

# Mathletics

Series

B

Student



143 23 123  
21 42 142

## Numbers

My name



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First edition printed 2009 in Australia.

A catalogue record for this book is available from 3P Learning Ltd.

**ISBN** 978-1-921860-10-2

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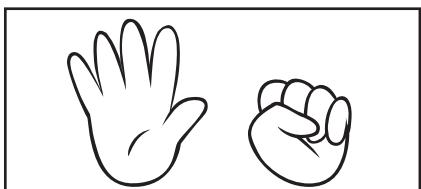
Series Author:

Rachel Flenley

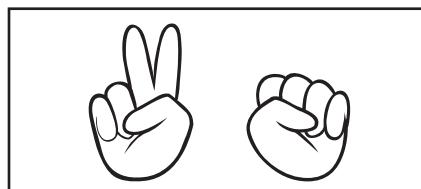
# Numbers to 20 – matching numbers and amounts

## 1 How many fingers?

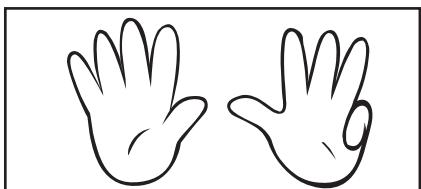
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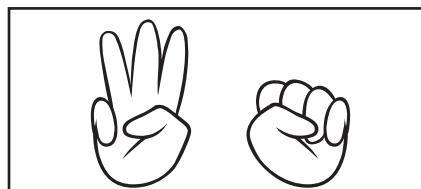
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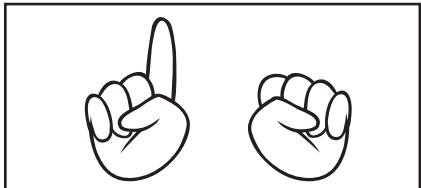
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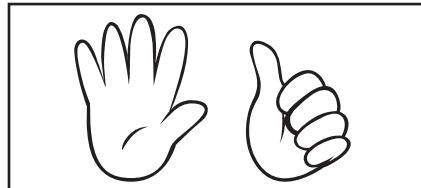
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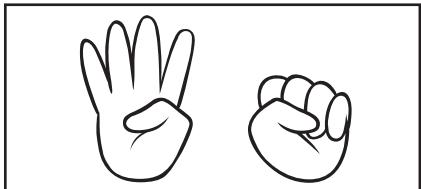
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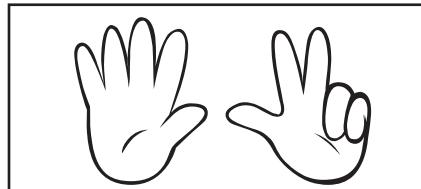
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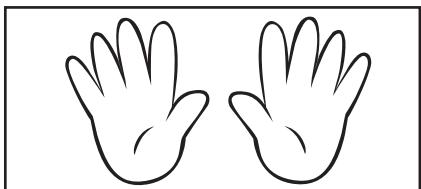
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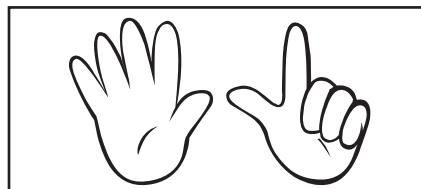
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# Numbers to 20 – matching numbers and amounts

You will need:



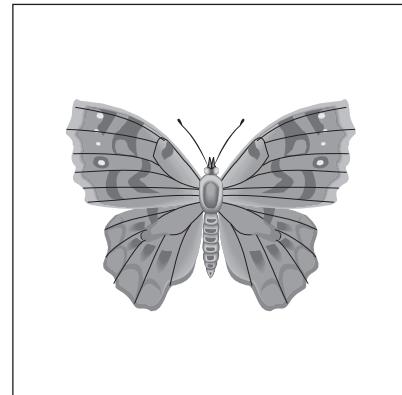
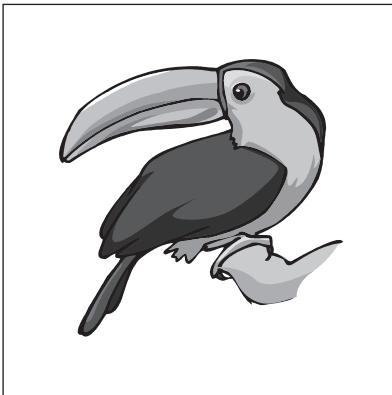
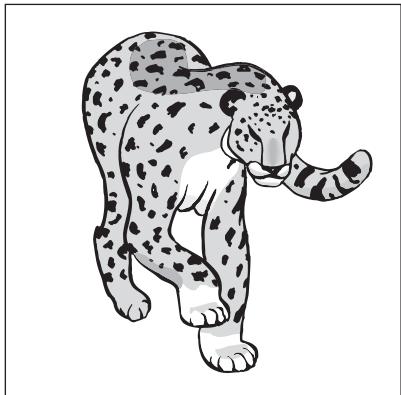
a black pen or pencil



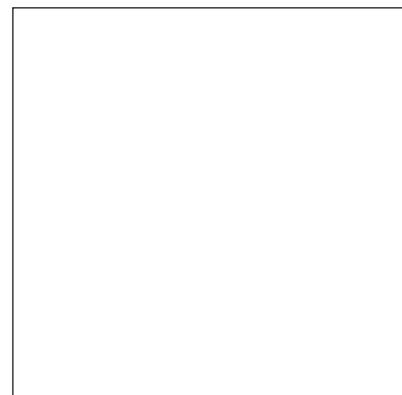
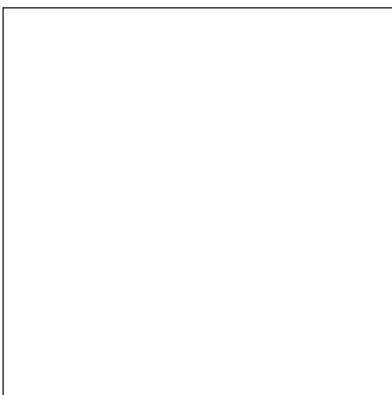
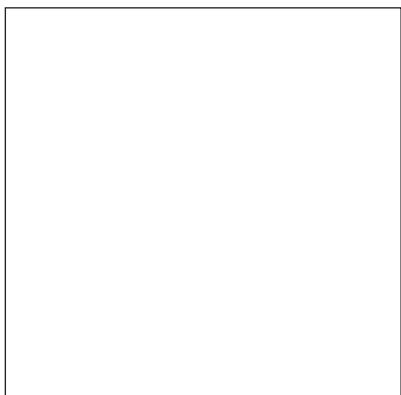
coloured pencils

## What to do:

- a What animals live in a jungle? Talk about this with a friend.  
3 animals you might find are drawn below for you.



- b Choose 3 more animals to live in your jungle. Use a black pen or pencil and draw 1 in each box below.



- c How many of each animal will be in your jungle? Choose a number between 1 and 10 and write it in the box below the animal.

# Numbers to 20 – matching numbers and amounts

- 1 Draw your animals with a black pen or pencil. Make sure you put the right amount in!



## What to do next:

Ask a friend to find and colour the animals. Ask them how many of each they found. Were they right? Check against your plan.

# Numbers to 20 – matching numbers and amounts

1 Write the number that matches the amount.

a



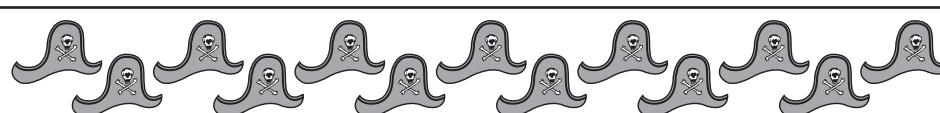
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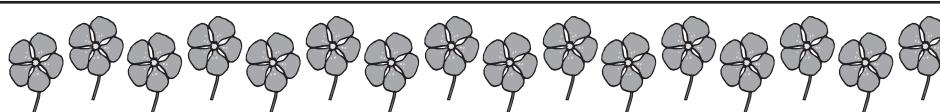
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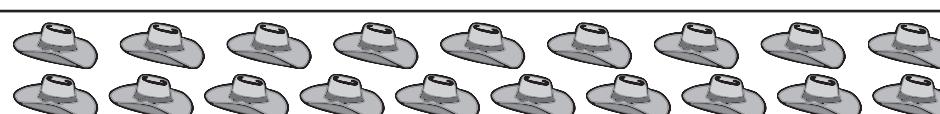
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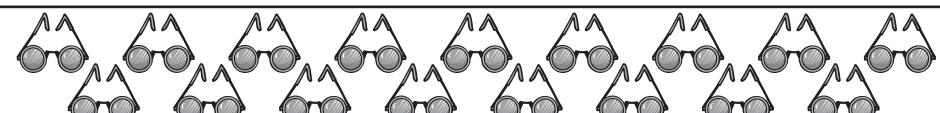
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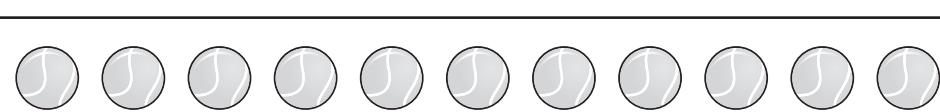
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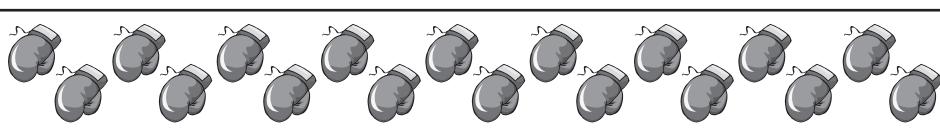
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i



j



10 11 12 13 14 15 16 17 18 19

# Numbers to 20 – matching numbers and amounts

You will need:



a partner



10 counters



scissors



copy

## What to do:

Cut out the cards and spread them out face up. Decide who will go first.

Player 1, close your eyes and take some of the counters without counting. Open your eyes. Count the counters and take the card with the matching number. Put the counters back.

Player 2, have a turn. Keep going until all the cards are gone.

If the number has been taken already, bad luck! You miss that turn. The player with the most cards at the end of the game, wins.



one	two	three	four	five
six	seven	eight	nine	ten



1  
one

2  
two

3  
three

4  
four

5  
five

6  
six

7  
seven

8  
eight

9  
nine

10  
ten

# Numbers to 20 – numerals and words

- 1 Cut out the words and numbers. Mix them up and then join the number to the right word. Glue the pairs into your Maths book.



eleven

11

twelve

12

13

thirteen

14

fourteen

fifteen

15

sixteen

16

17

seventeen

eighteen

18

19

nineteen

twenty

20

# Numbers to 20 – numerals and words

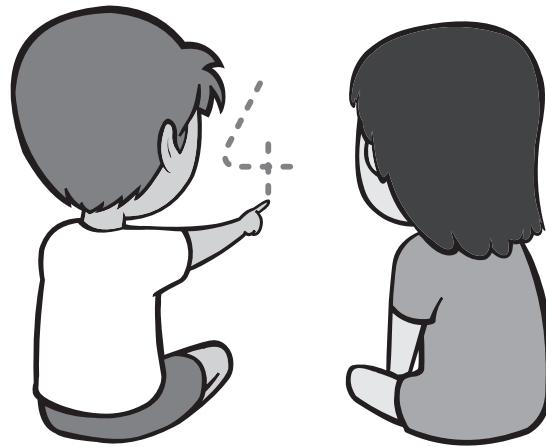
You will need:  a partner  a pencil

## What to do:

Sit next to your partner. Decide who will go first.

Player 1, draw a number between 1 and 20 in the air. Player 2, guess the number. If you guess it, write the number in a box below.

If you disagree, get another person to watch and decide.  
Play until you both have 10 numbers.




## What to do next:

Are these right?  the right ones. If they are wrong, write them properly.

- a You write seventeen like this ..... 71
- b You write fourteen like this ..... 14
- c You write sixteen like this ..... 61
- d You write nineteen like this ..... 19

# Numbers to 20 – location and order

1 Fill in the missing numbers.

1			11			
	3			13		19
			8		14	
	6					17

2 Say these counting numbers out loud. Are they in the right order? If not, put them in the right order. Say them again. Do they sound right now?

a

1	2	3	7	9	5	10	8	4	6
---	---	---	---	---	---	----	---	---	---

1									
---	--	--	--	--	--	--	--	--	--

b Try these.

11	12	14	13	15	18	17	16	19	20
----	----	----	----	----	----	----	----	----	----

11									
----	--	--	--	--	--	--	--	--	--

# Numbers to 20 – location and order

You will need:  a partner  a counter

## What to do:

Decide who will go first. Player 1, put a counter over one of the numbers. Player 2, guess the hidden number. If you guess right, write down the number. Swap. Can you both get to 10 numbers?

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

# Numbers to 20 — location and order

1 Write the numbers that come before and after.

a

		3		
--	--	---	--	--

b

		7		
--	--	---	--	--

c

	12			
--	----	--	--	--

d

		15		
--	--	----	--	--

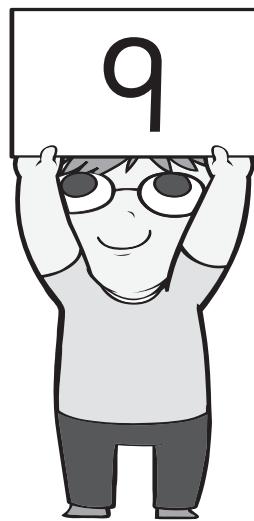
2 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than

---

---

---



more than

---

---

---

3 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

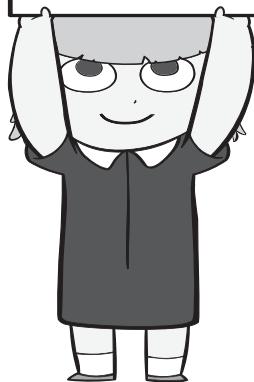
less than

---

---

---

13



more than

---

---

---

# Numbers to 20 – location and order

You will need:



a partner



scissors



copy

## What to do:

Cut out the cards, mix them up and spread them face up. Close your eyes and take a number. One of you finds the number that comes **before** it, the other player finds the number that comes **after** it. Put the number cards back. Swap jobs for the next round. Play 10 rounds.

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

# Numbers to 20 – counting backwards

1 Climb down the ladders and fill in the missing numbers.

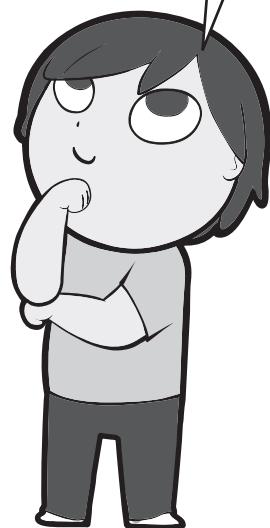
a

10
9
0

b

20
19
18
15
11

Saying the  
numbers out  
loud helps.



2 Practise counting backwards from 20 out loud to a friend.

Each time you do it with help, draw a little ☺. Each time you do it without any help, draw a big ☺.



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

# Numbers to 20 – counting from different starting points

1 Count forwards along these paths. Fill in the gaps.

a

11	12									
----	----	--	--	--	--	--	--	--	--	--

b

7	8					
---	---	--	--	--	--	--

Watch out!  
The paths start at  
different numbers.

c

5	6						
---	---	--	--	--	--	--	--



2 Count backwards along these paths. Fill in the gaps.

a

10	9											0
----	---	--	--	--	--	--	--	--	--	--	--	---

b

19			16			
----	--	--	----	--	--	--

3 Work with a friend. Choose a number that is 20 or less. Close your eyes and together, count back from that number to zero. Every time you do it right, give yourselves a backwards ↘ tick!



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

# Numbers to 50 – counting by 1s

- 1 Colour the counting numbers from 20 to 50 to help the birthday girl find a path to her birthday cake.



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



- 2 Where will 50 steps take you? Work with a friend to find out. Where do you think you will end up after 50 steps? Take the steps, counting out loud as you go. Was it closer or further than you thought? Now try a new direction.



# Numbers to 50 – counting by 1s

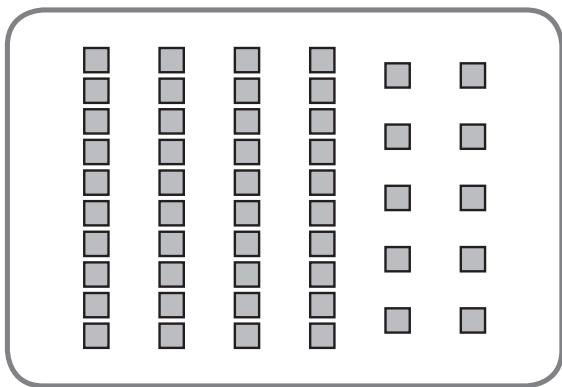
1 Join the dots from 1 to 50 to create this picture.



# Numbers to 50 – matching numbers and amounts

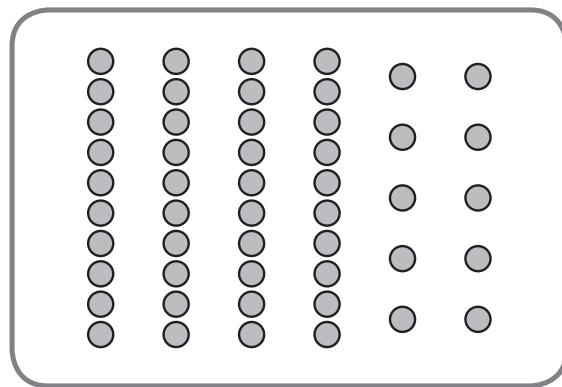
1 Circle the shapes to match the number.

a



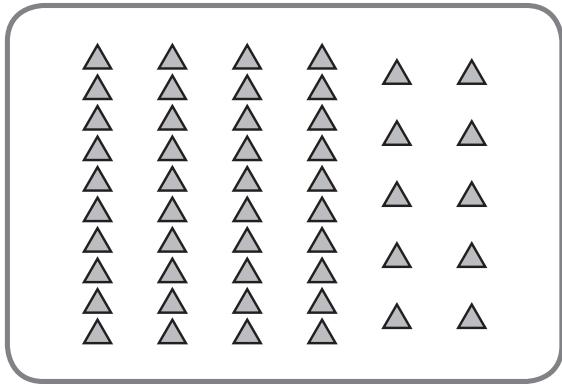
23

b



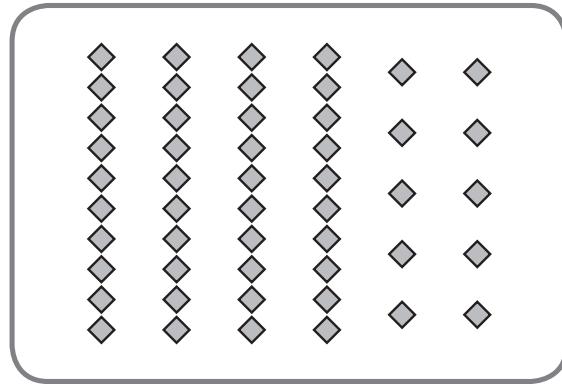
31

c



40

d



48

2 Draw 29 triangles. What is the best way to draw them so it is easy for someone else to count them?

# Numbers to 50 – numerals and words

1 Practise writing these number words.

Look

Trace

Write

20	twenty	twenty	_____
30	thirty	thirty	_____
40	forty	forty	_____
50	fifty	fifty	_____

2 Choose a number on the left and a number on the right that you think go together. Colour them the same colour. Explain your thinking to a friend.

5 five

40 forty

4 four

50 fifty

3 three

20 twenty

2 two

30 thirty



# Numbers to 50 – numerals and words

You will need:



a partner



scissors



## What to do:

Cut out the cards on these two pages. Spread out the numbers face down in 1 group and spread out the words face down in another group.

Decide who will go first. Player 1, turn over 1 card from the number group and 1 card from the word group. If they match, you keep the cards and get another turn. If not, turn them back over and Player 2 has a turn. Play till all the cards are gone.  
Who has the most cards at the end?

20	21	22	23	24
30	31	32	33	34
45	46	47	48	49
26	36	27	37	50

# Numbers to 50 – numerals and words (continued)



twenty

twenty one

twenty two

twenty three

twenty four

thirty

thirty one

thirty two

thirty three

thirty four

forty five

forty six

forty seven

forty eight

forty nine

twenty six

thirty six

twenty seven

thirty seven

fifty

# Numbers to 50 – counting backwards

You will need:  a partner  a big outside space

## What to do:

Fill in the backwards chart. You will use this to help with your counting.

50	49	48			45		43		41
40			37			34			
	29			26			23		21
20		18			15			12	
	9			6					

## What to do next:

Go outside with your partner. One of you will be the walker and the other one will be the helper.

Walk backwards slowly and count from 50 to zero. The helper holds this chart and gives clues. They also make sure the walker stays safe and doesn't walk into a tree!

Swap jobs.



**Try:** Now try counting back in 10s, 2s or 5s.

# Numbers to 50 – location and order (bridging decades)

1 What numbers come next?

a

37	38						
----	----	--	--	--	--	--	--

b

25	26	27					
----	----	----	--	--	--	--	--

c

17							
----	--	--	--	--	--	--	--

2 What numbers come before?

a

					41	42
--	--	--	--	--	----	----

b

			20			23
--	--	--	----	--	--	----

c

					33	34
--	--	--	--	--	----	----

3 What is another word that means **before**? What is another word that means **next**? Can you think of any more?

before

next

# Numbers to 50 – location and order

- 1 Use the 50 chart to fill in the missing numbers on the puzzle pieces.

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

a

11	12	
21		

b

21		

c

1		

d

28		

e

31		

f

26		

- 2 What numbers could go on these puzzle pieces?

a


b


# Numbers to 100 – counting by 1s

You will need:  long strips of paper

## What to do:

Begin at number 1 and write the numbers to 100 in order on your strip of paper.



## What to do next:

Can you keep going? How high can you go? Write your biggest 5 numbers here.

--	--	--	--	--

## Try:

Find a way to measure how long your number strip is and record it here.

# Numbers to 100 – counting by 1s

You will need:



a partner



a pop stick with B on 1 side and F on the other

## What to do:

Decide who will go first. Player 1, choose a number between 0 and 100 and write it in the first box below.

Now flip the pop stick. If it lands on F, count **forwards** from that number to 100. If it lands on B, count **backwards** from that number to 0. Player 2, check and help if needed. If Player 1 gets it right, give them a tick.

Swap jobs. Play the game 3 times each.

## What to do next:

If you want to say about the same amount of numbers each time you count, what numbers should you start with? Why?

If you pick the number 94, do you have to count forwards a lot or a little? What about if you have to count backwards?



# Numbers to 100 – numerals and words

1 Which is the right number for the words? Colour the right one.

twenty three

23

32

forty six

64

46

seventy nine

97

79

forty five

45

54

eighty six

68

86

Say the word  
out loud.  
That gives you  
a clue.



2 Practise writing these number words.

Look

Trace

Write

60

sixty

sixty

\_\_\_\_\_

70

seventy

seventy

\_\_\_\_\_

80

eighty

eighty

\_\_\_\_\_

90

ninety

ninety

\_\_\_\_\_

100

one hundred

one hundred

\_\_\_\_\_

# Numbers to 100 – numerals and words

You will need:



a partner



scissors



tape or



glue



copy

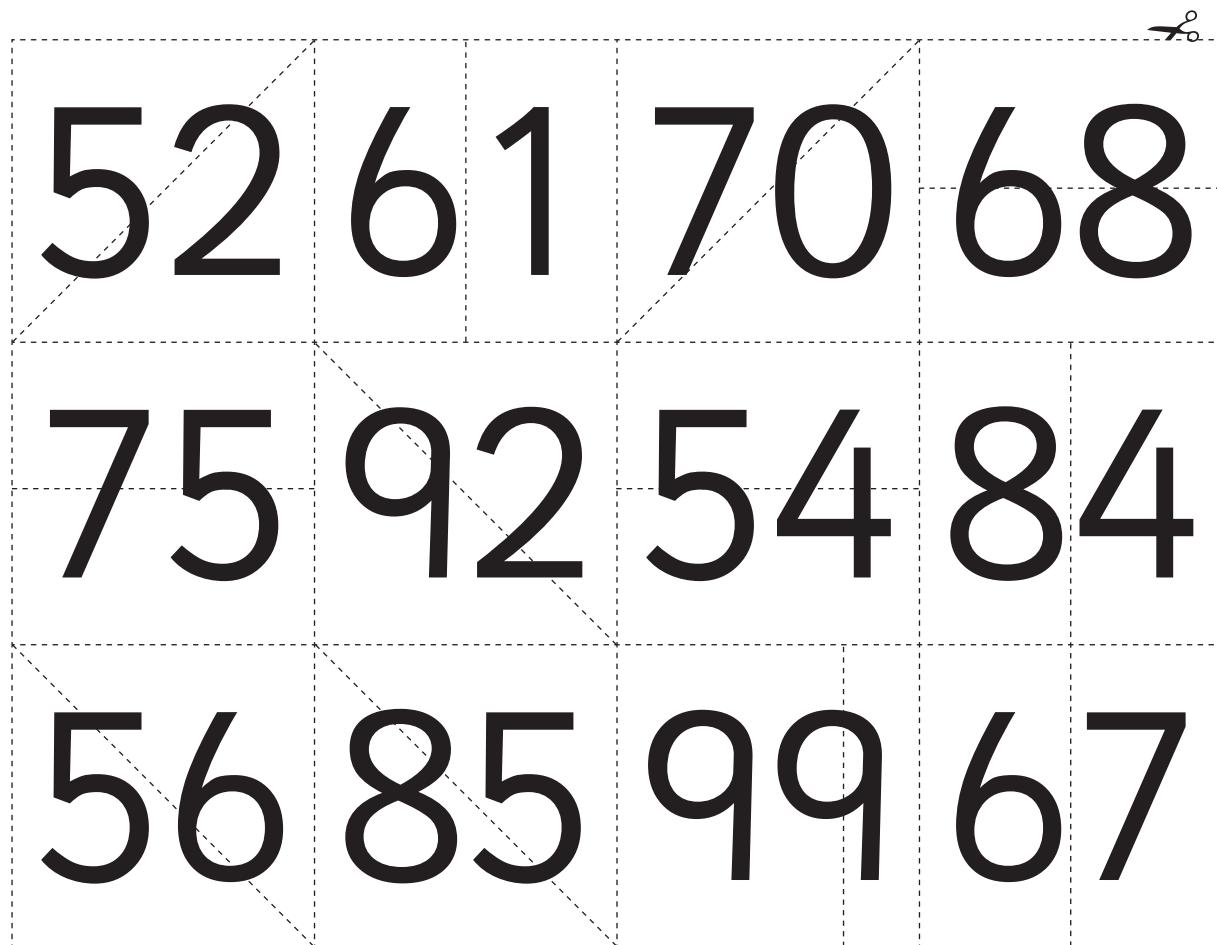
## What to do:

Below are some numbers between 50 and 100. Say them out loud.

Cut them out and then cut carefully across the dotted lines.

Spread out the card parts. Work with a friend to put the parts back together again.

When you are sure they are all right, stick them onto a piece of paper. Say them out loud again.

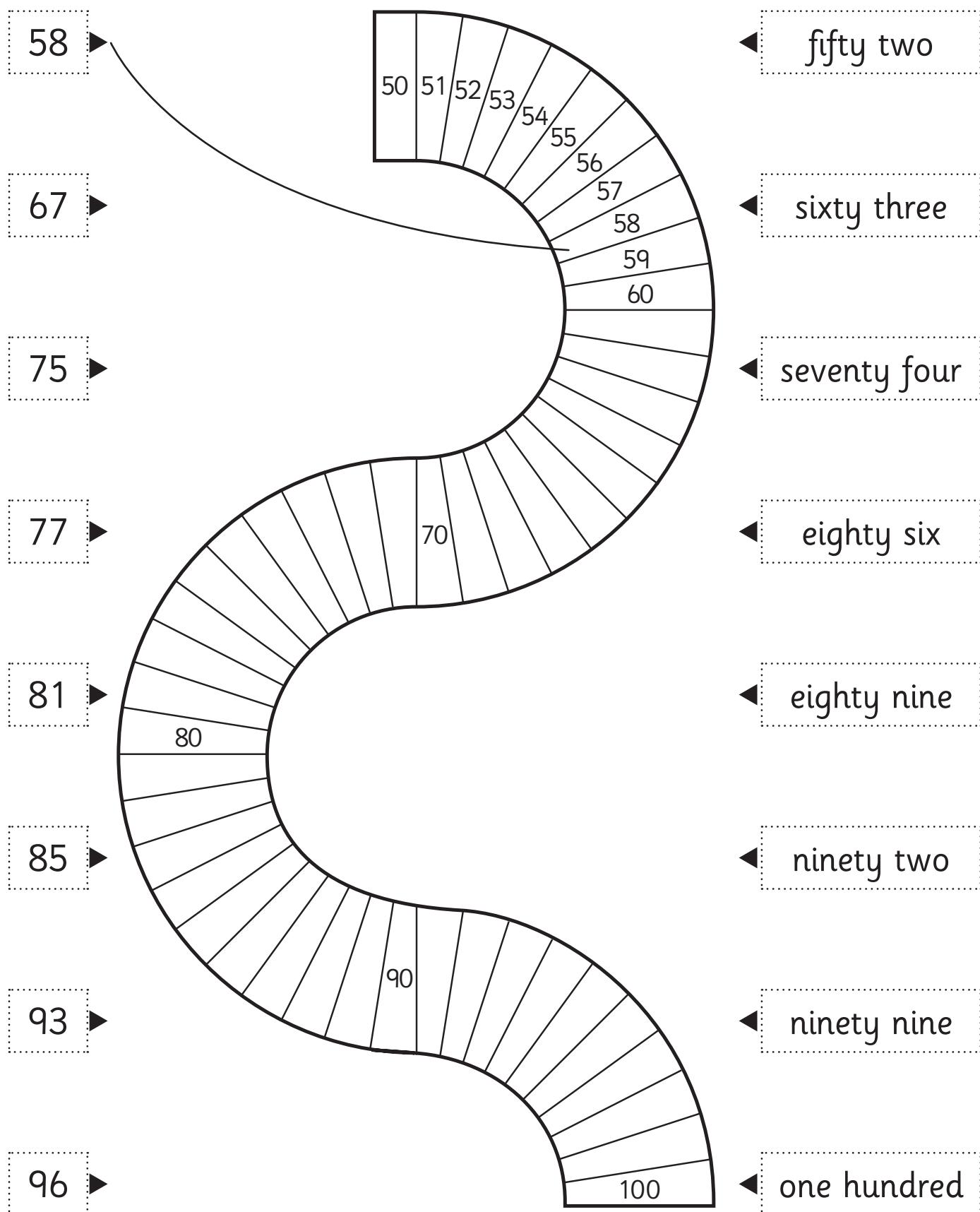


Here are the numbers you are joining.

52 61 70 68 75 92 56 85 99 67 54 84

# Numbers to 100 – location and order

- 1 Draw lines to join the number to the right step. It might help to write the missing numbers in.



# Numbers to 100 – location and order

You will need:  a partner

## What to do:

You are going to play “Guess the Secret Number” with a partner.  
Player 1, choose a number and write it in a secret place.  
Player 2, ask questions about the number. Player 1 can only answer yes or no.

You can ask questions such as: Is it in the 20s? Is it an even number? Does it have a 5 in it?

You can only ask a question such as, “Is it 48?” 3 times so don’t waste those questions! As you get information, cross off the numbers it can’t be. Can you guess the number?

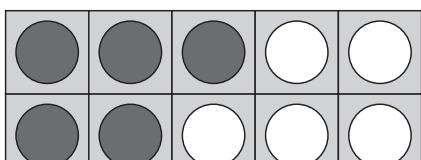
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Guess 1	Guess 2	Guess 3	Answer

# Place value to 99 – counting and organising

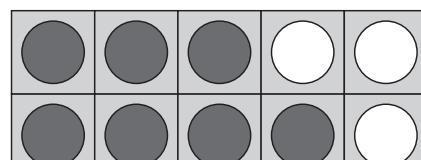
## 1 How many?

a

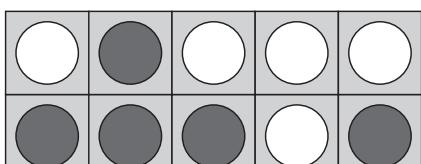


5

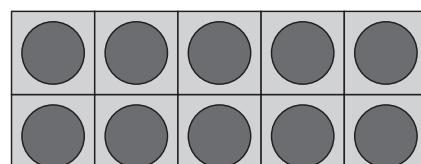
b



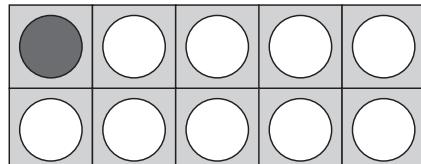
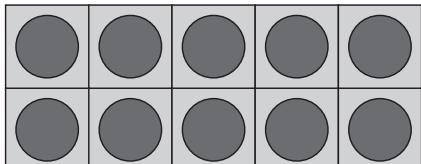
c



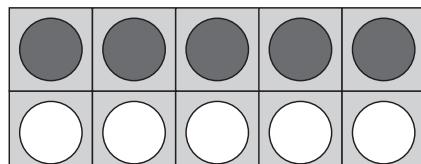
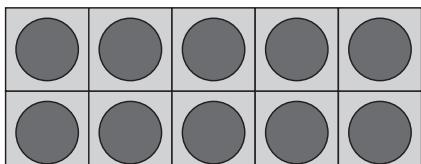
d



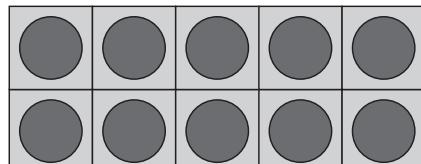
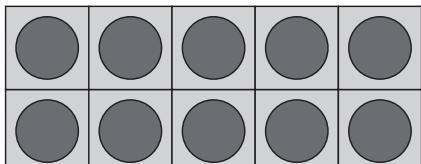
e



f



g



# Place value to 99 – counting and organising

You will need:



a partner



pencils

## What to do:

Each choose a number between 20 and 30 and write it down somewhere secret. Draw that number of stars in the box below.

## What to do next:

Ask your partner to count the stars and write down how many there are. Were they right?

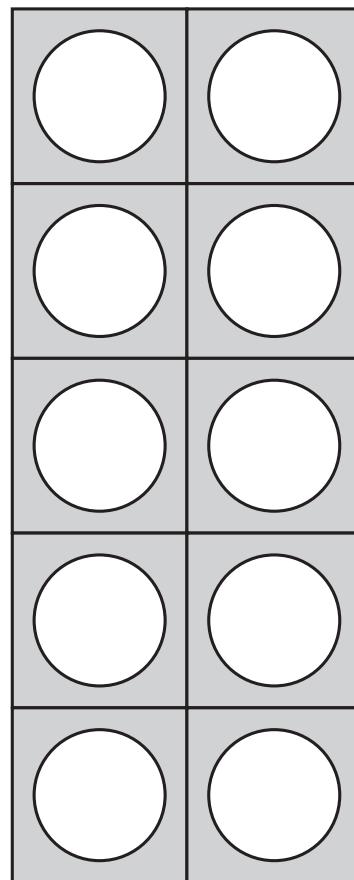
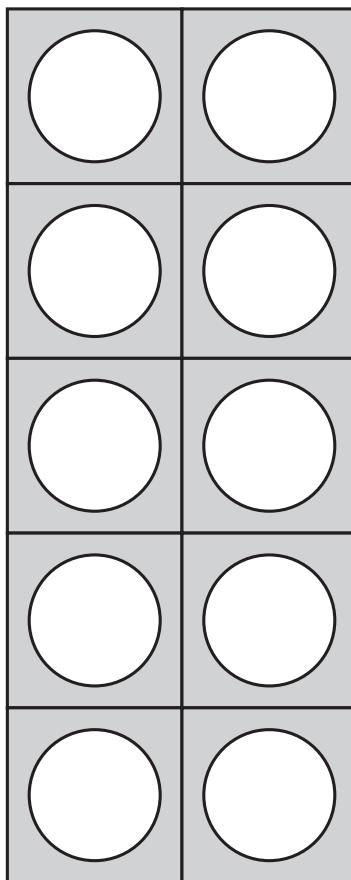
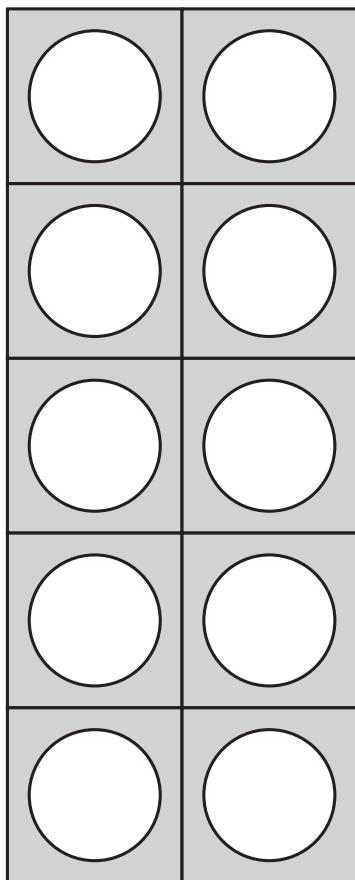
Ask them if they found the stars easy to count. If not, why not? Record their answer.

# Place value to 99 – counting and organising (continued)

## Now try:

Choose a different number between 20 and 30 and write it down somewhere secret.

This time draw the stars in the frames below. Draw 1 star in each circle.



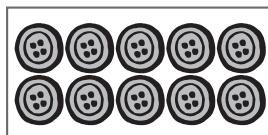
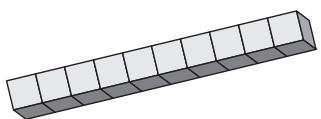
## What to do next:

Ask your partner to count this new set of stars and write down how many there are. Were they right?

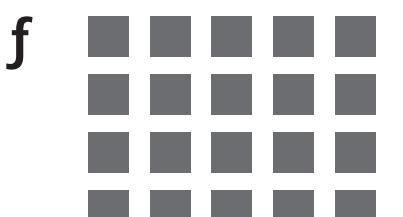
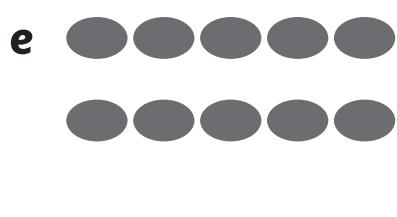
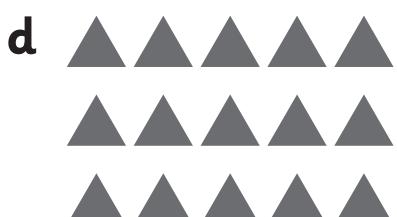
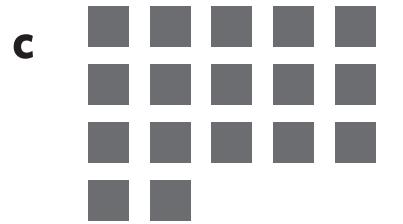
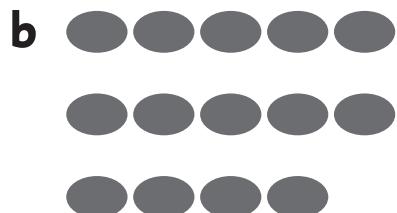
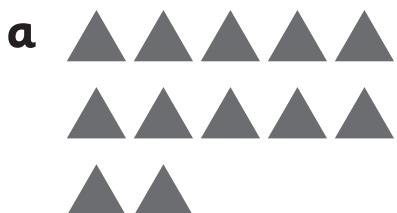
Ask them if the stars were easier to count this time? If so, why? Record their answer.

# Place value to 99 – tens and ones

Our number system is organised around tens. We do this to make counting and reading numbers easier. Here are some ways to show tens.



- 1 Circle the groups of ten. Write how many tens and how many ones.



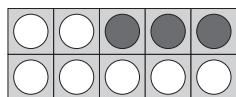
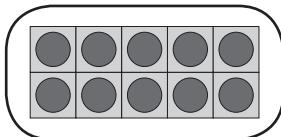
- 2 Take a big handful of pop sticks. Find a way to organise the pop sticks into groups of tens and ones. Draw what you did here.

# Place value to 99 – tens and ones

How many counters are there?

This is **1** group of ten and **3** ones.

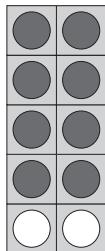
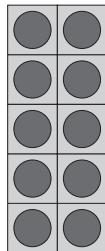
We write the tens first. **13**.



Sometimes we call the ones ‘units’. They mean the same thing.

- 1** Circle the full groups of tens. Write how many tens and how many ones. Then write the number.

**a**

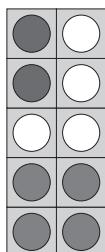
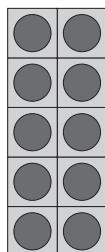


tens	ones

\_\_\_\_\_

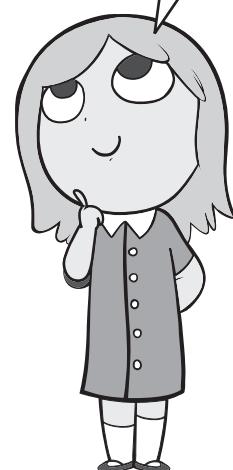
There is  
1 group of  
tens and  
8 ones.  
I write the  
tens first.  
**18**

**b**

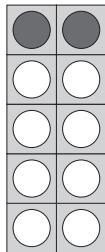
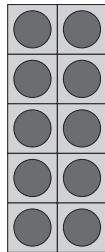


tens	ones

\_\_\_\_\_



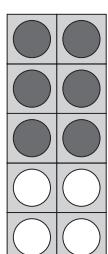
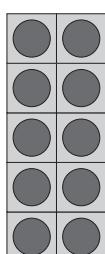
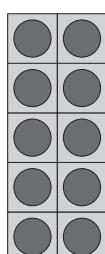
**c**



tens	ones

\_\_\_\_\_

**d**



tens	ones

\_\_\_\_\_

# Place value to 99 – tens and ones

You will need:



a partner



counters



a die

## What to do:

Choose who will go first. Roll a die and put the matching number of counters in the frame. Write the number you have made on the chart. Player 2 has a turn, then back to Player 1. The first person to 30 is the winner! You must roll the right number to finish.

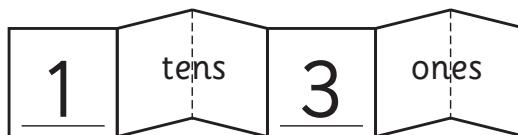
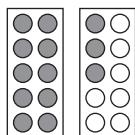
### Numbers

tens	ones




# Place value to 99 – using numeral expanders

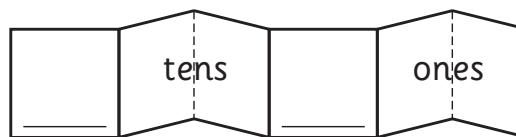
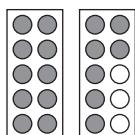
We can use numeral expanders to help us understand numbers.



13

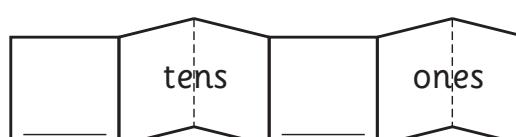
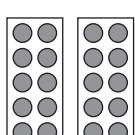
1 Write how many tens and ones. Then write the number.

a



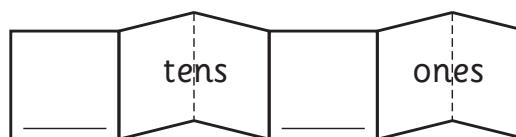
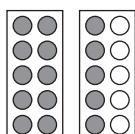
\_\_\_\_\_

b



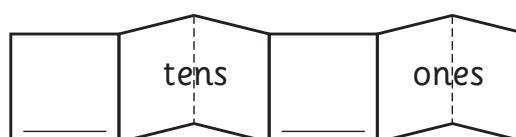
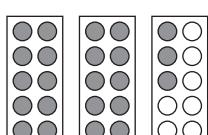
\_\_\_\_\_

c



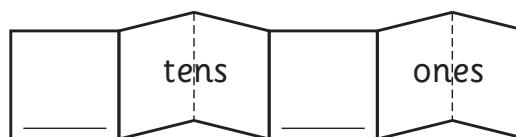
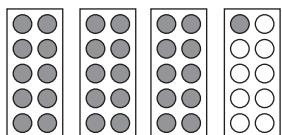
\_\_\_\_\_

d



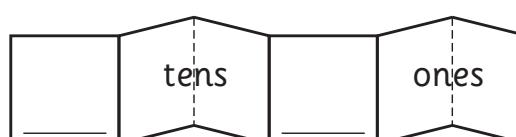
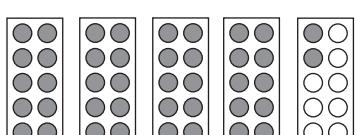
\_\_\_\_\_

e



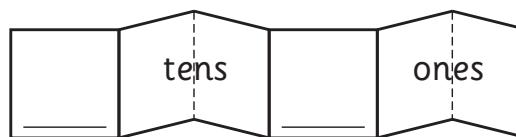
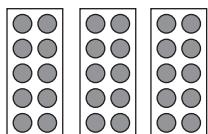
\_\_\_\_\_

f



\_\_\_\_\_

g



\_\_\_\_\_

# Place value to 99 – using numeral expanders

You will need:

- a partner
- 100 pop sticks
- 10 rubber bands

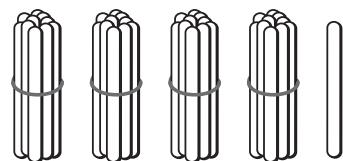


## What to do:

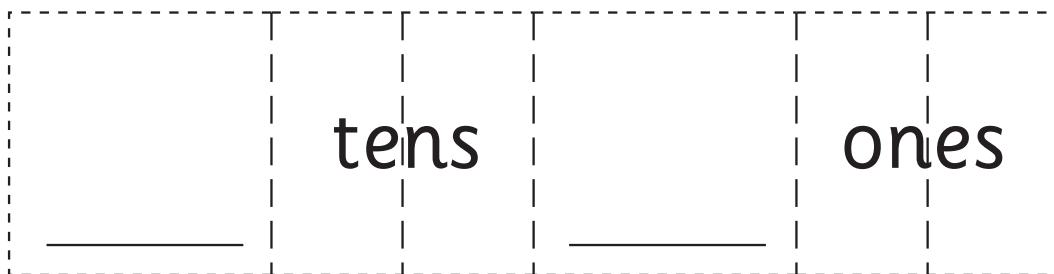
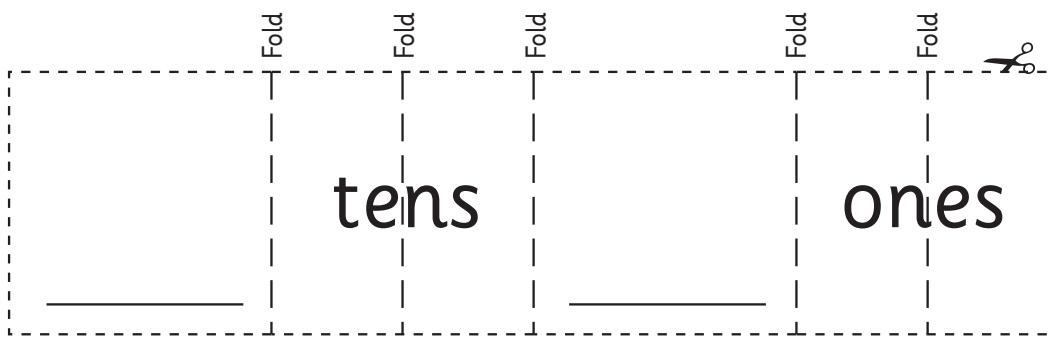
Cut out the numeral expanders. Take turns writing a secret tens and ones number on the expander and then fold it up so it looks like this:

Show your partner the folded number.

They need to make that number with pop sticks and say, “41 is 4 tens and 1 one”.



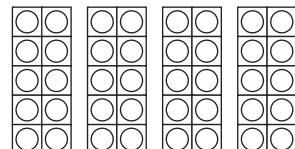
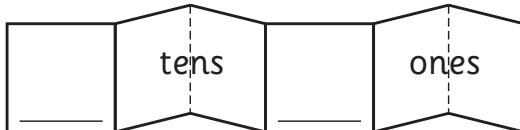
Unfold the expander. If they are right, bow to them and say, “You are the king/queen of tens and ones”. Swap jobs.

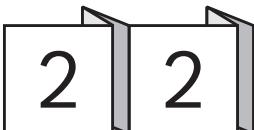


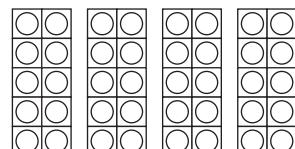
# Place value to 99 – using numeral expanders

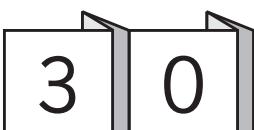
1 How many tens? How many ones? Write the answer and show the amounts in the tens frames.

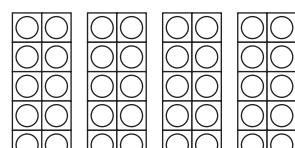
a 



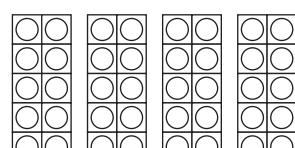
b 

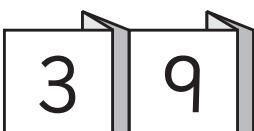


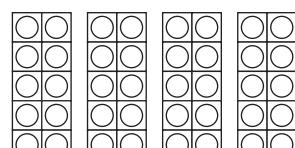
c 



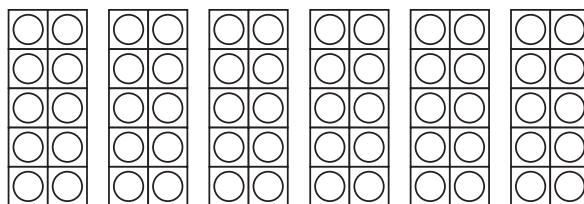
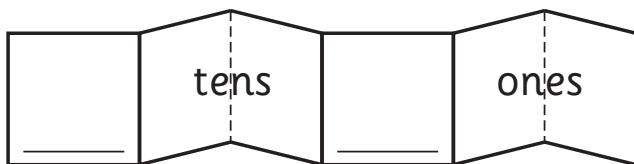
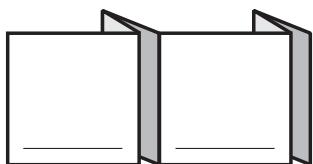
d 



e 



2 A number has one 5 in it. Show what the number could be.



# Place value to 99 – identifying place values

You will need:



a partner



pop sticks

## What to do:

Work together to answer these questions. You can use pop sticks to help.

- a How many **tens** in 50? \_\_\_\_\_
- b How many **ones** in 46? \_\_\_\_\_
- c How many **tens** in 23? \_\_\_\_\_
- d How many **ones** in 65? \_\_\_\_\_
- e Do we write twenty three like 23 or 32? \_\_\_\_\_

## What to do next:

Make up your own questions. Swap with your partner and answer their questions. Check each other's thinking.

- a How many **tens** in \_\_\_\_\_? \_\_\_\_\_
- b How many **ones** in \_\_\_\_\_? \_\_\_\_\_
- c How many **tens** in \_\_\_\_\_? \_\_\_\_\_
- d How many **ones** in \_\_\_\_\_? \_\_\_\_\_
- e Do we write forty seven like \_\_\_\_\_ or \_\_\_\_\_? \_\_\_\_\_



tens



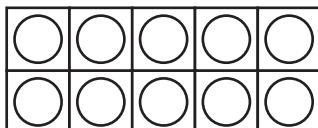
ones



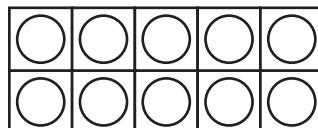
# Place value to 99 – comparing and sequencing

**More than** means bigger. **Less than** means smaller.

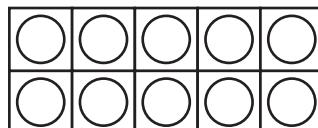
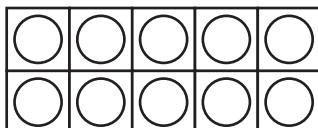
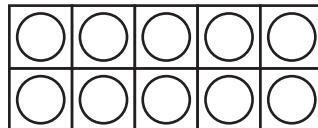
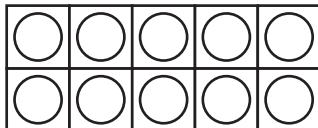
- 1 Max says 23 is more than 32. Is he right? Colour the tens frames to help you decide. Write **Yes** or **No**.



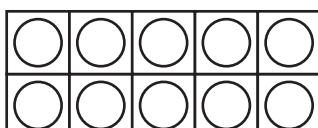
23



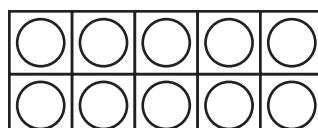
32



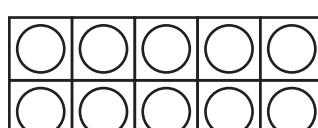
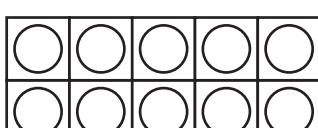
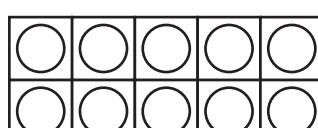
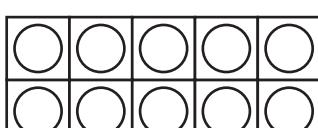
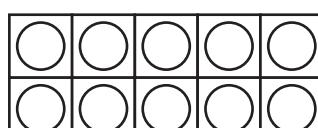
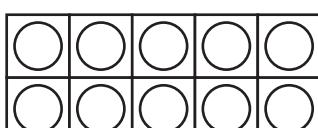
- 2 Now he says 12 is less than 21. Is he right? Colour the tens frames to help you decide. Write **Yes** or **No**.



12



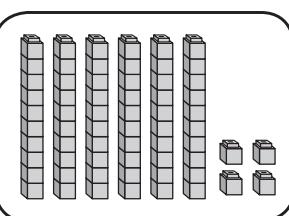
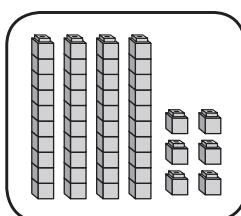
21



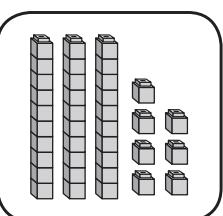
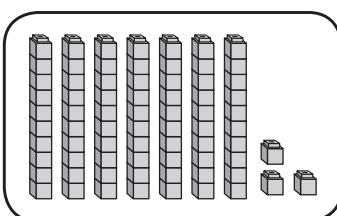
# Place value to 99 – comparing and sequencing

1 Write both numbers. Circle the bigger number.

a

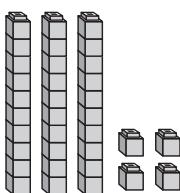


b



2 Write the number to match the blocks. Then think of a bigger number and write it. How will you know it is bigger?

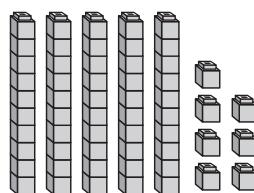
a



number

bigger number

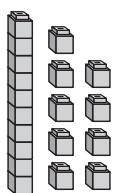
b



number

bigger number

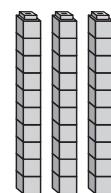
c



number

bigger number

d



number

bigger number

# Place value to 99 – comparing and sequencing

You will need:



a partner



20 blue counters and 20 green counters



1 pop stick with B on one side and S on the other

## What to do:

Decide who will have the blue counters, who will have the green counters and who will go first.

Player 1, put a counter on any number. Player 2, flip the pop stick. If it lands on B, Player 2, put a counter on a **bigger** number. If it lands on S, put a counter on a **smaller** number.

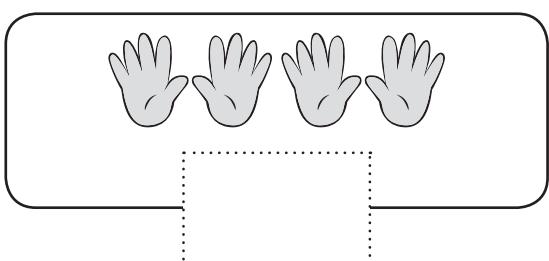
If it's right, Player 2 takes both the counters. If not, Player 1 takes the counters. Cross off the numbers. Player 2 then goes first. Play 10 rounds. Who has the most counters at the end?

50	71	57	81	92	63	85
67	91	87	72	61	54	78
55	73	66	80	93	79	86
62	90	74	51	98	59	64
82	58	84	69	97	94	75
52	77	70	88	65	96	56
89	60	83	95	53	68	76

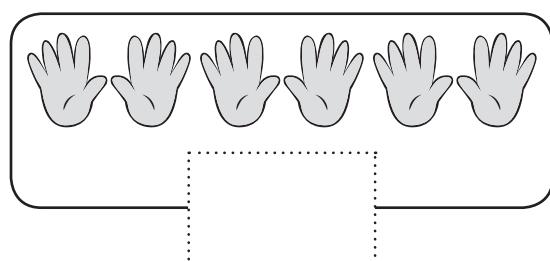
# Skip counting – by 5s

1 Count by 5s to find how many fingers and thumbs.

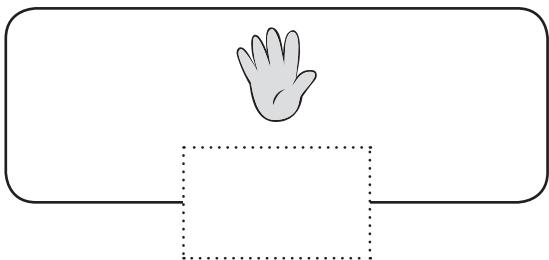
a



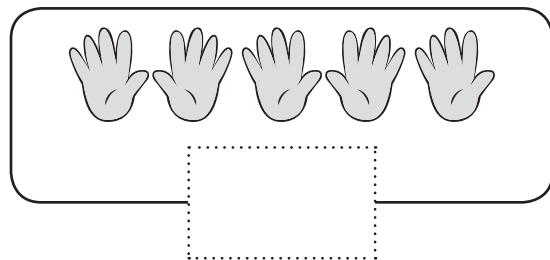
b



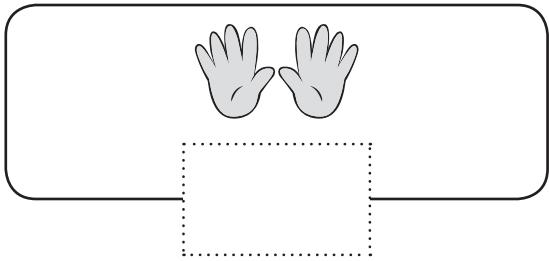
c



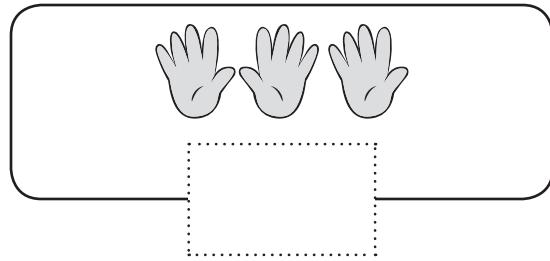
d



e



f



2 Continue the pattern.

5

10



50

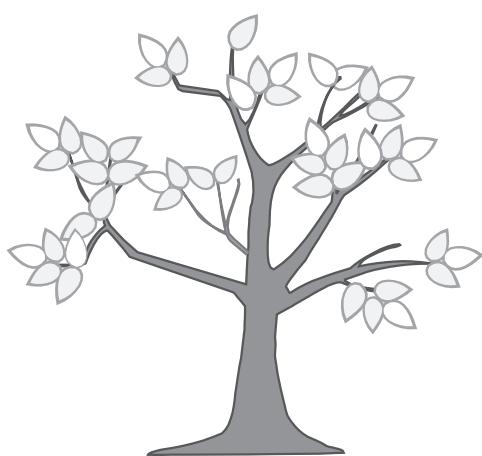
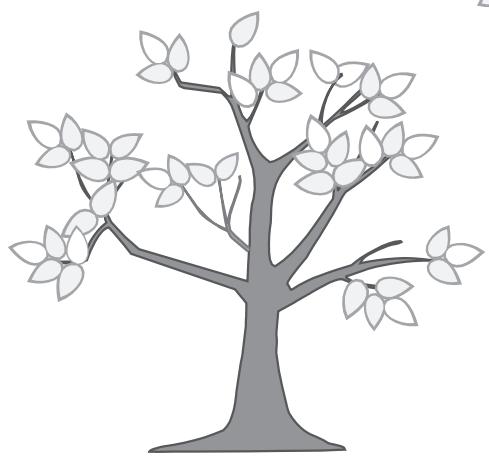
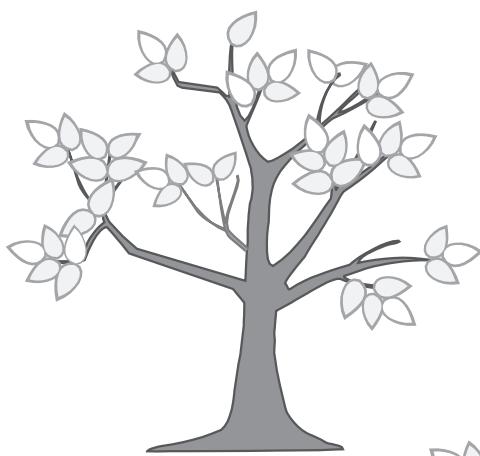
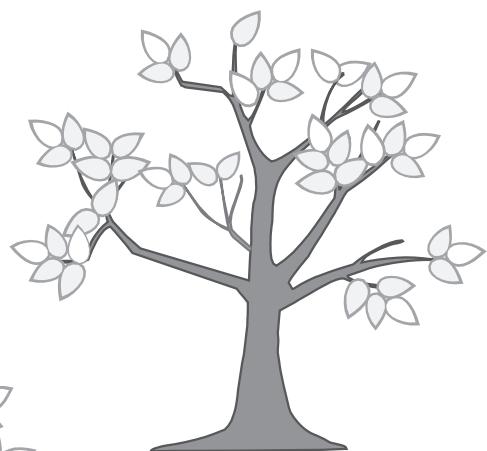
35

65

70

# Skip counting – by 5s

1 Draw 5 delicious apples on each apple tree.



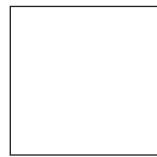
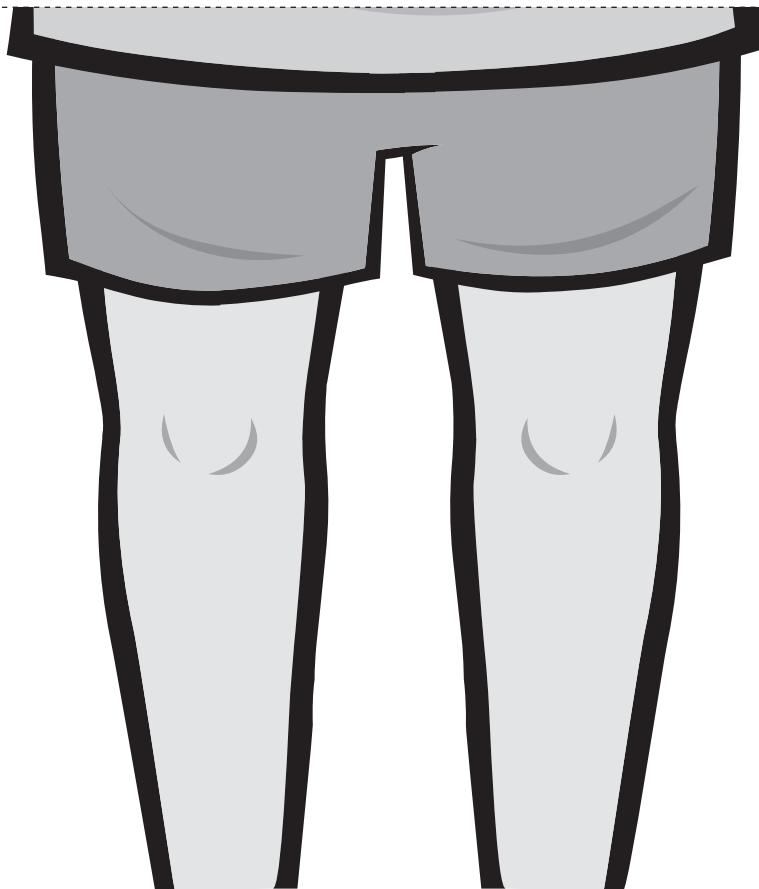
2 How many apples are there altogether?

3 If the farmer picks all the apples from 2 trees  
how many does he pick?

4 How many apples would be left on the trees?

# Skip counting – by 2s

- 1 Draw shoes or feet at the end of these legs.



- 2 Cut out the picture. Line your box up with your class mates' boxes. As a group, count by 2s along the line. Write the number that matches your pair.

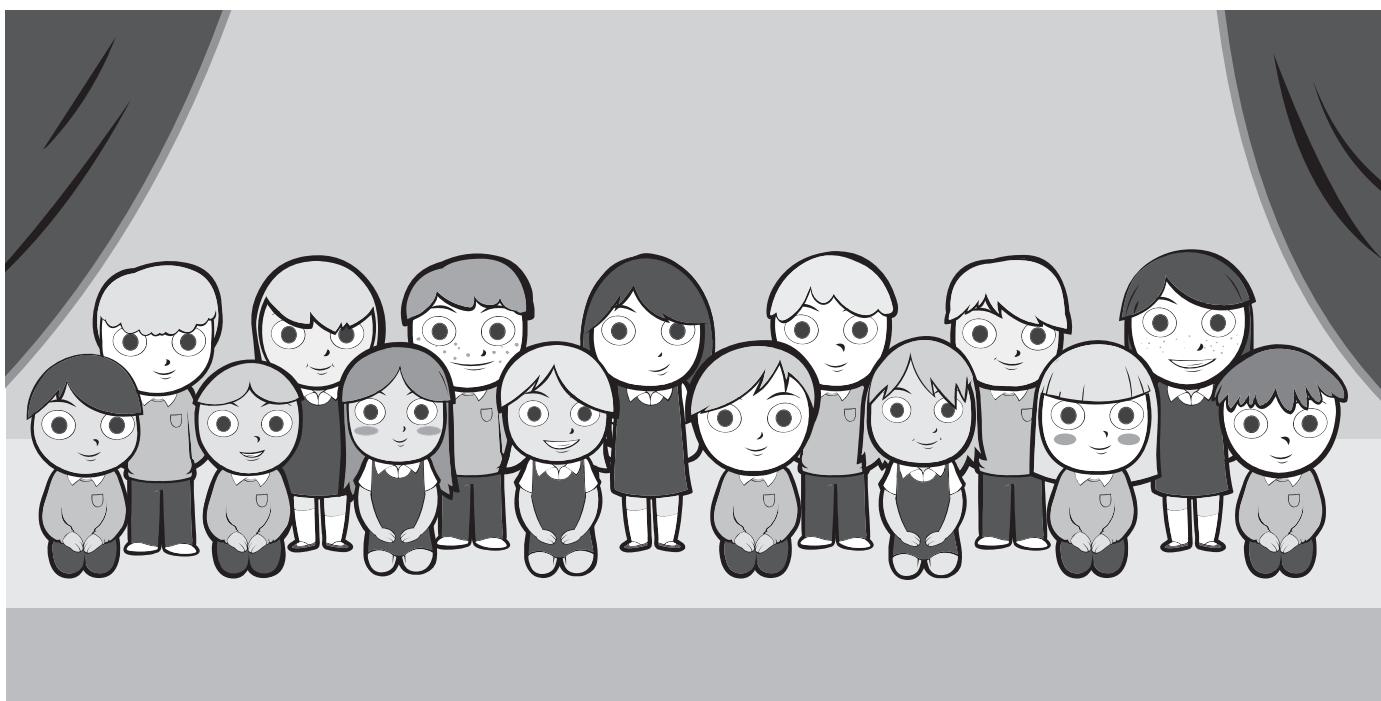
# Skip counting – by 2s

- 1 Fill in the missing numbers. Say them out loud as you write them.

→

1		3		5		7		9
11		13		15		17		19
21		23		25		27		29

- 2 Count by 2s to find how many eyes are looking at you.



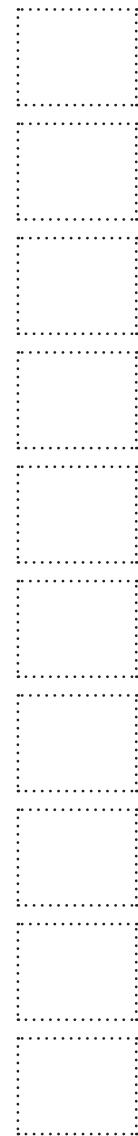
\_\_\_\_\_ eyes are looking at me!

## Skip counting – by 2s

You will need:  stickers  a pencil

# What to do:

Put a sticker in each box. At the end of each row record how many stickers you have on the page so far.



# What to do next:

Say the numbers you have written out loud.  
What are you counting by?



# Skip counting – odd and even numbers

Even numbers can be put into pairs. Odd numbers can't.



We say even numbers when we count by 2s.

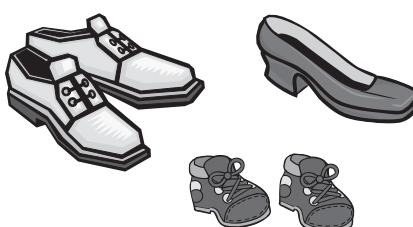
- 1 Count the shoes and write the number. Write **e** if the number is even. Write **o** if the number is odd.

a



4

b



c



d



- 2 Colour every square with a ★ in blue. These are even numbers. Colour every square with a C in yellow. These are odd numbers. Can you continue the colouring pattern?

1 C	2 ★	3 C	4 ★	5 C	6 ★	7 C	8 ★	9 C	10 ★
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

# Skip counting – odd and even numbers

## You will need:



a partner



## coloured pencils

## **What to do:**

Work with your partner to test out this idea.

## **Even numbers make squares and rectangles.**

# Odd numbers don't.

Choose some numbers between 1 and 24 and colour the boxes to match. Record your findings below.

A 10x10 grid of squares. The squares are arranged in a 10x10 pattern. There are four dark gray squares: one at the top-left corner (row 1, column 1), one at the top-right corner (row 1, column 9), one at the bottom-left corner (row 9, column 1), and one at the bottom-right corner (row 9, column 9).

even

---

2

odd

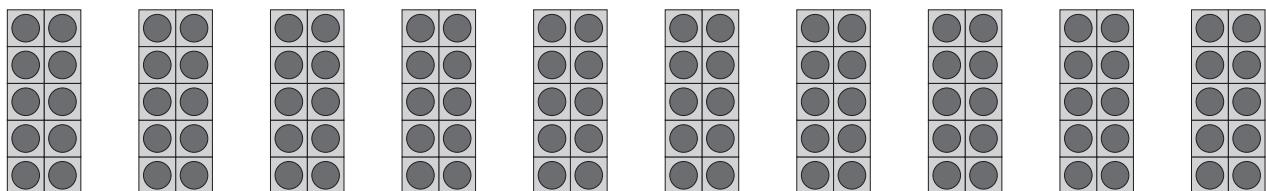
---

5

Can you ever make rectangles with odd numbers? What is special about them?

# Skip counting – by 10s

1 Count by 10s to find how many.



10	20				60				
----	----	--	--	--	----	--	--	--	--

2 Count by 10s to help the puppy find the path home.  
Colour the squares.



10	2	3	25	32	17	19
5	20	30	36	11	9	14
13	12	40	0	27	21	15
27	85	50	60	70	56	72
95	17	23	7	80	90	100

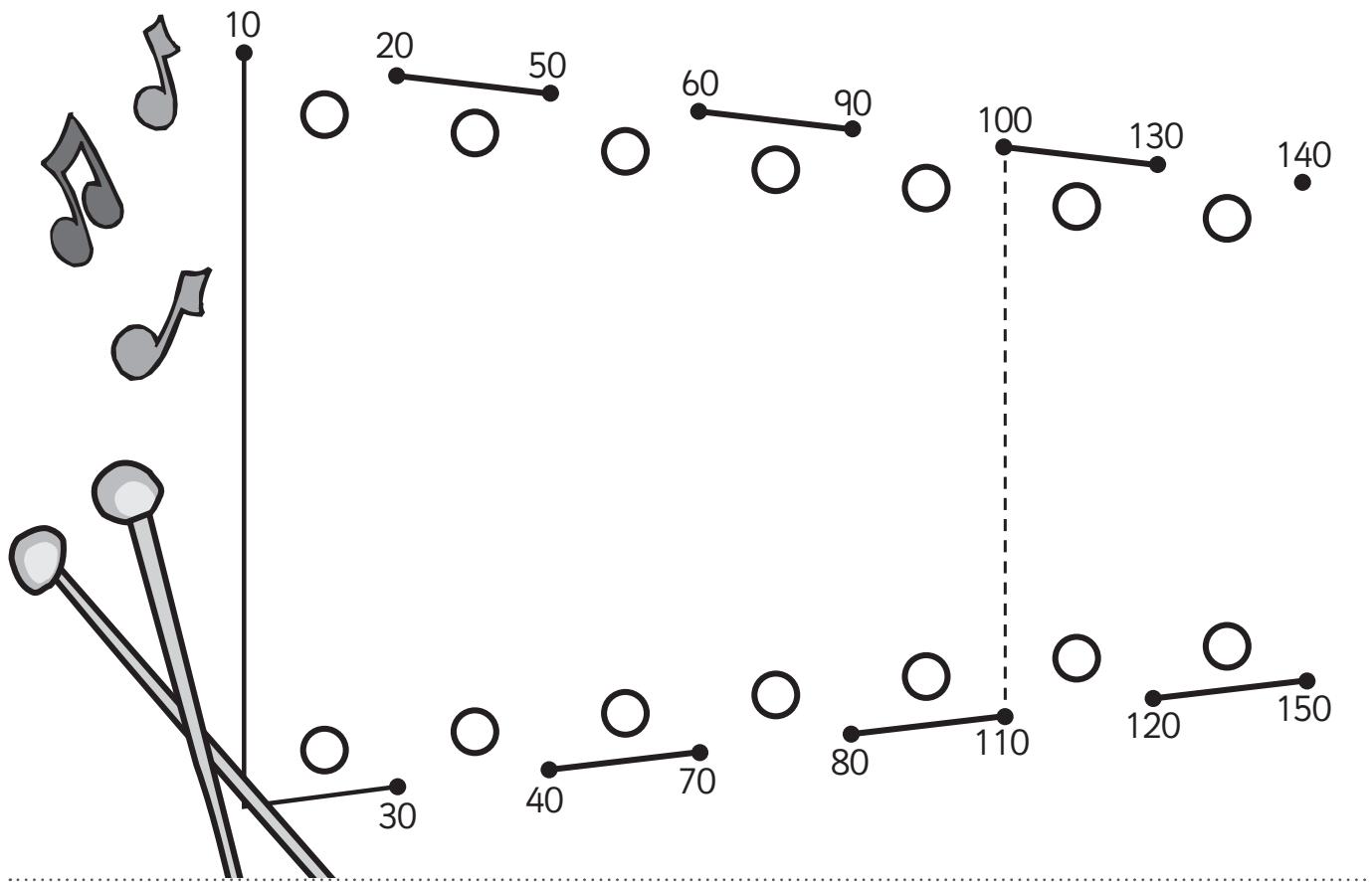


3 Get 10 pop sticks. Write 10 on one, 20 on the next, all the way to 100. Mix them up and then put them back in order. Race against a friend. Who can put them in order first?

10	60
20	70
30	80
40	90
50	100

# Skip counting – by 10s

1 Count by 10s to complete this dot to dot.



2 Make your own crazy dot to dot. In the box below draw 10 dots. Spread them out over the box. Count by 10s to label them from 10 to 100. Join them up. What crazy picture have you made?

# Skip counting – by 10s off decade

1 Which numbers would be in the grey squares? Write them in.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
	32					37			40
				55					
								69	
71					76				
		83					88		

2 Finish the counting by 10s patterns.

a

18	28	38			

b

11	21	31			

3 Think of your own counting by 10s pattern.


# Skip counting – location and order

You will need:



a partner



10 blue counters and 10 red counters

## What to do:

This game is called ‘Get Ten’ and the aim is to get 10 counters on the board. Take turns giving each other one of the following instructions followed by a number.

What number is 10 more than ...    What number is 10 less than ...

What number is 1 more than ...    What number is 1 less than ...

When you find the answer, put a counter on it. Play until you both have 10 counters on the board.

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
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## What to do next:

Too easy? Try playing 20 more or less or 5 more or less.

# Skip counting – by 2s, 5s or 10s

1 How many toes?



2 How did you count the toes? Did you count by

1s

2s

5s

10s  ?

3 What am I counting by? Is it by 1s, 2s, 5s or 10s?

a 5 10 15 20 25 30 35

s

b 1 2 3 4 5 6 7

s

c 10 20 30 40 50 60 70

s

d 2 4 6 8 10 12 14

s

# Ordinal numbers – order numbers to 10th

- 1 Draw yourself and 4 friends waiting in line at the canteen.  
Write the position in the box.



1st				
-----	--	--	--	--

a Who is 2nd in line? \_\_\_\_\_

b Who is 3rd in line? \_\_\_\_\_

c Who is 1st in line? \_\_\_\_\_

d Who is 5th in line? \_\_\_\_\_

e Who is 4th in line? \_\_\_\_\_



1st	2nd	3rd	4th	5th
-----	-----	-----	-----	-----

# Ordinal numbers – order numbers to 10th

You will need:



a partner



scissors



- 1 Cut out the ordinal numbers and line them up in order. Ask a friend to check. Now mix up the order and get your friend to find and fix the mistakes. Can you trick them?



1st

2nd

3rd

4th

5th

6th

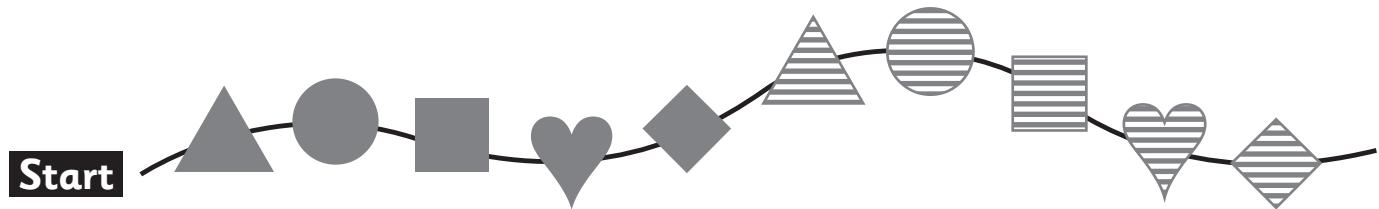
7th

8th

9th

10th

# Ordinal numbers – order numbers to 10th



1 What position?

a The is \_\_\_\_\_.

b The is \_\_\_\_\_.

c The is \_\_\_\_\_.

d The is \_\_\_\_\_.

2 Draw your own beading pattern with at least 8 different beads.

Start

Draw your answer.

a is 3rd.

b is 5th.

c is 1st.

d is 6th.

e is 4th.

f is 8th.



1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

# Ordinal numbers – months of the year

- 1 Ask 10 friends to write their names under the month of their birthday.

January

February

March

1st

2nd

April

May

June

4th

July

August

September

October

November

December

# Ordinal numbers – months of the year (continued)

2 Label the months with their ordinal number. January has been done for you.

3 Do you have any friends born in the -

- a 1st month of the year?
- b 4th month of the year?
- c 6th month of the year?
- d 12th month of the year?

4 Is there a busiest birthday month? Which one?

5 Draw 4 presents you would like to get for your birthday in order of how much you would like them. Write the order.

1st	<input type="text"/>	<input type="text"/>	<input type="text"/>



1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

# Ordinal numbers – days and dates

We use ordinal numbers when we talk about days and dates.

Sunday is the 1st day of a new week.



- 1 Cut out the days of the week and put them in the right order. Label them as 1st, 2nd and so on. Get a friend to check.

Thursday

Saturday

Monday

Wednesday

Sunday

Friday

Tuesday

# Ordinal numbers – days and dates

1 Mark the special days on the calendar.

a Claire's birthday is on the 1st of December. Draw .

b Maggie got a new cat on the last day of December.

Draw a .

c Khalaf's birthday is on the 5th Wednesday of December.

Draw .

d Do you know any other special days? Mark them.

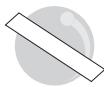
December						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# Ordinal numbers – explore further

You will need:



a partner



long strip of paper



pencils

## What to do:

Work with a partner to solve this problem.

Nina decorated 24 cakes for her class party.

She lined them up and put chocolate icing on every 2nd cake.

She put a jube on every 3rd cake. She put sprinkles on every 4th cake.

Show what the cakes looked like. You might need a long strip of paper!

## What to do next:

How many cakes have no decorations at all?

How many cakes have all 3 decorations?

# Fractions – halves of shapes

When we divide a whole into 2 equal parts, we call each part a half.

This is one whole apple.      The apple is now cut into halves.



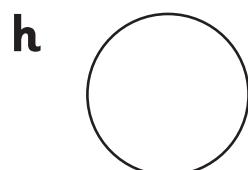
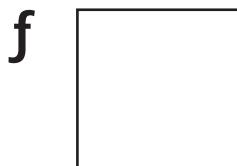
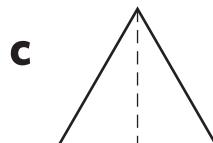
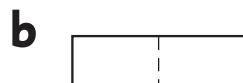
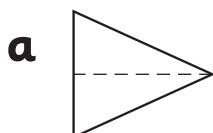
whole



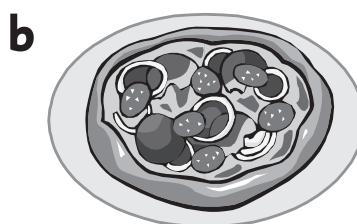
half

half

1 Colour one half of each shape.



2 Draw a line to cut each food in half.



3 Which shows half a glass of milk? Circle it.



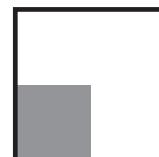
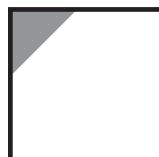
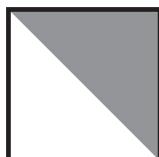
# Fractions – halves of shapes

- 1 All of these shapes have been cut into 2 parts but only some of them have been cut into 2 equal parts. Tick  the shapes that are cut in half.

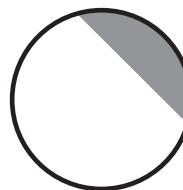
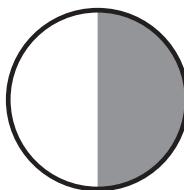
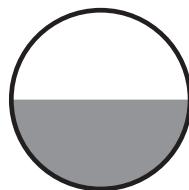


It is only half when  
the two parts  
are equal!

a



b



c



- 2 Draw a shape. Cut it into 2 **equal** parts.

- 3 Draw a shape. Cut it into 2 **unequal** parts.

Is the shape cut in half? \_\_\_\_\_

Is the shape cut in half? \_\_\_\_\_

# Fractions – halves of shapes

You will need:



a partner



pencils

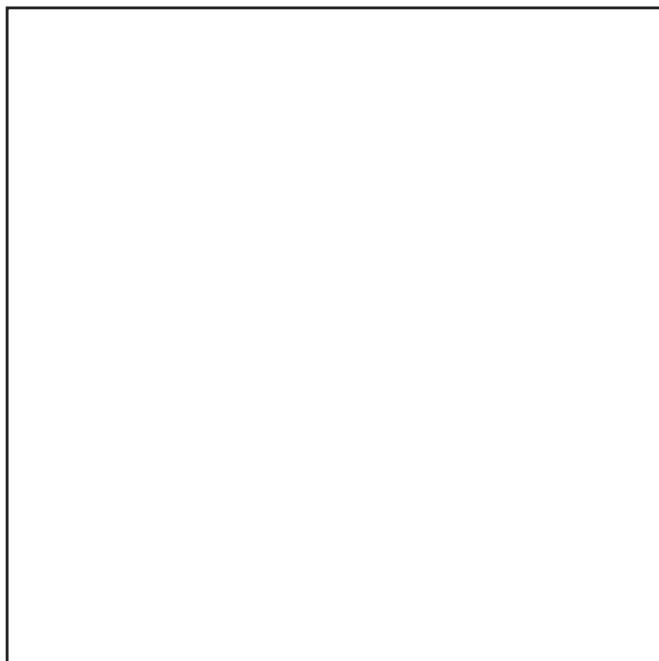
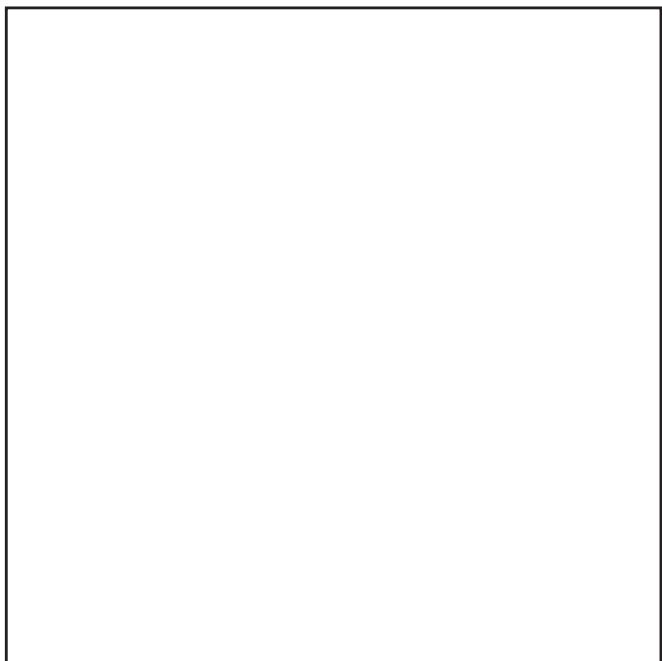
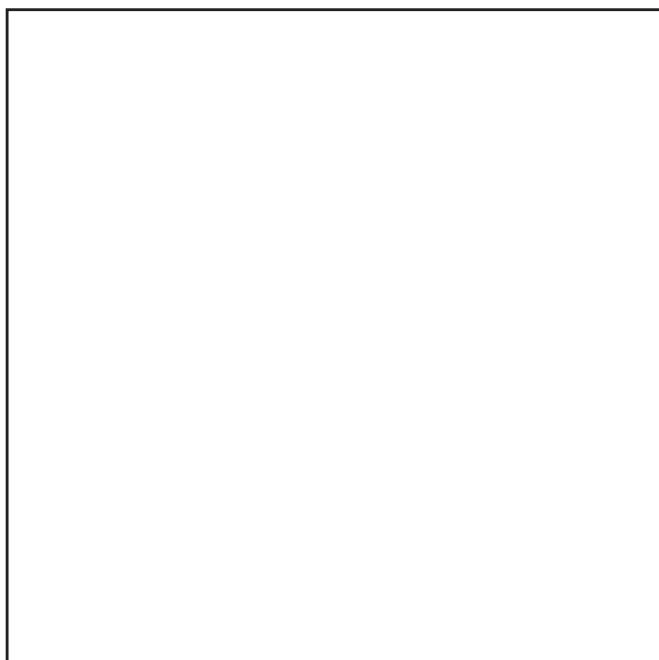
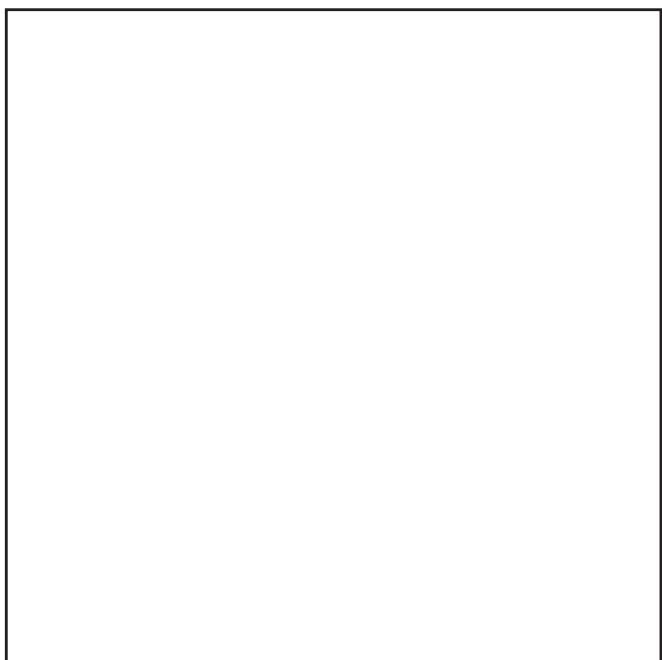


scissors



## What to do

Can you and your partner find 4 different ways to cut the squares in half? Show the cuts with a line. Then cut them out and stick the matching halves in your book.

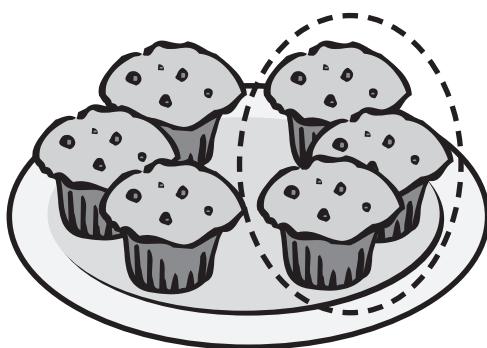


# Fractions – halves of groups

We can also have halves of groups.

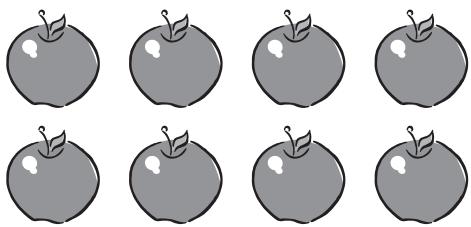
There are 6 cakes on the plate.

Half of this is 3 cakes.



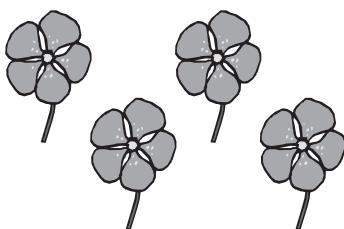
1 Find and circle half of each group.

a



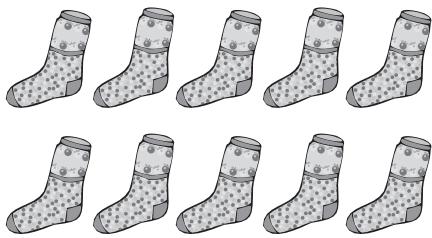
One half of 8 is \_\_\_\_\_.

b



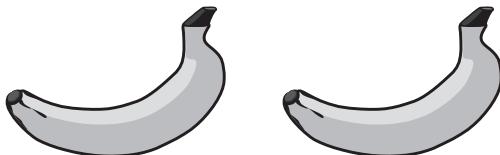
One half of 4 is \_\_\_\_\_.

c



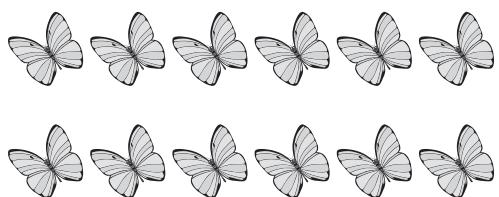
One half of 10 is \_\_\_\_\_.

d



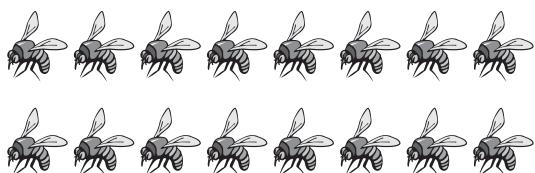
One half of 2 is \_\_\_\_\_.

e



One half of 12 is \_\_\_\_\_.

f



One half of 16 is \_\_\_\_\_.

# Fractions – halves of groups

You will need:



a partner



pencils



10 counters

## What to do:

Player 1, draw 8 stars in the boxes below.

Ask Player 2 to cover half the stars with counters. Check that they are right. How will you know?

Now ask them to cover more than half the stars. Check.

Now ask them to cover less than half the stars. Check.


## What to do next:

Player 2, draw 10 trees in the box below. Ask Player 1 to cover half the trees. Check that they are right. How will you know?

Now ask them to cover less than half the trees. Check.

Now ask them to cover more than half the trees. Check.


# Fractions – halves of groups

You will need:  pencils

## What to do:

Half of the Smith family are female. What could the family look like? Create a family portrait.

