

Term 3 Week 10

Plattsburg

Learning from Home

1/2B

Tigers

Numeracy



How many hands **long** is it from your front door to the letterbox?



Measure how **tall** your family members are using your hands.

Who is the tallest,



Find five things that are **shorter** than your hand. Order them from shortest to tallest.



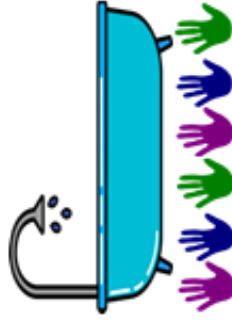
How many hands would you need to **cover** your towel?



How many hands would you need to cover your coffee table?



How many hands **long** is your bath?



How many hands **tall** is your fridge?



Throw a ball, **measure** how far it went using your hands.



How many hands **wide** is your driveway?



Find five things that are **longer** than your hand. Order them from shortest to tallest.



How many hands would you need to **cover** your pillow?



Many Hands Measuring



** You could trace around your hand and cut it out to use for your measuring. When you have finished measuring you could decorate your hand **

What is the **total** number of hands in your family?

How many fingers?

How many toes?

How many ears?

How many noses?

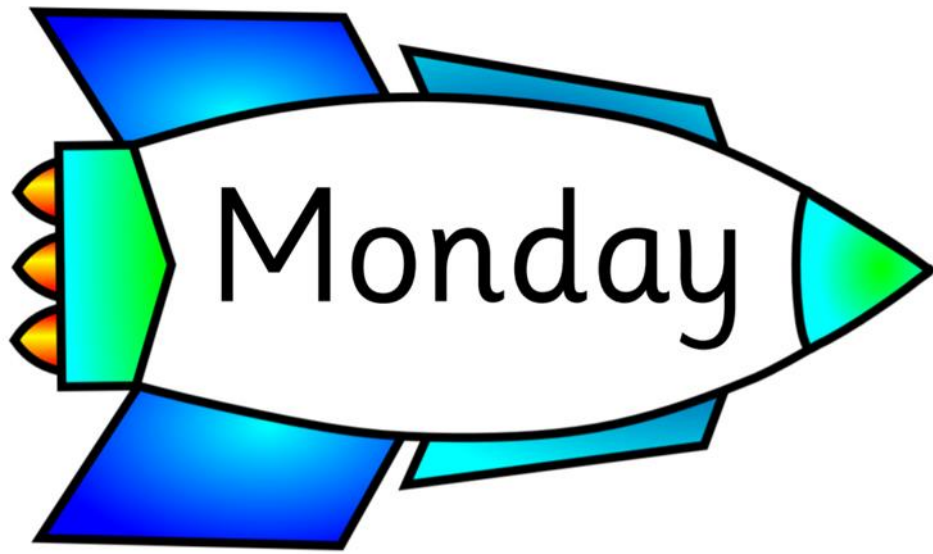
How many paws?

How many hands **long** is your dining table?



How many hands **long** is your bed?





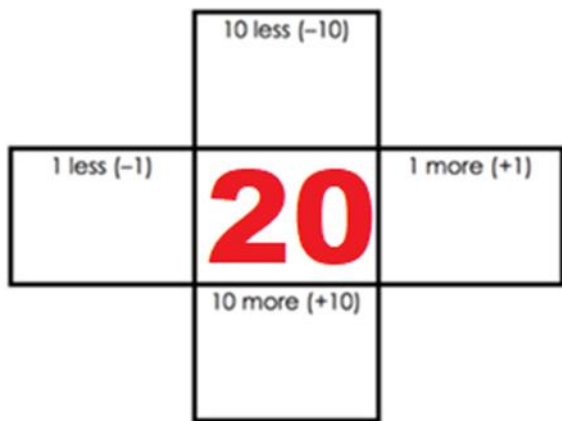


EVEN or ODD

Place Value

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

More and Less



Word Form

Expanded Form

$$\square + \square = \square$$

Show with Place Value Blocks

Use the digits to make the smallest number _____

Use the digits to make the largest number _____

Maths

Number Sequences and Skip Counting

Use the hundreds chart to help you complete the counting patterns.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |

| | | | | | |
|----|----|----|--|--|--|
| 65 | 70 | 75 | | | |
|----|----|----|--|--|--|

| | | | | | |
|---|----|----|--|--|--|
| 7 | 10 | 13 | | | |
|---|----|----|--|--|--|

| | | | | | |
|----|----|----|--|--|--|
| 12 | 14 | 16 | | | |
|----|----|----|--|--|--|

| | | | | | |
|----|----|----|--|--|--|
| 86 | 76 | 66 | | | |
|----|----|----|--|--|--|

| | | | | | |
|----|----|----|--|--|--|
| 16 | 19 | 22 | | | |
|----|----|----|--|--|--|

| | | | | | |
|----|----|----|--|--|--|
| 21 | 31 | 41 | | | |
|----|----|----|--|--|--|

Number Pattern: Counting by 2s and 5s

Count forwards by **twos**.

| | | | | |
|---|---|--|--|--|
| 2 | 4 | | | |
|---|---|--|--|--|

| | | | | |
|----|----|--|--|--|
| 20 | 22 | | | |
|----|----|--|--|--|

| | | | | |
|---|----|--|--|--|
| 8 | 10 | | | |
|---|----|--|--|--|

| | | | | |
|----|----|--|--|--|
| 34 | 36 | | | |
|----|----|--|--|--|

Order by twos and put the numbers in the correct order:

| | | | | | | |
|----|----|----|----|----|----|----|
| 4 | 16 | 12 | 6 | 26 | 14 | 10 |
| 22 | 8 | 28 | 24 | 18 | 2 | 20 |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
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Counting Backwards 0 - 20

Fill in the missing numbers on each chart.

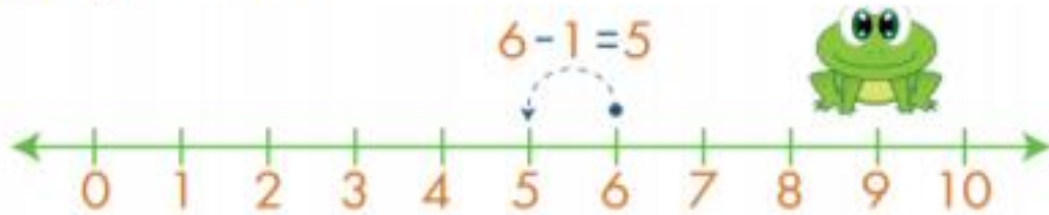
Name: _____

| | | | | | | | | | | | |
|----|----|---|---|---|----|----|----|---|----|----|----|
| 18 | 17 | ★ | ★ | ★ | 14 | 20 | 19 | ★ | ★ | ★ | 16 |
| 8 | ★ | 6 | ★ | ★ | 4 | 15 | ★ | ★ | 13 | ★ | 11 |
| 11 | ★ | ★ | 8 | ★ | ★ | 5 | ★ | ★ | 3 | ★ | 1 |
| 10 | ★ | 8 | ★ | ★ | 6 | ★ | 8 | ★ | 6 | ★ | 5 |
| 4 | ★ | ★ | 1 | ★ | ★ | 17 | ★ | ★ | ★ | 14 | ★ |



Maths

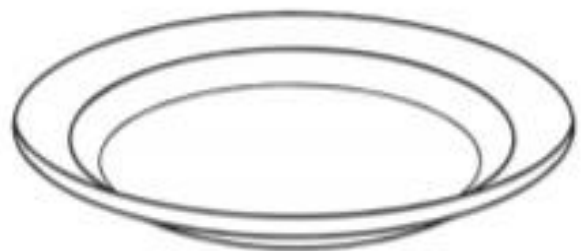
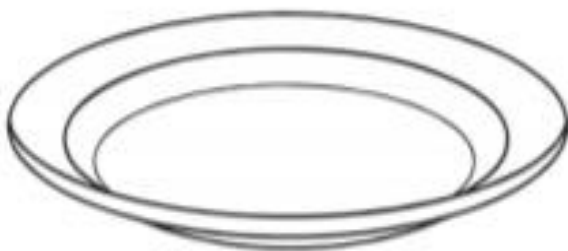
Subtraction: Using a number line

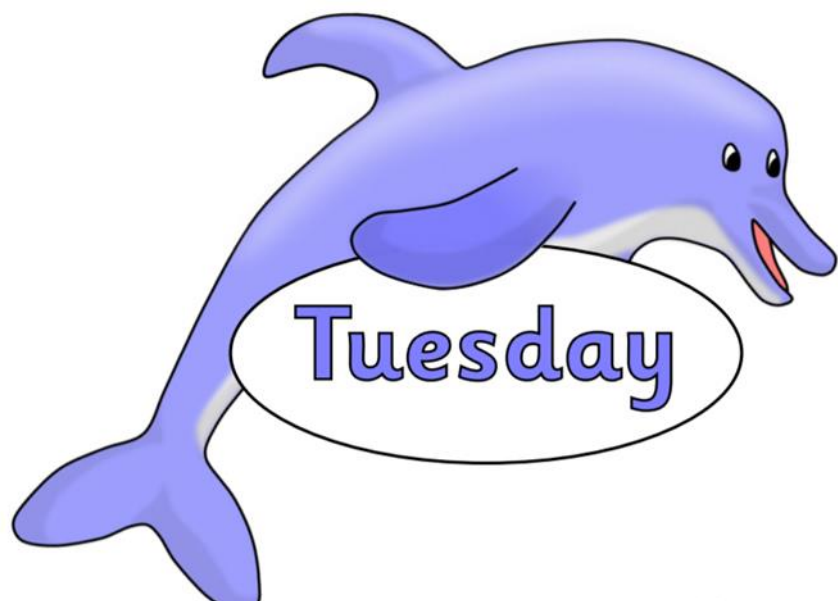


| | | |
|------------|-------------|------------|
| $6 - 3 =$ | $5 - 2 =$ | $8 - 5 =$ |
| $9 - 5 =$ | $9 - 4 =$ | $5 - 5 =$ |
| $5 - 1 =$ | $10 - 3 =$ | $6 - 2 =$ |
| $7 - 3 =$ | $8 - 2 =$ | $9 - 6 =$ |
| $9 - 8 =$ | $10 - 1 =$ | $10 - 8 =$ |
| $10 - 6 =$ | $7 - 6 =$ | $8 - 3 =$ |
| $5 - 3 =$ | $10 - 10 =$ | $9 - 1 =$ |
| $8 - 6 =$ | $9 - 2 =$ | $5 - 0 =$ |

Division: Sharing

Share the 12 strawberries between 2. How much does each plate get? Draw it.





EVEN or ODD

Today's
number is...

35

Place Value

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

More and Less

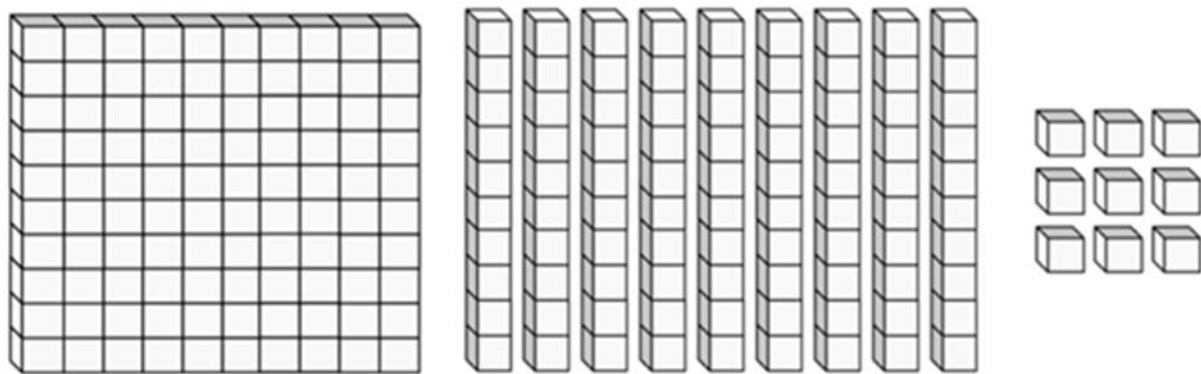
| | | |
|-------------|---------------|-------------|
| | 10 less (-10) | |
| 1 less (-1) | 35 | 1 more (+1) |
| | 10 more (+10) | |

Word Form

Expanded Form

$$\square + \square = \square$$

Show with Place Value Blocks



Use the digits to make the smallest number _____

Use the digits to make the largest number _____

Number Facts to 20

I can make pairs of numbers that add to make 8 and 9.

Write all of the different pairs of numbers that add up to make the number in the larger shape.

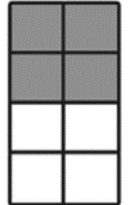
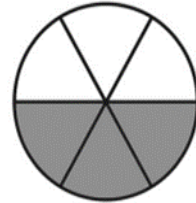
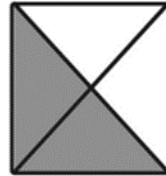
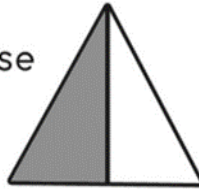


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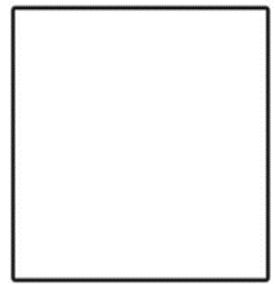
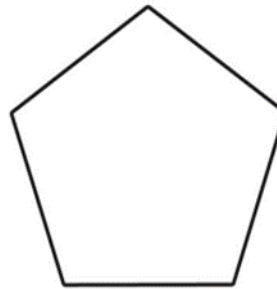
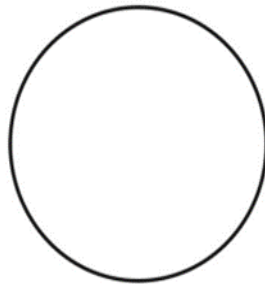
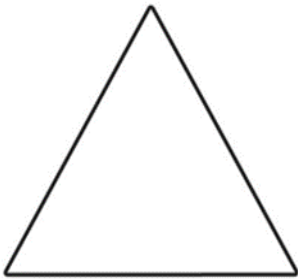
ONE HALF

One half can be written $\frac{1}{2}$ or $\frac{2}{4}$ or $\frac{3}{6}$ or $\frac{4}{8}$

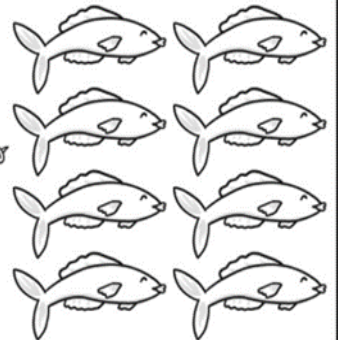
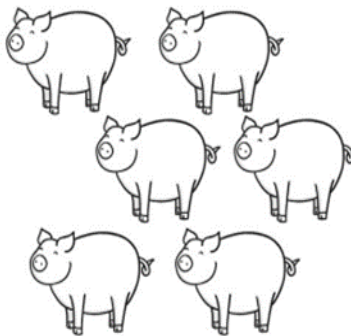
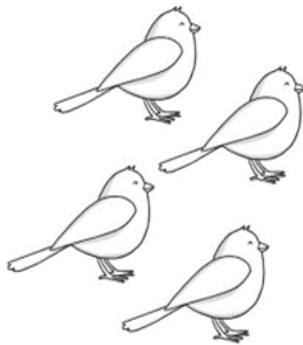
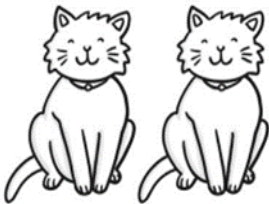
One half of each of these figures is shaded:



Colour one half of each of these shapes:



Colour one half of each of these groups of animals:



What number is half of 2? _____

What number is half of 8? _____

What number is half of 4? _____

What number is half of 10? _____

What number is half of 6? _____

What number is half of 20? _____

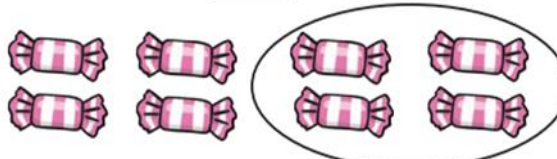
Introducing Fractions

Fractions of Amounts

Find half of these amounts. Use counters or buttons to help, or draw a circle around half to find the answer. The first one has been done for you.

half of is

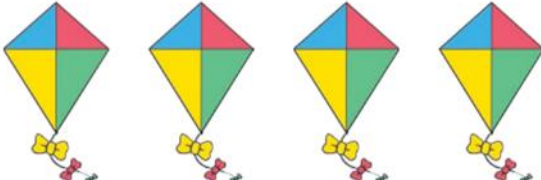
sweets



$\frac{1}{2}$ of =

half of is

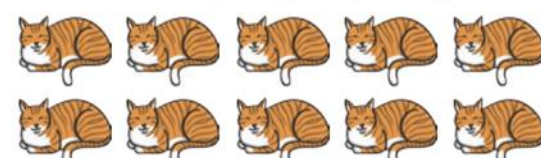
kites



$\frac{1}{2}$ of =

half of is

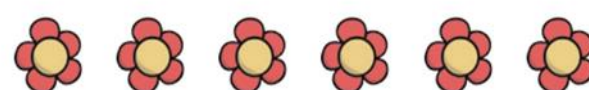
cats



$\frac{1}{2}$ of =

half of is


flowers



$\frac{1}{2}$ of =

half of is

trees



$\frac{1}{2}$ of =

half of is

stars



$\frac{1}{2}$ of =



Will, won't and might



Some things will happen. Some things won't happen and some things might happen. Here are some examples:

Will happen

The aeroplane will fly high in the sky

Might happen

I will become an aeroplane pilot.

Won't happen

If I flap my arms, I will fly like a bird.

Answer the following questions.

You need to decide if these things they will happen, won't happen or might happen.

- 1) She will land safely.



- a) Will happen
b) Won't happen
c) Might happen

- 2) He will catch the ball.



- a) Will happen
b) Won't happen
c) Might happen

- 3) The fish will live in water.



- a) Will happen
b) Won't happen
c) Might happen

- 4) The ball will knock over the pins.



- a) Will happen
b) Won't happen
c) Might happen

- 5) I will get a pet lion for my birthday.



- a) Will happen
b) Won't happen
c) Might happen

- 6) He will kick the ball into the goal.



- a) Will happen
b) Won't happen
c) Might happen

- 7) The ball will go in the net.



- a) Will happen
b) Won't happen
c) Might happen

- 8) My gingerbread man will run away.



- a) Will happen
b) Won't happen
c) Might happen

- 9) The cymbals will make a loud sound.



- a) Will happen
b) Won't happen
c) Might happen



Today's
number is...

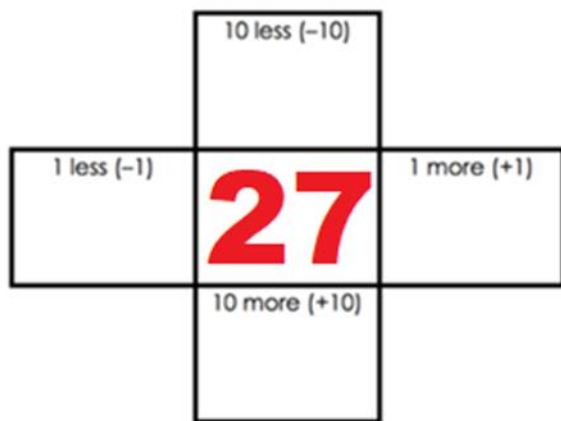
27

EVEN or ODD

Place Value

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

More and Less

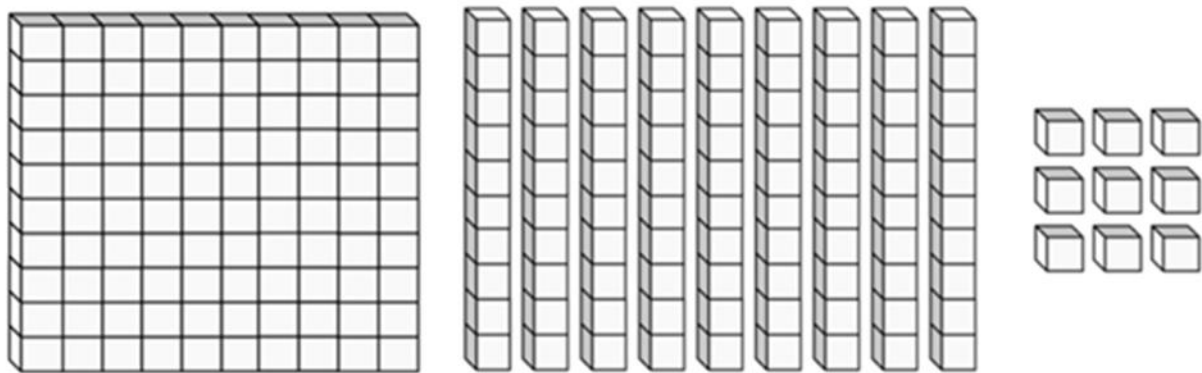


Word Form

Expanded Form

$$\square + \square = \square$$

Show with Place Value Blocks



Use the digits to make the smallest number _____

Use the digits to make the largest number _____

PLACE VALUE TO 100

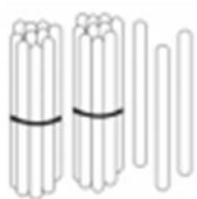
NAME _____

Complete the following place value questions.

| | |
|------|------|
| 32 | |
| Tens | Ones |
| | |

| | |
|------|------|
| 50 | |
| Tens | Ones |
| | |

| | |
|------|------|
| 6 | |
| Tens | Ones |
| | |



| | | | |
|--|------|--|------|
| | Tens | | Ones |
|--|------|--|------|

41

| | | | |
|--|------|--|------|
| | Tens | | Ones |
|--|------|--|------|

73

| | | | |
|--|------|--|------|
| | Tens | | Ones |
|--|------|--|------|

9 groups of ten + 6 ones = _____

3 groups of ten + 4 ones = _____

0 groups of ten + 3 ones = _____

5 groups of ten + 0 ones = _____

73 = _____ tens and _____ ones

85 = _____ tens and _____ ones

Maths

Time: Days of the week

Look at the pictures and read the sentences. Choose the correct day and write it.



Sunday



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday

1. She rode her horse on _____ morning.
2. His soccer game is on _____ afternoon.
3. He had an ice cream on _____ night.
4. The dog went for a walk on _____ morning.
5. Her singing lesson is on _____ afternoon.
6. She reads her book on _____.
7. He had a great day at school on _____.

Maths

Time: Days of the week

Order the days of the week. Write the days of the week in the correct order

Friday Wednesday Saturday Monday Sunday Tuesday Thursday

| | | | |
|--------------|----|----|------------------------------------|
| 1. Monday | 2. | 3. | 4. |
| 5. | 6. | 7. | These are the days of the week. |

Time: Months of the year

Can you write the months of the year in the correct order?

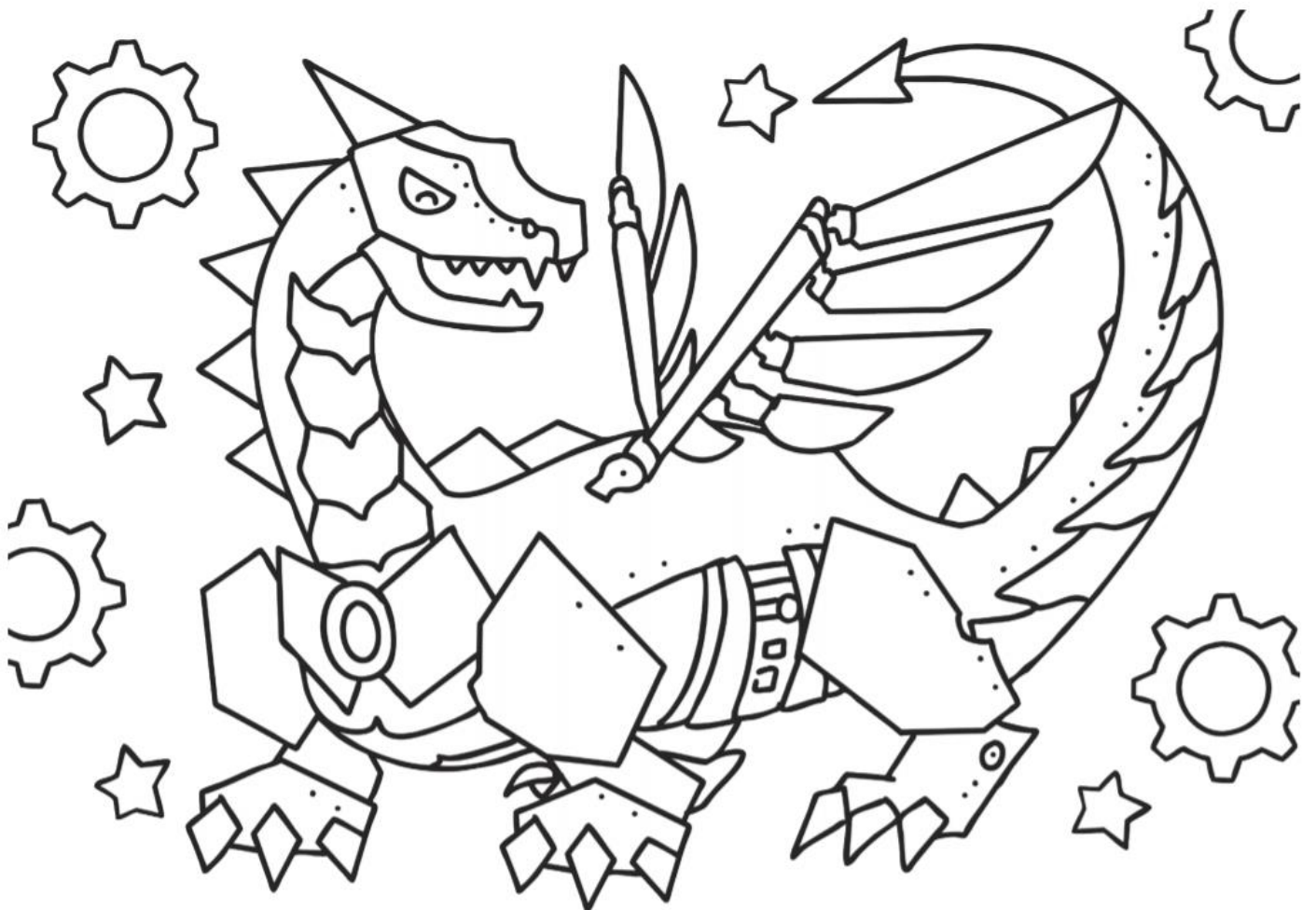
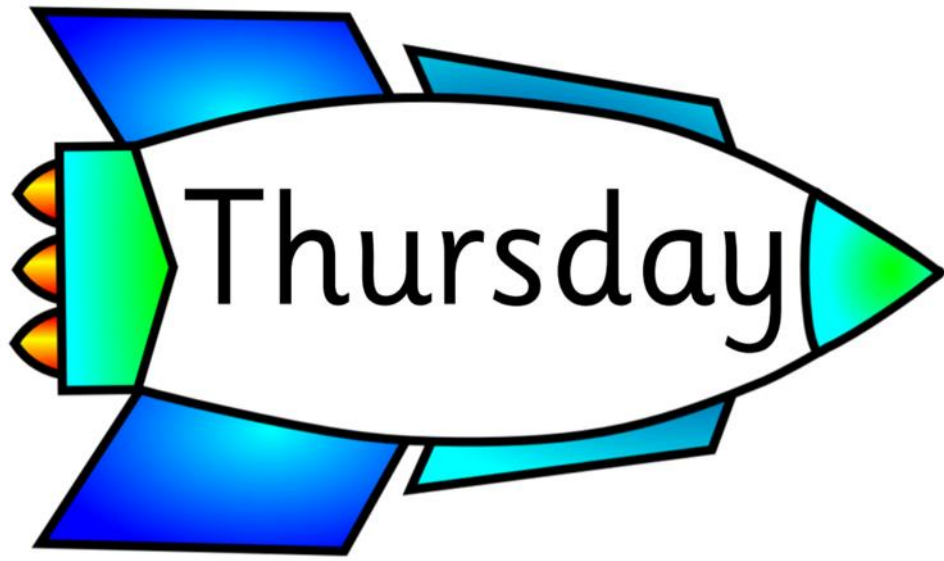
| | | | | | |
|-----------|------|----------|----------|----------|---------|
| January | June | August | March | December | October |
| September | May | February | November | April | July |

| | | |
|----|----|-----|
| 1. | 5. | 9. |
| 2. | 6. | 10. |
| 3. | 7. | 11. |
| 4. | 8. | 12. |

Can you continue the drawing?

Grid Drawing - Cat







EVEN or ODD

Place Value

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

More and Less

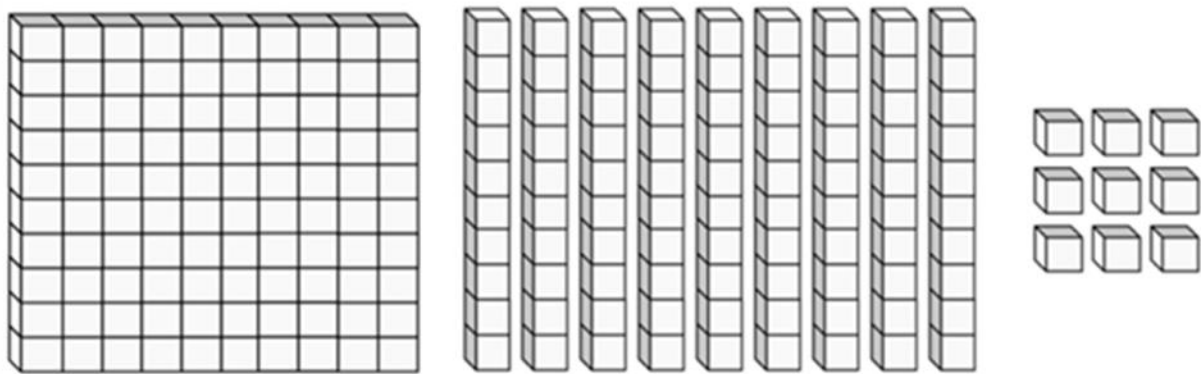


Word Form

Expanded Form

$$\square + \square = \square$$

Show with Place Value Blocks



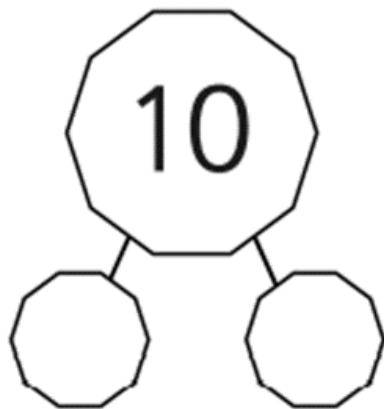
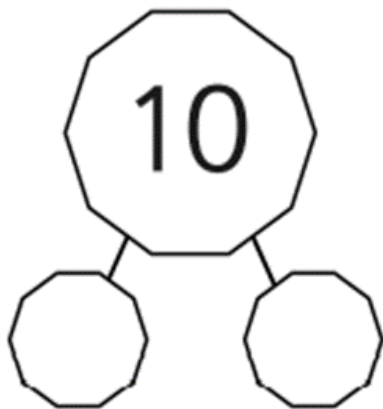
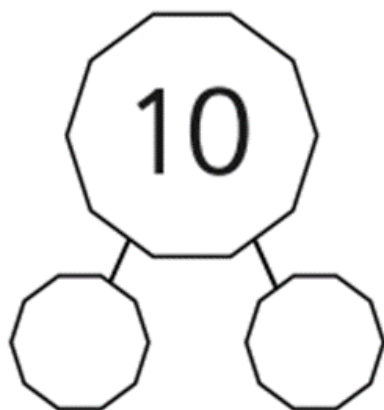
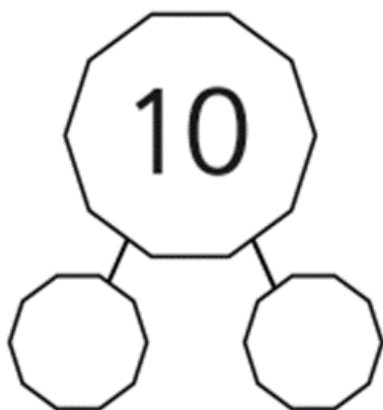
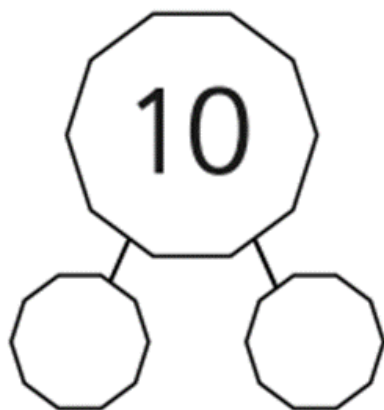
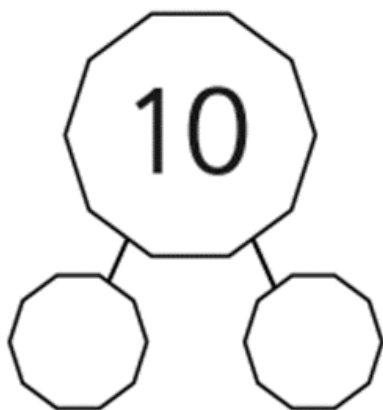
Use the digits to make the smallest number _____

Use the digits to make the largest number _____

Number Facts to 20

I can make pairs of numbers that add to make 10.


Write all of the different pairs of numbers that add up to make the number in the larger shape.



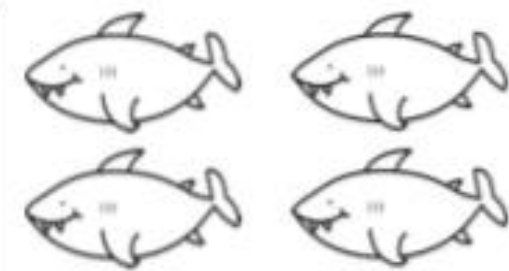
Maths

Division: Find Half

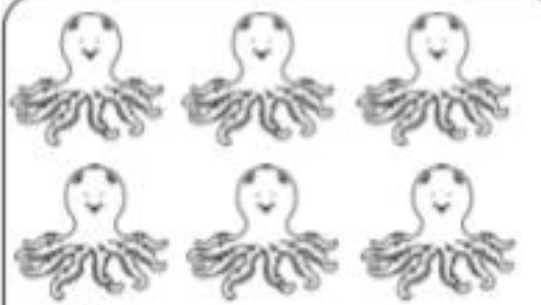
Colour/circle in half of the groups and write a number sentence. For example, $\frac{1}{2}$ of 4 is 2 (2 coloured in).



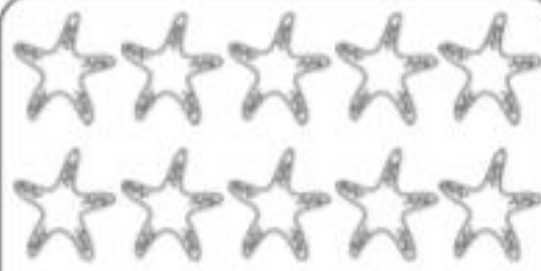
Half of _____ is _____



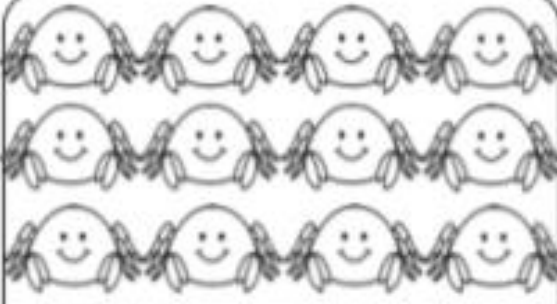
$\frac{1}{2}$ of _____ is _____



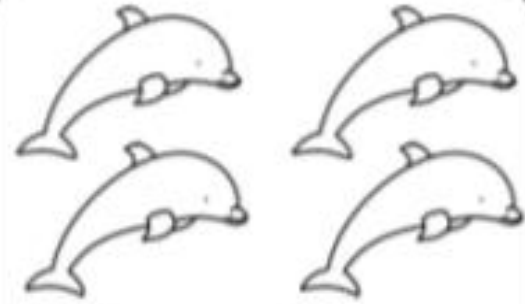
$\frac{1}{2}$ of _____ is _____



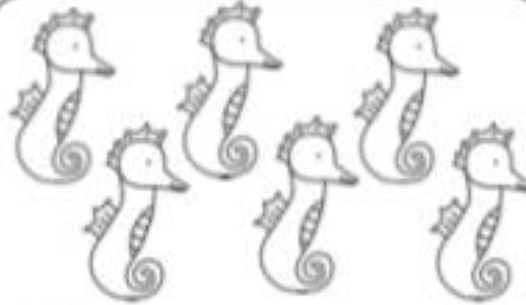
Half of _____ is _____



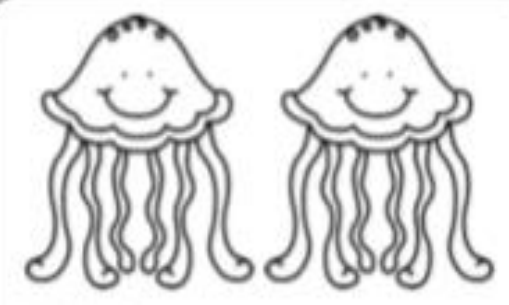
Half of _____ is _____



$\frac{1}{2}$ of _____ is _____



$\frac{1}{2}$ of _____ is _____



Half of _____ is _____

Telling The Time

Draw the time on the clock face:



7:00



10:00



4:00



9:00



6:00



12:00



1:00



10:00



Digital Time

Write the time on the digital clock:

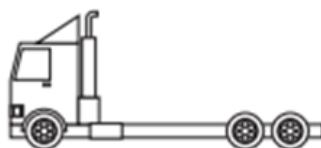


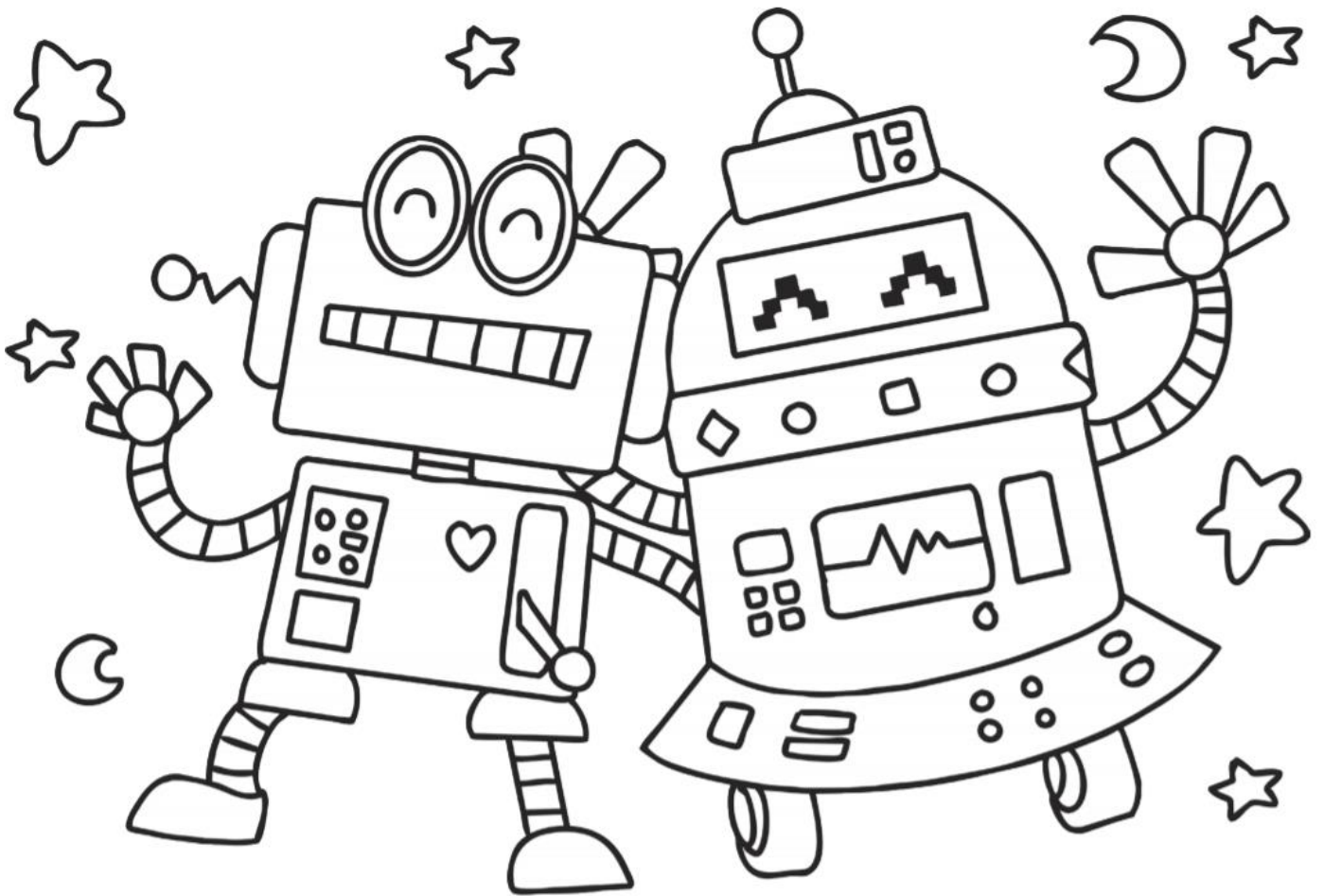
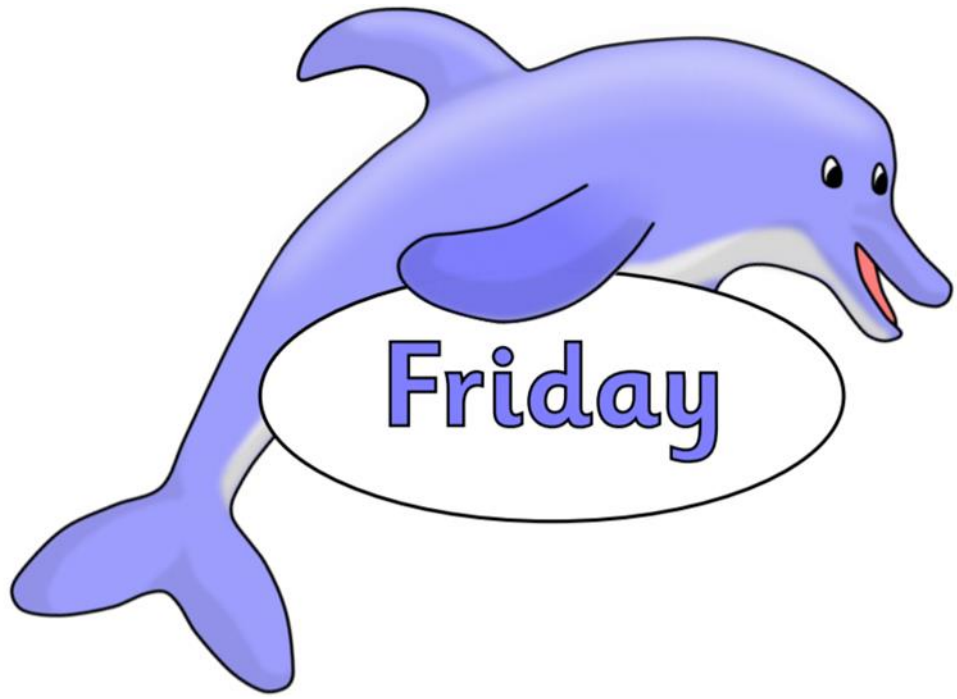
Comparing Length

Name: _____

Number the objects 1,2,3 in the order of shortest to longest.

Teach 





EVEN or ODD

Today's
number is...

85

Place Value

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

More and Less

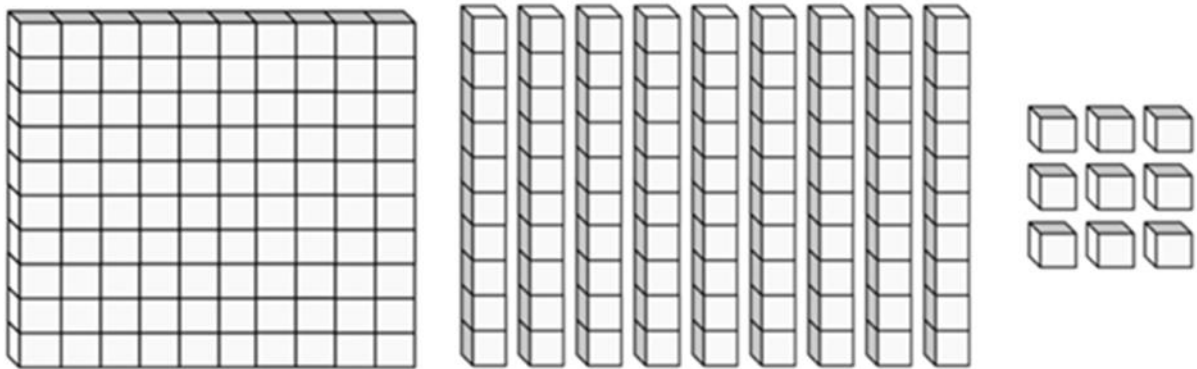
| | | |
|-------------|---------------|-------------|
| | 10 less (-10) | |
| 1 less (-1) | 85 | 1 more (+1) |
| | 10 more (+10) | |

Word Form

Expanded Form

$$\square + \square = \square$$

Show with Place Value Blocks



Use the digits to make the smallest number _____

Use the digits to make the largest number _____

Maths -

Number Patterns

Fill in the circle next to the correct answer.

| | | |
|---|---|--|
| 25, 30, 35, _____ 45 <input type="radio"/> 15 <input type="radio"/> 40 <input type="radio"/> | 60, 70, 80, _____ 90 <input type="radio"/> 80 <input type="radio"/> 50 <input type="radio"/> | 28, 30, 32, _____ 36 <input type="radio"/> 34 <input type="radio"/> 26 <input type="radio"/> |
| 9, 12, 15, _____ 18 <input type="radio"/> 21 <input type="radio"/> 6 <input type="radio"/> | 34, 36, 38, _____ 37 <input type="radio"/> 39 <input type="radio"/> 40 <input type="radio"/> | 80, 85, 90, _____ 76 <input type="radio"/> 95 <input type="radio"/> 100 <input type="radio"/> |

Multiplication: Groups of 2 and groups of 10.



Circle the objects into groups of 2.

How many groups of two are there?

How many objects are there in total?



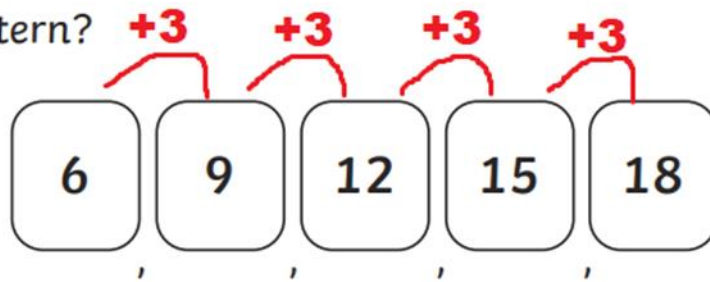
Circle the objects into groups of 10.

How many groups of two are there?

How many objects are there in total?

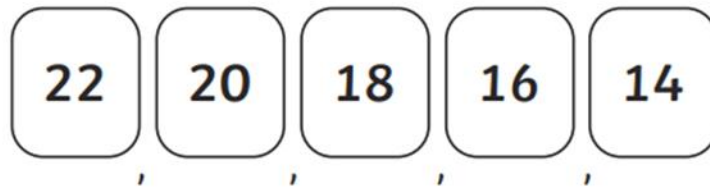
Recognising Number Patterns

What is the pattern?



This pattern is going _____ by **3**.
up or down?

What is the pattern?



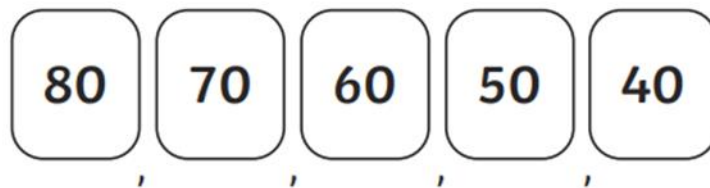
This pattern is going _____ by _____.

What is the pattern?



This pattern is going _____ by _____.

What is the pattern?



This pattern is going _____ by _____.

Counting in 5s Mazes

Help the rabbit find the path through the mazes to the carrots by counting on in fives from zero. **Draw a line as you go to keep track**

Maze 1: A rabbit starts at 0. The path to the carrots is marked with numbers: 0, 5, 10, 20, 45, 5, 10, 30, 15, 15, 25, 40, 10, 50, 20, 25, 30, 5, 15, 15, 35, 35, 40.

Maze 2: A rabbit starts at 0. The path to the carrots is marked with numbers: 0, 5, 10, 15, 20, 45, 5, 10, 25, 50, 25, 30, 35, 50, 0, 15, 50, 35, 40, 45, 50, 45, 5, 20, 25, 30, 40, 40, 30.

Challenge

Complete this sequence.

0 5 15 20 30 40 45



How long would it take?

Some things take an hour to do. Some things take a day and some things take a week. Here are some examples:

An hour

Watch a TV show

A day

A trip to the
fun park

A week

Paint the house

Answer the following questions.

You need to decide if these things take an hour, a day or a week.

- 1) A family trip to the beach.



- a) An hour
b) A day
c) A week

- 2) A swim in the pool.



- a) An hour
b) A day
c) A week

- 3) A trip to the zoo.



- a) An hour
b) A day
c) A week

- 4) A game of soccer.



- a) An hour
b) A day
c) A week

- 5) Go to school.



- a) An hour
b) A day
c) A week

- 6) An aeroplane flight to London.



- a) An hour
b) A day
c) A week

- 7) Build a robot.



- a) An hour
b) A day
c) A week

- 8) Rock climbing.



- a) An hour
b) A day
c) A week

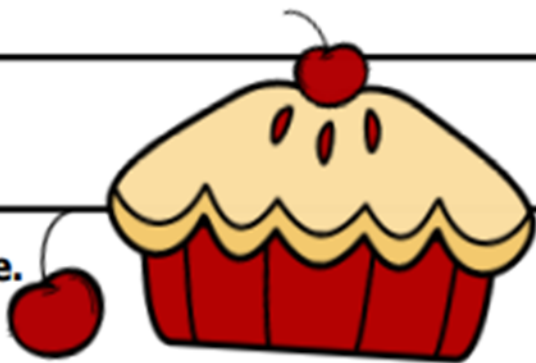
- 9) A vacation cruise.



- a) An hour
b) A day
c) A week

Name: _____

At the Pie Shop



Use the clues and grid to solve the puzzle.

Five friends went to the pie shop, and each person ordered a slice of pie. What kind of pie did each person order?

- Colin ordered pie that starts with the same letter as his name.
- Seth and Marcy do not like coconut.
- Jordan did not order cherry pie.
- Marcy, Amy, and Jordan do not like lemons.
- The person who ordered pumpkin pie has an N in their name.
- Marcy did not order apple pie.



| | Lemon | Coconut | Pumpkin | Apple | Cherry |
|--------|-------|---------|---------|-------|--------|
| Jordan | | | | | |
| Marcy | | | | | |
| Seth | | | | | |
| Colin | | | | | |
| Amy | | | | | |

How to Draw a Sea Turtle

