Greek Orthodox Patriarchate School

International - Fuhies

MY MATHEMATICS NOTEBOOK

BOOKLET (2ND GRADE)

Name: _____

Grade: _____
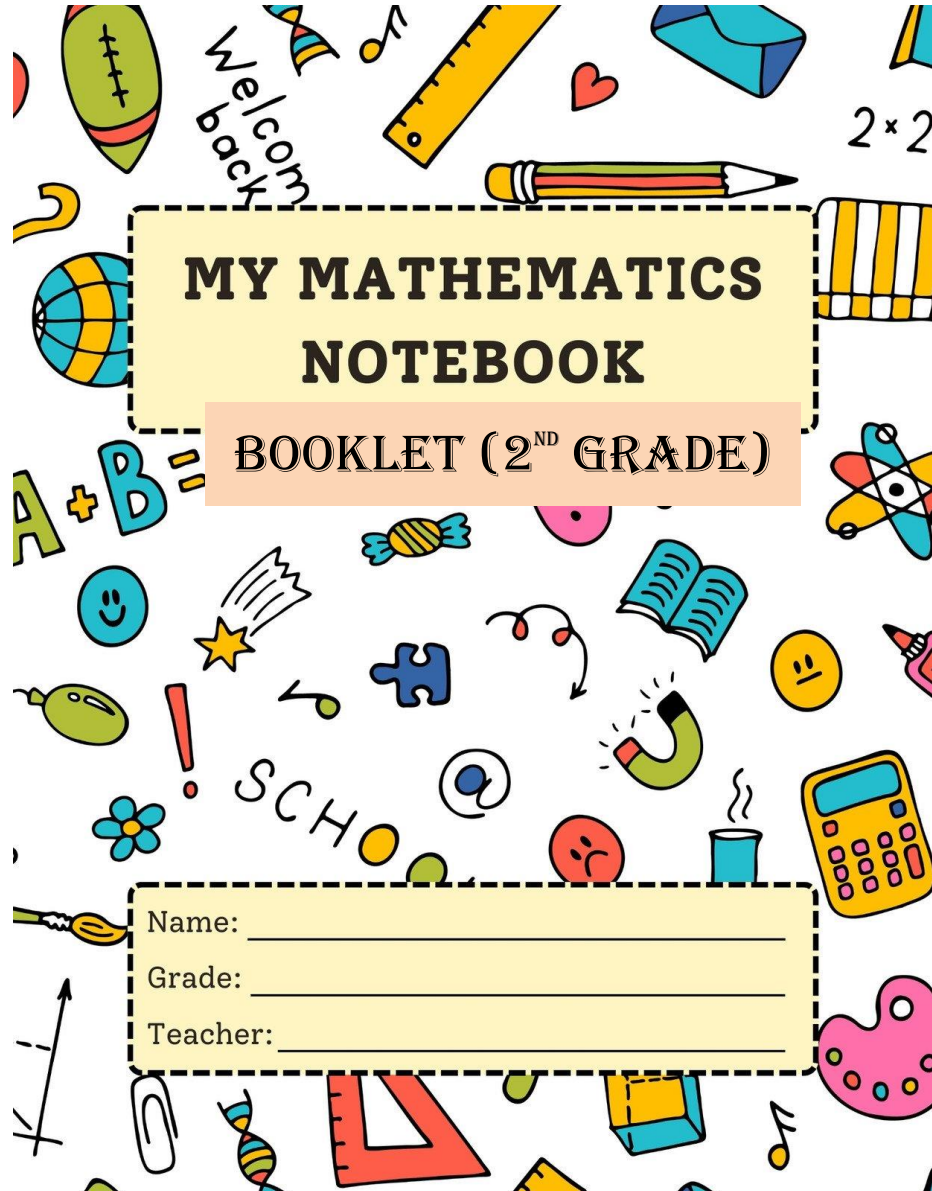
Teacher: _____

Teachers: Nancy Alfarah& konouz Hussien

Counting forwards and backwards

Objective: the student should be able to count on or back by 1's, 2's, 5's, 10's, 100's.

Complete each of the following patterns.

Count by 2s	Count by 5s	Count by 10s	Count by 100s
2	5	10	100
4	10	20	200

Continue the following sequences, then determine whether the sequence

is counting forward or backward. (We are counting by 2's)

0	2	_	_	_	
56	58	_	_	_	
22	24	_	_	_	
68	70	_	_	_	
8	6	_	_	_	
20	18	_	_	_	
26	24	_	_	_	

Continue the following sequences, then determine whether the sequence

is counting forward or backward. (We are counting by 5's)

0	5	—	—	—	
70	75	—	—	—	
55	50	—	—	—	
80	85	—	—	—	
30	25	—	—	—	
80	75	—	—	—	
45	50	—	—	—	
35	40	—	—	—	

Continue the following sequences, then determine whether the sequence

is counting forward or backward. (We are counting by 10's)

0	10	_	_	_	
70	80	_	_	_	
60	50	_	_	_	
80	90	_	_	_	
70	60	_	_	_	
90	80	_	_	_	
40	50	_	_	_	
30	40	_	_	_	

Continue the following sequences, then determine whether the sequence

Count on by 2's

124	126								

Count on by 5's

335	340								

Count back by 5's

625	620								

Count on by 10's

914	924								

Count back by 10's

401	411								

Count on by 100:

128	228								

Count back by 100:

1085	985								

- Here is part of a sequence.
  The sequence continues in the same way.

  Write down the next **two** terms in the sequence.
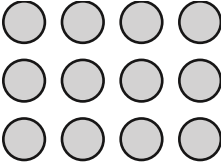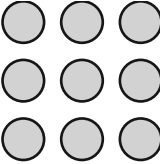
  545   535   525   515   [   ]   [   ]

- Here is a sequence of patterns in a table.

1st pattern	2nd pattern	3rd pattern	4th pattern
○○○○ ○○○○ ○○○○	○○○ ○○○ ○○○		○ ○ ○

  One pattern is missing.

  Draw the 3rd pattern in the table.

- **Here are the first four numbers in a sequence.**

  2, 7, 12, 17, …

Write down the 12th term in the sequence.

....

- Here is part of a number sequence.

  95   105   ☐   125   135   ☐

  The sequence continues in the same way.

  Write the correct number in each box.

- **Write the next two numbers in this sequence.**

47   44   41   38   ....

Find the missing numbers in the following number bonds of 100.

35 + ☐ = 100   45 + ☐ = 100

55 + ☐ = 100   75 + ☐ = 100

25 + ☐ = 100   85 + ☐ = 100

33 + ☐ = 100   28 + ☐ = 100

63 + ☐ = 100   52 + ☐ = 100

46 + ☐ = 100   71 + ☐ = 100

24 + ☐ = 100   87 + ☐ = 100

Here are some digit cards.

| 2 | 3 | 7 | 8 | 9 |
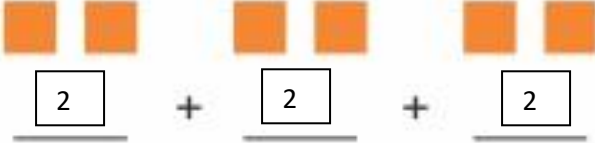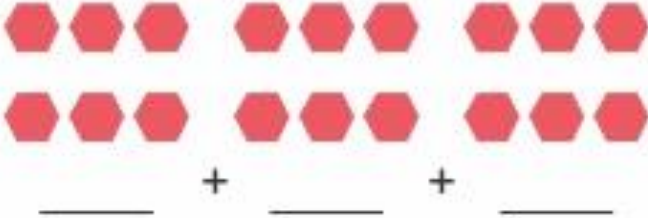
Use some of these cards to complete the calculation.

You can only use each card once.
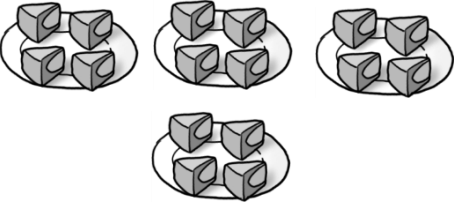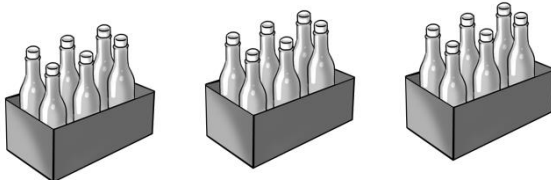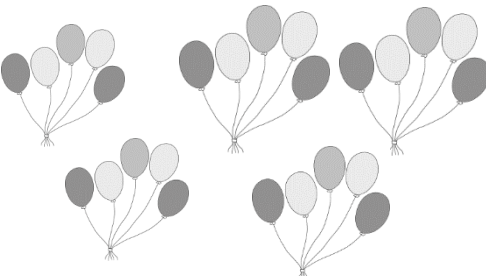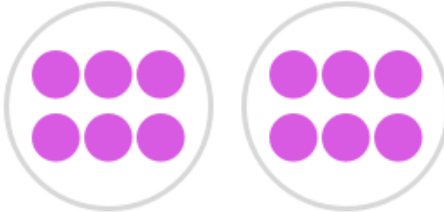
1 ☐ + ☐ ☐ = 100

Multiplication

Fill with the missing numbers, the first one has been done for you.

Addition sentence	Groups	Multiplication sentence	Answer
2 + 2 + 2	_3_ groups of _2_	3 x 2	= 6
___ + ___ + ___	___ groups of ___	___ X ___	= ___
___ + ___ + ___	___ groups of ___	___ X ___	= ___
___ + ___ + ___	___ groups of ___	___ X ___	= ___

Fill with the missing numbers.

Addition sentence	Groups	Multiplication sentence	Answer
	_**4**__groups of__**4**__	4 x 4	= 16
	____groups of_____	___ X ___	=___
	____groups of_____	___ X ___	=___
	____groups of_____	___ X ___	=___

Fill with the missing numbers.

How many chicks in all?

Repeated addition: ___+___+___+___+___= _____

 Means: _____ groups of _____

Multiplication: ___ x ____ = ____

How many stars in all?

Repeated addition: ___+___+___= _____

 Means: _____ groups of _____

Multiplication: ___ x ____ = ____

$$\begin{array}{r} 4 \\ \times\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times\ 1 \\ \hline \end{array}$$

A number **×** **1** = the number

1 × a number = the number

$$\begin{array}{r} 1 \\ \times\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times\ 1 \\ \hline \end{array}$$
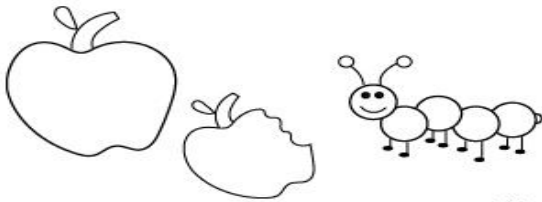
$$\begin{array}{r} 8 \\ \times\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times\ 2 \\ \hline \end{array}$$
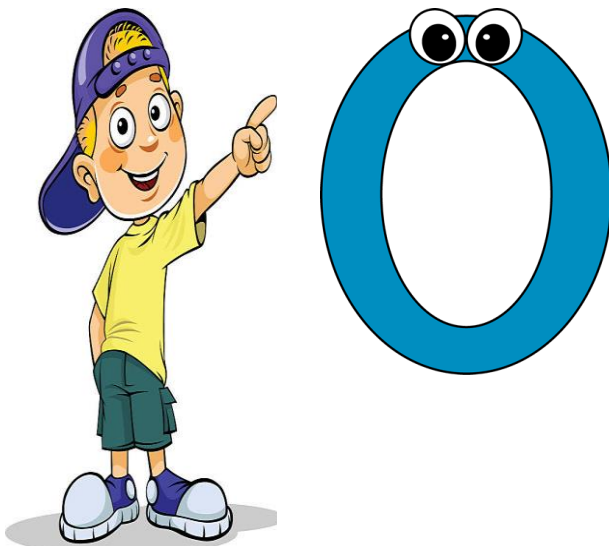
Note: any number times zero equals zero.

9×0=0

0×14=0

645×0=0

☺ **Find the answer for each of the following.**

2x0=___   0x2=___   9x0=___

0x5=___   0x0=___   0x4=___

1x0=___   8x0=___   7x0=___

6x0=___   4x0=___   0x1=___

0x8=___   3x0=___   5x0=___

Predict what is the answer of the following.

567,678 x 0 = _____

2× Table Practice

1 × 2 =	2 × 2 =	3 × 2 =
4 × 2 =	5 × 2 =	6 × 2 =
7 × 2 =	8 × 2 =	9 × 2 =
10 × 2 =	11 × 2 =	12 × 2 =
5 × 2 =	9 × 2 =	4 × 2 =

Gabriella calculates the total mass of five bags of sugar is 10 kg.

2 kg   2 kg   2 kg   2 kg   2 kg

Here is her working.

$$2 + 2 + 2 + 2 + 2 = 10$$

Lily says, 'You can calculate the total more quickly using multiplication'.

Write down a multiplication calculation Gabriella could use.

....

5 Times Table Activities

2. Work out these answers:

a) 2 x 5 = _____   d) 6 x 5 = _____

b) 4 x 5 = _____   e) 7 x 5 = _____

c) 5 x 5 = _____   f) 12 x 5 = _____

3. How many space objects are there?

a)   _____ x _____ = _____

b)   _____ x _____ = _____

c)   _____ x _____ = _____

Note that we are counting by **5's**
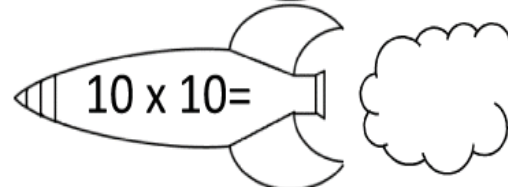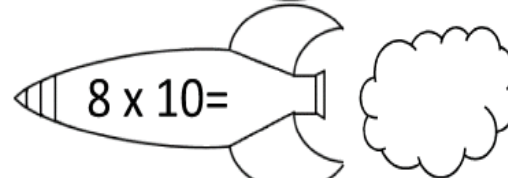
* when you multiply any number by 5, all the numbers will end with 0 or 5 .

5× Table Practice

1 × 5 =	2 × 5 =	3 × 5 =
4 × 5 =	5 × 5 =	6 × 5 =
7 × 5 =	8 × 5 =	9 × 5 =
10 × 5 =	11 × 5 =	12 × 5 =
3 × 5 =	5 × 5 =	9 × 5 =
7 × 5 =	12 × 5 =	2 × 5 =
4 × 5 =	1 × 5 =	11 × 5 =
10 × 5 =	6 × 5 =	8 × 5 =

10 Times Table Activities

Find the product of the following.

10 x 10 =

10 x 9=

10 x 5=

10 x 7=

4 x 10=

10 x 4=

6 x 10=

3 x 10=

10 x 8=

10 x 6=

0 x 10=

8 x 10=

2 x 10=

10 x 10=
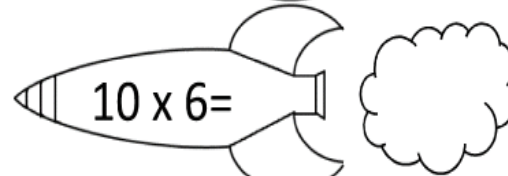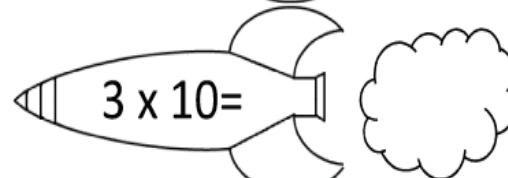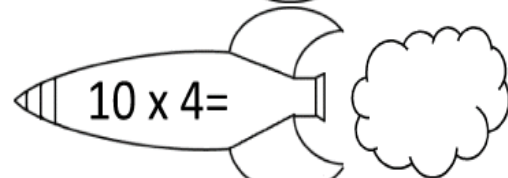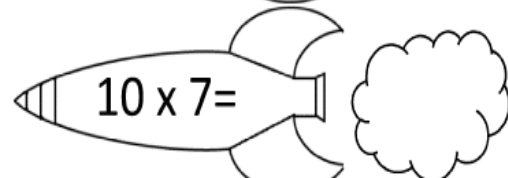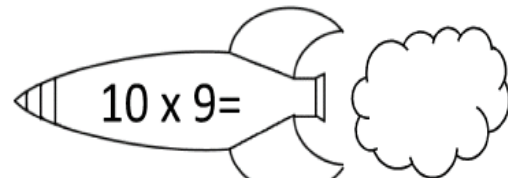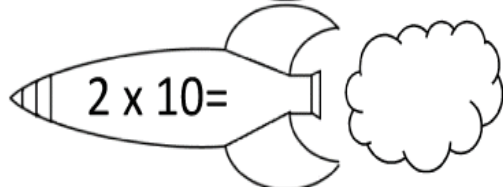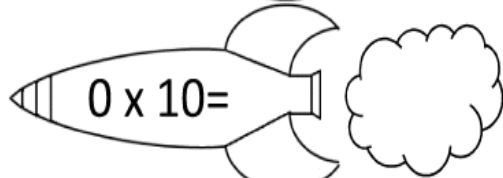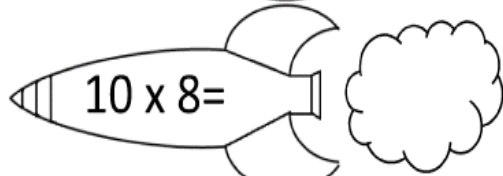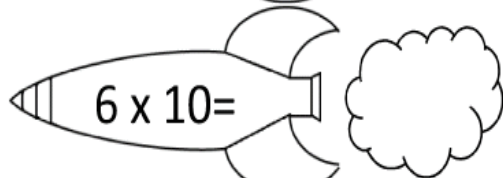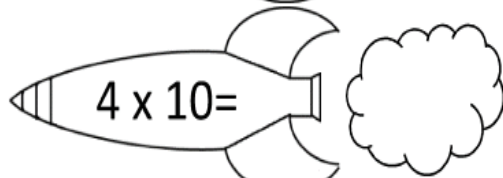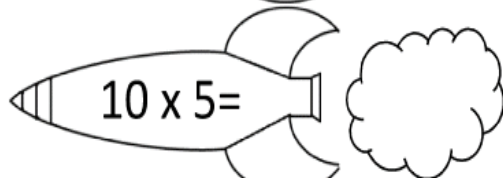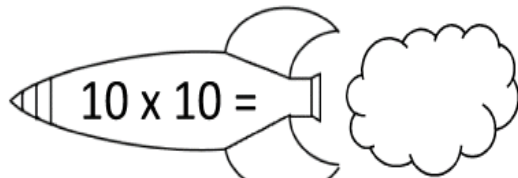
3 Times Table Activities

1. Count in 3s and colour in the grid:

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

2. Work out these answers:

a) 3 x 4 = _____

b) 3 x 3 = _____

c) 3 x 5 = _____

d) 3 x 2 = _____

e) 3 x 9 = _____

f) 3 x 6 = _____

g) 3 x 7 = _____

h) 3 x 1 = _____

i) 3 x 11 = _____

j) 3 x 8 = _____

k) 3 x 10 = _____

l) 3 x 12 = _____

3 times table

1 x 3 =   3
2 x 3 =   6
3 x 3 =   9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36

Note that we are counting by **3's**

Find the product of the following.

3×1 =

3×7 =

3×2 =

3×8 =

3×3 =

3×9 =

3×4 =

3×10 =

3×5 =

3×11 =

3×6 =

3×12 =
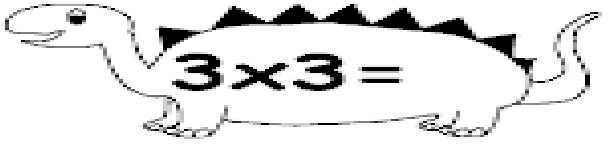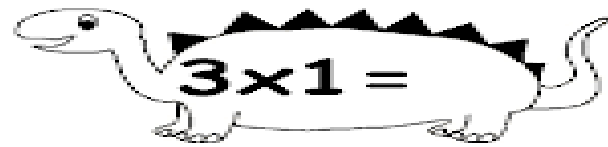
3× Table Practice

1 × 3 =	2 × 3 =	3 × 3 =
4 × 3 =	5 × 3 =	6 × 3 =
7 × 3 =	8 × 3 =	9 × 3 =
10 × 3 =	11 × 3 =	12 × 3 =
4 × 3 =	8 × 3 =	9 × 3 =
7 × 3 =	11 × 3 =	12 × 3 =
10 × 3 =	5 × 3 =	6 × 3 =

☺ **Find the product of the following.**

3. How many different leaves are there? Count in groups of 4 and write out the calculation.

a) ____ X ____ = ____

b) ____ X ____ = ____

c) ____ X ____ = ____

4 Times Table Activities

1. Count in 4s and colour in the grid:

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

2. Work out these answers:

a) 4 x 4 = _____   g) 7 x 4 = _____

b) 3 x 4 = _____   h) 1 x 4 = _____

c) 5 x 4 = _____   i) 11 x 4 = _____

d) 2 x 4 = _____   j) 8 x 4 = _____

e) 9 x 4 = _____   k) 10 x 4 = _____

f) 6 x 4 = _____   l) 12 x 4 = _____

4 times table

1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40
11 x 4 = 44
12 x 4 = 48
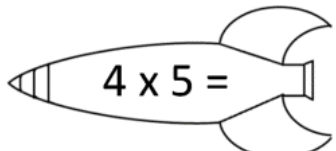
Note that we are counting by **4's**

Find the product of the following.

The four times table

4x1 =

4x7 =

4x2 =

4x8 =

4x3 =

4x9 =

4x4 =

4x10 =

4x5 =

4x11 =

4x6 =

4x12 =
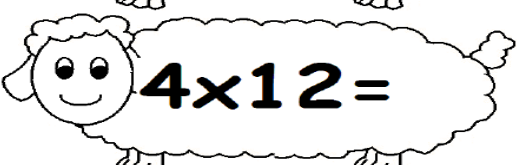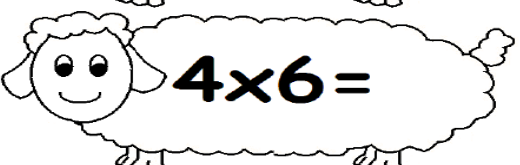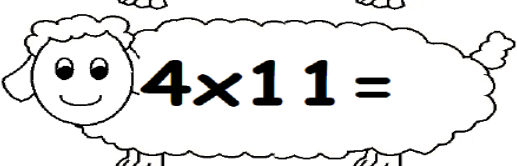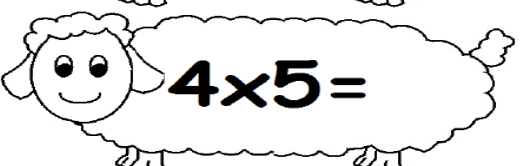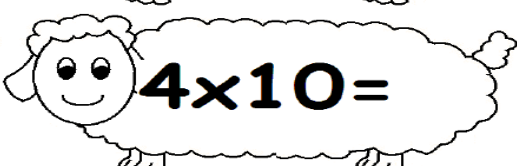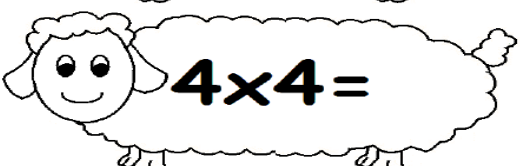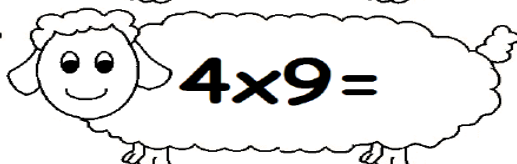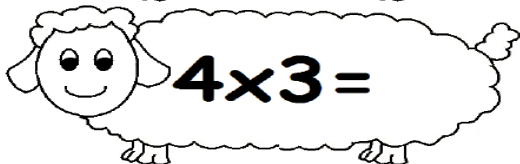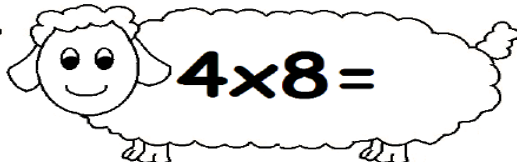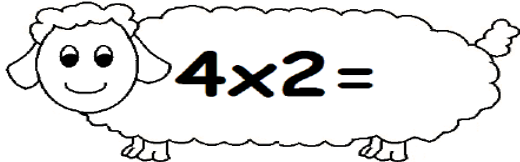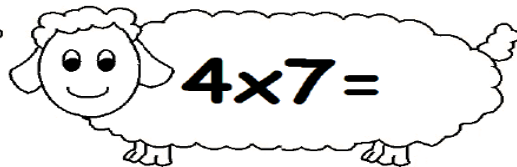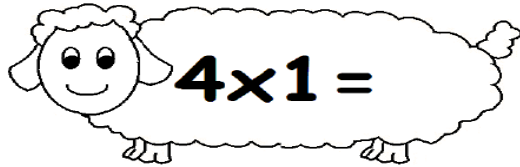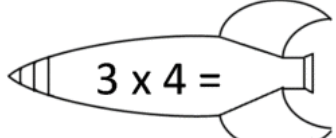
4 x Table Practice

4 x 5 =	20
3 x 4 =	
4 x 10 =	
6 x 4 =	
2 x 4 =	
4 x 7 =	
0 x 4 =	
4 x 4 =	
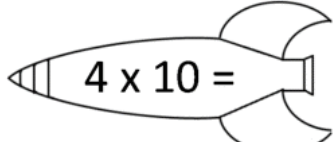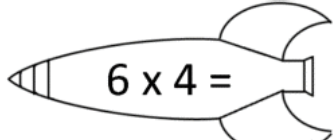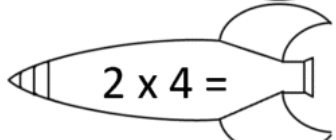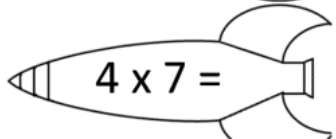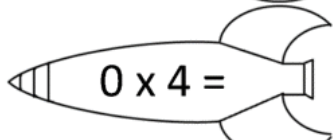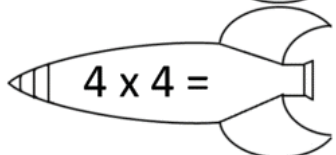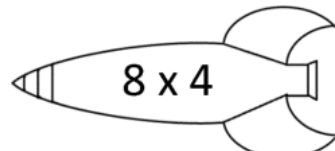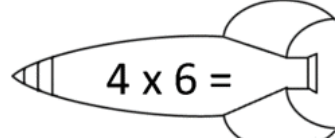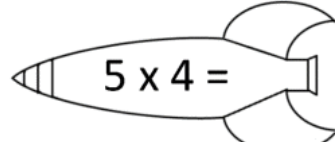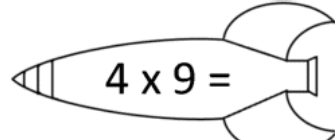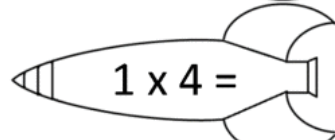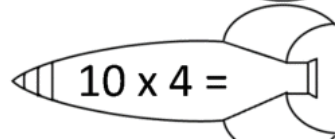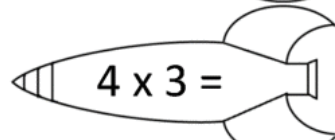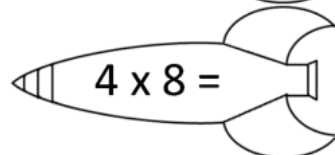
8 x 4	
4 x 6 =	
5 x 4 =	
4 x 9 =	
1 x 4 =	
10 x 4 =	
4 x 3 =	
4 x 8 =	

Multiply the numbers by the center number then use the reflection key to check your answers

Reflection

1x

2x

3x

4x

5x

10x
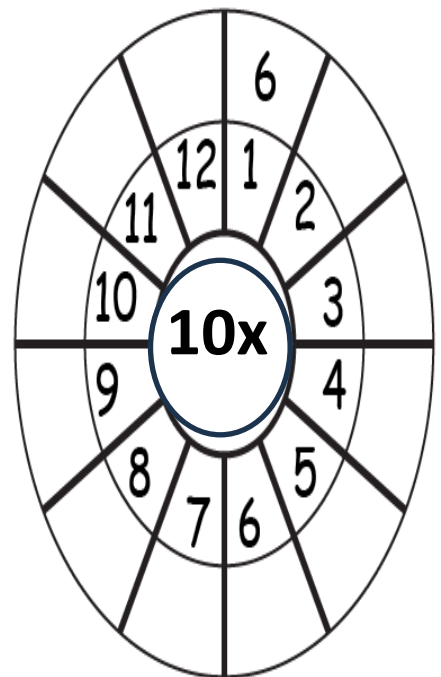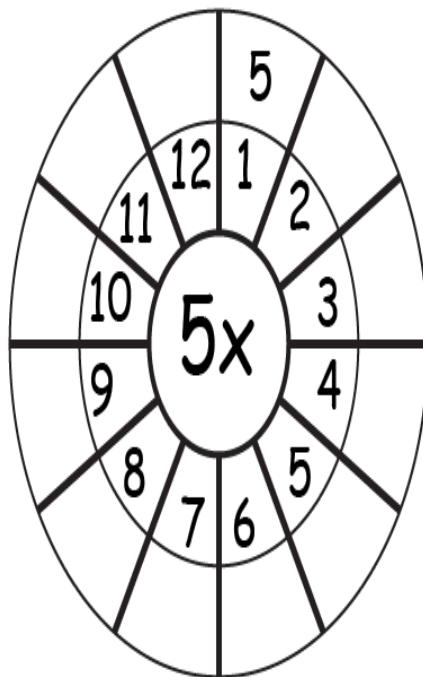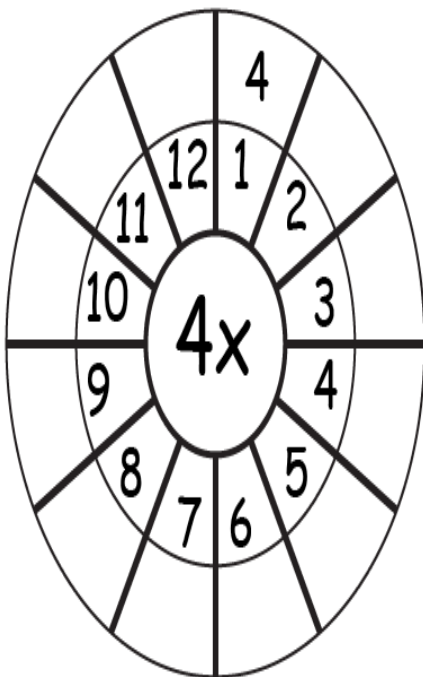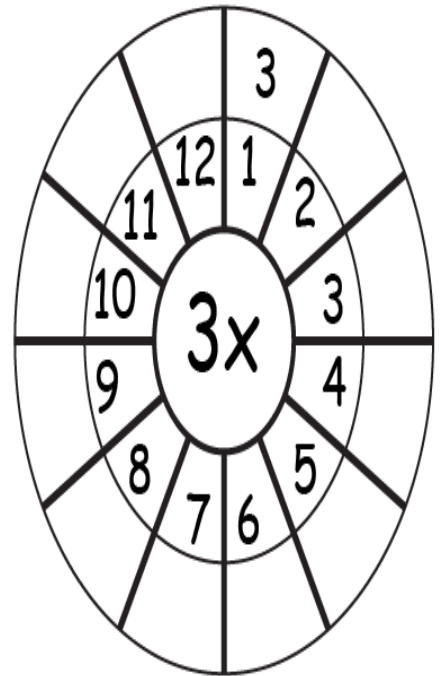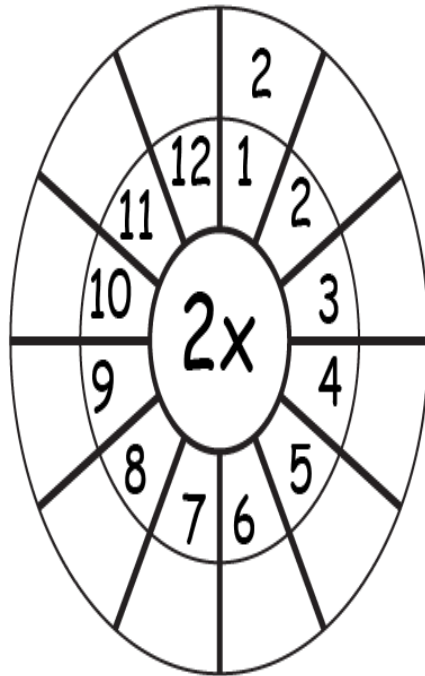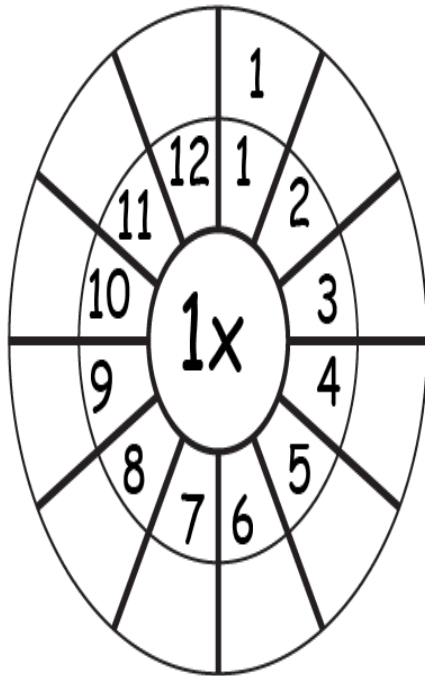
Multiplication using Arrays
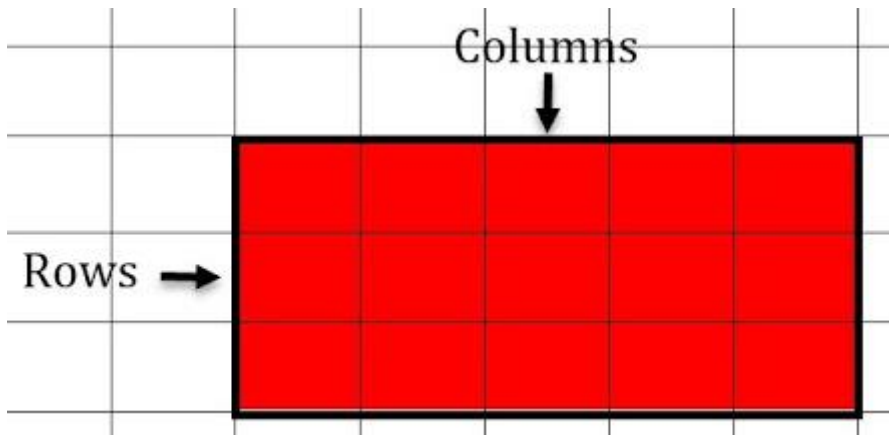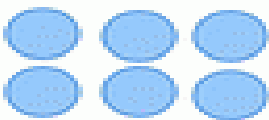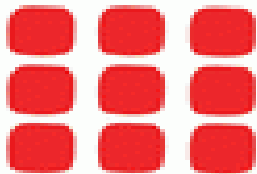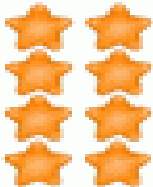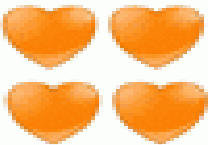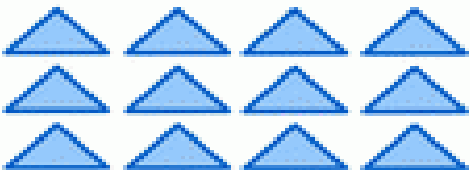
How many **columns** does it have? _____
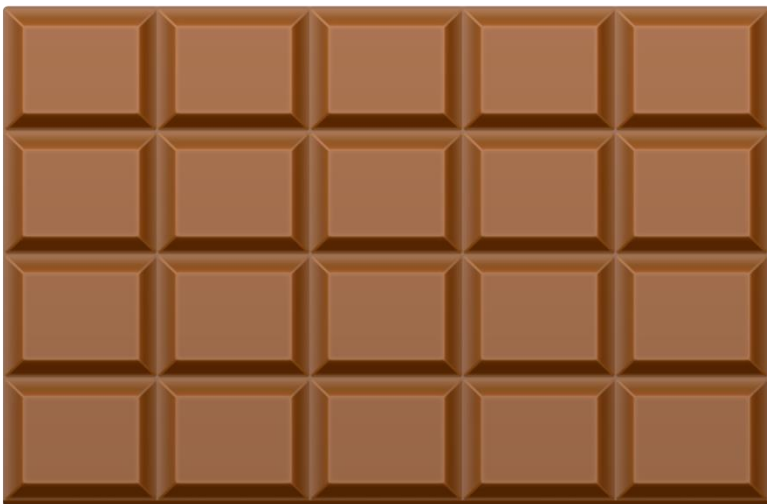
How many **rows** does it have?

_____

Look at this chocolate bar, how many pieces of chocolate do we have here?

_____

□ x □ = □

□ x □ = □

□ x □ = □

□ x □ = □

□ x □ = □

□ x □ = □

Write the multiplication sentences that represent the following arrays.

Write a multiplication sentence to find how many dots in the following array.

_____
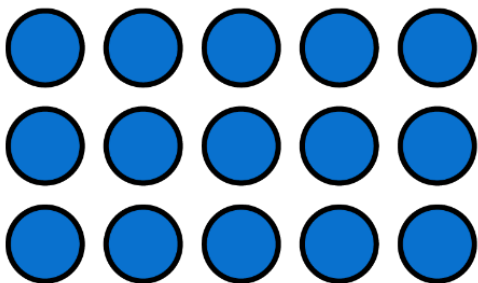
Write the multiplication sentence for each of the following arrays.

[ ] x [ ] = [ ]   [ ] x [ ] = [ ]

[ ] x [ ] = [ ]   [ ] x [ ] = [ ]

[ ] x [ ] = [ ]   [ ] x [ ] = [ ]
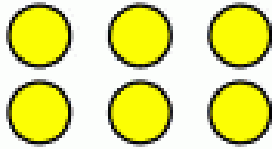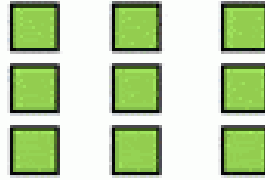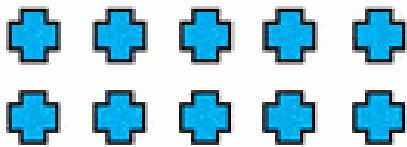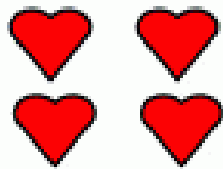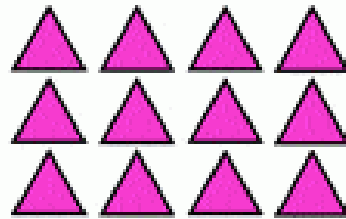
Grid multiplication

Fill in the missing numbers.

x	5	2
3		
5		

x	2	10
3		
4		

x	1	4
4		
10		

Here is part of a multiplication chart.

×	2	3	4
5	10		
6			

Complete the chart.
The first one has been done for you.

- Here is her working.

$$2 + 2 + 2 + 2 + 2 = 10$$

Lily says, 'You can calculate the total more quickly using multiplication'.

Write down a multiplication calculation Gabriella could use.

....

- Draw a ring around **all** the numbers that are multiples of 2

112   121   398   500   889   945

- **Samira wants to calculate   2 × 18 × 5**

She rearranges the numbers to simplify the calculation.

Write the numbers 2, 18 and 5 in the boxes to show how she could do this.

$$\boxed{} \times \boxed{} \times \boxed{}$$

Division

Division

Each time I want to divide
and equally share
the things that I have,
two dots and a line
will help my mind
to avoid mistakes
and always be fair!

Objectives: The student should be able to divide 2-digit number by 1-digit number.

15 sweets

5 sweets   5 sweets   5 sweets
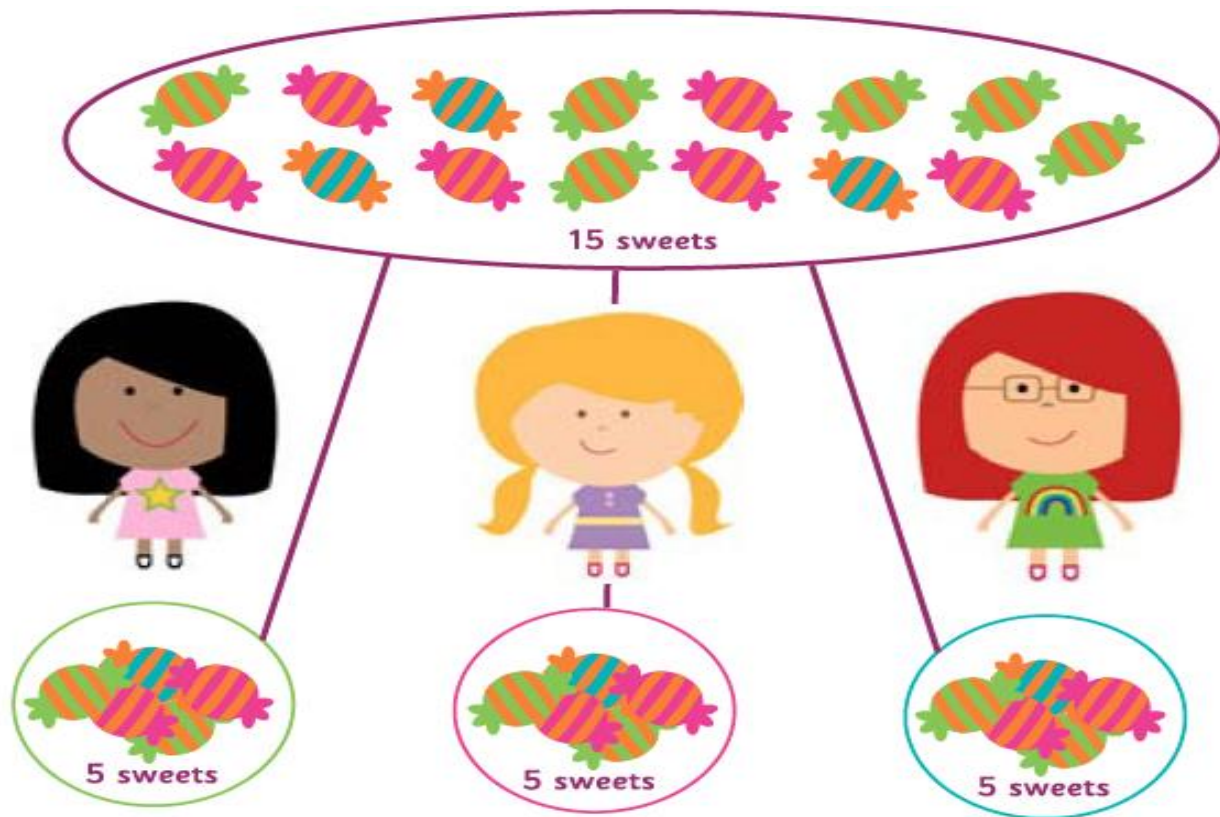
MULTIPLICATION AND DIVISION

$2 \times 5 = 10$

$5 \times 2 = 10$

$10 \div 5 = 2$

$10 \div 2 = 5$

Did you know that division is the **inverse (opposite)** of multiplication?

Complete the following.

1) $4 \times 3 = 12$ means $12 \div 4 = 3$ and $12 \div 3 = 4$

2) $5 \times 2 = 10$ means   and

3) $6 \times 3 = 18$ means   and

4) $10 \times 4 = 40$ means   and

5) $3 \times 5 = 15$ means   and

6) $8 \times 2 = 16$ means   and

7) $7 \times 5 = 35$ means   and

8) $6 \times 10 = 60$ means   and

Fill in the missing numbers ☺ the first one has been done for you.

8 ÷ 2 = **4**

6 ÷ 3 = ☐

4 ÷ 2 = ☐

3 ÷ 3 = ☐

8 ÷ 8 = ☐

Note that**:**

6 ÷ 3   it means how many 3's in 6? The answer is 2

28 ÷ 4   it means how many 4's in 28? The answer is 7

60 ÷ 5   it means how many 5's in 60? The answer is 12

Find the quotient of the following.

$25 \div 5 =$	$27 \div 3 =$
$12 \div 4 =$	$16 \div 2 =$
$40 \div 10 =$	$60 \div 10 =$
$20 \div 2 =$	$30 \div 3 =$
$9 \div 3 =$	$45 \div 5 =$
$16 \div 2 =$	$35 \div 5 =$
$8 \div 4 =$	$15 \div 3 =$
$18 \div 3 =$	$10 \div 2 =$

Fill in the missing numbers.

$12 \div 3 =$	$16 \div 2 =$
$8 \div 2 =$	$9 \div 1 =$
$9 \div 3 =$	$12 \div 2 =$
$15 \div 5 =$	$10 \div 2 =$
$6 \div 2 =$	$8 \div 4 =$
$10 \div 5 =$	$6 \div 3 =$
$14 \div 7 =$	$12 \div 4 =$
$16 \div 4 =$	$2 \div 1 =$

Find the quotient of the following

$4 \div 2 =$ ☐ $15 \div 5 =$ ☐

$60 \div 10 =$ ☐ $10 \div 2 =$ ☐

$25 \div 5 =$ ☐ $80 \div 10 =$ ☐

$12 \div 2 =$ ☐ $45 \div 5 =$ ☐

$50 \div 10 =$ ☐ $20 \div 2 =$ ☐

$30 \div 5 =$ ☐ $90 \div 10 =$ ☐

- **Here are five digit cards.**

$$\boxed{2} \quad \boxed{3} \quad \boxed{4} \quad \boxed{6} \quad \boxed{8}$$

Use four of the cards to complete this calculation.
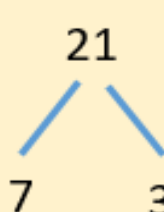
Use each card once only.

$$\boxed{\,} \div \boxed{} = \boxed{}$$

Multiplication and division facts (<u>family facts</u>)

Multiplication Division Fact Families

Fact Family is a set of four related multiplication and division facts that use the same three numbers.

21
/\
7   3
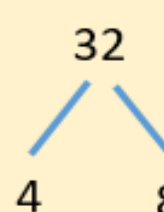
$7 \times 3 = 21$

$3 \times 7 = 21$

$21 \div 3 = 7$

$21 \div 7 = 3$

32
/\
4   8
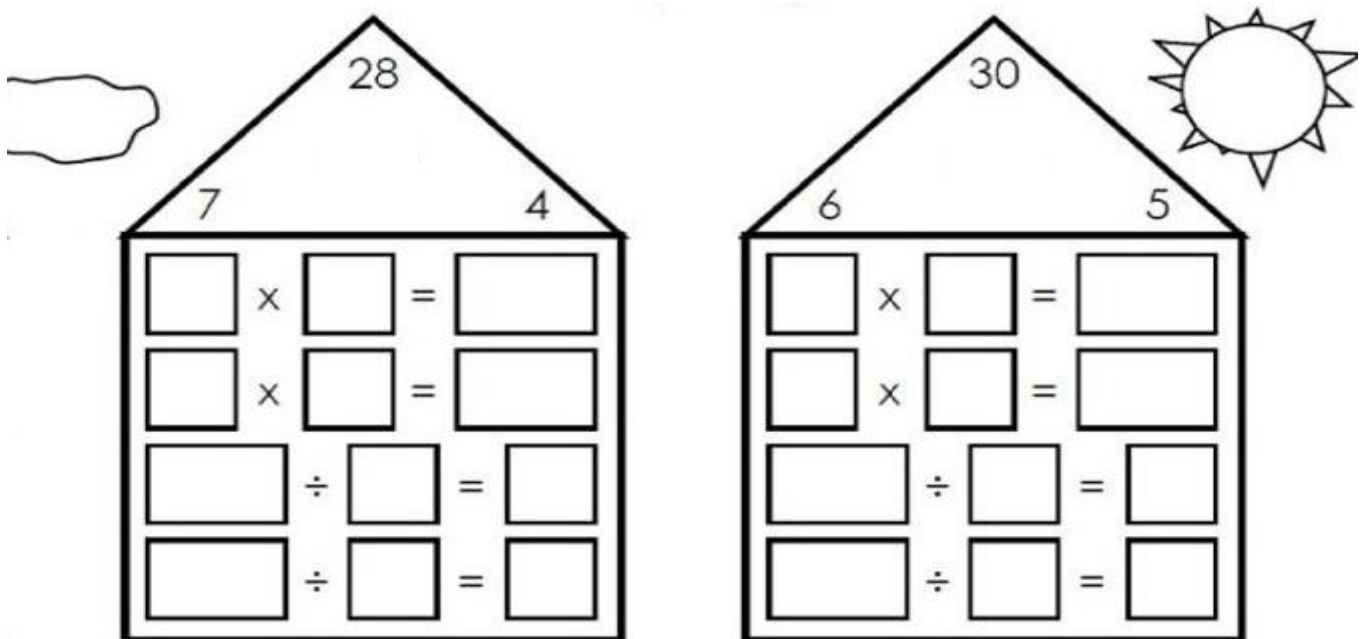
$4 \times 8 = 32$

$8 \times 4 = 32$

$32 \div 4 = 8$

$32 \div 8 = 4$

Write the missing numbers.

28
7   4

☐ × ☐ = ☐
☐ × ☐ = ☐
☐ ÷ ☐ = ☐
☐ ÷ ☐ = ☐

30
6   5

☐ × ☐ = ☐
☐ × ☐ = ☐
☐ ÷ ☐ = ☐
☐ ÷ ☐ = ☐
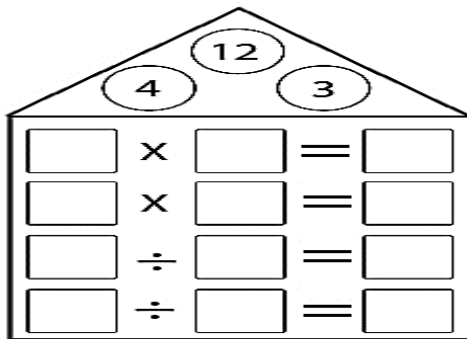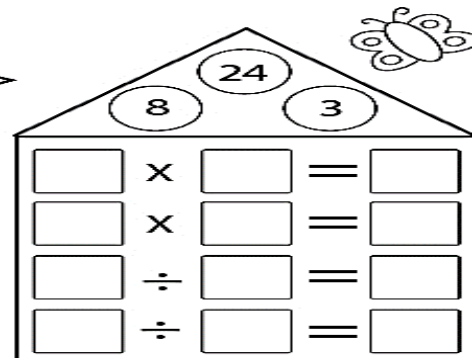
Complete the following facts family.

House 1 (12, 4, 3)

☐ × ☐ = ☐
☐ × ☐ = ☐
☐ ÷ ☐ = ☐
☐ ÷ ☐ = ☐

House 2 (24, 8, 3)

☐ × ☐ = ☐
☐ × ☐ = ☐
☐ ÷ ☐ = ☐
☐ ÷ ☐ = ☐

House 3 (36, 9, 4)

☐ × ☐ = ☐
☐ × ☐ = ☐
☐ ÷ ☐ = ☐
☐ ÷ ☐ = ☐

House 4 (35, 7, 5)

☐ × ☐ = ☐
☐ × ☐ = ☐
☐ ÷ ☐ = ☐
☐ ÷ ☐ = ☐

twistynoodle.com

Rajiv has more than 5 counters.
He shares the counters into equal groups.
Here is a division calculation that represents Rajiv sharing the counters.

$$\boxed{} \div \boxed{} = 5$$

Write a number in each box to make the calculation correct.

Here is a number fact.

$$23 \times 4 = 92$$

Draw a ring around the number sentences you can complete using this number fact.
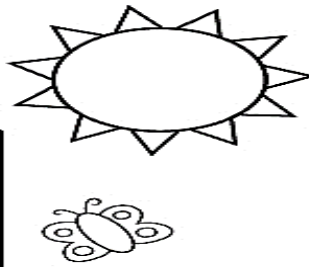
You do **not** need to find the missing numbers.

$92 \div \boxed{} = 4$ $92 \times 4 = \boxed{}$ $4 \times \boxed{} = 92$ $23 + 92 = \boxed{}$

Multiplying and dividing numbers by 10

Find the missing numbers:

53 x 10 = ☐   42 x 10 = ☐   25 x 10 = ☐

14 x 10 = ☐   30 x 10 = ☐   90 x 10 = ☐

12 x 10 = ☐   36 x 10 = ☐   62 x 10 = ☐

75 x 10 = ☐   64 x 10 = ☐   54 x 10 = ☐

Multiply by 10 then find out what happens to the place value of each digit when you multiply by 10.

96 x 10 = _____

H	T	O

41 x 10 = _____

H	T	O

$34 \times 10 =$ _____

H	T	O
	3	4

$67 \times 10 =$ _____

H	T	O

$15 \times 10 =$ _____

H	T	O

$38 \times 10 =$ _____

H	T	O

Here is a number on a counting frame.

Hundreds   Tens   Ones
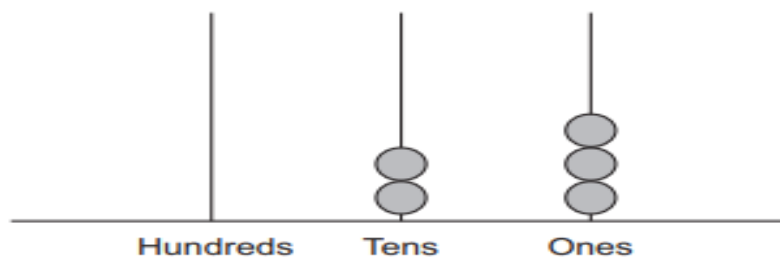
Mia multiplies this number by 10

Draw Mia's answer on this counting frame.

Hundreds   Tens   Ones
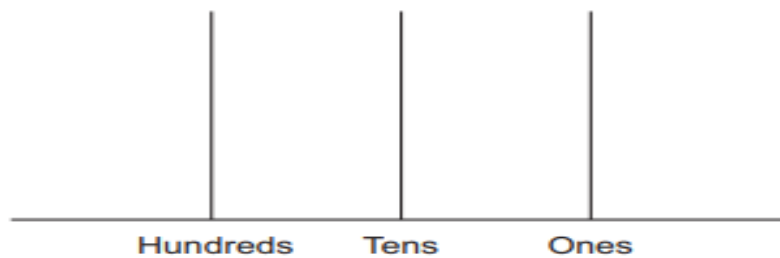
Here is a function machine.

$$47 \longrightarrow \boxed{\times 10} \longrightarrow \text{out}$$
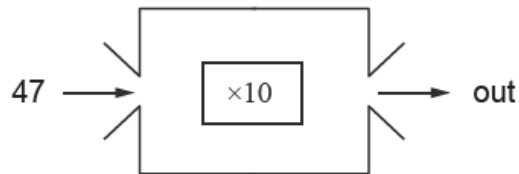
47 is put into the machine.

Write the number that comes out of the machine.

....

What are the consequences of multiplying any digit number by 10?

_____
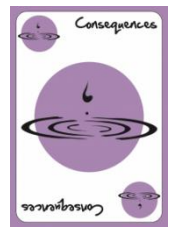
Find the quotient of the following:

920 ÷ 10 =	300 ÷ 10 =	500 ÷ 10 =
360 ÷ 10 =	580 ÷ 10 =	250 ÷ 10 =
200 ÷ 10 =	450 ÷ 10 =	120 ÷ 10 =
900 ÷ 10 =	150 ÷ 10 =	740 ÷ 10 =

Is each statement true or false? Explain your reasoning.

A | If a 200cm piece of ribbon is cut into 10 equal pieces, each piece will measure 10cm.

B | If 630 is divided by 10, the answer will have 6 tens and 3 ones.

Solve the following problems.

a) There are 12 cookies in a packet. Sam wants to share it with 4 of his friends. How many cookies each one will have?
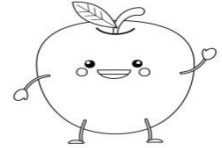
...........................cookies

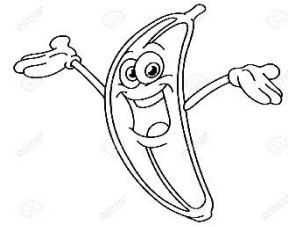b) Pooh <u>shares</u> 10 pencils equally into 5 baskets. How many pencils are in each basket?

.... Pencils

c) Pooh <u>shares</u> 50 apples equally into 5 baskets. How many apples are in each basket?

.... **Apples**

d) Pooh <u>shares</u> 12 bananas equally into 4 baskets. How many bananas are in each basket?

.... **Bananas**

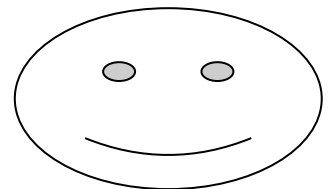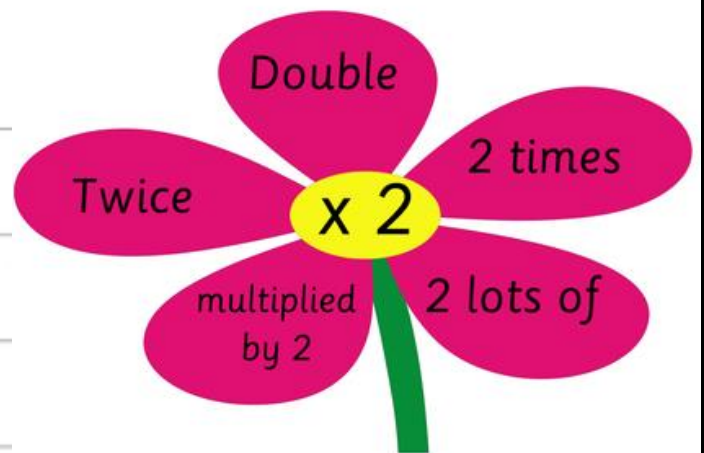Note: **share** means division ÷

Doubling and Halving

Objectives: - Understand the relationship between halving and doubling.

Double the following numbers.

Doubles

1	+	1	=
2	+	2	=
3	+	3	=
4	+	4	=
5	+	5	=
6	+	6	=
7	+	7	=
8	+	8	=
9	+	9	=
10	+	10	=

Double
2 times
Twice
x 2
multiplied by 2
2 lots of

Find the answer of each of the following.

a) Double 4 =
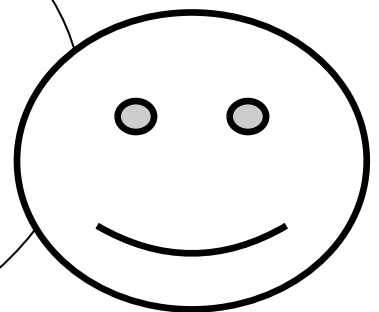
b) Double 10 =

c) Double 12 =

d) Double 100 =

e) Double 240 =

f) Double 50 =

Note that:
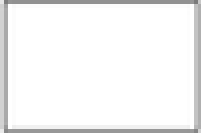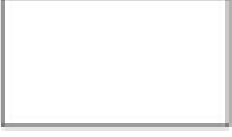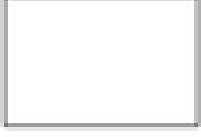
***To find **Double** any number, you should add the number twice.

Example: **Double 12** it means 12+12=24

Fill in with the missing numbers.

(finding the half means divide the number by 2)

	Halve it...		Halve it...	
4	→	2	→	1
8	→		→	
12	→		→	
20	→		→	
16	→		→	
14	→		→	
18	→		→	
10	→		→	

Find the half of the following numbers:

Half of 40

half

+

=

Half of 22

half

+

=

Half of 24

half

+

Half of 28

half

+

=

Half of 16

half

+

=
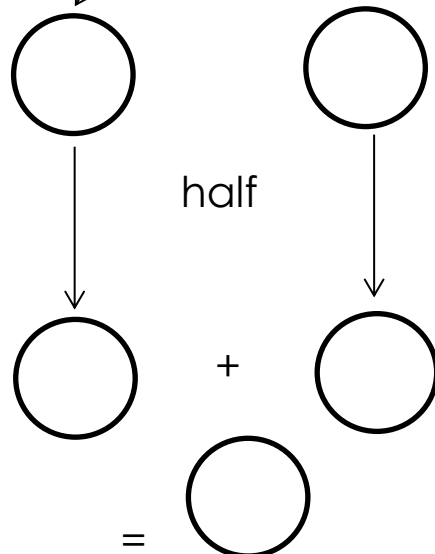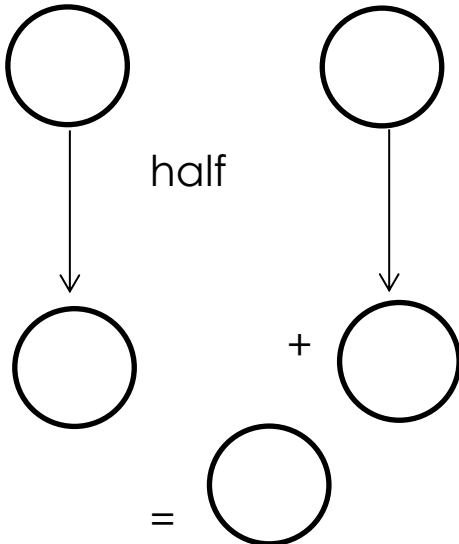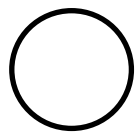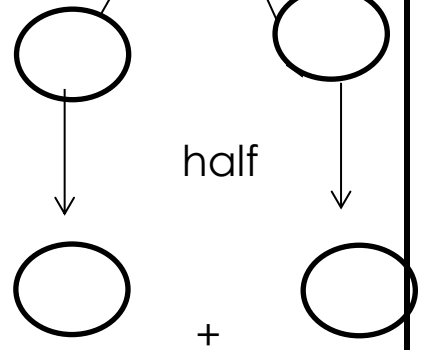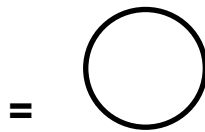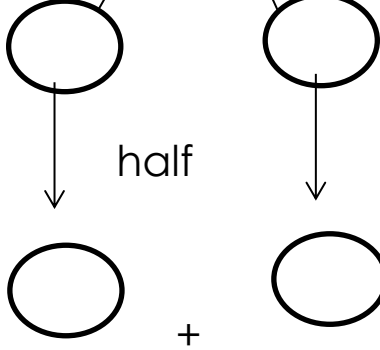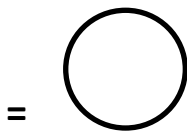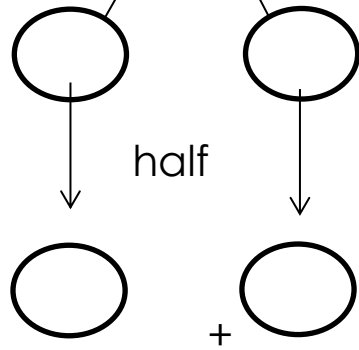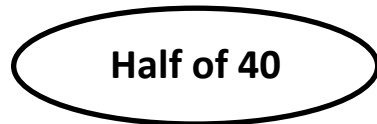
Solve the following word problems

Yamen has **8** apples. **Half** of the apples are red. How many apples are red?

.... Apples

Qais has **24** pens. **Half** of the pens are blue. How many pens are blue?

.... Pens

Sanad has **12** lollipops. **Half** of the lollipops are green. How many lollipops are green?

.... Lollipops

Sophia bought **48** candy bars; she gave **half** of them to Elaina. How many cany bars she gave to Elaina?

……………………….. Candy bars

Sorting numbers

Objective: The student should be able to sort numbers into groups. (Recognize 2- and 3- digit multiples of 2, 5, 10.

☺Multiples of 2:   **2**, **4**, **6**, **8**, 1**0**, 1**2**, 1**4**, 1**6**, 1**8**, 2**0**,…..
☺Multiples of 3:   **3, 6, 9, 12, 15, 18, 21, 24, 27, 30, ….**

☺Multiples of 5:   **5**, 1**0**, 1**5**, 2**0**, 2**5**, 3**0**, 3**5**, 4**0**, 4**5**, 5**0**,.

☺Multiples of 10:   1**0**, 2**0**, 3**0**, 4**0**, 5**0**, 6**0**, 7**0**, 8**0**,….

☺**All multiples of 2** end in **0**, **2**, **4**, **6** or **8** (even numbers).

☺ All numbers end in **1**, **3**, **5**, **7** or **9** (odd numbers).

☺**All multiples of 5** end in **0** or **5**.

☺**All multiples of 10** end in **0**.

☺<u>Multiples of 2:</u>

2	4								

☺<u>Multiples of 3:</u>

3	6								

☺<u>Multiples of 4:</u>

4	8								

☺<u>Multiples of 5:</u>

5	10								

☺<u>Multiples of 10:</u>

10	20								

☺<u>Multiples of 100:</u>

100	200								

Here is part of a number grid. Draw a ring around all the multiples of 5.

492	493	494	495	496
497	498	499	500	501
502	503	504	505	506
507	508	509	510	511

Put each number in the correct bucket.

90   18   20   22   23   25   45

Even numbers bucket   Multiples of 5 bucket   Multiples of 10 bucket
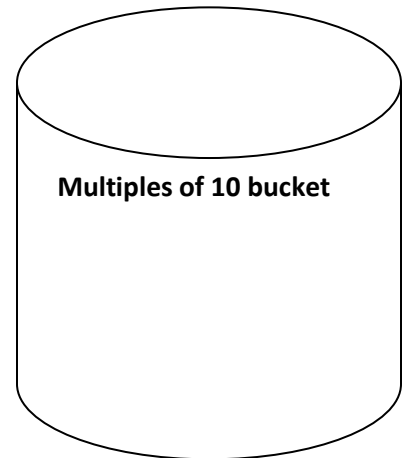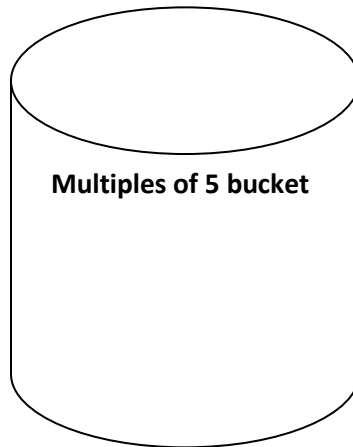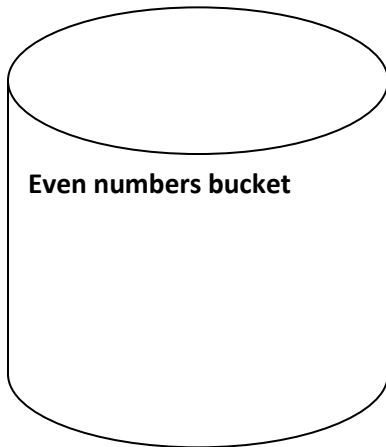
Which of the following is NOT a multiple of 2?

35   26   18   100

Reverse

Reverse

Draw a ring around **all** the numbers that are multiples of 2

112   121   398   500   889   945

Here are 5 numbers.

18   20   22   23   25

**Decide number in correct place of each on the Venn diagram.
One has been done for you.**

even numbers   multiples of 5

18

Put here the common numbers.

Pierre sorts some numbers into a Venn diagram.
Here is his Venn diagram.

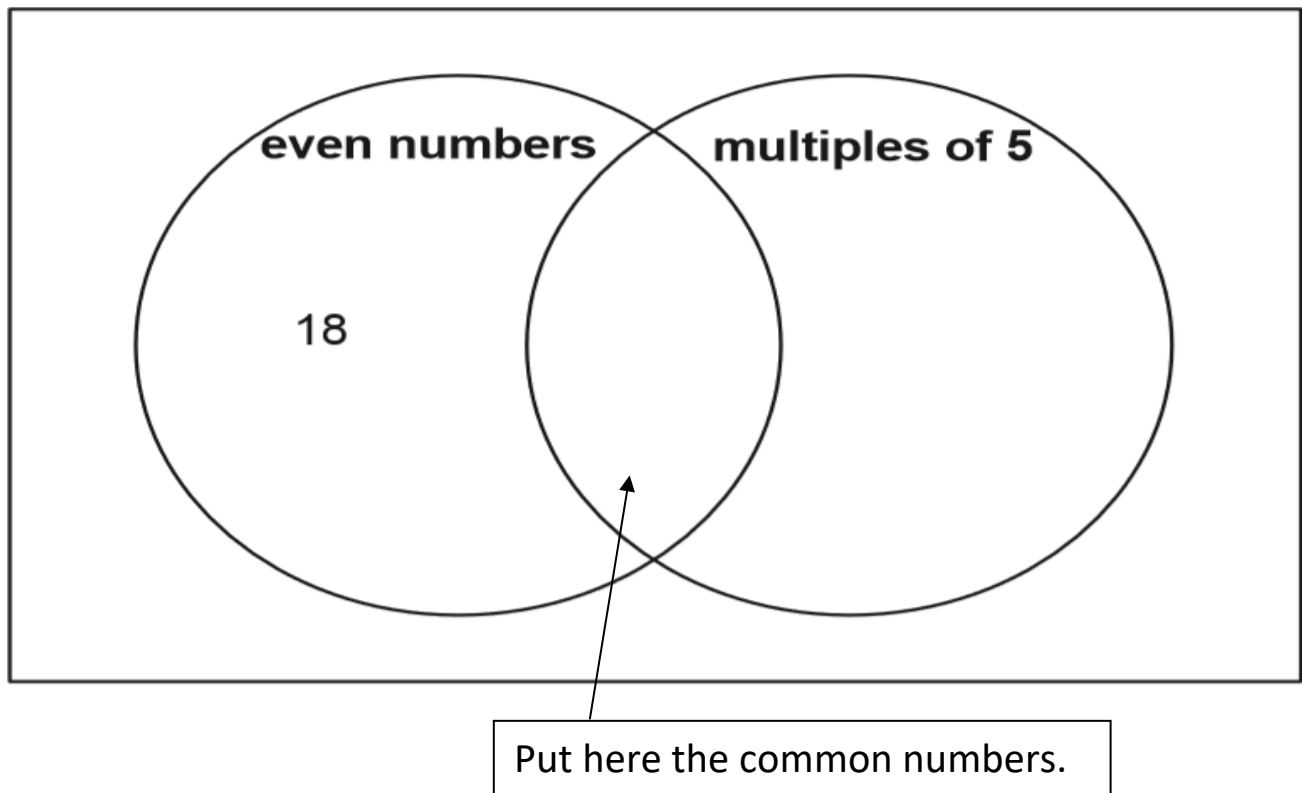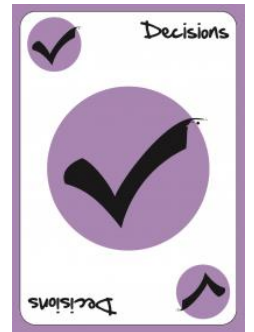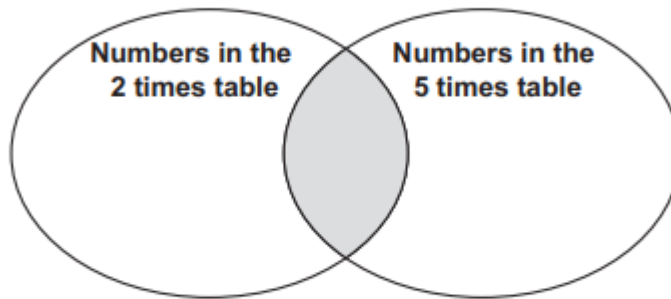Write two **different** numbers that Pierre could sort into the shaded section.

Here are 7 numbers.

....

16   20   45   8   17   75   90

Write each number in the correct place on the Venn diagram.
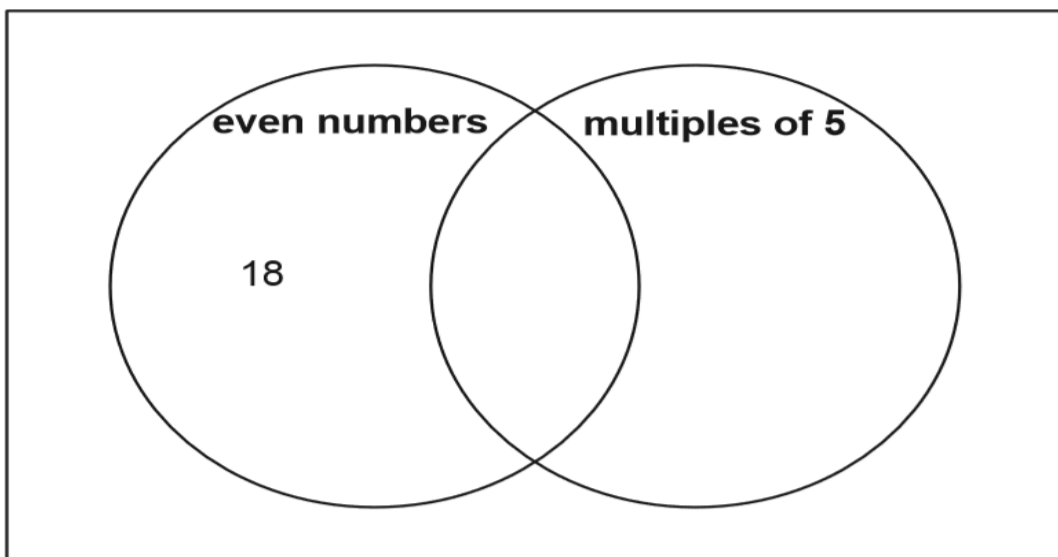
Here is a Venn diagram.

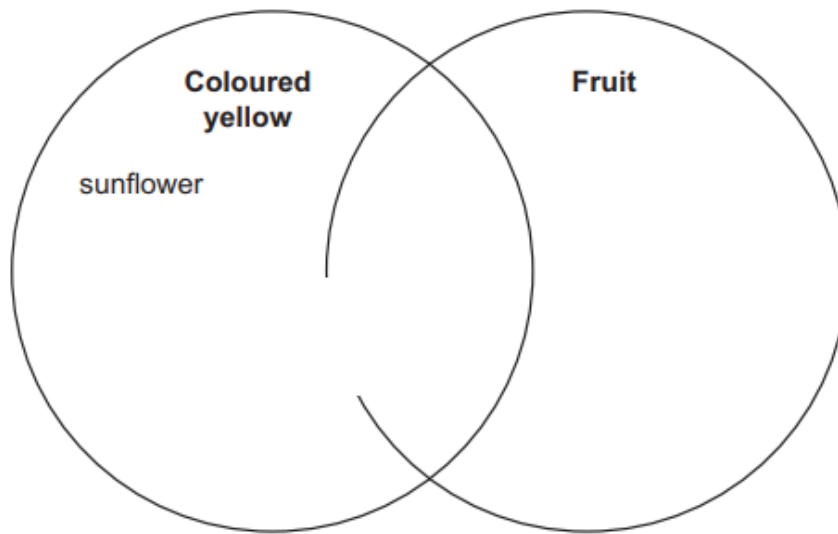Here is a list of items.

strawberry   ~~sunflower~~   banana   blueberry   lemon

Write each of the items in the correct place in the Venn diagram.
One has been done for you.

Pictogram, Carroll diagram, Bar Charts and Tally charts

Objective: The students should be able to
1- Answer a real-life question by collecting, organizing and interpreting data.
2- Use tally charts, frequency tables, pictograms (symbol representing one or two units) and bar charts (intervals labelled in ones
 or twos)
3- Use Venn or Carroll diagrams to sort data and objects using two criteria

Here is a pictogram. It shows the number of minibeasts found by Class 2

Pictogram to show minibeasts found by Class **2**	
	🐞 = 1 minibeast
bee	🐞 🐞 🐞 🐞 🐞
butterfly	🐞 🐞 🐞 🐞 🐞 🐞 🐞 🐞 🐞
spider	🐞 🐞 🐞 🐞 🐞 🐞
caterpillar	🐞 🐞 🐞

a- How many **spiders** did Class 2 find?   ....

b- How many **Caterpillars** did Class 2 find?   ....

c- How many **butterflies** did Class 2 find? ………….

d- How many **bees and butterflies** did class 2 find together ?..............

e- How many **minibeasts** did class 2 find in all?..............

Class 3 collect data about their favourite sports.
Here is a pictogram to show their results.

Pictogram to show the favourite sports of Class 3	
Judo	🧍 🧍 🧍
Running	🧍 🧍
Swimming	🧍 🧍 🧍 🧍 🧍 🧍
Tennis	🧍 🧍 🧍 🧍 🧍

Key: 🧍 = 2 children

Write the number of children shown in the pictogram.

.... children

Murad asks the students in his class if they can sing. Here are his results.

	girls	boys
Can sing	5	7
Cannot sing	2	4

(a) How many **boys can sing**? .... Boys

(b) How many **boys cannot sing**? .... Boys

(c) How many **girls can sing**? .... Girls

(d) How many **girls cannot sing**? .... Girls

(f) How many **students** were asked? …………………Students

(E) Jawad says,

'More students can sing than cannot.' Explain why Jawad is correct.

………………………………………………………………………………………………

……………………………

Write a question that you can answer using the above carol diagram.

_____
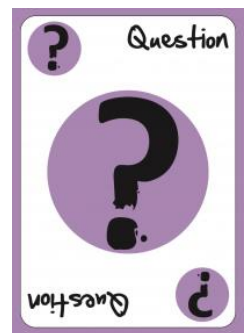
A sports magazine ran a poll asking readers which sport they liked the best. They published their results in the graph below. Use the graph to answer the questions.
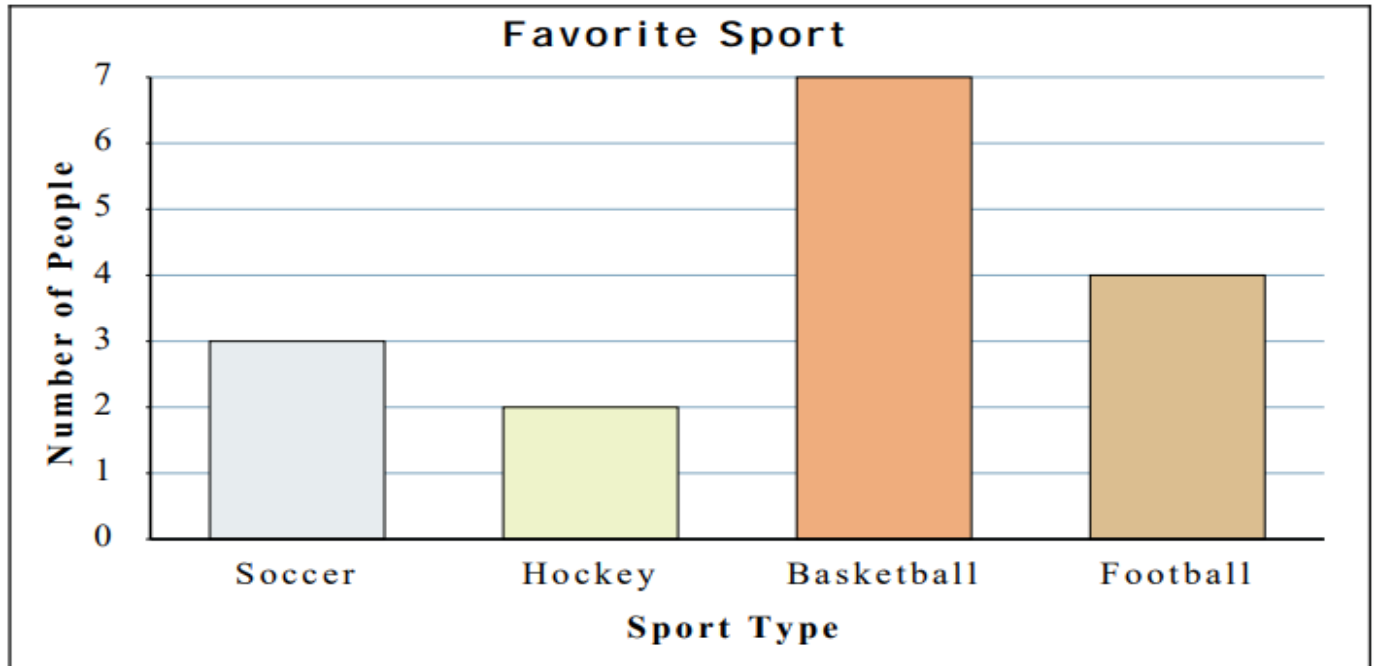
Favorite Sport

a) How many people said **Football** was their **favorite sport?** ………

b) Did more people like **Soccer or Football**? …………

c) Which sport did exactly **7 people** say was their **favorite**?   ………….

d) Which sport was liked by the **largest number of people**? ………….

e) Which sport was liked by the **fewest number of people**? …………….

f) How many people were asked **in all** ?................................

Tally Chart

For my birthday party I made a fruit punch. I counted the number of fruits and put It in a tally chart. Use the information to answer the questions.

Fruit	Number
Apple	卌 |||
Banana	卌 卌 |||
Peach	卌 ||||
Pear	卌

a- How many apples did I use in my punch? …………………

b- How many Pears did I use in my punch? …………………

c- How many fruits did I use altogether? …………………

The following tally chart shows the favorite sports of a group of school kids. Use the chart to complete the table and answer the questions.

Football	卌 卌 卌
Rugby	卌 卌 卌 |||
Volleyball	卌 卌 |||
Tennis	卌 卌 卌 卌

a) Use the tally data to complete the following data table.

Football	Rugby	Volleyball	Tennis
15			

b) How many kids were asked about their favorite sport?

_____

Pierre counts the number of insects he finds in his garden.
This frequency table shows his results.

Insects	Tally	Frequency
Ant	卌 |	6
Beetle	|||	3
Fly	卌 卌	10
Moth	卌 ||	7

Use his frequency table to complete the bar chart and label both axes.

The number of insects
found in the garden

Frequency

Insect
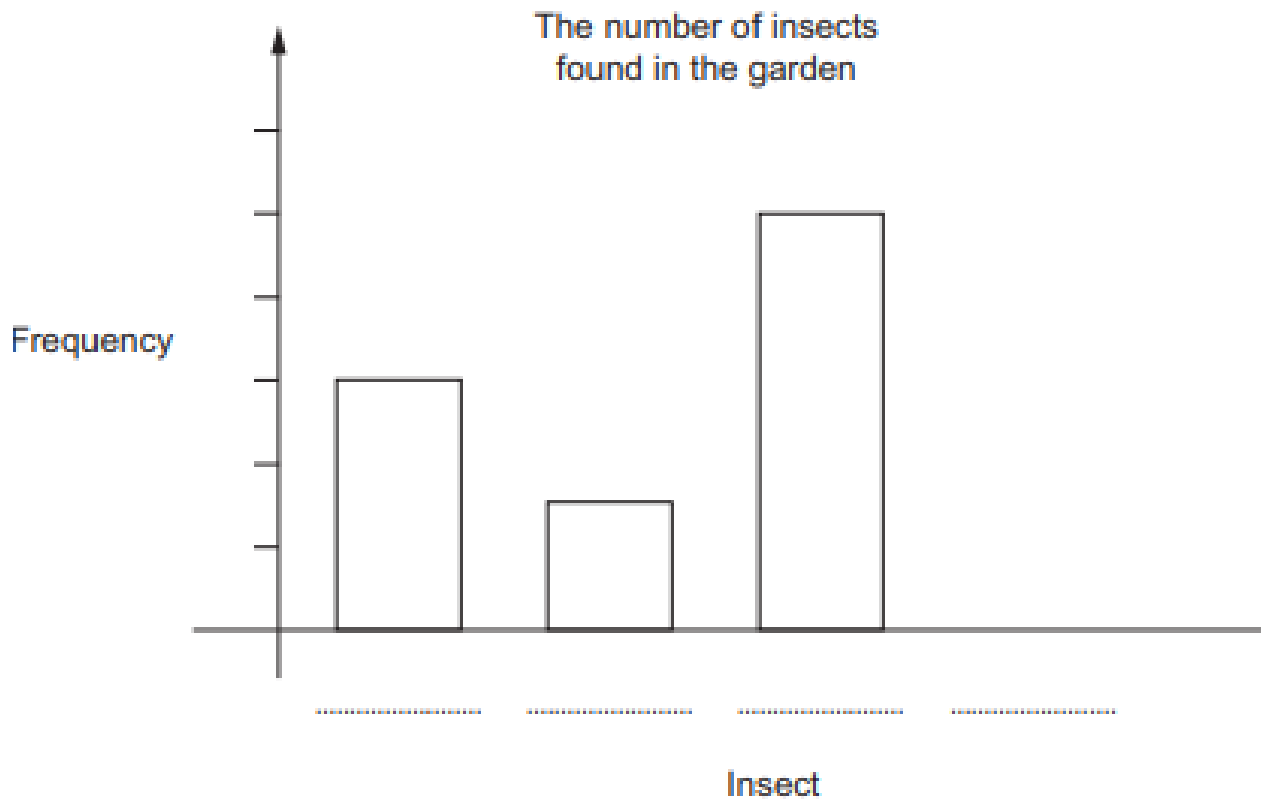
Anastasia draws a bar chart showing the favourite lessons

of the children in her class.
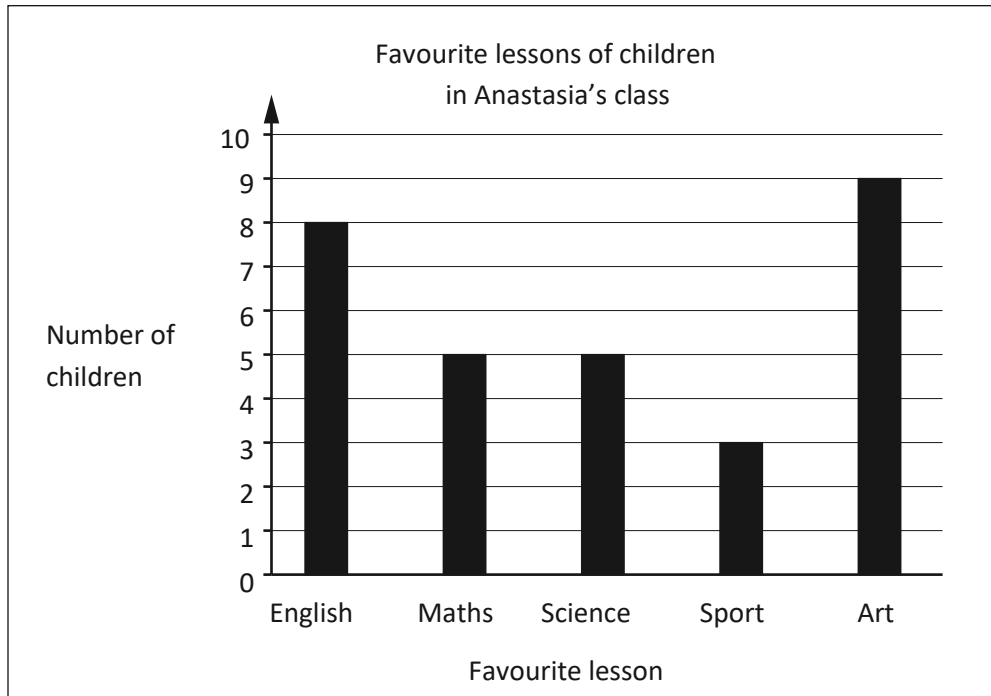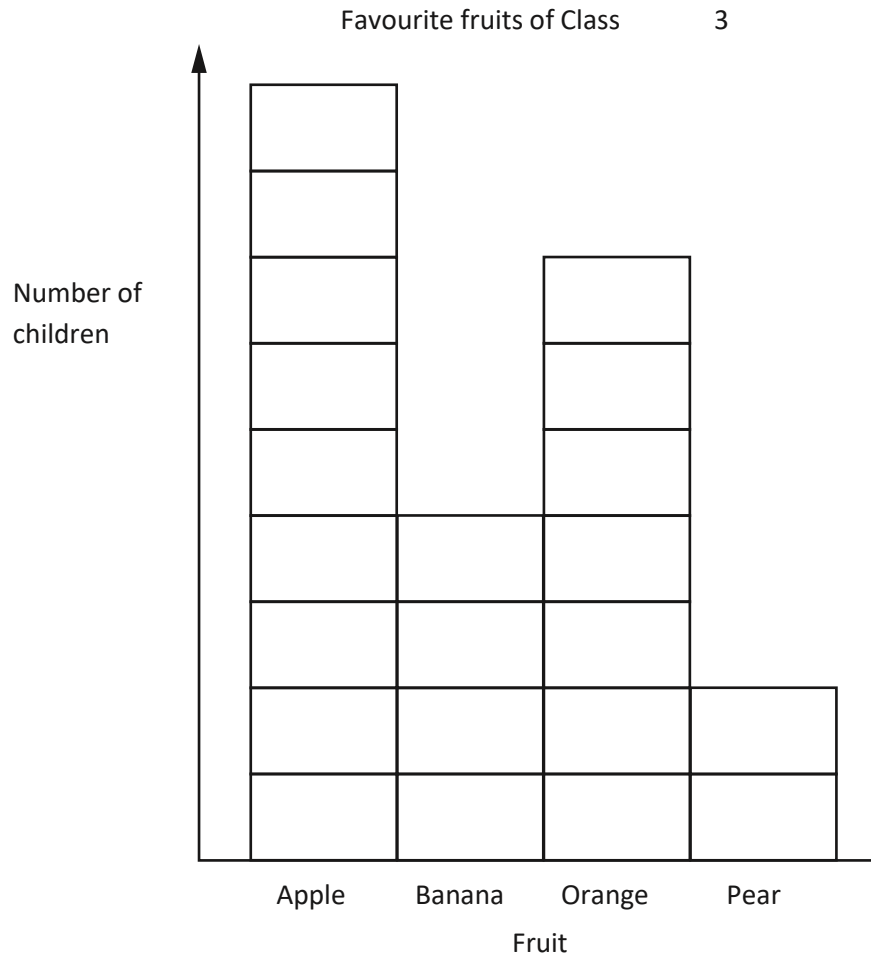
Favourite lessons of children
in Anastasia's class

(a)   **Write the name of the lesson the greatest number**

of children chose as their favourite. ……………………………………

(b)   **Write the number of children whose favourite**

lesson is science. ……………………………………

Favourite fruits of Class   3

Number of
children

| Apple | Banana | Orange | Pear |

Fruit

Lily says, 'The graph does not show **all** of the data.'

Write **one** reason why Lily is correct.

....
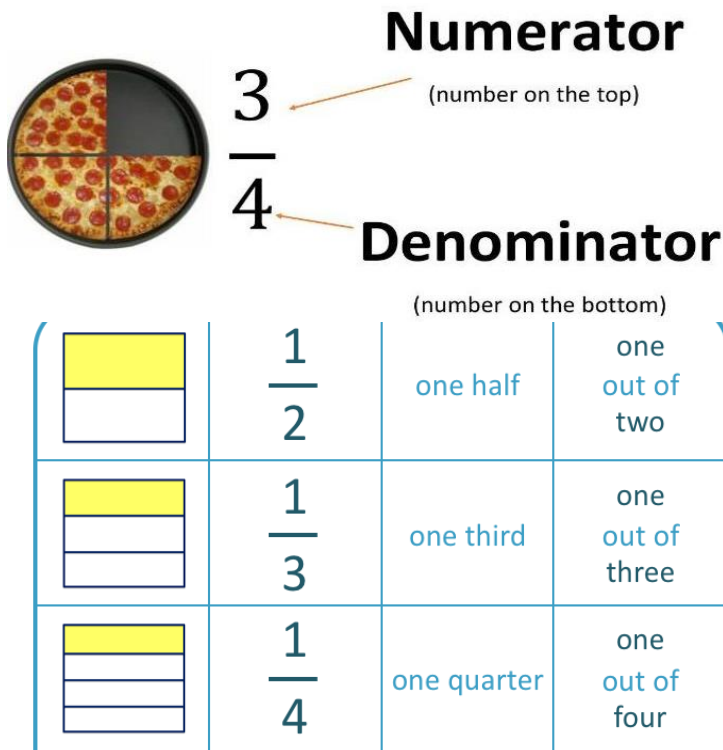
Fractions

Objectives:
1- Understand and use fraction notation recognizing that fractions are several parts of one whole.
2- Recognize equivalence between 1 half, 2 quarters, 4 eighths, and 5 tenths using diagrams.
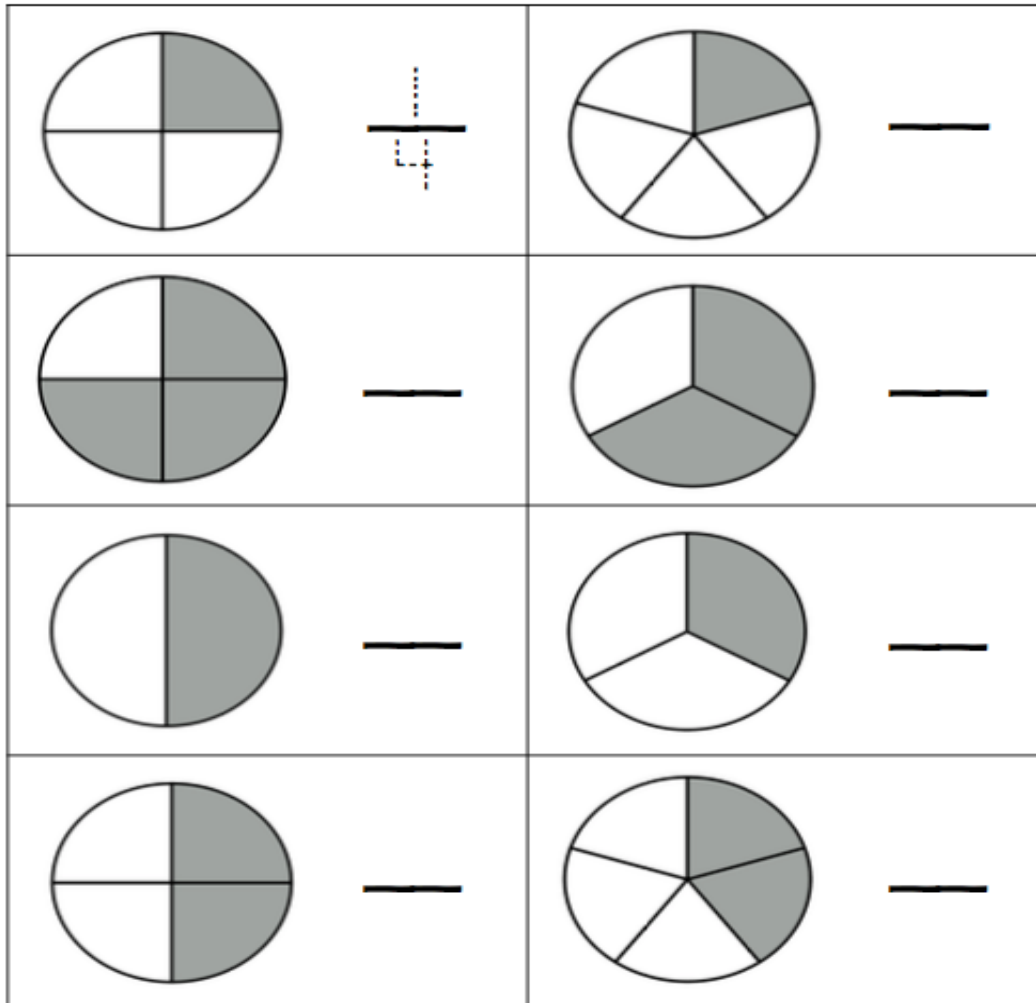3- Recognize simple mixed fractions.

A **fraction** is a part of a whole.
The **top** number represents the **part**. (Numerator)
The **bottom** number represents the **whole**. (Denominator)

Proper fractions

Numerator
3 (number on the top)
$\dfrac{}{}$
4 **Denominator**
(number on the bottom)

	$\dfrac{1}{2}$	one half	one out of two
	$\dfrac{1}{3}$	one third	one out of three
	$\dfrac{1}{4}$	one quarter	one out of four

Write the fraction represented by each shape?

$\frac{1}{4}$ ___

___ ___

___ ___

___ ___

Here is a shape made of equal-sized triangles.
Two of the triangles are shaded.

Write the fraction of the shape that is shaded.

$$\frac{\square}{\square}$$

Circle the correct fraction that each shape represents.

1.
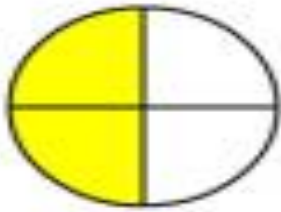
$$\frac{2}{5} \qquad \frac{2}{4} \qquad \frac{1}{4}$$

2.
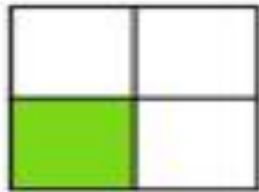
$$\frac{2}{3} \qquad \frac{1}{4} \qquad \frac{3}{4}$$

3.
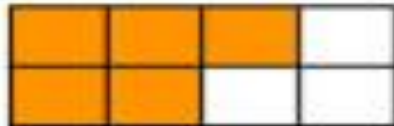
$$\frac{2}{4} \qquad \frac{5}{6} \qquad \frac{5}{8}$$

4.
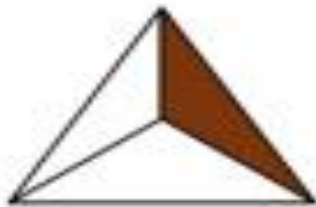
$$\frac{1}{3} \qquad \frac{1}{2} \qquad \frac{2}{4}$$

Plan to make a shape that represents a certain fraction then write the fraction that is representing by drawing It on A4 cartoon and shading some parts.

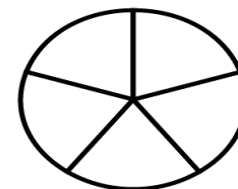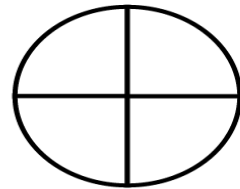**Color the correct number of parts to represent each fraction.**
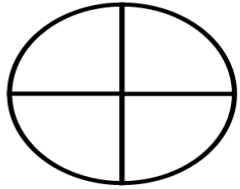
Color $\dfrac{1}{4}$
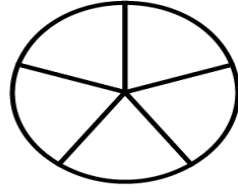
Color $\dfrac{2}{5}$
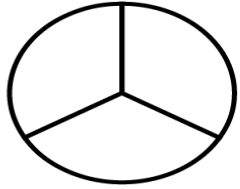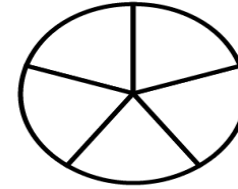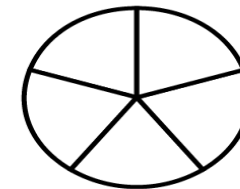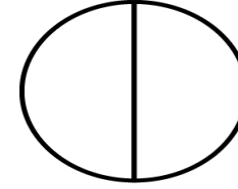
Color $\dfrac{1}{3}$

Color $\dfrac{1}{5}$

Color $\dfrac{2}{4}$
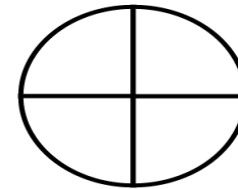
Color $\dfrac{3}{4}$
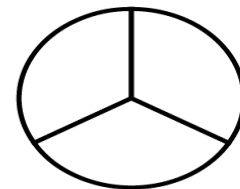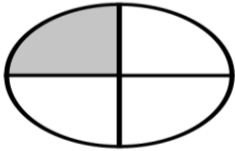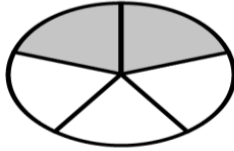
Color $\dfrac{2}{3}$

Color $\dfrac{4}{5}$
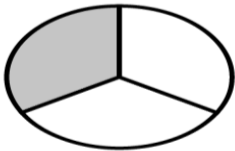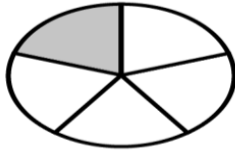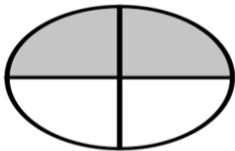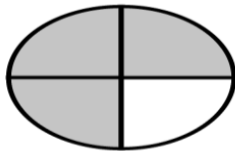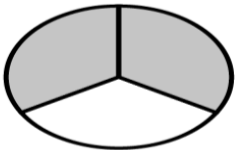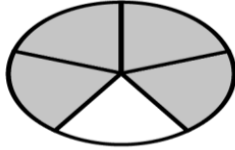
Color $\dfrac{3}{5}$

Color $\dfrac{1}{2}$

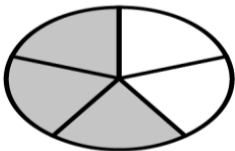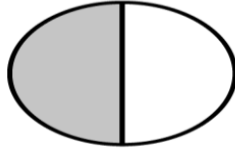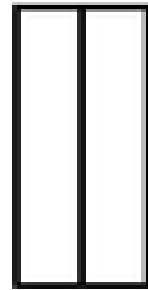# What is the fraction represented by each shap

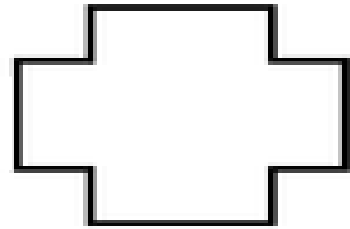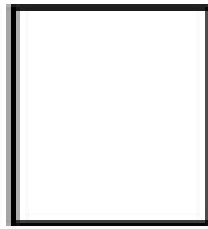|			
	$\dfrac{1}{4}$		____
	____		____
	____		____
	____		____
	____		____

☺ • **Shade in one half**
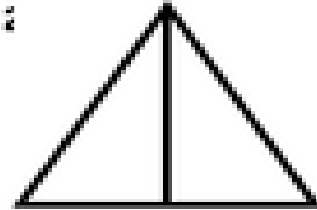
☺ • **Shade in half**
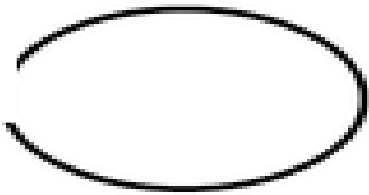
☺ • **Shade in one quarter**
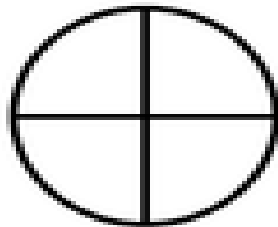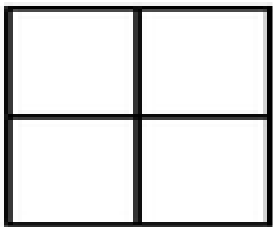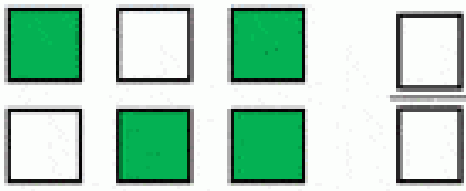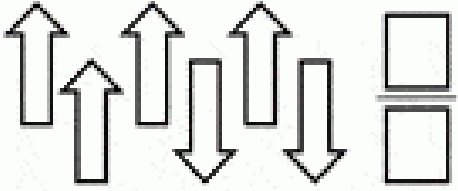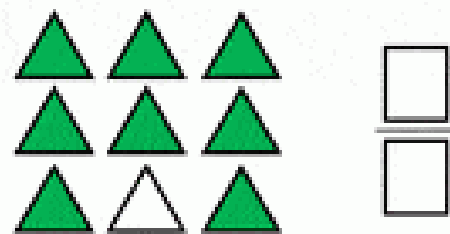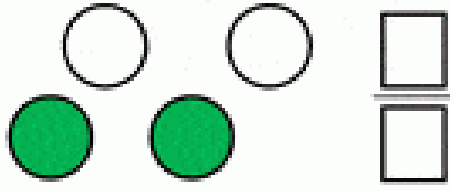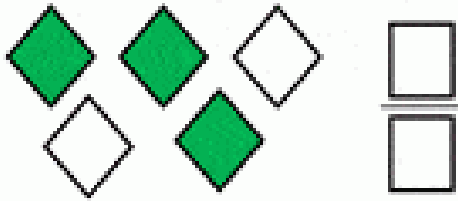
Draw a ring around **all** the shapes that have $\frac{1}{4}$ shaded.
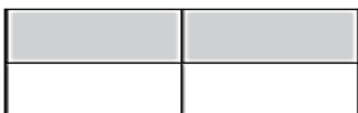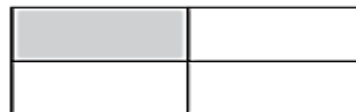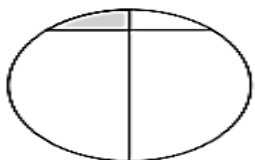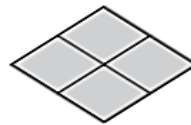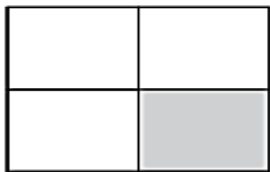
Fraction as part of a set

☺

What fraction of the squares are white?	What fraction of the arrows point up?

What fraction of the triangles are green?	What fraction of the stars are white?

What fraction of the circles are green?	What fraction of the diamonds are green?

There are 10 apples in a box.
Pierre removes 5 of them.

Write the fraction of apples that are left in the box.

Mixed fraction

A **mixed number** is formed by combining three parts: a whole **number**, a numerator, and a denominator. The numerator and denominator are part of the proper fraction that makes the **mixed number**.

Mixed Numbers

A mixed number is a number that consists of a whole number and a proper fraction.

$$2\frac{1}{3}$$

Whole number

Proper fraction
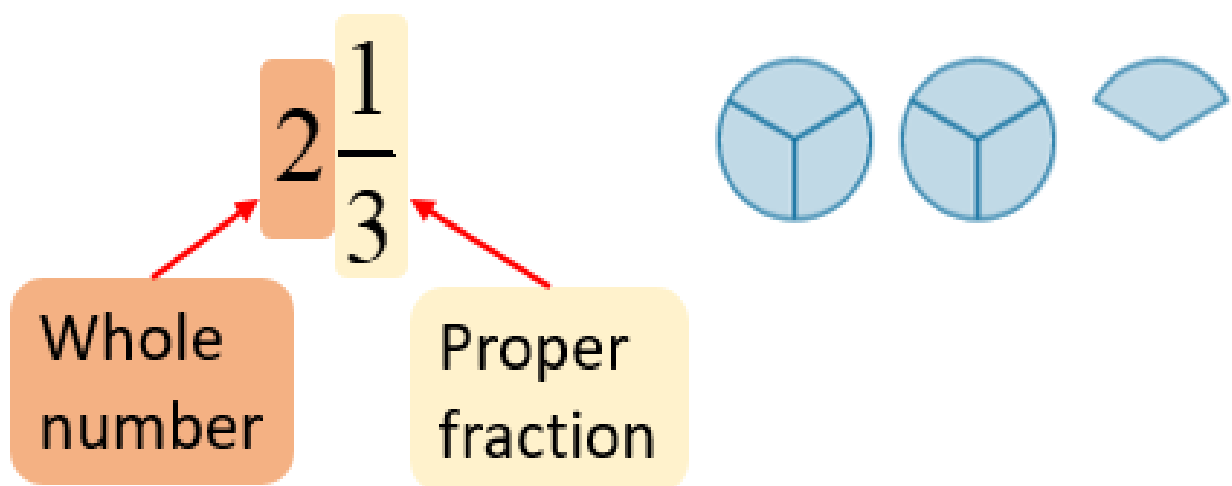
Write the mixed number these diagrams represent.

_____

_____

_____

_____

Write the mixed number these diagrams represent.

#	Diagram	Answer
1)		$3\frac{1}{3}$
2)		$1\frac{3}{4}$
3)		$3\frac{1}{2}$
4)		$2\frac{2}{4}$
5)		$3\frac{1}{5}$
6)		$1\frac{5}{6}$
7)		$2\frac{8}{9}$
8)		$2\frac{1}{2}$
9)		$2\frac{2}{3}$
10)		$1\frac{7}{8}$

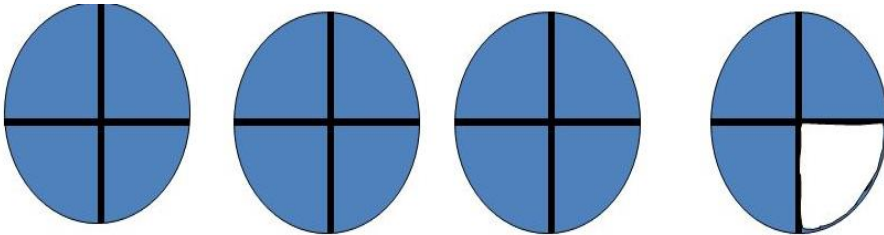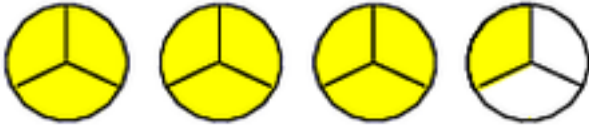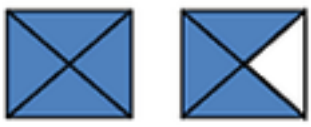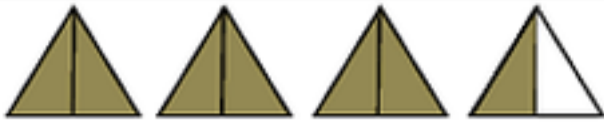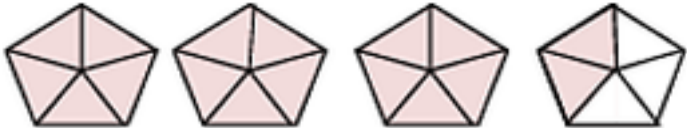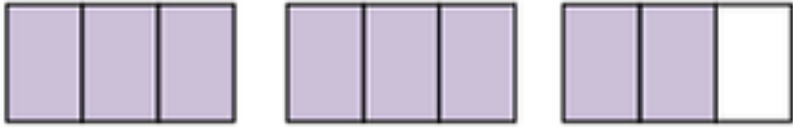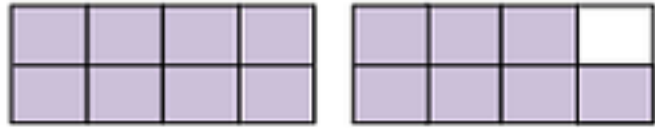| A whole $\frac{1}{1}$			
Half $\frac{1}{2}$		Half $\frac{1}{2}$	
Third $\frac{1}{3}$	Third $\frac{1}{3}$		Third $\frac{1}{3}$
Quarter $\frac{1}{4}$	Quarter $\frac{1}{4}$	Quarter $\frac{1}{4}$	Quarter $\frac{1}{4}$

Equivalent fractions

Equivalent fractions are fractions that **represent the same value**, even though they look different.
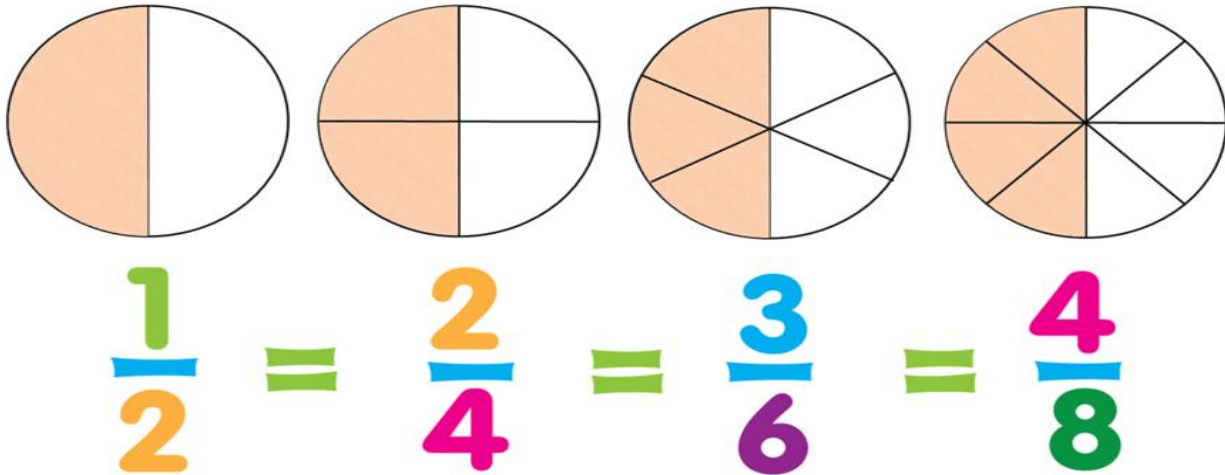
$$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}$$

☺ Can you complete the fractions?

$$\frac{1}{2} = \frac{2}{4} = \frac{3}{} = \frac{}{} = \frac{}{}$$

$$\frac{}{} = \frac{}{} \qquad \frac{}{} = \frac{}{}$$

$$\frac{}{} = \frac{}{} = \frac{}{}$$

$$\frac{}{} = \frac{}{} = \frac{}{}$$
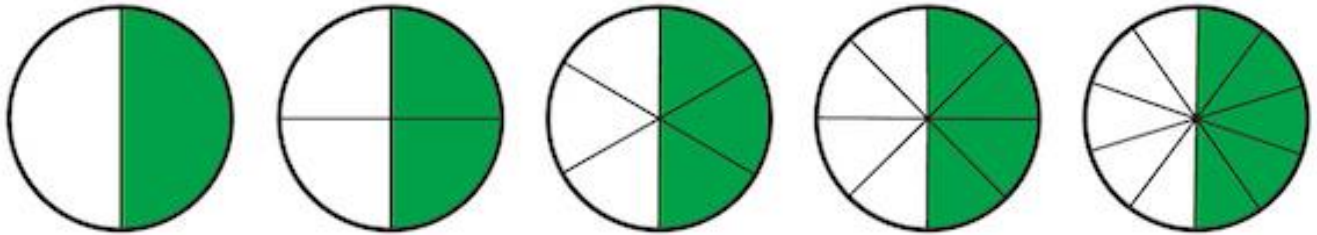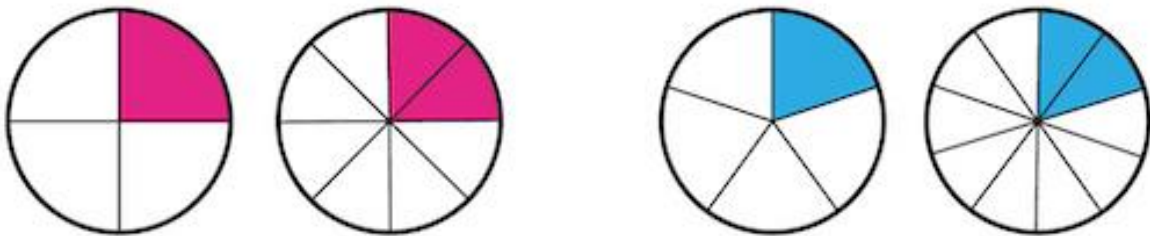
- **Eva collects 24 eggs.**

She sells 6 of these eggs.

Write the fraction of the eggs that she sells.

....

- Oliver says, 'The value of $\frac{2}{2}$ is the same as the value of $\frac{4}{4}$'

   Tick (✓) to show if Oliver is correct.

   Yes [ ]   No [ ]

   Explain how you know.

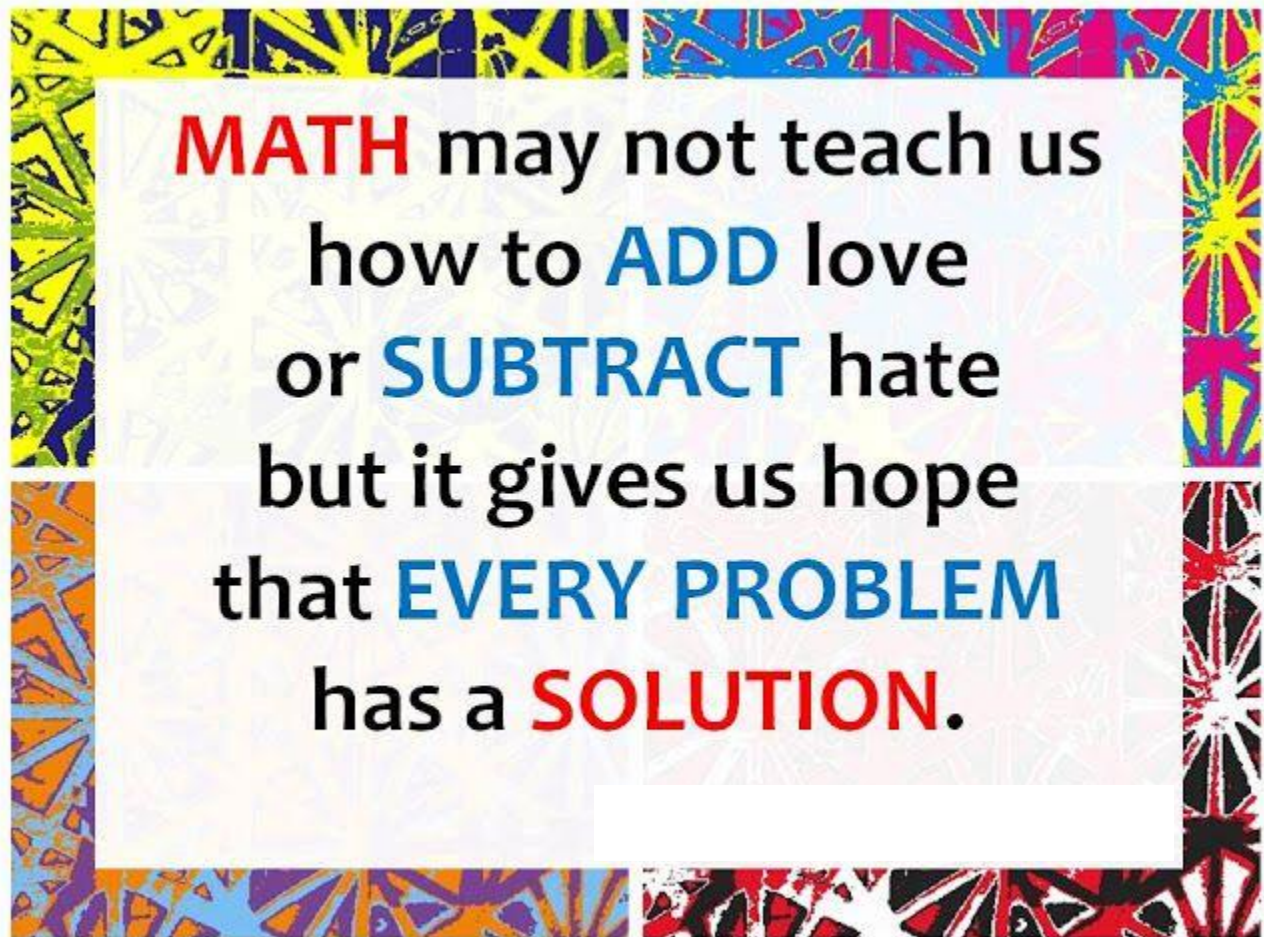   ....

   ....

Finish

MATH may not teach us
how to ADD love
or SUBTRACT hate
but it gives us hope
that EVERY PROBLEM
has a SOLUTION.

When we get this page it means our summer break has started so enjoy it 😊