

# Third Grade Overview

	First Semester	Second Semester
Language Arts	<ul style="list-style-type: none"> <li>• Sentence composition</li> <li>• Paragraph composition</li> <li>• Memorization and recitation</li> <li>• Suffixes</li> <li>• Parts of speech</li> <li>• Punctuation and capitalization</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling rules</li> <li>• Folk talks and classic literature</li> <li>• Cursive handwriting</li> <li>• Reading aloud with fluency</li> </ul>
	<ul style="list-style-type: none"> <li>• Syllabication</li> <li>• Poetry and classic literature</li> <li>• Cursive handwriting</li> <li>• Reading aloud with fluency</li> <li>• Story summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Vowel-consonant combinations</li> <li>• Journaling</li> <li>• Correcting faulty sentences</li> <li>• Parts of speech</li> <li>• Poetry, folk tales, and classic literature</li> </ul>
Social Studies	<p><i>HISTORY</i></p> <ul style="list-style-type: none"> <li>• Ancient cultures</li> <li>• Ancient writing systems</li> <li>• Native American creation stories</li> <li>• American Frontier</li> </ul>	<p><i>GEOGRAPHY</i></p> <ul style="list-style-type: none"> <li>• Latitude and longitude</li> <li>• Mapping skills</li> <li>• Continents and oceans</li> <li>• Ancestry</li> </ul>
	<p><i>ECONOMICS</i></p> <ul style="list-style-type: none"> <li>• Interdependence of resources</li> <li>• Traditional jobs</li> <li>• Specialization and trade</li> </ul>	<p><i>CIVICS</i></p> <ul style="list-style-type: none"> <li>• Forms of government</li> <li>• Laws and community rules</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Movements of Earth and moon</li> <li>• Gravity</li> <li>• Decomposition</li> <li>• Photosynthesis</li> <li>• The water cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Weather patterns and phenomena</li> <li>• Seasonal changes</li> <li>• Global climate zones</li> </ul>
	<ul style="list-style-type: none"> <li>• Seasonal weather cycles</li> <li>• Biomes</li> <li>• Earthquakes and volcanoes</li> <li>• Erosion and weathering</li> </ul>	<ul style="list-style-type: none"> <li>• Rock cycle</li> <li>• Geology</li> <li>• Extinct and endangered species</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Commutative and associative properties</li> <li>• Borrowing and carrying</li> <li>• Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Telling time</li> <li>• Weights and measures</li> <li>• Money math</li> <li>• Zeros in multiplication</li> </ul>
	<ul style="list-style-type: none"> <li>• Form drawing</li> <li>• Geometry</li> <li>• Division with remainders</li> </ul>	<ul style="list-style-type: none"> <li>• Roman numerals</li> <li>• Multistep mental math</li> <li>• Temperature measurements</li> </ul>
Art	Students explore color through watercolor painting and crayon drawing as they illustrate the many stories and poems presented in language arts.	
Music	Students continue to develop their recorder playing skills by learning several new notes and mastering simple songs.	
Crafts	Students engage in various hands-on activities that help develop fine-motor coordination and focus. Highlights include crocheting a scarf, working with clay, and completing crafts from Oak Meadow's <i>Crafts for the Early Grades</i> .	
Health	The book <i>Healthy Living from the Start</i> provides the basis for a yearlong health course. Families explore topics relevant to their child's growth and development including nutrition, the growing body, hygiene, community, emotions, and safety.	

# Grade 3

## Resource Book



**Oak Meadow**

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# Introduction

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## Introduction to Third Grade

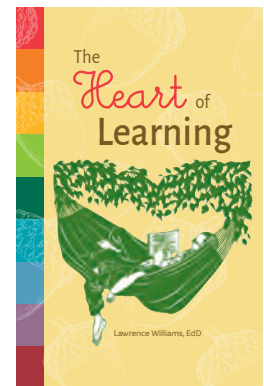
Welcome to third grade! At this age, children become more aware of their individual nature and have a better perspective of the world around them. Third graders begin learning to write in cursive and are introduced to music notation among many other exciting firsts! Children of this age are becoming increasingly independent in their reading, and they begin to experience the worlds that are revealed in the pages of a book. This introduction will give you a clear sense of the educational journey you are about to share with your child.

Oak Meadow curriculum responds to growing intellectual development as the grades progress.

## Course Materials

The Oak Meadow third grade course consists of the following materials:

- **Oak Meadow Grade 3 Coursebook** provides all the instructions and assignments for the full year of third grade.
- **Oak Meadow Grade 3 Resource Book** (this book) includes extensive instructions about teaching each subject, plus all the stories you will be reading this year in social studies. It also includes an extensive set of math practice pages, which you will have the option of using in each lesson.
- **The Heart of Learning** provides important support and guidance for the homeschooling parent through a series of essays on the educational philosophy and learning principles behind the early grades of Oak Meadow. It includes information on child development as well as suggestions on how to develop your skills as a home teacher.
- **Oak Meadow Guide to Teaching the Early Grades** includes practical information on how to present the academic and artistic lesson material, as well as an extensive collection of songs, poems, and action verses that you'll be using through the early grades.



### **The Heart of Learning**

is a series of essays on the educational philosophy and learning principles behind the early grades of Oak Meadow.

- **Oak Meadow Circle Time Songs CD** provides musical inspiration for your circle time.
- **Oak Meadow Crafts for the Early Grades** includes all the instructions for crafts mentioned in the coursebook.
- **Cooking Class: 57 Fun Recipes Kids Will Love to Make (and Eat!)** includes simple recipes to use with your child in the kitchen.
- **The All-New Woodworking for Kids** is an excellent book of fun woodworking projects that help your child develop basic carpentry skills.
- **Healthy Living from the Start: A Health Curriculum for Grades K–3** offers a wide range of activities around health-related topics. Each lesson includes a set of activities to choose from for each grade level, making it easy to use with children of different ages.

## Supplies Needed throughout the Year

In addition to the materials listed in each lesson, the following items will be used throughout the year and can be obtained at local craft and art supply stores.

**Main Lesson Books:** These are large format, spiral-bound blank books that will be used for most of your child's lesson work. We recommend one for language arts and social studies, one for science, and one for math. You will probably use three main lesson books in the first semester, and three in the second semester. (More details on using the main lesson books are below.)

**Colored Pencils:** A good set of colored pencils will help your child as they begin to produce more writing.

**Beeswax Block or Stick Crayons:** A good quality set of crayons in the seven colors of the rainbow is an excellent choice.

**Watercolor Paints:** You will want to have one tube each of blue, red, and yellow. Your child will have the opportunity to explore how these three primary colors form the basis of every other color.

**Watercolor Paintbrushes:** We recommend brushes with a broad bristle ( $\frac{3}{4}$ "). You will want one for you and one for your child.

**Watercolor Paper:** Sturdy 90-lb. paper in a 9" × 12" size works very well.

**Modeling Material:** Clay sculpting is introduced this year so you will want a large block of clay on hand (see *Oak Meadow Guide to Teaching the Early Grades* or *Oak Meadow Crafts for the Early Grades* for information on using and storing clay). Beeswax is a delightful material that softens in the hand and has a wonderful smell and comes in beautiful colors. It can take some getting used to, so be patient as you and your child become familiar with it.

**Paper:** You will want to have a good supply of practice or scratch paper. Copier paper works well.

**Deck of Cards:** Cards are an excellent way to practice math skills.

**Globe and/or World Map:** A globe is a wonderful addition to any household, as is a good world atlas or world map.

You will find a complete list of materials, sorted both by lesson and alphabetically, in the appendix of the coursebook.

## How the Course Is Set Up

This curriculum is divided into 36 lessons, each intended to be completed over the course of one week. Each lesson includes explorations for circle time, language arts, social studies, math, science, arts and crafts, music, and health. You will also see the following sections in the coursebook:

**Weekly Planner:** This is a blank form that you can use each week to plan out your schedule. You can coordinate walks, trips to the library, and projects that need some advance preparation on your weekly planner, and then return to it to jot down notes about what worked well, what needs more attention, and what you'd like to save to work on at a later time. You will use your weekly planner to keep track of what you did each week—this can make year-end reporting and documentation much easier.

**Assignment Summary:** You'll find a checklist of assignments at the beginning of each lesson. This lets you check off assignments as you complete them and see at a glance what still needs to be done.

**Materials List:** We've included a materials list for each lesson, divided by project or activity. You can use this to prepare in advance for each day's work. There is a complete list of materials in the appendix, as well, if you'd like to stock up in advance.

**Learning Assessment:** At the end of each lesson, we've included a learning assessment form to help you track your child's progress and stay attuned to the key competencies that are being developed. Some parents may want to create their own rubrics or bypass formal assessment entirely for the time being. The learning assessment forms can provide an easy way to document your child's development for reporting purposes.

**For Enrolled Students:** This section is for families who are enrolled in Oak Meadow and are sending their work to an Oak Meadow teacher. It provides information and reminders about how and when to submit work.

You will find, especially in the early lessons, specific instructions and a range of suggestions for how to structure the day, introduce subjects, and proceed through the activities. However, we encourage home teachers to try a variety of methods as the year goes on.

We urge you to stay responsive to your child and make adjustments along the way based on your child's interests and needs. Your sincere interest in both your child and in the subject material will draw forth the spark of learning. Beyond the lesson plans and the activities, it is who you are and what you bring to the learning relationship that makes it successful and rewarding. The Oak Meadow



curriculum is not solely focused on filling children with facts, but in helping parents and children become intelligent human beings, able to respond thoughtfully, imaginatively, and effectively to the world in which they live.

## How to Begin

If this is your first experience with homeschooling, understand that it can take weeks or even a few months before you and your child have settled into a rhythm and routine that feels natural and productive. Be patient with yourself and your child. Expect that things may feel awkward or even unsuccessful in your first few lessons. You and your child will soon learn what works well and what does not, and together you will find your own unique and enjoyable approach to homeschooling.

In the meantime, here are a few tips that will help your homeschooling journey be more successful.

- After reading the introductory section, read through lesson 1 to get a sense of what you will be doing in the first week. Look ahead several lessons so that you become familiar with the weekly format and the pace of the activities.
- Reference the materials list and gather needed supplies. You may want to do this one week at a time, or gather all the materials you'll need for several months in advance.
- Begin reading *The Heart of Learning* and *Oak Meadow Guide to Teaching the Early Grades*. You don't have to complete both before you begin your lesson work, but it will be helpful to familiarize yourself with what each contains, and give yourself time to absorb some of it. You will probably find yourself referring back to both of these books throughout the year.
- After you have looked through all your materials and read a few lessons, if you have questions that are not answered by looking over more lessons or rereading the introductory section, feel free to call the Oak Meadow office to ask for clarification.

## How to Use the Main Lesson Book

The main lesson book serves as a way to collect all of your child's work in one place. You may want to have a set of main lesson books for your child and another set of books for yourself—this way you can work together side by side.





In each main lesson book (MLB), your child will fill the blank pages with beautiful, colorful drawings, and carefully formed letters and numbers. Your child should be encouraged to put their best work in this book and to take the time to decorate the borders of the pages, to add detail to drawings, and to take up the whole page. You can model this behavior in your own main lesson book. You can also glue into the MLB photos of larger projects, leaves and seeds collected for science studies, and anything else you would like to include in this special book. A main lesson book takes on a marvelous personality during the course of the year, and becomes a treasured record of your child's educational journey.

We encourage the use of both crayons and colored pencils for drawing and writing, and Oak Meadow's main lesson books come with onion skin paper between the pages to keep the crayon drawing from rubbing off on other pages. Unlike markers or pens, crayons and colored pencils produce a softer, more changeable line that encourages students to trace over their work if they need to change the shape of a form, letter, or number.

As your child begins to write more, they will probably want to use pencils instead of crayons because they produce a more refined line and make it easier to write legibly in a smaller space. Your child may want to switch to a graphite pencil or may continue to use colored pencils throughout the year.

## Circle Time

It is helpful to start each day with a brief time of gathering together, which we call circle time. It is often easy and fun to include brothers, sisters, and other family members in circle time. Through vigorous, playful rhyming verses, songs, and large and small motor activities, the body will "wake up" and become ready for more focused work later in the morning.

Here are some tips for a successful circle time:

**Location:** When possible, have your morning circle in the same area of your home each morning, so this place becomes associated with the activity. An open, uncluttered space with nice morning light is particularly nice.

**Beginning verse:** Say the opening verse (or a poem of your choice) once everyone is sitting or standing together. Your child will join you as the verse becomes familiar. Speaking clearly emphasizes the sounds of the letters in a way that can greatly enhance the language arts lessons. You will find suggested verses throughout the coursebook.

**Songs, movement verses, and finger plays:** Each day you will do several songs and verses, many of which will have movements. Finger plays are verses that are acted out using the hands in some way, and movement verses encourage more full-body involvement. It is important to use the same songs and verses each day for at least a week, or even several weeks, so that your child has time to learn them and become fully involved. Children love repetition! Add one or two new songs and verses each week, but go back to familiar versus frequently. Many finger plays, verses, songs, and activities are included in the *Oak Meadow Guide to Teaching the Early Grades* and you can learn the tunes to the songs by listening to the *Oak Meadow Circle Time Songs* CD. You may also remember some childhood favorites, or you can get a book from the library for more ideas. Add

stretching, skipping, jumping, and crawling games to really get things moving. Get down on the floor and roll around. Be silly, playful, and energetic!

**Closing verse:** End with the closing verse before you begin the morning's main lesson. We suggest you use the same opening and closing verse for about three months. Surprisingly, children do not tend to get tired of the opening and closing verses since these verses act as markers for the beginning and end of circle time. You will find new opening and closing verses introduced every 12 weeks (lesson 1, lesson 13, and lesson 25).

## Creating a Daily Structure and Rhythm

We have written the curriculum so that each subject is presented in a natural, informal manner. It is always beneficial when children do not feel forced into the activity, but instead become involved because it sparks something within them. Some children enjoy a consistent schedule for “school” each day, and for those children it is important to maintain regular periods, but this is not necessarily the most effective way to approach homeschooling for most children. We feel that the best approach is often to integrate the projects and assignments into the natural flow of daily activities. In this way, the child gradually develops the attitude that expanding one's knowledge and capabilities is part of the process of life, and indeed is what life is all about.

Regardless of whether or not you establish a regular school schedule, creating a consistent daily rhythm is highly recommended. Living and learning are synonymous, and homeschooling should feel like a natural extension of family life. Taking the time and effort to establish your daily rhythm will make a difference in the long run. Children naturally need a lot of freedom to explore and express themselves creatively. They also need to have opportunities to move from active, outward (“expanded”) states, such as during vigorous or social play, to more inward, focused (“contracted”) states, such as reading or writing. When children are either expanded or contracted for too long a period of time, they become restless and irritable.

The following schedule offers a natural balance between active and focused periods and provides a good foundation for a daily routine.

**Circle time:** After the morning routine of dressing and eating breakfast is finished, start your day with 15 minutes of verses, songs, and movement activities.

**Morning main lesson:** After circle time, proceed to a 60-minute main lesson activity. We suggest that you focus on language arts five days a week, and math three to four days a week. You can break up the morning main lesson into two segments of a half hour (or 45 minutes, depending on what you are doing that day). Some days you will need more time, and some days less time to complete your work. You can do language arts and math in the morning, and social studies and science during the afternoon session. This is just a suggestion, of course—you can plan your schedule according to whatever works best for your child and your family.

**Creative free play:** This is a daily time when you can attend to your other responsibilities, while also allowing your child to play freely or imitate you in your activities. Provide many opportunities for creative play, and consider this play period an important part of learning. There are many suggestions for creative play in this introduction, and we encourage you to frequently put away unused toys and introduce new elements for your child to discover.

**Afternoon lesson time:** After lunch, take about 45–60 minutes to focus on science lessons (three times per week) and social studies lessons (two to three times per week). Three days a week, include arts and crafts, music, and health.

**Outings and field trips:** Walks through the neighborhood, trips to stores, visits to museums, and play dates at the playground are all learning experiences that you can integrate into your home-schooling day. Bringing your child out into a range of social environments helps them learn a great deal about the larger community and is an important element of your home-based education. Make note of special outings on your weekly planner and incorporate them into your week's activities.

**Creative free play:** After dinner, allow opportunities for relaxed play in the evening.

**Bedtime routine:** Your bedtime story will become an important part of the next day's lessons. You'll find more detailed suggestions for a bedtime routine below.

## **Creating a Simple Bedtime Routine**

Children have a real need for order and rhythm in their lives, and the bedtime ritual is an important part of this routine. It can be short or long and can include a variety of elements, depending on the needs of the child and the parents, but the basic purpose is always the same: to help the child calm down from the day's activities and prepare for sleep. During the bedtime routine, brief conversations often occur that can range from the practical to the sublime, and help to resolve the concerns of the day and prepare the child for a restful night's sleep.

For all of us, sleep is a time of rejuvenation—a time to let go of our daily concerns and recharge ourselves physically, emotionally, and mentally. When we view sleep in this light and prepare ourselves consciously for it each night, we derive the greatest benefit from it. As important as this is for adults, it is even more important for children because they are more sensitive than adults and are more influenced by what they experience prior to sleeping.

We offer the following tips to help you create a healthy and satisfying bedtime routine.

**Be consistent, but not rigid:** Try to be consistent in the timing and the sequence of the elements of the routine, but don't let the routine become more important than the child. The whole tone of the bedtime ritual should be relaxed and loving, not pressured and forceful. If change is necessary, talk with your child about it first. Children can be quite reasonable when they know their needs, ideas, and feelings are respected.

**Make a smooth transition:** A smooth bedtime routine can help you end your day with a feeling of harmony. However, for many parents, bedtime is a source of conflict. Most of the problems that arise are a result of not giving children sufficient opportunity to make the transition from the “waking mode” to the “sleeping mode.” Just as people need time in the morning to wake up, so they need time in the evening to slow down and prepare for sleep. If you want your child to go to bed at 8:00, you can’t stay busy until 7:45 and expect your child to be quietly lying in bed at 8:00. At about 7:00, you should set aside what you are doing and begin the bedtime routine. By giving yourself and your child sufficient time in the evening, you provide an opportunity for quiet talk and a feeling of closeness as your child gradually prepares for sleep.

**Focus on activities with value:** Bedtime is a perfect time to focus on things that have a broader perspective or a deeper significance than the little concerns of the day. At the close of the day, there is a natural tendency to want to put everything in perspective, to consider the more intangible and enduring aspects of our lives, and children feel the same need. Simple conversations that arise at bedtime, as children (and parents) reflect on things that they have experienced during the course of the day, are often a wonderful way to connect with one another and with the inner values you share.

This process can be helped by reading or telling stories that have a timeless value, such as the great myths, legends, fables, and fairy tales that have been handed down from generation to generation. Stories such as these contain profound messages, and enable children to experience the deeper aspects of life. This creates an opportunity to appreciate and enjoy each other as loving human beings who are sharing a journey of discovery together.

## Creating a Supportive Homeschooling Environment

We offer the following ideas to families who are beginning to think about creating a new learning environment in the home. While much of it may seem to be common sense, we all need reminders to reconnect with the simple elements of creating a nurturing home for young children. It is easy to be lured by the “more is better” culture; we all end up with toy rooms overstuffed with toys, with videos and games that overstimulate, and with a weekly to-do list that feels more like a circus than a schedule. Yet, when considering introducing the new elements of homeschooling, it is important to look at your home environment with fresh eyes.

This is a great opportunity to make any changes and adjustments you have been intending to make. Even subtle or simple changes in the way a room is organized, or reducing the amount of screen time and overall media noise in your home, can have a renewing and enlivening effect on every family member. Children are especially sensitive to these elements, and we encourage you to begin your homeschooling experience with a fresh start, an uncluttered space, and an open mind. Create a schedule that makes room for explorations and discoveries, and go forward into each day prepared to stop and smell the roses (sometimes literally!) whenever a “teachable moment” presents itself. In many ways, every moment is a learning moment.

## Language Arts

In third grade language arts, we focus on four major areas: reading, cursive handwriting, grammar and spelling, and poetry. Each area is developed through periods of focused study alternating with periods of letting the material rest while another area becomes the focus. Each point of focus will be repeated in the same order and will be repeated three times. For example, after working on reading and writing, you will focus on grammar, and the following month you will focus on poetry. This will allow your child to focus on one of these skills at a time and develop confidence in each area.

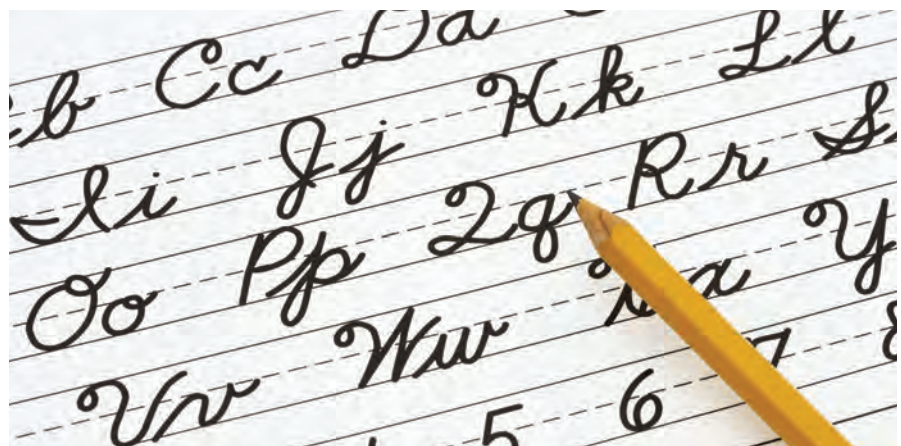
### Cursive Writing

We begin the year with an introduction to cursive writing. Form drawing is a perfect way to start getting ready for cursive. If your child has not yet had the chance to experience form drawing in first and second grade, you might want to offer the opportunity now. Refer to the form drawing instructions in the *Oak Meadow Teacher's Guide for the Early Grades* for samples and more detailed instructions of form drawing.

When you are introducing your child to cursive writing for the first time, explain that print is the type of writing people learn first. When they get older, they learn a new type of writing, called cursive or script. Just as each letter has a specific form in print, it also has a specific form in cursive. Try writing out a few sentences in cursive and have your child copy what you wrote. If your child has trouble forming a letter, write that letter on a piece of practice paper and have your child write it several times until the form improves. By copying your writing, your child will be able to learn the alphabet in a very natural manner, by mastering the letters within the context of a connected word, rather than as stand-alone letters. This makes sense since the essence of cursive writing is one of connectedness.

Be sure to emphasize the importance of forming the letters consistently, as this is critical to learning cursive. The time to develop an individual “style” of handwriting is after the standard forms of the letters have been learned and can be used. Every now and then, write out a few sentences for your child to copy. This way, you can check your child's progress periodically and address any difficulties they are having.

We have included a sample of cursive for you to use as an example and also to



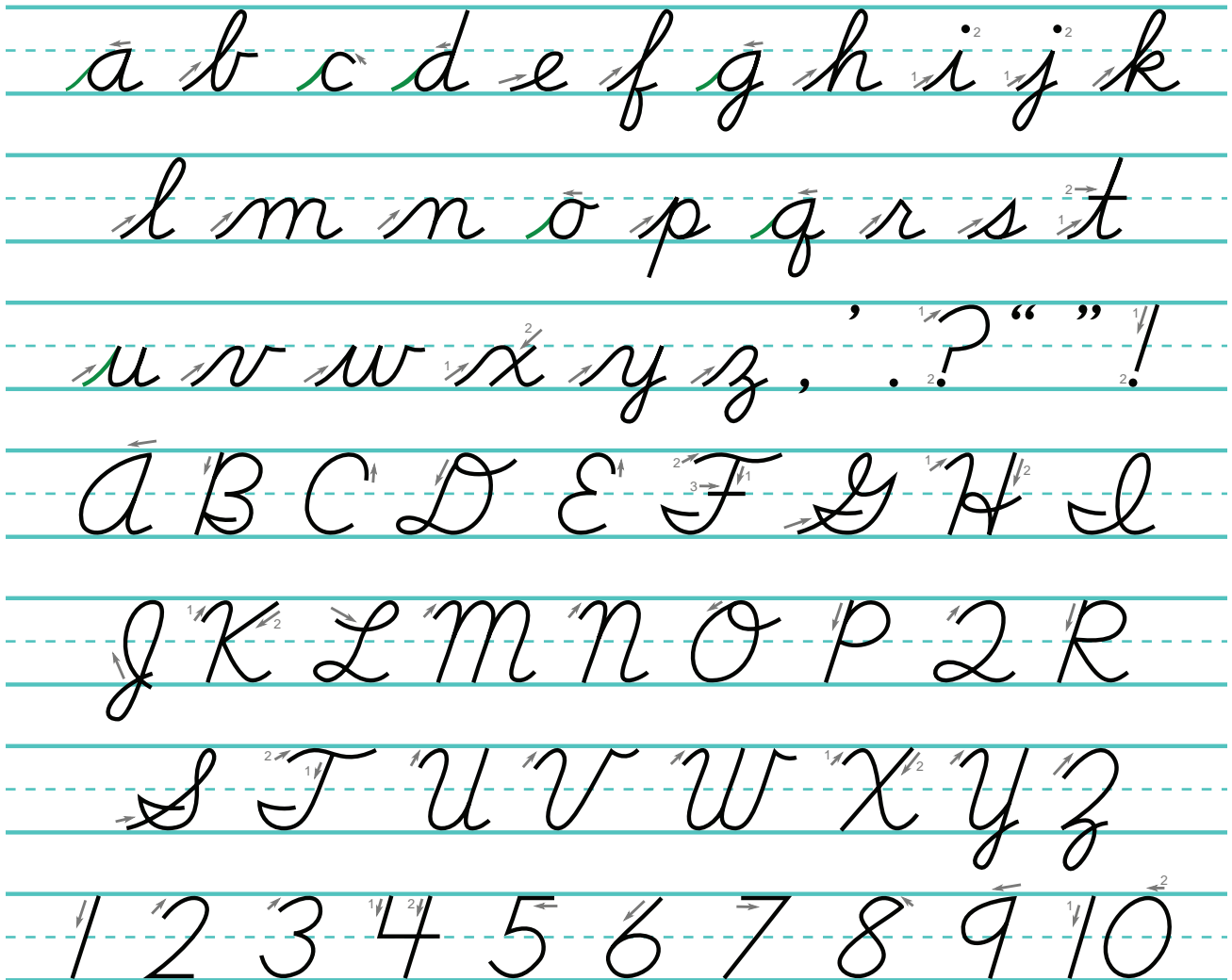
### Introduction to the Subjects

This section contains important introductory material for each subject. You will find it useful to read these introductions before proceeding with the lessons and to refer back to this information periodically as you progress through the year.



reinforce any letters that you may have forgotten yourself. Write your very best example of these letters in your own handwriting, rather than having your child copy from the book. Don't worry if your letters aren't exact replicas of the sample letters, but get as close as you can. Your child trusts your wisdom and ability, even if your form isn't "perfect."

### D'Nealian Cursive Script



### Reading

The literature focus this year takes two forms: hearing stories aloud and reading independently. Third grade students hear classic stories. You are also encouraged to choose any books of folk tales that you like. You will find a wide selection in your local library. When choosing a book to read aloud to your child, keep in mind that children usually like to listen to stories that are a bit beyond their own reading level.

After hearing a story, your child will be asked to retell it the next day, and then to illustrate a scene from the story. This encourages students to focus on key story details. Once a picture has been

created, your child will write a few sentences about the story on the opposite facing page. Vary the number of sentences that your child writes based on their cursive writing ability. You can write the sentences on a separate paper for your child to copy into the main lesson book, or tell your child what to write. Alternate between having your child copy your writing and having them transcribe your words. This will give your child practice in listening and transcribing as well as in copying good model sentences. Be sure that your child begins to notice aspects of the sentences like spelling, capitalization, and punctuation, and uses them correctly in their written sentences.

When writing sentences into the main lesson book, your child should use the colored pencils. Your child may enjoy using both crayons and colored pencils in the same picture however. Crayons are useful for covering large areas with color, while the pencils can add the extra detail that children at this age are becoming naturally focused on. When your child is finished writing the sentences, have them color in the background of the page to add visual interest. The final step is to have your child read the sentences in the main lesson book out loud.

As your child works on writing sentences, notice any letters that present difficulties and have them practice them on a separate piece of paper. This practice should be done with a positive focus. Give your child a lot of praise for the letters that are formed correctly, and gently model the correct form of any letter they are having trouble writing. As your child becomes more comfortable with cursive writing, work your way up to three- to five-sentence paragraphs.

In addition to reading stories to your child, your child should be reading one of the books included with the curriculum. These classics in children's literature have been enjoyed by children for years. If these books are not at your child's reading level, choose similar classic stories that are more appropriate. Set aside time to enjoy reading with your child each day.

There are different ways to approach reading with your child at this age. Many children enjoy reading out loud, or reading aloud by taking turns with an adult. You can vary the amount of time each of you reads based on your child's reading fluency, so that the story will move along more smoothly. For example, if your child reads one page, you can read three.

No matter your child's reading level, reading together should be part of your daily routine. Twenty or thirty minutes after lunch or before bedtime can be a great time to incorporate regular reading.

## Poetry

The best way to introduce poetry is to begin reading it aloud. You will find a wide selection of poems in the *Oak Meadow Guide to Teaching the Early Grades*, and many good books of children's poetry are in your local library.

Take note of your child's reaction to each poem and remember any favorites. In addition to hearing poetry, your child will be memorizing poems as another way to gain an appreciation for expressive language. As you begin to memorize a poem, read it aloud several times. Ask your child to recall the poem the next day. Pretend you have forgotten part of it, and see if your child can remember some lines. Then look at the poem together and read it aloud in unison. You can also read a line and have your



child say it back to you. In this way, you are learning poetry cooperatively. This type of working together can build your child's level of engagement.

Try reading various types of poems, and poems by different poets and with different rhyme patterns and rhythms. Note the differences and similarities between them. Try to focus on poems that are examples of steady rhythm, strong rhymes, and that present a clear picture image.

## Grammar and Spelling

This year we focus on developing fundamental spelling and grammar skills. You will select five to ten words to create a spelling list each week. For your convenience, we have included the High Utility 500 lists in this resource book. These lists include the 500 most common words in the English Language.

You may want to buy a small spiral notebook to be used for spelling only. Try to approach learning to spell as a game, and keep this process lighthearted throughout. While it is important for your child to write the spelling words as a way to help remember them, there is no need for endless repetition in that regard. Instead, work with the words in a variety of ways to help your child absorb them. Try having an oral spelling bee, or use Scrabble tiles to practice spelling without the pressure of writing. At the end of the week, have your child write the list of words. You can give your child a spelling quiz or other fun alternative assessment to see how many words they have memorized.

Continue to work on spelling throughout the year, and add words that are difficult for your child to spell as well as favorite words that your child likes to use in their writing. Notice if it is more effective for your child to learn one word at a time, or three to five words at once. Even if your child only learns a few words each week, by the end of the year this will be a vast collection of new words.

Grammar is introduced using basic rules, such as the following.

Every sentence should have:

1. A capital (uppercase) letter at the beginning
2. A noun (a name word)
3. A verb (a doing word)
4. A punctuation mark at the end

By the end of the year, your child should have a solid grasp of the basic elements of a sentence, and so should you. All sentences are composed of a noun and a verb. While more words can be added to make a more complete subject and predicate, the noun and verb are the backbone of the sentence. Neither word makes sense without the other. In this way, a sentence builds meaning around an image or statement related to the noun and verb combination.

One great way to introduce this aspect of a sentence is through a game. Point to things that can be described with a noun and verb combination. For example; *chair rolling*, *dog barking*, or *light flashing*. Have your child try to guess what verb-noun combination you are thinking of. Explain that you are pointing to a sentence, as each sentence has something that acts (noun) and an action (verb). Then try

to look around the room for more examples of sentences. Challenge your child by including some more subtle examples, like *spider crawling* or *Mary breathing*.

After your child is familiar with this type of simple sentence, the next step is to write ten simple two-word sentences about things that they see in the room. Have your child write the “name” words in blue, and the “doing” words in red. Although the sentences are short, they still should have a beginning (capital letter) and an end (punctuation).

It is always a good idea to review what was covered in a previous lesson before moving on to new concepts. Continue to return to the four elements that a sentence must always have: a capital letter, noun, verb, and punctuation mark. Remember to point these elements out in each sentence you review.

The next step will be to write a short paragraph of sentences without punctuation or capitalization. For example:

the rabbit hopped the girl laughed happily the boy jumped the orange cat mewed the rain fell all day

Ask your child to find each sentence within the paragraph, and identify it by adding a capital letter at the beginning and end punctuation. Your child can do these corrections right on your paper, and then copy the sentences into the main lesson book. You will see that the language arts lessons lead you through this process step by step, so you don’t have to worry about when to introduce each different element.

In order to introduce different forms of ending punctuation, write a simple sentence on a piece of paper. Explain that different types of punctuation can make the sentence mean different things. Rewrite the sentence two more times, using a question mark and an exclamation point. Read each sentence with your child and discuss how the meaning changes. For example:

The bird flew.

A period indicates a statement that says what the bird did.

The bird flew?

If you add a question mark to the sentence, it changes the meaning to suggest you are wondering whether or not the bird actually flew.

The bird flew!

An exclamation point also changes the meaning because it makes the statement more emotional and it suggests excitement related to the bird flying.

Introduce adjectives and adverbs as a fun way to add detail and description to your sentences. Explain to your child that simple sentences can grow as we add more descriptive words to them. One way to explain adjectives and adverbs are by naming them “picture words” and “how words.”

After reading a story, you can point out the descriptive words. Ask your child to try to imagine the picture details of the story if those words were not included. Practice using adjectives by writing some

short sentences in their main lesson book but leaving blanks for them to add adjectives. You can give examples if necessary.

Once your child is familiar with adjectives, you can introduce adverbs in a playful way. Write several sentences on paper such as *I walk slowly*, *I clap loudly*, and then have your child act them out (or do it together).

As you continue to practice with adjectives and adverbs, write sample sentences that leave blanks for both parts of speech in them:

The \_\_\_\_\_ dog ran \_\_\_\_\_.

Once your child has grasped the idea of adverbs showing how something was done, explain that they can also show when and where something happened. Show your child some examples of sentences that use adverbs to show when and where.

Adverbs of time or frequency:

We went to the beach **yesterday**.

He left the party **early**.

She **often** likes to sing.

Adverbs of place:

We searched **everywhere** for the keys.

Our friends live **nearby**.

They played **outside**.

In a future lesson, have your child write some sentences using all four kinds of words, and use color to indicate the different parts of speech.

Nouns—**blue**

Verbs—**red**

Adjectives—**green**

Adverbs—**orange**

For example:

The **tall** **boy** **ran** **slowly**.

The colors we suggest using are not chosen arbitrarily, but as a symbol of the relationship between the parts of speech. For example, the orange is a modification of red, just as the adverb is a modification of the verb. The green is a modification of blue, as the adjective modifies the noun. There is no reason to explain this relationship to your child, but it is helpful to know why these colors have been chosen as you explain the process.

## Writing Fatigue

You may find that writing causes your child's hands to become tired or sore, especially when your child begins to write in sentences and paragraphs, or when they are becoming accustomed to cursive writing. Stretches can help relax tired fingers and hand exercises can build strength in the child's hands.

In addition to using the finger plays in *Oak Meadow Guide to Teaching the Early Grades* as a fun way to get small fingers moving and develop the strength needed for sustained writing, here are some tips for avoiding writing fatigue:

- Take frequent breaks from writing, especially active breaks that give your child time to use large muscles and give the small writing muscles a rest.
- Encourage your child to write lightly. It may help to practice writing in sand or a tray of rice for a while before writing with a pencil. This will help your child experience “light” writing before putting pencil to paper.
- Check that your child's seating and posture are comfortable. Your child's feet should be able to rest easily on the floor or a foot rest. Help your child place the paper at a comfortable angle and far enough up onto the writing surface to really support the forearm all the way to very close to the elbow. Give reminders that the paper must be moved and arm position adjusted as you make your way down the page. A relaxed writing arm, hand, and body lead to beautiful handwriting. Be patient as your child learns these behaviors.
- Have your child hold a tennis ball, or other similar-sized ball in their dominant hand, and use the fingertips to walk the ball slowly up one leg and across the stomach and down the other leg. Use a walking motion, rather than a grabbing motion.
- Hold a handful of six to ten beans or other small objects, and place the objects one at a time into an egg carton or other container. Do this one-handed.
- Try squashing, rolling, and squeezing clay or Play-Doh between writing assignments.
- Hold their writing-dominant hand palm down, and create a crocodile mouth with the other hand, using the thumb as the bottom of the “mouth” and fingers as the top. Use the crocodile mouth to slowly bend back the fingers of the dominant hand. Use the crocodile mouth thumb as a support for the back of the hand. Hold the stretch for a slow count of ten.
- Try a fun song, like “Shake Your Sillies Out,” to encourage your child to shake out tired fingers and increase blood flow to the hands. (You can find videos of this song by searching online.)
- Try a vigorous but quick massage of the forearm for fatigue. Roll your child's forearm quickly between your two hands like you would if you were rolling a Play-Doh snake, using moderate pressure. It can relax those tired muscle connections between arm and fingers. You can experience this muscle connection by putting one hand on the forearm of your writing arm while you write. You can really feel how hard your forearm is working when you write!



## Social Studies

Third grade social studies continues with a focus on history, geography, economics, and civics. The year begins with a look at various Native American, ancient Hebrew, and Phoenician cultures, and ancient Kush civilizations of Africa. As in earlier grades, these cultures are introduced through the use of stories that enable your child to live in the experiences of the people in various cultures. Your child will also be introduced to various forms of ancient writing and will compare different writing systems to cursive writing.

Additional craft and experiential projects will enhance understanding of the concepts in the stories. As your child develops their sense of time, we explore various creation stories toward the end of third grade. Comparing and contrasting different creation stories can help us understand each culture better based on its concept of how it “began” and express an overall vision of the world.

One of the main activities that can help children develop spatial and geographical awareness is map-making. In order to create an accurate map, children must place themselves in proper perspective to the surroundings. Encourage your child to create beautiful maps, coloring each and adding details as they are able.

At about this time, children begin to recognize themselves as individual, separate beings. In third grade social studies, we begin to put this self-awareness into proper perspective. Once a balance between personal and group awareness can be maintained, the child can find ways to express their individual uniqueness in harmony with society.

## Mathematics

Third grade mathematics is a culminating year for the student. Work with the four processes of addition, subtraction, multiplication, and division comes to fruition in third grade. The four operations will probably become automatic for your child through practice activities, and mastery of the times tables and number bonds this year will serve your child well when approaching higher mathematics in the future.

Third grade is an exciting year with the introduction of time, money, measurement, weather, Roman numerals, and carrying in multiplication. This year is a very hands-on year with mathematics. As with any abstract topic for a child this age, we begin with an experiential learning activities. Look for opportunities for real-life math problems to be solved by your child. Some examples might include:

- Helping with estimating totals, discounts, and prices in the grocery store.
- Doubling a recipe while baking at home.

- Figuring out the cost of multiple items in relationship to an individual item.
- Rounding numbers around the house (there are about 20 apples in the box).
- Sorting and putting away laundry or dishes.
- Acting as a timekeeper for your family by checking the clock for daily activities.
- Measuring items around the house.

Talk about math and the process and pathways you use to come to a solution, and encourage your child to do the same. While there may be one right answer, there are many ways to find that answer. As you and your child are solving problems have them explain to you how they came to the answer. Share ways that you might come to the correct answer as well. Continue to encourage your child to approach math creatively and try different approaches as learning progresses.

Your child's work this year will be recorded in a main lesson book. In their book, orders of geometric drawings or single-color borders add artistic emphasis to the academic work of math. All pages should be carefully constructed with attention to layout and artistic balance as well as the information being conveyed. A page should be a balance between artistic elements and academic elements. The artistic elements they choose should enhance the message that the page is portraying, not distract from it. Help your child develop the skills of spatial awareness, artistic enhancement, and relating new concepts as they work on the MLB this year.

This year there are also practice sets available for each lesson. The practice sets are broken up into manageable chunks. It is best to spread out these practice problems through the week and not try to cram them all together. Even pacing through the rhythm of the day, week, and year will help your child integrate and retain math skills. Not every child will need to do practice problems each week, but many will want to. You know your child best and can determine how many practice problems need to be completed each week, and when or whether to skip the practice problems.

Here are some of the topics you will explore in third grade math.

**Times tables:** Times tables can become a game that you play at odd times during the day, such as when you are preparing dinner, folding clothes, driving in the car, or any other time when your hands are busy but your mind is somewhat free. To keep the work fun, vary the speed, tempo, and order. Have your child call out a multiplication pair ("Five times five!") and you call out the answer, and then you call out a pair for your child to answer. Take turns building multiplication equations:

You: "Five times . . ."

Your child: "Five!"

You: "Equals . . ."

Your child: "Twenty-five!"

Frequent attention to the tables in this way will produce remarkable results.



**Time:** Third graders are beginning to find themselves orienting and relating to the world in new and different ways. This transition can be scary for some children and exciting for others. The introduction of time this year helps your child develop ways to orient to the world. Your child will learn to read clock faces, which happens before looking at digital time because analog clocks provide a more concrete, experiential way to grasp and read time.

**Money:** Money will be introduced formally this year, so you may want to start collecting change with your child, which will come in handy in the lessons on money. Your child will become familiar with coins and bills (or whatever currency you use locally). In third grade, your child will learn to add and subtract change orally. Using a decimal point, and solving written problems involving money will be introduced in fourth grade. Try playing store, running a lemonade stand, or involving your child in the exchange of money at a store. Perhaps they can pay the bill for you, or receive and count the change. By giving your child regular opportunities to experience operations with real money, they will soon learn how to perform all of the necessary operations easily.

**Measurement:** This year we will be introducing basic units of weights (pounds and ounces) and measures (inches, feet, cups, pints, etc.). The metric system will be introduced in fourth grade. The best way to approach the study of measurements is experientially. It's important to try guessing weight, length, etc., before measuring to find out. In this way, a child begins to develop an inner sense of what a pound feels like, or what an inch looks like. Developing this inner sense will sharpen your child's powers of discrimination. Any efforts that help refine these inner faculties are of great help to your child in their growth as a human being.

**Weather:** Your child will practice observing and recording the weather every day (both in science and in math), working with temperature measurements using both Fahrenheit and Celsius.

**Carrying in multiplication:** Carrying in multiplication will be introduced this semester as an extension of carrying in addition.

**Mental math:** You should do mental math every day. A good way to do this is with story problems, little problems from everyday life involving the four operations. Make them simple and straightforward without too many distracting details. Sometimes you can have your child write down the number sentence from a story problem. These mental math problems should also be multistep for the third grader.

Here is an example of a multistep story problem:

I went to my friend's house for dinner last night. There were 5 dinner guests plus the host. The host made 18 cookies for dessert. If the cookies were shared equally how many cookies would





each person get? [Your child will answer.] I didn't want all 3 cookies, so I put 2 back. Three other people also put 2 cookies back. One person put 1 cookie back. How many cookies were left? As everyone was leaving, the host saw there were extra cookies left. She knew that 3 of the families had 3 children each. Are there enough cookies to go home with each parent for all of the children?

You should also do multistep mental math problems that don't involve stories so your child gets used to that way of working with arithmetic as well. Here is an example of mental math without a story problem:

$$3 + 9 \times 3 + 8 - 12 =$$

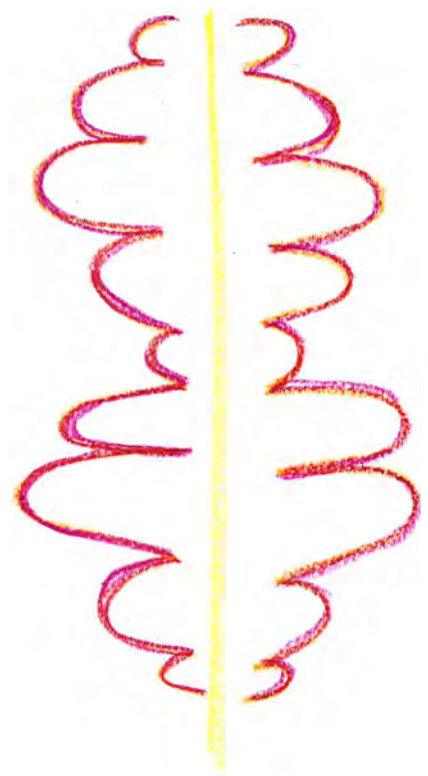
Make sure to pause after each step in the problem to allow your child to come to that solution before moving on. You can get faster as your child becomes more facile with these problems. It is important to do a combination of math in written form and also by relying on mental skills without the aid of writing.

## Form Drawings

This year your child will work with mirrored form drawings, and with form drawings that cross the horizontal and vertical axis of symmetry. The drawings become more complex and intricate as the third grader is able to handle and visualize movement in geometric forms. You should see growth in the precision and steady handedness of the drawings as your child progresses through the lessons.

Through these activities, your child will be developing spatial orientation, relationships, and transformation of geometric forms. As third graders are still very physical beings, each lesson strives to engage the whole body before moving to drawing, writing, or computing. This is essential for children of this age. The more your child can move during the curriculum, the more your child will be moved by the curriculum, and the more your child will retain for the long term.

The essential geometry concepts of rotation, reflection, transformation, parallel, congruent, similar, translation, horizontal, and vertical are being laid through these freehand geometric form drawings. While we will use more and more of the vocabulary as your child gets older, the essential element for this year is the experience. If your child picks up these words as you work together that's fine, if not, that's completely appropriate for the developmental stage of your child. We would rather have a third grader who can *do* than a third grader who can repeat all of the vocabulary but has difficulty with creating. In later years these vocabulary words will be consciously introduced and your child will be expected to master them. This year focus on the experiences and the action of creating and doing together.



It is important that you practice these forms before setting your child to the task. You will see that they are challenging to work with!

## Division

Division in vertical format will be introduced this year as well. This is the precursor to long division, which is explored in fourth grade. Your child should be comfortable doing horizontal division problems from 0–12 times tables. If your child is still working in this area, give lots of extra practice time to help your child master the division tables by the end of the year. This will free up your child for higher mathematics and to use division as a tool rather than spending mental capacities on simple calculations. The new material in division is writing the problems in the vertical format using a division bar. Once your child is comfortable with that format, then you will move onto division with remainders. Long division will be introduced in fourth grade so there is no need to introduce that this year.

## Roman Numerals

As third graders are coming into new awareness about themselves and the world, we introduce a new “language” of numbers. The Roman Numerals are introduced in a historical context and used to re-enliven the four processes that your child has been doing for many years. It’s fun to explore addition when you’re using an entirely different set of symbols!

## Keeping Math Fun

Do puzzles, mazes, and games with your child throughout the year. The more experience your child has with numbers, the four operations, and spatial orientation through a variety of activities, the more integrated the sense of geometry, numeracy, and arithmetic will be. You can use puzzles that you borrow from the library, ones that you have at home, or you can make up your own puzzles. The same goes for mazes. It’s fun to make your own mazes for your child. Maze books can also be bought at most bookstores or downloaded online. Look for age-appropriate mazes and puzzles.

There are many games that you can play with your child that encourage the development of mathematical capacities, such as Uno, chess, backgammon, checkers, chess, mancala, etc. You can also use math dice. Have your child roll the math dice and the operation dice to create problems. Create multi-step problems using the math dice. Try playing some of the board games above with two dice so that your child has to be adding, subtracting, multiplying, or dividing the numbers to know how many places to move. Any game with counting, cards, dice, sorting, matching, classifying, or ordering will help develop creative and nimble mathematical skills.

## Science

Throughout third grade, your child will continue to expand on the observational skills that have been part of the work from previous years. Your child will participate in various simple experiments that will

deepen understanding of various concepts like the water cycle, gravity, and the role of plants as oxygen producers.

This year, your child will have the opportunity to expand on the lessons of first and second grade by developing a more in-depth understanding of the Earth's systems, and, looking beyond that, of the Earth's and moon's movements in space. In addition, your child's sense of Earth stewardship will be nurtured by learning about Earth's varied geography, geology, climate zones, and biomes. As always, it is extremely beneficial if your child can experience what they are learning about in an active way. Outdoor observations and field trips are especially helpful and enjoyable.

## Arts & Crafts

Most of the artwork created this year will be related to the stories and illustrations in your main lesson book for language arts. Always encourage your child to give their full attention to the paintings and drawings created for the main lesson books.

A wonderful opportunity for your child to use their artistic ability is through creating cards to send to friends for birthdays, holidays, and other special occasions. A card can easily be made by folding a 9" × 12" sheet of watercolor paper in half. Your child can paint the outside of the card, and then write a personal message on the inside. Try using different artistic techniques to beautify the cards. One method that works particularly well is a light wash of watercolor, which is accomplished by diluting a certain color with water until it is a pastel shade of that color. Brush the wash on with wide strokes and cover the entire paper. Then when the color is dry, it can be written on.

Creating cards gives your child an opportunity to use their talents in a tangible way, and also helps develop a pattern of giving to others and maintaining relationships with friends and family. When a child is able to do something to help the family, it increases their sense of self-worth. By involving your children in this important act of gratitude and love, you help establish a lasting bond of trust and caring.

## Binding a Book

Binding a book is a simple process. Once children have learned the basics, they often enjoy binding their own books for many different uses. You can create books of different sizes and thicknesses. These directions will help you learn to bind a small, simple book.

### Materials:

- 10 sheets of  $8\frac{1}{2}$ " × 11" paper (printer paper works well)
- 2 6" × 9" sheets of cardboard (poster board also works well)
- darning needle



- strong white thread
- white glue
- $1\frac{1}{2}$ " wide fabric tape
- 2 sheets of dry marbled paper (directions in the *Oak Meadow Crafts for the Early Grades*)
- scissors

**Steps:**

1. To begin, fold the ten sheets of paper in half so that they make a “book” that measures  $5\frac{1}{2}$ "  $\times$  8".
2. Poke seven holes evenly spaced along the fold. The outside holes should be  $\frac{1}{2}$ " from the edge of the paper.
3. With the needle and thread, sew in and out of the holes, starting from the outside of the hole nearest the edge. Leave about six inches of thread trailing out of the hole you started with.
4. When you have reached the seventh hole, turn it around and sew back to the hole you began with.
5. The string should end up on the same side as the trailing string you started with. Tie these two strings together. Cut off the excess.
6. These sewn together pages are called a *signature*. Place the signature aside.
7. Glue the backs, corners, and edges of the two sheets of marbled paper to the cardboard.
8. Cut a piece of tape 12" long and position the cardboard onto the sticky side of the tape. Then bring the two ends of excess tape over and stick them down. Cover the sticky section of tape with a sheet of paper.
9. Insert the signature into the cover and center it vertically. Glue the first page of the signature to the front cardboard cover, holding the front and back covers at right angles. Then, glue the last page of the signature to the back cover. To finish, glue two sheets of  $8\frac{1}{2}$ "  $\times$  11" paper horizontally onto the inside front and back covers.

If you would like to make a thicker book, you should make several signatures and bind them together. This is done by sewing or taping signatures together. If you tape them, slip sections of paper under each of the stitches on the back side, pulling the signatures closely together, then proceeding as before. If you want to sew signatures together, you will have to make use of a “mull,” which is a piece of cotton glued over the stitches to hold the signatures closely together. Once this dries, proceed with building as usual.

Once you learn the basic procedure for binding books, you can experiment with different ways to improve the final product. Try using a cloth cover, or changing the size. These books make great gifts too!



# The High Utility 500

Over the years researchers have carefully tabulated the words that are used the most in the English language. Spelling instruction, with the goal of helping students become better spellers in their daily writing, must focus exclusively on these high utility words until they are mastered.

The First 100					
a	do	in	no	than	water
about	down	into	not	that	way
after	each	is	now	the	we
all	find	it	of	their	were
an	first	its	on	them	what
and	for	just	one	then	when
are	from	know	only	there	where
as	had	like	or	these	which
at	has	little	other	they	who
be	have	long	out	this	will
been	he	made	over	time	with
but	her	make	people	to	words
by	him	many	said	two	would
called	his	may	see	up	you
can	how	more	she	use	your
could	I	most	so	very	
did	if	my	some	was	

The Second 100					
again	children	good	much	same	three
air	come	great	must	saw	through
along	day	help	name	say	together
also	different	here	never	school	too
always	does	home	new	set	under
another	don't	house	next	should	until
any	end	important	number	show	us
around	even	keep	off	small	want
asked	every	large	often	something	well
away	few	last	old	sound	went
back	food	left	our	still	while
because	form	line	own	such	why
below	found	look	part	take	work
between	get	man	place	tell	world
big	give	me	put	think	write
both	go	men	read	those	
came	going	might	right	thought	

The Third 100					
above	didn't	group	let	point	told
across	done	half	life	red	took
against	door	hand	light	room	top
almost	during	hard	live	sea	toward
animals	Earth	head	money	second	true
answer	enough	hear	morning	seen	try
began	ever	heard	mother	sentence	turn
being	example	high	move	several	turned
best	face	himself	near	side	upon
better	family	however	need	since	usually
body	far	I'm	night	soon	white
boy	father	it's	once	story	whole
car	feet	kind	page	study	without
change	fish	knew	paper	sun	year
city	five	land	picture	sure	young
country	four	later	plants	thing	
cut	got	learn	play	today	

## The Fourth 100

able	can't	fine	less	ready	strong
add	cannot	fire	letter	really	surface
ago	certain	front	list	remember	table
am	class	full	lived	rest	talk
American	close	gave	living	river	ten
among	cold	green	matter	run	that's
anything	common	ground	mean	sad	though
area	complete	grow	nothing	short	town
became	course	hold	notice	shown	tree
become	dog	horse	oh	six	United States
before	draw	hot	open	space	voice
behind	early	hundred	order	special	whether
black	eat	I'll	perhaps	stand	wind
book	English	idea	person	start	yes
box	fast	inside	piece	state	yet
brought	feel	kept	probably	stood	
built	felt	learned	ran	stop	

## The Fifth 100

alone	dry	happened	miss	shall	walked
already	easy	heart	moon	ship	warm
although	either	held	outside	simple	watch
animal	else	hour	past	size	weather
ball	everything	ice	pattern	sky	wide
begin	fact	instead	poor	snow	wild
blue	fall	itself	possible	someone	winter
boat	field	job	power	stay	within
bottom	finally	language	problem	suddenly	
bring	floor	lay	question	summer	
build	foot	least	quite	system	
care	friend	leaves	rain	tall	
carry	game	longer	real	themselves	
center	girl	low	road	third	
check	glass	main	rock	tiny	
dark	gold	map	round	understand	
distance	gone	mind	sat	walk	





# Recipes

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## Simple Homemade Modeling Dough (Uncooked)

### Ingredients:

4 cups flour

$1\frac{1}{2}$  cups salt

2 cups water (add food coloring for colored dough)

### Steps:

Combine flour and salt. Add the water little by little, kneading and mixing constantly. Put a little vegetable oil on your hands (and on your child's too) before taking the dough out of the bowl to knead on a board. Be careful not to add too much water—you want the dough to be soft but not overly squishy.

Kept in sealed containers in the refrigerator, this dough will last a couple of weeks. If you want to make several colors of dough at once, divide the flour and salt mixture into several bowls and divide the water, adding a different color to each batch.



# Stories for Social Studies

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## The Tower of Babel

### Lesson 1

Ancient Hebrews understood much of the world through their experience with God, their creator. The Torah tells stories of the ancient Hebrew people, their trials, and their successes. This story describes how the ancient Hebrew people saw the many varied languages of the world coming about.

Long ago, the people settled in the land not far from the Euphrates River. They had overcome many hardships to come to this place. When they arrived, they rejoiced, for they all understood one another and spoke in one language.

The people decided to build a great city and celebrate their new life. They did this, and when they were finished, they were amazed.

“Look how quickly we built this great city. Is there nothing we cannot do?” they said to one another.

“We are truly a race of great human beings. Perhaps we no longer need to follow the laws of our creator. Perhaps we have become greater than God.”

The conversation continued between the people. They discussed and argued. Finally they came to an agreement.

“It is agreed. It is clear to all of us that we no longer need our creator. God has grown weak, just as we have grown strong. Let us build a great tower and call it the Tower of Babel. This tower shall be built as high as the heavens above. We shall wage war upon the heavens from this great building, and let the creator know that we are the strongest.”

And so, the people began. They made strong bricks of baked clay and used lime from the earth as the mortar. The people worked for forty and three years to build a mighty tower.

When it was near completion, God looked down from the heavens upon their labor and sighed. “Do they no longer know me?”

God took a closer look at the Tower of Babel. The creator learned of their intentions to wage war on the heavens to prove their might and was saddened. “They must learn to come together in another way, not of war, not of pride, but for the love and good of all. That, it seems, will take time to understand.”

So God said, “I will confuse their language so they may no longer understand one another and spread the peoples to all the corners of Earth. In this way, as they struggle to come together again and learn of one another’s languages, they may be humbled.”



And all at once, the people could not understand one another. Instead of one language, they now spoke thousands. They grew confused and could no longer work together. The creator lifted the people and sent them far and wide, with groups of people settling where they landed, all around the world.

And so, Earth became varied and its people widespread, full of many different languages and cultures. Since that time, people from all over the world must work hard to come together and understand one another.

## Joseph and the Many-Colored Coat

### Lesson 2

Once, long ago, there was a son born to Jacob, and his name was Joseph. Though Jacob had other sons, Joseph was his most beloved. As a small boy, Joseph proved himself to be different. Where his brothers were loud and aggressive, Joseph was quiet and soft spoken. He stayed close to his home and loved his work in the fields. But it was not simply his manner of being that set Joseph apart.

Joseph had a gift.

Each morning Jacob would call Joseph to his bedside and tell him of his dreams. Even at a very young age, Joseph would share the meaning of the dreams with his father. His insight never failed. Because of this, Jacob grew to rely heavily on Joseph and consulted him on all things. It was not long before his

father, in his gratitude, began to present Joseph with many gifts, the best of which was a beautiful coat woven of many-colored threads.

Soon his brothers tired of the attention their brother had gained. "It is not fair," they said to one another. "Let us be rid of him." That day, when they saw Joseph coming into the field wearing his many-colored coat, they grabbed him. They sold him as a slave to Egyptian merchants and left him to his fate.



When they returned, the brothers showed their father Joseph's coat, torn and tattered, and said that he had died in an accident. Jacob despaired, went into his tent, and said no more.

Joseph was sold to Potiphar and began his life in Egypt. He labored hard and was true to his visions. Soon, he became known among the servants as one who knew the answers to their dreams. Now the Pharaoh was plagued by terrible dreams of famine and hardship. He heard of this slave named Joseph and demanded that he be brought forward.

Pharaoh consulted with Joseph on his dreams and Joseph shared his wisdom with him. He told Pharaoh that a great drought was coming and that Pharaoh must preserve grain in storehouses or the people would starve. Pharaoh believed in his prophecy, freed Joseph, and made Joseph lord over all the land of Egypt. Soon, famine came as Joseph had foretold. But because Pharaoh had stored the grain, the people were spared.

People came from many lands to share in Pharaoh's grain. So it was that Jacob sent his sons to Egypt to ask Pharaoh for grain. When his brothers arrived, Joseph knew them at once, although they did not know this tall, handsome, wealthy stranger was their own brother that they had long ago betrayed. Joseph, however, took pity on them and revealed himself as their brother. They stood aghast and begged him to forgive them.

"Of course, my brothers," he said. "For it was meant to be that I would come to Egypt. Come brothers, live with me. All is forgiven." The brothers returned to Jacob and confessed what they had done. Together, they moved to Egypt and the family was reunited, grateful and at peace.

## Meet Micah

### Lesson 3

My name is Micah and I am a Hebrew. I live with my father and mother and my father's father. My father's brothers and their wives and children live with us as well. We work hard and we are happy. The Lord watches over us and we live well.

# The Coming of the Corn

## Lesson 6

In the beginning, the Earth was only darkness and water. All the plants and animals lived in Galunlati—the stone vault that makes up the sky. Soon the animals became crowded, so they sent Water-beetle to see if he could find a place for them to live. Water-beetle came back with mud. The mud grew and grew, until it became the Earth.

The animals wanted to move down to the Earth but it was still too wet. Finally Buzzard went down to see if the Earth was dry enough. He flew and flew until his wings grew heavy. Because he was tired, his wings dragged into the wet of the Earth, as he pulled them up again, he formed the mountains. At last, the Earth was dry.

All of the plants and animals came to Earth at last. But there was no light. The animals raised the sun into the sky and had it follow them from east to west throughout the day. At first they placed the sun too low and some of the animals got burned, that is why the lobster and the crawfish are red today. The animals raised the sun higher and higher until they were happy with its warmth and light.

The plants and animals were told to stay awake for seven nights. The first night all of the animals stayed awake. The second night most of the animals stayed awake. But by the last night, only owl, panther, and some of the other animals were awake. That is why these animals alone have the gift of sight through the darkness of night. They alone can hunt while the others sleep.

The same thing is true of the plants. By the last night, only the cedar, pine, spruce, holly, and laurel trees were awake. That is why they alone are green all year, while the others lose their leaves and must regain them again in the spring.

Humans came after the plants and animals. At first they brought forth children every seven days, until the Earth began to groan with the weight of all the people. Now humans can only have children once a year.

Two of the humans were named Kanati and Selu. They were very happy together. They lived by a stream with their two children. Each day, Kanati would hunt for their supper while Selu would bring back corn and grind it into meal for their bread. In this way, food was abundant and all was simple and good.

One day Kanati went into the woods to hunt. The boys were curious and followed him. They saw him walk to a great cave and slide away a boulder that lay in front of the entrance. Out of the cave sprang a large deer. Kanati gave thanks, pulled his bow, and shot the deer for their meat. Kanati replaced the boulder and went back to their home by the stream.

After he left, the boys approached the cave. They could not control their desire to see what was inside the cave, so they moved the boulder aside. At once, all the game animals came running out of the cave. At their home by the stream, Kanati saw all the animals burst forth through the woods and he knew what had happened. Kanati ran to the cave and tried to gather the animals, but it was too late.

Humans must now track the animals for their food. It is no longer so easy to hunt as it once was. Kanati, in his anger, went into the cave and opened three jars. He released the fleas, gnats, and bedbugs that attacked the boys and sent them running home.

Selu was down by the stream grinding cornmeal. When the boys arrived, she asked them to wait for her and went to get more corn. Again, the boys were curious. They followed her to a hut and watched through a crack in the walls as she went inside. Selu put down her empty baskets. She stood, rubbed her stomach, and the basket was full of corn. Then she rubbed her sides and another was full of beans. She turned and saw the boys watching her and grew sorrowful for she knew that the time of ease was over now that they had seen her.

She went to the boys and explained that now she and Kanati must go to the creator and that their lives would be more difficult. No longer would corn, beans, and meat be provided, but now they must work for these gifts. “But,” she said, “carry my body around in a circle seven times and cover all the land. Then you will have crops of corn that grow readily.” The boys did this, but they grew tired and only walked the circle three times. They were careless and did not cover all the land. That is why corn does not grow everywhere, but only in some parts of the land. Now corn does not grow all year long, but only at harvest may we receive it. Still, these are the gifts given to us by Kanati, “The Lucky Hunter,” and Selu, called “Corn.”

## Creation

### Lesson 7

In the beginning, Old Man was walking the Earth. As he walked, his footsteps created the mountains. He made the prairies, the grass, the forests, and all the animals. He looked up and made the sky and sent the birds to fly in its vaulted ceiling.

One day, Old Man crossed a river and he grew tired. He lay down to rest. When he awoke, he made the bighorn sheep and set it free in the prairie. But the sheep was slow and lazy in the prairie so Old Man grabbed the sheep by its horns and led it up the mountains. There the bighorn danced and ran from rock to rock. “You shall live in these mountains,” said Old Man. “This will be your home.”

He made the antelope out of dirt and set it free also, running like the wind. Old Man scooped up clay from the riverbed and made woman and child. At first, they were poor and naked but Old Man took them by the hand and showed them the roots and berries of the forest. “Eat these,” he said. “They will nourish you.”

Woman and child asked Old Man his name and he answered, “Napi—Old Man.” Napi brought the woman and child to the trees and showed them how to peel its bark when the tree is young and new. He taught them which roots, herbs, and plants had healing power so that they would be well.

“Do you see these animals?” Old Man asked the woman and child. “You may hunt them, but always be grateful of the gift they give you.” And he showed them how to make fire so they might cook their meat.



four logs crosswise for our fire. This new fire is sacred and powerful. We do these things with reverence and a knowing that much is at work that we cannot see. It is the Great Spirit who brings us all we have. And we acknowledge these gifts.

The medicine man is preparing the black herb mixture that will help cleanse and purify our people for the feasting that will come. He will make strong medicine to consecrate the ground on which we will soon dance. Our people will rejoice in this dancing; the stomp dance, the feather dance, and that of the buffalo.

The women will prepare a great feast. After fasting, at last we will feast and everyone will eat their fill. The women have gathered the corn and it is ripe and ready for eating.

The hunters have brought bison, bear, and duck. When it is time, each will have their fill.

Our village is ready now and the ceremony must begin. Each man and woman has done their work, just as they always do. Each has a task and together we form a family, a tribe, and a village of goodwill.

## Singing Deer of the Dakota Nation

### Lesson 23

I am called Singing Deer and I have seen nine summers. I am of the Dakota people. We live on the Great Plains and the buffalo is our friend. It is said that long ago my people lived underground in the Black Hills. They were enticed to come and live on the surface of the Earth. So they moved upward and turned their faces toward the sun as they walked through the Wind Cave to the outside world. But when they saw the hardships they faced outside the Earth, the people tried to find their way back to their home where they had lived for thousands of years. Sadly, the way was lost to them. Their leader knew of their fate and saw that his people would never return to their home underground. He saw the struggles and hardships that lay before them up above. Their leader made a great sacrifice. He came to the surface as a buffalo and provided food, shelter, clothing, and tools for his people ever after. Ever since the beginning, my people have loved the buffalo, even as it provides much of what we need to survive.

My family lives together in our *tiospaye*. This is what we call our tribe. We are very wealthy, for our family is large. My many uncles, aunts, and cousins live in our *tiospaye* as well. Many young ones who have become orphaned have come to live with us and join our family. We call them *wablenicas*. They want to join our *tiospaye*, I believe, because my mother, my *Ina*, is so very kind and good. Yes, we are wealthy as our family grows ever larger.

Each one in my *tiospaye*—man, woman, and child—has a specific job. Each is well respected for their work, for we all believe that we survive only by working together. Alone, we are poor; together, we are wealthy. *Wakan Tanka*—the Great Mystery—has provided many people for my family, and so the hard work is divided by many. Some devote themselves to cooking, others hunt, still others stretch and tan the buffalo hides for our leather. I help with the farming and harvesting of the corn and herbs. Our people have been called “the People of the Herbs,” and so I am proud of the work I do for my *tiospaye*.



The herbs we gather are used by the medicine woman for healing. It seems a small thing, I know, to collect herbs for the tiospaye. But it was only two moons ago that my cousin fell ill from a snakebite. The herbs, prayers, and chants encouraged Wakan Tanka to release him back to our world. Now my cousin and I run in the wind together as always. We rely on one another, our tiospaye. My herbs help my cousin; my cousin brings the milk so that I might grow strong. It is the nature of things. We are not alone in this world. Wakan Tanka brings us our tiospaye so we know this is true.

## The Birth of a New Member of the Hopi Clan

### Lesson 24

The clan was excited by the birth of the child. The whole pueblo was anxiously awaiting her arrival, for they knew this child was a great gift to the whole village. While the mother labored quietly in her home attended by the woman chosen from her family, her daughter sat outside the clay house, clutching her Kachina doll, whispering hopeful prayers for a healthy, prosperous life for her little sister. The clan believed this child was to be a sister for her. It had been foretold; as the Anasazi (great ancestors) required it. This new baby was certain to be a great aid to the family; soon she would be given her name and then her position or job in the clan. Other women in the clan had been given the task of caring for the mother and her baby after she was born. Still another family member would be assigned the sacred job of naming the child. The little girl was most excited about the naming. When her sister was born she would be given a perfect ear of corn and a special blanket that had been woven by one of the men in the family. On the twentieth day, the baby would be carried to the mesa and held up to greet the sun. When the sun hit the baby, she would then receive her name. The little girl whispered again to her Kachina doll, "It is then that her walk with life truly begins. May the kachinum guard her well and bring her great joy."

Suddenly a sound of tremendous joy and thanksgiving burst from the little girl's home, "She is born!" The little girl ran to the fields to tell the men who tended the harvest. She called in to her aunts cooking over the firepits in their homes. "She is born!" the little girl called again and again. Her big sister put down the basket she was weaving and embraced the little girl. Her father said a prayer of thanksgiving. The clan gathered to view the little one as women cared for the little girl's mother and new sister. This is how it has always been, thought the little girl, for she had heard stories of the coming of new ones and the ways of her people, since she, too, was new. Each member of the family had a task that helped to bring new ones along, while others tended the harvest, the hunt, weaving, and needs of the home—like cooking and mending. In this way, the clan continued to be well fed and nourished, even as the little one required care. Then, at the naming ceremony, the new one would look out over her clan surrounded by the web of love that held her.



# Math Worksheets

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## Practice Set 1

Four processes; expanded numbers; place value to 7 digits

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$18 \div 3 =$$

$$\begin{array}{r} 168 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 349 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$42 \div 7 =$$

$$1,000 + 400 + 60 + 9 =$$

$$30,000 + 2,000 + 100 + 90 + 8 =$$

$$5,000,000 + 800,000 + 30,000 + 4,000 + 60 =$$

## Practice Set 2

### Four processes; place value

$$\begin{array}{r} 45,639 \\ + 3,270 \\ \hline \end{array}$$

$$\begin{array}{r} 29,468,290 \\ - 233,150 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$81 \div 9 =$$

$$\begin{array}{r} 20,750,284 \\ + 9,144,715 \\ \hline \end{array}$$

$$\begin{array}{r} 44,837,797 \\ + 3,624,691 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$49 \div 7 =$$

**Read the following numbers:**

1,247,369

Circle the digit in the thousands place.

994,886,778,660

Circle the digit in the hundred-billions place.

48,963,276,484

Circle the digit in the ten-millions place.

832,475,621,928

Circle the digit in the ones place.  
Place a box around the digit in the tens place.

## Practice Set 3

**Four processes; missing numbers in sequence; place value**

$$\begin{array}{r} 21,123,716 \\ + 98,473,283 \\ \hline \end{array}$$

$$\begin{array}{r} 77,947,131 \\ - 924,120 \\ \hline \end{array}$$

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

$$48 \div 8 =$$

**Fill in the missing numbers:**

1,002; 1,003; 1,004; \_\_\_\_\_; 1,006; 1,007; \_\_\_\_\_; \_\_\_\_\_

48,932; 48,933; \_\_\_\_\_; 48,935; \_\_\_\_\_; 48,937

\_\_\_\_\_; 201,497; 201,498; \_\_\_\_\_; \_\_\_\_\_; 201,501

**Read the following numbers:**

76,849,563

Circle the digit in the hundreds place. Put a triangle around the digit in the hundred-thousands place.

278,936,424

Circle the digit in the millions place.

898,472,361,021

Circle the digit in the hundreds place. Put a triangle around the digit in the hundred-millions place.

## Practice Set 8

**Writing numbers in words; expanded numbers;  
greater than/less than**

**Write in words the following numbers:**

3,496

42,871

302,472

28,561,910

145,368,742

111,222,333,444

**Write the following numbers in expanded form:**

Example:  $65,743 = 60,000 + 5,000 + 700 + 40 + 3$

789

45,386

63,219,842

**Fill in the box with a greater than or less than sign.**

524,361  42,799

36,521  36,522

876,532,889  876,531,989

## Practice Set 21

### Multiplication with carrying

$$\begin{array}{r} 43 \\ \times 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 36 \\ \times 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 57 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \times 9 \\ \hline \end{array}$$



## Practice Set 28

Division facts; carrying in multiplication and addition

$$36 \div 6 =$$

$$36 \div 4 =$$

$$24 \div 8 =$$

$$32 \div 4 =$$

$$35 \div 5 =$$

$$28 \div 4 =$$

$$27 \div 3 =$$

$$30 \div 6 =$$

$$\begin{array}{r} 48,327 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 20,342 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 846,753,102 \\ + 156,764,379 \\ \hline \end{array}$$

$$\begin{array}{r} 443,923,674,810 \\ + 473,046,374,867 \\ \hline \end{array}$$



# Answer Key

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## Practice Set 1

$$\begin{array}{r} 9 \\ + 8 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline 48 \end{array}$$

$$18 \div 3 = 6$$

$$\begin{array}{r} 168 \\ + 37 \\ \hline 205 \end{array}$$

$$\begin{array}{r} 349 \\ + 36 \\ \hline 385 \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline 63 \end{array}$$

$$42 \div 7 = 6$$

$$1,000 + 400 + 60 + 9 = 1,469$$

$$30,000 + 2,000 + 100 + 90 + 8 = 32,198$$

$$5,000,000 + 800,000 + 30,000 + 4,000 + 60 = 5,834,060$$

## Practice Set 2

$$\begin{array}{r} 45,639 \\ + 3,270 \\ \hline 48,909 \end{array}$$

$$\begin{array}{r} 29,468,290 \\ - 233,150 \\ \hline 29,235,140 \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline 56 \end{array}$$

$$81 \div 9 = 9$$

$$\begin{array}{r} 20,750,284 \\ + 9,144,715 \\ \hline 29,894,999 \end{array}$$

$$\begin{array}{r} 44,837,797 \\ + 3,624,691 \\ \hline 48,462,488 \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$$

$$49 \div 7 = 7$$

1,247,369

Circle the digit in the thousands place.

994,886,778,660

Circle the digit in the hundred-billions place.

48,963,276,484

Circle the digit in the ten-millions place.

832,475,621,928

Circle the digit in the ones place.

Place a box around the digit in the tens place.

### Practice Set 3

21,123,716	77,947,131	12	$48 \div 8 = 6$
$+ 98,473,283$	$- 924,120$	$\times 4$	
<b>119,596,999</b>	<b>77,023,011</b>	<b>48</b>	

1,002; 1,003; 1,004; **1,005**; 1,006; 1,007; **1,008**; **1,009**

48,932; 48,933; **48,934**; 48,935; **48,936**; 48,937

**201,496**; 201,497; 201,498; **201,499**; **201,500**; 201,501

76,849,563

Circle the digit in the hundreds place. Put a triangle around the digit in the hundred-thousands place.

278,936,424

Circle the digit in the millions place.

898,472,361,021

Circle the digit in the hundreds place. Put a triangle around the digit in the hundred-millions place.

$$\begin{array}{r} 469,325,104,781 \\ - 296,214,007,391 \\ \hline 173,111,097,390 \end{array}$$

$$\begin{array}{r} 36,981,254,777 \\ - 17,980,473,186 \\ \hline 19,000,781,591 \end{array}$$

$$\begin{array}{r} 46,798,321 \\ - 29,997,214 \\ \hline 16,801,107 \end{array}$$

$$\begin{array}{r} 246,802,468,024 \\ - 75,478,294,080 \\ \hline 171,324,173,944 \end{array}$$

### Practice Set 7

$$\begin{array}{r} 48,369,721,847 \\ - 9,187,540,266 \\ \hline 39,182,181,581 \end{array}$$

$$\begin{array}{r} 836,574,231,936 \\ - 128,383,414,103 \\ \hline 708,190,817,833 \end{array}$$

$$\begin{array}{r} 15,486,521,932 \\ + 25,987,667,489 \\ \hline 41,474,189,421 \end{array}$$

$$\begin{array}{r} 32,846,793,521 \\ + 39,348,729,668 \\ \hline 72,195,523,189 \end{array}$$

$$\begin{array}{r} 721,936,248,553 \\ + 712,639,248,563 \\ \hline 1,434,575,497,116 \end{array}$$

$$\begin{array}{r} 84,217,365,481 \\ - 45,708,124,769 \\ \hline 38,509,240,712 \end{array}$$

### Practice Set 8

3,496

three thousand,  
four hundred  
ninety-six

28,561,910

twenty-eight  
million, five  
hundred sixty-one  
thousand, nine  
hundred ten

42,871

forty-two  
thousand, eight  
hundred  
seventy-one

145,368,742

one hundred forty-  
five million, three  
hundred sixty-  
eight thousand,  
seven hundred  
forty-two

302,472

three hundred two  
thousand, four  
hundred  
seventy-two

111,222,333,444

one hundred eleven  
billion, two hundred  
twenty-two million,  
three hundred  
thirty-three  
thousand, four  
hundred forty-four

789	45,386	63,219,842
$700 + 80 + 9$	$40,000 + 5,000 + 300 + 80 + 6$	$60,000,000 + 3,000,000 + 200,000 + 10,000 + 9,000 + 800 + 40 + 2$

$$524,361 > 42,799$$

$$36,521 < 36,522$$

$$876,532,889 > 876,531,989$$

### Practice Set 9

$$\begin{array}{r} 2 \\ \times 8 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 4 \\ \times 9 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 3 \\ \times 7 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$$

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

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

$$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array}$$

### Practice Set 10

$$9 \div 3 = \underline{3} < \underline{9} = 36 \div 4$$

$$48 \div 6 = \underline{8} = \underline{8} = 72 \div 9$$

$$36 \div 6 = \underline{6} > \underline{5} = 35 \div 7$$

$$81 \div 9 = \underline{9} = \underline{9} = 54 \div 6$$

**Practice Set 20**

$$40,000 + 2,000 + 700 + 20 + 3 = \underline{42,723}$$

$$8,000,000 + 40,000 + 5,000 + 80 + 1 = \underline{8,045,081}$$

$$\begin{array}{r} 8,379,427,198 \\ + 1,472,476,328 \\ \hline 9,851,903,526 \end{array}$$

$$\begin{array}{r} 2,194,362,819 \\ - 486,236,647 \\ \hline 1,708,126,172 \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 3 \\ \times 7 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 4 \\ \times 12 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 2 \\ \times 11 \\ \hline 22 \end{array}$$

$$12 \div 4 = 3$$

$$18 \div 9 = 2$$

$$27 \div 3 = 9$$

$$96 \div 8 = 12$$

$$108 \div 12 = 9$$

$$110 \div 11 = 10$$

**Practice Set 21**

$$\begin{array}{r} 43 \\ \times 7 \\ \hline 301 \end{array}$$

$$\begin{array}{r} 28 \\ \times 4 \\ \hline 112 \end{array}$$

$$\begin{array}{r} 36 \\ \times 7 \\ \hline 252 \end{array}$$

$$\begin{array}{r} 24 \\ \times 8 \\ \hline 192 \end{array}$$

$$\begin{array}{r} 57 \\ \times 3 \\ \hline 171 \end{array}$$

$$\begin{array}{r} 78 \\ \times 5 \\ \hline 390 \end{array}$$

$$\begin{array}{r} 63 \\ \times 6 \\ \hline 378 \end{array}$$

$$\begin{array}{r} 27 \\ \times 6 \\ \hline 162 \end{array}$$

$$\begin{array}{r} 46 \\ \times 3 \\ \hline 138 \end{array}$$

$$\begin{array}{r} 32 \\ \times 9 \\ \hline 288 \end{array}$$

$$\begin{array}{r} 18 \\ \times 6 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 42 \\ \times 9 \\ \hline 378 \end{array}$$



**Practice Set 28**

$36 \div 6 = 6$

$24 \div 8 = 3$

$35 \div 5 = 7$

$27 \div 3 = 9$

$36 \div 4 = 9$

$32 \div 4 = 8$

$28 \div 4 = 7$

$30 \div 6 = 5$

$$\begin{array}{r} 48,327 \\ \times \quad 4 \\ \hline 193,308 \end{array}$$

$$\begin{array}{r} 20,342 \\ \times \quad 9 \\ \hline 183,078 \end{array}$$

$$\begin{array}{r} 846,753,102 \\ + 156,764,379 \\ \hline 1,003,517,481 \end{array}$$

$$\begin{array}{r} 443,923,674,810 \\ + 473,046,374,867 \\ \hline 916,970,049,677 \end{array}$$

**Practice Set 29**

$1 \overline{)8}^8$

$3 \overline{)9}^3$

$2 \overline{)6}^3$

$4 \overline{)8}^2$

$3 \overline{)6}^2$

$2 \overline{)4}^2$

$8 \overline{)8}^1$

$6 \overline{)6}^1$

$3 \overline{)3}^1$

$1 \overline{)5}^5$

$1 \overline{)9}^9$

$1 \overline{)7}^7$

$5 \overline{)10}^2$

$3 \overline{)12}^4$

$1 \overline{)11}^{11}$