

Mathletics

Series

B

Student



Time and Money

My name _____



Copyright © 2009 3P Learning. All rights reserved.

First edition printed 2009 in Australia.

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

ISBN 978-1-921860-14-0

Ownership of content The materials in this resource, including without limitation all information, text, graphics, advertisements, names, logos and trade marks (Content) are protected by copyright, trade mark and other intellectual property laws unless expressly indicated otherwise.

You must not modify, copy, reproduce, republish or distribute this Content in any way except as expressly provided for in these General Conditions or with our express prior written consent.

Copyright Copyright in this resource is owned or licensed by us. Other than for the purposes of, and subject to the conditions prescribed under, the Copyright Act 1968 (Cth) and similar legislation which applies in your location, and except as expressly authorised by these General Conditions, you may not in any form or by any means: adapt, reproduce, store, distribute, print, display, perform, publish or create derivative works from any part of this resource; or commercialise any information, products or services obtained from any part of this resource.

Where copyright legislation in a location includes a remunerated scheme to permit educational institutions to copy or print any part of the resource, we will claim for remuneration under that scheme where worksheets are printed or photocopied by teachers for use by students, and where teachers direct students to print or photocopy worksheets for use by students at school. A worksheet is a page of learning, designed for a student to write on using an ink pen or pencil. This may lead to an increase in the fees for educational institutions to participate in the relevant scheme.

Published 3P Learning Ltd

For more copies of this book, contact us at: www.3plearning.com/contact

Designed 3P Learning Ltd

Although every precaution has been taken in the preparation of this book, the publisher and authors assume no responsibility for errors or omissions. Neither is any liability assumed for damages resulting from the use of this information contained herein.

Series B – Time and Money

Contents

Topic 1 – Time (pp. 1–19)

- | Date completed |
|--|
| • days of the week _____ / / |
| • months of the year _____ / / |
| • seasons _____ / / |
| • language of time _____ / / |
| • order events _____ / / |
| • analogue clocks _____ / / |
| • o'clock _____ / / |
| • half past _____ / / |
| • telling time _____ / / |
| • measuring duration with informal units _____ / / |
| • measuring a minute _____ / / |

Topic 2 – Money (pp. 20–37)

- | |
|--|
| • bartering _____ / / |
| • sorting and ordering money _____ / / |
| • skip counting _____ / / |
| • amounts to 50c _____ / / |
| • amounts to \$1 (50c, 20c, 10c) _____ / / |
| • amounts to \$1 _____ / / |
| • introduction to change _____ / / |

Series Author:

Rachel Flenley

Time – days of the week

You will need:



black pens



pencils



scissors



What to do:

You are going to make your own '**A Week in the Life of Me**' book. Think of something special you do on each day of the week. Write and draw it. You might need to ask your mum, dad or teacher to help you remember what you do on each day.

Cut out the pages and staple your book together. You could also make a special cover out of cardboard.



A week in the life of

Time – days of the week



On Monday I

On Tuesday I

On Wednesday I

On Thursday I

Time – days of the week



On Friday I

On Saturday I

On Sunday I

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Time – months of the year

There are 12 months in a year. January is always the first month and December is always the last.



- 1 Somehow the order of these months of the year got all mixed up. Cut them out and put them in order. You could use a calendar to help you. When you are sure they are right, stick them in your maths book.



June

August

September

March

April

November

February

May

October

January

December

July

Time – months of the year

1 Find the answers to these questions.

a In which month is your birthday?

b In which month is your mum's birthday?

c In which month is your dad's birthday?

d In which month did this school year begin?

e In which month does this school year end?

f Name a month when you might see fireworks.

g What are some of your favourite celebrations? When are they?



January

July

February

August

March

September

April

October

May

November

June

December

Time – seasons

Many places have 4 seasons in a year. Each season lasts for 3 months.

- 1 Look at the seasons below. Which months match which season where you live? Write them in and then draw a picture of something you might do in that season.

winter

spring

summer

autumn



January	February	March	April	May	June
July	August	September	October	November	December

Time – seasons

Some places only have two seasons. These seasons are usually named after the weather.

- 1 What are the two seasons usually called? Name them and draw pictures to match.

- 2 Can you think of some places that have only two seasons? Talk with your teacher or a partner and write your ideas here.

Time – language of time

- 1 What are some words we use when we are thinking or talking about time?

clock

before

- 2 What were you doing **before** this maths lesson?

- 3 What is something you will do **after** this maths lesson?

Time – language of time

1 Draw or write what you did or might do ...

yesterday

today

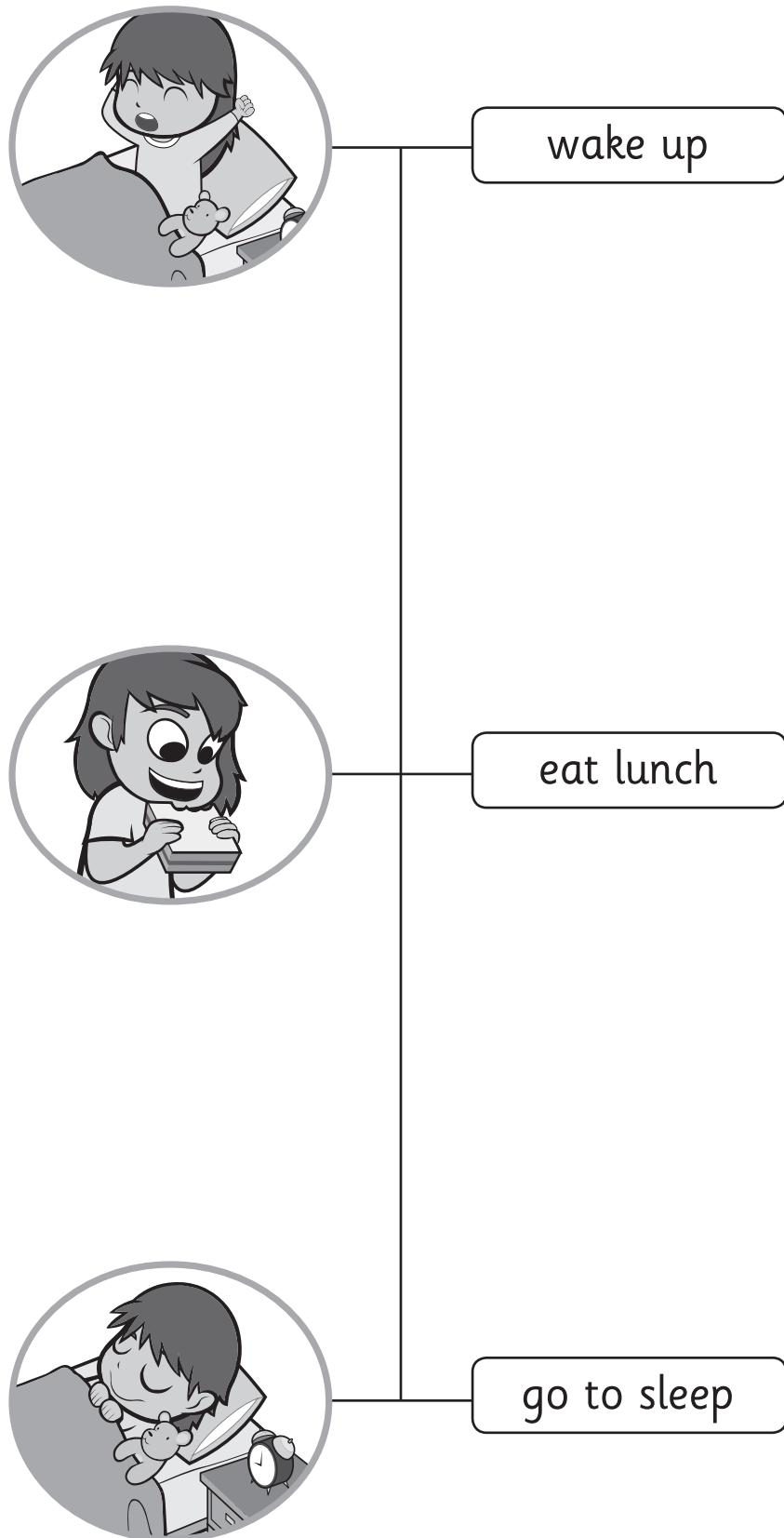
tomorrow

2 What is something you enjoyed doing a year ago?

3 What is something you might enjoy doing in 10 years time?

Time – order events

- 1 Look at the timeline. Think of 2 or more activities that you usually do over the day. Add them to the timeline in the right place.



Time – analogue clocks

You will need:



a partner



pencils



scissors

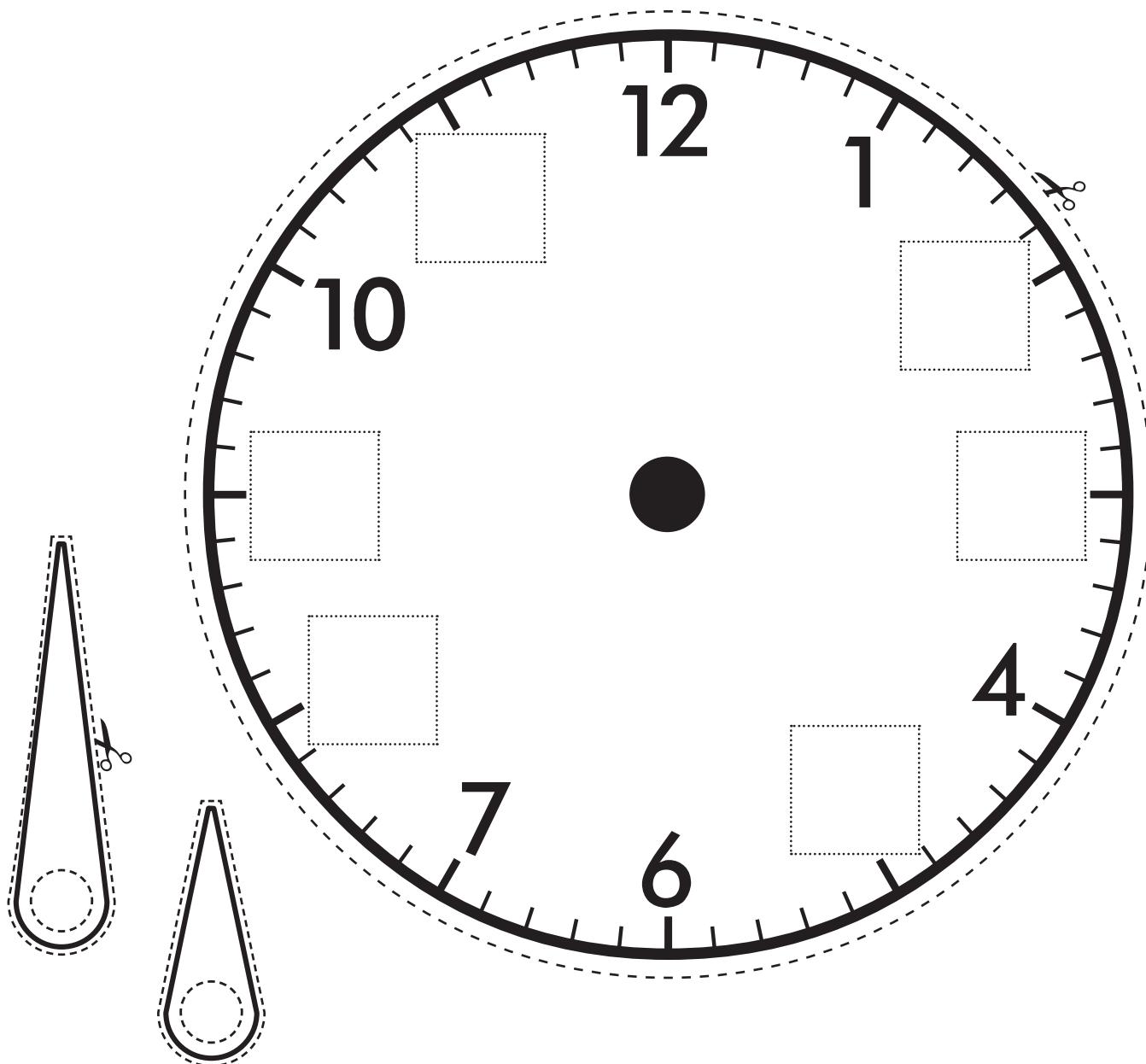


a split pin



What to do:

This clock is half done. Can you finish adding the numbers? Then, carefully cut out the clock and the hands and join the hands to the clock with a split pin. Find a partner and take turns giving each other o'clock times to make.

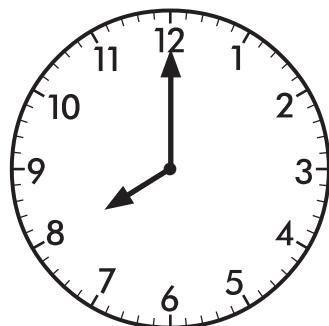


Time – o'clock

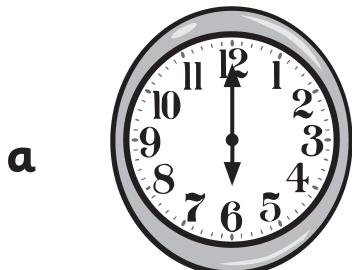
Look at this clock.

The minute (big) hand is pointing to the 12.
When this happens we know that it is
an **o'clock** time.

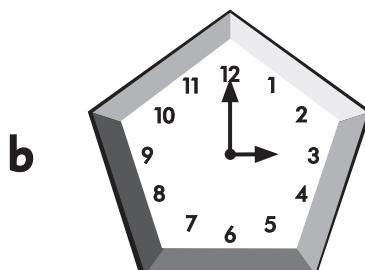
The hour (little) hand is pointing to the 8.
The time is **8 o'clock**.



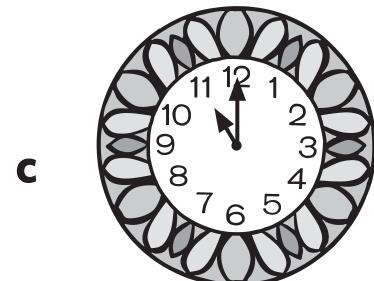
1 What's the time, Mr Wolf?



_____ o'clock



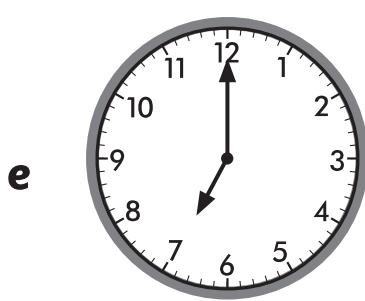
_____ o'clock



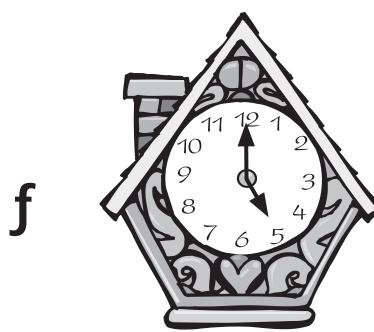
_____ o'clock



_____ o'clock



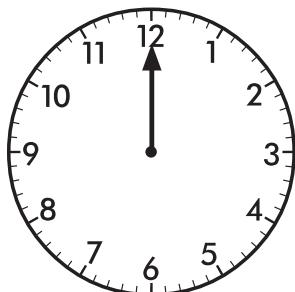
_____ o'clock



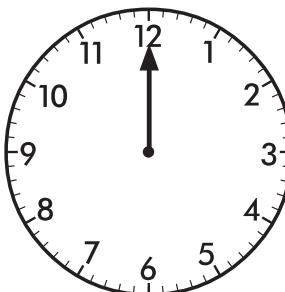
_____ o'clock

2 Draw the hour hands on the clocks to show the times.

a 4 o'clock



b 9 o'clock



Time – o'clock

We also tell time using digital clocks.

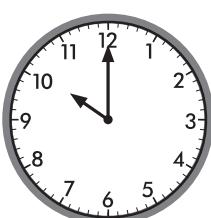
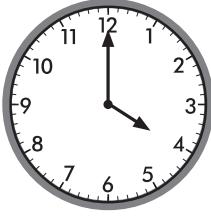
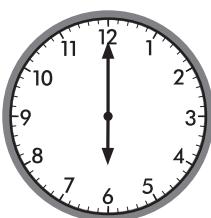
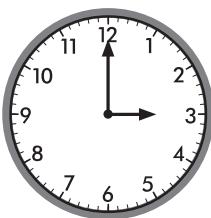
This clock says 8:00. This means
8 hours and no minutes.

It is another way of saying 8 o'clock.

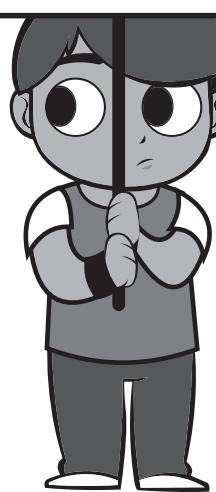


1 Where do we see digital clocks?

2 Draw lines to match the digital clocks with the correct
clock faces.



What's
the time?

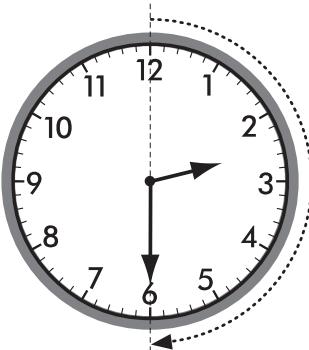
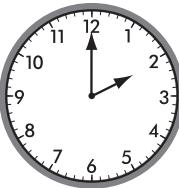


Time – half past

The time shown on this clock is **2 o'clock**.

The minute (big) hand is on the 12.

The hour (little) hand is on the 2.

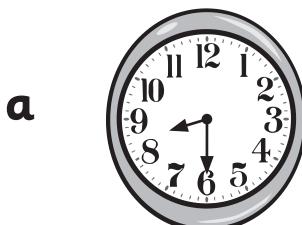


The time shown on this clock is **half past 2**.

The minute hand has moved halfway to the next hour. It is pointing to the 6.

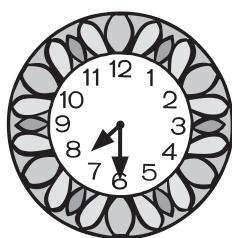
The hour hand has also moved halfway to the next hour. It is halfway between the 2 and the 3.

1 What is the time?



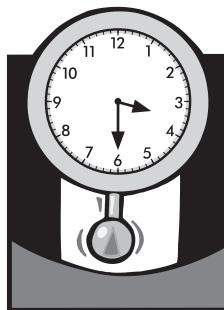
a

half past ___



b

half past ___



c

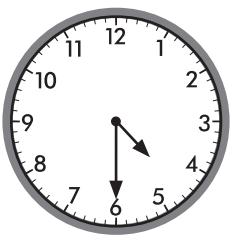
half past ___

d



half past ___

e



half past ___

f

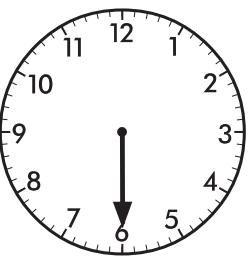


half past ___

2 Draw the missing hands on the clocks to finish the times.

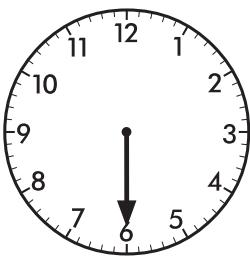
a

half past 7



b

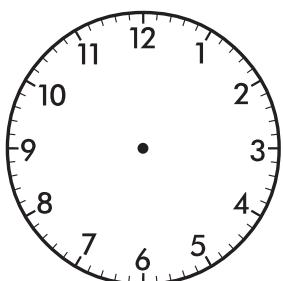
half past 10



Time – half past

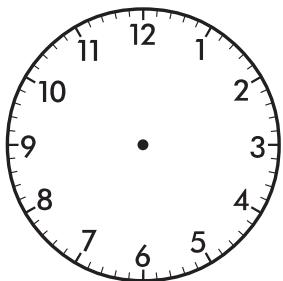
3 Make these half past times.

a



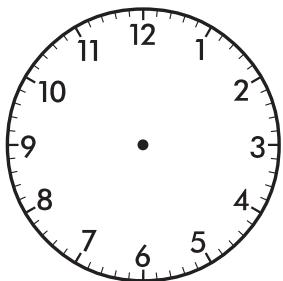
half past 3

c



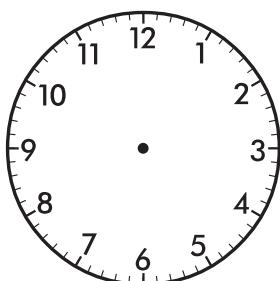
half past 4

e



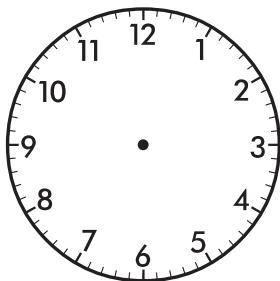
half past 8

b



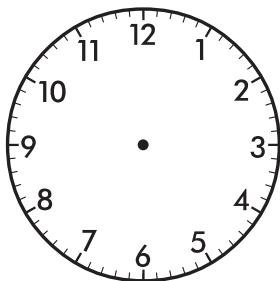
half past 9

d



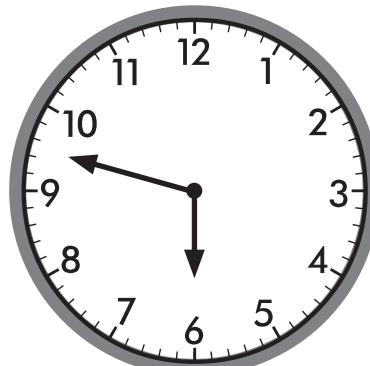
half past 12

f



half past 6

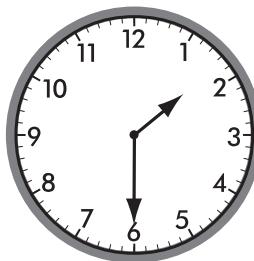
4 Does this clock say half past 9?
Why or why not?



Time – half past

This clock shows half past 1.

We know there are 60 minutes in an hour and half of 60 is 30. Half past means it is 30 minutes past the hour.

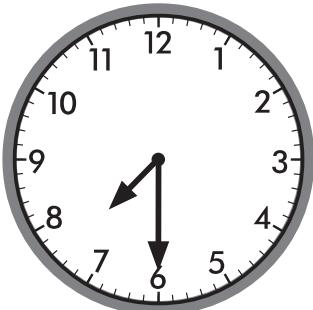


This is how we show it in digital time: 1:30

1:30

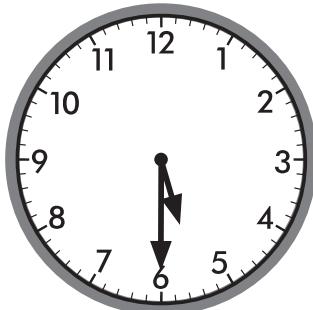
1 Show these times in digital form.

a



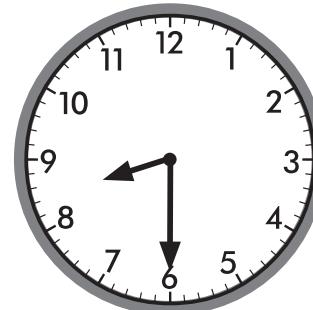
:

b



:

c

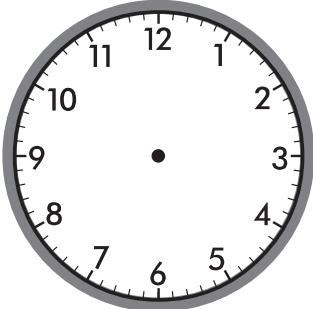


:

2 Show these digital times on the clock faces.

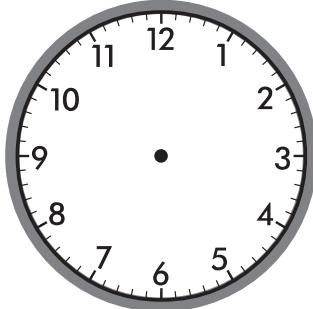
a

1:30



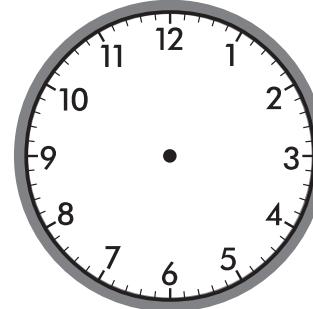
b

4:30



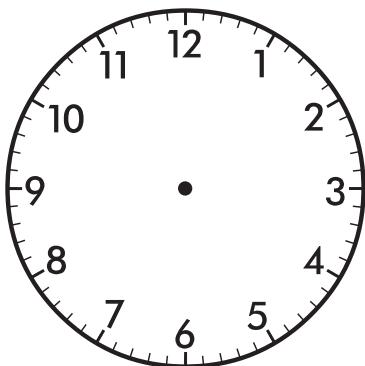
c

11:30

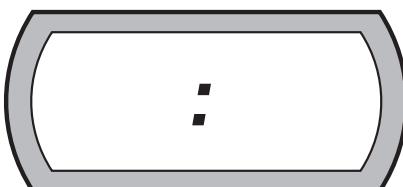
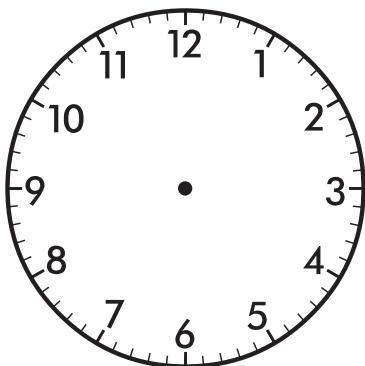


Time – telling time

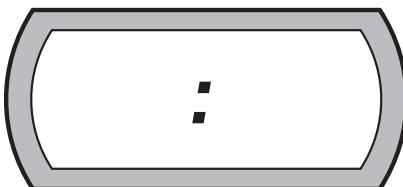
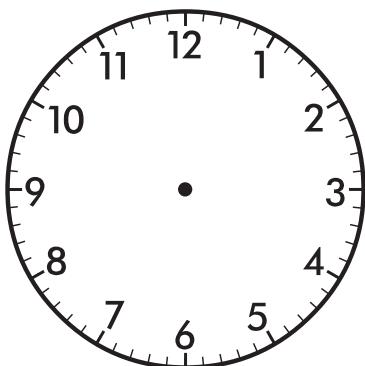
- 1 What time do you usually go to bed during the week?
Show it on the clocks.



- 2 Imagine your mum or dad let you stay up really late one night. Show what time you might go to bed.



- 3 Now imagine your mum or dad send you to bed really early one night. Show what time you might go to bed.



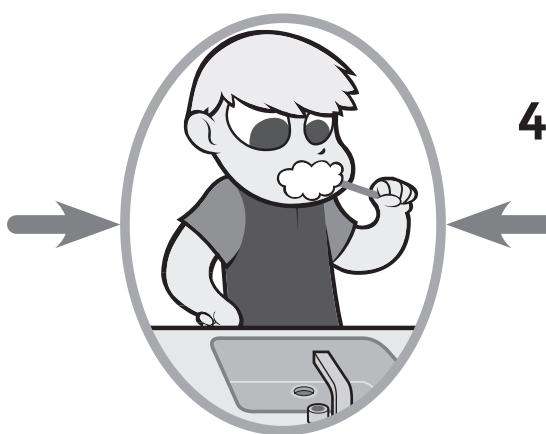
Time – measuring duration with informal units

1 Draw or write some things that take a **long** time to do.

2 Draw or write some things that take a **short** time to do.

3 Draw something that would take you **less** time to do than this.

4 Draw something that would take you **more** time to do than this.



Time – measuring a minute

You will need:



a partner



a stopwatch



the basketball court

What to do:

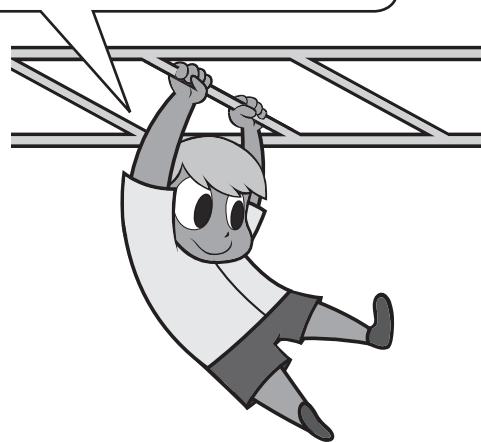
- a** How many laps of the basketball court do you predict you can run in a minute? Write it in the box.
- b** Ask your teacher to show you how to work and read your stopwatch or get a bigger buddy to help you work it.
- c** Go outside with your partner and time each other running round the basketball court.
- d** How many laps could you do?



What to do next:

Think of some other activities you could time yourself doing. Perhaps you could see how many skips you could do in a minute. Or what about how many pushups you could complete?

I bet I can go across 3 times in 1 minute.



Money – bartering

When or why do we use money? We use it to buy goods such as ice creams and houses, or services such as haircuts and swimming lessons.

1 When do you use money?



2 When does your mum or dad use money?



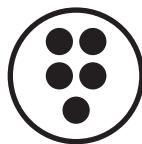
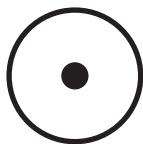
3 What are some different ways we can pay for things?

4 Some kids get pocket money. Do you? If so, how much?

5 How much do you think is a lot of money?

Money – bartering

Different cultures use different types of money. Imagine this was the money used in your culture.



You have 1 dot coins, 2 dot coins and 5 dot coins.

- 1 You want to buy something worth 5 dots. Draw the different combinations of coins you could use to pay for it.

- 2 What about if you wanted to buy something worth 8 dots? What combinations could you use?

Money – bartering

You will need:  partners

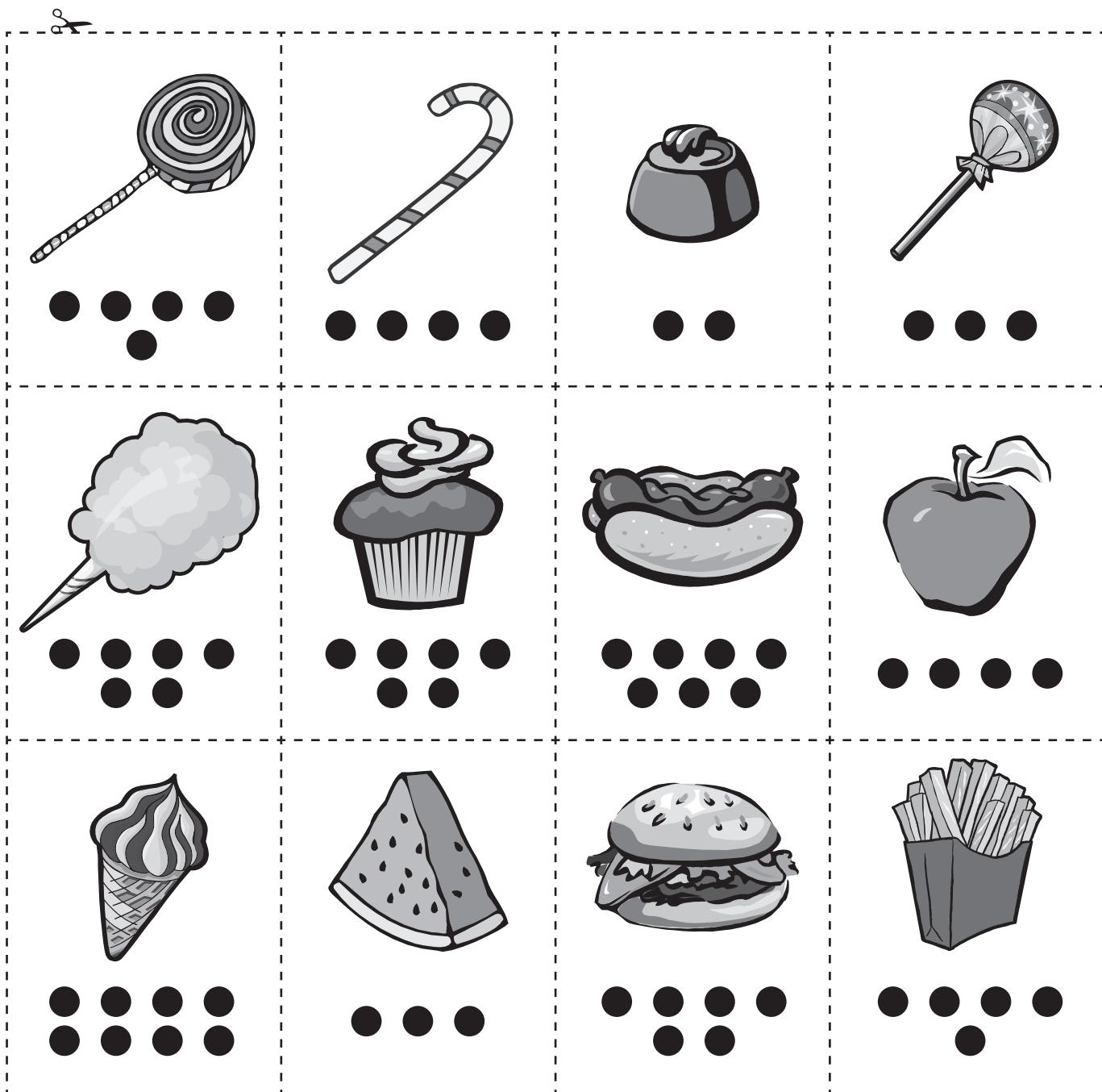
 scissors

 the next page

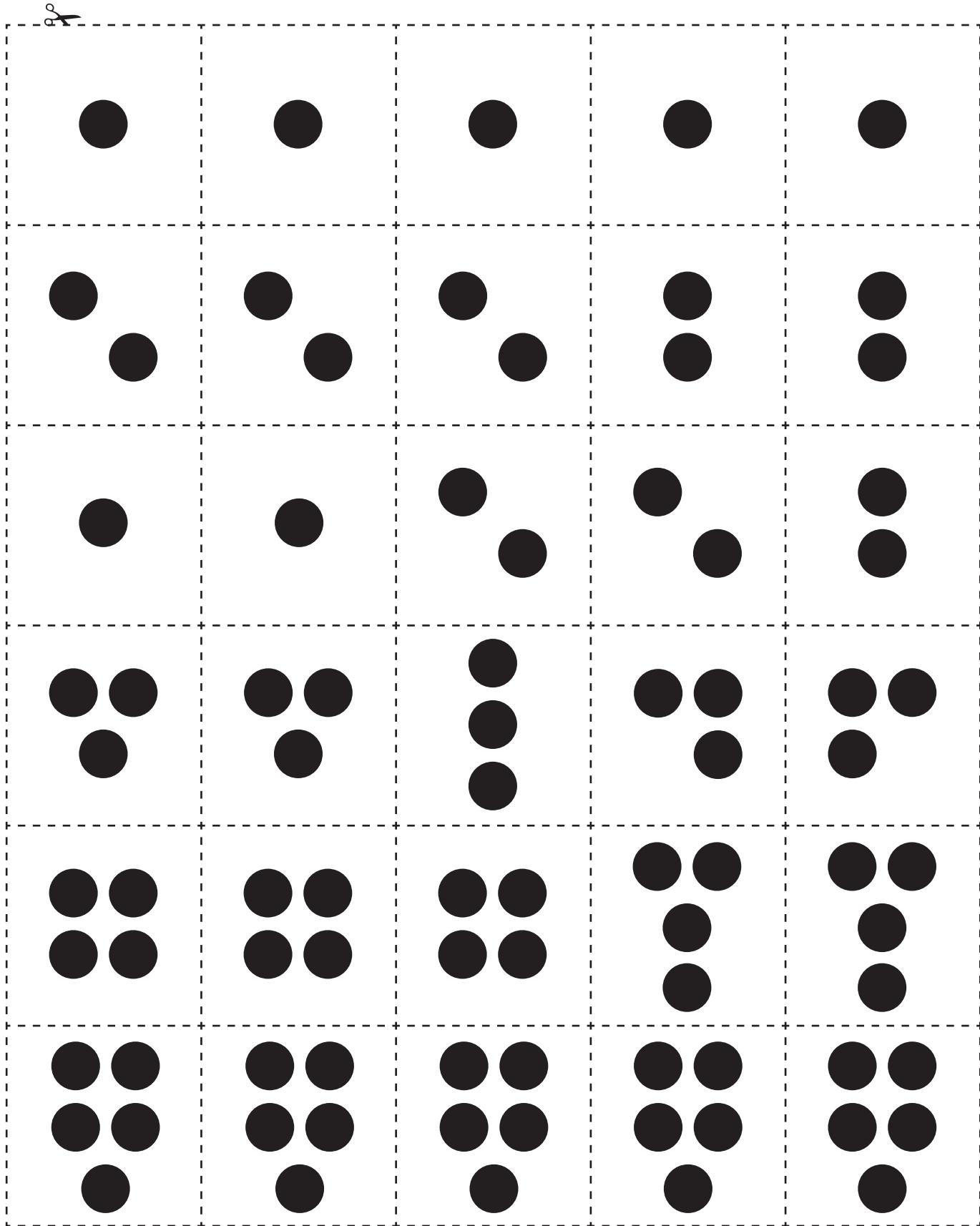


What to do:

One person will be the shopkeeper and the others will be the customers. Carefully cut out the items and the dot money. Share out the money and take turns buying items. If you run out of things in your shop, you could label classroom items with dots.



Money – bartering



Money – sorting and ordering money

You will need:  plastic coins

What to do:

- a What coins do we use in Australia? Sort through your plastic coins and find one of each.
- b Use the coins you found to help you fill in the missing values on the coins below.



What to do next:

- a Put the plastic coins in order of size. What do you notice?
- b Now put them in order of value. Value means how much they are worth. Is the order different?

Money – sorting and ordering money

We use 2 units or types of money.

The little units are called **cents**.

We write c **after** the number.

This is 20c.



The bigger units are called dollars. 100 cents equals one **dollar**. We write \$ **before** the number.

This is \$20.



1 Write the amount with c or \$ in the right place.

a 5 cents

b 5 dollars

c 10 dollars

2 Answer:

a How many cents are in



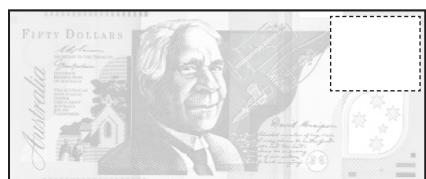
b How many cents are in



c How many cents are in 5 dollars (\$5)?

500

3 Do you know these notes? Find out! Write the value in and colour the note the correct shade.



Money – skip counting

Knowing how to count by 5s and 10s is really useful when we are working with money.

- 1 Fill in the missing amounts on the trails.

a	5	10				
			25			
b			30			
					60	

- 2 Another way to practise is to use a calculator.

a Press 5 +. Then press = 10 times. Look at the screen as you press =. What number do you end with?

b Press 10 +. Then press = 10 times. Look at the screen as you press =. What number do you end with?

c Press 5 +. You are going to press = 5 times.
What number do you predict you will end with?
Try it and see.

I predict

I ended with

Money – skip counting

You will need:



a partner



a die



5c coins, 10c coins and \$1 coins

What to do:

- a Fill the 10s frame (below) with 5c coins.

Count by 5s to find how much money you have.

 c

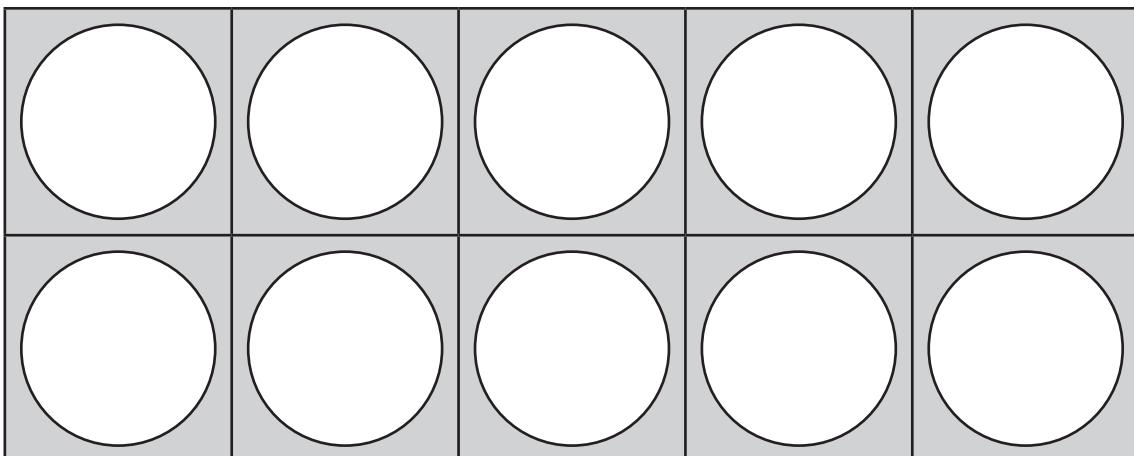
- b Now fill the frame with 10c coins.

How much money do you have?

 c or \$

- c Now fill it with \$1 coins.

How much money do you have?

 \$

What to do next:

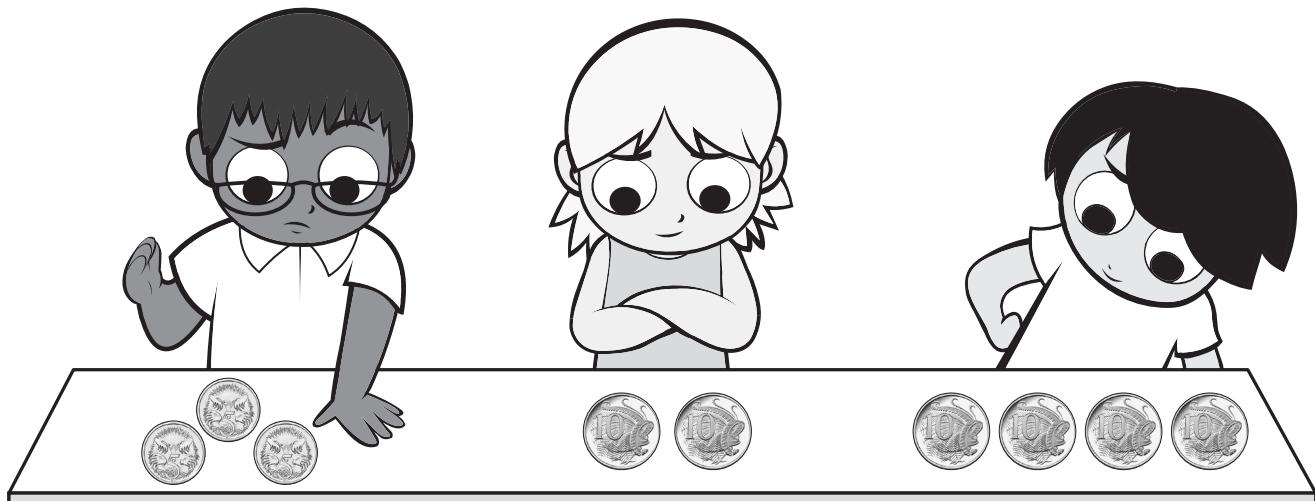
Roll a die. Predict how much money you will have if you put that number of coins in the 10s frame. Try it for 5c, 10c and \$1 coins. Record how much money you have.

I rolled a and made these amounts

Money – amounts to 50c

We can count by 5s and 10s to find amounts of money.

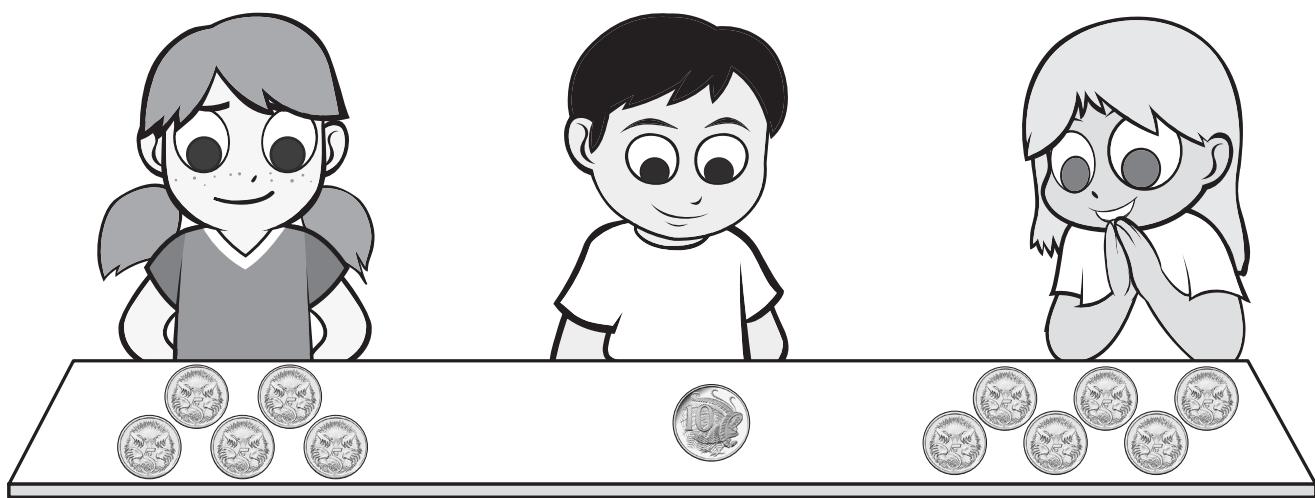
- 1 How much money does each student have? Remember to write c after the number.



Mohammed has _____

Millie has _____

Marcus has _____



Mara has _____

Mickey has _____

Mia has _____

- 2 Who has the most money?

_____ has the most money.

Money – amounts to 50c

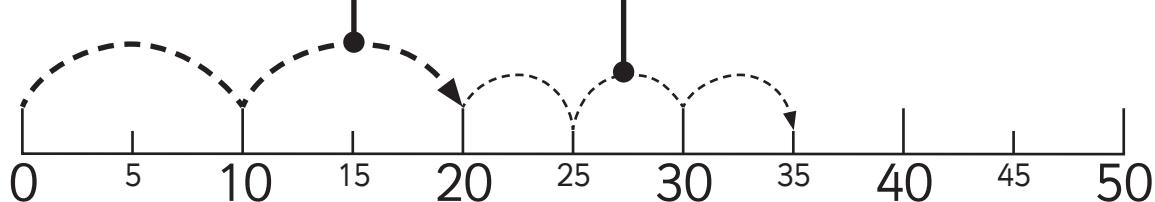
It is a little trickier to count amounts when we have different coins. One way to do it is to use a number line.

How much money is here?



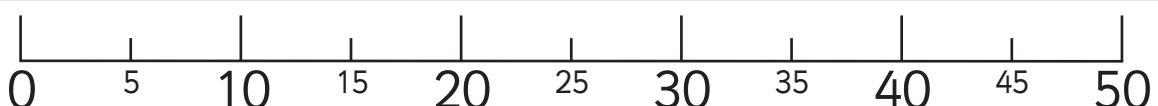
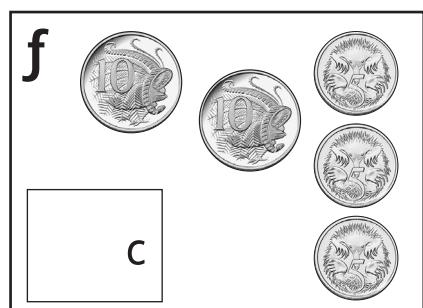
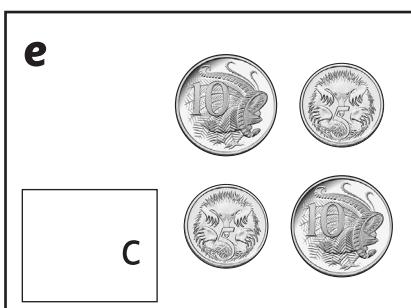
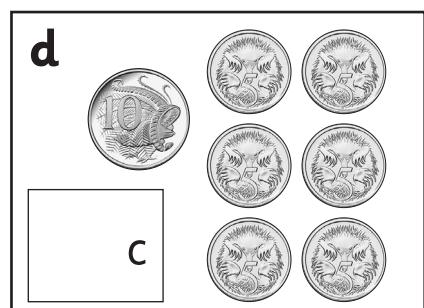
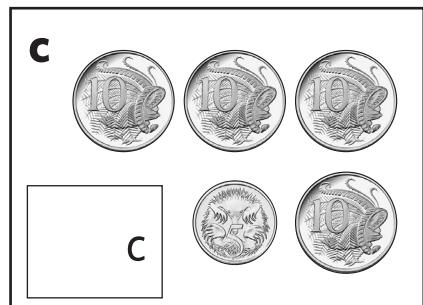
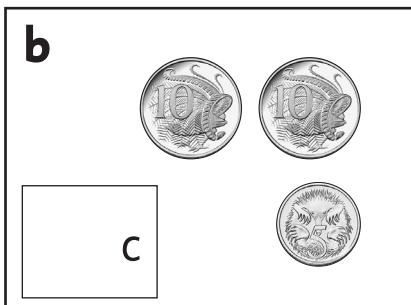
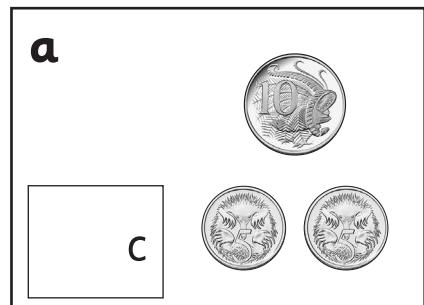
First let's count by 10s.
There are 2 of the 10c coins
so we make 2 jumps of 10.

Then let's count by 5s.
There are 3 of the 5c coins
so we take 3 jumps of 5.



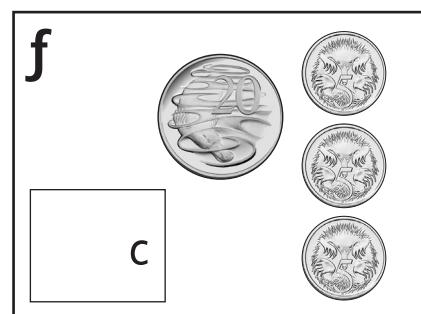
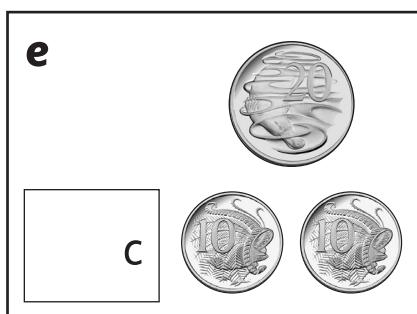
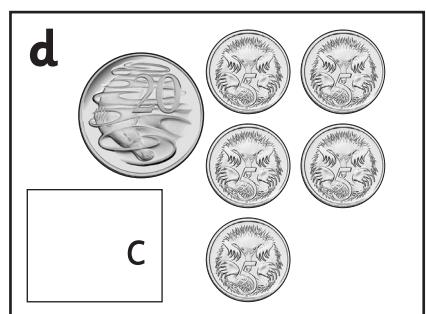
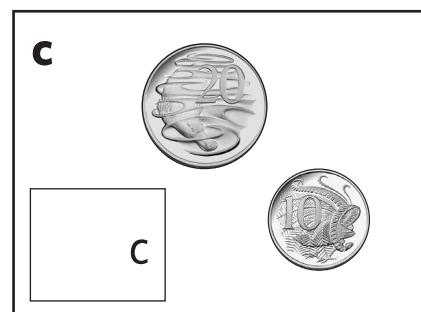
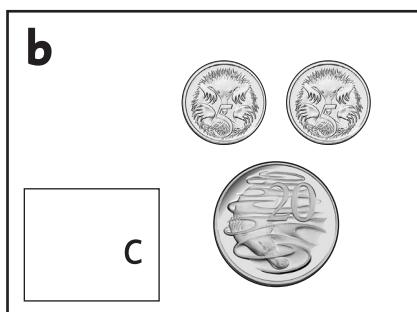
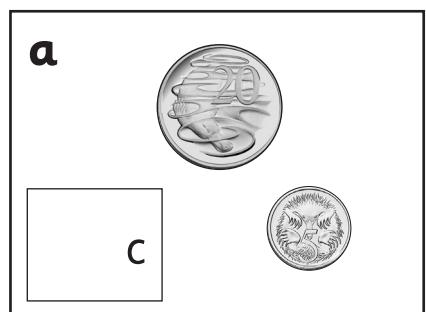
We have 35c.

1 How much money is in each box? Use the number line to help.

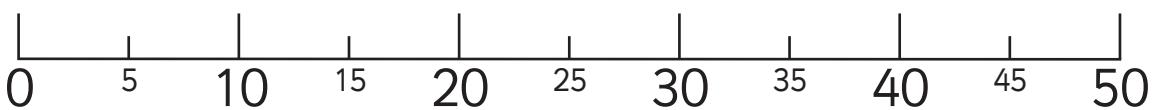
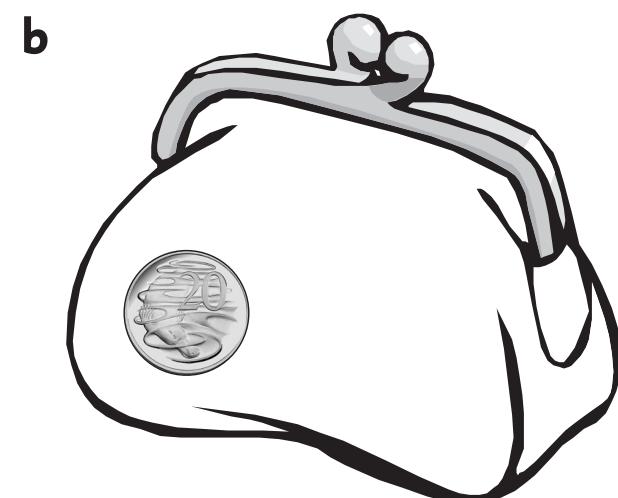
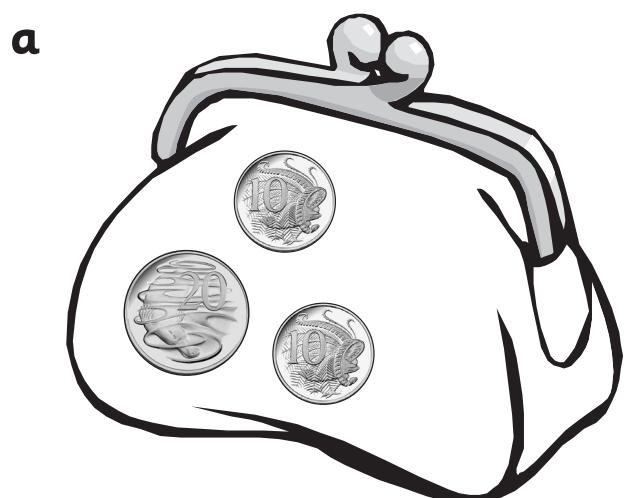


Money – amounts to 50c

- 1 How much money in each box? Each box contains a 20c coin so if you use the number line to help, make sure you take a big jump of 20 to begin.

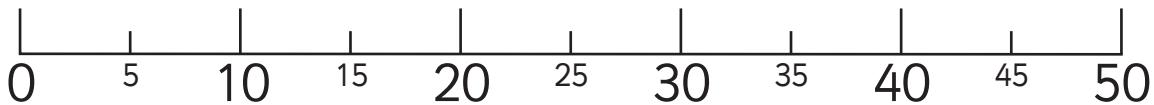
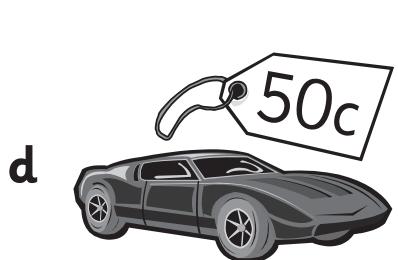
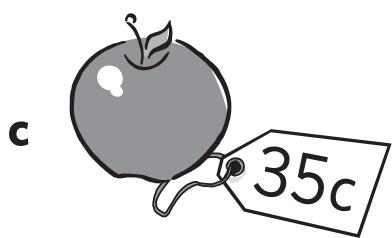


- 2 What coins could you add to the purses so that they each contain 50c?



Money – amounts to 50c

1 Circle the coins you might use to pay for these.

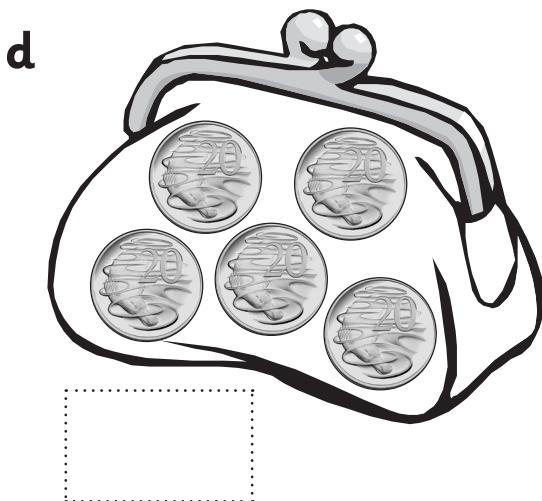
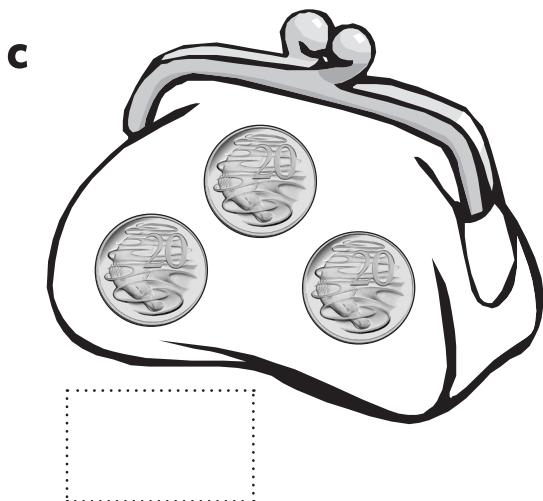
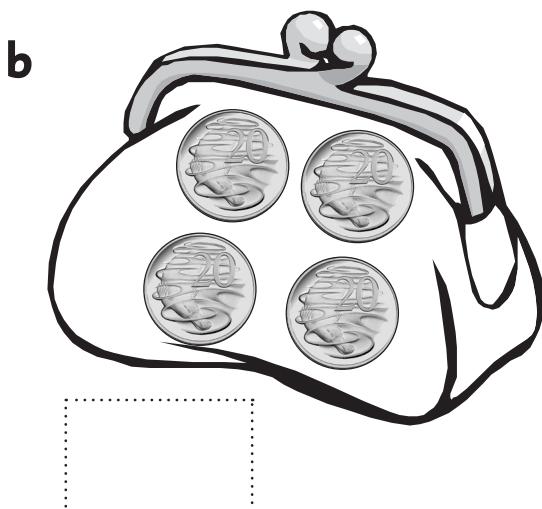
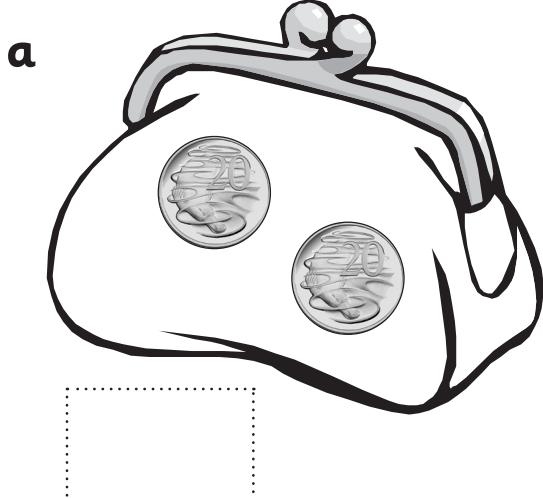


Money – amounts to \$1 (50c, 20c, 10c)

1 Trace the numbers and count out loud by 20s to \$1.



2 How much money in each purse? Remember to write the c or \$.



3 Trace the numbers
and count out loud
by 50s to \$1.



Money – amounts to \$1 (50c, 20c, 10c)

You will need:



a partner

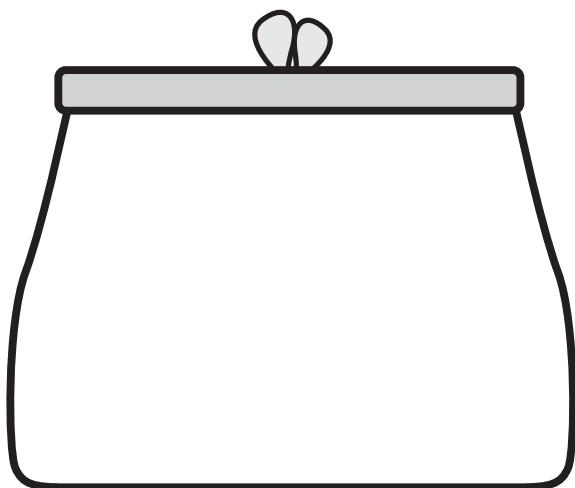


50c coins, 20c coins and 10c coins

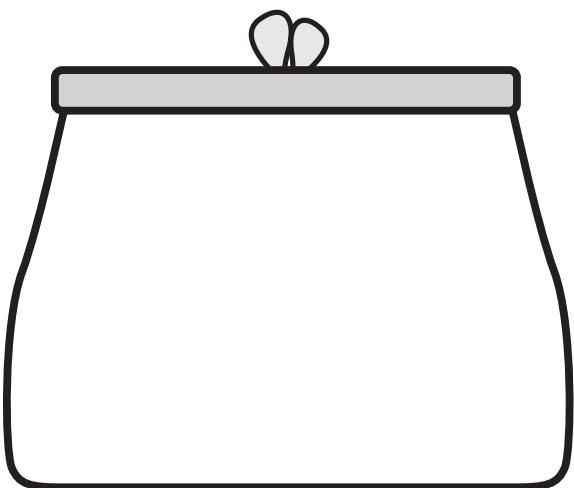
What to do:

What are some different ways you could make 50c? Find 4 ways and draw the coins in the purses.

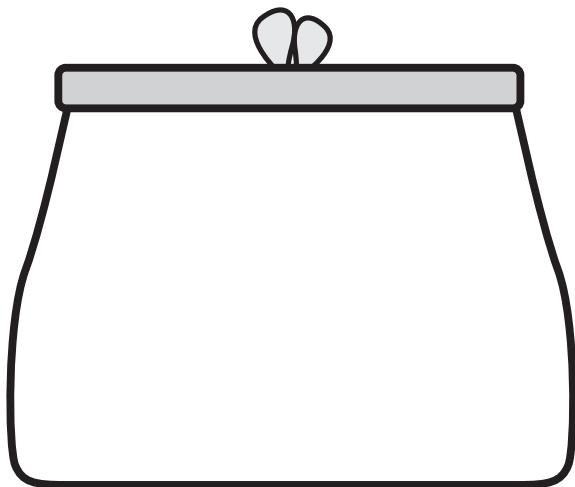
a



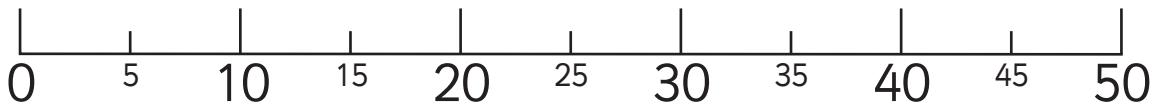
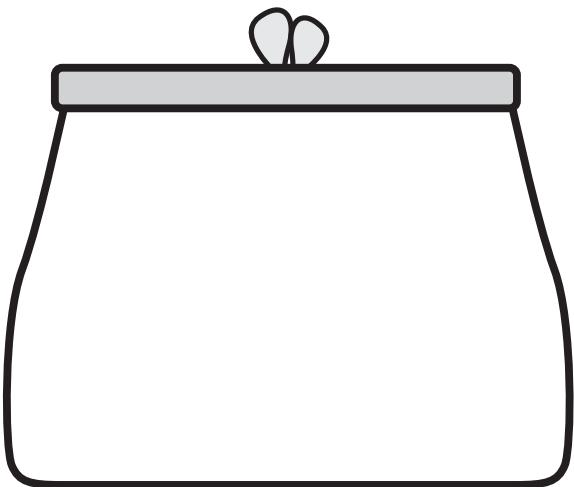
b



c



d



Money – amounts to \$1 (50c, 20c, 10c)

You will need:



a partner



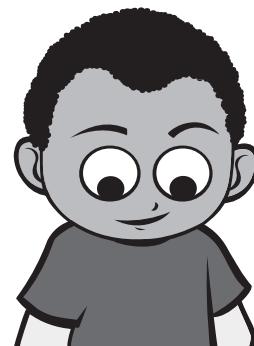
50c coins, 20c coins and 10c coins

What to do:

Vasu made \$1
using 2 coins.

What coins could
he have used?

Draw them on
the table.

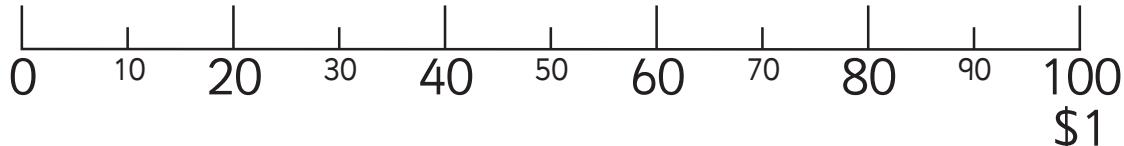


What to do next:

Millie made \$1
using 5 coins.

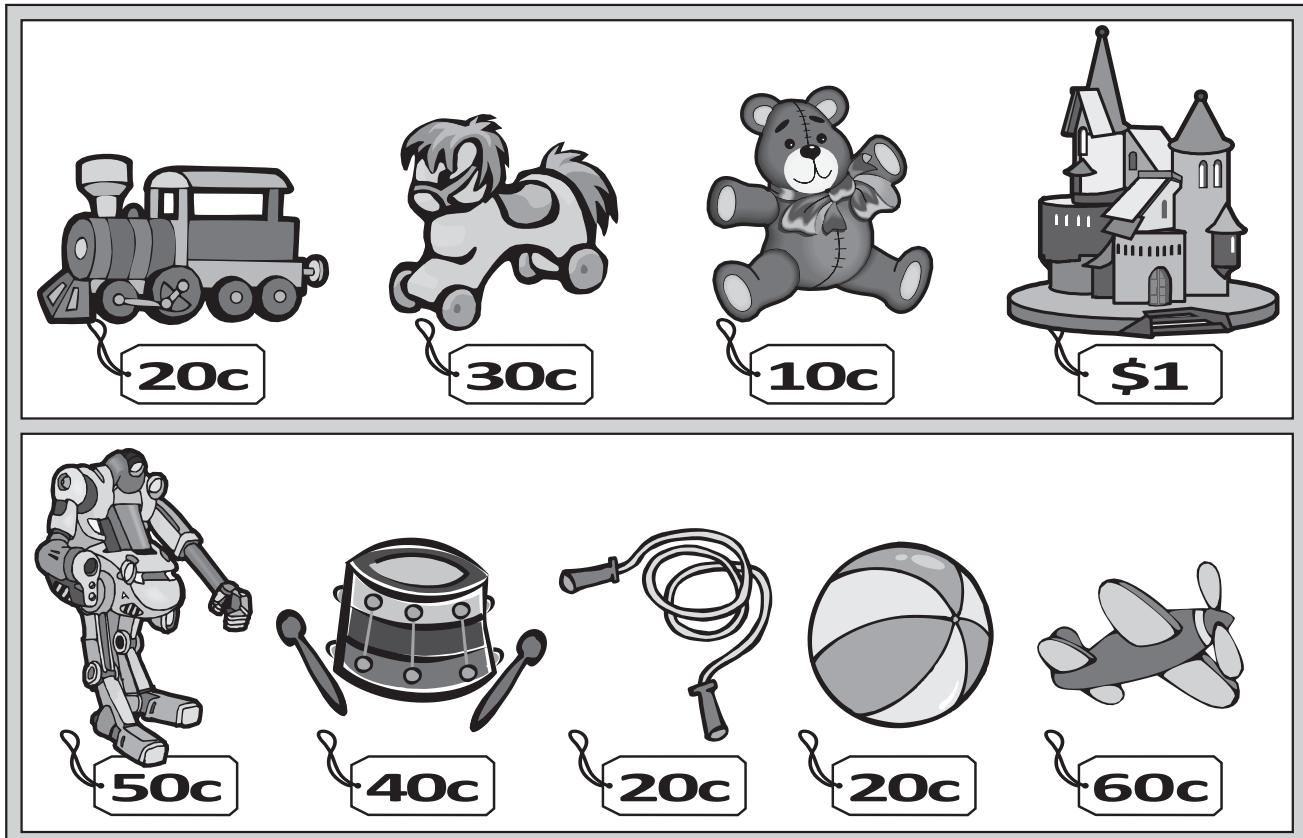
What coins could
she have used?

Draw them on
the table.



Money – amounts to \$1

- 1 The kids below are at a toy trash and treasure market. What might each of them buy? Make sure they each spend all their money.



Lucy might buy



Aman might buy



Ana might buy

Money – introduction to change

- 1 Six friends go to the tuckshop at recess time. How much money does each person have left over?

Person	Has	Buys	Left
		 10c	
		 10c	
		 10c	
		 20c	
		 50c	
		 40c	

Money – introduction to change

Tahlia buys a  **30c** and pays with a 

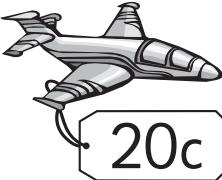
How much change does she get?

Counting on can help us work this out. We mark the cost on the number line and then jump by 10s to 50, counting by 10s as we go.

We make 2 jumps of 10.
Tahlia gets 20c change.



- 1 Mark the cost on the number line and jump by 10s to find the change.

Item and cost	You pay with	Number line	Change
 10c			
 20c			
 10c			
 30c			