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Purposeful Design

MATHEMATICS

THIRD EDITION

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LM 12.1A Chapter 12 Parent Letter



Dear Parents,

The school year is quickly coming to a close! Your child has learned many new math concepts. This last chapter is a review of the subjects covered this entire year.

During the summer break, look for opportunities for your child to use the knowledge and skills acquired this year. Here are a few suggestions:

- Play a concentration-type card game with addition and subtraction facts. Make cards for the game by writing the facts on one set of cards and the sums or differences on another set. Or, use dominoes to help your child practice addition and subtraction.
- Have your child help you prepare simple recipes. For example, your child may measure the rice or the broth needed for a casserole dish.
- Give your child a handful of coins. Have him or her guess the total value and then check by counting. Help your child begin with the coins of greatest value and then count on to add the coins of lesser value.
- At the store, have your child compare prices of different brands and sizes.
- Have your child tell you the time by reading the clock at home. Ask what time it will be in two hours or what the time was a half hour earlier.
- Direct your child to use a ruler or tape measure to find the width of a window.

Regular practice and application of these skills will help your child be ready for second grade.



Name _____

LM 12.1B Morse Code for Numbers

1 ● — — — —

2 ● ● — — —

3 ● ● ● — —

4 ● ● ● ● —

5 ● ● ● ● ●

6 — ● ● ● ●

7 — — ● ● ●

8 — — — ● ●

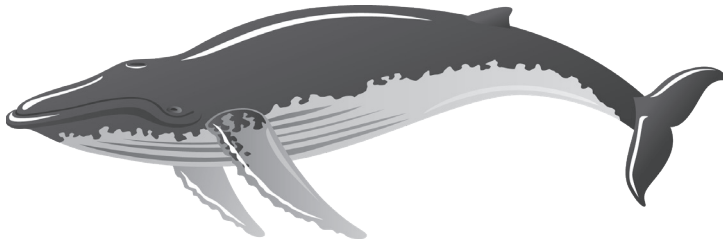
9 — — — — ●

0 — — — — —

Name _____

LM 12.5A Whale Watch

1. At 3:00 Laura saw 2 blue whales. Two hours later, she saw 2 more blue whales. What time was it then?



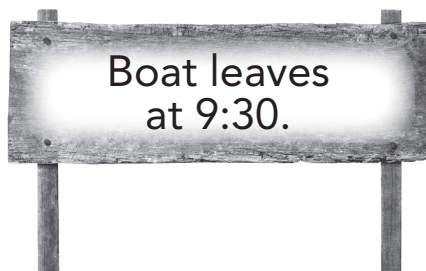
:

2. One whale baby was born at 9:00. Three hours later, another baby was born. When was the second baby born?

:



3. Tina wants to arrive 1 hour before the whale-watching boat leaves. What time should she arrive?



:

4. Dan spotted 2 whales at 1:30 and 6 whales 4 hours later. What time was it when Dan saw 6 whales?

:



**LM 12.5A Whale Watch**

1. At 3:00 Laura saw 2 blue whales. Two hours later, she saw 2 more blue whales. What time was it then?

**5:00**

2. One whale baby was born at 9:00. Three hours later, another baby was born. When was the second baby born?

12:00

3. Tina wants to arrive 1 hour before the whale-watching boat leaves. What time should she arrive?

**Boat leaves
at 9:30.****8:30**

4. Dan spotted 2 whales at 1:30 and 6 whales 4 hours later. What time was it when Dan saw 6 whales?

5:30



Name _____

LM 12.7A Estimating and Measuring

Estimate the size of the actual object. Write the estimate and **inches** or **feet**. Then, measure the actual object with a ruler or tape measure.

	Estimate		Actual
1.		whiteboard 	
2.		book 	
3.		chair 	
4.		bookcase 	
5.		box of crayons 	
6.		pencil 	
7.		paper 	
8.		folder 	

Name _____

LM 12.9A Patterns on the Calculator

Use a calculator to find the number pattern.



1. Push $\boxed{2}$ $\boxed{+}$ $\boxed{=}$ $\boxed{=}$ $\boxed{=}$

What is the last number? _____

What is the skip-counting pattern? _____

What will the next number be? _____

2. Push $\boxed{5}$ $\boxed{+}$ $\boxed{=}$ $\boxed{=}$ $\boxed{=}$ $\boxed{=}$

What is the last number? _____

What is the skip-counting pattern? _____

What will the next number be? _____

3. Push $\boxed{10}$ $\boxed{+}$ $\boxed{=}$ $\boxed{=}$ $\boxed{=}$ $\boxed{=}$

What is the last number? _____

What is the skip-counting pattern? _____

Press the $\boxed{=}$ once more.

What is the next number? _____

4. Find a pattern to equal 100. Write the skip-counting pattern. Write the number and signs on the buttons. Draw more buttons if needed.

Pattern: _____

Push $\boxed{}$ $\boxed{}$ $\boxed{}$ $\boxed{}$



LM 12.9A Patterns on the Calculator

Use a calculator to find the number pattern.



1. Push $\boxed{2}$ $\boxed{+}$ $\boxed{=}$ $\boxed{=}$ $\boxed{=}$

What is the last number? 8

What is the skip-counting pattern? skip counting by 2s

What will the next number be? 10

2. Push $\boxed{5}$ $\boxed{+}$ $\boxed{=}$ $\boxed{=}$ $\boxed{=}$ $\boxed{=}$

What is the last number? 25

What is the skip-counting pattern? skip counting by 5s

What will the next number be? 30

3. Push $\boxed{10}$ $\boxed{+}$ $\boxed{=}$ $\boxed{=}$ $\boxed{=}$ $\boxed{=}$

What is the last number? 50

What is the skip-counting pattern? skip counting by 10s

Press the $\boxed{=}$ once more.

What is the next number? 60

4. Find a pattern to equal 100. Write the skip-counting pattern. Write the number and signs on the buttons. Draw more buttons if needed.

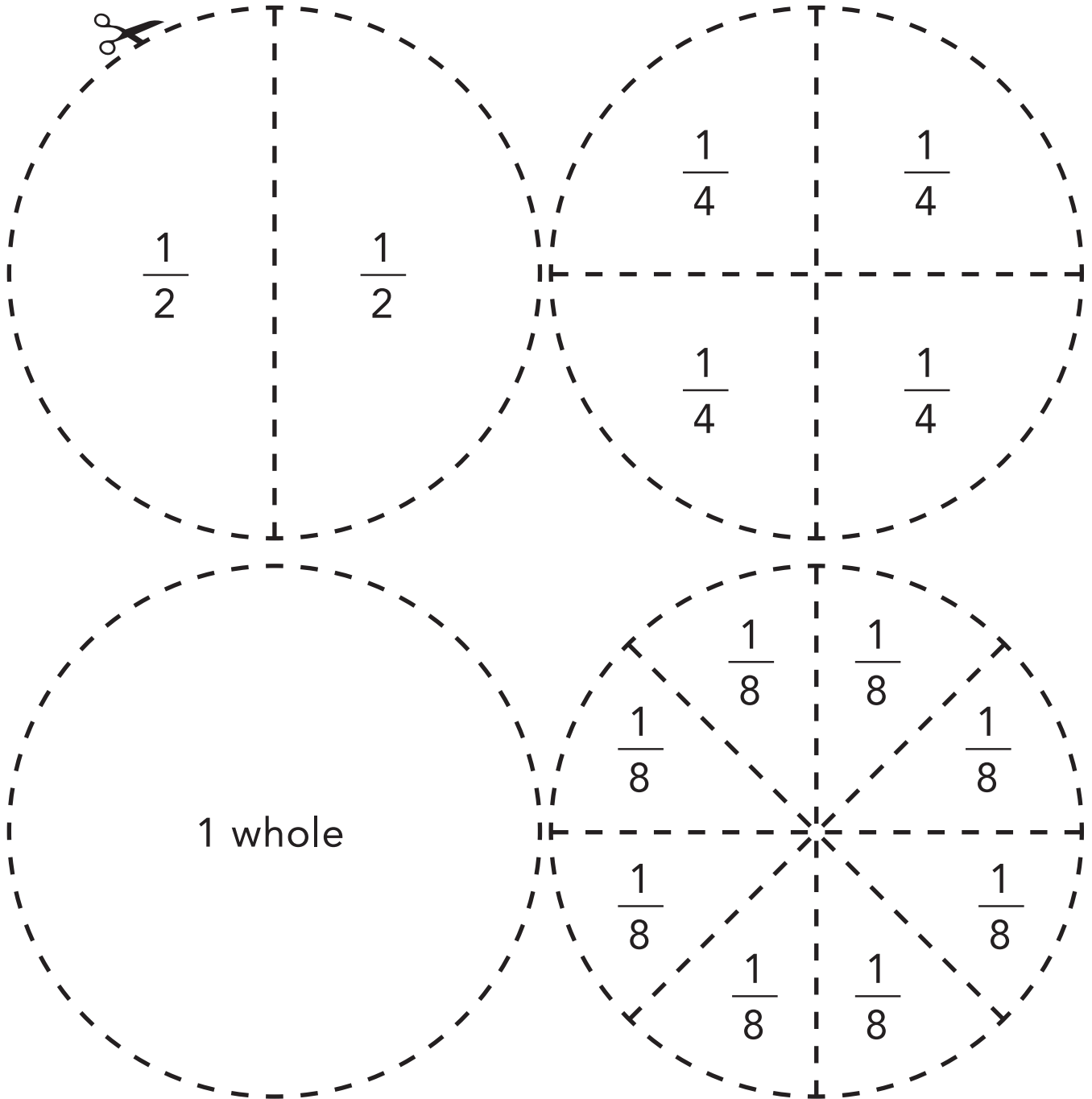
Pattern:

Push $\boxed{10}$ $\boxed{+}$ $\boxed{=}$ $\boxed{=}$

Possible answers:
skip counting by 10s or 20s



LM 12.10A Fraction Circles



Name _____

LM 12.14A Grade 1 Cumulative Review

Write the numerals. Circle the even numbers.

1. eight

4. nineteen

2. five

5. eleven

3. seventeen

6. fourteen

Match the shapes.

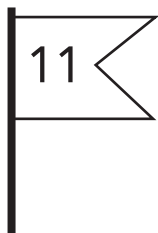
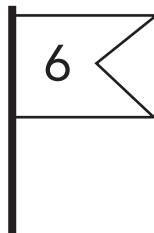
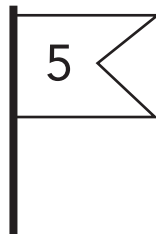


• triangle

• rectangle

• circle

Complete the fact family. Use only the numbers on the flags.



10. ____ + ____ = ____

11. ____ + ____ = ____

12. ____ - ____ = ____

13. ____ - ____ = ____



LM 12.14A Grade 1 Cumulative Review

Write the numerals. Circle the even numbers.

1. eight

8

4. nineteen

19

2. five

5

5. eleven

11

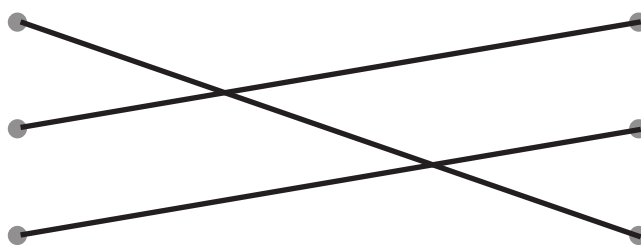
3. seventeen

17

6. fourteen

14

Match the shapes.

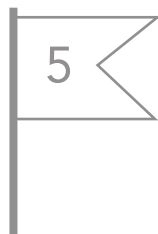


triangle

rectangle

circle

Complete the fact family. Use only the numbers on the flags.



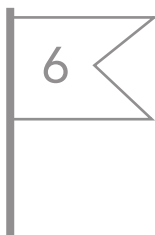
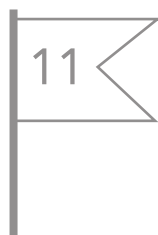
Order will vary.

10. $\underline{5} + \underline{6} = \underline{11}$

11. $\underline{6} + \underline{5} = \underline{11}$

12. $\underline{11} - \underline{6} = \underline{5}$

13. $\underline{11} - \underline{5} = \underline{6}$



Name _____

LM 12.14B Grade 1 Cumulative Review

Choose the correct answer. Fill in the circle.

14.
$$\begin{array}{r} 9 \\ + 2 \\ \hline \square \end{array}$$

(a) 9
(b) 11
(c) 7

16.
$$\begin{array}{r} 5 \\ + 3 \\ \hline \square \end{array}$$

(a) 8
(b) 2
(c) 1

15.
$$\begin{array}{r} 7 \\ - 7 \\ \hline \square \end{array}$$

(a) 7
(b) 1
(c) 0

17.
$$\begin{array}{r} 10 \\ - 5 \\ \hline \square \end{array}$$

(a) 0
(b) 3
(c) 5

Add.

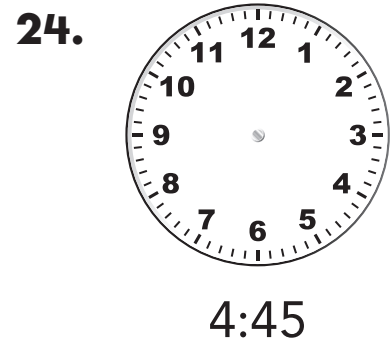
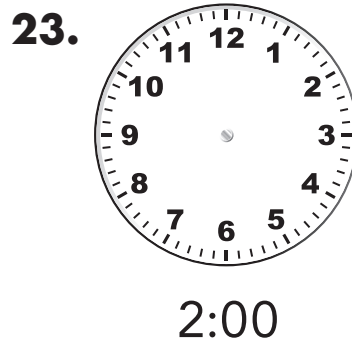
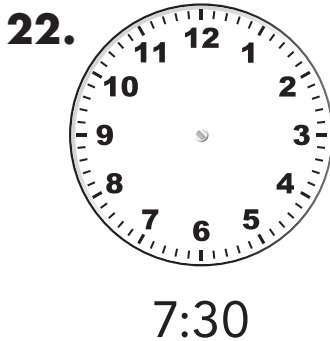
18. $3 + 4 + 3 = \underline{\hspace{2cm}}$

20. $7 + 2 + 2 = \underline{\hspace{2cm}}$

19. $2 + 1 + 4 = \underline{\hspace{2cm}}$

21. $3 + 5 + 2 = \underline{\hspace{2cm}}$

Show the time.



Count the money.





LM 12.14B Grade 1 Cumulative Review

Choose the correct answer. Fill in the circle.

14.
$$\begin{array}{r} 9 \\ + 2 \\ \hline \square \end{array}$$

(a) 9 ● 11
(c) 7

16.
$$\begin{array}{r} 5 \\ + 3 \\ \hline \square \end{array}$$

● 8
(b) 2
(c) 1

15.
$$\begin{array}{r} 7 \\ - 7 \\ \hline \square \end{array}$$

(a) 7
(b) 1
● 0

17.
$$\begin{array}{r} 10 \\ - 5 \\ \hline \square \end{array}$$

(a) 0
(b) 3
● 5

Add.

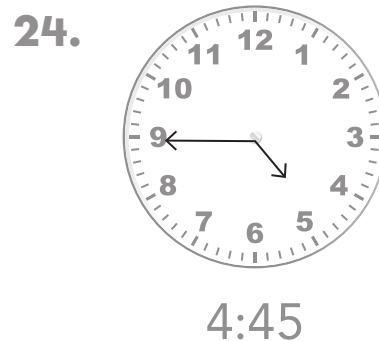
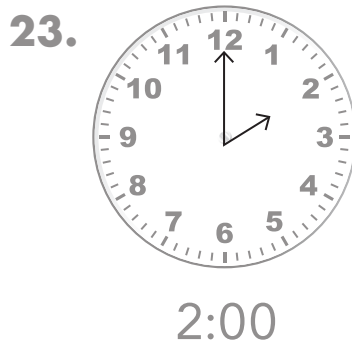
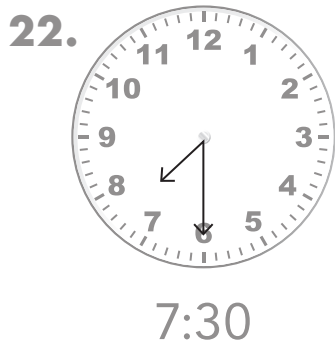
18. $3 + 4 + 3 = \underline{\quad 10 \quad}$

20. $7 + 2 + 2 = \underline{\quad 11 \quad}$

19. $2 + 1 + 4 = \underline{\quad 7 \quad}$

21. $3 + 5 + 2 = \underline{\quad 10 \quad}$

Show the time.



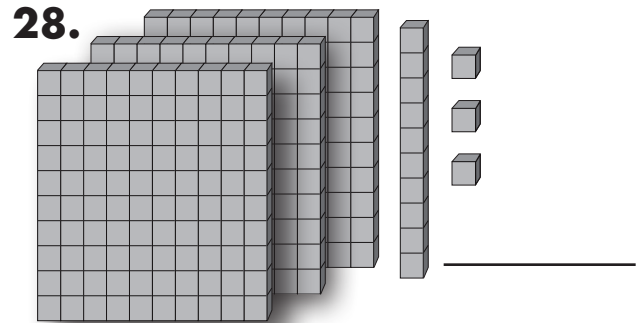
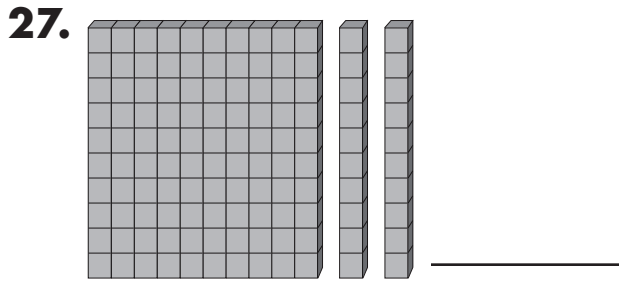
Count the money.



Name _____

LM 12.14C Grade 1 Cumulative Review

Write the number.



Write in standard form.

29. $400 + 30 + 2 =$ _____ **31.** $700 + 60 + 1 =$ _____

30. $100 + 90 + 9 =$ _____ **32.** $600 + 10 + 2 =$ _____

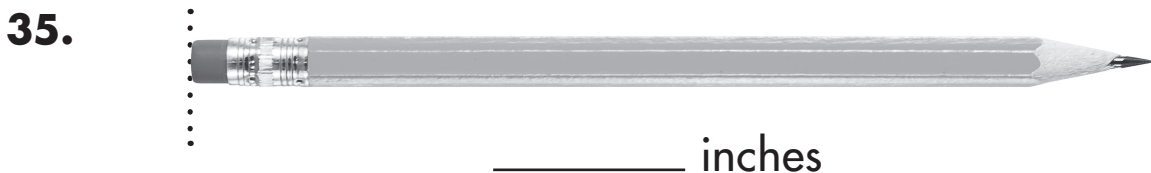
33. Write the numbers in order from least to greatest.

89 4 62 26 15

34. Underline the number in the hundreds place. Circle the number in the ones place.

376 125 991 457 893

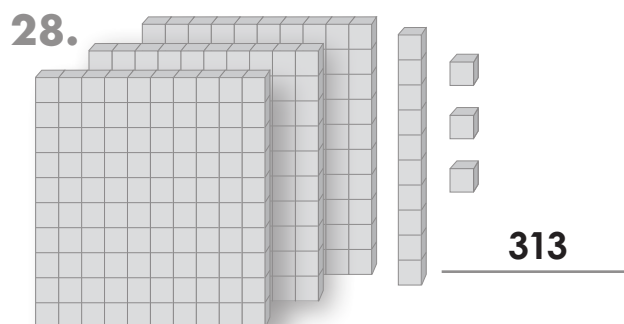
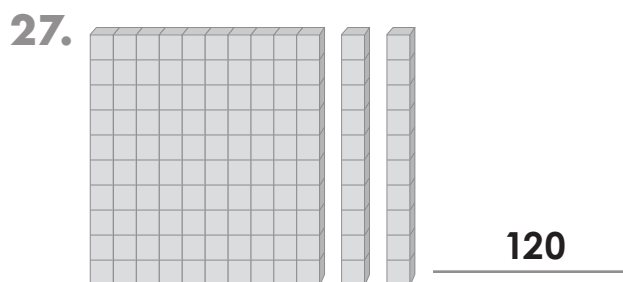
Measure each object.





LM 12.14C Grade 1 Cumulative Review

Write the number.



Write in standard form.

29. $400 + 30 + 2 =$ 432

31. $700 + 60 + 1 =$ 761

30. $100 + 90 + 9 =$ 199

32. $600 + 10 + 2 =$ 612

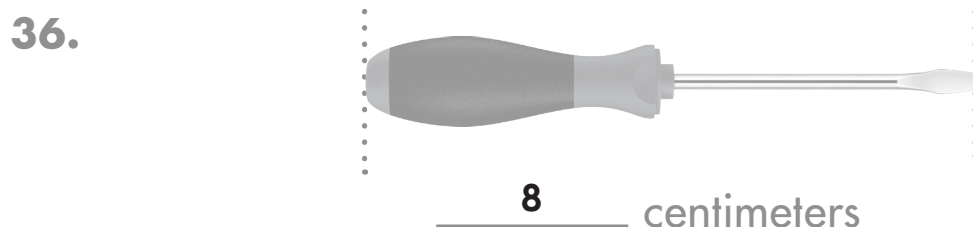
33. Write the numbers in order from least to greatest.

89	4	62	26	15
<u>4</u>	<u>15</u>	<u>26</u>	<u>62</u>	<u>89</u>

34. Underline the number in the hundreds place. Circle the number in the ones place.

<u>3</u> 7 <u>6</u>	<u>1</u> 2 <u>5</u>	<u>9</u> 9 <u>1</u>	<u>4</u> 5 <u>7</u>	<u>8</u> 9 <u>3</u>
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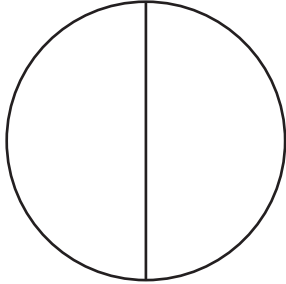
Measure each object.



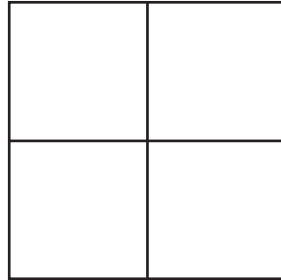
Name _____

LM 12.14D Grade 1 Cumulative Review

37. Color $\frac{1}{2}$.



38. Color $\frac{3}{4}$.



39. Color $\frac{1}{3}$.



Solve.

40.
$$\begin{array}{r} 29 \\ + 30 \\ \hline \end{array}$$



41.
$$\begin{array}{r} 97 \\ - 25 \\ \hline \end{array}$$



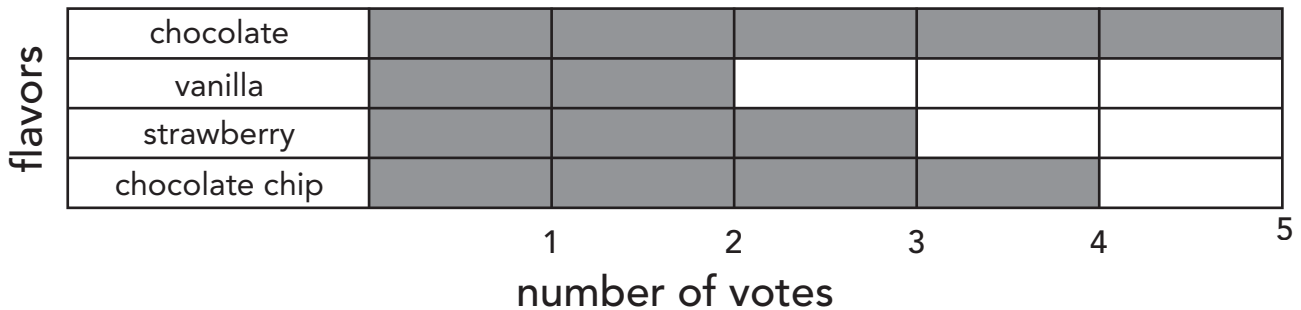
Write the missing addends.

42. $7 + \underline{\hspace{2cm}} = 12$

43. $8 + \underline{\hspace{2cm}} = 11$

The bar graph shows the votes for the favorite flavors of ice cream in a first-grade class.

Ice Cream Flavors



44. Which flavor had the most votes? _____

45. How many more votes did chocolate have than vanilla? _____

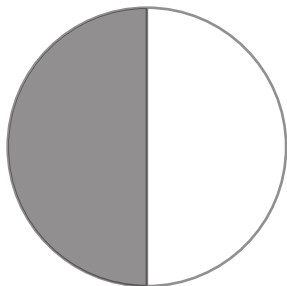
Solve. Show your work.

46. Gail had 75¢. She bought ice cream for 65¢. How much does she have left?

_____ cents

47. Raymond saw 3 red crabs. Then, he saw 4 blue crabs. How many did he see in all?

_____ crabs


LM 12.14D Grade 1 Cumulative Review
Coloring will vary.
37. Color $\frac{1}{2}$.

38. Color $\frac{3}{4}$.

39. Color $\frac{1}{3}$.

Solve.

$$\begin{array}{r} 40. \quad 29 \\ + \quad 30 \\ \hline \end{array}$$

59

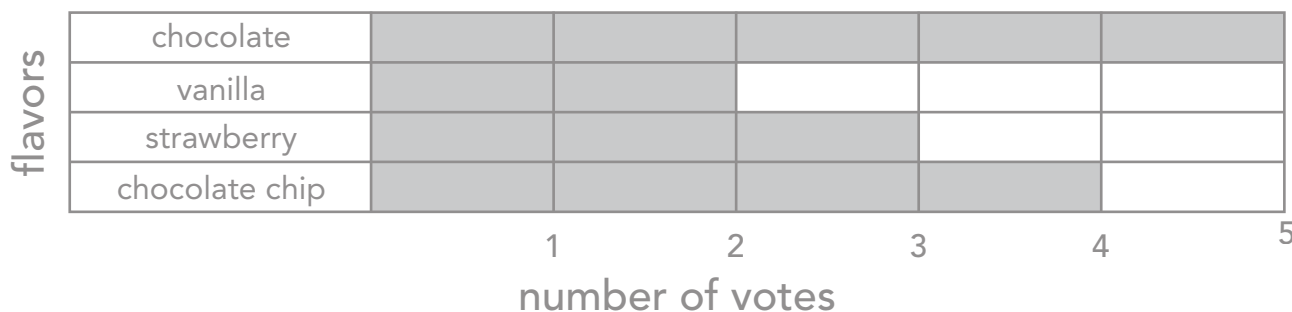
$$\begin{array}{r} 41. \quad 97 \\ - \quad 25 \\ \hline \end{array}$$

72
Write the missing addends.

$$42. \quad 7 + \underline{5} = 12$$

$$43. \quad 8 + \underline{3} = 11$$

The bar graph shows the votes for the favorite flavors of ice cream in a first-grade class.

Ice Cream Flavors


44. Which flavor had the most votes? chocolate

45. How many more votes did chocolate have than vanilla? 3

Solve. Show your work.

46. Gail had 75¢. She bought ice cream for 65¢. How much does she have left?

$$\begin{array}{r} 75 \\ - 65 \\ \hline 10 \end{array}$$

10 cents

47. Raymond saw 3 red crabs. Then, he saw 4 blue crabs. How many did he see in all?

$$\begin{array}{r} 3 + 4 = 7 \\ \hline 7 \end{array}$$

7 crabs



LM 12.14E Tic-Tac-Toe

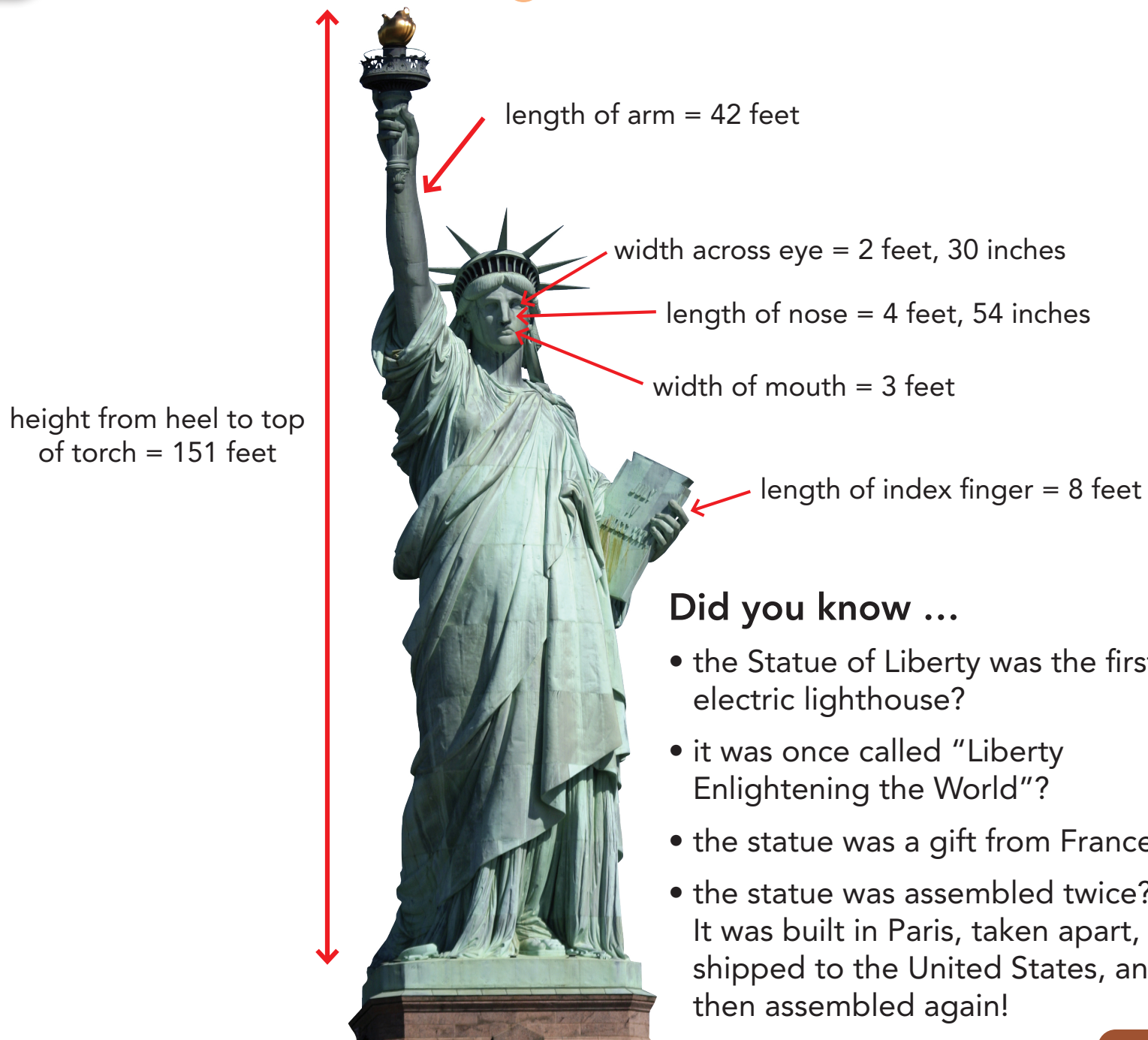
Play the game Tic-Tac-Toe. Make a nine-square grid on the board. In each of the squares, write one of the following words: *digit*, *pictograph*, *set*, *oval*, *dime*, *o'clock*, *addend*, *sum*, or *difference*. Divide the class into two groups. One group will be X and the other O. Choose X to begin. The first player will choose a square and define the word. If he or she is correct, the player may put an X in the square. If not, the first player in the O group may take a turn. When one group gets three squares in a row, start a new game.

- digit (**any of the numerals 0–9**)
- pictograph (**a graph that uses pictures**)
- set (**a group of things that are alike in some way**)
- oval (**a round shape that is longer one way than the other**)
- dime (**a coin that is worth 10¢**)
- o'clock (**when the minute hand is pointing to the 12**)
- addend (**a number that is added to another number**)
- sum (**the result of adding two or more numbers**)
- difference (**the answer to a subtraction problem**)



DM 12.7A

Statue of Liberty



Did you know ...

- the Statue of Liberty was the first electric lighthouse?
- it was once called "Liberty Enlightening the World"?
- the statue was a gift from France?
- the statue was assembled twice?
It was built in Paris, taken apart, shipped to the United States, and then assembled again!