Horizons

Math

3

Contents

Part 1 – Section One **Page**

Introduction

Before You Start 1
Readiness Evaluation 3
Preparing a Lesson 9
Scope & Sequence. 14
Manipulatives. 16
Where to Use Mathematics Worksheets. 20
Appearance of Concepts. 22
Development of Concepts. 29

Part 1 – Section Two

Teacher's Lessons 31

Part 2 – Section Three

Answer Key (Lessons 1–160) 353

Part 2 – Section Four

Worksheets (1–80). 445

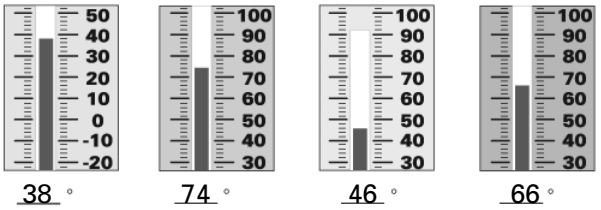
Part 2 – Section Five

Worksheets Answer Key 527

Readiness Evaluation Answer Key

Readiness Test

1 Write the temperature.



38 ° 74 ° 46 ° 66 °

2 Write the ratio.

birds to fish 2 : 3 butterflies to lambs 4 : 1

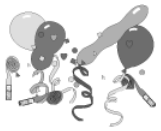
butterflies and birds to fish and lambs 6 : 4

3 Write the correct time.

4 : 40 11 : 15 7 : 25 2 : 50

4 Write ones', tens', hundreds', or thousands'.

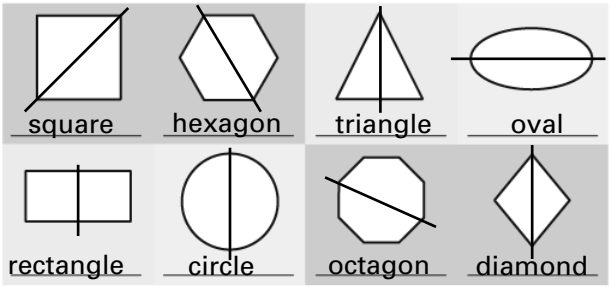
2,483 has a 8 in the tens' place.
2,483 has a 2 in the thousands' place.
9,048 has a 8 in the ones' place.
9,048 has a 0 in the hundreds' place.



5

Answers will vary.

5 Name the shape. Draw a line of symmetry for each shape.

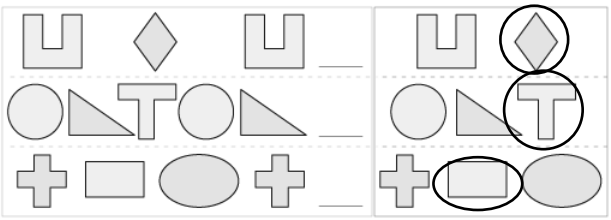


square hexagon triangle oval

rectangle circle octagon diamond

6 Write < or >.

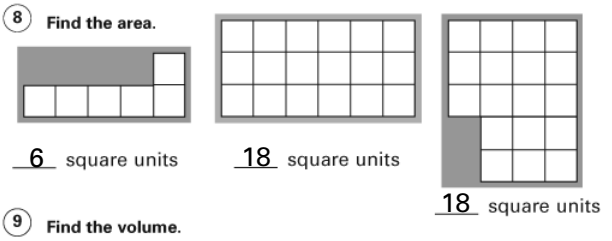
7 Circle the next picture in sequence.



6

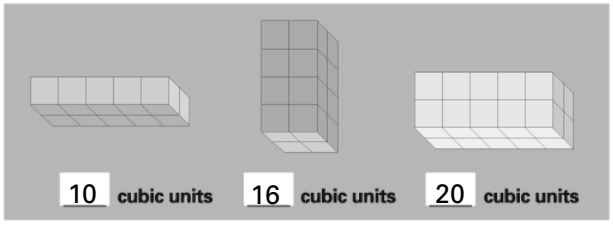
Readiness Test

8 Find the area.



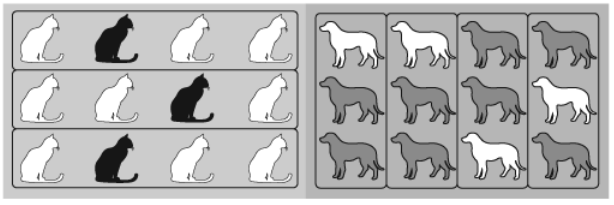
6 square units 18 square units 18 square units

9 Find the volume.



10 cubic units 16 cubic units 20 cubic units

10 Write what the shaded fractional part of the whole equals.



$\frac{1}{4}$ of 12 = 3 $\frac{2}{3}$ of 12 = 8

7

11 Find the sum and difference.

5,145 + 3,369	3,664 + 3,188	4,573 + 5,157	8,902 - 7,837	9,731 - 4,652	6,924 - 1,539
8,514	6,852	9,730	1,065	5,079	5,385

12 Find the product.

3 x 3	7 x 0	5 x 9	6 x 6	8 x 4	3 x 4	2 x 9	4 x 4	3 x 7
9	0	45	36	32	12	18	16	21

13 Write the name of the solid.

cone cube cylinder pyramid sphere

14 Write the answers.

Is 23 closer to 20 or 30? 20. Is 62 closer to 60 or 70? 60.
Is 51 closer to 50 or 60? 50. Is 38 closer to 30 or 40 40.
Is 87 closer to 80 or 90 90. Is 46 closer to 40 or 50? 50.

15 Write the Arabic numbers.

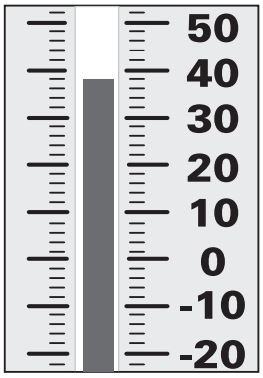
CCCXCV 395 XXXVI 36
LXXIV 74 CXXVII 127
DCCCLXIX 869 DCXLII 642

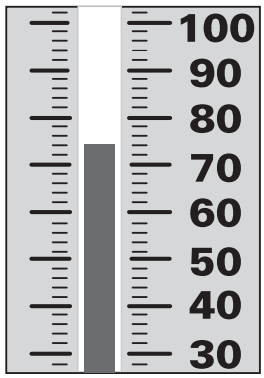
16 In the rose garden, there were seven hundred forty-seven red rose buds. There were five hundred eighty-three yellow rose buds. How many more red rose buds were there than yellow? 164

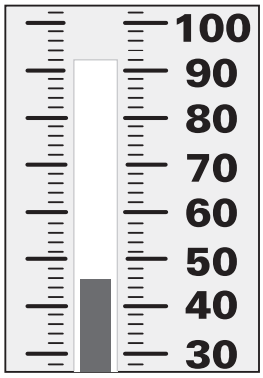
Mr. Nelson asked mother to buy 15 bunches of carrots for $ 4.83. Mother bought 12 heads of lettuce for $ 8.36. Junior asked his mother to buy tomatoes for $ 2.62. How much would mother 's bill be for the three items? $15.81

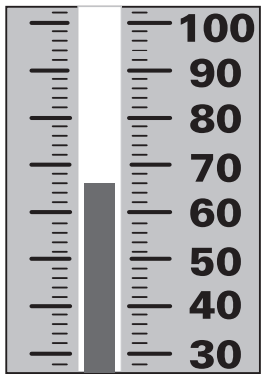
8

1 **Write the temperature.**



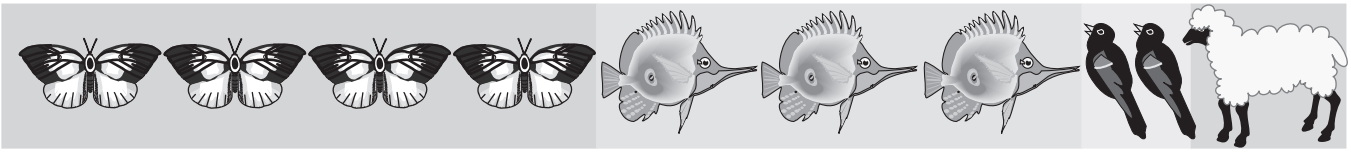






____ ° ____ ° ____ ° ____ °

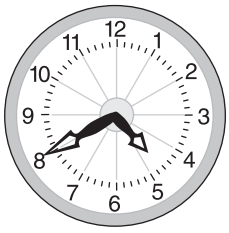
2 **Write the ratio.**



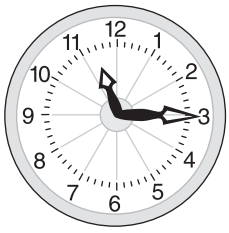
birds to fish ____ : ____ butterflies to lambs ____ : ____

butterflies and birds to fish and lambs ____ : ____

3 **Write the correct time.**



____ : ____



____ : ____

____ : ____

____ : ____

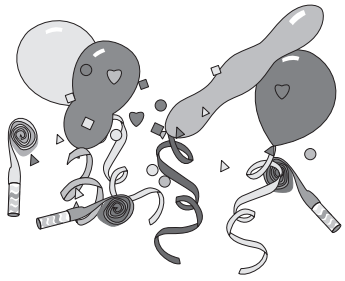
4 **Write ones', tens', hundreds', or thousands'.**

2,483 has a 8 in the _____ place.

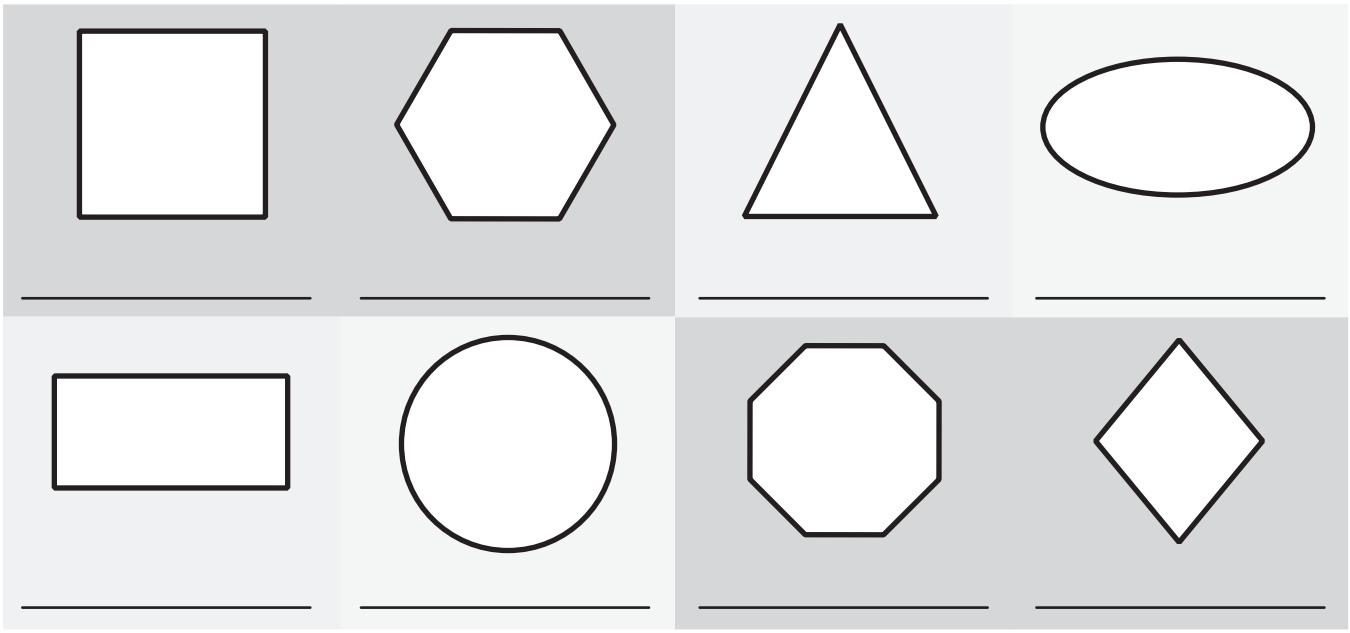
2,483 has a 2 in the _____ place.

9,048 has a 8 in the _____ place.

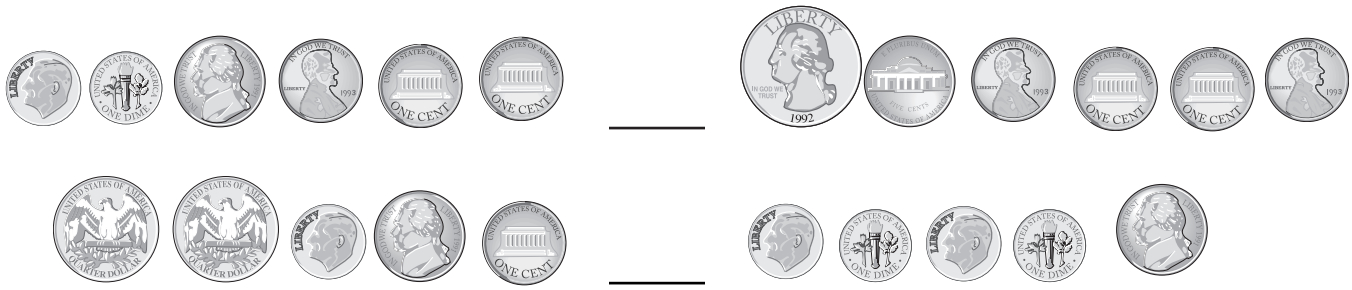
9,048 has a 0 in the _____ place.



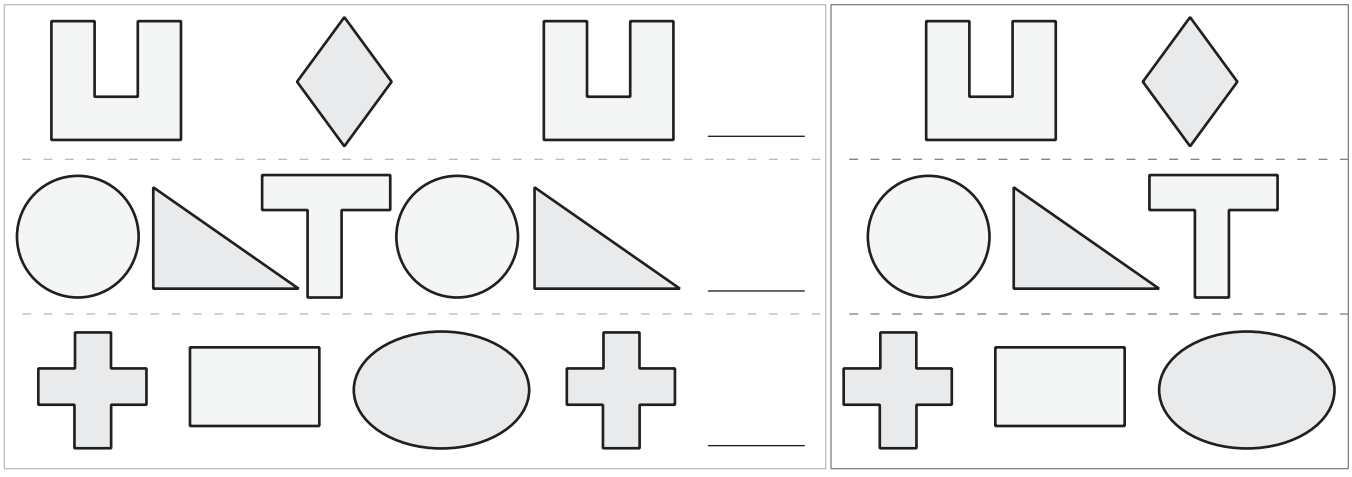
5 **Name the shape. Draw a line of symmetry for each shape.**



6 **Write < or >.**



7 **Circle the next picture in sequence.**



Lesson 1

Concepts:

Counting by ones, word numbers, place value, ordinal numbers, addition, and subtraction

Objectives:

1. The student shall be able to count out loud by ones to 100.
2. The student shall be able to write the word numbers in standard form and the number of thousands, hundreds, tens, and ones in the given number.
3. The student shall be able to write the addition facts having a sum equal to a given number.
4. The student shall be able to correctly place a set of letters numbered ordinally on blanks corresponding to the appropriate ordinal numbers.
5. The student shall be able to write the sum of two double-digit numbers when the ones' column has a double-digit answer.
6. The student shall be able to draw lines that connect consecutive numbers to form a picture.
7. The student shall be able to write the difference of two double-digit numbers that do not involve borrowing.

Teaching Tips:

1. If there seems to be a lack of understanding when doing activity 2, use *place value materials* for a quick review with the student(s).
2. In activity 5, refresh the student's mind about carrying by using *play money* pennies for the ones' place and dimes for the tens' place.
3. Use the drill in *Worksheet 1* as an aid in determining which student(s) need concentrated drill in addition.

Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Calendar
3. Place value materials
4. Play money

Lesson 146

Concepts:

Addition, fractions, time, place value, equal and not equal, subtraction, estimation, equations, word numbers, multiplication, ratio, and word problems

Objectives:

1. The student shall be able to write the sum of two mixed numbers with like denominators.

2. The student shall be able to write the correct time displayed on the face of the clock.

3. The student shall be able to write the correct symbol (= or ≠) between a word number, a standard number, or a number in expanded form.

4. The student shall be able to write the difference of two triple-digit numbers and estimate the answer.

5. The student shall be able to write the value of a variable in a subtraction equation.

6. The student shall be able to write the word number corresponding to the given standard number.

7. The student shall be able to write the product of a unit fraction and a multiple of the denominator.

Teaching Tips:

1. When doing ***Student Activity One***, the student(s) may recognize some fractions that could be reduced. Explain to them that in the fourth grade they will have to leave all of their answers reduced to lowest terms. That is why they are now learning to reduce fractions.

Materials, Supplies, & Equipment:

1. Flash cards for addition, multiplication, and division facts