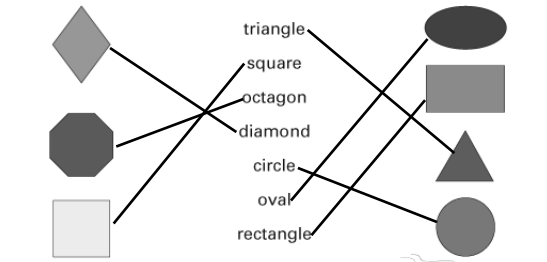
29	35	44	13	18	59	37	53
+33	+55	+29	+67	+33	+29	+87	+49
62	90	73	80	51	88	124	102
38	63	58	47	92	97	43	42
+88	+99	+42	+77	+19	+88	+27	+77
126	162	100	124	111	185	70	119

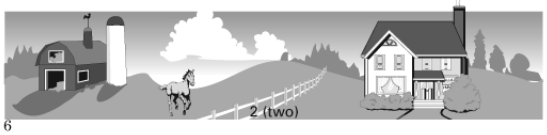
6 Write = or ≠ between each set.

3 + 7 = 10 7 + 9 = 16 5 + 9 ≠ 13

4 + 9 ≠ 12 5 + 3 ≠ 9 6 + 8 = 14

7 Draw a line to match the shape to its name.





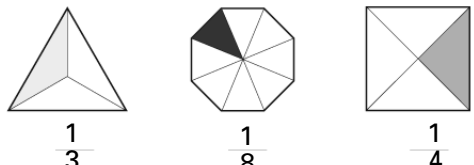
2 (two)

6

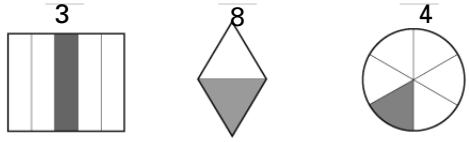
8 Subtract.

11	16	17	12	15	13	11	13
- 9	- 8	- 7	- 6	- 8	- 7	- 3	- 6
2	8	10	6	7	6	8	7
12	14	17	11	15	13	18	16
- 5	- 8	- 8	- 4	- 7	- 4	- 9	- 8
7	6	9	7	8	9	9	8
68	99	72	33	78	55	57	78
-46	-35	-52	-20	-24	-43	-24	-27
22	64	20	13	54	12	33	51

9 Write the fractional part that is shaded.



$\frac{1}{3}$ $\frac{1}{8}$ $\frac{1}{4}$



$\frac{1}{5}$ $\frac{1}{2}$ $\frac{1}{6}$

10 How many eggs are in a dozen? 12

3 (three)

7

11 Write < or > between each set.

135 < 144 116 < 173

173 > 167 183 < 200

12 Circle every third number after 7.

(7)	8	9	(10)	11	12	(13)	14	15
(16)	17	18	(19)	20	21	(22)	23	24
(25)	26	27	(28)	29	30	(31)	32	33

Write the circled numbers on the blanks.

7 10 13 16 19 22 25 28 31

13 Write the value of each set of coins.

48¢ 56¢ 42¢ 87¢

8

4 (four)

Manipulatives

Manipulative Name	Description	Used In Lesson
Books (5)	any size	130
Brad	one per student	21
Butter	lb.	127
Calendar	picture	54, 69, 70, 71, 73, 74, 126, 135
Clock model	large	18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 38, 39, 40, 42, 43, 44, 45, 46, 47, 48, 49, 62, 63, 72, 73, 74, 75, 76, 77, 88, 89, 101, 102, 103, 124, 125, 126, 135, 152, 153
Clock model	small	21, 22, 24, 25, 28, 38, 39, 40, 44, 45, 47, 48, 62, 63, 75, 88, 89, 90, 102, 103, 124, 152, 153
Cloth	½ yard of burlap or denim	7
Construction paper		21, 150
Counting chips	20 per student	2, 60, 71, 86, 91, 98, 127, 134, 135, 136, 159
Cubes	5	146, 147
Dictionary		98
Dole rod	¼ inch 12 inches long	7
Erasers		119, 129
Flannel board		107, 123, 149, 150, 152
Flannel board materials		107, 123, 149, 150, 152
Flash cards	addition facts	3, 4, 5, 6, 7, 8, 9, 10, 15, 20, 25, 30, 32, 34, 35, 37, 39, 40, 42, 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 63, 64, 65, 67, 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 91, 92, 94, 95, 97, 99, 100, 102, 104, 105, 107, 110, 112, 114, 115, 117, 119, 120, 122, 124, 125, 127, 129, 130, 132, 134, 135, 137, 139, 140, 142, 144, 145, 147, 149, 150, 152, 154, 155, 157, 159, 160

Activities:

1. Have the student(s) count to 100 using the *number chart* if necessary. Remind them that the numbers used in counting are called cardinal numbers.
2. Have the student(s) read the directions for ***Student Activity One***. Count out loud, together, each of the objects in the first set. They should be able to count the remaining sets by themselves.
3. Ask the student(s) to write the numbers 0–10 on a clean sheet of paper. Check each number to see that it is correctly formed. When the student(s) can form the numbers 0–10 correctly, let them complete ***Student Activity Two*** on their own using a *number chart* only if needed.
4. Using the *number chart*, point to several numbers and have the student(s) tell the number that comes before and after each number. Remind them that the number that comes before is one less, one taken away, or one subtracted from the given number. The number that comes after is one more, plus one, or one added to the given number. *Worksheet 1* may be used by the student(s) for ***Student Activity Three***.
5. Have the student(s) read and spell the words on both sides (first, 1st) of the *flash cards for ordinal numbers* 1–10. Notice the spelling for the words "fifth" ("ve" changed to "f") and "ninth" (the "e" has been dropped). After putting the flash cards out of order, place the card that says "first" on the chalk board rail. Ask a student to choose the next card that should be placed on the chalk board rail to put them in order. Continue in the same way until all the cards have been arranged in correct order. Have the student(s) point to the first ordinal number in ***Student Activity Four***. Have them point to the second blank and tell you what letter should be placed on that blank (E). Continue helping those who need it until all blanks have been filled.
6. Since this may be the first time many student(s) have worked a cross-number puzzle, make a large copy of the puzzle in ***Student Activity Five*** on *poster board* or on the chalk board before class time. Have the student(s) read "1 across" and tell the answer. Write the answer for "1 across" on your cross-number puzzle as a guide for the student(s) to follow. The *number chart* may be useful. Complete the puzzle in the same manner.
7. After doing the first two sets of numbers with the student(s) in ***Student Activity Six***, they should be able to continue without further help.

Worksheets:

1. *Worksheet 1* – Number chart 0–99

Lesson 2

Concepts:

Counting by ones, before and after by ones, ordinal numbers, sets, and one-to-one correspondence

Objectives:

1. The student shall be able to count out loud by ones to 100.
2. The student shall be able to draw a circle around the smaller of two given numbers.
3. The student shall be able to write the missing numbers from 50 to 99.
4. The student shall be able to write the numbers that come before and after a given number when counting by ones.
5. The student shall be able to draw a line to match a written ordinal number to the corresponding abbreviated form of the ordinal number.
6. The student shall be able to correctly count the objects in a given set and write the number.

Teaching Tips:

1. When doing activity 6, discuss with the student(s) the different places they have seen and used ordinal numbers and their abbreviations. Suggest the newspaper, street signs, grades, names of companies, names of churches, and anniversaries.

Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Flash cards for ordinal numbers
3. Counting chips

Activities:

1. Count out loud with the student(s) from 1 to 100 without the use of the *number chart*.

2. The student(s) should be able to complete ***Student Activity One*** independently once they have found the starting point at the number "1." Make the *number chart* available for those who need it. You may want to give the student(s) time to color the picture after completing the entire lesson.

3. After discussing the directions, the student(s) should be able to complete ***Student Activity Two*** on their own.

4. Allow the student(s) to complete ***Student Activity Three*** using *Worksheet 1* only if necessary.

5. Using the *number chart*, point to several numbers and have the student(s) tell the number that is one less and the number that is one more than each number. Discuss with them how the number that comes before is one less than the given number and the number that comes after is one more than the given number. *Worksheet 1* may be used by the student(s) in completing ***Student Activity Four*** if needed.

6. Using the *flash cards for ordinal numbers*, drill 1–10 and discuss with the student(s) the abbreviated form of ordinal numbers. Remind them of the difference between cardinal numbers (counting numbers) and ordinal numbers (order or which one). Together, read out loud the directions and each of the ordinal numbers in ***Student Activity Five***. Instruct the student(s) to draw the necessary lines without further help.

7. Have the student(s) count 15 *counting chips* and then several other sets at their desk. Remind them to say only one number as they point to each chip. Allow the student(s) to count each set in ***Student Activity Six*** by themselves. If any of them have a difficult time keeping the counting of objects clear in their minds, have them draw a line through each object as they count off the numbers to themselves.

Worksheets:

1. *Worksheet 1* – Number chart 0–99

Since courtesy is contagious, we need a good epidemic.