

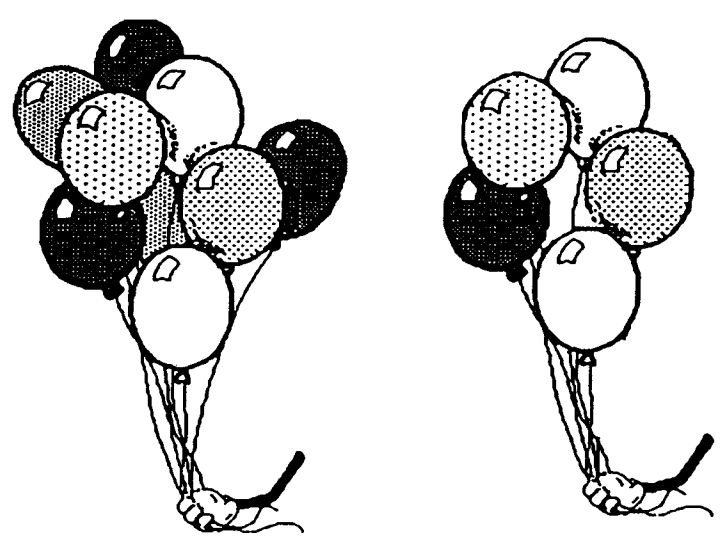
# WORKSHEETS

★ 1. \_\_\_\_\_  
(FIRST NAME) (LAST NAME)

★ 2. What is the phone number to dial for emergency help?

\_\_\_\_\_

★ 3. Color the picture with more balloons.

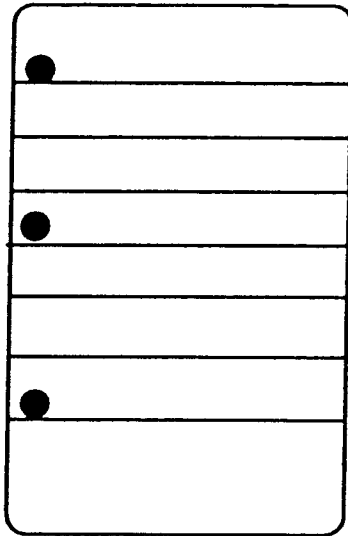


★★★★ 4. Draw a line from the number to the same amount of dots. (The first one is done for you.)

2	1	5	4	3
•	••	••	•••	••

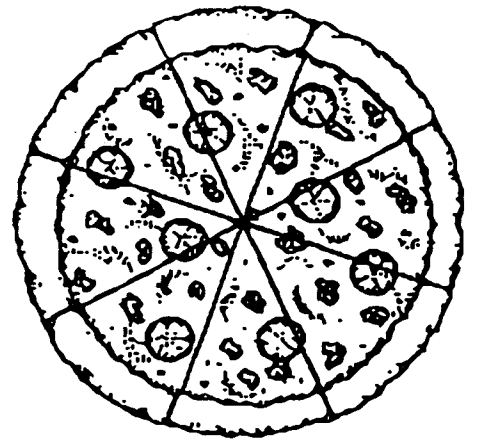
★★ 5. How many holes are on this paper? \_\_\_\_\_

How many lines are on this paper? \_\_\_\_\_



★★ 6. How many slices of pizza are there? \_\_\_\_\_

Color in 2 slices.

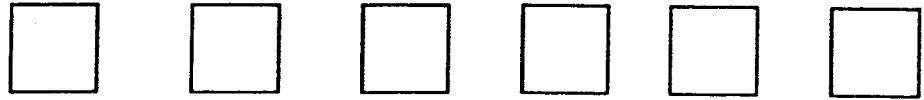


(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

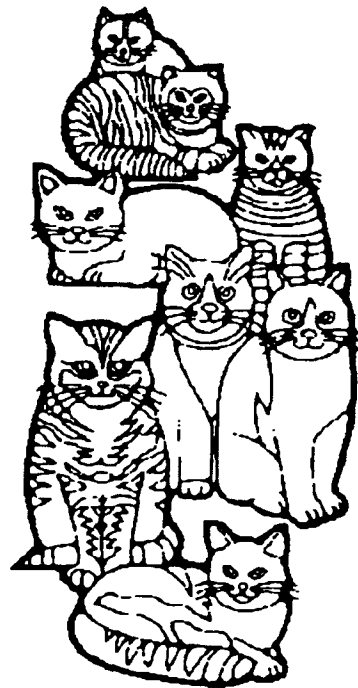
SUNSHINE MATH - K  
Mercury, 2

★ 1. \_\_\_\_\_  
(FIRST NAME) (LAST NAME)

★★ 2. Color in every other square:



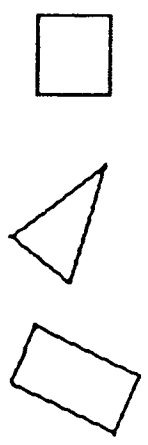
★★ 3. How many cats are there?  
\_\_\_\_\_



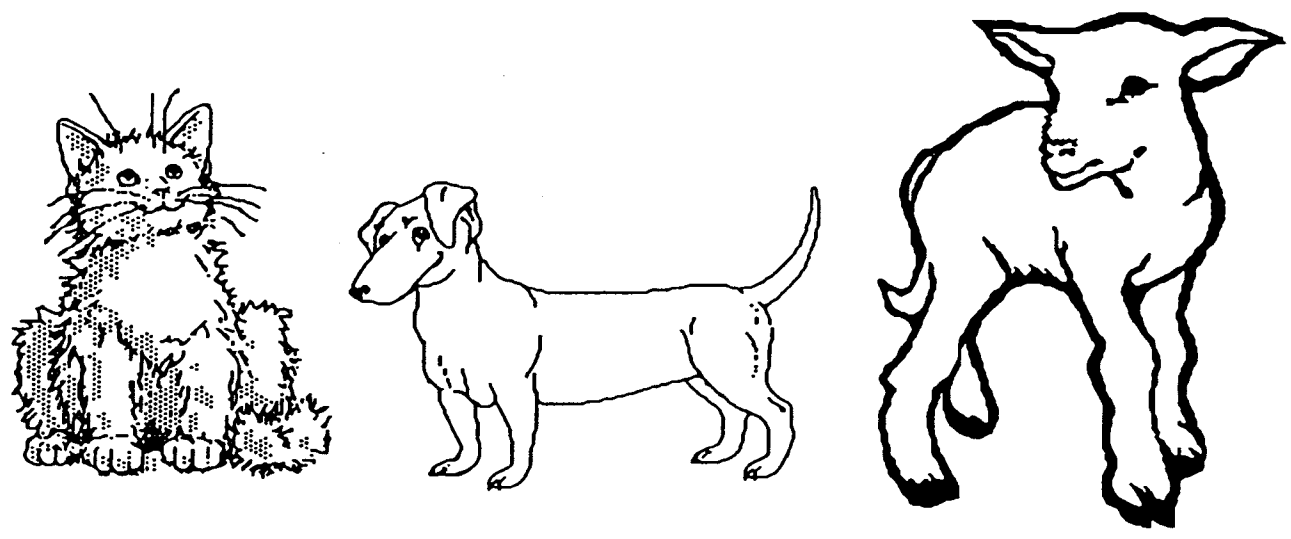
★★★ 4. If you gave a friend 2 cookies, and he ate 1 cookie, how many cookies would he have left?  
\_\_\_\_\_



★★★ 5. How many sides does this square have? \_\_\_\_\_  
How many sides does this triangle have? \_\_\_\_\_  
How many sides does this rectangle have? \_\_\_\_\_

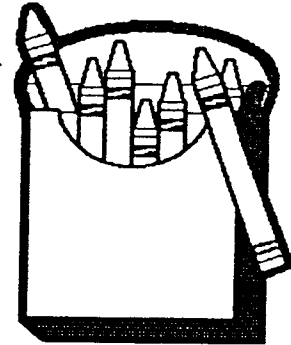


★★★ 6. How many noses are there? \_\_\_\_\_  
How many ears are there? \_\_\_\_\_  
How many legs are there? \_\_\_\_\_

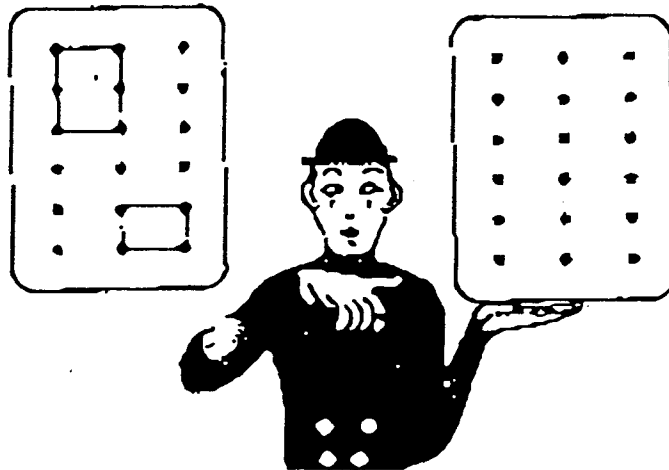


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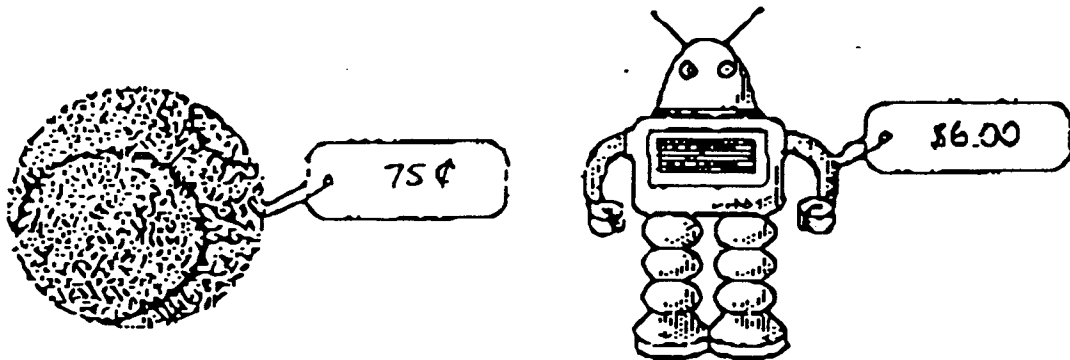
★ 2. How many crayons? —



★★ 3. Copy the pattern exactly.



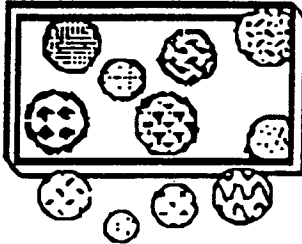
★★★ 4. Color in the toy that costs more money.



★★★ 5. How many balls are inside the box? \_\_\_\_\_

How many balls are outside the box? \_\_\_\_\_

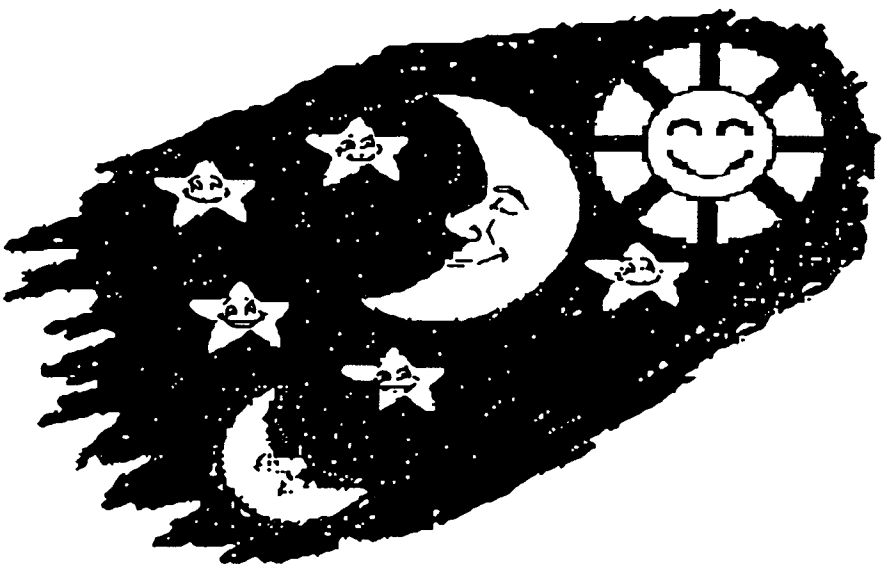
How many balls are there total? \_\_\_\_\_



★★★★ 6. How many stars are there? \_\_\_\_\_

How many moons are there? \_\_\_\_\_

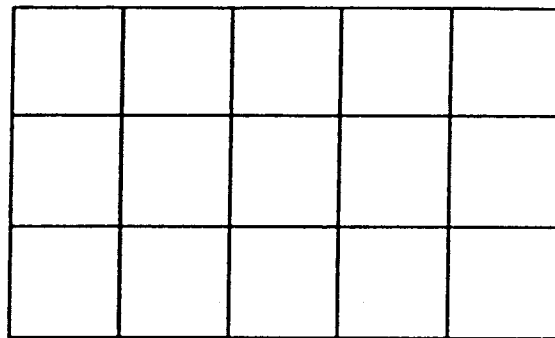
How many suns, moons, and stars together? \_\_\_\_\_



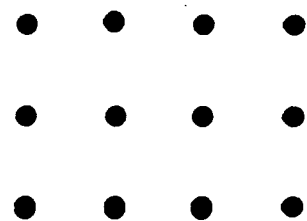
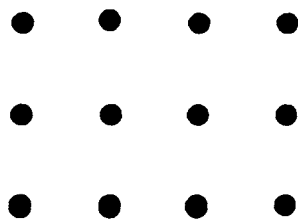
(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★★★ 2. Color 6 squares blue and 6 squares red. How many are left that are not colored?

\_\_\_\_\_



★ 3. Circle 2 dots below: Circle 5 dots below:

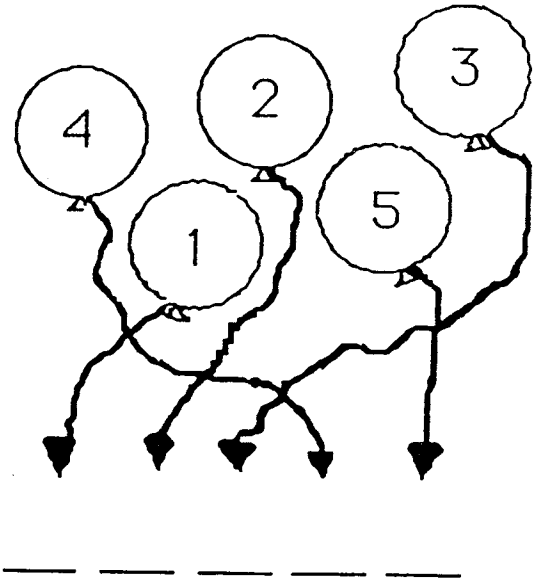


★★ 4. Draw the last two missing pattern pieces.





★★ 5. Follow the string and write the number on the line.

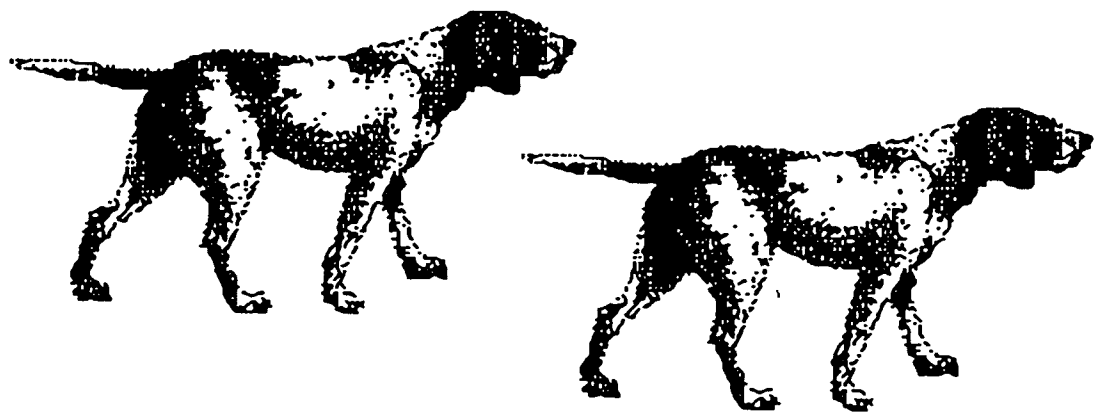


★★★★ 6. How many dogs are there? \_\_\_\_\_

How many legs do you see? \_\_\_\_\_

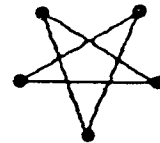
How many tails are there? \_\_\_\_\_

How many eyes do these two dogs have? \_\_\_\_\_

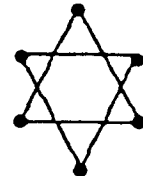


(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★★ 2. How many points are on this star? \_\_\_\_\_



How many points are on this star? \_\_\_\_\_



★ 3. Color the star above that has more points.

★★★★ 4.

○	○	○	○	○	○				
★	★								
□	□	□	□	□	□	□			

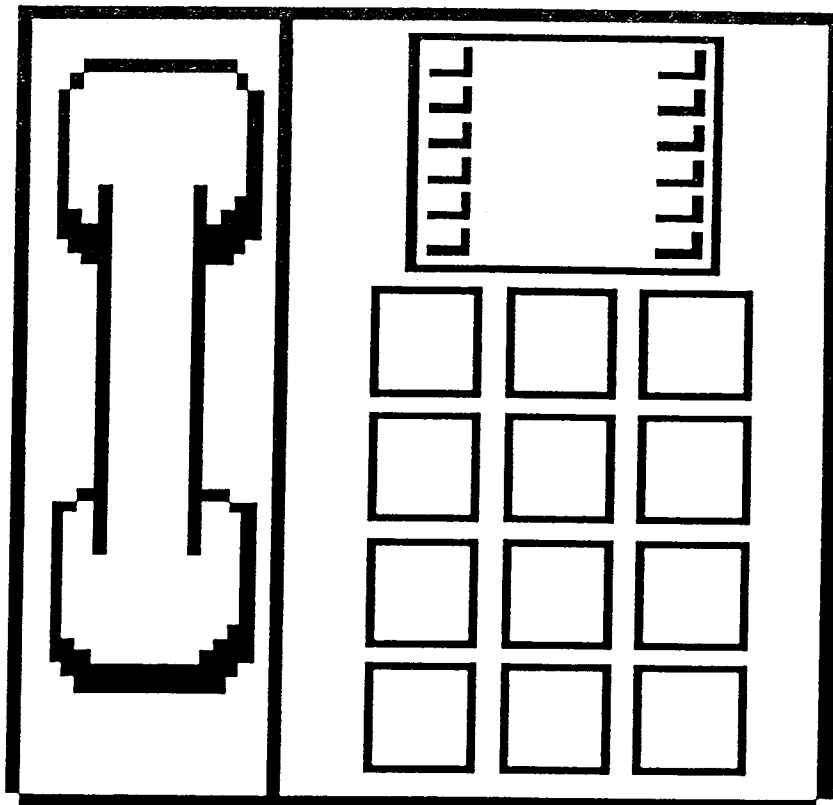
How many circles (○) are there? \_\_\_\_\_

How many squares (□) are there? \_\_\_\_\_

How many stars (★) are there? \_\_\_\_\_

Put a ✓ for each year old you are, in the bottom row.

★★★ 5. Look at a telephone. Put numbers on the buttons below.



★★ 6. Draw a line from the problem to the correct answer.

5      4      3

$\begin{matrix} \bullet \\ \bullet \end{matrix} + \begin{matrix} \bullet \\ \bullet \end{matrix} = ?$ 

 $\begin{matrix} \bullet \\ \bullet \\ \bullet \end{matrix} + \begin{matrix} \bullet \\ \bullet \end{matrix} = ?$

$\begin{matrix} \bullet \\ \bullet \end{matrix} + \bullet = ?$

(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

★ 1. \_\_\_\_\_  
(FIRST NAME) (LAST NAME)

★ 2. How old is Eric? \_\_\_\_  
(count the candles)

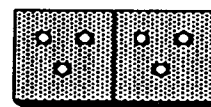
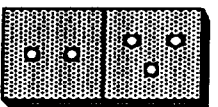
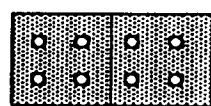
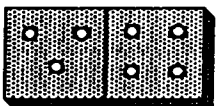
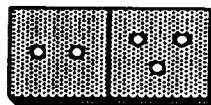
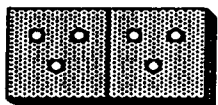
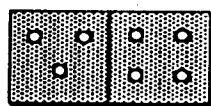
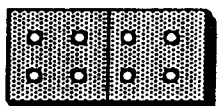


★★ 3. Fill in the missing numbers:

1 2 3 \_ 5

6 7 \_ 9 10

★★★★ 4. Match the dominoes by drawing a line to the same one.



★★★★ 5.

Color in 1 → #1

Color in 2 → #2's

Color in 3 → #3's

Color in 4 → #4's

Color in 5 → #5's

1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

★★★★ 6. Count objects to help you do these.

$$\begin{array}{r} 1 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +4 \\ \hline \end{array}$$

— — — —

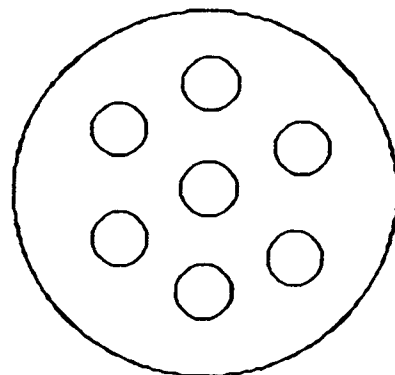
$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +1 \\ \hline \end{array}$$

— — — —

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★★ 2. How many circles are there? (Total)

\_\_\_\_\_

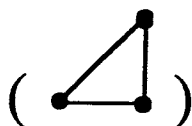


★★★ 3.

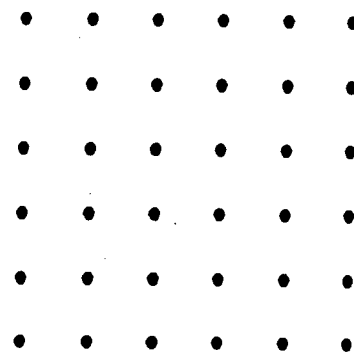
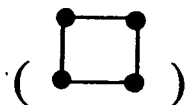
Connect 2 dots for a line.



Connect 3 dots for a triangle.



Connect 4 dots for a square.



★★★ 4. Write in the next number.

1    2    3    4    \_\_\_\_\_

3    4    5    6    \_\_\_\_\_

5    6    7    8    \_\_\_\_\_

★★★★ 5. Fill in the missing number in each row.

$$6 \quad 7 \quad 8 \quad 9 \quad \underline{\quad}$$

$$6 \quad \underline{\quad} \quad 8 \quad 9 \quad 10$$

$$6 \quad 7 \quad \underline{\quad} \quad 9 \quad 10$$

$$6 \quad 7 \quad 8 \quad \underline{\quad} \quad 10$$

★★★★ 6. If  $A = 1$

$$B = 2$$

$$C = 3$$

$$D = 4$$

$$E = 5$$

$$F = 6$$

then  $A+B+C = \underline{\quad}$

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★ 1. \_\_\_\_\_  
(FIRST NAME) (LAST NAME)

★★ 2. Write in the numbers from 1 to 10.

\_\_\_\_\_

\_\_\_\_\_

★ 3. Efrem is 7 years old.

Stephanie is 9 years old.

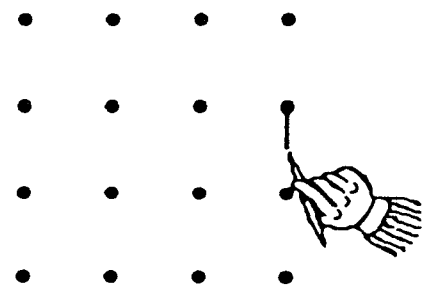
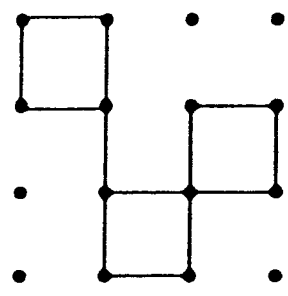
Who is older?

Put a ✓ in the box.

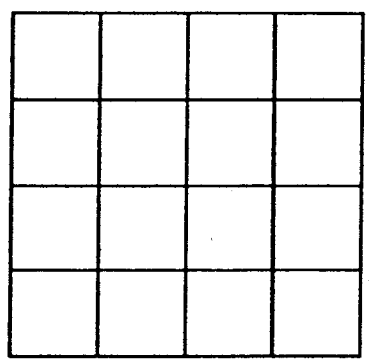




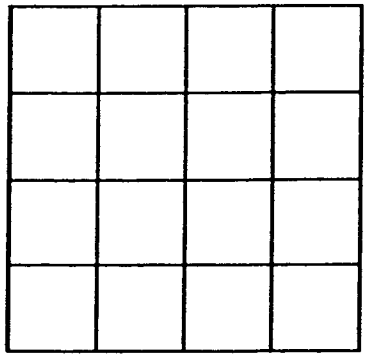
★★★★ 4. Copy this pattern.....over to here.



★★★ 5. Color 4 squares that touch each other to make 1 big square.



★★★★ 6. Color 6 squares that touch each other to make a rectangle.

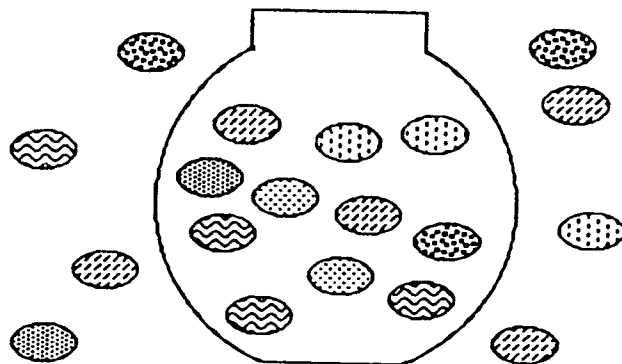


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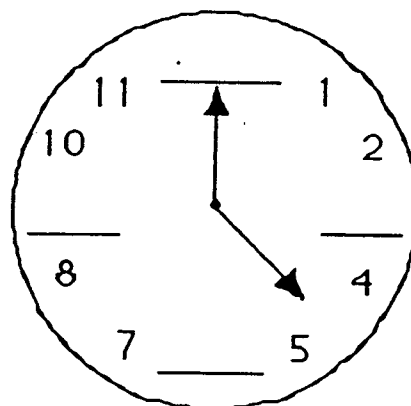
★ 1. \_\_\_\_\_  
(FIRST NAME) (LAST NAME)

★ 2. How many  
jellybeans  
are in the  
bowl?

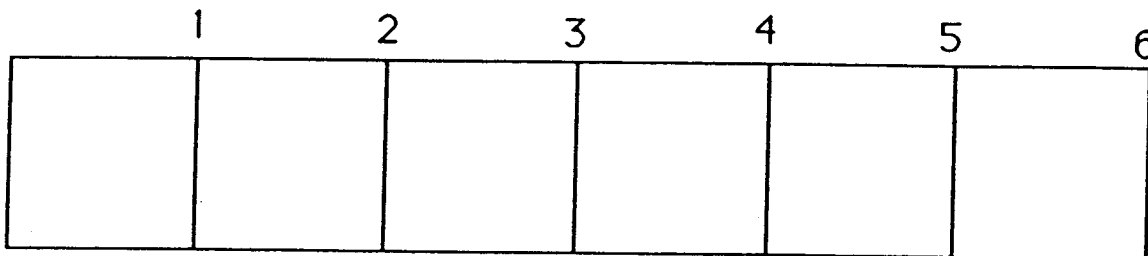
\_\_\_\_\_



★ 3. Fill in the  
missing  
numbers on  
this clock.



★★ 4. Color in a segment that is 4 inches  
long. (Each square is 1 inch long.)



★★★★ 5. How many letters are there in the alphabet? \_\_\_\_\_

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

★★★★ 6. Circle Sunday, June 14.

JUNE 1998						
S Sunday	M Monday	Tu Tuesday	W Wednesday	Th Thursday	F Friday	S Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

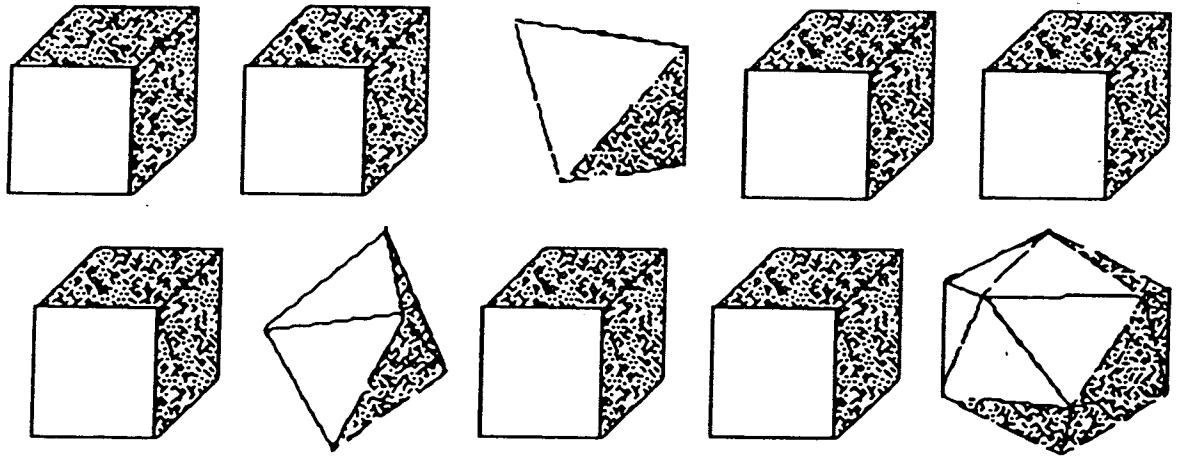
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★ 1. \_\_\_\_\_  
(FIRST NAME) (LAST NAME)

★★ 2. Fill in the numbers between 10 and 20.

10    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_  
\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    20

★ 3. How many cubes are there? \_\_\_\_\_

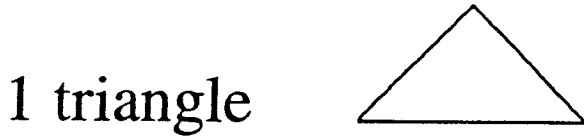
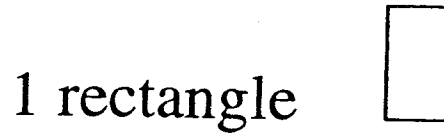
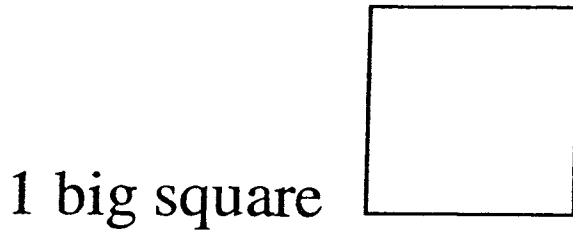


★★ 4. How much is:

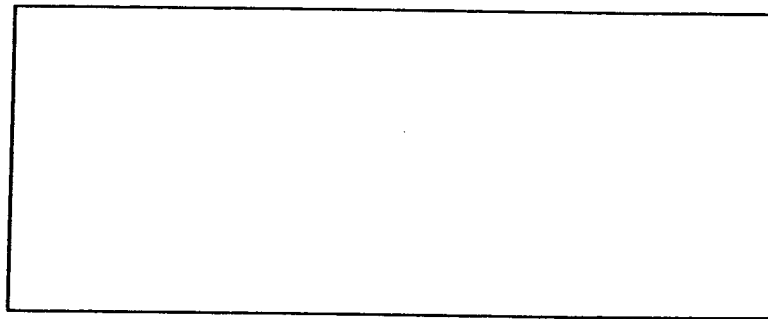
$$\begin{array}{r} 100 \\ +100 \\ \hline \end{array}$$

\_\_\_\_\_

★★★ 5. Draw a house using:



★★★★ 6. Use pennies to measure this rectangle.



How many pennies wide (↓) is it? \_\_\_\_\_

How many pennies long (→) is it? \_\_\_\_\_

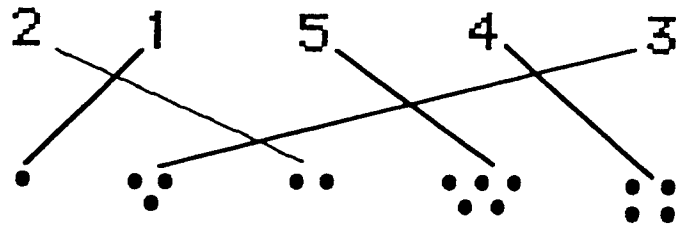
(Parents: Reading the problem to your child is ALWAYS okay. If you help them solve the problems, please initial the problem and they will receive partial credit.)

# ANSWERS

# Commentary

*Mercury, 1*

1. Child's name.
2. (9 1 1)
3. The picture on the left should be colored since it has more balloons. Here is an opportunity to discuss the use of "more " and "most."
- 4.



5. (3 holes, 7 lines) Extension: How many holes and lines are on a typical sheet of notebook paper? Does the number change from one type of paper to another?
6. (8) The coloring of two slices will vary. In discussion, ask whether all the pieces are the same size.

# Commentary

*Mercury, 2*

1. Child's name.
2. Visually check. Three alternate squares should be colored. It doesn't matter whether the student began with the first or second square. The "every other" concept could be acted out with manipulatives or with a line of children. The class may enjoy counting to see how many students began with the first square and how many began with the second square.
3. (8)
4. (1) This is a good story to act out.
5. (4, 3, 4) This is an opportunity to practice geometric names.
6. (3, 6, 12)



# Commentary

*Mercury, 3*

1. Child's name
2. (7) Ask whether any crayons are missing from the package and discuss the number of crayons usually in a package.
3. Visually check. The pattern should be repeated exactly.
4. The robot should be colored. Talk about how money values are written and how many pennies are needed to make a dollar.
5. (7, 4, 11) Have the children act out this problem with objects and a box. Ask for other ways to arrange 11 balls inside and outside the box.
6. (5 stars, 2 moons, 8)

# Commentary

*Mercury, 4*

1. Child's name.
2. (3 squares are not colored.) Coloring will vary. Papers could be posted to show the varied solutions for this problem and for problem # 3.
3. Visually check, The choice of 2 dots and 5 dots will vary.

4.



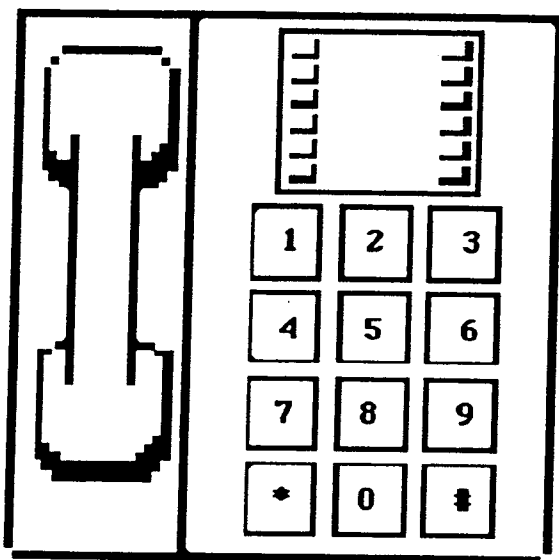
5. (1, 2, 3, 4, 5)

6. (2, 8, 2, 4)

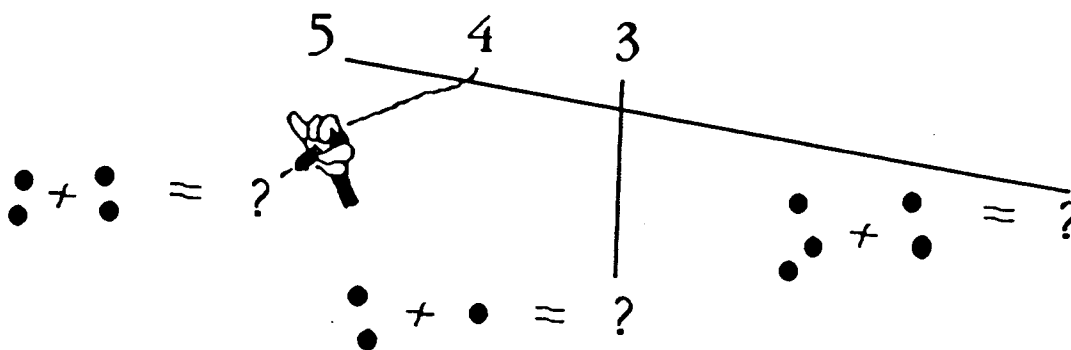
# Commentary

*Mercury, 5*

1. Child's name.
2. (5, 6) Some parents may comment that there are actually 10 geometric points on the first star and 12 geometric points on the second. This is technically correct.
3. The lower star should be colored.
4. (6, 7, 2) The number of check marks will vary with the child's age.
5. Some students may add the asterisk (\*) and pound (#) symbols. If so, discuss the names of these symbols. Some students may be more familiar with the rotary telephone dial. If possible, bring in a rotary phone and discuss the number arrangement on it.



6.



Extension: Have the students translate the "dot" sentences into number sentences.

# Commentary

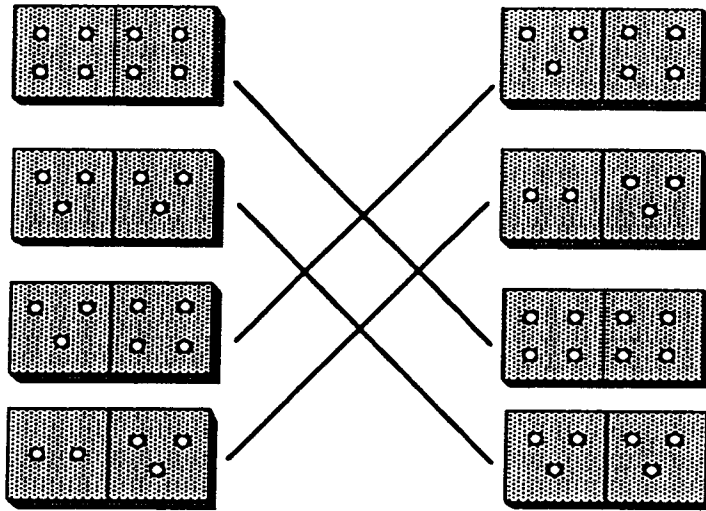
*Mercury, 6*

1. Child's name.

2. (9)

3. (4, 8)

4.



5. Visually check. Students may choose different spaces in each row. One space should be colored in row 1; two spaces in row 2; three spaces in row 3; four spaces in row 4; and five spaces in row 5.

6. (2, 4, 3, 5) for the first row and (9, 7, 8, 6) for the second row.

## Commentary

*Mercury, 7*

1. Child's name.
2. **(8)** Some students may forget the large circle.
3. Visually check. Figures may be located anywhere on the grid, and diagonal lines are fine. Papers could be posted to illustrate the different approaches.
4. **(5, 7, 9)**
5. **(10, 7, 8, 9)**
6. **(F or 6)** Talk about letting letters "stand for" numbers.



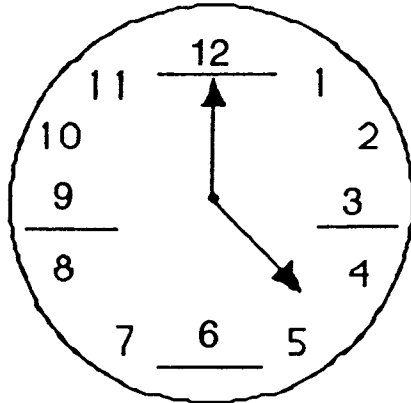
# Commentary

*Mercury, 9*

1. Child's name.

2. (11)

3.



4. Visually check. There are three possible solutions:

Begin at the left and color to 4.

Begin at 1 and color to 5.

Begin at 2 and color to 6.

Here's a good chance to compare rulers, noting that some have a 0 point and some don't.

5. (26)

6.

JUNE 1998						
S	M	Tu	W	Th	F	S
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
⑭	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## Commentary

*Mercury, 10*

1. Child's name.
2. (10 , 11, 12, 13, 14  
15, 16, 17, 18, 19, 20)

Some students may fill in the numbers vertically, which is also acceptable.

3. (7) Teach the concept of "cube" by using geometric figures to show examples that are cubes and examples that are not cubes. Allow time for exploration of the figures. Talk about everyday use of the word "cube" --as in ice cubes, that often are not geometric cubes. Talk about how hard it is to draw a picture of a cube or other geometric solids.
4. (200) Students may enjoy bundling sticks into groups of ten to build big bundles of 100 and "see" 200, or even more.
5. Houses will vary. Post students' work.
6. (2 pennies wide and 5 pennies long) Extension: Ask the students to draw a square that measures about 4 pennies on a side.





Florida Department of Education  
Frank T. Brogan, Commissioner