Do Math
You Can Do Anything!!!

Resources:

ABOUT TEACHING MATHEMATICS A K-8 Resource, by Marilyn Burns
Website: www.mathsolutions.com

Elementary School Mathematics: WHAT PARENTS SHOULD KNOW ABOUT ESTIMATION
and *PROBLEM SOLVING* (Second Editions), by Barbara J. Reys

FAMILY MATH, by Jean Kerr Stenmark, Virginia Thompson, and Ruth Cossey
Website: http://www.lawrencehallofscience.org/equals/

MATH CURSE, by Jon Scieszka and Lane Smith

G is for Googol – A Math Alphabet Book, by David M. Schwartz

MATHEMATICS PENTATHLON
Website: http://www.mathpentath.org/

24 GAME
www.24game.com

*M*anipulatives & *A*ctivities *T*hat *H*elp … children learn **MATH**
Presented by Deb Romanek, Director, Mathematics Education
Nebraska Department of Education
301 Centennial Mall So, Lincoln, NE 68509-4987
402-471-2503 or deb.romanek@nebraska.gov

NDE Math Website: http://www.education.ne.gov/math/index.html

WHAT IS FAMILY MATH?

It's NOT a teacher standing in front and *Lecturing*.

It's doing activities and playing games.

It's parents and kids doing and learning math together.

It's organizing information in new ways.

It's using beans and buttons and pennies to solve math problems.

It's working and talking with others.

It's finding out that calculators can free our minds for solving harder problems.

It's sorting things and learning about logic.

It's exploring shapes and geometry.

It's estimating and developing number sense.

It's finding that **math** is a **TREASURE** we all can share!

S A M P L E

FAMILY MATH

SESSION I

Time	Activity	Reference Page In Family Math
7:00 p.m.	Name Tags – Write Your Own	284
	Sign In Sheets (Venn Diagram)	59
	Estimation Contest	
7:10 p.m.	Welcome & Introduction	
	Opener – Value of Words	33
7:20 p.m.	Double Digit	111
8:00 p.m.	Cookie Break	
8:10 p.m.	Create a Puzzle	187
	Useful Math Skills	271-273
8:20 p.m.	Evaluation	
8:30 p.m.	Closure	

Value of Words

How much is your name worth?

A 2¢	**F** 12¢	**K** 22¢	**P** 5¢	**U** 15¢
B 4¢	**G** 14¢	**L** 24¢	**Q** 7¢	**V** 17¢
C 6¢	**H** 16¢	**M** 26¢	**R** 9¢	**W** 19¢
D 8¢	**I** 18¢	**N** 1¢	**S** 11¢	**X** 21¢
E 10¢	**J** 20¢	**O** 3¢	**T** 13¢	**Y** 23¢
				Z 25¢

PLEASE - Calculate the value of your *first name* using this pattern.

How much is your friend's name worth?

Find a name with a value more than yours.

Find a name with a value less than yours.

In your class, whose name do you think is worth the most?

Can you find a word worth exactly $1.00?

Double Digit

Tens	Ones
1	
2	
3	
4	
5	
6	
7	
Total	

Double Digit

Tens	Ones
1	
2	
3	
4	
5	
6	
7	
Total	

Double Digit

Tens	Ones
1	
2	
3	
4	
5	
6	
7	
Total	

Double Digit

Tens	Ones
1	
2	
3	
4	
5	
6	
7	
Total	

MATH USED IN JOBS

Name _____

Ranking Sheet

Rank the 10 math skills according to how many people in the following occupations said they used the skill. Place number 1 by the math skill used most often, number 2 by the skill used second most frequently, and so on through number 10, which is the math skill used the least.

Use Of	Your Answer	Actual Answer	Percentage
Fractions			
Basic geometric concepts			
Calculators			
Formulas			
Decimals			
Averaging			
Ratio and proportion			
Estimation			
Per cent			
Statistical graphs			

Occupations

Accountant
Accounting systems Analyst
Administrator: Shopping Mall
Advertising Agent
Airline Passenger Service Agent
Airplane Mechanic
Airplane Pilot
Air Traffic Controller
Appraiser (Land)
Architect
Artist (Graphic)
Attorney
Auditor
Auto Mechanic
Bank Teller
Biologist (Environmental)
Carpenter
Carpet Cleaner
Cartographer
Chiropractor
Computer Programmer
Computer Systems Engineer
Contractor (General)
Controller (Hospital)
Counter Clerk (Building Materials)
Data Processor
Dentist
Dietician
Doctor (G.P.)
Drafter
Economist
Electrician
Electrical Engineer

Electronics Technician
(Civil) Engineer
(Electronics) Engineer
(Industrial) Engineer
(Petroleum) Engineer
Environmental Analyst
Farm Advisor
Fire Prevention Officer
Fire Fighter
Forestry Land Manager
Forestry Recreation Manager
Geologist (Environmental)
Highway Patrol Officer
Hydrologist
Income Tax Preparer
Insurance Agent
Insurance Claims Supervisor
Interior Decorator
Investment Counselor
Landscape Architect
Librarian
Machinist
Manager: Appliance Store
Manager: Temp. Employment Service
Marketing Rep. (Computers)
Masonry Contractor
Medical Lab Technician
Meteorologist
Motorcycle Sales and Repair
Navigator
Newspaper: Circulation
Newspaper: Production
Newspaper: Reporter

Nurse
Oceanographer (Biological)
Optician
Orthopedic Surgeon
Painting Contractor
Payroll Supervisor
Personnel Administrator
Pharmacist
Photographer
Physical Therapist
Plumber
Police Officer
Political Campaign Manager
Printer
Psychologist (Experimental)
Publishing: Order Manager
Publishing: Production Manager
Purchasing Agent
Radio Technician
Real Estate Agent
Roofer
Savings Counselor
Sheet Metal/Heating Specialist
Social Worker
Stock Broker
Surveyor
Technical Researcher
Title Insurance Officer
Travel Agent
T.V. Repair Technician
Urban Planner
Veterinarian
Waitress/Waiter
Wastewater Treatment Operator

MATH USED IN JOBS

Name _____

Ranking Sheet

Rank the 10 math skills according to how many people in the following occupations said they used the skill. Place number 1 by the math skill used most often, number 2 by the skill used second most frequently, and so on through number 10, which is the math skill used the least.

Use Of	Your Answer	Actual Answer	Percentage
Fractions			
Basic geometric concepts			
Calculators			
Formulas			
Decimals			
Averaging			
Ratio and proportion			
Estimation			
Per cent			
Statistical graphs			

Occupations

Accountant	Electronics Technician	Nurse
Accounting systems Analyst	(Civil) Engineer	Oceanographer (Biological)
Administrator: Shopping Mall	(Electronics) Engineer	Optician
Advertising Agent	(Industrial) Engineer	Orthopedic Surgeon
Airline Passenger Service Agent	(Petroleum) Engineer	Painting Contractor
Airplane Mechanic	Environmental Analyst	Payroll Supervisor
Airplane Pilot	Farm Advisor	Personnel Administrator
Air Traffic Controller	Fire Prevention Officer	Pharmacist
Appraiser (Land)	Fire Fighter	Photographer
Architect	Forestry Land Manager	Physical Therapist
Artist (Graphic)	Forestry Recreation Manager	Plumber
Attorney	Geologist (Environmental)	Police Officer
Auditor	Highway Patrol Officer	Political Campaign Manager
Auto Mechanic	Hydrologist	Printer
Bank Teller	Income Tax Preparer	Psychologist (Experimental)
Biologist (Environmental)	Insurance Agent	Publishing: Order Manager
Carpenter	Insurance Claims Supervisor	Publishing: Production Manager
Carpet Cleaner	Interior Decorator	Purchasing Agent
Cartographer	Investment Counselor	Radio Technician
Chiropractor	Landscape Architect	Real Estate Agent
Computer Programmer	Librarian	Roofer
Computer Systems Engineer	Machinist	Savings Counselor
Contractor (General)	Manager: Appliance Store	Sheet Metal/Heating Specialist
Controller (Hospital)	Manager: Temp. Employment Service	Social Worker
Counter Clerk (Building Materials)	Marketing Rep. (Computers)	Stock Broker
Data Processor	Masonry Contractor	Surveyor
Dentist	Medical Lab Technician	Technical Researcher
Dietician	Meteorologist	Title Insurance Officer
Doctor (G.P.)	Motorcycle Sales and Repair	Travel Agent
Drafter	Navigator	T.V. Repair Technician
Economist	Newspaper: Circulation	Urban Planner
Electrician	Newspaper: Production	Veterinarian
Electrical Engineer	Newspaper: Reporter	Waitress/Waiter
		Wastewater Treatment Operator

Does math make good homework?

Sure! Here's how to make it work for you!

Marilyn Burns
INSTRUCTOR, September 1986

For both students and teachers, math homework can become drudgery—pages of assignments with no direct tie to a child's world, no appeal to discovery and imagination.

Is there a better way? Can math make the sort of homework parents' respect, kids enjoy, and you savor?

The answer is an emphatic *yes*.

Is your class studying measurement? Ask kids to measure all family members' feet and bring back their findings. Are you working on division? Suggest that students figure out how many towels—or forks, or pillows—their families have per head.

As you develop homework strategies for the year ahead, remember that the math assignments children bring home communicate strongly with parents about your goals. When you assign work that promotes problem-solving and involves a wide range of activities, you give parents the message that their children's thinking and reasoning abilities are being addressed. Problem-solving activities also offer experiences that parents themselves find interesting as they help with their children's math learning.

Early in the year, send parents a set of suggestions for helping kids with math homework. Here's some of the advice offered to parents in a new book, *Family Math* (see box):

1. Let your child know that you believe he or she can succeed.
2. Be ready to talk with your child about mathematics, and listen to what he or she says. Ask your child to explain the *meaning* of each part of a problem.
3. Be more concerned with the *processes* of doing mathematics than getting a correct answer. The answer to a particular problem has little importance, but knowing *how* to find answers is a lifetime skill.
4. Try not to tell your child how to solve the problem. It's better to ask questions and help your child Find his or her own methods of working it through.
5. Practice estimation with your child whenever possible. Estimation helps the thinking about a problem that *precedes* the doing, and it helps kids answers make sense.
6. Provide a special place for study. Allow your child to help gear the place to his or her learning style.
7. Encourage group study, especially as your children grow older.
8. Expect that homework will be done, and look at completed homework regularly, but keep your comments positive. Praise your child for asking questions about the work.
9. Try not to drill your child on math content or create hostilities by insisting that math work be done at any one specific time or in a specific way.
10. Don't expect that all homework will be easy for your child or be disappointed that it seems difficult.
11. Let your child see you enjoying mathematics. Include recreational mathematics in your family routine. Try to introduce math ideas (with a light touch!) at the dinner table, while traveling, or while at the grocery store.

Suggest that parents of younger children help with "how many" counting activities—household searches for the number of doors, doorknobs, TVs, radios, chairs, beds, and so on. Or send young students home with a paper showing two blank clock faces and instructions to work with parents to draw in the times when the child usually goes to bed and gets up. The idea is to involve the child in his or her environment and enlist parent support in a way that conveys the intrinsically interesting qualities of math.

Ask children to interview their parents to find out when they actually use arithmetic in their daily lives. Parents may mention check-book balancing, grocery shopping, cooking, figuring discounts, restaurant tipping, and calculating gas mileage.

Next, students and parents sort the situations they've listed three different ways. First they sort the situations as to when they occur—at work, at home, or at play. This helps students see that arithmetic skills are needed in a variety of ways. Second, parents indicate for each entry whether they generally do that arithmetic mentally, with a calculator, or by using paper and pencil. This helps kids see the need to learn their basic facts and to learn to calculate is needed—such as for a checkbook, or whether an estimate will do—such as for tipping at a restaurant. This shows the importance of knowing how and when to estimate.

Here are more homework ideas to broaden kids' understanding and prepare them for future learning:

Geometry Assign students the task of looking for geometric shapes at home. They investigate floors, wall-papered walls, fabric designs, tabletops, doors, mirrors, to find shapes, sizes, symmetry, congruence, and similarity. Kids make a list and illustrate it to show what they find. Or ask students to search their homes for as many examples as possible of one shape.

Measurement Ask kids to find out whether measurements are standard in their homes. Are doorknobs all the same distance from the floor? Are the seats of the chairs the same height? Are kitchen tabletops the same length? Bathroom sinks the same depth? Doors a standard height?

Average/Predictions and Probability Ask students to figure how many times, on the average, their home telephone rings after school. How many hours after dinner is the TV usually on? How many minutes in a half-hour TV shows are usually devoted to commercials? About how many different commercials are included in a half-hour show? Students can collect statistical information over a period of days to investigate questions such as these. Ask them to chart findings, figure averages, or make predictions for other days and times.

Problems with money Assign students the task of finding as many ways as they can to make change for a dollar bill. Younger children can be asked to find ways to make change for a quarter or half dollar. Older students can find how to use 100 coins to make $5 without using any nickels.

Ask the students to try to find words that are as close in value to a dollar as they can get. (*Wednesday* is worth exactly a $1, and so are *quarter, elephants, thirty, mittens* and *writing*. More than 500 words in the English language are worth exactly $1.)

understand whether their

Teaching math games Suggest that students teach their parents games they learn in school so kids can get help with strategies. For example, the game of Nim is easy to play, yet challenging to analyze, and provides the opportunity to develop logical thinking. A collection of objects is needed—13 to start with. Two players take turns, each removing one or two objects each turn. Whoever gets stuck having to take the last object loses. Another game is suggested in "Target addition" on page 94.

Back in the classroom There is less motivation for a child to put a great deal of effort into an assignment that won't be collected, corrected, and returned until several days later. By the time the assignment is returned, the student's involvement is drastically reduced and the teaching moment has been lost.

Students receive more immediate feedback whey they review the assignments cooperatively in small groups. For example, when practice pages of skills have been assigned, students compare answers, discuss difference, and turn in one joint assignment that each signs. While the groups are getting started, check

in their heads. Third, the list should be sorted by whether an accurate answer that students have completed the assignment and assist groups with difference they cannot reconcile. Students who did not do the assignment learn some of what they missed from the group discussion. You can also get more out of math homework by using it for further exploration. Say the students' homework required them to write a word problem for each of five practice exercises. When small groups are reviewing homework the next day, ask each child to read his or her best problem aloud so others in their group can try to figure out which exercise fits the situation. Or say students were assigned to look for ways to make change for $1. The next day, ask kids in small groups to compare and discuss how they can be sure when they've found all possible ways.

If you've directed students to measure the diameter and circumference of three circular objects at home, then you can discuss their findings the next as your class investigates the relationship between diameter and circumference.

If you've asked younger children to

count the number of chairs at home or draw in their bedtimes on blank clock faces, you can compare their answers in a lesson on ordering the next day. Finally, it's a good idea to check with students, once in a while, to find out how much time a math homework assignment took, what they feel they learned, what they enjoyed and didn't enjoy, what reactions they received from their families. It is from discussions such as these that students get a sense that they have an active role in play in their own learning.

Marilyn Burns is the creator of The Math Solution in-service courses for teachers. She is also the author of the *The I Hate Mathematics! Book* (1975) and *Math for Smarty Pants* (1982), both published by Little, Brown.
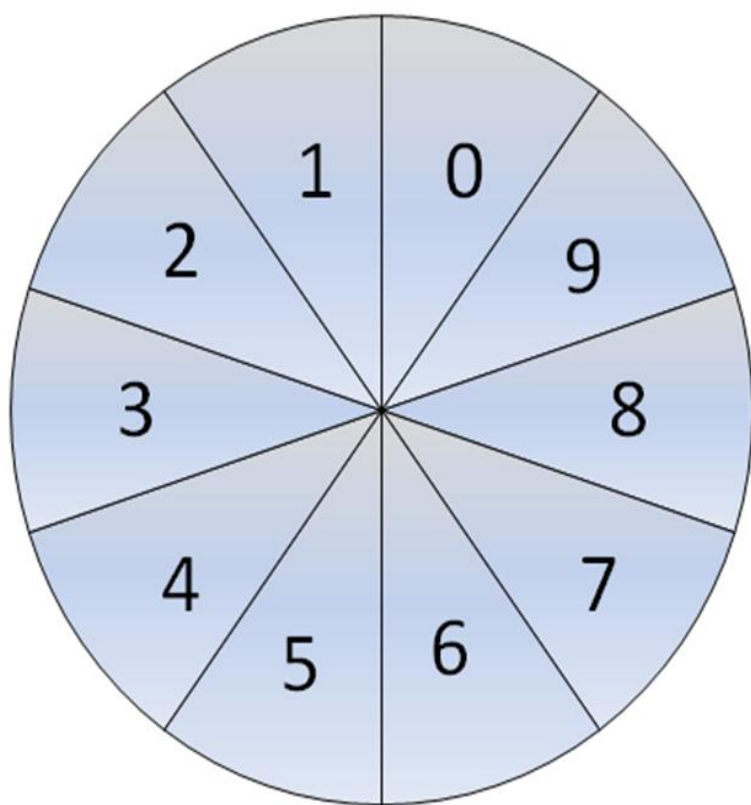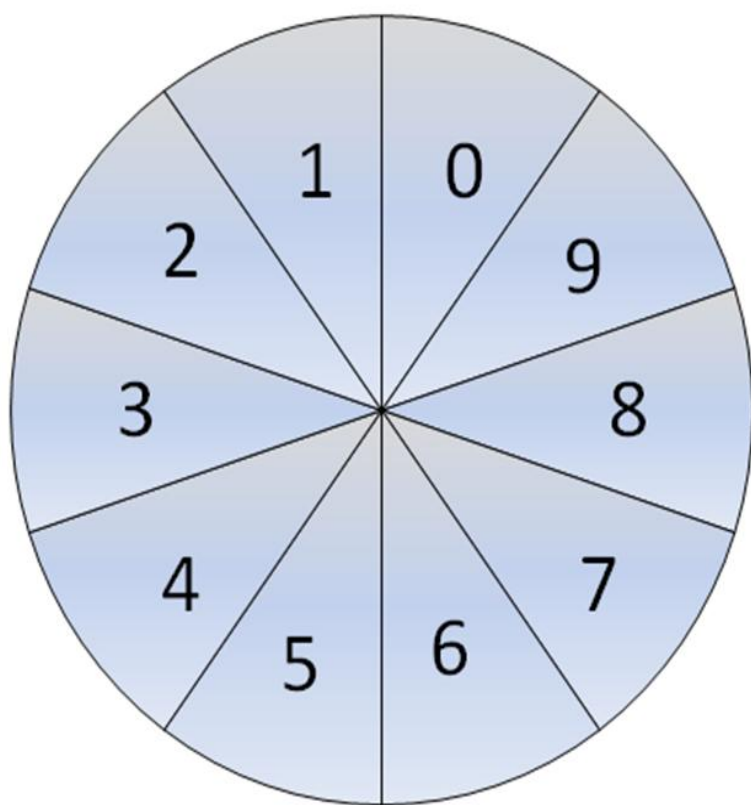
½ 6   3   1

1   5   10   .5

9   3   2   -6

8   -5   -2   -6

24 8   2   6

10 6   2   11

2   4   3   1   Example: 4 x 3 = 12   12 x 2 = 24   24/1 = 24

2   3   4   4

Answers to Parents'—and Teachers'—Questions About Calculators

By James J. Landheer, coordinator of mathematics curriculum and instruction, East Hartford (Conn.) Public Schools

Under attack because your first graders use calculators? Here are my responses to the 10 questions I'm most frequently asked by teachers and parents about calculators.

1. **At what age should children/students begin using calculators?**

The earlier, the better. Preschoolers enjoy pushing the buttons and watching the numbers appear. A child's natural curiosity will lead to exploring number recognition, counting, and concepts of larger and smaller. Formal instruction can start in kindergarten.

2. **What type of calculator should my child/student use?**

Purchasing a calculator is much like buying a bicycle. A child starts with a tricycle, moves on to a small two-wheeler with training wheels, then up to a 10-speed racer. In other words, calculators change as a child grows—depending on physical and cognitive needs, interest, and finances.

3. **If my child/students use calculators, will they ever learn their basic facts?**

No normal student should require a machine to do mental arithmetic. However, studies have shown that using calculators enhances young children's ability to learn basic facts.

4. **I've gotten along fine without calculators. Why should my child/students need them?**

In one word: progress. Progress has allowed the tractor to replace horse-drawn plow, electricity to replace oil lamps, and calculators to replace tedious paper and pencil computations. "Shopkeeper arithmetic" is no longer practical as the sole basis of math instruction. We must prepare students for *their* future, not *our* past.

5. **How much instruction do children need to use a calculator?**

The more complicated calculators require more instruction. If students use calculators only minimally, they miss opportunities for greater problem solving, better applications, and more involvement in how mathematics is done in the real world.

6. **Why should students use calculators in class and not be allowed to use them on tests?**

More tests are allowing students to use calculators to solve problems. Some states now use calculators as part of their standardized testing and more will move to that in the near future.

7. **Will using calculators decrease students' computational speed?**

Students need to learn how to determine which type of computation—estimation, mental arithmetic, paper and pencil computation, or calculator use—is appropriate to solving a problem. It takes longer to write down 450 + 530 then compute the sum, than it does to add the two numbers in your head. Likewise, it would make sense to multiply 4,326 by 674 on a calculator instead of using paper and pencil.

8. **Do calculators artificially enhance students' mathematical power?**

Calculators eliminate tedious computation and allow greater involvement in the learning process. First graders understand that addition allows them to find the cost of two shopping items, but their number facts are restricted to sums less than 10. The calculator allows them to explore the same concept with greater numbers than they are able to compute on their own. Likewise, in the past many trigonometric function problems revolved around standard angle measure measurements of 30, 45, t0, and 90 degrees. Calculators allow for the full realm of everyday problems.

9. **Does a school/district need a policy concerning calculators?**

All teachers, not just those who teach math, must understand that calculators are tools to use to solve problems and should, as any other tool, be used throughout the school. In math, they should be included in the curriculum. In other disciplines, calculators should be used as the need arises.

10. **How should calculators be used in the classroom?**

Calculators are instructional and problem solving tools. Teachers can use calculators with overhead projection devices. There should be a calculator for each student. If instruction on a particular topic includes calculators, then evaluating student learning should also include calculators. Calculator use must be incorporated into all phases of student activity.

Mathematics-Based Literature Guide

The books in this guide were recommended by Everyday Mathematics teachers who have used them to enrich their students' mathematics experience. They are intended primarily for grades K-3. This list is by no means comprehensive.

Special thanks to teachers Sharon Draznin (second grade, Washington School., Evanston, IL), Claire Hiller (first grade, Orrington School, Evanston, IL, Beth Storey (kindergarten, Northside Christian School, Mounds View, MN), and Joan Stiber (kindergarten, Ralph M. Captain School. Clayton, MO) for their contributions to this guide.

Addition & Subtraction

Adams, Pam
There Was an Old Lady Who Swallowed a Fly

Becker, John
Seven Little Rabbits

Bone, Hildegarde
*My 1-2-3 Pop-Up Book

Carle, Eric
Rooster's off to See the World

Dunrea, Olivier
Deep Down Underground

Gerstein, Mordicai
Roll Over

Gisler, David
Addition Annie

Hawkins, Colin & Jacqui Hawkins
I know an Old Woman

Hawkins, Collin
*Adding Animals
*Take Away Monsters

Hayes, Sara
Nine Ducks Nine

Hindley, Judy
Mrs. Mary Malarky's Seven Cats

Kherdian, David
The Cats' Midsummer Jamboree

Krahn, Femando
*The Family Minus

Marshall, Ray & Korky Paul
*Pop-Up Numbers #1 Addition
*Pop-Up Numbers #2 Subtraction

Nelson, JoAnne
One and One Make Two

Rees, Mary
Ten In A Bed

Schade, Susan & Joe Buller
Hello! Hello!

Westcott, Nadine Bernard
I Know an Old Lady Who Swallowed a Fly

Attributes

Ahlberg, Janet & Allan Ahlberg
The Baby's Catalogue

Anno, Mitsumasa
Anno's Aesop
Anno's Flea Market

Dorros, Arthur
Alligator Shoes

Ehlert, Lois
Color Farm

Fey, James
Long, Short, High, Low, Thin, Wide

Freeman, Don
Corduroy

Handford, Martin
Find Waldo Now

Hoban, Tana
Exactly the Opposite
Is it Red? Is it Yellow? Is it Blue?
Of Colors and Things

Hobeman, Mary Ann
A House is a House For Me

Lobel, Arnold
Frog and Toad Are Friends

OcKenga, Starr
World of Wonders, A Trip Through Numbers

Parnall, Peter
Feet!

Reid, Margarette S.
The Button Box

Spier, Peter
CRASH! BANG! BOOM!
People

Young, Ed
Seven Blind Mice

Estimation

Aarderma, Verna
Bringing the Rain to Kapiti Plain

Adler, David
Base Five
Roman Numerals

Anno, Mitsumasa
Anno's Counting House

Asch, Frank
Popcorn

Asimov, Isaac
*How Did We Find Out About Numbers?

Carroll, Lewis
The Walrus and the Carpenter

Charosh, Mannis
*Number Ideas Through Pictures

Clark, Ann Nolan
Tia Maria's Garden

DePaola, Tomie
Pancakes for Breakfast

Froman, Robert
*Less Than Nothing is Really Something

Gantschev, Ivan
The Train to Grandma's

Hoban, Tana
Count and See

Hutchins, Pat
One Hunter

Kaufman, Joe
*Big and Little

Keats, Ezra Jack
Apt. 3

Krensky, Stephen
Big Time Bears

Linn, Charles F.
*Estimation

Lobel, Arnold
Ming Lo Moves The Mountain

Martin, Jr., Bill
The Happy Hippopotami

Mason, Lura
A Book of Boxes

McGraw, Sheila & Paul Cline
My Mother's Hands

McKissack, Patricia
A Million Fish . . . More or Less

Munsch, Robert
Something Good

Parker, Tom
In One Day

Rankin, Laura
The Handmade Alphabet

Schenk deRegniers, Beatrice
So Many Cats

Sharmat, Marjorie Weinman
The Three Hundred Twenty-Ninth Friend

Shaw, Charles
It Looked Like Spilt Milk

Simon, Leonard & Jeanne Benedict
*The Day the Numbers Disappeared

Tolstoi, Alexie
The Great Big Enormous Turnip

Turkle, Brinton
Do Not Open

Ueno, Noriko
Elephant Buttons

Walsh, Ellen Stoll
Mouse Count

Fractions

Dennis, J. Richard
Fractions Are Parts of Things

Froman, Robert
Angles are as Easy As Pie

Mathews, Louise
*Gator Pie

McMillan, Bruce
Eating Fractions

Moncure, Jane Belk
How Many Ways Can You Cut a Pie?

Nelson, JoAnne
*Half and Half

Shelby, Anne
Potluck

Silverstein, Shel
Giraffe and a Half

Geometry

Adler, David
*3D, 2D, 1D

Birch, David
The King's Chessboard

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*Out of print—check your library.
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Birminham, Duncan
"M" is for Mirror

Budney, B.
A Kiss is Round

Carle, Eric
Secret Birthday Message

Charosh, Mannis
Straight Lines, Parallel Lines, Perpendicular Lines
The Ellipse

Eberts, Marjorie & Margaret Gisler
Pancakes, Crackers, & Pizza: A Book of Shapes

Ehlert, Lois
Color Zoo

Emberly, Ed
Ed Emberly's Picture Pie: A Book of Circle Art
The Wing on a Flea

Froman, Robert
Angles are Easy as Pie
Rubber Bands, Baseballs and Doughnuts

Gardner, Beau
What Is It?

Greenes, Carole
*The Magic Shapes

Grifalconi, Ann
The Village of Round and Square Houses

Hoban, Tana
*Big Ones, Little Ones
*Circles Around Us
Circles, Triangles and Squares
*Shapes Around Us

Jonas, Ann
Round Trip

Juster, Norton
*The Dot and the Line

McDermott, Gerald
Arrow to the Sun

Nesbit, E.
Melisande

Phillips, Jo
Exploring Triangles

Reiss, John J.
Shapes

Srivastava, Jane
*Spaces, Shapes and Sizes

Sullivan, Janet
*Round is a Pancake

Testa, Fulvio
If You Look Around You

Tompert, Ann
Grandfather Tang's Story

Tucker, Sian
*The Shapes Game

Graphing

Carlson, Nancy
Harriet's Halloween Candy

Caudill, Rebecca
A Pocketful of Cricket

Geringer, Laura
A Three Day Hat

Papy, Frederique
*Graph Games

Rice, Eve
Peter's Pockets

Slobodkina, Esphyr
Caps for Sale

Large Numbers & Place Value

Anno, Mitsumasa
*Socrates and the Three Little Pigs

Base, Graeme
The Eleventh Hour

Birch, David
The King's Chessboard

Gag, Wanda
Millions of Cats

Greene, Carol
The Thirteen Days of Halloween

Kasza, Keiko
The Wolf's Chicken Stew

King, Clive
Me and My Million

MacCarthy, Patricia
Ocean Parade

Martin, Jr., Bill
The Happy Hippopotami

McKissack, Patricia
A Million Fish . . . More or Less

Munsch, Robert
Moira's Birthday

Rosenberg, Amye
One to One Hundred Busy Counting Book

Schwartz, David M.
How Much is a Million?
If You Made a Million

Trivas, Irene
Emma's Christmas

Logic

Anno, Mitsumasa
Anno's Hat Tricks
Topsy-Turvies
Upside-Downers

Froman, Robert
Venn Diagrams

Shannon, George
More Stories to Solve: Fifteen Folktales from Around the World
Stories to Solve: Folktales from Around the World

Measurement

Adams, Pam
Ten Beds Tall

Allen, Pam
Who Sank the Boat?

Anno, Mitsumasa
*The King's Flower

Briggs, Raymond
Jim and the Beanstalk

Calmenson, Stephanie
The Principal's New Clothes

Caple, Kathy
The Biggest Nose

Carle, Eric
Papa, Please Get the Moon for Me
The Very Hungry Caterpillar

Dahl, Roald
Esio Trot

Eastman, Philip D.
Big Dog, Little Dog

Farber, Norma
As I Was Crossing Boston Common

Fujikawa, Gyo
*"The Crow and the Pitcher," "The Sun and the Wind," "The Wonderful Porridge Pot," and "Why Evergreens Keep Their Leaves" in Fairy Tales and Fables

Gachter, Fred
*Little Elephant and Big Mouse

Galdone, Paul
The Three Billy Goats Gruff

Ginsburg, Mirra
Mushroom in the Rain

Grimes, Nikki
Something On My Mind

Hall, Crowell
*Telltime the Rabbit

Kaufman, Joe
*Big and Little

Kellogg, Steven
Much Bigger Than Martin

Kitchen, Bert
Animal Alphabet

Leaf, Munro
The Story of Ferdinand

Lionni, Leo
Inch by Inch

Lopshire, Robert
*The Biggest, Smallest, Fastest, Tallest Things You've Ever Heard Of

Lord, John Vernon
The Giant Jam Sandwich

McMillan, Bruce
Super, Super, Superwords

Morimoto, Junko
The Inch Boy

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  Out for the Count: A Counting Adventure

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  Five Little Monkeys Jumping on the Bed
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Crowther, Robert
  The Most Amazing Hide-and-Seek Counting Book

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Peek, Merle
  Roll Over!: A Counting Song
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  Circus Numbers
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  Richard Scarry's Best Counting
    Book Ever
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  *Jean-Marie Counts Her Sheep
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  *The Counting Book
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Wylie, Joanne
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Zaslavsky, Claudia
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