



SUMMER

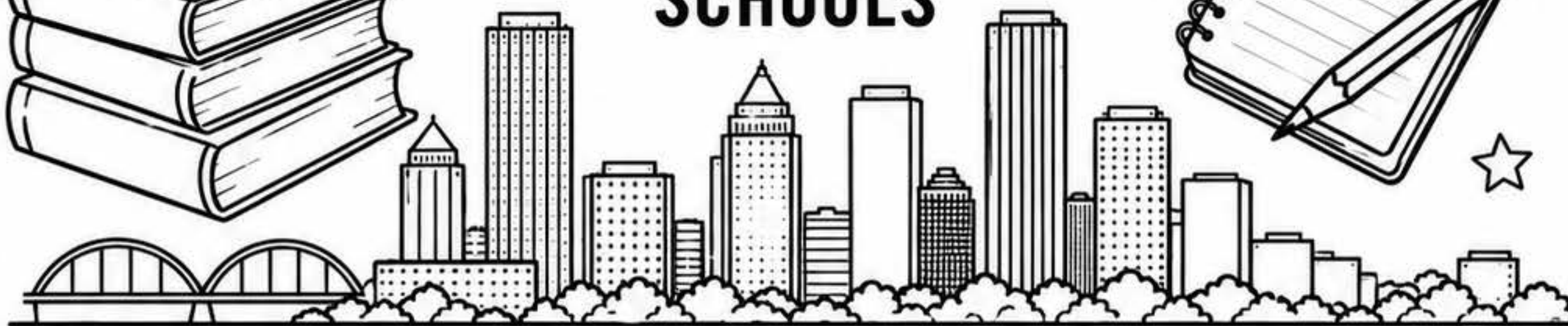
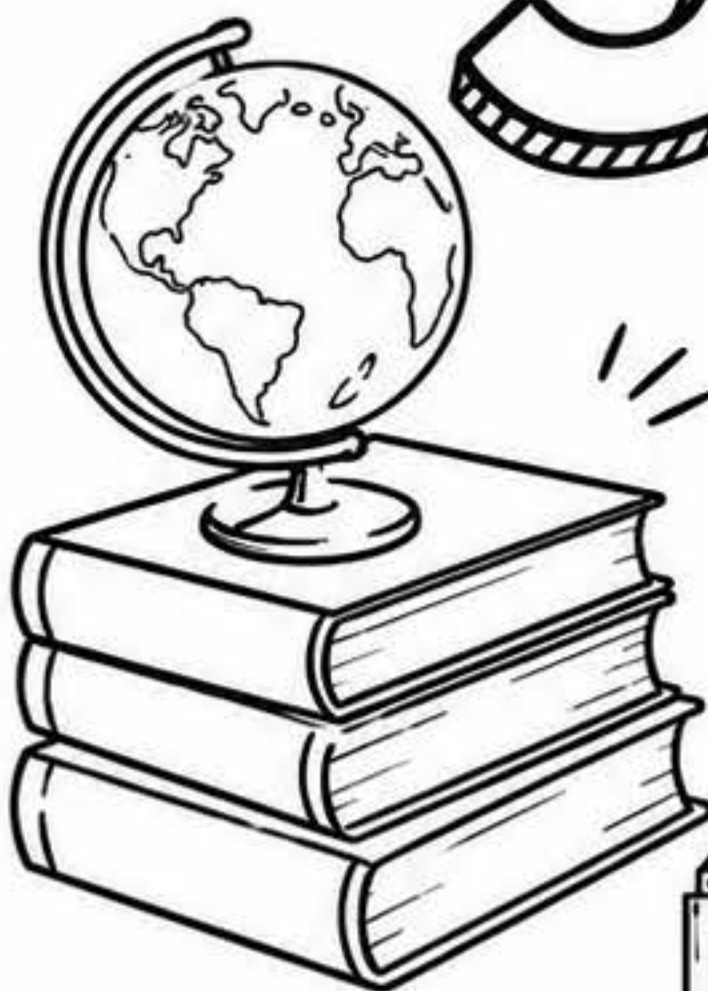
Skills

★ FOR ★

5th GRADE



TULSA PUBLIC
SCHOOLS



★ NAME: _____ ★



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Dear families,

I'm excited to officially launch **Summer Skills**, an initiative beginning at some of our schools to provide additional academic support opportunities over the summer break.

Summer learning loss is real - we know that students can experience a loss in what they've learned over this past school year in reading and math without consistent engagement and skills practice. With Summer Skills, you will be able to help your student avoid that summer slide, ensuring that they are ready and feel confident for the new school year in August!

Your student's Summer Skills Packet contains printed handouts as well as resources and lessons that can be completed on a Chromebook. We are loaning each family one Chromebook for the summer to support access to digital learning. **Chargers do not come with the Chromebooks; you may use any universal charger with the loaned devices.*

Summer can be a busy time, so this packet is designed to be simple and flexible. Students should bring their completed packets and Chromebooks to school during the first week of the 2026-27 school year, at which time they will be recognized and receive rewards to celebrate their participation and effort. Completion of the Summer Skills packet is optional for students who will be participating in our Summer Learning program in July or Extended School Year for special education students.

How to use this packet:

- Students should complete one math activity and one literacy activity each day. Activities can be completed in any order and repeated as often as desired.
- Students can also log into their digital platforms (Imagine Learning, Amira, Zearn) through Clever to continue practicing their skills. Visit www.tulsaschools.org/SummerSkills to get started.
- Students who receive services on an Individualized Education Plan (IEP): You may elect to use the "Supplemental/Remediation Support" section at the back of the packet. You may complete one math and one literacy activity from this section each day in any order and repeated as often as desired.

How families can help:

- Read together daily and talk about learning.
- Ask your child to explain their thinking.
- Encourage learning during everyday activities like cooking, shopping, traveling, and playing games.
- Visit the Tulsa City-County Library and join the summer reading program.
- Keep learning positive and fun!

For Summer Skills support this summer, call us at 918-746-7575 and ask to speak to an instructional coordinator. You can also receive technology support and help with your Chromebook by visiting us in person at either location listed below:

Parent Resource Center

525 E. 46th St. N.

Hours: Monday-Friday, 9am-4pm

Enrollment Center

2819 S. New Haven Ave.

Hours: Monday – Friday, 8am-5pm

Thank you for your continued partnership.

Warmly,

Dr. Ebony Johnson

Superintendent

Tulsa Public Schools



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Estimadas familias:

Me complace anunciar el lanzamiento de **Summer Skills**, una iniciativa que comenzará en algunas de nuestras escuelas para ofrecer oportunidades adicionales de apoyo académico durante las vacaciones de verano.

La pérdida de aprendizaje durante el verano es real -- sabemos que los estudiantes pueden perder parte de lo que aprendieron este año en lectura y matemáticas si no continúan practicando sus habilidades. Con Summer Skills, ¡usted podrá ayudar a su estudiante a evitar ese retroceso y asegurarse de que llegue al nuevo año escolar en agosto listo y con confianza!

Su hijo(a) llevará a casa un paquete de Summer Skills antes del último día de clases. Por favor esté pendiente. Este paquete incluirá materiales impresos y un Chromebook por familia para acceder a recursos digitales de aprendizaje. Los cargadores no se incluyen con los Chromebooks; puede utilizar cualquier cargador universal con los dispositivos prestados.

El paquete de Summer Skills de su estudiante incluye materiales impresos, así como recursos y lecciones que pueden completarse en un Chromebook. Estamos prestando un Chromebook por familia durante el verano para apoyar el acceso al aprendizaje digital. Sabemos que el verano puede ser una época ocupada, por lo que este paquete está diseñado para ser sencillo y flexible. Los estudiantes deben traer sus paquetes completados y su Chromebook durante la primera semana del año escolar 2026–27, momento en el que serán reconocidos y recibirán premios por su participación y esfuerzo. Completar el paquete es opcional para los estudiantes que participarán en el programa de aprendizaje de verano en julio o en el programa de Año Escolar Extendido (ESY) para estudiantes de educación especial. Sin embargo, están invitados a participar para poder ser elegibles a premios.

Cómo usar este paquete:

- Los estudiantes deben realizar una actividad de matemáticas y una de lectura cada día. Las actividades pueden hacerse en cualquier orden y repetirse tantas veces como se desee.
- Los estudiantes también pueden ingresar a sus plataformas digitales (Imagine Learning, Amira, Zearn) a través de Clever para seguir practicando. Visite www.tulsaschools.org/SummerSkills para comenzar.
- Estudiantes que reciben servicios bajo un Plan de Educación Individualizado (IEP): Pueden optar por utilizar la sección de «Apoyo Suplementario/Remedial» que se encuentra al final del paquete. Pueden completar una actividad de matemáticas y una de lectura de esta sección cada día, en cualquier orden y repitiéndolas tantas veces como deseen.

Cómo pueden ayudar las familias:

- Lean juntos todos los días y comenten sobre lo que aprenden.
- Pídale a su hijo(a) que explique su razonamiento.
- Fomente el aprendizaje durante actividades cotidianas como al cocinar, ir de compras, viajar o jugar.
- Visiten la Biblioteca de la Ciudad y el Condado de Tulsa y únanse al programa de lectura de verano.
- ¡Mantenga el aprendizaje positivo y divertido!

Para recibir apoyo para Summer Skills, llámenos al 918-746-7575 y pida hablar con un coordinador instruccional. También puede recibir apoyo tecnológico y ayuda con su Chromebook visitándonos en persona en cualquiera de las siguientes ubicaciones:

Centro de Recursos para Padres

525 E. 46th St. N.

Horario: lunes-viernes, 9am-4pm

Centro de Inscripción

2819 S. New Haven Ave.

Horario: lunes-viernes, 8am-5pm

Gracias por su continua colaboración.

Con aprecio,
Dra. Ebony Johnson
Superintendente
Escuelas Públicas de Tulsa

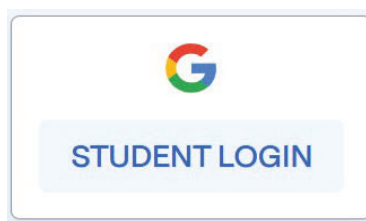
How to Login to Clever at Home

Clever is a free and secure digital platform that offers access to learning applications and resources in one place. Some applications may only be accessible through a laptop or tablet.

- Type www.clever.com/in/tulsa/student/portal into the URL
- Choose one from the two options:
 - **Option 1:** If the school sent home a Clever Badge. First, select **Clever Badge login** (you must have camera access on your device, and you must enable the camera). Next, hold the badge up to the camera.



- **Option 2:** Select **STUDENT LOGIN**.



- Select **Use another account**. Enter your student's Gmail account. If you do not know the Gmail, it is your **student's first name, last name initial, the month and day of birth**, and **@student.k12.tulsaschools.org**. For instance, Jane Smith was born on February 16, her Gmail account is janes0216@student.k12.tulsaschools.org



Choose an account

to continue to [Clever](#)

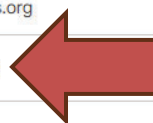


Jennifer Goodlow

goodlje@k12.tulsaschools.org



Use another account



Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

- Next, enter your student's **6-digit school ID number** for the password. Then select the blue **Next** button.



Welcome

Enter your password

☐ Show password



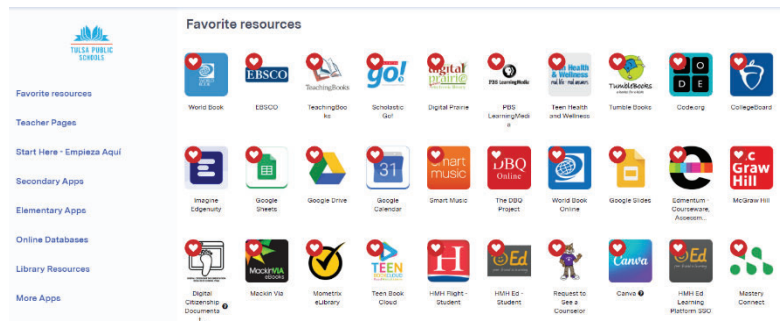
Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

[Forgot password?](#)

Next



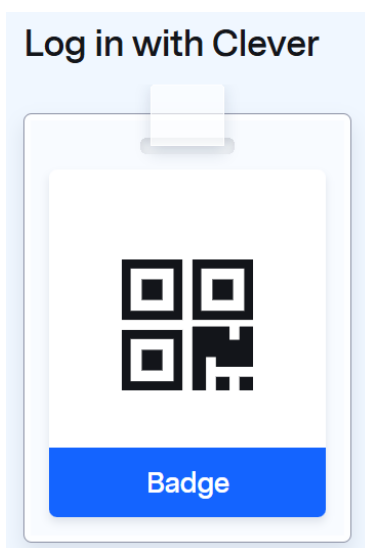
- Last, select the app of choice.



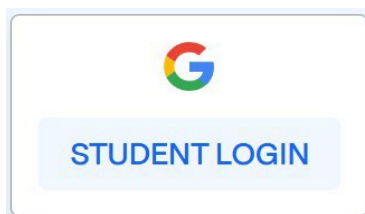
Cómo iniciar sesión en Clever desde casa

Clever es una plataforma digital gratuita y segura, que ofrece acceso a recursos y aplicaciones de aprendizaje en un solo lugar. Es posible que a algunas aplicaciones solo se pueda acceder a través de una computadora portátil o una tableta.

- Escriba www.clever.com/in/tulsa/student/portal en la barra de direcciones
- Elija una de las dos opciones:
 - **Opción 1:** Si la escuela ha enviado a casa un Clever Badge (Gafete de Clever). En primer lugar, seleccione **Clever Badge login** (Inicio de sesión con Clever Badge). Debe tener acceso a la cámara en su dispositivo y debe activar la cámara. A continuación, acerque el gafete a la cámara.



- **Opción 2:** Seleccione **STUDENT LOGIN** (INICIO DE SESIÓN PARA ESTUDIANTES).



- Seleccione **Use another account** (Usar otra cuenta). Introduzca la cuenta de Gmail de su hijo. Si no conoce la dirección de Gmail, esta se compone del **primer nombre de su hijo, la inicial de su apellido, el mes y el día de nacimiento, y @student.k12.tulsaschools.org**. Por ejemplo, Jane Smith nació el 16 de febrero y su cuenta de Gmail es janese0216@student.k12.tulsaschools.org



Choose an account

to continue to [Clever](#)

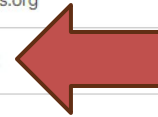


Jennifer Goodlow

goodlje@k12.tulsaschools.org



Use another account



Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

- A continuación, introduzca **el número de alumno de 6 dígitos** de su hijo como contraseña. A continuación, seleccione el botón azul **Next** (Siguiendo).



Welcome

Enter your password

☐ Show password



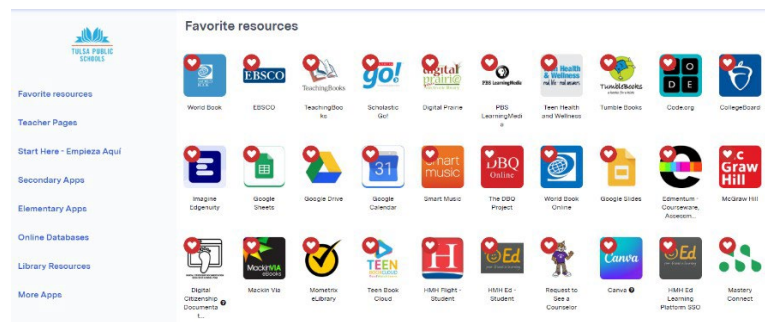
Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

[Forgot password?](#)

Next



- Por último, seleccione la aplicación que desee.





Summer Skills 2026

Check out the **Summer Skills Resource Hub** for access to digital resources and more information on how to continue learning during the summer!



Access the Summer Skills Resource Hub at
tulsaschools.org/summerskills
OR by using the QR above.



Summer Skills 2026

¡Visita el **Centro de Recursos de Habilidades de Verano** para acceder a recursos digitales y obtener más información sobre cómo seguir aprendiendo durante el verano!



Accede al Centro de Recursos de Habilidades de Verano utilizando el código QR o en:

tulsaschools.org/summerskills



MATH

5

FOR FAMILIES

FIFTH GRADE

What to expect:

In fifth grade, students will practice more complex math with fractions, decimals and larger numbers using the four basic operations: addition, subtraction, multiplication and division. Fifth-grade math also emphasizes real-world situations to help students strengthen their skills and solve problems that occur in their daily lives. This information is a snapshot of learning in mathematics for Grade 5. For a complete set of mathematics academic standards, [click here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Divide multi-digit numbers with remainders. (For example, 432 divided by 11 can be expressed as $39 \frac{3}{11}$.)
- Add and subtract decimals and fractions with like and unlike denominators. (For example, $\frac{1}{8} + \frac{1}{4}$ can be calculated as $\frac{1}{8} + \frac{2}{8} = \frac{3}{8}$.)
- Describe and find the volume of three-dimensional shapes. (For example, a cube with dimensions of 4 inches wide by 3 inches deep and 4 inches tall would have a volume of 48 inches because $4 \times 3 \times 4 = 48$.)
- Construct and analyze double-bar and line graphs and use ordered pairs like x,y where x represents horizontal distance and y represents vertical distance on coordinate grids.
- Find the mean (average), median (midpoint or middle number), mode (number that occurs the most) and range (difference between the highest and lowest number) from a set of numbers.

What to do at home:

- Cook with children using recipes that include fractions, then ask them to double or triple the recipe ingredients.
- Pour the same liquid into containers of different sizes and discuss what your child observes and how to measure the volumes.
- Ask your child to keep track of how many times people do something (leave a room or make baskets in a basketball hoop, for example), then ask them to create a graph of that data and explain it to you.
- Give your child five numbers – for example, 26, 30, 32, 32, 35. Ask your child to use the data to find the mean, or average (31); median, or middle number (32); mode, or number that occurs the most (32); and range, the difference between the highest and lowest number ($35 - 26 = 9$).

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important to your child. Please be in regular communication with your child's teachers and ask how you can support math learning at home. When schools and families work together as partners, it helps your child achieve academic success!



OKLAHOMA
Education



MATH

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to spark curiosity, so be sure to allow plenty of playtime. Encourage your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- What would happen if houses were shaped like pyramids? How big would they have to be for our family to live comfortably?
- Who do you think knows the largest number in the world, and how did they figure it out?
- If we didn't have coins or bills to use for money, what would we do?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- Where did you see examples of math today? Do you think everyone agrees what you saw is math?
- What went well in math today? What didn't go as well? What can you do to make tomorrow better than today?
- What was your favorite part of math class this week and why?
- How did you help someone using math today?

Fostering Comprehension

Comprehension in math can be thought of as making sense of a problem or real-world situation. Children often have difficulty seeing how math connects to the real world or struggle to be sure their answer makes sense. Help your child with math comprehension by asking if their solution actually answers the problem. Asking children, "Does your answer make sense to you?" helps them stop and think deeply about the solution.

BEFORE YOU SOLVE

- What do you notice about this math problem?
- What does it make you wonder about?
- What do you need to be able to start on the problem?

WHILE YOU SOLVE

- Is there other information that would make this problem easier?
- What do you do when your strategy doesn't work?
- What resources can you use to understand math you aren't familiar with?

AFTER YOU SOLVE

- Does your answer make sense?
- Where else would we see something similar to this?
- What problems did you have with this?
- What was the solution to your challenges?

Join the conversation!

@oksde



MATEMÁTICAS

5

PARA FAMILIAS

QUINTO GRADO

Qué esperar:

En quinto grado, los alumnos practicarán matemáticas más complejas con fracciones, decimales y números mayores utilizando las cuatro operaciones básicas: suma, resta, multiplicación y división. Las matemáticas de quinto grado también hacen hincapié en las situaciones del mundo real para ayudar a los alumnos a reforzar sus habilidades y resolver los problemas que se presentan en su vida cotidiana. Esta información es una instantánea del aprendizaje de matemáticas en el quinto grado. Para obtener un listado completo de los estándares académicos de matemáticas, haga [clic aquí](#) o visite sde.ok.gov/oklahoma-academic-standards.

Al final del año escolar, su hijo:

- Dividirá números de varias cifras con restos. (Por ejemplo, 432 dividido entre 11 puede expresarse como $39 \frac{3}{11}$).
- Sumará y restará decimales y fracciones con denominadores iguales y diferentes. (Por ejemplo, $\frac{1}{8} + \frac{1}{4}$ puede calcularse como $\frac{1}{8} + \frac{2}{8} = \frac{3}{8}$).
- Describirá y hallará el volumen de las formas tridimensionales. (Por ejemplo, un cubo con dimensiones de 4 pulgadas de ancho por 3 de profundidad y 4 de altura tendría un volumen de 48 pulgadas porque $4 \times 3 \times 4 = 48$).
- Construirá y analizará gráficos de doble barra y de línea y utilizará pares ordenados como x , y donde x representa la distancia horizontal e y la distancia vertical en cuadrículas de coordenadas.
- Encontrará la media (promedio), la mediana (punto medio o número intermedio), la moda (número que más se da) y el rango (diferencia entre el número más alto y el más bajo) de un conjunto de números.

Qué hacer en casa:

- Cocine con los niños utilizando recetas que incluyan fracciones, y luego pídale que dupliquen o tripliquen los ingredientes de la receta.
- Vierta el mismo líquido en recipientes de diferentes tamaños y hablen sobre lo que su hijo observa y cómo medir los volúmenes.
- Pida a su hijo que lleve la cuenta de las veces que la gente hace algo (salir de una habitación o encestar en una canasta de baloncesto, por ejemplo), y luego pídale que cree un gráfico con esos datos y se lo explique.
- Dé a su hijo cinco números, por ejemplo, 26, 30, 32, 32, 35. Pida a su hijo que utilice los datos para hallar la media, o promedio (31); la mediana, o número medio (32); la moda, o número que se da más veces (32); y el rango, la diferencia entre el número más alto y el más bajo ($35 - 26 = 9$).

USTED ES el primer maestro de su hijo. Aprenda cómo apoyar las metas de los estándares académicos de Oklahoma y por qué son importantes para su hijo. Por favor, manténgase en comunicación regular con los maestros de su hijo y pregunte cómo puede apoyar el aprendizaje de las matemáticas en casa. Cuando las escuelas y las familias trabajan juntas como socios, ¡ayuda a su hijo a lograr el éxito académico!



Educación
OKLAHOMA



MATEMÁTICAS

PARA FAMILIAS

Fomentar la curiosidad

Los niños son curiosos por naturaleza y están motivados para aprender sobre las cosas que les interesan. Dado que la curiosidad ayuda a los alumnos a tener éxito en el aula, es importante fomentarla en casa. El juego es una forma maravillosa de desarrollar la curiosidad, así que asegúrese de permitirles mucho tiempo de juego. Anime a su hijo a hacer preguntas, ser creativo, descubrir respuestas y explorar su mundo.

Apoye la curiosidad de su hijo con preguntas como éstas:

- ¿Qué pasaría si las casas tuvieran forma de pirámide? ¿Qué tamaño tendrían que tener para que nuestra familia viviera cómodamente?
- ¿Quién crees que conoce el mayor número del mundo y cómo lo has averiguado?
- Si no tuviéramos monedas o billetes para usar como dinero, ¿qué haríamos?

Su hijo tendrá muchas preguntas. No importa si usted no siempre tiene la respuesta. La mejor respuesta siempre es: “Descubrámoslo juntos”.

Fomentar la comunicación

Desarrolle el vocabulario, la capacidad de pensar y la curiosidad de su hijo utilizando nuevas palabras y manteniendo conversaciones que incluyan preguntas que le hagan pensar. La comunicación con los demás da a los niños la oportunidad de ver y comprender que puede haber más de un punto de vista sobre un tema determinado. Aceptar ideas diferentes ayuda a los niños a aprender a llevarse bien con los demás, fomentando relaciones positivas con otros niños y una fuerte imagen de sí mismos.

Apoye las habilidades de comunicación de su hijo con preguntas como éstas:

- ¿Dónde has visto hoy ejemplos de matemáticas? ¿Crees que todo el mundo está de acuerdo en que lo que has visto son matemáticas?
- ¿Qué ha ido bien hoy en matemáticas? ¿Qué es lo que no ha ido tan bien? ¿Qué puedes hacer para que mañana sea mejor que hoy?
- ¿Cuál ha sido tu parte favorita de la clase de matemáticas esta semana y por qué?
- ¿Cómo has ayudado hoy a alguien con las matemáticas?

Fomentar la comprensión

La comprensión de las matemáticas se puede considerar como darle sentido a un problema o a una situación del mundo real. Los niños suelen tener dificultades para ver cómo se relacionan las matemáticas con el mundo real o les cuesta estar seguros de que su respuesta tiene sentido. Ayude a su hijo a comprender las matemáticas preguntándole si su solución responde realmente al problema. Preguntar a los niños: “¿Tu respuesta tiene sentido para ti?” los ayuda a detenerse y pensar profundamente en la solución.

ANTES DE RESOLVER

- ¿Qué notas acerca de este problema matemático?
- ¿Qué te preguntas al respecto?
- ¿Qué necesitas para poder empezar con el problema?

MIENTRAS SE RESUELVE

- ¿Hay otra información que facilitaría este problema?
- ¿Qué haces cuando tu estrategia no funciona?
- ¿Qué recursos puedes utilizar para entender las matemáticas con las que no estás familiarizado?

DESPUÉS DE RESOLVER

- ¿Tiene sentido tu respuesta?
- ¿Dónde podríamos ver algo similar a esto?
- ¿Qué problemas tuviste con esto?
- ¿Cuál fue la solución a tus desafíos?

¡Únase a la conversación!

@oksde

GRADES
3-5

MATH MENU



Pick an activity, have fun, and be a math explorer!

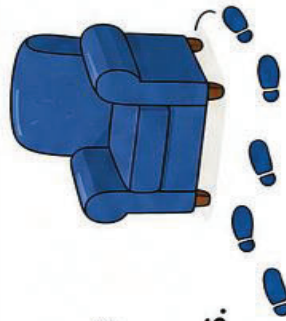


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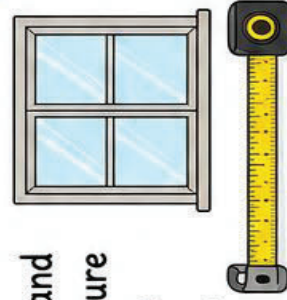
Estimate how long your house is.



Measure furniture using footsteps.



Estimate and then measure the length of a room.

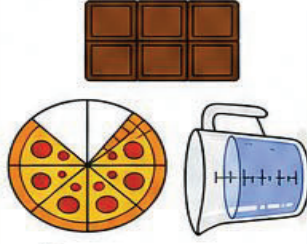


SOLVE IT

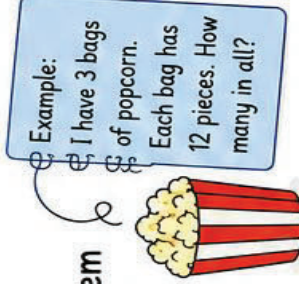
Create a multiplication challenge for someone at home.

Example:
 $7 \times \square = 56$
 $\square \times 8 = 64$
 $6 \times \square = 36$

Find 3 things that are fractions of a whole.



Create a word problem using your favorite snack.



MOVE IT

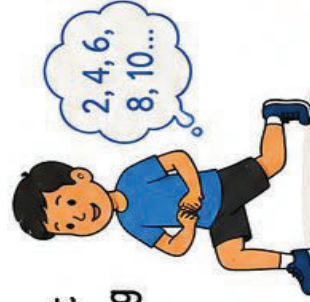
Count how many jumping jacks you can do in 1 minute.



Time how long you can stand on each foot. Multiply the numbers together.

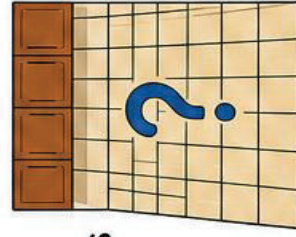


Skip count while doing exercises.



REAL-LIFE MATH

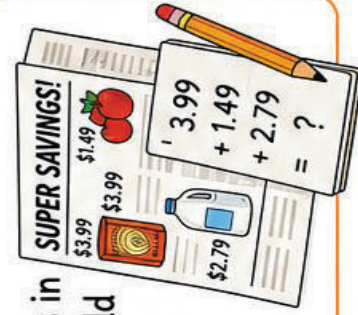
Estimate the number of tiles on your kitchen floor.



Estimate how much water your family drinks in one day.



Find prices in ads and add the totals together.



Math is all around you!



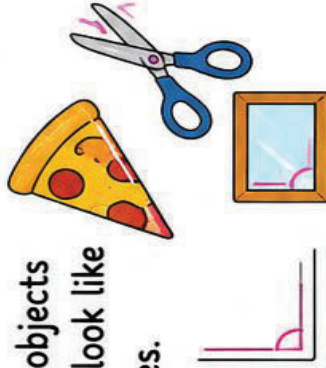
GRADES
3-5

MATH MENU

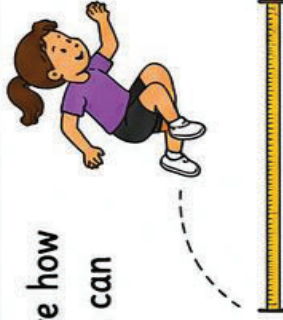
Pick an activity, have fun, and be a math explorer!

MEASURE IT

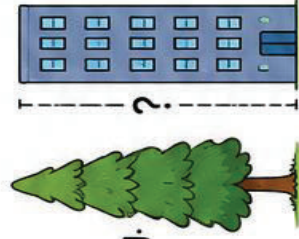
Find objects that look like angles.



Measure how far you can jump.

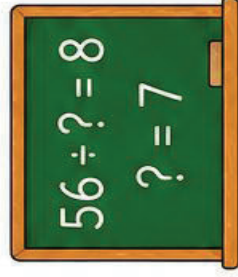


Estimate the height of a tree or building.



SOLVE IT

Solve math facts backward (example: $56 \div ? = 8$).
 $56 \div ? = 8$.

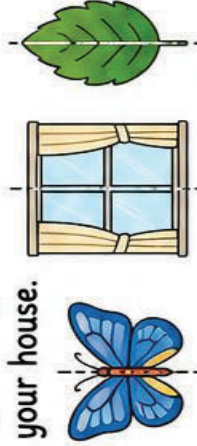


Make a pattern and describe the rule.



Rule: _____

Find examples of symmetry around your house.

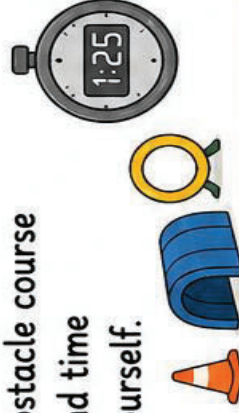


MOVE IT

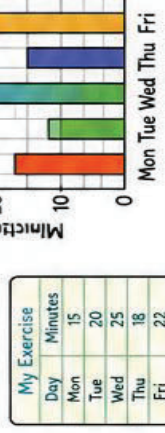
Track how many times you can toss and catch a ball.



Create an obstacle course and time yourself.



Record exercise data for 5 days and graph it.

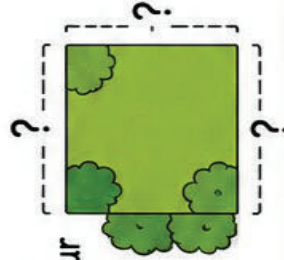


REAL-LIFE MATH

Plan a pretend vacation budget.

VACATION BUDGET	
Hotel	\$750
Food	\$250
Activities	\$150
Souvenirs	\$50
TOTAL	\$1,200

Estimate the perimeter of your yard or living room.



Double or halve a recipe with an adult.



Original Recipe
2 cups flour
1 cup sugar
1 tsp vanilla

Double It!
4 cups flour
2 cups sugar
2 tsp vanilla

Math is all around you!



START!

FINISH!

TULSA
MATH
ADVENTURE

THE
GATHERING PLACE

TULSA ZOO

ROUTE
66



Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

1: Build Decimal Numbers

Standard: 5.N.1.1 – Read, write, compare, and represent decimals through thousandths

Materials:

Coins, receipts, price tags, cards, or paper

Time:

10–15 minutes

Activity:

Use coins, receipts, price tags, or playing cards to find or create decimal numbers. For example, combine coins to make a decimal amount, use prices from receipts or store ads, or arrange cards to create a decimal. Then write each decimal in standard form, word form, and expanded form on paper.

Example:

Decimal: **4.582**

- Standard Form: 4.582
- Word Form: Four and five hundred eighty-two thousandths
- Expanded Form: $4 + 0.5 + 0.08 + 0.002$

Show your work here!



Tips & Prompts to Extend Thinking:

- Connect decimals to money when possible
- What digit is in the hundredths place?
- How would you write this decimal in words?
- Which digit has the greatest value?

2: Compare Decimals

Standard: 5.N.1.1 – Compare and order decimals through thousandths

Materials:

Playing cards, whiteboard, or paper

Time:

10 minutes

Activity:

Use digit cards or playing cards to create decimal numbers. Each player draws cards and arranges them to make the greatest decimal possible. Compare the decimals using $>$, $<$, or $=$. The player with the greater decimal wins the round!

Example:

Player 1: 3.482
Player 2: 3.507

$3.482 < 3.507$

Show your work here!



Tips & Prompts to Extend Thinking:

- Line up decimal points when comparing.
- Which decimal is greater?
- What place value helped you decide?
- Can you order these from least to greatest?





Tulsa Math Adventure

Explore! Solve! Succeed!

Use these resources for activities that need a menu or sports stats



A LA CARTE ENTREES

DOUBLE CHEESEBURGER	\$ 6.79
CHEESEBURGER	\$ 5.59
BACON DOUBLE CHEESEBURGER	\$ 7.49
CRISPY CHICKEN TENDERS	\$ 4.89
FOOTLONG QUARTER POUND CONEY	\$ 5.29
JUMBO POPCORN CHICKEN	\$ 5.29
QUARTER POUND DOUBLE CHEESEBURGER	\$ 3.99
CLASSIC CRISPY CHICKEN SANDWICH	\$ 6.19
PREMIUM BEEF HOT DOGS: CHILI CHEESE CONEY	\$ 2.99
BACON CHEESEBURGER TOASTER	\$ 6.79
PREMIUM BEEF HOT DOGS: ALL-AMERICAN DOG	\$ 2.99
GRILLED CHEESE	\$ 2.59

BREAKFAST ENTREES (SERVED ALL DAY)

CINNABON CINNASNACKS (3PCS)	\$ 4.79
CINNABON CINNASNACKS (5PCS)	\$ 6.39
ULTIMATE MEAT & CHEESE BREAKFAST BURRITO	\$ 4.99
FRENCH TOAST STICKS	\$ 3.19
BREAKFAST BURRITO	\$ 3.99
SUPERSONIC BREAKFAST BURRITO	\$ 4.99
BREAKFAST TOASTER	\$ 4.39

STARLITE DRIVE-IN MENU PRICES

SNACKS & SIDES

MOZZARELLA STICKS	MEDIUM \$ 5.19	LARGE \$ 6.49
TOTS	\$ 3.19	\$ 3.79
TOTS WITH CHILI & CHEESE	\$ 4.79	\$ 5.39
FRIES	\$ 3.19	\$ 3.79
CHED R PEPPERS	\$ 5.29	\$ 6.39
JUMBO POPCORN CHICKEN	\$ 5.29	\$ 6.39
ONION RINGS	\$ 3.69	\$ 4.29
SOFT PRETZEL TWIST	\$ 2.49	
FRIES WITH CHILI & CHEESE	\$ 4.79	\$ 4.29
CORN DOG	\$ 1.99	

REAL ICE CREAM SHAKES & BLASTS

CLASSIC BLAST (MEDIUM)	\$ 6.19
CLASSIC BLAST (LARGE)	\$ 7.29
HAND MIXED CLASSIC SHAKE (MEDIUM)	\$ 5.49
HAND MIXED CLASSIC SHAKE (LARGE)	\$ 6.59
HAND MIXED MASTER SHAKE (MEDIUM)	\$ 5.89
HAND MIXED MASTER SHAKE (LARGE)	\$ 6.99



Player Stats														
NAME	GP	GS	MIN	PTS	OR	DR	REB	AST	STL	BLK	TO	PF	AST/TO	
Shai Gilgeous-Alexander G	8	8	34.9	29.1	0.6	2.4	3.0	7.1	0.8	0.9	3.0	2.0	2.4	
Jalen Williams G	2	2	26.0	20.5	1.0	3.0	4.0	5.0	1.0	0.5	1.0	1.0	5.0	
Ajay Mitchell G	8	6	29.8	18.8	1.6	2.4	4.0	4.9	1.4	0.0	1.1	1.8	4.3	
Chet Holmgren C	8	8	31.4	18.6	1.8	7.4	9.1	1.3	1.4	1.8	1.3	2.0	1.0	
Isaiah Hartenstein C	8	8	25.5	9.9	3.6	5.1	8.8	2.5	1.3	0.9	1.8	3.1	1.4	
Alex Caruso G	8	0	21.1	7.6	0.4	3.1	3.5	1.6	1.5	0.1	0.8	2.0	2.2	
Cason Wallace G	8	0	23.1	7.3	1.1	1.9	3.0	2.1	1.8	0.5	0.8	2.3	2.8	
Jared McCain G *	8	0	10.0	7.3	0.4	0.6	1.0	0.5	0.0	0.0	0.1	1.0	4.0	
Isaiah Joe G	7	0	12.6	6.6	0.3	1.0	1.3	1.1	0.6	0.0	0.4	1.6	2.7	
Luguentz Dort G	8	8	25.0	6.5	0.4	2.0	2.4	1.4	0.5	0.1	0.5	2.8	2.8	
Jaylin Williams F	8	0	13.4	3.6	0.3	2.9	3.1	1.4	0.8	0.4	0.5	1.9	2.8	
Aaron Wiggins G	7	0	5.9	1.4	0.1	0.3	0.4	0.7	0.1	0.0	0.1	0.3	5.0	
Nikola Topic G	5	0	2.0	0.4	0.0	0.4	0.4	0.2	0.2	0.0	0.2	0.0	1.0	
Kenrich Williams G	6	0	2.7	0.3	0.3	0.3	0.7	0.2	0.0	0.0	0.0	0.2	INF	
Total	8			121.3	11.0	30.1	41.1	25.9	10.3	4.8	10.6	20.8	2.4	



Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

3: Round Decimals

Standard: 5.N.1.2 – Round decimals to any place value

Materials:

Receipts, menus, sports stats, or internet

Time:

10–15 minutes

Activity:

Find decimal numbers on receipts, menus, price tags, or sports statistics. Round each decimal to the nearest whole number, tenth, or hundredth and explain how you decided whether to round up or down.

Example:

Price: \$8.47

- Nearest whole: 8
- Nearest tenth: 8.5

Show your work here!



Tips & Prompts to Extend Thinking:

- Remember to look at the digit on the right.
- Use number lines for support if needed.
- What place are you rounding to?
- Would this round up or down?
- How do you know?

4: Decimal Estimation

Standard: 5.N.1.2 – Use rounding to estimate decimal sums and differences

Materials:

Store ads, apps, receipts, or menus

Time:

10–15 minutes

Activity:

Use grocery ads, menus, or shopping apps to estimate the total cost of items before finding the exact answer. Round the prices first to help make a quick estimate.

Example:

Milk: \$4.29 → \$4

Bread: \$3.78 → \$4

Fruit: \$5.61 → \$6

Estimated total: \$14

Show your work here!



Tips & Prompts to Extend Thinking:

- Make sure to estimate before solving exactly.
- Why are estimates useful in real life?
- What did you round to?
- Was your estimate reasonable?
- How close was your exact answer?



Tulsa Math Adventure

Explore! Solve! Succeed!

5: Add Decimals

Standard: 5.N.1.3 – Add decimals through thousandths

Materials:

Menus, receipts, store ads, or calculator for checking

Time:

15 minutes

Activity:

Use receipts, menus, prices, or measurements to practice adding decimal numbers. Find the total amount and show your work by lining up the decimal points correctly.

Example:

$$\$6.75 + \$4.29 + \$2.50 = \$13.54$$

Show your work here!



Tips & Prompts to Extend Thinking:

- Line up decimal points carefully.
- Estimate first.
- Why is lining up decimals important?
- How can you check your answer?
- What strategy helped you?



Tulsa Math Adventure

Explore! Solve! Succeed!

6: Subtract Decimals

Standard: 5.N.1.3 – Subtract decimals through thousandths

Materials:

Store ads, receipts, or menus

Time:

15 minutes

Activity:

Use prices, receipts, or money amounts to practice subtracting decimals. Find how much money is left after a purchase and show your work by lining up the decimal points correctly..

Example:

You have \$20.00 and spend \$13.47.

$$20.00 - 13.47 = \$6.53$$

Show your work here!



Tips & Prompts to Extend Thinking:

- Make sure to be neat when lining up place values!
- Use estimation to check reasonableness.
- Did your answer make sense?
- How did you regroup?
- What estimate could you use?



Tulsa Math Adventure

Explore! Solve! Succeed!

7: Restaurant Math Challenge

Standard: 5.N.1.3 – Solve real-world decimal problems

Materials:

Menus, restaurant apps, receipts, or paper

Time:

15–20 minutes

Activity:

Pretend you are ordering food for yourself or your family at a restaurant. Choose at least 3 menu items and find the total cost. Then calculate how much money would be left if you paid with a larger amount, such as \$50 or \$100. Show your work using equations, drawings, or models.

Example:

Burger: \$8.75

Fries: \$3.49

Drink: \$2.25

Total: $8.75 + 3.49 + 2.25 = \$14.49$

If you pay with \$20:

$20.00 - 14.49 = \$5.51$ left

Show your work here!



Tips & Prompts to Extend Thinking:

- Draw models or highlight key information.
- What operation will you use?
- What is the problem asking?
- How do you know?



Tulsa Math Adventure

Explore! Solve! Succeed!

8: Sports Team Challenge

Standard: 5.N.1.4 – Multiply multi-digit whole numbers fluently

Materials:

Sports stats, paper, whiteboard, or internet

Time:

15–20 minutes

Activity:

Choose a favorite sports team or athlete. Use multiplication to find totals such as points scored, yards gained, or fans attending games. Show your work using equations, drawings, or models.

Example:

A basketball player scored 28 points in each of 16 games.

$28 \times 16 = 448$ points

Show your work here!



Tips & Prompts to Extend Thinking:

- Estimate before solving!
- What are some multiplication strategies you could use to solve this problem?
- Explain what the product represents.





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

10: Math Challenge Day

Standard: 5.N.1.4 – Solve real-world multiplication problems

Standards: 5 N 1 1-5 N 1 4

Materials:

Drive-In Movies ticket price menu, paper, pencil, or calculator for checking

Materials. Menus, ads, internet whiteboard, or paper

Time:

15–20 minutes

Activity:

Use the Drive-In Movie ticket menu to solve real-world multiplication problems. Choose different groups of people attending the movie and calculate the total ticket cost. You can also include snacks and drinks to create a larger total. Show your work using equations, drawings, or models.

Activity. Create and solve your own real-world math challenge using decimals, rounding, addition, subtraction, or multiplication. Show your work using equations, drawings, models, or written explanations.

Example:
A family bus

2 adults attend on the weekend.

Weekend adult tickets cost \$11.25 each.

$$2 \times 11.25 = \$22.50$$

Then add popcorn:

$$\$22.50 + \$4.25 = \$26.75$$

Show your work here!

- ### Tips & Prompts to Extend Thinking:

- How much would it cost for a family of 4?
- What happens if you add snacks and drinks?
- How could you estimate the total first?

- ### Tips & Prompts to Extend Thinking:

- What skills did you use?
- How did you know your answer was correct?
- Can someone else solve your problem?



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Consejos
útiles



Herramientas



LANGUAGE ARTS

5

FOR FAMILIES

FIFTH GRADE

What to expect:

Children in fifth grade will read a variety of more challenging texts of different types (books, newspapers and poems, for example). They will read for different purposes, such as to find information or for fun. Fifth-graders are focusing on elements of writing including style, structure and the author's purpose for writing. They can explore words with multiple meanings and make educated guesses about what words mean based on how and where they are used. This information is a snapshot of learning in English language arts (ELA) for Grade 5. For a complete set of ELA academic standards, [click here](https://www.sde.ok.gov/oklahoma-academic-standards) or visit [sde.ok.gov/oklahoma-academic-standards](https://www.sde.ok.gov/oklahoma-academic-standards).

By the end of the school year, your child will:

- Be able to tell the difference between fact and opinion, providing reasons to support specific points.
- Create stories with well-thought-out characters, descriptive settings and clear and interesting plots.
- Use word parts to determine the meaning of words. (For example, the word *unable* means “not able” because of the prefix *un*.)
- Use sentences of different lengths with correct structure when working on a longer piece of writing.
- Provide facts, examples and details from a piece of writing to support ideas and draw conclusions.
- Edit and revise first drafts to create clear and organized writing.

What to do at home:

- Encourage your child to read several pieces of information on a topic and discuss the differences between them.
- Work together to write a paragraph on a topic your child is interested in, including key details, facts and information.
- Pick a word each day and ask everyone in the family to use it in conversation (<https://www.nytimes.com/column/learning-word-of-the-day> is a great resource).
- Ask your child to find and discuss interesting words in the books they are reading. Consider words with several meanings (*bark*, for example) or more descriptive words, such as *saunter* instead of *walk*.

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important to your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic success!



OKLAHOMA
Education



LANGUAGE ARTS

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Encourage your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- If you were in a play, what would your character be like?
- If you could end your favorite movie a different way, how would you change it? Why?
- How would you explain eating spaghetti to someone who has never done it before?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- What do you think we should have for breakfast tomorrow? Why?
- What goals can you set to make tomorrow better than today?
- What was your favorite part of the week? Why?
- How did you help someone today?

Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by letting your child see you reading things you enjoy. Use the following questions to help your child understand what they are reading.

BEFORE READING

- Is this the type of book you usually choose? Why or why not?
- By looking at the cover, what do you think the author's reason for writing the book might be?
- What do you think the book will be about?

DURING READING

- Will you read a short section to me with feeling in your voice?
- What do you do when you don't understand what you just read?
- How can you find out the meaning of words you don't understand?

AFTER READING

- Give a summary of the book in 10 words.
- What problem did the main character face? What was the solution?
- What message is the author sharing with the reader? Why do you think that?

Join the conversation!

@oksde



ARTES DEL LENGUAJE

5

PARA FAMILIAS

QUINTO GRADO

Qué esperar:

Los niños de quinto grado leerán una variedad de textos más desafiantes de diferentes tipos (libros, periódicos y poemas, por ejemplo). Leerán con diferentes propósitos, como encontrar información o por diversión. Los alumnos de quinto grado se centran en los elementos de la escritura, como el estilo, la estructura y el propósito del autor al escribir. Pueden explorar palabras con múltiples significados y hacer conjeturas sobre el significado de las palabras basándose en cómo y dónde se utilizan. Esta información es una instantánea del aprendizaje de lengua inglesa (ELA) para el quinto grado. Para obtener un listado completo de los estándares académicos de ELA, haga [clic aquí](#) o visite sde.ok.gov/oklahoma-academic-standards.

Al final del año escolar, su hijo:

- Será capaz de distinguir entre hechos y opiniones, aportando razones que apoyen puntos concretos.
- Creará historias con personajes bien pensados, escenarios descriptivos y tramas claras e interesantes.
- Utilizará las partes de las palabras para determinar su significado. (Por ejemplo, la palabra *unable* significa “incapaz” debido al prefijo *un* [en inglés]).
- Utilizará oraciones de diferente longitud con una estructura correcta al trabajar en un escrito más largo.
- Aportará datos, ejemplos y detalles de un escrito para apoyar ideas y sacar conclusiones.
- Editará y revisará los primeros borradores para una redacción clara y organizada.

Qué hacer en casa:

- Anime a su hijo a leer varios textos informativos sobre un tema y hablen sobre las diferencias entre los mismos.
- Trabajen juntos para escribir un párrafo sobre un tema que le interese a su hijo, incluyendo detalles, hechos e información clave.
- Elija una palabra cada día y pida a todos los miembros de la familia que la utilicen en la conversación (<https://www.nytimes.com/column/learning-word-of-the-day> es un gran recurso).
- Pida a su hijo que encuentre y comente palabras interesantes en los libros que está leyendo. Considere la posibilidad de utilizar palabras con varios significados (*bark* [en inglés] por ejemplo) o palabras más descriptivas, como *saunter* en lugar de *walk* [en inglés].

USTED ES el primer maestro de su hijo. Aprenda cómo apoyar las metas de los estándares académicos de Oklahoma y por qué son importantes para su hijo. Por favor, manténgase en comunicación regular con los maestros de su hijo y pregunte cómo puede apoyar el aprendizaje de las artes del lenguaje en casa. Cuando las escuelas y las familias trabajan juntas como socios, ¡ayuda a su hijo a lograr el éxito académico!



Educación
OKLAHOMA



Fomentar la curiosidad

Los niños son curiosos por naturaleza y están motivados para aprender sobre las cosas que les interesan. Dado que la curiosidad ayuda a los alumnos a tener éxito en el aula, es importante fomentarla en casa. Anime a su hijo a hacer preguntas, ser creativo, descubrir respuestas y explorar su mundo.

Apoye la curiosidad de su hijo con preguntas como éstas:

- Si estuvieras en una obra de teatro, ¿cómo sería tu personaje?
- Si pudieras terminar tu película favorita de otra manera, ¿cómo la cambiarías? ¿Por qué?
- ¿Cómo explicarías el hecho de comer espaguetis a alguien que nunca lo ha hecho?

Su hijo tendrá muchas preguntas. No importa si usted no siempre tiene la respuesta. La mejor respuesta siempre es: “Descubrámoslo juntos”.

Fomentar la comunicación

Desarrolle el vocabulario, la capacidad de pensar y la curiosidad de su hijo utilizando nuevas palabras y manteniendo conversaciones que incluyan preguntas que le hagan pensar. La comunicación con los demás da a los niños la oportunidad de ver y comprender que puede haber más de un punto de vista sobre un tema determinado. Aceptar ideas diferentes ayuda a los niños a aprender a llevarse bien con los demás, fomentando relaciones positivas con otros niños y una fuerte imagen de sí mismos.

Apoye las habilidades de comunicación de su hijo con preguntas como éstas:

- ¿Qué crees que deberíamos desayunar mañana? ¿Por qué?
- ¿Qué objetivos puedes fijarte para que el día de mañana sea mejor que el de hoy?
- ¿Cuál fue tu parte favorita de la semana? ¿Por qué?
- ¿Cómo has ayudado a alguien hoy?

Fomentar la comprensión

La lectura es un elemento básico para el éxito en todas las materias escolares y una habilidad fundamental que se desarrolla con el tiempo y la práctica. Anime a su hijo a leer por placer, y sea un buen modelo dejando que su hijo le vea leer cosas que le gustan. Utilice las siguientes preguntas para ayudar a su hijo a entender mejor lo que está leyendo.

ANTES DE LEER

- ¿Es el tipo de libro que sueles elegir? ¿Por qué o por qué no?
- Viendo la portada, ¿cuál crees que puede ser el motivo del autor para escribir el libro?
- ¿De qué crees que tratará el libro?

DURANTE LA LECTURA

- ¿Me lees una sección corta con sentimiento en tu voz?
- ¿Qué haces cuando no entiendes lo que acabas de leer?
- ¿Cómo puedes averiguar el significado de las palabras que no entiendes?

DESPUÉS DE LEER

- Haz un resumen del libro en 10 palabras.
- ¿A qué problema se enfrentó el personaje principal? ¿Cuál fue la solución?
- ¿Qué mensaje comparte el autor con el lector? ¿Por qué piensas eso?

Elementary ELA At Home Resources

Directions: Read or listen to a **fiction** or **nonfiction** text for at least **20 minutes daily**. Read or listen to a book from home, the library, or a website (samples listed below). Complete at least two activities listed below **each day**.

Reading	Writing	Speaking & Listening	Foundational Skills	Language
Ask and answer who, what, when, where, why questions about the text	Summarize the beginning, middle, and end of the story	Retell the story in your own words	Practice writing the alphabet	Try to learn a new word every day
Tell about who the characters are and how they change over time	Rewrite the story in your own words	Ask and answer questions about a topic	Look for words and punctuation you know in a text	Use a new word in a conversation
List 3 facts you learned from the text	Write and illustrate your own fictional story	Speak in complete sentences	Figure out the meanings of new words	Make up your own tongue twister
Create your own illustrations to go with the story	Write and illustrate a how-to text	Create your own movie or play	Find objects in your home that begin with the same sound	Look for words with prefixes and suffixes
Compare and contrast 2 characters or settings OR Compare and contrast 2 different texts	Make a grocery list	Go on a high frequency word scavenger hunt	Count the syllables in words	
Read a book with a sibling, a grown up, a friend, or even a stuffed animal	Research a new topic		Think of as many rhyming words as you can	
Write a letter to a friend or your teacher.	Respond to the text in writing			
Make predictions about a text	Create a comic strip about the text you read			
	Keep a daily journal			

Recursos de alfabetización para practicar en casa

Menú de actividades de alfabetización

Instrucciones: Lea o escuche un texto de **ficción** o de **no ficción** durante al menos **20 minutos diarios**. Lea o escuche un libro de su casa, de la biblioteca o de un sitio web (a continuación se enumeran algunos ejemplos). Complete al menos una de las actividades que se enumeran a continuación **cada día**.

Lectura	Escritura	Hablar y escuchar	Destrezas fundamentales	Lenguaje
Formula y responde preguntas sobre quién, qué, cuándo, dónde y por qué sobre el texto. Describe quiénes son los personajes y cómo cambian a lo largo del tiempo. Enumera 3 datos que hayas aprendido del texto. Crea tus propias ilustraciones para acompañar la historia. Compara y contrasta a 2 personajes o escenarios. Compara y contrasta 2 textos diferentes. Lee un libro con un hermano, un adulto, un amigo o incluso un peluche. Haz predicciones sobre un texto.	Resume el principio, el desarrollo y el final de la historia. Reescribe la historia con tus propias palabras. Escribe e ilustra tu propia historia de ficción. Escribe e ilustra un texto instructivo. Haz una lista de la compra. Investiga un tema nuevo. Escribe una carta a un amigo o a tu maestra/o. Después de leer el texto, responde por escrito a las preguntas. Crea una tira cómica sobre el texto que leíste. Lleva un diario.	Vuelve a contar la historia con tus propias palabras. Formula y responde a preguntas sobre un tema. Habla utilizando oraciones completas. Crea tu propia película u obra de teatro. Realiza una búsqueda de palabras de alta frecuencia.	Practica escribiendo el abecedario. Busca palabras y signos de puntuación que conozcas en un texto. Averigua el significado de palabras nuevas. Encuentra objetos en tu casa que empiecen con el mismo sonido. Cuenta las sílabas de las palabras. Piensa en tantas palabras que rimen como puedas.	Intenta aprender una palabra nueva cada día. Utiliza una palabra nueva en una conversación. Inventa tu propio trabalenguas. Busca palabras con prefijos y sufijos.
Actividades adicionales: Elige y completa 5 páginas de tu cuaderno <i>Aprende y demuestra / Know It, Show It</i> . Vuelve a leer una historia de tu <i>Milibro / MyBook</i> .				

Sitios web y recursos digitales:

TCCL - Tulsa City County Library, La biblioteca pública de Tulsa, www.tulsalibrary.org

HMH Ed - Lee y escucha libros en inglés y español. Inicia sesión en Clever. www.clever.com

Colorín Colorado Recursos de alfabetización para familias bilingües www.colorincolorado.org/es/familias

Elementary ELA At Home Resources

Websites and Digital Resources for At Home Student Support	
Free books to read: Resources	Link
Free Kids Books - Free online access to children's books	https://bit.ly/42xFigF
Storynory - Free audio stories for kids	https://bit.ly/4fjtINJ
Storyline Online - Children's literacy website with free storytelling videos and resources	https://bit.ly/49tOgiM
National Geographic Kids - A fact-filled magazine for ages 6 and up	https://bit.ly/3PzjAWJ
Free Children's Stories - free online books sorted by grade level	https://bit.ly/4tBDX3s
Storyberries - Free bedtime stories, fairy tales, and online storybooks	https://bit.ly/4dnBpzQ
Games and resources for learning: Resources	Link
Florida Center for Reading Research - printable and digital games for students K-5	https://bit.ly/4tDZJ6J
Magic Tree House Kids - Games and activities based on the Magic Tree House book series	https://bit.ly/4wwT3Ko
PBS KIDS - PBS educational media content and games	https://bit.ly/4wK2bvp
Reading Rockets - Daily children's literature quiz, printables, quotes, etc.	https://bit.ly/4wHnzKS
ReadWriteThink - Online resource with interactive activities and lessons to improve reading and writing skills	https://bit.ly/3PmJBik
Scholastic Story Starters - Fun, interactive tool that generates writing prompts including direction on character, plot, and setting	https://bit.ly/4ntHxLx
TCCL Kids' Blog - Tulsa City County library's online kids' blog	https://bit.ly/4ttGdtt
Wonderopolis - Informational site that helps kids ask and answer interesting questions about the world	https://bit.ly/42xFzAd

FRY'S 300 INSTANT SIGHT WORDS

First Hundred

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

Second Hundred

also	color	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

Third Hundred

along	didn't	food	keep	sat	though
always	does	full	letter	second	today
anything	dog	funny	longer	set	took
around	don't	gave	love	seven	town
ask	door	goes	might	show	try
ate	dress	green	money	sing	turn
bed	early	grow	myself	sister	walk
brown	eight	hat	now	sit	warm
buy	every	happy	o'clock	six	wash
car	eyes	hard	off	sleep	water
carry	face	head	once	small	woman
clean	fall	hear	order	start	write
close	fast	help	pair	stop	yellow
clothes	fat	hold	part	ten	yes
coat	fine	hope	ride	thank	yesterday
cold	fire	hot	round	third	
cut	fly	jump	same	those	

Name _____

Text Structure: Chronological Order

Title _____



Name _____

Homophones

➤ Choose the correct homophone within the parentheses to complete each sentence.

Write the word on the blank.

1. The fox chased the (hair, hare) _____ through the woods.
2. Do not try to swim against the strong (current, currant) _____ .
3. He took off his hat, revealing his (bald, bawled) _____ head.
4. Keisha read her essay (allowed, aloud) _____ .
5. The full (weight, wait) _____ of the box made him stagger.
6. All the presents are finally (wrapped, rapped) _____ .
7. We watched a car drive (past, passed) _____ our house.
8. A dove is a (cymbal, symbol) _____ of peace.
9. He acts shy in the (presence, presents) _____ of strangers.
10. My mother stores jars of jam in the (seller, cellar) _____ .

Name _____

Make Inferences

Title _____

Clues in the Text	What I Know



Inference

Clues in the Text	What I Know



Inference

Name _____

Literary Elements

Title _____

Characters	Setting

Beginning
Problem:



Middle
Events:



Ending
Resolution:

Name _____

Characters

Title _____

Name	Appearance
Traits	Behaviors
Voice and Dialogue	Thoughts and Emotions

Name	Appearance
Traits	Behaviors
Voice and Dialogue	Thoughts and Emotions

Name _____

Elements of Poetry

Title _____

Poetry Element	Purpose

Poetry Element	Purpose

Poetry Element	Purpose

Poetry Element	Purpose

[illegible]

SUPPLEMENTAL REMEDICATION SUPPORT

(*For students on an IEP)

Fluency Graph

<i>Words Read</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
130					
125					
120					
115					
110					
105					
100					
95					
90					
85					
80					
75					
70					
65					
60					
55					
50					
45					
40					
35					
30					
25					
20					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

1. Set a time for one minute.
2. Have student read the same passage for five days for one minute.
3. Mark and date the ending word on the passage.
4. Count the words read correctly.
5. Graph correct words read.



Decodable Passages

FOR HD WORD

For use with HD Word and HD Word Plus



Words to Preview

around, ow, throw, funny, away, hear

Characters

Rick, Nick, Thad, Narrator

191 Words

Thad?

Narrator: Nick and Rick were out on a walk. They did not have a ball to kick around. Nick found a big round rock by an old red shed.

Rick: Hey Nick! Chuck the rock to me!

Nick: Rick! Duck down!

Narrator: THUD! A rock hit Rick in the back.

Rick: Ow!!! I did not want you to chuck it like that!

Nick: I did not throw it! See? I still have the rock.

Rick: This is not funny. That could have hit my chin.

Narrator: Soon, Nick and Rick went around the old red shed to find a new path to play on.

Nick saw the back of a neck rush away from them. It was Thad. He ran away from Rick and Nick as quick as he could.

Rick: You were right! Why would Thad do that? I don't get it.

Nick: I don't know, but I am glad you know it was not me.

Narrator: Just then, Nick and Rick hear a THUD!

Thad: Ow!! Who just hit me with a rock?

Narrator: Nick and Rick now know it was not Thad who did it. Who could it be?

UNIT 1: Thad?

1. Why were Nick and Rick throwing a rock around?
2. Where were they playing?
3. Who got hit by a rock on his back?
4. *Who or what do you think could have hit Rick and Thad with rocks?



Words to Preview

200 Words

going, funny, under, drink, sorry, again

The Bad Trick

Brent and Trent had a plan to trick Jack.

“Give me his milk! I have a plan,” Brent said. “I am going to trick Jack and put this fly in his milk. It will be funny!”

Jack sat back down on the blue bench. Brent and Trent snuck under the bench to see if Jack would drink his milk.

“What is this speck in my milk?” Jack said. “Yuck! I think I am going to be sick.”

He got up from the bench and left to get a new milk. He ran back to his spot. Brent and Trent crept out from under the blue bench.

“Trent, did you drop a fly in my milk? Jack held the glass of milk up with his hand and saw a black fleck on the rim.

“You were going to let me drink a fly? Please do not do that again!”

“I am sorry, Jack,” Brent said.

“That was not a funny trick. We are sorry. Do you want to have some of my lunch?” Trent said.

Brent, Trent, and Jack sat on the bench and ate the rest of their lunch. Brent and Trent said they will not play that trick again.

UNIT 2: The Bad Trick

1. What was the trick Brent played on Jack?
2. What did Jack do about it?
3. What did Trent do to make it up to Jack?
4. * Do you think Brent and Trent will try to prank Jack again? Explain your answer with information from the text.



Words to Preview

open, pink, done, full

168 Words

Lunch at the Mall

At the mall, Brad saw that The Crab Shack was open. It had fish, crab, shrimp, squid, chips, and French dip. Brad was glad. He had a wish to get a big lunch there but did not have cash. He felt glum and made a plan to come back on his next trip to the mall.

Soon, Brad came back to The Crab Shack for lunch. He did look at the list of grub. “I will have shrimp on a bun, chips, and a glass of pink punch, please,” he said to the chap with a grin and did hand him the cash. He sat down on a bench with his lunch. The shrimp was hot; the bun was soft; the chips had crunch; the punch had zip. In a flash, he was done with his lunch. Brad was full and glad he made a stop for lunch.

On the next trip, he will have cash to shop and to get a French dip at The Crab Shack.

UNIT 3: Lunch at the Mall

1. Why didn't Brad get lunch at The Crab Shack the first time he was there?
2. Next time he was at the mall, what drink did Brad order?
3. What part of Brad's lunch was hot?
4. *How do you think Brad was able to remember his cash the second time?



Words to Preview

player, most, other, shoot, hoop

232 Words

Basketball Contest

The basketball contest is here! The player to finish with the most shots made is going to win! I think about how athletic the other players are, but I am here to finish first. I get to shoot ten balls at the basket.

I was sluggish at first. My first four shots struck the edge of the rim but did not go in.

Splash! My first basket.

Swish! The next ball goes in. Now, I have four shots left.

The next ball contacts the rim and insists on going in. The player to my left compliments my shot. I want to have a fantastic finish in the contest, so I take the next ball and stop to think. I have three shots left.

I look up at the rim and pick up the basketball. I extend my hand and send the shot to the hoop. The basketball goes in! I have two shots left.

The next shot looks like it will vanish into the net, but it does not drop in.

If I get the last shot in, I will win the contest. I inspect the hoop and step away from the ball. I step up, grasp the ball, and pull it up by my neck. I let go and see it fly into the net!

SWISH!

I was sluggish at first, but I am glad that I did not give up.

UNIT 4: Basketball Contest

1. How many balls does the narrator get to shoot at the basket?
2. Who gives the narrator a compliment?
3. How many shots did the narrator miss before making a basket?
4. * Do you think the narrator's attitude helped them win the contest?
Explain your answer with information from the text.



Words to Preview

149 Words

really, room, costume, together, only, true

Secret Robot

If you had a secret robot, what would you do?

Would you really like to have one? I would too.

If I had a secret robot, we would play Nintendo

Or sing and play music with my old brown banjo.

We could tidy up my messy room

Or dress up in a crazy costume.

My robot would be tall and could protect me

And always know when to be sad or be funny.

When I am mad, my robot would ask me why

And be there for me when I think I could cry.

I could depend on my robot

To help and be my mascot.

If I had a secret robot, we would have a blast.

The fun we would have together would go by too fast.

If you had a secret robot, what would you do?

I would hug my secret robot if only it was true.

UNIT 5: Secret Robot

1. What instrument does the narrator play?
2. What is a word that is used to describe how the robot would look?
3. What is one way the narrator's robot could help?
4. * Do you think the narrator describes the robot more as a helper or as a friend? Explain your answer with information from the text.



Words to Preview

kind, something, along, shovel, believe, keep

Characters

Narrator, Shannon, Winston

228 Words

Fossil Quest

Narrator: Shannon and Winston are at the Grand Canyon to look for a fossil. Shannon has an atlas to take them to a secret spot where they begin the quest!

Shannon: What kind of fossil do you think we are going to find? I am optimistic we are going to find a fossil of an uncommon fish.

Winston: I bet we are going to find something big like the skeleton of a mammoth.

Narrator: Winston pulls the wagon along as...

Shannon: I see something in that rock! Give me the shovel. I think I see something!

Narrator: Shannon sees a speck of what could be a fossil. Winston cannot believe how lucky they are.

Winston: Quick! We have to get it unstuck. I bet it is a remnant of a skull. Pry it out! This is going to be epic.

Shannon: You know, you could help me...

Narrator: All of a sudden, Winston and Shannon extract something that was not a fossil after all.

Winston: All of this.... for a filthy NICKEL?

Narrator: Shannon put the nickel in her pocket.

Shannon: It is not a filthy nickel. It is MY nickel. Come on! I recommend we keep going. It is a big canyon to look in.

Narrator: Winston and Shannon pull the wagon along and keep going on their quest to find a fossil. Will they find one?

UNIT 6: Fossil Quest

1. Where are Shannon and Winston looking for a fossil?
2. What did Winston think they would find?
3. What did they actually find?
4. * Who do you think is more positive about finding something good at the end of the story? Explain your answer with information from the text.



Words to Preview

only, ready, room, evacuate, sure

207 Words

Wake-Up Plan

Does your sibling wake up too late? On this episode of “How to Wake Your Sibling Up,” Zeke will tell us five plans he made that will help you accomplish your task of getting your sibling out of bed before lunchtime.

*Be careful, this plan could make your sibling frustrated or irate. Your sibling may find this plan to be impolite, so be careful! Only read this plan if you are aware of how livid your sibling may be with you. Be ready to apologize.

1. Take an instrument, like a saxophone or trombone, and play it at your maximum volume.
2. Rush into his or her room in a fireman costume and yell, “Evacuate! The volcano is going to explode!”
3. Find a stampede of buffalo to parade by your sibling’s bedside. Don’t let them escape!
4. Have a lemonade stand in your sibling’s room. Invite all of Boston!
5. Put an old fishbone by their bedside. The smell will have them up in no time at all!

Be careful because this plan could aggravate your sibling. Make sure to educate your sibling. You just did this because you did not want them to be late! Be ready to apologize if you use this insane plan.

UNIT 7: Wake-Up Plan

1. Why does the narrator tell the reader to be ready to apologize?
2. Which animal does the narrator recommend using to wake your sibling?
3. What excuse for waking your sibling does the narrator give?
4. * Where do you think the narrator lives? Explain your answer with information from the text.



Words to Preview

through, sang, member, apologize, book, cover

Characters

Narrator, Kate Wallace, King Ogdon, Attendant

390 Words

The Lost Necklace

Narrator: Once upon a time in the village of Ellington, the King's wife Kate Wallace lost her necklace. To her, this was catastrophic. The necklace was handmade with the best craftsmanship from Italy. She ran across the village to tell King Ogdon. As she got to the massive palace, she saw King Ogdon at his desk. By the kitchen, a minstrel sang in French. The minstrel left when she saw Kate walk in, and the music began to fade.

King Ogdon: Kate! It is so good to see you, but you look upset. Please, take a rest in the palace. My attendant will fetch you a refreshment.

Kate: King Ogdon, we have the ultimate problem. I have lost my necklace. I had to sprint through the entire village to give you this message. I think the attendant stole it!

King Ogdon: Are you positive?

Kate: Well, you see, King Ogdon, I saw your servant by my luggage, and I think he was going to rummage through it. I left to fetch some cabbage from the kitchen, and when I came back, the necklace was missing! Will you investigate?

King Ogdon: It is not like my attendant to misbehave. I will call for every member of the village to investigate every cottage. Please give me adequate time and we will find it.

Narrator: Every member of the village began to look for the necklace. It was effective. King Ogdon saw the attendant sprint back to the palace.

Attendant: I have the necklace, King Ogdon! Please give this back to Kate. I know this may confuse her that I have it. I went to every cottage in the village of Ellington. I saw the minstrel that sang to you sprint away from her cottage. When I got inside her cottage, the necklace was in her luggage. I think she was going to escape!

King Ogdon: I think it is time to apologize to the attendant, Kate. The attendant did not confiscate the necklace. There is an old adage: Don't judge a book by its cover.

Kate: I must apologize. I was thinking that it was the attendant, but it was the minstrel the entire time.

Narrator: Every member of the village was happy, and Kate became attentive to her necklace. The minstrel, you ask? She did not come to the palace again.

UNIT 8: The Lost Necklace

1. Where was Kate's necklace from?
2. Why did Kate think the king's attendant stole the necklace?
3. Who found the necklace in the minstrel's cottage?
4. * Do you think the village of Ellington would be a nice place to live? Why or why not? Explain your answer with information from the text.



Words to Preview

zoo, front, sign, termite, zookeeper, more

309 Words

Chimpanzee Display

Kathy and I leave the seat of the jeep and make our way to the gate of the zoo. We finally get to see the chimpanzee display at the Tennessee Zoo!

“Follow me!” I scream. I feel so giddy that I am nearly speechless. As we approach the display, I hear the animal.

The chimpanzee is right in front of us! Kathy and I stand close to the chain that will keep us away from the inside of the display.

To the right of the display, we see a beam that has a sign for us to read.

“A chimpanzee is an animal you could see in West Africa. Would you want to feed a chimpanzee? A chimpanzee will eat a seed, a green leaf, or meat. A chimpanzee might strip a branch with its teeth and put the stick in a termite heap. This will help the chimpanzee bait a meal!

At night, the chimpanzee will sleep high in a tree. Meet Gabby, a happy but messy fifteen-year-old chimpanzee. She is playful too! Please do not try to feed her.”

Gabby is beneath an oak tree. Kathy and I agree that she does not seem to fear us. We see a zookeeper appear inside the display. We think he will clean the messy pen.

“I am Randy. I am the zookeeper that will feed and care for Gabby.” He put a peach in a bowl next to the chimpanzee. Gabby eats it as fast as a speedy train.

“It is time to go home,” we hear.

We sneak to the edge of the display for one more peek. I am afraid I will not see her again. Kathy and I jump into the backseat of the jeep.

“This has been the best day of my life! I hope we can see Gabby again soon. Next weekend?” I ask.

UNIT 9: Chimpanzee Display

1. Which zoo did Kathy and the narrator visit?
2. Where do chimpanzees live in the wild according to the passage?
3. Where might a chimpanzee sleep?
4. *Why do you think the chimpanzee didn't seem to fear Kathy and the narrator?



Words to Preview

today, birds, comes

305 Words

Ollie Meets a Beast

Meet Ollie, a man with goals, dreams, and a boat. Ollie sails the high seas each day, just like he did when he was a small lad. Ollie sails night and day to seek thrills.

Today, Ollie wants to meet this same goal as he floats over each wave. Ollie gets on his boat, kicks away from the pier, and sets sail for a thrill.

Birds fly high and fish creep by. This is not the sight Ollie dreams of. This is not thrilling.

One day, Ollie gets his wish. Ollie sees a massive mean beast leap from below. It jumps way up, and then it comes right back down. Ollie is in disbelief as the beast keeps leaping.

Ollie cannot fathom what he sees, but he wants to see it all. The wind does not blow, so the sails cannot propel the ship. Bait may be the key. Ollie must bait the beast with his sandwich so that it will come close.

The bait does the trick! The beast does come to Ollie's boat. As the beast gets near, Ollie fears that it may want extra to eat. The bait will not be all the beast will want. It seems the beast might get mad at Ollie!

The beast gets to the boat. It peers at Ollie with glowing yellow pupils. It shrieks, yelps, and spits foam. Ollie was nosey...and now he might pay for it!

On his boat and miles from home, Ollie has no hope for a save.

"I don't want conflict," Ollie yelps. "I want to meet you, not to fight! I bet you feel the same way!"

What a relief—Ollie's belief is right! The beast does not want to fight. It comes to a rest, and its pupils stop glowing. The beast shrieks, sweetly this time, to say, "Hello."

UNIT 10: Ollie Meets a Beast

1. Where does Ollie go for adventures?
2. What does Ollie use for bait to get the beast to come closer?
3. Why did Ollie think he needed to be saved from the beast?
4. * Everything turned out okay, but do you think Ollie will try to bait other creatures in the future? Why or why not? Explain your answer with information from the text.



Notes of interest to the classroom teachers and families of students participating in the *Do The Math* program

+ ADDITION & SUBTRACTION B Subtraction With Numbers up to 100 LESSONS 6-10

UPDATE: Students add multiples of 10 (10, 20, 30, ...) to two-digit numbers and subtract multiples of 10 from two-digit numbers. Then they practice subtracting as they play the game *Get Close to Zero With Six Rolls*.

Add and Subtract

► Here is a game that gives your child practice with subtraction.

For this activity, you will need a pencil.

- Find numbers on the grid that you can make into addition or subtraction equations. You can choose numbers from anywhere on the grid. All three numbers must come from the grid.
- See how many you can write.
- You can list them on the table to the right and if you find more you can turn this page over and list some more.

30	12	7	20	21
10	4	40	52	16
14	10	6	33	53
43	36	50	22	18
32	13	42	2	23

My Equations

$$30 - 20 = 10$$

$$30 + 20 = 50$$



Notas de interés para los maestros y familiares de los estudiantes que participan en el programa **Do The Math**



SUMA Y RESTA



Resta con números hasta el 100

LECCIONES 6-10

NOTA: Los estudiantes suman múltiplos de 10 (10, 20, 30, ...) a números de dos dígitos y restan múltiplos de 10, de números de dos dígitos. Después, practican la resta mientras juegan al juego *Acércate al cero en seis turnos*.

Sumar y restar

► Esta actividad le da a su niño la oportunidad de practicar la resta.

Para esta actividad necesitarán un lápiz.

- Busquen números en la cuadrícula para crear ecuaciones de suma o resta. Pueden escoger números de cualquier parte. Los tres números tienen que ser de la cuadrícula.
- Pueden anotarlos en la tabla de la derecha. Si no les alcanza, pueden continuar en la parte de atrás de la hoja.

30	12	7	20	21
10	4	40	52	16
14	10	6	33	53
43	36	50	22	18
32	13	42	2	23

Mis ecuaciones

$$30 - 20 = 10$$

$$30 + 20 = 50$$



Notes of interest to the classroom teachers and families of students participating in the *Do The Math* program



MULTIPLICATION

A

Basic Concepts

LESSONS 11–15

UPDATE: Students continue to work on solving multiplication problems. They create charts of things that come in equal groups in preparation for writing their own word problems. For example, things that come in 4s could be legs on chairs and paws on puppies. Students develop their number sense as they find different ways to solve their own word problems.

Addition and Multiplication Equations

► Here is an activity that is similar to the game *Circles and Stars*.

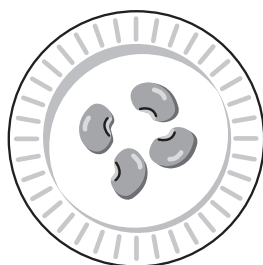
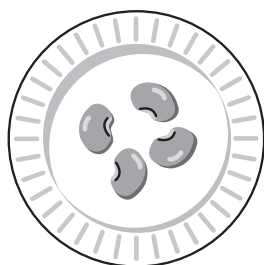
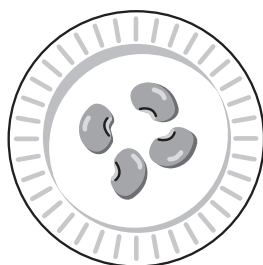
You will need a number cube or spinner, a pencil and paper, 6 paper plates, and 36 small objects (pennies, dried beans, or raisins).

The first player rolls the cube and places that number of paper plates on the table. The player rolls again and places that number of objects on each plate. The player writes an addition and a multiplication equation for the turn.

Suppose a 3 was rolled first. 3 plates were placed on the table. Then a 4 was rolled. 4 objects were placed on each plate. The player would write $4 + 4 + 4 = 12$ and $3 \times 4 = 12$. The total for this turn would be 12.

When the first player has completed the turn, it is the second player's turn. Play until a player gets a total of 50 points.

$$4 + 4 + 4 = 12 \text{ or } 3 \times 4 = 12$$



TRY THIS

Here is an activity that gives practice with multiplication.

Draw several happy faces on a piece of paper. Ask your child, *How many eyes are there in all?* Have him or her write an addition and multiplication equation and figure out the answer.

Do this several times, changing the number of happy faces each time.



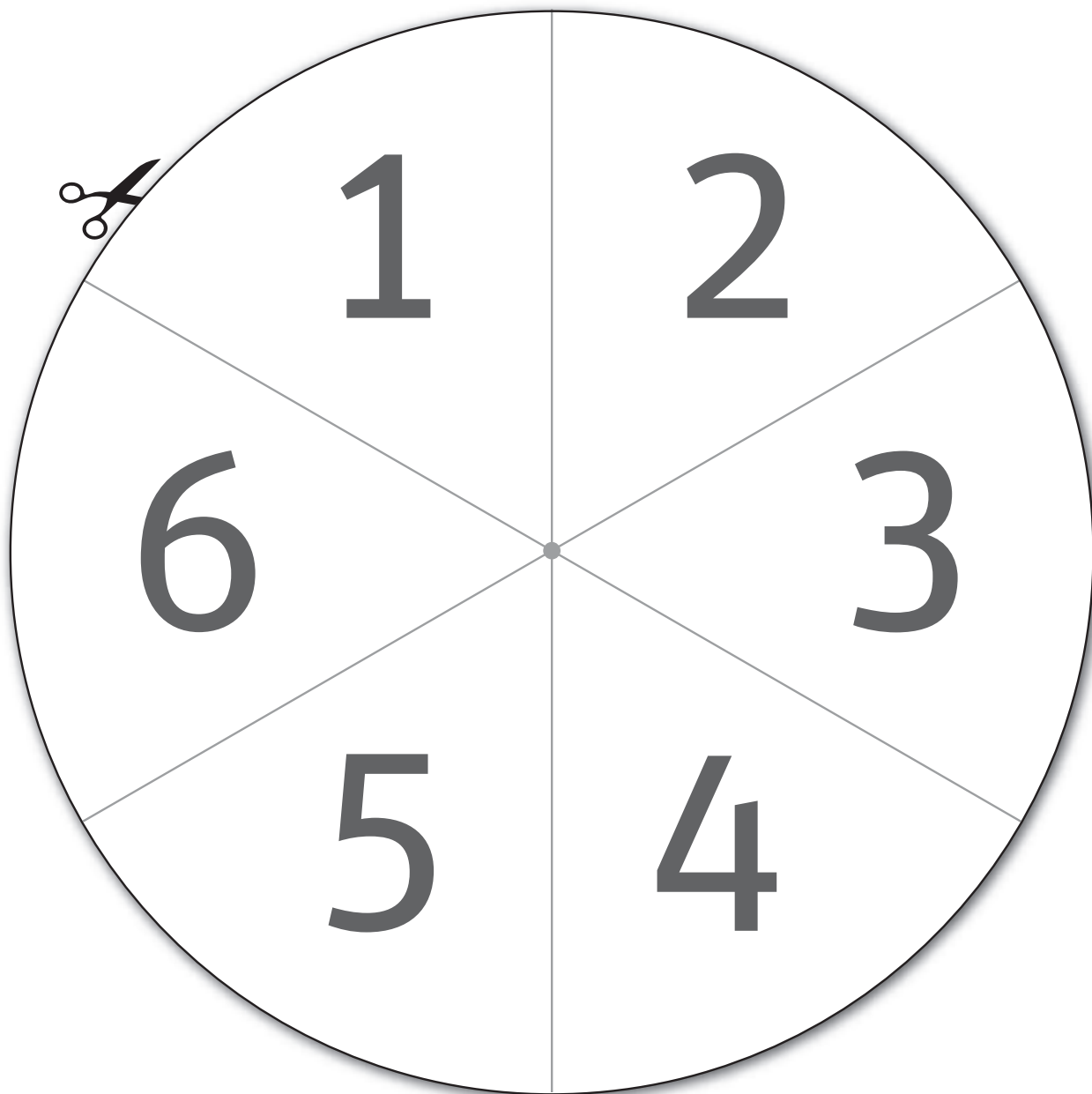
$$2 + 2 + 2 = 6$$

$$3 \times 2 = 6$$

There are 6 eyes in all.

Spinner

► You can use the spinner to replace a number cube.





NOTA: Los estudiantes continúan trabajando en la resolución de problemas de multiplicación. Crean una gráfica de cosas que siempre aparecen en grupos iguales como preparación para escribir sus propios problemas de multiplicación. Por ejemplo, grupos de 4 pueden ser las patas de las sillas y las patitas de los cachorros. Los estudiantes desarrollan el sentido numérico a medida que descubren distintas maneras de resolver los problemas que escribieron.

Ecuaciones de suma y multiplicación

► Esta actividad es similar al juego *Círculos y estrellas*.

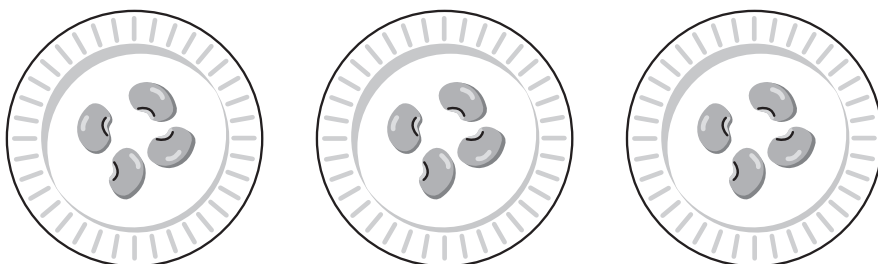
Van a necesitar un cubo numérico o una flecha giratoria, lápiz y papel, 6 platos de papel y 36 objetos pequeños (monedas de un centavo, frijoles secos o pasas).

El primer jugador lanza el cubo y coloca en la mesa ese número de platos de papel. El jugador lanza el cubo de nuevo y coloca ese número de objetos en cada plato. El jugador escribe una ecuación de suma y una ecuación de multiplicación que represente la jugada.

Supongamos que se lanza el cubo por primera vez y sale 3. Se colocan 3 platos sobre la mesa. Luego se lanza el cubo otra vez y sale 4. Se colocan 4 objetos en cada plato. El jugador escribirá $4 + 4 + 4 = 12$ y $3 \times 4 = 12$. El total para esta jugada es 12.

Cuando el primer jugador ha terminado, le toca el turno al segundo jugador.

El juego continúa hasta que uno de los jugadores obtenga un total de 50 puntos.



$$4 + 4 + 4 = 12 \quad \text{or} \quad 3 \times 4 = 12$$

INTÉNTELO

Esta actividad le ofrece la oportunidad de practicar la multiplicación.

Dibuje varias caritas sonrientes en un trozo de papel.

Pregúntele a su niño cuántos ojos hay en total. Dígame que escriba la ecuación de suma y de multiplicación y que calcule la respuesta.

Repita varias veces la actividad, cambiando el número de caritas sonrientes.



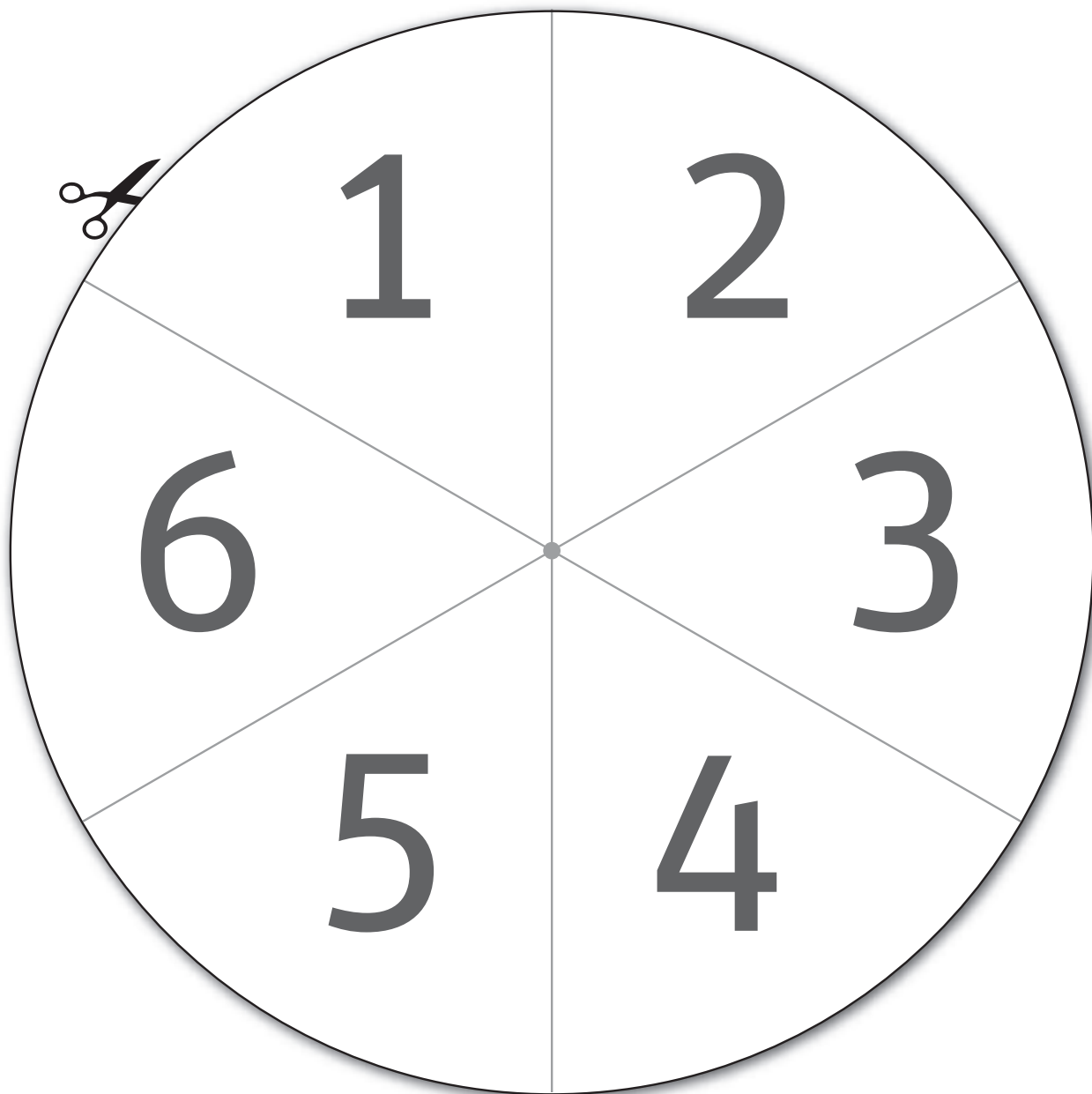
$$2 + 2 + 2 = 6$$

$$3 \times 2 = 6$$

Hay 6 ojos en total.

Spinner

► You can use the spinner to replace a number cube.





Notes of interest to the classroom teachers and families of students participating in the **Do The Math** program

+ ADDITION & SUBTRACTION **B** Subtraction With Numbers up to 100 LESSONS 26–30

UPDATE: Students review and practice three ways they have learned to solve subtraction problems. They practice by using data to compare temperatures in different cities or the speeds of different animals. Students also practice subtracting as they play a game called *More or Less Than 40*.

More or Less Than 40

► Here is a game that gives your child practice with subtraction.

Decide who will be first and who will be second.

HOW TO PLAY

1

The first player spins the spinner two times and makes a number. (47 or 74)



First Spin



Second Spin

2

Second player does the same and makes a number. (45 or 54)



First Spin



Second Spin

3

Players show their numbers to each other and subtract to find the difference between them.

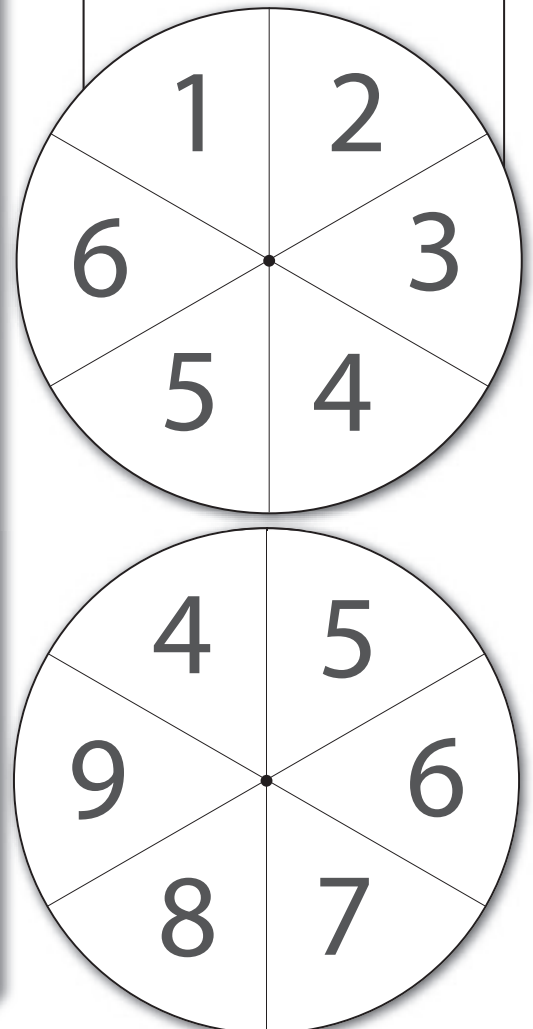
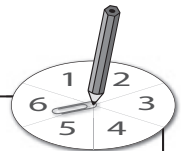
$$74 - 54 = 20$$

4

If difference is greater than 40, first player gets a point.
If difference is less than 40, second player gets a point.
If the difference is 40, both get a point.

TRY THIS

Place the point of a pencil down on the center of the spinner and inside the curve of the paper clip. Then, flick the paper clip with your finger.



The player with more points after 4 rounds wins. If there is a tie, play more rounds until the tie is broken.



Notas de interés para los maestros y familiares de los estudiantes que participan en el programa **Do The Math**



SUMA Y RESTA



Resta con números hasta 100

LECCIONES 26–30

NOTA: Los estudiantes repasan las tres formas aprendidas para resolver problemas de resta. Practican usar datos para comparar las temperaturas en ciudades diferentes o las velocidades de diferentes animales. Los estudiantes practican la resta jugando a un juego llamado *Más o menos de 40*.

Más o menos de 40

► Este juego le da a su niño la oportunidad de practicar la resta.

Decidan quién va a ser el primero.

CÓMO JUGAR

1

El primer jugador hace girar el clip dos veces y crea un número (47 ó 74).



Primera vuelta



Segunda vuelta

2

El segundo jugador hace lo mismo y crea otro número (45).



Primera vuelta



Segunda vuelta

3

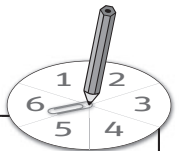
Los jugadores se muestran sus números y restan los números para encontrar la diferencia entre ellos.

$$74 - 54 = 20$$

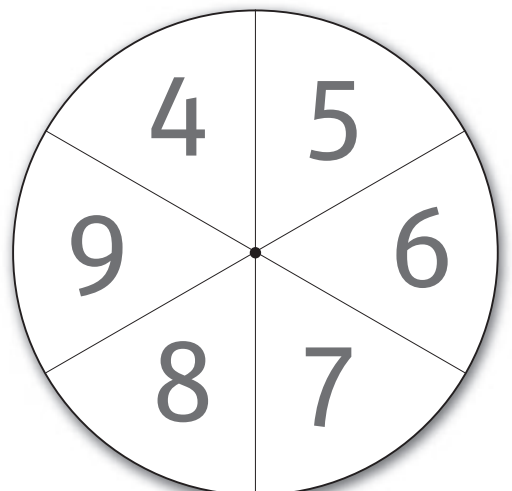
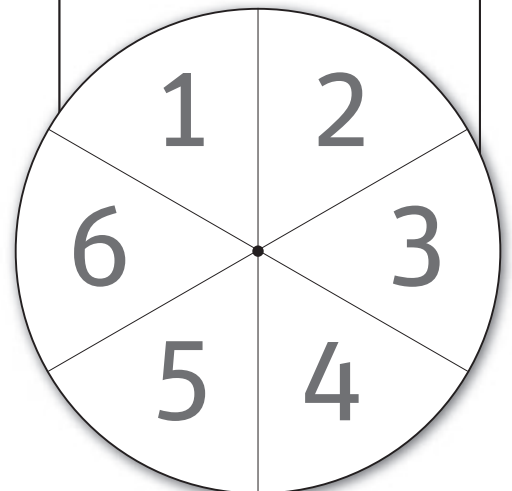
4

Si la diferencia es mayor de 40, el primer jugador recibe un punto.
Si la diferencia es menor de 40, el segundo jugador recibe un punto.
Si la diferencia es 40, ambos jugadores reciben un punto.

INTÉNTELO



Para jugar, coloque el lápiz con la punta hacia abajo en el centro del círculo, dentro de la curva del clip. Luego haga girar el clip con el dedo mientras mantiene el lápiz en su lugar.





UPDATE: Students show what they have learned about multiplication. They read multiplication word problems and figure the answers in two ways. This reinforces the connection of combining equal groups and multiplication. Students then tackle an open-ended money problem that has more than one solution.

Multiplication Capture

► Here is a game to play that will give your child more practice with multiplication. You will need a set of *Multiplication Capture* cards. Use 49 separate pieces of paper or index cards. Write one fact on each. Here is the list of facts.

0×0	1×0	2×0	3×0	4×0	5×0	6×0
0×1	1×1	2×1	3×1	4×1	5×1	6×1
0×2	1×2	2×2	3×2	4×2	5×2	6×2
0×3	1×3	2×3	3×3	4×3	5×3	6×3
0×4	1×4	2×4	3×4	4×4	5×4	6×4
0×5	1×5	2×5	3×5	4×5	5×5	6×5
0×6	1×6	2×6	3×6	4×6	5×6	6×6

Mix the 49 cards. Split the deck and deal 9 cards to each player. If playing again, remix the 49 cards, split the deck again, and deal 9 to each player so that for each game the players have different cards. Split the deck again.

HOW TO PLAY

1

Player A

Player B



Start with 9 cards each.
Place them facedown in a pile.

2

Player A

Player B



$$2 \times 1 = 2$$

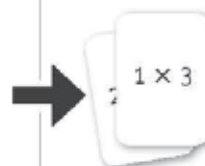
$$1 \times 3 = 3$$

Players turn over one
card each, and write
multiplication equations.

3

Player A

Player B



The player with the greater
product captures both cards.

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$0 \times 0$$

$$0 \times 1$$

$$0 \times 2$$

$$0 \times 4$$

$$0 \times 5$$

$$0 \times 6$$

$$1 \times 0$$

$$1 \times 1$$

$$1 \times 2$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$1 \times 3$$

$$1 \times 4$$

$$1 \times 5$$

$$1 \times 6$$

$$2 \times 0$$

$$2 \times 1$$

$$2 \times 2$$

$$2 \times 3$$

$$2 \times 4$$

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$2 \times 5$$

$$2 \times 6$$

$$3 \times 0$$

$$3 \times 1$$

$$3 \times 2$$

$$3 \times 3$$

$$3 \times 4$$

$$3 \times 5$$

$$3 \times 6$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$4 \times 0$$

$$4 \times 1$$

$$4 \times 2$$

$$4 \times 3$$

$$4 \times 4$$

$$4 \times 5$$

$$4 \times 6$$

$$5 \times 0$$

$$5 \times 1$$

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$5 \times 2$$

$$5 \times 3$$

$$5 \times 4$$

$$5 \times 5$$

$$5 \times 6$$

$$6 \times 0$$

$$6 \times 1$$

$$6 \times 2$$

$$6 \times 3$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$6 \times 4$$

$$6 \times 5$$

$$6 \times 6$$



Notas de interés para los maestros y familiares de los estudiantes que participan en el programa *Do The Math*



MULTIPLICACIÓN

A

Conceptos básicos

LECCIONES 26–30

NOTA: Los estudiantes muestran lo que han aprendido sobre multiplicación, leen un problema de multiplicación y calculan las respuestas de dos maneras distintas. Esta actividad refuerza la relación entre grupos iguales y la multiplicación. Luego, los estudiantes resuelven un problema sobre dinero, que tiene más de una solución.

Captura de multiplicaciones

- Este juego le dará a su niño la oportunidad de seguir practicando la multiplicación. Necesitarán tarjetas de Captura de multiplicaciones. Use 36 tarjetas de fichero o trozos de papel. Escriba una operación en cada una. Ésta es la lista de operaciones.

1×1	2×1	3×1	4×1	5×1	6×1
1×2	2×2	3×1	4×2	5×2	6×2
1×3	2×3	3×1	4×3	5×3	6×3
1×4	2×4	3×1	4×4	5×4	6×4
1×5	2×5	3×1	4×5	5×5	6×5
1×6	2×6	3×6	4×6	5×6	6×6

Mezcle las 36 tarjetas. Divida la pila a la mitad y déle 9 tarjetas a cada jugador. Si juegan de nuevo, vuelva a mezclar las 36 tarjetas, retire la mitad, y déle 9 a cada jugador, de modo que en cada partida los jugadores reciban tarjetas diferentes.

CÓMO JUGAR

1

Jugador A

Jugador B



Comiencen con 9 tarjetas cada uno. Pónganlas boca abajo en una pila.

2

Jugador A

Jugador B

$$2 \times 1$$

$$1 \times 3$$

$$2 \times 1$$

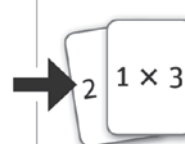
$$1 \times 3$$

Cada jugador voltea una tarjeta y escribe las ecuaciones de multiplicación.

3

Jugador A

Jugador B



El jugador con el mayor producto "captura" las dos tarjetas.

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$0 \times 0$$

$$0 \times 1$$

$$0 \times 2$$

$$0 \times 4$$

$$0 \times 5$$

$$0 \times 6$$

$$1 \times 0$$

$$1 \times 1$$

$$1 \times 2$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$1 \times 3$$

$$1 \times 4$$

$$1 \times 5$$

$$1 \times 6$$

$$2 \times 0$$

$$2 \times 1$$

$$2 \times 2$$

$$2 \times 3$$

$$2 \times 4$$

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$2 \times 5$$

$$2 \times 6$$

$$3 \times 0$$

$$3 \times 1$$

$$3 \times 2$$

$$3 \times 3$$

$$3 \times 4$$

$$3 \times 5$$

$$3 \times 6$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$4 \times 0$$

$$4 \times 1$$

$$4 \times 2$$

$$4 \times 3$$

$$4 \times 4$$

$$4 \times 5$$

$$4 \times 6$$

$$5 \times 0$$

$$5 \times 1$$

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$5 \times 2$$

$$5 \times 3$$

$$5 \times 4$$

$$5 \times 5$$

$$5 \times 6$$

$$6 \times 0$$

$$6 \times 1$$

$$6 \times 2$$

$$6 \times 3$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$6 \times 4$$

$$6 \times 5$$

$$6 \times 6$$



UPDATE: Students continue to work with the *Multiplication Chart*. They also draw rectangles and then cut them out to help them fill in the products on a blank *Multiplication Chart*.

Multiplication Capture

► This game will give your child practice multiplying with numbers from 1 through 6.

To play, you will need a set of *Multiplication Capture* cards 1×1 through 6×6 .

HOW TO PLAY

1

Player A

Player B



Start with 9 cards each.
Place them facedown in a pile.

2

Player A

Player B

$$2 \times 1$$

$$1 \times 3$$

$$2 \times 1 = 2$$

$$1 \times 3 = 3$$

Players turn over one
card each, and write
multiplication equations.

3

Player A

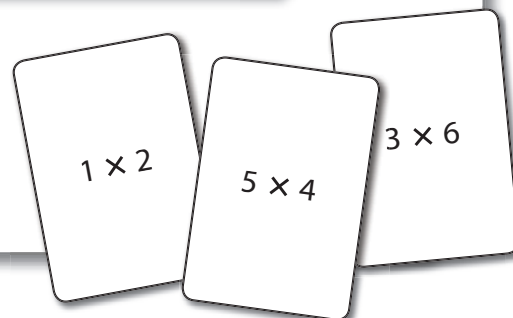
Player B



$$1 \times 3$$

The player with the greater
product captures both cards.

This game is similar to the game *War* except that in this game the players write multiplication equations for each turn. Mix the 36 cards and deal half to each player. If, on a turn, both cards have the same product, proceed as in *War*—putting 2 more cards face down and turning the next card face up. The greater card takes all the cards in play from that turn.



TRY THIS

To make a set of number cards, write each of the 36 multiplication facts on separate pieces of paper or index cards.

1×1	2×1	3×1	4×1	5×1	6×1
1×2	2×2	3×2	4×2	5×2	6×2
1×3	2×3	3×3	4×3	5×3	6×3
1×4	2×4	3×4	4×4	5×4	6×4
1×5	2×5	3×5	4×5	5×5	6×5
1×6	2×6	3×6	4×6	5×6	6×6

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$0 \times 0$$

$$0 \times 1$$

$$0 \times 2$$

$$0 \times 4$$

$$0 \times 5$$

$$0 \times 6$$

$$1 \times 0$$

$$1 \times 1$$

$$1 \times 2$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$1 \times 3$$

$$1 \times 4$$

$$1 \times 5$$

$$1 \times 6$$

$$2 \times 0$$

$$2 \times 1$$

$$2 \times 2$$

$$2 \times 3$$

$$2 \times 4$$

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$2 \times 5$$

$$2 \times 6$$

$$3 \times 0$$

$$3 \times 1$$

$$3 \times 2$$

$$3 \times 3$$

$$3 \times 4$$

$$3 \times 5$$

$$3 \times 6$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$4 \times 0$$

$$4 \times 1$$

$$4 \times 2$$

$$4 \times 3$$

$$4 \times 4$$

$$4 \times 5$$

$$4 \times 6$$

$$5 \times 0$$

$$5 \times 1$$

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$5 \times 2$$

$$5 \times 3$$

$$5 \times 4$$

$$5 \times 5$$

$$5 \times 6$$

$$6 \times 0$$

$$6 \times 1$$

$$6 \times 2$$

$$6 \times 3$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$6 \times 4$$

$$6 \times 5$$

$$6 \times 6$$



NOTA: Los estudiantes continúan trabajando con la tabla de multiplicación. También dibujan rectángulos y luego los recortan como ayuda para agregar los productos en una tabla de multiplicación en blanco.

Captura de multiplicaciones

➤ Este juego le dará a su niño la oportunidad de practicar la multiplicación con números del 1 al 6.

CÓMO JUGAR

1

Jugador A

Jugador B



Empezan con 9 tarjetas cada uno. Póngalas boca abajo en una pila.

2

Jugador A

Jugador B

$$2 \times 1$$

$$1 \times 3$$

$$2 \times 1 = 2$$

$$1 \times 3 = 3$$

Cada jugador voltea una tarjeta y escribe ecuaciones de multiplicación.

3

Jugador A

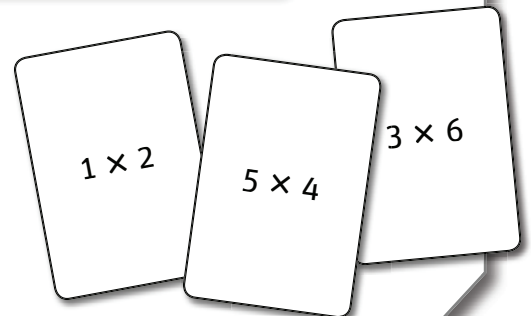
Jugador B



$$1 \times 3$$

El jugador con el mayor producto "captura" las dos tarjetas.

Este juego es similar al juego *Guerra*, sólo que en este juego los jugadores escriben ecuaciones de multiplicación para cada partida. Mezcle las 36 tarjetas y déle la mitad a cada jugador. Si en una misma partida las dos tarjetas tienen el mismo producto, haga lo mismo que en el juego *Guerra*, es decir, ponga 2 tarjetas más boca abajo y dé la vuelta a la próxima tarjeta. La tarjeta más grande "captura" todas las otras tarjetas en juego en esa partida.



INTÉNTELO

Para hacer un juego de tarjetas numéricas escriba cada una de estas 36 operaciones de multiplicación en una tarjeta de fichero o en un trozo de papel.

1×1	2×1	3×1	4×1	5×1	6×1
1×2	2×2	3×2	4×2	5×2	6×2
1×3	2×3	3×3	4×3	5×3	6×3
1×4	2×4	3×4	4×4	5×4	6×4
1×5	2×5	3×5	4×5	5×5	6×5
1×6	2×6	3×6	4×6	5×6	6×6

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$0 \times 0$$

$$0 \times 1$$

$$0 \times 2$$

$$0 \times 4$$

$$0 \times 5$$

$$0 \times 6$$

$$1 \times 0$$

$$1 \times 1$$

$$1 \times 2$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$1 \times 3$$

$$1 \times 4$$

$$1 \times 5$$

$$1 \times 6$$

$$2 \times 0$$

$$2 \times 1$$

$$2 \times 2$$

$$2 \times 3$$

$$2 \times 4$$

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$2 \times 5$$

$$2 \times 6$$

$$3 \times 0$$

$$3 \times 1$$

$$3 \times 2$$

$$3 \times 3$$

$$3 \times 4$$

$$3 \times 5$$

$$3 \times 6$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$4 \times 0$$

$$4 \times 1$$

$$4 \times 2$$

$$4 \times 3$$

$$4 \times 4$$

$$4 \times 5$$

$$4 \times 6$$

$$5 \times 0$$

$$5 \times 1$$

Multiplication Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$5 \times 2$$

$$5 \times 3$$

$$5 \times 4$$

$$5 \times 5$$

$$5 \times 6$$

$$6 \times 0$$

$$6 \times 1$$

$$6 \times 2$$

$$6 \times 3$$

Multiplication Capture Cards

➤ **DIRECTIONS:** Cut out the cards below and use them to play *Multiplication Capture*.



$$6 \times 4$$

$$6 \times 5$$

$$6 \times 6$$



Notes of interest to the classroom teachers and families of students participating in the **Do The Math** program

+ ADDITION & SUBTRACTION A Addition With Sums up to 100 LESSONS 26–30

UPDATE: Students learn to add two-digit numbers—splitting each number into tens and ones, adding the tens and then the ones, and then combining the two answers ($23 + 45$: $20 + 40 = 60$ and $3 + 5 = 8$ so $23 + 45 = 60 + 8$ or 68). When adding vertically they learn to add from left to right—adding the 10s first and then the 1s.

Shop and Add

➤ Here is an activity that will give your child practice adding numbers less than 100.

Each player will need a pencil and a piece of paper to do the addition and keep score.

1



Spin 1

Spin 2

For each turn, spin the spinner two times.

2

$$65 + 32 = 97$$

Use the price list to write the two prices. Add them to figure the total cost.

3

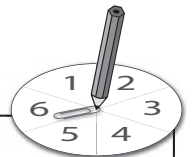
The other player takes a turn. The player with the higher total gets a point.

Continue taking turns. The first player to get 5 points wins.

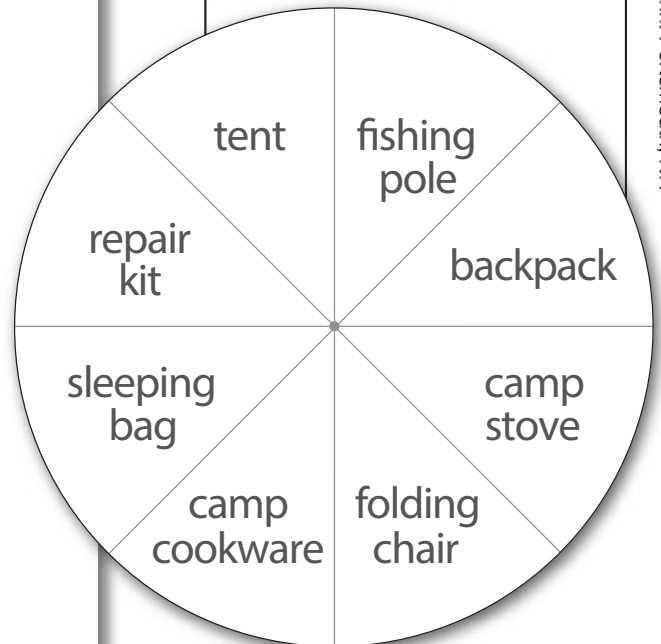
Sporting Goods Online Catalog Price List

portable tent	\$65	fishing pole	\$14
bike repair kit	\$24	backpack	\$18
sleeping bag	\$34	camp stove	\$32
camping cookware	\$27	folding chair	\$19

TRY THIS



To use a spinner you need a paper clip and a pencil. Place the pencil point in the center of the circle and inside the curve of the paper clip. While holding the pencil in place, flick the paper clip with your finger.





Notas de interés para los maestros y familiares de los estudiantes que participan en el programa **Do The Math**



SUMA Y RESTA



Sumas con totales hasta 100

LECCIONES 26–30

NOTA: Los estudiantes aprenden a sumar números de dos dígitos separando cada número en decenas y unidades, sumando las decenas y seguidamente las unidades y después, combinando los dos resultados ($23 + 45$: $20 + 40 = 60$ y $3 + 5 = 8$ por lo tanto $23 + 45 = 60 + 8$ o 68). Al sumar verticalmente, aprenden también a sumar de izquierda a derecha, sumando las decenas primero y las unidades después. Los estudiantes también aprenden a hallar totales de tres números.

Compre y sume

- Esta actividad le da a su niño la oportunidad de adquirir práctica sumando números menores de 100.

Cada jugador va a necesitar un lápiz y una hoja de papel para hacer la suma y escribir los resultados.

1



1er turno

2do turno

En cada turno, haga girar la flecha dos veces.

2

$$65 + 32 = 97$$

Use la lista de precios para escribir los dos precios. Súmelos para calcular el total.

3

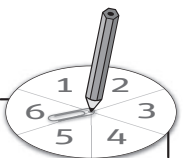
Ahora es el turno del otro jugador. El jugador con el total mayor consigue un punto.

Continúen turnándose. Gana el primer jugador que consiga 5 puntos.

Catálogo de precios de equipos deportivos en internet.

tienda de campaña	\$65	caña de pescar	\$14
juego de herramientas	\$24	mochila	\$18
saco de dormir	\$34	cocina portátil	\$232
utensilios de cocina	\$27	silla plegable	\$19

TRY THIS



Para usar la flecha giratoria de abajo, necesita un clip, un lápiz y la rueda con números. Coloque el lápiz con la punta hacia abajo en el centro del círculo, dentro de la curva del clip. Luego, haga girar el clip con el dedo mientras mantiene el lápiz en su lugar.



Lesson 4

$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$

M.I.N.D. 2.0: Multidigit Addition (3+3 no regrouping)

Lesson 1

$\begin{array}{r} 426 \\ + 453 \\ \hline \end{array}$	$\begin{array}{r} 362 \\ + 535 \\ \hline \end{array}$	$\begin{array}{r} 243 \\ + 545 \\ \hline \end{array}$	$\begin{array}{r} 634 \\ + 354 \\ \hline \end{array}$
$\begin{array}{r} 234 \\ + 554 \\ \hline \end{array}$	$\begin{array}{r} 643 \\ + 345 \\ \hline \end{array}$	$\begin{array}{r} 462 \\ + 435 \\ \hline \end{array}$	$\begin{array}{r} 326 \\ + 553 \\ \hline \end{array}$
$\begin{array}{r} 236 \\ + 553 \\ \hline \end{array}$	$\begin{array}{r} 436 \\ + 453 \\ \hline \end{array}$	$\begin{array}{r} 623 \\ + 355 \\ \hline \end{array}$	$\begin{array}{r} 346 \\ + 543 \\ \hline \end{array}$
$\begin{array}{r} 453 \\ + 436 \\ \hline \end{array}$	$\begin{array}{r} 253 \\ + 536 \\ \hline \end{array}$	$\begin{array}{r} 355 \\ + 623 \\ \hline \end{array}$	$\begin{array}{r} 364 \\ + 534 \\ \hline \end{array}$

Lesson 19

$\begin{array}{r} 396 \\ + 316 \\ \hline \end{array}$	$\begin{array}{r} 957 \\ + 359 \\ \hline \end{array}$	$\begin{array}{r} 866 \\ + 475 \\ \hline \end{array}$	$\begin{array}{r} 537 \\ + 432 \\ \hline \end{array}$
$\begin{array}{r} 372 \\ + 525 \\ \hline \end{array}$	$\begin{array}{r} 463 \\ + 323 \\ \hline \end{array}$	$\begin{array}{r} 775 \\ + 125 \\ \hline \end{array}$	$\begin{array}{r} 656 \\ + 368 \\ \hline \end{array}$
$\begin{array}{r} 634 \\ + 225 \\ \hline \end{array}$	$\begin{array}{r} 396 \\ + 687 \\ \hline \end{array}$	$\begin{array}{r} 729 \\ + 595 \\ \hline \end{array}$	$\begin{array}{r} 865 \\ + 178 \\ \hline \end{array}$
$\begin{array}{r} 745 \\ + 253 \\ \hline \end{array}$	$\begin{array}{r} 261 \\ + 227 \\ \hline \end{array}$	$\begin{array}{r} 549 \\ + 389 \\ \hline \end{array}$	$\begin{array}{r} 487 \\ + 915 \\ \hline \end{array}$

Name: _____

Multi to 81

FACTS ON Fire

Lesson 9

$$\begin{array}{r} x \ 4 \\ \hline 24 \end{array}$$

$$\begin{array}{r} x \ 7 \\ \hline 21 \end{array}$$

$$\begin{array}{r} x \ 9 \\ \hline 45 \end{array}$$

$$\begin{array}{r} x \ 6 \\ \hline 30 \end{array}$$

$$\begin{array}{r} x \ 4 \\ \hline 12 \end{array}$$

$$\begin{array}{r} x \ 3 \\ \hline 24 \end{array}$$

$$\begin{array}{r} x \ 9 \\ \hline 81 \end{array}$$

$$\begin{array}{r} x \ 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} x \ 9 \\ \hline 72 \end{array}$$

$$\begin{array}{r} x \ 2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} x \ 8 \\ \hline 64 \end{array}$$

$$\begin{array}{r} x \ 9 \\ \hline 27 \end{array}$$

$$\begin{array}{r} x \ 4 \\ \hline 28 \end{array}$$

$$\begin{array}{r} x \ 7 \\ \hline 42 \end{array}$$

$$\begin{array}{r} x \ 8 \\ \hline 56 \end{array}$$

$$\begin{array}{r} x \ 7 \\ \hline 49 \end{array}$$

$$\begin{array}{r} x \ 7 \\ \hline 35 \end{array}$$

$$\begin{array}{r} x \ 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} x \ 9 \\ \hline 36 \end{array}$$

$$\begin{array}{r} x \ 6 \\ \hline 54 \end{array}$$

$$\begin{array}{r} x \ 2 \\ \hline 16 \end{array}$$

$$\begin{array}{r} x \ 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} x \ 9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} x \ 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} x \ 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} x \ 4 \\ \hline 20 \end{array}$$

$$\begin{array}{r} x \ 8 \\ \hline 24 \end{array}$$

$$\begin{array}{r} x \ 8 \\ \hline 56 \end{array}$$

$$\begin{array}{r} x \ 6 \\ \hline 30 \end{array}$$

$$\begin{array}{r} x \ 5 \\ \hline 20 \end{array}$$

$$\begin{array}{r} x \ 6 \\ \hline 48 \end{array}$$

$$\begin{array}{r} x \ 3 \\ \hline 9 \end{array}$$

$$\begin{array}{r} x \ 8 \\ \hline 32 \end{array}$$

$$\begin{array}{r} x \ 6 \\ \hline 36 \end{array}$$

$$\begin{array}{r} x \ 5 \\ \hline 45 \end{array}$$

$$\begin{array}{r} x \ 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} x \ 2 \\ \hline 16 \end{array}$$

$$\begin{array}{r} x \ 8 \\ \hline 32 \end{array}$$

$$\begin{array}{r} x \ 2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} x \ 8 \\ \hline 56 \end{array}$$

$$\begin{array}{r} x \ 5 \\ \hline 25 \end{array}$$

$$\begin{array}{r} x \ 4 \\ \hline 36 \end{array}$$

$$\begin{array}{r} x \ 4 \\ \hline 16 \end{array}$$

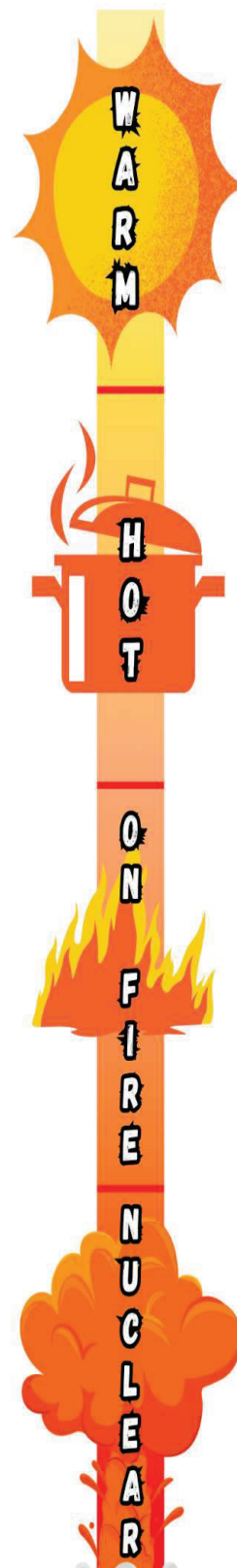
$$\begin{array}{r} x \ 5 \\ \hline 35 \end{array}$$

$$\begin{array}{r} x \ 7 \\ \hline 63 \end{array}$$

$$\begin{array}{r} x \ 9 \\ \hline 27 \end{array}$$

$$\begin{array}{r} x \ 9 \\ \hline 63 \end{array}$$

$$\begin{array}{r} x \ 2 \\ \hline 14 \end{array}$$



NUMBER CORRECT:

RATING: