

**THE WOOSTER
ARITHMETIC:
FOR GRADE II**

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The Wooster Arithmetic: For Grade II by Lizzie E. Wooster

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LIZZIE E. WOOSTER

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ARITHMETIC:
FOR GRADE II**

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FOR
GRADE II

By **LIZZIE E. WOOSTER**

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TOPEKA, KANSAS
1900

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FOR THE TEACHER.

This book is for the use of pupils in the Second Grade or Second School Year. It is based upon the same principles as the book for Grade I, and the same careful gradation is followed.

The book is divided into three sections and the lessons numbered, and each may be used as a lesson or not, as the needs of the class demand.

The first section is given to a review of the book for Grade I, with advanced work.

This book contains the numbers from 1 to 100 in Addition, Subtraction, Multiplication, and Division, with work to 999 in simple addition and subtraction and in reading and writing numbers.

The work is so arranged that the pupils grasp it readily, and can with but little aid from the teacher prepare their work on slates or paper at their seats, for the recitation. Thereby concentration of thought is cultivated,—independence, and self-confidence.

The strain on the eyes is lessened, as they are not dependent upon the blackboard for all the seat work. Time for the teacher has been saved, and she can assign as much work as the pupils can learn, and is not dependent upon the amount of blackboard space she has.

As has been said elsewhere, too much blackboard work is a detriment to both pupils and teacher.

Use objects for illustrating, but discontinue their use as soon as the pupils thoroughly understand the work. Study the needs of the children, and arrange the work to suit them.

The great variety of work given prevents the children from tiring, and gives the practice necessary to secure accuracy and rapidity. Encourage the children to give original problems for use in the recitation. Such work helps to fix ideas and principles in their minds, and also gives the teacher a better understanding of the children's needs.

Make all work practical, and show that it has to do with the *real affairs of life*.

If time permits, the teacher should give during the recitations some such work as is found on pages 10, 14, 20, 59, 70, 73, 88, etc.

Cards, tablets and the blackboard may be used in oral work, to gain rapid recognition of numbers.

Teach *how to study*, and help the children to develop reasoning power.

The children should thoroughly learn the *tables* and the few *definitions* given in this book. Some children never attend school after the second year, and if they thoroughly master the work in this book they will be able to understandingly meet some of the little problems in every-day life.

LIZZIE E. WOOSTER.

CONTENTS.

NUMBERS FROM 1 TO 999. IN ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION TO 100. IN READING AND WRITING NUMBERS, AND IN ADDITION AND SUBTRACTION, TO 999.

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SECTION I.

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REVIEW IN ADDITION, SUBTRACTION, MULTIPLICATION AND
DIVISION FROM 1 TO 20, WITH ADVANCED WORK.

LESSON I.

COPY AND ADD.

<u>1 hen</u>	<u>2 boys</u>	<u>1 hat</u>	<u>2 caps</u>	<u>3 bats</u>
<u>1 hen</u>	<u>1 boy</u>	<u>2 hats</u>	<u>2 caps</u>	<u>1 bat</u>

<u>1 ball</u>	<u>4 cats</u>	<u>3 rats</u>	<u>1 fly</u>	<u>2 pens</u>
<u>3 balls</u>	<u>1 cat</u>	<u>2 rats</u>	<u>4 flies</u>	<u>3 pens</u>

<u>5 cans</u>	<u>4 pins</u>	<u>3 dogs</u>	<u>1 pig</u>	<u>2 fish</u>
<u>1 can</u>	<u>2 pins</u>	<u>3 dogs</u>	<u>5 pigs</u>	<u>4 fish</u>

<u>6</u>	<u>5</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>
<u>1</u>	<u>2</u>	<u>3</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

<u>1</u>	<u>2</u>	<u>3</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>7</u>	<u>6</u>	<u>5</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>8</u>	<u>7</u>	<u>6</u>

<u>4</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>5</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>

NOTE.—Add at sight for all oral work, that the pupils may learn the combinations and gain rapidity.

LESSON 11.

COPY AND COMPLETE.

- 2 boys and 2 boys are — boys.
3 girls and 1 girl are — girls.
2 hens and 3 hens are — hens.
4 cows and 1 cow are — cows.
3 cents and 2 cents are — cents.
1 owl and 4 owls are — owls.
3 tops and 3 tops are — tops.
4 pens and 2 pens are — pens.
5 books and 1 book are — books.
2 slates and 4 slates are — slates.
1 card and 5 cards are — cards.
6 sleds and 1 sled are — sleds.
5 tubs and 2 tubs are — tubs.
4 men and 3 men are — men.
1 bird and 6 birds are — birds.
2 cats and 5 cats are — cats.
3 pigs and 4 pigs are — pigs.
7 wagons and 1 wagon are — wagons.
6 horses and 2 horses are — horses.
5 mules and 3 mules are — mules.
4 sheep and 4 sheep are — sheep.
1 ball and 7 balls are — balls.
2 bats and 6 bats are — bats.

NOTE.— Pupils should read the above orally during the recitation, filling the blanks as they read.

LESSON III.

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COPY AND ADD.

$1 + 1 =$	$4 + 1 =$	$4 \div 2 =$	$5 + 2 =$
$2 + 1 =$	$3 + 2 =$	$3 \div 3 =$	$4 + 3 =$
$1 + 2 =$	$1 \div 4 =$	$2 + 4 =$	$1 + 6 =$
$3 + 1 =$	$2 + 3 =$	$1 + 5 =$	$2 + 5 =$
$1 + 3 =$	$5 \div 1 =$	$6 + 1 =$	$3 + 4 =$
$7 + 1 =$	$3 + 5 =$	$2 + 7 =$	$6 + 4 =$
$6 + 2 =$	$8 + 1 =$	$3 + 6 =$	$5 + 5 =$
$5 + 3 =$	$7 + 2 =$	$4 + 5 =$	$1 + 9 =$
$4 + 4 =$	$6 + 3 =$	$9 + 1 =$	$2 + 8 =$
$1 + 7 =$	$5 + 4 =$	$8 + 2 =$	$3 + 7 =$
$2 + 6 =$	$1 + 8 =$	$7 + 3 =$	$4 + 6 =$

<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>
1	2	1	1	2	1	2	1	3	3
<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>
3	1	3	1	2	2	1	4	5	1
1	1	2	3	1	3	2	1	0	4
<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>1</u>
1	2	5	4	3	2	2	4	5	6
1	2	1	2	2	1	4	1	1	1
<u>4</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>0</u>
4	3	4	2	1	3	3	3	1	4
2	3	4	2	7	2	3	2	1	2
2	3	2	2	1	3	0	4	1	3
<u>3</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>