Mathematics
Year 4

\[
\frac{1}{2} \times 2 = (3 \times 4) \times 2
\]

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### STRAND 1: NUMBERS AND NUMERATION

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- Rounding Numbers
- Place Values
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<th>Angles and Direction</th>
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</thead>
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<td>- Lines</td>
</tr>
<tr>
<td></td>
<td>- Angles</td>
</tr>
</tbody>
</table>

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### CHANCE AND DATA

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<th>5.1</th>
<th>Chance</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- Rolling a dice</td>
</tr>
<tr>
<td></td>
<td>- Random picking of marbles</td>
</tr>
<tr>
<td></td>
<td>- Relative frequency</td>
</tr>
</tbody>
</table>

73 - 78

79 - 85
Even Numbers:
Example: 2, 4, 6, 8, 10, 12...

Odd Numbers:
Example: 1, 3, 5, 7, 9, 11, 13...

Counting Numbers:
Example: 1, 2, 3, 4...

Whole Numbers:
Example: 0, 1, 2, 3, 4,....

1. Write odd or even beside the numbers:
   a) 42 – ________   b) 231–______   c) 534–______
   d) 2316–______   e) 4577–______   f) 8149–______

2. Use the braces to:
   a) Write five even numbers less than 20 = ____________________
   b) Write five odd numbers less than 40 = ____________________
   c) Write five whole numbers more than 80 but less than 100 = ____________________
   d) Write the first five counting numbers = ____________________
A set is a collection of things or objects. Let’s look at the example below:

**Example**
Set K

Write the members of Set K between braces like this:
Set K = {🐟 | 🐟 | 🐟 | 🐟 }

1. List the members of the Sets shown below using braces.
   (a) Set R
       11 27 16 43
       25 10 42
   Set R = {..........................}
   
   (b) Set X
       C H L R P Q
       V T M U D
   Set X = {..........................}

2. From Set P, write all the members:

   Here is a set of numerals.
   Set P = { 1, 2, 3, 4, 5, 6, 7, 8, 9 }

   a) that are **even** numbers. Use **braces and commas**.
   { ........................................... }
   
   b) that are **odd** numbers. Use **braces and commas**.
   { ........................................... }
Activity 3: Sets

Example:
Draw a line between each member of the set and its counting number.

```
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
```

The number of elements in the set is 3. Therefore the end count of the collection is 3.

Complete the following by drawing the line between the members of the set and the counting numbers.

1.
```
```

The total number of this set is ........

2.
```
```

The total number of this set is ........
**Strand 1: Number & Numeration**  
**Unit 1.1 Whole Numbers**

**Achievement Indicator:** Describe that the end count is the total of a collection.

**Activity 4:** Sets and their Number Property

The cardinal number or number property of a set tells how many members are in a set.

**Example:**

![SET A](image)

The cardinal number of set A is 4  
The number property of set A is 4  
Using mathematical symbols we write: \( n(A) = 4 \)

1. Write the cardinality of the following sets using symbols:

   a) Set T

   ![SET T](image)

   \( n(T) = \underline{\quad} \)

   b) Set Y

   ![SET Y](image)

   \( n(Y) = \underline{\quad} \)

   c) Set K

   ![SET K](image)

   The cardinal number of Set K is _____  
The number property of Set K is _____  
Using symbols: \( n(K) = \underline{\quad} \)

   d) Set Z

   ![SET Z](image)

   The cardinal number of Set Z is _____  
The number property of Set Z is _____  
Using symbols: \( n(Z) = \underline{\quad} \)

2. Set M = {}  
The cardinal number of Set M is 0  
The number property of Set M is ____  
Using the symbols: \( n(M) = \underline{\quad} \)

A set with no member is called an ____  
EMPTY SET!!!
### Strand 1: Number & Numeration

**Unit 1.1  Whole Number**

**Achievement Indicator:** To read and order 3 digit number in ascending order.

**Activity 5 : Reading numbers in Ascending Order.**

Study the Table below.

1. Read the 3 digit number and then write the missing number.

<table>
<thead>
<tr>
<th>Number Name</th>
<th>one</th>
<th>two</th>
<th>three</th>
<th>four</th>
<th>five</th>
<th>six</th>
<th>seven</th>
<th>eight</th>
<th>nine</th>
<th>ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Hundred</td>
<td>401</td>
<td>402</td>
<td>403</td>
<td>404</td>
<td>405</td>
<td>406</td>
<td>407</td>
<td>408</td>
<td>409</td>
<td>410</td>
</tr>
<tr>
<td>Five Hundred</td>
<td>501</td>
<td>504</td>
<td>505</td>
<td>506</td>
<td>507</td>
<td>508</td>
<td>509</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six Hundred</td>
<td>601</td>
<td>602</td>
<td>603</td>
<td>604</td>
<td>608</td>
<td>609</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seven Hundred</td>
<td>701</td>
<td>702</td>
<td></td>
<td></td>
<td>706</td>
<td>707</td>
<td>708</td>
<td>709</td>
<td>710</td>
<td></td>
</tr>
<tr>
<td>Eight Hundred</td>
<td>803</td>
<td>804</td>
<td>805</td>
<td>806</td>
<td>807</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nine Hundred</td>
<td>902</td>
<td>903</td>
<td>904</td>
<td></td>
<td>908</td>
<td>909</td>
<td>910</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the following 3 digit numbers in words

a) Four hundred  
b) Six hundred and three  
c) Five hundred and eight  
d) Nine hundred and ten

3. Write the following 3 digit numbers in words

a) 401 -  
b) 705-  
c) 907 -  
d) 809 -  
e) 700 -  
f) 301 -  
g) 402 -  
h) 503 -  
### Activity 6: Reading Numbers in Ascending Order.

1. Read the 4 digit numbers and then fill the missing numbers.

<table>
<thead>
<tr>
<th>Number name</th>
<th>One hundred and...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>eleven</td>
</tr>
<tr>
<td>Four Thousand</td>
<td>4111</td>
</tr>
<tr>
<td>Five Thousand</td>
<td>5111</td>
</tr>
<tr>
<td>Six Thousand</td>
<td>6111</td>
</tr>
<tr>
<td>Seven Thousand</td>
<td></td>
</tr>
<tr>
<td>Eight Thousand</td>
<td>8111</td>
</tr>
<tr>
<td>Nine Thousand</td>
<td></td>
</tr>
</tbody>
</table>

2. Read the following 4 digit numbers in words and write the numerals:
   a) Seven thousand one hundred and sixteen
   b) Nine thousand one hundred and thirteen
   c) Six thousand one and twenty
   d) Five thousand one hundred and ten

3. Write the following 4 digit numbers in words:
   a) 1 401 - __________________________
   b) 3 705 - __________________________
   c) 8 907 - __________________________
   d) 5 809 - __________________________
   e) 7 600 - __________________________
   f) 4 301 - __________________________
**Strand 1: Numbers**

**Unit 1.1 Whole Numbers**

**Achievement Indicator:**

a) To read and write 3 digit numbers.
b) To order 3 digit numbers in descending order.

**Activity 7:** Reading Numbers in Descending Order

Study the Table below.

1. Read the 3 digit number and then write the missing number.

<table>
<thead>
<tr>
<th>Number name</th>
<th>Sixty nine</th>
<th>Sixty eight</th>
<th>Sixty seven</th>
<th>Sixty six</th>
<th>Sixty five</th>
<th>Sixty four</th>
<th>Sixty three</th>
<th>Sixty two</th>
<th>Sixty one</th>
<th>sixty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine Hundred</td>
<td>969</td>
<td>968</td>
<td>967</td>
<td>964</td>
<td>963</td>
<td>962</td>
<td>961</td>
<td>960</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eight Hundred</td>
<td></td>
<td>867</td>
<td>866</td>
<td>865</td>
<td>864</td>
<td>863</td>
<td>862</td>
<td>861</td>
<td>860</td>
<td></td>
</tr>
<tr>
<td>Seven Hundred</td>
<td>768</td>
<td>767</td>
<td>766</td>
<td>765</td>
<td>764</td>
<td>763</td>
<td>762</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six Hundred</td>
<td>669</td>
<td>668</td>
<td>667</td>
<td>666</td>
<td>665</td>
<td>664</td>
<td>663</td>
<td>662</td>
<td>661</td>
<td>660</td>
</tr>
<tr>
<td>Five Hundred</td>
<td>569</td>
<td>568</td>
<td>567</td>
<td>566</td>
<td>565</td>
<td>564</td>
<td>563</td>
<td>562</td>
<td>561</td>
<td>560</td>
</tr>
<tr>
<td>Four Hundred</td>
<td>469</td>
<td>468</td>
<td>467</td>
<td>466</td>
<td>465</td>
<td>464</td>
<td>463</td>
<td>462</td>
<td>461</td>
<td></td>
</tr>
<tr>
<td>Three Hundred</td>
<td>369</td>
<td>368</td>
<td>367</td>
<td>366</td>
<td>365</td>
<td>364</td>
<td>363</td>
<td>362</td>
<td>361</td>
<td></td>
</tr>
</tbody>
</table>

2. Skip counting by 10’s in descending order

a) 958, 948, 938, _____, _____, 908, _____, _____

b) 622, 612, _____, _____, 582, 572, _____

3. Skip counting by 100’s in descending order

a) 934, 924, _____, _____, _____, _____

b) 445, 435, _____, _____, _____, _____
Study the Table below.
1. Read the 4 digit number and then write the missing number.

<table>
<thead>
<tr>
<th>Number name</th>
<th>Five</th>
<th>hundred</th>
<th>and</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>thirty nine</td>
<td>thirty eight</td>
<td>thirty seven</td>
</tr>
<tr>
<td>Nine Thousand</td>
<td>939</td>
<td>938</td>
<td>937</td>
</tr>
<tr>
<td>Eight Thousand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seven Thousand</td>
<td>739</td>
<td>738</td>
<td>737</td>
</tr>
<tr>
<td>Six Thousand</td>
<td>639</td>
<td>638</td>
<td>637</td>
</tr>
<tr>
<td>Five Thousand</td>
<td>539</td>
<td>538</td>
<td>537</td>
</tr>
<tr>
<td>Four Thousand</td>
<td>439</td>
<td>438</td>
<td>437</td>
</tr>
<tr>
<td>Three Thousand</td>
<td>337</td>
<td>336</td>
<td>335</td>
</tr>
</tbody>
</table>

2. Skip counting by 50’s in descending order
   a) 1 958, 1 908, 1 858, _______, _______, 1 708, ______
   b) 7 622, 7 572, _______, _______, 7 422, 7 372, _______

3. Skip counting by 200’s in descending order
   a) 6 934, 6 734, _______, _______, _________
   b) 4 345, 4 145, _______, _______, _______, _______, _______
Strand 1: Numbers  Unit 1.1 Whole Numbers

Achievement Indicator
- To order numbers from the smallest to the largest and from largest to smallest

Activity 9: Ascending Order

Example:

4 321
6 743 3 425

Order the numbers in the set from the smallest to the largest or in ascending order: 3 425, 4 321, 6 743

Order numbers from the largest to smallest

a) 743 433
   920 321

b) 546 534
   421 402

c) 5 789 1 764
   7 764 3 321

d) 5 789 1 764
   7 764 3 321

e) 4 709 4 097
   4 790 4 907

f) 6 099 6 609
   6 064 6 009

e) 4 709 4 097
   4 790 4 907

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Activity 10: Ordering Numbers

Order numbers from the largest to smallest

(a) 145 154 324 234
(b) 201 210 236 326
(c) 4678 4692 5347 5336
(d) 4009 3701 5236 6320
(e) 8122 9082 3347 1326
(f) 1019 3121 2436 3520

Example:
Order the numbers in the set from the largest to the smallest in descending order:
9703, 9025, 5029

5029
9703 9025
**Activity 11: Partitioning Numbers**

Partitioning means breaking up

**Example 1:** Partition the following into three sets of numbers.

The number 1 328 can be thought of as:

\[1 000 + 300 + 28\] or \[1 300 + 20 + 8\] or \[1 000 + 328\] etc.

---

1. Partition these numbers.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>=</th>
<th>1000</th>
<th>324</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>1 324</td>
<td>=</td>
<td>1000</td>
<td>324</td>
</tr>
<tr>
<td>ii)</td>
<td>7 345</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii)</td>
<td>657</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv)</td>
<td>9 002</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v)</td>
<td>6 411</td>
<td>=</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

2. Partition these numbers.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>=</th>
<th>5 000</th>
<th>300</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>5 320</td>
<td>=</td>
<td>5 000</td>
<td>300</td>
<td>20</td>
</tr>
<tr>
<td>ii)</td>
<td>2 045</td>
<td>=</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii)</td>
<td>607</td>
<td>=</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv)</td>
<td>5 402</td>
<td>=</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v)</td>
<td>3 078</td>
<td>=</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 12: Place Values

Example A: 347 stands for 3 hundreds, 4 tens and 7 ones

\[ 347 = 300 + 40 + 7 \]

1. Complete these:
   a) \[ 874 = \underline{8} \text{ hundreds} \underline{7} \text{ tens} \underline{4} \text{ ones} \]
   \[ = 800 + \underline{70} + \underline{4} \]
   b) \[ 652 = \underline{6} \text{ hundreds} \underline{5} \text{ tens} \underline{2} \text{ ones} \]
   \[ = \underline{600} + \underline{50} + \underline{2} \]
   c) \[ 193 = \underline{1} \text{ hundreds} \underline{9} \text{ tens} \underline{3} \text{ ones} \]
   \[ = \underline{100} + \underline{90} + \underline{3} \]
   d) \[ 5 \text{ hundreds} + 7 \text{ tens} + 4 \text{ ones} \]
   \[ = \underline{500} + \underline{70} + \underline{4} \]
   e) \[ 3 \text{ hundreds} + 9 \text{ tens} + 1 \text{ ones} \]
   \[ = \underline{300} + \underline{90} + \underline{1} \]

Example B:

8742 stands for 8 thousands 7 hundreds 4 tens 2 ones

\[ 8742 = 8000 + 700 + 40 + 2 \]

2. Complete these:
   \[ 6732 = \underline{6} \text{ thousand} + \underline{7} \text{ hundred} + \underline{3} \text{ tens} + \underline{2} \text{ ones} \]
   \[ = 6000 + \underline{700} + \underline{30} + \underline{2} \]
   \[ 4569 = \underline{4} \text{ thousand} + \underline{5} \text{ hundred} + \underline{6} \text{ tens} + \underline{9} \text{ ones} \]
   \[ = \underline{4000} + \underline{500} + \underline{60} + \underline{9} \]
Activity 13: Using Dienes block

1. Write the number represented by the Dienes block:

Example:
Ten ones

![Image of ten ones and one ten]

Ten tens

![Image of ten tens and one hundred]

Activity
Write the number represented by the Dienes block:

1. 

2. 

______________

______________
### Activity 1: Addition With Regrouping

#### Example 1: Regrouping addition

- 3 hundreds + 4 tens + 9 ones = 300 + 40 + 9 = 349
- 4 hundreds + 7 tens + 7 ones = 400 + 70 + 7 = 477
- 7 hundreds + 11 tens + 16 ones = 700 + 110 + 16 = 826

1. Use addition regrouping to find the sum:

<table>
<thead>
<tr>
<th></th>
<th>5 hundreds + 3 tens + 2 ones</th>
<th>2 hundreds + 8 tens + 8 ones</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>500 + 30 + 2</td>
<td>200 + 80 + 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>532 + 288</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1 hundred + 5 tens + 7 ones</th>
<th>3 hundreds + 8 tens + 4 ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>100 + 50 + 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>157 +</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>3 hundreds + 7 tens + 3 ones</th>
<th>4 hundreds + 4 tens + 9 ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Use addition regrouping to find the sum:
### Activity 2: Addition With Regrouping

**Example 2**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 thousand + 4 hundreds + 3 tens + 2 ones</td>
<td>5000 + 400 + 30 + 2</td>
<td>5432</td>
</tr>
<tr>
<td>+3 thousand + 8 hundreds + 2 tens + 7 ones</td>
<td>+3000 + 800 + 20 + 7</td>
<td>+3827</td>
</tr>
<tr>
<td>8 thousand + 12 hundreds + 5 tens + 9 ones</td>
<td>8000 + 1200 + 50 + 9</td>
<td>————</td>
</tr>
</tbody>
</table>

1) 3 thousand + 4 hundreds + 2 tens + 1 one
2 thousand + 4 hundreds + 9 tens + 0 one
________________________ + _____________ + _____________ + ____________

<table>
<thead>
<tr>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000 + 400 + 20 + 1</td>
<td>3421</td>
<td></td>
</tr>
<tr>
<td>2000 + 400 + 90 + 0</td>
<td>+2490</td>
<td></td>
</tr>
<tr>
<td>8000 + 1200 + 50 + 9</td>
<td>————</td>
<td></td>
</tr>
</tbody>
</table>

2) 6 thousand + 4 hundreds + 3 tens + 2 one
2 thousand + 3 hundreds + 7 tens + 8 one
________________________ + _____________ + _____________ + ____________

<table>
<thead>
<tr>
<th>Column 7</th>
<th>Column 8</th>
<th>Column 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000 + 700 + 30 + 2</td>
<td>4732</td>
<td></td>
</tr>
<tr>
<td>2000 + 300 + 70 + 8</td>
<td>+2378</td>
<td></td>
</tr>
<tr>
<td>————</td>
<td>————</td>
<td></td>
</tr>
</tbody>
</table>

3) 3 thousand + _, hundreds + _, tens + _, one
3 thousand + hundreds + tens + one
________________________ + _____________ + _____________ + ____________

<table>
<thead>
<tr>
<th>Column 10</th>
<th>Column 11</th>
<th>Column 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>6000 + 400 + 30 + 2</td>
<td>6432</td>
<td></td>
</tr>
<tr>
<td>3000 + 500 + 60 + 9</td>
<td>+———</td>
<td></td>
</tr>
<tr>
<td>————</td>
<td>————</td>
<td></td>
</tr>
</tbody>
</table>

4) 3 thousand + _, hundreds + _, tens + _, one
3 thousand + hundreds + tens + one
________________________ + _____________ + _____________ + ____________

<table>
<thead>
<tr>
<th>Column 13</th>
<th>Column 14</th>
<th>Column 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>————</td>
<td>————</td>
<td>————</td>
</tr>
<tr>
<td>————</td>
<td>————</td>
<td>————</td>
</tr>
<tr>
<td>————</td>
<td>————</td>
<td>————</td>
</tr>
<tr>
<td>————</td>
<td>————</td>
<td>————</td>
</tr>
</tbody>
</table>
Activity 1: Subtraction With Regrouping

1. Find the differences using the example shown above for Questions 1, 2 and 3.

   1. \[ 432 - 186 = \]
   2. \[ 526 - 239 = \]
   3. \[ 987 - 676 = \]

2. Find the difference using subtraction with or regrouping.

   4. \[ 4406 - 4229 = \]
   5. \[ 783 - 598 = \]
   6. \[ 2978 - 1788 = \]

   7. \[ 924 - 358 = \]
   8. \[ 777 - 688 = \]
   9. \[ 6438 - 4937 = \]
### Activity 2: Subtraction With Regrouping

#### Example 2

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$8000 + 800 + 20 + 6$</td>
<td>$7000 + 700 + 110 + 16$</td>
<td>$8826$</td>
</tr>
<tr>
<td>$-(4000 + 700 + 70 + 7)$</td>
<td>$-(4000 + 700 + 70 + 7)$</td>
<td>$-4777$</td>
</tr>
<tr>
<td><strong>Result</strong></td>
<td><strong>Result</strong></td>
<td><strong>Result</strong></td>
</tr>
<tr>
<td>$4000 + 0 + 40 + 9$</td>
<td>$4049$</td>
<td></td>
</tr>
</tbody>
</table>

#### Subtract

1. \[4332 - 3487\]
   \[____\]

2. \[6249 - 1825\]
   \[____\]

3. \[5423 - 2369\]
   \[____\]

4. \[8239 - 2369\]
   \[____\]

5. \[6721 - 3497\]
   \[____\]

6. \[9276 - 3482\]
   \[____\]

7. \[6945 - 5714\]
   \[____\]

8. \[8242 - 3021\]
   \[____\]

9. \[5857 - 0512\]
   \[____\]
Activity 1: Opposites

Example

\[
\begin{align*}
346 + 271 & \rightarrow 617 \\
617 - 271 & \rightarrow 346 \\
\end{align*}
\]

Find the missing numerals:

\[
\begin{align*}
a) \quad 691 + & \quad \underline{\quad} \quad 949 \\
\quad & \quad \underline{\quad} \\
\quad 949 & \quad 691 \\

d) \quad 305 + & \quad \underline{\quad} \quad 600 \\
\quad & \quad \underline{\quad} \\
\quad 600 & \quad 305 \\
\end{align*}
\]

\[
\begin{align*}
c) \quad 175 + & \quad \underline{\quad} \quad 640 \\
\quad & \quad \underline{\quad} \\
\quad 640 & \quad 175 \\

d) \quad 427 + & \quad \underline{\quad} \quad 535 \\
\quad & \quad \underline{\quad} \\
\quad 535 & \quad 427 \\
\end{align*}
\]

\[
\begin{align*}
e) \quad 3453 + & \quad \underline{\quad} \quad 1896 \\
\quad & \quad \underline{\quad} \\
\quad & \quad 1896 \\

f) \quad 1989 + & \quad \underline{\quad} \quad 4067 \\
\quad & \quad \underline{\quad} \\
\quad & \quad 4067 \\
\end{align*}
\]
## Activity 1: Multiplication

### Example 1:

\[
\begin{align*}
80 + 9 & \quad \times 9 \\
720 + 81 & = 720 + 80 + 1 = 801 \\
& \quad \times 9 \\
& = 81 \\
& + 720 \\
& = 801
\end{align*}
\]

1. Find the products:

<table>
<thead>
<tr>
<th></th>
<th>1) 29</th>
<th>2) 45</th>
<th>3) 38</th>
<th>4) 46</th>
<th>5) 79</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

### Example 2

\[
\begin{align*}
1000 + 500 + 30 + 4 & \quad \times 6 \\
6000 + 3000 + 180 + 24 & = 1534 \\
& \quad \times 6 \\
& = 9204
\end{align*}
\]

2. Find the products. Multiply the second example the short way.

<table>
<thead>
<tr>
<th></th>
<th>1) 1269</th>
<th>2) 437</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>4</td>
<td>x 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>240</td>
<td>+ 240</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>800</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
\begin{align*}
1269 & \quad \times 4 \\
36 & \quad \times 8 \\
240 & \quad + 240 \\
800 & \quad + 200 \\
4000 & \quad + 3200
\end{align*}
\]
Strand 1: Numbers

Activity 2: Multiplication

Example 1:

\[
\begin{array}{c}
80 + 9 \\
\times 9 \\
720 + 81 = 720 + 80 + 1 = 801 \\
\end{array}
\]

Find the products:

1) \(29 \times 9\)
2) \(45 \times 9\)
3) \(38 \times 9\)
4) \(46 \times 6\)
5) \(79 \times 3\)

Example 2:

\[
\begin{array}{c}
1000 + 500 + 30 + 4 \\
\times 6 \\
6000 + 3000 + 180 + 24 \\
\end{array}
\]

Find the products. Multiply the second example the short way.

1) \(21 \times 40\)
\[
\begin{array}{c}
21 \\
\times 40 \\
800 \\
\end{array}
\]

2) \(25 \times 60\)
\[
\begin{array}{c}
25 \\
\times 60 \\
1500 \\
\end{array}
\]

3) \(77 \times 20\)
\[
\begin{array}{c}
77 \\
\times 20 \\
1540 \\
\end{array}
\]
Activity 3:  Multiplication by 10s

Example 1:

\[
\begin{array}{c}
2 \times 10 = 20 \\
12 \times 10 = 120 \\
120 \times 10 = 1200 \\
5 \times 10 = 50 \\
15 \times 10 = 150 \\
150 \times 10 = 1500 \\
\end{array}
\]

1. Multiply the following:

\[
\begin{array}{c|c}
\text{a)} & \text{b)} \\
9 \times 10 & 4 \times 10 \\
19 \times 10 & 14 \times 10 \\
190 \times 10 & 140 \times 10 \\
\text{c)} & \text{d)} \\
3 \times 10 & 6 \times 10 \\
13 \times 10 & 16 \times 10 \\
23 \times 10 & 26 \times 10 \\
33 \times 10 & 36 \times 10 \\
43 \times 10 & 46 \times 10 \\
\text{e)} & \text{f)} \\
130 \times 10 & 160 \times 10 \\
230 \times 10 & 260 \times 10 \\
330 \times 10 & 360 \times 10 \\
430 \times 10 & 460 \times 10 \\
\end{array}
\]

Word Problem

1. Mr. Chand prepared ten plots in his garden. He planted 38 bean seeds in each plot. How many bean seedlings did he plant altogether?

2. The Class 2 pupils received forty three small boxes. Each small box contains 10 packets of creamed biscuits. How many cream biscuits were there altogether?
Activity 1: Division

Example 1

\[
\begin{array}{c}
900 \\
5) 4500 \\
\underline{- 4500} \\
900 \times 5 \\
\end{array}
\]

1. Work out the answers:

a) 3) 600  

b) 3) 1500  

c) 7) 2800  

d) 4) 1200  

e) 50) 2500  

f) 40) 3600  

g) 60) 4800  

h) 30) 2700  

Example 2:

\[
\begin{array}{c}
9) 71 \\
7 \text{R} 8 \\
\end{array}
\]

Think: \( \times 9 < 71 \)

Find the quotient and remainder:

a. 5) 48  

b. 5) 34  

c. 9) 87  

Strand 1: Numbers  

Activity 2: Division

d. 6\)\overline{47}  
e. 5\)\overline{643}  
f. 4\)\overline{549}  
g. 8\)\overline{1947}  
h. 6\)\overline{788}  
i. 7\)\overline{6990}

Example 3:

\[
\begin{array}{c}
5R23 \\
30)773 \\
-150 \\
23
\end{array}
\]

Think:  
30 x \[\square\] < 173  
30 x 5 < 173

3. Find the quotient and remainder:

1. 50 \)\overline{281}  
2. 60 \)\overline{368}  
3. 90 \)\overline{728}  
4. 40 \)\overline{269}
Activity 3: Division by 10s

Example 1:

\[
\begin{align*}
20 \div 10 & = 2 \\
120 \div 10 & = 12 \\
1200 \div 10 & = 120 \\
50 \div 10 & = 5 \\
150 \div 10 & = 15 \\
1500 \div 10 & = 15
\end{align*}
\]

1. Divide the following:

<table>
<thead>
<tr>
<th></th>
<th>a)</th>
<th>b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80 \div 10 =</td>
<td>60 \div 10 =</td>
</tr>
<tr>
<td></td>
<td>180 \div 10 =</td>
<td>160 \div 10 =</td>
</tr>
<tr>
<td></td>
<td>280 \div 10 =</td>
<td>260 \div 10 =</td>
</tr>
<tr>
<td></td>
<td>70 \div 10 =</td>
<td>50 \div 10 =</td>
</tr>
<tr>
<td></td>
<td>170 \div 10 =</td>
<td>150 \div 10 =</td>
</tr>
<tr>
<td></td>
<td>270 \div 10 =</td>
<td>950 \div 10 =</td>
</tr>
<tr>
<td></td>
<td>370 \div 10 =</td>
<td>850 \div 10 =</td>
</tr>
<tr>
<td></td>
<td>130 \div 10 =</td>
<td>760 \div 10 =</td>
</tr>
<tr>
<td></td>
<td>230 \div 10 =</td>
<td>560 \div 10 =</td>
</tr>
<tr>
<td></td>
<td>330 \div 10 =</td>
<td>360 \div 10 =</td>
</tr>
<tr>
<td></td>
<td>430 \div 10 =</td>
<td>460 \div 10 =</td>
</tr>
</tbody>
</table>

Word Problem

1. A village loaded a total of 140 logs in ten trucks. How many logs did each truck loaded to deliver to the timber yard?

2. Mrs. Brown sold 10 dozen of eggs last Saturday. How many eggs did she sell altogether?
Activity 1: Parts of a Whole

Example: If we color one part out of two, we have colored one half. We write this as $\frac{1}{2}$.

One half is colored = $\frac{1}{2}$ is colored

1. Complete these:

a) Color one-half of this circle.
   ___________ is colored

b) Color one half of this square.
   _________ is colored.

c) Color one half of these boats.
   _______ is coloured.
1. Shade the diagrams to show that the following pair of fractions are equivalent.

a) \( \frac{1}{2} \) = \( \frac{4}{8} \)

b) \( \frac{2}{4} \) = \( \frac{4}{8} \)

c) \( \frac{2}{4} \) = \( \frac{6}{12} \)

d) \( \frac{1}{2} \) = \( \frac{2}{4} \)
1. Order these fractions from the smallest to the largest:
   
   a) \[\frac{2}{4}, \frac{2}{8}, 1, \] 2
   
   b) \[\frac{1}{16}, \frac{2}{8}, \frac{1}{4},\]
   
   c) \[\frac{1}{16}, \frac{1}{2}, \frac{1}{8}\]
   
   d) \[\frac{1}{4}, \frac{1}{2}, \frac{1}{8}\]

2. Order these fractions from the largest to the smallest:
   
   a) \[\frac{3}{8}, \frac{3}{16}, \frac{3}{4}\]
   
   b) \[\frac{2}{16}, \frac{5}{8}, \frac{6}{16}\]
   
   c) \[\frac{2}{8}, \frac{1}{2}, \frac{4}{4}\]
Strand 1: Numbers

Unit 1.3 Fractions

Achievement Indicator: Add fractions with the same denominator.

Activity 4: Equivalent Fractions

Example: \( \frac{3}{5} + \frac{1}{5} = \frac{4}{5} \)

Remember: Add the **numerator** while the **denominator**

1. Add the following Fractions:

1) \( \frac{1}{4} + \frac{2}{4} = \frac{3}{4} \)

2) \( \frac{3}{5} + \frac{1}{5} = \frac{4}{5} \)

3) \( \frac{2}{9} + \frac{2}{9} = \frac{4}{9} \)

4) \( \frac{3}{6} + \frac{2}{6} = \frac{5}{6} \)

5) \( \frac{2}{7} + \frac{3}{7} = \frac{5}{7} \)

6) \( \frac{1}{3} + \frac{1}{3} = \frac{2}{3} \)

7) \( \frac{3}{6} + \frac{1}{6} = \frac{4}{6} \)

8) \( \frac{5}{8} + \frac{2}{8} = \frac{7}{8} \)
1. Subtract the following fractions:

a) \( \frac{6}{8} - \frac{2}{8} = \frac{\phantom{0}}{\phantom{0}} \)

b) \( \frac{15}{20} - \frac{12}{20} = \frac{\phantom{0}}{\phantom{0}} \)

c) \( \frac{4}{15} - \frac{2}{15} = \frac{\phantom{0}}{\phantom{0}} \)

d) \( \frac{25}{30} - \frac{16}{30} = \frac{\phantom{0}}{\phantom{0}} \)

e) \( \frac{3}{4} - \frac{1}{4} = \frac{\phantom{0}}{\phantom{0}} \)

f) \( \frac{19}{19} - \frac{15}{19} = \frac{\phantom{0}}{\phantom{0}} \)

g) \( \frac{5}{16} - \frac{2}{16} = \frac{\phantom{0}}{\phantom{0}} \)

h) \( \frac{35}{40} - \frac{29}{40} = \frac{\phantom{0}}{\phantom{0}} \)

i) \( \frac{3}{7} - \frac{2}{7} = \frac{\phantom{0}}{\phantom{0}} \)

j) \( \frac{11}{14} - \frac{9}{14} = \frac{\phantom{0}}{\phantom{0}} \)
Example

I have a pizza. I gave \( \frac{1}{4} \) piece to my friend. What fraction was left with me?

1. Solve the following problems.

1. Mary had a piece of pie. She gave \( \frac{1}{3} \) to her mother. What fraction of the pie is left with her?

2. Rajendra had some lollies. He gave \( \frac{2}{5} \) of the lollies to his sister. What fraction of the lollies is left with him?

3. Four students bought a chocolate cake for their class party. What fraction of the cake was left with them if they gave \( \frac{3}{6} \) to their teacher?
**Activity 1:** Addition of Decimals

Example:

Add:

\[
\begin{array}{c}
0.88 \\
+ 0.04 \\
\hline
0.92
\end{array}
\]

Remember:

1. Line up the decimal point.
2. Add as you add whole numbers.
3. Remember to write

1. Add:

\[
\begin{array}{ccc}
1) 0.93 & 2) 0.57 & 3) 2.58 \\
+ 0.06 & + 0.29 & + 0.39 \\
\hline
\end{array}
\]

4) 4.69

\[
\begin{array}{c}
+ 0.20 \\
\hline
\end{array}
\]

5) 3.06

\[
\begin{array}{c}
+ 0.18 \\
\hline
\end{array}
\]

6) 7.10

\[
\begin{array}{c}
+ 2.63 \\
\hline
\end{array}
\]

7. Joseph had 3 pieces of ribbon. They are 1.22cm, 4.71cm and 5.60cm in length. What is the total length of the ribbon?

8. Reshma was thinking of 2.34, 3.42 and 4.24 in her head. What is the sum of the numbers?
Activity 2: Subtraction of Decimal

Example

Subtract:

1) 3.84
-0.13
----
3.71

Remember:
1. Line the decimal point.
2. Subtract the bottom number from the top whole number.
3. Remember to place the decimal point exactly below the top decimal point.

1. Subtract:

1) 2.35
-0.13
---
2.22

2) 4.26
-1.19
---
3.07

3) 4.27
-2.38
---
1.89

4) 7.68
-1.79
---
5.89

5) 9.86
-5.41
---
4.45

6) 8.54
-0.10
---
8.44

7. A boy had a piece of rope which was 5.65 m long. He cut off 2.12 m and gave it to his brother. What length of rope is left?

8. Subtract 8.90 from 5.55?
Activity 3: Decimals to Fractions

There are 10 equal parts in the shape above.
2 parts are shaded \( \frac{2}{10} \)
Fraction of the shaded part is 10 \( \frac{2}{10} \)
We often use tenth. To write 10 in decimal is 0.2

1. Write these decimals in fraction:
   
   a) 0.3  
   b) 0.8  
   c) 0.1  
   d) 0.7

2. Complete the table below.

<table>
<thead>
<tr>
<th></th>
<th>Write in words</th>
<th>Write in fraction</th>
<th>Write in decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Two tenth</td>
<td>( \frac{5}{10} )</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>( \frac{9}{10} )</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Six tenth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34
Activity 1: Number Patterns

**Number Patterns:**
- A list of numbers that follows a sequence/pattern.

Example – 1, 4, 7, 10, 13.....

1. Write the numbers that come next.
   a) 1, 3, 5, 7, ___, ___, ___, ___
   b) 24, 34, 44, 54, ___, ___, ___, ___
   c) 35, 40, 45, 50, ___, ___, ___, ___
   d) 12, 18, 24, ___, ___, ___, ___

2. Identify the pattern and draw the next three shapes that come next.
   a.
   ![Pattern A](image1)
   b.
   ![Pattern B](image2)
   c.
   ![Pattern C](image3)
Group Activity
Discuss the question in groups to find the possible answer.

1. Maryam is 10 years old. Emily is 2 years older than Maryam and 3 years older than Harold. How old is Harold?

2. I am a two digit number. I have a six in the ones place. I am less than 24. What number am I talking about?

3. What is the largest whole number you can make with the following digits? $6 7 8 2 3$

4. I have an eight in the ones place. I am greater than 69 but less than 87. What number am I?

5. The mango tree is taller than the lemon tree. Which tree is shorter?

6. The brown dog is heavier than the white dog but lighter than the grey dog. Which dog is the lightest?
Activity 3: Commutative Property

Commutative Property:
- is the rule that states that the order in which the numbers are combined does not affect the outcome.

Eg. \(3 + 5 = 5 + 3\) 
\(8 = 8\) 
\(3 \times 2 = 2 \times 3\) 
\(6 = 6\)

Write = or ≠ for the given expressions.
Draw the expression in the box provided.

a) \(7 + 3\) \[
\]
\(3 + 7\) 
\[
\]

b) \(13 + 7\) 
\(7 + 3\)
\[
\]

c) \(29 + 14\) 
\(29 + 4\)
\[
\]

d) \(8 \times 4\) 
\(4 \times 7\)
\[
\]

e) \(9 \times 3\) 
\(3 \times 9\)
\[
\]

f) \(5 \times 8\) 
\(8 \times 3\)
\[
\]
Activity 4: Associative Property

Associative Property:
- is the rule that states that the grouping of numbers does not affect the outcome when adding or multiplying.

Eg. \((3 + 5) + 7 = 3 + (5 + 7)\)  
\[8 + 7 = 3 + 12\]  
\[15 = 15\]  
\[(2 \times 3) \times 4 = 4 \times (3 \times 2)\]  
\[6 \times 4 = 4 \times 6\]  
\[24 = 24\]

Write = or ≠ for the given expressions.

a) \((3 + 4) + 5\) \[≠\] \(3 + (5 + 6)\)

b) \((9 + 5) + 6\) \[≠\] \(9 + (5 + 6)\)

c) \(13 + (42 + 90)\) \[≠\] \((13 + 24) + 90\)

d) \((3 \times 4) \times 2\) \[≠\] \(3 \times (4 \times 2)\)

e) \((2 \times 2) \times 3\) \[≠\] \(2 \times (3 \times 3)\)

f) \((4 \times 5) \times 2\) \[≠\] \(4 \times (5 \times 3)\)
Study the maths sentence and write an equation or not an equation in the space below

a) 13 + 4 = X
b) 14 - 9
c) 0 + 7
d) 8 + n = 10
e) 3 + 2 + 5
f) 16 + 3 = 3 + 16
g) 4 x 2 = 1 x 8
h) 9 x 5
i) 7 + 8 = 3 + 12
j) 0 + 7
k) p x 4 = 12
l) s + s + s
Activity 1: Length

Remember the non-standard units of lengths from Year 3. They include:

- your hand span
- your forearm length
- your stride

Work with a friend to cut lengths of string to match each of these units mentioned above:

Label each one to describe it.

![Images of hand span, arm length, foot, and step or pace]

Now estimate each of these lengths. Then use your string to check each estimate.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Distance to measure</th>
<th>Estimate</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand span</td>
<td>Length of the desk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forearm length</td>
<td>Height of the door</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stride</td>
<td>Length of the classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Length

The standard measure for length is a meter. The short way for writing meter is m.

An example of a meter ruler

| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

Measuring in Meters

Use a meter ruler to measure and cut a length of string 1m long. Use your string to measure each of these and place a tick in the correct column.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Less than 1m</th>
<th>Equal to 1m</th>
<th>More than 1m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your height</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of the room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of the table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of a ruler</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Measuring to the Nearest Meter

Sometimes a short length will be left at the end of the object; you can measure this short length to the nearest meter.

Measure in meters the length and the width of your classroom:

The length of the classroom is ____________ meters.
The width of the classroom is ____________ meters.
Activity 2: Length

Measuring in Centimeters

Sometimes people need to measure short distances and the meter is too long. A shorter unit will be needed. This unit of length is called a centimeter (cm).

100 centimeters = 1 meter
100 cm = 1 m

1. Measure in centimeters the length of each line.

a. ________________________ cm

b. ________________________ cm

c. ________________________ cm

2. Write the length of the lines drawn below.

a = ____________  b = ____________  c = ____________
Activity 3: Perimeter of a Shape

Perimeter is the total distance around a shape or object.

Example:

A rectangle with sides 3cm, 2cm, 3cm, and 2cm.

The perimeter of this shape is 10cm

Perimeter = 3cm + 2cm + 3cm + 2cm
            = 10cm

1. Find the perimeter

   a) A rectangle with sides 2cm, 5cm, 2cm, and 5cm.

   b) A triangle with sides 4cm, 4cm, and 3cm.

   c) A parallelogram with sides 6cm, 7cm, 7cm, and 6cm.

   d) A trapezoid with sides 9cm, 8cm, 8cm, and 9cm.
Activity 4: Using Square Meter

Use a scrap paper to make a square with 1 m along each side. You have made a square meter and will use this unit to measure area.

1. Estimate the following areas and then use your square meter sheet to measure them.

<table>
<thead>
<tr>
<th>Surface</th>
<th>Estimate</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table top</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desk top</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Door</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Window</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Door step</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example
A rectangle has 3cm length and 2cm wide. What is its perimeter?

\[
\begin{align*}
\text{Perimeter} &= 3\text{cm} + 3\text{cm} + 2\text{cm} + 2\text{cm} \\
&= 10\text{cm}
\end{align*}
\]

1. A rectangle has 5cm width and 7cm long. What is its perimeter? _____________

2. A square has 4cm width and is 4cm long. What is the perimeter of the square? _______________

3. The teacher's table is 2meters long and 1 meter wide. What is its perimeter? _______________

4. Anna has a stick which is 70cm long and Mary has a stick which is 80cm long. What is the total length of their sticks? _______________
**Activity 1:** Problem solving using millilitres and litres

The *Capacity* is the amount something can hold; such as a jug or bottle or a container. It is measured in millilitres and Litre.

1. Use a 1 litre jug and fill it with each of these objects to see how many it holds.

<table>
<thead>
<tr>
<th>Number of</th>
<th>Tennis balls</th>
<th>Match boxes</th>
<th>Pencils</th>
<th>Marbles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Find the capacity of an ice-cream container, first estimate and then measure how many of these units full of water you need to fill the container.

**Complete the Chart below:**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Estimate</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk packet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empty tin/can</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Complete the table. Estimate and then measure how many litres of water will each of these containers hold.

<table>
<thead>
<tr>
<th>Container</th>
<th>Estimated Capacity</th>
<th>Actual Capacity</th>
<th>Estimation Larger Smaller Close</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bucket</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sauce</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) Measuring cylinder  
b) Measuring jug
Mass is the weight of any object

1. Looking at the three objects above; cements block, stone and wood block, which do you think is:

   The heaviest-
   -------------------------------------------------------------

   The lightest-
   -------------------------------------------------------------

   Arrange the three objects in their order of weight from the lightest to the heaviest:
   ___________________  ___________________  ___________________

   The cement block is heavier than the ___________________

   The ___________________ is lighter than the ___________________
The standard measures for mass is kilogram (kg).
1 kilogram = 1kg

1. Estimate the mass of each object in kilograms. Check with a balance and 1kg mass.

<table>
<thead>
<tr>
<th>Object</th>
<th>Estimate</th>
<th>Actual Mass</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Maths Textbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) 5 Library books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Bottle filled with water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. To make a \( \frac{1}{2} \) kg mass, use the following steps:
   a) Measure 1kg of sand and place in a bag.
   b) Pour sand from the 1 kg bag into another bag until the two bags balance.

3. Using one of these bags of sand.
   (i) Find the objects in the classroom which has a mass of more than, less than or about half a kilogram.
Activity 9: Half A Kilogram and A Kilogram

(ii) Write the names of objects in one of the columns:

<table>
<thead>
<tr>
<th>Less than half a kg</th>
<th>About half a kg</th>
<th>More than half a kg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 kilogram mass

Use the 1 kilogram measure to estimate the mass of each object below:
- Box of chalk
- Blackboard duster
- Pair of shoes
- Twenty marbles
- 5 mathematics books
- Collect four different items to estimate their weight

<table>
<thead>
<tr>
<th>More than 1kg</th>
<th>About 1kg</th>
<th>Less than 1kg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

56
**Strand 3: Measurement**

**Unit 3.4 Time**

**Achievement Indicator:** Order the days of the week and months of the year.

**Activity 1:** Days of the Week & Months Of A Year

There are 7 days in a week.
7 days = 1 week

1. Complete the names of each days of the week:

   Sun_________________________  Wed_________________________

   Mon_________________________  Thurs_____________________

   Tues_________________________  Fri_____________________

   Sat_________________________

There are 12 months in one year
12 months = 1 year

2. Write the missing months of the year from the list:

   1. January
   2. February
   3. ________________
   4. April
   5. May
   6. ________________
   7. July
   8. August
   9. ________________
   10. ________________
   11. ________________
   12. December
Strand 3: Measurement

Unit 3.4 Time

Achievement Indicator: Order the days of the week and months of the year.

Activity 2: Days of the Week & Months Of A Year

Study the calendar below.

<table>
<thead>
<tr>
<th>JANUARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>24</td>
</tr>
<tr>
<td>27</td>
</tr>
</tbody>
</table>

Use the calendar to answer the questions:

1. How many days does this month have? ____________
2. Write the missing numbers. ______________________
3. How many Wednesdays does the month of January have? ______
4. What is the date of the first Saturday of this month? ___________

Word Problem:

1. How many days are there in a week?
2. The nurse will visit our village every fortnight for 2 months beginning from April.
   a) A fortnight is equal to ______ days,
   b) A fortnight is equal to______ weeks
   c) There are ___ days in the two months and a total of ___ weeks.
Strand 3: Measurement

Unit 3.4 Time

Achievement Indicator: Tell the time on 5 minutes duration and o’clock

Activity 1: Tell Time on 5 minutes Duration

60 minutes = 1 hour

Count by fives to check the numbers on the top of this number line.

\[
\begin{array}{cccccccccccc}
0 & 5 & 10 & 15 & 20 & 25 & 30 & 35 & 40 & 45 & 50 & 55 & 60 \\
0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 \\
\end{array}
\]

If we make this number line into a circle it will look like this:

![Clock diagram]

We can now see how 60 minutes make 1 hour:

Example:

Write the time shown on the clock face in two ways:

Example:

Time shown is

(i) 10:10 or

(ii) ten minutes past
Activity 1: Tell Time on 5 minutes Duration

“a.m” stands for the Latin phrase Ante Meridiem means “before noon”
“p.m” stands for Post Meridiem means “after noon”

1. Write the following times in figures using a.m or p.m:

   a) Half past 6 in the morning
      _______________________
   b) 25 minutes past 8 in the morning
      _______________________
   c) 10 minutes to nine in the night
      _______________________
   d) 20 minutes to 4 in the afternoon
      _______________________

2. Write these times in words

   a) 7.30 a.m
      _______________________
   b) 12.45 p.m
      _______________________
   c) 8.15 pm
      _______________________
   d) 2.30 a.m
      _______________________
   e) 6.10 a.m
      _______________________
Solve:
1. The island bus left Nausori at 7.00 a.m and it reached Suva at 7.30 a.m.

   ![Clock and Bus Illustration]

   Left Nausori | Reached Suva

   How long did it take the bus to reach Lautoka?

2. I left school yesterday afternoon at 3.00pm. I reached home after 15 minutes.

   ![Clock and Student Illustration]

   Left school | Reached home

   What time did I reach home?

   ________________________________
**Activity 1:** Know your money

$ means dollars
100 cents = 1 dollar

1. What are the missing coins to make $5?

   a. SPECIMEN SPECIMEN SPECIMEN

   b. SPECIMEN SPECIMEN SPECIMEN SPECIMEN

   c. SPECIMEN SPECIMEN SPECIMEN SPECIMEN SPECIMEN

   d. SPECIMEN SPECIMEN SPECIMEN SPECIMEN
**Activity 2:  Know Your Money**

<table>
<thead>
<tr>
<th>Notes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $5</td>
<td></td>
</tr>
<tr>
<td>2. $10</td>
<td></td>
</tr>
<tr>
<td>3. $20</td>
<td></td>
</tr>
<tr>
<td>4. $50</td>
<td></td>
</tr>
<tr>
<td>5. $100</td>
<td></td>
</tr>
</tbody>
</table>
Activity 1: Value of Dollars and Cents

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice-cream</td>
<td>$1.50</td>
</tr>
<tr>
<td>Chocolate bar</td>
<td>$2.50</td>
</tr>
<tr>
<td>Ruler</td>
<td>50c</td>
</tr>
<tr>
<td>Exercise book</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

**Answer the following:**

1. What change will you get from a $5 note if you buy the following items:
   a) An ice-cream
   b) A chocolate
   c) A ruler and a Maths 4C
   d) An ice-cream and a chocolate
   e) An ice-cream, Maths 4C and a ruler

2. How much will an ice-cream, 2 rulers and 3 exercise books cost?

3. Seini bought 2 chocolate bars and 3 ice-creams. How much would she pay altogether for the items?

4. What change will Mr Maciu get from a $10 note if he bought 5 rulers and 3 exercise books for his children?
1. Add or subtract the following:

1) $3.25 + 2.04 = 1.01$

   $5.07 + 6.70 = 2.39$

   $6.03 + 1.20 = 0.70$

2) $12.10 - 3.28 = 

   $15.78 - 8.82 = 

   $19.72 - 13.68 = $

3. Thomas went to the supermarket and bought a 10kg rice which costs him $13.75. How much change will he get if he gave the shopkeeper a $50 note?

4. Mum went shopping and bought the following items:
   - 2 cones of ice-cream at $2.75 each.
   - 1 bottle of coke at $2.80c.
   - 3 packets of cookies at $3.60c each.

   How much did she spend altogether?
Example 1
$1.88
x 4
$7.52

1. Multiply as in whole numbers
2. Put the decimal

1. Solve

1. $0.20 \times 6
2. $1.65 \times 5
3. $2.06 \times 8

4. $12.05 \times 9
5. $15.50 \times 8
6. $25.20 \times 7

7. Miss Soko wanted to buy 8 bundles of dalo to take to a family function. The farmer was selling a bundle for $12.00, how much will Ms. Soko pay for the bundles of dalo?

8. An umbrella cost $15.60. How much will Mr. Johnson pay for if he wants to buy 7 umbrellas for his school?

9. Mrs. Rauluni bought 6 pairs of shoes at $20.85 each. What is the total cost of the shoes she bought?
1. Solve

a) $7 \div 35c$

b) $4 \div $0.48

c) $9 \div $9.45

d) $5 \div $0.75

e) $6 \div $24.00

f) $7 \div $16.10

g) $4 \div $54.00

h) $9 \div $81.00

i) $5 \div $45.50

7. Vika bought 7 pencils for $0.84c. What was the cost of 1 pencil?

8. Sala sold 8 pairs of scissors at $48.80c. What was the cost of one pair scissors?
Activity 5: Problem Solving

Example

3 skipping rope costs 69c.
How much does one skipping rope cost?

\[
\begin{array}{c}
23c \\
3 \sqrt{69} \\
-60 \\
9 \\
\end{array}
\]

1. Solve

1. Mere bought a bottle of coke for $1.50, a packet of match for 25c and 5 eggs for $1.00. How much did she spend?

2. How much money will you pay for 8 books if 1 book costs 80c?

3. Five Maths 4C exercise books costs $3.55. How much will one Maths 4C cost?

4. One cone ice-cream costs $1.30. How much will four cones of ice-cream costs?
Activity 6: Problem Solving

Basic Tax is the money collected by government to be used on government expenses.

Examples of Basic Tax:
- VAT (Value Added Tax)
- City rate
- Town rate
- Wheel tax
- PAYE

Example:
When we buy goods from the shop we pay Value Added Tax (VAT)

ACTIVITY

Identify the type of basic tax that will be used in the following areas:

1. Owning a house in Suva.
2. Receipts from shops, bus tickets, boat, plane or ship ticket.
3. Owning a taxi.
4. Paying FEA Bills or water bills.
Activity 1: Temperature

Temperature tells us how hot or cold.
Temperature is measured with a thermometer.
The unit of measure for temperature is degrees Celsius and written as °C.

Write the temperature using °Celsius (°C).

1. Which thermometer shows the lowest temperature?

2. Which thermometer shows the highest temperature?

3. What is the difference in temperature between thermometer 2 and thermometer 3?
B. Group Activity

Study the map of Fiji below. Discuss the questions given and record your answer to share with the class.

Questions:

1. Rainfall is measured in __________. (mm; cm; or kg)

2. Which area receives a lot of rainfall? Explain your answer. 

3. Which area receives the lowest rainfall?
Units of Measurement

Source: legsclassroom wiki; www.leggework.net
## Activity 1: Two Dimensional Shapes (2D)

Two Dimensional Shapes (2D):
2D shapes are flat figures and are named according to the number of sides they have.

Eg. △ This is a triangle. *Tri* means 3 so it has three sides.

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Name</th>
<th>Number of sides</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Square" /></td>
<td>Square</td>
<td>4</td>
</tr>
<tr>
<td><img src="image" alt="Triangle" /></td>
<td>Triangle</td>
<td>3</td>
</tr>
<tr>
<td><img src="image" alt="Pentagon" /></td>
<td>Pentagon</td>
<td>5</td>
</tr>
<tr>
<td><img src="image" alt="Hexagon" /></td>
<td>Hexagon</td>
<td>6</td>
</tr>
</tbody>
</table>
1. Make a model of each shape in the table below using plastacine or play dough.

2. Complete the table. Use the model to help you.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Name</th>
<th>Faces</th>
<th>Edges</th>
<th>Corners</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cube" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Triangular Prism" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Cylinder" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Sphere" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 3:

**Line and Line Segments**
A line goes on and on in both directions. It has no end points.
Line segments are straight lines joining two points. It has a beginning and an end.

**Rays**
This is a ray. It starts with a point of origin and moves in one direction without an end. This is shown by the arrow.
This is ray AB and can be shown by the symbol →

**Curves**
This is a curved line
g
This has curved sides

**Angles**
An angle is formed when two lines meet at a common point.
Look at this angle. It is a right angle. **Right angles** make square corners.
A straight angle is an angle formed on a straight line.
Two right angles make a straight angle.
1. Label

   a)  

   b)  

   c)  

   d)  

   e)  

   f)  

   g)  

   h)  

   i)  

2. Complete the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Draw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curves</td>
<td></td>
</tr>
<tr>
<td>Line segments</td>
<td></td>
</tr>
<tr>
<td>Angle</td>
<td></td>
</tr>
<tr>
<td>Ray</td>
<td></td>
</tr>
<tr>
<td>Line</td>
<td></td>
</tr>
</tbody>
</table>
Chance and Data
Chance: is the likelihood that something will happen.

1. If you roll a dice, what is the chance of:
   a) Getting a 2?
      - certain
      - likely
      - unlikely
   b) Getting a number less than?
      - certain
      - likely
      - unlikely
   c) Getting a number more than 3?
      - certain
      - likely
      - unlikely
   d) Getting a 7?
      - certain
      - likely
      - unlikely

2. Deck of Cards

A deck of colorful cards has 2 blue, 7 red, 4 green, 6 yellow and 1 black.
Eg. Drawing a blue would be unlikely as there is only four 2 out of the 20 cards. Its chance is really low.

1. A card is drawn from the deck of cards. What is the chance of:
   a. drawing a red card?
      - Certain
      - Likely
      - Unlikely
   b. drawing a black card?
      - Certain
      - Likely
      - Unlikely
Unit 5.1 Chance

*Achievement Indicator:*
Use words that express prediction about something happening during the day such as likely, unlikely in a sentence.
State any future events with confidence from seeing the time on the clock.

**Activity 1: Chance**

<table>
<thead>
<tr>
<th>c. drawing a green card?</th>
<th>d. drawing a yellow card?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certain</td>
<td>Certain</td>
</tr>
<tr>
<td>Likely</td>
<td>Likely</td>
</tr>
<tr>
<td>Unlikely</td>
<td>Unlikely</td>
</tr>
</tbody>
</table>

3. Study the clock and tick the box with its correct answer.

- **a)**
  
  [Image of a clock showing 11:55 am]

  It is almost time for
  
<table>
<thead>
<tr>
<th>Breakfast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
</tr>
<tr>
<td>Dinner</td>
</tr>
</tbody>
</table>

- **b)**
  
  [Image of a clock showing 7:45 pm]

  It is almost time for
  
<table>
<thead>
<tr>
<th>Playing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed</td>
</tr>
<tr>
<td>School</td>
</tr>
</tbody>
</table>

- **c)**
  
  [Image of a clock showing 2:45 pm]

  It is almost time for school to
  
<table>
<thead>
<tr>
<th>Begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start</td>
</tr>
<tr>
<td>Finish</td>
</tr>
</tbody>
</table>
Activity 2: Predictions

Study the pictures. Tick the box with its correct answer.

1. When seeing black clouds, it is most likely to
   - be fine
   - Rain

2. When seeing red sky in the evening, the next day will be
   - Fine
   - Raining

3. When a flock of seagulls fly so low above the sea, there is a chance of a
   - School fish
   - No fish
Score Card: Another way of recording data. It usually uses a tally like this:
\[\begin{align*}
1 & = 1 \\
\text{TTTT} & = 5
\end{align*}\]
This table shows the number of goals made by some girls.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana</td>
<td>HHT</td>
</tr>
<tr>
<td>Mary</td>
<td></td>
</tr>
<tr>
<td>Lusi</td>
<td></td>
</tr>
<tr>
<td>Reena</td>
<td></td>
</tr>
<tr>
<td>Setaita</td>
<td></td>
</tr>
</tbody>
</table>

Complete the table by drawing the tally on the goals the girls have attempted. (The 1st one is done for you)

<table>
<thead>
<tr>
<th>Ana scored 7 goals</th>
<th>Mary scored 11 goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reena scored 9 goals</td>
<td>Setaita scored 18 goals</td>
</tr>
<tr>
<td>Lusi scored 4 goals</td>
<td>Ashley scored 20 goals</td>
</tr>
</tbody>
</table>
Activity 4: Fruit Table:

The table shows the number of people who loved to eat fruits.

**Use the table below to help you answer the questions.**

<table>
<thead>
<tr>
<th>Fruits</th>
<th>No. of people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pineapple</td>
<td>6</td>
</tr>
<tr>
<td>Orange</td>
<td>7</td>
</tr>
<tr>
<td>Bananas</td>
<td>10</td>
</tr>
<tr>
<td>Pawpaw</td>
<td>12</td>
</tr>
</tbody>
</table>

1. How many people like bananas? ____________________________
2. Which is the most liked fruit? __________________________
3. How many like oranges and pineapples? __________________
4. How many people like pawpaw and banana? ________________
5. How many more people liked banana from pineapple? ________
6. Which is the least liked fruit? _________________________
7. How many people liked eating fruits as shown on the table?
**Activity 5: Bar Graph**

A graph using rectangular bars to show value. The bars can be horizontal or vertical.

Eg. This graph shows the number of students’ favourite colours.

6 like red  
8 like blue  
4 like yellow

1. The graph shows the number of carrots sold daily.

![Bar Graph Image]

a) How many carrots were sold on Wednesday?

b) On which day were the most carrots sold?

c) How many carrots were sold on Thursday and Friday altogether?

d) Which day had the same number of carrots sold?

e) On which day were the least carrots sold?
Activity 6: Tally & Bar Graph

3. Group Activity

i. Choose one of the activities listed below and collect information on the following:
   (a) how students come to school
   (b) the different sports that the students in your class liked
   (c) where the students live or where they come from or their province

ii. Use the Tally method to show your results.

4. Individual Activity

i. Collect information your arrival to school daily for a month. Record your answer in a Tally, as shown below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Early</th>
<th>On Time</th>
<th>Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ii. Once the tally table filled, then draw a bar graph to show the information from the Tally table

iii. Discuss your answer with the class with reasons.
<table>
<thead>
<tr>
<th>x</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
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<td>21</td>
<td>24</td>
<td>27</td>
<td>30</td>
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<td>36</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
<td>36</td>
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<td>44</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
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<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
<td>42</td>
<td>48</td>
<td>54</td>
<td>60</td>
<td>66</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>35</td>
<td>42</td>
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<td>63</td>
<td>70</td>
<td>77</td>
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<td>96</td>
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<tr>
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<td>27</td>
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<td>45</td>
<td>54</td>
<td>63</td>
<td>72</td>
<td>81</td>
<td>90</td>
<td>99</td>
<td>108</td>
</tr>
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<td>10</td>
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<td>30</td>
<td>40</td>
<td>50</td>
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<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
<td>110</td>
<td>120</td>
</tr>
<tr>
<td>11</td>
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<td>11</td>
<td>22</td>
<td>33</td>
<td>44</td>
<td>55</td>
<td>66</td>
<td>77</td>
<td>88</td>
<td>99</td>
<td>110</td>
<td>121</td>
<td>132</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>12</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
<td>72</td>
<td>84</td>
<td>96</td>
<td>108</td>
<td>120</td>
<td>132</td>
<td>144</td>
</tr>
</tbody>
</table>