

Grade 3

Resource Book



Oak Meadow

Oak Meadow, Inc.

Post Office Box 615

Putney, Vermont 05346

oakmeadow.com



Table of Contents

Introduction	1
Introduction to Third Grade	1
Course Materials	1
How the Course Is Set Up.....	3
How to Begin	4
Creating a Daily Structure and Rhythm	6
Creating a Supportive Homeschooling Environment	8
Nurturing a Healthy Imagination.....	10
Introduction to the Subjects	13
Language Arts	13
Social Studies.....	19
Mathematics	20
Science.....	24
Arts & Crafts.....	24
Music	28
Health.....	29
Assessment Measures in Third Grade	30
Information for Students Enrolled in Oak Meadow School	31
The High Utility 500	33
Recipes	37
Simple Homemade Modeling Dough (Uncooked).....	37
Simple Homemade Modeling Dough (Cooked)	38
Flatbread.....	39
Hasty Pudding.....	40

Stories for Social Studies	41
The Tower of Babel (lesson 1)	41
Joseph and the Many-Colored Coat (lesson 2)	42
Meet Micah (lesson 3)	43
Elissa: Princess and Founder of Carthage (lesson 4)	44
Ahnat of Kush: A Child of Ancient Kush (lesson 5)	46
The Coming of the Corn (lesson 6)	47
Creation (lesson 7)	48
The Beginning of All Things (lesson 8)	49
Sarah on the Frontier (lesson 9)	50
Life in Ancient Israel (lesson 19)	51
Carthage: Port and Market (lesson 20)	52
Ahnat's Journey (lesson 21)	54
Standing Deer of the Cherokee: The Green Corn Festival (lesson 22)	54
Singing Deer of the Dakota Nation (lesson 23)	55
The Birth of a New Member of the Hopi Clan (lesson 24)	56
A Recording from the Journal of Sarah Whittaker (lesson 25)	57
Jack Beem: Blacksmith Apprentice (lesson 26)	58
Sarah and Rebecca: Two Lives in Ancient Israel (lesson 28)	59
Elissa of Carthage (lesson 29)	60
Big Sister to Little Brother: A Kush Bedtime Story (lesson 30)	61
The Woman and the Rattlesnake (lesson 31)	62
Wunima: Hopi Child (lesson 32)	62
Samuel: The Gathering of a Country (lesson 33)	63
Math Worksheets	65
Answer Key	125



Introduction

Introduction to Third Grade

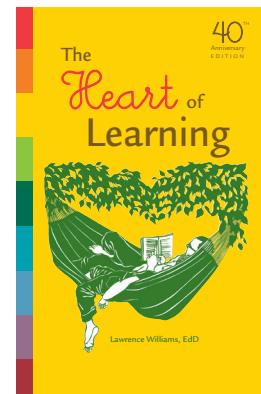
Welcome to third grade! At this age, children become more aware of their individual nature and have a better perspective of the world around them. Third graders begin learning to write in cursive and are introduced to music notation among many other exciting firsts! Children of this age are becoming 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 cobalt blue, carmine red, and cadmium pale 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 and plenty of "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.

Imitation Activities

Young children learn naturally through imitation, and this is still true of third graders. When we include our children in the daily activities of life, allowing them to work side by side with us, they learn essential tasks at their own pace, developing practical skills without feeling pressured to perform. The kitchen, with its daily bustle, is an excellent place to begin. Children often love to help prepare food. Kneading bread is a fun activity for children to dig their hands into, and they enjoy shaping their own little loaves or forming the bread into animal, letter, and number shapes. Have your child help set the table, and when flowers are in season, your child can pick some to put on the table. After the meal, you can wash the dishes together. When parent and child work together, a harmonious flow is established between them, which results in a deeper bond.

No matter the task, your child will enjoy working alongside you when you bring an upbeat attitude to the task. If you give your child a directive to clean up and you do not participate, however, they will most likely balk at the idea. Children want to do things *with* parents—this is the key.

Creative Play

Is your house overflowing with games, toys, books, stuffed animals, paper, and bits and pieces of everything in between? Such spaces occur naturally, and are the result of healthy, creative activity. Yet, too much stuff can make individual toys inaccessible, and the overall scene of piles upon piles of treasures can be quite uninspiring and overwhelming. You may consider doing a thorough organization before beginning your homeschooling experience. One method is to have a “50 percent Reduction” day, where just about half of everything is carefully put away into boxes and stored for another day (labeling the boxes is a great idea!). Do you have five puzzles out? Put away two or three for now. Do you have a dozen stuffed animals in an overflowing basket? Choose six to keep and six to take a break (“take a vacation”). Clearing out and bringing order to the physical spaces of play and learning can have a positive, refreshing influence on children and parents alike.

Once everything is organized and accessible, creative play often emerges naturally from the events of your day and the stories your child hears. Playing house or store, dressing up and acting out stories, building with blocks, and other such activities can easily be an extension of your focused main lesson times.

We offer the following list of classic creative play ideas.

Costume box: Many children love to act, so have a good collection of outfits and props on hand. Thrift stores and garage sales are great places to find interesting garments and accessories for your costume box. Hats, gloves, shoes, costume jewelry of all kinds, old neckties, shawls—all can be part of a well-stocked costume box. Large silk or cotton scarves are also wonderful for creative play.

Shopkeeper: Cans of food, a small bag of popcorn, a box of uncooked pasta, or small unopened packages of beans and other foods can stock the “store” shelves, and play money (or real coins) can make the experience more real for your child. Also, you can use empty food boxes and cans, taping up the lids so they can be safely used for a pretend store.

Playhouse or fort: Use a large cloth thrown over a table or an arrangement of chairs, to create a cozy playhouse. Making a house out of a large box (ask your local refrigerator or washing machine dealer) is also fun. Cut out windows and doors, and paint the outside of the house with shutters around the windows, flowers growing around the edges, or any decorations that strike your child's fancy.

Block play: A set of plain wooden blocks in basic shapes—squares, rectangles, round “towers,” etc.—offers endless possibilities. Blocks that are of consistent and relative sizes (“unit” blocks that show two square blocks equal one rectangular block, or two triangular blocks equal one square block) are excellent for developing an awareness of mathematical relationships. By simply playing with these blocks, children become comfortable and familiar with simple concepts of addition and subtraction, comparison and sequencing, and many other important ideas. Large cardboard “bricks” are also excellent building blocks, and can be used to create very tall towers and entire castles. They are lightweight and easy to stack, and won't hurt anyone when they fall down.

While small interlocking plastic blocks (like LEGO) are a great hit with children and can lead to hours of imaginative play, we encourage you to provide a sturdy set of wooden blocks as well. There is a big difference in the feel, sound, and experience of using wooden blocks as opposed to plastic blocks, and they will undoubtedly be used throughout the years by children of all ages.

Items from nature: As the year progresses, you can develop collections of nature items. Shells, stones, nuts, pine cones, and other materials from nature can be kept in small baskets in an easy-to-reach place. Your child will naturally gravitate to playing with them in an amazing variety of ways.

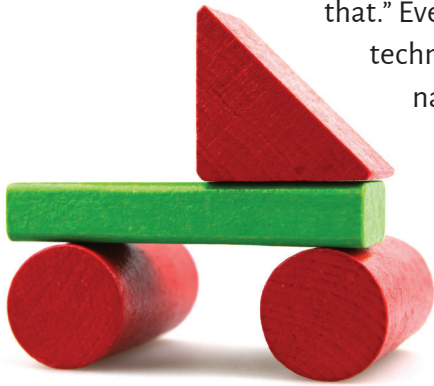
Handwork: Keep beeswax and clay handy. Make your own modeling dough (two recipes are provided in this resource book) in addition to using purchased clay. Materials for handwork (yarn, felt, construction paper and other interesting papers, scissors, glue, craft sticks, etc.) can be kept on a low shelf, easily available whenever needed.

Sand play: All that is needed is a pile of sand and some natural materials such as branches, leaves, small sticks, stones, acorns or other seed pods, grass, etc. Containers and “diggers” of different sizes and shapes (from thimble and spoon to bucket and shovel) and a bucket of water will allow your child endless possibilities.

Nurturing a Healthy Imagination

A child's “play” is actually an extraordinarily complex learning process! It is the way a child learns to make sense of the world. Any parent or teacher who has closely watched a child absorbed in imaginative play must be impressed by the intensity of the play and its reality to the child. Social situations and emotional challenges are given expression in the safe world of a child's pretend play. In this way, a child is able to confront difficulties, try out solutions, and integrate problem-solving techniques into their being.

In recent years, however, simple toys have been replaced by a bewildering variety of toys designed to attract attention, make noise or move on their own, or tie into a movie or TV show. Electronic devices come loaded with enticing games and everywhere you turn, “there’s an app for that.” Even young children are targeted by media conglomerates eager to get technology into every little hand. Although one can admire the ingenious nature of these toys and electronic games, careful observation of children’s relationships to these toys reveals an interesting point. These toys may be very alluring and fascinating at first, but children soon discover that the possibilities in such toys are limited. For example, if the toy moves and makes noise on its own, it takes away the child’s fun of moving the toy and making noises. A rectangular wooden block can become a table, car, boat, house, man, or many other things as a child creates the details of it in their imagination. However, a Galactic Star Cruiser can only be a Galactic Star Cruiser. The child quickly loses interest or wants another more complex toy. A craving for more and more toys is often accompanied by less and less satisfaction.



When play centers around simple toys such as blocks, cardboard boxes, sand play, etc., the imaginative faculties are continually being strengthened and refined, for the child must supply the details of the adventure from within. A child who grows in such an environment develops the ability to see the possibilities inherent in all things, which lends itself to the skills of creative problem-solving, flexibility of thought, and a strong, independent mind.

The Importance of Fairy Tales

One of the central themes of the Oak Meadow lower school curriculum is offering children the opportunity to develop their imaginative capacities by introducing subject content through rich story images. Stories (particularly those without pictures) allow children the chance to enhance their innate ability to see and feel characters, landscapes, interactions, gestures, predicaments, and solutions in their mind’s eye. Children also connect with these characters and events on an emotional or heart level, and begin developing their ability to empathize with another’s situation, and to explore the nature of relationships.

Some tips for using fairy tales:

- Before reading to a child, we recommend that you read through the fairy tale at least one day before telling it so you are familiar with the images, characters, and plot of the story and so that you have an opportunity to think about parts of the story that you might want to present differently. Tell the story with your own creative interpretation that you feel will connect your child with the story more effectively.
- As adults, we tend to identify with characters quite literally, but the child thinks in a more imaginative way. The fairy tale speaks strongly to the young child because good always prevails over

bad, and this is what children need to hear. Remember that these stories are not likely to be interpreted literally by a child, as children tend to focus on the archetypes and images presented instead.

- During the story recall, support your child in remembering actual events and the sequence in which they happened. Don't worry about asking them to articulate an opinion at this stage.

For more tips about storytelling in general and its nourishing role in child development, please refer to the *Oak Meadow Guide for Teaching the Early Grades*.

The Influence of Screen Time and Media

From a developmental perspective, many parents and educators are concerned about the amount of time that children spend in front of a TV, computer screen, or electronic device. Young children are often riveted by moving pictures on a screen, be it video or computer games, movies or TV, or any other form of entertainment that is screen-based, but children benefit most from being physically active. They should be encouraged to run, jump, play, imagine, and use their hands to create things. While occasional movie viewing or interactions with technology don't normally present a problem, we don't feel that regular screen time is healthy for young children because it takes them away from physical activity, which is very important for their balanced growth.

It can be difficult to find a balance between indulging a child's desires and limiting exposure to TV, movies, computer games, handheld electronic devices, and other screen time. Most parents feel there are many positive programs that their child can benefit from or enjoy, and no doubt about it—TV (or online resources) can be an excellent educator and entertainer. However, electronic media can also get in the way of exploring, playing, interacting with parents and others, or just letting the mind wander, all of which encourage learning and healthy physical and social development.

Many educators have also noted that screen time can negatively influence the way a child plays. When children play, they often imitate what they see on the screen instead of engaging in their own creative and imaginative play. The more screen time children have, the more they will expect fast-paced action and excitement. They come to expect to be entertained and often act bored when they find themselves faced with free-play time. It can become hard for them to come up with their own original, creative play scenarios to explore, solve, and learn from.

Creative play lays the foundation for academic learning, and it is vital for healthy intellectual, social, and physical development in young children. If your child needs help finding things to do when the TV is turned off, suggest other activities and be willing to join in the creative play until they are able to become involved and absorbed. With this approach, your child will soon develop the inner capacity to create original play scenarios and free-play time will become enlivened and enriched. (If screen time or boredom are concerns in your household, please read the chapters in *The Heart of Learning* that address these topics.)



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

Simple Homemade Modeling Dough (Uncooked)

Ingredients:

4 cups flour

1½ 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.

Simple Homemade Modeling Dough (Cooked)

Ingredients:

2 cups baking soda

1 cup cornstarch

1 $\frac{1}{4}$ cup cold water (add food coloring if desired)

Steps:

Combine baking soda and cornstarch in a pan, and slowly add cold water while stirring. Cook over a low flame, stirring often, for 5 or 6 minutes. Remove the dough from the pan and lay it out on a flat board to cool, covered with a damp cloth so it doesn't dry out.

When cool, knead the dough for about 10 minutes. Store it in an airtight container in the refrigerator.

If your child uses this dough to make something they want to keep, you can put the creation on a lightly greased cookie sheet and bake it for about 2 hours at 200°. Then turn off the oven and let it sit for another 2 hours in the oven to cool and harden. The cooked, hardened project can be painted if desired.



Stories for Social Studies

The Tower of Babel

Lesson 1

Ancient Hebrews understood much of the world through their experience with their creator. The Old Testament 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 of Shina not far from the Euphrates River. They had overcome many hardships to come to this place, and when they arrived, they rejoiced, for they all understood one another and spoke in one tongue. 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 men and women. Perhaps we no longer need to follow the laws of our creator. Perhaps we have become greater than the creator himself.” And so the conversation continued between the people. They discussed and argued and finally they came to an agreement.

“It is agreed. It is clear to all of us that we no longer need our creator. He 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 stronger than he.”

And so the people began. They made clay bricks and baked them so they became strong; in this way they made the stone with which to build their tower. They used lime in the earth as their mortar, and so they built a mighty tower. The people worked for forty and three years and soon it was near completion.

Yahweh sighed from the heavens as he looked down upon their labor. “Do they no longer know,” he said to himself, “that I Am who I Am?” And so Yahweh came down to get a closer look.

When he saw the Tower of Babel and he learned of their intentions, Yahweh 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 Yahweh said, “I will confuse their language so they may no longer understand one another and spread the peoples to all the corners of the 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. Yahweh lifted them and sent them to the four corners of the Earth, where they each settled.

It was in this way that the Earth became varied and its people widespread, full of many different languages and cultures. Since that time, people from all over the world still struggle to find one another again, and speak the same tongue.

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 Potipher 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.

At night I lie looking out through the rafters and speak to the stars. There is one spot where the clay that covers the branches has chipped away, and it is as though I have been given a window to the world outside. Sometimes I believe that the prophets look down upon me and I wonder what is in store for my life. I pull my *kesut* (an outer garment) closely to myself and sing the songs my mother taught me.

Each morning I climb down the wooden ladder to the room where my mother and sister bake our flat-bread on the hearth. I rejoice at the light of day, for I know I will soon be in the fields with the sheep. I love their soft, sweet-smelling wool, and they follow me like little brothers over the hills. Soon it will be harvest time, though, and I will help in the olive orchard.

Dates and figs will appear like gifts at our table, and we will delight in their chewy goodness!

Though there is no shortage of work to be done, our family is grateful for it, for there are those who live only through begging for their bread. We have been blessed with a large family; my grandfather had many sons. His sons had many sons of their own. We live together, working the land and tending our flocks of sheep and goats, and some say we have the finest donkey around! My grandfather has made wise choices, not to live as the nomads do, traveling from one place to another, but building our homestead through daily labor. The Lord has rewarded my grandfather with many blessings.

I am learning to read. It is not necessary, I know, but I love the sounds of words. My sister, too, listens in on my lessons. She is not meant to, but I know she does. She says that someday she will pass her learning down to her sons and daughters. We are a family, she says, and we must help one another to do our best in all things.

Today I go to the hills; tomorrow, the harvest. I wonder how life could be richer than mine. Though there is sorrow in all times, this, I believe, must be the best of all times to be living. Don't you agree? I must go. May the Lord bless you, in all that you do.

Elissa: Princess and Founder of Carthage

Lesson 4

Long ago and far away, there once lived a great king in the city of Tyre. He was a wise and good king, beloved of his people. But it was not long before the king grew ill. He called to him his son, Pygmalion, and his daughter, Elissa. "I am aware," he said to them, "that my time is over on this Earth and I am called to name my successor." Pygmalion grew concerned at this, for he knew that he was to be the next ruler of Tyre. "Pygmalion," the king called, "you have much to learn, my son. Though you are strong, it is your strength that leads you to forget your heart. I have chosen Elissa to follow me, for it has been foretold that she will lead the greatest city in the entire world." With these words, the good king died.

Elissa wept but Pygmalion only turned quickly and called out to the court, "The king, my father has gone to the gods; I will reign in his stead!" The court cheered, and so it was that Pygmalion, not Elissa, was named the next ruler of Tyre. Now it was, in those times, that women did not rule. Elissa had no choice but to bend to her brother's will.

King Pygmalion was not satisfied. He was angry that his father had chosen his sister to rule and wanted revenge, so he demanded that his sister marry a man named Acerbas, a much older, wealthy noble who was struck by Elissa's beauty. Though she was saddened by this request, Elissa again did her brother's bidding and married Acerbas. But the result was not as Pygmalion expected. Acerbas treated Elissa well, with fondness and love. In return, Elissa grew more and more devoted to her husband. Pygmalion was enraged and had Acerbas stolen away in the hopes that he might steal Acerbas's treasure in his absence.

"Where is the money that your husband has hidden away?" Pygmalion demanded of his sister.

"I know not, brother, and only wish to see my husband again. If I knew, I would give you all that we have, for his wealth has no meaning for me."

Pygmalion stormed away, thinking that she must know where Acerbas's treasure lay. That night a servant stole into Elissa's bed chamber and said, "Fair maiden, there is trouble afoot. Your brother intends to lock you up forever if you do not tell him where Acerbas's gold is buried. Please, you must leave and save yourself!" Elissa was obedient, but she was not unwise, so she cut her hair and made herself look as though she were a man. Then she gathered her most trusted followers and proposed that they steal away together, and build a new city; one based on trust and good will.

Elissa and her followers ran down to the river's edge and climbed aboard a great sailing ship. They carried provisions and goods, as much as they could gather. When Pygmalion heard of his sister's plan to leave, he sent soldiers down to the river to stop them. Elissa, however, had anticipated this and called out to the warriors as they reached the river, "Here is your master's money, but you must swim for it!" So saying, Elissa threw bag upon bag over the side of the ship, just as they were sailing away. Pygmalion paused as he decided which action to take. Finally his greed overwhelmed him. "Fools," he cried. "Get the gold!" One by one, his men dove into the river after the bags, as Elissa's ship sailed to safety. One by one each man surfaced carrying a bag filled to the brim with sand.

Elissa sailed until she arrived in the Gulf of Africa. There she saw a land so fertile and welcoming, she knew in her heart that this was the settling ground where she was destined to bring her people. Gladly they anchored their ship until, upon reaching the shore, the settlers came upon a large group of people native to that land.

Elissa greeted them kindly, and they were enchanted by her grace and beauty. "I have come only to bargain for land," she said. The King of their tribe answered willingly that she should take as much land as could be covered with an ox hide. Nodding gratefully, Elissa ordered a large ox hide to be brought forth from the hull of the ship. She then had the hide cut into the thinnest of strips, and laid these strips along the ground. So it was that the great city of Carthage found its beginnings.

It was not long before many people came to see this city that Elissa had erected so quickly. The land was fertile, crops were abundant, and travel and trade was easy along such a welcoming seacoast. Elissa ruled in peace and prosperity, always encouraging her people to widen their hearts and share their wisdom with all who longed to join them. In this way, Carthage grew strong and beautiful to

behold. And so the prophecy was fulfilled, for Elissa, in her wisdom and generosity, did finally rule over the most prosperous city in all the world.

Ahnat of Kush: A Child of Ancient Kush

Lesson 5

Day breaks. I knew it would come, but I hoped it would not. Today is the day my brother leaves for Egypt to live in the palace of Pharaoh, learn their ways and study. When he returns, he will be a man. I know that, although he is only ten, he has the heart of a lion—as strong perhaps as the lion warrior god, Apedemek, himself. But still, I will miss him, though I don't dare speak of it.

For myself, I am to be married soon. It is possible my husband will be an Egyptian of great power, and in this way I may see my brother before long. It is the way of our people, the Kush. Though we are different from the Egyptians, with their fancy dress and curious gods, still we have many similarities about us. When my brother returns to share the wealth of his wisdom with our people, it is my hope that he will not be too changed—that he will remember our gods and our ways too. That he will hold us in his heart and spirit while he learns the ways of the Pharaoh and his people.

I climb out of my wooden bed, put on a fresh tunic and walk outside into the hot, sunny day. Even in the early morning, the sun beats down on us, calling us to do our work quickly so we may rest in the afternoon shade. My mother greets me kindly and hands me a piece of flatbread and dates. She smiles, but I know she, too, will miss my brother. We talk about the festival that took place last night. Oh, the dancing and the sound of the kounbun kash tambourine, it is still singing in my ears. My sisters, brother, and I spun around so wildly, I could feel my heartbeat in my ears! The priests elected a new king, and the whole city of Napata rejoiced. We pray to Amon-Re that he will be a strong and just king, like his mother, the queen, was before him.

It is time. My mother and I gather my brother's belongings. It is not much. Though we are wealthy by many people's standards—my father is a merchant and does well in trade and commerce—my brother's needs on this journey are few. He will be traveling with eight other boys from good families, chosen by the priests to represent our city to Pharaoh. I am proud of my brother, and he is excited to go on this adventure, that I can see. We bow to our family altar and leave.

The great rowing ship waits for us at the edge of the Nile, and its men sit resting at the oars.

It is weighed down by the taxes we send to Pharaoh. My brother turns and calls out his goodbyes. We embrace. I am happy for him. His future is as bright as the sun that warms our lands.



Math Worksheets

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 4

Division facts

$63 \div 7 =$

$32 \div 8 =$

$40 \div 5 =$

$36 \div 9 =$

$72 \div 8 =$

$24 \div 3 =$

$72 \div 6 =$

$16 \div 4 =$

$22 \div 2 =$

$84 \div 12 =$

$36 \div 6 =$

$32 \div 4 =$

$16 \div 8 =$

$8 \div 0 =$

$36 \div 4 =$

$45 \div 9 =$

$64 \div 8 =$

$81 \div 9 =$

$25 \div 5 =$

$9 \div 3 =$

$12 \div 1 =$



Answer Key

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 ÷ 8 = 6
+ 98,473,283	- 924,120	× 4	
119,596,999	77,023,011	48	

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.

Practice Set 4

$63 \div 7 = 9$

$36 \div 9 = 4$

$72 \div 6 = 12$

$84 \div 12 = 7$

$16 \div 8 = 2$

$45 \div 9 = 5$

$25 \div 5 = 5$

$32 \div 8 = 4$

$72 \div 8 = 9$

$16 \div 4 = 4$

$36 \div 6 = 6$

$8 \div 0 = 0$

$64 \div 8 = 8$

$9 \div 3 = 3$

$40 \div 5 = 8$

$24 \div 3 = 8$

$22 \div 2 = 11$

$32 \div 4 = 8$

$36 \div 4 = 9$

$81 \div 9 = 9$

$12 \div 1 = 12$

Practice Set 5

$$\begin{array}{r} 34 \\ + 6 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 87 \\ + 9 \\ \hline 96 \end{array}$$

$$\begin{array}{r} 26 \\ + 7 \\ \hline 33 \end{array}$$

$$\begin{array}{r} 98 \\ + 4 \\ \hline 102 \end{array}$$

$$\begin{array}{r} 109 \\ + 76 \\ \hline 185 \end{array}$$

$$\begin{array}{r} 784 \\ + 26 \\ \hline 810 \end{array}$$

$$\begin{array}{r} 465 \\ + 278 \\ \hline 743 \end{array}$$

$$\begin{array}{r} 863 \\ + 149 \\ \hline 1,012 \end{array}$$

$$\begin{array}{r} 10,049,653 \\ + 3,842,569 \\ \hline 13,892,222 \end{array}$$

$$\begin{array}{r} 298,632,486,917 \\ + 241,360,425,307 \\ \hline 539,992,912,224 \end{array}$$

$$\begin{array}{r} 364,825,463,792 \\ + 146,745,834,627 \\ \hline 511,571,298,419 \end{array}$$

$$\begin{array}{r} 398,642,135,642 \\ + 189,367,925,767 \\ \hline 588,010,061,409 \end{array}$$

Practice Set 6

$$\begin{array}{r} 32 \\ - 9 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 46 \\ - 7 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 24 \\ - 6 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 85 \\ - 7 \\ \hline 78 \end{array}$$

$$\begin{array}{r} 93 \\ - 6 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 48,210 \\ - 7,103 \\ \hline 41,107 \end{array}$$

$$\begin{array}{r} 36,984 \\ - 18,346 \\ \hline 18,638 \end{array}$$

$$\begin{array}{r} 21,846,394 \\ - 19,476,218 \\ \hline 2,370,176 \end{array}$$