

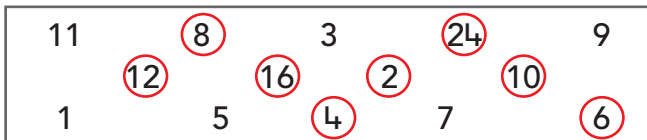
NAME _____

ADDITION & SUBTRACTION

$6 + 1 = 7$	$6 = 2 + 4$	$6 + 6 = 12$	$8 - 2 = 6$	$6 - 1 = 5$
$1 + 5 = 6$	$10 = 2 + 8$	$3 + 3 = 6$	$8 - 1 = 7$	$10 - 8 = 2$
$9 + 1 = 10$	$8 = 6 + 2$	$7 + 7 = 14$	$7 - 1 = 6$	$5 - 2 = 3$
$1 + 8 = 9$	$11 = 9 + 2$	$9 + 9 = 18$	$7 - 2 = 5$	$4 - 1 = 3$
$4 + 1 = 5$	$9 = 2 + 7$	$5 + 5 = 10$	$9 - 1 = 8$	$9 - 2 = 7$

NUMBER & PLACE VALUE

- 1 Loop the even numbers.



- 2 Cross out the odd numbers.



- 3 How do you know a number is even? *

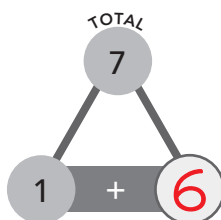
You will say it if you start at 0 and count in twos.

- 4 Complete the number word. Then write the number.



- 5 Complete . Then write the fact family.

1	+	6	=	7
6	+	1	=	7
7	-	1	=	6
7	-	6	=	1



FRACTIONS & DECIMALS

- 6 Draw a line to show 2 equal parts.



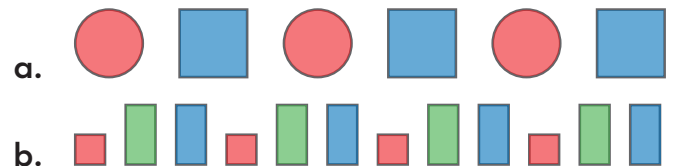
MONEY & FINANCIAL MATHEMATICS

- 7 Draw coins to show 50c in 2 different ways.

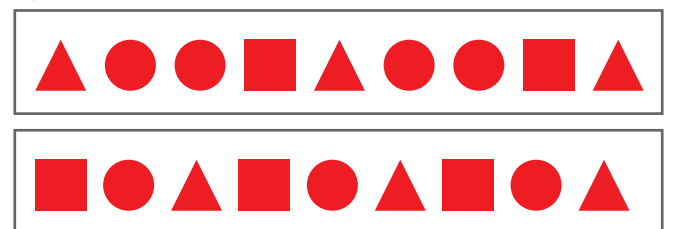


PATTERNS & ALGEBRA

- 8 Colour the shapes to show a repeating pattern.



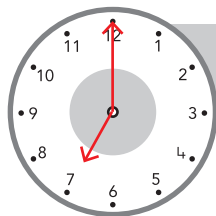
- 9 Draw , , and to make 2 different patterns that repeat.



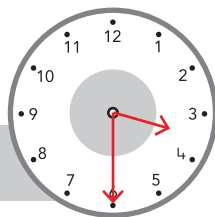
In **repeating patterns**, the repeating part does not change. For example, in the pattern $\blacktriangle \blacksquare \blacktriangle \blacksquare \blacktriangle \blacksquare \blacktriangle \blacksquare$, the repeating part is $\blacktriangle \blacksquare$.

USING UNITS OF MEASUREMENT

- 10 Draw hands to show the time on each clock.



7 o'clock



half past 3

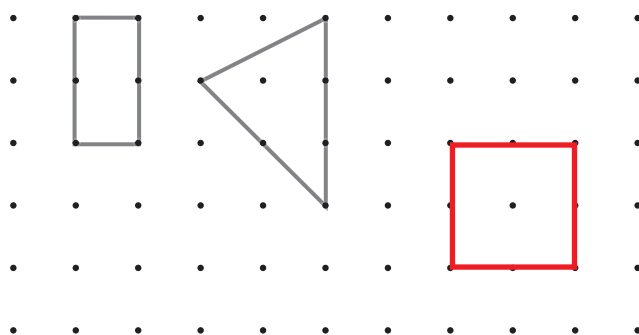
- 11 Draw what you would be doing at these times.

7 o'clock in the morning

3 o'clock in the afternoon

SHAPE

- 12 Look at the shapes below. Draw another shape with 4 straight sides. The shape must not touch the other shapes. The shape must have 1 dot inside.



CHANCE

- 13 Imagine you take one cube out of this bag without looking.

- a. Which colour are you most likely to take out of the bag?

green

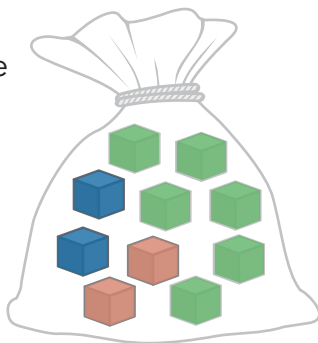
- b. Which colours do you have the same chance of taking out of the bag?

pink

purple

- c. Is it **possible** or **not possible** to take out an orange cube?

not possible



DATA REPRESENTATION & INTERPRETATION

- 14 Use the tally chart below to show the number of each shell.



	Tally	Total
		5
		3
		1
		2

Look at the number of each shell in the tally chart.

How many and are there altogether?

☐ 2 ☐ 11 ☐ 3 ☒ 14

Colour one bubble.

PARENT/CARER SIGNATURE _____ DATE _____

ADDITION & SUBTRACTION

$9 + 3 = 12$

$3 + 3 = 6$

$2 + 8 + 1 = 11$

$13 - 4 = 9$

$16 - 7 = 9$

$6 + 9 = 15$

$7 + 7 = 14$

$5 + 4 + 2 = 11$

$14 - 5 = 9$

$12 - 5 = 7$

$8 + 9 = 17$

$9 + 9 = 18$

$6 + 1 + 4 = 11$

$15 - 6 = 9$

$14 - 9 = 5$

$9 + 2 = 11$

$1 + 1 = 2$

$1 + 2 + 9 = 12$

$17 - 9 = 8$

$13 - 3 = 10$

$4 + 9 = 13$

$8 + 8 = 16$

$3 + 6 + 7 = 16$

$16 - 9 = 7$

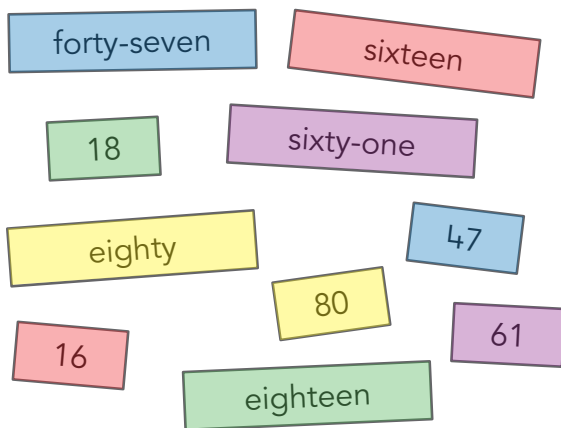
$11 - 7 = 4$

NUMBER & PLACE VALUE

- 1 Write the odd numbers in blue and the even numbers in red.

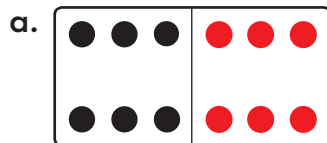
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- 2 Colour matching numbers the same.

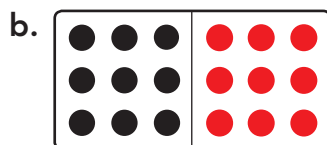


FRACTIONS & DECIMALS

- 3 Draw the matching half. Then complete the sentence.



Half of 12 is 6.



Half of 18 is 9.

MONEY & FINANCIAL MATHEMATICS

- 4 Write the amount **left** in each piggy bank after spending the amount shown.

Spend 2 quarters, 1 dime
 $\$7 - \$3 = \$4$

Spend 5 twenties
 $\$10 - \$1 = \$9$

PATTERNS & ALGEBRA

- 5 Draw more ● to balance the total. Then write a matching number sentence.

$10 = 7 + 3$

$5 + 8 = 13$

$6 + 6 = 12$



The equals symbol (=) means **balances** or **is the same as**. For example, $7 + 4 = 10$ can be read as $7 + 4$ balances 10 or $7 + 4$ is the same as 10.

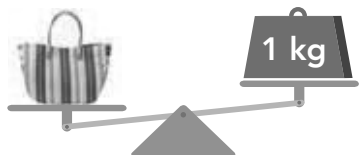
USING UNITS OF MEASUREMENT

- 6 Choose and copy a label that best describes how much each object weighs.

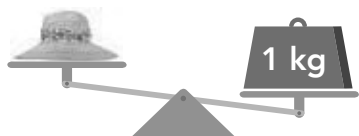
more than

equal to

less than



The bag is **more than** 1 kilogram.



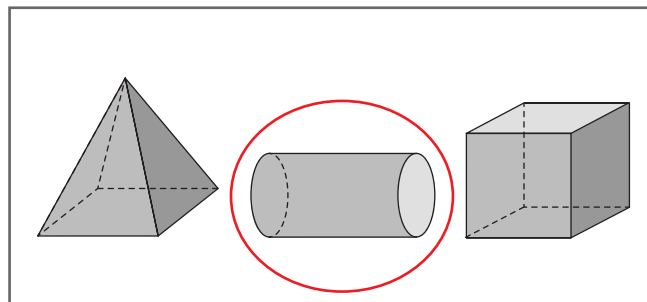
The hat is **less than** 1 kilogram.



The books are **equal to** 1 kilogram.

SHAPE

- 7 a. Loop the cylinder.



- b. What is something that looks like a cylinder?

pen, log, glass

- c. A cylinder has **3** surfaces.
- d. Draw a ✓ beside **each** true sentence.
- ☒ It can roll.
 - ☒ It can stack.
 - ☒ It has some flat surfaces.
 - ☒ It has one curved surface.

DATA REPRESENTATION & INTERPRETATION

- 8 Mrs Smith asked these children if they went to the movies on the weekend. Their answers are shown.

Thomas	✓	Ben	×
Sam	×	Harry	✓
Holli	×	Reed	×
Lilly	×	Ella	×
Tara	✓	Mia	×

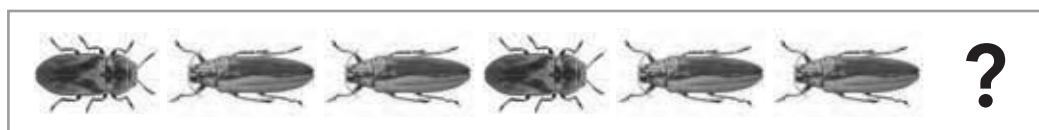
- a. Write the names in the table to match the answer given.

Did you go to the movies?

No	Yes
Sam Holli Lilly Ben	Thomas Tara Harry

- b. How many children did Mrs Smith ask? **10**
- c. How many children with 3 letters in their name went to the movies? **0**

Jack is making a pattern with stickers. Which sticker is next?



Colour one bubble.



PARENT/CARER SIGNATURE _____

DATE _____

ADDITION & SUBTRACTION

$9 + 1 = 10$

$2 + 6 = 8$

$4 + 2 = 6$

$7 + 2 = 9$

$2 + 5 = 7$

$7 + 7 = 14$

$5 + 5 = 10$

$9 + 9 = 18$

$4 + 4 = 8$

$8 + 8 = 16$

$4 + 9 = 13$

$8 + 9 = 17$

$9 + 5 = 14$

$3 + 9 = 12$

$9 + 6 = 15$

$4 + 6 = 10$

$2 + 8 = 10$

$7 + 3 = 10$

$5 + 5 = 10$

$1 + 9 = 10$

$12 - 2 = 10$

$16 - 7 = 9$

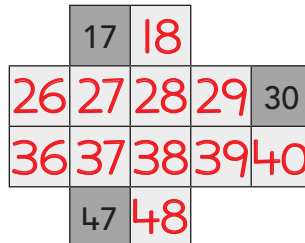
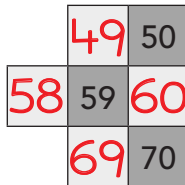
$10 - 2 = 8$

$9 - 3 = 6$

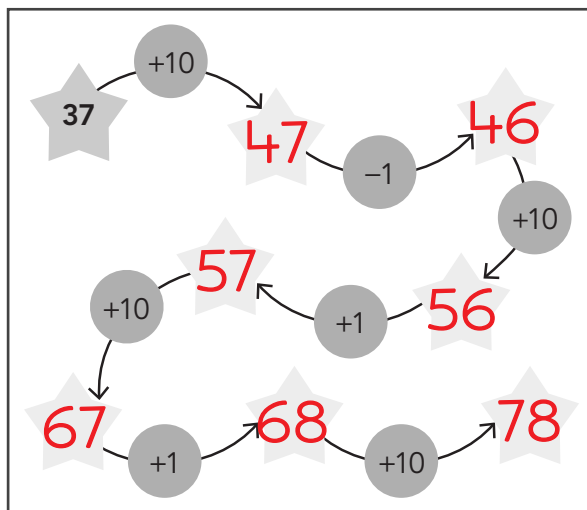
$8 - 2 = 6$

NUMBER & PLACE VALUE

- 1 Write the missing numbers on each piece of hundred board.

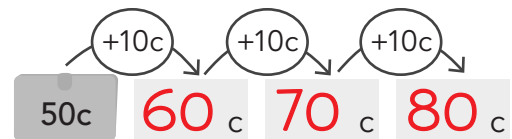
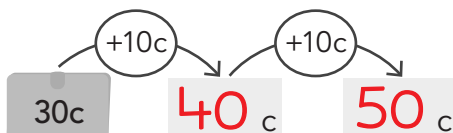


- 2 Follow the steps to complete the number trail. Write each number in the star.



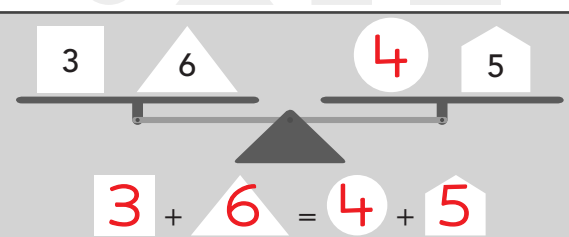
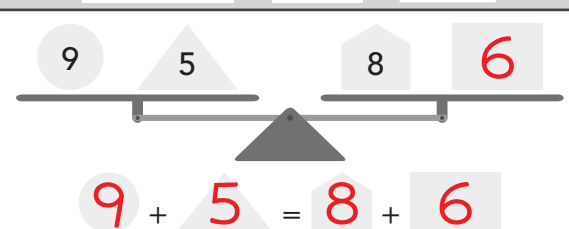
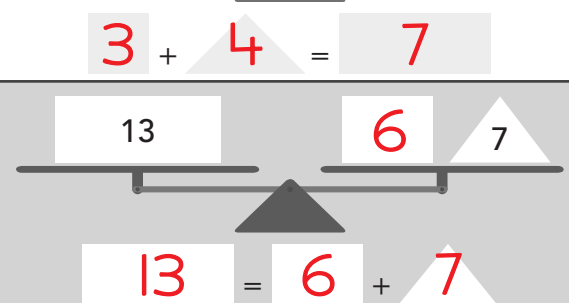
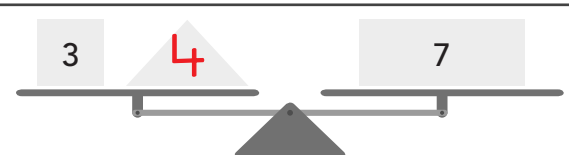
MONEY & FINANCIAL MATHEMATICS

- 3 Count on in steps of 10c. Write the numbers.



PATTERNS & ALGEBRA

- 4 Write the missing number to make each balance picture true. Then write the matching number sentence.



When you **add tens** on a hundred board, you move down the board. When you **add ones**, you move to the right. In the same way, when you **subtract tens**, you move up the board and when you **subtract ones**, you move to the left.

USING UNITS OF MEASUREMENT

- 5 Write **long time** or **short time** for each activity.



short time



long time



long time



short time

LOCATION & TRANSFORMATION

- 6 Look at the car. Loop the **first** cone the car will point to after making the turn.

Turn left



Turn right

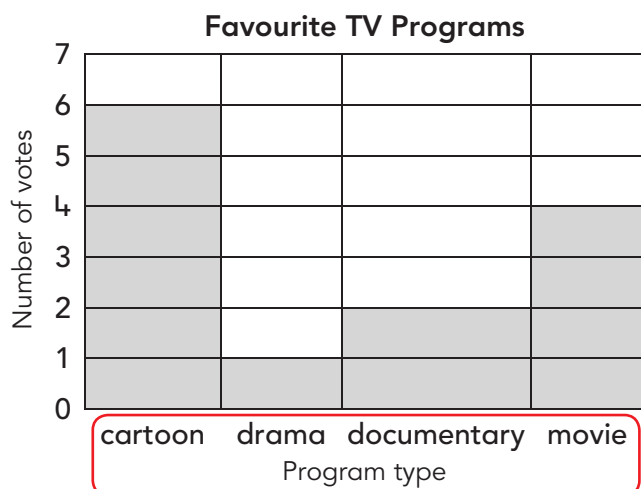


Turn left



DATA REPRESENTATION & INTERPRETATION

- 7 This graph shows some students' favourite type of TV program.



- Loop the part of the graph that tells you the types of TV programs they like.
- Which was the most popular type of TV program?
cartoon
- How many students liked movies the most? **4**
- What is the difference between the number of votes for cartoons and the number of votes for drama? **5**
- How many students voted altogether? **13**

Dad is 4 years older than Mum. Mum is two years younger than Uncle Dave. Uncle Dave is 45. How old is Dad?

- ☐ 43 ☐ 45 ☒ 47 ☐ 49

Colour one bubble.



PARENT/CARER SIGNATURE _____ DATE _____

ADDITION & SUBTRACTION

$6 + 4 = 10$

$5 + 5 = 10$

$3 + 7 = 10$

$1 + 9 = 10$

$2 + 8 = 10$

$9 = 2 + 7$

$11 = 2 + 9$

$7 = 1 + 6$

$12 = 2 + 10$

$8 = 3 + 5$

$9 + 5 = 14$

$8 + 9 = 17$

$3 + 9 = 12$

$7 + 9 = 16$

$9 + 6 = 15$

$8 = 4 + 4$

$4 = 2 + 2$

$18 = 9 + 9$

$14 = 7 + 7$

$16 = 8 + 8$

$7 - 5 = 2$

$16 - 8 = 8$

$20 - 10 = 10$

$12 - 8 = 4$

$11 - 2 = 9$

NUMBER & PLACE VALUE

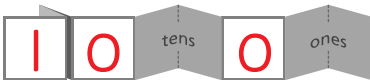
- 1 Look at this picture.



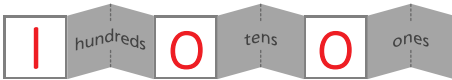
- a. How many ones do you see?



- b. How many tens do you see?



- c. How many hundreds do you see?



- 2 Look at the numbers below.

67

49

33

90

85

12

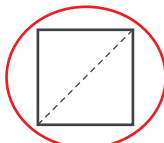
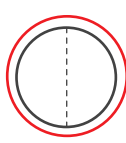
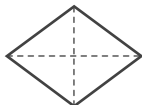
- a. Write the numbers that are less than 50. 49 33 12

- b. Write all the numbers in order from least to greatest.

12 33 49 67 85 90

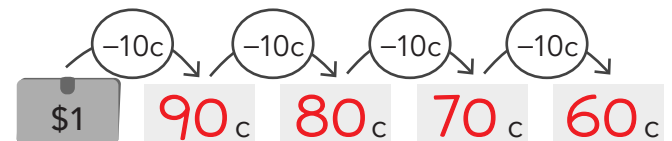
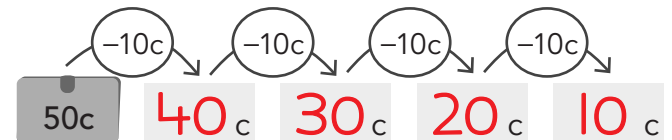
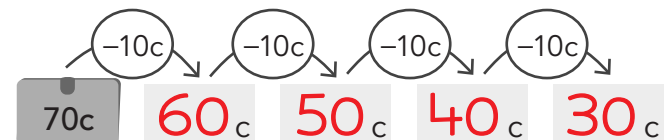
FRACTIONS & DECIMALS

- 3 Loop the shapes that are cut into 2 equal parts.



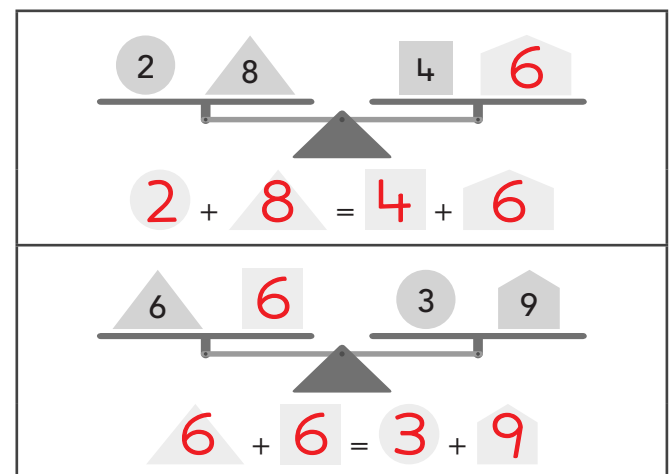
MONEY & FINANCIAL MATHEMATICS

- 4 Count back in steps of 10c. Write the numbers.



PATTERNS & ALGEBRA

- 5 Write the missing number to make each balance picture true. Then write the matching number sentence.

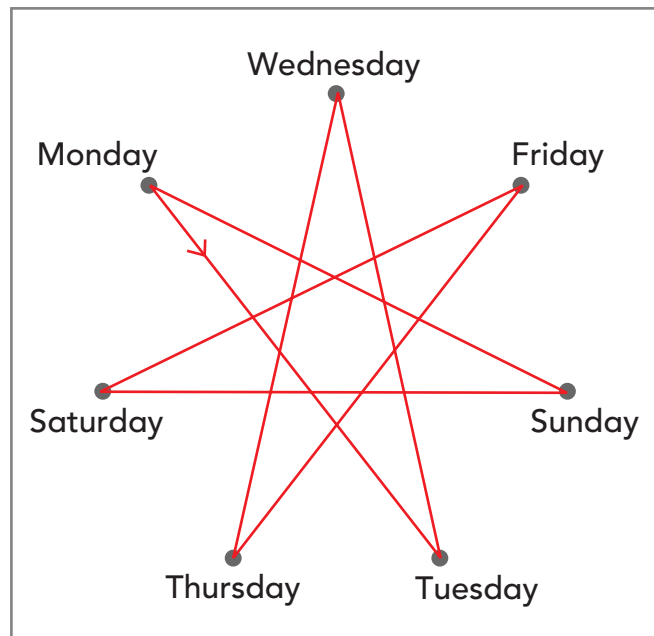


A polygon is any closed 2D shape that has 3 or more straight sides.
A **quadrilateral** is any polygon with 4 straight sides.

* Answers will vary. This is one example.

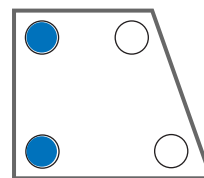
USING UNITS OF MEASUREMENT

- 6 Draw lines to connect the days in order. Start and finish on Monday.

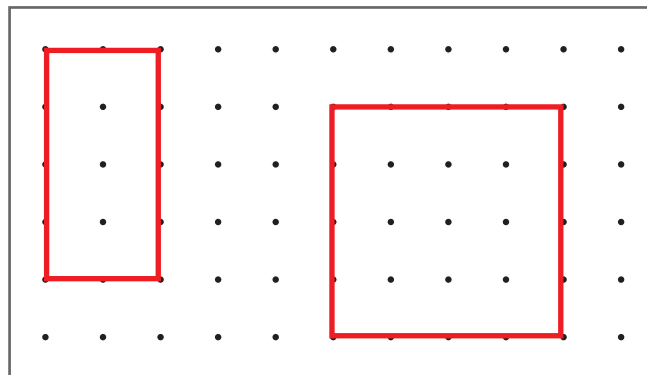


SHAPE

- 7 In this shape, colour blue 2 corners that are the same.



- * 8 Draw 2 different quadrilaterals.



CHANCE

- 9 You will need a regular die to answer this question.



- a. If you roll a regular die, do you think you will roll a 5?
Roll the die.
What number did you roll?

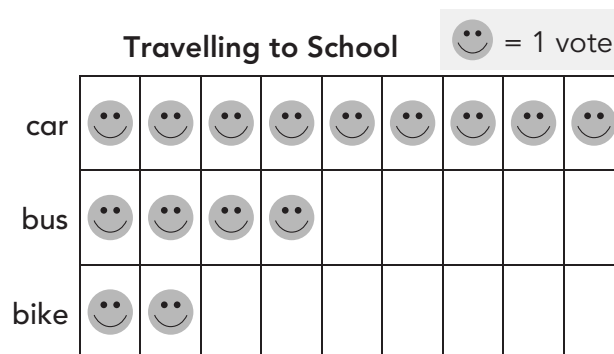
- b. If you roll the die again, do you think you will roll a 3?
Roll the die.
What number did you roll?

- c. If you roll again, do you think you will roll an even number?
Roll the die.
What number did you roll?

Is your number even or odd?

DATA REPRESENTATION AND INTERPRETATION

- 10 Look at this picture graph.

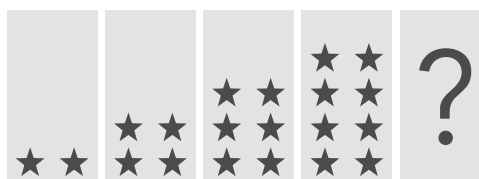


- a. How do most students get to school? **car**
b. How many students catch the bus to school? **4**
c. How many students voted altogether? **15**

Look at this pattern.

How many stars will be in the next box?

- ☐ 8 ☒ 10
☐ 4 ☐ 30



Colour one bubble.



PARENT/CARER SIGNATURE _____

DATE _____

NAME _____

ADDITION & SUBTRACTION

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

NUMBER & PLACE VALUE

- 1 Use the number board to help you write the answers.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

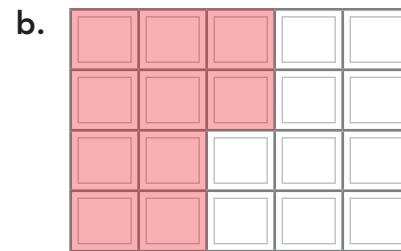
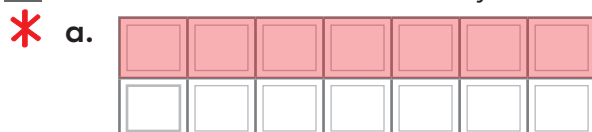
$43 + 1 = 44$	$33 + 10 = 43$
$26 + 2 = 28$	$52 + 20 = 72$

- 2 Draw arrows on the number board above to show how you add each of these.

$21 + 12 = 33$	$44 + 11 = 55$
$56 + 22 = 78$	$38 + 21 = 59$

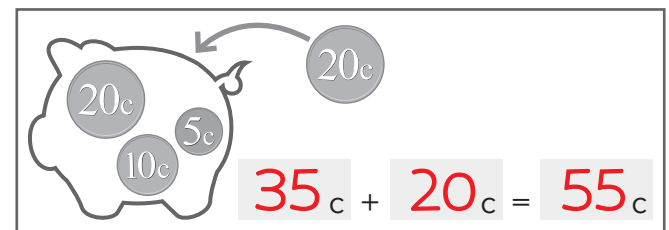
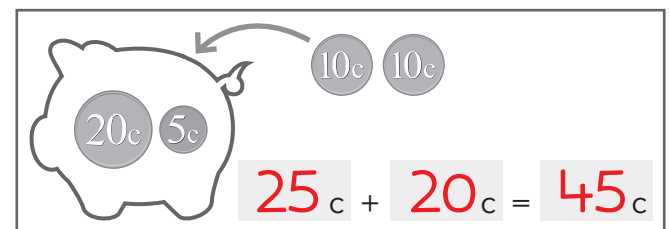
FRACTIONS & DECIMALS

- 3 Colour one-half of each array.



MONEY & FINANCIAL MATHEMATICS

- 4 Write the amount in the piggy bank. Write the amount being added. Then write the total.



PATTERNS & ALGEBRA

- 5 Write the next 4 numbers in each counting pattern.

23, 33, 43, **53**, **63**, **73**, **83**

65, 55, 45, **35**, **25**, **15**, **5**



In **growing patterns**, each part increases or decreases in some way that does not change. For example, in the pattern $\blacktriangle, \blacktriangle, \blacktriangle, \blacktriangle, \blacktriangle$ each part increases by $\blacktriangle$.

USING UNITS OF MEASUREMENT

6 Complete this.

30 days has September, April, June and **N**ovember. All the rest have **31** days except **F**ebruary alone, which has **28** days and **29** each leap year.

7 Which is the first month of the year?

January

8 How many months start with the letter J? **3**

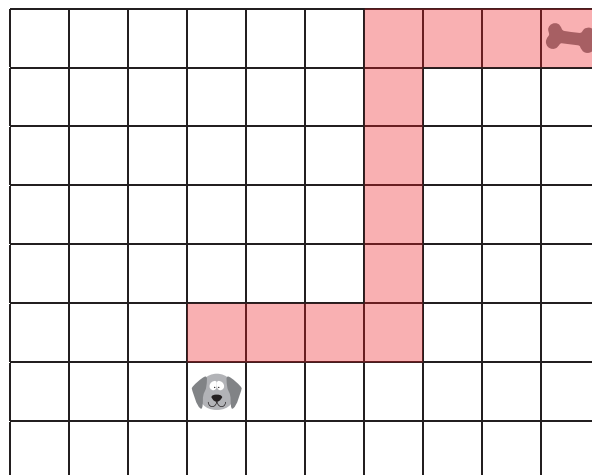
9 Write the number of days in each month.

October	July	April
31	31	30

LOCATION & TRANSFORMATION

10 a. Draw this path for the dog to get to the bone.

↑ 1 → 3 ↑ 5 → 3



b. Write another set of directions * to show a different way for the dog to get to the bone.

↓ 1 → 5 ↑ 5 → 1 ↑ 2

DATA REPRESENTATION & INTERPRETATION

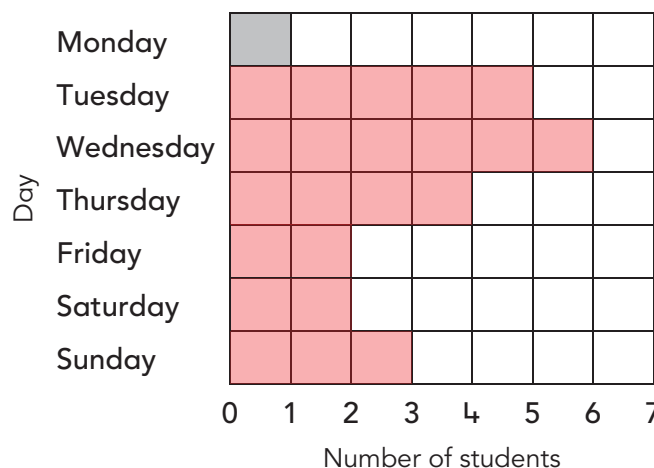
11 This tally chart shows the day of some students' birthdays.

a. Write the totals.

Day	Tally	Total
Monday		1
Tuesday		5
Wednesday		6
Thursday		4
Friday		2
Saturday		2
Sunday		3

b. Colour boxes beside each day to match the data. Monday has been done for you.

Birthdays



Write a number sentence for this problem.

Sophie had \$18. She bought a DVD then she had \$4 left. How much did the DVD cost?

$$\$18 - \$14 = \$4$$

Write your answer in the box.

PARENT/CARER SIGNATURE _____ DATE _____

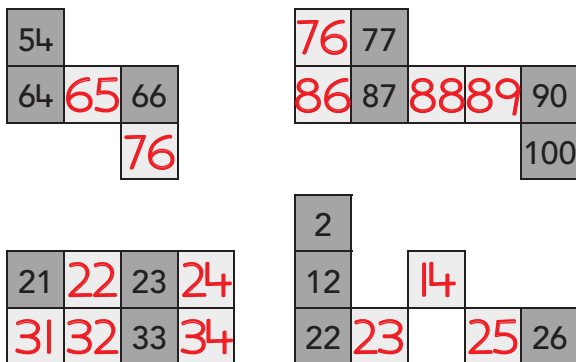
NAME _____

ADDITION & SUBTRACTION

$27 + 10 = 37$	$14 = 3 + 11$	$2 + 3 = 5$	$12 - 7 = 5$	$7 - 3 = 4$
$33 + 20 = 53$	$9 = 7 + 2$	$10 + 6 = 16$	$18 - 10 = 8$	$10 - 9 = 1$
$56 + 10 = 66$	$10 = 8 + 2$	$6 + 2 = 8$	$14 - 9 = 5$	$8 - 0 = 8$
$68 + 20 = 88$	$8 = 7 + 1$	$9 + 10 = 19$	$11 - 7 = 4$	$16 - 7 = 9$
$41 + 10 = 51$	$18 = 17 + 1$	$8 + 7 = 15$	$20 - 10 = 10$	$3 - 1 = 2$

NUMBER & PLACE VALUE

- 1 Write the missing numbers on each piece of hundred board.



- 2 Work out the difference by covering a number of cubes. Then write the number of cubes you can see.

Cover 3



$8 - 3 = 5$ The difference is 5.

Cover 6



$10 - 6 = 4$ The difference is 4.

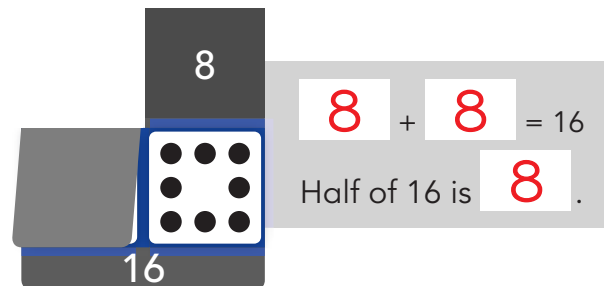
Cover 4



$9 - 4 = 5$ The difference is 5.

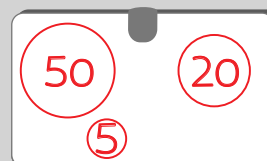
FRACTIONS & DECIMALS

- 3 Write the doubles fact to match. Then complete the sentence.

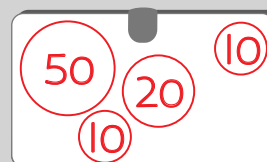


MONEY & FINANCIAL MATHEMATICS

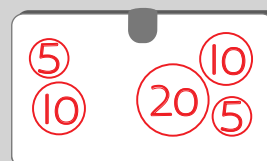
- 4 Draw coins to show each part. * Then write the total.



$55c + 20c = 75c$



$80c + 10c = 90c$



$15c + 35c = 50c$



Think addition to work out the difference between two amounts. For example, the difference between 7 and 4 is 3 because $4 + 3 = 7$.

* Answers will vary. This is one example.

USING UNITS OF MEASUREMENT

- 5 Look at this calendar.

March						
S	M	T	W	Th	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			

- a. Kelly's birthday is 12 March.
What day is this?

Friday

- b. Jack does swimming on Fridays.
How many lessons will he have in March?

4

- c. Which month is just after March?

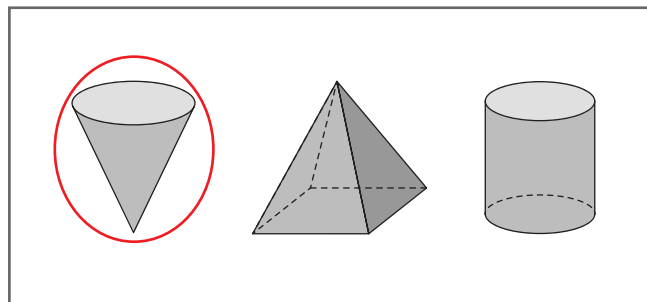
April

- d. What date is the 3rd Sunday in March?

21st

SHAPE

- 6 a. Loop the cone.



- b. What is something that looks like a cone?

* ice-cream cone

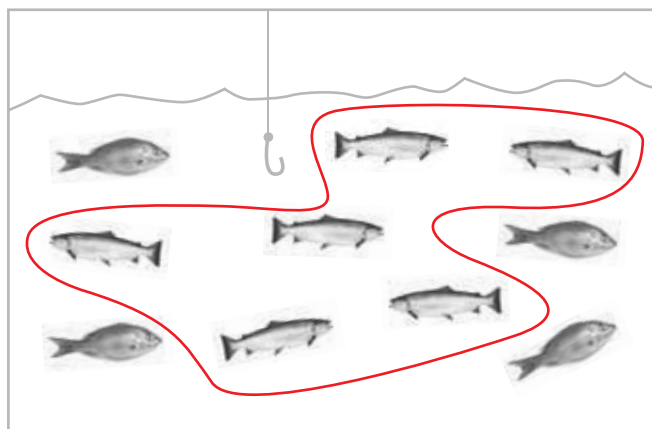
- c. A cone has 2 surfaces.

- d. Draw a ✓ beside each true sentence.

- ☒ It can roll.
☐ It can stack.
☐ It has only flat surfaces.
☐ It has only curved surfaces.
☒ It has both flat and curved surfaces.

CHANCE

- 7 Thomas is fishing from a jetty.



- a. Loop the type of fish that Thomas is most likely to catch.

- b. Is it possible for Thomas to see a shark from this jetty?

Yes

- c. What is something that is not possible for Thomas to see from the jetty.

* a tiger

- d. What is something that Thomas is unlikely to catch?

a whale

Anna bought this soccer ball. Then she had \$8 left in her wallet.
How much money did she have at the start?

- \$16 ☒ \$13 ☐ \$8 ☐ \$15 ☐



Colour one bubble.

PARENT/CARER SIGNATURE _____ DATE _____

NAME _____

ADDITION & SUBTRACTION

$8 + 9 = 17$

$9 = 2 + 7$

$12 = 3 + 9$

$11 + 2 = 13$

$7 + 5 = 12$

$62 + 10 = 72$

$59 + 20 = 79$

$33 + 10 = 43$

$47 + 20 = 67$

$79 + 10 = 89$

$12 + 5 = 17$

$4 + 2 = 6$

$4 + 5 = 9$

$8 + 5 = 13$

$8 + 9 = 17$

$12 - 9 = 3$

$14 - 5 = 9$

$16 - 9 = 7$

$18 - 8 = 10$

$9 - 6 = 3$

$14 - 5 = 9$

$17 - 7 = 10$

$15 - 10 = 5$

$12 - 4 = 8$

$13 - 6 = 7$

NUMBER & PLACE VALUE

1 Write the missing numbers.

	One more	Ten more
67	68	78
32	33	43
88	89	99
45	46	56

2 Complete these puzzles.

eighteen

1 tens 8 ones 18

eighty

tens ones 80

3 Work out how much more is needed to buy the item. Then write 2 related number sentences.

\$17 You have \$10

\$17 - \$10 = \$7

\$10 + \$7 = \$17

\$24 You have \$10

\$24 - \$10 = \$14

\$10 + \$14 = \$24

MONEY & FINANCIAL MATHEMATICS

4 Draw tallies to show 2 different ways to pay the exact amount for each item.

\$14

	2	1 DOLLAR

\$9

	2	1 DOLLAR

PATTERNS & ALGEBRA

5 Write numbers to make the balance picture true. Then write a matching number sentence.

4 6 6 4

4 + 6 = 6 + 4



When you **add 10** to a two-digit whole number, the digit in the tens place changes and the digit in the ones place stays the same.

* Answers will vary. This is one example.

USING UNITS OF MEASUREMENT

- 6 Use this block train to work out the length of each bug.



7 blocks



5 blocks



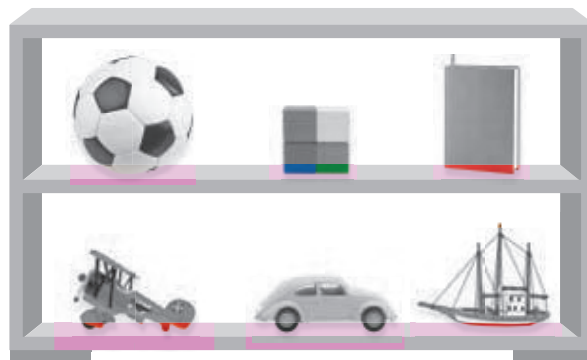
2 blocks



9 blocks

LOCATION & TRANSFORMATION

- 7 Look at this picture.



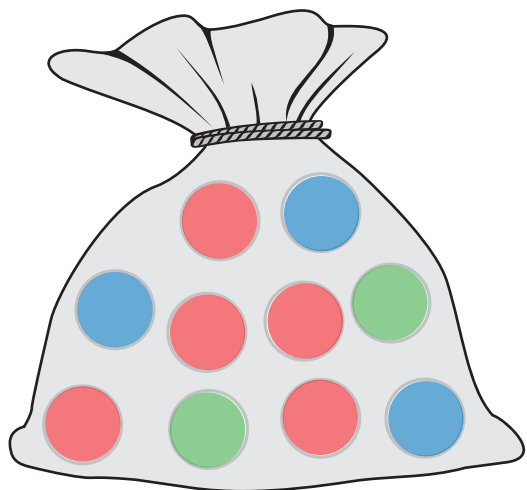
Write **left** or **right** to make true sentences.

- The book is to the **right** of the ball.
- The ball is to the **left** of the blocks.
- The car is to the **left** of the boat.

CHANCE

- 8 Imagine you take one marble out of this bag without looking.

*



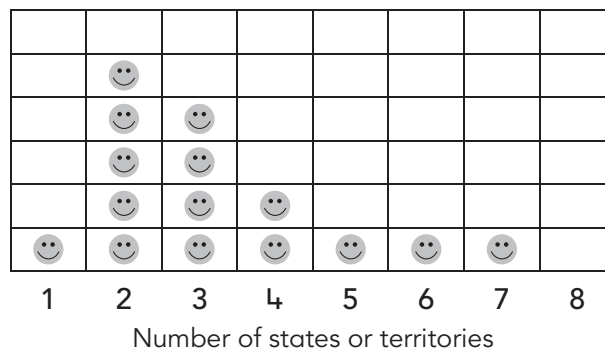
Colour the marbles to match these clues.

- Red is **more likely** than blue.
- Green is **less likely** than blue.
- Black is **impossible**.

DATA REPRESENTATION & INTERPRETATION

- 9 Each 😊 equals 1 student.

Number of Australian States or Territories Visited



- How many states or territories have most students visited? **2**
- How many students have visited more than 3 states or territories? **5**
- Draw a 😊 to show how many Australian states or territories you have visited.

*

Look at these number sentences. Write the missing number.

$$67 + 11 = 78$$

$$77 + 11 = 88$$

$$\mathbf{87} + 11 = 98$$

Write your answer in the box.



PARENT/CARER SIGNATURE _____ DATE _____

NAME _____

ADDITION & SUBTRACTION

$63 + 10 = 73$	$9 + 5 = 14$	$6 + 2 = 8$	$16 - 9 = 7$	$8 - 0 = 8$
$78 + 10 = 88$	$5 + 7 = 12$	$3 + 3 = 6$	$18 - 9 = 9$	$7 - 2 = 5$
$62 + 20 = 82$	$13 = 7 + 6$	$3 + 0 = 3$	$17 - 10 = 7$	$13 - 6 = 7$
$54 + 20 = 74$	$7 = 2 + 5$	$3 + 6 = 9$	$25 - 20 = 5$	$15 - 7 = 8$
$25 + 10 = 35$	$17 = 8 + 9$	$5 + 2 = 7$	$19 - 10 = 9$	$12 - 2 = 10$

NUMBER & PLACE VALUE

- 1 Use the clues to work out each mystery number.

I am between 10 and 14.
I am an even number. I am **12**.

I have a 5 in the tens place.
I am less than 55. If you start at zero and count in steps of 5 you will say me. I am **50**.

- 2 Write 3 clues for this number. **99**

a. * I am less than 100, but 9 more than 90. I have a 9 in the ones place.

b. I have a 9 in the ones place. If you start at 90 and count in steps of 3 you will say me.

c. I am between 98 and 100.
I am an odd number.

- 3 Work out the difference.

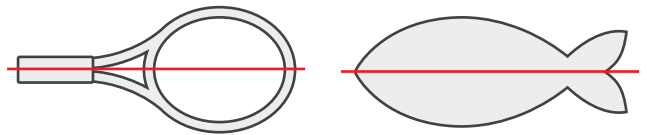
a. $24 - 10 = 14$ so the difference is **14**.

b. $37 - 10 = 27$ so the difference is **27**.

c. $82 - 20 = 62$ so the difference is **62**.

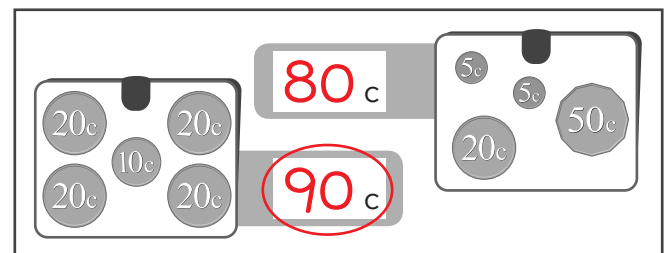
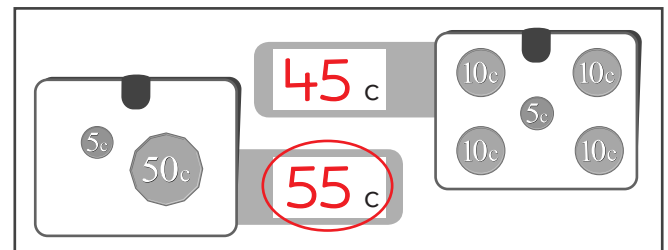
FRACTIONS & DECIMALS

- 4 Draw a line to show 2 equal parts.



MONEY & FINANCIAL MATHEMATICS

- 5 Write the amount in each purse. Then loop the greater amount.



PATTERNS & ALGEBRA

- 6 Write the next 4 numbers in these counting patterns.

24, 30, 36, **42**, **48**, **54**, **60**

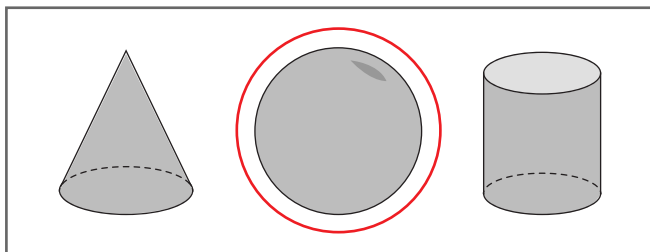
77, 66, 55, **44**, **33**, **22**, **11**



When you **compare** two-digit whole numbers, look at the tens digit first. For example, when you compare 54 and 45, you know 54 is greater because 5 tens is more than 4 tens.

SHAPE

7 a. Loop the sphere.



b. What is something that
* looks like a sphere?

a ball

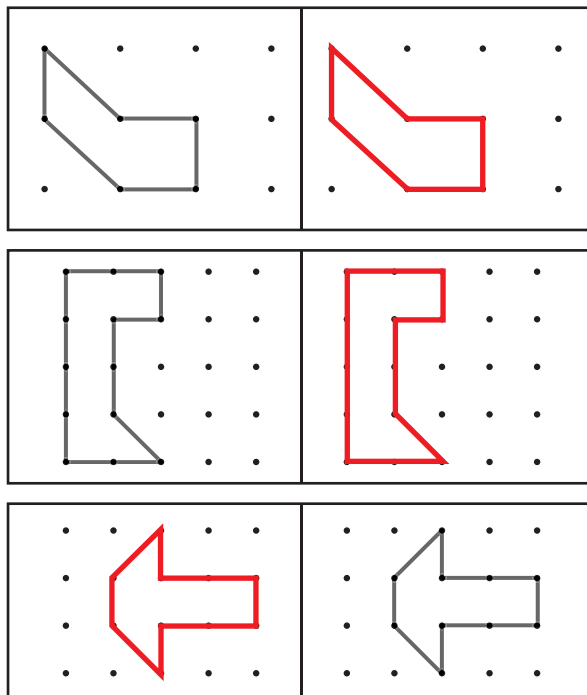
c. A sphere has 1 surface.

d. Draw a ✓ beside each true sentence.

- ☒ It can roll.
☐ It can stack.
☐ It has only flat surfaces.
☒ It has only one curved surface.

LOCATION & TRANSFORMATION

8 Copy each shape.

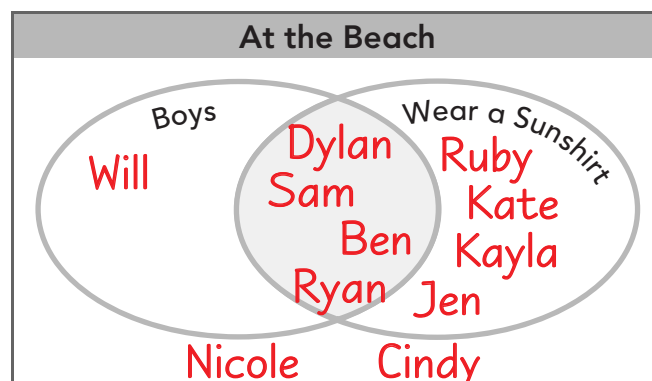


DATA REPRESENTATION & INTERPRETATION

9 Some students were asked if they wore a sunshirt at the beach in summer. Their answers are below.

Ruby	Yes	Ryan	Yes
Kate	Yes	Nicole	No
Dylan	Yes	Cindy	No
Sam	Yes	Jen	Yes
Kayla	Yes	Ben	Yes
Will	No		

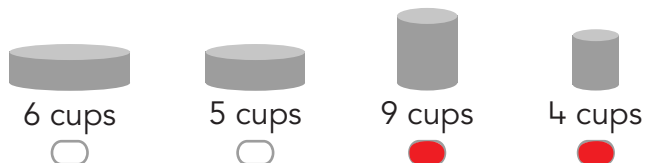
a. Write each name in the Venn diagram to match the answer given.



- b. How many girls never wear a sunshirt at the beach? 2
c. How would you describe the students whose names are in the shaded part?

They are boys who wear sunshirts.

Jed's fish bowl holds 13 cups of water. He uses 2 of the containers below to fill the tank. Which containers does he use?



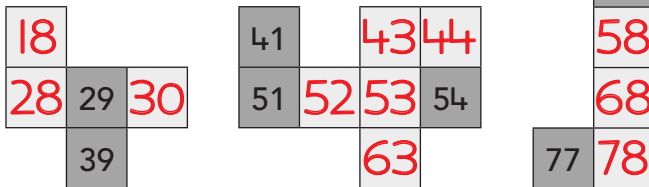
Colour two bubbles.



NAME _____

NUMBER & PLACE VALUE

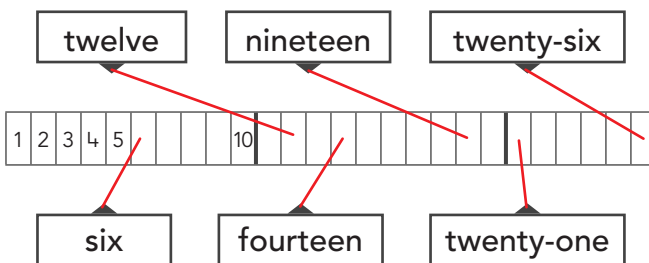
- 1 Write the missing numbers on each piece of hundred board.



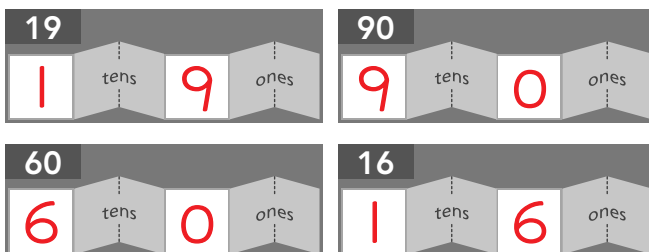
- 2 Write the missing numbers.

	One more	Ten more
43	44	54
68	69	79
26	27	37

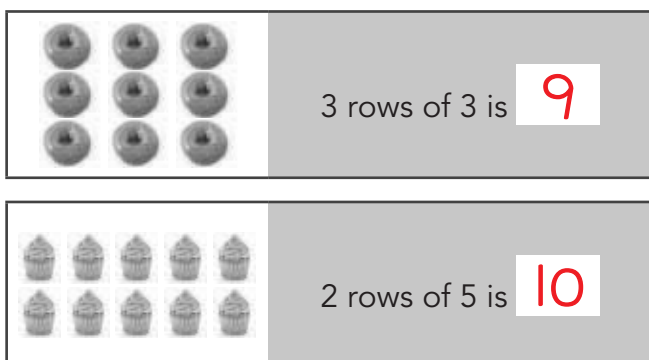
- 3 Draw a line to the matching space on the track.



- 4 Write the number on the expander.

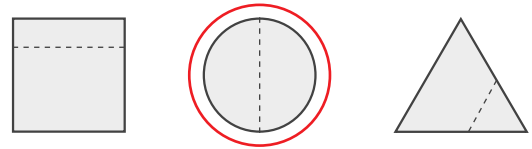


- 5 Write the total.

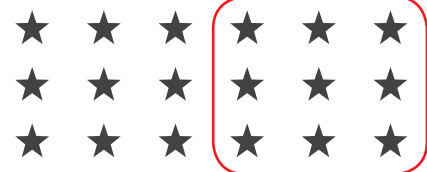


FRACTIONS & DECIMALS

- 6 Loop the picture that shows one-half.

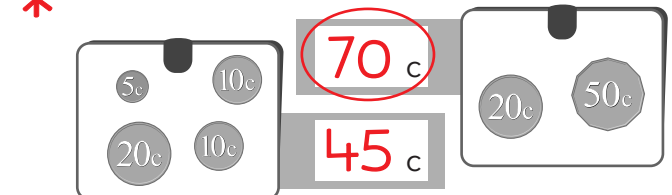


- 7 Loop one-half.



MONEY & FINANCIAL MATHEMATICS

- 8 Write each amount. Loop the greater amount.



- 9 Draw 2 different ways to pay the exact amount for the stamp.

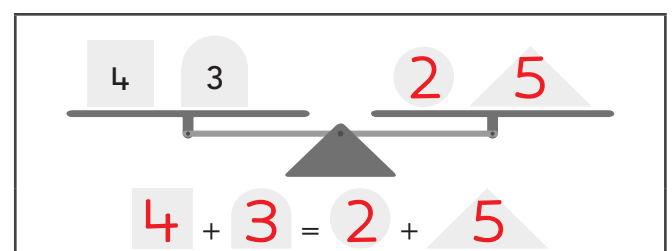


PATTERNS & ALGEBRA

- 10 Write the next 5 numbers in each pattern.

45, 50, 55, 60, 65, 70, 75, 80
78, 68, 58, 48, 38, 28, 18, 8

- 11 Write numbers to make the balance picture true. Then write a matching number sentence.



* Answers will vary. This is one example.

USING UNITS OF MEASUREMENT

- 12 a. Which month of the year has a different number of days in a leap year?

February

- b. How many months have 31 days? 7

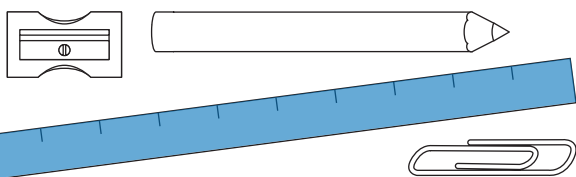
- c. How many months have 30 days? 4

- 13 Write the day **just before** and **just after**.

Saturday Sunday Monday

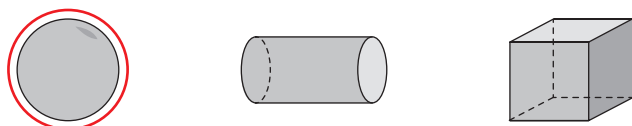
- 14 Look at this strip and the items below.

Colour blue items that are longer than the strip.



SHAPE

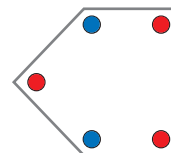
- 15 Loop the sphere.



- * 16 Draw 2 different quadrilaterals.



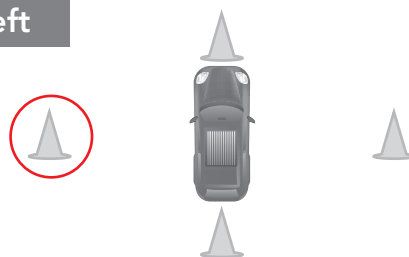
- 17 Colour matching corners the same.



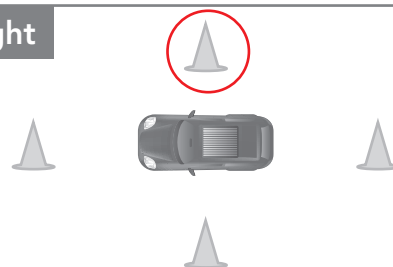
LOCATION & TRANSFORMATION

- 18 Look at the car. Read how it turns. Then loop the first cone the car will point to after the turn.

Turn left

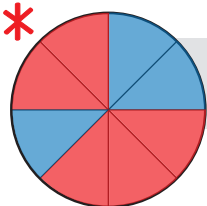


Turn right



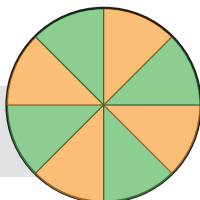
CHANCE

- 19 Colour the spinner to match the label.



Blue is less likely than red.

Orange and green are equally likely.



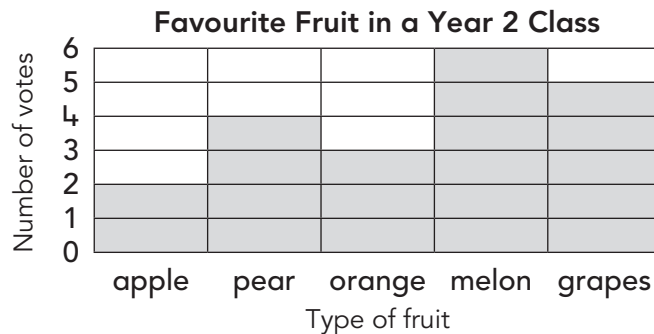
- 20 Imagine one marble is taken from this bag without looking. Which colour is least likely?

Green



DATA REPRESENTATION & INTERPRETATION

- 21 This bar graph shows some Year 2 students' favourite fruit.



Write the fruit in order from **most popular** to **least popular**.

melon , grapes , pear
orange , apple