

Day 42

- Students will: practice multiplication facts, perform mental math operations, multiply two digits by two digits
- Day 41+ worksheets
 - Facts – Do the next section on the page. This is multiplication, which they are going to be practicing on their worksheet, but the focus of the facts page is to be quick about it.
 - Mental Math – Read each one time and allow them to answer before moving on.
 - First practice with this: $88 + 8$. Can you think of some ways you could break up those number to make them easier to add?
 - Here are two ideas.
 - $80 + 8 + 8 = 80 + 16 = 96$
 - $88 + 2 + 6 = 90 + 6 = 96$
 - You try it on your own with $77 + 8$.
 - $70 + 7 + 8 = 70 + 15 = 85$
 - $77 + 3 + 5 = 80 + 5 = 85$
 - Write the number that is 5 ones and 4 tens. **45**
 - Write the number that is 3 hundreds, 7 tens, and 2 ones. **372**
 - Start with 3, add 4, add 3, add 6. **16**
 - Which numbers make ten from 2, 7, and 8? **2+8**
 - What is $30 + 60$? **90**
 - What number is halfway between 50 and 70? **60**
 - What is $80 - 40$? **40**
 - What is $38 + 20$? **58**
- Day 42 worksheet
 - When they are finished, they should have their answers checked, and they should fix or redo any problems with mistakes.

Day 43

- Students will: practice subtraction facts, perform mental math operations, multiply three digits by two digits
- Day 41+ worksheets
 - Facts – Do the next section on the page.
 - Mental Math – Read each one time and allow them to answer before moving on.
 - Practice first:
 - What's $27 + 3$?
 - $7 + 3 = 10$
 - $20 + 10 = 30$
 - Try one more on your own.
 - What's $16 + 4$?
 - $6 + 4 = 10$
 - $10 + 10 = 20$

- How many dimes in 50 cents? **5**
- What is $45 + 5$? **50** $5 + 5 = 10$, $40 + 10 = 50$
- What is 3 more than 7? **10**
- What number is halfway between 10 and 20? **15**
- Write any number that has three in the tens place. **30, varies**
- What is $22 + 8 + 30$? **60** $2 + 8 = 10$, $20 + 10 + 30 = 60$
- What is ten less than forty? **30**
- What is ten more than 615? **625**
- Day 43 worksheet
 - When they are finished, they should have their answers checked, and they should fix or redo any problems with mistakes.

Day 44

- Students will: practice division facts, perform mental math operations, multiply three digits by three digits
- Day 41+ worksheets
 - Facts – Do the next section on the page.
 - Mental Math – Read each one time and allow them to answer before moving on.
 - First practice with this:
 - What's $40 - 6$?
 - Since forty ends in zero, think what $10 - 6$ is.
 - 4
 - When we take 4 away from 40, we'll end up with 30 something. You know that from learning to borrow and regroup.
 - The answer is 34.
 - Try this on your own. What's $70 - 5$?
 - $10 - 5 = 5$
 - $70 - 5 = 65$
 - How much money is ten nickels? **50 cents**
 - What is $88 + 8$? **96**
 - What is $20 - 3$? **17**
 - Start with 10, add 4, subtract 7, add 3. **10**
 - How many groups of three are in fifteen? **5**
 - What addition fact goes with $9 - 3 = 6$? **$3 + 6 = 9$ or $6 + 3 = 9$**
 - What is two plus eight? **10**
 - Which two numbers make ten from these: 1, 7, and 9? **$1 + 9 = 10$**
- Day 44 worksheet
 - When they are finished, they should have their answers checked, and they should fix or redo any problems with mistakes.

Day 117

- Students will: draw hands on clocks, identify times, determine elapsed time, solve word problems
- Day 117 worksheet
 - For the elapsed time problems, point out to your child that they should first count on the minutes and then count on the hours because the minutes may move the time to the next hour. They can use the lines on the clocks to jump along to count.

Day 118

- Students will: determine elapsed time, solve word problems
- Day 118 worksheet
 - They can turn back to the clocks on the previous page if they want something visual to count around to determine the elapsed time. I do recommend counting on the minutes and then the hours.

Geometry

Day 119

- Students will: solve word problems, learn about 2D shapes
- Day 119 worksheet
 - You could quiz your child on some of the shapes by having them draw them.

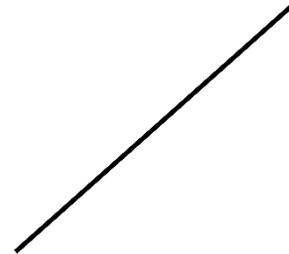
Day 120 (scissors, glue)

- Students will: learn about one, two, and three dimensions as well as 3D shapes and how nets transform into 3-D shapes
- Introduce dimensions

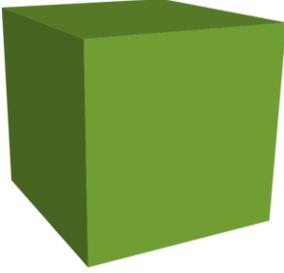
This is a line. It has one dimension.

All one dimensional shapes only have length.

The only 1D shape is a line, whether straight or wavy.



This is a rectangle. It has two dimensions: length and width. All 2D shapes have an area but no depth. Some 2D shapes are triangles, rectangles, pentagons, etc.



This is a cube. It has three dimensions: length, width, and depth. All 3D shapes are solids.

- Have your child look over the shapes and the nets. A net is a 3D shape opened up. They could cut out and build the dodecahedron on the second page. Save this for Day 122 if you make it.
- Day 120 worksheet
 - There are word problems and nets to try to figure out.

Day 121

- Students will: identify 3D shapes, solve word problems
- You can check to see if your child remembers how to find the average.
 - They find the total and then divide by how many numbers there are.
 - You can have them find the average of 1, 2, 3, 4, 5.
 - total 15, number 5
 - average 3
- You can also check their memory on percent. How do you find 15% of \$10?
 - Convert the percent to a decimal and multiply.
 - Multiply 10 by 0.15. = \$1.50
- Day 121 worksheet
 - They will match the shapes and answer the questions in the word problems.

Day 122 (your dodecahedron or a box/cube/block, optional: coins)

- Students will: identify edges, faces, and vertices of a shape; use the least number of coins, identify a shape from its net
- Get out the dodecahedron if you made it or grab a block or die or box.
 - Each flat surface is a **face**. They must be flat to be a face.
 - Each edge is an **edge**. That's the line between two faces.
 - All the points, the corners, are called **vertices**. One point, one corner is called a **vertex**, but you won't find a closed shape with just one.
 - Edges connect vertices. If there are no vertices, there are no edges.
- Have your child count them up on the dodecahedron or a box/block.
 - A dodecahedron has 30 edges, 12 faces, and 20 vertices.
 - A box has 6 faces, 8 vertices, and 12 edges.
- Ask your child how many would a sphere have?
 - none
- What about a cylinder?
 - no vertices, no edges, two faces (the top and bottom circles)

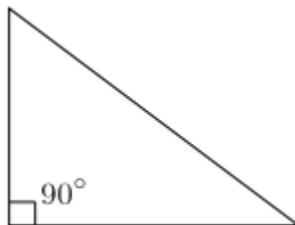
- Day 122 worksheet
 - For the coin section, they need to pay attention to use the least number of coins. You could give them a pile of coins to work with if that helps.

Day 123 (piece of paper)

- Students will: identify lines of symmetry
- A **line of symmetry** is where a shape can be divided in half perfectly. If you folded the shape over that line, the two sides would perfectly line up. It's not just dividing the amount of space in half, it's having two exactly equal and opposite sides.
- Have your child take a piece of paper and find the lines of symmetry.
 - There are two: down the middle top to bottom and right to left.
 - Along the diagonals are not lines of symmetry. They can fold it along those lines to see the two sides don't match up.
- A unique shape is the circle. It has an infinite number of lines of symmetry. You can draw a line across from any point on the circle to the point directly across from it and it would be a line of symmetry. If you could draw small enough, you could draw an infinite number of lines of symmetry.
- Day 123 worksheet
 - They can use the images to draw lines of symmetry. They need to always be thinking about folding along those lines and having the two sides match up.

Day 124 (three pencils or pens)

- Students will: learn about angles
- Take a look at the Day 125 worksheet.
 - Those are protractors. They measure angles. An **angle** is how we measure a turn.
 - Put two pencils together and rotate one, keeping them touching at one end.
 - The angle is measured in degrees. We write the angle at the point where two lines touch and use the degree symbol which is a little circle. You can see an example just below.
 - Here's what we call a **right angle**. It measures 90 degrees.



- Using two pencils, ask your child to make a 90 degree angle.
- Have your child close the pencils some to a smaller angle.

