Australian

Signpost MATHS

Sample pages

1

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What is Australian Signpost Maths?

Australian Signpost Maths is a mathematics activity book series for students from Foundation to Year 6. The series has been written to meet the requirements of the Australian Curriculum.

The components of the series include Student Books, Teacher's Books, Mentals Books and an interactive Website. Teachers can select an appropriate program for every student from the rich and varied material provided.

The content has been carefully sequenced within each year level and across the series to take into account students' likely mathematical development.

Student Books

Teacher's Books

Mentals Books

Website

Structure of Australian Signpost Maths

Australian Signpost Maths emphasises the curriculum's syllabus content as well as problem-solving strategies, language development and the use of technology.

To maximise the benefits of the program, the Student Book, Teacher's Book, Mentals Book and Website should be used together.

The sequence of units in the **Student Book** forms a suggested program for the year. The **Teacher's Book** also provides lesson plans for each page of the Student Book, and blackline masters to assist teachers in implementing the program.

The Student Book presents lessons as a mix of content strands. However, the Contents and Contents Cross-reference pages in the Student Book allow teachers to construct programs based on the specific content strands (Number and Algebra, Measurement and Geometry, and Statistics and Probability). Progress Tests and remediation records are located in the Teacher's Book and on the website. These tests are also now included in the back of this book.

The **Mentals Book** mixes examples from all strands, reviewing the content of previous units of the Student Book.

The innovative **Website** help teachers to bring mathematics alive with technology. The website provides interactive maths tools, games and practice opportunities as well as relevant resource masters and worksheets for all year levels. These can be used for whole-class, small-group and individual learning. The website also includes **Concept Check-In**, a new diagnostic screener.

Special Features of Australian Signpost Maths

- **Traffic Light** system allows students to reflect on their work and highlight any units that they are having trouble understanding. They tick the red for units they feel they still don't understand, and green for those they feel they understand fully.
- Exercises are **well graded**. New work is reinforced in the Mentals Book.
- The **Progress Tests** (now also in the back of this book) allow the teacher to discover each student's strengths and weaknesses, and the cross-references direct students to the pages where that work is introduced.
- **Concept Check-In** diagnostic screener (on the Website) provides a snapshot of the class' conceptual understandings to aid in classroom management. It also allows teachers to measure progress over time..
- **Answers** are supplied in the Teacher's Book.
- The **Dictionary** at the beginning of this Student Book will help students to learn the language of mathematics.
- **ID Cards** (in the Mentals Book, Teacher's Book and Website) review the language of mathematics by asking students to identify common terms, shapes and symbols.
- Important **rules and concepts** are clearly highlighted.
- **Worked examples** and explanations are given throughout the Student Book where new ideas are introduced.
- The use of **colour** makes emphasis clear and is highly motivating.
- **Cartoons** give instruction and friendly advice.
- **Interactive Activities** are provided for whole-class, small-group and individual learning.

Australian Signpost Icons

Signpost icons are used throughout the book as cues to the essential nature of exercises and activities, and as a guide to ways of engaging with them. These icons often indicate alternative or more concrete approaches to dealing with concepts.

This icon highlights **important rules and concepts** occurring throughout the book. It often appears with worked examples.

Activities provide **applications and enrichment**. These activities usually involve the use of concrete materials and partner or group work.

These enjoyable activities are used to **motivate and involve** students in mathematical pursuits. They usually involve games and puzzles.

Investigations allow students to **explore and discover** maths concepts.

This icon indicates the use of computers, calculators or other **information and communications technology**.

Australian Curriculum Proficiency Strands

The proficiency strands of the Australian Curriculum describe how content is explored or developed – that is, the 'thinking and doing' of mathematics.

Understanding

Learning the concepts

*Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics.**

Conceptual understanding of maths ideas includes the explanation of a concept using text and diagrams. This occurs throughout Australian Signpost Maths at the top of many pages and is indicated by the Concept icon.

Fluency

Using the concepts

*Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily.**

The practice of maths skills to build fluency occurs on every page of Australian Signpost Maths.

Problem Solving

Applying concepts and strategies to develop solutions to problems

*Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively.**

Problem solving provides opportunities for students to use strategies and skills such as investigating and questioning, to collaborate with others and to communicate their findings to different audiences. Such activities are often indicated throughout Australian Signpost Maths by the Activity and Investigation icons.

Reasoning

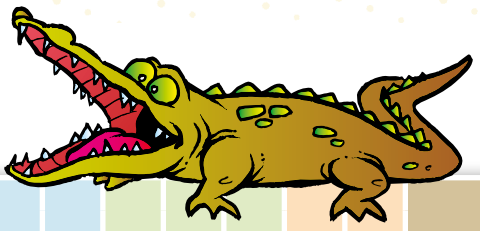
Coherent and logical thought

*Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.**

Students require opportunities to explain their mathematical thinking and can do so through both diagrams and written explanations. Reasoning questions are located throughout Australian Signpost Maths.

*The Australian Curriculum: Mathematics, v1.2 – Content structure

1 Contents and Syllabus Overview



KEY

- Number & Algebra
- Measurement & Geometry
- Statistics & Probability

Page	Unit	Title	Strand	Sub-strand	Suggested progress
1		Thinking Skills			Term 1
2	1A	Number Revision	Number and Algebra	Number and place value	
3	1B	Number Revision	Number and Algebra	Number and place value	
4	1C	Numbers 11 and 12	Number and Algebra	Number and place value	
5	1D	Numbers 11 to 16	Number and Algebra	Number and place value	
6	2A	Adding Two Groups	Number and Algebra	Number and place value	
7	2B	Addition Sentences	Number and Algebra	Number and place value	
8	2C	Numbers to 20	Number and Algebra	Number and place value	
9	2D	Numbers to 20	Number and Algebra	Number and place value	
10	3A	Ordinal Numbers	Number and Algebra	Number and place value	
11	3B	Subtraction	Number and Algebra	Number and place value	
12	3C	Analogue Time	Measurement and Geometry	Using units of measurement	
13	3D	Shapes Revision	Measurement and Geometry	Shape	
14	4A	Numbers to 20	Number and Algebra	Number and place value	
15	4B	Numbers to 20	Number and Algebra	Number and place value	
16	4C	Identifying Objects	Measurement and Geometry	Shape	
17	4D	3D Objects	Measurement and Geometry	Shape	
18	5A	Addition Sentences	Number and Algebra	Number and place value	
19	5B	Friends of 10	Number and Algebra	Number and place value	
20	5C	One Half	Number and Algebra	Fractions and decimals	
21	5D	Introducing Graphs	Statistics and Probability	Data representation and interpretation	
22	6A	Numbers to 20	Number and Algebra	Number and place value	T1*
23	6B	Subtraction	Number and Algebra	Number and place value	
24	6C	Patterns	Number and Algebra	Number and place value	
25	6D	Digital Time	Measurement and Geometry	Using units of measurement	
26	7A	Partitioning to 10	Number and Algebra	Number and place value	
27	7B	Sorting and Classifying Coins	Number and Algebra	Money and financial mathematics	
28	7C	Shapes in Our World	Measurement and Geometry	Shape	
29	7D	Using Pictures in Graphs	Statistics and Probability	Data representation and interpretation	
30	8A	Addition Facts	Number and Algebra	Number and place value	Term 2
31	8B	Doubles	Number and Algebra	Number and place value	
32	8C	Units of Length	Measurement and Geometry	Using units of measurement	
33	8D	Informal Units of Length	Measurement and Geometry	Using units of measurement	
34	9A	Difference	Number and Algebra	Number and place value	
35	9B	Difference	Number and Algebra	Number and place value	
36	9C	Comparing Mass	Measurement and Geometry	Using units of measurement	
37	9D	The Oval and Other Shapes	Measurement and Geometry	Shape	

Page	Unit	Title	Strand	Sub-strand	Suggested progress
38	10A	Groups of 10	Number and Algebra	Number and place value	
39	10B	Place Value	Number and Algebra	Number and place value	
40	10C	Australian Coins	Number and Algebra	Money and financial mathematics	
41	10D	Left and Right	Measurement and Geometry	Location and transformation	
42	11A	Subtraction	Number and Algebra	Number and place value	
43	11B	Difference Between Groups	Number and Algebra	Number and place value	
44	11C	Position Language	Measurement and Geometry	Location and transformation	
45	11D	Location Language	Measurement and Geometry	Location and transformation	
46	12A	Groups of 10	Number and Algebra	Number and place value	
47	12B	Counting by 10s	Number and Algebra	Number and place value	
48	12C	Difference	Number and Algebra	Number and place value	
49	12D	The Hexagon	Measurement and Geometry	Shape	
50	13A	Counting On	Number and Algebra	Number and place value	T2*
51	13B	Shape Hunt	Measurement and Geometry	Shape	
52	13C	Time Revision	Measurement and Geometry	Using units of measurement	
53	13D	Analogue and Digital Time	Measurement and Geometry	Using units of measurement	
54	14A	Numbers to 100	Number and Algebra	Number and place value	
55	14B	Numbers to 100	Number and Algebra	Number and place value	
56	14C	Counting Back	Number and Algebra	Number and place value	
57	14D	Drawing Shapes	Measurement and Geometry	Shape	
58	15A	The Number Line	Number and Algebra	Number and place value	
59	15B	The Calculator	Number and Algebra	Number and place value	
60	15C	Informal Units of Capacity	Measurement and Geometry	Using units of measurement	
61	15D	Informal Units of Capacity	Measurement and Geometry	Using units of measurement	
62	16A	Numbers to 20	Number and Algebra	Number and place value	
63	16B	Addition to 20	Number and Algebra	Number and place value	
64	16C	Addition to 20	Number and Algebra	Number and place value	
65	16D	Chance Words	Statistics and Probability	Chance	
66	17A	Numbers to 100	Number and Algebra	Number and place value	Term 3
67	17B	Numbers to 100	Number and Algebra	Number and place value	
68	17C	Addition to 20	Number and Algebra	Number and place value	
69	17D	Recognising 3D Objects	Measurement and Geometry	Shape	
70	18A	Numbers to 100	Number and Algebra	Number and place value	
71	18B	Partitioning	Number and Algebra	Number and place value	
72	18C	Partitioning	Number and Algebra	Number and place value	
73	18D	Half Past	Measurement and Geometry	Using units of measurement	
74	19A	Subtraction to 20	Number and Algebra	Number and place value	
75	19B	Subtraction by Counting On	Number and Algebra	Number and place value	
76	19C	One Half	Number and Algebra	Fractions and decimals	
77	19D	Half of a Group	Number and Algebra	Fractions and decimals	
78	20A	Numbers to 100	Number and Algebra	Number and place value	
79	20B	Counting by 2s, 5s and 10s	Number and Algebra	Number and place value	
80	20C	Looking at Patterns	Number and Algebra	Patterns and algebra	
81	20D	Half Past	Measurement and Geometry	Using units of measurement	
82	21A	Number Relationships	Number and Algebra	Number and place value	
83	21B	Adding Equal Groups	Number and Algebra	Number and place value	

Page	Unit	Title	Strand	Sub-strand	Suggested progress
84	21C	Graphing Data Using Blocks	Statistics and Probability	Data representation and interpretation	
85	21D	Graphs	Statistics and Probability	Data representation and interpretation	
86	22A	Partitioning	Number and Algebra	Number and place value	T3*
87	22B	Partitioning	Number and Algebra	Number and place value	
88	22C	Informal Units of Length	Measurement and Geometry	Using units of measurement	
89	22D	Informal Units of Length	Measurement and Geometry	Using units of measurement	
90	23A	Place Value	Number and Algebra	Number and place value	
91	23B	Place Value	Number and Algebra	Number and place value	
92	23C	The Rhombus	Measurement and Geometry	Shape	
93	23D	2D Shapes	Measurement and Geometry	Shape	
94	24A	Numbers to 100	Number and Algebra	Number and place value	
95	24B	Place Value	Number and Algebra	Number and place value	
96	24C	Patterns	Number and Algebra	Patterns and algebra	
97	24D	Months of the Year	Measurement and Geometry	Using units of measurement	
98	25A	Counting On	Number and Algebra	Number and place value	
99	25B	Addition by Counting On	Number and Algebra	Number and place value	
100	25C	Digital and Analogue Time	Measurement and Geometry	Using units of measurement	
101	25D	Making a Graph	Statistics and Probability	Data representation and interpretation	
102	26A	Counting Back	Number and Algebra	Number and place value	Term 4
103	26B	Subtraction	Number and Algebra	Number and place value	
104	26C	Properties of Shapes	Measurement and Geometry	Shape	
105	26D	The Cube	Measurement and Geometry	Shape	
106	27A	Subtraction by Counting On	Number and Algebra	Number and place value	
107	27B	Addition	Number and Algebra	Number and place value	
108	27C	One Half	Number and Algebra	Fractions and decimals	
109	27D	Giving Directions	Measurement and Geometry	Location and transformation	
110	28A	Place Value	Number and Algebra	Number and place value	
111	28B	Relating Addition and Subtraction	Number and Algebra	Number and place value	
112	28C	Comparing Capacities	Measurement and Geometry	Using units of measurement	
113	28D	Comparing Capacities	Measurement and Geometry	Using units of measurement	
114	29A	Addition	Number and Algebra	Number and place value	T4*
115	29B	How Many More?	Number and Algebra	Number and place value	
116	29C	Giving Directions	Measurement and Geometry	Location and transformation	
117	29D	Chance Language	Statistics and Probability	Chance	
118	30A	Inverse Operations	Number and Algebra	Number and place value	
119	30B	Number Patterns	Number and Algebra	Patterns and algebra	
120	30C	Duration Using Weeks	Measurement and Geometry	Using units of measurement	
121	30D	Duration Using Hours	Measurement and Geometry	Using units of measurement	
122	31A	The Calculator	Number and Algebra	Number and place value	
123	31B	Calculators	Number and Algebra	Number and place value	
124	31C	Mass	Measurement and Geometry	Using units of measurement	
125	31D	Dot Patterns	Measurement and Geometry	Shape	
126	32A	Ordinal Numbers	Number and Algebra	Number and place value	
127		Appendix: Australian Money			

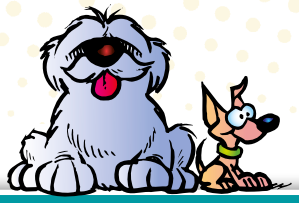
*Suggested placement for Progress Tests 1 to 4 (see the Teacher's Book). It is assumed that there are 10 weeks in each term.

Contents Cross-reference

Number and Algebra

1 Counting	Pages	Australian Curriculum Reference
Count to and from any starting point up to 100	2, 3, 4, 5, 8, 9, 22, 54, 58, 62, 66, 94	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012); Recognise, model, read, write and order numbers to at least 100, and locate these numbers on a number line (ACMNA013); Count collections to 100 by partitioning numbers using place value (ACMNA014)
Understand and reason with number sequences to and from 100	9, 22, 47, 58, 62, 66, 67, 79, 94	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012); Recognise, model, read, write and order numbers to at least 100, and locate these numbers on a number line (ACMNA013); Count collections to 100 by partitioning numbers using place value (ACMNA014)
Say number sequences of twos, fives and tens starting from zero	47, 67, 70, 79, 80, 94	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012)
Use a calculator to increase understanding of counting patterns	54, 82, 119, 122, 123	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012)
Ordinal numbers	10, 126	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012)
2 Numeration		
Model and represent numbers and the use of place-value cards	2, 3, 4, 8, 9, 14, 15, 38, 46, 54, 55, 90, 91, 94, 95	Recognise, model, read, write and order numbers to at least 100, and locate these numbers on a number line (ACMNA013); Count collections to 100 by partitioning numbers using place value (ACMNA014)
Read, write and order numbers to 100	2, 3, 4, 5, 8, 14, 15, 62, 66, 67, 70, 78, 90, 91, 94, 95	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012); Recognise, model, read, write and order numbers to at least 100, and locate these numbers on a number line (ACMNA013); Count collections to 100 by partitioning numbers using place value (ACMNA014)
Use Base 10 materials	14, 38, 46, 55, 95	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012); Recognise, model, read, write and order numbers to at least 100, and locate these numbers on a number line (ACMNA013); Count collections to 100 by partitioning numbers using place value (ACMNA014)
Read numerals on a calculator	46, 54, 82, 110, 119	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012); Recognise, model, read, write and order numbers to at least 100, and locate these numbers on a number line (ACMNA013)
Order numbers in sequences	22, 62, 66, 91	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012); Recognise, model, read, write and order numbers to at least 100, and locate these numbers on a number line (ACMNA013)

3	**Place value**		
	Count and record numbers by grouping in tens	9, 22, 39, 54, 55, 90, 91, 94, 95, 110	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012); Recognise, model, read, write and order numbers to at least 100, and locate these numbers on a number line (ACMNA013); Count collections to 100 by partitioning numbers using place value (ACMNA014)
	Partition and regroup numbers	9, 26, 71, 72, 82, 86, 87, 90, 95, 110	Count collections to 100 by partitioning numbers using place value (ACMNA014); Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)
4	**Fractions**		
	One half as one of two equal parts	20, 76	Recognise and describe one-half as one of two equal parts of a whole (ACMNA016)
	Halves of collections	76, 77, 108	Recognise and describe one-half as one of two equal parts of a whole (ACMNA016)
5	**Addition and subtraction**		
	Model, represent and solve problems concerning addition	4, 6, 7, 18, 19, 26, 30, 31, 50, 59, 63, 64, 68, 71, 72, 82, 83, 86, 87, 96, 98, 99, 107, 111, 114, 115, 118, 122	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)
	Model, represent and solve problems concerning subtraction	11, 23, 34, 35, 42, 48, 56, 74, 75, 96, 102, 103, 111, 115, 118	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)
	Model, represent and solve problems concerning grouping	83, 123	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)
	Connect addition and subtraction	75, 106, 111, 115, 118	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)
	Problems involving a missing element	72, 75, 106, 107, 114, 122	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)
	Subtraction (taking away)	11, 42, 74	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)
	Subtraction (difference)	34, 35, 43, 48	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)
	Mental strategies (count on, doubles, make to ten)	31, 50, 56, 59, 71, 72, 74, 75, 82, 86, 87, 98, 99, 102, 103, 106, 118	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)
6	**Number patterns**		
	Patterns with objects	24, 54, 80	Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)
	Patterns with numbers	4, 24, 47, 70, 79, 80, 96, 119, 123	Develop confidence with number sequences to and from 100 by ones from any starting point, and skip count by twos, fives and tens starting from zero (ACMNA012); Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)
7	**Money**		
	Recognise, describe and order Australian coins	27, 40, 101	Recognise, describe and order Australian coins according to their value (ACMNA017)



Measurement and Geometry

Statistics and Probability

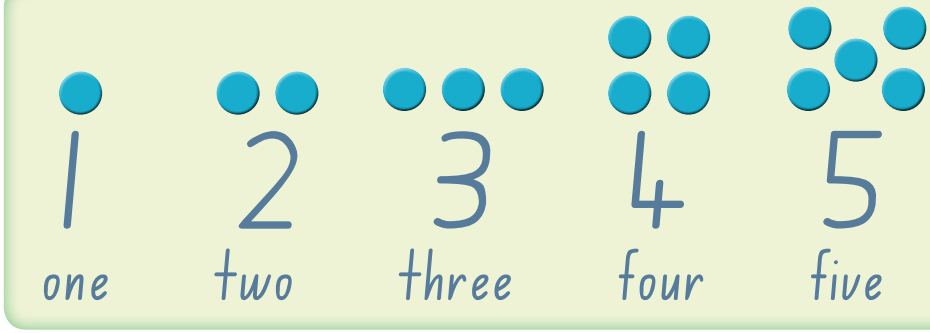
		Pages	Australian Curriculum Reference
1	**Data representation**		
	Collecting data (class data)	84, 85, 88	Choose simple questions and gather responses (ACMSP262)
	Representing data	84, 85	Represent data with objects and drawings where one object or drawing represents one data value, and describe the displays (ACMSP263)
	Using and understanding picture graphs and other graphs	21, 29, 84, 85	Represent data with objects and drawings where one object or drawing represents one data value, and describe the displays (ACMSP263)
2	**Data interpretation**		
	Read and make connections between lists, tables and picture graphs	21, 29, 85, 88, 101	Choose simple questions and gather responses (ACMSP262); Represent data with objects and drawings where one object or drawing represents one data value, and describe the displays (ACMSP263)
	Convey the story told on a graph (draw conclusions) and make statements about data	21, 29, 84, 85, 101	Choose simple questions and gather responses (ACMSP262); Represent data with objects and drawings where one object or drawing represents one data value, and describe the displays (ACMSP263)
3	**Chance**		
	Possible outcomes from a chance event	117	Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSP024)
	Likely and unlikely events	65, 117	Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSP024)

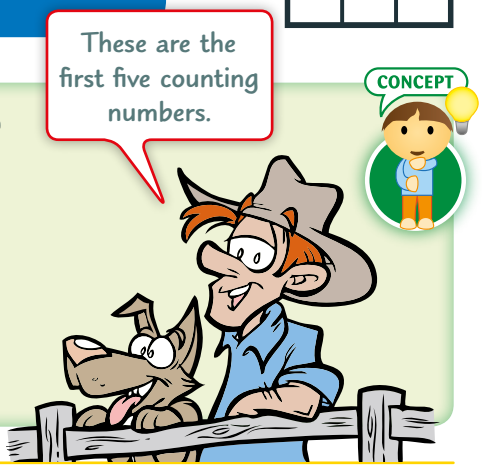
1 Thinking Skills

1. What can you count in this picture?
2. How many noses are in this picture?
3. Colour the round things red.
4. What are the mouse and the platypus doing?
5. The mouse is going to make a hat for its costume.
   Why should the mouse's hat have no ears?
6. What could the animals make with the paper?
7. How are the mouse and the platypus different?
8. Which of these questions have you liked best? Why?
9. Make up a maths question about this picture.

1A Number Revision

REVISION





1 Write the numeral and its name. Draw the number of balls.

2 Match each word with a numeral.

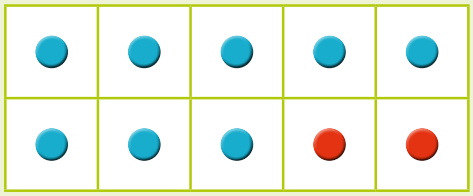
FUN SPOT

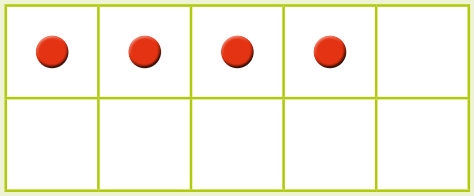
one | two | three | four | five

2 | 1 | 5 | 3 | 4

22A Partitioning

CONCEPT





… 11, 12, 13, 14

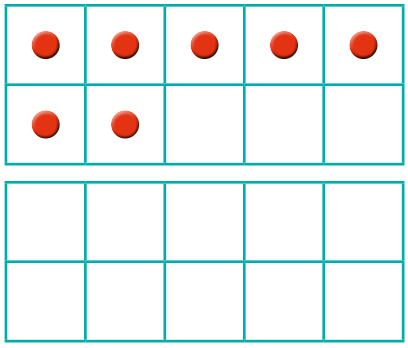
$8 + 6 = \mathbf{8 + 2} + 4$

$= \mathbf{10} + 4$

$= 14$

1 To find the answer, draw more dots in the ten frames.

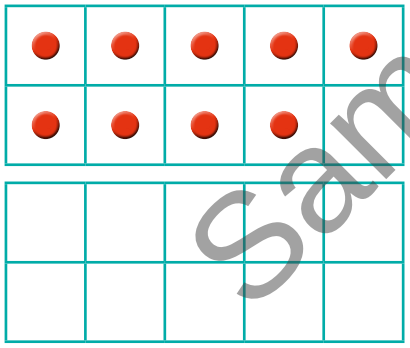
a



$7 + 5 = 7 + \square + \square$

$= \square + \square = \square$

b



$9 + 8 = 9 + \square + \square$

$= \square + \square = \square$

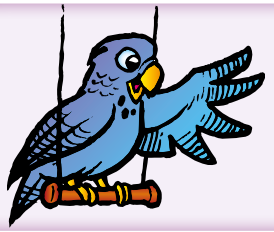
2 You can use ten frames to answer these questions.

a $7 + 6 =$ ☐

b $8 + 5 =$ ☐

c $9 + 4 =$ ☐

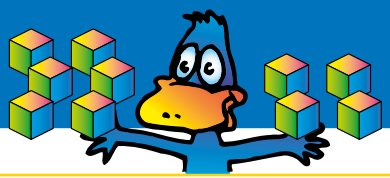
d $8 + 7 =$ ☐



INVESTIGATION

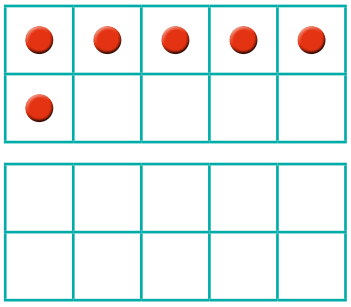
Use place-value blocks to make your own patterns. Record each pattern and explain your patterns to a friend.

22B Partitioning



1 To find the answer, draw more dots in the ten frames.

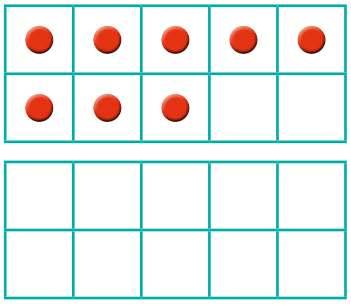
a



$6 + 9 = 6 + \square + \square$

$= \square + \square = \square$

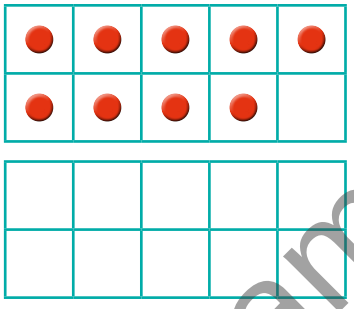
b



$8 + 8 = 8 + \square + \square$

$= \square + \square = \square$

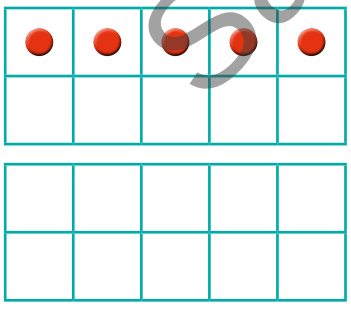
c



$9 + 7 = 9 + \square + \square$

$= \square + \square = \square$

d

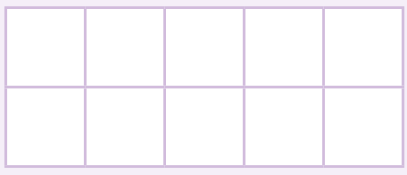


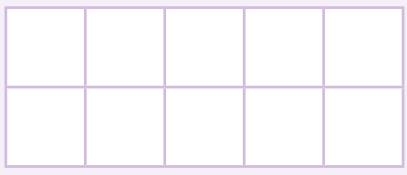
$5 + 6 = 5 + \square + \square$

$= \square + \square = \square$

INVESTIGATION

Use ten frames to make up some additions of your own.





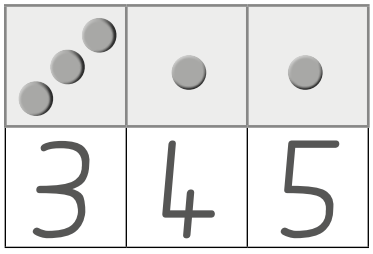
Progress Test 3

1 Write the numbers 12 to 19 in order.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 20

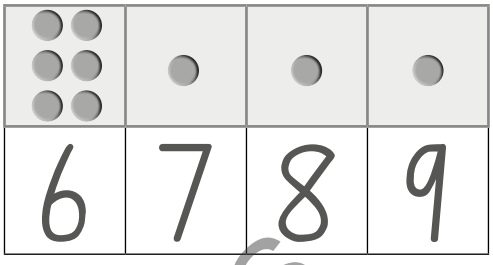
2 Count on to find how many altogether.

a



3 and 2 more = ☐

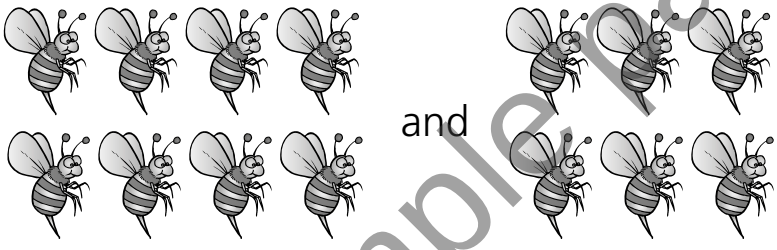
b



6 and 3 more = ☐

3 Complete the number sentences.

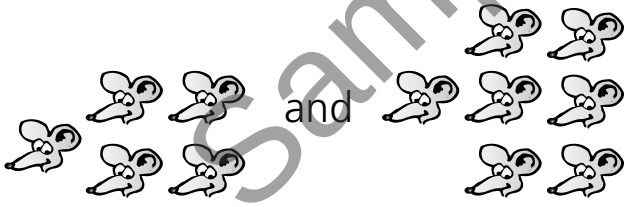
a



and

8 + 6 = ☐

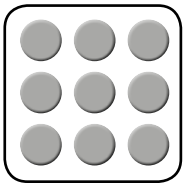
b



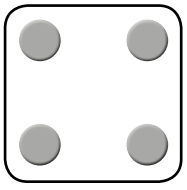
and

☐ + ☐ = ☐

c

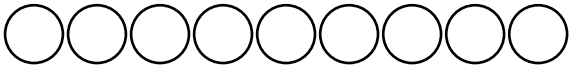


and

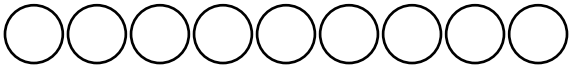


☐ + ☐ = ☐

4 Colour the circles to show two different ways to make 9.



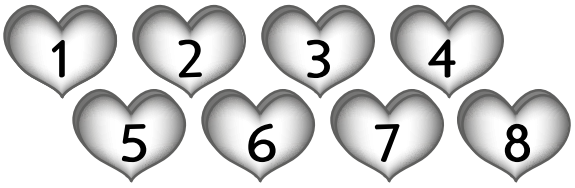
☐ + ☐ = 9



☐ + ☐ = 9

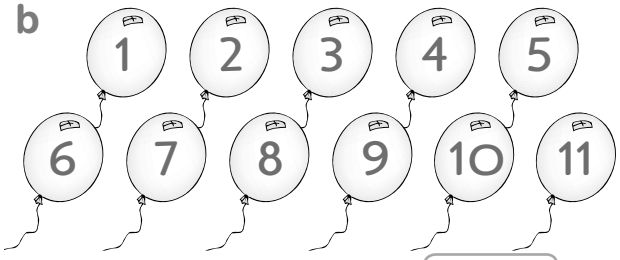
5 Count back to complete each number sentence.

a



8 take away 2 leaves ☐

b



11 take away 4 leaves ☐

6 **a**

14 – 9 = ☐

b

How many more make 12? ☐

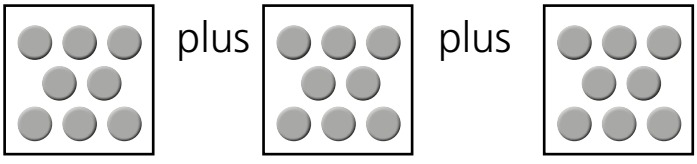
c 8 + ☐ = 12

d 12 – 8 = ☐

e

19 – 8 = ☐

7



plus plus

a ☐ + ☐ + ☐ = ☐

b ☐ groups of ☐ = ☐

❽ Write the numbers before and after.

a

Before		After
	28	
	42	
	84	

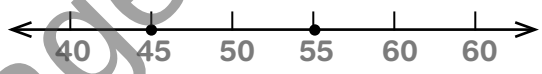
b

Before		After
	53	
	76	
	91	

❾ Write the numbers shown on each number line.

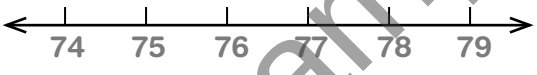
a

b

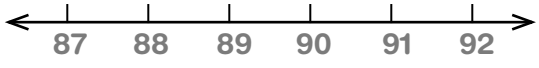


Show the numbers on each number line.

c 74, 75, 77, 79

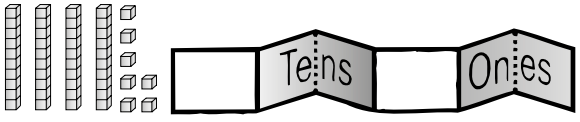


d 88, 90, 91, 92

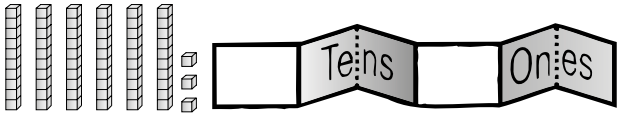


❿ Complete:

a

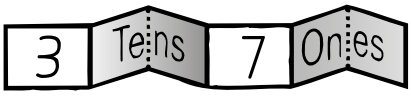


b



Write the number.

c



d