

**Beginner Math Sticks (JK/SK)**

*Peppermint Stick*

Very easy to use and reuse, this math teacher/student book gives lessons and activities geared towards the non-writer/beginner writer. Introduce mathematical concepts with manipulatives, most of which are already in your home. Topically

arranged, skills covered include: calendar/ seasons/ months/ days of the week, 2-D shapes, sorting, counting/ identifying numerals, day/night/time/clocks, measurement, patterning and sequencing, writing numbers, graphing, identifying Canadian coins, and fact families (+ -) to 5. Suggested scheduling: 2x each week of the school year(s). This resource can be used for both JK and SK years of study. Items used to teach math are purposely relevant to the real life of a young Canadian child (i.e. no alligators or monsters). (Some moms have also bought it to introduce Grade 1 math for later beginners or review concepts for struggling students in a fun way that "sticks".)

#BMATH - \$45.00 \$35.00 – printed format first edition, while quantities last (dark blue cover, legal-size paper).

#BMATHE - \$35.00 pdf format on CD, first edition only

**2<sup>nd</sup> edition (under development)**

#BMATHK – TBA unbound, hole-punched on top for hanging and sides for your binder on 8 1/2 x 11" white paper.

Organized hands-on lessons → Teaching aids ↓

**Lesson 2:**  
**Sorting by Size**

- Ask the child to sort out 1 specific size you name (e.g. "Find all the big buttons").
- Ask the child to sort about 20-25 items into sizes of big, medium, and small.
- Ask the child to sort and arrange a few items in order of their sizes of small, smaller, smallest or big, bigger, and biggest (even cookies or fruit at lunch!).

**Lesson 3:**  
**Sorting by Shape or Type**

- Ask the child to sort out 1 specific shape or type of item you name (e.g. "Find all the toy cars").
- Ask the child to sort about 2 adult handfuls of items in kinds or groups of things that are the same (e.g. all the nuts in one pile, all the bolts in another).
- Ask the child to sort another type of manipulatives, deciding what the groups will be on their own (e.g. all the round cereals, all the square cereals, all the flat cereals, all the raisins).

**Lesson 4:**  
**Sorting by Amounts**

- Ask the child to sort and count how many of one item there is in a pile of assorted items, for example, how many pink cubes.
- Ask the child to sort the items into piles and tell which pile has more and which one has less of something. Repeat this with other manipulatives or by mixing them up again and subtracting some of the items from the initial pile.
- Ask the child to sort one type of item into groups of 2. Repeat the instruction for groups of 5 in each group. Then 10 in each group or whatever other numbers you choose to use.

**Additional Things to Sort (optional):**

- A pile of outdoor things to wear – sort into piles of winter and summer things
- A pile of toys – sort into piles of soft and hard things
- A pile of appropriate household items – sort into piles of which room they belong in (and then put them away)
- A pile of things you buy in the grocery store – sort into what can be eaten and what cannot.

**What to do:**  
Colour the picture and number.  
Trace the number 6 on the line below with a pencil crayon or marker.  
Trace the letters of the word with a pencil crayon or marker as you read it.

6 6 6 6 6

Six Six Six Six

Read the next page. Six is also called a half-dozen.

Six

Six

Six

Six

Six

Math reading skills... After colouring the pictures, the child would read verbally, left to right, top to bottom:  
"Six muffins or cupcakes, six lollipops, six pencils, six flowers, six buttons."

**Fact Families**

Place "1" at the top and 2 and 3 in the other corners. Continue this pattern with the other rods.

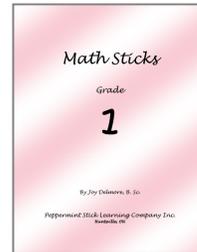
2 + 3 = 5  
3 + 2 = 5  
5 - 2 = 3  
5 - 3 = 2

1 + 4 = 5  
4 + 1 = 5  
5 - 1 = 4  
5 - 4 = 1

Trace the numbers in the question. Can you fill in the answer on your own? Place blocks under the numbers if you like.

2 + 2 =	5 - 4 =
1 + 1 =	4 - 2 =
2 + 1 =	5 - 3 =
2 + 3 =	2 - 1 =
5 + 0 =	4 - 3 =

↑ Reproducible student pages ↑



**Math Sticks: Grade 1**  
*Peppermint Stick (2013)*

Frustrated with workbooks using small print, distracting graphics, or tiny pictures to count and work with? Bored with long drills and tedious lessons? Want a program that covers more than just the "basic operations" (+, -, x, ÷) in the primary grades? While very much "homespun" in appearance, this series of books provides math lessons for young primaries who have understood concepts introduced in the "Beginner" level and are ready to grow. It works and it makes this part of the school day F-U-N! Lessons are simple and sequential, covering a variety of math topics in units so that the learning time is focused and concepts are clearly understood in a solid foundation for later math. Non-distracting graphics, large print, real life word problems, and hands-on opportunities with common and around-the-home manipulatives make this an enjoyable program for boys and girls. Parents can appreciate the ease of guided lessons which develop a child's sense of math in the real world, creativity, and reasoning skills. Math can be fun and straightforward! **Sold in a package of a number of white consumable unit books: COUNT & GROUP / OPERATIONS / CANADIAN MONEY / PATTERNING (INCLUDES LOGIC) / GRAPHING / GEOMETRY / MEASUREMENT**  
#MATH01 - \$45.00 - Grade 1

**Take Away 3 & 9 - Here We Go!**

What's Flapping through the sky... down, down, down!

**Help Linger Mouse for some cheese!**

**Continue the Pattern, Children**

**Count the Mouse Bats on a 10x10 Grid**

Make a bar graph showing the information on.

Number of Bats	A	B	C	D	E
7					
6					
5					
4					
3					
2					
1					

**Repeat the first one to review the numbers 0-10. Then read!**

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

**Hands-on Work:**

- Count 10 buttons about
- Count 10 pieces of paper
- Count 10 items
- Count 10 items
- Count 10 items

Colour in numbers 1-10 on the hundreds chart with red crayon.

Count backwards from 10 to 0.

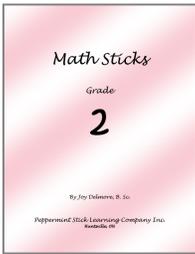
Count backwards from 10 to 0 with your eyes shut.

Count backwards from 10 to 0 in a whisper.

Count backwards from 10 to 0 in a shouting.

**Downy Woodpecker**

4	8
8	7
2	8
±8	±3
5	1
±8	±8
±8	±8
8	8
±6	±4
±8	±8
8	8
±8	±8
8	8
±8	±8
±8	±8



**NEW! Math Sticks: Grade 2**  
*Peppermint Stick (2016)*

Watch your child eagerly grab for these math booklets! Lessons are gentle and sequential, covering a variety of math topics in units so that the learning time is focused and concepts are clearly understood in a solid foundation for later math. Large print, non-distracting graphics, and hands-on opportunities with common and around-the-home manipulatives. Appreciate the ease of guided, straightforward lessons which develop a child's sense of math in the real world, creativity, and reasoning skills. **Sold in a package of a number of white consumable unit books:**

- COUNT, GROUP, ADD, & SUBTRACT / MULTIPLICATION (includes skip counting) / FRACTIONS & INTRO. to DIVISION & WORD PROBLEMS / CANADIAN MONEY / PATTERNING, PROBABILITY, LOGIC / GRAPHING / GEOMETRY (includes perimeter and area) / MEASUREMENT (time, temperature, non-standard, metric)
- #MATH02 - \$45.00 - Grade 2

**Carrying: Adding Longer Numbers (regrouping from ones to tens columns)**

"I have so much clothing that I cannot fit all of it into my closet!" exclaims Mrs. Camie Toichico. "So, I'll carry them over to your house and give them to you."

When you have a math question where there is a column that adds up to more than 9, how do you deal with that? You carry the extra digit over to the next column, just like Mrs. Toichico!

Example A: 
$$\begin{array}{r} 275 \\ +307 \\ \hline 582 \end{array}$$

Example B: 
$$\begin{array}{r} 49 \\ +25 \\ \hline \end{array}$$

Answer these questions and CARRY!

$\begin{array}{r} 345 \\ +239 \\ \hline \end{array}$	$\begin{array}{r} 758 \\ +142 \\ \hline \end{array}$	$\begin{array}{r} 823 \\ +178 \\ \hline \end{array}$	$\begin{array}{r} 219 \\ +556 \\ \hline \end{array}$	$\begin{array}{r} 155 \\ +125 \\ \hline \end{array}$
$\begin{array}{r} 139 \\ +121 \\ \hline \end{array}$	$\begin{array}{r} 257 \\ +318 \\ \hline \end{array}$	$\begin{array}{r} 487 \\ +207 \\ \hline \end{array}$	$\begin{array}{r} 565 \\ +308 \\ \hline \end{array}$	$\begin{array}{r} 398 \\ +308 \\ \hline \end{array}$

**Going to the Farmers Market: Adding Up the Total Cost**

Read the question carefully.  
Line up the decimal points before you calculate the number.  
Add to find the right answer.  
Write your answer in the sentence below.

Mr. Brown buys beans for \$3.25 and apples for \$5.00.  
Mr. Brown pays \_\_\_\_\_ in total.  
Colour the money that he gives the farmer.

Miss Blue buys a honey gall for \$5.50, a bunch of onions for \$1.00, a head of lettuce for \$2.25, and a little box of peas for \$3.40.  
Miss Blue pays \_\_\_\_\_ in total.  
Colour the money that she gives the farmer.

**Multiplying Temperatures**

Colour in the thermometer to show common temperatures in degrees Celsius. Write the number colour of the tube and colour up to the correct number indicated on the right side of the tube.

10x0=\_\_\_\_  
10x1=\_\_\_\_  
10x2=\_\_\_\_  
10x3=\_\_\_\_  
10x4=\_\_\_\_  
10x5=\_\_\_\_  
10x6=\_\_\_\_  
10x7=\_\_\_\_  
10x8=\_\_\_\_  
10x9=\_\_\_\_  
10x10=\_\_\_\_  
10x11=\_\_\_\_  
10x12=\_\_\_\_

**Perimeter Using Centimeter Graphing Paper**

Count how many centimeters are around each shape. Find the perimeter. Write the length.

1.  $P = \text{cm}$   
2.  $P = \text{cm}$   
3.  $P = \text{cm}$   
4.  $P = \text{cm}$

**Estimate in the Storefront Path**

A. Sprinkler and Sally happily help their mother. They have some strawberries. They plan to make one of every strawberry pie. They would need more than the number of strawberries they have. How many more strawberries would they need to make 2 more pies?

B. The boys weigh the berries. Some baskets cost \$2.00, some baskets cost \$3.00, and some baskets cost \$4.00. One basket had 10 strawberries and the other had 15 strawberries. Estimate how much the first basket will cost and circle your guess.

C. They plan for 12 baskets of berries. What amount will they get into the pie? How many more strawberries would they need to make 2 more pies? Estimate how many baskets will have to be in the truck instead.

**Let's Work With It!**

$$\begin{array}{r} 7 \\ +7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 8 \\ +6 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 3 \\ +11 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 6 \\ +8 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 14 \\ -7 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 14 \\ -5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 14 \\ -9 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 14 \\ +11 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 14 \\ +14 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 14 \\ -10 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 14 \\ +12 \\ \hline 26 \end{array}$$

$$\begin{array}{r} 14 \\ +13 \\ \hline 27 \end{array}$$

**Eggs from Farm Families (Estimate)**

1.  $7 \times 24 =$   
2.  $4 \times 14 =$   
3.  $8 \times 14 =$   
4.  $9 \times 14 =$   
5.  $10 \times 14 =$   
6.  $11 \times 14 =$   
7.  $12 \times 14 =$   
8.  $13 \times 14 =$   
9.  $14 \times 14 =$

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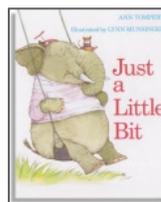
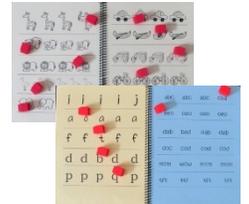
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**Does It Belong?**  
*Getting Reading for Math and Reading*  
*Peppermint Stick*

"Does it belong in the same row? Why or why not?" Using things like buttons or small sticky papers, children can practice over and over skills involved in reading and mathematics. These readiness skills begin easy and increase in difficulty. They include being able to distinguish likenesses and differences of shapes, lines, sizes, positions, and patterns of letters and numbers, distinguishing colours, and understanding the context or group that things belong with. In contrast to typical consumables found in department stores, this is a more classic, durable, AND reusable resource on double-sided coloured cardstock, 8½" x 11", spiral bound.

#READY01 - \$13.50



**Just a Little Bit**  
Ann Tompert

Elephant and mouse are playing in the park. "Let's try the see-saw," says Elephant. But mouse is not heavy enough.. even when zebra, lion, giraffe and other friends hop on with him. Then a beetle comes along... Preschool to

lower grades. Soft-cover - 32 pgs.  
1P- 410966 - \$7.95

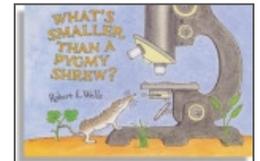
**Is a Blue Whale the Biggest Thing There Is?** by Robert E. Wells

The flukes on a blue whale's tail are bigger than most creatures! But if you put 100 blue whales in a jar, and stacked them 10 high, the stack would look quite small on Mt. Everest! How big would a bag of 100 Earths look beside the sun? Soft-cover - 28 pgs  
1P- 401881 - \$11.25



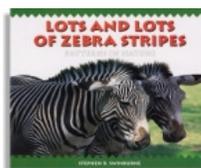
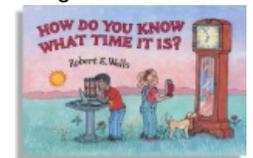
**What's Smaller than a Pygmy Shrew?** by Robert E. Wells

If a pygmy shrew stood by an elephant, it would feel like the smallest thing in the world. But what about a ladybug? Or tiny creatures in a water droplet? Fascinating facts illustrated with colourful pictures. Softcover 28 pgs.  
1P- 406009 - \$8.50



**How Do You Know What Time It Is?**  
Robert E. Wells

TIME is a mystery! You can't see or hear it . . . How did people keep track of time years ago? Were there always clocks around? Read about sundials, sand-glasses and pendulums. Learn more about the sun and moon. Soft-cover - 30 pgs  
1P- 409712 - \$8.50



**Lots and Lots of Zebra Stripes**  
Stephen Swinburne

Take a look at all the patterns in nature! From toad warts to melon stripes, ripples on a sea shore to strawberry seeds, this book is full of colour photos showing beautiful patterns that we often over-look. Soft-cover - 30 pgs  
1P- 409229 - \$12.50