Marshall Cavendish Education

2

PRIMARY MATHEMATICS

Standards Edition

EXTRA PRACTICE

Name: _____ Class: _____

Contents

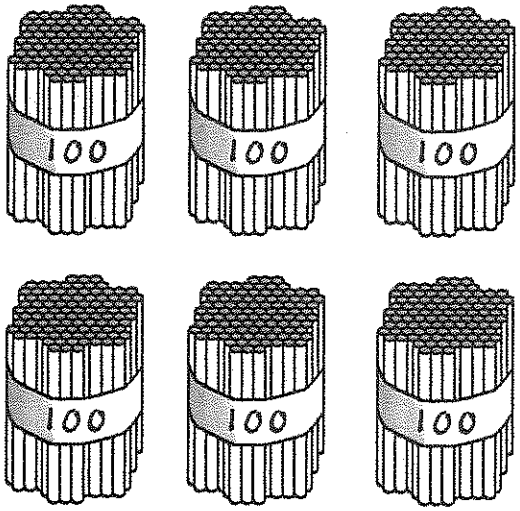
Unit 1 : Numbers to 1000

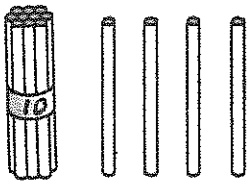
Friendly Notes

Hundreds, Tens and Ones

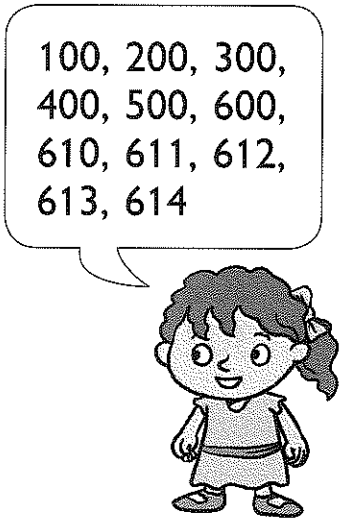
We can group big numbers into hundreds, tens and ones. This makes counting easy.

1. Count the straws.





100 100 100 100 100 100	10	1 1 1 1



6 hundreds 1 ten 4 ones = 614

600 + 10 + 4 = 614

We put 10 tens together to make a hundred.
We put 10 hundreds together to make a thousand.

2. This is a one-hundred-dollar bill.

100 = 10 10 10 10 10 / 10 10 10 10 10

We can exchange 10 ten-dollar bills for a one-hundred-dollar bill.

Comparing Numbers

When we compare numbers, we work from left to right.

1. Which number is greater?

189 302

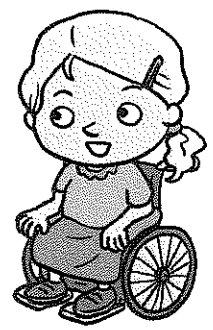
H	T	O
1	8	9
3	0	2

First, compare the hundreds.

3 hundreds is greater than 1 hundred.

302 is greater than 189.
302 > 189

'>' means greater than.



2. Which number is smaller?

285 255

H	T	O
2	**8**	5
2	**5**	5

First, compare the hundreds.
They are the same.

Next, compare the tens.
5 tens is smaller than 8 tens.
So, 255 is smaller than 285.
255 < 285

'<' means less than.

3. Which number is the smallest?
Which number is the greatest?

535 311 422

H	T	O
5	3	5
3	1	1
4	2	2

First, compare the hundreds.
3 hundreds is less than 5 hundreds and 4 hundreds.
So, 311 is the smallest number.

5 hundreds is greater than 4 hundreds and 3 hundreds.
So, 535 is the greatest number.

To make the smallest or greatest possible number from a group of numbers, place the numbers in a chart. Then, compare the numbers from left to right.

4. What is the smallest number that can be made using 6, 2 and 8?

H	T	O	
6	2	8	✗
6	8	2	✗
8	6	2	✗
8	2	6	✗
2	6	8	
2	8	6	✗

Compare the hundreds.
2 hundreds is smaller than 6 hundreds and 8 hundreds.
So, we look at 286 and 268 only.

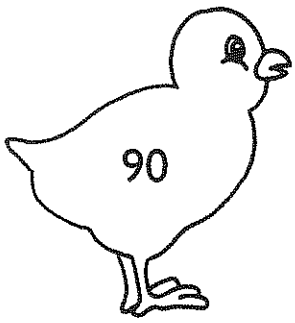
Compare the tens.
6 tens is smaller than 8 tens.
So, 268 is the smallest number.

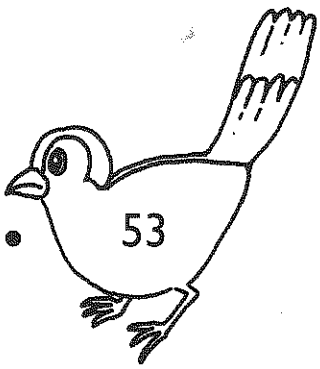
268 = 200 + 60 + 8
286 = 200 + 80 + 6
80 is greater than 60.
286 is greater than 268.

Name: _____ Class: _____ Date: _____

Exercise 1 : Looking Back

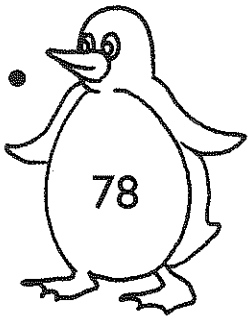
1. Match.





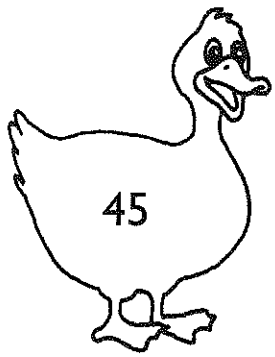
seventy-eight

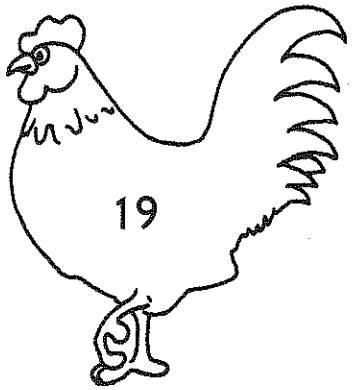
forty-five



ninety

nineteen





fifty-three

thirty-four

2. Write the numbers.

(a) thirty-six = _____

(b) sixty = _____

(c) seventy-two = _____

(d) eighteen = _____

(e) one hundred = _____

(f) twenty-three = _____

(g) fifty = _____

3. Fill in the blanks.

(a) 10 less than 35 is _____.

(b) 2 less than 67 is _____.

(c) 1 more than 79 is _____.

(d) 2 more than 38 is _____.

(e) _____ is 10 more than 90.

(f) _____ is 5 less than 70.

(g) 6 less than 12 is _____.

(h) _____ is 8 less than 23.

(i) _____ is 6 more than 31.

(j) 3 more than 33 is _____.

4. Write the missing numbers.

(a) 59 – 10 = _____ (b) 60 – 1 = _____

(c) 30 – 20 = _____ (d) 100 – 99 = _____

(e) 80 – 76 = _____ (f) 27 – 20 = _____

(g) 30 + 8 = _____ (h) 58 + 2 = _____

(i) 58 + 20 = _____ (j) 65 – 10 = _____

(k) 76 – 72 = _____ (l) 83 + 10 = _____

(m) 27 – 26 = _____ (n) 92 – 12 = _____

(o) 45 + 30 = _____ (p) 50 + 9 = _____

(q) 62 + 10 = _____ (r) 78 + 2 = _____

5. Write the numbers in words.

(a) 15 _____

(b) 27 _____

(c) 46 _____

(d) 55 _____

(e) 94 _____

(f) 77 _____

(g) 38 _____

6. Fill in the blanks.

(a) What number is 1 more than 29? _____

(b) What number is 2 more than 93? _____

(c) What number is 1 less than 66? _____

(d) What number is 10 less than 76? _____

(e) What number is 2 more than 57? _____

(f) What number is 20 more than 66? _____

(g) What number is 20 more than 43? _____

(h) What number is 2 less than 74? _____

(i) What number is 5 more than 82? _____

(j) What number is 5 more than 26? _____

7. Fill in the blanks.

(a) 1 ten 8 ones = _____

(b) 2 tens 3 ones = _____

(c) _____ tens 6 ones = 46

(d) _____ tens 7 ones = 57

(e) 6 tens _____ ones = 69

(f) 8 tens _____ ones = 80

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Exercise 2 : Hundreds, Tens and Ones

1. Match.

Five hundred seventeen	•	• 812
Six hundred twenty-nine	•	• 408
Eight hundred twelve	•	• 570
Four hundred eight	•	• 517
Five hundred seventy	•	• 629

2. Fill in the blanks.

(a) 4 hundreds 5 tens 8 ones = _____

(b) 2 hundreds 7 ones = _____

(c) _____ hundreds 9 ones = 909

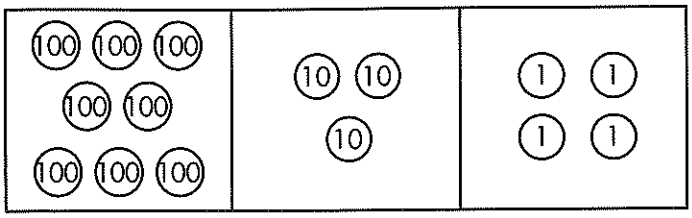
(d) 7 hundreds 8 tens = _____

(e) 6 hundreds _____ tens = 640

(f) 5 hundreds 9 tens _____ ones = 597

3. What number does each chart show?

(a)



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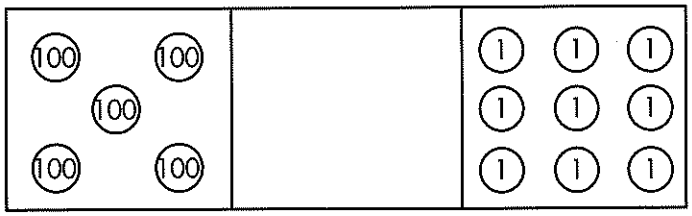
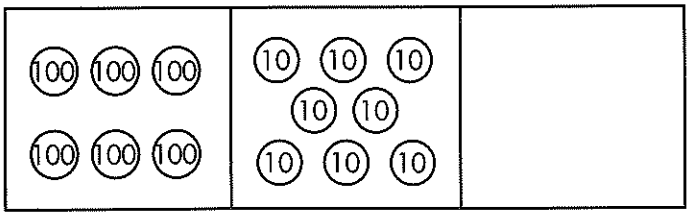
(b)



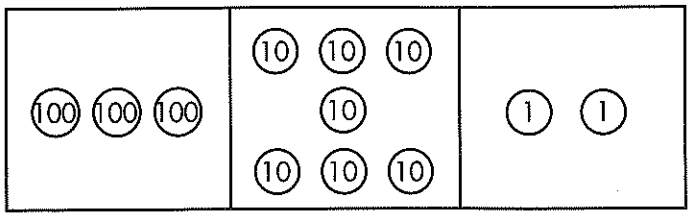
_____

(c)



_____

(d)



_____

4. Fill in the blanks.

(a) What number is 1 less than 900? _____

(b) What number is 1 more than 502? _____

(c) What number is 10 less than 613? _____

(d) What number is 10 less than 192? _____

(e) What number is 100 less than 568? _____

(f) What number is 100 more than 765? _____

(g) We can exchange _____ ten-dollar bills for a one-hundred-dollar bill.

(h) We can exchange _____ one-hundred-dollar bills for a one-thousand-dollar bill.

5. Write the numbers in words.

(a) 213 _____

(b) 350 _____

(c) 515 _____

(d) 640 _____

(e) 809 _____

(f) 442 _____

(g) 198 _____

(h) 375 _____

(i) 777 _____

(j) 989 _____

6. Write the missing numbers.

(a) 900 + 100 = _____

(b) 286 + 100 = _____

(c) 798 + 100 = _____

(d) 382 + 10 = _____

(e) 800 – 100 = _____

(f) 970 – 10 = _____

(g) 170 – 100 = _____

(h) 210 – 100 = _____

7. Write the missing numbers.

(a) 100 + 30 + 6 = _____

(b) 800 + 5 = _____

(c) 700 + 70 = _____

(d) 5 + 40 + 300 = _____

(e) _____ + 80 + 7 = 487

(f) 600 + 60 + _____ = 661

(g) 500 + _____ + 9 = 529

(h) _____ + 8 = 908

Name: _____ Class: _____ Date: _____

Exercise 3 : Comparing Numbers

1. Circle the greater number.

(a) | 45 | 54 |

(b) | 170 | 168 |

(c) | 198 | 189 |

2. Circle the smaller number.

(a) | 66 | 69 |

(b) | 445 | 485 |

(c) | 290 | 281 |

3. Write > or < in each ◯.

(a) 122 ◯ 235

(b) 254 ◯ 246

4. Circle the greatest number.

(a) | 36 | 34 | 35 |

(b) | 159 | 260 | 262 |

(c) | 165 | 366 | 163 |

(d) | 479 | 384 | 482 |

(e) | 280 | 175 | 279 | 382 |

(f) | 191 | 389 | 390 | 188 |

(g) | 421 | 312 | 423 | 132 |

(h) | 546 | 164 | 284 | 548 |

5. Circle the smallest number.

(a) | 225 | 231 | 228 |

(b) | 156 | 165 | 170 |

(c) | 176 | 169 | 258 |

(d) | 369 | 296 | 156 |

(e) | 190 | 288 | 193 | 292 |

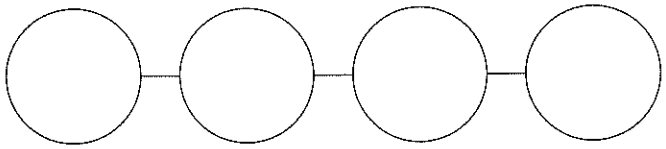
(f) | 599 | 189 | 198 | 590 |

(g) | 228 | 382 | 318 | 381 |

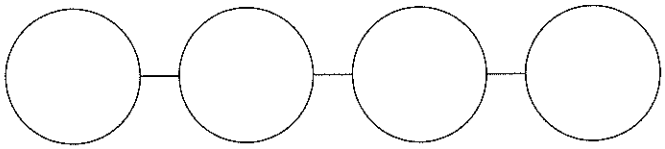
(h) | 651 | 569 | 684 | 696 |

6. Arrange the numbers in order.

(a) Begin with the smallest.



(b) Begin with the greatest.



7. Complete the regular pattern.

123, 133, _____, _____, 163, 173, _____

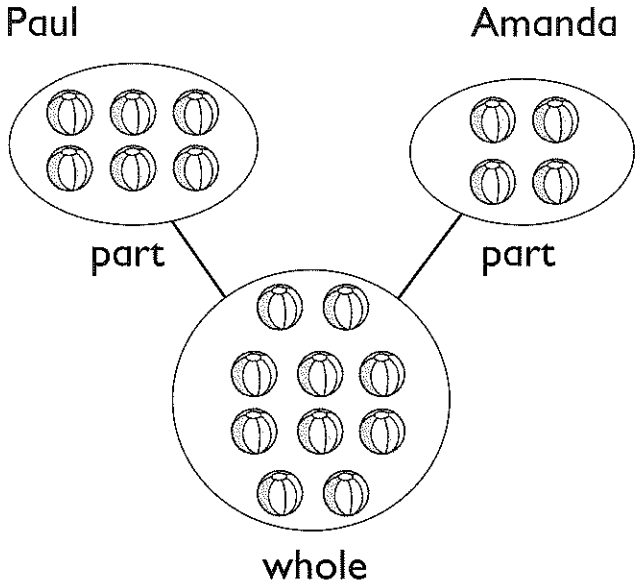
Unit 2 : Addition and Subtraction

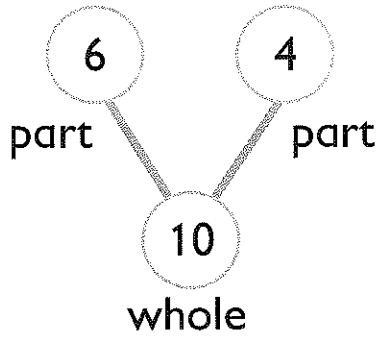
Friendly Notes

Meanings of Addition and Subtraction

We add two parts to find the whole.
We subtract one part from the whole to find the other part.

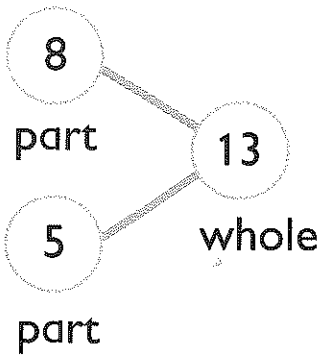
1. Paul has 6 balls.
   Amanda has 4 balls.
   How many balls are there altogether?



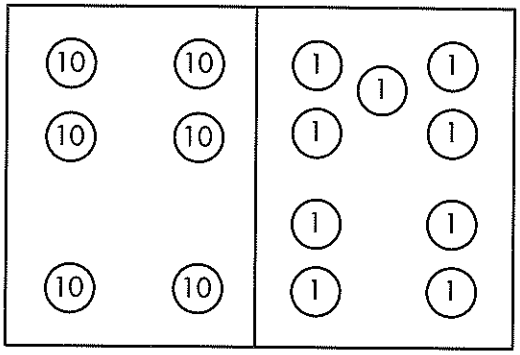


6 + 4 = 10
There are 10 balls altogether.

2. $8 + 5 = 13$ $5 + 8 = 13$
$13 - 5 = 8$ $13 - 8 = 5$



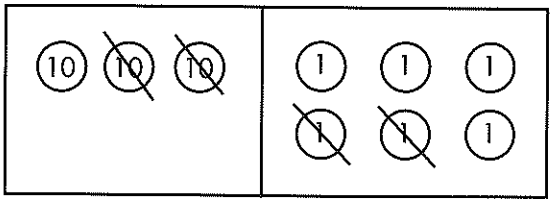
3. Maria has 45 books in her room.
June has 24 books.
How many books do they have altogether?



$45 + 24 = 69$

They have 69 books altogether.

4. Carlos and Eric bought 36 stickers.
Carlos bought 22 stickers.
How many stickers did Eric buy?



$36 - 22 = 14$

Eric bought 14 stickers.

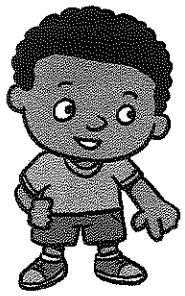
Addition Without Renaming

When we add two numbers, we can write one number on top of the other.
Make sure the digits are arranged in the correct columns.

432 + 54 = _____

H	T	O
4	3	2
+	5	4

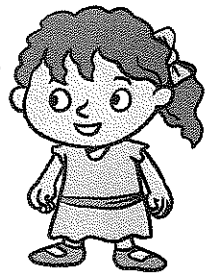
This is wrong!



In the number 54, the digit 5 stands for 5 tens. The digit 4 stands for 4 ones.

H	T	O
4	3	2
+	5	4

This is correct!



Add the ones.

H	T	O
4	3	2
+	5	4
		6

Add the tens.

H	T	O
4	3	2
+	5	4
	8	6

Add the hundreds.

H	T	O
4	3	2
+	5	4
4	8	6

432 + 54 = 486

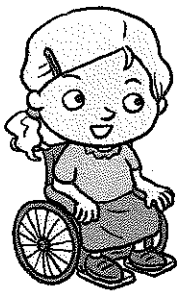
Subtraction Without Renaming

When we subtract one number from another, we always write the greater number on top. Make sure the digits are arranged in the correct columns.

368 – 65 = _____

H T O
3 6 8
– 6 5
_____
_____

This is wrong!



In the number 65, the digit 6 stands for 6 tens. The digit 5 stands for 5 ones.

H T O
3 6 8
– 6 5
_____
_____

This is correct!

Subtract the ones.

H T O
3 6 8
– 6 5
_____
3

Subtract the tens.

H T O
3 6 8
– 6 5
_____
0 3

Subtract the hundreds.

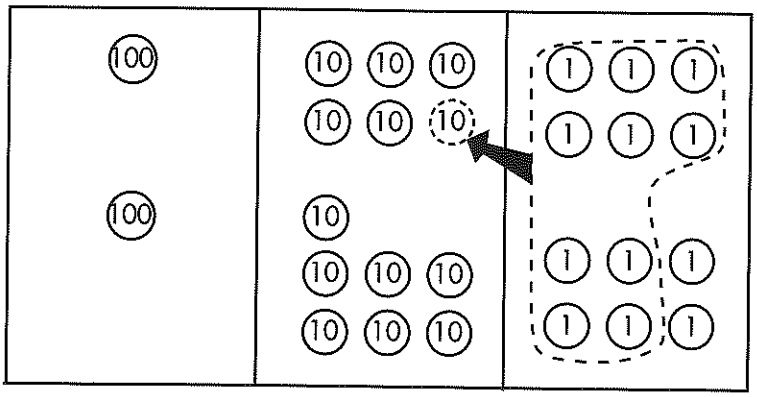
H T O
3 6 8
– 6 5
_____
3 0 3

368 – 65 = 303

Addition with Renaming

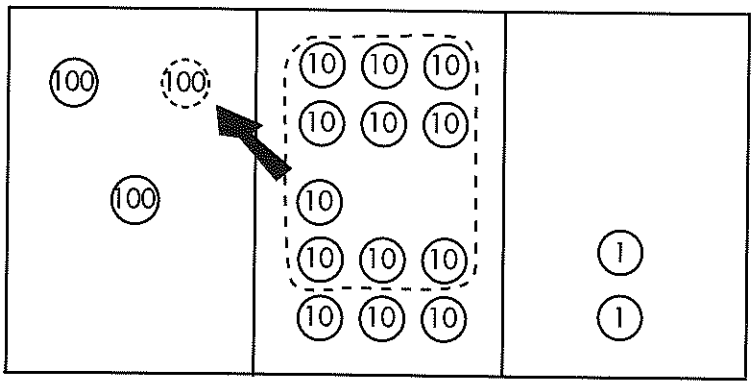
When there are 10 ones or more, change 10 ones for 1 ten. When there are 10 tens or more, change 10 tens for 1 hundred.

Add 156 and 176.



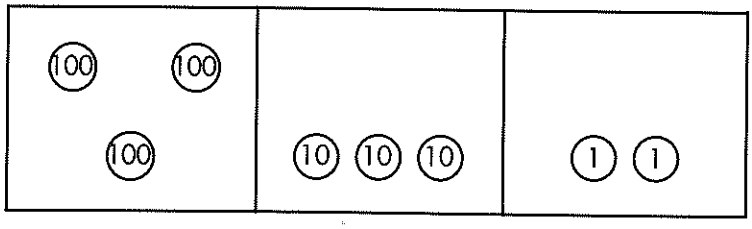
Add the ones.
6 ones + 6 ones
= 12 ones
= 1 ten 2 ones

$$\begin{array}{r} {\scriptstyle 1} \\ 1\,5\,6 \\ +1\,7\,6 \\ \hline 2 \end{array}$$



Add the tens.
5 tens + 7 tens + 1 ten
= 13 tens
= 1 hundred 3 tens

$$\begin{array}{r} {\scriptstyle 1\ 1} \\ 1\,5\,6 \\ +1\,7\,6 \\ \hline 3\,2 \end{array}$$



Add the hundreds.

$$\begin{array}{r} {\scriptstyle 1\ 1} \\ 1\,5\,6 \\ +1\,7\,6 \\ \hline 3\,3\,2 \end{array}$$

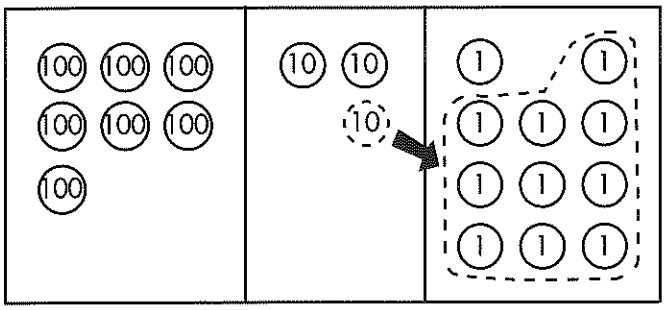
156 + 176 = 332

Subtraction with Renaming

When there are not enough ones to subtract from, change 1 ten for 10 ones.

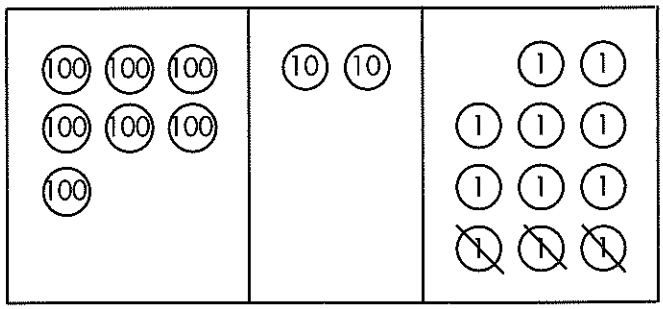
1. Subtract 543 from 731.

We cannot subtract 3 ones from 1 one.



Change 1 ten for 10 ones.

$$\begin{array}{r} 7\ \overset{2}{\cancel{3}}\ \overset{11}{\cancel{1}} \\ -\ 5\ 4\ 3 \\ \hline \\ \hline \end{array}$$

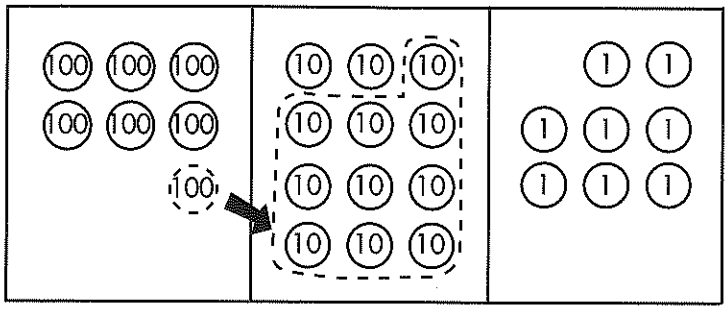


Subtract the ones.

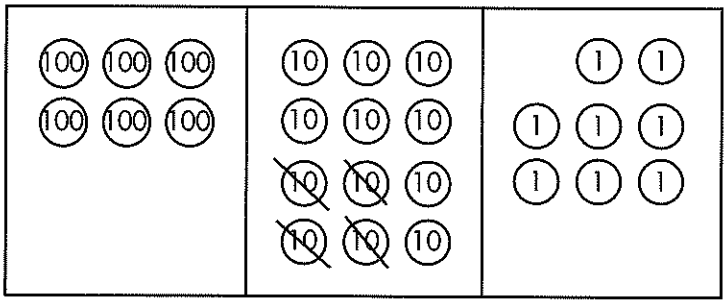
$$\begin{array}{r} 7\ \overset{2}{\cancel{3}}\ \overset{11}{\cancel{1}} \\ -\ 5\ 4\ 3 \\ \hline 8 \\ \hline \end{array}$$

When there are not enough tens to subtract from, change 1 hundred to 10 tens.

We cannot subtract 4 tens from 2 tens.

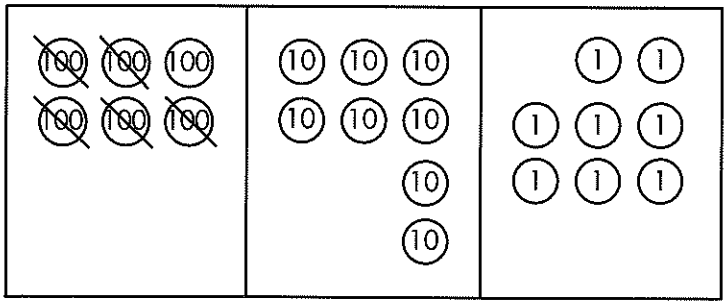


Change 1 hundred for 10 tens.



Subtract the tens.

$$\begin{array}{r} {}^{6}\cancel{7}\ {}^{12}\cancel{3}\ {}^{11}\cancel{1} \\ -\ 5\ 4\ 3 \\ \hline 1\ 8\ 8 \end{array}$$



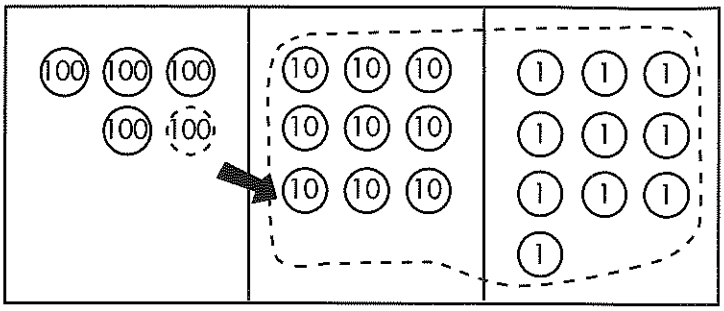
Subtract the hundreds.

$$\begin{array}{r} {}^{6}\cancel{7}\ {}^{12}\cancel{3}\ {}^{11}\cancel{1} \\ -\ 5\ 4\ 3 \\ \hline 1\ 8\ 8 \end{array}$$

731 – 543 = 188

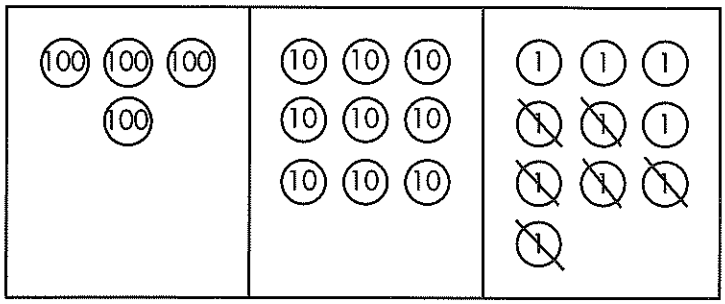
When there are 0 tens and ones, change 1 hundred for 9 tens and 10 ones.

2. Subtract 186 from 500.



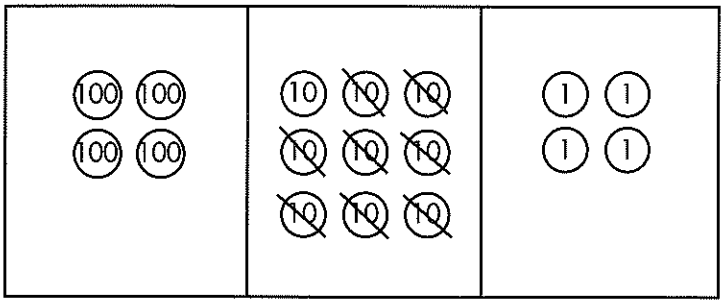
$$\begin{array}{r} {}^{4}\cancel{5}\ {}^{9}\cancel{0}\ {}^{10}\cancel{0} \\ -\ 1\ 8\ 6 \\ \hline \\ \hline \end{array}$$

Subtract the ones.



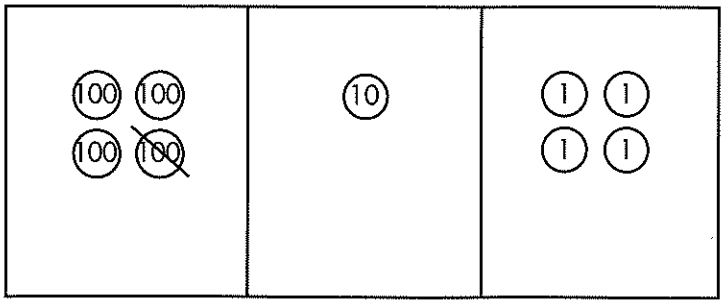
$$\begin{array}{r} {}^{4}\cancel{5}\ {}^{9}\cancel{0}\ {}^{10}\cancel{0} \\ -\ 1\ 8\ 6 \\ \hline \qquad\quad 4 \\ \hline \end{array}$$

Subtract the tens.



$$\begin{array}{r} {}^{4}\cancel{5}\ {}^{9}\cancel{0}\ {}^{10}\cancel{0} \\ -\ 1\ 8\ 6 \\ \hline \qquad 1\ 4 \\ \hline \end{array}$$

Subtract the hundreds.



$$\begin{array}{r} {}^{4}\cancel{5}\ {}^{9}\cancel{0}\ {}^{10}\cancel{0} \\ -\ 1\ 8\ 6 \\ \hline 3\ 1\ 4 \\ \hline \end{array}$$

500 – 186 = 314

Name: _____ Class: _____ Date: _____

Exercise 1A : Meanings of Addition and Subtraction

1. Add or subtract.

(a) 8 + 14 = _____ (b) 7 + 8 = _____

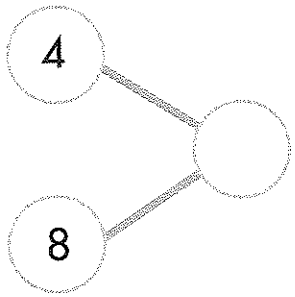
(c) 12 – 8 = _____ (d) 15 – 7 = _____

(e) 16 + 4 = _____ (f) 46 + 3 = _____

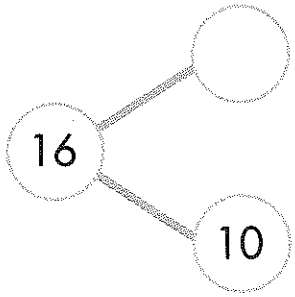
(g) 28 – 6 = _____ (h) 55 – 9 = _____

2. Write the missing numbers.

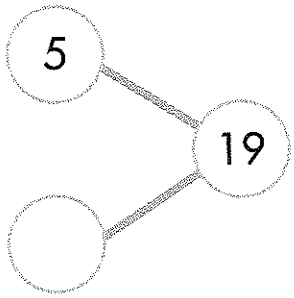
(a)



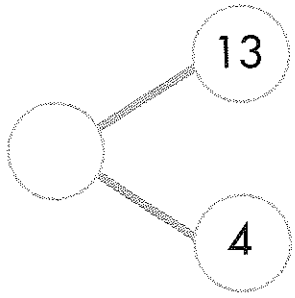
(b)



(c)



(d)



3. Fill in the blanks.

(a) Add 20 and 68.

20 + 68 = _____

(b) Subtract 53 from 88.

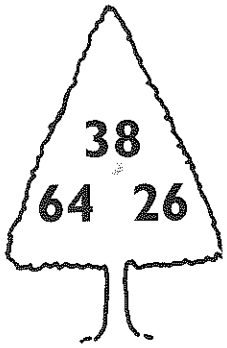
88 – 53 = _____

4. Write two addition sentences and two subtraction sentences.

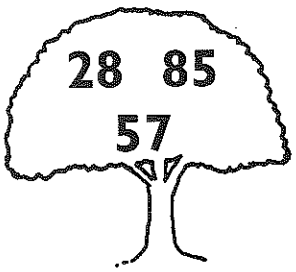
Example:

$26 + 38 = 64$ $\quad$ $38 + 26 = 64$

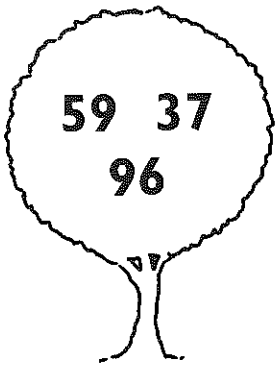
$64 - 26 = 38$ $\quad$ $64 - 38 = 26$



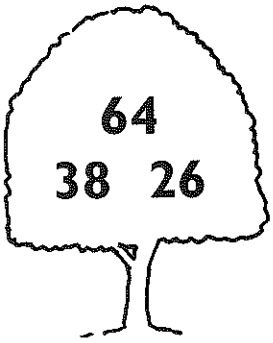
(a)



(b)



(c)



Name: _____ Class: _____ Date: _____

Exercise 1B : Meanings of Addition and Subtraction

1. Do these.
   Use a place value chart to help you.

   (a) Tina is 25 years old.
   Her friend is 13 years older than her.
   How old is her friend?

   25 + 13 =

(10) (10)	(1) (1) (1)
	(1) (1)
(10)	(1) (1) (1)

   Her friend is _____ years old.

   (b) After giving 57 stamps to her brother,
   Yani had 23 stamps left.
   How many stamps did she have at first?

   □ ○ □ = □

(c) There are 32 boys and 45 girls on a field.
How many more girls than boys are there?

There are _____ more girls than boys.

(d) Maria and Jen have 39 baseball cards.
Maria has 16 baseball cards.
How many baseball cards does Jen have?

Jen has _____ baseball cards.

(e) A clock costs $48.
It costs $2 less than a watch.
How much do they cost altogether?

They cost $_____ altogether.

Name: _____ Class: _____ Date: _____

Exercise 2 : Addition Without Renaming

1. Add.

(a) 3 + 5 = _____

30 + 50 = _____

300 + 500 = _____

(b) 6 + 3 = _____

60 + 30 = _____

600 + 300 = _____

(c)
$$\begin{array}{r} 653 \\ +\ \ 6 \\ \hline \\ \hline \end{array}$$

(d)
$$\begin{array}{r} 328 \\ +\ 60 \\ \hline \\ \hline \end{array}$$

(e)
$$\begin{array}{r} 405 \\ +\ 50 \\ \hline \\ \hline \end{array}$$

(f)
$$\begin{array}{r} 530 \\ +\ 67 \\ \hline \\ \hline \end{array}$$

(g)
$$\begin{array}{r} 24 \\ +643 \\ \hline \\ \hline \end{array}$$

(h)
$$\begin{array}{r} 36 \\ +503 \\ \hline \\ \hline \end{array}$$

(i)
$$\begin{array}{r} 428 \\ +250 \\ \hline \\ \hline \end{array}$$

(j)
$$\begin{array}{r} 382 \\ +416 \\ \hline \\ \hline \end{array}$$

(k)
$$\begin{array}{r} 724 \\ +235 \\ \hline \\ \hline \end{array}$$

2. Do these.

(a) Mike bought 67 green apples and 532 red apples.
How many apples did he buy in all?

He bought _____ apples in all.

(b) There were 423 boys in a school.
There were 315 more girls than boys in the school.
How many girls were there in the school?

There were _____ girls in the school.

(c) A coffee maker costs $230.
It costs $455 less than a washing machine.
How much does the washing machine cost?

The washing machine costs $_____.

Name: _____ Class: _____ Date: _____

Exercise 3 : Subtraction Without Renaming

1. Subtract.

(a) $9 - 6 =$ _____
$90 - 60 =$ _____
$900 - 600 =$ _____

(b) $8 - 3 =$ _____
$80 - 30 =$ _____
$800 - 300 =$ _____

(c)
$$\begin{array}{r} 869 \\ -\ 26 \\ \hline \\ \hline \end{array}$$

(d)
$$\begin{array}{r} 765 \\ -\ 53 \\ \hline \\ \hline \end{array}$$

(e)
$$\begin{array}{r} 645 \\ -405 \\ \hline \\ \hline \end{array}$$

(f)
$$\begin{array}{r} 670 \\ -420 \\ \hline \\ \hline \end{array}$$

(g)
$$\begin{array}{r} 789 \\ -457 \\ \hline \\ \hline \end{array}$$

(h)
$$\begin{array}{r} 658 \\ -552 \\ \hline \\ \hline \end{array}$$

(i)
$$\begin{array}{r} 809 \\ -803 \\ \hline \\ \hline \end{array}$$

(j)
$$\begin{array}{r} 565 \\ -525 \\ \hline \\ \hline \end{array}$$

(k)
$$\begin{array}{r} 934 \\ -732 \\ \hline \\ \hline \end{array}$$

2. Fill in the blanks.

(a) 496 – 80 = _____ (b) 598 – 75 = _____

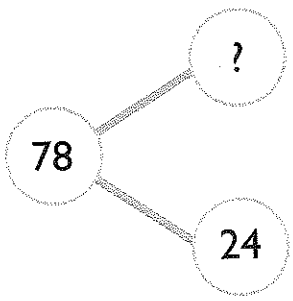
(c) 368 – 67 = _____ (d) 276 – 200 = _____

(e) 956 – 246 = _____ (f) 885 – 860 = _____

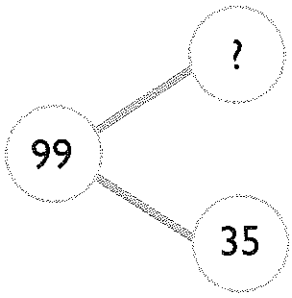
(g) 752 – 542 = _____ (h) 918 – 905 = _____

3. Fill in the blanks.

(a) Subtract 24 from 78. The answer is _____.



(b) Subtract 35 from 99. The answer is _____.



(c) Subtract 64 from 796. The answer is _____.

(d) Subtract 217 from 729. The answer is _____.

(e) Subtract 356 from 958. The answer is _____.

4. Do these.

(a) There are 294 cars in a parking lot.
52 of them are new cars.
How many old cars are there?

There are _____ old cars.

(b) A fruit seller has 566 oranges and 243 pears. How many more oranges than pears does he have?

He has _____ more oranges than pears.

(c) A shopkeeper sold 659 pens.
He sold 53 more pens than pencils.
How many pencils did he sell?

He sold _____ pencils.

Name: _____ Class: _____ Date: _____

Exercise 4A : Addition with Renaming

1. Add.

(a) 6 + 4 = 60 + 40 = 760 + 40 =	(b) 4 + 8 = 84 + 8 = 884 + 8 =
(c) 9 + 7 = 90 + 70 = 590 + 70 =	(d) 5 + 6 = 35 + 6 = 635 + 6 =
(e) 7 + 6 = 57 + 6 = 457 + 6 =	(f) 7 + 8 = 87 + 8 = 687 + 8 =

2. Add.

(a) 56 + 6 = _____ (b) 83 + 9 = _____

(c) 167 + 7 = _____ (d) 562 + 8 = _____

(e) 280 + 60 = _____ (f) 470 + 80 = _____

(g) 370 + 30 = _____ (h) 760 + 90 = _____

3. Add.

(a) 526 + 66 = _____

(b) 329 + 145 = _____

(c) 607 + 78 = _____

(d) 536 + 259 = _____

(e) 583 + 84 = _____

(f) 376 + 473 = _____

(g) 330 + 570 = _____

(h) 682 + 275 = _____

4. Do these.

(a) Lacey saved $685.
She saved $53 less than her brother.
How much did her brother save?

Her brother saved $ _____.

(b) A man sold 530 balloons on Saturday.
He sold 295 more balloons on Sunday than on Saturday. How many balloons did he sell on Sunday?

He sold _____ balloons on Sunday.

Name: _____ Class: _____ Date: _____

Exercise 4B : Addition with Renaming

1. Add.

(a) 685 + 47 = _____

(b) 365 + 78 = _____

(c) 697 + 86 = _____

(d) 539 + 276 = _____

(e) 178 + 189 = _____

(f) 284 + 367 = _____

(g) 563 + 398 = _____

(h) 478 + 498 = _____

(i) 138 + 146 + 70 = _____

(j) 560 + 145 + 44 = _____

(k) 398 + 78 + 112 = _____

(l) 536 + 198 + 65 = _____

(m) 344 + 158 + 467 = _____

(n) 153 + 264 + 439 = _____

(o) 256 + 383 + 182 = _____

(p) 168 + 375 + 396 = _____

2. Do these.

(a) After selling 189 shirts, a shopkeeper had 78 shirts left. How many shirts did he have at first?

He had _____ shirts at first.

(b) The chart below shows the number of people at a party.
How many people were there at the party?

Men	175
Women	66
Children	226

There were _____ people at the party.

(c) The table shows the points scored by Alan.
What are his total points for the three subjects?

English	83
Mathematics	76
Science	92

His total points for the three subjects are _____.

Name: _____ Class: _____ Date: _____

Exercise 5A : Subtraction with Renaming

1. Subtract.

(a) 53 − 37 = _____

(b) 75 − 46 = _____

(c) 81 − 56 = _____

(d) 96 − 58 = _____

(e) 64 − 38 = _____

(f) 87 − 69 = _____

(g) 80 − 74 = _____

(h) 92 − 85 = _____

(i) 875 − 248 = _____

(j) 763 − 49 = _____

(k) 804 − 63 = _____

(l) 881 − 567 = _____

(m) 682 − 575 = _____

(n) 394 − 136 = _____

(o) 933 − 271 = _____

(p) 654 − 564 = _____

2. Do these.

(a) Sarah had $235.
She spent $52 on a watch.
How much money did she have left?

She had $_____ left.

(b) Brenna collected 68 postcards.
Her brother collected 129 postcards.
How many fewer postcards did Brenna collect?

Brenna collected _____ fewer postcards.

(c) Diane has $236.
She wants to buy a bicycle that costs $354.
How much more money does she need?

She needs $_____ more.

Name: _____ Class: _____ Date: _____

Exercise 5B : Subtraction with Renaming

1. Subtract.

(a) 305 − 27 = _____

(b) 507 − 88 = _____

(c) 606 − 78 = _____

(d) 905 − 57 = _____

(e) 402 − 128 = _____

(f) 608 − 249 = _____

(g) 707 − 419 = _____

(h) 804 − 798 = _____

(i) 200 − 75 = _____

(j) 400 − 98 = _____

(k) 800 − 46 = _____

(l) 900 − 23 = _____

(m) 500 − 268 = _____

(n) 600 − 397 = _____

(o) 700 − 634 = _____

(p) 800 − 792 = _____

2. Do these.

(a) Taylor went shopping with $500.
After shopping, she had $252 left.
How much money did she spend?

She spent $_____.

(b) There are 356 trees in Town A.
There are 704 trees in Town B.
How many more trees are there in Town B than in Town A?

There are _____ more trees in Town B than in Town A.

(c) Mr. Ray sold 600 flowers on Saturday.
He sold 293 fewer flowers on Sunday than on Saturday.
How many flowers did he sell on Sunday?

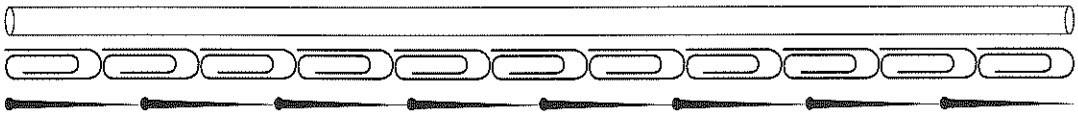
He sold _____ flowers on Sunday.

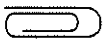
Unit 3 : Length

Friendly Notes

We can use things like paper clips and footprints to measure length.

1. Measure the rod.



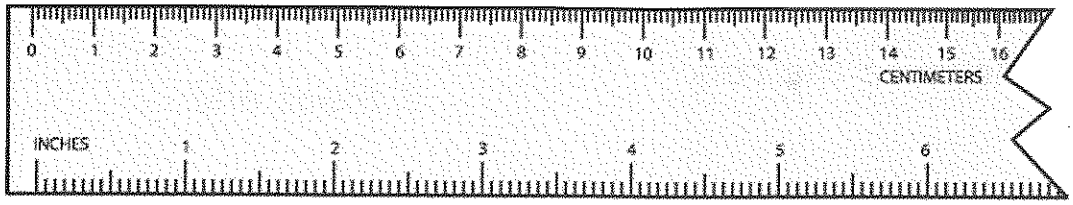
The rod is 11  long.

The rod is 8 long.

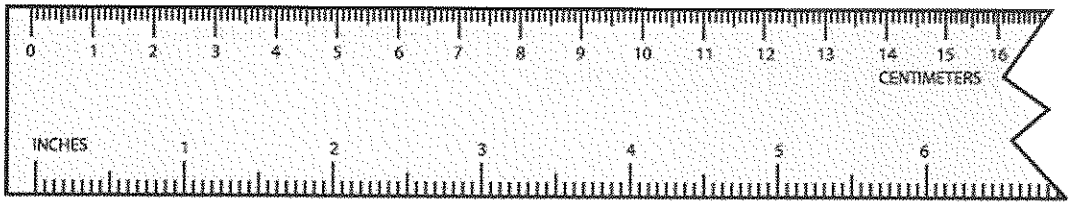
We can also measure length in centimeters and inches. We write **cm** for centimeter and **in.** for inch.

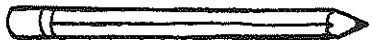
We usually use **cm** and **in.** for measuring short lengths.

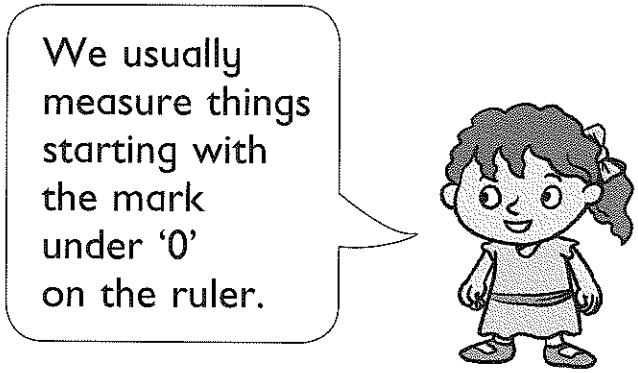
1 inch > 1 cm



2. Measure the pencil.







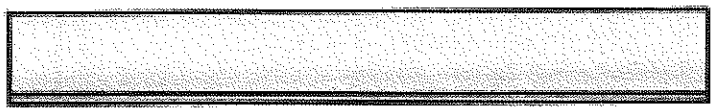
The pencil is 6 cm long or more than 2 inches long.

The rod is 13 cm long or more than 5 inches long.

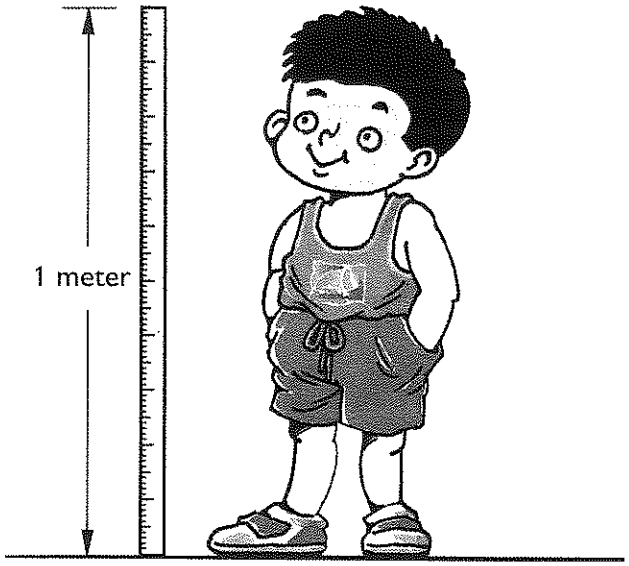
The meter, feet and yard are other units for measuring length.
They are used for measuring longer lengths.
We write **m** for meter, **ft** for foot or feet and **yd** for yard.

1 yard is a little shorter than 1 meter.

yard



meter



The boy is 1 m tall.

1 yard = 3 feet
1 foot = 12 inches

3. The length of a table is 2 yd.
   (a) Is the length more than, less than or the same as 2 ft?
   (b) Is the length more than, less than or the same as 2 m?

   (a) 1 yd = 3 ft
   2 yd is more than 3 ft.

   The length is more than 2 ft.

   (b) 1 yd is a little shorter than 1 m.
   2 yd is shorter than 2 m.

   The length is less than 2 m.

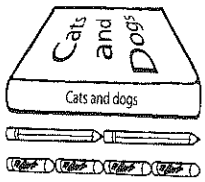
same

same

Name: _____ Class: _____ Date: _____

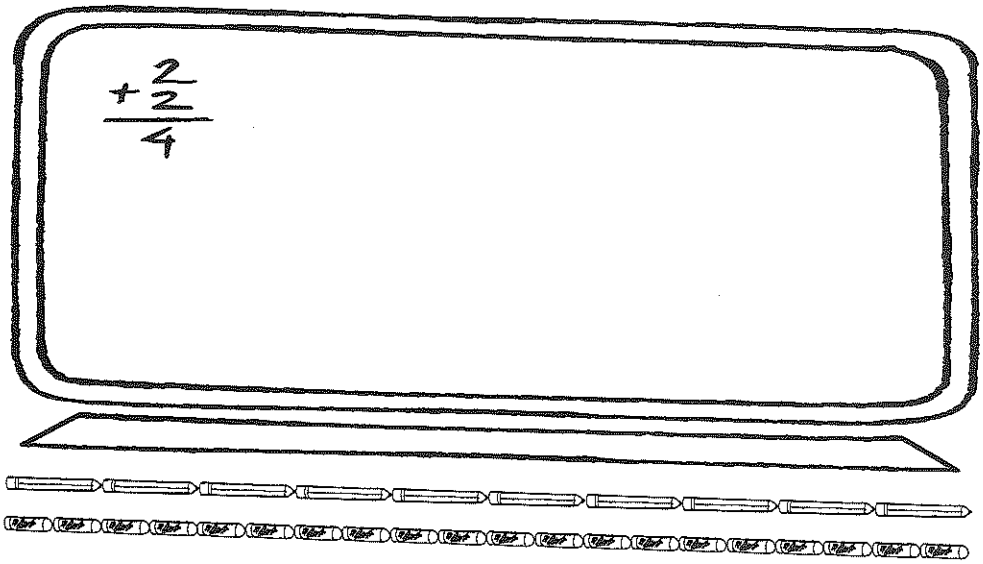
Exercise 1 : Measuring Length

1. Fill in the blanks.



book

white board



(a) The book is about _____ long.

(b) It is about _____ long.

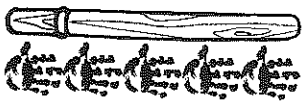
(c) The whiteboard is about _____ long.

(d) The whiteboard is about _____ long.

(e) The whiteboard is longer than the _____.

(f) The book is shorter than the _____.

2. Fill in the blanks.

Stick A 

Stick B 

Stick C 

(a) Stick A is _____ handprints long.

(b) Stick B is _____ handprints long.

(c) Stick C is _____ handprints long.

(d) Stick A is longer than Stick _____.

(e) Stick _____ is 1 handprint longer than Stick _____.

(f) Stick A is shorter than Stick _____.

(g) Stick _____ is 3 handprints shorter than Stick _____.

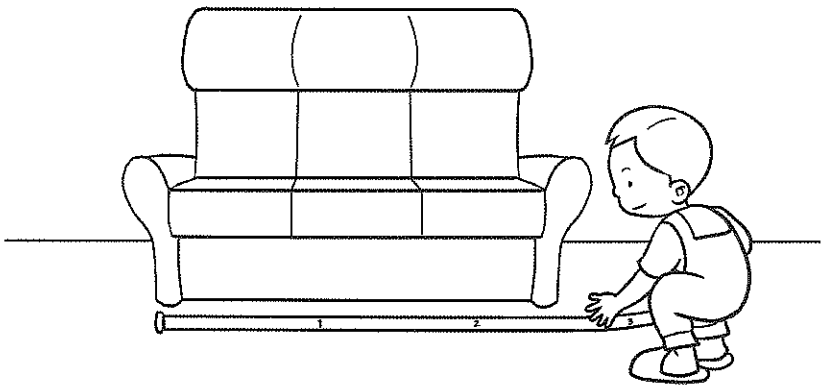
(h) Stick _____ is the longest.

Name: _____ Class: _____ Date: _____

Exercise 2 : Measuring Length in Meters

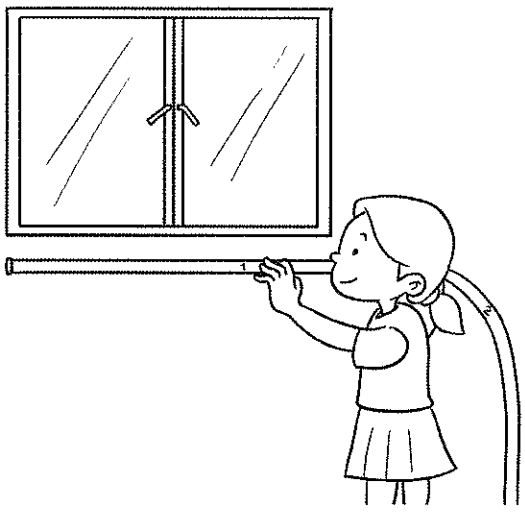
1. Measure the following with a measuring tape. Write 'Yes' or 'No' in the blanks.

(a)



Is the length of the sofa more than 3 m? _____

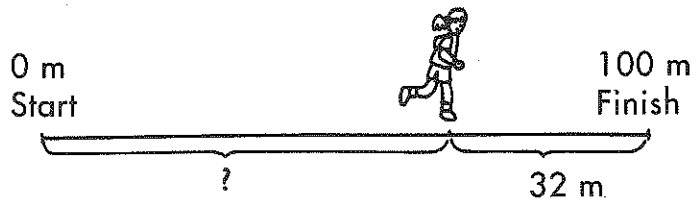
(b)



Is the length of the window less than 2 m? _____

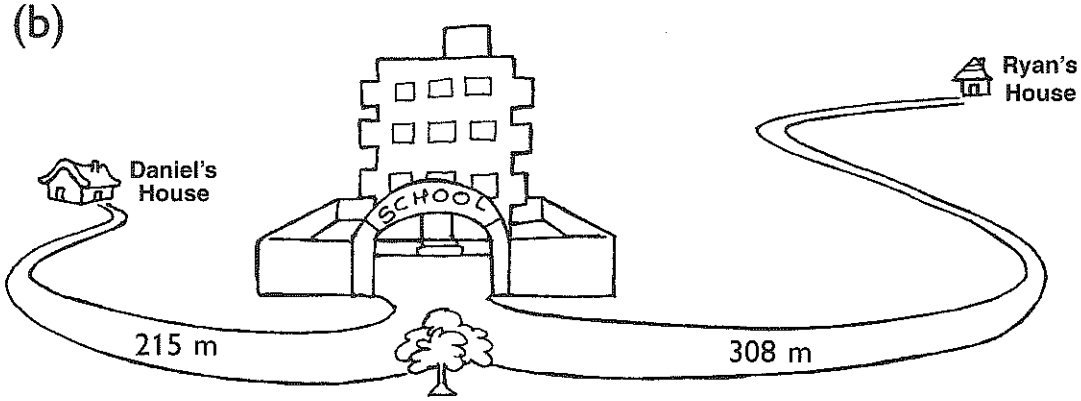
2. Do these.

(a) Lili is running in a 100-meter race. She is 32 m from the finishing point. How many meters is she from the starting point?



She is _____ m from the starting point.

(b)



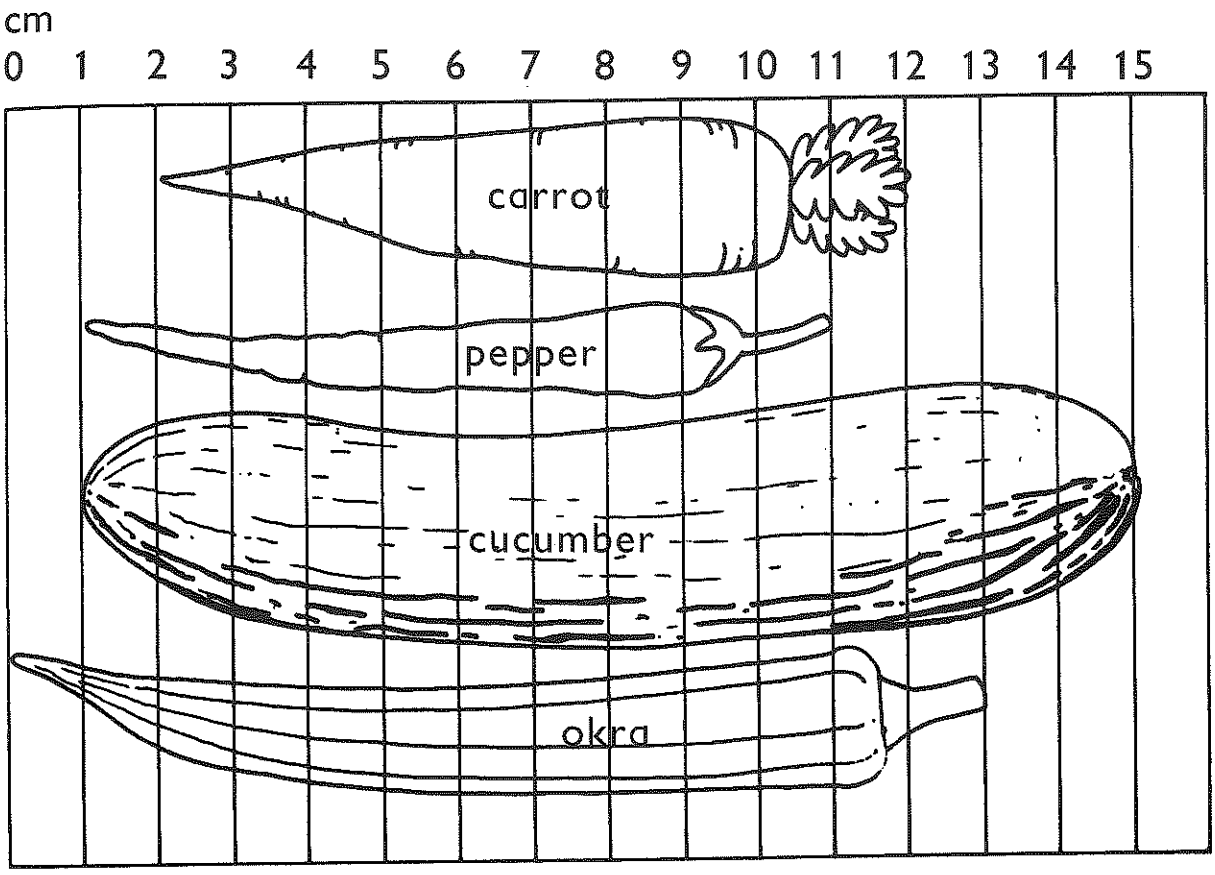
Daniel and Ryan walk to school every day. How much farther does Ryan walk than Daniel?

Ryan walks _____ m farther than Daniel.

Name: _____ Class: _____ Date: _____

Exercise 3 : Measuring Length in Centimeters

1. Fill in the blanks.



(a) The carrot is _____ cm long.

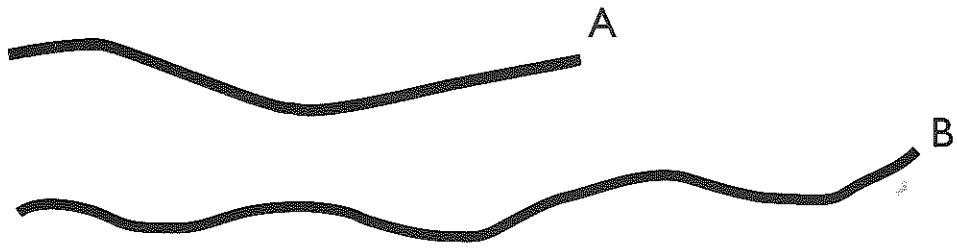
(b) The pepper is _____ cm long.

(c) The cucumber is _____ cm long.

(d) The pepper is _____ cm shorter than the cucumber.

(e) The okra is _____ cm longer than the carrot.

2. Use a string and a ruler to measure these lines.



(a) Line A is about _____ cm long.

(b) Line B is about _____ cm long.

(c) Line _____ is longer than Line _____.

3. Using your ruler, draw two lines.

Line C : 4 cm

Line D : 7 cm

Line _____ is shorter than Line _____.

Name: _____ Class: _____ Date: _____

Exercise 4 : Measuring Length in Yards and Feet

1. Measure the following with a yard stick.
Check (✓) the correct box in the table.

	Less than 1 yd	More than 1 yd
My friend's height		
Height of classroom cupboard		
Height of my chair		
Length of noticeboard		

2. Cut a string 1 foot long.
Measure the following with the string.
Write 'Yes' or 'No' in the blanks.

(a) Is the length of your textbook more than 1 ft?

_____.

(b) Is the length of your foot less than 1 ft?

_____.

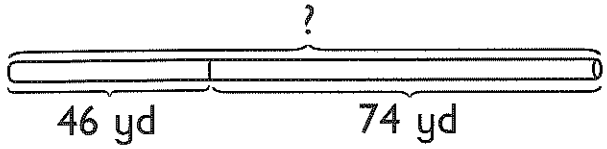
3. Circle the correct answer.

Whitney's room is 4 yd long.

Whitney's room is (more than, less than, the same as) 4 ft long.

4. Do these.

(a) After using 46 yd of wire, Peter had 74 yd of wire left.
How many yards of wire did he have at first?



He had _____ yd of wire at first.

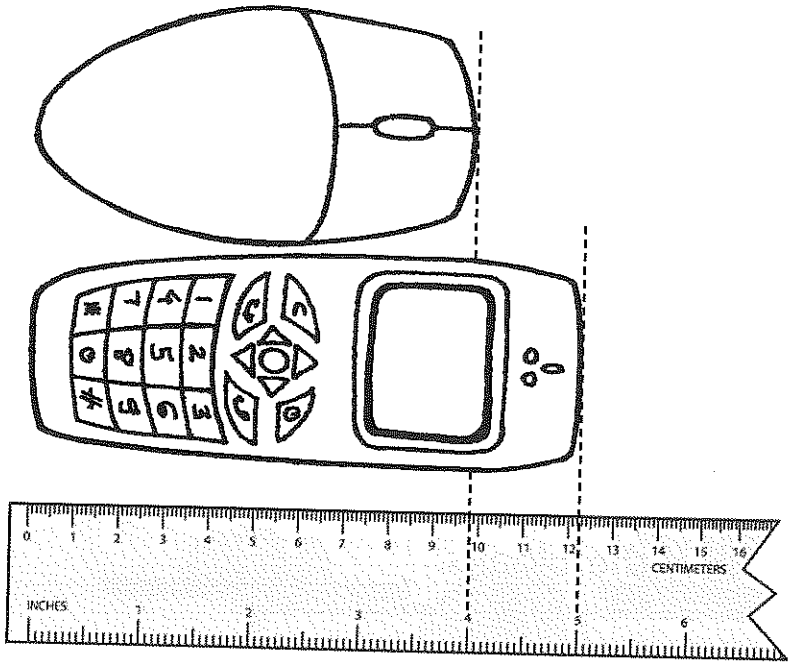
(b) Mrs. Felipe bought 132 yd of material to make curtains. She used 34 yd of material.
How many yards of material did she have left?

She had _____ yd of material left.

Name: _____ Class: _____ Date: _____

Exercise 5 : Measuring Length in Inches

1. Fill in the blanks.



(a) The computer mouse is _____ in. long.

(b) The cellphone is _____ in. long.

(c) The computer mouse is _____ in. shorter than the cellphone.

(d) The cellphone is _____ in. longer than the computer mouse.

2. Use your ruler to measure the following in inches and fill in the blanks.

(a) The thickness of my dictionary is about _____ in.

(b) The length of my paintbrush is about _____ in.

(c) The length of my pencil case is about _____ in.

(d) The width of my exercise book is about _____ in.

3. Measure the following lines in inches using your ruler and fill in the blanks.

Line A _____

Line B _____

(a) Line A is _____ in. long.

(b) Line B is _____ in. long.

(c) Line B is _____ in. longer than Line A.

4. Write 'Yes' or 'No' in the blank.

John's table is 5 ft long.

Is John's table more than 12 in.? _____

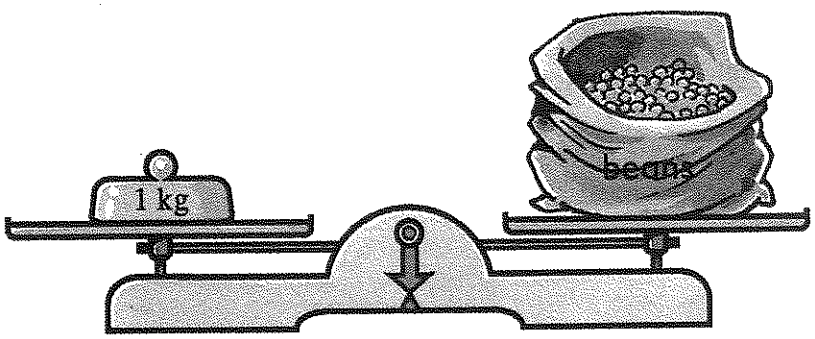
Unit 4 : Weight

Friendly Notes

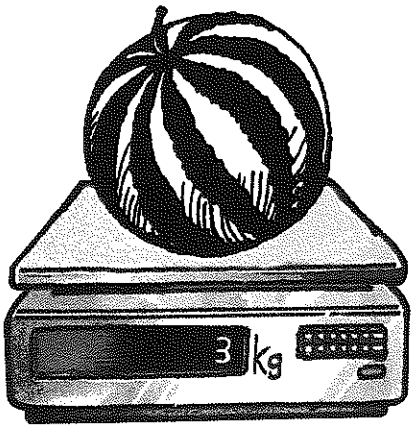
Measuring Weight in Kilograms and Grams

The kilogram and gram are units for measuring weight.
We write **kg** for kilogram and **g** for gram.
1 kilogram is heavier than 1 gram.

1. Measure the weight of these objects in kilograms.

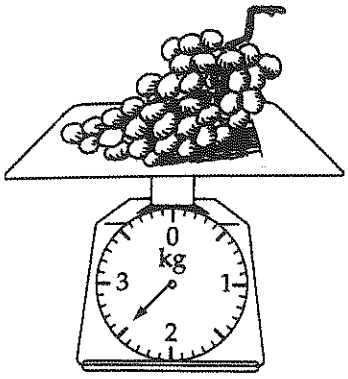


The bag of soya beans weighs 1 kg.



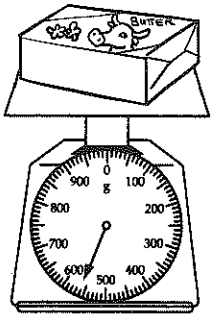
The watermelon weighs 3 kg.

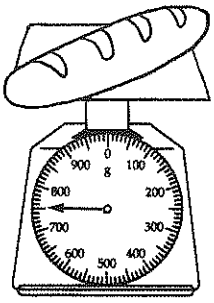
2. Are the grapes heavier than or lighter than 2 kg?



The grapes are heavier than 2 kg.

3. (a) Measure the weight of these objects in grams.
   (b) Which is lighter, the bread or the butter?





(a) The butter weighs 560 g.
The bread weighs 750 g.

(b) The butter is lighter.

Measuring Weight in Pounds and Ounces

The pound and ounce are other units for measuring weight.

We write **lb** for pound and **oz** for ounce.

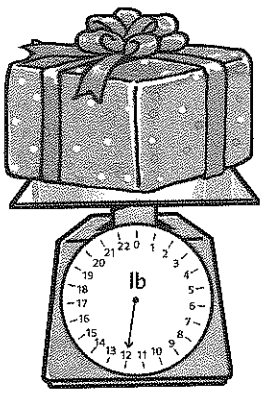
1 pound is heavier than 1 ounce.

1 ounce is heavier than 1 gram.

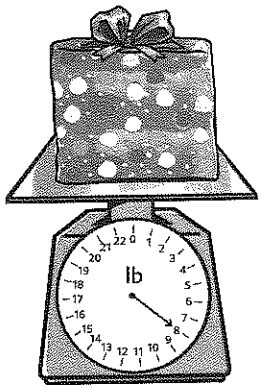
1 pound is lighter than 1 kilogram.

1 lb = 16 oz

1. Measure the weight of the boxes in pounds. Which box is heavier?



Box A

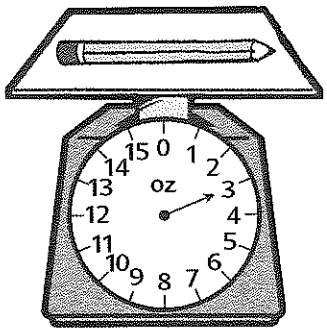


Box B

Box A weighs 12 lb.
Box B weighs 8 lb.

Box A weighs 4 lb more than Box B.
Box A is heavier.

2. Measure the weight of the pencil in ounces.



The pencil weighs 3 oz.

3. Mr. Brown weighs 140 lb.
Mrs. Brown weighs 30 lb less than Mr. Brown.
(a) What is Mrs. Brown's weight?
(b) What is their total weight?

(a) 140 lb – 30 lb = 110 lb
Mrs. Brown's weight is 110 lb.

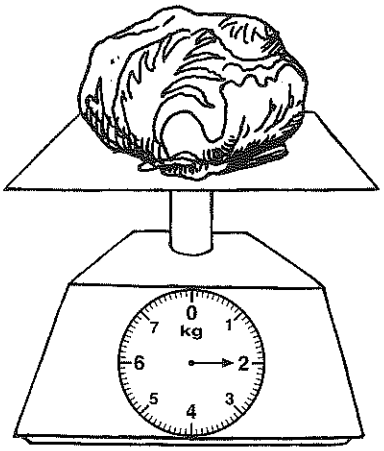
(b) 140 lb + 110 lb = 250 lb
Their total weight is 250 lb.

Name: _____ Class: _____ Date: _____

Exercise 1 : Measuring Weight in Kilograms

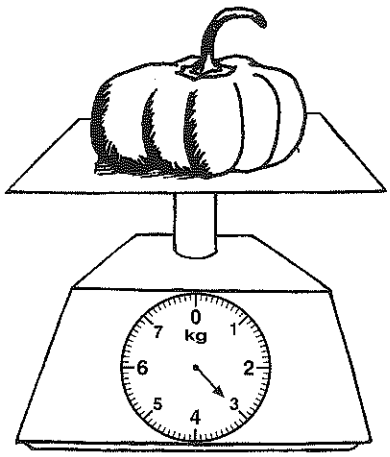
1. How heavy is each of the following objects?

(a)



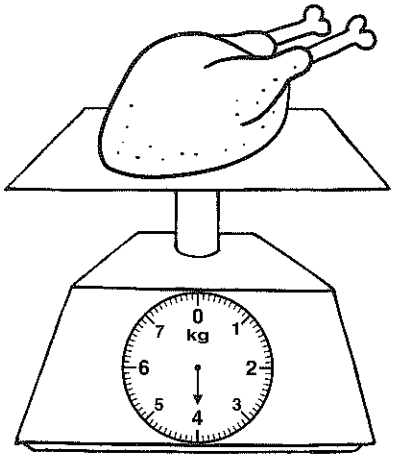
_____ kg

(b)



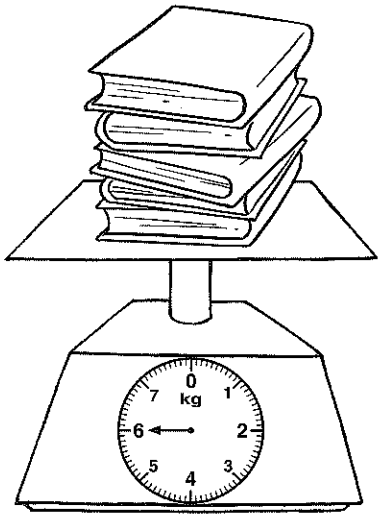
_____ kg

(c)



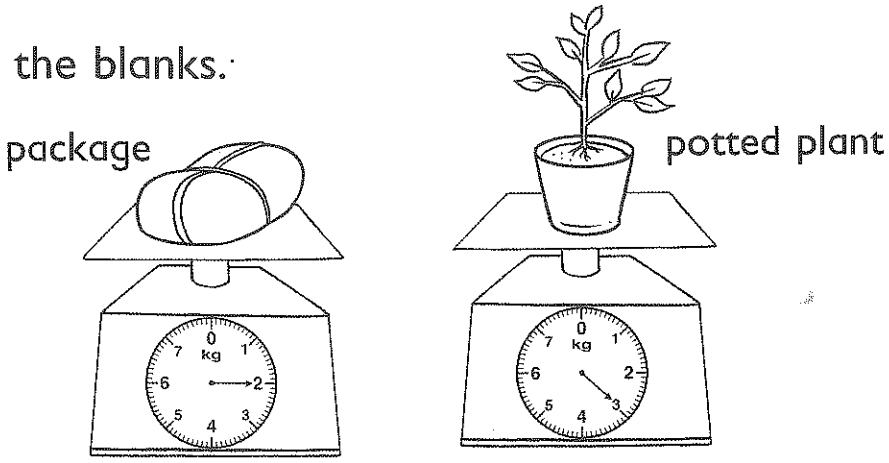
_____ kg

(d)



_____ kg

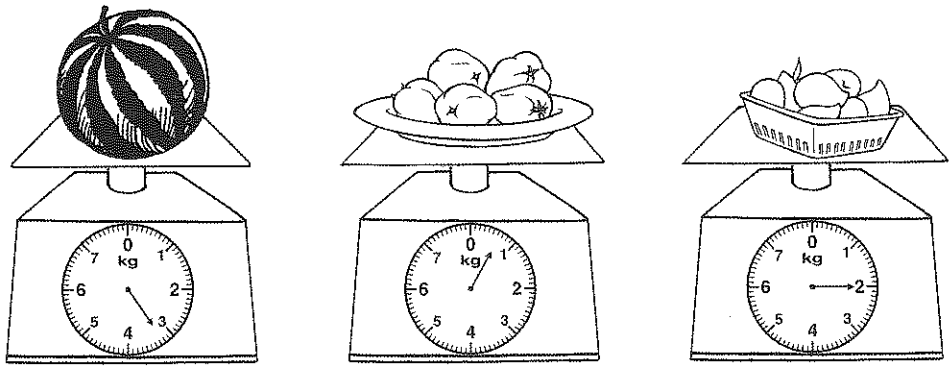
2. Fill in the blanks.



(a) The _____ is heavier than the _____.

(b) The total weight of the package and the potted plant is _____ kg.

3. Write >, or < or = in each ◯.



(a) Weight of watermelon ◯ 3 kg

(b) Weight of tomatoes ◯ 1 kg

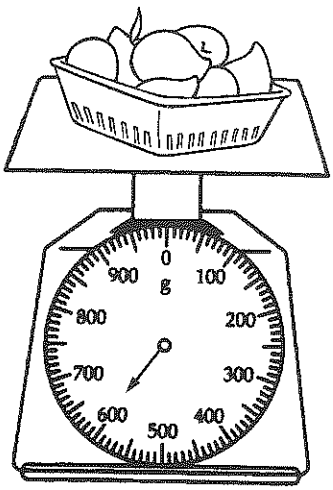
(c) Weight of mangoes ◯ 2 kg

Name: _____ Class: _____ Date: _____

Exercise 2 : Measuring Weight in Grams

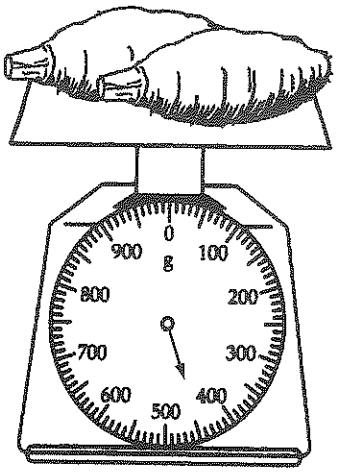
1. How heavy is each of the following objects?

(a)



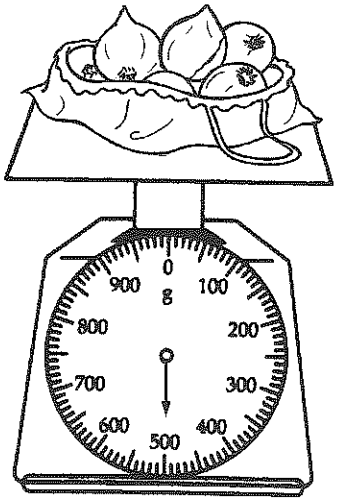
_____ g

(b)



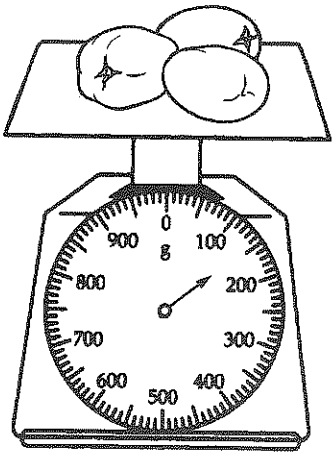
_____ g

(c)



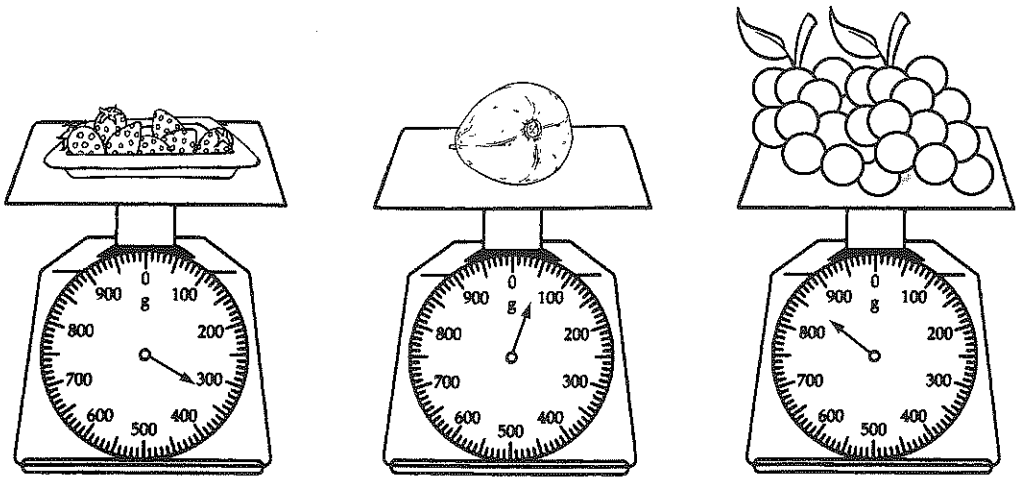
_____ g

(d)



_____ g

2. Write >, < or = in each ◯.



(a) Weight of tray of strawberries ◯ 350 g

(b) Weight of guava ◯ 50 g

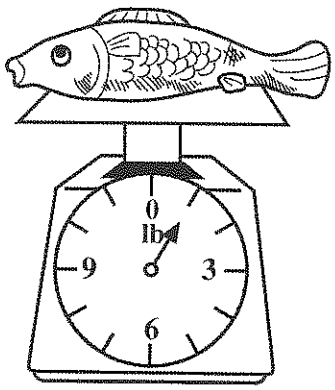
(c) Weight of grapes ◯ 800 g

Name: _____ Class: _____ Date: _____

Exercise 3 : Measuring Weight in Pounds and Ounces

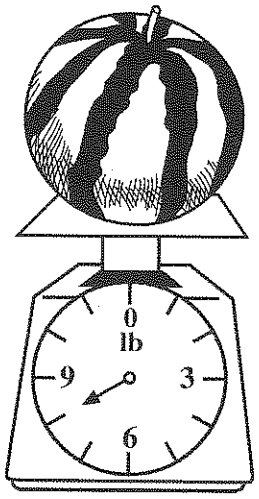
1. How heavy is each of the following objects?

(a)



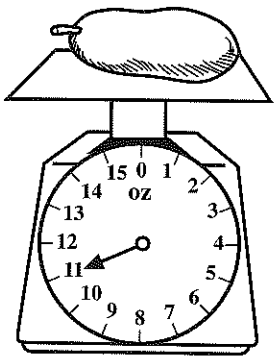
_____ lb

(b)



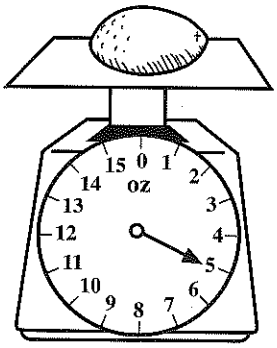
_____ lb

(c)



_____ oz

(d)



_____ oz

2. Write > or < or = in each ◯.

(a) 2 lb ◯ 2 kg

(b) 5 oz ◯ 5 kg

(c) 7 g ◯ 7 kg

3. Do these.

(a) An orange weighs 4 oz.
A grapefruit is 8 oz heavier than the orange.
(i) What is the weight of the grapefruit?
(ii) What is the total weight of the orange and the grapefruit?

(b) Jessie weighs 56 lb.
Her mother weighs 92 lb.
How much heavier is her mother?

Unit 5 : Multiplication and Division

Friendly Notes

Multiplication

We multiply to find the total when equal groups are put together.

There are 5 tomatoes on 1 plate.

There are 3 plates.

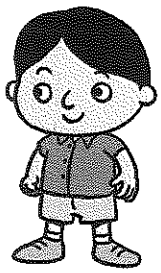
3 groups of 5

3 groups of 5
5 + 5 + 5 = 15

We write the multiplication sentence:

$3 \times 5 = 15$

There are 3 groups of 5 tomatoes.



We can also write:

$5 \times 3 = 15$

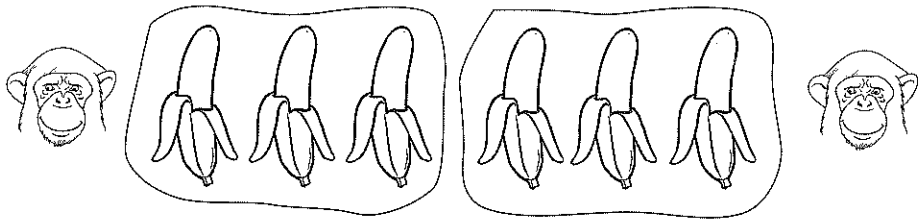
There are 5 tomatoes on each of the 3 plates.

There are **15** tomatoes altogether.

Division

We share equally or put things into equal groups when we divide.
We divide to find the number in each equal group.

1. Share 6 bananas equally between 2 monkeys.
   How many bananas does each monkey get?



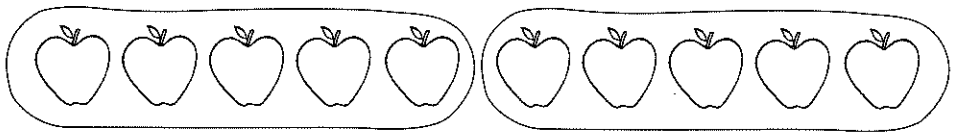
We write:

$6 \div 2 = 3$

Each monkey gets 3 bananas.

We also divide to find the number of equal groups.

2. Divide 10 apples into groups of 5.
   How many equal groups are there?



We write:

$10 \div 5 = 2$

There are 2 equal groups.

Name: _____ Class: _____ Date: _____

Exercise 1 : Multiplication

1. Fill in the blanks.

(a)

3 fours = _____

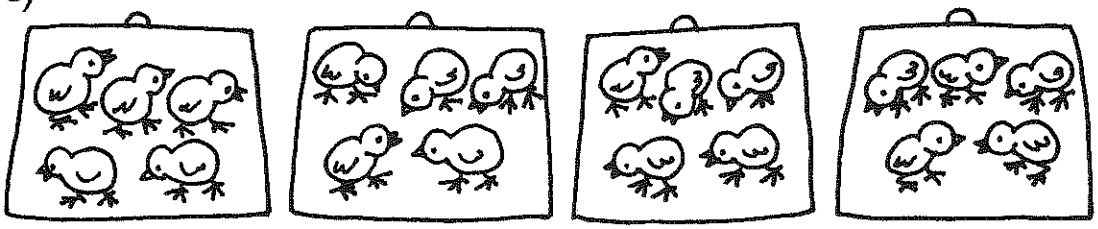
3 × 4 = _____

(b)

4 threes = _____

4 × 3 = _____

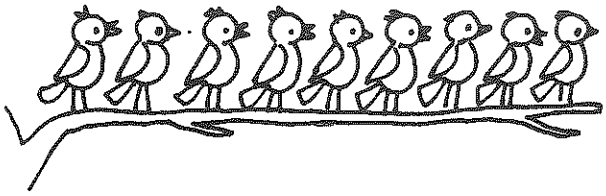
(c)

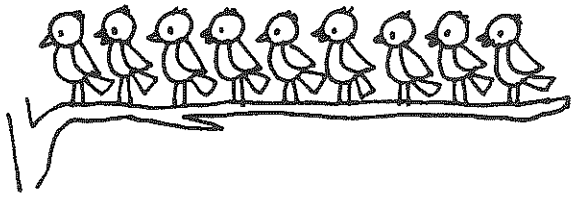


4 fives = _____

4 × 5 = _____

(d)

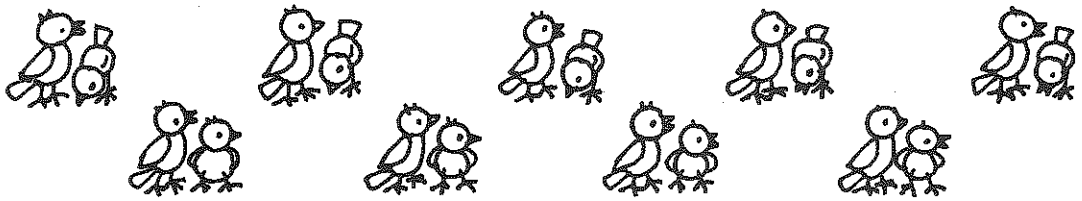




2 groups of 9 = _____

2 × 9 = _____

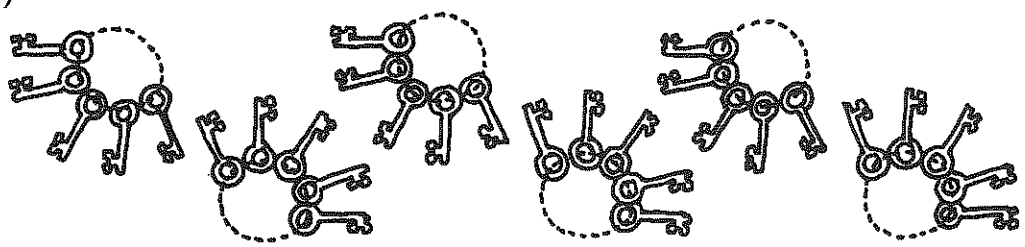
(e)



9 groups of 2 = _____

9 × 2 = _____

(f)



6 groups of 5 = _____

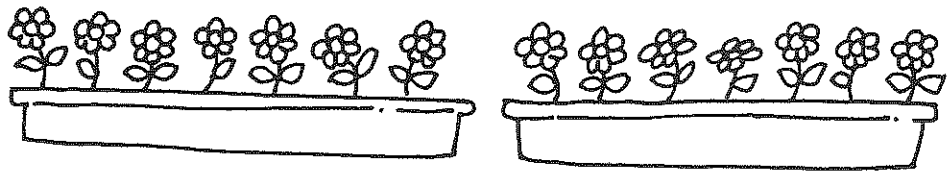
6 × 5 = _____

(g) Multiply 2 by 7.

$2 \times 7 =$ _____

There are _____ flowers altogether.

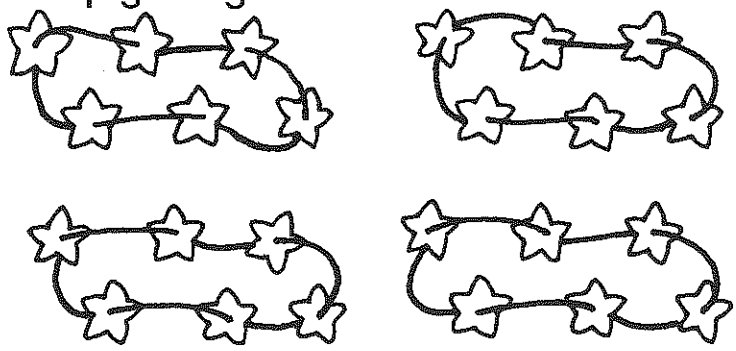
(h) Multiply 7 by 2.



$7 \times 2 =$ _____

There are _____ flowers altogether.

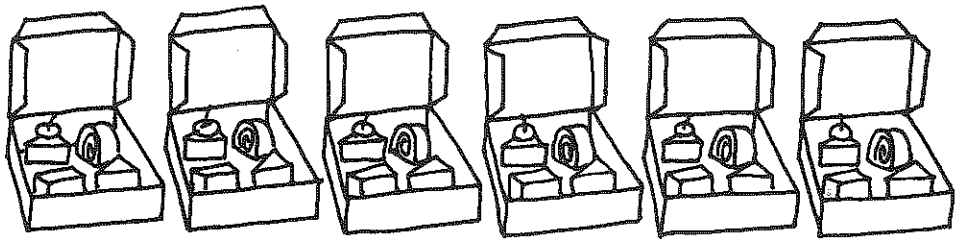
(i) Multiply 6 by 4.



$6 \times 4 =$ _____

There are _____ stars altogether.

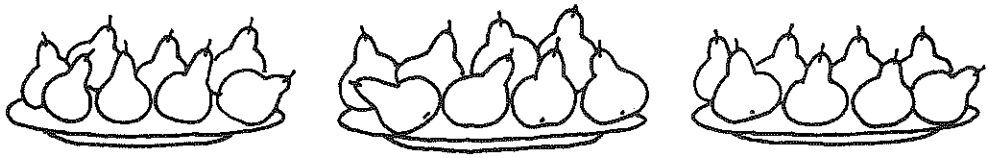
(j) There are 4 cakes in one box.



$\square \times \square = \square$

There are _____ cakes altogether.

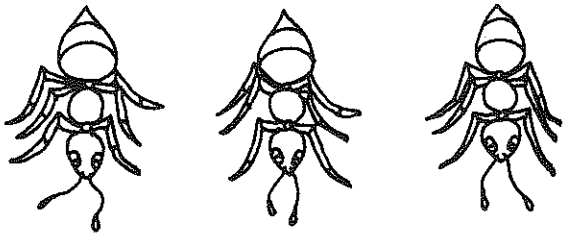
(k) There are 8 pears on one plate.
How many pears are there on 3 plates?



$\square \times \square = \square$

There are _____ pears altogether.

(l) An ant has 6 legs.
How many legs do 3 ants have?



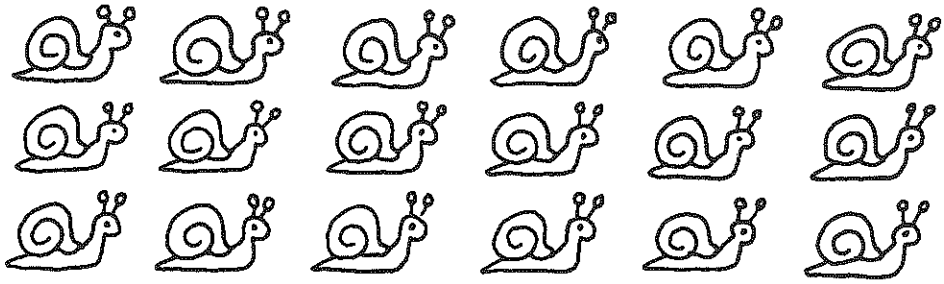
$\square \times \square = \square$

3 ants have _____ legs.

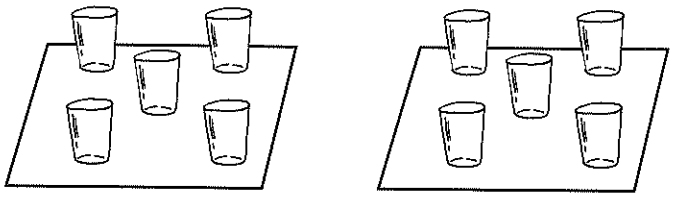
2. Write the missing numbers.

(a) 

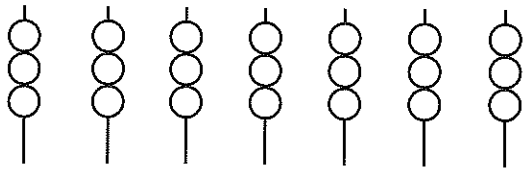
$4 \times 10 =$ _____ $10 \times 4 =$ _____

(b) 

$6 \times 3 =$ _____ $3 \times 6 =$ _____

(c) 

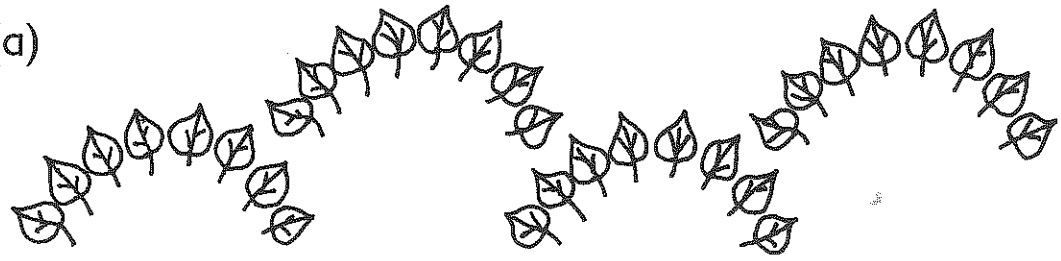
$2 \times 5 =$ _____ $5 \times 2 =$ _____

(d) 

$7 \times 3 =$ _____ $3 \times 7 =$ _____

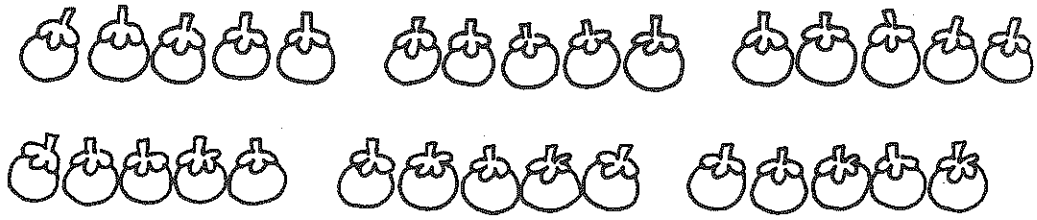
3. Write two multiplication sentences.

(a)



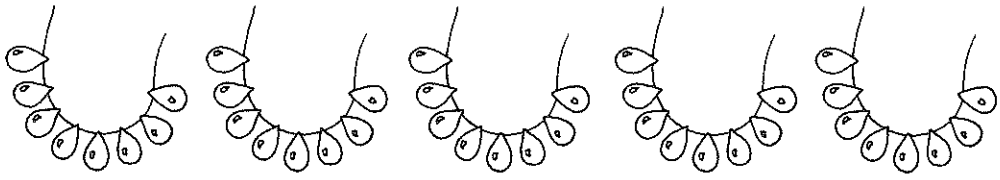
□ × □ = □ □ × □ = □

(b)



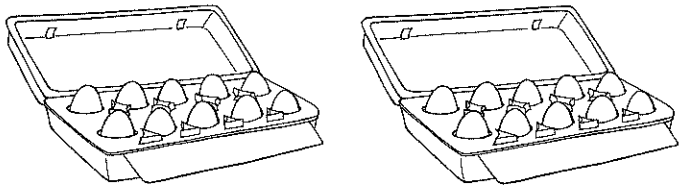
□ × □ = □ □ × □ = □

(c)



□ × □ = □ □ × □ = □

(d)



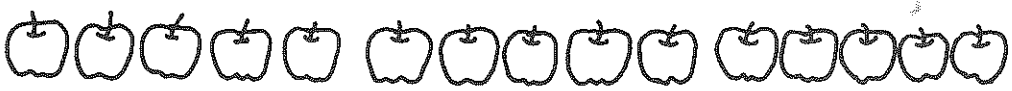
□ × □ = □ □ × □ = □

Name: _____ Class: _____ Date: _____

Exercise 2 : Division

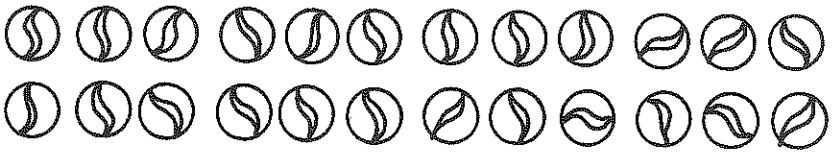
1. Fill in the blanks.

(a) Divide 15 apples into 3 equal groups.



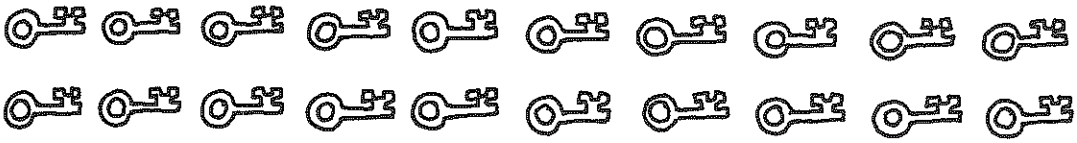
There are _____ apples in each group.

(b) Divide 24 marbles into 4 equal groups



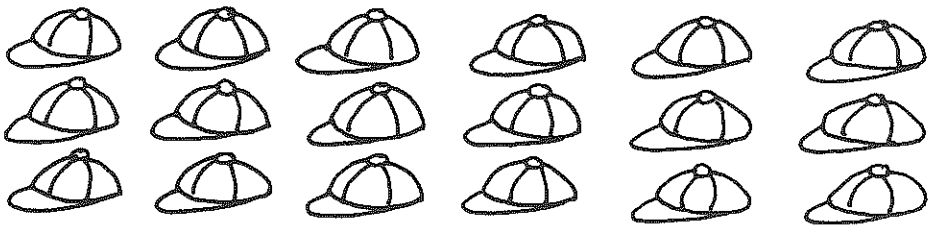
There are _____ marbles in each group.

(c) Divide 20 keys into 5 equal groups.



There are _____ keys in each group.

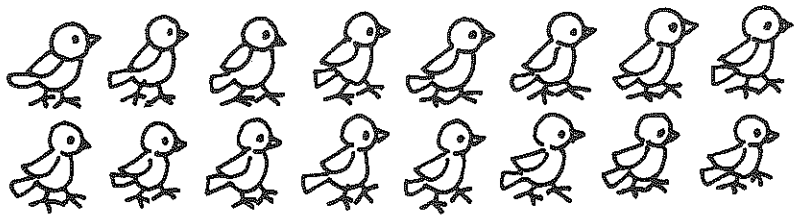
(d) Divide 18 caps into 3 equal groups.



$18 \div 3 =$ _____

There are _____ caps in each group.

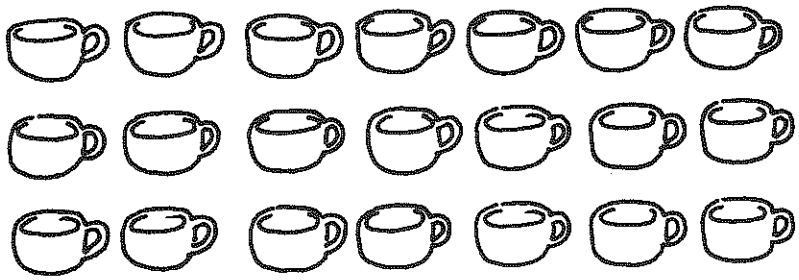
(e) Divide 16 birds into groups of 4.



$16 \div 4 =$ _____

There are _____ groups.

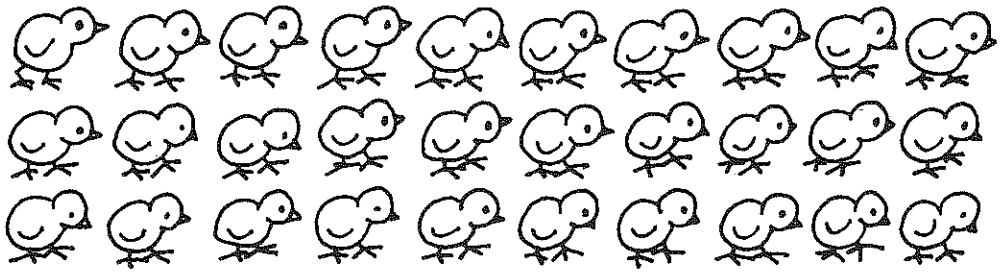
(f) Divide 21 cups into groups of 3.



$21 \div 3 =$ _____

There are _____ groups.

(g) Divide 30 chicks into groups of 5.

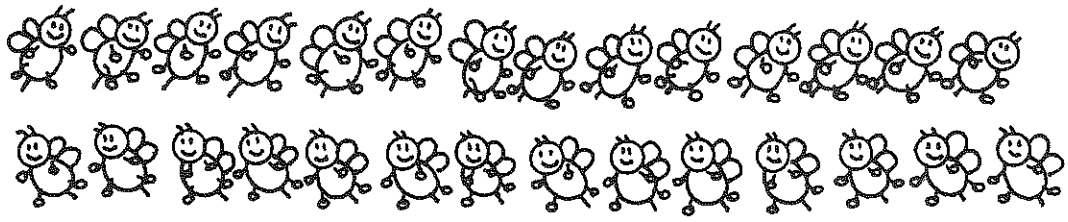


$30 \div 5 =$ _____

There are _____ groups.

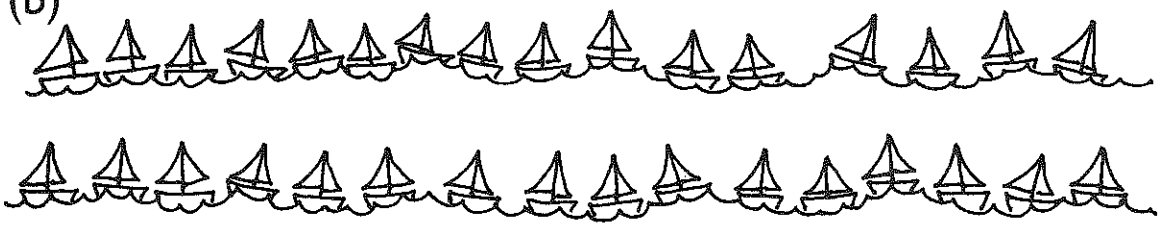
2. Complete the division sentences.

(a)



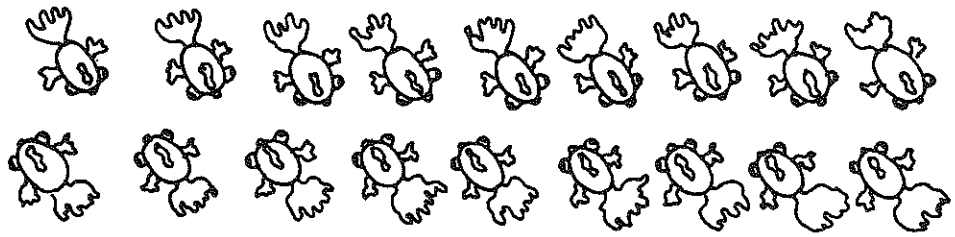
28 ÷ 4 = _____ 28 ÷ 7 = _____

(b)



32 ÷ 4 = _____ 32 ÷ 8 = _____

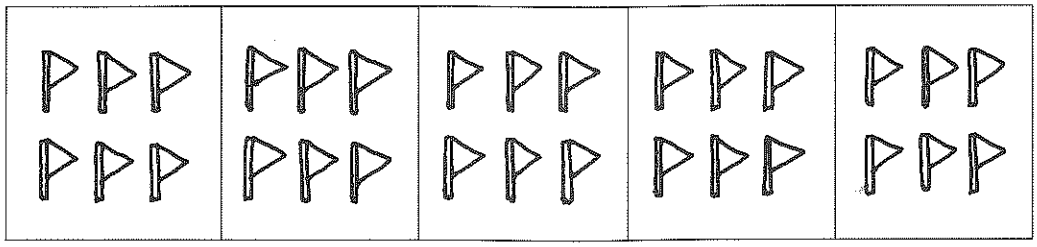
(c)



18 ÷ 2 = _____ 18 ÷ 9 = _____

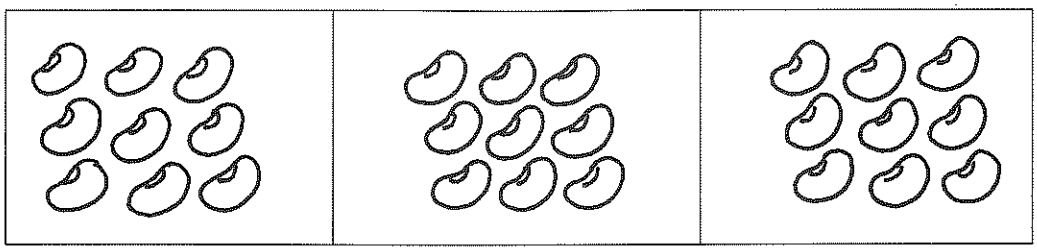
3. Write two division sentences.

(a)



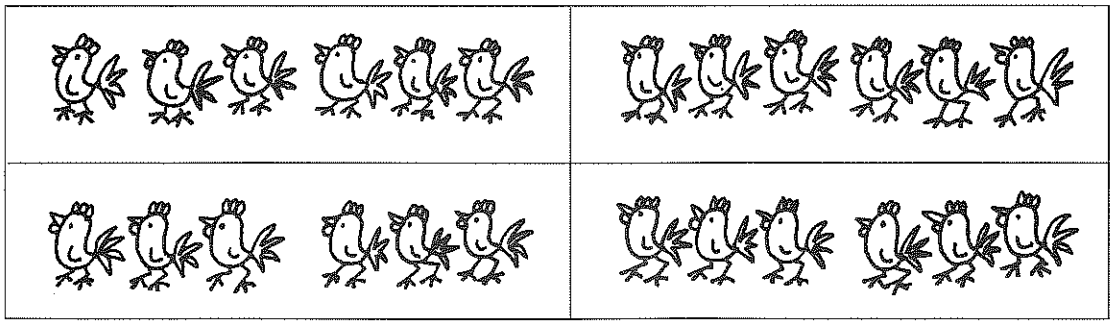
□ ÷ □ = □ □ ÷ □ = □

(b)



□ ÷ □ = □ □ ÷ □ = □

4. Write two multiplication sentences and two division sentences.

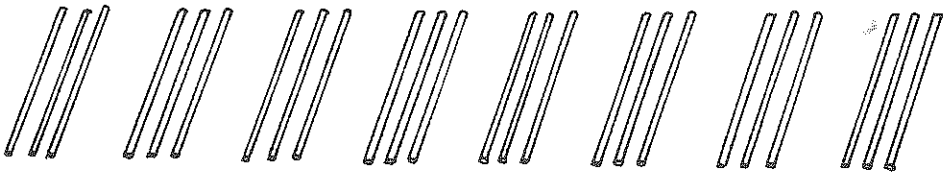


□ × □ = □ □ × □ = □

□ ÷ □ = □ □ ÷ □ = □

5. Do these.

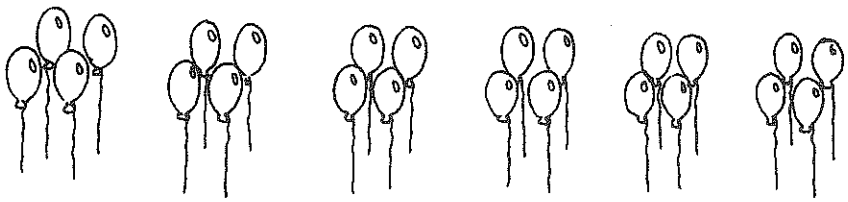
(a) Mary uses 3 straws to make 1 triangle.
How many triangles can she make with 24 straws?



□ ○ □ = □

She can make _____ triangles with 24 straws.

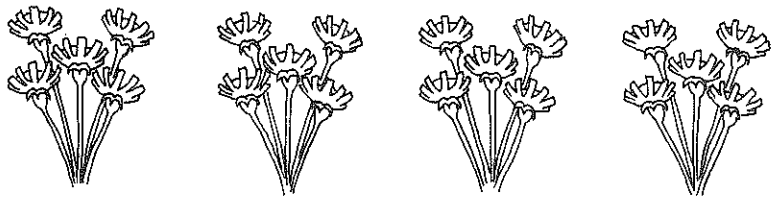
(b) 6 boys share 24 balloons equally.
How many balloons does each boy get?



□ ○ □ = □

Each boy gets _____ balloons.

(c) Kathy tied 20 flowers into bunches of 5.
How many bunches were there?



□ ○ □ = □

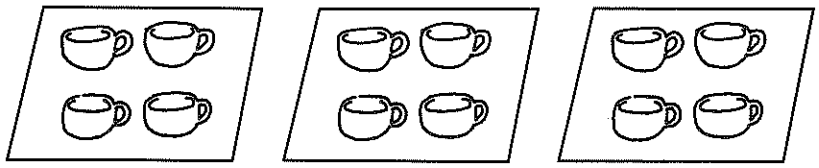
There were _____ bunches.

(d) 5 rabbits share 15 carrots equally.
How many carrots does each rabbit get?

□ ○ □ = □

Each rabbit gets _____ carrots.

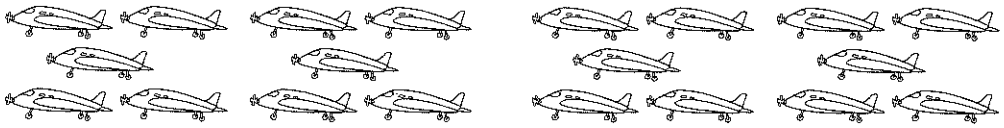
(e) Rita put 12 cups of tea equally onto 3 trays.
How many cups of tea did she put on each tray?



□ ○ □ = □

She put _____ cups of tea on each tray.

(f) John has 20 toy planes.
He packs his toy planes into boxes of 10.
How many boxes did John use?



□ ○ □ = □

John used _____ boxes.

Unit 6 : Multiplication Tables of 2 and 3

Friendly Notes

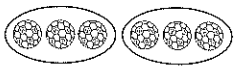
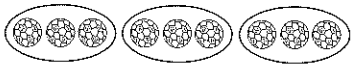
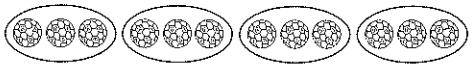
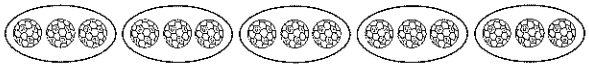
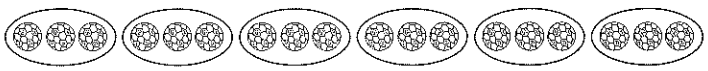
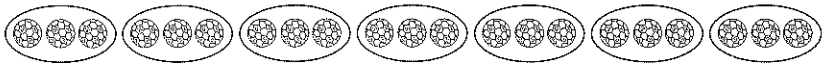
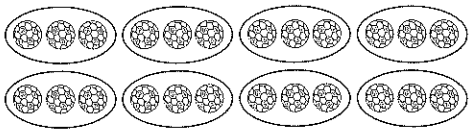
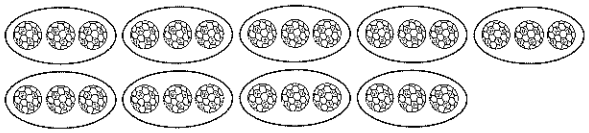
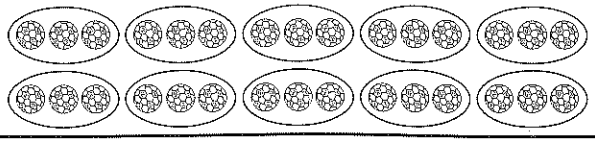
Multiplication Table of 2

We can count by 2's to help us remember the multiplication table of 2.

1 × 2 = **2**	
2 × 2 = **4**	
3 × 2 = **6**	
4 × 2 = **8**	
5 × 2 = **10**	
6 × 2 = **12**	
7 × 2 = **14**	
8 × 2 = **16**	
9 × 2 = **18**	
10 × 2 = **20**	

Multiplication Table of 3

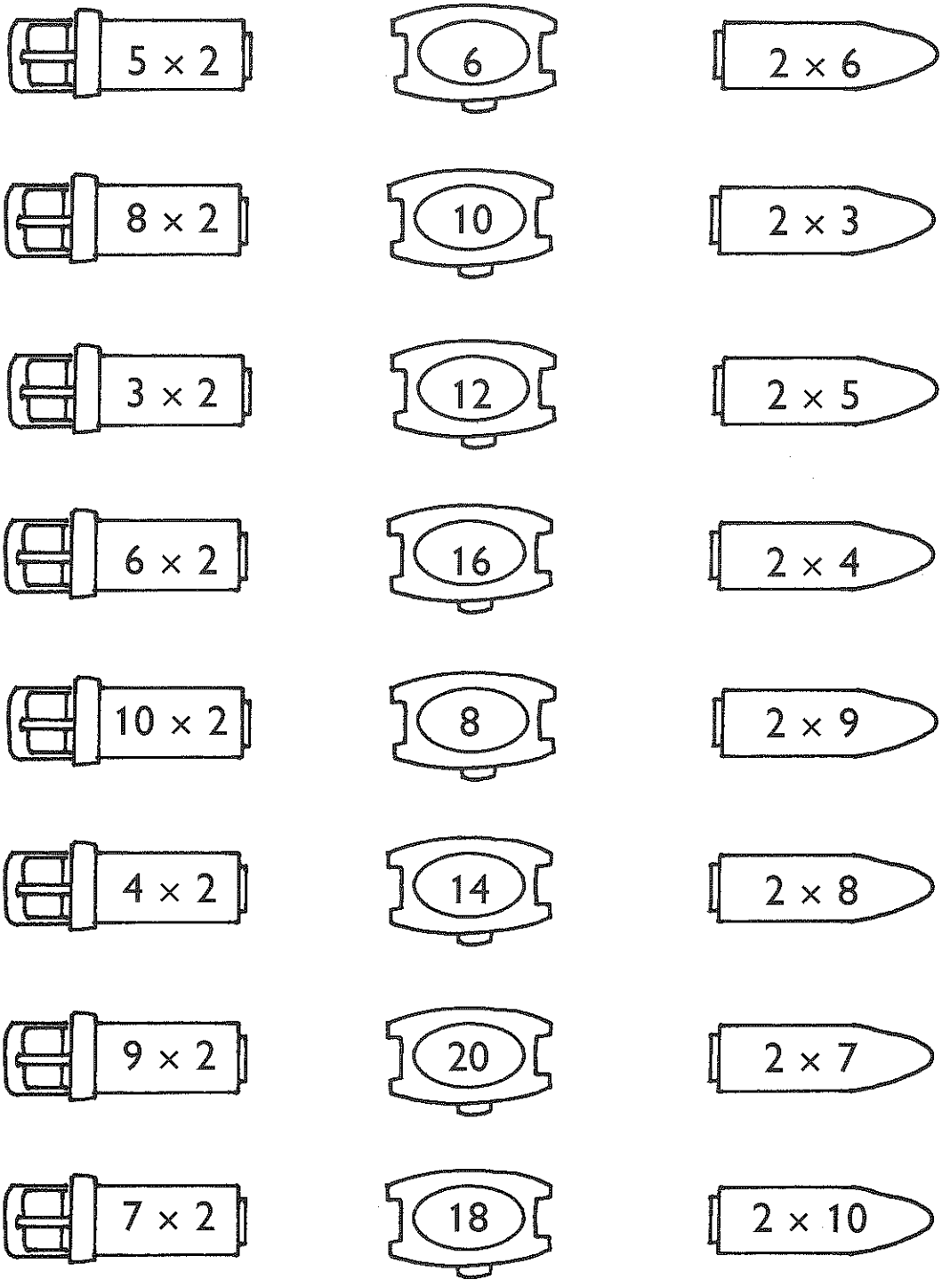
We can count by 3's to help us remember the multiplication table of 3.

$1 \times 3 = 3$	
$2 \times 3 = 6$	
$3 \times 3 = 9$	
$4 \times 3 = 12$	
$5 \times 3 = 15$	
$6 \times 3 = 18$	
$7 \times 3 = 21$	
$8 \times 3 = 24$	
$9 \times 3 = 27$	
$10 \times 3 = 30$	

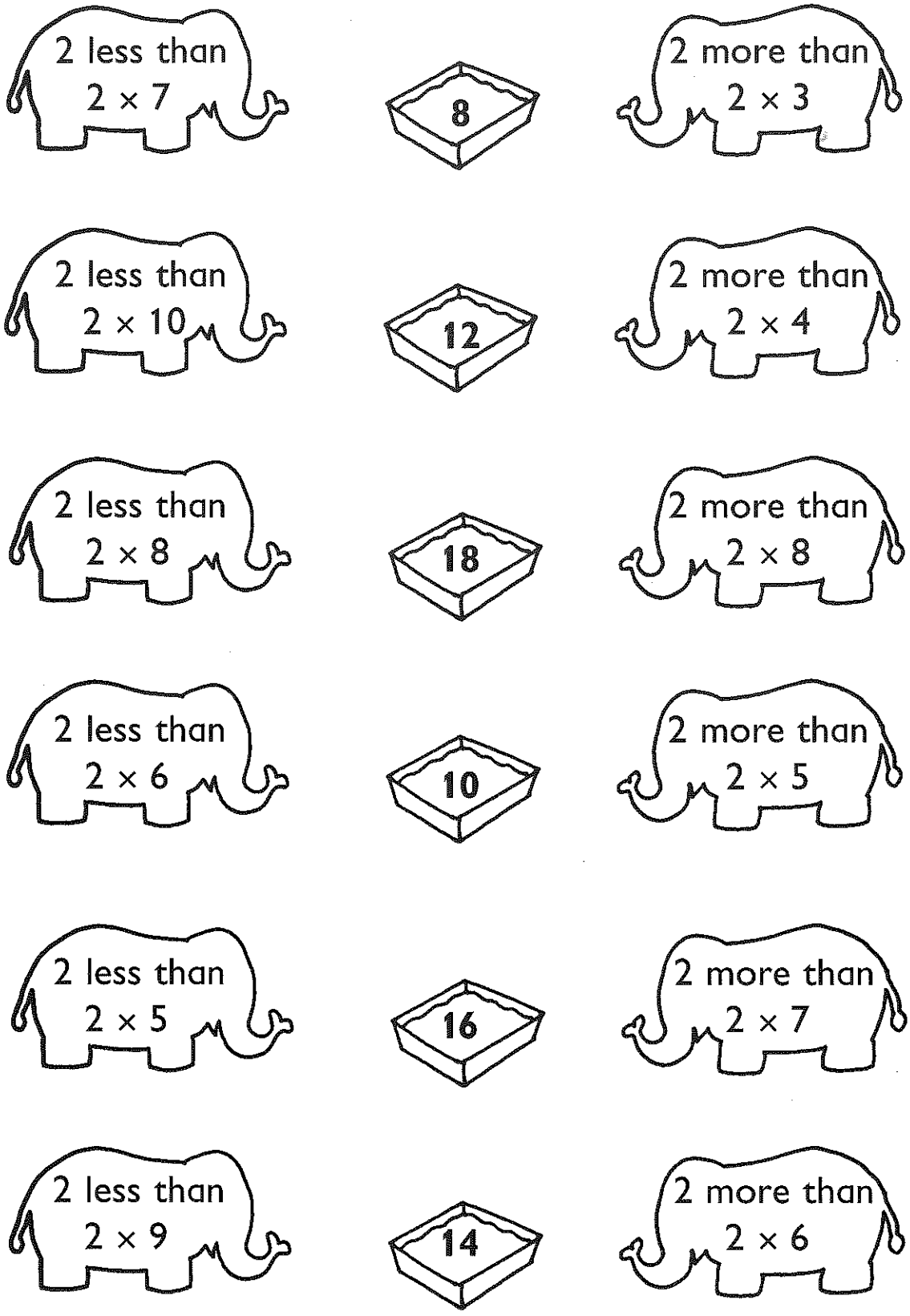
Name: _____ Class: _____ Date: _____

Exercise 1 : Multiplication Table of 2

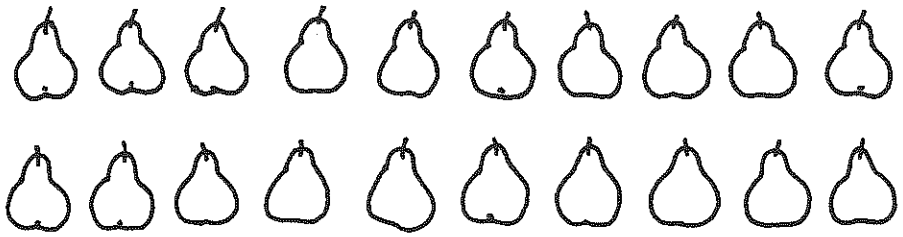
1. Match.



2. Match.

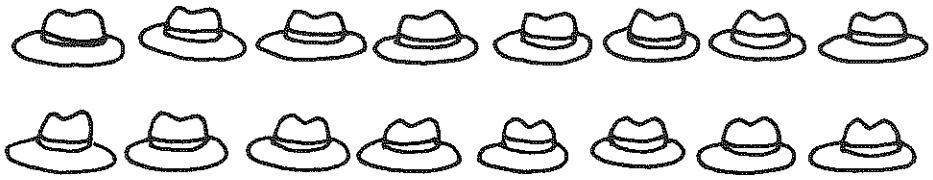


3. Complete the number sentences.

(a) 

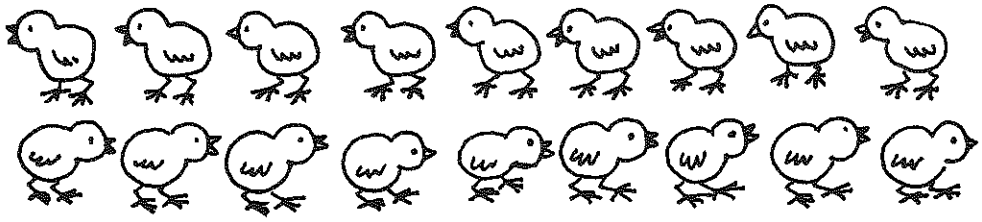
$2 \times 10 =$

$10 \times 2 =$

(b) 

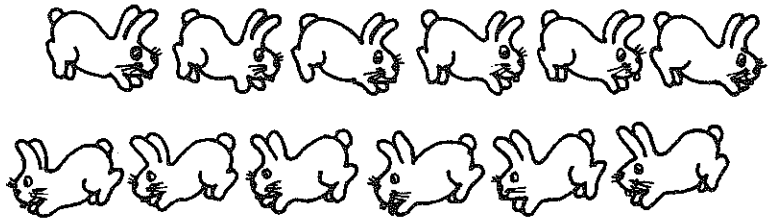
$2 \times 8 =$

$8 \times 2 =$

(c) 

$2 \times 9 =$

$9 \times 2 =$

(d) 

$2 \times 6 =$

$6 \times 2 =$

4. Do these.

(a) Justin bought 2 books.
Each book cost $7.
How much did he pay altogether?

He paid _____ altogether.

(b) There are 2 birds in one cage.
How many birds are there in 9 such cages?

There are _____ birds in 9 cages.

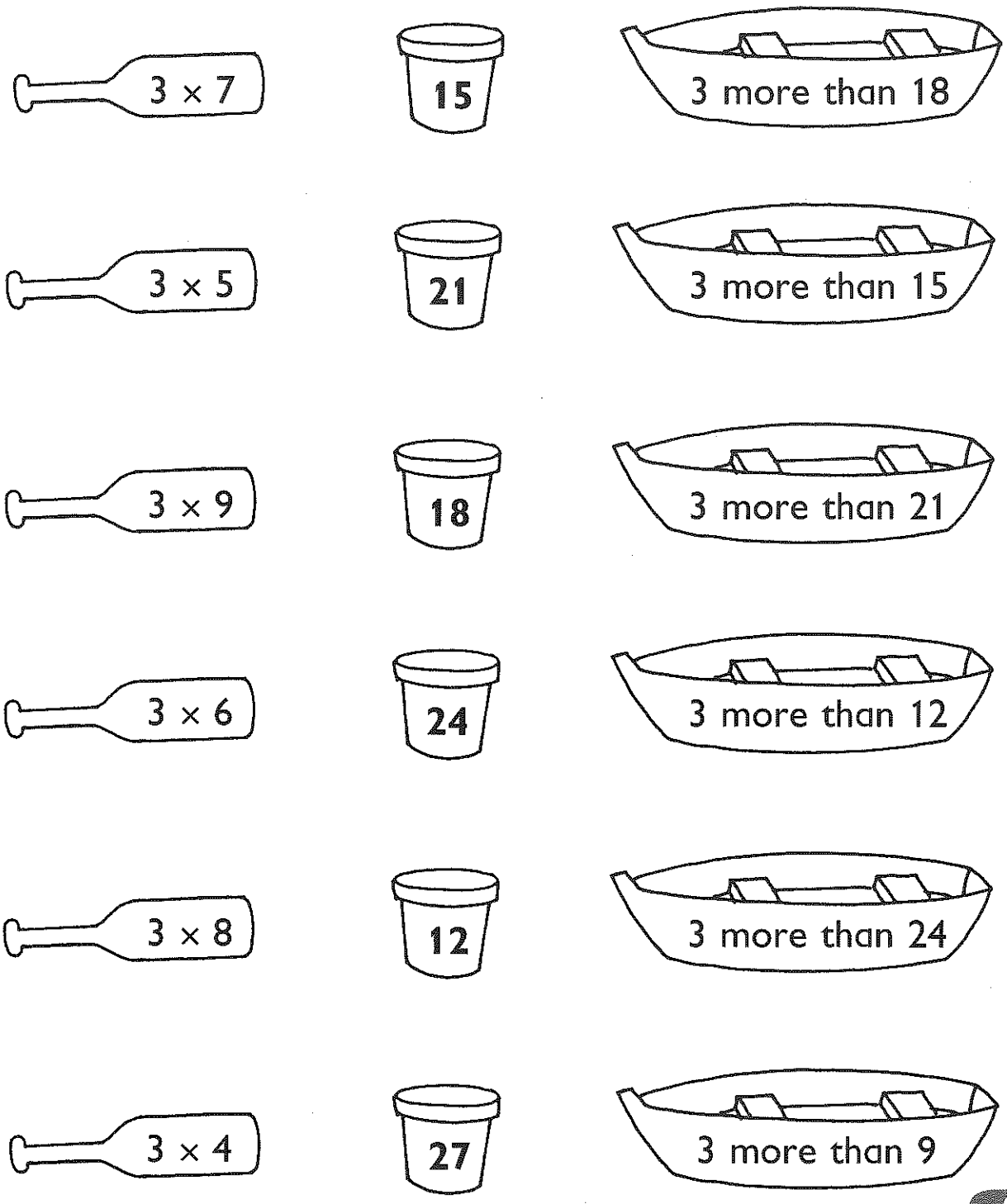
(c) Hannah uses 2 m of cloth to make one shirt.
How many meters of cloth does she use to make 10 shirts?

She uses _____ m of cloth.

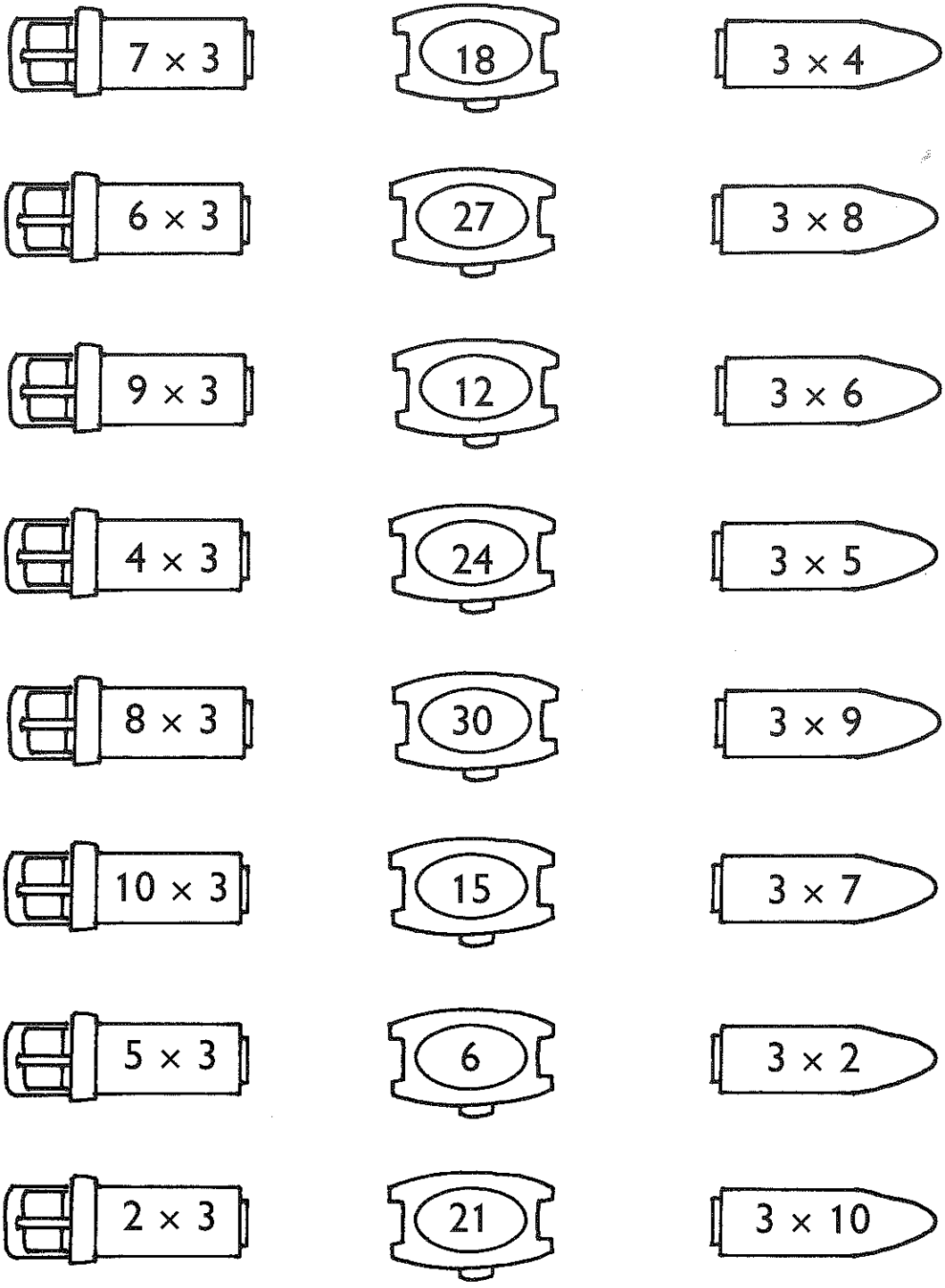
Name: _____ Class: _____ Date: _____

Exercise 2 : Multiplication Table of 3

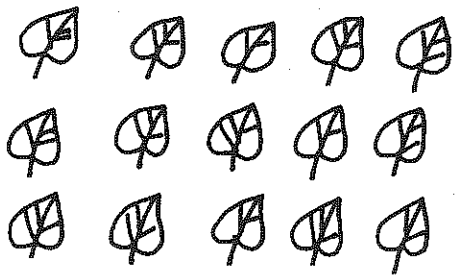
1. Match.



2. Match.

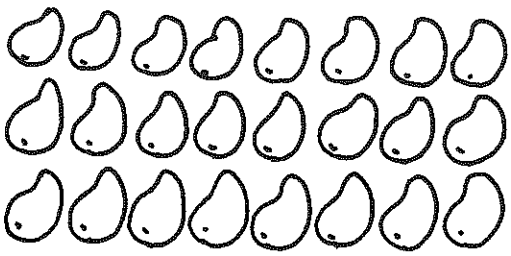


3. Complete the number sentences.

(a) 

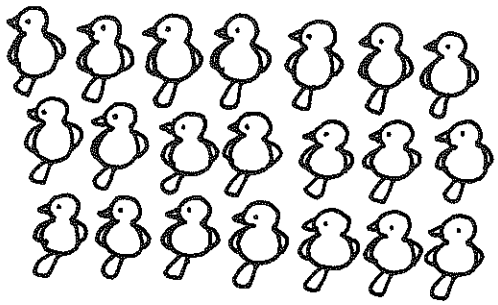
$3 \times 5 =$ _____

$5 \times 3 =$ _____

(b) 

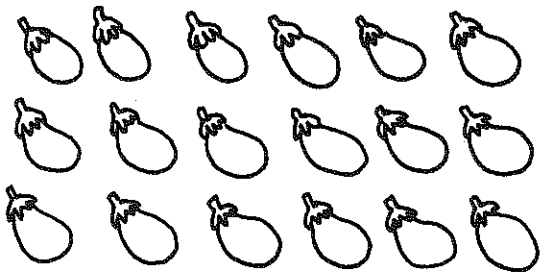
$3 \times 8 =$ _____

$8 \times 3 =$ _____

(c) 

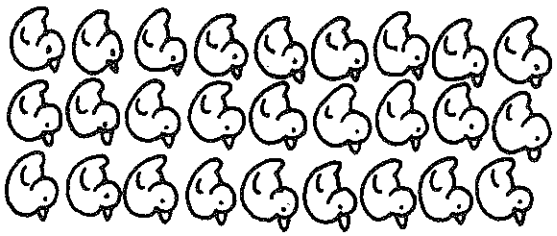
$3 \times 7 =$ _____

$7 \times 3 =$ _____

(d) 

$3 \times 6 =$ _____

$6 \times 3 =$ _____

(e) 

$3 \times 9 =$ _____

$9 \times 3 =$ _____

4. Complete the table.

(a)

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

(b) A rabbit has 2 ears.

Number of rabbits	1	3	5	7	8	9
Number of ears	2					

(c) A stool has 3 legs.

Number of stools	1	3	5	7	8	9
Number of legs	3					

5. Do these.

(a) A spider has 8 legs.
How many legs do 3 spiders have?

3 spiders have _____ legs.

(b) Mark saves $3 a week.
How much can he save in 5 weeks?

He can save $_____ in 5 weeks.

(c) A monkey eats 3 bananas a day.
How many bananas does it eat in a week?

It eats _____ bananas in a week.

(d) Kyle bought 3 bags of rice.
Each bag of rice weighed 10 lb.
How many pounds of rice did he buy?

He bought _____ lb of rice.

(e) Rebecca bought 3 yd of cloth.
1 yd of cloth cost $9.
How much did she pay?

She paid $_____.

(f) 1 bag of sugar weighed 3 kg.
A shopkeeper sold 6 bags of sugar.
How many kilograms of sugar did he sell?

He sold _____ kg of sugar.

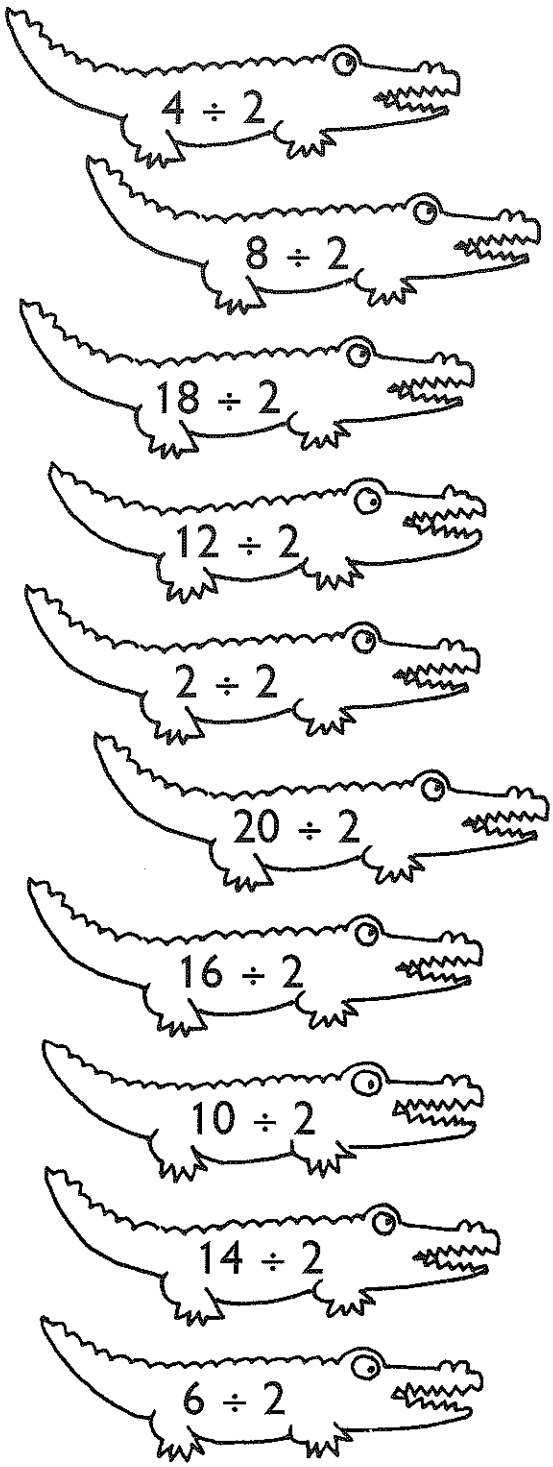
(g) 3 apples cost $1.
Paul paid $8.
How many apples did he buy?

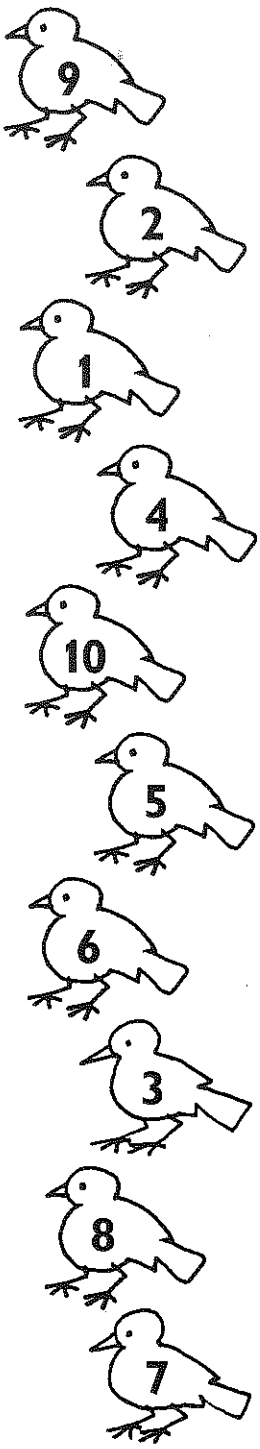
He bought _____ apples.

Name: _____ Class: _____ Date: _____

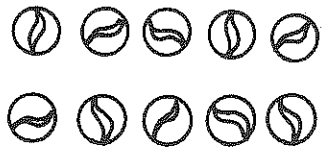
Exercise 3 : Dividing by 2

1. Match.



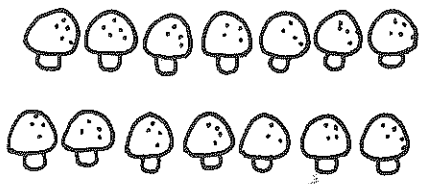


2. Fill in the blanks.

(a) 

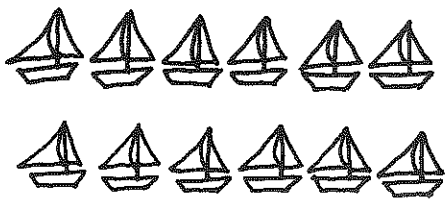
$5 \times 2 = 10$

$10 \div 2 =$ _____

(b) 

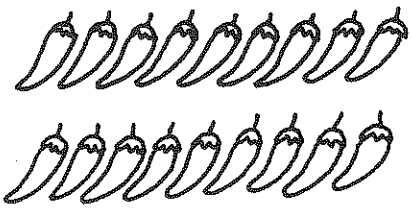
$7 \times 2 = 14$

$14 \div 2 =$ _____

(c) 

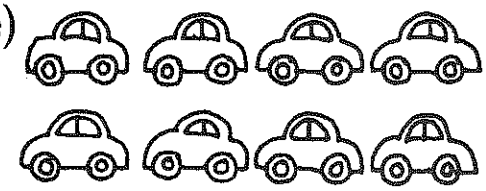
_____ $\times 2 = 12$

$12 \div 2 =$ _____

(d) 

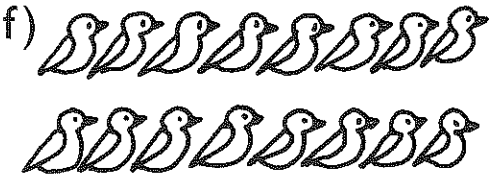
_____ $\times 2 = 18$

$18 \div 2 =$ _____

(e) 

_____ $\times 2 = 8$

$8 \div 2 =$ _____

(f) 

_____ $\times 2 = 16$

$16 \div 2 =$ _____

3. Do these.

(a) Siti had a string 8 m long.
She cut it into 2 equal pieces.
What was the length of each piece?

The length of each piece was _____ m.

(b) Mary saved $2 a week.
How many weeks did she take to save $16?

She took _____ weeks to save $16.

(c) Tyrone puts 12 oranges equally into 2 bags.
How many oranges are there in each bag?

There are _____ oranges in each bag.

(d) David and his sister shared $20 equally.
How much money did each of them get?

Each of them got $_____.

(e) Mr. Coles put 14 students into 2 equal groups.
How many students were there in each group?

There were _____ students in each group.

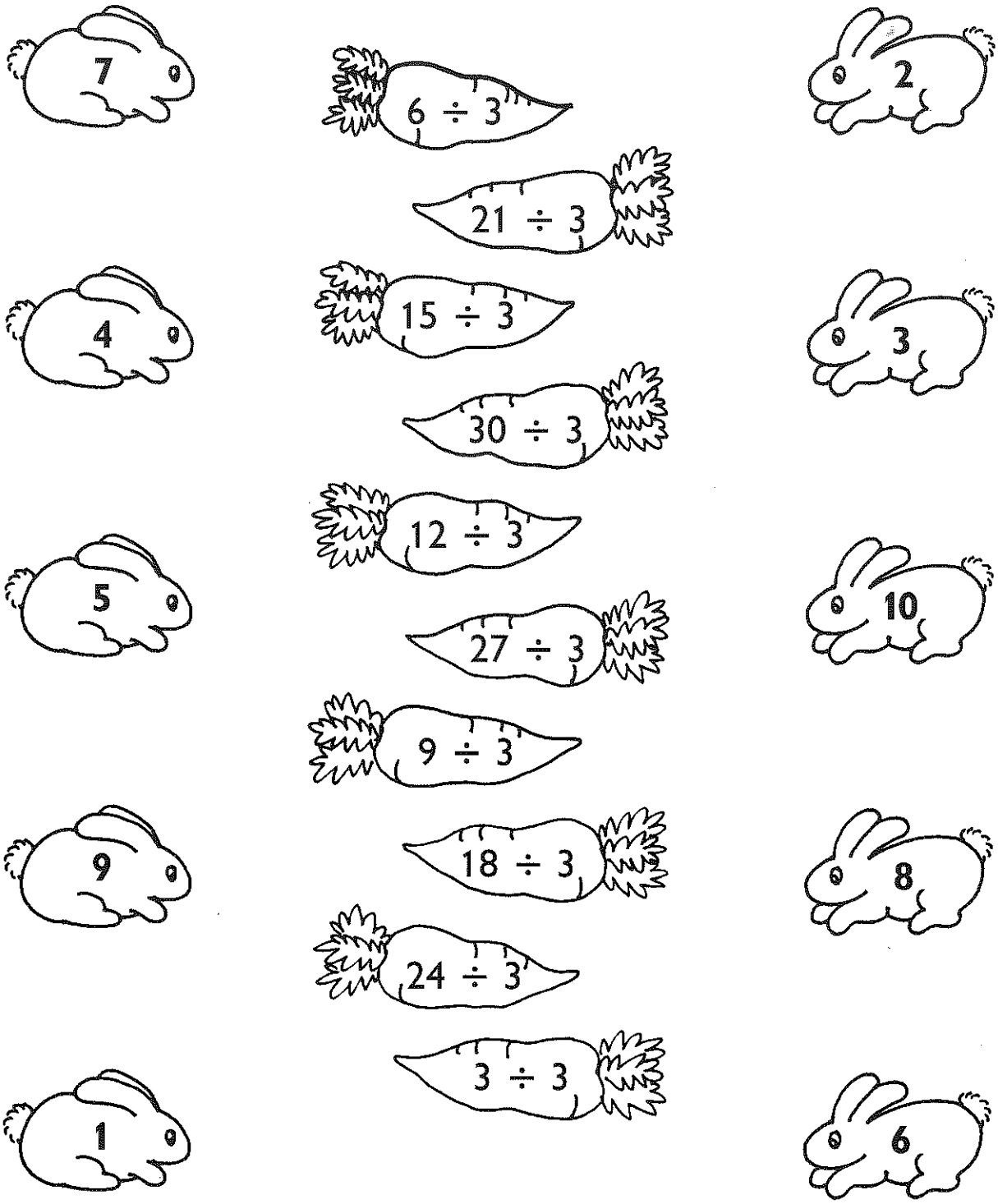
(f) Matthew sold 18 umbrellas in 2 days.
He sold the same number of umbrellas each day.
How many umbrellas did he sell each day?

He sold _____ umbrellas each day.

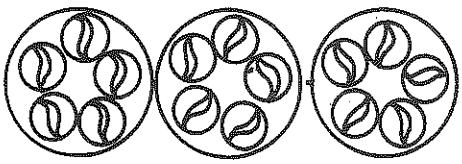
Name: _____ Class: _____ Date: _____

Exercise 4 : Dividing by 3

1. Match.

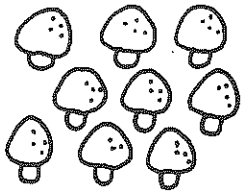


2. Fill in the blanks.

(a) 

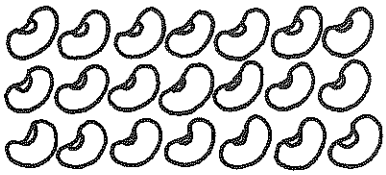
$5 \times 3 = 15$

$15 \div 3 =$ _____

(b) 

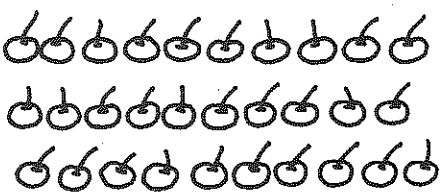
$3 \times 3 = 9$

$9 \div 3 =$ _____

(c) 

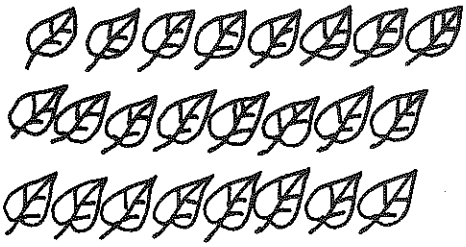
$7 \times 3 = 21$

$21 \div 3 =$ _____

(d) 

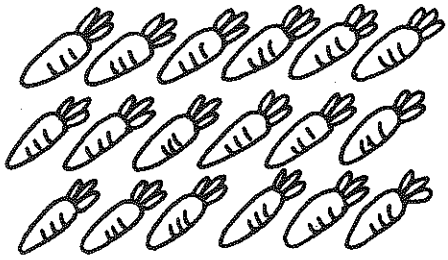
$10 \times 3 = 30$

$30 \div 3 =$ _____

(e) 

$8 \times 3 = 24$

$24 \div 3 =$ _____

(f) 

$6 \times 3 = 18$

$18 \div 3 =$ _____

3. Do these.

(a) Mr. King arranged 24 desks equally in 3 rows. How many desks were there in each row?

There were _____ desks in each row.

(b) 3 kg of crabs cost $27. What is the cost of 1 kg of crabs?

The cost of 1 kg of crabs is $_____.

(c) The total length of 3 equal pieces of wire is 21 in. What is the length of each piece of wire?

The length of each piece of wire is _____ in.

(d) A girl used 3 m of ribbon to tie a package. If she used 18 m of ribbon altogether, how many packages did she tie?

She tied _____ packages.

(e) 3 oranges cost $1.
Kevin bought 18 oranges.
How much did he pay?

He paid $_____.

(f) Ashley's mother bought 12 towels.
Ashley and her two brothers shared the towels equally.
How many towels did each of them get?

Each of them got _____ towels.

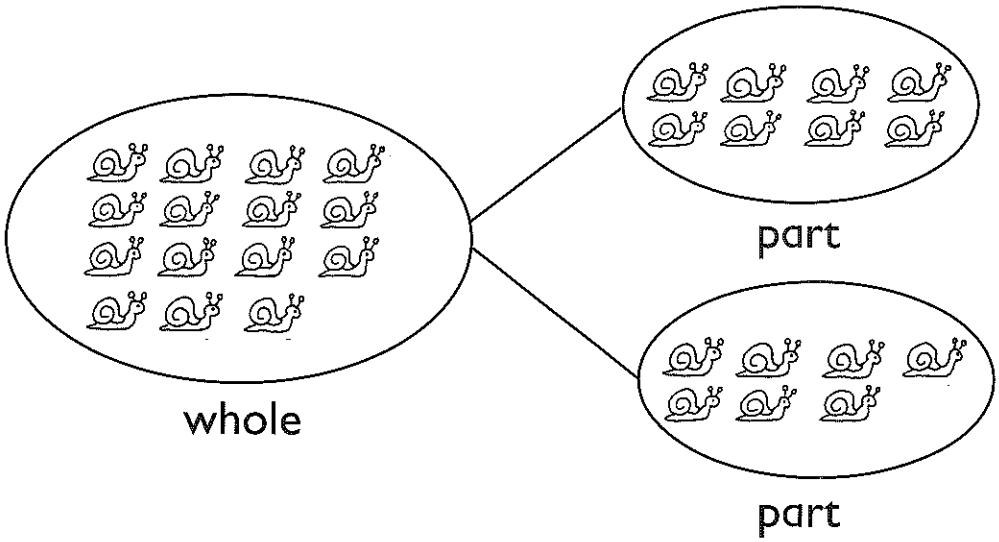
Unit 7 : Addition and Subtraction

Friendly Notes

Finding the Missing Number

We add to find the whole.
We subtract to find one part.

1. Find the missing number.



7 + 8 = 15
part part whole

15 – 8 = 7

To find one part, we subtract.
15 – 7 = 8
15 – 8 = 7

2. Find the missing number.

$\boxed{14} - 9 = 5$

To find the whole, we add.
$5 + 9 = 14$
$14 - \boxed{9} = 5$

Methods for Mental Addition

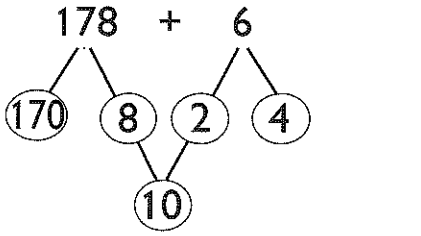
To add two numbers mentally, we can add the tens first and then add the ones.

1. What number is 56 more than 128?

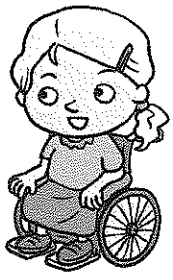
$128 + 56 = 184$

$128 \xrightarrow{+50} 178 \xrightarrow{+6} 184$

184 is 56 more than 128.



$170 + 10 + 4 = 184$



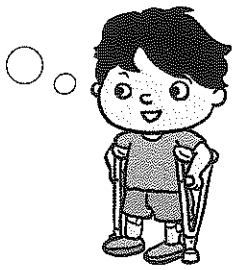
To add a number close to 100 mentally, we can make a 100 first and then add.

2. Add 367 and 98.

$367 + 98 = 365 + 100$

365 and 2

98 and 2 make 100.



$367 + 98 = 465$

Methods for Mental Subtraction

To subtract mentally, we can subtract the tens and then subtract the ones.

1. Subtract 74 from 587.

$587 \xrightarrow{-70} 517 \xrightarrow{-4} 513$

$587 - 74 = 513$

To subtract a number close to 100 mentally, we can subtract from 100 first and then add.

2. Subtract 96 from 310.

310 − 96 = 210 + 4

210 100

Subtract 96 from 100.

310 − 96 = 214

Name: _____ Class: _____ Date: _____

Exercise 1 : Finding the Missing Number

1. Write the missing numbers.

   (a) _____ − 50 = 26

   (b) 50 + _____ = 76

   (c) _____ + 15 = 60

   (d) _____ − 45 = 15

2. Find the missing numbers.

   (a) _____ − 25 = 25

   (b) 37 + 43 = _____

   (c) _____ − 55 = 40

   (d) 62 + 28 = _____

   (e) 78 − _____ = 48

   (f) 53 + _____ = 90

   (g) 35 + _____ = 100

3. Find the missing numbers.

(a) _____ – 50 = 600

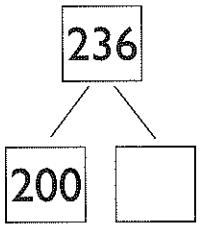
(b) 2 + _____ = 750

(c) 362 – _____ = 100

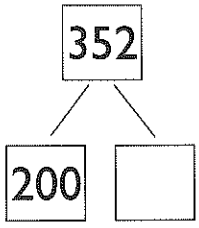
(d) _____ + 3 = 360

4. Find the missing numbers.

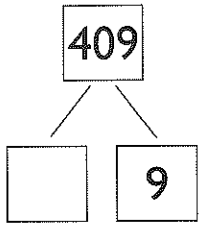
(a)



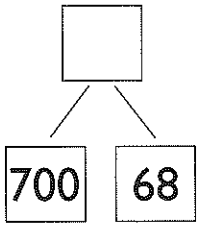
(b)



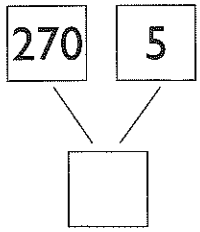
(c)



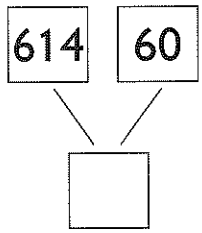
(d)



(e)



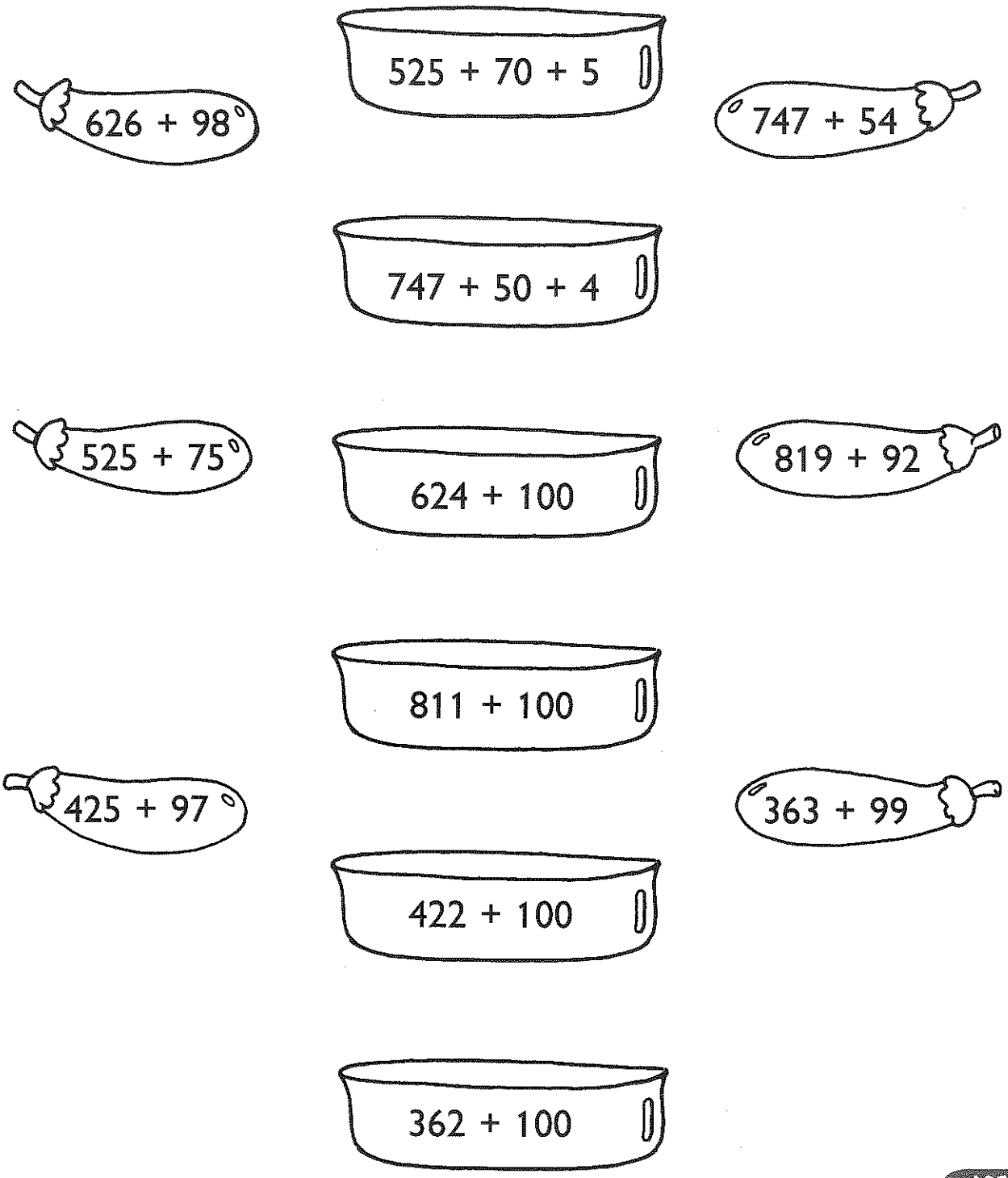
(f)



Name: _____ Class: _____ Date: _____

Exercise 2 : Methods for Mental Addition

1. Match.



2. Find the missing numbers.

(a) 45 + 25 = _____

(b) 35 + 65 = _____

(c) 15 + 35 = _____

(d) 55 + 25 = _____

3. Do these mentally.

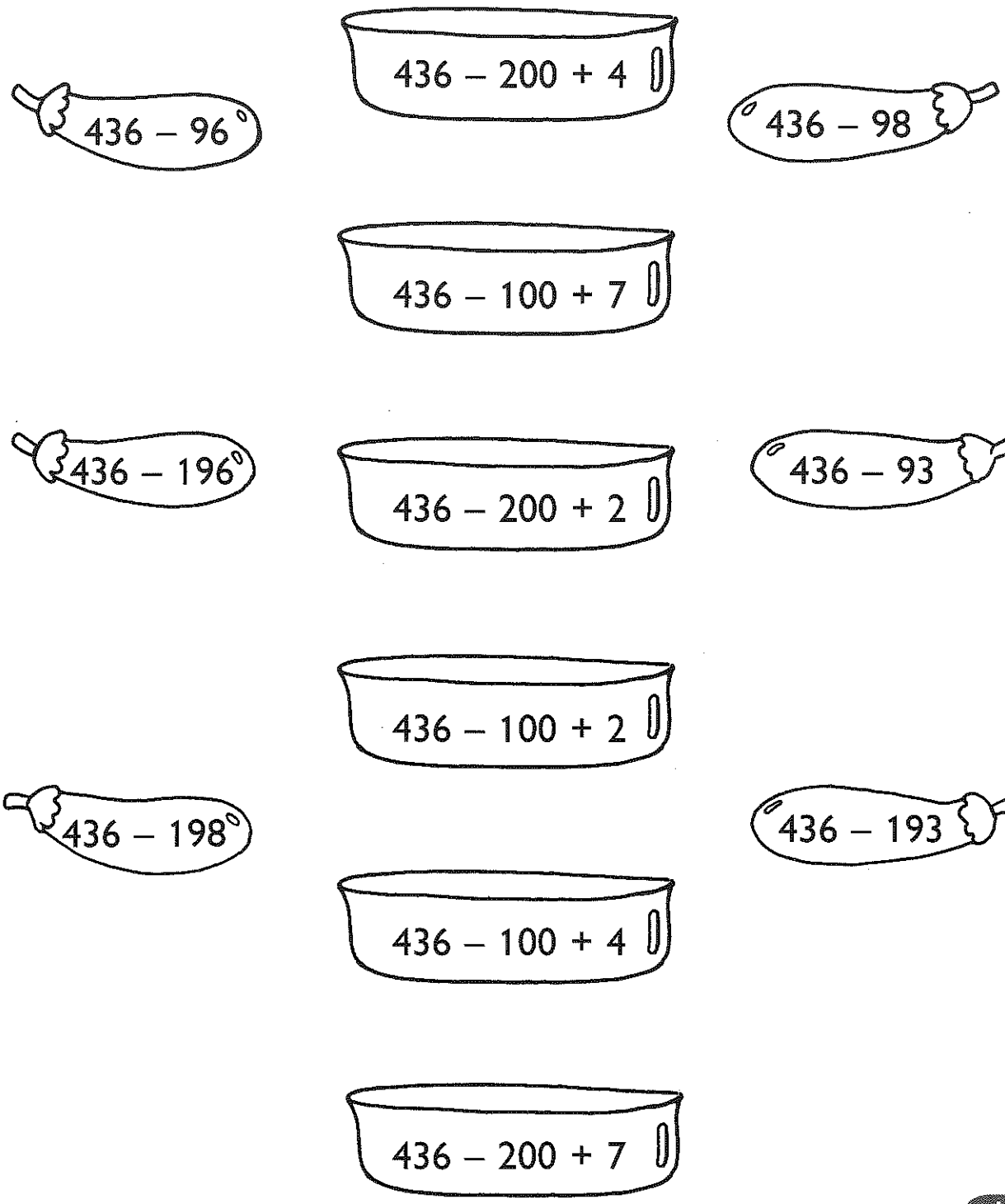
(a) Kelly has 144 stamps.
Her father gives her 98 more stamps.
How many stamps does Kelly have now?

(b) Mr. Lee sold 159 kg of rice.
He sold 80 kg less than Mr. Wu.
How much rice did Mr. Wu sell?

Name: _____ Class: _____ Date: _____

Exercise 3 : Methods for Mental Subtraction

1. Match.



2. Find the missing numbers.

(a) 60 – 35 = _____

(b) 90 – 75 = _____

(c) 80 – 15 = _____

(d) 85 – 45 = _____

3. Subtract.

(a) 100 – 54 = _____

(b) 100 – 44 = _____

(c) 100 – 65 = _____

(d) 100 – 82 = _____

4. Subtract.

(a) 100 – 40 = _____
400 – 40 = _____
600 – 40 = _____

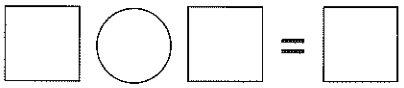
(b) 100 – 70 = _____
400 – 70 = _____
700 – 70 = _____

(c) 100 – 15 = _____
300 – 15 = _____
500 – 15 = _____

(d) 100 – 65 = _____
500 – 65 = _____
800 – 65 = _____

5. Do these mentally.

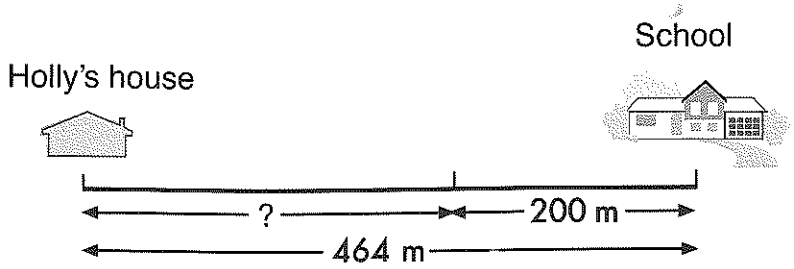
(a) Mother went shopping with $400.
After buying a bag and some clothes, she had $86 left.
How much money did she spend?



She spent $_____.

(b) Juan sold 236 pencils on Monday.
He sold 40 fewer pencils on Tuesday than on Monday.
How many pencils did he sell on Tuesday?

(c) Holly walks from her house to her school. The school is 464 m from her home. If she is 200 m away from her school, how far has she walked?

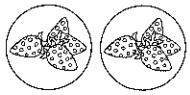
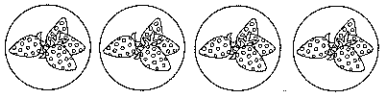
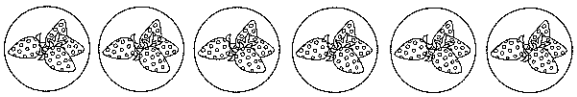
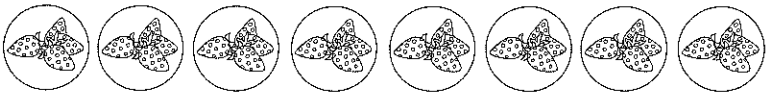
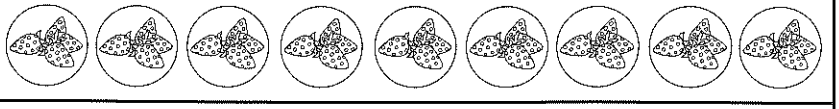
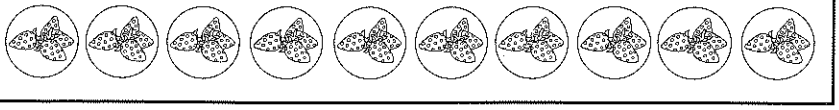


Unit 8 : Multiplication and Division

Friendly Notes

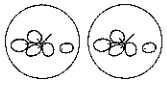
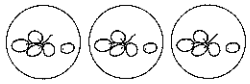
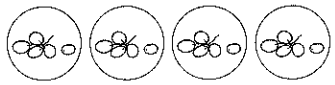
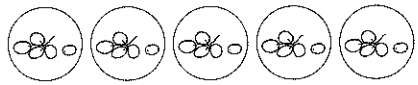
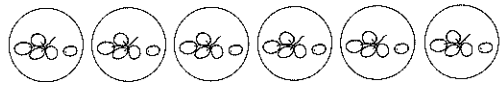
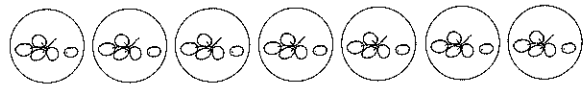
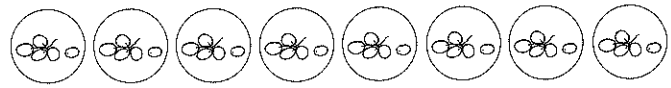
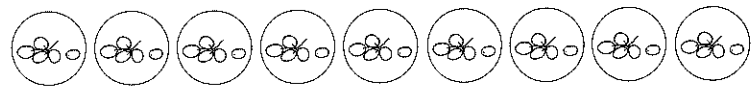
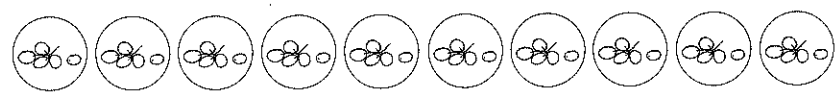
Multiplying and Dividing by 4

We can count by 4's to help us remember the multiplication table of 4.

$1 \times 4 = 4$ $4 \div 4 = 1$	
$2 \times 4 = 8$ $8 \div 4 = 2$	
$3 \times 4 = 12$ $12 \div 4 = 3$	
$4 \times 4 = 16$ $16 \div 4 = 4$	
$5 \times 4 = 20$ $20 \div 4 = 5$	
$6 \times 4 = 24$ $24 \div 4 = 6$	
$7 \times 4 = 28$ $28 \div 4 = 7$	
$8 \times 4 = 32$ $32 \div 4 = 8$	
$9 \times 4 = 36$ $36 \div 4 = 9$	
$10 \times 4 = 40$ $40 \div 4 = 10$	

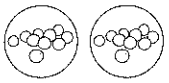
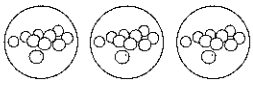
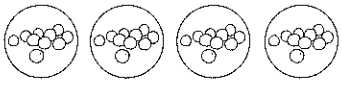
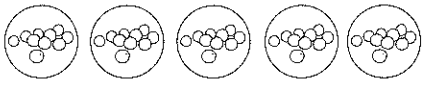
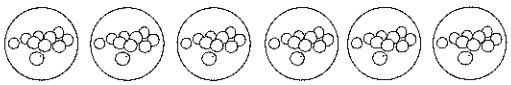
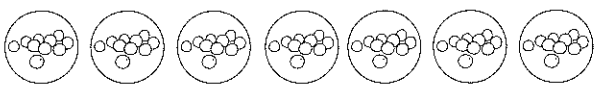
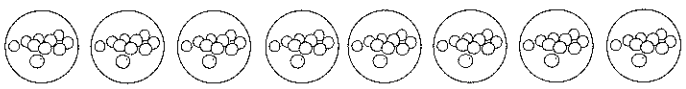
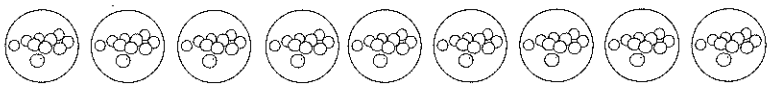
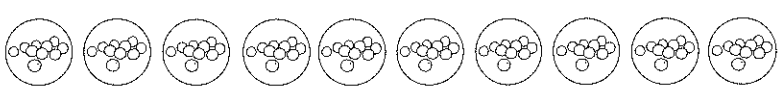
Multiplying and Dividing by 5

We can count by 5's to help us remember the multiplication table of 5.

$1 \times 5 = \mathbf{5}$ $5 \div 5 = 1$	
$2 \times 5 = \mathbf{10}$ $10 \div 5 = 2$	
$3 \times 5 = \mathbf{15}$ $15 \div 5 = 3$	
$4 \times 5 = \mathbf{20}$ $20 \div 5 = 4$	
$5 \times 5 = \mathbf{25}$ $25 \div 5 = 5$	
$6 \times 5 = \mathbf{30}$ $30 \div 5 = 6$	
$7 \times 5 = \mathbf{35}$ $35 \div 5 = 7$	
$8 \times 5 = \mathbf{40}$ $40 \div 5 = 8$	
$9 \times 5 = \mathbf{45}$ $45 \div 5 = 9$	
$10 \times 5 = \mathbf{50}$ $50 \div 5 = 10$	

Multiplying and Dividing by 10

We can count by 10's to help us remember the multiplication table of 10.

$1 \times 10 = \mathbf{10}$ $10 \div 10 = 1$	
$2 \times 10 = \mathbf{20}$ $20 \div 10 = 2$	
$3 \times 10 = \mathbf{30}$ $30 \div 10 = 3$	
$4 \times 10 = \mathbf{40}$ $40 \div 10 = 4$	
$5 \times 10 = \mathbf{50}$ $50 \div 10 = 5$	
$6 \times 10 = \mathbf{60}$ $60 \div 10 = 6$	
$7 \times 10 = \mathbf{70}$ $70 \div 10 = 7$	
$8 \times 10 = \mathbf{80}$ $80 \div 10 = 8$	
$9 \times 10 = \mathbf{90}$ $90 \div 10 = 9$	
$10 \times 10 = \mathbf{100}$ $100 \div 10 = 10$	

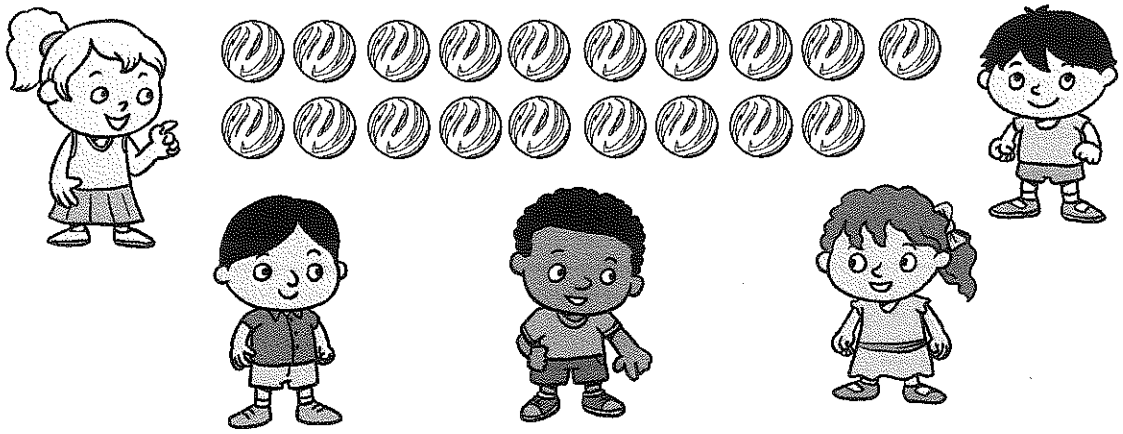
Division with Remainder

We get a remainder when we cannot divide a number exactly.

Divide 19 marbles among 5 children.

(a) How many marbles does each child get?

(b) How many marbles are left over?



$5 \times 3 = 15$

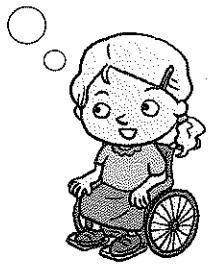
$5 \times 4 = 20$

There are only 19 marbles.
So each child gets 3 marbles.
$19 - 15 = 4$

$19 \div 5 = 3$ with 4 left over

(a) Each child gets 3 marbles.

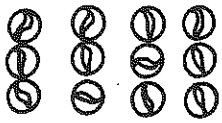
(b) 4 marbles are left over.



Name: _____ Class: _____ Date: _____

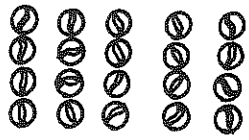
Exercise 1 : Multiplying and Dividing by 4

1. Fill in the blanks.

(a) 

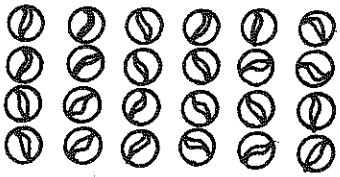
$3 \times 4 =$ _____

$4 \times 3 =$ _____

(b) 

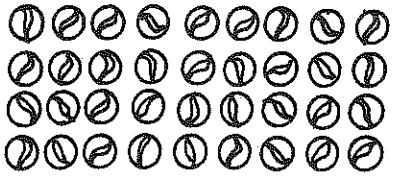
$4 \times 5 =$ _____

$5 \times 4 =$ _____

(c) 

$6 \times 4 =$ _____

$4 \times 6 =$ _____

(d) 

$9 \times 4 =$ _____

$4 \times 9 =$ _____

2. Complete the multiplication sentences.

(a) Multiply 3 by 4. $3 \times 4 =$ _____

(b) Multiply 6 by 4. $6 \times 4 =$ _____

(c) Multiply 9 by 4. $9 \times 4 =$ _____

(d) Multiply 8 by 4. $8 \times 4 =$ _____

3. Fill in the blanks.

(a) 4 × 4 is 4 more than 3 × 4.

3 × 4 = 12

4 × 4 = _____

(b) 6 × 4 is 4 more than 5 × 4.

5 × 4 = 20

6 × 4 = _____

(c) 7 × 4 is 4 less than 8 × 4.

8 × 4 = 32

7 × 4 = _____

(d) 9 × 4 is 4 less than 10 × 4.

10 × 4 = 40

9 × 4 = _____

---

4. Write the missing numbers.

(a) 24 ÷ 4 = _____

(b) 20 ÷ 4 = _____

(c) 36 ÷ 4 = _____

(d) 40 ÷ 4 = _____

---

5. Write the missing numbers.

(a) 3 × 4 = 12

12 ÷ 4 = _____

(b) 8 × 4 = 32

32 ÷ 4 = _____

(c) _____ × 4 = 28

28 ÷ 4 = _____

(d) _____ × 4 = 36

36 ÷ 4 = _____

(e) 5 × 4 = _____

_____ ÷ 4 = 5

(f) 10 × 4 = _____

40 ÷ 4 = _____

6. Do these.

(a) Lindsey bought 4 storybooks.
Each book cost $6.
How much did she pay for the books?

(b) Cameron put 32 fish equally in 4 tanks.
How many fish were there in each tank?

(c) There are 10 tennis balls in each box.
How many tennis balls are there in 4 such boxes?

(d) There are 28 pages in a storybook.
Mervyn reads 4 pages every day.
How long does Mervyn take to read the storybook?

(e) Ruth has 4 strings.
She put 5 beads on each string.
How many beads are there altogether?

(f) There are 4 monkeys in a zoo.
Each monkey eats 5 bananas in the morning and 4 bananas in the afternoon.
How many bananas do they eat every day?

Name: _____ Class: _____ Date: _____

Exercise 2 : Multiplying and Dividing by 5

1. Fill in the blanks.

(a) Multiply 5 by 5. $5 \times 5 = \_\_\_\_\_$

(b) Multiply 8 by 5. $8 \times 5 = \_\_\_\_\_$

(c) Multiply 7 by 5. $7 \times 5 = \_\_\_\_\_$

(d) Multiply 10 by 5. $10 \times 5 = \_\_\_\_\_$

2. Write the missing numbers.

(a) $4 \times 5 = \_\_\_\_\_$ (b) $5 \times 3 = \_\_\_\_\_$

(c) $10 \div 5 = \_\_\_\_\_$ (d) $40 \div 5 = \_\_\_\_\_$

(e) $25 \div 5 = \_\_\_\_\_$ (f) $20 \div 5 = \_\_\_\_\_$

3. Write the missing numbers.

(a) $2 \times 5 = \_\_\_\_\_$

$10 \div 5 = \_\_\_\_\_$

(b) $7 \times 5 = \_\_\_\_\_$

$35 \div 5 = \_\_\_\_\_$

(c) $\_\_\_\_\_ \times 5 = 45$

$45 \div 5 = \_\_\_\_\_$

(d) $\_\_\_\_\_ \times 5 = 30$

$30 \div 5 = \_\_\_\_\_$

4. Do these.

(a) Ethan drinks 6 glasses of water every day. How many glasses of water will he drink in 5 days?

(b) Sheena learns 5 new words every week. How many weeks will she take to learn 45 new words?

(c) Mrs. Tweed paid $35 for 5 yd of cloth. What was the cost of 1 yd of cloth?

Name: _____ Class: _____ Date: _____

Exercise 3 : Multiplying and Dividing by 10

1. Multiply or divide.

(a) $10 \times 4 =$ _____ (b) $10 \times 6 =$ _____

(c) $10 \times 8 =$ _____ (d) $10 \times 10 =$ _____

(e) $20 \div 10 =$ _____ (f) $10 \div 10 =$ _____

(g) $40 \div 10 =$ _____ (h) $90 \div 10 =$ _____

2. Write the missing numbers.

(a) $3 \times 10 =$ _____ (b) $7 \times 10 =$ _____

$30 \div 10 =$ _____ $70 \div 10 =$ _____

3. Do these.

(a) The total weight of 10 bottles of oil is 50 kg. What is the weight of 1 bottle of oil?

(b) John saves $10 each month.
How much will he save in 10 months?

(c) A man paid $80 for 10 kg of fish.
What was the cost of 1 kg of fish?

(d) Mr. Falkan sold 8 sets of storybooks yesterday.
There were 10 books in each set.
How many storybooks did Mr. Falkan sell?

Name: _____ Class: _____ Date: _____

Exercise 4 : Division with Remainder

1. Fill in the blanks.
The clown has 20 balloons.
He gives 3 balloons to each child.
(a) How many children get the balloons?
(b) How many balloons are left over?

20 ÷ 3 is _____ with _____ left over.

(a) _____ children get the balloons.

(b) _____ balloons are left over.

2. Do these.

(a) Uma has 32 pencils.
She shares them equally with 5 friends.
How many pencils are left over?

(b) George arranges 65 toy cars in rows of 10 each.

(i) How many rows of toy cars are there?

(ii) Find the remaining number of toy cars.

Unit 9 : Money

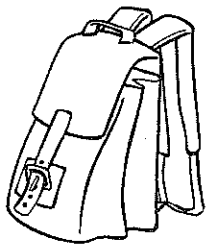
Friendly Notes

Dollars and Cents

When we write money in dollars and cents, the dot (.) separates the cents from the dollars.

We write 6 dollars 10 cents as $6.10.

Write the prices of these items in dollars and cents.

 $15.90	 $28.70
$15.90 = 15 dollars 90 cents Fifteen dollars ninety cents	$28.70 = 28 dollars 70 cents Twenty-eight dollars seventy cents

Adding Money

When we add money, we add the dollars together and add the cents together.

1. \$9.30 + \$6.45 = \$ _____

   Add the dollars : \$9 + \$6 = \$15

   Add the cents : 30 cents + 45 cents = 75 cents

   Total: \$9.30 + \$6.45 = \$15 + 75 cents
   = \$15.75

   We can also add \$9.30 and \$6.45 in this way:

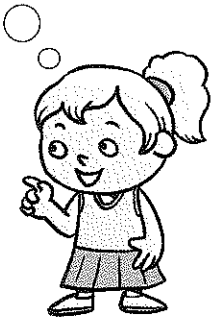
   \$9.30 $\xrightarrow{+\$6}$ \$15.30 $\xrightarrow{+45¢}$ \$15.75

2. \$8.25 + \$1.35 = \$ _____

   We can add \$8.25 and \$1.35 like this:

$$\begin{array}{r} \$8.25 \\ +\ \$1.35 \\ \hline \$9.60 \end{array}$$

$$\begin{array}{r} {\scriptstyle 1}\ \ \\ 8\,2\,5 \\ +\ 1\,3\,5 \\ \hline 9\,6\,0 \end{array}$$



Subtracting Money

When there are not enough cents to subtract from, change $1 into 100 cents.

1. $6.55 – $2.30 = $ _____

$$\$6.55 \xrightarrow{-\$2} \$4.55 \xrightarrow{-30¢} \$4.25$$

$6.55 – $2.30 = $4.25

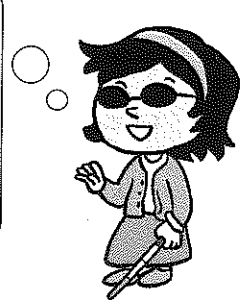
2. $7.30 – $4.65 = $ _____

We write:
$7.30 = $6 + 130 cents
Subtract the dollars: $6 – $4 = $2
Subtract the cents: 130 cents – 65 cents = 65 cents
$7.30 – $4.65 = $2.65

3. $4.85 – $2.95 = $ _____
We can subtract $2.95 from $4.85 like this:

$$\begin{array}{r} \$4.85 \\ -\ \$2.95 \\ \hline \$1.90 \end{array}$$

$$\begin{array}{r} {}^{3}\not{4}\ {}^{18}\not{8}\ 5 \\ -\ 2\ 9\ 5 \\ \hline 1\ 9\ 0 \end{array}$$



4. Jackson bought a wallet for $16.35.
He also bought a pair of shorts.
The pair of shorts cost $5.50 less than the wallet.

(a) How much did Jackson pay for the pair of shorts?

(b) How much did he spend altogether?

(a)

$16.35 = $15 + 135 cents
$15 – $5 = $10
135 cents – 50 cents = 85 cents

$16.35 – $5.50 = $10.85

Jackson paid $10.85 for the pair of shorts.

(b) $16.35 $\xrightarrow{+\$10}$ $26.35 $\xrightarrow{+85¢}$ $27.20

35 cents + 85 cents = 120 cents
120 cents = $1 + 20 cents

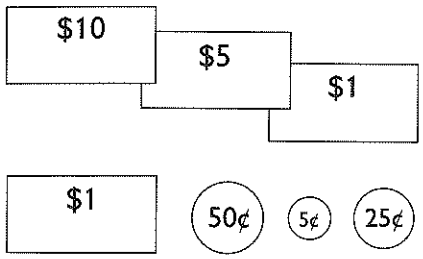
$16.35 + $10.85 = $27.20
He spent $27.20 altogether.

Name: _____ Class: _____ Date: _____

Exercise 1 : Dollars and Cents

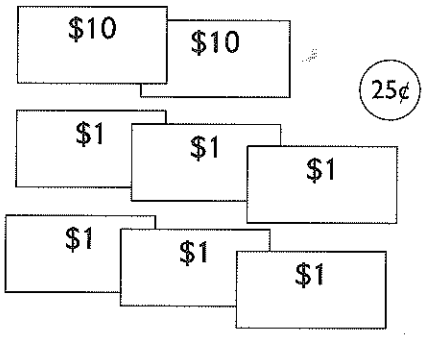
1. Write the correct amount of money.

(a)



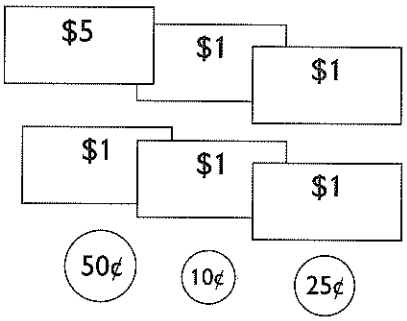
$_____

(b)



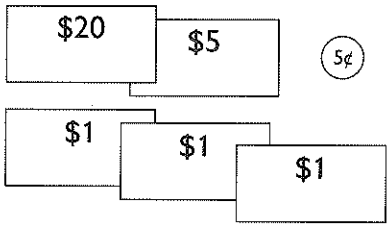
$_____

(c)



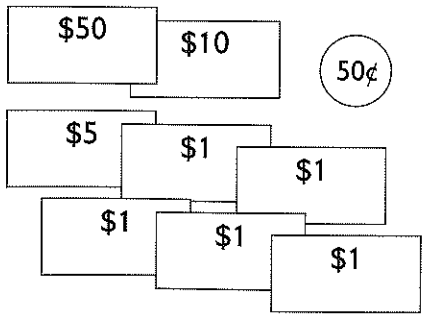
$_____

(d)



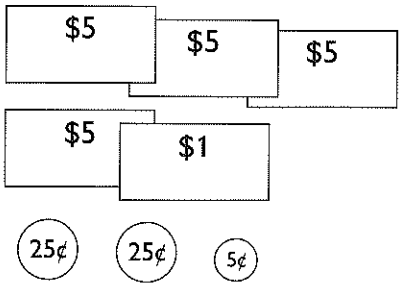
$_____

(e)



$_____

(f)



$_____

2. Write the missing numbers.

(a) \$0.75 = _____ dollars _____ cents

(b) \$7.35 = _____ dollars _____ cents

(c) \$12.05 = _____ dollars _____ cents

(d) \$48.10 = _____ dollars _____ cents

(e) \$77.15 = _____ dollars _____ cents

3. Write each amount of money in dollars.

(a) 95 cents = \$_____

(b) 6 dollars 5 cents = \$_____

(c) 18 dollars 60 cents = \$_____

(d) 20 dollars 55 cents = \$_____

(e) 39 dollars 90 cents = \$_____

4. Complete the table.

(a)	Fifty cents	\$
(b)	Fourteen dollars thirty cents	\$
(c)		\$15.25
(d)		\$40.45
(e)	Seventy-one dollars eighty-five cents	
(f)		\$98.05

5. Write in dollars.

(a) 125¢ = $_____

(b) 605¢ = $_____

(c) 7¢ = $_____

(d) 60¢ = $_____

(e) 235¢ = $_____

(f) 500¢ = $_____

6. Write in cents.

(a) $0.95 = _____¢

(b) $1.65 = _____¢

(c) $2.83 = _____¢

(d) $7.90 = _____¢

(e) $0.05 = _____¢

(f) $5.00 = _____¢

7. Fill in the correct answers.

(a) 5 fifty-cent coins = $_____

(b) 4 quarters = $_____

(c) 6 dimes = $_____

5.25

0.45

8.05

8. Fill in the correct answers.

Example: [13] dimes = $1.30

(a) [ ] one-dollar bills = $28.00

(b) [ ] half-dollars = $5.50

(c) [ ] quarters = $1.50

(d) [ ] nickels = $0.95

(e) [ ] dimes = $10.00

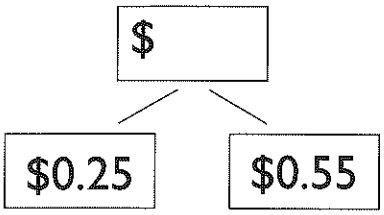
(f) [ ] fifty-cent coins = $30.00

Name: _____ Class: _____ Date: _____

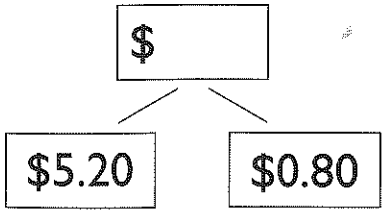
Exercise 2 : Adding Money

1. Fill in the blanks.

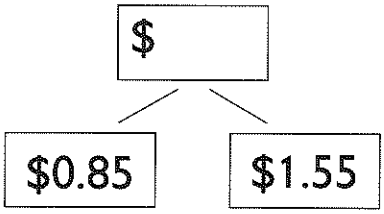
(a)



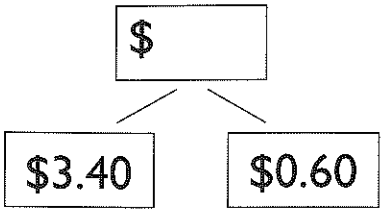
(b)



(c)

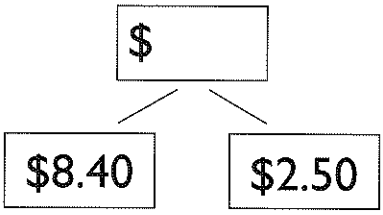


(d)

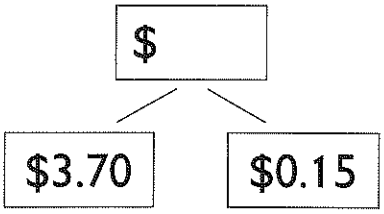


2. Fill the blanks.

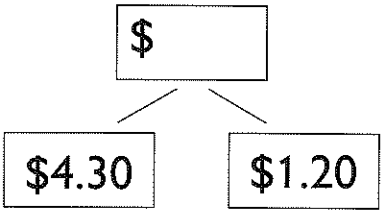
(a)



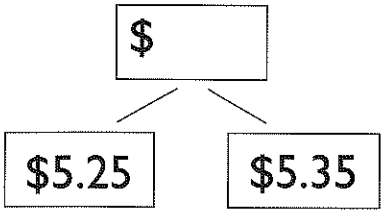
(b)



(c)



(d)



3. Fill in the missing numbers.

(a) 43¢ + 39¢ = _____¢

(b) 25¢ + 68¢ = _____¢

(c) $4.65 + 25¢ = $_____

(d) $9.05 + 70¢ = $_____

(e) $8.25 + $0.55 = $_____

(f) $4.99 + $2.25 = $_____

(g) $5.85 + $3.80 = $_____

(h) $7.60 + $9.50 = $_____

4. Add.

(a) $168 + $ 56

(b) $136 + $265

(c) $249 + $ 98

(d) $308 + $492

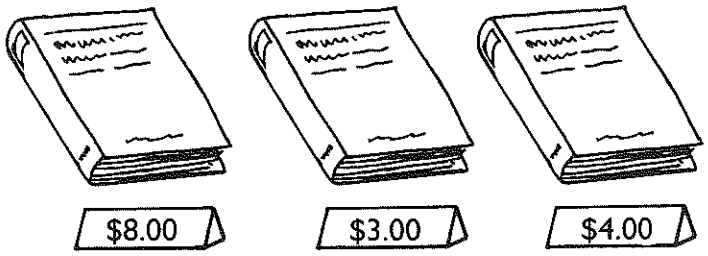
(e) $536 + $317

(f) $325 + $277

5. Do these.

(a) Ryan saved $80.
He saved $35 less than Lisa.
How much did Lisa save?

(b) After buying this set of books, Jane had $5 left.
How much money did she have at first?



(c) A doll costs $9.65.
A toy airplane costs $12 more than the doll.
How much does the toy airplane cost?

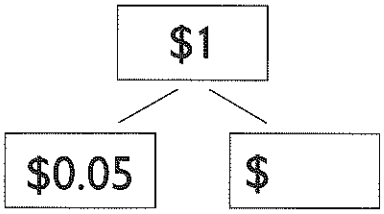
(d) Mrs. Mandela bought vegetables for $12.50.
She spent $15.60 more on fish.
How much did she spend on fish?

Name: _____ Class: _____ Date: _____

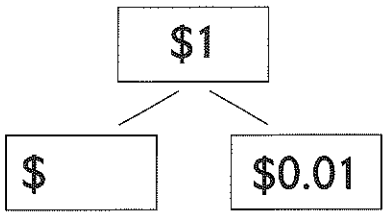
Exercise 3 : Subtracting Money

1. Fill in the blanks.

(a)

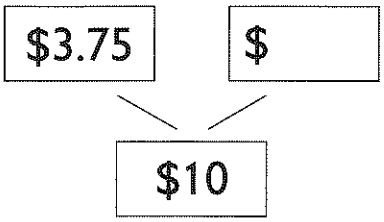


(b)

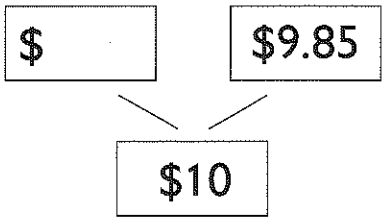


2. Fill the blanks.

(a)



(b)



3. Fill in the missing numbers.

(a) 43¢ – 30¢ = _____¢

(b) 80¢ – 68¢ = _____¢

(c) $5 – 80¢ = $_____

(d) $9 – 15¢ = $_____

(e) $4.60 – 85¢ = $_____

(f) $9.00 – $6.85 = $_____

4. Do these.

(a) Mr. Chen bought a watermelon for $2.65.
He gave the shopkeeper $10.
How much change did he get?

(b) Nicole has $9.95.
She wants to buy a dress that costs $25.70.
How much more money does she need?

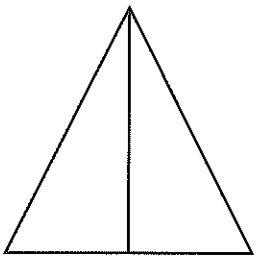
(c) Raman had $60.65.
He spent $38.95 on a watch.
How much money did he have left?

Unit 10 : Fractions

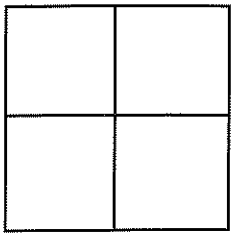
Friendly Notes

Halves and Quarters

When we divide a whole into 2 equal parts, each part is a half circle.
When we divide a whole into 4 equal parts, each part is a quarter.
A quarter circle is a fourth of a circle.

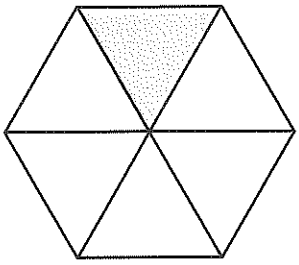


The triangle is divided into 2 equal parts.
Each part is a half.
2 halves make 1 whole.



The square is divided into 4 equal parts.
Each part is a fourth.
4 fourths make 1 whole.

Writing Fractions



1 out of 6 equal parts is shaded.

$\frac{1}{6}$ of the shape is shaded.

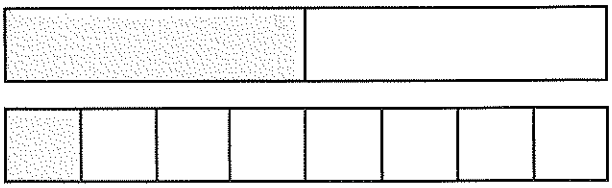
5 out of 6 equal parts is not shaded.

$\frac{5}{6}$ of the shape is not shaded.

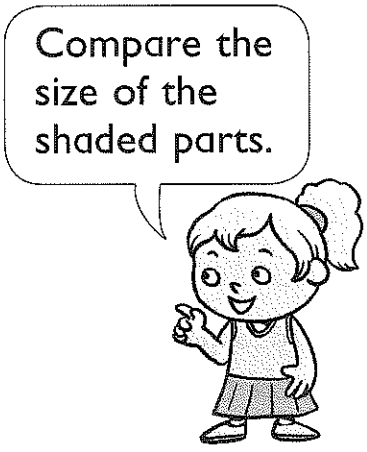
$\frac{1}{6}$ and $\frac{5}{6}$ make one whole.

The fraction of each equal part of a whole gets smaller as the number of equal parts in a whole increases.

1. Which is greater, $\frac{1}{2}$ or $\frac{1}{8}$?



$\frac{1}{2}$ is greater.

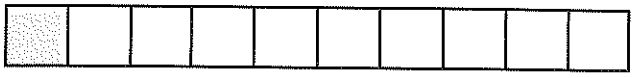


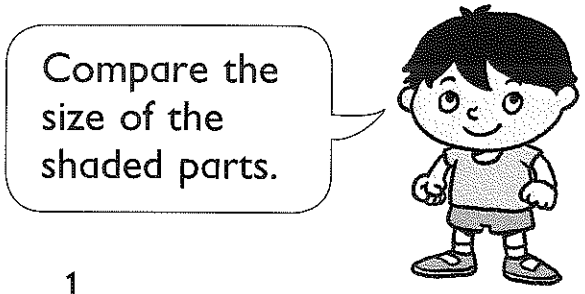
2. Arrange the fractions in order.
Begin with the greatest.

$\frac{1}{9}$, $\frac{1}{6}$, $\frac{1}{10}$

$\frac{1}{6}$ 

$\frac{1}{9}$ 

$\frac{1}{10}$ 



$\frac{1}{6}$ is the greatest.

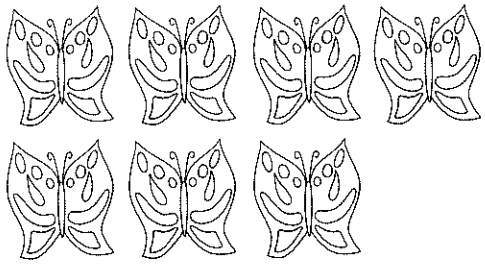
$\frac{1}{10}$ is the smallest.

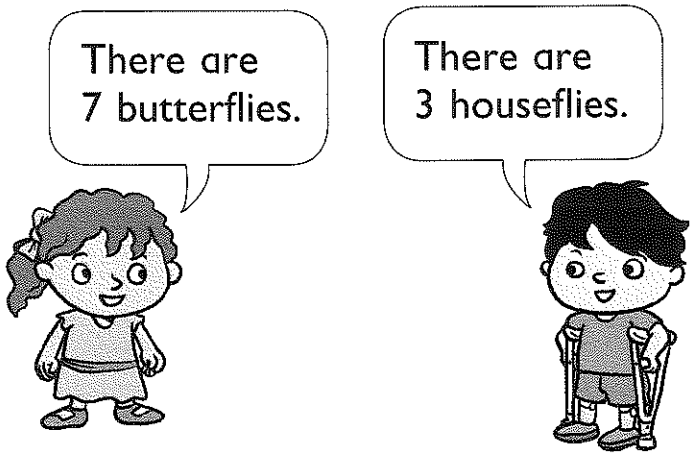
Arranging the fractions in order beginning with the greatest, we have $\frac{1}{6}$, $\frac{1}{9}$, $\frac{1}{10}$.

Fraction of a Set

We can put a set of objects into equal groups. Each group is then a part of the set or a fraction of the set.

There are 10 insects.





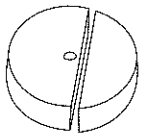
$\frac{7}{10}$ of the insects are butterflies.

$\frac{3}{10}$ of the insects are houseflies.

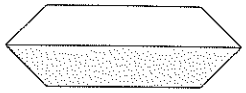
Name: _____ Class: _____ Date: _____

Exercise 1 : Halves and Quarters

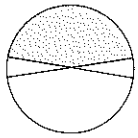
1. Write 'Yes' or 'No'.

(a) 

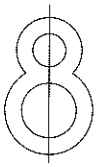
The cake is cut into halves. ☐

(b) 

The shaded part shows one half of the shape. ☐

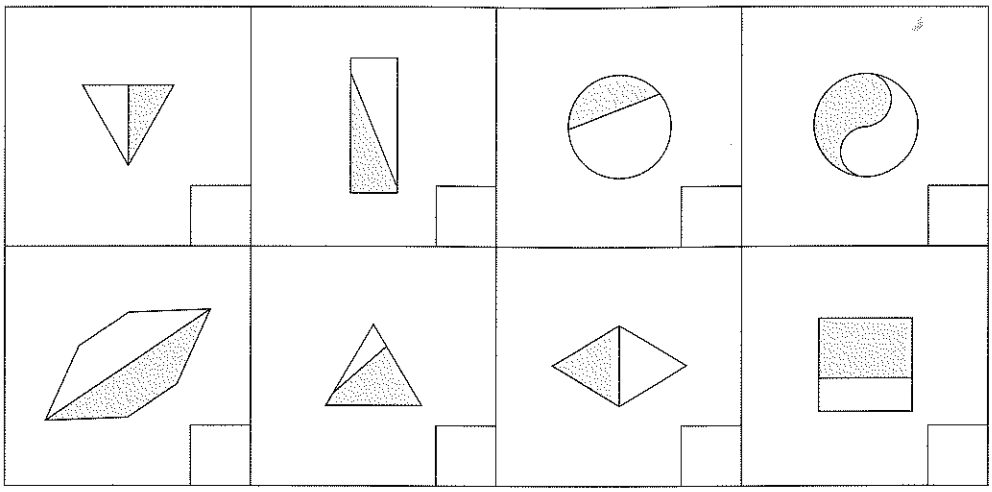
(c) 

The shaded part shows a quarter of the shape. ☐

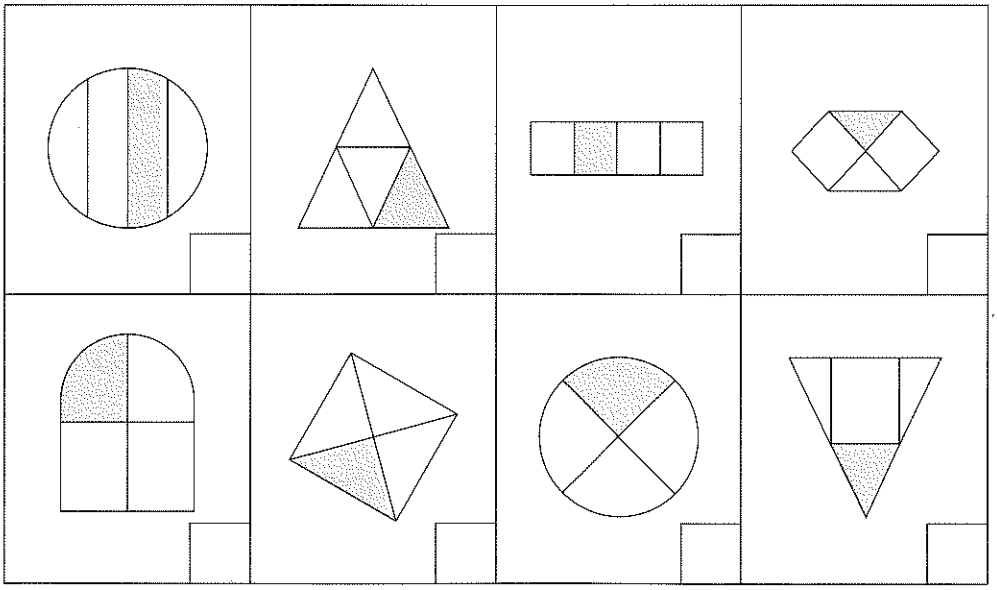
(d) 

The line divides the number 8 into halves. ☐

2. Check (✓) the boxes for the shapes that show $\frac{1}{2}$ shaded.



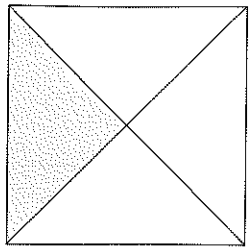
3. Check (✓) the boxes for the shapes that show $\frac{1}{4}$ shaded.

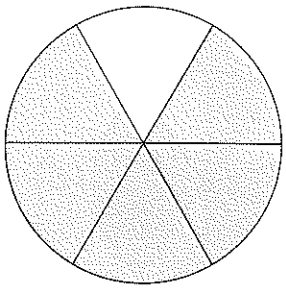


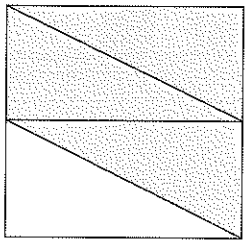
Name: _____ Class: _____ Date: _____

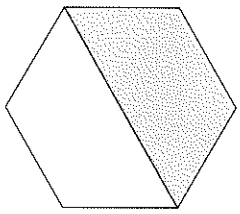
Exercise 2 : Writing Fractions

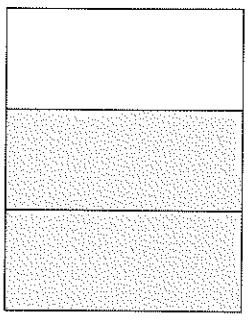
1. Match.





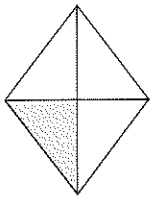


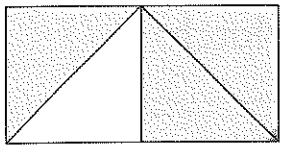


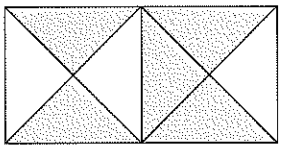


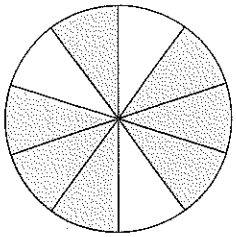
- $\frac{5}{6}$
- $\frac{1}{4}$
- $\frac{1}{2}$
- $\frac{2}{3}$
- $\frac{3}{4}$

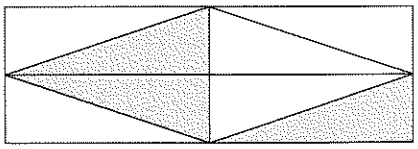
2. What fraction of each shape is shaded?

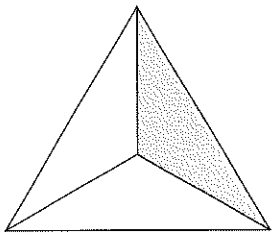
(a) 

(b) 

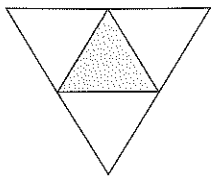
(c) 

(d) 

(e) 

(f) 

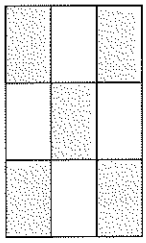
3. Fill in the blanks.

(a) 

The triangle is divided into 4 equal parts.

_____ out of the _____ equal parts is shaded.

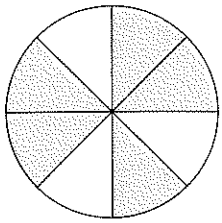
_____ of the triangle is shaded.

(b) 

The rectangle is divided into 9 equal parts.

_____ out of the equal parts are shaded.

_____ of the rectangle is shaded.

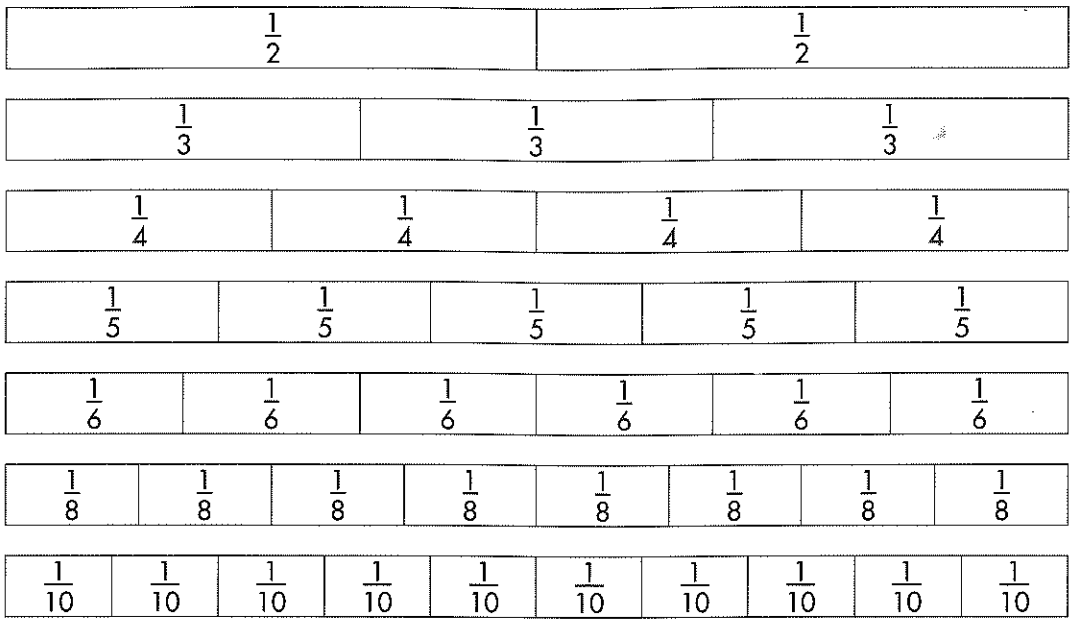
(c) 

The circle is divided into 8 equal parts.

_____ out of the equal parts are shaded.

_____ of the circle is shaded.

4. Use the fraction bars below to answer the following questions.



Fill in the blanks with 'greater' or 'smaller'.

(a) $\frac{1}{2}$ is _____ than $\frac{1}{4}$.

(b) $\frac{1}{4}$ is _____ than $\frac{1}{3}$.

(c) $\frac{1}{8}$ is _____ than $\frac{1}{6}$.

(d) $\frac{1}{5}$ is _____ than $\frac{1}{10}$.

(e) $\frac{1}{10}$ is _____ than $\frac{1}{4}$.

5. Circle the greater fraction.

(a) $\frac{1}{4}$, $\frac{3}{4}$ (b) $\frac{4}{5}$, $\frac{2}{5}$

6. Circle the smaller fraction.

(a) $\frac{4}{5}$, $\frac{5}{5}$ (b) $\frac{5}{8}$, $\frac{3}{8}$

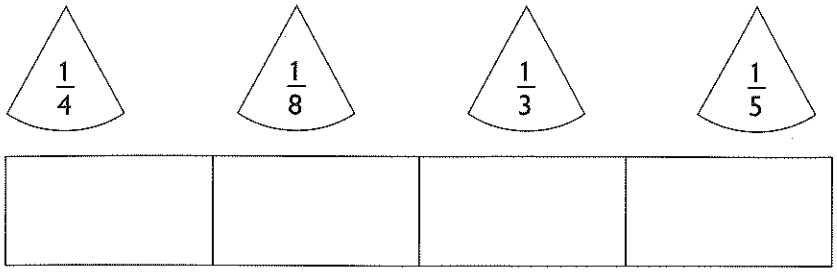
7. Circle the greatest fraction.

(a) $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ (b) $\frac{1}{5}$, $\frac{1}{10}$, $\frac{1}{6}$

8. Circle the smallest fraction.

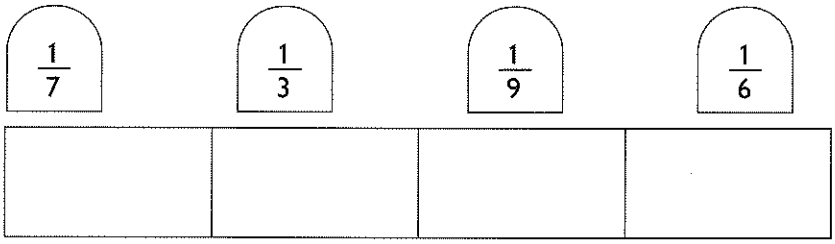
(a) $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$ (b) $\frac{1}{10}$, $\frac{1}{8}$, $\frac{1}{5}$

9. Arrange the fractions in order.
Begin with the smallest.



smallest

10. Arrange the fractions in order.
Begin with the greatest.



greatest

11. Fill in the boxes.

(a) $\frac{2}{3}$ and ☐ make 1 whole.

(b) $\frac{3}{8}$ and ☐ make 1 whole.

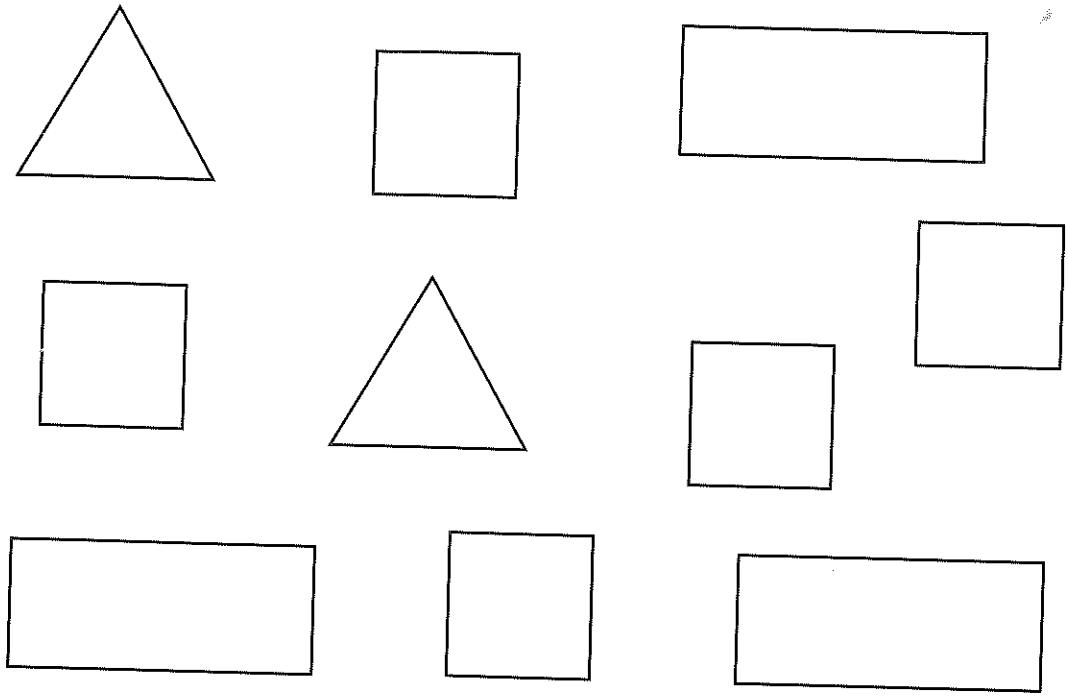
(c) $\frac{3}{10}$ and ☐ make 1 whole.

(d) $\frac{5}{7}$ and ☐ make 1 whole.

Name: _____ Class: _____ Date: _____

Exercise 3 : Fraction of a Set

1. There are 10 shapes.



(a) What fraction of the shapes are rectangles?

_____

(b) What fraction of the shapes are triangles?

_____

(c) What fraction of the shapes are squares?

_____

2. Do these.

(a) Jane has 8 scarves.

$\frac{3}{8}$ of her scarves are red.

$\frac{2}{8}$ of her scarves are blue.

The rest of her scarves are green.

How many green scarves does Jane have?

(b) Lucas has 9 toy soldiers.

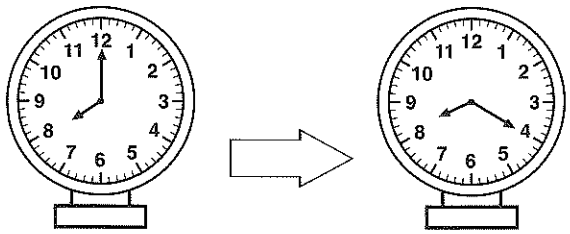
He gives $\frac{1}{9}$ of his toy soldiers to Benny.

How many toy soldiers does he have left?

Unit 11 : Time

Friendly Notes

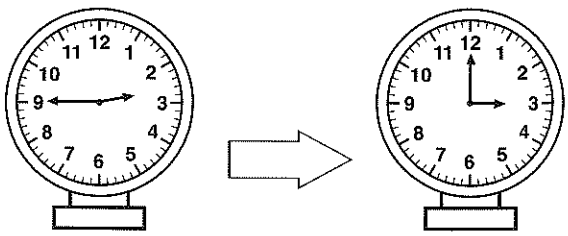
Telling Time After the Hour



8:00 8:20

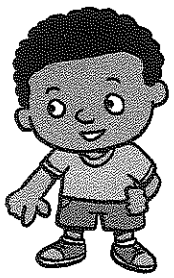
We read 8:20 as eight twenty.
It is 20 minutes **after** 8 o'clock.
We can also say it is 20 minutes **past** 8.

Telling Time Before the Hour



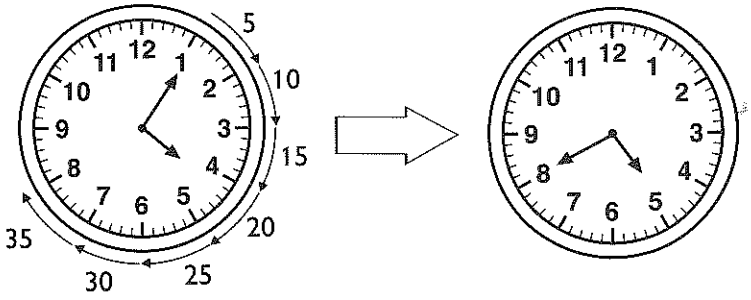
2:45 3:00

We read 2:45 as two forty-five.
It is 15 minutes **before** 3 o'clock.
We can also say it is 15 minutes **to** 3.



Time Intervals

1. How many minutes are there from 4:05 to 4:40?

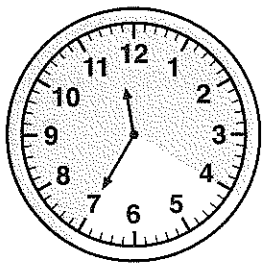


4:05 4:40

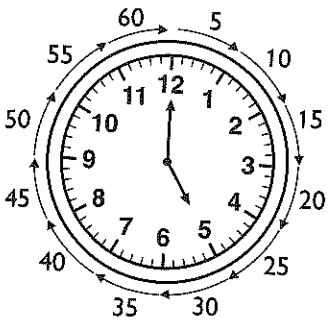
5, 10, 15, 20, 25, 30, 35 minutes

There are 35 minutes from 4:05 to 4:40.

2. Ralph started doing his homework at 11:35. He took 45 minutes to finish his homework. What time did Ralph finish his homework?

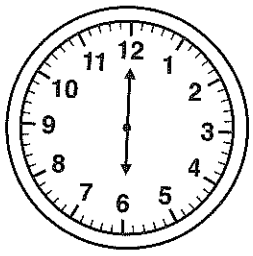


Ralph finished his homework at 12:20.

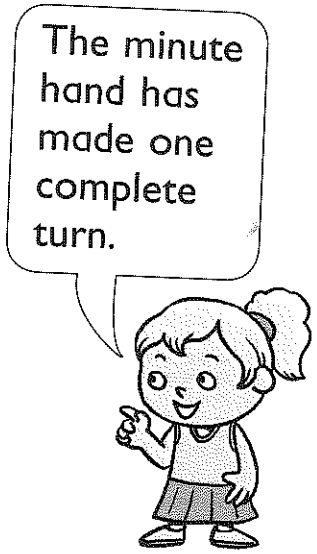


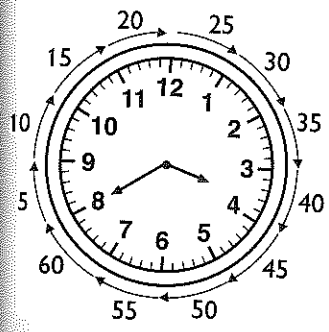
5:00

1 hour later



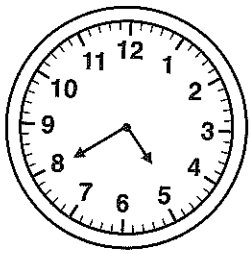
6:00



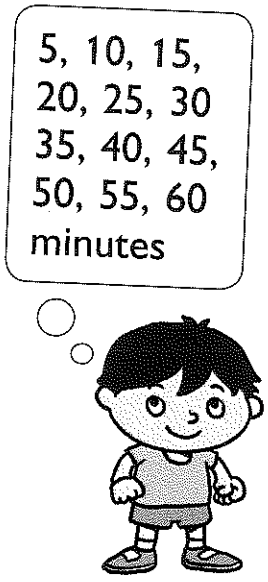


3:40

1 hour later

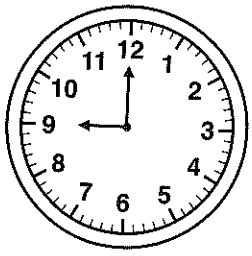


4:40

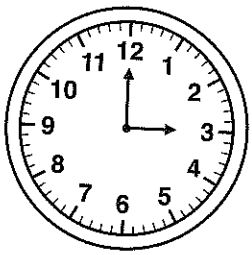


1 hour = 60 minutes

3. Mrs. Li works from 9 a.m. to 3 p.m. every day. How long does she work every day?



9:00 a.m.



3:00 p.m.

She works 6 hours every day.

Other Units of Time

1 day = 24 hours

January

S	M	T	W	T	F	S
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				

February

S	M	T	W	T	F	S
			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				

March

S	M	T	W	T	F	S
			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	

April

S	M	T	W	T	F	S
30						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

May

S	M	T	W	T	F	S
	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			

June

S	M	T	W	T	F	S
				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	

July

S	M	T	W	T	F	S
30	31					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

August

S	M	T	W	T	F	S
			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	

September

S	M	T	W	T	F	S
					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

October

S	M	T	W	T	F	S
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				

November

S	M	T	W	T	F	S
			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		

December

S	M	T	W	T	F	S
31					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

1 week = 7 days
1 year = 12 months

There are 31 days in these months: January, March, May, July, August, October, December.

There are 30 days in these months: April, June, September, November.

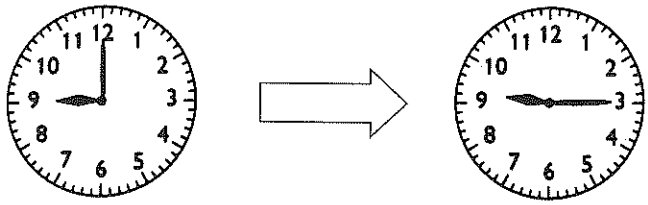
There are 28 days in February. In a leap year, there are 29 days in February.

Name: _____ Class: _____ Date: _____

Exercise 1 : Telling Time After the Hour

1. Fill in the blanks.

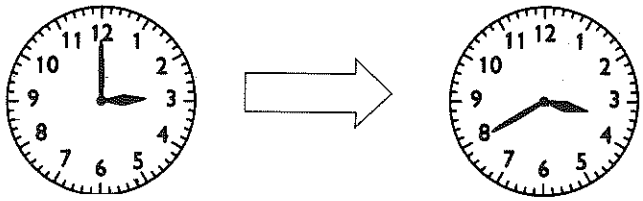
(a)



9 o'clock

_____ minutes after 9 o'clock

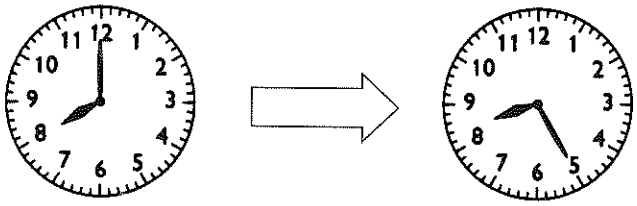
(b)



3 o'clock

_____ minutes after 3 o'clock

(c)



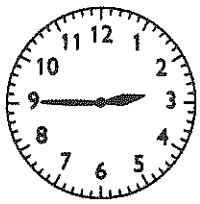
8 o'clock

_____ minutes after 8 o'clock

2. Fill in the blanks.

(a) 

_____ minutes past 4

(b) 

_____ minutes past 2

(c) 

_____ minutes past 12

(d) 

_____ minutes past 8

(e) 

_____ minutes past 7

(f) 

_____ minutes past 6

(g) 

_____ minutes past 1

(h) 

_____ minutes past 3

Name: _____ Class: _____ Date: _____

Exercise 2 : Telling Time Before the Hour

1. Fill in the blanks.

(a) 

_____ minutes before _____ o'clock.

_____ minutes to _____ o'clock.

(b) 

_____ minutes before _____ o'clock.

_____ minutes to _____ o'clock.

(c) 

_____ minutes before _____ o'clock.

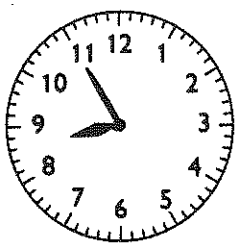
_____ minutes to _____ o'clock.

(d) 

_____ minutes before _____ o'clock.

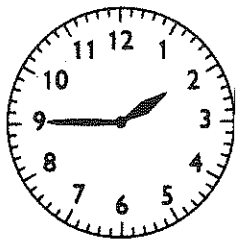
_____ minutes to _____ o'clock.

2. Fill in the blanks.

(a) 

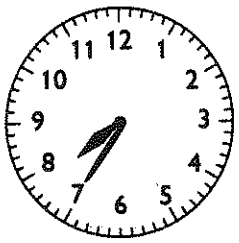
8:55

_____ minutes to _____.

(b) 

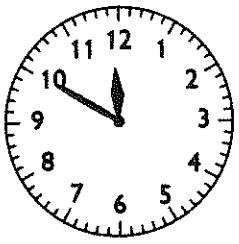
1:45

_____ minutes to _____.

(c) 

7:35

_____ minutes to _____.

(d) 

11:50

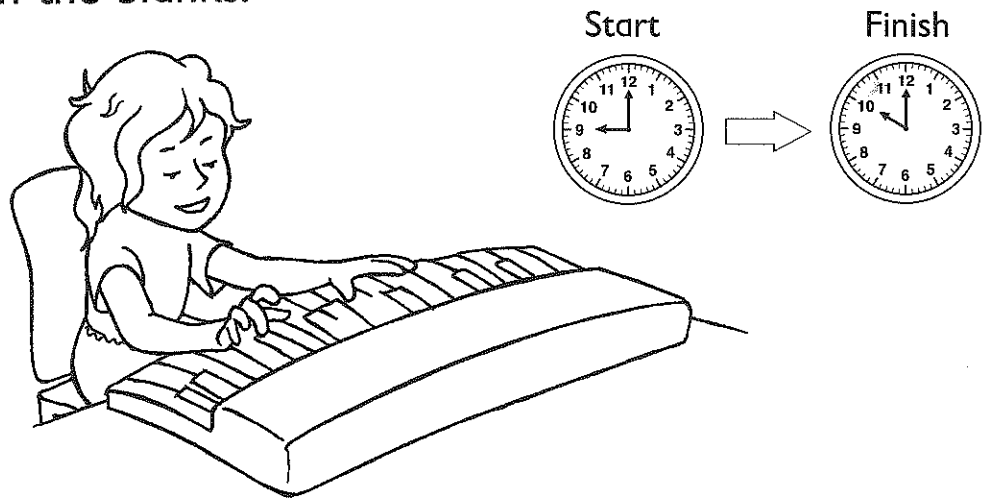
_____ minutes to _____.

Name: _____ Class: _____ Date: _____

Exercise 3 : Time Intervals

1. Fill in the blanks.

(a)

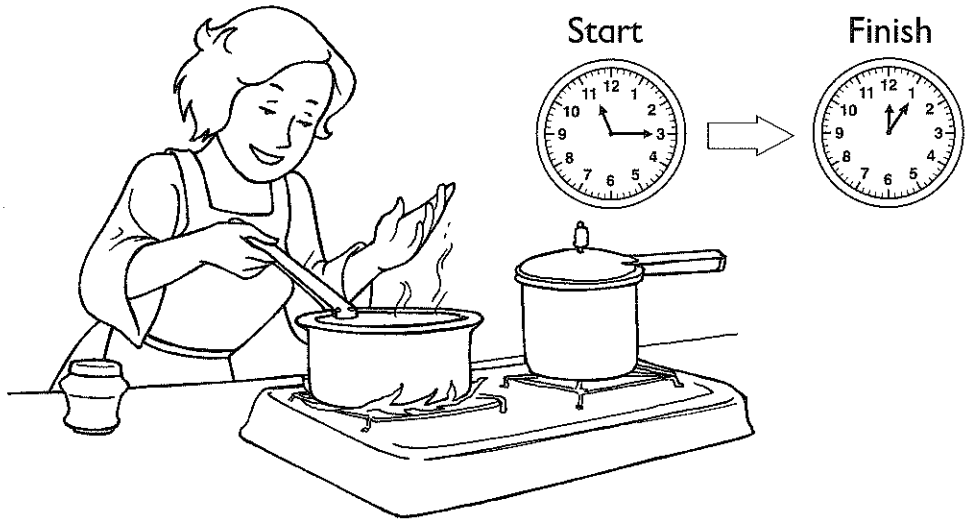


Joanne started playing the organ at _____.

She finished playing the organ at _____.

She played the organ for _____ hour.

(b)



Mrs. Lee started cooking at _____.

She finished cooking at _____.

She took _____ minutes to cook.

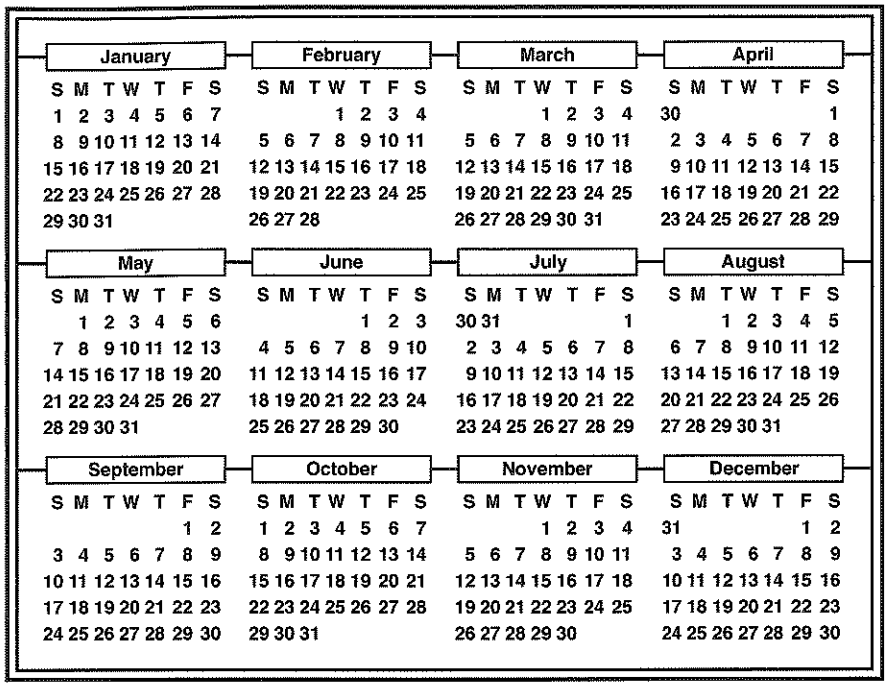
2. Do these.

(a) Jansen went swimmming at 10:20 a.m.
He swam for 25 minutes.
At what time did he finish swimming?

(b) Mr. Myers works 7 hours every day.
He starts work at 7:30 a.m.
At what time does he finish work every day?

Exercise 4 : Other Units of Time

1. Fill in the blanks.



January

S	M	T	W	T	F	S
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				

February

S	M	T	W	T	F	S
			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				

March

S	M	T	W	T	F	S
			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	

April

S	M	T	W	T	F	S
30						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

May

S	M	T	W	T	F	S
	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			

June

S	M	T	W	T	F	S
				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	

July

S	M	T	W	T	F	S
30	31					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

August

S	M	T	W	T	F	S
		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		

September

S	M	T	W	T	F	S
					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

October

S	M	T	W	T	F	S
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				

November

S	M	T	W	T	F	S
			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		

December

S	M	T	W	T	F	S
31					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

(a) There are _____ days in a week.

(b) There are _____ months in a year.

(c) There are about _____ days in March, April and May altogether.

2. Which is longer?

(a) 3 days or 20 hours _____

(b) 3 hours or 120 minutes _____

(c) 4 weeks or 11 days _____

(d) 4 months or 30 weeks _____

(e) 2 years or 18 months _____

3. Write hours or minutes.

(a) Tom waited for the bus for 25 _____.

(b) Mary takes 30 _____ to have a shower.

(c) The men take 4 _____ to paint the house.

(d) Mr. Wilson works 8 _____ every day.

(e) The library is open for 10 _____ every day.

Unit 12 : Capacity

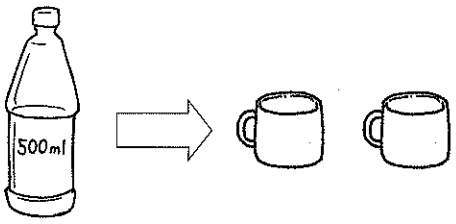
Friendly Notes

Comparing Capacity

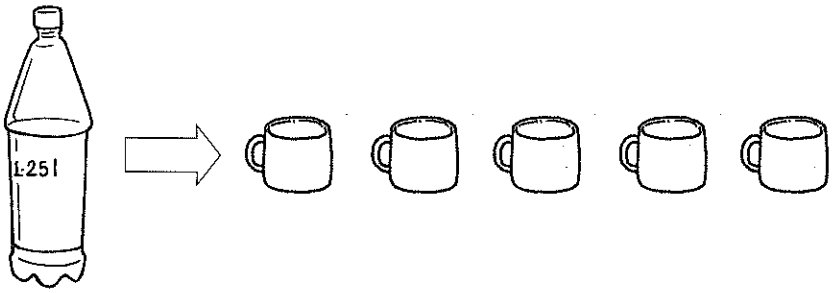
The capacity of a container is the amount it holds when full.

A big container can hold more than a small container. Hence, a big container has a greater capacity than a small container.

Bottle A



Bottle B



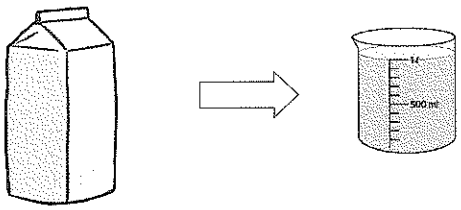
Bottle A holds less water than Bottle B.

Bottle B holds more water than Bottle A.

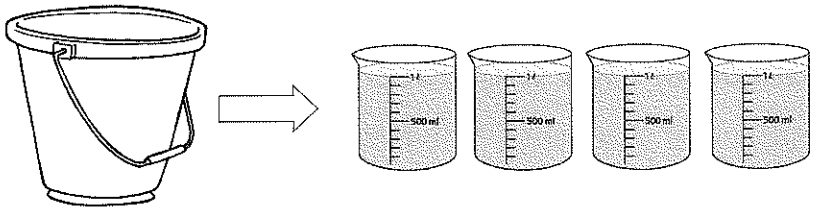
Liters

Liter is a unit used to measure capacity.

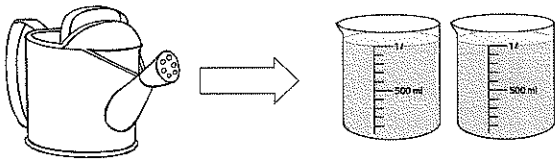
We write ℓ for liter.



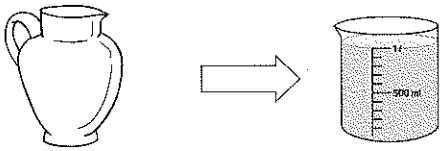
The carton holds 1 ℓ of milk.



Bucket



Watering can



Pitcher

The bucket holds 4 liters of water.

The watering can holds 2 liters of water.

The pitcher holds 1 liter of water.

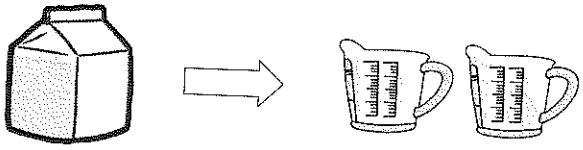
The bucket holds the greatest amount of water.

The bucket has the greatest capacity.

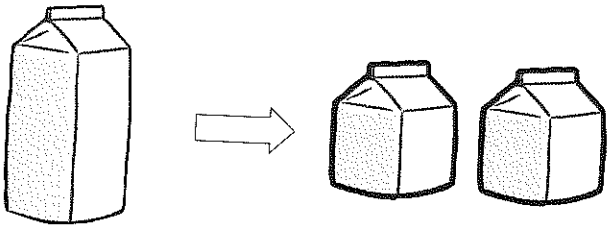
Gallons, Quarts, Pints and Cups

Gallons, quarts, pints and cups are other units that can be used to measure capacity.
1 quart of water is slightly less than 1 liter of water.

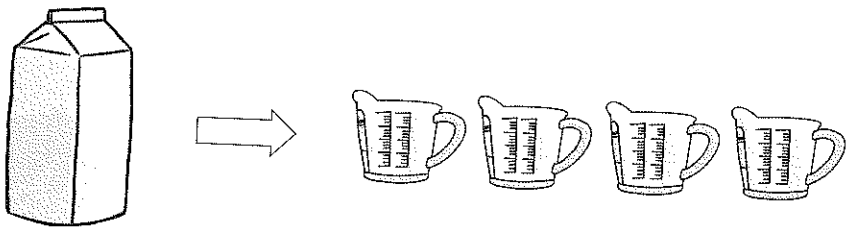
We write **c** for **cup**.
pt for **pint**,
qt for **quart**,
gal for **gallon**.



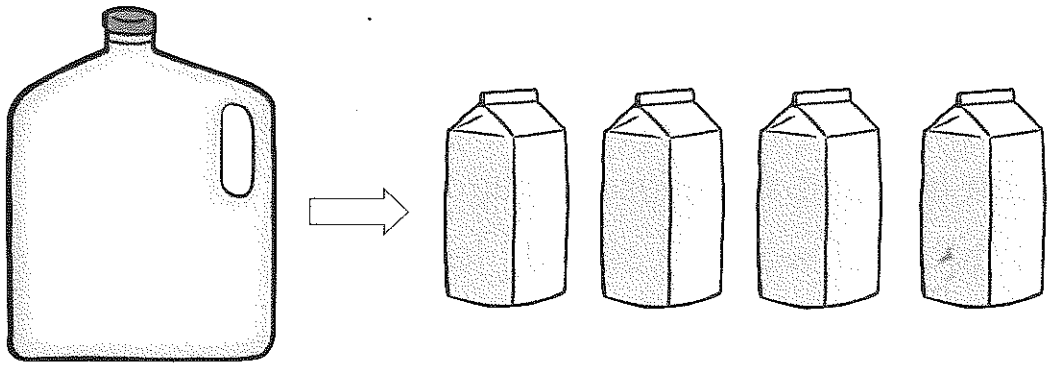
1 pint = 2 cups



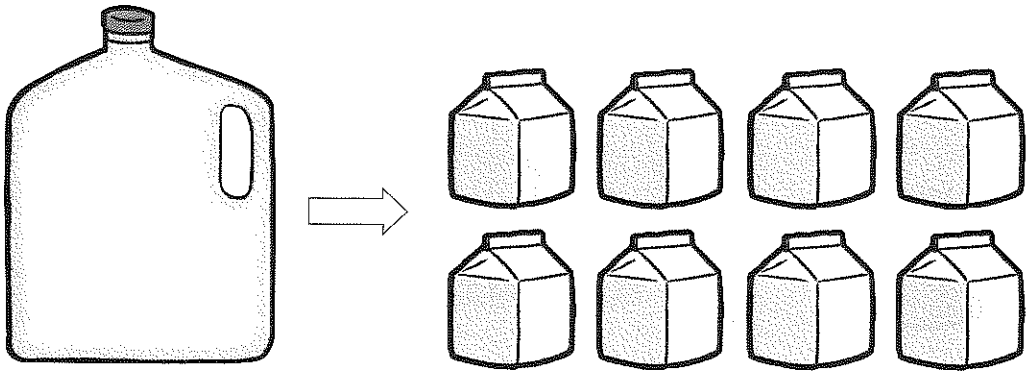
1 quart = 2 pints



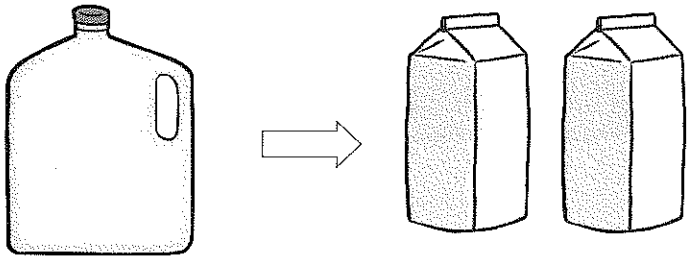
1 quart = 4 cups



1 gallon = 4 quarts



1 gallon = 8 pints



1 half-gallon = 2 quarts

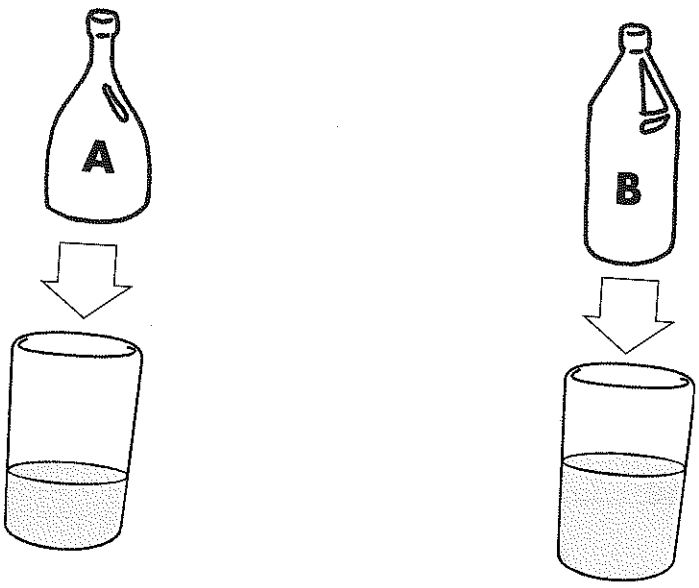
1 gallon = 8 pints
1 half-gallon = 2 quarts or 4 pints

Name: _____ Class: _____ Date: _____

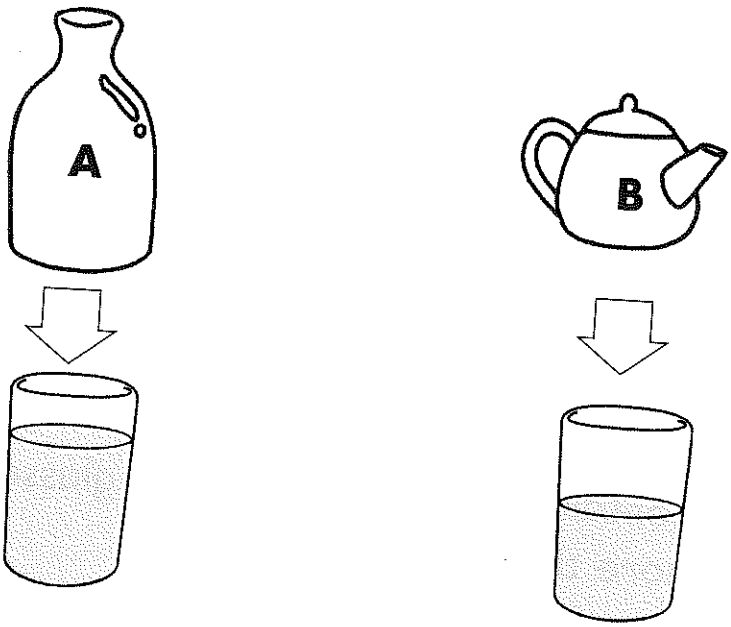
Exercise 1 : Comparing Capacity

1. Which container can hold more water? Circle it.

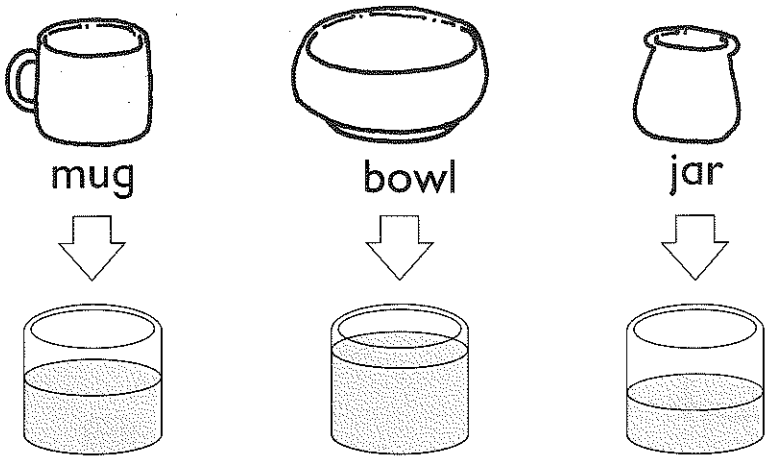
(a)



(b)



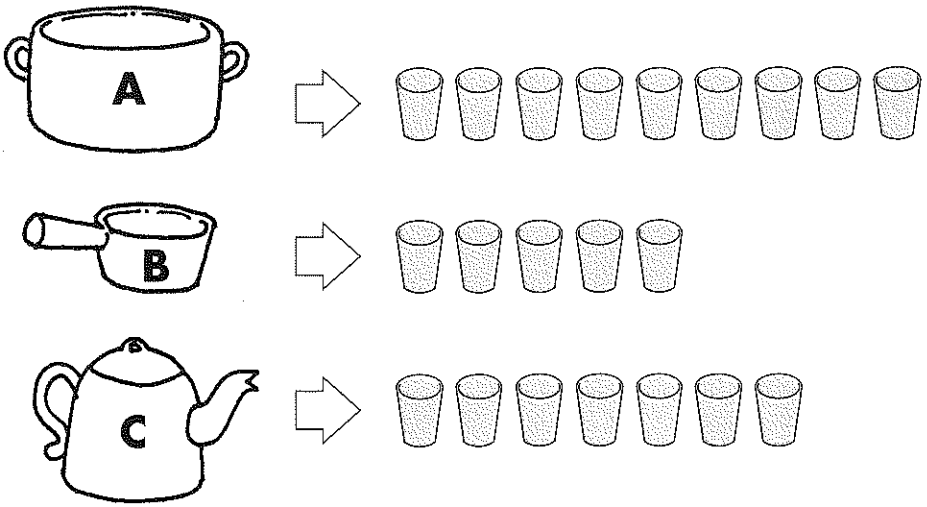
2. Fill in the blanks.



(a) The _____ holds the greatest amount of water.

(b) The _____ holds the least amount of water.

3. Fill in the blanks.



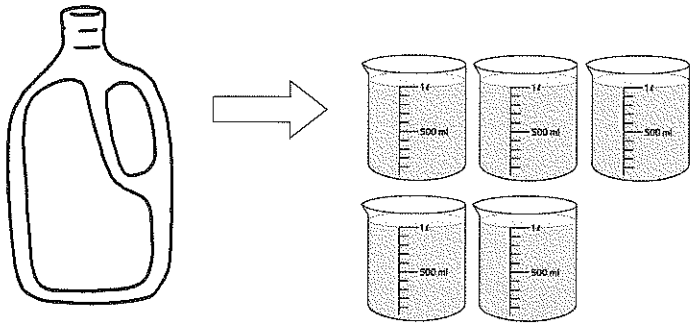
(a) Container A holds _____ glasses of water more than Container B.

(b) Container C holds _____ glasses of water less than Container A.

Name: _____ Class: _____ Date: _____

Exercise 2 : Liters

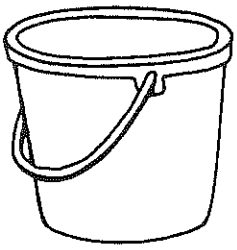
1. Fill in the blanks.



Bottle

(a) The bottle can hold _____ liters of water.

(b) A bucket can hold 2 times as much water as the bottle.
The bucket can hold _____ liters of water.



(c) This jug can hold 2 liters of water.
The bucket holds _____ liters more water than the jug.

2. Do these.

(a) Tank A contains 25 liters of oil.
Tank A contains 45 liters less oil than Tank B.
How much oil does Tank B contain?

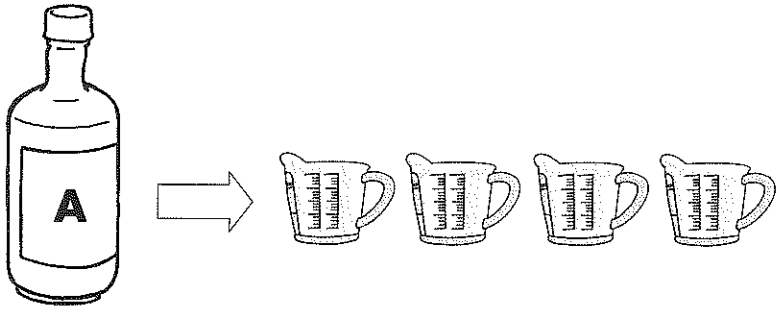
(b) There are 15 liters of water in Container A
There are 8 liters more water in Container B.
(i) How much water is there in Container B?
(ii) How much water is there in both containers?

Name: _____ Class: _____ Date: _____

Exercise 3 : Gallons, Quarts, Pints and Cups

1. Fill in the blanks.

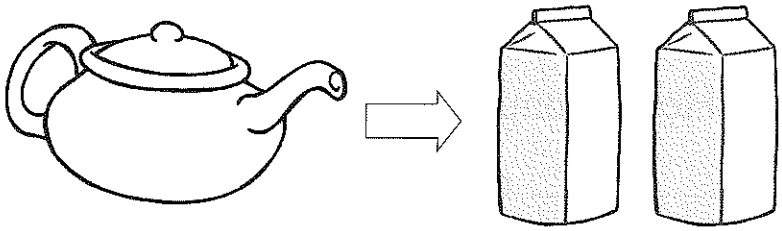
(a)



Bottle A can hold _____ cups of water.

It can also hold _____ pints of water.

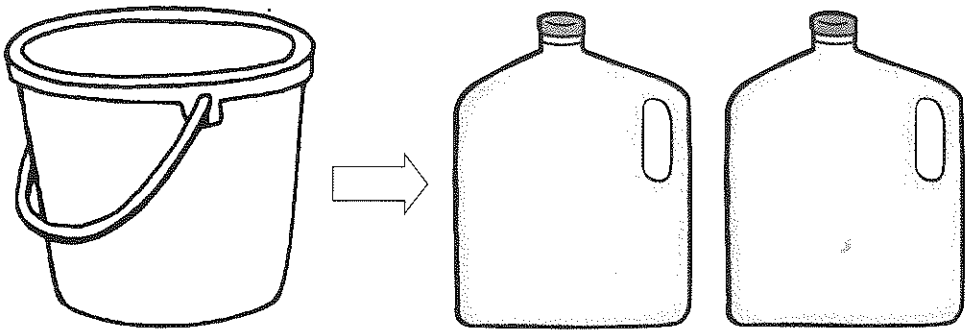
(b)



The teapot can hold _____ quarts of water.

It can also hold _____ pints of water.

(c)



The container can hold _____ gallons of water.

How many quarts of water can it hold?

_____ quarts

How many pints of water can it hold?

_____ pints

How many cups of water can it hold?

_____ cups

2. Do these.

(a) Peter poured 10 quarts of oil equally into 5 empty bottles.
How many quarts of oil were there in each bottle?

(b) A tank can hold 32 gallons of water.
It contains 14 gallons of water.
How many more gallons of water are needed to fill the tank?

(c) Mrs. Kim's jug can hold 3 pints of fruit juice. She needs 15 pints of fruit juice for her party. How many jugs of fruit juice does she need for her party?

(d) Tyrone's car used 53 gallons of gas last week. It used 36 gallons of gas more than Ian's car. How much gas did Ian's car use?

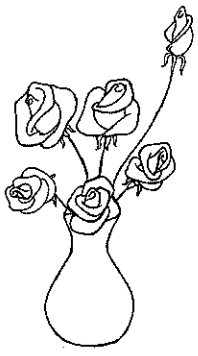
Unit 13 : Tables and Graphs

Friendly Notes

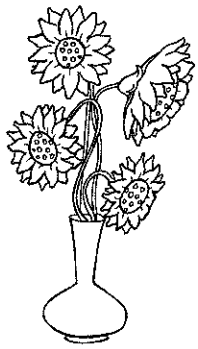
Picture Graphs and Bar Graphs

We can present data using picture graphs or bar graphs. Pictures are used to show data in picture graphs. Bars are used to show data in bar graphs.

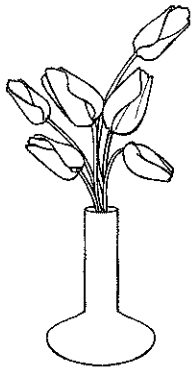
Count each type of flower shown.



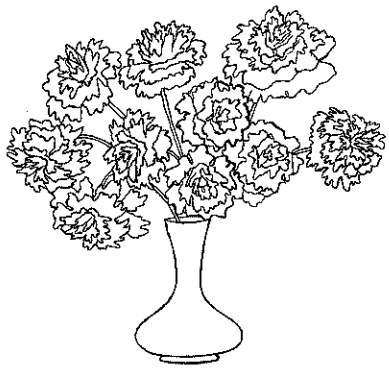
Roses



Sunflowers



Tulips



Carnations

A tally chart helps to record the flowers counted as shown below.

Flower	
Rose	𝍸 /
Sunflower	////
Tulip	𝍸 /
Carnation	𝍸 𝍸

The picture graph below shows the number of each type of flower.

Rose	Sunflower	Tulip	Carnation
			

Each  stands for 2 flowers.

From the graph we can get the following information.

(a) Each  stands for 2 flowers.

(b) There are 6 roses.

(c) There are 4 sunflowers.

(d) There are 6 tulips.

(e) There are 10 carnations.

(f) There are 2 fewer sunflowers than roses.

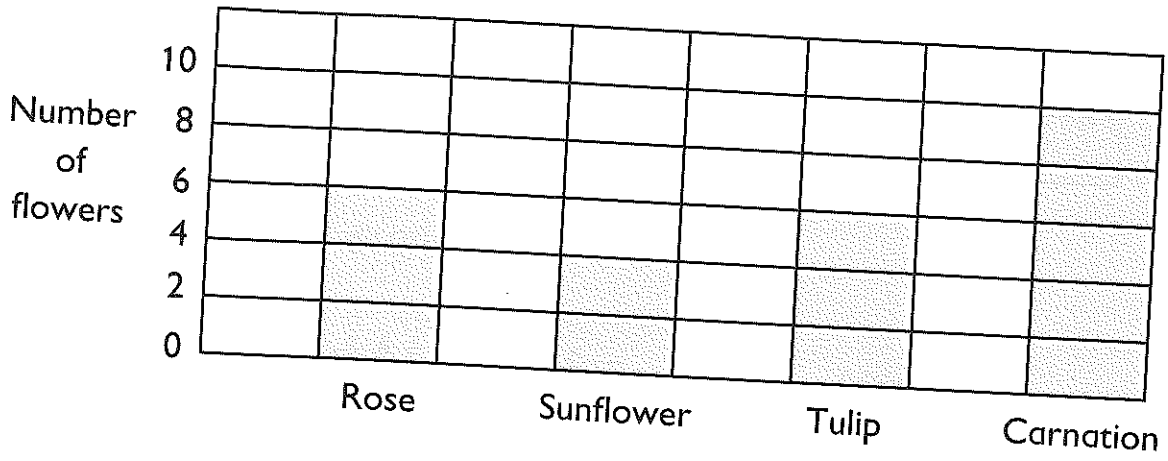
(g) There are 4 more carnations than tulips.

(h) There are as many roses as tulips.

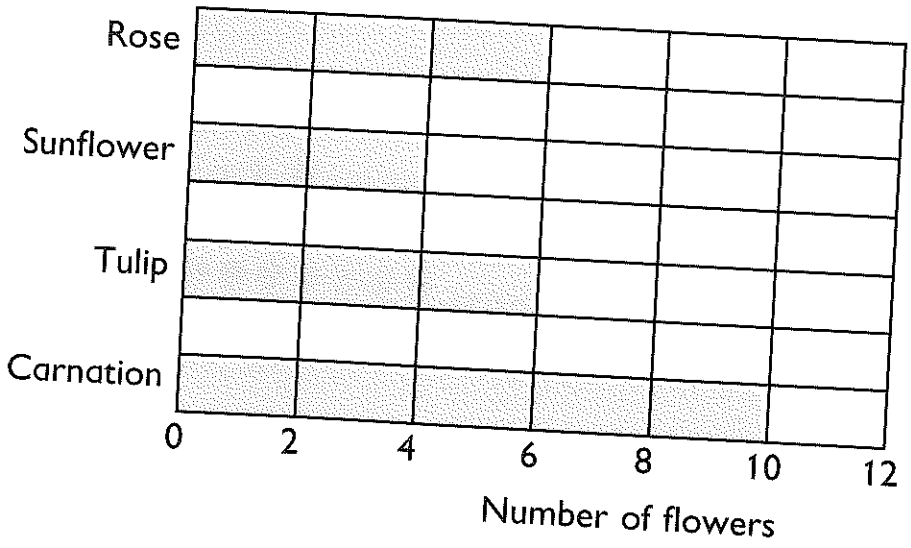
(i) There are 26 flowers altogether.

The bar graphs below show the number of each type of flowers.

(a) Vertical bar graph



(b) Horizontal bar graph



We can also use a table to record data.

The table below shows the number of each type of flower.

Rose	Sunflower	Tulip	Carnation
6	4	6	10

Name: _____ Class: _____ Date: _____

Exercise 1 : Picture Graphs

1. Fill in the blanks.

(a) Each ○ stands for 5 oranges.

○○○○○○○ stand for _____ oranges.

(b) Each ♦ stands for 10 trees.

♦♦♦♦♦♦♦♦ stand for _____ trees.

(c) Each □ stands for 4 television sets.

□□□□□□ stand for _____ television sets.

(d) Each 🎈 stands for 3 balloons.

🎈🎈🎈🎈🎈🎈 stand for _____ balloons.

(e) Each △ stands for 4 houses.

Color the correct number of triangles to show 32 houses.

△ △ △ △ △ △ △ △ △ △

2. This picture graph shows the number of students who like each type of sports.

Swimming	
Badminton	
Football	
Basketball	
Each  stands for 2 students.	

Use the graph to complete the following.

(a) _____ students like football.

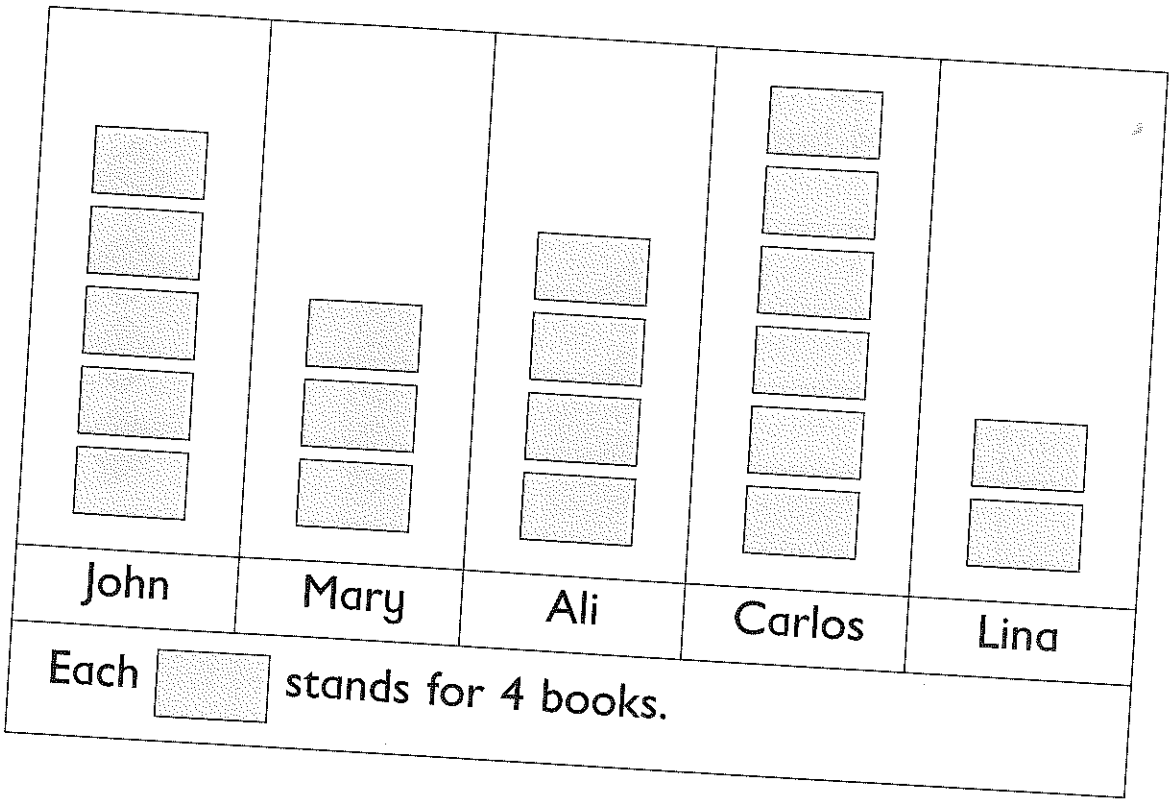
(b) _____ students like swimming.

(c) _____ is the most popular sport.

(d) _____ more students like swimming than basketball.

(e) _____ fewer students like badminton than football.

3. This picture graph shows the number of books read by 5 children.



Use the graph to complete the following.

(a) Carlos read _____ books.

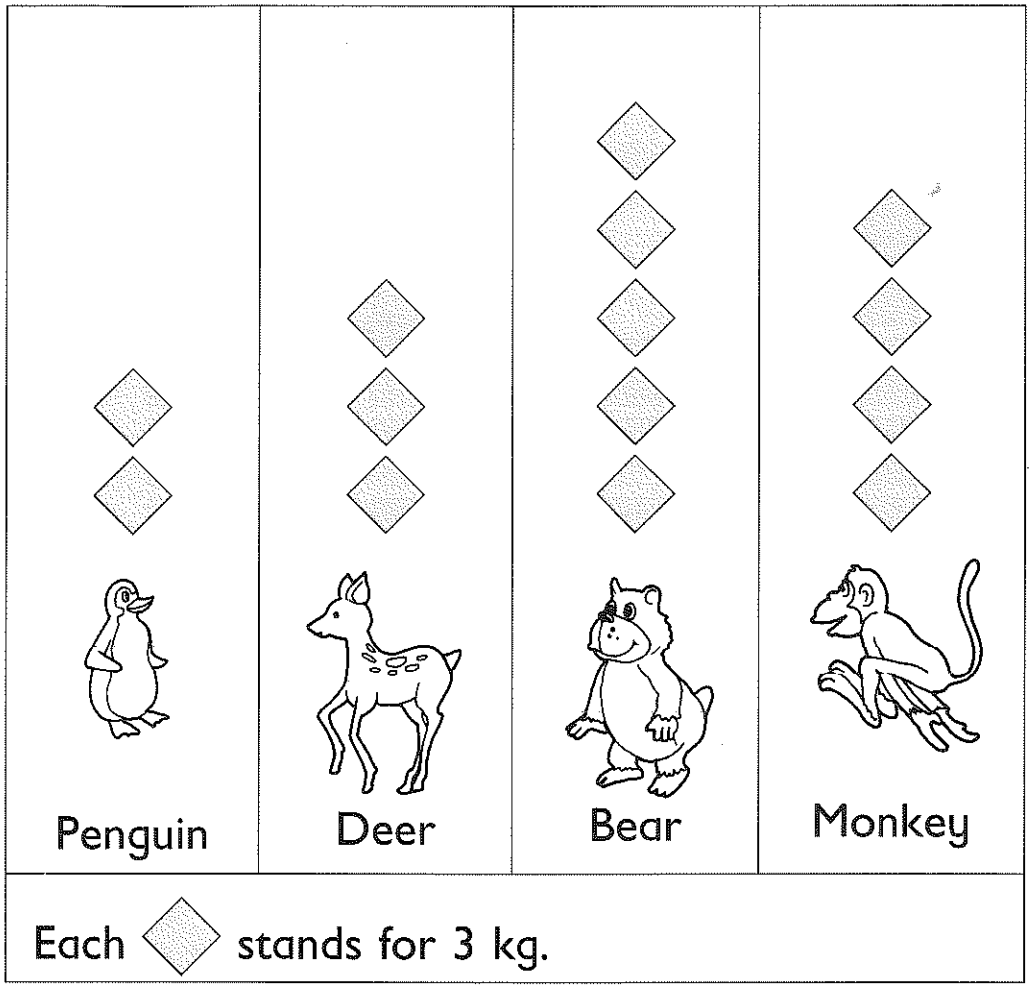
(b) Mary and Ali read _____ books altogether.

(c) John read _____ more books than Lina.

(d) Ali read _____ fewer books than Carlos.

(e) If Lina took 5 days to read each book, she took _____ days to read all her books.

4. The picture graph shows the weight of each animal.



Use the graph to complete the following.

(a) The penguin weighs _____ kg.

(b) The monkey weighs _____ kg.

(c) The deer is _____ kg lighter than the bear.

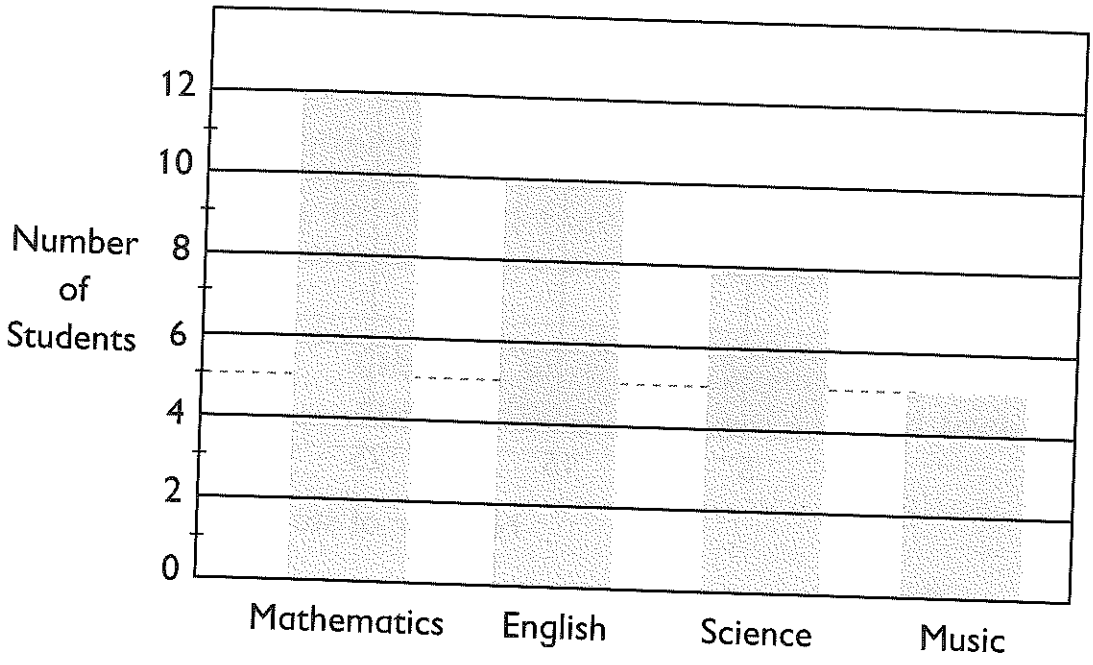
(d) The bear is _____ kg heavier than the penguin.

(e) The monkey is _____ times as heavy as the penguin.

Name: _____ Class: _____ Date: _____

Exercise 2 : Bar Graphs

1. This bar graph shows the number of students who like Mathematics, English, Science and Music.



Use the graph to answer the following questions.

(a) How many students like Mathematics?

_____

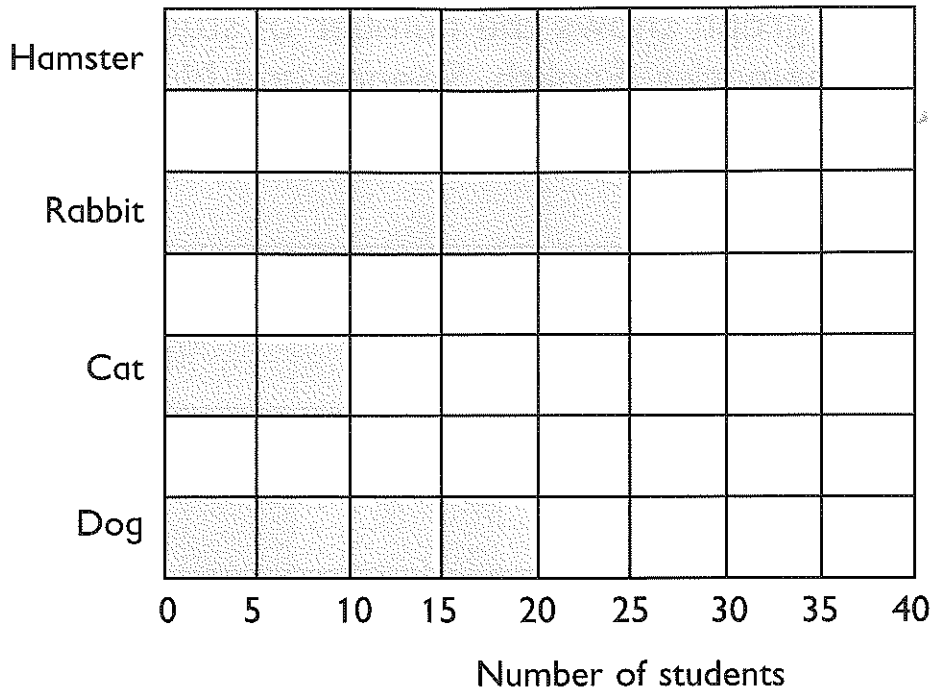
(b) How many students like English? _____

(c) How many students like Science? _____

(d) How many more students like Mathematics than Science? _____

(e) How many fewer students like Music than English? _____

2. The bar graph shows the number of students who keep each type of pet.



Use the graph to answer the following questions.

(a) How many students keep dogs as pets?

_____

(b) Find the total number of students who keep rabbits and hamsters as pets.

_____

(c) How many more students keep rabbits as pets than cats? _____

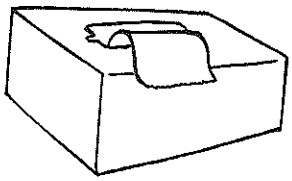
(d) How many fewer students keep dogs as pets than hamsters? _____

Unit 14 : Geometry

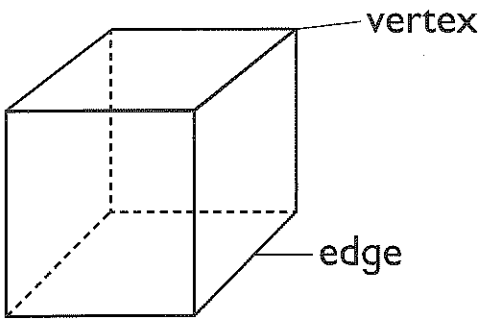
Friendly Notes

Flat and Curved Faces

Objects come in different shapes and sizes.
They can have flat or curved faces.

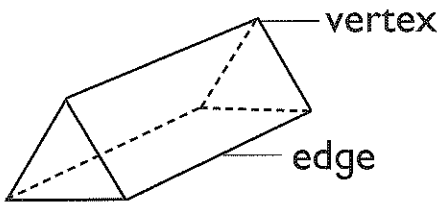
Objects with flat faces	Objects with curved faces	Objects with flat and curved faces
		
		

These objects have flat and curved faces too.



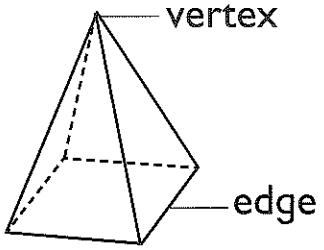
cube

A cube has 6 flat faces, 8 vertices and 12 edges.



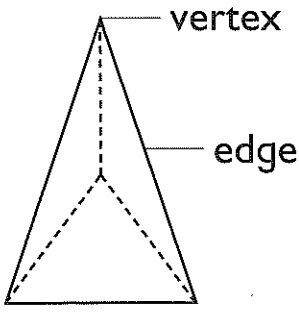
Triangular prism

A triangular prism has 5 flat faces, 6 vertices and 9 edges.



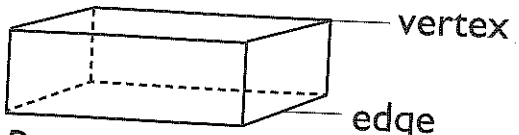
Square-based pyramid

A square-based pyramid has 5 flat faces, 5 vertices and 8 edges.



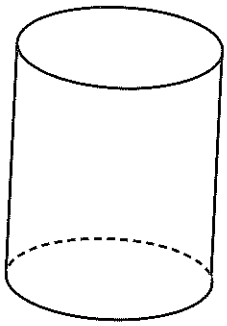
Triangle-based pyramid

A triangle-based pyramid has 4 flat faces, 4 vertices and 6 edges.



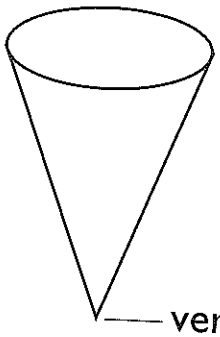
Rectangular prism

A rectangular prism has 6 flat faces, 8 vertices and 12 edges.



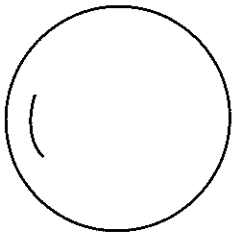
closed cylinder

A closed cylinder has 1 curved face and 2 flat faces.



cone

A cone has 1 flat face, 1 curved face and 1 vertex.



sphere

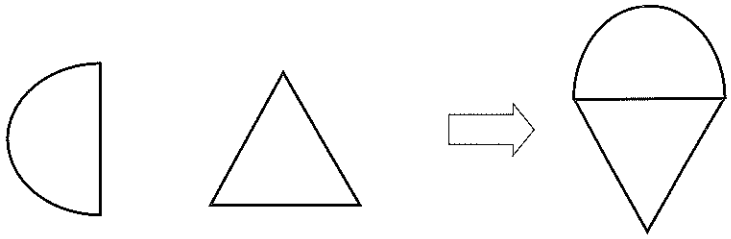
A sphere has 1 curved face.

A sphere has no vertices and no edges.

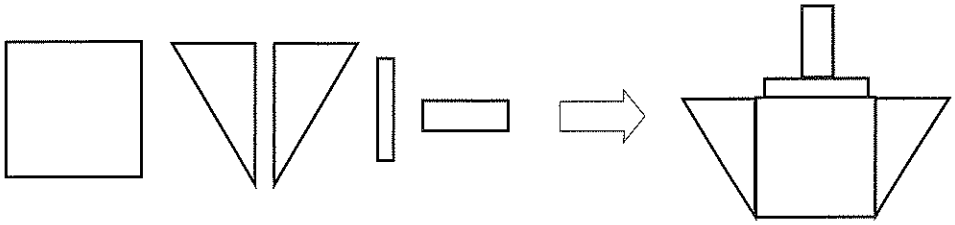
Making Shapes

We can put shapes such as squares, triangles, rectangles and circles together to form other shapes.

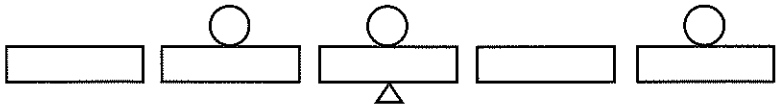
We can make the shape on the right with a triangle and a half circle.
The shape is made up of 3 straight lines and a curve.



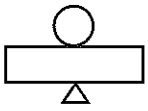
We can make the shape on the right using 2 triangles, 2 rectangles and a square.



This is a regular pattern of shapes.
What shape comes next?



_____

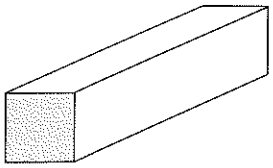
This is the next shape. 

Name: _____ Class: _____ Date: _____

Exercise 1 : Flat and Curved Faces

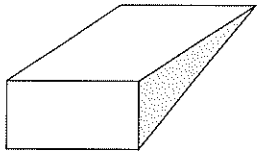
1. Name the shape of the face which is shaded.

(a)



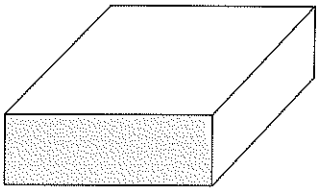
_____

(b)



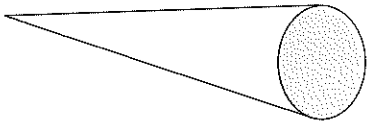
_____

(c)



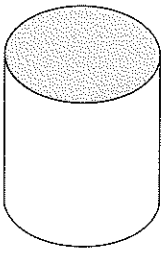
_____

(d)



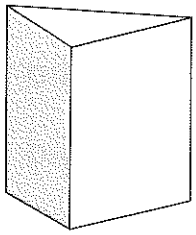
_____

(e)



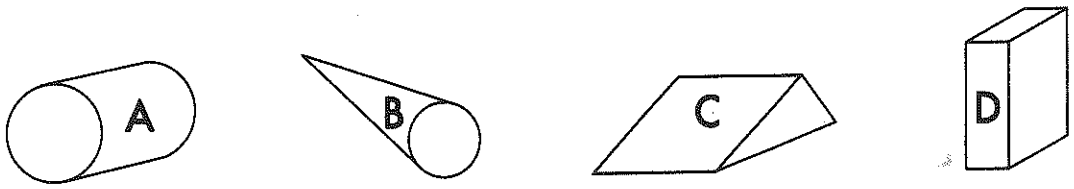
_____

(f)



_____

2. Fill in the blanks.



(a) Solid _____ has 5 flat faces.

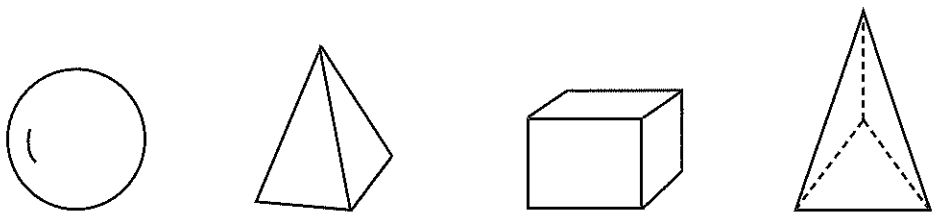
(b) Solid _____ has 1 flat face and 1 curved face.

(c) Solid _____ has 2 flat faces and 1 curved face.

(d) Solid _____ has 6 flat faces.

(e) 2 faces of Solid _____ are triangles.

3. Fill in the blanks.



(a) Solid _____ has no vertices.

(b) Solid _____ has 5 vertices and 8 edges.

(c) Solid _____ has 8 vertices and 12 edges.

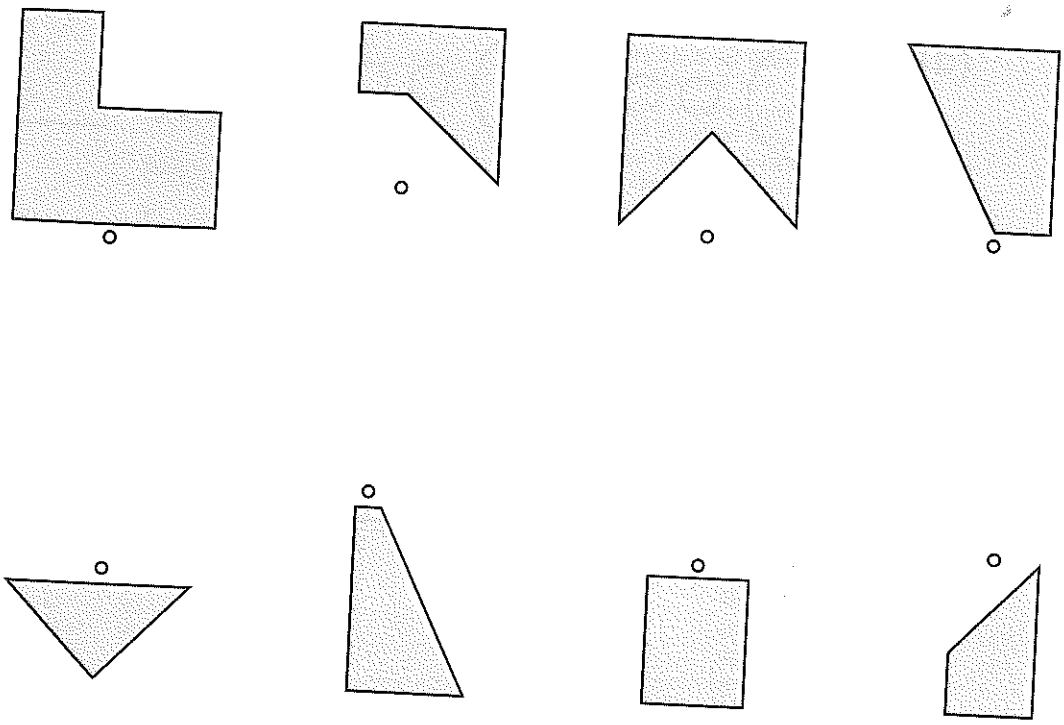
(d) Solid _____ has 6 flat faces.

(e) The 4 faces of Solid _____ are triangles.

Name: _____ Class: _____ Date: _____

Exercise 2 : Making Shapes

1. Join the two parts that form a square.

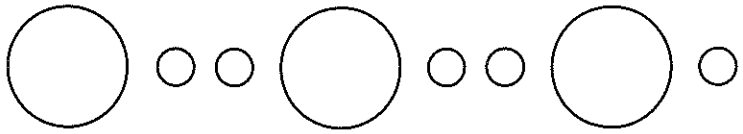


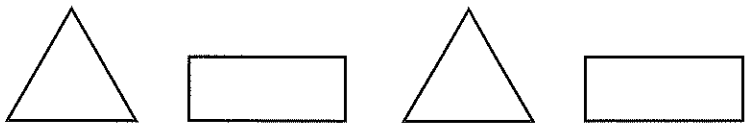
2. Draw a figure with two straight lines and two curves.

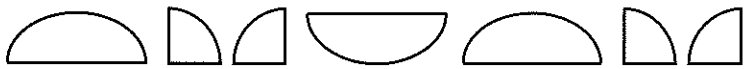
3. These are regular patterns of shapes.

What comes next in each pattern?

Fill in the blanks.

(a)  _____

(b)  _____

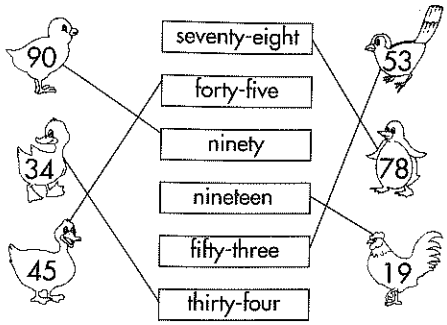
(c)  _____

ANSWERS

Unit 1 Numbers to 1000

Exercise 1

1.



2. (a) 36 (b) 60 (c) 72
(d) 18 (e) 100 (f) 23
(g) 50

3. (a) 25 (b) 65 (c) 80
(d) 40 (e) 100 (f) 65
(g) 6 (h) 15 (i) 37
(j) 36

4. (a) 49 (b) 59 (c) 10 (d) 1
(e) 4 (f) 7 (g) 38 (h) 60
(i) 78 (j) 55 (k) 4 (l) 93
(m) 1 (n) 80 (o) 75 (p) 59
(q) 72 (r) 80

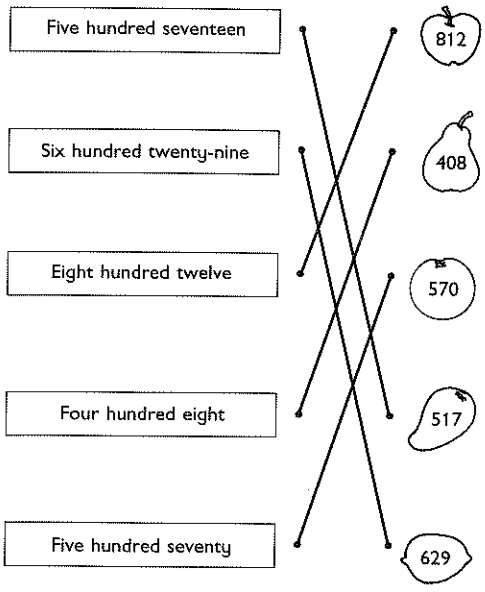
5. (a) fifteen (b) twenty-seven
(c) forty-six (d) fifty-five
(e) ninety-four (f) seventy-seven
(g) thirty-eight

6. (a) 30 (b) 95 (c) 65 (d) 66
(e) 59 (f) 86 (g) 63 (h) 72
(i) 87 (j) 31

7. (a) 18 (b) 23 (c) 4 (d) 5
(e) 9 (f) 0

Exercise 2

1.



2. (a) 458 (b) 207 (c) 9 (d) 780
(e) 4 (f) 7

3. (a) 834 (b) 509 (c) 680 (d) 372

4. (a) 899 (b) 503 (c) 603
(d) 182 (e) 468 (f) 865
(g) 10 (h) 10

5. (a) two hundred thirteen
(b) three hundred fifty
(c) five hundred fifteen
(d) six hundred forty
(e) eight hundred nine
(f) four hundred forty-two
(g) one hundred ninety-eight
(h) three hundred seventy-five
(i) seven hundred seventy-seven
(j) nine hundred eighty-nine

6. (a) 1000 (b) 386 (c) 898 (d) 392
(e) 700 (f) 960 (g) 70 (h) 110

7. (a) 136 (b) 805 (c) 770 (d) 345
(e) 400 (f) 1 (g) 20 (h) 900

Exercise 3

1. (a) 54 (b) 170 (c) 198
2. (a) 66 (b) 445 (c) 281
3. (a) < (b) >
4. (a) 36 (b) 262 (c) 366
(d) 482 (e) 382 (f) 390
(g) 423 (h) 548
5. (a) 225 (b) 156 (c) 169
(d) 156 (e) 190 (f) 189
(g) 228 (h) 569
6. (a) 268, 272, 359, 366
(b) 579, 465, 281, 190
7. 143, 153, 183

Unit 2 Addition and Subtraction

Exercise 1A

1. (a) 22 (b) 15 (c) 4 (d) 8
(e) 20 (f) 49 (g) 22 (h) 46

2. (a) 12 (b) 6 (c) 14 (d) 17

3. (a) 88 (b) 35

4. (a) $28 + 57 = 85$; $57 + 28 = 85$;
$85 - 28 = 57$; $85 - 57 = 28$
(b) $59 + 37 = 96$; $37 + 59 = 96$;
$96 - 59 = 37$; $96 - 37 = 59$
(c) $26 + 38 = 64$; $38 + 26 = 64$;
$64 - 38 = 26$; $64 - 26 = 38$

Exercise 1B

1. (a) 38 (b) $57 + 23 = 80$ (c) 13
(d) 23 (e) 98

Exercise 2

1. (a) 8, 80, 800 (b) 9, 90, 900
(c) 659 (d) 388 (e) 455 (f) 597
(g) 667 (h) 539 (i) 678 (j) 798
(k) 959

2. (a) 599 (b) 738 (c) 685

Exercise 3

1. (a) 3, 30, 300 (b) 5, 50, 500 (c) 843
   (d) 712 (e) 240 (f) 250
   (g) 332 (h) 106 (i) 6
   (j) 40 (k) 202
2. (a) 416 (b) 523 (c) 301
   (d) 76 (e) 710 (f) 25
   (g) 210 (h) 13
3. (a) 54 (b) 64 (c) 732
   (d) 512 (e) 602
4. (a) 242 (b) 323 (c) 606

Exercise 4A

1. (a) 10, 100, 800 (b) 12, 92, 892
   (c) 16, 160, 660 (d) 11, 41, 641
   (e) 13, 63, 463 (f) 15, 95, 695
2. (a) 62 (b) 92 (c) 174 (d) 570
   (e) 340 (f) 550 (g) 400 (h) 850
3. (a) 592 (b) 474 (c) 685 (d) 795
   (e) 667 (f) 849 (g) 900 (h) 957
4. (a) 738 (b) 825

Exercise 4B

1. (a) 732 (b) 443 (c) 783 (d) 815
   (e) 367 (f) 651 (g) 961 (h) 976
   (i) 354 (j) 749 (k) 588 (l) 799
   (m) 969 (n) 856 (o) 821 (p) 939
2. (a) 267 (b) 467 (c) 251

Exercise 5A

1. (a) 16 (b) 29 (c) 25 (d) 38
   (e) 26 (f) 18 (g) 6 (h) 7
   (i) 627 (j) 714 (k) 741 (l) 314
   (m) 107 (n) 258 (o) 662 (p) 90
2. (a) 183 (b) 61 (c) 118

Exercise 5B

1. (a) 278 (b) 419 (c) 528 (d) 848
   (e) 274 (f) 359 (g) 288 (h) 6
   (i) 125 (j) 302 (k) 754 (l) 877
   (m) 232 (n) 203 (o) 66 (p) 8
2. (a) 248 (b) 348 (c) 307

Unit 3 Length

Exercise 1

1. (a) 2 (b) 4 (c) 10 (d) 20
   (e) book, pencil or crayon
   (f) whiteboard
2. (a) 5 (b) 8 (c) 4 (d) C
   (e) A, C (f) B (g) A, B (h) B

Exercise 2

1. (a) No (b) Yes
2. (a) 68 (b) 93

Exercise 3

1. (a) 10 (b) 10 (c) 14 (d) 4 (e) 3
2. (a) 8 (b) 12 (c) B, A
3. Any 2 lines that are 4 cm and 7 cm long; C, D

Exercise 4

1. Answer varies
2. (a) No (b) Yes
3. more than
4. (a) 120 (b) 98

Exercise 5

1. (a) 4 (b) 5 (c) 1 (d) 1
2. Answer varies for (a)-(d).
3. (a) 3 (b) 5 (c) 2
4. Yes

Unit 4 Weight

Exercise 1

1. (a) 2 (b) 3 (c) 4 (d) 6
2. (a) pot of plant, parcel
   (b) 5
3. (a) > (b) < (c) =

Exercise 2

1. (a) 600 (b) 450 (c) 500 (d) 150
2. (a) < (b) = (c) >

Exercise 3

1. (a) 1 (b) 8 (c) 11 (d) 5
2. (a) < (b) < (c) <
3. (a) (i) 12 oz (ii) 16 oz
   (b) 36 lb

Unit 5 Multiplication and Division

Exercise 1

1. (a) 12, 12 (b) 12, 12
   (c) 20, 20 (d) 18, 18
   (e) 18, 18 (f) 30, 30
   (g) 14, 14 (h) 14, 14
   (i) 24, 24 (j) $6 \times 4 = 24$, 24
   (k) $3 \times 8 = 24$, 24 (l) $3 \times 6 = 18$, 18
2. (a) 40, 40 (b) 18, 18
   (c) 10, 10 (d) 21, 21
3. (a) $8 \times 4 = 32$; $4 \times 8 = 32$
   (b) $6 \times 5 = 30$; $5 \times 6 = 30$
   (c) $5 \times 8 = 40$; $8 \times 5 = 40$
   (d) $2 \times 10 = 20$; $10 \times 2 = 20$

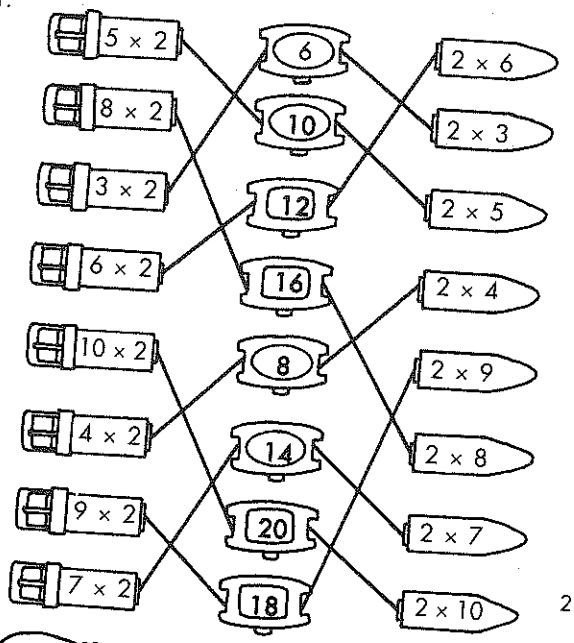
Exercise 2

1. (a) 5 (b) 6 (c) 4 (d) 6, 6
   (e) 4, 4 (f) 7, 7 (g) 6, 6
2. (a) 7, 4 (b) 8, 4 (c) 9, 2
3. (a) $30 \div 5 = 6$; $30 \div 6 = 5$
   (b) $27 \div 3 = 9$; $27 \div 9 = 3$
4. $4 \times 6 = 24$; $6 \times 4 = 24$;
   $24 \div 4 = 6$; $24 \div 6 = 4$
5. (a) $24 \div 3 = 8$, 8 (b) $24 \div 6 = 4$, 4
   (c) $20 \div 5 = 4$, 4 (d) $15 \div 5 = 3$, 3
   (e) $12 \div 3 = 4$, 4 (f) $20 \div 10 = 2$, 2

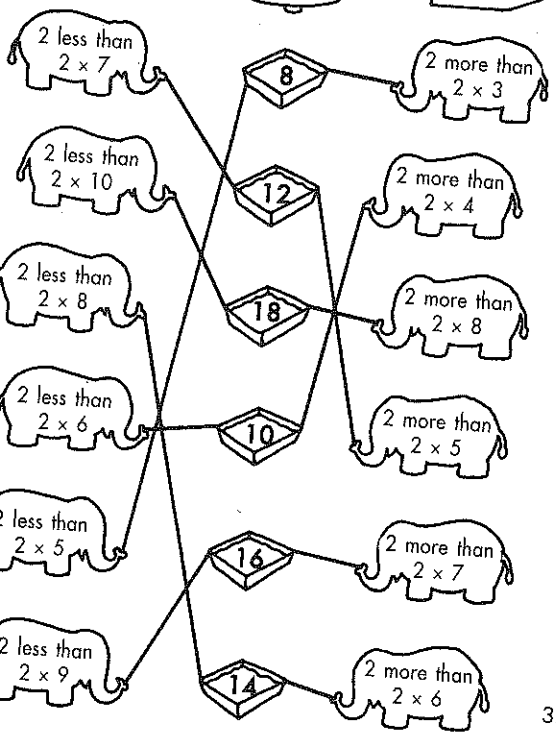
Unit 6 Multiplication Tables of 2 and 3

Exercise 1

1.



2.

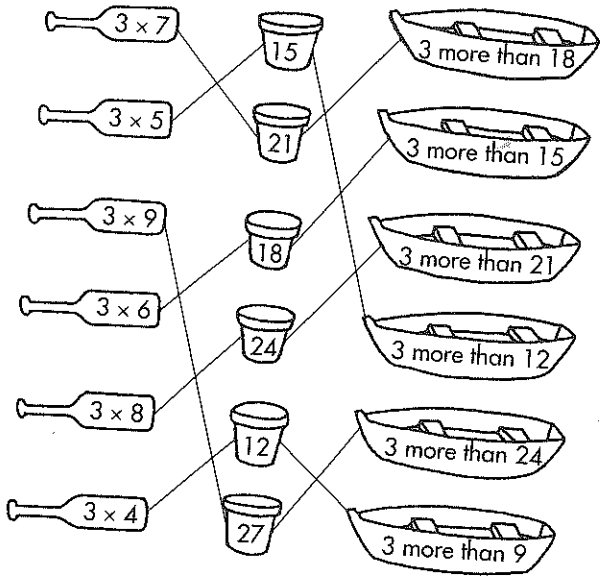


3. (a) 20, 20 (b) 16, 16
(c) 18, 18 (d) 12, 12

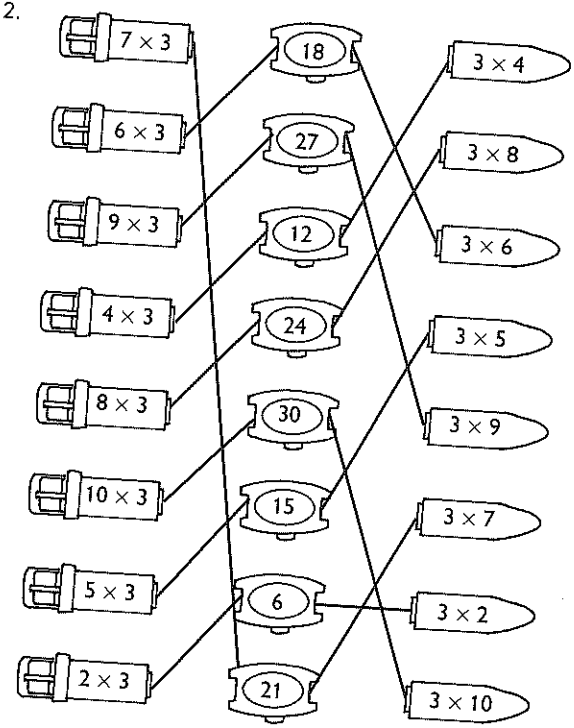
4. (a) \$14 (b) 18 (c) 20

Exercise 2

1.



2.



3. (a) 15, 15 (b) 24, 24 (c) 21, 21
(d) 18, 18 (e) 27, 27

4. (a)

	4	8	12	14	18	20	16
15	6	12	18	21	27	30	24

(b)

6	10	14	16	18

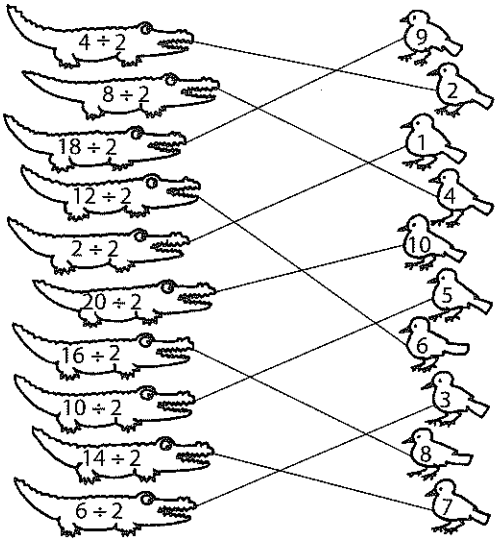
(c)

9	15	21	24	27

5. (a) 24 (b) 15 (c) 21 (d) 30
(e) 27 (f) 18 (g) 24

Exercise 3

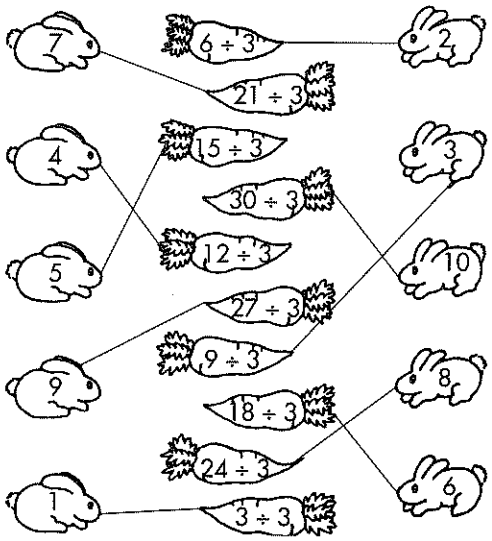
1.



2. (a) 5 (b) 7 (c) 6, 6 (d) 9, 9
   (e) 4, 4 (f) 8, 8
3. (a) 4 (b) 8 (c) 6
   (d) 10 (e) 7 (f) 9

Exercise 4

1.



2. (a) 5 (b) 3 (c) 7 (d) 10
   (e) 8 (f) 6
3. (a) 8 (b) 9 (c) 7
   (d) 6 (e) 6 (f) 4

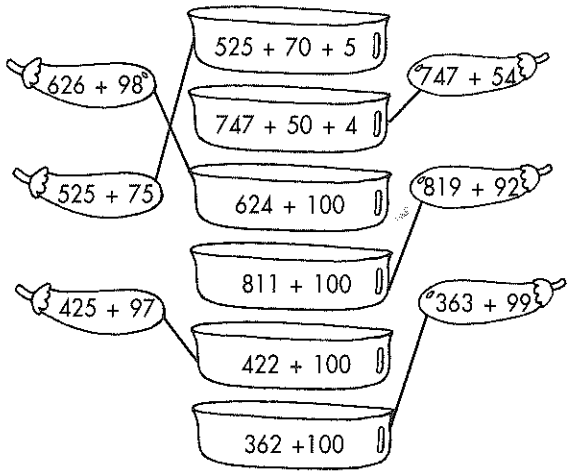
Unit 7 Addition and Subtraction

Exercise 1

1. (a) 76 (b) 26 (c) 45 (d) 60
2. (a) 50 (b) 80 (c) 95 (d) 90
   (e) 30 (f) 37 (g) 65
3. (a) 650 (b) 748 (c) 262 (d) 357
4. (a) 36 (b) 152 (c) 400 (d) 768
   (e) 275 (f) 674

Exercise 2

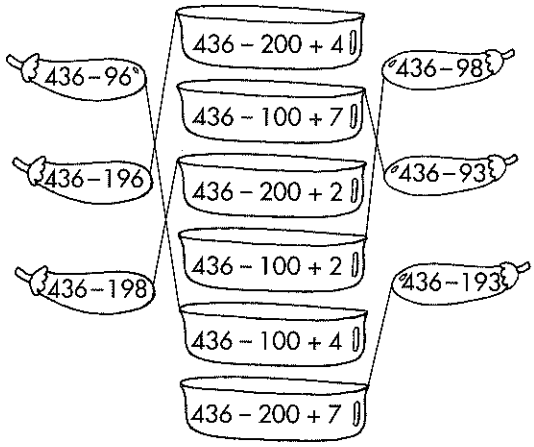
1.



2. (a) 70 (b) 100 (c) 50 (d) 80
3. (a) 242 (b) 239 kg

Exercise 3

1.



2. (a) 25 (b) 15 (c) 65 (d) 40
3. (a) 46 (b) 56 (c) 35 (d) 18
4. (a) 60, 360, 560 (b) 30, 330, 630
   (c) 85, 285, 485 (d) 35, 435, 735
5. (a) 314 (b) 196 (c) 264 m

Unit 8 Multiplication and Division

Exercise 1

1. (a) 12, 12 (b) 20, 20
   (c) 24, 24 (d) 36, 36
2. (a) 12 (b) 24 (c) 36 (d) 32
3. (a) 16 (b) 24 (c) 28 (d) 36
4. (a) 6 (b) 5 (c) 9 (d) 10
5. (a) 3 (b) 8 (c) 7, 7
   (d) 9, 9 (e) 20, 20 (f) 40, 10
6. (a) $24 (b) 8 (c) 40
   (d) 7 days (e) 20 (f) 36

Exercise 2

1. (a) 25 (b) 40 (c) 35 (d) 50
2. (a) 20 (b) 15 (c) 2 (d) 8
   (e) 5 (f) 4

3. (a) 10, 2 (b) 35, 7 (c) 9, 9 (d) 6, 6
4. (a) 30 (b) 9 (c) $7

Exercise 3

1. (a) 40 (b) 60 (c) 80 (d) 100
   (e) 2 (f) 1 (g) 4 (h) 9
2. (a) 30, 3 (b) 70, 7
3. (a) 5 kg (b) $100 (c) $8 (d) 80

Exercise 4

1. 6; 2;
2. (a) 2 (a) 6 (b) 2
   (b) (i) 6 (ii) 5

Unit 9 Money

Exercise 1

1. (a) 17.80 (b) 26.25 (c) 10.85
   (d) 28.05 (e) 70.50 (f) 21.55
2. (a) 0, 75 (b) 7, 35 (c) 12, 5
   (d) 48, 10 (e) 77, 15
3. (a) 0.95 (b) 6.05 (c) 18.60
   (d) 20.55 (e) 39.90
4. (a) 0.50 (b) 14.30
   (c) Fifteen dollars twenty-five cents
   (d) Forty dollars forty-five cents
   (e) $71.85
   (f) Ninety-eight dollars five cents
5. (a) 1.25 (b) 6.05 (c) 0.07
   (d) 0.60 (e) 2.35 (f) 5
6. (a) 95 (b) 165 (c) 283
   (d) 790 (e) 5 (f) 500
7. (a) 2.50 (b) 1 (c) 0.60
8. (a) 28 (b) 11 (c) 6
   (d) 19 (e) 100 (f) 60

Exercise 2

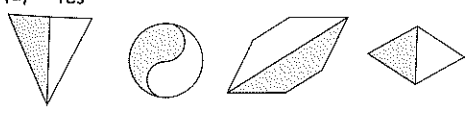
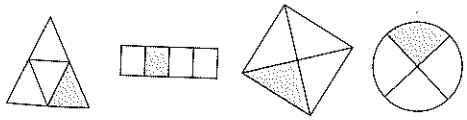
1. (a) 0.80 (b) 6 (c) 2.40 (d) 4
2. (a) 10.90 (b) 3.85 (c) 5.50 (d) 10.60
3. (a) 82 (b) 93 (c) 4.90 (d) 9.75
   (e) 8.80 (f) 7.24 (g) 9.65 (h) 17.10
4. (a) 224 (b) 401 (c) 347 (d) 800
   (e) 853 (f) 602
5. (a) $115 (b) $20 (c) $21.65 (d) $28.10

Exercise 3

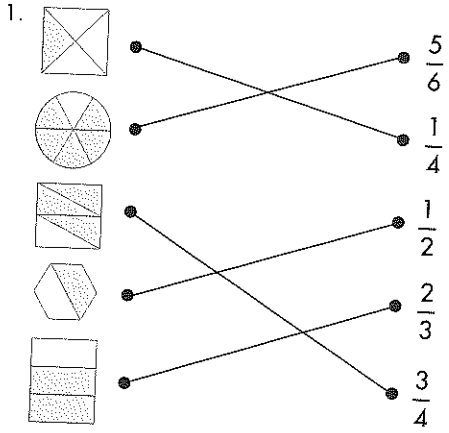
1. (a) 0.95 (b) 0.99
2. (a) 6.25 (b) 0.15
3. (a) 13 (b) 12 (c) 4.20
   (d) 8.85 (e) 3.75 (f) 2.15
4. (a) $7.35 (b) $15.75 (c) $21.70

Unit 10 Fractions

Exercise 1

1. (a) No (b) Yes (c) No
   (d) Yes
2. 
3. 

Exercise 2

1. 

2. (a) $\frac{1}{4}$ (b) $\frac{3}{4}$ (c) $\frac{5}{8}$ (d) $\frac{7}{10}$
   (e) $\frac{3}{8}$ (f) $\frac{1}{3}$

3. (a) 1, 4, $\frac{1}{4}$ (b) 5, 9, $\frac{5}{9}$
   (c) 5, 8, $\frac{5}{8}$

4. (a) greater (b) smaller (c) smaller
   (d) greater (e) smaller

5. (a) $\frac{3}{4}$ (b) $\frac{4}{5}$

6. (a) $\frac{4}{5}$ (b) $\frac{3}{8}$

7. (a) $\frac{1}{3}$ (b) $\frac{1}{5}$

8. (a) $\frac{1}{8}$ (b) $\frac{1}{10}$

9. $\frac{1}{8}$, $\frac{1}{5}$, $\frac{1}{4}$, $\frac{1}{3}$

10. $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{9}$

11. (a) $\frac{1}{3}$ (b) $\frac{5}{8}$ (c) $\frac{7}{10}$ (d) $\frac{2}{7}$

Exercise 3

1. (a) $\frac{3}{10}$ (b) $\frac{2}{10}$ (c) $\frac{5}{10}$
2. (a) 3 (b) 8

Unit 11 Time

Exercise 1

1. (a) 15 (b) 40 (c) 25
2. (a) 30 (b) 45 (c) 5 (d) 10
   (e) 15 (f) 40 (g) 20 (h) 50

Exercise 2

1. (a) 10, 5; 10, 5 (b) 15, 9; 15, 9
   (c) 25, 11; 25, 11 (d) 20, 1; 20, 1
2. (a) 5, 9 (b) 15, 2
   (c) 25, 8 (d) 10, 12

Exercise 3

1. (a) 9:00, 10:00, 1 (b) 11:15, 12:05, 50
2. (a) 10:45 a.m. (b) 2:30 p.m.

Exercise 4

1. (a) 7 (b) 12 (c) 92
2. (a) 3 days (b) 3 hours (c) 4 weeks
   (d) 30 weeks (e) 2 years
3. (a) minutes (b) minutes (c) hours
   (d) hours (e) hours

Unit 12 Capacity

Exercise 1

1. (a) 

(b) 

2. (a) bowl (b) jar
3. (a) 4 (b) 2

Exercise 2

1. (a) 5 (b) 10 (c) 8
2. (a) 70 liters (b) (i) 23 liters (ii) 38 liters

Exercise 3

1. (a) 4, 2 (b) 2, 4
   (c) 2, 8, 16, 32
2. (a) 2 quarts (b) 18 gallons
   (c) 5 (d) 17 gallons

Unit 13 Tables and Graphs

Exercise 1

1. (a) 35 (b) 80
   (c) 24 (d) 21
   (e) △△△△△△△△△△
   (Accept other possible answers)
2. (a) 12 (b) 10
   (c) Football (d) 6
   (e) 6
3. (a) 24 (b) 28
   (c) 12 (d) 8
   (e) 40
4. (a) 6 (b) 12
   (c) 6 (d) 9
   (e) 2

Exercise 2

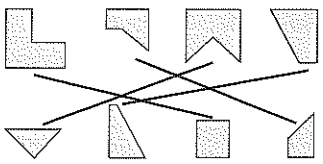
1. (a) 12 (b) 10 (c) 8 (d) 4 (e) 5
2. (a) 20 (b) 60 (c) 15 (d) 15

Unit 14 Geometry

Exercise 1

1. (a) square (b) triangle (c) rectangle
   (d) circle (e) circle (f) rectangle
2. (a) C (b) B (c) A (d) D (e) C
3. (a) E (b) F (c) G (d) G (e) H

Exercise 2

1. 
2. Accept any reasonable answers.
3. (a)  (b)  (c)