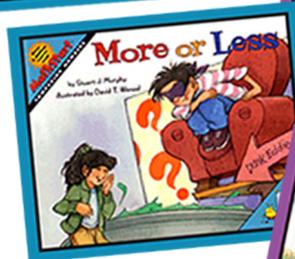
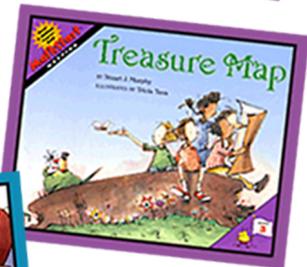
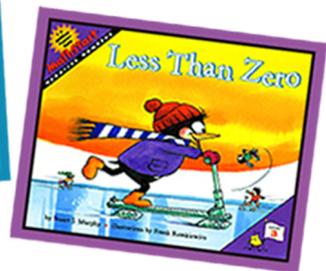
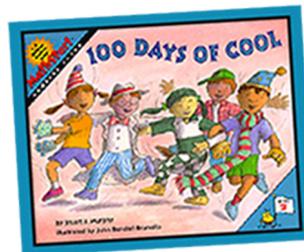
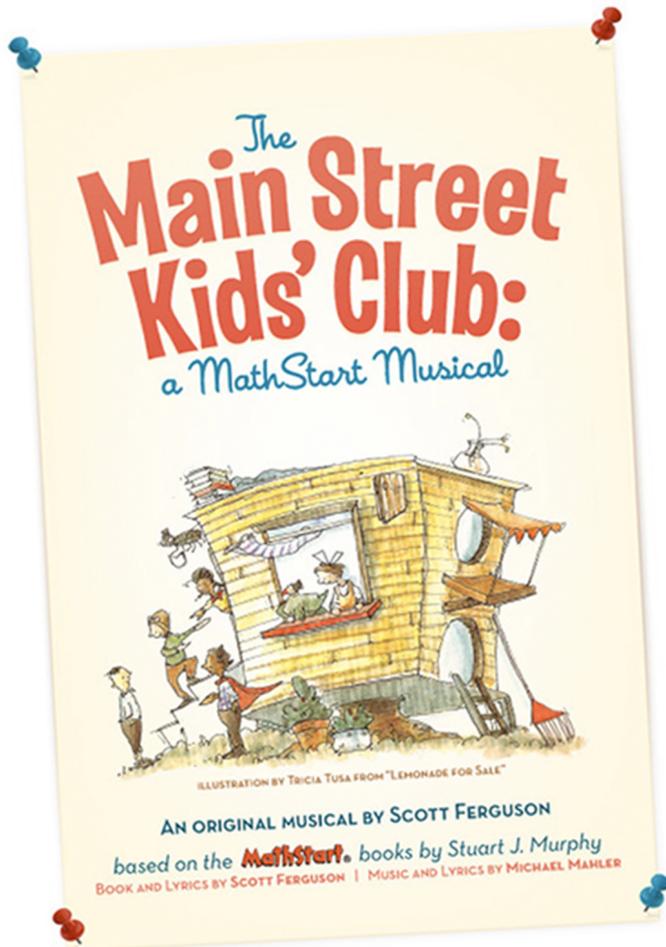
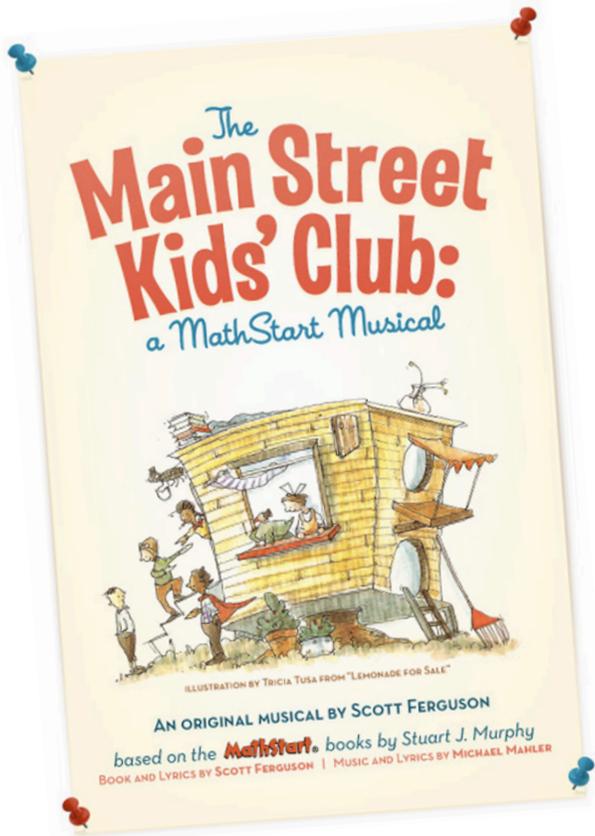


Stuart J Murphy 

# Activities from the Books of “The Main Street Kids’ Club” a MathStart musical





## IT'S SHOWTIME!

A musical based on **MathStart** books?! YES! The amazingly talented Scott ("Schoolhouse Rock Live!") Ferguson—wove together six of my stories to create an original tale of adventure, mystery, friendship and, of course, math.

Scott collaborated on the lyrics with Michael Mahler, who composed a toe-tappingly wonderful score. Get out your dancing shoes!

Story + Music + Math = The Main Street Kids' Club, where cool is the rule, and every day is an adventure!

As one second-grader put it "It's rad!" giving the show two thumbs up!

*Start*

\* For more information about the MSKC—and to hear some music clips—visit [MainStreetKidsClub.com](http://MainStreetKidsClub.com)!

## LICENSE A PRODUCTION!



For information on licensing a production contact **Music Theatre International (MTI)**, call 212-541-4684 or email [licensing@mtishows.com](mailto:licensing@mtishows.com)

We have developed two scripts: one for 6 actors, perfect for children's and community theatres, and another for 5 actors, designed for touring productions.

We also encourage high school theatre departments to consider taking a license and touring the show to district elementary schools.

## BOOK A PERFORMANCE!



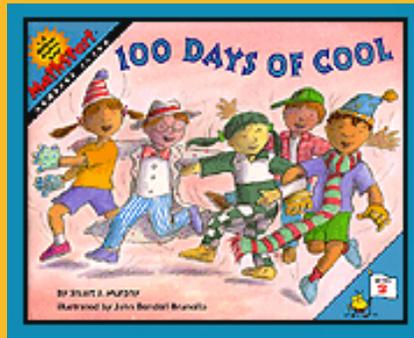
For information on booking a performance by Scott Ferguson's **Threatrebam Chicago**, call 773-465-8668 or email [theatrebam@mac.com](mailto:theatrebam@mac.com)



## BUY BOOKS!

MathStart books are available through many booksellers (although you may need to special order—it's hard to keep all 63 titles in stock!) Several educational catalogs also carry the series: [MathStart Booksellers & Educational Distributors list](#).

For large orders (MSKC is perfect for school or PTA-sponsored Family Math Nights!) contact **HarperCollins Customer Service** at 800 242-7737 or 800 242-4090.



**Understanding the concept of 100 is a benchmark for children as they become familiar with percentages and place value.**

**Story Description**

When Mrs. Lopez tells her class that they're going to celebrate "100 Days of School," Maggie hears "100 of Days of Cool" instead. Mrs. Lopez thinks that's a great idea, too. So for the next 100 days, Maggie, along with her buddies Nathan, Yoshi, and Scott, come up with 100 different ways to be cool. They wear funny glasses, fancy socks, decorate their bikes, even dress up in cloths from the wacky 1970s.

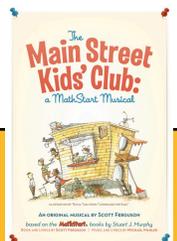
A number line is used to keep track of their progress.

Illustrated by John Bendall-Brunello.



**Activities**

- Make a number line similar to the one shown in the book on a long, thin sheet of paper. Fold the number line in half and in half again. Use the folds to show how day 25 is  $\frac{1}{4}$  of the way to 100, day 50 is halfway, and day 75 is  $\frac{3}{4}$  of the way.
- Look at a calendar with your child or students. Starting on January 1, find the 100th day of the year. Together, make a guess in which month the day will fall. What day of the week will it be? Then see if you got it right. Try the same thing again, this time counting from today's date or from a child's birthday to find the 100th day.
- Give your child or a group of students a set of dominos. Have them try to make "trains" (lines of matching dominos) with exactly 100 dots. How many trains can they make?





## Map-reading uses several mathematical skills, including interpreting symbols and understanding scale and direction

### Story Description

Buried treasure! Matthew can't wait to tell his friends in the Elm Street Kids' Club about the cool map he found. It's over 50 years old and filled with clues that lead them to the new Wonderland Park. Petey the Parrot cheers them on as they try to make sense of dated directions.

The clues don't always match—a dirt path has now become a paved sidewalk and there's the mystery of what happened to the big old tree. But they finally find the "X" that marks the spot and start digging.

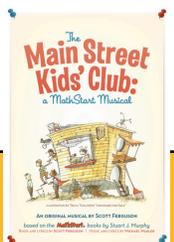
It's a time capsule! The kids decide to add their own treasures to surprise the next group of friends that finds the map. Even Petey contributes a loose tail feather.

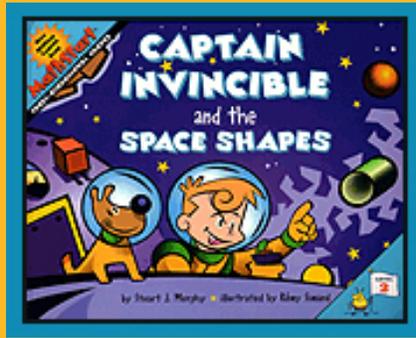
Illustrated by Tricia Tusa.



### Activities

- Help your child make a map of his or her room. The map should include a key that contains symbols or pictures of real items in the room. You can also make maps of your home, school, backyard, playground, or the neighborhood.
- On your next trip to the mall, help your child first locate where you are on the mall directory map. Then some favorite stores. Look at the key and discuss the meaning of various symbols. Ask your child to find the nearest restroom or restaurant using the map.
- Visit a site on the Internet that provides maps and directions. Help your child or students enter the school's address and that of a nearby park. Print the map and have the children trace the route. Do the directions show the same route the children usually use? What things other than street names does the map show?
- Ask the children in your class where they were born and note it on a map. How many were born in the same city? State? Country? Using an Internet map service, chart trips from school to each of the locations.





## Recognizing and classifying three-dimensional shapes is an important part of geometry

### Story Description

Sam—a.k.a. "Captain Invincible"—and his trusty space pooch Comet have their hands and paws full trying to navigate through the universe.

Meteor showers, flying saucers, and a "galactic beast" are some of the dangers lurking among the stars.

They have to push the right button—the cube, pyramid, cylinder, cone, sphere or rectangular prism—in order to land safely in...Sam's bedroom!

Illustrated by Rémy Simard.

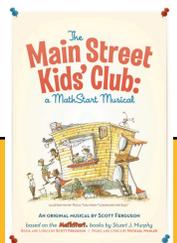


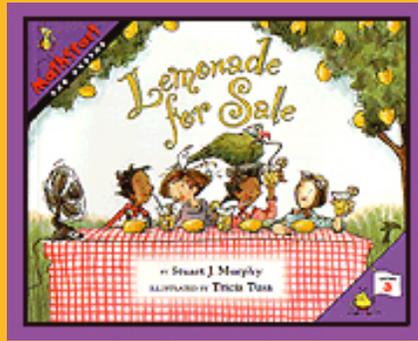
### Activities

Ask your child or students: "How is the square different from the other shapes in the same row on the instrument panel?" Then discuss the similarities and differences of all the shapes in the square row. Continue by discussing the circle row.

Have your child or students create their own spaceship using the six shapes found in the story. Shapes can be made out of construction paper, or use shapes found around the house to construct the spaceship (for example, a paper towel roll is a cylinder).

Make up riddles about the attributes of the various space shapes. For example: "I have six faces and they are all the same. Who am I?" (answer: A cube!) Let your child or students try to guess the answers. Encourage them to create their own for others to answer.





**Gathering, charting and comparing data is an important skill for assessing progress and making predictions**

**Story Description**

When members of the Elm Street Kids' Club decide to sell lemonade to raise money to fix up their clubhouse, they do it in style.

Dressed in special "lemon hats," with Petey the Parrot, the club mascot squawking, "Lemonade for Sale!," business booms at first. Sheri keeps track on a bar graph, plotting the number of cups sold against the days of the week. But sales drop quickly when Jed the Juggler comes to town.

What will the Elm Street kids do?

Illustrated by Tricia Tusa.



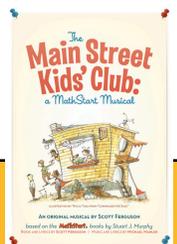
**Activities**

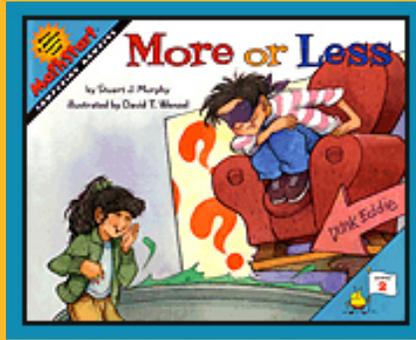
Read the story with your child or class and describe what is going on in each picture. Talk about the graphs that accompany the story. Ask questions such as: "On which day were more cups sold, Monday or Tuesday?" and "How many cups were sold on Wednesday?"

Talk about the different types of bar graphs that children may see. Those with bars that touch (A), or that show picture of the items being counted (B) are often included in school books. Those with space between the bars (C) often appear in magazines and newspapers. Collect examples of as many bar graphs as you can find and together discuss what information is being expressed.

Make graphs of things in the real world-children playing at the park, dogs that walk past your house, cars parked on the street, etc.-by counting them each day for a week. Do more children play at the park on the Monday or Saturday? How many cars are parked on the street on Tuesday morning? How many on Sunday morning? Does the number go up or down from day to day?

Set up your own lemonade stand with a group of friends and create a graph to keep track of the sales. On which day did you sell the most? The least? Show when sales were going up or down.





**Comparing numbers is an important part of the understanding the mathematical concepts of "greater than" and "less than," and for developing skills for making logical guesses**

**Story Description**

Mr. Shaw, the principal of Bayside School is retiring, so all the students and teachers, and family and friends are having a picnic in his honor.

There are lots of game booths, and the most popular is "Let Eddie Guess Your Age!" Eddie, blind-folded and sitting on a chair over a large tub of water, can figure out how old someone is by asking a few key questions: "Is your age less than 10?" "Yes." "More than 7?" "Yes." "It is an even number?" "No." "Then you're 9 years old," says Eddie triumphantly.

If Eddie has to ask more than 6 questions, he gets dunked.

Find out whether Eddie can swim!

Illustrated by David T. Wenzel.

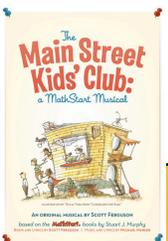


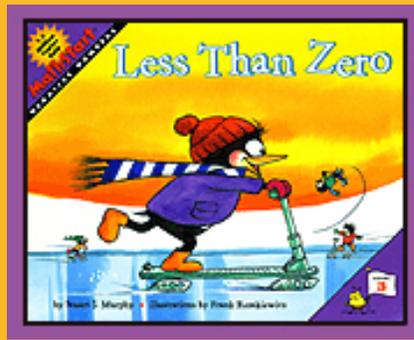
**Activities**

Tell your child or students that you are thinking of a number between 10 and 20. As the children make guesses, indicate whether each guess is more than or less than the correct answer. Encourage them to find the number in three guesses. Then trade places: Have your child, or one of your students, think of a number and have everyone else make guesses. Have the child say whether each guess is more than or less than the correct number.

Write out clues for a specific number. For example: "More than 50; less than 60; more than 55; less than 58; an odd number.) Give your child or students the first two clues and ask them write down all the possible numbers. One by one, give more clues. Have the children cross out numbers that are no longer possible until they find the secret number.

Number Sequence Card Game: Make 12 cards, each with a number and the "greater than" or "less than" sign (for example, " $< 12$ ", " $> 14$ "), and another 12 cards that have only a number on them. Mix up each set of cards into two separate stacks and turn them face down. The first player turns up two cards, one from each stack. If the player can arrange them to make a true number sentence, such as  $14 < 30$ , the player gets to keep the cards and goes again. If not, the cards are put back face down and the next player takes a turn. The player with the most cards at the end wins.





**The introduction of negative numbers extends a child's knowledge of the number system and is an important concept in algebra**

**Story Description**

It is so much fun to be a penguin—especially when you can swirl around on your very own ice scooter.

Perry really wants one, but they cost 9 clams and he doesn't have a clam to his name. Then mom pays him 4 clams to trim the ice in front of their house. Perry decides to make a chart to track his savings. So far, so good!

But then he goes to the Ice Circus with Fuzzy and it costs 5 clams. Fuzzy lends him the extra clam and now Perry is in debt and has to mark his chart at “-1.” When Baldy loans him 2 clams for a Fishy Float, the total dips even further, to “-3.”

Will Perry be able to climb out of negative number territory, pay back his friends, and make enough money for a scooter? Good thing there's always plenty of snow to shovel!

Illustrated by Frank Remkiewicz.

**Activities**

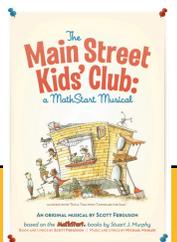
After reading the story, return to the graphs. Have your child or class retell the story by looking at the graphs to see what happened to Perry's clams.

Create a number line that includes numbers from -4 to 10 on a long sheet of paper. As you reread the story, keep track of Perry's clams by using a marker on the number line (a button or a penny will also work). Start with the marker on zero. When Perry gains some clams, move the marker to the right to reach the correct number. When Perry spends or loses his clams, move the marker to the left to change the number. After each move, ask, "How many clams does Perry have now?"

Have your child or students write down the amount each receives for an allowance in a notebook. Then have them keep a running account of the money they spend. Discuss what could happen if they wanted to make a purchase after the allowance was all spent.



[MathStart.net](http://MathStart.net) / [MainStreetKidsClub.com](http://MainStreetKidsClub.com)



# Read all 63 Books!



MathStart.net

Stuart J Murphy 

## Level 1 Books / Ages 3+

**Beep Beep, Vroom Vroom!**  
*Pattern Recognition*

**The Best Bug Parade**  
*Comparing Sizes*

**Bug Dance**  
*Directions*

**Circus Shapes**  
*Recognizing Shapes*

**Double the Ducks**  
*Doubling Numbers*

**Every Buddy Counts**  
*Counting*

**The Greatest Gymnast of All**  
*Opposites*

**Henry the Fourth**  
*Ordinals*

**A House for Birdie**  
*Understanding Capacity*

**It's About Time**  
*Hours*

**Jack the Builder**  
*Counting On*

**Just Enough Carrots**  
*Comparing Amounts*

**Leaping Lizards**  
*Counting by 5s and 10s*

**Mighty Maddie**  
*Comparing Weights*

**Missing Mittens**  
*Odd and Even Numbers*

**Monster Musical Chairs**  
*Subtracting One*

**One...Two...Three...Sassafras!**  
*Number Order*

**A Pair of Socks**  
*Matching*

**Rabbit's Pajama Party**  
*Sequencing*

**Seaweed Soup**  
*Matching Sets*

**3 Little Firefighters**  
*Sorting*

## Level 2 Books / Ages 6+

**Animals on Board**  
*Adding*

**The Best Vacation Ever**  
*Collecting Data*

**Bigger, Better, Best!**  
*Area*

**Captain Invincible & the Space Shapes**  
*3-Dimensional Shapes*

**Coyotes All Around**  
*Rounding*

**Elevator Magic**  
*Subtracting*

**A Fair Bear Share**  
*Regrouping*

**Get Up and Go!**  
*Timelines*

**Give Me Half!**  
*Understanding Halves*

**Let's Fly a Kite**  
*Symmetry*

**Mall Mania**  
*Addition Strategies*

**More or Less**  
*Comparing Numbers*

**100 Days of Cool**  
*Numbers 1 - 100*

**Pepper's Journal**  
*Calendars*

**Probably Pistachio**  
*Probability*

**Racing Around**  
*Perimeter*

**Same Old Horse**  
*Making Predictions*

**Spunky Monkeys on Parade**  
*Counting by 2s, 3s, 4s*

**The Sundae Scoop**  
*Combinations*

**Super Sand Castle Saturday**  
*Measuring*

**Tally O'Malley**  
*Tallying*

## Level 3 Books / Ages 7+

**Betcha!**  
*estimating*

**Dave's Down to Earth Rock Shop**  
*Classifying*

**Dinosaur Deals**  
*Equivalent Values*

**Divide and Ride**  
*Dividing*

**Earth Day Hooray!**  
*Place Value*

**Game Time!**  
*Time*

**The Grizzly Gazette**  
*Percentage*

**Hamster Champs**  
*Angles*

**Jump, Kangaroo, Jump!**  
*Fractions*

**Lemonade for Sale**  
*Bar Graphs*

**Less Than Zero**  
*Negative Numbers*

**The Penny Pot**  
*Counting Coins*

**Polly's Pen Pal**  
*Metrics*

**Ready, Set, Hop!**  
*Building Equations*

**Rodeo Time**  
*Reading a Schedule*

**Room for Ripley**  
*Capacity*

**Safari Park**  
*Solving for Unknowns*

**Shark Swimathon**  
*Subtracting 2-digit Numbers*

**Sluggers' Car Wash**  
*Dollars and Cents*

**Too Many Kangaroo Things to Do!**  
*Multiplying*

**Treasure Map**  
*Mapping*



MATH = FUN!

Stuart J Murphy 



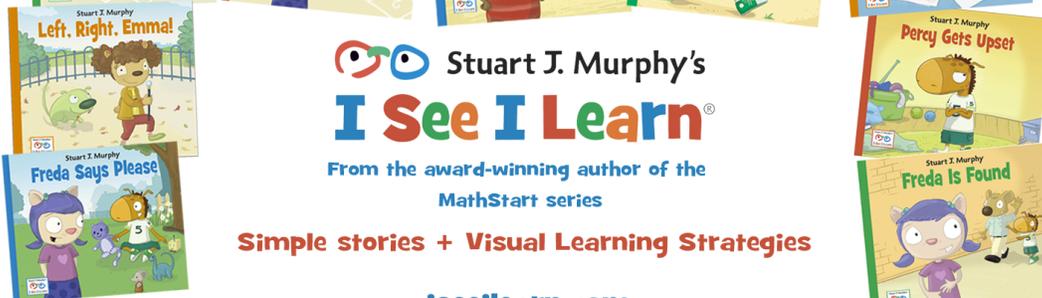
Hello,

Did you know I have another children's series? Just like MathStart, **Stuart J. Murphy's I See I Learn** books combine simple stories and visual learning strategies. The focus is on teaching social, emotional, health and safety, and cognitive skills to children in Pre-K, Kindergarten and First Grade.

Come meet Freda, Percy, Emma, Ajay, Camille, Carlos and their wonderful teacher, Miss Cathy. And don't forget to give Pickle a pat on the head!

Woof!

Start



For happier, healthier, more confident children

