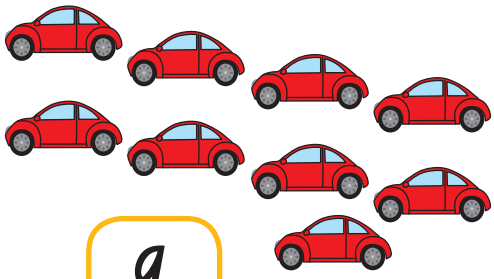
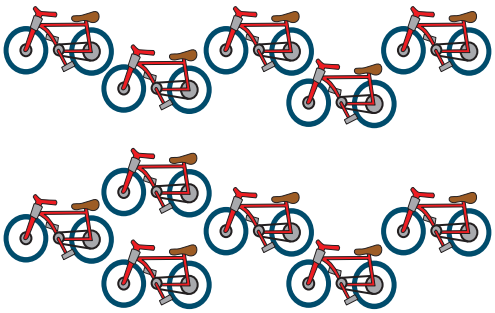
Transport teens

'Teen' means ten more – for example, 'nineteen' means 10 more than 9.

1 Count and write the number.



9

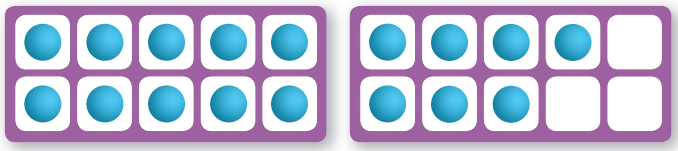


11

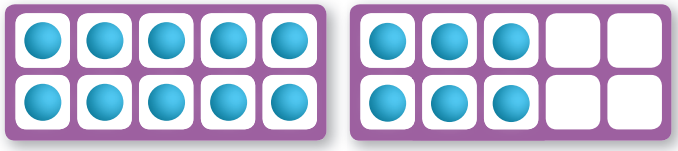
2 Write the number that comes before and after each of these numbers.

2 3 4	6 7 8	8 9 10
12 13 14	16 17 18	18 19 20

3 Draw more counters in the tens frames to show the number underneath.



17



16

Discuss with your group how you can use tens frames to help you count more quickly.

Which number is less than 17 and more than 15?

How many numbers are between 11 and 16?

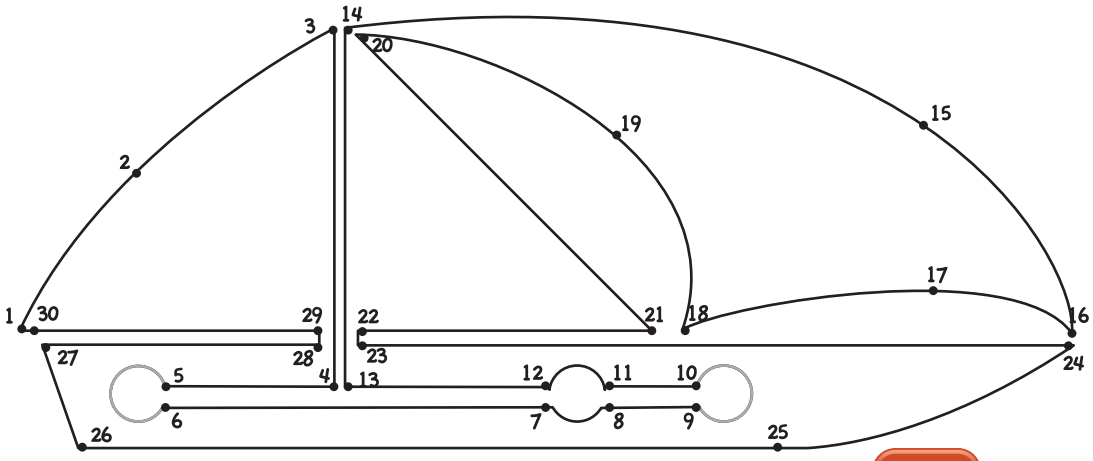
MiB 1 Cards 2&3

ISBN: 978-0-521-74529-1

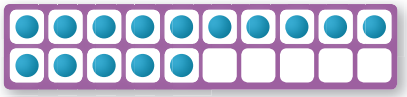
Cambridge University Press

Dotty numbers

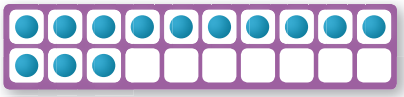
1 Join the dots to make a picture.



2 How many dots? Write the numerals and number names in words.

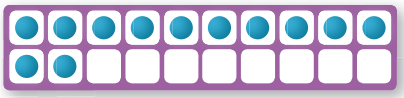


15 fifteen



13 thirteen

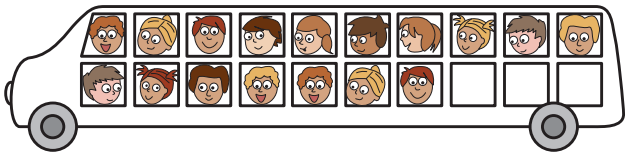
15 fifteen



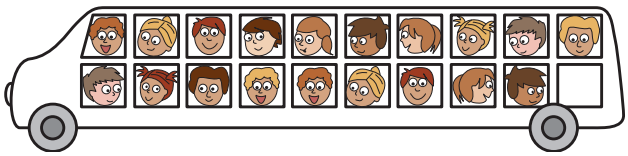
12 twelve

Did you find a quick way of counting? Why is the first digit of all these numbers a one?

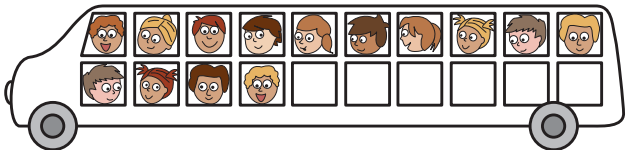
3 Count the students in each bus. Write the numerals and the number names in words.



17 seventeen



19 nineteen

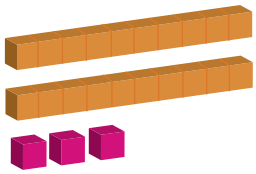


14 fourteen

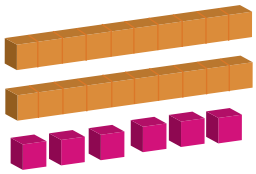
ISBN: 978-0-521-74529-1

Two-digit numbers

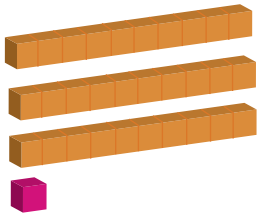
1 Write how many tens and ones are in each group.



2 tens
3 ones



2 tens
6 ones



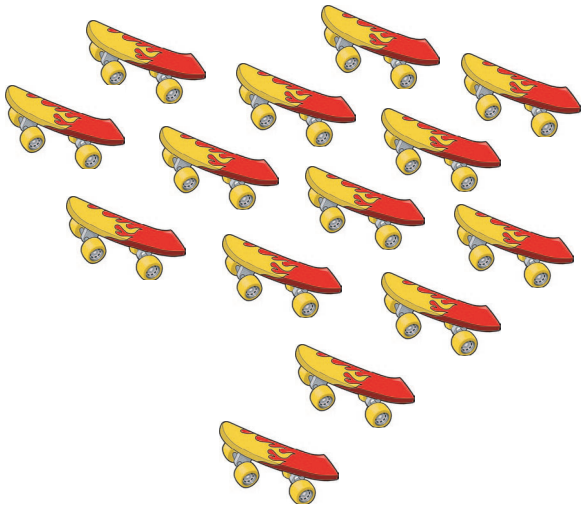
3 tens
1 ones

2 tens
0 ones

Circle the group with the least number of materials.

2 Count the objects and write how many. Circle groups of ten to help you.

25



14

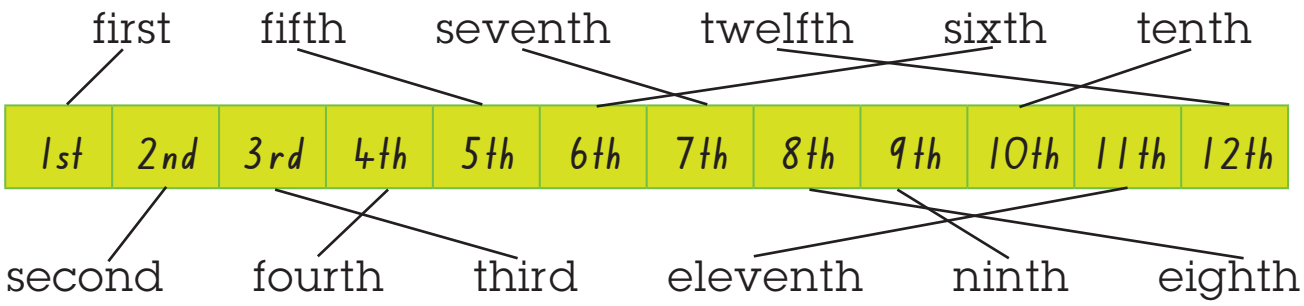
3 How many groups of 10 in 46? 4

MiB 1 Card 19

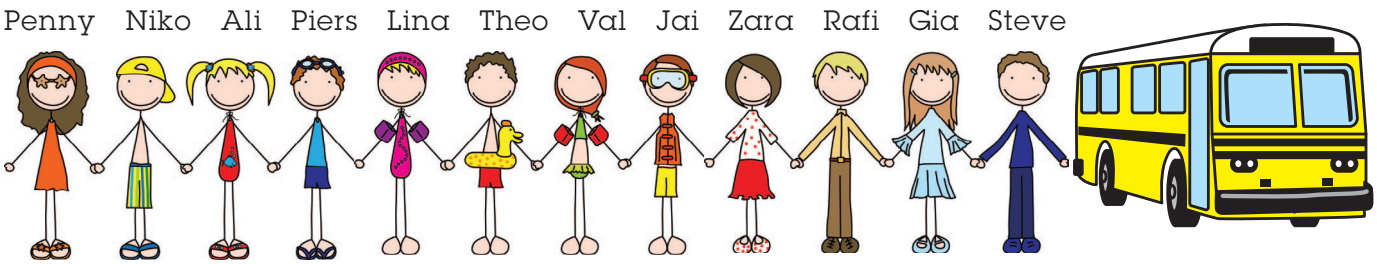
ISBN: 978-0-521-74529-1

Ordinal numbers

1 Draw a line from each ordinal number in words to its abbreviation.



2 These students get onto a bus. Steve is first in line.



a Which student will get onto the bus:

3rd? Rafi

7th? Theo

10th? Ali

12th? Penny

b Write the ordinal number that shows the position of:

Piers 9th

Val 6th

Theo 7th

Gia 2nd

Which ordinal numbers would be needed if your whole class got on the bus?

MiB 1 Cards 6, 7, 14

ISBN: 978-0-521-74529-1

Counting by 10s

1 Colour every tenth number.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Discuss the pattern you have made. What number would come next?

Write the numbers you have coloured, in order.

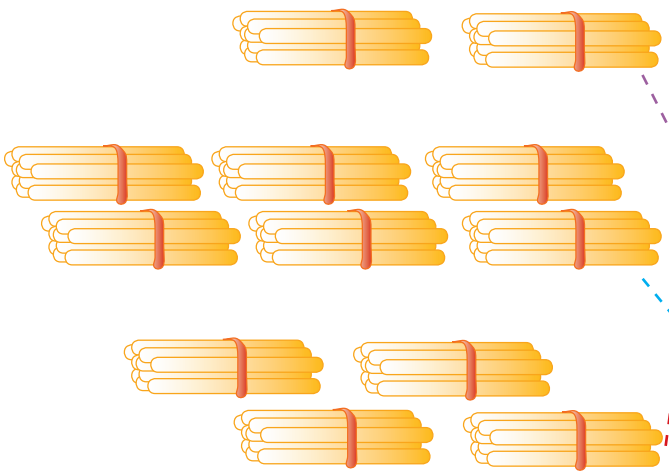
Counting forwards 10, 20, 30, 40, 50

2 Count by tens and write the totals.

40, 50, 60 Total = 210

50, 60, 70, 80 Total = 460

3 Draw different coloured lines to match these groups. The first one has been done for you.



4 tens

2 tens

6 tens

60

40

20

MiB 1 Card 28

ISBN: 978-0-521-74529-1

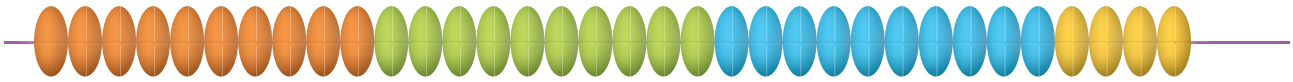
Place value

Numbers that end with 'ty' always have a zero at the end.

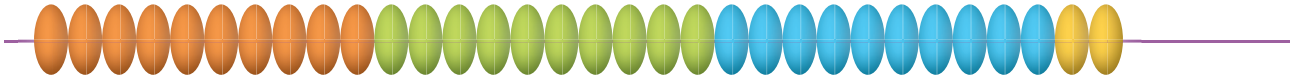
1 How many tens? Write the number.

	2 tens 0 ones	20
	4 tens 0 ones	40
	3 tens 0 ones	30

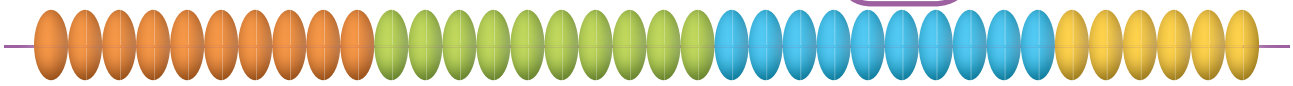
2 Complete these sentences about each string of beads.



A string of 34 is made up of 30 and 4 .



A string of 32 is made up of 30 and 2 .



A string of 36 is made up of 30 and 6.

3 Complete these sentences.

53 is made up of 50 and 3 .

47 is made up of 40 and 7 .

MiB 1 Card 12

ISBN: 978-0-521-74529-1

Before and after numbers

1 Write in the missing numbers in this chart.

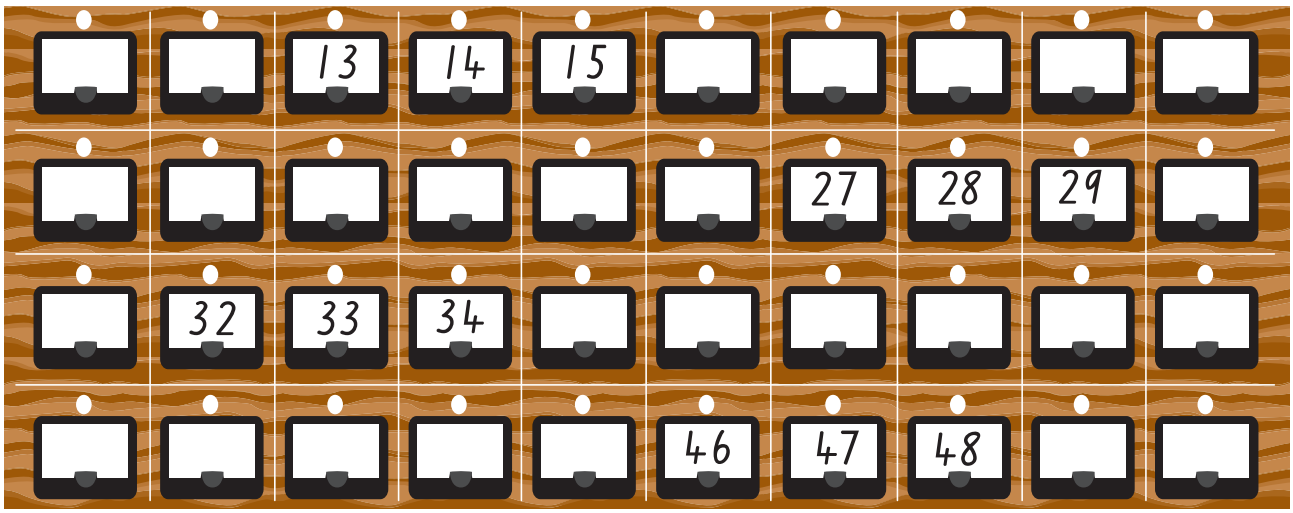
0	1	2	3	4	5	6	7	(8)	9
10	11	12	13	14	15	16	17	(18)	19
20	21	22	23	24	25	26	27	(28)	29
30	31	32	33	34	35	36	37	(38)	39
40	41	42	43	44	45	46	47	(48)	49

Colour **red** all the numbers with 3 in the tens place.
Circle all the numbers with 8 in the ones place.

What is the highest number with a 1 in the tens place? 19

What is the highest two-digit number on this chart? 49

2 Write the two numbers that come before and after each number shown in the rows below.



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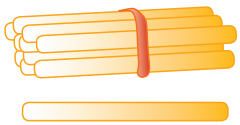
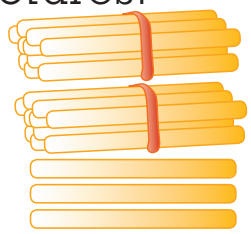
The value of numbers

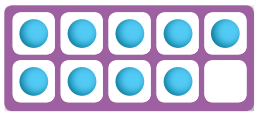
1 Circle the correct label for each pair of pictures.



is more than

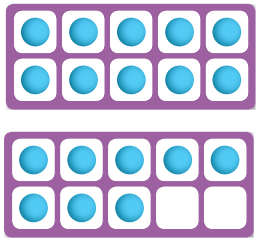
is less than

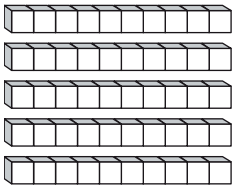




is more than

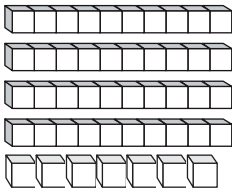
is less than



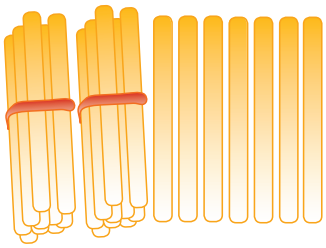


is more than

is less than

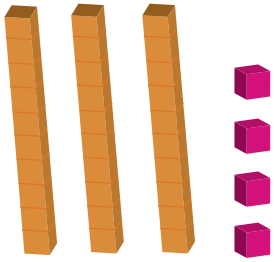


2 Write the correct numbers.



2 tens 7 ones

27



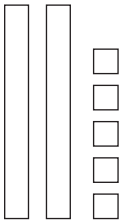
3 tens 4 ones

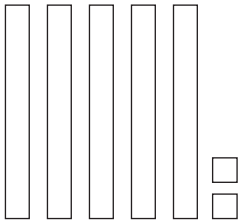
34

4 tens 7 ones

47

3 Use Base 10 materials to show the two different two-digit numbers you can make with 2 and 5. Draw your answers.





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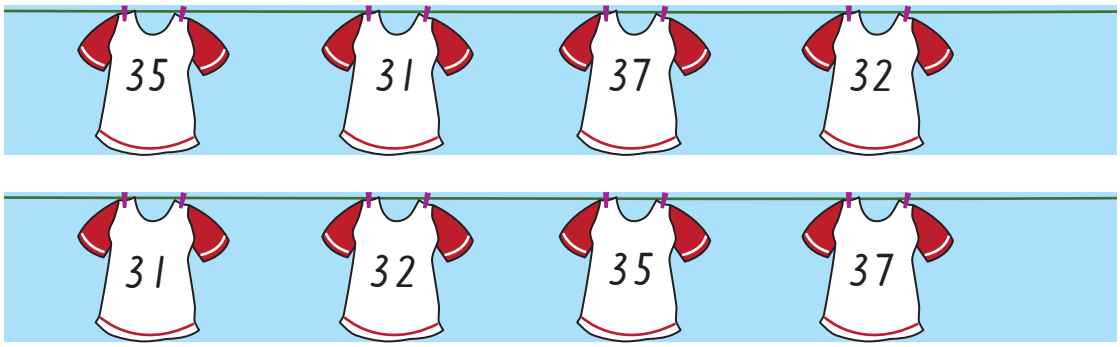
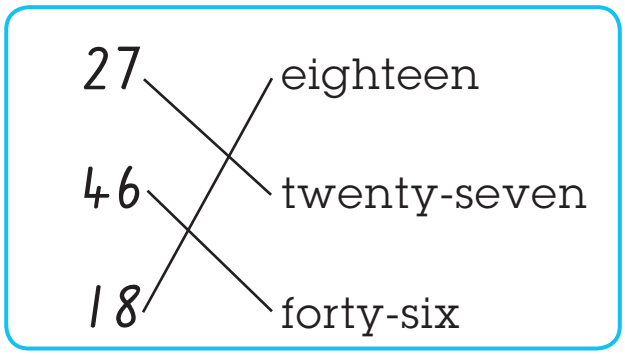
Numbers to 50

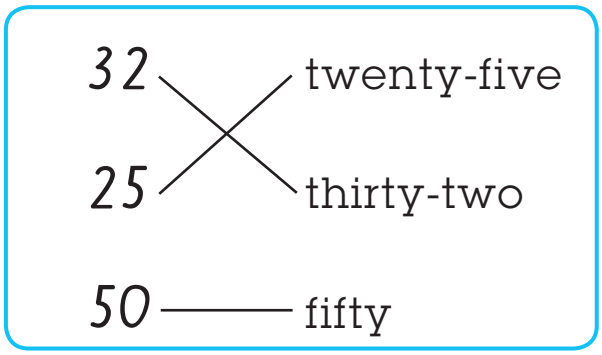
1 When Esra washed the soccer shirts, the numbers fell off. Write the numbers back on the shirts in order from smallest to largest.

When all numbers in the tens column are the same, look at the numbers in the ones column to help you order.

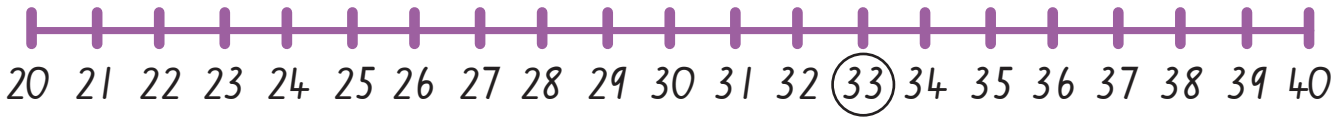


2 Draw lines to match the number with the number word.





3 You have $23 in your money box. Each week you put in another $1. How much will you have after 10 weeks? Use the number line to help. $33



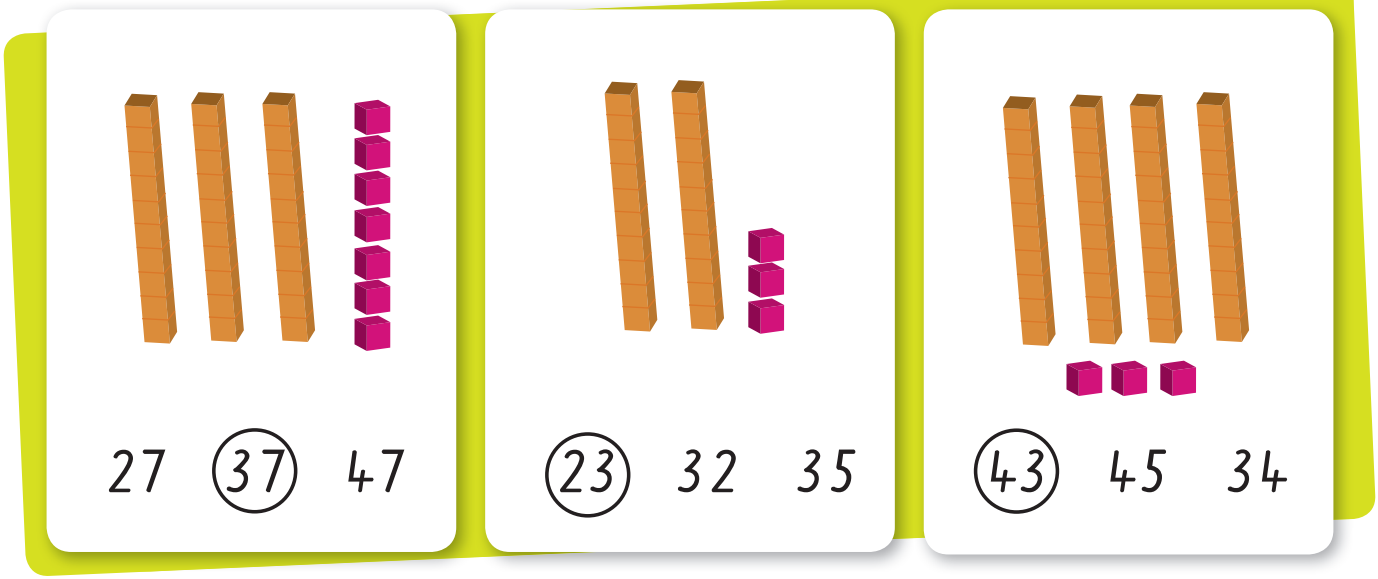
Make up a money question for a friend to answer.

MiB 1 Cards 11, 18

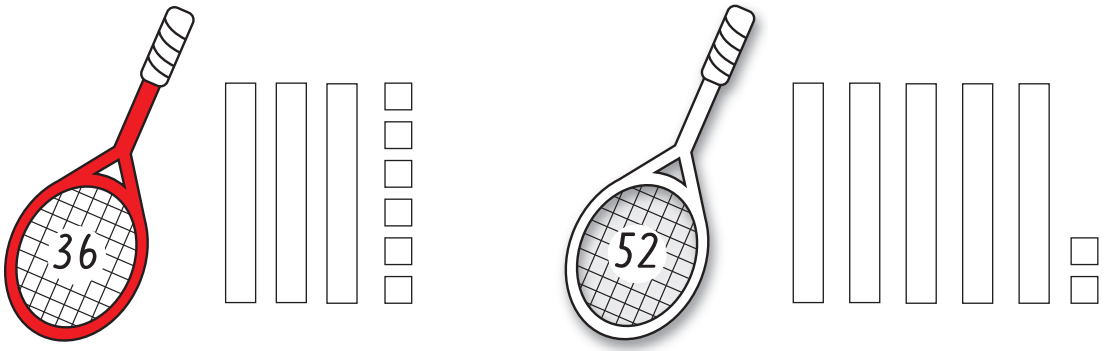
ISBN: 978-0-521-74529-1

Base 10 counting

1 Count and circle the correct number.



2 Use Base 10 materials to show the number on each tennis racquet. Draw longs and shorts to show the number.



Colour the tennis racquet with the lowest number **red**.

3 Complete these number sentences.

25 = 2 tens and 5 ones = 20 and 5

34 = 3 tens and 4 ones = 30 and 4

MiB 1 Card 49

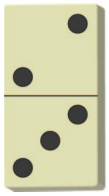
ISBN: 978-0-521-74529-1

Highest or lowest?

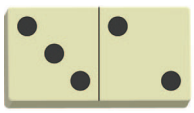
1 Each student had two tickets to a football match. They gave the ticket with the higher number to a friend. Colour the tickets that were given to the friends.

How do you know which number is higher?

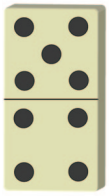
2 Use the dominoes to make the highest two-digit number you can. Draw the dots on the blank dominoes. The first one has been done for you.



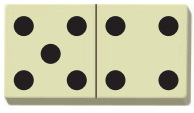
T O



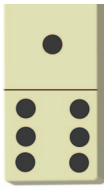
= 3 tens and 2 ones = 32



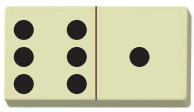
T O



= 5 tens and 4 ones = 54

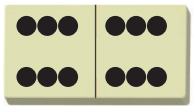


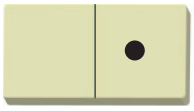
T O



= 6 tens and 1 ones = 61

Draw the highest and lowest two-digit numbers you can make using a domino.

Highest 

Lowest 

MiB 1 Card 25

ISBN: 978-0-521-74529-1

Counting by 5s

1 Colour every fifth number **blue**.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

When counting by 5s all numbers will end with a 5 or zero.

What three numbers would come next if the table kept going? 61, 62, 63

2 Use the number lines to help you count the total in each group.

Total fingers = 25

Total points on stars = 30

3 Write the numbers that come 5 before and 5 after your answers for Question 2.

20 30

25 35

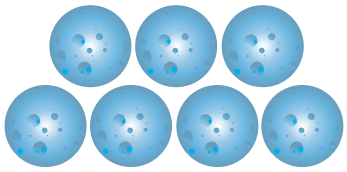
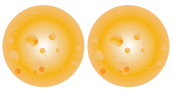
ISBN: 978-0-521-74529-1

Space addition

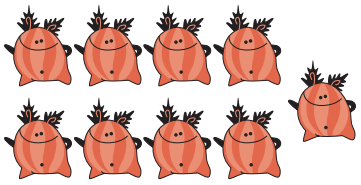
1 Complete these addition sentences.

 add 

6 + 2 = 8

 add 

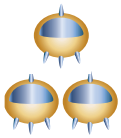
7 + 2 = 9

 plus 

9 + 4 = 13

 plus 

8 + 8 = 16

 add  add 

6 + 7 + 3 = 16

2 Draw your own space pictures and write the addition sentence.

Answers will vary.

Addition words
add
plus
total
count on
altogether

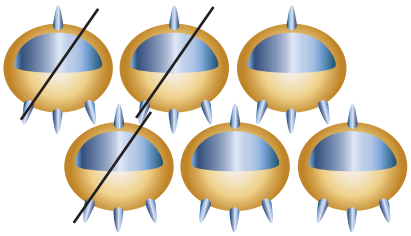
ISBN: 978-0-521-74529-1

Subtraction in space

Subtraction words
subtract
take away
minus
cross out

Follow the instructions and then complete the subtraction sentences.

Cross out 3

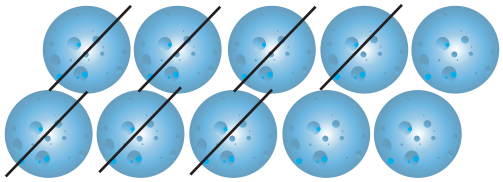


6 – 3 = 3

Take away 4

9 – 4 = 5

Subtract 7



10 – 7 = 3

Minus 6

12 – 6 = 6

Take away 9

15 – 9 = 6

Subtract 10

15 – 10 = 5

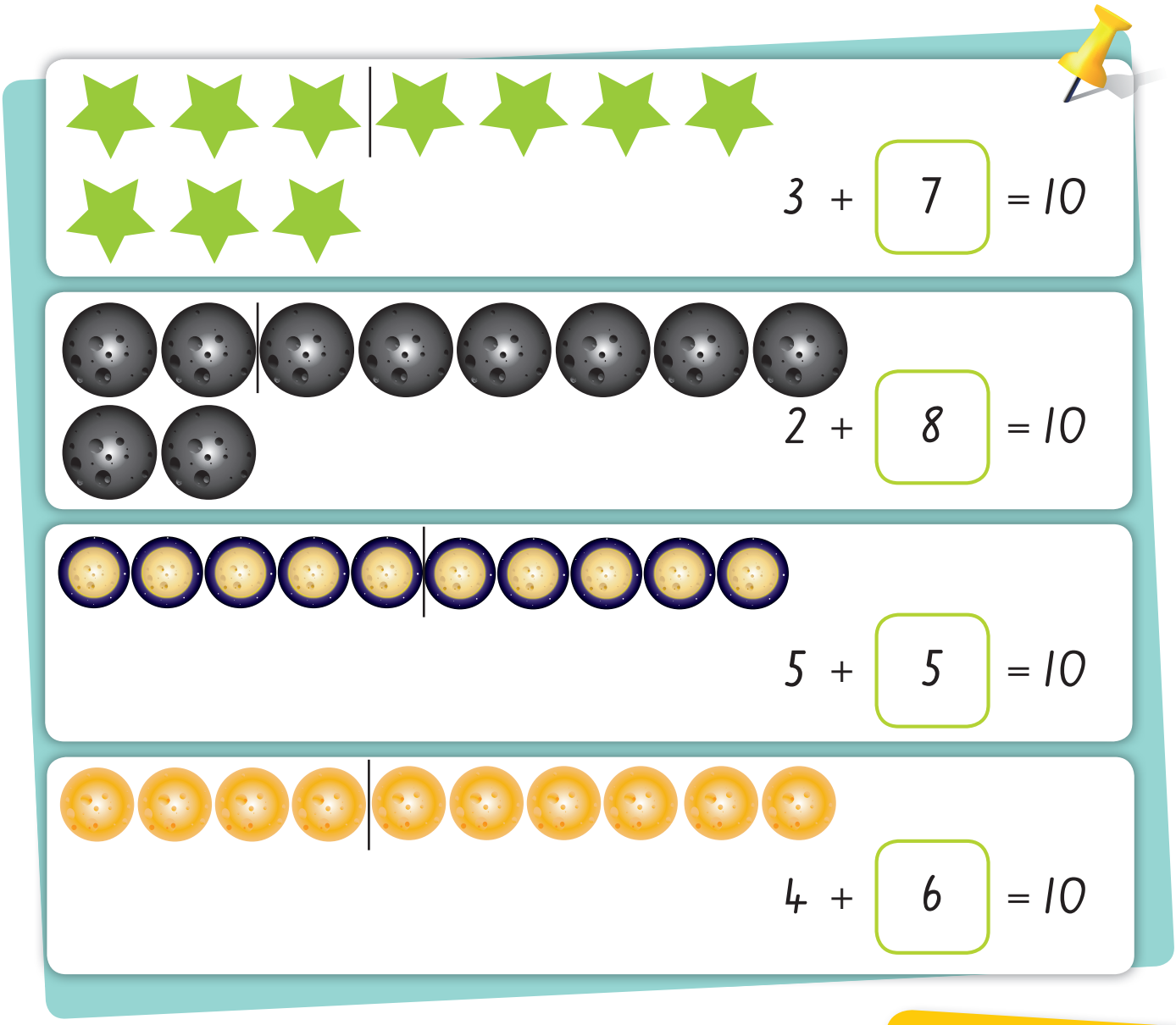
MiB 1 Cards 33, 40

If you crossed out one more in each group, how many would be left of each? Do you know a quick way of working it out?

ISBN: 978-0-521-74529-1

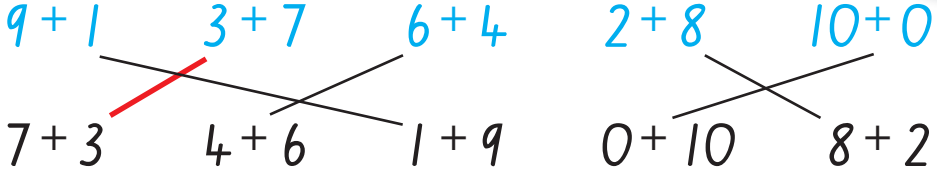
Adding to 10

1 Draw more pictures to make 10 in the spaces below.
Write how many more are needed to make 10 in the boxes.



2 Match the 'turn-around' addition pairs.
One has been done for you.

In turn-around pairs, you are swapping the numbers around but they still have the same answer.



MiB 1 Card 31

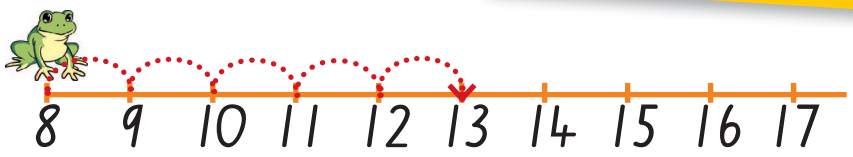
ISBN: 978-0-521-74529-1

Number line addition

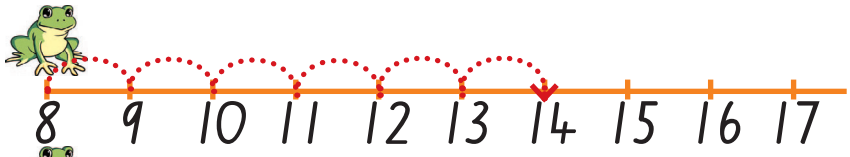
1 A frog uses number lines to solve some addition problems. Show her jumps on these number lines to complete the addition sentences.

A strategy for addition is to put the highest number in your head and then count on the lowest number.

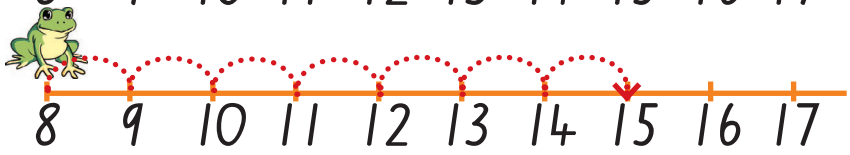
$8 + 5 =$ 13



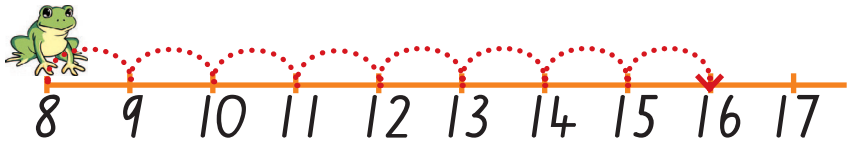
$8 + 6 =$ 14



$8 + 7 =$ 15

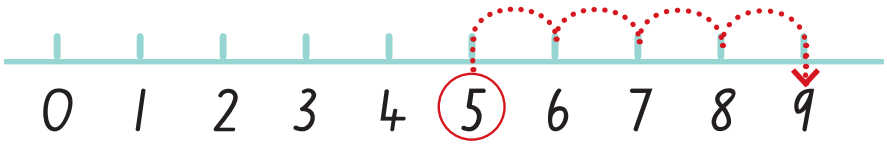


$8 + 8 =$ 16

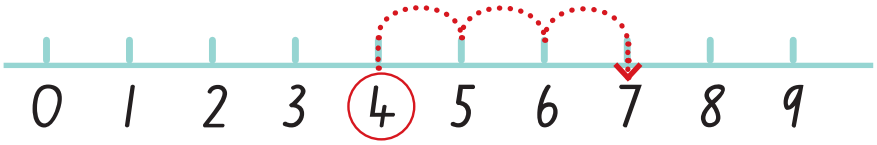


2 Use the number lines to complete the number sentences.

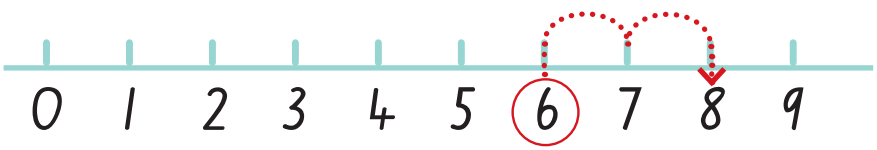
$5 + 4 =$ 9



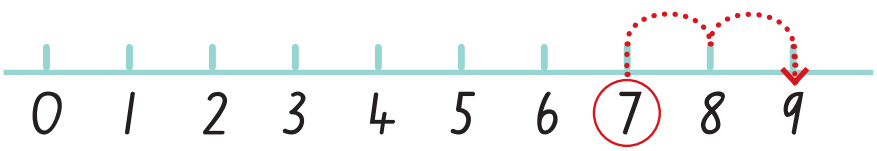
$4 + 3 =$ 7



$6 + 2 =$ 8



$7 + 2 =$ 9

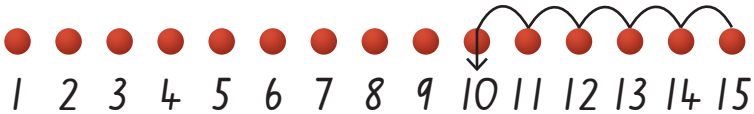


ISBN: 978-0-521-74529-1

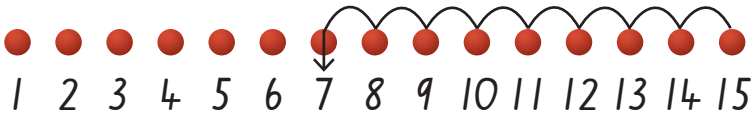
Number line subtraction

1 Farmer Jack placed 15 seeds in each row of his field. Crows ate some seeds from each row. Count back to solve and complete each subtraction number sentence.

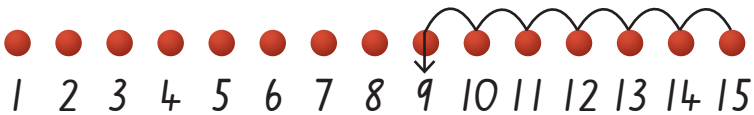
$15 - 5 = \boxed{10}$



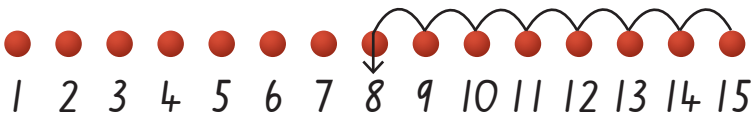
$15 - 8 = \boxed{7}$



$15 - 6 = \boxed{9}$

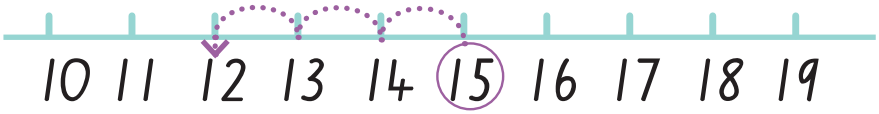


$15 - 7 = \boxed{8}$

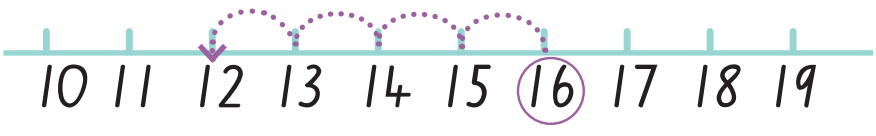


2 Use the number lines to complete the number sentences.

$15 - 3 = \boxed{12}$

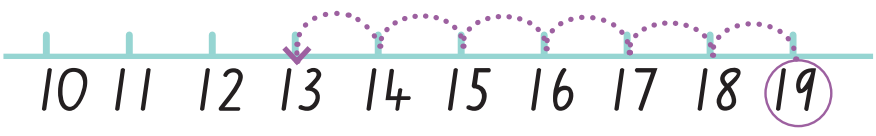


$16 - 4 = \boxed{12}$



$18 - 4 = \boxed{14}$

$19 - 6 = \boxed{13}$



ISBN: 978-0-521-74529-1

Counting on

1 Count on and write the answers.

8 +  = 10

6 +  = 10

4 +  = 9

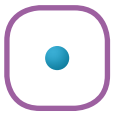
10 +  = 15

15 +  = 19

18 +  = 20

23 +  = 26

21 +  = 27

27 +  = 28

2 Count on to add 4. Write the answers.

8 + 

= 12

9 +  = 13

12 +  = 16

14 +  = 18

20 +  = 24

18 +  = 22

3 Count on to find the answers.

6 + 5 = 11

10 + 5 = 15

23 + 3 = 26

34 + 2 = 36

28 + 4 = 32

27 + 6 = 33

ISBN: 978-0-521-74529-1

Counting back

1 Count back and write the answers.

$8 - \square = 6$ $\quad$ $6 - \square = 2$

$8 - \square = 3$ $\quad$ $23 - \square = 18$

$24 - \square = 20$ $\quad$ $29 - \square = 27$

2 Count back to take away 3. Write the answers.

$7 -$ 

$= 4$ $\quad$ $15 -$  $= 12$

$18 -$  $= 15$ $\quad$ $20 -$  $= 17$

$21 -$  $= 18$ $\quad$ $34 -$  $= 31$

3 Count back to find the answers.

$10 - 3 = 7$ $\quad$ $27 - 2 = 25$ $\quad$ $24 - 3 = 21$

$25 - 3 = 22$ $\quad$ $17 - 5 = 12$ $\quad$ $21 - 4 = 17$

There are different ways to subtract numbers. Talk to a friend about one of the ways you subtract. Did you both subtract the same way?

ISBN: 978-0-521-74529-1

Pocket money addition

1 Add the coins and write the total amounts.

 +  = $ 6

 +  = $ 12

 +  = $ 8

2 Tan, Adam and Kate have saved their money.

Tan

Adam

Kate

How much money do Adam and Kate have together? $22

How much money do the three students have altogether? $34

If a game costs $26, which two students have the exact amount to buy it together? Tan and Kate

If Mum replaced each coin in Tan's money box with a $5 note, how much money would he have?

ISBN: 978-0-521-74529-1

Subtraction in shopping

1 Each student spends $3 at a shop but pays for it in a different way. How much change should each student get?

$ 4 – $3 = $ 1

$ 5 – $3 = $ 2

$ 3 – $3 = $ 0

2 **a** Work out the change for each item.

Money given	Item bought	Number sentence	Answer
	 $4	$ 5 – $ 4	$ 1
	 $3	$ 5 – $ 3	$ 2

b What is the total amount for both items above? $7

c How much change would you get if you paid for both with a:

$10 note? $ 10 – $ 7 = $ 3

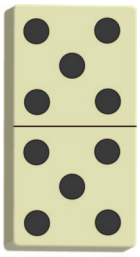
$20 note? $ 20 – $ 7 = $ 13

MiB 1 Card 10

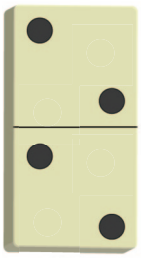
ISBN: 978-0-521-74529-1

Doubles

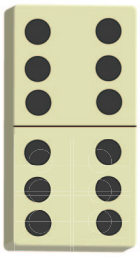
1 Write the totals for these double numbers.



10



4



12

2 Write these number sentences and answers.

Double 7 is 7 + 7 = 14

Double 10 is 10 + 10 = 20

Near doubles

To add quickly, think of a double number and add or subtract one.

For example, 2 + 3: think double 2 plus 1.

3 Use these hints to work out the near doubles.

5 + 6 = 11

double 5 + 1

7 + 8 = 15

double 7 + 1

10 + 11 = 21

double 10 + 1

4 + 5 = 9

double 4 + 1

2 + 3 = 5

double 2 + 1

6 + 7 = 13

double 6 + 1

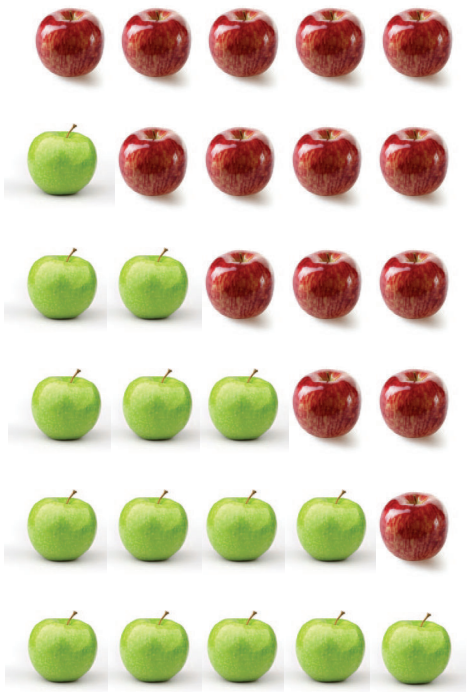
Share your strategies with a friend. Did you both use the same strategy?

MiB 1 Card 41

ISBN: 978-0-521-74529-1

Fruity number sentences

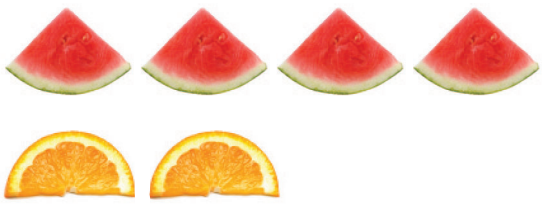
1 Complete these number sentences. The first two have been done for you.



Addition	Subtraction
$0 + 5 = 5$	so $5 - 5 = 0$
$1 + 4 = 5$	so $5 - 4 = 1$
$2 + \boxed{3} = 5$	so $5 - \boxed{3} = 2$
$3 + \boxed{2} = 5$	so $5 - \boxed{2} = 3$
$\boxed{4} + 1 = 5$	so $5 - 1 = \boxed{4}$
$\boxed{5} + 0 = 5$	so $5 - 0 = \boxed{5}$

2

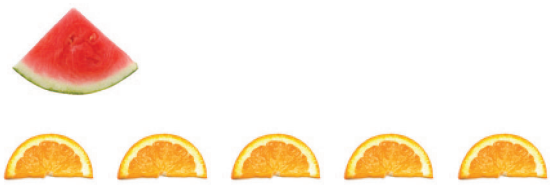
Complete the number sentences about this fruit.



$4 + 2 = \boxed{6}$ $2 + \boxed{4} = 6$

$6 - 2 = \boxed{4}$ $6 - \boxed{4} = 2$

Write two number sentences about this fruit.



$1 + 5 = 6$

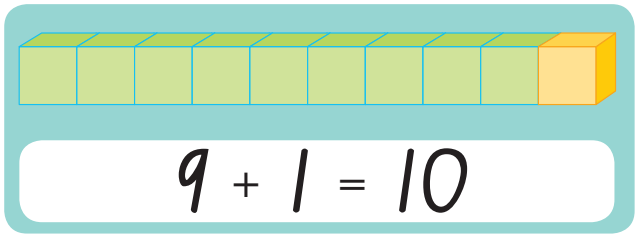
$5 + 1 = 6$

MiB 1 Cards 31, 34

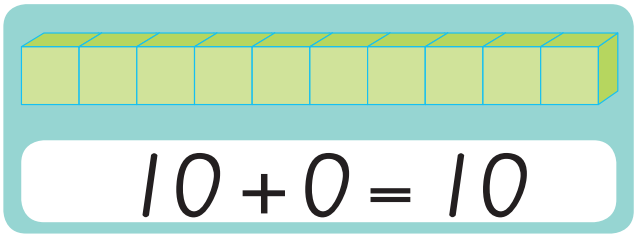
ISBN: 978-0-521-74529-1

Blocks of 10

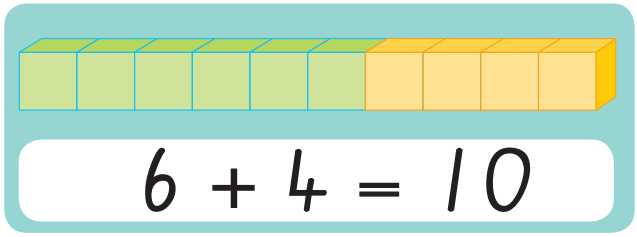
1 Write a number sentence for each number block train. The first one has been done for you.



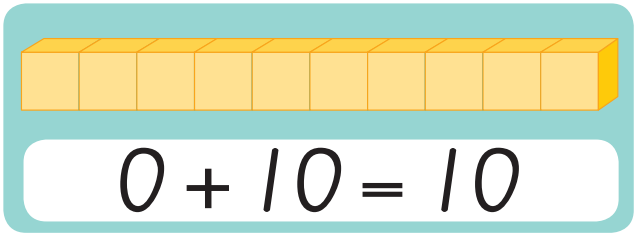
9 + 1 = 10



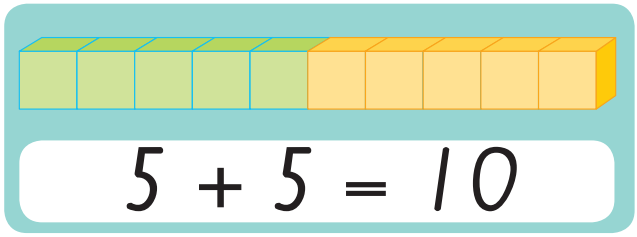
10 + 0 = 10



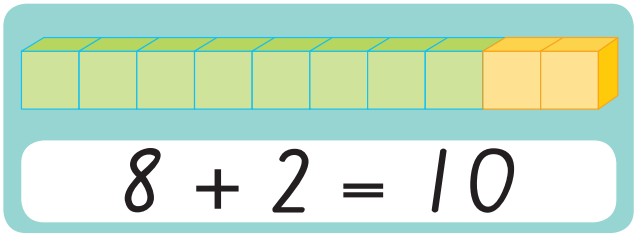
6 + 4 = 10



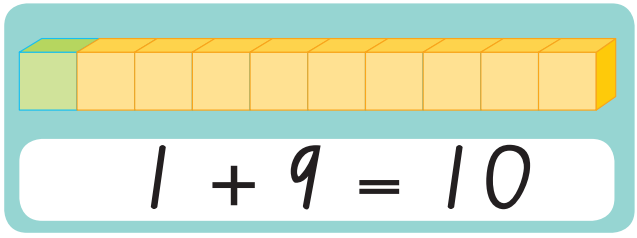
0 + 10 = 10



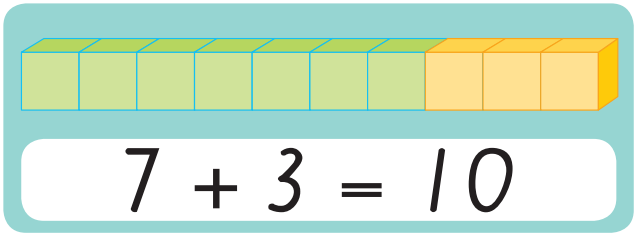
5 + 5 = 10



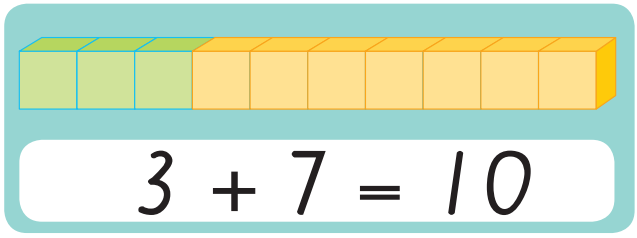
8 + 2 = 10



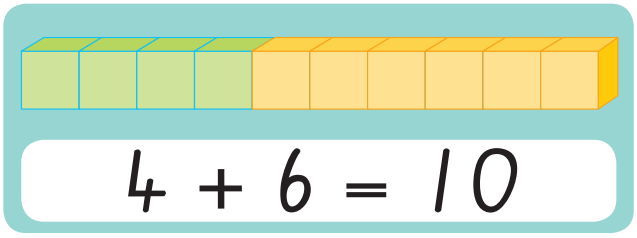
1 + 9 = 10



7 + 3 = 10



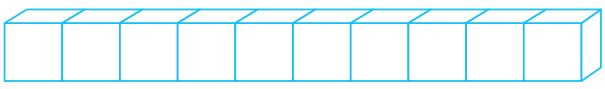
3 + 7 = 10



4 + 6 = 10

2 Make each number block train shown above and put them in order to find the one that is missing. Write its matching number sentence in the blanks.

MiB 1 Cards 30, 38



2 + 8 = 10

ISBN: 978-0-521-74529-1

Friends of 10

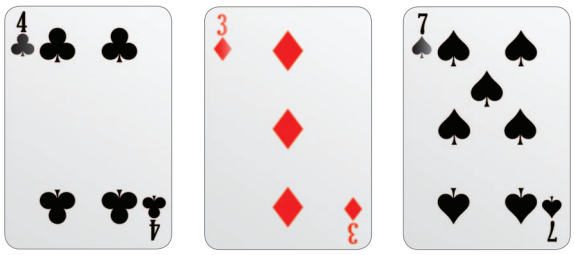
1 Circle the two numbers that add to 10 in each set.

(2) 5 (8)

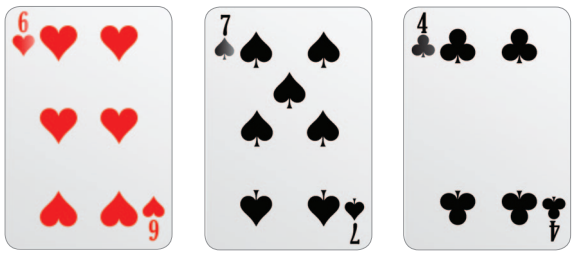
(7) 3 (9)

5 4 6

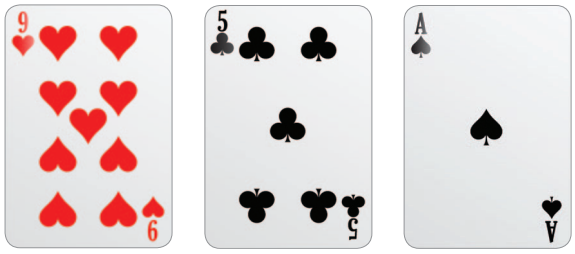
2 Order the playing cards so that it is easier to add up the points. Write the answers.



7 + 3 + 4 = 14



6 + 4 + 7 = 17



9 + 1 + 5 = 15

3 Antonio has the cards 3, 5 and 7 in his hand.
How many points does he have? 15

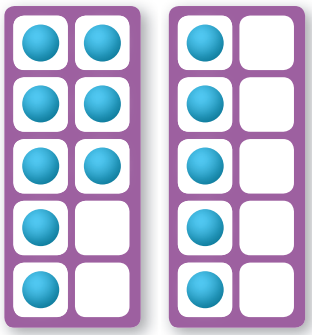
Jin has the cards 6, 2 and 8 in her hand.
What is her total number of points? 16

MiB 1 Card 9

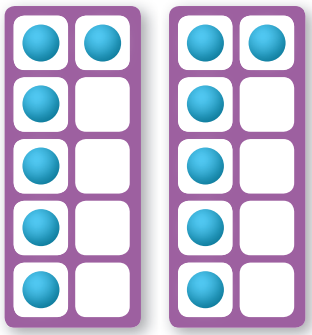
ISBN: 978-0-521-74529-1

Look for a 10

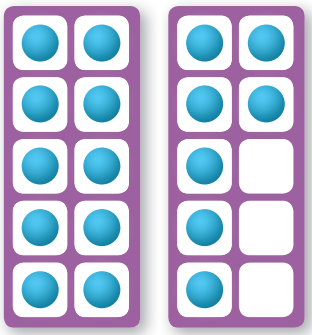
1 Find the total number of dots in the frames.



8 + 5 = 13



6 + 6 = 12



10 + 7 = 17

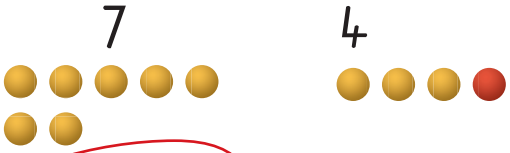
Look for a 10

To add quickly, add part of the second number to the first number to make a 10.
For example, 7 + 5: think 7 + 3 + 2. 10 + 2 = 12.

2 Look for a 10 to help you add the total number of balls.

8 + 2 + 2

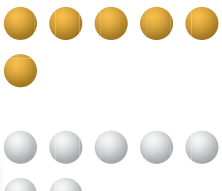
10 + 2 = 12



7 + 3 + 11

10 + 1 = 11

3 Colour some of the white balls to look for a 10 and solve the problem.



6 + 4 + 4

10 + 3 = 13

MiB 1 Card 47

ISBN: 978-0-521-74529-1

Take it to the next 10

1 How many more need to be added to the circled number to get the next multiple of 10?

Use the number chart to help you.

1	2	3	4	5	6	**7**	8	9	10
11	12	13	14	15	16	**17**	18	19	20
21	22	23	24	25	26	**27**	28	29	30
31	32	33	**34**	35	36	37	38	39	40
41	42	43	44	45	46	47	**48**	49	50

$7 + 3 = 10$

$17 + 3 = 20$

$27 + 3 = 30$

$34 + 6 = 40$

$48 + 2 = 50$

2 Complete these number sentences.

$23 + 7 = 30$

$37 + 3 = 40$

$14 + 6 = 20$

$25 + 5 = 30$

$59 + 1 = 60$

$31 + 9 = 40$

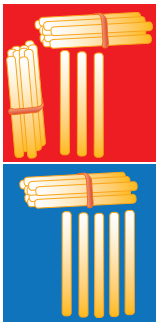
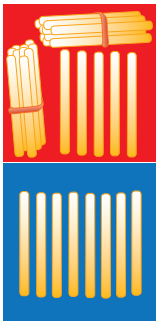
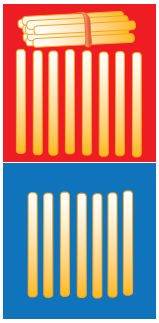
$42 + 8 = 50$

$46 + 4 = 50$

ISBN: 978-0-521-74529-1

Addition problems

1 Use popsticks to help you solve the problems.

Problem	Material	Number sentence	Answer
Arrel sold 23 bikes on Saturday and 15 on Sunday. How many bikes did he sell on the weekend?		23 + 15 =	38
Zach was given $25 by his gran and $8 by his aunt. How much money was he given altogether?		23 + 8 =	$33
Noah had 18 blocks. Nicole had 7 blocks. How many blocks did they have altogether?		18 + 7 =	25

2 Make up your own addition problem. *Answers will vary.*

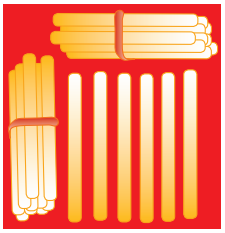
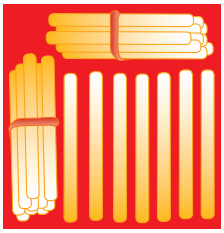
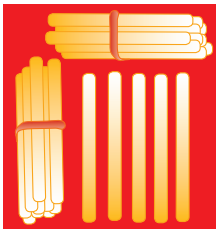
Problem	Material	Number sentence	Answer
		+ =	

MiB 1 Card 49

ISBN: 978-0-521-74529-1

Subtraction problems

1 Use popsticks to help you solve the problems.

Problem	Material	Number sentence	Answer
Rashid had 18 hammers but lost 6. How many hammers does Rashid have now?		18 − 6 =	12
Indri had 26 dresses. She sold 5 of them. How many dresses does she have left?		26 − 5 =	21
Lina had $27 and spent $12. How much money does she have left?		27 − 12 =	$15
Mika had $25. She gave Tomi $10 to buy a t-shirt. How much money does Mika have left?		27 − 10 =	$15

2 Make up your own subtraction problem. *Answers will vary.*

Problem	Material	Number sentence	Answer
		□ − □ =	

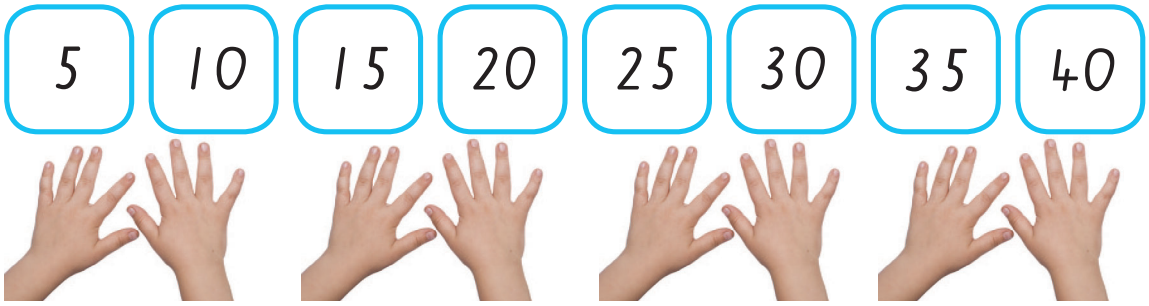
MiB 1 Card 44

ISBN: 978-0-521-74529-1

Counting by 2s, 5s and 10s

1 Count the skates by 2s.

Count the fingers by 5s.



Count the snooker balls by 10s.

2 Describe the patterns in the numbers above.

Groups of 2s, groups of 5s, groups of 10s.

3 Try these.

3 groups of 5 equals 15.

6 groups of 5 equals 30.

2 groups of 10 is 20.

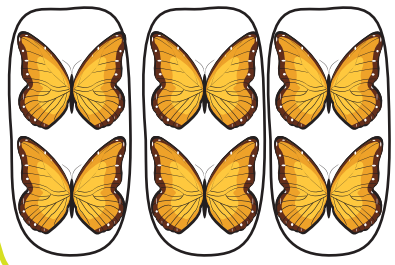
4 groups of 10 is 40.

ISBN: 978-0-521-74529-1

Groups of 2

Count by 2s to find your answer.

1 Circle groups of 2 for each collection of insects.



How many groups? 3

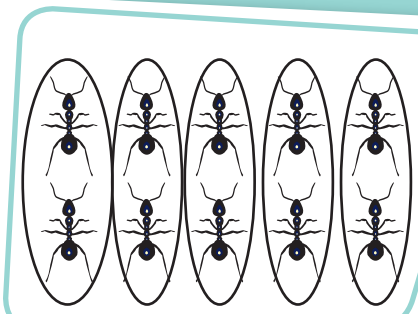
How many in each group? 2

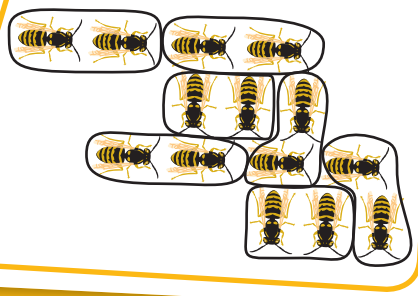
How many altogether? 6

How many groups? 5

How many in each group? 2

How many altogether? 10



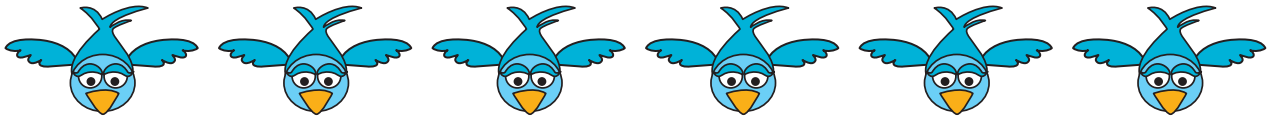


How many groups? 7

How many in each group? 2

How many altogether? 14

2 Draw 2 wings on each bird.



There are 6 groups of 2 wings.

There are 12 wings altogether.

MiB 1 Card 17

ISBN: 978-0-521-74529-1

Groups of 5

Count by 5s to find your answer.

1 Circle groups of 5 for each collection of objects.

How many groups? 2

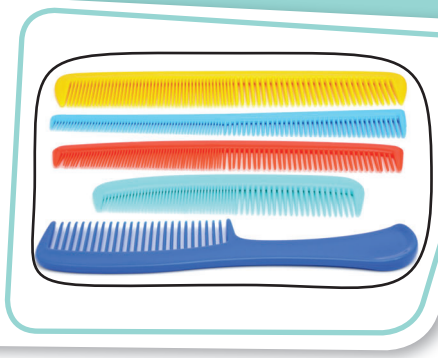
How many in each group? 5

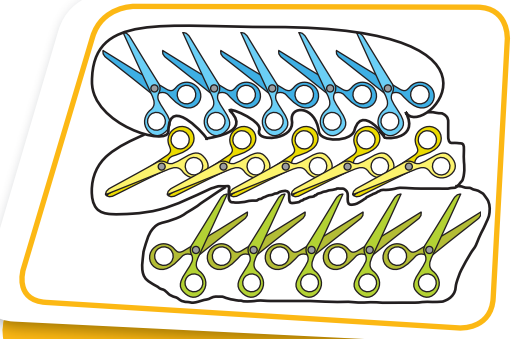
How many altogether? 10

How many groups? 1

How many in each group? 5

How many altogether? 5



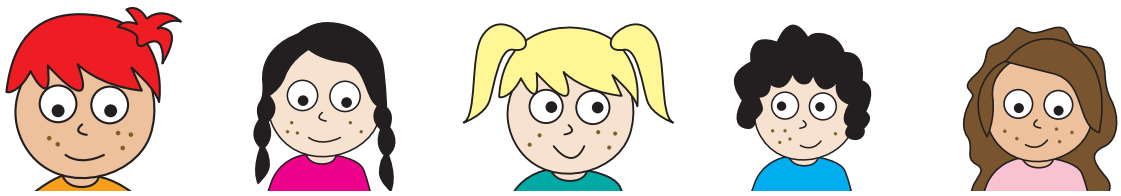


How many groups? 3

How many in each group? 5

How many altogether? 15

2 Draw 5 freckles on the face of each girl.



There are 5 groups of 5 freckles.

There are 25 freckles altogether.

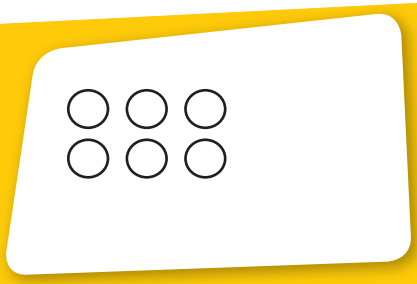
MiB 1 Card 61

ISBN: 978-0-521-74529-1

Arrays

1 Make and draw an array using:

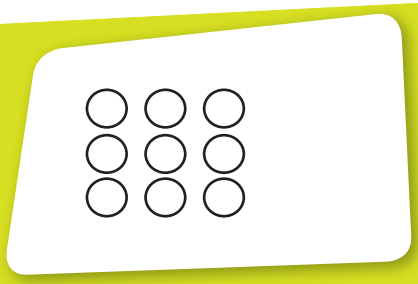
6 counters



2 rows

3 in each row

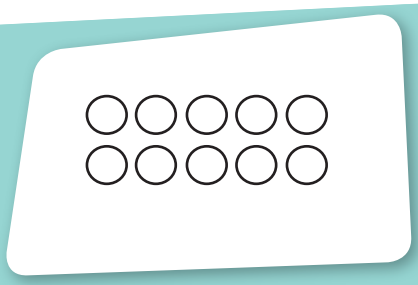
9 counters



3 rows

3 in each row

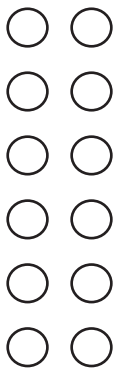
10 counters

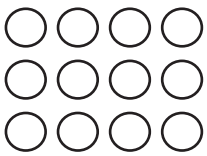


2 rows

5 in each row

2 Draw two different arrays you can make using 12 counters.





MiB 1 Card 57

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Multiplying rows

1 Circle each row and complete the questions.

How many rows? 2

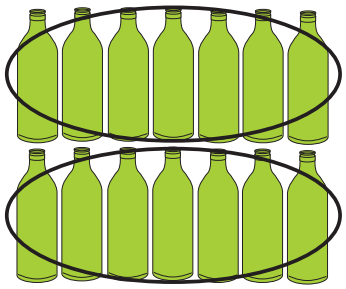
How many in each row? 2

2 rows of 2 equals 4

How many rows? 2

How many in each row? 3

2 rows of 3 equals 6

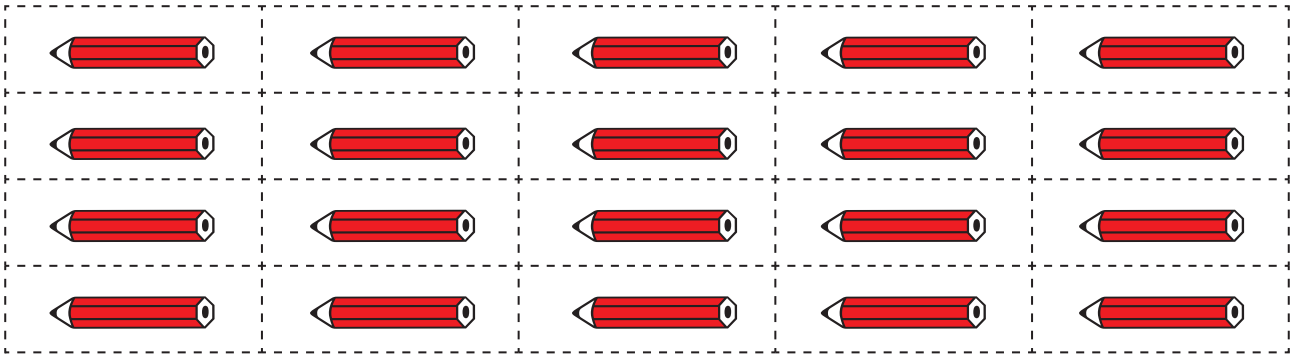


How many rows? 2

How many in each row? 7

2 rows of 7 equals 14

2 Draw 4 rows of 5 pencils. What is the total? 20



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Hat arrays

1 Look at these arrays and complete the number sentences.

a 

2 rows of 3 = 6

b 

3 rows of 2 = 6

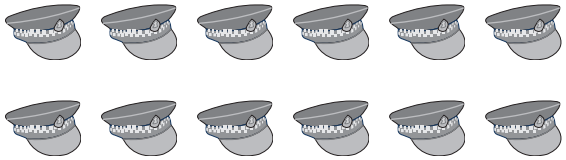
c 

4 rows of 3 = 12

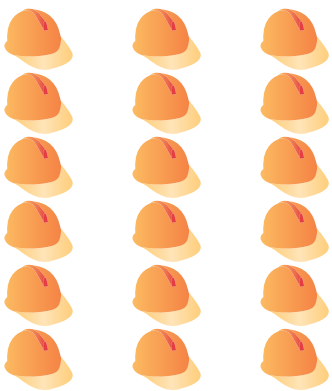
d 

3 rows of 4 = 12

2 Draw 3 rows of 6 caps.



Draw 6 rows of 3 caps.

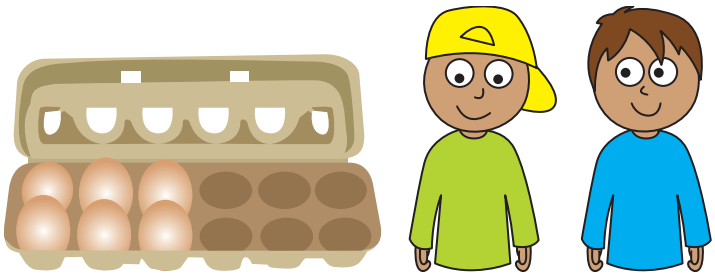


ISBN: 978-0-521-74529-1

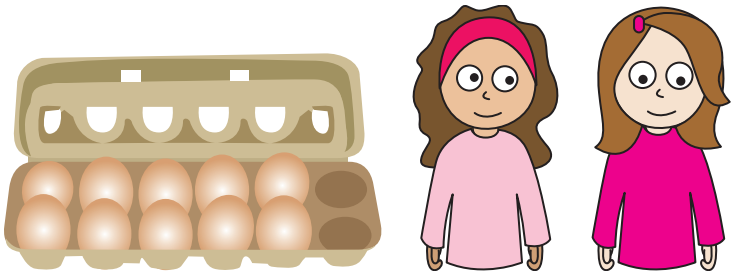
Sharing eggs

1 Share the eggs equally between the children.

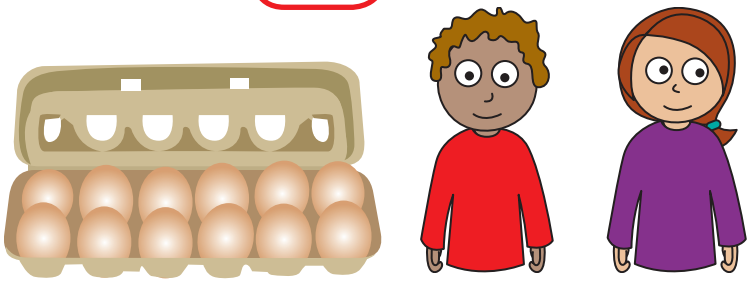
If 6 eggs are shared between 2 children, each child gets [3].



If [10] eggs are shared between 2 children, each child gets [5].

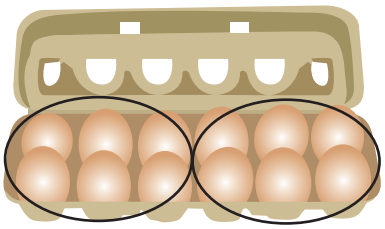


If [12] eggs are shared between [2] children, each child gets [6].

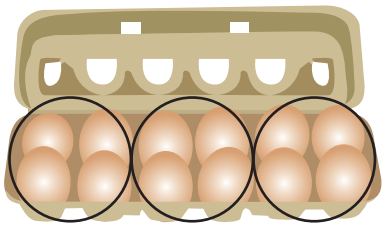


2 Circle the eggs to show how they can be shared equally among:

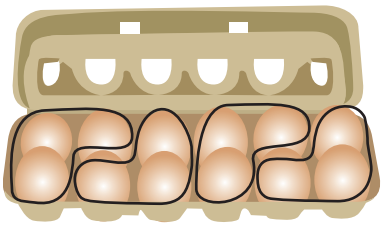
2 people



3 people



4 people



MiB 1 Card 58

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Animal leg antics

1 An emu has 2 legs. How many legs altogether?

4 groups of 2 legs makes 8 legs.

2 A lizard has 4 legs. How many legs altogether?

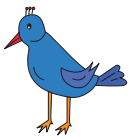
5 groups of 4 legs makes 20 legs.

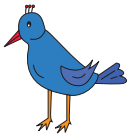
3 A spider has 8 legs. How many legs altogether?

2 groups of 8 makes 16 legs.

How many legs on 4 snakes? Explain your answer to a friend.

4 Choose an animal and draw one in each box.
How many legs altogether?





3 groups of 2 makes 6 legs.

MiB 1 Cards 63, 66

ISBN: 978-0-521-74529-1

Sharing

1 **a** Aboriginal people use didgeridoos for celebrations. Share these didgeridoos between the 3 men.

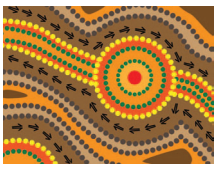
Each man has 1 didgeridoo.

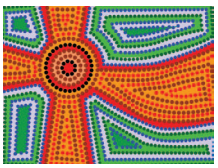
b Aboriginal people use boomerangs for hunting. Share these boomerangs between the 2 men.

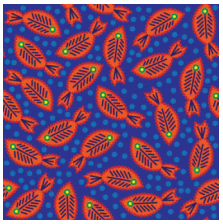
Each man has 3 boomerangs.

Make sure that each person has the same amount to make it a fair share.

2 If each Aboriginal artist paints 2 paintings, how many artists are there? 4





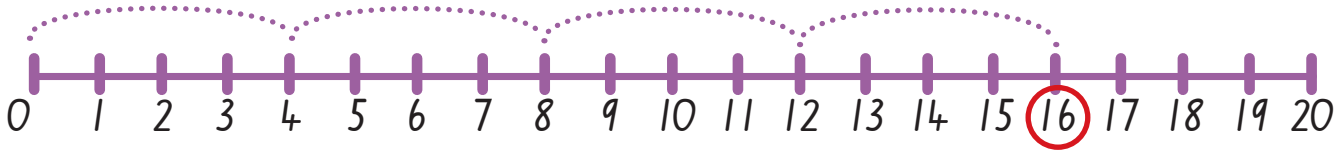


ISBN: 978-0-521-74529-1

Number line multiplying

Use the number lines to solve each problem. Write an addition and multiplication sentence for each.

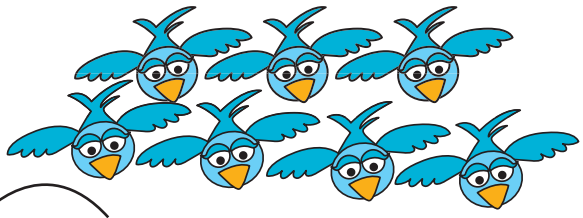
a How many legs on 4 horses?

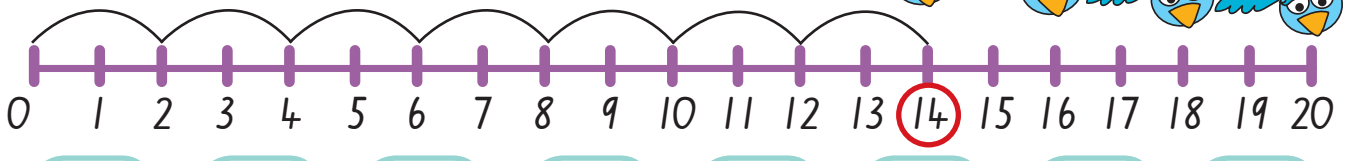


4 + 4 + 4 + 4 = 16

4 jumps of 4 equals 16

b How many wings on 7 birds?

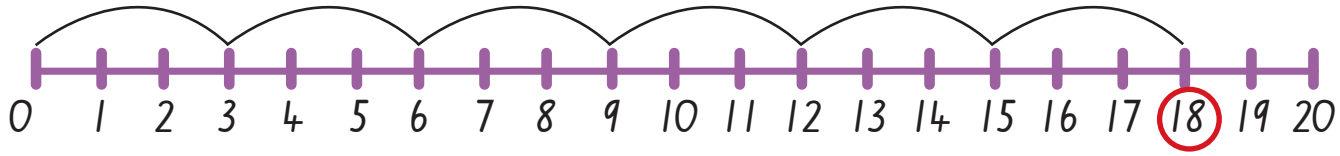




2 + 2 + 2 + 2 + 2 + 2 + 2 = 14

7 jumps of 2 equals 14

c How many wheels on 6 tricycles?



3 + 3 + 3 + 3 + 3 + 3 = 18

6 jumps of 3 equals 18

MiB 1 Cards 59, 64, 65

ISBN: 978-0-521-74529-1

Calculator counting

1 Use a calculator to count. Colour the numbers that show on the screen. Some have been done for you.

Press 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Press 5 + 5 + 5 =

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Press 15 − 3 − 3 − 3 − 3 − 3 − 3 =

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Press 15 − 4 − 4 − 4 − 4 =

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2 Make the calculator count by 5s. Colour the numbers that show on the screen.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

You can make the calculator count in 5s by pressing

5 + + =

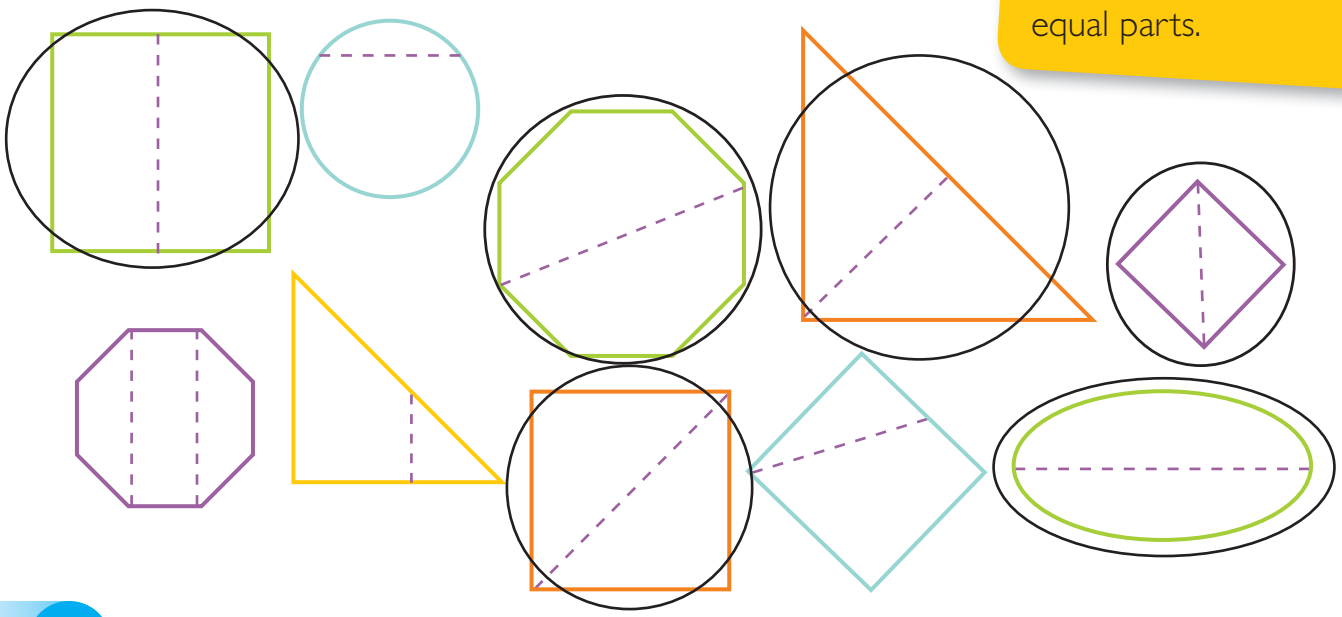
Make the calculator count by 10s. What do you notice?

ISBN: 978-0-521-74529-1

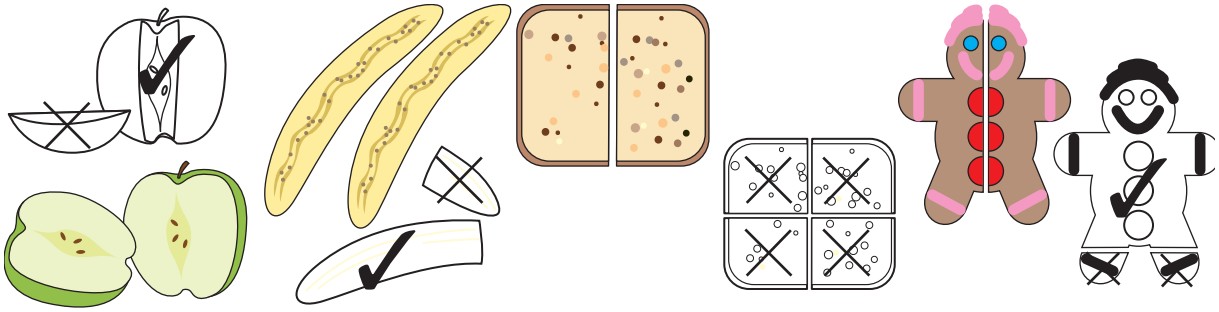
Halves

1 Circle the shapes that show one half.

When an object is cut in half it has two equal parts.



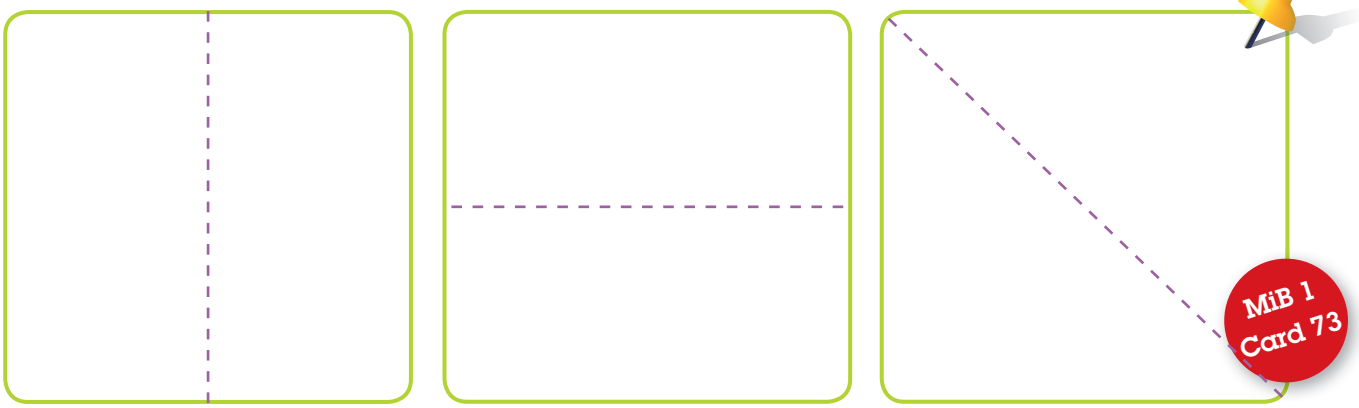
2 Colour the food that has been cut into halves.



Cross the parts that are less than a half.

Tick the parts that are more than a half.

3 Rose and Sara share a room. Draw lines to show three different ways they could share the space equally.



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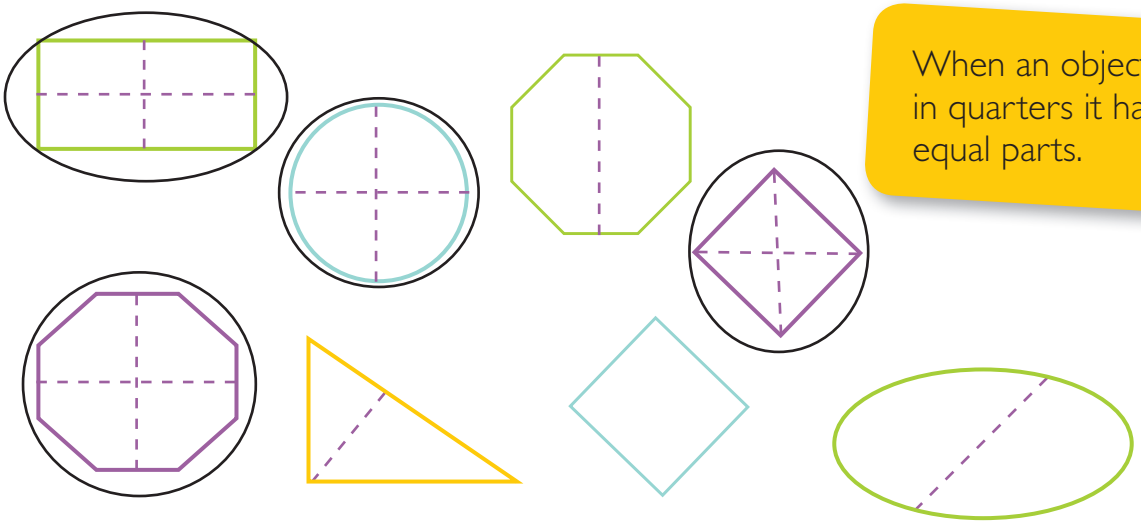
ISBN: 978-0-521-74529-1

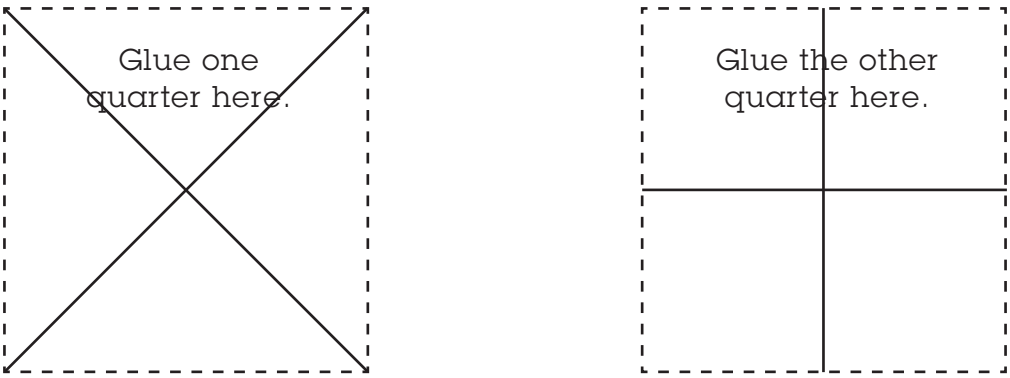
Quarters

1 Circle the shapes that have been cut into quarters.

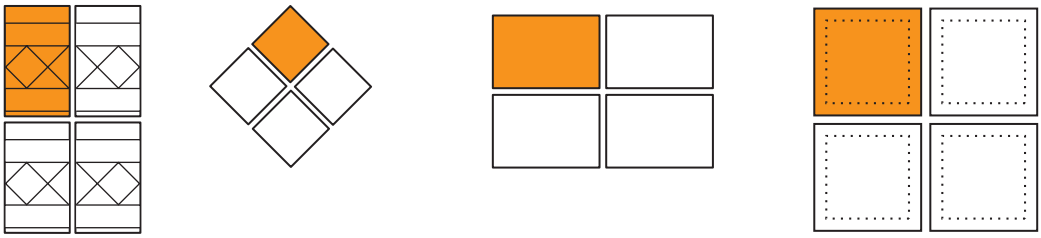


When an object is cut in quarters it has four equal parts.

2 Fold a paper square into quarters. Open it up and cut along the folds. Fold another paper square into quarters a different way, cut one of these quarters out also.



3 Colour one quarter of each object.



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How many quarters did you **not** colour in each picture?

3

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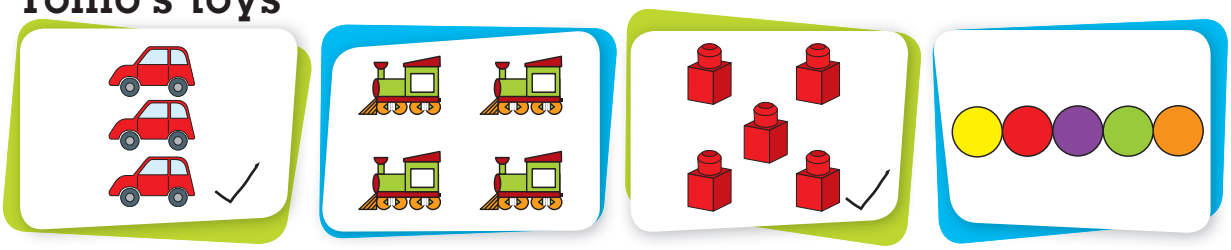
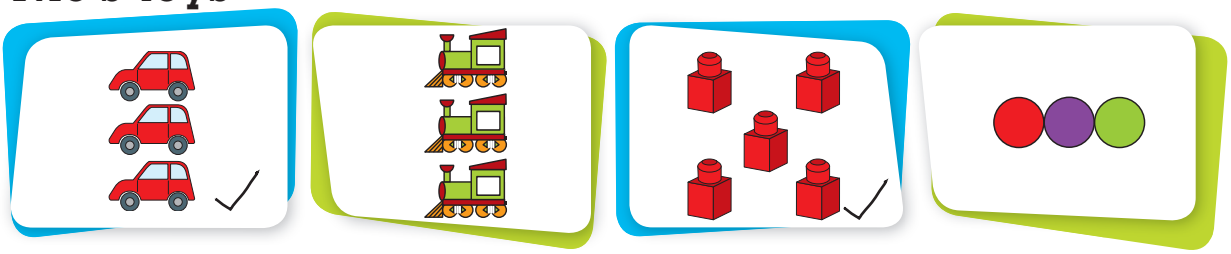
Half of a collection

1 Tick the toy groups that have been shared equally between Tomo and Nic.

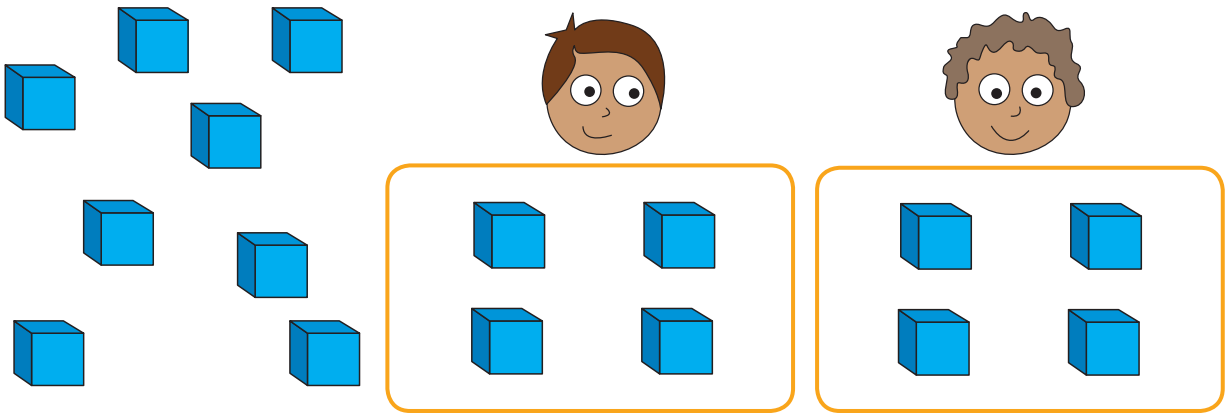
Tomo's toys



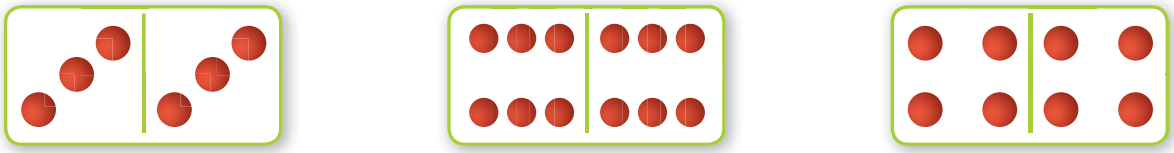
Nic's toys



2 Give half of these blocks to each boy.



3 Half of the dots have been drawn on these dominoes. Draw the other half and write the totals.



How many altogether? 6

How many altogether? 12

How many altogether? 8

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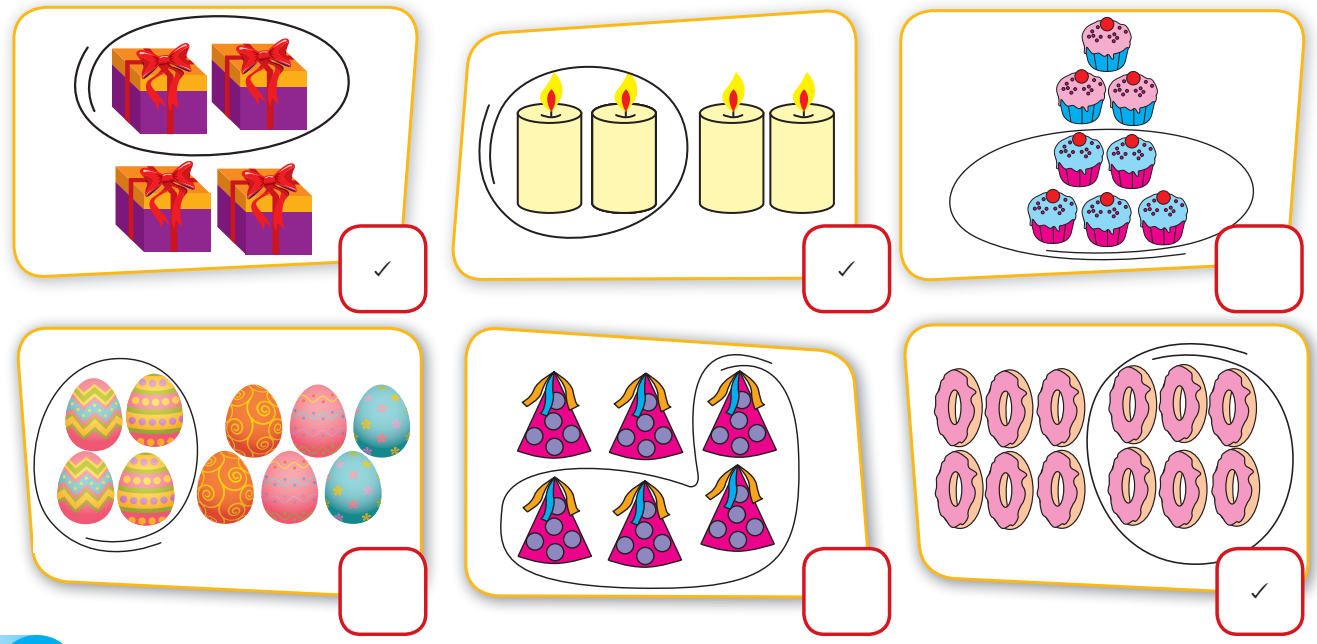
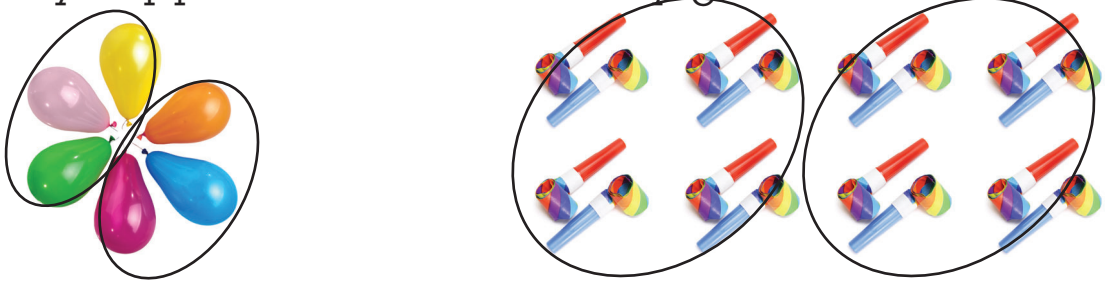
Party fractions

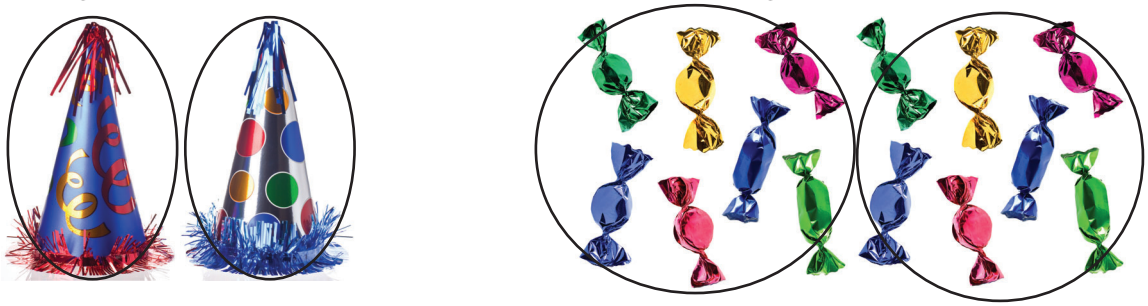
1 Tick the boxes that show half of a group circled.



2 Hiro and Josh went to the party shop together. Circle the party supplies so that each boy gets half.



Each boy gets 3 balloons. Each boy gets 8 blowers.



Each boy gets 1 party hat. Each boy gets 7 lollies.

Jennifer ate half a banana at the party, half the banana in the car on the way home and half the banana when she got home. Can this be true? Discuss with a partner.

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Fraction problems

1 Twins Jess and Claire had a party. Did they get **less than half**, **half** or **more than half** of each collection?

Jess	Claire
	
	
	

Jess got _half_ the presents.

Claire got _half_ the presents.

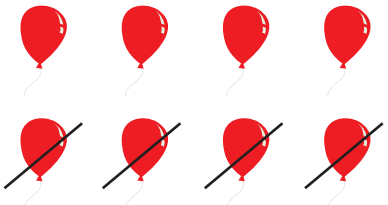
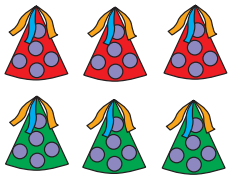
Jess got _less_ than half of the gingerbread men.

Claire got _more_ than half of the gingerbread men.

Jess got _more_ than half of the birthday cards.

Claire got _less_ than half of the birthday cards

2 Read, draw and then write the answers.

Problem	Picture	Answer
Liam had 8 balloons at his party. Half of them popped. How many popped?		4
Shana has 6 party hats. Half of them are red and half are green. How many are red?		3

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The value of money

1 What is the value of each coin?

5¢ 10¢ 20¢ 50¢ $1 $2

Which coins are coloured gold? 1 dollar 2 dollars

Which coins are coloured silver?

5 cents 10 cents 20 cents 50 cents

2 Label each note with its value.

3 Write the values of the notes in order from smallest to largest.

5 dollars 10 dollars 20 dollars

50 dollars 100 dollars

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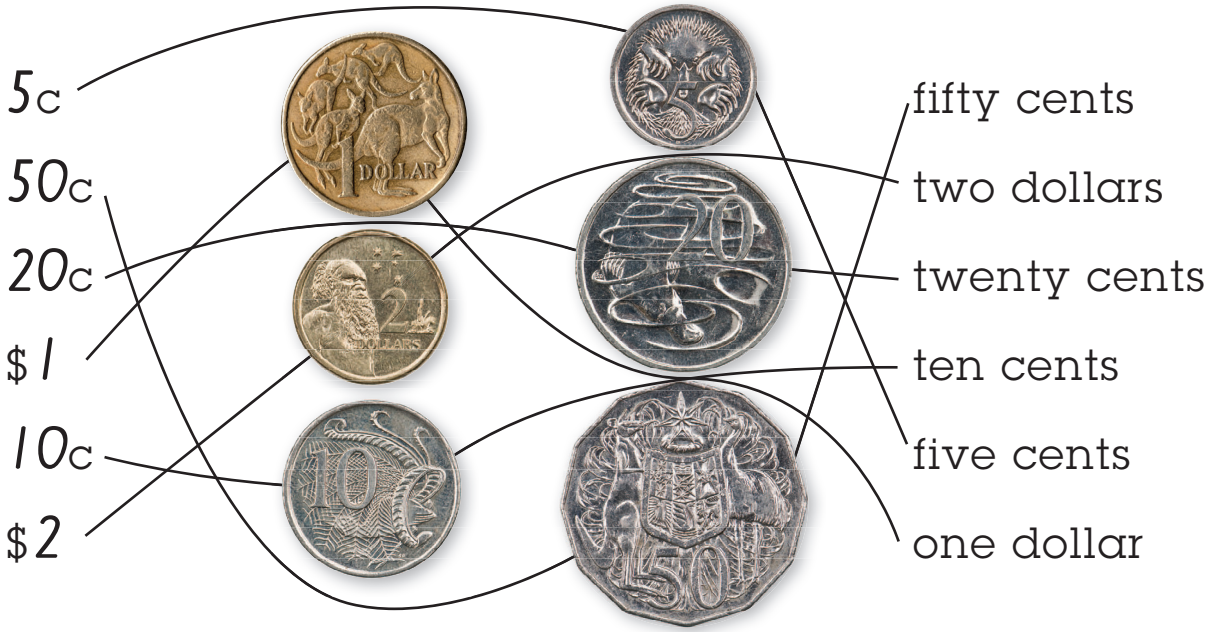
Money

1 Draw lines to match the pictures to the numerals and number names.



2 Circle the number of 5-cent coins you need to make each larger coin.

3 Count by 5s to find how much each gift costs.

What is the biggest 2-digit number you can make with 5-cent coins?

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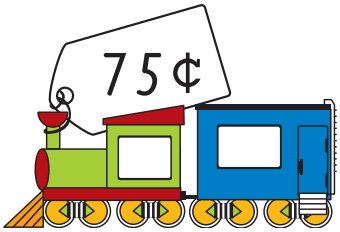
Cambridge University Press

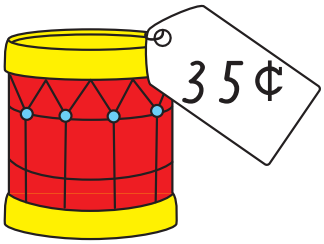
Money to buy

1 Write the price of each item on its price tag.
Don't forget the $ and c signs.

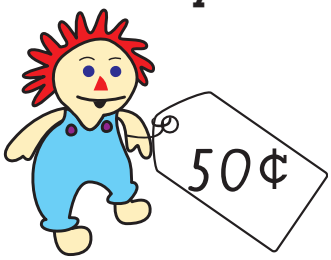
Train: seventy-five cents



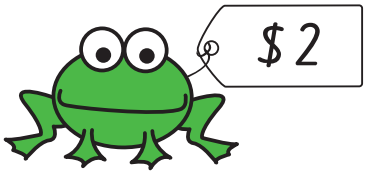
Drum: thirty-five cents



Doll: fifty cents



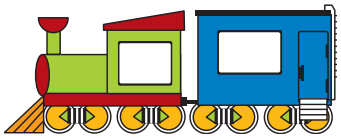
Frog: two dollars

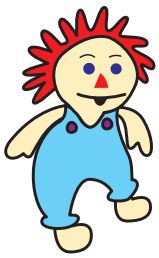


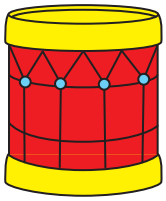
2 Write the prices of the items above from lowest value to highest value.

35¢ | 50¢ | 75¢ | $2

3 Circle the coins needed to pay for each item.







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Comparing money

1 Some Australian and Asian coins are shown below. Circle the Australian coins only.

2 Australian and New Zealand coins are very similar, so we need to look at them carefully.

a Circle the group of coins that you think are Australian.

Look at the words in the box below.

pictures	shape	numbers	colour	words

b Colour the words green that show what is the same about the two groups of coins.

c Colour the words red that show what is different about the two groups of coins.

3 Look at the fifty-cent piece from Australia and the one from New Zealand. Write down two things that are different about them.

shape _____ size _____

Design a new Australian $5 coin.

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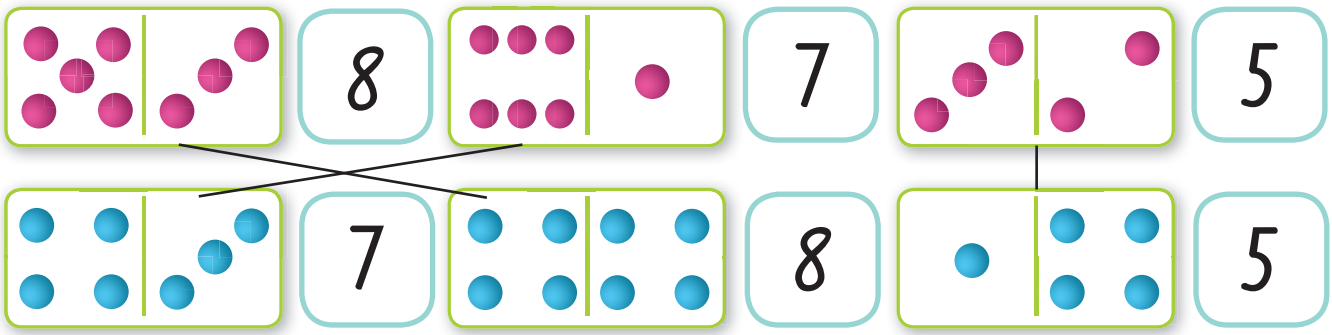
Balancing number sentences

1 Write the total number of dots on each domino in the boxes. Draw lines to match a pink domino with a blue one that has the same total.



2 Write number sentences to describe the three pairs of dominoes you matched above. The first one has been done for you.

$5 + 3 = 4 + 4$

$6 + 1 = 4 + 3$

$3 + 2 = 1 + 4$

3 Complete these number sentences to balance the scales. Each side must have the same total.

$2 + 2 = 3 + \boxed{1}$

4 ▲ 4

$4 + 2 = 1 + \boxed{5}$

6 ▲ 6

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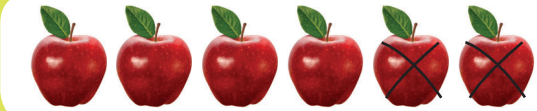
Fruity equations

1 Complete the number sentences looking at the pictures. Match the answers that are the same.



6 − 2 = 4

9 − 6 = 3

7 − 4 = 3

7 − 3 = 4

2 Complete these number sentences to balance the scales. Each side must have the same total.

7 − 3 = 10 − 6

4 ▲ 4

8 − 3 = 9 − 4

5 ▲ 5

5 − 4 = 4 − 3

1 ▲ 1

6 − 6 = 3 − 3

0 ▲ 0

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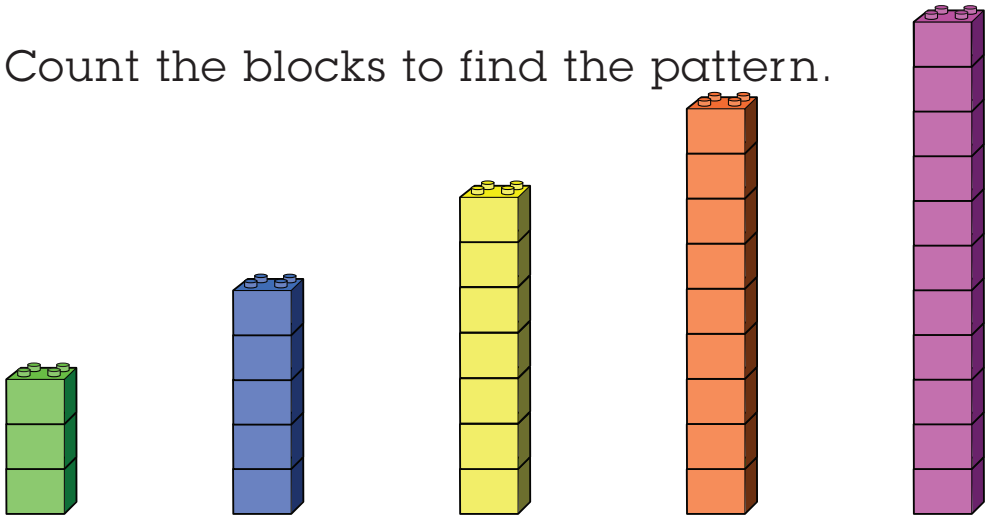
Number patterns

1 **a** Count the blocks to find the pattern.



3	5	7	9	11

b How many blocks would be in each of the next two columns? 13 and 15

c Are the numbers in this pattern odd or even numbers? odd

2 Add one block to each stack. What is the new pattern? 4, 6, 8, 10, 12

3 Fill in the missing numbers for these patterns.

10, 12, 14, 16, 18, 20 I am counting by 2s.

5, 8, 11, 14, 17, 20 I am counting by 3s.

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Odd and even

Even numbers always make pairs. Odd numbers don't.

1 Find the odd and even numbers.

a Match the pairs of gloves.

Does each glove have a partner? Yes

There is an (odd) **even** number of gloves.

b Match the pairs of socks.

There is an **odd** (even) number of socks.

c Match the pairs of shoes.

There is an (odd) **even** number of shoes.

2 Colour the odd numbers **red**. Colour the even numbers **blue**.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

3 Write an even number pattern.

4 8 12 16 20 24 28 30

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Counting by 2s

1 Count by 2s.

2	4	6	8	10	12
14	16	18	20	22	24

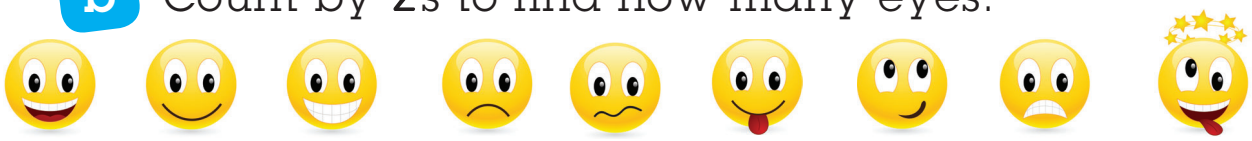
What number is your house? What number is on each side of it?

2 **a** Count by 2s to find the total number of wheels.

2 4 6 8 10 12 14

wheels

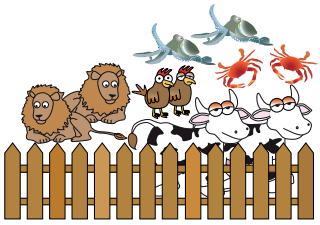
b Count by 2s to find how many eyes.

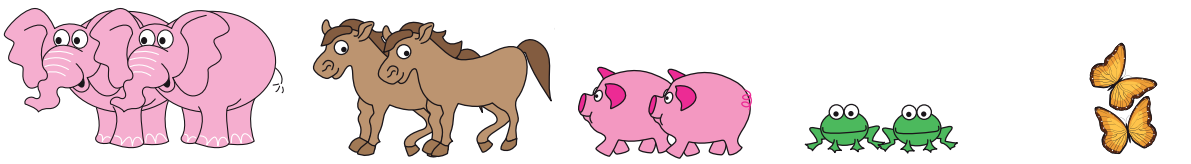


2	4	6	8	10	12	14	16	18

eyes

3 Fill in the boxes with the total number of animals in the pen as each new pair goes in. The first one has been done for you. There are 10 animals in the pen to start with.





12	14	16	18	20

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Place value

1 Circle the words 'tens' or 'ones' for each underlined number to show what it is worth.

tens (ones)

tens (ones)

(tens) ones

tens (ones)

2 Use the number chart to help you count by 10s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Think about what the number looked like before and after ten was added. How has it changed? Did the ones place change?

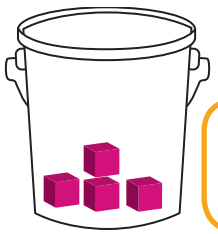
Start at 4 and count by 10s, colouring every tenth box **red**.

4, 14, 24, 34, 44.

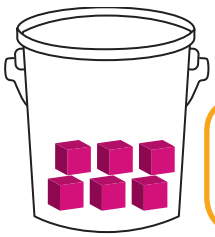
Start at 47 and count back by 10s, colouring every tenth box **blue**.

47, 37, 27, 17, 7.

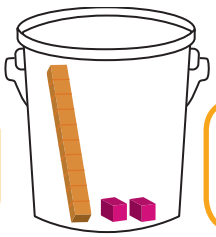
3 How many cubes in each bucket if Lee puts in 10 more?



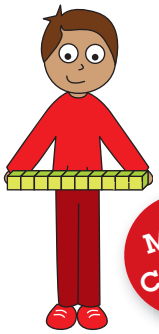
14



16



22



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