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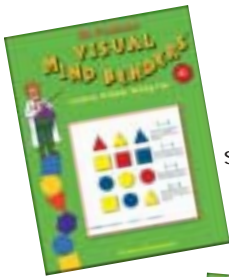


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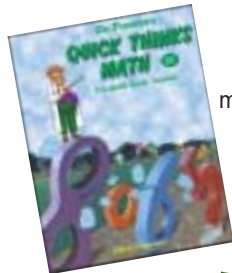
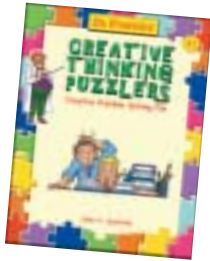


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—Elaine, Specialist, Early Childhood Education, Houston, TX

"We see great results in thinking skills from using your products. Your work has produced positive results and higher test scores."
—Luine, Educator, Baytown, TX

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—Bonnie, via the Internet

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Gr. 2-8
Choose from 2 Levels

MATHEMATICAL REASONING

through Verbal Analysis
Develops flexible problem solving skills in math.
Prepares students for standardized tests.



Try these sample activities with your students!

Goals

Teaches students to reason out answers and generate different strategies for solving a wide variety of math problems. The skills students develop improve their grades and test scores and prepare them for upper-level math challenges.

Methods

Unlike dead-end drill and practice, these highly effective activities use step-by-step, discussion-based problem solving to develop a conceptual bridge between computation and the reasoning required to solve math word problems. Activities and units slowly spiral, allowing students to become comfortable with concepts but also challenging them to continue building their math skills.

Instruction/Answer Guides

Includes concept overviews, answers, and focus questions that lead students to *think mathematically* as they verbalize the steps of working through concrete and abstract processes.

- #TBK6901 Book 1 Gr. 2-3 \$24.99
282 reproducible activities
- #TBK6902 Instruction/Answer Guide \$13.99
- #TBK6903 Book 2 Gr. 4-8 \$24.99
283 reproducible activities
- #TBK6904 Instruction/Answer Guide \$13.99

SAVE \$8 WHEN YOU BUY ALL FOUR!

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MATHEMATICAL REASONING BOOK 1 CONTENTS

Number and Numeration

Discussion and analysis of counting, comparison, and numeration

Geometry

Description/classification of shapes
Composition/decomposition of figures
Elementary spatial sense

Operations

Builds on Number and Numeration using conceptual development of addition, multiplication, and subtraction. Applies these operations in problem solving.

Measurement

Integrates number and geometry concepts using length and area.

Relations

Uses order, number patterns, and functions to explore number relations.

Tables and Graphs

Involves organizing, displaying, and using data in a variety of formats.

"Encourages students to develop investigative, analysis, and discussion abilities...A resource that all mathematics teachers will find at the top of their list."
—Arithmetic Teacher

"My students look forward to doing this book. It prepares them to succeed on the tests and at all kinds of problem solving."
—Moritza, Norwood, NJ

"I teach algebra and the graphing of linear equations to 3rd and 4th graders. Mathematical Reasoning reflects what is good in teaching and learning and proves that what I am doing is appropriate and indeed the most intelligent way to proceed."—Educator, via the Internet

MATHEMATICAL REASONING – Book 1 OPERATIONS

USING OPERATIONS

Choose two different numbers from the set below that will give you _____

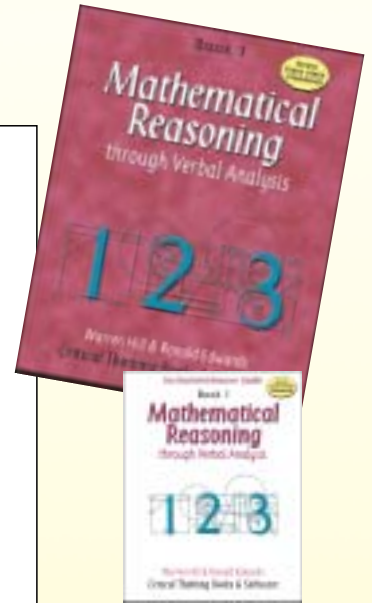
2	6	7	5
8	3	9	4

Example: the largest sum. $9 + 8 = 17$ C-237 the smallest sum. $\square + \square = \square$

C-238 the largest difference. $\square \ominus \square = \square$ C-239 the smallest difference. $\square \ominus \square = \square$

C-240 the largest product. $\square \times \square = \square$ C-241 the smallest product. $\square \times \square = \square$

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MATHEMATICAL REASONING – Book 1 OPERATIONS

WHICH OPERATION DO YOU USE?

Circle the calculation that solves each problem.

Example: The coach has 9 cans of tennis balls. Each can holds 3 tennis balls. How many tennis balls does the coach have? $9 + 3$ $9 - 3$ 9×3 $9 \div 3$

C-248 There are 18 people in class but only 9 chairs. The teacher sends for enough chairs so that everyone can be seated. How many chairs do they need? $18 + 9$ $18 - 9$ 18×9 $18 \div 9$

C-249 There are 12 eggs in a carton. You use 4 to make scrambled eggs. How many are left in the carton? $12 + 4$ $12 - 4$ 12×4 $12 \div 4$

C-250 Four quarters equals one dollar. John has 20 quarters. How many dollars does John have? $20 + 4$ $20 - 4$ 20×4 $20 \div 4$

C-251 Eric has 6 dollars. He earns 3 more dollars. How many dollars does he have? $6 + 3$ $6 - 3$ 6×3 $6 \div 3$

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ASSESSMENT TESTS

Mathematical Reasoning prepares students to achieve top scores on all state assessment tests, including

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- ♦ Washington Assessment of Student Learning (WASL)
- ♦ Massachusetts Comprehensive Assessment System (MCAS)
- ♦ Connecticut Mastery Test (CTPIII)
- ♦ Iowa Tests of Basic Skills (ITBS®)

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MATHEMATICAL REASONING BOOK 2 CONTENTS

Number and Numeration

Discussion and analysis of numeration, comparison, equivalent forms, and estimation

Geometry

Description and classification of polygons/Construction of polygons with given properties/Composition and decomposition of figures/Transformation of figures in the plane/Tracing networks

Operations

Builds on Number and Numeration using conceptual development of multiplication and division. Applies these operations in problem solving. Use of parentheses in computation/Divisibility properties of whole numbers/Flowcharts and problem-solving strategies

Measurement

Integrates number and geometry concepts using length, area, volume.

Relations

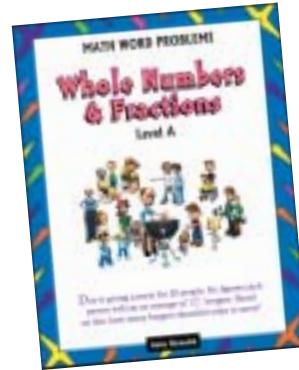
Uses order, number patterns, and functions to explore number relations.

Tables and Graphs

Involves organizing, displaying, and using data in various formats.

Revised—
Now in 3 Volumes
with a New Look!

Gr. 4–10
Choose from 3 Levels



Math Word Problems Level A **Introductory Word Problems**

66. The Harrisons are supposed to pay \$40 a month on their TV set. This month they paid only \$10 on it. How much were they short on their payment?

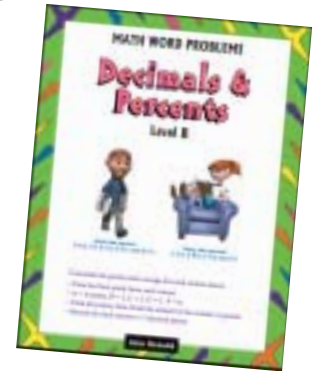
67. The Harrisons bought a used TV set for \$40. They paid \$10 down and are to make monthly payments of \$10 each. How many monthly payments are they to make?

68. The Harrisons owed \$40 on their TV set. They paid \$10 of it. How much do they still owe?

69. The Harrisons made 10 payments on that TV set. Each payment was \$40. How much did they pay so far?

70. Barton made \$40 for working two hours. The payroll office took out \$10 for various things. How much did Barton get?

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Math Word Problems Level B **Decimals**

74. Radio station KVT is at 103.5 MHz. Radio station KVV is at 104.2 MHz. How many MHz is station KVT from station KVV?

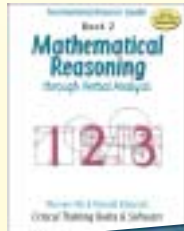
75. Pat earned \$5.80 baby-sitting, \$27.40 on her paper route, and \$13.85 doing odd jobs. She spent \$9.76 on records, \$11.45 on jeans, and \$11.27 on sweaters.

a. How much did she earn?
b. How much did she spend?
c. How much should she have left?

76. This year Gary will earn 2.5 times as much as he earned two years ago.

a. Two years ago he earned \$4,534.86. How much will he earn this year?
b. This year he will earn \$9,218.50. How much did he earn two years ago?

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MATHEMATICAL REASONING – Book 2 OPERATIONS

ILLUSTRATING NUMBER PROPERTIES

Using only whole numbers, write a numerical example to illustrate each statement below.

Example A number times itself is greater than 5 times the number.
 $7 \times 7 > 5 \times 7$

C-169 The sum of two different odd numbers is an even number.

C-170 The difference of two numbers is 18.

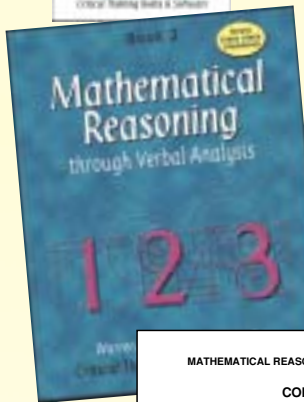
C-171 The product of two odd numbers is an odd number.

C-172 The sum of two prime numbers is a prime number.

C-173 The sum of two numbers is 12 and one of the numbers is twice as large as the other.

C-174 A number times itself is equal to the same number.

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MATHEMATICAL REASONING – 2 MEASUREMENT

COMPARING PERIMETERS

The figures in each exercise are similar. Find the missing lengths, and compute the perimeter of each figure.

Example

Perimeter = **120** Perimeter = **180** Perimeter = **90**

D-70

Perimeter = _____ Perimeter = _____ Perimeter = _____

D-71

Perimeter = _____ Perimeter = _____ Perimeter = _____

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MATH WORD PROBLEMS

- Whole Numbers & Fractions
- Decimals & Percents
- Mixed Concepts: Whole Numbers–Percents

Turns students into super math word problem-solvers



Objectives

This practical, comprehensive series helps your students conquer the “dreaded” math word problem by teaching them when and how to apply the math operations they already know to real-life situations.

Methods

The developmentally sequenced problems in each book are arranged so they cannot be solved by rote processes. Each problem requires its own thinking/problem-solving approach rather than applying the same solution process to entire groups of problems.

Teaching Support

Includes answers, instructions at the beginning of each concept, and examples provided as models to reassure students about what is expected of them.

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