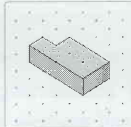



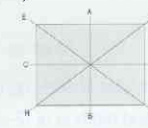

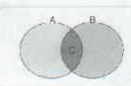



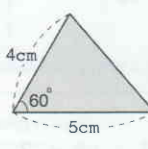


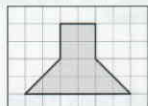



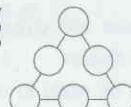



Description of Critical Thinking Math Curriculum

Level	Samples	Summary
1	<p>Draw a line to the correct bird to complete the pattern.</p> <p>The same shapes are grouped together below. Name the shape and circle it.</p> <p>Which one is bigger? Circle the correct one.</p> <p>Repeating Patterns(AB) Recognizing Shapes Comparisons(size)</p>	<p>Study the repeating pattern of 'AB' and the basics of circle, triangle and quadrangle. Through practicing the same shape and line on the dotted paper, learn the perception of space. Compare sizes and through coupling, learn the basics of grouping.</p>
2	<p>Circle the correct building to complete the pattern.</p> <p>How many triangles are there?</p> <p>Complete the same figure. (Use the clear paper to check your answer.)</p> <p>Repeating Patterns(ABA) Recognizing Shapes Drawing Figures on Dotted Paper(3x3)</p>	<p>Through learning the patterns of 'ABC', 'AAB', 'ABB' and 'ABA', and drawing the missing shape, combining shapes and dividing shapes, children develop the perception of space and location. By comparing and coupling the height and thickness, children practice to understand the relation of objects.</p>
3	<p>Find the pattern and circle the objects correctly.</p> <p>Complete the same figure. (Use the clear paper to check your answer.)</p> <p>Which one is heavier? Circle the correct one.</p> <p>Repeating Patterns(ABBA) Drawing Figures on Graph Paper Comparisons(weight)</p>	<p>Children learn the patterns of 'AABB', 'AAAB', 'ABBB', 'ABBA'. Using dotted paper and graph paper, this improves the perception of depth and location. In this lesson, children study the comparison of thickness and weight.</p>
4	<p>Circle the correct picture to complete the pattern.</p> <p>Complete the same figure. (Use the clear paper to check your answer.)</p> <p>Match the related pictures.</p> <p>Repeating Patterns(ABB) Combining Shapes Matching</p>	<p>Children learn the patterns that repeat in 'AB', 'AABB', 'ABC', 'AAB', 'ABB', 'AAAB', 'ABBB', 'ABA', 'ABBA' comprehensively. By making them to identify the shape of quadrangle and triangle, it helps the learning of dividing shapes.</p>
5	<p>Write the correct number to complete the pattern.</p> <p>Look at the picture and circle the figure that is at the bottom.</p> <p>Look at the picture below and circle the correct word.</p> <p>Increasing Patterns (ABAABAAAB) Understanding Combined Shapes Comparisons</p>	<p>Children learn the patterns that develop into 'ABBC CCDDDD', 'ABABBABBBABBBB', and 'ABAABAA AB'. By finding out the number that skips by two, children experience the basics of progression. Children develop the ability to sort by finding the objects that fit the given condition.</p>
6	<p>Write the correct number to complete the pattern.</p> <p>Draw the missing parts.</p> <p>Line up 3 blocks, then color in the correct block length below.</p>	<p>Children learn the patterns that develop into 'ABCA BCCABCCC', 'ABCAABCAAABC' and 'ABAABAA ABBB'. This is the practice of finding out numbers skip by 10. By using colored blocks, children learn the concept of length.</p>

Level	Samples			Summary																								
7	<p>Write the correct number to complete the pattern.</p> <p>2 4 4 6 6 8 8 8 8</p>	<p>Draw the same figure. (Use the clear paper to check your answer.)</p> <p>Drawing Figures on Dotted Paper (6 × 6)</p>	<p>Look at the relationship between the paired objects and circle the object that belongs in the ?.</p> <p>Relationships</p>	<p>This is the comprehensive learning of increasing patterns using the size, type, color, direction and number. Children learn to find out numbers skip by 5 and they learn the shapes of box, column and ball shaped 3 dimensional shapes. Also, they learn the preservative concept of width.</p>																								
8	<p>Look at the colored numbers and write the correct numbers to complete the pattern.</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>2 5 8</p>	<p>Find and circle the figure that will produce 2 equal parts when cut along the dotted line.</p> <p>Dividing Shapes (2 parts)</p>	<p>Write the numbers of the containers in order from the one with the most liquid to the one with the least.</p> <p>Comparing Volume</p>	<p>Here, children learn to find out the pattern of numbers by looking at a diagram. They learn to find out numbers skip by 3 and through identifying shapes they learn the basics of symmetry of shapes. Through division of shapes and finding out what is divided into 2 parts, this lesson helps the understanding on depth perception and fraction.</p>																								
9	<p>Draw the line to complete the pattern.</p> <p>Line Patterns</p>	<p>Draw the shape which results when the paper on the left is folded in half.</p> <p>Recognizing Shapes</p>	<p>Look at the related figures and write the number of the figure that belongs in the blank.</p> <p>Recognizing Changes</p>	<p>Children learn patterns through lines, shapes, dominos and number and through dividing shapes, they learn to divide things into 4 parts. Through learning the change of shapes by division of given diagrams, this lesson helps to develop power of observation and analogy.</p>																								
10	<p>Write the number of the correct figure to complete the pattern.</p> <p>Shape Patterns</p>	<p>Circle the figure you would see if the mirror was placed on the dotted line.</p> <p>Mirror Images</p>	<p>Write the number of the figure that has the same area as the figure in the .</p> <p>Comparing Area</p>	<p>This is a learning of understanding line symmetry using mirror and children learn to count the number by putting a mirror between solid objects. Children learn the basics of parallel movement, and line symmetry shapes and the shapes that are on the location of line symmetrical shape through movement of shapes. Children learn the preservative concept of width.</p>																								
11	<p>Draw the correct number of dots on the domino to complete the pattern.</p> <p>Domino Patterns</p>	<p>Write Yes or No in the (), then write the pattern using A, B, and C.</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>Decision</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>2</td> <td>8</td> <td>(Yes)</td> </tr> <tr> <td>17</td> <td>9</td> <td>9</td> <td>(No)</td> </tr> <tr> <td>14</td> <td>4</td> <td>10</td> <td>()</td> </tr> <tr> <td>25</td> <td>16</td> <td>9</td> <td>(Yes)</td> </tr> <tr> <td>30</td> <td>19</td> <td>11</td> <td>(Yes)</td> </tr> </tbody> </table> <p>Recognizing and Applying Patterns</p>	A	B	C	Decision	10	2	8	(Yes)	17	9	9	(No)	14	4	10	()	25	16	9	(Yes)	30	19	11	(Yes)	<p>How many more blocks are needed to change the left figure into the right one?</p> <p>Counting Blocks</p>	<p>Through using counting blocks, this study helps to develop the perception of depth. Through learning the basics of the movement of shapes, children learn the rotary movement and through transferring the shapes into various containers, children learn the preservative concept of these.</p>
A	B	C	Decision																									
10	2	8	(Yes)																									
17	9	9	(No)																									
14	4	10	()																									
25	16	9	(Yes)																									
30	19	11	(Yes)																									
12	<p>Draw the figure as it would look if you rotated it as shown by the arrow.</p> <p>Transforming Figures</p>	<p>The \rightarrow and \leftarrow arrows form a pattern with the numbers in the .</p> <p>Example</p> <p>2 → 24 30 → 60</p> <p>48 → 96 120 →</p> <p>Problems Solving by Patterns Recognition</p>	<p>Look at the related figures and write the number of the figure that belongs in the blank.</p> <p>Recognizing Changes</p>	<p>Children learn to count the number of quadrangles in different sizes in various shapes of diagrams. Children learn to solve the problem by the method that fits the situation, choosing from pattern, table, diagram and deduction. Through learning the change in the pattern of diagrams, this reinforces the power of analogy.</p>																								
13	<p>We are trying to find the number of big and small rectangles in the figure below. Complete the tables and write the correct number in each.</p> <table border="1"> <thead> <tr> <th>shape</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Number of rectangles</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The total number of big and small rectangles is .</p> <p>Calculating the Number of Rectangles</p>	shape	1	2	3	4	Number of rectangles					<p>We want to find the total number of triangles in the figure below. Answer the questions.</p> <p>Problems Solving by Data Analysis</p>	<p>The number in each \square is the sum of the two numbers on either end of the line. Answer the questions.</p> <p>Problems Solving by Alternative Methods</p>	<p>Through the movement of shapes, it reinforces the basics for learning parallel movement and symmetrical movement and by finding the shape of which the original shape has been rotated in the direction of the arrow, children learn the basics of rotary movement.</p>														
shape	1	2	3	4																								
Number of rectangles																												
14	<p>The picture below follows a pattern and the figure numbers indicate the order. When the Figure Number increases by 1, by how many does the number of \blacksquare increase?</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p> <p>36</p> <p>37</p> <p>38</p> <p>39</p> <p>40</p> <p>41</p> <p>42</p> <p>43</p> <p>44</p> <p>45</p> <p>46</p> <p>47</p> <p>48</p> <p>49</p> <p>50</p> <p>51</p> <p>52</p> <p>53</p> <p>54</p> <p>55</p> <p>56</p> <p>57</p> <p>58</p> <p>59</p> <p>60</p> <p>61</p> <p>62</p> <p>63</p> <p>64</p> <p>65</p> <p>66</p> <p>67</p> <p>68</p> <p>69</p> <p>70</p> <p>71</p> <p>72</p> <p>73</p> <p>74</p> <p>75</p> <p>76</p> <p>77</p> <p>78</p> <p>79</p> <p>80</p> <p>81</p> <p>82</p> <p>83</p> <p>84</p> <p>85</p> <p>86</p> <p>87</p> <p>88</p> <p>89</p> <p>90</p> <p>91</p> 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<p>1000</p>																											

Level	Samples			Summary																
15	<p>Every exposed face of the blocks below was painted. Find how many faces were painted.</p>  <p>Counting Blocks</p>	<p>The two scales below are balanced. How many kittens have to be put on A to balance Scale 3?</p>  <p>Problems Solving by Deduction</p>	<p>4 animals were weighed and the following result was obtained. Read the following data and write the name of the animals in the order from the heaviest to the lightest.</p> <ul style="list-style-type: none"> Tiger is lighter than Bear. Cat is lighter than Tiger. Bear is lighter than Elephant. <p>Understanding Word Problems</p>	<p>Through the pattern of how the number of ● increases, children learn to calculate the number of ●. Through painting the number of counting blocks and its surface, children learn to find the sides of a counting blocks. Through this, children learn the volume of 3 dimensional figures and the area of its surface. Children learn to find the number that fits into the blank by finding the pattern of →, ↓.</p>																
16	<p>The following shows a block seen from the front, side, and top. Find and write the number of the block that is being shown.</p>  <p>Recognizing Orientation of Shapes</p>	<p>Follow the instructions given for each figure. Color the new figures.</p>  <p>Problems Solving by Tree Diagram</p>	<p>Chris, Hans, Wilson, and Dave are in a race. Read the following, and write the correct name in each to show their place in the race.</p> <p>Condition 1: Even number Condition 2: The difference of ones place value and tens place value is 3 Condition 3: The one place value is less than the tens place value.</p> <table border="1" data-bbox="812 504 1055 546"> <tr> <td>58</td> <td>74</td> <td>69</td> <td>57</td> <td>14</td> <td>35</td> <td>96</td> <td>41</td> <td>50</td> </tr> </table> <p>Recognizing Appropriate Numbers</p>	58	74	69	57	14	35	96	41	50	<p>Through the pattern of how ● increases by 2 or 3, children learn to calculate the number of ●. They learn the shapes of the 3-dimensional figure made with 1 block by looking at them from the front, side and top.</p>							
58	74	69	57	14	35	96	41	50												
17	<p>When the figure is folded along the lines, find all the lines that will overlap the figure completely.</p>  <p>Symmetrical Shapes</p>	<p>Find the pattern in the following set of problems. Write the correct number in each □.</p>  <p>Problems Solving by Pattern Recognition</p>	<p>Write the number belonging to C.</p>  <p>A: Natural numbers that are less than 10 and multiples of 2 B: Natural numbers that are less than 10 and multiples of 3</p> <p>Problem Solving by Grouping</p>	<p>Through the pattern of how the number of ● increases by 4, 5 and 6, children learn to find the number of ●. They learn the shapes of the 3-dimensional figure made with 2 blocks by looking at them from the front, side and top. Through congruence and symmetry, they study line symmetry of shapes and through Venn Diagram, they learn the basic concept of intersection and union.</p>																
18	<p>Using line AB as the line of symmetry, complete the figures.</p>  <p>Lines of Symmetry</p>	<p>Jessica shot 5 arrows and they landed on 10, 9, 8, and 7 points areas. Write all possible combination of scores she can have.</p>  <p>Problems Solving by Data Analysis</p>	<p>A teacher asked the students to bring a comic book or a history book to class. Write true or false for each behaviour.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bring a comic book only. <input type="checkbox"/> Bring a history book only. <input type="checkbox"/> Bring both a comic book and a history book. <input type="checkbox"/> Do not bring anything. <p>Evaluating Statements</p>	<p>Children learn to find and draw the symmetric figure for a line and the figure on the location of the symmetric figure for a line. They learn to understand and analyze sentences connected with 'and' and 'or'.</p>																
19	<p>Using the O as the point of symmetry, complete each point-symmetrical figure.</p>  <p>Points of Symmetry</p>	<p>Mindy has been reading a book. How many pages is the book?</p> <ul style="list-style-type: none"> $\frac{2}{7}$ of the entire book was read yesterday. $\frac{3}{7}$ of the entire book was read today. 42 pages are left. <p>Problems Solving by Reverse Calculation</p>	<p>Draw a triangle that is congruent to the one shown below.</p>  <p>Problems Solving by Trial and Error</p>	<p>Children learn to find the shapes of a figure made of 3 blocks looked at from the front, side and top. They learn to find and draw the symmetric figure for a point by relating to the symmetric figure for a line they have learnt previously. They learn the strategies of problem solving such as calculation by drawing a tree diagram, reverse calculation, trial and error, deduction and numeric calculation.</p>																
20	<p>Fill in the blanks, and write the pattern using ● and ○.</p> <table border="1" data-bbox="211 1344 470 1407"> <tr> <td>●</td> <td>1</td> <td>4</td> <td>7</td> <td>10</td> <td>13</td> <td>...</td> </tr> <tr> <td>○</td> <td>10</td> <td>13</td> <td>16</td> <td>...</td> <td>...</td> <td>...</td> </tr> </table> <p>Number Relationships</p>	●	1	4	7	10	13	...	○	10	13	16	<p>How many marbles will be needed to create the pattern shown below if the bottom row has 29 marbles?</p>  <p>Problems Solving by Pattern Recognition</p>	<p>A, B, and C, each has some marbles which they redistributed amongst themselves. So, each person has 15 marbles. How many marbles did A have in the beginning?</p> <ul style="list-style-type: none"> A gave some marbles to B, and now B has 7 more than she originally had. B gave 10 marbles to C, and now C has 3 times the number she originally had. <p>→ Above conclusion is (reasonable, not reasonable).</p> <p>Logic</p>	<p>Children learn to find out the shape of a figure made of 3 or 4 blocks when they are looked at from the front, side and top. They learn to verify the result obtained by two universal sets by drawing Venn diagram or analyzing the sentence.</p>		
●	1	4	7	10	13	...														
○	10	13	16														
21	<p>Complete each table and find the equations.</p> <table border="1" data-bbox="211 1554 470 1617"> <tr> <td>x</td> <td>0</td> <td>2</td> <td>4</td> <td>6</td> <td>8</td> <td>10</td> <td>...</td> </tr> <tr> <td>y</td> <td>0</td> <td>14</td> <td>28</td> <td>42</td> <td>...</td> <td>...</td> <td>...</td> </tr> </table> <p>Functions</p>	x	0	2	4	6	8	10	...	y	0	14	28	42	<p>Write the number of each figure that is drawn correctly.</p>  <p>Understanding 3-Dimensional Shapes</p>	<p>Magnify the figure to twice and reduce it to $\frac{1}{2}$ of its size.</p>  <p>Similar Figures</p>	<p>Children learn to complete corresponding tables by looking and the relation expression of X and Y and they learn to get the relation expression of X and Y. They learn development surface and through the similarity of shapes, they learn magnification and reduced drawing. They learn to analyze and judge 2 or 3 given sentences with various methods.</p>
x	0	2	4	6	8	10	...													
y	0	14	28	42													
22	<p>Read the graph and complete the coordinates on the T-table.</p>  <p>Functions</p>	<p>Draw the figure that would produce the given rotational figure.</p>  <p>Rotation of Figures</p>	<p>Number cards inside the box A will be tens place and the number cards inside the box B will be the ones place of the 2-digit number. Answer the questions.</p>  <p>Problems Solving by Deduction</p>	<p>Children learn to get the coordinates of a point and its relation expression. By learning the development figures of three dimensional figures, they establish the basics of calculating the surface area and volume of three dimensional figures and they learn body of rotation.</p>																
23	<p>Using numbers between 2 to 7 only once, triangle's each side must add up to 14. Fill in each ○.</p>  <p>Functions</p>	<p>Sunny has a magic box. He operated this box twice after he put some amount of money initially and he got \$8.50. Fill in each with appropriate numbers.</p> <ul style="list-style-type: none"> If there is money input, the box will increase it by factor of 4. Every time it runs, it takes away \$1.50 as a usage cost. <p>Problems Solving by Deduction</p>	<p>For the class meeting, A, B, C, and D seated as following paragraph describes. Read the following paragraph and answer the questions.</p> <ul style="list-style-type: none"> A seated close to the blackboard. A and C seated beside each other. B seated opposite side of A. D seated facing the window on playground side.  <p>Problems Solving by Deduction</p>	<p>Through the relation expression of X and Y, children learn to understand the relationship of direct and inverse proportion and they learn to get the proportional factor and how to draw a graph. They study on net and the body of rotation. They learn problem solving strategy and how to make comprehensive analysis.</p>																

Level	Samples	Summary
24	<p>Given the octahedron below, write suitable numbers on the cells using the following numbers once each so that the sum of the numbers on 3 edges that form each surface becomes 20.</p> <p>The Magic of Numbers</p> <p>Draw a line on the given square to make the sum of the numbers in two dividend parts the same.</p> <p>Square Games</p> <p>As shown in the picture, it's between 9:00 and 10:00. Find the hour when the angle between the hour hand and the minute hand is 180°.</p> <p>Angle of the Clock</p>	Learn about basic equations through magic squares and square games. Understand the angles created by the hour and minute hands on a clock, and learn how to solve difficult problems related to these angles.

25	<p>The following is a table for prices of gas with full-service and self-serve at South End Station and West End Station. Answer the questions.</p> <table border="1"> <thead> <tr> <th>Gas Station</th> <th>South End</th> <th>West End</th> </tr> </thead> <tbody> <tr> <td>Price per gallon</td> <td>\$1.20</td> <td>\$1.18</td> </tr> <tr> <td>Self-serve</td> <td>\$1.14</td> <td>\$1.13</td> </tr> </tbody> </table> <p>Write equations to describe the amount of gas filled up x (gallon) and the price P (\$) when you fill up with self-serve gas at the two stations.</p> <p>Fuel Consumption</p> <p>Sam, Kelly, Helen, James and Julie each like tulip, rose, lily, carnation and chrysanthemum. Read the following descriptions and find who likes chrysanthemum.</p> <ul style="list-style-type: none"> Sam does not like tulip. Kelly's favorite is rose. Helen likes lily. James is allergic to carnation. Julie likes the flower James is allergic to. Someone likes chrysanthemum. <p><input type="checkbox"/> likes chrysanthemum.</p> <p>Various Problems I</p> <p>Look at the following stem and leaf plots. Complete the frequency distribution table and answer the questions.</p> <p>Stem and Leaf Plots</p>	Gas Station	South End	West End	Price per gallon	\$1.20	\$1.18	Self-serve	\$1.14	\$1.13	Study linear equations through various subjects closely related to our lives such as velocity and time, sports clubs and fuel consumption. Also, learn how to arrange and analyze data through stem and leaf plots.
Gas Station	South End	West End									
Price per gallon	\$1.20	\$1.18									
Self-serve	\$1.14	\$1.13									

26	<p>When changing a figure's shape by moving one toothpick, which of the following cards cannot come before or after the card on the right?</p> <p>The Geometry of Toothpicks</p> <p>According to the following conditions, draw a quadrilateral and a hexagon whose vertices are marked on the geoboard.</p> <p>Conditions:</p> <ol style="list-style-type: none"> The number of all the toothpicks comprising the two figures is 18. The number of toothpicks shared by the two figures simultaneously is 2. <p>Geoboards I</p> <p>Use all the 5 given tetrominoes in the examples to complete the following shapes.</p> <p>Polyominoes</p>	Gain a deeper interest in geometry through common materials such as toothpicks and matches. Improve spatial perception and capacity by analogy while studying with various teaching tools such as geoboards and polyominoes.
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27	<p>Complete the following 7 x 7 magic square using the numbers from 1 to 49 once each using the pyramid method.</p> <p>Magic Squares II</p> <p>Figure out the perimeter of a figure that are created by placing the sides of a square with a side of 1 adjacent to one another. Answer the following questions.</p> <ol style="list-style-type: none"> Find the perimeter when there is one square. Find the perimeter of a figure that is created by placing the sides of two squares adjacent to each other. <p>Various Problems II</p> <p>There is a rectangular piece of paper of the length of 3 and width of x, as shown below. When the rectangular was cut into squares whose each side length is 1, 128 squares could be made. Answer the following questions in finding what x is.</p> <p>When made up of the length of 3 and width of 1 as the figure on the right, how many squares can be made?</p> <p>Various Problems II</p>	Understand the properties of numbers through number puzzles and calculators. Learn how to solve problems using given conditions, and apply systems of equations to common problems about calories from food intake, etc.
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28	<p>Suppose we want to make the word 'GEOMETRIC' by following the lines on the given figure below. Show the number of cases each letter can be chosen in 'O', and by using the result, find the following values.</p> <p>$4 \cdot 1 + 4 + 10 + 20 + 35$</p> <p>Pascal's Triangle</p> <p>Given the picture on the right, using numbers from 1 to 9 once each, you want to make the sum of numbers in O be 4 times the sum of numbers in □. Find the probability that the numbers in □ are continuous. (The order of numbers does not matter).</p> <p>Stories on Probabilities and Statistics</p> <p>In the following picture, for triangles that are not shaded, connect the points intersecting each side and shade the triangles whose sides are line segments connecting the intersecting points.</p> <p>The Sierpinski Triangle</p>	Learn how to solve various systems of equations related to our daily lives. Find the possibility of various types of events in our lives and probabilities using Pascal's triangles. Also, gain an understanding of fractals through Sierpinski's Triangle and try to create rules based on it.
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29	<p>Divide the given figure using 4 of the P-type Thinking Pentos.</p> <p>Dissection of Polygons</p> <p>Write down the missing letter so that when the net is folded into a cube, the letters 'M' and 'A' are shown as in the picture on the right.</p> <p>Net of a Cube I</p> <p>We want to make a 4x2x2 hexahedron as shown on the right. Answer the questions.</p> <p>To make the hexahedron above, how many Thinking Cubes do you need?</p> <p>The Soma Cube</p>	Increase your capacity for spatial perception and power to solve problems by dissecting or putting polygons together. Imagine 3D solid figures from 2D nets of cubes, and improve your spatial perception by manipulating 7 pieces of a thinking cube.
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30	<p>You are trying to get the approximate value of $\sqrt{2}$ using the number on an abacus \bar{r}. Answer the questions.</p> <ol style="list-style-type: none"> Use $49 = 7^2$, $25 = 5^2$ to get the approximate value of $\sqrt{2}$ up to the third decimal place. <p>The Rules in Numbers</p> <p>You want to get 7 consecutive composite numbers using the method on 193. Answer the questions.</p> <ol style="list-style-type: none"> Supposing the smallest number among the 7 continuous composite numbers is $y + 2$, present the remaining 6 numbers in sequence. <p>Bonnie's uncle is trying to find the wire length needed to build a circular fence. When he tries to find it from $\text{①} \sim \text{②}$ calculations, answer the following.</p> <ol style="list-style-type: none"> Put the radius of the circular fence as x m, and put the circle area into an expression. <p>Number Stories</p> <p>Math on a Green Field</p>	Understand the concept of irrational numbers, composite numbers, prime numbers and perfect numbers. Learn the relationship between the number of sides, perimeter and area of regular polygons using equations and apply it to our daily lives.
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31	<p>Find the n^{th} term of the following given sequences.</p> <ol style="list-style-type: none"> $-1, 2, 8, 20, 35, 54, \dots$ $1, 3, 6, 10, 15, 21, \dots$ <p>Draw a box-whisker plot of each data shown below.</p> <p>Box and Whisker Plots</p> <p>In the following picture, draw an equilateral triangle at trisection point of each side and remove its bottom side.</p> <p>The Koch Snowflake</p>	Learn the concept of sequences and the n^{th} term. Also, learn the logical sum and logical product, and interpret and analyze data through box and whisker plots. Finally, review the concept of similarity through Koch curves and snowflakes.
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32	<p>Add 3 squares to the figure on the right with the sides touching each other so that its circumference is the greatest or the smallest. (The length of the side of the square is 1.)</p> <p>You are going to learn about the shortest distances in solid figures you made by putting together cubes whose sides are 1 cm in length. Answer the following questions.</p> <ol style="list-style-type: none"> You are connecting A through B and C is D with a cord along the outside surface of the solid figure on the right. Find the shortest distance. <p>You are going to make the area of the (2, 5, 2) tile board shown on the right equal to 15cm^2. Answer the following questions.</p> <ol style="list-style-type: none"> When $x=2$, find the value of y. When $y=1$, find the value of x. <p>The Rules in Numbers</p> <p>Number Stories</p> <p>Math on a Green Field</p>	Understand congruence transformation, similarity transformation and symmetry transformation by studying transformation based on perimeters and the area of figures. Learn how to find the shortest distance in solid figures and find the perimeter and
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