Student Workbook (Part One)

Saxon Math 3

An Incremental Development

LARSON

Saxon Publishers, Inc.

Math 3

An Incremental Development

Student Workbook (Part One)

Nancy Larson

with

Jeanne Honore Miller
Sharon Molster Orio

Saxon Publishers, Inc.

Math 3: An Incremental Development

Student Workbook

Printed in the United States of America

ISBN 13: 978-0-939798-83-4 (set)
ISBN 13: 978-1-56577-452-0 (wb.1)
ISBN 13: 978-1-56577-453-7 (wb. 2)

Editor: Deborah Williams
Production Supervisor: David Pond
Graphic Artists: Scott Kirby, John Chitwood, Gary Skidmore, Tim Maltz, and Chad Threet

33 0690 20
4500811137

Reaching us via the Internet

www.saxonpublishers.com
E-mail: info@saxonpublishers.com

TO THE TEACHER

Each of Saxon Publishers' two-part student workbooks contains all the necessary material for one student for the entire year. In addition to the actual student material, we have included several items that we hope will be of use to you.

The pages immediately following are an assortment of recording forms developed for your convenience. The workbooks are designed for use in classrooms of all sizes. In addition, throughout each workbook, written assessments appear in the sequentially correct locations.

In order to better maintain control of the student materials, we suggest that you not distribute the workbooks to your students. As you know, young children often misplace school materials. Also, if given access to an entire semester's materials, some students will attempt to work ahead of the class. By removing each day's necessary pages from each workbook and distributing them to the students yourself, these possibilities are eliminated.

Of course, every classroom is different. If you find it necessary or desirable to distribute the workbooks to the students, remove the recording forms first. Please keep in mind that the written assessments are contained in the workbooks.

MATH 3
HOMEWORK RECORDING FORM

Teacher ______________________________
Date ______________________________

Students	Practice Sheet #																	

MATH 3
ASSESSMENT RECORDING FORM
Semester 1 (Lessons 1 - 70)

Teacher ______________________________
Date ______________________________

Students	Assessment												
	1	2	3	4	5	6	7	8	9	10	11	12	13

MATH 3

ASSESSMENT RECORDING FORM

Semester 2 (Lessons 71 - 140)

Teacher ______________________

Date ______________________

Students	Assessment													
	14	15	16	17	18	19	20	21	22	23	24	25	26	27

MATH 3
Missed Facts

Teacher ______________________________
Date ________________________________

Students	Fact Sheet	Fact Sheet	Fact Sheet	Fact Sheet	Fact Sheet

Math 3

Class Fact Sheet Recording Form (page 1)
Semester 1 (Lessons 1 - 70)

cher ____________________ Date ____________________

Students	A 1.2	MA 1.2	A 2.0	MA 2.0	A 2.2	A 3.0	A 3.2	A 4.0	MA 4.0	A 4.2	A 5.1	A 5.2	MA 6.0	A 6.2	A 7.1	MA 7.1	A 7.2	AA 8.1	A 8.1	A 8.2	A 1-100

Mat.

Class Fact Sheet Recording Form (page 2)
Semester 1 (Lessons 1 - 70)

Teacher ____________________ Date ____________

Students	S 1.2	S 2.0	S 2.3	S 3.2	S 3.3	S 4.0	S 4.2	S 5.0	S 5.3	S 6.0	S 6.3	M 10.0	M 11.0	M 11.2	M 12.0	M 12.2	M 13.0	M 13.1	M 13.2	M 20.0

Math 3 ***Class Fact Sheet Recording Form (page 1)*** Teacher ________________ Date ________________

Semester 2 (Lessons 71 - 140)

Students	A2-100	S 60	S 6.3	S 7.0	S 7.2	S 7.3	S 8.0	S 8.1	S 8.2	S-100	M 14.0	M 15.0	M 15.2	M 16.0	M 16.2

M 3

Class Fact Sheet Recording Form (page 2)
Semester 2 (Lessons 71 - 140)

Teacher ____________________ Date ____________

Students	M 17.0	M 18.0	M 18.1	M 18.2	M 19.0	M 200	M-100	D 13.0	D 13.1	D 13.2	D 16.0	D 16.1	D 16.2	D 19.0	D 19.1	D 19.2	D1-100	D2-100	D3-100

Child's Name _____

Year _____ Class _____

MATH 3

Oral Assessment Recording Forms

LESSON 10 – Oral Assessment #1

Date _____

Telling Time to the Hour; Counting by 10's

Materials:
individual clock

•Use an individual clock. *"Show nine o'clock."*	*"Count by 10's to 100." "Count backwards from 100 by 10's."*	*"Count by 5's to 50." "Count backwards from 50 by 5's."*

LESSON 20 – Oral Assessment #2

Date _____

Naming the Days of the Week; Counting Dimes and Nickels

Materials:
10 dimes
10 nickels

"Name the days of the week."	•Show the child a selection of dimes and nickels with a total value less than $1.00. (Change the amount for each child.) *"Count the money."*

LESSON 30 – Oral Assessment #3

Date _____

Naming the Months of the Year; Reading the Temperature to the Nearest 10°

Materials:
thermometer

"Name the months of the year."	•Show the child the thermometer. *"What is the temperature to the nearest ten degrees?"*

LESSON 40 – Oral Assessment #4

Date _____

Reading a Calendar; Show Time to the Half Hour

Materials:
individual clock

•Ask children to refer to the classroom calendar. A. *"What will the date be (3 to 6) days from now?"* B. *"What was the date a week ago?"*		•Use an individual clock. A. *"Show half past three."* B. *"Show the time one hour ago."* C. *"What time is it?"*		
A	B	A	B	C

Child's Name _____

Year _____ Class _____

MATH 3

Oral Assessment Recording Forms

LESSON 50 – Oral Assessment #5

Date _____

Reading a Calendar; Counting by 7's and 25's

Materials:
calendar—use an upcoming month on a commercial calendar

- Show the child a month from a commercial calendar.
- A. ***"What is the date of the first (Tuesday) of the month?"***
- B. ***"What is the date of the third (Friday) of the month?"***
- C. Point to the 11th. ***"If this is today, what was the date a week ago?"***
- D. ***"What will the date be two weeks from today?"***

A	B	C	D	***"Count by 7's to 70."***	***"Count by 25's to 250."***

LESSON 60 – Oral Assessment #6

Date _____

Counting Money to $2.00; Counting by 10's from a Given Number

Materials:
5 quarters,
7 dimes,
8 nickels,
12 pennies

•Show each child 2 different selections of coins (to $2.00). ***"How much money is this?"***	***"Start at 36."*** ***"Count by 10's."*** •Stop child at 236. (Vary starting number.)

LESSON 70 – Oral Assessment #7

Date _____

Making up Addition and Subtraction Stories

Materials:
None

"Make up a some, some more story."	***"Make up a some, some went away story."***

LESSON 80 – Oral Assessment #8

Date _____

Identifying Containers; Identifying the Capacity of Measuring Cups

Materials:
pint, quart, $\frac{1}{2}$ gallon, and gallon containers
1-cup liquid measuring cup
rice or water

•Show the child the containers. ***"Point to the quart container."*** •Repeat for all containers.	•Use the 1-cup liquid measuring cup. ***"Show 1/2 cup of rice (water)."*** •Repeat for $\frac{1}{4}$ cup, $\frac{1}{3}$ cup, and $\frac{3}{4}$ cup.

Child's Name _____

Year _____ Class _____

MATH 3

Oral Assessment Recording Forms

LESSON 90 – Oral Assessment #9

Date _____

Materials:
None

Making up an Equal Groups Story

"Make up an equal groups story."

- Reassess the child on questions answered incorrectly (or not answered) on Assessments 1–8.

LESSON 100 – Oral Assessment #10

Date _____

Materials:
cash drawer with only hundred, ten, and one-dollar bills
scrap paper

Modeling and Describing Addition with Regrouping

"Take $347 from the cash drawer." • If necessary, remind the child to use the fewest number of tens and ones. *"Now I will give you $184."* • Hand the child 1 hundred, 8 tens, and 4 one-dollar bills. *"How much money do you have?"* *"Show that using the fewest number of tens and ones."*			• Write $347 + $184 on a piece of scrap paper. *"Show how to find the answer for this example."* *"Explain each step."*		
Uses Fewest Number of Bills	Counts Money	Trades Bills	Sets Up Examples	Computes Correctly	Explains Steps

LESSON 110 – Oral Assessment #11

Date _____

Materials:
cash drawer with only hundred, ten, and one-dollar bills
scrap paper

Modeling and Describing Subtraction with Trading

• Hand the child 3 hundreds, 6 tens, and 2 ones. *"How much money is this?"* *"Give me $47 of your money."* • Allow the child to exchange bills using a cash drawer. *"How much money do you have now?"*			• Write $362 – $47 on a piece of scrap paper. *"Show how to find the answer for this example."* *"Explain each step."*		
Counts Money	Trades 1 Ten for 10 Ones	Counts Money	Sets Up Examples	Computes Correctly	Explains Steps

Child's Name _____ **MATH 3**

Year _____ Class _____ ***Oral Assessment Recording Forms***

LESSON 120 – Oral Assessment #12

Date _____

Making Arrays

Materials:
50 color tiles

"How many tiles will you need to make a three by five array?" •(Vary the dimensions.) ***"Make the array with the tiles."***	•Give the child 12 tiles. ***"Put these tiles in three (two, four, six) rows."*** ***"How many tiles are in each row?"***

LESSON 130 – Oral Assessment #13

Date _____

Comparing Fractions; Acting Out Division Stories

Materials:
twelve 2-color chips scrap paper pattern blocks

"Which is more, one half or one third?" ***"How could you prove that?"*** •Allow the child to use scrap paper, pattern blocks, or other materials to demonstrate.	•Hand the child twelve 2-color chips. ***"Pretend that these are candies."*** ***"Show how 2 people will share the candies."*** ***"How many candies will each person get?"*** •Repeat with 3 and 4 people.

LESSON 140 – Oral Assessment #14

Date _____

Making Change for $1.00

Materials:
4 quarters 10 dimes 10 nickels 20 pennies

•Use an amount between 25¢ and 75¢.
"Pretend that you bought something for ____¢ and paid for it with a $1 bill."
"How much change will you receive?"
"Count the change back to me."

Identifies Change	Counts Back Change

•Reassess the child on questions answered incorrectly (or not answered) on Assessments 1–13.

Math 3

Individual Recording Form
Semester 1 (Lessons 1-70)

School Year _____ **Name** _____

Teacher _____

Fact Sheets — 45-second timings

Addition (# correct/25)						Subtraction (# correct/25)					
A 1.2						S 1.2					
MA 1.2						S 2.0					
A 2.0						S 2.3					
MA 2.0						S 3.2					
A 2.2						S 3.3					
A 3.0						S 4.0					
A 3.2						S 4.2					
A 4.0						S 5.0					
MA 4.0						S 5.3					
A 4.2						S 6.0					
A 5.1						S 6.3					
A 5.2						Multiplication (# correct/25)					
MA 6.0						M 10.0					
A 6.2						M 11.0					
A 7.1						M 11.2					
MA 7.1						M 12.0					
A 7.2						M 12.2					
AA 8.1						M 13.0					
A 8.1						M 13.1					
A 8.2						M 13.2					
A 1-100						M 20.0					

Record the number of facts answered correctly in 45 seconds.

Target number of facts answered correctly in 45 seconds.
20-25 excellent
15-19 good
10-14 acceptable

Written Assessments — Comments/Missed Items

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	

Oral Assessments	Notes and Comments
1	
2	
3	
4	
5	
6	
7	

Math 3 ***Individual Recording Form***
Semester 2 (Lessons 71-140)

School Year _____ **Name** _____

Teacher _____

Fact Sheets — 45-second timings

Addition (# correct/100)						
A2-100						
Subtraction (# correct/25)						
S 6.0						
S 6.3						
S 7.0						
S 7.2						
S 7.3						
S 8.0						
S 8.1						
S 8.2						
# correct/100						
S-100						
S-100						
Multiplication (# correct/25)						
M 14.0						
M 15.0						
M 15.2						
M 16.0						
M 16.2						
M 17.0						
M 18.0						

Multiplication (# correct/25)						
M 18.1						
M 18.2						
M 19.0						
M 20.0						
# correct/100						
M-100						
M-100						
Division (# correct/25)						
D 13.0						
D 13.1						
D 13.2						
D 16.0						
D 16.1						
D 16.2						
D 19.0						
D 19.1						
D 19.2						
# correct/100						
D1-100						
D2-100						
D3-100						

Record the number of facts answered correctly in 45 seconds.

Target number of facts answered correctly in 45 seconds.
20-25 excellent
15-19 good
10-14 acceptable

Written Assessments — Comments/Missed Items

14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	

Oral Assessments	Notes and Comments
8	
9	
10	
11	
12	
13	
14	

Dear Parent,

Each day your child will participate in a wide variety of mathematics activities. Your child will learn through hands-on experiences, discussion, and exploration. The new learning will be reinforced through carefully considered practice.

Our day begins with The Meeting. This is a time when we practice a wide variety of every day skills. A "Student of the Day" assists in asking questions about the calendar, time, temperature, pattern of the day, problem of the day, and money.

The next part of *Math 3* is the Lesson. During the Lesson a new concept is presented through discussion and an activity. Concepts and skills in *Math 3* include computation, problem solving strategies, measurement, geometry, money, time, identifying patterns, fractions, graphs, and charts.

Number facts are introduced using fact strategies and are practiced throughout the year. The children compete only against themselves and strive to improve their own scores on fact sheets. Children are encouraged to practice the number facts at home through games and activities.

After each lesson we will practice the new learning, as well as concepts previously introduced, through guided written practice. The children complete and correct Side A of a practice sheet in class. Side B is your child's homework. The examples are similar to those on Side A.

Your child will have homework 3–4 nights a week. Please assist your child by reading the problems on Side B, if necessary. Allow your child to arrive at the answers independently. Check your child's work and help your child correct mistakes. If you helped your child with an example, please circle the problem number to let me know that this is a difficult question. It is important that your child return the homework the next day.

Assessment of your child's progress occurs every five lessons. Each written assessment includes skills your child has been practicing throughout the year. We will strive for 80 percent mastery on all assessments. Any missed objectives will be reviewed and retaught. During our conferences, I will share with you my observations about your child's progress.

Please contact me if you have any questions about the program or your child's progress.

Sincerely,

Name _____

Date _____

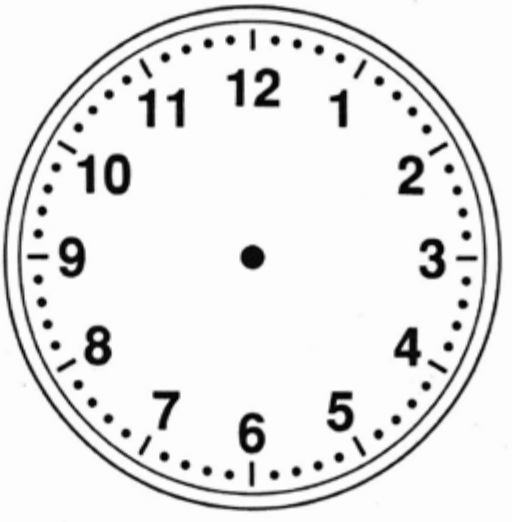
1. My cat, Misha, eats a can of cat food each day.
How many cans of food will I need to buy for a week? _____

2. Fill in the missing days.

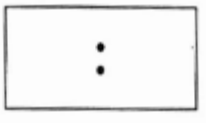
Sunday, _____ , _____ ,

_____ , Thursday, _____ , Saturday

3. Show three o'clock on the clock face.



4. Write the digital time for three o'clock.



Complete the number patterns.

5. 10, 20, 30, 40, _____ , _____ , _____

6. 100, 90, 80, 70, _____ , _____ , _____

7. 36, 37, 38, _____ , _____ , _____

8. 24, 23, 22, _____ , _____ , _____

Name _____

Date _____

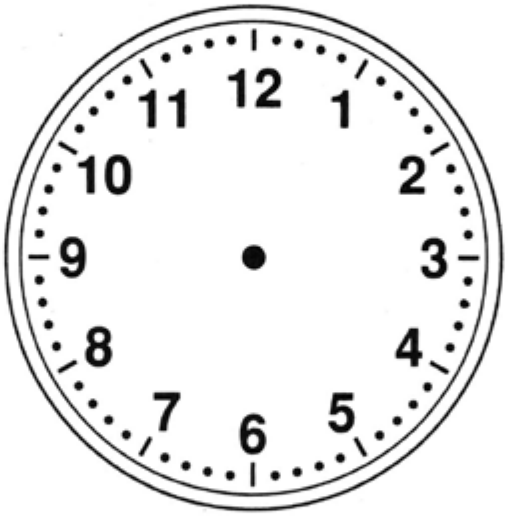
1. I eat a bowl of cereal every morning.
How many bowls of cereal will I eat in one week? _____

2. Fill in the missing days.

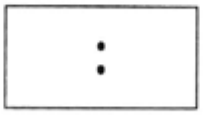
_____, Monday, Tuesday, Wednesday,

_____, Friday, _____

3. Show two o'clock on the clock face.



4. Write the digital time for two o'clock.



Complete the number patterns.

5. 40, 50, 60, _____, _____, _____

6. 80, 70, 60, 50, _____, _____, _____

7. 27, 28, 29, _____, _____, _____

8. 35, 34, 33, _____, _____, _____

Name _____

Date _____

1. Kyle's baseball game is a week from tomorrow. What is the date of the game? _____

2. Shade this graph to match your classroom graph.

OUR BIRTHDAYS

January										
February										
March										
April										
May										
June										

Use the graph to answer the questions.

3. How many birthdays are there in March? _____

4. How many birthdays are there in the fifth month of the year? _____

Write the same number in both boxes to make the number sentence true.

5. $\square + \square = 18$

6. $\square + \square = 6$

Complete the number patterns.

7. _____ , _____ , _____ , 7, 8, 9

8. _____ , _____ , _____ , 40, 50, 60

Name _____

Date _____

1. Amy's dentist appointment is a week from today. What is the date of her dentist appointment? _____

2. Today's number is _____ . Write a number sentence.

_____

Use the graph on Side A to answer the questions.

3. How many birthdays are there in February? _____

4. Which month has the most birthdays? _____

Write the same number in both boxes to make the number sentence true.

5. ☐ + ☐ = 14

6. ☐ + ☐ = 4

Complete the number patterns.

7. 80, 70, 60, _____ , _____ , _____

8. _____ , _____ , _____ , 22, 23, 24

Name _____

Date _____

1. Michael told his friend that his sister was born a week ago. When was his sister born? _____

2. Shade this graph to match your classroom graph.

OUR BIRTHDAYS

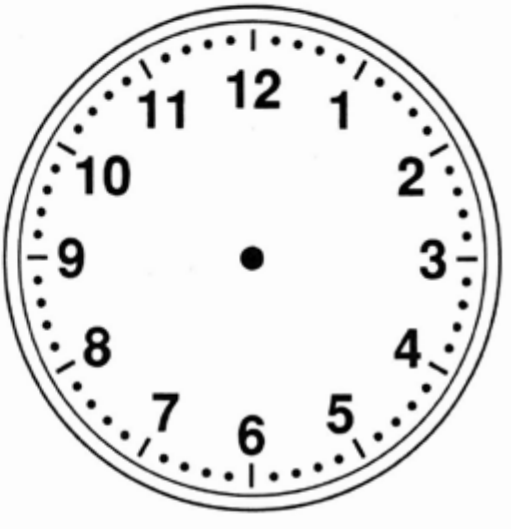
July										
August										
September										
October										
November										
December										

Use the graph to answer the questions.

3. How many birthdays are there in October? _____

4. How many birthdays are there in the last three months of the year? _____

5. Show half past eight on the clock face.



6. Write the digital time for half past eight.

[:]

Complete the number patterns.

7. 900, 800, 700, _____ , _____ , _____

8. _____ , _____ , _____ , 28, 27, 26

Name _____

Date _____

LESSON 4B
Math 3

1. Michael's sister is a week old.
How many days old is she? _____

2. Today's number is _____. Write a number sentence.

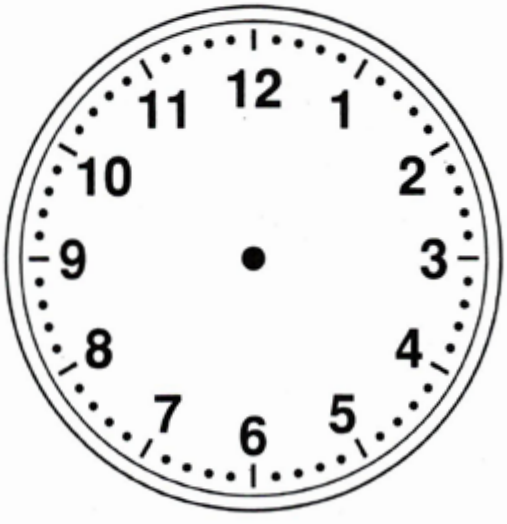
_____

Use the birthday graph on Side A to answer the questions.

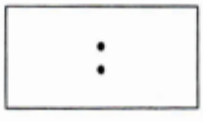
3. How many birthdays are there on the graph altogether? _____

4. Which month has the fewest birthdays? _____

5. Show half past four on the clock face.



6. Write the digital time for half past four.



Complete the number patterns.

7. _____, _____, _____, 300, 200, 100

8. 85, 84, 83, _____, _____, _____

Name _____

Measure these line segments to the nearest inch.

1. _____"

2. _____"

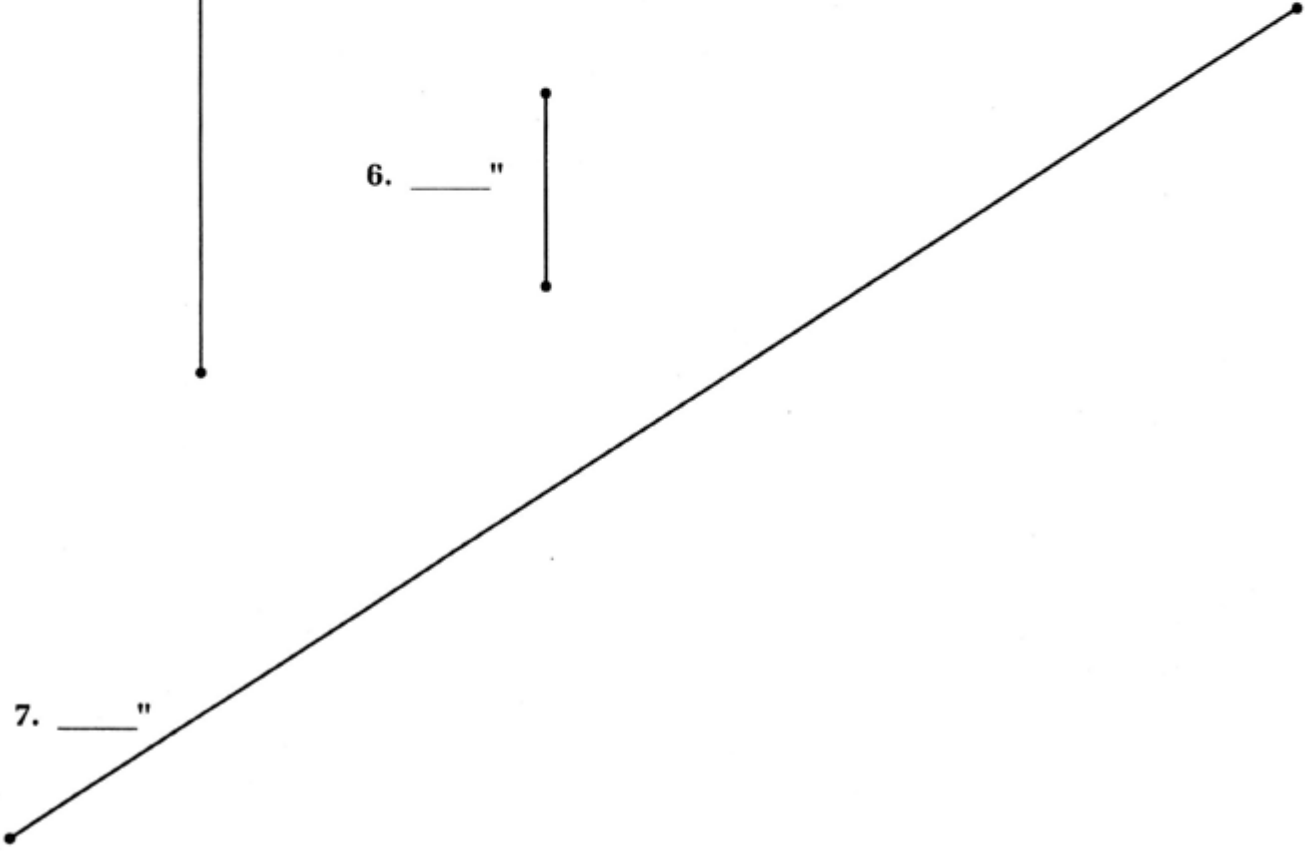
3. _____"

5. _____"

4. _____"

6. _____"

7. _____"



Name _____

A 1.2

6 + 6	3 + 3	9 + 9	1 + 1	7 + 7
4 + 4	8 + 8	6 + 6	9 + 9	0 + 0
2 + 2	7 + 7	5 + 5	3 + 3	4 + 4
8 + 8	6 + 6	1 + 1	9 + 9	5 + 5
0 + 0	2 + 2	7 + 7	4 + 4	8 + 8

Score: _____

Name _____

Date _____

1. The opening day of the fair is Friday of this week. What is the opening date of the fair? _____

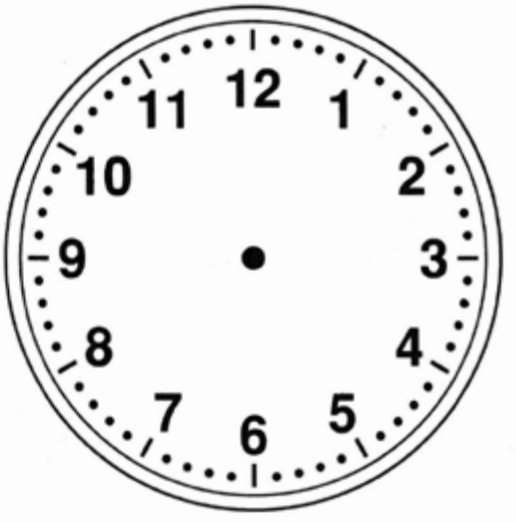
2. Use your class birthday graph to find the number of birthdays there will be between today and the end of the year. _____

Measure each line segment to the nearest inch. Write the length on the line.

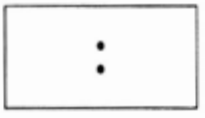
3. _____ inches

4. _____ inches

5. Show half past seven on the clock face.



6. Write the digital time for half past seven.



7. Fill in the missing days.

_____, Tuesday, _____

Complete the number patterns.

8. _____, _____, _____, 60, 50, 40, _____, _____, _____

9. 700, 600, 500, _____, _____, _____

Name _____

Date _____

1. What day of the week was it yesterday? _____

2. What was yesterday's full date? _____

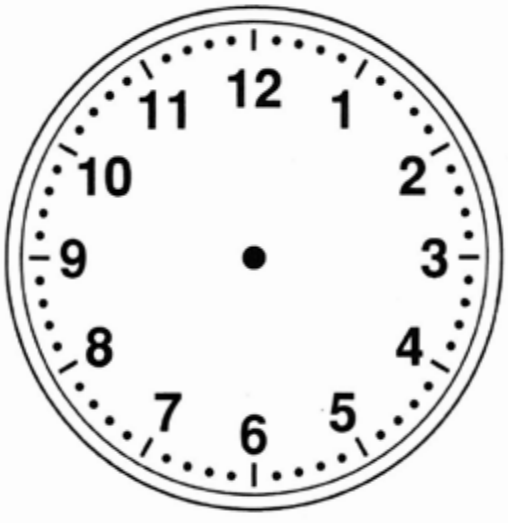
3. Today's number is _____. Write a number sentence.

_____

4. Write the same number in each box to make the number sentence true.

$\square + \square = 16$

5. Show half past twelve on the clock face.



6. Write the digital time for half past twelve.

$\square : \square$

7. Fill in the missing days.

_____, _____, Thursday

Complete the number patterns.

8. _____, _____, _____, 50, 60, 70, _____, _____, _____

9. _____, _____, _____, 400, 300, 200

ISBN 13: 978-1-56577-452-0