

Simply

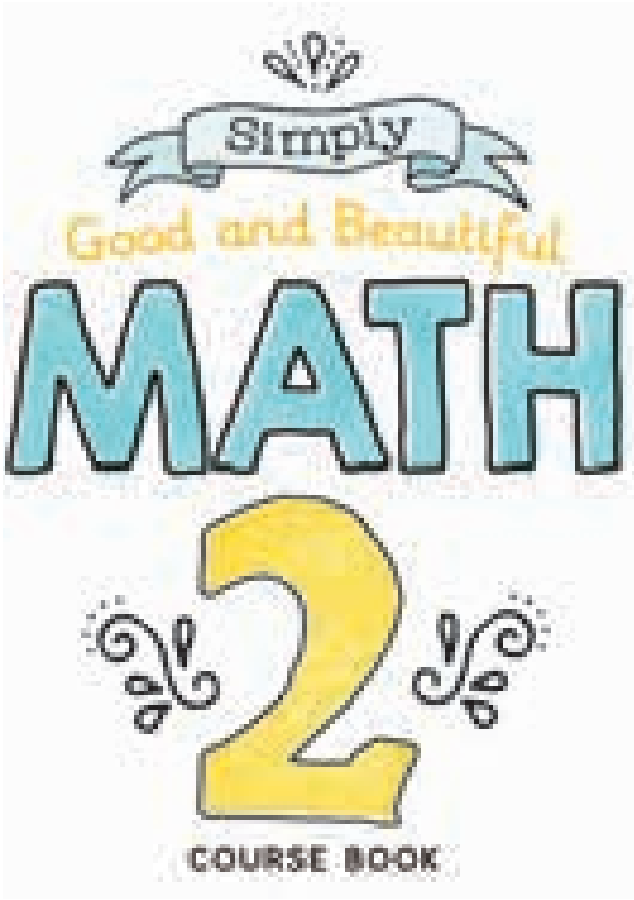
Good and Beautiful

MATH

2

COURSE BOOK

The Good and the Beautiful CURRICULUM



Created by the Simply Good and Beautiful Math Team

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The Good and the Beautiful
CURRICULUM
goodandbeautiful.com

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Table of Contents

About the Course iv
Frequently Asked Questions v
Unit 1 1
Lesson 1: Place Value to the Hundreds 2
Lesson 2: Identifying and Writing Numbers to 1,000 6
Lesson 3: Skip Counting by 50s 8
Lesson 4: Spelling 13, 14, and 15 11
Lesson 5: Counting Bills 14
Lesson 6: Doubles Addition to Sums of 18/Star Logic 16
Lesson 7: Tally Marks/Working with Bills 20
Lesson 8: Zero as a Placeholder/Adding 2 Two-Digit Numbers 22
Lesson 9: Subtraction Strategy #1 25
Lesson 10: Subtraction Strategy #2 27
Lesson 11: Counting by 25s 30
Lesson 12: Time: Part 1 32
Lesson 13: Subtraction with Two-Digit Numbers 35
Lesson 14: Calendar Work: Part 1 37
Lesson 15: Calendar Work: Part 2 40
Lesson 16: Doubles Addition Plus 1 43
Lesson 17: Time: Part 2 46
Lesson 18: Adding Two-Digit Numbers with Regrouping 49
Lesson 19: Ordinal Positions 1 to 12 51
Lesson 20: Greater Than, Less Than, Equal 53
Lesson 21: Doubles in Subtraction 55
Lesson 22: Creating Repeating Patterns and Color Patterns 57
Lesson 23: Counting Coins: Part 1 60
Lesson 24: Dividing Groups of Coins in Half 63
Lesson 25: Time: Part 3 66
Lesson 26: Time: Review 70
Lesson 27: Time: Part 4 74
Lesson 28: Calendar Work: Part 3 78
Lesson 29: Counting Coins: Part 2 80
Lesson 30: Rounding to the Nearest 10: Part 1 82
Lesson 31: Dozen, Half Dozen/One More and One Less 86
Lessons 32–33: Unit Assessment 89
Unit 2 98
Lesson 34: Add and Subtract 10 and 100 99
Lesson 35: Expanded Form to the Hundreds 102
Lesson 36: Inches, Feet, and Yards 105
Lesson 37: Commutative Property/Checking Addition with Subtraction 107
Lesson 38: Adding Numbers with Three or More Digits 109
Lesson 39: Time: Part 5 111
Lesson 40: Adding Dollars and Cents 113
Lesson 41: Time: Part 6 116
Lesson 42: Time: Part 7 119
Lesson 43: Fact Families 122
Lesson 44: Spelling 16 to 19 126
Lesson 45: Measuring: Part 1 130
Lesson 46: Measuring: Part 2 132
Lesson 47: Time: Part 8 135
Lesson 48: Subtraction with Money 138
Lesson 49: Fractions: Part 1 142
Lesson 50: Fractions: Part 2 145
Lesson 51: Addition: Regrouping Ones and Tens 147
Lesson 52: Associative Property and Adding 3 One-Digit Numbers 150
Lesson 53: Counting Dollars and Coins 152
Lesson 54: Time: Part 9 154
Lesson 55: Measuring: Part 3 156
Lesson 56: Time: Part 10 159
Lesson 57: Rounding to the Nearest 10: Part 2 162
Lesson 58: Thermometers 165
Lesson 59: Time: Part 11 168
Lessons 60–61: Unit Assessment 170
Unit 3 178
Lesson 62: Counting and Writing in the Thousands 179
Lesson 63: Subtraction with Regrouping: Part 1 182
Lesson 64: Place Value to the Thousands 185
Lesson 65: Adding and Subtracting 10 and 100 in the Thousands 188
Lesson 66: Missing Numbers in Addition Problems 192
Lesson 67: Expanded Form to the Thousands 194
Lesson 68: Estimating with Subtraction 197
Lesson 69: Money Practice 200
Lesson 70: Subtraction with Regrouping: Part 2 202

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Table of Contents

Lesson 71: Dividing into Groups 206
Lesson 72: Dividing into Two Equal Groups with and without One Left Over 208
Lesson 73: Rounding with Addition 210
Lesson 74: Adding 3 Two-Digit Numbers 212
Lesson 75: Polygons 216
Lesson 76: Fractions: Part 3 220
Lesson 77: Fractions: Part 4 223
Lesson 78: Multiplication: Part 1 226
Lesson 79: Multiplication: Part 2 230
Lesson 80: Weight: Part 1 233
Lesson 81: Multiplication: Part 3 236
Lesson 82: Weight: Part 2 238
Lesson 83: Two-Step Story Problems: Part 1 242
Lesson 84: Weight: Part 3 245
Lesson 85: Fractions: Part 5 247
Lesson 86: Multiplication Story Problems 250
Lesson 87: Two-Step Story Problems: Part 2 252
Lesson 88: Data: Creating a Venn Diagram 256
Lessons 89–90: Unit Assessment 258
Unit 4 265
Lesson 91: Tally Charts and Pictographs 266
Lesson 92: Tables and Bar Graphs 269
Lesson 93: Plotting and Interpreting Data 272
Lesson 94: Finding the Median 275
Lesson 95: Centimeters, Meters, and Kilometers 278
Lesson 96: Gallons, Quarts, Pints, and Cups 281
Lesson 97: Cups, Half Cups, Tablespoons, Teaspoons, and Half Teaspoons 284
Lesson 98: Comparing and Ordering Volumes in Liters and Milliliters 286
Lesson 99: Addition and Subtraction Measurement Problems 288
Lesson 100: Identifying Parts of a Set 290
Lesson 101: Fractions: Part 6 294
Lesson 102: Identifying and Writing Mixed Numbers 297
Lesson 103: Representing a Given Fraction 300
Lesson 104: Quadrilaterals 303
Lesson 105: Vertical and Horizontal Lines and Angles 306
Lesson 106: Symmetry 309
Lesson 107: Drawing Congruent Line Segments 312
Lesson 108: Congruent and Similar Shapes 315
Lesson 109: Geometric Solids 318
Lesson 110: Constructing and Deconstructing Geometric Shapes . . . 321
Lesson 111: Identifying Transformations 325
Lesson 112: Perimeter 328
Lesson 113: Identifying Triangles 331
Lesson 114: Area: Part 1 334
Lesson 115: Area: Part 2 337
Lesson 116: Subtraction: Making Change 340
Lesson 117: Coordinate Graphs 343
Lesson 118: Mixed Review 346
Lessons 119–120: Course Assessment 349

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ABOUT THE COURSE

Supplies Needed

- *Simply Good and Beautiful Math 2 Course Book*
- *Simply Good and Beautiful Math 2 Math Box*
- Pencil
- Crayons or colored pencils
- Whiteboard and dry-erase marker

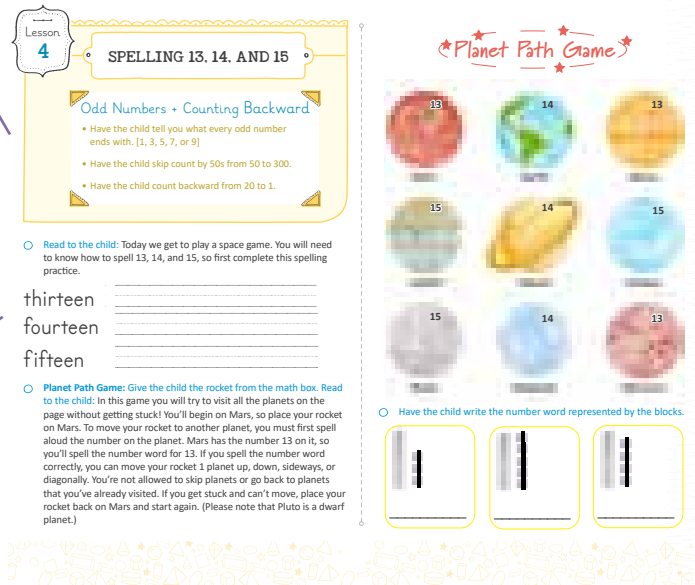
The course book will not list when you need the math box or a whiteboard and dry-erase marker, but you will use them in most lessons, so always have them on hand. Because the math box is organized into easy-to-access compartments, individual math box items needed are not listed at the beginning of the lessons.

Course Organization

- The course book serves as the teacher's guide and the course book.
- The course has 120 lessons divided into four units. Each unit has an assessment at the end of the unit.
- If you complete four lessons a week, you will finish in a normal school year and have about four weeks left over that can account for normal breaks, sickness, and vacations.

Daily Lessons

- **Review Box**—You can choose to review these concepts at the beginning of each lessons, or you can skip them if the child has mastered the concepts.
- **Lesson**—Blue text is instructions to the parent or teacher. Black text is read to the child. Each lesson contains instruction and practice on a new concept.
- **Independent Review**—Each lesson includes one or more pages of review. The review pages can usually be done independently by the child after the instructions are explained to him or her. The concepts reviewed are from previous lessons. This means the child can complete the review page before the lesson, if needed, while you work with another child.


Lesson 4

SPELLING 13, 14, AND 15

Odd Numbers + Counting Backward

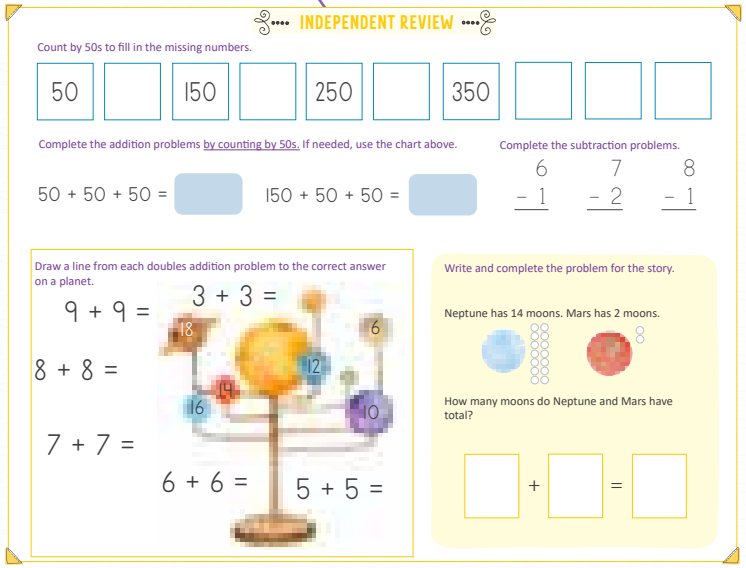
- Have the child tell you what every odd number ends with. [1, 3, 5, 7, or 9]
- Have the child skip count by 50s from 50 to 300.
- Have the child count backward from 20 to 1.

Read to the child: Today we get to play a space game. You will need to know how to spell 13, 14, and 15, so first complete this spelling practice.

thirteen
fourteen
fifteen

Planet Path Game: Give the child the rocket from the math box. Read to the child: In this game you will try to visit all the planets on the page without getting stuck! You'll begin on Mars, so place your rocket on Mars. To move your rocket to another planet, you must first spell aloud the number on the planet. Mars has the number 13 on it, so you'll spell the number word for 13. If you spell the number word correctly, you can move your rocket 1 planet up, down, sideways, or diagonally. You're not allowed to skip planets or go back to planets that you've already visited. If you get stuck and can't move, place your rocket back on Mars and start again. (Please note that Pluto is a dwarf planet.)

Have the child write the number word represented by the blocks.



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Frequently Asked Questions

How do I get started?

Gather the supplies needed. You are then ready to open to the first lesson and follow the instructions. You do not need to read the lessons before teaching them.

How long are lessons?

For children right on level with the lessons, most lessons take 20–25 minutes.

- If the child takes longer than 20–25 minutes per lesson but is understanding and retaining the information, don't worry; complete as much of a lesson as the child's attention span allows each day. It is OK if this course takes longer than a school year to complete.
- If the child takes less than 20–25 minutes per lesson and is learning new things, we suggest not moving to Math 3 so that the child doesn't have holes in his or her math foundations. Rather, consider having the child do multiple lessons a day and move through the course quickly before starting Math 3.
- If the child takes less than 20–25 minutes per lesson and seems to already know all the information, consider having the child take the assessments in the course (see the Table of Contents) to see if the child can skip any units or the whole course.

Our thorough piloting program proved that most children in Grade 2 thrive with having math for 20–25 minutes a day, as this curriculum is carefully designed to maximize time and effectiveness. If you or the child feels more time is needed, consider doing two lessons a day.

Is Math 2 a spiral or mastery program?

Math 2 is mainly a spiral curriculum, constantly reviewing concepts the child has learned to ensure he or she understands and retains the information.

Do you include any specific doctrine?

No, the goal of our curriculum is not to teach doctrines specific to any particular Christian denomination but to teach general principles, such as honesty, hard work, and kindness. All Bible references in our curriculum use the King James Version.

Is there an answer key?

Yes, you can find the answer key by clicking on the "FAQs and Extras" button from the Math 2 page on goodandbeautiful.com. The answer key is a free download.

You may also purchase a physical answer key under the "Individual Items" section of the Math 2 page at goodandbeautiful.com.

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UNIT 1 OVERVIEW

LESSONS 1-33

Extra Supplies Needed

- bowl
- scissors

New Concepts Taught

- Add and subtract two-digit numbers
- Addition strategies
- Calendars
- Count and write money amounts
- Count backward
- Count coins and bills
- Divide in half
- Doubles addition and subtraction
- Dozen and half dozen
- Estimating
- Equivalent coins
- Greater than, less than, equal
- Identify and write numbers to 1,000
- Identify noon and midnight
- Identify odd and even numbers
- Logic
- Measure inches
- Number lines
- Number order
- One more, one less
- Ordinal positions
- Patterns
- Place value to 1,000
- Regrouping
- Round to the nearest 10
- Skip counting by 2s, 3s, 5s, 10s, 25s, and 50s
- Spell number words to 15
- Story problems
- Subtraction strategies
- Tally marks
- Tell time to 5 minutes
- Time conversions
- Time expressions
- Zero as a placeholder

Parent/Teacher Tips

- If the months of the year are not memorized, have the child watch the "Months of the Year Song" video on The Good and the Beautiful Kids YouTube channel daily until mastered.
- This course refers to optional videos on The Good and the Beautiful Kids YouTube channel. Consider getting the free YouTube app on your phone and liking the videos. Then, you can quickly access your liked videos from the library button at the bottom of your app.
- Children working on the Math 2 course should be able to do addition and subtraction math facts quickly. If more practice could be used, consider using the games *Anteater Addition* and *Snowy Owl Subtraction* (available to download for free or to purchase physical copies at goodandbeautiful.com). These simple games can also be used just as flash cards.

Lesson 23

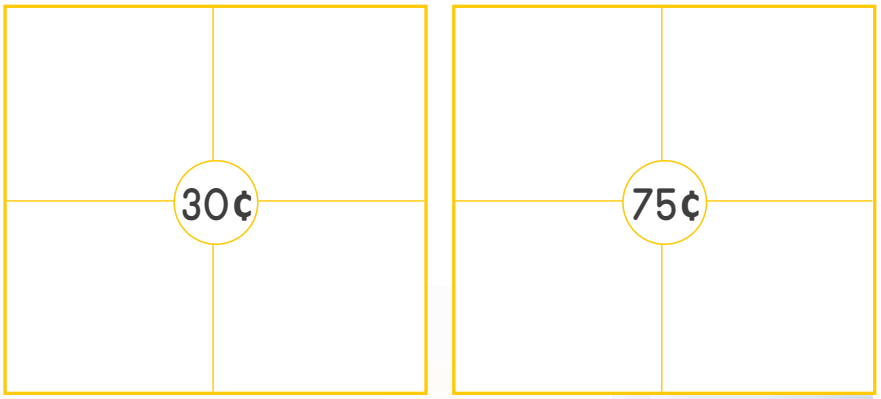
COUNTING COINS: PART 1

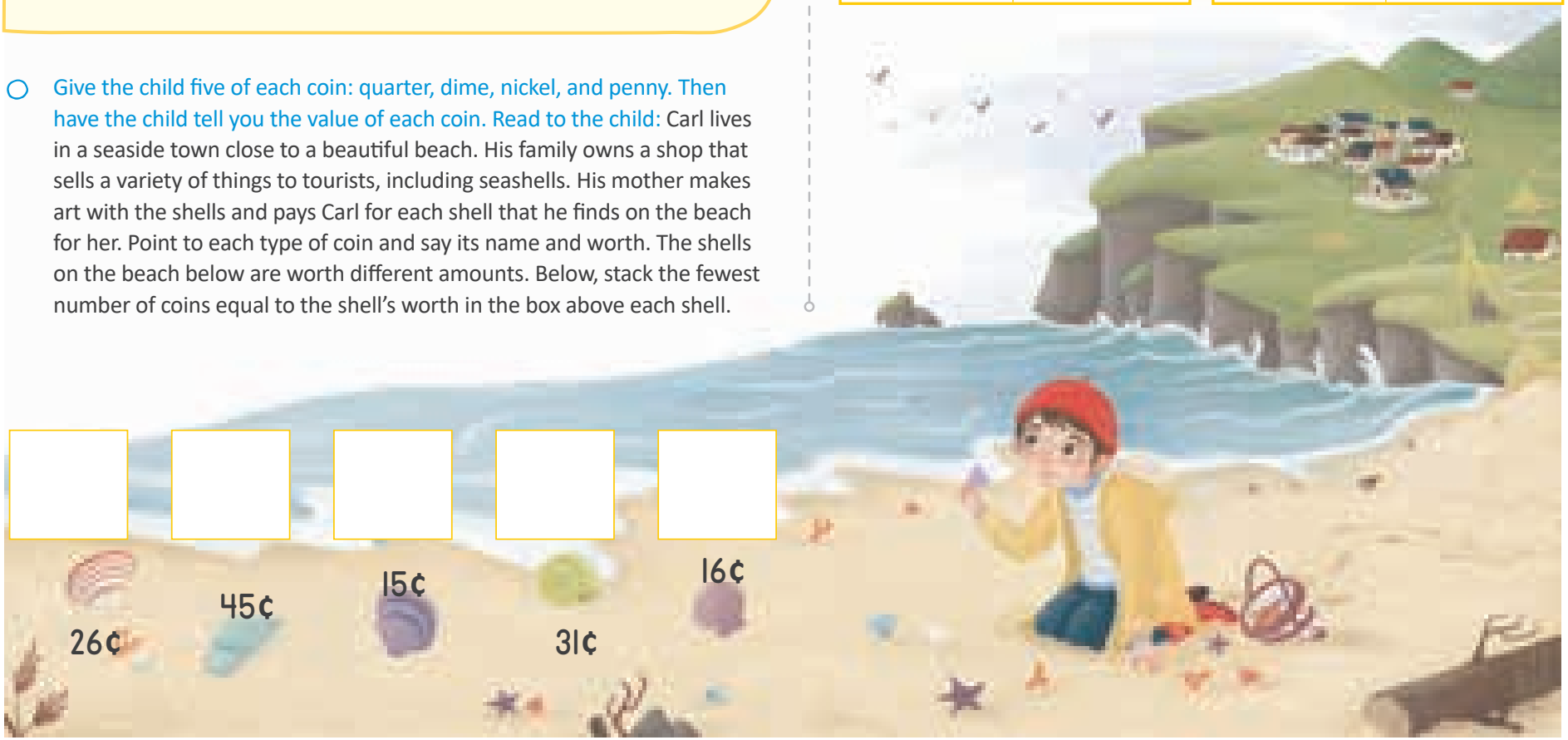
Skip Counting

- Have the child skip count by 25s from 25 to 300 and backward from 300 to 25.
- Have the child skip count by 10s from 900 to 1,000.
- Have the child skip count by 5s from 900 to 1,000.

○ Give the child five of each coin: quarter, dime, nickel, and penny. Then have the child tell you the value of each coin. Read to the child: Carl lives in a seaside town close to a beautiful beach. His family owns a shop that sells a variety of things to tourists, including seashells. His mother makes art with the shells and pays Carl for each shell that he finds on the beach for her. Point to each type of coin and say its name and worth. The shells on the beach below are worth different amounts. Below, stack the fewest number of coins equal to the shell's worth in the box above each shell.

○ Read to the child: Carl loves math. One day he figures out four different ways to group different coins equal to 30 cents and 75 cents. Do the same thing by stacking the coins in the boxes below. After completing each box, take off the stack of coins.





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INDEPENDENT REVIEW

Write and complete the problem for the story.

Carl found these shells on the beach to sell in his family's shop.



The shells shown below were sold in the shop. How many are left?



$\square \square \square = \square$

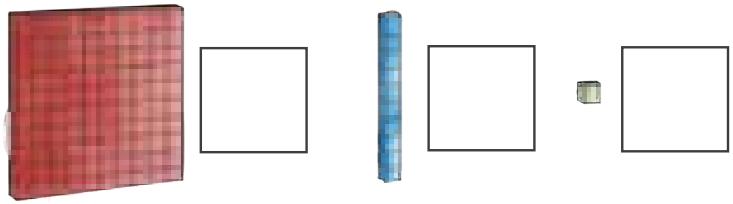
Complete each problem.

$$\begin{array}{r} 8 \\ +\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +\ 3 \\ \hline \end{array}$$

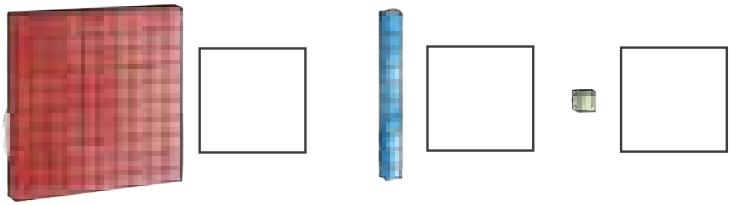
$$\begin{array}{r} 5 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\ 3 \\ \hline \end{array}$$

For each number write how many of each base-10 item is needed to make the number.

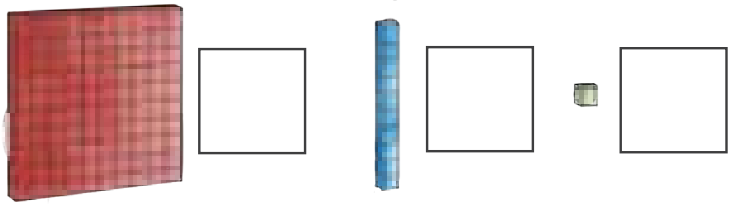
817



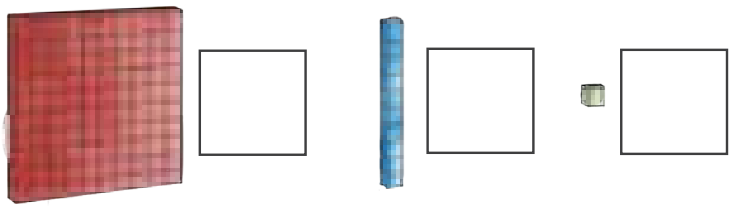
53



209



468



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INDEPENDENT REVIEW

Complete each problem.

Tens	Ones
2	8
+ 2	8

Tens	Ones
3	7
+ 2	7

Tens	Ones
4	6
+ 2	5

Tens	Ones
3	6
+ 2	6

Tens	Ones
3	5
+ 1	5

Tens	Ones
2	8
+ 2	3

Tens	Ones
3	8
+ 1	4

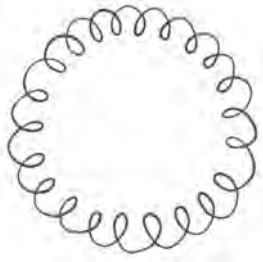
Tens	Ones
3	7
+ 2	4

Write one of your parents' phone numbers.

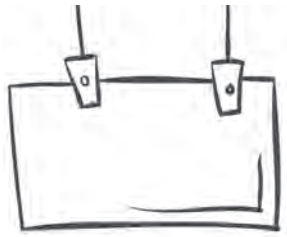
Write your birthday by including the month, day, and year.

Write the number that answers each question.

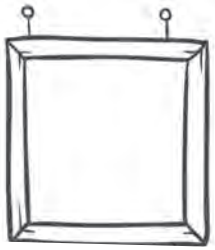
How many days are in a week?



Leap year happens every how many years?



How many days of the week are in a weekend?



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Lesson 26

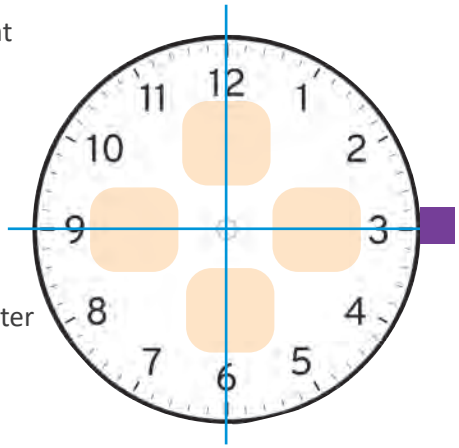
TIME: REVIEW

Time

Ask when a new day starts [12 AM] and what time noon is. [12 PM] Have the child repeat the poem several times.

AM is the morning when birds wake up and sing.
PM is the evening when songbirds go to sleep.

○ Read to the child: Let's review what we have learned about AM and PM and learn about time that is a quarter after the hour. Remember how we can divide a clock into quarters. Write the minutes in the orange boxes. [15, 30, 45, 00]



The purple box shows the first quarter after the hour, which is 15 minutes after the hour. Thus, if we say, "It is quarter after 2," it is 2:15.

○ Take the clock from the math box and give it to the child. Have the child show you the times listed in the boxes below. After he or she shows you each time, read to the child the sentence from the box and have the child tell you if it is AM or PM.

quarter after 12 It's just past midnight.	half past 6 You're eating dinner.	quarter after 12 It's just past noon.
3:30 You're sleeping.	quarter after 11 You're eating lunch.	quarter after 2 You are sleeping.

○ Give the child the stars from the math box. Read to the child: The Clark family is camping in the beautiful mountains. For each section below, complete these steps:

1. Next to each star, read what activity the Clark family is doing.
2. Place the matching colored star in the section of the picture on the next page that illustrates the activity the family is doing in the description.
3. In the blank box, write the time listed in the description. Be sure to include AM or PM.

★	The Clarks eat lunch at noon on a picnic blanket.	
★	An owl hoots on a branch while the family sleeps. It is midnight.	
★	A bird sings a song with the sunrise. It is quarter after 6:00.	
★	A squirrel sits on a branch above the family at quarter after 12:00.	
★	In the morning, the family wakes up. It is half past 7:00.	
★	It is night, and the family members just got in their tents. Some deer walk by the tents. It is half past 9:00.	

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Camping
with the Clarks

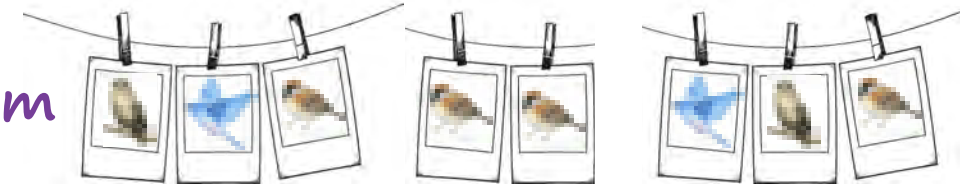


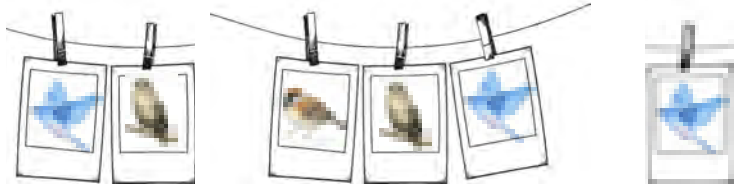
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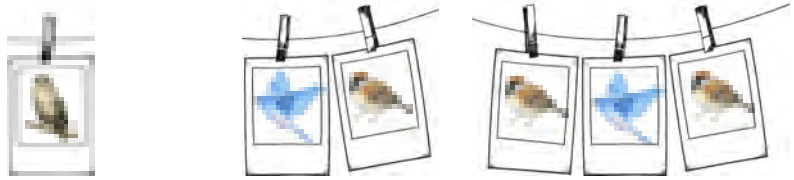
INDEPENDENT REVIEW

The birds that Mom, Dad, and Ellie Clark saw on their campout are shown below. Put an X on the graph each time a bird was seen on their campout. On the graph circle the type of bird that was seen the most.

Mon Tue Wed

Mom 

Dad 

Ellie 

8			
7			
6			
5			
4			
3			
2			
1			



Divide the total value of each group of coins in half by drawing a line between the coins.



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Complete each problem.

Tens	Ones
5	9
+ 2	9

Tens	Ones
5	7
+ 2	7

Tens	Ones
4	7
+ 4	5

Tens	Ones
4	6
+ 2	6

Tens	Ones
3	5
+ 3	5

Tens	Ones
2	7
+ 2	3

Tens	Ones
4	8
+ 3	8

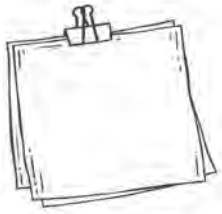
Tens	Ones
2	9
+ 5	9

Write the number of days each month has <u>during a leap year</u>.

January



February



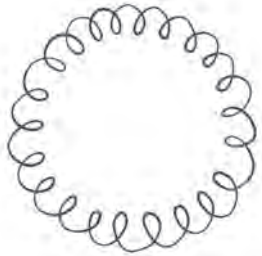
March



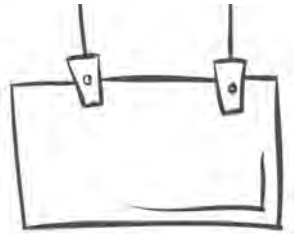
Write one of your parents' phone numbers.

Write the number that answers each question.

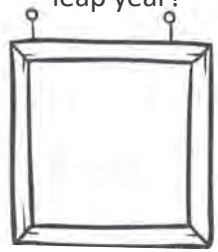
How many days are in a week?



Leap year happens every how many years?



How many days are in February during a non-leap year?



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LESSONS 32-33

UNIT ASSESSMENT

Parent/Teacher

Read the following information aloud to the child: Unit assessments give you practice with the math concepts learned in this unit without over practicing concepts that you have mastered. These assessments also give you practice working on math problems for an extended period of time. This helps you extend focus and attention span and to be better prepared for any type of testing you will have to do in the future. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed.

For Lesson 32 have the child complete all the exercises with purple headers only. At this level you may need to read all or some of the instructions to the child. Correct the work. If the child makes one or more mistakes in a section, explain the concept and check the orange "Additional Practice" checkbox for that section.

For Lesson 33 have the child complete all the orange sections **that are checked**. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in upcoming units. If the child has only a few or no orange sections to practice, the child may spend time doing math games or move on to the next lesson.

Note: All concepts in Unit 1 will be reviewed throughout the rest of the course, but less frequently.

Student

SKIP COUNTING

Figure out what number each row is skip counting by and fill in the missing numbers.

3		9				
	20	30				70
25	50	75				
50		150				

Additional Practice

Skip count by the first number shown, filling in the blank lines.

3, _____, _____, _____, _____, _____, _____

10, _____, _____, _____, _____

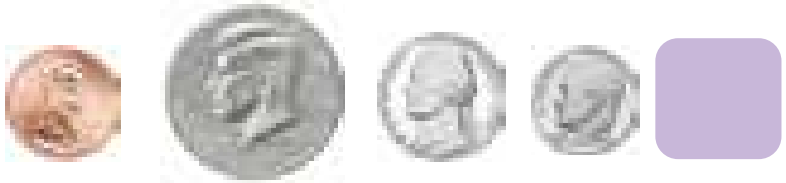
25, _____, _____, _____, _____

50, _____, _____, _____, _____

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COINS: PART 1

Write the amount of money shown in each group. Use the cent sign. Remember to count the coins with the highest value first.





Additional Practice

Write the correct numbers in the yellow boxes.



1 dime is how many nickels?



1 quarter is how many nickels?



1 nickel is how many pennies?

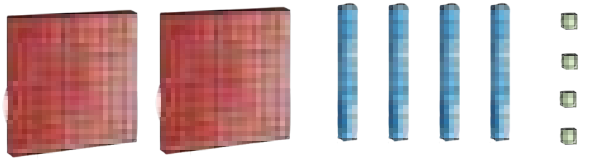


1 half-dollar is how many dimes?

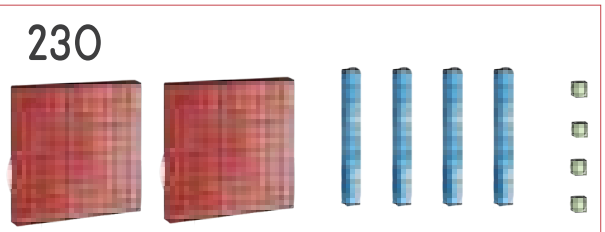
PLACE VALUE

Circle the number of base-10 items needed to represent each number.

104



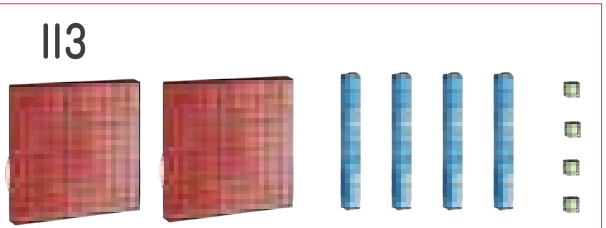
230



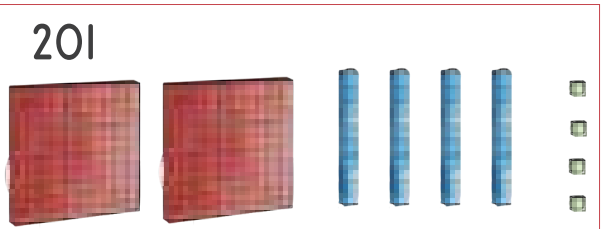
Additional Practice

Circle the number of base-10 items needed to represent each number.

113



201



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UNIT 2 OVERVIEW

LESSONS 34–61

Extra Supplies Needed

- 12-inch ruler
- 30-centimeter ruler
- bowl
- scissors

New Concepts Taught

- Add 3 one-digit numbers
- Add and subtract 10
- Add and subtract 100
- Add and subtract money
- Add numbers with three or more digits
- Check addition with subtraction
- Commutative property
- Elapsed days and weeks
- Elapsed time to hours, half hours
- End time
- Fact families
- Identify AM and PM
- Identify feet and yards
- Identify fractions
- Measure length in the metric system
- Measure length in the US customary system
- Measure using inches and centimeters
- Mental addition
- Regroup in addition
- Spell number words up to 19
- Tell time to the quarter hour and minute
- Thermometers
- Write numbers in expanded form

Parent/Teacher Tips

- To make math and learning apply even more to real life, think of times throughout the day that you can point out principles you are learning. Here are some examples:

  "Look! It's 2:30 PM. What time will it be in half an hour?"

  "Those croissants look delicious! How many would we buy if we wanted a dozen of them?"

  "Hey, there are 6 bananas in that bunch. If we're rounding to the nearest 10, would that round down to 0 or up to 10?"

  "Look at that caterpillar! Would you measure it in inches or feet?"

  "Now, if I divide this cake into 6 pieces and give you 1 piece, what fraction of the cake did I give you?"

- Even if the child can do the activities in the opening box, reviewing helps increase speed and cement principles long-term. However, look for cues that the child is getting tired of a certain activity if it is already mastered.
- A real thermometer can be a lot of fun for the thermometer lesson in Lesson 58. You can measure body temperature and the temperature of cups of cold and warm water.

Lesson 42

TIME: PART 7

Mental Math

Read to the child: An easy way to add 20 to any number is to increase the digit in the tens place by 2. Mentally complete the problems and say the answers aloud.

22 + 20 42 + 20 63 + 20



○ Read to the child: Eliza's piano teacher encouraged Eliza to spend eight hours a week practicing the piano to prepare for her recital. Eliza wrote down below when she started and ended playing the piano for three days. Find the elapsed time of each practice session and write it in the blue box. Use the time line below if needed.

Monday
4:00 PM [hours] 6:00 PM

Tuesday
6:00 AM [hours] 8:00 AM

Remember that 1 is after 12.

Wednesday
12:00 PM [hours] 3:00 PM

○ Read to the child: On other days of the week, Eliza set a timer for 30 minutes and wrote down the start time of her practice session. What time did she end? Use the time line as needed.

4:00 PM 30 minutes [PM]

7:30 PM 30 minutes [PM]

○ Read to the child: At times Eliza practiced for one and a half hours, also said as 1 hour and 30 minutes. This means one hour and thirty minutes. In each blue box, write the amount of elapsed time, either 2 hours or 1 hour and 30 minutes.

4:00 PM [ ] 5:30 PM

7:00 AM [ ] 9:00 AM

2:00 PM [ ] 3:30 PM

12 AM 1 2 3 4 5 6 7 8 9 10 11 12 PM 1 2 3 4 5 6 7 8 9 10 11 12 AM

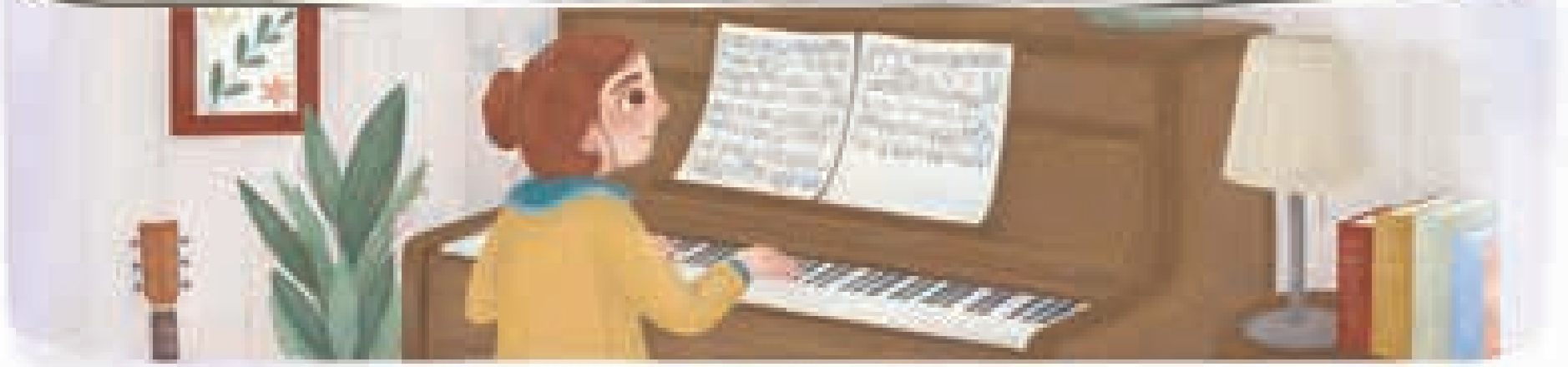
12:30 1:30 2:30 3:30 4:30 5:30 6:30 7:30 8:30 9:30 10:30 11:30 12:30 1:30 2:30 3:30 4:30 5:30 6:30 7:30 8:30 9:30 10:30 11:30

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Eliza's Practice Book

Eliza plays the piano. Write the missing information on her practice book. Make sure to include AM or PM. The first two are completed for you as examples.

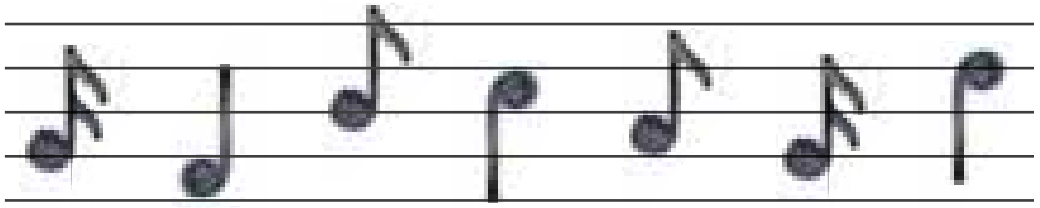
Day of the Week	Length of Practice	Time Started	Time Ended
Monday	30 minutes	9:00 AM	9:30 AM
Tuesday	1 hour 30 minutes	8:00 AM	9:30 AM
Wednesday	2 hours	1:00 PM	
Thursday	30 minutes	3:00 PM	
Friday	1 hour 30 minutes	6:00 PM	
Saturday	30 minutes	8:30 AM	



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INDEPENDENT REVIEW

Write the ordinal position of each music note in the box below it: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th.

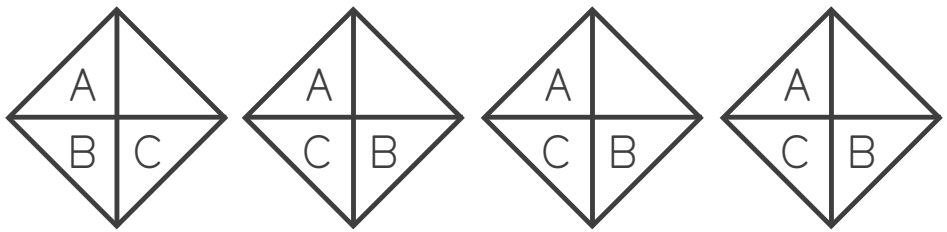


1st						

Mark each 6th white key with an x and every 4th black key with a circle.



Circle the one that is different.



Complete each problem.

95 - 42	75 - 32	89 - 43
49 - 24	77 - 65	47 - 6
18 - 5	67 - 23	99 - 32

Write the correct operation in the box: a plus or minus sign.

8 □ 4 = 4

15 □ 2 = 13

7 □ 7 = 14

12 □ 4 = 8

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Lesson 45

MEASURING: PART 1

Mental Math

Read to the child: An easy way to add 100 to any number is to increase the digit in the hundreds place by one. Mentally complete the problems in purple. Say the answers aloud.

220 + 100 415 + 100 637 + 100 706 + 100

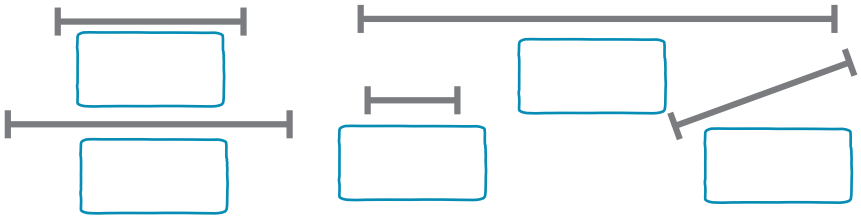
Expanded Form

On a whiteboard have the child write the expanded form for these numbers: 112 [100 + 10 + 2], 205 [200 + 0 + 5], and 760 [700 + 60 + 0].

Extra Item

12-inch ruler

○ Give the child a 12-inch ruler. Read to the child: Point to the inch lines on the ruler. How many are there? Halfway between each inch is a half-inch line. Point to each half-inch line. How many halves are in a whole? [2] Half of 1 is one-half. Half an inch is written like this. Write "$\frac{1}{2}$" on the whiteboard. With your ruler measure the line segments below and write the lengths in the blank boxes. Remember to start measuring the line segment at zero on the ruler.



○ On a piece of scratch paper, have the child use the ruler to create a $2\frac{1}{2}$-inch and a $3\frac{1}{2}$-inch line segment.

○ Read to the child: Tina owns a frame shop where she frames tiny paintings. Today she is working on framing some paintings by Vincent van Gogh, one of the most famous painters in history. He created about 2,100 works of art in his lifetime. Tina needs to measure the length and the height of each painting before she prepares the frames. Using your ruler, measure the length and height of each painting and write the number of inches in the box. Use the abbreviation "in" or use the inch sign: ".

1



2



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INDEPENDENT REVIEW

Tina's Tiny Framing Shop

In each box write the total time it took Tina to make the frame for each painting. The start and end times are given. When you have half-hour increments, write them like this: $1\frac{1}{2}$ hours, $2\frac{1}{2}$ hours, and so on.

3



Started: 1:00 PM
Ended: 2:30 PM

hours

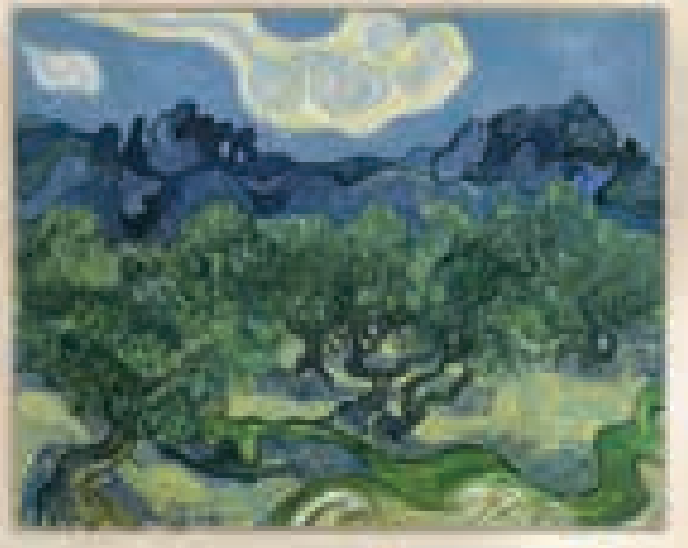
6



Started: 1:00 PM
Ended: 3:00 PM

hours

5



Started: 10:00 AM
Ended: 11:30 AM

hours

4



Started: 3:00 PM
Ended: 3:30 PM

hours

Paintings by Vincent van Gogh (1853–1890)

1. "Fishing Boats on the Beach," 1888
2. "Harvest at La Crau," 1888
3. "Field with Poppies," 1888
4. "Landscape at Twilight," 1890
5. "Olive Trees with the Alpilles in the Background," 1889
6. "Road with Cypress and Star," c. 1890

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