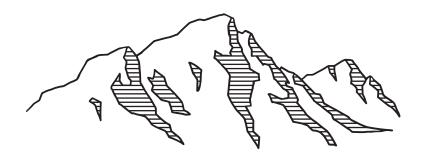# *The* CHARLOTTE MASON
ELEMENTARY ARITHMETIC

SERIES PLACEMENT GUIDE

IN WHICH BOOK SHOULD I START?

While it's difficult for a written test to determine whether a child possesses a true understanding rather than a mechanical working of the math concepts presented, these questions can serve as a guide in determining placement within *The Charlotte Mason Elementary Arithmetic Series.*

1. **Look through the three groups on the following pages** and select one that you think your student will be able to work with confidence, ease, and understanding.

2. **Sit with your student and present** each problem in that group orally or in writing, so you can accurately discern that child's comfort level with the arithmetic concepts. Students may work answers either orally or in writing.

3. **Make note** of the point at which your student demonstrates a lack of confidence, ease, or understanding.

4. **Check the Placement Key** on the final page and look for the corresponding point on the chart to see where to begin in the series.

Note: There are no prerequisites for beginning Book 1 other than the child's maturity/readiness to begin formal lessons, usually around age 6 or 7.

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GROUP A

Manipulatives, or concrete objects, may be used to find the answers in this group. (Answers are given in the gray boxes.)

1. Have your child read these numbers as you write them: *51* (fifty-one), *4* (four), *73* (seventy-three), *12* (twelve), *89* (eighty-nine), *16* (sixteen), *30* (thirty), *41* (forty-one), *95* (ninety-five), *28* (twenty-eight).

2. Have your child write these numbers in a column on grid paper, keeping the proper place value, while you dictate: eleven (*11*), sixty-four (*64*), eight (*8*), thirteen (*13*), fifty-seven (*57*), twenty (*20*).

3. Write the number *18*. Ask your child to tell how many in the tens place and how many in the units place. (1 ten and 8 units)

4. Write the number *70*. Ask your child to tell how many in the tens place and how many in the units place. (7 tens, 0 units)

5. Count out 7 beads, buttons, or pennies and have your child show three different ways to make 7. (for example, 7 + 0, 1 + 6, 2 + 5, 3 + 4)

6. Tiffany read 3 pages aloud and her mother read 5 pages aloud. How many pages did they read aloud in all? (8 pages, because 3 + 5 = 8)

7. Daria has 18¢ and her brother has 37¢. How much have they altogether? (55¢, because 18 + 37 = 55)

8. Gabe has 24 colored pencils and 32 regular pencils. How many pencils has Gabe in all? (56 pencils, because 24 + 32 = 56)

9. Sadie and Carl must blow up 45 balloons for the birthday party. They have already blown up 29 balloons. How many more should they blow up? (16 balloons, because 45 – 29 = 16 or 29 + 16 = 45)

10. Simone had 64¢. After spending 24¢, how much had she remaining? (40¢, because 64 – 24 = 40 or 24 + 40 = 64)

GROUP B

Manipulatives, or concrete objects, should not be used to find the answers in this group. (Answers are given in the gray boxes.)

1. Have your child read these numbers as you write them: *361* (three hundred sixty-one), *740* (seven hundred forty), *912* (nine hundred twelve).

2. Point to the number *912*. Ask your child to tell how many in the hundreds place and how many in the tens place. (9 hundreds and 1 ten)

3. Have your child write these numbers in a column on grid paper, keeping the proper place value, while you dictate: four hundred seventy-three (*473*), thirty-four (*34*), five hundred sixteen (*516*), nineteen (*19*), eight hundred nine (*809*).

4.   372
   + 219
      591

5.   826
   − 538
      288

6. What is 7 × 100? (700)

7. What is 8 × 1000? (8,000)

8. How many 5s in 30? (6)

9. How many 3s in 12? (4)

10. How many gum balls at 5¢ each can you buy for 45¢? (9 gum balls)

GROUP C

Answers should be written, or dictated for the parent to write, unless otherwise noted. Manipulatives, or concrete objects, should not be used to find the answers in this group. (Answers are given in the gray boxes.)

1. Have your child read these numbers as you write them: *4,039* (four thousand thirty-nine); *2,761* (two thousand seven hundred sixty-one); *9,580* (nine thousand five hundred eighty).

2. Have your child write these numbers in a column on grid paper, keeping the proper place value, while you dictate: three thousand two hundred (*3,200*); seven thousand five hundred twelve (*7,512*); one thousand forty-five (*1,045*).

3. A museum library has 647 handicraft books and 1,053 art books. How many books does it have altogether?

$$
\begin{array}{r}
647 \\
+\ 1053 \\
\hline
1700 \text{ books}
\end{array}
$$

4.
$$
\begin{array}{r}
7346 \\
-\ 2283 \\
\hline
5063
\end{array}
$$

5.
$$
\begin{array}{r}
16 \\
\times\ \ 7 \\
\hline
112
\end{array}
$$

6.
$$
\begin{array}{r}
28 \\
\times\ 29 \\
\hline
812
\end{array}
$$

7. $5\overline{)\$18.70}$ quotient $\$3.74$

8. $3\overline{)\$21.15}$ quotient $\$7.05$

9. If you have 24 dollars and want to give $\frac{1}{4}$ away, how much would you give? ($6)

10. If a person drinks 4 cups of water, how many ounces of water is that? (32 oz.)

11. If you have 18 inches of string and cut it into 3 equal parts, how long will each part be? (6 inches)

PLACEMENT KEY

If this key places your student partway through a book, we recommend that you back up a few pages earlier than listed—to a section where your student feels confident—and start there to build positive momentum.

If your student worked with confidence, ease, and understanding	Start in *The Charlotte Mason Elementary Arithmetic Series* at
Group A	
none	Book 1, the beginning
#1–2	Book 1, the beginning
#1–6	Book 1, page 71, Eleven through Nineteen
#1–10	Book 2, the beginning
Group B	
none	Try Group A
#1–3	Book 2, page 133, Addition with Larger Numbers
#1–4	Book 2, page 173, Subtraction with Larger Numbers
#1–5	Book 2, page 193, Formal Introduction of Multiplication
#1–10	Book 3, the beginning
Group C	
none	Try Group B
#1–2	Book 3, page 39, Addition with Larger Numbers
#1–3	Book 3, page 59, Subtraction with Larger Numbers
#1–4	Book 3, page 81, Multiplication
#1–6	Book 3, page 133, Division
#1–8	Book 3, page 165, Fractions
#1–9	Book 3, page 183, Weights and Measures
#1–11	(beyond Book 3)