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Focused Mathematics Booster Pack—Level 2

This sample includes the following:

- Management Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (4 pages)
- About the Books and Activities** (2 pages)
- Booster Card Workspace A-C** (3 pages)
- My Mathematician Checklist** (1 page)
- Mathematician Rubric** (1 page)
- Answer Key** (1 page)
- Booster Card** (3 pages)
- Reader** (17 pages)

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Level 2

 Focused
Mathematics

Booster Pack

Management Guide

Teacher Created Materials
PUBLISHING

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Kit Components

High-Interest Books (six copies of six titles)

Books feature various, high-interest topics across content areas.



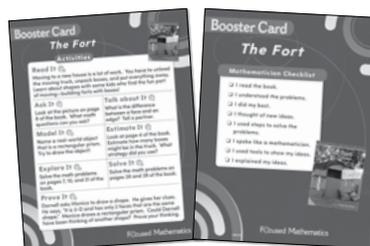
Overview Cards

Overview cards include a book summary, mathematics objective, reading levels, mathematics vocabulary, and cross-content connections.



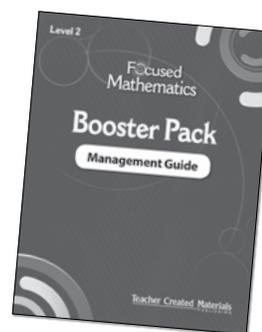
Booster Cards

Activities engage students in real-world mathematics and require students to demonstrate mathematical practices and processes.



Management Guide

The Management Guide includes a brief overview of the research, standards correlations, and instructional options and suggestions. Resources include student activity sheets, reproducible manipulatives, and rubrics.



Digital and Audio Resources

PDFs of the books, Booster Cards, Response pages, as well as professional audio recordings of the books are included. A complete list of available resources is listed on page 40.

Pacing and Instructional Setting Options

The following pacing and instructional setting options show suggestions for how to use this product. The *Focused Mathematics: Booster Pack* series is designed to be flexible and can be used in tandem with a core curriculum and a teacher’s preferred instructional framework, such as Guided Math.

Pacing

Teachers should customize pacing according to student need. Each Booster Card includes 100 minutes of activities for a total of 600 minutes. Teachers may assign specific activities to meet instructional objectives or allow students to choose activities. Students may complete one activity or several activities to match the time available and their instructional needs.

Activity	Approximate Time
Read It	30 min.
Ask It	5 min.
Talk about It	5 min.
Model It	10 min.
Estimate It	5 min.
Explore It	20 min.
Solve It	15 min.
Prove It	10 min.

Instructional Setting Options

Whole-Class Instruction

Whole-class instruction is best suited for introducing each text to students or for teaching specific strategies or content-area concepts as they apply to instructional standards and objectives. In this setting, every student engages with the same text at the same time. PDFs of the books are available in the Digital and Audio Resources and are great for displaying to the whole class for a shared-literacy experience.

Small-Group Instruction

Instructional frameworks, such as Guided Math, support teachers who want to work with a specific group of students on a targeted comprehension or content skill. During small-group instruction, the teacher works with a select group of students with similar instructional needs. Students may sit with the teacher, either at a table or on the carpet. This setting promotes a sense of teamwork and collaboration and encourages participation in mathematical discussions. Working with students in small groups is also a great opportunity for teachers to informally assess student progress and make anecdotal notes.

Workstations or Centers

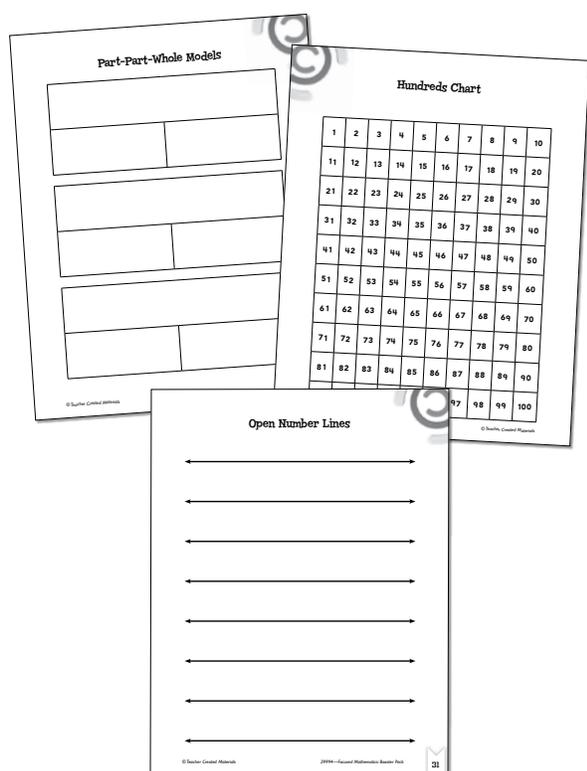
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary, while applying math concepts and process skills. When working within this instructional setting, it is important that procedures and expectations are clear and students are able to complete the activities with little to no teacher guidance so that teachers can spend time with small groups.

Strategies for Differentiating Booster Card Activities

Below-Level Learners

You may choose to support below-level learners with some or all of these suggestions:

- **Manipulatives:** Provide below-level learners with concrete or representational manipulatives to help them explore the mathematics concepts. PDFs of reproducible part-part-whole models, hundreds chart, and open number lines (pages 29–31) are available in the Digital and Audio Resources section.



Above-Level Learners

You may choose to support above-level learners with some or all of these suggestions:

- **New Booster Cards:** Have students create Booster Cards for books in your classroom library.
- **Photo Collage:** Challenge students to take real-world math photos that match the topics learned about in the *Focused Mathematics: Booster Pack*.

English Language Learners

You may choose to support English language learners with some or all of these suggestions:

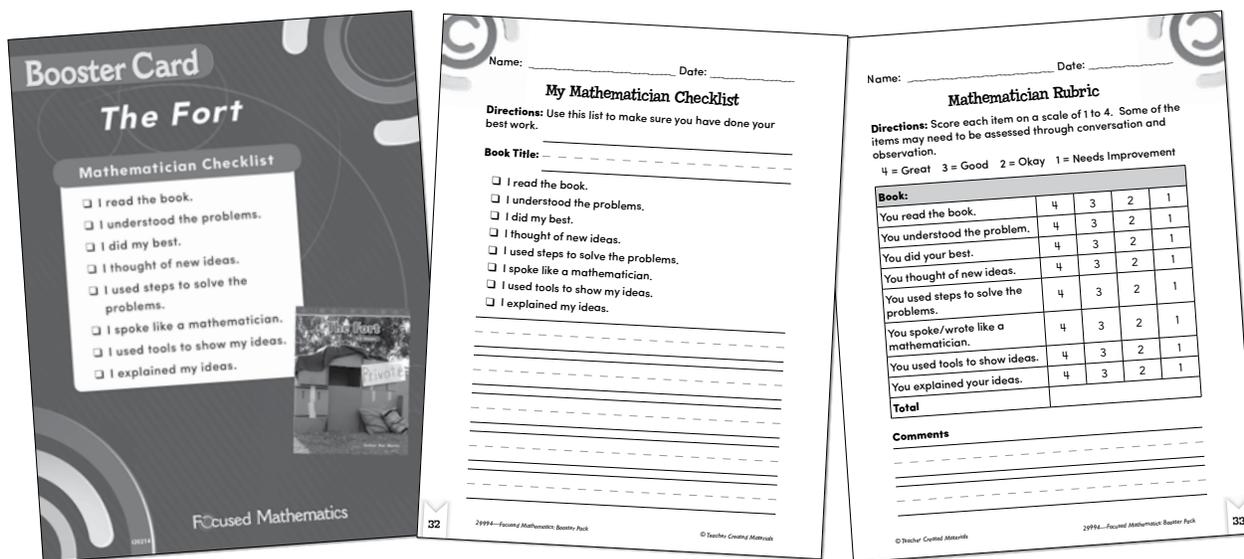
- **Professional Audio Recordings:** Model fluent reading by having English language learners listen to the professional audio recordings of the books that are available in the Digital and Audio Resources section.
- **Sentence Frames:** Support language development and acquisition with sentence frames, such as the following:
This 3-D shape has _____ faces and all the faces are _____. This 3-D shape is a _____.

- **Total physical response:** Challenge students to create hand motions to represent new math vocabulary.

Assessing Activities

Each *Focused Mathematics: Booster Pack* offers multiple assessment opportunities. Teachers can gain insight into student learning through small-group observations and analysis of student responses to the Booster Card activities. These formal and informal assessments provide teachers with additional data to help make informed decisions about what to teach and how to teach it. An answer key is provided (pages 34–37) to help evaluate student responses.

The Mathematician Checklist on the back of the Booster Cards provides an opportunity for students to reflect on their work. Distribute copies of the *My Mathematician Checklist* activity sheet (page 32) to students to guide self-reflection. Use the *Mathematician Rubric* (page 33) to assess students' mathematical practices and processes. These rubrics may be used in conjunction with each other to guide conversation during teacher-student conferences.



▲ Use the Mathematician Checklist on each Booster Card as a quick reference while completing activities.

▲ Distribute copies of the *My Mathematician Checklist* (page 32) to students as a way to encourage self-reflection and mathematical practices and processes.

▲ Complete the *Mathematician Rubric* (page 33) to give students feedback.

Book Summaries

Below are summaries of each book for teacher reference. This way, teachers can decide which books match the content that they would like to cover with their students. Also, teachers can use these summaries as a way to begin a group discussion with students about the books.

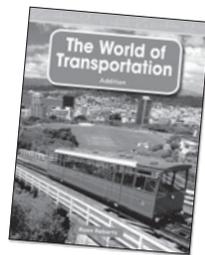
Money Counts

Ben and Melissa, two siblings, begin to help their new neighbors with chores to earn money. Learn the basics of earning and saving money while acting out this charming story!



The World of Transportation

Bikes, balloons, trains, ships, and more. This book is filled with the different ways to get where you need to go. Use addition to find out how many people are on board a cruise ship and how long it took to build two famous railways in Russia.



Our Harvest Lunch

Join the Garcia kids on their harvest adventure at their grandparents' apple orchard. Picking apples, eating apple pie, and bobbing for apples are just a few of the fun things they do there. Use subtraction to help the kids plan the menu, shop for food, and set up the games.



The Fort

Moving to a new house is a lot of work. You have to unload the moving truck, unpack boxes, and put everything away. Explore the attributes of shapes with some kids who find the fun part of moving—building forts with boxes!



Make It: Chocolate

Whether it's in cake, pudding, cookies, or ice cream, chocolate is found in many different foods and styles of cooking! Read about how chocolate is made, where it comes from, and who eats the most chocolate in the world on average while learning about properties of numbers.



Kids Around the World

Meet kids from around the world! Compare numbers to learn about where they live, how they are the same, and how they are different.



Reading Levels

Teacher Created Materials takes great care to maintain the integrity of authentic informational text while leveling it to make the text accessible for all students. In this way, our content-area books provide rich informational reading experiences from which students can learn and be ready for the complexity of college and career level reading.

To preserve the authenticity of these reading experiences, it is crucial to maintain important academic and content vocabulary.

To support leveled instruction, new and challenging terms are used repeatedly and defined in text to promote understanding and retention.

The measures in this chart are for reference only. Books in the *Focused Mathematics: Booster Pack* series were chosen to include a range of grade-appropriate reading levels to support grade-level mathematics standards.

Note: Reading levels vary from program to program and do not correlate exactly.

Title of the Book	Lexile® Level	Guided Reading
** <i>Money Counts</i>	n/a*	E-M
<i>The World of Transportation</i>	550L	M
<i>Our Harvest Lunch</i>	520L	M
<i>The Fort</i>	450L	J
<i>Make It: Chocolate</i>	680L	K
<i>Kids Around the World</i>	140L	I

*As per Lexile® guidelines, posters, poetry, songs, and other nonprose texts do not have Lexile® measures.

***Money Counts* has six characters. Each character is written at a different reading level. The chart below lists the reading levels for all the characters in the script.

	Ben Melissa	Narrator 1 Mr. Cash	Narrator 2 Mrs. Cash
TCM Reading Levels	1.5–2.0	2.0–2.5	2.5–3.0

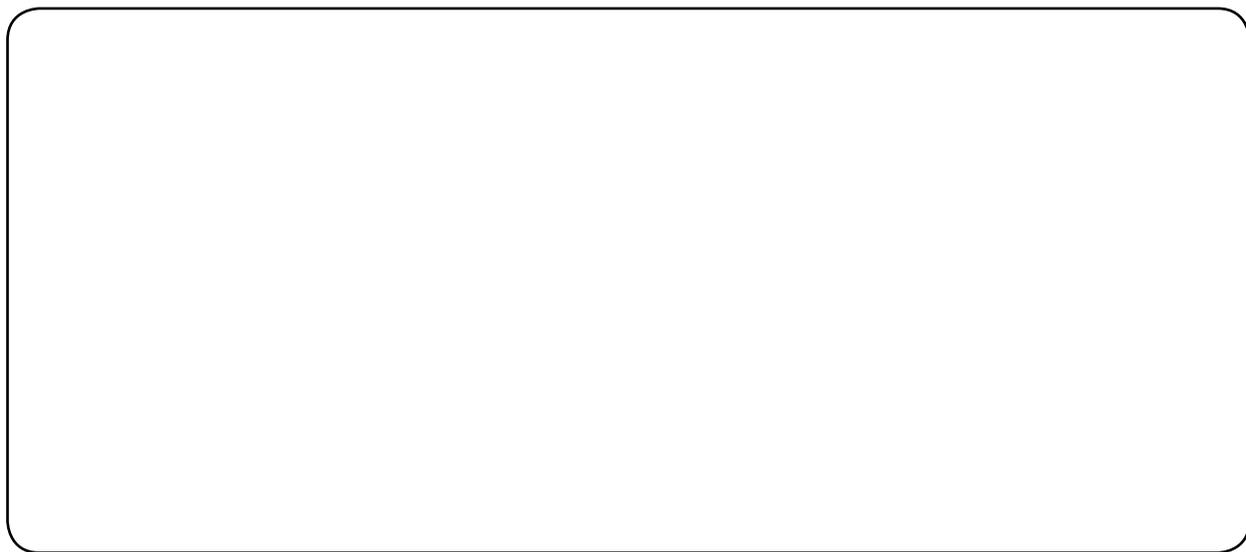
Name: _____ Date: _____

Booster Card Workspace A

Directions: Draw your answers in the box. Write your answers on the lines. Circle the activities you did.

Book Title: _____

Ask It · Talk about It · Model It · Estimate It
Explore It · Solve It · Prove It



Ask It · Talk about It · Model It · Estimate It
Explore It · Solve It · Prove It

Name: _____ Date: _____

Booster Card Workspace C

Directions: Draw your answers in the box. Circle the activities you did.

Book Title: - - - - -

Ask It · Talk about It · Model It · Estimate It
Explore It · Solve It · Prove It



Name: _____ Date: _____

Mathematician Rubric

Directions: Score each item on a scale of 1 to 4. Some of the items may need to be assessed through conversation and observation.

4 = Great 3 = Good 2 = Okay 1 = Needs Improvement

Book:				
You read the book.	4	3	2	1
You understood the problem.	4	3	2	1
You did your best.	4	3	2	1
You thought of new ideas.	4	3	2	1
You used steps to solve the problems.	4	3	2	1
You spoke/wrote like a mathematician.	4	3	2	1
You used tools to show ideas.	4	3	2	1
You explained your ideas.	4	3	2	1
Total				

Comments

Answer Key (cont.)

Prove It

$13 + 11 + 20 + 21 + 14 = 79$ minutes. An hour is 60 minutes so Joshua is correct; they will need 1 hour and 19 minutes. Strategies to add the numbers may vary. One strategy is to add all the tens first and then the ones.
 $10 + 10 + 20 + 20 + 10 = 70$;
 $3 + 1 + 1 + 4 = 9$; $70 + 9 = 79$.

Our Harvest Lunch

Ask It

Responses will vary but may include, “How many more cups of corn are there than lima beans?”

Talk about It

Answers will vary but may include “Planning a birthday party. Estimates are needed to determine how big of a cake to order for the amount of people present or how many thank you cards will be needed.”

Model It

Since 28 is 4 more than 24, we can take away 4 from the 26 other apples to get 22 apples.

28 apples for bobbing	? apples for other games
50 apples	

Estimate It

Answers may vary. Estimation should be about 15 apples.

Explore It

page 7:

- 3 more kids
- 3 more people

page 13:

- 1 extra serving
- 21 ears left to roast

page 25:

- 3 feet farther
- 5 feet farther

Solve It

Stefan has 26 trading cards.

Prove It

Responses will vary. Michael is correct. Addition and subtraction are related in a fact family. The kids in the book solved the problem $50 - 24 = 26$. They could have also solved $24 + \underline{\quad} = 50$.

The Fort

Ask It

Responses will vary but may include, “How many faces are on a cube?”

Talk about It

A face is the flat side of a 3-D shape, while an edge is where two flat sides meet.

Model It

Answers will vary but may include a tissue box.

Estimate It

Answers will vary. Estimation should be around 60 boxes. A strategy can be repeated addition.

Overview Card

The World of Transportation

Book Summary

Bikes, balloons, trains, ships, and more. This book is filled with the many ways to get where you need to go. Use addition to find out how many people are on board a cruise ship and how long it took to build two famous railways in Russia.

Objective

Fluently add within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

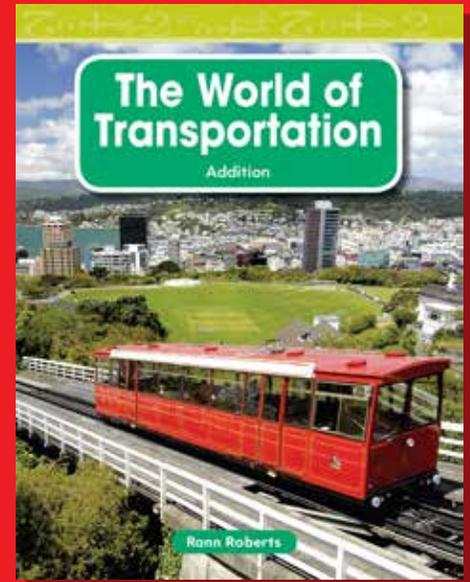
Mathematics Vocabulary

add addend addition ones sum tens

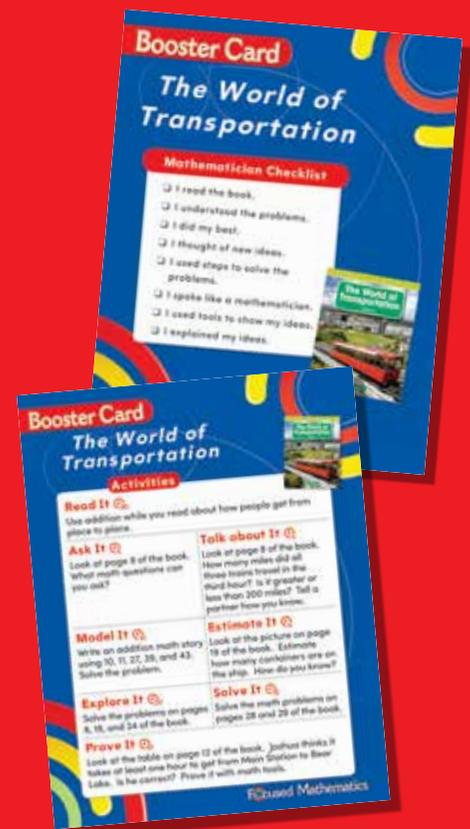
Cross-Content Connections

(Social Studies) Many people choose to move to new countries, or immigrate. They might want to leave a place that is not safe. They might want a better job. These people use many types of transportation. Some go by boat. Some go by plane. Some walk. Have students explore a map to find countries that people immigrate from. Have them list the types of transportation those people could use.

(Science) This book discusses ways people get around. Simple machines have improved transportation. There are six main types of simple machines: levers, pulleys, wheels and axles, screws, inclined planes, and wedges. Have students explore the functions of simple machines and how they make work easier for people.



Reading Levels
Lexile®: 550L
Guided Reading: M



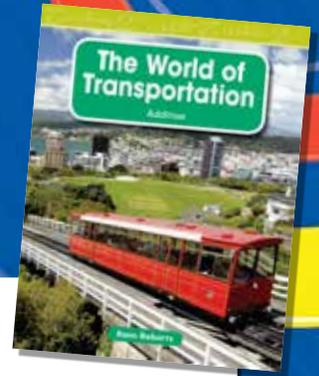
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Booster Card

The World of Transportation

Activities



Read It C_{30}

Use addition while you read about how people get from place to place.

Ask It C_5

Look at page 9 of the book. What math questions can you ask?

Talk about It C_5

Look at page 8 of the book. How many miles did all three trains travel in the third hour? Is it greater or less than 200 miles? Tell a partner how you know.

Model It C_{10}

Write an addition math story using 10, 11, 27, 39, and 43. Solve the problem.

Estimate It C_5

Look at the picture on page 19 of the book. Estimate how many containers are on the ship. How do you know?

Explore It C_{20}

Solve the problems on pages 8, 19, and 24 of the book.

Solve It C_{15}

Solve the math problems on pages 28 and 29 of the book.

Prove It C_{10}

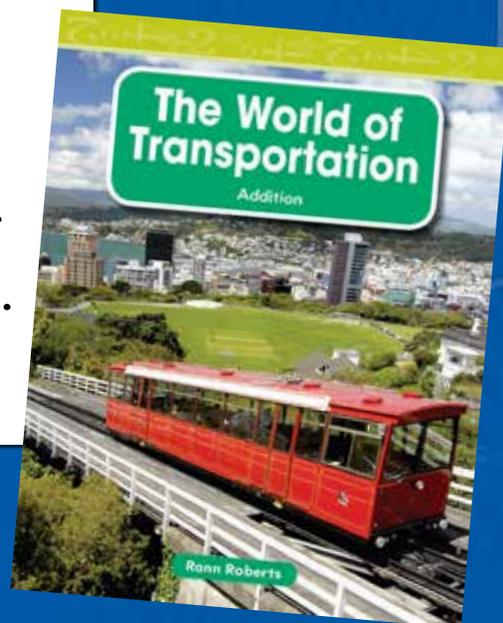
Look at the table on page 12 of the book. Joshua thinks it takes at least one hour to get from Main Station to Bear Lake. Is he correct? Prove it with math tools.

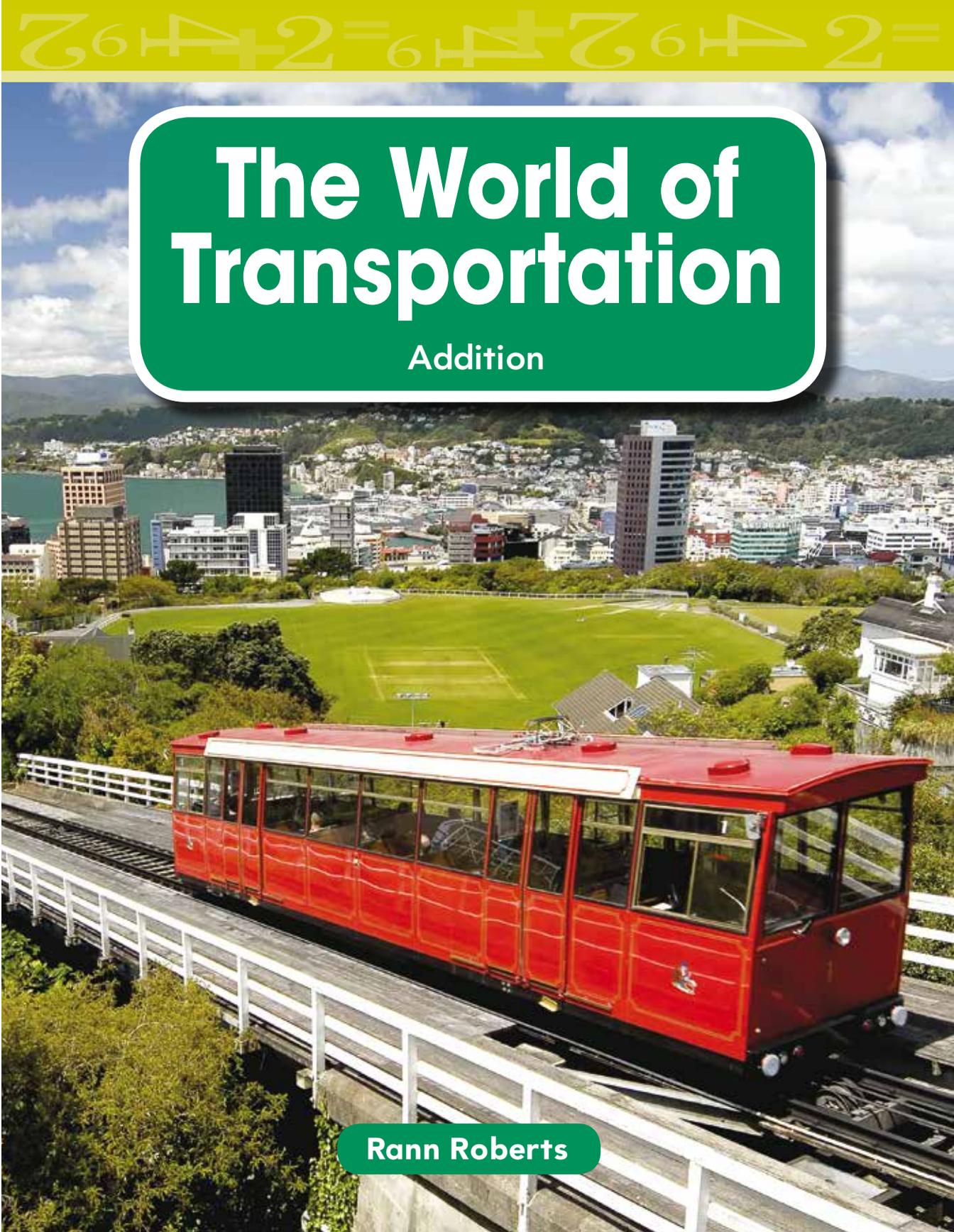
Booster Card

The World of Transportation

Mathematician Checklist

- I read the book.
- I understood the problems.
- I did my best.
- I thought of new ideas.
- I used steps to solve the problems.
- I spoke like a mathematician.
- I used tools to show my ideas.
- I explained my ideas.



A red cable car is shown on a track, moving across a wooden bridge-like structure. In the background, there is a large green field, a city with various buildings, and a body of water under a blue sky with clouds. The top of the image has a yellow banner with mathematical symbols like $764+2=$ and $64+2=$.

The World of Transportation

Addition

Rann Roberts

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Getting Around on the Ground

For thousands of years, people traveled on foot. They carried their own things. Then people began to tame animals. They put loads on horses. In some countries, camels or elephants carried heavy loads.



In the early 1800s, people put wheels to work. The first bikes had to be pushed. The next bikes had pedals with wooden tires. Riding them was hard work!

Bicycle History

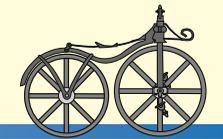
1817

The first bicycle had to be pushed.



1860s

The Boneshaker was made of wood.



1870s

The High Wheel bike was all metal.



1888

Bikes got air-filled tires.



The first rickshaws had wheels. They were pulled by a strong runner. You can still get a ride in a rickshaw in many big cities. But sometimes they run on pedal power.



Dogs also helped with **transportation**. They pulled sleds in places with lots of ice and snow. Many dog sled teams have been replaced by snowmobiles.



The first railway to move people and goods was built in England. It was 25 miles long. It took about 2 hours to go that far. That is about 12 miles per hour.

A lot has changed since 1825. There are all kinds of trains now. The bullet train in Japan can go 186 miles in just one hour. It can travel 372 miles in 2 hours. Now, that is fast!

LET'S EXPLORE MATH

Over time, trains have gotten faster and faster. The chart shows how many miles 3 trains can travel each hour with stops. Study the chart. Then use **addition** to answer the questions.

Year	Name of Train	Miles in 1st Hour	Miles in 2nd Hour	Miles in 3rd Hour
1829	<i>Rocket</i>	30	20	35
1832	<i>American</i>	60	50	55
1934	<i>Zephyr</i>	110	100	105

- How many total miles did the *Rocket* travel in 3 hours?
- How many total miles did the *American* travel in 3 hours?
- How many total miles did the *Zephyr* travel in 3 hours?



$$\begin{array}{r}
 186 \text{ miles} \\
 + 186 \text{ miles} \\
 \hline
 372 \text{ miles}
 \end{array}$$



Getting Around Above and Below the Ground

Most big cities have a system for getting places. A **rapid transit system** moves a lot of people from place to place. It is fast and makes a lot of stops.

Some rapid transit systems are above the ground. Some move through **tunnels**. Some go above and below the ground. Some even travel under the water!

Rapid Transit System	City
Subway	New York City Beijing
L or Elevated	Chicago
Metro	Paris Tokyo
Tube or Underground	London
SkyTrain	Bangkok Vancouver
Monorail	Seattle Sydney Moscow
Funicular	Hong Kong Cape Point Budapest



Rapid transit systems take you where you need to go. They are a fun way to get around!

LET'S EXPLORE MATH

The chart shows how long a train takes to get to 5 stops. Study the chart. Then answer the questions.

Stop	Time
Main Station to Center City	13 minutes
Center City to North View	11 minutes
North View to Park Place	20 minutes
Park Place to City Zoo	21 minutes
City Zoo to Bear Lake	14 minutes

- How many minutes does it take to get from Main Station to Center City?
- How many minutes does it take to get from Main Station to North View?
- How many minutes does it take to get from North View to City Zoo?
- How many minutes does it take to get from Park Place to Bear Lake?

Have you been to a theme park? You may have ridden on a monorail there. Some cities have monorails for their transit system. Riders get a good view!



If you need to go up a steep hill, you might ride a funicular. One car goes up the hill. The other car goes down. They balance each other on a cable system.



The longest train system in the world is the Trans-Siberian Railway. You can start in Moscow and go all the way to the Sea of Japan. It crosses one third of the globe. That's about 6,000 miles!



The Trans-Siberian Railway was a big job. It took from 1891 to 1913 to build. That is 22 years!

Getting Around on the Water

Thousands of years ago, you could have sailed on a Chinese junk. These strong wooden ships still sail on the seas.

A much faster modern ship is the hydrofoil. It goes so fast that it lifts up out of the water. This one speeds down a large river in China.



A freighter is a large ship. It moves goods around the world. Some large freighters even have cranes to lift off the cargo. This chart shows a trip that freighters take.



Los Angeles to Spain	Number of Days to Each Port
From Los Angeles to Tokyo	14
From Tokyo to Korea	2
From Korea through the Suez Canal	21
From the Suez Canal to Spain	10

The freighters travel slowly. They take many days to deliver the goods.



LET'S EXPLORE MATH

Study the chart on page 18. Then answer the questions.

- How many days does it take to get from Los Angeles to Tokyo?
- How many days does it take to get from Los Angeles to Korea?
- How many days does the whole trip take?

Taking a cruise can be a great vacation. A large cruise ship can hold 2,000 or 3,000 people. That's like a small floating city!



A cruise ship may stop at many places, called **ports of call**. You can visit different cities or countries on 1 trip.

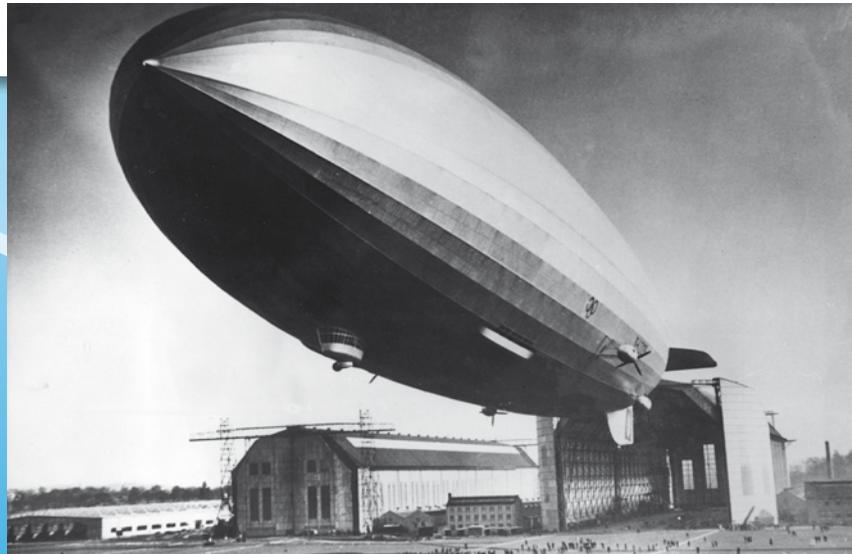


These 4 cruise ships hold from 101 to 3,114 guests. On which would you like to travel?

Name of Ship	Weight	Number of Guests
<i>Spirit of '98</i>	9,600 tons	101
<i>Royal Princess</i>	45,000 tons	1,200
<i>Rhapsody of the Seas</i>	78,491 tons	2,000
<i>Adventure of the Seas</i>	142,000 tons	3,114

Getting Around in the Air

A large balloon with an **engine** is called an airship. An airship is filled with a gas that is lighter than air. The largest airship was the *Hindenburg*. It crashed in 1937.



Here are some interesting facts about the *Hindenburg* airship.

Length: 803 feet

People in Crew: 40

Diameter: 135 feet

Passengers: 40

Speed: 81 miles per hour

Over the years, air travel has come a long way. Now you can take a short trip in a prop plane. Helicopters are used for travel and to help people.



Jet planes can travel long distances in a short time. The biggest jet is the Airbus 380. It has more than 500 seats!



The fastest passenger plane was the Concorde. It could fly 4,500 miles in about 4 hours. That means it flew more than 1,000 miles per hour. But the Concorde was not safe enough to keep flying.



LET'S EXPLORE MATH

Type of Vehicle	Speed
large helicopter	150 miles per hour
seaplane	140 miles per hour
Cessna jet	400 miles per hour

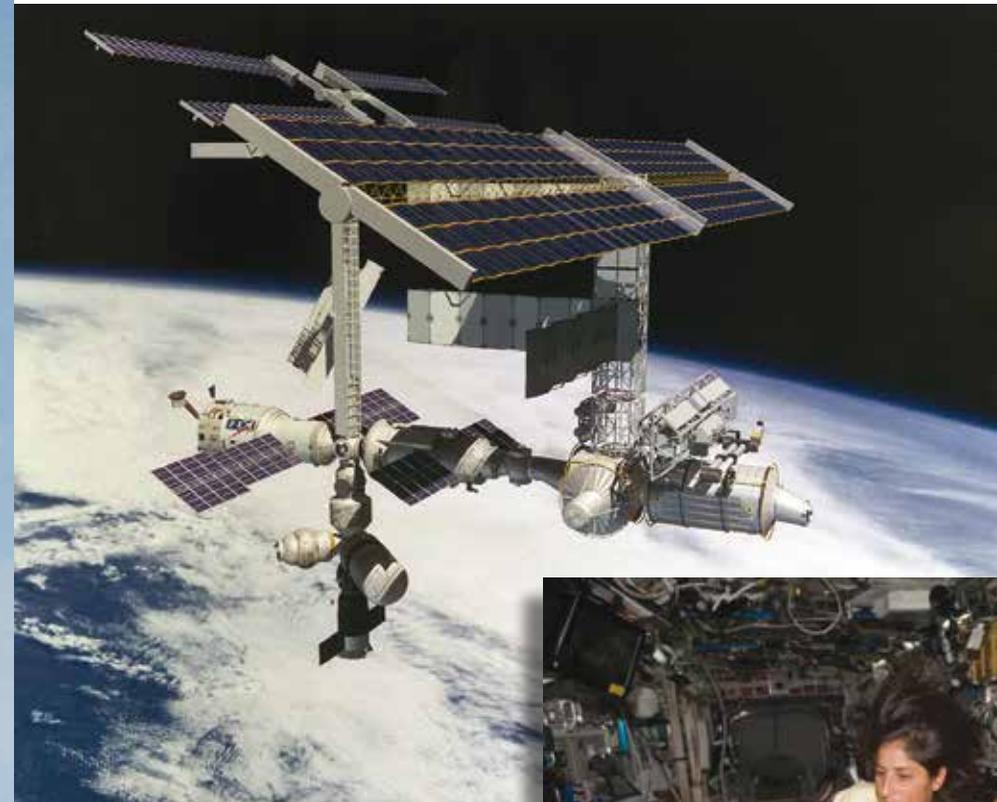
- How many miles can a large helicopter fly in 1 hour?
- How many miles can a large helicopter fly in 2 hours?
- How many miles can a seaplane fly in 2 hours?
- How many miles can a Cessna jet fly in 2 hours?

Do you dream of going to outer space?
The space shuttle can take you there.
It flies more than 17,000 miles per hour.
It carries a crew of 7 astronauts.



Some astronauts live and work in outer space for 6 months at a time. They live on the **International Space Station**.

What type of transportation would you like to try? Where would you like to go?



SOLVE THE PROBLEM

Transportation Collections

Marco, Juan, and Chris are friends. The boys like to collect different types of transportation vehicles. They each have a collection of model cars, model trains, and model airplanes. This Saturday, they decide to meet at Juan's house to play and trade vehicles. Use the chart below to answer the questions.

Name	Model Cars	Model Trains	Model Airplanes
Marco	45	11	20
Juan	21	10	32
Chris	33	14	13

Solve It!

- How many model cars do they have in all?
- How many model trains do they have in all?
- How many model airplanes do they have in all?
- Which type of vehicle is their favorite? How do you know?
- Which type of vehicle is their least favorite? How do you know?

Use the steps below to help you solve the problems.

Step 1: Add together the number of model cars each boy has.

Step 2: Add together the number of model trains each boy has.

Step 3: Add together the number of model airplanes each boy has.

Step 4: Look at the totals to see which type of vehicle has the highest total?

Step 5: Look at the totals to see which type of vehicle has the lowest total?

Glossary

addition—the process of joining 2 or more numbers together to make 1 number called the sum

elevated—raised above the ground

engine—a machine used to move things

International Space Station—a place in outer space where astronauts live and work

ports of call—places visited by ships

rapid transit system—a railway for moving people around a city

transportation—a way to move people and things

tunnels—underground or underwater passages

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ANSWER KEY

Let's Explore Math

Page 8:

- a. 85 miles
- b. 165 miles
- c. 315 miles

Page 12:

- a. 13 minutes
- b. 24 minutes
- c. 41 minutes
- d. 35 minutes

Page 19:

- a. 14 days
- b. 16 days
- c. 47 days

Page 24:

- a. 150 miles
- b. 300 miles
- c. 280 miles
- d. 800 miles

Solve the Problem

- a. 99 model cars
- b. 35 model trains
- c. 65 model airplanes
- d. model cars; answers will vary.
- e. model trains; answers will vary.