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CURRICULUM

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Author Bio:

As a homeschooling mom and author, **Angela O'Dell** embraces many aspects of the Charlotte Mason method yet knows that modern children need an education that fits the needs of this generation. Based upon her foundational belief in a living God for a living education, she has worked to bring a curriculum that will reach deep into the heart of home-educated children and their families. She has written over 20 books, including her history series and her math series. Angela's goal is to bring materials that teach and train hearts and minds to find the answers for our generation in the never-changing truth of God and His Word.

Scope and Sequence

Welcome to *Practice Makes Perfect Level 5*

Please carefully read through the following sections on how and when to use this optional *Math Lessons for a Living Education* supplemental product. It is necessary to have the main student book in order to complete these pages.

How to Implement *Practice Makes Perfect*

- After your student finishes with their lesson activity in their *Math Lessons* curriculum workbook, you, the parent, may decide to have them complete a little more practice. Choose activity pages based on the individual need of your student. If they need more practice or they would like to do more activity sheets, simply give them the page which meets their need.
- There are four quarterly quizzes included in each level of *Practice Makes Perfect*. Please remember, these are not mandatory.

The Purpose and Goals of *Practice Makes Perfect*

- These extra practice pages are a resource for when a little extra practice is needed or wanted, and to give the families using the *Math Lessons for a Living Education* curriculum series helpful support in the form of four quarterly quizzes, which they can keep for their written records when such records are required by their state's educational laws.

Goals, Tips, and Focus for Review Lessons 31–36:

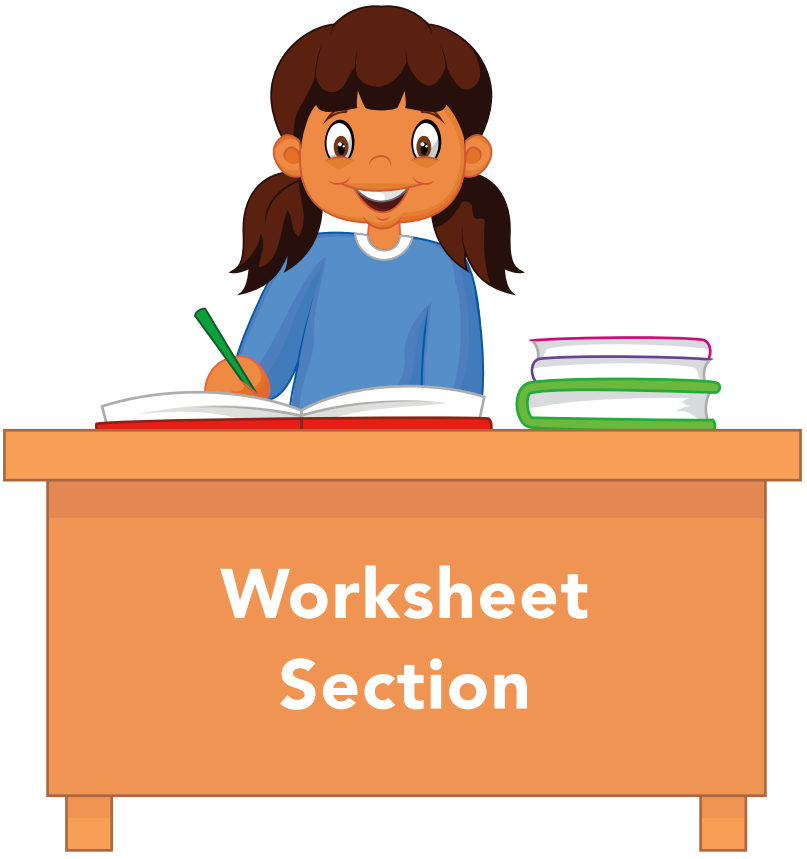
Lessons 31–36 are focused review lessons for the major concepts taught in this level of *Math Lessons for a Living Education*. Because these lessons are already focused reviews, there are no extra review pages in this *Practice Makes Perfect*. The goal for these lessons is for you, the parent, to be able to ensure your student has a good mastery of the concepts.

How to make the most of the reviews:

As your child works through each of these review lessons, take the time to watch them interact with the concepts. Watch carefully how they interact with any manipulatives, the confidence they use when presenting any show-and-tell projects, and their ability to orally narrate their understanding of any and all of the concepts reviewed in these lessons. After they are finished with these review lessons, you have the option of having them complete the Quarter 4 Quiz.

Supply List

The following supplies are needed for completing these activities: crayons, scissors, printer or construction paper, and markers.


Worksheet
Section

Let’s get started!

Name_____

Review of All Addition and Subtraction

In this book you are going to be embarking on the adventure of using mathematical concepts in ways that might be new to you. Did you know that your attitude helps determine your outcome? Even if what you try doesn't work out the way you want it to, if you have a good attitude, you will learn from your experience.

Maybe math is one of those things you struggle with. If it is, try your best, and do all you can to be successful. We'll start by learning some activities that you can do any time you are starting to feel fuzzy-brained or distracted. These will help you to regain focus and think more clearly!

- Stand up and do 5 jumping jacks. Each time your hands come up, say your name!
- Now march in place, raising each knee up high. As it comes up, touch it with your opposite hand. Do this 15 times. (This encourages your brain hemispheres to communicate with each other better!)
- Next, place your feet shoulder-width apart and hold your arms straight out on either side. From the waist, bend down and touch your toe with your opposite hand while keeping the other hand straight out. Stand back up and do the other side. Do this 5 times on each side of your body.
- Lastly, hop on one foot and then the other, back and forth. As you hop, count by 100s. "100, 200, 300, …" Don't stop until you reach 1,000.

Great job!

Name_____

Exercise 2

Solve the missing number addition problems and match them to the correct subtraction equation. Explain to your teacher the relationship between the concepts of addition and subtraction.

4 + ____ = 11

8 + ____ = 18

3 + ____ = 9

5 + ____ = 15

9 + ____ = 18

10 + ____ = 30

11 + ____ = 22

2 + ____ = 10

15 + ____ = 20

6 + ____ = 14

7 + ____ = 18

9 - 3 = 6

11 - 7 = 4

18 - 8 = 10

30 - 10 = 20

22 - 11 = 11

18 - 9 = 9

15 - 10 = 5

18 - 7 = 11

14 - 6 = 8

20 - 5 = 15

10 - 2 = 8

Name_____

Exercise 3

Color by number

Solve all of the missing number subtraction problems in the picture. Find the matching addition problem in the color key and color each space the correct color.

13 - ___ = 6

9 - ___ = 1

5 - ___ = 2

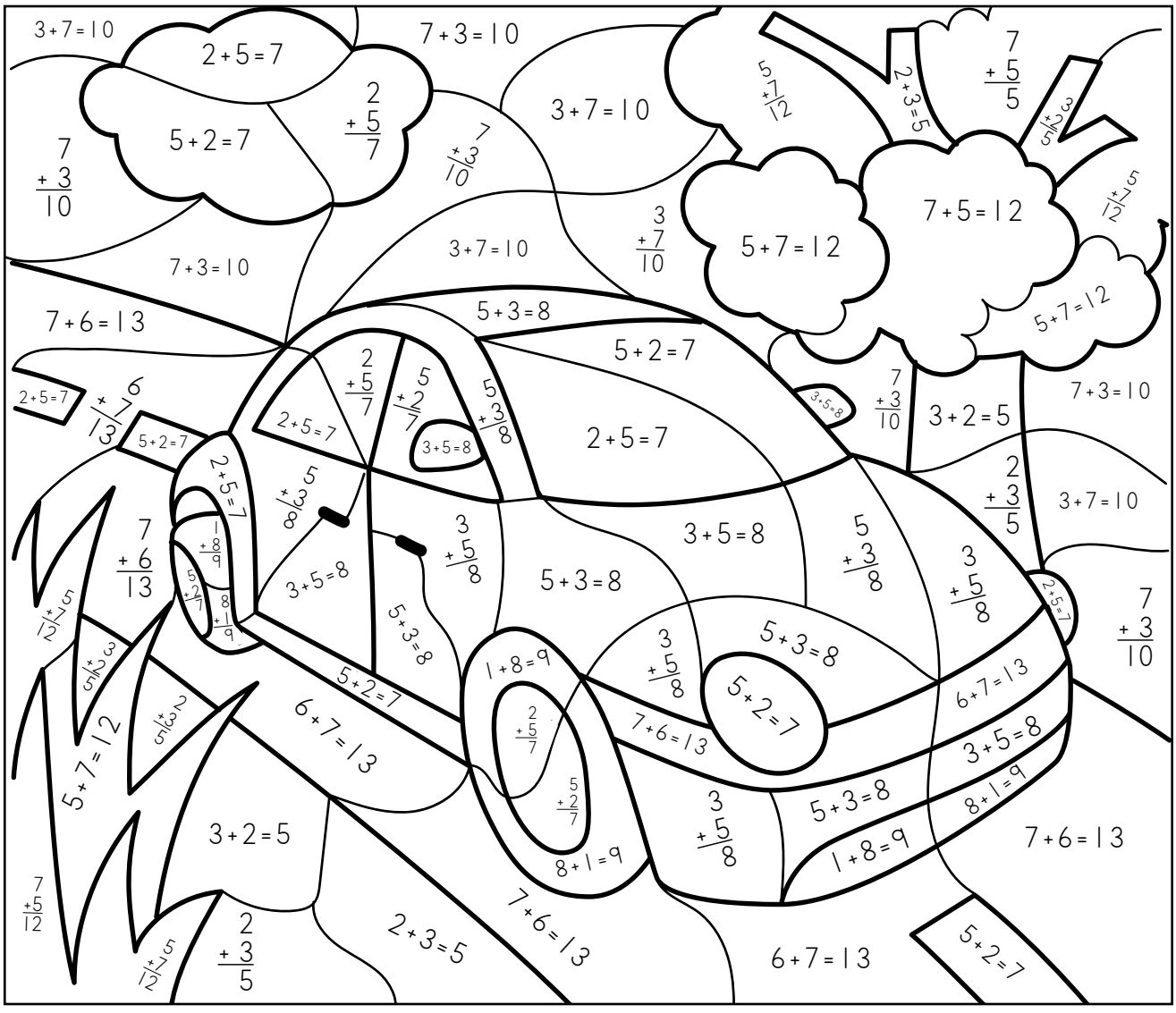
6 - ___ = 4

10 - ___ = 3

8 - ___ = 5

7 - ___ = 2

12 - ___ = 7



Blank for coloring purposes.

Name_____

Exercise 4

Today you are going to practice arranging the steps of the process of solving word problems in the correct order. Cut out each section below. Arrange the sections to put the steps in order. Narrate to your teacher everything you know about solving word problems.

Determine which operation is needed.

Circle important info that will help you find the answer.

Solve and check your answer.

Ask "What is the question?"

Read the problem carefully.

Blank for cutting purposes.

Name_____

Exercise 5

Mixed review.

$$\begin{array}{r} 672 \\ 823 \\ 900 \\ +\ \ 12 \\ \hline \end{array} \qquad \begin{array}{r} 934 \\ 612 \\ 888 \\ +\ 170 \\ \hline \end{array} \qquad \begin{array}{r} 34 \\ 98 \\ 21 \\ +\ 45 \\ \hline \end{array}$$

$$\begin{array}{r} 568 \\ -\ 327 \\ \hline \end{array} \qquad \begin{array}{r} 9,100 \\ -\ 699 \\ \hline \end{array} \qquad \begin{array}{r} 12,000 \\ -\ 844 \\ \hline \end{array}$$

Name_____

Exercise 5

Mixed review.

$$\begin{array}{r} 84{,}102 \\ +\ 41{,}756 \\ \hline \end{array} \qquad \begin{array}{r} 23{,}954 \\ +\ 12{,}899 \\ \hline \end{array} \qquad \begin{array}{r} 76{,}231 \\ +\ 95{,}320 \\ \hline \end{array}$$

$$\begin{array}{r} 45{,}782 \\ +\ 34{,}998 \\ \hline \end{array} \qquad \begin{array}{r} 23{,}954 \\ -\ 12{,}899 \\ \hline \end{array} \qquad \begin{array}{r} 16{,}131 \\ +\ 65{,}220 \\ \hline \end{array}$$

$$\begin{array}{r} 45{,}782 \\ -\ 34{,}998 \\ \hline \end{array} \qquad \begin{array}{r} 100{,}000 \\ -\ 38{,}555 \\ \hline \end{array} \qquad \begin{array}{r} 23{,}954 \\ -\ 12{,}899 \\ \hline \end{array}$$

$$\begin{array}{r} 31{,}875{,}300 \\ +\ 29{,}765{,}000 \\ \hline \end{array} \qquad \begin{array}{r} 31{,}875{,}300 \\ -\ 29{,}765{,}000 \\ \hline \end{array}$$

Name_____

Review of All Multiplication and Division

Solve the missing number division problems and match them to the correct multiplication fact. Narrate to your teacher the relationship between the concepts of division and multiplication.

45 ÷ ___ = 9

20 ÷ ___ = 5

90 ÷ ___ = 9

21 ÷ ___ = 3

49 ÷ ___ = 7

81 ÷ ___ = 9

64 ÷ ___ = 8

15 ÷ ___ = 5

16 ÷ ___ = 4

40 ÷ ___ = 5

27 ÷ ___ = 9

9 ÷ ___ = 3

18 ÷ ___ = 9

18 ÷ ___ = 6

24 ÷ ___ = 4

6 x 3 = 18

9 x 3 = 27

3 x 3 = 9

9 x 2 = 18

4 x 6 = 24

7 x 7 = 49

9 x 5 = 45

9 x 9 = 81

8 x 8 = 64

4 x 5 = 20

3 x 5 = 15

9 x 10 = 90

7 x 3 = 21

4 x 4 = 16

8 x 5 = 40

Name_____

Exercise 2

Fill in the missing number.

8 x ___ = 24

12 x ___ = 120

7 x 9 = ___

8 x 7 = ___

___ x 10 = 110

8 x 9 = ___

___ x 4 = 28

9 x ___ = 45

9 x ___ = 81

6 x ___ = 48

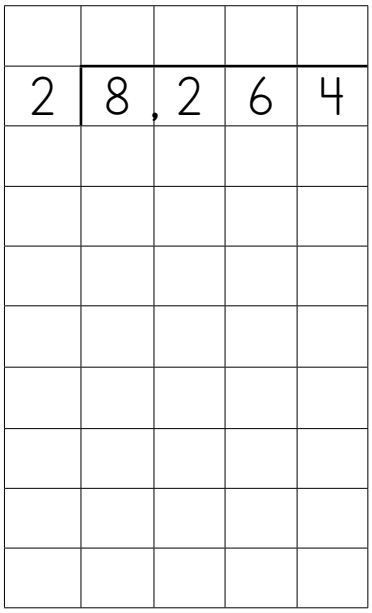
___ , 6, 9, ___ , 15, 18, 21, ___ , 27, ___

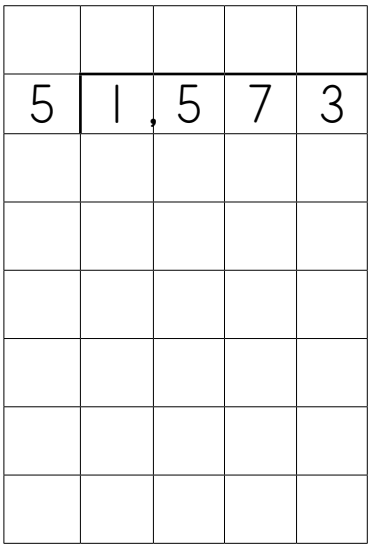
___ , 12, 18, ___ , 30, 36, 42, ___ , 54, ___

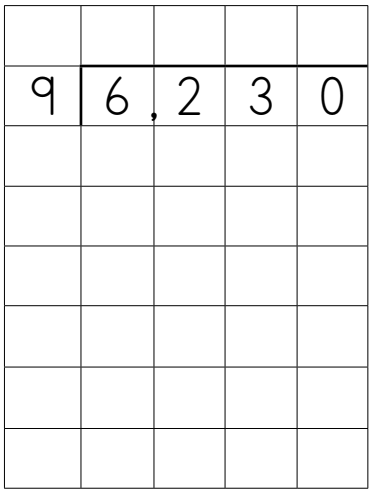
Name_____

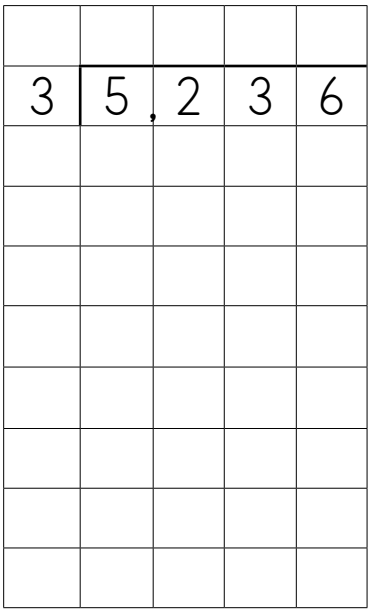
Exercise 3

More practice with long division. Work through each of the problems carefully. Narrate to your teacher each step as you complete them.









Name_____

Exercise 3

Fill out the multiplication grid.

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

Name_____

Exercise 4

More practice with addition and subtraction.

$$\begin{array}{r} 34{,}678 \\ 20{,}129 \\ +\quad 333 \\ \hline \end{array}$$

$$\begin{array}{r} 72{,}900 \\ 19{,}132 \\ +\ 6{,}599 \\ \hline \end{array}$$

$$\begin{array}{r} 45{,}290 \\ -\ 19{,}398 \\ \hline \end{array}$$

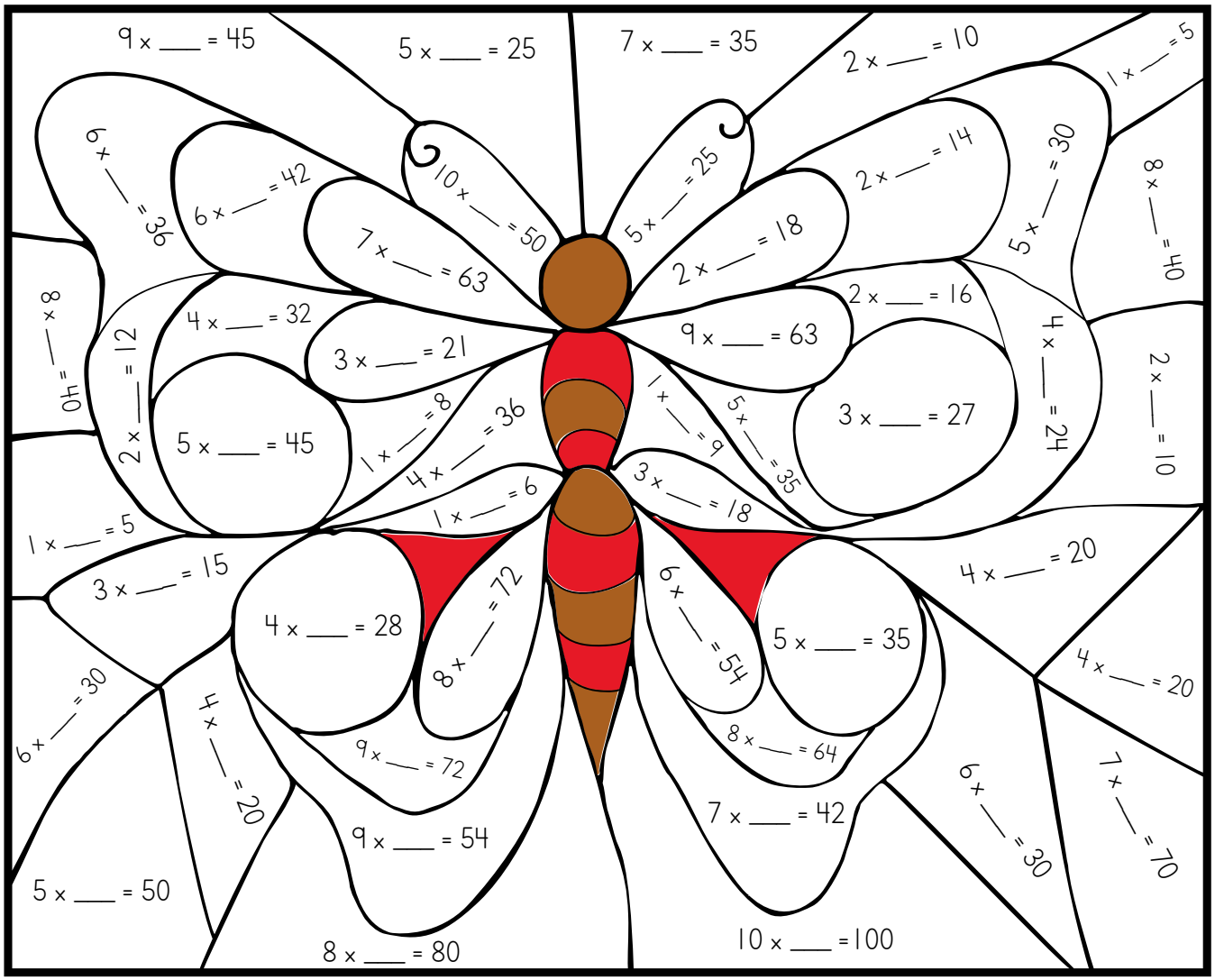
$$\begin{array}{r} 65{,}410 \\ -\ 54{,}310 \\ \hline \end{array}$$

Name_____

Exercise 4

Complete each multiplication sentence, then color in the butterfly with the correct color from your answer.

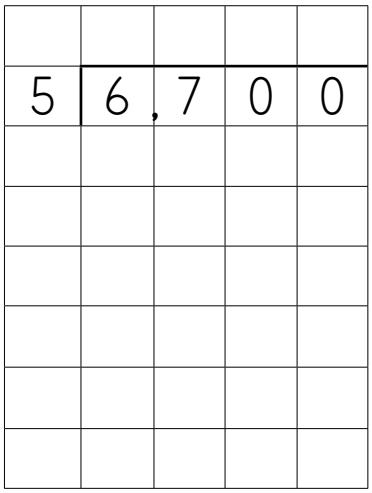
5 6 7 8 9 10

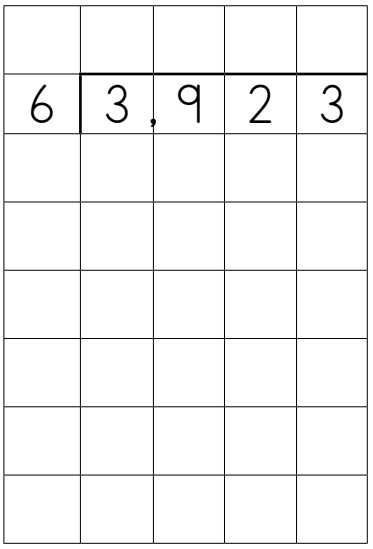


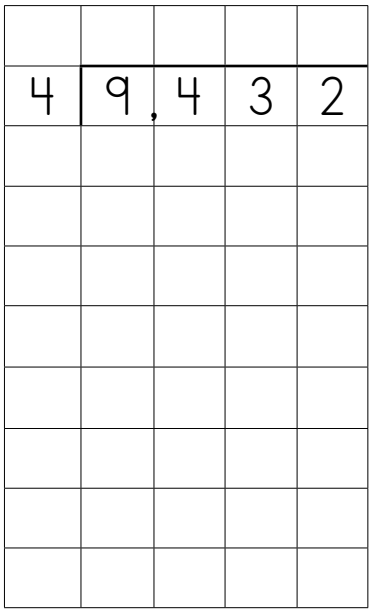
Name_____

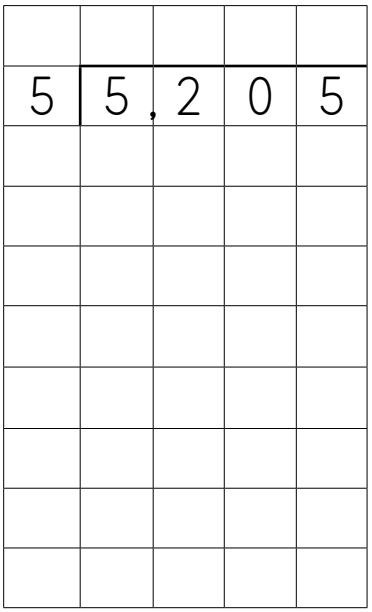
Exercise 5

Let's practice long division. Narrate to your teacher the steps of long division. Think about how you might use this type of problem in real life and tell your teacher about it.









Name_____

Exercise 5

Word Problems

Write your own word problems and solve them. Narrate to your teacher the steps of solving an addition word problem and a subtraction word problem.

My addition word problems...

1.

2.

My subtraction word problems...

1.

2.

Gather these materials for the next exercise:

- ☐ 21 index cards cut neatly in half
- ☐ Markers, colored pencils, or crayons
- ☐ Ruler

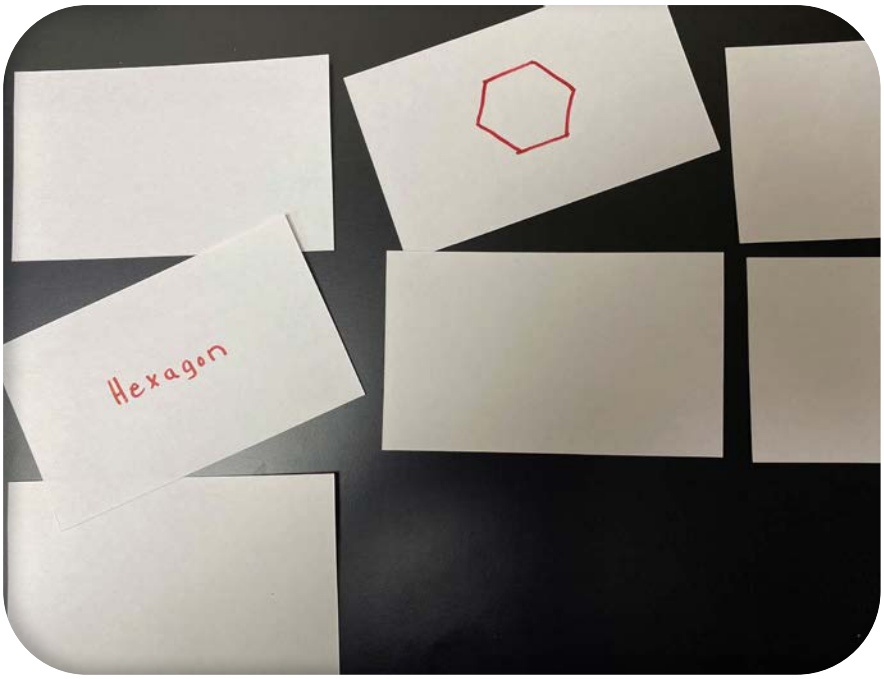
Name_____

Review of All Geometry

Sometimes it can be difficult to remember hard-to-pronounce names. In the next two exercises, you will be creating a geometry matchup memory game. You will need the materials listed at the end of the last exercise.

Directions:

- On 11 index cards, write: heptagon, rectangle, pentagon, triangle, hexagon, octagon, nonagon, vertices, cylinder, perpendicular, and parallel.
- On 11 more index cards, draw a picture depicting an example of each of the terms you wrote.
- Note that the back side of all cards will remain blank.
- To play, shuffle all of the cards together and flip them over so the blank side is facing up.
- With another player, take turns flipping two cards up. If the cards match the term and the picture, keep them. If they do not, flip them back over and continue playing.
- The player with the most pairs, wins!



Name_____

Exercise 3

More practice with addition and subtraction.

$$\begin{array}{r} 43{,}591 \\ 23{,}967 \\ +\quad 823 \\ \hline \end{array}$$

$$\begin{array}{r} 912{,}302 \\ 176{,}999 \\ +\ 12{,}892 \\ \hline \end{array}$$

$$\begin{array}{r} 56{,}209 \\ -\ 49{,}089 \\ \hline \end{array}$$

$$\begin{array}{r} 923{,}176 \\ -\ 223{,}871 \\ \hline \end{array}$$

Multiplication

$$\begin{array}{r} 228 \\ \times\ 120 \\ \hline \end{array}$$

$$\begin{array}{r} 4{,}291 \\ \times\quad 82 \\ \hline \end{array}$$

Division

9	9,	2	1	0

Name_____

Exercise 4

Match the shape with its correct name. Fill in the blank with the number of sides each shape has.

pentagon

nonagon

heptagon

triangle

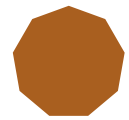
octagon

rectangle

square

hexagon




A heptagon has _____ sides.

A rectangle has _____ sides.

A pentagon has _____ sides.

A triangle has _____ sides.

A hexagon has _____ sides.

An octagon has _____ sides.

A square has _____ sides.

A nonagon has _____ sides.

Name_____

Exercise 5

In this practice exercise you are going to create a show-and-tell presentation to show your family everything you have been reviewing and practicing this week.

Write down what you are going to show your family.

1.

2.

3.

4.

5.

Have someone take a photo of you doing your presentation and tape or paste it here.

YOUR PHOTO HERE

Name_____

Review of All Measurement

In this practice activity you are going to use what you know about solving word problems to complete a challenge exercise.

First, write down the steps to solve word problems.

1.

2.

3.

4.

5.

Now, choose one of these measurement facts from *Math 5* Lesson 4 Exercise 1. Circle the one you want to use in your word problem.

5,280 feet = 1 mile 365 days = 1 year 16 ounces = 1 pound

Choose a character for your word problem and write their name on the green lines. Next, write your chosen measurement fact on the orange lines. Write the operation you will use on the blue line. Circle the part of the problem that tells you what operation you will use to solve the problem. Finally, write the equation you used to solve the problem on the red line.

_____ knew that there are _____ in 1 _____.

When _____'s mom asked how many _____ are in 5 _____, _____ knew that the answer could be found by _____.

This is how _____ found the answer:

_____

Name_____

Exercise 2

More practice with addition and subtraction.

$$\begin{array}{r} 23{,}190 \\ 73{,}887 \\ +\quad 524 \\ \hline \end{array}$$

$$\begin{array}{r} 12{,}372 \\ 174{,}091 \\ +\ 10{,}410 \\ \hline \end{array}$$

$$\begin{array}{r} 59{,}279 \\ -\ 29{,}989 \\ \hline \end{array}$$

$$\begin{array}{r} 915{,}191 \\ -\ 243{,}851 \\ \hline \end{array}$$

Multiplication

$$\begin{array}{r} 938 \\ \times\ 121 \\ \hline \end{array}$$

$$\begin{array}{r} 4{,}192 \\ \times\quad 22 \\ \hline \end{array}$$

Division

7	4 , 7	1	0	

Name_____

Exercise 3

Create whole facts by drawing a line between the matching parts of these measurement facts. Optional challenge: Next to each one, write **L** for liquid measure, **T** for time, **D** for distance, or **W** for weight.

1 gallon	12 inches
1 foot	2 cups
16 ounces	1 hour
60 minutes	2 pints
1 mile	5,280 feet
1 pint	4 quarts
3 feet	1 year
2,000 pounds	60 minutes
1 year	1 yard
1 quart	1 day
12 months	1 pound
1 hour	365 days
24 hours	1 ton

Name_____

Exercise 4

Fill out the multiplication grid.

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

Name_____

Exercise 5

Play a Level 1 round of your *Safari Math Game*.

Mixed practice.

$$\begin{array}{r} 23{,}341 \\ 53{,}317 \\ +\quad 212 \\ \hline \end{array}$$

$$\begin{array}{r} 615{,}187 \\ -\ 141{,}821 \\ \hline \end{array}$$

$$\begin{array}{r} 139 \\ \times\ 324 \\ \hline \end{array}$$

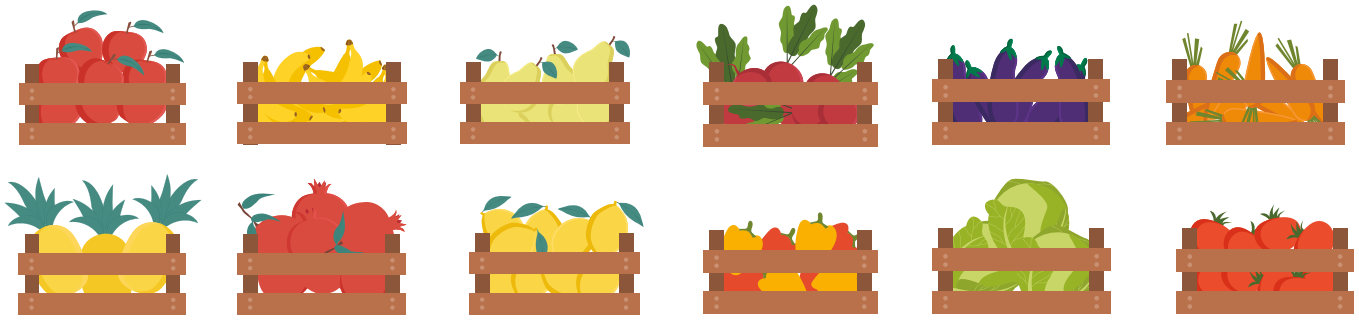
4	9	6	5	0

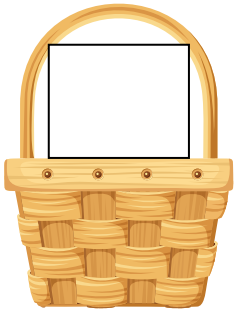
Name_____

Exercise 5

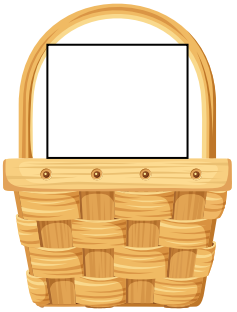
Farmer's Market Math

Create answers for the following word problems based on the farmer's market you are visiting here today.

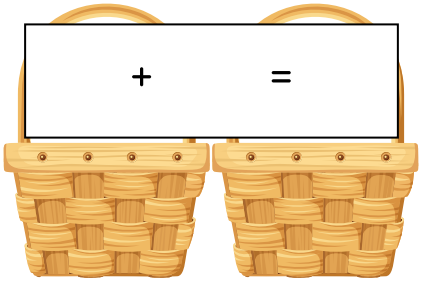




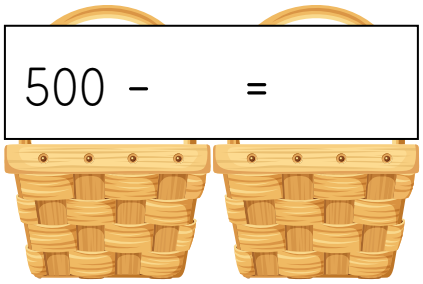
First, pick a basket of one kind of fruit. Mark the amount you picked on the outside of the basket (anywhere from one to 100).



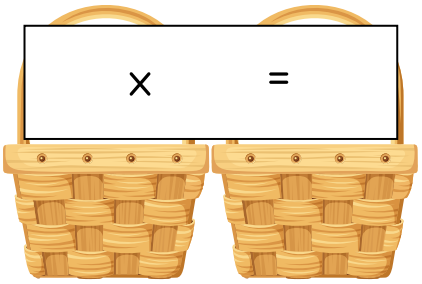
Second, pick another basket of fruit, and mark that amount on the basket.



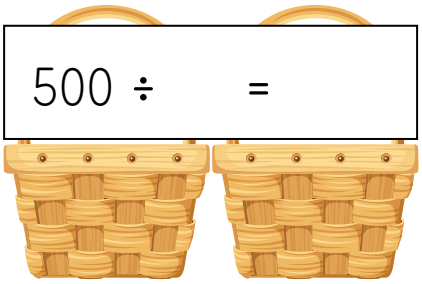
Third, add the total fruit from both of your baskets together. How many fruits did you buy total?



Fourth, if all the fruit at the farmer's market added up to 500, and you were first in line, how much fruit would be left for others to purchase after you got your two baskets?



Fifth, if you were to multiply your two baskets together, how much fruit would that be?



Finally, divide the total number of fruit with the total number of fruit you purchased.