



**Maths 4 U First Grade**

**Serie** Maths 4 U

Libro metodología CLIL aplicada al aprendizaje y práctica de matemáticas en inglés como lengua extranjera.

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How many?



5





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# Counting



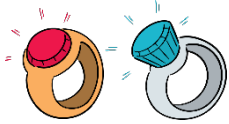
**TAKE THE CHALLENGE**



Read and answer the questions below.

Maria has ..... rings.

Her mum gives her ..... more rings.



How many rings does Maria have now? .....

Now, she has more / less rings.

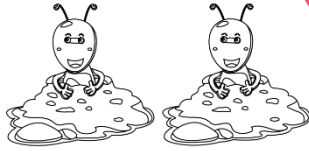
Look, trace and colour. Then write the numbers.





2

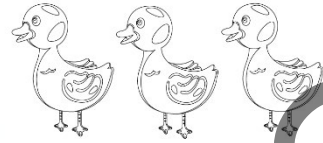
Two



2 2 2 2 2 2  
2 2 2 2 2 2  
2  
2

3

Three



3 3 3 3 3 3  
3 3 3 3 3 3  
3  
3

4

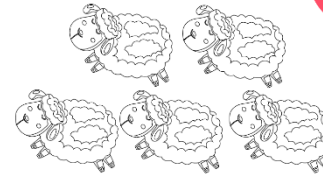
Four



4 4 4 4 4 4  
4 4 4 4 4 4  
4  
4

5

Five



5 5 5 5 5 5  
5 5 5 5 5 5  
5  
5





Count and draw lines. Then read and write.



1  
one

2  
two

3  
three

4  
four

5  
five



- 1 How many big animals are there?
- 2 How many small animals are there?
- 3 How many grey animals are there?

.....  
.....  
.....





Look and answer the questions about each group.

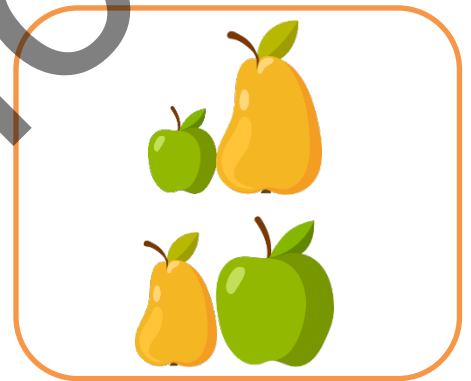
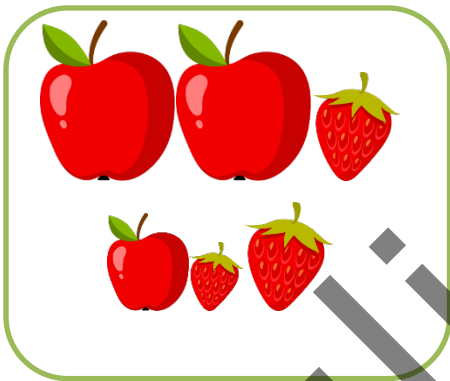
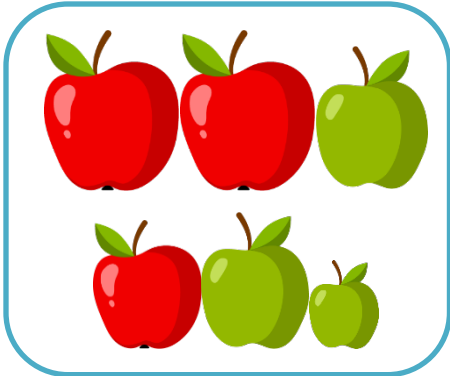
What are they?

What colour are they?

Are they big or small?

How many are the same size?

How many are the same colour?



Read, count and write.



doughnuts

purple things

green things

cupcakes







Read, count and write.




- 1 How many cars are there?
- 2 How many motorbikes are there?
- 3 How many vehicles are red?
- 4 How many vehicles are blue?
- 5 Are there three orange vehicles?


.....  
.....  
.....  
.....  
.....





Draw happy faces to match the numbers.



1

2

3

4

5

EnglishHouse





When you put more elements into a group, it gets bigger. To know how many elements a new group has, you have to add the elements. This process is called **addition**.

### Read, count and write.

We see 2 butterflies.

We see 4 more.

How many butterflies in all?

.....

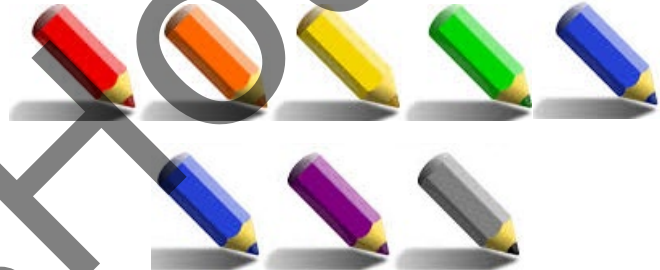


Charles has 5 colours.

Daniel has 3 colours.

How many colours in all?

.....



I have 5 party hats.

Mum has 2 party hats.

How many party hats in all?

.....



These are the operations you have to write:

**Butterflies**

$$2 + 4 = \dots$$

**Colours**

$$5 + 3 = \dots$$

**Party hats**

$$5 + 2 = \dots$$





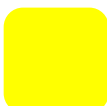
Draw spots to make matching pairs. Then count and write.


- Black box, number of spots before drawing.
- Red box, number of spots after drawing.








Solve the operations to find out what colour you have to use for each number. Then colour and write what you found with each.

$1 + 1 =$  

$2 + 1 =$  

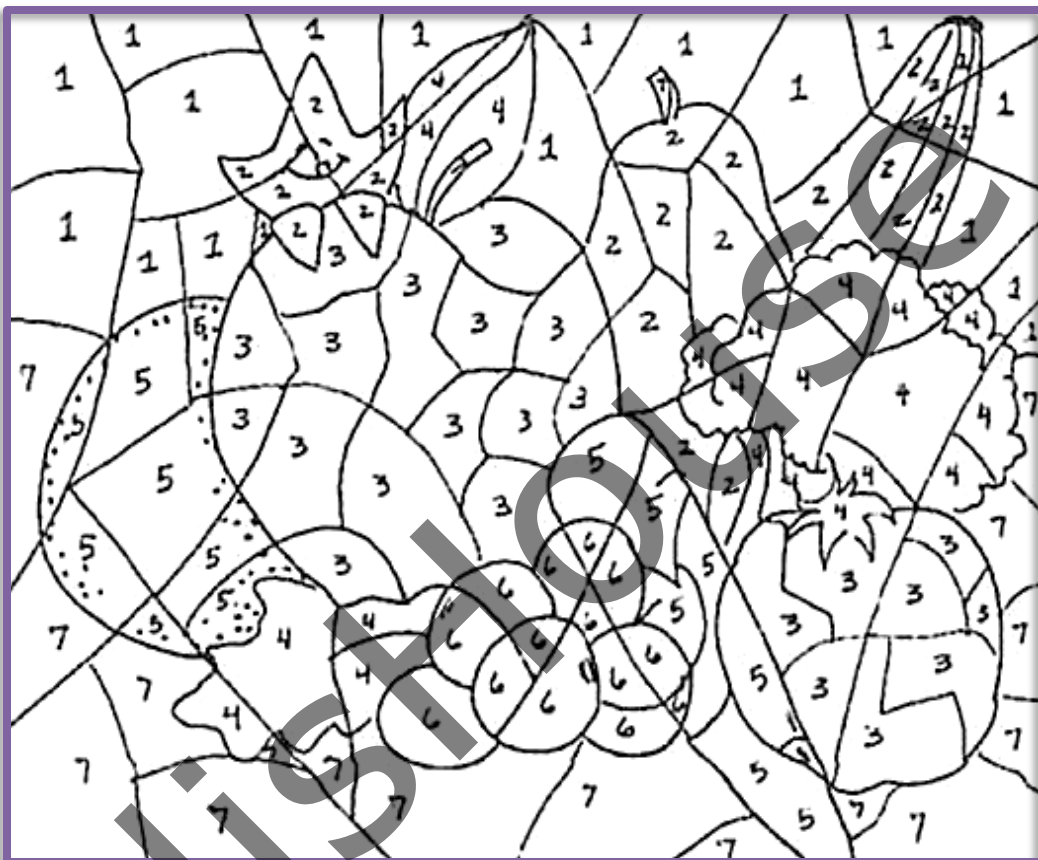
$4 + 3 =$  

$1 + 0 =$  

$3 + 3 =$  

$3 + 2 =$  

$2 + 2 =$  



1 With the number 2 I found a pear and a banana.

2 With the number \_\_\_\_\_ I found \_\_\_\_\_.

3 With the number \_\_\_\_\_ I found \_\_\_\_\_.

4 With the number \_\_\_\_\_ I found \_\_\_\_\_.

5 With the number \_\_\_\_\_ I found \_\_\_\_\_.

6 With the number \_\_\_\_\_ I found \_\_\_\_\_.

7 With the number \_\_\_\_\_ I found \_\_\_\_\_.





# You're up!

Read and match the words with the definitions. Then number the pictures.

1. number

2. count

3. sort

4. size

5. add

6. operation

• to separate things

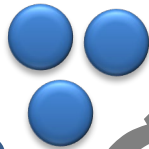
• how large or small something is

• a math process

• to put something with something else

• a symbol representing a unit for counting

• to say the names of numbers one after another



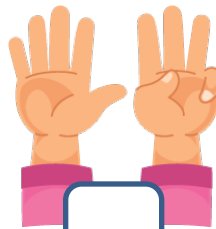
big - small



9



$$5 + 3 = 8$$





## Keep on counting



### TAKE THE CHALLENGE



Read and answer the questions below.  
The singing class at our school has 11 boys and 7 girls.

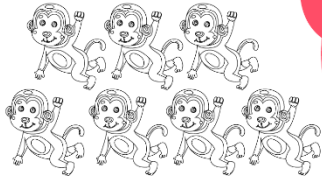
- 1 How many students are there in all? .....
- 2 If 3 more students join the class this year, how many students will be? .....
- 3 If 4 boys and 3 girls are absent one day, how many students will be? .....
- 4 Which number is bigger, the number of boys or girls? .....
- 5 Which number is smaller, the number of girls or boys? .....

Look, trace and colour. Then write the numbers.



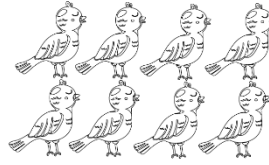


7  
Seven



Tracing practice for the number 7 on lined paper. The first row contains five dashed 7s for tracing. The second row contains five dashed 7s for tracing. The third row contains one solid 7 followed by four dashed 7s. The fourth row contains one solid 7 followed by four dashed 7s.

8  
Eight



Tracing practice for the number 8 on lined paper. The first row contains five dashed 8s for tracing. The second row contains five dashed 8s for tracing. The third row contains one solid 8 followed by four dashed 8s. The fourth row contains one solid 8 followed by four dashed 8s.

9  
Nine



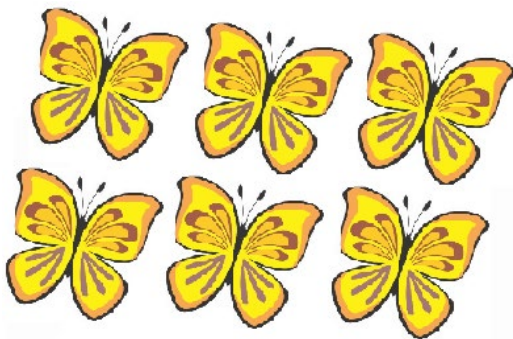
Tracing practice for the number 9 on lined paper. The first row contains five dashed 9s for tracing. The second row contains five dashed 9s for tracing. The third row contains one solid 9 followed by four dashed 9s. The fourth row contains one solid 9 followed by four dashed 9s.



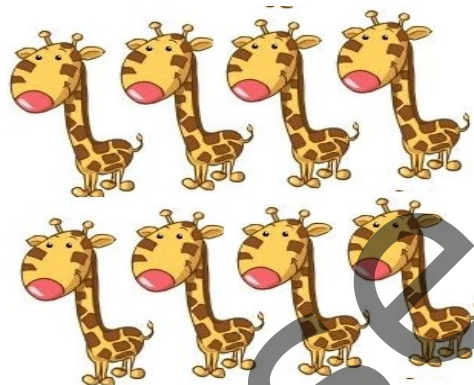




Count and draw lines. Then read and write.

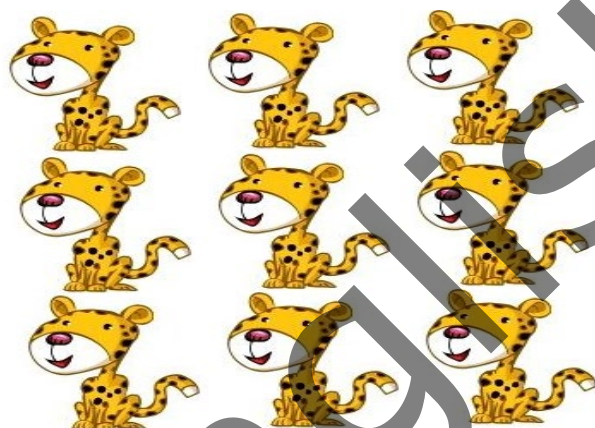


6  
six



8  
eight

9  
nine



- 1 How many tails in all? .....
- 2 Is it true that all these animals can fly? .....
- 3 How many pairs of antennas in all? .....
- 4 How many pairs of horns in all? .....
- 5 How many animals belong to the cat family? .....



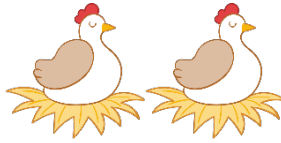


Count the hens and trace the numbers and the words.



1

one



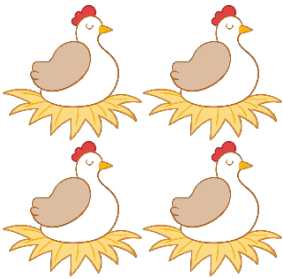
2

two



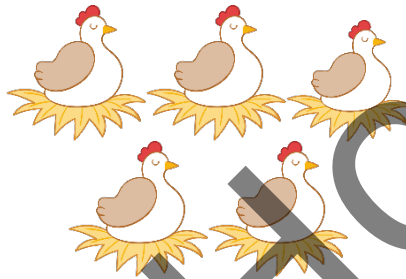
3

three



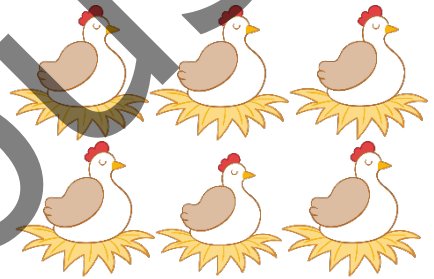
4

four



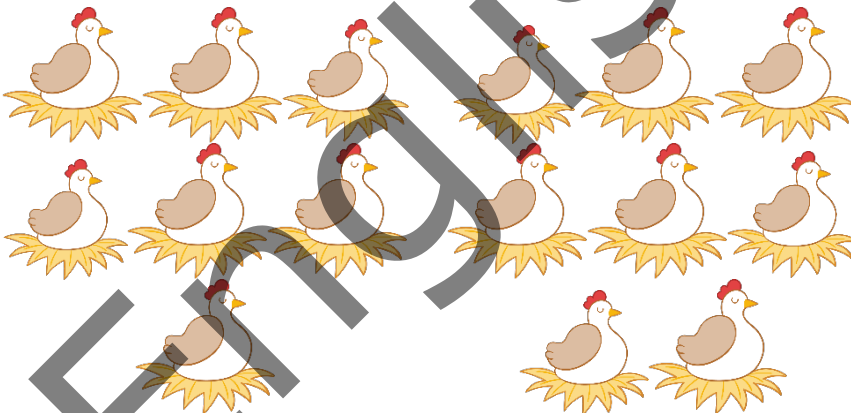
5

five



6

six



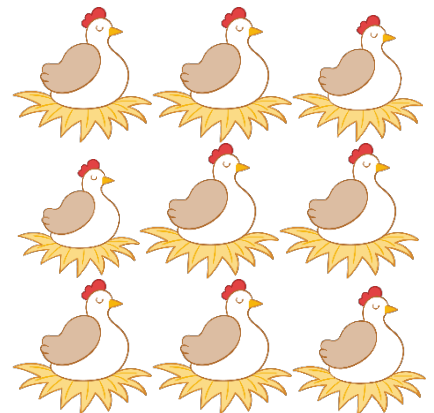
7

seven



8

eight



9

nine





Number the groups. Start with the group that has the smallest number of stars "1". Then write the numbers as words.



Four  
.....  
stars



.....  
stars



.....  
stars



.....  
stars



.....  
star



.....  
stars



.....  
stars



.....  
stars

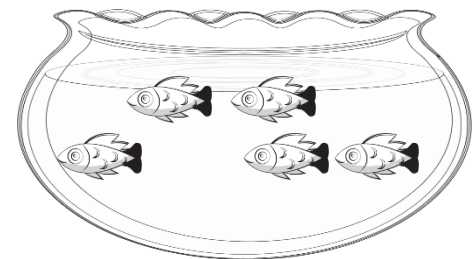
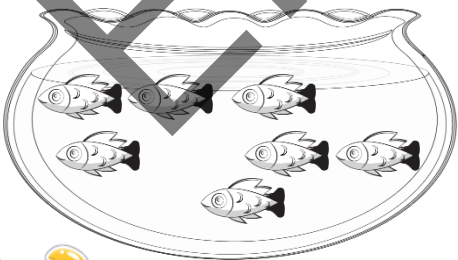
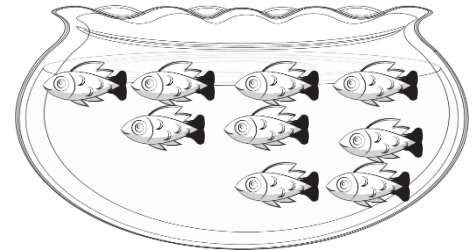
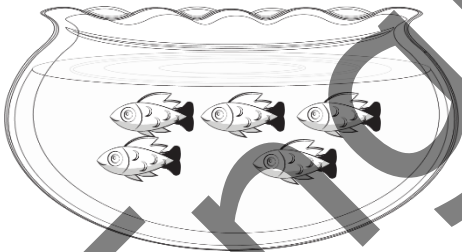
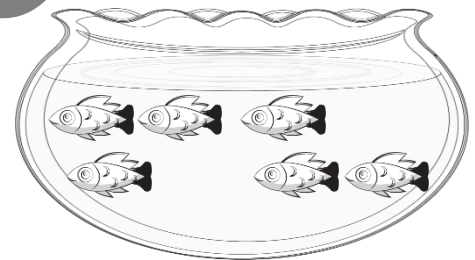
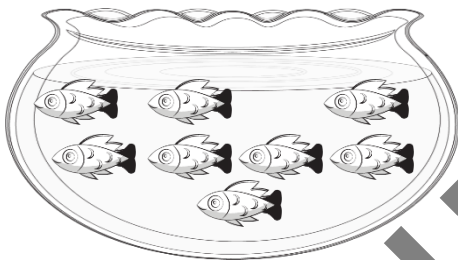
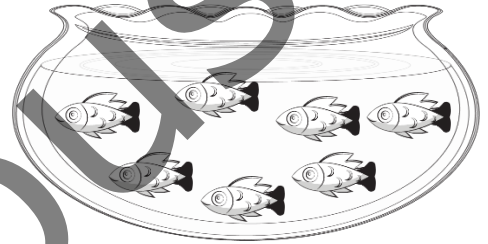
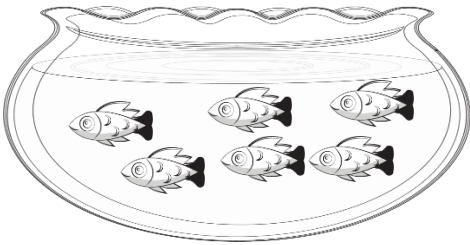
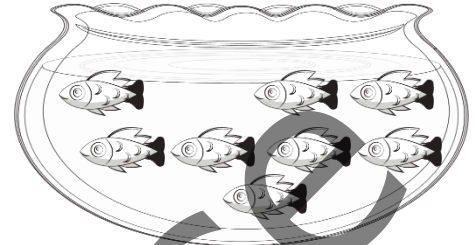
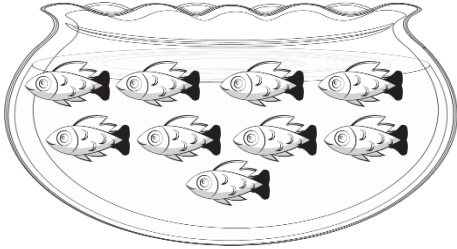


.....  
stars





Count and draw lines to match the fishbowls that have the same number of fish. Then colour the fish with the same colour.



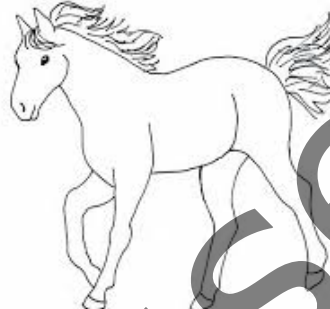


**Read, colour and draw spots. Then answer the questions.**

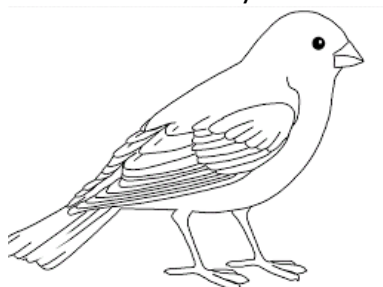
This dog is grey and has three spots on its body.



This horse is brown and has one spot on each leg.



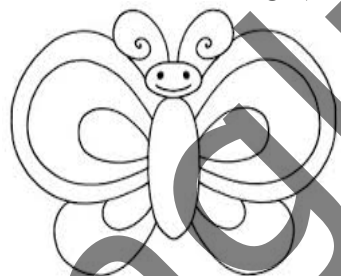
This bird is yellow and has six spots on its body.



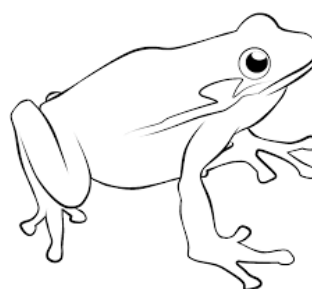
This cat is orange and has two spots on its tail.



This butterfly is pink and has two spots on each wing.



This frog is dark green and has seven brown spots on its body.



- 1 How many spots does the horse have? .....
- 2 How many spots does the butterfly have? .....
- 3 How many spots do the dog and the cat have together? .....
- 4 How many spots do the frog and the bird have together? .....





**Count and write how many colours each boy bought.**

Mark bought ..... colour pencils.



Daniel bought ..... colour pencils.



Pat bought ..... colour pencils.



Sandra bought ..... colour pencils.



Sam bought ..... colour pencils.



Rene bought ..... colour pencils.



- 1 Who has the biggest number of colour pencils? .....
- 2 Who has the smallest number of colour pencils? .....
- 3 How many colour pencils do Sam and Sandra have together? .....
- 4 How many colour pencils do Mark and Daniel have together? .....
- 5 Who has more than seven colours? .....
- 6 Who has fewer than seven colour pencils? .....





**Read and colour. Then count and write.**

Colour the stars with 3 tips yellow.

Colour the stars with 7 tips purple.

Colour the stars with 4 tips blue.

Colour the stars with 8 tips green.

Colour the stars with 5 tips orange.

Colour the stars with 9 tips red.

Colour the stars with 6 tips pink.



Number of yellow stars: .....

Number of purple stars: .....

Number of blue stars: .....

Number of green stars: .....

Number of orange stars: .....

Number of red stars: .....

Number of pink stars: .....

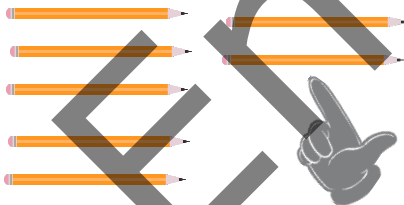
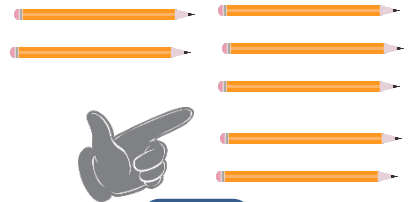
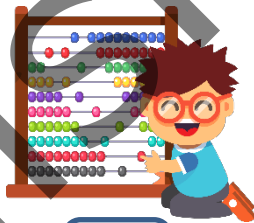
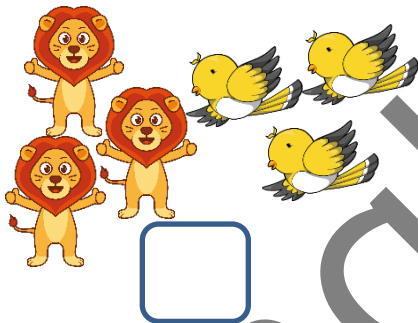




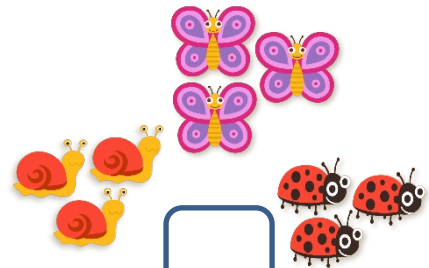
# You're up!

Read and match the words with the definitions. Then number the pictures.

- 7. how many
  - 8. match
  - 9. group
  - 10. together
  - 11. more
  - 12. fewer
- a number of people or things put together
  - a larger or an extra number or amount
  - a smaller number of something - countable
  - to join two things which are equal or very similar
  - combined or at the same time
  - used to get information about quantity



5 five







## Ordering and comparing



### TAKE THE CHALLENGE



**Read and answer the questions.**

Karina built a small house with wood sticks.  
Now she wants to decorate it.

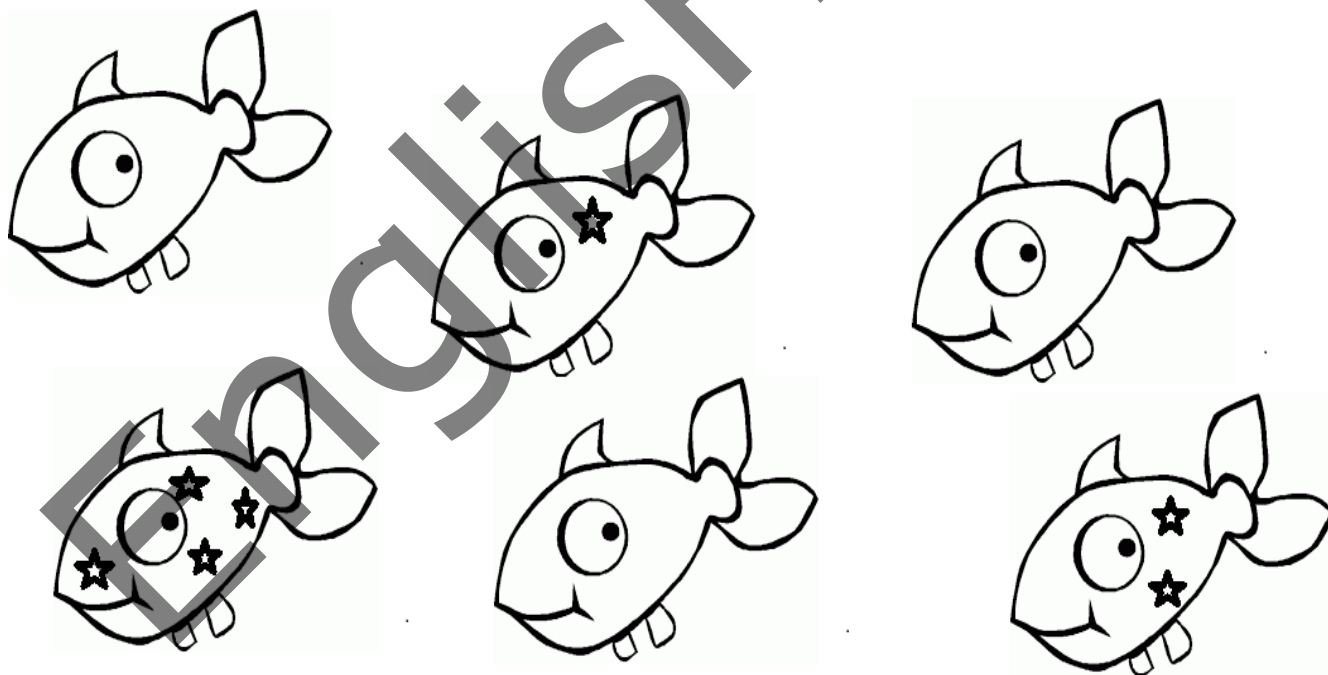
She needs 12 stickers. She found 3 stickers in her pencil bag. She found 2 stickers in her toy box. And her mum bought her 4 more stickers.  
Does Karina have enough stickers to decorate her small house? .....

How many more stickers does she need? .....

When did Karina get more stickers? .....

If she wanted to decorate her small house with 15 stickers, how many more stickers would she need? .....

**Colour the fish that have no stars.**



How many fish have no stars? ..... fish have ..... stars.



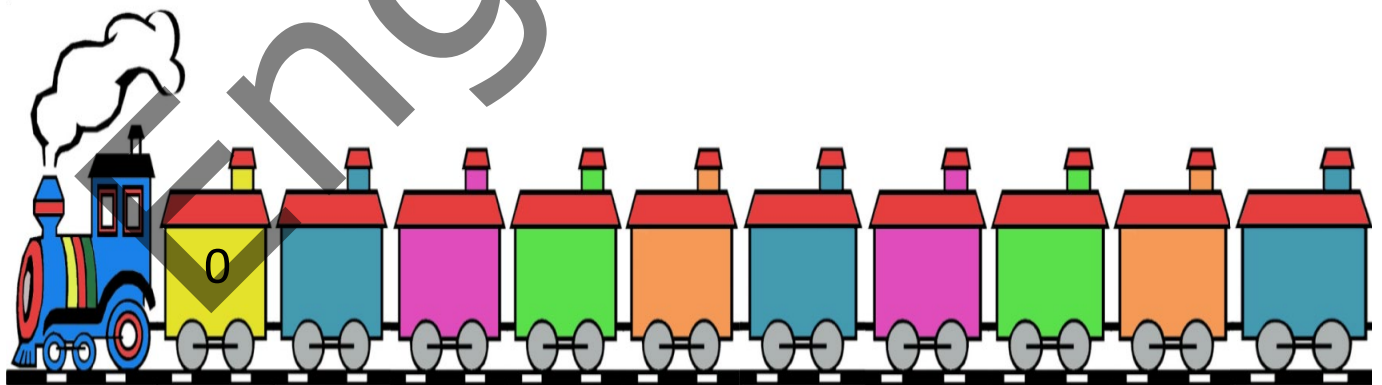


Write the missing numbers. Then draw dots to match them.

0	__	2	3	__	__	6	__	8	__
	●								

Order the numbers from 0 to 9.

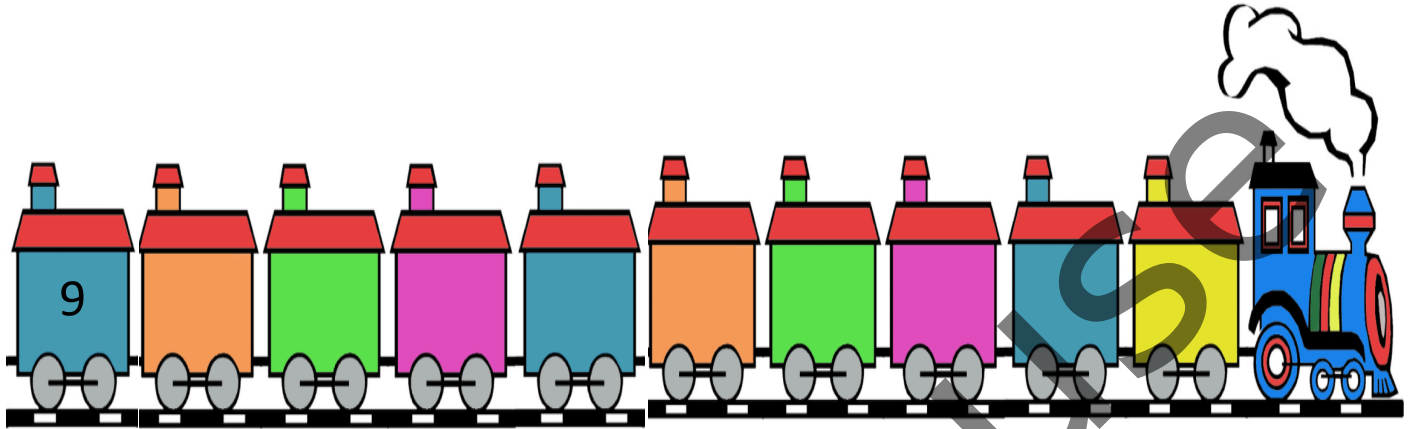
8      6      2      4      0      7      9      3      5      1



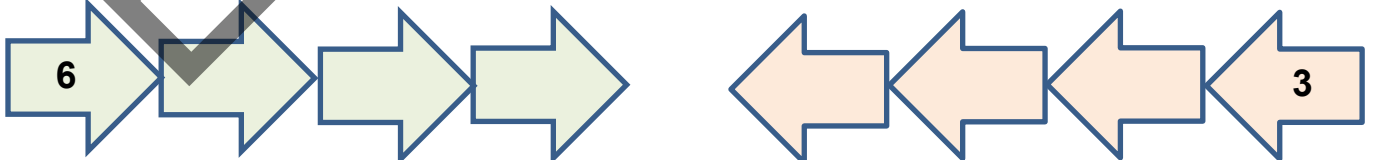
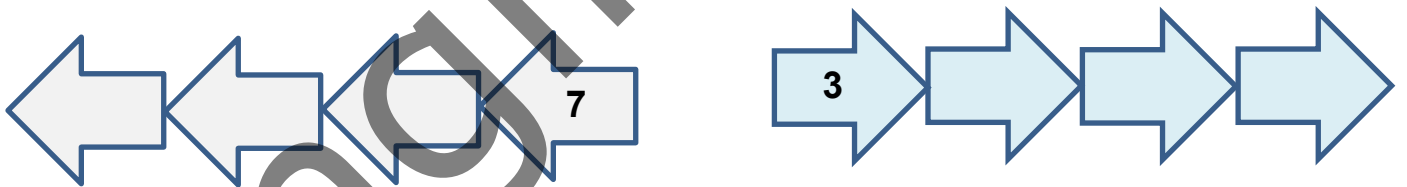


Order the numbers from 9 to 0.

8      5      2      9      6      3      1      4      7      0



Write the missing numbers.





Look, count and write numbers. Then put a tick in the box below the picture that has more shoes and a cross below the picture that has fewer shoes.



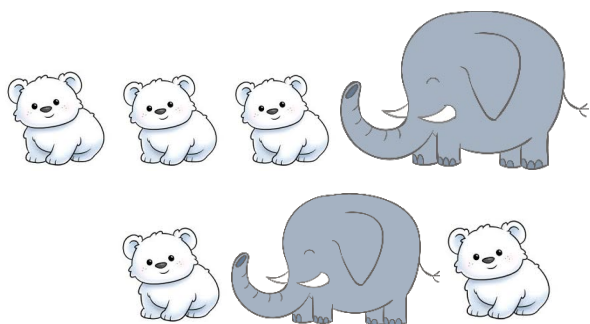


Read and choose a word to complete the sentence.

more

fewer

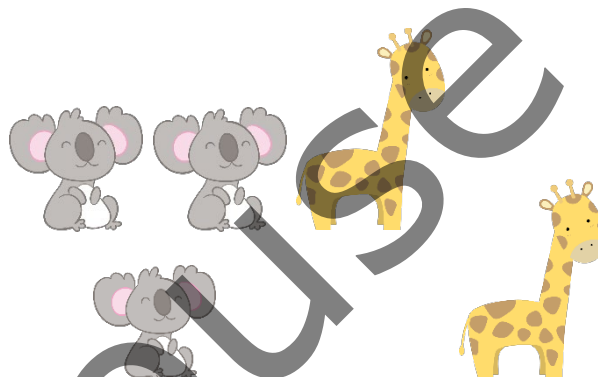
There are ..... bears than elephants.



more

fewer

There are ..... giraffes than koalas.



more

less

5 is ..... than 2.

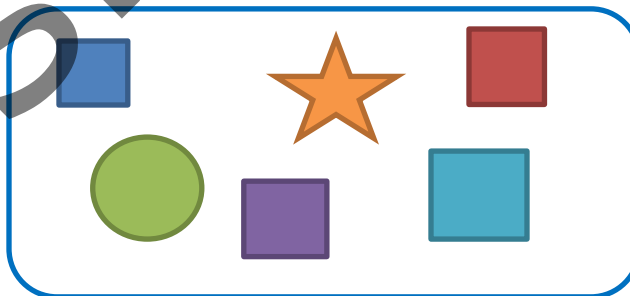
more

less

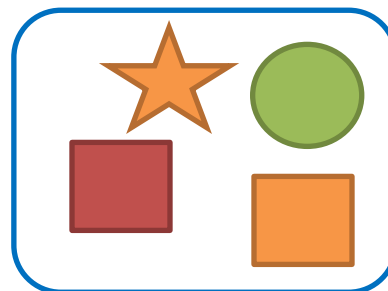
2 is ..... than 6.

Look and write the correct number.

How many squares are in the biggest box? \_\_\_\_\_



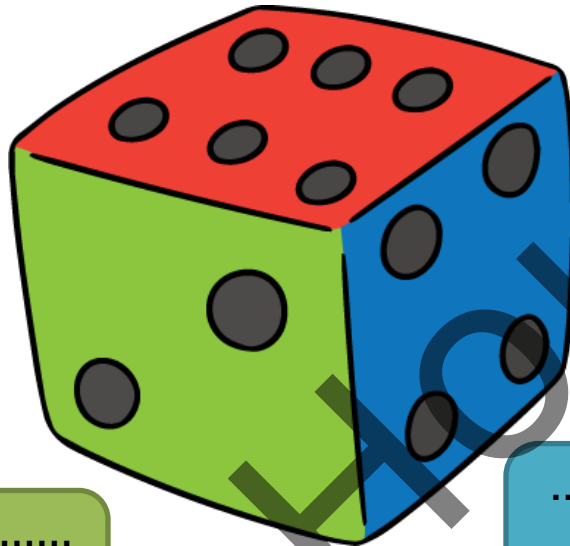
Cross out the box which has more than 2 stars.





Look at the dice and write the number of dots each side has.

This side has ..... dots.



.....  
.....

.....  
.....

Read and complete the sentences about the dice.

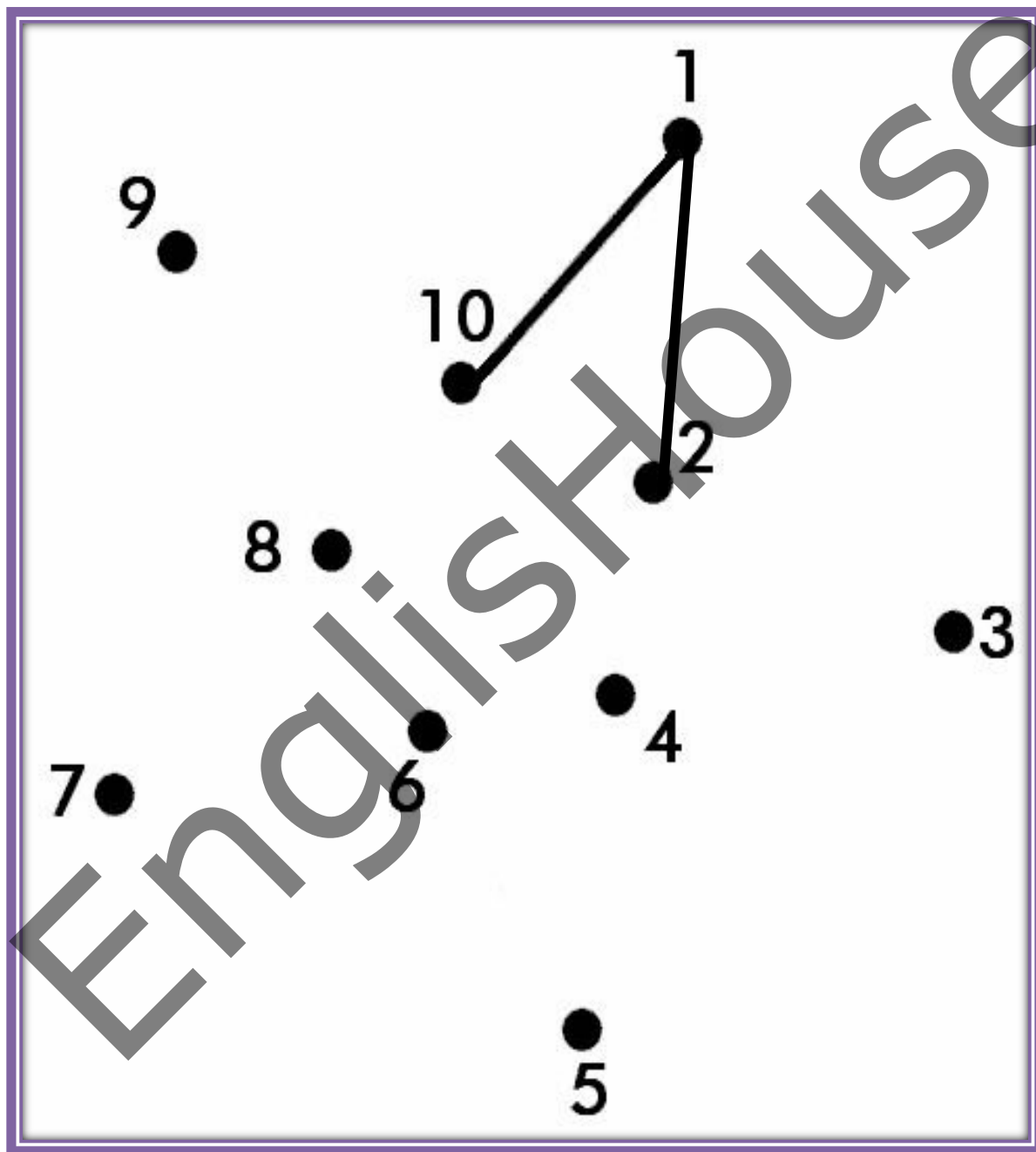
- 1 The ..... side has more dots than the blue side.
- 2 The ..... side has fewer dots than the blue side.
- 3 The side with the biggest number of dots is the ..... side.
- 4 The side with the smallest number of dots is the ..... side.
- 5 The order of the numbers is the **green** side with ..... dots, then the ..... side with ..... dots and finally the ..... side with ..... dots.





Join the numbers following the order. Then write what picture appeared and colour it.

This is a / an .....





This is a / an .....

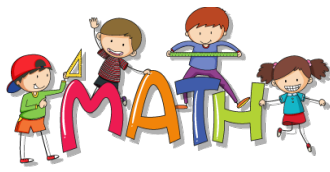






This is a / an .....





# You're up!

Read and match the words with the definitions. Then number the pictures.

- 13. order
  - 14. ...from ... to
  - 15. missing
  - 16. cross out
  - 17. less
  - 18. join
- connect / bring things together.
  - You use it to say something is not there.
  - a smaller amount.
  - to arrange a group of things.
  - to draw lines on something.
  - You use it to say where or when something starts and finishes.

1 2 3 4 5 6 \_ 8 9





## Let's add



### TAKE THE CHALLENGE



Read and choose the correct answer. Write it on the dotted line.

a) 12

b) 6

c) 5

It's 2 o' clock in the afternoon and you are going to the cinema in 4 hours.

What time are you going to the cinema?

.....

My brother and I have 12 videogames. 7 of those videogames are mine, how many are my brother's?

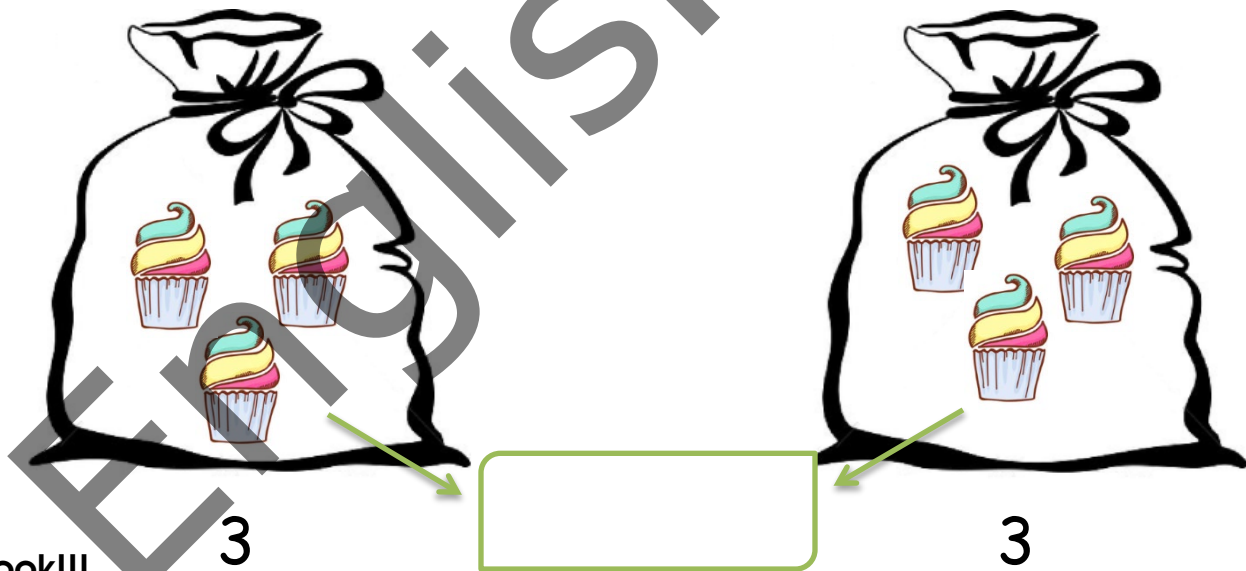
.....

Jane found 3 yellow flowers.

Each flower had 4 petals.

How many petals are there in all? .....

Count the cupcakes in each bag to find the total number.



Look!!!

3

3

three plus three equals 6

3 + 3 = 6





Add to make the total. Write in letters and numbers.

a)



<input type="text"/>	plus	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

b)



<input type="text"/>	plus	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

d)



<input type="text"/>	plus	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>





Read, draw, count and write.

Draw 2 more slices of cake and do the math.



$$\boxed{2} \text{ plus } \boxed{\phantom{00}} \text{ is } \boxed{\phantom{00}}$$

Draw 3 more cakes and do the math.



$$\boxed{1} \text{ plus } \boxed{\phantom{00}} \text{ is } \boxed{\phantom{00}}$$

Draw 4 more cookies and do the math.



$$\boxed{6} \text{ plus } \boxed{\phantom{00}} \text{ is } \boxed{\phantom{00}}$$

Draw 5 more cupcakes and do the math.



$$\boxed{1} \text{ plus } \boxed{\phantom{00}} \text{ is } \boxed{\phantom{00}}$$

Draw 6 more ice cream cones and do the math.



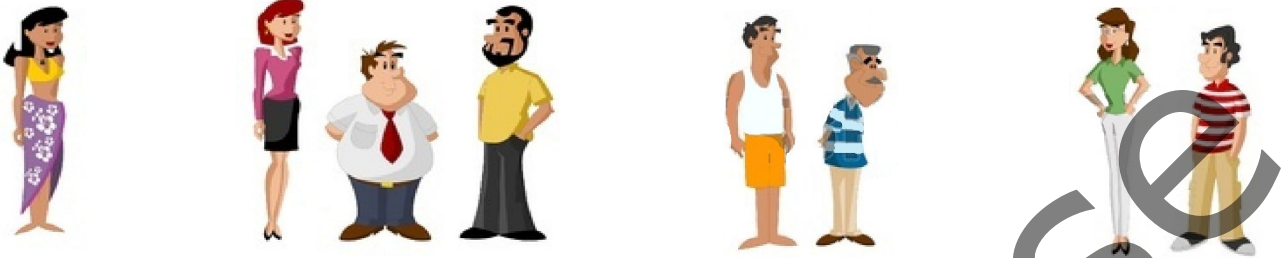
$$\boxed{4} \text{ plus } \boxed{\phantom{00}} \text{ is } \boxed{\phantom{00}}$$





The sign + means **add** or **plus** and the sign = means **equals**.

You can use these mathematical symbols to make totals.



1 and 3 makes 4.

$$1 + 3 = 4$$

There are four people in this picture.

2 and 2 makes 4.

$$2 + 2 = 4$$

There are four people in this picture.

**Count and write. Then do the math.**



$$\boxed{2} + \boxed{6} = \boxed{8}$$



$$\boxed{\phantom{2}} + \boxed{\phantom{6}} = \boxed{\phantom{8}}$$



$$\boxed{\phantom{2}} + \boxed{\phantom{6}} = \boxed{\phantom{8}}$$



$$\boxed{\phantom{2}} + \boxed{\phantom{6}} = \boxed{\phantom{8}}$$

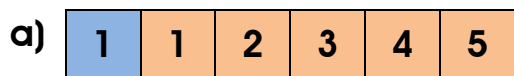


$$\boxed{\phantom{2}} + \boxed{\phantom{6}} = \boxed{\phantom{8}}$$

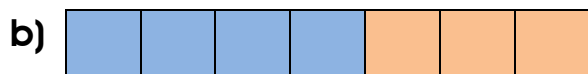




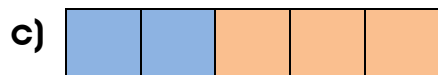
Count and write. Then do the math.



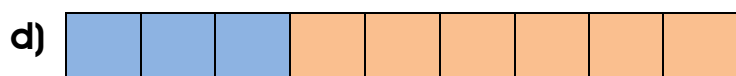
$$\boxed{1} + \boxed{5} = \boxed{6}$$



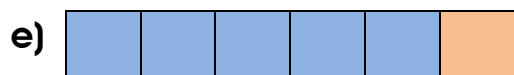
$$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$$



$$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$$



$$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$$



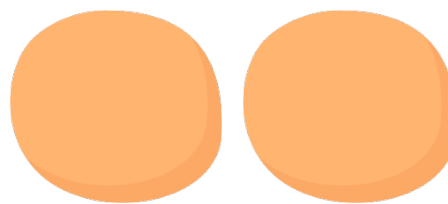
$$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$$

Draw chocolate chips on the cookies to illustrate the operations.

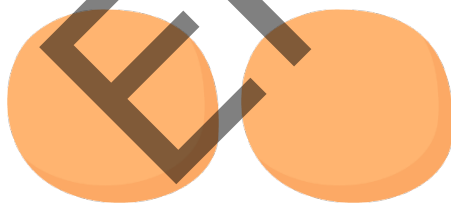
a)  $5 + 3 = \underline{\quad}$



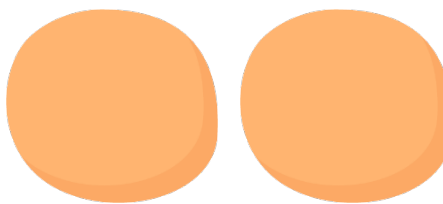
b)  $4 + 2 = \underline{\quad}$



c)  $1 + 3 = \underline{\quad}$



d)  $6 + 0 = \underline{\quad}$





Read and colour.

1 more than 4 is \_\_\_\_\_.



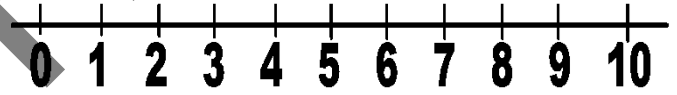
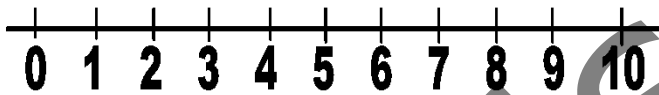
Now count on a number line.

2 more than 4 is \_\_\_\_\_.



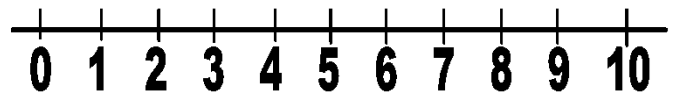
a) 1 more than 2 is \_\_\_\_\_.

d) 2 more than 6 is \_\_\_\_\_.



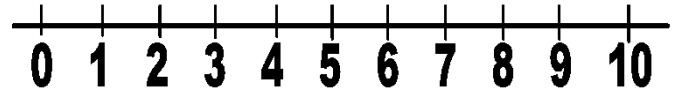
b) 1 more than 3 is \_\_\_\_\_.

e) 3 more than 7 is \_\_\_\_\_.



c) 1 more than 4 is \_\_\_\_\_.

f) 4 more than 3 is \_\_\_\_\_.





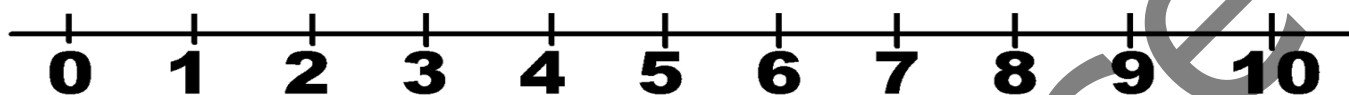


Read and use the number line to find the answer.

3 more than 4 is \_\_\_\_\_.

4 plus 3 is \_\_\_\_\_.

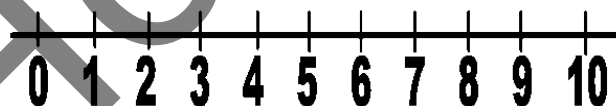
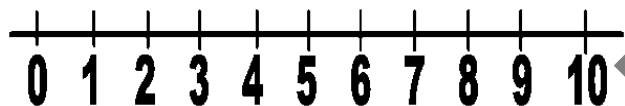
$4 + 3 =$  \_\_\_\_\_.



Use the number lines to answer these math questions.

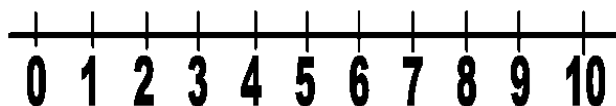
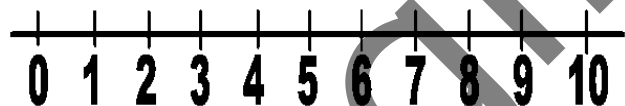
a)  $1 + 3 =$  \_\_\_\_\_

d)  $7 + 1 =$  \_\_\_\_\_



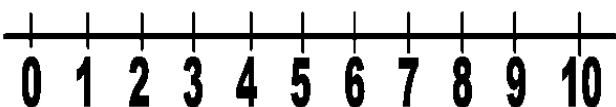
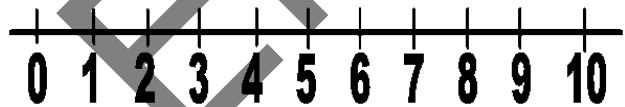
b)  $4 + 2 =$  \_\_\_\_\_

e)  $3 + 5 =$  \_\_\_\_\_



c)  $6 + 3 =$  \_\_\_\_\_

f)  $1 + 8 =$  \_\_\_\_\_





Look and draw lines to join each bee to the flower with the correct answer.

$1 + 3$



$6 + 3$



$2 + 5$



$7 + 1$



$1 + 1$



$4 + 2$



Find the missing numbers.

$6 + \underline{\quad} = 8$

$4 + \underline{\quad} = 7$

$5 + \underline{\quad} = 6$

$1 + \underline{\quad} = 5$

$7 + \underline{\quad} = 9$

$6 + \underline{\quad} = 10$





Read and complete the math statements. Then find the operations in the puzzle.

a) One plus eight is .....

e) Three plus two is .....

b) Three plus six is .....

f) Six plus three is .....

c) Zero plus one is .....

g) One plus three is .....

d) Four plus two is .....

h) Seven plus one is .....

+ 1 2 + 2 1 + 2 2 + 2 2  
+ 4 + 2 = 6 7 = 5 7 1 +  
1 2 1 = + 3 + 2 = 5 = 3  
+ 5 1 + 3 = 4 + + 7 5 3  
6 5 = 1 + 8 = 9 + + 1 +  
6 = = 5 4 5 6 + 3 = 9 3  
1 3 + 6 = 9 1 2 1 = + 3  
+ = = 1 7 + 1 = 8 + 1 +  
6 4 3 2 = 2 0 + 1 = 1 3  
1 5 + 5 1 + 4 4 + 4 + 3





# You're up!

Read and match the words with the definitions. Then number the pictures.

19. plus

20. equals

21. total

22. do the math

23. sign

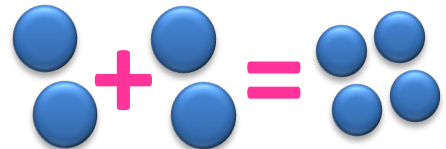
24. illustrate

- make calculations.
- to exemplify a math or word problem by using pictures, drawings, colours, etc.
- It is a math symbol that shows a result.
- It is a symbol and it has a meaning.
- It is the result of a math operation.
- It is a math symbol that means add.

$+$   $=$



$9+5=14$



$8+3=$





## Subtraction



**TAKE THE CHALLENGE**



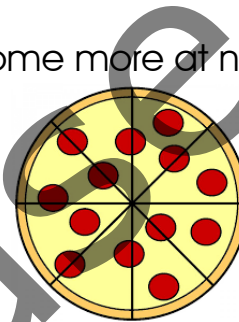
**Read and look at the pictures. Then answer the questions.**

Susan wants to invite her friends to eat pizza.

She wants to know how to cut it because she wants to eat some more at night with her mum.

1) If Susan invites two friends and each kid eats one slice, how many slices will be left? \_\_\_\_\_

2) If Susan invites two friends and each kid eats two slices, how many slices will be left? \_\_\_\_\_



**Read and look. Then answer the questions.**

How many pandas are there?

How many pandas are there?



.....

.....

\_\_\_\_\_ pandas minus \_\_\_\_\_ panda is 2 pandas.

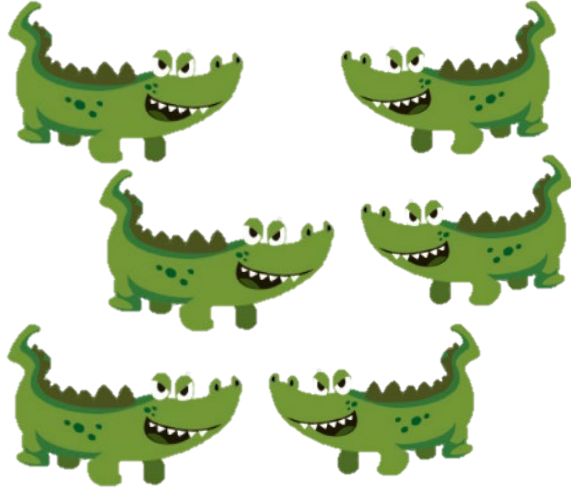
$$3 - 1 = \underline{\quad}$$



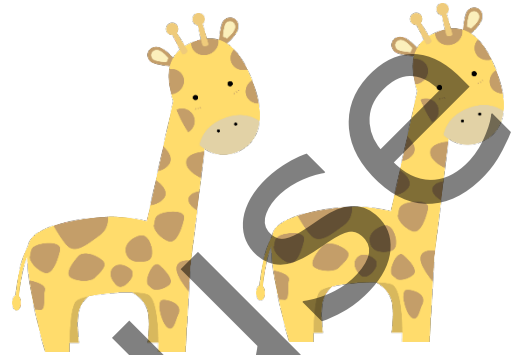


Read and look. Then count and complete the math statements.

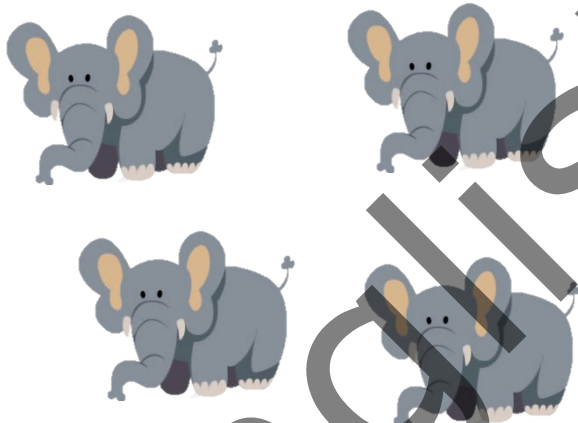
a) 6 minus 1 is \_\_\_\_\_.



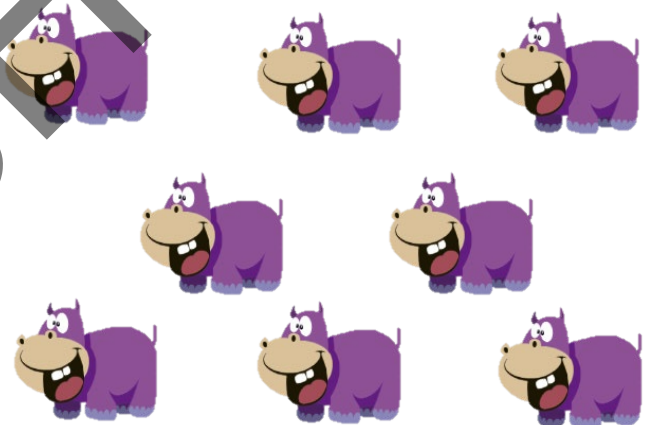
d) 2 minus 1 is \_\_\_\_\_.



b) 4 minus 2 is \_\_\_\_\_.



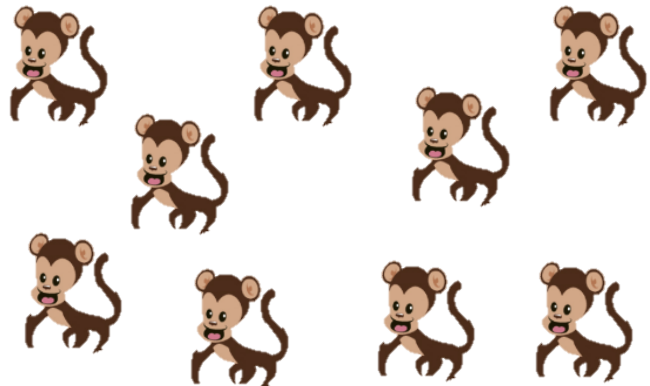
e) 8 minus 2 is \_\_\_\_\_.



c) 7 minus 1 is \_\_\_\_\_.



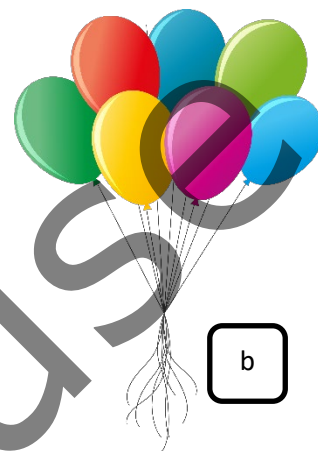
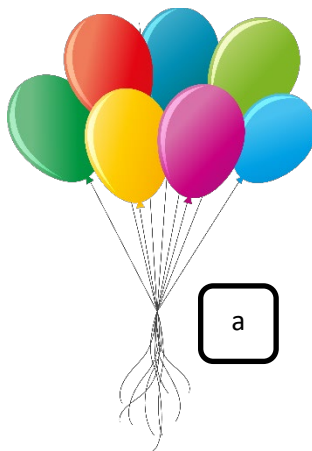
f) 9 minus 2 is \_\_\_\_\_.



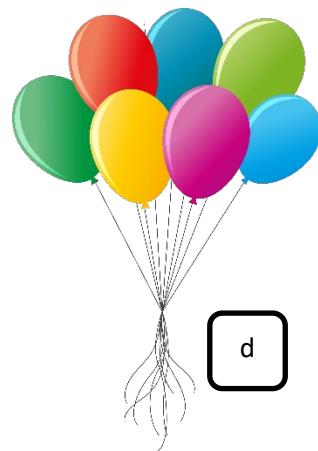
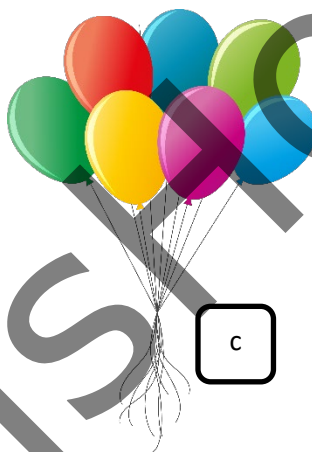


Read and look. Then count and cross out the balloons that you take away.

a) 7 minus 3 is \_\_\_\_\_ .



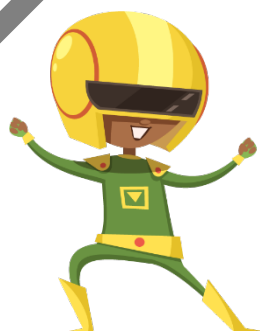
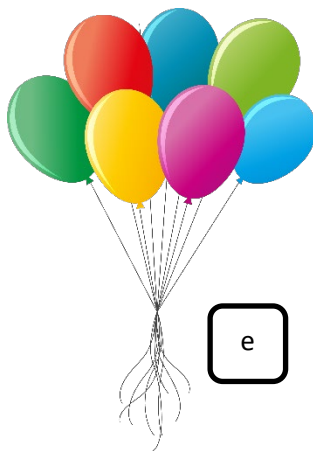
b) 7 minus 2 is \_\_\_\_\_ .



c) 7 minus 1 is \_\_\_\_\_ .

d) 7 minus 4 is \_\_\_\_\_ .

e) 7 minus 7 is \_\_\_\_\_ .

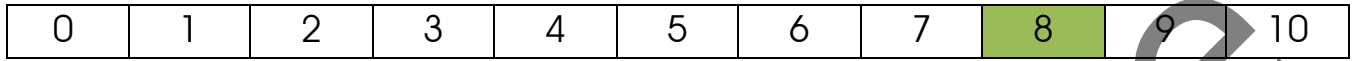




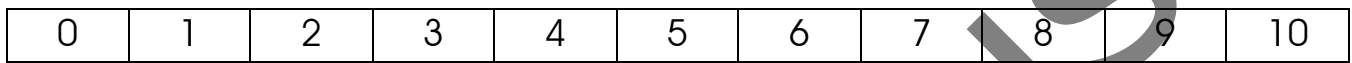
Time to count back!

Read and colour.

3 less than 8 is \_\_\_\_\_.



Use the number track to find the answers.



a) 1 less than 6 is \_\_\_\_\_.

d) 2 less than 4 is \_\_\_\_\_.

b) 1 less than 7 is \_\_\_\_\_.

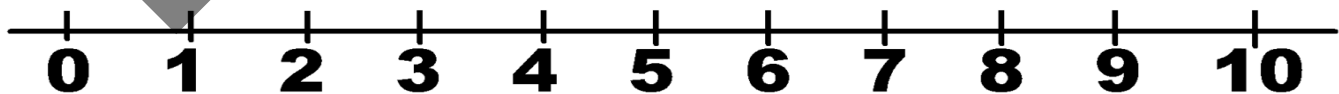
e) 1 less than 2 is \_\_\_\_\_.

c) 2 less than 8 is \_\_\_\_\_.

f) 2 less than 9 is \_\_\_\_\_.

Now count on a number line.

5 less than 8 is \_\_\_\_\_.

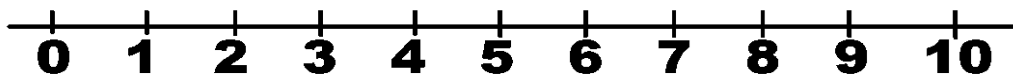




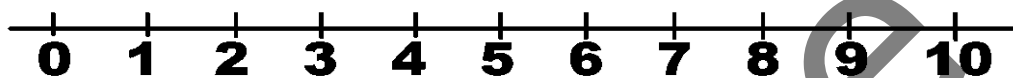


Read, count back and draw the jumps you make.

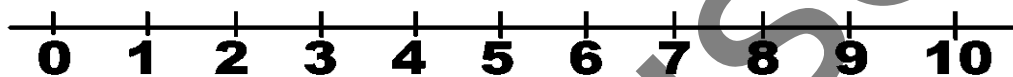
a) 2 less than 5



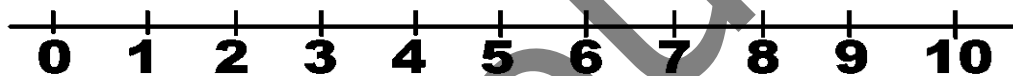
b) 2 less than 2



c) 2 less than 9



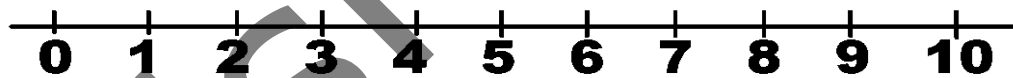
d) 2 less than 7



e) 2 less than 8



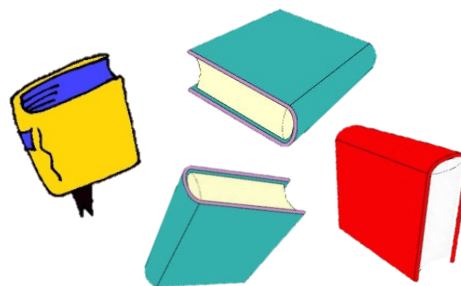
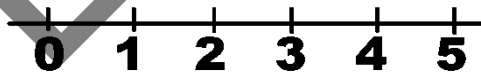
f) 2 less than 6



Read and illustrate the solution to the word problem using the number line.

Emma has got 4 books. She gives 2 books to Tom. Emma has got 2 books now.

$$4 - 2 = \underline{\quad}$$





The sign  $-$  means **subtract** (minus).

You can use this mathematical symbol to find the difference between two numbers.

**Look and cross out to match the subtractions and write the answers.**

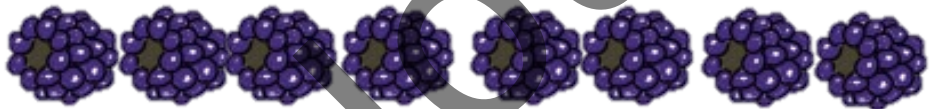
a)  $7 - 2 =$  \_\_\_\_\_



b)  $4 - 2 =$  \_\_\_\_\_



c)  $8 - 3 =$  \_\_\_\_\_



d)  $9 - 3 =$  \_\_\_\_\_



e)  $5 - 2 =$  \_\_\_\_\_



f)  $6 - 2 =$  \_\_\_\_\_



g)  $1 - 1 =$  \_\_\_\_\_



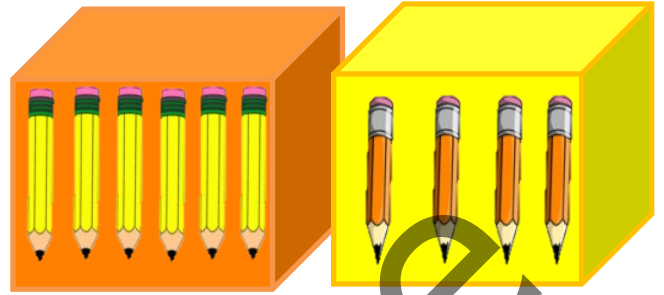
h)  $4 - 1 =$  \_\_\_\_\_





Read and complete. Then compare the images and find the difference.

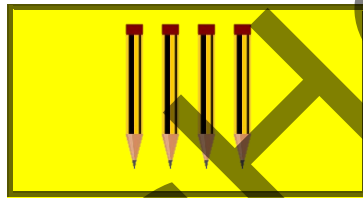
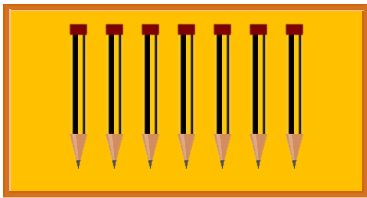
There are \_\_\_\_\_ pencils in the orange box.  
There are \_\_\_\_\_ pencils in the yellow box.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

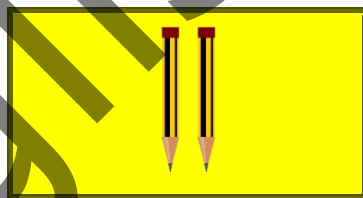
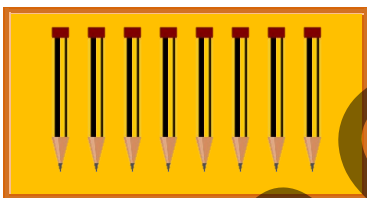
How many more pencils are there in the orange box?  
Write how many pencils are in each box. Then answer the question below.

How many more pencils are there in the orange box?



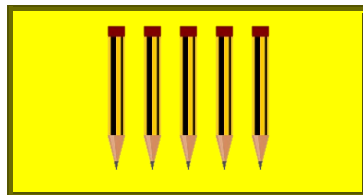
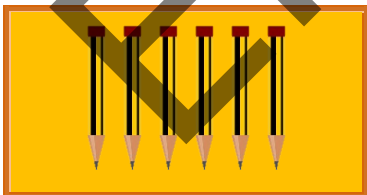
$$\bigcirc - \bigcirc = \bigcirc$$

There are  more in the orange box.



$$\bigcirc - \bigcirc = \bigcirc$$

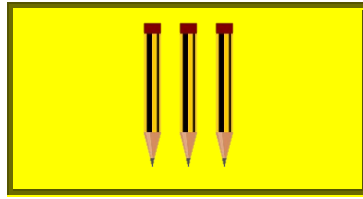
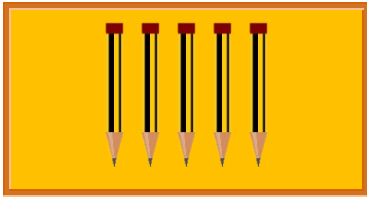
There are  more in the orange box.



$$\bigcirc - \bigcirc = \bigcirc$$

There is  more in the orange box.

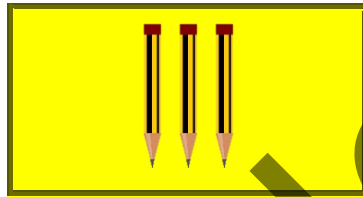
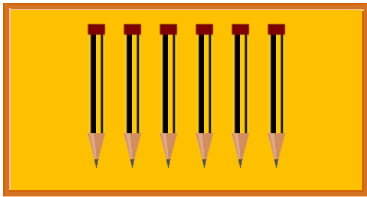




$$\bigcirc - \bigcirc = \bigcirc$$

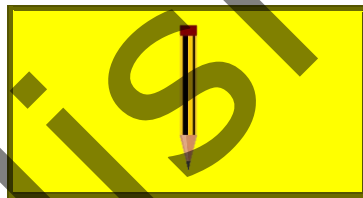
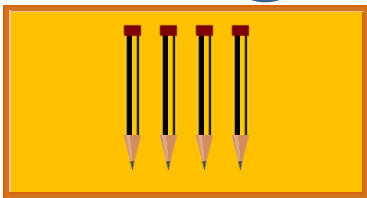
There are  more in the orange box.

Write how many pencils are in each box. Then answer the question below.  
How many fewer pencils are there in the yellow box?



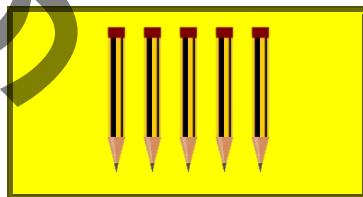
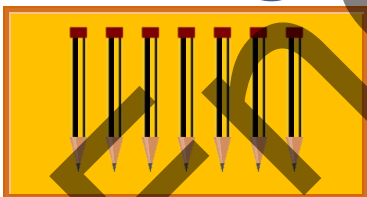
$$\bigcirc - \bigcirc = \bigcirc$$

There are  fewer in the yellow box.



$$\bigcirc - \bigcirc = \bigcirc$$

There are  fewer in the yellow box.



$$\bigcirc - \bigcirc = \bigcirc$$

There are  fewer in the yellow box.





Find the difference between the numbers of jelly beans in each row.



The difference between the numbers \_\_\_\_ and \_\_\_\_ is \_\_\_\_.



The difference between the numbers \_\_\_\_ and \_\_\_\_ is \_\_\_\_.



The difference between the numbers \_\_\_\_ and \_\_\_\_ is \_\_\_\_.



The difference between the numbers \_\_\_\_ and \_\_\_\_ is \_\_\_\_.





# You're up!

Read and match the words with the definitions. Then number the pictures.

25. be left

26. minus

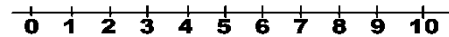
27. subtract

28. take away

29. number line

30. difference

- It is the result you get when you do a subtraction.
- It is something nobody used.
- It is a line with numbers you can use to add or subtract.
- It is the word you say when you take away a number from another.
- It's a way to say minus or subtract.
- action of taking away a number from another.





## Work it out



### TAKE THE CHALLENGE



**Read and answer the questions.**

Maria and Jose woke up early in the morning to help their dad on the farm. They wanted to collect eggs.

For the first basket, Maria collected 5 eggs and Jose collected 4 eggs. Then their mum came and used 2 eggs.

For the second basket, Maria collected 3 eggs and Jose collected 7 eggs. Then their mum came again and used 5 eggs.

How many eggs were left in the first basket? .....

How many eggs were left in the second basket? .....

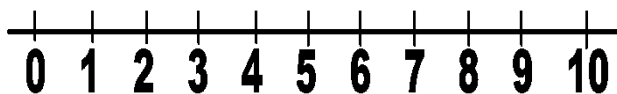
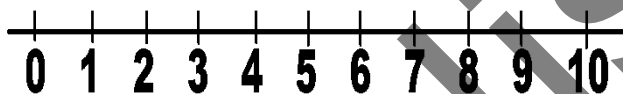
**Use the number lines to help you (to) add and (to) subtract.**

$$2 + 1 = \dots\dots$$

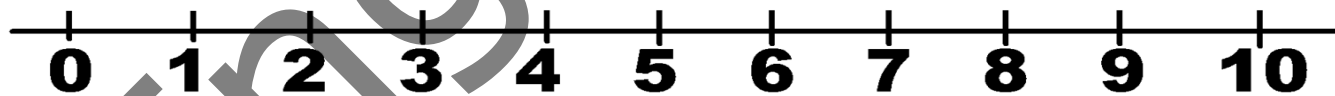
$$9 - 3 = \dots\dots$$

Count on 

 Count back



**Use the number line to answer these.**



a)  $7 + 3 = \dots\dots$

d)  $3 - 2 = \dots\dots$

g)  $5 + 5 = \dots\dots$

b)  $8 - 6 = \dots\dots$

e)  $7 + 2 = \dots\dots$

h)  $6 + 1 = \dots\dots$

c)  $0 + 4 = \dots\dots$

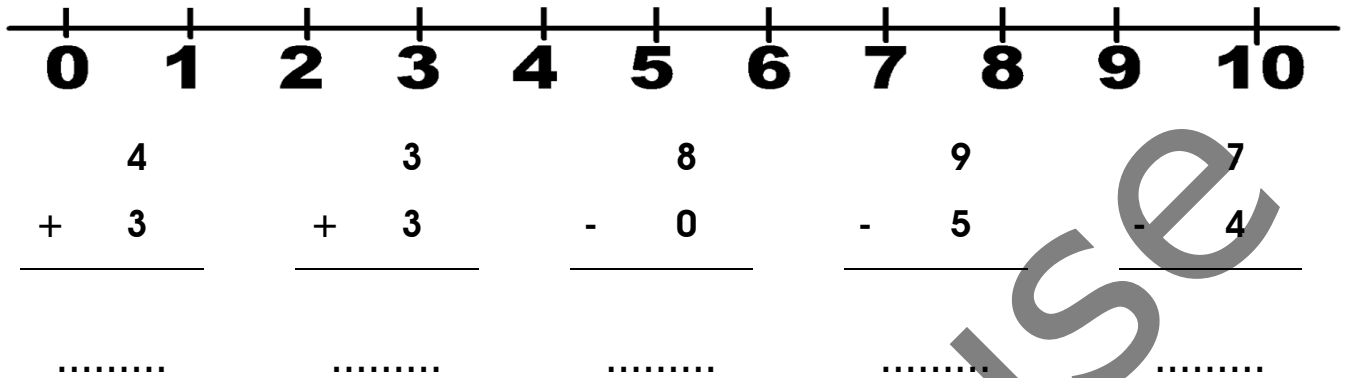
f)  $4 + 4 = \dots\dots$

i)  $2 - 1 = \dots\dots$





Use the number line to answer these.



What is a trio?

A trio is a set of numbers that make addition and subtraction families.

7, 5 and 2 make a trio.

**Addition**

$$5 + 2 = 7$$

$$2 + 5 = 7$$

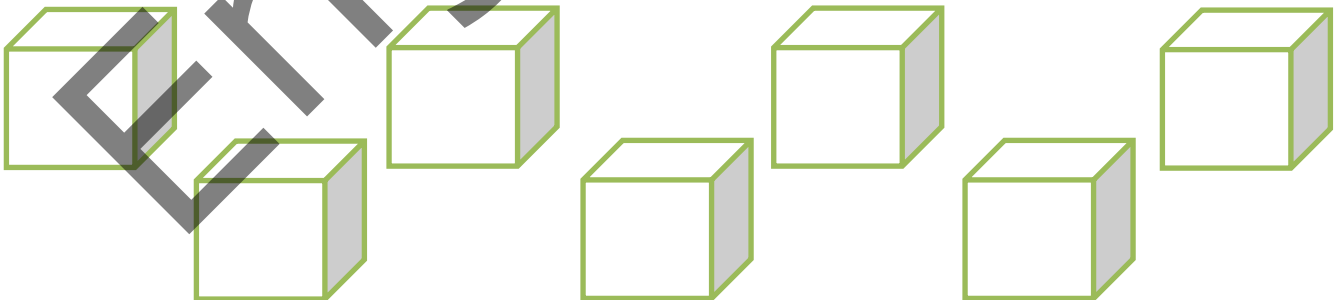
**Subtractions**

$$7 - 2 = 5$$

$$7 - 5 = 2$$



Use the boxes to count and check that the operations above are correct.

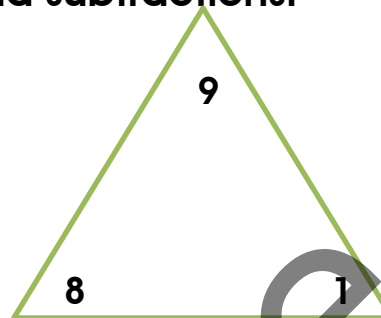




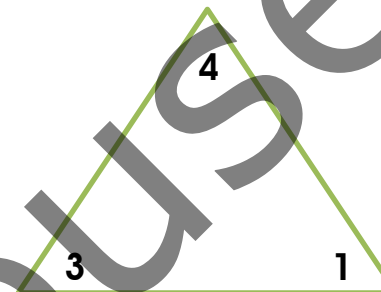


Use the trios to complete these additions and subtractions.

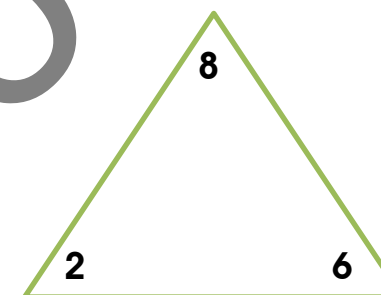
a)  $8 + 1 = \dots$   
 $1 + \dots = 9$   
 $9 - 8 = \dots$   
 $\dots - 1 = 8$



b)  $\dots + 1 = 4$   
 $1 + \dots = 4$   
 $4 - 1 = \dots$   
 $4 - \dots = 1$

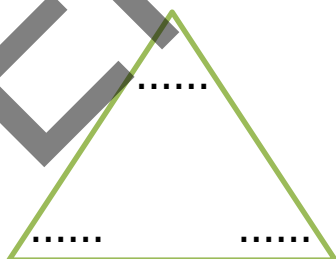


c)  $\dots + 2 = 8$   
 $2 + \dots = 8$   
 $8 - \dots = 2$   
 $8 - 2 = \dots$

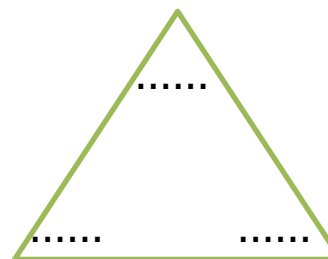


Complete these additions and subtractions. Then write the trios.

a)  $\dots + 5 = 9$   
 $\dots + 4 = 9$   
 $9 - \dots = 4$   
 $9 - \dots = 5$



b)  $4 + \dots = 7$   
 $\dots + 4 = 7$   
 $7 - 3 = \dots$   
 $7 - 4 = \dots$





Colour to match additions and subtractions from the same trio.

$7 - 3 = 4$

$6 - 1 = 5$

$7 - 4 = 3$

$6 - 5 = 1$

$5 + 1 = 6$

$3 + 4 = 7$

$1 + 5 = 6$

$4 + 3 = 7$

Complete the number chain.

$8 - 4 = \dots$

$\dots + 5 = 9$

$9 - 7 = \dots$

$\dots + 5 = 10$

$6 - 1 = \dots$

$\dots + 4 = 6$

$10 - 4 = \dots$

$\dots + 1 = 7$

$7 - 1 = \dots$

$4 - 1 = \dots$

$\dots - 2 = 4$





Colour the fish you need to complete these additions and subtractions.



$5 + 2 = \dots\dots$

$7 - 2 = \dots\dots$

$2 + 5 = \dots\dots$

$7 - 5 = \dots\dots$



$6 + 3 = \dots\dots$

$9 - 3 = \dots\dots$

$3 + 6 = \dots\dots$

$9 - 3 = \dots\dots$



$5 + 4 = \dots\dots$

$9 - 4 = \dots\dots$

$4 + 5 = \dots\dots$

$9 - 5 = \dots\dots$



$2 + 4 = \dots\dots$

$6 - 2 = \dots\dots$

$4 + 2 = \dots\dots$

$6 - 4 = \dots\dots$



$3 + 1 = \dots\dots$

$4 - 3 = \dots\dots$

$1 + 3 = \dots\dots$

$4 - 1 = \dots\dots$



$6 + 1 = \dots\dots$

$7 - 1 = \dots\dots$

$1 + 6 = \dots\dots$

$7 - 6 = \dots\dots$





Write the missing numbers.

$$\begin{array}{r} \dots - 4 = 2 \\ 4 + 2 = \dots \end{array}$$



$$\begin{array}{r} \dots - 2 = \dots \\ \dots + 4 = \dots \end{array}$$

$$\begin{array}{r} 9 - \dots = 8 \\ 8 + 1 = \dots \end{array}$$



$$\begin{array}{r} 9 - 8 = \dots \\ \dots + 8 = 9 \end{array}$$

$$\begin{array}{r} 10 - 5 = \dots \\ 5 + \dots = \dots \end{array}$$

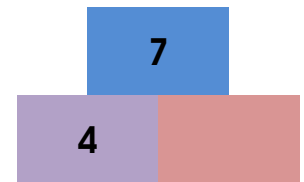
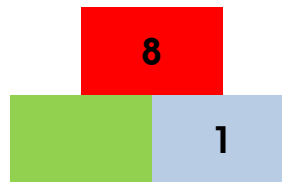
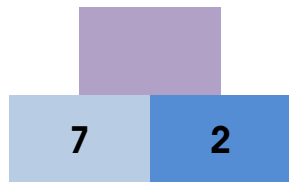
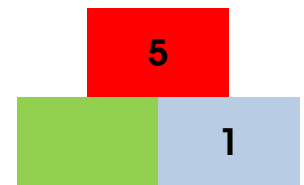
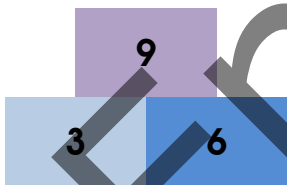


$$\begin{array}{r} 10 - \dots = 5 \\ 5 + \dots = 10 \end{array}$$

Read, look and write the missing number.

The top number is the total of the numbers below.

$$3 + 6 = 9$$









# You're up!

Read and match the words with the definitions. Then number the pictures.

31. trio

32. set

33. check

34. complete

35. number chain

36. puzzle

- to look and tell that something is correct, incorrect or complete.
- a game – you have to discover or find something.
- It is a group of three numbers.
- a group of similar things.
- It is a line of numbers.
- to finish doing something.

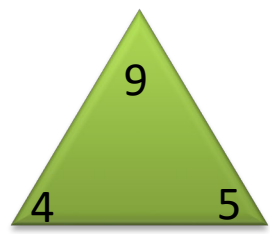
$2 + 3 = 5$  ✓

2   4   6   8   10

a,b,c,d

1,2,3,4

$5 + \underline{\quad} = 9$



Write the missing numbers:

3   4   5   6   7





## Numbers to 20



**Read and answer the questions.**

Peter is learning to do football juggling.

He wants to break a record. The record is 20 kicks in one try.

In his first try, he kicked the ball ten times. In his second try, he kicked the ball sixteen times.

How many more times did he kick the ball in his second try? .....

How many more times does he need to kick the ball to get to twenty kicks in a row? .....

**Look at the following table and practise spelling the numbers.**

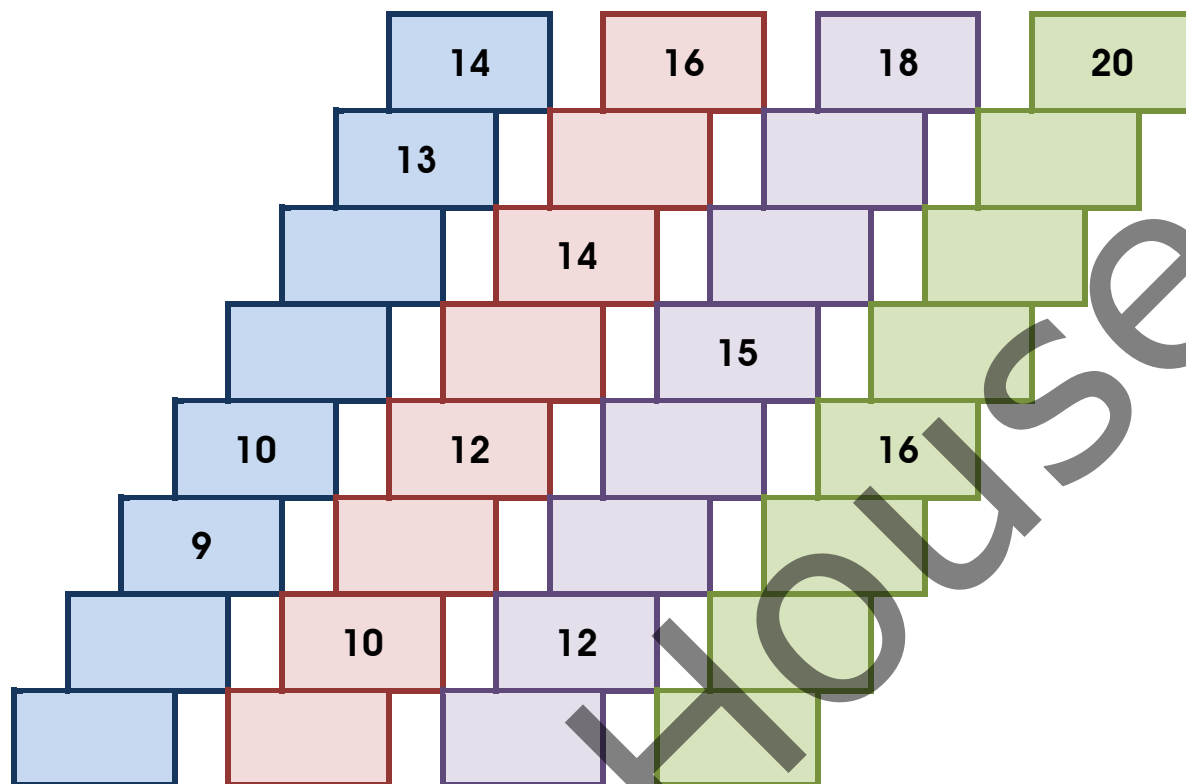
<b>1</b> one	<b>2</b> two	<b>3</b> three	<b>4</b> four	<b>5</b> five
<b>6</b> six	<b>7</b> seven	<b>8</b> eight	<b>9</b> nine	<b>10</b> ten
<b>11</b> eleven	<b>12</b> twelve	<b>13</b> thirteen	<b>14</b> fourteen	<b>15</b> fifteen
<b>16</b> sixteen	<b>17</b> seventeen	<b>18</b> eighteen	<b>19</b> nineteen	<b>20</b> twenty







Complete the stairs with the missing numbers to reach the top.



Read and write the numbers on the screens.



thirteen



twenty



sixteen



fifteen





Write the missing numbers.

1	2	3		5		7	8		10
11	12		14		16	17		19	

	2		4	
	7		9	
	12			
16			19	

Read and write the numbers.

There are eight kids standing in line. Two kids before number 4 get out of the line.

Which numbers are missing now?

.....  
.....

There are twelve bottles in a box. Bottles one and two are purple, bottles three and four are red, bottles five and six are purple.

What colour are the bottles nine and twelve?

.....  
.....





Look, read and count to answer the questions.

You can group up figures in different ways: by colour, by shape and by size.



- 1 How many moons are there? .....
- 2 How many green clouds are there? .....
- 3 How many lightning are there? .....
- 4 How many small clouds are there? .....
- 5 How many blue moons are there? .....
- 6 Which figure has straight lines? .....





Look and answer the questions.



a) How many are there of each figure?

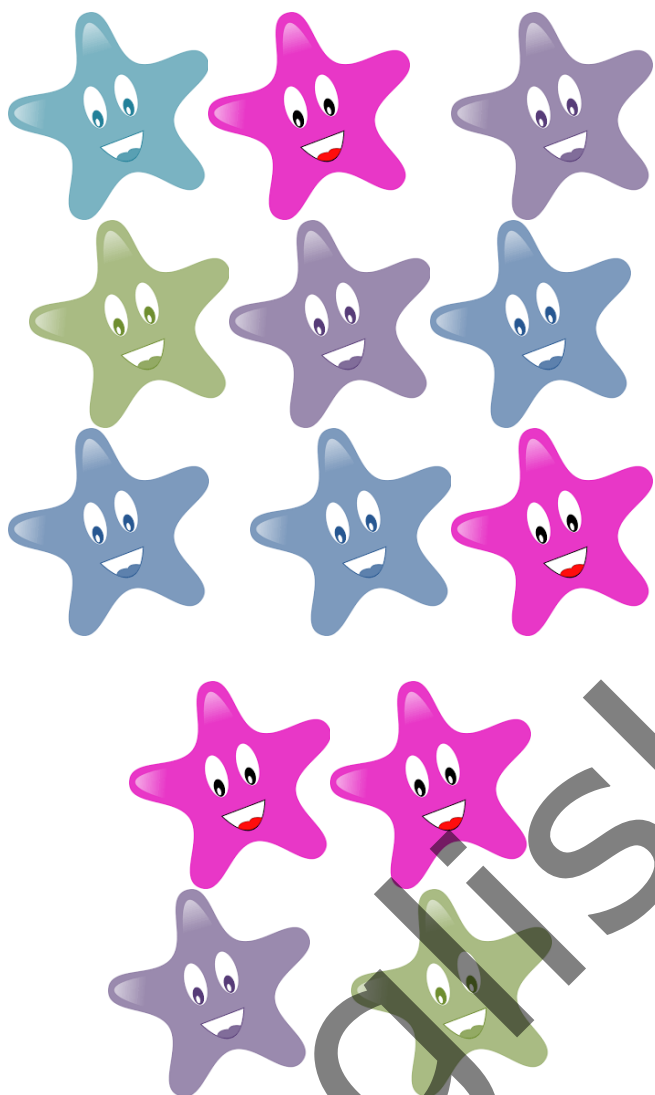


b) How many are there of each colour?





Count, draw and write.



a) How many stars are there? \_\_\_\_\_

b) Draw stars to complete twenty stars in total.

I drew \_\_\_\_\_ more stars.

c) Draw circles around groups of two stars.

d) How many groups are there? \_\_\_\_\_





## Tens and units

### Read, draw and write.

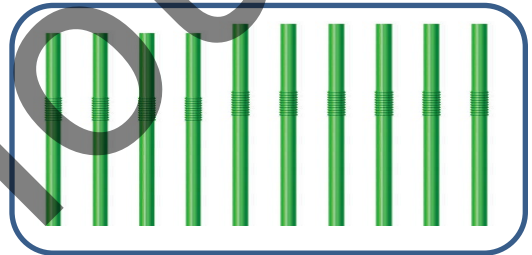
I buy a bag of chocolates, but it only has ten chocolates. I need sixteen chocolates for my class.

How many more chocolates do I need to complete sixteen? .....


Tens are shown as a number of two digits.

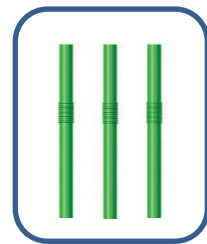
They can also be shown as groups of ten objects all together.

The image on the right shows one ten.



Units express all those numbers by digit.

The image on the right shows units.



When you join tens and units, you get bigger numbers.

+  =





Count the straws. How many straws are there in each box?

a)

b)

c)

d)

e)

f)





Write the numbers you can get from the tens and units.

a)

10
3
<input type="text"/>

b)

10
8
<input type="text"/>

c)

10
4
<input type="text"/>

d)

10
1
<input type="text"/>

Write the numbers on the sign posts to show the tens and the units.

a)

<input type="text"/>
<input type="text"/>
15

b)

<input type="text"/>
<input type="text"/>
12

c)

<input type="text"/>
<input type="text"/>
19

d)

<input type="text"/>
<input type="text"/>
17







## Comparing and ordering

### Read and answer the question.

Some kids are writing their ages on the board.  
Peter is fourteen years old and Pat is eleven years old.  
Who is older? .....



### Read and look.

The number fourteen has tens and units.

14 is 10 and 4



The number eleven also has tens and units.

11 is 10 and 1




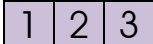
14 is greater than 11

14 is larger than 11



11 is less than 14

11 is smaller than 14



Look, count and complete the sentences with "larger than" or "smaller than."

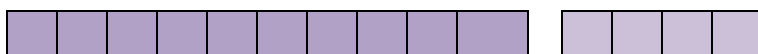
a)   13 is \_\_\_\_\_ 15



b)   16 is \_\_\_\_\_ 12





c)   \_\_\_\_\_ is \_\_\_\_\_

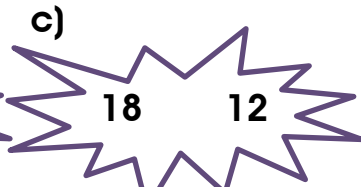





Which numbers are larger?

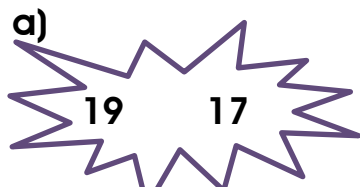
a) 

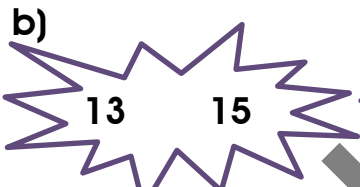
b) 


c) 


d) 

Which numbers are smaller?


a) 

b) 

c) 

d) 

Order the numbers. Start with the smallest.

 .....  
 .....





# You're up!

Read and match the words with the definitions. Then number the pictures.

37. before

- any number 0 to 9

38. figure

- a whole number less than 10

39. digit

- put things by size, weight, colour, etc.

40. tens

- a shape

41. unit

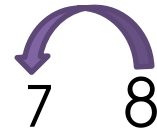
- back in time or place

42. order

- groups of ten units

0, 1, 2, 3, 4,

5, 6, 7, 8, 9



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

1

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





## Numbers 50 - 99



**TAKE THE CHALLENGE**



**Read and answer the question.**

Lucy buys a new colour every day.

She has twenty colours already.

How many colours will she have in two weeks? .....

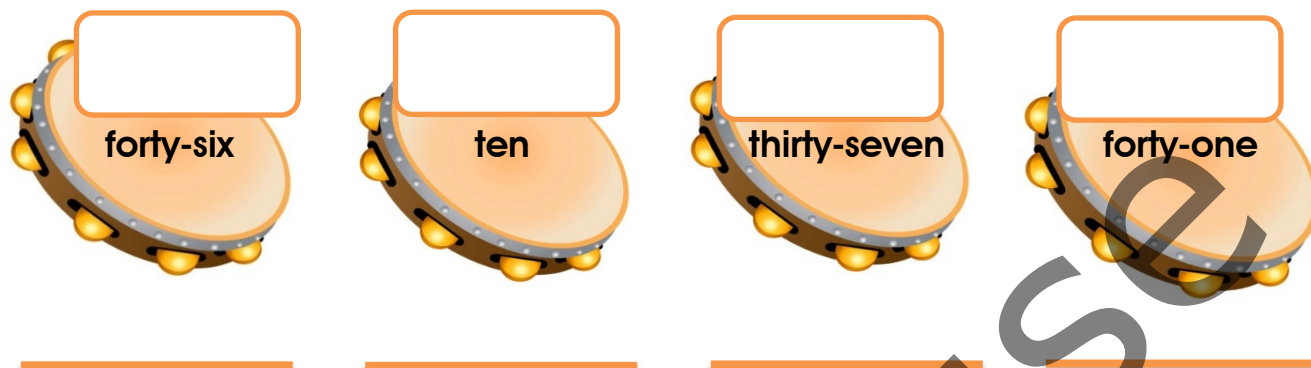

**Look and write the missing numbers. Then read them out.**

1	2	3	.....	5	6	.....	8	9	10
1....	12	13	14	1....	1....	17	18	19	2....
21	22	2....	24	25	26	27	2....	29	....0
....1	32	33	34	...5	36	37	38	....9	40
41	42	4....	44	45	46	4....	48	4....	50





Read and write the numbers. Then order them from the smallest to the biggest.



Draw lines to join the numbers with the words.

41      thirty-three      21

twenty-one      22      twenty-six

26      forty-nine      33

thirty - nine      49      forty-one

39      24

twenty-four      twenty-two





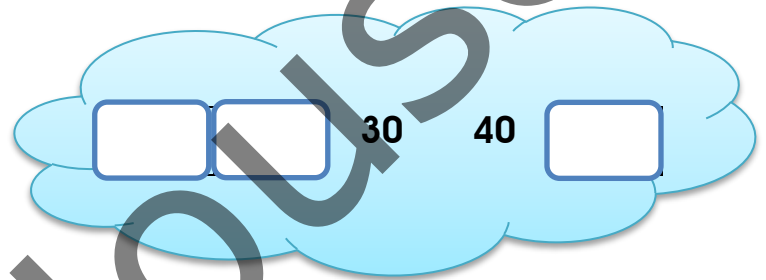
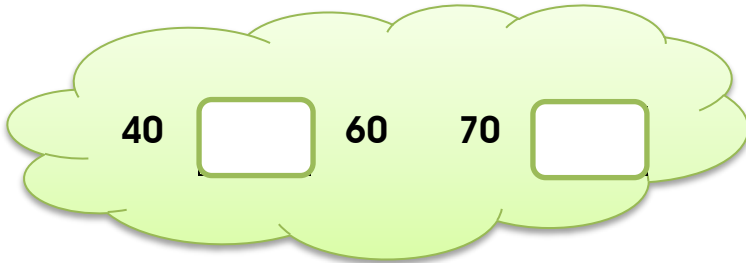
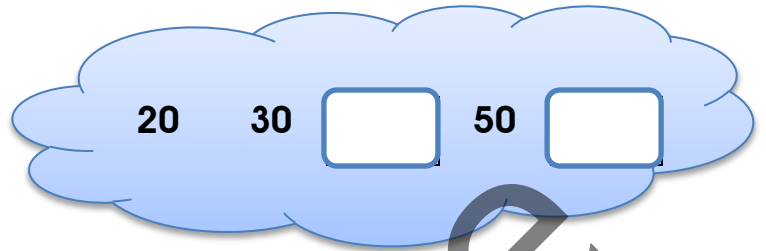
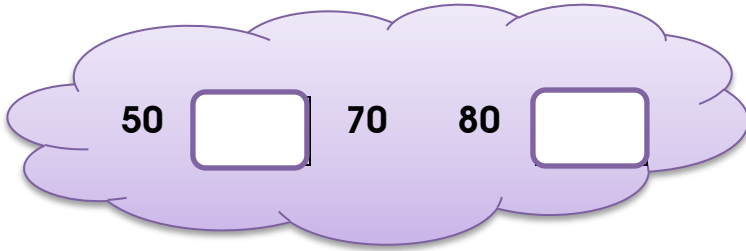


Match the numbers with the words.





Complete the sequences.



Use the prompts below to interview some friends and write the numbers. What tens number goes after ...?

10

--	--	--	--	--

30

--	--	--	--	--

50

--	--	--	--	--









Write the numbers as words.

a) 46 ..... b) 83 .....

c) 54 ..... d) 25 .....

Write the next number words as numbers.

a) sixty-five  b) forty-one  c) thirty-seven

d) seventy-six  e) eighty-three  f) twenty-nine

Order all the numbers from the previous activity. Start from the smallest.

Numbers: .....  
.....

Words: .....  
.....

Join the numbers with the words by colouring boxes.

There is one example.

sixty
thirty-six
fifty-two
twenty-four
eighty-seven

20	60	50	
46	59	24	87
52	33	36	

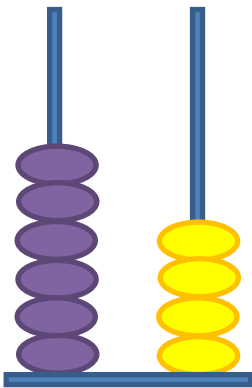
fifty-nine
forty-six
thirty-three
twenty
fifty





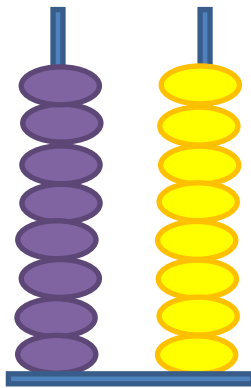


Count and write the number shown on each abacus.



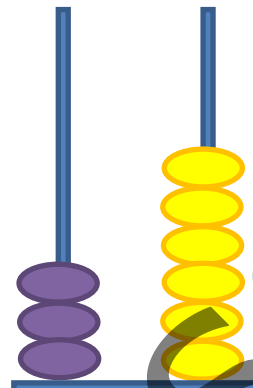
Tens    Units

=



Tens    Units

=

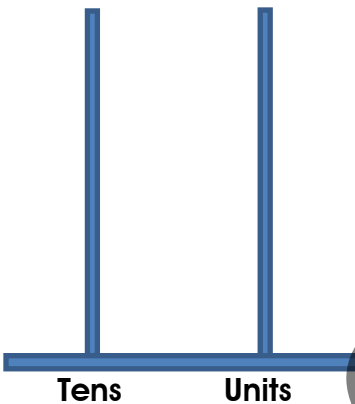


Tens    Units

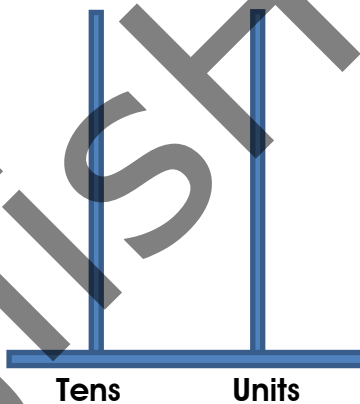
=

Look, answer and draw.

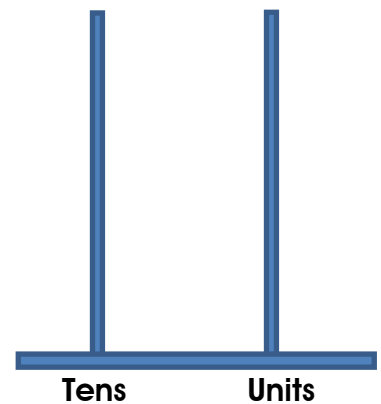
a)  $50 + 7 =$  \_\_\_\_\_



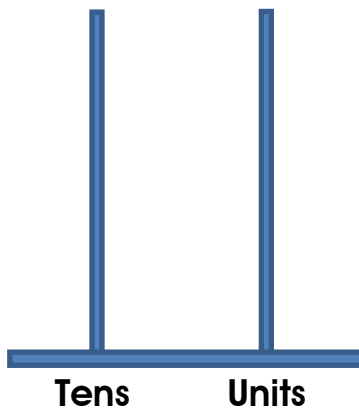
b)  $20 + 9 =$  \_\_\_\_\_



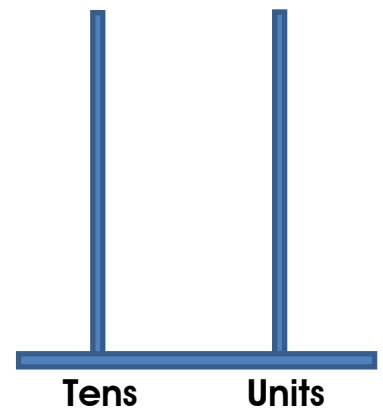
c)  $70 + 8 =$  \_\_\_\_\_



d)  $10 + 2 =$  \_\_\_\_\_



e)  $80 + 3 =$  \_\_\_\_\_





# You're up!

Read and match the words with the definitions. Then number the pictures.

43. the smallest

44. the biggest

45. sequence

46. value

47. abacus

48. express

• the number that something represents

• a counting object with smalls beads

• little in size compared in a group

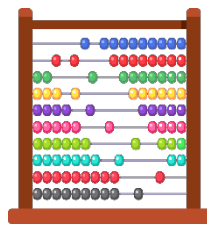
• the order that things follow

• write, draw or say something

• big in size compared in a group



a ten = 10





## Patterns and sequences



### TAKE THE CHALLENGE



**Read and answer the question.**

There are six groups of numbers. The first group has the numbers 30, 31 and 32.

The second group has the numbers 40, 41 and 42. The third group has the numbers 50, 51 and 52.

What numbers do the groups four, five and six have?

Group four: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Group five: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Group six: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

In a sequence of numbers, you can go forwards or backwards.

In the next sequence, you count forwards. This way, you notice that the next number in the sequence is 49 and the number before 43 is 42.

43	44	45	46	47	48
----	----	----	----	----	----



In the next sequence, you count backwards. This way you notice that the next number in the sequence is 61 and the number before 67 is 68.

67	66	65	64	63	62
----	----	----	----	----	----





Write the next numbers in each sequence.

a)

31	32	33	34		
----	----	----	----	--	--

b)

45	46	47	48		
----	----	----	----	--	--

c)

23	24	25			
----	----	----	--	--	--

d)

27	26	25	24		
----	----	----	----	--	--

e)

55	54	53			
----	----	----	--	--	--

f)

72	73	74	75		
----	----	----	----	--	--

g)

31	32	33	34		
----	----	----	----	--	--

h)

69	68	67	66		
----	----	----	----	--	--

Write the missing numbers.

a)

23		25	26		
----	--	----	----	--	--

b)

88		86		84	
----	--	----	--	----	--

c)

33	32		30		
----	----	--	----	--	--

d)

53	54	55			58
----	----	----	--	--	----

e)

	58		56		54
--	----	--	----	--	----

f)

12		14	15		
----	--	----	----	--	--

g)

45		47	48	49	
----	--	----	----	----	--

h)

28	27				23
----	----	--	--	--	----





Write the missing numbers.

a)

b)

c)

d)

e)







## Odd and even numbers

**Read and answer the questions.**

Lucy makes two groups of numbers. She is counting from 1 to 5. She puts one number to the left and one number to the right as she counts.

Which numbers go in the left group and which numbers go in the right group?



**Read and look.**

It is good that you know there are **even** numbers and **odd** numbers.

The blue numbers are even numbers - all the even numbers end in 0, 2, 4, 6, and 8.

The orange numbers are odd numbers – all the odd numbers end in 1, 3, 5, 7 and 9.

20	21	22	23	24	25	26	27	28	29	30
----	----	----	----	----	----	----	----	----	----	----





**Read and circle. Then write.**

1. Use a blue colour to circle the even numbers and a yellow colour to circle the odd numbers.
2. Write one even number in each of the blue triangles and an odd number in each of the yellow ones.

12      7      32

56      8      80      10

21      99      38      71      0

2      25      67      49

92      1      3

**Write the numbers in the star on the lines.**

All even numbers: .....

All odd numbers: .....







Complete the sequences.

- a) 

18	20	22	24				
----	----	----	----	--	--	--	--
- b) 

31	33	35	37				
----	----	----	----	--	--	--	--
- c) 

33	31	29	27				
----	----	----	----	--	--	--	--
- d) 

20	30	40	50				
----	----	----	----	--	--	--	--
- e) 

80	70	60	50				
----	----	----	----	--	--	--	--

Write the missing numbers.

- a) 

14		18			24		28
----	--	----	--	--	----	--	----
- b) 

	37		41		45	47	
--	----	--	----	--	----	----	--
- c) 

29	27			21		17	
----	----	--	--	----	--	----	--
- d) 

90		70	60	50			
----	--	----	----	----	--	--	--
- e) 

68	66	64				56	
----	----	----	--	--	--	----	--

Look at the patterns and write the missing numbers.

- a) 

31	33	.....	.....	.....	41
----	----	-------	-------	-------	----
- b) 

27	.....	23	21	.....	.....
----	-------	----	----	-------	-------
- c) 

30	.....	50	60	.....	80
----	-------	----	----	-------	----
- d) 

66	64	62	.....	.....	56
----	----	----	-------	-------	----







Write the numbers to make the sentences correct.

- a) 36, 63  is greater than
- b) 58, 85  is greater than
- c) 22, 34  is greater than
- d) 44, 53  is greater than
- e) 27, 42  is greater than
- f) 64, 46  is greater than

Compare these numbers and put them in order. Start with the smallest ones.

12 32 23

.....

27 46 14

.....

15 48 19

.....

55 36 39

.....

18 43 15

.....

12 9 34

.....





Compare these numbers and put them in order. Start with the smallest ones.

- a) 43, 23, 83, 93, 33 .....  
b) 37, 97, 67, 27, 17 .....  
c) 60, 35, 49, 71, 24 .....  
d) 25, 65, 75, 15, 35 .....

Order these numbers starting with the smallest ones. Then write the smallest and the largest numbers in the boxes.

- |                                | Smallest number      | Largest number       |
|--------------------------------|----------------------|----------------------|
| a) 36, 22, 58, 47, 89<br>..... | <input type="text"/> | <input type="text"/> |
| b) 25, 17, 83, 44, 91<br>..... | <input type="text"/> | <input type="text"/> |
| c) 11, 17, 59, 21, 33<br>..... | <input type="text"/> | <input type="text"/> |
| d) 51, 19, 26, 35, 88<br>..... | <input type="text"/> | <input type="text"/> |





# You're up!

Read and match the words with the definitions. Then number the pictures.

49. forwards

- something you do in a specific form

50. backwards

- to see something is there

51. this way

- a number that cannot be divided by two

52. notice

- the direction that is behind a number

53. even number

- the direction that is in front of a number

54. odd number

- a number that can be divided by two

2 4 6 8



4 5 6 7 8 9

1 3 5 7 9

Follow the instructions!

4 5 6 7 8 9







## The calendar



**TAKE THE CHALLENGE**



**Read and answer the questions.**

Roger plays soccer on Saturdays. He trains two days before and he goes to the zoo a day after he plays soccer.

What day does Roger play soccer? \_\_\_\_\_

What day does he train? \_\_\_\_\_

What day does he go to the zoo? \_\_\_\_\_

**Look and read. Practise both complete and short forms.**

### Weekdays

Monday

Tuesday

Wednesday

Thursday

Friday

Mon

Tues

Wed

Thurs

Fri

### Weekend

Saturday

Sunday

Sat

Sun



**Write the day that comes before.**

a) ..... – Saturday

b) ..... – Tuesday

c) ..... – Friday

d) ..... – Monday

e) ..... – Sunday

f) ..... – Wednesday

g) ..... – Thursday

**Write the day that comes after.**

a) Sunday - .....

b) Saturday - .....

c) Thursday - .....

d) Friday - .....

e) Monday - .....

f) Wednesday - .....

g) Tuesday - .....





Complete the chart with the days of the week and the short forms. Then write an activity that you do on each day.

Days of the week	Short forms	Activity
S .....	.....	.....
M .....	.....	.....
Tuesday	.....	.....
W .....	.....	.....
T .....	.....	.....
F .....	.....	.....
Saturday	.....	.....

Number the days in the correct order. Then draw lines to join them. Do not cross over other lines.

Saturday

Thursday

Wednesday

Sunday

Monday

Friday

Tuesday





## Read and answer the questions.

Pat's birthday is in February, Anna's birthday is two months after Pat's birthday and the teacher's birthday is four months before Anna's birthday.

What month is Pat's birthday? \_\_\_\_\_

What month is Anna's birthday? \_\_\_\_\_

What month is the teacher's birthday? \_\_\_\_\_



## Look and read. Practise both complete and short forms.

A year has twelve months.

January	February	March	April	May	June
Jan	Feb	Mar	Apr	May	Jun
July	August	September	October	November	December
Jul	Aug	Sep	Oct	Nov	Dec

## Write the month that comes before.

a) ..... - December

f) ..... - November

b) ..... - October

g) ..... - June

c) ..... - March

h) ..... - August

d) ..... - July

i) ..... - January

e) ..... - September





Write the month that comes after.

- a) July - ..... e) May - .....
- b) February - ..... f) September - .....
- c) March - ..... g) October - .....
- d) November - .....

Number the months in the correct order. Then draw lines to join them. Do not cross over other lines.

December <input type="text"/>	October <input type="text"/>	July <input type="text"/>	April <input type="text"/>
September <input type="text"/>	March <input type="text"/>	May <input type="text"/>	August <input type="text"/>
February <input type="text"/>	June <input type="text"/>	January <input type="text"/>	November <input type="text"/>





# You're up!

Read and match the words with the definitions. Then number the pictures.

55. calendar

56. day

57. month

58. weekdays

59. weekend

60. short form

- all the days from Monday to Friday
- something that shows the days, weeks and months of the year
- a period of 24 hours
- an incomplete word – you understand the meaning
- a period of 30 or 31 days
- Saturday and Sunday

Monday to  
Friday

December

Saturday  
and Sunday



Monday - Mon



February 14





# Measuring



**TAKE THE CHALLENGE**



Paul has seven pencils, all different sizes.

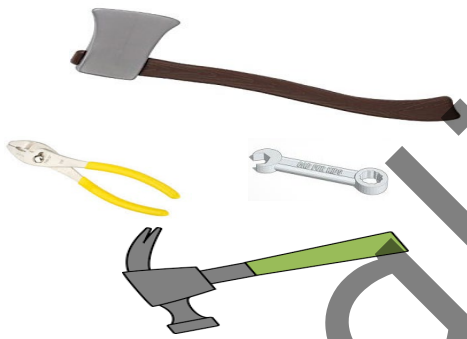
**Circle blue the longest pencil and circle green the shortest one.**



How do you know a pencil is long or short?

.....  
.....  
.....  
.....

**Look and read.**



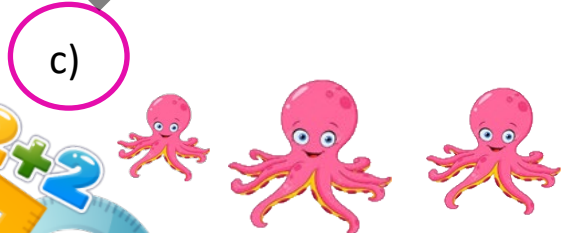
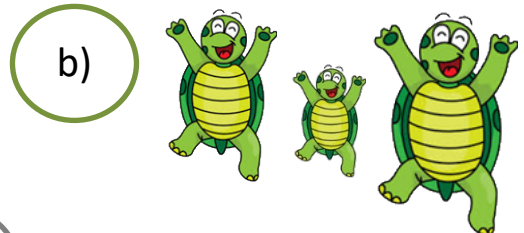
The pliers are **longer than** the wrench.

The axe is **the longest** tool.

The pliers are **shorter than** the hammer.

The wrench is **the shortest** tool.

**Tick the longest in each group and circle the shortest one.**





Match the octopuses with the sentences.

The smallest head

The longest tentacles



The longest smile

The shortest neck

Read and draw.

Look around your classroom. Look at the desk, the door and your teacher.

Draw each one in the correct box to identify the tall, taller and tallest.

Tall

Taller

Tallest





Look and talk to a friend about the images.

tall



taller



tallest



small



smaller



smallest



Join each picture with the correct word.

short



shorter



shortest



long



longer



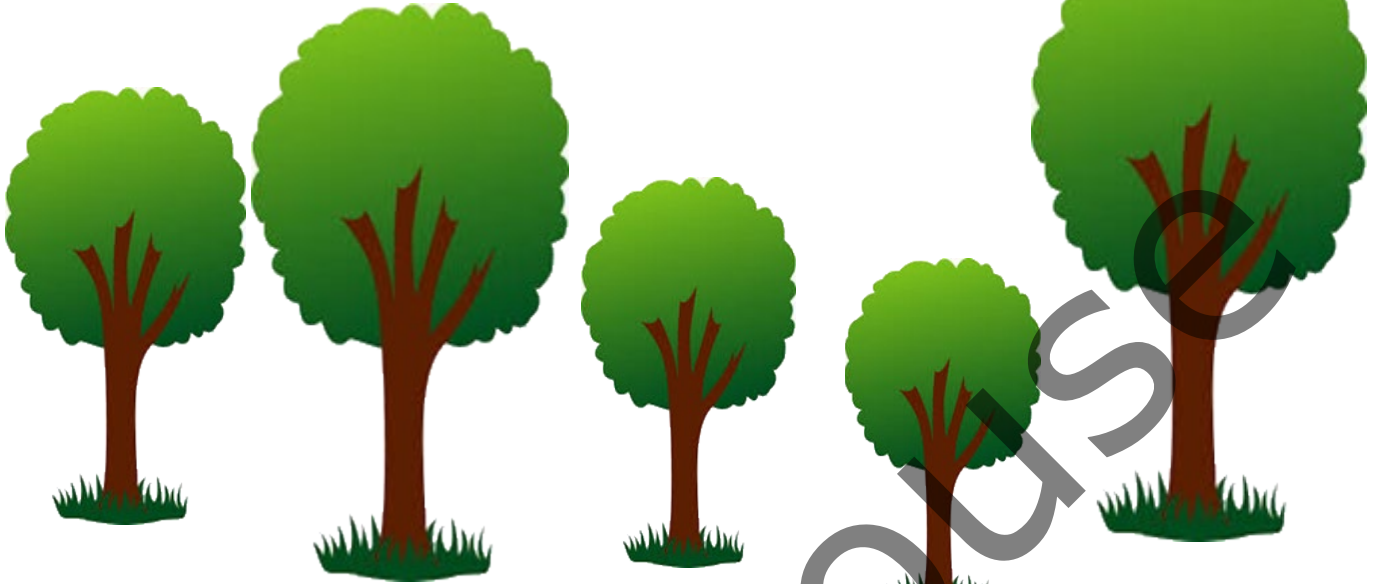
longest







Read, look and answer the questions.



Tree 1

Tree 2

Tree 3

Tree 4

Tree 5

- a) Which tree is the tallest? .....
- b) Which trees are shorter than tree 5? .....
- c) Which tree is the shortest? .....
- d) Which trees are taller than tree 1? .....

Draw lines to match the words with the correct pictures.

The shortest wrench

The longest wrench





# You're up!

Read and match the words with the definitions. Then number the pictures.

61. longer

- in a group of three or more objects, it is the large one

62. shorter

- in a group three or more objects, it is the short one

63. smaller

- between two objects, it is the little one

64. the largest

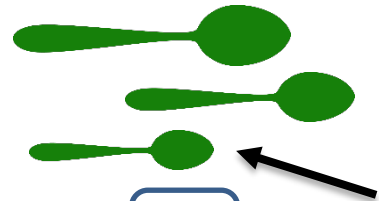
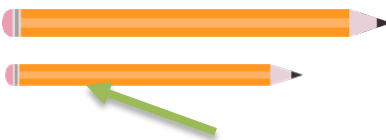
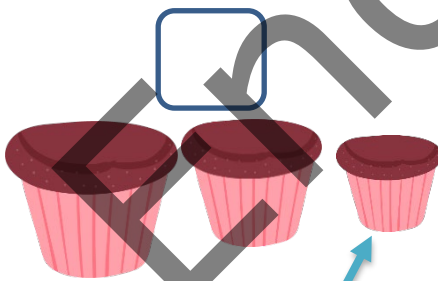
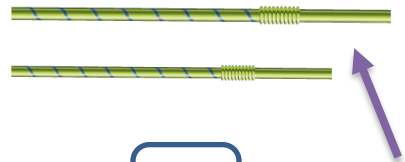
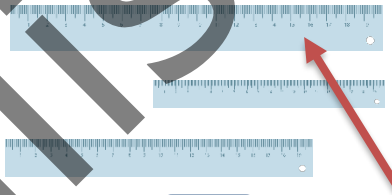
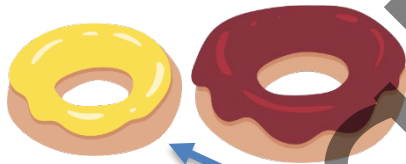
- between two objects, it is the short one

65. the shortest

- in a group three or more objects, it is the little one

66. the smallest

- between two objects, it is the long one





## Money - Value



### TAKE THE CHALLENGE



Pat has 37 pesos.

How can you express that amount of money using different coins and bills?

How much money do you have? .....

What coins and bills do you have? .....

Draw the coins and bills that you have.

### Look and talk.

These are some of the coins and bills we use.

Cents can be written as ¢.

10 cents = 10 ¢.

Pesos can be written as \$.

5 pesos = \$ 5

5 cents



10 cents



20 cents



50 cents



1 peso



2 pesos



5 pesos



10 pesos



20 pesos



50 pesos





Circle the odd coin in each set.

a)



b)



c)



d)



Circle the odd coin in each set. Then write how many similar coins you can see.



.....  
 .....  
 .....





Circle the odd bill in each set. Then write how many similar bills you can see.



.....



.....

## Ordering coins

Read and answer the questions.

John and Mike are putting their money together. John has two coins of 2 pesos, one coin of 50 cents and a 20-peso bill.

Mike has a 50-peso bill, a coin of 5 pesos and a coin of 10 pesos.

How much money does each one have? John.....Mike.....

Who has more money in coins? .....

Who has less money in coins? .....

Who has less money in bills? .....

Who has more money in bills? .....

Read and talk to a friend about the coins.

These coins are in order, starting with the smallest one.



5 ¢ is less than 10 ¢.

10 ¢ is less than 20 ¢.

20 ¢ is less than 50 ¢.

\$1 is worth the most.

10 ¢ is more than 5 ¢.

20 ¢ is more than 10 ¢.

50 ¢ is more than 20 ¢.





Draw the coins in order. Start with the smallest one.

Complete each sentence to match the pairs of coins.



a) \$ \_\_\_\_ is more than \_\_\_\_ ¢



b) \$ \_\_\_\_ is more than \_\_\_\_ ¢



c) \_\_\_\_ ¢ is less than \_\_\_\_ ¢



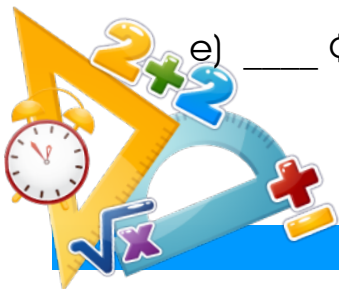
d) \_\_\_\_ ¢ is more than \_\_\_\_ ¢



e) \_\_\_\_ ¢ is less than \_\_\_\_ ¢



f) \$ \_\_\_\_ is more than \_\_\_\_ ¢





## Equivalence and total

Read and draw.

John wants to change his 20-peso bill for coins. Draw three different ways in which he can get his bill changed for coins.

Read and talk about the coins.

Two 5-peso coins are worth one 10-peso coin.



One 5-peso coin is worth two 2-peso coins and a 1-peso coin.



One 10-peso coin is worth five 2-peso coins.





The bags are worth the same. Draw coins to make this true.



is worth the same as



is worth the same as



is worth the same as



is worth the same as







Add and write totals.



..... pesos



..... pesos



..... pesos



..... pesos



..... pesos



..... pesos



..... pesos



..... pesos





Draw coins and bills to represent these amounts.

22 pesos

57 pesos

36 pesos

49 pesos

EnglishHouse





# You're up!

Read and match the words with the definitions. Then number the pictures.

67. coin

- a coin that represents ¢

68. bill

- to have a value, especially in money

69. cent

- exact – not different

70. worth

- a piece of paper used as money

71. the same

- different form

72. change

- a piece of metal used as money

Column 1: \$20

Column 2:

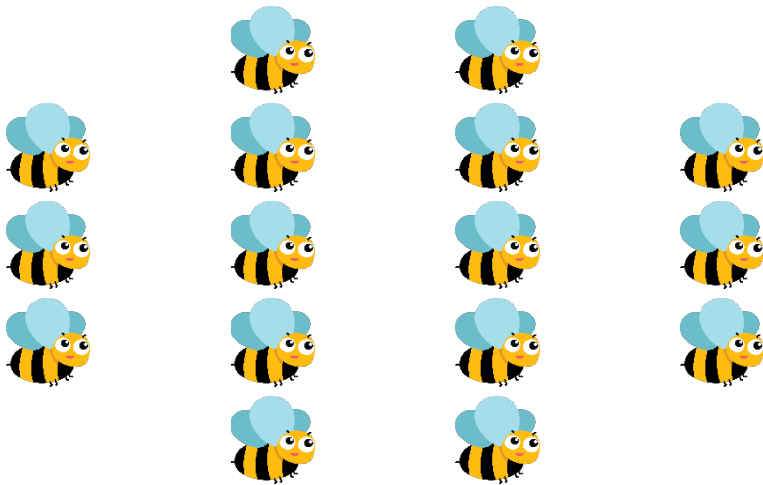
Column 3:







Count and find the half of each group of animals.



Half of \_\_\_\_\_ is \_\_\_\_\_.



Half of \_\_\_\_\_ is \_\_\_\_\_.

Write the half of each number.

2	16	20	14	6	4	10	30	8
1					2			







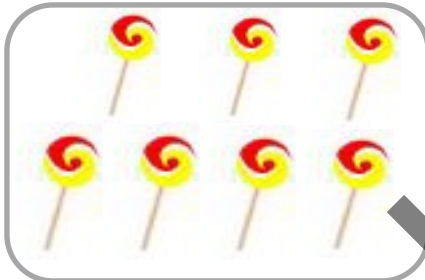
Draw to find the double of the next groups of desserts.



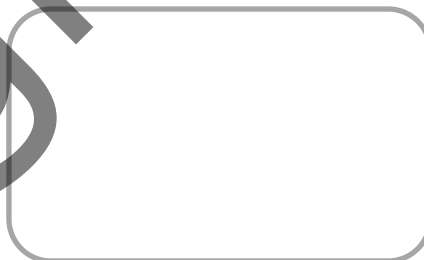
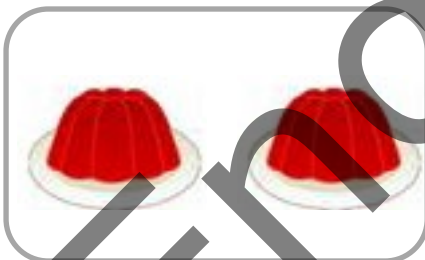
Double of \_\_\_ is \_\_\_.



Double of \_\_\_ is \_\_\_.



Double of \_\_\_ is \_\_\_.



Double of \_\_\_ is \_\_\_.

Write the double of each number to complete the chart.

2	8	4	7	12	3	5	22	9
4					6			

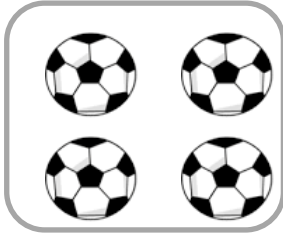




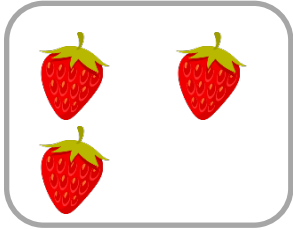




Find the triple of the next groups.



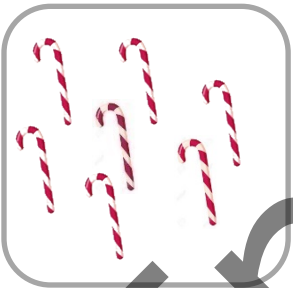
Triple of \_\_\_\_ is \_\_\_\_.



Triple of \_\_\_\_ is \_\_\_\_.



Triple of \_\_\_\_ is \_\_\_\_.



Triple of \_\_\_\_ is \_\_\_\_.

Write the triple of each number to complete the chart.

2	8	6	7	12	3	5	22	9
6					9			





# You're up!

Read and match the words with the definitions. Then number the pictures.

73. half

74. double

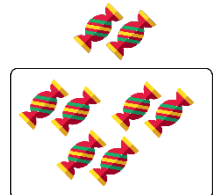
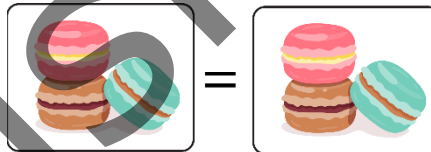
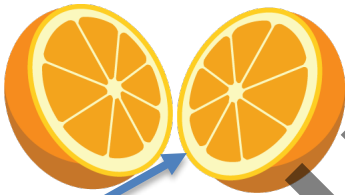
75. triple

76. equal

77. chart

78. find

- three times the same number
- a drawing that has information in squares
- to discover something
- two times the same number
- the same
- something divided into two equal parts







cars	3	4	5	6
Mark	*			
Dave			*	
Mat		*		







# Maths

# 4U



## Congratulations

Certificate of achievement proudly presented to:

---

For having completed the **Englishhouse Maths** course at **First Grade**. For your effort and outstanding results, but most importantly, for smiling and for being you-

Such an amazing kid!

