



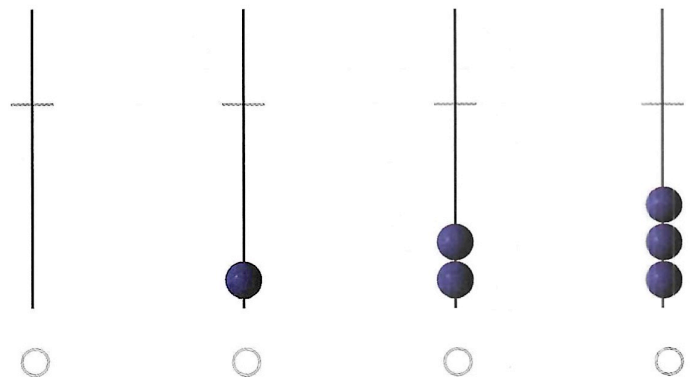
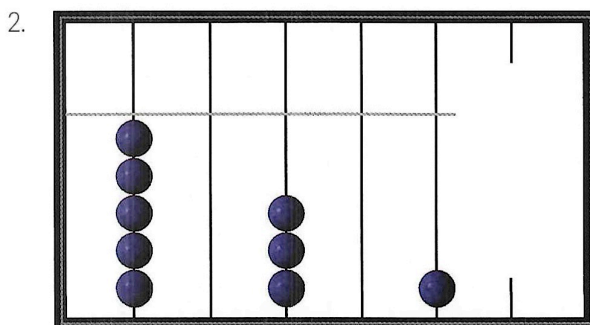
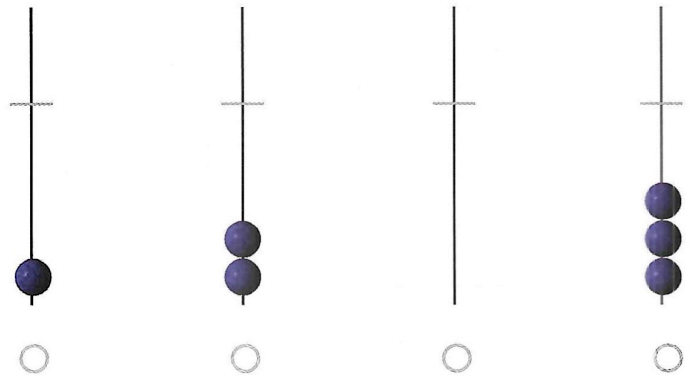
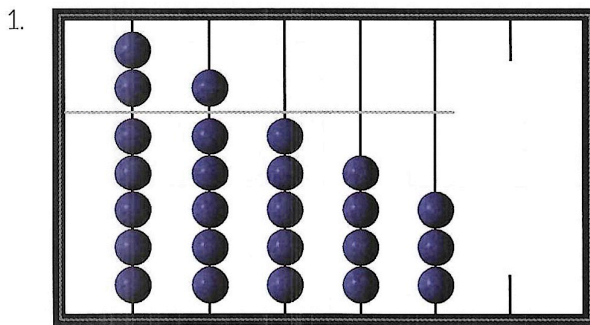
LET'S HELP MAX WITH NUMBER PUZZLES.

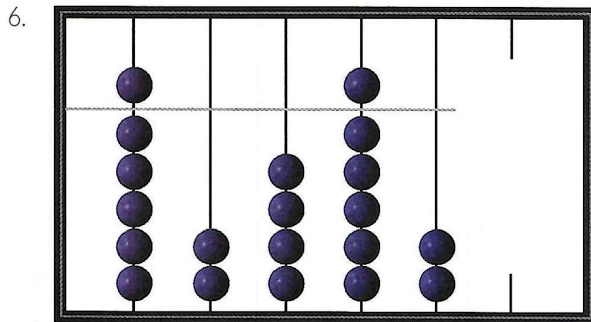
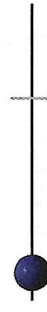
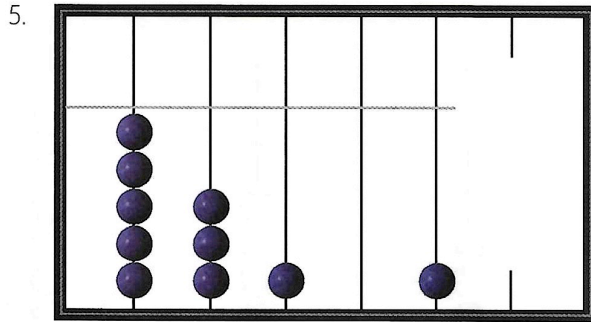
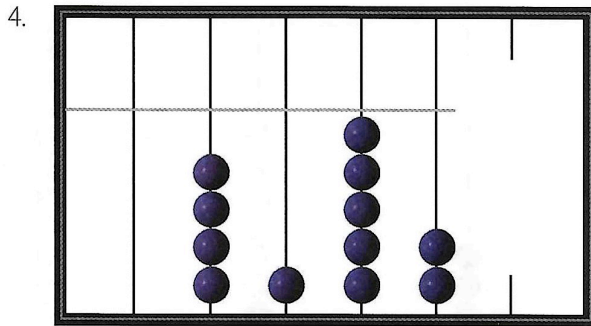
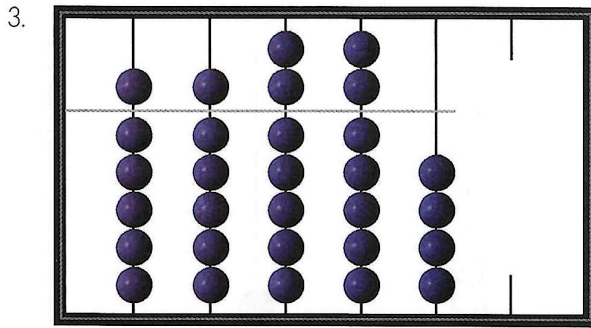
Section explanation: An abacus is a toy with rods and beads that is used for counting. Here, the final rod of the abacus is missing. Before the missing rod, the rods of the abacus have a pattern. Have your child look closely at these to determine the pattern. (S)he will then need to select which rod would finish the pattern. Make sure your child carefully and correctly counts the number of abacus beads. Note that some answer choices do not have any beads. This equals "0". The gray line on some rods is to facilitate counting. (Here, the questions with bead counts greater than five have these after the fifth bead.) Due to the complexity of this question type, we have included detailed directions for the first question.

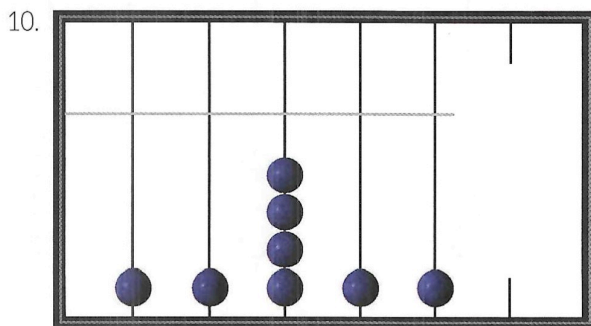
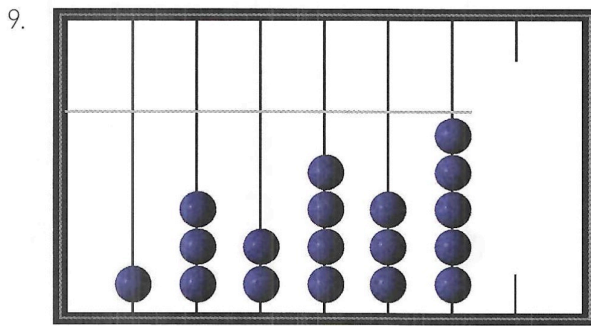
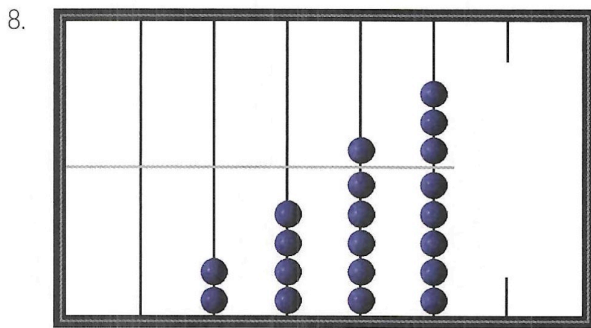
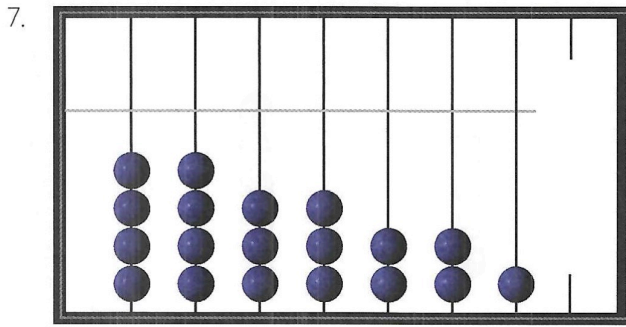
Directions for first question: Here's an abacus. The "circles" on the abacus are beads. These beads are on rods. The beads in the first five rods have made a pattern. Look at the last rod on the abacus. The beads on this rod are missing. Next to the abacus are four rods. These are the answer choices. Choose which rod would go in the place of the last rod in order to complete the pattern. Let's look at the abacus. We see 7 beads, then 6 beads, then 5 beads, then 4 beads, then

3 beads. Do you see a pattern? On each rod, one bead gets taken away. What would go after the rod with 3 beads? If one bead gets taken away each time, what would go after 3 beads? The last rod on the abacus is missing. What rod goes here to finish the pattern? (Look at each answer choice.) It is the rod with 2 beads.

Directions for the rest: Which rod would go in the place of the missing rod to finish the pattern?









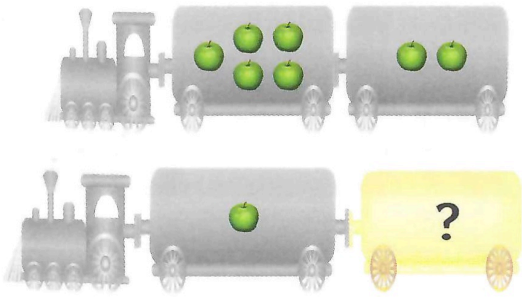
MAX NEEDS YOUR HELP AGAIN!

Section explanation: Here are two trains, one on the top and one on the bottom. Each train must have the same total number of things. Your child needs to figure out which answer choice would go in place of the car(s) with the question mark. The train on the top must have the same total number of things as the one on the bottom. Make sure your child carefully and correctly counts the number of things (presents or fruit, in these questions). Due to the complexity of this question type, we have included detailed directions for the first question.

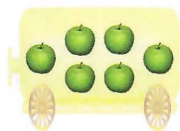
Directions for first question: Look at the first train, the one on the top. It has 5 apples in the left train car and 2 apples in the right train car. Let's count the total number of apples in the top train. It's 7. Look at the train on the bottom, the second train. This train has 1 apple. You need to put a train car in place of the train car that has a question mark so that the second train has the same number of apples as the other train. Which train car should you choose so that the second train has 7 apples all together? It would be the train car that has 6 apples. One plus six equals seven. Now the two trains would have the same number of apples.

Directions for the rest: Which train car should you choose so that the second train has the same number of things as the first?

1.



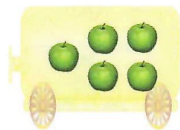
A



B

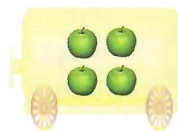
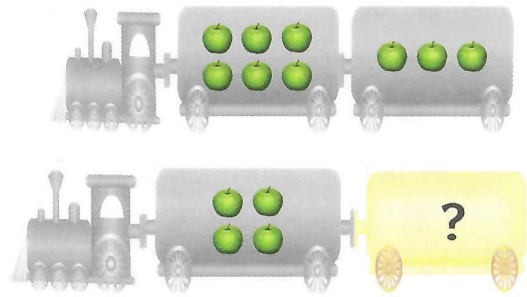


C

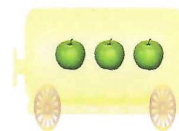


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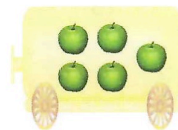
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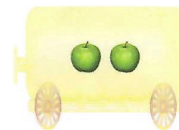
A



B

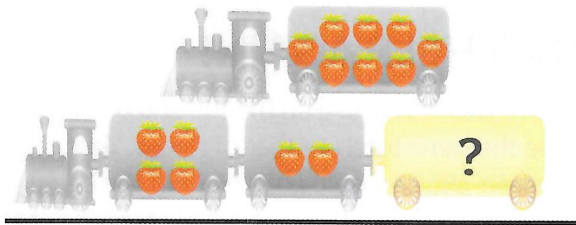


C



D

3.



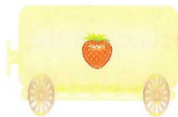
(A)



(B)

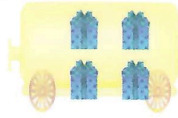
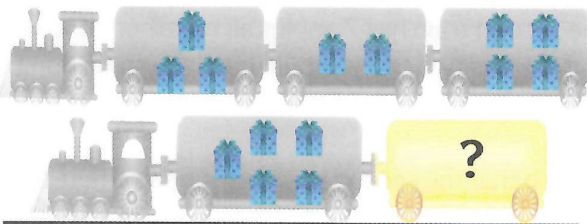


(C)

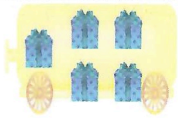


(D)

4.



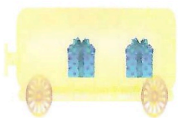
(A)



(B)

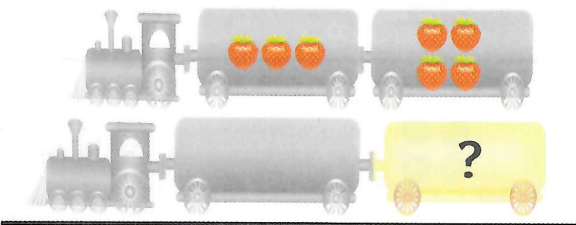


(C)



(D)

5.



(A)



(B)

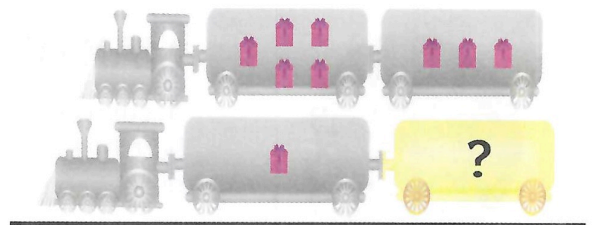


(C)

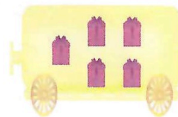


(D)

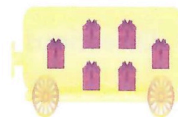
6.



(A)



(B)

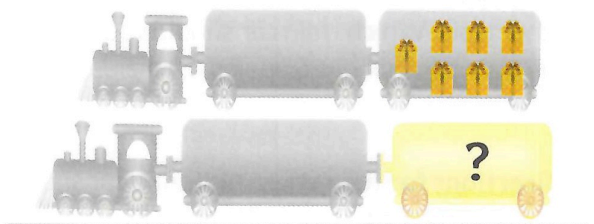


(C)



(D)

7.



(A)



(B)

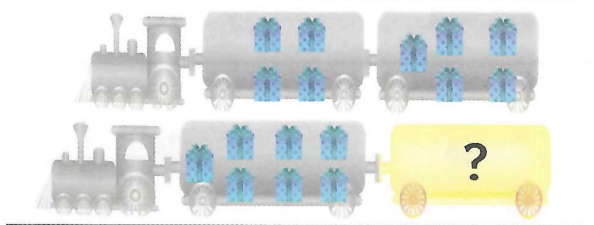


(C)



(D)

8.



(A)



(B)



(C)



(D)





Directions for #9: Look at the train on the top. Let's count the number of presents. It's 4. Look at the train on the bottom. Let's count the number of presents. It's 5. You need to put a train car in place of the train car that has a question mark so that the second train has the same number of presents as the other train. One present must be taken away from the second train. Look at the answer choices. If something has an "X" on it, that means that it is taken away from the train. If you need to take away one present, which one would you choose? It would be the one present with the "X" on it.

Directions for the rest: Which train car should you choose so that the second train has the same number of things as the first?

9.

9. A top train has 4 yellow presents. A bottom train has 5 yellow presents and a yellow car with a question mark. Below are four options (A, B, C, D) for the missing car:

- (A) 2 yellow presents and 2 'X' marks.
- (B) 3 yellow presents and 2 'X' marks.
- (C) 1 yellow present and 1 'X' mark.
- (D) 4 yellow presents and 4 'X' marks.

11.

11. A top train has 4 yellow presents. A bottom train has 5 yellow presents and a yellow car with a question mark. Below are four options (A, B, C, D) for the missing car:

- (A) 2 yellow presents and 2 'X' marks.
- (B) 3 yellow presents and 2 'X' marks.
- (C) 1 yellow present and 1 'X' mark.
- (D) 4 yellow presents and 4 'X' marks.

10.

10. A top train has 3 purple presents. A bottom train has 4 purple presents and a yellow car with a question mark. Below are four options (A, B, C, D) for the missing car:

- (A) 1 purple present and 1 'X' mark.
- (B) 0 purple presents and 0 'X' marks.
- (C) 2 purple presents and 2 'X' marks.
- (D) 4 purple presents and 4 'X' marks.

12.

12. A top train has 2 purple presents. A bottom train has 4 purple presents, 2 'X' marks, and a yellow car with a question mark. Below are four options (A, B, C, D) for the missing car:

- (A) 0 purple presents and 0 'X' marks.
- (B) 1 purple present and 0 'X' marks.
- (C) 2 purple presents and 0 'X' marks.
- (D) 1 purple present and 3 'X' marks.

MAY NEEDS A HAND WITH NUMBER GAMES!



Section explanation: Number analogies questions are similar to the other analogies earlier in this book. Here, however, the top set of boxes and the bottom set of boxes must have the same type of quantitative relationship. Your child must figure out which one of the answer choices would go in the empty box with the question mark to complete the mathematical analogy.

Pay special attention to questions 11, 12, and 13, as these involve doubling/halving of a group of objects and not the typical addition and subtraction of earlier questions.

Due to the complexity of this section, we have included detailed directions for the first question.

Directions for first question: The top boxes belong together in some way. Look at the top box on the left - there are 8 hats. Look at the top box on the right - there are 3 hats. What has changed between the picture on the left and the picture on the right? We need to come up with a "rule" to describe what has happened. The right box has 5 less hats than the left box. Five hats were taken away to get the number of hats in the right box. Next, let's look carefully at the boxes in the bottom row. The first box has 7 hats. The second box is empty. Look carefully at the row of pictures next to the boxes. Which one of these goes in the empty box? The answer is "2 hats." On the bottom row, the first choice has 2 hats.

Directions for the rest: Which answer choice would go inside the empty box at the bottom?

1.

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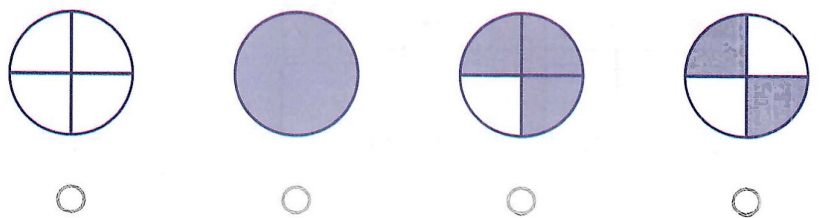
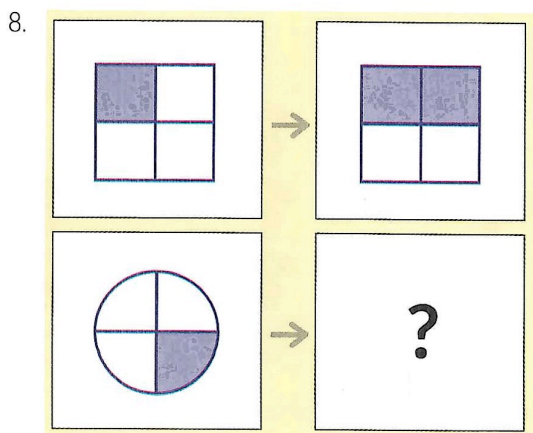
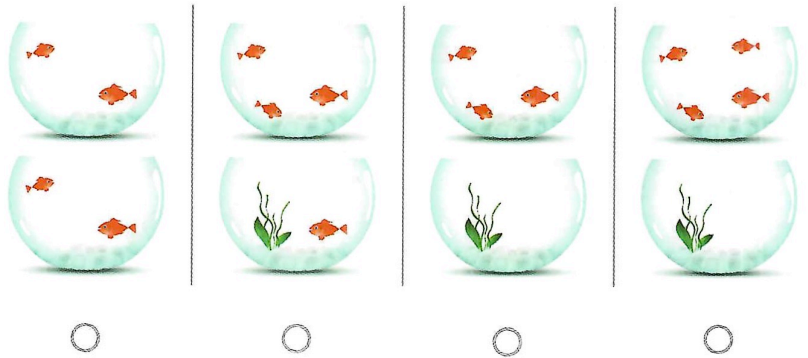
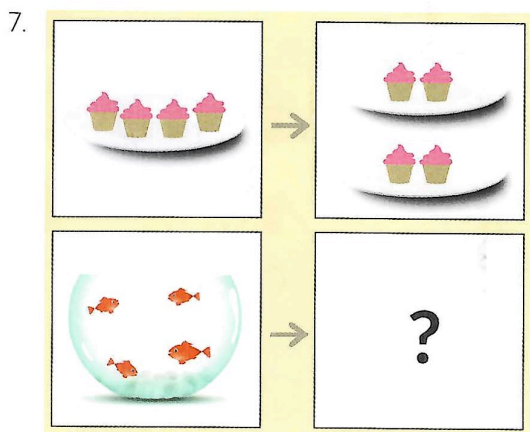
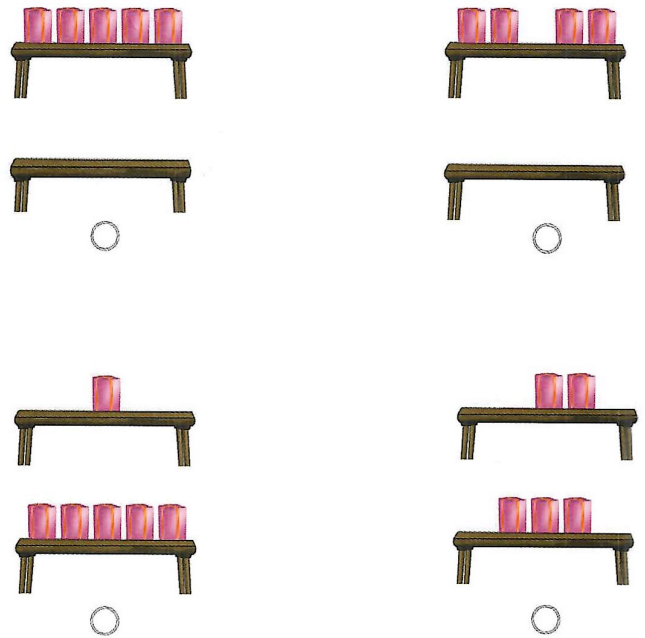
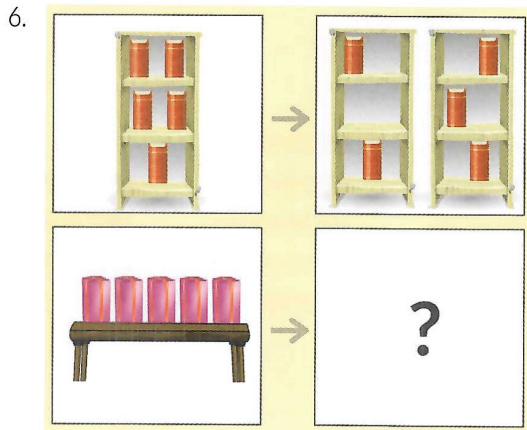
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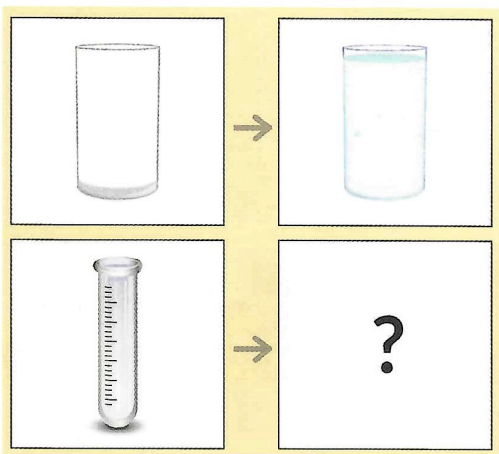
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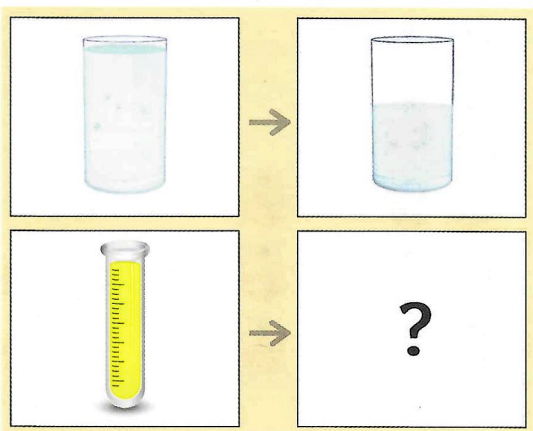
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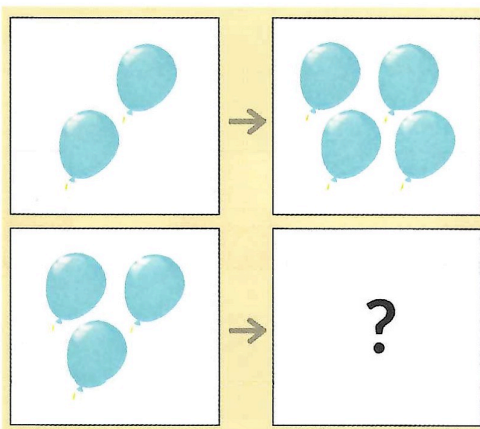
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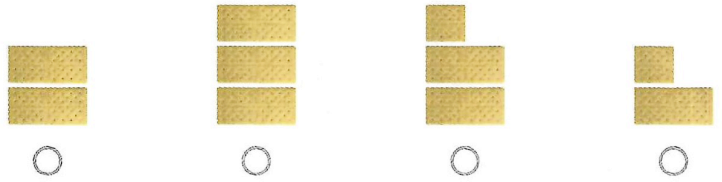
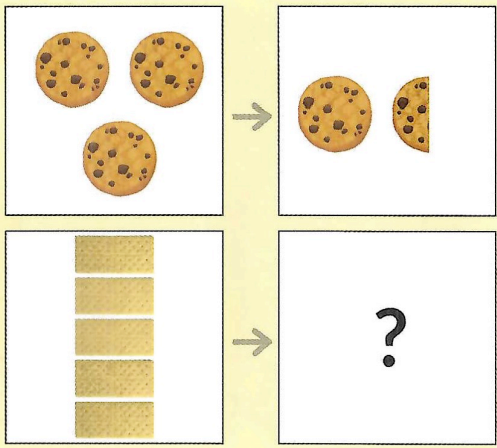
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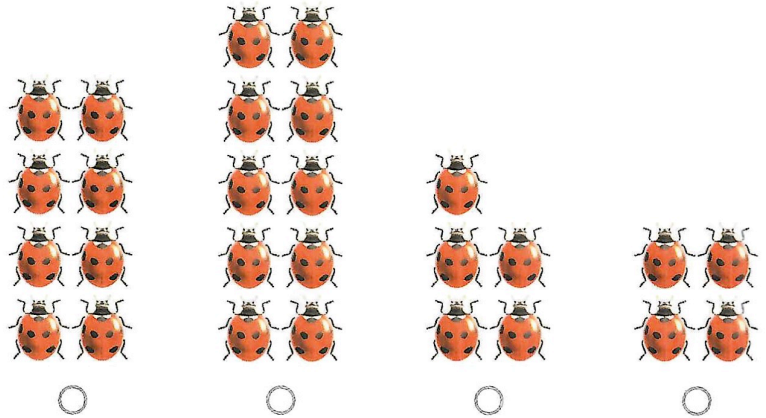
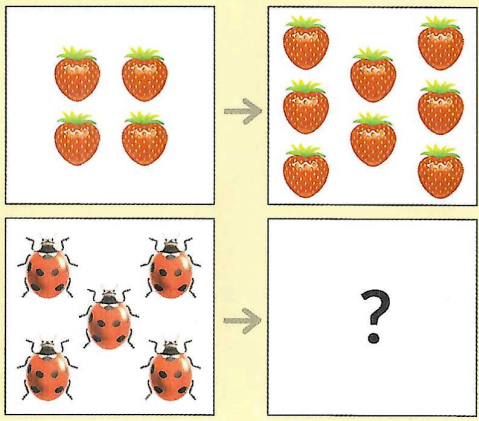
11.



12.



13.



14.

